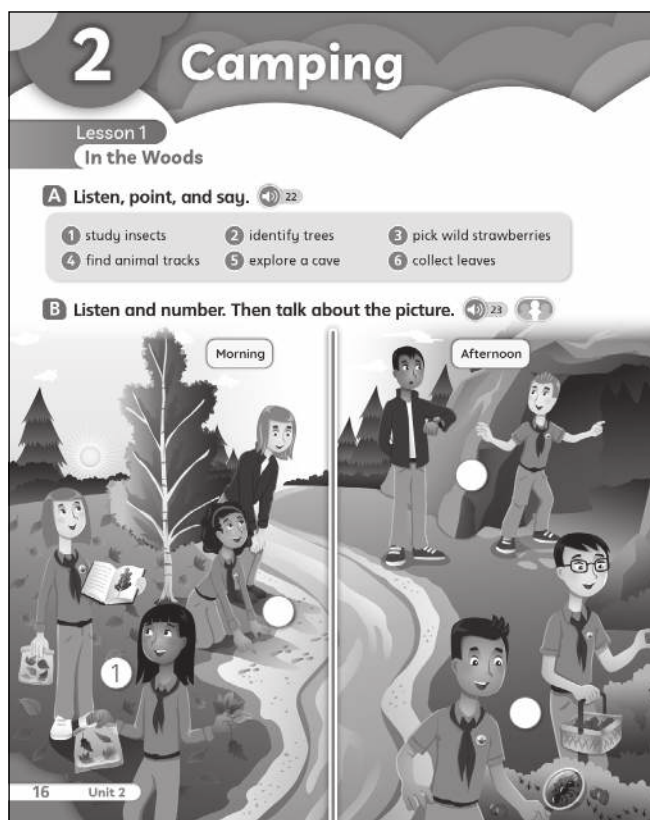


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## Lesson 1 In the Woods

### Objectives

Talking about outdoor activities

### Grammar

Questions and answers in past continuous tense: *What was she doing in the morning / afternoon? She was studying insects.; Was he studying insects in the morning / afternoon? Yes, he was. / No, he wasn't. He was identifying trees.*

### Vocabulary

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

### Materials

Audio 022–025

## Student Book page 16

### Warm up

- Elicit other *What* questions from Unit 1, Lesson 4: *What did Marco Polo do when he was 21?* Students look back at the reading on page 12 and practice asking and answering other questions with a partner.
- Sing *Let's Learn How to Surf* (15).

### A Listen, point, and say. 022

- Use the Classroom Presentation Tool interactive activity to introduce the new phrases.
- Write each phrase on the board and help students to understand it.
- Play the audio. Students listen, point, and say along with the audio.

### B Listen and number. Then talk about the picture. 023

- Direct students' attention to the big picture. Discuss what time of day it is in each picture.
- Have students point to each of the new vocabulary items in the picture before listening to the audio.
- Play the audio. Students listen, find the items in the picture, and number them. Check answers together.

### Audio script 023

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

### ANSWER KEY

(clockwise from bottom left)

- collect leaves
- find animal tracks
- explore a cave
- study insects

Unit  
**2**

**C Listen, ask, and answer. Then practice.** 024

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

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

**D Listen, ask, and answer. Then practice.** 025

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

wasn't = was not

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

Was she finding animal tracks in the morning?  
No, she wasn't. She was collecting leaves.

What were you doing this morning?  
Talk with your partner.

I can ...  
talk about outdoor activities in the past.

Lesson 1 17

## Student Book page 17

### C Listen, ask, and answer. Then practice. 024

- Introduce the new pattern: *What was she doing in the morning / afternoon? She was studying insects.*
- Direct students' attention to the verb box. Say the words and have students repeat. Review the past continuous tense form.
- Direct students' attention to the first grammar box on page 17. Ask students what time of day it is in picture 1 (*morning*), and in picture 2 (*afternoon*).
- Play the audio. Students listen, ask, and answer along with the audio.

### Audio script 024

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

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

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

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

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Students practice in pairs, using their books.

### D Listen, ask, and answer. Then practice. 025

- Introduce the pattern: *Was he studying insects in the morning? Yes, he was. Was he studying insects in the afternoon? / No, he wasn't. He was identifying trees.*
- Present the short form: *wasn't = was not.*
- Direct students' attention to the second grammar box on page 17.
- Play the audio as students listen, ask and answer along with the audio.

