



Nguyễn Thanh Bình (Tổng Chủ biên kiêm Chủ biên)
Nguyễn Thị Xuân Lan - Phạm Nguyễn Huy Hoàng
Đào Xuân Phương Trang - Lê Nguyễn Như Anh

TIẾNG ANH 6

EXPLORE ENGLISH

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH



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 **NATIONAL**
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Tiếng Anh 6 – Explore English
Sách giáo viên

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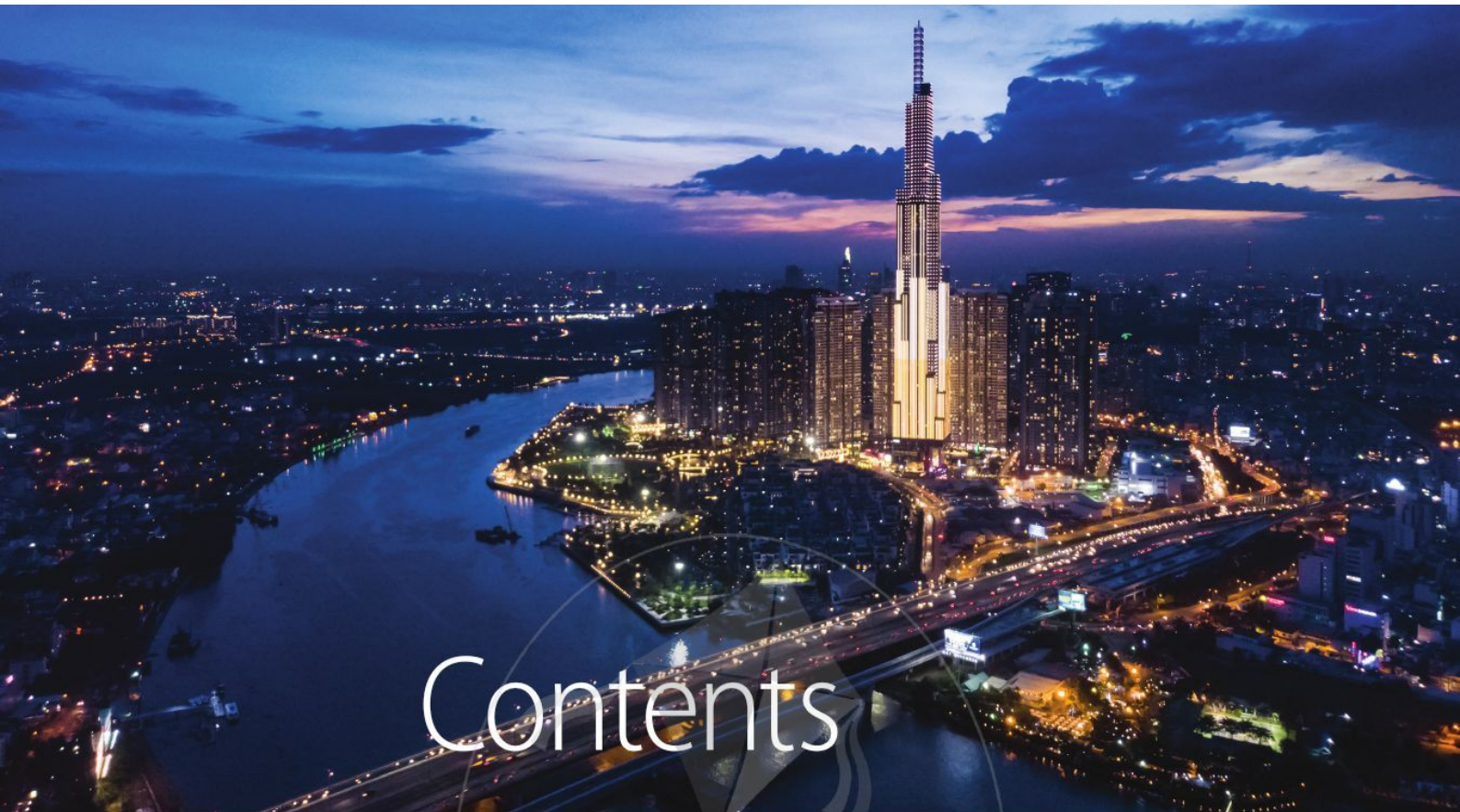
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SCOPE AND SEQUENCE

Unit	Functions	Grammar	Vocabulary	Pronunciation	Read & Write
Page 8 1 What's Your Favorite Band?	Talking about popular movies, books, music, bands, etc. Real English: <i>Really?</i>	Wh- questions: <i>what</i> and <i>who</i> <i>What's his favorite movie?</i> <i>Who's her favorite singer?</i> <i>What's your favorite ... ?</i> Possessive adjectives Possessive pronouns Possessive 's and s'	Favorites People Sports	Contractions <i>What's/Who's</i>	Reading: My Favorite Things Writing: Personal letter
Page 18 2 Monkeys Are Amazing!	Identifying animal sounds Talking about favorite animals Real English: <i>Wow!</i>	Adjectives: <i>Are monkeys quiet?</i> <i>Jaguars are big.</i> <i>Frogs are noisy.</i> <i>Parrots are beautiful.</i> Comparatives: <i>Birds are smaller than dogs.</i> <i>Are they more beautiful than frogs?</i>	Animals Adjectives	Sounds of the letter <i>a</i> : /æ/ and /eɪ/	Reading: The Amazing Aye-aye Writing: Poster and short description
Page 28 3 Where's the Shark?	Talking about location of things Describing ocean animals Real English: <i>Look!</i>	Talking about quantity and location: <i>How many fish are there?</i> <i>Where's the crab?</i> Quantifiers: <i>any, some</i> Articles: <i>a/an, the</i>	Ocean animals Prepositions of place Quantifiers	<i>There are</i> and <i>They're</i>	Reading: Strange Sea Animals Writing: Short paragraph
Page 38 4 This Is My Family.	Introducing and identifying family members Talking about family members Real English: <i>Yeah!</i>	Family members and relationships: Verb <i>to have</i> <i>She has a brother.</i> <i>I have two sisters.</i> <i>Do they have any cousins?</i> <i>Do you have any brothers and sisters?</i>	Family	Reduction of <i>do</i> and <i>does</i> Sentence stress	Reading: Twins Days Festival Writing: Email
Page 48 5 I Like Fruit!	Expressing likes and dislikes Talking about one's favorite food Real English: <i>Me too. / Me neither.</i>	Expressing likes and dislikes: <i>I like chips. I don't like onions.</i> <i>They like rice, but they don't like sandwiches.</i> <i>She doesn't like vegetables.</i> <i>Do you like juice?</i> Giving reasons: <i>I like eating vegetables because they're healthy.</i>	Food and drinks	Final -s sounds	Reading: Foodscapes Writing: Short message
Page 58 6 What Time Do You Go to School?	Talking about routines and school subjects Real English: <i>See you later!</i>	Simple Present: <i>School (always) starts at 8.</i> Adverbs of frequency: <i>always, usually, often, sometimes, never</i> Asking about time: <i>What time does school start?</i> <i>What time do you get up?</i>	Verbs Times School subjects	Consonant blends	Reading: Kakenya's Dream Writing: Email

