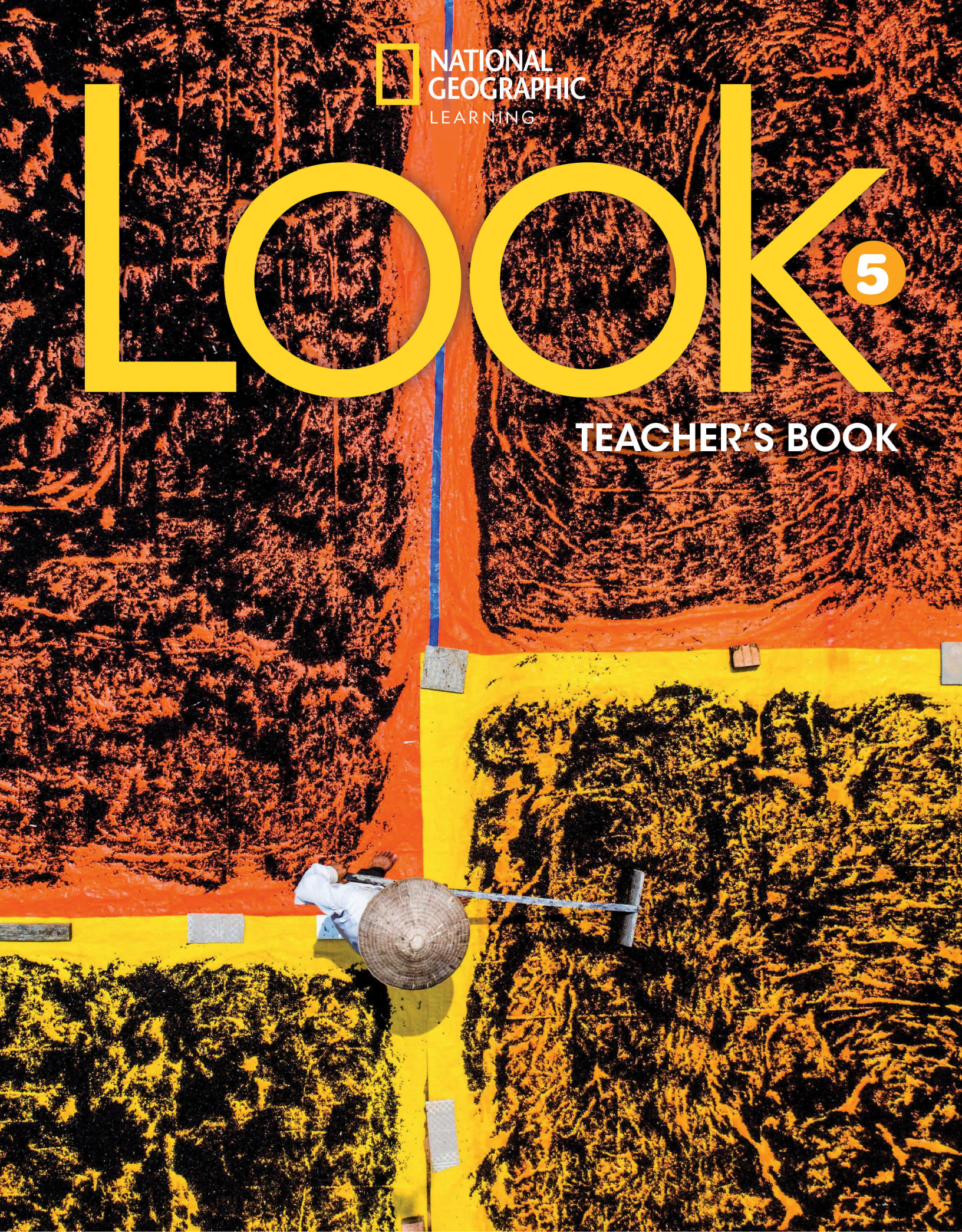
 NATIONAL
GEOGRAPHIC
LEARNING

LOOK 5

TEACHER'S BOOK



LOOK⁵

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National Geographic Learning,
a Cengage Company

Look 5 Teacher's Book

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Composition: Symmetry Creative Productions, Inc.

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ISBN: 978-1-337-91507-6

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Scope and Sequence

Look and remember
p. 4

Vocabulary

Celebrations, Musical instruments, Nature, Technology, Food

Grammar

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?

1
Making contact
p. 9



Vocabulary

envelope, letter, post (verb), postbox, postcard, post office, stamp
Reading: *bury, newspaper, magazine, object*

Grammar

Have you ever swum to a post office?
No, I haven't.
Has your sister ever been to Antarctica?
Yes, she has.
They've never seen a penguin.
It's been under the ground for fifty years.
It's been under the ground since 1970.

Skills

Listen to a report about unusual post offices.
Read about time capsules.
Write an email to a penfriend.
▶ Learn and speak about how animals communicate.

VALUE Think about your cultural identity.

2
Life on the road
p. 17



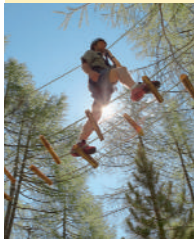
carpet, cooker, cushion, electricity, fire, fridge, pot, shelf
Reading: *geography, language, left (leave)*

Cibrilla has arrived in Bilma.
They slept every night in the desert.
They've already visited more than eighty countries.
They haven't finished their journey yet.
They've just left Dublin.

Listen to a description of the Tuareg nomads of Niger.
Read about the Zapp family.
Write a biography of your hero.
▶ Learn and speak about trips people have been on.

VALUE Respect other cultures.

3
Challenges
p. 29



competitions, prize, race, rider, stadium, taking part, win, winner
Reading: *blind, board, chess, pieces*

School trip 1 The cave art of France p. 26

The sun was shining.
Thousands of people were waiting.
She was looking for a toy when she found a chess board.

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.

VALUE Work hard.

4
What's on your plate?
p. 37



biscuit, butter, flour, honey, pepper, salt, sugar, yoghurt
Reading: *delicious, forks, knives, prepare, spoons*

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.
This is the pizza which/that I cooked.
It's a restaurant where the children are the cooks.

Listen to a description of pancakes around the world.
Read about a restaurant where the children cook.
Write a café or restaurant review.
▶ Learn and speak about school lunches.

VALUE Eat healthily.