### Audio script 025

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

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

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

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

wasn't = was not

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

- Use the Classroom Presentation Tool grammar video to present and practice the new language.
- Students practice in pairs, using their books.

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

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

#### EVERYBODY UP GLOBAL SKILLS

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

#### Games and Activities

**Buzzers** (Teacher's Guide page 114). Say a Lesson 1 verb in simple present tense (*collect*). Students make a statement in past continuous.

**Charades** (Teacher's Guide page 114). Students act out a new vocabulary phrase. Classmates guess using the past continuous.

#### Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

#### Extra Practice

Workbook pages 14–15

Classroom Presentation Tool

Online Practice

**Lesson 2**  
**Making Camp**

**A Listen, point, and say.** 026

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

**B Listen and say. Then practice.** 027

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

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

18 Unit 2

## Lesson 2 Making Camp

### Objectives

Talking about past camping activities

### Grammar

Past continuous statements with simple past tense statements: *She was setting up the tent when I arrived at the campsite. When I arrived at the campsite, she was setting up the tent.*

Past continuous questions and answers: *What were you doing when you saw the deer? I was setting up the tent.*

### Vocabulary

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

### Materials

Audio 026–029

### A Listen, point, and say. 026

- Use the Classroom Presentation Tool interactive activity to introduce the new phrases.
- Write each phrase on the board and help students to understand it.
- Play the audio. Students listen, point, and say along with the audio.

### B Listen and say. Then practice. 027

- Introduce the new patterns: *She was setting up the tent when I arrived at the campsite* and *When I arrived at the campsite, she was setting up the tent*. Point out that the two sentences mean the same.
- Direct students' attention to the grammar box on page 18. If helpful, draw a timeline to demonstrate how the verb *arrived* happened at a specific point in time during the longer event *she was setting up the tent*.
- Direct students' attention to the verb box on page 18. Say the words and have students repeat.
- Play the audio. Students listen and say along with the audio.

### Audio script 027

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

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

- 1 She was setting up the tent when I arrived at the campsite. When I arrived at the campsite, she was setting up the tent.
  - 2 She was building a campfire when I arrived at the campsite. When I arrived at the campsite, she was building a campfire.
  - 3 She was roasting fish when I arrived at the campsite. When I arrived at the campsite, she was roasting fish.
  - 4 He was telling stories when I arrived at the campsite. When I arrived at the campsite, he was telling stories.
  - 5 He was putting out the campfire when I arrived at the campsite. When I arrived at the campsite, he was putting out the campfire.
  - 6 He was looking at the stars when I arrived at the campsite. When I arrived at the campsite, he was looking at the stars.
- Students practice the pattern on their own.

## Student Book page 18

### Warm up

- Greet the class. Students greet their classmates and ask *What were you doing this morning?*
- Play **Charades** (Teacher's Guide page 114). Review Unit 2, Lesson 1. One at a time, act out the vocabulary phrases. Students use the past continuous to guess (*She was collecting leaves*).

**Unit 2**

**C Listen, ask, and answer. Then practice.** 028

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

**D Listen and read. Then answer the questions.** 029

**Star Camp**

When I was on vacation, I went to a camp where boys and girls look at the stars. At the campsite, a boy named Jason was setting up his tent. I asked him what he was learning about the stars.

"I'm learning their names and how to read a star map," said Jason. "It's a lot of fun."

"When is the best time to look at the stars?" I asked.

"The best time to look is late at night, when it's clear and not cloudy," said Jason.

1. What was Jason doing at the campsite?  
2. What is Jason learning about the stars?  
3. When is the best time to see stars?

**E Add quotation marks.**

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

**Style Tip**  
Use quotation marks to show when someone is speaking.

**I can ...**  
talk about camping activities in the past.

Look at B. What were they doing at night?

Lesson 2 19

## Student Book page 19

### C Listen, ask, and answer. Then practice. 028

- Introduce the new pattern: *What were you doing when you saw the deer? I was setting up the tent.*
- Direct students' attention to the grammar box on page 19, then play the audio. Students listen, ask, and answer along with the audio.

### Audio script 028

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

- What were you doing when you saw the deer?  
I was setting up the tent.
- What were you doing when you saw the deer?  
I was roasting fish.
- What were you doing when you saw the deer?  
I was putting out the campfire.
- What were you doing when you saw the deer?  
I was looking at the stars.
- What were you doing when you saw the deer?  
I was telling stories.
- What were you doing when you saw the deer?  
I was building a campfire.

