

Level 5	
Suitable for:	young learners who have completed up to 250 hours of study in English
Type of English:	American
Headwords:	1000
Key words:	20 (see pages 2 and 8 of these Teacher's Notes)
Key grammar:	past continuous, <i>will</i> with future meaning, zero conditional, indefinite pronouns and adverbs, common phrasal verbs with transparent meanings, two clauses joined with <i>so</i> and <i>when</i>

Summary of the story

Ice Island Adventure takes place on an imaginary island where polar bears live. It has a lake with a beautiful ice sculpture of a whale's tail which never melts because the island is too cold.

Strange, large tracks, perhaps of a yeti, have been discovered, and the people of Ice Island are afraid. The explorer, Jason Strong, sets out to solve the mystery with the help of his young cousins, Megan and Greg, and a scientist called Pandora Parris. At the Monitoring Station, they make plans to track the yeti. While looking through some photos, they also spot a poster for two men wanted for stealing polar bears – Doctor Danger and Hopeless Harry.

Jason and Greg, while tracking, pass the ice sculpture and notice that it is melting! This means the island is in danger, as a rise in temperature would cause flooding. Meanwhile, Pandora and Megan come across a cage with three polar bears locked up inside, and the two thieves.

The next day, they go to some caves and find the key to the cage and a plan for a machine that melts glaciers!

Another scientist, Milo Moon, has a dart gun to put the bears to sleep and take them to safety. The thieves are afraid of the dart gun so they tell the team where the machine is. It is set at HOT with the glacier melting fast. Megan changes it to ICE COLD. The police take the thieves away.

All the while, three yetis have been listening to everything. Nobody knows they exist and they would like to keep in that way.

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.

Ice Island Adventure is written by Coleen Degan-Veness who has written numerous Readers for children learning English.

Did you know ... ?

A yeti (or Abominable Snowman) is a mysterious creature. Some explorers say they have seen yeti footprints in the Himalayan Mountains, but no one knows if it really exists.

Polar bears are the largest carnivores that live on land. There are around 20,000 polar bears in the world.

The characters

Jason Strong is an explorer who works on Ice Island.

Pandora Parris is a scientist and a friend of Jason.

Greg is a 12-year-old ice explorer and Jason's cousin.

Megan is a 12-year-old ice explorer and Jason's cousin.

Doctor Danger is a dealer in the illegal wild animal trade.

Hopeless Harry is Doctor Danger's dim-witted sidekick.

Milo Moon is a scientist who knows all about Arctic climates.

The **police officers** keep a check on crime on Ice Island.

The **yetis** elusively keep a check on what is happening on the island that is their home.

The **polar bears** are angry to find themselves captive on the island that is their home.

Topics and themes

Geography The story takes place in an icy cold part of the world. Ask the students to name regions of the world where the climate might be like this. What do they know about the Arctic and the Antarctic regions? Have they heard of the North and South poles? Describe the scenery in these places. Do the students know why it is cold in these regions? Have any of them been to a snowy climate? Show the students a map of the world and point out the imaginary lines that form the Arctic Circle and Antarctic Circle. They could plan an imaginary trip to one of the polar regions, discussing what they would take with them, what they would do there and plotting their route. (See also Activity 5 on pages 5 and 6 of these Teacher's Notes.)

Science The story stimulates further inquiry into the polar regions: the climate, animal and plant species, and scientific research done there. Do the students think that polar bears in the Arctic are

Key words

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

adventure (n)	melt (v)
cage (n)	need (v)
capture (v)	net (n)
dart gun (n)	polar bear (n)
explorer (n)	poster (n)
flood (v)	sculpture (n)
glacier (n)	ski (n / v)
helicopter (n)	track (n / v) tracker (n)
joke (n)	tunnel (n)
machine (n)	yeti (n)

in danger? Are there thieves who try to capture them? Why? Why do scientists track polar bears, as well as other animals? Is it important that scientists use dart guns and nets to capture dangerous animals? What reasons would scientists have for capturing animals in the wild? (to weigh them, find out more about them, check they are healthy, etc.). (See also Activities 4 and 5 on pages 5 and 6 of these Teacher's Notes.)

Mythology The mystery of the yeti is famous around the world. Have the students ever heard of a yeti? Types of yeti include Bigfoot in North America and the Abominable Snowman in the Himalayas. Do the students think the yeti is a real animal or a myth? (See also Activity 3 on page 5 of these Teacher's Notes.)

