



A Learning and Evaluation Situation

English as a Second Language
Deuxième année du deuxième cycle du primaire
(4^e année)

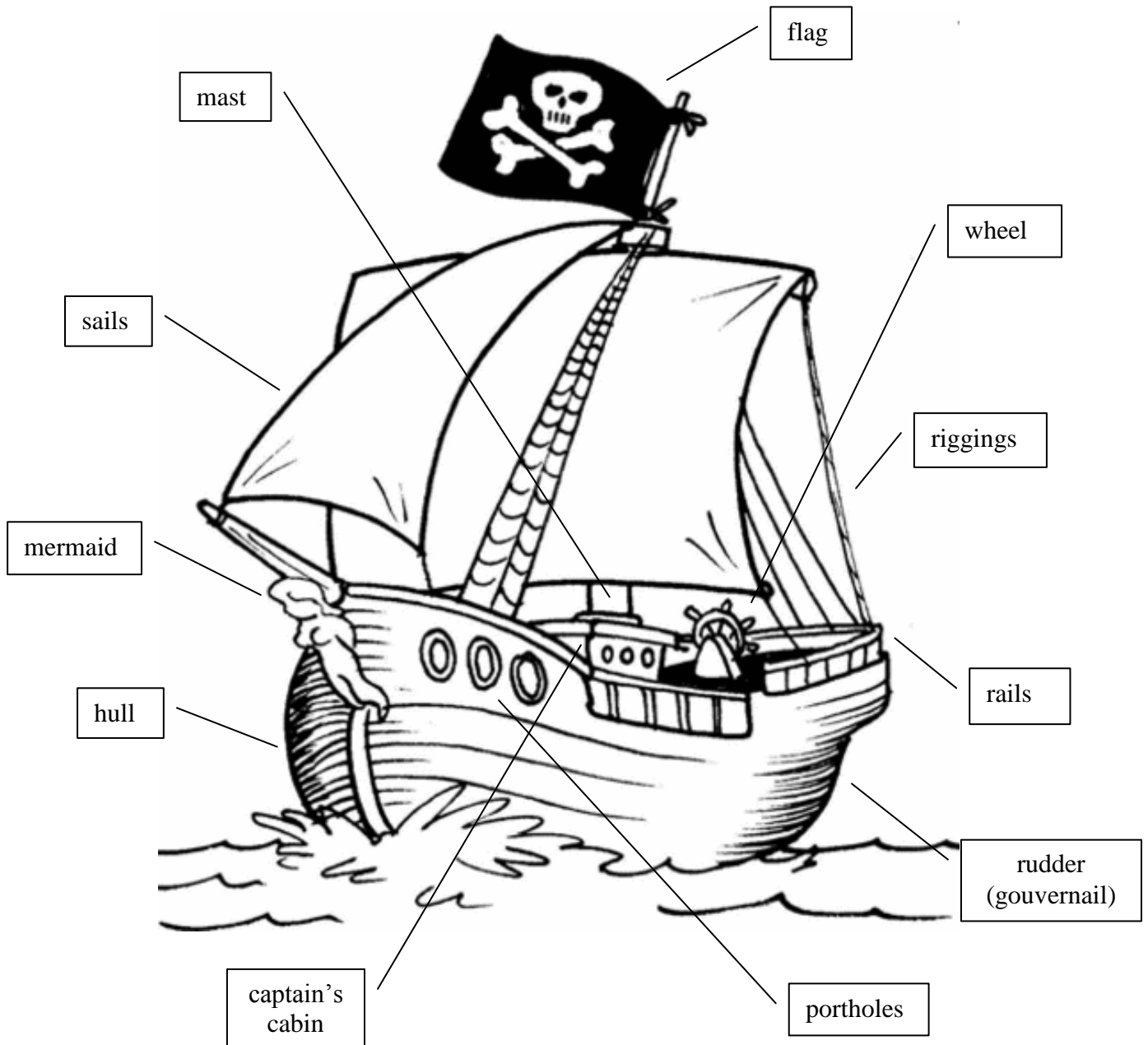


Hooked on Pirates

Student Booklet

Name:
Class:
My captain is:
My ship is:

Parts of a Ship



Hey ho Captain Jack! (*Students repeat*)
Don't you know the pirates are back! (*Students repeat*)
ARRRRRRR... (*Together*)

Introduction task



Instructions:

- Listen to the song "Blackbeard, Bluebeard and Redbeard "(Or watch the video clip).
- Check the words you hear in the song.
- Watch out! There are extra words.

