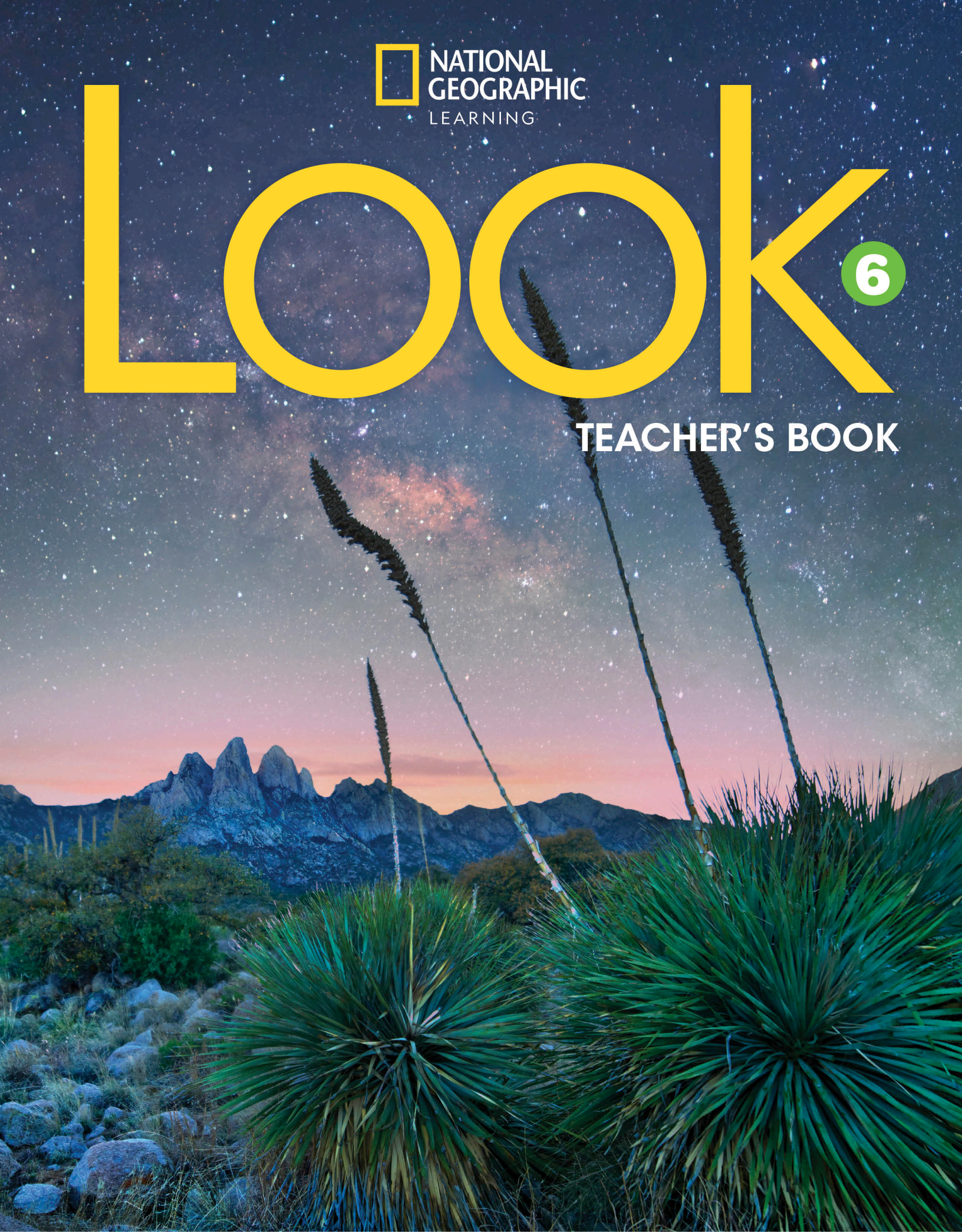
 NATIONAL
GEOGRAPHIC
LEARNING

LOOK ⁶

TEACHER'S BOOK



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Look 6 Teacher's Book

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Scope and sequence

Look and remember

p. 4

Vocabulary

National parks, Environment, Holidays, Food

Grammar

People explore the caves and enjoy the beautiful waterfalls and lakes there.
The people in the photo are walking along paths between the lakes.
Plitvice Lakes National Park has been a UNESCO World Heritage Site since 1979.
Where did you go on your last holiday?

1 A good start

p. 9



Vocabulary

arrive at school on time, be more friendly, do my music practice, go to bed early, help tidy the classroom, join a club, study harder, take exercise
Reading: discover, equipment, materials, special

Grammar

I'm going to sit on the Friendship Bench.
We're going to help these people. I'll help to tidy the classroom.
I'm meeting Richard and Sarah at four o'clock to study for the science exam.
The Science Bus is coming to our School on Tuesday.

Skills

Listen to a radio programme about Friendship Benches.
Read about the Science Bus and Bioblitzes.
Write a biography.
▶ Learn and speak about National Geographic Explorer Shabana Basij-Rasikh and her special school.

VALUE Be friendly.

2 Amazing animals

p. 17



artist, creatures, damage, disappear, environment, extinct, ocean, protect
Reading: donkey, parrot, rattlesnake, scorpion, spider monkey, squirrel

If people see what is happening, they'll do something about it.
If we don't stop putting plastic into the ocean, we'll lose more and more animals.
Fish wouldn't be able to move through the water if they didn't have tails.
If you had a tail, what would you use it for?

Listen to an interview with artist and National Geographic Explorer Asher Jay.
Read about how different kinds of animals use their tails.
Write a report about an animal that's in danger.

▶ Learn and speak about national animals.

VALUE Care for the environment.

3 Working outdoors

p. 29



Function 1 Giving advice p. 25

School trip 1 Protecting our oceans: Niue and Chile p. 26

Review 1: Units 1-2 p. 28

gardener, lifeguard, marine biologist, mechanic, mountain guide, painter, photojournalist, tennis coach
Reading: fashion, keeper, mural, wonder

She's looking at something under the microscope.
No one is in the water. It's very cold! I don't know anything about Iceland.
You're not a mural painter, are you? No, I'm not.
He's got an interesting job, hasn't he? Yes, he has.

Listen to an interview with National Geographic Explorer Jónína Herdís Ólafsdóttir.
Read about three interesting jobs.
Write a description of a job.
▶ Learn and speak about working with penguins.

VALUE Stay safe.

4 Let's get technical

p. 37



chat, connect, delete, do research, improve, program, repair, save
Reading: engineers, fixed onto, remote-controlled, straight (into)

Computers are used every day. The first computer was invented by scientists a long time ago.
Technology is being used more and more in film and photography.
My laptop isn't being used right now.

Listen to an interview about how computers are changing.
Read about camera traps.
Write instructions for using some kind of technology.
▶ Learn and speak about important inventions.

VALUE Help others.

Game 1 p. 45

Reading extra 1 Clever creatures p. 46

Review 2: Units 3-4 p. 48

5 Going places

p. 49



cross, destination, hurry, reach, set off, suitcases, survive, view
Reading: centimetres, heights, loads, metres, tunnel, wide

Most mountains have been climbed, but a few haven't been climbed yet.
Where's German spoken?
How was the old bridge damaged?

Listen to a report on Robyn Davidson's journey across the desert in Australia.
Read about the Charles Kuonen Suspension Bridge and the Gotthard Base Tunnel.
Write a factfile about your country or another country.

▶ Learn and speak about crossing the world's largest glaciers.

VALUE Take exercise.

6 Fantastic festivals

p. 57



a.m., autumn, century, hours, midday, midnight, minutes, month, p.m., seconds, spring, summer, winter
Reading: mixture, poured, skin, tropical fruit

People in Japan have been celebrating the cherry blossom for centuries.
She's been dancing since six o'clock. I've been eating delicious food all day, so now I'm not hungry.
Our feet are sore because we've been dancing at the festival all day.

Listen to an interview about the cherry blossom festival in Japan.
Read about the Mistura festival in Peru and the Boryeong Mud Festival in Korea.
Write an advert for an event.
▶ Learn and speak about festivals from around the world.

VALUE Learn about other cultures.

Function 2 Agreeing and disagreeing p. 65

School trip 2 Franz Josef Land, Russia p. 66

Review 3: Units 5-6 p. 68

LOOK 6

7 Extreme sports

p. 69



Vocabulary

accident, beginner, challenging, concentrate, experience, experts, large, routes
 Reading: *flows, specially, steep, steeply, wondered*

Grammar

You have to wear a helmet when you go rock climbing.
You don't have to wear a helmet when you play tennis.
I taught myself how to kayak.
Why are you talking to yourself?

Skills

Listen to an interview about rock climbing.
 Read about white-water kayaking.
 Write an article about an extreme sport.
 ▶ Learn and speak about splitboarding.

VALUE Be responsible.

8 Tales of survival

p. 77



battery, charge, dead, expedition, frightening, hard, horrible, realized, search
 Reading: *alive, kindness, stranger, treatment*

No one had ever crossed these mountains before.
After the men had landed safely, they ate dinner.
Alison hadn't met the man before.
Where had she been before she got to Thailand?

