

## 3

## Adventure time

## Lesson 1 Reading

- 1 Look at the photos in Emma's blog. Discuss the questions with a partner.

- 1 What do you think it's about?
- 2 What kind of person is Emma?
- 3 Would you like to be her friend? Why? / Why not?

- 2 1.12 Read the blog quickly and check your answers to Activity 1. **Be a star!**

- 3 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

flame hot-air balloon  
instructor kayaking  
landscape paddle  
scenery skiing  
view wildlife

**5th January**  
Hi, my name's Emma. Welcome to my blog! I live in Vancouver, Canada. It's a fantastic city with a beautiful **landscape**. We've got the sea, mountains, forests and lots of **wildlife** – have you ever seen a big brown bear? Canada is the perfect place for sport and adventure! This year I'm going to write about all the cool adventures I have! I hope you enjoy my blog!

**10th January**  
Today I went **skiing** with my family at Whistler ski resort near Vancouver. I love skiing – we go every year! My favourite ski run is called the Ice Monster – it's really fast and the **views** are amazing! Stay with me and follow all the cool things you can do in Canada. It's a really fun place, with lots of exciting activities to try! I've never travelled in a hot-air balloon or visited Toronto before. See you later!

**1st September**  
It's my 15th birthday and we're in Toronto, Ontario. I wanted to do something special, so we did the 'Edge Walk' around the top of the CN Tower. It's the tallest building in the city – it's 553 metres high! We had to wear a special hot jacket and gloves and practise with an instructor. Then we were tied to a bar and we walked around the outside of the building. We were 350 metres above the ground! I went with my best friend, Charlene. It was terrifying, but we loved it. It's the most exciting experience I've ever had!

**12th June**  
I've never been **kayaking** before, so I tried it this month! It's similar to canoeing, but a kayak is much smaller than a canoe and your **paddle** has got two blades. We went to a kayak school in Ottawa, the capital of Canada. We practised for three hours with an **instructor** and then we travelled down the Madawaska River in our kayaks. It was really exciting and the **scenery** was amazing!

**18th August**  
We went to a **hot-air balloon** festival near Montreal, Quebec, with over 200 different hot-air balloons! People had to fly the balloons at six o'clock in the morning and six o'clock in the evening when the wind was strongest. We woke up early today and went for a hot-air balloon ride – I could see the whole countryside! I thought hot-air balloons were really quiet, but they aren't – the **flame** is really loud and it's hot, too!

**1st September**  
It's my 15th birthday and we're in Toronto, Ontario. I wanted to do something special, so we did the 'Edge Walk' around the top of the CN Tower. It's the tallest building in the city – it's 553 metres high! We had to wear a special hot jacket and gloves and practise with an instructor. Then we were tied to a bar and we walked around the outside of the building. We were 350 metres above the ground! I went with my best friend, Charlene. It was terrifying, but we loved it. It's the most exciting experience I've ever had!

**Learning objectives:** Read a photo blog; Reading skill: make predictions to understand a text

**Vocabulary:** flame, hot-air balloon, instructor, kayaking, landscape, paddle, scenery, skiing, view, wildlife

**Resources:** (PK) - Unit 3, Lesson 1, Vocabulary tool; (TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.12

**Materials:** Class Audio CD1

### Warm-up: Can you guess?

- Have the children write down three different activities, one that they like very much and two that they don't enjoy very much (e.g. playing video games, swimming, painting, dancing, fishing, singing, playing football, going to the cinema).
- The children stand up and work in pairs. One child says the three activities he / she wrote and

the other child guesses what his / her favourite activity is (e.g. A: *Which is my favourite activity? Can you guess?* B: *I think your favourite activity is dancing.* A: *Yes, you're right! / No, guess again.*)

- Ask children to sit down as soon as they guess their partner's favourite activity.

- 1 Look at the photos in Emma's blog. Discuss the questions with a partner.

- Refer the children to the photos on pages 34–35 and ask *What activities can you see?* (skiing, kayaking, hot-air ballooning, walking round a building) *Where are the people?* (up a mountain, in kayaks on a river, in a hot-air balloon, at the top of a building) *What kind of clothes are they wearing?* (sports clothes) *Are they using any special equipment?* (yes – skis, helmets, life jackets)
- Elicit what type of text it is. Ask *Is it a newspaper, a magazine, a diary or a photo blog?* (a photo blog) Ask them how they know it's a blog (because there are dates and photos).

- Have a volunteer read out the three questions. Then give the children two to three minutes to discuss their answers in pairs.

2 1.12 **Read the blog quickly and check your answers to Activity 1. Be a star!**

- Have the children scan the text. Ask them if their answers to the questions in Activity 1 were correct. (Suggested answers: 1 It's about Emma's adventures in Canada this year. 2 Emma is friendly, adventurous and sporty.)
- Refer the children to the emojis in the text. Ask *Do you use these emojis? What do they mean?*
- Play the audio if the children need additional support.

**Teaching star!**

**Reading**

- Set a time limit when the children read a text. Without a time limit, they can easily get distracted and/or lose interest in the text.
- Make sure children know what to do when reading or scanning a text. If they don't have a specific task in mind while reading, they will probably focus only on unknown words and will not be able to understand the meaning of the text as a whole.
- Give the children two minutes to read each entry of the blog and check their answers to the questions in Activity 1.

3 **Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.**

- Children scan the text to find the words in the vocabulary panel.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 136 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *paddle, instructor, flame, kayaking, wildlife, landscape, hot-air balloon, view, skiing, scenery*. The class call out the words. Check and correct pronunciation as necessary.

**Cooler: Physical spelling**

- Play *Physical spelling* (see Games Bank, pages 14–17) with words from the vocabulary panel.

**3 Adventure time**

**Lesson 1 Vocabulary**

1 **Read and unscramble the words.**

- 1 Canoeing is similar to **agikakny** *kayaking*.
- 2 There's an amazing **wiev** \_\_\_\_\_ from the top of this building.
- 3 You can go **insigk** \_\_\_\_\_ in the mountains when there is enough snow.
- 4 To use a canoe or a kayak you need a **dalepd** \_\_\_\_\_.
- 5 You can take a trip into the air in a **loh-rai tobanol** \_\_\_\_\_.
- 6 Be careful in the balloon because the **aeftm** \_\_\_\_\_ is very hot.
- 7 You need to listen carefully when the **ctsnrituio** \_\_\_\_\_ tells you what to do.
- 8 Canada has all kinds of **escreyn** \_\_\_\_\_ – sea, mountains, lakes and forests.
- 9 You can see different types of **lilwedif** \_\_\_\_\_, including brown bears.
- 10 I took lots of photos of the amazing **daisapnac** \_\_\_\_\_.

2 **Complete Adam's blog with the words from Activity 1.**

4th June  
Hi, there! I'm Adam. I'm doing something I've never done before – I'm flying in a <sup>1</sup> **hot-air balloon**. It's really hot ☀ inside because of the <sup>2</sup> \_\_\_\_\_. But the <sup>3</sup> \_\_\_\_\_ from up here is amazing. You can see for miles – it's a beautiful <sup>4</sup> \_\_\_\_\_.

9th June  
Today I was on the river. I've never been <sup>5</sup> \_\_\_\_\_ before. A kayak is smaller than a canoe and the <sup>6</sup> \_\_\_\_\_ is different. We practised in the morning with the <sup>7</sup> \_\_\_\_\_ at the kayak school. Then in the afternoon we travelled down the river. The <sup>8</sup> \_\_\_\_\_ was awesome. It's very colourful at this time of year.

16th June  
Now I'm in the west in the Rocky Mountains. There's lots of snow and today I went <sup>9</sup> \_\_\_\_\_ for the first time. Tomorrow I'm going up to Jasper National Park to see all the <sup>10</sup> \_\_\_\_\_ Maybe I'll see a bear!

1 **Read and unscramble the words.**

- Answers:** 1 kayaking 2 view 3 skiing  
4 paddle 5 hot-air balloon 6 flame  
7 instructor 8 scenery 9 wildlife  
10 landscape

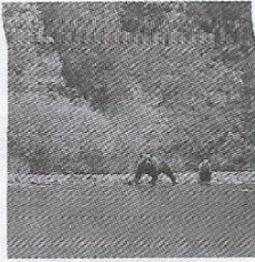
2 **Complete Adam's blog with the words from Activity 1.**

- Answers:** 1 hot-air balloon 2 flame 3 view  
4 landscape 5 kayaking 6 paddle  
7 instructor 8 scenery 9 skiing 10 wildlife

Lesson 2 Reading comprehension

1 Read the blog on pages 34–35 again. Complete the sentences.

- 1 Emma started her blog because ...
- 2 Her favourite ski run is the Ice Monster because ...
- 3 A kayak is different to a canoe because ...
- 4 Hot-air balloons aren't quiet because ...
- 5 Emma did the Edge Walk because ...



