

# 6 Adventure time

## Unit objectives

By the end of this unit, students can:

- make and present an outdoors scrapbook
- read a story about building a relationship
- name outdoor activities
- talk about and ask and answer questions about the past, using irregular verbs
- learn strategies for relationship building
- read about living and non-living things

## Skills development

**Listening:** recognize and understand activities that people did in the past and dialogs with questions and answers about the past

**Reading:** read a blog story about past activities and factual texts about living and non-living things

**Speaking:** talk about activities people did in the past, ask and answer about activities in the past, talk about building relationships, and living and non-living things

**Writing:** write words, sentences, and questions about activities they did in the past in an outdoors scrapbook

## Vocabulary

**Lesson 1:** catch fish, do archery, eat outdoors, go rock climbing

**Lesson 2:** build a den, get lost, go mountain biking, go on an adventure, go rafting, make a campfire, see wild animals, swim outdoors

**Lesson 5:** catch a leaf, explore a cave, find fossils, go stargazing, see the sunset/sunrise, throw stones in a stream

## Grammar

**Lesson 3:** I went mountain biking. I didn't go mountain biking. She got lost in the forest. She didn't get lost in the forest.

**Lesson 5:** What did she do? She went mountain biking. She didn't find a fossil.

## My world

**Science: Living and non-living things**  
breathe air, nutrients, reproduce, roots

## Project

**An outdoors scrapbook**

**Presentation skills:** good presenter behavior

Hello, I'd like to tell you about ... Does anyone have any questions?

## Myself and others

**Building relationships** In this unit, a Disney video and a story introduce the theme of building relationships. Students will identify what's important for building a relationship, and learn strategies to help them resolve relationship problems.

**Language:** I'm sorry we argued. I'm sorry I didn't listen. Let's talk about it.

Relationship skills

## Story

Ezra's camp blog

# Disney · PIXAR BRAVE

## Merida

Merida is adventurous and free-spirited. She loves her family, but wants to have her own adventures.

## King Fergus

King Fergus is Merida's father and the King of a group of families (called "clans") in Scotland. He's strong and brave and loves his family.

## Queen Elinor

Queen Elinor is Merida's mother. She wants Merida to be a good princess. She is tall and strong, but she doesn't like adventures.

Merida is the brave and free-willed daughter of Scottish King Fergus and Queen Elinor. She loves being outside, doing archery, and going on adventures. Her mother wants her to get married, but Merida doesn't want to. She wants to change her mom's mind, but she changes her into a bear by mistake. Merida and her mother must work together to change her mother back.

## video stories



**Video 6A:** Building a relationship

**Video 6B:** What did they do?

**Video 6C:** Living and non-living things

## Did you know?

Brave is the first Pixar movie to have a female protagonist. Merida was inspired by the co-director's daughter.

## Online modules

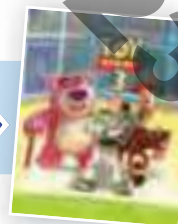
### Phonics

Words with the soft c: ce, ci, cir  
center, face, city, circle

### Big Project

Have a class adventure

Extra reading >>>



## Objectives

**Lesson aim:** name outdoor activities

**Target language:** *catch fish, do archery, eat outdoors, go rock climbing*

**Recycled language:** actions; Simple Past

**Receptive language:** *argued, mistake*

**Materials:** Video 6A; Audio; prepared word cards (Outdoor activities); (optional) paper, crayons, pictures of activities; scissors; glue

## GSE Skills

**Speaking:** can talk about habits or daily routines in a simple way, given prompts or a model (32)

**Listening:** can follow the sequence of events in a simple story or narrative, if told slowly and clearly (32)

**Reading:** can understand short paragraphs on subjects of personal interest, e.g., sports, music, travel, if written using simple language and supported by pictures (34)

## Teacher toolkit

### Video summary – 6A

*Building a relationship* Videoscript see p.248

Merida loves doing outdoor activities. Merida's mom, Queen Elinor, wants her to behave like a princess, and they argue a lot. Merida wants to change her mom's mind, but changes her into a bear by mistake. They go on an adventure together and learn to listen to each other and work together to build their relationship.

### Engage

Students research an outdoor activity, e.g., ziplining, and create a poster about it. They write what it involves (*sliding down a wire*), where you do it (*high on a mountain*), and the equipment you need (*helmet, harness, etc.*). Students then give it a star rating out of five for excitement value.

### Building relationships

Use the video story to talk about how Merida and her mom build their relationship. Say: *Imagine! You argue with your friend. How do you think your friend is feeling? What can you do or say to make up with your friend?* Students say, mime, or act out their answers.

Relationship skills

## Warm-up

- Sing the *Hello, Disney friends!* song (track 0.2).
- Ask: *What was your last adventure?* Elicit some examples, e.g., *exploring a park or forest, climbing a tree, etc.* Students discuss their adventure in groups. Examples could be anything they consider an adventure, big or small.

## Presentation



- Students look at the Big Picture. Introduce the movie and the characters: *This is the movie Brave. This is Merida and her horse.*
- Elicit any vocabulary students may know. Ask: *What animal is this? Is it big or small? What is it eating?*

### 1 Watch the video. Check (✓). Who did Merida catch fish with?

- Students look at the small pictures. Ask: *Who did Merida catch fish with?*
- Play Video 6A, and students watch and listen. Elicit answers to the question, and students check the correct picture.

### 2 Watch again and answer.

- Play the video again, pausing to ask comprehension questions: [0:23] *What is Merida doing?* (archery); [0:32] *What does she see?* (birds); [0:56] *What does Merida's mom want her to wear?* (a new dress) [2:07] *Does Merida change her mom into a bear?* (Yes, she does.). *What do they eat?* (fish).
- Students read the questions and think about their answers. They discuss their ideas in pairs, then check as a class.  
(Answers: 1 because Merida did archery, 2 to catch fish, 3 They worked together, listened to and started to understand each other, and had fun.)

## Practice

### 3 6.1 Listen, find, and say. Then tell a friend.

- Students explore the Big Picture. Point and say the four new words for activities. Then students look at the small photos. Explain that each picture shows an activity, and ask students to guess the activities. Then students find each one in the Big Picture and say the words.
- Play the audio, pausing after each word for students to identify the correct activity in the Big Picture, and repeat the word.
- Students work in pairs, taking turns to say activities for their partner to identify in the Big Picture.

### 4 6.2 Listen, chant, and act.

- Play the audio, and students listen and follow in their books. Then ask: *What can they do?* (Verse 1 – *go fishing and catch fish*, Verse 2 – *go rock climbing and eat outdoors*, Verse 3 – *do archery and shoot arrows*).
- Read aloud each line of the chant with students, and they repeat. Then invite students to think of their own actions. Play the audio again. Students join in with the chant and do their TPR actions.

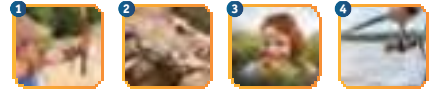


6

## Adventure time



3 Listen, find, and say. Then tell a friend.



4 Listen, chant, and act.

Let's go on an adventure!  
There are lots of things to do,  
We can go fishing and catch a fish or two!

Let's go on an adventure!  
There are lots of things to do,  
We can go rock climbing and eat outdoors, too!

Let's go on an adventure!  
There are lots of things to do,  
We can do archery and shoot an arrow or two!

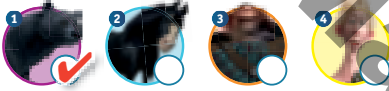
5 Act out and play *Guess the action*.

Talk buddies

Are you doing archery?

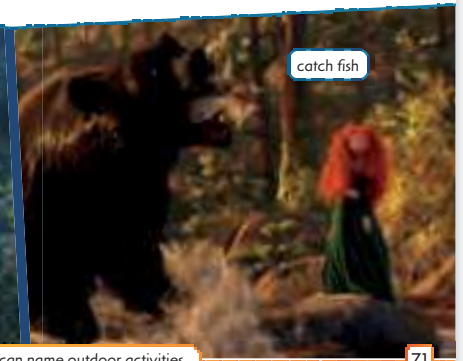
Yes, I am.

1 Watch the video. Check (✓). Who did Merida catch fish with?



2 Watch again and answer.

- 1 Why was Merida's mom angry?
- 2 What did Merida teach her bear mom?
- 3 How did they start to build their relationship?



I can name outdoor activities.

5 Act out and play *Guess the action*.

- Invite two students to read aloud the speech bubble example. Act out doing archery for students to copy.
- Students work in pairs, taking turns to act out actions for their partner to guess.

