

2 Camping

Lesson 1 In the Woods

A Listen, point, and say.



1 study insects

2 identify trees

3 pick wild strawberries

4 find animal tracks

5 explore a cave

6 collect leaves

B Listen and number. Then talk about the picture.



Morning



Afternoon



C Listen, ask, and answer. Then practice.



What was **she** doing in the morning?
afternoon?

She was **studying insects**.

| | | |
|----------|---|-------------|
| study | → | studying |
| identify | → | identifying |
| pick | → | picking |
| find | → | finding |
| explore | → | exploring |
| collect | → | collecting |



D Listen, ask, and answer. Then practice.



Was **he studying insects** in the morning? Yes, **he** was.
afternoon? No, **he** wasn't. **He** was **identifying trees**.

wasn't = was not

1. study insects
2. collect leaves
3. pick wild strawberries
4. find animal tracks
5. identify trees
6. explore a cave

E Look at B. Point, ask, and answer.



Was she finding animal tracks in the morning?

No, she wasn't. She was collecting leaves.

What were you doing this morning? Talk with your partner.



Lesson 2 Making Camp

A Listen, point, and say.



- 1 set up the tent
- 2 build a campfire
- 3 roast fish
- 4 tell stories
- 5 put out the campfire
- 6 look at the stars

B Listen and say. Then practice.



She was **setting up the tent** when I arrived at the campsite.

When I arrived at the campsite, **she** was **setting up the tent**.

| | | | | | |
|-------|---|----------|-------|---|----------|
| set | → | setting | build | → | building |
| roast | → | roasting | tell | → | telling |
| put | → | putting | look | → | looking |



C Listen, ask, and answer. Then practice.



What were you doing when you saw the deer? I was **setting up the tent.**



Skills Reading & Writing

D Listen and read. Then answer the questions.



Star Camp

When I was on vacation, I went to a camp where boys and girls look at the stars. At the campsite, a boy named Jason was setting up his tent. I asked him what he was learning about the stars.

“I’m learning their names and how to read a star map,” said Jason. “It’s a lot of fun.”

“When is the best time to look at the stars?” I asked.

“The best time to look is late at night, when it’s clear and not cloudy,” said Jason.



1. What was Jason doing at the campsite?
2. When is the best time to see stars?
3. What is Jason learning about the stars?

E Add quotation marks. Then rewrite.

Use quotation marks to show when someone is speaking.

1. Hi. Welcome to the campsite!
2. I want to explore the cave, said Karen.
3. How many leaves did you collect?

Look at **(B)**.
What were they doing at night?



A Talk about the story. Then listen and read.



The Cave

Danny and Mike are studying insects when they find some animal tracks. They **follow** the tracks to a cave. Mike takes out his flashlight and looks inside.

“Let’s explore it!” says Danny. In the cave, they find more tracks. They see brown spiders, green frogs, and black ants.



The boys walk for a long time. They start to worry, but then Mike sees a **way out**.

“Look, Danny!” says Mike. “We should go back to the campsite.”

The boys are hungry and tired. They look around but can’t tell where they are.

“I think we’re lost!” says Danny.

Then they hear something behind them.

“Hi, Danny. Hi, Mike,” says Emma. “Where were you all day?”

“Emma! Julie!” the boys **shout**.

“We got lost!” says Mike. “Which way is the campsite?”

“It’s that way,” says Julie. “We’ll go with you.”

“Thanks a lot! Is it **far**?” asks Mike.

“Not really,” says Emma. “Look over there!”

Emma points to some trees. Mike and Danny look. The campsite is right in front of them!



B Who said it? Read and circle.

1. "Which way is the campsite?"
 - a. Mike
 - b. Julie
 - c. Emma
2. "Let's explore it!"
 - a. Emma
 - b. Danny
 - c. Julie
3. "We'll go with you."
 - a. Julie
 - b. Mike
 - c. Danny
4. "Is it far?"
 - a. Danny
 - b. Emma
 - c. Mike

C Sing.



Which Way Is the Coffee Shop?

Which way is the coffee shop?

It's that way.

Thanks a lot!

Which way is Mexico?

Sorry, I don't know.

Which way is the city zoo?

It's over there.

We'll go with you.

Thank you! Thank you! Thank you!

Thanks a lot!

D Listen and say. Then act.



