

| Level 2                 |   |
|-------------------------|---|
| <b>Suitable for:</b>    | young learners who have completed up to 100 hours of study in English   |
| <b>Type of English:</b> | American  |
| <b>Headwords:</b>       | 400   |
| <b>Key words:</b>       | 10 (see pages 2 and 7 of these Teacher's Notes)   |
| <b>Key grammar:</b>     | present continuous, positive imperatives, <i>There is ...</i> , <i>can</i> for ability, simple conjunctions ( <i>but</i> ), simple adjectives and adverbs, intensifier ( <i>very</i> ), possessive 's |

### Summary of the story

Pirate Patch is a young pirate. He is the lookout on a pirate ship called *The Jolly Roger*. The captain of the ship is Captain Blackbeard and he makes Pirate Patch and all the other young crew work very hard and he doesn't give them enough food to eat.

Every day Pirate Patch looks out for treasure for the captain, but he never sees any. Then one day Pirate Patch sees a large, glass bottle in the ocean. Inside it is a treasure map. Pirate Patch and his pirate friends escape from *The Jolly Roger* and follow the map to a tropical island.

Captain Blackbeard follows the young pirates, but he is attacked by sharks before reaching the island. Pirate Patch and his pirate friends use the map to find lots of treasure. They are happy on the island – there is plenty of food to eat and now they are also very rich.

### Background information

*Pirate Patch and the Treasure Map* was written by Helen Parker, an ESL publishing consultant and writer. The story was inspired by her young son's fascination with pirates.

Pirates have been a popular subject in children's fiction for several centuries. One of the most

famous children's classics about pirates is *Treasure Island* by Robert Louis Stevenson, which was first published in 1881. Pirates led by Captain Hook also featured in J. M. Barrie's famous novel, *Peter Pan*.

Recent movies such as the *Pirates of the Caribbean* series have demonstrated the continuing popularity of pirate stories.

### Did you know ... ?

There was a real pirate called Blackbeard, who attacked ships off the south coast of the United States.

*The Jolly Roger* is the name given to a pirate flag. Usually this depicts a white skull and crossbones on a black background.

## The characters

**Captain Blackbeard** is the captain of the pirate ship, *The Jolly Roger*. He is a very bad man.

**Pirate Patch** is a young pirate on *The Jolly Roger*. Every day he looks, but he can't find any treasure.

**The young pirates** work for Captain Blackbeard on *The Jolly Roger*. They work very hard.

**Polly Parrot** is Pirate Patch's pet. She is a bird and she can talk.

## Topics and themes

**Pirates** What do the students already know about pirates? What do pirates wear? What do they say? What do they do? How do they travel? What are their ships like? What pirate stories and movies do they know? Which one is their favorite? Why? (See also Activity 6 on page 5 of these Teacher's Notes.)

**Friendship and loyalty** Pirate Patch is loyal to his pirate friends on board *The Jolly Roger* and they are loyal to him. They help and support each other in times of danger and share in the rewards at the end of the story. Discuss with the students the importance of having good friends and being a good friend. What are the qualities of a true friend?

**Treasure pirates** are always looking for treasure. Explain to the students what treasure is – objects made from precious metals (gold, silver) and precious stones (coins, jewelry). The students could use this topic as the inspiration for art projects, writing poetry or research to find out more about where precious metals and stones come from. (See also Activities 1 and 5 on pages 3–5 of these Teacher's Notes.)

**Geography** Many real pirates from history were based in the Caribbean. The students could discover more about the geography of the islands in this region. They could also create treasure maps, learn the points of the compass, map coordinates and how to give directions. (See also Activities 1, 3 and 5 on pages 3–5 of these Teacher's Notes.)

**Healthy eating** In the story, Captain Blackbeard does not give the young pirates enough to eat. Why is this bad? Why do the young pirates particularly need to have lots of healthy food? Ask the students what foods are healthy? What foods are unhealthy? (See also Activity 4 on page 4 of these Teacher's Notes.)

