

Summary of the story

One sunny day, best friends Max and Clara see a pirate ship anchored just off the beach. They discover that a castle and a volcano have appeared on the beach, too. None of these things were on the beach last week.

Then they meet Zack, a movie director who is making a pirate movie on the island. He is worried though, as he has lost the pirate captain's costume. Max and Clara offer to help Zack find Captain Crab's costume. The mustache, beard, hat, and a boot are missing.

The children see a monkey wearing the pirate's boot in the castle. They swap a banana for the boot. Next, they spy a parrot in the jungle wearing the pirate's hat. They swap an orange for the hat. Then, they spot a mouse on the pirate ship wearing the pirate's beard. They swap an apple for the beard. Finally, they see a dolphin wearing the pirate's mustache. They swap the mustache for some tuna sandwiches.

Max and Clara return the costume to Captain Crab, and Zack agrees to let the children act in his movie as pirates. The animals feel downcast, so Zack casts them in the movie, too. He invites them to eat lunch on the movie set with the other actors. The two hungry young pirates feel oh, so proud as they sit down to a magnificent meal.

Level 4

Suitable for:	young learners who have completed up to 200 hours of study in English
Type of English:	American
Headwords:	800
Key words:	15 (see pages 2 and 7 of these Teacher's Notes)
Key grammar:	past simple of regular and irregular verbs, irregular superlatives (<i>best, worst</i>), <i>How + adjective</i> , relative pronouns, conjunctions

Background information – The world of Poptropica English

Poptropica English has six islands, where the students can follow stories to explore and discover English and other topics across the curriculum. The islands are *Family Island, Tropical Island, Space Island, Movie Studio Island, Ice Island* and *Future Island*. There is an online educational game for the students using *Poptropica English*, with an adventure on each Island.

Movie Studio Island Adventure is written by Hawys Morgan, an author and editor specializing in primary and preschool ELT materials and CLIL.

Did you know ... ?

- Pirate captains would change out of their expensive clothes if they were going to be captured, so that they could pretend to be one of the crew and try to escape.
- Not all pirates were men. There were sometimes female pirates, too.
- The first records of piracy are from over 2000 years ago in Ancient Greece. The Vikings (which means *sea raiders*) were also pirates.
- When monkeys eat bananas, they hold them upside down and peel them that way.

The characters

Max is an 11-year-old boy who has an adventure with his best friend, Clara.

Clara is an 11-year-old girl who has an adventure with her best friend, Max.

Zack is a movie director who is making a movie about pirates.

Captain Crab is the lead actor in the movie.

Topics and themes

Caring for animals In the story, the children are considerate when dealing with the animals. They put the well-being and happiness of the animals first and display good knowledge of what the animals need. Do the students take care of any animals in their lives? What do their animals eat? Encourage the students to make a list of the basic needs of an animal.

Exploring Max and Clara use tools like a telescope and a map to explore the movie set on the island. They recognize the need to be prepared before embarking on an adventure. Do the students pack their own bag before going out for the day? What things might they take to go to the beach, or on another outing?

Helping The two friends help Zack and Captain Crab, even though this means giving up their day on the beach and their picnic lunch. How do they help Zack and Captain Crab in the story? How do the students help their friends? Have the students ever made any sacrifices to help somebody?

Food Max and Clara give up their lunch for the animals, and the animals are willing to swap the costume items they have in exchange for food. At the end of the story, they all share a lunch together. Why is food so important to the animals? What kind of food do the animals and the people in the story eat? Is it healthy or unhealthy? Do the students enjoy sharing meals with their family and

Key words

(see page 7 of these Teacher's Notes for the Key words in context)

captain (n)	studio (n)
colorful (adj)	swap (v)
costume (n)	tasty (adj)
crab (n)	telescope (n)
made of (v)	too (adv)
movie set (n)	tuna (n)
parrot (n)	worry (v) / worried (adj)
pirate (n)	

friends? Do they like going on picnics? What do they like to eat?

Animal habitats The different animals in the story live in a variety of habitats. Where do they live? Why do they live there? Encourage the students to think about why the different animals live in different habitats, taking the importance of shelter, safety, and food supply into consideration.

