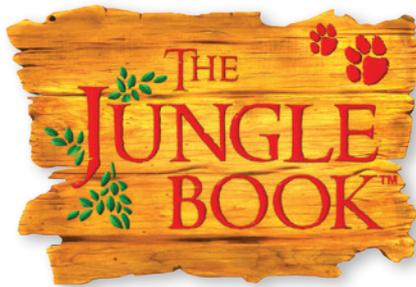


Teacher's Notes



The Cobra's Egg



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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 The Jungle Book 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.

The Cobra's Egg has a total story wordcount of 536 words.

The Cobra's Egg – synopsis

One morning Baloo, the bear, and Bagheera, the leopard, go into the jungle to look for breakfast. The jungle is dangerous for a small boy and so they leave Mowgli behind. Mowgli is angry.

The tiger, Shere Khan, and Tabaqui, the jackal, are also looking for breakfast. Shere Khan is hunting a deer and Tabaqui sees a cobra's egg. When Tabaqui tries to eat the egg, he is attacked by the mother cobra, and he accidentally frightens away the deer. Shere Khan is angry and tells Tabaqui to find him something else to eat.

When Tabaqui sees Mowgli, he has an idea. Mowgli wants to prove to Baloo that he is brave and Tabaqui persuades him to steal the cobra's egg. But when Mowgli takes the egg to Tabaqui, Shere Khan is waiting for him. Before Shere Khan can chase Mowgli, the mother cobra attacks and Mowgli drops the egg. Shere Khan runs away and Mowgli's friend, Rikki Tikki, saves him from the cobra. Tabaqui tries to eat the egg again, but this time a baby cobra comes out.

At the end of the story, Mowgli has learned a valuable lesson about the dangers of the jungle, and Shere Khan is still hungry!

The Jungle Book – TV series

Released: 2009

Genre: animated comedy

Suitable for: all children

Inspired by: Rudyard Kipling's stories about the Indian jungle, *The Jungle Book* (1894) and *The Second Jungle Book* (1895).

Fims: There have been a number of film versions of the stories. The most famous is the Disney classic from 1967. The story in this reader comes from the TV series from DQ Entertainment.

Why not try the other The Jungle Book Popcorn ELT Reader?

- *Man Trap* (level 1)



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 *The Jungle Book*

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 Jungle Book?* If anyone knows any of the stories or has seen a film or TV version of one of them, they can talk briefly in L1 about what they remember.
- 2 Look together at the front cover of the book. Say *This story is about a boy. His name is Mowgli. Can you see Mowgli? Is he young? (Yes, he is.)* Point to the cobra and say *This is a cobra.*
- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *What has the cobra got? Do they live in a town? (No). Where do they live?* Pre-teach *jungle* and *egg*.

- 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'm black.* Students say *You're Bagheera.* Continue with information about the other characters. For example, say *I'm angry.* Students say *You're Shere Khan.* With stronger classes, ask students to take over your role.
- 6 Read the 'Before you read' question with your class. Don't give the answers at this stage as students will read the story to find out. 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 12–17 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			
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<p>dangerous</p> <p>That's dangerous!</p>	<p>fight</p> <p>The boys are fighting.</p>	<p>roar</p> <p>The lion roars.</p>
	<p>brave</p> <p>She's brave!</p>	<p>deer</p> <p>The deer is drinking.</p>	<p>flute</p> <p>She plays the flute.</p>
<p>chase</p> <p>The dog is chasing the cat.</p>	<p>fall</p> <p>The cat is falling.</p>	<p>frightened</p> <p>The boy is frightened.</p>	<p>'Help!'</p> <p>Help!</p>

- 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. Take extra care with the pronunciation of *fight* and *frightened* as *gh* are silent letters.
- 3 The conversational language on this page is *Help!* We use this when we are in a difficult situation and need help. Say it several times and students repeat. Ask students to suggest situations in which they might shout *Help!*
- 4 Do some vocabulary activities to practise the new words (see suggestions opposite).

Vocabulary Activities

- Place the flashcards face down on the table. Mix them up. Ask a student to write one of the new words on a piece of paper. Now ask another student to come and turn over one of the flashcards. If the flashcard matches the word, the student keeps the flashcard. If the flashcard doesn't match, students take it in turns to turn over flashcards. Continue until you have a match. Now play the game again with the remaining flashcards.
- 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 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.