2  Are the sentences fact or opinion? Write F (Fact) or O (Opinion). **Be a star!**

- 1 Whistler is a ski resort near Vancouver.   F
- 2 Canada is the perfect place for sport and adventure.
- 3 It was really exciting and the scenery was amazing.
- 4 People had to fly the balloons when the wind was strongest.
- 5 The CN Tower is 553 metres high.
- 6 It was terrifying, but we loved it.

3   What do you think? Discuss the questions with a partner.

- 1 Why is Canada a good place for adventure?
- 2 Which activities in the blog would you like to try? Why?

Working with words

Irregular past participles

Some irregular verbs have a past participle that is different to the past simple form. Watch out for these verbs and keep a list in your notebook.

verb	past simple	past participle
go	went	gone
see	saw	seen

Underline the past participles. Which verbs are they from? Which ones are different to the past simple form?

I've flown to lots of different countries and I've written about most of them in my blog. I've had lots of amazing experiences. I've seen pandas in the wild. I've swum with dolphins and I've slept in a tree house! I've met lots of interesting people and I've heard some fantastic music!

36 Unit 3 Reading skill: differentiate between fact and opinion Working with words: irregular past participles WB: page 29

**Learning objectives:** Reading skill: differentiate between fact and opinion; Working with words: irregular past participles

**Resources:** (PK) - Unit 3, Lesson 2; (TRC) - Working with words worksheet; (PPK) - Working with words activity for Unit 3

**Materials:** Class Audio CD1

### Warm-up: Exciting activities

- Ask the children which activity they would most like to try: skiing, kayaking, hot-air ballooning or the 'Edge Walk'. Call out the activities one by one and have the children raise their hands to indicate their choice. Which activity is the most popular?
- Ask volunteers to give reasons for their choice.

### 1 Read the blog on pages 34–35 again. Complete the sentences.

- Children read the blog entry again on pages 34–35.
- Refer children to the incomplete sentences and read out the first one. Have the children notice that all the sentences end with *because*.
- Explain that the word *because* is followed by a reason. As a class, brainstorm ideas about why Emma started her blog (e.g. to tell people about all the cool adventures she's going to have in Canada).

- Read out the second sentence. The children look at the blog again and say in which entry they can find the answer (10th January). The children scan the text to find the information and then complete the sentence.
- Continue in the same way with the rest of the sentences.

**Suggested answers:** 1 she wants to write about all the cool adventures she's going to have. 2 it's really fast and the views from the top are amazing. 3 it's smaller and the paddle has two blades. 4 the flame makes a loud noise. 5 she wanted to do something special for her birthday.

### 2 Are the sentences fact or opinion? Write F (Fact) or O (Opinion). **Be a star!**

- Elicit the difference between fact and opinion (a fact is something that you know is true, whereas an opinion is what you think or believe about someone or something).
- Ask the children to tell you a fact about the place where they live (e.g. *My city has got two museums.*) and an opinion (e.g. *My city is very beautiful.*).
- Have a volunteer read out the first sentence. Elicit why it is a fact and not an opinion. Ask *What is the verb in the sentence? (is)* Ask *Can you see any adjectives that express opinion in the sentence? (no)*
- Read out the second sentence. Ask the children if it's a fact or an opinion. The children give reasons for their answer.
- Do the same with the rest of the sentences.

**Answers:** 1 F 2 O 3 O 4 F 5 F 6 O

### 3 What do you think? Discuss the questions with a partner.

- Read out the two questions. Clarify meaning if necessary.
- Divide the class into pairs. Give the children five minutes to ask and answer the two questions in Activity 3.
- Ask the class for feedback.

**Teaching star!** 

### Communicating

- Don't interrupt the children during communicative activities or they may get discouraged.
- Make a note of any mistakes as they do the activity and check them as a class when they have finished.
- Another option is to give the children a hint when they are making a mistake so that they can correct themselves. Say, for example: *grammar / vocabulary / word order / pronunciation.*

**Irregular past participles**

- Read out the information in the blue box and then refer the children to the past simple form and past participle of *go* and *see*. Ask *Are the past simple and the past participle of these verbs the same or different? (different)*
- On the board, write the three headings: *verb, past simple, past participle*. Have the children recall some verbs (*read, draw, write, catch, eat, find, sit*). Elicit the past simple of these verbs and write them on the board. Then write down the past participles. The children say whether the two forms are the same or different.
- Explain that the past participle form is usually used with auxiliary or 'helping' verbs such as *have*. Together, they form the present perfect.
- Have the children go back to the text on pages 34–35 to look for verbs in the past participle. They start a list in their notebooks.

**Underline the past participles. Which verbs are they from? Which ones are different to the past simple form?**

- Read out the first sentence, emphasising the past participles. Have the children notice the underlined word (*flown*) and ask *What is the infinitive form of this verb? (fly) And the past simple? (flew) Ask Is this verb regular or irregular? (irregular) Is the past simple form the same as the past participle? (no) Elicit the other past participle in this sentence (written) and ask for the infinitive form (write) and the simple past (wrote).*
- Do the same with the other four sentences.

**Answers:** flown–fly, written–write, had–have, seen–see, swum–swim, slept–sleep, met–meet, heard–hear; flown, written, seen, swum are different to the past simple form (flew, wrote, saw, swam)

**Cooler: Tic-tac-toe**

- Play *Tic-tac-toe* with irregular past participles (see the Games Bank, pages 14–17). Write the following verbs in each section of the grid: *go, be, fly, see, swim, write, do, begin, come*.
- Volunteers from each team takes turns to come to the front and choose a verb from the grid. He / She writes the past participle of the verb in the grid.



**Lesson 2 Reading comprehension**

1 Read Emma's blog on Pupil's Book pages 34–35. Then find and correct the mistake in each sentence.

- 1 Emma's blog is about Vancouver. Canada
- 2 Emma tried kayaking for the second time in June. \_\_\_\_\_
- 3 A canoe paddle has got two blades. \_\_\_\_\_
- 4 People fly hot-air balloons when the wind is calm. \_\_\_\_\_
- 5 Emma went for a hot-air balloon ride in the evening. \_\_\_\_\_
- 6 They did the Edge Walk around the city. \_\_\_\_\_
- 7 They were 553 metres above the ground. \_\_\_\_\_
- 8 Emma's dad showed them how to do the Edge Walk. \_\_\_\_\_

2 Circle the best answer to complete each sentence.

- 1 Emma thinks Vancouver is great because of the scenery / the city life.
- 2 She thinks skiing is dangerous / exciting.
- 3 She spent three hours on the river / at kayak school.
- 4 She thinks hot-air balloons are quiet and cool / hot and noisy.
- 5 She thought the Edge Walk was difficult but fun / scary but exciting.
- 6 Emma's blog shows that she likes adventures / sports.

**Working with words**

3 Complete the chart with the past participle forms.

go	gone	have	had	fly	flown	write	written
see	seen	swim	swum	sleep	slept	meet	met
hear	heard	do	done	take	taken	be	been

4 Complete the text with verbs from Activity 3.

This holiday I've <sup>1</sup> done a lot of exciting things! I've <sup>2</sup> \_\_\_\_\_ some amazing experiences. I've <sup>3</sup> \_\_\_\_\_ in a hot-air balloon and I've <sup>4</sup> \_\_\_\_\_ in a tent at Adventure Camp. I've <sup>5</sup> \_\_\_\_\_ a brown bear in the wild. I've <sup>6</sup> \_\_\_\_\_ the birds sing, and I've <sup>7</sup> \_\_\_\_\_ in a big lake. I've <sup>8</sup> \_\_\_\_\_ lots of interesting people, too! That's why I've <sup>9</sup> \_\_\_\_\_ this blog!



Unit 3 29

**1 Read Emma's blog on Pupil's Book pages 34–35. Then find and correct the mistake in each sentence.**

**Answers:** 1 Vancouver Canada 2 second first 3 canoe kayak 4 calm strong 5 evening morning 6 city CN Tower 7 553 350 8 Emma's dad An instructor

**2 Circle the best answer to complete each sentence.**

**Answers:** 1 the scenery 2 exciting 3 at kayak school 4 hot and noisy 5 scary but exciting 6 adventures

**3 Complete the chart with the past participle forms.**

**Answers:** go–gone have–had fly–flown write–written see–seen swim–swum sleep–slept meet–met hear–heard do–done take–taken be–been

**4 Complete the text with verbs from Activity 3.**

**Answers:** 1 done 2 had 3 flown 4 slept 5 seen 6 heard 7 swum 8 met 9 written

Lesson 3 Grammar

1 Look and read.

**Graphic Grammar**

Present perfect: affirmative, negative with never

She's seen a lion at the zoo.

She's never seen a lion in the wild.

I	You	We	They	have ('ve)	never	visited	Toronto.
He	She	has ('s)				tried	kayaking.