Listen to a podcast about Ernest Shackleton's expedition.
 Read about a survival story.
 Write survival tips.
 ▶ Learn and speak about famous expeditions.

VALUE Be kind to others.

Game 2 p. 85

Reading extra 2 Anansi the wise p. 86

Review 4: Units 7-8 p. 88

9 Exploring the world

p. 89



backpack, bite, brave, decide, had the chance, hear, meet, prefer, run out, sting
 Reading: *coins, noticed, observatory, points, worth*

If Ed hadn't met Cho, he would have walked alone.
If he had run out of food, he would have been hungry.
Would Philip have found the tooth if he had stayed indoors?

Listen to an account of National Geographic Adventurer Ed Stafford's walk along the Amazon River.
 Read about three lucky explorers.
 Write a for and against essay.
 ▶ Learn and speak about the discovery of a shipwreck.

VALUE Be on time.

10 Great museums

p. 97



admire, closing time, enter competitions, exhibitions, fascinating, go out, opening time, touch, unusual, visitors
 Reading: *cocoons, fossils, lucky, sign language*

My friend said (that) there was an underwater café.
Marta and Ferran said (that) they had seen a fascinating film.
The guide told the children they could put their sleeping bags under the blue whale.
The guide told us she was going to turn off the lights.

Listen to an interview about the City of Arts and Sciences in Valencia, Spain.
 Read about International Museum Day.
 Write a diary entry about a day at a favourite museum.
 ▶ Learn and speak about famous museums.

VALUE Be curious.

Function 3 Responding to invitations and making plans p. 105

School trip 3 Climbing China's amazing limestone rocks p. 106

Review 5: Units 9-10 p. 108

11 Very mysterious!

p. 109



GPS, migrate, mystery, recognize, position, sight, smell, solve
 Reading: *appeared, crashing, horror, imagine*

The presenter asked the expert why he liked birds.
The student asked what the birds ate.
Mark told his friends to look at the floating man.
Rashid asked me to explain the mystery of the flying cars to him.

Listen to an interview about the mystery of bird migration.
 Read about three mysterious events.
 Write a summary of a book, TV programme or film.
 ▶ Learn and speak about bark scorpions.

VALUE Find out for yourself.

12 Fascinating places

p. 117



clear, luxurious, opportunity, ordinary, perhaps, relax, successful, sunrise, sunset
 Reading: *attraction, hang out, natural, resort*

I wish I lived by the sea.
I wish I could be a successful photographer.
Watch out! It's a long way down.

Listen to an interview about photography.
 Read about some amazing places to stay.
 Write a holiday review.
 ▶ Learn and speak about famous places around the world.

VALUE Enjoy the world.

Game 3 p. 125

Reading extra 3 Fascinating facts about the first emperor of China p. 126

Review 6: Units 11-12 p. 128

Look further

One more look p. 129

BONUS School trip The Lopburi Monkey Festival p. 130

BONUS Reading extra The man who never told a lie p. 132

BONUS Game p. 134

The world is an amazing place

See something real

Children are naturally questioning and curious. They have an enormous appetite for learning about the world. *Look* taps into this curiosity by providing a window onto a fascinating world of real-life stories from diverse places and cultures: The *Boryeong Mud Festival* in Korea; a factfile about Argentina; children talking about their countries' national animals. In each case the topic is then related back to students' own lives and experiences in personalization activities: What festivals are there in their countries? What facts do they know about their countries? What's the national animal of their country? 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 discuss festivals in their countries, describing the national animal from their countries, writing a factfile about their countries, 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 *What do you think the children in the photo are doing? What do you notice about the people in the photo? Or, better still, encourage students to ask each other questions.* You will find extra information about these photos in each lesson in the *About the Photo* box in the Teacher's Book. It is fine to tell your students more about the background to the photo in their first language. You can also return to these photos and use them as prompts for recalling words.

Make connections

We have included a range of video types in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 7* videos in even units comprise recordings of children from around the world, describing their experiences. These interviews, interspersed with footage of the places and things they describe, feature the children answering questions about how the topics in the book relate to life in their countries: the festivals they enjoy, interesting places in their countries, famous museums in their countries, 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 – Franz Josef Land, Russia, the limestone rocks and cliffs in China – 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, animals or activities)

Learn about the world and its stories

Each level of *Look* contains four extensive reading texts (Reading extra). They are an opportunity for students to enjoy reading about the world rather than to practise language (although they do, of course, recycle language previously taught). Two of the reading texts are non-fiction (for example, *Clever creatures*) and two feature fables from around the world (for example, *Anansi the wise*). In both cases, there is opportunity for motivating follow-up activities. For the former, students can try to find out more about this subject and bring their ideas (or pictures) to the next lesson. For the latter, you can help students to dramatize the story (with 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 sharing wisdom and advice in *Anansi the wise*. You may also choose to discuss the moral of these stories with your students in their own language.

Making teaching and learning a joy

Chants

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

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: She's ... / She's a mountain guide ... / She's a mountain guide, Isn't she? Isn't she?

When students are really confident with a chant, they can chant along with the instrumental version. Most of the chants in *Look* get students to chant while acting out the words. This helps 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 in *Look*. For example, you could ask your students to work in groups and write a new verse and record them performing it. Other activities suggested in the Teacher's Book include:

- working in groups to plan the actions for a verse
- performing a verse or the entire chant from memory
- relating the topic of the chant to their own experience

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 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 how to play and doing examples with the class beforehand.

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

Variety: This level of *Look* features a variety of game types: trivia-style games based on real-world content from the Student's Book, and in the Workbook, crosswords, word finds and spot the differences.

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

Values

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

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

A multi-strand approach to assessment

Exam practice

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

Building young learners' confidence

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

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

Formative assessment and feedback

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

Assessing productive skills

It may help you to use the assessment criteria applied in the *Cambridge English Qualifications* as these have been extensively trialled to match realistic performance expectations for young learners. These are 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
 - 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 around the world and learn about life in other countries.

Questions stimulate discussion about the unit topic.



Scientists study Mount Etna, a volcano in Sicily, Italy.

Look at the photo. Discuss the questions.

- 1 Where are these men? What are they doing?
- 2 What is their job? Do you think their job looks interesting? Why? / Why not?

Work in groups. Make a list of as many jobs as you can in English. Then discuss the questions.

- 1 Which jobs do people do indoors? Which jobs do people do outdoors?
Which jobs do people do indoors and outdoors?
- 2 Would you like to work indoors or outdoors? Why?

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. Then say which job you think looks the most interesting. (TR: 19)

 **gardener**
 **lifeguard**
 **marine biologist**
 **mechanic**
 **mountain guide**
 **painter**
 **photojournalist**
 **tennis coach**

2 Complete the sentences with the jobs from the box. There are two jobs you don't need.


gardener lifeguard marine biologist mechanic
mountain guide painter photojournalist tennis coach

- A _____ paints walls, bridges and buildings.
- A _____ looks after plants and flowers.
- A _____ takes photos for news stories.
- A _____ fixes cars and electrical equipment.
- A _____ checks that people on the beach are safe.
- A _____ leads groups of walkers and climbers.

3 Listen to the interview with Jónína Herdís Ólafsdóttir. Circle the correct answer (A-C). (TR: 20)

- Jónína is not a _____.
A marine biologist
B scientist
C lifeguard
- She's studying _____.
A plants
B very small creatures
C rocks
- She has to dive into _____.
A lakes
B laboratories
C the sea
- If we study living things, we _____.
A can learn more about our planet
B will know exactly what will happen in the future
C can change our climate

30 UNIT 3 Working outdoors



Marine biologist and National Geographic Explorer, Jónína Herdís Ólafsdóttir scuba dives in Iceland.

Grammar LESSON 2

1 Study the grammar box.

Indefinite pronouns

We use indefinite pronouns to talk about people, things or places we don't name.

She's looking at **something** under the microscope.

No one is in the water. It's very cold!

We usually use *anything, anyone* and *anywhere* for questions and negative statements.

Is there **anyone** in the science laboratory?

I don't know **anything** about Iceland.

2 Circle the correct answer.

We're at the beach today. Is there 'anyone / no one' in the water? No, there isn't because there's 'no one / anyone' at the lifeguard station now. Usually, the lifeguard is there to check that 'everyone / someone' and 'everything / anything' is safe in the sea and on the beach. The lifeguard watches people in the water to check there isn't 'anything / anywhere' dangerous happening and he or she makes sure there is 'nothing / something' on the beach that might cause a problem. If 'something / nothing' goes wrong, or 'someone / no one' is in trouble, the lifeguard comes to the rescue. If there isn't a lifeguard at the station, don't go in the water. It's important to stay safe!

VALUE Stay safe.
Workbook, Lesson 6

3 Work in pairs. Discuss ways to complete the sentences.

- Everyone likes ...
- No one wants to ...
- Is there anyone here who ...?
- I'm hungry. Is there anything in the ...?
- There's nothing on TV except ...

