

Unit 1 Adventure Park

1 Read the leaflet and label the equipment below using the words in bold.

Adventure Land

An exciting day out with lots of activities to try!



1 Ice-Skating Zone

Here at Adventure Land, you can ice-skate all year round! Get your **ice skates** from the reception. We also have **kneepads** to protect your knees in case you fall down.



2 Pony Riding Zone

Take an hour-long pony ride in the woods. You need **riding boots**. We have riding boots available to protect your feet and give you balance when riding. Ask the instructors for a pair in your size.

1



ice skates

2



riding boots

3



harness

4



kneepads

5



helmet

6



life jacket

◆ Choose your favorite activity and say why.

My favorite activity is riding ponies because I love animals.

Unit 1 Adventure Park

Objectives of the day:

1. Learn about activities at an adventure park.
2. Identify vocabulary related to equipment needed to do activities.
3. Choose favorite activities and give reasons.

Materials: a leaflet or leaflets; *Outdoor Activities* and *Equipment* Flashcards, Flashcard Activity 1A on page XV.

Open the day

- ◆ "Body Scan" practice.
- ◆ Flashcard Activity 1A.

You may want to use this activity to present outdoor activities and equipment at the beginning of the class. However, you can also choose to use it as a review at the end of the class.

Open the book!

1 Read the leaflet and label the equipment below using the words in bold.

Call students' attention to the picture of the leaflet on pages 14 and 15. Ask them if they know what a leaflet is and, if possible, show examples of real leaflets you have brought to class. Explain that this leaflet is showing several exciting activities to do at a park. Tell students to read the leaflet to find out which activities they are. When they finish reading, elicit answers. (ice-skating, pony riding, go-karting, climbing and sailing) Ask: *What's the name of the place? What time does it open? Who can go there? What equipment do you need for ice-skating?* Have students scan Text 1 to find and call out the words in bold that refer to the corresponding pieces of equipment. (ice skates and kneepads) Have students find the picture of the ice skates below the text and ask them to label it. Do the same with kneepads. Continue in the same way with the rest of the equipment.

◆ Choose your favorite activity and say why.

Use the *Outdoor Activities* Flashcards to review the outdoor activities in the leaflet. As you hold up each flashcard, ask students what they remember about each activity and the equipment they need. Then have students choose one of the outdoor activities mentioned in the text. Allow them time to think of reasons why they like that activity. Tell them to use

the sample sentence in the speech bubble as a model. Next, have them work in pairs to share their ideas. Make sure both students in each pair participate. Finally, invite volunteers to say how their opinions were similar or different to their classmates'.

Close the day

◆ Play Hangman:

You can use this game to review words related to outdoor activities and equipment. First, model the game with the class. Write short lines for each letter of a word on the board. You could leave some letters as clues if you think it is necessary. Have a volunteer call out a letter of the alphabet to fill one of the spaces. If the letter is contained in the word, write it in the corresponding space. If it is not, draw a part of the "Hangman" structure. Continue in the same way until the class guesses the word, or the structure and the figure of the hangman is complete. Now, divide the class into teams of three or four students. Have each team choose three words for another team to guess. Allow teams to lead the activity themselves.

- ◆ (Optional) If you didn't use Flashcard Activity 1A at the beginning of the class, you can do so now.

  Practice Book: Assign Activity 1 on page 8 as homework.

Go to video "Giant Pandas."

Tell students that on the platform they will find a video related to this level's animal characters (the giant pandas), along with related activities. It is important to begin raising awareness of this species. Ask students what they know about giant pandas. Remind them of the ideas they came up with in the Welcome Unit. You might want to show the opening of the video (up to the information about panda's poop!) to help elicit information and jog their memories. Ask students to talk to their families about pandas and encourage them to make a note of anything new they learn. You could ask the class to find images of pandas and bring them to class to make a collage for the classroom. Then they can do the "Before Watching" activity online. This might be a good time to introduce one of the recycling projects.

Objectives of the day:

1. Read for general information.
2. Listen for specific information.
3. Discuss activities that you would like to do.

Materials: sheets of paper, colored pencils or markers.

Open the day

- ◆ "Body Scan" practice.
- ◆ **Play Charades:**

Divide the class into teams of three or four students. Ask a volunteer from one of the teams to go to the front. Whisper the name of an activity (climbing, sailing, riding, skating, racing) to the volunteer and tell them to mime the activity to the class. Encourage all the teams to guess which activity it is. The first team to guess wins a point.

Open the book!

2 Write the best zone according to each sentence.

Write *Adventure Land* on the board. Encourage students to say what they remember about the leaflet. Then have them remember which activity they chose as their favorite at the end of the last class. Next, explain that they are going to read sentences about what Jasper and Daisy enjoy doing. They should read the text again to decide which of the five zones matches each sentence. When students have finished, have them work in pairs to compare their answers. Check the answers as a class and invite volunteers to justify their answers by quoting parts of the texts or pointing out key words or phrases.

3 Listen and circle the activity the children choose to do.

Tell students that they are going to listen to Daisy and Jasper deciding which activity to do. Play Track 4 twice. The first time is for students to listen for key words, such as activities and equipment that the children mention. The second time is to focus on Daisy and Jasper's final choice. Students circle the name of the activity on the leaflet in their books.

Finally, remind students to visit the online platform for more practice at home.



My Space

◆ Find a classmate to do an activity with.

Tell students that they will work in pairs. Explain that they are going to individually choose one of the activities in *Adventure Land* that they would like to do. Then they should ask questions to invite their classmate to do the activity with them. Ask a volunteer to go to the front to help you model the activity. Act out the dialogue using the questions and ideas on the page. Tell students that they should use *What about...?* or *How about...?* to suggest alternatives. Encourage other volunteers to act out the dialogue in front of the class.

Close the day

- ◆ Distribute sheets of paper and colored pencils or markers, or have students take out their colored pencils or markers. Explain that they are going to imagine their own adventure park and make part of a leaflet about it. Ask students to think of a name for their park and the opening hours. Have them draw themselves doing the activity they chose to do in *My Space*. Encourage them to write two or three sentences describing the activity, such as why it is fun and which equipment they need. Finally, display students' work on a classroom wall.

  Practice Book: Assign Activity 2 on page 9 as homework.

2 Write the best zone according to each sentence.

1. Daisy enjoys the water. Sailing Zone
2. Daisy isn't afraid of high places. Climbing Zone
3. Jasper really likes to go fast. Go-Karting Zone



3 Go-Karting Zone

For a fast and exciting experience, try one of our go-karts! Race with your friends or drive alone. But be careful! You should wear a **helmet**. Don't worry about your hair! The helmet protects your head in case you crash into other go-karts.



4 Climbing Zone



Our fun climbing wall has different routes for you to try. To be a good climber, you need to learn how to use a rope and a **harness**. Don't be afraid! The harness holds your legs and connects you to the rope to keep you safe.



