Our hope is that you, too, will be inspired by these stories and

\[ \text{language} \text{, if you choose.} \]

more about the background to the photo in their first

\[ \text{Photo} \]

or

\[ \text{What color is his shirt?} \]

such as

\[ \text{and reviewing items of vocabulary from previous lessons,} \]

You can ask these or

\[ \text{What can you see?} \]

How

\[ \text{opening photo in} \]

\[ \text{My Family} \]

\[ \text{Unit 7} \]

relates closely to the specific topic and is intended to warm

\[ \text{phenomena.} \]

The photos are not just cosmetic—each

\[ \text{contains stunning photos of real people, events, and natural} \]

photography

Get up close through amazing

\[ \text{See something real} \]

Children are naturally questioning and curious. They have an

\[ \text{enormous appetite for learning about the world.} \]

Look taps into this curiosity by providing a window into a fascinating

\[ \text{world of real-life stories from diverse places and cultures:} \]

a kindergarten playground in Japan; a cabbage farm in

\[ \text{South Korea; boys laughing together in Oman.} \]

The topic is

\[ \text{then related back to students' own lives and experiences in} \]

personalization activities: What does their school look like? What does

\[ \text{their idea of a farm look like?} \]

How many boys

\[ \text{and girls are in their class?} \]

These real-life stories enhance the

\[ \text{child's learning experience by:} \]

- stimulating them with amazing, fun images showing the

\[ \text{world and its people} \]

- giving a meaningful context to the language learned

\[ \text{making learning more memorable} \]

- nurturing a spirit of open-mindedness and interest in others

Out hope is that you, too, will be inspired by these stories and then extend each topic. For example, you could get students to

\[ \text{bring in examples of their own country's traditional clothes or} \]

have them play with traditional toys from their country.

Get up close through amazing

\[ \text{photography} \]

As with every National Geographic Learning course, Look contains stunning photos of real people, events, and natural formations. The photos are not just cosmetic—each

\[ \text{relates closely to the specific topic and is intended to warm} \]

students to it and to stimulate discussion. For example, the

\[ \text{opening photo in Unit 7: My Family} \]

shows two children and their parents riding together on a Ferris wheel. These opening photos are often accompanied by a question, such as

\[ \text{How do they feel?} \]

\[ \text{What can you see?} \]

You can ask these or similar questions with any of the photos in the book, eliciting and reviewing Items of vocabulary from previous lessons, such as colors, clothes, objects, or numbers. Ask questions, such as

\[ \text{How many boys are there?} \]

\[ \text{What color is his shirt?} \]

You will find information about these photos in the About the

\[ \text{Photo box in the Teacher's Book.} \]

It is fine to tell your students more about the

\[ \text{background to the photo in their first} \]

language, if you choose.

Make connections

We have included videos of real children talking about their

\[ \text{own lives in Look.} \]

All are in keeping with the theme of

\[ \text{real-life stories and what an amazing place the world is.} \]

The Lesson 5 video in every unit comprises recordings of

\[ \text{children from around the world describing their experiences.} \]

These interviews, interspersed with footage of the places

\[ \text{and things they describe, feature the children answering} \]

questions about how the topics in the book relate to life in

\[ \text{their countries, such as the food, cartoon characters, and} \]

sports they like. In this way, they give a fresh perspective

\[ \text{on the topic.} \]

These videos reinforce the language learned throughout the unit and provide a speaking model for the students when they talk about their own experiences.

Learn values through stories

Look Starter contains one cut-out story book for each unit. The stories consolidate language learned in an engaging, lighthearted way. Just like adults, children not only love

\[ \text{hearing stories; they enjoy telling them, too.} \]

The stories in

\[ \text{Look are simple enough that students can learn them, with} \]

the aid of colorful pictures, and retell them at home. This

\[ \text{gives students a chance to show their family what they are} \]

learning, while practicing English.

An important feature of Look is the attention it places on values. There is an explicit focus on one key age-appropriate

\[ \text{value in every story book.} \]

Values education creates a strong, 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. Values that students learn include: say thank you (Unit 2: The Present), make good choices (Unit 6: Snack Time), and forgive (Unit 9: The Socks). Each of these values is reinforced with an activity in the Workbook.

Discuss each story's value and call on students to give other

\[ \text{concrete examples of how they can live out the value.} \]

They can do this through role-plays or in their first language.

Songs and chants

Songs and chants are an important resource in primary

\[ \text{language learning materials because their repetition and} \]

rhythm make them memorable. They're one of the best ways to

\[ \text{provide language input for children.} \]

Children learn the

\[ \text{words and structures along with the rhythms and patterns of} \]

the language. The chants and songs in Look are catchy and fun, and they're designed to help you present and recycle

\[ \text{language in a motivating way.} \]

Songs and chants are also opportunities to develop learners' listening skills in general.

