

3

Why do we go on vacation?

SKILLS

Listening: Can identify activities occurring in the past in short, simple dialogs.

Reading: Can identify key parts of simple stories.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

Writing: Can write about past activities using simple language, given a model.

GRAMMAR

Grammar 1: Can use all subject pronouns with common regular and irregular Past Simple verb forms.

Grammar 2: Can ask about past experiences with "Did you ... ?" and "Who/What/Where/Why/When did you ...?" and common verbs with simple phrasal complements.

VOCABULARY

Key vocabulary 1: campsite, blanket, sleeping bag, camping stove, flashlight, compass, set up a tent, make a fire, clean up, get lost

Key vocabulary 2: meet new people, go zip lining, go rock climbing, beautiful, go kayaking, heavy, light, unsafe, waterfall, coast

Video vocabulary:

competition, sandcastle, design (n), bonnet, mud, sculpture, judge, decide, builder, complicated, fierce

Reading 1 vocabulary: ground, hiker, path, scary, trash can, dig, hole, cover (v), prepare, sunscreen, sunset

Reading 2 vocabulary: life jacket, scenery, certificate, tutor, course, instructor, incredible

Passive vocabulary: fire, wait, arrive, check for

Revised vocabulary: sunny, hot, warm, cold, river, sunscreen

Expressions: after all

PROJECTS

Do a class survey about vacations last year
Invent your own summer camp

VIDEOS

All Over the Place: Sandcastle Competition (3-1)
Doctor Who: Get Out of the Campsite Parts 1-3 (3-2, 3-3)

VALUE

Experience new things as a family

Unit opener

OBJECTIVES

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about activities that are happening at the time of speaking.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 36-37
WB p. 32
WB key p. 212
Video 3-1
Video script p. 239
Pearson English Platform

Big Question

- Ask students *Where do you usually go on vacation? What do you take with you?* to check what vacation words they already know.
- Read the Big Question *Why do we go on vacation?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about vacations.

SB Act. 1 p. 37

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the picture.

3

Why do we go on vacation?

Listening

- I can understand activities that happened in the past.

Reading

- I can identify the structure of a story.

Speaking

- I can talk about an event in the past.

Writing

- I can write about a vacation in the past.



1 Look at the picture and discuss.

- What can you see in the picture?
- What are they doing?
- Do you sometimes do this?

2 Think and check (✓). Discuss with a friend.

- What is your favorite place to go on vacation?
the beach the mountains
- How do you get there?
by bus by plane
by boat by car
- Who do you go on vacation with?
parents grandparents
cousins friends

3 Watch the video. What are the two teams building?



British



American

bonnet

hood

36

37

SB Act. 2 p. 37

COMMUNICATION

Think and check (✓). Discuss with a friend.

- Ask students to share their ideas with the class.

WB Act. 1 p. 32

What do you know about vacations? Write two things you can do on vacation.

- Ask students to think of the Big Question and write two things they can do on vacation.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 32

Circle the things to do with vacations. Then think about and write one thing you learn in this unit.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 37



Watch the video. What are the two teams building?

- Ask students what animal is in the video still and what they think the video is about. Review *sand*.
(Answer: They're building sandcastles.)

- Play the video twice and ask students to check their answers in pairs.

Extra activity

CREATIVITY

Tell students to imagine they've entered a sandcastle competition. They draw their sandcastle and describe it to the class.

International English

Focus students' attention on the difference between British and American English for the same word for the front part of a car: *bonnet* and *hood*. Can they think of any others?

WB Act. 3 p. 32

Watch the video. Then read, look, and match.

WB Act. 4 p. 32

Read and circle. Watch the video again to check.

Objective review

Ask students what they've learned about vacations in this lesson. Praise their effort.

3

Vocabulary 1 • Pre-reading 1

OBJECTIVES

- Listening:** Can recognize simple phrases related to familiar topics in slow, clear speech.
- Reading:** Can identify key parts of simple stories.
- SB vocabulary:** campsite, blanket, sleeping bag, camping stove, flashlight, compass, set up a tent, make a fire, clean up, get lost
- WB vocabulary:** hiking boots, rope, matches, water bottle, insect repellent
- Revised vocabulary:** cold

MATERIALS

- SB pp. 38–39
 WB pp. 33–34
 WB key p. 212
 SB audio tracks 1-18 and 1-19
 Picture cards 41–50
 Pearson English Platform

Warm-up

Write new vocabulary from previous units on the board and review the words. Put the class into two teams and ask them to line up at the back of the classroom. Erase the words. Draw a line in the middle of the board. Define a word. A student from each team has to race to the front to write the word on their side of the board. The first one to write it correctly gets a point. The team with the most points wins.

Lesson objective

Explain the lesson objective: To talk about camping.

SB Act. 1 p. 38

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-18 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

Differentiation

Struggling learners: Put the picture cards on the board and practice the words. Define a word and point at a student, who has to say it.

Stretch: Show the picture cards. Students say the words. Ask different students to define the words, e.g., *We use a compass to find our way.*

SB Act. 2 p. 38

Listen and number.

- Play track 1-19 twice, pausing after each sentence. Students number the pictures.

Stretch activity

Put students into pairs. Student A closes their book and says the items in numbered order while Student B checks, e.g., *1 – set up a tent.* Then they swap roles.

Picture card activity

- Play *Bingo*. Students draw a grid of five boxes and write five of the words they've learned.
- Shuffle and draw the picture cards at random and show them one by one. Students who have the corresponding word written down in their boxes check those boxes. The first student to check all five words shouts *Bingo!* and is the winner.

SB Act. 3 p. 38

Read and write a word from Activity 1.

- Students work in pairs to complete the activity.

SB Act. 4 p. 38

Look and write words from Activity 1.

- Students complete the activity individually.

WB Act. 1 p. 33

Find and circle six words. Then complete the phrases.

WB Act. 2 p. 33

Read and circle.

- Ask students to make sentences with the extra words.

WB Act. 3 p. 33

Label the things in the picture.

SB Act. 5 p. 39

CRITICAL THINKING

Look at Activity 1. Think and group the things you take camping. Write them in the chart.

