

## The World Is an Amazing Place

### See something real

Children are naturally questioning and curious. They have an enormous appetite for learning about the world. *Look* taps into this curiosity by providing a window onto a fascinating world of real-life stories from diverse places and cultures: The *Boryeong Mud Festival* in Korea; a fact file about Argentina; children talking about their countries' national animals. In each case the topic is then related back to students' own lives and experiences in personalization activities: What festivals are there in their countries? What facts do they know about their countries? What's the national animal of their country? 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 discuss festivals in their countries, describing the national animal from their countries, writing a fact file about their countries, and so on.

### Get up close

As with every National Geographic Learning course, *Look* contains stunning photos. The photos are not just cosmetic. Each relates closely to the specific topic and is intended to warm students to it and to stimulate discussion. These opening photos are always accompanied by discussion questions for students. You can ask questions with any of the photos in the book, eliciting and revising items of vocabulary from previous lessons such as colors, clothes, objects, numbers, and actions as you go. Ask questions, such as *What do you think the children in the photo are doing? What do you notice about the people in the photo? Or, better still, encourage students to ask each other questions. You will find extra information about these photos in each lesson in the About the Photo box in the Teacher's Book. It is fine to tell your students more about the background to the photo in their first language. You can also return to these photos and use them as prompts for recalling words.*

### Make connections

We have included a range of video types in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 7* videos in even units comprise recordings of children from around the world, describing their experiences. These interviews, interspersed with footage of the places and things they describe, feature the children answering questions about how the topics in the book relate to life in their countries: the festivals they enjoy, interesting places in their countries, famous museums in their countries, and so on. In this way, they give a fresh perspective on the topic. The *Lesson 7* videos in odd units comprise documentary-style footage that relate to the unit topics.

Another video strand is the *School Trip* videos. These center on visits to exciting places—Franz Josef Land, Russia, the limestone rocks and cliffs in China—and provide a springboard for students to do their own mini-projects. After doing the activities on the page, you can try other techniques with these videos, such as:

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

### Learn about the world and its stories

Each level of *Look* contains four extensive reading texts (Reading Extra). They are an opportunity for students to enjoy reading about the world rather than to practice language (although they do, of course, recycle language previously taught). Two of the reading texts are non-fiction (for example, *Intelligent Animals*) and two feature fables from around the world (for example, *Anansi the Wise*). In both cases, there is opportunity for motivating follow-up activities. For the former, students can try to find out more about this subject and bring their ideas (or pictures) to the next lesson. For the latter, you can help students to dramatize the story (with actions or words, or both) or ask them to draw a scene from it. The fables also contain important moral lessons with universal significance, such as the importance of sharing wisdom and advice in *Anansi the Wise*. You may also choose to discuss the moral of these stories with your students in their own language.

## Making Teaching and Learning a Joy

### Chants

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

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: She's... / She's a mountain guide... / She's a mountain guide, Isn't she? Isn't she?*

When students are really confident with a chant, they can chant along with the instrumental version. Most of the chants in *Look* get students to chant while acting out the words. This helps students grasp the meaning of the words, while providing opportunities for full body movement and exercise—a necessity in any primary classroom.

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

- working in groups to plan the actions for a verse
- performing a verse or the entire chant from memory
- relating the topic of the chant to their own experience

### 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 are ready before the lesson. There is always a list of materials at the beginning 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, explaining how to play, and doing examples with the class beforehand.

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

**Variety:** This level of *Look* features a variety of game types: trivia-style games based on real-world content from the Student's Book, and in the Workbook, crosswords, word finds, and spot the differences.

**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, A2 Flyers* test. Look Student's Book and Workbook include tasks that represent all the different parts of the exam. Practice is focused on enabling students to master techniques which will allow them to perform at their best in formal assessment situations. These tasks give students the opportunity to familiarize themselves with each of the task types that appear in the exam and make connections to their own lives in order to build both their interest and confidence. A complete practice exam is included at the end of the Workbook.