Unit	Functions	Grammar	Vocabulary	Pronunciation	Read & Write
Page 70 7 Can You Do This?	Talking about one's abilities Real English: <i>Sure!</i>	Expressing ability: <i>can, cannot</i> <i>What can you do?</i> <i>Can elephants swim?</i> Conjunctions and compound sentences: <i>Dave can ski, and Sherry can surf.</i> <i>No, he can't, but he can play golf.</i>	Verbs	<i>Can</i> and <i>can't</i>	Reading: Animal Smarts Writing: Short report
Page 80 8 How Much Is This T-shirt?	Talking about prices and what one likes to buy Real English: <i>Excuse me.</i>	Phrases for buying and selling: <i>How much is ... ? It is ... dollars.</i> <i>Would you like this baseball cap?</i> <i>Yes, please.</i> <i>No, thanks. I'd like that one.</i> <i>I'd like that T-shirt, please.</i> Imperatives: <i>Look at that T-shirt!</i> <i>Don't agree to the first price.</i>	Personal items Prices	Prices	Reading: Skiing in a Shopping Mall? Writing: Blog post
Page 90 9 What Are You Doing?	Talking about the forms of technology and communication that one often uses Real English: <i>just</i>	Present Progressive: <i>I am chatting with a friend.</i> <i>Are they watching a movie?</i> <i>What are you doing?</i>	Verbs Technology	Intonation in <i>Wh-</i> questions and <i>yes/no</i> questions	Reading: How Self-Driving Cars are Changing the Future Writing: Short paragraph
Page 100 10 What's the Weather Like?	Describing the weather and one's favorite weather/season Real English: <i>Cool!</i>	Weather-related vocabulary: <i>cold, dry, rainy, 30 degrees</i> Superlatives: <i>Winter is the most exciting season.</i> <i>July is the hottest month.</i> Simple Future: <i>It will be hot tomorrow.</i> <i>It won't be rainy.</i> <i>Will it be cold?</i>	Weather Seasons	Final -y sound	Reading: Storm Chaser Writing: Postcard
Page 110 11 I Went to Australia!	Sharing one's previous experience of a vacation or trip Real English: <i>That sounds great!</i>	Simple Past: <i>I had a great time.</i> <i>What did you do?</i> <i>Did you go to the museum?</i> Modal verbs: <i>You should go to the beach.</i> <i>You shouldn't go in the winter.</i> <i>It might be hot.</i>	Holiday Verb phrases	Sounds of -ed	Reading: Travelers of the Year Writing: Travel blog
Page 120 12 What Do You Usually Do for New Year's?	Describing what people do during festivals and parties Talking about celebrations Real English: <i>That's nice!</i>	Expressing time: <i>in, on, during</i> <i>I went to a festival during the holidays.</i> <i>What did you do on New Year's?</i> <i>What did you do in summer?</i> Recycling past tense: <i>We went to a party.</i> <i>I visited my family.</i>	Festival Verbs	Syllable stress	Reading: Harbin Ice and Snow Festival Writing: Postcard

WELCOME

Welcome to *Explore English*.

What is *Explore English*?

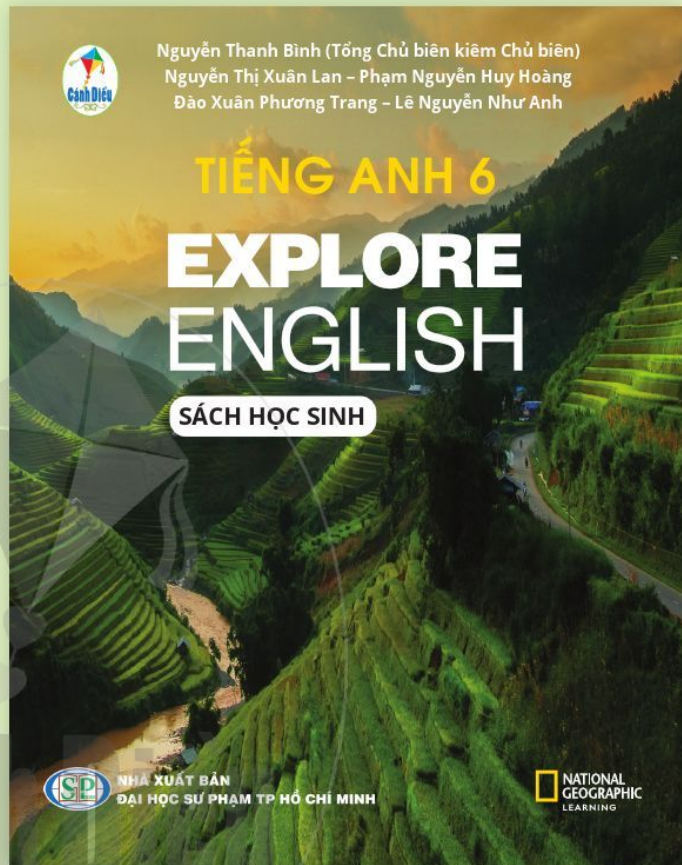
Explore English is a four-level, four-skill series that combines a communicative approach to learning English with up-to-date National Geographic content, designed to be engaging for all young students, from pre-teens to young adults.

How is the book organized?

Explore English follows a familiar grammatical syllabus, with simple structures introduced in the lower levels, followed by increasingly complex structures in later levels. However, *Explore English* also follows a rich thematic, content syllabus. Real-world content is used as a springboard for introducing the language that students need to become effective communicators in English.

As with the grammatical syllabus, *Explore English* teaches the highest-frequency vocabulary in the earlier stages of the course, with relatively lower-frequency vocabulary appearing only in the higher levels of the series. Along the way, more specialized vocabulary is occasionally introduced so that students can develop a meaningful understanding of it, as well as be able to talk about the real world topics and issues introduced in *Explore English*. Key vocabulary is recycled systematically throughout the series.

