

## The World Is an Amazing Place

### See something real

Children are naturally questioning and curious. They have an enormous appetite for learning about the world. *Look* taps into this curiosity by providing a window onto a fascinating world of real-life stories from diverse places and cultures: an underwater bedroom in Paris; a model town in the Netherlands; a boy dressing up for a festival in Mexico; a Thai girl wearing traditional costume. In each case, the topic is then related back to students' own lives and experiences in personalization activities: what is in *their* bedroom at home? what is *their* town or city like? what games and celebrations do *they* enjoy? what clothes do *they* like to wear? These real-life stories enhance the child's learning experience by:

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

You don't need to worry about unfamiliar content. We have included background information in the teacher's notes on each real-world story and guides to the pronunciation of any names that are unfamiliar. Our hope is that you too will be inspired by these stories and then extend each topic. For example, getting students to design an amazing bedroom, making a map of a part of their town and labeling it, drawing pictures of festival costumes, and so on.

### Get up close

As with every National Geographic Learning course, *Look* contains stunning photos. The photos are not just cosmetic. Each relates closely to the specific topic and is intended to warm students to it and to stimulate discussion. These opening photos are always accompanied by the question *What can you see?* You can ask this question or similar questions with any of the photos in the book, eliciting and revising items of vocabulary from previous lessons such as colors, clothes, objects, numbers, and actions as you go. Ask questions, such as: *Where are they? How many people can you see? Are they girls or boys? What color is his shirt?* You will find extra information about these photos in each lesson in the *About the Photo* box in the Teacher's Book. It is fine to tell your students more about the background to the photo in their first language. You can also return to these photos and use them as prompts for recalling words.

### Make connections

We have included a range of video types in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 7* video in every unit comprises recordings of children from around the world, describing their experiences. These interviews, interspersed with footage of the places and things they describe, feature the children answering questions about how the topics in the book relate to life in their countries: the food they eat, the games they play, the festivals they like, 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.

The second component is the *School Trip* videos. These center on visits to exciting places—a toy museum in Prague, an animal safari in the African savanna—and provide a springboard for the students to do their own mini-projects. When you have been through the activities on the page, you can try other techniques with these videos such as:

- turning the sound off and getting students to provide some commentary or narration
- pausing the video and asking students to remember what happened next
- asking students to watch and list different things they see (e.g. colors, toys)

### Learn about the world and its stories

Each level of *Look* contains four extensive reading texts (*Reading Extra*). They are an opportunity for students to enjoy reading about the world rather than to practice language (although they do, of course, recycle language previously taught). Two of the reading texts are non-fiction (e.g. *Day and Night*) and two feature fables from around the world (e.g. *The Frog and the Butter*). In both cases, there is opportunity for motivating follow-up activities. For the former, the students can try at home to find out more about this subject and bring their ideas (or pictures) to the next class. For the latter, you can help students to dramatize the story (with actions, words, or both) or ask them to draw a scene from it. The fables also contain important moral lessons with universal significance, like the importance of never giving up in *The Frog and the Butter*. You may also choose to discuss the moral of these stories with your students in their own language.

## Making Teaching and Learning a Joy

### Songs and chants

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

**SONGS** The best way to learn the songs is to listen to the recorded version and sing along to it. You shouldn't worry if your students don't pick up the song immediately. Each child will learn at his/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 exercise—a necessity in any primary classroom.

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

The best way for students to learn a chant is by listening to it and then chanting along to the recorded version. But you can help students by building up the chant line by line, or chunk by chunk. For example:

*Repeat after me: There's... / There's a beach ball ... / There's a beach ball in the ocean.*

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

### Games

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

**Preparation** Make sure any materials, such as game pieces and slips 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: *Spot the difference*, vocabulary revision games, *Snakes and ladders*, and a memory-based 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, Pre-A1 Starters* 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 have students connect the context or situation of the task to their own lives. This allows them to see the relevance of what they are doing to real life.
- **Collaborate** These activities allow students to prepare tasks together, both to learn from each other and to give them the support they need before they have to "perform."
- **Help my friend** This encourages students to focus on what they can do well and allows them to use these skills and competences to help teach and support their classmates, so the class develops a pool of skills and knowledge.
- **Reflect** These activities give students time to check and consider their answers together so that they can reflect on the process they went through and look at how they can improve. This helps develop self-regulation and autonomous learning in young learners.
- **Second chance** These activities are suggested especially for productive tasks so that students have 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 have students start developing their own short tests in some way. This allows them to understand what tasks are testing and how they're testing it. It also shows that testing is not scary but can be fun with their classmates.

