

Look²

TEACHER'S BOOK

Katherine Bilsborough

Steve Bilsborough

COURSE CONSULTANTS

Elaine Boyd

Paul Dummett



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Authors: Katherine Bilsborough, Steve Bilsborough
Course Consultants: Elaine Boyd and Paul Dummett

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Executive Editor: Eugenia Corbo
Publishing Consultant: Karen Spiller
Senior Development Editor: Karen Haller Beer
Director of Global Marketing: Ian Martin
Heads of Regional Marketing:
Charlotte Ellis (Europe, Middle East, and Africa)
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Art Director: Brenda Carmichael
Operations Coordinator: Hayley Chwazik-Gee
Manufacturing Planner: Mary Beth Hennebury
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Scope and Sequence

Look and Remember

p. 4

Words	Animals, clothes, colors, family, home, numbers 1–20, parts of the body, town		
Grammar	<i>This is my...</i> <i>I can/can't...</i> <i>How many...?</i>	<i>I'm/You're/He's/She's...</i> <i>I have/don't have...</i> <i>There is/are...</i>	<i>He has/She doesn't have...</i> <i>Let's...</i>

1 Back to School

p. 9



Words

art, computers, English, gym, math, music, reading, science
Reading: class, garden, grade, homework

Grammar

I have math on Tuesday.
Do you have art on Monday?
Yes, I do.
Does she have gym on Friday?
No, she doesn't.

Skills

Read about the Green School.
▶ Listen and learn about school in other countries.
Speak and write about your own school day.

Phonics

th as in *Thursday*

VALUE Be responsible.

2 My Things

p. 17



bike, building bricks, camera, guitar, markers, robot, skateboard, tablet
Reading: borrow, cool, new, old

This is my camera.
These are my markers.
That's my tablet.
Those are my building bricks.

This is Claudia's robot, Robby.

Read about a toy collector.
▶ Listen and learn about toy collections in other countries.
Speak and write about your own toys and collections.

th as in *this*

VALUE Be neat.

3 At Home

p. 29



armchair, balcony, bookcase, dining room, door, floor, mirror, rug, window
Reading: inside, outside, stairs, wall

This is our living room.
We have a red armchair.
That's their living room.
They have a red armchair.

The cat is in front of/behind the armchair.
The cat is between the desk and the chair.

Read about a cool house plan.
▶ Listen and learn about homes around the world.
Speak and write about your own home.

ch as in *chair*
sh as in *ship*

VALUE Accept differences.

4 Let's Play!

p. 37



baseball, basketball, hockey, tennis
bounce, catch, hit, jump, kick, throw
Reading: different, easy, fantastic, team

I play baseball with my friends.
You don't catch the ball in soccer.

Do you watch basketball?
Yes, I do.
Do the players run?
No, they don't.

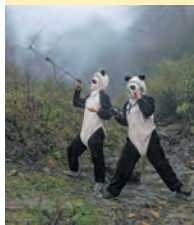
Read about the King Charles Troupe.
▶ Listen and learn about sports in other countries.
Speak and write about sports.

ck as in *duck*
nk as in *sink*

VALUE Be active.

5 At Work

p. 49



builder, build, doctor, help, farmer, grow, soccer player, score goals, taxi driver, drive
Reading: job, use, work, young

That farmer grows carrots.
He doesn't grow oranges.

Does Paul use a lot of building bricks?
Yes, he does.
Does he build what's on the box?
No, he doesn't.

Read about a master builder.
▶ Listen and learn about jobs in other countries.
Speak and write about jobs your family members have.

s blends as in *skirt, slide, small, snack, spoon, stop, swim*

VALUE Be polite.

6 My Day

p. 57



do homework, eat breakfast, eat dinner, eat lunch, get dressed, get up, go to bed, take a bath
Reading: find, hurt, love, wait

What time is it?
It's six o'clock in the morning.
What time do you get up?
I get up at eight o'clock.

