




**Developing 21<sup>st</sup> Century Skills for Young Global Citizens with *Look***




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### Agenda



**1. What do 21<sup>st</sup> century classrooms look like?**

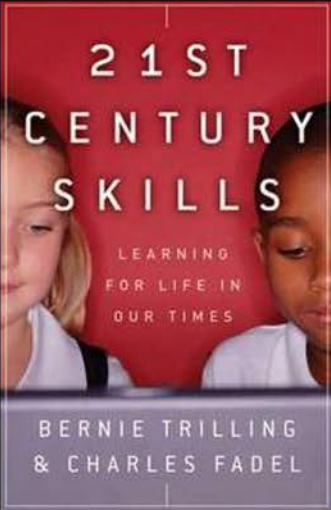


**2. How can we integrate 21<sup>st</sup> century 4C skills into ELT classrooms?**



# 01

## What do 21<sup>st</sup> century classrooms look like?



### "7Cs skills", 2009

- Critical thinking and problem solving
- Creative and innovation
- Collaboration, teamwork, and leadership
- Cross-cultural understanding
- Communications, information, and media literacy
- Computing and ICT literacy
- Career and learning self-reliance

**Framework for 21st Century Learning**

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems

The diagram shows a rainbow-shaped arch representing student outcomes, supported by concentric circles representing support systems. The arch is divided into three sections: Life and Career Skills (red), Core Subjects — 21st Century Themes (green), and Information, Media, and Technology Skills (blue). The top of the arch is labeled 'Learning and Assessment Skills — 4Cs: Critical Thinking + Communication + Collaboration + Creativity'. Below the arch are concentric circles representing support systems: Standards and Assessments, Curriculum and Instruction, Professional Development, and Learning Environments.

"P21", 2011

Educational Assessment in an Information Age

Esther Care  
Patrick Griffin  
Mark Wilson *Editors*

**Assessment and Teaching of 21st Century Skills**

Research and Applications

Springer

**2012**

**Ways of Thinking**

1. Creativity and innovation
2. Critical thinking, problem solving, decision making
3. Learning to learn, metacognition

**Ways of Working**

4. Communication
5. Collaboration

**Tools for working**

6. Information literacy
7. ICT literacy

**Living in the world**

8. Citizenship — local and global
9. Life and Career
10. Personal and social responsibility (cultural awareness and competence)

Exhibit 1: Students require 16 skills for the 21st century

**21st-Century Skills**

The diagram shows three pillars of 21st-century skills: Foundational Literacies, Competencies, and Character Qualities, all supported by Lifelong Learning.

**Foundational Literacies**  
How students apply core skills to everyday tasks

1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy

**Competencies**  
How students approach everyday challenges

7. Critical thinking/problem-solving
8. Creativity
9. Communication
10. Collaboration

**Character Qualities**  
How students approach their changing environment

11. Curiosity
12. Initiative
13. Persistence/grit
14. Adaptability
15. Leadership
16. Social and cultural awareness

**Lifelong Learning**

Note: ICT stands for information and communications technology.

**21<sup>ST</sup> CENTURY SKILLS**

**A Global Citizen**

Is aware of the wider world and has a sense of their own role as a world citizen

Respects and values diversity

Has an understanding of how the world works

Participates in the community at a range of levels, from the local to the global

Is willing to act to make the world a more equitable and sustainable place

To be effective Global Citizens, young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups.

## How has the classroom changed over time?

### In the 20<sup>th</sup> century:



### In the 21<sup>st</sup> century:



## How has the classroom changed over time?

### In the 20<sup>th</sup> century:

- The teacher is the 'sage on the stage'.
- Students are passive learners.
- Students usually work in isolation.
- Students focus on learning facts.
- The emphasis is on remembering facts and applying them.
- Students are evaluated mainly in summative tests.
- There are limited teaching and learning tools in the classroom.

### In the 21<sup>st</sup> century:

- The teacher is the 'guide on the side'.
- Students are active learners.
- Students work collaboratively.
- Students focus on discovering facts.
- The emphasis is on analyzing facts and using them to create something new.
- Students are assessed in summative, diagnostic and formative evaluations.
- There are diversified teaching and learning tools.