- | | | | |
|--------------------------|----------------|--------------------------|---------------|
| <input type="checkbox"/> | ship | <input type="checkbox"/> | red |
| <input type="checkbox"/> | treasure | <input type="checkbox"/> | ball |
| <input type="checkbox"/> | orange | <input type="checkbox"/> | cannons |
| <input type="checkbox"/> | pirate | <input type="checkbox"/> | soda-pop kegs |
| <input type="checkbox"/> | monkey | <input type="checkbox"/> | eye patches |
| <input type="checkbox"/> | banana | <input type="checkbox"/> | parrots |
| <input type="checkbox"/> | pencil | <input type="checkbox"/> | dolphin |
| <input type="checkbox"/> | blue | <input type="checkbox"/> | star |
| <input type="checkbox"/> | school | <input type="checkbox"/> | black |
| <input type="checkbox"/> | sails | <input type="checkbox"/> | house |
| <input type="checkbox"/> | rudder | <input type="checkbox"/> | paint |
| <input type="checkbox"/> | riggings | <input type="checkbox"/> | mother |
| <input type="checkbox"/> | rails | <input type="checkbox"/> | boat |
| <input type="checkbox"/> | triangle | <input type="checkbox"/> | agree |
| <input type="checkbox"/> | colour (color) | <input type="checkbox"/> | paper |

- After listening to the song, look at the lyrics at the end of your booklet.
- Complete your answers.

Speak like a pirate!

Ahoy! - Hello!

Ahoy, Matey - Hello, my friend!

Blimey! - expression of surprise

Yo Ho Ho - cheerful expression to demand attention

Doubloons - other coins or found in pirate hoards and stashes

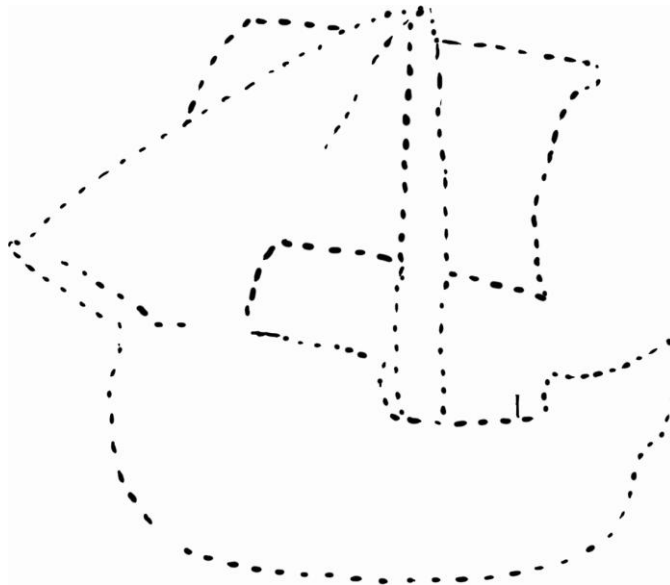
Booty - treasure

Buccaneer - a pirate

Your Ship

Her name is : _____

Give a girl's name to your ship.



Glue your hull **HERE**

Word Order and Verb Activity (optional)

Instructions:

-Place the words in order.

1- dangerous / A / pirate _____

2- Two / parrots / blue _____

3- shorts / Torn _____

4- A / nice / hat _____

5- boots / black / Six _____

6- funny / The / cook _____

7- Ten / sailors / happy _____

8- captain / fierce / A _____

9- A / ship / fast _____

10-Earrings / long _____

Instructions:

-Add an S when the verb is in the third person singular.

