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Scope and Sequence

Look and Remember

p. 4

Vocabulary

Grammar

Celebrations, musical instruments, nature, technology, food

What did you do last weekend?

We ate some Chinese food and listened to some music.

What are the girls doing in the photo?

Do you ever go to parades like this?

Making Contact



Vocabulary

envelope, letter. mail (verb), mailbox, postcard, post office,

Reading: bury, magazine, newspaper, object Grammar

Have you ever swum to a post office? No, I haven't.

Has your sister ever been to Antarctica? No, she hasn't.

I've never seen a penguin. It's been underground for fifty years. It's been underground since 1970.

Skills

Listen to a report about unusual post offices. Read about time capsules.

Write an e-mail to a pen pal.

▶ Learn and speak about how animals communicate.



Think about your cultural identity.

Life on the Road p. 17



carpet, electricity, fire, pillow, pot, refrigerator, shelf,

Reading: geography, languages, leave

The nomads have arrived at their camp. They slept in the desert every night. They've already visited more than eighty countries.

They haven't finished their trip yet. They've just left Dublin.

Listen to a description of Tuareg nomads. Read about the Zapp family.

Write a biography of your hero.

Learn and speak about trips people have been on.

Respect other cultures.

Function 1 Leaving a message p. 25

• School Trip 1 The Cave Art of France p. 26

What were you doing at 9:30 a.m.?

She was looking for a toy when she

Review 1: Units 1-2 p. 28

Listen to a report about the Naadam Festival in Mongolia.

Read about the Polgár sisters.

Write a short story about a sports competition.

▶ Learn and speak about life in Mongolia.

Challenges p. 29



competition, prize, race, rider, stadium, take part, win, winner Reading: blind, board, chess, pieces

I was sitting in the classroom. found a chessboard.

VALUE Work hard.

What's on Your Plate? p. 37



butter, cookie, flour, honey, pepper, salt, sugar, yogurt Reading: delicious, fork, knife, prepare, spoon

People hold a frying pan with a pancake in it.

They throw the pancake up into the air. The people who work at the restaurant teach the children.

It's a restaurant where the children are the cooks

This is the pizza that I cooked.

Listen to a description of pancakes around the world.

Read about a restaurant where the children

Write a café or restaurant review.

Review 2: Units 3-4 p. 48

Learn and speak about school lunches.

Listen to information about the harpy eagle.

Write an animal fact file about a polar bear.

Read about vaks and where they live.

VALUE Eat healthily.

The **Animal** Kingdom



Reading Extra 1 The Story Behind the Marathon p. 46 beetle, butterfly,

eagle, insect, mammal, mouse/ mice, plant, snake, tortoise, wina

Reading: adapted, furry, thick fur, view

A harpy eagle is heavier than a golden

The ostrich is the biggest bird in the world. A harpy eagle's wingspan is as long as **()** Learn and speak about giraffes.

A lion isn't as fast as a cheetah It's too cold for most animals. There isn't enough food. The lion isn't fast enough.

Understand nature.

Helping the Environment p. 57



collect, garbage can, keep, light, plastic, recycle, reuse, throw away, turn off, turn on Reading: land, make sure, plant (verb), take care of

The children used to keep their books in old plastic bags.

This place didn't use to have many animals.

Did he use to live in the forest? Yes, he did.

Listen to a report about recycled bags in South Africa

Read about "The Forest Man of India." Write questions and answers for a "How green are you?" quiz.

Learn and speak about helping the

Help the environment.

Function 2 Ordering food in a restaurant p. 65 () School Trip 2 The Galapagos Islands: Deep Sea p. 66

Review 3: Units 5-6 p. 68

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Life in **Space** p. 69



Vocabulary Grammar

astronaut, land, orbit, planet, rocket, solar system, space, spacecraft, take off Reading: float, gravity, muscle, pull, sleeping bag

Some scientists think people will live on Mars.

Life on Mars won't be easy. What are you doing this weekend? I'm visiting the Hong Kong Space Museum.

Skills

Listen to a report about Mars. Read about life on the International Space

Write an informational text about Venus.

▶ Learn and speak about a NASA engineer.

Give and share.

Come to the Show! p. 77



act, audience, end, fairy tale, get married, king, queen, stage, theater, traditional

Reading: acrobatics, hoop, life, perform, problem

The queen is going to live in the mountains He isn't going to play soccer tonight.

Are you going to go cycling this weekend? Yes, I am. I think he's going to fall. We're going to enjoy the show.

Listen to a radio program about water puppet shows in Vietnam.

Read about the "Circus for All." Write a script.

Dearn and speak about shows.

Work together.

Game 2 p. 85

Reading Extra 2 The Hunter and the Tortoise p. 86

Review 4: Units 7-8 p. 88



flashlight, hill, pond, skis, sled, snowboard, stone, stay, stream Reading: become gas, experiment. happen, rise

If you like animals, you'll love Serengeti National Park. If we don't walk up the hill, we won't see the beautiful view. If you put the bowl outside, what will

happen to the water? It'll get warmer.

Listen to a program about national parks around the world

Read about an outdoor science experiment. Write a short report about a trip.

▶ Learn and speak about National Geographic Explorer Bertie Gregory.

VALUE Be active.

Help! p. 97

The World

Outside

p. 89



bandage, Band-Aid™, break, compass, cut, fall down, first aid kit. fog/foggy, mountain rescue team, storm whistle

Reading: ambulance, death, patient

cool, glass jar, heat,

look like, metal pan,

mix, pour, wooden

natural, pearl, rare

Reading: jewel,

spoon

It might be dangerous. It may get colder later. You could get lost in the dark. She has to go to the hospital. I don't have to go to the hospital. Her friend had to call an ambulance.

I didn't have to call an ambulance.

Listen to a description of the Lochaber Mountain Rescue team.

Read about Flying Doctors Nigeria.

Write a newspaper story about something that happened at your school or in your town.

▶ Learn and speak about the emergency services

VALUE Stay safe.

Water, oil, and sugar are put into a

burn, cardboard box.

larae pot. How are most pearls made?

Listen to a description of how a traditional The mixture is poured into metal pans. Bahraini candy is made.

> Read about how pearls are made. Write a description of a favorite possession.

The pearl isn't taken out immediately. PLearn and speak about how a traditional Japanese food is made.

Think about where things come from.

Discoveries p.117

How Is It

Made?

p. 109



east, invent, invention, magnet, navigation, needle, north, sailor, south,

Reading: breathe, design, sink

The first compasses were used more than a thousand years ago.

A needle was put in the middle of a piece of wood.

When was the Titanic discovered? What was designed by Bartolomeu Lourenço de Gusmão?

Listen to a report about navigation and the ancient Polynesians.

Read and answer a history and geography auiz.

Write an article about an invention.

(Learn and speak about inventions and discoveries.

Be curious.

Game 3 p. 125

Reading Extra 3 Aboriginal Art p. 126

Review 6: Units 11-12 p. 128

Look **Further**

One More Look p. 129 • BONUS School Trip Greenland p. 130 BONUS Reading Extra Sand and Stone p. 132 BONUS Game p. 134

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Introduction

The World Is an Amazing Place

See something real

Children are naturally questioning and curious. They have an enormous appetite for learning about the world. Look taps into this curiosity by providing a window into a fascinating world of real-life stories from diverse places and cultures: the Naadam festival in Mongolia, an unusual restaurant in the Netherlands, and a circus school for young people in Colombia. In each case, the topic is then related back to students' own lives and experiences in personalization activities: what festivals are in their country? what restaurants do they know about? what shows do they like to watch? These real-life stories enhance the child's learning experience by:

- stimulating them with amazing facts about the world
- giving a meaningful context to the language learned
- making learning more memorable
- nurturing a spirit of open-mindedness and interest in others
- providing an opportunity for follow-up work on stories of particular interest

You don't need to worry about unfamiliar content. We have included background information in the teacher's notes on each real-world story and guides to the pronunciation of any names that are unfamiliar. Our hope is that you, too, will be inspired by these stories and then extend each topic. For example, getting students to find out more about life in Mongolia, planning their own restaurant, creating a program for a school show, and so on.

