Level 6	
Suitable for:	young learners who have completed up to 300 hours of study in English
Type of English:	American
Headwords:	1200
Key words:	20 (see pages 3 and 8 of these Teacher's Notes)
Key grammar:	past continuous, present perfect simple, *might* for possibility, *should* for advice, reported speech, first conditional, indefinite pronouns (*everyone, anyone, no one*), reflexive pronouns

Summary of the Reader

Four friends, Tim and Ola, and twins Leo and Carla, live on the island of Verdana one thousand years in the future. Their island has been polluted for many years and only people survive in a contaminated environment controlled by robots.

One day, the friends are asked to do a history project at school about what their island was like in the past. But the only information available on the computers in the library dates from a hundred years ago, when Verdana was taken over by the robots. So, Leo asks the robots at the library for some books, but the robots react angrily and the children run off in fear.

Next, they visit the museum. Here, the children spot two real birds among the artificial birds in a museum display. They rescue the birds and escape.

The children take the birds to Tim and Ola's grandfather, Popp. He used to be a famous scientist, but he has been sad for many years. Tim thinks the birds will cheer him up. Popp is 130 years old, and the children want to ask him about Verdana in the past, too. Popp shows them his old notebooks, but the children want to find out more, so that night they return to the library and Ola sneaks in and steals a newspaper. She hears a robot drinking oil and escapes just in time.

Back at home, they read an article in the newspaper about an environmental disaster where oil polluted the water on Verdana. Popp tells them they must hide from the robots, who are looking for them. He tells them about the Lost Wilderness, a secret valley on the island and the only place that is still unpolluted.

They travel there together and discover that oil is already polluting the lakes of the beautiful landscape. Ola discovers a store of robot oil in some caves that is the source of the pollution. Popp finds a special flower with secret powers which he uses to clean up the water. Then they leave the Lost Wilderness to find out what has happened to the robots.

As they approach Verdana City, the robots are wading out toward the last patch of oil floating

Did you know ... ?

Around 1495, Leonardo da Vinci sketched plans for a humanoid robot.

Today, scientists are developing tiny robots, called *nanobots*. They hope that in the future they will be able to inject nanobots into sick patients to help them get better.

Many modern medicines come from plants. For example, aspirin comes from the bark of a kind of willow tree, and quinine – used to treat malaria – comes from the bark of the Fever tree.

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out at sea. They cannot swim so they are destroyed by the water. The island is finally rid of them. The people of Verdana clean up their island to make it beautiful once more. They throw a big party to celebrate the return of their island to its former glory.

Background information – The world of *Poptropica English*

Poptropica English has six islands, where the students can follow stories to explore and discover English and other topics across the curriculum. The islands are *Family Island*, *Tropical Island*, *Space Island*, *Movie Studio Island*, *Ice Island* and *Future Island*.

There is an online educational game for the students using *Poptropica English*, with an adventure on each Island.

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

The characters

Leo is 12 years old and is Carla's twin brother. He is a cheerful boy with a taste for adventure.

Carla is 12 years old and is Leo's twin sister. She is thoughtful and kind.

Tim is Ola's 13-year-old brother. He is clever and a bit cautious.

Ola is Tim's 11-year-old sister. She is sporty and fun-loving.

Popp is Tim and Ola's grandfather. He is 130 years old and is unhappy with life on Verdana.

Miss King is the children's history teacher. She sets them a history project that will change their lives forever.

Rosy and **Bluey** are two real-life budgerigars.

The robots are the controllers of the island of Verdana. They are feared by the islanders.

Topics and themes

Pollution The island of Verdana is badly polluted, to the point where plants and animals are almost extinct. Talk to the students about different kinds of pollution and make a list, e.g. air pollution, water pollution, noise pollution. Discuss what causes these different types of pollution and what we can all do to help reduce pollution in our own lives. (See also Activity 1 on page 4 of these Teacher's Notes.)

