

# Popcorn ELT Readers

# Teacher's Notes



nickelodeon™  
TEENAGE MUTANT NINJA  
**TURTLES**™

## KRAANG ATTACK!

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Based on characters created by Peter Laird and Kevin Eastman.



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 Teenage Mutant Ninja Turtles: Kraang Attack! 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. *Teenage Mutant Ninja Turtles: Kraang Attack!* has a total story wordcount of 792 words.

### Teenage Mutant Ninja Turtles: Kraang Attack! – synopsis

Leo, Donnie, Mikey and Raph are the Teenage Mutant Ninja Turtles. They live in New York city with Splinter, their ninjutsu teacher.

The Turtles are now old enough to go up into the city streets. On their first visit to the city, the Turtles saw some evil men kidnap a teenage girl, April, and her father. Now the Turtles have a plan to rescue them. They stop a van, which they believe has something to do with the kidnap. When they open the door of the van, a canister of mutagen falls out. The driver of the van, Snake, tells them that the makers of the mutagen are the evil Kraang – alien robots – and takes them to the Kraang lair.

The Turtles break into the lair, but the Kraang are difficult opponents. The Turtles manage to free April but they are not able to stop the Kraang from leaving the lair with April's dad. April becomes a friend of the Turtles and they make a promise to rescue her dad too.

### Teenage Mutant Ninja Turtles: Rise of the Turtles

**Released:** 2012

**Genre:** animated comedy

**Suitable for:** children with parental guidance

**TV series:** The story is based on part two of *Rise of the Turtles* – the first episode of the CGI-animated TV series, produced by Nickelodeon in 2012.

### Why not try the other Teenage Mutant Ninja Turtles Popcorn ELT Readers?

- *Meet the Turtles* (Starter level)
- *Rise of the Turtles* (level 1)
- *Donnie's Robot* (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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*Just choose the pages that you need and print!*

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# Meet ... everyone from Teenage Mutant Ninja Turtles



This page is recorded on the CD.

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



- 1 Before looking at the book, ask students *Do you know the Teenage Mutant Ninja Turtles?* If anyone knows the characters, talk briefly in L1 about what they know about them.
- 2 Look together at the front cover of the book. Ask *Who are they? (The Turtles.) What colour are they? (Green.)* Point to the pink aliens and say *These are the Kraang. They are aliens.*

## OR

In L1, tell students they're going to watch and listen to the Turtles' theme song. Play the song at the start of the episode right through and ask students if they can spot all the characters from the 'Meet ...' page. Play the song again and ask students to put their hands up when they see one of the characters. Pause the DVD each time they see a character and ask them to say the name of the character. If the names are too difficult for students to pronounce, they can point to the character on the 'Meet ...' page and you say the name.

- 3 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Where do the Kraang live? Who works for the Kraang?*
- 4 Pre-teach *alien*, *turn into* and *plan*. (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 am a rat.* Students say *You're Splinter.* 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 episode to predict the Turtles' plan. Make a note of their ideas to check once students finish the reader. Don't confirm if their predictions are correct at this stage as the students have to read 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										
<p>What do these new words mean? Ask your teacher or use your dictionary.</p>	<b>helicopter</b> <p>The <b>helicopter</b> is fast.</p>	<b>ready</b> <p>I'm ready!</p>								
<b>alien</b> <p>Look! It's an <b>alien</b>!</p>	<b>hit</b> <p>Hit it!</p>	<b>turn into</b> <p>She turned into a black cat.</p>								
<b>drive</b> <p>She's <b>driving</b>.</p>	<b>plan</b> <p>Let's make a <b>plan</b>!</p>	<b>roof</b> <p>The cat's on the <b>roof</b>.</p>								
		<b>van</b> <p>It's an old <b>van</b>.</p>								
		<b>shoot</b> <p>Don't shoot!</p>								
		<b>'Get him!'</b> <p>'Get him!'</p>								
	<b>Verbs</b> <table border="1"> <tr> <td>Present</td> <td>Past</td> </tr> <tr> <td>drive</td> <td>drove</td> </tr> <tr> <td>fall</td> <td>fell</td> </tr> <tr> <td>shoot</td> <td>shot</td> </tr> </table>	Present	Past	drive	drove	fall	fell	shoot	shot	<b>What does the title <i>Kraang Attack!</i> mean? Ask your teacher.</b>
Present	Past									
drive	drove									
fall	fell									
shoot	shot									

- 1 Look at the page with your class. Say *All these words are in the story. Which words do you know?* They should remember *alien*, *turn into* and *plan* 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 *Get him!* People say this in films and stories when they chase someone. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *drive*, *fall* and *shoot* 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. *My mum drove to work this morning.*
- 5 Ask students to look at the title of the reader: *Kraang Attack!* Explain to your students the meaning of the title in L1.