## Key words

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

|                    |                      |
|--------------------|----------------------|
| bite (v)           | shark (n)            |
| island (n)         | ship (n)             |
| map (n)            | step (n)             |
| pirate (adj) / (n) | treasure (adj) / (n) |
| rich (adj)         | Good job! (idiom)    |

**Pets** Polly Parrot is Pirate Patch's faithful pet. What is special about a parrot? (*colorful, can fly, can talk*) Is a parrot a good pet for a pirate? Why? / Why not? What pets do the students have? What is their favorite pet? Why do they like it? What is special about it? How do they look after it?

**Sharks** Captain Blackbeard is attacked by sharks in the story. What do students know about sharks? Where do they live? What do they eat? What is special about their teeth? The students could find out more about sharks and put together their findings in a poster or mini-book.

**Opposites** The story provides a good starting point for talking about opposites. For example, at the beginning of the story the pirates are poor, sad and hungry. At the end of the story, they are rich, happy and full. What other opposites (adjectives, nouns or adverbs) can the students think of? Some examples might be: *day / night, bad / good, big / small, hot / cold*.

## Notes on the photocopiable activities

**Page 7:** The students could paste the list of Key words into a notebook. Ask them to learn this vocabulary as homework and then test them on it.

**Pages 9–10:** While-Reading activities, **Activity 3:** Alternatively, the students could cut out the sentences and stick them under the pictures.

**Activity 4:** Ask the students to correct the three wrong sentences: 2 *Pirate Patch and his friends have fish and bananas on the island.* 4 *Pirate Patch goes ten steps right.* 5 *They find treasure under a tree.*

**Page 13:** After-Reading activities, **Activity 3:** The students could stick the pictures in the correct order in their notebooks and write sentences below them to retell the story.

## Class Activities (After Reading)

Here are some activities to do with your class after reading *Pirate Patch and the Treasure Map*.

### 1. Make a treasure map game

**Materials:** one sheet of blank paper / card per student, dipped in cold tea and dried out, or with the edges burned to look like an old-fashioned treasure map; fine black markers; colored pens / paints

- Before the session, prepare the paper / card for each student to look like old-fashioned paper / card perfect for using as a treasure map.
- Talk about pirates' treasure maps with the students. What is a treasure map for? Why do pirates always want to find treasure? Where does Pirate Patch find a treasure map in the story?
- Hand out the materials. Explain to the students that they are going to make a treasure map like the one in the story.
- The students draw a grid on their piece of paper / card and mark the letters A, B, C, etc. along the top and the numbers 1, 2, 3, etc. down the left side. Draw an example of the grid on the board if necessary for the students to copy.
- The students then draw the outline of an island on the grid and draw and color features on their island, such as trees, mountains, rocks, a lake, a river, a town, a village, etc. Teach the students the words for these features so they can label them on their map. They could even invent names for these features, like *Pirate Town*, *Red Rock*, *Shark River*, *Treasure Mountain*, etc.
- Go around the class and monitor the students' work, helping out where necessary.
- When the students have finished their maps, they can decide where their treasure will be hidden and draw a cross to mark the place on the map.
- Divide the class into pairs. The students are going to ask and answer to find out where their

partner's treasure is hidden. Teach the language that they will need to play the game: *Is your treasure in square (B3)? Yes, it is. / No, it isn't.* The students take turns to ask and answer, without looking at each others' maps. The winner is the first student to guess correctly where their partner has hidden the treasure.

- After playing the game, display the maps on the classroom wall.

### 2. Play *The Captain is coming!* game

- This is a game activity that needs space. It can be played in the classroom, if large enough, or in the school yard or gymnasium.
- Explain the meaning of the following commands to the students and demonstrate the actions:

|                                      |   |
|--------------------------------------|---|
| <i>Port!</i>                         | Run to the left side of the playing area.                 |
| <i>Starboard!</i>                    | Run to the right side of the playing area.                |
| <i>The Captain is coming!</i>        | Stand still and salute the Captain.                       |
| <i>Climb the rigging / the mast!</i> | Pretend to climb up an imaginary mast or rigging.         |
| <i>I want treasure!</i>              | Look anxiously through an imaginary telescope out to sea. |
| <i>Sharks!</i>                       | Start swimming furiously to one side of the playing area. |

- Clear a large space in the classroom or take the students to the yard or gymnasium.
- Tell the students to imagine that you are all on *The Jolly Roger*. You are Captain Blackbeard and they are the young pirates. They have to respond immediately to your commands on the ship.
- Shout out the commands for the students to perform. Anyone who doesn't perform the actions correctly has to sit the rest of the game out.