SONGS

The songs in each unit of Look Starter provide learners with an opportunity to practice new language in a fun way.

The best way to learn the songs is to listen to the recorded version and sing along to it. You shouldn't worry if students
don't pick up the song immediately. Each child will learn at his/her own pace. Students can start by clapping to the

\[ \text{rhythm and humming the tune, then focus on the} \]

chorus, building up to finally singing the whole song. This is how we learn songs in real life. When students are really

\[ \text{confident, they can sing along with the instrumental version.} \]

Some songs in Look come with step-by-step instructions for simultaneous actions. These help students grasp the

\[ \text{meaning of the words, while providing opportunities for} \]

movement and exercise—a necessity in any primary classroom.

CHANTS

The chants in the Look Starter focus on phonics and pronunciation. Each Lesson 4 chant provides a model for the pronunciation of the target sounds in isolation and also in the context of a simple sentence. Learning the chant enables students to internalize the sounds by following an excellent pronunciation model. The chant gives the students the opportunity to focus on producing each sound and link it to letter recognition and writing.

The best way for students to learn a chant is by listening to it

\[ \text{and then chanting along to the recorded version.} \]

You can help students by building up the chant, line by line.

Teachers are offered extra ideas for creative activities based on the

\[ \text{songs and chants in Look.} \]

For example, you could help your students make up a new verse for a song or record their performances.

Games

There are games lessons in every unit of Look Starter as well as a review game after every two units. Children love playing games. A good game can make any lesson a fun, memorable event in the students' days. As well as

\[ \text{consolidating learning, games can give lessons a boost in} \]

energy and enjoyment; and stimulate students to use English freely—but only if they are set up well. Here are the key

\[ \text{ingredients to a successful game.} \]

Preparation: Make sure any materials, such as spinners and
game pieces, are ready before the lesson. There is a list of

\[ \text{materials at the start of each lesson.} \]

Clear instructions: The Teacher's Book provides a clear

\[ \text{procedure for how to set up each game, by illustrating what} \]

to say, what to do, demonstrating a dummy round, and
doing examples with the class beforehand.

Monitoring: Once students start playing, it's crucial that

\[ \text{you check that students are following the rules and using} \]

English correctly.

Variety: Look Starter features a variety of game types: board

\[ \text{games, card games, and a cut-out puzzle game.} \]

Clear language objectives: Games should be fun, but

\[ \text{in an English class, they must also help students meet} \]

their language goals. The games in Look Starter always

\[ \text{encourage students to think about the language they have} \]

recently learned and practice it in an engaging and safe

\[ \text{environment.} \]

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 what they'd consider the primary objective—winning!

For more information on how Look teaches grammar, vocabulary, phonics, and skills, see the Unit Walkthrough on page ix.
A Multi-Strand Approach to Assessment

Introducing informal classroom assessment to very young learners

Very young learners are naturally nervous about being assessed, but some form of evaluation can really help students by reassuring them about their progress, so they feel confident. It helps them to understand what they can do to improve and also supports you, the teacher, in planning remedial work for future lessons. Classroom assessment allows you to evaluate students over a period of time, which means it is fair to the students and it helps prepare them—and make them less nervous—for when they are assessed formally.

This course includes a framework (see p. 102) to help you manage informal classroom assessment. It gives you guidance on what to assess and how to assess. This guidance will help you determine your young learners’ abilities and needs so that you can adapt instruction accordingly. It also suggests the different ways you can give feedback to support their learning.

The classroom assessment framework:

- Outlines an appropriate set of performance objectives
- Identifies activities in the Student’s Book that you can use to check progression in these objectives
- Lists a range of ways to give appropriate feedback
- Gives suggestions for remedial activities

It also includes an objective, evidence-based log of each student’s progress that you can use for your own lesson planning and to keep parents and other stakeholders informed. This log can be photocopied or downloaded from the Look website.

Managing informal assessment with very young learners

There are some points to remember when introducing any evaluation to very young learners. Most importantly, it needs to be a positive experience and should be done as part of normal classroom practice, so students know what to do, for example, by using a typical classroom activity such as listening and repeating, or matching. Any classroom assessment should be done regularly—every week or every month. Make sure you focus on progression and not scores.

For many activities, you can allow students to have help from you or other students. Assessment does not have to be individual—students can, for example, be assessed in small groups.