Read about Penguin and the Bloom family.
▶ Listen and learn about daily routines in other countries.
Speak and write about your daily routine.

l blends as in *black, clock, flag, glass, plum*

VALUE Help others.

Function 2 Making and responding to suggestions p. 65 ▶ **School Trip 2** The International Space Station p. 66
Review 3: Units 5–6 p. 68

Look 2

7 Fantastic Food

p. 69



Words

beans, cheese, chicken, egg, fries, grapes, juice, mango, pear, sausage
Reading: burger, get, money, put

Grammar

There are some eggs.
There isn't any juice.

Is there any juice in this vending machine?
Yes, there is.
Are there any fries?
No, there aren't.

Skills

Read about vending machines.
▶ Listen and learn about dishes from other countries.
Speak and write about your favorite meal.

Phonics

r blends as in bread, crab, dress, frog, grapes, present, tree

VALUE Give and share.

8 Celebrate!

p. 77



dance, drink, eat, hold, listen to music, take photos
balloon, lemonade
Reading: bucket, enjoy, festival

I'm playing.
She's taking photos.

What are you doing?
I'm throwing water.

Read about the Songkran festival.
▶ Listen and learn about celebrations in other countries.
Speak and write about your favorite celebrations

ng as in sing

VALUE Be grateful.

Game 2 p. 85

Reading Extra 2 Nasreddin and the Dinner Party p. 86

Review 4: Units 7-8 p. 88

9 Animals

p. 89



crocodile, elephant, giraffe, hippo, lion, monkey, snake, tiger, zebra
Reading: fast, rhino, sleep, slow

Is the giraffe eating?
Yes, it is.
Are the zebras drinking?
No, they aren't.

The baby rhinos are younger than Lammie.

Read about unlikely animal friends.
▶ Listen and learn about animals in other countries.
Speak and write about animals you know.

a_e as in cake

VALUE Be a good friend.

10 Weather

p. 97



cloudy, cold, hot, raining, snowing, sunny, windy
bring an umbrella, put on a scarf, wear a coat
Reading: bright, forget, rainbow, sky

What's the weather like?
It's sunny.

Bring a glass of water.
Don't forget your umbrella.

Read about rainbows.
▶ Listen and learn about weather in other countries.
Speak and write about what you do in different types of weather.

i_e as in bike

VALUE Take care of yourself.

Function 3 Being polite p. 105

▶ School Trip 3 The National Zoo, US p. 106

Review 5: Units 9-10 p. 108

11 On the Move

p. 109



go by...bus, car, helicopter, motorcycle, plane, ship, truck
come home, get to school, ride a bike
Reading: healthy, month, ready, snack

How do you get to school?
When does the bus come?
Where does the bus go?

Irregular plurals (i.e. beaches, children)

Read about transporting food.
▶ Listen and learn about transportation in other countries.
Speak and write about transportation in your town.

o_e as in home

VALUE Know your food.

12 Growing Up

p. 117



clean, dirty, kind, little, loud, naughty, quiet, scary, silly, smart
Reading: cartoon, famous, funny, grown-up

I was good. I wasn't naughty.

Some of the students were naughty. They weren't kind.

Read about Charles Schulz.
▶ Listen and learn about how people change over time.
Speak and write about what you were like when you were little.

u_e as in cube

VALUE Find your talent.

Game 3 p. 125

Reading Extra 3 Cars: Then and Now p. 126

Review 6: Units 11-12 p. 128

Look Further

One More Look p. 129 ▶ BONUS School Trip The Yungas Road, Bolivia p. 130
BONUS Reading Extra The Best Present of All p. 132 BONUS Game p. 134

V

The World Is an Amazing Place

See something real

Children are naturally questioning and curious. They have an enormous appetite for learning about the world. *Look* taps into this curiosity by providing a window onto a fascinating world of real-life stories from diverse places and cultures: 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 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 hold a show-and-tell activity, write an invitation to a celebration, or find out about another unusual animal friendship.

