

## 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: an unusual hobby in Finland; children doing yoga at school; a megacity in China; the youngest person to ski to the North Pole. In each case, the topic is then related back to students' own lives and experiences in personalization activities: Do *they* want to do this sport? Would *they* like to do yoga at school? Would *they* like to live in a megacity? Do *they* want to be an explorer? These real-life stories enhance the child's learning experience by:

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

You don't need to worry about unfamiliar content. We have included background information in the teacher's notes on each real-world story and guides to the pronunciation of any names that are unfamiliar. Our hope is that you too will be inspired by these stories and then extend each topic. For example, getting students to design an amazing bedroom, making a map of a part of their town and labeling it, drawing pictures of festival costumes, 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 the question *What can you see?* You can ask this question or similar questions with any of the photos in the book, eliciting and revising items of vocabulary from previous lessons such as colors, clothes, descriptions, objects, and actions as you go. Ask questions, such as: *Where are they? What are the people doing? What is she wearing? What color is his shirt?* Or, better still, encourage students to ask each other questions. You will find extra information about these photos in each lesson in the *About the Photo* box in the Teacher's Book. It is fine to tell your students more about the background to the photo in their first language. You can also return to these photos and use them as prompts for recalling words.

### Make connections

We have included a range of video types in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 7* video in every unit comprises 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 chores they do, the animals they like, the sports they play, and so on. In this way, the videos give a fresh perspective on the topic. These videos also reinforce the language learned throughout the unit and provide a speaking model for the students when they, in turn, talk about their own lives and experiences.

The second component is the *School Trip* videos. These center on visits to exciting places—the Antarctic to learn about a food chain, New Zealand for an outdoor adventure—and provide a springboard for the students to do their own mini-projects. When you have been through the activities on the page, you can try other techniques with these videos such as:

- turning the sound off and getting students to provide some commentary or narration
- pausing the video and asking students to remember what happened next
- asking students to watch and list different things they see (e.g. geographical features, 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 practice language (although they do, of course, recycle language previously taught). Two of the reading texts are non-fiction (e.g. *Solar Eclipses*) and two feature fables from around the world (e.g. *The Feast*). In both cases, there is opportunity for motivating follow-up activities. For the former, the students can try at home to find out more about this subject and bring their ideas (or photos) to the next lesson. For the latter, you can help students to dramatize the story (with acting out or words or both) or ask them to draw a scene from it. The fables also contain important moral lessons with universal significance, like the importance of individual contributions to the collective good in *The Feast*. You may also choose to discuss the moral of these stories with your students in their own language.

## Making Teaching and Learning a Joy

### Songs and chants

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

**SONGS** The best way to learn the songs is to listen to the recorded version and sing along to it. You shouldn't worry if your students don't pick up the song immediately. Each child will learn at their own pace. They can start by clapping to the rhythm and humming the tune, then focus on the chorus or the most memorable lines, building up to finally singing the whole song. This is how we learn songs in real life. When students are really confident with a song, they can sing along with the instrumental version. All the songs in *Look* come with step-by-step instructions for simultaneous actions. These help students grasp the meaning of the words, while providing opportunities for full-body movement and activity—a necessity in any primary classroom.

**CHANTS** The chants in *Look* have two functions. The first is to present a language point in each unit. Each Lesson 2 chant contains a model of the target structure. Learning the chant enables students to internalize the grammar while following an excellent pronunciation model. Each Lesson 6 chant practices target sounds in the phonics section; these chants give the students a chance to focus on producing each sound and link to spelling.

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: The whales... / The whales are sleeping... / The whales are sleeping in the sea.*

Teachers are offered plenty of extra ideas for creative activities based on the chants and songs in *Look*. For example, you could ask your students to work in groups and write a new verse and record them performing it.

### Games

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

**Preparation:** Make sure any materials, such as game pieces and pieces of paper, are ready before the lesson. There is always a list of materials at the start of each lesson.

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

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

**Variety:** This level of *Look* features a variety of game types: two types of board game, *Spot the difference*, and a quiz.

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

### Values

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

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

## A Multi-Strand Approach to Assessment

### Exam practice

This level provides preparation and practice for the *Cambridge English Qualifications, A1 Movers* test. Look Student's Book and Workbook include tasks that represent all the different parts of the exam. Practice is focused on enabling students to master techniques which will allow them to perform at their best in formal assessment situations. These tasks give students the opportunity to familiarize themselves with each of the task types that appear in the exam and make connections to their own lives in order to build both their interest and confidence. A complete practice exam is included at the end of the Workbook.