The vocabulary and grammar is well integrated throughout the series. For example, students might learn the grammatical structure “can” to talk about abilities in relation to a unit on animals, learning to talk about what animals can and can’t do, before going on to personalize the language and talk about themselves and their own abilities.



What are the principles behind *Explore English* and National Geographic?

1. English for International Communication

A key principle underlying *Explore English* is an awareness that we are living in an increasingly globalized world, with English fast-becoming a lingua franca, and that the distinction between “native” and “non-native” speakers of English is becoming less distinct than in the past. The majority of communication in English is now between so-called “non-native” English speakers. While *Explore English* uses standard American English as its basis—in terms of lexis, grammar, and model pronunciation—it also acknowledges, and embraces the fact, that English is gradually moving away from being a “Western” language, and toward becoming an international one. Rather than make the assumption that a “foreign” student learns English so that they can communicate with and learn about the cultures of “native” English speakers, *Explore English* positions students to be effective communicators in English in a world where English is a common means of international communication.

2. Inspiring People to Care About the Planet

In tandem with this is the belief that—in a globalized world—young people are increasingly less defined by national boundaries. National Geographic’s philosophy—“inspiring people to care about the planet”—is one that should resonate with many young people today, in not just its environmental mission, but also in its international perspective. Far from simply studying “Western” culture, students of *Explore English* learn about the world around them and its many varied cultures. Moreover, *Explore English* encourages the idea of the student as a world citizen, eager to understand people of all cultures and to learn about global issues and events affecting everyone, including historical discoveries, scientific developments, and the health of the environment and the planet’s inhabitants.

3. Authentic Real-World Content

It is also a key principle of *Explore English* that authentic, real-world content is more motivating, more relevant, and more respectful to students than content that is contrived or artificial. The majority of *Explore English’s* content, including its photography and videos, comes from the National Geographic archives. This high-interest content informs the entire *Explore English* series and provides motivation for students to think and learn about real issues, and gets students talking in English as early as possible. *Explore English* also provides many opportunities for personalization so students can apply the language they learn in wider contexts to talk about themselves and their own lives. For example, students may learn about extreme weather conditions—the hottest place on Earth, the coldest winters, the driest summers—but will also be able to use this language to talk about themselves and their everyday experiences.

4. Developing Technological Literacy

Another key principle of *Explore English* is the knowledge that young students today are more technologically savvy than any previous generation and that information is increasingly multimodal. *Explore English* uses a combination of text types—videos, photographs, illustrations, and listening materials.

TAKE A TOUR OF **EXPLORE ENGLISH**

Take a Tour of the *Explore English* Teacher's Edition

The Teacher's Edition of *Explore English* is full of suggestions on how to get the most out of your class time. The following pages will help you understand the vast resources at your disposal. (Don't forget to read about the other component on page 19.)



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Every level of *Explore English* is divided into **12 units**. Each ten-page unit is based on a particular theme, allowing students to learn about the world around them as they develop language skills.

The **How to Teach *Explore English*** section introduces techniques and tips to help you teach *Explore English* more effectively.

The **Review Games** allow students to review the previous six units of material in a friendly competition with their classmates.

The **Workbook** is an effective way for students to practice the language learned in *Explore English*. Page 19 gives more information about the Workbook. Answer keys for all of the Workbook activities are on pages 160–169.

The **Audio Scripts** contain all of the Student Book's listening activities. The scripts may be photocopied and used in a variety of ways in class (for example, by whiting out some of the words to make a dictation exercise).

MEET THE **EXPLORE ENGLISH** TEAM

Maya



This is **Maya Santos** from Rio de Janeiro, in Brazil. She's into music, singing, and shopping.

Minh



This is **Minh Nguyễn** from Hà Nội, in Việt Nam. He likes sports and animals.

Nadine



This is **Nadine Barnard** from Cape Town, in South Africa. She loves nature, movies, and music.

Stig



This is **Stig Andersson** from Stockholm, in Sweden. He loves food, photography, and sports.

USING THE TEACHER'S EDITION EFFECTIVELY

The **Topic** box gives optional suggestions for things you may want to prepare before the class. **Additional Vocabulary** is related to the topic of the unit and is particularly helpful for learners who are slightly more advanced and need a further challenge.

The **reduced Student Book pages** show answers or example answers for each activity. "Answers will vary" is used to indicate where there is no single answer for a particular question or activity.

UNIT 7 CAN YOU DO THIS?

TOPIC: ABILITIES

Vocabulary: verbs: rock climb, sing, paint, play the piano, swim, dance, do a handstand, skateboard, play the drums, drive

Grammar: can/can't (ability); conjunctions and compound sentences

Extra material: English magazines (particularly sports, fashion, and entertainment magazines); pictures of famous athletes; pictures of hyenas, leopards, and cheetahs; pages from a phone book, or the index of a book; a map of the world

Other useful vocabulary: sports: table tennis, volleyball; instruments: guitar, trombone, trumpet, violin; verbs: draw, carve

Book work: Have students write their answers for any in-book activities on a separate piece of paper.

TEACHING NOTE: MODALS

Can and can't are modal verbs—verbs that work with other verbs to express ability, possibility, necessity, and permission. *Can* and *can't* do not change, no matter what the subject is (I, you, he, she, etc.).

Modal verbs are also called modals, modal auxiliary verbs, and modal auxiliaries, and they include *could*, *might*, *must*, *should*.

END OF UNIT PROJECT Tell students they are going to make a class magazine. Give students a few minutes to look through some English magazines (especially the sports, fashion, and entertainment magazines).

94 Unit 7

7 CAN YOU DO THIS?

Preview

A Listen. Check (✓) the things they can do well.

swim	play the piano	play the guitar	rock climb	sing
Lucas	Jennifer	Christina		

B Listen. Write the names in the box under what they can do in A.

Jennifer	Christina	Lucas
----------	-----------	-------

C Talk with a partner. What can you do?

Can you ride a horse?
Yes, I can.

A young girl riding a horse.

UNIT GOALS

By the end of this unit, you will be able to:

- talk about abilities
- use conjunctions and compound sentences
- pronounce *can* and *can't*

students and allow them to see each other's work.

Preview

Have students read the unit title to themselves as you read it aloud.

Explain that in this unit they will learn to talk about things they can do.

Read the photo caption aloud as students follow along in their books. Ask students what place is shown in the photo. (Ha Long Bay in Viet Nam). Ask students, *Would you like to try this? Does it look scary?*

A As students follow along, read the actions aloud. Ask, *What can he do?* while pointing to the climber in the picture. (rock climb).