1- The cook salt() the food.

2- The sailors clean() the ship.

3- My captain wear() a puffy shirt.

4- I write() my presentation letter.

5- The sailing master drive() the ship.

















Task 1

Dress Your Pirate

Instructions:

-Negotiate with your teammates to collect pieces of clothing to dress your pirate.

Word Bank

- bandana 
- hair 
- pirate hat 
- puffy shirt 
- torn shirt 
- pirate coat 
- torn shorts 
- plain baggy pants 
- striped baggy pants 
- polka-dot baggy pants 
- peg leg 
- boot 
- hook 
- eye patch 
- lizard 
- beard 
- monkey 
- parrot 
- flag 

Checklist

- a hat / hair / a bandana
- right leg / peg leg / a boot
- left leg / peg leg / a boot
- right hand / a hook
- left hand / a hook
- a shirt / a coat
- shorts / baggy pants
- a minimum of one accessory

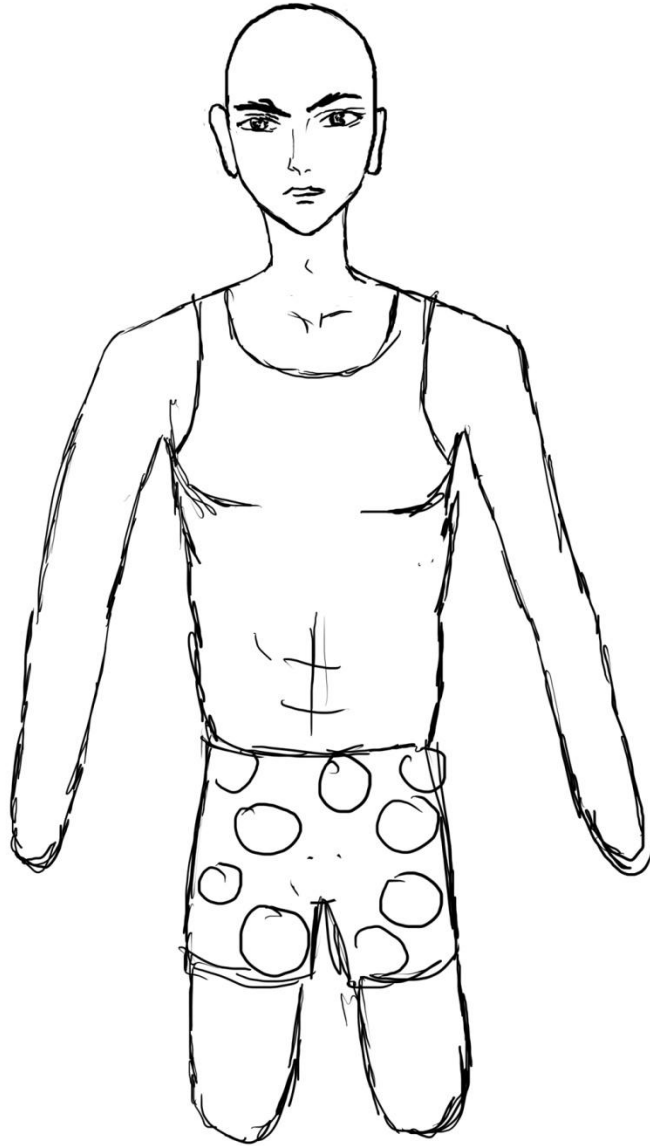
Description

My pirate is wearing _____

He is (personality) _____

His name is _____

Dress your pirate



Discover the Pirates

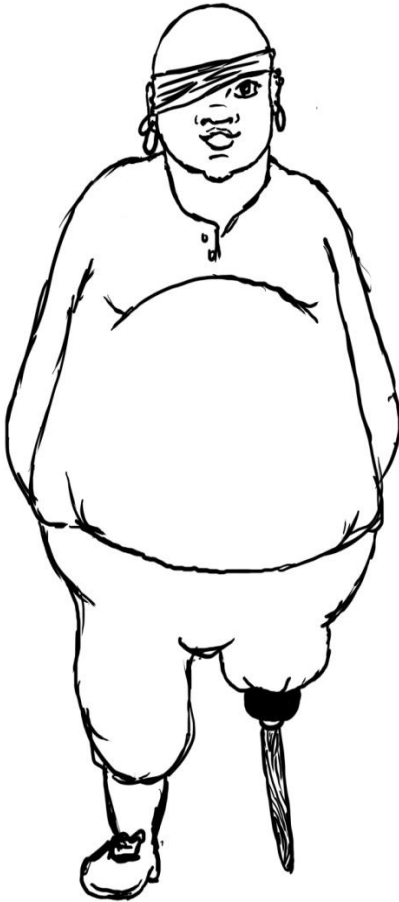
Task 2

Instructions:

- Glue or write the pirate's description under the correct image.
- Extra activity:** Write a description of the extra pirates.



Four horizontal lines for writing a description, enclosed in a dashed rectangular border.

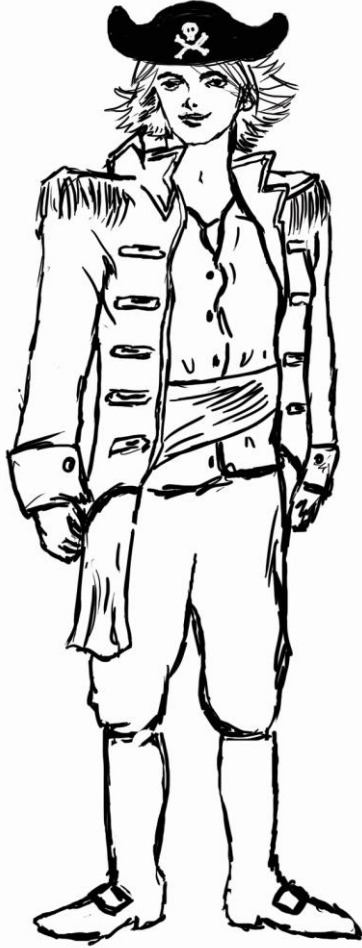


Four horizontal lines for writing a description, enclosed in a dashed rectangular border.



Four horizontal lines for writing a description, enclosed in a dashed rectangular border.

Discover the Pirates



Four horizontal lines for writing, enclosed in a dashed rectangular border.