### Building young learners' confidence

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

- **Personalize** These activities ask students to connect the context or situation of the task to their own lives. This allows them to see the relevance of what they are doing to real life.
- **Collaborate** These activities allow students to prepare tasks together, both to learn from each other and to give them the support they need before they have to "perform."
- **Help my friend** This encourages students to focus on what they can do well and allows them to use these skills and competences to help teach and support their classmates, so the class develops 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 it gives 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 which will support students' progression in each objective. The framework and photocopyable Student Log allow you to keep an objective, evidence-based record of each student's progress which you can use with the students themselves, their parents, or other stakeholders. You can also download the Student Log from the website.

### Assessing productive skills

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

- **Speaking** The three assessment criteria for the Speaking exam are Vocabulary and Grammar, Pronunciation, and Interaction. In the different Speaking practice tasks, these are broken down so that one criterion is included with each task throughout the book. Advice is also given on how to apply each criterion as you are completing the specific task.
- **Writing** In the *A1 Movers* exam, the writing section (Part 6) requires students to answer questions and to write sentences about a picture scene. The practice writing task includes guidance on this, but students need to be reminded that:
  - all answers must represent what they can see in the picture scene (accuracy of description)
  - answers must make sense with the words they are given on the page (grammatical accuracy)
 In Questions 5 and 6, students write their own sentences. These sentences must accurately represent what they can see in the picture scene, but they must also be different from the information in Questions 1–4

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

## Unit Opener

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

**UNIT 8**  
**Healthy Body, Healthy Mind**

Chinese children exercising before school

**Look at the photo. Answer the questions.**

What are the children doing?  
What healthy things do you do?  
What do you do that isn't healthy?

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

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

Students can answer simple comprehension questions to interact with real-world photos.

# LESSON 1 Words and LESSON 2 Grammar

The vocabulary and grammar lessons are standalone lessons which are thematically linked. They move from word level (Words) to sentence level (Grammar).

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

Students hear and see the target grammar in a catchy chant before focusing on the exponents in the grammar box in Activity 2.

**LESSON 1 Words**

1 Listen and point. (TR: 113)

back shoulder stomach tooth (two teeth) a cold

a cough a sore neck sick toothache medicine

2 Listen and repeat. (TR: 114)

3 Write.

arm ear eye foot head leg

I have ~. I have a sore ~.

a backache a stomachache

4 Act and say.

What's the matter? Ah! Do you have a sore neck? Yes!

**LESSON 2 Grammar**

1 Listen and chant. (TR: 115)

What's the matter? Can I help?  
I have a sore leg. I have a sore leg.  
You must sit down now. You must not run.  
Thank you, doctor. Thank you very much.

What's the matter? Are you sick?  
I have a stomachache. I have a stomachache.  
You must drink hot water. You must not eat chocolate.  
Thank you, doctor. Thank you very much.

2 Listen and read. (TR: 116)

You must sit down now. You must not run.

3 Match. Circle *must* or *mustn't*.

1. I have a toothache. D  
2. He's sick. He feels cold. —  
3. She has sore eyes. —  
4. We have stomachaches. —  
5. I have a cold. —  
6. She has an earache. —

A. He *must* / *must not* stay in bed.  
B. She *must* / *must not* go to the doctor and get some medicine.  
C. She *must* / *must not* look at her tablet at night.  
D. You *must* / *must not* go to the dentist.  
E. You *must* / *must not* eat any more pancakes!  
F. You *must* / *must not* have a bowl of Grandma's chicken soup.

4 Act.

Hello. What's the matter?  
I have a sore leg.  
You must stay at home. You must not walk.

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

# LESSON 3 Reading and LESSON 4 Grammar

The reading and grammar lessons are also standalone lessons. Students learn about the world as well as learning vocabulary and grammar, which they then use to talk about their own worlds.

New vocabulary is pre-taught in Activity 1, contextualized in the reading text, then practiced in Activity 3. All the target vocabulary is supported by flashcards and teaching notes.

Target grammar is presented in the grammar box, and then practiced using different skills: reading, writing, and speaking.

