

Vacation Fun

Cam's Tale: Summer Adventures 

I went fishing with my cousins! Have you ever been fishing?

I went last year with my parents! It was fun.

No, Hank, I haven't, but I'd like to try.



So what did you do this summer, Wanda?

I went to Adventureland. Have you ever been there?

Yes, I have. I went there two years ago.



Well, I haven't been there. What's it like?

There are a lot of fun rides. My sister and I went on the roller coaster twice! Have you ever been on a roller coaster?



Uh... no. I don't really like heights.

What about you, Brent? Did you go anywhere?



Well, we didn't go out of town, but my grandparents visited us for two weeks.

Did you enjoy their visit?



We had a great time, especially the day we went to the fair. We went on the hot-air balloon ride!

Wow! I've never been in a hot-air balloon.



Me neither!

Our summers were great!

Yes! But I'm also glad to be back at school.





Cam's Tune

Learning Objectives: Students will revise Cam's Tale and the target language of the unit, and will then learn a song, exposing them to a simple rhyming pattern.

Target Language: *summer, fishing, rides, roller coaster, fair, hot-air balloon ride; play, stay at home, travel far away, plans, adventures*

Materials: pictures of popular tourist places or activities (a museum, an amusement park, a kayak, etc.)

Warm-up

Play **Show Me in 30 Seconds**. Students act out places or vacation activities.

Starting Point

Using the book or a projection, point to different scenes of Cam's Tale on pp. 6–7, and elicit the characters' conversation and any words that students remember.

Flipped Learning Suggestion

Play **Show-and-Tell**. Talk about the pictures that you have brought in. Then have students share their pictures and describe the activity or the place. Give them the opportunity to share any similarities or differences between their pictures and the vacation scenes in Cam's Tale.

Progression

Read Cam's Tale and complete.

Have students open their books. Read the first set of sentences aloud, making them questions by replacing each blank with *Who*. Give students a moment to write their answers, allowing them to check the text as needed.

Read again and circle.

Read the second set of sentences aloud. Have students circle the answers, allowing them to check the text as needed. For a greater challenge, have students try to answer the questions from memory before checking the text.

Have students read and listen to Cam's Tale one more time to check their answers. Check answers as a class.

Checking Work

Encouraging students to check their work with their classmates is an important exercise in collaboration, communication, and critical thinking. By checking their work together, students interact and communicate with one another. You should also encourage them to give constructive and positive feedback if possible.

2 Talk about your experiences using the questions as a guide.

Have three students read one of the questions to you. Model an answer. Students then work in pairs to answer the first question. Invite some students to share their answers. They then move to the next question and repeat the process with a different classmate.

Further Exploration

Cam's Tune

1 Get ready, listen, go!



Play Track 2, then elicit the vacation words (*play, stay at home, travel far away, plans, adventures*).

Display the photo and have students describe where the children are and what they are doing.

2 Say Cam's tune aloud.

Read each line and have students copy what you say. Students then work in groups to practice reading two lines or one verse each. Encourage them to pay attention to the rhythm and the rhyming words. Work as a class to read the tune aloud.

Review the tune. Write the following sentences on the board, omitting the letters in brackets. Have students work in groups to complete the words in the sentences.

1. We have lots of time to play in the (summer).
2. Some people stay at (home).
3. Some people (travel) far away.
4. We can make (plans) for our vacations.
5. We can have fun (adventures).

Learning Objectives: Students will share where they do activities in relation to their own town or city.



Sustainable Development Goal 4: Good Health and Wellbeing

Students will learn to recognize which activities make them feel relaxed and calm during summer vacation and how this is good for their health. They will learn to accept that they might feel differently from their peers.

Ask students how they feel at the end of the school year. Encourage them to think of what happens at the end of term, such as exams, and shows. Have students discuss the key question and elicit ideas to answer it.

Key Question: How does taking time off help keep us healthy?

Target Language: *old buildings, delicious food, canal, festival, music concert, park, daytrip, boardwalk*

Materials: a tourist map of the local area; craft material for **Make Comics or Puppets**

Optional: brochures or leaflets for places and activities (both in and far away from the local area)

Warm-up

Play **Make Comics or Puppets**. Then have students retell Cam's Tale.

Progression

I Listen and stick.

Help students find the sticker page at the back of the book. Students describe what place and activity each sticker shows. Play Track 3 and have students point to where each sticker should go. Check answers as a class.

⊙ Listen again and match.

Review what students can remember about each character in the audio. Play the track again. Students match each name to where they went. Check answers as a class.

Further Exploration

2 Mark (✓) what you like to do in summer.

Read each option. Have students close their eyes and imagine each situation. Encourage them to think about what they are doing, who they are with, and what they can see, hear, and smell. After students have reflected on each situation, they check the box that is most appealing to them.

⊙ Talk about your preferences.

Read the speech bubble and ask students who like to hang out with their friends. Students then write their sentence about what they like to do and why. To provide extra support, provide students with some potential reasons, for example: *I can buy souvenirs / take cool photos / explore new places / eat at my favorite restaurant.* You can use the map of the local area as a reference. Have students share their ideas. Then check off **Cam's Values Code**.

3 Complete the chart.

Display a map of your local area and have students share what there is to do both in and nearby the area. If possible, have students browse brochures for places and activities in the local area, and places that are further away, that they might be interested in. Elicit what they can do far away from the area. Provide extra support by working as a class to create a word bank on the board of activities. Display the map where students can use it for reference. Display the chart and complete each column with one adventurous thing that you like to do in each category. Students then work individually to complete the chart. They can compare their charts in pairs.

Flipped Learning Suggestion

Have students plan a fun day out or vacation. Ask them to make a list of new places and activities that appeal to them. They could find pictures for each one.

Homework: PB p. 7, Activities 1–3



I Read Cam's Tale and complete.

