

Adventure camp

Unit Overview

Objectives

- To identify and practice camping vocabulary
- To talk about people and what they like / are good at doing
- To ask and answer questions about people and what they like / are good at doing
- To talk about activities using present continuous tense
- To talk about one's abilities using can / can't

Language •

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

Materials

- Student Book 6 pages 12-21
- Audio CD tracks A:08–20
- Picture Cards: (6) sleeping bag, (7) tent, (8) poles, (9) pegs, (10) compass,
 (11) flashlight, (12) pitch the tent, (13) take down the tent, (14) put in the pegs,
 (15) lay out the bed, (16) cover our heads, (17) light a fire, (18) keep out the rain,
 (19) read a compass
- Story Cards
- Activity Sheets 1–2
- Workbook 6 pages 8–17
- Unit 1 Test

Objectives

- To make introductions
- · To identify camping equipment vocabulary
- To talk about camping

Target language

sleeping bag, tent, poles, pegs, compass, flashlight

Materials

Picture Cards 6-11

Warm-up

- With books closed ask students about their camping experiences. Ask if any of them have ever been camping and what it was like. Accept students' answers in their native language but encourage English.
- Then ask students what they need to have with them when camping. Elicit as much of the new vocabulary as possible. Write the words in English on the board and ask students to draw sketches to illustrate each camping equipment vocabulary.

Using the page



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.)
- Ask students to look at the story in their books and listen as you play the audio.
- Have the class read the story chorally.
- 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.)

2 (A:09)

(Listen and say.

- Focus on the words. Play the audio and have students repeat the audio after each word they hear.
- Put Picture Cards 6–11 up on the board and number each of them, for students' reference. 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.



Play the memory game.

 Brainstorm other items to take on a camping trip and write them on the board, e.g., iPod, chocolate, novels, magazines, comic books, and video games.



- Read the sentences at the bottom of the page chorally.
 Pair students and explain that the winners are the pairs who can come up with the most items. 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. Then repeat the sentence adding one more item to the list.
- Circulate and help as needed. Encourage students to add more items when they run out of the words presented on page 12.
- Ask pairs how many items they have "collected" in their tents and put the words on the board. Go through the words with the class. Announce the winning pair.

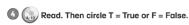


Assign Workbook page 8. For the audio script, see page 162. For the answers, see page 168.

Extension

Adventure camp planner

Put students in 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.





My name's Tom. I'm fourteen 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 twelve and she's very funny.



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

I'm Flo and I'm twelve. I'm from the United States. I'm good at swimming. I love talking to my friends. I have one brother. He's fourteen and he's very good at sports. He's very clever, too.



I'm Felipe. I'm from Spain. I'm thirteen 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!

> Flo is good at swimming I like hiking, but I don't like sailing.

I love fishing and camping

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



Ask and answer.

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



T/F

(T)/ F (T)/ F

(T)/ F

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?

Student Book page 13

Objectives

- · To review the camping equipment vocabulary
- To talk about what people like / are good at

Target language

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

Materials

Picture Cards (Level 5: 140-153), paper, colored pencils

Warm-up

- Have a nationality spelling bee, using Picture Cards (Level 5: 140-153). Review the names of countries.
- Divide the class into small groups and have students introduce themselves.

Using the page



Read. Then circle T = True or F = False.

• 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.

- Play the audio and have the students follow in their
- Give students time to read the four paragraphs.
- Pair students and have them ao over the five statements together and decide if they are true or false. Have students write correct statements to go with 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.)
- Focus on the structures in the Look! box. Ask students to look at Activity 4 again and find which other word we can use instead of love (like). Check that they remember to add "s" for 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 4 and find more examples.



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



Ask and answer.

- Draw students' attention to the four questions. Divide class into pairs and give them time to do the activity. Circulate, prompt and correct as needed.
- Invite confident students to ask and answer the questions in front of the class.