Assessment practice

When doing informal assessments, conduct the activities as you normally would so students perform as they usually would. Don’t introduce new ways of doing something when you want to evaluate their performance. Many assessment tasks can be done through games and fun activities that allow students to be fully engaged with the task and worry less about how they are performing. One of the most helpful ways to evaluate is through observation, and you can do this even for quiet activities, such as reading and listening. It’s important to assess all four skills because students, especially very young ones, are likely to vary in competence and develop at a different pace in the different areas. It is essential they are given feedback on their strengths as well as their weaknesses.

You can also use an assessment process to monitor behavior; such as how much attention students pay or how well they work with others. Commenting on their progress in these skills can help them improve and learn better.

Techniques for assessment

The framework suggests a variety of short assessment activities for you to carry out. However, you may also want to think about how you keep a record of students’ evaluations across the year, such as creating a portfolio, and introducing a variety of techniques they are likely to meet, such as peer assessment and self-assessment.

Giving feedback

The Student Progress Log on p. 103 allows you to give your young learners concrete feedback about their progress and performance. It is a good idea to let them know that they are being assessed before you start the activity. Use a range of ways to give feedback. If students need to improve, give them feedback that includes a tip for how to improve so they can focus on only that tip.

- To the class: Say what students generally did well and give one specific tip about how to improve or remember.
- To a group: Say what students did well and give one tip for how they can help each other improve.
- To an individual: Students need individual praise, but keep feedback for improving to group or class situations.
- Self-reflection: Ask students to, for example, put their hand up if they are confident they know something.
**LESSON 1**

**Words**

The vocabulary lesson introduces the target words that are then practiced across the unit.

1. **Listen and point.**
   - bread
   - chicken
   - fruit
   - juice
   - milk
   - rice
   - water

2. **Listen and repeat.**
   - TR: 49

3. **Listen. Circle Y for Yes or N for No.**
   - TR: 51
   - 1. Y
   - 2. Y
   - 3. Y
   - 4. N
   - 5. N
   - 6. N

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

**LESSON 2**

**Grammar**

Simple grammar targets are presented and practiced through games.

1. **Listen and repeat.**
   - TR: 52
   - I like juice.

2. **Play and say.**
   - True!
   - True or false?
   - I like bread.

Grammar is modeled by avatars of the children from the video.

The first activity focuses on accuracy by having students listen and repeat, both chorally and individually.

Clear instructions in the Teacher’s Book include ideas for mixed-ability classes.
**LESSON 3 Grammar and Song**

The song contextualizes the second grammar point of the unit. The catchy rhythms help fix the new structures in the students’ minds.

Two versions of the songs are provided (with and without vocals) so you can choose how much support to give your students as they sing.

All the songs have catchy, modern tunes.

The artwork provides recycling opportunities for the unit vocabulary. This helps prepare students to sing the song.

**LESSON 4 Phonics**

The phonics syllabus covers the sounds of the alphabet and consonant pairs b/p and d/t.

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.

The phonics words have individual flashcards which can be used for additional activities to reinforce the letters and sounds.

Students are supported in learning to write the letters by following dots in the directions indicated by arrows.

The chants and the artwork encourage students to recognize words that begin with the target letters in an imaginative context.
Lesson 5 Video and Story

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 can talk about their own lives and cultures. They are well prepared for this task because the language they need has been taught and practiced during the unit and also modeled by the children on the video.

Students are directed to read the unit story book and give a personal reaction.

The value that the story illustrates is highlighted. Students see the value again in the Workbook activity.

A trace and say activity helps students develop their fine motor skills and also recycles the unit vocabulary. This activity alternates with a game.

Unit Story Books

Every unit has a cut-out story book at the back of the Student’s Book. In these lessons, students engage with the story by removing the page and folding it to create a mini-book. This hands-on process helps to instill in students a love of books and reading from a very early age. Each story also illustrates a different value.

The Teacher’s Book offers more suggestions for developing understanding of the value, and there is an activity in the Workbook to reinforce it.

Parents and caregivers are encouraged to have their child tell them the story at home.

See the full list of Student and Teacher components for Look on the inside back cover.
Making Teaching and Learning a Joy

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 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 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 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 and two feature fables from around the world.

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:

- tuning 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 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.

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:

- tuning 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)

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 also provide 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 it 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.

Games

There are four games lessons in Look. Children love playing games. A good game can make a lesson fun, memorable and encouraging 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 be clear 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 photocopiable 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 tried 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.
Lesson 1: Words and 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.

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 2: Grammar

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 and 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.

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 4: Grammar

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

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.

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

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.

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 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.

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.
School Trip

The four video-based School Trip lessons take students to the four corners of Earth without leaving the classroom!