31 UNIT 3 Working outdoors

Students practise the target vocabulary in context through reading and listening activities.

In the final discussion activity, students use the grammar to complete sentences with their own ideas or talk about the topic in relation to their own lives.

LESSON 3

Reading and

LESSON 4

Grammar

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

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

Target grammar is thematically linked to 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. Discuss the questions.

- What do you think this man has to do for his job?
- Do you think you would like to do his job? Why? / Why not?
- Do you think his job is easy or difficult? Why?

2 Listen and read. (18:21)

How would you like to be a ... ?

Rhino keeper
Do you enjoy looking after animals and being outdoors all day? If you do, then maybe you'd enjoy being a rhino keeper. A team of rhino keepers in Kenya looks after some special white rhinos. The team protects the rhinos to make sure they don't become extinct.

Mural painter
Do you like painting and being outdoors? If your answer to both these questions is 'yes', then the job of mural painter might be perfect for you! Some places, like walls in cities, can look quite boring and ugly because they're grey. But when mural painters paint them with big colourful pictures, they look amazing! Mural painters have a great job. They make walls into art and help make cities and towns look more beautiful!

'Cool hunter'
Are you interested in clothes and fashion? Do you wonder why some new things are popular and 'cool' and some are not? Would you enjoy walking around, looking at what people are wearing and finding cool new places? Would you like to talk to people about the things they like and then write about them? This is what 'cool hunters' do. They find new people with good ideas and help them become famous. To be a 'cool hunter', you need to learn different languages and enjoy talking to people. The only problem is that it's hard to stop working. You have to pay attention, because things can be cool one day but 'uncool' the next!

New words: keeper mural fashion wonder

3 Read again. Answer the questions.

- What do the rhino keepers do?
- What do mural painters do?
- How do mural painters help cities and towns?
- What do 'cool hunters' do?
- What might be difficult about being a 'cool hunter'?

4 Work in pairs. Discuss which job you would like to do and why.

Yusuf, a rhino keeper at the Lewa Wildlife Conservancy in Kenya, resting with baby rhinos

32 UNIT 3 Working outdoors

LESSON 4 Grammar

1 Study the grammar box.

Question tags
We use question tags to check information, ask others if they agree, to be friendly and make conversation.
For sentences with *be, have or can*, use the same verb in the question tag.
A: You *re not* a mural painter, *are* you? B: *No, I'm not.*
A: He *'s got* an interesting job, *hasn't* he? B: *Yes, he has!*
A: He *can't* work today, *can* he? B: *No, he can't.*
For sentences with most other verbs, use the verb *do* in the tag.
She *likes* fashion and clothes, *doesn't* she? B: *Yes, she does.*
Watch out: *I'm not late, am I?* BUT *I'm late, aren't I?*

2 Match the sentences (1-10) with the question tags (A-J).

- She enjoys looking after animals, ____
- You can paint murals, ____
- The murals are colourful, ____
- He's got an interesting job, ____
- It's important to stay safe, ____
- He doesn't work indoors, ____
- We are going to paint a mural tomorrow, ____
- You like fashion and clothes, ____
- He's not working right now, ____
- You've got some paint, ____

3 Add question tags to the sentences. Then write three of your own ideas.

- It's a nice day, _____?
- We have _____ next, _____?
- You're playing tennis at the weekend, _____?
- That's a new bag, _____?
- Our teacher's nice, _____?

4 Work in pairs. Use your question tags from Exercise 3 to make conversation.

It's a nice day, isn't it?

Yes, it is!

UNIT 3 Working outdoors 33

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

LESSON 5

Chant and

LESSON 6

Writing

The chant 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 are provided (with lyrics and instrumental only) so you can choose how to support your students' language needs with chanting.

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.

The chants have catchy, modern tunes.

LESSON 5 Chant

- 1 Read the chant and guess the missing jobs. Then listen, check and repeat. TR: 22
- 2 Divide into two groups. A and B. Group A chants the sentences. Group B chants the question tags. TR: 23 and 24

She's a mountain guide ...

She's a mountain guide,
Isn't she? Isn't she?
She knows the way.
She brings you back safe,
Doesn't she? Doesn't she?
At the end of the day!

He's a _____,
Isn't he? Isn't he?
He grows plants and flowers.
He works outdoors,
Doesn't he? Doesn't he?
For hours and hours!

She's a _____,
Isn't she? Isn't she?
She can help you.
She fixes things when they go wrong,
Doesn't she? Doesn't she?
And makes them good as new!

He's a _____,
Isn't he? Isn't he?
He can swim and he can dive.
He watches the beach,
Doesn't he? Doesn't he?
And he saves lives!

She's a _____,
Isn't she? Isn't she?
She loves the sea.
It's full of fish and creatures,
Isn't it? Isn't it?
That she wants to see!



Pasang Lhamu Sherpa Akita became Nepal's first woman mountain climbing teacher and she was National Geographic's 2016 People's Choice Adventurer of the Year.

3 Work in groups. Use the words from the box to write a new verse.

all day long tennis coach
doesn't he? doesn't he?
very strong teaches tennis
isn't he? isn't he?

He's _____? _____?
_____?
He _____?
_____?

34 UNIT 3 Working outdoors

Writing A description of a job

- 1 Read the description of a mechanic's job. Answer the questions.
 - 1 What do mechanics do?
 - 2 Where do they work?
 - 3 Can anyone become a mechanic?

A mechanic's job

Mechanics study how things work. They learn about electricity and transport, for example cars, trains and planes. When things go wrong, they put them right. It's very useful to have a mechanic in the family!

Mechanics work in many different places – they work indoors and outdoors, in garages, on roads, in big or small buildings. They might need safety glasses if they are doing something dangerous. It's an interesting job because mechanics do something different every day.

If you want to become a mechanic, you have to work hard at school, especially in maths and science. In the past, not many girls became mechanics, and some people still think it is a man's job, but now anyone who wants to can have a great job as a mechanic.

2 Read the information in the box. Then look at the description of a mechanic's job and answer questions 1-4.


Descriptions of jobs tell the most important information about a job. For example, the information about **where** someone with that job works, **what** he/she does and **what** he/she needs to do his/her job.

- 1 Where do mechanics work?
- 2 What do they do?
- 3 What do they need to do their job?
- 4 How does someone become a mechanic?

3 Writing skill Using questions for ideas

- a Think of another job and write questions about it. Use the questions in Exercise 2 to help you.
- b Write short answers to your questions in Exercise 3a.

4 Write longer answers to your questions from Exercise 3a to give a description of the job you chose.



Kamala Chaudhary opened her own mechanic shops in Nepal.

35

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 to five 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 around the world and learn to embrace diversity and equality.

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

In this video, students learn about National Geographic Explorer and wildlife biologist Douglas Krause's work with chinstrap penguins.

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

LESSON 7 Video

1 Watch the video. Match the countries (1-4) with the national animals (A-D).

Video 2

1 Italy
2 India
3 Vietnam
4 the US

A the bald eagle B the wolf C the Bengal tiger D the water buffalo

2 Watch the video again. Tick (✓) the other animals you hear. Video 2

ape crocodile elephant lion shark
 bear dog giraffe monkey whale
 bird dolphin leopard rabbit

3 Complete the table with the animals from Exercise 2.

India	Italy	Vietnam	the US
		ape	

4 Work in groups. Discuss the questions.

- Has your country got a national animal?
- What does it look like?
- Where do these animals live?
- What other kinds of wild animals live in your country?

24 UNIT 2 Amazing animals

LESSON 7 Video

1 Work in pairs. Look at the photo. Talk about penguins. What do you know about them? Where do they live? What do they eat? What can they do? What can't they do?

Douglas Krause is a National Geographic Explorer and a wildlife biologist with the National Oceanic and Atmospheric Administration (NOAA).

2 Watch the video. Circle the correct answer (A or B). Video 4

- The penguins are called _____.
A Chinstrap penguins B Antarctic penguins
- Douglas is putting _____ on the penguins.
A tags B cameras
- The penguins _____ the tags.
A are bothered by B don't mind

3 Watch the video again. Write T (true) or F (false). Correct the false sentences. Video 4

- Chinstrap penguins live in the Arctic.
- Douglas is a photographer.
- Douglas and his team attach the tags to the penguins' feathers.
- The tags tell Douglas what the penguins eat.
- The tags stay on the penguins for three days.
- When the penguins are wearing the tags, they can do their usual activities.

4 Work in groups. Discuss the questions.

- Would you like to do Douglas's job? Why? / Why not?
- Douglas is putting tags on the penguins to find out how long it takes them to find food. Discuss other reasons why scientists put tags on animals. What might they want to discover?

36 UNIT 3 Working outdoors

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

Game 1

1 Work in groups. Tick (✓) the correct answer.

1 **After Jay is a National Geographic Explorer and ...**
 a scientist a teacher
 a biologist a geologist

2 **The Amazon Rain Forest ...**
 is the largest rain forest in the world.
 is the largest rain forest in South America.
 is the largest rain forest in the world.
 is the largest rain forest in South America.