2 Complete the text with the correct form of the verbs.

Martin Evans is only 12 years old, but he <sup>1</sup> done (do) a lot of exciting things. He <sup>2</sup> \_\_\_\_\_ (write) a blog about his adventures. He <sup>3</sup> \_\_\_\_\_ (climb) Mount Kilimanjaro and he <sup>4</sup> \_\_\_\_\_ (swim) with dolphins. He <sup>5</sup> \_\_\_\_\_ (travel) by plane, but he <sup>6</sup> \_\_\_\_\_ (never / fly) in a hot-air balloon. He <sup>7</sup> \_\_\_\_\_ (visit) Paris, but he <sup>8</sup> \_\_\_\_\_ (never / climb) the Eiffel Tower. Why? Because Martin's scared of heights!

3 Tell a partner what you have done and what you have never done. Add your own ideas. *(Be a star!)*

swim / in the sea	play / a computer game	climb / a mountain	try / skiing	see / an animal in the wild

I've tried skiing, but I've never swum in the sea.

Unit 3 Use the present perfect to talk about experiences Web page 30 **37**

- The children read out the sentences, focusing on the 's. Clarify meaning.
- Elicit that the girl has seen a lion at the zoo, but she has never seen one in the wild (because it's behind her).
- Explain that we use the correct form of *have* and the past participle to talk about experiences in our life up to now (we do not say when they happened). We can use *never* before the past participle to talk about experiences we have not had.
- Have volunteers read out the third and fourth sentences. Draw attention to the contractions 've and 's and elicit what they stand for. Elicit the infinitive forms of *visited* and *tried*.
- Have the children look back at the reading texts on pages 34–35 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the video, read out the sentences in the *Graphic Grammar* box in the Pupil's Book. Tell children they are going to watch the video. Ask *Where has the girl seen a lion? Where has she never seen a lion?*
- Play the first part of the video. Ask the children for feedback. (*The girl has seen a lion at the zoo. She took some photos of it.*)
- Continue watching the video and have children notice the year in the top left corner. Ask *Where is she? What animal did she want to see? Did she see it?* Elicit answers.
- Have children notice the word in the orange square (*never*). Ask *Has the girl seen a lion in the wild? (no) Why? (because it is always behind her)*
- Play the video again and have the children repeat the sentences.

**Learning objectives:** Use the present perfect to talk about experiences

**Grammar:** Present perfect: affirmative, negative with *never*

**Resources:** (PK) - Unit 3, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

**Warm-up: Verb chain**

- Divide the class into two teams.
- Call out a verb in the infinitive form (e.g. *see*). Volunteers from each team takes turns to say the past simple (*saw*) and the past participle (*seen*). If they make a mistake, the other team has a go.

1 **Look and read.**

- Refer the children to the pictures in Activity 1. Ask *What can you see? (a lion, a woman)* Ask *Where is the lion? (in the zoo, in the wild)*
- Read out the first sentence in the *Graphic Grammar* box. Draw the children's attention to the blue boxes. Elicit that 's stands for *has*. Ask *What is the infinitive form of 'seen'?* (*see*) *Is the first sentence affirmative or negative? (affirmative)*
- Read out the second sentence and have children notice the word *never* in the orange box. Ask if it is an affirmative or a negative sentence (negative). Ask *Is 'never' before or after the past participle? (before)*

2 **Complete the text with the correct form of the verbs.**

- Review the past participle of verbs. Have children open their Pupil's Book on pages 34–35 and give them two to three minutes to underline all the verbs in the past participle they can find. Elicit answers (*got, seen, travelled, visited, been, had*).
- Write the following sentences on the board: *I've visited the Modern Art Museum three times. I've never visited the History Museum.* Ask *Which sentence is negative? Which sentence is affirmative? What is the main verb of the sentence? What is its infinitive form?*
- Tell children that in the present perfect tense the verb *have* is an auxiliary or 'helping' verb. Elicit the short forms of *have* and *has*.
- Refer the children to the text and read out the first sentence. Tell them that they should complete the text with the past participle form of the verbs and the short form of *has*.

- The children complete the text. Ask them to check their answers with a partner. Ask a different volunteer to read out each sentence. Check pronunciation and affirmative and negative answers.

**Answers:** 1 's done 2 's written 3 's climbed  
4 's swum 5 's travelled 6 's never flown 7 's visited 8 's never climbed

**3**  **Tell a partner what you have done and what you have never done. Add your own ideas. Be a star!** 

- Refer the children to the pictures and elicit the past participle of the verbs. If necessary, write them on the board (*swum, played, climbed, tried, seen*). Elicit which are regular and which are irregular.
- Read out the sentence in the speech bubble to model the activity.
- Divide the class into pairs. The children tell each other what they have and haven't done, starting with the activities pictured and then moving on to use their own ideas.
- Ask volunteers to say what they have or haven't done.

**Teaching star!** 

**Communicating**

- Communicative activities encourage children to work together and bring the language to life.
- To practise the present perfect, divide the class into groups of three. Each child tells their partners two true sentences and one false sentence, e.g. *I've never been to Canada. I've seen a bear at the zoo. I've never flown in a hot-air balloon.* The other two children guess which sentence is not true.

**Cooler: Experiences**

- Have the children write two sentences on a piece of paper: one about an experience they have had and one about an experience they have never had.
- Collect the papers, mix them up and hand them out again. Make sure that no-one has their own piece of paper.
- The children read the sentences and guess who wrote them.
- Ask a volunteer to come to the front, read out the sentences on their piece of paper and say who he / she thinks wrote them. If they guess correctly, ask that child to come to the front and do the same. If they guess incorrectly, they can try again.

**Lesson 3 Grammar**

**1 Complete the sentences with the correct form of the verbs.**

- 1 I ve flown (fly) in a hot-air balloon.
- 2 He s (swim) with dolphins in the sea.
- 3 I s never (visit) the USA.
- 4 We s (climb) a very high mountain.
- 5 They s (travel) to lots of different countries.
- 6 She s never (see) a brown bear in the wild.

**2 Write sentences about Kelly with the prompts.**

**3**  **Write about what you have and haven't done. Use the suggestions below or your own ideas.**

- fly in a hot-air balloon*    *travel by train*    *sleep in a tent*
- meet a famous person*    *swim with dolphins*    *write a poem*

I've \_\_\_\_\_  
I've never \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Grammar reference:**

Remind the children that they can refer to the *Grammar reference* on page 120 while completing these Workbook activities.

**1 Complete the sentences with the correct form of the verbs.**

**Answers:** 1 've / have flown 2 's / has swum  
3 've / have, visited 4 've / have climbed 5 've / have travelled 6 's / has, seen

**2 Write sentences about Kelly with the prompts.**

**Answers:** 1 She's written a blog. 2 She's / has travelled to Africa on a safari. 3 She's / has never seen a lion in the wild. 4 She's / has never flown in a hot-air balloon. 5 She's / has slept in the jungle. 6 She's / has never swum with a shark.

**3**  **Write about what you have and haven't done. Use the suggestions below or your own ideas.**

**Answers:** Children's own answers.

Lesson 4 Language in use

1 1.13 Listen and say.

camp compass put up (a tent)  
rucksack sleeping bag

Hi, Alice. Welcome to Woodlands Camp.  
**Have you ever been** camping before?  
No, I haven't! It's my first time.  
Don't worry, we're going to have a lot of fun!  
I've never carried a rucksack before, it's really heavy!  
I know! Have you ever put up a tent?  
No, I haven't.  
That's OK, I can teach you. Have you ever slept in a sleeping bag?  
**Yes, I have.** It was really cold!  
Oh, dear! Have you ever made a fire?  
No, I haven't. Is it difficult?  
No, it isn't. Let me show you and then we can cook dinner!  
Great, thanks.

2 Write questions with the prompts. Add one more question. Then answer for you.

1 walk / in the mountains?  
Have you ever walked in the mountains?

2 use / a map? \_\_\_\_\_

3 collect / wood for a fire? \_\_\_\_\_

4 use / a compass? \_\_\_\_\_

5 \_\_\_\_\_

3 Make a new dialogue. Use the ideas in Activity 2. **Be a star!**

Hi, Marco. Welcome to Woodlands Camp. Have you ever walked in the mountains?  
 No, I haven't.

38 Unit 3 Use the present perfect with *ever* to ask and answer about experiences  
WB: page 31

**Learning objectives:** Use the present perfect with *ever* to ask and answer about experiences

**Vocabulary:** camp, compass, put up (a tent), rucksack, sleeping bag

**Resources:** (PK) - Unit 3, Lesson 4, Language in use video; (TRC) - Grammar 2 worksheet; (PPK) - Grammar 2 activity; (PRC) - Review audio track 1.13 and Language in use video

**Materials:** Class Audio CD1

### Warm-up: Camping experiences

- Write *Camping* on the board and draw a simple picture of a tent.
- Elicit from the children what activities they can do when camping (e.g. *eat outside, make a fire, climb a mountain, swim in a river*). Write their suggestions on the board.
- Say what you have and haven't done, e.g. *I've never been camping, but I've eaten outside.*
- Have volunteers say what they have and haven't done.