Four horizontal lines for writing, enclosed in a dashed rectangular border.



Four horizontal lines for writing, enclosed in a dashed rectangular border.

Task 3a

Meet Your Crew

Captain

The captain is very important. He commands the ship and makes the decisions. His cabin is very big and his food is very good. He is intelligent. He receives the biggest portions of the treasures.

Sailing Master

The sailing master is the driver of the ship. He can replace the captain. He can read maps and the stars. He inspects and repairs the sails. He communicates problems to the captain.

Carpenter

The carpenter constructs chairs, tables and beds. He is strong. He repairs the ship. He can go in the forest to cut wood. He has many tools. For a medical problem, he can replace the doctor.

Doctor

It is very useful to have a doctor on your ship. He is gentle. The doctor can check the crew's medical problems. He can treat a fever and give medication. He can install peg legs and hooks.

Cook

The cook is very talented. He works in the kitchen of the ship. He can boil food and salt meat. He washes the dishes and cleans the kitchen. His cakes and puddings are delicious.

Musician

The musician is funny and friendly. He can play the drum and the trumpet. He sings, he dances and he organises activities on the ship. He encourages the crew and discourages the enemy.

Sailor

The sailor can do many tasks. He cleans paints and decorates the ship. He helps other crew members. He can watch the enemy. He is very young. His role is not very important.

Task 3a

Meet Your Crew

Instructions:

-Read the 7 texts.

-Answer the questions (true or false).

