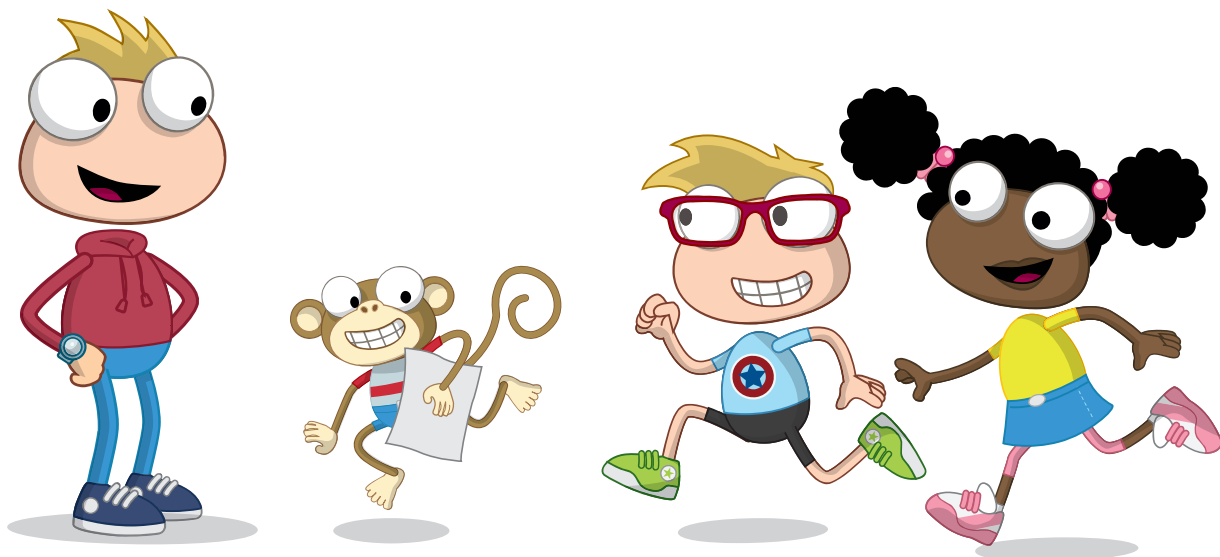


# Poptropica® English

TEACHER'S BOOK 3



Film  
Studio  
Island



Annie Altamirano • Viv Lambert  
Series advisor: David Nunan

# Poptropica<sup>®</sup> English

## TEACHER'S BOOK 3

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# Scope and sequence

## Welcome

**Vocabulary:** **Adjectives:** funny, smart, shy, kind, quiet

**Structures:** I'm taller than Sophie/you/him/her. He's/She's taller than Sophie/you/me.  
You're taller than Sophie/me/him/her. My hands are bigger.

## 1 Free time

**Vocabulary:** **Free-time activities:** cooking, playing the guitar, chatting online, playing computer games, skateboarding, watching TV, skiing  
**More free-time activities:** riding my bike, riding my scooter  
**What children like/don't like doing:** lighthouse, climbing the stairs, castle

**Phonics:** /sk/ and /sw/  
skiing, skateboarding, skipping  
swimming, swans

**Structures:** What does he/she like doing? He/She likes (skiing).  
Does he/she like (skiing)? Yes, he/she does. / No, he/she doesn't.  
What do you like doing? I like (skiing).  
Do you like (playing the guitar)? Yes, I do. / No, I don't.

**Cross-curricular:**  
**Social Science:**  
what children like/don't like doing

## 2 Animals

**Vocabulary:** **Animals:** giraffe, lion, elephant, crocodile, hippo, monkey  
**Animal foods:** meat, grass, fruit, leaves  
**Animal activities:** sleeping  
**Amazing animals:** only, trunk, every day, tongue, facts

**Phonics:** /i:/  
sixteen, green, leaves, treat, eat, thirteen, meat, sleeping

**Structures:** What do (giraffes) eat? They eat (leaves).  
Do giraffes eat leaves? Yes, they do.  
Do giraffes eat meat? No, they don't.  
(Lions) live in (Africa).  
(My cat) lives with me.

