Learning objectives: Read a photo blog; Reading skill: make predictions to understand a text

Vocabulary: flame, hot-air balloon, instructor, kayaking, landscape, paddle, scenery, skiing, view, wildlife

Resources: PK - Unit 3, Lesson 1, Vocabulary tool; TRC - Vocabulary 1 worksheet; PRC - Review audio track 1.12

Materials: Class Audio CD1

Warm-up: Can you guess?

- Have the children write down three different activities, one that they like very much and two that they don’t enjoy very much (e.g. playing video games, swimming, painting, dancing, fishing, singing, playing football, going to the cinema).
- The children stand up and work in pairs. One child says the three activities he/she wrote and the other child guesses what his/her favourite activity is (e.g. A: Which is my favourite activity? B: I think your favourite activity is dancing. A: Yes, you’re right! / No, guess again.)
- Ask children to sit down as soon as they guess their partner’s favourite activity.

1 Look at the photos in Emma’s blog. Discuss the questions with a partner.

- Refer the children to the photos on pages 34–35 and ask What activities can you see? (skiing, kayaking, hot-air ballooning, walking round a building) Where are the people? (up a mountain, in kayaks on a river, in a hot-air balloon, at the top of a building) What kind of clothes are they wearing? (sports clothes) Are they using any special equipment? (yes – skis, helmets, life jackets)
- Elicit what type of text it is. Ask Is it a newspaper, a magazine, a diary or a photo blog? (a photo blog) Ask them how they know it’s a blog (because there are dates and photos).
• Have a volunteer read out the three questions. Then give the children two to three minutes to discuss their answers in pairs.

2 • Read the blog quickly and check your answers to Activity 1. (Be a star!)
• Have the children scan the text. Ask them if their answers to the questions in Activity 1 were correct. (Suggested answers: 1 It’s about Emma’s adventures in Canada this year. 2 Emma is friendly, adventurous and sporty.)
• Refer the children to the emojis in the text. Ask Do you use these emojis? What do they mean?
• Play the audio if the children need additional support.

Reading
• Set a time limit when the children read a text. Without a time limit, they can easily get distracted and/or lose interest in the text.
• Make sure children know what to do when reading or scanning a text. If they don’t have a specific task in mind while reading, they will probably focus only on unknown words and will not be able to understand the meaning of the text as a whole.
• Give the children two minutes to read each entry of the blog and check their answers to the questions in Activity 1.

3 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.
• Children scan the text to find the words in the vocabulary panel.
• Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
• Have the children explain the meaning of the words in bold.
• Ask them to check their answers in the dictionary on page 136 of the Pupil’s Book.
• Read out definitions from the dictionary in the following order: paddle, instructor, flame, kayaking, wildlife, landscape, hot-air balloon, view, skiing, scenery. The class call out the words. Check and correct pronunciation as necessary.

Workbook page 28

Cooler: Physical spelling
• Play Physical spelling (see Games Bank, pages 14–17) with words from the vocabulary panel.

1 Read and unscramble the words.
   Answers: 1 kayaking 2 view 3 skiing
   4 paddle 5 hot-air balloon 6 flame
   7 instructor 8 scenery 9 wildlife
   10 landscape

2 Complete Adam’s blog with the words from Activity 1.
   Answers: 1 hot-air balloon 2 flame 3 view
   4 landscape 5 kayaking 6 paddle
   7 instructor 8 scenery 9 skiing 10 wildlife
Lesson 2  
Reading comprehension / Working with words

Pupil's Book page 36

Learning objectives: Reading skill: differentiate between fact and opinion; Working with words: irregular past participles

Resources: (PK) - Unit 3, Lesson 2; (TRC) - Working with words worksheet; (PPK) - Working with words activity for Unit 3

Materials: Class Audio CD1

Warm-up: Exciting activities
- Ask the children which activity they would most like to try: skiing, kayaking, hot-air ballooning or the ‘Edge Walk’. Call out the activities one by one and have the children raise their hands to indicate their choice. Which activity is the most popular?
- Ask volunteers to give reasons for their choice.

1 Read the blog on pages 34–35 again. Complete the sentences in your notebook.
- Children read the blog entry again on pages 34–35.
- Refer children to the incomplete sentences and read out the first one. Have the children notice that all the sentences end with because.
- Explain that the word because is followed by a reason as a class, brainstorm ideas about why Emma started her blog (e.g. to tell people about all the cool adventures she’s going to have in Canada).

