



Ready for Anything

6

How can teamwork make things better?

- Brainstorm questions about the photo. Share with the class.
- What new questions do you have now?

UNIT 6 RESOURCES

Level 4 • Workbook, pages 68–77

Teacher Zone:

- Unit 6 Vocabulary Worksheet
- Unit 6 Grammar Worksheet
- Unit 6 Write About It Worksheet
- Unit 6 Assessment

OBJECTIVE

- Use the photo, Big Question, and Visual Thinking Routine to introduce the unit topic, activate prior knowledge, and spark interest in the unit language and theme.

MATERIALS

- Student's Book, page 79

TEACHING TIPS

- Ask students about the last time they worked together in a team and about what was helpful or fun about working together. Ask if there were any things they did not enjoy. *How could these have been made better?*
- While students respond to your questions, proactively demonstrate what active listening looks and feels like: Show that you are listening by using facial expressions and verbal affirmations, such as, *I hear you saying that you enjoyed making new friends when you worked in a team. What a good experience!*

LESSON 1

OBJECTIVES

- to learn and practice words about survival
- to sing a song about survival in the outdoors

MATERIALS

- Student's Book, pages 80–81
- Audio Tracks 71 and 72
- Song video

SKILLS

- Listen to an audio and say words about survival.
- Have a conversation about going camping.
- Activate words about survival by watching a video.
- Listen to, read, and sing a song about surviving on a desert island.

TRACK 71 AUDIO SCRIPT

Dee: On today's show, David is with a team on a desert island! Can they survive there for a week? Let's talk to their leader, Jennifer.

Jennifer: Hello, Dee. Well, Alex and Naima are going to sleep in a tent. They're just putting it up now. Ethan's going to sleep in a hammock. He's hanging it between two trees. Ned and Patrick are building a shelter out of wood and leaves.

Dee: And where's David?

Jennifer: He's over there. He went to look for some fruit. Hmm. I can see monkeys in that tree ...

Alex: Yes, but David's very brave. He isn't scared of monkeys.

Jennifer: Then why is he crawling along the ground, Alex?

Alex: Oh, no. Jennifer, look! The monkeys are throwing mangoes at him!

Ethan: Poor David! He wanted to help us find some mangoes for lunch. But it looks like the monkeys found them first!

A Listen. Clap when you hear survival words.



