

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 into a fascinating world of real-life stories from diverse places and cultures: the Naadam festival in Mongolia, an unusual restaurant in the Netherlands, and a circus school for young people in Colombia. In each case, the topic is then related back to students' own lives and experiences in personalization activities: what festivals are in their country? what restaurants do they know about? what shows do they like to watch? 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 find out more about life in Mongolia, planning their own restaurant, creating a program for a school show, 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: *Where are they? How many people do you see? Girls or boys? What color is his shirt?* Or, better still, encourage students to ask each other questions. You will find extra information about these photos in each lesson in the About the Photo box in the Teacher's Book. It is fine to tell your students more about the background 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 food they eat, how they help the environment, the shows they watch, 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—the Galapagos Islands, Patagonia National Park—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, colors or geographical features)

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 practicing language (although they do, of course, recycle language previously taught). Two of the reading texts are nonfiction (for example, *Aboriginal Art*) and two feature fables from around the world (for example, *Sand and Stone*). In both cases, there is opportunity for motivating follow-up activities. For the former, students can try to find out more about this subject at home 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 forgiveness in *Sand and Stone*. You may also choose to discuss the moral of these stories with your students in their L1.

Making Teaching and Learning a Joy

Songs and chants

Songs and 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. 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 student will learn at his or her own pace. Students can start by clapping to the rhythm and humming the tune, and 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 confident with a song, they can sing along with the instrumental version.

CHANTS 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 time capsule... / There's a time capsule in my garden.

Many of the songs and chants 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.

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 or to record each other's performances. Other activities suggested in the Teacher's Book include:

- creating and acting out a short play based on a chant
- replacing rhyming words in a song with students' own ideas
- designing a poster about a place featured in a song

Games

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

Preparation: Make sure any materials, such as counters and slips of paper, 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 what to do on the board, demonstrating a dummy round, and doing examples with the class beforehand.

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

Variety: This level of *Look* features a variety of game types: a language revision game, a "spot the difference" game, *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, 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 that are connected to each other
 - 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.

How Is It Made? **UNIT 11**

Machine at the General Pencil Company, New Jersey, US

Look at the photo. Discuss the questions.

1. What's happening in the photo?
2. What other products do factories make? How many can you think of?

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.

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. TR: 81

2 Complete the instructions with words from Activity 1.

How to Make Jam

Put 900 grams of strawberries into a large 1. _____ pot. Add some lemon juice and 900 grams of sugar. 2. _____ the mixture for twenty minutes. Ask an adult to help you. Be careful—the mixture will get very hot. Then take the pot off the stove and 3. _____ the mixture for fifteen minutes. 4. _____ it into some glass 5. _____. Now you have some delicious strawberry jam!

Annie Griffiths, National Geographic photographer

Making halwa at the Showalter Family factory

LESSON 2 Grammar

1 Study the grammar box.

Simple present passive: is/are + past participle

We use the passive when the action is more important than the person/thing that does it. We often use the passive to explain a process.

Water, oil, and sugar **are put** into a large pot.
The mixture **is poured** into metal pans.

2 Make passive sentences with the words.

- Halwa / make / from water, sugar, and oil.
Halwa **is made** from water, sugar, and oil.
- Nuts and fruit / add / to the water and oil.
- The mixture / heat / in large metal pots.
- The candies / sell / in candy stores.
- Halwa / eat / with strong coffee.

3 Make these active sentences into passive sentences.

- They grow rice in China.
Rice **is grown** in China.
- They speak English and French in Canada.
- They eat sushi in Japan.
- They make Audi cars in Germany.
- They celebrate Thanksgiving in the US.

4 Work in pairs. Choose one word from each pair. Describe the word with the simple present passive of the verb in parentheses. Can your partner guess the word?

English, French (speak)
jam, yogurt (eat)
shoes, pants (wear)
soccer, ping-pong (play)
letters, e-mails (send)

It's eaten on bread. Jam!

Students practice the target vocabulary in context.

The final vocabulary activity is a discussion activity, and the topic is related back to students' own lives and experiences.

LESSON 3 Reading and LESSON 4 Grammar

The reading and second 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.

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

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

LESSON 3 Reading

1 Look at the photo. The pearls are different colors. What color are pearls usually? Do you know where pearls come from?

2 Listen and read. TR: 83

How Pearls Are Made

Pearls are the only **jewels** in the world that are made by a living animal—an oyster, a type of shellfish. But **natural** pearls are very **rare**. In fact, only one in ten thousand oysters has a pearl naturally.

So, how are most pearls made? They are grown in special pearl farms. Kamoka Pearl Farm, on the tiny Pacific island of Ahe, grows Tahitian pearls. Tahitian pearls are called black pearls, although they are also green, dark red, or blue. The pearl farmers collect very young oysters from the ocean. They open each oyster carefully and put a very small piece of seashell inside it. Then, they put the oysters back into the ocean in large plastic nets. The nets keep them safe from other ocean animals. As the oysters get bigger, "nacre" begins to grow around the piece of shell. Nacre is the material that makes the pearl. The oysters aren't opened for about two years. Finally, when they are ready, the pearls are taken out.

People travel from all around the world to work at the Kamoka Pearl Farm. It's on a beautiful island, with clean, warm ocean all around it, and the visitors can learn how to make one of the most beautiful jewels in the world.

Pearl farm workers at Kamoka Pearl Farm

New words: pearl, jewel, natural, rare

LESSON 4 Grammar

1 Study the grammar box.

Simple present passive: questions and negatives

How **are** most pearls made?
Is the net **put** into the ocean?
The oysters **aren't** opened for about two years.
The pearl **isn't** taken out immediately.
We use **by** if we want to say who or what does the action.
The net **is put** into the ocean **by** the pearl farmers.

