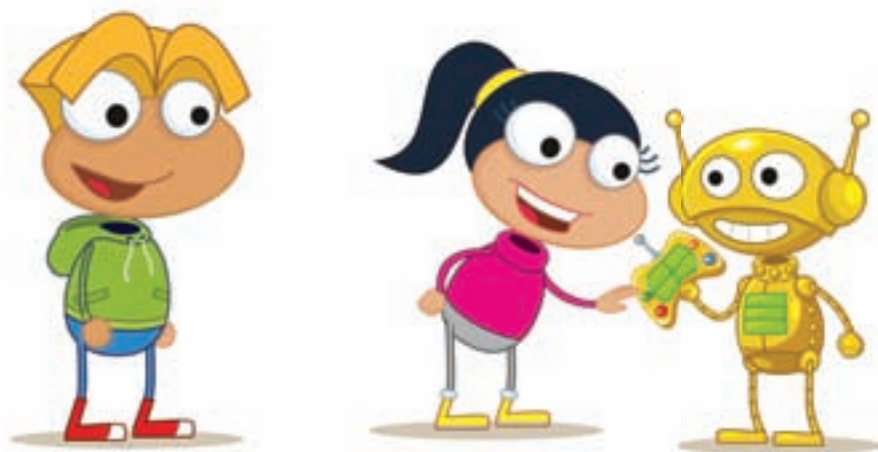


Poptropica[®] English Islands

TEACHER'S BOOK **6**

Future Island



Poptropica[®] English Islands

TEACHER'S BOOK 6

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Scope and sequence

Welcome

Vocabulary: Senses: look, smell, taste, sound, feel

Structures:	Does it look good? Yes, it does. / No, it doesn't. What does it look like? It looks good. / It looks like a cake.	He is nice, isn't he? She isn't sad, is she? You are clever, aren't you? They aren't good at computing, are they?
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1 Adventure camp

Vocabulary: **Camping equipment:** sleeping bag, tent, rucksack, pegs, compass, torch, campsite, fire, first aid kit, air pump, air mattress
Camping activities: take down the tent, pitch the tent, put in the pegs, set up the bed, cover our heads, light a fire, keep out of the rain, read a compass

Structures:	We start hiking. They finish eating. I enjoy chatting to friends. We don't like sleeping in a tent.	I can pitch a tent, but I can't read a compass. I'm cold, so I'm lighting a fire. The rainforest is perfect for species to live in. We need rainforests to help the world climate.
--------------------	---	--

Values: Safety first! Think about safety when you go camping.

Phonics & Spelling: Inflectional endings *-ed* and *-ing*
(chatted, chatting, planned, planning, shopped, shopping, stopped, stopping, hopped, hopping)

CLIL: Natural Science (deforestation)

Wider World: Camping around the world

Writing: a diary entry

2 Wildlife park

Vocabulary: **Wild animals:** rhino, cheetah, koala, lemur, camel, whale, seal, otter, turtle, tiger
Superlative adjectives to describe animals: tallest, longest, shortest, biggest, smallest, heaviest, lightest, fastest, slowest

Structures:	How heavy is it? It's eight hundred kilograms. How tall is it? It's five metres tall. The giraffe is taller than the rhino. The rhino is heavier than the otter.	Are otters faster than snakes? Yes, they are. / No, they aren't. Were the trees taller than the houses? Yes, they were. / No, they weren't. Which is the heaviest? The hippo is the heaviest. Marine fossils are found under the sea. The world's oldest fossil was found in Quebec.
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Values: Think before you act.
Think carefully before making important decisions.

Phonics & Spelling: Comparative and superlative endings *-er* and *-est*
(taller, tallest, longer, longest, bigger, biggest, heavier, heaviest, lighter, lightest, faster, fastest, slower, slowest, later, latest)

CLIL: Natural Science (fossils)

Wider World: Animal talk

Writing: an animal fact file

3 Where we live

Vocabulary:	Places in our town (1): shopping centre, post office, cinema, chemist, newsagent, college, circus, factory, theatre, supermarket Places in our town (2): university, airport, bookshop, fire station, police station, railway station, bus stop, guest house, stadium, underground	Values: Learn to be flexible and adapt to different situations.	
Structures:	How do you get to the swimming pool? Turn left at the corner, then go straight ahead. The swimming pool is at the end of the street. near / between / next to / behind / straight ahead / at the end of / in front of	If you want to buy a book, you should go to the bookshop. If I get lost, I can go to the police station. Towns aren't as big as cities. There are as many parks in a city as in a town. There isn't as much traffic in villages as in cities.	Phonics & Spelling: Suffixes <i>-ful</i> and <i>-ly</i> (friendly, quickly, strangely, kindly, careful, easily, carefully, colourful) CLIL: Social Science (urban and rural life) Wider World: Our homes Writing: a friendly email about a place

4 Good food, good mood

Vocabulary:	International food: curry, omelette, spaghetti, fish and chips, paella, dumplings, sushi, stew, rice and beans Cooking verbs and objects: made a list, bought food, read a recipe, prepared the ingredients, turned on the oven, served a meal, washed the dishes, had a meal	Values: Relaxing is important.	
Structures:	I cooked an omelette. She didn't eat spaghetti. Did they go to the lake? Yes, they did. / No, they didn't.	I was preparing the pizza when the power went off. While I was walking to the supermarket, I lost the recipe. I didn't have a lot of energy, did I? You did lots of exercise, didn't you?	Phonics & Spelling: Review simple past <i>-ed</i> : /t/ /d/ /ɪd/ (played, followed, visited, decided, painted, packed, ended, stopped, missed, collected, lived, recorded, passed, watched, opened, revised, remembered, dropped) CLIL: Social Science (healthy lifestyles) Wider World: Health blogs Writing: a text describing similarities and differences between two things

5 Arts and entertainment

Vocabulary:	Film genres: thriller, comedy, sci-fi, romance, musical, cartoon, action, fantasy, biography, mystery Musical instruments: cello, harmonica, saxophone, triangle, cymbal, drums, clarinet, harp, tambourine, trumpet	Values: Planning can help us reach a goal.	
Structures:	Have you ever written a blog? Yes, I have. / No, I haven't. I've already seen the film. He hasn't read the book yet. They've never seen a thriller.	I've been here for two hours. I've played the harmonica since I was seven. I've just heard my favourite song on the radio. Have you ever listened to country music? Have you heard the new rock song yet? How long has she played the piano?	Phonics & Spelling: Question tags and intonation (It's cold, isn't it? Not really! It's cold, isn't it? Yes, it is.) CLIL: Music (types of music) Wider World: World instruments Writing: complete an application form

6 Trips

Vocabulary:	Tourist attractions: museum, aquarium, theme park, palace, botanical gardens, water park, castle, national park, skyscraper Theme park attractions: go on the big wheel, go on the dodgems, play mini-golf, go on the carousel, go on the boating lake, go on the rollercoaster, go on the pirate ship, go on the water slide		Values: Learn to be self-sufficient. You can always do some things by yourself. Phonics & Spelling: Adding prefixes (untidy, unhealthy, dislike, disorder, impossible, impersonal, react, reread, prehistoric, prepay, illegal, irregular, informal, indiscreet)
Structures:	What will you do tomorrow? I'll go to the castle. Will you go to the national park? Yes, I will. / No, I won't.	Shall we go on the big wheel? I'm not sure. What else could we do? We could go on the rollercoaster. Humid air means you will feel hotter in summer. Lots of cirrus clouds tell us it is going to rain soon.	CLIL: Natural Science (weather forecasting) Wider World: How we travelled on our holidays Writing: a postcard describing a holiday

7 Space

Vocabulary:	Objects in space: space station, satellite, astronaut, planet, telescope, alien, spaceship, comet, space shuttle, rocket Opinion adjectives: complicated, amazing, frightening, intelligent, brilliant, important, interesting, expensive, horrible, fascinating		Values: Use your imagination to solve problems. Phonics & Spelling: s- at the beginning of a word (smart, small, smile, still, strange, street, skeleton, ski, skate, space, Spain, sports, scary, school, screen)
Structures:	We need to bring warm clothes. We ought to book tickets. I think we should bring our dinner. I had better go now!	Which planet is more interesting? The red planet is more interesting than the blue planet. Which subject is the most fascinating? Science is the most fascinating subject. Which telescope is less complicated? The small telescope is less complicated than the big telescope. Which telescope is the least complicated? The small telescope is the least complicated. You may get confused. Drivers have to be extra careful.	CLIL: Natural Science (distorting mirrors) Wider World: Space facts Writing: a short story

8 The environment

Vocabulary:	Ways to help the environment: recycle paper, recycle bottles, collect rubbish, take a shower, reuse plastic bags, turn off the lights, use public transport, use rechargeable batteries Ways to protect the environment: save trees, save resources, keep the planet clean, donate food, reduce waste, conserve energy, reduce pollution, car pool		Values: Save energy and look after the environment. Phonics & Spelling: Suffixes <i>-tion</i> and <i>-sion</i> (invasion, communication, motivation, decision, investigation, explosion, information, creation, pollution, reduction, production, conclusion, fiction, action)
Structures:	We can give a little food to the food bank. We can do a few things to help the homeless. There are plenty of people who can help. There is no glass here to send to the recycling bank. I've got enough recycled material here to make a mattress. a bottle of / half a cup of	If we reduce pollution, the air will be much cleaner. The air will be much cleaner if we reduce pollution. How many flowers do bees pollinate? How much honey can bees produce?	CLIL: Natural Science (why we need bees) Wider World: How much do we damage our planet? Writing: basic instructions for how to do something

Festivals

Vocabulary:	Bonfire Night: Houses of Parliament, gunpowder, plot, fireworks Christmas crackers: SNAP!, crossed arms, toilet roll Easter eggs: hard-boiled eggs, patterns, silver paper Wimbledon: championship, tickets, Game, Set, Match!
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Welcome

Lesson 1 Pupil's Book pages 6 and 7 or Poptropica English World

Lesson objective

To understand a story

Target language

late, strange, detector, buzzing, enough, machine, weird, model, trace, office, transport

Functional language

Come on. Yes, sir. OK, that's enough. Hurry up! Don't worry! Quick! Wow! You're good.


Materials

Audio; soft ball or small bean bag

Warm-up

- Play the game *What's your name?* with a soft ball or small bean bag. Pupils pass the ball or bag to one another and ask, *What's your name?* When they receive the ball or bag, they respond, *My name's (name)*. Continue until everyone in the class has introduced themselves.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're reading a story about the Time Hole Detector.*

Story

- Put pupils into pairs. Ask them to look at the characters, the captions and the background in the pictures and to predict what the story is about. They can look at other story pages in the Pupil's Book to help develop their ideas.
- Invite different pairs to feed back their ideas to the class.

1 Talk about the pictures. Then listen and read.

- Point to the characters in frames 1 and 2 and ask, *Where are they? What are they doing?* Then point to frame 6 and ask, *What are the other man and the woman doing?* Continue asking what pupils can see in the other frames.
- Play the audio. Pupils listen and follow in their books. Pause after the end of the sixth frame.

- Teach or check the meaning of *Time Hole Detector*, *weird*, and *all the time in the world*.
- Ask, *What are the names of the characters in the story? Why does Matt say the people are 'weird'? (Because they don't look like other workers at the time park.) Where does the woman want to go? (She wants to go home.) Why do they say they've got 'all the time in the world with this machine'? (Because they can time-travel with the Time Hole Detector and they can have a lot of time.)*
- Focus on frame 7 and point to the image of the mysterious couple being surprised by Matt. Ask, *What's happening here? (They heard a noise, and they know someone is watching them, so they escape.)* Then focus on the THD in frames 8 and 9, and ask, *What's that? (It's a time hole detector, which is a time-travel device.)* Explain that the THD is used to find time holes to go into, to travel in time.
- Play the rest of the audio. Pupils listen and read. Then check comprehension of the story: *Where did the mysterious couple go? (They went to 1950.) Where did Matt and AL go? (They went to a camp.) Who did they meet? (They met a girl named Bella.) What problem do they have? (Their THD isn't working properly.) What does Bella say the problem is? (The CTP port.)*

Role play

- Put pupils into groups of five and ask them to take the roles of Matt, AL, Dot and Zeb Martin, and Bella. Encourage them to use props to help them act out the story. They should read through the speech bubbles, using suitable intonation and emphasis, and practise acting out the story.
- When the pairs are ready, invite volunteers to perform their role play in front of the class.

