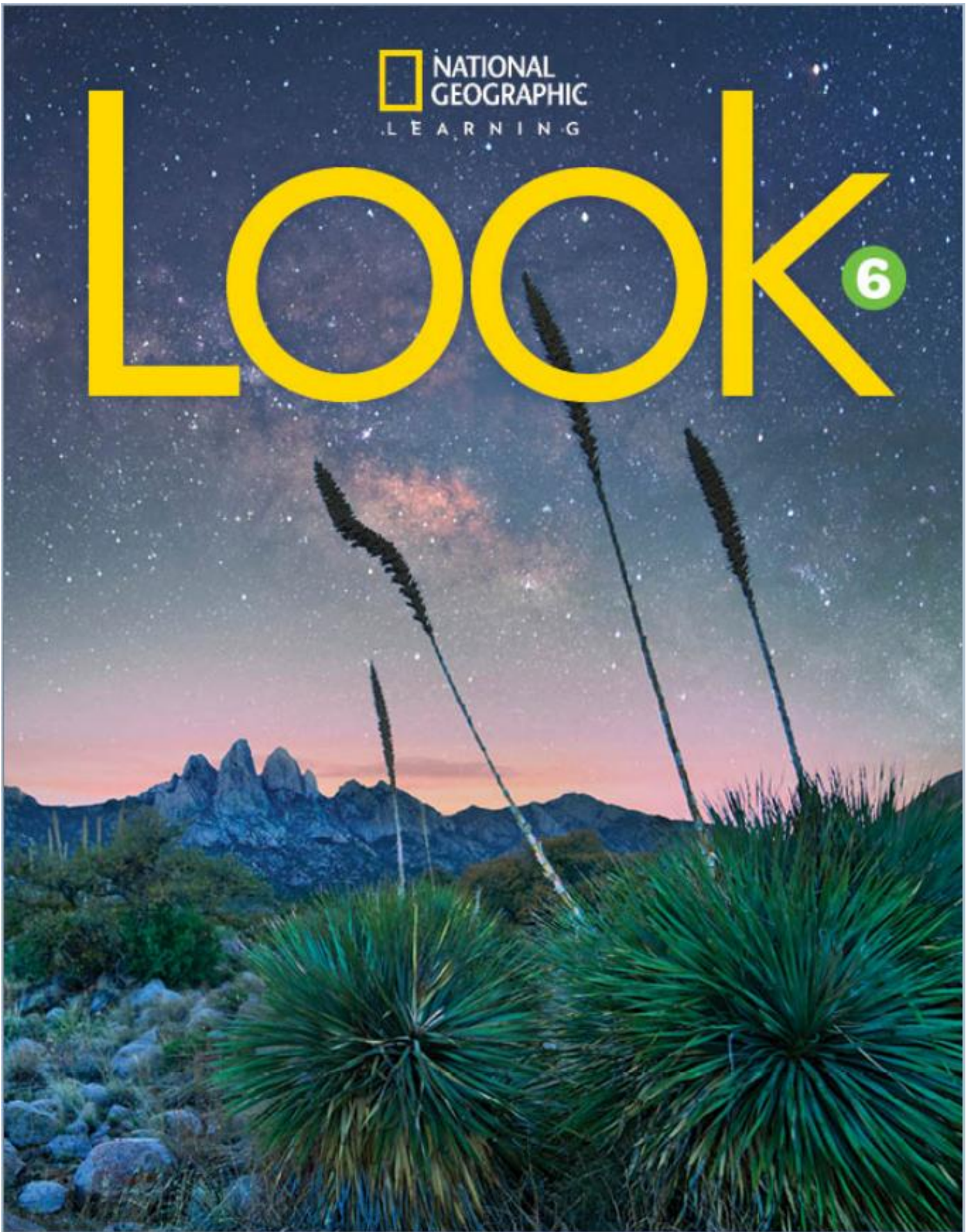


 NATIONAL
GEOGRAPHIC
LEARNING

Look 6





Plitvice Lakes National Park, Croatia

Look and Remember

LESSON 1

1 Work in groups. Read the answers to the questions about the photo. Then write the questions. Use the simple present, the present progressive, the simple past, 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 vacation.

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 color. Sometimes, the water ²change / changes / changing color, 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 / take care of / make sure it for the future.

3 Work in pairs. Ask and answer the questions.

1. Where did you go during your summer vacation?
2. Did you enjoy it? Why? / Why not?
3. What did you do?
4. What did you see?
5. What did you eat?

Look and Remember



An outdoor market in Madeira, Portugal

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. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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

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 theater during the vacation.		
...has never eaten watermelon.		
...visited his/her grandparents during the vacation.		
...has brought a photo of his/her vacation to school.		
...helps take care of his/her little brother or sister.		
...plays soccer 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 classes and seeing my friends again.

