

Student Book pages 12–13

**Objectives**

- Talking about outdoor activities

**Grammar**

- Questions in past continuous tense, with answers in simple past tense

*What was she doing in the morning/afternoon? She was studying insects.*

- Questions and answers in past continuous

*Was he studying insects in the morning/afternoon? Yes, he was.*

*No, he wasn't. He was identifying trees.*

**Vocabulary**

In the woods: study insects, identify trees, pick wild strawberries, find animal tracks, explore a cave, collect leaves

**Materials**

Class CD1 Tracks 19–22

Student Book page 12

**Warm up**

1. Elicit other *What* questions from Unit 1, Lesson 4: *What did Marco do when he was 21?* Students look back at the reading on page 10 and practice asking and answering other questions with a partner.
2. Sing *Let's Learn How to Surf* (Class CD1 Track 15).

2. Have students point to each of the new vocabulary items in the picture before listening to the CD.
3. Play Class CD1 Track 20. Students listen, find the items in the picture, and number them. Check answers together.



1. Julie: There are so many trees here. This is a good place to collect leaves.  
Carla: I have five different leaves. How many do you have, Julie?  
Julie: I have eight leaves. They're red, green, brown, and yellow.  
Carla: I can use my book to identify the trees.  
Julie: I like that gray one. What kind of tree is it, Carla?  
Carla: Here's a picture of it. It's called a birch tree.
2. Megan: What are you doing, Emma?  
Emma: I'm finding animal tracks. There are some long tracks in the mud next to this river.  
Megan: I think they're from a rabbit. Rabbits have long feet.
3. Danny: Look at this cave. I can see frogs and spiders in there. Can we explore a cave, James?  
James: It's too late in the afternoon, Danny. We can explore one in the morning.  
Danny: OK. I'll bring my flashlight.
4. Mike: Will you help me pick wild strawberries, Jay?  
Jay: Sorry, I'm studying insects.  
Mike: There are insects on these strawberries. You can study them.

**A Listen, point, and say.**

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Play Class CD1 Track 19. Students listen, point, and say along with the CD.

19

1. study insects	2. identify trees
3. pick wild strawberries	4. find animal tracks
5. explore a cave	6. collect leaves

**B Listen and number. Then talk about the picture.**



See *Using the Big Picture*, Teacher's Book page 24.

1. Direct students to the big picture. Discuss what time of day it is in each picture.

Jay: You're right. Those are black ants. See, they have six legs. They like strawberries a lot!

Mike: I like strawberries a lot, too.

4. Invite students to talk about what they see in the picture and practice the new vocabulary.

Student Book page 13

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What was she doing in the morning/afternoon? She was studying insects.*
2. Direct students' attention to the verb box. Say the words and have students repeat. Review the past continuous tense form.
3. Direct students to the first grammar box on page 13. Ask students what time of day it is in picture 1 (*morning*), and in picture 2 (*afternoon*).
4. Play Class CD1 Track 21. Students listen, ask, and answer along with the CD.



21 What was she doing in the morning?  
She was studying insects.

What was she doing in the afternoon?  
She was studying insects.

study, studying	identify, identifying
pick, picking	find, finding
explore, exploring	collect, collecting

1. What was she doing in the morning?  
She was studying insects.
2. What was she doing in the afternoon?  
She was identifying trees.
3. What was he doing in the morning?  
He was picking wild strawberries.
4. What was he doing in the afternoon?  
He was finding animal tracks.
5. What was she doing in the morning?  
She was exploring a cave.
6. What was she doing in the afternoon?  
She was collecting leaves.

5. Students practice in pairs, using their books.

### D Listen, ask, and answer. Then practice.



1. Introduce the pattern: *Was he studying insects in the morning? Yes, he was. Was he studying insects in the afternoon? No, he wasn't. He was exploring a cave.*
2. Present the contraction: *wasn't = was not.*
3. Direct students' attention to the second grammar box on page 13.

4. Play Class CD1 Track 22. Students listen, ask, and answer along with the CD.



Was he studying insects in the morning? Yes, he was.

Was he studying insects in the morning?  
No, he wasn't. He was identifying trees.

