



Cambridge Assessment
English

ENGLISH

ADVENTURES with Cambridge

TEACHER PACK

Contents

Introduction	1
How the lessons work	2
Learning skills	3
Troubleshooting and alternatives	4
Lesson 1: Meeting the Librarian (the beginning)	7
Lesson 2: The Book of Treasure	17
Lesson 3: The Book of Snow	24
Lesson 4: The Return to the Library (the end)	32
Appendix B: Gameplay worksheets	57
Appendix C: Classroom worksheets	61
Appendix D: Answer keys	83
Appendix E: Vocabulary bank	89
Appendix F: Grammar bank	98

We hope you enjoy English Adventures with Cambridge.

Please visit <https://www.cambridgeenglish.org/learning-english/games-social/english-adventures/feedback/>

to let us know about your experience.

Introduction

Overview for teachers

English Adventures with Cambridge is a blended learning solution. It combines the Cambridge Approach to language teaching and assessment with the engaging and creative world of Minecraft.

The lessons are aligned to level A1 of the CEFR. They are designed to help you to prepare your students for the Cambridge English A1 Movers exam by focusing on the skills and knowledge they will need to communicate successfully at this level.

The lessons feature both game-based activities and classroom-based activities.

Game-based activities

Minecraft encourages learners to communicate more naturally and realistically as they complete tasks and progress through the game. This helps to make learning fun and memorable.

Stories are important to how young learners remember their experiences of additional languages, so we have used story-telling to tie the learning tasks together.

Learning through games also encourages skills that are important for successful learning outcomes, such as curiosity, creativity, collaboration, perseverance and problem-solving.

Classroom-based activities

The learner-centred classroom activities bring the world of Minecraft alive in your classroom, providing plenty of communicative language practice, such as collaborative speaking activities, and are accompanied by clear lesson plans to support you.

These classroom activities are designed to give learners more opportunities to learn from you, their teacher. The role of the teacher is, and will always be, central to successful language learning.

The activities have been designed in accordance with the Cambridge Approach and are rooted in the Communicative Language Teaching methodology.

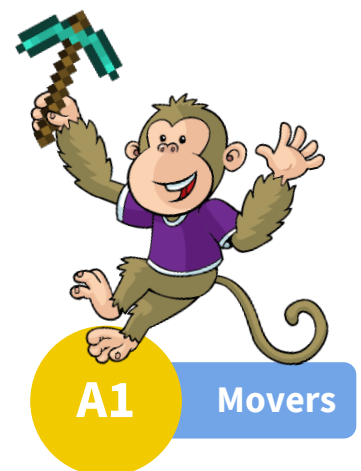
About A1 Movers

A1 Movers is the second of three Cambridge English exams created specifically for children. All Cambridge English exams for young learners are fun, colourful and activity based, motivating children to learn.

They introduce children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English.

Language level

Most of the language in the game is level A1 on the CEFR. However, we have chosen to include some A2 level grammatical structures, such as simple 'if' clauses, as well as a number of above-level items of vocabulary which are contextualised within the game, such as 'assistant' and certain Minecraft-specific vocabulary, such as 'pickaxe'. This has been done so that students are exposed to language which is authentic to the context.



How the lessons work

Basic lesson structure

Approximate timings

10 minutes	Warm-up activity
30 – 45 minutes	Gameplay phase (in class or at home)
45 minutes	Classroom activities phase
10 minutes	Extra practice (or homework)

The warm-up activity helps learners to become familiar with the language and characters that they will meet in the game. This should be done before the gameplay phase.

The gameplay phase would ideally take place during the class if the technology is available. If this is not possible, the gameplay phase can be completed before the classroom activities.

The classroom activities and extra practice are designed to expand on the topics covered in the game, and to make the most of the unique communicative opportunities presented by the classroom context. The classroom activities can be carried out with the help of a large screen, interactive whiteboard, projector, classroom computer or without the use of technology.

Gameplay support for teachers

You don't need to be an experienced gamer to teach with Minecraft Education Edition. In fact, you don't need any gaming experience at all! The tutorial mode will help you to get some hands-on experience with the controls if you aren't familiar with them already.

We've also provided brief written and visual summaries of each game level so you don't need to worry if you don't have time to play the levels before each class. The summaries and the tips on starting the gameplay in the classroom are found in [Appendix A](#).

How to support your students with using the game

Some of your students may regularly play Minecraft at home, and others may never have played it, so it is likely that there will be a mix of abilities in your class.

Research has shown that children may use avoidance as a strategy when they think that something is more difficult for them than it is for their peers. This can lead to a lack of engagement as they can become demotivated and give up.

However, game-based learning researchers have found that taking the right steps to address this disparity in ability with the game controls results in engagement that is just as high among the less and more experienced students.

With this in mind, English Adventures with Cambridge features a purpose-built **tutorial hub** area. This area has the appearance of a library and features a number of practice activities to help less experienced students become familiar with the controls and to improve some learning skills at the same time.

Technology

Minecraft Education Edition can be run on devices which use the following operating systems:

- Windows 7 and higher
- macOS High Sierra 10.13 and higher
- iOS 10 and higher (iPad only).

What learning skills are and why they matter

The lesson plans in this Teacher Pack include many skills which are part of your students' learning journey.

These skills will help students to become better learners of English and other subjects. They will also help them to become successful in a changing world when they leave school.



Creativity

The lesson plans aim to help students think creatively and develop their ideas. This may happen in gameplay or during classroom activities like roleplay or designing their own flashcards, for example.



Problem solving and critical thinking

Students will have the opportunity to practise their critical thinking skills, as they think about what they need to do to solve problems, and decide on the best action to take.



Perseverance

A good language learner, and learner in general, must work hard and can't give up when there are challenges. The gameplay phases will present engaging and challenging scenarios to your students. This will encourage them to become self-motivated and independent learners.



Curiosity

There will be rewards for your students when they are curious and explore the different worlds they enter in each gameplay level. Curiosity, and the motivation to discover new things, will be very important for their learning.



Collaboration

One of the most important skills for 21st-century education is to work well with others. When students help each other in collective thinking, they can achieve more than they can alone, and it helps them to build knowledge together.

Troubleshooting and alternatives

1. Gameplay outside the classroom

Not all teachers will have access to enough devices to enable every student to play through the game level during class time. If this is the case for you, you can set the gameplay as a homework activity to be done before the follow up lesson in the class.

Where this approach is taken, a ‘recap phase’ replaces the ‘gameplay phase’ during the first part of the lesson, as described below.

Before the lesson

Setting the gameplay phase as homework

Set the completion of the game as homework for the next class. Provide students with the worksheet for the game level (see [Appendix B](#), **Worksheets B.1 – B.4**), ideally printed out and made to look as though it’s been ripped out of a book. The students will have to complete the page as they go through the level in order to find a word or a phrase that gives them more information about the level.

Begin the lesson

Gameplay recap phase

It is important to ensure that all of the students are familiar with the content of the game level as the classroom-based tasks will relate to this. Therefore, there needs to be a whole class recap of the content in case some students were unable to complete their homework. For example, the class could retell the story of what happened and try to remember the conversations they had with different characters. Recapping and remembering the story also provides rich, contextualised opportunities for communication.

2. No technology available

This option is useful for classrooms where there is no access to technology or if the technology unexpectedly fails.

Introduce the activity

1. Provide the students with a worksheet which features relevant pictures from the game level (see **Classroom Worksheets** in [Appendix C](#)).
2. Start by asking the students to point out key items of vocabulary in the pictures.
3. Write key words on the board to help the students, as well as useful phrases like ‘*There is / There are...*’.
4. Ask the students to try to remember some of the words from the game and try to retell the story in pairs or groups of three.
5. Students can ask each other and the teacher questions if they aren’t sure of a word. Monitor as you normally would a paired speaking activity.
6. At the end, elicit the story from the class, getting at least one sentence from each student.
7. If there are students who did not complete the gameplay phase, they must be paired/grouped with someone who did.

Continue the lesson

The lesson then continues into the classroom activities phase.

Some additional questions the teacher could ask the students to talk about are:

- *What did you like about the game?*
- *How did you feel when you played it?*

3. Whole class playthrough

This option is helpful if there is only one computer available for the class.

Introduce the gameplay phase

1. At the start of the lesson, take control of the classroom computer and start this lesson's gameplay level. Ideally, the game is projected on a screen for the whole class to see.
2. Ask the students to explain what to do next and help them to form the instructions correctly.

Whole class playthrough

3. Ask for two volunteers to come to the front of the class.
4. One student (the player) sits at the computer. The other student (the questioner) stands near them and faces the class.
5. The player is told not to do anything without being instructed to by one of their classmates.
6. The questioner is asked to direct questions to different students in the class. For example, '*What does Min [the player] have to do next?*' or '*Where does Min have to go next?*'.
7. After asking two questions, the questioner becomes the player and a new questioner is selected from the class.
8. It's best if all of the students in the class get to take a turn as the player. If this is not possible, keep a note of which students have played and which haven't, to give those who haven't an opportunity to play in future lessons.

TIP

It's better for the player and the questioner to be different students.

This will avoid distraction and help the player to form questions in English.

The whole class playthrough provides opportunities for:

- practice of speaking, including pronunciation, grammar and vocabulary, and interaction (i.e. all three areas on which the students will be assessed in the **A1 Movers exam**)
- practice of interactional listening comprehension
- practice of certain grammatical forms such as imperatives and the structure 'you have to...', from the A1 Movers syllabus
- practice of using the vocabulary found within this lesson's game level
- opportunities for the teacher to correct students' pronunciation, stress patterns, grammar, vocabulary and any other language features that might come up during the interaction
- question formation.



4. Small groups or pairs

This option is helpful if learners need to share computers.

Begin the lesson

1. Put the students in pairs or small group. Tell them that they will take turns playing and completing the worksheet.
2. Ask the students to choose who will begin playing the game and put their hand up. Tell the students with their hands up to log in, and that they will be asked to swap with their partner in 10 minutes.
3. Students log in to the game level.

Pair or small group playthrough

4. Students play the game in pairs or small groups: one student plays the game on the computer and the other completes the worksheet as they play.
5. After 10 minutes, the students should swap places so that they all have the chance to play.

Lesson 1: Meeting the Librarian (the beginning)

Lesson plan

WARM-UP

The Librarian's Assistant (10 minutes, approx.)

Description

A speaking and listening activity in which students make polite requests and follow instructions.

Aims

- To review classroom vocabulary
- To introduce a key part of the first level of gameplay – following instructions

Language focuses

- Listening comprehension
- Questions using *Can you...?*
- Describing classroom objects
- Adjectives

Materials

Classroom objects (pen, book, markers, pencils, etc.)


OR







A slide/screen visible to all students so that they can 'find' and circle objects






Procedure: in-class option

Introduce the activity

-  Collect four different coloured board pens (e.g. red, blue, green, black), or other distinctive objects, and put them around the classroom in obvious places so that the students can see them when they come into the classroom.

-  Once the students have all sat down in class, call a student by name and say '*Help! Can you bring me the red pen?*', pretending you can't see the red pen.
-  When the student brings you the pen, say '*Thank you! You're my assistant*'. Write '*assistant*' on the board and let the student go back to their seat.
-  Elicit from the class what question you asked your assistant (*Can you bring me the red pen?*). Write *Can you...?* on the board to help them remember, and write the full question on the board as you elicit it.
-  Choose another student and ask, '*Can you find the green pen?*'. When they bring you the green pen, say '*Thank you! You're my assistant too.*'
-  Next, ask the class to remember the question you just asked. (*Can you find the green pen?*). Once the question has been elicited from the class, write '*Can you find...?*' and '*Can you bring me...?*' on the board for the students to see.
-  Explain or elicit that an assistant helps people when they are asked to (politely!). Tell the students that they're all going to be assistants today.

Warm-up activity

-  Ask the students to individually select two to four classroom objects that they can see. Explain that they will ask another student to bring these objects to them.
-  Give the students a few minutes to prepare the questions they are going to ask their partner.
-  Put the students in pairs. The students take it in turns to be the assistant or the person who needs help, asking *Can you find/bring me...?* questions. e.g. *Can you bring me... the red pen/the big book/the pencil?*

Procedure: online learning option

Introduce the activity

- 📱 Pre-select pictures of classroom objects and put them in a document so that they can fit on a screen.
- 📱 Share your screen.
- 📱 Give students drawing permissions so they can circle the objects on screen when you ask for them.
- 📱 Demonstrate the activity. Choose an object (e.g. a red pen), call a student by name and say ‘*Help! Can you find the red pen?*’, pretending you can’t see the red pen.
- 📱 When the student circles the correct object, say ‘*Thank you! You’re my assistant*’. Write *assistant* on the board or screen for students to see.
- 📱 Elicit from the class what question you asked your assistant (*Can you find the red pen?*). Write *Can you...?* on the board or screen to help students remember and write the full question too as you elicit it.
- 📱 Explain or elicit that an assistant helps people when they are asked to (politely!). Tell the students that they’re all going to be assistants today.

Warm-up activity

- 📱 The students now try asking the question politely. Nominate a student and prompt them to choose an object and then ask another student (the assistant) to find it for them, using the question form *Can you find...?*
- 📱 When they have successfully asked the question and their assistant has circled the object, the assistant becomes the next student to ask a question and choose an assistant.
- 📱 This continues around the class until every student has asked for and found an object.

Monitoring

While the students are completing the activity

- 👉 check that the students are doing the task
- 👉 check that the students are asking the questions correctly (*Can you find/bring me + object*) and that they understand or use the adjectives correctly
- 👉 note down any excellent questions you hear the students forming so you can highlight them later.

Feedback

After the activity

- 👉 ask some of the students to tell the class what they asked their assistant to bring or find
- 👉 highlight any of the excellent questions you heard, and things that the students wanted to say but found difficult.

TIP

For the digital version of this warm up activity, add as many images as you can to the screen, to make it as crowded as possible. This will make the need for an assistant more realistic, which will help engage your students.

GAMEPLAY

Meeting the Librarian (30 – 45 minutes, approx.)

Description

This is the gameplay phase where the students play through this lesson's game level individually. If this is not possible, please refer to the [Troubleshooting](#) section for alternative approaches.

Aim

- To help students learn about the game and play it for the first time

Materials

Computers with Minecraft Education Edition installed

Explorer's Guidebook page ([Worksheet B.1](#))

Notebook and pencils for note-taking



- 👂 note down any common phrases which the students want to say but are not able to say in English.

Game walkthrough

[Appendix A, Part I](#) includes a full list of events and tasks that the students may complete in the game level.

Note: The students might not complete them in the same order as this list. This is absolutely fine and is part of the game.

Beginning the lesson

1. Help the students log into the game.
2. Hand out the page ([Worksheet B.1](#)) and check all students have a pen or pencil to complete it.

Monitoring

While the students are completing the gameplay phase

- 👂 check that students are able to navigate the world using the mouse and keyboard. (It may be helpful to ask the more experienced gamers to help their classmates with this.)
- 👂 refer to the to help students who have difficulties, but make sure to not to help too much – the point of the game is to explore independently

ACTIVITY 1

Word Association / Vocabulary Matching (30 minutes, approx.)

Description

A speaking activity which tests students' understanding and memorisation of key vocabulary from the game level. To be completed after the gameplay phase.

Aims

- To practise the new word associations which they formed in the first level of the game
- To practise pronunciation of relevant vocabulary

Language focuses

- Recognising and saying key vocabulary from the gameplay level
- Forming associations between items of vocabulary

Materials



A copy of the Memory Game* ([Worksheet C.1](#)) for each group of three to six students, printed and cut up

OR




Vocabulary matching game, available via this link:
<https://interacty.me/projects/c5039eea03669e9>

*The same cards are used for Word Association and the Memory Game activities.





-  Ask students to explain to each other why these cards can go together. e.g. *A librarian works in a library. There are books in the library. A page comes from a library book.*
-  The students should have a time limit (e.g. 5 minutes).

Play the Word Association game



-  When the time has finished, hold up the picture cards one by one and nominate students to say what the pictures are.
-  Ask a few students or the whole class to tell you what other words can go together with the picture you are holding up.
-  You can give the students an opportunity to repeat the matching activity in their groups if they need more practice.

Procedure: online learning option

Introduce the online vocabulary matching cards



-  Open the link to the online vocabulary game and share your screen with the students:
<https://interacty.me/projects/c5039eea03669e9>
Explain that they need to match the word they see to one of the pictures.
-  Demonstrate the game. Click 'start' and nominate a student to tell you which picture you should click on. Ask the student to say the word out loud. Repeat one more time with a different student if needed.

Play the vocabulary game online

-  Share the link with students. They can log in on their computers or their phones to complete this activity.
-  Students complete the activity by themselves until they have gone through all of the cards at least once. A time limit should be given e.g. 10 minutes.

Procedure: in-class option

Introduce the cards

-  Demonstrate the game. Put the cards out on a table and select the picture of Lilac the librarian. Ask students which words match the picture. The answers include: librarian, library, book, and page.
-  Give the students the picture and word cards in small groups, and ask them to match them together.

Monitoring

While the students are completing the activity

- 👂 check that the students are playing the game and understand it
- 👂 encourage students to say the words out loud
- 👂 if playing in class, ask the students to explain the associations they made if there is a disagreement.

Feedback

After the activity

- 👂 ask how many matches the students got right
- 👂 if playing in class, prompt the students to explain the associations they made. e.g. *You can find a book in a library. There is a captain in a ship.* etc.
- 👂 if playing online, ask students to tell you which words they learnt and how they can use them in the game, e.g. *There is a captain on the ship. I can buy milkshake from a vending machine.* etc.

TIP

The online vocabulary game is set up to encourage the students to try again if they don't get most of the answers right. Ask the fast finishers to try again, especially if they didn't get all the answers the first time. Can they get a perfect score?



ACTIVITY 2

Memory Game (30 minutes, approx.)

Description

A speaking activity which tests students' understanding and memorisation of key vocabulary from the gameplay level. To be completed after the gameplay phase.

Aims

- To practise the new word associations which they formed in the first level of the game
- To practise pronunciation of relevant vocabulary

Language focuses

- Recognising and saying key vocabulary from the gameplay level
- Forming associations between items of vocabulary

Materials

A copy of the Memory Game ([Worksheet C.1](#)) for each group of three to six students, printed and cut up

OR

Online version of the Memory Game, delivered in 3 stages, from easy to more difficult as follows:

Starter

<https://interacty.me/projects/117d2a57b4245cce>

Expert

<https://interacty.me/projects/4879ed811355e520>



Boss

<https://interacty.me/projects/e66947d8f6b97936>






Procedure: in-class option

Introduce the cards




-  Give the students the picture and word cards in small groups, and ask them to match them together. The students should have a time limit (e.g. 5 minutes).
-  When the time has finished, hold up the picture cards one by one and nominate students to say what the pictures are. You can give the students an opportunity to repeat the matching task if they need more practice before moving on to the memory game.

Play the memory game

-  Demonstrate the memory game. Put the cards face-down on a table and turn two of them over, saying the words as you turn them over (it doesn't matter whether it's a picture or a picture with a word – the word should always be said). If two cards chosen match, the player keeps them and gets a point. If they don't match, they go back on the table face-down in the same place.
-  Ask a volunteer to come up to the table and choose two cards, saying the words as they turn the cards over. Repeat this until the rules are clear and at least one person gets a match.
-  Now ask the students play together.

Procedure: online learning option

Introduce the online memory game

-  Share your screen to demonstrate the easy ('Starter') level of the interactive memory game:
<https://interacty.me/projects/117d2a57b4245cce>
-  Click on a card and nominate a student to tell you what the word is. It doesn't matter whether it's a picture or a picture with a word – the word should always be said.
-  Click on another card. If it is a match, both cards will stay open. If it isn't, both cards will close.

- 📱 Explain that students need to make all of the cards stay open by finding matches. Demonstrate with another pair of cards, if necessary, until the students are confident of the rules.

Play the memory game

- 📱 Let the students complete this activity by themselves until they have gone through all of the cards at least once. A time limit should be given e.g. 2 minutes.
- 📱 There are two more levels of the memory game ('Expert' and 'Boss') for learners to complete after they've completed the first round of matching.

Monitoring

While the students are completing the activity

- 👂 check that the students are playing the game and understand it
- 👂 check that students say the words out loud when matching the cards
- 👂 for the online version of the game, send the link to the next level ('Expert' or 'Boss') to the learners who have finished the previous level.

Feedback

After the activity

- 👂 ask which words students learnt
- 👂 prompt the students to explain where some of the words appear in the game e.g. *You can find a book in a library. There is a captain in a ship.* etc.
- 👂 for the online version of the game, you can celebrate the learners who have completed all three levels, Starter, Expert and Boss
- 👂 the links to the online version of the game can be sent to students for homework, and can be played on a phone, tablet or a computer.

TIP

The links to the online version of the game can be given to students as homework, and can be played on a phone, tablet or a computer.



ACTIVITY 3

Can you tell me about...? (15 minutes, approx.)

Description

This activity consolidates word collocations that students have seen in the gameplay phase, and encourages the use of adjectives in speaking and writing.

Aim

- To practise describing pictures using adjectives and word associations. This is useful to start preparing students for Part 2 of the A1 Movers Speaking paper.

Language focuses

- Forming simple sentences: *Pronoun + is a + adjective + noun*
- Using a variety of adjectives in context and in sentences

Materials

Printed picture and words cards from the Memory Game ([Worksheet C.1](#)) to be used in pairs or small groups

OR

A digital copy of [Worksheet C.1](#) uploaded onto Google classroom, Edmodo or similar



4. Underline the adjectives and ask other students to suggest some adjectives.
5. When there are no more adjectives to add, ask the student to choose another picture and repeat steps 2-4 with one or two more students, until the class understands the activity.
6. Once the class is ready, explain that the students will form sentences like this in pairs, or small groups.

Describe the objects

7. Put the students in pairs or small groups (up to four students). Nominate a scribe for each pair or group to take notes.
8. Hand out copies of the picture cards from [Worksheet C.1](#), or make the online worksheet available. The students are given 5 – 10 minutes to create the best (most imaginative or longest) sentences. The scribe writes down the pair or group's ideas.

Monitoring

While the students are completing the activity

- 👉 check that the students are doing the task
- 👉 prompt the learners with questions to help them think of adjectives
- 👉 note down any interesting or new adjectives, or any issues with pronunciation
- 👉 check that students are using full sentences.

Feedback

After the activity

- 👉 ask the students for examples of sentences they made
- 👉 highlight any interesting sentences or new adjectives you heard
- 👉 help the class with any problems they had with pronunciation, or words they didn't know how to say in English.

Procedure

Introduce the task: in class or online learning

1. Display one of the pictures on the board/screen so that everyone can see it e.g. the plant.
2. Nominate a student and ask, 'Can you tell me about the plant?'. Prompt the learner with questions e.g. *Is it big or small? What colour is it?*
3. As the student gives information about the object, summarise what they say on the board, forming a sentence like this: *Pronoun + is a + adjective(s) + noun* (e.g. *It's a big green plant.*)

EXTRA PRACTICE

Can you write about...? (10 minutes, approx.)

Description

This activity will help students to practice their reading skills and check what they remember from the gameplay phase. It can be used as an in-class activity or assigned for homework.

Aim

- To give students practice in writing sentences with adjectives. This is useful to start preparing students for Part 6 of the A1 Movers Writing paper.