5
The animal kingdom
p. 49



beetle, butterfly, eagle, insects, mammals, mouse, mice, plant, snake, tortoise, wing
Reading: *adapted, fur, furry, thick, view*

Reading extra 1 The story behind the marathon p. 46

A harpy eagle is heavier than a golden eagle.
The ostrich is the biggest bird in the world.
A harpy eagle's wingspan is as long as a lion.
A lion isn't as fast as a cheetah.
It's too cold for most animals.
The lion isn't fast enough.
There isn't enough food for the animals.

Review 2: Units 3-4 p. 48

Listen to information about the harpy eagle.
Read about yaks and where they live.
Write an animal factfile about a polar bear.
▶ Learn and speak about giraffes.

VALUE Understand nature.

6
Helping the environment
p. 57



bin, collect, keep, light, plastic, recycle, reuse, throw away, turn off, turn on
Reading: *land, look after, make sure, plant (verb)*

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 environment.

VALUE Help the environment.

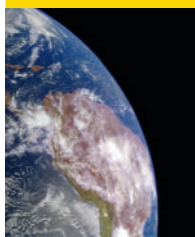
Function 2 Ordering food in a restaurant p. 65

School trip 2 The Galápagos Islands: Deep sea p. 66

Review 3: Units 5-6 p. 68

7 Life in space

p. 69



Vocabulary

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

Grammar

Some scientists think people will live on Mars.
Life on Mars won't be easy.
What are you doing at the weekend?
I'm visiting the Hong Kong Space Museum.

Skills

Listen to a report about Mars.
Read about life on the International Space Station.
Write an information text about Venus.
▶ Learn and speak about a NASA engineer.

VALUE Give and share.

8 Come to the show!

p. 77



act, audience, end, fairy tales, get married, king, queen, stage, theatre, traditional
Reading: acrobatics, hoop, lives (life), performing, problems

The queen is going to live in the mountains.
Are you going to go cycling at the weekend? No, I'm not. / Yes, I am.
He isn't going to play football tonight.
I think he's going to fall.
We're going to enjoy the show.

Listen to a radio programme about water puppet shows in Vietnam.
Read about the 'Circus for all'.
Write a playscript.
▶ Learn and speak about shows.

VALUE Work together.

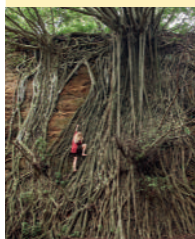
Game 2 p. 85

Reading extra 2 The hunter and the tortoise p. 86

Review 4: Units 7-8 p. 88

9 The world outside

p. 89



hill, pond, skis, sledge, snowboard, stay, stone, stream, torch
Reading: become gas, experiment, happen, rise

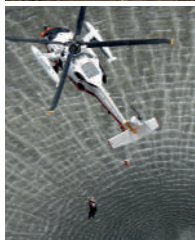
If you like animals, you'll love Serengeti National Park.
If we don't walk up the hill, we won't see the beautiful view.
If you put the bowl outside, what will happen to the water?
It will get warmer.

Listen to a programme about national parks around the world.
Read about an outdoor science experiment.
Write a short report about a place you've visited.
▶ Learn and speak about National Geographic Explorer Bertie Gregory.

VALUE Be active.

10 Help!

p. 107



bandage, broken, compass, cut, fall over, first aid kit, fog, foggy, mountain rescue teams, plaster, storms, whistle
Reading: ambulance, death, patient

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

Function 3 Making arrangements p. 105

School trip 3 Patagonia National Park p. 106

Review 5: Units 9-10 p. 108

11 How is it made?

p. 109



burn, cardboard box, cool, glass jar, heat, look like, metal tin, mix, pour, wooden spoon
Reading: jewel, natural, pearl, rare

Water, oil and sugar are put into a large pot.
The mixture is poured into metal tins.
How are most pearls made?
The pearl isn't taken out immediately.

Listen to a description of how a traditional Bahraini sweet is made.
Read about how pearls are made.
Write a description of a favourite possession.
▶ Learn and speak about how a traditional Japanese food is made.

VALUE Think about where things come from.

12 Discoveries

p. 117



east, invented (invent), invention, magnet, navigation, needle, north, sailors, south, west
Reading: breathe, design (verb), sank (sink)

The first compasses were used more than a thousand years ago.
A needle was put in the middle of a piece of card.
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 quiz.
Write an article about an invention.
▶ Learn and speak about inventions and discoveries.

VALUE 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 Reading extra

Sand and stone p. 132
BONUS School trip Greenland p. 130

BONUS Game p. 134

The world is an amazing place

See something real

Children are naturally questioning and curious. They've got 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 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 find out more about life in Mongolia, planning their own restaurant, creating a programme 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 colours, clothes, objects, numbers and actions as you go. Ask questions, such as: *Where are they? How many people can you see? Girls or boys? 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 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 round 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 TV programmes 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 centre on visits to exciting places – the Galápagos 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, colours 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 practising 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 round 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 first language.

Making teaching and learning a joy

Songs and chants

Songs and chants 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 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 step-by-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 pieces 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 how to play 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 lesson, 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 mistakes 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, 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 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 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.
- **Extra Challenge** 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.

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 photocopyable 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 trialled 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.

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 round the world and learn about life in other countries.

Questions stimulate discussion about the unit topic.



Machine at the General Pencil Company, New Jersey, US

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?

LESSON 1

Vocabulary 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.

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

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 Vocabulary

1 Listen and repeat. TR: 61

cardboard box

glass jar

metal tin

wooden spoon

burn

cool

heat

mix

pour

These sweets look like eggs!

2 Complete the instructions with words from Exercise 1.

How to make jam

Put 900 grams of strawberries into a large ¹ _____ pot. Add some lemon juice and 900 grams of sugar. ² _____ the mixture for twenty minutes. Ask an adult to help you. Be careful – the mixture will get very hot. Then take the pot off the cooker and ³ _____ the mixture for fifteen minutes. ⁴ _____ it into some glass ⁵ _____. Now you have some delicious strawberry jam!

Grammar LESSON 2

1 Study the grammar box.

Present simple passive is/are + past participle

We use the passive when the action is more important than the person/thing that does it. We often use the passive to explain a process.

*Water, oil and sugar **are put** into a large pot. The mixture **is poured** into metal tins.*

2 Make passive sentences with the words.

- Halwa / make / from water, sugar and oil.
Halwa is made from water, sugar and oil.
- Nuts and fruit / add / to the water and oil.
- The mixture / heat / in large metal pots.
- The sweets / sell / in sweet shops.
- Halwa / eat / with strong coffee.