survive 7

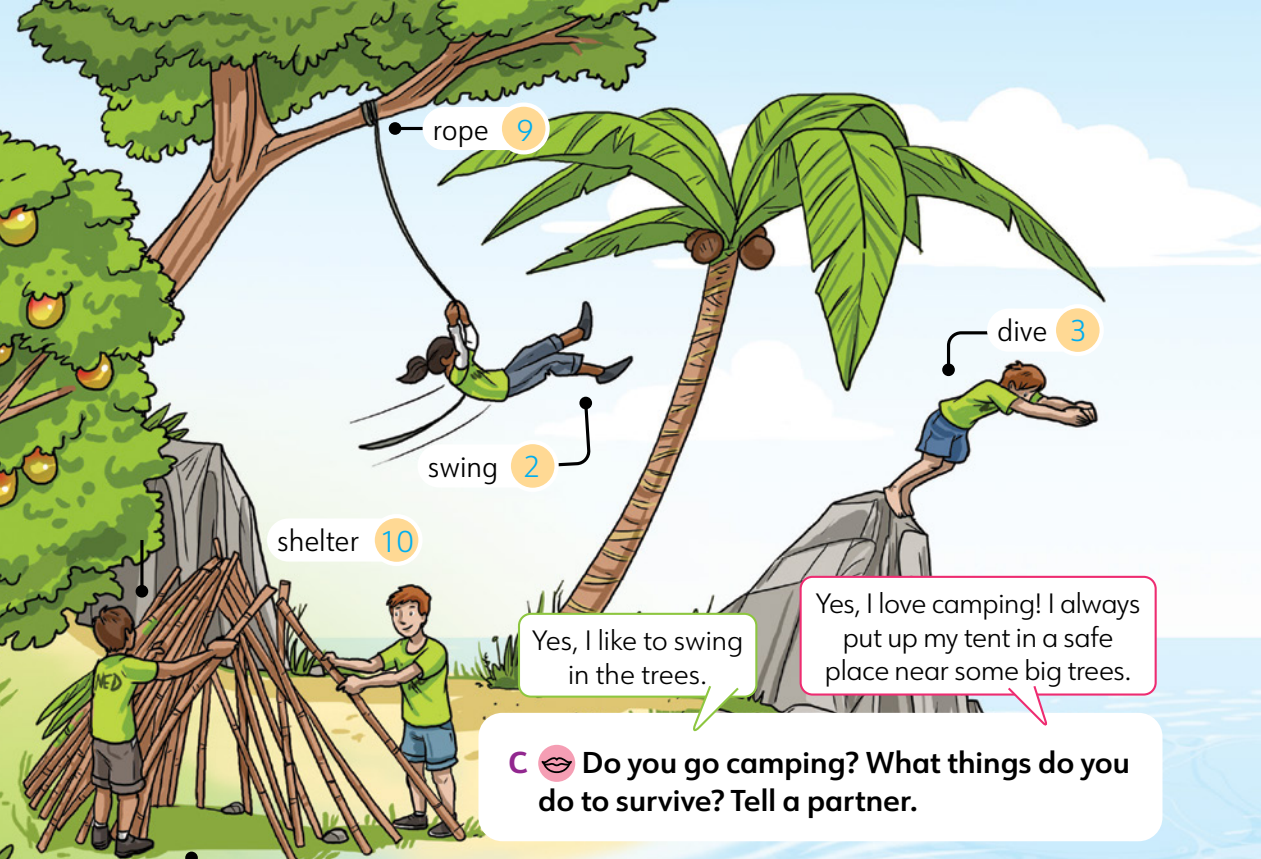
crawl 1

put up 4

hammock 8

tent 5

A Listen and say. Listen again and number the words.



C Do you go camping? What things do you do to survive? Tell a partner.

D Watch and complete. Then sing. Tap your fingers when you say survival words.

Desert Island Fun

We can **1** survive on a desert island.

It will be such fun!

We can put up a **2** hammock

Between two trees,

Or a **3** tent in the sun.

We can find some wood and

4 build a boat.

We can **5** dive into the sea.

If we're lucky, we will catch some fish.

Oh, how happy we will be!

We can swing on a **6** rope,

kick a coconut

Down from the highest tree.

We can pick up leaves, and sticks, and stones,

Build a **7** shelter for you and me.

TEACHING TIPS

- Activate the topic by asking students to look at the scene on pages 80 and 81. In pairs, let them talk about what they see, where they think the children are, and what they think the children are doing. Encourage students to personalize the topic by asking them what activity they would like to try and what they would need to do it.
- If students haven't been camping, suggest other ways for them to personalize the topic, e.g., suggest they draw on experiences of day trips or picnics in the outdoors.
- Ask students to predict what the song *Desert Island Fun* will be about. Refresh the vocabulary and stimulate curiosity, e.g., *What words do you think you will hear? What do you think will be fun on an island? What do you think could be difficult?*
- Play the song a few times and encourage students to watch, sing along and improvise miming actions for each activity.

LESSON 2

OBJECTIVES

- to understand how to make present perfect questions
- to practice using present perfect questions

MATERIALS

- Student's Book, pages 82–83
- Audio Tracks 74 and 75

SKILLS

- Listen to and read a dialogue with present perfect questions.
- Find present perfect questions in the text.
- Notice that *ever* comes after the pronoun in present perfect questions.
- Write, ask, and answer present perfect questions.
- Complete an exam practice activity focused on reading comprehension.

A Listen and read. Point to *have* and *has*.

David: It's going to be fun sleeping outside tonight! Have you ever slept under the stars?

Alex: No, I haven't.

Naima: Yes, I have. And Ethan has, too!

David: Has he ever put up a hammock?