1. Hank went fishing.
2. Wanda went to an amusement park.
3. Brent didn't go out of town.
4. Brent went on a hot-air balloon ride.

⊙ Read again and circle.

1. **Brent** / **Hank** / **Wanda** has never been fishing.
2. **Brent** / **Hank** / **Wanda** has never been to Adventureland.
3. **Brent** / **Hank** / **Wanda** doesn't like heights.
4. Hank spent time with his **cousins** / **grandparents** / **sister**.
5. Wanda went on a ride with her **cousins** / **sister** / **grandparents**.
6. Brent went to the fair with his **cousins** / **sister** / **grandparents**.

2 Talk about your experiences, using the questions as a guide. Answers will vary.

1. Have you ever been fishing? If not, would you like to try?
2. Have you ever been to an amusement park? What did you do there?
3. Have you ever been to a fair? What did you see or do?



Cam's Tune

I Get ready, listen, go!  ²

Summer Fun

Summer's when almost everyone
Has lots of time to play.
Some people like to stay at home,
While others travel far away.

Whatever your plans may be,
Make sure you have time for fun,
Enjoy your adventures at home or away
Before the summer is done.

⊙ Say Cam's Tune aloud.



Cam's Values

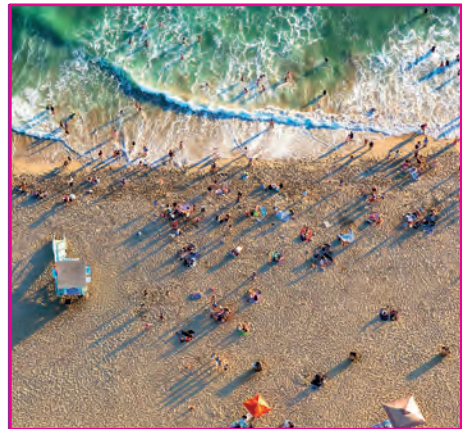
1 Listen and stick.  



Diana





Wayne



Sherry

2 Listen again and match.

- 1. Diana  went to places nearby.
- 2. Wayne  stayed in town.
- 3. Sherry  went far away.

2 Mark (✓) what you like to do in the summer. *Answers will vary.*

- stay in my city or town
- take day trips to places nearby
- travel to a place far away

I like to stay in my town because I can hang out with my friends.

3 Talk about your preferences.

3 Complete the chart. *Answers will vary.*

Adventurous things to do		
in my city or town.	near my city or town.	far from my city or town.



Cam's Values Code I have a strong sense of adventure.



Vocabulary

Learning Objectives: Students will name and identify places.

Target Language: travel: *town square, resort, street market, campground, historical site, amusement park, visitors' center*; travel verbs: *go camping, on a ride, sightseeing; take a walking tour, get a guidebook, buy souvenirs*

Preview of Vocabulary and Grammar: grammar structures: *Have you ever been (camping)? Did you go (camping last summer)?*

Materials: Unit 1 Flashcards, Unit 1 Poster, Unit 1 Cutouts

Optional Materials: copies of the audio script for students to use in a role play; maps of tourist attractions (amusement parks, walking tours, parks)

Warm-up

Play **Walk, Walk, Stop**. When you call *stop*, students are to greet their closest classmate by name with *hello* or *hi*. They then ask their classmate: *Where do you like to go? What do you like to do there?* Encourage students to give as much information as possible within a time limit, such as who they want to go with and how much the activity costs.

Starting Point

Gather students in a circle. Play **What Is It?** Students will have heard some of the vocabulary from Cam's Tale but are going to learn it explicitly in this lesson. As each item is revealed, ask: *Is it a (campsite)? Can you (buy souvenirs) here?* Prompt students to answer *yes* or *no*. Provide a few incorrect options before revealing the correct one.

Review each item. Invite students to match the flashcards to the items, repeating each one together.

Flipped Learning Suggestion

Students share their ideas for day out/vacation activities and places. Have them help you to create a word bank with the new vocabulary. Share if you have tried the activities or visited the places. Invite students to share why they chose them.

Progression

I Look and stick. ★

Display the map for *The Town of Lake Joanne*. Students work in teams to identify as many items as possible on the map (such as *tents, trees, houses, a lake, a tower*) and make lists. Have students open their books and help them find the corresponding sticker page in the back of their books. Elicit the places on the stickers. Instruct students to look at the map again and stick.

⦿ Listen and label. 🗣️ 4

Play Track 4 and have students point at each place as it is mentioned. Pause the audio for them to write the label. Alternatively, they write the labels after the audio has finished.

Review the new vocabulary with the flashcards. Invite students to write the words on the board or explore some **Sensory Writing/Drawing Activities**. Display the Unit 1 Poster and talk about the scene. Give students the cutouts to match it. They say what they can about their cutout. Alternatively, they can make up a short conversation for the characters.

Optional: Students describe the location of the places on the map for their classmates to guess. Alternatively, students recall information about each place from the audio.

Learning Objectives: Students will identify places and use travel verbs.

Target Language: travel: *town square, resort, street market, campground, historical site, amusement park, visitors' center*; travel verbs: *go camping, on a ride, sightseeing; take a walking tour, get a guidebook, buy souvenirs*

Preview of Vocabulary and Grammar: grammar structures: *Have you ever been (camping)? Did you go (camping last summer)?*

Optional Materials: copies of the audio script for students to use in a role play maps of tourist attractions (amusement parks, walking tours, parks)

Warm-up

Play **This or That**. Give students two places or activities to choose from, for example: *amusement park or campground, camping or sightseeing*. Have them choose and explain their choice. Repeat until all students had a turn.

2 Listen and match. 5

Play Track 5. Ask: *Who is talking? Where are they? What are they talking about?* Students tell their classmate first and then share their answers. Students read the questions and match the sentence halves. Repeat Track 5 if necessary. Check answers as a class. For extra challenge, display only the first part of each sentence and have students work together to finish them.