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

- Ask two confident students to model the guestions and answers. Have one student ask the questions and another student pretend to be one of the characters and answer the questions.
- Divide class into pairs and give them time to do the activity, using the target language. Circulate, prompt and correct as needed.

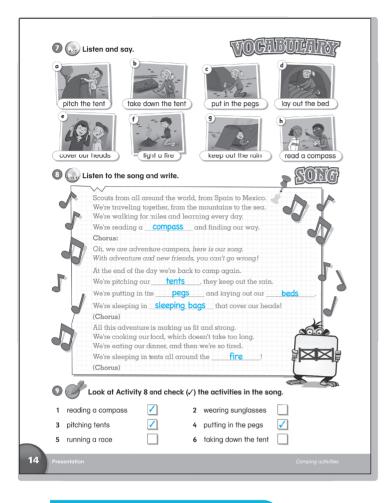


Assign Workbook page 9. For the audio script, see page 162. For the answers, see page 168.

Extension

My secret friend

Give each student 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 to "introduce" 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?



Objectives

- To identify camping activities vocabulary
- · To practice camping vocabulary with a song

Target language

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

Materials

Picture Cards 6-11; 12-19, Activity Sheet 1

Warm-up

- Review camping equipment words, by flashing the word-side of Picture Cards (6-11) and having students listen and repeat. Then do a word scramble game on the board.
- With books closed, say, What do we do when we go camping? Write answers on the board. Review the meaning of adventure.

Using the page



Listen and say.

- Introduce camping activities with Picture Cards 12-19. Hold them up one by one, then turn them to the wordside and ask the students to repeat the words after you. Then ask students to identify the corresponding words and pictures in their books.
- Play the audio and have students listen as they look at the vocabulary in their books.
- Play the audio again and have students repeat the vocabulary.

8 $\binom{1}{A:13.19}$ 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.
- Invite students to sing the song. Play the karaoke version (CD track A:14) and encourage students to do some actions as they sing the song.

Online task: Direct students' attention to Champ. Tell students to go online to Future Island and find Champ's item. Once students click on it, they are taken to a supplementary language task.



Look at Activity 8 and check (/) the activities in the song.

- Draw students' attention to the six activities listed on the page. Explain the present continuous form of verbs (verb + -ing). Have students say them chorally.
- Give students time to complete the activity. Circulate and prompt as needed. Ask students to say which activities appear in the song.

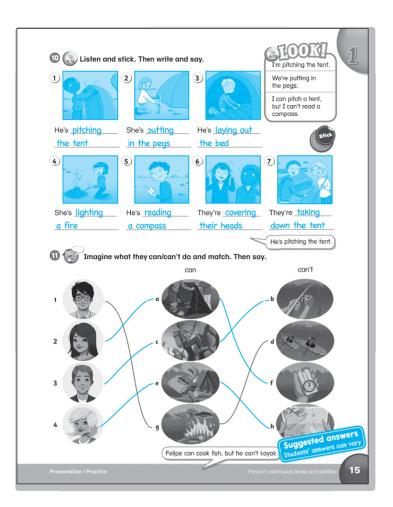


Assign Workbook page 10. For the answers, see page 168.

Extension

Camping activities concentration game

Give each pair of students a copy of Activity Sheet 1 and ask them to cut it into pieces. Students play concentration by matching word card to picture card. If they get a match they must act out the activity and ask their partner, What am I doing? The partner replies, e.g., You're (lighting a fire). Make sure the students are using the structure *verb* + -ing in their answers.



Objectives

- To talk about activities using present continuous tense
- To talk about one's abilities using can / can't

Target language

I'm pitching the tent.

We're putting in the pegs.

I can pitch a tent, but I can't read a compass.

Picture Cards 12-19, Activity Sheets 1 and 2

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. To test students' listening skills, have a group of students talk in front of the class. After that, ask some questions about what the group has said. Give points to the group who can answer the question correctly.
- Play charades by dividing the class into two teams. Use Picture Cards 12–19 as reference for students to mime the actions.