Practice

Go to **Poptropica English World** to do an extra story activity here.

Activity Book page 2

1 Read and tick (✓).

- Put pupils into pairs. Ask them to discuss the answers to the questions without looking back at the story. When they have finished, allow them to check in the story before they answer in their books.
- Elicit the answers from the class. Invite individual pupils to read out the relevant sections in the story.

Welcome

1 Talk about the pictures. Then listen and read.

1 IT'S THE YEAR 2084. MATT WORKS AT THE FUTURE ISLAND TIME PARK. IT'S TIME TO GO HOME.

2 Hey, AL, does that look strange to you? Yes, sir. And the Time Hole Detector is buzzing!

3 WOAHH! OK, that's enough. We're going back in!

4 Hurry up, Dot! Don't worry! We've got all the time in the world with this machine!

5 There's something weird about those two people...

6 OK, I got what we need. We can go now. Good. I want to go home, Zeb.

6 Lesson 1 Can understand a story

7 Shh! What was that? Quick! We have to leave NOW!

8 Oh, no! They've stolen the new model THD. What should we do? Our THD has got a trace, sir!

9 So where are they now? In 1950, sir. Something's wrong with the THD. Hold on!

10 Um, I don't think this is 1950, AL. Sorry, sir. The THD is terrible again today! But we've still got the trace!

11 Oh! Who are you? You look like something out of a sci-fi film. Hi, I'm Matt. This is AL. Our transport isn't working.

12 THAT's your transport? It looks like a problem with the CTP port. Thanks. I'm Bella, by the way. Wow! You're good.

7 Lesson 1 Can understand a story

2 Read and circle T (True) or F (False).

- Explain to pupils that they are going to read different statements and decide whether they are true or false. Invite a pupil to read out the first statement, and elicit the correct answer from the class.
- When pupils have finished, put them into pairs to compare their answers. Allow them to check in the story.
- Elicit the answers from the class. For each statement, invite individual pupils to read out the relevant section in the story.

Extension questions

Write the following questions on the board: *Why do you think Dot and Zeb want to travel in time? How do you think Dot and Zeb steal the THD? What do you think the trace on the THD does? What was life like in the 1950s? What can people look like in sci-fi movies? What do you think will happen in the next episodes of the story?*

- Put pupils into pairs. Give them a few minutes to think of their answers. They can write their ideas in their notebooks.
- Invite different pairs to share their ideas with the rest of the class.

For Activity Book audioscripts and answer keys see p. 249.

Pop quiz

Put pupils into Team A and Team B. Say the name of a character from the story. The teams take turns to say something about the character, e.g. *AL: He helps Matt with useful information.* They win a point for each correct statement. If they make an incorrect statement or hesitate, they lose a turn and the other team gets an opportunity to answer. Do the same with different characters.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Lesson 2 Pupil's Book pages 8 and 9 or Poptropica English World

Lesson objective

To identify and describe characters in a story

Receptive language

modern, hard-working, expensive, technology, talkative, smart, mission, mysterious, bored


Materials

Audio; two *True* signs and two *False* signs

Warm-up

- Review the story on pages 6 and 7. Divide the class into two groups.
- Elicit vocabulary from the story and write the words on the board, e.g. *late, tired, THD, weird, trace, wrong with, transport, time park*. The groups should take turns to choose two words and make a sentence to connect them, e.g. *Matt is tired because it's late. There is something wrong with the THD. The weird people don't work at the time park*. Give points for correct sentences.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're identifying and describing characters in a story.*

Presentation

- Ask pupils what they can see on the page (*the Time Park, time travel, the adventure camp, the different characters*). Ask, *How did Matt and AL travel to the adventure camp? (They used the THD to travel through time and space.)*
- Review the characters' names and ask pupils to read the information about each character. Then invite different pupils to read the texts aloud.
- Put pupils into pairs. Explain to pupils that they should take turns to ask and answer about the characters. Model by pointing to Bella and asking, *What's she good at? (She's good at computers.)*
- Ask pupils what they think about the concept of time travel. Ask, *Would you like to try time travel? Where would you go? What would you do?*

Go to **Poptropica English World** to do an extra story activity here.

Practice

2 Work with a friend and write in your notebook. What things can you see in Future Island that we do not have now?

- Show the poster of Future Island. Ask pupils to describe what they can see, e.g. *The police officer is a robot. Cars can fly in the sky.*
- Pupils should work in pairs to compare Future Island with their own lives. Encourage them to make notes.
- Ask pupils to work on their own to write sentences in their notebooks.
- Invite individual pupils to read out their sentences to the class. Have a class discussion.

ANSWER KEY 1 flying cars 2 robots 3 a THD
4 lights in the sky

3 Listen and read about the characters. Then write in your notebook.

- Invite individual pupils to read out each of the four questions. Explain to pupils that they are going to read the information about the characters again so that they can answer the questions.
- Play the audio. Pupils listen and follow in their books.

Audioscript

CD1, Track 03

- 1 This is Matt. He works at the Time Park on Future Island. He is a time engineer. He works in a very modern office. Matt is hard-working and helpful. He often works very late at night.
- 2 This is AL. He is Matt's robot assistant. He was made with expensive technology. He helps Matt solve difficult problems. They often time-travel together. AL is talkative and very smart. He likes working for Matt.
- 3 This is Bella. Bella is at an adventure camp. She joins Matt and AL on their mission. She will try to help them find the mysterious couple. Bella is clever, creative and friendly. She is good at computing and is never bored.
- 4 This is the mysterious couple who took the Time Hole Detector – called the THD for short. Now they want to go home. They are clever and fast. Who are they? Why did they take the technology? Matt wants to know the answers to these questions.

- Give pupils time to write their answers in their notebooks. Then put pupils into pairs. They should take turns to read out the questions and their answers.

ANSWER KEY 1 He is a time engineer. 2 He is Matt's robot assistant. 3 She is at an adventure camp. 4 They want to go home.

Matt's office in the Time Park

Travel through time and space with a THD

1

Matt

This is Matt. He works at the Time Park on Future Island. He is a time engineer. He works in a very modern office. Matt is hard-working and helpful. He often works very late at night.

2

AL

This is AL. He is Matt's robot assistant. He was made with expensive technology. He helps Matt solve difficult problems. They often time-travel together. AL is talkative and very smart. He likes working for Matt.

3

Bella

This is Bella. Bella is at an adventure camp. She joins Matt and AL on their mission. She will try to help them find the mysterious couple. Bella is clever, creative and friendly. She is good at computing and is never bored.

4

Zeb

Dot

2 Work with a friend and write in your notebook. What things can you see in Future Island that we do not have now?

- 1 ...
- 2 ...
- 3 ...
- 4 ...

3 Listen and read about the characters. Then write in your notebook.

- 1 What's Matt's job?
He ...
- 2 What's AL's job?
He ...
- 3 Where is Bella?
She ...
- 4 What do the mysterious couple want to do?
They ...

4 Correct the sentences in your notebook.

- 1 Matt doesn't work at the Time Park.
...
- 2 Bella doesn't understand computers.
...
- 3 AL isn't talkative.
...
- 4 The mysterious couple are slow and stupid.
...

5 Ask and answer. What do you think will happen in the story?

I think Matt will...

I think the mysterious couple will...

I think Bella will...

8 Lesson 2 Can identify and describe characters in a story

Lesson 2 Can identify and describe characters in a story **9**

4 Correct the sentences in your notebook.

- Invite individual pupils to read out the statements about the characters. Elicit that these statements are incorrect. Explain to pupils that they should read the story on pages 6 and 7 and the texts on pages 8 and 9 to find the correct information. Give pupils time to write correct sentences in their notebooks.

ANSWER KEY 1 Matt works at the Time Park. 2 Bella is good at computing. 3 AL is talkative. 4 The mysterious couple are clever and fast.

5 Ask and answer. What do you think will happen in the story?

- Put pupils into pairs. Ask them to discuss where they think Matt, AL and Bella will go next, what they will find there and what the mysterious couple will do.

Go to **Poptropica English World** to do an extra story activity here.

Activity Book page 3

3 Who are they? Write.

- Pupils match the pictures of the characters with their names.

4 Look at Activity 3 and number.

- Pupils read the descriptions and match them with the pictures of the characters in Activity 3.

5 What do you think is going to happen in the story? Circle.

- Pupils choose the best words to complete statements about the story.

For Activity Book audioscripts and answer keys see p. 249.

Pop quiz

Put pupils into Team A and Team B, and hand out a *True* sign and a *False* sign to each team. Ask pupils to close their books. Say different true/false statements about each of the characters, e.g. *Matt is a time engineer (True)*, *Bella isn't good at computers (False)*. The first team to hold up the correct sign wins a point.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Lesson 3 Pupil's Book page 10 or Poptropica English World

Lesson objective

To recognise what something looks/smells/tastes/sounds/feels like

Revision

Body parts (eyes, nose, mouth, ears, hands)

Target language

Senses: look, smell, taste, sound, feel

Does it look good? Yes, it does. / No, it doesn't.

What does it look like? It looks good. / It looks like a cake.

Materials

Audio; different objects


Optional activity materials

Different objects

Warm-up

- Review the body parts related to the five senses. Point to your eyes and elicit *eyes*. Do the same with *nose*, *mouth*, *ears* and *hands*.
- Show different objects or photos of different objects, e.g. a spiky hairbrush, a round stone, a soft toy, etc. Invite the class to use their five senses to describe each object. Write the words on the board, e.g. *spiky*, *round*, *soft*.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're talking about what something looks, smells, tastes, sounds and feels like.*

Presentation

 **Look!**


- Ask pupils to read the *Look!* box. Play the audio as they read. Elicit that we can substitute *look/s* for *feel/s*, *smell/s*, *sound/s* and *taste/s*, and that we can substitute *it* for any item, e.g. *Ice feels cold*.
- Ask pupils to copy the examples from the *Look!* box into their notebooks, changing the wording so that the sentences are memorable for them.
- Put pupils into pairs. Ask them to take turns to describe the objects you showed in the warm-up, e.g. *The stone looks round*, *The toy feels soft*. Invite individual pupils to say their descriptions to the class.

- Ask pupils to write their sentences in their notebooks.
- Encourage pupils to refer to the grammar reference on p. 112.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

 **6 Listen and say.**

- Play the audio. Pupils listen, follow in their books and repeat.
- Say, *What does it look like?* and point at your eyes. Invite pupils to copy you. Do the same with *smell* (nose), *taste* (mouth), *sound* (ears) and *feel* (hands).
- Ask, *Does it look good?* and encourage pupils to point to their eyes. Do the same with *smell*, *taste*, *sound* and *feel*.

Practice

 **7 Listen and find. Then match with the photos.**

- Ask pupils to look at the table and the photos below. Explain to pupils that they are going to hear descriptions of each of the items in the photos. They should listen carefully to identify the correct row in the table. Then they should match the rows in the table to the photos.
- Elicit the meaning of each of the adjectives in the table, using L1 if necessary. For each adjective, encourage pupils to point to their eyes, nose, mouth, ears or hands, to indicate which sense it relates to.
- Play the audio. Pupils listen and follow in their books. In their notebooks, they should write the number 1–4 of the row and the letter a–d of the photo.

Audioscript

CD1, Track 06

- 1 This is a fruit. It looks strange. It feels spiky and tastes sweet.
- 2 This is a musical instrument. It looks round and feels hard. It sounds loud.
- 3 Some people think this looks scary. It feels furry.
- 4 It looks wet and feels cold.

- Put pupils into pairs to compare their answers. Play the audio again so that pupils can check.
- Elicit the answers from the class.

ANSWER KEY

- 1 strange, spiky, sweet, c
- 2 round, hard, loud, d
- 3 scary, furry, a
- 4 wet, cold, b

 **8 Look at Activity 7 and write in your notebook.**

- Explain to pupils that they are going to use their answers from Activity 7 to write sentences.



6 Listen and say.



Does it look good?	Yes, it does . / No, it doesn't .
What does it look like?	It looks good.
	It looks like a cake.