Get up close

As with every National Geographic Learning course, Look contains stunning photos. The photos are not just cosmetic. Each relates closely to the specific topic and is intended to warm students to it and to stimulate discussion. These opening photos are always accompanied by discussion questions for students. You can ask questions with any of the photos in the book, eliciting and revising items of vocabulary from previous lessons such as colors, clothes, objects, numbers, and actions as you go. Ask questions, such as: Where are they? How many people do you see? Girls or boys? What color is his shirt? Or, better still, encourage students to ask each other questions. You will find extra information about these photos in each lesson in the About the Photo box in the Teacher's Book. It is fine to tell your students more about the background to the photo in their first language. You can also return to these photos and use them as prompts for recalling words.

Make connections

We have included a range of video types in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The Lesson 7 videos in even units comprise recordings of children from around the world, describing their experiences. These interviews, interspersed with footage of the places and things they describe, feature the children answering questions about how the topics in the book relate to life in their countries: the food they eat, how they help the environment, the shows they watch, and so on. In this way, they give a fresh perspective on the topic. The Lesson 7 videos in odd units comprise documentary-style footage that relate to the unit topics.

Another video strand is the School Trip videos. These center on visits to exciting places—the Galapagos Islands, Patagonia National Park—and provide a springboard for students to do their own mini-projects. After doing the activities on the page, you can try other techniques with these videos, such as:

- turning the sound off and getting students to provide some commentary or narration
- pausing the video and asking students to remember what happened next
- asking students to watch and list different things they see (for example, colors or geographical features)

Learn about the world and its stories

Each level of Look contains four extensive reading texts (Reading Extra). They are an opportunity for students to enjoy reading about the world rather than practicing language (although they do, of course, recycle language previously taught). Two of the reading texts are nonfiction (for example, Aboriginal Art) and two feature fables from around the world (for example, Sand and Stone). In both cases, there is opportunity for motivating follow-up activities. For the former, students can try to find out more about this subject at home and bring their ideas (or pictures) to the next lesson. For the latter, you can help students to dramatize the story (with actions or words, or both) or ask them to draw a scene from it. The fables also contain important moral lessons with universal significance, such as the importance of forgiveness in Sand and Stone. You may also choose to discuss the moral of these stories with your students in their L1.

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Making Teaching and Learning a Joy

Songs and chants

Songs and chants are an important resource in any primary language learning program because their repetition and rhythm make them memorable. They're one of the best ways of providing language input for children. Children learn the words and structures along with the rhythms and patterns of the language. The chants and songs in *Look* are catchy and fun, and designed to help you present and recycle language in a motivating way. Songs and chants are also opportunities to develop learners' listening skills in general.

SONGS The best way to learn the songs is to listen to the recorded version and sing along to it. You shouldn't worry if your students don't pick up the song immediately. Each student will learn at his or her own pace. Students can start by clapping to the rhythm and humming the tune, and then focus on the chorus or the most memorable lines, building up to finally singing the whole song. This is how we learn songs in real life. When students are confident with a song, they can sing along with the instrumental version.

CHANTS The best way for students to learn a chant is by listening to it and then chanting along to the recorded version. But you can help students by building up the chant line by line, or chunk by chunk. For example:

Repeat after me: There's... / There's a time capsule... / There's a time capsule in my garden.

Many of the songs and chants in *Look* come with stepby-step instructions for simultaneous actions. These help students grasp the meaning of the words, while providing opportunities for full body movement and exercise—a necessity in any primary classroom.

Teachers are offered plenty of extra ideas for creative activities based on the chants and songs in *Look*. For example, you could ask your students to work in groups and write a new verse or to record each other's performances. Other activities suggested in the Teacher's Book include:

- creating and acting out a short play based on a chant
- replacing rhyming words in a song with students' own ideas
- designing a poster about a place featured in a song

Games

There are four games lessons in *Look*. Children love playing games. A good game can make a lesson a fun, memorable event in the students' day. As well as consolidating learning, games can give lessons a boost in energy and enjoyment, and stimulate students to use English freely—but only if they are set up well. Here are the key ingredients to a successful game.

Preparation: Make sure any materials, such as counters and slips of paper, are ready before the lesson. There is always a list of materials at the beginning of each lesson.

Clear instructions: The Teacher's Book provides a clear procedure for how to set up each game, by illustrating what to say, explaining what to do on the board, demonstrating a dummy round, and doing examples with the class beforehand.

Monitoring: Once students start playing, it's crucial that you check that students are following the rules and using English correctly.

Variety: This level of *Look* features a variety of game types: a language revision game, a "spot the difference" game, *Snakes and Ladders*, and a memory-based board game.

Clear language objectives: Games should be fun, but in the English class, they must also help us meet our language goals. The games in Look encourage students to think about the language they have recently learned and practice it in an engaging and safe environment. You need to bear in mind these objectives from start to finish, provide students with the English they need, and correct errors where appropriate. Look games ensure students are using real English without detracting from the primary objective of winning!

Values

An important feature of *Look* is the attention it places on values. Besides being embedded throughout the materials, there is an explicit focus on one key age-appropriate value in every unit. Values education creates a healthy and often joyful learning environment, helping children develop social and relationship skills that last into adulthood. As students engage with positive values, they are equipped with attitudes and behaviors for success at school and beyond.

The values are reviewed and consolidated through fun and motivating activities in the corresponding unit of the Workbook.

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A Multi-Strand Approach to Assessment

Exam practice

This level provides preparation and practice for the *Cambridge English Qualifications, A2 Flyers* test. *Look*Student's Book and Workbook include tasks that represent all the different parts of the exam. Practice is focused on enabling students to master techniques which will allow them to perform at their best in formal assessment situations. These tasks give students the opportunity to familiarize themselves with each of the task types that appear in the exam and make connections to their own lives in order to build both their interest and confidence. A complete practice exam is included at the end of the Workbook.

Building young learners' confidence

To help students be less anxious and to relax in an exam situation, this Teacher's Book incorporates a range of strategies to build confidence, motivate, and make exams feel less scary. These strategies include activities to:

- Personalize These activities ask students to connect the context or situation of the task to their own lives. This allows them to see the relevance of what they are doing to real life
- Collaborate These activities allow students to prepare tasks together both to learn from each other and to give them the support they need before they have to "perform."
- Help My Friend This encourages students to focus on what they can do well and to allow them to use these skills and competences to help teach and support their classmates, enabling the class to develop a pool of skills and knowledge.
- Reflect These activities give students time to check and consider their answers together so that they can reflect on the process they went through and look at how they can improve. This helps develop self-regulation and autonomous learning in young learners.
- Second Chance These activities are suggested especially for productive tasks so that they give students the opportunity to be successful in these performative parts of the exam. Once students have had some feedback and have considered their performance, they can repeat the task successfully to build confidence.
- Own It! These are tasks which ask students to start
 developing their own short tests in some way. This allows
 them to understand what tasks are testing and how they're
 testing it. It also shows that testing is not scary but can be
 fun with their classmates.

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Formative assessment and feedback

Young learners need the support of constant feedback on their learning and progression in order to motivate them. To help teachers with this, we have included a framework for managing formative assessment and feedback on page 142. This framework outlines how each performance objective for the level can be assessed informally by you across the term or year. It suggests a range of feedback techniques and remedial activities that will support students' progression in each objective. The framework and photocopiable Student Log allow you to keep an objective, evidence-based record of each student's progress that you can use with the students themselves, their parents, or other stakeholders. You can also download the Student Log from the website.

Assessing productive skills

It may help you to use the assessment criteria applied in the Cambridge English Qualifications as these have been extensively trialed to match realistic performance expectations for young learners. These are available in the Handbook for teachers on the Cambridge Assessment English website. The criteria can be overwhelming for students to process, so it is suggested that you apply individual criteria to each task as appropriate and work with one criterion at a time to allow young learners to focus on one feature of language.

- Speaking The three assessment criteria for the Speaking exam are Vocabulary & Grammar, Pronunciation, and Interaction. In the different Speaking practice tasks, these are broken down so that one criterion is included with each task throughout the book. Advice is also given on how to apply each criterion as you complete the specific task.
- Writing In Part 7 of the Flyers Reading & Writing exam, students write a short story based on three pictures they are given. The practice writing task includes guidance on how to approach this, but students need to be reminded that their answers must represent what they can see in the pictures (accuracy of description) and that they need to write clearly. The story students write is assessed on:
 - whether their story describes a progression of events that are connected to each other
 - how far their story is based on all three of the pictures
 - whether their response is comprehensible in terms of grammar, vocabulary, and orthography

A very important long-term learning point here is ensuring that students understand that they must address the task given and not invent their own ideas.