**SUPPORT** Students play the game in groups. Use your prepared word cards to elicit the actions that students will need to do.

**STRETCH** Students act out other activities that they know from previous units, e.g., *hunt animals, play ice hockey*.

**Extra activity (video extension)** Students imagine they are Merida's mom. Pause the video at certain points, when she's a human and when she's a bear, and ask: *How does she feel?* (*angry, surprised, confused, happy, etc.*) Encourage students to think about how they can tell how she is feeling (e.g., facial expressions and body language).

## Workbook

pages 64–65

## Learning Heroes

- 1 Watch again. Read and write answers. 2 Merida had adventures, rode her horse, did archery, saw birds, climbed rocks. 3 No, she didn't. 4 Yes, she did. 5 They ate outdoors
- 2 Read and write answers. Then share ideas. 1 because they didn't understand each other. Mom wanted to change Merida, and Merida wanted to change her mom. 2 because her mom didn't let her do the things she liked.
- 3 Look, choose, and write. Then follow the maze and number in order. a 4; b go rock climbing, 2; c catch fish, 1; d eat outdoors, 3
- 4 Look and write. What do they want to do? 2 Tomas wants to do archery. 3 Marcus wants to go rock climbing. 4 Laura wants to catch fish.

## Wrap-up

- Play *Backs to the board* (see Games Bank in the Teacher's Digital Resources) with the vocabulary from this lesson.



## Objectives

**Lesson aim:** name outdoor activities

**Target language:** *build a den, get lost, go mountain biking, go on an adventure, go rafting, make a campfire, see wild animals, swim outdoors*

**Recycled language:** *outdoor activities, adjectives; I like ... I love ... I don't like ...*

**Materials:** Audio; prepared word cards (Outdoor activities)

## GSE Skills

**Speaking:** can talk about their hobbies and interests using simple language (34)

**Listening:** can understand some unfamiliar words in a short description, if supported by pictures (31)

**Reading:** can understand short paragraphs on subjects of personal interest, e.g., sports, music, travel, if written using simple language and supported by pictures (34)

**Writing:** can write simple sentences about what they / other people are doing (33)

## Teacher toolkit

### Teaching vocabulary

Help to make the new vocabulary more memorable by doing a visualization. Tell students to imagine they are doing each of the activities, and ask them to think about what they can see, hear, feel, taste, and how they feel. For example, say: *You are swimming outdoors. Where are you? What do you see? How do you feel?* Students write down an answer for each of your questions. Elicit students' ideas afterwards, and compare what they wrote.

### Engage

Students think about and research the best places in their local area to do each activity and write them down. They then compare their ideas with a partner or group. Come back together as a class to see who had the same and different ideas.

### Home-school link

Students do a survey at home, asking their family members which of the activities they have tried, then share the results as a class.

## Warm-up

- Play *Match it!* (see Games Bank in the Teacher's Digital Resources) with your prepared word cards from Lesson 1.
- Play the chant from Lesson 1 (track 6.2). Students join in with the chant and do the TPR actions.

## Presentation

### 1 6.3 Listen and say. Then tell a friend.

- Students look at the photos and say any phrases they know.
- Play the audio, and students listen, read the words, and point to the photos. Play the audio again, pausing after each item, and students repeat each phrase.
- Say a number, e.g., *seven*, and students say the corresponding phrase (*go mountain biking*). Do the same with other numbers and phrases.
- Students work in pairs. They take turns to say a number from one to eight for their partner to say the corresponding phrase.

**Guess what?** Read aloud the fact all together as a class. Ask: *Do you see any wild animals in your town or city?* Ask students to share what they see with the class.

## Practice

### 2 6.4 Listen and say the activity.

- Explain that students are going to hear the sounds of people doing different activities from 1.
- Play the audio. Students listen and think which of the activities the sounds are from. Play the audio again. Allow students to guess and discuss their ideas with a partner.
- Check ideas all together as a class.

### Audioscript (6.4)

- 1 [sfx the sound of bikes]
- 2 [sfx shushing, the sound of a wild animal, a bear roar] Look!
- 3 [sfx a match striking, the sound of a fire crackling]
- 4 [sfx a fast river, shrieks of enjoyment]
- 5 [sfx wood on wood, children grunting with effort] Great! We're making a cool house in the forest!

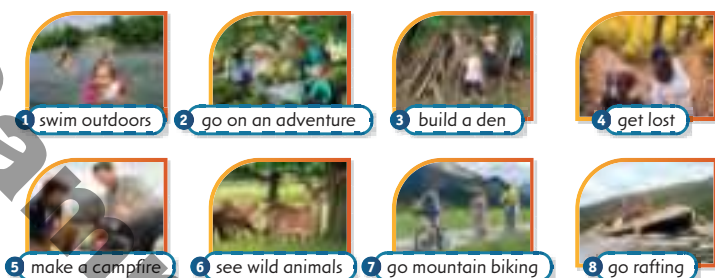
### 3 Look, read, and match. Then complete with words from 1.

- Invite students to read aloud the sentences.
- Students work on their own to read the descriptions again and match them to the pictures. They then write the activities as captions under the pictures.
- Students compare their answers in pairs, before checking all together as a class.

## LESSON 2

### Vocabulary

#### 1 Listen and say. Then tell a friend.

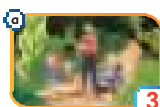


#### 2 Listen and say the activity.

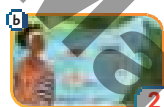
#### 3 Look, read, and match. Then complete with words from 1.

- 1 I'm outside. I'm cold and I want to cook some fish. What can I do?
- 2 I'm in the river. Brrrr! It's very cold!
- 3 I think this is the wrong path. Oh, no! I don't know where we are.

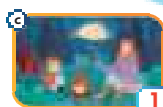
**Guess what?**  
Lots of wild animals live in cities!



**3** get lost

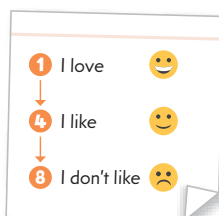


**2** swim outdoors



**1** make a campfire

#### 4 Write and rank the activities in 1. Then share ideas.



I don't like getting lost.

I love going rafting.



I can name outdoor activities.

**Talk buddies!**

### Teaching star

**Learning to learn** Personalizing new language will help students remember it. There are several points in this lesson (e.g., activity 4) where students are asked to make a personalized response to the new language. You could also ask students to list which of the activities they have done.

**Extra activity (class survey)** Following on from activity 4, do a class survey to find out which activity the most students have ranked as their favorite. Ask individual students why they like their chosen activities the best.

### Wrap-up

- Say a verb that collocates to an activity in 1 or from Lesson 1 (*go, swim, build, get, make, see*). Ask a student to say the rest of the activity (*go mountain biking*), and students mime the activity as they leave the classroom.

### Workbook

page 66

- 1 Look, read, and match. 2 d, 3 e, 4 a, 5 f, 6 b, 7 c, 8 g
- 2 What do the signs say? Look and write. Then read and draw. 2 make a campfire, 3 wild animals, 4 Don't swim outdoors.

**SUPPORT** Help students with the meanings of the sentences. Read each part at a time, and elicit the meaning. Tell them they don't need to understand every word in the sentences to understand the gist.

**STRETCH** Students can write clues for the other activities from 1 using the sentences as a model. They then exchange with a partner for them to read and guess the activity.

#### 4 Write and rank the activities in 1. Then share ideas.

- Invite different students to read aloud the statements in the speech bubbles. Elicit who agrees with the statements with a show of hands.
- Students work individually to rank the activities in 1 in order of their personal preference. They then compare their rankings with a partner. Encourage more confident students to give reasons for their choices, e.g., *I like seeing wild animals because I love animals.*

## Objectives

**Lesson aim:** talk about activities in the past with irregular verbs

**Target language:** *I went mountain biking. I didn't go mountain biking. She got lost in the forest. She didn't get lost in the forest.*

**Recycled language:** activities; Simple Past with regular verbs

**Materials:** Audio; prepared word cards (Outdoor activities); (optional) photos of people who have done the outdoor activities from Lesson 2; (optional) wildlife park leaflets

## GSE Skills

**Speaking:** can talk about everyday activities using simple language (34)

**Listening:** can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly (33)

**Reading:** can understand short paragraphs on subjects of personal interest, e.g., sports, music, travel, if written using simple language and supported by pictures (34)

**Writing:** can write short, basic descriptions of everyday activities, given prompts or a model (35)

## Teacher toolkit

### Teaching grammar

Review the Simple Past from Unit 5, e.g., *She carried fruit*. Explain that some verbs in English do not follow the -ed pattern. Elicit the verbs from Lessons 1 and 2 and write them on the board. Then write them in the past. Point out that only the affirmative form changes – the negative and question forms are the same.