GRAMMAR REFERENCE > PAGE 112

1 look

2 smell

3 taste

4 sound

5 feel



7 Listen and find. Then match with the photos.

	looks		feels		smells/sounds/tastes	
1	strange	hard	spiky	soft	nice	sweet
2	round	red	smooth	hard	loud	quiet
3	cute	scary	hot	furry		
4	wild	wet	cold	hot		

a



b



c



d



8 Look at Activity 7 and write in your notebook.

- The ... feels ... and tastes ...
- The ... looks ... and ... loud.
- The ...
- The ice cube ...

10 Lesson 3

Can recognise what something looks/smells/tastes/sounds/feels like

7 Think and write.

- Explain to pupils that they are going to think about different items which they can describe with each of the adjectives. Review the meaning of each adjective, using L1 if necessary.
- Put pupils into pairs to discuss possible answers.
- Invite individual pupils to read out their completed sentences to the class.



8 Listen and tick (✓). Then write.

- Explain to pupils that each row refers to a different item and that they should tick the adjectives they hear in the description. Review the meaning of each adjective, using L1 if necessary.
- Play the audio. Pupils listen, follow in their books and tick.
- Put pupils into pairs to compare their answers. Play the audio again so that they can check. Then ask them to match the words in the box to the descriptions.
- Elicit the answers from the class.

For Activity Book audioscripts and answer keys see p. 249.

- Give pupils time to write their sentences. Then put them into pairs. They should take turns to read out their sentences.
- Invite individual pupils to read out their sentences to the class. Encourage the class to correct them, if necessary.

ANSWER KEY


- The fruit feels spiky and tastes sweet.
- The musical instrument looks round and sounds loud.
- The spider looks scary and feels furry.
- The ice cube looks wet and feels cold.

Activity Book page 4

6 Complete the sentences.

- Explain to pupils that they are going to complete the sentences with the correct adjective from the box. Review the meaning of each adjective, using L1 if necessary.
- Give pupils time to complete the sentences. When they have finished, put them into pairs to compare their answers.
- Invite individual pupils to read out their sentences to the class.

Pop quiz

 Put pupils into Team A and Team B. Show an object (e.g. an object from the warm up) to Team A and ask, *What does it (look/smell/taste/sound/feel) like?* Teams win a point for a correct sentence, e.g. *It feels furry, It tastes sour.* Then do the same with Team B. Teams miss a turn if their sentence is incorrect. Repeat a few times.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Lesson 4 Pupil's Book page 11 or Poptropica English World

Lesson objective

To ask and answer using question tags and use salutations

Target language

He is nice, isn't he?

She isn't sad, is she?

You are clever, aren't you?

They aren't good at computing, are they?


Materials

Audio

Warm-up

- Point to your ears and elicit words we can use to describe what something sounds like, e.g. *loud, quiet*. Invite individual pupils to write words on the board. Do the same with taste, feel, look and smell.
- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're asking and answering using question tags and we're using salutations.*

Presentation



Look!

- Ask pupils to look at the *Look!* box. Play the audio as they read. Explain that we use question tags when we are not sure about something and want to check it. It is a mini-question added at the end of a statement. If the statement is positive, the question should be negative, and vice versa.
- Encourage pupils to refer to the grammar reference on p. 112 as a useful resource to help them with their learning.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Practice

9 Read and find the question tag in the box.

- Put pupils into pairs. Explain to pupils that they should complete each sentence with a question tag from the box.
- Give the pairs time to do the activity.
- Invite different pupils to read out their completed questions.

ANSWER KEY 1 isn't he? 2 is he? 3 isn't she?
4 are they? 5 aren't they?

10 Ask and answer.

- Put pupils into pairs and give them time to ask and answer the questions so that they are true for themselves. Circulate, monitoring and correcting pupils where necessary.
- Invite different pairs to ask and answer in front of the class.

Go to **Poptropica English World** to do an extra activity here.

Tip!

- Ask pupils to look at the *TIP!* box. Invite individual pupils to read out different expressions, e.g. *See you tomorrow!*

11 Read. What do you say? Tell a partner.

- Put pupils into pairs and give them time to do the activity.
- Invite individual pupils to say an expression for each situation.

ANSWER KEY 1 See you tonight! 2 See you tomorrow! 3 See you later! 4 See you soon!
5 See you on Monday! 6 See you in two days!

Activity Book page 5

9 Read and match.

- Review question tags, referring to the grammar reference on p. 112.
- Explain to pupils that they are going to complete sentences by matching the first part of sentences with the correct question tag.
- Give pupils time to do the activity. When they have finished, put them into pairs to compare their answers.
- Invite individual pupils to read out their completed sentences.

10 Write about your partner. Then ask and check.

- Ask pupils to look at the table. Invite a pupil to read out the example, adding the name of a city or town. Explain to pupils that they are going to complete the table by writing similar questions, using question tags.

9 Read and find the question tag in the box.

aren't they? are they? isn't she?
is he? isn't he?

- 1 Matt is very hard-working.
- 2 AL isn't Bella's robot assistant.
- 3 Bella is good at computing.
- 4 The mysterious couple aren't stupid and slow.
- 5 Matt, Bella and AL are on a mission to find the mysterious couple.

LOOK!

He **is** nice, **isn't** he?
She **isn't** sad, **is** she?
You **are** clever, **aren't** you?
They **aren't** good at computing, **are** they?

GRAMMAR REFERENCE > PAGE 112

10 Ask and answer.

- 1 You are ..., aren't you?
- 2 We are learning ..., aren't we?
- 3 Our parents are ..., aren't they?
- 4 We ... on Future Island, are we?

You are thirteen years old, aren't you?

TIP!

See you soon / later / tonight / tomorrow / in two days / on Tuesday.

11 Read. What do you say? Tell a partner.

- 1 It's five o'clock. You're meeting your friend again at seven o'clock.
- 2 It's time to go home. You're coming back tomorrow.
- 3 You are talking to a neighbour at the park. It's time to go.
- 4 You see your teacher in the playground. You've got a lesson with her later.
- 5 Today is Friday. You're meeting your uncle on Monday.
- 6 Today is Sunday. You're meeting your friend again in two days.

See you later!

See you tonight!

Lesson 4

Can ask and answer using question tags and use salutations

11

- Give pupils time to write their questions. When they have finished, elicit the questions. Ask pupils to correct their questions, if necessary.
- Put pupils into pairs. Invite a pair to model in front of the class. Pupil A asks, *You are from (name of pupil's city/town), aren't you?*, and Pupil B answers, *Yes, I am*. Then Pupil A puts a tick in the last column of their table. The pairs should take turns to ask and answer their questions, completing the last column in the table with a tick or a cross, depending on whether or not their prediction was correct.

11 Read and sort. Then write.

- Invite individual pupils to read out the time markers in the box. Explain to pupils that they are going to write the time markers in the correct column in the table. Draw their attention to the different wording of the expressions in the table. The expression in the first column has no preposition, the expression in the second column has the preposition *in*, and the expression in the third column has the preposition *on*.
- Pupils should work on their own to complete the table. When they have finished, put them into pairs to compare their tables.
- Elicit the answers, asking individual pupils to say the full expression, e.g. *See you later!*

12 Read and write. What do you say ...

- Explain to pupils that they are going to match the completed expressions from Activity 11 to different situations. Invite individual pupils to read out each situation.
- Pupils should work on their own to write a suitable expression for each situation. When they have finished, put them into pairs to compare their answers.
- Elicit the answers from the class.

Activity Book page 94 (Extra practice)

1 Put the letters in order to make words.

- Explain to pupils that they should put the letters in the correct order to make words from the unit. Elicit or model the first word, *spiky*.

2 Read the answers and write the questions.

- Explain to pupils that the answers provide clues about the questions. Elicit or model the first question, *What does it look like?*

3 Write the correct words.

- Ask pupils to match the words in the box to the descriptions.

For Activity Book audioscripts and answer keys see p. 249.

Pop quiz

Put pupils into Team A and Team B. Team A should choose an item in the classroom which everyone can see. A pupil from the team goes to the front of the class and pupils in Team B ask him/her questions, e.g. *What does it feel like?* The pupil should answer, e.g. *It feels smooth*. Team B continues asking questions until they have guessed the classroom item. Then the teams swap roles. Continue for a few turns. You could count the number of questions each team asks and see which team scores the least guesses.

- Alternatively, do the **Poptropica English World digital activity**. Full teaching notes for all digital activities are available in the Poptropica English World.

1

Adventure camp

Unit objective

- Can talk about camping

Language

Target vocabulary	Camping equipment: sleeping bag, tent, rucksack, pegs, compass, torch, campsite, fire, first aid kit, air pump, air mattress Camping activities: take down the tent, pitch the tent, put in the pegs, set up the bed, cover our heads, light a fire, keep out of the rain, read a compass		
Target structures	We start hiking. They finish eating. I enjoy chatting to friends. We don't like sleeping in a tent.	I can pitch a tent, but I can't read a compass. I'm cold, so I'm lighting a fire.	The rainforest is perfect for species to live in. We need rainforests to help the world climate.
Revision	hiking, sleeping, around, fire, riding, forest, start, finish, stars, bike riding, river, kayaking, adventure, programme, campfire, listening to music, late, raining		
Receptive language	outdoors, meet and greet, stuck in traffic, working, travel through time, stuff to do, species, conditions, pineapples, a lack of water, extinction, factor, greenhouse gases, mud		
CLIL and Wider World language	Natural Science: conserving, dense, drought, humid, tribes Wider World: mountains, wild, paths, volcanic, cabin, mud		

Contents

Phonics and spelling	Cross-curricular contents <ul style="list-style-type: none"> • Natural Science: finding out about deforestation • Social Science: finding out about camping around the world • Language and arts: reading a story, acting out, telling a story • Language skills: reading and understanding texts about deforestation and camping around the world Socio-cultural aspects <ul style="list-style-type: none"> • Talking about camping equipment and camping tasks • Finding out about a camping trip • Recognising the importance of safety when you go camping Learning strategies <ul style="list-style-type: none"> • Using previous knowledge to interpret information in a text • Identifying rules about <i>start/finish/enjoy/(don't) like + -ing</i>, and <i>can, can't, so</i> and <i>but</i> • Logical thinking: organising information in a table, problem solving • Critical thinking: comparing and contrasting information • Collaborative learning: working in a group to create a presentation • Reflecting on learning and self-assessment
<ul style="list-style-type: none"> • Inflectional endings <i>-ed</i> and <i>-ing</i> 	
Topics	
<ul style="list-style-type: none"> • Camping • Deforestation 	
Values	
<ul style="list-style-type: none"> • Safety first! Think about safety when you go camping. 	
Story	
<ul style="list-style-type: none"> • Future Island adventure story, episode 1 	
Writing	
<ul style="list-style-type: none"> • A diary entry 	

Key competences

Linguistic competence: Have interest to learn new words (L.1 to 10)

Mathematical, science and technological competences: Learn about deforestation and rainforests (L.7); Talk and write about camping trips (L.8)

Digital competence: Use Poptropica English Islands digital tools (L.1 to 10)

Social and civic competence: Recognise the importance of safety when we go camping (L.6)

Cultural awareness and expression: Find out about and discuss camping in different countries (L.8)

Learning to learn: Reflect on what has been learnt and self-evaluate progress (L.10)

Initiative and entrepreneurship: Use own judgement and ideas and further develop social skills (L.1 to 10)

Skills

Speaking

- Can ask a range of questions in guessing games to find the answer.
- Can briefly say what they think will happen next in a simple story or play.
- Can give brief reasons for their opinions on familiar topics.

Writing

- Can post simple greetings or messages online using basic fixed expressions.
- Can write simple sentences about what they or other people can or can't do.
- Can write short, simple personal emails/letters about familiar topics, given prompts or a model.

Listening

- Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly.
- Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.
- Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures.

Reading

- Can identify key information (e.g. subject, cost, time, place) in simple programmes, leaflets or brochures.
- Can identify specific information in a simple story if guided by questions.
- Can understand safety instructions if expressed in simple language and supported by pictures.
- Can extract factual details from a simple text.
- Can understand the order in which events happen (e.g. in diary entries or a story).

Classroom ideas

- Bring to class photos showing different campsites around the world
- Ask pupils to find out about different camping trips their friends and family have experienced
- Make a poster about deforestation, to decorate the classroom wall
- Bring to class library books about deforestation
- Play games from the Games Bank
- Photocopiables

Take-home English

- Letters for parents. When you begin Unit 1, give pupils a copy of the letter for the unit (see digital tools). This explains what pupils are going to learn in this unit.
- Home–School link. Encourage pupils to talk to their families about what they can do at a camp (L.8). Encourage pupils to show their work from Lessons 8 and 9 to their parents.

