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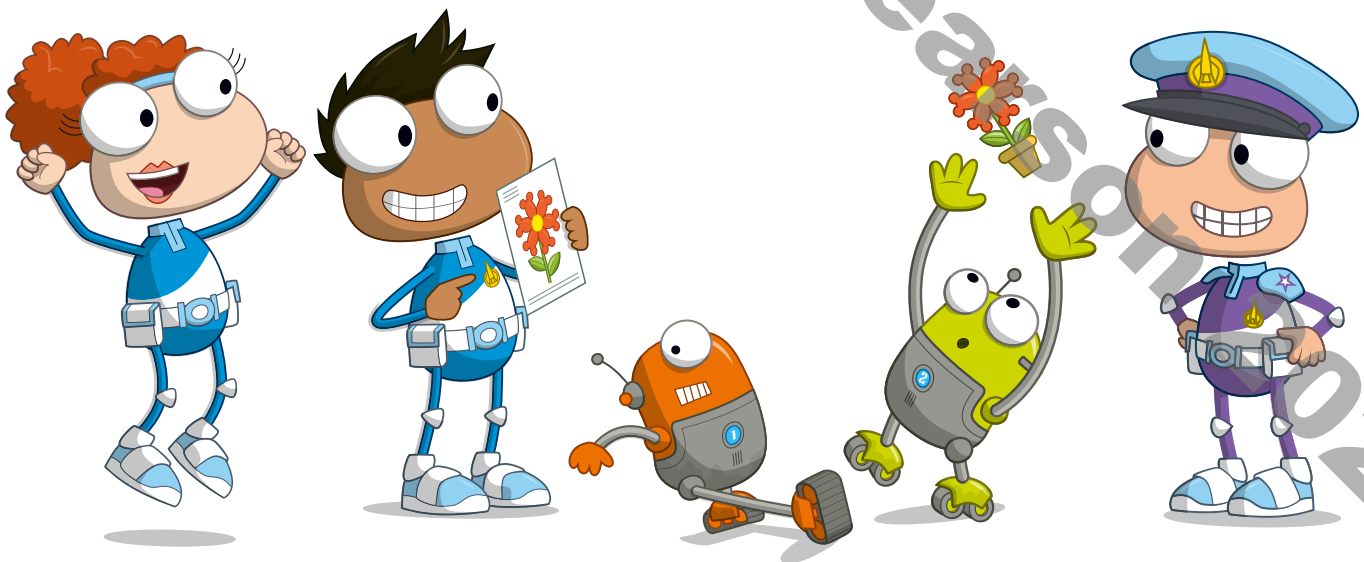
English

Islands

TEACHER'S BOOK

3

Space Island



Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world

Poptropica® English Islands

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Editorial and project management by hyphen

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Scope and sequence

Sample Material

Welcome

Vocabulary **Numbers:** twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, thirty-one, thirty-two, thirty-three, thirty-four, thirty-five, thirty-six, thirty-seven, thirty-eight, thirty-nine, forty, forty-one, forty-two, forty-three, forty-four, forty-five, forty-six, forty-seven, forty-eight, forty-nine, fifty
Months: January, February, March, April, May, June, July, August, September, October, November, December
Ordinal numbers: 1st – 31st

| | | |
|-------------------|--|--|
| Structures | What's your favourite day? My favourite day is Monday. When were you born? I was born on the 20 th of January. | Were you born in May? Yes, I was. / No, I wasn't. I was born in June. I was born on the first day of the week. |
|-------------------|--|--|

1 Nature

Vocabulary **Nature:** rock, pond, animal, flowers, mushrooms, insects, sun, trees, clouds, birds, ants, worms, spiders, butterflies, roses, rainbow, wind, sky
Directions: North, East, South, West
Places: library, park, museum, playground
Maths: plus, minus, equals

Values: Play outside. Play safely!
Phonics: air, ear (hair, hear)
Wider World: Where we play
CLIL: Maths (counting)

| | | |
|-------------------|---|---|
| Structures | How many animals are there? There's one purple animal. How many birds are there? There are two blue birds. There are some spiders. There aren't any spiders. Is there a rainbow? Yes, there is. / No, there isn't. | Is there any wind? Yes, there's some wind. / No, there isn't any wind. Are there any ants? Yes, there are. / No, there aren't. Where are they? / Where is he/she? At the library. / At the museum. |
|-------------------|---|---|

2 Me

Vocabulary **Describing your body:** small nose, black moustache, short beard, red hair, grey hair, blond hair, thick eyebrows, brown eyes, small glasses, round chin, strong chest, flat stomach, broad shoulders, strong arms, long eyelashes, long neck, short fingernails
Natural Science: marsupial, reptile, bird, koala, wombat

Values: Keep clean and healthy!
Phonics: ay, er (day, summer)
Wider World: School portraits
CLIL: Natural Science (Australian animals)

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| Structures | I've got a small nose. I haven't got a small nose. He/She's got thick black eyebrows. He/She hasn't got thick black eyebrows. We've got small red glasses. We haven't got small red glasses. | Have you got broad shoulders? Yes, I/we have. / No, I/we haven't. Has he/she got broad shoulders? Yes, he/she has. / No, he/she hasn't. |
|-------------------|---|--|

3 Pets

| | | |
|--|---|---|
| Vocabulary Animal body parts: tail, beak, wings, fins, paws, whiskers, skin, feathers, claws, fur Animal characteristics: spotty, stripy, soft, smooth, hard, sharp, cute, scary, fast, slow Natural Science: eggs, caterpillars, cocoons, butterflies | | Values: Take care of your pet! Phonics: ea, oi (eat, oil) Wider World: Caring animals in the UK CLIL: Natural Science (life cycle) |
| Structures What does it look like? It's got a tail. It hasn't got feathers. What do they look like? They've got whiskers. They haven't got fins. | Have you got a tortoise? Yes, I have. / No, I haven't. Has it got spotty fur? / Has it got a cage? Yes, it has. / No, it hasn't. | |

4 Home

| | | |
|---|--|--|
| Vocabulary Prepositions: in front of, behind, above, below, next to, opposite Furniture: plant, mirror, picture, wardrobe, bin, shower, cupboard, computer Parts of the house: garage, balcony, basement Household items: toothbrush, toothpaste, comb, towels, blankets, broom, shampoo, plates, pots, pans Art: tiles, stones, glass, triangles, squares, circles, rectangles | | Values: Help at home! Phonics: a_e, i_e, o_e (cake, like, home) Wider World: Different bedrooms CLIL: Art (mosaics) |
| Structures There's a plant in the living room. There are two plants in front of the computer. The plant is/The plants are opposite the bin. It's/They're below the mirror. | Is the broom in the wardrobe? Yes, it is. / No, it isn't. It's in the kitchen. Are the pots in the sink? Yes, they are. / No, they aren't. They're in the cupboard. | |

5 Clothes

| | | |
|--|---|---|
| Vocabulary Clothes: baseball hat, belt, sweatshirt, tracksuit, flip flops, sandals, T-shirt, uniform, shirt, blouse, trainers, shorts, scarf, beanie, ski jacket, tights, woolly jumper, hiking boots Style: fancy, plain, colourful Natural Science: wool, leather, cotton, polyester | | Values: Be polite! Phonics: sc, sk, sm, sn, sp, squ, st, sw (scarf, skate, smell, snip, spoon, squid, star, swim) Wider World: School uniforms CLIL: Natural Science (materials) |
| Structures What are you wearing? I'm wearing a baseball hat. What's he/she wearing? He/She's wearing sandals. Are you wearing a baseball hat? Yes, I am. / No, I'm not. Is he/she wearing sandals? Yes, he/she is. / No, he/she isn't. | This is my favourite scarf. These are my favourite tights. Do you like my hat? I love my beanie. What a fancy hat! What big shoes! | |

6 Sports

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|---|---|--|
| Vocabulary Sports: run, jump, climb trees, ride a bike, catch a ball, play football, play tennis, play basketball, do taekwondo, play badminton Sports facilities: gym, basketball court, running track, stadium, skating rink, ski slope, bowling alley, beach, swimming pool, football pitch Natural Science: stretch, bend, twist, turn around | | Values: Exercise every day. Be active! Phonics: bl, fl, gl, pl, sl (black, float, glass, plum, sleep) Wider World: Sports around the world CLIL: Natural Science (regular exercise) |
| Structures I/He/She can/can't run and jump. I/He/She can run but I/he/she can't jump. Can you/he/she play tennis? Yes, I/he/she can. / No, I/he/she can't. | I/He/She was at the gym. I/He/She wasn't at the gym. | |

7 Food

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|---|--|--|
| Vocabulary Food: potatoes, tomatoes, carrots, cucumbers, peas, peaches, strawberries, plums, oranges, mangoes, beans, broccoli, lettuce, spinach, cabbage, pears, apricots, avocados, cherries, watermelon, papaya Natural Science: grains, fruit and vegetables, protein, dairy, fats and sugars, healthy, unhealthy | | Values: Eat more fruit and vegetables. Stay healthy! Phonics: br, cr, dr, fr, gr, pr, str, tr (brown, crab, drop, frog, green, press, string, train) Wider World: Food around the world CLIL: Natural Science (food groups) |
| Structures Do you like peas? Yes, I do. / No, I don't. Does he/she like peas? Yes, he/she does. / No, he/she doesn't. | Is there any/some/a lot of/lots of broccoli? Yes, there is. / No, there isn't. Are there any/some/a lot of/lots of pears? Yes, there are. / No, there aren't. | |