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Unit Opener

Every unit starts with a full-page photo which stimulates students' interest in the topic and provides opportunities for discussion.

A high-impact photo engages students' interest. The About the Photo section in the Teacher's Book allows you to satisfy your students' curiosity about the photo.



Students see places from all around the world and learn about life in other countries.

Questions stimulate discussion about the unit topic.

Look at the photo. Discuss the questions.

1. What's happening in the photo?

2. What other products do factories make? How many can you think of?

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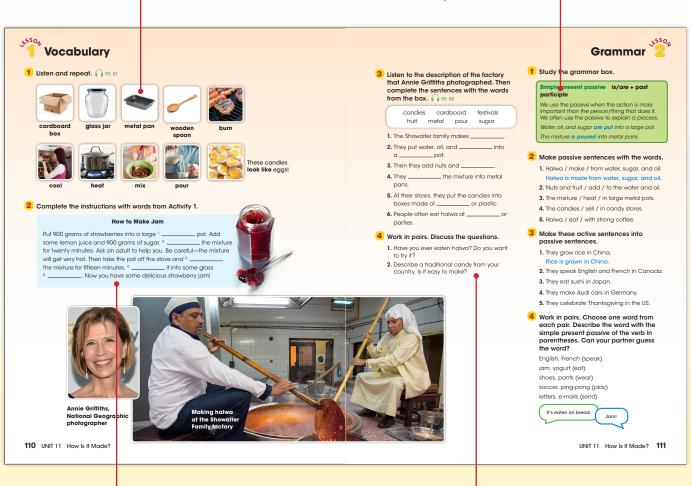
Vocabulary and



The vocabulary and grammar lessons are stand-alone lessons that are thematically linked. Students hear some of the target vocabulary recycled in a listening text. The listening text also contextualizes the target grammar from Lesson 2.

Target vocabulary has been benchmarked against wordlists from international exams and the CEFR.

Target grammar is presented in the grammar box, and then practiced in one or two controlled practice activities. The final activity is more open and productive.



Students practice the target vocabulary in context.

The final vocabulary activity is a discussion activity, and the topic is related back to students' own lives and experiences.

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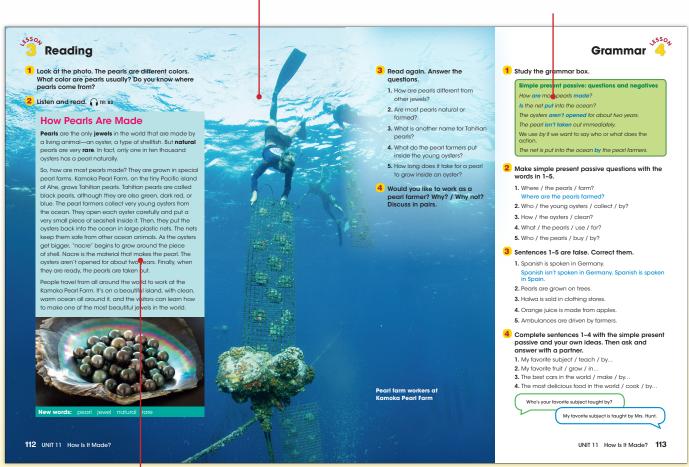




The reading and second grammar lessons are also stand-alone lessons. Students learn about the world as well as learning vocabulary and grammar that they then use to discuss the topics.

A high-impact photo brings the real world into the classroom and provides further practice opportunities.

Target grammar is contextualized in the reading text, presented in the grammar box, and then practiced in controlled and more open activities.



The reading text is about the real world. All the reading texts are recorded, so students can listen and read simultaneously.

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5 Chant and 6 Writing

The chant or song pulls together all the language threads of the unit in a fun and active way. Each writing lesson features a different text type and focuses on its features.

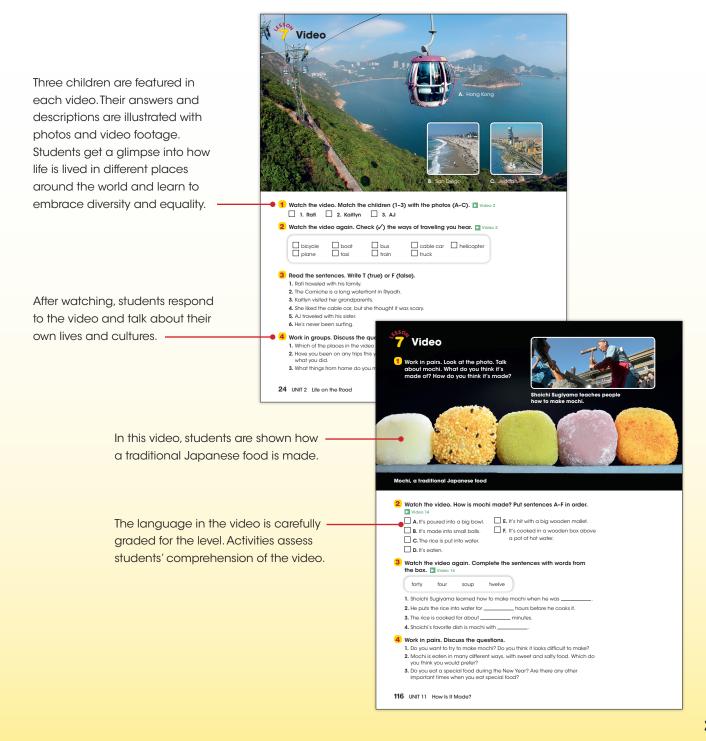


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Video

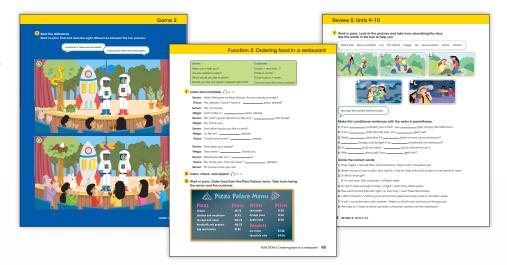
In the even unit videos, children representing twelve different countries are interviewed about their lives and cultures. In the odd units, students learn more about the unit topic through a documentary-style video.



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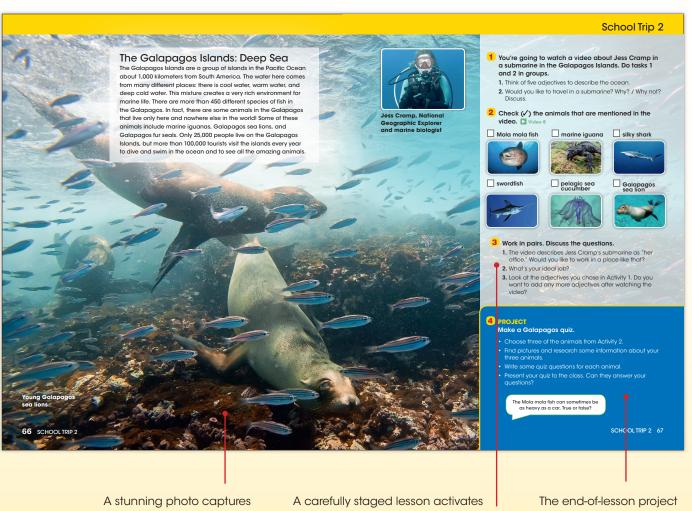
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There are five types of modular lessons that sit outside the unit structure. The one-page lessons are Game, Function, and Review. The two-page lessons are School Trip and Reading Extra. Examples of these are shown on these two pages.



School Trip

The four video-based School Trip lessons take students to the four corners of the Earth without leaving the classroom!



students' interest.

students' prior knowledge (Activity 1), works on comprehension (Activity 2), and encourages discussion (Activity 3).

is often a creative activity that allows different students to shine in mixed-ability classes.

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Reading Extra

The four extensive reading lessons comprise two real-world texts and two fables. The fables are traditional stories, variations of which exist in many cultures. They often have important moral lessons with universal significance—in this case: the importance of keeping promises.



See the complete list of Student and Teacher components for *Look* on the inside back cover.

Exam task types are represented throughout the Student's Book. The accompanying teacher's notes offer guidance on assessment criteria and suggestions for boosting students' confidence.