5 Sailing Zone

Do you want to learn how to sail? Our expert sailing instructors can show you how! Always wear your **life jacket**. It covers your chest and back and helps you float in case you fall into the water.

Open 10 a.m. to 6 p.m. every day!

3 Listen and circle the activity the children choose to do.  

My Space

◆ Find a classmate to do an activity with.

What activity do you want to do?


What about sailing?

No, I don't like sailing! I can't swim.

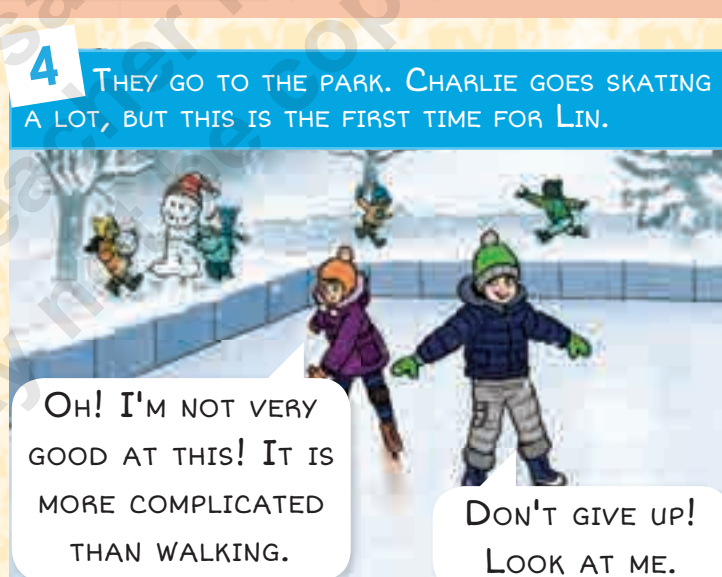
Good idea!

How about climbing?

Let's go shopping!
Let's go for a walk in the park.
I'm good at making things!

1 Listen and follow. 

Good Buddies Don't Give Up!



2 Complete the sentences with the names of the characters.

1. Aunt Lily / Lin's mom wants to go shopping.
2. Lin wants to go for a walk in the park.
3. Charlie wants to go ice-skating.

◆ Write one thing that Lin learns to do and one thing that Charlie learns to do.

Lin: how to ice skate Charlie: how to make a snowman

3 Decide what you want to do after school. Tell your classmates.

Objectives of the day:

1. Read and listen to a comic strip about learning new things.
2. Learn how to make suggestions.
3. Learn how to use *want to*.

Materials: Poster 1 with Cutouts, Poster Activity 1A on page XXI; *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1A on page XV.

Open the day

- ◆ "Body Scan" practice.
- ◆ Flashcard Activity 1A.

You may want to use Flashcard Activity 1A to review activities and equipment vocabulary. Alternatively, hold up the *Outdoor Activities* Flashcards one at a time and have students call out the names of equipment associated with each.

Language Presentation**Using the Structure *Want to***

In this lesson, students will talk about what they want to do using the structure *want to*. We suggest that you do Poster Activity 1A on page XXI to familiarize students with the target language. This will help them to feel more confident when doing the activities in this lesson.

Open the book!**1 Listen and follow.** 

Point to the comic strip and ask students to identify the characters. (Charlie, Lin, Charlie's mom and Aunt Lily) Have them say what they remember about them. Ask them to look at the pictures and identify the outdoor activity and equipment Charlie and Lin are using. Ask: *Does Lin enjoy skating? What about Charlie? Why?* Play Track 5 and have students read as they listen. After the first listening, check their predictions. Then write the following questions on the board: *Does Lin like shopping? Can Charlie skate? Can Lin skate? What do they do with the snow at the end?* Encourage students to answer the questions as a class. Play Track 5 again if necessary. Finally, read the comic strip aloud using different voices for the different characters.

2 Complete the sentences with the names of the characters.

Ask students if they remember what each character wants to do in the story. If they don't, have them work in pairs and go back over the comic strip. Encourage them to underline the key words or phrases that help them with their answers.

Open to Learn

At this point, we suggest you call students' attention to the *Open to Learn* box. Students should have underlined the first two sentences in Frame 2 of the comic strip during the previous activity. Write them on the board and underline *let's*. Explain that we use this word to make suggestions for doing something. Review students' first two answers in Activity 2. Say: *Aunt Lily wants to go shopping. What does she say?* (Let's go shopping.) Repeat with number 2.

◆ **Write one thing that Lin learns to do and one thing that Charlie learns to do.**



Invite volunteers to summarize the story. Have students call out what Charlie and Lin learned and write the answers in their books. (walk in the park / skate) Ask: *Which skill do you think is more difficult?* Encourage students to give reasons for their answers.

3 Decide what you want to do after school. Tell your classmates.

Allow students a few minutes to think of two or three activities that they want to do after school, along with a suggestion for what they should do. Give them an example as a model: *I want to go shopping. Let's go to the mall.* Tell them they can write down their ideas if they wish. Finally, have students work in small groups to share their ideas. Make sure that all students participate.

Close the day

- ◆ Write the following summary of the story on the board: *Charlie's mom wants to go shopping. Lin wants to go shopping. Charlie invites her to go pony riding. They go skating at school. Finally, Lin learns how to ride and teaches Charlie how to draw a snowman.* Then invite students to rewrite the text using the correct information in their notebooks. Invite volunteers to read out their corrected text to the class.

  Practice Book: Assign Activities 1 and 2 on page 10 as homework.

Objectives of the day:

1. Read for specific information.
2. Learn to talk about your skills: *I'm good at + -ing*.

Materials: *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1B on page XV.

Open the day

- ◆ "Body Scan" practice.
- ◆ Flashcard Activity 1B.

Open to Learn

Call students' attention to the *Open to Learn* box on page 16. Write the third sentence on the board (*I'm good at making things.*) and circle the *-ing* form. Elicit what the structure *good at ...-ing* means. To help students, give them an option to choose from. Ask: *Is it used to express how you feel or to talk about things you can do well?* Tell them that they will practice this structure in today's class. Then say: *In the story, Lin and Charlie go ice-skating. I like ice-skating, too. I'm good at ice-skating.* Pretend you are ice-skating and use body language to show you are "good at" different moves. Give a further example to clarify meaning. For example: *I'm good at speaking English. That's why I'm an English teacher.*

Open the book!

4 Read and answer the questions.

Have students read the comic strip or play Track 5 again for students to recall the story. Next, read the first question aloud and have students reply as a class. They can call out the scene number where they find the information. (5) Do the same with the second question. Make sure students say complete sentences when giving the answers. (Charlie is good at ice-skating. Lin is good at making things.) To end this activity, ask students which activities Lin and Charlie are not good at.