5E Instructional Model

### What should teachers do in the 21<sup>st</sup> century classroom?


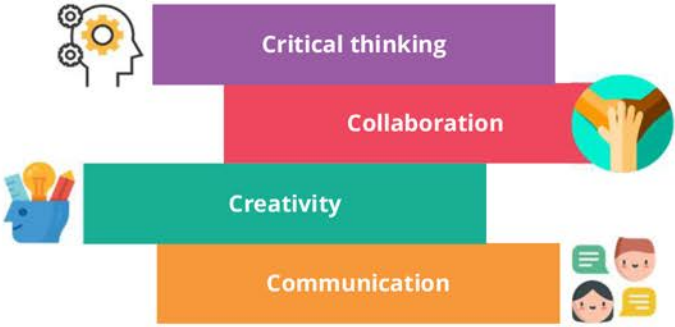
Teachers in the 21<sup>st</sup> century classroom should:

- **Engage** students in discovering facts.
- **Explore** the content.
- **Explain** and provide personalized instructions.
- **Elaborate** and encourage collaborative learning process.
- **Evaluate** students' learning outcomes via various assessments.



# 02

## How can we integrate 21<sup>st</sup> century skills into ELT classrooms?


**Critical thinking**

**Collaboration**

**Creativity**

**Communication**

Icons made by Freepik from [www.flaticon.com](http://www.flaticon.com)




**Critical thinking**

- Analyzing & interpreting information
- Evaluating ideas
- Making decisions
- Solving problems

**Critical thinking: Pictures**

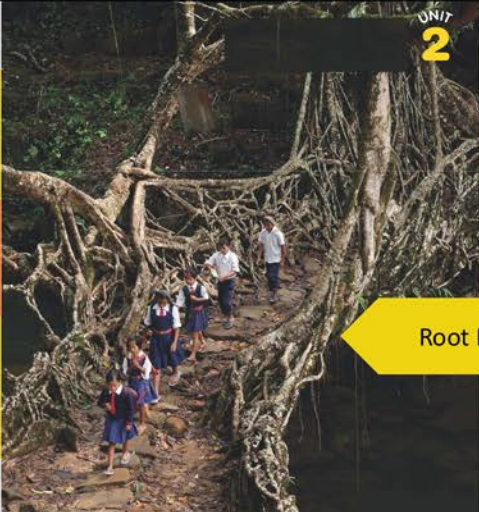
**UNIT 2**



**ABOUT THE PHOTO**

This photo is of a living root bridge. Every morning these children make their way through the jungle and across this ancient bridge, on their way to school in the Meghalaya region of India.

Living root bridges are formed by guiding the aerial roots of rubber fig trees (*Ficus elastica*) across a stream or river, and then letting the roots grow until they are strong enough to walk on. Local people look after the bridges generation after generation, so a root bridge can last for hundreds of years. You can show students more photos or a video of people using and tending to the bridges by searching online for "tree root bridges."



**Root Bridge**

Look Level 3

**Critical thinking: Pictures**

**On my way! UNIT 2**

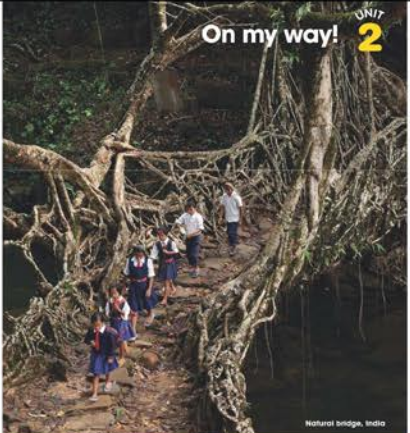
Do you cross a bridge on your way?

Do you see trees, rivers, or...?

How do you go to school?

Do you wear a uniform? ...

**Relate & Personalize**



Look at the photo. Answer the questions.

What can you see?  
Are there any cars?  
How do you go to school?