Listen again and complete.

Display the photos (without the captions) and ask students what is happening in each one. Students then look at their books. Give them time to read the captions. Play Track 5 again. Students fill in the blanks. Check answers as a class.

Optional: Give students copies of the audio script. Students work in pairs to do a role play. Alternatively, students work in groups to act out a skit based on one of the photos and perform it to the class. For example, a group pretends to be camping when a snake comes into their tent.

Further Exploration

Students look at the map for *The Town of Lake Joanne* and review what places are there and what visitors can do there. They work in groups to create a brochure for one of the places.

Optional: Students work in groups to look at a map for a tourist attraction and see what they can do there. They can talk about the attraction and make notes, and then present the attraction to the class or another group.

Cam's Checkpoint ▶ Go to page 138.

Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)

Learning Suggestion

Students think about where they want to take a visitor in their hometown. Ask them to think about what the most interesting/beautiful places in the local area are. They can plan an itinerary with a place for lunch, an afternoon activity, a place for dinner, and an evening activity.

Homework: PB pp. 8–9, Activities 1–4

Vocabulary

Look and stick. ★

TOWN OF Lake Joanne

4. historical site

3. street market

1. town square

2. resort

7. visitors' center

2. resort

5. campground

6. amusement park

Listen and label. 🔊

- town square
- resort
- street market
- campground
- historical site
- amusement park
- visitors' center

2 Listen and match.  5

- 1. The family is staying _____ the historical sites in town.
- 2. The walking tour begins _____ at the campground.
- 3. The guidebook gives information about _____ in the town square.
- 4. The Spiderweb is a popular ride _____ at the street market.
- 5. The best place to find souvenirs is _____ at the amusement park.

⊙ Listen again and complete.

buy souvenirs get a guidebook go camping go on a ride
 go sightseeing take a walking tour



1. The family likes to go camping, so they're staying at the campground by the lake.



2. Stacy thinks walking around town is the best way to go sightseeing and get to know a place.



3. The family wants to get a guidebook to learn more about the town.



4. The children want to go on a ride at the amusement park.



5. Stacy suggests going to the street market to buy souvenirs.



6. The family is going to take a walking tour in half an hour.



Grammar

Learning Objectives: Students will ask and answer questions about vacations using the present perfect and simple past.

Target Language: *Have you ever been (camping)? Yes, I have. / No, I haven't. I've been (camping). I've never been (camping). Did you (go camping) last summer? Yes, I did. / No, I didn't. I went (camping) last summer. I didn't (go camping).*

Additional Language: *zoo, bus tour, downtown, restaurant, resort, recommendation*

Materials: Grammar Video for Unit 1

Optional Materials: copies of the audio script; Unit 1 Flashcards for different places

Warm-up

Gather students into a circle to review the vocabulary for places and travel verbs. Show each item and elicit the name. Have students create a sentence for each one. Continue the review with a game of **Act and Guess**.

Starting Point

Play **Stand Up/Sit Down** with sentences in simple past and simple present. Say: *If I did it yesterday, sit down. If I'm doing it tomorrow, stand up.* Say sentences such as: *I am going to the cinema. I went to the beach. I bought a guidebook.* After, review simple past and introduce the present perfect.

Flipped Learning Suggestion

Have students take turns to share their itineraries with the class. Write their ideas on the board. Pretend to be the visitor and invite students to try and convince you to want to visit the places they have chosen.

Progression

I Listen and mark (✓). 6

Introduce Sam and Sophie. Mask out the text with a piece of paper on the book page or a masking tool and focus on the picture. Have students identify what Sophie is holding (a guidebook). Instruct students to listen and mark why Sophie is reading a guidebook. Give students time to read each option and then play Track 6. Check answers as a class.

⊙ Listen again and complete using *has/has never* or *have/have never*.

Play Track 6 again and have students fill in the blanks. Check answers as a class. For an extra challenge, go around the class and have each student say if they have ever been to the zoo before. (*I've been to the zoo. I've never been to the zoo.*) Then go round the circle again and have them say if they have ever taken a city bus tour before. The goal is to get around the whole circle as fast as possible.

Optional: Give students copies of the audio script and have them search for examples of the present perfect and simple past and color code them.

⊙ Read and circle.

Play the Grammar Video for Unit 1: Present perfect and simple past. Point out the *Look!* box and elicit the two sets of questions and answers. Ask one of the questions and invite different students to answer using one of the options. Help students to notice how each structure is formed. Students read each sentence and circle the correct option. Check answers as a class.

Spend more time on simple past and present perfect. Display the places flashcards and have students work in pairs to choose one and write two sentences about it, using simple past and present perfect.

Wrap up with one more game of **This or That?** Say sentences relevant to the topic and have students say whether they are past perfect or simple past.

Learning Objectives: Students will complete conversations about vacations using the present perfect and simple past.

Target Language: *Have you ever been (camping)? Yes, I have./No, I haven't. I've been (camping). I've never been (camping). Did you (go camping) last summer? Yes, I did./No, I didn't. I went (camping) last summer. I didn't (go camping).*

Additional Language: *zoo, bus tour, downtown, restaurant, resort, recommendation*

Materials: Grammar Video for Unit 1

Optional Materials: English guidebooks for different places

Warm-up

Review the present perfect and past simple with a game of **Stand Up/Sit Down**. Play the Grammar Video for Unit 1. Instruct students to stand up whenever they hear the present perfect being used and to sit down when they hear the simple past.

2 Read and complete using the correct form of each verb.

Have students work through each of the conversations. Check answers as a class after each one and confirm if it is using present perfect or simple past. Elicit where each conversation takes place. Students work in pairs to practice reading one of the conversations. Have students pay attention to rising and falling intonation for questions and answers.