8 Things we do

| | | |
|--|--|---|
| Vocabulary Actions: sleeping, reading, eating, drinking, walking, dancing, doing homework, listening to music, cleaning, singing, playing the piano, playing the violin, playing the trumpet, playing the flute Adverbs: quietly, loudly, quickly, slowly, terribly Natural Science: hot-air balloon, rocket, Earth, space | | Values: Learn new things! Develop your talents! Phonics: ft, mp, nd, nt, sk, sp, st (left, bump, hand, paint, ask, wisp, nest) Wider World: After-school clubs CLIL: Natural Science (flying machines) |
| Structures What are you/they doing? I'm/They're sleeping. What's he/she doing? He/She's sleeping. | Are you singing? Yes, I am. / No, I'm not. Is he/she singing quietly? Yes, he/she is. / No, he/she isn't. He/She's singing loudly. | |

Festivals

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|---|--|--|
| Vocabulary Halloween: pumpkin, ghost, witch, broom, bat, hat, spider, trick or treat Christmas Day: Christmas tree, lights, presents, Christmas cards, stockings, sweets, chocolates Easter: Easter eggs, Easter Bunny, sweets, lollipops, Easter basket, Easter bonnet, chicks April Fools' Day: fool, surprise, joke, fun | | |
|---|--|--|



Poptropica English Islands is a six-level course for children learning English at primary level, offering best practice methodology in the classroom.

Poptropica English Islands is designed to provide teachers and pupils with a truly blended English language learning environment. This means that both print and digital resources are used during the lesson as well as for follow-up practice at home. It takes into account the current movement towards using an increased amount of technology in the classroom and also at home, as more and more families use computers and want safe, effective, educational material for their children.

Poptropica English Islands motivates children by introducing them to a group of characters in an Online World that mirrors the Islands in their Pupil's Books. Children follow the characters through their book, while listening to stories, singing songs, communicating and playing games along the way. Most importantly, pupils will enjoy themselves and make their own discoveries in English.

Methodology

Poptropica English Islands assumes no previous knowledge of English, and takes a '5Ps' approach to communication in order to provide support and encourage language production from an early stage. The PPP (Presentation, Practice and Production) method is a tried and tested approach which is favoured by many teachers in the primary classroom. The lesson sequence is clear and easy to follow, and works in a structured way. The **Poptropica English Islands** '5Ps' approach also provides a focus on Personalisation and Pronunciation.

Presentation is the first stage. The teacher demonstrates the key language while providing a model (available on CD or via the Active Teach) for pupils to hear the correct pronunciation.

Practice is provided in the form of controlled and more open activities using the presented language.

Production activities encourage pupils to use the language either to speak or write something. These activities encourage pupils to become more autonomous and to manipulate the language in order to communicate.

Personalisation activities are also included in the lesson structure, to engage pupils further with the unit language, and to help them with language recall.

Pronunciation is a key area in language teaching and is addressed in all units. Pupils practise pronunciation through fun and engaging songs and chants that help them acquire the stress, rhythm and intonation of English.

Literacy

In Level 3 of **Poptropica English Islands**, reading is introduced in the Pupil's Book and the Activity Book in the form of short paragraphs and texts. Vocabulary labels, speech bubbles, songs and chants are also included. In the Activity Book, pupils write short sentences to practise the new language. Specific reading tasks such as drawing, colouring, matching, unscrambling, etc. are also included.

The Phonics lessons in **Poptropica English Islands** provide a comprehensive and complete phonics syllabus that has been designed to aid literacy development. In Level 3, pupils are introduced to some vowels, diphthongs and consonant clusters in initial and final position. Sounds are presented individually and then blended together, using current methods for teaching literacy.

The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency across the four main skills: reading, writing, speaking and listening. In **Poptropica English Islands**, the GSE objectives are listed at the beginning of each unit in the Teacher's Book.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the right level of support and challenge for your pupils to help them progress. It does not mean that pupils need to have mastered all objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.



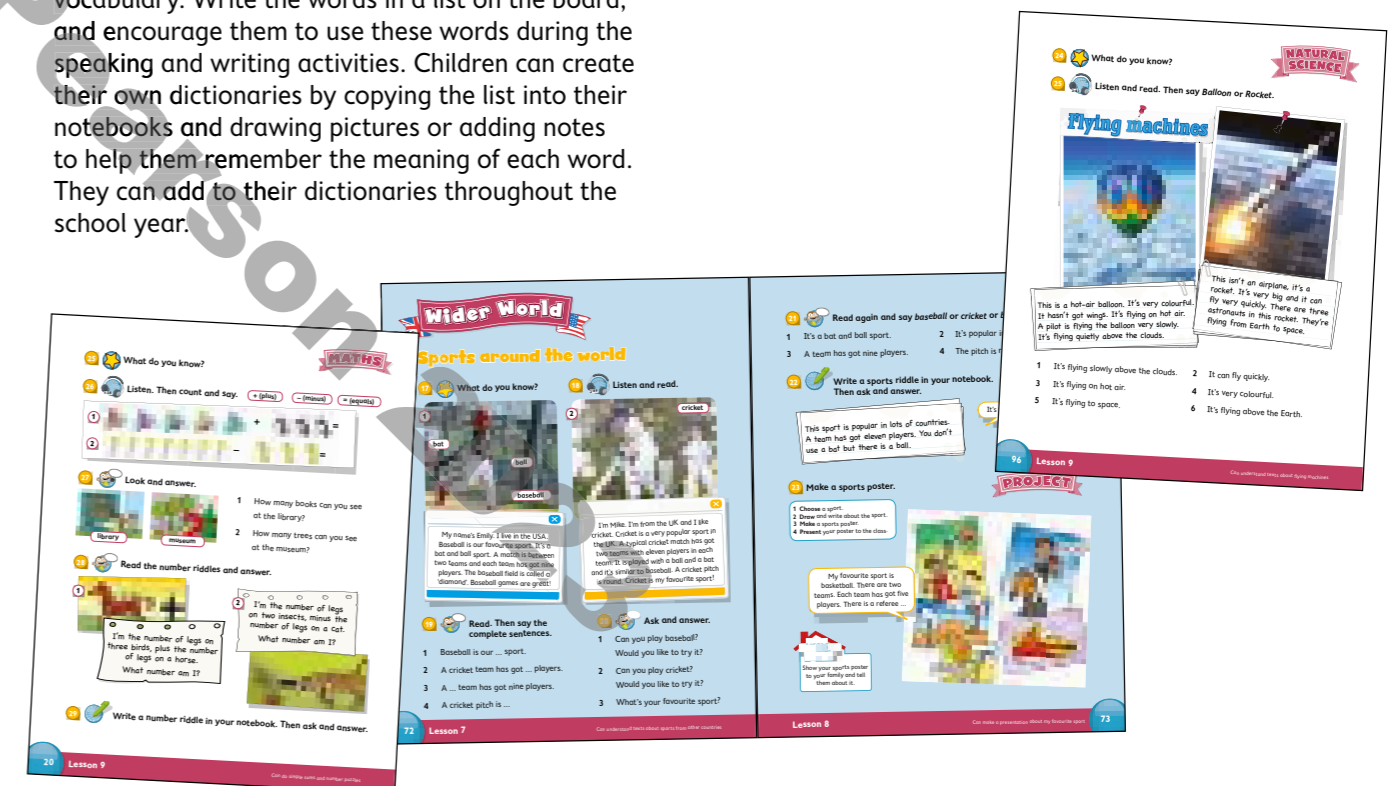
For more information, please go to english.com/gse.

Children are naturally curious about the world around them. They want to know how nature works and how humankind's inventions function, they are drawn to the exciting stories which show human scientific and artistic achievement, and they enjoy learning about the fascinating landscapes and the customs of far-away places. It seems natural and appropriate that the foreign language classroom should provide children with opportunities to explore Natural Science, Social Science, Art and Music, and that it should integrate their resulting knowledge and understanding with their language learning.

The practice of Content and Language Integrated Learning (CLIL)

- **Children bring a lot of prior knowledge into the language-learning classroom.** You can start the CLIL lesson by inviting children to look at a picture relating to the lesson topic and asking some warm-up questions to introduce the lesson topic (e.g. *What can you see in the picture? Where...? Who...? What...? How...?*). At this stage, you can use the children's first language if necessary.
- **Content that children listen to or read can provide a context for related speaking and writing activities.** As children progress through the lesson's activities, check that they understand key content-related vocabulary. Write the words in a list on the board, and encourage them to use these words during the speaking and writing activities. Children can create their own dictionaries by copying the list into their notebooks and drawing pictures or adding notes to help them remember the meaning of each word. They can add to their dictionaries throughout the school year.