Play Snap!

Have students think of two activities that they are good at and write them down. They can use the ones listed in the examples or their own ideas. Tell students they're going to work in small groups to play *Snap!* Explain that they will take turns reading out activities that they are good at. If any team member hears someone mention the same activity that they have written down, they say: *Snap!* Point to the model dialogue in the game box as an example. Say that students who call out *Snap!* first, get a point. You can also play this game as a class, once students have completed it in groups.

Close the day

◆ Play Find Someone Who:

You can use this activity to extend the previous game and close the class. First, write *skate, sail, ride a bike, climb, run, make things, speak English, draw, dance, and sing* on the board. Ask students if they know of anyone who is good at doing each activity. Then tell them to get up and walk around the classroom asking each other if they are good at the different activities: *Are you good at sailing?* Tell them to write down the names of students they find who are good at different things. Challenge them to find a different student for each activity and assign a time limit.

  Practice Book: Assign Activity 3 on page 11 as homework.

5

LOOK! THIS IS THE MOST COMPLICATED MOVE.



YOU'RE REALLY GOOD AT SKATING!

6

LET'S MAKE A SNOWMAN. I'M GOOD AT MAKING THINGS.



I'M NOT.

DON'T WORRY. I CAN SHOW YOU.

7

LATER...

THAT'S THE FUNNIEST-LOOKING SNOWMAN IN THE PARK!



8

IT'S NOT A SNOWMAN! IT'S A SNOW PANDA!



HA, HA.

4 Read and answer the questions.

1. What is Charlie good at? _____ *skating* _____
2. What is Lin good at? _____ *making snowmen* _____

Play snap!

making things

speaking English

swimming

ice-skating

skateboarding

What are you good at?

I'm good at skateboarding.

Snap! Me too!

It is **more complicated than** walking.
This is **the most complicated** move!

5 Listen to Lin and circle the correct options. 



Badminton is one of the most 1) **popular** / **unusual** sports in China. I think it's more 2) **challenging** / **exciting** than soccer because it's really fast.

Stilt racing is one of the most 3) **unusual** / **exciting** sports in China. It is more 4) **dangerous** / **complicated** than normal racing because runners sometimes fall.

Bamboo canoeing is one of the most 5) **popular** / **difficult** sports. It is more 6) **dangerous** / **challenging** than normal canoeing because people have to balance on a piece of bamboo.



◆ Read and answer the questions.

1. Why is badminton more exciting than soccer?

_____ *Because it is really fast.*

2. Why is stilt racing more dangerous than normal racing?

_____ *Because runners sometimes fall.*

3. Why is bamboo canoeing more challenging than normal canoeing?

_____ *Because people have to balance on a piece of bamboo.*

◆ Say which is the most exciting, dangerous, or unusual sport in your country and why. 

 Play guess the sport!



This is the most popular sport in the USA. It's more dangerous than baseball.

It's American football!

That's right!

Objectives of the day:

1. Listen for specific information.
2. Compare sports using comparative and superlative adjectives.

Materials: Poster 1 with Cutouts, Poster Activity 1B on page XXI.

Open the day

- ◆ "Body Scan" practice.
- ◆ Write the following words on the board: *unusual, popular, challenging, exciting, dangerous, complicated, difficult*. Elicit the meaning of the words using various techniques. You can act out the meaning, for example cheering or jumping up and down for *exciting* or give sample sentences using the words and ask questions: *Soccer is popular. Millions of people watch and play soccer. What other sports are popular?* Encourage students to define the words, give a synonym or use them in a sentence.

Open the book!

5 Listen to Lin and circle the correct options. 

Point to the picture of Lin. Tell students that they are going to hear Lin talk about other exciting outdoor activities. Point to each picture and say what sports they can see. (badminton, stilt racing and bamboo canoeing) Two of these sports are unusual, so you will probably need to give them the answers! Have students say if they are familiar with these sports and if they are popular in their country. Tell them to read the text and predict answers. Then play Track 6. Play the audio three times. First, have students listen for general information only. Ask them which sport they found interesting and why. Next, have them listen for and circle the specific information in the text. Pause the audio to give students time to circle the option they hear. Continue in the same way with the rest of the items. Finally, play Track 6 once more for students to check their answers as a class.

Open to Learn

Call students' attention to the *Open to Learn* section. Have them read both sentences and find them in context in the comic strip on pages 16 and 17. Ask: *In the first sentence, is Lin comparing two or more things? (two) What is she comparing? (walking and*

skating) To express this comparison, do we use "more" or "most"? (more) In the second sentence, is Charlie comparing his move with one other move or a group of moves? (a group) To express this idea, do we use the word "more" or "most"? (most) Once they have answered the questions correctly, tell them that they will now practice these adjectives.

◆ **Read and answer the questions.**

Ask students to work in pairs to answer the questions according to the information in the text. Check ideas with the class and have students say in which paragraph they found each answer. Finally, divide the class into groups to compare these three sports with the other outdoor activities they have learned so far in the unit. Encourage volunteers to share their comparative and superlative sentences: *Badminton is more exciting than climbing.*

◆ **Say which is the most exciting, dangerous or unusual sport in your country and why.** 

Give students time to think of different sports individually and reasons why they are exciting, dangerous or unusual. Allow them to make notes if necessary. Invite students to discuss their ideas as a class. You could have a class vote on which sport is the most exciting, dangerous, etc. Write the results on the board.



Finally, remind students to visit the online platform for more practice at home.

 **Play Guess the Sport!** 

Encourage students to think of a sport. Have them write down two facts about it, such as where it is popular and how it compares to other sports. Read the example in the game box as a model. If there is time and it is possible to do so, allow students to go online to search for information. Then have them work in pairs to describe and guess each other's sports. Invite a couple of volunteers to describe their sports to the class.

Close the day

- ◆ Poster Activity 1B.

  Practice Book: Assign Activities 4 and 5 on page 12 as homework.

Objectives of the day:

1. Understand simple descriptions about people and objects.
2. Listen for specific information.
3. Compare elements in a picture.
4. Discuss an outdoor activity.

Open the day

- ◆ "Body Scan" practice.
- ◆ Many listening activities depend on identifying and understanding people's names. You can do the following activity to help students identify male and female names, or ones which can be either. Write the following names on one side of the board: *Fred, Paul, Vicky, Julia, Jack, Sam, Peter, Clare, Alex, Pat*. On the other side, write the following headings: *Male, Female, Both*. Invite volunteers to go to the board to write the names they think belong to each category. You could also have students call out other names to add further examples to the table.
- ◆ This is the first Time to Practice section for Level 3, so tell students that all the activities on these pages are geared towards their preparation for international certifications. Point to the symbol next to each instruction for students to always recognize these types of activities. Finally, tell students that they will notice these activities might have an example marked with number 0.