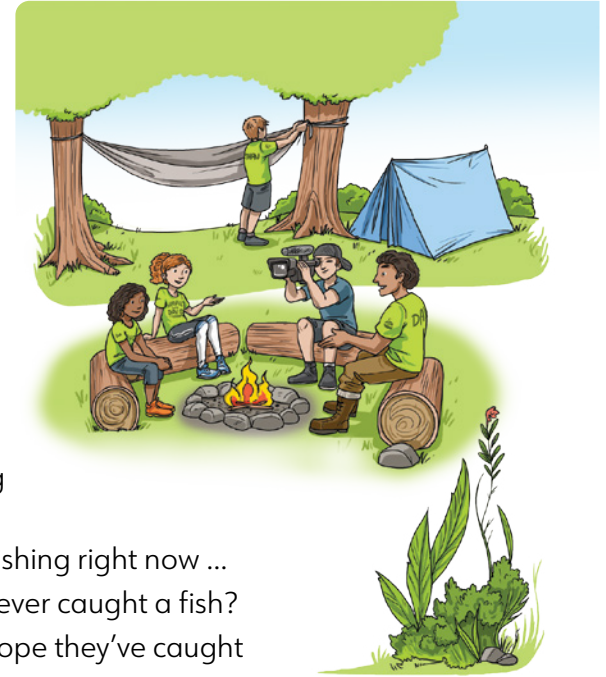
Alex: No, he hasn't. I hope he's put it up well!

David: What are you kids going to cook for dinner?

Naima: Well, Lara and Jim are fishing right now ...

David: And have Lara and Jim ever caught a fish?

Naima: No, they haven't, but I hope they've caught one for dinner tonight!



B Look at A. Which word do we use in the present perfect to ask about past experiences? Complete the table. Then find one more example of a present perfect question.

Present Perfect: Questions

?	<u>Have</u> you ever slept under the stars?
	<u>Has</u> he ever put up a hammock?
?	<u>And have Lara and Jim ever caught a fish?</u>

• Notice

The words *have* or *has* always come at the start of the question, before the noun or pronoun.
Has he ever put up a hammock?

- C** **Listen and say. Listen again and blink when you hear present perfect questions.** *Have you ever slept under the stars? Have you and your friends ever put up a tent? Has your father ever run a race? Has Lina ever eaten insects?*
- D** **Read the participle. Complete. Then read aloud with a partner.**

1 swim → swum 3 build → built 5 put up → put up
2 see → seen 4 sleep → slept 6 ride → ridden

- E** **Choose and write questions. Then ask and answer. Students' own answers**

cook on an open fire see a whale ~~sleep in a tent~~ dive into the sea
walk through a jungle ride a horse crawl through a tunnel

Have you or your family ever slept in a tent?

Has your sister ... ?

Have you or your family ever slept in a tent?

Yes, I have, but my sister hasn't.

- F** **Exam Practice** **Read the email. Complete with a word from the box. Then choose the best title.**

swum caught Has seen built slept Have drunk put up

Hi Gabriela,
How are you doing? We arrived at Baja California last week. Have you ever swum in the Pacific Ocean? We went swimming there yesterday. We went on a boat ride, too, and we saw whales! Have you ever 1 seen a whale? They are so big. Two days ago, we went camping and fishing. Have you ever 2 put up a tent? My mom had to help me. Have you ever 3 slept in a tent? It was noisy so I didn't sleep at all. We made a fire and cooked the fish we caught. 4 Have you ever cooked on an open fire? Have you ever 5 caught a fish? I loved fishing!
See you soon! Rosa

Send

Rosa's Mom ☐ Rosa's Mexican Adventure ☒ Gabriela's Problem ☐

TRACK 75 AUDIO SCRIPT

- 1 Have you ever slept under the stars? Yes, I have.
- 2 Have you and your friends ever put up a tent? No, we haven't.
- 3 Has your father ever run a race? Yes, he has.
- 4 Has Lena ever eaten insects? No, she hasn't.

TEACHING TIPS

- After Activities A and B, discuss the word order and verb forms for present perfect questions. Ask questions, e.g., *Are these questions about the past or the present? (past) What do you need to make the present perfect? (have / has and a past verb / participle)* Make sure students notice the word *ever* in the questions and that it comes after a pronoun.
- You may need to review how to form past verbs and participles, especially where they are irregular. For example: eat / ate / eaten; see / saw / seen; ride / rode / ridden; catch / caught.
- Use the following as a formative assessment to help you uncover and offer quick targeted support of the lesson grammar: List these verbs on the board: *eat, put, cook, order, buy, try, taste, mix*. Ask students for the past participle of the verbs (eaten, put, cooked, ordered, bought, tried, tasted, mixed).
- Have students ask each other present perfect questions about unusual food ideas in pairs. Model an example: *Have you ever eaten cheese with an apple? Have your brothers ever put ketchup on a banana? Has your mother ever cooked duck eggs? Has your family ever ordered a giant pizza?* Invite each pair to share one fun question with the class.