Explain to students that they will hear four conversations from people talking about their abilities and they should circle the things these people can do.

B Play the CD. Play it again, if necessary. Check answers.

C Explain to students that there were three people in A (Jennifer, Christina, and Lucas). Have students write the person's name next to the thing they can do well.

Play the CD again and have students do the activity. Check answers.

D Tell students they will take turns asking and answering questions with a partner about what they can and can't do. Explain that they should use their own answers.

Model the conversation with a student.

Have students do the task.

Unit 7 95

The **End of Unit Project** section provides a suggestion for an extended project that learners can do either in or outside class to extend and personalize the language from the unit.

The **Content Note** boxes give additional details about the content being studied, which can be shared with students to widen their knowledge.

The Real World

Ask students to look at the pictures. As students follow along in their books, read the title and the introduction aloud.

CONTENT NOTE: SUPERHUMANS

Daniel Kish taught himself how to "see" when he was a small child. He uses palate clicks.

Isao Machii is a Japanese man who uses words that are hard enough to have a sharp edge but flexible enough to last through heavy fighting.

Kevin Richardson, a South African, has not only slept next to lions but has also fed and lived with them (and other wild animals).

A Ask students to look again at the three photos. Read the people's names aloud as they follow along in their books. Then, as students follow along, read the statements and answer choices about each person aloud. Have students guess what these people can do and circle their answers.

B Explain to students that they will listen to someone talking about Daniel Kish, Isao Machii, and Kevin Richardson. Have them mark each statement with T for True or F for False.

C Play the CD. Play it again, if necessary. Check answers as a class. Have students check their answers from **A**.

OPTIONAL Ask students other comprehension questions.

1. Can Daniel Kish cook? (Yes, he can.)
2. How does Kish know where he can move? (He makes sounds and then listens for how the sound comes back to him, just like a dolphin does.)

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The Real World

Superhumans!

Superhumans are people who have real-life super powers! Look at the people on this page. These people can do amazing things!

A Look at the photos. What do you think these people can do? Choose the correct answers.

1. Daniel Kish can ride a bicycle without seeing / as fast as a motorbike.
2. Isao Machii can juggle magic tricks with fruit / cut fruit with his sword.
3. Kevin Richardson can teach lions circus tricks / live with dangerous animals.

Discussion. Which superhuman power do you want to have? Why?

3. What records does Isao Machii have? (He has four Guinness World Records.)

4. What other animals does Kevin Richardson work with? (He works with hyenas, leopards, and cheetahs.)

CHALLENGE Ask students what facts in **A** and **B** surprised them. Also ask them to talk about which person they think is most amazing. Remind them to explain their reasons.

Discussion

As students follow along in their books, read

B Listen. Circle T for True or F for False.

1. Daniel Kish can swim. T F
2. Kish was in a TV show. T F
3. Isao Machii can cut a tennis ball traveling as fast as a plane. T F
4. Kevin Richardson is also called the "Lion Talker." T F

Pronunciation

Tell students they will practice the pronunciation of can and can't.

Explain how important the pronunciation of these words is because the two are easily misunderstood if not pronounced clearly.

A As students follow along in their books, play the CD.

Pronunciation

Can and can't

A Listen and repeat.

1. can, I can sing.
2. can't, I can't play the piano.

B Listen. Do you hear can or can't? Circle the correct words.

1. can can't
2. can can't
3. can can't
4. can can't
5. can can't
6. can can't

C Work with a partner. Take turns to read these sentences.

1. I can paint.
2. I can't sing.
3. I can surf.
4. He can't speak Vietnamese.
5. She can speak French.
6. They can't play tennis.

DO YOU KNOW?

A free diver is someone who can dive without _____.

- a. friends
- breathing equipment
- energy

CONTENT NOTE: DIGITAL LITERACY

Digital literacy includes the ability to find, use, manipulate, and evaluate information. With the advent of modern technology, it is increasingly important for students to think critically about media, including photos, since they can be digitally altered to appear real.

Communication

Interview your classmates. Find out what they can or can't do.

Name: _____

1. Sing a song in English.
2. Name five English-speaking countries.
3. Count backwards from 20 to 0 in 20 seconds.
4. Say your phone number forwards and backwards.
5. Say the months of the year in ten seconds.
6. Roll your tongue.
7. _____
8. _____

Can you roll your tongue? Yes, I can.

Tell students you will play the CD again and they should repeat.

A Play the CD again, stopping after each sentence. Have students repeat. Students may have a difficult time distinguishing can and can't, so you may need to play the CD a third time for additional practice.

B Tell students to listen to the six sentences and decide whether the speaker uses can or can't, and to circle the correct answer.

C Play the CD. Play it again, if necessary.

Randomly call on students to write their answers on the board. Check answers.

C Have students get into pairs and take turns reading the sentences to their partner. Remind them to be careful about using the correct pronunciation.

DO YOU KNOW? Read the question as students follow along in their books. Ask a few students to give their answer before providing the answer. (Free divers train very hard to dive deep into the water on a single breath.)

Communication

Tell students they are going to do a survey. You might want to explain a survey in more detail. (See TEACHING NOTE.)

Explain that they will stand up and move around the room, asking and answering questions with other students. If necessary, read each of the items aloud as students follow along in their books.

Have students look at the last two items. Tell students they should write their own (original) items here.

Remind students that they must turn the statements into questions.

Model an example question with a student. Say, Yes, I can. Students should write a tick next to the statement. Have another student ask you a question, but this time say, No, I can't. Emphasize that the student should write a cross because you can't do it.

Have students move around the room and do the task.

TEACHING NOTE: QUESTIONNAIRES AND SURVEYS

Questionnaires and surveys are common in the United States. They are used to gather opinions on products, services, and politicians/celebrities. Some market research companies administer these surveys (often by phone) and then consolidate and report the data.

Unit 7 99

The **Teaching Note** boxes contain tips for teachers and additional activity explanations, which explain language acquisition concepts in easy-to-understand language. These explanations can be used to explain the concepts to students.

USING THE TEACHER'S EDITION EFFECTIVELY

Three sections give suggestions for differentiated instruction. **Support** sections are useful to make activities easier (for weaker students), **Challenge** sections are useful to make activities more difficult (for stronger students), and **Optional** sections make activities longer.

Reading

Ask students to look at the picture. Have a student read the title and caption aloud.

CHALLENGE Tell students that *smarts* is an adaptation of the adjective *smart*. Explain that *smarts* is a slang term used mainly in the United States to mean *intelligence or expertise*.