- Continue until you have called out each command several times. Then play a new game, selecting a student to carry on as the Captain.

### 3. Battleships

**Materials:** a grid of 10 squares x 10 squares with the letters A–J across the top and the numbers 1–10 down the left side (photocopy one per student); colored pens / pencils

- Divide the class into pairs. Hand out a copy of the grid to each student.
- Explain to the students that they are going to play a game of *Battleships*. Each student should mark six pirate ships on their grid. When they have chosen the squares for each of their six pirate ships, the students color them in, without letting their partner see which squares they have chosen.
- To play the game, the students take turns to guess where their partner's pirate ships are by saying a coordinate (*Is your pirate ship in square F10?*). If the student is correct, the other student says *Hit!* and checks the ship on the grid. He or she then has another turn. If he or she is incorrect, the other student says *Miss!* and draws a cross in the relevant square, and then it is his or her turn to guess.
- The winner is the first one to find all six of his partner's pirate ships.

### 4. Design a healthy eating plate

**Materials:** one white paper plate per student; sheets of blank paper; pictures of food from the internet / magazines (optional); colored pens / pencils; safety scissors; glue

- Talk with the students about healthy eating. In the story, Pirate Patch and his friends did not have enough to eat. When they arrived on the island there was a lot of healthy food, such as fish and bananas. What other foods are healthy? What makes a healthy / balanced meal?
- Hand out the materials and explain that the

students are going to design a plate to represent a healthy meal. Brainstorm foods that would make a balanced lunch or evening meal, and make a list of them on the board (e.g. *tomatoes, meat, fish, bananas, apples, cheese, potatoes, green beans, etc.*).

- The students decide what healthy food they are going to include in their meal and then they draw, color, and cut out their food items, and then glue them onto the plate. If you have pictures of food from magazines or the internet, these could also be used to design the plate of healthy food.
- Go around the class and monitor the students' work, helping out where necessary.
- The students then present their plates to the rest of the class, explaining in English what healthy food they have on their plates to represent a balanced meal.
- Display the completed plates on the classroom wall.

### 5. Treasure hunt

**Materials:** a blindfold (e.g. a scarf) to tie round the students' eyes; something to represent treasure (e.g. a box covered in gold foil to represent a gold bar)

- This is an activity that needs space. It can be carried out in the classroom, if large enough, or in the school yard or gymnasium.
- Talk to the students about how Pirate Patch and his pirate friends found the treasure in the story. They gave instructions, e.g. *Ten steps right ... five steps left.*
- Clear a large space in the classroom or take the students to the yard or gymnasium.
- Blindfold a student, then place the treasure somewhere within the space.
- Put the blindfolded student to stand at a distance from the treasure. Then call out instructions so that he or she walks toward it.

When the student finds the treasure, call out  
*Good job, pirate (name of the student)!*