LESSON 3

OBJECTIVES

- to learn and practice camping words
- to talk about camping trips and teamwork

MATERIALS

- Student's Book, page 84
- Audio Tracks 76 and 77

SKILLS

- Listen to a dialogue and say words to describe camping equipment.
- Read and understand definitions of camping equipment.
- Talk about camping and how teamwork makes it better.

TRACK 76 AUDIO SCRIPT

Ryan: You're going to love the camp, Josh. I'm really excited about going again. Do you want help with your packing?

Josh: Oh, thanks, Ryan.

Ryan: I'll carry the tent. It's going to be cold at night. Have you packed a warm sleeping bag? You'll need it.

Josh: Yes, I have. What else should we take?

Ryan: A flashlight will be useful to see in the dark. And bug spray will help to keep away mosquitoes and other insects. We'll need matches to start a fire. Oh, and a fishing rod to catch fish for dinner!

Mom: Don't forget sunscreen. It can be very sunny, even in the forest. And if you get lost, a compass will help you find your way. Oh, and rope to make a clothesline.

Ryan: We aren't going to do any laundry at camp.

Josh: Yeah, we're going to bring our dirty clothes home to wash!

A Listen to Ryan and his friend Josh. Point to the camping words they talk about. What are they going to bring home? They are bringing their dirty clothes to wash at home.



binoculars



flashlight



sleeping bag



bug spray



mosquito net



matches



compass



first aid kit



sunscreen



fishing rod

B Listen and say. Listen again and number the pictures in A.

C Read and write. Then read aloud with a partner.

- Use this to find the north.
- Use this when you have an accident and hurt yourself.
- Use these to make things that are faraway look closer.
- You need this to help you see when it's dark.
- You need this to keep you warm at night.

US	UK
flashlight	torch
sunscreen	sun cream

compassfirst aid kitbinocularsflashlightsleeping bag

D Look at A. How does teamwork make a camping trip better? Tell a partner. Students' own answers

Teamwork helps because one friend holds the tent while another pulls the ropes.

Teamwork helps us to be safer. For example, we can work together to use a compass so we don't get lost.

A Listen to Ryan and Hailey. Which object did they both learn to live without on their trips? **Cell phones**



Ryan, USA



Hailey, Australia

B Listen again. Write **True** or **False**.

- 1 Ryan went camping with his class.
- 2 Ryan put up a tent by himself.
- 3 They found food to eat.
- 4 Ryan didn't use his cell phone at camp.
- 5 Hailey spent a day looking for different places in the city.
- 6 She still doesn't know how to use a map.
- 7 Hailey had to climb over rocks.
- 8 Hailey thinks a phone is the best way to get directions.

True

False

True

True

False

False

True

False

C Are you a good team member? How? What happens when people don't work as a team? Tell a partner. **Students' own answers**



Yes, I am. I always listen to other people's ideas.

When people don't work as a team, everyone gets frustrated because no one is helping.

• Play Break

Imagine you and a friend are going on camping trip. Make a list of things you *need* to take with you. Then think of three impossible things you *want* to take with you, like an ice cream machine!

LESSON 4

OBJECTIVES

- to practise listening for gist and details
- to understand and talk about being a good team member

MATERIALS

- Student's Book, page 85
- Audio Tracks 78 and 79

SKILLS

- Practice close, active listening for specific information and general knowledge.
- Listen to an audio and do a comprehension activity.
- Have a conversation about working as a team.

TRACK 78 AUDIO SCRIPT

Ryan: The last time I went to an adventure camp, our class learned a lot about the outdoors, and also about working together as a team. It was called Survive in the Wild. Putting up a tent is easier with someone else! It's also quicker if you divide tasks. While some of us collected wood for the fire, the others got the food ready to cook. We learned how to make a fire without matches. We also learned how to find water under the ground and which plants and berries were safe to eat. I really enjoyed being outdoors—I didn't even miss my cell phone!

Hailey: Last summer I spent a day in the country with my family and our friends. Everyone got a map with different places marked on it. Our task was to work as a team to find our way to all the places. Together, we figured out the quickest and easiest way. We crawled through long grass and helped each other climb over rocks. Now, I know how to read a map and use a compass. People usually use their phones to get directions. But a phone can't always help you if you get lost on a mountain.