3 **There are ... types of rain forest.**
 1 2 3 4

4 **A camera trap can be used to ...**
 take photos of animals.
 take photos of people.
 take photos of plants.
 take photos of insects.

5 **In 1981, the first chess match was played between a person and a computer. The ...**
 won lost drew was a tie

6 **A trilobite was the first ...**
 dinosaur insect plant animal

7 **A trilobite was the first ...**
 dinosaur insect plant animal

8 **Some insects ...**
 fly crawl swim walk

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100 **Some insects ...**
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Review 1: Units 1-2

1 Listen and draw lines. There is one example. (10 min)

Memo Singh Harry Carlo Marco Tom Sophia

Complete the sentences with the words from the box.

color costumes storage detector exhaust reason

1 Cutting down trees can ... the environment.
 2 Fish, whales and dolphins live in the ...
 3 Dinosaurs became ... a long time ago. There aren't any now.
 4 We don't have cars of the present, many more kinds of cars will ...
 5 Posters look after many kinds of ... the alphabet, bars and signs.
 6 It's better to ... and ... She wants to be a ...

Complete the sentences. Use *will* or *are going to*. Then write two sentences using the present continuous for future.

1 The weekend, we ... visit the farm at the zoo.
 2 He will ... when he goes to the ... go to Egypt.
 3 The teachers use ... that students ... remember the information.
 4 She ... today before the ... She ... look after them.
 5 Do you ...? They ... give you advice about the future.

Complete the conditional sentences.

1 If I ... a tiger in the wild, ...
 2 If we ... on the floor, ...
 3 If I ... a letter to ...
 4 If I ... on a ...
 5 If I ... a ...

REVIEW 1: Units 1-2

School trip

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

School trip 3

Climbing China's amazing limestone rocks

You're going to see a video about the amazing limestone rocks of South China. Limestone is a kind of rock that's very soft. Over millions of years, the shape of the rock has been changed by the weather and especially by rain. As a result, large caves have formed, and there are even natural bridges made of rock in some places. Some of the rocks look like tall, thin sculptures and some even look like trees. One place with lots of these rocks is called Shilin, which means Stone Forest in Chinese.

Rock climbers enjoy going to this part of China as it's got so many of these interesting rocks. The rocks are especially challenging and exciting to climb. It's a place for experts, not beginners – as you'll see in the video. It's also a really beautiful and unusual place, so it's good that large parts of it are now protected for the future as a UNESCO World Heritage Site.

1 **Read the text. Discuss the questions.**
 1 What's unusual about the rocks in South China? Why do rock climbers like to climb them?
 2 Why should this place be protected?
 3 Do you know of any other UNESCO World Heritage Sites?

2 **Tick (✓) the things you think you'll see in the video. Write two of your own ideas. Then watch and check.** Video 13
 rocks that look like trees a road a beach birds
 a waterfall a butterfly camels cars
 a cave a big city flowers a forest
 a helicopter a river a volcano a rope
 _____ _____

3 **Work in pairs. Discuss the questions.**
 1 Would you like to visit this place? Why? / Why not?
 2 If you went to this part of China, what would you like to do (go rock climbing, relax on a boat on the river, take photos, explore)?
 3 What would you take with you? How long would you like to stay?

4 **PROJECT**
Prepare a group presentation.
 Work in groups. Choose a place you all agree should be protected. Prepare a presentation about the place for the class.
 Here are the things you can do to prepare for your presentation:
 • Find a photo or short video of the place.
 • Do research to find out why the place is special.
 • Explain what would happen if there were more people, buildings, cars and roads there.
 • Make a poster for your presentation.

106 SCHOOL TRIP 3

SCHOOL TRIP 3 107

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

Reading extra

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

Reading extra 1

Clever creatures

Scientists used to believe that animals couldn't think. But now we know that animals can understand information and use it to remember. If we repeat words such as down or up to dogs. They're trying to understand from and follow the instruction. Some kinds of dogs can understand more than a hundred words!

Some dogs have jobs. Working dogs are especially good at hearing words because they have to listen carefully to instructions. Border Collies, a kind of dog, are often used to move sheep. Farmers use special words to tell the dog what to do. They say 'Fetch' when they want the dog to go away and 'Fetch' when they want the dog to come back. The dog then usually understands the word 'Fetch'. They can also understand if they've done a job well or not from the sound of the farmer's voice.

Dogs are not the only creatures that can learn words. An octopus (fish) called Wilko, has even learnt to repeat the words 'Hello' and 'Hi'.

But how did you know that? The octopus produces the sounds by pushing air through its skinholes, but normally, it can only copy the sound of human voice if the letters to children, who sound like a child when they repeat the words in the video, come in a group and the young octopus copy the sounds. The octopus makes its own group of words communicate in a different way from other groups.

Parrots are famous for repeating words, and an African Grey parrot called Alex could understand the English words for color, number and size of different things, for example water, banana and grapes. He knew some colors and shapes and he could count various items. He could even understand the word 'never'. People used to think it was safe to say someone had a better brain than a dog, but now we know that's not true. Other animals can understand more than you thought!

1 Which animals do you think are clever? Why? Can you give an example of an animal doing something clever?

2 Listen and read. What kinds of animals can repeat words?

3 Read again. Write a (long or if) (short) Connect the false sentences.

1 Scientists used to believe that animals weren't very clever.
2 Farmers use their voices to show dogs what they've done in a good job.
3 Wilko the octopus can copy the sound of a human voice.
4 All dogs communicate in the same way.
5 Some parrots know three hundred different words.
6 Alex couldn't count.

4 Work in groups. Discuss the questions.

1 Working dogs have jobs. Can you think of any other jobs that dogs do?
2 Why are animals used to do these jobs?

5 Use the words from the box to complete the sentences.

6 Write a short story about a clever animal.

7 Write a short story about a clever animal.

colour	repeat
communicate	shapes
follow instructions	sounds
learn	understand

46 READING EXTRA 1

READING EXTRA 1 47

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 man who never told a lie

Once there was a young man named Maliki who never told a lie. Everyone knew Maliki, because everyone tells a lie at some time – big or small. But not Maliki.

The king wanted to meet Maliki. 'A person who doesn't lie?' he said. 'That's impossible!' So he called Maliki to his palace.

'Is it true what they say about you?' asked the king.

'I don't know what you mean,' said Maliki. 'That you never tell a lie. Is it true?'

'That's true,' Maliki answered, honestly. 'And can you tell me,' said the king, 'that you'll never lie – ever – in your whole life?'

'No, I never will,' said Maliki.

A few days went by and the king could not stop thinking about Maliki. 'He said that he'd never tell a lie,' he said to himself, 'but how could he know that?' So he decided he'd play a trick on Maliki and make him tell a lie. He called him back to the palace.

'Maliki,' he said, 'please follow me to the stable.' And in the stable, the king got on his horse and said, 'Maliki, please go and tell the queen that I'm going to visit my old father. I'll return tomorrow at lunchtime.'

Maliki bowed. 'I'm your messenger,' he said. And with that, the king rode off.

As soon as Maliki had gone, the king got down from his horse. He laughed. 'I'm not going to visit my father today, so soon Maliki will tell a lie to the queen.'

Maliki found the queen in her garden. He bowed and said, 'Your highness, the king asked me to tell you that he's gone to visit his father. He said he'd return tomorrow at lunchtime.' 'Thank you,' said the queen.

The next morning, the king came to the queen in the garden. The queen was surprised to see him. 'I thought that you were with your father,' she said.

'People say the young man never lies. But I'm afraid he told you a lie yesterday,' said the king.

'And what was the lie?' asked the queen.

'He told you that I'd gone to see my father,' the king replied, 'but I didn't go.'

The queen shook her head. 'No,' she said. 'He only repeated your words. You told him that you were going to see your father and that's what he knew was true. So he only said what he knew was true.'

And from that day, the king understood what it means to be honest.

132 BONUS READING EXTRA

BONUS Reading extra

1 Look at the title of the story. If someone told you they never told a lie, would you believe them? Why? / Why not?

2 Listen and read. Did Maliki tell a lie to the queen? (11: 05)

3 Read again. Circle the best answer (A, B or C).

1 Which word describes Maliki?
A naughty
B honest
C dishonest

2 Why did the king want to play a trick on him?
A He didn't believe that Maliki always told the truth.
B He didn't like Maliki.
C He'd heard that Maliki told lies.

3 Where did the king ride on his horse?
A He went to his father's house.
B He didn't ride anywhere.
C He rode a short way from the stable.

4 Why was the queen surprised to see the king the next morning?
A He didn't normally come into her garden.
B She didn't expect to see him until lunchtime.
C She thought he'd be with his father for two days.

5 What did the queen tell the king about Maliki?
A That he only told a small lie.
B That he only reported what the king had said.
C That he thought the king was lying.

4 Work in pairs. Retell the story. Use the words from the box.

believe	father	horse	king	lie
message	queen	repeat	stable	trick

5 Work in groups. Discuss the questions.

1 What do you think this story is trying to teach us?
2 Do you think it's ever OK to lie? If so, give an example of when.