	TRUE	FALSE
1- The sailor makes decisions on the ship.	<input type="checkbox"/>	<input type="checkbox"/>
2- The captain's food is not good.	<input type="checkbox"/>	<input type="checkbox"/>
3- The sailing master can read maps.	<input type="checkbox"/>	<input type="checkbox"/>
4- The carpenter has a hammer.	<input type="checkbox"/>	<input type="checkbox"/>
5- The sailing master communicates problems to the musician.	<input type="checkbox"/>	<input type="checkbox"/>
6- The cook cleans the dishes.	<input type="checkbox"/>	<input type="checkbox"/>
7- The musician is dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
8- The sailor just plays the trumpet.	<input type="checkbox"/>	<input type="checkbox"/>
9- The sailing master is not the driver of the ship.	<input type="checkbox"/>	<input type="checkbox"/>
10- The cook drives the ship.	<input type="checkbox"/>	<input type="checkbox"/>

Work Bank

Task 3a

The Game of Seven

Instructions for the game:

- Distribute all the cards.
- Ask one of your teammates for the crew member you need.
- If your teammate has this crew member, he has to give the card to you.
- Take turns in exchanging cards until time is up.

Functional Language

Do you have a ... (crew member)?

I need a ... (crew member)

Yes I have a ... (crew member). / No I don't have a ... (crew member).

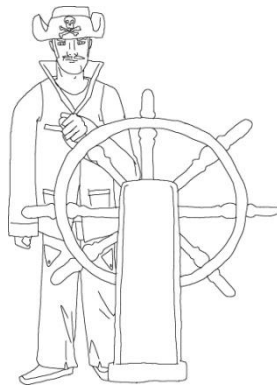
My crew is complete; I think my crew is complete.

I don't understand the game.

Thank you very much! You're welcome!

The Complete Crew

captain



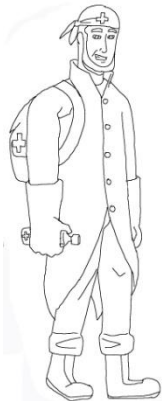
sailing master



carpenter



doctor



cook



musician



sailor



Instructions:

- Count your crew members.
- Decide where to put your checkmarks.



Task 3d

<p style="text-align: center;">Captain</p> <p>How many captains do you have? <input type="checkbox"/></p> <ul style="list-style-type: none"><input type="checkbox"/> He commands the ship.<input type="checkbox"/> He has the biggest cabin.<input type="checkbox"/> He prepares the ship.<input type="checkbox"/> He makes all the decisions.<input type="checkbox"/> He can count and write.<input type="checkbox"/> He receives the best food.<input type="checkbox"/> He receives a big part of the treasure.	<p style="text-align: center;">Sailing master</p> <p>How many sailing masters do you have? <input type="checkbox"/></p> <ul style="list-style-type: none"><input type="checkbox"/> He repairs the sails.<input type="checkbox"/> He reads maps.<input type="checkbox"/> He reads the stars.<input type="checkbox"/> He inspects the sails.<input type="checkbox"/> He drives the ship.<input type="checkbox"/> He communicates problems to captain.<input type="checkbox"/> He can replace the captain.
<p style="text-align: center;">Carpenter</p> <p>How many carpenters do you have? <input type="checkbox"/></p> <ul style="list-style-type: none"><input type="checkbox"/> He builds chairs, tables and beds.<input type="checkbox"/> He repairs the hull.<input type="checkbox"/> He cuts wood.<input type="checkbox"/> He repairs masts.<input type="checkbox"/> He repairs and builds rails.<input type="checkbox"/> He repairs rudders.<input type="checkbox"/> He can replace the doctor.	<p style="text-align: center;">Doctor</p> <p>How many doctors do you have? <input type="checkbox"/></p> <ul style="list-style-type: none"><input type="checkbox"/> He can amputate.<input type="checkbox"/> He can treat a fever.<input type="checkbox"/> He checks the quality of the food.<input type="checkbox"/> He can install peg legs and hooks.<input type="checkbox"/> He checks the crew's medical problems.<input type="checkbox"/> He removes a bad tooth.<input type="checkbox"/> He can replace the carpenter.
<p style="text-align: center;">Cook</p> <p>How many cooks do you have? <input type="checkbox"/></p> <ul style="list-style-type: none"><input type="checkbox"/> He makes soup.<input type="checkbox"/> He washes the dishes.<input type="checkbox"/> He salts the food.<input type="checkbox"/> He makes a cake.<input type="checkbox"/> He cleans the kitchen.<input type="checkbox"/> He boils food.<input type="checkbox"/> He can replace a sailor.	<p style="text-align: center;">Musician</p> <p>How many musicians do you have? <input type="checkbox"/></p> <ul style="list-style-type: none"><input type="checkbox"/> He plays the drum.<input type="checkbox"/> He plays the trumpet.<input type="checkbox"/> He encourages the crew.<input type="checkbox"/> He sings and dances.<input type="checkbox"/> He organises activities.<input type="checkbox"/> He discourages the enemy.<input type="checkbox"/> He can replace a sailor or a cook.
<p>Sailor</p> <p>How many sailors do you have? <input type="checkbox"/></p> <ul style="list-style-type: none"><input type="checkbox"/> He cleans the hull.<input type="checkbox"/> He makes a flag.<input type="checkbox"/> He cleans the washrooms.<input type="checkbox"/> He paints the boat.<input type="checkbox"/> He watches the enemy.<input type="checkbox"/> He can help others.<input type="checkbox"/> He can replace the musician and the cook.	