TEACHING TIPS

- Ask students where each child on their respective trip is from and have them find these countries on a map. Ask learners what they know about these countries.
- As students look at the photos more closely, ask them what they can see.
- For Activity B, have students read the list of statements, thinking about whether they are true or false. Can they remember? Play the audio again, pausing to give everyone time to write their answers. Check answers as a class, asking individuals to correct false statements.

LESSON 5



OBJECTIVES

- to read a Social Studies text about behaving with respect for natural and cultural environments
- to raise awareness of SDG 15: Life on Land
- to watch a video about fun and environmentally friendly things to do in a national park

MATERIALS

- Student’s Book, pages 86–87
- Audio Tracks 80 and 81
- Video: *Visiting Yellowstone*

SKILLS

- Pronounce *ph* as /f/ in *Sophie, photo, elephants*.
- Listen, read, and understand about respectful camping in a Peruvian national park.
- Develop an appreciation for natural and cultural environments.
- Watch a video to practice listening comprehension.
- Understand environmentally friendly activities in a national park.

A  Listen. Repeat the words in the box.

B  Listen and read. What ancient culture can you experience at this campsite?
Incan culture.

Pronunciation

Sophie photo elephants

CAMPING with CARE

Welcome to the Pacaymayo Valley Campsite, Peru!

This valley is a beautiful place to put up your tent or hammock. You can really enjoy nature here. But remember–this is an ancient land with a rich Incan culture. There are also many visitors you are sharing the land with. Here are five **tips** to be **respectful** to this land, its culture, and other visitors.



1 Prepare for your trip

Remember to bring a first aid kit, bug spray, and a flashlight. Sunscreen and a mosquito net are important, too.



2 Careful with campfires

Campfires can have a big impact on the land. You must only make a small campfire (and don’t forget to bring your matches!). You must **put out** your campfire. **Scatter** the cold ash before you leave.

3 Wildlife is not your friend

Only look at wild animals from a distance. Use binoculars to see better from far away. Never feed wild animals. Stay away from young animals and their mothers.

4 Look, don’t touch!

If you find an ancient Incan **artifact**, do not touch it or move it. There is a lot of history in this valley, and we must protect it. If you find ancient jewelry or statues, you can take photos. Tell the campsite staff if you find something, too.



5 Show everyone respect

We have thousands of visitors to this valley every year. Many people want to enjoy the quiet **sounds** of nature and relax. Don’t play loud music. Don’t have parties in the campsite.

Now let’s enjoy our beautiful campsite!



C Read the text again. Write *True* or *False*. Compare with a partner.

- | | |
|---|--------------|
| 1 You should prepare for your camping trip. | <u>True</u> |
| 2 You can have a big campfire at this campsite. | <u>False</u> |
| 3 It's OK to give food to wild animals. | <u>False</u> |
| 4 It's important not to touch historical artifacts. | <u>True</u> |
| 5 You shouldn't make a lot of noise. | <u>True</u> |

D Do any of these tips surprise you? Why / Why not? Tell a partner.

Students' own answers

E Think about your own community. What tips can you give to be respectful to the environment and other people? Discuss with a partner.

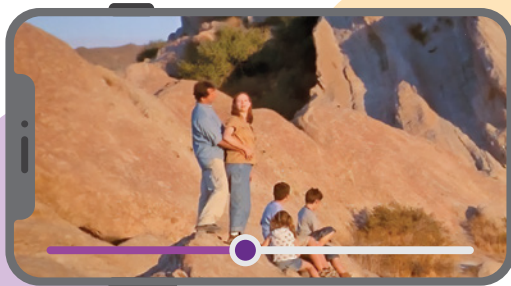
Students' own answers

In my community, there are lots of older people.

We can be respectful to them by not playing loud music on the bus.

F Watch and listen. Answer the questions.

- What do you need to take a photo of for the competition?
An animal
- What do you need to remember when you're camping in the Grand Canyon?
Bring water and warm clothes. Take your trash with you.
- What can you do in Joshua Tree National Park?
You can climb on the rocks (with your friends and family).



VIDEO SCRIPT

Visiting Yellowstone

Do you need some ideas for fun things to do in national parks? My name is Ana Garcia, and I'm a travel blogger. Get ready for my top three travel tips!

Number One. In Yellowstone National Park, you can see bison, bears, and wolves. Remember to stay far away from wild animals! Compete with your friends to see who can take the best photo of an animal in this park.