### Formative assessment and feedback

Young learners need the support of constant feedback on their learning and progression in order to motivate them. To help teachers with this, we have included a framework for managing formative assessment and feedback on page 142. This framework outlines how each performance objective for the level can be assessed informally by you across the term or year. It suggests a range of feedback techniques and remedial activities which will support students' progression in each objective. The framework and photocopyable Student Log allow you to keep an objective, evidence-based record of each student's progress which you can use with the students themselves, their parents, or other stakeholders. You can also download the Student Log from the website.

### Using formal criteria to assess productive skills

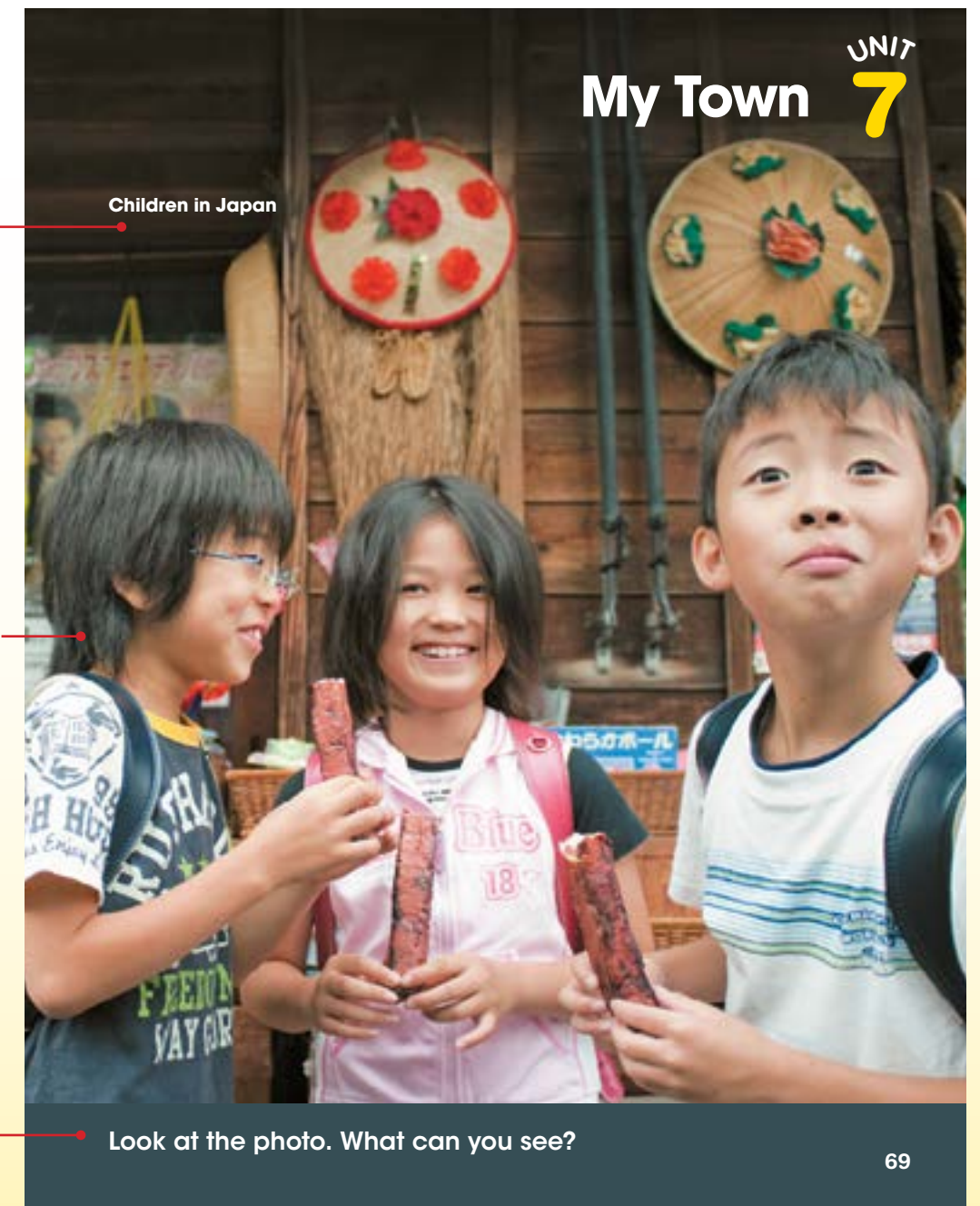
It may help you to use the assessment criteria applied in the *Cambridge English Qualifications* as these have been extensively trialed to match realistic performance expectations for young learners. These are available in the *Handbook for teachers* available on the Cambridge Assessment English website. 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, 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 *Pre-A1 Starters* exam, the writing section (Part 5) is objectively marked as only one-word answers are required. The practice writing task includes guidance on this, but students need to be reminded that:
  - answers must represent what they can see in the support pictures (task completion)
  - answers must make sense with the words they are given on the page (grammatical accuracy)

Despite the fact that only short answers are required and so the writing is not extended, a very important long-term learning point is ensuring students understand they must address the task given 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.