GLOSSARY

to bow to bend over as a sign of respect
honest telling the truth
a stable a building where you keep horses
to play a trick on someone to make someone believe something that isn't true

BONUS READING EXTRA 133

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

The main focus of the activities is on comprehension and discussion. However, the language is carefully graded and also offers opportunities for language-based extension.

ABOUT THE PHOTO

The photo shows tourists visiting the Plitvice Lakes National Park, which is one of the oldest and largest national parks in Croatia. More than one million people visit the park each year. The park is strongly focused on preservation and heritage. There are strict rules to protect the environment. For example, swimming is not allowed in any of the lakes. The park also has numerous ongoing research projects.



Plitvice Lakes National Park, Croatia

Look and remember

In this unit, students will:

- review and use vocabulary from Level 5.
- review and use grammar from Level 5.
- discuss holidays and food.
- write a story based on a photo.

Twenty-First Century Skills

Collaboration

Work together to write questions about a photo, Lesson 1

Communication

Ask and answer questions to learn about classmates, Lesson 3

Creativity

Write a story based on a photo, Lesson 2

Critical Thinking

Identify true or false sentences about a photo, Lesson 2

LESSON 1

Look and remember

In this lesson, students will:

- review the present simple, the present continuous, the past simple, the present perfect and question formation.
- talk about their summer holidays.

Resources: Worksheets 6.0.1–6.0.3, Classroom Presentation Tool, Workbook pp. 4–5, Workbook Audio Track 1, Online Practice

Materials: name-card paper, coloured pencils or felt tips

Warm Up

- Say *Welcome to your English lesson! We're going to do an activity so we can get to know each other.* Write on the board: *My name is [Marta]. I like to [watch TV]. No, I don't like [pizza].* Elicit the questions for these answers.
- Write the following words on the board: *music, food, sports, family, school and holiday.* Say *You need to say five sentences about yourself that will help your classmates get to know you. You can use the words on the board to help you with your sentences.*
- Put students into pairs. Ask them to say sentences about themselves. Say *You need to remember a few things about your partner because you need to introduce him or her to the class.* Walk around and monitor. Offer help as needed.
- Ask each student to say one or two things about his/her partner.

TEACHER TIP

It is important to clarify with students the goal for each lesson and, on occasion, the term. This will make it easier for students to understand what they are learning and why. It is important to let students know what will happen in a lesson, using vocabulary and structures that they understand. This will ensure that they are more engaged in what happens in the lesson or the term, and it offers them the opportunity to better direct their learning.

1

- **Use the Photo** Ask students to open their books to p. 4. Focus their attention on the photo. Put students into pairs and say *Look at the photo. Tell your partner what you can see. What words can you use to describe this place?* Listen to several students' answers. Use the information in the *About the Photo* box to tell students more about Plitvice Lakes National Park.
- Tell students to work in small groups. Read the instructions aloud. Do the first item as a class by writing *This National Park is in Croatia* on the board. Ask *What questions could we ask to get this answer?* (Where is this National Park?) Listen to students' ideas. Remind students that *Where* is used to ask questions about a place or location. Tell groups to work together to write questions for the answers. Walk around, monitoring and offering help if necessary.
- **Extra Challenge** Ask groups to write sentences similar to those in the activity and swap them with another group. Then tell groups to write questions for the sentences their classmates wrote.
- **Extra Support** Ask students to underline the verb forms in the sentences. Explain that they need to use the same verb form in the question. Offer additional help by writing *Wh-*question words (*Who, What, When, Where, How and Why*) on the board. You could also provide the first word of the question to help students get started.

2

Task Guidance Notes

Flyers Reading & Writing Part 4 Students read a factual text that has ten gaps. They must choose the correct word from a choice of three to write in each gap. The missing words are grammatical exponents. This part is testing understanding a factual text and writing missing words correctly.

Challenges Students tend to try to fill each gap immediately. Remind them to read the whole text first and to read to the end of the sentence before choosing a word.

Performance Descriptors

- Can read and understand short texts
- Can copy words

- **Use What You Know** With books closed, elicit everything students know about what they might find in a national park (lakes, trees, plants, and so on). This helps reassure students that factual texts can be familiar and that they can use their world knowledge to help them understand the text quickly.
- Ask students to read through the text quickly. Check how much factual information they predicted.
- Make sure students understand what to do. Point out that they need to read the *whole* sentence. Ask them to complete the activity individually.
- **Help My Friend** Tell students to share answers and help each other, for example, by explaining why one option is correct. Walk around and monitor. Then go over answers as a class.
- **Reflect** With correct answers, ask students, in pairs, to read again and underline the language that indicated the correct answer. For example, 2: *sometimes* = regular activity, so present simple.

3

- Read the instructions aloud. Give students a minute or two to think about their answers. Then ask them to discuss answers in pairs.
- **Extra Challenge** Ask students to think of two more questions to ask and answer about their summer holidays. Alternatively, tell students to close their books and talk about their summer holidays without referring to the prompt questions. This will help with their fluency, as well as their ability to talk about a topic for a longer period of time.
- **Extra Support** Read each question aloud. Elicit possible answers. Use additional questions if needed. For example, for question 1, ask *Where can we go on summer holiday? To another country, or to visit our grandparents?*

Optional Activity

- Write the following words on the board (use this example or adjust it to fit the letters in your own name):

Peter
pizza
exciting
train
electric guitar
rode a horse

- Say *My name's [Peter. My holiday was really exciting. We went by train to my grandmother's house. I played the electric guitar and rode a horse. I also ate a lot of pizza on holiday].* Point out that the first letter of each phrase on the board also spells [Peter].
- Hand out name-card paper and coloured pencils or felt tips. Tell students to work individually to make a name card using their own name, referring to things they did while on holiday. They can also decorate the card with drawings related to their holiday activities. Walk around and offer help if necessary.
- In pairs, ask students to share their name cards and talk about what they did during their summer holidays.
- Ask students to leave the cards on their desks. This will help them to remember each other's names.

Wrap Up

- Ask *What do you remember about Plitvice Lakes National Park?* Listen to students' answers.
- Ask *What can you remember about your classmates' summer holidays?* Listen to several students' responses.

Additional Practice: Workbook pp. 4–5, Worksheets 6.0.1–6.0.3, Online Practice

Look and remember **LESSON 1**

1 Work in groups. Read the answers to the questions about the photo. Then write the questions. Use the present simple, the present continuous, the past simple and the present perfect.

1 This National Park is in Croatia.

2 No, I've never been there.

3 There are sixteen lakes.

4 People explore the caves and enjoy the beautiful waterfalls and lakes there.

5 Tourists like to go there on holiday.

6 The people in the photo are walking along paths between the lakes.

2 Read the text and circle the correct words.

If you like lakes, mountains and waterfalls, you'll love Plitvice Lakes National Park. It's ¹a / an / the amazing place with sixteen lakes and more than ninety waterfalls. The water in the lakes is a beautiful colour. Sometimes the water ²change / changes / changing colour, for example from blue to green. The people in this photo are ³look / looking / looks at the lakes and some of them are ⁴took / taking / take photos.

The park is a very popular place. More than a million people ⁵visit / visited / visits the park every year. It's ⁶was / been / being a UNESCO World Heritage Site ⁷for / since / yet 1979. It's important that we ⁸recycle / look after / make sure it for the future.

3 Work in pairs. Ask and answer the questions.

1 Where did you go in your summer holidays?

2 Did you enjoy it? Why? / Why not?

3 What did you do?

4 What did you see?

5 What did you eat?



ABOUT THE PHOTO

The photo shows an outdoor market in Madeira, Portugal. Markets form a part of Portugal's rich trade history. Visitors to Portugal can experience local life and culture by visiting these markets. The markets are not limited to food and often sell other items such as antiques.

In this lesson, students will:

- review food vocabulary and discuss food.
- write a story based on a photo.

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

Materials: pieces of paper

TEACHER TIP

It is important to make sure that everyone has a chance to speak during discussion activities. One way of doing this is by having a 'talking stick' or another object, such as a stone, that signals whose turn it is to speak. When a student has finished speaking, he/she passes the talking stick to another student. Instruct students to be quiet and listen to the student who has the talking stick. Doing this will help ensure that the most outgoing students don't dominate the class and group discussions.

Warm Up

- Divide the class into three groups. Explain that you are going to give them a topic and that each group has to say words from that topic. If a group cannot say a word, they are out. They cannot repeat any words.
- Start with words for colours to ensure that everyone understands the activity. Say *Blue* and then point to one of the groups. Ask *Can they say blue?* (No, because it has already been said.) Tell groups to take turns saying a colour. If a colour is repeated, just say *We've already said that colour.* Then give them a few seconds to say another colour.
- Tell students to do the activity with the names of fruits, then with vegetables and then with the names of other foods.

