

Unit Overview

Unit Objective

- I can talk about camping

Language

Target Vocabulary	<p>Camping equipment: sleeping bag, tent, poles, pegs, compass, flashlight, air mattress, air pump, first-aid kit</p> <p>Camping activities: pitch the tent, take down the tent, put in the pegs, set up the bed, cover our heads, light a fire, keep out the rain, read a compass</p>
Target Structures	<p>Flo is good at swimming.</p> <p>I like hiking, but I don't like sailing.</p> <p>I love fishing and camping.</p> <p>I'm pitching the tent. We're putting in the pegs.</p> <p>I can pitch a tent, but I can't read a compass.</p>
Features	<p>Values: Safety first. Think about safety when you go camping.</p> <p>Cross-curricular: Social science: Being a mountaineer and an adventurer</p>

Skills

Reading	<ul style="list-style-type: none"> Can understand a simple story Can understand details of a story Can recognize why camping safety is important Can understand a letter about being on adventure camp Can understand a text about an adventurer
Writing	<ul style="list-style-type: none"> Can write simple sentences about what people <i>like/are good at/are not good at</i> doing Can plan an adventure trip Can write camping words (<i>Workbook</i>) Can complete simple sentences about adventure camp/an adventurer (<i>Workbook</i>)
Listening	<ul style="list-style-type: none"> Can identify camping equipment Can identify camping activities Can understand a simple story
Speaking	<ul style="list-style-type: none"> Can talk about what people <i>like/don't like/are good at</i> doing Can talk about what I'm doing and what someone can and can't do Can discuss a story

Lesson 1 SB page 12 or Poptropica English World

Learning Objective

Can identify camping equipment

Target Language

sleeping bag, tent, poles, pegs, compass, flashlight, first-aid kit, air mattress, air pump

1 What camping words do you know? Can you say them?

- Open books and ask students to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're talking about camping.*
- Close books. Ask students what English words they know for camping, e.g., *tent, sleeping bag.* Write on board.
- Introduce students to the learning adventure poster. Use this poster with students to help them indicate how confident they feel about the lesson objective, and to show you who may need more help. See page 9 for how to use this with your classes.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

2 Listen and read. What things do they have?

- Ask students to look at the story frames on page 12. Ask, *What is happening? What are they doing? (They're arriving at camp.)*
- Play the audio. Have students to look at the story in their books and listen.
- Ask comprehension questions: *Who is Hannah? (the camp leader)* *What things do they have? (Tom has the tent. Felipe has the poles. Maria has the pegs. Flo has the flashlight and compasses.)*

3 Listen and say.

- Focus on the words. Play the audio and have students repeat after each word they hear.
- Pair students and put Picture Cards 6–11 and 17–19 up on the board. Number each Card. Have students play a game in pairs. One student says a number. His/Her partner has to say the item, and use it in a descriptive sentence, e.g., *sleeping bag. That sleeping bag is red.* or, *I have a red sleeping bag.*

4 Play the memory game.

- Demonstrate the game with a student. Start by saying, *I went camping and in my tent there was a sleeping bag.* Then ask the student to repeat the sentence and add one more item.

1 Adventure camp

1 What camping words do you know? Can you say them?

2 Listen and read. What things do they have?

3 Listen and say.

4 Play the memory game.

They have sleeping bags, a tent, poles, pegs, a flashlight, and four compasses.

Hi, I'm Hannah. Welcome to this summer's adventure camp.

OK. I can see your sleeping bags, but who has the tent, poles, and pegs?

I have the tent, Felipe has the poles, and Maria has the pegs.

I have a big flashlight and four compasses.

OK. Let's pitch the tent and make a campfire.

Great!

This is the week's schedule. There's lots to do!

1 sleeping bag

2 tent

3 poles

4 pegs

5 compass

6 flashlight

7 first-aid kit

8 air mattress

9 air pump

A: I went camping, and in my tent there was a sleeping bag.
B: I went camping, and in my tent there was a sleeping bag and a...

Can identify camping equipment

- You then repeat the sentence again, adding one more item to the list.
- Put students into pairs to play the game. Encourage them to add more items when they run out of the words presented on page 12.

Ask students, *How many camping words do you know now?* Give students a minute to tell their partner the words they know.

- Ask students to say where they are on their adventure now. Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.

Pop Quiz: Divide students into small groups and ask them to brainstorm a plan for a themed adventure camp (e.g., *cooking camp, basketball camp, acting camp, music camp*). Students write a list of things the campers would need. They can also draw a picture for each item. Invite students to present their plans to the class.

- Direct students' attention to the fence card on page 12. Tell students to go online to the Poptropica English Island Adventure Game and find the item. Once students click on it, they are taken to a supplementary language task.