- **Cross-curricular lessons can instigate motivating project work, which can be done either individually, in pairs or in small groups.** In **Poptropica English Islands** projects are undertaken during the Wider World lessons. Encourage children to visualise what they are going to create in their project, which could take the form of a mini-book, a poster, a presentation, etc. Ensure that instructions are followed step by step, so that children have the opportunity to engage their imaginations and develop their critical thinking skills during the initial stages, and to develop their writing ability as they create their piece of work. If children are creating a project as a group, promote a supportive environment that motivates them to communicate and co-operate most effectively. If possible, part of the project work can be done during class and then completed outside of the lesson. Give feedback whenever possible, to include a balance of praise and further guidance (e.g. *Good spelling! Beautiful handwriting! Can you add one more label to your picture?*).
- **Projects can lead to further research opportunities.** As a class, brainstorm where children can source more information about their chosen topic (e.g. the school library, the internet, an 'expert' from school, a relative, a family friend, etc.). Invite children to consider the relevance and reliability of information they find from various sources, and elicit a class discussion to develop children's ability to express their opinions using English.



Poptropica English Islands uses a systematic phonics approach adapted for EFL pupils. The phonemes of the English language are taught in a set sequence, which starts with the most frequent letter-sounds and allows pupils to begin reading decodable words from the start. The approach builds on phonemic awareness to develop an understanding of the alphabetic code. Teaching and practice is focussed on getting pupils to blend letter-sounds for reading and to segment sounds for spelling, and to understand that these processes are reversible. The pedagogy has been specifically tailored for the requirements of EFL pupils through the use of carefully selected words with visual support.

Working Terminology

| | |
|----------------------------|---|
| Phonemic awareness | The ability to hear the constituent sounds that make up a word. For example, pupils hear the word <i>shell</i> and can orally break it down into its three sounds: <i>sh-e-ll</i> . |
| Phoneme | The smallest unit of sound in a word. There are 44 phonemes in English. These phonemes can be represented in print in many different ways. For example, the sound <i>f</i> can be written as <i>f</i> in <i>fan</i> or as <i>ph</i> in <i>dolphin</i> . |
| Grapheme | The representation of sound in print. Not only can a phoneme have many different graphemes to represent it, but one grapheme can represent different phonemes. For example, the grapheme <i>th</i> can be voiced as <i>this</i> or unvoiced as <i>thin</i> . |
| Letter names | Written as words in the audioscript, for example, <i>cee</i> for the letter <i>c</i> . |
| Letter-sound | Term to express that both the grapheme and phoneme are the teaching focus. |
| Blend / Decode / Sound out | The process of looking at the graphemes in a word and sounding out each phoneme to read out the word. For example, a pupil sees the word <i>cat</i> and then blends out loud <i>c-a-t</i> to read the word <i>cat</i> . |
| Segment / Encode | The process of hearing the phonemes in a word and being able to recall the graphemes to spell that word. For example, a pupil hears the word <i>cat</i> and recalls the graphemes <i>c a t</i> to write the word <i>cat</i> . Blending and segmenting are reversible processes. |

Poptropica English Islands phonics lessons take the following path:

Warm-up and review (optional)

Reviewing previously introduced letter-sounds is important, as each unit builds on the next, and all known letter-sounds are incorporated into each unit as they are taught. The suggested warm-up activities in the lesson plans provide the following review sequence:

- 1 Letter-recognition skills needed for reading.
- 2 Letter-recall skills needed for spelling.
- 3 Phonemic awareness — blending graphemes; segmenting phonemes.

Present new letter-sounds

Pupils hear the phoneme followed by the word, and can see the grapheme on the page. Alternatively, the teacher can teach this stage before opening the book, by writing the letters on the board, eliciting the letter names and modeling the sounds.

Initial practice of new letter-sounds

Pupils identify the phoneme and try saying the letter-sound themselves.

Blending letter-sounds to read words

This is the main focus of the phonics lesson. Spend a lot of time on this stage. Give pupils as much time as they need to grasp the concept of blending the letter-sounds, so they can become successful at reading.

Supported practice of reading

Pupils apply their knowledge to read a selection of words or sentences. The words or sentences are illustrated to support pupils' understanding of what they are reading.

Reading and spelling (optional)

Spelling is practised throughout the course, so it is a good idea to dedicate some time to segmenting for spelling in class.

Poptropica English Islands includes Assessment for Learning methodology, which supports pupils along their learning pathway. This methodology has been woven throughout the Pupil's Book activities and the accompanying teaching notes, and is embedded within every lesson across every unit in each level of the course. Assessment for Learning methodology provides a clear and easy-to-use framework that enables pupils to take responsibility for their learning, and teachers to support the learning progression of each pupil in their class.

What is Assessment for Learning?

Assessment for Learning is more than testing. It involves an ongoing engagement with pupils, so that what they know now helps to inform what they learn next. Assessment for Learning in **Poptropica English Islands** incorporates a number of techniques that help to build a supportive and motivating learning environment.

Learning objectives

Every lesson in **Poptropica English Islands** begins with a pupil-friendly learning objective for the lesson. The teacher shares this learning objective with the class at the start of the lesson, so that all pupils understand what they will be learning about (e.g. *What are we learning about today? We're learning to ask and answer about food using Is there any...? / Are there any...?*). The learning objective is revisited at the end of each lesson, so that pupils can reflect on their learning progression.

The learning adventure

The learning adventure refers to pupils' progression within a learning objective. There are four stages in the learning adventure:

- 1 **Let's go!** – Pupils start a new learning objective.
- 2 **I'm on my way!** – Pupils move towards achieving the learning objective.
- 3 **I'm almost there!** – Pupils demonstrate some achievement of the learning objective.
- 4 **I've arrived!** – Pupils have achieved the learning objective.

These four stages can be shown through the Learning Adventure Poster, which provides pupils with a visual image of their learning pathway. The poster helps pupils to reflect on their learning, and it can be used as a tool by the teacher in gathering evidence about how much additional practice a pupil may require to support their achievement of a learning objective.

What do you know?

This is an activity that takes place at the start of a lesson, encouraging pupils to reflect on their existing knowledge, and with the intention to build on what pupils already know. It can be found in all Vocabulary and CLIL lessons, and also in the Wider World lessons in Levels 3 and 4.

Feedback

Teachers are encouraged to provide pupils with feedback to support their development of productive ability. Feedback is suggested at crucial stages, for example, when pupils are doing a roleplay activity or when they are creating or presenting a project.

Extension questions

Extension questions are suggested during comprehension activities, to progress pupils' critical thinking skills, and to expand their understanding of a topic and their ability to apply knowledge.

Pop quiz

The pop quiz is a quick heads-up activity that takes place at the end of each lesson. It gives the teacher an opportunity to assess pupils' understanding and ability in relation to the learning objective, and provides pupils with a fun chance to demonstrate their learning. The teacher can use information gathered during the pop quiz to adjust teaching in line with pupils' needs.

Self-reflection

The *I can do it!* lesson at the end of each unit helps pupils to focus on what they can remember from that unit. This systematic and conscious review of learning objectives and assessment of learning progression helps develop in pupils an ability to self-assess and a sense of responsibility for their own learning.



Print components

For the pupil

PUPIL'S BOOK

The Pupil's Book provides materials to present and practise the target language effectively. It introduces new language in lively and engaging contexts. A wide variety of practice tasks lead from controlled language activities through to production and personalisation activities. Extensive further practice is provided in the Activity Book. Each unit includes listening, speaking, reading and writing activities, ensuring that pupils develop their skills and are able to practise new language in a broad range of contexts. There is also a high level of cross-curricular and cultural content, so that language learning can be integrated into the Primary curriculum (CLIL). Additionally, the Pupil's Book contains songs, chants, stories, games, listening and reading texts and communicative activities to ensure lessons are varied, motivating and effective. The Pupil's Book is organised as follows:

- A **Welcome unit** of five lessons. This introduces pupils to the group of characters and Space Island, as well as some key introductory language. It also introduces the quest for the Level.
- **Eight units**, each divided into **ten distinct lessons**.
- **Four review units**, to revise vocabulary, grammar and skills work.
- A **Goodbye unit** of three lessons. This finalises the quest and offers plenty of recycling opportunities.
- **Four festival lessons** at the end of the book for use at Halloween, Christmas, Easter and on April Fool's Day.
- A **Grammar reference** which provides easy reference to the level's grammar.
- A **Speaking reference** for oral practice.

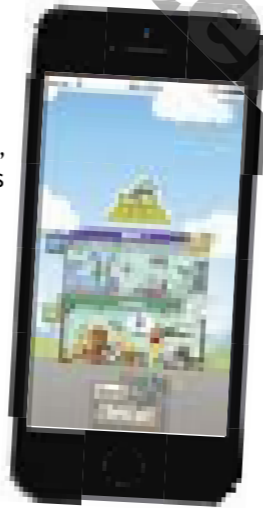
Pupils are provided with an access code which provides entry to Space Island.

ACTIVITY BOOK

The Activity Book provides reinforcement and consolidation of the language and skills presented in the Pupil's Book. It contains controlled and more open practice, plus personalisation and further listening and reading texts. It can be used both in class and for homework, and is organised as follows:

- A page of practice material for every lesson in each of the units in the Pupil's Book, including **Welcome**, **Goodbye** and **Festivals**.
- **Extra practice activities** linked to the corresponding grammar points in the Pupil's Book, which can be used for evaluation or additional practice.
- A **Picture dictionary** at the end of the book, to help pupils review and remember target language.

