



## TEACHER'S GUIDE

### LESSON 15: WHAT IS CAMPING?

**Video summary:** Anna prepares what she needs to go camping and makes a list.

**Functional purpose:** Express order of actions—*first, second . . .*

**Grammar:** Questions with *which*

**Letters and sounds:** *X*; /x/ and /th/

**Numbers:** Ordinal numbers

**Questions:** *What is camping?*

**Key words:** *box, list, special, outdoors, indoors, fish, tent, cot, sleeping bag, grill, flashlight, hike, sing*

### PREPARE TO WATCH

#### Get students' attention

See the How-to Guide for more ways to do this.

- Ask: “Where do you sleep at night?” Note student answers.
- Next, if possible, show pictures of nature and pictures of people doing things in nature.
- Say and repeat with students: *indoors, outdoors*
- Ask: “Can you sleep outdoors?”
- Introduce the word *tent* and show pictures if possible

#### Connect to students' experiences

This can be done in native language or English.

- Tell students the objectives for the lesson.
- Ask students when they prefer to be indoors and when they prefer to be outdoors.
- Ask students if they have ever gone camping, or if they would like to, and why. Let them share any camping experiences they have had or know about.
- Ask students to think of things they might need for camping – list them, in English, on the board.
- Ask them what is good and bad about camping.

## Teacher's Guide Lesson 15: What Is Camping?

### Guess: What will happen?

- Give students a clue (a small piece of information) about the video story.
- Ask: “What will happen?”

### WATCH AND REVIEW THE VIDEO

#### Check understanding with specific questions (add your own as necessary)

- “Does Daisy go camping with Anna?”
- “What are the things Anna puts in her car for camping?”
- “How many things does Anna put in her car for camping?”
- “What are some things the children like to do when they go camping?”

#### Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words from the video.
- Ask students to say what happened in the video.
- Remind students that Anna makes a list of things to do in order (*first, second, ...*). Ask them what other things they sometimes must do in order. You can use their daily and/or weekly routines as examples.

See How-to Guide for more questions on the video.

## ACTIVITIES

### 1. Camping words

#### Set up/materials

- List of camping words and, if possible, pictures of camping items

#### How to

- Show the pictures of camping items and say the names of the pictured camping items and have students repeat. Repeat several times, repeating the names of items in the same order.
- Now point to names of items on the board or pictures, but in a different order. Say and repeat with students.
- Next, point to the names of items on the board or pictures in different orders, but do not say the word—students must say the word themselves.
- Continue, and vary how much time students have for responses; gradually increase the pace.

#### Variations

- Introduce more camping items and related vocabulary than what is seen in the video.
- Introduce some vocabulary items that are not used for camping and have students sort the camping items from the non-camping items. Also, include and discuss some items that some people think they need for camping, but other people do not (such as a folding table or small chairs). Then the class can vote on whether the items are needed for camping.
- Combine vocabulary words with simple sentences, such as *I need a tent* or *We have a tent* or *The tent is yellow*. Have students write and say the sentences.

### 2. Letter X

#### Set up/materials

- Write *X* and *x* on the board. Say the letter as you point at it and have students repeat the name of the letter.

#### How to

- Have students trace each letter in the air as you show how to write it.

## Teacher's Guide Lesson 15: What Is Camping?

- Say, "Big X" and write the uppercase *X*.
- Say, "Small x" and write the lowercase *x*.
- Have students practice writing *X* and *x* using the activity sheet.

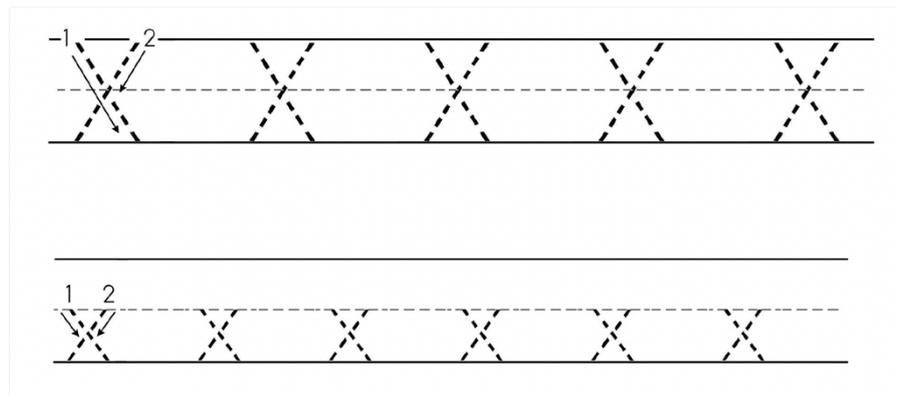
### Variation

- Have the students write the words *box* and *Max*.
- Teach the words *fix*, *fox*, and *wax* and have students write them.