Suggested answers: 1 she wants to write about all the cool adventures she’s going to have. 2 it’s really fast and the views from the top are amazing. 3 it’s smaller and the paddle has two blades. 4 the flame makes a loud noise. 5 she wanted to do something special for her birthday.

2 Are the sentences fact or opinion?
Write F (Fact) or O (Opinion).

- Elicit the difference between fact and opinion (a fact is something that you know is true, whereas an opinion is what you think or believe about someone or something).
- Ask the children to tell you a fact about the place where they live (e.g. My city has got two museums.) and an opinion (e.g. My city is very beautiful.).
- Have a volunteer read out the first sentence. Elicit why it is a fact and not an opinion. Ask What is the verb in the sentence? (is) Ask Can you see any adjectives that express opinion in the sentence? (no)
- Read out the second sentence. Ask the children if it’s a fact or an opinion. The children give reasons for their answer.
- Do the same with the rest of the sentences.

Answers: 1 F 2 O 3 O 4 F 5 F 6 O

3 What do you think? Discuss the questions with a partner.
- Read out the two questions. Clarify meaning if necessary.
- Divide the class into pairs. Give the children five minutes to ask and answer the two questions in Activity 3.
- Ask the class for feedback.

Communicating
- Don’t interrupt the children during communicative activities or they may get discouraged.
- Make a note of any mistakes as they do the activity and check them as a class when they have finished.
- Another option is to give the children a hint when they are making a mistake so that they can correct themselves. Say, for example: grammar / vocabulary / word order / pronunciation.
Working with words

Irregular past participles

- Read out the information in the blue box and then refer the children to the past simple form and past participle of go and see. Ask Are the past simple and the past participle of these verbs the same or different? (different)
- On the board, write the three headings: verb, past simple, past participle. Have the children recall some verbs (read, draw, write, catch, eat, find, sit). Elicit the past simple of these verbs and write them on the board. Then write down the past participles. The children say whether the two forms are the same or different.
- Explain that the past participle form is usually used with auxiliary or ‘helping’ verbs such as have. Together, they form the present perfect.
- Have the children go back to the text on pages 34–35 to look for verbs in the past participle. They start a list in their notebooks.

Underline the past participles. Which verbs are they from? Which ones are different to the past simple form?

- Read out the first sentence, emphasising the past participles. Have the children notice the underlined word (flown) and ask What is the infinitive form of this verb? (fly) And the past simple? (flew) Ask Is this verb regular or irregular? (irregular) Is the past simple form the same as the past participle? (no) Elicit the other past participle in this sentence (written) and ask for the infinitive form (write) and the simple past (wrote).
- Do the same with the other four sentences.

Answers: flown–fly, written–write, had–have, seen–see, swum–swim, slept–sleep, met–meet, heard–hear; flown, written, seen, swum are different to the past simple form (flew, wrote, saw, swam)

Cooler: Tic-tac-toe

- Play Tic-tac-toe with irregular past participles (see the Games Bank, pages 14–17). Write the following verbs in each section of the grid: go, be, fly, see, swim, write, do, begin, come.
- Volunteers from each team takes turns to come to the front and choose a verb from the grid. He / She writes the past participle of the verb in the grid.

Answers: go–gone have–had fly–flown write–written see–seen swim–swim sleep–slept meet–met hear–heard do–done take–taken be–been

1 Read Emma’s blog on Pupil’s Book pages 34–35. Then find and correct the mistake in each sentence.

Answers: 1 Vancouver Canada 2 second 3 canoe kayak 4 even strong 5 evening morning 6 CN Tower 7 553 8 Emma’s dad an instructor

2 Circle the best answer to complete each sentence.

Answers: 1 scenery 2 exciting 3 at kayak school 4 hot and noisy 5 scary but exciting 6 adventures

3 Complete the chart with the past participle forms.

Answers: go–gone have–had fly–flown write–written see–seen swim–swim sleep–slept meet–met hear–heard do–done take–taken be–been

4 Complete the text with verbs from Activity 3.

Answers: 1 done 2 had 3 flown 4 slept 5 seen 6 heard 7 swum 8 met 9 written
Lesson 3  
Grammar

Pupil's Book page 37

Learning objectives: Use the present perfect to talk about experiences

Grammar: Present perfect: affirmative, negative with never

Resources: PK - Unit 3, Lesson 3, Graphic Grammar video; TRC - Grammar 1 worksheet; PPK - Grammar 1 activity; PRC - Review Graphic Grammar video

Warm-up: Verb chain
- Divide the class into two teams.
- Call out a verb in the infinitive form (e.g., see). Volunteers from each team takes turns to say the past simple (saw) and the past participle (seen). If they make a mistake, the other team has a go.

