ADVENTURES IN ENGLISH

TEACHER PACK
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>How the lessons work</td>
<td>2</td>
</tr>
<tr>
<td>Learning skills</td>
<td>3</td>
</tr>
<tr>
<td>Gameplay phase alternative</td>
<td>4</td>
</tr>
<tr>
<td>Unit 2.1: Gameplay phase</td>
<td>5</td>
</tr>
<tr>
<td>Unit 2.1: Alternative approaches to gameplay</td>
<td>8</td>
</tr>
<tr>
<td>Unit 2.1: Classroom activities phase</td>
<td>10</td>
</tr>
<tr>
<td>Appendix A: Student worksheets</td>
<td>12</td>
</tr>
</tbody>
</table>

*Cambridge Assessment Adventures in English* is in beta.

We hope you enjoy this demo lesson, and would welcome your feedback.

Please visit [https://www.surveymonkey.co.uk/r/3HGSFF](https://www.surveymonkey.co.uk/r/3HGSFF) to let us know about your experience.
Overview for teachers

Cambridge Assessment Adventures in English [working title] is a blended learning solution which combines the power of the Cambridge Approach to language teaching and assessment with the engaging and creative context offered by the world of Minecraft.

The programme of lessons has been aligned to level A1 of the CEFR and has been designed to help you to prepare your students for the Cambridge English A1 Movers exam by focusing on the skills and knowledge they will need to communicate successfully at this level.

The hour-long lesson features both game-based activities and classroom-based activities.

Game-based activities

Minecraft's immersive learning environment is an ideal tool for creating authentic communicative contexts, making your students’ engagement with the English language memorable, engaging and motivating. Stories are important to how young learners remember their experiences of additional languages so an overarching narrative ties together the adventures your students will embark upon within the Minecraft game. In addition to enhancing your students’ understanding of English, the game aspect of this blended learning solution also encourages skills that are important for successful learning outcomes more generally, such as curiosity, creativity, collaboration, perseverance, and problem-solving.

Classroom-based activities

The learner-centred classroom activities bring the world of Minecraft alive in your classroom, providing plenty of communicative language practice such as collaborative speaking activities, and are accompanied by clear lesson plans to support you. These classroom activities have been designed to make the most of the opportunity your students have to learn from you, their teacher. The role of the teacher is, and will always be, central to successful language learning. The activities have been designed in accordance with the Cambridge Approach and are rooted in the Communicative Language Teaching methodology.

About A1 Movers

A1 Movers is the second of three Cambridge English exams created specifically for children.

All Cambridge English exams for young learners are fun, colourful and activity based, motivating children to learn. They introduce children to everyday written and spoken English and are an excellent way for them to gain confidence and improve their English.

Language level

Most of the language within the game is level A1 on the CEFR. However, we have chosen to include a number of A2 level grammatical structures, such as simple ‘if’ clauses, as well as a number of above-level items of vocabulary which are contextualised within the game, such as ‘scroll’ and certain Minecraft-specific vocabulary, such as ‘creeper’. This has been done in order to ensure the students are exposed to language which is authentic to the context.
How the lessons work

Basic lesson structure

Approximate timings

- **5 minutes**  | Class admin – opening
- **25 minutes** | Gameplay phase
- **25 minutes** | Classroom activities phase
- **5 minutes**  | Class admin – closing

The lesson is designed to last one hour, although the time spent on each activity can be altered where class times are different. Five minutes have been allocated before and after the main activities in order to account for the time spent getting the children seated, taking the register, introducing the lesson, and so on.

The bulk of the lesson is split into two phases. The first is the gameplay phase. This would ideally take place during the class, if the technology is available to do so. Should this not be possible, the procedure described below can be followed whereby the gameplay phase takes place in advance of the lesson.

Following on from the gameplay phase is a series of classroom activities designed to expand on the topics covered within the game and to make the most of the unique communicative opportunities presented by the classroom context. The classroom activities can be carried out with the help of a large screen, interactive whiteboard, projector, classroom computer or indeed without the use of technology.

Gameplay support for teachers

You don’t need to be an experienced gamer to teach with Minecraft Education Edition. In fact, you don’t need any gaming experience at all! The tutorial mode will help you to get some hands-on experience with the controls if you aren’t familiar with them already. We’ve also provided brief written and visual summaries of each game level so you don’t need to worry if you don’t have time to play the levels before each class.

How to support your students with using the game

Some of your students may regularly play Minecraft at home, while others may never have played it, so it is likely that there will be a mix of abilities in your class when it comes to familiarity with the controls.

Research has shown that children may use avoidance as a strategy when they perceive that something is more difficult for them than it is for their peers. This can lead to a lack of engagement as they can become demotivated and give up in these circumstances. However, game-based learning researchers have found that taking the right steps to address this disparity in ability with the game controls results in engagement that is just as high among the less and more experienced students.