Open the book!

Listening

International Certification: Listening

Tell students that in the Listening section of international certification tests, they will always hear the recording twice. Tell them that they can listen and complete the task the first time they listen, but that they will have a second opportunity to double-check their work. Making students aware of this can help reduce their stress levels.

1 Listen and draw lines. There is one example.

We suggest you guide students through this activity at this early stage of the year, as it follows international certification formats. In this activity, students are expected to listen for

specific information. In this case, descriptions so that they can match names with the people in the picture. Read the names aloud before listening, as students may not be familiar with their pronunciation. Then have students read the instructions and look at the picture. Ask questions about where the people are and what they are doing. Have students point to the example in their book and trace their finger along the line from Clare's name to the person in the brown go-kart. Ask volunteers to explain what they should do to complete the task. Once the procedure is clear to all students, remind them that they will listen twice. Play Track 7. Students listen in silence as they match the names with the pictures. Then play it again and have students double-check their work before checking the answers as a class.

Speaking

2 Compare the go-karts in the scene. Use the words in the box.

Point to the go-karts in the picture and ask: *What are these?* Ask students to work in pairs and help them start their conversation: *Which go-kart is the fastest? Is Clare faster than Jack?* etc. Remind students that they should use the adjectives in the box to describe the go-karts in the picture. Make sure that students are taking turns.

3 Ask and answer with a classmate.

Join pairs together into small groups. Ask them to read the questions and think for a moment about their answers. Tell them to think of at least one reason why they would or wouldn't like to drive a go-kart. Then have students share their ideas in their groups. If necessary, model an example: *I wouldn't like to drive a go-kart because they are very small!* Finally, have volunteers share their ideas with the class. Encourage them to give as much information as they can.

Close the day

◆ Play *Guess Your Classmate*:

Give students more practice of the type of listening in Activity 1, by having them write a description of two classmates. Allow them a few minutes to write a brief description. They can refer not only to physical descriptions and clothes, but also to what students are good at or something more specific to the individual classmates. Have volunteers read their descriptions for the class to guess who the classmates are.

Listening

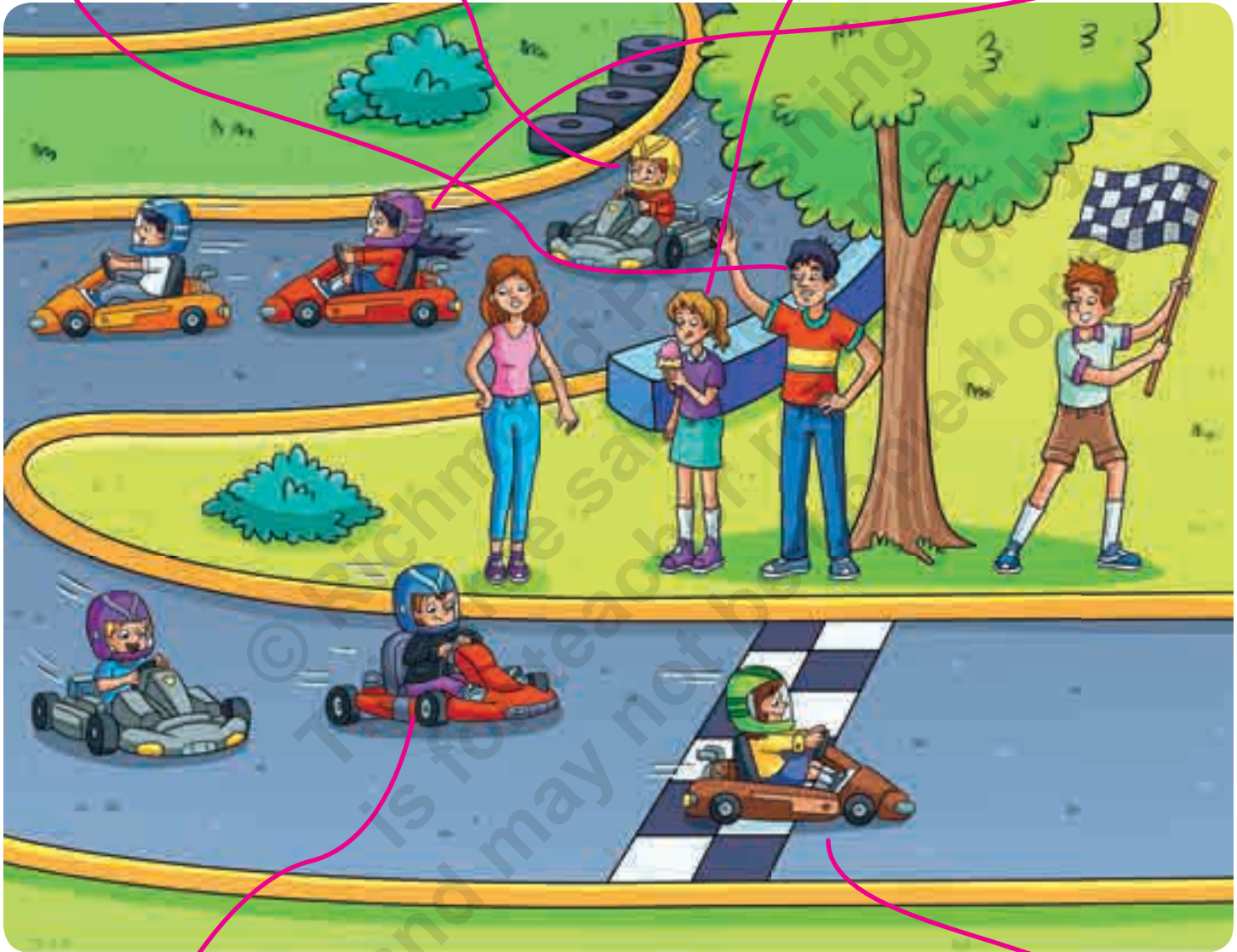
1 Listen and draw lines. There is one example.  

Fred

Paul

Vicky

Julia



Jack

Peter

Clare

Speaking

2 Compare the go-karts in the scene. Use the words in the box.

fast slow

3 Ask and answer with a classmate.

1. Would you like to drive a go-kart?
2. Why? Why not?

Mindful Focus 

1 Discuss the questions about the picture.

1. What is the person doing?
2. What is he touching?
3. What can he see or smell?
4. How do you think he feels?

2 Imagine that you are climbing.

Listen and do the movements. 

◆ **Number your feelings on the climb.**

1. At the beginning
2. In the middle
3. At the end



concentrated



happy and relaxed



nervous



3 Choose a sport and write out a list of simple movements to describe what you do in that sport.



◆ **Read your set of movements to some classmates for them to act out. Tell them to close their eyes and ask them how they feel.**

Objective of the day:

1. Focus on how different physical activities make you feel.


Open the day

- ◆ "Body Scan" practice.
- ◆ "Mindful Focus 1" practice.