Evaluation

Self-assessment objectives

- I can talk about camping trips and activities using *start, finish, enjoy* and *(don't) like* with verb + *-ing*.
- I can talk about ability using *can, can't, so* and *but*.
- I can write a diary entry.

Resources

- Pupil's Book p. 12
- Activity Book p. 6
- Grammar reference (Pupil's Book p. 112)
- Unit 1 Extra practice (Activity Book p. 95)
- Picture dictionary (Activity Book p. 104)
- Test Booklet – Unit 1, p. 8

Lesson 1 Pupil's Book page 12 or Poptropica English World

Lesson objective

To identify camping equipment

Target language

sleeping bag, tent, rucksack, pegs, compass, torch, campsite, fire, first aid kit, air pump, air mattress

Receptive language

enjoy (hiking), like (sleeping outdoors), love (making new friends), start (bike riding), finish (sleeping under the stars)

Materials

Audio; Flashcards and Wordcards – Camping items and equipment; Learning adventure poster; photos of camping and campsites


Optional activity materials

Photocopiable 1.1

Warm-up

- Stick on the board the photos of camping and campsites you have brought to class. Elicit that the photos show *camping*. Invite individual pupils to identify different items in the photos, e.g. *tent, bed*.
- Ask pupils if they have ever gone camping. Invite them to give some details about their experiences. Pupils can use L1, if necessary.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Ask pupils to look at the pictures on p. 12. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about camping equipment.*

1 What camping words do you know? Make a list with a partner.

- Ask pupils to think about how many words they already know to talk about camping equipment, e.g. *tent*.
- Put pupils into pairs and ask them to work together to write a list in their notebooks of camping words they know. Invite different pairs to feed back to the class.
- Introduce pupils to the learning adventure poster and say, *Where are you on your learning adventure?* Emphasise that pupils already know something about the language point and that they are already moving along their learning adventure. See p. 10 in the Introduction for guidance on how to use the learning adventure poster with your classes.

Presentation

2 Listen and read. Name three things you can do at Adventure Camp.

- Ask pupils, *What can you see in the pictures?*
- Explain that pupils are going to find out about Adventure Camp. They should listen carefully to identify three things they can do there.
- Play the audio. Pupils listen and follow in their books. Elicit the answers.
- Play the audio again. Invite pupils to think of more things they might be able to do at Adventure Camp.

ANSWER KEY

hiking; bike riding; sports; river kayaking

3 Look and match. Then listen, check and repeat.

- Explain that the words in the box are different camping items and equipment. Put pupils into pairs. Give them time to try to match the pictures with the words in the box. Don't confirm answers at this stage.
- When pupils are ready, play the audio. Pause so that they can point to the picture. Ask them to repeat the word.

Audioscript

CD1, Track 10

1 sleeping bag 2 tent 3 rucksack 4 pegs
5 compass 6 torch 7 campsite 8 fire
9 first aid kit 10 air pump 11 air mattress

- Play the audio again, pausing after each word so that pupils can repeat.
- Ask pairs to look once more at the text in Activity 2 and to identify the words in bold by matching them to the pictures in Activity 3. Invite pupils to read aloud the context, either the sentence or the heading of the section which contains the word.

Flashcards

- Present the target vocabulary using the flashcards and wordcards for camping equipment. Hold up each flashcard and corresponding wordcard in turn and say the word for pupils to repeat. Then hold up the flashcards on their own, in varied order, for pupils to say the word.

Practice

Go to **Poptropica English World** to do an extra vocabulary activity here.

1 Adventure camp

1 What camping words do you know? Make a list with a partner.

2 Listen and read. Name three things you can do at Adventure Camp.

ADVENTURE CAMP!

Do you enjoy hiking? Do you like sleeping outdoors? Do you love making new friends and sitting around a fire in the campsite? Then Adventure Camp is the place for you! Start your day bike riding in the forest and finish sleeping under the stars.

What to bring:

- sleeping bag
- rucksack
- pegs
- torch
- tent
- compass

What we've got at the campsite:

- bikes and other sporting equipment
- air mattresses and air pumps
- first aid kit
- doctors and nurses

What you will do:

- hiking
- bike riding in the forest
- sports
- river kayaking

Start preparing for your adventure today!

Visit: adventurecamp@camping.com and complete the online form by 20 May. Don't forget to attach a photo of yourself.

3 Look and match. Then listen, check and repeat.

air mattress air pump tent fire campsite torch
compass pegs first aid kit rucksack sleeping bag

4 What do you need to go camping? What can you do there? Tell a partner.

You need an air mattress.

You can sleep outdoors.

12 Lesson 1 Can identify camping equipment

2 Look at Lila's list. Listen and tick (✓) or cross (X).

- Explain to pupils that they are going to listen to Lila preparing for her camping trip. Ask them to look at the list of camping equipment and tick the items that are mentioned and cross the items that are not mentioned.
- Play the audio. Pupils listen, and tick or cross.
- Put pupils into pairs to compare answers. Play the audio again so they can check.
- Elicit the answers from the class.

3 Write the words in the correct box.

- Invite individual pupils to read out the words in the box and the headings of the two lists. Elicit that some of the words in the box are activities and others are items and equipment. Make sure pupils understand that they should categorise the words by writing them under the correct heading.
- Give pupils time to read, think and write. Then put them into pairs. They should take turns to read out each of their lists.
- Write the headings on the board. Invite individual pupils to write words under each heading. Encourage the class to correct them, if necessary.

For Activity Book audioscripts and answer keys see p. 249.

4 What do you need to go camping? What can you do there? Tell a partner.

- Put pupils into pairs. Explain to pupils that they are going to take turns to talk about the items and equipment they need to go camping as well as activities they can do when they are there. Invite a pair to read out the example in the speech bubble.
- Give the pairs time to do the activity. Invite individual pupils to say a sentence to the class.

Activity Book page 6

1 Put the letters in order to make words. Then number the pictures.

- Explain to pupils that they are going to put letters in the correct order to make words about camping items and equipment. Then they should match the words and the pictures.
- Give pupils time to write the words and number the pictures. When they have finished, put them into pairs and have them take turns to read out the words and numbers. Encourage pupils to correct each other, if necessary.
- Elicit the answers from the class.

Learning adventure

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

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Play *Mix-matched flashcards* (see p. 237) with the flashcards and wordcards for camping items and equipment. Divide the class into teams to match flashcards and wordcards.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 2 Pupil's Book page 13 or Poptropica English World

Lesson objective

To use *start, finish, enjoy* and (*don't*) *like* with verb + *-ing*

Target language

We start hiking. They finish eating.
I enjoy chatting to friends.
We don't like sleeping in a tent.


Materials

Audio; Flashcards and Wordcards – Camping activities

Warm-up

- Hold up each flashcard for camping activities, e.g. *hiking, bike riding*. Invite individual pupils to name the activity and to come to the front of the class to match it to the corresponding wordcard, or to write the word on the board.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to use start, finish, enjoy and (don't) like with a verb + -ing.*


Presentation

 **Look!**

- Ask pupils to read the *Look!* box. Play the audio as they read. Explain that we use the *-ing* verb form after *start, finish, enjoy* and (*don't*) *like*.
- Ask pupils to copy the examples from the *Look!* box into their notebooks. They can change the wording so that the sentences are memorable for them.
- Encourage pupils to refer to the grammar reference on p. 112 as a useful resource to help them with their learning.
- Put pupils into pairs. Tell them to look once more at the text in Activity 2 and to find examples of the target grammar (*Do you enjoy hiking?, Do you like sleeping outdoors?, etc.*). Invite pairs to feed back to the rest of the class.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

 **5 Listen and complete in your notebook, using the correct form of the words in the box.**

- Put pupils into pairs and ask them to look at the photo.
- Explain that the photo shows a group of people camping and that pupils are going to listen to the programme for Adventure Camp. They should listen carefully to complete the programme with the words from the box. Invite individual pupils to read out the words in the box.
- Give pupils time to read the programme and then play the audio. Pupils listen and follow in their books. If necessary, play the audio a second time.

Audioscript

CD1, Track 13

Good morning, everyone. Welcome to Adventure Camp. I'm Martina, your camp leader. We start by welcoming everyone and finish at about ten o'clock. This is the programme for today: We start kayaking at eleven o'clock and finish at half past twelve. Lunch is at one o'clock. We should finish eating by two o'clock. Rest period is between two and three o'clock. We start doing sports at three o'clock. There's table tennis, basketball, football and volleyball. There's also arts and crafts for those of you who like painting or enjoy drawing. There is a snack at half past four and we start hiking at five o'clock. At seven o'clock is dinner time. We're going to cook by the campfire. For those who don't like cooking, they can help with the washing up. When you finish having dinner, you've got a free time period. You can enjoy dancing, chatting, listening to music – it's up to you! Bed time is at half past nine. Have a great day!

- Ask the pairs to work together to complete the programme. Pupils should write the missing words in their notebook.
- Don't confirm answers at this stage.
- Play the audio again so that pupils can check their answers. Elicit the answers from the class.

ANSWER KEY

1 welcoming 2 kayaking 3 eating 4 doing
5 hiking 6 cooking 7 dancing 8 chatting

 **6 Look at the camp programme and say.**

- Explain to pupils that they are going to make sentences about their completed camp programme in Activity 5. Put pupils into pairs to do the activity. Invite a pair to read out the examples in the speech bubbles.
- Invite individual pupils to say a sentence to the class.

- 5 Listen and complete in your notebook, using the correct form of the words in the box.

do hike dance chat
kayak cook eat welcome

LOOK!

We start **hiking**. They finish **eating**.
I enjoy **chatting**. We don't like **sleeping** in a tent.

GRAMMAR REFERENCE > PAGE 112

ADVENTURE CAMP PROGRAMME

Meet and greet

- Finish ¹ ... everyone at ten o'clock.



Daily activities

- Start ² ... at eleven o'clock.
- Finish ³ ... by two o'clock.
- Start ⁴ ... sports or arts and crafts at three o'clock.
- Start ⁵ ... at five o'clock.

Evening activities

- We are ⁶ ... by the campfire, and dinner is at seven o'clock.
- Free time: you can enjoy ⁷ ... , ⁸ ... , or listening to music.
- Bed time is at half past nine.

- 6 Look at the camp programme and say.

They start arts and crafts at three o'clock.



In your free time you can enjoy listening to music.



- 7 Complete the sentences using the word in brackets.

Martha_T At Adventure Camp, I start ¹ ... (hike) at twelve o'clock. I like doing sports here. I also love sleeping in tents! #AdventureCamp #sports

JoeS We finish ² ... (kayak) at four o'clock. It's amazing! I love painting but don't like drawing. I really like sleeping in a sleeping bag. #AdventureCamp #artsandcrafts

PennyD_S @MarthaT @JoeS We start ³ ... (make) dinner at 7 p.m. and finish eating by 9 p.m. I love sitting by the campfire and cooking in the evenings! #AdventureCamp #campfire

PabloDiaz I love making new friends here! This is the best campsite in Europe. I love sleeping on my air mattress. We finish ⁴ ... (camp) tomorrow. ☺ #AdventureCamp #friends

- 8 Imagine you are at Adventure Camp. Write two short posts like the ones in Activity 7 using *like*, *enjoy*, *start* and *finish*. Read them to the class.

Lesson 2

Can use start, finish, enjoy and (don't) like with verb + -ing

13

- Invite individual pupils to read out one of their posts to the class.

Activity Book page 7

4 Read and circle.

- Pupils complete the sentences by choosing the correct form of the verb in brackets.

5 Make sentences.

- Pupils make sentences about when people started and finished their activities.

6 Write about yourself.

- Pre-teach *profile*. Explain to pupils that they are going to complete a profile about themselves. Invite a pupil to read out the gapped profile. Before they write, pupils should think about the things they love, don't like, enjoy and don't enjoy. Encourage them to make notes in their notebook. Give pupils time to write. They can add a photo or draw a picture of themselves.

For Activity Book audioscripts and answer keys see p. 250.

7 Complete the sentences using the words in brackets.

- Explain to pupils that they are going to complete posts from an online forum by writing the correct form of the verbs in brackets.
- When pupils have finished, put them into pairs. They should take turns to read out each completed post.
- Elicit the answers from the class.