- Copy the chart on the board. Explain that the middle circle represents things we can put in both places.
- Students first complete the activity individually and then share their ideas with the class. Call students to write their answers in the chart on the board.

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Read and write a word from Activity 1.

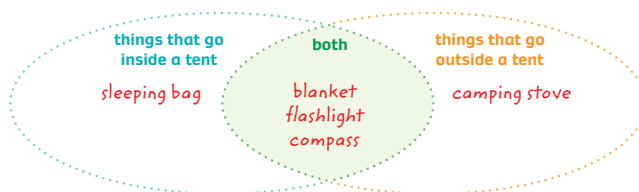
- You put it on your legs when you are cold or sit on it at a picnic. blanket
- You do this so you can sleep in it. set up tent
- It happens when you don't know where you are going. get lost
- You cook on it outside. It uses gas. camping stove
- You put things in their place and you take away dirty things. clean up

4 Look and write words from Activity 1.



1 campsite 2 flashlight 3 make a fire 4 compass 5 blanket

5 Look at Activity 1. Think and group the things you take camping. Write them in the chart.



6 Think and write more things you can take when you go camping.

Pre-reading 1

1 Read and match.

- | | | | |
|-------------|--------------------------|---|--|
| 1 beginning | <input type="checkbox"/> | c | a My sister and I made a big sandcastle. Then we dug a hole and covered Grandpa. We put a big sun hat on his head. |
| 2 middle | <input type="checkbox"/> | a | b We stayed at the beach all day and went home at sunset. It was a great day. |
| 3 end | <input type="checkbox"/> | b | c Yesterday was the first day of vacation. I woke up and packed my bag for a day at the beach. |

2 Read and circle.

- The beginning / end finishes the story.
- The beginning / end of a story tells us about the place and characters.
- The end / middle is where the story develops.

Reading strategy
Find the beginning, middle, and end of a story to help you follow the action.

SB Act. 6 p. 39

Think and write more things you can take when you go camping.

- Students share ideas with the class, giving reasons for their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

WB Act. 4 p. 34

CRITICAL THINKING

Imagine you're at a campsite. Write four things you have to do before it gets dark.

Vocabulary challenge: camping equipment

WB Act. 5 p. 34

Read, look, and write the correct letter.

WB Act. 6 p. 34

Read and complete. Use the words from Activity 5.

Objective review

Ask students to name the things that we need to go camping. Praise their effort.

Pre-reading 1

Reading strategy

Explain the reading strategy: Find the beginning, middle, and end of a story to help you follow the action.

SB Act. 1 p. 39

CRITICAL THINKING

Read and match.

- Ask students to read the strategy. Ask what they expect to read in the beginning, middle, and end of a story.
- Teach *dug a hole*, *sunset*, and *packed my bag* using mime or pictures.
- Students complete the activity. Ask which words or sentences helped them choose their answers.

SB Act. 2 p. 39

Read and circle.

- Ask who the main characters in the story are (*the writer's sister and grandpa*).

Extra activity

COLLABORATION

Put students into pairs. Write *A Day in the Mountains* on the board. Ask students to think of and write a sentence for the beginning, middle, and end of this story.

3

Reading 1

OBJECTIVES

- Reading:** Can identify key parts of simple stories.
- Speaking:** Can answer simple questions about their life and experiences.
- SB vocabulary:** ground, hiker, path, scary, trash can
- WB vocabulary:** dig, hole, cover (v), prepare, sunscreen, sunset
- Passive vocabulary:** wait, arrive, check for
- Revised vocabulary:** sunny, hot, warm, sunscreen

MATERIALS

- SB pp. 40–41
WB p. 35
WB key p. 212
SB audio track 1-20
Pearson English Platform

Warm-up

Write the titles of the stories from Units 1 and 2 on the board: *Benny and Jenny Go to School*, *Pedro and George Save the Day*, *Dinosaur World*, and *A World Long Ago*. Ask about the characters and places in each story. Students look back at the stories for a while and then close their books. Read a sentence from the beginning, middle, or end of one of the stories. Students choose a title from the board and say where the sentence comes in the story (beginning, middle, or end).

Lesson objective

Explain the lesson objective: To apply the reading strategy by finding the beginning, middle, and end of a story to help them follow the action.

SB Act. 3 p. 40

Read **A Relaxing Vacation**. Was the vacation relaxing for Ben's dad? Why?/Why not?

- Ask students to look at the title of the story and the pictures. Ask what kinds of things make a vacation relaxing.
- Focus students' attention on the new vocabulary in the labels (*path, ground, trash can, scary, hiker*) and make sure they understand it.
- Students read and listen to the text, while applying the reading strategy.
- Ask students to say what happened at the beginning, middle, and end of the story.
- Read the questions in Activity 3 aloud. Students talk about them in pairs. Encourage students to refer back to the story to explain their answers. (**Answer: No, it wasn't. Probably because they got lost.**)
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling learners: Ask students to read the first paragraph of the story. Say a sentence for students to complete, e.g., *Ben and his family went camping last Elicit weekend*. Continue with *Dad thinks the campsite is perfect because it's (real quiet) They set up the tent on (Saturday afternoon)* Continue for the whole story.

Stretch: Ask students to write three false statements about the story. Put students into pairs. They swap sentences and correct their partner's sentences.

SB Act. 4 p. 41

Read the story again and circle.

- Students complete the activity individually.

Extra activity

Put the names of characters on pieces of paper, and stick them on walls around the room (*Ben, Dad, Jess, Mom, the hiker*). Then ask questions with *Who* about the story. Students run to the correct place or point, e.g., *Who told a scary story about a bear? Who cooked eggs on the camping stove? Who said ... ?*

SB Act. 5 p. 41

Read and write **B (beginning)**, **M (middle)**, or **E (end)**.

- Students work individually to complete the activity.

Stretch activity

CREATIVITY

Put students into small groups. Ask them to write one more short scene for the middle of the story. Ask them to imagine that another person turns up or Ben sees a strange thing. Groups share their work with the class or act out their scenes.

SB Act. 6 p. 41

COMMUNICATION

Discuss with a friend.