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Look and Remember

In this unit, students will:

- review vocabulary from Level 4.
- review grammar from Level 4.
- discuss activities in the past.
- write a short story about a photo.

Twenty-First Century Skills

Collaboration

Work in pairs to add words to lexical sets, Lesson 3

Communication

Ask and answer questions about past activities, Lesson 1

Creativity

Write a short story about a photo, Lesson 2

Critical Thinking

Determine if sentences about a photo are true or false, Lesson 2



Look and Remember

In this lesson, students will:

- talk about celebrations and music.
- review the simple present and the present progressive.
- review the simple past.
- · ask and answer questions about past activities.

Resources: Worksheets 5.0.1–5.0.3, Classroom Presentation Tool, Workbook pp. 4–5, Workbook Audio Track 1, Online Practice

Materials: a small, soft ball

TEACHER TIP

The beginning of a new term is an ideal time to come up with a list of classroom rules with your students. If you involve them in this activity, they will feel that they share the responsibility for maintaining good behavior in the classroom. Say Let's make some rules about our English class together. You can help me! I'll start. Write the first rule on the board:

1. Always listen to the teacher.

Elicit more ideas and write them on the board. Use key words and phrases to prompt ideas, such as *raise hands*, *homework*, and *kind*. Have students copy the rules into their notebooks. Then have them design a mini poster for the classroom or to keep in the back of their books.

Warm Up

• Write the following categories on the board: music, sports, home, family, school, and hobbies. Say Welcome to your English class! Let's play a game. Hold a ball up so that students can see it. Then throw it up in the air and catch it. As you catch it, say My name is... Then point to one of the categories on the board and say something personal about it. For example, point to music and say I love listening to music when I get up in the morning. Toss the ball to a student and have that student stand up. Prompt him/her to say his/her name and to give one personal fact. Point to

- a category, to elicit a fact related to that category, or allow students to choose a category themselves.
- Once all students have had a turn, have one student stand up. Use gestures to indicate the student, say his/her name, and repeat the fact that he/she gave. Then have that student choose another student and try to remember the name and fact that he/she gave. Continue around the class.



- Use the Photo Have students open their books to pp. 4–5. Draw their attention to the photo. Ask What do you see?

 Girls or boys? (girls) What colors are they wearing? (pink, silver, and red) Do you think it's a special day? What do you think they're doing? Give students a couple of minutes to discuss this last question in pairs. Then invite one or two students to share their ideas with the class. Don't tell them if they are wrong or right yet.
- Have students look at the top of p. 5. Read aloud the instructions. Say Let's find out about the photo! Read aloud the beginning of the first sentence: My family is Chinese and we... Then pause and ask Live or living? Have students raise their hands to show which option they think is correct. Give the correct answer. (live) Say We need a form of the verb be—am, is, or are—before living. There's no verb be, so we know the answer is live, not living.
- Have students complete the activity individually. Have students compare their answers in pairs then do a wholeclass check.
- Extra Challenge Have students write three sentences to describe a party they recently went to. Say *Remember to use the simple past*. Model some simple sentences. For example, say *I went to a party. I ate some great food*. Then have students work in pairs to compare their sentences.
- Extra Support Before students start the activity, review some of the key language that appears in the text. Use the photo to elicit the words bang drums and traditional clothes. Ask Do you like listening to drums? Write the base forms see, go, eat, and give on the board. Elicit the simple past forms. (saw, went, ate, gave)

LOOK AND REMEMBER

4a

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Read aloud the instructions. Go through the first question
with the class. Write the complete question on the board.
Draw attention to the word order for questions. Underline the
words are and doing. Say This is the verb: are doing. Circle
the words the girls. Say This is the subject: the girls.

What are the girls doing in the photo?

- Have students complete the questions individually. Check
 the questions as a class. Then have students ask and
 answer the questions in pairs. Invite one or two students to
 tell the class what they learned about their partner.
- Extra Challenge Write the following prompts on the board: the girls in the photo / play the violin? you / live / in Paris? what / you / usually / do / on weekends?

Have students make three additional questions with the words. Then have them ask and answer the questions in pairs.

• Extra Support Remind students to add -s to the third person form of the simple present. Also remind them to use be with the -ing form of the verb for the present progressive. Write the following verbs on the left-hand side of the board: play, write, and put. Write the following pronouns on the right-hand side: I, you, he, we, and they. Point to a pronoun and then a verb. Elicit the correct simple present and present progressive forms, for example: He writes. He's writing. Then write two headings on the board: Usually and Now. Draw a little stick figure with a broken leg and a crutch on the board. Point to it and say This is Tim. Poor Tim! Tim usually rides his bike to school, but today he's going on the bus. Write Tim rides his bike. under the Usually heading. Write Tim is going on the bus. under the Now heading. Then ask:

Does Tim usually go on the bus to school? (No, he doesn't.)

Is he riding his bike to school today? (No, he isn't.)

Point to the Usually heading. Say This is the simple present.

We use this when we talk about habits, things we do every day. Point to the Now heading. Say This is the present progressive. We use this when we talk about things happening now.

Optional Activity

Have students work in pairs. Tell them to imagine that they
are news reporters, reporting live from the parade at City
Hall. Have one student be the news anchor. He/She is in the
TV studio and introduces the news program. Have the other
student be the reporter. He/She is at the parade. Write the
following sentences on the board to get students started:

News Anchor: Hello and welcome. Today we have a news report from...

Reporter: Hello. I'm at City Hall, in...

 Put students in pairs. Give them seven or eight minutes to discuss their ideas and practice their reports. Then invite different pairs to perform their news reports for the class.



- Read aloud the instructions. Say Read the whole text first before you begin to complete it. Give students a minute to read the text. Then ask a couple of quick comprehension questions. For example, ask What's the text about? (a party) What did they eat at the party? (good food and a cake)
- Have students complete the text individually. Check answers as a class.
- Extra Challenge Have students write three more simple past sentences with verbs from the box. In pairs, have them read aloud their sentences, leaving a blank where the verb should be. Tell their partner to guess the missing verb.
- Extra Support Go through each verb in the box first, eliciting the simple past forms: bought, ate, went, had, made, played, and tasted. Write them on the board. Ask Which two verbs on the board are regular simple past verbs? (played, tasted) Leave the words on the board for students to refer to as they complete the text.



- In pairs, have students ask and answer questions about their weekend. Remind them to use the simple past. Have two students read aloud the exchange at the bottom of the page. Go through the phrases in the box. Elicit additional ideas. Write students' suggestions on the board. Model the activity: gesture to a student, point to one of the suggestions on the board, and ask, for example, *Did you visit your cousins last weekend?* Elicit a response. (Yes, I did./No, I didn't.) Have students continue in their pairs.
- Extra Challenge Have students ask Wh-questions to find out more information about their partners, for example: What did you eat? Where did you eat it? Who made it? Then have them switch partners and tell their new partner about their first partner's activities. For example: Last weekend, Jun had meatballs at his aunt's house. His cousin made the meatballs...
- Extra Support Review the formation of simple past questions. Write an affirmative sentence on the board: *You played soccer.*

Below this, write the example question on the board: Did you play soccer?

Point out the change in word order and the use of *Did* to introduce the question.

Wrap Up

• With books closed, read aloud the following sentences about the photo on pp. 4–5:

There are girls and boys in the photo. (F)
The people in the photo are laughing. (F)
They're wearing pink clothes. (T)
They're standing inside a building. (F)
Some of the girls are wearing white gloves. (T)
They're playing musical instruments. (T)

Have students stand up if they think the sentences are false and stay seated if they think the sentences are true. Finally, have students open their books and check their answers.

Additional Practice: Workbook pp. 4–5, Worksheets 5.0.1–5.0.3, Online Practice

5a LOOK AND REMEMBER

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Look and Remember



1 Look at the photo. Then read the text and circle the correct words.

My family is Chinese and we ¹ (live) / living in Paris, France. My favorite time of year is February, when we celebrate Chinese New Year. Many streets in Paris ² (put) / do up decorations and there are a lot of parties.

Last year we ^{3.} see / (saw) a parade at City Hall. There were many girls in beautiful pink ^{4.} sneakers / (traditional clothes). They walked along the road and they banged on big ^{5.} violins / (drums) very loudly. After the parade, we ^{6.} (went) / going to a party at my aunt's house. We ate ^{7.} (some) / any Chinese food and listened ^{8.} at / (to) some Chinese music. Then my aunt ⁹ (gave) / had presents to all the children.