Get up close

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

Make connections

We have included a range of video types in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 7* 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 schools they attend, 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 science and technology museum in Tokyo, the International Space Station—and provide a springboard for the students to do their own mini-projects. When you have been through the activities on the page, you can try other techniques with these videos such as:

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

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. *Cars: Then and Now*) and two feature fables from around the world (e.g. *Nasreddin and the Dinner Party*). In both cases, there is opportunity for motivating follow-up activities. For the former, the students can try at home to find out more about this subject and bring their ideas (or pictures) to the next class. For the latter, you can help students to dramatize the story (with actions, words, or both) or ask them to draw a scene from it. The fables also contain important moral lessons with universal significance, like the importance of not judging others in *Nasreddin and the Dinner Party*. You may also choose to discuss the moral of these stories with your students in their own language.

Making Teaching and Learning a Joy

Songs and Chants

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

SONGS The best way to learn the songs is to listen to the recorded version and sing along to it. You shouldn't worry if your students don't pick up the song immediately. Each child will learn at his 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 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: Oh! There's... / Oh! There's a tiger. / Oh! There's a tiger. Is the tiger sleeping?

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

Games

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

Preparation Make sure any materials, such as game pieces and slips of paper, are ready before the lesson. There is always a list of materials at the start of each lesson.

Clear instructions The Teacher's Book provides a clear procedure for how to set up each game, by illustrating what to say, what to do on the board, demonstrating 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.

UNIT
1

Back to School



Boys at school, Muscat, Oman

Look at the photo. Answer the questions.

Where are the boys?
What things can you see?
What colors can you see?

9

LESSON 1 Words and LESSON 2 Grammar

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

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

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

LESSON 1 Words

1 Listen and point. TR: 151

cloudy

cold

hot

raining

snowing

sunny

windy

bring an umbrella

put on a scarf

wear a coat

2 Listen and repeat. TR: 152

3 Say.

Is it windy today?

Let's fly a kite.

Yes, it is.

98 UNIT 10 Weather

Grammar LESSON 2

1 Listen and chant. TR: 153

Hey, hey, what's the weather like?
What's the weather like today?
It's cloudy. It's raining.
I'm wearing my T-shirt.
The weather is hot today!

Hey, hey, what's the weather like?
What's the weather like today?
It's windy. It's snowing.
I'm wearing my coat.
The weather is cold today!

2 Listen and read. TR: 154

What's the weather like? It's sunny.
It's snowing.

3 Match and say.

Monday

Thursday

Tuesday

Friday

Wednesday

What's the weather like on Tuesday?

It's windy.

UNIT 10 Weather 99

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

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

LESSON 3

Reading and

LESSON 4

Grammar

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

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

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

3 Reading

1 Listen and repeat. TR: 121

festival enjoy bucket

2 Listen and read. TR: 122

It's the Songkran **festival** in Thailand and people—young and old—are having fun. This is the New Year for Thai people. It usually goes on for three days. There are a lot of street parties. People go outside and have big water fights. During this festival, you can throw water on your friends, your family...everyone. It's fantastic!

Look at this family. They're **enjoying** Songkran. They have **buckets** of water. This boy is holding a bucket of water. What is he doing with that water? He's throwing it on the people in the street! Is that OK? Yes, of course! It's Songkran!

3 Read and circle.

1. Only **young** / **Young and old** people have fun during Songkran.
2. Songkran is the **birthday** / **New Year** for Thai people.
3. The festival goes on for **three days** / **a year**.
4. During Songkran, people play **inside** / **outside**.
5. You can throw **water** / **buckets** on your friends.

80 UNIT 8 Celebrate!

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.

Grammar 4

1 Listen and read. TR: 123

What **are** you doing? I'm **throwing** water.
What **is** she doing? She's **enjoying** the festival.

2 Read and circle.

1. What are you **doing** / **do**?
I / I'm eating ice cream.
2. What **is** / **are** he doing?
He's **holding** / **hold** a balloon.
3. What are **you** / **she** doing?
We're / **We** enjoying in the festival.