**Cross-curricular:**  
**Science:**  
amazing animals

## 3 Weather

**Vocabulary:** **Weather:** storm, the sun, hot, cloud, rain, wet, cold, snow, wind  
**Activities:** splash, kite  
**Seasons:** spring, summer, autumn, winter, year  
**Hurricanes:** camera, knock down, waves

**Phonics:** /əʊ/ and /aʊ/  
blow, snow, rainbow  
mouse, house, clouds

**Structures:** What's the weather like today? It's (rainy) and (wet).  
It (rains) in the (spring). I (splash) in the (rain).

**Cross-curricular:**  
**Science:** hurricanes

## 4 My week

**Vocabulary:** **Scheduled activities:** study Maths, have music lessons, study English, practise the piano, have ballet lessons, learn to draw, do gymnastics, do karate  
**Time:** (4) o'clock, half past (2)  
**How children go to school:** by bus, by car, by bike  
**Ways to go to school:** roads, internet, plane, skidoo, How do you go to school?

**Phonics:** /s/ and /z/  
goes, swimming, has, Music, lessons, does, yes

**Structures:** I (go swimming) at (11 o'clock).  
He (does gymnastics) at (half past 4).  
What do you do on (Saturdays)?  
How does she go to school? She goes to school (by bus).  
He (walks) to the park.

**Cross-curricular:**  
**Social Science:**  
ways to go to school

## 5 Jobs

**Vocabulary:** **Common jobs:** an astronaut, a mechanic, a builder, a firefighter, a basketball player, a police officer, a ballet dancer, a film star, a photographer  
**More common jobs:** teacher, doctor, farmer  
**What people want to be:** champion, win, medals, Olympic Games, go running, go shopping

**Structures:** What do you want to be?  
 I want to be an (astronaut).  
 I don't want to be a (builder).  
 Does he/she want to be a (builder)?  
 Yes, he/she does. / No, he/she doesn't.

**Phonics:** /ə/  
 farmer, firefighter, pasta,  
 doctor, builder, pizza

**Cross-curricular:**  
**PE:**  
 what people want to be

## 6 Rainforest

**Vocabulary:** **Places in the rainforest:** path, river, valley, bridge, mountain, waterfall, hut, cave,  
**Prepositions:** behind, next to, under, in front of  
**What animals have got:** strong tails, tiny eyes, sharp claws, silent wings, curly tails  
**The Amazon rainforest:** tapir, hummingbird, nectar, giant tarantula

**Structures:** Where's the (snake)? It's (behind) (the mountain).  
 Where are the (crocodiles)? They're (under) (the bridge).  
 They've got (curly tails).

**Phonics:** **silent letters**  
 walk, listen, autumn

**Cross-curricular:**  
**Geography:**  
 the Amazon rainforest

## 7 Feelings

**Vocabulary:** **Feelings:** scared, angry, sad, happy, tired  
**Feelings verbs:** smiling, crying, shouting, laughing

**Structures:** Why is he/she (laughing)? He's/She's (laughing) because (it's funny).  
 What makes you feel (happy)? (Sunny days) make me feel (happy).  
 What makes you (cry)? (Sad films) make me (cry).

**Phonics:** /hæ/ and /hʌ/  
 Harry  
 hungry

**Cross-curricular:**  
**Social Science:**  
 how music and films make  
 me feel

## 8 By the sea

**Vocabulary:** **Outdoor activities:** fishing, surfing, snorkelling, sailing, kayaking, horse-riding  
**Places:** beach, sea  
**Emotions:** bored with, keen on, scared of, terrified of  
**Protecting nature:** save, coral reefs, sea animals, global warming, dead, in danger

**Structures:** What are you (scared of)? I'm (scared of) (sharks).

**Phonics:** /ɔ:/ and /ɜ:/  
 horse, snorkelling  
 nurse, surfing

**Cross-curricular:**  
**Science:** protecting nature



# Introduction

Dear Teachers,  
Welcome!