### Building young learners' confidence

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

- **Personalize** These activities ask students to connect the context or situation of the task to their own lives. This allows them to see the relevance of what they are doing to real life.
- **Collaborate** These activities allow students to prepare tasks together, both to learn from each other and to give them the support they need before they have to "perform."
- **Help My friend** This encourages students to focus on what they can do well and to allow them to use these skills and competences to help teach and support their classmates, enabling the class to develop a pool of skills and knowledge.
- **Reflect** These activities give students time to check and consider their answers together so that they can reflect on the process they went through and look at how they can improve. This helps develop self-regulation and autonomous learning in young learners.
- **Second chance** These activities are suggested especially for productive tasks so that they give students the opportunity to be successful in these performative parts of the exam. Once students have had some feedback and have considered their performance, they can repeat the task successfully to build confidence.
- **Own It!** These are tasks which ask students to start developing their own short tests in some way. This allows them to understand what tasks are testing and how they're testing it. It also shows that testing is not scary but can be fun with their classmates.

### Formative assessment and feedback

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

### Assessing productive skills

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

- **Speaking** The three assessment criteria for the Speaking exam are Vocabulary & Grammar, Pronunciation, and Interaction. In the different Speaking practice tasks, these are broken down so that one criterion is included with each task throughout the book. Advice is also given on how to apply each criterion as you complete the specific task.
- **Writing** In Part 7 of the Flyers Reading & Writing exam, students write a short story based on three pictures they are given. The practice writing task includes guidance on how to approach this, but students need to be reminded that their answers must represent what they can see in the pictures (accuracy of description) and that they need to write clearly. The story students write is assessed on:
  - whether their story describes a progression of events
  - how far their story is based on all three of the pictures
  - whether their response is comprehensible in terms of grammar, vocabulary, and orthography

A very important long-term learning point here is ensuring that students understand that 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 discussion.

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

Students see places from all around the world and learn about life in other countries.

Questions stimulate discussion about the unit topic.

**Working Outdoors** UNIT 3

**Scientists study Mount Etna, a volcano in Sicily, Italy.**

**Look at the photo. Discuss the questions.**

1. Where are these men? What are they doing?
2. What is their job? Do you think their job looks interesting? Why? / Why not?

**Work in groups. Make a list of as many jobs as you can in English. Then discuss the questions.**

1. Which jobs do people do indoors? Which jobs do people do outdoors? Which jobs do people do indoors and outdoors?
2. Would you like to work indoors or outdoors? Why?

29

# LESSON 1 Vocabulary and LESSON 2 Grammar

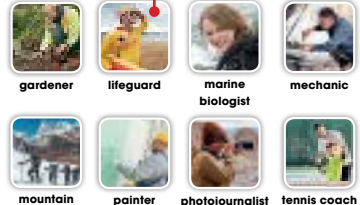
The vocabulary and grammar lessons are stand-alone lessons that are thematically linked. Students hear some of the target vocabulary recycled in a listening text. The listening text also contextualizes the target grammar from Lesson 2.

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

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

### LESSON 1 Vocabulary

1 Listen and repeat. Then say which job you think looks the most interesting. (TR: 19)



2 Complete the sentences with the jobs from the box. There are two jobs you don't need.


gardener lifeguard marine biologist mechanic  
mountain guide painter photojournalist tennis coach

- A \_\_\_\_\_ paints walls, bridges, and buildings.
- A \_\_\_\_\_ takes care of plants and flowers.
- A \_\_\_\_\_ takes photos for news stories.
- A \_\_\_\_\_ fixes cars and electrical equipment.
- A \_\_\_\_\_ checks that people on the beach are safe.
- A \_\_\_\_\_ leads groups of walkers and climbers.