The Activity Book also provides access to a Vocabulary app, the **Poptropica English Word Games** app. Pupils can play in a world populated by Poptropica characters, where learning English vocabulary is easy and fun.



For the teacher

TEACHER'S BOOK

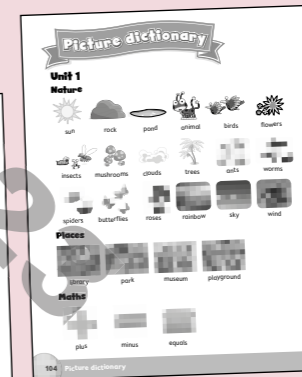
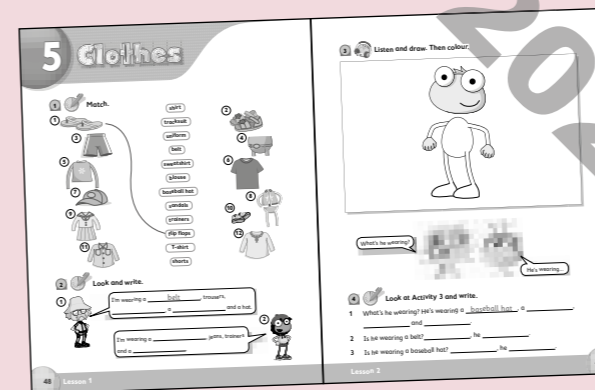
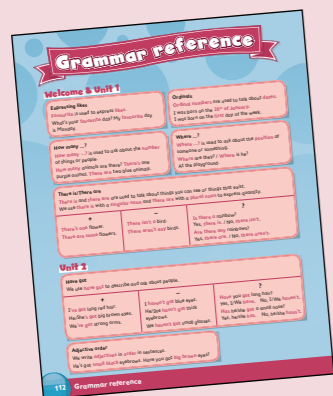
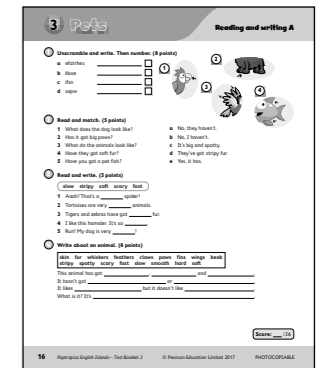
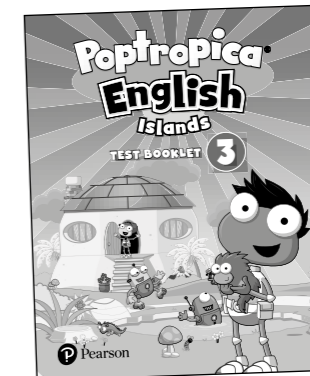
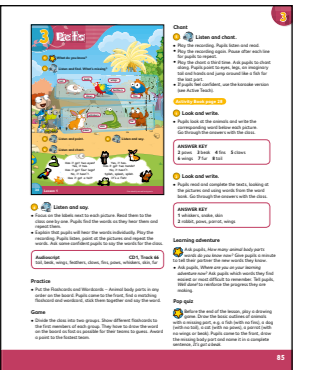
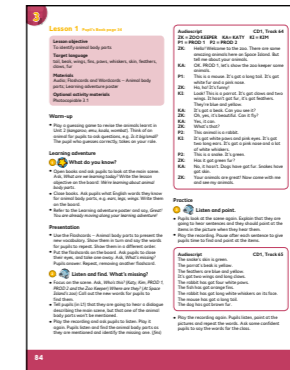
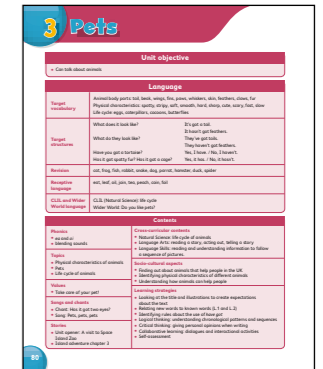
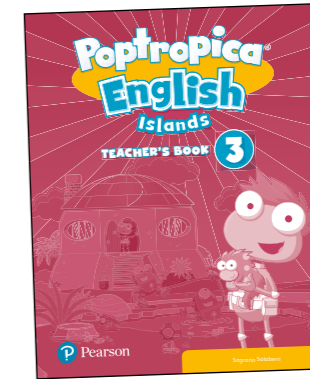
The Teacher's Book provides the following:

- An introduction highlighting the main features of the course. It includes a 'tour' of a unit, describing how the different features and components are woven into each unit. Advice is provided on how to use the Active Teach and the Online World effectively in class. There are also suggestions for classroom management and classroom language.
- A summary map for each unit. As well as highlighting the linguistic content of the unit, this lists the cross-curricular, cultural and phonological elements, as well as summarising how key competences have been integrated.
- Step-by-step lesson plans covering all of the course material. Each lesson is clearly structured into stages, with activities included for Assessment for Learning, and with the answer key and audioscript alongside each lesson's teaching notes.
- A Games bank and Extension activities, providing instructions for a wide variety of activities to help reinforce pupils' learning.
- Teaching notes and answers for the Photocopiables.

Access to Space Island is also provided.

TEST BOOKLET

The Test Booklet contains an initial placement test, progress tests for each unit, end of term tests, a final test and external exams tests using question types from external exams (*Cambridge English: Young Learners* and *Trinity*). Audio recordings are provided via the Active Teach, with the full audioscript and answer key provided at the end of the booklet.



PHOTOCOPIABLES

Photocopiable material is offered via the Active Teach to give maximum flexibility and variety throughout the teaching year. The material includes:

- A Welcome unit photocopiable for introducing the Quest.
- Photocopiables for use in the units. These include games, puzzles and activities, vocabulary cards, mini-story cards, phonics letter and wordcards, as well as material for exploring the CLIL and cultural themes in the units.
- Photocopiables for use with the festival lessons.
- A template for a letter that can be written to parents.
- A course certificate.
- A cover which pupils can use for their portfolio.

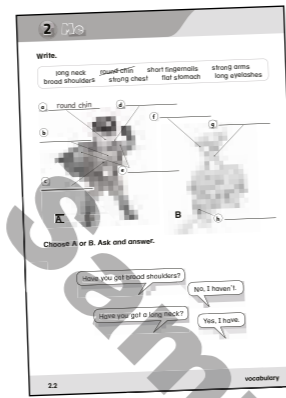


STORY CARDS

The story cards each contain one frame from the Space Island story, with comprehension questions for each scene, as well as the audioscript for the story frame. The story cards are on A4 cards, making them easy to use, even in large classes.

POSTERS

There are four posters for each level of **Poptropica English Islands**: the Learning Adventure Poster, as well as posters for CLIL and Phonics, and a poster to help pupils with vocabulary they will need for external exams. Information about how to use the posters can be found on p. 23.



FLASHCARDS

There are 216 flashcards at Level 3, illustrating the two main target vocabulary sets for each unit. The Lesson plans and the Games bank on pp. 234 to 237 clearly explain how the flashcards can be used to present, practise and consolidate language through games and activities. Some of these are phonics related.

WORDCARDS

A set of wordcards matching the flashcards is provided at each level. The Lesson plans and the Games bank on pp. 234 to 237 clearly explain how the wordcards can be used to help with reading and literacy through games and activities. Some of these are phonics related.



Digital components



For the pupil

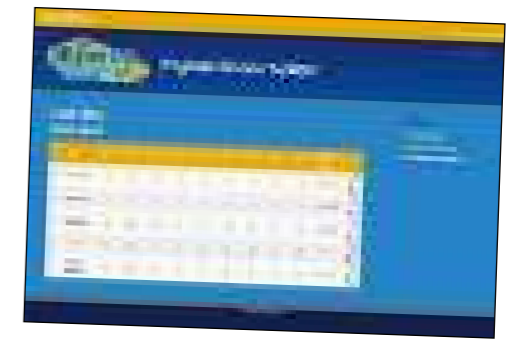
ONLINE WORLD

Poptropica English Islands includes a unique Online World component. This provides a safe, engaging, highly-motivating environment where the pupils meet the characters from the Pupil's Book, plus a host of other exciting characters, and follow them on an adventure. Pupils encounter and practise target language from the course in a stimulating environment. They will engage in safe 'closed-chat' dialogues with the characters they meet, and follow instructions and guidance to help them solve clues and puzzles, engaging in supplementary language games along the way. It's a great way to make learning happen in an interactive environment, and further consolidates and extends the language-learning process. Most of all, pupils will enjoy the experience of learning through play, and will absorb English without realising it!

For the teacher

ONLINE WORLD

Teachers have special access to the Online World using the access code. This takes them into Space Island with the pupils, and also gives access to an easy-to-use Progress Review System, where the teacher can monitor the progress of their pupils. There are step-by-step help guides detailing all aspects of game play, plus log-in and classroom management through the Progress Review System. These are available both on screen and as a download to print. Teachers will also find report cards showing each pupil's progress that they can print out for the class and parents.