5 Listen and read. Then circle T = True or F = False.

LOOK!
Flo is good at swimming.
I like hiking, but I don't like sailing.
I love fishing and camping.

a My name's Tom. I'm 14, and I'm American. I love playing basketball and soccer. I can cook and swim, but I can't surf. I have one sister, Flo. She's 12, and she's very funny.

b My name's Maria, and I'm 13. I'm from Mexico. I like dancing, but I'm not very good at singing! I have two sisters. They're 8 and 10, and I love playing with them!

c I'm Flo, and I'm 12. I'm from the United States. I'm good at swimming. I love talking to my friends. I have one brother. He's 14, and he's very good at sports.

d I'm Felipe. I'm from Spain. I'm 13. I love playing video games, and I like science and math. I have three brothers, and they love video games, too. We always have competitions!

1 Tom can swim and surf. ☐ T ☐ F
2 Maria is Mexican. ☐ T ☐ F
3 Flo is good at swimming. ☐ T ☐ F
4 Flo loves talking to her friends. ☐ T ☐ F
5 Felipe only has two brothers. ☐ T ☐ F

6 Ask and answer.

1 Where are Tom and Flo from?
2 What does Tom love doing?
3 How old are Maria's sisters?
4 What subjects does Felipe like?

1 United States 3 8, 10
2 basketball, soccer 4 science, math

7 Imagine you are Tom, Maria, Flo, or Felipe. Ask and answer.

1 How old are you?
2 Where are you from?
3 What do you like doing?
4 What are you good at?
5 Do you have any brothers or sisters?

Lesson 2 Can talk about what people like/don't like/are good at doing 13

Lesson 2 SB page 13 or Poptropica English World

Learning Objective

Can talk about what people *like/don't like/are good at doing*

Warm-up

- Have a nationality spelling bee, using pictures of flags. Review the names of countries.

Open books and ask students to look at the activities and the Look! box. Ask, *What are we learning today?* Write the lesson objective on the board: *We're talking about what people like/don't like/are good at doing.*

- With books closed, elicit the names of the main characters and where they are. (*Hannah, Tom, Flo, Maria, and Felipe. They are at the adventure camp.*) Explain the meaning of *adventure camp*.

5 Listen and read. Then circle T = True or F = False.

- Focus students' attention on the structures in the Look! box and play the audio (track A:09). Students repeat chorally.
- Play the audio and have students follow.
- Give students time to read the four paragraphs.
- Pair students and have them go over the five statements together and decide if they are true or false. Have students write correct statements for those that are false. Check answers, and elicit the correct statements for the "false" ones (1 *Tom can swim, but he can't surf.* 5 *Felipe has three brothers.*)
- Ask students to look at the structures in the Look! box again and find which other word we can use instead of *love (like)*. Check that they remember to add "s" to *love/like* for the third person singular. Remind them that we can also use *like/love + noun*, e.g., *I like science*. Have students go through Activity 5 and find more examples.

6 Ask and answer.

- Draw students' attention to the four questions. Divide the class into pairs and give them time to do the activity.
- Invite confident students to come to the front to ask and answer questions.

7 Imagine you are Tom, Maria, Flo, or Felipe. Ask and answer.

- Ask two confident students to model the questions and answers. Have one student ask the questions, and another student pretends to be one of the characters and answers the questions.
- Divide the class into pairs and give them time to do the activity, using the target language.

Pop Quiz: Give each student a sheet of paper and have them draw a friend (could be an imaginary friend or a "real" friend). They can include smaller pictures to help describe what the friend is good/not good at, their nationality, etc. Students then take turns "introducing" their friend. Invite other students to ask questions, e.g., *How old is he? Does he have any brothers or sisters? What does he like doing?*

8 Listen and number. Then say.

VOCABULARY

a pitch the tent 3
b take down the tent 8
c put in the pegs 7
d set up the bed 2
e cover our heads 6
f light a fire 1
g keep out the rain 5
h read a compass 4

9 Listen to the song and write.

SONG

Scouts around the world, from Spain to Mexico.
We're traveling together, from the mountains to the ocean.
We're walking for miles and learning every day.
We're reading a ¹ compass and finding our way.
(Chorus)
Oh, we are adventure campers, here is our song.
With adventure and new friends, you can't go wrong!
At the end of the day, we're back to camp again.
We're pitching our ² tents, they keep out the rain.
We're putting in the ³ pegs and setting up our ⁴ beds.
We're sleeping in sleeping bags that cover our heads!
(Chorus)
All this adventure is making us fit and strong.
We're cooking our food, which doesn't take too long.
We're eating our dinner, and then we're so tired.
We're sleeping in tents all around the ⁵ fire!
(Chorus)

10 Look at Activity 9 and check (✓) the activities in the song.

1 reading a compass <input checked="" type="checkbox"/>	2 wearing sunglasses <input type="checkbox"/>
3 pitching tents <input checked="" type="checkbox"/>	4 putting in the pegs <input checked="" type="checkbox"/>
5 running a race <input type="checkbox"/>	6 taking down the tent <input type="checkbox"/>

14 Lesson 3 Can identify camping activities

Lesson 3 SB page 14 or Poptropica English World

Learning Objective

Can identify camping activities

Target Language

pitch the tent, take down the tent, put in the pegs, set up the bed, cover our heads, light a fire, keep out the rain, read a compass

Warm-up

- Review camping equipment words, by flashing the word side of the Picture Cards 6–11, 17–19, and having students listen and repeat. Then do a word scramble game on the board.