Art The polar regions can generate a whole host of artistic possibilities for students. They can learn to identify the tracks of a variety of animals in

their locality, and reproduce them in clay or with paints. They can look at photos of icebergs and either create their own with clay, or paint pictures of them. They can make “Wanted” posters for people who capture wild animals for trading or who kill them for their fur or other body parts, such as elephant tusks. (See also Activities 1, 2 and 3 on pages 4 and 5 of these Teacher's Notes.)

Climate change In the story, Doctor Danger uses a machine to try and melt the glaciers and flood Ice Island. Why would he want to do this? Ask the students what they know about climate change. If the temperatures on Earth rise and cause the ice in the polar regions to melt, what would be the dangers to our planet? What can the students do to play their part in avoiding climate change? (switching off lights, using less water, walking or cycling more, recycling, etc.) (See also Activity 6 on pages 6 and 7 of these Teacher's Notes.)

Criminals In the story, the polar bear thieves are criminals. Point out the significance of their names: “Doctor Danger” is a very dangerous man whose plans put the lives of both animals and people in danger. He wants to capture animals in the wild and sell them to zoos. What he does is illegal. “Hopeless Harry” is his helper, and he does whatever Doctor Danger tells him to do. Point out that capturing animals in the wild and selling them is a criminal act, and the thieves in the story are put in prison for breaking the law.

Jokes In the story, Pandora enjoys telling jokes. Ask the students if they thought her jokes on pages 11 and 28 were funny. Ask them if they know any good jokes that begin, *What do you call a ...?* You can find lots of these kinds of jokes on the internet. Why do the students think people tell jokes? Do the students know any other good jokes?

Class Activities (After Reading)

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

1. Wanted poster

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

- In the story, Doctor Danger and Hopeless Harry are thieves who capture polar bears. Ask the students why they want to capture polar bears. What do they want to do with them? Would they make money from doing this? Is what they are doing right or wrong?
- Tell the students that they are going to make a Wanted poster to help try and catch a thief or thieves who illegally capture wild animals for trading. You could brainstorm with the students the kinds of reasons animals are usually captured for, e.g. to sell to zoos, to sell their body parts such as fur (polar bears, tigers, etc.), tusks (elephants), leather (buffalo, etc.), meat (many animals).
- Refer the students to page 6 of the Reader and the Wanted poster that appears on the computer screen. They should think about what they want their thief or thieves to look like and which animal they are accused of stealing. Write on the board the things the students should consider for their poster: a name for the thief or thieves, a picture of the criminal(s), which animals they hunt, etc.
- Hand out the materials. The students then design a poster showing their criminal(s) and the animals they hunt. Encourage the students to be as creative as possible in thinking up the name(s), and to also include the crime and any important information to help capture the criminal(s) on their poster.
- Go around the class and monitor the students' work.
- When the posters are finished, the students take turns to present them to the class, describing their criminal(s) and their crime.

- As follow-up work, the students could write a short story about the criminal(s), how they capture the animals, and how this person could be caught.
- Display the posters in the classroom.

2. Making tracks

Materials: animal tracks; long strips of cardboard about 1¼ to 1½ inches wide; plaster of Paris; water; container; stapler; colored paints (optional)

- If you are able to take the class outdoors in search of animal tracks, this is a great way for the students to learn about nature through making animal tracks.
- In the story, the explorers set off to solve the mystery of some unidentified tracks on Ice Island. Tell the students that they are going in search of animal tracks.
- As a class, go to a place that is good for finding animal tracks, such as near bodies of water like rivers or lakes, where tracks are often imprinted in the mud.
- When the students find some tracks, they should clear away any small leaves, twigs, rocks, and other debris, taking care not to damage the footprints.
- With their strips of cardboard, the students should form a circle and put it around an individual animal track. The length of the cardboard depends on the size of the track. The circle around should be slightly larger than the track. Staple the cardboard to secure the circle, then place the circle so that it surrounds the track.
- Next, the students make a paste by stirring five parts water to two parts plaster of Paris in a container. Enough should be made to fully cover the track with about an inch more around the sides.
- Pour the plaster carefully into the area in the circle, taking care not to spread the plaster too thin or the cast of the track could break. Use more paste for larger tracks.

