

 NATIONAL
GEOGRAPHIC
LEARNING

LOOK ⁴

TEACHER'S BOOK



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Scope and sequence	iv
Introduction	vi
Unit walkthrough	ix
Look and remember	4
1 All kinds of jobs	9
2 Move to the music!	17
Function 1 page 25, 📍 School trip 1 page 26, Review 1 page 28	
3 Let's celebrate!	29
4 Sport for all	37
Game 1 page 45, Reading extra 1 page 46, Review 2 page 48	
5 Incredible places	49
6 Cool clothes	57
Function 2 page 65, 📍 School trip 2 page 66, Review 3 page 68	
7 Life in the past	69
8 Fresh food	77
Game 2 page 85, Reading extra 2 page 86, Review 4 page 88	
9 The world of the future	89
10 Feeling good!	97
Function 3 page 105, 📍 School trip 3 page 106, Review 5 page 108	
11 City life	109
12 You can do this!	117
Game 3 page 125, Reading extra 3 page 126, Review 6 page 128	
One more look	129
📍 BONUS School trip page 130, BONUS Reading extra page 132, BONUS Game page 134	
Anthology teaching notes and answers	136
Formative assessment framework	142
Workbook answer key	144
Workbook grammar reference answer key	173

Scope and sequence

Look and remember

page 4

Words	Animals, Friends and family, Places, The body and the face, The world around us
Grammar	<i>We always come to this beautiful place.</i> <i>Tomorrow, we're going to go canoeing.</i> <i>I'm camping with my friends.</i> <i>What other activities do you like doing outside?</i>

1 All kinds of jobs

p. 9



Words

actor, clown, dentist, firefighter, nurse, photographer, pilot, police officer, waiter
Reading: *animations, designer, film director, models*

Grammar

They fight fires in forests every summer.
They aren't fighting a fire today.
They're training.
The designer often makes two or three models.
They are usually difficult to paint.

Skills

Listen and learn about smoke jumpers. Read about an animation. Write an interview.
▶ Learn and speak about jobs.

VALUE Be curious.

2 Move to the music!

p. 17



cello, classical music, concert, dancer, drums, flute, keyboard, pop music, singer, violin
Reading: *bang, carry, climb, shout*

It was their first concert.
Were the instruments expensive?
Yes, they were./No, they weren't.
The children didn't play instruments then.
They played quietly.
They banged the drums loudly.

Listen and learn about the Recycled Orchestra of Cateura. Read about Indian drummers from Karnataka. Write a review.
▶ Learn and speak about traditional musical instruments.

VALUE Be yourself.

Function 1 Giving directions p. 25 ▶ **School trip 1** Redwood forests p. 26 **Review 1: Units 1-2** p. 28

3 Let's celebrate!

p. 29



eat traditional food, give presents, make special food, play party games, put up decorations, see a parade, throw streamers, wear a costume
Reading: *buy/bought, choose/chose, drink/drank, learn/learnt, take/took*

We ate traditional food.
They didn't eat pizza.
Did people wear costumes?
Yes, they did./No, they didn't.
Where did you go?
What did you eat?
What was your favourite flavour?

Listen and learn about a harvest festival. Read about two food festivals in Italy. Write an email describing an event.
▶ Learn and speak about celebrations.

VALUE Be a good neighbour.

4 Sport for all

p. 37



athletics, cycling, diving, golf, gymnastics, ice skating, rowing, sailing, snowboarding, volleyball
Reading: *brave, nervous, surprised, tired*

They can hear the ball.
They can't see the ball.
They could see, but not very well.
They couldn't play any sports.
Can you help me?
Everyone watched him.
He waved to them.

Listen and learn about a Paralympic sport. Read about swimmer Eric Moussambani. Write a factfile about a sportsperson.
▶ Learn and speak about famous sportspeople.

VALUE Have fun doing sport.

Game 1 p. 45 **Reading extra 1** The tightrope across Niagara Falls p. 46 **Review 2: Units 3-4** p. 48

5 Incredible places

p. 49



bridge, castle, cave, desert, island, jungle, plant, pyramid, rock, wave
Reading: *exciting, dangerous, important, popular*

The pyramid is taller than the trees.
It's the busiest place in the city.
The homes by the beach are more popular than the homes in the city.
Dubai is the most important city in the United Arab Emirates.

Listen and learn about Yucatan in Mexico. Read about Dubai. Write a travel brochure. Learn and speak about popular, natural places.

VALUE Explore new places.

6 Cool clothes

p. 57



bracelets, comfortable, leggings, plain, pockets, spotted, striped, sunglasses, trainers
Reading: *frighten, hurt, match, weaker*

Whose striped shirt is this?
It's mine.
We usually wear socks to keep our feet warm.

Listen and learn about a teenage fashion designer. Read about Odd Socks Day. Write an invitation.
▶ Learn and speak about special clothes.

VALUE Look after your things.

Function 2 Going shopping p. 65 ▶ **School trip 2** Hang Son Doong p. 66 **Review 3: Units 5-6** p. 68

LOOK 4

7 Life in the past

p. 69



Words

the back, downstairs, entrance, floor, the front, gate, key, lift, roof, upstairs
Reading: *chalk, circle, glass, pavement, squares*

Grammar

*Last week, we talked about the pyramids.
They went to bed early in the evening.
Today, children have to be careful.
You had to draw squares on the pavement.*

Skills

Listen and learn about houses in ancient Egypt.
Read about games children played outside.
Write a timeline.
▶ Learn and speak about life today and in the past.

VALUE Play outside.

8 Fresh food

p. 77



broccoli, cereal, chilli, courgette jam, lettuce, nuts, olives, strawberry, sweetcorn
Reading: *fresh food, junk food, seeds, weeds*

*How many chillies are there?
How much cereal do you have for breakfast?
Are there any vegetables?
There is some water.
They ate a few olives/a little fresh food.
They grew lots of courgettes/lots of fresh food.*

Listen and learn about chillies.
Read about the Community Vegetable Garden Project.
Write a recipe.
▶ Learn and speak about food.

VALUE Make your own food.

Game 2 p. 85

Reading extra 2 The Wind and the Sun p. 86

Review 4: Units 7-8 p. 88

9 The world of the future

p. 89



app, charge a tablet, e-book, go online, headphones, interactive whiteboard, laptop, microphone, VR headset, wifi
Reading: *control, drops, satellites, send a text*

*The robot will help a lot of students.
They won't miss any lessons.
One day, we'll have robots in our class.
Will there be more drones in the future?
Yes, there will./No, there won't.
Where will they fly?*

Listen and learn about a school robot.
Read about different uses of drones.
Write an opinion text about the future.
▶ Learn and speak about technology now and in the future.

VALUE Use your imagination.

10 Feeling good!

p. 97



asleep, awake, dark, dry, light, rest, strong, take exercise, weak, wet
Reading: *brush our teeth, shampoo, soap, toothbrush, toothpaste, towel*

*You should take some exercise.
You shouldn't eat a lot before you sleep.
Why do birds clean their feathers?
Because it keeps them clean and strong.*

Listen and learn about sleep.
Read about how animals keep clean.
Write a message giving advice.
▶ Learn and speak about treating a cold.

VALUE Sleep well.

Function 3 Requesting and offering help p. 105

School trip 3 Taking photos of lions p. 106

Review 5: Units 9-10 p. 108

11 City life

p. 109



airport, bus station, chemist's, fire station, hotel, police station, railway station, restaurant, square, university
Reading: *chimneys, city centre, motorways, office blocks*

*He's been to Miniatur Wunderland.
They haven't finished.
Have you visited a big city?
Yes, I have./No, I haven't.*

Listen and learn about Miniatur Wunderland.
Read about Stephen Wiltshire's art.
Write a poster about a city.
▶ Learn and speak about popular cities.

VALUE Explore your city.

12 You can do this!

p. 117



crawl, discover, go gliding, go horseriding, go kayaking, go snorkelling, jump off, smell, swing, taste
Reading: *coast, hide, skills, splashed*

*Have you ever done something dangerous?
Yes, I have./No, I haven't.
She's seen a dolphin.
Yesterday, I went snorkelling.*

Listen and learn about 125 challenges.
Read about National Geographic Global Explorers.
Write a survey and a survey report.
▶ Learn and speak about challenges.