- Complete the questions with the simple present or the present progressive. Then ask and answer the questions in pairs.
 - 1. What <u>are the girls doing</u> (girls / do) in the photo?

 (They're playing music and they're waying red streamers.)
 - (They're playing music and they're waving red streamers.)
 2. Are they dancing (they / dance)? (No, they aren't.)
 - 3. Do you ever go (you / ever / go) to parades like this?
 - 4. Do you like (you / like) Chinese food?
 - 5. What do your parents do (your parents / do) for the New Year?
- 3 Complete the text with the simple past of the verbs from the box.

buy eat go have make play taste

Last weekend, we 1. ____had ___ a party at my house. In the morning, we 2. ____went ___ to the store and we 3. ____bought a lot of good food. In the afternoon, I 4. ____made __ a cake for the party. At the party we 5. ____played ___some games!

Then we 6. ____ate ___ the cake. It 7. ___tasted ___ really good.

What did you do last weekend? Ask and answer in pairs. Use the ideas from the box and your own ideas.

play soccer go to the park eat some good food listen to music watch TV

Did you play soccer?

No, I didn't.

LOOK AND REMEMBER



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In this lesson, students will:

- talk about outdoor activities and technology.
- review questions and answers in different verb forms.
- · review expressions of quantity.
- review object and possessive pronouns.
- write a short story about a photo.

Resources: Audio Track 1, Classroom Presentation Tool, Workbook pp. 6–7, Workbook Audio Track 2, Online Practice

Materials: photos of people doing outdoor sports from magazines or the Internet

TEACHER TIP

Praise is one of the most powerful tools for teachers, but it must be used meaningfully. If students are praised all the time, even when they are not trying hard, the praise becomes devalued and meaningless. When you want to give out praise, be specific and make it clear what you are praising. This will help students to recognize what they are doing well and will encourage them to continue.

Warm Up

- On the board, write your own personal answers to the following questions: What's your favorite animal? What's the name of your pet/family member? What's your favorite sport? Where do you like to go on vacation? What do you like doing in your free time? What color are your eyes? What's your favorite city? When did you start teaching at this school? Don't write the questions on the board—just the answers. Number them from 1-8. Then say These are the answers to some questions about me. You can see the answers. Can you guess what the questions are? Point to the first answer—for example, lion—and ask What's the question? Elicit the correct response. (What's your favorite animal?) Then, in pairs, have students guess the questions for the rest of the answers.
- Give students two minutes to discuss their ideas. Then ask different pairs for their suggestions.
- If you wish, have students continue to play the same game in pairs. Have them write the answers only, not the questions, and then challenge their partner to guess the questions.



• Use the Photo Have students open their books to pp. 6–7. Draw their attention to the photo. In pairs, have students think of nouns and adjectives to describe it. Give them two or three minutes. Then ask different pairs to read aloud their words. Elicit the word climber if this isn't mentioned by any students; point to the men and say They're climbing on the mountains. They're... Point to the drone and ask What's this called? If students have difficulty, write it in scrambled form on the board as a clue: r n o d e.

- Have students look at the top of p. 7. Read aloud the instructions. Say You have to listen carefully to the sentences. Are they true or false? Play TR: 1 once. Have students compare their answers in pairs. Then do a wholeclass check.
- Extra Challenge Set out photos of people doing outdoor sports. Put students in pairs and have them choose a photo. In their pairs, have them write their own true/false sentences about the photo. Then have them exchange their sentences and photo with another pair.
- Extra Support Be prepared to play TR: 1 several times, if necessary. If students are still struggling to answer the questions, stop after each sentence and have a volunteer write the sentence on the board for students to refer to.

Script for TR: 1

- 1. There are two climbers in the photo.
- 2. The climbers are in the desert.
- 3. They're controlling a drone.
- 4. The drone is on the ground.
- 5. There are some rocks in the photo.
- 6. The climbers are wearing plain T-shirts.



- Have students write their own true/false sentences about the photo. Have two students read aloud the example exchange. Walk around the class as students write their sentences. Help with vocabulary as necessary.
- Have students read aloud their true/false sentences to their partner. Tell partners to identify the false sentences.
- Alternatively, invite different pairs to read aloud their true/ false sentences to the class.
- Extra Challenge Have students look at the photo for two minutes. Then with books closed, have them answer their partner's true/false questions from memory.
- Extra Support Write the following words on the board: sky, rain, trees, helicopter, pants, river, ocean, backpack, stand, sit, and jump. Have students use them in their sentences.

LOOK AND REMEMBER

6a

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- This activity reviews questions in different verb forms, expressions of quantity, and object and possessive pronouns. Read aloud the instructions. Give students time to read through each question. Then have them match it with the relevant answer.
- To check answers, have different students ask each question and then choose another student to answer it.
- Extra Challenge Have students write a similar matching activity with questions and answers about the photo of the Chinese New Year parade on p. 4. Then have them exchange their activities in pairs and match their partner's questions and answers.
- Extra Support Have students find two questions that begin with What. (2, 6) Then ask:

Which question is in the simple past? (2) Which question is in the present progressive? (6)

After identifying the verb forms, have students find the matching answers. (E, D) Then have them find two questions about quantity (3, 4) and two answers about quantity (A, F). Write hours and water on the board. Ask Which word is a count noun? (hours) So do we use a few or a little with count nouns? (a few)



- Read aloud the instructions. Then read aloud the beginning
 of the story at the bottom of the page. Ask What happened
 next? Brainstorm some simple plot ideas onto the board.
 Have students use these ideas, as well as their own ideas, as
 they write their stories in pairs.
- Invite one or two pairs to read aloud their completed stories to the class.
- Extra Challenge Have students write another short story about the photo on pp. 4–5. Write the following words on the board: parade, festival, traditional clothes, pink, drums, walk, play, fun, music, loud, and people. Have students choose at least four words for their story. Alternatively, dictate the first sentence of the story to get them started: Last year, my sister and I were in a parade for Chinese New Year. It was a great day. First, we...
- Extra Support Go through the words in the box. Have students identify the nouns (plants, river, rocks), the verbs (climb, discover, look at, rest, take photos), and the adjectives (dangerous, tired). Point to the plants, the river, and the rocks in the photo. Have different students act out the five verbs. Ask students to name two dangerous animals and two times when they are tired. Say *Use the simple past in your story.* Elicit the simple past of the verbs in the box.

Optional Activity

 Have students, in groups, create a story book with the stories they wrote for Activity 4. Write the following instructions on the board:

Write out the stories again.

Draw some pictures for each story.

Put all the stories together into one book.

Make a "table of contents" for the beginning of the book.

• Display their completed story books in the classroom. Have students look at other groups' story books.

Wrap Up

- Ask Do you think I have a good memory? Do you want to test the teacher? Then close the book and put it down on your desk. Say Ask me some questions about the photos in Lessons 1 and 2. Find out how much I can remember!
- Give students, in small groups, two minutes to look at the
 two photos and write questions about them. Write question
 words on the board: Who, Where, What, and How many.
 Remind students to use the present progressive as they
 ask questions about the actions happening in the photo.
 Invite different students to ask you their questions. Try to
 answer them.

Additional Practice: Workbook pp. 6-7, Online Practice

Workbook Lesson 2, Activity 1

Task Guidance Notes

Flyers Listening Part 5 Students look at a picture of a scene and listen to a conversation with instructions to locate five objects. They need to color three of the objects and write two words on two objects. There is a pause in the conversation after each instruction. This part is testing words for objects, colors, prepositional phrases, and specific information.