### Engage

Bring to class photos of people doing the activities from Lesson 2, e.g., someone standing on a mountain next to a bike, a group of people sitting around a lit campfire. Students write Simple Past sentences describing the pictures, e.g., *He went mountain biking. They built a campfire.*

### Extend

Students draw an activity they did the last weekend or on their last vacation. Then help them write a caption for their picture using the Simple Past.

## Warm-up

- Prepare word cards of the vocabulary from Lessons 1 and 2 (Outdoor activities). Use them to elicit the new vocabulary from Lessons 1 and 2. When students are confident, ask them to say which activities they like and don't like.
- Play the chant from Lesson 1 (track 6.2). Students join in with the chant and do the TPR actions.

## Presentation

### 1 6.5 Listen, read, and check (✓).

- Students look at the picture. Ask: *What can you see? (I can see Merida / a fish / an arrow / rocks/water.)*.
- Play the audio, and students read the sentences. Play the audio again, and students check the sentence that describes the picture.

## Grammar Heroes

- Students look at the grammar box. Read the sentences, pausing after each one for students to repeat.
- They work in pairs to read aloud the grammar box.

→ **Extra Grammar** For additional grammar reference, refer students to p. 124 in the Student's Book.

## Teaching star

**Growth mindset** Students need someone to believe in them to help them to believe in themselves. Have different success criteria for each individual student, then create an environment where it's OK to fail. This will motivate your students to keep trying until they reach the expectation you've set for them.

## Practice

### 2 6.6 Listen and check (✓). What did Eleni and Ezra do in the video game?

- Tell students they are going to listen to Eleni and Ezra talking about a video game they have started playing.
- Students look at the table and read the activities you can do in the game.
- Play the audio. Students listen for the activities, and think if Eleni and Ezra did each one or not. Play the audio again, pausing after each item for students to put a check in the correct place in the table. Check answers as a class.
- Ask students if they ever play video games where you can do different outdoor activities like this.

### Audioscript (6.6)

**Eleni:** *Did you play the new adventure video game yesterday, Ezra?*

**Ezra:** *Yes, I started it! I built a den first ... but then I got lost. ... I made a campfire and ... caught some fish. I didn't see any wild animals in the game. Did you play it, Eleni?*

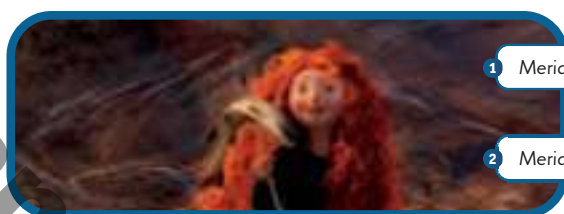
**Eleni:** *Yes, I did! I didn't build a den. I didn't get lost. I built a raft and ... went rafting across the river. ... I caught a fish, but I didn't make a campfire. I saw a wild animal – it was a big bear! It's a great game!*



# LESSON 3

## Grammar

### 1 Listen, read, and check (✓).



1 Merida caught a fish. ✓

2 Merida didn't catch a fish. ○

### 2 Listen and check (✓).

What did Eleni and Ezra do in the video game?

#### Grammar Heroes

I **went** mountain biking. → I **didn't go** mountain biking.  
She **got** lost in the forest. → She **didn't get** lost in the forest.

	Ezra	Eleni
build a den	✓	
get lost	✓	
go rafting		✓
make a campfire	✓	
catch a fish	✓	✓
see wild animals		✓



### 3 Look at 2. Write sentences for Ezra and Eleni.

Ezra	+ He <u>built a den.</u>	- He <u>didn't go rafting.</u>
	+ He <u>(got lost)</u>	- He <u>didn't see wild animals</u>
Eleni	+ She <u>(went rafting)</u>	- She <u>didn't (build a den)</u>
	+ She <u>(caught a fish)</u>	- She <u>didn't (make a campfire)</u>

### 4 Think of outdoor activities. Then play *Sentence chain*.

I went on an adventure.

I didn't go on an adventure. I did archery.

I can talk about activities in the past with irregular verbs.

73

**SUPPORT** Play as a whole class, and write the new affirmative sentences down as students say them. Give the next student time to think of the negative form of the sentence. You can also write a list of the infinitive and Simple Past forms of the verbs on the board for reference.

**STRETCH** Students can play a version where they can't repeat the same activity twice or hesitate for too long. They can also use the regular verbs from Unit 5 (pick fruit, hunt animals, etc.).

**Extra activity (fast finishers)** Students write three sentences about outdoor activities they have done – two true sentences and one false sentence – using the Simple Past affirmative or negative form. They then read their sentences to another student for them to guess which is the false sentence.

### Wrap-up

- Play *Whispers* (see Games Bank in the Teacher's Digital Resources) with sentences using Simple Past and activities.

### Workbook

page 67

#### 1 Look, read, and circle T (True) or F (False).

2 T, 3 F, 4 T, 5 F, 6 F

#### \* Look and write the correct past forms of the words in bold. 2 went, 3 didn't swim, 4 didn't go

#### 2 Look at 1. Correct the false sentences.

2 She saw wild animals. 3 She didn't build a den.

4 She got lost.

### 3 Look at 2. Write sentences for Ezra and Eleni.

- Students read the two example sentences for Ezra.
- Students refer to their answers in 2 and write affirmative and negative Simple Past sentences about the activities Eleni and Ezra did and didn't do in the video game.
- Students compare their answers in pairs and then check answers as a class.
- As an extension, you can get them to write all the possible sentences for each in their notebooks.

### 4 Think of outdoor activities. Then play *Sentence chain*.

- Invite two students to read aloud the speech bubble example.
- Explain that this is a type of chain game, but instead of having a memory chain, students turn the sentence made by the previous player into a negative sentence, and then make a new positive sentence. Elicit what the next person in the game might say: *I didn't do archery. I saw wild animals.*
- Students play the game in groups.

## Objectives

**Lesson aim:** read a story about building a relationship

**Story language:** *Good job, Kai ... I'm sorry I got angry. That's OK ... We had a better adventure!*

**Recycled language:** wild animals, animal body parts, actions

**Receptive language:** *plan, far away, yelled, be quiet*

**Materials:** Audio

## GSE Skills

**Reading:** can identify specific information in a simple story, if guided by questions (35)

**Listening:** can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly (33)

**Speaking:** can act out parts of a picture story using simple actions and words (31)

## Teacher toolkit

### Story summary

Ezra and Kai are on an adventure camp. They go mountain biking in a forest and get lost. Ezra blames Kai for going slowly, and they argue. Then Kai has an idea, and the two boys find the way back to camp and become friends again.

### Building relationships

In the story, Kai and Ezra yell at each other and argue. Then they find a solution together and say sorry to become friends again. Ask: *How do you feel when you argue with a friend? What do you say? What do you do?* Students discuss their answers in pairs. Then discuss all together as a class.

### Relationship skills

### Engage

In the story, Kai likes taking pictures of nature with his camera which the boys use as a trail to find their way back to camp. If students have access to cell phones, cameras, or tablets, they take a picture trail around the school, print out the pictures, and stick them in the order they took them. Alternatively, they can draw pictures. They then exchange pictures with a friend, and they use them to follow the trail.

## Warm-up

- Ask students what they remember about Ezra and Kai from the stories they have read so far (*Ezra is friendly, a little clumsy, he likes describing sports, his Grandma Dana lives in London; Kai was late to the festival, he doesn't always stop and think*).

## Presentation

### 1 Look. Where are the children?

- Students look quickly at the story pictures and answer the question. (**Answer:** *at camp*)
- Invite different students to write on the board the names of the different things they can see in the pictures (*huts, trees, forest, etc.*). Have the class check their spelling, and correct it if necessary.

### 2 6.7 Listen and read. What did Ezra and his friends do at camp?

- Look at the first pictures together, and ask questions to set the scene before students read. Ask: *Who are they? (Ezra and Kai) Are they friends? (Yes, they are.) What type of camp do you think it is? (an adventure camp).*
- Play the audio. Students listen to and read the story. Then ask: *What did Ezra and his friends do at camp? (Answer: They went mountain biking)*
- Play the audio again. Pause after each section to ask comprehension questions: *How did Ezra and his friends feel? (excited) What does Kai love doing? (taking pictures) Why did Ezra and Kai get lost? (Kai was slow / was taking pictures) What time of day was it when they got lost? (sunset/evening) Who had an idea? (Kai) Did Ezra swim outdoors? (No, he didn't.) How do the boys feel at the end? (happy).*

**Think!** Read aloud the question with the class. Students turn to p. 124. They use their world knowledge about animal habitats to answer. Elicit what wild animals Ezra and Kai would have seen if they were in the other habitats (*grassland, desert, tundra, etc.*). (**Answer:** *c*)

## Practice

### 3 Read again and write answers.

- Students work on their own to read the story again. Then ask them to read the questions and write short answers. Students work in pairs to compare their answers, then check as a class.