Language focuses

- Writing simple sentences: *Pronoun + is a + adjective + noun*
- Spelling new words
- Using adjectives in writing

Materials

Printed copies of the 'Can you write about...' worksheet ([Worksheet C.2](#))

OR

Digital copies of the 'Can you write about...' worksheet ([Worksheet C.2](#)) uploaded to Google classroom, Edmodo or similar



2. Next, ask the students to tell you something about the object or character, using adjectives.
3. As the students tell the teacher their ideas, encourage them to use a full sentence structure as in the previous activity (*Pronoun + is a + adjectives + noun*).
4. Write the full sentence on the board/screen, adding adjectives as the students think of more. e.g.:

the watering can

It's a big grey heavy watering can.

5. Explain that the students are going to choose some characters or objects from the game and write some more sentences on their own like this.
6. Hand out or make available a copy of [Worksheet C.2](#) to each student. They can complete it in class or for homework.
7. If completing the activity in class, put students in pairs so that they can think of adjectives together. Each student should write their own sentences.

Monitoring (if completing activity in class)

While the students are completing the activity

- 👉 check that the students are writing complete sentences
- 👉 encourage students to use at least one adjective in each sentence
- 👉 write adjectives that students ask about on the board and put the relevant picture next to it to help other students understand what they mean.

Feedback

After the activity,

- 👉 if this is a homework task, ask the students to check their answers together in the next class before they are marked

Procedure

Introduce the activity: in class or online learning

1. Display a picture of one the objects or characters from the game. Ask the class what or who they can see. Once the class has got the answer, write the name underneath the picture, asking the class to spell out the letters.

- 👏 the class can check the answers together as a group and see whether the students have got the same adjectives or different ones.

CREATIVITY ZONE

This activity includes a drawing task. Students are asked to draw their favourite characters from the game. Allowing children to add a personal touch to the lessons makes the content more memorable.

Ask them to describe their drawing!

LEARNING SKILLS



Lesson 2: The Book of Treasure

Lesson plan

WARM-UP

What can you see? (10 minutes, approx.)

Description

This activity introduces students to the topic of the gameplay phase, encourages them to use their current vocabulary, and learn new words.

Aims

- To introduce students to the Book of Treasure level
- To practice using *there is* and *there are*
- To revise the use of adjectives

Language focuses

- *There is* and *there are*
- Adjectives, numbers and colours

Materials

Printed copies of *In the Village* worksheet ([Worksheet C3](#)) per pair or small group

OR

Digital copies of *In the Village* worksheet ([Worksheet C3](#)) uploaded to Google classroom, Edmodo or similar



3. After a few minutes, ask for some students' ideas. Elicit or remind the students of the last thing they did in the previous level. (*They found a special book with Lilac, called the Book of Treasure.*)

Warm-up activity: in class or online learning

1. Put the pictures of the Village ([Worksheet C3](#)) on the board or screen and ask the class questions about it e.g.

Where is it? (in a village, inside the Book of Treasure)

Is it hot or cold? (hot)

Note: The word 'village' may be unfamiliar to the students so may need to be taught here: a very small town.

2. Write *There is* and *There are* on the board and ask questions to elicit ideas. e.g.:

What can you see? (Various answers – trees, people, a bridge, buildings, blue sky, a waterfall etc.)

How many are there? (You can make the difference between *is* and *are* clearer with this question.)

3. Nominate different students to tell the class something that they can see. Encourage them to form their sentences with *there is/there are*. Write the words that the students say next to *there is/there are* on the board and point out the singular/plural difference.
4. If the students find this easy, you can challenge them by asking them to add an adjective to their object.

Monitoring

While the students are completing the activity

- 👂 check for vocabulary that the students find difficult
- 👂 note down and highlight any excellent sentences and use of adjectives.

Procedure

Introduce the activity: in class or online learning

1. Ask the students whether they can remember what happened at the end of the last gameplay phase, and where Lilac sent them. Elicit a few details from the beginning of the previous level to help them start retelling the story before putting them in pairs.
2. In pairs, the students remember and retell the story of what they did in the previous gameplay level.

Feedback

After the activity

- 👉 ask the students to repeat some of their sentences
- 👉 help the class understand and use any difficult vocabulary
- 👉 draw attention to any new vocabulary and excellent sentences.

GAMEPLAY

The Book of Treasure (30 – 45 minutes, approx.)

Description

This is the gameplay phase where the students play through this lesson's game level individually. If this is not possible, please refer to the [Troubleshooting](#) section for alternative approaches.

Aims

- To help students continue learning about the game
- To prepare students to complete some tasks using critical thinking and problem-solving skills

Materials

Computers with Minecraft Education Edition installed

The Book of Treasure page ([Worksheet B.2](#))

Notebook and pencils for note-taking



3. Hand out The Book of Treasure page ([Worksheet B.2](#)) and check all students have a pen or pencil to complete them.

Monitoring

While the students are completing the gameplay phase

- 👉 check that students are able to navigate the world using the mouse and keyboard. (It may be helpful to ask the more experienced gamers to help their classmates with this.)
- 👉 refer to the **Game walkthrough** ([Appendix A](#)) to help students who have difficulties, but make sure to not give too much away – the point of the game is to explore independently
- 👉 note down any common phrases which the students want to say but are not able to say in English.

Game walkthrough

[Appendix A, Part II](#) includes a full list of events and tasks that the students may complete in the gameplay level.

Note: The students might not complete them in the same order as this list. This is absolutely fine and is part of the game.

Beginning the lesson

1. Ask the students if they can remember what the problem is in the village, and what their task is. (*The village doesn't have any water and they need to help find out why there isn't any water.*)
2. Help the students log into the game.

TIP

If any of the students missed the previous lesson and have not played through the first level, you can pair them up with a student who has so they can play through this level together. They can then play through levels 1 and 2 again at home. It's OK if they play through the second level again. The levels are designed to be enjoyable to play multiple times!



ACTIVITY 1

Elliott says (15 minutes, approx.)

Description

A whole-class listening activity designed to help students practise in real life what they have been doing in the gameplay phase, and respond to relevant language giving them directions.

Aim

- To raise learners' awareness of language for giving directions based on the gameplay phase

Language focuses

- Following directions (*go left/right/up/down/over* etc.)
- Remembering and reusing language used in the game

Materials

No materials are required for the in-class option.

For online learning, students will need to turn on their webcams to take part in this activity.



Target language

Suggested gestures

<i>GO UP the vines</i>	Pretend to climb up
<i>GO DOWN the vines</i>	Jump and look down
<i>GO OVER the bridge</i>	Step over something, e.g. a pencil case
<i>GO PAST Charlie</i>	Walk past something e.g. a desk
<i>GO RIGHT</i>	Turn to the right
<i>GO LEFT</i>	Turn to the left
<i>GO STRAIGHT AHEAD to the village</i>	Take a few steps forward
<i>STOP</i>	Stop moving
<i>DIG</i>	Pretend to dig

Note: Don't write the language on the board. Try to encourage the students to associate the heard directions with the gestures to develop their listening skills.

- Make sure that all of the students understand the language and are doing the gestures before playing the game of *Elliott says*. If there are some students who find this difficult, continue drilling and play the game of *Elliott says* on another day.

Procedure

Introduce the language: in class or online learning

- Elicit from the students what directions Elliott gave them to find the beach (*go down the vines, go over the bridge, go past Charlie*). Draw attention to any phrases the students remember which match the target language.
- Ask the students to stand up because the whole class is going to mime some actions. Use the following pieces of target language and either the gestures suggested or your own.

Play the game: in class or online learning

- Play the game of *Elliott says* (like the traditional game *Simon says* but using the name of a character in the gameplay level).
- Tell the students to stand up. Explain that you will give them directions and that they have to do the gestures, but only if you start your directions with '*Elliott says...*'.
- Demonstrate the game. Say '*Go left!*' and as some students start going left stop them and ask, '*Did I say, 'Elliott says go left?' (No).*'

7. Give another direction to demonstrate the game and this time say, '*Elliott says, go left!*' and congratulate the students on following your directions.
8. Play the game. Call out the commands for students to follow. Start some commands with '*Elliott says...*' e.g. *Elliott says, go left!* and some commands without '*Elliott says...*' e.g. *Go left!*
9. Students should mime the actions, but only if your command starts with '*Elliott says...*'. When you give a command without '*Elliott says...*', any students who mime it are out of the game (they have to sit down) because Elliott didn't tell them to do the action.

Monitoring

While the students are completing the activity

- 👂 check that all students understand the language
- 👂 check that all students use the correct gestures.

Feedback

After the students have completed the activity

- 👂 draw attention to any instructions that the students did well with
- 👂 help to explain or revise directions that they found difficult
- 👂 if appropriate, explain any additional directions that the students were curious about but not part of the class e.g. jump.

TIP

Start the '*Elliott says...*' game slowly, giving everyone a chance to get it right. Once the students are comfortable with the game, call out commands more quickly until all the students are out of the game.



ACTIVITY 2

A treasure map (30 minutes, approx.)

Description

A speaking and listening activity designed to help students practise giving and following directions. This activity is designed to follow on from the 'Elliott says' activity above as it uses the same target language.

Aims

- To practise using language for giving directions based on the gameplay phase
- To practise following directions

Language focuses

- Giving and following directions (*go left/right/up/down/over* etc.)
- Re-using vocabulary learnt about the Village
- Giving simple commands
- Using some prepositions as part of a phrase (*at/to*)

Materials

In-class options are:

A Treasure Map printed out ([Worksheet C.4](#))

A3 paper, coloured pencils and markers (for students to create their own map).

Something small that represents treasure, e.g. a picture of a treasure chest, or a coin, or a counter.

Online learning options are:

A Treasure Map shared on a screen or sent to each student ([Worksheet C.4](#))

Sketchpad or a similar online collaborative app for students to draw their own map.

Something that represents the treasure, e.g. a picture of a treasure chest or an 'X'.



Procedure

Introduce the task: in class or online learning

1. Show the class a treasure map of the tropical island from the Book of Treasure ([Worksheet C.4](#)).
2. Tell the class that you have hidden a piece of treasure somewhere on the island. Show the class what you are going to use to represent the treasure e.g. a coin.
3. Choose one student and tell them to close their eyes. While their eyes are closed, show the class where you've hidden the treasure by placing the coin on the map. Once the class has understood where the treasure is hidden, remove the coin and put it out of sight.
4. Tell the student to open their eyes. Give the student directions around the map using the target language below. You can vary some of the language (in bold below) to keep the game more varied and interesting:

*GO UP **the vines***

*GO DOWN **the vines***

*GO OVER **the bridge***

*GO PAST **Charlie***

*GO RIGHT **at the village***

*GO LEFT **at the beach***

*GO STRAIGHT AHEAD **to the village***

*STOP **at the X***

*DIG **at the X***

5. The student follows the directions by tracing their finger or cursor over the map. The other students can help if there are any difficult directions.
6. When they find the treasure, congratulate the student and model the phrase 'You found the treasure!'. Give the student the coin to keep until the end of the activity.

Playing with the treasure map: in class or online learning

- Put the students in pairs and give each pair the map worksheet (either printed out or sent as an image to be displayed on screen) ([Worksheet C.4](#)).
- Tell the students that they have 5 minutes to add some objects to the map and choose where they are going to hide their treasure.
- Suggestions for objects to add can be put on the board, e.g.:

a bridge
a beach
a cave
a village
Cora's shop
a pirate ship
spiders
vines

- When the time is up, tell the students to prepare the directions they will give to another student to find their treasure.
- Give the students 10 minutes to prepare their directions, writing them down if appropriate. You can also give them a challenge: if the students can use all of the target language, they will get an extra piece of treasure.
- You can put the phrases from the previous activity on the board.
- Start the treasure hunt! The students take turns giving each other directions

Monitoring

While the students are completing the activity

- 👂 check that the students are giving the directions correctly and that the directions can be followed
- 👂 make sure each student gets a turn at giving and following directions
- 👂 note down any use of language which is interesting or very good.

Feedback

After the activity

- ask the students whether they found the treasure
- ask the students whether anyone managed to use all of the directions
- draw attention to any good or interesting use of language noted down
- ask the students to show their maps to the class so that they can tell each other what objects they added.

CREATIVITY ZONE

Students can create their own treasure map.

They can choose the area from the game they want to draw. Allowing children to add a personal touch to the lessons makes the content more memorable.

LEARNING SKILLS



EXTRA PRACTICE

Word search (15 minutes, approx.)

Description

This reading activity will help students to consolidate language from the gameplay phase and the language that they have been using in class.

Aim

- To practise reading and recognising vocabulary related to the game level and the topic of the seaside

Language focuses

- Vocabulary from the Book of Treasure level
- Reading
- Spelling

Materials

Printed copies of the Word Search worksheet ([Worksheet C.5](#)) – one per student

OR

A digital copy of the Word Search worksheet ([Worksheet C.5](#))

OR

A link to a word search created by the teacher before the lesson, using a website such as <https://thewordsearch.com/maker/>



3. When at least half of the class have their hands up, ask one of the students to point out where the word is. Circle the word and cross it off the list on the right-hand side of the worksheet. You can ask a student to do this.
4. Ask the students about the word e.g. *Do you remember a sandcastle in the game?* (Yes or No) *Where was it? (on the beach)* *Who was digging a pool?* (Lucy)

Complete the word search: in class or online learning

1. Hand out copies of the word search or make the digital copies available and give the students a time limit to complete it e.g. 10 minutes.
2. After the time is up, ask the students to compare their answers in pairs, checking whether they found the same words and whether they missed any.

Complete the word search: for homework

1. Hand out copies of the word search or make the digital copies available and ask the students to complete it for homework.
2. When checking the answers in the next class, give the students time to compare their answers in pairs to see whether they found the same words, and to check if there any they missed.

Monitoring (if in class)

While the students are completing the activity

- 👉 check whether there are any new or difficult words
- 👉 prompt fast finishers to tell you about some of the words, using their experience in the game.

Feedback

After the activity

- 👉 help the students with any words they did not understand or found difficult to spell
- 👉 ask some of the students about the words and what they remember from the game.

Procedure

Introduce the activity: in class or online learning

1. Display the word search and ask the students to find a word from the list on the worksheet (e.g. *shovel*).
2. Tell the students that when they have found the word, they should put their hand up and wait.

Lesson 3: The Book of Snow

Lesson plan

WARM-UP

Describe Cora (10 minutes, approx.)

Description

A speaking and listening activity where learners describe characters from the game and learn or consolidate adjectives which they will use in the gameplay phase.

Aim

- To describe characters using adjectives of personality and physical characteristics

Language focuses

- Vocabulary to describe clothes
- Adjectives of personality
- Vocabulary to describe physical characteristics
- Forming simple sentences: *He/she is + adjective/noun*

They are + adjective/noun

He/she is wearing + adjective + noun

They are wearing + adjective + noun

He's got/She's got + adjective + noun

Materials

A printed copy of Cora's Picture ([Worksheet C.6](#)) – one per pair of students

OR

A digital copy of Cora's Picture ([Worksheet C.6](#)) that students can see and access individually



Is she a librarian? (Yes)

Is she tall? (No or I don't know)

Is she clever? (Yes)

Is she wearing boots? (No)

Has she got long hair? (Yes)

- As the students give answers to the questions, write the questions and elicit full sentence answers on the board as a model, using the following structures:

She's a woman.

She's a librarian.

She isn't tall. OR She's short.

She's clever.

She isn't wearing boots.

She's got long hair.

- After a few minutes, or after the class has run out of ideas, ask a student to read out the description from the board.

Monitoring

While the students are completing the activity

- 👉 prompt learners to use the target language by asking questions which include them
- 👉 help learners to say relevant things in English that they do not have the vocabulary for yet.

Feedback

After the activity

- 👉 help the students review any words they did not understand or did not know in English
- 👉 ask some of the students what they remember from the game and why they chose certain adjectives.

Procedure

Describe Cora: in class or online learning

- Show the class a character on the board/screen (e.g. Cora) and ask some questions to elicit ideas about the character:

Are they a woman? (Yes)

GAMEPLAY

The Book of Snow (30 – 45 minutes, approx.)

Description

This is the gameplay phase where the students play through this lesson's game level individually. If this is not possible, please refer to the [Troubleshooting](#) section for alternative approaches.

Aims

- To help students continue learning about the game
- To prepare students to complete some tasks using critical thinking and problem-solving skills

Materials

Computers with Minecraft Education Edition installed

The Book of Snow page ([Worksheet B.3](#))

Notebook and pencils for note-taking



- 👉 note down any common phrases which the students want to say but are not able to say in English. These should be related to the game, such as *go back / left / right / up / down*, so that the students can be encouraged to say them in English next time.

Game walkthrough

[Appendix A, Part III](#) includes a full list of events and tasks that the students may complete in the gameplay level.

Note: The students might not complete them in the same order as this list. This is absolutely fine and is part of the game.

Beginning the lesson

1. Ask the students if they can remember what the problem is in the village, and what their task is. (*The village doesn't have any light and they need to fix this problem.*)
2. Help the students log into the game.
3. Hand the worksheets and checks all students have a pen or pencil to complete them.

Monitoring

While the students are completing the gameplay phase

- 👉 check that students are able to navigate the world using the mouse and keyboard. (It may be helpful to ask the more experienced gamers to help their classmates with this.)
- 👉 refer to the **Game walkthrough** (see [Appendix A](#)) to help students who have difficulties.

ACTIVITY 1

Write about your favourite characters

(15 minutes)

Description

Students will write full sentences to describe characters from the game. This lesson is designed to follow the Describe Cora activity where the relevant vocabulary will be introduced.

Aims

- To practise answering questions about personality and appearance in writing
- To review and practice vocabulary for personality and appearance

Language focuses

- Using and recognising vocabulary for describing appearance and personality
- Forming simple sentences: *He/she is + adjective/noun*

They are + adjective/noun

He/she is wearing + adjective + noun

They are wearing + adjective + noun

He's got/She's got + adjective + noun

Materials

One printed copy of *Who's your favourite?* worksheet ([Worksheet C.7](#)) – one per pair of students

OR

One digital copy of *Who's your favourite?* worksheet ([Worksheet C.7](#)) that students can access in pairs or individually



2. Choose another character (e.g. Charlie) and elicit both questions and answers from the students to give them practice of sentences with 'he' or 'they', and other items of vocabulary which have not been used yet. Write adjectives on the board to help the students, and prompt them with questions when they need support. Here's some target language encountered in the gameplay level:

Describing clothes: *top, shirt, sweater, boots, red, orange, blue, green, brown, white, yellow, purple, pink*

Adjectives of personality: *loud, funny, happy, busy, clever, lazy, hungry*

Describing physical characteristics: *bald, moustache, beard, hair, grey, red, short, dark, long*

Writing descriptions: in class or online learning

1. Tell the learners that they are going to choose three more characters and write sentences about them. Hand out the worksheets to each pair.
2. The students choose three characters and write at least three sentences about each of them, using the adjectives on the board.
3. Put the pictures of the characters on the board or screen and write adjectives next to the characters when the students ask for them so they can easily see what they mean.
4. Once the students have written their sentences, ask them to compare what they have written with a partner.

Procedure

Introduce the structures: in class or online learning

1. Point out the picture of Cora ([Worksheet C.7](#)) and ask the class if they can say any of the sentences or questions about her (from the previous activity).

TIP

There are lots of possible variations of this activity: learners can write down a few quotes they remember from the game, guess their personality traits, and note down their jobs or hobbies.



Monitoring

While the students are completing the activity

- 👉 prompt the learners to write full sentences
- 👉 encourage the learners to use the target language
- 👉 help the learners to translate what they want to say into English if they don't know a word or phrase
- 👉 note down any very good descriptions or language use
- 👉 direct early finishers to the blank cards and ask them to fill them out with profiles of people they know or other characters from the game.

Feedback

After the activity

- 👉 help the students with any words they didn't understand or found difficult to spell
- 👉 draw attention to any very good descriptions or language use.

CREATIVITY ZONE

Students can create their own cards describing other characters from the game or the people they know. They can use the blank cards from the worksheet, or draw their own.

They can interview each other or their teacher to complete this task. A personal touch helps learners remember new vocabulary.

LEARNING SKILLS



ACTIVITY 2

Guess Who (30 minutes)

Description

A speaking and listening activity where learners take turns asking and answering questions to find their partner's chosen game character. This is designed to follow the Describe Cora activity, or Activity 1 where the relevant vocabulary will be introduced and practised.

Aims

- To practise asking and answering questions about personality and appearance
- To review and practice vocabulary for personality and appearance

Language focuses

- Listening comprehension
- Saying and recognising vocabulary for describing appearance and personality
- Forming basic questions and sentence structures:

Is he/she + adjective/noun? Are they + adjective/noun?

He/she is + adjective/noun. They are + adjective/noun.

Is he/she wearing + adjective/noun? Are they wearing + adjective/noun?

He/she is wearing + adjective + noun. They are wearing + adjective + noun.

Has he/she got + adjective + noun? Have they got + adjective + noun?

He's got/She's got + adjective + noun.

Materials

One printed copy of *Guess Who...?* worksheet ([Worksheet C.8](#)) one per pair of students.

OR

One digital copy of *Guess Who...?* worksheet ([Worksheet C.8](#)) that students can access in pairs or individually.



Procedure

Introduce the game: in class or online learning

1. Display the *Guess Who...?* worksheet ([Worksheet C.8](#)) on the board. Tell the class that you are going to choose a character and that the students have to ask questions to find out which character you have chosen.
2. Write the prompt questions on the board to help the class:

Is he/she + adjective/noun? Are they + adjective/noun?

Is he/she wearing + adjective/noun? Are they wearing + adjective/noun?

Has he/she got + adjective + noun? Have they got + adjective + noun?

Note: Explain that we use 'they':

- when the gender is unknown
 - to include all genders
 - for the plural.
3. Nominate a student to ask a question. Once they have correctly asked the question, and you've answered, give the student an opportunity to guess which character you've chosen.
 4. If the student's guess is incorrect, choose another student to ask a question. If they guess correctly, congratulate them and ask them to choose a character (and only tell you who it is) so that other students can practise asking them questions. Help the student answer the questions.

Play the game: in class or online learning

1. Put the learners in pairs and tell them that they are going to play the same game.
2. Student A: Choose a character without telling B who it is. Answer B's questions. Student B: Ask A questions to guess who the character is.
3. Halfway through the activity students should swap roles so that they get to practice asking and answering questions.

Monitoring

While the students are completing the activity

- 👉 prompt the learners to speak in full sentences
- 👉 encourage the learners to use the target language
- 👉 help the learners to translate what they want to say into English if they don't know a word or phrase
- 👉 note down any very good descriptions or language use.

Feedback

After the activity

- 👉 help the students with any words they did not understand or did not know how to say
- 👉 draw attention to any very good descriptions or language use.

TIP

You can also play this activity as a bingo game: learners walk around the classroom, asking questions and guessing each other's favourite (or assigned) game character. They note the name of a classmate next to each character and once they've collected all the characters on their sheet, they can shout BINGO!



EXTRA PRACTICE

Personalise your character (10 min)

Description

A writing activity where students personalise their Minecraft character and describe its physical appearance and personality.

Note: This activity can be done in class or as a homework activity, if the students have access to the game at home. If they do not, the in-game personalisation can be completed at the beginning of the next gameplay phase.