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**Critical thinking: Pictures**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Venn Diagram**

**Compare & Contrast: Ways to school**

NATIONAL GEOGRAPHIC LEARNING

**Critical thinking: Reading**

**3 Reading**

1 Look at the words. Listen and repeat. (1) (2) (3)

cable cars subway exercise

2 Where are the children in the photo? Listen and read. (1) (2) (3)

For some children it isn't easy to get to school. In big cities it is dangerous because there are lots of cars. In Caracas, Venezuela, some children don't travel through the city; they travel above the city in **cable cars**. In Tokyo, many Japanese children travel under the city on the **subway**. In some cities, like Rouen in France, children go to school on **bike buses**. These are bicycles for lots of people. They ride around the city and the children can go to school together. It's good exercise.

And then there are children who walk a long way to get to school. Radhika and Yashoda live in village of Siptoa, in the Himalayas in India. They walk all the way down the mountain. They walk along a little path through the forest. Then they go across the river on a special cable car. It takes two hours!

3 Read again. Match the countries with the transport.

bike buses cable car the subway on foot

1 Venezuela  
2 Japan  
3 France  
4 India and

4 What do you think? Answer the questions.

1 Which journeys are fun?  
2 Which journeys are difficult?  
3 Which is your favourite journey? Say why.

20 Unit 3 - Journey

A bike bus in Rouen, France

**Critical thinking: Reading**

**Comprehension**

2 Where are the children in the photo? Listen and read. (1) (2) (3)

For some children it isn't easy to get to school. In big cities it is dangerous because there are lots of cars. In Caracas, Venezuela, some children don't travel through the city; they travel above the city in **cable cars**. In Tokyo, many Japanese children travel under the city on the **subway**. In some cities, like Rouen in France, children go to school on **bike buses**. These are bicycles for lots of people. They ride around the city and the children can go to school together. It's good exercise.

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1 Which journeys are fun?  
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**Critical Thinking**

Evaluate people's journeys to school,

Which journeys are fun? Which journeys are difficult? Which is your favorite journey?

NATIONAL GEOGRAPHIC LEARNING

**Critical thinking: Songs**

Animals	Behavior
	finding food in a tree
	riding on its friend's back
	surfing in the sea
	swimming in the sea
	singing

**5 Song**

1 Listen and read. (1) (2) (3)

Chorus  
Animals are incredible.  
Sometimes their behavior is surprising and funny.  
They can amaze you!  
What's that elephant doing? It's swimming in the sea.  
And those ants? They're finding food in a tree.  
And the whales? Are they singing? Yes, they're singing with me!  
Chorus  
What's that dolphin doing? It's surfing in the sea.  
And that crocodile? It's riding on its friend's back for free.  
And the whales? Are they singing? Yes, they're singing with me!  
Chorus

2 Listen and sing. (1) (2) (3) (4) (5)

3 Sing and act. (1) (2) (3)

**VALUE** Be interested in animals.

An elephant in the Andaman Sea, India

62 Unit 3 - Animal Behavior

## Activities to Develop Critical Thinking

- **Look at the picture and predict.** (eg. Where is this photo taken? Who are they? What are they doing? What might be the topic of this unit?)
- **Use puzzles & guessing games**
- **Identify True or False**
- **Sort or rank**
- **Match & re-order**
- **Discuss open-ended questions**
  - Identify opinions
  - Think about a story's message
  - Relate a text to your own experience



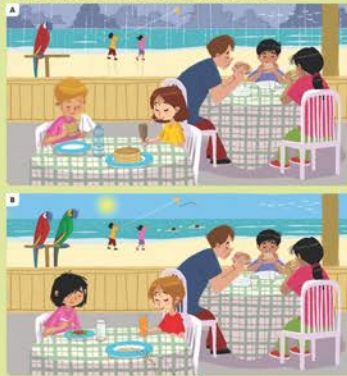
## Collaboration

- Working with others
- Sharing responsibilities
- Assigning different roles within a team
- Being flexible

## Collaboration: Games

Game 2

1 Look at the pictures. Play in pairs. Find ten differences.



In picture A, it's raining.

In picture B, it's sunny.

GAME 2 85

Look Level 3

## Collaboration



Pair work



Group work



Team work

**Collaboration: Games**

## Collaborative 'Spot the Differences' Activity

**1** Student A looks at picture A. Student B looks at picture B. They describe their pictures to each other before finding out the differences.

**2** Group A write sentences about picture A. Group B write sentences about picture B. Then they get into A/B pairs and compare sentences.