ANSWER KEY

1 hiking 2 kayaking 3 making 4 camping

8 Imagine you are at Adventure Camp. Write two short posts like the ones in Activity 7 using *like*, *enjoy*, *start* and *finish*. Read them to the class.

- Put pupils into pairs. To develop their ideas for the online forum, ask them to talk about things they might like and activities they might start and finish.
- Ask pupils to write their two posts in their notebooks, using *like*, *enjoy*, *start*, *finish* with verb + *-ing*.
- When they have finished, ask pairs to swap books. They should read their partner's posts, checking they have used the correct verb form. Encourage pupils to give positive feedback, e.g. *Your experience at Adventure Camp sounds amazing!*

Pop quiz

Write *School Camp Programme* on the board with two columns: *Daily activities*, *Evening activities*. Put pupils into Team A and Team B. The teams take turns to write an item under one of the columns, using *start*, *finish* and *enjoy*, e.g. *enjoy hiking in the forest* (*Daily activities*), *start making a fire at six o'clock* (*Evening activities*).

- Alternatively, do the **Poptropica English World digital activity**.

Island Adventure Game

Direct pupils' attention to the gate card. Invite pupils to go online to the Island Adventure Game and find the item. Once pupils click on it, they are taken to a supplementary language task.

Assign pupils two extra homework activities on **Poptropica English World**.

Lesson 3 Pupil's Book page 14 or Poptropica English World

Lesson objective

To identify camping activities

Target language

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

Receptive language

..., so ...

Can you ...?

I can't ...

Materials

Audio; Flashcards and Wordcards – Camping items and equipment, Camping activities; Learning adventure poster

Optional activity materials

Photocopiable 1.2

Warm-up

- Play *Memory* (see p. 236) with the flashcards for camping items and equipment.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about camping activities.*

- Ask pupils for the words they already know to talk about camping activities, e.g. *making a fire*.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation



Look and match. Then listen, check and repeat.

- Put pupils into pairs. Give them time to try to match the pictures with the phrases in the box.
- When pupils are ready, play the audio. Pause so that they can point to the picture. Check that they have identified the correct picture, then ask them to repeat the phrase.

Audioscript

CD1, Track 14

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

- Play the audio again, pausing after each phrase so that pupils can repeat and point in their books.

Flashcards

- Present the target vocabulary using the flashcards and wordcards for camping activities. Hold up each flashcard and corresponding wordcard in turn, and say the phrase for pupils to repeat. Make sure that pupils understand the meaning of each. Use L1, if necessary. Then hold up the flashcards on their own, in varied order, for pupils to say the phrase.

Practice



Read the text and complete in your notebooks. Then listen and check.

- Explain to pupils that they are going to work on their own to read a set of messages between two friends who are going camping together. They should complete the sentences with the words in the box.
- When pupils have finished, put them into pairs to compare their answers.
- Play the audio. Pupils listen and check their answers.
- Elicit the answers from the class.

ANSWER KEY

1 pitch 2 take 3 cover 4 read 5 set up

11 Read and say *True or False*.

- Explain to pupils that they are going to read five statements about the messages in Activity 10. They should read the messages again to determine if each statement is true or false.
- When they are ready, invite individual pupils to say whether each statement is true or false. They should say where in the text they found their answer. Encourage the class to correct them, if necessary. As an extension, you could ask pupils to convert the false statements into true statements.

ANSWER KEY

1 F 2 F 3 T 4 T 5 T

Go to **Poptropica English World** to do an extra vocabulary activity here.

9  **Look and match. Then listen, check and repeat.**

VOCABULARY

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



10  **Read the text and complete in your notebooks. Then listen and check.**

READING

set up cover read pitch take

Hey, Charlie! I'm at the campsite. Where are you? 😞

Dad is stuck in traffic so I'm going to be late. 😞

No problem. Tell me what to do. 😊

Can you ¹ ... the tent? 😞

Umm, I can't do that by myself but I can ² ... it down. 😞😞😞

Well, wait for me then. 😊

Sorry! 😞 Oh, no, it's raining! Hold on - I'll ³ ... my head, so I can stay dry.

Ummm, Anna? What's the name of the campsite? 😞

Adventure Camp! Why? What's wrong? 😞

I think we're lost so can you help us? 😞

You're lucky! I can ⁴ ... a compass and map, so I can tell you how to get here. 😊😊

Thanks! When we arrive, we can pitch the tent together and ⁵ ... the beds so that we can keep out of the rain! 😊

11 **Read and say True or False.**

- Charlie isn't going to the campsite.
- Anna can pitch the tent.
- Anna stays dry.
- Anna can help Charlie get to the campsite.
- Charlie and Anna are going to set up the beds together.

12  **Play a game.**

You pitch down the tent.

No! You take down the tent.



14 **Lesson 3** Can identify camping activities

8 Look and complete sentences.

- Ask pupils to look at the picture. Explain to pupils that they are going to complete the sentences to describe camping tasks shown in the picture.
- Give pupils time to write and then put them into pairs. They should take turns to read out their completed sentences. Encourage pupils to correct each other, if necessary.
- Elicit the answers from the class.

9 Look at the picture in Activity 8. Circle the things that you can see.

- Invite individual pupils to read out the words in the box. Make sure that pupils understand the meaning of each word, using L1 if necessary. Explain to pupils that they are going to look at the picture in Activity 8 to see which of the items they can identify. They should circle the corresponding words in the box.
- Give pupils time to do the activity.
- Elicit the answers from the class.

For Activity Book audioscripts and answer keys see p. 250.

12 Play a game.


- Explain to pupils that they are going to work with a partner to talk about different camping tasks.
- Put pupils into pairs. Invite a pair to read out the examples in the speech bubbles. Then ask pupils to close their books.
- Give the pairs a time limit to talk about various camping tasks. Encourage them to try to remember all the tasks listed in Activity 9. Circulate, prompting and correcting as necessary.
- When they have finished, invite individual pupils to say a sentence to the class. Encourage the class to correct them, if necessary.

Activity Book page 8

7 Look and write.


- Ask pupils to look at the pictures. Elicit that they show different camping activities. Invite a pupil to read out the example and explain to pupils that they should write the correct phrase for each picture.
- Give pupils time to write the phrases. Then put them into pairs to compare their answers.
- Elicit the answers from the class.

Learning adventure

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

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Play *Hangman* (see p. 239) with the vocabulary for camping activities. When pupils have spelled the word correctly, invite them to give a definition of the word.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 4 Pupil's Book page 15 or Poptropica English World

Lesson objective

To talk about ability using *can*, *can't*, *so* and *but*

Target language

I can pitch a tent, but I can't read a compass.
I'm cold, so I'm lighting a fire.


Materials

Audio; Flashcards and Wordcards – Camping activities

Warm-up

- Play *Picture charades* (see p. 237) with the flashcards for camping activities.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to talk about ability using can, can't, so and but.*

Presentation

Look!

- Ask pupils to read the *Look!* box. Play the audio.
- Remind pupils that we can use *and*, *but* and *so* to join together two statements. Explain that these connectors demonstrate a different relationship between the statements. Elicit that *and* connects two positive statements, e.g. *I can read a compass and light a fire*; *but* connects a positive statement with a negative statement, e.g. *I can light a fire but I can't pitch a tent*; *so* connects two statements which are linked together in a causal relationship, e.g. *I can't pitch a tent, so my friend is helping me*.
- Encourage pupils to refer to the grammar reference on p. 113 as a useful resource to help them with their learning.
- In pairs, ask pupils to look back at Activity 10 in Lesson 3 and find examples of the structures from the *Look!* box. Invite individual pupils to read the sentences aloud.
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

13 Listen and find the pictures. Then read and match.

- Ask pupils to look at the pictures and elicit that they show different camping activities. Explain to pupils that they are going to listen to different statements said by a boy and a girl during their camping trip.
- Play the audio. Pupils listen and point in their books.
- Ask pupils to match the pictures and the statements.
- Put pupils into pairs and tell them to compare their answers. Play the audio again so that pupils can check.
- Elicit the answers from the class.
- Ask pupils to identify the sentences using *and*. Do the same with *but* and *so*. Use these examples to review that *and* connects two positive statements, *but* connects a positive statement with a negative statement, and *so* connects two statements which are linked together in a causal relationship.

ANSWER KEY

1 e 2 f 3 a 4 d 5 g 6 b 7 c

14 Listen and match. Then say.

- Ask pupils to look at the pictures. Explain to pupils that they are going to find out about the camping activities each of the people in the pictures can and can't do. They should match the people with the activities.
- Play the audio. Pupils listen and follow in their books. They should write the answers in their notebooks.

Audioscript


CD1, Track 18


- 1 Mason can pitch a tent. He loves swimming, but he can't kayak.
- 2 May can climb high mountains, but she can't read a map.
- 3 Freddie can cook fish on a campfire, but he can't catch fish.
- 4 Poppy can light fires, but she can't read a compass.


- Elicit the answers from the class.
- Then put pupils into pairs. Invite a pupil to read out the example in the speech bubble. Pupils take turns to talk about each of the people in the pictures.
- When they have finished, invite individual pupils to say a sentence in front of the class.


ANSWER KEY


- 1 b, f. He can pitch a tent, but he can't kayak.
- 2 a, h. She can climb mountains, but she can't read a map.
- 3 d, e. He can cook fish, but he can't catch them.
- 4 c, g. She can light fires, but she can't read a compass.


13  Listen and find the pictures. Then read and match. **SKILLS 1**


1  a Today is the last day, so we're taking down the tent.


2  b I'm at the campsite and I'm pitching the tent.

3  c I can read a compass, but I can't read a map.


4  d I'm putting in the pegs, but it's hard work!


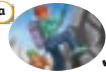

5  e We haven't got a cooker, but I can light a fire.




6  f It's raining, so we're covering our heads.


7  g It's evening now, so I'm setting up the bed.




LOOK!
I can pitch a tent, but I can't read a compass.
I'm cold, so I'm lighting a fire.
GRAMMAR REFERENCE > PAGE 113

14  Listen and match. Then say.

1  a  ✓ e  X

2  b  ✓ f  X

3  c  ✓ g  X

4  d  ✓ h  X

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

15 Write about yourself. Make sentences using *can*, *so* and *but* in your notebook.

I can speak English, but I can't speak French.

I like sports, so I play football and tennis.

Lesson 4 Can talk about ability using *can*, *can't*, *so* and *but*. 15

- Put pupils into pairs. They should take turns to read out their completed sentences.
- Play the audio again so that pupils can check their answers.

11  Listen and write.

- Explain to pupils that they are going to find out which activities Sandy can and can't do.
- Play the audio. Pupils listen and make notes in their notebooks.
- Then ask pupils to use their notes to write sentences. Point out that there are four activities which Sandy can do and four activities which she can't do.
- When they have finished, put pupils into pairs. Ask them to take turns to read out their sentences.
- Play the audio again so that pupils can check.
- Elicit the answers from the class.

12 Write.

- Invite different pupils to read out the questions. Explain that pupils are going to work on their own to write sentences about activities they can and can't do.
- Pupils should take turns to say their sentences, joining them together using *but*, e.g. *I can ride a bike, but I can't ride a horse.*
- Invite individual pupils to say their joined sentences to the rest of the class.

For Activity Book audioscripts and answer keys see p. 250.

15 Write about yourself. Make sentences using *can*, *so* and *but* in your notebook.


- Invite different pupils to read out the examples. Elicit that the first example uses *can* and *can't* to talk about ability, and contrasts a positive statement (*I can speak English*) with a negative statement (*I can't speak French*). Ask pupils to give similar examples, e.g. *I can dance but I can't sing*. Then elicit that the second example shows a causal relationship, explaining that I play football and tennis because I like sports. Ask pupils to give similar examples, e.g. *I'm good at maths, so I help my friends with their maths homework*.
- Write on the board: *I can ..., but I can't ...* and *I like/enjoy/am good at ..., so I ...*. Encourage pupils to follow the model and write six sentences.
- Invite individual pupils to read out their sentences to the class.

Activity Book page 9

10  Listen and circle.

- Explain to pupils that they are going to listen to sentences about what people can and can't do. They should listen carefully in order to circle the correct words to complete the sentences.
- Play the audio. Pupils listen and circle in their books.