Optional: Have students complete the first conversation and check answers as a class. Students then work in pairs to complete one of the two remaining conversations. They read their conversation to a pair who worked on the other conversation and see if they agree with their answers. They then swap roles. Check answers as a class.

Further Exploration

3 Unscramble the questions.

Have students work out the correct word order to each question orally first. Invite four students

to each write a question on the board. Check answers as a class. Students then write the questions.

⊙ Talk about your vacations, using the questions as a guide.

Model the activity with a student by reading the speech bubbles. Encourage them to think of an answer for *Did you enjoy it?* Elicit additional follow-up questions and make a list on the board for students to use as reference, such as *Why? Who did you go with? What did you take with you?* Encourage them to use rising intonation for their questions.

Extra Activities

- ⊙ Students work individually or in pairs to write a short conversation with at least two questions and answers. They then create comic strips with speech bubbles. Create a class display of the comic strips and have students walk around and read each other's work.
- ⊙ Students look at the English guidebooks. They choose a town or city and write a postcard from that place saying what they have done there.

Cam's Checkpoint ▶ Go to page 138.

Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)


Note: Students will need repeated exposure to grammar before being able to internalize it. If time allows, you might return to some of the dynamic activities in this lesson throughout the unit or choose others from the **Activity Bank** to review and give students more opportunities to interact with the target language.

Flipped Learning Suggestion

Ask students to find out something about Belgium using a child-friendly search engine such as Kiddle. Encourage them to collect some ideas to share with the class from pictures and videos. They should search for the word *Brussels* and also *frites* in the search engine and see what they find.

Homework: PB pp. 10–11, Activities 1–4

Grammar

I Listen and mark (✓). 

Why is Sophie reading a guidebook?

- She wants to learn about the city's historical sites.
- She doesn't know where to take her cousin.
- She is doing research for a school project.



Sam and Sophie

⊙ Listen again and complete using *has / has never* or *have / have never*.

1. Sheila has visited the city before.
2. Sheila has never been to the zoo.
3. Sophie and Sheila have never taken a city bus tour.
4. Sam has been on a city bus tour.

Look!

Present perfect

Have you **ever been** camping?

Yes, I **have**. / No, I **haven't**.

I've **been** camping with my cousins.

I've **never been** camping.

Simple past

Did you **go** camping **last summer**?

Yes, I **did**. / No, I **didn't**.

I **went** camping **last summer**.

I **didn't go** camping with my cousins.

Read and circle.

1. Use the present perfect when the time of an action is **mentioned** / **not mentioned**.
2. Use the simple past when the time of an action is **mentioned** / **not mentioned**.
3. **Ever** / **Never** means at *any* time in the past and **ever** / **never** means at *no* time in the past.

2 Read and complete using the correct form of each verb.

- 1 A: Hello. Can you help us? We're looking for things to do downtown.
 B: Let me see... (1) have you visited (visit) the city before?
 A: Yes, we (2) have. We (3) came (come) for a quick visit last year.
 B: I see. (4) Have you gotten (get) the city guidebook? It has a lot of good information.
 A: Yes, We (5) bought (buy) it last night, but we want to hear your recommendations!



- 2 A: Excuse me. (6) Have you eaten (eat) at this restaurant before?
 B: Yes, we (7) have. We ate here last night.
 A: It must be good! (8) Did you have (have) the specialty?
 B: Yes, we (9) did. The coconut soup was amazing!



- 3 A: What (10) did you do (do) yesterday?
 B: We (11) went (go) to the street market to buy some souvenirs. (12) Have you been (be) there?
 A: No, I (13) haven't. But I'm planning to go this afternoon.



3 Unscramble the questions.

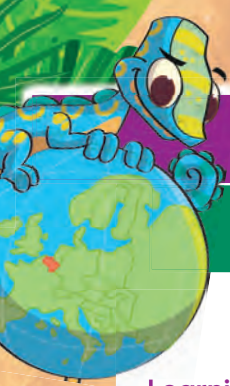
- walking / taken / ever / Have / you / tour / a / ? Have you ever taken a walking tour?
- visited / Have / a / historical / ever / you / site / ? Have you ever visited a historical site?
- souvenirs / you / bought / ever / Have / ? Have you ever bought souvenirs?
- at / resort / stayed / Have / you / a / ever / ? Have you ever stayed at a resort?

⊗ Talk about your vacations, using the questions as a guide.

Have you ever taken a walking tour?

Yes, I have.

Did you enjoy it?



BELGIUM

Learning Objectives: Students will explore some features of Belgium's land and culture while building reading and listening skills and expanding their knowledge of the wider world.

Target Language: *Belgium, capital city, Brussels, official languages, speak (more than two languages) fluently, industry, consumers, popular*

Additional Language: *dish, snack, eaten with, served with*



Sustainable Development Goal 17: Partnerships for the Goals

Students, by learning about other countries and cultures, will learn to take steps toward creating global partnerships that aim to achieve the Sustainable Development Goals.

Key Question: How can we learn more about other countries and cultures?

Materials: a world map or globe

Optional Materials: any items you may have that relate to Belgium

Warm-up

Display a world map appropriate for children, such as one found on Kiddle or a globe. Elicit which country you are in and have students locate it, then find out which other countries students know. Play **Walk This Way**. Point to Morocco and say: *Walk like you're on vacation in the desert in Morocco. The sand is hot!* Students should walk as if they are walking on the hot sand. Next, point to Canada and say: *Walk like you're on vacation in winter in Canada! There's so much snow!* Next, point to the country you are in and say: *Walk like you're in (country) and you've eaten too much (a famous food)!* Repeat with a few countries.

Starting Point



Students sit at their desks. Play Track 7. Elicit the location that Cam has announced and see if students can spell it. Use paper or a masking tool to hide the rest of the page. Reveal, one at a time, the map with Cam, the flag, and then the word *Belgium*. Invite students to share anything they might already know about Belgium. Show any items that you have relating to Belgium.