3 Make these active sentences into passive sentences.

- They grow rice in China.
Rice is grown in China.
- They speak English and French in Canada.
- They eat sushi in Japan.
- They make Audi cars in Germany.
- They celebrate Thanksgiving in the US.

4 Work in pairs. Choose one word from each pair. Describe the word with the present simple passive of the verb in brackets. Can your partner guess the word?

English, French (speak)
jam, yoghurt (eat)
shoes, trousers (wear)
football, table tennis (play)
letters, emails (send)

It's eaten on bread. Jam!

110 UNIT 11 How is it made?

UNIT 11 How is it made? 111

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.

LESSON 3

Reading and

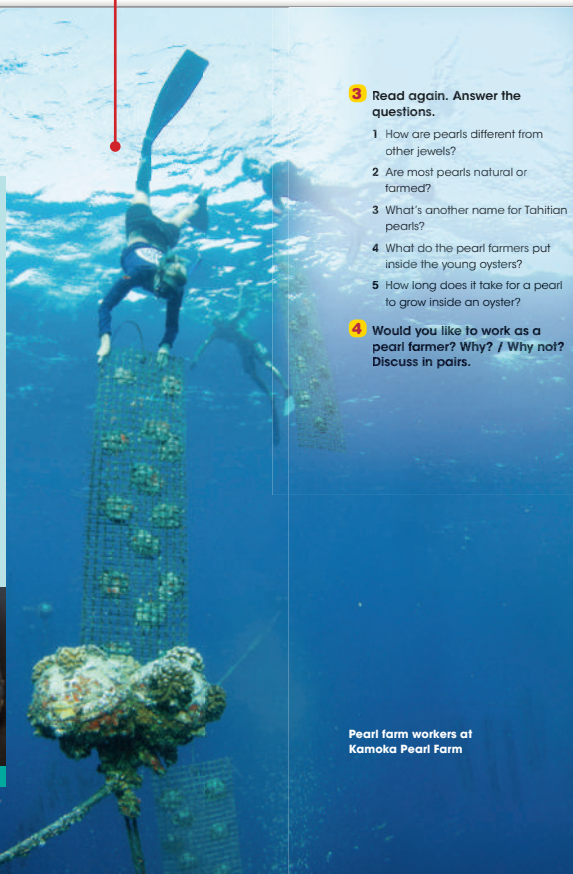
LESSON 4

Grammar

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 practised in controlled and more open activities.



LESSON 3 Reading

1 Look at the photo. The pearls are different colours. What colour are pearls usually? Do you know where pearls come from?

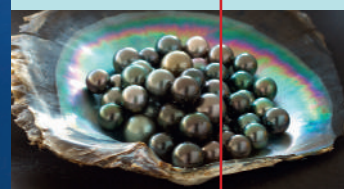
2 Listen and read.  11: 03

How pearls are made

Pearls are the only **jewels** in the world that are made by a living animal – an oyster, a type of shellfish. But **natural** pearls are very **rare**. In fact, only one in ten thousand oysters has a pearl naturally.

So, how are most pearls made? They're grown in special pearl farms. Kamoka Pearl Farm on the tiny Pacific island of Ahe, grows Tahitian pearls. Tahitian pearls are called black pearls, although they're also green, dark red, or blue. The pearl farmers collect very young oysters from the sea. They open each oyster carefully and put a very small piece of sea shell inside it. Then, they put the oysters back into the sea in large plastic nets. The nets keep them safe from other sea animals. As the oysters get bigger, 'nacre' begins to grow around the piece of shell. Nacre is the material which makes the pearl. The oysters aren't opened for about two years. Finally, when they're ready, the pearls are taken out.

People travel from all around the world to work at the Kamoka Pearl Farm. It's on a beautiful island, with clean, warm sea all around it and the visitors can learn how to make one of the most beautiful jewels in the world.



New words: pearl jewel natural rare

3 Read again. Answer the questions.

- 1 How are pearls different from other jewels?
- 2 Are most pearls natural or farmed?
- 3 What's another name for Tahitian pearls?
- 4 What do the pearl farmers put inside the young oysters?
- 5 How long does it take for a pearl to grow inside an oyster?

4 Would you like to work as a pearl farmer? Why? / Why not? Discuss in pairs.

Pearl farm workers at Kamoka Pearl Farm

Grammar LESSON 4

1 Study the grammar box.

Present simple passive: questions and negatives

How are most pearls made?
Is the net **put** into the sea?
The oysters **aren't opened** for about two years.
The pearl **isn't taken** out immediately.
We use **by** if we want to say who or what does the action.
The net is **put into the sea by** the pearl farmers.

2 Make present passive questions with the words in 1-5.

- 1 Where / the pearls / farm?
Where are the pearls farmed?
- 2 Who / the young oysters / collect / by?
How / the oysters / clean?
- 4 What / the pearls / use / for?
Who / the pearls / buy / by?

3 Sentences 1-5 are false. Correct them.

- 1 Spanish is spoken in Germany.
Spanish **isn't spoken** in Germany. Spanish is spoken in Spain.
- 2 Pearls are grown in trees.
- 3 Halwa is sold in clothes shops.
- 4 Orange juice is made from apples.
- 5 Ambulances are driven by farmers.

4 Complete sentences 1-4 with the present simple passive and your own ideas. Then ask and answer with a partner.

- 1 My favourite subject / teach / by ...
- 2 My favourite fruit / grow / in ...
- 3 The best cars in the world / make / by ...
- 4 The most delicious food in the world / cook / by ...

Who's your favourite subject taught by?
My favourite subject is taught by Mrs Hunt.

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

LESSON 5

Chant and

LESSON 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.

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

The chants and songs have got catchy, modern tunes.

Students are presented with a model description. 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 Chant

- 1 Work in pairs. Look at the things on your desk and in your bag. Do you know where they come from? Do you know how they are made?
- 2 Listen and read. Then discuss your answers to the four questions in the chant. TR: 84
- 3 Listen and chant. TR: 85 and 86

Where are they from?

We can find out all about the world. We don't have to go far away. Let's look at the things at home and at school And think about where they are made.

Look at this silver necklace. I know silver comes from the ground. But there's no silver in my garden. So where is silver found?

Let's have a drink of coffee. It's a delicious drink, you know. Coffee comes from coffee beans. But where are coffee beans grown?