**3** In teams, students race to find the ten differences first.

**4** Play in two teams of two.

Instructions: Take turns throwing a die and moving around the board. Do the color challenge to win a point.

**The Red Challenge**

Choose a photo and say a definition for your partner to guess. They have one guess only. Choose a different photo each time.

**The Green Challenge**

The other team chooses a challenge for you! Choose a different challenge each time.

- Stand on one leg and say the alphabet.
- The other team chooses a word for you to spell.
- Name ten animals in 15 seconds.
- Count backwards from 20-1.
- Name ten fruits or vegetables in 15 seconds.
- Sing a song in English.
- Ask and answer a question with your partner.
- Name ten things that you usually take on vacation. You have 15 seconds.
- Say five irregular simple past verbs.
- Tell a short story (no more than 30 seconds).

**The Blue Challenge**

Roll the die again. Read the challenge that matches your number (1-6). You have 20 seconds to complete the challenge.

- Find four different countries in the book.
- Find four activities in the book that you have both done this year.
- Without looking at the book, sing the chorus of one of the songs. Can you remember it?
- Find four different kinds of transportation in the book. What are they?
- Find an example of the simple present and the simple past.
- Find an example of the present perfect and the future with be going to or will.

**The Yellow Challenge**

Look and act out a word or phrase. Let your partner to guess. They have one guess only. Choose a different word or phrase each time.

play party games	play the flute
wear a costume	brush your teeth
go ice skating	rest
play golf	with a job
buy ice cream	go snowboarding
play the guitar	go horseback riding
play the cello	send a text
give presents	write another person
play volleyball	get exercise

**Look Level 4 Bonus Game**

**Collaboration: Projects in School Trip Lessons**

### School trip 1

You're going to watch wildlife photographer Michael Nick Nicholas 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 1,000 years old. They're the tallest trees in the world and their trunks can be nine metres thick. They can grow to more than 100 metres 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 owl.
- Nick sends a camera up the tree.
- Nick gives the owl food.
- The photos of the tree go into Nick's computer.
- Nick puts on a costume.

**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.

**4** Tell the class about your chart.

**26** SCHOOL TRIP 1

**27** SCHOOL TRIP 1

Video removed

### Redwood forests

You're going to watch wildlife photographer Michael Nick Nichols in action. He's taking photos of the animals and birds in a Redwood forest on the west coast of the US. Redwoods are huge trees. Many of the trees are more than 1,000 years old. They're the tallest trees in the world and their trunks can be nine metres thick. They can grow to more than 100 metres 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. **2** Watch the video. Put order (1-5).

Answer the questions:

- How old are the oldest Redwood trees?
- Why is it difficult to take photos of Redwood trees?

**A** Nick takes some photos. **B** Nick sends a comment. **C** Nick gives the trees a name. **D** The photos of the trees are on a post. **E** Nick puts on a coat.

Look, Level 4  
26 SCHOOL TRIP 1

**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.

**4** Tell the class about your chart.

A Redwood tree is 100 metres tall. It's taller than the Statue of Liberty in New York, but it's shorter than the Eiffel Tower in Paris.

SCHOOL TRIP 1 27

### The Antarctic food chain

Today we're going to Antarctica to learn about a food chain. All animals need to get energy, but where does energy come from? First, plants get energy from the sun. Animals then eat the plants, and many animals eat other animals. This is a food chain. Emperor penguins live in Antarctica. What do they eat? Let's watch to learn where penguins come in the Antarctic food chain.

**1** Read about food chains. Complete the sentences.

- The energy in food comes from \_\_\_\_\_.
- The way that energy moves through plants and animals is a \_\_\_\_\_.
- Emperor penguins live in \_\_\_\_\_.

**2** Watch the video. Put the food chain in order.

**A** emperor penguins **B** energy from the sun **C** fish **D** kill **E** leopard seal **F** plants in the sea

1  → 2  → 3  → 4  → 5  → 6

66 SCHOOL TRIP 2

Look, Level 3

**PROJECT** Make a poster showing a food chain.

Tell the class about your food chain.