The future and technology The story is set one thousand years in the future. Ask the students what they think their own town / city and their own school will be like in the future, and why. Discuss what things would be the same, and what would be different. (See also Activity 2 on page 4 of these Teacher's Notes.)

The past The children in the story are set a history project to do. Ask the students how much they know about the recent history and the distant history of their own town / city. Ask them to list different places where they could go to research their own town / city, e.g. library, museum. (See also Activity 3 on page 5 of these Teacher's Notes.)

Key words

(see page 8 of these Teacher's Notes for the Key words in context)

addicted (to) (adj)
ahead (adv)
artificial (adj)
celebrate (v)
clue (n)
collect (v) / collection (n)
dig (v)
disaster (n)
garbage (n)
instead (of) (prep / adv)
journey (n)
mark (n)
oil (n)
pollute (v) / polluted (adj) / pollution (n)
presenter (n)
project (n)
safe (adj)
seed (n)
stalactite (n)
virtual (adj)

Extinction The animals and plants in the story are near to extinction and can only survive in the Lost Wilderness. Do the students understand what "extinction" means? Ask them to think of examples of animals and plants that are extinct or near extinction in our world, e.g. mammoths, dinosaurs, Siberian tiger. Ask the students why these animals or plants are extinct and what could be done to help save them from extinction. (See also Activity 4 on page 5 of these Teacher's Notes.)

Robotics Robots have taken over the island of Verdana in the story. Ask the students why they think this has happened. What do the robots in the story look like? Do the students think robots in the real world look like that? Are robots designed to be controlling or are they created for another purpose? Discuss with the students whether they think robots are helpful to our future or if they pose a threat. The students could design their own robot. (See also Activity 5 on page 6 of these Teacher's Notes.)

Exploration In the story, Popp was a scientist and an explorer who discovered plants and animals, writing and painting pictures of what he found. Ask the students what they would like to discover or explore if they had the opportunity, and why. (See also Activity 6 on pages 6 and 7 of these Teacher's Notes.)

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Class Activities (After Reading)

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

1. Trash clearing survey

Materials: sheets of white paper; pens; clipboards (optional); trash bags; rubber gloves (per student). Location: school yard.

- Talk to the students about the ways in which they can personally help reduce pollution in the environment. Write a list on the board. This can include ideas such as walking or cycling to school instead of coming by car or bus; recycling paper, plastic, glass, and other waste; eating organic or homegrown foods which do not contain harmful chemicals and pesticides, etc.
- Explain to the students that they are going to find out how much of a problem trash is in their school, and that they will be given the task of collecting it to keep their school tidy.
- Divide the class into pairs or small groups. Hand out clipboards with a blank piece of paper and pen for noting down the survey results (or the students can use a book to place their paper on if clipboards are not available).
- Hand out the trash bags and gloves. It might be a good idea to ask the students to bring a bag and a pair of gloves from home before the session. Ensure the students wear the gloves when collecting any trash they find.
- Allocate a time limit for the pairs or groups of students to look around the school yard for trash, and to pick up any that they see lying around. They should also note down what they collect, e.g. bottles, paper, and include where they find the items.
- Monitor the students' work and help out where necessary.
- Return to the classroom and allow the students time to summarize their findings with a survey chart. Then pool the results and create a graph to illustrate which are the problem areas in the school and what the problem items of trash are.
- As a follow-up, the students could make posters encouraging their school friends not to drop trash. Display the posters in the problem areas around the school.

2. Our future town

Materials: sheets of white paper or card; colored pens / pencils / paints

- Talk to the students about what they think has changed in their town or city over the past one hundred years. Encourage them to think about transport, communication, and technology in particular.
- Then ask the students to think about what could change in their town or city over the next one hundred years.
- Divide the class into pairs and tell the students that they are going to create an innovative change or development for their town or city for one hundred years' time.
- Hand out the materials and ask the students to work in their pairs to come up with a creation for the future. Encourage them to be as imaginative as possible with their innovation, and to draw a picture of it and write a short description. Their ideas can include anything from future transport or architecture, solutions for pollution, new technology, etc.
- Go around the class and monitor the students' work, helping out where necessary.
- When the students have finished, invite pairs to describe their innovation for their town or city in the future.
- Display the students' work and have a class vote on the best new innovation, or divide the work into categories and vote on the best future form of transport, the best future type of building, etc.