### 4 Think and answer.

- Invite different students to read aloud the questions.
- Students work in pairs to look at the story again and to think about and discuss each of the questions. Students talk about one question at a time, then share ideas as a class. Discuss other things that can help build a relationship. (**Answers:** *1 Yes, they were. 2 Because they got lost and Kai was slow. Because he didn't get to swim outdoors / get to the lake. Because he was lost and scared. 3 Kai had a good idea to find the way back to camp. They had fun finding the things in the pictures. They had a better adventure.*)



## Ezra's Camp Blog

Home

About

Follow

### 1 Look. Where are the children?

### 2 Listen and read. What did Ezra and his friends do at camp?

#### What I learned last weekend.

I went to an Adventure Camp with my friends last weekend.

We were very excited.



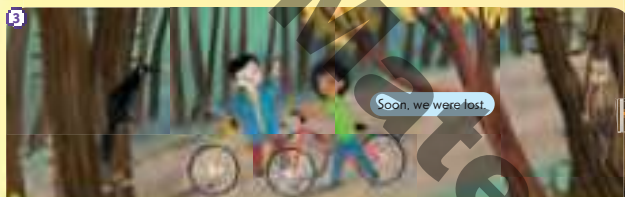
On the first day, we went mountain biking in the forest. The plan was to go to a lake to swim outdoors and see the sunset.

I was in a group with my friend, Kai, for mountain biking. We didn't have cell phones, but Kai had a camera. He loves taking pictures.

We saw lots of wild animals!



Kai took pictures of all the birds and wild animals he saw. I wanted to go faster and get to the lake. I was angry with Kai because we were far away from the rest of the group. "Come on, Kai!" I yelled. "Be quiet, Ezra!" he yelled back. "You're scaring the wild animals!" We argued a lot.



Soon, we were lost.

**Think!**  
Which picture didn't Kai take?

Go to page 124 to find out!

We looked up and there were lots of different paths. We saw the sunset and it started to get dark. We were lost in the dark! This was because of Kai. I was so angry with him.

4 Then Kai said, "I have an idea!" "What?" I said. "Look at this picture I took – it's that tree there!" "Oh, yes!" We followed the path to the tree and looked at the next picture. We had fun finding all the things in the pictures and we found our way back to camp.



"Good job, Kai!" I said.  
"I'm sorry I got angry."

"I'm sorry I got angry, too," said Kai. "And I'm sorry you didn't swim outdoors." "That's OK," I said. "We had a better adventure!"

### 3 Read again and write answers.

1 Who wrote the blog?

**Ezra**

2 What did Ezra want to do?

**go faster and get to the lake**

3 What did Kai take pictures of?

**all the birds and wild animals he saw**

4 How did they find their way back to camp?

**They looked at Kai's pictures.**

### 4 Think and answer.

1 Were Ezra and Kai friends before they went mountain biking?

2 Why did Ezra get angry with Kai?

3 How did Ezra and Kai build their relationship again?

### 5 Act out the story. Then reflect.

**Reflect**  
You argue with a friend. What can you do?

Good job, Kai ...  
I'm sorry I got angry.

That's OK ... We had a better adventure!

**Storytellers**

I can read a story about building a relationship.

74

75

**SUPPORT** Students discuss and answer the questions all together as a class using L1 as needed.

**STRETCH** Students work in pairs to imagine they are Ezra or Kai in the story. Ask: *How do you feel?*, and point to different moments in the story. Students tell each other, e.g., *I feel excited. I feel angry.* Then students think about why they feel that way, e.g., *I feel excited because I really want to go swimming outdoors.*

### 5 Storytellers Act out the story. Then reflect.

- Invite two students to read aloud the speech bubbles, and students find them in the story (section 4).
- Divide students into groups of three. Each student in a group role-plays either one of the story characters (Kai or Ezra) or Ezra as the narrator.
- Play the story audio again (track 6.7), pausing after each section. Students repeat their character's lines and mime what their character is doing. Give the groups time to practice acting out the story.
- More confident groups act out the story for the rest of the class.

**Reflect** Read aloud the question with the class, and discuss.

### Wrap-up

- Play *Who said it?* (see Games Bank in the Teacher's Digital Resources) with Kai or Ezra's lines in the story.

### Workbook

page 68

- 1 Look, read, and circle. 1 Yes, 2 No
- 2 Read the story again. Think, read, and write answers. 1 Yes. "You're scaring the wild animals." 2 Because they had fun following the picture clues to find their way.

**Story genre** yes, an adventure story

- 3 Read and write answers. Then share ideas. Possible answers: 1 He doesn't like it / gets angry / gets sad because he doesn't like fighting with friends / arguing with people.



## Objectives

**Lesson aim:** ask and answer about activities in the past

**Target language:** *catch a leaf, explore a cave, find fossils, go stargazing, see the sunset/sunrise, throw stones in a stream*

**Recycled language:** outdoor activities, actions

**Materials:** Audio; prepared word cards (Outdoor activities); (optional) photos of animals in different habitats

## GSE Skills

**Speaking:** can talk about everyday activities using simple language (34)

**Listening:** can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly (33)

**Reading:** can understand some details in short, simple dialogs on familiar everyday topics, if supported by pictures (30)

**Writing:** can write short, basic descriptions of everyday activities, given prompts or a model (35)

## Teacher toolkit

### Teaching grammar

Explain that although it may be difficult to learn irregular past forms, there are similarities between the spellings of present and past forms that can help students remember. Tell students that with the exception of *go/went* and *be/was/were*, the initial letter of the past and present form is always the same (*say/said*). They will usually have at least one other letter in common, too (*catch/caught*).

### Engage

If possible, arrange a class trip to a park, forest, or beach, and do some of the activities from this lesson or Lesson 2, e.g., *find fossils, see the sunset, catch a leaf, throw stones in a stream, eat outdoors, build a den*, etc.

### Extend

Students write a simple poem about one of the activities or about a day out doing lots of the activities.

## Warm-up

- Use your prepared word cards to elicit the new vocabulary from Lessons 1 and 2.
- Play *Odd one out* (see Games Bank in the Teacher's Digital Resources) with your word cards. Students can choose any activity they think is the odd one out as long as they can justify their choice.

## Presentation

### 1 6.8 Listen and say. Then tell a friend.

- Students look at the photos and say any words they know.
- Play the audio, and students listen, read the words, and point to the photos. Play the audio again, pausing after each item. Students repeat each phrase.
- Say a number, e.g., *three*, and students say the corresponding phrase (*catch a leaf*). Do the same with other numbers and words.
- Students work in pairs. They take turns to say a number from one to six for their partner to say the corresponding phrase.



### Ways to learn

- Write on the board a two-column chart with the headings *Present* and *Past*. Write *go* under the *Present* heading, and elicit the past form (*went*). Do the same for all the verbs in the vocabulary phrases from this lesson. Then students write in their notebooks the new phrases in the past form.
- Students look at the Picture Dictionary on p. 124 and do the same for the rest of the phrases they have learned in this unit. They can refer to the Grammar reference chart if necessary.

## Practice

### 2 6.9 Listen, read, and write.

- Tell students they are going to listen to Eleni and Kai talking about the activities Eleni did on the weekend. Ask: *What do you think Eleni wanted to do?* Elicit ideas, but don't confirm anything yet.
- Use the inductive approach to the grammar. Students first read and complete the dialog, then listen and check their answers.
- Play the audio, and students listen and check their answers. Play it again to give students time to fill in any answers they missed. Then check answers as a class.
- Students read the dialog in pairs.

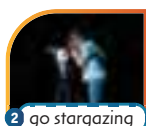
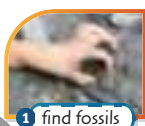
## Teaching star

**Application** An inductive approach involves students noticing patterns and figuring out a "rule" for themselves before they practice the language. The inductive approach helps students become more intuitive, independent learners. Try and give students the chance to figure new rules out themselves where they can use prior learning. Tell them not to be afraid to make mistakes as this will also help them to learn.