Was he studying insects in the afternoon? Yes, he was.

Was he studying insects in the afternoon?  
No, he wasn't. He was identifying trees.

wasn't, was not

1. Was he studying insects in the morning? Yes, he was.
2. Was she collecting leaves in the afternoon?  
No, she wasn't. She was exploring a cave.
3. Was he picking wild strawberries in the morning?  
No, he wasn't. He was collecting leaves.
4. Was she finding animal tracks in the afternoon?  
Yes, she was.
5. Was he identifying trees in the morning? Yes, he was.
6. Was she exploring a cave in the afternoon?  
No, she wasn't. She was picking wild strawberries.

5. Students practice in pairs, using their books.

### E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering the language in the speech bubbles. Students should use all of the new vocabulary.

## Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

**Communication:** Direct students' attention to the Everybody Up Friend. Small groups of students use communication skills to take turns asking and answering *What were you doing this morning?*

## Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Say a L1 verb in present tense (*collect*). Students make a statement in present continuous.
- **Charades** (Teacher's Book pages 28–31). Students act out a new vocabulary phrase. Classmates guess using the past continuous.

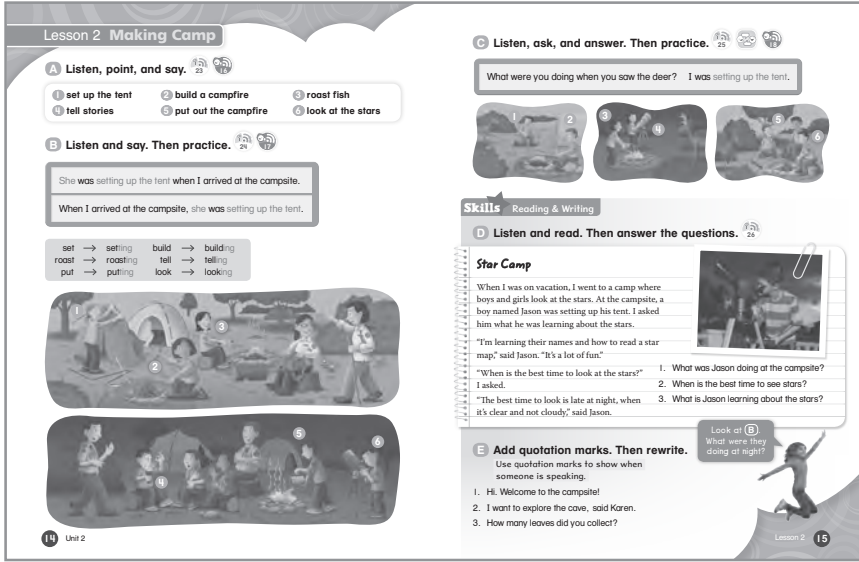
## Extra Practice

Workbook pages 12–13

Student Audio CD Tracks 13–15

iTools

Online Practice



Student Book pages 14–15

**Objectives**

- Talking about past camping activities

**Grammar**

- Past continuous statements with simple past tense statements

*She was setting up the tent when I arrived at the campsite. / When I arrived at the campsite, she was setting up the tent.*

- Past continuous questions and answers

*What were you doing when you saw the deer? / I was setting up the tent.*

**Vocabulary**

Making camp: set up the tent, build a campfire, roast fish, tell stories, put out the campfire, look at the stars

**Materials**

Class CD1 Tracks 23–26

Student Book page 14

**Warm up**

1. Greet the class. Students greet their classmates and ask, *What were you doing this morning?*
2. **Charades** (Teacher's Book pages 28–31). Review Unit 2, Lesson 1. One at a time, act out the vocabulary phrases. Students use the past continuous to guess (*She was collecting leaves*).

**A Listen, point, and say.**

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Play Class CD1 Track 23. Students listen, point, and say along with the CD.

**CD 23**

1. set up the tent	2. build a campfire
3. roast fish	4. tell stories
5. put out the campfire	6. look at the stars

**B Listen and say. Then practice.**



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns: *She was setting up the tent when I arrived at the campsite* and *When I*

*arrived at the campsite, she was setting up the tent.* Point out that the two sentences mean the same thing.