1. Look and read.
- Refer the children to the pictures in Activity 1. Ask What can you see? (a lion, a woman) Ask Where is the lion? (in the zoo, in the wild)
- Read out the first sentence in the Graphic Grammar box. Draw the children’s attention to the blue boxes. Elicit that ’s stands for has. Ask What is the infinitive form of ‘seen’? (see) Is the first sentence affirmative or negative? (affirmative)
- Read out the second sentence and have children notice the word never in the orange box. Ask Is ‘never’ before or after the past participle? (before)

- The children read out the sentences, focusing on the ‘s. Clarify meaning.
- Elicit that the girl has seen a lion at the zoo, but she has never seen one in the wild (because it’s behind her).
- Explain that we use the correct form of have and the past participle to talk about experiences in our life up to now (we do not say when they happened). We can use never before the past participle to talk about experiences we have not had.
- Have volunteers read out the third and fourth sentences. Draw attention to the contractions ’ve and ’s and elicit what they stand for. Elicit the infinitive forms of visited and tried.
- Have the children look back at the reading texts on pages 34–35 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

2. Complete the text with the correct form of the verbs.
- Review the past participle of verbs. Have children open their Pupil’s Book on pages 34–35 and give them two to three minutes to underline all the verbs in the past participle they can find. Elicit answers (got, seen, travelled, visited, been, had).
- Write the following sentences on the board: I’ve visited the Modern Art Museum three times. I’ve never visited the History Museum. Ask Which sentence is negative? Which sentence is affirmative? What is the main verb of the sentence? What is its infinitive form?
- Tell children that in the present perfect tense the verb have is an auxiliary or ‘helping’ verb. Elicit the short forms of have and has.
- Refer the children to the text and read out the first sentence. Tell them that they should complete the text with the past participle form of the verbs and the short form of has.
- If you have access to the video, read out the sentences in the Graphic Grammar box in the Pupil’s Book. Tell children they are going to watch the video. Ask Where has the girl seen a lion? Where has she never seen a lion?
- Play the first part of the video. Ask the children for feedback. (The girl has seen a lion at the zoo. She took some photos of it.)
- Continue watching the video and have children notice the year in the top left corner. Ask Where is she? What animal did she want to see? Did she see it? Elicit answers.
- Have children notice the word in the orange square (never). Ask Has the girl seen a lion in the wild? (no) Why? (because it is always behind her)
- Play the video again and have the children repeat the sentences.
• The children complete the text. Ask them to check their answers with a partner. Ask a different volunteer to read out each sentence. Check pronunciation and affirmative and negative answers.

**Answers:** 1. done  2. written  3. climbed  4. swum  5. travelled  6. never flown  7. visited  8. never climbed

Tell a partner what you have done and what you have never done. Add your own ideas. **Be a star!**

- Refer the children to the pictures and elicit the past participle of the verbs. If necessary, write them on the board (swum, played, climbed, tried, seen). Elicit which are regular and which are irregular.
- Read out the sentence in the speech bubble to model the activity.
- Divide the class into pairs. The children tell each other what they have and haven’t done, starting with the activities pictured and then moving on to use their own ideas.
- Ask volunteers to say what they have or haven’t done.

**Communicating**

- Communicative activities encourage children to work together and bring the language to life.
- To practise the present perfect, divide the class into groups of three. Each child tells their partners two true sentences and one false sentence, e.g. I’ve never been to Canada. I’ve seen a bear at the zoo. I’ve never flown in a hot-air balloon. The other two children guess which sentence is not true.