Open books and ask students to look at the book. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning some camping activities.*

- With books closed, say, *What do we do when we go camping?* Write answers on the board, e.g., *play games, play the guitar, go swimming.*
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure.*

8 Listen and number. Then say.

- Introduce camping activities with Picture Cards 12–16, and 20–22. Hold them up one by one, then turn them to the word side and ask students to repeat the words after you.
- Play the audio and have students number the words from 1–8 in the order they hear them.

- | | |
|---------------------|----------------------|
| 1 light a fire | 2 set up the bed |
| 3 pitch the tent | 4 read a compass |
| 5 keep out the rain | 6 cover our heads |
| 7 put in the pegs | 8 take down the tent |

- Play the audio again and have students repeat.

9 Listen to the song and write.

- Tell the class they are going to listen to a song. Ask, *What do you think the song is about?* Elicit responses.
- Play the song audio and have students listen.
- Play the audio again and ask students to write the correct words in the spaces. Have students check their answers with partners.
- Play the karaoke version of the song and have students sing along if they feel confident enough.

10 Look at Activity 9 and check (✓) the activities in the song.

- Draw students' attention to the six activities listed on the page. Have students say them chorally.
- Give students time to complete the activity. Ask students to say which activities appear in the song.

Ask students, *How many words for camping do you know now?* Give students a minute to tell their partner the new words they know.

- Ask students to say where they are on their adventure now. Ask students which words they find easiest or most difficult to remember. Tell students, *Good job!* to reinforce the progress they are making.

Pop Quiz: Give each student a copy of Activity Sheet 1 (see page 152) and ask them to cut out the pictures. With the books closed, students listen to the song from this lesson and decide which activities are mentioned in the song (all but *take down the tent* and *light a fire*). To extend this activity, play the song again and have students put the pictures in the order they appear in the song.

11 Listen and number the pictures. Then match.

LOOK!

I'm pitching the tent.
We're putting in the pegs.
I can pitch a tent, but I can't read a compass.

a Today is the last day, so we're taking down the tent.
b I'm at the campsite, and I'm pitching the tent.
c I'm lost, so I'm reading a compass.
d I'm putting in the pegs.
e I want to cook dinner, so I'm lighting a fire.
f It's raining, so we're covering our heads.
g It's evening now, so I'm setting up the bed.

12 Listen and match. Then say.

1

2

3

4

13 What can you do? Ask and answer.

She can light a fire, but she can't read a compass.

Lesson 4 Can talk about what I'm doing and what someone can and can't do. 15

Lesson 4 SB page 15 or Poptropica English World

Learning Objective

Can talk about what I'm doing and what someone can and can't do

Warm-up

- Divide students into small groups. Have them talk about what they are good at, and what they like and don't like doing. Invite groups of students to come to the front to talk, and ask some questions about what the group has said.

Open books and ask students to look at the activities and the Look! box. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to talk about what we're doing and what others can and can't do.*

11 Listen and number the pictures. Then match.

- Have students look at the Look! box and play the audio (track A:14). Students repeat chorally.
- Draw students' attention to Activity 11. Play the audio and have students number the pictures from 1–7 in the order they hear the phrases.

- I'm at the campsite, and I'm pitching the tent.
- I'm putting in the pegs.
- It's evening now, so I'm setting up the bed.
- I want to cook dinner, so I'm lighting a fire.
- I'm lost, so I'm reading a compass.
- It's raining, so we're covering our heads.
- Today is the last day, so we're taking down the tent.

- Play the audio again for students to match the pictures to the sentences.
- Have students switch books for checking. Invite some students to read out their answers.

12 Listen and match. Then say.

- Give students time to study the pictures. Get them to tell you what the person is doing in each one.
- Explain they are going to listen to find out what Felipe, Maria, Tom, and Flo like/don't like doing, and what they can/can't do, and are/aren't good at. They have to match each person with two pictures. Play the audio twice for students to do the matching and check their answers.

- Felipe is good at pitching a tent. He loves camping, but he doesn't like kayaking.
- Maria likes climbing high mountains, but she's not good at reading a map.
- Tom is good at cooking fish on a campfire, but he doesn't like fishing.
- Flo likes lighting fires, but she's not good at reading a compass.

- Have students check their answers in pairs.

13 What can you do? Ask and answer.

- Divide students into pairs. Have them ask and answer about what they/their partner can or can't do.
- Invite some pairs to the front to model the questions and answers.

Pop Quiz: Play *Charades* in pairs so each student has a chance to mime and guess all the actions from Activity 11. Then divide the class into half, and play a battle-round between the two groups.