**X** is for



**Box**



### **3. Sound of /x/**

#### **Set up/materials**

- Video where Anna is in her treehouse and says “A box holds things. It ends with *x* and makes the /x/ sound.”

#### **How to**

- Say the /k/ sound and have students repeat.
- Combine /s/ and the /k/ sound: /ks/, and have students repeat. Point out to students that the vocal cords do not vibrate.
- Say the “short e” vowel sound, as in the word *red*, and have students repeat.
- Combine “short e” sound with /ks/ to produce /x/. Have students repeat.
- Show students how to touch their voice box lightly with their fingers. Show and explain that the voice vibrates for the “short e” sound in /x/ but then stops vibrating for the /ks/ ending sound of /x/.
- Have students pronounce three times in a row quickly: “/x/, /x/, /x/”

#### **Variation**

- Ask students to start counting from one to 10. Tell them to stop when they hear the sound /x/ (*six*)
- Show the scene in the video where Anna is in her treehouse.
- Ask students what character in the video has the sound /x/ (*Max*).
- Ask students what other word in the video has the /x/ sound (*box*).
- For more advanced students, teach the word *excellent* and have them repeat it.

### **4. Sound of voiceless -th: /θ/**

#### **Set up/materials**

- Video where the host says “Camping is fun! But you need special things to go camping – like a tent and sleeping bag. A list can help you bring all the right things.”

## Teacher's Guide Lesson 15: What Is Camping?

### How to

- Show how to make the /θ/ sound (as in the first sound/phoneme of the word *thanks*) by gently placing the end of the tongue just past the edge of the lower front teeth.

Note: Do not have students bite down on the tongue with their upper front teeth, as this makes the pronunciation more difficult. Instead, teach students to gently compress sides of the tongue by partially closing the jaw and placing the tip of the tongue lightly and just at the edge of the front teeth (do not extend tongue far beyond the teeth). Show them how to do this.

- Practice pronunciation using the expression *thank you*. Have students share items such as pencils and notebooks, saying *thank you* each time.
- Practice with the word *thing* and counting:

Show three groups of objects. The first “group” has one object, the second has two objects, and the third has three objects. Point to each group and say, “One thing, two things, three things.” Have students repeat.

- Ask students which number from one to 10 has the /θ/ sound. (*three*)
- Practice by saying and repeating the numbers *three, 13, 30*. You can also include *third*.
- Now practice /θ/ at the end of words. Use words such as *teeth, bath, math*. Next, use some of the ordinal numbers from the video, such as *fourth, fifth, seventh, eighth, ninth, tenth*.
- For *sixth*, practice with *six*, reminding students of /x/ pronunciation, then combine /x/ with /θ/ to practice *sixth*.

### Variations

- Teach the words *thick* and *thin*. Have students find, make, or draw examples of the two words and then practice saying them with sentences such as, *My paper is thin, My book is thick, The wall is thick*.
- Teach the phrase *What are you thinking?* Say and repeat with students. Then, ask a few students to answer the question (in their native language when necessary). Then, have students ask other students *What are you thinking?* in English. Students answer in English or native language, as necessary.

## 5. Counting in order

### Set up/materials

- Blackboard, whiteboard, or screen; books or other classroom objects
- Video where Anna puts camping gear into her car

### How to

- Write the terms *first*, *second*, *third* on the board. Point to them and repeat with students.
- Demonstrate by doing three actions and using ordinal numbers to state the order. For example, say and do the following:

“First, I write the word *camping* on the board. (Write *camping*). Second, I write *fun*. (Write *fun*) Third, I write the sentence *Camping is fun*.” (Write *Camping is fun*.)