3 Listen to an interview with Jónína Herdís Ólafsdóttir. Circle the correct answer (A-C). (TR: 20)

- Jónína is not a \_\_\_\_\_.  
A. marine biologist  
B. scientist  
C. lifeguard
- She's studying \_\_\_\_\_.  
A. plants  
B. very small creatures  
C. rocks
- She has to dive into \_\_\_\_\_.  
A. lakes  
B. laboratories  
C. the ocean
- If we study living things, we \_\_\_\_\_.  
A. can learn more about our planet  
B. will know exactly what will happen in the future  
C. can change our climate

30 UNIT 3 Working Outdoors



Marine biologist and National Geographic Explorer Jónína Herdís Ólafsdóttir scuba dives in Iceland.

### Grammar LESSON 2

1 Study the grammar box.

**Indefinite pronouns**

We use indefinite pronouns to talk about people, things, or places we don't name.

She's looking at **something** under the microscope.

**No one** is in the water. It's very cold!

We usually use **anything, anyone, and anywhere** for questions and negative statements.

Is there **anyone** in the science laboratory?

I don't know **anything** about Iceland.

2 Circle the correct answer.

We're at the beach today. Is there <sup>1</sup>anyone / no one in the water? No, there isn't, because there's <sup>2</sup>no one / anyone at the lifeguard station now. Usually, the lifeguard is there to check that <sup>3</sup>everyone / someone and <sup>4</sup>everything / anything is safe in the ocean and on the beach. The lifeguard watches people in the water to check that there isn't <sup>5</sup>anything / everything dangerous happening, and he or she makes sure there is <sup>6</sup>nothing / something on the beach that might cause a problem. If <sup>7</sup>something / nothing goes wrong, or <sup>8</sup>someone / no one is in trouble, the lifeguard comes to the rescue. If there isn't a lifeguard at the station, don't go in the water. It's important to stay safe!

**VALUE Stay safe.**  
Workbook, Lesson 6

3 Work in pairs. Discuss ways to complete the sentences.

- Everyone likes...
- No one wants to...
- Is there anyone here who...?
- I'm hungry. Is there anything in the...?
- There's nothing on TV except...

31 UNIT 3 Working Outdoors

Students practice the target vocabulary in context through reading and listening activities.

In the final discussion activity, students use the grammar to complete sentences with their own ideas or talk about the topic in relation to their own lives.

# LESSON 3 Reading and LESSON 4 Grammar

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

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

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

### LESSON 3 Reading

1 Look at the photo. Discuss the questions.

- What do you think this man has to do for his job?
- Do you think you would like to do his job? Why? / Why not?
- Do you think his job is easy or difficult? Why?

2 Listen and read. (TR: 21)

**How Would You Like to Be a...?**

**Rhino Keeper**  
Do you enjoy taking care of animals and being outside all day? If you do, then maybe you'd enjoy being a rhino keeper. A team of rhino keepers in Kenya takes care of some special white rhinos. The team protects the rhinos to make sure they don't become extinct.

**Mural Painter**  
Do you like painting and being outside? If your answer to both these questions is "yes," then the job of mural painter might be perfect for you! Some places, like walls in cities, can look a little boring and ugly because they're gray. But when mural painters paint them with big colorful pictures, they look amazing! Mural painters have a great job. They make walls into art and help make cities and towns look more beautiful!


**"Cool Hunter"**  
Are you interested in clothes and fashion? Do you wonder why some new things are popular and "cool" and some are not? Would you enjoy walking around, looking at what people are wearing, and finding cool new places? Would you like to talk to people about the things they like, and then write about them? This is what "cool hunters" do. They find new people with good ideas and help them become famous. To be a "cool hunter," you need to learn different languages and enjoy talking to people. The only problem is that it's hard to stop working. You have to pay attention, because things can be cool one day but "uncool" the next!

**New words:** keeper mural fashion wonder

3 Read again. Answer the questions.

- What do the rhino keepers do?
- What do mural painters do?
- How do mural painters help cities and towns?
- What do "cool hunters" do?
- What might be difficult about being a "cool hunter"?