- Students practice in pairs, using their books.

### D Listen and read. Then answer the questions. 029

- Students look at the picture, talk about what they see, and about what they think the title *Star Camp* means.
- Play the audio. Students listen and read along with the audio.
- Read each question aloud with the class. Students can answer orally or write the answers in their notebooks, using the text as a reference. Encourage students to write complete sentences.
- Check answers together.

### ANSWER KEY

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

### E Add quotation marks.

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

### ANSWER KEY

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

### EVERYBODY UP GLOBAL SKILLS

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

### Games and Activities

**Toss and Tell** (Teacher's Guide page 115). When they catch the beanbag, students must answer a question from Lesson 2.

**Word Roll** (Teacher's Guide page 116). Pairs of students make dice using the phrases from Lessons 1 and 2. Students roll the dice and use the phrase on top as a cue for question and answer practice.

### Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

### Extra Practice

Workbook pages 16–17

Classroom Presentation Tool

Online Practice

Lesson 3  
Reading

A Talk about the pictures. Then listen and read.

### The Cave

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

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

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

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

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

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

Then they hear something behind them.

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

"Emmal Julie!" the boys shout.

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

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

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

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

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






20 Unit 2

## A Talk about the pictures. Then listen and read.

030

- Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.
- Introduce the new words. Write each word on the board. Have students guess the meaning of the words from context and compare their answers with a partner. Check answers with the class.
- Play the audio. Students listen and read along with the audio.
- Read the story aloud with the students. Then direct students' attention to the value *Be helpful* and discuss what this means. Ask students if they can think of other examples of this value. Play the audio again.
- Tell students they will rewrite the ending of the story. Have students read the story on their own and then change the last five lines after Mike asks *Where is the campsite?* Give students a few minutes to write. Go around and help as needed. Then elicit story endings from the class.

## Lesson 3 Reading

### Objectives

Asking for help with directions

### Vocabulary

follow, way out, shout, far

### Conversation

*Which way is the campsite? It's that way. Thanks a lot!*

*Which way is the campsite? Sorry, I don't know. Thanks, anyway.*

### Value

Be helpful.

### Materials

Audio 030–032

## Student Book page 20

### Warm up

- Greet the class. Then start a conversation chain to practice: *What were you doing last night?* Begin the chain by asking S1, then S1 asks S2, and so on.
- Play **Picture Pieces** (Teacher's Guide page 115). Review camping vocabulary from Lessons 1 and 2. Slowly draw a vocabulary item and have students try to guess the answer before you finish.
- Review Unit 1, Lesson 2 grammar. Write the six vocabulary phrases on the board. Ask S1 *What were you doing when you saw the deer?* and point to a phrase. S1 uses the phrase as a prompt, *I was telling stories*. Then point to a different phrase for S2's turn.

Unit  
**2**


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

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


**C Sing.** 031

**Which Way Is the Coffee Shop?**

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



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



**D Listen and say.** 032

Which way is the campsite?  
It's that way.  
Sorry, I don't know.

Thanks a lot!  
Thanks anyway.

**I can ...**  
read a story about being helpful.

Lesson 3 21

## Student Book page 21

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

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

#### ANSWER KEY

1 b 2 b 3 a 4 a

### C Sing. 031

- Read the song lyrics with the students.
- Play the audio. Students listen and sing along with the audio.

### Audio script 031

#### Which Way Is the Coffee Shop?

Which way is the coffee shop?  
It's that way.  
Thanks a lot!  
Which way is Mexico?  
Sorry, I don't know.  
Which way is the city zoo?  
It's over there. We'll go with you.  
Thank you! Thank you! Thank you! Thanks a lot!  
(x2)

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

### D Listen and say. 032

- Students read and act out the different conversations in the speech bubbles.
- Play the audio. Students listen and say with the audio.
- Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

#### EVERYBODY UP GLOBAL SKILLS

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

#### Games and Activities

**Finish the Story** (Teacher's Guide page 114). Copy the key sentences from the story on page 20, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.

**Order the Text** (Teacher's Guide page 115). Write out the key sentences from the story on strips of paper. Give one complete set of strips to each student. Read the passage aloud. Students listen and put the strips in order.

Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value *Be helpful*. Prompt students by asking how they can be helpful when camping or who they help at home. Have students write a sentence or a dialogue about their drawing as in Activity D. Finished drawings can be presented to the class.