### Vocabulary

- Read out an example sentence for each word (see Pupil's Book, page 136). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 136.
- Then use the dictionary to give definitions in the following order to elicit the words: *put up, rucksack, camp, sleeping bag, compass.*

### 1 1.13 Listen and say.

- Refer the children to the picture. Ask them who they can see (Alice). Elicit what she is doing and who the older girl is.
- Play the audio. The children listen to the dialogue and follow in their books. They check if their ideas were correct.
- Read out the first part of the dialogue with a volunteer and have the children notice the structure of the present perfect question form with *ever*. Refer them to the words in **bold**. Have the children notice the word order (*we swap the subject and the auxiliary verb*). Tell them that we use *ever* in present perfect questions when we want to know if someone has **done** something in their life.
- Play the audio again, pausing after each line for the children to repeat.
- The children then practise the dialogue in pairs.
- Ask for volunteers to read out the dialogue.

- Play the video and follow the same procedure as above.
- The children listen to the dialogue and repeat after each line.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

### 2 Write questions with the prompts. Add one more question. Then answer for you.

- The children underline all the questions in the dialogue in Activity 1.
- Read out the first question (*Have you ever walked in the mountains?*). Elicit the two possible answers (*Yes, I have. No, I haven't.*).
- Write the second question on the board (*Have you ever used a map?*). Elicit answers.
- The children write the questions for prompts 3 and 4. Then they write one more question.
- Have the children write their answers.
- Divide the class into pairs. The children share their questions and answers.
- While they do this, circulate, monitor and help.

**Answers:** 1 Have you ever walked in the mountains?  
 2 Have you ever used a map? 3 Have you ever collected wood for a fire? 4 Have you ever used a compass? 5 Children's own answers.

**3**  **Make a new dialogue. Use the ideas in Activity 2. Be a star!** 

- Ask two volunteers to read out the beginning of the dialogue in Activity 3.
- Divide the class into pairs. Tell the children that they are going to make a new dialogue: one person is going to ask questions and the other is going to answer. Tell them that they can use the questions in Activity 2.
- The children act out the new dialogue with each taking one role. Then they change roles.
- While they do this, circulate, monitor and help.
- Have volunteers act out their dialogue for the class.

**Teaching star!** 

**Extension**

- Play a team game to extend practice of the question form with *ever* in a fun and relaxed way. Put the class into teams of around four. Each team play against one other team.
- In each pair of teams, the first team ask a *Have you ever ... ?* question, e.g. *Have you ever seen a whale?* The members of the second team answer *Yes, I have.* or *No, I haven't.* If no one in the team can say *Yes, I have,* the first team wins a point. The teams take turns asking until you tell them to stop. The team with the highest score wins.

**Cooler: Team sentences**

- Play *Team sentences* (see Games Bank, pages 14–17) with sentences from this lesson and Lesson 3, e.g. *She's seen a lion at the zoo. She's never seen a lion in the wild. He's written a blog about his adventures. He's never flown in a hot-air balloon. Have you ever been camping before? Have you ever slept in a sleeping bag?, etc.*

**Lesson 4 Language in use**

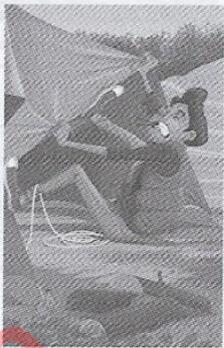
**1**  **Complete the survey for you. Write Yes, I have or No, I haven't.**

1. Have you ever been camping? \_\_\_\_\_  
 2. Have you ever put up a tent? \_\_\_\_\_  
 3. Have you ever slept in a sleeping bag? \_\_\_\_\_  
 4. Have you ever carried a rucksack? \_\_\_\_\_  
 5. Have you ever made a camp fire? \_\_\_\_\_  
 6. Have you ever seen the stars? \_\_\_\_\_

**2** **Complete the questions with *Have you ever* and the correct verb.**

walk use be put up sleep see

A: 1. \_\_\_\_\_ *Have you ever been* \_\_\_\_\_ camping?  
 B: No, I haven't.  
 A: 2. \_\_\_\_\_ a map?  
 B: Yes, I have. I learned about maps at school.  
 A: And \_\_\_\_\_  
 in the mountains using a compass?  
 B: No, I haven't. Is it difficult?  
 A: No, it isn't. I'll show you.  
 \_\_\_\_\_  
 in a tent before?  
 B: No, I haven't. Is it scary?  
 A: No, but you must be careful of the wildlife.  
 \_\_\_\_\_  
 a brown bear?  
 B: Yes, I have – but only in the zoo!  
 A: OK, time for the tent.  
 \_\_\_\_\_  
 a tent before?  
 B: No, I haven't.  
 A: Oh, dear! I can see that!



Go to Grammar reference page 120 Unit 3 **31**

**Grammar reference:**

Remind the children that they can refer to the *Grammar reference* on page 120 while completing these Workbook activities.

**1**  **Complete the survey for you. Write Yes, I have or No, I haven't.**

**Answers:** Children's own answers.

**2** **Complete the questions with *Have you ever* and the correct verb.**

**Answers:** 1 Have you ever been 2 Have you ever used 3 have you ever walked 4 Have you ever slept 5 Have you ever seen 6 Have you ever put up

**Grammar reference (page 120)**

**1**  **Write true sentences about you.**

**Answers:** Children's own answers.

**2**  **Unscramble the questions. Then answer for you.**

**Answers:** 1 Have you ever met a famous person? 2 Have you ever flown in a hot-air balloon? 3 Have you ever seen a crocodile in the wild?  
 Children's own answers.

1 1.14 Look at the photos. Where's the man? What's he doing? Listen to the interview and check your ideas.

- Refer the children to the two photos. Ask *Where's the man? What's he doing?* Elicit answers.
- Play the audio. Children listen and check their ideas.
- Check answers as a class.

**Answer:** Photo 1: He's exploring the Amazon.  
Photo 2: He's driving in Australia.

2 1.14 Listen again and complete the fact files.

- Refer the children to the two fact files. Have them notice that they have the same questions but different headings.
- Play the audio again. The children complete the fact files.
- Have the children compare their answers in pairs. Then check answers as a class.

**Audioscript**

**Reporter:** I'm sitting here with Mike Charles, the famous Amazon explorer! Welcome, Mike!

**Mike:** Hi, there!

**Reporter:** Mike, let's talk about life in the Amazon. What's your favourite food there?

**Mike:** It's definitely fish. I often catch fish in the river and cook it over a fire. It's delicious!

**Reporter:** What's the worst thing you've ever eaten?

**Mike:** Well, I've eaten a lot of strange things! The worst was an insect that lives in palm trees. You can cook them with orange, but they still taste horrible!

**Reporter:** Ugh! So, how do you travel when you're exploring the Amazon?

**Mike:** I usually travel by boat.

**Reporter:** And what's the scariest thing you've seen there?

**Mike:** The scariest thing I've seen is an anaconda – it's the biggest snake in the world.

**Reporter:** Wow! And what's the worst experience you've had in the Amazon?

**Mike:** I once slept by a lake that was full of mosquitoes. They bit me everywhere, it was horrible.

**Reporter:** Ouch! So, how about at home? Where do you live?

**Mike:** I live in Sydney, the biggest city in Australia.

**Reporter:** And what's your favourite food at home?

**Mike:** I love fish and chips! But I don't have to catch the fish first!

**Reporter:** What's the worst thing you've eaten at home?

**Mike:** That's easy – my cooking! I'm a terrible cook!

Lesson 5 Listening

1 1.14 Look at the photos. Where's the man? What's he doing? Listen to the interview and check your ideas.

bite (bit)  
delicious  
explorer  
horrible  
mosquito  
strange

2 1.14 Listen again and complete the fact files.

At work	At home
Where? <u>the Amazon</u>	Where? _____
Favourite food? _____	Favourite food? _____
Worst food? _____	Worst food? _____
Transport? _____	Transport? _____
Scariest thing? _____	Scariest thing? _____
Worst experience? _____	Worst experience? _____

3 1.14 Write T (True) or F (False). Listen again and check.

- Insects with orange are delicious. F
- Mike had a good experience near a lake.
- There are scary animals in Australia and the Amazon.
- Mike found something horrible in his shoe.

**Values**  
What can you learn from travelling to new places?

4 In what ways are Mike's work and home life similar? In what ways are they different? Use your answers in Activity 2 to help you. *Be a star!*

He eats fish in the Amazon and at home, but he doesn't catch fish at home.

Unit 3 Listen for similarities and differences WB: page 32 39

**Learning objectives:** Listen for similarities and differences

**Language:** bite (bit), delicious, explorer, horrible, mosquito, strange

**Resources:** (PK) - Unit 3, Lesson 5; (PRC) - Review audio track 1.14

**Materials:** Class Audio CD1; a map of the world

**Warm-up: Interview**

- Have the children imagine they are going to interview a famous singer.
- Tell them that you are going to pretend to be the singer and answer their questions. Tell them that if any of your answers are wrong, they can correct you.