VALUE Challenge yourself.

Game 3 p. 125

Reading extra 3 The man who wanted a simple life p. 126

Review 6: Units 11-12 p. 128

Look further

p. 129

One more look p. 129 ▶ **BONUS School trip** Hunting for fish p. 130

BONUS Reading extra Annie takes a challenge p. 132 **BONUS Game** p. 133

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 onto a fascinating world of real-life stories from diverse places and cultures: the Recycled Orchestra of Cateura from Paraguay; the Odd Socks Day; houses in ancient Egypt. In each case the topic is then related back to students' own lives and experiences in personalization activities: what music do *they* like listening to?; what can *they* do to stop bullying?; how was life in *their* country different in the past? 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 learnt
- 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 discover different types of music, organizing an event against bullying, finding out about how life was different for students' grandparents, 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 colours, clothes, descriptions, objects and actions as you go. Ask questions, such as: *Where are they? What are the people doing? What is she wearing? What colour 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 of 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 every unit 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 fruit and vegetables they eat, how they use technology, remedies against a cold from their country, and so on. In this way, they give a fresh perspective on the topic. These videos reinforce the language learnt throughout the unit and provide a speaking model for the students when they, in turn, talk about their own lives and experiences.

Another video strand is the *School trip* videos. These centre on visits to exciting places – the redwood forests, Hang Son Doong cave, the Serengeti National Park – and provide a springboard for the students to do their own mini-projects. When you have been through 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, jobs or food)

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 to practise language (although they do, of course, recycle language previously taught). Two of the reading texts are non-fiction (for example, *The tightrope across Niagara Falls*) and two feature fables from around the world (for example, *The Wind and the Sun*). In both cases, there is opportunity for motivating follow-up activities. For the former, students can try to find out more about this subject and bring their ideas (or pictures) to the next lesson. For the latter, you can help students to dramatize the story (with mime 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 not using force to persuade others to do something in *The Wind and the Sun*. You may also choose to discuss the moral of these stories with your students in their own language.

Making teaching and learning a joy

Songs

Songs are an important resource in any primary language learning materials 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 songs in *Look* are catchy and fun, and designed to help you present and recycle language in a motivating way. Songs are also opportunities to develop learners' listening skills in general.

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 child will learn at his or her own pace. They can start by clapping to the rhythm and humming the tune, 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 really confident with a song, they can sing along with the instrumental version.

All the songs in *Look* come with step-by-step instructions for simultaneous actions. These help students grasp the meaning of the words, while providing opportunities for full body movement and activity – a necessity in any primary classroom.

Teachers are offered plenty of extra ideas for creative activities based on the 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:

- replacing rhyming words in a song with their own ideas
- writing their own verse to add to a song
- writing questions to ask a person 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 pieces of paper, are ready before the lesson. There is always a list of materials at the start 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, 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 review game, *Spot the difference*, a memory-based quiz and a challenge 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 learnt and practise 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 behaviours for success at school and beyond.

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

A multi-strand approach to assessment

Exam practice

This level provides preparation and practice for the *Cambridge English Qualifications, A1 Movers* 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 allows 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 students have 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 are testing it. It also shows that testing is not scary but can be fun with their classmates.

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 progress 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 progress 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 trialled to match realistic performance expectations for young learners. These are in the *Handbook for teachers* available 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 they can improve.

- **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 are completing the specific task in class.
- **Writing** In the *A1 Movers* exam, the writing section (Part 6) requires students to answer questions and to write sentences about a picture scene. The practice writing task includes guidance on this, but students need to be reminded that:
 - all answers must represent what they can see in the picture scene (accuracy of description)
 - answers must make sense with the words they are given on the page (grammatical accuracy)

In Questions 5 and 6, students write their own sentences. These sentences must accurately represent what they can see in the picture, but they must also be different from the information in Questions 1–4.

An important long-term learning point here is ensuring students learn to address the task and not invent their own ideas.

Unit opener

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

Students see people and places from all around the world and learn about how other children experience life.

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.

Questions stimulate discussion about the photo and the unit topic.



Boys in Jakarta, Indonesia

Look at the photo. Answer the questions.

- 1 What are the boys doing?
- 2 Why do you think they are doing it?
- 3 What adjectives can you use to describe the boys?
- 4 Would you like to do this? Why? / Why not?

LESSON 1 Words and LESSON 2 Grammar

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.

Students practise the target vocabulary in context.

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

LESSON 1 Words

1 Listen and repeat. TR: 91

asleep

dark

dry

strong

rest

awake

light

wet

weak

take exercise

2 Answer the questions.

- How often do you take exercise?
- When do you feel strong? When do you feel weak?
- Do you prefer wet weather or dry weather? Why?

VALUE Sleep well.
Workbook, Lesson 6

3 Listen to the people talking about sleep. Circle the correct answer. TR: 92

- Sleep helps our body *move / get stronger / get tired*.
- Our brain is *slow / busy / asleep* at night.
- Young babies sometimes sleep for *12 / 18 / 20* hours.
- Your room should be *quiet / light / hot* at night.
- To sleep better, take exercise *in the morning / in the afternoon / at night*.

Grammar LESSON 2

1 Listen and read. TR: 93

Should / Shouldn't
 You *should* take some exercise.
 Your bedroom *should* be cool.
 You *shouldn't* eat a lot before you sleep.
 You *shouldn't* listen to loud music.

2 Complete the advice about sleeping with *should* or *shouldn't*.

- Your bedroom _____ be very light.
- You _____ drink fizzy drinks at night.
- You _____ go to bed at the same time every night.
- You _____ run and play during the day.
- You _____ play computer games before you go to sleep.

3 Complete the advice about getting ready. Use *should* or *shouldn't* and these verbs.

drink eat forget go use

What's your morning routine? You ¹ _____ an alarm clock and get up at least 45 minutes before you leave for school. That gives you time to get dressed and have breakfast. You ² _____ to school without eating and you ³ _____ something healthy like fruit, bread or cereal. You ⁴ _____ fizzy drinks because they have too much sugar. And, of course, you ⁵ _____ to wash your face and comb your hair!

4 Think of advice for people who can't sleep. Then act it out.

I can't sleep. What should I do?

You should count backwards from 100 to 1.

98 UNIT 10 Feeling good!

UNIT 10 Feeling good! 99

The final activity is a listening activity, and the topic is a new approach to the lexical set of the lesson.

LESSON
3

Reading and

LESSON
4

Grammar

The reading and 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.

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

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

LESSON 3 Reading


1 Look at the photo. What is the bird doing and why?

2 Listen and read. TR: 94

Clean birds

We have a shower every day and wash with **soap** and **shampoo**. We use a **towel** to get dry and we **brush our teeth** with a **toothbrush** and some **toothpaste**. Animals have their own ways of keeping clean.

Some birds have 'dust baths'. They roll on the ground to take off the dirt and insects, and then they shake the dust off their bodies. Most birds also use their beaks to take out dust and insects from their feathers. They use oil from their bodies to clean the feathers too. Birds have about 25,000 feathers so it's not an easy job! But why do they do it? Because it keeps their feathers strong and the oil stops them getting wet.



Oxpeckers are birds that like to clean other animals. They live in Tanzania, Africa and they eat insects from the fur of giraffes. This helps to keep giraffes healthy. Sometimes, the oxpeckers clean the giraffes' ears! They take small pieces of food from between their teeth too. They also clean other animals like zebras, rhinos and buffaloes.

3 Match the words in bold in the text with their meanings.

- 1 You use it to wash your hands and face. _____
- 2 You use it to wash your hair. _____
- 3 You use this to dry your hands and face. _____
- 4 You should do it twice a day: after breakfast and before you go to bed. _____
- 5 You use these to clean your teeth. _____ and _____

LESSON 4 Grammar

4 Read again. Answer the questions.

- 1 Why do birds roll in the dust?
- 2 How many feathers do some birds have?
- 3 What do birds put on their feathers?
- 4 What animals do oxpeckers help, and how?
- 5 Which parts of other animals do oxpeckers clean?