1

- Ask students to open their books to p. 6. Read the instructions aloud. Tell students that they will have one minute to look at the photo and try to remember as much as they can about it. Say *Start now* to signal when they should begin. Then say *OK, stop* or *Time's up* when the minute is up.
- Ask students to work in pairs. Say *Now close your books and write a list of what you remember about the photo.* Give them a time limit of three to four minutes for this.
- When the time is up, tell students to open their books to p. 6 and check their lists against the photo on the page. Ask pairs to share their lists with the class.
- **Extra Challenge** Write the list of things students were able to remember about the photo on the board. Then ask them to write a question for each sentence – similar to what they did in Exercise 1 on p. 5.

- **Extra Support** Hold up pp. 6–7 of the Student's Book. Say sentences about the photo as a class first. Then tell students to close their books and try to remember as much as they can about the photo. Walk around and monitor. Help with vocabulary and grammar as needed.

2

- Read the instructions aloud. Explain to students that they have to listen and write down exactly what they hear. Tell them that they should not change the sentences. Say *This is like a dictation, so you only have to write down what you hear.*
- Play **TR: 1**. Pause the recording briefly after each sentence to allow students time to write.
- Tell students to compare answers in pairs. Then go over answers as a class.
- Tell students to work in pairs again. Say *Now look at the photo in your book. Check which sentences are true and which are false. Then correct the false sentences to make them true.* Give them time to check their sentences in pairs. Then go over answers as a class.
- **Extra Challenge** Ask students to write three more sentences about the photo. Tell them to make at least one of their sentences false. Then ask them to swap sentences with a partner. Tell their partner to mark the sentences as true or false. Tell them to correct any false sentences to make them true.
- **Extra Support** Ask students to circle the incorrect information in the sentences that are false. This will get them to focus on what they need to change.

Script for TR: 1

- 1 *Two of the men are wearing striped shirts.*
- 2 *The man in the green shirt is eating a banana.*
- 3 *A man is selling pineapples.*
- 4 *There are lots of onions.*
- 5 *The carrots are next to the oranges.*
- 6 *Two women are buying apples.*

Optional Activity 1

- Put students into pairs. Tell them to write questions for the sentences they wrote in Exercise 2. Invite pairs to share their questions with the class.

3

- Read the instructions aloud. Tell students to work in small groups. Tell them to brainstorm answers to the questions. Ask *Who do you think the people in the photo are?* Listen to students' answers. To prompt students, ask *Is he a customer? Someone who wants to have a picnic? A chef? Now you answer the other questions in your group.* Walk around and monitor. Offer help if necessary.
- Tell students to use their answers to write a story about the people in the photo. Say *Now use your ideas to write a story.* Walk around and monitor. Make sure groups are working together successfully.
- **Extra Challenge** Put students into pairs or groups of three. Tell them to prepare a role-play between two or three of the people in the photo. Tell them to brainstorm what they think the people might say. Allow some preparation time. Then invite pairs/groups to perform their role-plays for the class.
- **Extra Support** Write the story as a class. To do this, you can write the story on the board.

4

- Invite individual students to read the instructions and questions. Tell them to work in pairs to discuss the questions. Tell students that they need to listen to their partner's answers, since they will need to talk about them later.
- Tell students to work with a new partner. Instruct them to tell each other about their previous partner.
- Ask students to introduce their partners to the class. Invite them to tell the class something interesting they learnt about their partner when doing the activity.
- **Extra Challenge** Tell the class to ask follow-up questions after each student presents information about his/her partner.
- **Extra Support** Allow some time for students to prepare their answers for the task and make notes. They can also use a dictionary to look up the names of foods or other words they might not know in English.

Optional Activity 2

- Ask *Do you like having class parties?* Listen to students' answers. Then ask *What do you enjoy most about class parties?* Say *Imagine that we're going to have a class party. We're going to think about the food we want to have.*
- Put students into small groups and give each group a piece of paper. Tell them to brainstorm a list of the dishes they would like to have at the class party. Say *Make a list of the dishes you'd like to have at the class party.*
- When everyone is ready, tell them to post their lists around the classroom.
- Tell students to walk around the classroom. Tell them to look at the lists and decide which list they think looks the best.
- Tell students to sit down again and ask *So, which list do you think looks the best?* Listen to students' answers and reasons.

Wrap Up

- Ask *If someone from another country visits us, what food do you think we should give him or her? What special food do you think they have to try?* Tell students to discuss as a class. Ask them to give reasons.

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 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** Tell students to look at the drawing. Give them one minute to think of words for what each person looks like (for example, clothes or activities) and objects they see. Check and write the words on the board.
- Ask students, in pairs, to find the differences between similar people or objects, for example, the market stalls, vegetables, and so on. See how many differences they can find. Ask them to share ideas with the class.
- Make sure students understand the instructions. Remind them that they need to colour and write quickly. Play **TR: 2**. Pause briefly to allow for colouring/writing. Tell students to complete the activity individually.
- Play **TR: 2** again. Tell students to check their answers. Then check answers as a class.
- **Own It!** Ask students to create their own picture. Tell them to draw a picture of their classroom or an event with at least two objects and three people. Then, in pairs, ask them to swap drawings and take turns describing where each object is and what colour it is. Instruct their partners to colour correctly. Monitor and check their use of prepositional phrases.

Look and remember



1 Work in pairs. Look at the photo and try to remember what you see. Then close your books. Write a list of what you can remember. Then look and check.

2 Listen and write the sentences. Then look at the photo and caption and write T (true) or F (false). Correct the false sentences.  TR: 1

- 1 Two of the men are wearing striped shirts. T
The man in the green shirt is eating a banana. F
- 2 (The man in the green shirt is buying apples.)
A man is selling pineapples. F (A man is selling bananas.)

- 4 There are lots of onions. T
The carrots are next to the oranges. F (The carrots are next to the potatoes. OR The carrots are next to the bananas.)
- 5 Two women are buying apples. F (Two men are buying apples.)

3 Work in groups. Write a story about the photo. Use the questions below to help you.

- 1 Who are the people in the photo?
- 2 What are they doing?
- 3 Why are they at this market?
- 4 What were they doing before they came to the market?

4 Work in pairs. Ask and answer the questions.

- 1 What kinds of food do you eat every day?
- 2 What's the strangest food you've ever tried?
- 3 What's the most delicious food you've ever tried?
- 4 What food have you never tried?
- 5 What food is popular in your country?

I eat yoghurt every day. I usually have it for breakfast with some fruit. I eat a banana every day, too.

LESSON
3

Look and remember

- 1** Ask and answer around the class. If someone answers 'yes', write his/her name in the table and ask more questions. Try to keep the conversation going.

Find someone who ...	Name	Notes
... is enjoying school.		
... went to the theatre in the holidays.		
... has never eaten watermelon.		
... visited his/her grandparents in the holidays.		
... has brought a photo of his/her holiday into school.		
... helps look after his/her little brother or sister.		
... plays football every day.		
... saw an animal while he/she was coming to school today.		

Are you enjoying school?

Yes, I am.

What are you enjoying?

I'm enjoying the lessons and seeing my friends again.

- 2** Tell the class three things you learnt about your classmates.

Yasmin went to the theatre in the holidays. She saw a dance show.

Paulo visited his grandparents in the holidays. He helped them in the garden.

Mila plays football every day.

- 3** Now write about yourself and what you did in the holidays.

My name is _____. I live in _____, but when I was little, I used to live in _____. I'm enjoying being back at school as I am happy to see my friends again. In the holidays, I visited my cousins and we went swimming every day. I looked after my little cousin. I've brought a photo of her to school. We made pancakes with my grandma and we ate them with honey. They were delicious!

Look and remember

In this lesson, students will:

- get to know their classmates by asking and answering questions.
- share information they learnt about their classmates.
- write about their summer holiday.

Resources: Classroom Presentation Tool, Online Practice

Warm Up

- Say *We're going to play a game to get to know each other better. I'm going to say some sentences. If the sentence is true for you, put up your hand. If it's false for you, keep your hand down. OK ready?* Make sure students understand. Then say *I walk to school. Put up your hand if it's true. Keep your hand down if it's false.* Repeat with other sentences, for example, *I've got two sisters. I've got a cat. Tennis is my favourite sport. I've got a blue bike.* If you wish, ask students follow-up questions, for example *[Jan], what's your cat's name?*
- Invite volunteers to say sentences for the class.

1 & 2

Task Guidance Notes

Flyers Speaking Part 3 Students have to exchange information with the examiner based on a set of facts and question clues they are given. The student answers the examiner's questions based on the information they have been given and then asks the examiner questions based on the question clues they have. This part is testing the ability to respond to questions with short answers and to form questions to elicit information.