- Teach students how to write ordinal numbers and how to spell the names of them. For example:  
 $1^{\text{st}} = \textit{first}$     $2^{\text{nd}} = \textit{second}$     $3^{\text{rd}} = \textit{third}$
- Teach ordinal numbers *fourth* through *tenth*.
- Write the ordinal numbers  $1^{\text{st}}$  through  $10^{\text{th}}$  on the board. Say and repeat in order. Next, point to different ordinal numbers in random and have students say them.
- Prepare cards or have the students write the ordinal numbers ( $1^{\text{st}}$ ,  $2^{\text{nd}}$ ,  $3^{\text{rd}}$ , . . .) on small pieces of paper and write the words of the ordinals (*first*, *second*, *third* . . .). Put all the cards or pieces of paper into a basket and hat and have each student pick one. Then have students find the match ( $1^{\text{st}} = \textit{first}$ ,  $2^{\text{nd}} = \textit{second}$ ) for their paper.
- Show the video where Anna puts camping equipment in her car. The first time, play the video with the sound on. The second time, play with the sound off and have students say the order of things (“First is a tent. Second is a cot . . .”)

### Variations

- Have students follow a set of simple directions and use the ordinal numbers. For example, say and demonstrate:

“First, hold your book over the desk. Second, put your book under your desk. Third, put your book on the desk. Fourth, put your pencil on your book.”

- Next, have students give directions to each other using ordinal numbers.
- Have students stand in lines. Have them count off, saying, “I’m first, I’m second, I’m third . . .”

## Teacher's Guide Lesson 15: What Is Camping?

You can vary this activity by saying different subject pronouns. For example, after a student says, "I'm first," the other students can say "He's first" or "She's first." Or take a student out of the line and have that student point to one or more students in line and say, as appropriate, "You're third, you're fourth . . ." or "He's third, she's fourth . . ."

If you use two or more lines of students, all subject pronouns can be practiced: "I'm first, he's second, they're seventh, we're first, . . ."

- Review the days of the week and have students say and write sentences: *The first day of the school week is Monday. The second day is Tuesday . . .*
- Give directions for things students can try to draw. Say, "First, draw a circle. Second, draw an apple. Third, draw Max. Fourth, draw Daisy."
- Use lists of sports rankings by teams and/or individuals. For example, you can show the current rankings of football teams in different leagues. Students can practice saying and writing sentences such as "(Name of team) is first, "(Name of team) is second, . . ."

### 6. Read and Write

#### Set up/materials

- Give students a copy of the *Read and Write* activity sheet. You can also show the part of the video where Anna puts camping items in her car.

#### How to

- Read the first sentence on the sheet aloud but do not say the word students will write in the box. Ask students what word (*camping*) they will write in the box. After they answer, guide them as they trace over the letters to write the word.
- Continue in a similar manner with the next three sentences.
- Show the video where Anna puts camping items in her car. Then have students complete the lower portion of the activity sheet by writing the correct ordinal numbers in the boxes.

#### Variations

- Have students write in their notebooks the sentences on the activity sheet.
- Have students practice writing vocabulary words from this lesson such as:

*box, list, special, outdoors, indoors, fish, tent, cot, sleeping bag, grill, flashlight, hike, sing*

## **Teacher's Guide** Lesson 15: What Is Camping?

- Ask students to form pairs and take turns reading the completed words and phrases on the activity sheet.
- Choose two or three pairs to demonstrate their reading for the rest of the group.
- Play brief sections of the video without the sound and read the subtitles aloud. Then play the sections again and have the class or individual students try to read the subtitles aloud.



## READ AND WRITE

Sleeping and eating outdoors is called **camping**.

Anna keeps many things in her camping **box**.

Daisy says, "I am an **indoor** flower."

We sleep in a **tent** on a camping trip.

What does Anna put in her car for camping?

1. First is a tent. 
2. Second is a cot. 
3. Third is a sleeping bag. 
4. Fourth is a grill. 
5. Fifth is a flashlight. 

<https://learningenglish.voanews.com>



## 7. Listen and Speak

### Set up/materials

Give students the *Listen and Speak* activity sheet.