2 Make simple present passive questions with the words in 1-5.

- Where / the pearls / farm?
Where **are** the pearls farmed?
- Who / the young oysters / collect / by?
- How / the oysters / clean?
- What / the pearls / use / for?
- Who / the pearls / buy / by?

3 Sentences 1-5 are false. Correct them.

- Spanish is spoken in Germany.
Spanish **isn't** spoken in Germany. Spanish is spoken in Spain.
- Pearls are grown on trees.
- Halwa is sold in clothing stores.
- Orange juice is made from apples.
- Ambulances are driven by farmers.

4 Complete sentences 1-4 with the simple present passive and your own ideas. Then ask and answer with a partner.

- My favorite subject / teach / by...
- My favorite fruit / grow / in...
- The best cars in the world / make / by...
- The most delicious food in the world / cook / by...

Who's your favorite subject taught by?
My favorite subject is taught by Mrs. Hunt.

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

LESSON 5 Chant and LESSON 6 Writing

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

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

The chants and songs have catchy, modern tunes.

LESSON 5 Chant

- Work in pairs. Look at the things on your desk and in your bag. Do you know where they come from? Do you know how they are made?
- Listen and read. Then discuss your answers to the four questions in the chant.
- Listen and chant.

Where Are They From?

We can find out all about the world. We don't have to go far away. Let's look at the things at home and at school and think about where they are made.

Look at this silver necklace. I know silver comes from the ground. But there's no silver in my garden. So where is silver found?

Let's have a cup of coffee. It's a delicious drink, you know. Coffee comes from coffee beans. But where are coffee beans grown?

I borrowed my brother's smartphone. I want to play a game. His phone came from a phone store. But where are phones made?

This black pearl ring is my mother's. It isn't really black, it's dark blue. I know pearls come from oysters. But where is this ring produced?

A coffee plantation in Minas Gerais, Brazil

VALUE Think about where things come from. Workbook, Lesson 6

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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.

Writing A Description LESSON 6

- Look at the photo. Guess. What is this? Where is it from? What is it used for? Then read the text and check your ideas.
- Read the information in the box. Then read the description in Activity 1 again and match paragraphs 1-4 to questions A-D.
- Writing Skill Adjective order. a. Read the information in the box. b. Put the adjectives in order. Add commas.
- Write a description of your favorite possession. Include the answers to the questions from Activity 2 and a variety of adjectives.

My Favorite Possession

My favorite possession is a lovely, Italian paperweight. A paperweight is a small, heavy object that is put on pieces of paper. It keeps all the pieces in one place. My paperweight is made of glass, and it has a lot of tiny, brightly colored flowers inside it.

I keep my paperweight on the top shelf in my bedroom. I have a naughty little sister, so I have to make sure that it's safe from her!

Sometimes I take it down from the shelf and hold it up in front of my window. I like to see the way the sun shines through the glass.

I love this paperweight because it's beautiful. I also love it because it was a present from my uncle Dan, who lives in Italy. He visits us every summer, and he always brings something wonderful or interesting from Italy. Last year, he brought some delicious Italian cakes, but the paperweight is my favorite present from him.

When we write descriptions of personal possessions, we often include the information that answers these questions.

A. Where do you keep it? ____
B. What is it, and what does it look like? ____
C. Why is it special to you? ____
D. What do you do with it? ____

When we use several adjectives together, we often use them in this order:
 opinion + size + weight + color + nationality + material

a large, heavy, wooden box
a beautiful, blue, Spanish necklace

We don't usually use more than three adjectives before a noun.

b. Put the adjectives in order. Add commas.

- It's a | Bahraini | delicious | red | candy.
It's a delicious, red, Bahraini candy.
- It's a(n) | small | expensive | black | pearl.
- They are | French | tiny | light | cakes.
- It's a | plastic | large | green | net.

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LESSON 7 Video

In the even unit videos, children representing twelve 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 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 are shown how a traditional Japanese food is made.

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 children (1-3) with the photos (A-C).

1. Rafi 2. Kaitlyn 3. AJ

2 Watch the video again. Check (✓) the ways of traveling you hear.

bicycle boat bus cable car helicopter
 plane taxi train truck

3 Read the sentences. Write T (true) or F (false).

- Rafi traveled with his family.
- The Corniche is a long waterfront in Riyadh.
- Kaitlyn visited her grandparents.
- She liked the cable car, but she thought it was scary.
- AJ traveled with his sister.
- He's never been surfing.

4 Work in groups. Discuss the questions.

- Which of the places in the video have you been to?
- Have you been on any trips this year? What did you do?
- What things from home do you miss?

24 UNIT 2 Life on the Road

LESSON 7 Video

1 Work in pairs. Look at the photo. Talk about mochi. What do you think it's made of? How do you think it's made?

2 Watch the video. How is mochi made? Put sentences A-F in order.

A. It's poured into a big bowl. E. It's hit with a big wooden mallet.
 B. It's made into small balls. F. It's cooked in a wooden box above a pot of hot water.
 C. The rice is put into water. D. It's eaten.

3 Watch the video again. Complete the sentences with words from the box.

forty four soup twelve

- Shoichi Sugiyama learned how to make mochi when he was _____.
- He puts the rice into water for _____ hours before he cooks it.
- The rice is cooked for about _____ minutes.
- Shoichi's favorite dish is mochi with _____.

4 Work in pairs. Discuss the questions.

- Do you want to try to make mochi? Do you think it looks difficult to make?
- Mochi is eaten in many different ways, with sweet and salty food. Which do you think you would prefer?
- Do you eat a special food during the New Year? Are there any other important times when you eat special food?

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