**Vocabulary**

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 136). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 136.

**Reporter:** Do you travel a lot in Australia?  
**Mike:** Yes, I do. It's a very big country, so I usually travel by car.  
**Reporter:** And what's the scariest thing you've seen in Australia?  
**Mike:** Well, there are lots of wild animals in Australia, too. I've never seen an anaconda, but I've seen an enormous crocodile with big teeth – now that was scary!  
**Reporter:** Finally, what's the worst experience you've had at home?  
**Mike:** Well, my worst experience was when I found a spider – the size of my hand – in my favourite pair of shoes! Arrrrgh!

**Answers:**

**At work**

Where? the Amazon  
 Favourite food? fish  
 Worst food? an insect  
 Transport? boat  
 Scariest thing? an anaconda  
 Worst experience? lots of mosquito bites

**At home**

Where? Sydney, Australia  
 Favourite food? fish and chips  
 Worst food? his own cooking  
 Transport? car  
 Scariest thing? crocodile  
 Worst experience? big spider in his shoes

**3** **1.14 Write T (True) or F (False). Listen again and check.**

- Read out the first sentence. Ask *Is this false? (yes)*. Ask the children to correct the false statement. (*Insects with orange are horrible.*)
- Have volunteers read out the other sentences. The children write T or F.
- Play the audio again and have the children check their answers and correct the false statements.

**Answers:** 1 F 2 F 3 T 4 T

**Values**

- Refer the children to the **Values** box.
- Tell the children about something you learnt from travelling to a new place, e.g. different food / language. Have the children brainstorm more ideas.

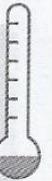
**4** **In what ways are Mike's work and home life similar? In what ways are they different? Use your answers in Activity 2 to help you. Be a star!**

- Refer the children to the fact files in Activity 2. Have a volunteer read the answers for favourite food in both fact files. Then read out the example sentence in Activity 4.

- The children compare the information in both fact files and write sentences.
- Have volunteers read out some of their sentences.

**Cooler: All around the world!**

- Have the children look at a world map.
- Ask them to think about similarities and differences between countries (weather, landscape, etc).



Workbook page 32

Lesson 5 Exam practice

1 Read the email and write the missing words. Write one word on each line.



Hi Bill,  
 Example Being an explorer is the best job! So far I've had \_\_\_\_\_ a good experience in the Amazon. I've seen amazing scenery and wildlife. Yesterday I saw a snake, but it \_\_\_\_\_ bite me – thank goodness! I've spent four days in the jungle and I haven't got lost! I've \_\_\_\_\_ a compass to find my way because this river isn't on the map! It's time to stop for the night now. I've put up my tent and I'm making dinner. It doesn't smell delicious ...  
 4 I'm enjoying travelling along the river \_\_\_\_\_ boat. It's amazing to explore places where people have \_\_\_\_\_ been before. See you soon!  
 I can show you all my amazing photos!

2  Look at the three pictures. Write about this story. Write 20 or more words.

32 Unit 3

**1** **Read the email and write the missing words. Write one word on each line.**

This activity helps the children prepare for Part 6 of the Reading and Writing in the Cambridge English: Flyers test.

**Answers:** 1 didn't 2 used 3 tent 4 by 5 never

**2** **Look at the three pictures. Write about this story. Write 20 or more words.**

This activity helps the children prepare for Part 7 of the Reading and Writing in the Cambridge English: Flyers test.

**Answers:** Children's own answers.

**2 You are going to write a blog entry about an adventure activity. Look at the pictures. Then work in pairs to complete the mind map.**

- Ask *What can you see? Who can you see? Where are they? What are they doing?*
- The children complete the mind map in pairs.

**Learning to learn**

Use a mind map to plan

A mind map is a useful way of organising thoughts and information. Look at the mind map Emma made for her blog entry about the CN Tower. To make a mind map:

- write the name of your topic in the middle of the page.
- think of ideas related to your topic. Draw lines from the main topic and write your ideas at the end.
- think of more information connected to each idea and add it to your mind map.

Read Emma's blog entry for June and make a mind map of her ideas.

1 Look at Emma's blog on pages 34–35. Tick (✓) the things that are true for a blog.

- 1 You write it in order.
- 2 The writer uses 'I' and 'we'.
- 3 It's good – only the writer made it.
- 4 It's boring.
- 5 It includes the writer's feelings and opinions.
- 6 It describes places and experiences.

**2 You are going to write a blog entry about an adventure activity. Look at the pictures. Then work in pairs to complete the mind map.**

**3 Use your mind map to write a blog entry. Follow the guide below.**

**Start** Write the date, day, month and year.  
**Opening** Write a greeting. Welcome readers to your blog.  
**Main section** Use your mind map to write about your experience.  
 • Keep it brief. Don't include information that isn't interesting or useful.  
 • Describe your feelings and opinions.  
**Finals** Write something hopeful for your readers' next time to come back again.

**Suggested answers:**

1 Swimming with dolphins 2 Why? love dolphins / the sea 3 Dolphins: friendly 4 What we did: wore a life jacket; went out in a boat; swam with dolphins for 30 mins 5 Opinions: It was fantastic. I felt nervous / excited.

**Learning objectives:** Learning to learn: use a mind map to plan; Write a blog entry; Recognise features of a blog

**Resources:** (PK) - Unit 3, Lesson 6

**3 Use your mind map to write a blog entry. Follow the guide below. Be a star! ★**

- Refer the children to the guide and read out the different stages. Elicit ideas for each one.
- In pairs, the children use the mind map they wrote in Activity 2 and write a blog entry.
- If children need more support, build up the text together as a class. Elicit example sentences for each section of the blog and write them on the board.
- Children copy the text into their notebooks.

**Suggested answer:**

14th December 20xx  
 Hi, my name's (Adam). Welcome to my blog! I've been to the beach many times, but I wanted to do something special for my birthday. I went swimming with dolphins! I love dolphins – they're so beautiful and friendly. First, my friends and I learnt about dolphins with an instructor, then we went out in a boat. We wore life jackets and then swam with dolphins for 30 minutes. It was fantastic! I felt nervous, but happy at the same time. It was an amazing experience!

**Suggested answers:** 1 kayaking 2 Why? (I've never been before) 3 Ottawa (kayak school, the capital of Canada) 4 What we did (practised for three hours; travelled down Madawaska River) 5 Opinions (really exciting; amazing scenery)

**1 Look at Emma's blog on pages 34–35. Tick (✓) the things that are true for a blog.**

- Elicit what the children remember about Emma's blog.
- Have volunteers read the sentences and tick the things that are true for a blog.
- Check answers as a class and elicit examples of each feature from the blog.

**Answers:** ✓ by: 1, 2, 5, 6

Lesson 6 Learning to learn

1 Imagine you went to an adventure camp. Complete the mind map.

1 Imagine you went to an adventure camp. Complete the mind map.

Answers: Children's own answers.

Lesson 6 Writing

Prepare to write

1 Complete the blog with the correct letter, a–f.

- Stay with me
- See you later
- What a fantastic day!
- Hi, my name's Rob. Welcome to my blog. Right now I'm with my cousins. We are Observe. It was amazing, but I was a bit scared too. and follow our adventures.
- I've never slept in the forest before
- We've done lots of exciting things

2 Plan a blog about an adventure camp. Use your mind map from page 33, Activity 1, and complete the notes.

Date: \_\_\_\_\_

Opener: \_\_\_\_\_

Who's with: \_\_\_\_\_

Activity 1:

What happened: \_\_\_\_\_

Feelings / Opinions: \_\_\_\_\_

Activity 2:

What happened: \_\_\_\_\_

Feelings / Opinions: \_\_\_\_\_

Finish: \_\_\_\_\_

Prepare to write

1 Complete the blog with the correct letter, a–f.

- Children read the blog entries. If done in class, ask *Who wrote the blog? (Rob) Who is he with? (his cousins) What activities have they done? (kayaking, horse-riding, mountain climbing) What are they going to do tomorrow? (camp in a forest)*
- Read out phrases a–f. Children complete the blog entries with the correct phrases.
- Check answers as a class.

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

2 Plan a blog about an adventure camp. Use your mind map from page 33, Activity 1, and complete the notes.

- The children use their mind map from page 33 and complete the notes for a blog. Elicit suitable expressions to open and finish a blog entry, and write them on the board.

Answers: Children's own answers.

Ready to write

3 Write a blog about Adventure Camp.

4 Read and check what you wrote in Activity 3.

Ask yourself:

- Is the information clear and in the right order?
- Did I include interesting and exciting information?
- Did I start and finish with a friendly comment?
- Did I include my feelings and opinions?
- Did I use verb tenses correctly?

5 Rewrite the blog in your notebook. Use the points in Activity 4 to improve your work.

Ready to write

3 Write a blog about Adventure Camp.

- Children use their plan in Activity 2 to write their blog entry.