- Ask students to discuss the questions.
- Ask extra questions, e.g., *Did anything exciting happen on your vacation? What happened? How did you feel? Did you enjoy the vacation? Why?/Why not?*

Reading 1

3 Read A Relaxing Vacation. Was the vacation relaxing for Ben's dad? Why? / Why not?

Reading strategy

Find the beginning, middle, and end of a story to help you follow the action.

A Relaxing Vacation

Last weekend, Ben and his family **went** camping. They **arrived** at the **campsite** on Saturday. "It's real quiet here! It's perfect for a relaxing vacation," **said** Dad.

On Saturday afternoon, they **set up** the tent. Mom **put** the blankets and sleeping bags inside. In the evening, they **made** a fire. Ben and his sister, Bess, **played** with the flashlight in the tent. Mom **made** everyone hot chocolates to stay warm. Ben **told** a scary story about a bear and Bess checked for bear prints around the tent.

The next morning was sunny. Dad **cooked** eggs on the camping stove, for breakfast. Ben and Bess **helped** wash the dishes.

I love being outdoors. Let's go hiking!

It's my first hike!

After a while Bess **stopped** suddenly. "Look! Bear prints." she whispered quietly. She was scared!

They **walked** along the path some more. They **looked** at the map and the **compass**. It **didn't** help. "We **got lost**," said Bess. They **saw** a big, dark, brown shape. "Stop! Wait!" said a voice. It **was** a hiker with a furry hat and a brown jacket. It **wasn't** a bear!

It's getting dark. Where is the campsite?

What's that? Is it a bear?

Later they all **cleaned up** the campsite and they **drove** home. The children **sleep** in the car.

They arrived home very late that night. Mom **closed** the door and said, "Well, that was a fun vacation." Dad didn't say anything. He just **made** a face. Maybe camping **wasn't** for them after all!

5 Read and write B (beginning), M (middle), or E (end).

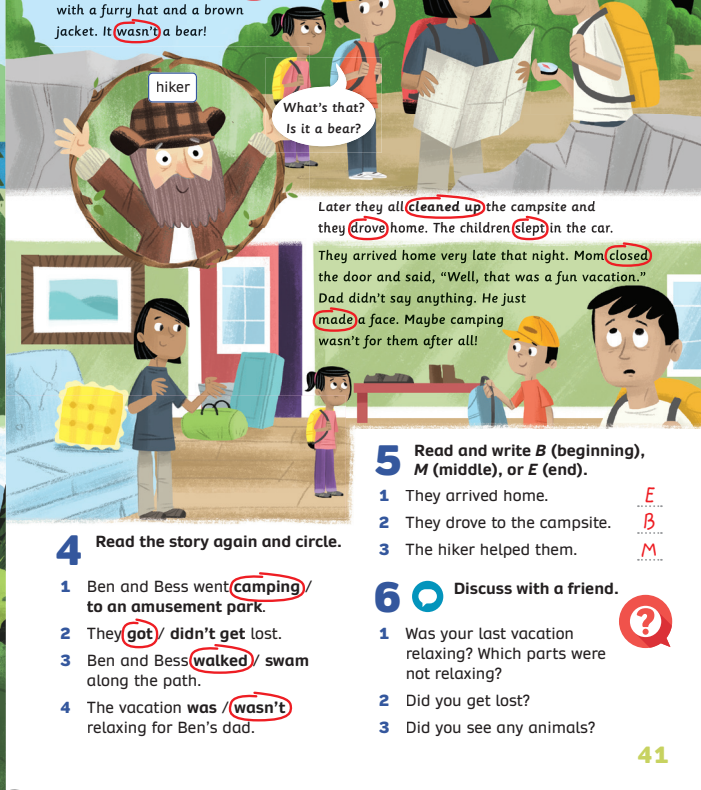
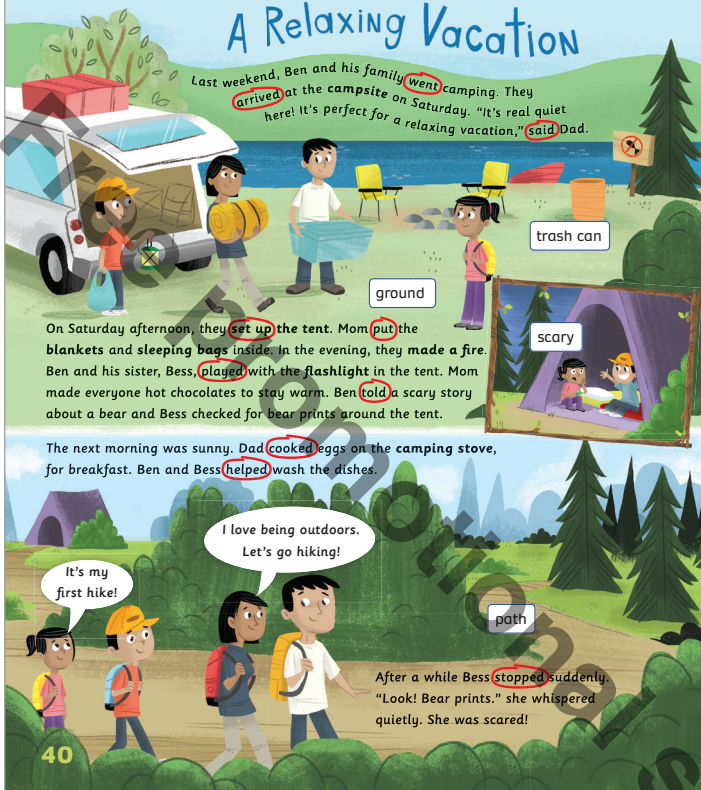
- 1 They arrived home. E
- 2 They drove to the campsite. B
- 3 The hiker helped them. M

6 Discuss with a friend.

- 1 Was your last vacation relaxing? Which parts were not relaxing?
- 2 Did you get lost?
- 3 Did you see any animals?

4 Read the story again and circle.

- 1 Ben and Bess went **camping** to an amusement park.
- 2 They **got** / **didn't get** lost.
- 3 Ben and Bess **walked** / **swam** along the path.
- 4 The vacation **was** / **wasn't** relaxing for Ben's dad.