**Teaching star!**

**Cooler: Experiences**

- Have the children write two sentences on a piece of paper: one about an experience they have had and one about an experience they have never had.
- Collect the papers, mix them up and hand them out again. Make sure that no-one has their own piece of paper.
- The children read the sentences and guess who wrote them.
- Ask a volunteer to come to the front, read out the sentences on their piece of paper and say who he/she thinks wrote them. If they guess correctly, ask that child to come to the front and do the same. If they guess incorrectly, they can try again.

**Grammar reference:**

Remind the children that they can refer to the **Grammar reference** on page 120 while completing these Workbook activities.

1. Complete the sentences with the correct form of the verbs.

**Answers:** 1. ‘ve / have flown  2. ‘s / has swum  3. ‘ve / have, visited  4. ‘ve / have climbed  5. ‘ve / have travelled  6. ‘s / has, seen

2. Write sentences about Kelly with the prompts.

**Answers:** 1. She’s written a blog.  2. She’s / has travelled to Africa on a safari.  3. She’s / has never seen a lion in the wild.  4. She’s never flown in a hot-air balloon.  5. She’s slept in the jungle.  6. She’s never swum with a shark.

3. Write about what you have and haven’t done. Use the suggestions below or your own ideas.

**Answers:** Children’s own answers.
Lesson 4

Language in use

Pupil’s Book page 38

Learning objectives: Use the present perfect with ever to ask and answer about experiences

Vocabulary: camp, compass, put up (a tent), rucksack, sleeping bag

Resources: PK - Unit 3, Lesson 4, Language in use video; TRC - Grammar 2 worksheet; PPK - Grammar 2 activity; PRC - Review audio track 1.13 and Language in use video

Materials: Class Audio CD1

Warm-up: Camping experiences

• Write Camping on the board and draw a simple picture of a tent.
• Elicit from the children what activities they can do when camping (e.g. eat outside, make a fire, climb a mountain, swim in a river). Write their suggestions on the board.
• Say what you have and haven’t done, e.g. I’ve never been camping, but I’ve eaten outside.
• Have volunteers say what they have and haven’t done.

Vocabulary

• Read out an example sentence for each word (see Pupil’s Book, page 136). Elicit a definition for the words.
• The children check the definitions in the dictionary on page 136.
• Then use the dictionary to give definitions in the following order to elicit the words: put up, rucksack, camp, sleeping bag, compass.

1

1.13 Listen and say.

• Refer the children to the picture. Ask them who they can see (Alice). Elicit what she is doing and who the older girl is.
• Play the audio. The children listen to the dialogue and follow in their books. They check if their ideas were correct.
• Read out the first part of the dialogue with a volunteer and have the children notice the structure of the present perfect question form with ever. Refer them to the words in bold. Have the children notice the word order (we swap the subject and the auxiliary verb). Tell them that we use ever in present perfect questions when we want to know if someone has done something in their life.
• Play the audio again, pausing after each line for the children to repeat.
• The children then practise the dialogue in pairs.
• Ask for volunteers to read out the dialogue.

2

Write questions with the prompts. Add one more question. Then answer for you.

• The children underline all the questions in the dialogue in Activity 1.
• Read out the first question (Have you ever walked in the mountains?). Elicit the two possible answers (Yes, I have. No, I haven’t.).
• Write the second question on the board (Have you ever used a map?). Elicit answers.
• The children write the questions for prompts 3 and 4. Then they write one more question.
• Have the children write their answers.
• Divide the class into pairs. The children share their questions and answers.
• While they do this, circulate, monitor and help.
Answers: 1 Have you ever walked in the mountains? 2 Have you ever used a map? 3 Have you ever collected wood for a fire? 4 Have you ever used a compass? 5 Children’s own answers.

3 Make a new dialogue. Use the ideas in Activity 2. Be a star!

- Ask two volunteers to read out the beginning of the dialogue in Activity 3.
- Divide the class into pairs. Tell the children that they are going to make a new dialogue: one person is going to ask questions and the other is going to answer. Tell them that they can use the questions in Activity 2.
- The children act out the new dialogue with each taking one role. Then they change roles.
- While they do this, circulate, monitor and help.
- Have volunteers act out their dialogue for the class.