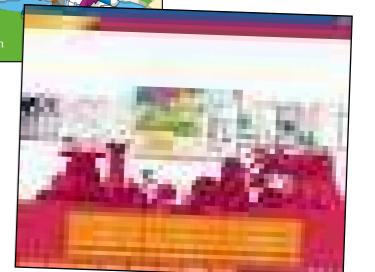
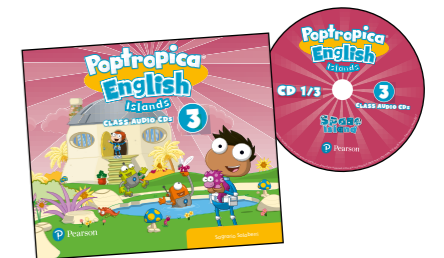
CLASS AUDIO CDS

The Class Audio CDs contain all of the chants, songs, stories and listening comprehension activities. Karaoke versions of the songs and chants, and audio to accompany the Test Booklet, are available via the Active Teach.

ACTIVE TEACH

The Active Teach provides software for use on any interactive whiteboard (IWB) with integrated tools and a video tutorial of how to use it. It eases classroom management, as it contains direct links to all of the Pupil's Book and Activity Book pages, digitally transformed to create more opportunities for interaction between the pupil, teacher and material. It includes 'hide' and 'reveal' answers, links to further practice activities and games that recycle the unit language and previous units, and plays audio and video content without the need for a separate CD or DVD player. It has stimulating and engaging digital board games with electronic spinners, flashcards and posters. Digital story cards are also included with 'hide' and 'reveal' speech bubbles and a 'make a story' feature where pupils' own stories can be made with their own speech bubbles for use in the classroom.

On each level of the Active Teach there are four animated story episodes. Each episode can be used to reinforce and extend the language of the course, focusing on the topics and language of two units. There are songs presented by three young presenters, Sally, Jack and Albert. There are also animated stories, showing further adventures of the Space Island characters.



Young Learners and technology

Research shows that appropriate use of computer technology in education is beneficial for pupils (Clements and Sarama, 2003; Waxman, Connell, and Gray, 2002; Byrom and Bingham, 2001). Broadly speaking, pupils can learn *from* computers and *with* computers. Pupils learn *from* computers when the computer assumes the role of a tutor, with the goal of imparting and increasing basic knowledge and skills. Pupils learn *with* computers when the computer serves in the role of a facilitating tool, with the goal of developing critical thinking skills, research skills and the creative imagination (Ringstaff and Kelley, 2002).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity and creativity. For example, Perry (2009) noted that “Children three to five years old are natural ‘manipulators’ of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars and their own bodies.” Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness and persistence (Mitra, 1999).

Computers in the English language classroom

The decision to use computers in the language classroom, including the English language classroom, requires the establishment of both technological goals and language-learning goals. For young children, goals such as the following facilitate a path to focused learning.

| Technology objectives | Language objectives |
|---|---|
| To become familiar with the parts of a computer (screen, keyboard, mouse, cursor, printer and so on). | To use English to interact in the classroom and to communicate in social situations. |
| To become familiar with approved software programmes for the classroom. | To use English to describe self, family, community and country. |
| To become familiar with operations (select, drag, save, delete and so on). | To use learning strategies to increase communicative competence. |
| To become familiar with finding, filing, tracking and organising information. | To develop the four skills: listening, speaking, reading and writing. |
| To share information and collaborate with others. | To pronounce English words, phrases and sentences intelligibly. |
| To develop learner autonomy. | To use appropriate register. |
| International Society for Technology in Education (2000). <i>National Educational Technology Standards for Pupils: Connecting Curriculum and Technology</i> . | Teachers of English to Speakers of Other Languages, Inc. (1997). <i>ESL Standards for Pre-K–12 Pupils</i> . |

References

Byrom, E., and Bingham, M. (2001). “Factors Influencing the Effective Use of Technology for Teaching and Learning: Lessons Learned from SEIR-TEC Intensive Site Schools, 2nd Edition.” Greensboro, NC: SERVE.

Clements, D. H., and Sarama, J. (2003). “Strip Mining for Gold: Research and Policy in Educational Technology – A Response to ‘Fool’s Gold.’” *Educational Technology Review*, 11(1), 7–69.

Kneass, K. M., and Perry, B. D. (2009). “Using Technology in the Early Childhood Classroom.” *Early Childhood Today*. (Retrieved November 5, 2009, from the World Wide Web.) Scholastic.

Mitra, S. (1999). “Hole in the wall – can kids learn computer literacy by themselves?” Generation YES Blog. (Retrieved November 5, 2009, from the World Wide Web.)

Ringstaff, C., and Kelley, L. (2002). “The Learning Return on Our Educational Technology Investment.” San Francisco, CA: WestEd.

Waxman, H. C., Connell, M. L., and Gray, J. (2002). “A Quantitative Synthesis of Recent Research on the Effects of Teaching and Learning with Technology on Pupil Outcomes.” Naperville, IL: North Central Regional Educational Laboratory.

The Online World is an immersive world which accompanies **Poptropica English Islands**. It is a ground-breaking digital product, combining the methodologies of classroom-based ELT and games-based learning, and is a safe learning environment, suitable for young learners, which can be:

- used on individual computers at school or at home;
- used in groups at school;
- used through the Active Teach IWB software.

It provides immediate feedback on performance and contains features that appeal to young learners, such as colourful attractive visuals, clear audio providing excellent pronunciation models, animation and game-like activities, all of which play a part in pupil motivation. It is carefully calibrated to appeal to children between the ages of 4 and 11. The target vocabulary and grammar directly reinforce the syllabus of the course. Because tasks are intuitive and clear, and because pupils receive immediate audio and visual feedback on their progress, the programme builds learner confidence and independence.

The Online World was authored by a team of ELT specialists and multimedia games developers and offers rich and engaging digital worlds, which build on the language and aims contained within the books. The main emphasis is on expanding vocabulary while the pupils learn through playing language games and completing tasks. New language is introduced gradually and is contextualised, so that pupils feel confident and motivated to complete each level. The key concepts which have guided the design are:

- **Immersion.** The Online World takes pupils out of their classroom or home environment and immerses them in a coherent and believable context. Engaging content and beautiful design hold the pupils’ interest and motivate them to continue with the game. Research conducted with the Online World indicates that even very young children are able to maintain concentration and enthusiasm for lengthy periods of time.
- **‘Just in time’ learning.** The starting point in the creation of the Online World is the syllabus on which the Pupil’s Books and course are based. Each scene of the Online World maps to the corresponding Pupil’s Book unit in terms of learning aims, lexis and structures. At each stage, pupils are given just enough information and new language to complete each task. In other words, tasks are scaffolded, just as they are in the Pupil’s Book. At the same time, support materials such as the Online Picture dictionary are always available, giving pupils the support they need and confidence that they can complete each task.
- **Stealth learning.** One of the key concerns of the publishing team was that the Online World should be enjoyable, and that the learning should take place almost without the pupils being aware of it.

Rather than mirroring the type of tasks in the Pupil’s Book, pupils learn via interactions with characters in the game. They are presented with real-world tasks, giving them a sense of responsibility and active involvement which is extremely motivating. Learning takes place through listening and reading comprehension of speech bubbles, and through exposure to the target lexical sets via speech bubbles, chatroom dialogues, the Picture dictionary and supplementary language games.

- **Mastery.** Striking the right balance between challenge and achievability is a key component in any game. The Online World has been carefully designed to introduce the key skills needed to complete the task at the start of each level, and then continue by slowly building the complexity of the language pupils encounter. It is important that pupils find the tasks within the game sufficiently challenging. Pupils with prior exposure to digital games expect to fail at complex tasks several times before achieving them. This makes the tasks more, not less, satisfying, once achieved. The model of ‘try, fail, repeat, succeed’ is also important because it gives repeated exposure to the target language, ensuring that pupils comprehend the language before they move on.
- **Control.** Pupils love immersive worlds because they feel free within them. They can move their avatar around at their own speed and in their own chosen direction. They are also free to experiment and to fail without censure or observation. This gives them confidence and motivation. The Online World has been designed to allow children sufficient freedom to enjoy the game, but at the same time to carefully channel them towards the learning outcomes and to expose them gradually to the target language. A carefully controlled gating system means they must achieve certain tasks before progressing into new parts of the game. A starred report card system motivates them to complete all the tasks within a scene, but gives them some freedom to determine when and how they do this.
- **Reward.** The Online World includes many of the most popular features of existing games, such as collectable items, customisation, avatar design and ‘hidden’ rewards such as new characters who appear once certain tasks are complete, as well as audio and visual feedback on a task.

Skills

The Online World is designed first and foremost to be a vocabulary booster. Although it could be completed in isolation, it is designed to complement and extend the language presented in the Pupil’s Book. Extra vocabulary pertinent to the context of each level is presented and such items are included in the Picture dictionary to give extra support.

Pupils interact with characters in the game by reading speech bubble text and hearing a corresponding audio file. Listening and reading comprehension are key skills required in order to progress through the game. Children do not type or write anything, but for some tasks they use the mouse to manipulate text or tick boxes to create simple documents such as emails.