Using the page



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

(Carles) Listen and stick. Then write and sav.

- Play the audio (CD track A:15). Have students look at the Look! box and repeat after each language structure.
- Draw students' attention to Activity 10 and the corresponding stickers at the back of their books. Play the audio and have students listen first.
 - 1. I'm at the campsite and I'm pitching the tent.
 - 2. I'm putting in the pegs.
 - 3. It's evening now so I'm laying out the bed.
 - 4. I want to cook dinner so I'm lighting a fire.
 - 5. I'm lost! So, I'm reading a compass.
 - 6. It's raining so we're covering our heads.
 - 7. Today is the last day so we're taking down the tent.
- Play the audio again, giving student time to affix the stickers and write the sentences below each picture.
- Have students switch books for checking. Invite some students to read out their answers.



Imagine what they can/can't do and match. Then say.

- Give students time to study the pictures and the worked example given. Remind students to pay attention to the "can" column and the "can't" column. Read the sentence in the speech bubble chorally.
- Have students complete the activity in pairs. Students use target language can / can't to talk about what each character can / can't do. Circulate and prompt as needed.



Assign Workbook page 11. For the audio script, see page 162. For the answers, see page 168.

Extension

Flash card storytime

Give each pair of students a copy of Activity Sheets 1 and 2 and have them cut out the pictures and the words. Invite students to use the cut-outs to create mini stories. They may use as many cut-outs as they like. For example, Felipe is in his tent. He can't find the pegs. He can't pitch the tent. Circulate and help as needed.



- Flo is learning Spanish.
- 3 There was a big (lunch/dinner) on their first day. There was a big dinner on their first day.
- 4 It (was /wasn't) cold in the sleeping bag. It wasn't cold in the sleeping bag.
- 5 Today, they're (walking)/ running) to a wildlife park. Today, they're walking to a wildlife park



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

Objectives

- · To develop reading, writing, listening and speaking
- To scan for information

Additional language

countries, nationalities, campfire

Materials

paper, colored pencils

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.

Using the page



(12) Read. Where was Flo yesterday?

- Ask students to look at Flo's letter on page 16. Emphasize that it is a letter. 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 by themselves.
- Play the audio. Students listen as they follow along in their books.
- Ask guestions to check comprehension: Where was Flo yesterday? (In the forest.) Who did Flo write to? (Her mom and dad.)



Read and circle. Then write the correct sentence.

- Have students complete the activity. Circulate and help as needed.
- Ask students to pass their book to a partner for checking. Check answers by having students read the correct sentences chorally.



Ask and answer.

- Pair students and have them ask and answer the questions. Then they swap with another pair and tell their new partner about their previous partner. Move around the class and 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 ask and answer the questions in front of the class.



Assign Workbook page 12. For the audio script, see page 162. For the answers, see page 168.

Extension

My favorite camping trip

Draw students' attention to the pictures next to Flo's letter. Ask students to describe what they see. Give each student a piece of paper and have them draw and color a picture of their own favorite camping memory. Invite students to present and share with the class, then put up pictures on the bulletin board.

Brainstorm activity

In pairs, students brainstorm vocabulary related to camping, and make mind maps. Invite each pair of students to present their mind maps. Give comments and encourage the class to learn new vocabulary words.



Objectives

- To integrate cross-curricular content (social science) into English class
- To develop cross-curricular content through a short project

Additional language

desert, jungle, mountains, mountaineer, adventurer

Materials

picture of Bear Grylls, magazine photos or internet printouts of jungles and rain forests

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.
 Accept students' answers in their native language.
 Encourage students to respond in English.
- 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. Put the photo of Bear Grylls on the board and say, Bear Grylls was the youngest person to climb Mount

Everest. He went on many dangerous journeys. He crossed the North Atlantic Ocean in a small boat and climbed a very high mountain in Antarctica. He is also the Chief Scout of Scouts in Britain. He often talks to the scouts about his adventures. When he was 21, he had an accident—he jumped from a plane with a parachute and broke his back in three places, but started walking again and climbed Mount Everest only two years later. Now he has his own TV program 'Born Survivor' and supports many charities.