Extension

- Play a team game to extend practice of the question form with ever in a fun and relaxed way. Put the class into teams of around four. Each team play against one other team.
- In each pair of teams, the first team ask a Have you ever ... question, e.g. Have you ever seen a whale? The members of the second team answer Yes, I have. or No, I haven’t. If no one in the team can say Yes, I have, the first team wins a point. The teams take turns asking until you tell them to stop. The team with the highest score wins.

Teaching star!

Cooler: Team sentences

- Play Team sentences (see Games Bank, pages 14–17) with sentences from this lesson and Lesson 3, e.g. She’s seen a lion at the zoo. She’s never seen a lion in the wild. He’s written a blog about his adventures. He’s never flown in a hot-air balloon. Have you ever been camping before? Have you ever slept in a sleeping bag?, etc.

Grammar reference:

Remind the children that they can refer to the Grammar reference on page 120 while completing these Workbook activities.

1 Complete the survey for you. Write Yes, I have or No, I haven’t.

Answers: Children’s own answers.

2 Complete the questions with Have you ever and the correct verb.

Answers: 1 Have you ever been 2 Have you ever used 3 Have you ever slept 4 Have you ever walked 5 Have you ever seen 6 Have you ever put up

Grammar reference (page 120)

1 Write true sentences about you.

Answers: Children’s own answers.

2 Unscramble the questions. Then answer for you.

Answers: 1 Have you ever met 2 Have you ever flown 3 Have you ever seen 4 Have you ever put up

Children’s own answers.
Lesson 5
Listening

Pupil’s Book page 39

1 1.14 Look at the photos. Where’s the man? What’s he doing? Listen to the interview and check your ideas.

- Refer the children to the two photos. Ask Where’s the man? What’s he doing? Elicit answers.
- Play the audio. Children listen and check their ideas.
- Check answers as a class.

Answer: Photo 1: He’s exploring the Amazon. Photo 2: He’s driving in Australia.

2 1.14 Listen again and complete the fact files.

- Refer the children to the two fact files. Have them notice that they have the same questions but different headings.
- Play the audio again. The children complete the fact files.
- Have the children compare their answers in pairs. Then check answers as a class.

Audioscript

Reporter: I’m sitting here with Mike Charles, the famous Amazon explorer! Welcome, Mike!
Mike: Hi, there!

Reporter: Mike, let’s talk about life in the Amazon. What’s your favourite food there?
Mike: It’s definitely fish. I often catch fish in the river and cook it over a fire. It’s delicious!

Reporter: What’s the worst thing you’ve ever eaten?
Mike: Well, I’ve eaten a lot of strange things! The worst was an insect that lives in palm trees. You can cook them with orange, but they still taste horrible!

Reporter: Ugh! So, how do you travel when you’re exploring the Amazon?
Mike: I usually travel by boat.

Reporter: And what’s the scariest thing you’ve seen there?
Mike: The scariest thing I’ve seen is an anaconda – it’s the biggest snake in the world.

Reporter: Wow! And what’s the worst experience you’ve had in the Amazon?
Mike: I once slept by a lake that was full of mosquitoes. They bit me everywhere, it was horrible.

Reporter: Ouch! So, how about at home? Where do you live?
Mike: I live in Sydney, the biggest city in Australia.

Reporter: And what’s your favourite food at home?
Mike: I love fish and chips! But I don’t have to catch the fish first!

Reporter: What’s the worst thing you’ve eaten at home?
Mike: That’s easy – my cooking! I’m a terrible cook!

Learning objectives: Listen for similarities and differences
Language: bite (bit), delicious, explorer, horrible, mosquito, strange
Resources: PK - Unit 3, Lesson 5; PRC - Review audio track 1.14
Materials: Class Audio CD1; a map of the world

Warm-up: Interview
- Have the children imagine they are going to interview a famous singer.
- Tell them that you are going to pretend to be the singer and answer their questions. Tell them that if any of your answers are wrong, they can correct you.

Vocabulary
- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil’s Book, page 136). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 136.
Reporter: Do you travel a lot in Australia?
Mike: Yes, I do. It’s a very big country, so I usually travel by car.

Reporter: And what’s the scariest thing you’ve seen in Australia?
Mike: Well, there are lots of wild animals in Australia, too. I’ve never seen an anaconda, but I’ve seen an enormous crocodile with big teeth – now that was scary!

Reporter: Finally, what’s the worst experience you’ve had at home?
Mike: Well, my worst experience was when I found a spider – the size of my hand – in my favourite pair of shoes! Arrrgh!

