

Pirates

Level: 3º E.S.O.

Grammar: *Past Simple (regular and irregular) / Sentence linkers / Spelling of -ed forms / Information questions – Question words.*

Functions: *Describe past events / Expressions of surprise, interest, etc. / Narrate a story.*

Phonetics: *Pronunciation of -ed endings.*

The unit is based on a fiction about pirates. First, students get to know the characters through a reading, then, in a dialogue, the plot starts. Another chapter of the story is in the listening part. And finally they must write the end of the story with the help of some cues, in a kind of guided composition. That is the reason why this unit is best worked in a lineal way.

However, some parts of it may be used separately: for example, the two exercises about phonetics can be used by themselves to explain or revise pronunciation, and the same applies to all the grammar exercises.

The unit is divided into six parts. This is the structure:

INTRODUCTION

This is the first screen. From here you can access the explanation of the use of the icons, and the menu, which is linked to all the exercises of the unit.

PART I – Reading

1. **Text - Pirates (1):** Text about famous pirates from the past.
2. **Reading Comprehension:** Multiple choice quiz about the previous texts.
3. **Text - Pirates (2):** Second reading introducing the characters we are going to deal with.
4. **Reading Comprehension:** Exercise on vocabulary with words from the previous texts.

PART II – Grammar

1. **Fill the gaps:** Fill in the gaps with past verb forms from the texts.
2. **Regular and irregular pasts:** Sort out regular and irregular past forms.
3. **Regular pasts (spelling):** Write the correct past forms of some regular verbs in a limited time (3 minutes). Clicking on the help icon you can find an explanation on the spelling of regular past forms.
4. **Irregular pasts:** Clicking on the help icon, students will find a list of the most common irregular verbs with their past forms and translations. After that, they will have three minutes to write the correct past form of some of them.
5. **Sentence order:** In this exercise students will have to tidy up some words to make up past

sentences. The help icon gives an explanation on word order in past sentences.

6. Questions: Students must write a correct question for a given answer, asking about the underlined information. The help icon leads to an explanatory screen about how to make questions and question words.

7. Find the mistakes: Here students have to find seven mistakes in a pirate scene. They must describe them with past sentences. If they stop the cursor on different parts of the picture the name of that object will appear. They will find model answers when they click the check button, so that they can compare with their own answers.

PART III – Dialogue

1. Dialogue: This is a dialogue with pictures. Students may listen to the words on each page one by one, or they can listen to the whole dialogue as an animation.

2. Comprehension (True/False): Students have to say if the sentences about the dialogue are true or false. They get feedback both if their answers are right or wrong.

3. Expressions: In this exercise, students have to match some expressions from the dialogue with the face of one of the characters depending on its meaning. There is some help available about expressions.

4. Role-play (record): In this role play, they will be able to revise the pronunciation of some questions and record them with their own voices. If they do so, they can listen to the whole dialogue, which they will be part of.

PART IV – Listening

1. Listening: Students will listen to another part of the story and they have to complete the narrative with the missing words.

2. Pronunciation (-ed endings): Here students must drag some verb forms in the past into three columns according to their pronunciation. When they click on the help icon, a screen explains the different pronunciations of the -ed endings.

3. Pronunciation (record): Students can also practise their pronunciation listening to some past forms, recording them and comparing them with the original.

PART V – Writing

1. Write the end of the story: This is a guided composition. They must write the final part of the pirate story using the information given. The help screen is about sentence linkers which might be of use. Students should here be encouraged to use their imagination freely.

PART VI – Test

1. Vocabulary (walk the plank): This is the classical "hangman" exercise with a new look.

2. Final test: This is a multiple choice exercise to revise all the contents in the unit. It is made up of 24 questions and students must give 15 correct answers to pass the test and get to the "treasure".