14 Talk about the pictures. Then listen and read.

STORY



15 What is a THD? What can you do with it? Discuss your answers.

16 Lesson 5

Can understand a simple story / Can discuss a story

Lesson 5 SB page 16 or Poptropica English World

Learning Objectives

Can understand a simple story
Can discuss a story

Additional Language

THD, time hole detector, stuff, time travel, useful, follow

Warm-up

- Review what students remember from the Welcome unit. Do a quick *True and False* quiz with the class, e.g., *The robot's name is Matt.* (false – His name is AL.) *The girl's name is Maria.* (false – Her name is Bella.) *Matt and AL come from the same time as Bella.* (false – They come from a different time.) *They already know Bella.* (false – They are meeting her for the first time.) *Bella broke their time machine.* (false – Bella fixed/mended/repaired it).

Open books and ask students to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading and discussing a story.*

14

Talk about the pictures. Then listen and read.

- Draw students' attention to the story frames. Ask, *Where are they now?* Prompt the students to guess. (on a campsite)
- Play the audio. Students listen and follow.
- Ask students what each character wants at this part of the story. (Bella wants to time-travel, AL and Matt want to find the people who took their THD.)
- Play the audio again. Pause for students to repeat each line in chorus, correcting pronunciation if necessary.
- To check understanding, ask some questions: *Are they in the right place?* (No, they went to the wrong place.) *Are the "weird guys" there?* (No, they aren't.) *Does Bella have a lot to do?* (Yes, she does. – point out the sign with chores on them in the picture.) *Does Bella think time-travel is exciting?* (Yes, she does.) *Where are they going now?* (Africa)
- Play the audio again. Divide students into groups and assign each group a role. Ask groups to read along with the audio and mime their character's actions.

15 What is a THD? What can you do with it? Discuss your answers.

- Ask the question, give students time to think, then discuss with their partners. Ask for volunteers to tell their ideas to the class.
- Sample answers could include: *It is a time-hole detector.* *You can travel to different times and places with it.*



Pop Quiz: Make true or false statements about the story, and ask students to call out *true* or *false*, e.g., *Matt found the trace of "the weird guys".* (false) *AL found the trace of "the weird guys".* (true)

16 Circle the correct answer.

- The THD is (working / doesn't work) now.
- Bella (likes / doesn't like) camping.
- Bella (doesn't have / has) a lot of tasks to do today.
- AL (doesn't want / wants) Bella to come with them.
- The mysterious couple is (going to / not going to) Africa.

17 Complete the summary.

Africa Bella camp computers THD time-travel

Matt and AL use the ¹ THD to follow the mysterious couple. They arrive at an adventure ² camp, and they meet ³ Bella. She's good at computers, and she wants to ⁴ time-travel with Matt and AL. Matt says all right. They follow the mysterious couple to ⁵ Africa.

18 Role-play the story.

19 Number to match the instructions to the headings.

VALUES
Safety first. Think about safety when you go camping.

4 Food and water	3 Making a fire	1 Choosing the right spot
5 Things you need	2 Pitching the tent	

- Always choose a flat, high spot to set up camp – not near a river or mountain slope.
- Clean the ground and pitch the tent. The door should face the rising sun.
- The fire shouldn't be too close to the tents or under tree branches.
- Take a lot of drinking water, dry foods (pasta, noodles, rice, cookies, nuts, and raisins), and canned foods (soups and vegetables).
- Take insect repellent, sunblock, a first-aid kit, a flashlight, matches, batteries, and a gas stove.

HOME SCHOOL LINK
Tell your family why camping safety is important.

Lesson 6 Can understand details of a story / Can recognize why camping safety is important **17**

Lesson 6 SB page 17 or Poptropica English World

Learning Objectives

Can understand details of a story
Can recognize why camping safety is important

Value

Safety first. Think about safety when you go camping.

Warm-up

- Review camping equipment vocabulary by using Picture Cards 6–11, 17–19.

Open books and ask students to look at the activities. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're reviewing the story, and we're talking about safe camping.*

16 Circle the correct answer.

- Tell students to complete the exercise individually, then check their answers in pairs. Tell them to find the evidence in the story to support their choices.
- Check answers as a class.

17 Complete the summary.

- Students complete the summary in pairs. To check answers, have a student read out the text, pausing at each gap for the class to supply the correct word.

18 Role-play the story.

- See the "How to use stories" section on page 23 of the Introduction for more ideas on how to build your students' confidence with role-plays.
- Before students do the role-play, ask, *What makes a good role-play?*
- Write their ideas on the board and/or add these to a wall display for future role-play activities, e.g., *speak clearly and look at your audience, use actions.*
- Choose one of their ideas e.g., *speak clearly*, and tell the students to make an effort to speak clearly and look at their audience when they carry out their role-play.
- Divide the class into groups. Give each group a set of cut out Story Cards (see page 46) and have students place them in order.
- Play the audio again (track A:17) and have students follow. Give students five minutes to practice. Then ask different groups to role-play the story in front of the class.
- Finally, have students predict what happens next in pairs. Volunteers share their ideas with the class.

You might like to give the students feedback on their role-play.