I've borrowed my brother's smartphone. I want to play a game. His phone came from a phone shop. But where are phones made?

This black pearl ring is my mother's. It isn't really black, it's dark blue. I know pearls come from oysters. But where is this ring produced?

A coffee plantation in Minas Gerais, Brazil

VALUE Think about where things come from.

Workbook, Lesson 6



GLOSSARY

silver a kind of metal

ring a round piece of metal that people wear on their finger

produce (verb) make

114 UNIT 11 How is it made?

LESSON 6 Writing A description

- 1 Look at the photo. Guess. What is this? Where is it from? What is it used for? Then read the text and check your ideas.
- 2 Read the information in the box. Then read the description in Exercise 1 again and match paragraphs 1-4 to questions A-D.
- 3 Writing skill Adjective order
a Read the information in the box.
- 4 Write a description of your favourite possession. Include the answers to the questions from Exercise 2 and a variety of adjectives.


My favourite possession

My favourite possession is a lovely, Italian paperweight. A paperweight is a small, heavy object that is put on pieces of paper. It keeps all the pieces in one place. My paperweight is made of glass and it's got lots of tiny, brightly-coloured flowers inside it.

1 I keep my paperweight on the top shelf in my bedroom. I've got a naughty little sister, so I have to make sure that it's safe from her!

2 Sometimes I take it down from the shelf and hold it up in front of my window. I like to see the way the sun shines through the glass.

3 I love this paperweight because it's beautiful. I also love it because it was a present from my uncle Dan, who lives in Italy. He visits us every summer and he always brings something wonderful or interesting from Italy. Last year, he brought some delicious, Italian cakes, but the paperweight is my favourite present from him.



When we write descriptions of personal possessions, we often include the information that answers these questions.

A Where do you keep it? ____

B What is it and what does it look like? ____

C Why is it special to you? ____

D What do you do with it? ____

When we use several adjectives together, we often use them in this order:

opinion + size + weight + colour + nationality + material

a large, heavy, wooden box

a beautiful, blue, Spanish necklace

We don't usually use more than three adjectives before a noun.

b Put the adjectives in order. Add commas.

1 It's a | Bahraini | delicious | red | sweet.
It's a delicious, red, Bahraini sweet.

2 It's a(n) | small | expensive | black | pearl.

3 They are | French | tiny | light | cakes.

4 It's a | plastic | large | green | net.

UNIT 11 How is it made? 115


LESSON 7


Video

In the even unit videos, children representing fifteen 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.

Three children are featured in each video. Their answers and descriptions are illustrated with photos and video footage. Students get a glimpse into how life is lived in different places round the world and learn to embrace diversity and equality.

After watching, students respond to the video and talk about their own lives and cultures.



1 Watch the video. Match the children (1-3) with the photos (A-C).  Video 2

1 Rafi 2 Kaitlyn 3 AJ

2 Watch the video again. Tick (✓) the ways of travelling you hear.  Video 2

bicycle boat bus cable car helicopter
 lorry plane taxi train

3 Read the sentences. Write T (true) or F (false).

- Rafi travelled with his family.
- The Corniche is a long waterfront in Riyadh.
- Kaitlyn visited her grandparents.
- She liked the cable car but she thought it was scary.
- AJ travelled with his sister.
- He's never been surfing.


4 Work in groups. Discuss the questions.

- Which of the places in the video do you like best?
- Have you been on any trips this year? What did you do?
- What things from home do you miss?

24 UNIT 2 Life on the road

In this video, students are shown how a traditional Japanese food is made.


The language in the video is carefully graded for the level. Activities assess students' comprehension of the video.




1 Work in pairs. Look at the photo. Talk about mochi. What do you think it's made of? How do you think it's made?

Shoichi Sugiyama teaches people how to make mochi.

Mochi, a traditional Japanese food

2 Watch the video. How is mochi made? Put sentences A-F in order.  Video 14

A It's poured into a big bowl. E It's hit with a big wooden mallet.
 B It's made into small balls. F It's cooked in a wooden box above a pot of hot water.
 C The rice is put into water. D It's eaten.

3 Watch the video again. Complete the sentences with words from the box.  Video 14

forty four soup twelve

- Shoichi Sugiyama learnt how to make mochi when he was _____.
- He puts the rice into water for _____ hours before he cooks it.
- The rice is cooked for about _____ minutes.
- Shoichi's favourite dish is mochi with _____.

4 Work in pairs. Discuss the questions.

- Do you want to try to make mochi? Do you think it looks difficult to make?
- Mochi is eaten in many different ways, with sweet and savoury food. Which do you think you would prefer?
- Do you eat a special food at New Year? Are there any other important times when you eat special food?

116 UNIT 11 How is it made?

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 Earth without leaving the classroom!

Game 2

1 Work in pairs. Find and describe eight differences between the two pictures.

GAME 2

Function 2: Ordering food in a restaurant

1 Listen and complete.

Waiter: Hello! Welcome to Pizza Palace. Are you ready to order?

Klaus: Yes, please. Could I have ... pizza, please?

Waiter: Yes, of course.

Hedge: And I'd like a ... with that?

Waiter: Oh, that's great. Would you like any ... ?

Hedge: No, thank you.

Waiter: And what about you like to drink?

Hedge: I'd like an ... please.

Klaus: I'll just have some ... please.

Waiter: How were your pizza?

Hedge: They were ... Thank you.

Waiter: Would you like any ... ?

Klaus: No, thank you. Can we have ... please?

Waiter: Of course. Have you any ... ?

2 Listen, check and repeat.

3 Work in pairs. Order food from the Pizza Palace menu. Take turns to be the waiter and the customer.

Pizza Palace Menu

Pizzas	Prices	Drinks	Prices
Cheese and tomatoes	€8.75	lemonade	€1.50
Chicken and mushrooms	€9.75	orange juice	€2.00
Vegetable and onion	€8.25	apple juice	€1.50
Pepperoni and pepperoni	€10.25	ice cream	€2.50
egg and tomatoes	€7.50	chocolate cake	€4.00

FUNCTION 2: Ordering food in a restaurant 65

Review 5: Units 9-10

1 Work in pairs. Look at the pictures and take turns to describe the story. Use the words in the box to help you.

Show a whistle. cut. fall and hit. foggy. hit. possible. rescue team. stone. stream.