Using the page



Read. What is Bear's job?

- Ask about the photos, 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 in their books. 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.)



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.



Look at Activity 15. Ask and answer questions 1, 3, and 5 with a friend.

- Draw students' attention to questions 1, 3, and 5 in Activity 15 and say them chorally. Pair students and have them do the activity, as if they are reporter and adventurer. Circulate and prompt as needed. Invite volunteers to stand up and role-play the interview.
- Put the pictures of jungles and rain forests on the board. Draw students' attention to the *Think!* box. Do the activity as a class.



Assign Workbook page 13. For the answers, see page 168.

Extension

Guessing game

Students think of a place for an adventure and write four sentences describing it. In pairs, they take turns reading their sentences and trying to guess the place their partner has described.

Mini-project: Have students imagine they are going to the jungle and that they have to write a list of ten things they should take and explain why. If time allows, students can draw pictures to illustrate their ideas. They can work in pairs or in small groups.



Objectives

- To consolidate target language in a story
- To provide story comprehension

Additional language

amusement park, my dears, pet, cool, strange, fantastic, future, time machine

Materials

slips of paper with one event of the story written on it, paper

Warm-up

- Review what students remember from the Welcome unit. Do a quick True and False quiz with the class, e.g., The girl's name is Maria. (False. Her name is Marta.) She lives in a nature reserve. (True.) Marta's pet is a dog. (False. It's a chimp.) His name is Zero. (False. His name is Champ.) Zero Zendell has a zoo. (True.) The zoo's visitors are happy. (False. They think the zoo is boring.) Chris is Marta's brother. (False. He's her friend.)
- Ask students to look at the first two frames in the story and say what they believe will happen next.
 Put all guesses on the board, but don't confirm or reject any.

Using the page



🔔 Listen and read.

- Pre-teach time machine and ask, What can you do with a time machine? (Travel in time.) Where would you like to go in a time machine? Accept any answers, and encourage students to use their imaginations.
- Play the audio and have students listen while following in their books. Ask students to tell if their guesses are correct.
- Review and pre-teach words such as amusement park, pet, cool, future. Ask questions to check understanding: Where are the children and Champ going? (To the amusement park.) What do they go in? (They go into the time machine.) Is Champ with them now? (No, he isn't with them now.) Where are they now? (In the future.)
- In random order, hand each student a slip of paper with an event from the story. Ask students to mingle, read their slips and stand in line in the order the events happened in the story so far. (Events include: Marta finds Champ. Marta takes Champ home. Zero Zendell has an idea. Marta, Chris, and Champ go to the amusement park. The children and Champ get into the time machine. The children travel to the year 2213. Champ isn't with the children.) If there are more students than events, divide the class into groups and prepare as many sets of events as you have groups of students.
- Play the audio again. Pause after each speech bubble for the class to repeat each line in chorus. Correct their pronunciation if necessary.
- Have students predict what happens next in pairs.
 Invite volunteers to share their ideas with the class.
 Take a vote to find the most popular idea.



Why does Chris say he knows the place? Discuss your answers.

- Ask, Why does Chris say he knows the place?
- Give students time to think, then ask for volunteers to tell their ideas.

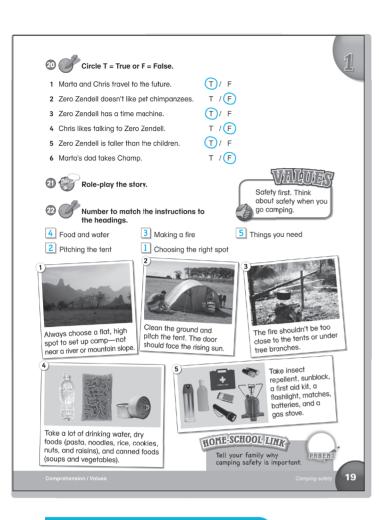


Assign Workbook page 14. For the answers, see page 168.