1 Listen and read. TR: 95

Why ...? Because ...
Why do birds clean their feathers?
Because it keeps them clean and strong.

2 Match the questions and answers.

- 1 Why does a dolphin sleep with one eye open?
- 2 Why does a lizard stick out its tongue?
- 3 Why does a kangaroo lick its arms?
- 4 Why does an elephant have big ears?
- 5 Why does a cow sometimes lie down in a field?

A Because it helps it to keep warm.
 B Because only half of its brain is asleep.
 C Because it helps it to keep cool.
 D Because it uses it to smell.
 E Because they help it to hear and to keep cool.

3 Put the questions in order.

- 1 do / wash your hands / why / a meal / you / before
- 2 to wash / your hair / use shampoo / why / you / do
- 3 you / every day / do / change socks / why
- 4 use toothpaste / do / to clean / you / your teeth / why
- 5 need / do / why / you / water / to drink

4 Ask and answer the questions from Exercise 3 with a partner.

Why do you wash your hands before a meal?

Because my hands are dirty. We shouldn't eat with dirty hands.

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

LESSON 5 Song and LESSON 6 Writing

The 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.

Two versions of the songs are provided (with lyrics and instrumental only) so you can choose how much support your students need with singing.

The songs have catchy, modern tunes.

Students are presented with a model text. The features of this text type are focused on in Exercise 2.

The third activity presents and practises a writing skill. This then prepares students for writing their own text in Exercise 4.

LESSON 5 Song

- 1 Listen and read. Can you answer the questions? TR: 96
- 2 Listen and sing. TR: 97 and 98
- 3 Sing and act. TR: 99

My little brother's questions

Chorus
 Why? Why? Why? Why?
 He always asks questions
 As he walks around the house.
 I always try to answer
 What life's all about.
 Because, because, because, because!
 Why do flowers smell nice?
 Why are leaves flat?
 Why do carrots help you see?
 Can you answer that?

Because flowers want the flies and bees.
 Because leaves need a lot of sun.
 Because Vitamin A is good for your eyes.
 You should learn these things – it's fun!
Chorus
 Why is it dark at night?
 Why is the sun so hot?
 Why is the ocean salty?
 Do you know or not?
 Because the Earth goes round.
 Because the sun's a burning star.
 Because salt comes from the rocks.
 You should learn all this for a start.
Chorus



102 UNIT 10 Feeling good!

LESSON 6 Writing Giving advice

- 1 Read the text. Answer the questions.
 - 1 Who do you think is asking for help?
 - 2 Who do you think is giving advice?
- 2 Read. Then look at the text again and answer the questions.


When we write a text to **give advice**, we usually include many different ideas and reasons why.

 - 1 How many different ideas are there in the second message?
 - 2 What reasons does the writer give?
 - 3 Think of two more tips to help someone do their homework more quickly.
- 3 Writing skill Words that sound the same
 - a Circle the correct answer.
 - 1 You should brush *you're / your* teeth two or three times a day.
 - 2 You should put on a sweater when *you're / your* cold.
 - 3 Children shouldn't do *they're / their* homework at night.
 - 4 They want to rest because *they're / their* tired.
 - b Think of other words that sound the same but have different spellings.
- 4 Work in pairs. Choose a question and reply with your advice.

'I'm not sure how to eat healthily. Have you got any ideas?'
 'What should I do to keep fit?'
 'How can I make friends more easily?'

Problem
I take a long time to do my homework. I think of other things all the time! Do you have any advice to help me work more quickly?

Advice
 Well, here are some tips to help you! Firstly, you can't work well when you're tired, so you shouldn't work late at night. You should keep your desk tidy, too. Then you can find your pens and books easily. You shouldn't do other things at the same time. You shouldn't listen to music or watch TV and you shouldn't send text messages. It's a good idea to put your phone in another room. You should stop to have healthy snacks, but you shouldn't eat your meals when you are doing your homework.
 Good luck!



UNIT 10 Feeling good! 103

LESSON 7

Video

Children representing fifteen different countries are interviewed about their lives and cultures. Students get a glimpse into how life is lived in different places around the world and learn to embrace diversity and equality.

Three or four children are featured in each video. Their answers and descriptions are illustrated with photos and video footage.

After watching the video, students talk about their own lives and cultures. They are well prepared for this task because the language they need has been learnt and practised during the unit, and also modelled by the children in the video.

LESSON 7 Video

1 How often do you have a cold? Watch the video to find out what people do when they have a cold in different countries. [Video 12](#)

2 Watch the video again. Match the countries and the ingredients used to treat a cold. [Video 12](#)

1 India

2 Morocco

3 Japan

A 

B 

C 

3 Read and write T (true) or F (false).

1 Shiven's grandma can make 'pepper milk'.
2 Shiven puts sugar in his 'pepper milk'.
3 Japanese green tea is called 'umeboshi'.
4 Yurara likes 'umeboshi'.
5 Hasu soup has got garlic in it.
6 Safia likes hasu soup more than 'harira'.

4 Work in pairs. Discuss the questions.

1 What do people you know usually do to treat a cold?
2 Is there traditional medicine in your country for a cold? If so, describe it.
3 What do you do when you have a cold or you don't feel well?

104 UNIT 10 Feeling good!

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.

Game 2

1 Play in pairs. Find differences between the two pictures.

2 Now write sentences to explain four of the differences. Share them with the class.

Function 2: Going shopping

1 Listen and complete. ()

2 Listen, check and repeat. ()

3 Complete the mini dialogues.

4 Role-play a dialogue between a shop assistant and a customer.

Review 5: Units 9-10

1 Match the opposites.

2 Complete the text with the words from the box.

3 Write sentences about the future. Use will/won't and your ideas.

4 Read and circle should or shouldn't.

School trip

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

School trip 1

Redwood forests

You're going to watch wildlife photographer, Michael 'Nick' Nichols in action. He's taking photos of the animals and trees in a redwood forest on the west coast of the US. Redwoods are huge trees. Many of the trees are more than 1,500 years old. They're the tallest trees in the world and their trunks can be nine metres thick! They can grow to more than 100 metres tall so it's difficult to take photos of them. Nick needs to find some special ways to do it.

1 Read about redwood trees. Answer the questions.

- How old are the oldest redwood trees?
- Why is it difficult to take photos of redwood trees?

2 Watch the video. Put the sentences in order (1-5). Video 3

- A Nick takes some great photos of the owls.
- B Nick sends a camera up the tree.
- C Nick gives the owls food.
- D The photos of the tree go into Nick's computer.
- E Nick puts on a costume.

3 PROJECT Work in pairs. Make a size chart.

Draw a chart to show the size of a redwood tree. Compare it with other trees, animals and things.

4 Tell the class about your chart.

A redwood tree is 100 metres tall. It's taller than the Statue of Liberty in New York, but it's shorter than the Eiffel Tower in Paris.

A stunning photo captures students' interest.

A carefully staged lesson activates students' prior knowledge (Exercise 1) and works on comprehension (Exercise 2).

The end-of-lesson project requires a range of talents that allow different students to shine in mixed-ability classes.

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 not using force to persuade others to do something.

The tightrope across Niagara Falls

There was once a famous tightrope walker named Charles Blondin. He had walked 150 years ago. Blondin could do many amazing things on a tightrope. He could stand on one leg. He could sit on a chair. He could stop and make something to eat. He could even walk with his eyes closed.

Blondin came from France, but he did many famous tightrope walks across the Niagara Falls, between Canada and the USA – a distance of 340 metres, and 50 metres above the water. People said that it was impossible and that he could never do it. But Blondin did it, not just once but many times. And each time a crowd waited on the other side of the water to watch him. And each time they cheered loudly when he arrived.

There are many stories about Blondin. People say that one time, he crossed the falls pulling a wheelbarrow with potatoes in it. The crowd watched. They shouted 'Hurray! Hurray! Hurray!' 'Quiet and listen!' they shouted as he walked carefully to the other side. When he arrived, they cheered more loudly than ever.