#### Extra Practice


Workbook pages 18–19


Unit 2, Lesson 3 Values Worksheet

Classroom Presentation Tool


Online Practice

**Lesson 4**  
**Plants**  **Science**

**A Watch the video.** 

**B Listen, point, and say.**  033

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

**C Listen and read.**  034

**The Parts of a Plant**

Plants give us food, clothing, and oxygen. There are over 250,000 kinds of plants in the world. Many plants have six parts. Each part has a job to do.

**Seeds**  
Seeds come in many shapes and sizes. When seeds are in the earth, they grow and become new plants.

**Roots**  
The roots of a plant usually grow underground. They take in food and water for the plant.

**Stem**  
The stem grows up from the roots and helps the plant to stand. It stores food and brings water to other parts of the plant.

**Leaves**  
Leaves grow out of the stem. They use the sun to make food for the plant.

**Flowers**  
Many flowers are colorful. They help the plant to make seeds.

**Fruit**  
Some plants grow fruit, which have seeds in them. Apples, oranges, and tomatoes are all fruit.

22 Unit 2

## Lesson 4 Plants

### Objectives

Identifying and talking about parts of a plant

### Grammar

Questions with *these/those*: *Which parts of the plant are these? Those are the seeds.*

What questions with *do*: *What do they do? They grow and become new plants*

### Vocabulary

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

### Materials

Audio 031, 033–034; Unit 2 CLIL video and Poster (Plants)

### A Watch the video.

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

- Play the video. See Video Scripts on Teacher's Guide page 117 for reference.
- Play the video again. Pause the video and ask students questions about the plants, e.g., *What kinds of plants do you see? What do plants give us?* etc.

### B Listen, point, and say. 033

- Use the Classroom Presentation Tool interactive activity to present the new words. Write each word on the board and help students to understand it.
- Play the audio. Students listen, point to the words, and say along with the audio.
- Students practice saying the new vocabulary on their own, using their books.

### C Listen and read. 034


- Students look at the pictures and talk about what they see. Students say what they think the title *The Parts of a Plant* means.
- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
- Play the audio. Students listen and read aloud with the audio.
- Play the audio again. Students listen and read along silently.
- Students read the passage on their own.

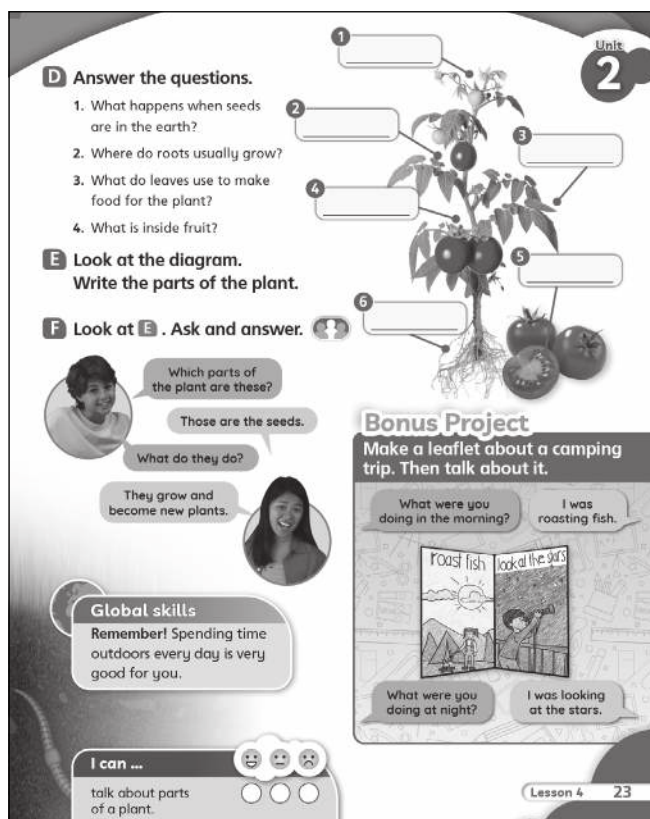
## Student Book page 22

### School Subject Connection: Science

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

### Warm up

- Greet the class. Then ask a few individual students *How were you helpful yesterday?* Next, students greet their classmates and ask how they were helpful.
- Elicit the language from Unit 2, Lesson 3: *Which way is the campsite?* Students practice the question with their classmates.
- Sing *Which Way Is the Coffee Shop?* ( 031).