19 Number to match the instructions to the headings.

- Read the value, *Safety first. Think about safety when you go camping.* Check understanding.
- Draw students' attention to the five headings with boxes next to them. Read them chorally. Then look at the five pictures and texts.
- Pair students and give them time to do the activity. Discuss and check answers as a class.
- Home-School Link:** Read the instruction with the class: *Tell your family why camping safety is important.* Ask students to do this at home.

Pop Quiz: Ask students to close their books. Put them into pairs or small groups to prepare a quiz for another group. The questions should relate to items and important requirements for safe camping. Ask questions such as, *Where should you not set up camp? (next to a river or mountain slope) What do you do before you pitch the tent? (clean the ground)* The groups exchange quizzes, which they have to complete within a strict time limit.



Listen and read the letter. Where was Flo yesterday? Then write the words.



campfire dinner friends Spain Spanish wildlife

Dear Mom,
How are you? It's our second day at adventure camp, and we're having a great time. We have some new friends, too – they're from Spain and Mexico. They're teaching me Spanish, but I'm not very good at it!
Our first night was great. There was a big dinner to welcome everyone, and there were songs by the campfire. After the campfire, we went to bed. At night, our tent was cold, but it was warm in the sleeping bag.
Today, we're walking to a wildlife park that's next to the camp.
Here's a photo of me with my new friends and a photo of last night's campfire.
Love to you and Dad,
Flo



21 Answer the questions.

- Where are Flo's new friends from?
They're from Spain and Mexico.
- What is Flo learning?
She's learning Spanish.
- What did they do to welcome everybody?
There was a big dinner.
- Where are they going today?
They're going to a wildlife park.



22 Ask and answer.

- Do you like camping?
- Where do you go camping?
- What activities do you do there?

18 Lesson 7

Can understand a letter about being on adventure camp

Lesson 7 SB page 18 or Poptropica English World

Learning Objective

Can understand a letter about being on adventure camp

Additional Language

countries, nationalities, campfire

Warm-up

- Review the names of the characters and then allocate them to students. In pairs, students go around the class introducing their “new friends” to other pairs, giving information about them, e.g., *This is Tom. He's from the United States. He likes playing basketball.*
- Pair students and have them talk to each other about any camping experiences they have had. Invite pairs to share their experiences with the class.



Open books and ask students to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading a letter about being on an adventure camp.*



Listen and read the letter. Where was Flo yesterday? Then write the words.

- Ask students to look at Flo's letter on page 18. As this is a skimming/scanning task, ask students to read it very quickly, and only focus on the question *Where was Flo yesterday?* They shouldn't worry about unknown words at this point.
- Give students time to read the text and fill in the missing words from the word box.
- Play the audio. Tell them not to correct while listening. Students listen and check their answers. Then, check the answers as a whole class.
- Ask questions to check comprehension and understanding, avoiding the questions that are in Activity 21, e.g., *Who did Flo write to? Was it cold at night? Is Flo having a good time? Personalize responses further by asking, How about you? What do you do when you go camping?*

21 Answer the questions.

- Ask students to complete the sentences.
- Have students switch books with a partner for checking.
- Check answers by having students read the correct sentences chorally.

22 Ask and answer.

- Pair students and have them ask and answer the questions. Then they switch with another pair and tell their new partner about their previous partner.
- Monitor the activity. Collect examples of good language and mistakes as you hear them, and write them on the board. Correct mistakes and encourage students to use the examples of good language.
- Invite pairs of students to come to the front to ask and answer the questions.



Pop Quiz: Draw students' attention to the pictures next to Flo's letter. Ask students to describe what they see. Give each pair of students a copy of Activity Sheet 2 (see page 153) and have them cut out the words. Ask each student to take two slips of paper. Have students draw and color a picture of their own favorite camping memory, but explain that their pictures should include the two words on their slips of paper. Invite students to present and share with the class, using as much “camping language” from Lesson 1–6. Then put up pictures on the bulletin board.


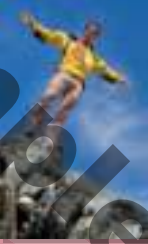
23 What do you know?

24 Listen and read. What is Bear's job? *Bear is a mountaineer and adventurer.*

SOCIAL SCIENCE 1

Bear Grylls

Bear Grylls is a mountaineer and adventurer. He went up Mount Everest when he was just 23 years old! Bear usually lives in the United Kingdom, but sometimes he lives in the desert, the mountains, or the jungle. He is also Chief Scout of Scouts UK.

- What do you like doing?**
I like playing the guitar, running, doing yoga, and playing with my children.
- Do you like living in the jungle?**
I love jungles, but they're difficult to live in. There are often a lot of snakes and insects. Sometimes I sleep up in a tree and when it rains, it's horrible.
- Where is your favorite place?**
An island in Indonesia. I love visiting islands, and this one was really beautiful.
- What do you do before an adventure?**
I always learn a lot about where I want to go – I learn about the plants and animals. I train six days a week, and I run and do yoga, too. I also prepare my survival kit.
- Are you scared of anything?**
Yes, I'm scared of high buildings and mountains. I can go to the top of high buildings, but I don't like it.