International kite festivals

BONUS School Trip

Before you watch: Look at the photo. What can you see?

While you watch: What animals are in the video? Check ✓. a. monkey b. octopus c. penguin

After you watch: Read and circle.
1. The kite festival is on the beach / in the park.
2. Some kites have animals / planes and trains.
3. The octopus kite is blue / purple.
4. The boy kite has black / brown boots.

You may: Make a kite. Then make a festival poster.

Day and Night

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.

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 jump 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’s scared and he can’t see his legs. He looks for his legs, and he can’t find them. But what? Now there isn’t milk in the bucket. There’s a butter! “Yes! I can jump! Hojayo!” The frog isn’t in the bucket now.

Reading Extra

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.
Making Teaching and Learning a Joy

See something real

Children are naturally questioning and curious. They have an enormous appetite for learning about the world. Look into this curiosity by providing a window onto a fascinating world of real-life stories from diverse places and cultures: a toy collection in Australia, the Songkran festival in Thailand, and a special friendship between animals in South Africa. In each case, the topic is then related back to students’ own lives and experiences in personalization activities: what do they collect? what festivals do they go to? how can they be a good friend? 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 included background information in the teacher’s notes. 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 included background information in the teacher’s notes.

Get up close

As with every National Geographic Learning course, Look sets a scene from it. The fables also contain important moral attitudes and behaviors for success at school and beyond. As well as consolidating learning, games can give lessons a boost in energy and enjoyment, and stimulate students to use English freely—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 lot 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 how to play, 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: follow-the-path, spot the difference, spin and say, and a trivia game to test students’ knowledge of the readings.

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 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 their own 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, 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 it gives 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 which will support students’ progression in each objective. The framework and photocopiable 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.

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 answer simple comprehension questions and thus interact with real-world photos.

Look at the photo. Answer the questions.
Where are the boys?
What things can you see?
What colors can you see?
**Lesson 1: Words and 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.

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 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.

The reading texts are about the real world. In this activity, students are asked to choose the correct words to describe what happens at the festival.

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

The songs have catchy, modern tunes.

The Level 2 phonics syllabus includes common digraphs and consonant blends, as well as the magic e vowel sounds.

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.

The Level 2 phonics syllabus includes common digraphs and consonant blends, as well as the magic e vowel sounds.

A lot of little tadpoles were in the pond. Their bodies were black and their tails were long. They weren’t loud—they were quiet. This is how they were when they were young. But that was then. Their bodies change. Let me tell you how.

Now a lot of huge frogs are in the pond. Their bodies are green and their tails are gone. They aren’t quiet—they’re loud! They’re big but not scary! Now they can jump around because their legs are strong.

Listen and read. TR: 191

Listen and sing. TR: 192 and 193

Listen and repeat. TR: 194

Listen and chant. Circle the words with u_e. TR: 195

Listen. Check (√) the box when you hear u_e. TR: 196

Listen and write the missing letters with u_e. TR: 197

Look at my picture. I’m with... We’re at... We’re... It’s... What are you doing?

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

Who talks about this? Jessica

What are you doing?

I’m with... We’re listening to music.

Look at my picture. I’m with... We’re at... We’re... It’s... What are you doing?

Write about your drawing from Activity 2.
The four video-based School Trip lessons take students to the four corners of the Earth (and beyond) without leaving the classroom!

**The Mirikan**

The Mirikan is a museum in Tokyo. It’s Japan National Museum of Emerging Science and Innovation. It focuses on science and technology. You can also see some very cool robots. Let’s take a look!

**School Trip 1**

1. **BEFORE YOU WATCH**
   - Look at the picture. Read and circle.
   1. This is a photo of a man / a robot.
   2. It’s big / small.
   3. The people are at a museum / school.

2. **WHILE YOU WATCH**
   Check 3) the correct sentence for each robot based on the video. Which is your favorite? 
   1. It can move its eyes. 
   2. It can walk. 
   3. It can run. 
   4. It can talk. 
   5. It can help people. 
   6. It can move its ears. 
   7. It can swim.

3. **AFTER YOU WATCH**
   - Who would say it—you, ASIMO, or both you and ASIMO?
   1. I have arms and legs.
   2. I can run and hop.
   3. I have eyes and ears.
   4. I can write.
   5. I can feel sad or happy.

4. **WRITE! Design a robot. What does it have? What can it do? Draw and write. Share with the class.

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 a creative activity that allows different students to shine in mixed-ability classes.

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**Reading Extra**

The four extensive reading lessons comprise two real-world texts and two tables. 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.