## LESSON 5

## Vocabulary and Grammar

## 1 Listen and say. Then tell a friend.



## Ways to learn

Make a verbs list.

catch	→	caught
find	→	found
go	→	went
say	→	said
teach	→	taught
throw	→	threw

## 2 Listen, read, and write.

On Friday ...

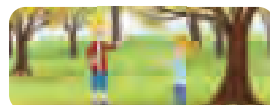
Kai: What do you want to do this weekend?

Eleni: I want to 1 **catch** a leaf, find a fossil, go stargazing, and 2 **throw** stones in a stream.

Kai: Sounds awesome!

On Monday ...

Kai: How was your weekend? What did you do?

Eleni: Well, we 3 **went** mountain biking. I found a stream and I 4 **threw** stones in.

Kai: You did some fun things!

Eleni: Yes, but I didn't

5 **find** any fossils.I 6 **caught** a leaf!

Kai: Did it fall from a tree?

Eleni: No, my brother

7 **threw** it at me!

We didn't go stargazing because it was late.

## Grammar Heroes

What did she do?

She **went** mountain biking.She **didn't find** a fossil.

## 3 Think about your last trip to the countryside. Ask and answer.

What did you do in the countryside?

I explored a cave.



76

I can ask and answer about activities in the past.

**SUPPORT** Write model questions in full on the board for students to ask.**STRETCH** Challenge students to ask at least five questions each. They can also make yes/no questions with the Simple Past using their learning from Unit 5, e.g., *Did you pick fruit?*

**Extra activity (whole class)** Some students take the role of "watcher," and the rest of the class are "actor." Assign the watchers a group of actors to watch. The actors all act out one of the activities from 1. When they have finished, the watchers have to remember and say what each of the actors in their group did, e.g., *Teri found a fossil*. Then change roles.

## Wrap-up

- Students tell you one of the activities from this lesson that they did recently.

## Workbook

page 69

- Follow, choose, and write. 2 found a fossil, 3 threw stones in a stream, 4 explored a cave, 5 went stargazing, 6 caught a leaf
- Look at 1. Read and write answers. 2 No, she didn't. 3 Ben threw stones in a stream. 4 Lois explored a cave. 5 No, he didn't. 6 Yes, they did.
- Look at 1. Imagine you did three activities and write. Then act out for a friend to guess.  
**Extra time:** explore (the others are irregular verbs)

## Grammar Heroes

- Students look at the grammar box. Read the sentences, pausing after each one for students to repeat.
- They work in pairs to read aloud the grammar box.

→ **Extra Grammar** For additional grammar reference, refer students to p. 124 in the Student's Book.

## 3 Think about your last trip to the countryside. Ask and answer.

- Ask students to think about their last trip to the countryside. They should think about where they went, who they went with, what they did, what they ate, etc.
- Invite two students to read aloud the speech bubble example. Explain that students are going to ask and answer questions about their last trip to the countryside.
- Write the question words *Where*, *When*, and *What* on the board. Students work in pairs, taking turns to ask and answer questions using the question words.

## Objectives

**Lesson aims:** use a list to talk about outdoor activities in the past

**Target language:** *What did you do? I went swimming outdoors. I didn't go stargazing.*

**Recycled language:** *outdoor activities; Did ...?*

**Materials:** Video 6B; Audio; Communication Kit (Unit 6); scissors, (optional) camp/forest school leaflets, (optional) paper, pens

## GSE Skills

**Speaking:** can talk about everyday activities using simple language (34)

**Listening:** can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly (34)

**Reading:** can understand a simple text about a past event (38)

**Writing:** can write short, basic descriptions of everyday activities, given prompts or a model (35)

## Teacher toolkit

### Video summary – 6B

*What did they do?* Videoscript see p.248

Elinor turns back into a person. King Fergus wants to know what happened to them and where they went. Merida and Elinor tell King Fergus all about their adventures when Elinor was a bear.

### Engage

Bring in to class some real adventure camp or forest school programs sourced online, or from magazines or picked up locally. Elicit the type of activities included in the programs. Students choose which of the activities or full-day/weekend programs they would most like to do and say why.

### Extend

Students plan their own Forest School. They can research the best location for it locally and plan the activities it would be possible to do there. They can then design a leaflet for their Forest School. Students then read the leaflets from other groups and decide which forest school they would most like to go to.

## Warm-up

- Play *Question chain* (see Games Bank in the Teacher's Digital Resources) with the outdoor activities and students asking the question *What did you do ...?*

## Presentation

### Video story

### 1 6B Watch the video and write answers.

- Students look at the picture. Ask: *Who are they? (Merida, Queen Elinor, and King Fergus) What are they doing? (They are talking.).*
- Ask: *Where did they go for their adventure?* Play Video 6B and students watch and listen. Check students' answers to the question (*to the forest*).
- Invite different students to read aloud the questions. Then play the video again, and students watch and listen. Students work on their own to write the answers.
- Play the video again, pausing at various points to ask comprehension questions: [0:34] *Did they stay in the castle? (No, they didn't.);* [1:02] *Did they get lost? (Yes, they did.);* [1:40] *Where did they eat? (outdoors);* [1:49] *Who ate the fruit? (Elinor.);* [1:54] *Why didn't Merida eat the fruit? (It was bad.);* [2:25] *What did Merida fall into? (a cave);* [4:02] *Where did they ride their horses? (to the top of the rocks.).*

## Practice

### 2 6.10 Listen, read, and check (✓). What did Carla do at Forest School?

- Tell students they are going to listen to Carla talking about activities she did at Forest School. Students look at the Outdoor activity list.
- Play the audio, and students listen carefully. Then play the audio again, and students check the activities that Carla did.
- Students compare their answers in pairs. Then check as a class.

### Audioscript (6.10)

**Dad:** *Hey, honey! How was Forest School today?*

**Carla:** *It was awesome!*

**Dad:** *What did you do?*

**Carla:** *We explored a cave in the forest. ... I found a fossil in the cave! ... We made a fire and ate outdoors.*

**Dad:** *Did you eat fish?*

**Carla:** *No, we didn't. We didn't catch any fish. We cooked bread and ate it! ... We saw the sunset before we came home.*

**Dad:** *Did you build a den?*

**Carla:** *No, we didn't, but the other group built dens. They built rafts, too, and went rafting on the stream! Next time, I want to do that!*

## Teaching star

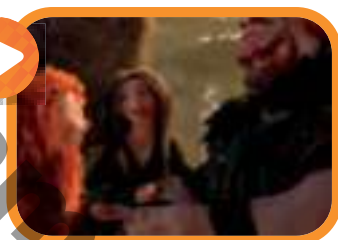
**Diversity and inclusion** Different children from different cultures and countries will have different access to the natural world. Some of the activities, especially those in Lesson 5, are simple things that all children can do no matter where they live. Set reasonable expectations of the activities that children can try out, especially those with a physical disability.



## LESSON 6

### Listening and Speaking

#### 1 Watch the video and write answers.



- Where did Merida and her mom go?  
**They went into the forest.**
- What did the bear mom eat?  
**She ate fruit.**
- Did they sleep in the cave?  
**No, they didn't.**
- When did Merida's mom change?  
**She changed at sunrise.**

#### 2 Listen, read, and check (✓). What did Carla do at Forest School?

##### Outdoor Activity List

- |                            |                  |
|----------------------------|------------------|
| 1 find fossils ✓           | 5 make a fire ✓  |
| 2 see the sunset ✓         | 6 catch a fish   |
| 3 explore a cave ✓         | 7 build a den    |
| 4 throw stones in a stream | 8 eat outdoors ✓ |

#### Let's communicate!

#### 3 Write six things you did on an adventure. Then ask and answer.

Go online  
Communication Kit

What did you do?

I went mountain biking

Did you throw stones in a stream?

No, I didn't

I can use a list to talk about outdoor activities in the past.

77

**Extra activity (video extension)** Put students into pairs. Pause the video at a point where Merida and her mom are in interesting poses doing different activities. The pairs of students get into the same poses. Repeat with other freeze frames in the video.

#### Wrap-up

- Play Tic-tac-toe (see Games Bank in the Teacher's Digital Resources) with the vocabulary from this unit. Students ask and answer questions using prompts, e.g., *What did you do? I went rafting.*

#### Workbook

page 70

Audioscript see p.254

- 6.1 Listen and check (✓). What did Merida do? Then write. Did: 1 She did archery. 2 She got lost (in a forest). 3 She saw a wild animal. Didn't do: 1 She didn't explore a cave. 2 She didn't find a fossil. 3 She didn't see the sunset.
- Check (✓) the children who went to Oak Forest Adventure Camp. 2 ✓, 3 ✓
- Imagine you went to the camp. Write. Then ask and answer.