25 Circle T = True or F = False.

- Bear does yoga before a trip. **T F**
- Jungles are difficult to live in. **T F**
- Bear doesn't take a survival kit. **T F**

I'm going to Mount Everest in Nepal.

I'm going to take a big backpack with a lot of things...

MINI PROJECT

26 Prepare for an adventure trip.

- Ideas** – Imagine you are going to the jungle or mountains.
- Plan** – Make notes. Where you are going? What do you need to take?
- Write** – Answer these questions with 1–2 sentences.
Where are you going? Why?
How can you prepare? What will you take?
What are you scared of?
- Share** – Interview a classmate about their adventure.

Lesson 8 Can understand a text about an adventurer / Can plan an adventure trip 19

Lesson 8 SB page 19 or Poptropica English World

Learning Objectives

Can understand a text about an adventurer
Can plan an adventure trip

Additional Language

desert, jungle, mountains, mountaineer, adventurer

Warm-up

- Ask, *Do you like camping? Where do you go? Is it easy to camp? Why/Why not? Have you camped anywhere strange or dangerous?* Elicit responses.
- With books closed, ask, *Have you ever done anything really dangerous?* Explain the question if necessary. Discuss each answer from the students. Tell students they are going to read about a man who has done many dangerous things.

23 What do you know?

- Open books and ask students to look at the activities. Ask, *What are we learning today?* Write the lesson objectives on the board: *We're learning about an adventurer, and we're planning an adventure.*

- Ask students, *What famous explorers or adventurers do you know? What do you need to take you with you if you go exploring in dangerous places?*

24 Listen and read. What is Bear's job?

- Ask about the pictures, e.g., *Do you know this man? What's his name? What do you know about him?* Elicit responses.
- Play the audio and have students read along. Remind them to use the context to work out meaning. Elicit answers for the question, *What's Bear's job?* (He's a mountaineer and adventurer.)

25 Circle T = True or F = False.

- Ask students to read the statements chorally.
- Have students do the activity in pairs. Ask four volunteers to say the statements and decide if they are true or false.

26 Prepare for an adventure trip.

- Remind students of the four steps to succeed: Ideas, Plan, Write, Share.

Ideas Ask students what the most interesting places to go on an adventure are for them. Ask, *Where do you want to go on your adventure? Mountains, jungle, sea, desert? What is it like in those places? What do you need to survive there?*

Plan Direct students to the questions in the Student Book for this section of the project, and ask them to make detailed notes.

Write Ask students to write a few sentences to answer each of the questions.

Share Model an interview by having one of the students interview you, then have students interview each other.

- You may also wish to give students feedback on their projects.

- Ask students, *What new things do you know about preparing for and going on an adventure trip?* Give students a minute or two to tell their partner some of the things they have learned. Tell students, *Good job!* to reinforce the progress they are making.







- Pop Quiz:** Students think of a place for an adventure, and write four sentences describing it, and a list of five things they would need to take with them. In pairs, they take turns reading their sentences and trying to guess the place their partner has described.

27 Match.

- You do this to find your way.
- You put these in when pitching the tent.
- You do this before going to sleep.
- You do this before you go home.
- You are warm when you use this.

a sleeping bag
b read a compass
c pegs
d set up the bed
e take down the tent

28 Listen and ✓ or X.

	likes	loves	is good at
1 Sally	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>
2 Pete	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>

29 Unscramble and write questions. Then look at Activity 28 and write answers.

- Sally / doing / love / does / what
What does Sally love doing? She loves camping.
- Sally / what / at / good / is
What is Sally good at? She's good at cooking.
- Pete / a / is / compass / at / reading / good
Is Pete good at reading a compass? No, he isn't.

30 Ask and answer.

- What do you like doing? What do you not like doing?
- What are you good at? What are you not good at?
- What do you do when you go camping?

I CAN

I can identify camping equipment and activities.
I can talk about what people like/don't like/are good at doing.
I can plan an adventure trip.

20 Lesson 9

Can assess what I have learned in Unit 1

Lesson 9 SB page 20 or Poptropica English World

Learning Objective

Can assess what I have learned in Unit 1

Warm-up

- Show Picture Cards 12–16, 20–22 and ask individual students, *Are you good at (pitching the tent)?* or, *What do you like to do when camping?* Students should answer, e.g., *I am good at / not good at... I like / don't like... in response.*

Open books and ask students to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're thinking about our learning adventure.*

- Ask students if they can remember the things have been learning about in this unit. Put their ideas on the board, e.g., camping equipment.
- For each idea, ask students to tell their partner where they think they are on their learning adventure. Reassure students who are less confident that they will have opportunities for more practice.

27 Match.

- Check students understand the instruction for the activity. Give them a couple of minutes to do the matching, and check their answers with a partner.

28 Listen and ✓ or X.

- Draw students' attention to Activity 28. Say the names chorally, and have students look at the pictures. Ask students to describe what they see.
- Have students listen to the audio and put a check or a cross in the boxes. Give them time to complete the activity.