- Now wait for the plaster to set. This should be about a half hour to an hour. Then, remove the cardboard circle and pick up the cast. The cast should be hardened fully, which could take a few days.
- Back in the classroom, the students can then write about and label their cast of an animal track. They should include information such as what animal they think the track belongs to, and where they found the track.
- The students can also paint their casts if they wish.
- Display the casts of the students' animal tracks around the classroom and discuss the different types of tracks.

3. Create a yeti

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

- Refer the students to the pages in the Reader which show the yetis. Do they think these are good examples of what yetis look like? What do they think a yeti should look like? Do they think a yeti is a creature that really exists?
- Tell the students that a yeti is a mythical creature that is meant to live in the Himalayan mountain region, and there is also a similar creature called Bigfoot that is thought to live in the mountainous regions of North America. Yetis are often described as ape-like creatures, but there are many differing stories about their appearance.
- The students are going to imagine and create their own yeti. Give out the materials and have the students draw their yeti-like creatures and color them. They should also give their yeti a name and write it at the top of their paper.
- The students should also think about where their yeti comes from. Does it live in the mountains or in a snowy climate? Does it live in a forest? Is it a good yeti or a bad one? Underneath the picture, the students should write a couple of sentences to describe their yeti.

- The students show their finished pictures to the class and talk about them, describing their yetis in more detail.
- Display the pictures in the classroom.

4. Project: Polar bears

Materials: internet access and / or reference books; atlas / map of the world; colored pens / pencils; safety scissors; glue

- Ask the students what they know of the polar regions. Ask the students which region they think polar bears live in. Polar bears live in the Arctic. Point out the Arctic on a map of the world.
- Tell the students that they are going to do a project to learn more about polar bears.
- Write on the board some key points for the students to find out, such as: *Where do they live? What do they eat? How do they hunt for their food? How big are they? What is the role of the mother bear? What happens to the bears in summer? Do the bears have any predators? Why do humans hunt the bears? What can we do to protect the bears from danger? Can you find out more interesting facts about polar bears?*
- Ask the students to do their research in pairs. They make notes and draw any relevant pictures to accompany their project. They could also print out pictures from the internet as part of their project.
- The students then write out their description of polar bears and include the drawings and pictures. (This activity could also be done as homework.)
- Display the information around the class. Discuss the interesting facts with the students.

5. Polar regions Venn diagram

Materials: internet access and / or reference books; atlas / map of the world; large sheets of paper; colored pens / pencils; safety scissors; glue

- Ask the students what they know of the polar

regions. Point out the Arctic and the Antarctic on a map of the world.

- Tell the students that they are going to do some research about the polar regions in order to create a Venn diagram. They will compare and contrast the Arctic and the Antarctic to find out about the similarities and the differences between the two regions.
- Draw a Venn diagram on the board and write *The Arctic* above the left circle and *The Antarctic* above the right circle. Explain to the students that all the information that will go in the left circle should be about the Arctic only, and all the information in the right circle about the Antarctic only. The information that will go in the intersecting area should be details that apply to both regions.
- Divide the class into pairs and hand out the sheets of paper. Ask the students to draw a large Venn diagram in the center of their paper.
- Write on the board some key points for the students to find out, such as: *What are the North and South Poles? Which region is colder? What is the annual temperature in the two regions? What animals live in the different regions? What plants grow there? Do people live there? What kind of scientific research is carried out? What is summer and winter like?* etc.
- Ask the students to do their research in pairs. They make notes to compare and contrast the two polar regions. They can also draw any relevant pictures and print out pictures from the internet to stick alongside the Venn diagram.
- The students then complete the Venn diagram with the information they have gathered, being sure to keep separate the information that is different about the regions and adding any similarities to the intersection in the diagram. The relevant drawings and pictures can be glued onto the sheet of paper with arrows pointing to the appropriate sections. (This activity could also be done as homework.)

- Display the information around the class. Discuss the differences and the similarities between the polar regions with the students.

6. Climate change quiz

- In the story, Doctor Danger and Hopeless Harry try to melt the glaciers on Ice Island with a machine. In reality, the glaciers in the polar regions are melting, too. Do the students know why? Discuss the effects of climate change. Explain to the students that fossil fuel emissions from factories, vehicles, our homes, etc. are slowly causing our Earth's surface to warm up, and this in turn is making the ice in the polar regions melt which means that sea levels are rising. This can be very dangerous for our planet.
- Tell the students they are going to do a quiz to see how much they know about our world and climate change.
- Use the quiz cards on page 7. Divide the class into two teams or into groups to do the quiz, allocating one member of the group as quizmaster. The quizmaster asks the questions to the other members of the team. (You could prepare more quiz cards if you wish.) The team that answers the most questions correctly is the winner.