Children do not need to speak in order to complete any tasks within the game, but in some tests we have observed children speaking spontaneously to the characters on screen, either repeating what they said or attempting to anticipate what they will say next. This type of outcome demonstrates the motivational and confidence-building aspects of immersive online environments.

Task types

There is a large variety of different task types within the Online World. These can be broken down into the following types:

- **Following instructions.** A character within the Online World may tell the player to perform a task, such as finding people with certain skills or items. In order to complete such a task, the player will need to comprehend the target language in each instruction, (e.g. *Find someone who likes skateboarding. Please get me an apple.*)
- **Choosing the correct response.** A character within the World may ask the pupil a question. They will then be presented with a variety of answers to choose from. In order to complete the task, they need to understand the target language in both the question and answer, and they most often have to explore the scene in order to find the answer. For example, a character might ask the player what another character is doing. The pupil must then look through some binoculars to find out what activity the character in question is performing. To discourage pupils from clicking random answers, answer selections can be randomised, or the pupil may be forced to restart the whole task if they get three answers in a row wrong.
- **Manipulating items within the game.** These tasks add a physical aspect to the game. For example, the pupil may have to collect certain items to fix a broken machine. Once they have done this, a character may direct them on how to use the machine. They must comprehend the language and then manipulate their avatar in the right way (for example, by jumping on a red lever instead of a blue lever).
- **Traditional games.** These can be accessed as multi-player games in the chatroom, or at various points in each scene as 'hidden' games which the child can find by looking at a picture clue in their Pupil's Book. These include spelling games in formats with which we expect pupils will be familiar. There are a number of picture

matching games such as Photoshoot and Matchcard. There is also a Quiz game with a multiple-choice or True/False version. These language games sometimes form a major task within a scene, but more often they are supplementary or reward activities which are designed to be completed after the main tasks.

Progression through the game

The game is designed to encourage pupils to work through each scene in a linear fashion, building their vocabulary and language comprehension as they do so. Support includes visual, as well as verbal, clues, and the Picture dictionary, which is available at all times in the top right corner of the screen, allows pupils to check the meaning of any unfamiliar vocabulary. Once they have completed all of the tasks in a scene, they are given a silver star in their progress chart. Upon completion of all of the supplementary activities and the tasks in a scene, they are given a gold star.

Teacher support

We recognise that many teachers may be unfamiliar with this type of component and have developed a series of help guides, both online and as a download to be printed, to help teachers gain confidence in using the Online World in the classroom, assisting pupils with queries about the tasks or setting parts of the game for home study.

All teachers will receive an individual PIN code to the Online World and, unlike the pupil version it will contain a map, allowing them to skip backwards and forwards between scenes.

For ease of classroom management we have included a Progress Review System where teachers can register their classes and monitor their progress. Parents can also view pupils' progress via the Report Card online.

Space Island

Space Island is set on a fun island where pupils can visit a park, a sports arena and the inside of a spaceship, among other locations. The aliens Hip and Hop have been captured by some cheeky Space Tricksters. The main goal is to catch all the Space Tricksters (8) who are causing havoc on Space Island, rescue Hip and Hop and help return Space Island to normal. As pupils move around the Online World they will bump into and be able to interact with characters.

It begins with an introductory tutorial scene, with a simple activity. The aim is to familiarise the pupil with the layout and computer controls, and to provide some context for the following scenes. This also contains the chatroom, where the pupil can interact and play games with other pupils such as Spelldrop, etc. The chatroom

contains sample dialogue matching the language aims of each unit at this level. The pupils can return to the chatroom at any stage during the game to test their mastery of the language.

For each unit, pupils find a game item hidden in the opening spread and go to Space Island to search for the game item by completing tasks.

Each scene in Space Island contains one, two or three tasks (such as moving an object out of the way or finding the parts of a broken machine). Within each scene there are some supplementary activities such as a matching game or a quiz game to further test vocabulary. One of the supplementary activities in each scene is flagged by an image in the Pupil's Book. This is not linked to the task and pupils can complete this at any time. Players can move freely through Scenes 1–3, but they cannot progress to Scenes 4–6 until they have completed all the tasks from Scenes 1–3. Progression to Scenes 7–8 is similarly dependent on the pupil having completed all the tasks in Scenes 4–6. The level ends with an outro scene, which occurs automatically and doesn't require interaction from the pupil. The purpose of this scene is to 'round off' the level, and to reward the pupil for completing all the tasks.

Unit 1 Lesson Plan

If you wish to incorporate Space Island into your lessons, below is an easy-to-follow lesson plan which shows how simple it is to manage in class.

Learning aim

To distinguish between different items from nature (rock, pond, bird, flower, tree, insect, worm, spider, mushroom) and to understand questions and answers with *How many...?* (*How many trees are there? There are ten trees.*)

- Carry this out as part of Lesson 5, after the pupils have completed the Pupil's Book and Activity Book activities. Pupils should have found the game item in the opening spread and completed the supplementary language activity based on the vocabulary. If not, the teacher can 'walk' the pupils through this now.
- Online: Using the IWB or a computer screen visible to the class, go to Space Island and access Scene 1, the park.
- 'Walk' pupils through the first part of the task. Find and talk to the tourist, who is standing by the entrance to the park. Click on him. He will ask you to help him label the poster correctly. Call individual pupils to the computer to take over the mouse and drag the correct labels to where the blank labels are on the poster. Alternatively, ask pupils to call out the correct answer while you drag the labels.
- Next, enter the park through the turnstile and talk

to the park keeper, who will ask you to look at the photo of the park before the Yellow Trickster stole all the colours and count the number of birds, insects etc. within the park. Choose one pupil at a time to operate the mouse. They should move the mouse back and forth slowly across the screen, allowing the other pupils in the class to count the number of each item. This may take some time as there are a lot of things to count. When everyone agrees on the answer, the pupil should exit the photo view, click on the park keeper again and select the correct answer. Repeat until all the questions are answered correctly.

- Professor Bloom will now appear to ask some questions. Have the pupils agree on the answers before selecting them. When the report is complete, choose a pupil to read it aloud to the class. This can be found on the Mission Log card in the inventory bag at the top right of the screen. Click on Examine to read the report.
- Pupils can then talk to the supplementary character in this scene – the Insect Inspector, wearing a bee costume. Ask the class (L1) if they know why she is wearing this costume. (So she blends in and doesn't frighten the insects.) After the conversation she will give the pupils a watering can which they can pick up and carry or put down.
- Alternatively, once you have completed an example online with the whole class, direct pupils to individual or shared computers, or have them access the task at home for homework.
- End the lesson as detailed in the main lesson notes.



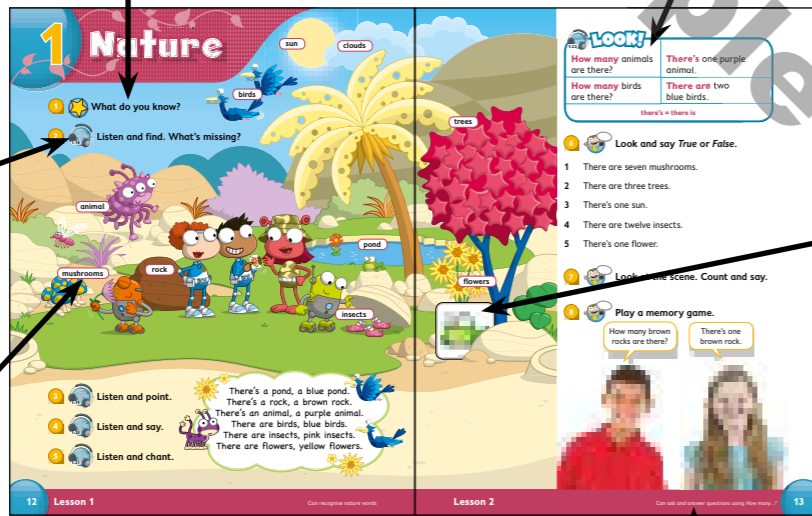
Lesson 1

Presentation and practice of vocabulary with audio support

Previous knowledge of the topic is activated through an **Assessment for Learning** activity.

Pupils listen to the key unit vocabulary in the context of a dialogue between the characters. They then listen and repeat the vocabulary.

Target vocabulary is included in the opening scene.