**The Best Present of All**

An old woman is walking in the mountains. She is tired and hungry. She stops by a stream to drink some water. She sees a blue stone in the water. She picks it up. It is a beautiful jewel. She talks to the man. He is tired and hungry. She offers him food. As she does, the young man sees the blue jewel. He says, “What a beautiful jewel!” He asks, “Can I hold it?”

The old woman says, “In fact, I can give it to you.”

“Thank you for the jewel,” he says. “But don’t want it.”

The old woman smiles. “What do you want?”

“I want to be kind,” says the old woman.

“I want to be kind, like you,” he says.

“Can you teach me?”

**BONUS Reading Extra**

1. Look at the picture. What’s the woman doing? What do you see?
2. Listen and read. What’s the best present? / in see
   1. the old woman is hungry / thirsty
   2. She finds a jewel / young man in the stream.
   3. The young man wants to have some water / hold the jewel.
   4. The woman lets the man wear / have the jewel.
   5. Later, the man gets a house / brings the jewel to the woman.
4. The man wants more new things / to be kind.
5. Imagine you’re this woman. What do you do with the jewel? Tell a partner.

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

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.
The World Is an Amazing Place

See something real

Children are naturally questioning and curious. They have an enormous appetite for learning and are always trying to discover new things. From the moment they come into the world, they have an insatiable curiosity—especially about their own cultural and linguistic backgrounds. Children are eager to engage with the world around them and are particularly fascinated by stories. 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, inspired by these stories and then extend each topic.

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 chores they do, the animals they like, the sports they play and so on. In this way, the videos give a fresh perspective on the topic. These videos also 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 of the School Trip videos, these center on visits to exciting places—the Antarctic to learn about a food chain, New Zealand for an outdoor adventure—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., geographical features, activities)

Learn about the world and its stories

Each level of Look contains four extensive reading texts (Reading Exits). 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., Solar Eclipses) and two feature fables from around the world (e.g., The Feast). 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 photos) to the next lesson. For the latter, you can help students to dramatize the story (with acting out or 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 individual contributions to the collective good in The Feast. You may also choose to discuss the moral of these stories with your students in their own language.

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 songs immediately. Each child will learn at their 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 activity—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 link 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: The whales… / The whales are sleeping… / The whales are sleeping in the sea.

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 pieces 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: two types of board game, Spot the difference, and a quiz.

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 detaching 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.
Exam practice
This level provides preparation and practice for the Cambridge English Qualifications, A1 Movers 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 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 it gives 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 in order 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 which will support students’ progression in each objective. The framework and photocopiable 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.

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 an area of feature of language.

- **Speaking** The three assessment criteria for the Speaking exam are Vocabulary and 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 are completing the specific task.
- **Writing** In the A1 Movers exam, the writing section (Part 6) requires students to answer questions and to write sentences about a picture scene. The practice writing task includes guidance on this, but students need to be reminded that:
  - all answers must represent what they can see in the picture scene (accuracy of description)
  - answers must make sense with the words they are given on the page (grammatical accuracy)
In Questions 5 and 6, students write their own sentences. These sentences must accurately represent what they can see in the picture scene but they must also be different from the information in Questions 1-4. An important long-term learning point is ensuring students learn to address the task and not invent their own ideas.
LESSON 1 Words and 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.

Target grammar is presented in the grammar box, and then practiced using different skills: reading, writing, and speaking.

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

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

LESSON 2 Grammar

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.

A final activity allows students to use target language creatively and with a real communicative aim.

LESSON 3 Reading and 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.

The reading texts are about the real world. In this activity, students are asked to think about the benefits of yoga.
The Level 3 phonics syllabus analyzes different sounds and spellings within a synthetic approach. The songs have catchy modern tunes. Two versions of the songs are provided (with and without vocals) so you can choose how much support your students need with singing. 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

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.

**LESSON 6** Phonics

Students practice a variety of writing skills, such as punctuation, ordering words, and e-mail writing conventions, while at the same time activating the unit vocabulary and grammar. A range of appropriate text types are introduced, such as a letter to a friend, a summary, and descriptions of photos and people.

**LESSON 7** Video

Children representing 16 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.
The four video-based School Trip lessons take students to the four corners of Earth without leaving the classroom!

**The Tesuque Pueblo**

- Read about the village of the Pueblo people. Choose:
  - What is special about them?
  - A. They use a language different than mine.
  - B. Their houses are made of mud.
  - C. They have fun in the sun.

- Watch the video. Check (v) the true statements. A. They live in the same place today as they did 100 years ago. B. The deli shop has a food truck.

- PROJECTS: Write a biography of your trip to a trip you took. A. In the past, there was a ______. What was it? B. These days, there are ______.