He put down the wheelbarrow and looked at the crowd. 'So do you think I can walk back across the Falls with the wheelbarrow?' he asked them. 'Yes, you can!' they all shouted. 'And do you think I can walk back with a man in the wheelbarrow too?' he asked. 'No!' they shouted again. 'You are the greatest tightrope walker in the world. You can do anything!' 'OK,' said Blondin. He waited for a moment. Then he went to climb into the wheelbarrow. He asked, he looked at the people, but they were all very quiet.

Glossary
tightrope A long rope, high above the ground. Acrobats walk along it.
wheelbarrow A toy or small cart that has one wheel. People use it for carrying things.
crowd A big group of people.

Reading extra 1

- Look at the acrobat in the photo. What is he doing? What kind of person do you think he is?
- Listen and read. Did Blondin walk across Niagara Falls? () or ()
- Read again and answer the questions.
 - What four amazing things could Blondin do on a tightrope?
 - How long was the tightrope across the Niagara Falls?
 - What did Blondin put in the wheelbarrow before he crossed the Niagara Falls?
 - Did the crowd think that Blondin could push a person across the Niagara Falls?
 - Who wanted to climb into the wheelbarrow?
- Complete the sentences. Use one, two or three words in each gap.
 - No one thought that Blondin _____ across the Niagara Falls.
 - But Blondin walked across the Falls _____ from once.
 - _____ cheered every time he did it.
 - In one story _____ potatoes in Blondin's wheelbarrow.
 - No one in the crowd _____ to climb into the wheelbarrow.
- Work in pairs. Discuss the questions.
 - Who thought Blondin could cross the Falls with a person in the wheelbarrow?
 - Why did no one want to climb into the wheelbarrow?

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.

The Wind and the Sun

One day, the Wind said to the Sun: 'There are not many things in this world stronger than us, are there?'

'You are right,' said the Sun. 'But we are strong in different ways.'

'Different ways?' asked the Wind. 'You are saying that because you are weaker than me.'

'Really? Do you think so?' asked the Sun. 'Then let's have a competition to see how strong we are.'

'Good idea,' agreed the Wind.

Far below them, there was a road. And on the road they could see a man walking. He wore a winter coat and a scarf.

'I know,' said the Sun. 'Let's see which one of us can take the coat and scarf off that man.'

'Hot!' said the Wind. 'That's easy for me. I can blow them off him.'

So the Wind blew and blew. The leaves flew from the trees. The animals on the ground were scared. Even the birds were scared.

The man was very cold. 'Ooh,' he said. 'What a horrible day!'

He held his coat. He held his scarf. And he didn't take them off. The Wind blew more. But the man held his coat more. In the end, the Wind was so tired, he had to stop.

Then, the Sun came out from behind a cloud. The Sun was hot. 'Ooh,' the man said. 'What a beautiful day it is now!'

He took off his scarf. The Sun grew hotter and hotter. The man was so hot he took off his coat and sat down under a tree.

'How did you do that?' asked the Wind.

'Ah!' said the Sun. 'I told you, there are different ways to be strong. You can blow the leaves from the trees and you can make the animals scared. But sometimes, when you want people to do things for you, it is better not to force them.'

Reading extra 2

- Look at the picture. What's the weather like?
- Listen and read. What part of the story can you see in the picture? () TR: 80
- Answer the questions.

Who in the story ...

 - thinks he is the strongest?
 - has the idea for a competition?
 - thinks he can win the competition easily?
 - is scared of the strong wind?
 - likes hot weather?
 - wins the competition?
- Work in pairs. How can you do these things? Is it best to use strength or a different way?
 - Open a coconut.
 - Take a piano upstairs.
 - Move a donkey that doesn't want to move.
 - Get all the juice from a lemon.

Glossary
blow to push the air, for example from your mouth
competition a test or game to see who can do something better
force to make a person do something that they don't want to do

Beautiful artwork or photos set the scene and engage students' interest.

All the readings are recorded and can be used in class as extensive listening lessons.

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



ABOUT THE PHOTO

The photo shows friends around a campfire in Yosemite National Park in the US. It's an enormous natural area, covering 1,200 square miles. Within the park, you can see ancient sequoia trees, waterfalls, glaciers and animals such as brown bears and mountain lions.

Look and remember

In this unit, students will:

- review vocabulary from Level 3.
- review grammar from Level 3.
- listen and complete information about giant pandas.
- write an animal factfile.

Twenty-First Century Skills

Collaboration

Work in pairs to write an animal factfile, Lesson 2

Communication

Ask and answer personal questions, Lesson 3

Creativity

Invent a puzzle, Lesson 3

Critical Thinking

Identify the item that doesn't belong, Lesson 3

LESSON 1

Look and remember

In this lesson, students will:

- use vocabulary to describe the world around us.
- read and complete a postcard about a camping trip.
- discuss their opinions about spending time outside.

Resources: Worksheets 4.0.1–4.0.3, Classroom Presentation Tool, Workbook pages 4–5, Workbook Audio Track 1, Online Practice

Materials: a soft ball, blank index cards

Warm Up

- Say *Welcome to your English class! My name is [your name] and I like [playing golf].* Hold up a soft ball and say *When I throw the ball to you, tell us your name and something you like.* Throw a soft ball to a student. If necessary, ask *What's your name? What do you like?* Encourage the student to say *My name is ... and I like ...* After the student says a sentence, ask him/her to throw the ball to a classmate. Continue until each student has had a chance to introduce him/herself. Tell students to pay attention because they will need to remember the information about their classmates later.
- After all of the students have said a sentence about themselves, take the ball back. Throw it to one of the students and say a sentence about that individual. For example, say *Her name is Jenny and she likes maths.* Tell each student to throw the ball to a classmate, repeating the information about the classmate. Tell the last student to throw the ball back to you and say your original sentence.

1

- **Use the Photo** Ask students to open their books to pages 4–5. Say *Talk to your partner. What can you see in the photo?* Give students a minute to talk about the photo in pairs. Then invite individual students to share their ideas with the class.
- Draw students' attention to the words in the box. Invite a student to read the instructions aloud. Ask students to complete the activity individually. Then ask them to compare answers in pairs.
- Go over the activity as a class. Ask individual students *Can you see [the moon]?* As you go over the activity, ask students to point to the objects they can see in the photo. Ask follow-up questions to check comprehension, such as *Can you see a skyscraper?* (no) *Where do you see skyscrapers?* (in the city) *Is a skyscraper a tall or small building?* (tall)
- **Extra Challenge** Ask students to write a few sentences in their notebooks describing the photo, using the words from the box that they ticked.
- **Extra Support** After describing the photo in pairs, tell students to cover the photo and look at the list of words as a class. Clarify the meaning of the words by inviting students to draw the items on the board (or drawing them yourself if students are unfamiliar with them). Label each item for students to refer to during the activity.

2

- Ask *Do you write postcards when you're on holiday? Who do you send them to?* Listen to students' responses.
- Invite a student to read the first sentence aloud. Then ask *Is the person camping now?* Point down with your finger to emphasize *now*. Ask *When we talk about things happening now, do we say I'm camping or I'm camp with my friends?* (I'm camping) *That's right because the person is doing the activity now.* Tell students to complete the activity on their own. Then ask them to compare answers in pairs.
- Go over answers as a class. Invite different students to each read one sentence aloud from the postcard.
- **Extra Challenge** Ask *How often do you go camping? Who do you go with? What activities do you do?* Tell students to discuss the questions with a partner. Then discuss ideas as a class.
- **Extra Support** As you check the answers, clarify why each answer is correct. For example, for item 2, ask *When we talk about something we always do, do we use come or come?* (come) *That's right. I always go to the supermarket after school. What do you always do after school?* Invite different students to share their ideas. For item 3, say *It's quiet and calm. Do you think there are a lot of people?* (no)

3

Task Guidance Notes

Movers Speaking Part 5 Students have to answer personal questions about topics such as school, weekends, friends and hobbies. There is no visual prompt, but students are only expected to give short answers of between one and four words. Questions are generally in the present, but they may also be asked about past events (such as what they did yesterday). This part is testing understanding and responding to spoken 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 what someone might ask so they can predict some questions they might be asked (such as friends: *how many ...? , what do you do ...? ,* and so on).