My Presentation Letter

Model #1

Ahoy! Goldbeard,

I want to search for your treasure. Here's my presentation:

My name is Madbeard. The name of my ship is the Lucy II. It is a big ship.

I am very tall and dangerous. I have a hook, but no peg leg. I have a parrot named Goldie. I wear a black hat, a shirt and baggy pants. The Lucy II is big and beautiful. She has three white sails, a rail and two cannons. She has a red hull and many types of rigging. She is a very fast ship.

I have a good crew. My captain makes all the decisions. I have a doctor. The doctor can treat a fever and give my crew medicine. My cook can wash the dishes and make soup. I don't have a carpenter. Finally, I think that I am a super pirate. I love to look for treasure and my ship is very fast.

Madbeard

Model #2

Ahoy! Goldbeard,

I want to search for your treasure. Here's my presentation:

My pirate name is young Bill. I have a ship. Her name is the Black Diamond. I am an excellent pirate.

I am tall. I have a long black beard. My beard is curly. I have two peg legs. It is very difficult for me to walk. I also have a hook. I hurt myself often. My ship is large. The rail is silver. She has blue sails and a green rudder. She has a mermaid on the hull. She is very fast. I have cannon. I also have a lot of treasure and many kegs of food. My crew is very good. My captain decides everything. My carpenter is talented. He can repair the ship. I have three sailors. I do not have a cook. My sailing master can read maps and follow the Northern star. Finally, I think I have the best crew, the best ship and I am the best pirate. Please choose me!

Young Bill

Competency 1 Rubric <i>I interact with my classmates.</i>						
	My teacher observes whether ...	A	B	C	D	E
Participation in Exchanges	<p>I discuss the clues, questions and answers with my classmates.</p> <p>For example:</p> <ul style="list-style-type: none"> I express my ideas. I react to others' ideas. 	Very often	regularly	Sometimes	Only when someone helps me	I do not participate.
Use of strategies (risk-taking)	I take risks when discussing with my classmates by speaking only English even if I make errors.	<p>I speak only English.</p> <p>I take a lot of risks.</p>	<p>I speak English most of the time.</p> <p>I often take risks.</p>	<p>I speak English sometimes.</p> <p>I take a few risks.</p>	<p>I rarely speak English.</p> <p>I speak English only when I read or repeat.</p>	<p>I do not speak English.</p> <p>I do not take risks.</p>