- Ask questions.

**A stunning photo captures students’ interest.**

A carefully staged lesson introduces the topic and sets the scene (Activity 1) and works on comprehension and memory (Activity 2).

The end-of-lesson project recycles language and focuses on students working together (Activity 3) and includes a presentation to the class (Activity 4).

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**Reading Extra**

The four extensive reading lessons comprise two real-world texts and two tables. The tables are well-known traditional stories, variations of which exist in many cultures. They often have important moral lessons with universal significance—in this case: the importance of doing your fair share.

**The Feast**

A short lesson gives a broad look at the general behavior. Then the reader or essay is shared and the students are asked to write a story about a group of people who share mango juice and to pour it into a pot. Each person is given a role.

One man said, “I want to hide.”

He asked each person to bring a gourd and pour it into the pot. No one is going to know if I put in less juice.”

He asked each person to bring a gourd and pour it into the pot. No one is going to know if I put in less juice.”

Akin said, “I am not going to buy juice. It is not my feast. It is the chief’s feast.”

A little boy said, “I am not going to buy juice. It is not my feast. It is the chief’s feast.”

The chief stood up. “Let’s drink, my friends!” he said.

The chief stood up. “Let’s drink, my friends!” he said.

The chief invited the people to drink. They stopped at the door and poured their gourds into the pot. But when they looked inside, there was not nearly as much juice.

Akin was able to get to the head of the line, but the others had to wait.

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Akin was able to get to the head of the line, but the others had to wait.

The chief asked, “How much juice do we have? It is the chief’s feast—my feast. It is the chief’s feast.”

The chief asked, “How much juice do we have? It is the chief’s feast—my feast. It is the chief’s feast.”

So Akin was not the only person to think,

So Akin was not the only person to think,

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So Akin was not the only person to think,

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The feast has to be equal. People put in their best clothes and walked to the chief’s house. They cleaned the dirt off the floor and washed each other. They were all hungry. They cleaned the dirt off the floor and washed each other. They were all hungry.

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**Reading Extra 3**

- Look at the picture. What is happening?

- Listen and read.

- Complete this summary of the story. You can use one, two, or three words in each blank.

  1. A group of people came to ______.
  2. Akin said, “I am not going to buy juice. It is not ______ juice.”
  3. Mike has a ______.
  4. Are you ______?

- Work in pairs. Say what you think happened next.

- What is going to happen next?

- Work on passing your partners in order to ______

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

**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.**
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 topics into this curiosity by providing a window onto a fascinating world of real-life stories from diverse places and cultures: the Recycled Orchestra of Cateura from Paraguay; the Mismatched Socks Day; houses in ancient Egypt. In each case the topic is then related back to students’ own lives and experiences in personalization activities: what music do they like listening to?; what can they do to stop bullying?; how was life in their country different in the past? 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 discover different types of music, organizing an event against bullying, finding out about how life was different for students’ grandparents, 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: “What color is his shirt?” “What are they doing?” “What can they do to stop bullying?” “How was life in their country different in the past?” 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 discover different types of music, organizing an event against bullying, finding out about how life was different for students’ grandparents, and so on.

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 practice language (although they do, of course, recycle language previously taught). Two of the reading texts are nonfiction (for example, The Tightrope Across Niagara Falls) and two feature fables from around the world (for example, The Wind and the Sun). 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 mime 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 not using force to persuade others to do something in The Wind and the Sun. You may also choose to discuss the moral of these stories with your students in their own language.

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 every unit 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 fruit and vegetables they eat, how they use technology, remedies against a cold from their country, 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.

Another video strand is the School Trip videos. These center on visits to exciting places—the Redwood forests, Hang Son Doong cave, the Serengeti National Park—and provide a springboard for the students to do their own miniprojects. 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 (for example, jobs or food)

Making Teaching and Learning a Joy

Songs
Songs 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 songs in Look are catchy and fun, and designed to help you present and recycle language in a motivating way. Songs are also opportunities to develop learners’ listening skills in general.

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 or 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 activity—a necessity in any primary classroom. Teachers are offered plenty of extra ideas for creative activities based on the 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:

- replacing rhyming words in a song with their own ideas
- writing their own verse to add to a song
- writing questions to ask a person 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 pieces 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: a language review game, Spot the difference, a memory-based quiz, and a challenge board game.