Direct students' attention to the picture of the girl, then play the beginning of Track 8 as she introduces herself. Stop before the first item. Ask: *What's her name?* (Lina). Help students notice that Lina is saying *hello* in another language, namely French.

Flipped Learning Suggestion

Invite students to share what they found out about Belgium at home. Have them look at the pictures on p. 14 and ask if they found out anything related to them. Show some images or videos of Belgian food, cities and animals, and anything else that may interest the class about Belgium.

Optional: Students choose a selection of activities that they can do in Belgium, such as visit a chocolate museum or go hiking in the Ardennes region. They survey their classmates to find out what appeals most to the class about Belgium.

Listen and complete.



Play Track 8. Without looking at their books, elicit what students can recall about Belgium. Reassure them that they do not need to understand every word, just the main ideas. Write the key words they say on the board. Students open their books. Play the track again and have them follow the text to get an idea of what each blank is. Play the track a third time and pause after each blank for students to write

the answer. Students compare their answers in pairs and then check answers as a class. Clarify the meanings of any extra language that students are curious about (*fluently, mayonnaise, etc.*).

Optional: To provide extra support for the listening activity, write down the answers on the board with two red herrings for students to use as reference. Alternatively, give pairs of students one paragraph each to focus on.

🕒 **Read and number in order.**

Show students each picture and elicit what it shows. Students read the text silently by themselves or aloud as a group. They then read it again and complete the activity using the text as reference. Check answers as a class.

Progression

2 **Read and mark (✓) the correct options in the chart.**

Display the four pictures without the texts. Ask students which pictures show a city/the countryside, old/modern buildings, will have lots of people/few people, etc. Students then work on their own to read the four short texts. After they have read each text, check they understand the vocabulary. Students then complete the chart. Check answers as a class. Have students find the relevant information in the text to show each answer.

Extra Activities

- 🕒 Have students try to answer from memory and then look back at the text to check their answers. For an extra challenge, have students correct the false sentences.
- 🕒 Ask *yes* or *no*:
 1. Brussels has about 1000 museums. (No, it has about 100.)
 2. Brussels has museums for chocolate. (yes)
 3. The city of Bruges is on the west coast. (yes)
 4. Bruges is famous for modern buildings. (No, it's famous for palaces and medieval buildings.)

5. The Ardennes region has caves to explore. (yes)
6. You are not allowed to go camping in the Ardennes region. (No, you are allowed to go hiking and camping there.)
7. Liège is the largest city in Belgium. (No, it's the third largest.)
8. Chocolate was invented in Liège. (No, waffles were invented there.)

Further Exploration



3 **Find and circle.**

Students work in groups to find the words for the four categories in the texts. They then look for the words in the word search. Alternatively, give each student one category to focus on. Review answers as a class, highlighting the words in the texts.

Being a Good Tourist

Ask students to imagine they are tourists sightseeing in one of the cities or hiking in the Ardennes region. Ask: *How can tourists be polite and respectful?* Students work in groups to make notes about how we should behave when we are tourists. Prompt them to think about making noise, taking public transport, visiting shops and restaurants, etc.

Wrap up by having students say what they have learned about Belgium. Finish by playing Track 9, and then prompt students to say *au revoir* (*good-bye* in French) to Lina and each other.

Homework: PB pp. 12–13, Activities 1–4





Big World,

Small World



BELGIUM



Bonjour! I'm Lina.
Let me tell you
about my country.

Listen and complete. 

1 Belgium is close to the Netherlands, France, (1) Germany and Luxembourg. The capital city of Belgium is Brussels. There are three official languages—Dutch, (2) French and German—so most people in Belgium are bilingual and many can speak more than two languages fluently!

2 People around the world love Belgian (3) chocolate. This industry is around 400 years old. It produces up to (4) 172 thousand tons of chocolate a year. Belgians are among the world's biggest producers of chocolate.

3 Did you know that (5) French fries are popular in Belgium? Both France and Belgium claim that they created this delicious snack. In Belgium, fries are often eaten with mayonnaise. Two other popular dishes that are served with fries are (6) steak and mussels.

4 You probably didn't know that (7) waffles are also a Belgian invention! They were first created in the (8) 14th century by the chef of a prince, and they've been very popular ever since! We eat them between meals or for dessert with a bit of butter and sugar.

Read and number in order.



2 Read and mark (✓) the correct options in the chart.



The capital city, Brussels, has about 100 museums. There are art museums, history museums and science museums. There are even museums for vintage cars, trains and chocolate!



The city of Bruges on the west coast is famous for its palaces, canals and medieval buildings. The historic center is a UNESCO World Heritage Site. Walking through the city center is a little like being in a fairy tale.



The Ardennes is a region filled with forests, hills, caves and cliffs. There are many places to go hiking, biking and camping. It is a good place to see wild animals such as boar, deer and lynx.



Liège is the third largest city in Belgium. It lies along the Meuse River and combines medieval architecture with modern buildings. It's famous for being the place where waffles were invented!

It's a place where you can...	1	2	3	4
1. go to museums.	✓			
2. go hiking or biking.			✓	
3. eat a famous dish.				✓
4. visit a historical site.		✓		
5. see wild animals.			✓	
6. visit a palace.	✓			

3 Find and circle.

A word search grid with the following words circled:

- SELFFAW
- WGLSSTEUER
- FEPBOARTEU
- BRUGES
- IMFRENCHLS
- EAIURYZOE
- SNUPNINFUL
- FRIES
- SETALOCOC
- CSPOHLIEGE

3 things Belgians eat

3 cities in Belgium

3 wild animals you can see in Belgium

3 languages spoken in Belgium





Practice

Learning Objectives: Students will use vocabulary as well as the present perfect and simple past for asking and answering questions about vacations and activities.