- Ask students to think if this lesson gives them an answer to the Big Question. Write their ideas on the poster.

Extra activity

CRITICAL THINKING

Ask *What else have you learned about vacations from the story? What do you think about vacations now? Where would you like to go on your next vacation?*

Extra activity

SB Vocabulary work

Ask students to find the new words in the story (*ground, trash can, scary, path, hiker*) and make new sentences with the words.

WB Act. 1 p. 35

Read the story. Number the paragraphs in order.

- Remind students of their answers to Activity 1 on p. 39 in the SB.
- Ask students to say what happens in the story in the correct order.

WB Act. 2 p. 35

Read and complete.

Stretch activity

Ask students to write three simple questions about the story. Put students into pairs. They swap questions and answer.

WB Act. 3 p. 35

CRITICAL THINKING

What do you do on vacation to be safe and healthy?

Extra activity

WB Vocabulary work

Write the new words from the story on the board: *dig, hole, cover, prepare, sunscreen, sunset*. Define a word for students to guess, e.g., *We do this in the sand.* (*dig*) *We wear this to protect ourselves from the sun.* (*sunscreen*) *This means that the sun goes down for the day.* (*sunset*)

Value

Experience new things as a family

Ask students what kinds of things they like to do as a family. Ask why doing new things with your family is fun.

Objective review

Ask students how the reading strategy helped them understand the story better. Praise their effort.



OBJECTIVES

Grammar: Can use all subject pronouns with common regular and irregular Past Simple verb forms.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can answer simple questions about their life and experiences.

Passive vocabulary: fire

Revised vocabulary: river

MATERIALS

SB pp. 42–43

WB pp. 36–37

WB key p. 212

SB audio track 1-21

Video 3-2

Video scripts p. 240

Pearson English Platform

Grammar Book 3, Unit 3

Speaking and Vocabulary Book 3, Unit 3

Warm-up

Review the story about Ben and his family. Ask, e.g., *Where did Ben and his family go? When did they arrive? Who wanted a relaxing vacation?* Check how well students use the Past Simple in their replies and encourage them to say what else they remember.

Lesson objective

Explain the lesson objective: To talk about things that happened or didn't happen in the past.

SB Act. 1 p. 42

Watch Parts 1 and 2 of the story video. What does the old man do? Then read and write.

- Students watch Parts 1 and 2 of the video.
- Ask students what the old man does. (**Answer: He throws rubbish/trash at them and throws their bikes in the bin/trash can.**)
- Play the video again for students to complete the sentences.

Differentiation

Struggling learners: On the board, write *I swim every day. I swam yesterday.* Ask students to say the present form of the other verbs in the word box in Activity 1. Write them on the board. If the past forms are new, practice them with the class.

SB Act. 2 p. 42

Read the grammar box and write A, B, or C.

- Focus students' attention on the grammar box.
- Students match each statement about the past to an example.

SB Act. 3 p. 43

Read *A Relaxing Vacation* again and circle the verbs in the past.

- Refer students back to the text on SB pp. 40 and 41.
- Students read their answers aloud to check.

Extra activity

- Say a verb in the present for students to say the past, e.g., *make – made*. Continue with a mixture of regular and irregular verbs such as *come, go, read, play, climb, look, open*.
- When students are confidently saying the past forms, put them into pairs. Student A says a present verb for Student B to say the past. Then they swap. Students get a point if they say a verb that their partner can't say in the past (but they can).

WB Act. 1 p. 36

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 36

Read and complete. Use the correct form of the words in the box.

SB Act. 4 p. 43

Read and match.

- Choose students to read the sentences aloud.

Extra activity

- Say or write a false sentence about *A Relaxing Vacation* in the Past Simple, e.g., *Ben and his family arrived at the campsite on Sunday.* Students correct you orally, e.g., *They didn't arrive on Sunday.* Continue with other sentences.

WB Act. 3 p. 37

Did you do these things yesterday? Write positive or negative sentences.

- Model the first answer by writing two sentences on the board: *I made breakfast yesterday. / I didn't make breakfast yesterday.*

Grammar 1

1 Watch Parts 1 and 2 of the story video. What does the old man do? Then read and write.



swam made took put sang

We ¹ took the tents off the bikes and we ² put the blankets on the ground. Next we ³ made a fire, we ⁴ sang a song, and we ⁵ swam in the river.

2 Read the grammar box and write A, B or C.

Grammar

- a The children explored. Dad wanted a relaxing vacation.
- b I made a fire. We went to the beach last vacation. The children slept all the way home.
- c The map didn't help. They didn't know the way.

- 1 Verbs in the past end in -ed. a
- 2 To say what you did not do in the past use didn't + verb. c
- 3 Some verbs in the past don't end in -ed. b

3 Read A Relaxing Vacation again and circle the verbs in the past.

4 Read and match.

- | | | |
|-----------------------------|---|------------------------------------|
| 1 I swam in the river. | a | She didn't make a fire. |
| 2 She made a fire. | b | You/They didn't swim in the river. |
| 3 We drove to the campsite. | c | We didn't drive to the campsite. |
| 4 He explored. | d | I didn't climb a tree. |
| 5 I climbed a tree. | e | He didn't explore. |

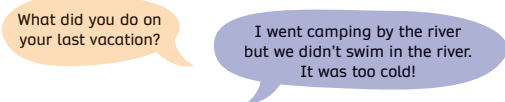
Listening and Speaking 1

Speaking strategy
Speak clearly.

5 Listen and take notes about the vacations. What didn't Alicia do?

	Abby	Alicia	Colin
Place	beach	mountains	hotel
People	family	best friend	mom, dad, grandparents
Transportation	car	bus	plane
Activities	walked at the beach, swam, ate ice cream	made a fire, went hiking	played tennis and basketball, swam in the pool

6 Tell a friend about your last vacation.



- Then put students into pairs. Student A tries to guess what Student B wrote, e.g., *I think you made breakfast yesterday. I think you didn't go to the beach.* Student A shares their sentences to confirm. Then they swap roles.

