

The World Is an Amazing Place

See something real

Children are naturally questioning and curious. They have an enormous appetite for learning about the world. *Look* taps into this curiosity by providing a window onto a fascinating world of real-life stories from diverse places and cultures: the Recycled Orchestra of Cateura from Paraguay; the Mismatched Socks Day; houses in ancient Egypt. In each case the topic is then related back to students' own lives and experiences in personalization activities: what music do *they* like listening to?; what can *they* do to stop bullying?; how was life in *their* country different in the past? These real-life stories enhance the child's learning experience by:

- stimulating them with amazing facts about the world
- giving a meaningful context to the language 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 discover different types of music, organizing an event against bullying, finding out about how life was different for students' grandparents, and so on.

Get up close

As with every National Geographic Learning course, *Look* contains stunning photos. The photos are not just cosmetic. Each relates closely to the specific topic and is intended to warm students to it and to stimulate discussion. These opening photos are always accompanied by discussion questions for students. You can ask questions with any of the photos in the book, eliciting and revising items of vocabulary from previous lessons such as colors, clothes, descriptions, objects, 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 of the photo in their first language. You can also return to these photos and use them as prompts for recalling words.

Make connections

We have included a range of video types in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 7* videos in every unit comprise recordings of children from around the world, describing their experiences. These interviews, interspersed with footage of the places and things they describe, feature the children answering questions about how the topics in the book relate to life in their countries: the fruit and vegetables they eat, how they use technology, remedies against a cold from their country, and so on. In this way, they give a fresh perspective on the topic. These videos reinforce the language learned throughout the unit and provide a speaking model for the students when they, in turn, talk about their own lives and experiences.

Another video strand is the *School Trip* videos. These center on visits to exciting places—the Redwood forests, Hang Son Doong cave, the Serengeti National Park—and provide a springboard for the students to do their own miniprojects. When you have been through the activities on the page, you can try other techniques with these videos such as:

- turning the sound off and getting students to provide some commentary or narration
- pausing the video and asking students to remember what happened next
- asking students to watch and list different things they see (for example, jobs or food)

Learn about the world and its stories

Each level of *Look* contains four extensive reading texts (Reading Extra). They are an opportunity for students to enjoy reading about the world rather than practice language (although they do, of course, recycle language previously taught). Two of the reading texts are non-fiction (for example, *The Tightrope Across Niagara Falls*) and two feature fables from around the world (for example, *The Wind and the Sun*). In both cases, there is opportunity for motivating follow-up activities. For the former, students can try to find out more about this subject and bring their ideas (or pictures) to the next lesson. For the latter, you can help students to dramatize the story (with mime or words, or both) or ask them to draw a scene from it. The fables also contain important moral lessons with universal significance, such as the importance of not using force to persuade others to do something in *The Wind and the Sun*. You may also choose to discuss the moral of these stories with your students in their own language.

Making Teaching and Learning a Joy

Songs

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

The best way to learn the songs is to listen to the recorded version and sing along to it. You shouldn't worry if your students don't pick up the song immediately. Each child will learn at his or her own pace. They can start by clapping to the rhythm and humming the tune, then focus on the chorus or the most memorable lines, building up to finally singing the whole song. This is how we learn songs in real life. When students are really confident with a song, they can sing along with the instrumental version.

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

Teachers are offered plenty of extra ideas for creative activities based on the songs in *Look*. For example, you could ask your students to work in groups and write a new verse or to record each other's performances.

Other activities suggested in the Teacher's Book include:

- replacing rhyming words in a song with their own ideas
- writing their own verse to add to a song
- writing questions to ask a person featured in a song

Games

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

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

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

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

Variety: This level of *Look* features a variety of game types: a language review game, *Spot the difference*, a memory-based quiz, and a challenge board game.

Clear language objectives: Games should be fun, but in the English class, they must also help us meet our language goals. The games in *Look* encourage students to think about the language they have recently 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, 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 photocopyable Student Log allow you to keep an objective, evidence-based record of each student's progress that you can use with the students themselves, their parents, or other stakeholders. You can also download the Student Log from the website.

Assessing productive skills

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

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

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

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

Unit Opener

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

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

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

Questions stimulate discussion about the photo and the unit topic.