Children in Japan

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.

Even at low levels students can point and say, and thus interact with real-world photos.

Look at the photo. What can you see?

# LESSON 1 Words and LESSON 2 Grammar

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

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

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

**LESSON 1 Words**

1 Listen and point. TR: 101

library park  
playground store  
street swimming pool  
town center zoo

2 Listen and repeat. TR: 102

3 Point and say.

It's a street. It's a library.

**LESSON 2 Grammar**

1 Listen and chant. TR: 103

There's a street, a street, a street in the town.  
There's a store, a store, a store on the street.  
There's a girl, a girl, a girl in the store.  
There's a store, a store, a store on the street.  
There's a street, a street, a street in the town.

2 Listen and read. TR: 104

There's a store on the street.  
There's a library in the town center.

3 Write.

1. There's a swimming pool in the park.
2. \_\_\_\_\_'s a store on the street.
3. \_\_\_\_\_ a girl in the store.
4. \_\_\_\_\_ a boy on the playground.

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Activities are modeled by avatars of the video children from around the world.

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

# LESSON 3 Reading and LESSON 4 Grammar

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

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

Target grammar is presented in the grammar box, and then practiced using different skills: reading in Activity 1, writing in Activity 2, listening in Activity 3, and speaking in Activity 4.

**LESSON 3 Reading**

1 Listen and repeat. TR: 105

real model tiny flower

2 Listen and read. TR: 106

Look at the photo! It's a town. Is it a **real** town? No, it isn't. It's a **model**. It's a toy town. The houses and stores are small. They're **tiny**!

Can you see the boy? He's **real**. Can you see the **flowers**, too? They're big and yellow. Are they real—or are they models?

Look at the trees. Are they big or small? They're models.

This model town is cool!

3 Read again. Complete the sentences.

1. This town is a model.
2. The \_\_\_\_\_ and stores are small.
3. The \_\_\_\_\_ is real.
4. The \_\_\_\_\_ are yellow.
5. The \_\_\_\_\_ are small.

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**LESSON 4 Grammar**

1 Listen and read. TR: 107

There's a tree in the park.  
There are houses next to the park.

2 Write *There's* or *There are*.

1. a museum on the street.
2. \_\_\_\_\_ trees in the park.
3. \_\_\_\_\_ a playground next to the swimming pool.
4. \_\_\_\_\_ stores in the town center.

3 Listen and draw. TR: 108

4 Point and say.

There's a bag under the chair.  
There are two cabinets next to the board.

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The reading texts are about the real world. In this activity, students are asked to think critically by distinguishing between what is real and what is a model.

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.

# LESSON 5 Song and LESSON 6 Phonics

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

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

The Level 1 phonics syllabus covers the sounds of the letters and introduces some common consonant-vowel-consonant (CVC) combinations.

The songs have catchy, modern tunes.

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

**LESSON 5 Song**

- 1 Listen and read. TR: 109
- 2 Listen and sing. TR: 110 and 111
- 3 Sing and act. TR: 112

*Chorus*  
**This is my town!**  
**Let's look around!**  
 In the town center,  
 there's a pool.  
 And next to the library,  
 that's my school!  
*Chorus*  
 There's a playground,  
 and there's a zoo  
 with monkeys and elephants  
 and zebras, too!  
*Chorus*  
 Here in the park,  
 what can you see?  
 There are paths and fences,  
 and gardens with trees.  
*Chorus*

**VALUE** Love your town.  
 Workbook, Lesson 5

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**LESSON 6 Phonics**

- 1 Listen, point, and repeat. TR: 113

bag bat jam man map

- 2 Listen, chant, and circle. TR: 114

There's a man with a map.  
 There's jam in the house.  
 There's a blue and brown bag.  
 There's a bat in the house.

- 3 Listen and find. Write the word. TR: 115

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# LESSON 7 Video

Children representing sixteen 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 on the video.

**LESSON 7 Video**

- 1 Watch and match. Write the numbers. Video 9

1. AJ 2. Lara 3. Mati 4. Juan

- 2 Your turn! Ask and answer.

What's in your town? There's a library.