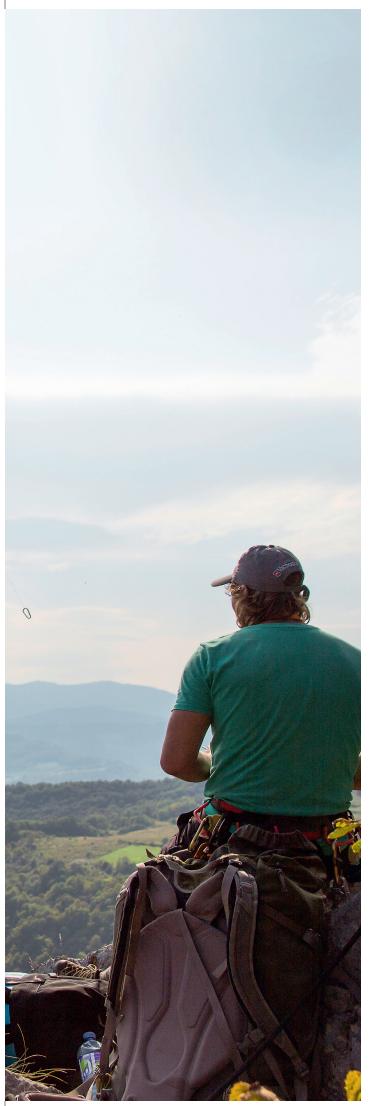
Challenges Students tend to look at the whole scene rather than the detail. They need practice in making sure that they can identify any differences between two of a kind, for example: two children, boats, houses, birds, and so on. Make sure they don't spend too much time coloring and remember to listen.

Performance Descriptors

- Can understand simple spoken descriptions of people and objects
- Can understand instructions given in more than one sentence
- Predict Have students look at the picture. Give them one
 minute to think of the words for what each person looks like
 (for example, clothes, and activity) and any objects they
 see. Check and write the words on the board.
- Ask students, in pairs, to find the differences between similar people or objects, for example, the two people watching the band. See how many differences they can find. Have students share their ideas with the class.
- Make sure students understand the instructions. Remind them that they need to color and write quickly. Play TR: 2.
 Pause where necessary to allow students time for coloring/ writing. Have students complete the activity individually.
- Play TR: 2 again for students to check their answers. Check answers as a class.
- Own It! Ask students to create their own picture. Have students draw a picture of their classroom or an event with at least two objects and three people. Then, in pairs, have students trade pictures and take turns describing where each object is and what color it should be. Instruct partners to color correctly. Monitor and check their use of prepositions of place.

7a LOOK AND REMEMBER

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Look and Remember



- 1 Look at the photo. Then listen to the sentences. Circle True or False. TR: 1
 - 1. True / False
 - 2. True / False
 - 3. True / False
 - 4. True / False
 - 5. True / False
 - 6. True / False
- Work in pairs. Write four more true/false sentences about the photo. Read the sentences to your partner.



- 3 Match the questions (1–6) with the answers (A–F).
 - 1. Whose drone is this?
 - 2. What did they do yesterday? ______
 - 3. How many hours have they been there? ______

 - **5.** Who did they send the photos to?
 - **6.** What are they doing today?
 - A.A few.
 - B. Us.
 - **C.**Theirs.
 - **D.** They're taking photos.
 - **E.** They climbed a mountain.
 - F. A little.
- 4 Work in pairs. Write a short story about the two people in the photo. Use at least four of the words from the box.

climb dangerous discover look at plants rest river rocks take photos tried

One day, two climbers went to the mountains. They took their drone with them...

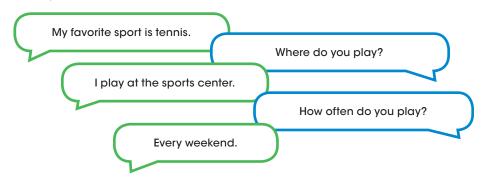
LOOK AND REMEMBER 7

Look and Remember 1 Put the words into the correct row on the word mountain. -breeceli- cello chili pepper circle corn

-broccoli	cello	chili pepper	circle	corn	dentist	designer
e-book	flute	headphones	jam	laptop	lettuce	microphone
nurse	nuts	office building	pilot	square	tablet	violin



- 2 Work in pairs. Can you think of one more word for each category in the word mountain?
- 3 Work in pairs. Complete sentences 1–5 with your own ideas. Then ask about your partner's sentences. Make questions with *Why, Where, When, Who,* and *How often*?
 - 1. My favorite sport is...
 - 2. My favorite place is...
 - 3. My favorite possession is...
 - 4. On my last vacation, I...
 - 5. On my next vacation, I want to...



8 LOOK AND REMEMBER

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Look and Remember

•

In this lesson, students will:

- review vocabulary for buildings, shapes, musical instruments, jobs, technology, and food.
- talk about themselves.

Resources: Classroom Presentation Tool, Online Practice

Warm Up

- Have students work in pairs or small groups. Write the following categories on the board: Food, Places, and After school. Say I want you to talk to the people in your group. Find out two foods that you all like. Find out two places that you all go to. Find out two things that you all do after school. Model a couple of example questions. For example, say My favorite food is chocolate ice cream. What about you? What do you usually do after school on Friday?
- Give students, in their pairs or groups, two or three minutes to find things from each category that they have in common. Then invite a student from each pair or group to report back to the class.



- Read aloud the instructions. Draw students' attention to the six categories. Ask How many food words do you have to write? (six) How many technology words do you have to write? (five) How many jobs words do you have to write? (four) Read aloud the first word in the word box, broccoli. Say Broccoli is a food word, so we write it here. Point to where the word is written in the food row.
- Have students work individually to put the words into the correct row.
- Extra Challenge In pairs, have students create a smaller word mountain for these categories: Clothes, Places, and Sports.
- Extra Support Help students by writing the initial letters of the six food words on the board (b, cp, c, j, l, n). After they find these, do the same for the technology words (e, h, l, m, t).



- In pairs, have students think of more words for each category. Brainstorm suggestions for more food words onto the board. Then in pairs, have students think of one more word for each of the other categories.
- Write the category words on the board. Check answers by inviting different students to come to the board and write their extra words under the correct category heading.
- Extra Challenge Have students think of two more words for each category.
- Extra Support If you have a copy of Look 4, allow students to look through this to help them with ideas.

Task Guidance Notes

Flyers Speaking Part 5 Students answer personal questions about themselves, such as school, family, and hobbies. There are no visual prompts, but students are only expected to answer with a phrase or one or two sentences. Questions are generally in the present, but they may also be asked questions in the simple past, in the present perfect, or with be going to. This part is testing understanding and responding to personal questions.

Challenges Students can get nervous because there are no pictures to help them and they have to rely on listening. Ask them to think about all the parts of their personal life and predict questions they might be asked.

Performance Descriptors

- Can respond to questions on familiar topics with simple phrases and sentences
- Can talk briefly about activities done in the past
- Familiarize Give students practice in identifying a variety of question forms with a word association task. Write on the board: How often? When? Where? Do you? Elicit an answer for each question, for example: How often? three times; Do you? yes/no. Then say each question type randomly and have students quickly say an appropriate word.
- Read aloud the instructions. Look at sentences 1–5 with the class. Go through the example exchange. Point out how the questions are follow-up questions. Have students, in pairs, discuss the question words they could use for sentences 2–5, for example: sentence 2: Where? Why? How often?
- Have students complete the sentences individually. Then
 in pairs, have them take turns asking and answering.
 Encourage them to ask two follow-up questions for each
 prompt. Monitor. Focus on one aspect of the assessment.
 Listen and make notes of any problems. Don't interrupt the
 flow of the activity. Then go back over any issues with the
 class after the activity.

Assess: Interaction	ssess: Interaction				
Excellent	responds appropriately; needs very little				
performance	support; generally responds promptly				
Satisfactory	responds but with some support; prompt but				
performance	some hesitation and delays				

• Second Chance Teach or remind students of the phrase Can you repeat that, please? Ask students, in their pairs, to create three new questions about another activity. Then put them into new pairs to ask and answer those questions. Ask them to use the phrase Can you repeat that, please? Tell partners to then repeat the question. Monitor.

Wrap Up

- Say There are a lot of ways to practice English. Then give an example. Say When you listen to English songs, you learn new words. Can you think of other ways to practice?
- Have pairs think of at least three ways they can practice English outside the classroom. Write ideas on the board.

Additional Practice: Online Practice

LOOK AND REMEMBER

8a

Making Contact

In this unit, students will:

- talk about sending letters and postcards.
- listen to a radio show about unusual post offices.
- talk about experiences with *Have you* ever...? and *I've never*...
- read about time capsules.
- talk about the past with the present perfect and *for* and *since*.
- listen to and perform a chant about a time capsule.
- write an e-mail with personal information.
- watch a video about how cats communicate.
- think about their own cultural identity.