Answers:

At work
Where? the Amazon
Favourite food? fish
 Worst food? an insect
Transport? a boat
Scarier thing? an anaconda
Worst experience? lots of mosquito bites

At home
Where? Sydney, Australia
Favourite food? fish and chips
Worst food? his own cooking
Transport? a car
Scarier thing? a crocodile
Worst experience? a big spider in his shoes

3 1.14 Write T (True) or F (False). Listen again and check.
- Read out the first sentence. Ask Is this false? (yes) Ask the children to correct the false statement. (Insects with orange are horrible.)
- Have volunteers read out the other sentences. The children write T or F.
- Play the audio again and have the children check their answers and correct the false statements.

Answers: 1 F 2 F 3 T 4 T

Values
- Refer the children to the Values box.
- Tell the children about something you learnt from travelling to a new place, e.g. different food / language. Have the children brainstorm more ideas.

4 In what ways are Mike’s work and home life similar? In what ways are they different? Use your answers in Activity 2 to help you.

- Refer the children to the fact files in Activity 2. Have a volunteer read the answers for favourite food in both fact files. Then read out the example sentence in Activity 4.

Workbook page 32

Lesson 5 Exams practice

1 Read the email and write the missing words. Write one word on each line.

Answers: 1 didn’t 2 used 3 feet 4 by 5 never

2 Look at the three pictures. Write about this story. Write 20 or more words.

Answers: Children’s own answers.

 Cooler: All around the world!
- Have the children look at a world map.
- Ask them to think about similarities and differences between countries (weather, landscape, etc.).

Be a star!
The children compare the information in both fact files and write sentences.
Have volunteers read out some of their sentences.
Lesson 6  Writing

Learning objectives: Learning to learn: use a mind map to plan; Write a blog entry; Recognise features of a blog

Resources: PK - Unit 3, Lesson 6

Learning to learn

Use a mind map to plan
• Refer children to the mind map in the Learning to learn box.
• Ask What is the main topic? (Edge Walk) Then read out the four ideas related to the topic.
• Have the children read the information connected to each idea. Ask How high is the CN Tower? (553 metres) Did Emma enjoy the experience? (yes)

Read Emma’s blog entry for June and make a mind map of her ideas.
• Ask What did Emma do in June? (went kayaking) Write in the middle of the board kayaking. Ask Where did she go kayaking? (a kayak school in Ottawa) Then add four more ideas (Why?, Ottawa, What we did, Opinions).
• Divide the class into groups of three and have the children complete the mind map.

Suggested answers: 1 kayaking 2 Why? (I’ve never been before) 3 Ottawa (kayak school, the capital of Canada) 4 What we did (practised for three hours; travelled down Madawaska River) 5 Opinions (really exciting; amazing scenery)

1 Look at Emma’s blog on pages 34–35. Tick (✓) the things that are true for a blog.
• Elicit what the children remember about Emma’s blog.
• Have volunteers read the sentences and tick the things that are true for a blog.
• Check answers as a class and elicit examples of each feature from the blog.

Answers: ✓ by: 1, 2, 5, 6

2 You are going to write a blog entry about an adventure activity. Look at the pictures. Then work in pairs to complete the mind map.
• Ask What can you see? Who can you see? Where are they? What are they doing?
• The children complete the mind map in pairs.

Suggested answers:
1 Swimming with dolphins 2 Why? love dolphins / the sea 3 Dolphins: friendly 4 What we did: wore a life jacket; went out in a boat; swam with dolphins for 30 mins 5 Opinions: It was fantastic. I felt nervous / excited.

3 Use your mind map to write a blog entry. Follow the guide below. Be a star!

• Refer the children to the guide and read out the different stages. Elicit ideas for each one.
• In pairs, the children use the mind map they wrote in Activity 2 and write a blog entry.
• If children need more support, build up the text together as a class. Elicit example sentences for each section of the blog and write them on the board. Children copy the text into their notebooks.