#### 3 Let's communicate! Write six things you did on an adventure. Then ask and answer.

- Students imagine they went to a Forest School or an Activity/Adventure Camp.
- Using the Communication Kit, they choose six activities and imagine they did them at the camp.
- Invite two students to read aloud the speech bubble model as an example. Then students ask and answer with a partner to find out what activities they did.

**SUPPORT** Students can check activities they did instead of writing them. Let them refer to the Grammar reference on p. 124 for the past form of the verbs.

**STRETCH** Students choose more than six activities from any of the ones they have learned about in this unit and also write about where they did them.



## Objectives

**Lesson aim:** learn to build relationships

**Target language:** *I'm sorry we argued. I'm sorry I didn't listen. Let's talk about it.*

**Recycled language:** outdoor activities, feelings

**Materials:** Video 6A; Audio; (optional) large piece of paper

### GSE Skills

**Speaking:** can respond to offers or suggestions, using fixed expressions (33)

**Listening:** can identify specific information in short, simple dialogs, if there is some repetition and rephrasing (34)

**Reading:** can identify key information in short, simple, factual texts (34)

**Writing (WB):** can write simple sentences using familiar words, given prompts (30)

## Teacher toolkit

### Building relationships

In this lesson, students expand on what they learned in Lessons 1 and 4 about building relationships and conflict resolution. At this age, students will be able to identify what's important in relationships and friendships. Students will be able to successfully think about how to build a relationship after an argument.

#### Relationship skills

### Extend

Students create a classroom display of the steps for conflict resolution. Put students into six groups, and assign each group one of the steps: 1 Cool off. 2 Share, listen, check. 3 Take responsibility. 4 Brainstorm solutions. 5 Choose a solution. 6 Affirm, forgive, or thank. Students write their step at the top of a piece of paper and then draw pictures to represent their step. Then put all the steps on the wall in the correct order.

### Home-school link

Encourage students to think about how to resolve any conflicts they may have with siblings or family members at home.

## Warm-up

- If required, play Video 6A to remind students of the story and characters. Ask: *Who's this? (It's Merida.) Who does Merida argue with? (Her mom, Queen Elinor.)*
- Use the story pictures from Lesson 4 to remind students of the story and characters. Ask: *Who's this? (Ezra.) Who does Ezra argue with? (Kai).*

## Presentation

### 1 Think and match. How did they build their relationship?

- Before students open their books, ask: *Why do Merida and Elinor argue? (because Merida doesn't want to act like a princess and her mom doesn't understand her) Why do Ezra and Kai argue? (because Kai is taking photos and they get lost).*
- Ask: *How do the characters feel before they argue? How do they feel after they re-build their relationship?* Elicit answers, e.g., before – angry, worried, grumpy; after – happy, proud, brave.
- Students read aloud the sentences and number them to match them to the characters.
- Students compare their answers in pairs, then check all together as a class.

### 2 What's important for building a relationship? Number in order.

- Invite different students to read aloud the sentences.
- Students think individually about which things are important for building a good, strong relationship with someone. They rank them from 1 (most important) to 6 (least important). Make sure they understand that there is no one correct answer, and that all their opinions are valid.
- Students discuss their ideas in pairs or small groups, giving reasons for their answers.

## Teaching star

**Social-emotional learning** When students have conflicts in class, work through the following steps to help them resolve the conflict: 1 Cool off. 2 Share, listen, check. (Students listen to each other and share their issues, and then check that they understand them.) 3 Take responsibility. 4 Brainstorm solutions. 5 Choose a solution. 6 Affirm, forgive, or thank. (Students acknowledge what happened and say sorry if necessary. They can then thank each other for working on the solution together.)

## Practice

### 3 6.11 What can Adriana do? Read and share ideas. Then listen. Are your ideas the same as Karl's?

- Read aloud Adriana's problem, and make sure students understand the situation.
- Students read the problem again individually and think what advice they would give.
- Then play the audio, and students think whether Karl's ideas are similar to theirs. Discuss students' ideas as a class.

LESSON 7  
Myself and others

# Building relationships

- 1 Lessons 1 and 4 Think and match. How did they build their relationship?



- a They helped each other. ☐ 2  
b They learned from each other. ☐ 1  
c They had fun. ☐ 1 2

- 2 What's important for building a relationship? Number in order.

- a Help each other ☐ b Say sorry ☐ c Have fun together ☐  
d Learn from each other ☐ e Listen to each other ☐

- 3 What can Adriana do? Read and share ideas. Then listen. Are your ideas the same as Karl's?

Hi, Karl. I argued with my friend, Lucy, yesterday. I wanted her help, but she didn't listen to me. She knows I always want help with math, but she went out and had fun with our other friends. I had to do my homework by myself and I'm not very good at it.



- 4 Act out the conversation between Adriana and Lucy.

I'm sorry I didn't help you, but I always do your math for you.

It's OK. I'm sorry I got angry and didn't listen to you.

**Useful Language**  
I'm sorry we argued.  
I'm sorry I didn't listen.  
Let's talk about it.

**Be a hero!**

When you argue with someone, talk, listen, and say sorry.



78

**Relationship skills** I can learn to build relationships.

**SUPPORT** Write the steps of conflict resolution on the board to scaffold the role play. Students follow the scaffolding on the board to act out the scenario.

**STRETCH** Students role play a conflict resolution scenario between Merida and Elinor (before the point where Elinor turns into a bear).

★ **Be a hero!** ★ Using L1 if necessary, encourage students going forward to try and resolve any conflicts they have (see *Teaching star*).

**Extra activity (fast finishers)** Students make a card from Adriana to Lucy.

## Wrap-up

- Elicit different expressions students have learned in this and other *Myself and others* lessons, and write these on the board. Invite individual students to act out one of the expressions for the class to guess.
- Play *Where's the ball?* (see Games Bank in the Teacher's Digital Resources).

## Workbook

page 71

- Read and write **A (Always)**, **S (Sometimes)**, or **N (Never)** for you.
- Read and match. 2 d, 3 a, 4 c
- Think, complete, and reflect.

## Audioscript (6.11)

**Adriana:** What can I do?

**Karl:** Did Lucy say why she didn't want to help you with your math?

**Adriana:** I don't know. I didn't listen to her because I was angry.

**Karl:** Are you learning math from Lucy?

**Adriana:** I try to, but I don't always understand, so she does some answers for me.

**Karl:** It's good to learn from friends, but it's not good if they do your work for you!

Ask your teacher for more help, and let Lucy have fun.

**Adriana:** Oh. I didn't think of it like that.

**Karl:** Say sorry to Lucy.

**Adriana:** You're right. You're a good friend because you listen.

**Karl:** And you can listen to Lucy more and be a good friend, too!

## 4 Act out the conversation between Adriana and Lucy.

- Invite students to read the example speech bubbles.
- Students focus on the Useful Language box and think about what they discussed in activity 3 and how they can use the phrases for their role-play. Elicit other things you can say, e.g., *How can we be friends again?*
- Ask more confident pairs to come to the front of the class and act out the scenario.



## Objectives

**Lesson aims:** read and understand about living and non-living things

**Target language:** breathe air, living, non-living, nutrients, reproduce, roots

**Recycled language:** actions; plant, energy, eat, sun, tree, grow, food, oxygen, seeds, sunlight

**Receptive language:** campsite

**Materials:** Video 6C; Audio; pictures of the natural world

## GSE Skills

**Reading:** can identify key information in short, simple factual texts from the headings and illustrations (33)

**Speaking:** can describe basic differences between common objects or animals, e.g., color, size, position, given a model (34)

**Listening:** can identify key details (e.g., name, number) in factual talks on familiar topics, if spoken slowly and clearly (33)

**Writing:** can write short answers to questions about what or where people or things are using simple language (30)

## Teacher toolkit

### Cross-curricular

The world around us is made up of many different things. These "things" can be categorized into two different types – living and non-living things. All living things breathe, eat, grow, move, reproduce, and have senses. Non-living things do not eat, grow, breathe, move (on their own) or reproduce.

### Video summary – 6C

*Living and non-living things* Videoscript see p.249

Merida lives in the beautiful natural world in the Scottish Highlands. The video explains what living things there are around her and what they need. There are also many non-living things in the natural world and things that move but are non-living.

### Extend

Plant seeds with the class. Give students sunflower seeds to plant, and have a sunflower competition. Students apply what they have learned about what plants need to try and grow the tallest and most successful plant, e.g., putting it in the sunlight so it can make energy from the sun.