Pop quiz

 Put pupils into Team A and Team B. Explain to the teams that they are going to make sentences using the structures written on the board (*I can ..., but I can't ...* and *I like/enjoy/am good at ..., so I ...*). A pupil from Team A starts. If they make a correct sentence, they win a point for the team. The teams take turns to make sentences.

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils two extra homework activities on **Poptropica English World**.

Lesson 5 Pupil's Book page 16 or Poptropica English World

Lesson objective

To understand and discuss a story

Target language

working, travel through time, stuff to do

Functional language

There! Come on! Oh, all right.

Materials

Audio; props for role play


Optional activity materials

Photocopiable 1.3

Warm-up

- Put pupils into pairs. They should take turns to say what has happened in the story so far. Then encourage them to predict what they think might happen next.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Look at the story. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're reading a story about the Time Hole Detector.*

Story

BEFORE

16 Look at the pictures. What can you see? Describe the pictures to a partner.

- Keep pupils in their pairs from the warm-up. They should work together to look at the different frames and describe what and who they can see. Ask pupils not to read the words in the speech bubbles at this stage. Encourage pupils to make notes in their notebooks.
- Invite pairs to feed back their ideas to the class.

WHILE

17 Listen and read. What is a THD? What can you do with it?

- Tell pupils that they should listen carefully to find out about the THD.
- Play the audio while pupils listen and follow in their books. Elicit the answer to the gist question and ask pupils to give a reason for their answer. (*A THD is a time hole detector. You can travel through time with it.*)


Practice

18 Where are the mysterious couple going? What do you think they are going to find there? Tell a partner.

- Explain to pupils that they are going to work in pairs to talk about the question. Model an example answer, e.g. *I think the mysterious couple are going to Africa to find interesting animals.* Encourage pupils to think creatively.
- Put pupils into pairs. Circulate, prompting and correcting as necessary.
- Invite different pairs to choose one of their ideas and to write it on the board. Have a class discussion about the different ideas.

Go to **Poptropica English World** to do an extra story activity here.

Extension questions

 Write the following questions on the board: *How do you think the THD helps people to travel through time? How does AL know that Bella is good at computing? Why does Bella think reading maps is helpful? Why should they make sure the camp fires are out?*

- Put pupils into pairs. Give them a few minutes to think of their answers. They can write their ideas in their notebooks.
- Invite different pairs to share their ideas with the rest of the class.

Role play

- Put pupils into groups of three and ask them to take the roles of Matt, Bella and AL. Encourage them to use props to help them act out the story. They should read through the speech bubbles, using suitable intonation and emphasis, and practise acting out the story.
- When the pairs are ready, invite volunteers to perform their role play in front of the class.


Activity Book page 10

13 Read and tick (✓).


- Ask pupils to read the questions and choose the correct character. If they need additional support, they can refer to the story on Pupil's Book p. 16 or they can listen once more to the audio.
- Elicit the answers from the class.

14 Look at the story. Correct the sentences.

- Explain to pupils that each of the statements contains one error. They should identify the error and write the statements correctly.

- 16  **BEFORE** Look at the pictures. What can you see? Describe the pictures to a partner.

STORY

- 17  **WHILE** Listen and read. What is a THD? What can you do with it?

1 ... so these weird guys took our new THD and went off in time!

There! Your - thingy - is working now. What is it anyway?

2 It's our old THD, a Time Hole Detector. The thieves took the new model. You can travel through time with it.

Wow! Can we try it?

3 Haven't you got stuff to do here?

I finished all my tasks in the morning, so I'm free now.

4 This looks fun! Don't you like camping?

Yes, I love camping, but come on, TIME TRAVEL!!?

I can also read maps, so I can help you. Oh, PLEASE take me back in time!!!

Oh, all right.


5 Sir! There's a new trace! They're going to - Africa!

Oh, WOW! Please let me come.

She is good at computing, sir. That could be useful.

6 AL, let's follow those guys. But first let's make sure the campfires are out and that everyone is safe here.

Yes, safety first, sir!

- 18  Where are the mysterious couple going? What do you think they are going to find there? Tell a partner.

16 Lesson 5

Can understand and discuss a story


- When pupils have finished, put them into pairs. They should take turns to read out their corrected statements. Encourage them to correct each other, if necessary.
- Elicit the answers from the class.

15 Complete. Then number the story events in order.

- Explain to pupils that they are going to complete the sentences with the correct word from the box. To support their understanding of narrative sequencing, pupils should then order the sentences, numbering them from 1 to 6.
- When pupils have finished, put them into pairs. They should take turns to read out their completed sentences in the correct order from 1 to 6. Encourage them to correct each other, if necessary.
- Elicit the answers from the class.

For Activity Book audioscripts and answer keys see p. 250.

Pop quiz

-  Play *Pass the ball* (see p. 237). Say a sentence spoken by one of the characters in the story. Pupils guess the name of the character.

- Alternatively, do the **Poptropica English World digital activity**.

Using stories

BEFORE Anticipate

- Ask questions to get pupils thinking about the story.
- Introduce new vocabulary or review previously learnt language.
- Encourage pupils to imagine and think creatively.

WHILE Read

- Play the audio while pupils read.
- Encourage pupils to read and listen carefully to find the answer to the gist question.

AFTER Check

- Ask comprehension questions about specific detail.
- Ask questions about language use in context.
- Ask personalisation and wider application questions to encourage critical thinking.

Role play

- Bring props to class, where possible.
- Allow pupils either to read or to recite from memory.
- Encourage pupils to collaborate effectively with one another.
- Remind pupils to use appropriate intonation and emphasis, and to act out the story with suitable movements.

Lesson 6 Pupil's Book page 17 or Poptropica English World

Lesson objective

To understand details of a story, talk about camping safety and use *-ed* and *-ing* inflectional endings

Value

Safety first! Think about safety when you go camping.

Materials

Audio; props for role play; Phonics and Spelling poster


Optional activity materials

Photocopiable 1.4

Warm-up

- Review the story from Lesson 5. Ask, *Where are Matt and AL? (At Bella's campsite.) What does the THD do? (It helps you travel through time.) Why does Bella want to go with Matt and AL? (Because she wants to travel through time.) Where have the mysterious couple gone to? (Africa.) Does Matt let Bella travel with him and AL? (Yes.) What must they do first? (Make sure the camp fires are out and that everyone there is safe.)*
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to understand details of a story, talk about camping safety, and use -ed and -ing endings on verbs.*

Story

AFTER

19 Read the story again. Then answer the questions.

- Ask pupils to read the story silently. This could also be done as a role play activity.
- Tell pupils to read the questions and discuss the answers.

ANSWER KEY

1 Yes, the THD is working now. 2 Bella wants to time travel. 3 She pitched the tents, read compasses and set up the beds. 4 Yes, he does. 5 He makes sure the camp fires are out.

Values

20 Match the headings with the instructions.

- Ask pupils to look back at the story from Lesson 5. Ask, *Which frame of the story shows safety when camping? (frame 6) How do we know this? (Matt says that they must put out the camp fires before they leave the campsite and AL says, 'safety first'.)*
- Draw pupils' attention to the *Values* box and read it out. Review the meaning of *safety*, and elicit why it is important to be safe, e.g. *Because we don't want anyone to get hurt.*
- Invite individual pupils to read out the phrases in the word box. Then ask pupils to work on their own to look at the photos and read the instructions. They should match each phrase in the box with an instruction.
- Have a class discussion about how each of the instructions help us to be safe when we go camping.

ANSWER KEY

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

Phonics and Spelling

Presentation

- Show pupils the Phonics and Spelling poster.
- Write on the board various base form verbs, e.g. *dance, cook, play*. Then add the inflectional endings *-ed* and *-ing*, reading the words aloud and pointing out the spelling changes, e.g. *dance* → *danced, dancing*; *cook* → *cooked, cooking*; *play* → *played, playing*.
- Explain that when a verb ends in *-e*, we only need to add *-d* (*vote* → *voted*), and that the final *-e* disappears in the *-ing* form (*vote* → *voting*).
- Explain that when a verb ends in a stressed or short vowel + one consonant (except *w* or *y*), we double the consonant (*stop* → *stopped, stopping*).
- Explain that when a verb ends in a consonant + *-y*, we change the *-y* to *-i* and add *-ed* (*study* → *studied*), but for the *-ing* form we keep the word as it is and add *-ing* (*study* → *studying*).

21



Listen and repeat.

- Explain to pupils that they are going to listen to the inflectional *-ed* and *-ing* endings for different verbs with a stressed or short vowel + one consonant.
- Play the audio, pausing for pupils to repeat.
- Play the audio again, inviting different pupils to repeat as accurately as possible.

19 **AFTER** Read the story again. Then answer the questions.

- | | |
|---|---|
| 1 Is the THD working now? | 2 Who wants to time-travel? |
| 3 What camping tasks did Bella do? | 4 Does AL know where the mysterious couple are going? |
| 5 How does Matt make sure everyone is safe? | |

20 Match the headings with the instructions.

Food and water Things you need Making a fire Pitching the tent

- 1 Choose a flat, high spot to set up camp – not near a river or mountain slope.



- 3 Take a lot of drinking water, dry food, and canned food.



- 2 The fire shouldn't be too close to the tents or under trees.



- 4 Take insect repellent, sun cream, a first aid kit and a torch.



21 Listen and repeat.

- chat → **chatted**, **chatting**
- plan → **planned**, **planning**
- shop → **shopped**, **shopping**
- stop → **stopped**, **stopping**
- hop → **hopped**, **hopping**

22 Write four sentences using **-ed** and **-ing**. Give them to your partner to read aloud.

I **planned** to go **shopping** yesterday.

PHONICS & SPELLING

Inflectional endings **-ed** and **-ing**

We add **-ed** and **-ing** to verb forms:
work → **worked**, **working**.

- When a verb ends in **-e**, we only add **-d**, and **-ing** makes the final **-e** disappear:
vote → **voted**, **voting**.
- When a verb ends in stressed/short vowel + one consonant (except **-w** or **-y**), we double the consonant: stop → **stopped**, **stopping**.
- When a verb ends in consonant + **-y**, we change **-y** to **-i** and add **-ed**: study → **studied**, **studying**.

Lesson 6

Can understand details of a story, talk about camping safety and use **-ed** and **-ing** inflectional endings

1

- Compare answers as a class. Invite pupils to give their reasons for their choices. Encourage discussion.

17 Write two more things you should do to keep safe when you go camping.

- Put pupils into pairs and ask them to discuss more ideas about what we should do to keep safe when we go camping. They should make notes.
- Ask pupils to use their notes to write sentences.
- Invite individual pupils to read out their sentences to the class.

18 Listen and circle the verbs with short vowels.

- Ask pupils to look at the different verbs in the **-ed** and **-ing** form. Explain that they are going to hear the correct pronunciation for each verb. They should listen carefully to identify the verbs with short vowels (as opposed to stressed vowels).
- Play the audio. Pupils listen and circle the relevant words.
- Put pupils into pairs to compare their answers. Encourage them to say the words with the correct pronunciation. Play the audio again so that pupils can check.
- When pupils have finished, elicit the answers from the class.

19 Read and complete the table.

- Ask pupils to write the **-ed** and **-ing** form for each of the verbs in the table.
- Then invite individual pupils to write the **-ed** and **-ing** form for each verb on the board.

For Activity Book audioscripts and answer keys see p. 250.

Pop quiz

Put pupils into Team A and Team B. Say, **drop**, and two pupils from Team A should come to the board and write the verb in the **-ed** form (**dropped**) and the **-ing** form (**dropping**). They win a point for each word with the correct spelling. Suggested verbs: **drop, surf, get, chat, stay, stop, play, read**.

- Alternatively, do the **Poptropica English World digital activity**.

Practice

22 Write four sentences using **-ed** and **-ing**. Give them to your partner to read aloud.

- Elicit different verbs with the **-ed** and **-ing** form and write these on the board, e.g. **kicked, swimming**. Elicit as many examples as possible. Then explain to pupils that they should use these verbs (or any other verbs in the **-ed** or **-ing** form) to make sentences. Invite a pupil to read out the example.
- Give pupils time to write sentences in their notebooks. When they have finished, put them into pairs and ask them to swap books. Pupils take turns to read out their partner's sentences. Encourage them to give each other positive feedback, e.g. **Correct spelling! Good pronunciation!**
- When the pairs have finished, invite individual pupils to read out a sentence to the class.