Feeling Good! UNIT 10

Boys in Jakarta, Indonesia

Look at the photo. Answer the questions.

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

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LESSON 1 Words and LESSON 2 Grammar

The vocabulary and grammar lessons are stand-alone lessons that are thematically linked. Students hear some of the target vocabulary recycled in a listening text. The listening text also contextualizes the target grammar from Lesson 2.

Students practice the target vocabulary in context.

LESSON 1 Words

1 Listen and repeat. TR: 91

2 Answer the questions.

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

VALUE Sleep well.
Workbook, Lesson 6

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

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

Girl sleeping in Sumpango, Guatemala

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

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

LESSON 2 Grammar

1 Listen and read. TR: 93

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

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

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

3 Complete the advice about getting ready. Use *should* or *shouldn't* and these verbs.
drink eat forget go use

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

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

I can't sleep. What should I do?
You should count backwards from 100 to 1.

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LESSON 3 Reading and LESSON 4 Grammar

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

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

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

LESSON 3 Reading

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

2 Listen and read. TR: 94

Clean Birds

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

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

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

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

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

LESSON 4 Grammar

1 Listen and read. TR: 95

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

2 Match the questions and answers.

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

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

3 Put the questions in order.

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

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

Why do you wash your hands before a meal?
Because my hands are dirty. We shouldn't eat with dirty hands.

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

LESSON 5 Song and LESSON 6 Writing

The song pulls together all the language threads of the unit in a fun and active way. Each writing lesson features a different text type and focuses on its features.

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

The songs have catchy, modern tunes.

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

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

LESSON 5 Song

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

My Little Brother's Questions

Chorus
 Why? Why? Why? Why?
 He always asks questions
 as he walks around the house.
 I always try to answer
 what life's all about.

Because, because, because, because!
 Why do flowers smell nice?
 Why are leaves flat?
 Why do carrots help you see?
 Can you answer that?

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



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LESSON 6 Writing Giving Advice

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


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

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

"I'm not sure how to eat healthily. Do you have any ideas?"
 "What should I do to stay in shape?"
 "How can I make friends more easily?"

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

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



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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.

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

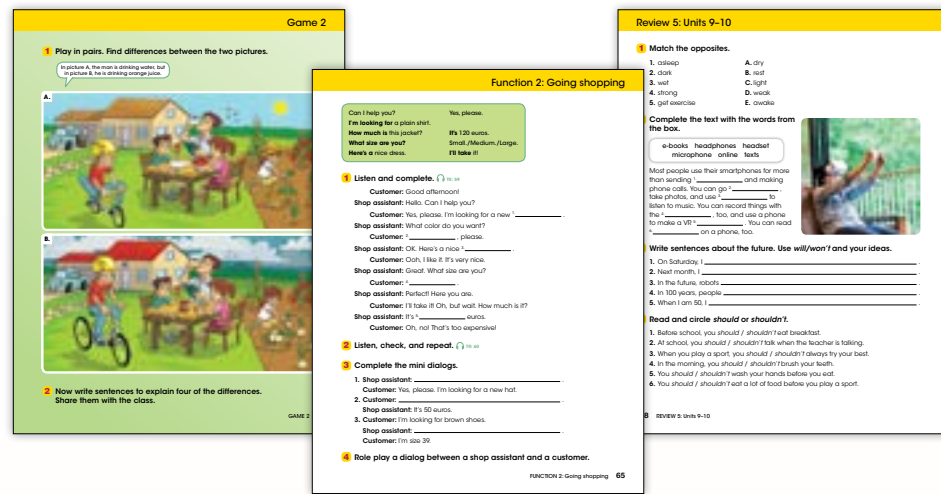
LESSON 7 Video

- How often do you have a cold? Watch the video to find out what people do when they have a cold in different countries. Video 12
- Watch the video again. Match the countries and the ingredients used to treat a cold. Video 12
 - India
 - Morocco
 - Japan
- Read and write T (true) or F (false).
 - Shiven's grandma can make "pepper milk."
 - Shiven puts sugar in his "pepper milk."
 - Japanese green tea is called "umeboshi."
 - Yurara likes "umeboshi."
 - Hasu soup has garlic in it.
 - Safia likes hasu soup more than "harira."
- Work in pairs. Discuss the questions.**
 - What do people you know usually do to treat a cold?
 - Is there traditional medicine in your country for a cold? If so, describe it.
 - What do you do when you have a cold or you don't feel well?