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 of these notes.
- Ask students to write quiz questions about the story. Give them some examples, e.g. *He's black and he is Baloo's friend. Who is he? (Bagheera) Mowgli lives here. Where is it? (The jungle).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen 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. actions or adjectives to describe people or animals.
-  Play a page of story from the CD. Ask students to listen carefully with their books closed. When they have finished listening, ask them to find the corresponding page of the story in their books. The first student to find the page wins a point. With stronger groups, the winner could take a turn at reading a page out loud.
-  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, give groups the words *breakfast, egg, angry* for Chapter 1 of *The Cobra's Egg*.

- 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 The Cobra's Egg 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.



Chapter Quizzes (Answer key, page 10)

Chapter 1

Match.

- | | |
|-------------------|---------------------------|
| 1 'Let's look for | a play here.' |
| 2 'Can I | b breakfast!' |
| 3 'No, I'm sorry, | c dangerous for a child.' |
| 4 'The jungle is | d you can't.' |
| 5 'You can | e come too?' |
-

Chapter 2

Correct the mistakes.

- 1 Mowgli is angry with ^{Baloo} ~~Tabaqui~~.
 - 2 Mowgli sees his friend, Bagheera.
 - 3 Mowgli looks for the cobra in the water.
 - 4 Mowgli plays music to Rikki Tikki.
 - 5 Tabaqui steals the egg.
-

Chapter 3

Answer the questions.

- 1 Who is with Tabaqui? **Shere Khan**
- 2 Who chases Shere Khan?
- 3 Who falls?
- 4 Who fights the cobra?
- 5 Who shouts 'Help!'?



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

JUNGLE ANIMALS

A lot of animals live in the jungle. Some of the animals are dangerous. Read about the animals from *The Jungle Book*.

There are jungles in Africa, South America and Asia.

cobras
Cobras are dangerous because they are very poisonous. They can be two metres long.

mongooses
Mongooses are very quick and brave. They sometimes chase and kill cobras.

jackals
Jackals are very clever. They sometimes follow tigers. Tigers kill animals and jackals eat the tigers' food too.

sloth bears
Sloth bears are very big. They walk slowly but they can run very quickly. An angry sloth bear is very dangerous.

What's your favourite animal from *The Jungle Book*?

Did you know ...?
In *The Jungle Book* Mowgli lives in a jungle in India.

What do these words mean? Find out.
poisonous kill clever follow food

- 1 With books closed, ask *Where does Mowgli live? (In the jungle)*. Ask students if they can remember the names of all the animals in the reader. Write them on the board.
- 2 Tell students to open their books at page 26. Ask which of the animals from the list on the board appear on these pages. Then students read each section, or read and listen to the CD.
- 3 Write adjectives on the board. Ask students to find out which animal each adjective is used to describe, e.g. *big (sloth bear), brave (mongoose), clever (jackal), dangerous (cobra, sloth bear)*.
- 4 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.
- 5 Ask the children to look at the question in the red circle: *What's your favourite animal from The Jungle Book?* Say the names of each animal in the reader and ask the children to put up their hands when you say their favourite.
- 6 Give each student a copy of the 'Project' worksheet (see page 9 of these notes). Encourage them to research information about another jungle animal. They can look for information at home or in the school library, using books or the Internet. They find out where it lives, one thing that it can do and choose one or two adjectives to describe it. Students then complete the text about their animal, e.g. *This is a tiger. It lives in Asia. It can swim. It is strong and dangerous.* Students draw or stick a picture of their animal in the space provided, and perhaps draw a jungle background.
- 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:
Science

My Jungle Animal

Draw or stick a picture here.

This is a

It lives in

It can

It is



Answer Key

After you read (page 28)

1 a ✓ b ✓ c ✓ d X e X f X g ✓

2 a Baloo, Shere Khan b Shere Khan, Tabaqui c The cobra, Shere Khan d Tabaqui, Mowgli



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 31)

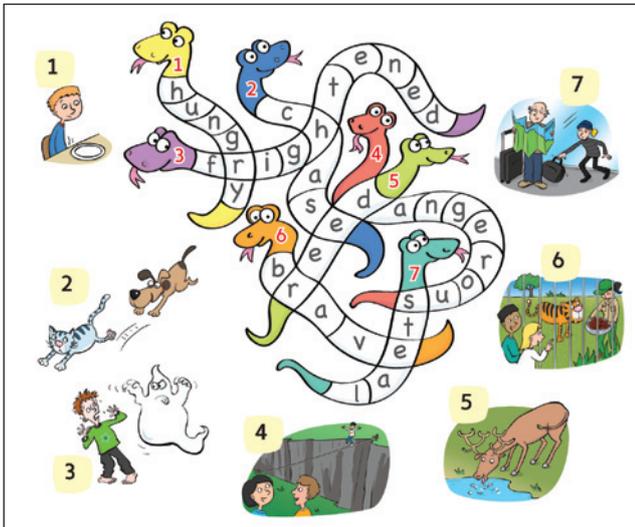
Multiple intelligence activities (pages 29–32)