Clear language objectives: Games should be fun, but in the English classroom, 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.
Exam practice
This level provides preparation and practice for the Cambridge English Qualifications, A1 Movers test. Look at the photo and the unit topic. In Questions 1–4, students are asked to write sentences about a picture scene. The practice writing task includes guidance on this, but students need to be reminded that:
- all answers must represent what they can see in the picture scene (accuracy of description)
- answers must make sense with the words they are given on the page (grammatical accuracy)
In Questions 5 and 6, students write their own sentences. These sentences must accurately represent what they can see in the picture, but they must also be different from the information in Questions 1–4.
An important long-term learning point here is ensuring students learn to address the task and not invent their own ideas.

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 photocopiable 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.

Building young learners’ confidence
To help students be less anxious and to relax in an exam situation, the 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 allows 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 think 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.

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 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 & 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 are completing the specific task in class.
- Writing In the A1 Movers exam, the writing section (Part 6) requires students to answer questions and to write sentences about a picture scene. The practice writing task includes guidance on this, but students need to be reminded that:
  - all answers must represent what they can see in the picture scene (accuracy of description)
  - answers must make sense with the words they are given on the page (grammatical accuracy)
In Questions 5 and 6, students write their own sentences. These sentences must accurately represent what they can see in the picture, but they must also be different from the information in Questions 1–4.

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.

Questions stimulate discussion about the photo and the unit topic.

1. What are the boys doing?
2. Why do you think they are doing it?
3. What adjectives can you use to describe the boys?
4. Would you like to do this? Why? / Why not?

Looking at the photo. Answer the questions.
- Students see people and places from all around the world and learn about how other children experience life.

Look at the photo. Answer the questions.
- 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 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.

A Multi-Strand Approach to Assessment

Feeling Good!
UNIT 10
Boys in Jakarta, Indonesia
LESSON 1 Words 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.

Students practice the target vocabulary in context.

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

The final activity is a listening activity, and the topic is a new approach to the lexical set of the lesson.
The third activity presents and practices a writing skill. This then prepares students for writing their own text in Activity 4. The third activity presents and practices a writing skill. This then prepares students for writing their own text in Activity 4.

The songs pull 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 songs are provided (with lyrics and instrumental only) so you can choose how much support your students need with singing.

The songs have catchy, modern tunes.

Students are presented with a model text. 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.

Children representing 16 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.

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

The songs have catchy, modern tunes.

Students are presented with a model text. 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.

Children representing 16 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 in the video.
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 the Earth without leaving the classroom!

Reading Extra

The four extensive reading lessons comprise two real-world texts and two fables. The fables are traditional stories, variations of which exist in many cultures. They often have important moral lessons with universal significance—in this case: the importance of not using force to persuade others to do something.

See the complete list of Student and Teacher components for Look on the inside back cover.
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 afforded 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 fun, memorable and fun. 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 throughout fun and motivating activities in the corresponding unit of the Workbook.

Making Teaching and Learning a Joy

See something real

Children are naturally questioning and curious. They have some amazing facts 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?
- Where are they? How many people do you see? Girls or boys? What color is his shirt?

Learn about the world and its stories

Each level of Look contains four extensive reading texts (Reading Exits). They are an important 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 an 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.

Sand and Stone

You may also choose to discuss the

in the corresponding unit of the Workbook.

Looking back at the stories

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)

The World Is an Amazing Place

Look Introduction: Level 5

vi

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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 are 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 photocopiable 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.

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.

1. What’s happening in the photo?
2. What other products do factories make? How many can you think of?
LESSON 1  Vocabulary and 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 CERI.**

**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.**

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

Students practice the target vocabulary in context.

**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.

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

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

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

- **Reading: How Pearls Are Made**
  - Students learn about the world and see the world into the classroom.
  - A high-impact photo brings the real world into the classroom and provides further practice opportunities.
  - The reading text is about the real world. All the reading texts are recorded, so students can listen and read simultaneously.
UNIT 11 How Is It Made?

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.

The charts and songs have catchy, modern tunes.

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.

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.

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.

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

In this video, students are shown how a traditional Japanese food is made.

Think about where these come from!
The four video-based School Trip lessons take students to the four corners of the Earth without leaving the classroom!

School Trip

The Galapagos Islands: Deep Sea

The Galapagos Islands are a group of islands in the Pacific Ocean about 1,000 miles west of Ecuador. They are known for their unique and diverse wildlife, including giant tortoises and land iguanas. The islands are part of Ecuador and are a UNESCO World Heritage Site.

Spot the difference Game 2

1. Work in pairs. Discuss the questions.
2. They had... (cut) my hand, I... (put) a Band-Aid on it.
3. Work in pairs. Look at the pictures and take turns describing the story.
4. Use the words in the box to help you.
5. One day, Kim and Ella... (listen) to you sing every day.
6. The hunter... (ask) the Aboriginal men... (answer)
7. What is your ideal job?
8. Keep your promises.
9. Don't tell lies.
10. Take care of nature.