2. Direct students to the grammar box on page 14. If helpful, draw a timeline to demonstrate how the verb *arrived* happened at a specific point in time during the longer event *she was setting up the tent*.
3. Direct students' attention to the verb box on page 14. Say the words and have students repeat.
4. Play Class CD1 Track 24. Students listen and say along with the CD.

**CD 24**

She was setting up the tent when I arrived at the campsite.  
When I arrived at the campsite, she was setting up the tent.

set, setting	build, building	roast, roasting
tell, telling	put, putting	look, looking

1. She was setting up the tent when I arrived at the campsite. When I arrived at the campsite, she was setting up the tent.
2. She was building a campfire when I arrived at the campsite. When I arrived at the campsite, she was building a campfire.
3. She was roasting fish when I arrived at the campsite. When I arrived at the campsite, she was roasting fish.
4. He was telling stories when I arrived at the campsite. When I arrived at the campsite, he was telling stories.

5. He was putting out the campfire when I arrived at the campsite. When I arrived at the campsite, he was putting out the campfire.
6. He was looking at the stars when I arrived at the campsite. When I arrived at the campsite, he was looking at the stars.

5. Students practice the pattern on their own.

Student Book page 15

### C Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What were you doing when you saw the deer? I was setting up the tent.*
2. Direct students to the grammar box on page 15, then play Class CD1 Track 25. Students listen, ask, and answer along with the CD.



What were you doing when you saw the deer? I was setting up the tent.

1. What were you doing when you saw the deer? I was setting up the tent.
2. What were you doing when you saw the deer? I was roasting fish.
3. What were you doing when you saw the deer? I was putting out the campfire.
4. What were you doing when you saw the deer? I was looking at the stars.
5. What were you doing when you saw the deer? I was telling stories.
6. What were you doing when you saw the deer? I was building a campfire.

3. Students practice in pairs, using their books.

## Skills Reading & Writing

### D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Students look at the picture, talk about what they see, and about what they think the title means.
2. Play Class CD1 Track 26. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally or write the answers in their notebooks, using the text as a reference. Encourage students to write complete sentences.
4. Check answers together.

### Answer Key

1. He was setting up his tent.
2. The best time to see stars is at night, when it's clear and not cloudy.
3. He's learning their names and how to read a star map.

### E Add quotation marks. Then rewrite.



1. Call students' attention to the rule. Students read the sentences and write quotation marks around words someone said.
2. Read each sentence aloud. Students add quotation marks to the sentences and rewrite them in their notebooks.
3. Check answers together.

### Answer Key

1. "Hi. Welcome to the campsite!"
2. "I want to explore the cave," said Karen.
3. "How many leaves did you collect?"

## Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

**Critical Thinking/Communication:** Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking skills to look together at the picture in Exercise B to determine what the children were doing at night. They use their communication skills to take turns asking and answering *What were they doing at night?*

## Games and Activities

- **Toss and Tell** (Teacher's Book pages 28–31). When they catch the beanbag, students must answer a question from Lesson 2.
- **Word Roll** (Teacher's Book pages 28–31). Pairs of students make dice using the phrases from Lessons 1 and 2. Students roll the dice and use the phrase on top as a cue for question and answer practice.

### Extra Practice

Workbook pages 14–15

Student Audio CD Tracks 16–18

iTools

Online Practice



Lesson 3 Reading

**A Talk about the story. Then listen and read.**

**The Cave**

Danny and Mike are studying insects when they find some animal tracks. They follow the tracks to a cave. Mike takes out his flashlight and looks inside.

"Let's explore it!" says Danny. In the cave, they find more tracks. They see brown spiders, green frogs, and black ants.

The boys walk for a long time. They start to worry, but then Mike sees a way out.

"Look, Danny!" says Mike. "We should go back to the campsite."

The boys are hungry and tired. They look around but can't tell where they are.

"I think we're lost!" says Danny.

Then they hear something behind them.

"Hi, Danny. Hi, Mike," says Emma. "Where were you all day?"

"Emma! Julie!" the boys shout.