CONTENT NOTE: BONOBO CHIMPANZEES

Bonobo chimpanzees are an endangered species. They are only found in one place, along the banks of the Congo River in the Democratic Republic of Congo, Africa. Bonobos eat while they are in trees, consuming mostly fruits and vegetation such as herbs and roots. Kanzi is the most famous bonobo chimpanzee.

A Tell students to read the article quickly and to pay attention to why Kanzi is special. Remind them that they shouldn't read every word. Tell them it is OK if they do not understand all of the text at this point.

Have students circle their answer.

B Have students read the article about Kanzi again and circle all of the things he can do. Check answers as a class.

Ask students if their answer to **A** was correct.

C Tell students that scanning is a reading technique used to look for specific information. It can be used to find information in a text (for example: the definition of a word, a phone number, the time a TV show starts, etc.). Remind students that when they scan, it is not important to understand or read every word.

Have students suggest ways to find city names quickly when they scan, providing the answer if necessary.

100 Unit 7



Kanzi eats food from a pan

(They should focus on words that start with capital letters.)

Have students scan the article to find out where Kanzi lives.

SUPPORT Show examples of pages from a phone book or the index of a book. In class, have races to see who can find a piece of information the fastest.

OPTIONAL Have students find the Democratic Republic of Congo on the world map.

Additional Activities to Use with the Reading

Additional Comprehension Questions

1. Is Kanzi a boy (male) chimpanzee? (Yes, he is. The text refers to Kanzi by he, indicating he is male.)
2. Does Kanzi have children? (Yes, he does. The text talks about his son, Tecco.)
3. Can Kanzi use a computer? (Yes, he can.)

Reading

A Read the article quickly. What's special about Kanzi?

- a. He can write.
- b. He can speak English.
- c. He can communicate with humans.

B Circle all the things Kanzi can do.

C Read again. Where does Kanzi live? In a zoo in the United States

ANIMAL SMARTS

This is Kanzi, a bonobo chimpanzee. Bonobo chimpanzees are from Africa. There are only about 10,000 to 50,000 bonobos in the world today.

Kanzi lives in a zoo in the United States. He is very smart. He can communicate with humans.

Kanzi can understand about 2,000 English words. He can't speak, but he can use the computer to say about 500 words. He points to pictures on a computer to say these words. He uses between 30 and 40 words every day.

Kanzi can also make a fire and cook marshmallows. He knows that fires are hot. Kanzi can't sing, but he can play the piano. Kanzi teaches his son Tecco. Now Tecco can use a computer, just like Kanzi.

OPTIONAL AUDIO

OPTIONAL AUDIO

The main focus of this section should be on reading. However, the passage has also been recorded as optional audio which may be played if there is sufficient time.

TEACHING NOTE: SCANNING

Hints for teaching scanning include:

1. Think about the order of the information. Is it by date/time, alphabetical order, etc.?
2. Use header words or titles and headings to help you find the information quickly.
3. When searching for names and places, scan for capital letters.
4. Scan for numbers when looking for statistics.

To provide additional practice with scanning, explain it in more detail by using the following steps to help students understand it.

1. Take out a dictionary. Tell students you want to find a word. (You could choose a word from the reading.)
2. Open to page one and, with great exaggeration, begin reading each word aloud. Explain to students what a waste of time this is.
3. Ask students how you can find the word more quickly. (Look at the headwords. Find the correct two pages. Then use alphabetical order to find the correct section. Finally, find the exact word.)
4. Explain that this is scanning and they already know how to scan and regularly use it.
5. Have students use scanning to find words in their dictionaries.

Unit 7 77

Question Construction

Have students get into pairs. Students take turns asking and answering factual questions about the reading. For example: *Can Kanzi say about 500 words? Yes, he can.*

Critical Thinking

Have students brainstorm other things Kanzi can (probably) do, writing them on the board as they are given. For example: *Kanzi can jump. Kanzi can run.*

***** The **Optional** sections suggest additional activities that can be done to supplement activities in the Student Book. You can use these to provide your students with additional practice before moving on to new material, or may find these useful if you find your students are progressing quickly through *Explore English*.

Additional Activities to Use with the Reading suggest various activities to expand on the Reading to best meet the needs of your students and your time constraints. Activities include reinforcing vocabulary, increasing students' awareness of the way vocabulary is used, expanding on the grammar used in the reading, asking and answering questions, personalizing the material, and pronunciation and dictionary practice.

Comprehension

- A** Have students read the questions to themselves and circle the correct answers.
- After they have finished, check answers as a class.
- B** Point to the chart and explain that it helps us visualize the things that Kanzi can and can't do. Have students follow along in their books as you read the item already written in the chart aloud.
- Have students do the task. Check answers as a class.
- OPTIONAL** Tell students they will play a game. Explain that they will get into small groups. The first person must say a sentence about Kanzi. (*Kanzi can play the piano.*) The next person must say the first sentence and add another sentence without taking any notes. (*Kanzi can play the piano. Kanzi can't sing.*) The third student says the first two sentences and then adds another sentence. If a student can't remember, the group members can use gestures to give hints. The game continues until the group has said everything they can remember about Kanzi, or you call time.
- C** As students follow along, read the question aloud. Have students get into pairs and discuss them.

Writing

Tell students they are going to write a short report about things that a friend or family member can and can't do.

As students follow along, read the example report aloud.

Give them a time limit for finishing the report, and set a minimum number of sentences students must write (e.g., five).

Have them do the task.

102 Unit 7

Comprehension

- A** Choose the correct answers for *Animal Smarts*.
1. **main** What is the article about?
 a smart animal bonobo chimpanzees a zoo in the United States
 2. **main** Where are bonobo chimpanzees from?
 Africa Europe Asia
 3. **main** The word "understand" means _____. (line 6)
 a. say b. use c. know the meaning of
 4. **main** How does Kanzi communicate what he wants?
 a. by pointing to pictures b. by writing words c. by making sounds
 5. **main** According to the article, Kanzi's son Teco can _____.
 a. make a fire b. use a computer c. play the piano

- B** Complete the chart. According to the article, what can Kanzi do? What can't Kanzi do?

Kanzi can ...	Kanzi can't ...
communicate with humans understand about 3,000 English words use the computer make a fire cook marshmallows play the piano	sing

- C** CRITICAL THINKING Talk with a partner. What would you teach your pet to do?

Writing

Write a short report about someone you know. Describe what they can and can't do in 40–60 words.

Answers will vary.

78 Unit 7

My friend Lucy is friendly and very smart. She can't sing, but she can play the piano. She can surf, but she can't do a handstand. She can paint, and she can also draw well. Sometimes she draws pictures of me!