- Sally likes singing, and she loves camping. On camps, she teaches us how to cook things. She's good at cooking.
- Pete is very active. He likes kayaking and he loves traveling to other countries. But he's not good at reading a compass – we got lost in the forest last Saturday!

29 Unscramble and write the questions. Then look at Activity 28 and write answers.

- Draw students' attention to the words in each line. Give students time to write the questions. Then give them time to write the answers for the questions.
- To check answers, ask students to read the questions chorally and elicit answers from individual students.

30 Ask and answer.

- After each pair has practiced, ask for volunteers to perform in front of the class, providing feedback and group error correction at the end.

Ask students how they feel about their learning in this unit. Ask students to tell you what they found easy and what they found the most difficult to learn in the unit.

- Read the three *I can* statements at the bottom of the page with the students and invite them to check the boxes according to how confident they feel about the language point.
- Ask students, *Where are you on your learning adventure?* Students indicate where they think they are on the learning adventure poster. Tell students, *Good job!* to reinforce the progress they are making.

Pop Quiz: In groups of four, students tell the others the answers to the following questions: *Which is your favorite activity in the unit? Why? Which activity don't you like? Why? What is your favorite new word? Which word is the most difficult for you?*

HAVE FUN 1

31 Write answers about you. Then guess about your partner.

What are you good at?	1	2
What are you not good at?	1	2
What do you like doing?	1	2
What don't you like doing?	1	2
What subjects do you like?	1	2
What subjects don't you like?	1	2
What sports do you like?	1	2
What sports don't you like?	1	2

32 What did you enjoy in this unit? What do you want to know more about?

Lesson 10

Can use what I have learned in Unit 1

21

Now go to Poptropica English World

Lesson 10 SB page 21 or Poptropica English World

Learning Objective

Can use what I have learned in Unit 1

Warm-up

- Tell students you are going to give them an answer and they have to guess the questions. Say, e.g., *teaching*. Students discuss in pairs what the correct questions could be, e.g., *What are you good at? What do you like doing?* Ask for volunteers to share their ideas with the class. Help with clues (e.g., write the first word of the question on the board), until a pair gives you the right question. Repeat several times with different answers. This will provide students with further reinforcement of the question form. With a confident class, you can then repeat this, with a student giving the answer.

Open books and ask students to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're playing a game to practice the Unit 1 language.*

31 Write answers about you. Then guess about your partner.

- Tell students that they are going to play a game where they have to try to guess things about their partner. Explain that they need to start by writing the answers to the eight questions in their Student Book.
- Give students a few minutes to write their answers. Make sure that they understand that what they write in the books must be a secret from their partner, to make the game more fun.
- When students have finished writing, teach them these steps for the game: 1 *You say an answer.* 2 *Your partner tries to guess the question.* 3 *If your partner guesses correctly, they get one point.* 4 *Ask one question each, and then change.* 5 *Play until one person gets five points.*
- Divide students into pairs to play the game. You can do this with students who were not sitting next to each other during the writing, to make sure that they haven't seen their partner's answers.

32 What did you enjoy in this unit? What do you want to know more about?

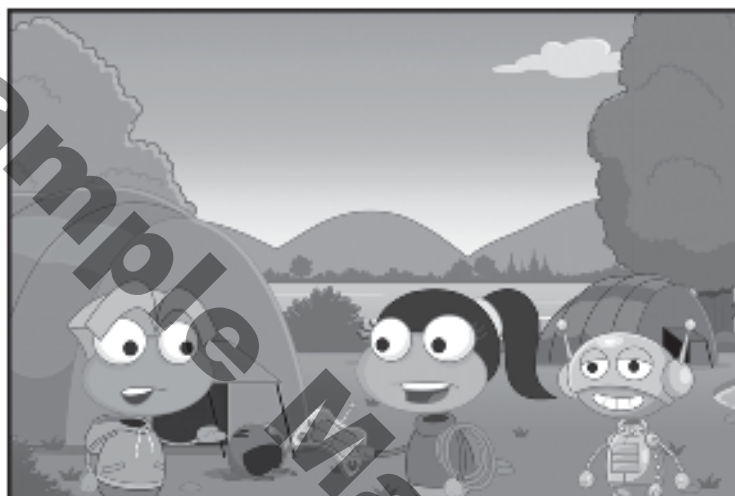
- Ask students to choose anything they enjoyed from the unit and to go and find out more, e.g., find out more about becoming an adventurer (Social Science), find out more about safe camping (Values), find out more about how to write a letter in English (Skills).
- You might like to set this activity as homework with a quick feedback session at the beginning of the next class.

Are you ready for Unit 2?

- Ask students if they are ready to move onto the next unit. Tell students that it is fine if they do not remember everything as they will continue to practice throughout the level.
- Encourage students to ask if they have any questions about what they learned in Unit 1.

You may wish to give Unit 1 Test (see page 188) at this time.