2 Make five conditional sentences with the verbs in brackets.

1 If you ... (rescue) your car, you ... (buy) a new car.

2 If you ... (hit) into the road, you ... (get) hurt.

3 What ... (be) if ... (hit) the car and sunny tomorrow?

4 ... (be) if ... (hit) the car and sunny tomorrow?

5 If I ... (hit) my hand, I ... (get) a plaster on it.

6 Why ... (be) if ... (hit) the car?

3 Circle the correct words.

1 They might / will not take their spare batteries. They haven't decided yet.

2 When my aunt was a child, she had to / has to help with lots of jobs on her parents' farm.

3 a. What that girl?

b. The girl was. She could be / a Police officer.

4 It didn't have enough money. I might / won't buy these pants.

5 She went to bed too late tonight so she may / won't have had a good night's sleep.

6 I didn't have to / had to go to school last Monday because it was a holiday.

7 It will / could be very cold outside - there's a lot of snow and ice on the ground.

8 She had to / have to get up when the teacher comes into the classroom.

REVIEW 5: Units 9-10

The Galápagos Islands: Deep sea

The Galápagos Islands are a group of islands in the Pacific Ocean about 1,000 kilometres from South America. The water here comes from many different places: there is cool water, warm water and deep cold water. This mixture creates a very rich environment for marine life. There are more than 450 different species of fish in the Galápagos. In fact, there are some animals in the Galápagos which live only here and nowhere else in the world! Some of these animals include marine iguanas, Galápagos sea lions and Galápagos fur seals. Only 25,000 people live on the Galápagos Islands, but more than 100,000 tourists visit the islands every year to dive and swim in the sea and to see all the amazing animals.

Jess Cramp, National Geographic Explorer and marine biologist

Young Galápagos sea lions

66 SCHOOL TRIP 2

School trip 2

1 You're going to watch a video about Jess Cramp in a submarine in the Galápagos Islands. Do activities 1 and 2 in groups.

1 Think of five adjectives to describe the sea.

2 Would you like to travel in a submarine? Why? / Why not? Discuss.

2 Tick (✓) the animals that are mentioned in the video.

▶ Video 8

Mola mola fish marine iguana silky shark

swordfish pelagic sea cucumber Galápagos sea lion

3 Work in pairs. Discuss the questions.

1 The video describes Jess Cramp's submarine as 'her office'. Would you like to work in a place like that?

2 What's your ideal job?

3 Look at the adjectives you chose in Exercise 1. Do you want to add any more adjectives after watching the video?

4 PROJECT

Make a Galápagos quiz.

- Choose three of the animals from Exercise 2.
- Find pictures and research some information about your three animals.
- Write some quiz questions for each animal.
- Present your quiz to the class. Can they answer your questions?

The Mola mola fish can sometimes be as heavy as a car. True or false?

SCHOOL TRIP 2 67

A stunning photo captures students' interest.


A carefully staged lesson activates students' prior knowledge (Exercise 1), works on comprehension (Exercise 2) and encourages discussion (Exercise 3).

The end-of-lesson project is often a creative activity that allows 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've often got important moral lessons with universal significance – in this case: the importance of keeping promises.

Aboriginal art



Thousands of years ago, the Aboriginal people painted on rocks, cave paintings in the rock-lined sheltered hollows. They had no written language and so they used their art to tell stories about the land. Their people, in red, orange, white and black colours, was made from the earth and they used their fingers or sticks to make marks with the paint. Symbols were used to show different things in the natural world: fish, birds, animals or people. For example, this was the symbol for a kangaroo.

In the 1970s, people from Britain came to Australia. They took land away from the Aboriginal people. Over the next few hundred years, life became very difficult for the Aboriginal people. They weren't allowed to speak their own languages. They began to forget their culture and their art, their stories and their songs.

In the 1970s, a teacher called Geoffrey Barton was working with Aboriginal children in Darwin, near Alice Springs. He saw that the older Aboriginal men were drawing pictures on the sand when they were telling their stories. He wanted to photograph the pictures and so he asked the men to use paints and to draw on cardboard. After that, people all around the world could see this beautiful art for the first time.

Each Aboriginal tribe has its own special style of painting and symbols. Perhaps the most famous Aboriginal style of painting is the Western Desert style, which uses dots, circles and spirals.

Many other artists around the world now copy these styles in their painting, but only Aboriginal people can make Aboriginal art. This is because Aboriginal art always tells a traditional Aboriginal story. Different tribes have different stories. They can only tell the stories from their tribe and they aren't allowed to tell other tribes' stories.

Reading extra 3

- Work in pairs. Look at the picture on page 126. Do you know where this picture is from? What do you think it shows?
- Listen and read. Check your answers to Exercise 1. (3 min)
- Read again. Answer the questions.
 - How many years the Aboriginal people made art on the ground?
 - How did they show things like birds or animals?
 - Why did the Aboriginal people not forget their culture from the 1970s?
 - What happened after Geoffrey Barton asked the Aboriginal men to draw on cardboard?
- Work in pairs. Imagine you want to paint a picture about life in your country in the Western Desert style. Discuss the questions.
 - What traditional story or Aboriginal story from history do you want to tell?
 - What are the important things or symbols you want to use in your own symbols for them?
 - What culture do you want to use? Why?

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.

The hunter and the tortoise



There once was a hunter who thought he was the greatest hunter in the world. One day he was hunting in the forest. He came to a part of the forest that he didn't know. Suddenly, there was the sound of beautiful music and a voice singing:

'Keep your promise or be sorry.'

The hunter looked for the musician and was amazed to see a little tortoise, which was sitting on a rock holding a small harp. 'This will be my best hunting prize,' he thought. 'I'm going to catch it and show it to all my friends.'

So, the next day, he went back and spoke to the tortoise. 'Your music is so beautiful,' he said. 'Please come back with me to my house so that I can listen to you sing every day.' The tortoise didn't want to leave the forest, but the hunter asked her again and again. In the end, she said, 'Yes, I'll come back with you, but only if you don't tell anyone my secret. I'll only sing to you.'

So, the hunter took her home. After some months, he decided he had to tell the people in his village about his singing tortoise. 'They'll be amazed!' he thought. 'And they'll all agree that I'm the greatest hunter!' So, he told everyone, but no one believed him.

The Village Chief heard the story too and told the hunter to bring the tortoise to the meeting place in the village. Many people came. The hunter put the tortoise on a table. Everyone waited, but the tortoise didn't sing. Hours went by and the hunter asked her to sing again and again, but it was no use.

