

Teacher's Notes

KIERAN'S KARATE ADVENTURE



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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 Kieran's Karate Adventure 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.

Kieran's Karate Adventure has a total story wordcount of 1059 words.

Kieran's Karate Adventure – synopsis

Kieran loves karate and goes to karate class every week. At school, some of the boys tease him, and Kieran finds it hard to control his anger. He often gets into fights with one of the boys, Riley. One day, after another fight with Riley, Kieran is reading manga comics in his bedroom when a mystical Japanese sensei appears. Sensei Matsumi is a wise karate teacher who can help Kieran by imparting his knowledge of the basic principles of karate. Sensei Matsumi advises Kieran to stay calm. After he's gone, Kieran is left wondering whether the whole episode was a dream.

Kieran's karate teacher, Miss Moon, wants him to train for a competition. At first, Kieran is excited, but the training and the opponents are hard and Kieran's mind is often on his problems at school. A nightmarish vision of a red dragon helps Kieran confront his fears and, with further advice from Sensei Matsumi, Kieran is able to ignore Riley and focus on his karate training.

On the day of the competition, Kieran does well and wins a silver medal. Riley watches the fight and is impressed, finding a new respect for Kieran. That night Sensei Matsumi visits Kieran for the last time, but he has one final surprise ...

Kieran's Karate Adventure – the authors

Angela Salt and Stuart Harrison write and illustrate children's books and comics. Together they created the *Spooky Skaters* series for Scholastic. They work from a studio by the seaside near Liverpool, where they also create ideas for children's animated TV and online games. Angela loves yoga and films. Stuart collects comics and toy robots.

Why not try a Spooky Skater Scholastic Reader?

- *The Skate Park After Dark* (Starter level)
- *The Graffiti Ghost* (level 1)



Popcorn ELT Readers

Teacher's Notes

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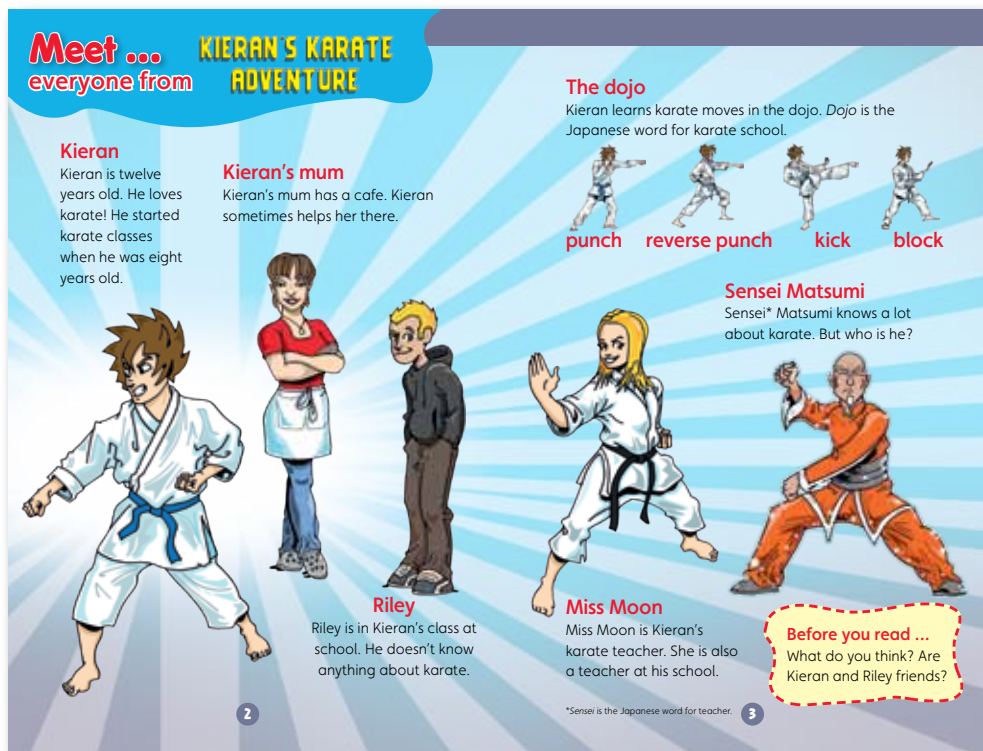




Meet ... everyone from *Kieran's Karate Adventure*

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

This page is recorded on the CD.