Number Two. You haven't seen the Grand Canyon until you have walked there. Yes, you can hike in the Grand Canyon! You need to bring a lot of water and warm clothes. It can get cold very quickly. Don't forget to take your trash with you when you leave!

Number Three. Climb on the rocks in Joshua Tree National Park. Some of the rocks are a little sharp, but it's totally safe to climb around with your friends and family here. Leave a comment if you try any of these fun ideas!

TEACHING TIPS

- Remember the focus of the lesson is to raise awareness of Life on Land. This encompasses both natural and social environments. Draw on students' prior knowledge and experience of local environments that have a cultural and environmental value.
- In pairs, have students tell each other about an outing they've enjoyed to a place of cultural or natural interest. They should discuss questions around protocol, e.g., *Were you allowed to walk anywhere you liked? Were you allowed to touch things / animals?* Students should give reasons for their answers.
- Hold a class discussion about the rules at a national park: *Are they the same or different from how we should always behave towards other people and places? Is it ok to leave your trash behind in a car park? Is it a good idea to touch animals you do not know?* Students should give reasons for their answers. The idea is to elicit that considerate and respectful behaviour applies in all environments.

LESSON 6

OBJECTIVES

- to learn how to make present perfect statements
- to practice using present perfect statements

MATERIALS

- Student's Book, pages 88–89
- Audio Tracks 83 and 84

SKILLS

- Listen to, read, and understand a dialogue that uses present perfect statements.
- Find present perfect statements in the dialogue.
- Understand that we use past participles after *have* / *has* in present perfect statements.
- Complete, read, and write present perfect statements.
- Complete a reading comprehension text for exam practice.

A Listen and read. Point to the forms of the verb *have* and *has*.

1

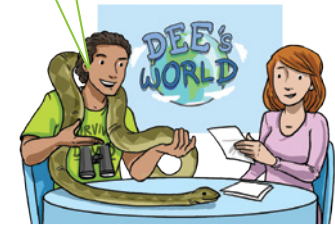
Thank you for inviting me on your program, Dee! Don't worry about my pet snake. It's traveled everywhere with me, and it hasn't bitten anyone!



Umm ... Right.

2

I've traveled to a lot of dangerous places, you know. But I haven't traveled to the North Pole—that's my next trip!



3

Yes ... How have you survived with huge wild animals around?



I'm not afraid of them. I've learned that if you're confident, everything will be fine.

4

Aaaahhh! There's a mouse crawling across the floor!

But you aren't afraid of huge animals ...



No, but I've always been terrified of tiny ones!

B Look at A. What type of verb do we use after *have* or *has*? Complete the table. Then find one more example of a present perfect statement.

Present Perfect: Statements



It's traveled everywhere with me.
I've traveled to a lot of dangerous places.



It hasn't bitten anyone.



But I haven't traveled to the North Pole.

The past participle form of the main verb

• Notice

To make negative statements, use *not*.
We often use a contraction:
It has not rained today.
It hasn't rained today.

C **Listen and say. Listen again and nod when you hear present perfect statements.** *I've traveled to a lot of dangerous places., We haven't visited China., He hasn't swum in the sea., They've built a boat.*

D **Complete with the present perfect. Then read aloud with a partner.**

- 1 We 've made (make) a shelter out of sticks and leaves.
- 2 Jazmin has ridden (ride) a horse and a donkey!
- 3 I haven't visited (not visit) Japan.
- 4 My friend hasn't swum (not swim) in a river.



E **Guess about your partner. Choose and write. How many did you get right?**

ride eat visit travel see swim make

Ahmed has ridden
a camel.

You've ridden
a camel.

That's wrong. I haven't
done that!

F **Exam Practice** **Look at the picture and read the story. Complete the sentences about the story.**

Third Time Lucky

Vihaan is visiting a national park with his mom and his sister, Radhi. "Welcome to Kaziranga National Park! I'm a park guide", said Mr. Sharma. "Have you visited us before?" "Yes, twice," said Vihaan. "But we've never been here at this time of year." "Well, in November it's easier to see some of the animals" said Mr. Sharma. "Great! That's why we wanted to visit now!" said Radhi. They went out into the park all day.

"Wow, we've seen so many animals today! Tiger! Leopards!" said Vihaan. "But I really wanted to see a rhinoceros." Then, a single rhinoceros appeared from behind some trees. "Wow!" said Vihaan. Within five minutes, the animal had left.