One way of redirecting students' focus is to direct their attention to sensations in their body. You can try this heartbeat exercise at the start of the class or at any time during the lesson when you feel students need to take a break. Have students feel their pulse. Then simply ask students to stand up and jump in place for one minute. At the end of the minute, have them feel their pulse again and place their hand on their heart and pay attention to how their breathing feels. By focusing on the physical body in this way, students will feel motivated to complete the upcoming tasks.

Open the book!**Mindful Focus** **1 Discuss the questions about the picture.**

Read the first question aloud and elicit answers from volunteers. Ask students what equipment the boy is using. (a harness and helmet) For the other questions, you may want to get students in pairs. Alternatively, go through the questions with the class. Read Question 2 aloud and encourage students to close their eyes, breathe deeply and slowly, and concentrate on accurately picturing what the boy feels. Repeat with Questions 3 and 4. Invite volunteers to share their ideas with the class and accept all reasonable responses.

2 Imagine that you are climbing. Listen and do the movements. 

Invite students to imagine that they are climbing. Help them by acting out climbing movements and saying how you feel: *This is difficult. I'm tired. I don't want to look down! etc.* Ask: *Would you do it quickly or slowly? How would you feel? Is it exciting / difficult / scary?* Explain that they are going to listen to instructions for how to climb. Have students stand up. Say that they should close their eyes and follow the directions. Play Track 8 and make sure all students are following instructions correctly and that they are comfortable and calm. Repeat the audio two or three times if necessary.

◆ Number your feelings on the climb.

Elicit from students the feeling each emoji represents. Then allow a few moments for them to think about how they felt at the three different moments of the climb in Activity 2. Have them write the number of each stage next to the emoji that best represents how they felt. Next, ask volunteers to read their answers aloud and have the rest of the class say if they felt the same. Finally, ask students whether climbing slowly and focusing on each separate body movement helped them to feel more relaxed.

3 Choose a sport and write out a list of simple movements to describe what you do in that sport.

Have students name the sport in each picture and then choose the one that they are most interested in. Students write a list in their notebooks of three to five movements that they should do in each sport. Encourage them to use the description of the movements in Track 8 as a model. Play the audio again if necessary, pausing and writing different movements on the board.

◆ Read your set of movements to some classmates for them to act out. Tell them to close their eyes and ask them how they feel.

Have students work in groups of three. Explain that they should use the list of movements they wrote in Activity 3 and read them aloud for their group members to act out. Ask students to take turns reading their lists while the others close their eyes to listen attentively and perform the movements. Make sure that they do it slowly. Allow time for students to share their feelings in their groups before inviting volunteers to share their group's ideas with the whole class.

Close the day**◆ Play *Climb Freeze*:**

Play Track 8 again and have students follow the movements. However, pause the audio for 15 seconds at four or five different places. As you do this, call out *Freeze!* Students should hold their positions without moving. While they are still, tell them to breathe deeply and focus on how they feel. If any student falls over or loses focus, have them sit down and breathe deeply for a few seconds, then join in again. Continue to the end of the track and ask students how they felt.

Objective of the day:

1. Decode and practice using the consonant sounds *s* and *sh*.

Materials: *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1B on page XV. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- ◆ "Mindful Focus 2" practice.

Tell students that they can concentrate on what their bodies are experiencing at the present moment by focusing on the five senses. Explore the idea by writing the names of the five senses on the board (sound, sight, touch, taste and smell) in the form of a word web. Ask questions to brainstorm examples of each sense: *What things can we hear / see / feel / taste / smell?* Write examples around the web.

- ◆ Flashcard Activity 1B.

Open the book!

1 Listen and number the words according to their sounds.

Write *s* and *sh* on the board. Point to the letter *s*, make the sound and have students repeat it. Explain that their tongue tip should be close to the bottom of their front teeth. Then do the same with *sh*. Here, tell students that their tongue tip raises to the middle of the mouth and does not touch the teeth. Now tell students they will hear some words that contain these sounds. Play Track 9, pausing after each word for students to repeat and identify the *s* or *sh* sounds.

2 Read and number the pictures in order.

Have students describe what they can see in the pictures. Ask: *What are the children doing? What is on the beach? What is inside the shoe?* etc. Then have students read the descriptions and number the pictures. When they have finished, ask more questions to elicit the *s* and *sh* sounds: *What are the children's names? What time is it? Where is the pearl?*

◆ Listen to the story. Circle the *sh* sounds and underline the *s* sounds.

Tell students that they will now listen to the story twice. The first time, they should listen for the words that contain a *sh* sound and circle them. The second time, they should underline the words that contain an *s* sound. Play Track 10 twice. Check the answers by reading the words with a *sh* and *s* sounds aloud.

◆ Read the story aloud.

You might want to read the story to the class again, emphasizing the *s* and *sh* sounds, before they read it themselves. Then divide the class into pairs for students to practice reading the story aloud. Have them take turns reading, and make sure that they are pronouncing the *s* and *sh* sounds correctly.

3 Listen and repeat the tongue twister.

Tell students that they will now have fun with a tongue twister to practice *s* and *sh*. Play Track 11 once for students to listen and read. Then play the track again for students to read the tongue twister aloud with the audio. Next, you can ask students to practice the tongue twister with a classmate. Encourage them to say the tongue twister faster and faster. Invite volunteers to perform the tongue twister for the group. Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ "Mindful Focus 3" practice.

Have students notice what their bodies are experiencing at the present moment. Tell them to take slow, deep breaths. Ask the following questions with a pause between each one: *What are three things you can hear? see? feel? smell? taste?* Tell students to answer the questions to themselves slowly, one sense at a time.

1 Listen and number the words according to their sounds. 






she 1 sea 2 sell 2 shoe 1 Sue 2 shell 1

2 Read and number the pictures in order.

1. Sue likes swimming in the sea with her sister Shirley.
2. On Saturday at six, they see an old shoe on the shore.
3. In the shoe is a shiny shell with a pearl. They wash the shell and the pearl.
4. Then Shirley and Sue take it to a jewelry store to sell it.



- ◆ Listen to the story. Circle the *sh* sounds and underline the *s* sounds. 
- ◆ Read the story aloud.

3 Listen and repeat the tongue twister.  
 She sells seashells by the seashore.
 The shells she sells are seashells for sure!



Reading

1 Look at the first picture. Discuss the questions.

1. Where are the people? 2. How are they feeling? Why?

◆ Read to check.

Get Back On!

Part 1

Connor is eight years old, and he is spending the weekend at an adventure park with his family. His parents and sister want to go on a pony ride, but Connor is worried. This is his first time on a pony.

Maybe I won't be good at riding a pony! he thinks. *It looks more complicated than riding a bike.*

But he doesn't tell his family that he is scared. They all choose a pony for the ride. Connor chooses the smallest pony.