The Hunter and the Tortoise

There once was a hunter who thought he was the greatest hunter in the world. One day, he was hunting and came across a little tortoise. The tortoise said, "Don't tell lies." The hunter was surprised and asked, "Why do people hunt?" The tortoise said, "To survive and support themselves." The hunter told the tortoise, "I won't keep my promise." The tortoise replied, "If you don't keep your promise, I won't tell anyone my secret." The hunter agreed to keep his promise and the tortoise told him where his treasure was located. The hunter found the treasure and became rich. He then went back to the tortoise and said, "Thank you, I kept my promise." The tortoise said, "It was an honor to help you." The hunter realized the importance of keeping promises and returned the treasure to the tortoise.

Reading Extra

The four extensive reading lessons comprise two real-world texts and two fables. The fables are traditional stories, variations of which exist in many cultures. They often have important moral lessons with universal significance—in this case: the importance of keeping promises.
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 personalisation 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? Do you notice anything unusual? What do you think they might be thinking? 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 reciting 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). These 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 texts, students can try to find out more about the 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.

Chants

Chants are an important resource in any primary language learning program because their repetition and rhythm make them memorable. They are 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, 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.
Look Unit walkthrough: Level 6

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 tried 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.

Exam practice: Level 6

| 1. Where are these men? What are they doing? |
| 2. What is their job? Do you think their job looks interesting? Why? / Why not? |
| 3. Which jobs do people do indoors? Which jobs do people do outdoors? |
| 4. Would you like to work indoors or outdoors? Why? |

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.

Assessing productive skills

- Speaking
  - Vocabulary & Grammar
  - Pronunciation
  - Interaction

- Writing
  - Accuracy of description
  - Clarity of writing

Questions stimulate discussion about the unit topic.

1. What are these men doing? What are they doing?
2. What is their job? Do you think their job looks interesting? Why? / Why not?
3. Which jobs do people do indoors? Which jobs do people do outdoors?
4. Would you like to work indoors or outdoors? Why?
UNIT 3 Working Outdoors

LESSON 1  Vocabulary

There are two jobs you don't need.
Circle the correct answer (A–C).

1. If we study living things, we
   A. can learn more about our
   B. can learn more about our
   C. can learn more about our

2. We usually use
   A. anything, anyone, anything
   B. anyone, anything, everything
   C. anyone, anything, everyone

3. Anything on TV except…
   A. is there
   B. is there
   C. is there

4. We're at the beach today. Is there
   A. a lifeguard
   B. a lifeguard
   C. a lifeguard

5. If there's something wrong, or 8.
   A. there's anyone
   B. there's anyone
   C. there's anyone

6. Is there to check that
   A. is there something
   B. is there something
   C. is there something

7. There's nothing on TV except…
   A. is there anything
   B. is there anything
   C. is there anything

8. I'm hungry. Is there anything
   A. in the…?
   B. in the…?
   C. in the…?

9. If we work, we have to
   A. pay attention, because things
   B. pay attention, because things
   C. pay attention, because things

10. Working is enjoyable, but "uncool" the next!
    A. working
    B. working
    C. working

LESSON 2  Grammar

1. Study the grammar box.
   It's a nice day, isn't it?
   Yes, it is!

2. Create question tags to the sentences. Then write three of
   them.

   He's not working right now, __________?
   I am working on the beach, __________?
   We are doing something in the science laboratory, __________?

LESSON 3  Reading

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

LESSON 4  Grammar

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

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.
UNIT 3 Working Outdoors

LESSON 5 Chant and 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.

The chants have catchy, modern tunes.

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.

LESSON 6 Writing

Writing Skill

A Job Description

A mechanic's job is very important. The job has several parts, and it helps to write a job description.

A. Write the description of a mechanic’s job.

B. Read the description of a mechanic’s job.

C. Discuss the questions. Give short answers to your questions from Activity 3a to help you.

D. Write short answers to your questions in Activity 3a.

E. Work in pairs. Look at the photo. Talk about penguins. What do you know about them? Where do they live?

F. Work in groups. Write short answers to the questions in Activity 6.

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.

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.

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

For more information on the video, see page 34.
You get students to clean before the event? Put signs on the environment.

**School Trip**

The four video-based School Trip lessons take students to the four corners of the Earth without leaving the classroom!

**Reading Extra**

The four extensive reading lessons comprise two real-world texts and two video-based lessons. The tables are well-known traditional stories, variations of which exist in many cultures. They often have important moral lessons with universal significance—in this case: the importance of being honest.