"I've finally seen a rhinoceros!" said Vihaan. "I can't wait to tell my friends!"



- 1 Vihaan and his family are visiting a national park.
- 2 Mr. Sharma is a park guide.
- 3 Vihaan says that his family have visited this place twice.
- 4 They visited in November because it's easier to see some of the animals.

TRACK 84 AUDIO SCRIPT

- 1 I've traveled to a lot of dangerous places.
- 2 We haven't visited China.
- 3 He hasn't swum in the sea.
- 4 They've built a boat.

TEACHING TIPS

- Ask students about the pictures in Activity A, e.g., *What can you see? Where do you think the people are? What do you think the people are talking about?* Play the audio while students follow in their books, then see if they were right. Ask further questions to check comprehension, e.g., *What is the man afraid of? What is he not afraid of?*
- Explain that present perfect statements help us talk about things that have happened in the past but are still important today (in the present). For example: I *have lost* my keys (past), so I *can't get* into my house (present). He *has broken* his arm (past), but he *can write* his test (present).
- Guide students through Activity B, looking at word order, and explaining how to make the statements negative using *not* before *have* / *has*. Review the contractions: *hasn't = has not; haven't = have not*.
- Before students begin Activity E, review the irregular past participles for *ride*, *eat*, *see*, *swim*, and *make*. Work through the example of how to make a guess statement and how to respond using present perfect statements.
- Project or print the script for the audio in Activity C to support students who may need help with listening comprehension.

LESSON 7

OBJECTIVES

- to watch a video about children choosing a gift for their friend
- to prepare and practice a conversation asking and listening to others' opinions

MATERIALS

- Student's Book, page 90
- Video: *An Adventurous Gift*

SKILLS

- Watch a video and identify words with an /f/ sound.
- Identify sentences and questions from the video.
- Use a frame to prepare notes for a conversation with suggestions and opinions.
- Practice the conversation using polite phrases from the video.

VIDEO SCRIPT

An Adventurous Gift

Rania: We need to decide on a present for Sophie. Her family's going on a trip to the jungle, remember? Why don't we get her something for that?

Otis: What about a diary? She loves writing. She can write about her adventures. What do you think?

Rania: I think that sounds good. What about you?

Natalia: I suggest a really long cotton scarf. She can use it to keep mosquitoes away or to keep the sun off her head. What do you think?

Lewis: Hmm, I was thinking of a useful object, like a small flashlight.

Rania: I'm not sure. It's useful, but it's not a fun present. Why don't we buy her a photo album?

I know she wants to take photos of elephants and tigers.

Otis: That's true. She'll like that and it will be useful at the same time.

Rania: So, we agree we want to get her something that she will like and that will be useful. Is that right?

Natalia: Yes. So, what do you think we should buy?

Lewis: Let's look for a photo album.

Rania: I agree. I think that's best.

Otis: Let's take a photo to put in the album! Say "cheese"!

A Watch and listen. Which four objects do the friends talk about?

A diary, a really long cotton scarf a small flashlight, a photo album



Watch

How do they ask for each other's opinions?

They say their opinion and then ask what others think, taking turns to share their opinions.

B Watch and listen. Circle the f sounds.

1 Sophie

2 scarf

3 useful

4 flashlight

5 photo album

6 elephants

C Watch again. Check (✓) the sentences or questions you hear.

1 ✓ Why don't we get her something for that?

2 ✓ What do you think?

3 ✓ I think that sounds good.

4 ○ Is that right?

5 ✓ Hmm, I was thinking of a useful object.

6 ✓ I'm not sure.

7 ○ So, we agree we want to get a tent and a hammock.

D Prepare notes for your conversation. Use phrases from B and your own ideas. Students' own answers



We need to decide on a present.

How about ?



Yes, I think ... would be good.

E Practice with a partner.

Reflect

Did I ask and listen to others' opinions?

A Read the postcard. Circle *too*, *as well*, and *also*. Have you ever done these activities? *Students' own answers*

Hello, Mom and Dad,
How are you? Sorry I haven't been in touch. I've been so busy!
Also, my cell phone doesn't work here on the mountain; but don't worry, I'm having a great time! The teachers are very friendly, and the kids are as well. The weather's been good, too. Right now, we're building boats for a race. We have to use things we find around the camp. We've found some old boxes, rope, and some pieces of wood. We've also made a sail from an old sheet. See you next weekend when you come to pick me up!
Love, Lara



Sam and Ema K
25 Spear Street
Melrose
5613

B Read and complete.

also too as well ~~Also~~

- The tent is too small for two people. Also, it has a hole in it!
- I went on vacation with my parents, and my brother came, too.
- In the rainy season it's very hot, and it's also very wet.
- We went to the beach and visited my aunt as well.