"Come on, get on!" the instructor says. "Your pony is the easiest to ride."



He helps Connor get on. Connor is feeling very nervous.

They start the ride. Connor is the most careful rider. Then his pony stops to eat some grass. Soon, Connor is behind all the others. They are in the distance talking and laughing with each other. Connor doesn't know what to do, so he shouts at his pony.

"Come on! Hurry up!"



2 Read Part 1 and circle **T** (True) or **F** (False).

- | | | |
|--|-------------------------|------------------------------------|
| 1. Connor is at an adventure park with his family. | <input type="radio"/> T | <input type="radio"/> F |
| 2. Connor has the biggest and fastest pony. | <input type="radio"/> T | <input checked="" type="radio"/> F |
| 3. Connor's pony is slower than the rest. | <input type="radio"/> T | <input type="radio"/> F |
| 4. His family and friends aren't having a good time. | <input type="radio"/> T | <input checked="" type="radio"/> F |
| 5. Connor shouts at his pony. | <input type="radio"/> T | <input type="radio"/> F |

Objectives of the day:

1. Read a story.
2. Practice the following reading strategy:
 - Using story maps to organize general and specific information.
3. Reading comprehension: Identifying true and false statements about the story.

Materials: *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1B on page XV.

Open the day

- ◆ "Mindful Focus 3" practice. (See page T21.)
- ◆ Flashcard Activity 1B.

After reviewing the activities and equipment, draw attention to the *pony riding* flashcard and write the corresponding sentence on the board: *You need to wear riding boots for pony riding.*

Open the book!**Reading****Reading Strategy****Using Story Maps to Organize General and Specific Information**

Write the following headings in five vertical boxes on the board: *Characters, Setting, Problem, Key Events, Solution*. Leave space for notes under the heading in each box. Explain to students that this is a story map that organizes the essential elements of a story. Think of a story that students are familiar with and elicit examples of characters, setting, problem, key events and solutions. Write them in the corresponding boxes. Tell students that using story maps in this way can help them to get a clear picture of events and aid comprehension. Leave the story map on the board.

1 Look at the first picture. Discuss the questions.

Tell students that they are going to read a short story. Call their attention to the pictures on page 22 and have students describe what they see. Have them make predictions about what the story is about. Then they should discuss the questions about the first picture in pairs. Invite volunteers to share their ideas and justify their

answers. Finally, point to the first picture again and ask: *What do you need to wear for pony riding?* (riding boots) *Is anyone wearing riding boots?* (Yes, the instructor.)

◆ Read to check.

Tell students that they will now read Part 1 of the story to check if their predictions were correct. Have them read individually and in silence. Encourage them to underline the parts of the text that support their answers in Activity 1 or that make them change their opinion. Finally, check ideas with the class.

Open Day Tip A Reading Corner

Try to give your students opportunities to read for pleasure. You can prepare a reading corner in your classroom, with age and level-appropriate stories or nonfiction books. This space can be very helpful to manage fast-finishers or students who need to relax. Encourage students to keep a log of things they read throughout the school year. At the end of the year, they may be surprised and motivated by how much they have read.

2 Read Part 1 and circle T (True) or F (False).

Have students go back to the text as necessary in order to answer the questions. Tell them to circle the parts of the text that support their answer. To check the answers, have individual students call out the answers and quote the parts of the text that support it. Have the rest of the class confirm or correct their answers.

Close the day

- ◆ Have students create a story map at this point. Point to the example on the board and tell students to create their own maps about "Get Back On!" in their notebooks. Ask them to copy the five boxes and headings onto a new page. Encourage them to use the whole page so that there is space in each box for notes. At this stage, tell students to only make notes in the first three boxes. (Characters, Setting and Problem) Have students share ideas in groups.

Objectives of the day:

1. Read a story for specific information (identifying context).
2. Discuss feelings about learning new activities.

Open the day

- ◆ "Mindful Focus 1" practice. (See page T20.)
- ◆ Ask students questions about the first part of the story to review characters, setting and events:
Who are the main characters? How old is Connor? Which animal is Connor riding? How does he feel?

Open the book!

International Certification: Reading

Identifying the context of words and sentences in a text is an important skill for students to practice and learn. The certification activity on this page gives students practice in finding specific information in a text. They read the incomplete sentences and look for information in the story. Then they need to read the words, sentences or ideas that come before or after the information they find. Finally, they can circle the words in the text that they can use to complete the sentences.

3 Read Part 2 and write some words to complete the sentences about the story.

You can use 1, 2 or 3 words. 

To do this activity, students should use the strategy to identify context. Complete the first sentence together. Read the rubric and the first incomplete sentence. Ask: *Where in the story does the pony start running?* When students find the information (at the beginning of part 2) have them look for *why* it starts running. Tell them to read the sentences around "it starts to run faster and faster." Elicit the answer and invite a volunteer to read the sentence where it can be found. (The pony is scared by Connor's shouting.) At this point, remind students of the importance of following the rubric. Ask: *How many words can you use to complete the sentence?* Emphasize that they can only use one, two or three words. Say: *The pony starts running because it... and have students complete the sentence aloud.* (is scared) Now, have students complete the task individually, before checking their answers together with the class.

4 Say how you feel when you are learning a new activity. Explain why it is important not to give up.

Ask students again about how Connor felt at different stages of the story: before he started pony riding, while he was doing it, and when he gets back to the adventure park. Then have them think of something they have learned to do recently. Ask them to write three sentences in their notebooks: one for how they felt before they learned the activity, one for during, and one for after. Ask if they had a similar experience to Connor's. Remind students of the meaning of "give up". (to stop doing something) Ask: *Did Connor give up when he learned pony riding? Did you give up when you learned your activity?* Have students discuss the importance of not giving up in groups.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Encourage students to complete the story maps that they started in the previous class. When they finish, have them compare their work with a classmate's work. Make sure students understood what the problem in the story was and how it was solved. (The pony runs into the woods; Connor is friendly to the pony.)

  Practice Book: Assign Activity 1 on page 13 as homework.

Part 2

The pony is scared by Connor's shouting. It starts to run faster and faster, but it isn't following the other riders. It goes deeper into the woods. Connor holds on tight, but it is more complicated than before! He is very scared now. Suddenly, the pony stops and Connor falls off. Luckily, he falls onto soft grass. He looks for the pony. It is eating again. Connor doesn't know where the others are, and he doesn't know what to do.

I have to get back on the pony to get home, Connor thinks. He pats the pony's head.

"Good pony," he says and gets on. He feels better. "Home!" he says and pats the pony's head again.

The pony takes Connor back to the adventure park. The others are waiting. Connor is smiling. He is happy he got back on the pony.

"Do you want to go on a pony ride again tomorrow?" his mom asks.