1 What are scientists who study weather called?
a rainologists
b meteorologists
c sunologists
(answer: b)

2 Which of the following does NOT affect climate?
a cars
b oceans
c wearing a raincoat
(answer: c)

3 What do polar bears have to help them adapt to living in cold climates?
a black skin
b big bodies
c heating pads under their feet
(answer: c)

4 Which of the following does NOT affect plant growth?
a water
b stars
c carbon dioxide
(answer: b)

5 What is a glacier?
a a large area of thick ice
b a snow storm
c an area of melted ice
(answer: a)



6 Scientists believe that in the next 100 years global warming will cause sea levels to:
a stay the same
b decrease
c increase
(answer: c)

7 If it wasn't for the Earth's natural greenhouse effect, how much colder would the surface of the Earth be?
a It would be warmer.
b 33 degrees colder
c 80 degrees colder
(answer: a)

8 What are greenhouse gases?
a Gases that trap heat above the Earth.
b Gases from plants that grow in greenhouses.
c Gases used to heat greenhouses to keep them warm for plants to grow.
(answer: a)

9 What can we do to control climate change?
a Use as many fossil fuels as we can.
b Cut down more trees.
c Limit our use of fossil fuels.
(answer: c)

10 What may happen to animals as a result of climate change?
a They may need to eat more food.
b They may need to find new homes or migrate.
c Animals that can't already swim may need to learn how to swim.
(answer: b)

Key words

- adventure.....“That was an adventure!” said Megan. (p. 30)
- cageIn the forest, two men stood next to a cage with three angry polar bears inside. (p. 14)
- captureMegan shouted at the thieves, “You capture polar bears because you want to sell them to zoos! Who’s laughing now?” (p. 28)
- dart gun“Milo has a dart gun,” Pandora explained. “It makes the polar bears sleep.” (p. 22)
- explorerThe next morning, the explorers were ready to start tracking. (p. 9)
- flood“We have to do something or Ice Town will flood!” said Jason. (p. 12)
- glacier“I think Doctor Danger and Hopeless Harry have a machine that melts glaciers,” said Greg. (p. 18)
- helicopter.....The children were excited! They jumped into Jason’s helicopter. WHOOOSH! (p. 5)
- joke“Let’s stop,” said Pandora. “I just remembered a joke that you’ll like.” (p. 11)
- machineLook! There’s a plan for some sort of machine on the wall! (p. 17)
- melt“Ice never melts on Ice Island!” (p. 8)
- need“We need to stop them!” said Megan. (p. 19)
- netOn the ground, inside the net, the polar bears slept. (p. 28)
- polar bear.....Polar bears are the only animals on the island. (p. 3)
- poster.....Suddenly, Greg said, “Look! There’s a poster on one of those trees in this photo.” (p. 6)
- sculpture.....In the center of the lake, there was a beautiful ice sculpture of a whale’s tail. (p. 8)
- ski“Jason, do you have enough skis for all of us?” Pandora asked. (p. 7)
- track“Those tracks are very strange and very BIG!” (p. 5)
- tunnel“Behind that cage is a door to an underground tunnel that goes through the glacier.” (p. 24)
- yeti“Maybe yetis are dangerous so be careful.” (p. 9)

While-Reading activities

Activity 1 (pages 3–5)

Answer the questions. Draw lines.

- | | | | |
|---|--|---|-----------------|
| 1 | Is Ice Island the coldest place on Earth? | a | Yes, they do. |
| 2 | Are there large tracks on the island? | b | Yes, he does. |
| 3 | Does Jason text his cousins for help? | c | Yes, it is. |
| 4 | Are yetis a mystery? | d | Yes, it does. |
| 5 | Do Jason and his cousins travel by helicopter? | e | Yes, they are. |
| 6 | Does Ice Island look very small from above? | f | Yes, there are. |

Activity 2 (pages 6–9)

Find the mistakes. Write the correct sentences.

- 1 Greg sees a photo on one of the trees.

.....

- 2 The poster shows two men wanted for stealing computers.

.....

- 3 Jason's friend, Milo Moon, arrives at the Monitoring Station.

.....

- 4 Pandora is going to help them track the whale.