Performance Descriptor

- Can respond to questions on familiar topics with simple phrases and sentences
- **Familiarize** Give students practice in identifying a variety of question forms quickly with a word association task. Write *How often? When? Where? Do you? Would you?* in columns on the board. Elicit one idea for each question, such as: *How often? three times* and *Do/Would you? yes/no*. Then go around the class and say each question type at random. Ask students to quickly say an appropriate word.
- Look at the questions with the class. Ask students, in pairs, to discuss *all* the points they could say in response. Check ideas with the class, for example: question 1 – 1 or 2 reasons; question 2 – time plus reason; question 3 – 2 or 3 activities + reason(s).

- Ask students, in pairs, to do the activity. Monitor. Focus on one aspect of the assessment. Listen and make a note 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

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

- **Second Chance** Teach or remind students *Sorry, I don't understand*. Ask students, in new pairs, to create three new questions on another activity. Then put them into new pairs to ask and answer. Remind them to focus on interaction. Instruct them to say, 'Sorry, I don't understand' several times. Tell pairs to then repeat the question. Monitor.

Optional Activity

- Say *Imagine that you're camping. Write a postcard to your friend and tell him or her about your trip*. Refer students to the text in Exercise 2. Say *Remember to write Hi, How are you? to start your postcard and See you soon! at the end*. Give students time to write their postcards. Walk around the classroom as they work. Help with vocabulary and check for correct use of the present simple and present continuous.
- When students finish, ask them to copy their texts onto a blank index card. Tell them to draw a picture on the other side, like a real postcard.
- Invite students to share their postcards with the class.

Wrap Up

- Ask students to close their books. Say *I'm going to draw something from today's lesson. Can you guess what it is?* Draw a forest on the board. When a student guesses, invite him/her to come to the front. Using a copy of the Student's Book, point to a word from page 5 and ask that student to draw it. You can use the words from Exercise 1 and also some of the words from Exercise 2, such as *pasta, salad* and *climb*.

TEACHER TIP

The beginning of the school year is the best time to establish routines. Think about what you want students to do at the beginning of the lesson. For example, if you go to the students' classroom, how will you get their attention at the beginning of class? If the students come to you, do you want them to line up outside the classroom? How will you greet them as they come in? Do you want students to start the lesson with their books and lesson materials on their desks? Do students know where to keep personal items, such as coats and school bags? Making these decisions before the first lesson will enable you to explain the routine and set clear expectations on the very first day.

Additional Practice: Worksheets 4.0.1–4.0.3, Workbook pages 4–5, Online Practice

Look and remember

1 Look at the photo. Tick (✓) the words you can see.

moon	<input type="checkbox"/>	stars	<input checked="" type="checkbox"/>
forest	<input checked="" type="checkbox"/>	building	<input type="checkbox"/>
picnic	<input type="checkbox"/>	museum	<input type="checkbox"/>
tent	<input type="checkbox"/>	friends	<input checked="" type="checkbox"/>
bat	<input type="checkbox"/>	tree	<input checked="" type="checkbox"/>
cloud	<input checked="" type="checkbox"/>	skyscraper	<input type="checkbox"/>

2 Read and complete the postcard.

Hi,

How are you? I'm ¹ *camping* / *camp* with my friends again this year. We always ² *coming* / *come* to this beautiful place. There ³ *are* / *aren't* many people so it's calm and quiet. At the moment, we're ⁴ *eating* / *eat* outside. We're having ⁵ *a* / *some* pasta and salad. Tomorrow we're going ⁶ *go* / *to go* canoeing and then we want to climb some trees in the forest.

See you soon!

3 Answer the questions. Then compare your answers in small groups.

- 1 Would you like to go camping here? Why? / Why not?
- 2 How often do you go camping?
- 3 What other activities do you like doing outside?

Camping in the evening,
Borneo, Indonesia

ABOUT THE PHOTO

Pandas International was set up in 1999 to help save giant pandas from extinction. Scientists believe there may be only about 1,800 giant pandas living in the wild in China, and approximately 420 in panda reserves and zoos around the world. There are four *Panda International* centres in China where they look after giant pandas.



In this lesson, students will:

- talk about a photo of baby pandas.
- listen and complete a factfile about giant pandas.
- write a factfile about a wild animal.

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

Materials: information about wild animals; photos of a gharial (Indian crocodile), Javan rhino, Bengal tiger and polar bear; poster paper; coloured pencils or felt tips

Warm Up

- Write on the board: *What's your favourite animal? Say Tell your partner about your favourite animal. Where does it live? What does it eat? Describe the animal as well. Is it big or small? Has it got four legs? Why do you like it?*
- Give students time to talk to a partner. Then invite different students to tell the class about their favourite animal.

1

- **Use the Photo** Ask students to open their books to pages 6–7. Ask *What animal can you see in the photo?* (pandas) *What are the people doing?* (looking after the pandas)
- Tell students to complete the activity individually. Then ask them to compare answers with a partner. Check answers as a class, inviting different students to each read one sentence aloud and say if it's true or false.
- **Extra Challenge** Ask students to write two additional sentences about the picture – one true and one false. Then tell students to stand up and move around the classroom, reading their sentences to different classmates, who will guess which sentence is true and which is false.
- **Extra Support** Before students do the activity, invite different students to read each sentence aloud. Clarify the vocabulary as needed. For example, ask *Who's wearing glasses in our class today? What other adjectives can we use to describe how a person is feeling? How do you feel today? Who in the class has got short hair? What colour is my hair?* This is a good opportunity to review adjectives for physical appearance, such as *curly* and *straight*, as well as those for feelings, such as *tired* and *sad*.

2

Task Guidance Notes

Movers Listening Part 2 Students listen to a conversation and complete five gaps. They have to complete each gap with words or numbers from the conversation, some of which may be spelled out. Some misspellings are allowed for words that are not spelled out. This part is testing note-taking with numbers, names and spelling.

Challenges Students can find this task difficult because they have to understand the reduced notes on the page (not complete sentences). They can spend time reading and writing, so they may miss the next answer. They need practice in how to move on after each item. Reminding them that they will hear the conversation twice will help their confidence.

Performance Descriptors

- Can understand letters of the English alphabet when heard
- Can understand some very short conversations that use familiar questions and answers

- **Remember** This activity practises listening for and writing numbers. Say numbers and ask students to write them out quickly. Start slowly and then get faster so they don't have too much writing time. This will give them confidence that they can listen and write quickly as well as provide fast spelling practice.
- **Predict** Ask students, in pairs, to look at the notes carefully. Elicit which gaps have a singular number and which a plural, and why. (3 = singular, metre)
- Tell students that they may hear the information for each gap in a different order. To help them understand how the audio may be different, ask them to change the notes into sentences with a partner. Do an example with them. For example, say *1 There are [xxx] giant pandas in China.* Check ideas with the class.
- Make sure students understand the instructions. Play **TR: 1**. Tell students to listen and complete the activity individually. Then play **TR: 1** again for students to check answers. Go over answers as a class.
- **Own It!** In order to help students understand how we only write down the most important things when taking notes, ask students, in pairs, to think of a message to leave a friend on the phone (for example, about a meeting, homework, or shopping). Monitor and help. Then put students into new pairs to give their message and take notes on the message they hear. Remind students that they must only write the key information. Then tell students to check with each other for accuracy.

Script for TR: 1

This woman works at a Panda Research Centre in China. They help to protect giant pandas and help them to have baby pandas. There are not many left in the world. Scientists think there are only about 1,800 giant pandas in China, so it's important to protect them. The woman is holding a baby panda. When they are born, they are pink and only about 15 centimetres long. Soon, they grow to more than one metre tall. Giant pandas can eat small animals and fish, but they usually eat a plant called bamboo. Every day, they eat bamboo for twelve hours! They live for up to 30 years.