- 1 Look together at the front cover of the book. Point to Kieran and say *This story is about a boy. His name is Kieran. What does Kieran like doing?* Elicit *karate*. Ask *What's Kieran like?* Encourage students to describe Kieran, e.g. *He has short hair. I think he is strong.* Look at the man in the the bottom right corner of the cover. Ask students who they think he is. Introduce *sensei* (the Japanese word for teacher).
- 2 Look at the 'Meet ...' page with your class and ask some questions about the characters in the pictures, e.g. *Who goes to school with Kieran? Who is wearing a red shirt?*
- 3 Read the page out loud to the class or play the CD.
- 4 Students close their books. Play a game of Who Am I? For example, say *I'm Kieran's teacher at his school.* Students say *You're Miss Moon.* Continue with information about the other characters. With stronger classes, ask students to take over your role.
- 5 Read the 'Before you read' question with your class. Ask students to predict the answer. 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.

New Words

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

calm



The water was very **calm**.

dream



He has a **dream**. / He is **dreaming**.

ready



I'm **ready**!

bow



They are **bowing**.

competition



There were a lot of people in the **competition**.

fight



The girls are **fighting**.

remember



I **remember** my first day at school.

medal



They won **medals**!

Respect!



Respect!

breathe in / out



Breathe in!

dragon



This is a **dragon**.

Verbs

Present	Past
fight	fought
wake up	woke up
win	won

What does the title *Kieran's Karate Adventure* 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?*
- 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 *Respect!* You can say this when you admire something that someone has done. Say it several times and ask students to repeat. Students can practise doing a fist bump at the same time (as in the illustration)!
- 4 Look at the 'Verbs' box. The irregular pasts of *fight*, *wake up* and *win* 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. *I woke up at seven o'clock.*
- 5 Ask students to look at the title of the reader: *Kieran's Karate Adventure*. Explain that an

adventure is a story when exciting or unusual things happen.


- 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.
- 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. 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.



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? What is he doing? How does he feel?* 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. *(Chapter Three) Who gives Kieran an old book? (Miss Moon) Who does Kieran fight? (Terry G).* 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.
-  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 CD. Alternatively, give students the story with some incorrect words. Students listen and correct the mistakes.
- Students draw a picture of Kieran's bedroom. What things does he have in it? And what posters does he have on the wall?
- Ask students to write speech or thought bubbles for the characters in the story pictures.
- Ask students to write predictions about what each character does after the story ends, e.g. *Riley joins the karate class. Kieran becomes a brown belt. Miss Moon meets Sensei Matsumi.*
- In pairs, students write three adjectives to describe each character in the story. Students can use a dictionary to find out new adjectives in English. Now students swap partners and compare their lists. Are their lists similar? Can they teach each other some new adjectives?

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

I thought the story of Kieran's Karate Adventure was ...

I liked/didn't like reading about ...

My favourite character was ... because ...



Chapter Quizzes (Answer key, page 11)

Chapter 1

Circle the words.

- 1 Kieran was a blue / brown belt.
- 2 Miss Moon was a *student* / *teacher* at Kieran's school.
- 3 Kieran *liked* / *didn't like* Riley.
- 4 Kieran had a fight with *Miss Moon* / *Riley*.
- 5 Kieran's mum worked *in a cafe* / *at the school*.
- 6 Kieran is *in his bedroom* / *in the cafe* when he sees Sensei Matsumi.

Chapter 2

Answer the questions.

- 1 Who came into the cafe? Miss Moon
- 2 How many karate classes are there every week?
- 3 When is the first class?
- 4 What did Kieran draw?
- 5 Who wrote on his picture?
- 6 How many press-ups did Kieran have to do?





Chapter Quizzes (Answer key, page 11)

Chapter 3

Write the verbs.

~~have~~ jumped move was were win

Kieran **1** **had** a bad dream. A red dragon **2** in front of him. He **3** very frightened. He couldn't **4**
'You didn't **5** the fight because you **6** frightened,' said Sensei Matsumi.