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

## Vocabulary Activities

- 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.
- 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.



# 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.
- Play students a short section of the episode, 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 the Kraangdroids and Snake are waiting for the Turtles to arrive. Then ask, e.g. *Who are they? Who are they waiting for? Where are the Turtles?*

### 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? What does he look like? Is he good or bad?*
- 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. *She lives in New York with her dad. Who is she? (April.)* They ask and answer their questions in groups or as a whole class.
- Show students the beginning of an exciting scene in the episode, e.g. When Donnie finds April in the Kraang lair. Freeze-frame the episode at key moments of the scene and ask *What does he/she say next?* or *What happens now?* Listen to students' guesses, then play the rest of the scene to see if they were right.
- Predict what is going to happen next.

## After finishing the story you could:

- Do the activities at the back of the reader.
- Give students a section of the story with some key words blanked out. They write the missing words as they listen to the story on the CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.
- Ask students to create a map of where the characters go in the story. They could draw in details, such as Splinter underground or where the Turtles meet Snake.

- 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.
- In small groups, students read Chapter 4 up to the end of page 21. Then they think of a different way for the chapter to finish. They write, draw or roleplay their new ending for the story.
- Ask students to write a short review of the reader. Write on the board:
 

*I think the story of Kraang Attack! 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.



### 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 the correct words to complete Splinter's story.

dark men mutagen ran after turned into young

Fifteen years ago, Splinter walked home through the 1 ..... **dark** .....

city with four 2 ..... green turtles. Suddenly two

3 ..... saw Splinter. They had some 4 ..... .

with them. The men 5 ..... Splinter. The mutagen fell over

Splinter and the turtles and they 6 ..... mutants.

## Chapter 2

Put the sentences in the correct order.

- a) Leo and Raph made a plan.
- b) Mikey was hungry.
- c) Leo and Raph ran after Snake.
- d) Snake took the Turtles to the Kraang's lair. **1**
- e) Mikey watched Snake.
- f) Snake ran away.



# Chapter Quizzes (Answer key, page 11)

## Chapter 3

Circle the correct words.

- 1 The Kraang waited for *Splinter* / *the Turtles*.
- 2 The Turtles went to the lair at *12 o'clock* / *8 o'clock*.
- 3 The Turtles were *on the roof of the lair* / *in the van*.
- 4 There were *not many* / *a lot* of computers in the lair.
- 5 The Kraang were *strong* / *not strong*.
- 6 Raph saw a pink *alien* / *robot*.

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## Chapter 4

Match.

- |              |   |                                    |
|--------------|---|------------------------------------|
| 1 April      | — | a) saw a door.                     |
| 2 Donnie     | — | b) hit the door.                   |
| 3 Ralph      | — | c) had a helicopter.               |
| 4 Splinter   | — | d) shouted 'Help!'                 |
| 5 The Kraang | — | e) waited for the Turtles at home. |
- 





# 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**

# NINJA! 忍者

There are many stories about ninjas. The first ninjas lived many years ago, but what do we know about them?

Watch, think, attack  
The first ninjas lived hundreds of years ago in Japan. Ninjas were spies. Ninjas didn't always attack. They were good at watching and thinking too.

JAPAN

Run away and hide  
Ninjas were very good at hiding. Sometimes they used smoke. The enemy saw the smoke, and the ninjas had time to run away.

Stay in the dark  
Ninjas did not always wear black. But they went out at night or stayed in the dark. They were very good at staying quiet. They didn't want the enemy to see them. Ninjas were quick and strong. They climbed onto roofs of houses. They watched the enemy from there.

Did you know?  
Some ninjas were women. Their name was kunoichi.

What can ninjas do? How many things can you find?