"We got lost!" says Mike. "Which way is the campsite?"

"It's that way," says Julie. "We'll go with you."

"Thanks a lot! Is it far?" asks Mike.

"Not really," says Emma. "Look over there!"

Emma points to some trees. Mike and Danny look. The campsite is right in front of them!

**Value**  
Be helpful.

**B Who said it? Read and circle.**

- "Which way is the campsite?"  
a. Mike  
b. Julie  
c. Emma
- "Let's explore it!"  
a. Emma  
b. Danny  
c. Julie
- "We'll go with you."  
a. Julie  
b. Mike  
c. Danny
- "Is it far?"  
a. Danny  
b. Emma  
c. Mike

**C Sing.**

**Which Way Is the Coffee Shop?**

Which way is the coffee shop?  
It's that way.  
Thanks a lot!  
Which way is Mexico?  
Sorry, I don't know.

Which way is the city zoo?  
It's over there.  
We'll go with you.  
Thank you! Thank you! Thank you!  
Thanks a lot!

**D Listen and say. Then act.**

Which way is the campsite?  
It's that way. → Thanks a lot!  
Sorry, I don't know. → Thanks, anyway.

Look at **A**. How do the boys feel when they get lost?

Unit 2

Student Book pages 16–17

**Objectives**

- Asking for help with directions

**Vocabulary**

Story: follow, way out, shout, far

**Conversation**

- Which way is the campsite?  
It's that way.  
Thanks a lot!
- Which way is the campsite?  
Sorry, I don't know.  
Thanks, anyway.

**Value**

Be helpful.

**Materials**

Class CD1 Tracks 27–29

Student Book page 16

**Warm up**

1. Greet the class. Then start a conversation chain to practice: *What were you doing last night?* Begin the chain by asking S1, then S1 asks S2, and so on.
2. **Picture Pieces.** Review camping vocabulary from Lessons 1 and 2. Slowly draw a vocabulary item and have students try to guess the answer before you finish.
3. Review Unit 1, Lesson 2 grammar. Write the six vocabulary phrases on the board. Ask S1 *What were you doing when you saw the deer?* and point to a phrase. S1 uses the phrase as a prompt, *I was telling stories.* Then point to a different phrase for S2's turn.

**A Talk about the story. Then listen and read.**



See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.
2. Introduce the new words. Write each word on the board. Have students guess the meaning of the words from context and compare their answers with a partner. Check answers with the class.

3. Play Class CD1 Track 27. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be helpful* and discuss what this means. Ask the students if they can think of other examples of this value. Play the track again.
5. Tell students they will rewrite the ending of the story. Have students read the story on their own and then change the last five lines after Mike asks *Where is the campsite?* Give students a few minutes to write. Go around and help as needed. Then elicit story endings from the class.

Student Book page 17

**B Who said it? Read and circle.**

1. Students read the quotations and circle the name of the speaker.
2. Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
3. Check answers together.

**Answer Key**

- |       |       |
|-------|-------|
| 1. a. | 2. b. |
| 3. a. | 4. c. |

## C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 28. Students listen and sing along with the CD.



### 28 Which Way Is the Coffee Shop?

Which way is the coffee shop?  
It's that way.  
Thanks a lot!  
Which way is Mexico?  
Sorry, I don't know.  
Which way is the city zoo?  
It's over there. We'll go with you.  
Thank you! Thank you! Thank you! Thanks a lot!  
Which way is the coffee shop?  
It's that way.  
Thanks a lot!  
Which way is Mexico?  
Sorry, I don't know.  
Which way is the city zoo?  
It's over there. We'll go with you.  
Thank you! Thank you! Thank you! Thanks a lot!  
Thank you! Thank you! Thank you! Thanks a lot!

3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.

## D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Students read and act out the different conversations in the speech bubbles.
2. Play Class CD1 Track 29. Students listen and say with the CD.



Which way is the campsite?  
It's that way.  
Thanks a lot!  
Which way is the campsite?  
Sorry, I don't know.  
Thanks, anyway.

3. Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

## Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

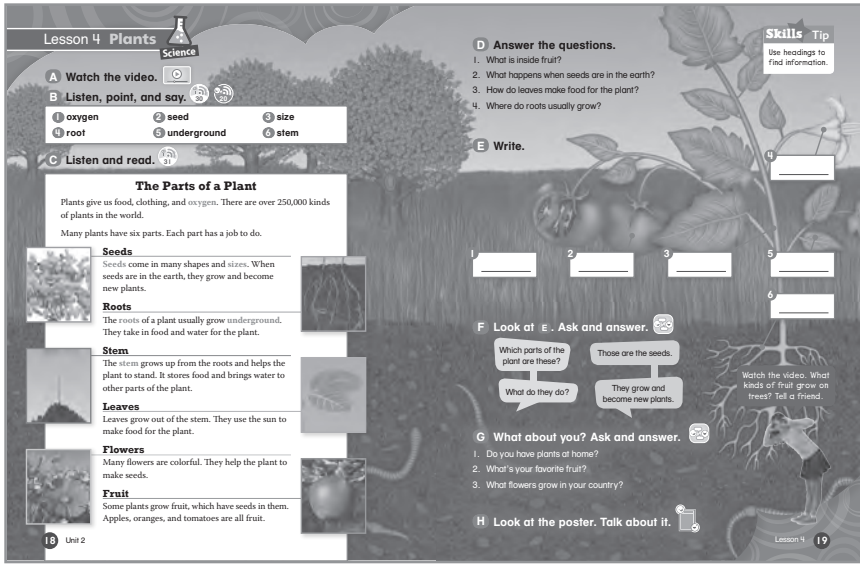
**Critical Thinking/Communication:** Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking skills to look together at the story in Exercise A to determine how the boys feel when they get lost. They use their communication skills to take turns asking and answering *How do the boys feel when they get lost?* (e.g., *They feel, hungry, nervous, tired, etc.*)

## Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the key sentences from the story on page 16, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- **Order the Text** (Teacher's Book pages 28–31). Write out the key sentences from the story on strips of paper. Give one complete set of strips to each student. Read the passage aloud. Students listen and put the strips in order.
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value *Be helpful*. Prompt students by asking how they can be helpful when camping or who they help at home. Have students write a sentence or a dialogue about their drawing as in Activity D. Finished drawings can be presented to the class.

## Extra Practice

Workbook pages 16–17  
Student Audio CD Track 19  
Unit 2, Lesson 3 Worksheet  
iTools  
Online Practice



Student Book pages 18–19

**Objectives**

- Identifying and talking about parts of a plant

**Grammar**

- Questions with *these/those*  
*Which parts of the plant are these?*  
*Those are the seeds.*
- What questions with *do*  
*What do they do?*  
*They grow and become new plants.*

**Vocabulary**

Plants: oxygen, seed, size, root, underground, stem

**Materials**

Class CD1 Tracks 30–31; Unit 2 Video and Poster, Plants

Student Book page 18

**School Subject Connection: Science** 

Lesson 4 is a cross-curricular lesson with a connection to science. Ask students to tell you about their science classes. If possible, bring to class some potted plants. Let students talk about them and point out the plant parts.

**Warm up**

1. Greet the class. Then ask a few individual students *How were you helpful yesterday?* Next, students greet their classmates and ask how they were helpful.
2. Elicit the language from Unit 2, Lesson 3: *Which way is the campsite?* Students practice the expression with their classmates.
3. Sing *Which Way Is the Coffee Shop?* (Class CD1 Track 28).

**A Watch the video.** 

See *Teaching with Videos*, Teacher's Book pages 26.

**Before you watch:** Tell the class they're going to watch a video about a special project in the UK that grows many types of plants. Ask students to share what they already know about plants.


1. Play the video. See Video Scripts on Teacher's Book 116–118 for reference.

2. Play the video again. Pause the video and ask students questions about the plants, e.g., *What kinds of plants do you see? What do plants give us?* etc.

**B Listen, point, and say.**

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD1 Track 30. Students listen, point to the words, and say along with the CD.