## Warm-up

- Show students pictures of different biomes from Unit 4 and/or from the internet. Ask students to name the biomes and say all the different things they can see in each picture.

## Presentation



### 1 6C Watch the video and answer.

- Before you open the book and play the video, ask: *What living and non-living things are in our classroom?* Elicit students' ideas.
- Play Video 6C, and students watch and listen. Ask the question again, and see if they have any different answers. (**Possible answers:** living: people, plants, a class pet; non-living: chairs, desks, pens, books, etc)
- Play the video again, pausing at various points to ask comprehension questions: [0:44] *What living things are there in the campsite and forest?* (people, birds) [0:51] *Where do animals get energy from?* (food and oxygen); [1:28] *Do living things move and grow?* (Yes, they do.); [1:45] *Why can't the arrow move?* (It is non-living.); [1:52] *Can Merida make the arrow move?* (Yes, she can.); [2:10] *What other non-living thing moves?* (the river)

### 2 6.12 Explore Read, listen, and circle.

- Students look at the text headings and pictures.
- Play the audio. Students listen and read the text in their books. Check understanding of the new words.
- Invite different students to read aloud the sentences and word choices above the text.
- Students work individually to circle the correct words using the information in the text.
- Students compare answers in pairs and then check as a class.

**SUPPORT** Play the audio again, pausing after each sentence for students to repeat.

**STRETCH** Students work in pairs to practice reading aloud each of the paragraphs.

## Teaching star

**Support understanding** Tell students to use five checks: *grow, eat and drink, breathe air, move, and reproduce* for subsequent activities where they are asked to analyze when something is living or non-living. Tell them to draw a simple picture for each check point to help them to remember them. Allow them to refer back to them during the lesson.

# Living and non-living things



LESSON 8  
My world

## 1 Watch the video and answer.

What living and non-living things are in your classroom?



## 2 Explore Read, listen, and circle.

- a People and birds **tree**s grow slowly.  
 c Eggs have grown **babies** seeds inside them.  
 b Plants drink water through their **nutrients** **roots**.

**Living things** Living things look very different from each other. People look different from trees. Fish look different from elephants. But all living things have some similarities.

**Grow** All living things grow. It is many years before some things become adults – like trees and people. Other things grow into adults in just a few months, for example, birds and flowering plants.

**Eat and drink** All animals eat food and drink water. Plants drink water through their **roots**. They make their own food from the sun! Living things need **nutrients** from food to make energy. They need energy to move and grow.



**Breathe air** Breathing in and out is something we do almost every second. Plants and animals use air to make energy. Animals use oxygen from the air with nutrients from food, to make energy.



**Move** Birds fly, monkeys climb, fish swim, and you run around. Animals move a lot! You don't see plants running around or flying, but plants can move very slowly. They move towards the sun to get more sunlight.

**Reproduce** To **reproduce** means to make new living things. Animals have babies or lay eggs with babies growing inside. Many plants make seeds that grow into more plants.



## 3 Think Complete and add more words.

Living things	Non-living things
tree cat	rock feather

**Try it!** Put a plant in sunlight. Watch it grow towards the sun.

cat feather rock tree

I can read and understand about living and non-living things.

79

## Thinking skills

**Understand** In activity 3, students show their understanding of the text by correctly sorting the items into the categories.

**Apply** In the *Try it!* activity, students apply their knowledge of living plants by making predictions about how a plant will react to light and then trying it out.

**Analyze** You can extend HOTS by asking students to further analyze their plant, considering any other characteristics it has as a living thing. They can find out where its food comes from (the soil and it makes its own from the sun), how it reproduces, and how fast it grows.

**Extra activity (extension)** Students draw a biome and label all the living and non-living things that are characteristic of the biome.

## Wrap-up

- Students name one of the characteristics of living things as they leave the class.

## Workbook

page 72

### 1 Read and check (✓). Is it living or non-living?

Living things: bird, fish, tree; Non-living things: rock, river, arrow

### 2 Read and circle T (True) or F (False). Then explain your answers. 2 T, 3 F, 4 F, 5 T, 6 T

### 3 Go on a hunt! Write or draw.

## Practice

### 3 Think Complete and add more words.

- Students read the items and sort them into the correct category. They then add more items to each category.
- Explain that things like leaves, fruit, feathers, shells, etc. were all part of a living thing at one time. While they are on the tree/bird or while there is a creature inside the shell, etc., they are part of a living thing. However, when they fall or the creature inside them dies, they become a non-living thing.

**Try it!** Put a green leafy plant on a bright, sunny windowsill, with the leaves facing away from the sunlight. Students take a photo of the leaves on day 1, and make predictions about what will happen to the leaves. Then check the plant after a week, comparing it to the photo, and see if the leaves have moved towards the sunlight. Don't move the plant, and check again after another week. Once the leaves are definitely all pointing to the window, turn the plant 180 degrees, and repeat the process.

## Objectives

**Lesson aims:** make and present an outdoors scrapbook

**Target language:** *Hello, I'd like to tell you about ...*  
*Does anyone have any questions?*

**Recycled language:** outdoor activities

**Materials:** Audio; pens, pencils, paper, scissors, pictures or photos, leaves/shells, etc.

## GSE Skills

**Speaking:** can talk about basic personal experiences using simple linking words (37)

**Listening:** can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly (33)

**Reading:** can identify key information in short, simple, factual texts (34)

**Writing:** can use and join two simple phrases or sentences (33)

## Teacher toolkit

### Project skills: Presentation

In this lesson, students learn how to deliver a presentation well by looking up at their audience. Encourage students to practice their presentation with a partner before they give it to the whole class, and to give each other helpful feedback.

### Extend

Students continue to keep an outdoors scrapbook and get into the habit of taking pictures and collecting things every time they engage with the outdoors. Start a nature table where students can display the things that they find or the picture that they take. Do show and tells to continue practicing students' presentation skills.

### Digitizing projects

Students video their presentations using tablets or any other device. They watch the video to analyze how they have delivered their presentation and decide where they can improve, e.g., by speaking more clearly, by looking up at their audience. Encourage students to also focus on the positive aspects of their presentation to build their confidence in presenting in English.

## Warm-up

- Play *Bingo* (see Games Bank in the Teacher's Digital Resources) with the new vocabulary from this unit.

## Review

### 1 6.13 Listen, read, and write.

- Invite different students to read aloud the words in the box. Ask students to look at the pictures and elicit the names of the activities and the items.
- Students work individually to read the gapped sentences and complete them with the words in the box.
- Play the audio. Students listen and check their answers.
- Invite different students to read aloud their completed sentences.

### Audioscript (6.13)

**A:** *Hello, I'd like to tell you about a day in the forest I had with my family. I made a scrapbook. Here it is! ... This is a picture of my mom, dad, and sister on their mountain bikes. We went mountain biking in the forest. We found a stream, and we built a raft to float on the stream. I caught a leaf that fell from a tree – this is it! That was one of my favorite things! ... Also, we made a fire, we ate outdoors, and I found a fossil. It was an amazing day! Does anyone have any questions?*

**B:** *Did you go rafting on your raft?*

**A:** *No, we didn't go rafting in the stream. It was a small raft – my sister's teddy bear went rafting!*

**C:** *Did you cook on your fire?*

**A:** *Yes, we did. We cooked candy!*

## Get ready

### 2 Think about your outdoor adventures. Tell a friend about places you went, activities you did, and things you saw or found.

- Students read the categories and think about the things they did in a real or imagined outdoor adventure. Tell them to think of a sentence for each category.
- Read aloud the example speech bubbles. Students work in pairs, taking turns to talk about their outdoor adventure, saying where they went, what they did, and what they saw. Encourage students to ask their partner follow-up questions.

## Create

### 3 Create your outdoors scrapbook and plan your presentation.

- Read the Writing tips together with students, and ask students to find in Activity 1 examples of sentences with *but* and *because*, and to identify the list of bullet points.
- Direct students to go to p.73 in their Workbooks and do the scaffolded activities to create their project.



LESSON 9  
Project

## An outdoors scrapbook

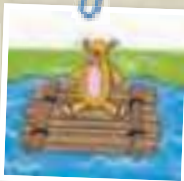
Presentation

## 1 Review Listen, read, and write.

ate caught didn't go fossil made mountain-biking raft

## A day outdoors!

I went 1 **mountain-biking** in the forest with my mom, dad, and sister! We built a 2 **raft**, but we 3 **didn't go** rafting in the stream because it was a small raft. My sister's teddy bear went rafting!



## My favorite things in the forest

- I 4 **caught** a leaf.
- We 5 **made** a fire.
- We 6 **ate** outdoors.
- I found a 7 **fossil**!