Aim

- To consolidate vocabulary for personality and appearance and use it in context

Language focuses

- Using vocabulary for describing appearance and personality in writing
- Forming simple sentences: Forming basic questions and sentence structures:

He/she is + adjective/noun

They are + adjective/noun

He/she is wearing + adjective + noun,

They are wearing + adjective + noun

He's got/She's got + adjective + noun

Materials

You will need to personalise your own character in Minecraft and either print out a screenshot or display it on an interactive whiteboard or computer screen.

A pre-prepared description of the character. Try to make the description as imaginative as possible.



Procedure

Introduce the activity: in class or online learning

1. Display your character on the board or screen and explain that this is your character in the game, and let the students look at it for a moment.
2. Elicit questions about the character and answer them by reading their description.
3. Tell the students that they are going to personalise their character and write a description about them.

Choosing a character: in class, online learning or for homework

1. Open the customisation area in Minecraft so that the class can see it. Or, if the students have access, they can do this themselves.
Note: The students do not need to enter the game to do this. On the initial screen, they should click on the coat hanger symbol.
2. Ask the students to choose their character from the list of pre-made characters there. They will not be able to create their own outfits – they must choose from the ones that are already in the list.
3. Make sure that every student has chosen their character before they begin writing a description.

Write about your character: in class, online learning or for homework

1. Each student writes a description of their character, giving as much detail as they can. Encourage them to use new language and to be imaginative, even if they make mistakes.
2. Explain that at the beginning of the next class, they will compare their characters and will get the opportunity to present their character to the class.

Monitoring

While the students are completing the activity

- 👉 encourage the learners to use the target language
- 👉 help the learners to translate what they want to say into English if they don't know a word or phrase, and point them towards the target language
- 👉 note down any very good descriptions or language use.

Feedback

After the activity

- 👉 help the students with any words they didn't understand or didn't know how to say
- 👉 draw attention to any very good descriptions or language use
- 👉 If the students completed the task for homework, the teacher should give them some time to compare their description with a partner. They could then ask students who are confident enough to read their description out to the class.

TIP

When playing the game levels, students find and collect Gormi coins. Apart from hints, Gormi coins can be used for purchasing various items from the Gormi Shop. These items, such as sunglasses, can be used to personalise their character even further.



Lesson 4: The Return to the Library (the end)

Lesson plan

WARM-UP

Who's got a trophy? (20 minutes, approx.)

Description

This is a speaking and reading activity where the students identify which trophies they've got so far in the game and which ones they'd like to try and get.

Aims

- To listen to and understand simple instructions
- To speak about things the students have or haven't got
- To revise vocabulary from the gameplay phases so far

Language focuses

- *Have you got...?*
- *Yes, I have / No, I haven't.*
- *I've got / I haven't got*

Materials

A printed or a digital copy of My Trophy Cabinet worksheet – 1 per student ([Worksheet C.9](#)).

A picture of a sports team holding up a trophy
Library trophy room, displayed (in game)

Optional

A poll set up online (e.g. Kahoot!) for students to vote on which trophy they'd like to try to get the most.

Note: It is worth looking through the next few activities to decide which are most suitable for your class. They will all help the class to earn trophies, and some also revise topics which the students have studied in previous classroom activities.



Procedure

Introduce the activity: in class or online learning

1. Show the students a picture of a football (or other sports) team holding up a trophy at the end of a competition and ask what they can see.
2. Elicit the following words and ideas to help the students understand the concept of a trophy and that it represents doing well at something:

They are happy.

They won something.

They've got a trophy.

3. Once the students are confident with the concept, tell them that they have got some trophies during the game. Ask them if they know what trophies they've got – some students may have noticed, but it's fine if they haven't.

Filling the trophy cabinet: in class or online

If you have played through the game:

4. Show the students the trophy room in the library and what trophies you have. Explain what some of them are for.
5. Show them which trophies you haven't got yet, encouraging the students to ask you what you need to do to get those trophies.

If you haven't played through the game, skip steps 4 and 5, and continue from here:

6. Hand out ([Worksheet C.9](#)). – My Trophy Cabinet.
7. Tell the class to look at the *Fishing rod crafter* trophy and ask a student 'Have you got the *Fishing rod crafter trophy*?'. Elicit 'Yes I have.'
8. Next, ask the whole class to put their hand up if they have got this trophy. (They all have, so encourage the whole class to put their hand up.)
9. Then nominate a student to tell you how they got the trophy by reading out the description. (*Give Charlie a fishing rod.*)

10. Put the students in pairs and ask them to read through the trophy descriptions together, putting a tick by (or colouring in) the ones they think they've got. Ask them to choose one that they'd like to try to get. The students should also read the tasks they have to complete in order to get each trophy, and draw arrows connecting the tasks to the correct trophies.
11. After about 5 minutes, check the answers together as a class. Ask the students, using the model language '*Have you got...?*' and encourage the students to reply with '*Yes, I have*' or '*No, I haven't*'.

All the students who have completed the three gameplay levels will have the following trophies:

Fishing rod crafter
Cannon ride
River hero
Snow master
Wall artist
Light hero

12. Nominate students to explain or read the description for each trophy.
13. If any students have got the other trophies, ask them to explain what they did to get them. Encourage them to use the sentence structure '*I've got...*'.
14. Now ask the students which trophies they want to get. This could be done as a simple show of hands or as an online poll.

Monitoring

While the students are completing the activity

- 👂 check that they are reading the trophy descriptions
- 👂 note down any language that they are finding hard to understand
- 👂 note down the trophies which the students have not got yet.

Feedback

After the activity

- 👂 highlight and explain any language that the students found difficult to understand
- 👂 encourage students to talk about any trophies they got and how they got them
- 👂 tell the class which trophies you are going to focus on in the next few classes.

GAMEPLAY

The Return to the Library (30 – 45 minutes, approx.)

Description

This is the gameplay phase where the students play through this lesson's game level individually. If this is not possible, please refer to the [Troubleshooting](#) section for alternative approaches.

Aims

- To help students conclude the story in the gameplay so far
- To prepare students for speaking and writing activities, thinking about the story in the game so far

Materials

Computers with Minecraft Education Edition installed

Explorer's Guidebook page (the end) ([Worksheet B.4](#)) either printed or on-screen.

Notebook and pencils for note-taking



- 👉 Check how students are getting on with the key instructions in the game, such as *go back/left/right/up/down*, so that they can complete the level.
- 👉 You can encourage students to visit both reading rooms to check what trophies they got and which ones are still missing.

Game walkthrough

[Appendix A, Part IV](#) includes a full list of events and tasks that the students may complete in the gameplay level.

Note: The students might not complete them in the same order as this list. This is absolutely fine and is part of the game.

Beginning the lesson

1. Help the students log into the game.
2. Hand out worksheets ([Worksheet B.4](#)) and check all students have a pen or pencil to complete them.

Monitoring

While the students are completing the gameplay phase

- 👉 check that students are able to navigate the world using the mouse and keyboard. (It may be helpful to ask the more experienced gamers to help their classmates with this.)
- 👉 refer to the 'Game walkthrough' ([Appendix A](#)) to help students who have difficulties, but make sure to not give too much away – the point of the game is to explore independently
- 👉 note down any common phrases which the students want to say but are not able to say in English.

TIP

The cliff hanger ending of the game might make some learners worry about Lilac. You can reassure them by saying that Lilac is safe and that she wrote a letter which the students can respond to ([Worksheet C.16](#)).



ACTIVITY 1

Fun on the Beach (30 minutes, approx.)

Description

A role-play activity in which the students have a conversation as characters from the game. This will help prepare the students to earn a trophy in the game.

Aims

- To review functional language for requests
- To practise having a conversation

Language focuses

- *Can you help me? / Can I help you?*
- *What would you like? / Could I have?*
- Requests and expressing gratitude

Materials

A copy of the Fun on the Beach role-play cards ([Worksheet C.10](#)) for each group of three to six students, digital or printed and assigned so that there's one 'You are...' and one 'Speak to...' card for each student



Procedure

Introduce the activity: in class or online learning

1. Display a picture of Sam (the milkshake vendor) in the game.
2. Ask students who it is (*Sam*). Ask where they can find Sam (*on the beach*). Ask if they spoke to Sam (Yes). Elicit some of the phrases that Sam says in the game. (*Milkshakes, milkshakes! Do you want to buy a milkshake?*)
3. Nominate a student to role-play with you as Sam. Give them Sam's role-play card and explain that you are going to have a conversation. Introduce the student as Sam to the class.
4. Ask the student to read one thing that Sam says on their card. Use the matching role-playing card to respond to the student. Repeat until you've had a full conversation, e.g.:

TEACHER: Can I have a banana milkshake?
SAM: Sorry, I drank the last banana milkshake.
S: Would you like a strawberry milkshake?
T: Yes, please, I'll have the strawberry milkshake!
S: Do you have a token?
T: Yes, I do have a token, here you go!
S: Here you go! One strawberry milkshake!
T: Amazing! Thanks very much!
S: You are very welcome!

5. You can swap roles and run through the conversation again.
6. Explain to students that they are going to have similar conversations with each other.

Role-playing activity

7. Hand out the role-playing cards to the students. Make sure that each student has a 'Speak to...' and a 'You are...' card that involve two different characters.
8. Encourage students find the person they need to speak to, or assign pairs to break out rooms.
9. The students have a conversation in pairs using the lines on one of their cards.
10. Continue the activity until all students have had at least two different conversations, using both of their cards.

Monitoring

While the students are completing the activity

- 👉 check that the students are reading the role-play prompts out loud
- 👉 prompt students who finish the task early to memorise the role-play
- 👉 help students who struggle with reading their cards.

Feedback

After the activity

- 👉 help the class with any problems they had with pronunciation
- 👉 ask some pairs to role-play their conversations in front of the class
- 👉 congratulate the students on being ready to earn their Fun on the Beach trophy in the game, if they haven't got one already.

ACTIVITY 2

Mining expert (20 minutes, approx.)

Description

A reading and writing activity in which students complete a gap-fill to make a set of written instructions. This will help prepare the students to earn a trophy in the game.

Aims

- To practise reading and spelling
- To review the vocabulary and instructions from the game

Language focuses

- Short commands
- Spelling
- Using the vocabulary in context

Materials

A copy of the Mining Expert worksheet ([Worksheet C.11](#)), one for each student, either printed or on-screen

Pictures of several clothing items and tools



Procedure

Introduce the task: in class or online learning

1. Show students a picture of a clothing item (e.g. a hat) and elicit the words ‘a hat’ before writing it on the board. Ask what you can do with the hat. Elicit ‘You wear a hat on your head.’ Write it on the board. Repeat with a few other pictures.
2. Ask the students if they remember what items of clothing they can wear or tools they can have in Minecraft (e.g. *boots*, *a helmet*, *a pickaxe*). Ask what each of the items is for (e.g. ‘You can break rocks [mine] with a pickaxe’).
3. Explain that you want to check how much students really know about mining in Minecraft and that you have a task for them to complete.

Mining Expert activity

4. Give each student a worksheet and ask them to complete it individually. Explain that there’s a time limit, e.g. 10 minutes.
5. After the students have completed the worksheet individually, ask them to compare their answers in pairs.

Monitoring

While the students are completing the activity

- 👉 check that the students are completing the sentences on the worksheet
- 👉 note down any problems they have with spelling or vocabulary
- 👉 encourage fast finishers to think of other instructions in the mine and to write them down.

Feedback

After the activity

- 👉 ask the students to help you spell the missing words on the board
- 👉 nominate several students to read out one of the completed sentences from the instructions for you
- 👉 ask any fast finishers if they’ve got any additional sentences to share
- 👉 congratulate the students on being ready to earn their Mining Expert trophy in the game, if they haven’t got one already.

ACTIVITY 3

Escape artist (Dragon trainer) (30 minutes, approx.)

Description

A spelling activity in which students use jumbled-up letters to spell a word. This will help the students to complete two trophies that involve spelling tasks in the game.

Aims

- To practise spelling
- To review game-related vocabulary

Language focuses

- Spelling

Materials

A copy of the Dragon trainer / Escape artist worksheet ([Worksheet C.12](#)), one for each student, either printed or on-screen



Procedure

Introduce the task: in class or online learning

1. Write the letters G, E, G on the board. Ask if anyone can make a word using these letters (egg).
2. Nominate a student to come and write the word on the whiteboard.

Optional

3. Ask the student to think of another short word and tell you what it is.
4. Write the letters for the word, in the wrong order, on the board and ask if anyone can guess what the word is.
5. Nominate another student to come and write the word on the whiteboard. Repeat as many times as you like until the class is comfortable with how to do the task.

Dragon trainer / Escape artist spelling activity

6. Give a worksheet ([Worksheet C.12](#)) to each student and ask them to figure out what the jumbled-up words are. Explain that they can use the pictures to help them.
7. After the students have completed the activity individually, ask them to compare their work in pairs.

Monitoring

While the students are completing the activity

- 👉 prompt any students who are finding the task difficult to look at the pictures
- 👉 note down any difficulties with spelling
- 👉 ask fast finishers to jumble up words for their partner to spell.

Feedback

After the activity

- 👉 nominate several students to come to the board to write up the words they discovered
- 👉 ask students to make sentences using some of the words, telling you what happened in the game
- 👉 continue (if desired) with the optional spelling activity where students think of words and write the jumbled-up letters on the whiteboard so that others can spell them (this can be done in teams)
- 👉 congratulate the students on being ready to earn their Escape artist and Dragon trainer trophies in the game, if they haven't got one already.

ACTIVITY 4

Pirate friend (30 minutes, approx.)

Description

A 'Find someone who...' speaking activity to help learners develop curiosity and conversation skills. This will help the students to earn a trophy in the game.

Aims

- To practise asking and answering personal questions
- To practise having a conversation

Language focuses

- *Can you...? / Are you...? / Do you...?*
- *Yes, I can / do / am.*
- *No, I can't / don't / 'm not*
- Different ways of saying hello and goodbye

Materials

A copy of the Pirate friend worksheet ([Worksheet C.13](#)), printed or digital, for each student



using the target structures. Continue until you answer with *Yes I can / do / am* and the student can then write your name in the worksheet.

Find someone who... activity

4. Explain to students that they are going to ask each other questions in order to complete the worksheet.
5. Remind them to form their questions correctly. And that they should write the names of the people who answer *Yes, I can / do / am* into the right place.
6. Give each student a 'Find someone who...' worksheet.
7. Ask the students to find a partner or assign them one in break out rooms, giving them a time limit to ask and answer questions of a few minutes. If using break out rooms, change the pairs after a few minutes. If in class, make sure that the students are changing who they speak to after a few minutes.
8. The students speak to each other, forming questions using the prompts in the worksheet and writing the names of the people who answer *Yes, I can / do / am* into the right place.

Procedure

Introduce the task: in class or online learning

1. Display the 'Find someone who...' worksheet ([Worksheet C.13](#)) on the board or screen. Point at Peter and ask the students where they met him in the game (*on the beach in the Book of Treasure* and *in the mine in the Book of Snow*). Ask the students what Peter enjoys (*singing songs*). Repeat with Carol (*likes telling jokes*) and Nick (*is always hungry*).
2. Next, ask the students, 'Do you like bananas?' and try to elicit 'Yes, I do' or 'No, I don't.' Choose one student who responded 'Yes, I do', and write their name into the 'likes bananas' space in the worksheet.

Note: You can draw a quick sketch of the student in the space on the worksheet!

3. Nominate a student to ask you a question, using a prompt in the worksheet. Help the student form the question correctly. Answer

Monitoring

While the students are completing the activity

- 👉 check that the students forming the questions and answers correctly
- 👉 note down any difficulties or recurring errors and any excellent questions
- 👉 check that students are using full sentences to answer.

Feedback

After the activity

- 👉 nominate a few students to tell you about the people they noted in the worksheet
- 👉 highlight any excellent sentences
- 👉 help the class with any problems they had with question or answer formation
- 👉 congratulate the students on being ready to earn their Pirate friend trophy in the game, if they haven't got one already.

ACTIVITY 5

Fruit taster (30 minutes, approx.)

Description

A reading and writing activity to help learners match responses to questions, and to have a conversation. This will help the students to earn a trophy in the game.

Aims

- To practise giving and responding to requests
- To review functional phrases and vocabulary in the game and from The Librarian's Assistant lesson

Language focuses

- *Can you...? / Could you...? / Do you...?*
- *Sure! / How about...? / No problem.*
- Requests and expressing gratitude

Materials

A copy of the Best helper (Fruit taster) worksheet ([Worksheet C.14](#)) for each student, either printed or digital.



Procedure

Introduce the task: in class or online learning

1. Tell the class that there is a problem e.g. *'The board is dirty!'* and ask a student how to solve the problem. Elicit a solution e.g. *'Clean it.'* Ask the student, *'Can you help me clean it?'* Elicit *'Yes, I can.'* Thank the student.
2. Write 'assistant' on the board or screen and ask whether anyone can remember what an assistant does (*helps people when they are asked to politely*). Tell the students that they're all going to be assistants again today.
3. Write *No, thank you!* on the board and ask a student to read it out loud.
4. Tell the students that *No, thank you!* is the answer to a question. Ask them what they think the question was. Elicit a variety of responses, e.g. *Would you like a coffee? Do you want a sandwich?* etc. Write them on the

board and encourage the students to use their imagination.

Fruit taster activity

5. Explain that the students are going to practise responding to requests by writing the correct answers in a worksheet.
6. Hand out the Fruit taster ([Worksheet C.14](#)) worksheets (only the first part) to students.
7. The students complete the work individually before comparing in pairs or small groups.

Monitoring

While the students are completing the activity

- 👉 check that the students are matching the answers and questions
- 👉 encourage students to write out full sentences, rather than just drawing lines or writing one letter into the blank
- 👉 congratulate the students on being ready to earn their Fruit taster trophy in the game, if they haven't got one already.

Feedback

After the activity

- 👉 nominate a few pairs of students to read out one request and one response at a time
- 👉 highlight any excellent intonation or pronunciation, encouraging students to act out their role.

Extension

1. Ask students to role-play the dialogue in pairs. One student is Carol and the other one is a player.
2. Tell them that there are also some jokes they can read after Carol's last question (*Do you want to hear a joke?*).
3. Give the students the second part of the worksheet (Carol's jokes).
4. Students take turns pretending to be Carol while reading the conversation out loud and finishing it with the joke of their choice. There are three jokes they can choose from in the worksheet, but you can also add your own, or, if the students are confident, ask them to tell their own jokes.

ACTIVITY 6

Best helper (30 minutes, approx.)

Description

A speaking activity in which students describe a picture to each other to find and correct the differences. This will help the students to earn a trophy in the game.

Aims

- To review the vocabulary from the game and from The Librarian's Assistant lesson

Language focuses

- *There is... / There are...*
- Colours, clothes, tools and furniture

Materials

A copy of the Best helper worksheet ([Worksheet C.15](#)) for each pair of students printed and cut up, or displayed on a screen

Coloured pens or pencils

A picture of a room inside a house (e.g. living room)



3. Explain to the student that you are looking at a similar picture, but that there are some differences. Pretend to be looking at a similar picture and describe a feature that's slightly different, e.g. *'In my room, there are four blue flowers in the vase.'* Ask the student to take a blue pen and to draw and colour on the displayed picture to make it match your description.
4. Repeat with another feature if necessary until all the students understand the task.

Best helper activity

5. Put students in pairs and give each pair a part of worksheet ([Worksheet C.15](#)).
6. Explain that students will look at pictures that are almost the same but which have some differences.
7. Make sure that the students in the pair don't see each other's pictures.
8. Students in pairs describe their rooms to each other and colour in the white items and draw additional features in order to make the pictures the same. Give them a time-limit of 10 – 15 minutes.

Monitoring

While the students are completing the activity

- 👉 check that the students are identifying differences between the pictures
- 👉 make sure that students don't see each other's pictures
- 👉 check that students are using full sentences and note down any good examples.

Feedback

After the activity

- 👉 ask for some differences between the pictures
- 👉 highlight any good examples of language that you noted down.

Procedure

Introduce the task: in class or online learning

1. Display the picture of a room and ask learners what they can see. Elicit the target language and adjectives e.g. *There is a red armchair. There are two vases with white flowers*, etc.
2. Nominate a student and ask them to describe the picture to you. Ask them about specific features of the room and what colour they are, e.g.

Teacher: Are there any flowers in the room?

Student: Yes, there are.

T: What colour are the flowers?

S: White.

EXTRA PRACTICE

Extension or homework (40 minutes, approx.)

Description

An extended reading and writing activity to help learners consolidate the story from the game and to practise what they've learned.

Aims

- To practise reading
- To practise writing, responding to specific questions

Language focuses

- Informal letter writing
- Information exchange

Materials

A copy of the Lilac's Letter worksheet ([Worksheet C.16](#)) for each student, either digital or printed



6. Tell the students that Lilac expects an answer and that their letters can be posted to Lilac's listed address. (It is indeed a real address!)

Feedback

While the students are completing the activity

- 👉 encourage the students to respond to all of Lilac's questions
- 👉 prompt learners to reflect on their experience of the game
- 👉 note down any interesting language.

Collecting the post

After the activity

- 👉 ask the students for examples of answers they gave Lilac
- 👉 highlight any excellent responses or suggestions
- 👉 ask who would like to post their letter to Lilac (hopefully, everybody!)
- 👉 help the students post their letters to the indicated address (Lilac might respond!).

Procedure

Introduce the task: in class or online learning

1. Introduce the idea of letter writing to students. Ask them if they've ever received or written a post card or a letter.
2. Tell the students that Lilac has written them a letter and that they can take it home to read it and to respond to it.

Reading Lilac's letter

3. Give Lilac's letters to the students. If you've printed them, you could put them in an envelope with each student's name on it.
4. The students read the letters either in class or at home. If reading in class, check that everyone has understood the letter and what they need to do.

Writing back to Lilac

5. Give the second part of the worksheet (for writing) to students.

TIP

If lots of learners didn't get the Expert Navigator trophy (and got lost in Clara's forest), you can repeat the Treasure Map activity with them, focusing on following the directions correctly the first time (see [Worksheet C.4](#)).



CREATIVITY ZONE

Students can create their own letter template to send to Lilac. Just like in the previous (compare the picture) activity, drawing and personalising their own study materials help children engage and remember learning experiences.

LEARNING SKILLS



Appendix A: Gameplay guide and walkthrough

Setting up

There are four parts (levels) to the game. To support the learning in each part of the game, there are four printable worksheets ([Appendix B](#)) that the learner can follow while they're playing.

We recommend that each part is played separately, in this order:

- The beginning: [Worksheet B.1](#)
- The Book of Treasure: [Worksheet B.2](#)
- The Book of Snow: [Worksheet B.3](#)
- The end: [Worksheet B.4](#)

Each part contains 30 to 40 minutes of gameplay and learning time.

Exploring the world

In the game, the learner will explore the world independently. At the start of the game, a non-player character called Gary tells the learner to look around. At this point, you can give the learner the Explorer's Guidebook ([Worksheet B.1](#)). If printing is not possible, you can download the Explorer's Guidebook and give it to the learner on a different screen, or a tablet.

The Explorer's Guidebook comes in two parts: the beginning ([Worksheet B.1](#)) and the end ([Worksheet B.4](#)). The learner will need Worksheet B.4 for the very last part of the game, after they've completed the previous levels.