Costumes The missing pirate's costume is key to the story. Costumes often form an important part of a movie. Why are costumes so important in a movie? What other costumes have the students seen in movies? Are they costumes from the past, or the future? Have the students worn costumes themselves? Ask them to draw their favorite costume. (See also Activity 1 on page 4 of these Teacher's Notes.)

Pirates The movie being made in the story is about pirates. What do the students know about pirates? What do they think real pirates were like? Are pirates good or bad? Use a map or a globe to identify some well-known pirate sea routes. You may also like to talk about the history of piracy and modern-day pirates, and the dangers they pose to sailors. (See also Activity 5 on page 6 of these Teacher's Notes.)

Jobs Zack is a movie director, and Captain Crab is an actor. Ask the students what other roles are needed to help make a movie. Encourage them to write a list. Prompt the students by showing them different details in the story, e.g. the volcano and castle set on page 5, the microphone and lights on page 18, and the wonderful lunch on page 22. What movie industry jobs would the students like to do?

Swapping The animals in the story swap the costume items they have for food. Do the students know what swapping means? How is it different from sharing or giving? Explore the idea of trading items and ask the students if they ever swap any of their food or belongings with others.

Class Activities (After Reading)

Here are some activities to do with your class after reading *Movie Studio Island Adventure*.

1. Design a pirate's costume

Materials: sheets of white paper or card; colored pens / pencils / paints; costume-making materials (fabric, thread, wool, buttons, etc.) (optional); safety scissors; glue

- Talk about the pirate's costume in the story with the students. Ask them to describe it. What different materials do they think it is made of? (e.g. *leather – boot, fabric – clothing, wood – leg, metal – buttons.*)
- Tell the students that they are going to design their own pirate's costume. Encourage them to think about the different materials that could be used for each part of their costume. The students can bring these different materials from home for the session if possible, or they can simply draw and color their costume if preferred.
- Hand out the materials. The students first draw an outline of their pirate and then add the costume details. Encourage the students to be as creative as possible with their costumes. They should also give their pirate a name, and write this at the top of the paper or card.
- The students then decorate their pirate's costume using pens, pencils or paints, and if they have costume-making materials, these can be used to further decorate the costume. Advise the students to cut out and stick the materials onto their pirate where appropriate, e.g. wool for the beard, metal or plastic buttons, shiny material for boots.
- Go around the class and monitor the students' work, helping out where necessary.
- When the students have finished, invite individuals to describe their pirate's costume to the class. Write any useful language on the board, e.g. *My pirate's (beard) is made of (wool). My pirate's (hat) is made of (fabric).*

- Display the pirate's costumes around the classroom.

2. Make a movie set

Materials: empty cardboard boxes / cereal boxes; large sheet of white paper or card; red and green tissue or crepe paper; paint; Scotch tape; safety scissors; glue; foliage and / or flowers (optional); pirate's costume props (optional); video camera / phone video camera (optional)

- This is a whole class activity. Before the session, ask the students to bring in empty cardboard boxes, such as cereal boxes, from home.
- Designate a corner of the classroom that could be used to create a jungle movie set and clear the area.
- Explain to the students that they are going to make a movie set. Look back through the Reader at the scenes in the jungle. Tell the students that they are going to focus on these scenes and recreate a movie set of the jungle.
- Talk about the different plants and animals the students can see in the jungle in the story. How can they make these different things to create a jungle scene? Write a list on the board.
- Hand out the materials. Divide the class into groups to carry out the different tasks required to make the movie set. The large sheet of paper / card can be used to create the backdrop. Allocate some students to paint trees, foliage and flowers on this.
- Other groups of students can make flowers and trees out of cardboard and green tissue or crepe paper for the foreground. Real plants and flowers may also be used if available.
- Other groups of students can make a volcano in the jungle scene out of the empty boxes and red tissue or crepe paper, and then paint it. A different group of students can make the animals to put in the jungle. And another group of students can recreate the castle out of empty boxes if you would like this to form a part of the movie set.

- Encourage the students to be as imaginative as possible with their creations. They can also look back through the Reader at the jungle scenes for inspiration.
- Bring all the elements of the movie set together when ready.
- Once the movie set is finished, invite a group of students to act out a short scene from the Reader that takes place in the jungle. They can wear pirate's costumes if available. If you have a video camera, film the students acting out their scenes, and then watch the scenes together as a class.