3

- Invite a student to read the instructions aloud. Say **Look at the information about giant pandas in Exercise 2.** Point to *Country/Countries* in the factfile. Ask **Where can you find giant pandas?** (in China) **How many are there?** (about 1,800) Point to *Size* and ask **How big are they?** (15 cm at birth and taller than 1 m as adults) Point to *Food* and ask **What do they eat?** (small animals and fish, bamboo) **How long do they live?** (up to 30 years)
- If Internet access is available, ask students to find out about the animals they're interested in. Alternatively, find and print information about the animals before the lesson and display it around the classroom.
- As pairs of students complete their factfiles, monitor and help with vocabulary. Encourage them to add extra information to their factfile, such as the animal's colour and what it can do.
- **Extra Challenge** Ask students to write a short text with the information about the animal they chose, similar to the script in Exercise 2. Then ask students to read their text aloud to classmates.
- **Extra Support** Before students start writing their factfiles, brainstorm vocabulary that students will need on the board. Ask **What different things do animals eat?** (small animals, fish, plants, fruit, and so on) Add phrases that students can use to describe the animal as well, such as *more than ... tall, less than ... long, and up to ... long.* Clarify the vocabulary by using hand gestures to demonstrate *long* (extend hands horizontally) and *tall* (extend hands vertically).

4

- Tell pairs from Exercise 3 to get together so that there are four students in each group. Point to the factfile in Exercise 3. Say **Ask questions about this information. Can you guess your classmates' animal?** Read the example aloud with a student. If necessary, model asking another question. For example, ask **Where does your animal live?**
- Give students time to ask and answer questions. As they do, move around the classroom, checking for correct question form.
- **Extra Challenge** Do this activity as a class mingle. Tell all of the students to stand up and move around the classroom, asking different classmates questions to guess their animal.
- **Extra Support** Point to *Country/Countries* and ask **What question can we ask?** (Where does it live?) Do the same for the other four points. Write the questions on the board and leave them there for students' reference as they work.

Optional Activity

- Ask **Did you know pandas are endangered?** Write *endangered* on the board. Say **This means that in the future, there might not be any pandas on Earth. Here are some other endangered animals.** Show students the photos of the gharial, Javan rhino, Bengal tiger and polar bear. Give the name for each. Lead a class discussion about why these animals are endangered, asking questions to prompt discussion. For example, ask **Where do you think they live? Why do some people want to kill them?** If you wish, allow students to use their own language for this.
- Say **Choose one animal and make a poster saying Save the ...** When students finish their posters, display them around the classroom or the school.

Wrap Up

- Say **I'm going to describe an animal. Can you guess what it is? This wild animal has got four legs and it lives in Africa. It eats plants and it's got big ears.** (an elephant)
- Put students into groups of four. Say **Take turns describing different animals for your group to guess.** Allow time for each student in the group to describe an animal. If necessary, whisper an animal to help students. When they finish, invite students to share their descriptions for the class.

Additional Practice: Workbook pages 6–7, Online Practice

Look and remember

1 Look at the photo. Read and write T (true) or F (false).

- 1 There are two people in the photo. **T**
- 2 The woman is wearing glasses. **T**
- 3 The woman is angry. **F**
- 4 The man is looking at the panda. **F**
- 5 The man has got short hair. **T**

2 Listen. Complete the information about giant pandas.  TR: 1

Giant Pandas

Number in China: ¹ 1,800 giant pandas

Size at birth: ² 15/fifteen centimetres long

Size of adults: taller than ³ 1/one metre

Food: bamboo, for ⁴ 12/twelve hours every day

Age: up to ⁵ 30/thirty years old

3 Work in pairs. Choose another wild animal and write a factfile.

Animal: _____

Country/Countries: _____

How many: _____

Size: _____

Food: _____

How long they live: _____

4 Work with another pair. Ask and answer questions to guess each other's animal.

What does it eat?

It eats small animals.

The Bifengxia Giant
Panda Research
Center, Sichuan
Province, China

3 Look and remember

1 Write the odd one out.

- | | | | | | |
|---|-------|----------|-----------|-------------|------------------|
| 1 | lake | river | waterfall | village | <u>village</u> |
| 2 | pasta | bottle | plate | cup | <u>pasta</u> |
| 3 | ant | dolphin | kangaroo | panda | <u>dolphin</u> |
| 4 | curly | straight | moustache | long | <u>moustache</u> |
| 5 | neck | cough | shoulder | stomach | <u>cough</u> |
| 6 | son | daughter | sister | grandmother | <u>son</u> |

2 Write two odd-one-out puzzles for your friend.

- 1 _____
- 2 _____

3 Write questions. Then ask and answer the questions in pairs.

- 1 are / you / old / how
How old are you _____?
- 2 your / is / when / birthday
When is your birthday _____?
- 3 and sisters / got / brothers / any / you / have
Have you got any brothers and sisters _____?
- 4 Saturdays / you / do / on / what / usually / do
What do you usually do on Saturdays _____?
- 5 like / books / you / do / comic / reading
Do you like reading comic books _____?
- 6 on Sunday / going to / you / what / do / are
What are you going to do on Sunday _____?

4 Think about your favourite things. Then ask and answer in small groups.

animal sport food place to visit country activity fruit

What's your favourite animal?

A cat. What's yours?

In this lesson, students will:

- review and use vocabulary from Level 3.
- ask and answer personal questions.
- talk about their favourite things.

Resources: Classroom Presentation Tool, Online Practice

Materials: coloured pencils or felt tips, a soft ball

Warm Up

- Draw a stick figure on the board. Ask *What are some words we can use to talk about people?* Give students a minute to talk in pairs. Then ask them to share ideas with the class. Write these on the board.
- Say *Tell your partner about two people in your family.* Give students time to talk in pairs. Then invite different students to describe a family member.

1

Task Guidance Notes

Movers Speaking Part 4 Students are shown four sets of four pictures. They have to identify the one that doesn't belong in three of the sets and say why. This part is testing suggesting a difference and explaining why.

Challenges Students worry about getting this right, but they can identify any feature as long as they can say why. Give them practice in identifying a variety of picture differences and using simple reasons why based on the difference, for example: *This one is big and these aren't.*

Performance Descriptor

- Can give simple descriptions of objects and actions
- This activity practises finding the one that doesn't belong. Ask students, in pairs, to look at the first sentence and discuss which doesn't belong. Check answers with the class, ensuring that students give a complete reason. Point out that there can be different reasons, for example: *A village is not water, but the others are* and *You can't live on a waterfall, but you can on/in the other three.* This helps students understand that there is no 'right' answer; it is their language that is being assessed.
- Ask students to do the activity individually. Then ask them to check answers and reasons in pairs. Monitor.
- Check answers with the class. Encourage them to give complete reasons and alternatives if possible.
- Focus on one aspect of the assessment. Listen and make a note of any problems. Don't interrupt the flow of the activity. Then go back over any issues with the class after the activity.

Assess: Vocabulary (and Grammar)

Excellent performance	uses all the vocabulary; makes a few mistakes; uses simple linkers
Satisfactory performance	uses most of the vocab; makes some basic mistakes; uses very simple linkers

- **Own It!** Ask students, in pairs, to identify three objects in the classroom where two have some similarities and one is different. Then ask them to share their choices with another pair. Tell that pair to say what the difference is and why. They could do this three or four times to give them plenty of opportunity to give descriptions.

2

- Ask a student to read the instructions aloud. Give students time to write their puzzles.
- When students finish, ask them to read the words aloud. Tell partners to say which doesn't belong.
- **Extra Challenge** Give students a time limit, for example, three minutes. Ask *How many puzzles can you write in three minutes?*
- **Extra Support** Refer students to Exercise 1. Say *Look at the words. What different topics can you see?* (family, food, body, animals, the kitchen and places) *What other topics can you use for your puzzle?* (colours, school subjects, adjectives, clothes, and so on) Say *Choose three words from one topic and one from another to make your puzzle.*

3

- Draw students' attention to the first question. Invite a student to give you the correct order. (How old are you?) Say *Write the questions.* Give students time to work on their own. Then tell them to compare answers in pairs. Check the questions as a class by inviting different students to read each question aloud.
- Say *Take turns asking and answering with your partner.* Give students time to do this. Move around the classroom. Encourage students to answer with complete sentences. To close the activity, invite pairs of students to ask and answer different questions.