What do these words mean? Find out.  
spy hide use enemy climb

26 27

- 1 Students have their books closed. Write *Ninja!* on the board. Elicit in L1 what students know about ninjas. Write these ideas on the board.
- 2 Tell students to open their books at page 26. Students read and listen to each section on the CD. Stop the CD after each section and students tell you if any of the information is the same as the ideas on the board. After listening to all the sections, ask students what new information in the text they found most surprising.
- 3 Look at the word box. Ask students if they know what these words mean. Students can use a dictionary to check meaning.
- 4 Put students into small groups. Read out the discussion question in the red circle. Play the CD all the way through. Students listen and write a list of things that ninjas can do. Check answers as a class: (*think, hide/use*

- smoke to hide, stay in the dark, stay quiet, climb onto roofs of houses, watch the enemy*).
- 5 In groups, students brainstorm ideas for a ninja story. The stories must include at least two skills from the list of things ninjas can do. Set a time limit for this task.
  - 6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). In their groups, students decide how they could divide their story into six frames. They draw the pictures and write captions for the pictures. They can also add speech bubbles to the pictures if they wish.
  - 7 Groups give their stories to other groups to read. Ask students to tell you which stories they particularly liked and why. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



# Real World: Project

## My Ninja Story

Cross-curricular  
content area:  
Art and  
Literature




# Answer Key

## After you read (page 28)

- 1** a K b T c T d K e K f TK  
**2** a ✓ b X (Leo stopped the van.) c ✓ d X (Mikey wanted some pizza.)  
e X (There were a lot of Kraangdroids.) f ✓



### Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.  
Can they find it? (**Answer:** page 26)

## 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)

**1a**

#### Logical intelligence

- |           |        |
|-----------|--------|
| a four    | d two  |
| b fifteen | e four |
| c four    | f one  |

**1b**

#### Logical intelligence

$$4 + 15 + 4 + 2 + 4 + 1 = 30$$

There is a small turtle on page **30** of this book.

**2**

#### Intra-personal intelligence

Students' own answers.

**3**

#### Linguistic/Spatial intelligence

- |              |            |
|--------------|------------|
| 1 rat        | 4 computer |
| 2 helicopter | 5 van      |
| 3 pizza      |            |

The letters spell the word: **alien**.

## Chapter Quiz Answer Key

(Teacher's notes, pages 7 and 8)

### Chapter 1

- 1 dark  
2 young  
3 men  
4 mutagen  
5 ran after  
6 turned into

### Chapter 2

- |     |     |
|-----|-----|
| a 6 | d 1 |
| b 3 | e 2 |
| c 5 | f 4 |

### Chapter 3

- 1 the Turtles  
2 12 o'clock  
3 on the roof of the lair  
4 a lot of  
5 strong  
6 alien

### Chapter 4

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



# Imagine ...

## Kinaesthetic intelligence

- 1** Say *Open your books at page 31*. Put students in small groups of four or five. Students discuss what is happening in the pictures.
- 2** Ask students to invent and write out a dialogue for the pictures. The dialogue does not need to be exactly the same as the one in the book. They can use the speech bubbles to help them.
- 3**  Try playing this scene from the DVD, but without the sound. Students can watch the characters' movements to help them with their acting later.
- 4** Ask students to practise acting out their dialogues.
- 5** Clear a large space in the centre of the classroom. Call up each group to perform their dialogue.

# Chant

## Musical intelligence

- 1**  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 and give a verse to each group. Tell the students that they are going to say the chant. Explain in L1 that the first two lines of each verse are said only by the group whose verse it is, and that the chorus (*Go, Turtles! It's the Kraang attack!*) is said by everyone. Play the CD or say the chant yourself. Students say it at the same time. Practise several times.

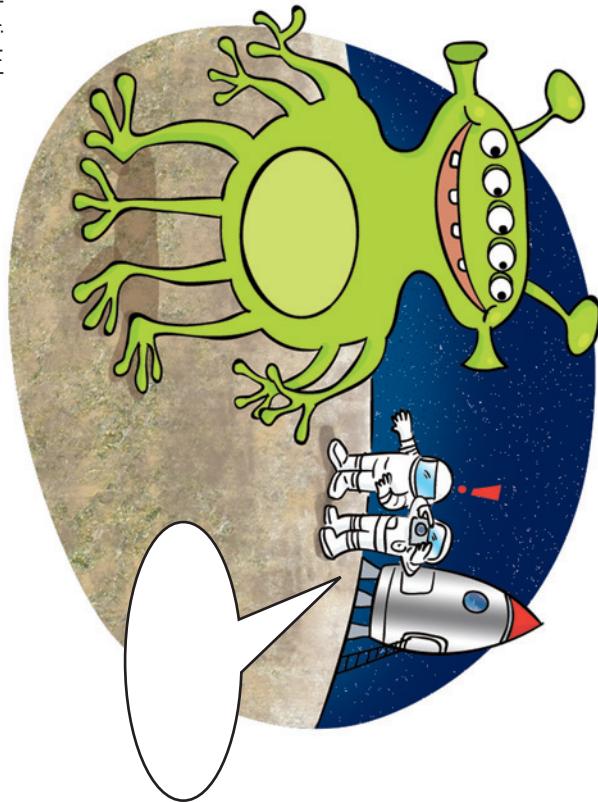


# Flashcards

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fold

alien

'Look! It's an alien!'

drive

She's driving.