3. Sing a sea shanty

Materials: a large sheet of paper or card with the sea shanty written on it; a globe or map

- Before the session, write out the words of the sea shanty on a sheet of paper or card. Do not include the actions in brackets. If you do not already know the song, research it on the internet. It can be found on the following website: http://www.bbc.co.uk/learning/schoolradio/subjects/mathematics/countingsongs/G-Z/when_i_was_one
The actions associated with the lyrics are in brackets:

When I was one, I sucked my thumb [hold one finger up then suck thumb]

The day I went to sea.

I jumped aboard a pirate ship [jump]

And the captain said to me ... [put hands on hips like a pirate]

We're going this way, that way. [hold arms bent at the elbow, elbows out, and move left and right]

Forward and backward. [hold arms bent at the elbow, elbows in, and move forward and backward]

Over the Irish Sea. [make a wave motion with one hand]

We're going this way, that way. [hold arms bent at the elbow, elbows out, and move left and right]

Forward and backward. [hold arms bent at the elbow, elbows in, and move forward and backward]

That's the life for me! [celebratory gesture with one fist clenched]

- Tell the students that they are going to learn a sea shanty. Explain that sea shanties are special songs that sailors used to sing.
- Play or sing the sea shanty to the students, illustrating the actions.
- Go through the sea shanty line by line, checking that the students understand the lyrics. Elicit understanding of *forward*, *backward* and *suck my thumb* by demonstrating the actions.
- Show the students where the Irish Sea is on a globe or a map.
- Next teach the actions to the students, and then put the actions together with the lyrics.
- The students can copy out the lyrics in their notebooks and illustrate them so that they remember the meaning.
- When the students have learned the sea shanty, sing it together as a class. Then sing it a second time with the actions.
- If they have learned the sea shanty well, you could teach the students the rest of the verses. Only the first line changes in each case, as follows:

When I was two, I lost my shoe ...

When I was three, I climbed a tree ...

When I was four, I knocked on the door ...

When I was five, I learned to dive ...

4. Write and act out a movie script

Materials: *Movie Studio Island Adventure* Reader; pirate's costume props (optional)

- Divide the class into groups of three or four students.
- Allocate each group a section of the story to role play, dividing the story equally between the groups.

- The groups write out their part of the story as if it is a movie script. Write an example on the board, with parts for the characters, the narrator and indications of sound effects where necessary, e.g. a parrot squawking.
- The groups then rehearse their role plays with actions. Hand out the costume props to the groups if available.
- The groups role play their story sections to the class in the order they appear in the Reader.

5. Project: *Pirates*

Materials: pictures of famous pirates downloaded from the internet; large sheets of paper or card; colored pens / pencils; safety scissors; glue

- Brainstorm some famous pirates with the class, e.g. *Captain Hook*, *Captain Jack Sparrow*, *Blackbeard*, *Long John Silver*. Show the students pictures of some famous pirates. These can be real or fictional pirates. Discuss the movies or books they may have seen these pirates in.
- Divide the class into pairs. Tell the students that they are going to do a project about a famous pirate – real or fictional – and invite them to decide which pirate they are going to choose. Before the next session the students can do some research on the internet to find out about pirates before deciding which pirate they would like to do their project on.
- Discuss as a class the kind of information the students should find out about their pirate, such as their name and where they were from, what their favorite type of treasure was, their best pirate skills, if they were a good or bad pirate, their most memorable pirate adventure, etc. Write the information on the board.
- Hand out the materials. The pairs should do their research together, gathering information about their famous pirate and drawing pictures and / or downloading pictures from the internet to stick onto their projects. They should also write sentences about their pirate based on the information they have been asked to find out. The pictures and information should be presented in an interesting and creative way.
- Go around the class and monitor the students' work, helping out where necessary.
- When the students have finished, invite pairs to talk about the famous pirate they have chosen.
- Display the pirate projects around the classroom.