4 Read and check what you wrote in Activity 3.

- The children check their work against the checklist and make a note of any necessary changes.

5 Rewrite the blog in your notebook. Use the points in Activity 4 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

1 Look at the photo of the job interview. What questions do you think he is asking?



act  
coach  
first aid

2 Look at the form. Add one more question to sections 1 and 2.

**TREETOPS ADVENTURE CAMP**

1 Likes and dislikes: Do you like ...

- swimming?
- doing sport?
- cooking?
- painting and drawing?

2 Experience: Have you ever ...

- been kayaking?
- coached a sport?
- acted in a play?
- learnt first aid?

3  Act out an interview with a partner. **Be a star!**

**Student A:** You are the interviewer. Ask the questions in Activity 2 and complete the form. Use the phrases to show you are interested.

Really? Wow! That's interesting / amazing! Can you tell me more about ... ?

**Student B:** You are at an interview for a job at an adventure camp. Answer the questions. Give as much information as possible.

Do you like swimming? Yes, I do. I go swimming three times a week. I've won lots of races ...

4  Tell the class about your partner. Do you think he / she will get the job? Why? / Why not?

42 Unit 3 Conduct an interview Listen and show interest WB page 36

**Learning objectives:** Conduct an interview; Listen and show interest

**Vocabulary:** act, coach, first aid

**Resources:** (PK) - Unit 3, Lesson 7; (TRC) - Vocabulary 2 worksheet; (PPK) - Vocabulary activity

### Warm-up: Do you like ...?

- Ask the children the following questions: *Do you like chocolates / vegetables / watching TV / playing with friends / texting?*
- The children stand up if their answer is *Yes, I do* and stay sitting or sit down if their answer is *No, I don't*.

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 136). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 136.

## 1 Look at the photo of the job interview. What questions do you think he is asking?

- Refer the children to the photo on page 42. Ask if they remember who the girl is (the adventure camp helper from Lesson 4). Ask *Where are they? (in an office / at Treetops Adventure Camp) What do you think they are doing? (talking, asking and answering questions)*
- Ask *What questions do you think he is asking?* Elicit answers (e.g. *What sports do you like? Have you ever been kayaking?*).

## 2 Look at the form. Add one more question to sections 1 and 2.

- Ask *Have you ever been to an adventure camp?* Ask the children who put up their hands what activities they did there.
- Read out the first part of the form (*Likes and dislikes*) and have the children notice that all the activities end in *-ing*. Ask the children to add one more question (e.g. *camping / singing / telling stories*).
- Read out the second part of the form (*Experience*) and have the children notice that the questions *are* in the present perfect with *ever*. Ask children to add one more question (e.g. *climbed a mountain / swum with dolphins*).
- While they do this, circulate, monitor and help.

## 3 Act out an interview with a partner.

**Be a star!** ★

- Divide the class into A and B pairs. Explain that one child (Student A) is the interviewer and will ask the questions in Activity 2. The other child (Student B) is the interviewee for a job at an adventure camp and will answer the questions, giving as much information as possible.
- Practise the intonation of questions. Read out the questions in Activity 2 and have the children repeat after you.
- Read out the expressions in the box. Tell the children that we use these phrases to show that we are interested in what someone is saying.
- Have two volunteers read out the example question and answer in the speech bubbles.
- Role-play the interview with a confident child for the class to see how it works. Ask *Have you ever been kayaking? (yes) Really? Can you tell me more about it? (It was amazing. It was the best experience I've ever had.)*
- The children act out their interviews in pairs. Encourage the child asking the questions to use the phrases in the box and to complete the form. Then they switch roles and act out the dialogue again.

## Speaking skills

- Tell the children that tone of voice and body language are very important when having a conversation. Show how we can give different messages by changing our tone of voice. Say *Really?* using different tones and body language.
- The children practise saying the phrases in the box with different tones and body language. Have them notice how doing this changes the message and the conversation.

#### 4 Tell the class about your partner. Do you think he / she will get the job? Why? / Why not?

- Ask the children to look at their completed forms in Activity 2. Have them think about whether their partner will get the job in the adventure camp (e.g. *He will get the job because he likes doing sport and cooking. He's also coached tennis and learnt first aid. / She won't get the job because she doesn't like doing sport and she's never acted in a play or slept in a tent.*)
- Have volunteers come to the front and tell the class about their partner.

#### Cooler: Come to my adventure camp!

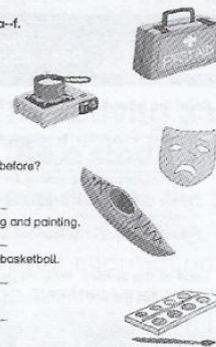
- Call out some activities (e.g. *go fishing, swim in the river, play video games, light a fire, swim with dolphins, go shopping, do homework*, etc). The children raise their hands if they can do the activity in an adventure camp and cross their arms if they can't.

## Lesson 7 Functional language

## 1 Complete the dialogue with the correct phrases, a-f.

- a Great – we always need good coaches.  
b *Really? Well, that's good experience.*  
c Can you tell me more about the sports activities?  
d That's very useful.  
e Have you ever done a course?  
f Do you play well enough to coach?

- A: Hello, Katy. Have you worked at an adventure camp before?  
B: No, I haven't, but I've been to lots of camps.  
A: *Really? Well, that's good experience.*  
B: And I've done lots of different activities – sports, acting and painting.  
A: ?  
B: Of course. I've done a lot of kayaking and I also play basketball.  
A: ?  
B: Yes, I think so. I play for the school team.  
A: ?  
B: I can also do first aid.  
A: ?  
B: Yes, I have. I did one at school last year.  
A: ? Welcome to our camp!



## Check-up challenge

## 1 Read and circle the correct word.

Well, here I am at Adventure Camp. I've been <sup>1</sup> kayaking / skiing in the mountains – the <sup>2</sup> view / camp from the top was amazing! We've done forest walks, too. I've seen some amazing <sup>3</sup> landscape / wildlife – there are lots of animals here. I've used a <sup>4</sup> compass / camera to find my way. It's fun to be on <sup>5</sup> explorer / instructor, but I don't want to get lost!

I've been camping in the forest, too. It's quite difficult to <sup>6</sup> put up / get up a tent! And I've slept in a <sup>7</sup> rucksack / sleeping bag – it wasn't very comfortable! I've also learned to cook on the camp fire. Last night I made dinner and it was <sup>8</sup> horrible / delicious! Everyone liked it.



36 Use 2

## 1 Complete the dialogue with the correct phrases, a-f.

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

Lesson 8 Think about it! Decide who gets the job

1 Read the advert. What is it for? What experience do you need?

**Wanted: coach for Treetops Adventure Camp**  
We're looking for a coach to join our team. Candidates should:

- have experience of coaching football or basketball.
- enjoy working with young people.
- work well in a team.

Some experience of office work is also preferred.

2 Look at the photos. Who do you think should get the job? Why?



3 1.15 Listen to the interviews and complete the information.

	Marco	Janice	Elisha
Experience	1 has stayed at Treetops	1 hasn't worked	1 has worked
	2 has worked in an office	2 has coached	2 coaches basketball
	3 hasn't worked	3 hasn't worked in an office	3 has worked
Abilities	4 can play	4 can	4 can't play
	5 can		5 can
Other information	6 has organised university events	5 really likes children	6 is studying to be a teacher

4 Look at your notes in Activity 3 and discuss the questions. (Be a star!)

- 1 Who do you think should get the job?
- 2 Is this different to the person you chose in Activity 2? If yes, why?

Unit 3 Apply thinking skills: reach a decision through logical reasoning WB pages 36-37 43

**Learning objectives:** Apply thinking skills: reach a decision through logical reasoning

**Resources:** (PK) - Unit 3, Lesson 8; (PRC) - Review audio track 1.15; (TRC) - (TG) - Unit test

**Materials:** Class Audio CD1

### Warm-up: What we can do?

- Say *singer, chef* and elicit abilities for each job.
- Have the children discuss three things they do well and whether they would be good at either job.

### 1 Read the advert. What is it for? What experience do you need?

- Refer the children to the advert. Elicit the experience and abilities needed.
- Then have the children read the advert individually. Ask for feedback and check answers as a class.

**Answers:** a coach for Treetops Adventure Camp; experience of coaching football or basketball and some experience of office work

### 2 Look at the photos. Who do you think should get the job? Why?

- Refer the children to the three photos.
- Ask *What experience and abilities do they have?* and elicit ideas.

### 3 1.15 Listen to the interviews and complete the information.

- Tell the children that they are going to listen to someone interviewing Marco, Janice and Elisha
- Play the audio. Have the children listen and say who sounds the most excited and confident.
- Refer the children to the table in Activity 3.
- Play the audio again and have the children complete the information in the chart.
- The children check their answers with a partner. Then check answers as a class.