On the Explorer's Guidebook pages, there are **some sentences to complete**. The learner writes **one letter in each box**.

They write these letters as they play the game, when they move through the different locations.

The sentences follow the order of the game.

The mission

Soon after the start of the game, the learner enters a giant library and meets a librarian – a character called Lilac. Lilac gives the learner a mission: to be her assistant and to fix the stories in the library books. The stories need fixing because the library books are damaged. The pages from the books have been ripped out, but we don't know who is responsible.

The learner will come across these torn out pages from the books during the game (the **Gameplay worksheets**). Each time the learner meets Lilac, she will draw their attention to a different page that the learner picks up from the ground at some point in the game.

If you can, print the corresponding page for the gameplay phase and make it look as if it was ripped out from a book. If printing is not possible, you can download the page and give it to the learner on a different screen, or a tablet.

Once the learner has the page, they go inside the book to fix the story.

Fixing the stories

There are two stories that the learner will visit in order to fix them: the Book of Treasure and the Book of Snow.

Inside each story, there is a large white area. The white area represents the missing book page the learner has to fix, and they won't be able to walk or play inside it.

The characters the learner meets inside each story will give them their in-story mission. This mission will help them restore the white area to its original colour and fix the story.

The learner will be able to follow the ripped-out page worksheet while playing through the story.

On the **Book of Treasure** page, there are **some sentences to complete**. The learner writes **one letter in each box**, or **one letter on each line**. They also have to **tick two boxes**.

Additionally, there are **three optional sentences** to complete. The learner can tick the boxes next the optional sentences if they **complete the optional activities** in the game.

On the **Book of Snow** page, there are **some sentences to complete**. The learner writes **one letter in each box**, or **one letter on each line**. They also have to **match some words** and **sentences**.

Additionally, there are **three optional sentences** to complete. The learner can tick the boxes next the optional sentences if they **complete the optional activities** in the game.

On both pages, the learner will write the letters, match the sentences, and tick the boxes as they play the game, when they move through the different locations.

The sentences follow the order of the game.

Before the learner starts playing the game

Depending on the level the learner is about to play, give them the Explorer's Guidebook page, the ripped page from the Book of Treasure, or the Book of Snow. Explain that they have to write one letter in each box, or one letter on each line.

Give the learner time to read the page before they begin.

TIP

The walkthrough notes are there to help you understand the game. We suggest that you let the learner play the game and complete the gameplay worksheets without your help.



Game walkthrough, Part I: The beginning



The Hub world

The game starts in the **Hub world**.

The learner arrives in the world standing on a dock next to a **boat**.

The learner has to **explore** the world in order to start their mission.

They can talk Gary, the captain, who tells them to look **around**.

They complete the **first sentence** on their Explorer's Guidebook page.

They notice a shiny object lying on the ground – a **page**.



Fixing the sign

The learner **follows** the page up to a library sign.

They meet a sleepy engineer called Steve, who asks the player to fix the **sign**.

The learner completes the **second sentence** on their Guidebook page.

This is an **optional activity**.

The learner can choose not to help Steve and to **look around** instead.

If they help Steve, they get a **Gormi coin** from him.

There's another Gormi coin hidden in the area which the learner can **find** if they choose to explore some more.



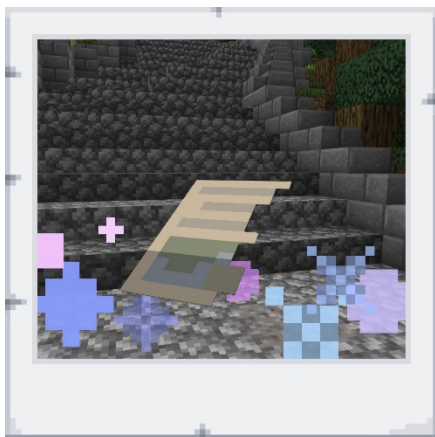
Gormi coins

Gormi coins are given as rewards for exploring or for solving certain puzzles.

They are a currency that the learner can spend on **hints** throughout the game.

The learner can also visit **Gormi's Gift Shop**, where Gormi coins can be spent on in-game items that can customise their character's appearance.

There is a fixed number of coins in the game so spend them wisely!



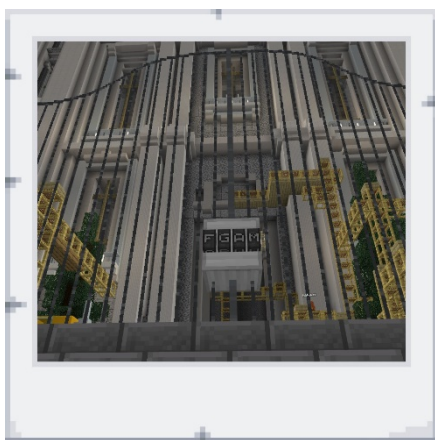
Following the page

Next, the learner follows the page up the stairs to a locked **gate**.

This is the **first time** the learner finds a page in the game.

They will find **two more pages** in the next two levels of the game.

The **page** lands behind the gate.



Opening the gate

Behind the locked gate there is a **library** – a big and beautiful building.

The library is the centre of the **Hub world** and the learner will **return** to it at several points during the game.

The learner has to solve the puzzle on the gate to **open** it.

To **solve** the **puzzle**, the learner spells the word OPEN.

They complete the **third sentence** on their Guidebook page.



Using hint blocks

There's a **hint block** next to the locked gate.

The learner can choose to put their **Gormi coin** inside it to get a hint.

The hint helps them **solve** the **puzzle** and open the gate.

Hint blocks are available **next to** most puzzles in the game.

Hint blocks are **optional** and they offer help if needed.

To use a hint block, the learner needs to **spend** a Gormi coin so they should only buy a hint if they really need it.



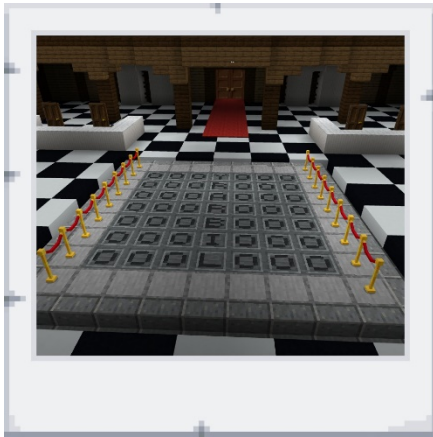
Entering the library

In front of the library, the learner will see that something is **wrong**.

There is **scaffolding** around the entrance.

There are **signs** that warn against entering the library.

The signs are easily ignored, and the learner can **go inside**.



Stepping on the stones

The learner finds a **stepping stones** puzzle in the foyer.

To complete it, the learner **walks** on the letters to **spell** a word.

The word is **library**.

They complete the **fourth sentence** on their Guidebook page.

The completed puzzle opens the doors to the **main part** of the library.



Meeting the librarian

Inside the main part of the library, the learner meets **Lilac**.

Lilac is a fairy and a **librarian** in charge of the giant library.

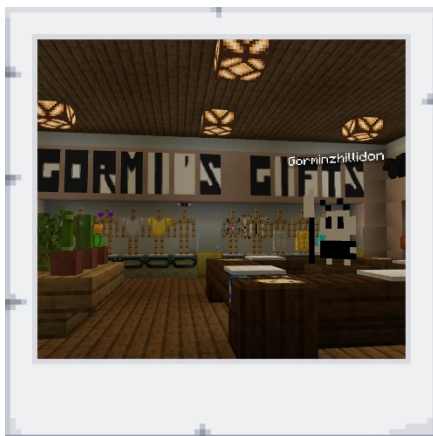
Lilac is excited – she thinks the learner is her new **assistant**.

The learner completes the **fifth sentence** on their Guidebook page.

Lilac has **three tasks** for the learner to complete.

The first task is to buy Lilac a **hot drink**.

Lilac gives the learner a **token** for the vending machine in the library.



Gormi's Gift Shop

On the way to the vending machine, the learner finds **Gormi's Gift Shop**.

The Gift Shop is run by a character called Gorminzhillidon the Great (known as **Gormi**).

Gormi explains that you can use Gormi coins in the shop to buy **special outfits**, like **butterfly wings** or **sunglasses**.

The shop is full of interesting objects. Can the learner find the **dragon egg**?



Buying a drink

In the **vending machine**, there are six drinks to choose from:

- water
- coffee
- milk
- milkshake
- lemonade
- juice

The learner can buy **any drink**.

But if they buy a cold drink, Lilac will send them back to get the **hot drink – coffee**.

The learner completes the **sixth sentence** on their page.



Watering the plant

Lilac gives the learner their **second task**.

She asks them to **water** a dry plant near the entrance.

She gives the learner a **watering can**.

The learner uses the watering can to water the **plant** and watch it **grow**.

They complete the **seventh sentence** on their Guidebook page.



Fixing the floor

Finally, Lilac gives the learner their **third task** to complete.

The floor next to a **reading room** is broken.

The learner has to **find** the **letters** in the library to fix it.

They can find the letters by looking **upstairs**, on the **balcony**, and in one of the **chests**.

The learner can **fix the floor** by spelling the word **adventure**.

They complete the **eighth sentence** on their Guidebook page.



Inside the adventure section

By completing the three tasks, the learner becomes Lilac's trusted **assistant**.

Lilac leads the learner into the **reading room** full of books on adventure.

Lilac draws the learner's attention to the **page** they found outside.

Lilac gives the learner their first important **mission** as her assistant.

The page is from the **Book of Treasure** and the story needs to be fixed.

The learner completes the **last two sentences** on their Explorer's Guidebook page.



Entering the Book of Treasure

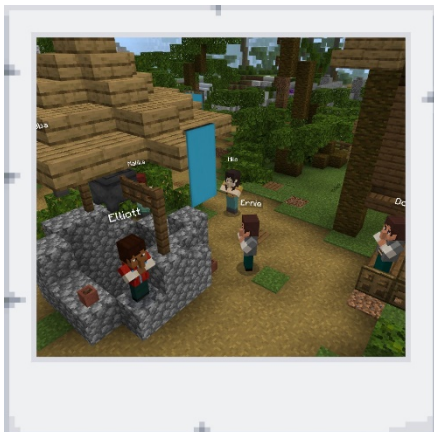
At this point, you can pause the game and **return** another time to complete the Book of Treasure level.

The learner can begin the Book of Treasure level by **touching** the **book**.

Before they begin, print out the **Book of Treasure page** for the learner to follow.

Alternatively, you can set it up electronically on another screen or a tablet.

Game walkthrough, Part II: The Book of Treasure



The problem in the village

The learner starts next to an **empty well** in the village.

By talking to the villagers and Elliott, the learner learns that there is a **problem**.

The river is dry and there is no **water** in the village.

The learner completes the **first sentence** on their ripped page.



The dry river and the mission

The learner **follows** Elliott to learn why the river is **dry**.

They come to the edge of the **white** area.

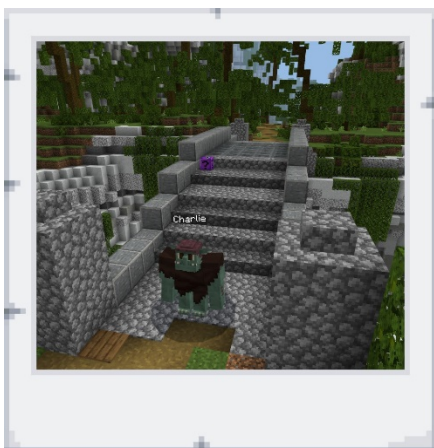
The white area **stops** the water from flowing.

Elliott asks the learner to **find** the pirate captain who is a water expert.

Elliott tells the learner how to **find** the pirate captain:

- go **past** the well
- go **over** the bridge.

The learner completes the **second sentence** and **ticks two boxes** on their Book of Treasure page.



Charlie the troll

The learner goes **past the well** to the bridge and finds Charlie – a friendly troll.

Charlie says he's the **guard** for the bridge.

The learner completes the **third sentence** on their Book of Treasure page.

Charlie's job is to make sure people from the village do not **cross** the bridge.

Charlie asks the learner if they're from the **village**.

If the learner says 'yes', Charlie won't let them **past**.

If the learner says 'no', Charlie will let them go and will ask for **help**.



A new fishing rod for Charlie

Charlie's fishing rod is **broken** (it's a stick).

He gives the **stick** to the learner and sends them to the village.

There's someone who can help to make a **new fishing rod**.

The learner explores the village and finds **Cora**.

Cora can be asked for a **cake**, a **milkshake** or a fishing rod.

But Cora is a **blacksmith**. She can only help with the **fishing rod**.

The learner completes the **fourth sentence** on their Book of Treasure page.



Crafting with Cora

Cora helps the learner find the **ingredients** to make the fishing rod.

Some sticks and some string are in the **small chests** in the **basement**.

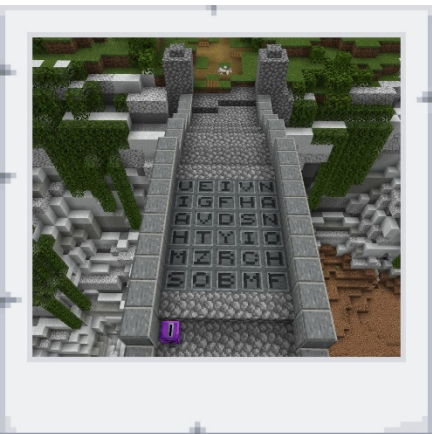
Cora directs the learner to the **recipes** (patterns) on the wall.

There's a recipe for a **shovel**, a **pickaxe** and a **fishing rod**.

The learner uses the **crafting table** and the **strings** and the **sticks** they found.

They follow the recipe on the wall to make a **fishing rod**.

They can now take it back to **Charlie**.



The dangerous bridge

The learner gives the fishing rod to Charlie and he lets them **go past**.

Charlie is **happy** and starts fishing even though there is **no water**.

To cross the bridge, the learner **solves a puzzle**.

They walk on the letters to spell the word **bridge**.

If they make a **mistake**, the bridge falls down.

A few moments later, the bridge comes **back up**.

The learner can **try again** and again until they spell the word **correctly**.



The beach

On the other side of the bridge, the learner finds another **page**.

The learner **follows** the page to the beach.

At the beach, they can **pick up** the page and **keep it safe**.

There are **three optional tasks** to complete on the beach.

They can be completed in **any order**.

If the learner completes all three tasks, they earn a **Gormi coin**.



Monica the lifeguard

When the learner arrives on the beach, the **lifeguard** talks to them.

Her **name** is Monica.

The learner asks Monica where to find the **pirate captain**.

Monica says the **pirate ship** is on a different **beach**.

She tells the learner to go to the **cave**.

But NO RUNNING!



Optional task 1 - Lucy's pool

There's a child named Lucy **playing** in the **sand**.

She is **lonely** and asks the learner to **play** with her.

If the learner agrees, Lucy gives them a shovel to help her dig a **pool**.

They complete and tick the **fifth sentence** on their Book of Treasure page.

The learner digs the sand to make **water** flow into the pool.

Lucy is very happy. She finds a **token** in the sand and gives it to the learner.



Optional task 2 - Sam's milkshakes

There's a milkshake stand and a **vendor** called Sam.

Sam's milkshakes are popular. He only has **strawberry** ones left in stock.

The learner can buy a **milkshake** using Lucy's token.

They complete and tick the **sixth sentence** on their Book of Treasure page.



Optional task 3 - helping Bernie

There's a teenager called Bernie **sunbathing** on the beach.

Bernie is too **hot** and he needs some help.

He asks the learner to look in the **chest** to find some sun cream for him.

But there isn't any **sun cream**!

The learner can offer Bernie a **cold** milkshake.

Bernie is very happy and the learner earns a Gormi coin.

They complete and tick the **seventh sentence** on their Book of Treasure page.



Gormi coin

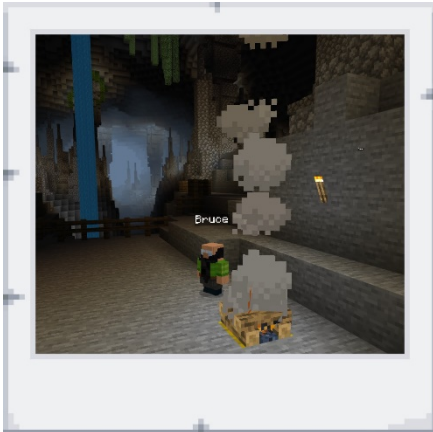
There is a Gormi coin **hiding** in a secret location.

Can the learner **find** it?

Go to the **left** of Lucy's **pool** and **cross the water**.

Walk to the **right** and follow the side of the mountain.

The Gormi coin is there!



The collapsed cave

The learner goes along the beach and finds a **cave**.

There's a **miner** called Bruce sending smoke signals.

Bruce needs help: there was an **earthquake** and the cave is now **dangerous**.

Bruce leads the learner to the entrance of the **mine** inside the cave.



Safety inspection

At the **entrance** to the mine, the learner finds Tony.

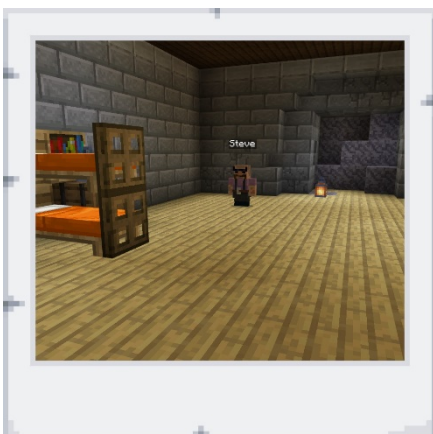
Tony is a safety inspector: only mining experts are **allowed** past this point.

Tony asks the learner questions about **mining**:

- What do you wear on your **head**? (*a helmet*)
- What do you wear on your **feet**? (*boots*)
- What **tool** is best for breaking rocks? (*a pickaxe*)

When the learner answers the questions correctly, Tony lets them **past**.

The learner takes the **lift** down into the mine.



The lazy miner

Down in the mine the learner finds a **miner** called Steve.

Steve is **asleep** and the learner wakes him up.

The learner asks Steve for a **pickaxe**.

Steve only has one pickaxe (his own). He can't do any **work** without it.

Steve happily **gives** his pickaxe to the learner and sends them to do his work.

Steve isn't coming. Instead, he gives a **radio** to the learner.



Steve's directions

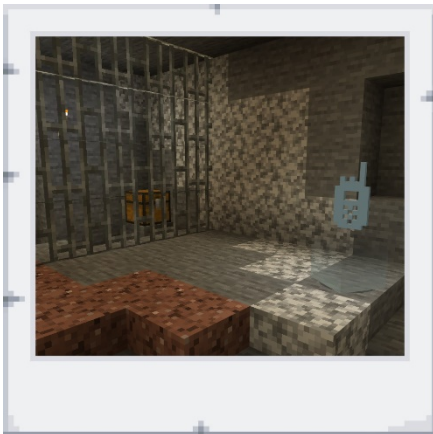
The learner can listen to Steve's **directions** over the radio and dig some rocks.

Behind the rocks, the learner finds different **rooms**.

In each room, there's a blue radio the learner can use to **listen** to Steve.

They can also **read** Steve's directions if they can't hear or don't understand.

In the first room, Steve tells the learner to **go right**.

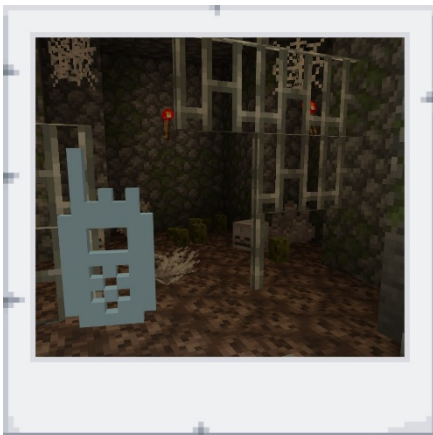


Straight is wrong

The learner can ignore Steve's directions and **go straight** in the first room.

They dig through a blocked exit and find a **dead end**.

Over the radio, Steve reminds the learner that they need to **go right**.



Left is wrong

The learner can also **go left** in the first room.

They dig some blocks and find another **dead end**.

Over the radio, Steve reminds the learner that they need to **go right**.



Right is right

The learner follows Steve's directions and walks to the exit on the **right**.

They use the pickaxe to dig through some rocks and get to the **next** cave.

There's a **waterfall**, **spider webs** and **lava** in it.

Steve tells the learner to not wake up the **spiders** and to not **get hot**.

He tells them to **get wet**.



Gormi coin

On the way into this room, there is a **Gormi coin**.

Can the learner find it?



Spiders are wrong

The learner can ignore Steve and walk past the spider webs instead.

They can use the pickaxe to **unblock** another room.

Inside, there are more spider webs. Steve's **radio** activates.

'Don't **wake up** the spiders!' Steve reminds the learner to **get wet**.



Lava is wrong

The learner can ignore Steve's 'don't get hot' **instructions**.

They can walk past the **lava** and unblock another room behind it.

Inside, they find more lava, fire, and **dangerous** magma blocks.

'Can I hear **fire**?' Steve asks over the radio.

He reminds the learner to **get wet**.



Water is right

The learner follows Steve's directions (get wet) and walks through the **water**.

They dig through the blocked exit and get to a **big** cave. It is dark.

There's some **letters**, **green plants**, and **orange** and **red mushrooms** in it.

Steve tells the learner to find the letters. There are nine letters to find.

Three letters are in the big cave: **P**, **U** and **E**. There's also a **hint block**.

The learner can use the hint block to find out where the other **six** letters are.



The sandy room

The learner can find a blocked exit behind the **green plants** in the big cave.

They mine the blocks and get to a room with **sand** in it.

In the room, they can find the letters **L, I** and **S**.

Steve reminds the learner to **keep looking** for more letters.



The treasure room

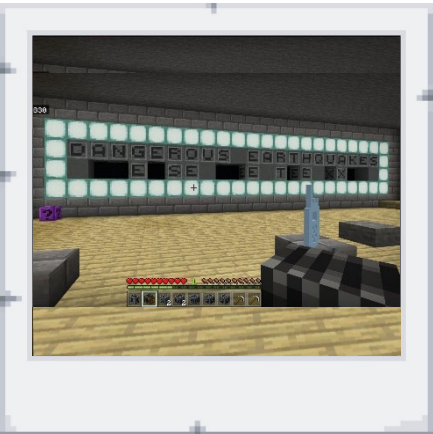
Back in the big cave, the learner can find another blocked exit behind the **orange mushrooms**.

They dig through the blocks and find a **treasure room**.

In the treasure room, they have to **cross** a bridge to get to the letters.

They cross the bridge by spelling the word correctly.

The word is **treasure**. The learner gets the letters **T, H** and **A**.



The puzzle room to exit

The learner can go past the **red mushrooms** in the big cave.

Behind the red mushrooms there is another blocked **exit**.

The learner mines through it and finds a **puzzle**.

They use the letters to **solve** it, it says:

**DANGEROUS EARTHQUAKES
PLEASE USE THE EXIT**

Steve thanks the learner for doing all his **work**.

The learner completes the **eighth sentence** on their Book of Treasure page.



From the cave to the pirate beach

When the learner solves the last puzzle in the cave, a **minecart** appears.

The learner can **take** the minecart up and out of the mine.

The minecart takes them to the **beach**.

It's a different beach – there's a giant **pirate ship** on it.