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

- | | |
|--------------|---------|
| 1 hungry | 5 deer |
| 2 chase | 6 brave |
| 3 frightened | 7 steal |
| 4 dangerous | |



2 Linguistic intelligence

- | | |
|---------|---------|
| a chase | c fight |
| b shout | d laugh |

3 Spatial intelligence

- | | |
|--------------------|------------------------|
| a bear | d chasing the cobra |
| b jackal | e is chasing the tiger |
| c jackal, mongoose | |

4 Logical intelligence

- a bear
b deer

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

Chapter 1

- 1 b
2 e
3 d
4 c
5 a

Chapter 2

- 1 Tabaqui Baloo
2 Bagheera Rikki Tikki
3 in the water in the jungle
4 Rikki Tikki the cobra
5 Tabaqui Mowgli

Chapter 3

- 1 Shere Khan
2 The cobra
3 Mowgli
4 Rikki Tikki
5 Tabaqui



Imagine ...

Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Put students in pairs. Ask them to choose one of the scenes and to practise acting it out. Help them with any difficult pronunciation.
- 2 Clear a large space in the centre of the classroom. Each pair performs their scene to the rest of the class.
- 3 The class votes for the student or group who gave the best performance.

Chant

Musical intelligence

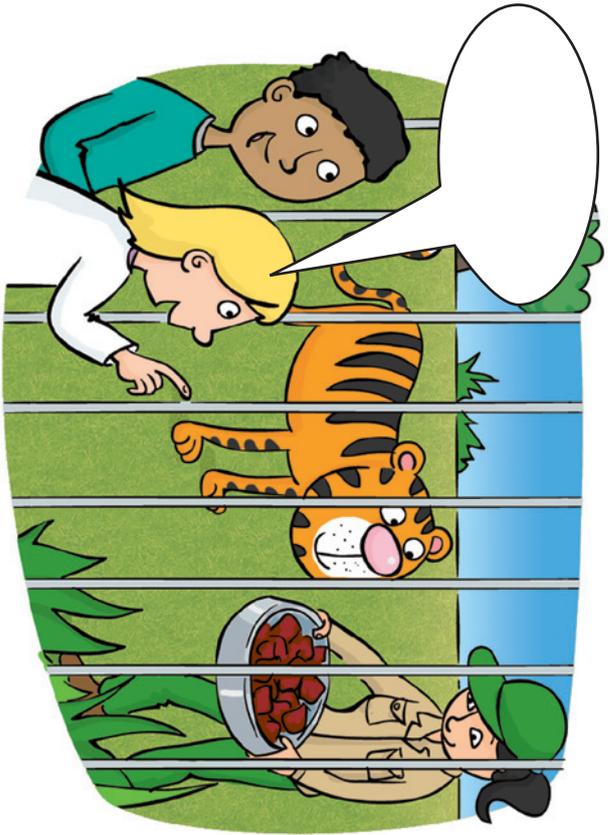


This page is recorded on the CD.

- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask 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 out the rhythm. Ask students to clap with you.
- 3 Tell the students that they are now going to say the chant. Play the CD or lead the chanting yourself.
- 4 Ask students to invent some actions for Mowgli to go with the chant, e.g. frowning and crossing arms to show anger in line 2, stealing the egg in line 3. Students now do the actions as they say the chant.



Flashcards



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brave

'She's **brave!**'

fold



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chase

The dog is **chasing**
the cat.

fold



Flashcards



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fold

fold

deer
The **deer** is drinking.

dangerous
'That's **dangerous**!'



Flashcards



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fold

fold

fight
The boys are
fighting.

fall
The cat is **falling.**



Flashcards



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fold

fold

frightened
The boy is **frightened**.

flute
She plays the **flute**.



Flashcards



roar

The lion **roars**.



steal

She's **stealing** the man's bag.



Flashcards

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fold

'Help!'

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