Extension

Future predictions

Invite students to pair up and use their imaginations to think about what will happen to the world in the future. Have them brainstorm and make a mind map about it. Invite pairs to present their ideas to the class. Encourage the class to ask questions and discuss each idea.



Objectives

- To provide story comprehension
- To role-play a story
- To talk about safety when camping

Additional language

Safety first. Think about safety when you go camping.

Materials

Picture Cards 6-11; 12-19, Story Cards

Warm-up

- Review camping equipment vocabulary by using Picture Cards 6–11. Put up all the cards on the board, showing the word-side. Have students look at the cards for 15–30 seconds, then remove one card and re-arrange the order of the remaining cards. Check to see if students can remember which card is missing. To make it more challenging, remove two (or three) cards at one time.
- Review camping activities vocabulary by playing characles.

Using the page



Circle T = True or F = False.

- Focus on the six sentences and have students read them out chorally.
- Give students time to read the sentences again. They should decide if the sentence is true or false by circling T or F.
- Pair students to have them discuss the answers and check their work. Check answers as a class.



Role-play the story.

- Divide students into groups, making sure there are the same number of students in each group as there are characters in the story. Give each group a set of cut-up Story Cards and have students place them in order. Then ask each group to act out the story. Circulate, prompt and correct as needed.
- Have each group come forward to act out the story in front of the class. Have the class vote on the best version of the story.



Number to match the instructions to the headings.

- Read the values, Safety first. Think about safety when you go camping.
- Draw students' attention to the five headings with boxes next to them. Read them chorally. Then look at the five photos and texts. Pair students and give them time to do the activity. Circulate, prompt and help as needed. Discuss and check answers as a class.
- Have a class discussion and brainstorm other considerations about camping safety, e.g., animals, weather, communication, etc.



Assign Workbook page 15. For the answers, see page 168.

Extension

Camping exhibition

Have students plan a camping exhibition. Some groups can present on camp themes and activities, some can present on what is needed at the camp, and some can present on camping safety.

Home-school link: Read the directive with the class: *Tell your family why camping safety is important.* Ask students to do this at home.



Objective

To review unit language with a board game

Materials

Picture Cards 6-11; 12-19

Warm-up

- Review camping safety from the previous lesson.
 Try a miming activity whereby students act out a camping safety problem. Other students guess the problem and talk about the solution.
- Play the whisper game by having students whisper
 a sentence or two using a camping equipment word
 and a camping activity to the person behind them in
 the row, e.g., I have the tent. I can pitch the tent by
 the tree. That person then whispers the message
 forward, and so on, till the last person in the row
 receives it and says the sentence(s) aloud. Have
 the class compare it to the original version.

Using the page



Play the game.

- Direct students' attention to the board game, and the color-coded sentence structures. Explain that when they land on a color place, they must say something using the corresponding sentence structure. Invite students to say some sample sentences.
- Pair students and have them play the game. Walk around the classroom and help students who may be having difficulty. After finishing the first game, students can play again with a new partner.
- To finish, randomly ask students to talk about what they learned about the partner they played with, e.g., He/She likes fishing and camping, but he/she doesn't like pitching the tent.



Assign Workbook page 16. For the audio script, see page 162. For the answers, see page 168.

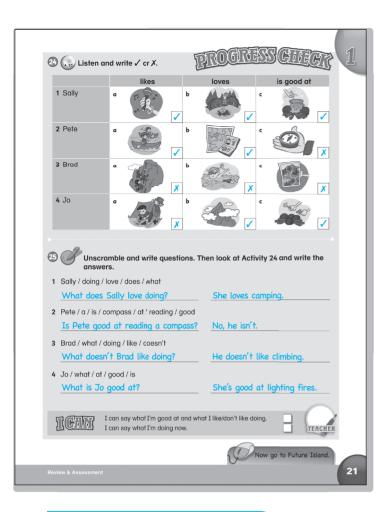
Extension

Crossword game

Have students design a crossword puzzle using camping words, as many as they can. They can then trade with a student and complete the puzzle.