- SUPPORT** Have students find *and* in the example. Ask students to think about when and how we use it. Remind them that we use *and* to connect two ideas. Hold up a book and pencil. Say, *This is my book, and this is my pencil.* Point out that you repeated this is my. Then say, *This is my book and pencil.* Explain that both things are yours, so you can put them into one sentence. Call on some students to make some sentences.
- Tell students that we can't use *and* when the ideas are very different. Say, *This is*

my book, and I can play the piano. Point out that the two ideas have nothing to do with each other. Tell them that in this case, they shouldn't use *and* to connect the ideas.

- OPTIONAL** After students have completed their reports, have them take turns reading them with a partner. As students do this, walk around the class, noting grammatical mistakes. For example: *My friend play tennis.* Discuss these mistakes when students have finished.

OPTIONAL VIDEO

Contact Juggling

ABOUT THE VIDEO

Okotanpe, a street juggler, shows us how well he can juggle.

BEFORE YOU WATCH

Circle the correct answer. Contact jugglers can _____.

- a. roll balls on their bodies
 b. play the piano and juggle
 c. cut balls with their fingers

WHILE YOU WATCH

A Check your answer to the Before You Watch question.

B Watch the video again. Circle T for True or F for False.

1. Okotanpe works in Seoul, Korea. T F
2. Contact jugglers use balls made of glass. T F
3. The balls look like soap bubbles. T F
4. Contact juggling is very easy. T F
5. Okotanpe practices for several hours a day. T F
6. Okotanpe can also dance and do magic tricks. T F

AFTER YOU WATCH

Talk with a partner. What facts about contact juggling are interesting? Do you think contact juggling is fun? *Answers will vary.*



A juggler practices contact juggling.

Unit 7 79

Have students turn to page 144 in the Student Book for the Unit 7 Worksheet and do the exercises. For the Writing task, ensure they write at least six sentences.

OPTIONAL Video

Activities are optional and may be completed if there is sufficient time.

Tell students that they are going to watch a video about contact juggling, but first they should think about why it is unusual.

Ask if any of the students can juggle.

BEFORE YOU WATCH

As students follow along in their books, read the title, the About the Video section, and the photo caption aloud. Then, as students follow along, read the choices aloud and have them circle their answer.

- OPTIONAL** Before watching the video, ask students to predict some things they might see. For example: a person throwing balls into the air. After watching the video, ask students how many of their predictions were correct.

WHILE YOU WATCH

A Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.

- B** Play the video. Discuss the students' answers from A.

B Explain to students that they will watch the video again. Tell them that for each statement, they should circle T if they think it's true and F if they think it's false. As students follow along in their books, read the sentences aloud.

- B** Play the video. Play the video again, if necessary.

Check answers as a class.

CONTENT NOTE: CONTACT JUGGLING

Okotanpe has described contact juggling as "the most beautiful entertainment that I've ever seen." Contact juggling is also called dynamic manipulation, orb rolling, and spherical balancing. It is a fairly new kind of juggling, although the basic ideas were developed in the early 1980s by the American Michael Moschen.

AFTER YOU WATCH

Tell students they are going to get into pairs and talk about the video.

As students follow along in their books, read the questions aloud.

Have them get into pairs and do the task. Check answers.

- CHALLENGE** Give students additional questions to discuss. Encourage students to give reasons for their answers.

1. How are juggling and contact juggling similar? How are they different?
2. Do you think contact juggling will become popular in your school in the future?
3. Do you want to try contact juggling?

Unit 7 103

+ The **Support** sections are intended for students who are finding the *Explore English* material challenging, and should make the activities slightly easier. They provide additional classroom procedures to help students better learn and practice the language.

↑ The **Challenge** sections are particularly appropriate for students who are finding the material a little easy. They suggest ways to expand on the students' learning and challenge them.

UNIT WALKTHROUGH

Explore English is organized into twelve units, each comprising ten pages of material.

The units open with a selection of colorful pictures chosen from or inspired by National Geographic's rich photographic archives. These pictures introduce the unit topic and target vocabulary. In addition, they arouse students' interest in the topic and generate discussion, by presenting "real" people, places, and situations.

The **Preview** section introduces students to the unit theme, and previews some of the vocabulary and language structures found in the unit. The topics are always interesting and relevant to teenage learners. The section provides a good starting point for activating existing knowledge of the topic and recycling previously taught vocabulary. It also provides a stimulus for opening class discussion about the topic.

The audio recordings on the Classroom Audio CD provide authentic speaking models so students can improve their pronunciation and general communication skills. The audio icon indicates the disk and track number.

3

WHERE'S THE SHARK?

A reef shark and reef fish at Beqa Island, Fiji

UNIT GOALS
By the end of this unit, you will be able to:

- talk about the location of things
- ask about quantity
- pronounce *there are* and *they're*

28

Preview

A **11-21** Listen. Circle the words you hear.

1. The dolphin is (quiet / beautiful).
2. The fish is (**big** / colorful).
3. The ray is (quiet / colorful).
4. The shark is (**small** / scary).

B Complete the sentences. Look at the photos. Use the words from the box.

quiet	big	small	beautiful	slow
shy	friendly	colorful	fast	scary

1. Dolphins are friendly and beautiful.
2. Rays are _____.
3. Fish are _____.
4. Sharks are _____.

C Talk with a partner. Read your sentences in B.

Dolphins are shy and quiet.

No, they aren't! They're friendly and noisy.

ray

dolphin

29

The cartoon stories, featuring the *Explore English* team, present the unit's target language in a humorous context. To help them master the new vocabulary, students are encouraged to role-play the story. Words in blue are substitution words. To build fluency and learner confidence, students can repeat the role-play, varying some words and the speaker parts.

The **Real English** box highlights a functional phrase or discourse marker that appears in the cartoon. All phrases are common in spoken English, so students can use them to sound more fluent.

The **Language Focus** activities practice and reinforce the unit's grammar and language, moving from controlled and contextualized practice to freer and more communicative practice.

The **Do You Know?** quizzes provide students with a fun, real-world fact related to the topic of the unit.

Language Focus

A **11-22** Listen and read. Then repeat the conversation and replace the words in blue.

B Practice with a partner. Replace any words to make your own conversation.

REAL ENGLISH Look!

C Look at picture 1 in the cartoon on page 30. Answer the questions using complete sentences.