## Student Book page 23

### D Answer the questions.

- Read out the questions and check that students understand them.
- Students write the answers to the questions, using Activity C as a reference.
- Check the answers.

#### ANSWER KEY

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

### E Look at the diagram. Write the parts of the plant.

- Direct students' attention to the diagram. Have them talk about what they see.
- Students write the names of the plant parts, using Activity C as a reference.
- Check the answers.

#### ANSWER KEY

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

- Use the Classroom Presentation Tool grammar video to present and practice the new language.

### F Look at E. Ask and answer.

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

## EVERYBODY UP GLOBAL SKILLS

**Critical Thinking:** Direct students' attention to the Global skills tip. Read out the tip, then ask *Why do you think spending time outdoors is good for you?* Put students into pairs and give them a few minutes to think of two ideas. Elicit ideas from pairs in turn.

## Bonus Project

- Explain to students that they will make a leaflet about a camping trip and then talk about it. Explain that they will draw pictures and write about the trip. Tell students they can make their leaflet about a real camping trip they went on, or they can imagine one.
- Students work individually to make their leaflets.
- Put students into groups and tell them that they are going to ask each other questions about their trip.
- Students work in their groups and ask and answer questions using the patterns in the speech bubbles.
- Ask some students to tell the class about something one of their group members was doing in the morning or at night.

## Games and Activities

**What's Missing?** (Teacher's Guide page 116). Write five of the six new plant part words on the board. Students name the word that's missing.

**Listen and Draw** (Teacher's Guide page 115). Describe a plant, part by part, and have students draw each part as you say it. Don't say one part. After you are finished, ask students to name the missing part.

## Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

## Extra Practice

Workbook pages 20–21

Unit 2, Lesson 4 CLIL Worksheet

CLIL video

Classroom Presentation Tool

Online Practice

Unit  
2

Check Up

**A Listen, check (✓), and write.** 035

1 find animal tracks

2 seeds

3 tell stories

4 look at the stars

5 pick wild strawberries

6 set up a tent

**B Read and write.**

1. What was the girl doing in the morning?  
She was exploring a cave.

2. What was the boy doing in the afternoon?  
He was collecting leaves.

3. What was Mom doing when she saw the deer?  
She was roasting fish.

4. What were you doing when I arrived?  
We were building a campfire.

I can talk about ...  
being in the woods.  
making camp.  
plants.

Value  
I can be helpful.

24 Check Up

### Review Language

Unit 2 grammar and vocabulary

### Materials

Audio 035

## Student Book page 24

### Warm up

- Say *On Saturday afternoon, I was ...*. Invite a student to complete the sentence, e.g., *I was watching a movie*. Ask the student next to them to repeat what their classmate was doing and add what they were doing, e.g., *Ana was watching a movie and I was listening to music*. Continue around the class until the list becomes too long for students to remember.

### A Listen, check (✓), and write. 035

- Play the first part of the audio, then pause to point out the example answer.
- Play the rest of the audio. Students listen and check the correct picture each time. When they have finished listening, they write the correct words.
- Check the answers by playing the audio again and pausing to confirm each answer. Write the answers on the board for students to check their spellings.
- Students practice saying the words in pairs, using their books.

### Audio script 035

- find animal tracks
- seeds
- tell stories
- look at the stars
- pick wild strawberries
- set up a tent

### ANSWER KEY

- animal tracks [1st picture]
- seeds [2nd picture]
- stories [2nd picture]
- at the stars [2nd picture]
- wild strawberries [2nd picture]
- up a tent [2nd picture]

### B Read and write.

- Ask students to look at the first picture, then read out the first question: *What was the girl doing in the morning?* Point out the example answer (*She was exploring a cave*).
- Students read the questions and write the correct answers. Encourage students to write full sentences for their answers.
- Check the answers and write them on the board.
- Students practice asking and answering the questions with a partner, using their books.

### ANSWER KEY

- She was exploring a cave.
- He was collecting leaves.
- She was roasting fish.
- We were building a campfire.

### Assessment for learning

Ask students to complete the self-assessment activity. Provide consolidation activities from the Teacher Resources or the Workbook, if they need extra support.