Pirates - Answer key

PART I – Reading

2. Reading Comprehension:

1.a 2.b 3.b 4.c 5.b 6.a 7.c 8.b

4. Reading Comprehension:

1. pirate 2. isle 3. engaged 4. outlaw

PART II – Grammar

1. Fill the gaps:

1. was 2. burnt / destroyed / killed 3. forgave 4. attacked 5. shared 6. captured
7. died 8. sent 9. became 10. had 11. emigrated 12. captured / escaped

2. Regular and irregular pasts:

Irregular verbs: was / became / hid / sent / forgave

Regular verbs: died / captured / destroyed / attacked / killed / shared / burned / escaped

3. Regular pasts (spelling):

1. arrived 2. kissed 3. loved 4. planned 5. tried 6. died
7. enjoyed 8. regretted 9. worked 10. fried 11. played 12. counted
13. stopped 14. hoped 15. robbed 16. posted 17. closed 18. emptied

4. Irregular pasts:

1. broke 2. bought 3. came 4. did 5. ate 6. fell
7. got 8. gave 9. went 10. heard 11. knew 12. put
13. ran 14. said 15. saw 16. sat 17. thought 18. threw

5. Sentence order:

The pirates attacked a galleon last week
They didn't see a pirate film.
Did Anne Bonny wear men's clothes?
Francis Drake was another famous pirate.

6. Questions:

What did Blackbeard capture?
Why did Anne Bonny escape from her husband?
Who arrested Kidd?
Where did Lord Bridgewater go in July?
When did Blackbeard die?

PART III – Dialogue

1. Dialogue:

2. Comprehension (True/False):

1. False 2. True 3. True 4. False 5. True 6. True 7. False 8. False

3. Expressions:

Positive meaning: Well, that's good news! / Everything will be fine!

Negative meaning: Good Heavens, father! / That's terrible! / Oh, dear!

PART IV – Listening

1. Listening:

Page 1: was / There / in / of / beach / men / Captain / ten

Page 2: talked / map / Potter / hand / years / go

Page 3: boat / silent / danger / saw

Page 4: ran / trees / shouted

Page 5: Baconfrier / time / were / but / pirates / fight

Page 6: Finally / and / his / arm / could / friend / dead

2. Pronunciation (-ed endings):

/ t / attacked, jumped, reached, slipped, talked

/ d / carried, rowed, sprained

/ id / nodded, headed, retreated, shouted

PART VI – Test

1. Vocabulary (walk the plank):

1. pirate 2. one-legged 3. retreat 4. booty 5. treacherous 6. galleon

2. Final test:

1.b 2.c 3.b 4.a 5.c 6.c 7.a 8.b 9.b 10.a 11.c 12.a 13.c
14.a 15.c 16.a 17.c 18.c 19.a 20.b 21.b 22.c 23.c 24.a

Pirates - Audio scripts

PART I – Reading

1. Text - Pirates (1):

Pirates!

When we talk about pirates today, we think about pirates on the Internet, and even pirates on the radio, but usually we think about old Errol Flynn films and novels full of one-eyed and one-legged old sailors. Some wicked, and some heroic.

But real pirates were in fact men (and women!) whose lives might seem interesting to you.

Some history: Here are some interesting real pirate stories.

Henry Morgan

He was born in Wales, in 1635. He had become the most famous buccaneer in the Caribbean colonies by the end of the 17th century. He was a real problem for the Spaniards, because England and Spain were at war, and Queen Elizabeth I used the pirates to attack England's enemies, although she never admitted it.

Morgan probably captured Jamaica, Puerto Príncipe and large areas of Cuba. He burnt, destroyed and killed all over the Caribbean. They eventually arrested him, but he didn't pay for his crimes, because after a short period of peace Spain and England were at war again and King Charles II forgave him and made him the governor of Jamaica.

Blackbeard

His real name wasn't Blackbeard, it was Edward Teach. He attacked ships in the Caribbean and all along the Atlantic coast of North America around the year 1716. He shared his booty with the governor of North Carolina, who protected him and did not arrest him.

He captured a French ship and transformed it into a pirate ship. The name of this ship was "Queen Anne's Revenge". He died in 1718. People say he buried a treasure. but nobody ever found it.

Ann Bonny

She was a female pirate. She was as blood-thirsty and fearless as any male pirate could be. She was the daughter of an Irish lawyer who emigrated from Ireland and had lands in North Carolina. She married a sailor, but he was a bad person and tried to rob her of her fortune. So Ann escaped and fell in love with a pirate, Calico Jack Rackham. They led a life of adventure and piracy.

She always wore men's clothes and fought like the rest of the crew. They captured her and sentenced her and her friend Mary Read, another female pirate, to death. But, did they hang her? No, Ann Bonny escaped and started a new life.

Captain Kidd

He was born in Scotland in 1645. The British sent him to the Indies to command an expedition against the pirates. But he became a pirate himself. After some time, he repented and he returned to New York to get a pardon. They did not forgive him, but sent him to London, where they hanged him.