**LESSON 3 Reading**

1 Look at the words. Listen and repeat. (TR: 117)

calm worry grades

2 Listen and read. (TR: 118)

It isn't always easy to learn at school. When do you learn well? First thing in the morning? After you play on the playground? When you are hungry or after lunch? When you are tired? When you are sitting for a long time?

Children at Bronxville Elementary School in the US do yoga. They say it's fantastic. It helps them to be **calm** and not to **worry** or get angry. And when they are calm, they get good **grades** on tests. They say it's good to do yoga because they can study and learn better.

Next time you want to learn well at school or study well at home, try yoga! It's quick and easy to do. You can do it on the playground or in your classroom, sitting at your desk! You can do it in fifteen minutes...or just two! Go on! Give it a try!

3 Read again. Write T (true) or F (false).

1. The children at Bronxville Elementary School do yoga.   
2. They don't like doing yoga.   
3. Yoga can help you when you are angry.   
4. Yoga isn't good before a test.   
5. You must do yoga outside on the playground.   
6. You can do some yoga if you only have two minutes.

4 Do you like doing yoga? Do you want to do it at school?

**LESSON 4 Grammar**

1 Listen and read. (TR: 119)

It's good to do yoga.  
It isn't always easy to learn at school.

2 Match.

1. It's silly to A  
2. It's fun to  
3. It's important to  
4. It isn't healthy to  
5. It's healthy to  
6. It's friendly to

A. be worried about tests—just do your best!  
B. be calm before tests.  
C. do yoga with your friends at school.  
D. say hello to everyone in class in the morning.  
E. drink a lot of lemonade and sugary drinks.  
F. eat a lot of fruit and vegetables.

3 Put the words in order.

1. a good breakfast / before school / eat / important / it's / to  
2. fun / isn't / it / study / to / when / you are tired  
3. go to bed / it's / late / silly / to / on a school night  
4. drink / healthy / it's / a lot of water / on hot days / to

4 Complete with your ideas.

1. At school it's important to ...  
2. It's fun to ...  
3. It isn't good to ...  
4. It's wrong to ...  
5. It's silly to ...  
6. It's easy to ...

5 Make a poster about being healthy.

The reading texts are about the real world. In this activity, students are asked to think about the benefits of yoga.

A final activity allows students to use target language creatively and with a real communicative aim.

# LESSON 5 Song and LESSON 6 Phonics

The song pulls together all the language threads of the unit in a fun and active way. The phonics lesson uses the unit language to focus on target letters or letter combinations.

Two versions of the songs are provided (with and without vocals) so you can choose how much support your students need with singing.

The Level 3 phonics syllabus analyzes different sounds and spellings within a synthetic approach.

The songs have catchy, modern tunes.

The words containing the target letters are selected according to their level and frequency. Understanding meaning helps decoding, so the meaning of the words is supported with photos.

### LESSON 5 Song

**1 Listen and read.** TR: 120

Come on everyone! Get up from your chairs.  
It's time to move around now! Let's go downstairs!  
Let's go to the playground and count to three.  
Just shake your body and shout with me!

Put your arms in the air. Now bounce up and down  
With your right foot forward, then change your feet around.  
Step left, left, left, now right, right, right.  
It's easy to dance all day and all night.

Now walk with me and move your shoulders around.  
Put your hands on your stomach and step up and down.  
Our friends are all dancing. One...two...three...  
Now everyone is doing this dance with me.

**2 Listen and sing.** TR: 121 and 122    **3 Sing and dance.** TR: 123

**VALUE Stay in shape.**  
Workbook Lesson 6

Traditional dancing, Indonesia

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### LESSON 6 Phonics

**1 Listen. Say the sounds.** TR: 124

n - ow	now
d - ow - n	down
b - ou - n - ce	bounce
pl - ay - gr - ou - nd	playground

**2 Write ou or ow. Listen and chant.** TR: 125

Let's b \_\_\_\_\_nce up and d \_\_\_\_\_n,  
And let's all sh \_\_\_\_\_t ab \_\_\_\_\_t it,  
H \_\_\_\_\_we jump ar \_\_\_\_\_nd,  
Ar \_\_\_\_\_nd the t \_\_\_\_\_n, n \_\_\_\_\_

**3 Write ou or ow. Say the words. Listen and repeat.** TR: 126

	
1. br _____n	4. c _____
	
2. h _____se	5. m _____ntain
	
3. sh _____er	6. playgr _____nd

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# LESSON 7 Video

Children representing 16 different countries are interviewed about their lives and cultures. Students get a glimpse into how life is lived in different places around the world, and learn to embrace diversity and equality.