SCHOOL TRIP 2 67

**RAINFOREST FOOD CHAIN**

**DESERT FOOD CHAIN**

**Make a poster showing a food chain.**

**A Food Web in a Grassland Ecosystem With Five Possible Food Chains.**

**KEY**

- PRODUCERS: PLANTS PRODUCE THEIR OWN FOOD FROM THE ENERGY FROM THE SUN.
- HERBIVORES: THESE ANIMALS EAT MOSTLY PLANTS. THE BUTTERFLY EATS NECTAR FROM PLANTS.
- OMNIVORES: THESE ANIMALS ARE ABLE TO EAT PLANTS AND ANIMALS.
- CARNIVORES: THESE ANIMALS EAT MOSTLY MEAT WHICH INCLUDES ANIMALS AND INSECTS.

**Collaboration:**  
Assigning roles

Illustrator

Reporter

Resource Manager

manager

**Group Roles**

Group Task Role Cards by Mrs. West Knows Best | Teachers - teacherspayteachers.com

sparklebox.co.uk



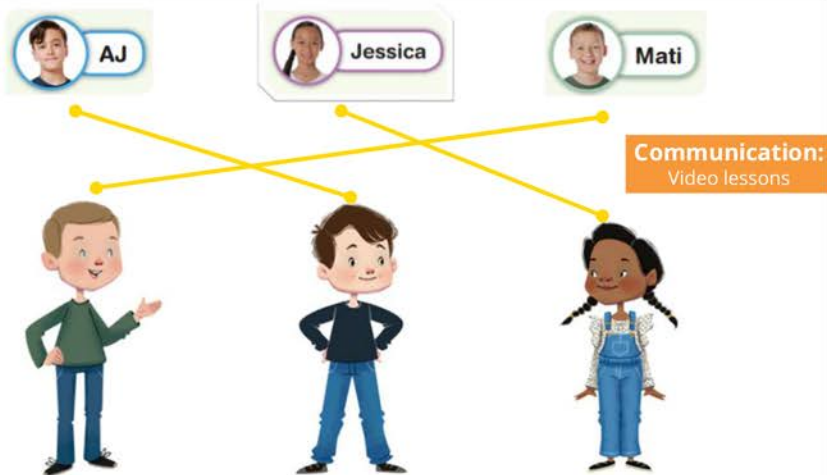
## Activities to Facilitate Collaboration

- Games & competitions
- Projects & presentations
- Dramas & roleplays
- Discussions & debates
- Interviews & surveys
- Solving puzzles
- Storytelling in different roles



## Communication

- Sharing information
- Expressing thoughts and opinions
- Listening to others
- Using verbal, written & multimedia messages



Video removed

**Communication:**  
Video lessons

**7 Video**

**1 Watch.** Who talks about each celebration? Write. Video 10



**Listen, watch and understand**

1. Tết celebration \_\_\_\_\_  
2. Constitution Day \_\_\_\_\_  
3. Thanksgiving \_\_\_\_\_

Who talks about this?

**2 Your turn!** Draw your favorite celebration. Ask and answer.

This is my family on Bonfire Night.  
We're listening to music.  
What are you doing?

**Draw, listen and speak**

**3 Write about your drawing from Activity 2.**

Look of my picture.  
I'm with \_\_\_\_\_  
We're at \_\_\_\_\_  
We're \_\_\_\_\_  
It's \_\_\_\_\_

**Write**


Look, Level 2

B4 UNIT 8 Celebrate!

**Communication:**  
Information gaps

**Student A**

Read about Komodo National Park and use the information to complete the chart below. Then ask your partner questions to complete the Khao Sok National Park part of the chart.




Komodo National Park is in Indonesia. The islands of Komodo, Rinca, and Padar are all part of Komodo National Park. The most famous animal in the park is the Komodo dragon. This is the biggest and heaviest lizard in the world...and it's fast as well! You can go diving in the ocean and look at a lot of different beautiful fish and marine animals. You can stay on a boat and sail around the islands or you can stay at a hotel on one of the islands near the National Park.

	Komodo National Park	Khao Sok National Park
Where?		
Famous animal		
Things to do in the park		
Places to stay in the park		

Look Level 5

**Student B**

Read about Khao Sok National Park and use the information to complete the chart below. Then ask your partner questions to complete the Komodo National Park part of the chart.