Activity Book page 11

16 Read and circle.

- Remind pupils of the Value: **Safety first! Think about safety when you go camping**. Explain to pupils that they should circle the word or phrase which completes each sentence so that it reflects the value correctly.

Lesson 7 Pupil's Book page 18 or Poptropica English World

Lesson objective

To understand a text, talk about rainforests and use *to + infinitive*

Cross-curricular focus

Natural Science (deforestation)

Target language

conserving, dense, drought, humid, deforestation
The rainforest is perfect for species to live in. We need rainforests to help the world climate.

Materials

Audio; CLIL poster; Learning adventure poster; world map

Optional activity materials

Photocopiable 1.5

Warm-up

- Ask pupils to brainstorm words that are related to rainforests, e.g. *waterfall, trees*.
- Show the world map and ask pupils to identify countries which have rainforests, e.g. *Brazil*.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning about rainforests and how to use to + infinitive.*

23 What weather and environment words do you know? Make a list.

- Put pupils into pairs. They should work together to make a list of weather and environment words, e.g. *rain, oxygen*.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation



24 Read and complete. Then listen and check.

- Play the audio. Pupils listen and follow in their books.
- Then ask pupils to write the missing words in their notebooks.
- Play the audio again for pupils to check.

ANSWER KEY 1 dense 2 humid
3 Deforestation 4 conserving 5 drought



Look!

- Ask pupils to read the *Look!* box. Play the audio as they read.
- Explain that we use *to + infinitive* to express purpose.
- Ask pupils to copy the examples from the *Look!* box into their notebooks, changing the wording so that it is memorable for them.
- Encourage pupils to refer to the grammar reference on p. 113 as a useful resource to help them with their learning.
- In pairs, ask pupils to look at the text in Activity 24 and find examples of *to + infinitive*, e.g. *We need water to stop the extinction of plant and animal species ...*
- Alternatively, do the **Poptropica English World grammar presentation** activities.

Go to **Poptropica English World** to do an extra grammar activity here.

Practice

25 Match the definitions to the words in the box in Activity 24.

- Invite different pupils to read aloud the definitions. Encourage pupils to read the completed texts in Activity 24 to find the words in context.

ANSWER KEY 1 drought 2 deforestation
3 humid 4 conserving 5 dense

26 Ask and answer.

- Ask pupils to work on their own to read the questions and then read the texts again to find the specific information. They should make notes in their notebooks.
- Put pupils into pairs. They should take turns to ask and answer, using their notes.
- Elicit the answers. Ask pupils to say where in the text they found the information for each answer.

ANSWER KEY

- 1 A rainforest is a dense jungle where it rains a lot. It's a hot and humid place.
- 2 It happens for many reasons, for example to use the land to grow food or to sell the wood to make paper and other products.
- 3 It has a lot of trees and has got the perfect conditions for ten million species of plants, insects and animals.
- 4 Rain forests help to create rain. Without rain, there can be a drought.

23 What weather and environment words do you know? Make a list.

24 Read and complete. Then listen and check.

conserving dense drought humid deforestation

DEFORESTATION

BEFORE A rainforest is a ¹ ... jungle where it rains a lot. It's a hot and ² ... place. Brazil has got one of the most important rainforests in the world – The Amazon. The rainforest is home to some amazing plants and animals. More than ten million species of plants, insects and animals live here! The rainforest has got the perfect conditions for these species to live in. Chocolate, pineapples and sugar are some things that come from rainforests.

DURING ³ ... is the process of clearing forests on Earth. It happens for many reasons, for example, to use the land to grow food or to sell the wood to make paper and other products. Often people make more money selling the trees than ⁴ ... the rainforest.

AFTER Rainforest areas about as big as a football field disappear every minute. Deforestation can cause ⁵ ... a lack of water. We need water to stop the extinction of plant and animal species in the rainforest and other habitats like rivers or seas. Deforestation is also a key factor in climate change because trees help to stop greenhouse gases.

WE ALSO NEED RAINFORESTS:

- to stop floods and droughts
- to make sure we have water and rain
- to help the world climate
- to save the tribes that live there.

LOOK!
The rainforest is perfect for species to live in.
We need rainforests to help the world climate.

GRAMMAR REFERENCE >
PAGE 113

25 Match the definitions with the words in the box in Activity 24.

1 when there is not enough water	2 when the forests are removed
3 the air is very wet and hot	4 protecting
5 very close together	

26 Ask and answer.

1 What is a rainforest?	2 Why does deforestation happen?
3 What does a rainforest look like before deforestation?	4 Why are rainforests important for water?

27 Why do we need rainforests? Tell a partner.

We need rainforests to stop floods. Without them, many animals and people could drown.

18 Lesson 7 Can understand a text, talk about deforestation and use to + infinitive

Activity Book page 12

- 20** Read and complete the paragraph.
- Ask pupils to complete the paragraph using the words from the box.
 - Invite individual pupils to read out completed sentences.
- 21** Read and match.
- Give pupils time to work on their own to match the words with the definitions.
- 22** Read and tick (✓).
- Ask pupils to look at the table. For each item, they should tick under the appropriate heading.
 - Elicit the answers from the class.
- 23** Find a solution to deforestation. Write.
- Put pupils into pairs and ask them to discuss the questions. They should make notes.
 - Then ask pupils to use their notes to write their sentences.
 - Invite individual pupils to read out their sentences. Encourage discussion.

For Activity Book audioscripts and answer keys see p. 250.

27 Why do we need rainforests? Tell a partner.

- Explain to pupils that they should work on their own to think about why we need rainforests and to make notes in their notebooks. Encourage them to use *to* + infinitive as they make notes about their reasons.
- Put pupils into pairs. Invite a pupil to read out the example in the speech bubble. Pupils take turns to give their reasons.

ANSWER KEY

Suggested answers: We need rainforests to: provide a habitat for ten million species of plants, insects and animals; help create rain so that there isn't a drought; help stop greenhouse gases.

Extension questions

Write the following questions on the board: *Can you name some plants, insects and animals which live in the rainforest? What do you think are the 'perfect conditions' referred to in the text? Can you think of more reasons for deforestation? What are greenhouse gases? Use L1, if necessary.*

- Put pupils into pairs. Give them a few minutes to think of their answers.

Learning adventure

- Ask pupils, *What do you know about deforestation now?* Give pupils a minute to think of ideas with their partner. Accept any ideas and encourage discussion.
- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

- Play *Spelling bee* (see p. 239) with the words in the box in Activity 24 in the Pupil's Book. Pupils listen to the words you say and, in turn, they try to spell them correctly.
- Alternatively, do the **Poptropica English World digital activity**.

Lesson 8 Pupil's Book page 19 or Poptropica English World

Lesson objective

To understand texts and talk and write about different camping trips

Cross-cultural focus

To find out about camping around the world

Project focus

To design an ideal camping trip

Target language

mountains, wild, paths, volcanic, cabin, mud

Materials

Audio; Learning adventure poster; world map

Optional activity materials

Photocopiable 1.6

Warm-up

- Show the world map and elicit different places around the world where people could go on a camping trip. Encourage pupils to imagine what a camping experience could be like in the different places. Elicit possible similarities and differences between camping in different places.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're talking and writing about different camping trips around the world.*

28 What geographical features do you know? Tell a partner.

- Put pupils into pairs to name and describe different geographical features, e.g. *river, mountain*.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're moving along your learning adventure!*

Presentation



29 Listen and read the posts. Then match the texts with the photos.

- Ask pupils to look at the photos. Invite individual pupils to describe what they can see.
- Explain that the photos show three different places around the world to go camping.

- Play the audio. Pupils listen, follow in their books and match the photos and descriptions.
- Elicit the answers from the class.

ANSWER KEY 1 b 2 c 3 a

Practice

30 Read and say *True or False*.

- Put pupils into pairs. They should work together to read the statements and then read the texts in Activity 29 again to find the specific information.
- When pupils are ready, elicit the answers. Ask them to say where in the text they found the information.

ANSWER KEY 1 F 2 T 3 T 4 F 5 F

Project

31 Make a presentation about your ideal camping trip.

- Read the project instructions and check understanding. Explain that *ideal* is a synonym for *best possible*.
- Give pupils time to imagine their ideal camping trip. At this stage, encourage group discussion about different ideas. Explain that they can use the descriptions of camping trips in Activity 29 for inspiration.
- When pupils have a basic idea, have them answer the specific questions. In their groups, pupils can decide about how they want to divide up the work. Either all the pupils in the group can think of answers to all the questions and then share their ideas, or they can divide up the questions between them.
- Pupils should design their ideal camping trip. They should find photos or draw pictures to accompany their writing.
- Each group presents their ideas to the class. Encourage pupils to be creative using technology.



Give pupils feedback about their project. Make sure that they have answered all the questions in sufficient depth, and have written clear descriptions. Praise good content, correct spelling and punctuation, and a creative presentation.

Home–School link

- Read the instruction with the class: *Talk with your parents about what you can do on a camping trip*. Ask pupils to discuss with their family about camping trips. Explain that you will be asking them for feedback at the start of the next lesson.

Wider World

Camping around the world

1

28  What geographical features do you know? Tell a partner.

29  Listen and read the posts. Then match the texts with the photos.

1 Melissa, 12, United States

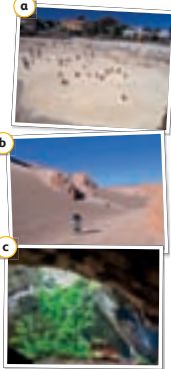
Death Valley National Park in California is a great place for desert camping. It's very hot there in the summer, so we usually go there in the spring. I love riding my bike on the paths in the mountains. Mountain biking is difficult, but it's very exciting. My dad likes making big campfires and cooking our dinner on the fire. There are many types of snakes, lizards and birds for you to see there.


2 Niram, 12, Thailand

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


3 Luca, 11, Italy

Vulcano is a small volcanic island in Italy. I like camping there in the summer with my grandparents. We sleep in a small cabin in the forest. I like hiking to the top of the volcano. My grandma enjoys walking on the black sandy beaches near the sea. There is special mud in Vulcano that is very good for your skin. Some people put the mud on their bodies.



30  Read and say **True** or **False**.

- The mountains of Thailand are easy to climb.
- Niram likes watching birds.
- Death Valley is in the desert.
- Melissa doesn't like riding her bike.
- Vulcano is a big island.

31  Make a presentation about your ideal camping trip.



Talk with your parents about what you can do on a camping trip.

PROJECT BOX


- Discuss these questions in your groups:
 - Where is your ideal camping trip?
 - What can you do there?
 - What should you take with you?
- Choose one ideal camping trip to present to the class in your groups.
- Design your ideal camping trip. Find or draw pictures.
- Present your ideal camping trip to the class.

Lesson 8

Can understand texts and talk and write about different types of camping trips


19

Learning adventure

 Ask pupils, *What do you know about camping trips now?* Give pupils a minute to think of ideas with their partner. Accept any ideas and encourage discussion.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words and phrases they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

 Put pupils into Team A and Team B. Say a statement about one of the camping trips described in the texts in Activity 29, e.g. *The mountains in Khao Sam Roi Yot are easy to climb*, and ask Team A to say if the statement is true or false (*false*). Teams win a point if they answer correctly.

- Alternatively, do the **Poptropica English World digital activity**.

Assign pupils an extra homework activity on **Poptropica English World**.

Activity Book page 13

24  Put the letters in the correct order to make words.

- Explain to pupils that they are going to put letters in order to make words from the texts in Pupil's Book Activity 29.

25  Complete the sentences. Use the words from Activity 24.

- Give pupils time to read and write, and then put them into pairs. They should take turns to read out their completed sentences. Encourage them to correct each other, if necessary.
- Invite individual pupils to read out their completed sentences in front of the class.

26  Write about your ideal campsite.

- Give pupils time to work on their own to answer the questions. Then put them into pairs. They should take turns to ask and answer the questions.
- Invite individual pupils to answer the questions in front of the class.

For Activity Book audioscripts and answer keys see p. 251.