Key words

captain..... Captain Crab, the pirate captain, arrives. (p. 7)

colorful she sees colorful wings and feathers, ... (p. 12)

costume “I can’t find the pirate captain’s costume.” (p. 6)

crab “This is the worst day of my life!” cries Captain Crab. (p. 8)

made of “They are a lot better than these animals made of wood!” (p. 20)

movie set..... “I’m Zack. This is my movie set.” (p. 6)

parrot..... It is a parrot. A parrot wearing the pirate’s hat! How funny! (p. 12)

pirate “Can you see the pirate ship?” (p. 4)

studio they go to the beach on Movie Studio Island. (p. 3)

swap Clara gives the parrot a big, juicy orange, which it swaps for the pirate’s hat.
(p. 13)

tasty Max gives the monkey a tasty, yellow banana, which it swaps for the pirate’s
boot. (p. 11)

telescope..... The castle is very big, and very tall. Max looks up at it through the telescope.
(p. 10)

too He can see two brown paws, two arms, two legs, and a tail, but it is shiny, and
silver, too. (p. 10)

tuna “My mom gave us some tuna sandwiches, fruit, and juice, too.” (p. 3)

worried Then, Clara sees a man on the beach who is really worried. (p. 6)

While-Reading activities

Activity 1 (pages 3–5)

Match. Draw lines.

- | | |
|--------------------------------------|---|
| 1 Every Saturday after breakfast, | a were not on the beach last week. |
| 2 Max has towels and | b a pirate ship on the water. |
| 3 From a big rock, the children see | c Max and Clara go to the beach. |
| 4 Max and Clara also see | d a castle, and a volcano in the jungle. |
| 5 It's strange, because these things | e tuna sandwiches, fruit, and juice. |

Activity 2 (pages 6–9)

Circle the correct words.

- 1 Clara sees a man on the beach who is really **worried** / **surprised** / **happy**.
- 2 Zack is a movie director and he is making a movie about **volcanoes** / **pirates** / **castles**.
- 3 Zack cannot make the movie without the **pirate's costume** / **telescope** / **pirate ship**.
- 4 Zack describes the costume and **Clara** / **Max** / **Captain Crab** draws it carefully.
- 5 The big, black hat has a red **parrot** / **dolphin** / **crab** on it.
- 6 Max and Clara look at the **movie set** / **map** / **beach** carefully before searching for the costume.
- 7 They decide to look for the costume in the **jungle** / **pirate ship** / **castle** first.
- 8 The castle is **behind** / **on** / **above** the beach.

Activity 3 (pages 10–11)Write *T* (True) or *F* (False).

- 1 The castle is very big, and very tall.
- 2 Max looks up at the castle through some glasses.
- 3 Max can see a monkey wearing a pirate's boot!
- 4 Max and Clara don't climb up the castle.
- 5 The monkey doesn't want to give them the pirate's boot.
- 6 Max gives the monkey a banana.

Activity 4 (pages 12–17)

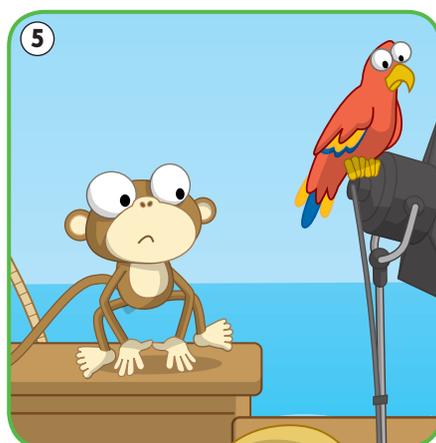
Order the sentences.

- a Through the telescope, Max sees a brown tail and small feet.
- b Through the telescope, Clara sees a gray, shiny animal in the water.
- c The children walk through the jungle and Clara sees a parrot.
- d They swap their tuna sandwiches for the pirate's mustache.
- e Clara gives the parrot a big, juicy orange.
- f Then, Clara looks through the telescope at the ocean.
- g Next, they swim to the pirate ship.
- h The mouse swaps the pirate's beard for a shiny, red apple.

Activity 5 (pages 18–22)

Copy the correct sentences next to the pictures.