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3. Researching the past

Materials: paper; pens; recording device (optional)

- Talk to the students about what they know of their town or city's past. Elicit places that may have been around a long time ago, e.g. town hall, museum, and places that are fairly new to the town or city. Show the students old photos of their town or city in a book or in photos, if available.
- Encourage the students to give ideas for ways in which they could find out more about the history of their town or city, e.g. visit the library and local archives, talk to older people, research on the internet, visit a local museum.
- Ask the students to find out as much information as they can about the history of their town or city for the next session. Encourage them to find out information from several different sources.
- Some ideas could include recording their interviews with older people, such as grandparents or neighbors, bringing in artifacts, like old photos, old tickets or adverts, and special items, etc.
- In the next session, set aside a corner of the classroom to put together a display of what the students have found out about their town or city in the past. Invite individuals to talk about what they found out and to describe any items they may have brought to class. Listen to any recordings from the older generation.
- As a follow-up, you could create a timeline of the history of the town or city and decorate it with old photos, etc. Display it around the classroom.

4. Project: *Endangered animals*

Materials: pictures of endangered animals downloaded from the internet (optional); large sheets of paper or card; colored pens / pencils / paints; safety scissors; glue

- Talk about animals that we know are already extinct with the students, e.g. dinosaurs, mammoths. Ask the students why they think these animals are no longer living on our planet.
- Then elicit a list of animals that are in danger of extinction. Explain that we call these animals "endangered". Show the students some pictures of endangered animals, e.g. the Siberian tiger, the Amur leopard, the mountain gorilla, the black rhino, the giant panda, the blue whale. Ask the students why they think these animals are in danger of becoming extinct.
- Tell the students that they are going to do a project about an endangered animal. The students can do some research on the internet before the next session to find out about endangered animals, and choose which one they would like to do their project on.
- Discuss as a class the kind of information the students should find out about their endangered animal, such as in which part of the world it is found, the environment it lives in, what it eats, why it is in danger, what steps are being taken to try and protect the animal, etc. Write the information on the board.
- Hand out the materials. The students can do their research at home or in class, gathering information about their chosen animal, and drawing pictures and / or downloading pictures from the internet to stick onto their projects. They should also write sentences about their animal based on the information they have been asked to find out. The pictures and information should be presented in an interesting and creative way.
- Go around the class and monitor the students' work, helping out where necessary.
- When the students have finished, invite individuals to talk about their endangered animal.
- Display the projects around the classroom.
- Variation: the students could also do a project on endangered plants.

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5. Design a robot

Materials: pictures of different types of robots downloaded from the internet (optional); sheets of white paper or card; colored pens / pencils / paints; empty cardboard boxes; other household materials (fabric, old plastic bottles, wool, buttons, etc.); safety scissors; Scotch tape; glue

- Talk to the students about robots. Discuss what they look like and what they are able to do. Encourage the students to think about why robots can be helpful in real everyday situations, e.g. for factory work, housework. Ask them why they think robots can be good at doing these jobs.
- Show the students some pictures of different types of robots if possible. You could ask them to guess the type of job each robot has been designed to do.
- Divide the class into pairs and tell the students that they are going to design their own robot.
- Encourage the students to think about the different materials that could be used for their robot. The students can bring these materials from home for the session if possible. Or if the materials are not available, they can draw and color or paint their robot instead.
- Hand out the materials. Before they build their robot, the students should sketch a design for it on paper. Encourage the students to think of a task they would like their robot to do, and to consider this when designing their robot.
- The pairs then set to work building their robot from the available materials. Encourage them to be as creative as possible with their designs. They should also give their robot a name and a specific task.
- Once they have built their robot, the students can decorate it using colored pens or paints and materials such as buttons, fabric, etc. Advise the students to cut out and stick the materials onto their robot.
- Go around the class and monitor the students' work, helping out where necessary.
- When the students have finished, invite pairs to describe their robot to the class and to describe what task it has been designed to carry out. Write any useful language on the board.
- Display the robots around the classroom.