Chapter 4

Correct the information.

- ~~Nobody~~ came to the competition.
A lot of people came to the competition.
- Kieran waited for the competition to start and he jumped up and down.
.....
- When the competition started, Kieran was not ready.
.....
- Kieran didn't win a medal.
.....
- There were no pictures in the old karate book.
.....



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

LEARN KARATE!

Karate is a martial art from Asia. Many millions of people around the world learn karate.

In the dojo
Karate students (*karatakas*) do not wear shoes in the dojo. The class starts with a short meditation. Then the *karatakas* bow to the sensei and to the other students in the class. Students also bow at the start of a fight.



Did you know?
The sensei speaks Japanese in class. Karate means 'empty hand'.
空 *kara* = empty
手 *te* = hand

Karate belts
Karatakas wear a white suit with a coloured belt. When you start karate, you have a white belt. A blue belt knows all the basic kicks, punches and blocks. Black belts are the highest level. You can only be a sensei when you have a black belt.

Be careful!
If you do not work well in class, the sensei can ask you to do press-ups!

Show respect
Karate is not only about fighting. It is also about thinking. Sensei Gichin Funakoshi (1868 – 1957) made twenty rules for karate today. One of the rules is: always show respect for other people.



26

What do these words mean?
Find out.
martial art meditation empty rule show respect

27

★ Would you like to learn karate? Why / why not? ★

- 1 In L1, elicit any information that students know about karate. Write their ideas on the board.
- 2 Tell students to open their books at page 26. Then students read each section, or read and listen to the CD.
- 3 Ask students which pieces of information from the board are in the text. Now ask them to tell you one piece of information they found interesting or surprising.
- 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. (*Show respect* means believing that everyone is important and that everyone should be treated well.)
- 5 Ask students to look at the question in the yellow circle and discuss it with their friends. As a class, using information in the Real World page and in the story, elicit reasons why many

people enjoy learning karate. Possible answers: *It is good to do exercise. You learn a lot of things. Karate is not only about fighting – it is also about thinking. You learn to stay calm. You learn to show respect for other people. It is fun!*

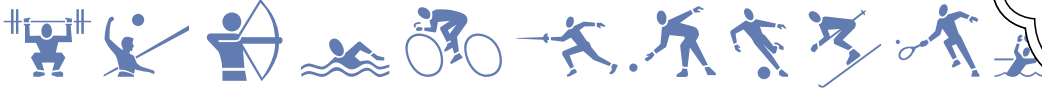
- 6 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). In groups, students agree on a sport they would like to organise classes for. They also agree on a time and a place for the classes, and, if they like, they can also decide who the teacher will be! As a group, they agree on three reasons why their sport is fun and worth doing. Now students design a poster which will encourage other people to come to their classes. They complete the sentences on the worksheet and draw a picture. The picture should be something that will draw attention to the poster.



Real World: Project

Cross-curricular
content area:

Sport



HAVE FUN WITH SPORTS!

Draw or stick a picture here.

COME TO **CLASSES!**

Where?

When?

Why?

1

2

3



Answer Key

After you read (page 28)

- 1 a v b iii c ii d iv e i
2 a 4 b 6 c 5 d 3 e 1 f 8 g 7 h 2



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 Logical intelligence

Note: Students will need to work out the code first. The code uses numbers to replace letters in alphabetical order, so 1 = a, 2 = b, 3 = c, etc

- a The message reads: *Stay calm!* Sensei Matsumi says this.
b Students' own answers. Students write a message using the same code.

2 Intra-personal intelligence

Students' own answers.

3 Linguistic intelligence

- a R b E c A d D e Y

The letters spell the word *ready*.

4 Spatial intelligence

Students' own answers.

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

Chapter 1

- 1 blue 4 Riley
2 teacher 5 in a café
3 didn't like 6 in his bedroom

Chapter 2

- 1 Miss Moon
2 four
3 on Monday after school
4 a red dragon
5 Riley
6 forty

Chapter 3

- 1 had 4 move
2 jumped 5 win
3 was 6 were

Chapter 4

- 1 A lot of people came to the competition.
2 He waited quietly. / He closed his eyes and breathed in and out slowly.
3 When the competition started, Kieran was ready.
4 Kieran won a silver medal.
5 There was a picture of Sensei Matsumi in the old karate book.