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

Students practice a variety of writing skills, such as punctuation, ordering words, and e-mail writing conventions, while at the same time activating the unit vocabulary and grammar. A range of appropriate text types are introduced, such as a letter to a friend, a summary, and descriptions of photos and people.

### LESSON 7 Video

**1 Watch the video. Check (✓) the sports you hear.** Video 10

- badminton
- baseball
- basketball
- cross-country running
- soccer
- judo
- jumping rope
- swimming
- table tennis
- tennis



**2 Watch the video again. What sports do the children do at school? Write.** Video 10

- Aliyah plays \_\_\_\_\_ and does \_\_\_\_\_ at school.
- Kaitlyn plays \_\_\_\_\_ and \_\_\_\_\_ at school.
- Marlen plays \_\_\_\_\_ and \_\_\_\_\_ at school.

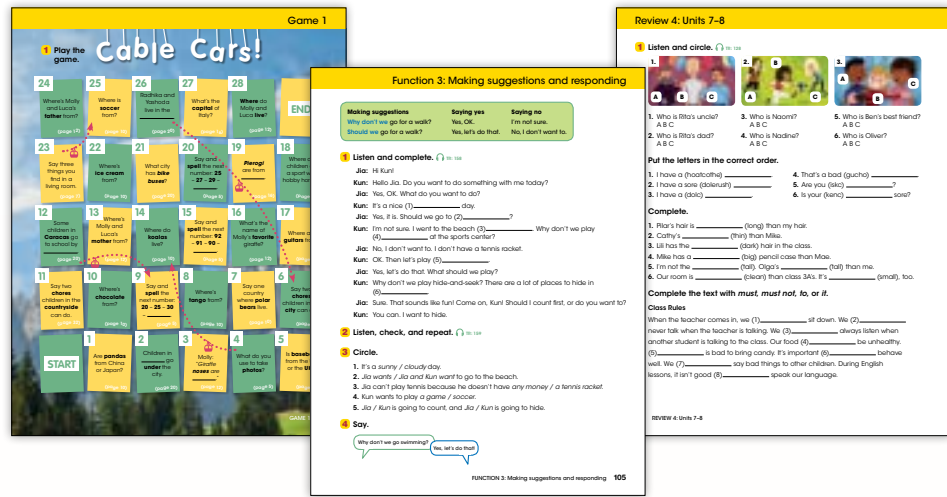
**Writing**

We use ordering words to talk about the order that things happen in. **First**, Aliyah talks about sports they play at school. **Next**, she says she goes to judo and swimming club. **Finally**, she says that they have gym class at school twice a week.

**3 Write a summary.**

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



## School Trip

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

### The Taos Pueblo

Welcome to Taos. Taos is a very old village in the US. The buildings here are some of the oldest buildings in North America. This is one of the villages of the Pueblo people. Native Americans who were here before the Europeans arrived. In fact, *pueblo* means village. There are 21 *pueblos* like Taos in the southwest of the US where Puebloans still live today. So let's visit this village and learn about its people, in the past and today.

**Taos, a native *pueblo* in the US**

- Read about the villages of the Pueblo people. Choose.**
  - What is special about Taos?
    - It's the only *pueblo* today.
    - It's very old.
    - People don't live there now.
  - Who are Native Americans?
    - People who live in old buildings.
    - People from Europe who came to America.
    - People who lived in America before Europeans.
  - Where do the Puebloans live?
    - In villages in a part of the US.
    - In cities in the US.
    - Only in Taos.
- Watch the video. Check (✓) the true sentences. ▶ Video 13**
  - They live in the same place today as their families did 1,000 years ago.
  - Each apartment has a place to cook in it.
  - There are 35 villages where Pueblo people live.
  - These days, there is electricity in the village.
  - They get water from a river.
  - People come from other places to learn about the Pueblo people.
- PROJECT** Write a biography of your town or a town you know.
 