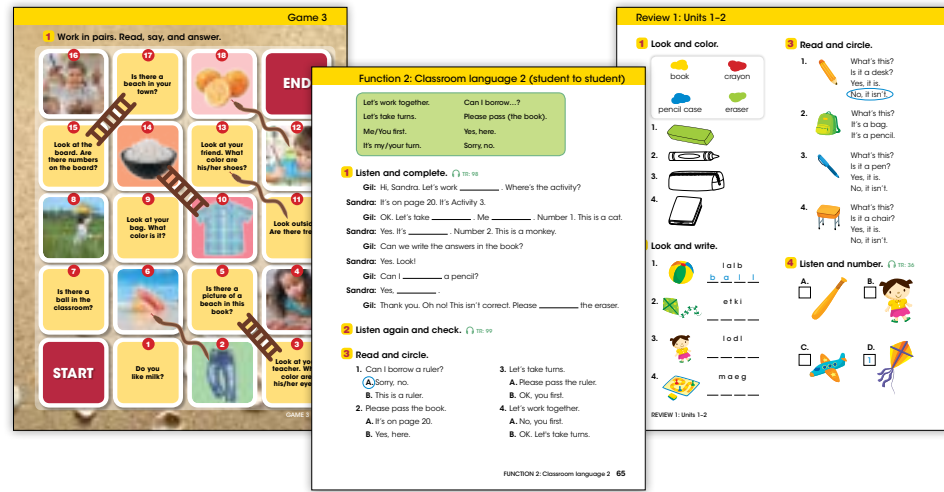
- 3 Draw and say.

Is that your town? Yes, it is.  
 What's that? It's a \_\_\_\_\_.

\_\_\_\_? \_\_\_\_.  
 \_\_\_\_? \_\_\_\_.

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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 Earth without leaving the classroom!

**International kite festivals**

International kite festival, Cha-Am beach, Thailand

**BONUS School Trip**

**1 BEFORE YOU WATCH** Look at the photo. What can you see?

**2 WHILE YOU WATCH** What animal kites are in the video? Check (✓). Video 16

cat	crocodile	fish
monkey	octopus	penguin

**3 AFTER YOU WATCH** Read and circle.

- The kite festival is **at the beach** / **in the park**.
- Some kites are **animals** / **planes and trains**.
- The octopus kite is **blue** / **purple**.
- The boy kite has **black** / **brown** boots.

**4 PROJECT** Make a kite. Then make a kite festival poster.

Look! My kite is green and orange.

**BONUS SCHOOL TRIP 131**

A stunning photo captures students' interest.

A carefully staged lesson activates students' prior knowledge (Activity 1) and works on comprehension (Activity 2) and memory (Activity 3).

The end-of-lesson project is often a craft activity that allows 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 that teach a lesson, variations of which exist in many cultures. They often have important moral lessons with universal significance—in this case: the importance of never giving up.

**Day and Night**

Look out the window. Can you see the sun? The sky is blue. The sun is in the sky. It's big and yellow. The sun is in the sky in the day. It's light. Boys and girls are at school. But the hedgehog is sleeping.

Now look at the photo! What's that? It's the sky. The sky is black. This is the moon. It's big and white. The moon is in the sky at night. It's dark. Boys and girls are in bed. But the hedgehog isn't in bed. He's in the garden!

**1** What's in the photo? Is it day or night?

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

**3** Complete the chart.

at school	blue	dark
in bed	moon	sun
day	sky	black sky
light		
the boys and girls	the boys and girls	

**4** Look. Write a for day or n for night.

- 
- 
- 
- 
- 
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**Reading Extra 1**

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

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

**The Frog and the Butter**

This is a frog. He's small, but he has strong legs. He can jump, and he can swim.

Today the frog is on a farm. There are cows on the farm. Look at these cows. Next to the cows, there's a bucket of milk. "Oh, what's this?" the frog asks. "Can I swim in it?"

Now the frog is in the bucket. He can swim in the milk, but he can't jump from it. He can't jump out of the bucket. "Help!" the frog says. He swims and kicks with his legs. He kicks with his legs and swims. But what's this? Now there isn't milk in the bucket. There's butter. The frog can stand on the butter, and he can jump. Hooray! The frog isn't in the bucket now.

**1** Look at the picture. What can you see?

**2** Listen and read. Can the frog jump from the milk? Can he jump from the butter? (TR: 131)

**3** Read, look, and write.

- There's a bucket of milk next to the cows.
- The frog thinks he can \_\_\_\_\_ in the milk.
- The frog \_\_\_\_\_ jump out of the bucket.
- The frog can stand on the \_\_\_\_\_ and \_\_\_\_\_ out.

**4** Read and write.

- A frog can swim.
- A frog \_\_\_\_\_ talk.
- A frog \_\_\_\_\_ jump.
- A frog \_\_\_\_\_ sing.
- A frog \_\_\_\_\_ fly.

**Reading Extra 2**

**The main focus of the activities is on comprehension and discussion. However, the language is carefully graded and also offers opportunities for language-based extension.**

See the full list of Student and Teacher components for *Look* on the inside back cover.