 **30**

1. oxygen	2. seed	3. size
4. root	5. underground	6. stem

3. Students practice saying the new vocabulary on their own, using their books.

**C Listen and read.**

1. Students look at the pictures and talk about what they see. Students say what they think the title *The Parts of a Plant* means.
2. Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
3. Play Class CD1 Track 31. Students listen and read aloud with the CD.

4. Play the track again. Students listen and read along silently.
5. Students read the passage on their own.

Student Book page 19

## D Answer the questions.



1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *Use headings to find information.* Explain that a *heading* is like the title of a paragraph. Demonstrate the tip with an example from the text in Activity C.
3. Students answer the questions orally or in their notebooks. Encourage students to use complete sentences in their answers.

### Answer Key

1. Seeds are inside fruit.
2. They grow and become new plants.
3. They use the sun.
4. Roots grow underground.

## E Write.



1. Direct students' attention to the diagram on page 19. Have students talk about what they see.
2. Students write the names of the plant parts in the correct places.
3. Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.
4. Check the answers together.

### Answer Key

- |           |          |          |
|-----------|----------|----------|
| 1. seeds  | 2. fruit | 3. stem  |
| 4. flower | 5. leaf  | 6. roots |

## F Look at E. Ask and answer.



Student pairs look at the pictures in Activity E and practice the language pattern in the speech bubbles.

## G What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.

3. Student pairs practice the questions and then switch roles.

### Possible Answers

1. Yes. We have plants in the windows in our house.
2. Bananas are my favorite fruit.
3. In my country there are many colorful flowers.

## H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, talk generally about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

## Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

**Critical Thinking/Collaboration:** Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Divide students into small groups and have them use critical thinking skills to write a list of fruit that grows on trees. Then the students will collaborate to vote on their favorite fruit that grows on trees.

## Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Write five of the six new plant part words on the board. Students name the word that's missing.
- **Listen and Draw** (Teacher's Book pages 28–31). Describe a plant, part by part, and have students draw each part as you say it. Don't say one part. After you are finished, ask students to name the missing part.

## Extra Practice

Workbook pages 18–19  
 Student Audio CD Track 20  
 Unit 2, Lesson 4 Worksheet  
 Unit 2 Test  
 iTools  
 Online Practice



# Check Up 1

**Check Up 1**  
Units 1 and 2

**A Listen, number, and match.**

set up the tent  
 ride a roller coaster  
 collect leaves  
 read a lot of books  
 sleepy  
 look at the stars

**B Read, circle, and check.**

1. How did you feel when you act / acted in a play?  
 I felt shy, but he felt confident.  
 I felt confident, but he felt shy.

2. What were you doing / do when you saw the deer?  
 I was putting out the campfire.  
 I was building a campfire.

3. What did she do when she was in / on vacation?  
 She learned how to dive.  
 She won a competition.

4. What was he doing in the morning / afternoon?  
 He was exploring a cave.  
 He was identifying trees.

**C Write.**

1. What did the boy do when he was on vacation?  
 2. How did he feel when he learned how to dive?  
 3. What was the girl doing in the afternoon?  
 4. What was the mother doing when she saw the deer?

**D Listen and write. Then act.**

1. \_\_\_\_\_

2. Which way is the campfire?

No, thanks. I'd rather play video games.

**E What can you do? Read and write the number.**

I can talk about...		Key		
activities	<input type="checkbox"/>	camping in the woods	<input type="checkbox"/>	① I need help with this.
feelings	<input type="checkbox"/>	making camp	<input type="checkbox"/>	② I can do this a little.
travel and trade	<input type="checkbox"/>	plants	<input type="checkbox"/>	③ I can do this well.
values	<input type="checkbox"/>	I can be brave.	<input type="checkbox"/>	④ I can help others with this.
	<input type="checkbox"/>	I can be helpful.	<input type="checkbox"/>	

Student Book pages 20–21

## Review Language

• Units 1 and 2 grammar and vocabulary

## Materials

Class CD1 Tracks 32–33

## Student Book page 20

### Warm up

- Greet the class. Greet a student and ask *What's your favorite fruit?* Students practice with their classmates.
- Sing *Which Way Is the Coffee Shop?* (CD1, Track 28).
- Read aloud the Units 1 and 2 vocabulary. Students use the words in sentences.