"Of course," Connor says. "I'm good at pony riding." He winks at the pony and it looks like the pony smiles back!



3 Read Part 2 and write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

- The pony starts running because it _____ **is scared** _____.
- When the pony stops, Connor _____ **falls off** _____.
- When Connor gets back to the adventure park, his family _____ **is waiting** _____.
- Connor feels _____ **happy** _____ when he gets back to the adventure park.
- Connor says he _____ **wants to go** _____ on another pony ride tomorrow.

4 Say how you feel when you are learning a new activity.

Explain why it is important not to give up.

Writing

1 Complete the poster with the headings.

Goodbye! Getting Ready Having Fun

The ABCs of How to Ride a Pony

Riding a pony is easy when you follow some simple steps.

1. Getting Ready

It's a good idea to check your equipment before you start. Make sure your hat and boots fit properly. Also, before you get on your pony, get to know the pony. Pat it gently and say "Hello!"



2. Having Fun

It's most important to relax and have fun. Never panic when things go wrong. No one is good at riding the first time they try. Sometimes ponies stop. When they do, say "Keep walking!"



3. Goodbye!

The most complicated thing is saying goodbye to your pony. How about giving it a snack after you finish? Ponies love apples and carrots!



◆ Number each tip with the matching numbered section of the poster.

1. Check your equipment.

1

4. Relax!

2

2. Give your pony some food.

3

5. Say "Keep walking!"

2

3. Pat the pony.

1

Objectives of the day:

1. Read for general information.
2. Practice the following reading strategy:
 - Using text layout to aid understanding.

Materials: Reader (1 per student).

Open the day

- ◆ "Body Scan" practice. (See page T12.)
- ◆ **Play *Unscramble the Letters*:**

Divide the class into teams. Have a quick review of the unit vocabulary by writing words on the board with the letters out of order. For example: *dskeneap*. (kneepads) The first team to send a member to the board to write the word correctly wins a point. Repeat with five or six words.

Open the book!**Writing****Reading Strategy****Using Text Layout to Aid Understanding**

In Process Writing, there is a need for students to read and understand a model text first. This is the reason for adding a reading strategy in this section. Allow students time to analyze the model texts. Have them focus on layout, such as titles, subtitles, sections and images. Ask them how the text layout helps with the overall purpose of the text. For example, the text on this page is a "How to..." guide. Ask: *Are the different tips in clear sections? Do the images help you to understand? Are the steps easy to follow?* etc. Have students keep these ideas in mind when they come to write their own texts.

1 Complete the poster with the headings.

Have students look at the text and say what it is. (a poster) Read the title and have students make predictions about the steps people need to take to ride a pony. Ask: *What should you do before / during / after you ride a pony?* Then tell students to read the headings and then the text of the poster. Encourage them to circle words in the poster that relate to each heading. This will help them to complete the headings correctly.

◆ Number each tip with the matching numbered section of the poster.

Have students summarize what the three parts of the poster are about. Next, read the list of tips aloud. Have students call out the section of the poster each tip belongs to one by one. Have them find sentences in the poster that are directly related to each tip. (Check your equipment. Make sure your hat and boots fit properly. etc.)

Close the day

- ◆ Have students work in pairs. Ask them to think of one more tip for each section. If possible, allow them to search for information in books, magazines or online. Have them share their tips with the class or in groups.

**Reader**

Have students open the Reader to page 6. Ask them if they remember what place the text is about. (Alaska) Ask students to remind you of the facts they know about Alaska and write ideas on the board. Tell them that they are going to read and listen to more facts about Alaska. Play Track R1 for students to listen to pages 6, 7 and 8. Then ask students to read the text again and underline the most interesting fact on each page. Have students share ideas and encourage personal responses to the text. Ask: *Would you like to live in Alaska? Do you think it is easy to live there? Why or why not?* etc. Tell students that they will learn more about Alaska in future classes.

Objectives of the day:

1. Analyze elements of a *How to...* poster.
2. Practice the following writing strategy:
 - Dividing a text into clear sections.
3. Write a *How to...* poster.

Materials: (Optional) poster paper (1 sheet per group).

Open the day

- ◆ "Mindful Focus 3" practice.
- ◆ Review the steps for how to ride a pony. You can ask specific questions: *What should you do before you start? Which equipment do you need? What can you do if your pony stops? What can you give your pony when you finish?* etc.

Open the book!

Writing

Writing Strategy

Dividing a Text into Clear Sections

Text organization is a fundamental skill that helps make written work more readable and attractive. There are many different ways to do this depending on the type of text. Explain to students that headings are the first thing that people read, so they should describe what the text or corresponding section is about. Bulleted or numbered lists also make certain types of content easier to read, and images can bring texts to life.

2 Look at the pictures from a poster for *How to Sail a Dinghy*. Complete the sentences.

Call students' attention to the pictures. Ask: *What can you see? What are the people doing?* Encourage them to identify the activity. (sailing) Then ask them to read the options in the box and clarify meaning when necessary. Invite volunteers to read out the completed sentences and have the rest of the class confirm or correct the answers.

◆ Read the other tips and match them to the sections.

Have students say which sections they remember from the poster on page 24. If they find it difficult, tell them to go back to that page to check. Then have students match the tips with the sections in this activity. When they have finished, tell them to read the sentences in the first part of Activity 2 again and match them with the same sections. Have students list the six tips in a logical order. Invite a volunteer to explain how to sail a dinghy to the group using all of the tips in order.

3 Think of an adventure activity. Write a *How to...* poster in your notebook.

Tell students to think of an adventure activity that they would like to do, or that they have practiced, as they are going to create a poster similar to the one on page 24. Go through the steps with the class. Make sure they divide their poster into three sections and think of a clear heading for each section. Encourage students to write their tips / sections in a logical order. (i.e. before, during and after the activity) Highlight the sample phrases in the text that they can use and remind students to illustrate their posters or find pictures they can use.

Close the day

- ◆ You may want students to present their ideas in groups. Invite volunteers to say which of their classmates' adventure activities they would like to try and why. Alternatively, you can hand out poster paper for students to make a clean version. Then have a wall display in the classroom. Students can walk around the classroom reading each other's posters and asking questions.

  Practice Book: Assign Activity 1 on page 14 as homework.

2 Look at the pictures from a poster for *How to Sail a Dinghy*. Complete the sentences.

buckle your life jacket have fun take everything



It's important to _____ **Remember to** _____ It's a good idea to _____
 _____ *have fun* _____ *take everything* _____ *buckle your life jacket* _____

◆ Read the other tips and match them to the sections.

- | | |
|---|---------------|
| 1. Say <i>thank you</i> to the instructor. | Getting Ready |
| 2. Check that the dinghy is safe to sail. | Having Fun |
| 3. Don't panic. Raise your hand and shout for help. | Goodbye! |

3 Think of an adventure activity. Write a *How to...* poster in your notebook.

Step 1: Write the title of your poster.