Imagine ...

Kinaesthetic intelligence



- 1 Say *Open your books at page 31*. Read the phrases from the page together as a class. Ask different students to mime each of the pieces of advice to check that the class remembers and understands all the phrases.
- 2 Put students in pairs. Ask each pair to do a mime for each of the phrases. Encourage them to invent their own mimes.
- 3 Put two pairs together. Each pair takes it in turns to do a mime. The other pair guesses what the phrase is and copies the mime.
- 4 Clear a large space in the centre of the classroom. Call up some of the pairs to show you their favourite mimes. The class says the phrase for each mime.

Chant

Musical intelligence

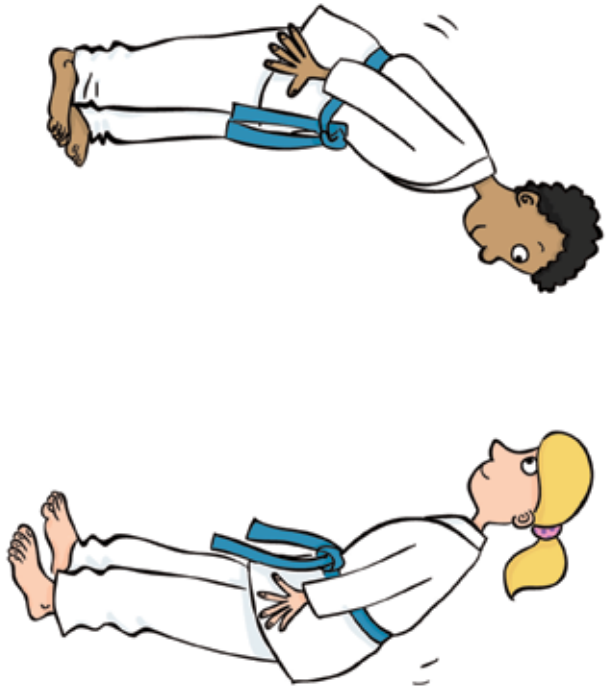


This page is recorded on the CD.

- 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 two groups. Ask group A to say the chorus each time. Group A says the chorus very quietly the first time, getting louder until they are shouting for the final chorus. Group B says the verses. Everyone joins in to say 'Respect!' at the end. Play the CD or say the chant yourself. Students say it at the same time. Practise several times, then do it without the CD. Swap groups.
- 3 Perform the chant to another class.



Flashcards



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bow

They are **bowing**.

breathe in / out

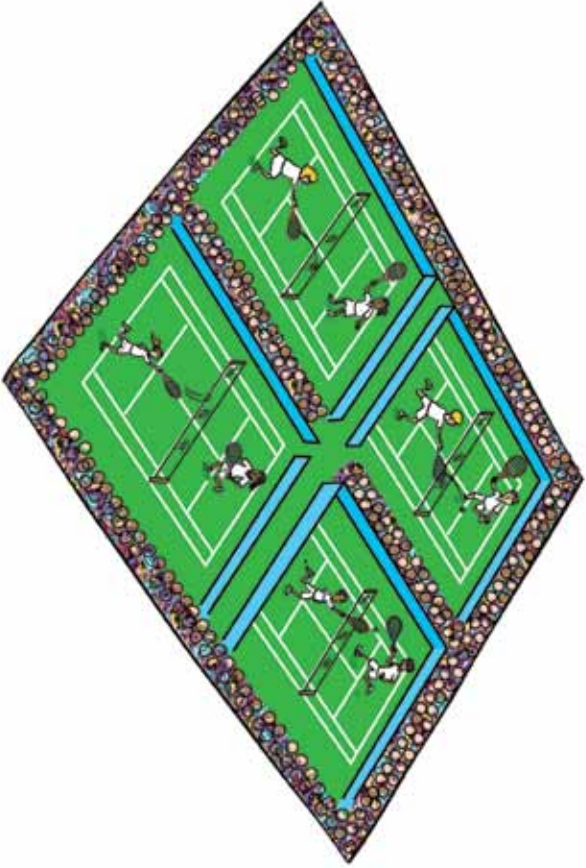
'**Breathe in!**'