4

- Say to a student *[Jason], ask me a question about my favourite things.* Point to the words in the box. (What's your favourite animal?) Answer the question. Then invite other students to ask you each question.
- Say *Take one minute and think about your answers.* After a minute, tell students to ask and answer with their partner.

Optional Activity

- Ask students to draw and colour a picture of themselves. Tell them to write sentences around the picture. Say *Write about your favourite things and your answers to Exercise 3.*
- Display the pictures around the classroom, so students can get to know each other.

Wrap Up

- Ask students to stand in a circle. Ask a personal question and throw a soft ball to a student. For example, ask *When's your birthday?* Encourage the student to answer with a complete sentence. Then say *Throw the ball and ask a question.* Continue until each student has had a chance to answer a question.

Additional Practice: Online Practice

UNIT 1

All kinds of jobs

In this unit, students will:

- talk about jobs.
- listen to information about smoke jumpers.
- talk about everyday actions and actions happening now.
- learn about stop-motion animation.
- talk about how often they do actions.
- sing a song about different jobs.
- write interview questions.
- watch a video about different jobs.
- identify the value *Be curious*.

Language

Vocabulary

actor, clown, dentist, firefighter, nurse, photographer, pilot, police officer, waiter; animation, designer, film director, models

Grammar

- Present simple and present continuous
- Adverbs of frequency

Twenty-First Century Skills

Collaboration

Work together as a team to win a singing competition, Lesson 5

Communication

Talk to classmates about their daily routines, Lesson 4

Creativity

Make a poster about a family member's job, Lesson 6

Critical Thinking

Categorize jobs, Lesson 1

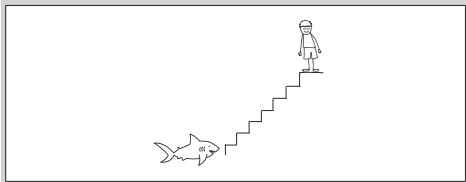
In the Unit Opener, students will:

- respond to a photo of an unusual job.
- discuss their own ideas about being a window cleaner.

Resources: Home School Connection Letter, Classroom Presentation Tool

Introduce the Theme

- Write *I'm a teacher* on the board as a fill-in-the-blank sentence. Draw a blank line for each letter of the sentence with a slash separating the words: *_ / _ / _ / _ / _ / _ / _*. Next to the sentence, draw seven steps with a man on the top step and a shark at the bottom like the one below.



Invite students to guess the letters. If they guess a letter correctly, write it on the board in the correct place in the sentence. If they guess a letter incorrectly, move the man one step down towards the shark.

- After students guess the sentence, put them into pairs. Give them three minutes to brainstorm more jobs. Tell them to write a list in their notebooks.
- After three minutes, invite students to the board. Tell them to either write the job directly or write the job as a fill-in-the-blank word and invite their classmates to guess the letters.

Use the Photo

- Ask students to open their books to page 9. Draw their attention to the photo. Ask several students *What can you see in the photo?* (I can see a man climbing or going down a building. There are lots of clouds. The man is above the clouds. The man is cleaning the windows.) Write key words on the board, such as *clouds, sky, clean, skyscraper, high* and *dangerous*.
- Ask students to think individually about a title for the photo. After a few minutes, invite students to share their title ideas and vote on the best title.
- Ask students to discuss the questions in pairs or small groups. For question 1, draw their attention to the photo caption. Explain that the Burj Khalifa is the tallest building in the world.
- For question 2, encourage students to think about why the man is doing the job. Ask *Who cleans the windows of your house?* Explain that because the building is so tall, there is a special team of people that cleans the windows.
- For question 3, encourage students to think about what the man is wearing, as well as the window-cleaning equipment and climbing equipment. Ask *What kind of person do you need to be to do this job?* Listen to students' answers. If students need prompting to get them started, say some sentences in response to your own questions, for example, *You have to be brave. You can't be afraid of heights.*
- For question 4, invite students to put up their hands if they would like to do this job. Ask them why (or why not).

TEACHER TIP

It's very motivating for students to see their work displayed in the classroom for peers and others to see. You can use displayed work in different ways: students can choose which has the best picture, which is the neatest, the easiest to read and so on. They can also interact with the display linguistically since you can prepare questions to work with the texts.

All kinds of jobs

1

ABOUT THE PHOTO

The man in the photo is a window cleaner. He's cleaning the windows of the Burj Khalifa in Dubai, in the United Arab Emirates. It's the tallest building in the world. It has 163 floors and is 828 metres tall. It has 24,368 windows and it takes a team of 36 people about four months to clean them all. The building contains flats, offices, a hotel, a car park, restaurants and viewing platforms.

Burj Khalifa, Dubai

Look at the photo. Answer the questions.

- 1 Where is the man?
- 2 What is he doing? Why?
- 3 What does he need for his job?
- 4 Would you like this job? Why? / Why not?

1 Words

1 Listen and repeat.  TR: 2

actor



clown



dentist



firefighter



nurse



photographer



pilot



police officer



waiter

ABOUT THE PHOTO

The man in the photo is a smoke jumper. Smoke jumpers are firefighters who jump out of planes and parachute down to combat forest fires, often in remote locations. Because they can get to the location faster than the fire department on the ground, they can usually reach the fire before it gets too big. The country with the most smoke jumpers is Russia, which started training them in 1936. The US, which started in 1939, also has a lot. In the photo, you can see Larry Wilson jumping out of a DC-3TP plane during training near McCall, Idaho, in the US.

2 Answer the questions.

- Which jobs do people sometimes do outside?
- Which jobs help other people?

police officer, photographer,
firefighter, waiter, actor, clown

police officer, firefighter, dentist, nurse

3 Listen to the conversation about smoke jumpers.

Write T (true) or F (false).  TR: 3

- Smoke jumpers jump out of a plane as a hobby. **F**
- A smoke jumper is a kind of firefighter. **T**
- Smoke jumpers fight fires in forests all year. **F**
- The smoke jumpers carry all the equipment when they jump. **F**
- The smoke jumper in the photo is Russian. **F**
- There are about 400 US smoke jumpers. **T**



In this lesson, students will:

- talk about different jobs.
- listen to information about smoke jumpers and identify true statements about their job.

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

Materials: 10–12 cards with a different job written on each one (one set per group of four students)

Warm Up

- Write on the board: *When I grow up, I want to be a/an ...* Use a gesture for a person growing up (being small to being tall) to clarify *grow up*. Invite students to complete the sentence. Write the jobs students mention on the board, for example, *astronaut, banker, football player*. After students share their ideas, tell them to write their sentence in their notebook. At the end of the unit, revisit their sentences and ask if anyone has changed his/her idea.

1

- Tell students to open their books to page 10. Draw students' attention to the small photos and the words. Play **TR: 2** and ask students to repeat the words.
- Play **TR: 2** again. Pause after each word to ask questions about the different jobs. For example, ask *Does this person wear a uniform? Is this a dangerous job? Does this person drive in [his] job?* Invite different students to respond each time.

Optional Activity 1

- Tell students to write 1–9 in their notebooks. Pointing to the nine jobs in Exercise 1, ask several students *What's your favourite job?* Ask students to copy the jobs in order of preference, number 1 being the favourite job. When they finish, tell students to compare their lists in pairs and discuss any differences.

2

- Draw two columns on the board with the headings *Outside* and *Help Other People*. Refer students to the jobs in Exercise 1 and ask *Who works outside? Who helps other people?* Elicit one job from Exercise 1 for each column on the board.
- In pairs, tell students to discuss which jobs go in each column. Then invite students to come to the board and add the jobs to the correct column.
- **Extra Challenge** Tell students to talk about other jobs too, for example, *teacher, taxi driver* and *builder*.