### Audioscript

**Narrator:** 1

**Interviewer:** Have you ever worked at an adventure camp, Marco?

**Marco:** No, I haven't. But I stayed at Treetops when I was at school. I loved it.

**Interviewer:** Great. Have you ever worked in an office?

**Marco:** Yes, I have. I've worked in the office at my university.

**Interviewer:** OK. Have you ever worked with children?

**Marco:** Erm, no, I haven't. But I've organised university events.

**Interviewer:** OK. Can you play football or basketball?

**Marco:** Yes, I can. I can play both. I was in the school football team.

**Interviewer:** Great. And can you swim?

**Marco:** Yes, I can. I'm a good swimmer. I usually swim a kilometre a day.

**Narrator:** 2

**Interviewer:** Have you ever worked at a camp, Janice?

**Janice:** No, I haven't, but I really want to!

**Interviewer:** Have you ever coached a sport?

**Janice:** Yes, I have. I coached basketball and tennis to younger kids at school. I really like children!

**Interviewer:** Great. Have you ever worked in an office?

**Janice:** No, I haven't. I've never done any office work.

**Interviewer:** And can you swim?

**Janice:** Erm ... yes, I can.

**Interviewer:** Is there a problem?

**Janice:** Well, I had an accident once when I was kayaking. I don't really like swimming now.

**Narrator:** 3

**Interviewer:** Elisha, have you ever worked at a camp?

**Elisha:** Yes, I have. I've worked at two camps. I like children and I'm studying to be a teacher. I coach basketball at a local school, too.

**Interviewer:** Great! And have you ever worked in an office?

**Elisha:** Yes, I have. I worked in the office at both of the camps that I worked at.

**Interviewer:** OK. Can you play football?

**Elisha:** No, I can't play football.

**Interviewer:** Can you swim?

**Elisha:** Yes, I can. I've been in a wheelchair all my life, but I'm a good swimmer. I've won lots of medals.

**Answers: Marco:** 1 has stayed at Treetops 2 has worked in an office 3 hasn't worked with children 4 can play football and basketball 5 can swim 6 has organised university events

**Janice:** 1 hasn't worked at a camp 2 has coached basketball and tennis 3 hasn't worked in an office

4 can swim 5 really likes children

**Elisha:** 1 has worked at two camps 2 coaches basketball 3 has worked in an office 4 can't play football 5 can swim 6 is studying to be a teacher

4 **Look at your notes in Activity 3 and discuss the questions. Be a star!**

- Children look at their notes and discuss the two questions. If they choose a different person, encourage them to discuss what information in Activity 3 made them change their mind.
- Have volunteers say who they chose and why.

**Cooler: Hiring a new teacher**

- Have the children imagine they are hiring a new teacher. Elicit what experience and abilities they think the new teacher should have.



**Lesson 7 Functional language**

1 Complete the dialogue with the correct phrases, a–f.

a Great – we always need good coaches.  
b Really? Well, there's good experience.  
c Can you tell me more about the sports activities?  
d That's very useful.  
e Have you ever done a course?  
f Do you play well enough to coach?

A: Hello, Katy. Have you worked at an adventure camp before?  
B: No, I haven't, but I've been to lots of camps.  
A: Really? Well, that's good experience.  
B: And I've done lots of different activities – sports, acting and painting.  
A: ?  
B: Of course. I've done a lot of kayaking and I also play basketball.  
A: ?  
B: Yes, I think so. I play for the school team.  
A: ?  
B: I can also do first aid.  
A: ?  
B: Yes, I have. I did one at school last year.  
A: ? Welcome to our camp!

2 Write true sentences about you. Then add two more things you've done.

1 try / skiing I've tried skiing. / I've never tried skiing.  
2 climb / a tree \_\_\_\_\_  
3 visit / another country \_\_\_\_\_  
4 write / a blog \_\_\_\_\_  
5 travel / by boat \_\_\_\_\_  
6 sleep / under the stars \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

3 You are interviewing an explorer. Write questions and answers.

You: Have you ever seen a snake? (see / a snake)  
Explorer: Yes, \_\_\_\_\_  
You: \_\_\_\_\_ (be / on TV)  
Explorer: No, \_\_\_\_\_ (travel / across Africa)  
You: \_\_\_\_\_ (swim / with sharks)  
Explorer: No, \_\_\_\_\_ (write / a book)  
You: \_\_\_\_\_  
Explorer: Yes, \_\_\_\_\_

**Check-up challenge**

1 Read and circle the correct word.

Well, here I am at Adventure Camp. I've been <sup>1</sup> kayaking / skiing in the mountains – the <sup>2</sup> view / camp from the top was amazing! We've done forest walks, too. I've seen some amazing <sup>3</sup> landscape / wildlife – there are lots of animals here. I've used a <sup>4</sup> compass / camera to find my way. It's fun to be an <sup>5</sup> explorer / instructor, but I don't want to get lost! I've been camping in the forest, too. It's quite difficult to <sup>6</sup> put up / get up a tent! And I've slept in a <sup>7</sup> rucksack / sleeping bag – it wasn't very comfortable! I've also learned to cook on the camp fire. Last night I made dinner and it was <sup>8</sup> horrible / delicious. Everyone liked it.

**Check-up challenge**

1 Read and circle the correct word.

**Answers:** 1 skiing 2 view 3 wildlife 4 compass 5 explorer 6 put up 7 sleeping bag 8 delicious

2 Write true sentences about you. Then add two more things you've done.

**Answers:** Children's own answers.

3 You are interviewing an explorer. Write questions and answers.

**Answers:** 1 Have you ever seen a snake? Yes, I have. 2 Have you ever been on TV? No, I haven't. 3 Have you ever travelled across Africa? Yes, I have. 4 Have you ever swum with sharks? No, I haven't. 5 Have you ever written a book? Yes, I have.

Reading time 2

1 1.16 Read the story on pages 44–46.  
Where were April and Sandy? Who were the three men?

### Mystery on the beach

April lived on a small island off the coast of Africa. Her cousin Sandy was visiting her from Australia. One evening they were following a rocky path down to the beach. The scenery and the views across the sea were beautiful.

'Look at all the kayaks,' said April. 'Have you ever been kayaking?'

'No, I haven't,' replied Sandy. 'I've been sailing, but I've never tried kayaking.'

'Let's go one day,' suggested April. 'It's a great way to explore the island!'

'Can you tell me more about the island?' asked Sandy.

'Of course,' said April. 'We have some of the best beaches in the world, as you can see! And in town, there are beautiful houses, palaces and gardens. We'll visit them while you're here.'

'Great!' said Sandy. 'And what about the history of the island?'

'Well,' replied April. 'It used to be an important trading route – people used to come here from all over the world to sell things like sugar and spices. Many of them decided to stay on the island. Our food is a mixture of lots of different cultures, like Portuguese, Indian and Chinese – it's delicious! My mum will cook us something amazing tonight!'

44 Reading time 2 Read an adventure story

Suddenly, Sandy stopped. 'Shhh! Listen!' he whispered. 'I think I can hear something.'

They looked down to the sea and saw a small boat arriving with three men on board. They could hear the men shouting to each other.

'Look! There's the beach! Over there!' shouted one of the men.

'Shhh! Be quiet! Do you want someone to hear us?' said another, trying to speak quietly.

April and Sandy looked at each other with wide eyes. 'What do you think they're doing?' asked Sandy. 'Do you think they're traders?'

'No, not in the 21st century,' whispered April. 'But I think they're doing something bad. Maybe they're smuggling gold or silver!'

The men jumped onto the beach and took two spades from the boat. They looked around to make sure that they were alone. Then they started digging.

'Look, they're digging a hole!' exclaimed Sandy in surprise. 'They're going to bury something!'

'No, I know what they're doing!' said April angrily. 'We have to do something about this! We can't get a phone signal here, but follow me. We need to get back to the road – it's through those trees and up the hill. We can get a signal there and call the police.'

Reading time 2 Develop reading fluency 45

Reading time 2

Two hours later, April and Sandy were back on the beach talking to two police officers.

'Well done, kids!' said one of the officers. He pointed to the three men. 'This is the Turtle Gang. We've finally caught them!'

Sandy turned towards April. 'What's the Turtle Gang?' he asked.

'Hawksbill turtles are a very important part of the wildlife on the island,' explained April. 'They return to the beaches every two or three years to dig nests and lay their eggs. The villagers look after them and protect the nests. But the turtle eggs are very valuable – people pay a lot of money for them.'

'Oh! So those men were stealing their eggs?' exclaimed Sandy. 'That's terrible!'

'Yes, it is,' said the police officer. 'But thanks to you two, the turtle eggs are safe. These men will never steal another egg!'