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

Yasmin went to the theater during the vacation. She saw a dance show.

Paulo visited his grandparents during the vacation. He helped them in the garden.

Mila plays soccer every day.

- 3 Now write about yourself and what you did during the vacation.

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



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 it means to get "a good start"?
3. What are some ways that you can get "a good start" at school?

LESSON 1 Vocabulary

1 Listen and repeat. TR: 2



arrive at school on time



help clean the classroom



be friendlier



join a club



exercise



practice music



go to bed early



study harder

2 Write answers. Use the words from Activity 1.

How can I...

1. get stronger? **Exercise** _____
2. get better at the piano? _____
3. help my teacher? _____
4. make new friends? _____
5. feel less tired in class? _____
6. get better grades? _____
7. learn a new activity and meet new people? _____
8. be on time for my classes? _____

3 Listen to a radio program about Friendship Benches. Write T (true) or F (false). Correct the false sentences.

TR: 3

1. The children wanted their school to be friendlier.
2. Most of the Friendship Benches are green.
3. Other children might sit with the child on the bench.
4. Older people don't need Friendship Benches.
5. The women who listen are called "aunts."
6. There are going to be many more Friendship Benches.

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 at your school?

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



VALUE Be friendly.
Workbook, Lesson 6

Grammar LESSON 2

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 friendlier school.

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

I'll help clean 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 school year. What do you say?
I'm going to be friendlier.
2. Your friend stays after class to clean the classroom. You offer to help. What do you say?
3. You want to get better grades in school this year. What do you say?
4. There are lots of books on the table. They need to be put on the shelves. What do you say?
5. The soccer team is meeting this afternoon and they need more players. You decide to join. What do you say?
6. You have decided to practice your guitar every day. What do you say?

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

I'm going to...

I'll...

- A** clean my bedroom
arrive at school on time
get better at the piano
eat more fruit
join the art club
- B** help you practice
put the clothes in the closet
come with you
give you some apples
call 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

I'm going to be on time for my classes.


Intentions to help others

I'm going to help my parents clean our house.



3 Reading

1 Look at the photo. What are the boys in the photo doing? What do you think a Bioblitz is?

2 Listen and read.  TR: 4

Science for Everyone

Chile is a long and beautiful country with the ocean to the west and mountains to the east. Some of the villages are a very long way from the cities, and some of the schools are very small.

It's difficult for small schools to teach science because they don't have enough teachers or **equipment**. This is where the Science Bus project can help. The bus brings **special** science teachers, new ideas, and equipment to schools in different parts of the country. Sometimes, the children go inside the bus for their science classes or clubs. Sometimes, the teachers bring the equipment inside the school building. The children do experiments. The **materials** used in the experiments are easy to find—for example, recycled plastic bottles—so that the class teacher can repeat the experiments with the class after the bus leaves.

The goal of the Science Bus is to bring science to children all over Chile. Since 2012, the bus has visited many schools in Chile, and hundreds of teachers have learned how to make their science classes fun and exciting.

In other parts of the world, children can take part in events called Bioblitzes. During a Bioblitz, scientists, families, students, teachers, and other people work together to collect as many different kinds of plants and animals as possible in a certain place, such as a park or a forest. Bioblitzes are a fun way to help scientists and to **discover** more about the plants and animals around us.

Science is important for all of us because it helps us understand our world. We can learn about science inside or outside of the classroom.