### Extra Practice

Workbook page 22

Unit 2 Test

Classroom Presentation Tool

Online Practice

**Skills Bonus** Unit 2

**A Listen and read.** 036

**How Scouting Started**


In 1908, Robert Baden-Powell was working in England when he wrote a book called *Scouting for Boys*. When boys and girls read it, many of them wanted to become scouts. The book showed them how to be safe and confident in the woods. They learned how to camp, hike, and find animal tracks. They also learned how to identify trees and build a campfire. Today, there are many groups in 218 countries. They teach camping, sports, and many other activities. Scouting is now over one hundred years old, and more young people become scouts every year!

**Skills Tip**  
Scan the reading for names of activities.

**B Read and write.**

- When did Robert Baden-Powell write *Scouting for Boys*? \_\_\_\_\_
- How many countries have scouting groups? \_\_\_\_\_
- How old is Scouting? \_\_\_\_\_

**C Listen and number.** 037

a  b  c  d 

**D Talk with your partner.** 037

- What do you do when you go camping or hiking?
- Are you in a scout group? Would you like to be a scout?

Skills 25

**Objectives**

Practice the language from Unit 2 through listening, reading, writing, and speaking.

**Materials**

Audio 036–037

**Student Book** page 25**Warm up**

- Ask *Who in the class is a scout? Do you know anyone who is a scout? What do scouts do?* Elicit answers from individual students. If any students in the class are scouts, encourage them to share their experiences of scouting with the class.

**A Listen and read.** 036

- Play the audio. Students listen and read.

**B Read and write.**

- Students look at Activity A and read the text again on their own.
- Check students' understanding by asking them *What activities do Scouts learn?* Direct students' attention to the Skills Tip and read it aloud. Encourage them to scan the text to find the answer to the question.
- Read out the three questions, then ask students to write the answers.
- Check the answers together.

**ANSWER KEY**

- In 1908.
- Today 218 countries have scouting groups.
- Scouting is now over one hundred years old.

**C Listen and number.** 037

- Play the first part of the audio, then pause to point out the example answer.
- Play the rest of the audio. Students listen and number the pictures.
- To check the answers, play the audio again and pause to confirm each answer.

**Audio script** 037

- Robert Baden-Powell wrote a book called *Scouting for Boys* when he was working in England in 1908.
- The book showed scouts how to camp, hike, and find animal tracks.
- Scouts also learned how to identify trees and build a campfire.
- Today there are scouting groups all over the world. There are groups in 218 countries.

**ANSWER KEY**

a 4 b 2 c 1 d 3

**D Talk with your partner.**

- Ask two confident students the questions and help them to give answers.
- Students work in pairs to ask and answer the questions.
- Ask some students to tell the class about their partner.

**Extra Practice**

Workbook page 23

YLE Flyers

Practice 1 Listening

A Listen and draw lines. There is one example.

Speaking

B Look at the pictures. Find six differences.

26 Units 1-2

## Flyers Practice 1

### Objectives

Practice the language from Units 1 and 2 in exam-style activities.

### Materials

Audio 038

## Student Book pages 26-27

### Warm up

- Play **Categories** (Teacher's Guide page 114) to review vocabulary from Units 1 and 2: Activities, Feelings, Travel and Trade, In the Woods, Making Camp, Plants.
- Elicit the language from Units 1 and 2 by miming actions and asking questions, e.g., mime diving and ask *What did I do on vacation?* Then mime being sleepy and ask *How did I feel?*

### Listening

#### A Listen and draw lines. There is one example.

038

- Play the first part of the audio, then pause and point out the example answer.
- Play the rest of the audio for students to listen and draw lines.
- To check the answers, play the audio again and pause after each item to confirm the answer.