Target Language (Review): travel: *town square, resort, street market, campground, historical site, amusement park, visitors' center*; travel verbs: *go camping, on a ride, sightseeing; take a walking tour, get a guidebook, buy souvenirs*; grammar structures: *Have you ever been (camping)? Did you go (camping last summer)?*

Materials: Unit 1 Flashcards

Warm-up

Use the Unit 1 Flashcards to review the unit vocabulary with an activity such as **This Or That?**. Play **Show Me In 30 Seconds** to review grammar. Students work individually or in pairs to act out a scene from a vacation without using any speech. Ask the rest of the class: *What did (name) do on vacation?* Students use simple past to describe the activity. Then practice present perfect by asking students if they have ever done this activity and encourage them to form their response using the correct structure.

Starting Point

I Read, mark (✓) and write.

Invite students to read the chart headings and questions. Have them ask you each question, and provide an answer giving details. Students then complete their charts with their own information. Encourage them to write down only key words for the fourth column and not whole sentences. Model how to do this if necessary.

⊙ Talk about your experiences.

Students work in pairs to ask and answer the questions. Encourage them to use the key words they have written in their charts and add more information. Students can work at their desks or stand in two lines facing each other. They answer the first question with the classmate opposite. Then one of the lines moves a step to the right and the student at the end joins the line from the other end. Students answer the

second question with a new classmate. Repeat the process for all four questions.

Optional: Invite some students to share what they have learned about their classmates.

Leaving the Comfort Zone

If students work with the same classmates for the duration of a lesson or a course, they will become familiar and comfortable with them socially, their English level, and how they express themselves. If students are pushed to talk to a variety of speakers, they will develop better skills in listening and communicating spontaneously, and they will have the opportunity to learn more from each other as a class.

2 Read and circle.

Students read the sentences and circle the correct answers. Check answers as a class. Have students read the sentences out loud and practice the rising and falling intonation for questions and answers.

3 Listen and circle. 10

Play Track 10. Have students see if they can answer any of the questions. Play the track again and have them complete the exercise. Check answers as a class. Have students identify *Peru* and *Jamaica* on the map and share any information they can about these places, such as what the weather and landscape are like.

Cam's Checkpoint ▶ Go to page 138.

Before students do the Checkpoint, review the target language using the Unit 1 Flashcards. Elicit questions to ask others about their vacation experiences, as well as possible answers to the questions. Help students find this checkpoint page and the corresponding stickers (p. 153). (See **Introduction** for more information.)

Learning Suggestion

Have students think about a holiday or a trip they have been on with their school, family members or guardians. They create a mind map about it with words and pictures to describe what they saw and did.

Learning Objectives: Students will learn about silent letters and how to describe their vacations in detail.

Target Language (Review): travel: *town square, resort, street market, campground, historical site, amusement park, visitors' center*; travel verbs: *go camping, on a ride, sightseeing; take a walking tour, get a guidebook, buy souvenirs*; grammar structures: *Have you ever been (camping)? Did you go (camping last summer)?*; sounds: *silent: e, l, k, gh*

Materials: images or realia of souvenirs from different places (an ornament, a keyring, a magnet, a postcard, a T-shirt, etc.)

Warm-up

Play **Show of Fingers/Hands** to review grammar and vocabulary. Ask questions using the grammar structures and vocabulary from the unit, for example: *Have you ever been to a resort?* Have students raise their hands or fingers.

Flipped Learning Suggestion

Display students' mind maps. As a class, walk around and look at each one. Invite students to make sentences about the trips/holidays using the information on the map and have the student who it belongs to confirm if the sentence is correct, for example: *Maria went to France with her family. She ate lots of cakes. She visited the Eiffel Tower.*

Progression

1 Listen and complete the chart. 11

Ask students if they know what *silent letters* are. Explain that they are letters that we use to spell a word but don't say out loud. Play Track 11 and have students listen and repeat. Then play the track again and instruct students to write what they hear in the correct column. Check answers as a class. To check meaning, invite pairs of students to think of a sentence for one of the items.

2 Listen and complete using the words in

Activity 1. 12

Review the words in Activity 1. Students read the poem and guess which word goes in each

blank. Play Track 12 and have them follow in their books. Check answers as a class. Ask comprehension questions such as: *Who is in the poem? What does (character) do? Who fell off his bike, Dad or Billy?*

⊙ Say the poem.

Play Track 12 again and have students read along as a group. Students should copy the narrator's expression, rhythm, and intonation. When students feel confident reading, divide the class into three groups. Each group reads a verse.

Further Exploration

Cam's Chat

I Listen and number in order. 13

Explain the activity and have students complete it independently. Check answers by having students read the three lines in the correct order.

⊙ Practice the dialogue using your own ideas.

Model the dialogue with a student. Then put students in pairs to practice. Switch pairs and have them practice the dialogue again. Remind students of Cam's Value, emphasizing that this is important to have a strong sense of adventure, and to be interested in the adventures of others, too.

Optional: Students extend the dialogue, imagining what the two speakers say next.

Pair Work

Pair students up and help them to find their corresponding pages (p. 143 or p. 147). Instruct them to take turns asking and answering questions about the family vacations, using the information provided. Encourage them to not only check the correct boxes but to try and find out additional information, too.

Wrap up by prompting students to share where they would like to go on vacation with their family.

Flipped Learning Suggestion

Students write a short message to a friend about something they do between this lesson and the next lesson. They can write about a nice meal they ate, a fun place they went to, or something interesting that they saw on TV. The aim is for them to use the past tense.



Practice

1 Read, mark (✓) and write. *Answers will vary.*

Have you ever been to...	Yes	No	If you have, what did you do there? If you haven't, what can you do there?
1. a campground?			
2. a fair?			
3. a historical site?			
4. a resort?			
5. an amusement park?			
6. a street market?			