Which way is the campsite?

It's that way.

Thanks a lot!

Sorry, I don't know.

Thanks, anyway.

Look at (A). How do the boys feel when they get lost?





A Watch the video. 

B Listen, point, and say.  

1 oxygen

2 seed

3 size

4 root

5 underground

6 stem

C Listen and read. 

The Parts of a Plant

Plants give us food, clothing, and **oxygen**. There are over 250,000 kinds of plants in the world.

Many plants have six parts. Each part has a job to do.

Seeds

Seeds come in many shapes and **sizes**. When seeds are in the earth, they grow and become new plants.



Roots

The **roots** of a plant usually grow **underground**. They take in food and water for the plant.



Stem

The **stem** grows up from the roots and helps the plant to stand. It stores food and brings water to other parts of the plant.



Leaves

Leaves grow out of the stem. They use the sun to make food for the plant.



Flowers

Many flowers are colorful. They help the plant to make seeds.



Fruit

Some plants grow fruit, which have seeds in them. Apples, oranges, and tomatoes are all fruit.

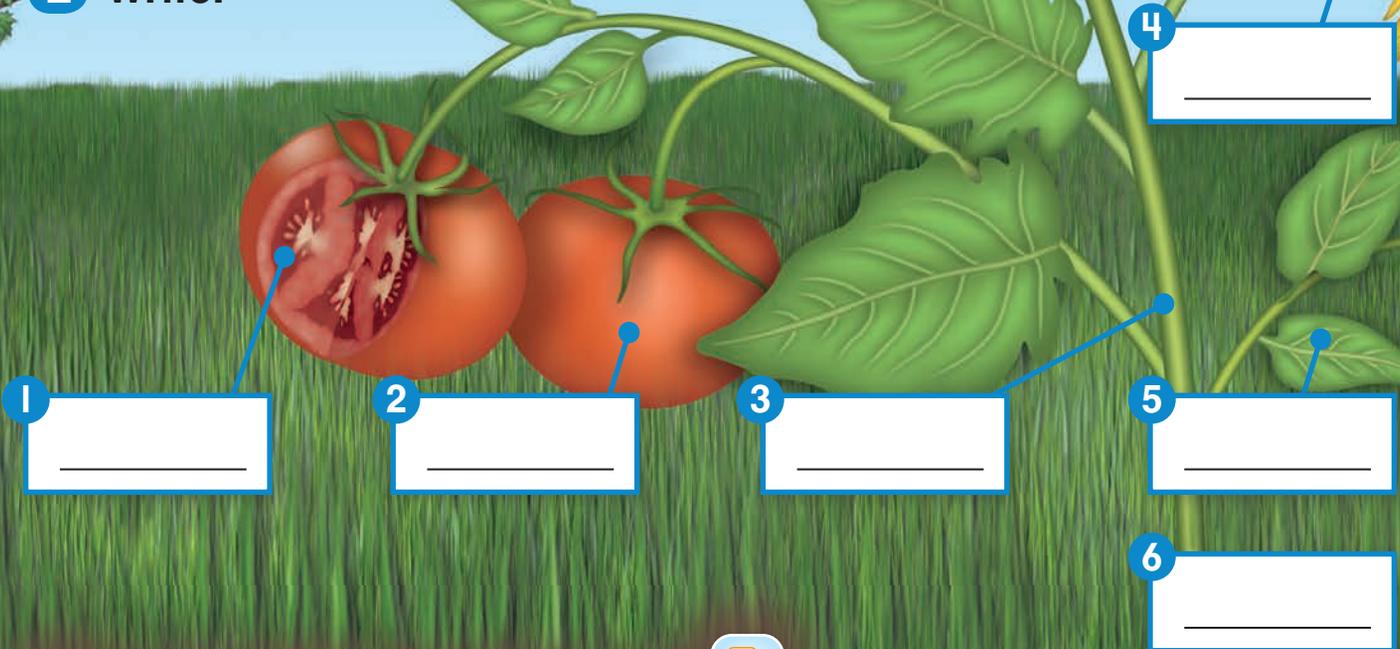


Use headings to find information.

D Answer the questions.

1. What is inside fruit?
2. What happens when seeds are in the earth?
3. How do leaves make food for the plant?
4. Where do roots usually grow?

E Write.



F Look at E. Ask and answer.