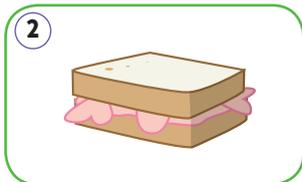
- a Captain Crab gets dressed in his pirate's costume.
- b Max and Clara want to be in the pirate movie.
- c The animals want to be in the movie, too.
- d Max and Clara are really hungry.
- e The children eat lunch on the movie set.



After-Reading activities

Activity 1

Look at the pictures and circle the words.



t	e	l	e	s	c	o	p	e
s	a	n	d	w	i	c	h	h
b	p	b	c	e	l	f	o	o
e	p	a	r	r	o	t	r	r
a	l	r	a	c	r	a	a	k
r	e	c	b	d	k	p	n	n
d	e	n	i	q	w	t	g	v
m	u	s	t	a	c	h	e	g



Activity 2

Write the words. Use the words from Activity 1.

- Zack and Captain _____ can't make the movie without the pirate's costume.
- Max looks up at the castle through a _____.
- The _____ has colorful wings and feathers.
- The parrot swaps an _____ for the pirate's hat.
- A mouse is wearing the pirate's _____.
- Max gives the mouse an _____ to eat.
- A dolphin is wearing the pirate's _____.
- The dolphin doesn't like fruit, so it eats a tuna _____.

Activity 3

Write the words.

dolphin hat banana boot jungle castle

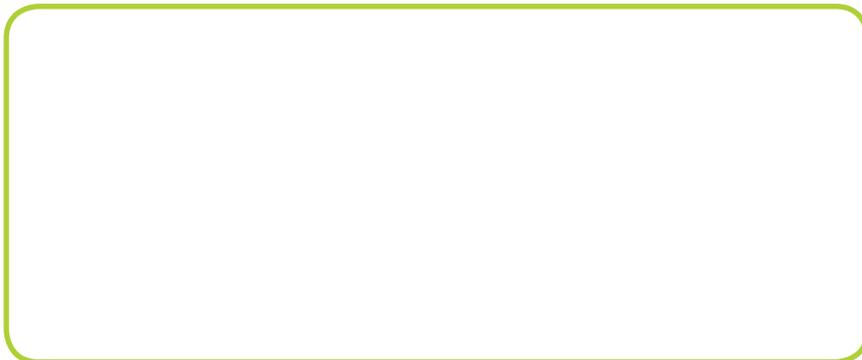
- 1 It is old, big and tall.
- 2 It is tasty and yellow.
- 3 It is big and black with a red crab on it.
- 4 It is thick and green with trees, plants and flowers.
- 5 It is gray and shiny, and swims quickly.
- 6 It is brown, silver and shiny.

Activity 4

What do you think? Answer the questions.

Then draw a picture of your favorite character eating lunch.

- 1 What is your favorite food in the story?
.....
- 2 What is your favorite place in the story?
.....
- 3 Who is your favorite character in the story?
.....



My favorite character
eating lunch.

Answer Key

In the back of the Reader

Before You Read

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

2 ship, castle, volcano, ocean, jungle, beach

After You Read

1 mouse d, f

parrot a, h

monkey c, e

dolphin b, g

2 a in front of b in c next to d next to e in

3 Students' own answers.

In these Teacher's Notes

While-Reading activities

Activity 1

1 c 2 e 3 b 4 d 5 a

Activity 2

1 worried 2 pirates 3 pirate's costume 4 Max

5 crab 6 map 7 castle 8 on

Activity 3

1 T 2 F 3 T 4 F 5 T 6 T

Activity 4

The correct order is: c, e, g, a, h, f, b, d

Activity 5

1 b 2 d 3 e 4 a 5 c

After-Reading activities

Activity 1

t	e	l	e	s	c	o	p	e
s	a	n	d	w	i	c	h	h
b	p	b	c	e	l	f	o	o
e	p	a	r	r	o	t	r	r
a	l	r	a	c	r	a	a	k
r	e	c	b	d	k	p	n	n
d	e	n	i	q	w	t	g	v
m	u	s	t	a	c	h	e	g

Activity 2

1 Crab 2 telescope 3 parrot 4 orange 5 beard

6 apple 7 mustache 8 sandwich

Activity 3

1 castle 2 banana 3 hat 4 jungle 5 dolphin

6 boot

Activity 4

Students' own answers.