Challenges Students can find this part challenging because they have to do three things: understand the question, process the information they are given to read and then respond appropriately. They can also find it hard to form questions and need to be given plenty of practice in asking *Wh-* questions and *yes/no* questions as well as questions with two options, such as *Is the boy happy or sad?*

Performance Descriptor

- Can ask basic questions about everyday topics
- This activity practises forming questions. Check that students understand the instructions. Ask students, in pairs, to look through the list of questions they have to ask. Direct their attention to the example. Point out that they have to choose the right question word and possibly change the verb. Ask them to decide which question word they need for each one. Check ideas with the class.
- **Collaborate** Divide the class into pairs. Assign each pair either the first four or the second four questions. Ask students, in their pairs, to think of a follow-up question they can ask for each of their questions. Monitor and help.
- Tell students to go around the class and do the activity individually for their four assigned topics. Monitor.
- Ask students to go back into their pairs. Tell them to check their answers together. Go through the instructions and

examples in Exercise 2. Ask each pair to report back to the class on their questions, including the follow-up information. Focus on one aspect of the assessment. Listen and make note of any problems. Don't interrupt the flow of the activity. Then go back over any issues with the class after the activity.

Assess: Vocabulary (and grammar)	
Excellent performance	uses all the vocabulary; makes a few mistakes; uses simple linkers
Satisfactory performance	uses most of the vocabulary; makes some basic mistakes; uses very simple linkers

- **Own It!** Ask students, in pairs, to think of five questions they might ask someone about a single activity they did over the weekend. Encourage them to use a range of *Wh-* and *yes/no* questions. Put students into new pairs. Tell them to ask and answer the questions orally. Then put students back into their original pairs to report back orally.
- **Extra Challenge** Tell students to make their own tables with a few statements. Then tell them to mingle with the class. Monitor and check for grammatical accuracy.
- **Extra Support** Tell students to underline the verbs in the statements. Instruct them to use these to guide them.

3

- Read the instructions and the model paragraph aloud.
- Tell students to think about how they could change each of the sentences in the model paragraph to make them true for themselves. As an example, say *My name is [your name]. I live in [your town/city], but when I was little, I used to live in [town/city].*
- Tell students to write their paragraphs. Tell them to use the paragraph in the activity as a model. Walk around and monitor, offering help if needed.
- You could assign the writing activity for homework. If you do it in class, include a peer-editing stage after the first draft. Ask students to exchange their work with a partner's and tell them to make comments to correct any mistakes with the present simple, present continuous, past simple or present perfect. Ask students to return their work and write a second draft, incorporating suggested changes.
- **Extra Challenge** Ask students to include two additional sentences about themselves, for example, information about activities they enjoy doing in their free time.
- **Extra Support** Ask students to copy the model paragraph and just add their name and where they live.

Optional Activity

- Write three sentences (two true, one false) on the board about yourself. Tell students to guess which sentence is false.
- Tell students to write three sentences of their own. Tell them to mingle with their classmates, share their sentences, and guess which sentences are true and which are false.

Wrap Up

- Ask *What did we talk about in this unit? What was your favourite part of this unit?* Listen to students' answers.

Additional Practice: Online Practice

A good start

In this unit, students will:

- talk about how to make a good start.
- listen to a radio programme about Friendship Benches.
- use *be going to* and *will* to talk about intentions, offers, plans and events.
- read about the Science Bus and Bioblitzes.
- chant about resolutions.
- write a biography about a famous young musician.
- watch a video about National Geographic Explorer Shabana Basij-Rasikh and her special school.
- identify the value *Be friendly*.

Language

Vocabulary

arrive at school on time, be more friendly, do my music practice, go to bed early, help tidy the classroom, join a club, study harder, take exercise; discover, equipment, materials, special

Grammar

- *be going to* and *will*
- The present continuous for future plans and events

Twenty-First Century Skills

Collaboration

Work with a partner to say intentions and make offers to help, Lesson 2

Communication

Discuss how a Friendship Bench could help at school, Lesson 1

Creativity

Plan actions for the chant, Lesson 5

Critical Thinking

Predict content from visual clues, Lesson 3

In the Unit Opener, students will:

- respond to a photo of a science demonstration.
- talk about what *a good start* means and consider ways of making a good start at school.

Resources: Home School Connection Letter, Classroom Presentation Tool

Materials: sticky notes with empty thought bubbles drawn on them for sticking on the photo

TEACHER TIP

When you ask students a question, allow them time to think of and form an answer. Remember that students are being asked to think and speak in a new language, so it may take them longer to answer. If students do not respond immediately, it often means that they just need more time to answer.

Introduce the Theme

- Write the words *Science* and *Art* in large letters on the board. Say *These are school subjects. What are some other school subjects?* Then elicit three or four other school subjects and write them. Say *When I was at school, my favourite subject was [science] because I liked [doing experiments].* Then say *I think science is important. [Science] helps us understand the world around us. What about you? What's your favourite subject?* Invite a volunteer to say his/her favourite subject. Then ask *Why is that subject important?* Then write *What's your favourite subject?* and *Why is that subject important?* on the board. Put students into pairs and ask them to discuss the questions for a few minutes.

Use the Photo

- Ask students to open their books to p. 9. Focus their attention on the photo and read the caption aloud. Ask some simple questions to engage the class. For example, ask *How many children can you see?* (two) *Where are they?* (the National Science Center's Mobile Discovery Center) Listen to students' responses.
- Put students into pairs or small groups. Ask them to discuss the questions on p. 9.

- For question 1, ask *How do you think the children feel? Interested? Excited? Surprised?* If you wish, hand out sticky notes with empty thought bubbles drawn on them to each student so that they can complete them and stick them on the photo. Write *That's really interesting!* on a sticky note and stick it on the photo in a copy of the Student's Book. Show it to the class as an example.
- For questions 2 and 3, ask *What's the title? What does getting 'a good start' mean?* Listen to students' answers. Then say *A good start means doing positive things so that when you start something, it goes well. For example, going to bed early or eating a good breakfast before you start school.* Ask *What other ways of getting a good start can you think of?* Listen to students' answers.

ABOUT THE PHOTO

The photo is of children looking at a science demonstration put on by the National Science Center's Mobile Discovery Center. Mobile Discovery Centers (MDC) are offered as an Outreach Program provided by the National Science Center and the US Army. Housed in large vans, the mobile centres travel across the US, presenting programmes designed to show children that studying science and maths is fun and important. The complete 50-minute programme presented during van visits consists of hands-on, interactive science demonstrations.

A good start



Children at a science demonstration put on by the National Science Center's Mobile Discovery Center in Littleton, Colorado, USA

Look at the photo. Discuss the questions.

- 1 What do you think the children in the photo are doing?
- 2 Look at the title of this unit. What do you think 'A good start' means?
- 3 What are some ways that you can make a good start at school?

LESSON 1 Vocabulary

1 Listen and repeat. TR: 2



arrive at school on time



help tidy the classroom



be more friendly



join a club



do my music practice



study harder



go to bed early



take exercise

2 Write answers. Use the words from Exercise 1.

How can I ...

- 1 get stronger? Take exercise
- 2 get better at the piano? Do (your) music practice
- 3 help my teacher? Help tidy the classroom
- 4 make new friends? Be more friendly
- 5 feel less tired in class? Go to bed early
- 6 get better marks? Study harder
- 7 learn a new activity and meet new people? Join a club
- 8 be on time for my lessons? Arrive at school on time

3 Listen to the radio programme about *Friendship Benches*. Write T (true) or F (false). Correct the false sentences. TR: 3

- 1 The children wanted their school to be more friendly. **T**
- 2 Most of the Friendship Benches are green. **F (yellow)**
- 3 Other children might sit with the child on the bench. **T**
- 4 Older people don't need Friendship Benches. **F (Older people need Friendship Benches.)**
- 5 The women who listen are called 'aunts'. **F ('grandmothers')**
- 6 There are going to be lots more Friendship Benches. **T**

4 Work in pairs. Discuss the questions.

- 1 Would you like a Friendship Bench?
- 2 Where could it go?
- 3 How could a Friendship Bench help in your school?

A bench that means *friendship* outside the Peace Palace, The Hague, Holland

ABOUT THE PHOTO

The Peace Palace houses the International Court of Justice. It settles legal disputes between member states of the United Nations.

VALUE Be friendly.
Workbook, Lesson 6

In this lesson, students will:

- talk about making a good start.
- listen to a radio programme about Friendship Benches.
- talk about how Friendship Benches could help in their school.
- identify the value *Be friendly*.

Resources: Audio Tracks 2–3, Classroom Presentation Tool, Workbook pp. 8 and 13, Workbook Audio Track 3, Online Practice

Materials: paper (for posters), felt tips or coloured pencils

Warm Up

- Write a *good start* on the board. Ask *Did you make a good start at school today? What did you do to make a good start?* If students are struggling for ideas or don't answer immediately, ask questions to prompt them. For example, ask *Did you wake up on time? Did you eat a healthy breakfast?* Listen to several students' responses.

1

- Ask students to open their books to p. 10. Focus their attention on the eight small photos and the phrases underneath. Play **TR: 2** and ask students to listen and repeat the phrases.
- **Extra Challenge** Ask students to close their books. Act out the new vocabulary phrases and tell students to guess them.

2

- Read through the *How can I ...?* questions with the class. Tell students to complete the activity individually. Tell them to compare answers in pairs before going over them as a class.