6. Exploring school

Materials: sheets of white paper; pens; clipboards (optional). Location: school building and yard.

- Talk to the students about the children's journey to the Lost Wilderness in the story. How long did they take to reach their destination? What did they take with them? How did they feel on the journey? Why were they going on the journey?
- Ask the students if they have ever been on an exploratory journey like this. Perhaps they have played games with friends where they go on an adventure, exploring woodland or a park, or even their own gardens or houses.
- Tell the students that they are going to explore their school. Ask them to pay particular attention to the route they are going to take, and to note what they see, smell, and hear along the way.
- Hand out clipboards with a blank piece of paper and pen for noting down this information (or the students can use a book to place their paper on, if clipboards are not available).
- Gather the class together and take the students on a journey to explore the school buildings and school grounds. Try to cover as much of the school as possible, encouraging the students to pay as much attention as they can to the route you take and the details as you go.
- Once back in the classroom, ask the students to work by themselves to draw a map of the school and write a description of their journey, including as much detail as they can remember.
- Read some or all of the descriptions out and compare the maps as a class.
- Draw attention to the differences in the students' accounts to illustrate how each

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person notices different things, and that things like photos, videos or written records can help us remember details more accurately.

7. Interview Popp

- Divide the class into pairs. Explain that one student is going to be Popp from the story and the other student is going to be one of the children interviewing him for the school history magazine.
- In their pairs, ask the students to decide who will play the role of Popp and who will be the interviewer. The interviewer prepares a set of questions to ask Popp, together with possible answers. Examples of questions for Popp could be: *What was Verdana like when you were a boy? Did you enjoy exploring the island when you were a boy? Why did you decide to become a scientist? What was it like when the robots arrived on the island? How does it feel to be 130 years old? Can you imagine Verdana in the future?* etc. The students playing the role of Popp should be prepared to answer these questions.
- Allow the pairs to interview each other. Go around the class and monitor their work.
- The pairs can then swap roles, with the other student becoming Popp and the new interviewer preparing a new set of questions.
- Ask some volunteers to perform their interviews in front of the class.

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Key words

addicted (**to**) ..... "I think the robots are addicted to the oil and have kept it here." (p. 29)

ahead ..... A long straight road lay ahead, and a cold wind moved over the island. (p. 21)

artificial..... "We were lucky to have scientists who could make artificial food, and produce clean drinking water." (p. 22)

celebrate ..... The people planned a big party on the beach to celebrate. (p. 35)

clue ..... "Let's look in your notebooks for clues," said Ola. (p. 17)

collect ..... In the museum the children saw a plastic cow and a sheep and collections of other extinct Verdanan animals and plants from the past. (p. 5)

dig ..... The people dug the hard earth and planted seeds and plants brought from the Lost Wilderness. (p. 35)

disaster..... Environmental Disaster Hits Verdana (p. 16)

garbage ..... They picked up plastic bags and other garbage in the country, on the beaches, and in the sea. (p. 34)

instead (**of**)..... Instead of playing virtual tennis and computer games, the people of Verdana now picked fruit and vegetables and rode horses. (p. 35)

journey ..... It described their journey to the Lost Wilderness and their narrow escape from the robots. (p. 37)

mark..... Tim found a page with a dirty black mark and numbers at the top. (p. 12)

oil ..... "It smells like the oil that Dad puts in his car engine." (p. 15)

polluted ..... The oil has polluted rivers and lakes. (p. 16)

presenter..... A television presenter and cameras were down on the beach filming the robots. (p. 34)

project ..... "Today, I would like you to do a history project." (p. 3)

safe..... "You should hide in the Lost Wilderness. You'll be safe there." (p. 17)

seed ..... "We must collect seeds and plants before we go home," said Popp. (p. 30)

stalactite..... "The drawings are stalactites!" said Carla. (p. 13)

virtual ..... "This is going to be so boring. Can't we play virtual tennis instead?" said Leo. (p. 4)

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While-Reading activities

Activity 1 (pages 3–6)

Who says it? Match. Write the names.