WB Act. 4 p. 37

Find, circle, and write the words in the past. Then use them to write true sentences about you.

For more grammar practice, go to Grammar Book 3, Unit 5.

Listening and Speaking 1

Speaking strategy

Explain the speaking strategy: Speak clearly. Explain that it's important to speak clearly so others can understand us.

SB Act. 5 p. 43

Listen and take notes about the vacations. What didn't Alicia do?

- Focus students' attention on the chart. Read each heading aloud and ask what students expect to hear, e.g., Place: *beach, mountains, town, city.* People: *friends, grandparents.* Transportation: *car, bus, plane.* Activities: *visited a museum, swam in the sea.*

SB Act. 6 p. 43

COMMUNICATION

Tell a friend about your last vacation.

- Put students into pairs. They tell each other about their last vacation, while applying the speaking strategy. Monitor for correct use of the Past Simple.

Stretch activity

On the board, write *Where did you go? Who did you go with? How did you travel? What did you see?* Encourage students to ask these questions as part of the pairwork. Model with a strong student first.

Objective review

Ask students if they can now talk about what happened and didn't happen. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 3, Unit 3.

3

Vocabulary 2 • Pre-reading 2

OBJECTIVES

Reading: Can scan a simple text to find specific information.

Listening: Can recognize simple phrases related to familiar topics in slow, clear speech.

SB vocabulary: meet new people, go zip lining, go rock climbing, beautiful, go kayaking, heavy, light, unsafe, waterfall, coast

WB vocabulary: go, play, do

MATERIALS

SB pp. 44–45

WB pp. 38–39

WB key p. 212

SB audio tracks 1-22 and 1-23

Picture cards 51–60

Pearson English Platform

Warm-up

Write words from Vocabulary 1 on the board as anagrams. Give students one minute to find as many as they can. Students read their words aloud and explain what they mean. Write the words on the board for students to check their spelling.

Lesson objective

Explain the lesson objective: To talk about outdoor activities, places, and qualities.

SB Act. 1 p. 44

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-22 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.
- Ask *Where can you meet new people? Name something heavy. Name something light. Where can you see a waterfall?*

Picture card activity

Put the picture cards on the board. Ask students to turn around. Then shuffle the picture cards, and remove one. Students guess the missing word.

SB Act. 2 p. 44

Look at the words in Activity 1. Underline the describing words. Check (✓) the places. Circle the outdoor activities.

- Explain to students that adjectives describe a thing or person. On the board, write *Flowers are beautiful*. Ask students which word is the adjective (*beautiful*).

Differentiation

Struggling learners: Put students into pairs. Student A covers the first line of words in SB Activity 1 and says the words. Student B checks. They repeat for the second line, and then swap.

Stretch: Ask students to look closely at the words for a minute and then close their books. Students write down as many words as they remember in their notebooks. They open their books and find which words they don't have. They study the words again and repeat. Encourage students to note which words they have difficulty with so they can study at home.

WB Act. 1 p. 38

Look, choose, and write.

SB Act. 3 p. 44

CRITICAL THINKING

Write the outdoor activities from Activity 1 on the line.

- Explain that students have to write the activities from the least safe to the safest.
- Students complete the activity individually and then talk about the order of the activities.
- Make sure students realize that it's OK to put the activities in a different order, e.g., someone who is anxious about water sports will put kayaking nearer the "unsafe" end of the scale.

Stretch activity

Students copy the line in their notebooks and add more sports and activities. They share their answers with the class.

SB Act. 4 p. 44

Listen and write the word.

- Play track 1-23 twice. Students listen and write down the answers.
- Ask students to come to the front and write the words.

SB Act. 5 p. 45

COMMUNICATION

Read and match. Then ask a friend.

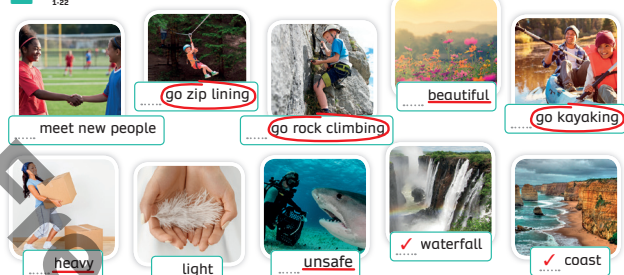
- Students work in pairs to discuss their answers.
- Monitor to make sure students give reasons for their answers.

WB Act. 2 p. 38

Read and complete. Use the words from the box.

Vocabulary 2

1 Listen and repeat.



2 Look at the words in Activity 1. Underline the describing words. Check (✓) the places. Circle the outdoor activities.

3 Write the outdoor activities from Activity 1 on the line.



4 Listen and write the word.

- | | | |
|--------------------|-------------------|----------------|
| 1 <u>coast</u> | 3 <u>kayaking</u> | 5 <u>heavy</u> |
| 2 <u>waterfall</u> | 4 <u>meet</u> | 6 <u>light</u> |

5 Read and match. Then ask a friend.

- | | |
|--------------------------|-----------------------------|
| 1 Do you like meeting | a lining is unsafe? |
| 2 Where can you go rock | b the coast? |
| 3 Do you think going zip | c climbing in your country? |
| 4 Do you live close to | d unsafe activities? |
| 5 Do you like safe or | e people? |

Pre-reading 2

1 Read the review. Did Lisa like the rock climbing center?

Reading strategy

Decide which part of a text to read again to find information.

The RADICAL ROCK Climbing Centre

This school was amazing. I took a four-week course. I didn't know how to climb before, but I do now! I wanted to learn to climb to be ready for my summer rock climbing camp. I went in the afternoons after school and on Saturday mornings. They gave us special shoes and a helmet because it's important to be safe.

Lisa, aged 10

2 Read the review again and answer the questions.

- | | |
|--|---|
| 1 Did Lisa write a good or bad review? | 3 Why did she take the course? |
| 2 Did Lisa know how to climb before? | 4 Why did they give her special shoes and a helmet? |

WB Act. 3 p. 39

Look, read, and write. Then write one sentence about the picture.

- This is an A1 Movers Reading and Writing Part 6.