C Plan. Imagine you are at the summer camp for a week. Think about these questions.

- Which activities have you done? Students' own answers
- Which people have you met? _____
- What has the weather been like? _____
- Has anything unusual or funny happened? What? _____

D Write a postcard about your week at the summer camp.
Students' own answers

Reflect

Did I use *too*, *as well*, and *also* correctly?

LESSON 8

OBJECTIVES

- to practice using *too*, *as well*, *also*
- to plan and write a postcard

MATERIALS

- Student's Book, page 91
- Optional: examples of postcards that have been written and posted

SKILLS

- Read a postcard and identify *too*, *as well*, and *also* in the text.
- Complete sentences using *too*, *as well*, and *also*.
- Plan and write a postcard from summer camp.

TEACHING TIPS

- Talk about when we send postcards: *We send them to friends and family when we're away, on holiday or in a new town. Draw on students' own experiences: Have you or a family member received or sent a postcard? Where / who was it from?* Show real examples to the class and invite students to bring and talk about examples they may have from home.
- Check for correct use of a postcard format and encourage the use of *too*, *as well*, and *also* to make the postcard sound informal and to give information.
- Give students time to draw the picture they imagine is on the front of their postcards. Invite volunteers to show their pictures to the class and to read their postcards out loud.
- Use the **Reflect** question to establish the habit of self-assessment and creating personal checkpoints while completing this and other assignments or projects.

PROJECT



OBJECTIVES

- to plan an outdoor teamwork activity
- to practice working as a team to complete a task
- to raise awareness of SDG 15: Life on Land

MATERIALS

- Student's Book, page 92
- Drawing paper or poster paper; crayons, markers, colored pencils

SKILLS

- Choose an outdoor teamwork activity to plan.
- Decide how to work with a partner to complete the task.
- Create a visual representation of the teamwork activity.
- Talk about the project and working together as a team.

TEACHING TIPS

- During this unit, students have explored ideas of teamwork and developed an appreciation of how to behave respectfully in places of natural and cultural value. This project will help students to apply principles of teamwork in real life. Guide students to listen to their partner's ideas and to share tasks.
- Talk about the saying *Take only photographs, leave only footprints*. What do students think it means? How can they apply it to their activities?
- Keep reminding your class that their activities must take place with care for the environment. Say, for example: *Only cycle/run/walk on proper paths; Don't touch or collect animals or flowers; Use paper decorations instead of balloons; Have a trash can at the meeting point, etc.*
- While students work on their projects, encourage each pair to describe their activity to you. Ask questions to help them identify problems in their plans, while also finding aspects to praise.



Project • Go Team!



1 Think

Work in a group. Write a list of outdoor teamwork activities.

2 Plan

Work with a partner. Decide which idea you want your project to focus on. How will you work together to complete this task?

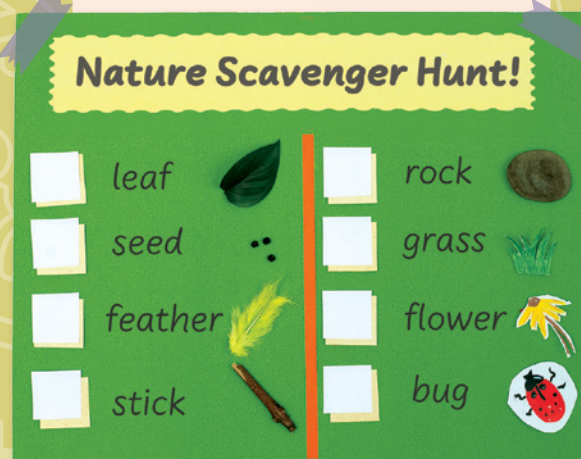
3 Choose and Create

Choose a way to show your project plan.

- Write a script for a podcast
- Go on a nature scavenger hunt as a team
- Do a survey about different ways to work as a team
- Your own idea

4 Share

Share your project in small groups. Explain how you will work together.



Explore

Show your project to students from another class. What do they think of your teamwork ideas?