.....

- 5 There's an ice sculpture of a polar bear in the lake.

.....

- 6 The people of Ice Town want warmer temperatures.

.....

- 7 The boys start tracking in the forest.

.....

- 8 Jason and Greg go east to start their tracking.

.....

Activity 3 (pages 10–13)

Circle the correct words.

- 1 Jason and Greg skied **east** / **north** / **south** toward the caves.
- 2 The boys saw new **animal** / **ski** / **driving** tracks in the snow.
- 3 Pandora and Megan were near a **forest** / **a cave** / **an ocean**.
- 4 Pandora told Megan a joke about **a yeti** / **an ocean** / **a forest**.
- 5 Near the lake, Greg saw that **the ocean** / **Ice Town** / **the ice sculpture** was melting.
- 6 Jason had a machine in his pocket to read **the temperature** / **a map** / **about a glacier**.

Activity 4 (pages 14–18)

Who says it? Match.



- 1 “They’ll come back for the polar bears and then we’ll get them.”
- 2 “There are cameras on Ice Island so we can see everything everywhere.”
- 3 “She ran when I opened the cage.”
- 4 “Maybe they want to be the only people on Ice Island.”
- 5 “We must go to the caves!”
- 6 “Zoos pay a lot of money for females!”

Activity 5 (pages 19–22)Check the correct answers.

- 1 Who did Pandora bring to Ice Island?
 - a an explorer
 - b a scientist
 - c a thief

- 2 Where do polar bears find their food?
 - a in caves
 - b in the forest
 - c under the ice

- 3 Why is the glacier breaking and moving?
 - a It's melting.
 - b The helicopter lands on it.
 - c The thieves crack it with a dart gun.

- 4 What is Jason going to open with the key?
 - a the tent
 - b the cage
 - c the helicopter

- 5 What is Milo Moon going to do with the dart gun?
 - a put the polar bears to sleep
 - b capture the thieves
 - c break the glacier

Activity 6 (pages 23–26)

Read and write *T (True)* or *F (False)*.

- 1 Megan and her friends took the plan for the machine.
- 2 The machine was inside the cage with the polar bears.
- 3 Doctor Danger wasn't afraid of the dart gun.
- 4 Doctor Danger wanted to sell polar bears to zoos.
- 5 The explorers entered the glacier through an underground tunnel.
- 6 A yeti helped to capture Doctor Danger and Hopeless Harry.

Activity 7 (pages 27–30)

Write the words.

police joke glacier yetis thieves machine adventure net

- 1 The _____ was melting fast.
- 2 Megan changed the _____ to ICE COLD.
- 3 On the ground, the polar bears slept inside the _____.
- 4 Pandora told a funny _____ about a dentist.
- 5 The _____ didn't want to go in the helicopter.
- 6 The _____ arrived in another helicopter.
- 7 The explorers had an exciting _____ on Ice Island.
- 8 The _____ heard everything but nobody ever saw them.



After-Reading activities

Activity 1

Cut out the sentences. Put them in the correct order.



- a** Greg sees the plan for some sort of machine on the wall in the cave.
- b** Pandora arrives to help them track the yeti.
- c** After Milo hits his head, Doctor Danger opens the cage with a key from his pocket.
- d** Greg notices that the ice sculpture in the center of the lake is melting.
- e** Pandora and Megan see the thieves in the forest.
- f** Jason Strong meets his cousins when they arrive on Ice Island.
- g** Megan has a dream about a key.
- h** Milo Moon arrives by helicopter with nets and a dart gun.

Activity 2

Do you remember? Look and answer the questions.



1 Why is the yeti laughing?

.....



2 What did this yeti do?

.....