Khao Sok National Park is in the rainforest in Thailand. Perhaps one of the most famous animals in this park is the elephant. You can't ride the elephants here, but you can help to clean them and feed them. There are also tigers, leopards, and bears in the park. You can go hiking through the rain forest or go kayaking on the lake. You can stay in tents in the rain forest or on special floating tents on the lake. From your tents you can watch some amazing birds.

**Communication:**  
Information gaps

	Khao Sok National Park	Komodo National Park
Where?		
Famous animal		
Things to do in the park		
Places to stay in the park		


Look Level 5

**Activities to Promote Communication**

- Interactive games
- Pair work in video lessons
- Information gap activities
- 'Show and tell' activities
- Roleplays
- Interviews & surveys
- Drawing & writing



Colourful hands



## Creativity

- Brainstorming**
- Thinking 'outside the box'**
- Looking at an issue from various perspectives**
- Solving problems**

### Creativity: Projects


- 1. Listen and point.**
- 2. Listen and repeat.**
- 3. Point and say.**




Look, Level 1

- Have students **design an outfit for a party**. To model, draw and color an outfit on the board. Add labels, such as, *A big blue hat* or *Brown shoes*.
- Have students **draw and color** their own clothes. Have them **label each item** with colors and clothes words.
- When they have finished, have them show their pictures to a partner. If you'd like, make a **classroom display** with all the pictures and let students **select the most creative ones**.

### Creativity: Grammar



**Grammar** ▶ **Lesson**


**1 Listen and read.**

*some / any*  
 Are there any vegetables? / Is there any water?  
 There are some vegetables. / There is some water.  
 There aren't any vegetables. / There isn't any water.

*a few / a little / a lot of*  
 They ate a few olives. / a little fresh food.  
 They grew a lot of succinias. / a lot of fresh food.

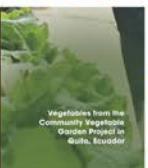
**2 Complete the sentences with a few or a little.**

1. Would you like a little milk in your tea?  
 2. For the salad, we need lettuce, a few carrots.



**4 Make five sentences about you—three true and two false. Use a few, a little, and a lot of.**

*I ate a lot of broccoli yesterday.*



**4** Make five sentences about you—three true and two false. Use a few, a little, and a lot of.

*I ate a lot of broccoli yesterday.*

**5** Work in groups. Say your sentences. Can your partners guess the true sentences?

UNIT 6 Fresh Food B1

Look Level 4

### Creativity: Grammar

## True or False?





I drank *a lot of* coffee in the morning. **T**



I can speak *a little* French. **T**



I've lost *a lot of* weight recently. **F**



I only had *a few* hours of sleep last night. **T**



I grow *a little* fresh food on my balcony. **F**

**Creativity: Vocabulary**

### All Kinds of Jobs

Look of the photo. Answer the questions.

- Where is the man?
- What is he doing? Why?
- What does he need for his job?
- Would you like this job? Why? / Why not?

**Lesson 1 Words**

1 Listen and repeat.

actor	clown	dentist
firefighter	nurse	photographer
pilot	police officer	server

Look, Level 4

**Creativity: Vocabulary**

### CREATE-a-STORY

CREATE-a-STORY Card Keeper

CHARACTER	SETTING	EVENT

Examples of cards:

- a baker, a dentist, a farmer
- a doctor, a firefighter, a teacher
- fell asleep, won a race, a flood
- slipped on a banana, a tidal wave, met an alien

**Creativity: Writing**

- Address labels
- Alphabet books
- Brochures
- Dialog journals
- Diaries
- Digital texts (e-mail, texts, blogs, e-pals)
- Greeting cards
- Invitations
- Lists
- Menus
- Mini-books
- Name cards
- Plays or scripts for Reader's Theater
- Poems
- Posters
- Recipes
- Response journals
- Signs
- Stories
- Thank-you notes

## Writing Tasks: Text Type

**Creativity: Writing**

### Animal factfile: Giraffes

Giraffes are famous for their long necks, long legs, and big brown spots on their fur. They're the tallest land animals in the world.

**Habitat**

- Giraffes live in the savannas of Africa.
- They like hot land with tall trees.