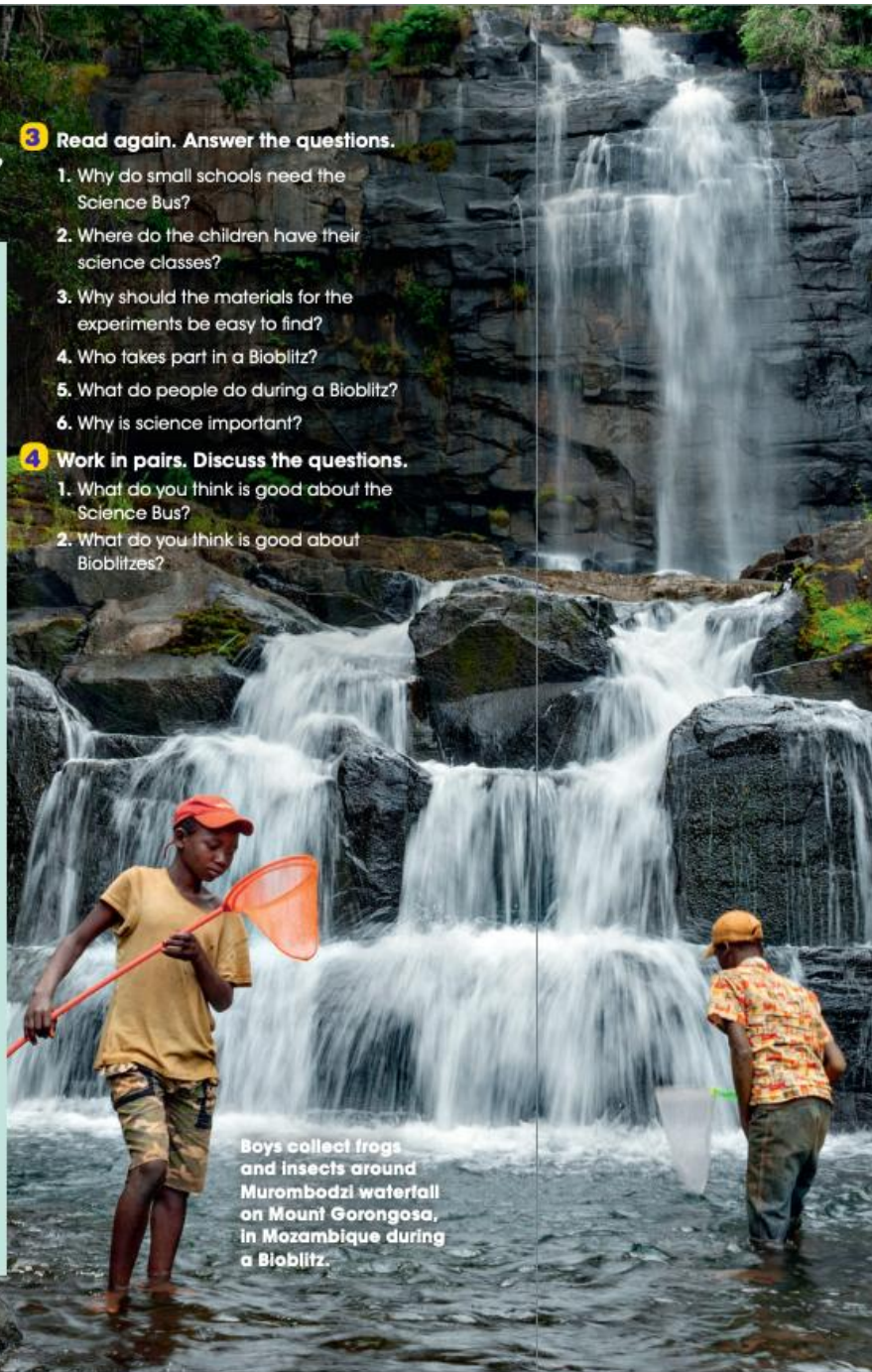
New words: equipment special materials discover

3 Read again. Answer the questions.

1. Why do small schools need the Science Bus?
2. Where do the children have their science classes?
3. Why should the materials for the experiments be easy to find?
4. Who takes part in a Bioblitz?
5. What do people do during a Bioblitz?
6. Why is science important?

4 Work in pairs. Discuss the questions.

1. What do you think is good about the Science Bus?
2. What do you think is good about Bioblitzes?



Boys collect frogs and insects around Murombodzi waterfall on Mount Gorongosa, in Mozambique during a Bioblitz.

1 Study the grammar box.

The present progressive for future be + verb + -ing

We sometimes use the present progressive to talk about future plans or events. Often, another person knows about the details of the plan or event.

I'm meeting Richard and Sarah at four o'clock to study for the science test.

The Science Bus is coming to our school on Tuesday.

2 Read Tom's blog. Circle the examples of the present progressive for future plans.

I'm so excited! On Saturday, we're going to the Bioblitz in the forest near my town. We're meeting there at ten o'clock, so my friends and I are catching the bus at nine thirty. We're going to look for insects and small creatures all morning, and then we're having lunch together. After lunch, we'll look for some more. I'm going to take a notebook since we have to write everything down. Some scientists are going to be there to explain things to us. One of my goals this year is to learn more about insects, so this is going to be great!

3 Look at Tom's planner. Write sentences about his plans for tomorrow and for Thursday, Friday, and Saturday. Use the present progressive for future.

Tomorrow: Study with Finn (after school)

Thursday: Finish the experiment in science class

Friday: Meet with the Science Club (4:00) / Help Harry with his homework (after dinner)

Saturday: Catch the bus for the Bioblitz with Ali and Finn (9:30) / Meet with the Bioblitz group in the park (10:00)

1. He's studying with Finn after school tomorrow.
2. _____ in science class on Thursday.
3. _____ at four o'clock on Friday.
4. _____ after dinner on Friday.
5. _____ at nine thirty on Saturday.
6. _____ at ten o'clock in the park on Saturday.

4 Make your own planner for the next few days. Then tell a partner about your plans.

Chant

- 1 Listen, read, and repeat. TR: 5
- 2 Listen for the perfect rhymes (e.g., *page* and *stage*) and the imperfect rhymes (e.g., *far* and *stars*). Write them. TR: 6
- 3 Work in four groups. Decide the actions for your verse.
- 4 Listen again. Chant and act. TR: 7 and 8

Perfect rhymes	Imperfect rhymes
page stage	far stars

Astronaut Edgar H. White II floats outside of his spacecraft. He was the first American astronaut to walk in space.