Meeting the pirates

At the beach, the learner can meet some **pirates**: Carol, Peter and Nick.

They also meet the pirate **captain** called Gary.

Pirate Gary is the captain that Elliott talked about in the **village**.



Pirate Gary

Pirate captain Gary calls the learner to **come up** to his ship.

On the ship, the learner asks pirate Gary about the **water**.

Pirate Gary explains that there was an **earthquake**.

During the earthquake, something from the village **damaged** his ship.

It landed in the **sand** on the beach.



Gary's password

Pirate Gary tells the learner to **dig** the sand on the beach.

The learner needs a **shovel** for digging.

Gary has a shovel in his shovel shed, but it's **locked**.

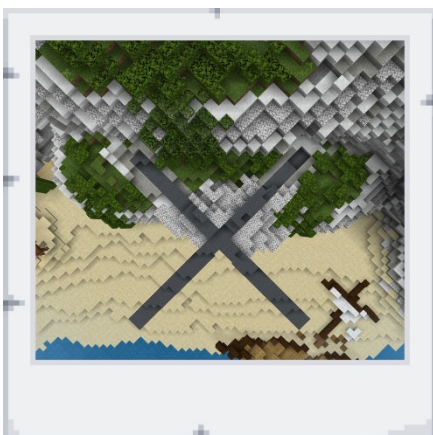
Gary thinks the learner can't guess the **password** for his lock.

The password isn't hard to guess.

Pirate Gary isn't good at choosing good passwords.

(It's *password*.)

The learner completes the **ninth sentence** on their Book of Treasure page.



X marks the spot

The learner gets the shovel and pirate Gary tells them to **look around**.

The learner looks and sees a big **cross** in the sand.

Pirate Gary tells the learner to go dig the cross in the sand with a **shovel**.

They complete the **tenth sentence** on their Book of Treasure page.

Pirate Gary wants the learner to bring him the **treasure** they find.



Gormi coin

There is a Gormi coin **at the top** of the pirate ship.

Can the learner **find** it?



Getting back to the village

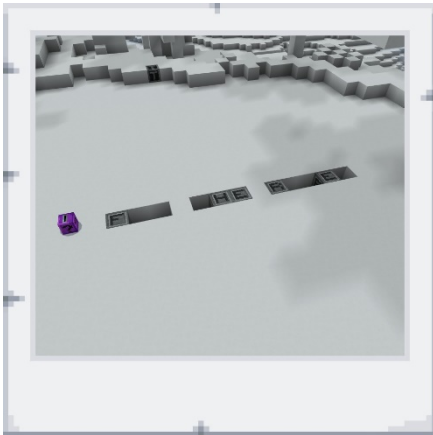
The learner digs the cross in the sand and finds the letter **X**.

They **bring** it back to the pirate captain.

The pirate captain tells the learner to take the letter X **back** to the village.

Pirate Gary tells the learner to get inside a **cannon**.

He fires the cannon and the learner **flies** back to the village.



Fixing the river

Back in the village, Elliott **meets** the learner.

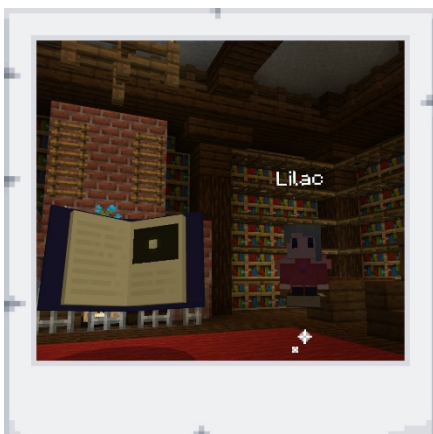
He asks the learner to **fix** the river.

The learner walks on the white ground and finds some **letters**.

They put the letters inside the puzzle to **fix** the river.

They complete the **last sentence** on their Book of Treasure page.

Lilac takes the learner back to the **library**.



The return to the library

In the Library, Lilac congratulates the learner on fixing the **story**.

She notices another **page** and leads the learner to the next book.

At this point, you can pause the game and return another time for the **Book of Snow** level.

The learner can begin the Book of Snow level by **touching** the **book**.

Before they begin, print out the **Book of Snow page** for the learner to follow.

Alternatively, you can set it up electronically on another screen or a tablet.

Game walkthrough, Part III: The Book of Snow



The snowy village

The learner starts by a lake next to a **village**. There's a **castle** in the distance.

It's night time and it is cold – it's **dark** and there is **snow**.

By the entrance, there is a **broken sign** with the name of the village.

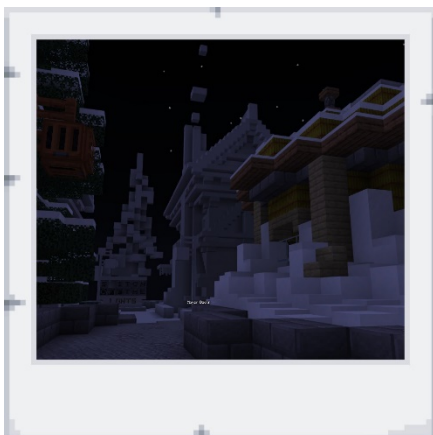
Under the sign there's the village elder called **Mayor Boots**.

Mayor Boots asks the learner to **fix** the sign.

The learner finds the three missing **letters** and fixes the sign.

The sign says, **Snowy Village**.

The learner completes the **first sentence** on their Book of Snow page.



The lights and the mission

The village lights are **broken** and it is **dark**.

Mayor Boots shows the learner the village light **sign** that needs to be fixed.

He gives them their mission: to **bring** him some **light**.

The learner completes the **second sentence** on their Book of Snow page.

The light can be found in a big cave. The cave is on the other side of the **lake**.

Mayor Boots tells the learner to take the **boat**.



Going to the cave

On the way to the boat, the learner finds another **page**.

The learner takes the boat to **go across** the lake.

They **follow** the page to the other side of the lake.

They can **pick up** the page by the entrance to the cave.



Entering the cave

To **go inside** the cave, the learner solves a puzzle.

They rotate the letter blocks to spell the word **enter**.

The learner completes the **third sentence** on their Book of Snow page.



Meeting the seven dwarves

Inside the cave, the learner finds a big **mine**. There are **seven** dwarves working inside it. They all have special names.

Their special names are **adjectives** that **describe** them.

They also all **look** different and are **wearing** different colour **clothes**.

The learner learns the special names by **talking** to the dwarves and asking them about the light. Each dwarf tells the learner to **ask** someone else.

They **describe** the dwarf the learner should **find** and ask. The learner progresses through the level by **talking to** the dwarf that matches the description. The learner **first** talks to Steve.



Lazy

If the learner has completed any of the previous levels, they will **recognise** Steve.

Steve was **snoring** next to the broken sign by the library.

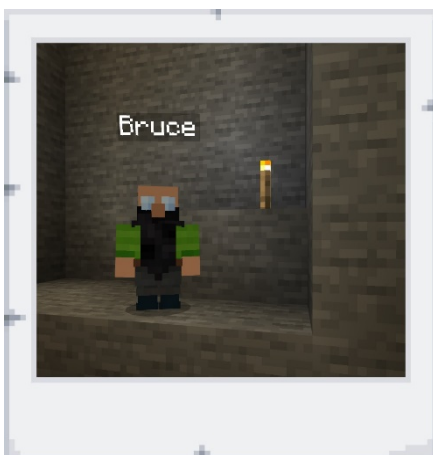
Steve also made the learner do **all his work** in the Book of Treasure.

Steve likes **sleeping** and doesn't like **to do any work**. He's called **Lazy**.

The learner asks Lazy Steve for **some light** for Mayor Boots.

Lazy doesn't know **anything** about the light.

Lazy tells the learner to ask **Noisy** and tells them how to find him.



Noisy

Noisy is also known as Bruce.

If the learner has played the previous levels, they will **recognise** him.

He was sending smoke signals and **calling for help** in the Book of Treasure.

He's **bald**. He's got a **long black beard**, and he's **wearing a green sweater**.

He has a **loud voice** and makes lots of **noise** because he's clumsy.

Noisy **doesn't know** anything about the light.

Noisy tells the learner to **go back up** and find **Hungry**.

Hungry is easy to find – he's **next to** all the **food**!



Getting back up

The learner can **climb up** the ladder next to Noisy to go back up.

They can also take the **minecart** rollercoaster instead.

This bit is just **for fun**.

Both the ladder and the minecart take the learner to the higher part of the mine to **talk** to the **other dwarves**.



Hungry

Hungry is also known as Nick.

If the learner played through the Book of Treasure, they might **recognise** him.

He was also one of the **pirates** on the beach, cooking fish next to the fire.

He's got **short grey hair**, and he's **wearing** a **blue top**.

He always wants something to it and the learner finds him standing **next to** a vending machine.

Hungry asks the learner for **some fruit** and gives them a vending machine token.



Buying fruit

In the vending machine, there are six items to choose from:

- doughnut
- pineapple
- pizza
- sandwich
- cookie
- cake.

The learner can buy any item they like.

If they do, Hungry will send them back to get the fruit – **pineapple**.

When the learner gives the pineapple to Hungry, he agrees to **answer** their question about the light. The answer is – he doesn't know.

Hungry tells the learner to ask **Busy**.



Busy

Busy is also known as Natasha.

She could also be found working **outside** Lilac's library.

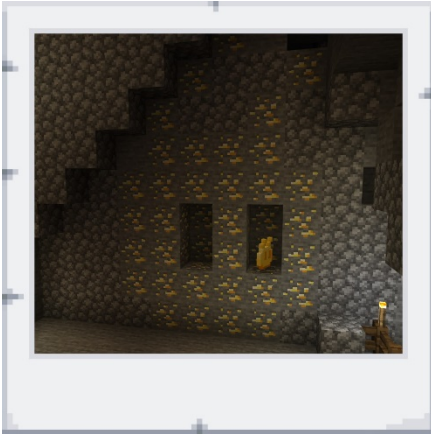
She's got **long red hair** and is **wearing** a **yellow shirt**.

She always has **lots of work to do**.

The learner finds her standing **next to** some blocks on the wall.

Busy is too busy to answer questions and wants the learner to help her **mine some blocks** first.

She gives the learner a **pickaxe**.



Busy's task

The learner uses the pickaxe to **mine** the blocks next to Busy.

If the learner breaks all the blocks, they will reveal a **picture** and get a reward.

Busy is happy with the work and answers the learner's question about the **light**.

She doesn't know where to **find** it.

She tells the learner to **find Clever**.



Clever

Clever is also known as Tony.

She was also the **safety inspector** in the Book of Treasure.

She's got **short black hair** and is **wearing** an **orange sweater**.

She is very **smart** and **knows** a lot of useful information.

She tells the learner about a special **purple** torch hidden somewhere in the cave.

Nobody knows **where** it is!

She tells the learner to ask Lucky to help **find** it.



Lucky

Lucky is also known as Peter.

He was also one of the **pirates** in the Book of Treasure.

He's **bald**, he's got a **big moustache**, and is **wearing** a **blue sweater**.

He is always **happy** and can be usually found **singing** a song.

Good things usually happen around Lucky.

He takes the learner to the cave where the dwarves go to **relax**.

Lucky finds lots of **vending machine tokens** on the ground there.

Lucky **gives** a token to the learner if they **talk** to him again.



Funny

Funny is also known as Carol.

She was also one of the **pirates** in the Book of Treasure.

She's got **grey hair** and is wearing a **red** shirt. She always has a **joke** to tell.

Funny Carol is in charge of keeping the relaxing area in the cave **nice**.

The learner can find lots of **signs** around the area that Carol left for others.

The learner has now met all the **dwarves**.

They complete the **name matching task** on their Book of Snow page.

In Carol's rest area, there are some **optional tasks** to do.



Optional activity 1

There are three **towels above the sink** and some signs.

Each sign says the **name** of a dwarf and the **colour** of their towel.

The learner can find more towels in one of the **chests** and hang them up.

This is a learning opportunity: the learner puts the **correct** colour towels **under** each sign.

There is also a '**guest towel**' spot. The learner can put their own towel there.

They can also **write** their **name** and the **colour** of their towel on the sign.

They **complete and tick the fourth sentence** on their page.



Optional activity 2

There is a **vending machine** with drinks in it.

The learner can get a vending machine token by **talking** to Lucky.

The learner can get **three tokens** from Lucky, one at a time.

The learner can **keep** their drink or leave it in the area.

This is another learning opportunity: the learner **reads** the sign.

They **follow the instructions** and place their drink on an empty **tray**.

Tray is a new word to learn.



Optional activity 3

The learner can **talk** some more to Funny Carol.

She has more **jokes** to tell.

She also gives them a **watering can** and asks them to water the plants.

The watered plants **grow** and **sparkle**.

The learner completes the **fifth sentence** on their Book of Snow page.



Optional activity 4

There are some items in one of the chests:

- a book
- a writing book
- a helmet
- boots
- a bucket
- a watering can.

The learner can keep all the items or **follow the instructions** on the sign.

They can put the items from the chest under the correct signs: tools (a bucket and a watering can), books, and clothes (a helmet and boots).

They complete the **sixth sentence** on their Book of Snow page.

There is a **Gormi coin** hidden in this area. Can the learner find it?



Optional activity 5

There is also a **mini library** in the area.

One of the sections contains the books on **photography**.

This is a hint for the learner to find a **camera** in one of the chests and use it.

They can take **pictures** of the things in the area that they made **nicer**.

They can also keep the camera and take **photos** of other things in the cave.



Be quiet!

The mini library has some **signs** that tell the learner to keep the noise down.

You have to be **quiet** in the library.

The learner **solves the puzzle** to unlock the next part of the cave.

They complete the **fourth sentence** on their Book of Snow page.



Following directions (written)

The learner opens a passage to the **next part** of the cave.

In it, they follow the signs with simple **directions**: go straight, continue straight on.

There is also a **blackboard** where Peter and Carol wrote their names.

The learner can **write** their name on the blackboard too.



Following instructions

At the end of the passage there's **nowhere** else to go.

The signs say to **turn right** and to **go right** and **dig**.

The learner finds a **pickaxe** in the chest.

They **dig** the wall on the right to get to the next part of the cave.

They can dig the wall on the **left** too, but that's the wrong way.

There's a **Gormi coin** hidden somewhere. Can the learner find it?



The abandoned mine

Behind the wall, the learner finds an abandoned **mine**.

There is some lava in it, some **letters**, and a **puzzle**.

The learner collects the letters and puts them inside the wall to make a sentence.

The sentence is: **WAKE UP THE DRAGON**.

The learner completes the **seventh sentence** on their Book of Snow page.



Waking the dragon

There's a deep **noise** and a wall falls down to reveal a **dragon**.

He just **woke up** from his sleep, his mouth is open and he is breathing **fire**.

His **tongue** is out and the learner can walk on it.



Getting the torch

Inside the dragon's mouth, there's a shiny **purple** object.

It's the special **purple torch** Clever told the learner about.



Don't get eaten by the dragon

The learner **walks** on the dragon's tongue to get the torch.

When they get the torch, the dragon **closes** his mouth.

The dragon starts **talking**.



Escaping the dragon

To escape and not to get eaten by the dragon, the learner **talks** to him.

The learner tells the dragon to **let them out**.

The dragon **opens** his mouth and the learner escapes.

An **exit** is now open in the cave – it leads the learner out into a forest.



Following directions (spoken)

The learner is reminded of their task to **bring the torch** to Mayor Boots.

They go through the forest to get back to the **village**.

In the forest, there are three **crossroads**.

At each one, a wise bird called Clara tells the learner **where to go**.

The learner follows Clara's **directions** to get out of the forest.

The learner can ignore Clara and go the **wrong way**.

There's also a **Gormi coin** hidden somewhere in the forest.

The learner completes the **eighth's sentence** on their Book of Snow page



Back in the village

The last path in the forest leads the learner back to the **village**.

Mayor Boots tells the learner to use the **purple torch** to **switch on** the lights.

To switch on the lights, the learner solves a puzzle.

The torch looks like the **letter 'I'**. The learner puts it in to spell the word **lights**.

The village is still **dark**, and the sign now says:

S_ITCH OFF THE LIGHTS.



Switching on the lights

The learner **looks around** to find the letters W and N.

They **break** the letters in the sign and put the new ones in to spell:

SWITCH ON THE LIGHTS.

The lights **turn on** the village and Mayor Boots thanks the learner.

The learner **returns** to the library.

They complete the **last sentence** on their Book of Snow page.

Game walkthrough, Part IV: the end



Back with Lilac

The learner is back in the **library** with Lilac again.

Lilac congratulates the learner on **switching on** the lights for Mayor Boots.

She notices the learner found another **page**.

Lilac knows which book the page comes **from**.

The learner can complete **the first two sentences** on their Guidebook page.



Following Lilac

Lilac starts leading the learner to the next book when there is a loud **noise**.

The learner completes **the third sentence** on their Guidebook page.



Following the noise

Lilac tells the learner that the noise came from **outside**.

The learner follows Lilac **outside the library**.

They can complete **the fourth sentence** on their Guidebook page.



Outside the library

The learner is now with Lilac **outside** the library. Lilac is worried. Everything outside the library is **white**.



But that's... impossible!

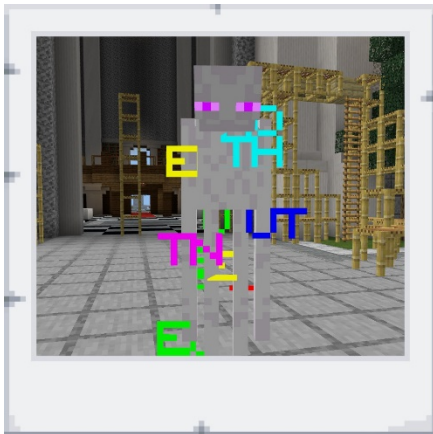
For the first time, Lilac doesn't know what is **wrong**.

Lilac and the learner can't **get out** of the library.

It's just like in one of the **broken** story books!

It's all **white**!

The learner completes **the fifth sentence** on their Guidebook page.



A glimpse of the antagonist

Suddenly, Lilac **screams**.

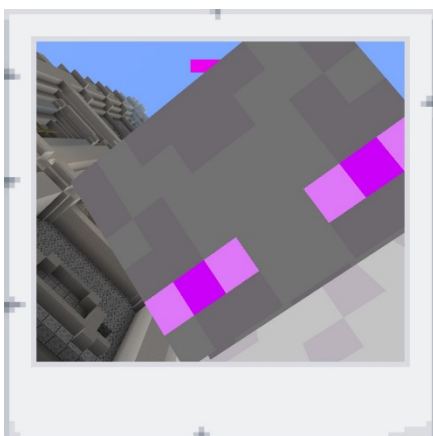
'It's you!' she says, looking at a **white** tall figure that suddenly appears.

Lilac is **angry**.

The learner can guess that Lilac is talking to someone who has been damaging the **library** and the books. Is it her **last** assistant?

The learner can now complete **the last two sentences** on their Explorer's Guidebook page and learn the name of the white troublemaker.

If they're quick, the learner can catch a glimpse of his **face**!



Did you see who it was?

It's...

THE PALE ENDERMAN!

Worksheet B.1: Explorer's guidebook (the beginning)



EXPLORER'S GUIDEBOOK

Captain Gary wants you to look 28

You help Steve fix the 3

You the gate. 12

You walk on the letters to make the word 7

You meet Lilac. You are her new 74

Lilac wants a hot drink. You buy her a 93

Lilac asks you to 41 a plant.

You fix the broken floor. The word is: 36



Lilac knows you found a page from a book!




What book does the page come from? Write the letters to find out:


Figure 1. The effect of the number of trials on the number of correct responses. The number of correct responses was significantly higher for the 10-trial condition than for the 5-trial condition. Error bars represent the standard error of the mean.

English Adventures with Cambridge
Teacher Pack


Worksheet B.3: The Book of Snow

THE BOOK OF SNOW

You are in  Village.

Mayor Boots asks you to bring him some 

74

You  the cave and meet seven dwarves. What do their names mean?

Who likes to sleep and not do any work?

Who is really loud?

Who wants some food to eat?

Who has lots of work to do?

Who is smart and knows a lot?

Who is good at finding things?

Who likes jokes and laughs a lot?

HUNGRY

LUCKY

FUNNY

NOISY

LAZY

BUSY


CLEVER

Peter takes you to a place where you can rest. You can read, swim, and buy a drink. Carol keeps the place nice. Write the things you can do to make the place nicer! Did you do them? Add a tick ☒


I can hang up the T _ _ _ _ _.



I can water the P _ _ _ _ _ .

I can put tools, books and C _____ on the wall.

In the library, you have to be .

In the cave, you  **19**  the  **69**

Clara gives you  in the forest.

In the village, you  **11**  **86** the lights for Mayor Boots.

It's dark and everyone is asleep. You are leaving. What can you say to Mayor Boots?

EXPLORER'S GUIDEBOOK

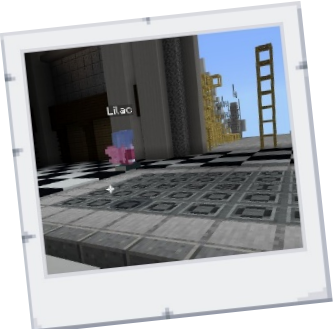
the end

In the library, you give Lilac another .
10



Lilac knows which book the page comes .
4

There is a loud .
1



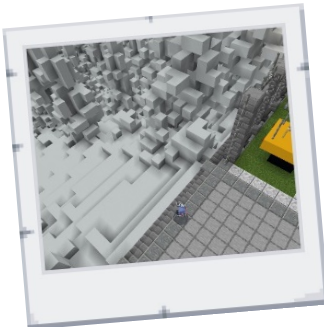
Lilac tells you to run .
8 0

Outside, everything is .
11 2



Someone is damaging the and the books!
9 5

Lilac knows who did this! Was it her assistant?
3 T

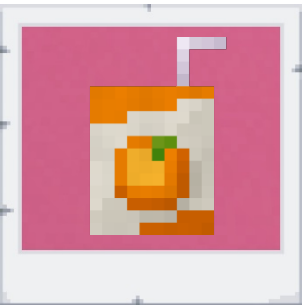
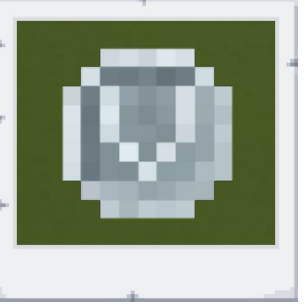
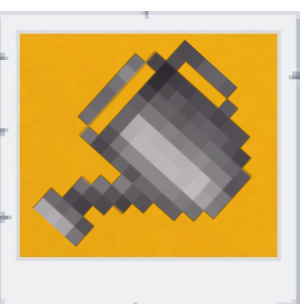
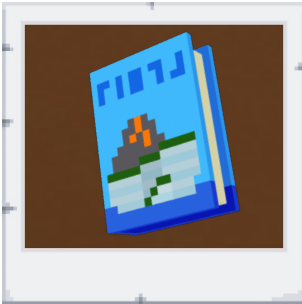


Did you see who it was? Write the letters to find out:

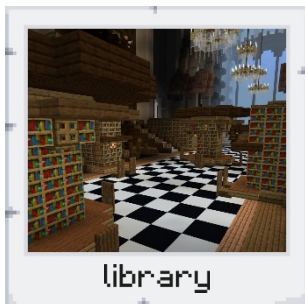
<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	11	2		10	3	9	2		2	1	0	2	5	4	3	1

Appendix C: Classroom worksheets

Worksheet C.1: Memory Game



Worksheet C.1: Memory Game (continued)



Worksheet C.2: Write about...