### How to

- Point to the top-right circular photo on the sheet, which shows children playing with a kite.
- Teach the word *kite*.
- Teach the phrase *play with a kite*. Say the phrase and have students repeat.
- Say and have students repeat the sentence *I want to play with a kite*.
- Show students that the verb *play* and noun *kite* are written on the bottom left of the sheet.
- Teach or review the question *What do you want to do?*
- Next, ask the question *What do you want to do?* and have students answer *I want to play with a kite*.
- Show students that they can complete the answer *I want to \_\_\_\_\_* with any verb on the activity sheet.
- Model a few more questions and answers with students, such as:

*What do you want to do? I want to sleep in a tent.*

- Next, add the ordinal numbers to the end of the question and have students repeat:

*What do you want to do on the first day? What do you want to do on the second day?*

- Have students work in pairs or small groups asking and answering questions using the activity sheet. The question can include ordinal numbers, but students will not typically use ordinal numbers in their answers. For example:

*What do you want to do on the third day? I want to swim in a lake.*

### Variations

- After they work with the activity sheet, have student pairs say their questions and answers for the class.

## Teacher's Guide Lesson 15: What Is Camping?

- Have pairs of students join other pairs, forming groups of four. The pairs compare their answers. Then tell each group to select one camping activity that they agree is their favorite. Have the groups tell the rest of the class what their favorite activity is. If a group cannot agree on which activity is their favorite, ask them to explain why they cannot choose a favorite.
- Students can practice completing the phrase *It's fun to \_\_\_\_\_* by using camping activities:

*It's fun to roast marshmallows.      It's fun to sleep in a tent.*

- Students can practice using the verb *can*:

*When I go camping, I can swim in a lake.      When I go camping, I can go fishing.*

**● LISTEN AND SPEAK**

With your partner, choose a day of your camping trip.

Ask each other like this:

Student A: What do you want to do on the first day of your camping trip?

Student B: I want to swim in a lake on the first day of my camping trip.



**Day 1**

First  
day

swim  
in a  
lake



**Day 2**

Second  
day



**Day 3**

Third  
day



**Day 4**

Fourth  
day



**Day 5**

Fifth  
day



**Day 6**

Sixth  
day



**Verbs:** play, sleep, sing, roast, fish, boat, hike, swim, walk, eat, row (a boat), fly (a kite)

**Nouns:** boat, campfire, lake, dog, music, tent, sleeping bag, grill, marshmallows, food, kite

**Day 7**

Seventh  
day



## LEARN MORE

### 1. What's in the box?

#### Set up/materials

- A box and cards or pieces of paper; photos or other images

You can use the box for different activities, such as vocabulary practice and stories. Although the box is not necessary for some activities, it can help increase curiosity and interest of students.

#### How to

- Vocabulary practice: prepare cards or large pieces of paper with vocabulary items, letters, or numbers written on them. Pull them out of the box one at a time and show them to students. They have to say the name of the number or letter; for vocabulary words, they have to say the word and/or use the word in a sentence.
- Write commands for activities on the cards or write questions on the cards. You can use content from different episodes of *Let's Learn English with Anna*. For example:

*Say the days of the week      Say the names of five animals      Count from one to twenty*  
*What can you see in a forest?      What is your favorite bug?      Where do you live?*

- Put several photos/pictures cut out of magazines or newspapers. Pull the photos out of the box one at a time. Students describe each photo. As each new photo comes out of the box, students try to build a story based on the photos, making sentences connecting each photo to previous ones.
- Have a student pull the cards out of the box and show and/or read them to the class. Before he or she pulls out a card, the class must say "What's in the box?"

#### Variations

- Use two boxes. In one, write the names of students on cards or pieces of paper. In the other, put cards with commands for activities or write questions on the cards. Have one student pull a name from one box and have another student pull a card from the second box. The student whose name is on the card must try to do whatever is indicated from the second box.

## **2. Planning a Camping Trip**

### **Set up/materials**

- A list of camping items; photos or other images of camping and nature; maps and/or a list of places to go camping; if available, large pieces of paper or posterboard and markers.

This activity can take place over several class sessions, as students might need extra time to learn the vocabulary and phrases necessary to be able to express their plans.

### **How to**

- Tell students to imagine a camping trip with their family and/or friends. Tell them they must plan the trip.
- In pairs or small groups, have students discuss and plan their trip. They need to discuss how many days the trip will last, where they will go, how many people will be going, and what they will need.
- Have students list (or choose from lists you provide) many of the things they will need for camping.