It is my pleasure to introduce you to *Poptropica English*. This is the most exciting and important series for teaching English to young learners on the market today. It is designed to educate learners for the twenty-first century. This involves more than teaching learners to communicate in English. It also involves helping learners to socialise and work cooperatively, to have a sense of responsibility to others, to develop their ability to reflect on their learning processes and to begin learning and using English independently.

The series is based on some key educational principles. The most important of these is that of catering to the whole learner.

This means that you are not just responsible for developing the ability of learners to communicate through English, you are also responsible for their emotional, social and moral development. This is a very challenging task, but *Poptropica English* will provide you with resources to help you meet that challenge.

Through these materials, learners engage with English by using it in a wide range of interesting and fun situations that relate to their everyday lives. Yes, they have to learn vocabulary and master the pronunciation and grammar of the language, but they do so through engaging tasks that keep them motivated and show them the relevance of English to their lives beyond the language classroom.

The journey from infancy to adulthood is an amazing adventure, of which language learning is a part. I hope that you enjoy taking your pupils on the adventure with *Poptropica English*.

David Nunan  
Series Advisor  
*Poptropica English*



*Poptropica English* is a six-level course for children learning English at primary level. It offers best practice methodology in the classroom, while also offering teachers and pupils an innovative digital environment in the shape of the unique **Poptropica English Island Adventure Game**.

**Poptropica English** is designed to provide teachers and pupils with a truly blended English language learning environment. 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** motivates children by introducing them to an online area which extends and enhances their learning. 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** assumes no previous knowledge of English and takes a '5Ps' approach to communication in order to provide support and encourage 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. **Poptropica English** '5Ps' approach adds also Personalisation and Pronunciation.

**Presentation** is the first stage. The teacher demonstrates the key language while providing a model on audio 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 it is addressed in all units. Pupils practise it through fun and engaging songs and chants that help them acquire the stress, rhythm and intonation of English.

# Cross-curricular teaching

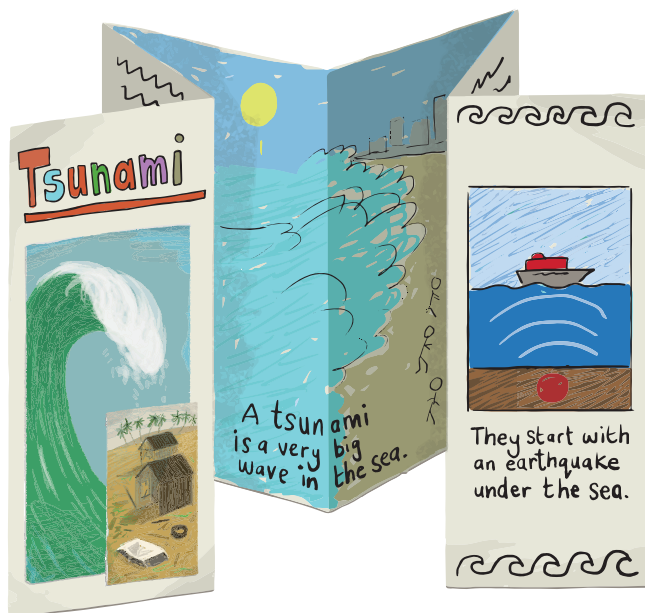
Children are naturally curious about the world around them. They want to know how nature works (Science), how man's inventions function (Technology), they are drawn to the exciting stories behind man's achievements and artistic creations (History/Art), as well as the fascinating landscapes and customs of far-away places (Geography/Social Science). Therefore, it seems natural and appropriate for their foreign language classroom to provide opportunities for them to explore this world and to integrate the resulting knowledge and understanding with language learning.