Suggested answer:
14th December 20xx
Hi, my name’s (Adam). Welcome to my blog! I’ve been to the beach many times, but I wanted to do something special for my birthday. I went swimming with dolphins at love dolphins – they’re so beautiful and friendly. First, my friends and I learnt about dolphins with an instructor, then we went out in a boat. We wore life jackets and then swam with dolphins for 30 minutes. It was fantastic! I felt nervous, but happy at the same time. It was an amazing experience!
1 Imagine you went to an adventure camp. Complete the mind map.

Answers: Children’s own answers.

Prepare to write

1 Complete the blog with the correct letter, a–f.

- Children read the blog entries. If done in class, ask Who wrote the blog? (Rob) Who is he with? (his cousins) What activities have they done? (kayaking, horse-riding, mountain climbing) What are they going to do tomorrow? (camp in a forest)
- Read out phrases a–f. Children complete the blog entries with the correct phrases.
- Check answers as a class.

Answers: 1 d 2 f 3 a 4 c 5 e 6 b

2 Plan a blog about an adventure camp. Use your mind map from page 33, Activity 1, and complete the notes.

- The children use their mind map from page 33 and complete the notes for a blog. Elicit suitable expressions to open and finish a blog entry, and write them on the board.

Answers: Children’s own answers.

Ready to write

3 Write a blog about Adventure Camp.

- Children use their plan in Activity 2 to write their blog entry.

4 Read and check what you wrote in Activity 3.

- The children check their work against the checklist and make a note of any necessary changes.

5 Rewrite the blog in your notebook. Use the points in Activity 4 to improve your work.

- The children write a final version in their notebook.
Lesson 7  Speaking

Pupil’s Book page 42

Learning objectives: Conduct an interview; Listen and show interest

Vocabulary: act, coach, first aid

Resources: PK - Unit 3, Lesson 7; TRC - Vocabulary 2 worksheet; PPK - Vocabulary activity

Warm-up: Do you like ...?
- Ask the children the following questions: Do you like chocolates / vegetables / watching TV / playing with friends / texting?
- The children stand up if their answer is Yes, I do and stay sitting or sit down if their answer is No, I don’t.

Vocabulary
- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil’s Book, page 136). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 136.

1 Look at the photo of the job interview. What questions do you think he is asking?
- Refer the children to the photo on page 42. Ask if they remember who the girl is (the adventure camp helper from Lesson 4). Ask Where are they? (in an office / at Treetops Adventure Camp) What do you think they are doing? (talking, asking and answering questions)
- Ask What questions do you think he is asking? Elicit answers (e.g. What sports do you like? Have you ever been kayaking?).

2 Look at the form. Add one more question to sections 1 and 2.
- Ask Have you ever been to an adventure camp? Ask the children who put up their hands what activities they did there.
- Read out the first part of the form (Likes and dislikes) and have the children notice that all the activities end in -ing. Ask the children to add one more question (e.g. camping / singing / telling stories).
- Read out the second part of the form (Experience) and have the children notice that the questions are in the present perfect with ever. Ask children to add one more question (e.g. climbed a mountain / swum with dolphins).
- While they do this, circulate, monitor and help.

3 Act out an interview with a partner.
- Divide the class into A and B pairs. Explain that one child (Student A) is the interviewer and will ask the questions in Activity 2. The other child (Student B) is the interviewee for a job at an adventure camp and will answer the questions, giving as much information as possible.
- Practise the intonation of questions. Read out the questions in Activity 2 and have the children repeat after you.
- Read out the expressions in the box. Tell the children that we use these phrases to show that we are interested in what someone is saying.
- Have two volunteers read out the example question and answer in the speech bubbles.
- Role-play the interview with a confident child for the class to see how it works. Ask Have you ever been kayaking? (yes) Really? Can you tell me more about it? (It was amazing. It was the best experience I’ve ever had.)
- The children act out their interviews in pairs. Encourage the child asking the questions to use the phrases in the box and to complete the form. Then they switch roles and act out the dialogue again.
Speaking skills

Tell the children that tone of voice and body language are very important when having a conversation. Show how we can give different messages by changing our tone of voice. Say *Really?* using different tones and body language.

The children practise saying the phrases in the box with different tones and body language. Have them notice how doing this changes the message and the conversation.

Tell the class about your partner.

Do you think he / she will get the job? Why? / Why not?