Leo the robots Ola Miss King Tim Carla

....

1 "Robots' hands have sharp metal fingers."
2 "I hate history."
3 "Real birds! They're not robots!"
4 "Today, I would like you to do a history project."
5 "Give us the animals!"
6 "That's strange. What about history before the robots?"

....

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Activity 2 (pages 7–12)

Write *T* (*True*) or *F* (*False*).

1. When they got home, Tim couldn't believe the birds were alive. ☐
2. Popp, who is Leo and Carla's grandfather, was famous a long time ago. ☐
3. Popp painted pictures and wrote books when he was younger. ☐
4. In their free time, the children enjoy playing virtual games. ☐
5. Popp remembers playing virtual games too when he was a boy. ☐
6. There was no wildlife on Verdana when Popp was young. ☐
7. The children looked at Popp's notebooks and found some interesting drawings. ☐
8. Rosy and Bluey sang and this helped Popp remember the past. ☐

Activity 3 (pages 13–17)

Label the picture.

plants mark stalactite flower notebook date

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Activity 4 (pages 18–22)

Circle the correct words.

1 Popp found the flower with amazing powers in **a lake** / **some caves** / **a forest**.
2 The birds flew **south** / **east** / **west** over the town to find the Lost Wilderness.
3 The birds returned with **plants** / **oil** / **rocks** from the Lost Wilderness.
4 The children prepared for the journey. Tim put **some food** / **flashlights** / **a walking stick** in his bag.
5 They had **an easy** / **a dangerous** journey ahead, and a **cold** / **warm** wind moved over the island.
6 They stopped for the night and **Leo** / **Tim** made a tent using his **bag** / **blanket** and some rocks.
7 **Popp** / **Carla** told the story of the day of the disaster – the farm animals couldn't eat the **grass** / **fish** anymore and everything was going to die.
8 Luckily, there were **robots** / **scientists** who could make **artificial** / **virtual** food.

Activity 5 (pages 23–26)

Match the questions and answers.

1 Why did the robots want oil?
2 Where did the travelers hide when the robots came?
3 How far away were the caves?
4 How much oil was there in the caves?
5 Why did Ola forget to mention the oil?
6 What did Ola see hidden behind some rocks?

a They were a few kilometers away.
b She noticed some stalactites.
c They wanted to drink it.
d She saw the same flower as in Popp's notebook.
e There were thousands of bottles.
f They hid behind a rock.

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Activity 6 (pages 27–31)

Circle the mistakes. Write the correct sentences.

1 The flower is called *Ladder of the Lake*.

.....

2 Popp mixed the leaves of the flower with milk.

.....

3 The clean water in the lake shone gold and blue.

.....

4 Ola thinks the robots are addicted to chocolate.

.....

5 Popp and the children covered the bottles with books.

.....

6 Popp was happy because Verdana's water was dirty again.

.....

7 Tim was angry because the robots were still a problem.

.....

8 They returned through the caves and along a secret path around a forest.

.....

Activity 7 (pages 32–36)

Check ✔ the correct answers.

1 Where did the birds see hundreds of robots?

- **a** east of Verdana City ☐
- **b** south of Verdana City ☐
- **c** west of Verdana City ☐

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2 What could Popp and the children hear from the top of the hill?

a people laughing ☐
b robots crying ☐
c birds singing ☐

3 What did the people of Verdana pick up from the beach?

a rocks ☐
b garbage ☐
c sand ☐

4 When did the people of Verdana pick fruit and vegetables?

a in the spring ☐
b in the winter ☐
c in the fall ☐

5 At the party, what were the cakes made of?

a real eggs ☐
b artificial eggs ☐
c virtual eggs ☐

Activity 8 (pages 37–38)

Complete with the correct words.