Have some students prepare the list of food, others prepare the list of cooking equipment, others the list of shelter (tent, sleeping pads, sleeping bags), clothing, containers, and the like.

- Teach vocabulary for the many items that are needed for a camping trip.
- Have students choose where they will go. These can be local places or places anywhere in the world. Use online maps or paper maps and brochures.
- Have each group decide what activities they will want to do during their trip.
- Have groups present their plans to the rest of the class.

### **Variations**

- Compare the lists each group made and discuss which group had the most items and which had the least. Students can discuss whether certain items are necessary.
- You can show students checklists of items used for camping. Students can discuss what is necessary for camping and what may be considered extra. Here is one example checklist:

<https://www.afar.com/magazine/the-essential-camping-checklist>

## **Teacher's Guide** Lesson 15: What Is Camping?

- Discuss the weather and how it can affect camping and the equipment necessary. This is a way to put vocabulary for weather in context.
- Ask students to share any real camping experiences they have had.
- Ask students to imagine a camping trip with a lot of problems or difficulties. Then ask them to talk about ways to deal with those difficulties.
- Show a series of photos of camping and nature and have students create stories based on the pictures and their imagination.
- Discuss how camping might differ between cultures. Discuss how technology has affected camping.

## CHECK UNDERSTANDING

### 1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

#### Questions:

1. On her camping trip, Anna sleeps in a \_\_\_\_\_.
2. On the \_\_\_\_\_ day of my camping trip I want to swim in a lake.
3. You can sing around a \_\_\_\_\_ when camping.
4. Anna puts her camping things in a \_\_\_\_\_.

#### Answer key:

1. tent
2. second
3. campfire
4. box



# QUIZ

1. On her camping trip, Anna sleeps in a .



2. On the  day of my camping trip I want to swim in a lake.



3. You can sing around a  when camping.



4. Anna puts her camping things in a .



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## 2. Planning a week of fun

### How to

- Write two headings on the board: *indoors* and *outdoors*
- Ask students to think of enjoyable things they can do indoors and/or outdoors. Students list as many activities as possible under each heading.
- Ask students to also think of activities they can do both indoors and outdoors, such as reading a book. Have students list these under each heading.
- Now put students into pairs or small groups.
- Tell students that they will make a schedule of a week of enjoyable activities. Each day of the week will have three to five activities. Some of the activities should be indoor activities and some should be outdoor activities.
- For each day, students will use ordinal numbers to plan the activities. For example:

*First, we can walk to the park.*

*Second, we can play football.*

*Third, we can eat a snack.*

*Fourth, we can draw.*

*Fifth, we can watch a video.*

### Variations

- After each group presents their schedule, students can vote on their favorite activities. They can discuss which ones they prefer and explain their choices.
- More advanced learners can use a variety of verbs for their sentences. For example:

*First, we want to go to the park.*

*First, we could go to the park.*

*First, we will go to the park.*

*First, we're going to go to the park.*

- For more advanced learners, students can pretend the week already happened. They can use past tense and make up a story about the things they did each day.

## Teacher's Guide Lesson 15: What Is Camping?

### 3. Find the words that are both nouns and verbs

#### Set up/materials

- A handout with the text below, or write the text on the board

#### How to

- Tell students that some words in English can be both nouns and verbs. (You can refer to lesson 12, *How Does a Garden Grow?*, which gives examples such as *plant* and *garden*). Give a few examples such as *hand*, *glue*, *dance*, *film*
- Have students circle the nouns and underline the verbs for these words: *camp*, *hike*, *fish*, *boat*.

I love to camp. Every summer my family goes camping in the woods for one week. At the camp site, we do outdoor activities. We fish and hike. One summer during a long hike with my older brother, we found another camp with lots of kids my age. That was fun! We hiked part of a trail together and fished in a big lake. We fished in a boat. Boating is so much fun! I caught three big fish! I carried them all the way back to our camp.

#### Variation

- Make a list that mixes words that can only be verbs, such as *go*, with words that can be both nouns and verbs, such as *fish*. Have students try to sort the words into two categories, *verb-only* and *both-noun-and-verb*. After they have sorted their words, have them compare lists with a partner and then discuss with the whole class. Next, have students make some sentences based on the *verb-only* verbs and some sentences where the verb can also be a noun.