Finally, the Chief said, 'This man isn't the greatest hunter. He is a liar.' The people laughed. The man felt ashamed. He immediately left the village and never returned. The people left the meeting place. Then the tortoise said, 'I was happy in the forest, with my music, but the hunter didn't keep his promise.' And, as she walked back into the forest, she sang:

'Keep your promise or be sorry.'

Reading extra 2

- Why do people hunt?
- Listen and read. (TR: 63)
- Complete the sentences about the story. Use one, two, three or four words in each gap.
 - A hunter was in a strange part of _____ when he heard some beautiful music.
 - It was the sound of a _____ tortoise singing and playing _____.
 - He asked the tortoise to _____ with him. She said yes, but only if he told no one her secret.
 - He told everyone about his tortoise, because he wanted them to think he was _____.
 - A lot of people came to the _____ in the village to listen to the tortoise sing.
 - When the tortoise _____, sing, the man was ashamed and left the village.
- What lesson(s) did you learn from the story? Choose one or more answers (A, B, C or D). Give reasons for your answers.
 - Look after nature.
 - Don't tell lies.
 - Keep your promises.
 - Don't think you're the best.

GLOSSARY

sound something that you can hear

promise something you say you will definitely do

secret information that only a few people know

liar someone who doesn't tell the truth

ashamed feeling bad or embarrassed

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.

ABOUT THE PHOTO

The people in the photo are taking part in a parade outside City Hall in Paris, to celebrate Chinese New Year. The Paris Chinese New Year Parade takes place every year and attracts crowds of about 200,000 people. There are usually many other events in the city to celebrate Chinese New Year, including concerts, dragon dances, calligraphy and origami workshops, fireworks and martial arts demonstrations. The red paper lanterns hanging from the street lights are a symbol of luck and prosperity.



**Chinese New Year
in Paris, France**

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

LESSON 1

Look and remember

In this lesson, students will:

- talk about celebrations and music.
- review the present simple and the present continuous.
- review the past simple.
- 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 behaviour in the classroom. Say *Let's make some rules about our English lesson 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 *put up hands*, *homework* and *kind*. Tell students to copy the rules into their notebooks. Then ask them to 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 lesson! 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.* Throw the ball to a student and ask that student to 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, invite one student to stand up. Use gestures to indicate the student, say his/her name and repeat the fact that he/she gave. Then ask that student to choose another student and try to remember the name and the fact that he/she gave. Continue round the class.

1

- **Use the Photo** Tell students to open their books to pp. 4–5. Draw their attention to the photo. Ask *What can you see?* *Girls or boys?* (girls) *What colours 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.
- Tell students to look at the top of p. 5. Read the instructions aloud. Say *Let's find out about the photo!* Read the beginning of the first sentence aloud: *My family is Chinese and we ...* Then pause and ask *Live or living?* Tell students to put up 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.*
- Tell students to complete the activity individually. Ask students to compare their answers in pairs then check answers with the class.
- **Extra Challenge** Ask students to write three sentences to describe a party they recently went to. Say *Remember to use the past simple.* Model some past simple sentences. For example, say *I went to a party. I ate some great food.* Then ask students to 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 *costumes*. Ask *Do you like listening to drums?* Write the infinitives *see, go, eat* and *give* on the board. Elicit the past simple forms. (saw, went, ate, gave)

2

- Read the instructions aloud. 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?

- Ask students to complete the questions individually. Check the questions as a class. Then tell students to ask and answer the questions in pairs. Invite one or two students to tell the class what they learnt 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 / at the weekend?
Ask students to make three additional questions with the words. Then tell them to ask and answer the questions in pairs.

- Extra Support** Remind students to add *-s* to the third person form of the present simple. Also remind them to use *be* with the *-ing* form of the verb for the present continuous. 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 present simple and present continuous 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 present simple. We use this when we talk about habits – things we do every day*. Point to the *Now* heading. Say *This is the present continuous. We use this when we talk about things happening now*.

Optional Activity

- Tell students to work in pairs. Tell them to imagine that they are news reporters reporting live from the parade at City Hall. Ask one student to be the news reader. He/She is in the TV studio and introduces the news programme. Ask the other student to be the reporter. He/She is at the parade. Write the following sentences on the board to get students started:
News reader: Hello and welcome. Today we've got a news report from ...
Reporter: Hello. I'm at City Hall in ...
- Put students into pairs. Give them seven or eight minutes to discuss their ideas and practise their reports. Then invite different pairs to perform their news reports for the class.

3

- Read the instructions aloud. 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)
- Ask students to complete the text individually. Check answers as a class.
- Extra Challenge** Ask students to write three more past simple sentences with verbs from the box. In pairs, ask them to read their sentences aloud leaving a gap 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 past simple forms: *bought, ate, went, had, made, played* and *tasted*. Write them on the board. Ask *Which two verbs on the board are regular past simple verbs?* (*played, tasted*) Leave the words on the board for students to refer to as they complete the text.

4

- In pairs, tell students to ask and answer questions about their weekend. Remind them to use the past simple. Tell two students to read the exchange at the bottom of the page aloud. 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.) Tell students to continue in their pairs.
- Extra Challenge** Tell students to 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 tell them to swap partners and tell their new partner about their first partner's activities. For example: *Last weekend, Jun ate meatballs at his aunt's house. His cousin made the meatballs ...*
- Extra Support** Review the formation of past simple questions. Write an affirmative sentence on the board:
You played football.
Below this, write the example question on the board:
Did you play football?
Point out the change in word order and the use of *Did* to introduce the question.

Wrap Up

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

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

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

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 favourite time of year is February when we celebrate Chinese New Year. Many streets in Paris ² put / do up decorations and there are lots of parties.

Last year we ³ see / saw a parade at City Hall. There were lots of girls in beautiful pink ⁴ trainers / costumes. 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.

2 Complete the questions with the present simple or the present continuous. Then ask and answer the questions in pairs.

- 1 What are the girls doing (girls / do) in the photo?
(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) at New Year?

3 Complete the text with the past simple 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 shops and we ³ bought lots of nice 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.

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

eat some nice food go to the park listen to music
play football watch TV

Did you play football?

No, I didn't.