Monday September 10th

At school today, we gave our finished history [1]p_____ to Miss King. It was a year late! But she said it was the best project ever! We wrote about what our [2]i_____ was like last year, before we went on the [3]j_____ to the Lost Wilderness with Popp. We described when the [4]r_____ controlled Verdana, and the [5]a_____ food we had to eat and the [6]v_____ games we played.

We also wrote about why we went to the Lost Wilderness and what happened there. Everyone was amazed to hear about the robots' [7]o_____ that we found hidden in some [8]c_____, and how Popp used a [9]f_____ with special powers to clean the lake and stop the [10]p_____ on Verdana. Now our island is a beautiful place to live once again!

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After-Reading activities

Activity 1

Write the sentences under the pictures.

The children found real birds at the museum.
They dug a hole and hid the oil.
They traveled to the Lost Wilderness.
The children read about an environmental disaster.
Miss King asked the children to do a history project.
The robots walked into the ocean.

....

....

....

....

Activity 2

Order the pictures in Activity 1.

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Activity 3

Complete the crossword. Find the secret word.

Across

4 Many years ago, there was an environmental _____ on the island.

8 There were _____s and rocks in the caves to the Lost Wilderness.

10 The children enjoyed playing _____ games in their free time.

Down

1 The robots were _____ to oil.

2 In the museum, Ola saw two real birds in an _____ tree.

3 There was a television _____ and cameras on the beach.

5 The people of Verdana picked up plastic bags and _____ to clean up their island.

6 In the caves, Ola found thousands of bottles of robot _____.

7 Popp and the children collected _____s and plants in the Lost Wilderness.

9 The children looked in Popp's notebook for _____s to find the Lost Wilderness.

The secret word is: _____.

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Activity 4

Imagine you live in the future. Write a journal entry describing a typical day in your life.

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Answer Key

In the back of the Reader

Before You Read

1 Students' own answers.

2 **a** no **b** dirty **c** plant **d** bad **e** hard **f** hurt

After You Read

1 **a** Tim **b** Leo **c** Ola **d** Popp **e** Rosy and Bluey **f** Tim

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

3 Students' own answers.

In these Teacher's Notes

While-Reading activities

Activity 1

1 b, Tim **2** e, Leo **3** f, Ola **4** a, Miss King
5 d, the robots **6** c, Carla

Activity 2

1 T **2** F **3** T **4** T **5** F **6** F **7** T **8** T

Activity 3

Activity 4

1 some caves **2** west **3** plants **4** a flashlight
5 a dangerous, cold **6** Tim, blanket **7** Popp, grass
8 scientists, artificial

Activity 5

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

Activity 6

1 **Lady** of the lake **2** with **water** **3** **silver** and blue **4** addicted to **oil** **5** with **rocks** **6** **clean** again **7** Tim was **worried** **8** path around **the coast**

Activity 7

1 b **2** a **3** b **4** c **5** a

Activity 8

1 project **2** island **3** journey **4** robots
5 artificial **6** virtual **7** oil **8** caves **9** flower
10 pollution

After-Reading activities

Activity 1

a The children read about an environmental disaster.

b They dug a hole and hid the oil.

c The robots walked into the ocean.

d Miss King asked the children to do a history project.

e They traveled to the Lost Wilderness.

f The children found real birds at the museum.

Activity 2

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

Activity 3

					1 a							2 a
3 p					4 d	i	s	a	s	t	e	r
r					d							t
e		5 g			i		6 o		7 s			i
8 s	t	a	l	a	c	t	i	t	e			f
e		r			t		l		e			i
n		b			e				d			c
t		a			d					9 c		i
e		g								l		a
r		e				10 v	i	r	t	u	a	l
										e		

The secret word is: **celebrate**.

Activity 4

Students' own answers.

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