Lesson 2

Presentation and practice of grammar with audio support

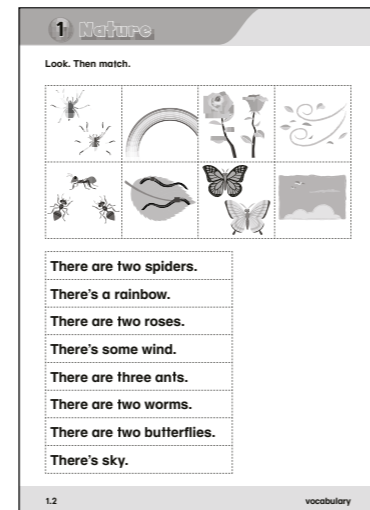
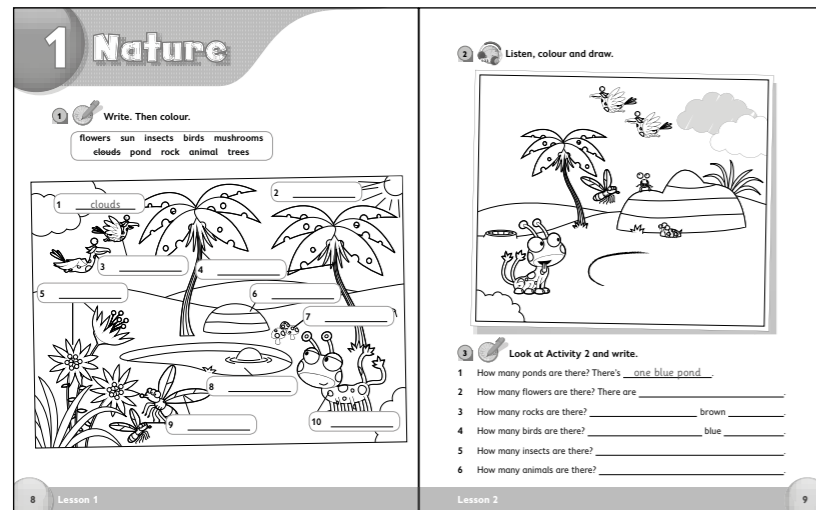
New structures are presented in Look boxes and practised in a listening activity.

Pupils locate the Poptropica English Island Adventure Game card on the opening spread.

Clear and concise learning objectives help clarify the aim of the lesson for the teacher and parent.

Further practice of the target language is provided in the Activity Book for **all** lessons. Lesson 10 provides pupils with an opportunity to consolidate and personalise their learning.

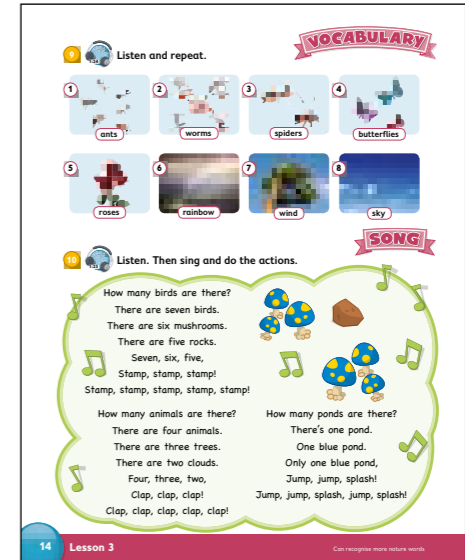
Photocopiables and other additional components help to reinforce the learning objectives.



Lesson 3

Presentation and practice of vocabulary with audio support

Pupils learn a new set of vocabulary linked to the unit topic. This may be additional words or a separate vocabulary set. The new language is then practised in a song. Karaoke versions of the songs are included in the Active Teach.



Lesson 4

Presentation and practice of grammar with audio support, and development of skills

Additional structures are presented and skills are developed through engaging activities.



Lesson 5

Story

The story is provided with speech bubbles and audio support. It consolidates vocabulary and structures from previous lessons and introduces new functional language.



Story cards can be used in a variety of ways to support pupils' learning. See page 24.



Lesson 6

Phonics

Key letter-sounds are introduced in each unit. The methodology is systematically structured, with repeated activities that pupils will quickly become familiar and comfortable with. Each sound is presented individually, and then blended into words to develop reading and spelling skills.

PHONICS 1

14 Listen and repeat.
1 air 2 ear

15 Listen, point and say.

16 Listen and blend the sounds.

| | |
|----------------|------------------|
| 1 f - air fair | 2 p - air pair |
| 3 h - air hair | 4 ch - air chair |
| 5 t - ear tear | 6 y - ear year |
| 7 h - ear hear | 8 n - ear near |

17 Read the sentences aloud. Then find air and ear.
1 This girl has long hair. 2 Sit down on the chair.

3 I can hear with my ear. 4 A pair is near the chair.

Lesson 10

Self-assessment and consolidation

Pupils complete a self-assessment in every unit. This involves pupils completing three activities relating to the unit vocabulary and grammar. After completing the activities pupils are invited to self-assess what they can now do by reading the *I can* statements and shading the bar next to each learning objective in the Activity Book

I CAN DO IT! 1

10 Look and count. Then ask and answer.

11 Play a guessing game.
Are there any trees? Yes, there are.
Is there a rainbow? No, there isn't.
Picture it!

12 Draw the view from your window. Ask and answer.
Are there any trees? Yes, there are some trees.
Are there any flowers? No, there aren't.

I CAN
I can recognise nature words.
I can ask and answer about how many there are.
I can do simple sums and number puzzles.

Wider World

Where we play

18 What do you know?
19 Listen and read.
20 Read. Then say the complete sentences.
21 Ask and answer.

PROJECT

22 Read again. Then choose.
23 Write about yourself in your notebook.
24 Make a board game. Then play.

Lessons 7 and 8

Wider World

Pupils read a text that explores an element of international culture linked to the unit topic. A project encourages personalisation and production of the unit language.

Review Units 1 and 2

32 Play a guessing game.

Review

Review

After Units 2, 4, 6 and 8, pupils complete a Review lesson. This provides practice and consolidation of the language from the previous two units.

Lesson 9

Cross-curricular content

Target language is practised and extended through a cross-curricular topic in English. The material in Level 3 is related to Maths, Natural Science and Art.

MATHS

23 What do you know?
24 Listen. Then count and say.
25 Look and answer.
26 Read the number riddles and answer.
27 Write a number riddle in your notebook. Then ask and answer.

Pupils' receptive understanding and productive ability can be tested at various stages throughout the level in the Test Booklets. Teachers can prepare pupils for external exams (*Cambridge English: Young Learners and Trinity*) through use of the Exam preparation tests. These tests have been designed so that they can be used with flexibility, as required.

Exam preparation

Listening and speaking A

2 Me
Listen and match. (5 points)
Listen and write T = True or F = False. (6 points)
Draw a friend and talk. (6 points)

Exam preparation

Listening B

Listen and tick (✓) (2 points)
What is Billy's birthday present?
Listen. Then colour and draw. (5 points)

How to use stories

Stories are an essential part of language learning because they allow pupils to absorb information in a fun and stimulating way. Learning outside the normal boundaries of a teacher-based classroom environment creates the opportunity for pupils to develop their creative and communicative skills. Using stories in the classroom greatly enhances pupils' ability to listen and to actively respond to target language and structures in a fun and relaxed atmosphere. Stories increase motivation and encourage less confident pupils to contribute with their ideas and opinions because they are not confined to the limits of a certain structure. They provide larger chunks of language in a context and provide an opportunity for pupils to produce language.

There's a story in Lesson 5 of each unit, featuring the characters. These stories serve to review and reinforce the target language and structures of the unit. The artwork is visually stimulating and the audio effects ensure pupils listen avidly from start to finish. Below is a four-step method for using stories in the classroom that starts with anticipation and ends with language production.

Stage 1 – Anticipating the story

Before listening to the audio, ask pupils questions or carry out a simple discussion in English or L1 to get them thinking about the story. This will enable pupils to begin forming an idea of the theme of the story and how it might develop. It also provides an opportunity to introduce any new vocabulary or to review previously learnt language, allowing teachers to assess how thoroughly pupils have absorbed the target language of the unit. Teachers should not provide any answers at this stage but rather allow pupils to think for themselves.

Stage 2 – Hearing and seeing the story

At this stage, pupils listen to the story and work through it to find answers to your questions. Audio can be accessed through the Class Audio CD or the Active Teach. If you would like to read the audioscript, you can find it in the lesson plans and on the Story Cards, but the story can be brought to life via the sound effects and professional actors used in the audio.

Stage 3 – Checking the story

Some suggested questions to be asked after listening to the story are provided in the teaching notes. This gives teachers the possibility to further assess the depth of pupils' comprehension of the story and of the language used. It also sparks pupils' creativity and imagination by encouraging them to visualise how the story develops.

Stage 4 – Role playing the story

After listening to the story several times, pupils are ready to role play it in groups, providing them with the opportunity to reproduce larger chunks of language. Props can be brought to class and used to make the experience even more stimulating. Teachers may play the audio or read the audioscript from the Teacher's Book, while pupils role play or pupils may recite the story from memory. Try to ensure that, as far as possible, every pupil gets an opportunity to be involved in the role play.

Below are some suggestions for extra work with the stories:

- While pupils listen to the story, they perform a specific action for target vocabulary (e.g. pupils clap when they hear the word *purple* or stamp their feet when they hear the word *blue*).
- Pupils draw a new picture for any frame of the story.
- Pupils create a new ending for the story.
- Pupils draw or describe their favourite character.
- Pupils discuss real-life situations that are related to the story.
- Pupils comment on how they would feel or how they would behave if they were in a similar situation to one of the story characters.
- You might like to give pupils feedback, e.g. *Fantastic actions!*, *Great teamwork!*, *Speak a bit louder next time*. This could be given in L1.