#### Audio script 038

**Boy** I took this photo last weekend, Katy.

**Woman** It's a great photo! Do you know any of these people?

**Boy** Yes, I do. The girl who's taking photos is Clare.

**Woman** I like her striped coat.

**Boy** It's nice, isn't it? My sister has a coat like that.

**Narrator** Can you see the line? This is an example. Now you listen and draw lines.

**Boy** Look at that boy!

**Woman** The one with the yellow coat?

**Boy** Yes. That's David. His brother is in my class at school.

**Woman** Oh, I see.

**Boy** I think he's talking on his phone. He's wide-awake!

**Woman** Yes, he is!

**Woman** Who's that girl next to David?

**Boy** The one on the snow?

**Woman** No, not her. The one who's reading.

**Boy** Oh, that's Lisa. She's my sister's friend.

**Woman** She looks very sleepy.

**Boy** Yes, she does. I think she went to bed late!

**Boy** Do you know my cousin Billy?

**Woman** Is he in the photo, too?

**Boy** Yes. He loves the snow.

**Woman** Is he skiing?

**Boy** No, he can't ski. He's playing a video game.

**Woman** Oh, yes. He looks very relaxed!

**Woman** Do you know the girl who's making a snowman?

**Boy** No, but I know the boy behind her.

**Woman** Oh, do you? What's his name?

**Boy** It's Richard. He's Clare's brother. He's very shy.

**Boy** Can you see the boy getting ready to ski?

**Woman** Oh yes. He looks very nervous.

**Boy** Yes, he does. That's James. He's not very confident about skiing.

**Woman** Oh dear.

**Boy** It's OK. He can do it!

**Woman** That girl looks very confident!

**Boy** Yes, she does. That's Emily. She is skiing really fast!

#### ANSWER KEY

Lines from:

Clare to the girl wearing a striped coat

David to the boy wearing a yellow coat

Lisa to the girl who is reading

Billy to the boy who is playing a video game

Richard to the boy behind the girl making a snowman  
James to the nervous-looking boy who is getting ready to ski

Emily to the girl skiing fast

Units  
**1-2**

### Reading and Writing

**C Look and read. Choose the correct words and write them on the lines. There is one example.**

Example  
You can watch this at the theater. a play

- This is a material from China. \_\_\_\_\_
- You can ride on this at a funfair. \_\_\_\_\_
- These shine in the sky at night. \_\_\_\_\_
- You can sleep in this when you go camping. \_\_\_\_\_
- You can use this to see in the dark. \_\_\_\_\_

books  
 a tent  
 a flashlight  
 stars  
 a roller coaster  
 a campfire  
 silk  
 a play

**D Read the conversation and choose the best answer. Write a letter (A–G) for each answer. You do not need to use all the letters. There is one example.**

Example  
Jenny: Where did you go on vacation? Tom: C

- Jenny: Oh! Did you stay in a hotel? Tom: \_\_\_\_\_
- Jenny: Do you like camping? Tom: \_\_\_\_\_
- Jenny: Did you cook on a campfire? Tom: \_\_\_\_\_
- Jenny: What did you do every day? Tom: \_\_\_\_\_

A. Yes, I love it! It's fun to sleep in a tent.

B. Sometimes. But we usually ate in restaurants.

C. We went to the beach. It was amazing!

D. No, it wasn't. It was sunny every day.

E. No, we didn't. We camped near the beach.

F. Yes, we all wore shorts and T-shirts every day.

G. I surfed on the water, and I read books on the beach.

YLE Flyers 27

#### ANSWER KEY

- silk
- a roller coaster
- stars
- a tent
- a flashlight

**D Read the conversation and choose the best answer. Write a letter (A–G) for each answer. You do not need to use all the letters. There is one example.**

- Read out the example question and the answer.
- Students read the questions and choose the correct answers.
- When you have checked the answers, students could work with a partner and practice asking and answering the questions.

#### ANSWER KEY

- E
- A
- B
- G

#### Extra Practice

Unit 2 CYL Worksheet

Classroom Presentation Tool

## Speaking

### B Look at the pictures. Find six differences.

- Ask students to look at the two pictures. Ask *Who is picking wild strawberries?* Elicit that in the picture on the left the boy in the brown top is picking wild strawberries, but in the picture on the right he is studying insects.
- Student pairs look at the pictures and find the differences.
- Check the answers.

#### ANSWER KEY

The girl in the orange top is roasting a blue fish on a campfire (left). The girl in the orange top is roasting a gray fish on a campfire (right).

The boy in the yellow top is building a campfire (left). The boy in the yellow top is putting out a campfire (right).

The girl in the blue top is setting up a tent (left). The girl in the blue top is taking down a tent (right).

The girl in the yellow top is studying insects (left). The girl in the yellow top is holding a book (right).

The boy in the purple top is collecting leaves (left). The boy in the purple top is collecting more leaves (right).

The boy in the brown top is picking wild strawberries (left). The boy in the brown top is looking at insects (right).

## Reading and Writing

### C Look and read. Choose the correct words and write them on the lines. There is one example.

- Read out the first sentence and point out the example answer.
- Students complete the task.
- Students can work with a partner and practice saying sentences about the things, for example, *You set up a tent when you go camping.*