4 Work in pairs. Discuss which job you would like to do and why.



Yusuf, a rhino keeper at the Lewa Wildlife Conservancy in Kenya, resting with baby rhinos

32 UNIT 3 Working Outdoors

### Grammar LESSON 4

1 Study the grammar box.

**Question Tags**

We use question tags to check information, to ask other people if they agree, to be friendly, and to make conversation.

For sentences with **be**, or **can**, use the same verb in the question tag.

A: You're not a mural painter, are you? B: No, I'm not.

A: He can't work today, can he? B: No, he can't.

For sentences with most other verbs, use the verb do in the tag.

She likes fashion and clothes, doesn't she? B: Yes, she does.

A: He has an interesting job, doesn't he? B: Yes, he does!

Watch out: I'm not late, am I? BUT I'm late, aren't I?

2 Match the sentences (1-10) with the question tags (A-J).

- She enjoys taking care of animals. \_\_\_\_\_
- You can paint murals. \_\_\_\_\_
- The murals are colorful. \_\_\_\_\_
- He has an interesting job. \_\_\_\_\_
- It's important to stay safe. \_\_\_\_\_
- He doesn't work indoors. \_\_\_\_\_
- We are going to paint a mural tomorrow. \_\_\_\_\_
- You like fashion and clothes. \_\_\_\_\_
- He's not working right now. \_\_\_\_\_
- You have some paint. \_\_\_\_\_

A. don't you?  
B. aren't we?  
C. does he?  
D. aren't they?  
E. can't you?  
F. doesn't he?  
G. isn't it?  
H. doesn't she?  
I. don't you?  
J. is he?

3 Add question tags to the sentences. Then write three of your own ideas.

- It's a nice day. \_\_\_\_\_?
- We have \_\_\_\_\_ next. \_\_\_\_\_?
- You're playing tennis this weekend. \_\_\_\_\_?
- That's a new bag. \_\_\_\_\_?
- Our teacher's nice. \_\_\_\_\_?

4 Work in pairs. Use your question tags from Activity 3 to make conversation.

It's a nice day, isn't it? Yes, it is!

33 UNIT 3 Working Outdoors

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

# LESSON 5 Chant and LESSON 6 Writing

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

Two versions of the chants are provided (with lyrics and instrumental only) so you can choose how to support your students' language needs with chanting.

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

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

The chants have catchy, modern tunes.

### LESSON 5 Chant

1 Read the chant and guess the missing jobs. Then listen, check, and repeat. 18: 22

2 Work in two groups. Group A chants the statements, Group B chants the question tags. 18: 23 and 24

**She's a Mountain Guide...**

She's a mountain guide.  
isn't she? isn't she?  
She knows the way.  
She brings you back safe.  
doesn't she? doesn't she?  
At the end of the day!  
He's a \_\_\_\_\_.  
isn't he? isn't he?  
He grows plants and flowers.  
He works outdoors.  
doesn't he? doesn't he?  
For hours and hours!  
She's a \_\_\_\_\_.  
isn't she? isn't she?  
She can help you.  
She fixes things when they go wrong.  
doesn't she? doesn't she?  
And makes them good as new!  
He's a \_\_\_\_\_.  
isn't he? isn't he?  
He can swim and he can dive.  
He watches the beach.  
doesn't he? doesn't he?  
And he saves lives!  
She's a \_\_\_\_\_.  
isn't she? isn't she?  
She loves the ocean.  
It's full of fish and creatures.  
isn't it? isn't it?  
That she wants to see!

Pasang Lhamu Sherpa Akita became Nepal's first woman mountain climbing teacher, and she was National Geographic's 2016 People's Choice Adventurer of the Year.

34 UNIT 3 Working Outdoors

### Writing A Job Description LESSON 6

1 Read the description of a mechanic's job. Answer the questions.

- What do mechanics do?
- Where do they work?
- Can anyone become a mechanic?

**A Mechanic's Job**

Mechanics study how things work. They learn about electricity and transportation—for example, cars, trains, and planes. When things go wrong, mechanics fix them. It's very useful to have a mechanic in the family!