With this in mind, Cambridge Assessment Adventures in English [working title] features a purpose-built tutorial hub area for students. This area has the appearance of a classroom and features a number of practice activities to help less experienced students become familiar with the controls and to hone some learning skills at the same time.

Technology

Minecraft Education Edition can be run on devices which use the following operating systems:

- Windows 7 and higher
- macOS High Sierra 10.13 and higher
- iOS 10 and higher.
Learning skills

What learning skills are and why they matter

The lesson plan in this Teacher Pack will indicate several skills which underpin your students’ learning journey. These skills are the building blocks which will help students to become better learners of English and other subjects, as well as helping them to succeed in a fast-changing world when they leave school.

Creativity
This indicates a task in which students will have an opportunity to generate multiple original and innovative ideas rapidly and elaborate on them. This may manifest itself through gameplay or through classroom activities such as roleplay or creative arts.

Problem solving and critical thinking
Students will have the opportunity to practise their critical thinking skills, enabling them to think effectively and rationally about what they need to do and what they think is the best action to take.

Perseverance
Being an effective language learner, and learner more generally, requires sustained effort and the ability not to give up when challenges come along. The game will present your students with engaging and challenging scenarios, which will encourage them to become self-motivated and independent learners.

Curiosity
Your students will be rewarded for demonstrating curiosity by fully exploring the diverse worlds they will encounter throughout each gameplay level. This curiosity, and the motivation it provides, will be the driving force behind their learning.

Collaboration
Being able to work effectively with others is often described as a key skill for 21st century education. Supporting each other in collective thinking allows students to achieve more than they could on their own, and enables them to construct knowledge collectively.
The recap phase

Not all teachers will have access to enough devices to enable every student to play through the game level during class time. Where this is the case, the teacher can set the gameplay as a ‘flipped classroom’ homework activity. Where this approach is taken, a ‘recap phase’ replaces the ‘gameplay phase’ during the first part of the lesson, as described below.

Before the lesson
Setting the gameplay as homework
The teacher sets the completion of the game as homework for the next class. Teachers should provide students with the scroll for that level (See Appendix A: Worksheet 2.2a), ideally rolled up and tied with a piece of string. The students will have to complete the scroll as they go through the level in order to find the password at the end which will give them their reward. You can also find an interactive version here: https://assets.cambridgeenglish.org/webinars/explorers-scroll.pdf.

Beginning the lesson
Gameplay recap phase
It is important to ensure that all of the students are familiar with the content of the game as the classroom-based tasks will relate to this. Therefore, there needs to be some kind of whole class recap of the content in case some students were unable to complete their homework. Doing so also provides rich, contextualized opportunities for communication.
Lesson plan

Gameplay in class (25 minutes, approx.)
The first phase of the lesson will involve the students playing through this lesson’s gameplay level. If doing so is not possible for technical or time reasons, please refer to pages 10 and 11 for alternative approaches to administering the gameplay phase.

Beginning the lesson
The students log into the game.

Gameplay phase
In the hub world, the students will be greeted by Gary, a non-player character (NPC) who is going to assist them on their journey.

1. Hub area
When the students speak to Gary, he gives them their mission for this lesson: to get a better helmet. Gary gives the player a scroll. Teachers should provide students with the scroll (Worksheet 2.2a), ideally rolled up and tied with a piece of string. The students will have to complete the scroll as they go through the level in order to find the password at the end which will give them their reward. In the hub area, there’s also an empty trophy case, indicating the trophies that the students will be able to earn by either completing the puzzles in the game quickly and accurately, or by completing optional challenges and following all the instructions in the game.

2. Cora the blacksmith
The students meet Cora and have a conversation with her by responding to what she says in the dialogue box. The students have to show that they have understood their mission by selecting the right option from ‘cookie’, ‘helmet’ and ‘sheep’. Cora tells the player to solve puzzles and find a password to unlock the display cabinet containing the helmet.

As an optional activity, Cora asks the player to take the swimming cap from the small chest.

3. The dangerous cave
The students arrive in a cave which has been designed to seem like a dangerous place. This contextualises the key words needed in this area, ‘dangerous’ and ‘cave’.

‘Dangerous’ is on the A2 Movers wordlist and students find it challenging to spell, so this activity enables your students to practise the spelling of that word. In this task, the students need to look around cave to find and mine the letters to the word ‘dangerous’. They then complete the sentence on the wall of the cave which reads: This cave is d _ _ _ _ _ _ _ . Placing the letters in the right order will cause a wall in the cave to open. The players can then progress to the next area.