A Resolution

1: I've made a resolution.
I'm going to go far.
I'm going to be an astronaut.
I'm going to reach the stars!

Class: We'll help you, we'll support you.
We'll come and wave goodbye.
We'll come and cheer you
when your rocket hits the sky!

2: I've made a resolution.
I'll write it on this page.
I'm going to be an actor.
I'm going to be on stage!

Class: We'll help you, we'll support you.
We'll cheer you on your way.
We'll definitely come and watch you
when you're in a play!

3: I've made a resolution.
I'm going to write a song.
I'm practicing on Friday.
why don't you come along?

Class: We'll help you, we'll support you.
We'll be your greatest fans.
We'll come and shout for you
When you're in a band!

4: I've made a resolution.
I'm following my dream.
I'm going to play soccer
on a famous team!

Class: We'll help you, we'll support you.
We'll cheer you to the end.
But—one day when you're famous—
remember your old friends!

GLOSSARY
a resolution a plan

Writing A Biography

- 1 Read the biography. Then answer the questions.
 1. Why is Ta'Kaiya Blaney special?
 2. What is her goal?
- 2 Read the information in the box. Then look at the biography and do steps 1–3.

A *biography* is the true story of a person's life. It is written by another person. If a person writes about his/her own life, it is an *autobiography*. A biography includes the most interesting facts and information about the person's life.

1. Underline three facts in the biography.
2. Check (✓) the fact that you think is the most interesting.
3. Work in pairs. Did you underline and check the same facts?

- 3 **Writing Skill** Time expressions
a. Read the information about time expressions.

A biography usually contains time expressions, for example: *now, at six o'clock, on Wednesday, in January, on May 16th, after school, a day later, the following year, when he was seven, at the age of ten.*

- b. Read the biography again and circle the time expressions.

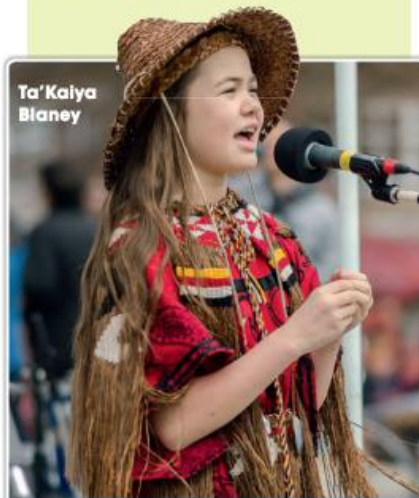
- 4 Use the information below to write a short biography of another famous young musician. Include time expressions.

Ta'Kaiya Blaney: A Young Singer with a Message for the World

Ta'Kaiya Blaney is a very special young woman. She was born in 2001 and grew up in Tla'amin Nation, Canada. She started singing lessons when she was four years old and she recorded her first music video when she was only ten.

She has spoken at many international events and conferences in different countries. For example, in 2015, she was in France and the next year, she was in Korea.

Ta'Kaiya was born in a beautiful place and she cares about the environment. Now her goal is to make the world a better place and to take care of our planet. She wants to use her music to help do this.




Name	Sheku Kanneh-Mason
Born	1999
From	Nottingham, England
Why he's special	Cellist
Other information	- Started learning to play the cello at the age of six - Performed with his brothers and sisters in a talent show on national television - Has won many important awards, for example Young Musician of the Year, UK 2016
Goals	To help more children to play and enjoy classical music

LESSON 7 Video

- 1 Look at the photos. What do you think girls learn at SOLA (School of Leadership, Afghanistan)?



National Geographic Explorer Shabana Basij-Rasikh started SOLA (School of Leadership, Afghanistan).

- 2 Watch the video. Then check (✓) the things you think are important to Shabana.  Video 1

- going shopping
- helping girls reach their goals
- watching TV
- helping her country
- staying at home
- trying new things
- helping girls have the same chances as boys
- helping boys but not girls

- 3 Watch the video again. Circle the correct answer (A or B).  Video 1

1. Girls didn't use to go to school in Afghanistan because _____.
A. they didn't want to B. they weren't allowed to
2. School of Leadership, Afghanistan is _____.
A. for boys and girls B. only for girls
3. At this school, the girls can _____.
A. try new things B. go home every day after their lessons
4. Shabana hopes her students will _____.
A. become future leaders of their country B. leave their country

- 4 Work in groups. Discuss the questions.

1. Would you like to go to a boarding school? Why? / Why not?
2. Shabana believes it's better for the whole world if all girls go to school. Do you agree with her? Why? / Why not?