Optional Activity 2

- Before the lesson begins, prepare sets of 10–12 cards with a job written on each card. Divide students into groups of four and give each group a set of cards.
- Tell students they have to categorize the jobs on the cards. Give the first category: *dangerous jobs*. Tell the groups to discuss whether they think the jobs are dangerous or not. Give them a few minutes. Then listen to their responses. Repeat the activity with different categories (*use a computer, wear a uniform, be good at English*), allowing students to share their ideas after each.

3

- Draw students' attention to the main photo. Ask *What do you think the man is doing?* (jumping out of a plane) *Why?* Invite students to share their ideas. Then explain that the man is a smoke jumper.
- Say *We're going to listen to a text about smoke jumpers. Close your eyes and listen carefully.* Play **TR: 3**.
- Tell students to read the sentences and predict the answers based on the first listening. Play **TR: 3** again. Then tell students to compare their answers in pairs. Check answers as a class by inviting students to read a sentence and tell the class if it's true or false.
- **Listening Strategy: Focusing on Listening** Asking students to close their eyes while listening can help them focus more easily and effectively on what they hear, as it removes other stimuli and distractions.
- **Extra Challenge** Before checking answers, ask students to correct the false sentences.
- **Extra Support** Pause **TR: 3** once or twice and ask students to discuss, in pairs, what they heard up to that point.

Script for TR: 3

This man isn't jumping out of a plane for fun. This is part of his job. He's a smoke jumper. Smoke jumpers are firefighters. They fight fires in forests every summer. They train to jump from planes with a parachute. It's usually quicker to go to the fire by plane. There often aren't many roads near the forests.

First, the plane drops a lot of equipment near the fire. Then, the smoke jumpers jump out of the plane. They find the equipment and use it to fight the fires.

Smoke jumpers work in many different countries like Russia and the US. The smoke jumper in this picture is training in Idaho, US. There are about 400 smoke jumpers in the US. Would you like to be a smoke jumper?

Optional Activity 3

- Write the following questions on the board for students to discuss in pairs: *Are there forest fires in your country? When do they happen? Why do you think they happen?*
- After a few minutes, invite students to share their ideas with the class. For the third question, lead a class discussion on the causes of forest fires. (hot, dry weather; people making fires when camping) Encourage students to think of ways to prevent them. (e.g., Put water on your campfire before you go to sleep.) Provide vocabulary and ask students to make posters with these suggestions and display them in the classroom.

Wrap Up

- Play a drawing game. Divide the class into two teams. Invite one student from each team to come to the board. Whisper a job to the two students. Tell them to draw clues about the job on the board (for example, a person doing the job or objects related to the job) for their teammates to guess. The first team to guess the job wins a point.

Additional Practice: Workbook page 8, Online Practice

In this lesson, students will:

- use the present simple to talk about everyday actions.
- use the present continuous to talk about actions happening now.

Resources: Audio Track 4, Classroom Presentation Tool, Game Cube, Workbook page 9, Online Practice

Materials: scissors (one pair per group of four students) and tape for the game cube

Warm Up

- Write verb phrases related to jobs on the board, such as *have a dangerous job*, *work at the weekend* and *help people*.
- Tell students to open their books to page 10 and look at the jobs in Exercise 1. Invite two or three students to give you sentences about jobs, for example, *A police officer has a dangerous job. A dentist helps other people*. Remind students to add the third person -s ending.
- In pairs, ask students to say sentences about the jobs in Exercise 1 or other jobs of their choice. After a few minutes, invite them to share their ideas.

1

- Tell students to open their books to page 11. Play **TR: 4**. Tell students to listen and follow in their books.
- After listening, write on the board *every day* and *now*. Ask *What's my job?* Elicit the answer and write *I teach every day* in the first column (*every day*). Then ask *What am I doing now?* Elicit *I'm teaching now*. Write this in the second column (*now*). Elicit more examples on the board. Point to the photo and ask *What does he do every day?* (He fights fires.) *What's he doing now?* (He's jumping out of a plane.) Point to a group of students and ask *What do they do at school?* (They learn English.) *What are they doing now?* (They're listening to the teacher.)
- Write examples on the board and use colour to underline important changes in the verbs. Encourage students to read the sentence as you underline the following: third person -s in the present simple and *am/is/are* and *-ing* in the present continuous sentences.

Optional Activity

- Divide students into groups of four. Give each group a game cube template, scissors to cut it out and tape to stick it together. Elicit simple verbs and time references on the board, such as *watch*, *play*, *sit*, *every day* and *now*. Write these in three sections (verbs/present simple time references/present continuous time references) – you don't need to label these sections.
- Write on the board:

1 - I/present simple	4 - I/present continuous
2 - he/present simple	5 - he/present continuous
3 - they/present simple	6 - they/present continuous

- Model the activity. Roll a game cube and say a sentence based on the number. For example, if you roll a 3, say *They play football every Wednesday*. If you roll a 5, say *He's sitting in the classroom right now*.
- In their groups, tell students to take turns rolling their game cubes and saying sentences. Walk around and check that they are using the verb forms correctly.

2

- Tell students to read through the text quickly, ignoring the spaces. Ask *What job is in the text?* (police officer) *What actions does it talk about?* (drive, eat, talk and so on) Tell students to complete the text, deciding if the action is happening now or whether it's an everyday action. Point out that they should decide by looking at the time expressions, for example, *from Monday to Friday* and *today*. Tell them to look carefully at the subject of the verb as well. This will help them decide if they need a final -s in the present simple or which form of *be* they should use in the present continuous.
- Tell students to complete the text individually and then compare answers in pairs. Check answers as a class. Remind students that they can use the contraction 's in sentences 5–7.

3

- Elicit the question for item 1. (What do you wear at school every day?) Write it on the board, underlining *what*, *wear*, *school*, *every* and *day*. Point out that the words in the question are in the correct order and that students have to add words to make a complete question.
- Ask students to write the four questions in their notebooks individually. Then tell them to compare answers in pairs. Choose students to read a question aloud and write it on the board.
- Tell students to stand up and walk around the classroom. Call out a number (1–4). Instruct students to stop and ask that question to the classmate nearest to them.
- **Extra Challenge** Ask students to write two more questions – one with the simple present and one with the present continuous.
- **Extra Support** To help students with question formation, write the complete questions for items 2–4 on the board with spaces to show where words are missing:
 - 2 *What _____ do at the weekend?*
 - 3 *What _____ your teacher _____ right now?*
 - 4 *_____ having breakfast at the moment?*

Answers:

- 1 *What do you wear at school every day?*
- 2 *What do you do at the weekend?*
- 3 *What is your teacher doing right now?*
- 4 *Are you having breakfast at the moment?*

Wrap Up

- Act out riding a bike as you say *I'm riding a bike*. Then act out driving a car as you say *I'm watching TV*. Repeat and ask students to stand up when what you say doesn't match the action. Encourage students to say *You aren't watching TV* and elicit the correct sentence from individuals. After modelling the activity a few times, invite different students to come to the front to say sentences and do actions.

Additional Practice: Workbook page 9, Online Practice

1 Listen and read.  TR: 4

Present simple and present continuous

We use the present simple for things that we do all the time or that we do many times. We often use it with time expressions like *every day, on Mondays, once a week*.

They *fight* fires in forests *every summer*.

We use the present continuous to talk about things that are happening now. We often use it with time expressions like *now, at the moment, today*.

They *aren't fighting* a fire *today*. They're *training*.

2 Complete the text with the verbs in brackets. Use the present simple or continuous.

My mum is a police officer. She ¹ works (work) at a police station in Seoul. She ² drives (drive) a police car every day. From Monday to Friday, she ³ eats (eat) her lunch at work. Police officers in Korea ⁴ work (work) at the weekend and at night too.

Today, my mum ⁵ is doing (do) something different. She ⁶ is visiting (visit) a primary school and she ⁷ is talking (talk) to the children about her job. The children ⁸ are asking (ask) questions about her badges and her radio.

3 Work in pairs. Ask and answer.

- 1 What / wear / school / every / day?
- 2 What / do / at the weekend?
- 3 What / your teacher / do / right now?
- 4 Have breakfast / at the moment?

What do you wear at school every day?

I wear jeans and a T-shirt every day.

Smoke jumpers are training in the US.