Competency 2 Rubric <i>To reinvest understanding of oral and written texts.</i>						
	My teacher observes whether...	A	B	C	D	E
Demonstration of understanding of key elements and overall meaning.	<p>Master the jobs (True or false questions) /10</p> <p>Task 3</p>	9-10	8-7	6	5	Less than 5
Carrying out a reinvestment task	I correctly use information and vocabulary from the texts to write my pirate's presentation letter.	I correctly use lots of information and vocabulary from the texts.	I correctly use adequate information and vocabulary from the texts.	I correctly use some information and vocabulary from the texts.	I correctly use very little information and vocabulary from the texts.	<p>I mostly use information and vocabulary from the texts incorrectly.</p> <p>OR</p> <p>I mostly copy the models.</p>

Competency 3 Rubric

I write my presentation letter.

	My teacher observes whether...	A	B	C	D	E
Compliance with instructions	I follow the instructions in the checklist.	I follow all instructions.	I follow most instructions.	I follow some instructions.	I follow very few instructions.	I do not follow the instructions.
Language conventions targeted for the task.	I correctly: -place the adjective before the noun -add an "s" to the verb in the 3 rd person singular.	All of the Time.	Most of the time.	Some of the time.	Not very often.	I do not use adjectives or verbs. OR I use them incorrectly.
Characteristics of final product.	I present myself (my pirate), my ship and my crew in a well-structured text.	My text is convincing, clear and well-structured.	My text is clear and well-structured.	My text is clear but basic.	My text is difficult to understand.	I do not present myself, my ship and my crew in my text.

Blackbeard and Bluebeard and Redbeard

By: Eric Herman

Blackbeard and Bluebeard and Redbeard, they say
Hijacked a ship and went sailing away
Seaward they scudded and skipped on the breeze
But couldn't find treasure to plunder and seize

And a pirate without treasure is like a monkey
without a spatula...

So Bluebeard said, "Since we've nothing to do
Why don't we paint our new pirate ship blue?
Blue for the poop deck. Blue for the sails
Blue for the rudder, the riggings and the rails."

And he sang, "Yo ho ho, let's paint the ship blue
No other color's as trusty and true
As sure as I sail by the Northern star,
blue's the most beautiful color. Arrrrr!"

Redbeard spoke up, saying, "Aye, but instead
wouldn't ye rather we painted her red?
Red for the cannons and the soda-pop kegs
Red for our eye-patches, parrots and pegs."
(Parrot) Rawk! Peg leg.

And he sang, "Yo ho ho, nothing's quite like red
It's fearsome and fiery and fills men with dread
As sure as I sail by the Northern star,
red's the most radiant color. Arrrrr!"

"Blackbeard said, "Blimey! You're both off the track.
Let's paint it something more handsome, like black."
"Blue!" shouted Bluebeard, and Redbeard yelled, "Red!"
Blackbeard said, "Black! Are you cracked in the head?"

And he sang, "Yo ho ho, give me deep, dark black
from starboard to port, from the front to the back.
As sure as I sail by the Northern star,
black's a spectacular color. Arrr!"

Redbeard grabbed brushes and buckets and paints
Over his shipmates insistent complaints.
Rather than letting him paint the ship red,
They got some blue paint and black paint instead.

Swiftly the three of them painted their boat,
each a completely dissimilar coat,
Making a color not red, black or blue;
Mixing, instead, an entirely new hue.

That was the last that was seen of the three
Simply because they refused to agree.
They weren't torpedoed or shelled or harpooned.
They just disappeared, for their ship was marooned.

And sometimes on a foggy night at sea,
you can still hear them singin'...

"Yo ho ho and a bottle of pop
We painted our ship from the bottom to the top.
As sure as we sail by the Northern star
(Bluebeard) Blue's the most beautiful...
(Redbeard) No! Red's the most radiant!
(Blackbeard) What? Black's the most spectacular color!
(Parrot) Rawk. How about yellow?
(Blackbeard, Bluebeard and Redbeard) Arrrrr!"



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