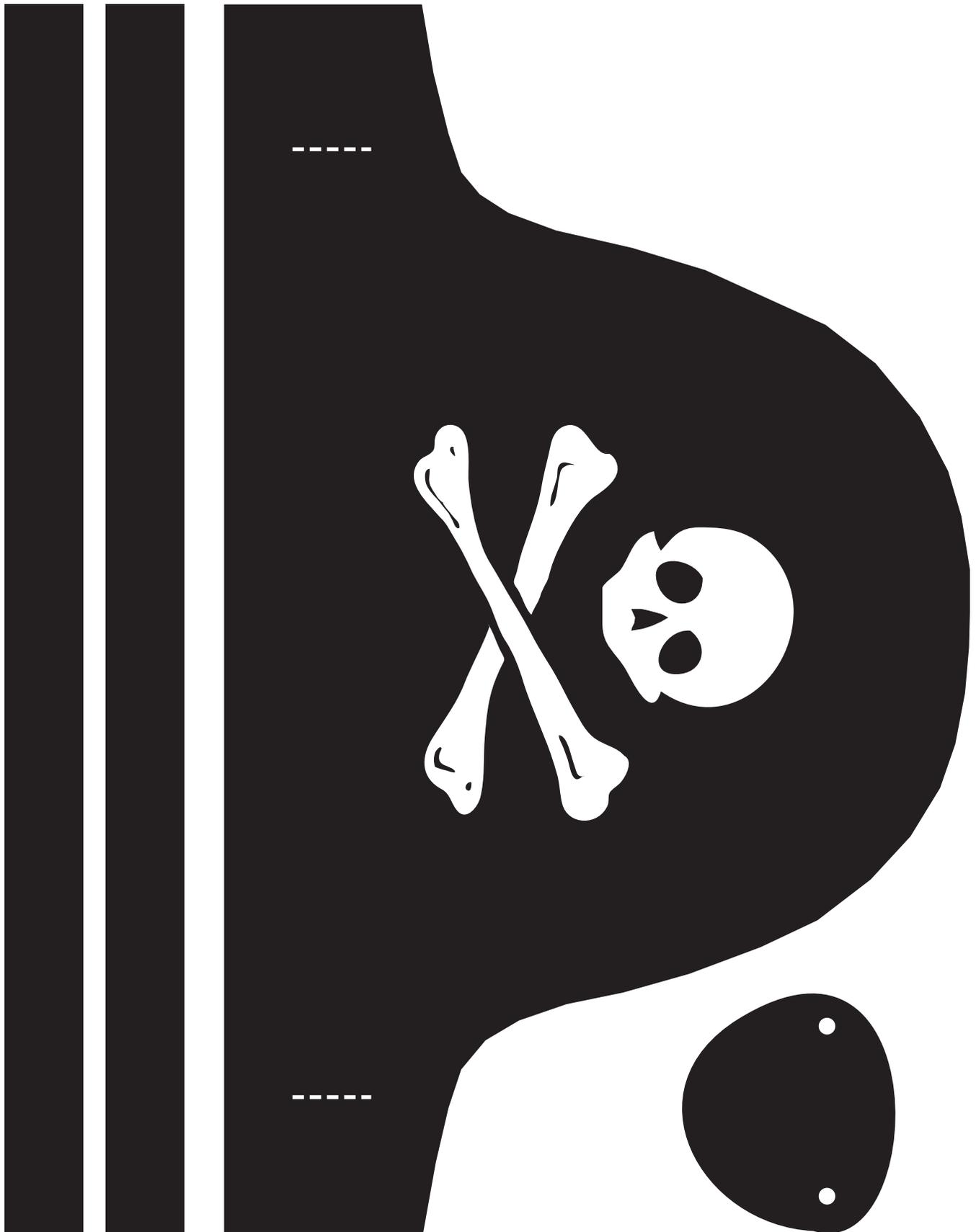
- Repeat with other students, placing the treasure in a different place each time. Select students to call out the instructions, too.

## 6. Make a pirate hat and eye patch / Act out a scene

**Materials:** pirate hat and patch template (one copy per student, see page 6); safety scissors; glue or tape; thin elastic

- If possible, before the session, make the pirate hat and eye patch to show the students, following the instructions below.
- Hand out the materials to the students. Explain that they are going to make a pirate hat and an eye patch.
- Ask the students to cut out the pirate hat and eye patch on the template. For the hat, they cut slits on each side along the dashed lines, and then attach one long black strip to each side of the hat on the inside by threading the strips through. The strips should be glued or taped into place on each side of the hat, and also glued or taped together at the back to fit each student's head.
- For the eye patch, a small hole should be made on either side where the white circles are, and the elastic threaded through and tied at the back to fit each student's head.
- Go around the class and monitor the students' work, helping out where necessary.
- When the hats and eye patches are finished, the students can wear them and pretend to be pirates.
- Teach the students some typical pirate phrases in English, such as *Aaarrgh! Shiver me timbers! Aye, aye, Captain!*
- Divide the class into small groups for the students to act out a scene of their choice from the story. They can rehearse their scene and

practice their lines, then perform the scene for the rest of the class.