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



School Trip

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

Redwood Forests

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

- 1 Read about redwood trees. Answer the questions.**
 - How old are the oldest redwood trees?
 - Why is it difficult to take photos of redwood trees?
- 2 Watch the video. Put the sentences in order (1-5).**
 - Nick takes some great photos of the owls.
 - Nick sends a camera up the tree.
 - Nick gives the owls food.
 - The photos of the tree go onto Nick's computer.
 - Nick puts on a costume.

School Trip 1

Scientists studying a very tall redwood tree

- 3 PROJECT Work in pairs. Make a size chart.**

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

A redwood tree is 100 meters tall. It's taller than the Statue of Liberty in New York, but it's shorter than the Eiffel Tower in Paris.
- 4 Tell the class about your chart.**

A stunning photo captures students' interest.

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

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

Reading Extra

The four extensive reading lessons comprise two real-world texts and two fables. The fables are traditional stories, variations of which exist in many cultures. They often have important moral lessons with universal significance—in this case: the importance of not using force to persuade others to do something.

The Tightrope Across Niagara Falls

There was once a famous tightrope walker named Charles Blondin. He could do almost anything on a tightrope. He could stand on one leg. He could sit on a chair. He could even make something to eat. He could even walk with his eyes closed!

Blondin was from France, but he did most of his tightrope walking across Niagara Falls, between Canada and the US. He was about 1.83 metres, and 50 metres above the water! People said that it was impossible and that he could never do it. But Blondin did it, and he did it many times. And each time, as he walked on the other side of the water, he would stop and make something to eat. He would look at the people, but they were all very quiet.

There are many stories about Blondin. People say that one time, he crossed the falls putting a wheelbarrow with potatoes in it. The crowd watched. They couldn't breathe their eyes. "Chair" and "Sugar" they shouted as he walked carefully to the other side. When he stopped, they cheered loudly.

He put down the wheelbarrow and looked at the crowd. "So do you think I can walk back across the falls with the wheelbarrow?" he asked them. "Yes, you can't," they all shouted.

"And do you think I can walk back with a rope in the wheelbarrow?" he asked them. "Yes," they shouted again. "You are the greatest tightrope walker in the world. You can do anything."

"Oh," said Blondin. He walked for a moment. "Then who wants to climb into the wheelbarrow?" he asked. He looked at the people, but they were all very quiet.

Glossary
tightrope A long rope, high above the ground, across which you can walk.
wheelbarrow A low wheel and two handles. People use it for carrying things. You can put things in the wheelbarrow.

Reading Extra 1

- 1 Look at the acrobat in the photo. What is he doing? What kind of person do you think he is?**
- 2 Listen and read. Did Blondin walk across Niagara Falls? (1) = ...**
- 3 Read again and answer the questions.**
 - What amazing things could Blondin do on a tightrope?
 - How long was the tightrope across Niagara Falls?
 - What did Blondin put in the wheelbarrow before he crossed Niagara Falls?
 - Did he expect that Blondin could push a person across Niagara Falls?
 - Who wanted to climb into the wheelbarrow?
- 4 Complete the sentences. Write one, two or three words on each line.**
 - No one thought that Blondin could walk across Niagara Falls.
 - But Blondin walked across the Falls with a person across Niagara Falls.
 - Blondin was very quiet when he asked them to climb into the wheelbarrow.
 - No one in the crowd wanted to climb into the wheelbarrow.
- 5 Work in pairs. Discuss the questions.**
 - Who thought Blondin could cross the falls with a person in the wheelbarrow?
 - Why did no one want to climb into the wheelbarrow?

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

The Wind and the Sun

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

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

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

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

"Good idea," agreed the Wind.

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

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

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

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

The man was very cold. "Ooh," he said. "What a terrible day!"

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

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

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

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

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

Reading Extra 2

- 1 Look at the picture. What's the weather like?**
- 2 Listen and read. What part of the story can you see in the picture?** (1) = ...
- 3 Answer the questions.**

Who in the story...

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

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

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

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