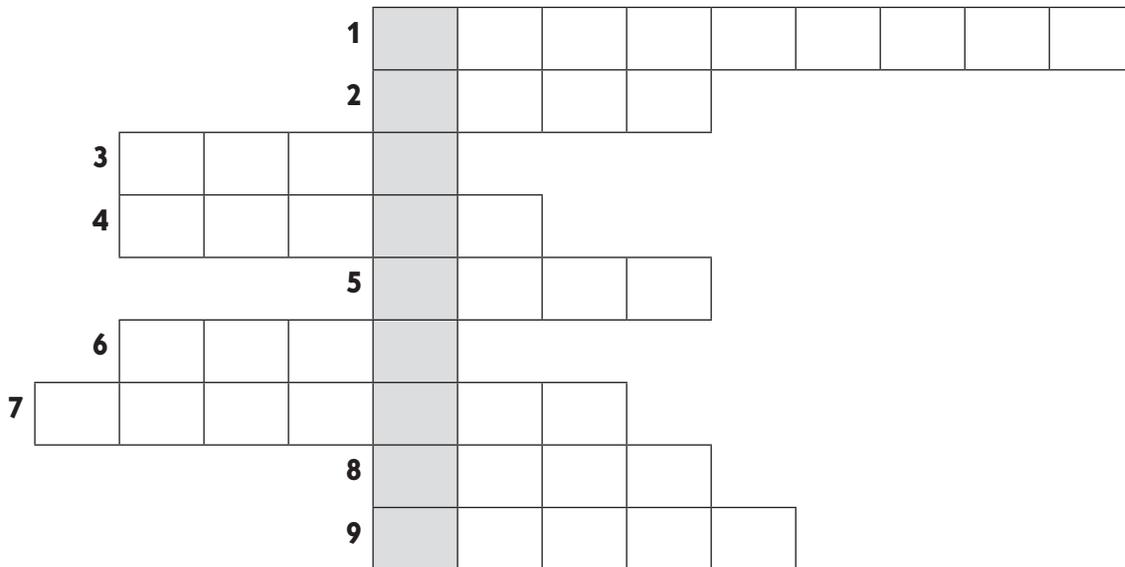


3 Why are these yetis smiling?

.....

Activity 3

Write the words in the puzzle. What's the secret word?



- 1 There was an ice _____ of a whale's tail in the lake.
- 2 The polar bears were inside a _____.
- 3 There was more than one _____ on Ice Island but the people never saw them.
- 4 Pandora liked telling _____.
- 5 Milo Moon had _____ and a dart gun to save the polar bears.
- 6 Doctor Danger's machine could _____ the glaciers.
- 7 Jason had a _____ that could read the temperature.
- 8 Pandora took Megan and Greg to Ice Town to buy _____.
- 9 Pandora went to Ice Island to help the explorers _____ a yeti.

The secret word is _____.

Answer Key

In the back of the Reader

Before You Read

- a** three people – two boys and one girl
b in the Monitoring Station
c a poster on one of the photos
d thieves
- a** tracks: p3, p5
b polar bears: p14
c a helicopter: p5, p22
d a poster: p6
e skis: p7
f a sculpture: p8
g a cage: p14
h a dart gun: p22
i a net: p22
j a machine: p6, p7, p27

After You Read

- a** Jason, Megan and Greg
b Doctor Danger and Hopeless Harry
c Pandora Parris and Milo Moon
d Pandora / Greg
e Megan, because she has a dream about it.
- a** F **b** T **c** F **d** T **e** F **f** F **g** T **h** T
- Students' own answers.

In these Teacher's Notes

While-Reading activities

Activity 1

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

Activity 2

- Greg sees a **poster** on one of the trees.
- The poster shows two men wanted for stealing **polar bears**.
- Jason's friend, **Pandora Parris**, arrives at the Monitoring Station.
- Pandora is going to help them track the **yeti**.
- There's an ice sculpture of a **whale's tail** in the lake.
- The people of Ice Town want **colder** temperatures.
- The **girls** start tracking in the forest.
- Jason and Greg go **north** to start their tracking.

Activity 3

- 1 north 2 driving 3 forest 4 an ocean
 5 the ice sculpture 6 the temperature

Activity 4

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

Activity 5

- 1 b 2 c 3 a 4 b 5 a

Activity 6

- 1 T 2 F 3 F 4 T 5 T 6 T

Activity 7

- 1 glacier 2 machine 3 net 4 joke 5 thieves
 6 police 7 adventure 8 yetis

After-Reading activities

Activity 1

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

Activity 2

- It's laughing because Pandora's joke is funny.
- He made Doctor Danger and Hopeless Harry fall over.
- They're smiling because they know everything that has happened, but nobody knows about them.

Activity 3

1	S	C	U	L	P	T	U	R	E
2	C	A	G	E					
3	Y	E	T	I					
4	J	O	K	E	S				
5	N	E	T	S					
6	M	E	L	T					
7	M	A	C	H	I	N	E		
8	S	K	I	S					
9	T	R	A	C	K				

The secret word is **scientist**.

Activity 4

Students' own answers.