Which parts of the plant are these? Those are the seeds.

What do they do? They grow and become new plants.

Watch the video. What kinds of fruit grow on trees? Tell a friend.

G What about you? Ask and answer.

1. Do you have plants at home?
2. What's your favorite fruit?
3. What flowers grow in your country?

H Look at the poster. Talk about it.



✓ Check Up 1

Units 1 and 2

A Listen, number, and match.


 set up the tent

 ride a roller coaster

 collect leaves

 read a lot of books

 sleepy

 look at the stars

B Read, circle, and check.



1. How did you feel when you **act** / **acted** in a play?

 I felt shy, but he felt confident.

 I felt confident, but he felt shy.

2. What were you **doing** / **do** when you saw the deer?

 I was putting out the campfire.

 I was building a campfire.

3. What did she do when she was **in** / **on** vacation?

 She learned how to dive.

 She won a competition.

4. What was he doing in the **morning** / **afternoon**?

 He was exploring a cave.

 He was identifying trees.

C Write.



1. What did the boy do when he was on vacation?

2. How did he feel when he learned how to dive?

3. What was the girl doing in the afternoon?

4. What was the mother doing when she saw the deer?

D Listen and write. Then act.



1. _____

2. Which way is the campsite?

No, thanks. I'd rather play video games.

E What can you do? Read and write the number.

| I can talk about... | |
|----------------------------------------------------------|------------------------------------------------------------|
| activities <input type="checkbox"/> | camping in the woods <input type="checkbox"/> |
| feelings <input type="checkbox"/> | making camp <input type="checkbox"/> |
| travel and trade <input type="checkbox"/> | plants <input type="checkbox"/> |
| Value I can be brave. <input type="checkbox"/> | Value I can be helpful. <input type="checkbox"/> |

| Key | |
|-----|------------------------------|
| ① | I need help with this. |
| ② | I can do this a little. |
| ③ | I can do this well. |
| ④ | I can help others with this. |

A Read. Then answer.  34

How Scouting Started

In 1908, Robert Baden-Powell was working in England when he wrote a book called Scouting for Boys. When boys and girls read it, many of them wanted to become scouts. The book showed them how to be safe and confident in the woods. They learned how to camp, hike, and find animal tracks. They also learned how to identify trees and build a campfire.

Today there are scouting groups in 218 countries. They teach camping, sports, and other activities. Scouting is now over one hundred years old, and more young people become scouts every year.



1. What did Robert Baden-Powell do in 1908?
2. How many countries have scouting groups?
3. What are three things scouts learned from Robert Baden-Powell's book?

B Underline the book titles. Then rewrite.

Underline the titles of books.

1. Robert Baden-Powell wrote Scouting for Boys in 1908.
2. In The Adventures of Tom Sawyer, a boy named Tom explores a cave.
3. Little Women is a story about four sisters.

C Listen and number.  35



D Talk with your partner. 

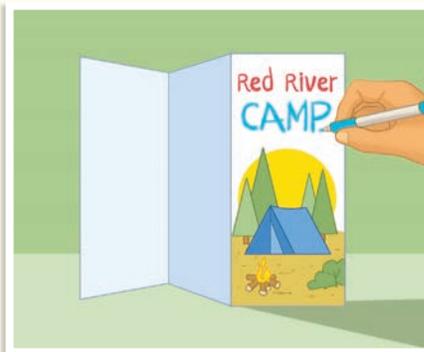
1. What do you do when you go camping or hiking?
2. What kinds of books do you like to read?



Project

Brochure

A Make a brochure.



1. In a small group, plan a camping trip or a vacation. Where are you going to go? What are you going to do? Discuss activities you can do on this trip.
2. Make a brochure for the trip. First, fold your brochure. On the cover, write the name of the camp or the vacation place. Then draw a picture of this place.
3. Draw pictures and cut out photos for the activities from Step 1. Glue them in the brochure. Write about them. Imagine that you took this trip and did these activities.

B Listen. Then talk about your trip.



What did you do when you were at camp?

How did you feel when you looked at the stars at night?

I saw a deer! I also built a campfire and roasted fish.

I felt sleepy.



Tip

Take turns talking in your group.

Home-School Link

What did your parents or grandparents do when they were your age? Did they ever go camping or go on vacation? What other activities did they do? Talk to your family about activities they like to do.