Here are some other reasons for integrating content with language learning, as well as some tips for making the most of the cross-curricular pages in **Poptropica English**:

- Young pupils already bring an incredible amount of previous knowledge of the world to the language-learning classroom.

**Tip 1:** Start the lesson by inviting pupils to focus on the images on the page and ask a few warm-up questions, e.g. *What can you see on the page? What is the lesson about? What do you know about the topic? What else would you like to know?* Use the children's first language if necessary.

## Unit 3 Science project model



- What the pupils hear or read about a topic can later provide realistic reasons for speaking and writing about it.

**Tip 2:** As the pupils do the activities in the lesson, highlight any new vocabulary relating to the topic and collect it in a simple list on the board. At the end of the lesson, invite the pupils to copy the list into their notebooks for later reference.

- Cross-curricular lessons can lead to very motivating individual or small group projects.

**Tip 3:** Invite pupils to read the instructions and help them visualise what the end product will be (a written list of physical exercises, possibly illustrated with drawings or photos or a poster with pictures, captions and a short text describing an animal from their country). Help pupils think about what to write, how to draft and edit and, finally, how to make it look nice (layout, design). Depending on the time available, allow pupils to do the project in class or write a draft in class and complete the project at home.

- Mini projects can lead to research opportunities.

**Tip 4:** Help the pupils brainstorm sources of information for their mini project (the school library, the internet, an 'expert' from school, a relative or family friend). Teach them to gather – and check the relevance and reliability of – information.

**Tip 5:** You might like to give pupils feedback. You could give pupils two stars and one wish e.g. *Beautiful pictures! Excellent colouring! Add one more picture label.* This could be given in L1.

## Unit 7 Social Science project model



In Level 3, reading is introduced in the Pupil's Book and Activity Book in the form of short paragraphs. In the Activity Book, pupils write short sentences and paragraphs to practise the new language.

The *Sounds fun* notebook is something pupils prepare in class to be used at the end of Lesson 4 of each unit. Pupils record the sounds learnt in each unit in their *Sounds fun* notebook and find or draw pictures of words with these sounds. More confident pupils could also write the words below their drawings. With the introduction of target vocabulary at the beginning of every unit, teachers should encourage pupils to add these new words to the appropriate page in their *Sounds fun* notebook. In this way, pupils are consistently recycling the sounds introduced in this level. Pupils could use an exercise book as their *Sounds fun* notebook and then carry it through into next year. Alternatively, you could help them to make their own mini book using the instructions below and three sheets of A4 paper.

## Making a *Sounds fun* notebook

- Take one A4 sheet for every 8 pages needed in the book, i.e. three A4 sheets for a 24-page book.
- Put the sheets neatly one on top of the other. Fold the pile in half so that the short sides touch, then in half again in the other direction. You should now have a small book shape.
- Cut along the folds at the top/bottom of the book so that the pages can turn, then staple at the top and bottom of the spine.

## Pronunciation table

Consonants		Vowels		
Symbol	Keyword		Symbol	Keyword
p	pen	short	ɪ	bit
b	back		e	bed
t	ten		æ	cat
d	day		ɒ	dog
k	key		ʌ	cut
g	get		ʊ	put
f	fat		ə	about
v	view		i	happy
θ	thing		u	actuality
ð	then	long	iː	sheep
s	soon		ɑː	father
z	zero		ɔː	four
ʃ	ship		uː	boot
ʒ	pleasure		ɜː	bird
h	hot	diphthongs	eɪ	make
x	loch		aɪ	lie
tʃ	cheer		ɔɪ	boy
dʒ	jump		əʊ	note
m	sum		aʊ	now
n	sun		ɪə	real
ŋ	sung		eə	hair
w	wet		ʊə	sure
l	let		uə	actual
r	red		iə	peculiar
j	yet			

# What is Assessment for Learning?