### A Listen, number, and match.

See *Teaching Check Ups*, Teacher's Book page 25.

Play Class CD1 Track 32. Students listen and number the items in the order they hear them. Then they match the pictures with the phrases. Check answers with the class.

**32**

1. sleepy	2. set up the tent
3. look at the stars	4. collect leaves
5. ride a roller coaster	6. read a lot of books

### Answer Key

**center column, top to bottom:** 2, 5, 4, 6, 1, 3  
**left column:** 3, 6, 1  
**right column:** 2, 5, 4

### B Read, circle, and check.

- Students examine the pictures and the questions. They circle the correct word to complete the sentence. Then they answer the question based on what they see in the picture.

### Answer Key

- |                  |                    |
|------------------|--------------------|
| 1. acted/2nd box | 2. doing/1st box   |
| 3. on/2nd box    | 4. morning/2nd box |

- With a partner, have the students use their books to practice asking and answering the questions.
- Write new questions on the board for each picture and have volunteers answer. Then have students practice the new questions and answers in new pairs. (e.g., *How did the boy feel when he acted in a play? He felt shy.*)

## Student Book page 21

### C Write.

- Students examine the picture and write answers to the questions. Encourage them to write complete sentences.

### Answer Key

1. The boy/He learned how to dive.
2. The boy/He felt nervous.
3. The girl/She was picking strawberries.
4. The mother/She was roasting a fish.

2. Students read their answers to the class. Then they practice asking and answering the questions with a partner.

### D Listen and write. Then act.



1. Play Class CD1 Track 33. Students listen. Play track again and students fill in the blanks with the sentences they hear.



1. Come on! Let's learn how to surf.  
No, thanks. I'd rather play video games.
2. Which way is the campsite?  
Sorry, I don't know.

2. Students practice the conversations with a partner. Provide classroom objects for them to use as they act out the conversations.

### E What can you do? Read and write the number.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.

## Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

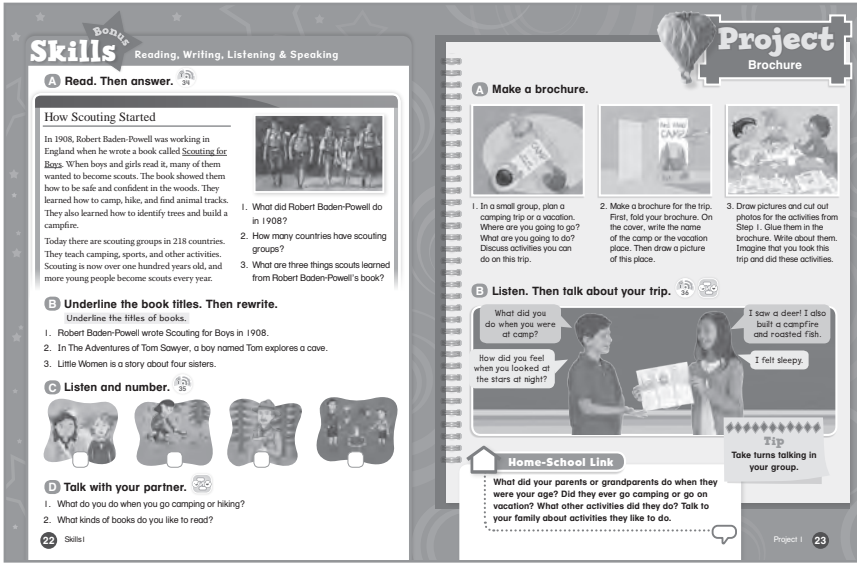
- **Categories** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, *Activities, Feelings, Camping verbs*, etc.
- **Charades** (Teacher's Book pages 28–31) using language from Units 1 and 2.
- **Teacher's Mistake** (Teacher's Book pages 28–31) using language from Units 1 and 2. For example, mime being nervous and say, "I feel confident." Or draw a picture of a strawberry and a deer on the board and say, "I was roasting a fish when I saw the deer." Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you mime or draw items, say some correct sentences and some incorrect ones so that students have to listen carefully.