**Diet**

- Giraffes eat plants and leaves from tall trees.
- They don't eat other animals.

**Size**

- Adult giraffes can grow to 5.5 metres tall. That's as tall as three people!
- Their weight is about 1,100 kilograms.

**Speed**

- Giraffes walk at 56 kilometres per hour.
- They run at 56 kilometres per hour.

**Lifespan**

- Giraffes usually live for about 25 years.

**Interesting facts**

- Giraffes usually live together in big groups.
- They don't drink water very often. They get enough water from the leaves and leaves that they eat.
- Their eye has very long, blue or black liquid.

**Scene 1: The kitchen**

1 — Mum: Hurry up everyone. Are you ready?  
 Franco: Why? What are we going to do?  
 Sofia: Oh Franco! You never remember anything. We're going to watch a play at the theatre.  
 Franco: Oh yes, I remember now.

2 — Dad: Hurry up! We're going to miss the train. Sofia, have you got your glasses?  
 Sofia: Yes, Dad.  
 Mum: Franco, don't forget your coat. It's cold outside.  
 Franco: Oh yes, sorry Mum!

Dad: Oh Franco! You never remember anything!  
 (Mum, Dad and Sofia call Franco gets up slowly, takes his coat from the table and sits.)

**Scene 2: The train**

Dad: So, we're going to have a pizza first and then we're going to walk to the theatre.  
 Sofia: Great! I love pizza. What time is the play, Mum?  
 Mum: I've left the tickets at home!  
 Mum: I've left the tickets at home!

4 — Franco: Don't worry Mum! I saw them on the table. You see, I do remember things sometimes!  
 Mum, Dad and Sofia: Hurrah for Franco!

**Visit Finland**

stay warm and enjoy the show!

People travel to Lapland, Finland from around the world to see the Northern Lights. It's the most amazing natural show. At Kakslöftens Resort, you can see the Northern Lights from your own igloo! Lie down in your bed and look through the glass roof. You've got the best view of this brilliant show. And you are warmer and more comfortable than the people standing in the snow!

**When to go**

- The best time to see the Northern Lights is between September and March.

**Transport**

- There's a bus to our resort from Inari Airport. We also have a bus with a glass roof for large groups!

**What to wear**

- It's very cold in the winter, between 0°C and -40°C. Don't forget your hat, gloves, boots and a warm coat!

We can't wait to see you!

1. Show the picture of a giraffe, ask the question: How much do you know about giraffes?

2. Have students work in pairs. Read sentences 1 -4 and write T (True) or F (False). Then read the fact file and check.

1. Giraffes are the tallest animals on land.

2. They live in Asia.

3. They eat insects and fruit.

4. They don't drink a lot of water.

**Animal Fact File: Giraffes**

Giraffes are famous for their long necks, long legs, and big brown spots on their fur. They're the tallest land animals in the world.

**Habitat**

- Giraffes live on the savannas of Africa.
- They like flat land with tall trees.

**Diet**

- Giraffes eat plants and leaves from tall trees.
- They don't eat other animals.

**Size**

- Adult giraffes can grow to 5.5 meters tall. That's as tall as three people!
- They weigh about 1,100 kilograms.

**Speed**

- Giraffes walk at the speed of 16 kilometers per hour.
- They run at the speed of 55 kilometers per hour.

**Lifespan**

- Giraffes usually live for about 25 years.

**Interesting facts**

- Giraffes usually live together in big groups.
- They don't drink water very often. They get enough water from the plants and leaves that they eat.
- They have very long blue or black tongues!

**3. Read the information in the box.**

When we present information in a fact file, we often use subheads and bullets. We use subheads to separate the information into different sections. We use bullets for each fact.

This is a subhead: **Habitat**

This is a bullet: • They like flat land with tall trees.

**4. Match questions with the right subheads.**

1. What food do they eat? **Diet**
2. Can you tell me some more information? **Interesting facts**
3. How big are they? **Size**
4. How fast are they? **Speed**
5. How long do they live? **Lifespan**
6. Where do they live? **Habitat**

**Animal Fact File: Giraffes**

Giraffes are famous for their long necks, long legs, and big brown spots on their fur. They're the tallest land animals in the world.