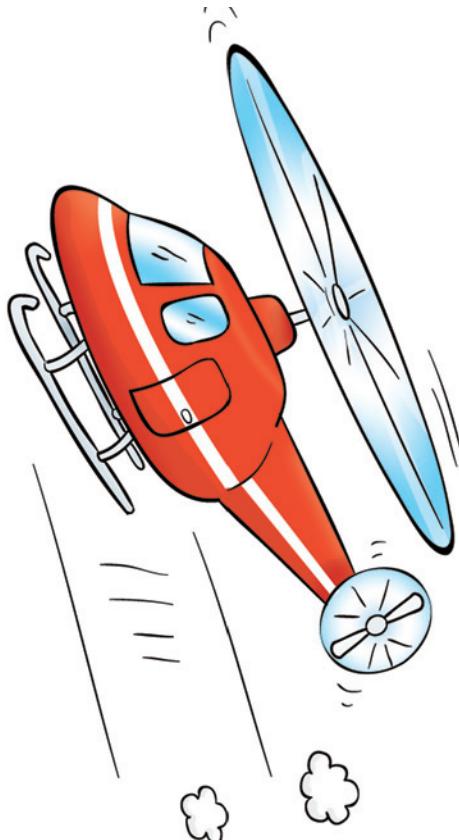


# Flashcards

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fold

**helicopter**  
The **helicopter** is fast.

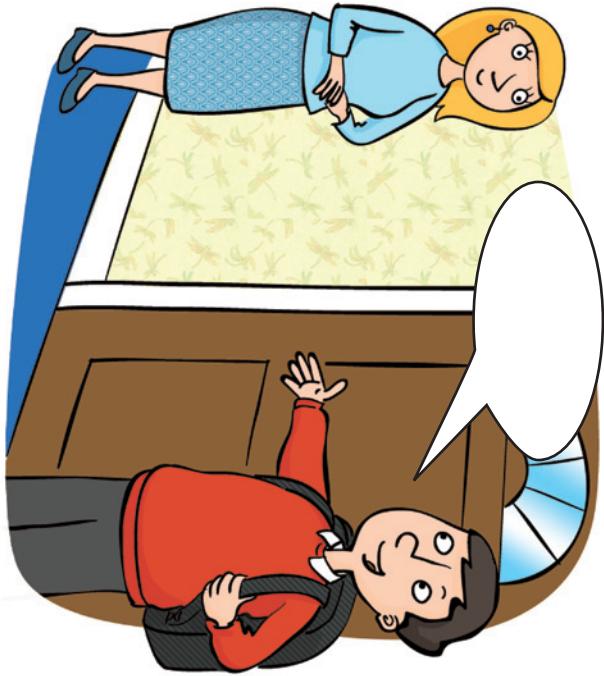
**hit**

'Hit it!'

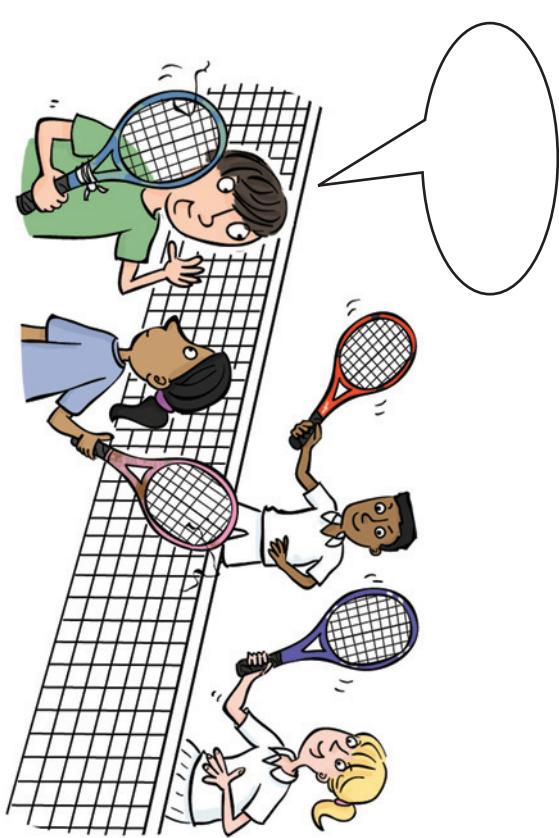


# Flashcards

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fold

**plan**

'Let's make a **plan!**'