2 Talk about your experiences. *Answers will vary.*

2 Read and circle.

1. **Have you ever** / Did you been camping?
2. Yes, **I have** / I did. I **have gone** / **went** with my friend last summer. What about you?
3. No, **I haven't** / I didn't. I want to try it!
4. **Did you take** / **Have you taken** the walking tour yesterday?
5. Yes, **I have** / **I did**. We learned a lot of things about the town!
Have you / Did you visited the historical site?
6. Yes, **I have** / I did. It's incredible!



3 Listen and circle. 10

1. Susana has been to Peru.
2. Susana has visited Jamaica.
3. Susana's friend has been to Jamaica.
4. Diego has heard the scenery in New Mexico is incredible.
5. Diego has never gone on a hot-air balloon ride.

- | | |
|-------------|--------------|
| True | False |
| True | False |
| True | False |
| True | False |
| True | False |

Speaking

1 Listen and complete the chart.

 bought calm eight could knee like know sale

silent e	silent l	silent k	silent gh
like sale	calm could	knee know	bought eight

2 Listen and complete using the words in Activity 1.

Family Vacation

My family is on vacation,

So we can do things that we like.

But Billy skinned his knee

Falling off a bike.

Little Susie doesn't know

Where she put her shovel and pail.

Mom bought lots of souvenirs,

Because they were on sale.

Dad packed the food and drinks

But forgot to bring the snacks.

Everyone is very calm

Since we came here to relax!



3 Say the poem.

Cam's Chat

1 Listen and number in order.

3 Yes, I have. I went there two years ago!

1 So what did you do this summer, Wanda?

2 I went to Adventureland. Have you ever been there?

2 Practice the dialogue using your own ideas.



Pair Work!

STUDENT A

Go to page 143.

STUDENT B

Go to page 147.



Writing

Learning Objectives: Students will learn to identify a personal narrative in an email format about a vacation.

Target Language: *pajama party, made some new friends, met up with, downtown area, arts and crafts, gift; travel: town square, resort, street market, campground, historical site, amusement park, visitors' center; travel verbs: go camping, on a ride, sightseeing; take a walking tour, get a guidebook, buy souvenirs; grammar structures: Have you ever been (camping)? Did you go (camping last summer)?*

Warm-up

Review past tense verbs relevant to traveling with a game. Have students stand in a circle or a line. Call out an infinitive and see which student is the first to call out the past tense verb. The student who answers correctly first takes a step forward. If they can spell it correctly, they can take another step forward.

Starting Point

Read

I Read and answer.

Students look at the text. Elicit the text type (an email) and how we know it's an email. Ask students if they send and receive emails and what for. Students read the email alone. Ask them to share any words they don't understand. Students then answer the questions and compare their answers. Ask them to explain how they arrived at their answers for questions 3 and 4. Check answers as a class.

Optional: Explain that students are going to work together to tell a story about a recent vacation. Begin the story. Say: *Last month, I went to (the country where you are based). The first place I visited was (famous attraction).* The next student continues the story, and so on. If students feel confident with the activity, put them in smaller groups to tell their stories.

Progression

Look

2 Read and do the tasks.

Read through the tasks as a class and have students complete them as you go through the activity. When students are familiar with the characteristics of a personal narrative, ask them where we might find a personal narrative: *a news article (no), a storybook (yes), an advert (no), a letter to a pen friend (yes).*

Optional: Play **Stand Up/Sit Down**. Say a sentence and have students identify if it belongs to a personal narrative or not. Say sentences such as the following: *Tom opened the door of the hotel and saw his uncle. Remember to book a place at the campsite. I felt upset yesterday because it was raining. I have never been to France, but I go to Spain every summer.*

Flipped Learning Suggestion

Read out each message and review the main points. Have students guess which of their classmates it belongs to. Alternatively, collect and redistribute the messages, and have students read each other's and guess who the author is.

Learning Objectives: Students will write a personal narrative in an email format about a vacation they have been on (real or imagined).

Target Language: *pajama party, made some new friends, met up with, downtown area, arts and crafts, gift; travel: town square, resort, street market, campground, historical site, amusement park, visitors' center; travel verbs: go camping, on a ride, sightseeing; take a walking tour, get a guidebook, buy souvenirs; grammar structures: Have you ever been (camping)? Did you go (camping last summer)?*

Optional Materials: English guidebooks for different places; Unit 1 Flashcards

Warm-up

Play **Act and Guess**. Have students take turns to act out a vacation activity. Their classmates have to guess the activity.

Further Exploration

Plan

3 Complete the graphic organizer.

Display the graphic organizer and go through each section. Have students read the email in Activity 1 and identify what information should go in each section. Add the key words and events into the organizer. Give students a minute to close their eyes and remember or imagine a vacation or special event that happened to them. Alternatively, let them browse the English guidebooks and find a place that appeals to them to inspire their narrative. Students then complete the organizer with their own information. Remind them that this is a plan, so they don't need to write full sentences and include lots of detail at this stage. Students can review each other's plans and offer feedback.

Draft

4 Write a draft of your personal narrative on page 16 of your Practice Book.

Review the model in Activity 1 again, highlighting different structures, such as the different ways Linda showed she enjoyed the experience. Also, highlight how Linda uses *ago* and *last*, and instruct students to include them in their own work. Students then use their graphic organizers to write drafts of their narratives. Remind them that this is a draft, so it doesn't matter if they cross words out or add in extra words.

Optional: To provide extra support, you can display the flashcards for inspiration, or add a word bank of relevant verbs, nouns, and adjectives for students to use in their work. Alternatively, students can draw an image to go with their email.

Reflect

5 Read and circle.

Read the sentences aloud and instruct students to look at their work and circle *yes* or *no*. Allow them to make any appropriate changes but let them know that they will write a final draft in the Practice Book.