For players who struggle with the spelling of the word ‘dangerous’, on the third try, an alternative cave will open, in which learners will have an opportunity to spell the word with a lot more support: this time, it is only the letter ‘E’ that they need to mine and put inside the gap in the word. Once they succeed with this task, the players then progress to the next area as intended.
4. The creepy room

Next, the players will find a clearing with a set of locked doors and a house with its doors wide open. When they go inside the house, the scroll instructs them to make the room nicer. The exit to the room will unlock when they have:

- made the room warmer by lighting the fire in the fireplace
- made the walls cleaner by removing the cobwebs which will be faster if they use the sword in the chest
- made the floor brighter by placing yellow carpet in the sections where it’s missing.

There are also some optional extra changes for the students to make if they wish:

- destroy the painting of the skeleton to reveal an aquarium
- turn on the lights
- put a cake on the table.

This activity is based on reading comprehension as well as problem solving and critical thinking. It provides exposure to comparative adjectives in a meaningful context as well as the structure ‘have to’, both of which appear on the A1 Movers grammar and structures list, which feed into the classroom activities which follow the gameplay phase.

5. The beautiful cave

The player exits the house to return to the clearing and find the previously locked doors now open. Through these doors is a beautiful cave. There is another word puzzle here. In a wall is the sentence: ‘this cave is B _ _ _ _ _ _ _ _’

The students have to find a small cave in which they mine the letters and spell the word ‘beautiful’. This word is on the Pre-A1 Starters word list, but students continue to have difficulty spelling it into higher levels.

There is also a secret to be discovered somewhere in the cave.

6. Return to Cora

The player arrives back in Cora’s workshop. They should now have completed the scroll and discovered the secret letters required to unlock the display case. Now they need to mine the letter blocks and put them into the gaps to spell the password. The player can now retrieve the helmet.

The player can now leave the area and go back to the hub world to be congratulated by Gary.

After the gameplay, go through the scroll with the class to recap the answers. You can also see whether the students found the optional extras, such as the swimming cap, and the hidden panda along the way, or got any of the trophies by completing the activities accurately the first time and following all of the optional instructions.
**Explorer’s Scroll Answer Key**

You have to open the D O O R.
Gary wants you to find a woman called C O R A.
Cora has a better H E L M E T for you.
There is a cave. The cave is D A N G E R O U S.
After the cave, there is a H O U S E. It is dirty, cold and ugly.

Things to do in the room to make it nicer:
- I can turn on the L I G H T S.
- I can move the picture and find some F I SH.
- I can put the C A K E on the table.

The next cave is B E A U T I F U L.
After the cave you T R A V E L in a mine cart to the windmill.

**Continuing the lesson**

The lesson then continues into the classroom activities phase.
Some additional questions you could ask the students to discuss are:
- What did you like about the game?
- How did you feel when you played it?
Unit 2.1: Alternative approaches to gameplay

Procedure

Option 1: whole class playthrough

At the start of the lesson, the teacher takes control of the classroom computer and starts this lesson’s gameplay level. The teacher asks the students to explain what to do next and helps them to form the instructions correctly. The teacher then asks for two volunteers to come to the front of the class. One student (the player) sits at the computer. The other student (the questioner) stands near them and faces the class. The player is instructed not to do anything without being instructed to by one of their classmates. The questioner is instructed to direct questions to different students in the class along the lines of ‘what does Min have to do next?’ or ‘where does Min have to go next?’ Note: it’s better for the player and the questioner to be different students as the cognitive load associated with operating the game would detract from their ability to form questions in English.

After asking two questions, the questioner becomes the player and a new questioner is selected from the class. It’s best if all of the students in the class get to take a turn playing. If this is not possible, it is recommended that the teacher keeps a note of which students have played and which haven’t, to give those who haven’t an opportunity to play in future lessons.

The whole class playthrough provides opportunities for:

- practice of speaking, including pronunciation, grammar & vocabulary, and interaction (i.e. all three areas on which the students will be assessed in the A1 Movers exam)
- practice of interactional listening comprehension
- practice of certain grammatical forms such as imperatives and the structure ‘you have to...’, from the A1 Movers syllabus.
- practice of using the vocabulary found within this lesson’s gameplay level
- opportunities for the teacher to correct students’ pronunciation, stress patterns, grammar, vocabulary and any other language features that might come up during the interaction
- question formation.
Option 2: the no technology recap

This option is useful for classrooms where there is no access to technology or if the technology unexpectedly fails.

The teacher provides the students with Worksheet 2.2b, which features five pictures from the gameplay level. Start by asking the students to point to key vocabulary in the pictures. You can then write key words on the board to help your students, as well as useful phrase like 'there is/are...'. The teacher then asks the students to discuss in pairs or threes what happened in the level and to try to retell the story. Students can ask each other and the teacher questions if they aren’t sure of a word, and the teacher monitors as they normally would a paired speaking activity. At the end, the teacher elicits the story from the class, getting at least one sentence from each student. If there are students who could not complete the homework, they must be paired/grouped with someone who did.

Continuing the lesson

The lesson then continues into the classroom activities phase.