Mechanics work in many different places—they work indoors and outdoors, in garages, on roads, in big or small buildings. They might need safety glasses if they are doing something dangerous. It's an interesting job because mechanics do something different every day.

If you want to become a mechanic, you have to work hard at school, especially in math and science. In the past, not many women became mechanics, and some people still think it is a man's job, but now anyone who wants to can have a great job as a mechanic.

Kamala Chaudhary opened her own auto repair shops in Nepal.

2 Read the information in the box. Then look at the description of a mechanic's job and answer questions 1-4.

Descriptions of jobs tell the most important information about a job, for example, the information about where someone with that job works, what he/she does, and what he/she needs to do his/her job.

- Where do mechanics work?
- What do they do?
- What do they need to do their job?
- How does someone become a mechanic?

3 Writing Skill Using questions for ideas

- Think of another job and write questions about it. Use the questions in Activity 2 to help you.
- Write short answers to your questions in Activity 3a.

4 Write longer answers to your questions from Activity 3a to give a description of the job you chose.

35

# LESSON 7 Video

In the even unit videos, children representing fifteen different countries are interviewed about their lives and cultures. In the odd units, students learn more about the unit topic through a documentary-style video.

Three to five children are featured in each video. Their answers and descriptions are illustrated with photos and video footage. Students get a glimpse into how life is lived in different places around the world and learn to embrace diversity and equality.

After watching, students respond to the video and talk about their own lives and cultures.

In this video, students learn about National Geographic Explorer and wildlife biologist Douglas Krause's work with chinstrap penguins.

The language in the video is carefully graded for the level. Activities assess students' comprehension of the video.

### LESSON 7 Video

1 Watch the video. Match the countries (1-4) with the national animals (A-D). Video 2

- Italy
- India
- Vietnam
- the US

A. the bald eagle B. the wolf C. the Bengal tiger D. the water buffalo

2 Watch the video again. Check (✓) the other animals you hear. Video 2

<input checked="" type="checkbox"/> ape	<input type="checkbox"/> crocodile	<input type="checkbox"/> elephant	<input type="checkbox"/> lion	<input type="checkbox"/> shark
<input type="checkbox"/> bear	<input type="checkbox"/> dog	<input type="checkbox"/> giraffe	<input type="checkbox"/> monkey	<input type="checkbox"/> whale
<input type="checkbox"/> bird	<input type="checkbox"/> dolphin	<input type="checkbox"/> leopard	<input type="checkbox"/> rabbit	

3 Complete the table with the animals from Activity 2.

India	Italy	Vietnam	the US
		ape	

24 UNIT 2 Amazing Animals

### LESSON 7 Video

1 Work in pairs. Look at the photo. Talk about penguins. What do you know about them? Where do they live? What do they eat? What can they do? What can't they do?

Douglas Krause is a National Geographic Explorer and a wildlife biologist with the National Oceanic and Atmospheric Administration (NOAA).

2 Watch the video. Circle the correct answer (A or B). Video 4

- The penguins are called \_\_\_\_.  
A. Chinstrap penguins B. Antarctic penguins
- Douglas is putting \_\_\_\_ on the penguins.  
A. tags B. cameras
- The penguins \_\_\_\_ the tags.  
A. are bothered by B. don't mind

3 Watch the video again. Write T (true) or F (false). Correct the false sentences. Video 4

- Chinstrap penguins live in the Arctic.
- Douglas is a photographer.
- Douglas and his team attach the tags to the penguins' feathers.
- The tags tell Douglas what the penguins eat.
- The tags stay on the penguins for three days.
- When the penguins are wearing the tags, they can do their usual activities.

4 Work in groups. Discuss the questions.

- Would you like to do Douglas's job? Why? / Why not?
- Douglas is putting tags on the penguins to find out how long it takes them to find food. Discuss other reasons why scientists put tags on animals. What might they want to discover?

36 UNIT 3 Working Outdoors