Story card activities

The story cards are greatly versatile and can be used in conjunction with a number of activities:

- Stick the story cards in random order on the board and pupils put them in the correct order.
- Stick the story cards on the board in order. Ask pupils to close their eyes while you remove one card. Pupils guess which card is missing.
- Hide the story cards around the classroom. Pupils find the cards and stick them on the board in the correct order.
- Pupils invent a new dialogue for one or all of the cards.
- Read the audioscript printed on the back of the story cards, making deliberate mistakes (e.g. say, *red* instead of *yellow*). Pupils correct your mistakes.
- Hand each story card to a different pupil. When you read the audioscript, the pupil with the appropriate story card stands up and shows it to the class.
- Show any story card and pupils remember and recite the audioscript.

How to use posters

Posters can play a key role in the English language lesson as they are such a powerful visual tool. They can be a valuable way to focus pupils' attention, allowing pupils to consolidate and extend the language already learnt. In addition, the **Poptropica English Islands** posters help to develop a pupil's speaking ability as they enable pupils to interact with visually appealing characters, authentic 'real-world' photos and captivating scenes. The interactive posters provide even greater scope as the interactive elements can be moved around and a wider variety of language can therefore be practised.

General poster activities

- Before displaying the poster for the first time, pupils can anticipate and predict who and what they will see, within a topic area, and then see how many items they guessed correctly once the poster is visible.
- Pupils can create their own posters, based on a similar topic.

- Using a large piece of paper placed over the top of the poster (with a 5 cm hole cut out), pupils can be asked to identify what they can see through the hole.
- Through description, pupils can identify objects that are being described orally, e.g. *It's orange. It's a food. Yum, it's tasty.*
- With a time limit, pupils can look at the posters and try to remember as much language and content as possible and then in pairs, or led by the teacher, they can try to recall the content through questions and answers, e.g. *Is there a flower? What colour is it?*
- By pointing to an object and making a statement, pupils can reply *Yes* or *No* if the information is correct or incorrect, e.g. *This is my bedroom.*
- In teams or pairs, pupils can write down as many words as possible for the items shown on each poster.
- At the beginning of each lesson, unit or term, ask pupils where they are on the Learning Adventure Poster by pointing on the map. This provides pupils with an opportunity for self-assessment, with instant feedback about their progress.

Poster 1 Learning Adventure Poster



The Learning Adventure Poster is used frequently throughout the lessons, to highlight pupils' progress through the course learning objectives.

Poster 3 CLIL



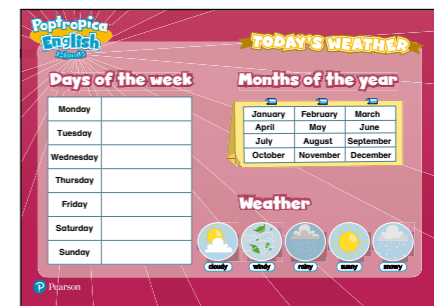
This poster offers a summary of all the CLIL content areas offered within a level and represents key CLIL vocabulary.

Poster 2 Phonics



This poster shows a summary of all sounds covered for the level, broken down unit by unit.

Poster 4 General



This poster offers supporting information that can be useful throughout the year. For Level 3 it shows the topics of Weather, Months of the year and Days of the week.

Poptropica English Islands presents different classroom dynamics. It goes from individual work to pairwork, group work and whole-class activities. When working in pairs, groups or in a whole-class setting, pupils foster cooperative learning; learning with and from each other. The following suggestions focus on different ways of grouping or pairing pupils. All the activities presented here are suited to any group size, age or interest.

Ideas on how to divide pupils into pairs and groups

Grouping by order: Organise pupils in a specific order and then divide them up. Ask pupils to get in line in alphabetical order (according to their first name, last name or the number of letters in their name), order of birthdays (grouped either by month or by their date of birth), months of the year, days of the week or height.

Animal sounds: This is a loud but fun way to divide pupils up. Write names of animals on slips of paper. Distribute them and ask pupils not to show their slips to each other. When they are ready, ask them to start making the sound of the animal that is written on their slip of paper. They have to find the other members of their animal family.

Pick and mix: Pupils can be divided into groups or pairs by having them pick objects from a bag. Then you can ask them to find their teammates. Some examples of objects you can use are:

Coloured counters: (e.g. ask pupils to team with same colours together; different colours together; two same colour counters and two different ones, etc.)

Coloured pencils: (e.g. pupils who pick the same colours from the bag are in the same group/pair; light and dark of the same colour makes a pair; four different colours makes a group, etc.)

Numbered lolly sticks: Prepare lolly sticks by writing a number on the end of each stick and placing them number down in a small can or container. Each pupil picks one and finds their group/pair (e.g. same numbers, sequential numbers, odd numbers, etc).

Word jumble: Write vocabulary words from a topic on slips of paper and put them in a bag or box. Ask pupils to pick one and find the rest of their group or pair. Pupils should look for others who have similar words or things (e.g. animals – all dogs together, all birds together, all cats together), others who group together (e.g. jungle animals, farm animals, sea animals) or others whose word starts with the same letter (e.g. roses, rainbow, red, rock).

Strategic grouping: Depending on the activity, you may want to group pupils using one of these combinations: stronger and weaker pupils together, stronger pupils together, weaker pupils together, talkers and listeners together. Whatever you choose, do not let pupils know what your strategy is.

Signalling that the activity has finished

When assigning speaking activities and playing games in large classes, it can often be hard to grab pupils' attention. With this in mind, here are some suggestions to help you deal with this situation.

Can you hear me? Start talking to them in a very low voice and say, *If you can hear me, raise your hand.* Pupils who hear you raise their hand, which will get the attention of other pupils, who will do the same.

Clapping: Clap your hands in different patterns and speed. Pupils have to join you in clapping. Say, *Clap once if you can hear me.* Some pupils join you. Then say, *Clap twice if you can hear me.* And finally, *Clap three times if you can hear me.* At this point, pupils will notice that the activity has finished.

Eyes on me: Count to three saying, *One, two, three... eyes on me!* Pupils stop the activity and say, *One, two, three... eyes on you!* This way, if the other pupils have not heard you, they will hear the pupils and then notice that the activity is finished.

Give me five: Put your hand up and say, *Give me five.* Pupils put their hands up and say, *five.* Then they start to count from one to five. If that does not grab everyone's attention, say, *Give me five again.* Pupils repeat the count.

Putting hands up: Put your hands. Wait until pupils notice your hands up and gradually stop talking.

Ring a bell: Set a timer for the amount of time you would like the activity to last or ring a bell. When pupils hear the sound, they stop the activity.

Silent request: Create a signal for silence. Then practise the signal with your pupils until they know that every time you make that signal it's time to stop the activity.

Singing: Play or sing a **Poptropica English Islands** song or chant. Have pupils join you.

Traffic light: Make a traffic light with removable coloured circles. When green, pupils can talk in pairs or in groups. When orange, they must be ready to end the conversation. When red, it is time to stop talking. If they are too loud, you can quickly go from green to red. If they are quieter again, go back to green.

Using classroom language is a good way to get pupils to react in English rather than in L1. The more they use these new phrases and expressions, the more confident they become and the less they will need to rely on L1 to communicate with the teacher. If classroom language is used consistently, it becomes a natural part of pupils' vocabulary. It is important to teach both the classroom language the pupils have to understand as well as language they need to produce. The following is a list of common English expressions that could easily be introduced in the classroom and used on a daily basis. It's best to begin with a few expressions and increase the number gradually.

Greeting the class

Hello. Hi!
Good morning/afternoon.
Come in.
Sit down/Stand up, please.
What day is it today?
How are you today?
Is everyone here?
Is anyone away today?
Where is (John)?

Starting the lesson

Are you ready?
Let's begin.
Listen (to me).
Look (at me/at the board).
Take out your books/notebooks/
coloured pencils.
Give this/these out, please.
Have you got a (pencil)?
Open your books at page (4).
Turn to page (6).
Open the window/door.
Close the window/door.

Managing the class

Be quiet, please.
Come to the front of the class.
Come to the board.
Come here, please.
Put your hands up/down.
Who's next?
Queue/Line up!
Repeat after me.
Wait a minute, please.
Hurry up.

Useful phrases for the pupils

May/Can I go to the toilet?
I understand/I don't understand.
Excuse me/Pardon me?
I'm sorry.
Can you help me?
I'm finished.

Language used for playing games

It's my/your/his/her turn.
Whose turn is it?
You're out.
Don't look.
No cheating.
Turn around.
Shut your eyes.
Pass the (ball, cup), etc.
Wait outside.
Roll the dice.
Move your/my counter (3) spaces.
Miss a turn.
Go back (2) spaces.
Roll again.
I've won!
You're the winner!

Words of praise

Well done!
Excellent!
Fantastic!
That's nice.
Much better.
Good job.
Congratulations!
That's correct!
Great work!
Good luck!
Thank you.

Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/
group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/
group.

During the lesson – instructions

Hold up your picture.
Show me/show the class your picture.
Draw/Colour/Stick/Cut out...
Write the answer on the board/
in your book.
Let's sing.
All together now.
It's break time/lunch time.
Wait a minute, please.
Be careful.
Sorry, guess/try again.
Next, please.
Again, please.

During the lesson – questions

Do you understand?
What do you think?
Anything else?
May/Can I help you?
Are you finished?
Who's finished?
What can you see?
Any questions?

Ending the lesson

Put your books/notebooks/
coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin,
please.
Collect the stickers/cards/
spinners/scissors, please.
The lesson is finished.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.