- How many dolphins are there? There's one dolphin.
- How many colorful fish are there? _____
- Is there an octopus in the aquarium? _____
- How many crabs are there? _____
- Are there any rocks in the picture? _____

D Look at the picture at the bottom of this page. Complete the sentences. Use the words from the box.

in on behind
between under in front of

- The seahorse is _____ the rock.
- The crab is _____ the seaweed.
- The octopus is _____ the shark.
- The starfish is _____ the sand.
- The fish are _____ the water.
- The sea turtle is _____ the starfish and the crab.

E Play a game. Work in pairs. **Student A:** Choose something in the classroom. **Student B:** Guess what it is.

Is it on the table?

Yes, it is.

DO YOU KNOW?



What is this?
a. a catfish
b. a horsefish
c. a dogfish

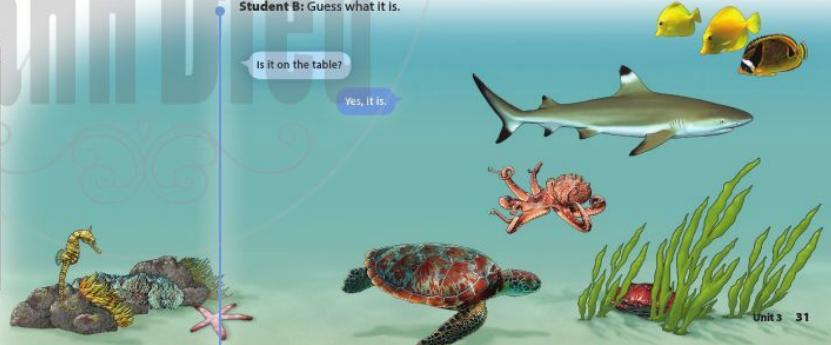
11-23

TALKING ABOUT QUANTITY AND LOCATION (P. 166)

The fish is **near** the crab.
The shark is **behind** the seaweed.

How many sea animals are there?	There's one (sea animal). There are 20 (sea animals).
Where's the crab?	It's on / under / next to the rock.
Where are the sharks?	They're in front of / behind the rock.
Is there an octopus in the seaweed?	Yes, there is. / No, there isn't.
Are there any fish in the seaweed?	Yes, there are some fish in the seaweed. No, there aren't any fish in the seaweed.

30 Unit 3



Unit 3 31

The unit's target language is presented in a simple Language Focus chart, with the grammatical points color-coded to highlight their forms. More detailed grammar tables can be found at the back of the Student Book (pages 164–171).

The final activity in each Language Focus is a communicative activity, such as a game, role-play, or survey.

The Real World introduces students to more general knowledge about the world often through National Geographic content. National Geographic Explorers feature in every level, introducing students to exciting real-world content through personal stories and experiences, recent discoveries and research, and scientific experiments.

Students often express concern about their pronunciation. The **Pronunciation** section aims to build learner confidence, using a listen-notice-repeat sequence. This section introduces and practices the features of spoken English appropriate to learners of this level. The pronunciation syllabus is usually topic-related and often focuses on the unit's target language.

The **IDIOM** box presents an idiom related to the unit topic. These idioms are all common in spoken English.

The Real World

SAVE THE OCEAN

Mariana Fuentes is a National Geographic Young Explorer. She studies sea animals, like sea turtles and dugongs. One of her favorite places is the Torres Strait near Australia. She looks after turtles on the beach.



A Read the information about Mariana Fuentes. Then circle the correct answers.

- Mariana studies (sea turtles / horses).
- One of her favorite places is (the Torres Strait / France).
- She looks after turtles (on the beach / in the sea).

B 43-24 Listen. Circle **T** for True or **F** for False.

- There are seven kinds of sea turtles. T F
- Leatherback sea turtles are really small. T F
- Dugongs live up to 100 years. T F
- Dugongs are also called sea cows. T F

Discussion. What sea animal do you want to look after? Why?



A sea turtle



A dugong

32 Unit 3

Pronunciation

There are and They're

- A 43-25 Listen and repeat.**
- There are 2. They're
- B 43-26 Listen.** Circle *There are* or *They're*.
- (*There are / They're*) 800 fish in the tank.
 - (*There are / They're*) in the seaweed.
 - (*There are / They're*) between two rocks.
 - (*There are / They're*) seven kinds of sea turtles.
 - (*There are / They're*) two crabs on the rock.
- C Work with a partner.** Take turns to read the sentences in B.

IDIOM

If someone is "like a fish out of water," they are ____.

- not comfortable
- not well

Communication

jaguar sea turtle dolphin shark crab howler monkey

Draw and ask. Choose four animals from the box above and draw them on the beach picture. Ask a partner questions about the animals in his or her picture. Then draw your partner's picture on page 133. Compare the pictures.

- What animals are in your picture?
Is there a shark?
Yes, there's a shark.
- Where is it?
It's behind the seaweed.



The **Communication** section is the main communicative task of the unit. These pair or group activities allow students to use the language they have learned in a longer and less structured speaking activity. These sections include activities such as games, surveys, information gap activities, role-plays, and questionnaires.

Like the pictures in the Preview section, the photos on the Reading pages serve several purposes: they reflect the topic of the reading passage; they create interest and can generate discussion; and they can activate prior knowledge and language.

The **Reading** pages present a high-interest article, containing information that has been adapted from National Geographic or other sources. The reading passage introduces new vocabulary; however, the length and language level of each passage is carefully graded and controlled. This ensures students can understand the passage with little or no teacher support.



Leafy seadragon

Reading

A Look at the pictures. What things do you see? Check (✓) them.

seaweed rocks fish

B Read the title. Why do you think these animals are strange?

C Read the article quickly. Underline the places where the animals hide.

34 Unit 3

STRANGE SEA ANIMALS

Do you know that some animals are camouflaged? This means their color is the same as the colors around them. Some camouflaged animals hide in seaweed, rocks, and sand.

Look at the photo on the left. This looks like seaweed, but it's not! It's the leafy seadragon. It hides in the seaweed. It's the same color as the seaweed. Like the seaweed, its body is also in the shape of a leaf.

Look at the photo below. This is a stonefish. It hides on the sand, near rocks. It looks like a rock. Where are its eyes and its mouth?

1:27 OPTIONAL AUDIO



The **Reading** section uses a pre-, while-, and post-reading sequence to develop students' reading skills and engage them in the reading passage. The pre-reading tasks introduce and practice such skills as previewing, skimming for meaning, and scanning for detail.

Each Reading passage has also been recorded as **Optional Audio**, which may be played if there is sufficient time.

In the post-reading **Comprehension** section, students show how well they have understood the reading passage by answering questions in two sections.