Language

Vocabulary

envelope, letter, mail (v), mailbox, postcard, post office, stamp; bury, magazine, newspaper, object

Grammar

- Present perfect with ever and never
- Present perfect with for and since

Twenty-First Century Skills

Collaboration

Find out about a partner's experiences, Lesson 2

Communication

Discuss different ways of communicating, Unit Opener

Creativity

Choose items for a time capsule, Lesson 3

Critical Thinking

Think about the context behind an image, Unit Opener

In the Unit Opener, students will:

- respond to a photo showing people using their phones.
- talk about possible problems with communication in remote places.
- describe how they communicate with other people.

Resources: Home School Connection Letter, Classroom Presentation Tool

Materials: a world map

Introduce the Theme

- If you have a phone, hold it up in front of your students and elicit: phone. Alternatively, draw a simple picture on the board
- Have students work in pairs to list all the different things that
 phones are used for (for example, sending a text, making a
 call, sending an e-mail, listening to music, taking a photo).
- Write students' responses on the board.

Use the Photo

- Have students open their books to p. 9. Ask them to look at the photo. Ask Are the men talking into the phones? What do you think they're doing? Listen to students' ideas.
- Have students discuss the questions in pairs or small groups. They will find the answer to the first two questions in the caption, but encourage them to look for other clues in the photo as well. For example, the mountains in the background, the type of animal, and the men's distinctive hats all give clues about their location. If you have a world map, point to Afghanistan. Have students compare the size of Afghanistan with their home country and look for geographical features such as mountains.

- For question 2, ask students to explain how they can guess that the men probably aren't using their phones to make calls. (because they're looking at the screens rather than talking)
- For question 3, ask students to look at the photo carefully.
 Tell them to think about how far these men might be from the nearest town, or even road. Encourage them to think about other possible problems the men might have with using their phones, such as recharging them. (See the About the Photo notes.)
- For question 4, brainstorm suggestions for different ways of communicating. Write students' ideas on the board. Students might suggest video calls, e-mails, letters, phone calls, text messages, or social media, as well as face-to-face communication. You could then ask the class to think about the advantages and disadvantages of each one. Then have them vote on their favorite form of communication.

TEACHER TIP

Brainstorming is a useful and collaborative way of generating ideas. You can use brainstorming to find out how many words within a certain lexical set students know, or you can use it to find out how much they know about a particular subject. When asking students to brainstorm, keep your instructions simple and clear. If you have a large class, divide students into groups for brainstorming and then have one student from each group report back to the class. Accept all suggestions initially and write them on the board. Once all the suggestions are on the board, go through them, eliciting corrections if necessary.

9a UNIT 1 Making Contact

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- 3. Why do you think they can't use their phones to make phone calls?
- **4.** How do you communicate with the following people: your school friends, your family, people who live far away?

9

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Vocabulary

1 Listen and repeat. TR: 2















envelope

letter

mail (verb)

mailbox

postcard

post office

stamp

Complete the text with words from Activity 1. There are two words you don't need.

My aunt doesn't send text messages or e-mails, but she writes a long 1. <u>letter</u> and sends it to me every week. I know it's from her because she always uses a green pen to write my name and address on the 2. <u>envelope</u>. My aunt lives in Sri Lanka, and the 3. <u>stamps</u> from there often have pictures of birds and animals on them. I think they're beautiful. I don't write to her every week, but I always buy a 4. <u>postcard</u> for her when I go on vacation. I 5. <u>mail</u> it to her on the last day of our vacation.

- Listen to the radio travel show. Complete the sentences with the correct place, Vanuatu (V) or Port Lockroy (PL). TR: 3
 - **1.** There's a post office in the ocean in $\underline{\mathsf{V}}$.
 - 2. There are two thousand penguins in PL.
 - 3. Four people work at the post office in PL.
 - **4.** Tourists mail more than eighty thousand letters and postcards from PL.
 - You can't buy postcards from the post office in V
- Work in pairs. Discuss. Which post office from Activity 3 do you want to visit? Why?



Port Lockroy is in British Antarctica Territory. The post office there is open in the summer months from November to March and employs four workers. As well as running the gift shop, post office, and museum, the workers also monitor the wildlife including the gentoo penguins. More than 18,000 cruise ship passengers visit Port Lockroy every year, but the four post office workers are the only residents. They have no running water, no Internet connection or cell phone reception, and even in the summer, temperatures are often below 0° Celsius.

They have no running water, no Intermet connection or cell phone reception, and even in the summer, temperatures are offen below 0° Celsius.

Port Lockroy, Antarctica

10 UNIT 1 Making Contact

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In this lesson, students will:

- talk about sending letters and postcards.
- listen to a radio show about unusual post offices.
- discuss their own responses to the two post offices.

Resources: Audio Tracks 2–3, Classroom Presentation Tool, Workbook p. 8, Workbook Audio Track 3, Online Practice

Materials: a letter, an envelope, a postcard, a stamp, one blank postcard per student (you can also use a piece of plain white paper cut into four to make postcard-sized pieces of paper)

Warm Up

Have students keep their books closed and read aloud the following sentences about the photo on p. 9. Ask students to raise their hand after each sentence if they think it's false or to keep their hand down if they think it's true. Say There are two men. (false) They're talking on their phones. (false) There are some sheep. (true) The men are all wearing hats. (true) It's snowing. (false) There are some mountains. (true)



- Have students open their books to p. 10. Draw their attention
 to the seven small photos and the words. If you have a letter,
 an envelope, a postcard, and a stamp, hold these up and
 elicit the correct words. Point out that the word mail is a
 verb.
- Play TR: 2 and have students repeat the words.
- Extra Challenge Point out that the words mailbox, post office, and postcard are compound words—they are made up of two separate words that, together, have a different meaning. Write the following words on the board: grand, board, ball, light, foot, sun, mother, skate. Challenge students to match them to make compound nouns. (grandmother, skateboard, football, sunlight)



- Have students read the whole text first. Then have them complete it with words from Activity 1. Check answers with the class.
- Extra Support You may want to help students by identifying the two words that they won't need. (mailbox, post office)



- Explain to students that they're going to listen to a radio show in which the presenters are talking about two post offices in unusual locations. Read the instructions aloud.
 Have students read through each sentence. Then play TR: 3.
- Play TR: 3. Tell students to listen to the whole conversation
 first before they write the correct place name in each
 space. Then play TR: 3 again before checking answers with
 the class. Ask students to point to the photo of Port Lockroy
 (on p. 10) and Vanuatu (on p. 11).
- Listening Strategy: Preparing to Listen Encourage students to use all the information on a page, such as instructions, other text, and photos, to help them prepare before they start to listen.

Script for TR: 3

- **A:** It's the Travel Show, and today I want to talk about two very unusual post offices.
- **B:** Unusual post offices?
- A: Yes! Have you ever swum to a post office?
- **B:** Have I ever swum to a post office? No, I haven't. I usually walk to the post office.
- A: Well, on the island of Vanuatu, in the Pacific Ocean, there's a post office in the ocean. It's under the water. You can send special postcards from this post office. You have to buy the postcards from a store on the beach, and then you swim to the underwater post office with your postcards. There's also an underwater mailbox, so you can mail your postcards when the post office is closed.
- **B:** That's amazing. But, you know, I really don't like swimming.
- A: Well, do you like penguins?
- **B**: Penguins?
- **A:** Yes, have you ever visited the Penguin Post Office?
- **B:** No, I haven't. Where's the Penguin Post Office?
- A: In Antarctica, of course! It's in a place called Port Lockroy. Port Lockroy has a lot of snow, ice and two thousand penguins! Four people live here in the summer. They work in the post office, watch the penguins, and talk to tourists about Antarctica. Many tourists visit Port Lockroy on ships. They buy special penguin stamps, postcards, and envelopes at the post office and send more than eighty thousand letters and postcards every year. So which post office do you want to visit? The underwater post office in Vanuatu or the Penguin Post Office in Antarctica?
- **B:** Oh, I choose the Penguin Post Office! I love penguins!

Optional Activity

 Put the class into small groups. Ask each group to imagine a post office in an unusual location. Then have them prepare and present a very short TV advertisement for their post office, explaining where it is and what you can do or see there. If you wish, have the class vote on their favorite.



- Have students now talk about which of the post offices
 they'd like to visit. You could brainstorm the main points
 about each post office on the board first, for example, Port
 Lockroy: It's very cold. There aren't many people here. There
 are a lot of penguins here; It's difficult to get to.
- Walk around the class as students discuss the post offices.
 Help with vocabulary if necessary.
- Finally, ask students to vote on their preferred post office to find out the class favorite.