Can you write about...?

1. Write a sentence about each thing. Remember to use an adjective!

the watering can	It's a big watering can.
the plant	It's a
coffee	It's a
milkshake
Lilac	She's a
the library

2. Now choose two more things and write a sentence for each:

.....
.....

3. Draw a picture of your favourite thing from the game:

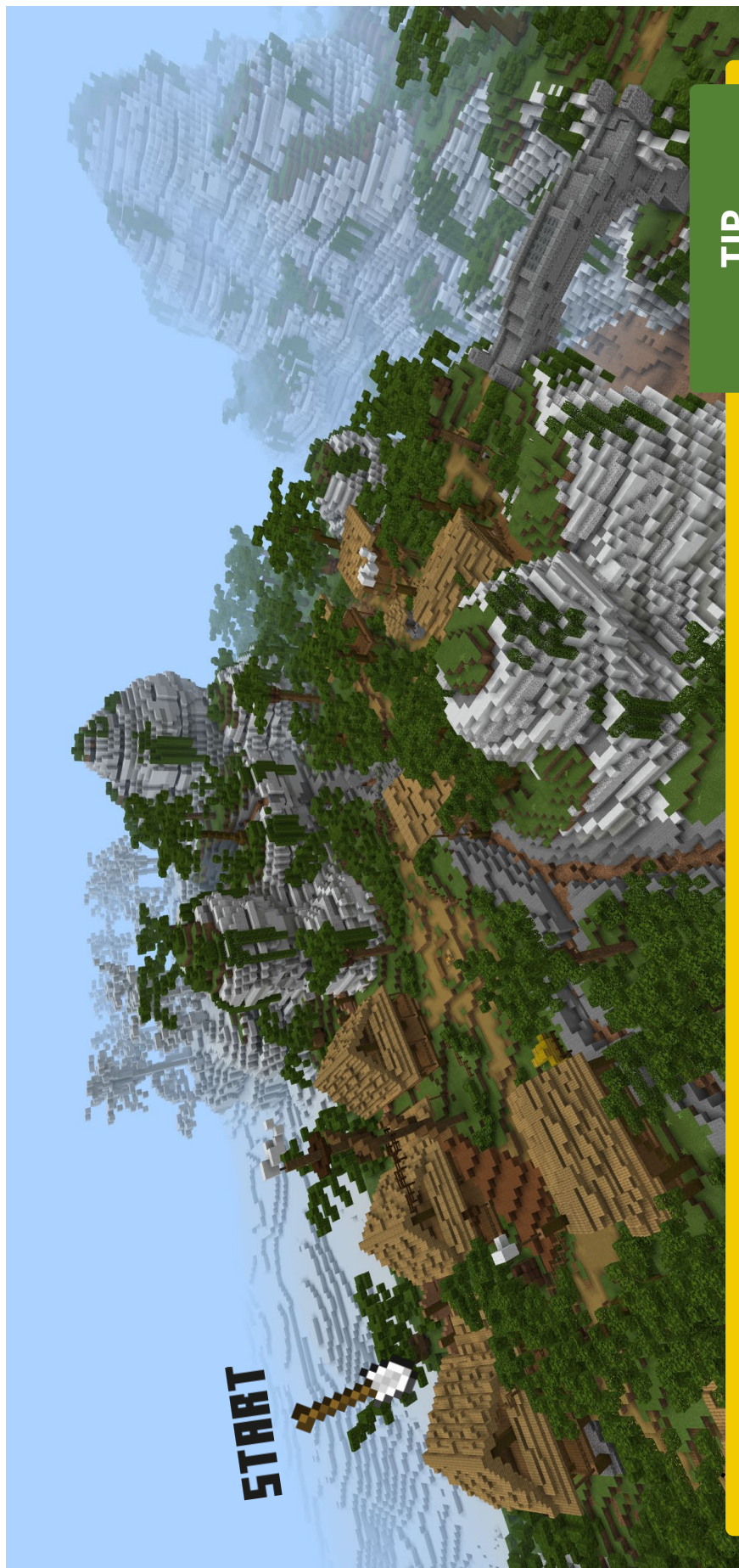


Worksheet C.3: In the Village



MY TREASURE MAP

Choose a place in the village to hide your treasure. Give your friend directions to find it! (They start at the shovel!)



TIP

Use these words to give directions to your treasure:

go left / go right / turn left at... / go right at ... / go past the... / go back to... / go straight

Go over the... / go under the... / go between the...

Worksheet C.5: Word Search

The Book of Treasure



DANGEROUS

BEACH

POOL

ROCKS

DRY

BLACKSMITH

RIVER

VILLAGE

PIRATES

SHOVEL

BRIDGE

SAND

WATER

WELL

FISHING ROD

SHIP


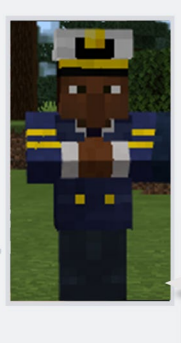
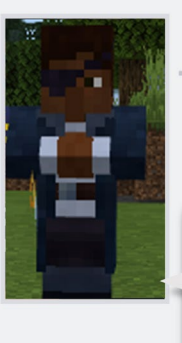
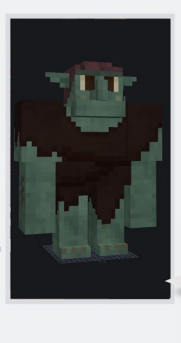
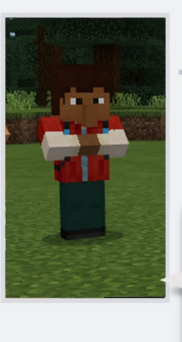



SAFE

Worksheet C.6: Cora's picture































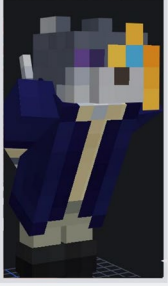



















Cora

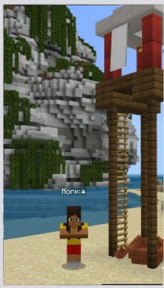
Worksheet C.7: Who's your favourite?

	<p>LILAC</p> <p>Description</p> <p>Appearance: Lilac is short. She's got purple hair.</p> <p>Personality: Lilac is friendly.</p> <p>Clothes: She is wearing a red dress.</p> <p>Place: She is sitting on a book!</p> <p>What did she say?</p> <p>• There are some big problems in the library.</p> <p>BIG. PROBLEMS.</p>	<p>Job</p> <p>Lilac is a librarian.</p> <p>Hobbies</p> <p>Reading books</p> <p>Likes</p> <p>Coffee</p>		<p>GARY</p> <p>Description</p> <p>Appearance: Gary's got _____</p> <p>Personality: _____</p> <p>Clothes: Gary is wearing _____</p> <p>Place: Gary is standing on _____</p> <p>What did he say?</p> <p>• I'm a captain, I'm not a tour guide. Go and look around!</p>	<p>Job</p> <p>Gary is a _____</p> <p>Hobbies</p> <p>Sailing</p> <p>Likes</p> <p>Water</p>
	<p>PIRATE GARY</p> <p>Description</p> <p>Appearance: Pirate Gary is _____</p> <p>He's got only one _____ and he's got an eye patch.</p> <p>Personality: _____</p> <p>Clothes: Pirate Gary is wearing _____</p> <p>Place: _____</p> <p>What did he say?</p> <p>• Go dig the sand! And bring me the treasure!</p> <p>• _____?</p>	<p>Job</p> <p>Pirate Gary is a _____</p> <p>Hobbies</p> <p>_____</p> <p>Likes</p> <p>Water</p>		<p>CHARLIE</p> <p>Description</p> <p>Appearance: Charlie is a troll.</p> <p>He's _____</p> <p>Personality: _____</p> <p>Clothes: Charlie's wearing an old brown shirt.</p> <p>Place: _____</p> <p>What did he say?</p> <p>• I'm the guard for the bridge. I keep the people in the village safe!</p> <p>• _____?</p>	<p>Job</p> <p>_____</p> <p>Hobbies</p> <p>_____</p> <p>Likes</p> <p>He wants a new _____</p>
	<p>ELLIOTT</p> <p>Description</p> <p>Elliott is from the village.</p> <p>Appearance: _____</p> <p>Personality: _____</p> <p>Clothes: He is wearing _____</p> <p>Place: He is standing next to _____</p> <p>What did he say?</p> <p>• I know why the well is dry!</p> <p>• _____?</p>	<p>Job</p> <p>Student at school</p> <p>Hobbies</p> <p>Exploring</p> <p>Likes</p> <p>_____</p>		<p>CORA</p> <p>Description</p> <p>Appearance: _____</p> <p>Personality: Cora is very _____</p> <p>Clothes: _____</p> <p>Place: She is standing next to a _____</p> <p>What did she say?</p> <p>• I'm a blacksmith, I'm not a baker!</p> <p>• _____?</p>	<p>Job</p> <p>Cora _____</p> <p>Hobbies</p> <p>_____</p> <p>Likes</p> <p>_____</p>
	<p>STEVE</p> <p>Description</p> <p>Appearance: _____</p> <p>Personality: Steve is always sleeping and doesn't like doing any work: he is _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p>What did he say?</p> <p>• Ah! What?! I wasn't sleeping!</p> <p>• _____</p>	<p>Job</p> <p>_____</p> <p>Hobbies</p> <p>_____</p> <p>Likes</p> <p>_____</p>		<p>CAROL</p> <p>Description</p> <p>Appearance: _____</p> <p>Personality: Carol likes jokes. She is _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p>What did she say?</p> <p>• What is orange and sounds like a parrot?</p> <p>• _____! Ha ha ha!</p>	<p>Job</p> <p>_____</p> <p>Hobbies</p> <p>_____</p> <p>Likes</p> <p>_____</p>

Worksheet C.7: Who's your favourite? (continued)

	<p>TONY</p> <p> Description</p> <p>Appearance: _____</p> <p>Personality: Tony knows a lot. She is _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p> What did she say?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p> Job</p> <p>_____</p> <p> Hobbies</p> <p>_____</p> <p> Likes</p> <p>_____</p>		<p>PETER</p> <p> Description</p> <p>Appearance: _____</p> <p>Personality: Good things happen to Peter. He is _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p> What did he say?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p> Job</p> <p>_____</p> <p> Hobbies</p> <p>_____</p> <p> Likes</p> <p>_____</p>
	<p>NATASHA</p> <p> Description</p> <p>Appearance: _____</p> <p>Personality: She has lots of work to do. She is _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p> What did she say?</p> <p>_____?</p> <p>_____!</p> <p>_____!</p>	<p> Job</p> <p>_____</p> <p> Hobbies</p> <p>_____</p> <p> Likes</p> <p>_____</p>		<p>BRUCE</p> <p> Description</p> <p>Appearance: _____</p> <p>Personality: Bruce is very loud. He is _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p> What did he say?</p> <p>_____?</p> <p>_____!</p> <p>_____!</p>	<p> Job</p> <p>_____</p> <p> Hobbies</p> <p>_____</p> <p> Likes</p> <p>_____</p>
	<p>NICK</p> <p> Description</p> <p>Appearance: _____</p> <p>Personality: Nick always wants some food. He is _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p> What did he say?</p> <p>_____?</p> <p>_____!</p> <p>_____!</p>	<p> Job</p> <p>_____</p> <p> Hobbies</p> <p>_____</p> <p> Likes</p> <p>_____</p>		<p>MAYOR BOOTS</p> <p> Description</p> <p>Appearance: _____</p> <p>Personality: _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p> What did he say?</p> <p>_____?</p> <p>_____!</p> <p>_____!</p>	<p> Job</p> <p>_____</p> <p> Hobbies</p> <p>_____</p> <p> Likes</p> <p>_____</p>
	<p>SAM</p> <p> Description</p> <p>Appearance: _____</p> <p>Personality: _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p> What did he say?</p> <p>_____?</p> <p>_____!</p> <p>_____!</p>	<p> Job</p> <p>_____</p> <p> Hobbies</p> <p>_____</p> <p> Likes</p> <p>_____</p>		<p>BERNIE</p> <p> Description</p> <p>Appearance: _____</p> <p>Personality: _____</p> <p>Clothes: _____</p> <p>Place: _____</p> <p> What did he say?</p> <p>_____?</p> <p>_____!</p> <p>_____!</p>	<p> Job</p> <p>Bernie is on holiday!</p> <p> Hobbies</p> <p>_____</p> <p> Likes</p> <p>_____</p>

Worksheet C.7: Who's your favourite? (continued)



MONICA

Description

Appearance: _____

Personality: _____

Clothes: _____

Place: _____

What did she say?

_____?


_____!

Job

A lifeguard on the _____

Hobbies

Likes



LUCY

Description

Appearance: _____

Personality: _____

Clothes: _____

Place: _____

What did she say?

_____?

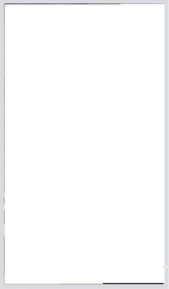
_____!

What is Lucy doing?

Hobbies

Likes

Finished? Describe your teacher, a family member or a friend!



Name: _____

Description

Appearance: _____

Personality: _____

Clothes: _____

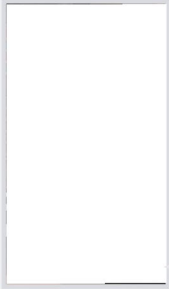
Place: _____

What do they usually say?

Job or favourite thing to do

Hobbies

Likes



Name: _____

Description

Appearance: _____

Personality: _____

Clothes: _____


Place: _____

What do they usually say?

Job or favourite thing to do

Hobbies

Likes



Name: _____

Description

Appearance: _____

Personality: _____

Clothes: _____

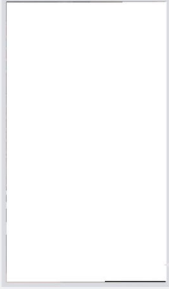
Place: _____

What do they usually say?

Job or favourite thing to do

Hobbies

Likes



Name: _____

Description

Appearance: _____

Personality: _____

Clothes: _____


Place: _____

What do they usually say?

Job or favourite thing to do

Hobbies

Likes



Name: _____

Description

Appearance: _____

Personality: _____

Clothes: _____

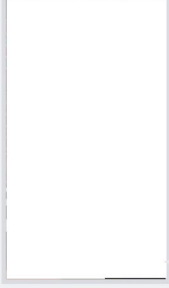
Place: _____

What do they usually say?

Job or favourite thing to do

Hobbies

Likes



Name: _____

Description

Appearance: _____

Personality: _____

Clothes: _____

Place: _____

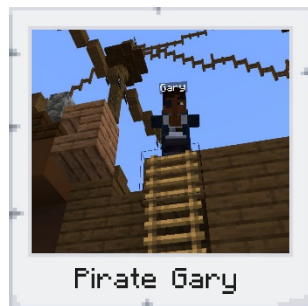
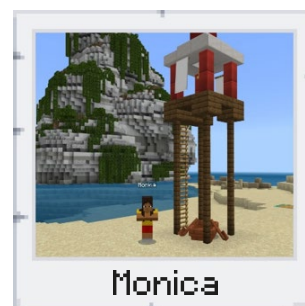
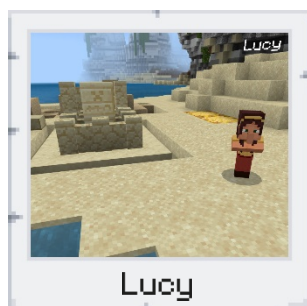
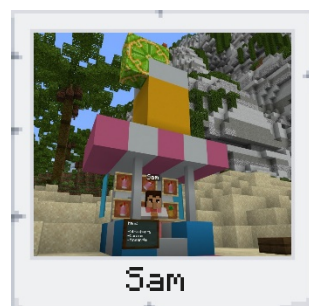
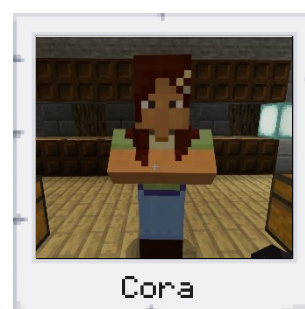
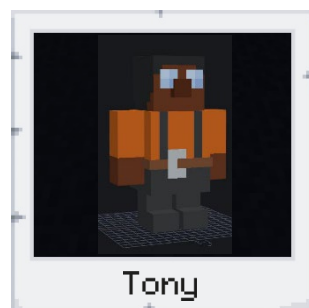
What do they usually say?

Job or favourite thing to do

Hobbies

Likes






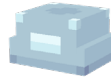
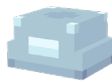
Worksheet C.8: Guess who...?



Worksheet C.9: My Trophy Cabinet

My trophy cabinet

Did you get all these trophies? Colour or tick ☒ the trophies you've got!

						
						
FISHING ROD CRAFTER	FUN ON THE BEACH	MINING EXPERT	ESCAPE ARTIST	PIRATE FRIEND	CANNON RIDE	RIVER HERO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						
						
SNOW MASTER	WALL ARTIST	FRUIT TASTER	BEST HELPER	DRAGON TRAINER	EXPERT NAVIGATOR	LIGHT HERO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What tasks do you have to do to get each trophy? Read and draw lines to connect the tasks to the trophies.

Never got lost in the forest

Completed the Book of Treasure Chapter 1

Completed the Book of Snow Chapter 1

Spoke to all the pirates

Gave Charlie a fishing rod

Fixed the sign and made it snow

Helped Natasha mine some blocks to reveal a picture

Travelled by cannon

In the cave, put the letters in the right places the first time

Helped Lucy, Sam and Bernie on the beach

Gave Nick a pineapple first

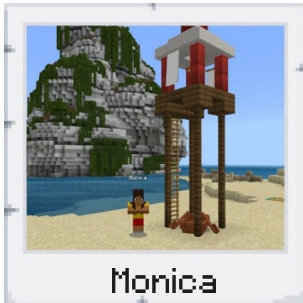
Answered all of Tony's mining questions correctly

In the cave, put the letters in the right places the first time

Spoke to Carol and helped her water the plants

Worksheet C.10: Fun on the beach

You are



You can say

- 👉 This is a private beach!
- 👉 Pirates? There are no pirates here!
- 👉 Walk along the beach and go into the cave. The pirate ship is on the other side!
- 👉 No running!

Speak to Sam. Don't forget to say hello!

You can say

- 👉 Can I have a milkshake, please?
- 👉 Can I have a banana milkshake?
- 👉 Yes, please, I'll have the strawberry milkshake!
- 👉 Yes, I do have a token, here you go!
- 👉 Amazing!
- 👉 Thanks very much!

Speak to Bernie. Don't forget to say hello!

You can say

- 👉 Can I help you?
- 👉 What's wrong?
- 👉 Sorry, I don't have any sun cream!
- 👉 Go for a swim in the sea!
- 👉 Would you like a milkshake?
- 👉 There you go!
- 👉 -ou're welcome!

You are



You can say

- 👉 Do you want to play with me?
- 👉 Yay! I'm digging a pool, but it needs water. Can you help me?
- 👉 Great! Here. Take this shovel.
- 👉 Wow, my pool looks beautiful!
- 👉 Thank you so much!

Worksheet C.10: Fun on the beach (continued)

You are



You can say

- 👉 Ooh! Aah! Oh! Oh! Oh!
- 👉 Do you have any suncream?
- 👉 Oh no! I'm too hot! Can you help me?
- 👉 I can't swim! I need something cold!
- 👉 A milkshake?! Yes please!
- 👉 Amazing! Thank you so much!

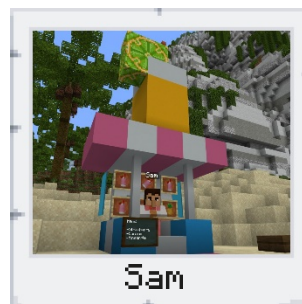
Speak to Monica. Don't forget to say hello!

You can say

- 👉 Excuse me, where am I?
- 👉 Are there any pirates on this beach?
- 👉 Oh! Where are the pirates?
- 👉 Thanks!
- 👉 Oops, sorry!

Speak to Lucy. Don't forget to say hello!

You are



You can say

- 👉 Fun! Yes, I'd like to play with you!
- 👉 Yes, I can dig a pool!
- 👉 Can I have a shovel?
- 👉 There's so much sand to dig!
- 👉 Look at all the water in the pool!
- 👉 You're welcome!
- 👉 Bye!

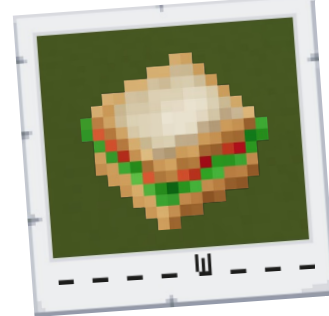
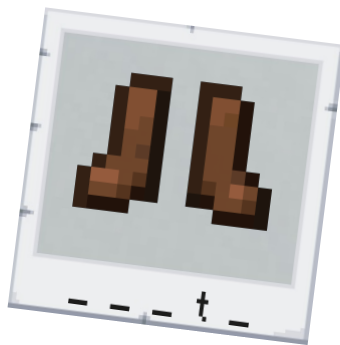
You can say

- 👉 Would you like to buy a milkshake?
- 👉 What kind of milkshake would you like?
- 👉 Sorry! I drank the last banana milkshake! Would you like a strawberry milkshake?
- 👉 Do you have a token?
- 👉 Here you go! One strawberry milkshake!
- 👉 -ou are very welcome!

Worksheet C.11: Mining expert



What do you need to work in a mine?



Important instructions for mining experts:

To go inside the mine, please read the instructions. You can find the

instructions in a about mining. You must wear

15 8

on your feet,

3

on your hands,

and a on your head. Please don't forget to use

31 5 11 24 19

a to break rocks. You will be hungry after all the

35 44 7

work, but don't worry! You can buy a to eat.

17 6

FINISHED? DON'T STAY IN THE MINE!

35 11 3 17 8 24

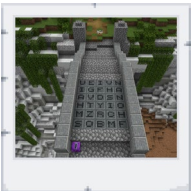
USE

15 31 5

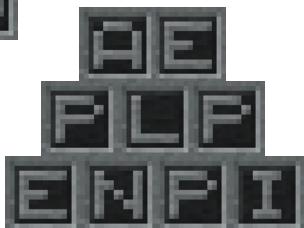
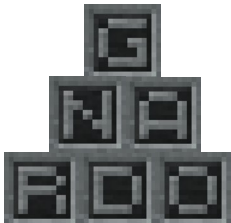
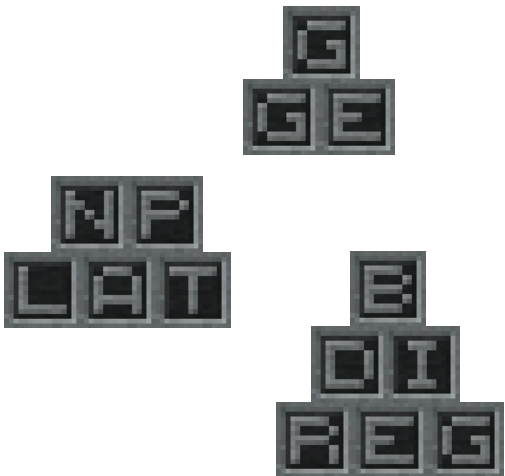
7 44 6 19

Worksheet C.12: Dragon trainer / Escape artist

Can you spell correctly?