Unit 1 Story Cards



Wider World 1

SB pages 22–23 or Poptropica English World

Learning Objectives

- Can understand texts about camping around the world
- Can talk about camping in my country

Additional Language

deer, squirrels, desert camping, volcanic island, cabin, motorbike, special mud, ideal

Warm-up

- Review the names of countries using Picture Cards (Level 5: 55–68). You can review the spelling using the word side of the Cards.
- Review places vocabulary using Picture Cards (Level 5: 69–77). Ask students if they have ever visited places such as a desert, palace, etc., and invite them to talk about their experiences. Encourage the other students to ask questions.

1 What do you know?

- Open books and ask students to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading about camping around the world, and we're talking about camping in my country.*

2 Look at pictures a–c and make sentences.

- Draw students' attention to pictures a–c. Read the statements in the speech bubble chorally, and ask the class which picture they refer to (c).
- Pair students and have them brainstorm all the statements they can think of about the three pictures.
- Give students time to make sentences about the pictures.
- Invite students to say a statement for each picture. Have a student write the statements on the board. Repeat all the statements chorally, then as a class try to elicit some additional statements about the pictures.

Wider World 1

Camping around the world

1 What do you know?

2 Look at pictures a–c and make sentences.

There's a cave. There are some trees.

3 Listen and read. Then number the pictures in Activity 2.

1



Camping in Thailand is a lot of fun. My favorite place is a National Park called Khao Sam Roi Yot. Khao Sam Roi Yot means the mountain with 300 peaks. The mountains are very difficult to climb. There are a lot of things to see around the park. I like watching the beautiful birds and other wild animals like deer and squirrels. There are a lot of interesting caves, too. Thailand is an exciting place!

Alak, 12, Thailand

2



Death Valley National Park in California is a great place for desert camping. It's very hot there in the summer. I usually visit Death Valley in the spring with my family. I love riding my bike on the paths in the mountains. Mountain biking is difficult, but it's very exciting. My dad likes making big campfires in the evening. He likes cooking our dinner on the fire. There are many types of snakes, lizards, and birds in Death Valley. It's never boring in the desert!

Melissa, 12, United States

22 Wider World 1 Can understand texts about camping around the world

3 Listen and read. Then number the pictures in Activity 2.

- Ask, *Have you ever gone camping in another country?* Elicit responses.
- Tell students they are going to hear about camping in Thailand, the United States, and Italy. Play the audio. Have students follow along in their books.
- Ask students to read the three texts chorally. Go over any pronunciation difficulties.
- Give students time to match the numbers of the texts to the pictures from Activity 2.

Materials

Picture Cards (Level 5: 55–77), map of world, pictures of famous places in Thailand, the United States, and Italy, sheet of paper for each student, colored pens and pencils

1 The mountains of Thailand are easy to climb. T F

2 Alak likes watching birds. T F

3 Death Valley is in the desert. T F

4 Melissa doesn't like riding her bike. T F

5 Vulcano is a big island. T F

6 Luca likes hiking. T F

5 Ask and answer.

1 Do you like camping?

2 Where can you camp in your country?

YOUR TURN!

Describe an ideal camping trip. Think about these things.

What's the place's name? Where is it?

What's the place like?

What can you do there?

What should you take with you?

Why is it ideal for you?

Vulcano is a small volcanic island in Italy. I like camping there in the summer with my grandparents. We sleep in a small cabin in the forest. During the day, my grandpa rides a motorbike around the island. I like hiking to the top of the volcano. My grandma likes walking on the black sandy beaches near the sea. There is special mud in Vulcano that is very good for your skin. Some people like putting the mud on their bodies. I love visiting Vulcano!

Luca, 11, Italy

Wider World 1 Can talk about camping in my country 23

- Invite students to talk about their own camping experiences and camping in their country. Encourage other students to ask questions.

★ YOUR TURN! Describe an ideal camping trip. Think about these things.

- Pre-teach *ideal*. Then, read the instructions and the questions chorally.
- Divide students into groups and have them think of an ideal camping trip. Remind them to use the questions as prompts.
- Groups report back to the whole class about their ideal camping trip, the places they would see, and the camping and sporting activities they would do.

★ Pop Quiz: Have a discussion about what kinds of things can go wrong during a camping trip, e.g., *weather is bad, cannot make a campfire, forgetting the food, getting a sore knee, forgetting a swimsuit*, etc. Brainstorm responses and write them on the board. Ask students if any of these things have ever happened to them.

4 Circle T = True or F = False.

- Read the six statements chorally. Then have students read the texts again on pages 22–23.
- Give students time to do the activity. Divide students into pairs to switch their books and compare their answers.
- To check answers, invite confident students to say the statements and have the class say, *true* or *false*.

5 Ask and answer.

- Do this speaking activity with the class. First discuss the following question with the class: *What is good/bad about camping? Why?* Then, in pairs, students discuss this question and report back to the class. Write down their ideas on the board and discuss as a class.
- Further develop the discussion by talking about your own camping experiences, and referring to the examples in Activity 2.
- Then read the two questions in Activity 5 chorally. Put students into groups and give them time to discuss the questions.