3

- **Use the Photo** Ask students to look at the photo of the Friendship Bench and read the caption. Ask *How do we know that the bench means friendship?* (The colours are from the flags of different countries. The hands coming together show friendship and peace.)
- Play **TR: 3**. Tell students to listen once globally. Then give them time to read through the six sentences in Exercise 3. Encourage them to mark *T* or *F* in pencil next to each sentence; however, reassure them that they will have time to listen again and check their answers. Play **TR: 3** again as students check their answers. Tell them to compare answers in pairs. Then go over answers as a class.
- **Listening Strategy: Listening for Specific Information** Remind students that they often need to listen for specific information to complete an activity, for example, when completing true/false activities. For true/false activities, they will need to listen closely to hear one word or one phrase that will match (or not match) the sentence in the activity.
- **Extra Support** Play **TR: 3** as many times as necessary for students to complete the activity.

Script for TR: 3

Presenter: *Today we're going to hear about Friendship Benches. Have you ever seen – or sat on – a Friendship*

Bench? Here are some children who know all about them. Can you tell us why you wanted a Friendship Bench?

Child 1: *Well, it's not easy to be in a big school with no friends. So, we said, 'OK, we're going to help these people. We are going to be a more friendly school.' So, we put a Friendship Bench in the playground. Now, if you're feeling a bit sad and lonely, for example, after lessons, or if you arrive at school early, you can sit on the bench.*

Child 2: *And when other children see you on the bench, they might come and sit with you and talk to you. Or they might ask you to play with them.*

Presenter: *Why are most of the benches yellow?*

Child 1: *Because it sounds like Hello!*

Presenter: *Are Friendship Benches only for children?*

Child 2: *Oh, no! Older people sometimes feel lonely, sad or worried, and it often helps to talk to a friendly person. In Zimbabwe, the Friendship Bench Project has changed the lives of thousands of people. The project started more than ten years ago, and it's been a great success.*

Presenter: *How does it work?*

Child 1: *Well, there's a team of ladies – they are called 'grandmothers' ...*

Presenter: *'Grandmothers'?*

Child 2: *Yes, they're called ambuya utano in Zimbabwe. It means 'grandmother'. The 'grandmothers' have learnt to listen carefully and to ask the right questions.*

Presenter: *What do they do?*

Child 1: *They sit on the benches. People who are feeling sad come to them. First, they answer some questions so that the 'grandmothers' can start to understand their problems. Then, they sit on the bench with one of the 'grandmothers'. They talk and the 'grandmother' listens.*

Presenter: *And does it help?*

Child 2: *Oh, yes! People usually feel better when someone listens to them. There are going to be lots more Friendship Benches in other towns in Zimbabwe, and in other countries too.*

Optional Activity

- Put students into small groups. Tell them that they are going to make a poster. Give each group a piece of paper and felt tips or coloured pencils. Write these topics on the board: *How to get better marks, How to get better at a sport, How to make new friends.*
- Tell students to choose one of the topics for their poster. Then tell them to plan five things they could do to achieve the goal. Invite groups to present their posters to the class.

4

- Ask students to discuss the questions in pairs or small groups.

Wrap Up

- **Value: Be friendly** Say *The value of this lesson is Be friendly. How can we be friendly at school?* Listen to students' answers. For additional practice, ask students to complete Lesson 6 of the Workbook in class or for homework.

Additional Practice: Workbook pp. 8 and 13, Online Practice

In this lesson, students will:

- use *be going to* to talk about intentions and things they've already decided to do.
- use *will* to make offers of help or talk about things they've just decided to do.
- talk about intentions to help themselves and others.

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

Warm Up

- Write the following jobs on the board: *doctor*, *artist* and *actor*. Then read the following sentences: *I'm going to be a star! I'm going to change the world! I'm going to help people!* Read the first sentence aloud again and ask *Who said this sentence?* (an actor) Read the other two sentences aloud again and ask the same question. Then write three other jobs on the board, for example, *musician*, *fashion designer* and *vet*. Ask students, in pairs, to choose two of the jobs and write what the people might say, beginning with *I'm going to*. Invite pairs to read one of their sentences. Tell the class to guess the job.

1

- Ask students to open their books to p. 11. Read the explanation in the green grammar box aloud, pausing after the first sentence. Say *Look at the word intention. An intention is a plan. When I have the intention to do something, I plan to do it. For example, my intention is to help you learn English.* Then ask volunteers to read the example sentences aloud.
- Review the form of *be going to* and *will*. You could do this as a teacher-led board presentation. For example, write the following on the board:

be + going to + verb
I am (I'm) going to eat more fruit.
She is (She's) going to study harder.
We are (We're) going to join the art club.

- Remind students that *am*, *is* and *are* are often contracted to 'm, 's and 're.
- Write the following on the board:

will + verb
I will (I'll) help you later.

- Remind students that *will* is often contracted to 'll.

2

- Read the instructions aloud. Then read the first item and sample answer aloud. Ask *Is it an intention or an offer?* (intention)
- Put students into pairs and ask them to complete the activity. Set a five-minute time limit. Walk around and monitor. Offer help if necessary. Notice where students have

problems. After they finish, ask different pairs to come to the board and write their sentences. As a class, discuss whether each sentence is correct or not. Correct any errors.

3

- Tell students to work in pairs to say intentions and offers to help from the prompts. Model one item first. Ask for a volunteer and say *I'm going to tidy my bedroom*. Hold up the Student's Book. Point to the options next to the blue B on the page. Prompt the volunteer to say *I'll put the clothes in the cupboard*. Tell students to complete the activity in pairs. Walk around and note where students have problems. Offer help if necessary.
- **Extra Challenge** Ask students, in pairs, to prepare and practise their own intentions and offers in a conversation. For example: *I'm going to make a cake for the class party. I'll help you.*
- **Extra Support** Ask students to match intentions and offers and write the mini-conversations before they speak.

4

- Tell students to write intentions. Start by writing an example on the board: *I'm going to [do my homework every day]*. Then say *Now, write four or five intentions*. Walk around and help students with ideas and vocabulary. They could write, for example, *I'm going to [practise the piano/ take more exercise/do the washing up/be more friendly to people]*.
- Tell students to work with a new partner, or in small groups, and share their intentions. Tell students that they can offer to help each other with their intentions – similar to Exercise 3. Walk around and monitor, checking that students are using the verb forms correctly. Make a note of any errors for class correction at the end of the activity.

Optional Activity

- Divide the class into groups of four. Then write *Make the school a better place* on the board. Say *You're going to make a list of five things you're going to do to make the school a better place*. Ask *Can someone give me an idea?* If students can't think of ideas, suggest *have lessons outside on sunny days*, *have friendship benches* or *paint the school in bright colours*. Say *You've got five minutes to make a list. Go!* After five minutes, ask groups to present their ideas to the class, for example: *We're going to have lessons outside on sunny days!*

Wrap Up

- Write the following on the board: *this evening*, *next weekend* and *next year*. Ask *What are you going to do at these different times? Give me ideas*. Ask different students to make their own personal sentences. For example, they might say: *I'm going to do my guitar practice this evening. I'm going to play football next weekend. I'm going to get a new bike next year.*

Additional Practice: Workbook p. 9, Online Practice

1 Study the grammar box.

be going to and will be + going to + verb / will + verb

We use *be going to* to talk about intentions and things we've already decided to do.

I'm going to sit on the Friendship Bench.

We're going to help these people. We're going to be a more friendly school.

We use *will* to make offers of help, or talk about things we've just decided to do.

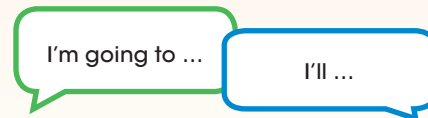
I'll help tidy the classroom.

We'll sit with you on the Friendship Bench.

2 Read the sentences. Write intentions or offers. Use *be going to* or *will*.

- 1 You want to make new friends this term. What do you say?
I'm going to be more friendly.
- 2 You've just come into the classroom. Your friend stays after class to tidy the classroom. You offer to help. What do you say? *I'll help (you) tidy the classroom.*
- 3 You want to get better marks in school this term. What do you say?
I'm going to study harder. (OR I'm going to get better marks.)
- 4 There are lots of books on the table. They need to be put in the cupboard. What do you say?
I'll put the books in the cupboard.
- 5 It's football club this afternoon and they need more players. You decide to join. What do you say?
I'm going to join the football club.
- 6 You've decided to practise your guitar every day. What do you say?
I'm going to do my music practice every day. (OR I'm going to practise the guitar every day.)

3 Work in pairs. Student A says an intention. Student B offers to help.



- A** tidy my bedroom
arrive at school on time
get better at the piano
eat more fruit
join the art club
- B** help you practise
put the clothes in the cupboard
come with you
give you some apples
phone you early in the morning

4 Write some intentions to help yourself and to help other people. Then work with a partner and talk about your intentions.

Intentions to help myself	Intentions to help others
I'm going to be on time for my lessons.	I'm going to help my parents tidy our house.