46 Reading time 2 Read an adventure story

**Learning objectives:** Read an adventure story; Develop reading fluency

**Resources:** (PK) - Unit 3, Reading time 2; (TRC) - Animated flashcards; (PRC) - Review audio track 1.16

**Materials:** Class Audio CD1

**Warm-up: Name five**

- Write the following on the board: *endangered animals, countries in Africa, animals that lay eggs*. Clarify meaning.
- Divide the class into pairs. Give the children five minutes to think of a total of five things from each category on the board (e.g. tigers, whales, pandas, elephants, gorillas, Nigeria, Zimbabwe, Kenya, Morocco, Ethiopia, turtles, frogs, snakes, fish, birds).
- Elicit feedback and write their answers on the board.

1 1.16 Read the story on pages 44–46.  
Where were April and Sandy? Who were the three men?

**Pre-reading**

- Refer the children to the pictures on pages 44–46. Tell them that they can predict what happens in the story by looking at the pictures. Ask *What do you think the relationship is between the two children? Where are they? What country do you think they are in? Is the beach in the pictures similar to the beaches in your country? Do you think the three*

men in T-shirts are tourists? Why? / Why not? What are they doing?

- Have the children turn to page 46 and ask *What animal can you see? Why do you think there are police officers on the beach? Why? did they arrest the three men?*
- Point out the turtle and the eggs. Ask *Have you ever seen a turtle on the beach?*

### While reading

- Explain to the children that there may be some words they do not understand in the text, but that shouldn't stop them because they are reading for enjoyment.
- The children read the first part of the story on pages 44–45 individually.
- Ask *Does Sandy live in Europe? (No, he lives in Australia.) Are the two children friends or family? (Family; they are cousins.) Has the island always been a tourist place? (No, people used to sell things like sugar and spices there.) Are the three men on the beach traders? (no)*
- Ask them which of their predictions in the previous activity were correct. Ask *Where are April and Sandy? (On a small island off the coast of Africa.)*
- The children continue reading the story on page 46. Ask *Who were the three men? (the Turtle Gang – men who wanted to steal turtle eggs) Why do you think they were stealing turtle eggs? (Turtle eggs are very valuable. People pay a lot of money for them.)*

### Post-reading

- Ask *Do you like the story? Why? / Why not?* Elicit answers.
- Divide the class into small groups and have the children summarise the main points of the story. They should say one sentence for each of the four texts. April's cousin Sandy visited her home on a small island off the coast of Africa. She told him about the island and its history. They saw three men digging a hole on the beach. The children called the police, who caught the men and stopped them stealing turtle eggs.

### Mixed ability

- Make sure all the children are taking part. When asking questions, ask one child directly so he / she can gain confidence and participate more.
- Ask individual children questions at random round the class. This will keep the children alert.
- Make sure you pay attention to all the children, not only the more confident ones or those who are sitting in front of you.

### Teaching star!

### Cooler: Describing characters

- The children make a list of adjectives describing the characters in the story: Sandy, April, and the three men (e.g. Sandy and April: brave, clever; the three men: bad, greedy).

Reading time 2 Activities

- 1 Look at the pictures on pages 44–46. Write a list of everything you can see. Who has the longest list?  
compass, hot air-balloon ...
- 2 Read the story again. Underline the correct words.
  - 1 The island is off the coast of Africa / Australia / Asia.
  - 2 There are lots of beaches / animals / palaces in town.
  - 3 Many traders / villagers / thieves decided to stay on the island.
  - 4 April and Sandy had to get to the beach / island / road to call the police.
  - 5 The turtles come to the village / sea / beaches to dig their nests.
  - 6 The Turtle Gang were stealing eggs / turtles / gold.
- 3 Number the events in the story in order.
  - The men started digging on the beach.
  - April and Sandy climbed a hill to get a phone signal.
  - The police caught the three men.
  - April told Sandy about the local food.
  - April realised what the men were doing.
  - Sandy visited April on the island.
  - April told Sandy about hawksbill turtles.
  - They saw a boat with three men in it.
- 4 Discuss the questions.
  - 1 What does Sandy learn about the island?
  - 2 What information did you find most interesting?
  - 3 Would you like to visit the island? Why? / Why not?
- 5 Watch the video to see a different ending to the story. Which ending do you prefer? Why?




Reading time 2: Give a personal response to a text 47

**Learning objectives:** Give a personal response to a text

**Resources:** (PK) - Unit 3, Reading time 2: Activities, Reading time 2 video; (TRC) - Animated flashcards, Video activity worksheet; (PRC) - Review Reading time 2 video

### Warm-up: We're going to the beach and we're taking ...

- Say that the whole class is going to the beach. Ask *What should we take?* Write on the board *We're going to the beach and we're taking ...*
- Volunteers come to the front and add items, e.g. *sandals, suncream, swimming costumes, camera, shorts, snorkel, beach ball, sunglasses.*

**1 Look at the pictures on pages 44–46. Write a list of everything you can see. Who has the longest list?**

- Read out the example (*compass, hot-air balloon*) and ask the children to find these things in the pictures on pages 44–46.
- In pairs, the children continue the list and then count how many items they have.
- Elicit feedback and see who has the longest list.

**2 Read the story again. Underline the correct words.**

- Read out the first sentence in Activity 2. Ask where the answer, *Africa*, is in the text (the first sentence of the story on page 44).
- The children read the other sentences and underline the correct words.
- Check answers as a class. Have children go back to the story and say where they found the information to support their answers.

**Answers:** 1 Africa 2 palaces 3 traders 4 road  
5 beaches 6 eggs

**3 Number the events in the story in order.**

- The children read the sentences individually. Clarify meaning if necessary.
- Read out number 1 and ask *What's next?* The children can go back to the story if necessary. They number the rest of the sentences in order and compare their answers with a partner.
- Check answers as a class.

**Answers:** a 4 b 6 c 7 d 2 e 5 f 1 g 8 h 3

**4   Discuss the questions.**

- Read out the three questions. Answer the third question with your own ideas.
- The children discuss their answers in pairs. While they do this, circulate, monitor and help.

**5   Watch the video to see a different ending to the story. Which ending do you prefer? Why?**

**Before the video**

- Tell the children they are going to watch a video with a different ending.
- Have the children say everything they know about turtles. Ask *Why are turtles an endangered species?* (*because their nests are destroyed / turtles are caught in fishing lines / people steal their eggs*) *Where do turtles live?* (*on beaches / in the sea / all over the world*) *What do they eat?* (*plants, grass, fish, insects*)

**During the video**

- Play the video and have the children focus on what is different from the story in their Pupil's Books.
- Ask *Why did Sandy and April think the men were stealing the eggs?* (*because they were digging a hole and the children thought they were going to take the eggs*) *Do you think it was a good idea to call the police?* (*yes*) *Why? / Why not?* (*because they didn't know the men were rangers, they thought they were stealing the turtle eggs*) *Were the police angry with Sandy and April?* (*no*) *Why did the rangers put up fences around the turtles' nests?* (*so people couldn't walk over them*) *Why did the rangers come when it was getting dark?* (*because they were working all day and night on different beaches*)
- Elicit answers and play the video again, pausing if necessary.

**After the video**

- Ask the children which ending they liked more and why. Ask *Do you think Sandy and April will be good rangers?* *Why? / Why not?*

## Videoscript

'Look! They're digging a hole!' exclaimed Sandy in surprise. 'They're going to bury something!' April was furious.

'They aren't burying anything!' she whispered angrily. 'They're going to steal the turtle eggs! Have you got a signal on your phone?'

Sandy looked quickly at his phone. 'No!' he cried. 'It doesn't work here.'

'We have got to do something now!' exclaimed April. 'Follow me back to the road. It's through those trees and up the hill. We can get a signal there.'

Two hours later, April and Sandy were back on the beach with the three men and a police officer. But everyone was looking very relaxed.

'We're very sorry,' said April. 'This is really embarrassing. I thought they were stealing the turtle eggs!' The police officer laughed.

'We're very happy that you made a mistake ... These men are rangers. They protect the turtles ...'

'Look! They've put up fences around the turtles' nests.'

'So people can't walk over them!' said April, beginning to understand.

'That's right,' said the police officer. 'And they've set alarms so no one can steal the eggs.'

'But why did they come when it was getting dark?' asked Sandy.

'Because they've worked all day and night on different beaches,' explained the police officer. 'There are a lot of turtle nests round here and they all need protection.'

Then one of the three men spoke to the children.

'Thank you for phoning the police. It was the right thing to do ...'

'If you ever see anything you're not sure about on the beach, please call this emergency number.'

'Oh,' said April in surprise. 'So, you're not angry with us?'

'No, of course not,' laughed the man. 'These turtles are wonderful animals and too many people have stolen their eggs ...'

'I'm going to make you both special turtle rangers. Here's a badge for you both!'

'Thank you so much,' said April and Sandy, smiling happily.

## Cooler: Anagrams

- Divide the class into two teams.
- Write the following scrambled words on the board: *eaclpa, taredr, uttrel, dsilna, oiplce, ents* (*palace, trader, turtle, island, police, nest*).
- The first child to put his / her hand up for each word and give the correct answer wins a point for their team. The team with the most points wins.