**Habitat**

- Giraffes live on the savannas of Africa.
- They like flat land with tall trees.

**Diet**

- Giraffes eat plants and leaves from tall trees.
- They don't eat other animals.

**Size**

- Adult giraffes can grow to 5.5 meters tall. That's as tall as three people!
- They weigh about 1,100 kilograms.

**Speed**

- Giraffes walk at the speed of 16 kilometers per hour.
- They run at the speed of 55 kilometers per hour.

**Lifespan**

- Giraffes usually live for about 25 years.

**Interesting facts**

- Giraffes usually live together in big groups.
- They don't drink water very often. They get enough water from the plants and leaves that they eat.
- They have very long blue or black tongues!


**4 Listen and sing.** 🎧 TR: 38 and 39

**Where Do You Live?**

<p>Where do you live? I live near the sky, next to some mountains, way up high. I can walk on the snow. I can eat the dry plants. This is my home.</p>	<p>Where do you live? Very near the North Pole, It's dark here for months and incredibly cold. I have thick white fur and I'm a great swimmer. I wait by holes in the ice when I'm looking for dinner.</p>
<p>Where do you live? My home's very dry. It's hot in the daytime and cold at night. I sleep under a rock in the day, in the heat. And then when it's cooler, I go out to eat.</p>	<p>Where do you live? In a very tall tree, In a rainforest where I can fly free. I'm at the top of the food chain. Nothing eats me. You'd better watch out. I'm feeling hungry!</p>

5. Find out more about polar bear and **make a fact file.**

**Song**



1. Mark in pairs. What do you know about the animal in the photo? Discuss.

2. Listen and repeat. Look back at the 5. Match each verse with a photo from the unit. ⚡ 3 or 4

3. Listen and act. ⚡ 3 or 4

4. Listen and sing. ⚡ 3 or 4


**Where Do You Live?**

<p>I live near the sky, next to some mountains, way up high. I can walk on the snow, I can eat the dry plants. This is my home.</p>	<p>Very near the North Pole, It's dark here for months and incredibly cold. I have thick white fur and I'm a great swimmer. I wait by holes in the ice when I'm looking for dinner.</p>
<p>My home's very dry. It's hot in the daytime and cold at night. I sleep under a rock in the day, in the heat. And then when it's cooler, I go out to eat.</p>	<p>In a very tall tree, In a rainforest where I can fly free. I'm at the top of the food chain. Nothing eats me. You'd better watch out. I'm feeling hungry!</p>

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**Activities to Inspire Creative Thinking**

- **Projects**
  - Design a ... (e.g. an outfit for a costume party, an imaginary city, a zoo, etc.)
  - Make a ... (e.g. a poster, a map, a mask, a recipe, a storyboard, a video clip, a podcast, etc.)
- **Make your own sentences**
  - Describe ...
  - Tell me about ...
- **Create a story or deliver a speech**
- **Creative writing tasks** (eg. brochures, mini-books, response journals, plays or scripts for Reader's Theater, etc.)



**Is your goal S.M.A.R.T.?**

**Let's recap!**

**Critical thinking**

- Look at the picture and predict. (eg. Where is this photo taken? Who are they? What are they doing? What might be the topic of this unit?)
- Use
- Idei
- Sor
- Mal
- Dist
- Iden
- Thin
- Rela

**Collaboration**

- Games & competitions
- Projects & presentations

**Communication**

- Games
- Pair work in video lessons
- Information gap activities
- 'Show and tell' activities
- Roleplays
- Interviews & surveys
- Drawing & writing

**Creativity**

- Projects
  - Make a ... (e.g. a poster, a map, a mask, a recipe, a storyboard, a video clip, a podcast, etc.)
  - Design a ... (e.g. an outfit for a costume party, an imaginary city, a zoo, etc.)
- Make your own sentences
  - Describe ...
  - Tell me about ...
- Create a story or deliver a speech
- Creative writing tasks (eg. brochures, mini-books, response journals, plays or scripts for Reader's Theater, etc.)



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NATIONAL GEOGRAPHIC

# Look

**Open your eyes and Look!**  
A brand new primary series from NGL

**Thank you!**