PHOTOCOPIABLE

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PIRATE PATCH AND THE TREASURE MAP LEVEL 2

**Key words****bite** ..... But then a shark bites Captain Blackbeard's boat. (p. 11)**island**..... In the morning, they find the island. (p. 8)**map** ..... Pirate Patch and Polly Parrot look at the map. (p. 5)**pirate** ..... The young pirates work all day and all night. (p. 2)**rich** ..... Now they are happy ... and RICH! (p. 14)**shark** ..... Suddenly, a shark is next to the boat! (p. 9)**ship** ..... This is a pirate ship – *The Jolly Roger*. (p. 1)**step** ..... Ten steps right ... And five steps left! (p. 13)**treasure** ..... Every day he looks, but he cannot find any treasure. (p. 3)**Good job!** ..... Good job, Pirate Patch! (p. 14)**bite** ..... But then a shark bites Captain Blackbeard's boat. (p. 11)**island**..... In the morning, they find the island. (p. 8)**map** ..... Pirate Patch and Polly Parrot look at the map. (p. 5)**pirate** ..... The young pirates work all day and all night. (p. 2)**rich** ..... Now they are happy ... and RICH! (p. 14)**shark** ..... Suddenly, a shark is next to the boat! (p. 9)**ship** ..... This is a pirate ship – *The Jolly Roger*. (p. 1)**step** ..... Ten steps right ... And five steps left! (p. 13)**treasure** ..... Every day he looks, but he cannot find any treasure. (p. 3)**Good job!** ..... Good job, Pirate Patch! (p. 14)

**While-Reading activities****Activity 1 (pages 1–4)****Match. Draw lines.**

- |                                 |   |
|---------------------------------|---|
| 1 <i>The Jolly Roger</i> is     | <b>a</b> a bottle in the ocean.           |
| 2 Captain Blackbeard is         | <b>b</b> but he cannot find any treasure. |
| 3 The young pirates             | <b>c</b> a pirate ship.                   |
| 4 Pirate Patch looks every day, | <b>d</b> in the bottle.                   |
| 5 One day, Pirate Patch sees    | <b>e</b> work all day and all night.      |
| 6 There is a map                | <b>f</b> a very bad man.                  |

**Activity 2 (pages 5–8)****Circle the words.**

- Pirate Patch and **Polly Parrot** / **Captain Blackbeard** look at **a treasure map** / **an island**.
- That night, Pirate Patch finds **a bottle** / **his friends**. They are **working** / **sleeping**.
- The young pirates take a **big** / **small** boat. They look **carefully** / **quickly** at the treasure map.
- In the morning, there are **sharks** / **young pirates** circling the **treasure** / **island**.
- The young pirates are **happy** / **scared**. They shout, **“Help!”** / **“What?”**

### Activity 3 (pages 9–11)

Write the sentences under the pictures.

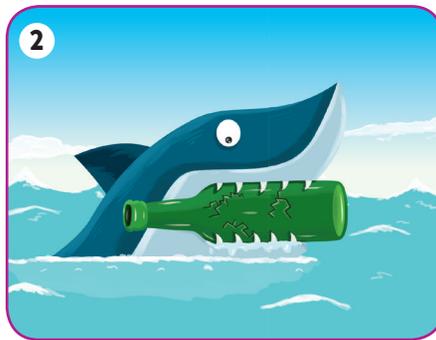
- a Captain Blackbeard cannot swim. Goodbye, Captain!
- b Pirate Patch throws the bottle in the shark's mouth.
- c A shark bites Captain Blackbeard's boat.
- d Captain Blackbeard is following the young pirates.
- e A shark is next to the boat!



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### Activity 4 (pages 12–14)

Answer the questions. Write *Yes* or *No*.