Word study: go, play, do

WB Act. 4 p. 39

Match and write.

WB Act. 5 p. 39

Read and complete. Use the words from Activity 4.

Extra activity

Ask students to stand up. Explain that you'll say a word and they have to say *go*, *play*, or *do* and mime it. Say *yoga*. Students say *do* and mime doing yoga. Students who make a mistake miss a turn. Continue with as many words linked to the word study as possible.

Objective review

Ask students which outdoor activity they like best and which place they think is more beautiful, the coast or a waterfall. Praise their effort.

Pre-reading 2

Reading strategy

Explain the reading strategy: Decide which part of a text to read again to find information.

SB Act. 1 p. 45

CRITICAL THINKING

Read the review. Did Lisa like the rock climbing center?

- Ask a student to read the reading strategy and the rubric aloud. Ask students to predict words that might help them find out if Lisa liked the center. **(Answer: Yes, she did.)**

SB Act. 2 p. 45

Read the review again and answer the questions.

- Read the questions with students. Ask them to apply the strategy by thinking which part of the text they need to read to answer each question.
- Students complete the activity individually. Ask them to show where they got their answers. **(Answers: 1 a good review, 2 No, she didn't., 3 to be ready for the summer camp, 4 because it's important to be safe)**

Stretch activity

COLLABORATION

Put students into pairs. Tell them to imagine they went on vacation with Lisa. Ask students to say if they liked the place or not.

3

Reading 2

OBJECTIVES

- Reading:** Can scan a simple text to find specific information.
- Speaking:** Can answer simple questions about their life and experiences.
- SB vocabulary:** life jacket, scenery, certificate, tutor
- WB vocabulary:** course, instructor, incredible

MATERIALS

- SB pp. 46–47
 WB p. 40
 WB key p. 212
 SB audio track 1-24
 Pearson English Platform

Warm-up

Draw a line with the headings *UNSAFE* and *SAFE*. Students come to the front and write activities and sports where they think they should be placed on the line, e.g., *go rock climbing, go kayaking*.

Lesson objective

Explain the lesson objective: To apply the reading strategy by deciding which part of a text to read again to find information.

Reading text in British English

This is one of the texts in Level 3 that is in British English. If you have a stronger group, you may want to work on this difference with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Remind them of *Maths/math*.

SB Act. 3 p. 46

Read *Summer Camp Reviews*. Which camp was bad?

- Explain what a summer camp is, if necessary. Ask students if they've ever been to one.
- Ask students what a review about a place usually includes. Refer them to the stars in the texts. Ask how stars show if a review is good or bad. Ask students to think of a place they've visited. Students say where it was and how many stars they give it.
- Focus students' attention on the new vocabulary in the labels (*life jacket, scenery, certificate, tutor*) and make sure they understand it.
- Students read and listen to the text.
(Answer: the math(s) camp)
- Ask students to find the words in bold. Check that they remember their meanings.

Differentiation

Struggling students: Ask students to read the first review and say three things the girl did. Tell them not to worry about new words for now. Ask if there was anything negative about the camp. Repeat for all the texts.

Stretch: Ask students to find words in the text that show whether each camp was good or bad. They can underline positive words in green and negative words in red.

SB Act. 4 p. 47

Read the text again and number in order.

- Ask students which words helped them decide on their answers.

SB Act. 5 p. 47

COMMUNICATION

Answer the questions with a friend.

- Students discuss in pairs. (Answers: 1 Yes, he did., 2 No, he didn't., 3 Yes, they did., 4 Yes, he did., 5 Yes, she did.)

SB Act. 6 p. 47

Answer the questions.

- Remind students to apply the reading strategy. Ask them where they found their answers.

Extra activity

CRITICAL THINKING

Put students into small groups. Write the following on the board for students to discuss: *What kinds of things can make a person give a bad review? Do you or your parents read reviews before going to a place? Why?/ Why not?* Students share their ideas with the class.

SB Act. 7 p. 47

CRITICAL THINKING

Which kind of camp do you like? Why do children go to summer camp?

- Put students into pairs to discuss the questions. Invite pairs to share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

Ask students to make a list of things they would take to the camp they've chosen.

Reading 2

3 Read Summer Camp Reviews. Which camp was bad?

Reading strategy

Decide which part of a text to read again to find information.

SUMMER CAMP Reviews

Did you go to summer camp last year?
Where did you go?
What did you do?
Who did you meet?
Did you have fun?

TELL US ALL ABOUT IT ...!



1 We went to performing arts camp. We learned a play and we made all the scenery. It was beautiful! Then our parents came to watch the play. Performing in front of all those people was scary but it was lots of fun. ★★★★★

Leo and Sandy Black



2 I went to sports camp on the coast. I loved it! We went rock climbing and zip lining. We swam and we went kayaking near a waterfall. It wasn't unsafe because we had life jackets. ★★★★★

Paul Smith



3 I really enjoyed technology camp (last month) I met lots of great people. They all loved computers and science, just like me! I learned new things and I even made a computer game. The tutors were friendly and the food was good. ★★★★★

Mario Tuccio



4 I went to Maths camp (last summer) but I didn't do any Maths at all! I painted a house and tidied up a garden. The weather was terrible and the tutors were mean. I met new people but they were miserable too. ★

Susie Wallace

4 Read the text again and number in order.

- technology 3
- sports 1
- maths 4
- performing arts 2

5 Answer the questions with a friend.

- 1 Did Paul go to sports camp?
- 2 Did Paul play volleyball?
- 3 Did Leo and Sandy learn a play?
- 4 Did Mario like technology camp?
- 5 Did Marta meet new people?

6 Answer the questions.

- 1 What was the problem at math camp?
She didn't do any math.
- 2 Who did Sandy go to camp with?
Her brother Leo.
- 3 Where was the sports camp?
On the coast.
- 4 When was technology camp?
Last month.
- 5 How many sports did Paul do?
Four.

7 Which kind of camp do you like? Why do children go to summer camp?



Extra activity

SB Vocabulary work

- Ask students to find the new words in the story: *life jacket, scenery, certificate, tutor.*
- Write beginnings of sentences using the words on the board for students to complete in their notebooks, e.g., *People wear life jackets when I have a certificate for*
- Ask some students to read their sentences aloud.