Step 2: Decide what tips to include on your poster. Divide them into sections.



Step 3: Write the tips on your poster. Use some of these phrases:
It's a good idea to... / Remember to... / The most important thing is to...

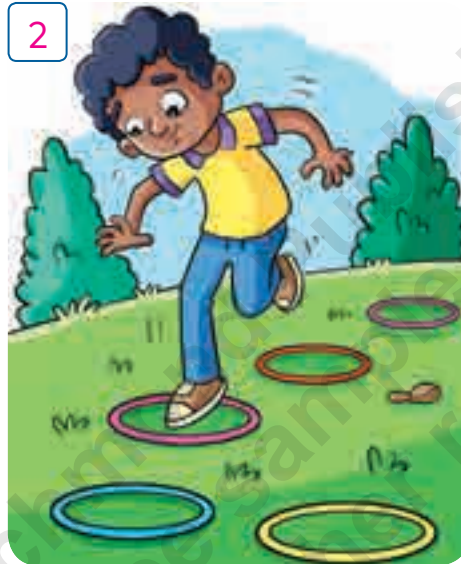


Step 4: Draw a simple illustration for each tip.

Listening

1 Describe what the kids are doing in the different pictures.

High Ropes Adventure Park



2 Listen and number the activities on the obstacle course in order. 

◆ Say which of your classmates would be good at this obstacle course. Give reasons.

3 Design your own obstacle course that includes the actions in the box. Tell a classmate about it. 

- climb jump skip kick crawl hop

Objectives of the day:

1. Listen for specific information.
2. Practice the following listening strategy:
 - Listening for key words.

Open the day

- ◆ "Mindful Focus 1" practice.
- ◆ **Play *Simon Says*:**

Write six actions on the board. (climb, jump, skip, kick, crawl, hop) Act out each action and have students do the actions on the spot. Then play *Simon Says*. Students should do the actions when you precede an instruction with "Simon says": *Simon says jump!* (Students jump.) *Hop!* (Students don't hop.) Students should sit down when they don't follow an instruction correctly.

Open the book!**Listening****Listening Strategy****Listening for Key Words**

This is an important skill that helps students identify specific information. Have students make predictions about what words they will hear before they listen. They can use pictures or questions to predict details, such as what people are doing, how they feel, where they are, what they are wearing and so on.

1 Describe what the kids are doing in the different pictures.


Hold up the book and point to the pictures. Ask students to look at the pictures in their books and call out what the people are doing. Then ask about details in each picture, such as what equipment people are using and how they feel. Ask students for personal responses to the activities: *Do you like doing any of these things? Are they easy / difficult?*

2 Listen and number the activities on the obstacle course in order. 

Explain to students that the pictures in Activity 1 are showing what children do on an obstacle course and ask if they have ever completed one. Then tell students that they will listen to someone describing the course and they should number the pictures accordingly. Ask students what key words they should listen to help them identify the order. (climb, jump, skip, kick, crawl, hop) Play Track 12 twice and check the answers with the class.

◆ Say which of your classmates would be good at this obstacle course. Give reasons.

Have students work individually. Ask them to think of one or two classmates who would be good at this obstacle course and why. Allow students time to write one or two reasons in their notebooks. Then ask them to share their opinions and have the class decide which three students would be best at the course.

3 Design your own obstacle course that includes the actions in the box. Tell a classmate about it. 

Ask students to think of a fun obstacle course they could have in the school yard or in their community. Tell them to use the actions in the box in any order. Allow from 5 to 10 minutes for them to complete this task individually and encourage them to draw diagrams. Then have them share their designs with a classmate.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ "Mindful Focus 3" practice.

  Practice Book: Assign Activity 1 on page 15 as homework.

Objectives of the day:

1. Find and describe differences between two pictures.
2. Practice the following speaking strategy:
 - Describing pictures.
3. Ask and answer questions about pictures.

Materials: *Outdoor Activities and Equipment* Flashcards, Flashcard Activity 1B on page XV; paper (3 or 4 sheets per team); Practice Book (page 17).

Open the day

- ◆ "Mindful Focus 1" practice.
- ◆ Flashcards Activity 1B.

Open the book!

Speaking

Speaking Strategy

Describing Pictures

Tell students that to express comparisons they can use "but" to link sentences clearly. Write an example on the board: *In this picture the boy is wearing a helmet, but in this picture he isn't.* Underline "in this picture" (twice) and circle "but". Encourage students to use this structure when they do the exam activity and leave it on the board.

International Certification: Speaking

When students do a describing differences activity in the Speaking part of an international exam, they will be looking for differences in color, size, number, position, appearance, activity, etc. We suggest that you point out to students what they should look for.

1 Find four differences and tell a classmate what they are.

Explain that you are going to ask questions about Picture 1 and that they should look at the picture carefully. Ask: *How many go-karts are there? What is the boy riding the horse wearing? What color are the boy's skates?* etc. Do the same with Picture 2. Ask them to work in pairs to find and describe the differences between the two pictures. Point to the example sentence on the board and remind

them to link the descriptions of each picture by using "but". Finally, invite volunteers to point out the differences to the class.



Play a Memory Game!

Have students observe the pictures very carefully for two more minutes. Ask students to write two questions about each picture in their notebooks using the ones in the speech bubbles as models. Ask them to close their books and work in pairs to ask and answer the questions they wrote down. Encourage them to answer the questions based on what they remember. Finally, have them open their books to confirm or correct their answers.

Close the day

◆ Play Draw and Guess:

Play a drawing game to review the vocabulary words learned in this unit. Divide the class into teams of three or four students. Give each team a few sheets of paper. Ask one student from each team to go to the front. Whisper the first word to them so that the rest of the class can't hear. The students at the front should then go back to their team and draw a representation of the word as quickly as possible on a sheet of paper. Set a time limit of one minute. The first team to guess correctly, gets a point.



 Practice Book: Assign Activity 1 on page 16 as homework.

Time to Practice

You have now finished the first part of Topic 1 "Getting Out." It is now time to practice some skills using the certifications' format. Have students open their Practice Book to page 17. Read the sample sentence together with students and have them recognize that "of" was the best option to complete the sentence from 3 options. Tell them to complete the rest of the sentences in the same way by themselves. Then on page 18, tell students that they will listen to a description of outdoor activities and they should color the picture or write information according to what they hear. Play the audio twice. Remind them that it is OK if they do not understand everything as they will continue to get better. Finally, assign the two pages as homework or do the activities in the class at the beginning of the next class.

Speaking

1 Find four differences and tell a classmate what they are.



Play a Memory Game!

What color is the girl's helmet in Picture 1?

In Picture 2, what is the boy in the red jacket doing?