Extra Activities

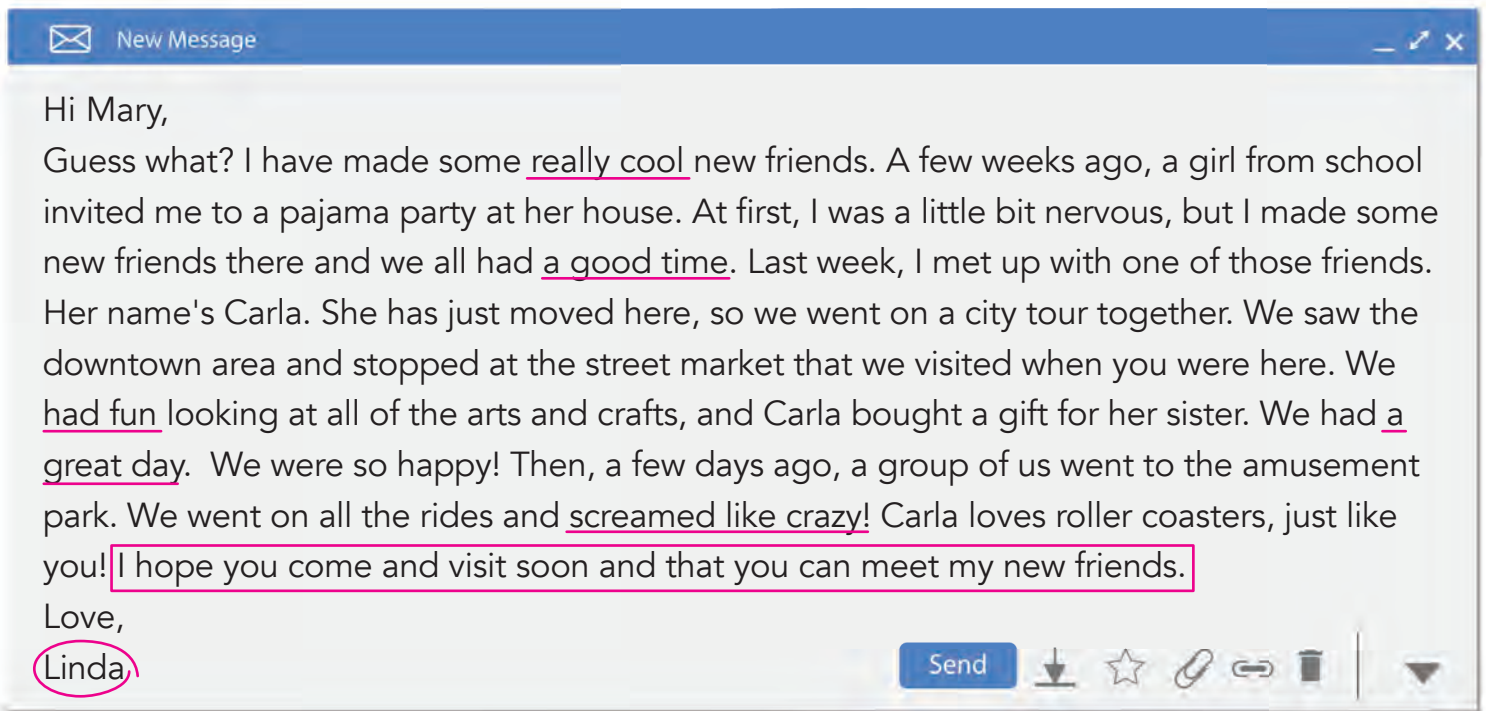
- ⊙ Invite volunteers to share their writing with the class. Ask the rest of the class comprehension questions about each text. Students can also say what they like about the text. Alternatively, pair students up and have them read their paragraphs to each other.

Homework: PB pp. 16–17, Activities 1–4

Read

1 Read and answer.

1. Who is the email to? Mary.
2. Who wrote the email? Linda. / Linda wrote the email.
3. What is the relationship between the two girls? They're friends.
4. What is the purpose of the email? Telling a personal story.



New Message

Hi Mary,

Guess what? I have made some really cool new friends. A few weeks ago, a girl from school invited me to a pajama party at her house. At first, I was a little bit nervous, but I made some new friends there and we all had a good time. Last week, I met up with one of those friends. Her name's Carla. She has just moved here, so we went on a city tour together. We saw the downtown area and stopped at the street market that we visited when you were here. We had fun looking at all of the arts and crafts, and Carla bought a gift for her sister. We had a great day. We were so happy! Then, a few days ago, a group of us went to the amusement park. We went on all the rides and screamed like crazy! Carla loves roller coasters, just like you! I hope you come and visit soon and that you can meet my new friends.

Love,
Linda.

Send

Look

2 Read and do the tasks.

A personal narrative...

- tells an experience from the writer's point of view.

Task 1: Circle the author.

- expresses the writer's feelings.

Task 2: Underline the feelings expressed by the author.

- has a beginning, middle and end.

Task 3: Complete the sentences. *Suggested answers:*

At the beginning , Linda tells Mary about her new friends.

In the middle , she describes all of the things they've done together.

At the end , she invites Mary to visit soon.

- has a conclusion that expresses the reason for sharing the experience.

Task 4: Draw a box around the conclusion.

3 Complete the graphic organizer. *Answers will vary.*

Plan

A personal narrative

Interesting event		My feelings	
Beginning	Middle	End	
Conclusion			

Draft

4 Write a draft of your personal narrative on page 16 of your Practice Book.

Answers will vary.



Reflect

5 Read and circle.

Answers will vary.

- | | | |
|---|-----|----|
| 1. The email describes fun activities I did in the last few months. | Yes | No |
| 2. I use <i>ago</i> and <i>last</i> correctly. | Yes | No |