People say he also had a big treasure and they are still looking for it, they also say Kidd's ghost appears now and then.

3. Text - Pirates (2):

Our story.

Now that you know some things about real pirates, meet the characters in this story.

Francis Frolick (also known as Frank Broken-eyebrow).

Born in England in the 17th century, Frolick became a pirate after his father died and his wicked uncle Robert robbed him of his property in Dorset. He asked the king for help, but nobody listened to him so he started a new life in the Caribbean. He captured a big Spanish galleon and named her "The Sea Centaur". She was soon the terror of the shores of Isabella Island.

Lady Caroline Bridgewater

She was 24 years old when this story took place. She was engaged to be married to Lord Baconfrier, Frolick's main enemy. She lived with her father on his big Caribbean sugar cane plantation. Frolick attacked her father's ships twice in one year.

Lord Bridgewater

Governor of Isabella Island. He was lady Caroline's father. He was very worried about the pirate problem on his island. He wanted to capture the pirates and send them to London to be judged.

Lord Baconfrier

The King's special envoy on Isabella Island. He sent him there to capture the pirates and rid the area of thieves and outlaws. He was a cold, hard man, and he was an expert in sword-fighting and could make clever plans. He wanted to marry Lady Caroline.

PART III – Dialogue

1. Dialogue:

Narrator: Lord Bridgewater is back home. He went to England to talk to the king about the pirate problem on Isabella Island.

Caroline: Good Heavens, father! Look at your clothes! What's the matter?

Lord Bridgewater: Oh! hello dear!. That damned scoundrel!

Caroline: But father, why are you so angry? Who is the scoundrel?

Lord B.: Who? That Frolick, of course!

Caroline: But, what happened? How was your journey?

Lord B.: Terrible. It was terrible, dear. From the start. First, there was a storm.

Caroline: Oh, dear!

Lord B.: We nearly sank. We needed one extra week to get to England. When we arrived, the king couldn't speak to us because he wasn't in his palace.

Caroline: Oh, no! What did you do, then?

Lord B.: We waited, of course. We waited for more than three days.

Caroline: And then?

Lord B.: Then he said he was very busy hunting and the kingdom couldn't spend more money on ships or soldiers to fight the pirates. He only gave us a new ship, "The Maryland" and he made your fiancée, Baconfrier, captain of the ship.

Caroline: Well, that's good news, at least!

Lord B.: No, it isn't. Frolick had spies in the ship. He knew we were near the shores of Isabella Island and attacked us during the night.

Caroline: That's terrible! How did it happen?

Lord B.: First he cannoned us and then his mad crew boarded the ship. They took away all our guns and valuables and sank the "Maryland".

Caroline: Oh, no! How did you get to the island?

Lord B.: Well, he left us some boats. He stood there, laughing at us, until his ship disappeared over the horizon.

Caroline: Oh, that man! Come, father, change your clothes and have some tea. Everything will be fine.

PART IV – Listening

1. Listening:

It was a hot day. There was no wind and the seagulls stood in the shadow of the palm trees. A boat approached the solitary beach. There were twelve men in it: Captain Frolick, Mr. Higgs, his steersman, and ten strong men more.

The captain talked to one of the men.

- *Are you sure it's the real treasure map, Potter?* - Potter nodded.

- *I took it from the dead captain's hand, sir. I carried it for twenty years in my pocket. Nobody else saw it.*

- *Well, let's go then.*

The boat reached the beach. The men disembarked. There wasn't a noise. Even the birds were silent. Too silent. Frolick felt danger in the air. Higgs saw the top of a flag behind a slope.

- *It's a trap!* - he shouted.

- *Run to the boats!* - said Frolick.

The men ran. More than twenty men jumped out from behind trees and slopes. Baconfrier headed the soldiers.

- *Finish them off!* - he shouted.

It was a terrible fight. Frolick's men attacked bravely, but Baconfrier ran at the captain. They fought for a long time. The soldiers were more numerous, but the pirates knew how to fight, and they were not afraid.

Finally, Frolick's men retreated and reached the boats. Baconfrier slipped and sprained his ankle. He stood there, on the beach, shouting and cursing Frolick.

The captain of the pirates had blood on his arm. But Frolick could not feel the pain. The men rowed to "The Sea Centaur". He could see the treacherous Potter lying dead, on the beach, but his dear friend Higgs was there too, dead and lost forever.