### Extra Practice

Workbook pages 20–22

iTools

Online Practice



Student Book pages 22–23

### Skills

- Reading a paragraph, underlining book titles, listening and numbering, speaking about activities and likes.

### Materials

Class CD1, Tracks 34–36

### Project Language

- Units 1 and 2 grammar and vocabulary

### Materials

Photocopiable Project Template; crayons or markers, paper, scissors

### Student Book page 22

#### Warm up

1. Play **Bingo** (Teacher's Book pages 28–31) with student-made cards of Lesson 1 vocabulary from Units 1 and 2.
2. Sing *Let's Learn How to Surf* (CD1 Track 15).

#### A Read. Then answer.

See *Teaching Skills*, Teacher's Book page 24.

1. Students look at the picture, read the title and the questions, and then discuss what they think the text will be about.
2. Play Class CD1 Track 34. Students listen and read with the CD. Play the track again.
3. Read each question aloud with the class. Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences.
4. Check answers together.

#### Answer Key

1. In 1908, Robert Baden-Powell wrote *Scouting for Boys*.
2. Today, 218 countries have scouting groups.
3. Scouts learned how to camp, hike, and find animal tracks from Robert Baden-Powell's book.

#### B Underline the book titles. Then rewrite.

1. Call students' attention to the rule: *Underline the titles of books*. Explain that when typed or printed, titles appear in italics. When written out by hand, titles are underlined.
2. Read each statement aloud with the class. Students answer orally then write their answers in a notebook.
3. Check answers together.

#### Answer Key

1. Robert Baden-Powell wrote Scouting for Boys in 1908.
2. In The Adventures of Tom Sawyer, a boy named Tom explores a cave.
3. Little Women is a story about four sisters.

#### C Listen and number.

1. Play Class CD1 Track 35. Students listen and number the pictures.



1. In 1908, Robert Baden-Powell wrote a book called Scouting for Boys.
2. They learned how to camp, hike, and find animal tracks.

3. They also learned how to identify trees and build a campfire.
4. Today there are groups in 218 countries. They teach camping, sports, and many other activities.

2. Play the track again. Students listen and check their answers.
3. Check answers together.

#### Answer Key

1. Picture 3    2. Picture 2    3. Picture 4    4. Picture 1



## D Talk with your partner.

1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs ask and answer the questions and then switch roles.

#### Possible Answers

1. When I go camping, I like to build a campfire.
2. I like to read mystery books and science books.

# Project Brochure

Student Book page 23

## A Make a brochure.

See *Teaching Projects*, Teacher's Book page 27.

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain to students that they will work in groups to plan a camping trip or vacation and then make a brochure about it. Review related vocabulary from Units 1 and 2.
2. Students plan their vacation and activities in groups.
3. Students make the cover of their brochure.
4. Students decide how to illustrate their brochures. They draw pictures, cut them out, and glue them to the inside of their brochure.

## B Listen. Then talk about your trip.



1. Play Class CD1 Track 36. Students listen, point to the speech bubbles, and say along with the CD.



What did you do when you were at camp?  
I saw a deer. I also built a campfire and roasted fish.  
How did you feel when you looked at the stars at night?  
I felt sleepy.

2. Draw students' attention to the tip: *Take turns talking in your group*. Demonstrate with one of the groups by pointing to one student and have them say one sentence about the brochure and then point to another student to say a different sentence.

3. Student pairs practice the pattern using their books.
4. Play **Station Stop** (Teacher's Book pages 28–31) using a group's brochure at each station.

## Home-School Link

1. Tell the students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class. Talk about different activities they can ask their family about.
3. Students talk to their family members and make a list or a chart of the responses.

## Games and Activities

- **Skills: Circles** (Teacher's Book pages 28–31) with the question and answer patterns from Units 1 and 2, e.g., S1: *How did you feel when you rode a roller coaster?* S2: *I felt nervous.*
- **Project: Two Truths and a Lie** (Teacher's Book pages 28–31) using language from Units 1 and 2 and the brochures. For example, show the class one of the brochures and say two true sentences about one of the activities and one lie.

## Extra Practice

Workbook page 23  
iTools  
Online Practice