Ask the children to look at their completed forms in Activity 2. Have them think about whether their partner will get the job in the adventure camp (e.g. *He will get the job because he likes doing sport and cooking. He's also coached tennis and learnt first aid. / She won't get the job because she doesn't like doing sport and she's never acted in a play or slept in a tent.*)

Have volunteers come to the front and tell the class about their partner.

Cooler: Come to my adventure camp!

Call out some activities (e.g. *go fishing, swim in the river, play video games, light a fire, swim with dolphins, go shopping, do homework, etc*). The children raise their hands if they can do the activity in an adventure camp and cross their arms if they can't.

Complete the dialogue with the correct phrases, a–f.

**Answers:** 1b 2c 3f 4a 5e 6d
Warm-up: What we can do?
- Say singer, chef and elicit abilities for each job.
- Have the children discuss three things they do well and whether they would be good at either job.

1 Read the advert. What is it for? What experience do you need?
- Refer the children to the advert. Elicit the experience and abilities needed.
- Then have the children read the advert individually.
  Ask for feedback and check answers as a class.

Answers: a coach for Treetops Adventure Camp; experience of coaching football or basketball and some experience of office work.

2 Look at the photos. Who do you think should get the job? Why?
- Refer the children to the three photos.
- Ask What experience and abilities do they have? and elicit ideas.

3 Listen to the interviews and complete the information.
- Tell the children that they are going to listen to someone interviewing Marco, Janice and Elisha.
- Play the audio. Have the children listen and say who sounds the most excited and confident.
- Refer the children to the table in Activity 3.
- Play the audio again and have the children complete the information in the chart.
- The children check their answers with a partner. Then check answers as a class.

Audioscript

Narrator: 1
Interviewer: Have you ever worked at an adventure camp, Marco?
Marco: No, I haven’t. But I stayed at Treetops when I was at school. I loved it.
Interviewer: Great. Have you ever worked in an office?
Marco: Yes, I have. I’ve worked in the office at my university.
Interviewer: OK. Have you ever worked with children?
Marco: Yes, I can. I’m a good swimmer. I usually swim a kilometre a day.

Narrator: 2
Interviewer: Have you ever worked at a camp, Janice?
Janice: No, I haven’t, but I really want to!
Interviewer: Have you ever coached a sport?
Janice: Yes, I have. I coached basketball and tennis to younger kids at school. I really like children!
Interviewer: Great. And can you swim?
Janice: Yes, I can.
Interviewer: Is there a problem?
Janice: Well, I had an accident once when I was kayaking. I don’t really like swimming now.

Narrator: 3
Interviewer: Elisha, have you ever worked at a camp?
Elisha: Yes, I have. I’ve worked at two camps. I like children and I’m studying to be a teacher. I coach basketball at a local school, too.
Interviewer: Great! And have you ever worked in an office?
Elisha: Yes, I have. I worked in the office at both of the camps that I worked at.
Interviewer: OK. Can you play football?
Elisha: No, I can’t play football.
Interviewer: Can you swim?
Elisha: Yes, I can. I’ve been in a wheelchair all my life, but I’m a good swimmer. I’ve won lots of medals.

Answers: Marco: 1 has stayed at Treetops  2 has worked in an office  3 hasn’t worked with children  4 can play football and basketball  5 can swim  6 has organised university events
Janice: 1 hasn’t worked at a camp  2 has coached basketball and tennis  3 hasn’t worked in an office

4 Look at your notes in Activity 3 and discuss the questions. Be a star!
• Children look at their notes and discuss the two questions. If they choose a different person, encourage them to discuss what information in Activity 3 made them change their mind.
• Have volunteers say who they chose and why.

Cooler: Hiring a new teacher
• Have the children imagine they are hiring a new teacher. Elicit what experience and abilities they think the new teacher should have.

Workbook pages 36–37

Check-up challenge
1 Read and circle the correct word.

Answers: 1 skiing  2 view  3 wildlife  4 compass  5 explorer  6 put up  7 sleeping bag  8 delicious

2Write true sentences about you. Then add two more things you’ve done.

Answers: Children’s own answers.

3 You are interviewing an explorer. Write questions and answers.

Answers: 1 Have you ever seen a snake? Yes, I have.  2 Have you ever been on TV? No, I haven’t.  3 Have you ever travelled across Africa? Yes, I have.  4 Have you ever swum with sharks? No, I haven’t.  5 Have you ever written a book? Yes, I have.