## 2 Get ready Think about your outdoor adventures. Tell a friend about:

places you went  
activities you did  
things you saw or found

I went to the lake.  
I swam outdoors and  
explored a cave!

Did you  
throw stones  
in the lake?

## Writing: scrapbook

- Start sentences with a capital letter.
- Connect two ideas in a sentence with *and*, *but*, or *because*.
- Use bullet points (•) to make lists.

## 3 Create Create your outdoors scrapbook and plan your presentation.

Workbook page 73

## 4 Share Present your scrapbook.

## Tips

## Presentation

- ☐ Start your presentation with "Hello, I'd like to tell you about ..."
- ☐ Don't read from your scrapbook.
- ☐ Let your friends ask questions.



80

I can make and present an outdoors scrapbook.

## Share

## 4 Present your scrapbook.

- Students work in groups, taking turns to present their outdoors scrapbook. They talk about the outdoors adventure they have written about, and they follow the Presentation tips. Encourage the rest of the group to ask follow-up questions, e.g., *Where did you go? Did you eat outdoors?*

## ACHIEVE

Students write six or seven sentences describing their outdoor adventure, and draw pictures or find photos to illustrate it. They use connectors *and*, *but*, or *because*, and they use bullet points to make lists. They follow the Presentation tips to start and end their presentation, and answer follow-up questions.

## SUPPORT

Students write four or five sentences describing their outdoor adventures, with accompanying pictures or photos. They use at least one connector: *and*, *but*, or *because*. They present their scrapbook to their group.

## STRETCH

Students write eight or more sentences to describe their outdoor adventure in some detail, with accompanying pictures or photos. They correctly use connectors, and use bullet points to make a list. They start and end their presentation effectively, and answer follow-up questions with fluency.

**Extra activity (fast finishers)** Students write questions they would like to ask another student about their outdoor adventure.

## Wrap-up

- Put students' scrapbook entries together to make a class outdoors scrapbook. Put it on display in the classroom where groups of students can take turns to look through it.

## Workbook

page 73

- 3 **Reflect on your project.** Students share their reflections in pairs.

## Workbook

page 73

- 1 **Prepare your outdoors scrapbook. Draw and write.** Students practice writing sentences and drawing pictures for a scrapbook. Then they think about their outdoor adventure and make notes. They draw pictures or find photos to illustrate their ideas, then they write a paragraph about their outdoor adventure.
- 2 **Practice your presentation. Use these pictures.** Students practice their presentation, following the Presentation tips on p.80 in the Student's Book.

## Tips

## Presentation

Read aloud the tips as a class. Then play the audio for activity 1 again (track 6.13), pausing after you hear these sentences, for students to repeat. Remind students to use these sentences to start and finish their presentation.

- If suitable, give each student a piece of paper and ask them to create a final draft of their outdoors scrapbook. Give them time to write and draw.

## Objectives

**Lesson aim:** review target language from Unit 6

**Target language:** outdoor activities; *I went mountain biking. I didn't go mountain biking. She got lost in the forest. She didn't get lost in the forest. What did she do? She went mountain biking. She didn't find a fossil.*

**Materials:** Audio; (optional) Video 6A, Video 6B, and Video 6C; Stickers; (optional) prepared word cards (Outdoor activities, More outdoor activities)

### GSE Skills

**Speaking:** can talk about past events or experiences using simple language (41)

**Listening:** can extract factual information from short, simple dialogs or stories about past events, if spoken slowly and clearly and guided by questions or prompts (39)

**Reading:** can understand a simple text about a past event (38)

**Writing:** can write short, basic descriptions of everyday activities, given prompts or a model (35)

## Teacher toolkit

### Video review

You can return to Video 6A, Video 6B, and Video 6C at the end of the unit for a "second play." Play the video without images, and students act out what's happening in the video. They can imagine they are one of the characters, then use body language to show how their character feels. After the videos, ask questions in the Simple Past to see what students remember and to practice the target language.

### Remediation

Use your prepared word cards to review the new vocabulary from this unit. Play *Guess the action?* from Lesson 1 (see p. 161 in the Teacher's Book for the instructions) with the new vocabulary from this unit.

### Home-school link

Students show their families their outdoors scrapbook. They talk about what activities they did in English.

## Warm-up

- Play *The drawing game* (see Games Bank in the Teacher's Digital Resources) with the outdoor activity words from this unit.

## I can do it!

### 1 Read the postcard. Then look and put a ✓ or X.

- Students look at the symbols on the right of the postcard and say what activities each one represents.
- Students read the postcard. They put a check for the activities that Sol did and an x for the ones he didn't do.
- Students compare their answers in pairs, then check all together as a class.

**SUPPORT** Elicit the affirmative and negative sentences for each activity, and write them on the board, e.g., *I built a den. I didn't build a den.*

**STRETCH** Students tell a friend which of the activities they would have wanted to do if they were Sol.

### Teaching star

**Linguistic competence** Read the postcard aloud, and clap your hands when you say words that are stressed. Read again, and students join in with you reading and clapping. Then read them again, pausing after each sentence for students to repeat and emphasize the stressed words.

### 2 Imagine you went to an adventure camp. Complete the postcard for you.

- Tell students to imagine they visited an adventure camp, and think about what they did there.
- Students complete the postcard saying where the camp was and what they did there, using the postcard in activity 1 as a model.

**Movie challenge** Ask: *How many activities from Brave can you say in 30 seconds?* Students work in small groups and count the number of activities they say. Check answers as a class.

### Sticker time I can ...

- Read aloud the *I can ...* statements all together as a class. Students check what they feel they can do after they have completed Unit 6.
- Invite different students to read aloud the sentences they checked.
- Students stick the sticker to show they have completed Unit 6.

**My Star and Hero!** Students look at the fact file about Queen Elinor on p. 4 of their Student's Book. Students work in pairs, taking turns to ask and answer about Elinor, e.g., *Who is her daughter? (Merida.) What does she want Merida to be? (a princess) What animal does she change into? (a bear).*

**Extra activity (class game)** Play *Spelling relay* (see Games Bank in the Teacher's Digital Resources) with the new vocabulary from this unit.

LESSON 10  
Review

## I can do it!

## 1 Read the postcard. Then look and put a ✓ or ✗.

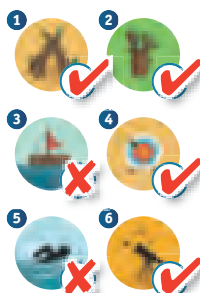
Hi Grandpa,

I'm having an amazing time at adventure camp.

On the first day, we built a den in the forest. We saw lots of wild animals. Yesterday, I did archery. Some groups swam in the lake, but I didn't. I didn't go rafting either – I really wanted to! On the last night, we went stargazing.

See you soon,

Sol



## 2 Imagine you went to an adventure camp. Complete the postcard for you.

Hi Grandma,

I'm having a \_\_\_\_\_ at adventure camp.

On the first day, I \_\_\_\_\_ and yesterday, I \_\_\_\_\_.

On the last night, we \_\_\_\_\_, but I wanted to!

See you soon, \_\_\_\_\_

## I can ...

talk about outdoor activities in the past

read a story

make and present an outdoors scrapbook

build relationships

## Movie challenge

How many activities in the movie can you say in 30 seconds? Go!



sticker time

I completed Unit 6!

Go online  
Big Project

81

## UNIT 6 Exam practice

Audioscript see p.254

## Listening

- 1 6.2 Listen and match. Ben – boy on the bike, May – girl exploring the cave, George – boy playing the guitar, Anna – girl catching the fish, Matt – boy taking the photo

## Reading

- 2 Look at 1. Read and write. You can use 1, 2, or 3 words. 2 a fossil, 3 noisy, 4 under the waterfall, 5 took pictures

## Speaking

- 3 Answer the questions for you. Possible answers: 1 I like swimming outdoors because it's exciting. / I like swimming indoors because it's less cold. 2 I visited the mountains / a forest / a lake with my family/friends.

## Wrap-up

- Students reflect on which lesson they most enjoyed in Unit 6. Have a class vote, and choose one activity to do again as a class, e.g., watch one of the videos, do the chant, or retell the story.

## Workbook

pages 74–75

## My progress journal

- 1 Look, read, and write. I didn't build a den. 2 I caught a leaf. I didn't eat outdoors.
- 2 Look and write questions. Then ask and answer. Did you find a fossil? Did you go stargazing? Did you go mountain biking?
- 3 What I know.

**Star progress** Students color the stars and complete the sentences to reflect their progress in this unit.