Lesson 9 Pupil's Book page 20 or Poptropica English World

Lesson objective

To understand and write a diary entry

Writing focus

To use personal pronouns, the past tense and adjectives when writing a diary entry

Materials

Audio; Learning adventure poster

Warm-up

- Ask pupils for feedback on their homework task of talking with their families about what they can do on a camping trip. Invite pupils to tell the class what they said at home.
- Then ask pupils if they write in a diary. If they do, ask them how often they write in their diary and what they like to write about. If they don't, ask them if they think it's a good idea to write in a diary and why people might want to do this.
- Ask pupils to think of a recent school trip. Elicit what happened on the trip and how pupils felt. Write the ideas on the board, for use at the end of the lesson.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure



Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board or look at it on the screen: *We're learning to write a diary entry.*

- Ask, *What sorts of things do we include in a diary entry?* Put pupils into pairs and tell them to discuss, e.g. *things we have done, our feelings*. Elicit pupils' ideas.
- Refer pupils to the learning adventure poster and ask them to reflect on what they already know. Say, *Great! You're already moving along your learning adventure!*

Presentation

READ



32 Read and complete Eva's diary entry. Then listen and check.

- Explain to pupils that they are going to read the diary entry which Eva wrote on the second day of the Adventure Camp. They should complete it using the words from the box.
- Give pupils time to read and complete the diary entry. They should write the missing words in their notebooks. Then put them into pairs to compare their answers.
- Play the audio. Pupils listen and check their answers.

Audioscript

CD1, Track 27

Dear Diary,
It's our second day at Adventure Camp, and I'm really enjoying it. We've got some new friends, too – they're from Spain and Mexico. They're teaching me Spanish, but I'm not very good at it! I felt nervous when I arrived, but our first night was great. There was a big dinner to welcome everyone and there were songs by the campfire. After the campfire, we went to bed. At night, our tent was cold, but it was warm in my sleeping bag. Today, we're walking to a wildlife park that's next to the camp. Here's a photo of me with my new friends and a photo of last night's campfire.
Bye, Eva

- Elicit the answers from the class.

ANSWER KEY 1 Spain 2 Spanish 3 dinner
4 campfire 5 wildlife 6 friends

Practice

THINK

33 Look at the diary entry and answer the questions.

- Put pupils into pairs. Invite individual pupils to read out the questions. Explain to pupils that they are going to work with their partner to look at the diary entry in Activity 32 and answer the questions.
- Give the pairs time to do the activity.
- Elicit the answers from the class.


ANSWER KEY

1 Dear Diary, / Bye, Eva 2 She talks about Adventure Camp. Yes, she's happy. 3 The second paragraph describes Eva's first night at Adventure Camp. 4 Eva talks about what she's doing today in the third paragraph.

PLAN

34 Imagine you are at Adventure Camp with Eva. Talk about the questions with a partner.

- Invite different pupils to read out the questions. Explain to pupils that they should imagine what Adventure Camp would be like, using the questions to guide them.
- Put pupils into pairs to talk about their ideas. Explain that they can develop their ideas together or they can take turns to talk about their own ideas.
- Ask pupils to make notes.

32  **READ** Read and complete Eva's diary entry. Then listen and check.

campfire dinner friends Spain Spanish wildlife

Tuesday 5th August



Dear Diary,

It's our second day at Adventure Camp, and I'm really enjoying it. We've got some new friends, too – they're from ... and Mexico. They're teaching me ... , but I'm not very good at it!

I felt nervous when I arrived, but our first night was great. There was a big ... to welcome everyone, and there were songs by the ... After the campfire, we went to bed. At night, our tent was cold, but it was warm in my sleeping bag.

Today, we're walking to a ... park that's next to the camp. Here's a photo of me with my new ... and a photo of last night's campfire.

Bye,
Eva

33 **THINK** Look at the diary entry and answer the questions.

- How does Eva start and finish the diary entry?
- What does Eva talk about in the first paragraph? Is she happy?
- What is the second paragraph about?
- In which paragraph does Eva talk about what she's doing today?

34 **PLAN** Imagine you are at Adventure Camp with Eva. Talk about the questions with a partner.

- What day is it? • Who are your new friends?
- What are you doing there? • What did you do yesterday?
- What are you doing today?

35 **WRITE** In your notebook, write a diary entry from Adventure Camp. Use your ideas from Activity 34.

WRITING TIP!

For diaries, we use the pronouns *I, we, my, our*. We use the past tense to describe what happened, e.g. *We went to bed*. We use adjectives to describe feelings, e.g. *I felt nervous*.

20 Lesson 9 Can understand and write a diary entry

Writing Tip!

- Invite a pupil to read out the first sentence in the *Writing Tip!* box. Elicit why we use the first person in a diary entry (*because we are talking about ourselves*). Then invite another pupil to read out the second sentence and elicit why we use the past tense (*because we are talking about things which have already happened*). Invite a different pupil to read out the third sentence and elicit why we write about feelings in a diary entry (*because writing in a diary can be like talking to a good friend*).

Go to **Poptropica English World** to do an extra writing activity here.

WRITE

- 35** In your notebook, write a diary entry from Adventure Camp. Use your ideas from Activity 34.
- Ask pupils to use their notes from Activity 34 to write their diary entry. They should follow the diary entry in Activity 32 as a model.
 - When pupils have written their diary entries, put them into pairs and ask them to swap books. Pupils should read their partner's diary entry and check that it contains the pronouns *I, we, my*

and *our*, uses the past tense to describe what happened, and uses adjectives to describe feelings. Encourage pupils to give each other positive feedback, e.g. *It seems like you had a lot of fun at Adventure Camp!*

- Invite different pupils to read out their diary entries to the class.

Activity Book page 14

27 Listen and write.


- Explain to pupils that they are going to listen to a diary entry Pablo wrote while he was at Adventure Camp.
- Play the audio. Pupils listen and follow in their books. Pause after each gap so that pupils can write the missing words.
- Put pupils into pairs to compare their answers. Then play the audio again so that they can check.
- Invite individual pupils to read out their completed sentences.

28 Look at Activity 27 and answer the questions.

- Ask pupils to work on their own to read the questions and then read Pablo's diary entry in Activity 27 again to find the specific information. They should write the answers to the questions.
- When pupils have finished, put them into pairs. They should take turns to ask and answer the questions.
- Elicit the answers. Ask pupils to say where in the text they found the information for each answer.

For Activity Book audioscripts and answer keys see p. 251.

Pop quiz

 Create a diary entry together as a class about the school trip discussed in the Warm-up. Refer to the ideas written on the board and follow the diary entry in Activity 32 as a model. Invite individual pupils to complete the diary entry on the board.

- Alternatively, do the **Poptropica English World digital activity**.

Lesson 10 Pupil's Book page 21 or Poptropica English World

Lesson objective

To assess what they have learnt in Unit 1


Materials

Audio; Flashcards – Camping items and equipment, Camping activities; Learning adventure poster; Test Booklet pp. 8–11 (Unit 1)

Warm-up

- This is a self-assessment lesson. Tell pupils that the activities in this lesson will show what they have learnt in this unit.
- Play *What's missing?* (see p. 237) with the flashcards for camping items and equipment.
- Alternatively, do the **Poptropica English World digital activity**.

Learning adventure

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

- Ask, *How many words for camping equipment and activities can you remember?* Write pupils' answers on the board.
- In pairs, pupils discuss how they feel about their learning adventure. Individual pupils say where they are on their learning adventure and what they think their difficulties are.
- Invite pupils to use this lesson's activities as an opportunity to reflect on whether or not they need additional practice in any of the learning objectives.

Practice

36 Read and match.

- Explain to pupils that they are going to match definitions with words and phrases related to camping.
- Give pupils time to work on their own to do the matching activity. When they are finished, put them into pairs to compare their answers.

ANSWER KEY 1 b 2 c 3 d 4 e 5 a

37 Listen and find what Sally and Pete can do.

- Ask pupils to look at the pictures showing different activities. Explain to pupils that they are going to find out about different activities which Sally and Pete like, love and can do.

- Play the audio. Pupils listen and follow in their books. They write in their notebook the letters of the activities which Sally and Pete can do.

Audioscript

CD1, Track 29

- 1 Sally can sing and she loves camping. On camps, she teaches us how to cook things. She can't light a fire, but she can cook.
- 2 Pete is very active. He can kayak and he starts kayaking at 10 a.m. at Adventure Camp. He can't read a compass – we got lost in the forest last Saturday! He likes driving, but he can't fly a plane. He wants to learn next year!

- Put pupils into pairs to compare their answers. Then play the audio again so that they can check.

ANSWER KEY 1 a, c 2 a

38 Correct the sentences in your notebook.

- Review the use of *but* and *so*, and *start/finish* verb + *-ing*.
- Pupils identify the errors and write the sentences correctly in their notebooks.

ANSWER KEY

1 I can ride a bike, but I can't skateboard. 2 I can pitch a tent and I can help you. 3 It's very sunny, so I'm going to wear a hat. 4 We start doing our homework at 6 p.m. 5 You are good at tennis, so you can teach me. 6 They finish kayaking in the afternoon.

39 Talk about rainforests with a partner.

- Pupils work in pairs to describe rainforests and explain why we need them. Invite a pair to read out the example in the speech bubbles. Write these two headings on the board: *What are rainforests like? Why do we need rainforests?*
- When the pairs have finished, invite individual pupils to write sentences below each of the headings.

40 Ask and answer.

- The pairs take turns to ask and answer the questions.

Activity Book page 15


29 Read and match.







- Pupils match the words with the definitions.

1

36 Read and match.


1 You do this to find your way.	a sleeping bag
2 You put these in when pitching the tent.	b read a compass
3 You do this before going to sleep.	c pegs
4 You do this before you go home.	d set up the bed
5 You are warm when you use this.	e take down the tent

37  Listen and find what Sally and Pete can do.


1 Sally	a 	b 	c 
2 Pete	a 	b 	c 

38 Correct the sentences in your notebook.

- I can ride a bike, so I can't skateboard.
- I can pitch a tent, but I can help you.
- It's very sunny, but I'm going to wear a hat.
- We start do our homework at 6 p.m.
- You are good at tennis, but you can teach me.
- They finishing kayak in the afternoon.

40  Ask and answer.

- What do you like doing? What do you not like doing?
- What can you do? What can't you do?
- What do you do when you go camping?


39  Talk about rainforests with a partner.

They are perfect for animals to live in.

We need them to stop droughts.

I CAN

I can talk about camping trips and activities using *start*, *finish*, *enjoy* and (*don't*) *like* with verb + *-ing*.
I can talk about ability using *can*, *can't*, *so* and *but*.
I can write a diary entry.



Lesson 10 Can assess what I have learnt in Unit 1 **21**

Activity Book page 95 (Extra practice)

1 Read and circle.

- Pupils circle the correct verb forms to complete the sentences.

2 Read and circle.

- Pupils choose the correct connectors to complete the sentences.

3 Read and match.


- Pupils match the sentence halves.

4 Write the correct words.

- Pupils match the definitions with the words in the box.


For Activity Book audioscripts and answer keys see p. 251.

Learning adventure

 Ask pupils how they feel about their learning. Pupils say what they have found easy or difficult. Encourage pupils to feel positively about their learning.

- Pupils say the *I can* statements in the Pupil's Book and point at the faces to represent how confident they feel about each learning objective. Then, for each statement, they tick below the appropriate face in the Activity Book.
- Refer pupils to the learning adventure poster and ask them, *Where are you now in your learning adventure?* Encourage pupils to discuss their progress, and say, *Well done!* to give them positive reinforcement.

Pop quiz

 Put pupils into groups of four. Write these questions on the board: *Which is your favourite activity in the unit? Why? Which activity don't you like? Why? What is your favourite new word? Which word is the most difficult for you?*

- Alternatively, do the **Poptropica English World digital activity**.

Go to **Poptropica English World** to do an extra self-assessment activity here.

Assign pupils an extra homework activity on **Poptropica English World**.

30 Listen, circle, and number.

- Pupils listen to find out about what four young people like, love, don't like, can and can't do, in relation to camping.

Audioscript

CD 1, Track 30

- a** I'm Pablo. I can pitch a tent, but I can't read a compass.
b Hi, I'm Ron. Camping is lots of fun. I like lighting fires, but I don't like cooking.
c I'm Jo. I like hiking and climbing mountains. I love hiking with a torch at night, and I love camping under the stars.
d Hello. My name is Jackie. Most people don't like the rain, but I like the rain. I like walking in the rain, but I usually cover my head, so my hair stays beautiful!

31 Put the words in order to make sentences. Then write Yes or No for you.

- Pupils put words in the correct order to write the sentences. Then they answer the question to say if the statement is true for them.