**ready**

'I'm **ready!**'

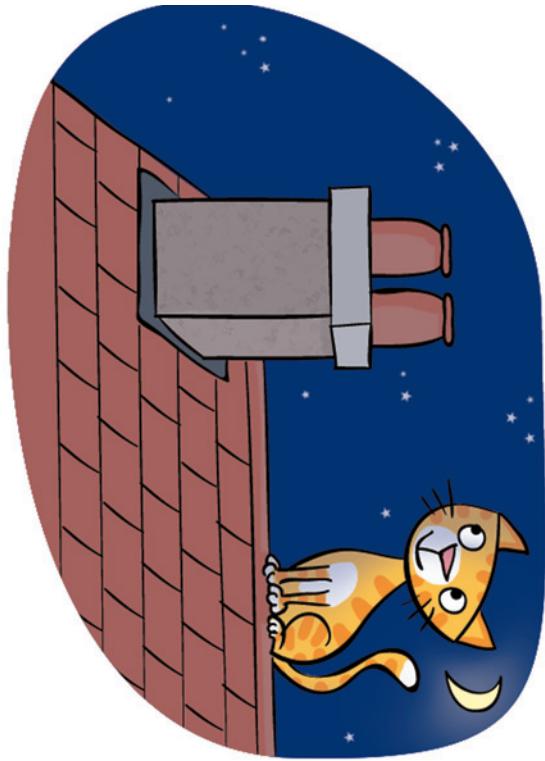


# Flashcards

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roof

The cat's on the roof.

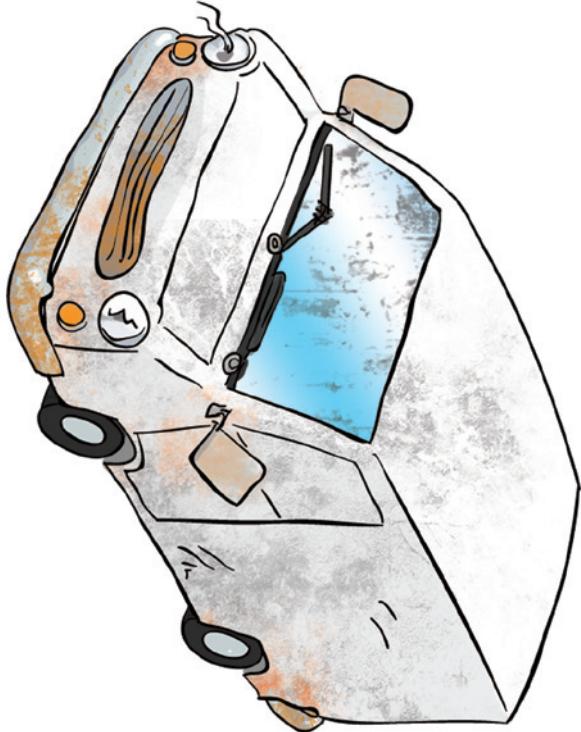
shoot

'Don't shoot!'

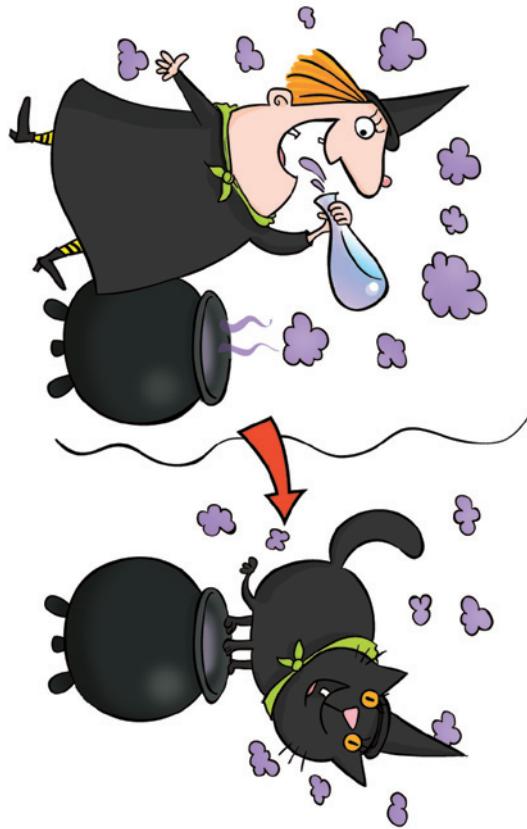


# Flashcards

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fold

**turn into**

**She turned into a  
black cat.**

**van**  
It's an old van.



# Flashcards