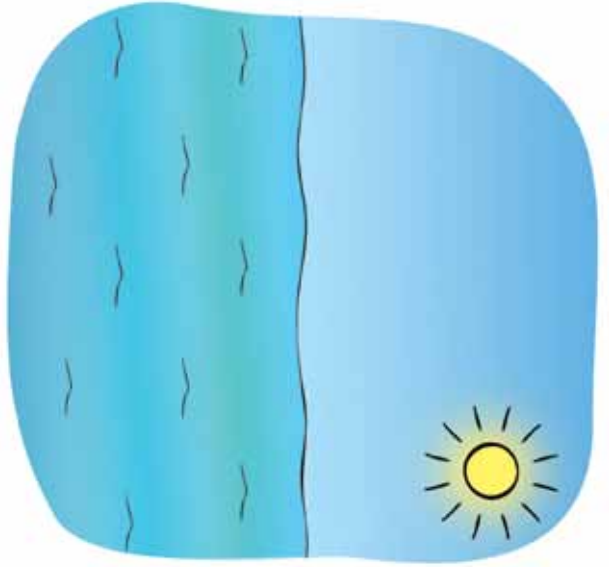
Flashcards



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fold

fold

calm

The water was very
calm.

competition

There were a lot
of people in the
competition.



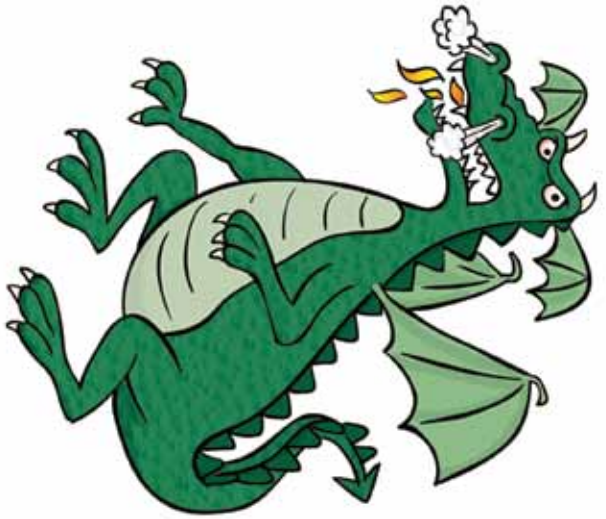
Flashcards



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fold

fold

dream
He has a **dream**.
He is **dreaming**.

dragon
This is a **dragon**.



Flashcards



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fold

fold

fight

The girls are **fighting**.

medal

They won **medals**!



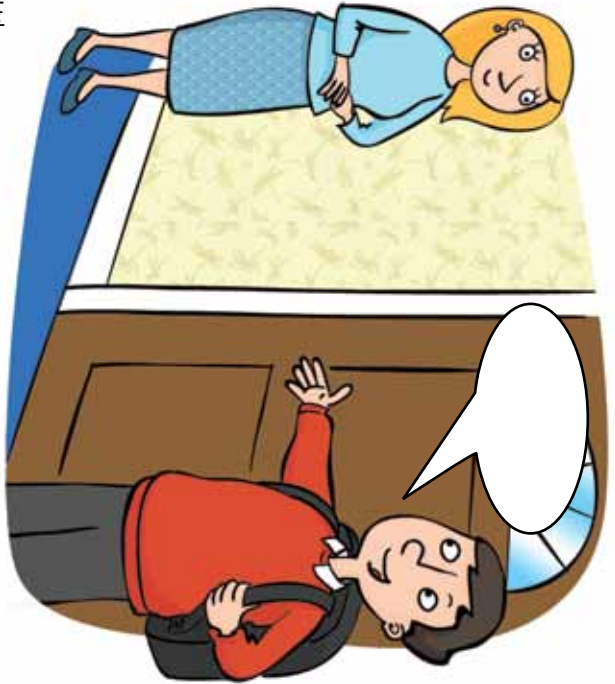
Flashcards



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fold

fold

ready

'I'm ready!'

remember

**I remember my first
day at school.**



Flashcards

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fold

'Respect!'

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