Section A features multiple-choice questions to check students' basic comprehension. The multiple-choice questions follow the same format as many major external examinations. Question types include reading for gist and for detail, inferring, interpreting new words from context, and understanding reference words.

OPTIONAL

Each unit includes a short **optional video** related to the unit theme which may be played if there is sufficient time. The video is scripted to be level appropriate and to recycle the unit's target language. Videos are usually taken from the National Geographic video archives. Before, While, and After You Watch activities assess students' understanding of the video.

Comprehension

A Choose the correct answers for *Strange Sea Animals*.

- Main Idea** What's this article about?
a. jungle animals b. animals that hide c. endangered animals
- Vocabulary** When animals hide in the same colors around them, they are _____.
a. covered b. camouflaged c. trapped
- Detail** In line 6, "its" refers to _____.
a. a leaf b. seaweed c. the leafy seadragon
- Detail** A stonefish hides _____.
a. on the sand b. under the sand c. under the rocks
- Detail** A stonefish looks like _____.
a. seaweed b. a rock c. a seadragon

B Complete the chart.

What are their names?	What do they look like?	Where do they hide?
stonefish		
leafy seadragon		

C CRITICAL THINKING Talk with a partner. What other animals hide in the same colors around them?

Writing

Write a short paragraph. Find a photo of an animal. Then write 40–60 words about the animal.

36 Unit 3

Asian arowana fish are also called dragon fish. They live in rivers in Southeast Asia. They eat other fish and insects. There are different colors of arowana fish: green, gold, red, and blue.



OPTIONAL VIDEO

Ocean Oddities

ABOUT THE VIDEO
Many strange creatures live in the ocean.

BEFORE YOU WATCH

What sea animals do you know? Make a list.

WHILE YOU WATCH

- Check.** What animals on your list did you see?
- Watch the video again.** Circle the words you hear.
 - Sargassum fish hide in (seaweed / coral).
 - Comb jellyfish are (colorful / bright).
 - Beluga whales are very (quiet / noisy).
 - Clams use their (foot / tongue) to push into the sand.

AFTER YOU WATCH

Talk with a partner. Describe the sea animals in the video. Are there strange animals in your country? Describe them.

Fish swimming near coral, Red Sea, Egypt



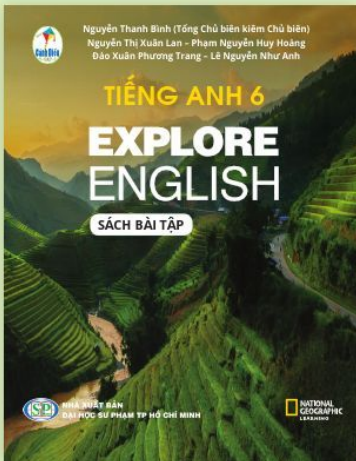
Unit 3 37

Section B contains a variety of **graphic organizers**, such as charts, word webs, and diagrams, to develop critical thinking skills, and to give students a deeper understanding of the reading passage.

Critical Thinking or Discussion questions provide an opportunity for students to engage critically with the article by asking and answering questions about the content.

In the **Writing** section, students demonstrate their newly gained language skills through a variety of writing tasks, including writing emails, letters, posters, articles, blog posts, and reports. A clear model is provided for each writing activity, and this acts as a springboard for students to create their own piece of personalized writing.

ADDITIONAL COMPONENT OF THE SERIES



Workbook

The *Explore English* Workbook is designed to provide students with additional practice in the language learned in the Student Book. You may choose to use the Workbook as additional class practice or set it as homework. Most activities in the Workbook are designed for self-study, though some tasks can easily be expanded into interactive speaking activities.

Workbook answer keys are available on pages 160–169.

HOW TO TEACH EXPLORE ENGLISH

This section aims to give you practical ideas for using *Explore English* and provide you with classroom activities that can get your learners interacting with the material and communicating in the classroom. First, we look at **teaching through content** in which we bring the outside world into the classroom to help our learners become more global. We then look at the importance of **vocabulary** as the building blocks of language and get learners to develop their **grammar** by actually using it. We also look at ways to make use of **listening** and **reading** material to maximize learner output and ideas for getting learners communicating to one another using the spoken or written form. After that, we turn to ways to integrate video into our classes to add new dynamics to classroom learning. We then discuss ways to help our learners to retain and use the language they have learned beyond the walls of the classroom. Finally, there are suggestions for further reading.

TIP Throughout this section you will find tips to help get your students thinking critically.

Teaching Through Content

Modern developments in language teaching include Content-based Instruction (CBI) or Content and Language Integrated Learning (CLIL) in which learners are provided instruction in real-world content or subject matter via a foreign language. This helps students to learn about the content and to acquire target language at the same time. Although the primary aim of *Explore English* is to introduce the learner to English, the language is always contextualized helping the learner to develop an appreciation and understanding of world cultures, the environment, general knowledge, geography, health, history, science, sociology, and so on.

The Real World

Animals from South America

Many amazing animals live in the rain forests of South America. Look at the pictures. Do you know any of these South American animals?

1. _____

1) Listen. Label the pictures with the names of the animals in the order you hear them. Use the words in the box.

green iguana howler monkey macaw

2) Listen. Complete the chart. Then listen again and check your answers.

Type of ...	Macaw	Howler monkey	Green iguana
1. _____	beautiful and	black, brown, or 4. _____	long, 7. _____ and strong
2. _____	up to 3. _____ years	up to 5. _____ years	up to 8. _____ years

Discussion. Describe your favorite animal.

2. _____

3. _____

Pronunciation

Sounds of the letter *a*: /a/ and /æ/

1. /a/, animal 2. /æ/, name

2) Listen and repeat.

3) Complete the chart below. Use the words in the box. Listen and check your answers.

parrot iguana same
macaw howler amazing

Sounds like /a/ in animal Sounds like /æ/ in name

black

4) Work with a partner. Take turns to read the words in B.

Communication

Play a true-false game. Work in pairs. Take turns to describe an animal. Student A: Say two true sentences and one false sentence. Student B: Guess the false sentence.

Tigers are orange and black.

Phan: True!

Tigers are from Africa.

That's false! They're from Asia!



DO YOU KNOW?



This lizard is really small. It is the size of a coin. Where's it from?
a. Madagascar
b. Thailand
c. Brazil

- Make full use of the National Geographic images to help learners understand more about their world. Have learners describe what they see in the photographs. Have them make connections between the photographs and the content of the unit.
- Have learners look up country or city names on a map to help develop their geographical awareness.
- Have learners find out more about the content you are teaching them. This could be given