WB Act. 1 p. 40

Read Lisa's review. Write in which paragraph you can find the information.

- Remind students of their answers to Activities 1 and 2 on p. 45 in the SB.

WB Act. 2 p. 40

Read and match.

WB Act. 3 p. 40

CRITICAL THINKING

Why is it important to try new activities?

- Students work in small groups to discuss the question. Ask groups to share their ideas with the class.

Extra activity

WB Vocabulary work

In pairs, students find the new words in the text: *course, instructor, incredible.* Write all the words on the board and help students define them. Ask different students to say a sentence with each word.

Extra activity

COLLABORATION

- Put students into pairs. Refer them to the questions before the reviews on SB p. 46. Tell students to imagine they went to a summer camp. Elicit what activities the camp had.
- Ask students to write a good or bad review about it. Remind students to say why the place was good or bad. Tell them to answer the questions and to give the camp stars.
- Ask pairs to present their review to the class.
- Ask the class if the review has convinced them to go/not go to the camp.

Objective review

Ask students how looking for specific information can help them with their understanding of a text. Praise their effort.



OBJECTIVES

Grammar: Can ask about past experiences with “Did you ... ?” and “Who/What/Where/Why/When did you ... ?” and common verbs with simple phrasal complements.

Listening: Can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

MATERIALS

SB pp. 48–49

WB pp. 41–42

WB key p. 213

SB audio track 1-25

Video 3-3

Video script p. 241

Pearson English Platform

Grammar Book 3, Unit 7

Speaking and Vocabulary Book 3, Unit 3

Warm-up

Put students into small teams. Say a sentence in the present, e.g., *I swim in the sea every vacation*. Choose a team to change the sentence into the past. Elicit *I swam in the sea on my last vacation*. They get a point for a correct past form. Then you make a sentence with a different verb for another team. Continue in this way, using negative sentences, too, e.g., *I don't eat new food on vacation*. (I didn't eat new food on vacation.) The team with the most points wins.

Lesson objective

Explain the lesson objective: To ask questions about events in the past.

SB Act. 1 p. 48



Watch Part 3 of the story video. What did Kim use to take the trash out of the water?

- Students watch Part 3. Ask why the campsite was dirty. (*There was trash everywhere.*)
- Play the video again for students to complete the activity. (**Answer: the Smogsucker**)

SB Act. 2 p. 48

Read the grammar box and complete.

- Focus students' attention on the first part of the grammar box. Ask them to complete the question and add the short answer.
- Focus students' attention on the second part of the grammar box. Ask them to complete the question with *When* in the past and write an answer.

Differentiation

Struggling students: Write *Did you go ... ? Did you play ... ? Did you watch ... ?* on the board. Ask students to complete the questions to ask a partner about their weekend (e.g., *Did you go downtown?*). Make sure students answer with the correct short forms.

SB Act. 3 p. 49

Read *Summer Camp Reviews* again. Find and underline questions with *Wh-* words and circle the time phrases.

- Focus students' attention on the box with time phrases. Read the phrases with students.
- Refer students back to the text on SB pp. 46 and 47.
- Students complete the activity.
- Put students into pairs. Ask them to say sentences about themselves using the phrases in the box.

SB Act. 4 p. 49

Read and circle.

- Students circle the correct answers.

Differentiation

Struggling students: Write on the board: *___ did you see? I saw my best friend. ___ did you wear a sun hat? Because it was hot. ___ did you do? We played volleyball. ___ did you meet? In July. ___ did you go? I went to Mexico. ___ did you get there? On a plane.*

Students say which question word to use in each question (*who, why, what, when, where, how*).

Practice the questions and answers with the class and then erase a word from each one. Students say them again. Continue erasing words until students can say the questions and answers from memory.

WB Act. 1 p. 41

Read and circle.

- Focus students' attention on the grammar box and ask them to complete the activity.

WB Act. 2 p. 41



Read and complete. Use the words in parentheses.

WB Act. 3 p. 42

Write questions. Then look and write answers.

- Focus students' attention on the grammar box and ask them to complete the activity.

Grammar 2

- 1   Watch Part 3 of the story video. What did Kim use to take the trash out of the water?



Did you throw all this rubbish on the ground?

- 2 Read the grammar box and complete.

Grammar

- a **Did** Marta **go** to summer camp? Yes, she **did**.
Did you **like** the tutors? No, I **didn't**.
Did they learn to **make** scenery? Yes, **they did**.
- b **What did** you **do** at camp? I **made** a video game.
Where did she **go**? She **went** to the coast.
Why did Paul **go** to sports camp? He **went** there because he likes sports.
Who did they **meet**? They **met** new people.
How did you **get** there? We **went** by car.
When did Mario **make** a computer game? He **made** a computer game last month.

48

- 3 Read *Summer Camp Reviews* again. Find and underline questions with *Wh-* words and circle the time phrases.


We can use time phrases to talk about the past.

yesterday
 the day before yesterday
 last week
 last summer/month/year/night

- 4 Read and circle.

- 1 Did they go rock climbing?
 a Yes, they did. b Yes, I did.
- 2 What did you play?
 a He played baseball. b We played volleyball.
- 3 Where did you go last summer?
 a I went on vacation to the mountains. b I went with my family.
- 4 Did she go hiking last month?
 a No, he didn't. b Yes, she did.


Listening and Speaking 2

- 5  Listen and write the names.

~~Rita~~ Brendon David Susan

Find someone who ...

went to the beach last summer: <u>Susan</u>	went horseback riding last year: <u>Rita</u>
enjoyed school last week: <u>David</u>	played sports yesterday: <u>Brendon</u>

- 6  Ask your friends. Use the ideas in Activity 3 and change the time phrases if you can.

Did you stay home last vacation?

No, I didn't.

Where did you go?

Last year, I went to the mountains.

49

WB Act. 4 p. 42

Write the questions in order. Then answer for you.

For more grammar practice, go to Grammar Book 3, Unit 7.