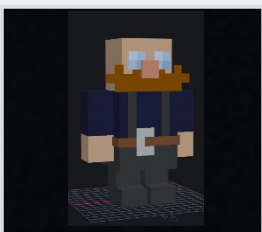
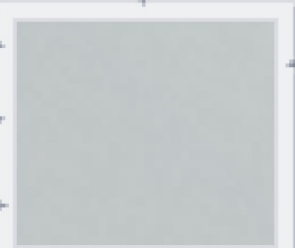
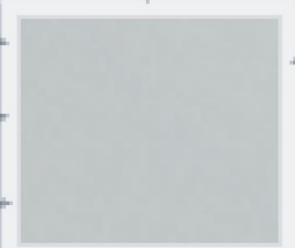
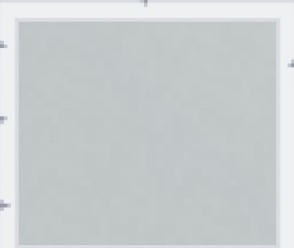


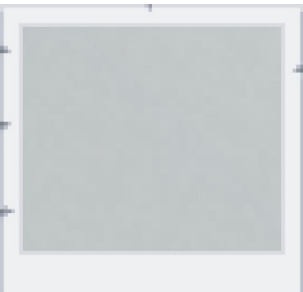
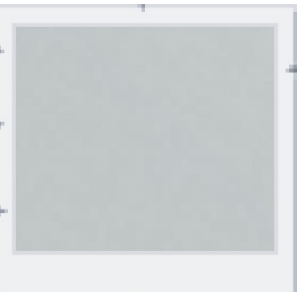
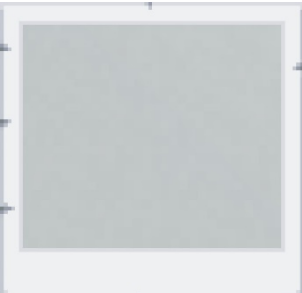
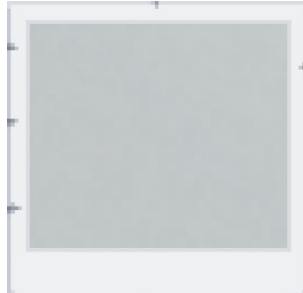
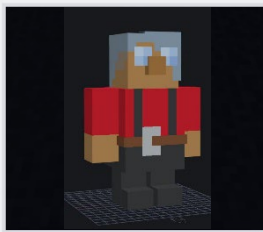



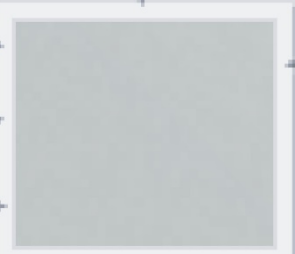
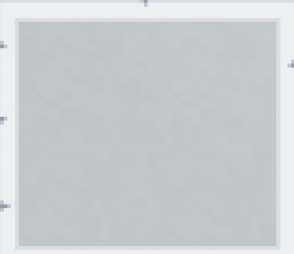


E G G



Worksheet C.13: Pirate friend

Find someone who...

<p>loves singing.</p>  <p>Peter</p>	<p>is wearing a red top.</p> 	<p>enjoys reading.</p> 	<p>can tell a joke.</p> 
<p>loves video games.</p> 	<p>likes milkshakes.</p> 	<p>likes broccoli.</p> 	<p>drinks coffee.</p> 
<p>can cook an egg.</p> 	<p>has a pet.</p> 	<p>loves telling jokes.</p>  <p>Carol</p>	<p>likes cleaning.</p> 
<p>knows a lot.</p>  <p>Pirate Gary</p>	<p>likes bananas.</p> 	<p>can dance.</p> 	<p>can sing a song.</p> 

Write their name and draw or add their picture.

Finished? Shout 'Arrrrr!'

Worksheet C.14: Fruit taster

Carol asked for your help. What did you say? Read the conversation and choose the best answer!
Write a letter (A – H) for each answer.

You do not need to use all the letters. There is one example.

Example



Can you help me water the plants, please?



No problem! I'll use a watering can.

Conversation



Thank you. The plants look beautiful now!



I'm hungry, can you bring me some fruit, please?



I'm very hot. Can you get me a cold drink?



Ahh, lovely! Can you help me tidy up?



Do you want to hear a joke?



You're welcome.



Here you go, one sandwich.



Of course, I can get you a pineapple!



Yes, I bought you a coffee.



How about a milkshake?



No problem! I'll use a watering can.



Sure!



No, thank you.

Worksheet C.14: Fruit taster (continued)

Carol's jokes

Did someone say they wanted to hear a joke? Choose one joke and read it to them! Did they laugh?



What do you
call a fish with
no eyes?

A fsh!



Ha ha!

Not funny!



What's orange
and sounds
like a carrot?

A parrot!



Ha ha!

Not funny!



What did the parent
volcano say to the baby
volcano?

I lava you!



Ha ha!

Not funny!

Worksheet C.15: Best helper

Picture A

Talk to someone who's got Picture B. Can you draw and colour to make the pictures the same? Only look at your picture! Give and listen to directions. Your final picture will have different colours and objects.



Picture B

Talk to someone who's got Picture A. Can you draw and colour to make the pictures the same? Only look at your picture! Give and listen to directions. Your final picture will have different colours and objects.



Worksheet C.16: Lilac's letter

Lilac wrote you a letter, but someone cut out some words! Can you put the words back into the letter?

The Library
C/o P1&1
The Triangle
Shaftesbury Road
Cambridge
CB2 8EA

Dear Assistant,

Thank you all your
in the library. Did you enjoy
visiting the stories? was
your favourite part?

You met a lot friendly people
on your journey. Who you
like the most?

I have lot of books here
 the library. there a world
you'd to visit in the
future?

Write soon!
Love, Lilac
P.S. I'm thirsty again!

like
a
What
did
of
help
is
in

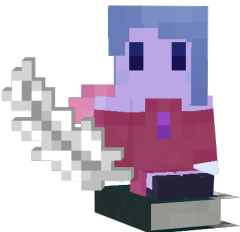
Worksheet C.16: Lilac's letter (continued)



You can write a letter back to Lilac. Remember, it's polite to answer the questions Lilac asked you. You can post your letter using Lilac's address.

The Library
C/O PI&I
The Triangle
Shaftesbury Road
Cambridge
CB2 8EA

Handwriting practice lines for writing a letter.



Appendix D: Answer keys

Explorer's Guidebook (the beginning)

Captain Gary wants you to look AROUND.

You help Steve fix the SIGN.

You OPEN the gate.

You walk on the letters to make the word LIBRARY.

You meet Lilac. You are her new ASSISTANT.

Lilac wants a hot drink. You buy her a COFFEE.

Lilac asks you to WATER a plant.

You fix the broken floor. The word is: ADVENTURE.

Lilac knows you found a page from a book!

What book does the page come from? Write the letters to find out: **TREASURE.**

The Book of Treasure

There is no WATER in the village.

Elliott tells you how to FIND the pirate captain. Tick the **correct** directions:

- ✓ Go PAST the well
- ☐ Go INSIDE the well
- ☐ Go UNDER the bridge
- ✓ Go OVER the bridge

Charlie is the GUARD for the bridge.

Cora helps you make a FISHING rod for Charlie.

On the beach, there are some people. Write the things you can do. **Did you do them?** Add a tick:

- ✓ I can help Lucy dig a POOL.
- ✓ I can buy a MILKSHAKE from Sam.
- ✓ I can give Bernie something COLD.

In the cave, Steve tells you to do all his WORK.

Pirate Gary doesn't want you to know his PASSWORD.

You dig the sand with a SHOVEL.

You FIX the river in the village.

Lilac thinks you are a great assistant, but you are not **THE FIRST ONE.**

The Book of Snow

You are in SNOWY Village.

Mayor Boots asks you to bring him some LIGHT.

You ENTER the cave and meet seven dwarves. What do their names mean?

Who likes to sleep and not do any work?	LAZY (given as example)
Who is really loud?	NOISY
Who wants some food to eat?	HUNGRY
Who has lots of work to do?	BUSY
Who is smart and knows a lot?	CLEVER
Who is good at finding things?	LUCKY
Who likes jokes and laughs a lot?	FUNNY

Peter takes you to place where you can rest. You can read, swim, and buy a drink. Carol keeps the place nice. Write the things you can do to make the place nicer! Did you do them? Add a tick.

- ✓ I can hang up the TOWELS.
- ✓ I can water the PLANTS.
- ✓ I can put tools, books and CLOTHES on the wall.

In the library, you have to be QUIET.

In the cave, you WAKE UP the DRAGON.

Clara gives you DIRECTIONS in the forest.

In the village, you SWITCH ON the lights for Mayor Boots.

It's dark and everyone is asleep. You are leaving. What can you say to Mayor Boots?

HAVE A GOOD NIGHT!

Explorer's Guidebook (the end)

In the library, you give Lilac another PAGE.

Lilac knows which book the page comes FROM.

There is a loud NOISE.

Lilac tells you to run OUTSIDE.

Outside, everything is WHITE.

Someone is damaging the LIBRARY and the books!

Lilac knows who did this! Was it her LAST assistant?

Did you see who it was? Write the letters to find out: **THE PALE ENDERMAN.**

The word associations game

There is more than one answer for some of these cards. It will depend on what the students have done in the gameplay phase.

Watering can – Plant

Token - Vending machine OR Token – Coffee OR Vending machine – Coffee

Lock - Gate

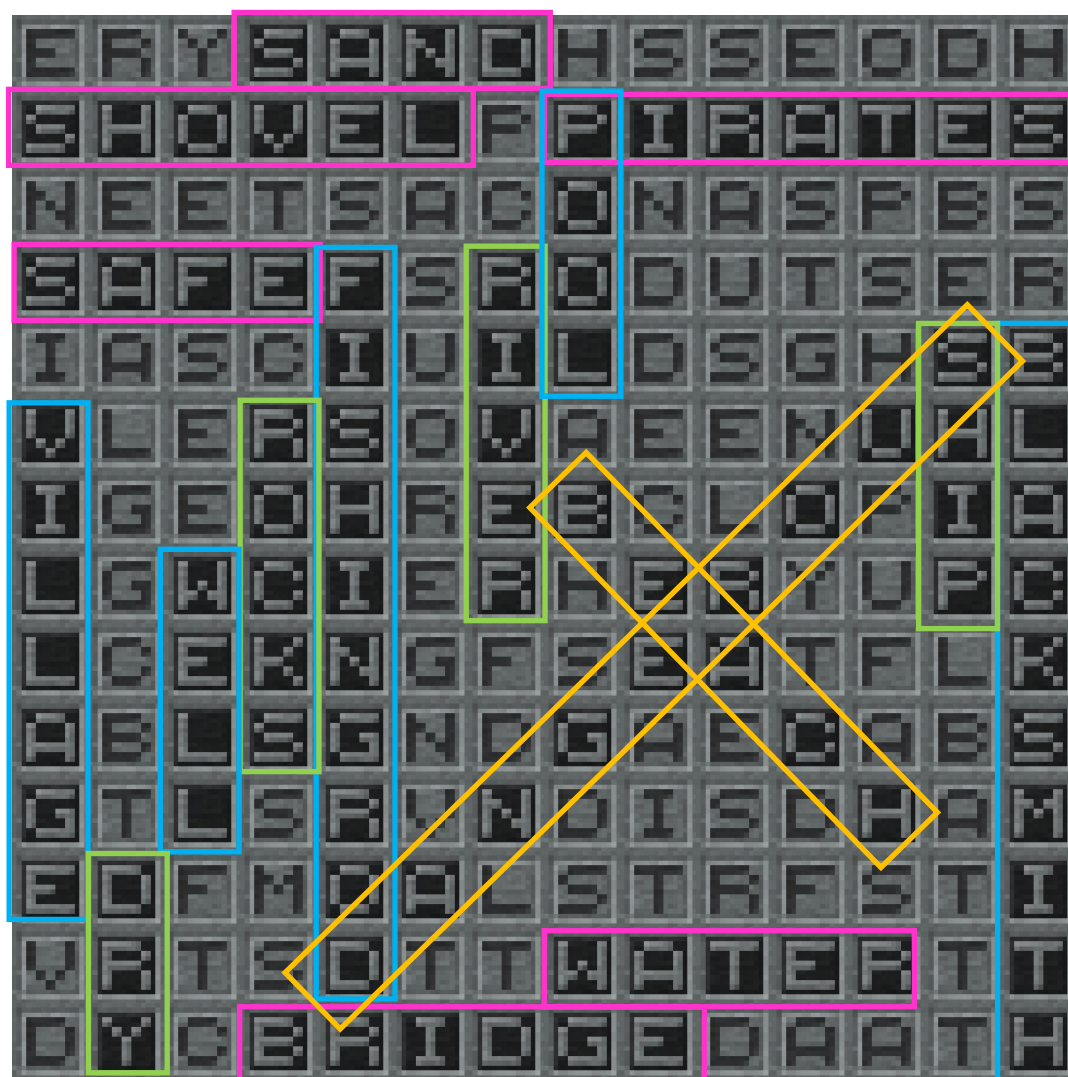
Engineer - Sign

Librarian - Coffee OR Librarian - Library

Library - Book OR Librarian

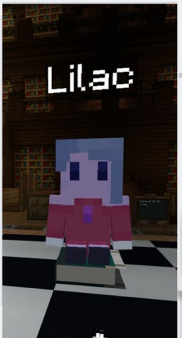
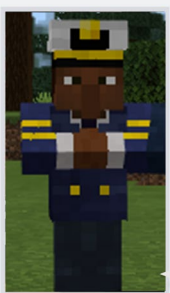
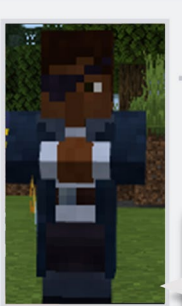

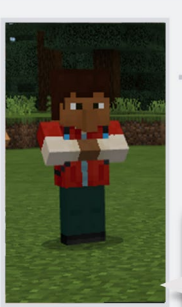

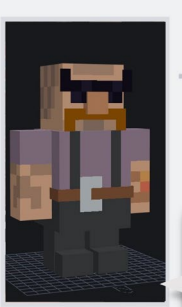

Captain - Ship




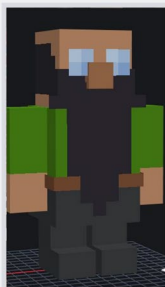

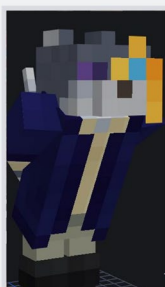



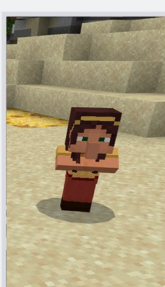
The word search



Who's your favourite...?

These are some of the suggested answers that learners can write on their worksheet. Answers may vary based on the learner's experience in the game and the vocabulary covered in the classroom.

	<p>LILAC</p> <p>Description</p> <p>Appearance: Lilac is short. She's got purple hair. Personality: Lilac is friendly. Clothes: She is wearing a red dress. Place: She is sitting on a book!</p> <p>What did she say?</p> <ul style="list-style-type: none"> There are some big problems in the library. BIG PROBLEMS. 	<p>Job</p> <p>Lilac is a librarian.</p> <p>Hobbies</p> <p>Reading books</p> <p>Likes</p> <p>Coffee</p>		<p>GARY</p> <p>Description</p> <p>Appearance: Gary's got short black hair and dark skin. Personality: Gary is friendly. Clothes: Gary is wearing a captain's uniform and a cap. Place: Gary is standing on a boat.</p> <p>What did he say?</p> <ul style="list-style-type: none"> I'm a captain, I'm not a tour guide. Go and look around! 	<p>Job</p> <p>Gary is a captain</p> <p>Hobbies</p> <p>Sailing</p> <p>Likes</p> <p>Water</p>
	<p>PIRATE GARY</p> <p>Description</p> <p>Appearance: Pirate Gary is a captain. He's got only one eye, and he's got an eye patch. Personality: Pirate Gary is helpful and nice. Clothes: Pirate Gary is wearing a long dark coat. Place: He is on his big pirate ship.</p> <p>What did he say?</p> <ul style="list-style-type: none"> Go dig the sand! And bring me the treasure! Did you see the cross in the sand? You need a shovel to dig. You will never guess my password! 	<p>Job</p> <p>Pirate Gary is a captain of a big pirate ship.</p> <p>Hobbies</p> <p>Sailing</p> <p>Likes</p> <p>Water Looking for treasure</p>		<p>CHARLIE</p> <p>Description</p> <p>Appearance: Charlie is a troll. He's very big and tall. He's got green skin and brown hair. Personality: Charlie is very friendly. Charlie needs help. Clothes: Charlie's wearing an old brown shirt. Place: Charlie is standing next to the bridge.</p> <p>What did he say?</p> <ul style="list-style-type: none"> I'm the guard for the bridge. I keep the people in the village safe! Can you make a new fishing rod for me? 	<p>Job</p> <p>A guard for the bridge. Protecting the people from the village.</p> <p>Hobbies</p> <p>Fishing</p> <p>Likes</p> <p>He wants a new fishing rod. He likes fish. He likes fishing.</p>
	<p>ELLIOTT</p> <p>Description</p> <p>Elliott is from the village. Appearance: Elliott is short and he's got brown hair. Personality: Elliott is friendly and helpful. Clothes: He is wearing a red shirt, dark trousers and a backpack. Place: He is standing next to an empty well.</p> <p>What did he say?</p> <ul style="list-style-type: none"> I know why the well is dry! Can you find the pirate captain? 	<p>Job</p> <p>Student at school</p> <p>Hobbies</p> <p>Exploring</p> <p>Likes</p> <p>Water Climbing</p>		<p>CORA</p> <p>Description</p> <p>Appearance: Cora is beautiful, she's got long brown hair. Personality: Cora is very busy, but helpful and friendly. Clothes: Cora is wearing a green shirt and a blue skirt. Place: She is standing next to a crafting table.</p> <p>What did she say?</p> <ul style="list-style-type: none"> I'm a blacksmith, I'm not a baker! Have you got some sticks and some string? 	<p>Job</p> <p>Cora is a blacksmith.</p> <p>Hobbies</p> <p>Making new things.</p> <p>Likes</p> <p>Crafting.</p>
	<p>STEVE</p> <p>Description</p> <p>Appearance: Steve is short and bald. He's got a brown moustache. Personality: Steve is always sleeping and doesn't like doing any work: he is lazy! Clothes: Steve is wearing a grey shirt and black trousers. Place: He is inside the cave.</p> <p>What did he say?</p> <ul style="list-style-type: none"> Ah! What?! I wasn't sleeping! Thanks for doing all my work. 	<p>Job</p> <p>A miner</p> <p>Hobbies</p> <p>Sleeping Talking on the radio</p> <p>Likes</p> <p>Relaxing Not doing any work</p>		<p>CAROL</p> <p>Description</p> <p>Appearance: Carol's got grey hair and blue eyes. Personality: Carol likes jokes. She is funny. Clothes: Carol's wearing a red sweater and black trousers. Place: She's inside the cave, standing next to a pool.</p> <p>What did she say?</p> <ul style="list-style-type: none"> What is orange and sounds like a parrot? A carrot! Ha ha ha! 	<p>Job</p> <p>A miner Keeping the cave nice</p> <p>Hobbies</p> <p>Watering the plants</p> <p>Likes</p> <p>Telling jokes Laughing</p>

	<h3>TONY</h3> <p>Description</p> <p>Appearance: Tony's got short black hair. Personality: Tony knows a lot. She is clever. Clothes: Tony's wearing an orange top and black boots. Place: She's inside the cave.</p> <p>What did she say?</p> <ul style="list-style-type: none"> You wear a helmet on your head. You wear boots on your feet. 	<p>Job</p> <p>A miner A safety inspector</p> <p>Hobbies</p> <p>Mining Learning new things</p> <p>Likes</p> <p>Teaching things Asking questions</p>		<h3>PETER</h3> <p>Description</p> <p>Appearance: Peter is bald and he's got a big moustache. Personality: Good things happen to Peter. He is very lucky! Clothes: He's wearing a dark blue top and black boots and trousers. Place: He's standing next to a bridge in the cave.</p> <p>What did he say?</p> <ul style="list-style-type: none"> If you're happy and you know it clap your hands! Oh look, I found another token! 	<p>Job</p> <p>A miner</p> <p>Hobbies</p> <p>Singing</p> <p>Likes</p> <p>Exploring Singing Finding things Showing things</p>
	<h3>NATASHA</h3> <p>Description</p> <p>Appearance: Natasha's got long red hair and blue eyes. Personality: She has lots of work to do. She is very busy! Clothes: She's wearing a yellow top and black trousers. Place: She is inside the cave, working.</p> <p>What did she say?</p> <ul style="list-style-type: none"> I'm very busy! What do you want? Go away, I'm very busy! 	<p>Job</p> <p>A miner</p> <p>Hobbies</p> <p>Working</p> <p>Likes</p> <p>Being busy Doing lots of work</p>		<h3>BRUCE</h3> <p>Description</p> <p>Appearance: is bald and has a long black beard. Personality: Bruce is very loud. He is noisy. Clothes: He's wearing a green sweater and black boots. Place: He's inside the mine, working.</p> <p>What did he say?</p> <ul style="list-style-type: none"> Oops! Did I step on your foot? Go back up, you can take the minecart! 	<p>Job</p> <p>A miner</p> <p>Hobbies</p> <p>Building minecart tracks</p> <p>Likes</p> <p>Riding a minecart</p>
	<h3>NICK</h3> <p>Description</p> <p>Appearance: Nick's got short grey hair and blue eyes. Personality: Nick always wants some food. He is always hungry. Clothes: Nick is wearing a blue top and black boots. Place: He is standing next to the food in the cave.</p> <p>What did he say?</p> <ul style="list-style-type: none"> Can you get me some fruit? I don't like sandwiches! Is that a cake in your pocket? 	<p>Job</p> <p>A miner</p> <p>Hobbies</p> <p>Using the vending machine</p> <p>Likes</p> <p>Fruit (pineapple)</p>		<h3>MAYOR BOOTS</h3> <p>Description</p> <p>Appearance: Mayor Boots is a cat, he's grey and white. Personality: He is very friendly and clever. Clothes: He's wearing a long blue coat and black boots. Place: He lives in Snowy Village.</p> <p>What did he say?</p> <ul style="list-style-type: none"> Have you got any light? Take the boat and go across the lake. Bring me back some light! 	<p>Job</p> <p>The Mayor of Snowy Village</p> <p>Hobbies</p> <p>Switching on the lights</p> <p>Likes</p> <p>Villagers Fixing signs</p>
	<h3>SAM</h3> <p>Description</p> <p>Appearance: Sam is tall and he's got short brown hair. Personality: Sam is friendly and happy. Clothes: Sam is wearing a pink uniform. Place: Sam is selling milkshakes on the beach.</p> <p>What did he say?</p> <ul style="list-style-type: none"> Milkshakes! Milkshakes! Do you want to buy a milkshake? Have you got a token? One strawberry milkshake, enjoy! 	<p>Job</p> <p>Selling milkshakes</p> <p>Hobbies</p> <p>Making milkshakes</p> <p>Likes</p> <p>Going to the beach</p>		<h3>BERNIE</h3> <p>Description</p> <p>Appearance: Bernie's got short brown hair and dark eyes. Personality: Bernie is friendly, but he needs help. Clothes: He's wearing a blue shirt and brown shorts. Place: Bernie is on the beach, he is sunbathing.</p> <p>What did he say?</p> <ul style="list-style-type: none"> Help! Can you give me something cold? I can't swim! Ah, much better, thank you! 	<p>Job</p> <p>Bernie is on holiday!</p> <p>Hobbies</p> <p>Sunbathing Bernie can't swim!</p> <p>Likes</p> <p>Cold milkshakes</p>
	<h3>MONICA</h3> <p>Description</p> <p>Appearance: Monica has got long brown hair. Personality: Monica is friendly and helpful. Clothes: She's wearing a uniform – a yellow top and red shorts. Place: Monica is on the beach.</p> <p>What did she say?</p> <ul style="list-style-type: none"> Are you looking for pirate captain? Walk along the beach and go into the cave. No running! 	<p>Job</p> <p>A lifeguard on the beach.</p> <p>Hobbies</p> <p>Swimming Helping people on the beach</p> <p>Likes</p> <p>Monica likes when you are not running!</p>		<h3>LUCY</h3> <p>Description</p> <p>Appearance: Lucy is a small child. She's got long brown hair. Personality: Lucy is happy and friendly. Clothes: She's wearing a yellow top and red trousers. Place: Next to a sand castle on the beach.</p> <p>What did she say?</p> <ul style="list-style-type: none"> Do you want to play with me? I'm digging a pool, it needs water. I found a token in the sand! Take it! 	<p>What is Lucy doing?</p> <p>Lucy is playing in the sand. Lucy is digging a pool.</p> <p>Hobbies</p> <p>Playing in the sand.</p> <p>Likes</p> <p>Building sand castles.</p>

Lilac's letter

Learners can respond to Lilac by writing a letter. You can help them post their letter to Lilac's address – it is a real place in Cambridge, UK, where the letter will be read and maybe even responded to!