Wrap Up

 Hand out the blank postcards or postcard-sized pieces of paper, one per student. Ask students to write one interesting fact about themselves on the postcard, but not to write their names. Collect the postcards. Assign one student to deliver one postcard to each student. Have students take turns reading aloud the message on his/her postcard and then guess who wrote it.

Additional Practice: Workbook p. 8, Online Practice

UNIT 1 Making Contact 10a



In this lesson, students will:

- use the present perfect with ever to ask questions about experiences.
- use the present perfect with never to describe experiences they haven't had.

Resources: Classroom Presentation Tool, Workbook p. 9, Online Practice

Warm Up

 Review the vocabulary from Lesson 1. Write the following letter clues on the board:



 Challenge students, in pairs, to write the complete word for each clue. (letter, post office, mail, mailbox, postcard, stamp, envelope) If students are struggling, add more letters to the lines.



- Have students open their books to p. 11. Read aloud the explanation for questions with ever in the green grammar box. Then have two volunteers read aloud the example conversation.
- Remind students, if necessary, that have is used with I, you, we, and they and that has is used with he, she, and it.
- Point out the word order, explaining that the adverb ever always goes before the main verb in questions.
- Read aloud the explanation for sentences with never. Ask a
 volunteer to read aloud the two example sentences. Point
 out that the contracted forms are often used: I've, you've,
 she's, he's, it's, we've, they've. Give a personal example. For
 example, say I've never seen a Star Wars movie. Go around
 the class, asking different students to make a true personal
 statement with never.



- Read aloud the example question with the class. Have students write complete questions with *ever*. Then have them ask and answer them in pairs.
- To check answers as a class, ask different pairs to read aloud their completed questions and answers.
- Extra Support Help students by writing the base form of the verbs (swim, see, mail, make, and have) on the board. Then elicit the past participle forms. (swum, seen, mailed, made, had) Write these on the board next to their base forms. Instruct students to use them when forming the questions. If students have a copy of the Workbook, point out that they can refer to the list of irregular past participle forms in the back of the book.



- Review the phrases in the box. Check that students remember the meanings of late, mountain, mango, ice skating, violin, elephant, and castle.
- Ask two students to read aloud the example question and answer.
- In pairs, have students ask and answer the questions. Walk around the classroom. Check for correct use of the present perfect questions. Note any errors for class correction at the end of the activity.
- Extra Challenge Extend the practice to the third person. Write the following phrases on the board: Your mother/father, Your sister/brother, Your teacher, Your friend, Your aunt/uncle, Your grandmother/grandfather. Have students pick one of the phrases from the board and ask and answer about this person, for example: Has your brother ever mailed a letter to another country? Yes, he has./No, he hasn't.

Optional Activity

 Ask students to brainstorm a list of new key nouns for the box in Activity 3. Model by giving an example of a new noun, for example, octopus instead of a mango. Then write the word on the board. Once you have five to ten words, model using them in a question. Ask one student Have you ever eaten octopus? Listen to the student's response. Then have students work in pairs to ask and answer questions with the new words.



- Demonstrate the activity by saying your own four sentences, including one false sentence. Try to include some unusual truths as well, to make it more challenging for students to spot the false sentence.
- Ask two students to read aloud the example conversation. Then have students continue to work in pairs.
- Practice the third-person form of the present perfect by having students report back to the class on their partners.
 Give an example: ask one student to read aloud his/her four sentences and have the class guess the false sentence.
 Then say [Ali] has never ..., but [he] has ... Invite two or three students to tell the class what they learned about their partners, making sentences with the third person form of the present perfect and never.
- Extra Support If students are finding it difficult to think of sentences, write some verbs on the board as prompts. Tell students to pick four of the verbs and write sentences with these words, for example: meet, talk to, sing, fly, fall, make.

Wrap Up

 Ask students to each write one sentence on a strip of paper about something unusual they have done in their life, for example, I've played basketball in a swimming pool. Collect the strips and redistribute them around the class. Instruct students to find out who wrote the original sentence by walking around asking Have you ever [played basketball in a swimming pool]? until they identify the correct classmate.

Additional Practice: Workbook p. 9, Online Practice

11a UNIT 1 Making Contact

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1 Study the grammar box.

Present perfect with ever/never

We use the present perfect with ever to ask questions about experiences.

Have you **ever swum** to a post office?

No. I haven't.

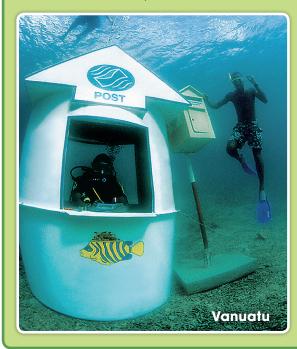
Has your sister **ever been** to Antarctica?

Yes, she has.

We use the present perfect with *never* to talk about things we have not done.

They've never seen a penguin outside a post office!

He's never sent me a postcard.



- Write questions with the present perfect and ever. Then ask and answer the questions with a partner.
 - 1. you / swim / in the ocean

 - Have you ever swum in the ocean?

 2. you / see / a penguin
 Have you ever seen a penguin?

 3. your best friend / mail / you / a postcard
 - Has your best friend ever mailed you a postcard?

 4. your parents / make / a video call Have your parents ever made a video call?
 - 5. you / have / a pen pal Have you ever had a pen pal?

3 Work in pairs. Find out about your partner's experiences. Ask and answer questions with the phrases from the box.

be late for school

climb a mountain

eat a mango

go ice skating

mail a letter to another country

play the violin

see an elephant

visit a castle

Have you ever mailed a letter to another country?

Yes, I have!

Work in pairs. Write four sentences with I've never... Make three sentences true and one false. Read the sentences to your partner. Can they guess the false sentence?

> I've never bought a postcard. I've never been to Canada. I've never swum in a lake. I've never ridden a horse.

> > I think, "I've never swum in a lake." is the false sentence.

That's right! I have swum in a lake!

Reading

- 1 Look at the title of the text and the photo. Guess. What is the woman doing?
- 2 Listen and read. TR: 4



- 3 Read again. Write T (true) or F (false).
 - 1. Time capsules are messages from the future. F (They are messages for the future.)
 - 2. There are many time capsules underground today. T
 - **3.** In 2014, Pam Hatchfield opened a 220-year-old time capsule. **T**
 - The time capsule in Osaka is about five thousand years old.
 (It is about 50 years old.)
 - 5. It is not underground now. F (It is still underground.)
 - Rin Masayuki has a letter from the time capsule. F (He wrote a letter for the time capsule.
- 4 Imagine you are making a time capsule. What do you want to put in it?

ABOUT THE PHOTO

The photo shows Pam Hatchfield, head conservator at the Museum of Fine Arts, Boston, opening a time capsule. The capsule had been placed under the Massachusetts State House cornerstone in 1795. In 1855, the time capsule was opened, more items added, and put back in the cornerstone. It took Pam seven hours to excavate the capsule using special tools. The items inside included some silver and copper coins, some newspapers, and a medal. Pam later said that this was "the most exciting project" she'd ever worked on and that it was what "conservators live for."

Pam Hatchfield, Boston, US

A Message from the Past

We can't travel in time. We can't talk to people from the past or the future. But we can leave special messages for people in the future. Many people have made "time capsules." They write letters and put **objects** from their life into a box. Then they **bury** the box underground. They hope that in the future, someone will find their time capsule and will learn about our life today. There are now thousands of time capsules underground around the world. In 2014, Pam Hatchfield, from the Boston Museum of Fine Arts, opened a time capsule from 1795. It's the oldest time capsule in

the US. There's even a time capsule at the South Pole! It's been there since 2002.

Near Osaka Castle, in Japan, there is a time capsule from 1970. It's been underground for about fifty years and it will stay there for five thousand years. It has more than two thousand objects from Japanese life in the 1960s, including some clothes, **newspapers** and **magazines**, a postcard, a television, stamps, and books. It also has a letter from nine-year-old Rin Masayuki. His letter begins, "How are you, people of five thousand years from now?"

New words: object bury newspaper magazine

VALUE Think about your cultural identity.

Workbook, Lesson 6

12 UNIT 1 Making Contact