Listening and Speaking 2

SB Act. 5 p. 49



Listen and write the names.

- Read the chart aloud and check students understand it before listening.
- Play track 1-25 twice for students to complete the activity.
- Ask which words in the audio gave students the answers.

SB Act. 6 p. 49

COMMUNICATION 

Ask your friends. Use the ideas in Activity 3 and change the time phrases if you can.

- Ask students to look at the chart. Ask for examples of questions. Write them on the board, e.g., *Did you go to the beach yesterday?*

- Students work in pairs. Ask pairs to come to the front and act out their dialog. Encourage stronger students to make more questions with *Wh-* question words (e.g., *What did you do at the beach? Who did you go with?*)

Extra activity

COMMUNICATION

- On the board, write *Where did you go? I went to the Moon. Who did you see? I saw my alien cousin. Why did you go to the Moon? Because I wanted to see my old teacher. How did you go there? I walked.* Ask a student to read the dialog with you.
- Put students into pairs to make a silly dialog of questions and answers in the past. Pairs perform their dialog for the class.

Objective review

Ask students if they can now ask questions about past events. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 3, Unit 3.

3

Writing • Now I Know

OBJECTIVES

Reading: Can scan a simple text to find specific information.

Writing: Can write about past activities using simple language, given a model.

MATERIALS

SB pp. 50–51

WB pp. 43–45

WB key p. 213

Pearson English Platform

Test Book 3, Unit 3

Warm-up

Review the Unit 2 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a postcard, while applying the writing strategy.

SB Act. 1 p. 50

Read Mina's postcard. What did she like about the vacation?

- Students read individually. (Answer: She liked the butterflies and zip lining.)
- Ask what Mina didn't like (*the museums*).

SB Act. 2 p. 50

Read Mina's postcard again and answer the questions.

- Students read and answer the questions with a partner. (Answers: **1** She went to Michoacán in Mexico., **2** She went with her parents., **3** No, she didn't., **4** She saw beautiful butterflies., **5** No, she didn't., **6** because she saw new things and was with her family)

Writing strategy

Focus students' attention on the writing strategy and remind them to use the strategy in their own writing.

SB Act. 3 p. 50

Read the postcard again. Find and circle the time phrases.

- Students complete the activity individually.

WB Act. 1 p. 43

Write sentences.

SB Act. 4 p. 50

Find or draw pictures of a vacation. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 43

Make notes about a vacation you went on.

Remember!

WB p. 43

Focus students' attention on the Remember! box.

WB Act. 3 p. 43

Write about your vacation. Use your ideas from Activity 2 to help you.

- Remind students to look at the Remember! box and apply the writing strategy.

Objective review

Ask students to read their postcards aloud. Praise their effort.

Now I Know

Warm-up

Ask students to look back at the unit and choose their favorite lesson. On the board, write *What did you learn in the lesson? What did you find interesting in the lesson? What's your favorite part of the lesson? Why?*

Objective

Explain the lesson objective: To review everything they've learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote for WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 51

CRITICAL THINKING

Why do we go on vacation? Look back through Unit 3 and make a list.

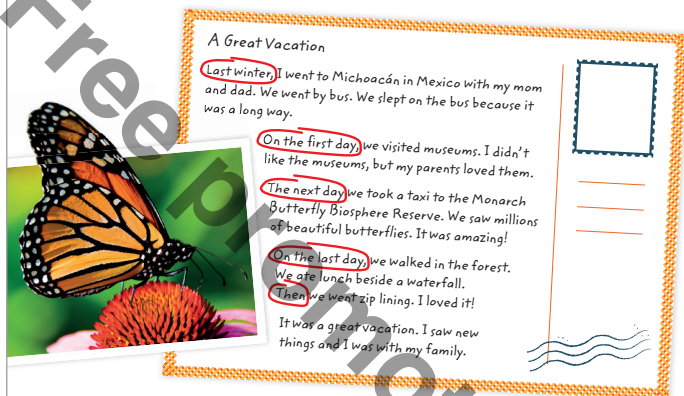
- Students use their consolidated knowledge of the Big Question to answer.

Writing

1 Read Mina's postcard. What did she like about the vacation?

2 Read Mina's postcard again and answer the questions.

- 1 Where did Mina go?
- 2 Who did she go with?
- 3 Did she enjoy visiting the museums?
- 4 What amazing thing did she see at the reserve?
- 5 Did she go rock climbing?
- 6 Why was it a great vacation?



3 Read the postcard again. Find and circle the time phrases.

4 ^{WB} Find or draw pictures of a vacation. Then go to the Workbook to do the writing activity.

Writing strategy

Use time phrases *last winter*, *on the first day*, *the next day* to write about the past. They help to structure your writing.

Now I Know

1 Why do we go on vacation? Look back through Unit 3 and make a list.

We go on vacation to meet people.

2 Choose a project.

Do a class survey about vacations last year.

- 1 Work in groups. Think of five questions to ask about vacations.
- 2 Do a survey. Ask people your questions. Record their answers.
- 3 Make a bar graph to present your results.
- 4 Present the results of the survey to the class.

Invent your own summer camp.

- 1 Choose a summer camp you would like (e.g. sports camp, science camp).
- 2 Find or draw pictures of the place and the activities, and write some notes.
- 3 Make a poster about your camp.
- 4 Show your poster to the class.

or

Read and circle for yourself.

I can understand activities that happened in the past.



I can identify the structure of a story.



I can talk about an event in the past.



I can write about a vacation in the past.



WB Act. 1 p. 44

Read and correct the words in bold.

WB Act. 2 p. 44

Read and write. Use the words from the box.

WB Act. 3 p. 44

Read and complete. Use the words in parentheses.

WB Act. 4 p. 45

Read the answers. Then write the questions.

WB Act. 5 p. 45

Look at the pictures. Write what Samir and Safiye did on their vacation.

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other to learn.

Things I learn

WB Act. 1 p. 45

What are your three favorite words in this unit?

- Have a class vote on favorite words.

WB Act. 2 p. 45

Write something you think is interesting about vacations and summer camps.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

What kind of vacations do you like? Why?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 51

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 3, Unit 3.