ABOUT THE PHOTO

The people in the photo are operating a drone in Tijesno (/tjɛsnoʊ/) Canyon near the city of Banja Luka in Bosnia and Herzegovina. Tijesno Canyon is a deep gorge with the river Vrbas flowing through it. It is a very popular destination for people wanting to do extreme sports such as canyoning, rock climbing and rafting. Since 2015, there has been an annual climbing and highlining festival at Tijesno Canyon called *Drill and Chill*. People who go highlining walk across a narrow, flat piece of webbing (woven fabric) that is suspended high in the air. Unlike a tightrope, the highline is slack, allowing for some movement. As part of the 2016 festival, there was a hammock gathering at Tijesno Canyon in which climbers strung a line rig with 17 hammocks along an 80-metre gap more than 182 metres above the canyon. The climbers then relaxed in the hammocks for up to four hours before dismantling them.



**Climbers in Tijesno Canyon,
Bosnia and Herzegovina**

Look and remember

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 of 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 favourite animal? What's the name of your pet/family member? What's your favourite sport? Where do you like to go on holiday? What do you like doing in your free time? What colour are your eyes? What's your favourite 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 favourite animal?) Then in pairs, ask students to 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, tell students to continue to play the same game in pairs. Ask them to write the answers only, not the questions, and then challenge their partner to guess the questions.

1

- **Use the Photo** Tell students to open their books to pp. 6–7. Draw their attention to the photo. In pairs, ask students to think of nouns and adjectives to describe it. Give them two or three minutes. Then ask different pairs to read their words aloud. 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 answering, write it in jumbled form on the board as a clue: *r n o d e*.

- Tell students to look at the top of p. 7. Read the instructions aloud. Say **You have to listen carefully to the sentences. Are they true or false?** Play **TR: 1**. Tell students to compare their answers in pairs. Then do a whole-class check.
- **Extra Challenge** Set out photos of people doing outdoor sports. Put students into pairs and ask them to choose a photo. In their pairs, tell them to write their own true/false sentences about the photo. Then tell them to swap 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 ask a volunteer to 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.*

2

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

3

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

Which question is in the past simple? (2)

Which question is in the present continuous? (6)

After identifying the verb forms, tell them to find the matching answers. (E, D) Then tell them to 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 countable noun?* (hours) *So do we use a few or a little with countable nouns?* (a few)

4

- Read the instructions aloud. Then read the start of the story at the bottom of the page aloud. Ask *What happened next?* Brainstorm some simple plot ideas and write them on the board. Ask students to use these ideas as well as their own ideas as they write their stories in pairs.
- Invite one or two pairs to read their completed stories aloud to the class.
- **Extra Challenge** Tell students to 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*. Ask students to 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. Tell students to 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. Invite different students to mime the five verbs. Ask students to name two dangerous animals and two occasions when they are tired. Say *Use the past simple in your story*. Elicit the past simple of the verbs in the box.

Optional Activity

- Ask students to work in groups to create a story book with the stories they wrote in Exercise 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 'contents page' for the beginning of the book.*
- Display their completed story books in the classroom. Ask students to look at other groups' story books.

Wrap Up

- Ask *Do you think I've got 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 two minutes to look at the two photos and write questions about them in small groups. Write question words on the board: *Who, Where, What* and *How many*. Remind students to use the present continuous 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, Exercise 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 colour 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, colours, 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 colouring 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** Ask students to look at the picture. Give them one minute to think of words for what each person looks like (for example, clothes and activity they're doing) and any objects that they can see. Check and write the words on the board.
- Ask students to work 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. Invite students to share their ideas with the class.
- Make sure students understand the instructions. Remind them that they need to colour and write quickly. Play **TR: 2**. Pause where necessary to allow students time for colouring/writing. Tell students to complete the activity individually.
- Play **TR: 2** again for students to check their answers. Check answers as a class.
- **Extra Challenge** Ask students to create their own picture. Tell students to draw a picture of their classroom or an event with at least two objects and three people. Then in pairs, ask students to swap pictures and take turns describing where each object is and what colour it should be. Instruct partners to colour correctly. Monitor and check their use of prepositions of place.

The script for TR: 2 is available on the Teacher's Resource Website.

Look and remember

LESSON 2

- 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

- 2** Work in pairs. Write four more true/false sentences about the photo. Read the sentences to your partner.

There's a castle in the photo.

False!

- 3** Match the questions (1-6) with the answers (A-F).

1 Whose drone is this? C

2 What did they do yesterday? E

3 How many hours have they been there? A

4 How much water is in their water bottle? F

5 Who did they send the photos to? B

6 What are they doing today? D

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 tired

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

LESSON
3

Look and remember

1 Put the words into the correct row on the word mountain.

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



1 Buildings

2 Shapes

3 Musical instruments

4 Jobs

5 Technology

6 Food

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 favourite sport is ...
- 2 My favourite place is ...
- 3 My favourite possession is ...
- 4 On my last holiday I ...
- 5 On my next holiday I want to ...

My favourite sport is tennis.

Where do you play?

I play at the sports centre.

How often do you play?

Every weekend.

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

- Tell students to 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 favourite food is chocolate ice cream. What about you? What do you usually do after school on Friday?*
- Give students two or three minutes in their pairs or groups to find things from each category that they've got in common. Then invite a student from each pair or group to report back to the class.

1

- Read the instructions aloud. 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 the first word in the word box aloud. (broccoli) Say *Broccoli is a food word, so we write it here*. Point to where the word is written in the food row.
- Tell students to work individually to put the words into the correct row.
- **Extra Challenge** Ask students to work in pairs to 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, c, c, j, l, n*). After they find these, do the same for the technology words (*e, h, l, m, t*).

2

- Tell students to work in pairs to think of more words for each category. Brainstorm suggestions for more food words onto the board. Then in pairs, ask students to 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** Ask students to think of two more words for each category.
- **Extra Support** If you've got a copy of *Look 4*, allow students to look through this to help them with ideas.

3

Task Guidance Notes

Flyers Speaking Part 5 Students answer personal questions about themselves on topics 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 past simple, 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 ask students to quickly say an appropriate word.
- Read the instructions aloud. Look at sentences 1–5 with the class. Go through the example exchange. Point out how the questions are follow-up questions. Ask students in pairs to discuss the question words they could use for sentences 2–5, for example, sentence 2: *Where? Why? How often?*
- Ask students to complete the sentences individually. Then in pairs tell them to 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 take 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	
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 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.

Wrap Up

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

Additional Practice: Online Practice

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 email with personal information.
- watch a video about how cats communicate.
- identify the value *Think about your cultural identity*.