*In the past, there was / were...  
There weren't...  
These days, there are...  
People...*
- Act.**

*Grandfather?  
Yes, Claudia.  
Were there a lot of cars when the town started?  
No! There weren't any cars! There were horses.*

A stunning photo captures students' interest.

A carefully staged lesson introduces the topic and sets the scene (Activity 1) and works on comprehension and memory (Activity 2).

The end-of-lesson project recycles language and focuses on students working together (Activity 3) and includes a presentation to the class (Activity 4).

## 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 doing your fair share.

### Solar Eclipses

It is called a total solar eclipse. These people are looking at the sky to watch a solar eclipse. A solar eclipse occurs when the moon goes between the Earth and the sun. The moon stops the sun's light from getting to the Earth, so it appears from space in the darkness. It is a very unusual event, and it changes animals' behavior. Birds stop singing, for example.

You can only see eclipses in one small part of the Earth and only for a few minutes, so you must be in the right place at the right time. Also, they don't happen very often anywhere. You have only had an eclipse about every four hundred years in the world each year. Some people love watching eclipses, so they travel all around the world to see them.

If you can't go to see an eclipse, the sun's rays can still heat your eyes, so you must never look at the sun! Wear special eclipse glasses (these are much darker than normal sunglasses) or make a 'pinhole viewer'. Make a small hole in a piece of paper and hold it over another piece of paper. You can see the shape of the eclipse on the paper.

**Checklist**  
Right places to watch them  
is a lot of fun  
based on content

### Reading Extra 2

- Look at the photo. Answer the questions.
  - What are the people looking at?
  - Why are they wearing glasses?
- Listen and read. Why is it difficult to see eclipses?
  - How do you see eclipses?
  - Why can't you see a solar eclipse everywhere in the world at the same time?
  - What do you need to see an eclipse?
  - Why do you need special glasses?
- Read again. Write T (true) or F (false).
  - During solar eclipses, the Earth is between the sun and the moon.
  - A solar eclipse makes the day longer than usual.
  - Animals' behavior changes during eclipses.
  - Some people love watching eclipses, so they travel all around the world to see them.
  - You can't see a solar eclipse everywhere in the world at the same time.
- Imagine there is going to be a solar eclipse where you live. Answer the questions.
  - How do you get ready for it?
  - Where do you want to be when you watch it?
  - Who do you want to watch it with?
  - Are you happy about seeing it? Why? Why not?

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.

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 Feast

A chief wanted to give a feast for all his people, so he sent his men to every village. The men said, "The chief invites you to a feast at his house. He asks each of you to bring a gourd of mango juice and to pour it into a pot at the door."

One man, Akin, wanted to go to the feast very much. But he had no mango juice at home. His wife said to him, "You must buy some." But Akin said, "I am not going to buy juice. It is not my feast. It is the chief's feast—he should give us juice."

Then Akin had an idea. "Hundreds of people are going to bring juice and pour it into the pot. I am going to take a gourd of water. One gourd of water can't be bad for so much juice."

The day of the feast came. People put on their best clothes and walked to the chief's house. They stopped at the door and poured their gourds into the pot.

Akin also went to the feast with his wife. He too poured his gourd into the pot. Then he sat down at the table with all the other people.

The chief stood up. "Let's drink, my friends!" he said. And everyone took their glasses. But what they drank was not juice, but water!

So Akin was not the only person to think. "A gourd of water can't be bad for so much juice."

### Reading Extra 3

- Look at the picture. What is happening?
- Listen and read. ▶ 10:19:11
- Complete this summary of the story. You can use one, two, or three words in each blank.
  - A chief invited all his people to come to \_\_\_\_\_ for a feast. He asked each person to bring a \_\_\_\_\_ mango juice.
  - Akin had no mango juice. He didn't want \_\_\_\_\_ juice because it was not \_\_\_\_\_ feast.
  - He had \_\_\_\_\_. "A lot of people are going to pour juice into the pot. No one is going to know if I pour \_\_\_\_\_ in the pot."
  - People came and poured their gourds into the pot. But when they \_\_\_\_\_ from their glasses, it \_\_\_\_\_ it was water.
- Work in pairs. Say what you think happened next.
- What is going to happen if...?
  - Everyone says they are going to pick up their garbage, but no one does.
  - Everyone says they are going to play on the soccer team, but no one does.
  - Everyone says they are going to be quiet in class, but no one is.

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