- 1 Is the island is beautiful? \_\_\_\_\_
- 2 Are Pirate Patch and his friends hungry on the island? \_\_\_\_\_
- 3 Do Pirate Patch and his friends read a treasure map? \_\_\_\_\_
- 4 Does Pirate Patch go ten steps left and five steps right? \_\_\_\_\_
- 5 Do the young pirates find the treasure in a bottle? \_\_\_\_\_
- 6 Are the young pirates happy and rich on the island? \_\_\_\_\_



## After-Reading activities

### Activity 1

Circle the words.

bite map pirate rich shark ship treasure

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| b | i | t | m | i | s | s | h |
| p | i | r | a | t | e | h | a |
| s | h | i | p | s | m | a | b |
| t | r | c | m | a | r | r | i |
| e | a | h | i | t | r | k | t |
| t | r | e | a | s | u | r | e |



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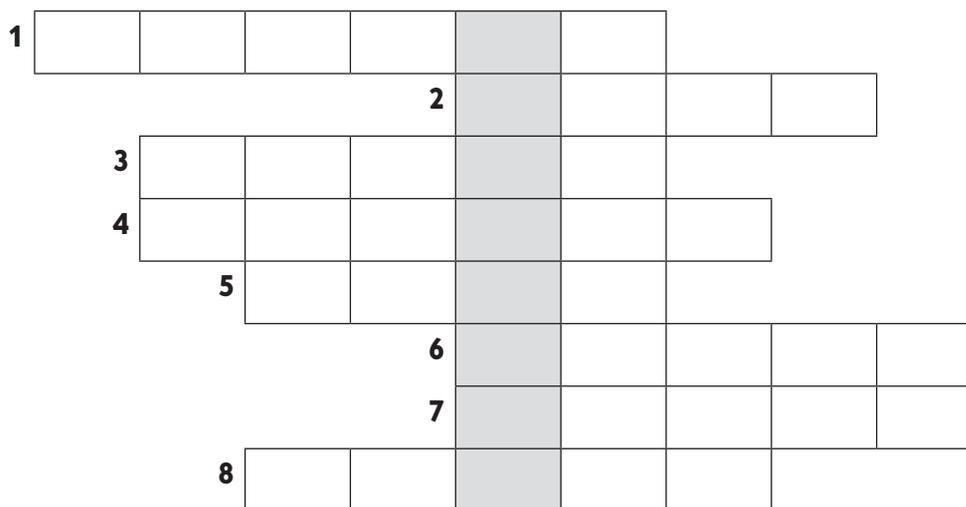
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PIRATE PATCH AND THE TREASURE MAP LEVEL 2

## Activity 2

Write the answers in the squares. What is the secret word?

- 1 *The Jolly Roger* is a \_\_\_\_\_ ship.
- 2 The young pirates find the treasure and now they are \_\_\_\_\_!
- 3 A shark \_\_\_\_\_ Captain Blackbeard's boat.
- 4 The young pirates arrive at the \_\_\_\_\_.
- 5 The pirates eat bananas and \_\_\_\_\_ on the island.
- 6 Pirate Patch finds the treasure \_\_\_\_\_ a tree.
- 7 Pirate Patch goes ten steps \_\_\_\_\_.
- 8 Pirate Patch goes five \_\_\_\_\_ left.



The secret word is \_\_\_\_\_.

### Activity 3

Cut and order the pictures. Tell the story.



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PIRATE PATCH AND THE TREASURE MAP LEVEL 2

## Answer Key

### In the back of the Reader

#### Before You Read

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

#### After You Read

- 1 a *The Jolly Roger*  
 b Captain Blackbeard  
 c Pirate Patch  
 d Polly Parrot

2 1 N 2 N 3 Y 4 Y 5 N 6 N 7 Y 8 Y

### In these Teacher's Notes

#### While-Reading activities

##### Activity 1

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

##### Activity 2

- 1 Polly Parrot, a treasure map  
 2 his friends, sleeping  
 3 small, carefully  
 4 sharks, island  
 5 scared, "Help!"

##### Activity 3

1 e 2 b 3 d 4 c 5 a

##### Activity 4

1 Yes 2 No 3 Yes 4 No 5 No 6 Yes

## After-Reading activities

### Activity 1

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| b | i | t | m | i | s | s | h |
| p | i | r | a | t | e | h | a |
| s | h | i | p | s | m | a | b |
| t | r | c | m | a | r | r | i |
| e | a | h | i | t | r | k | t |
| t | r | e | a | s | u | r | e |

### Activity 2

1 pirate 2 rich 3 bites 4 island 5 fish 6 under  
 7 right 8 steps

The secret word is **treasure**.

### Activity 3

The correct order is: 4, 6, 3, 8, 1, 7, 5, 2