Memory chant

Have students sit in a circle. Start the chant by saying, *I went on a camping trip, and it rained.* The next person must say the same and add another sentence, e.g., *I went on a camping trip, and it rained, and I pitched the tent* Continue around the circle. Those that fail to continue sit out. Play until there is only one student left in the circle.



Objectives

- To complete a progress check
- To provide an opportunity for self-assessment

Materials

Picture Cards 12-19, paper

Warm-up

- Ask, Did you like the interview with Bear Grylls? What is he good at? What does he like doing? What about you? Accept one-word answers and full sentences from the class and put them on the board. Keep the words on the board.
- Show Picture Cards 12-19 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 to the card shows.

Using the page



24 (♠20) Listen and write ✓ or ✗.

• Draw students' attention to Activity 24. 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 write \checkmark or x in the boxes. Give them time to complete the activity. You may wish to play the audio twice.
 - 1. Sally likes singing, and she loves camping. On camps she teaches us how to cook things. She's great at cooking.
 - 2. 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!
 - 3. Brad doesn't like climbing. He loves singing, but not swimming. He's not good at reading maps.
 - 4. Jo doesn't like camping, but she loves high places, like mountain tops and high buildings. When we're camping, she's also good at lighting fires quickly.
- Have students switch their books with a partner. Play the audio again for students to check their answers.



Unscramble and write questions. Then look at Activity 24 and write the answers.

- Draw students' attention to the words in each line. Give students time to write the questions. Circulate and help as needed. Then give them time to write the answers for the questions.
- · To check the answers, ask students to read the questions chorally and elicit the answers from individual students. You may ask the students to write their answers on the board. Correct any mistakes.



Assign Workbook page 17. For the audio script, see page 162. For the answers, see page 168.

Extension

Classroom survey

Give each student a piece of paper and have them draw a survey paper for four people, similar to the chart in Activity 24. Leave the name column blank for students to fill in, and instead of drawing pictures and having ✓'s or X's, students write in the activity that the person likes, loves, or is good at. Students circulate, ask and answer and collect data, then report back to the class.

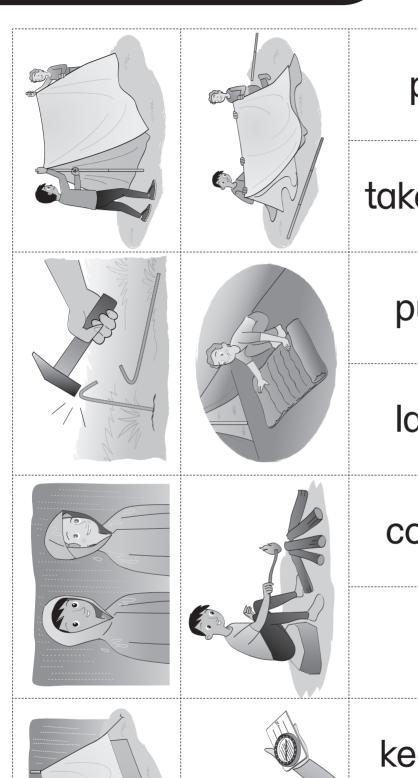
Unit wrap-up

I Can: Read the two statements with students and invite students to check the boxes. Say, Good job! Then walk around the class and initial the page.

Tests: You may wish to give Unit 1 Test (see page 199) at this time.



Students can now go online to Future Island.



pitch the tent

take down the tent

put in the pegs

lay out the bed

cover our heads

light a fire

keep out the rain

read a compass



sleeping bag	tent
poles	pegs
compass	flashlight

Unit 1 Story Cards