Appendix E: Vocabulary bank

Alphabetic vocabulary list

Grammatical key

<i>adj</i>	adjective	<i>excl</i>	exclamation	<i>prep</i>	preposition
<i>adv</i>	adverb	<i>q</i>	question word	<i>pron</i>	pronoun
<i>conj</i>	conjugation	<i>n</i>	noun	<i>v</i>	verb
<i>det</i>	determiner	<i>poss</i>	possessive		



a <i>det</i>	ahhh <i>excl</i>	an <i>det</i>	artist <i>n</i>
a lot <i>adv + pron</i>	ahoy <i>excl</i>	and <i>conj</i>	as <i>adv</i>
a lot of <i>det</i>	all <i>adj + adv + det + pron</i>	another <i>det + pron</i>	ask <i>v</i>
aaagggghhh <i>excl</i>	alone <i>adj</i>	answer <i>n + v</i>	asleep <i>adj</i>
aboard <i>adv</i>	along <i>prep</i>	any <i>det + pron</i>	assistant <i>n</i>
about <i>prep</i>	alphabet <i>n</i>	anyone <i>pron</i>	atom <i>n</i>
across <i>prep</i>	alright <i>excl + adj + adv</i>	anything <i>pron</i>	attractive <i>adj</i>
add <i>v</i>	also <i>adv</i>	anyway <i>adv</i>	awake <i>adj</i>
adventure <i>n</i>	always <i>adv</i>	apple <i>n</i>	away <i>adv</i>
again <i>adv</i>	amazing <i>adj</i>	around <i>prep</i>	awesome <i>adj</i>
ah <i>excl</i>		arr <i>excl</i>	aye <i>adv</i>
ahem <i>excl</i>			



back <i>adj + adv</i>	beginning <i>n</i>	block <i>n</i>	build <i>v</i>
bad <i>adj</i>	behind <i>prep</i>	blue <i>adj</i>	building <i>n</i>
baker <i>n</i>	believe <i>v</i>	boat <i>n</i>	burn <i>v</i>
balcony <i>n</i>	below <i>prep</i>	book <i>n</i>	busy <i>adj</i>
bald <i>adj</i>	Bernie <i>n</i>	boot <i>n</i>	but <i>conj</i>
banana <i>n</i>	best <i>adj + adv</i>	boring <i>adj</i>	buy <i>v</i>
basement <i>n</i>	better <i>adj + adv</i>	boss <i>n</i>	by <i>prep</i>
be <i>v</i>	big <i>adj</i>	break <i>v</i>	by myself <i>adv</i>
beach <i>n</i>	biscuit <i>n</i>	bridge <i>n</i>	bye <i>excl</i>
beard <i>n</i>	bit <i>n</i>	bring <i>v</i>	
beautiful <i>adj</i>	black <i>adj</i>	broken <i>adj</i>	
before <i>adv + conj</i>	blacksmith <i>n</i>	Bruce <i>n</i>	



cake <i>n</i>	castle <i>n</i>	climb <i>v</i>	correctly <i>adv</i>
call <i>v</i>	catch <i>v</i>	coffee <i>n</i>	craft <i>v</i>
can <i>modal v</i>	cave <i>n</i>	coin <i>n</i>	crafter <i>n</i>
cannon <i>n</i>	change <i>v</i>	cold <i>adj</i>	crafting <i>adj</i>
cap'n <i>n</i>	chapter <i>n</i>	come <i>v</i>	credit <i>n</i>
captain <i>n</i>	Charlie <i>n</i>	come on <i>excl</i>	creeper <i>n</i>
careful <i>adj</i>	chest <i>n</i>	complete <i>v</i>	cross <i>v</i>
Carol <i>n</i>	choice <i>n</i>	cookie <i>n</i>	customer <i>n</i>
carrot <i>n</i>	clap <i>v</i>	cool <i>adj</i>	
cash <i>n</i>	clever <i>adj</i>	Cora <i>n</i>	



damage *v*
dangerous *adj*
dark *adj*
day *n*
degree *n*
delicious *adj*

difficult *adj*
dig *v*
direction *n*
do *v*
Doki *n*
don't worry *excl*

door *n*
doughnut *n*
down *adv + prep*
downstairs *adv + n*
dragon *n*

drink *n + v*
dry *adj*
dude *n*
duh *excl*
dwarf *n*



early *adj + adv*
earthquake *n*
easy *adj*
eat *v*
Elliott *n*
else *adv*

empty *adj*
energy *n*
engineer *n*
enjoy *v*
enough *adj + pron*
enter *v*

entrance *n*
Ernie *n*
err *excl*
escape *v*
every *det*
everything *pron*

everywhere *adv*
exciting *adj*
excuse me *excl*
exit *n*
expert *n*



fall *v*
famous *adj*
fantastic *adj*
farmer *n*
fat *adj*
fin *n*
finally *adv*
find *v*

find out *v*
fine *adj*
finish *v*
fire *n*
first *adj + adv*
fish *n*
fishing *n*
fix *v*

floor *n*
fly *v*
follow *v*
follow me *excl*
food *n*
foot *n*
for *prep*
forest *n*

forget *v*
friend *n*
from *prep*
frosty *adj*
fruit *n*
full *adj*
fun *adj + n*
funny *adj*



game *n*
Gary *n*
gate *n*
get *v*
gift *n*
give *v*

glove *n*
go *v*
go away *excl*
gold *adj*
good *adj*
good job *excl*

goodbye *excl*
Gormi *n*
Gorminzhillidon *n*
great *adj*
green *adj*

grey *adj*
ground *n*
guard *n*
guess *v*



H2O *n*
haha *excl*
hair *n*
hand *n*
happy *adj*
har *excl*
hard *adj + adv*
have *v*
he *pron*
head *n*

hear *v*
heh *excl*
hello *excl*
helmet *n*
help *v*
helper *n*
her *pron*
here *adv*
here you go *excl*
hero *n*

hey *excl*
hi *excl*
high *adj*
him *pron*
his *poss adj + pron*
hmm *excl*
hole *n*
homework *n*
hot *adj*
how *adv*

huge *adj*
huh *excl*
hungry *adj*
hurray *excl*
hurry *v*
hurry up! *excl*
hydrogen *n*



I *pron*
ice cream *n*
if *conj*
important *adj*

impossible *adj*
in *prep of place + time*
insert *v*

inside *adv + n + prep*
interesting *adj*
into *prep*

iron *n*
is *v*
island *n*
it *pron*



job *n*

joke *n*

juice *n*

just *adv*



keep *v*
know *v*

kid *n*

kind *n*

knock *v*



ladder *n*
lake *n*
land *v*
last *adj + adv*
lava *n*
lazy *adj*
leave *v*
left *adj + n*
lemonade *n*

let *v*
let's go *excl*
letter *n*
librarian *n*
library *n*
lift *n*
light *n*
like *prep + v*
Lilac *n*

lock *n*
lonely *adj*
long *adj*
look *v*
look at *v*
look for *v*
lost *adj*
lots *adv + pron*
lots of *det*

loud *adj*
love *v*
lovely *adj*
luck *n*
lucky *adj*
Lucy *n*



machine *n*
magic *n*
make *v*
make sure *v*
Malika *n*
master *n*
matey *n*
maybe *adv*
mayor *n*
me *pron*

me too *excl*
meet *v*
meh *excl*
milk *n*
milkshake *n*
Milo *n*
min *n (abbr.)*
mind *n*
mine *n*
minecart *n*

miner *n*
missing *adj*
mmm *excl*
molecule *n*
Monica *n*
more *adv + det + pron*
morning *n*
most *adv + det + pron*

mountain *n*
moustache *n*
mouth *n*
much *adv + det + pron*
mushroom *n*
must *modal v*
my *poss adj*
myself *pron*



name *n*
Natasha *n*
navigator *n*
near *adv + prep*
need *v*
never *adv*

new *adj*
next to *prep*
nice *adj*
Nick *n*
no *adv + det*
no problem *excl*

no worries *excl*
nobody *pron*
noise *n*
noisy *adj*
nope *adv*
normal *adj*

not *adv*
nothing *pron*
now *adv*



Oba *n*
of *prep*
of course *excl*
off *adv + prep*
oh *excl*
oh no! *excl*
ohh *excl*
ok *excl*

okay *excl*
old *adj*
on *adv + prep of time*
on it *excl*
on my way *excl*
one *det + pron*
only *adv*

onto *prep*
oops *excl*
open *adj + v*
or *conj*
orange *adj*
other *det + pron*
ouch *excl*
our *poss adj*

out *adv*
outside *adv + n + prep*
over *adv + prep*
oxygen *n*



page *n*
parrot *n*
part *n*
pass *v*
password *n*
past *prep*
people *n*
perfect *adj*
Peter *n*

phew *excl*
pick *v*
pick up *v*
pickaxe *n*
picture *n*
piece *n*
pineapple *n*
pirate *n*
pizza *n*

place *n*
plant *n*
play *v*
please *excl*
pocket *n*
pool *n*
possible *adj*
private *adj*
problem *n*

protect *v*
psst *excl*
purple *adj*
purr *v*
push *v*
put *v*
puzzle *n*



question *n*

quick *adj*

quickly *adv*

quiet *adj*



radio *n*
read *v*
reader *n*
ready *adj*
really *adv*

recipe *n*
red *adj*
remember *v*
return *v*
reward *n*

ride *v*
right *n*
river *n*
rock *n*
rod *n*

room *n*
rude *adj*
run *v*



sad *adj*
safe *adj*
sail *v*
sailor *n*
Sam *n*
sand *n*
sandwich *n*
sandy *adj*
save *v*
say *v*
scare *v*
sea *n*
sec *n (abbr.)*
second *n*

secret *n*
see *v*
see you *excl*
select *v*
sell *v*
service *n*
shame *n*
she *pron*
shed *n*
sheep *n*
shh *excl*
ship *n*
shirt *n*
shop *n*

short *adj*
shout *v*
shovel *n*
show *v*
side *n*
sign *n*
skin *n*
sleep *v*
small *adj*
smell *v*
snow *n*
snowy *adj*
so *adv*
soft *adj*

solve *v*
some *det*
someone *pron*
something *pron*
song *n*
soon *adv*
sorry *adj + excl*
sound *v*
speak *v*
special *adj*
spider *n*
stair(s) *n*
start *v*
stay *v*

steal *v*
step *v*
Steve *n*
stick *n*
stomp *v*
stop *v*



table *n*
take *v*
take care *excl*
talk *v*
taster *n*
tell *v*
terrible *adj*
test *v*
than *conj + prep*
thank you *excl*
thanks *excl*



ugh *excl*
uhh *excl*
um *excl*



vending machine
n



wait *v*
wake up *v*
walk *v*
wall *n*
want *v*
water *n + v*
waterfall *n*
way *n*
we *pron*
wear *v*



yar *adv*

story *n*
straight *adj*
straight on *adv*
strawberry *n*
string *n*
stupid *adj*

that *det + pron*
the *det*
them *pron*
then *adv*
there *adv*
these *det + pron*
they *pron*
thing *n*
think *v*
third *adj + adv*
thirsty *adj*

under *prep*
understand *v*
university *n*

very *adv*
village *n*

welcome *excl*
well *n + excl + adj + adv*
well done *excl*
wet *adj*
what *q*
whatever *pron*
whew *excl*
when *adv + conj + q*

yay *excl*

sun *n*
sun cream *n*
sunny *adj*
sure *adj + excl*
sweater *n*
sweet *adj*

this *det + pron*
time *n*
tired *adj*
to *prep*
today *adv + n*
token *n*
Tony *n*
too *adv*
tool *n*
tooth *n*
top *adv + n*

until *prep*
up *adv + prep*
upstairs *adv + n*

villager *n*
vine *n*

where *q*
which *q*
white *adj*
who *q*
whole *adj*
why *q*
will *modal v*
with *prep*
wonderful *adj*
woohoo *excl*

yeah *adv*

swim *v*
switch off *v*
switch on *v*

torch *n*
tour guide *n*
trainer *n*
travel *v*
treasure *n*
tree *n*
troll *n*
trophy *n*
try *v*
turn on *v*

us *pron*
use *v*
usually *adv*

volcano *n*

word *n*
work *v*
world *n*
worry *v*
would *modal v*
wow *excl*
wrong *adj*

yellow *adj*

yep *adv*
yes *adv*
yet *adv*

yo ho ho *excl*
you *pron*
your *poss adj*

you're welcome
excl
yuck *excl*

yummy *excl*



zzz *excl*

Letters and numbers

Letters of the alphabet and numbers 1-10, and a hundred.

Thematic vocabulary list



Buildings and The Home

balcony *n*
basement *n*
bridge *n*
building *n*
castle *n*
door *n*

downstairs *adv + n*
entrance *n*
exit *n*
floor *n*
gate *n*

ladder *n*
library *n*
lift *n*
lock *n*
room *n*
shed *n*

stair(s) *n*
table *n*
university *n*
upstairs *adv + n*
village *n*
wall *n*



Clothes

boot *n*
glove *n*

helmet *n*
pocket *n*

shirt *n*
sweater *n*

top *adv + n*
wear *v*



Colours

black *adj*
blue *adj*
gold *adj*

green *adj*
grey *adj*
lilac *adj*

orange *adj*
purple *adj*
red *adj*

white *adj*
yellow *adj*



Directions

behind *prep*
below *prep*
direction *n*
downstairs *adv + n*

in *prep of place + time*
left *adj + n*
outside *adv + n + prep*

place *n*
right *n*
straight *adj*
straight on *adv*
there *adv*

under *prep*
upstairs *adv + n*
way *n*



Food and Drink



apple *n*
banana *n*
biscuit *n*
cake *n*
carrot *n*
coffee *n*
cookie *n*

doughnut *n*
drink *n + v*
eat *v*
fish *n*
food *n*
fruit *n*
hungry *adj*

ice cream *n*
juice *n*
lemonade *n*
milk *n*
milkshake *n*
mushroom *n*
pineapple *n*

pizza *n*
sandwich *n*
strawberry *n*
thirsty *adj*
water *n*
vending machine *n*



Letters and numbers

Letters of the alphabet and numbers 1-10, and a hundred.



Minecraft Words

block *n*
chest *n*
craft *v*
crafter *n*
crafting *adj*
creeper *n*

dragon *n*
helmet *n*
iron *n*
ladder *n*
lava *n*
mine *n*

minecart *n*
miner *n*
pickaxe *n*
recipe *n*
shovel *n*
stick *n*

string *n*
tool *n*
torch *n*
trophy *n*



Names

Bernie *n*
Bruce *n*
Carol *n*
Charlie *n*
Cora *n*
Doki *n*

Elliott *n*
Ernie *n*
Gary *n*
Gormi *n*
Gorminzhillidon *n*

Lilac *n*
Lucy *n*
Malika *n*
Milo *n*
Monica *n*
Natasha *n*

Nick *n*
Oba *n*
Peter *n*
Sam *n*
Steve *n*
Tony *n*



Pirate Words

aboard *adv*
ahoy *excl*
arr *excl*

aye *adv*
cannon *n*
cap'n *n*

har *excl*
matey *n*
pirate *n*

treasure *n*
yar *adv*
yo ho ho *excl*



School

alphabet *n*
answer *n + v*
book *n*

chapter *n*
degree *n*
homework *n*

letter *n*
page *n*
question *n*

story *n*
word *n*



Shopping



buy *v*
cash *n*
coin *n*

credit *n*
customer *n*
gift *n*

shop *n*
vending machine *n*



Sport and Leisure

boat *n*
climb *v*
fishing *n*

fun *adj + n*
game *n*
pool *n*

puzzle *n*
reward *n*
rod *n*

song *n*



Technology

password *n*

radio *n*



The Body and The Face

bald *adj*
beard *n*
foot *n*

hair *n*
hand *n*
head *n*

moustache *n*
mouth *n*
skin *n*

tooth *n*



The World Around Us

atom *n*
beach *n*
cave *n*
earthquake *n*
energy *n*
fin *n*
fire *n*

fish *n*
forest *n*
ground *n*
H2O *n*
hydrogen *n*
island *n*
lake *n*

lava *n*
light *n*
molecule *n*
mountain *n*
mushroom *n*
oxygen *n*
parrot *n*

plant *n*
river *n*
rock *n*
sand *n*
sea *n*
sheep *n*
snow *n*

spider *n*
sun *n*



before *adv + conj*
day *n*
early *adj + adv*



artist *n*
assistant *n*
baker *n*
blacksmith *n*
boss *n*
captain *n*

tree *n*
vine *n*

every *det*
min *n (abbr.)*
morning *n*

customer *n*
engineer *n*
expert *n*
farmer *n*
guard *n*
job *n*

volcano *n*
water *n + v*

Time

sec *n (abbr.)*
second *n*
then *adv*

Work

librarian *n*
mayor *n*
miner *n*
navigator *n*
pirate *n*
sailor *n*

waterfall *n*
world *n*

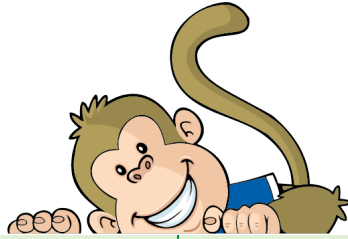
time *n*
today *adv + n*

tour guide *n*
trainer *n*
work *v*

Appendix F: Grammar bank

Grammar and structures

Pre-A1 Starters



	Examples
Nouns Singular and plural including irregular plural forms, countable and uncountable, and names.	Do you want to buy a milkshake ? The lights are on now. They are adventure stories . The plant needs water . Lucy is lonely.
Adjectives Including possessive adjectives	He's really loud ! Can you see her ?
Determiners	It's a page. There was an earthquake. Find the purple torch. Hungry wants some food. We have to climb up these vines.
Pronouns Including demonstrative, personal, and possessive interrogative pronouns and 'one'.	This is important. Can you hear me ? Which chapter do you want to read? You can get one from the shovel shed.
Verbs Positive, negative, question, imperative and short-answer forms, including contractions	
Present simple	The library is this way. I don't know. Go left! Is it dark yet? Yes, it is .
Present continuous (not with future reference)	What are you waiting for? Someone, or something, is stealing the pages!
Can for ability	I can fly.
Can for requests/permission	Can you make a new fishing rod for me?
Have (got) for possession	Have you got a token? I haven't got any hair.
Adverbs	I understand now . I know why you're here . Maybe you'll need some other letters too .
Conjunctions	Go and look around.
Prepositions of place and time	Look next to the food! There are some big problems in the library.
Question words	Who are you? Where is the water?

Impersonal you	You wear gloves on your hands.
ing forms as nouns (gerunds)	No running !
Let's	Let's go!
There is/There are	There's a machine near the gift shop. There isn't any sun cream! There are three ways.
Would like + noun or verb	I'd like some fruit , please.
Here you go	Here you go . Take this pickaxe.
Me too	I'm thirsty! Me too!

Structures not included from Pre-A1 list: Like + verb+ing; Happy Birthday; Here you are; so do I; story about + ing; What (a/an) +adj + n – what a good dog; what a beautiful fish; what now?

A1 Movers

	Examples
Indirect objects	Take this back to the village .
Comparative and superlative adjectives	And you're shorter too!
Verbs Positive, negative, question, imperative and short-answer forms, including contractions	
Past simple regular and irregular forms	You went the wrong way! I asked for something hot! Did you find all the letters? Sorry! I didn't see you there!
Verb + infinitive	It's my job to protect the nice people from the village. Did he know what to do ?
Verb + ing	Find a pickaxe and start working !
Infinitive of purpose	Fish use fins to swim .
Have (got) to / had to	You have to guess my password .
Adverbs	Never tell anyone your password. Quickly now... He knows a lot about water.
Question words	Why are you in my library?
I think/know ...	I think you are ready for an adventure!

Structures not included from A1 Movers list: Must for obligation; Want/ask someone to do something; Shall for offers; Could (past form of can); Comparative and superlative adverbs;

conjunctions: because; Prepositions of time: after, on; Question words: when; Relative clauses (who, which, where); What is/was the weather like?; What's the matter?; How/What about + noun or ing; When clauses (not with future meaning); Go for a + noun; Be called + noun; Be good at + noun

A2 Flyers

	Examples
Verbs Positive, negative, question, imperative and short-answer forms, including contractions	
Past continuous (for interrupted actions and background setting)	I wasn't sleeping!
Be going to	What are we going to do ?!
Will	The fish will love it! I won't let you past!
Must	The people from the village must not leave the village.
Adverbs	The pineapple milkshake isn't ready yet .
If clauses (in zero conditionals)	If you take my pickaxe, I can't work.
Where clauses	Nobody knows where it is ...

Structures not included from A2 list: Present perfect; might; may; shall for suggestions; could; should; Tag questions; conjunctions: so; Before/after clauses (not with future reference); Be/look/sound/feel/taste/smell like; Make somebody/something + adj; what time...?; What else/next?; See you soon/later/tomorrow etc.; be made of





Cambridge Assessment
English

We hope you enjoy English Adventures with Cambridge.

Please visit <https://www.cambridgeenglish.org/learning-english/games-social/english-adventures/feedback/>

to let us know about your experience.