Language

Vocabulary

envelope, letter, post (v), postbox, 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've got a mobile phone, hold it up in front of your students and elicit *phone*. Alternatively, draw a simple picture on the board.
- Ask students to work in pairs to list all the different things that mobile phones are used for (for example, *sending a text, making a phone call, sending an email, listening to music, taking a photo*).
- Write students' responses on the board.

Use the Photo

- Tell students to 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.
- Ask students to 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've got a world map, point to Afghanistan. Ask students to compare the

size of Afghanistan with their home country and to 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, emails, 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 ask them to vote for their favourite 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've got a large class, divide students into groups for brainstorming and then invite one student from each group to 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.

Making contact



Shepherds in Afghanistan. They can only use their mobile phones to play music and take photos.

ABOUT THE PHOTO

The men in the photo are Kyrgyz herders from Afghanistan. The Kyrgyz nomads have got a total population of just over 1,000, and they live in the Wakhan corridor in the northeastern corner of Afghanistan. The Wakhan corridor is one of the most remote places in the world. It is made up of two valleys within the mountains, and much of it is over 4,000 metres above sea level. There are no roads in this area, so the herders travel by yak or use horses and donkeys for transportation. Their basic unit of currency is a sheep. A mobile phone costs one sheep; a yak costs ten sheep. The herders charge their phones with solar-powered car batteries. As there is no mobile phone reception where they live, they can only use their phones for taking photos and listening to music. The nomads move between two or four times a year to find new grass for their animals.

Look at the photo. Discuss the questions.

- 1 Where are these people?
- 2 What are they doing? Why?
- 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?

1 Listen and repeat.  TR: 2



envelope



letter



post (verb)



postbox



postcard




post office



stamp

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

My aunt doesn't send text messages or emails, but she writes a long ¹ letter 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 envelope. My aunt lives in Sri Lanka, and the ³ stamps 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 postcard for her when I go on holiday. I ⁵ post it to her on the last day of our holiday.

3 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 sea in V.
- 2 There are two thousand penguins in PL.
- 3 Four people work at the post office in PL.
- 4 Tourists send more than eighty thousand letters and postcards from PL.
- 5 You can't buy postcards from the post office in V.

4 Work in pairs. Discuss. Which post office from Exercise 3 do you want to visit? Why?

ABOUT THE PHOTO

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've got no running water and no Internet connection or mobile phone reception. Even in the summer, temperatures are often below 0° Celsius.

Port Lockroy, Antarctica

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

- Tell students to keep their books closed and read the following sentences about the photo on p. 9 aloud. Ask students to put up 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 mobile phones.* (false) *There are some sheep.* (true) *The men are all wearing hats.* (true) *It's snowing.* (false) *There are some mountains.* (true)

1

- Tell students to open their books to p. 10. Draw their attention to the seven small photos and the words. If you've got a letter, an envelope, a postcard and a stamp, hold these up and elicit the correct words. Point out that the word *post* is a verb.
- Play **TR: 2** and ask students to repeat the words.
- **Extra Challenge** Point out that the words *postbox*, *post office* and *postcard* are compound words – they are made up of two separate words that, together, have got 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)

2

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

3

- 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. Ask students to read through each sentence.
- 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:** *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 sea. It's under the water. You can send special postcards from this post office. You have to buy the postcards from a shop on the beach and then you swim to the underwater post office with your postcards. There's also an underwater postbox, so you can post 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 got a lot of snow, ice and two thousand penguins! Four people live there in the summer. They work at the post office, watch the penguins and talk to tourists about Antarctica. Lots of 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, it's the Penguin Post Office for me! I love penguins!*

Optional Activity

- Put the class into small groups. Ask each group to imagine a post office in an unusual location. Then ask them to prepare and present a very short TV advert for their post office, explaining where it is and what you can do or see there. If you wish, ask the class to vote on their favourite.
- 4**
- Ask students to 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 there. There are a lot of penguins there. It's difficult to get to.*
 - Walk round the class as students discuss the post offices. Help with vocabulary if necessary.
 - Finally, ask students to vote for their preferred post office to find out the class favourite.

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. Ask students to take turns reading the message on his/her postcard aloud and then guess who wrote it.

Additional Practice: Workbook p. 8, Online Practice

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:

L	_____
P	_____ O _____
P	_____
P	_____ B _____
P	_____ C _____
S	_____
E	_____

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

1

- Tell students to open their books to p. 11. Read the explanation for questions with *ever* in the green grammar box aloud. Then invite two volunteers to read the example conversation aloud.
- 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 the explanation for sentences with *never* aloud. Ask a volunteer to read the two example sentences aloud. 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 film*. Go round the class, asking different students to make a true personal statement with *never*.

2

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

3

- 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 the example question and answer aloud.
- In pairs, invite students to ask and answer the questions. Walk round the classroom. Check for correct use of present perfect questions. Note any mistakes for 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*. Ask students to pick one of the phrases from the board and ask and answer about this person, for example: *Has your brother ever posted 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 Exercise 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've got 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 tell students to work in pairs to ask and answer questions with the new words.

4

- 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 the example conversation aloud. Then ask students to continue to work in pairs.
- Practise the third-person form of the present perfect by asking students to report back to the class on their partners. Give an example: ask one student to read his/her four sentences aloud and tell the class to guess the false sentence. Then say *[Ali] has never ..., but [he] has ...*. Invite two or three students to tell the class what they learnt 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 small piece of paper about something unusual they've done in their life, for example, *I've played basketball in a swimming pool*. Collect the pieces of paper and redistribute them round the class. Instruct students to find out who wrote the original sentence by walking round asking *Have you ever [played basketball in a swimming pool]?* until they identify the correct classmate.

Additional Practice: Workbook p. 9, Online Practice

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.



Vanuatu

2 Write questions with the present perfect and *ever*. Then ask and answer the questions with a partner.

- 1 you / swim / in the sea
Have you ever swum in the sea?
- 2 you / see / a penguin
Have you ever seen a penguin?
- 3 your best friend / send / you / a postcard
Has your best friend ever sent you a postcard?
- 4 your parents / make / a video call
Have your parents ever made a video call?
- 5 you / have / a penfriend
Have you ever had a penfriend?

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

post a letter to another country

eat a mango

visit a castle

be late for school

go ice skating

play the violin

see an elephant

climb a mountain

Have you ever posted a letter to another country?

Yes, I have!

4 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!