Some additional questions you could ask the students to discuss are:

- What did you like about the game?
- How did you feel when you played it?
Lesson plan (25 minutes, approx.)

Language focus: listening comprehension, pronunciation, numbers, adjectives, comparative adjectives, question formation

Activity 1: numbers recap (5 minutes)

Students taking A1 Movers are expected to be able to understand and produce numbers 1 to 100. These numbers will help the students to complete the next activity. As students struggle with understanding and pronouncing certain numbers, it is a good idea to revise some of these numbers first. This classroom game can be played to do this. Students take it in turns to say numbers out loud in order. Every fourth student says ‘Minecraft’ instead of a number. You could also replace the word ‘Minecraft’ with a word that your students have difficulty saying.

e.g.  
Student 1: one  
Student 2: two  
Student 3: three  
Student 4: Minecraft  
Student 5: four  
Student 6: five  
Student 7: six  
Student 8: Minecraft  
…etc. from number 1 to a maximum of 100, depending on available class time.

Activity 2: describing Minecraft characters (5-10 minutes)

Show the students a picture of a character from the game level, for example, Cora. This can be put on an interactive whiteboard, projected onto a normal whiteboard, drawn onto the board by the teacher, or a printout of Worksheet 2.2c can be cut up and stuck to the board for this purpose.

The teacher models question formation for several facts about the character (name, age, height, strength, speed). For example: how old is the creeper? how strong ...? etc. The teacher writes the information under the character on the board.

e.g.  
Teacher: What’s her name?  
Student: Cora  
Teacher: Whole sentence?  
Student: Her name’s Cora.  
Teacher: How old is she?  
…etc.

Note: strength and speed can be scored between 1 and 100. Copy the following on the board:

e.g.  
0 to 24   = very slow / very weak  
25 to 49   = quite slow / quite weak  
50 to 74   = quite fast / quite strong  
75 to 100   = very fast / very strong

Give the students an example, e.g. Cora has a strength of 77. Cora is very fast.
The teacher may provide the students with a few more examples and check their understanding by asking some questions. e.g. Is Cora quite fast or very fast?

The teacher introduces a second character, for example, a creeper.

The same procedure is followed as above.

Then the teacher models how to create comparative sentences for the two characters.

e.g. The creeper is faster than Cora. Cora is taller than the creeper.

**Activity 3: comparing characters (10 minutes)**

The students ask each other questions about the characters.

e.g. **Student 1:** What’s his name?

**Student 2:** His name’s Marlo. What’s her name?

**Student 1:** Her name’s Anna.

**Student 1:** How strong is Marlo?

**Student 2:** Marlo is quite strong! How strong is Anna?

**Student 1:** Anna is very strong.

The students then talk together to make comparative sentences describing how their characters compare with one another.

e.g. Anna is stronger than Marlo. Marlo is weaker than Anna.

If there is enough physical space, the activity could be made more dynamic by asking the students to walk around the classroom and talk to different classmates, asking questions and making comparative sentences.

**Activity 4: writing wrap-up (10 minutes)**

The students now write some sentences in their notebooks based on the previous speaking activity.

e.g. Anna is stronger than Marlo. Marlo is faster than Anna.

Note: more able students can be encouraged to produce more sentences and use conjunctions like ‘and’ and ‘but’.

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**CREATIVITY ZONE**

Students create their own character card.

Using worksheet 2.2c, they can choose the character they want or use the blank one to draw their own. Allowing children to add a personal touch to the lessons makes the content more memorable.
Explorer’s Scroll

You have to open the door.

Gary wants you to find a woman called.

Cora has a better one for you.

There is a cave. The cave is dirty, cold and ugly.

After the cave, there is a .

You have to make the room nicer. Tick the things when you do them.
- You have to make the room warmer.
- You have to make the walls cleaner.
- You have to make the floor brighter.

What else can you do to make the room nicer? Write in the box below:

I can turn on the light. I can move the picture and find some furniture. I can put the clock on the table.

The next cave is in a mine cart to the windmill.

Put the numbered letters in the right order to get the password:

7 11 12 13 30 56 72 87 93
Worksheet 2.2b: Locations

[Images of different locations as seen in Minecraft, including a windmill, a tunnel with a sign reading 'Cora', a dark room, a flooded area, and a room filled with boxes.]
Worksheet 2.2c: Characters

Name: ________________
How old...? _________
How tall...? _________
How strong...? _________
How fast...? _________

Name: ________________
How old...? _________
How tall...? _________
How strong...? _________
How fast...? _________

Name: ________________
How old...? _________
How tall...? _________
How strong...? _________
How fast...? _________

Name: ________________
How old...? _________
How tall...? _________
How strong...? _________
How fast...? _________

Name: ________________
How old...? _________
How tall...? _________
How strong...? _________
How fast...? _________

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