3 Listen and match. TR: 124

Isabel Mateo Felipe Sofia

4 Act and guess.

What are you doing?
Wait, I know! You're eating!

UNIT 8 Celebrate! 81

Exam task types are represented throughout the Student's Book. The accompanying teacher's notes offer guidance on assessment criteria and suggestions for boosting students' confidence.

LESSON 5 Song and LESSON 6 Phonics

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

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

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

The songs have catchy, modern tunes.

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.

LESSON 5 Song

1 Listen and read. TR: 191
2 Listen and sing. TR: 192 and 193
3 Write. Describe the tadpoles and the frogs.

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.
They were little and cute!
This is how they were when they were young.




But that was then.
They're different now.
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.

122 UNIT 12 Growing Up

Phonics LESSON 6

1 Listen, point, and repeat. TR: 194









 cube
 cute
 tube

2 Listen and chant. Circle the words with **u_e**. TR: 195
A cute little boy is sitting at home.
With a little toy flute, he plays a tune.
He decides to use some cubes of ice in a huge lemonade.
Mmmm, very good!

3 Listen. Check (✓) the box when you hear **u_e**. TR: 196

1. ☐ 4. ☐
2. ☐ 5. ☐
3. ☐ 6. ☐

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

1.  c_____
2.  f_____
3.  d_____
4.  c_____
5.  h_____
6.  t_____
7.  m_____
8.  J_____

UNIT 12 Growing Up 123

LESSON 7 Video

Children representing sixteen different countries are interviewed about their lives and cultures. Students get a glimpse into how life is lived in different places around the world, and learn to embrace diversity and equality.

Three or four children are featured in each video. Their answers and descriptions are illustrated with photos and video footage.

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

LESSON 7 Video

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

AJ

Mati

Jessica

1. T t celebration _____

2. Constitution Day _____

3. Thanksgiving _____

Who talks about this?

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

This is my family on Bonfire Night.

We're listening to music.

What are you doing?

3 Write about your drawing from Activity 2.

Look at my picture.

I'm with _____.

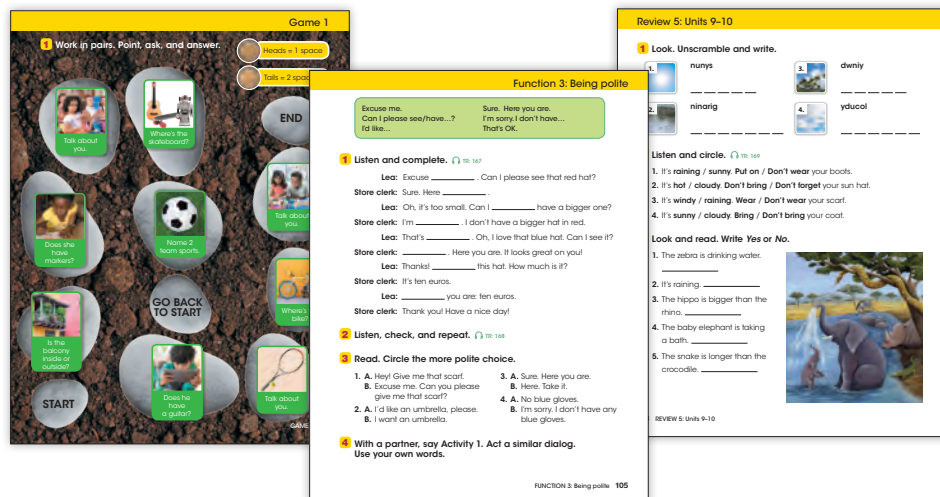
We're at _____.

We're _____.

It's _____!

84 UNIT 8 Celebrate!

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 (and beyond) without leaving the classroom!

The Miraikan

The Miraikan is a museum in Tokyo. It's Japan's National Museum of Emerging Science and Innovation. Here, you can learn about science and technology. You can also see some very cool robots. Let's take a look!

1 BEFORE YOU WATCH Look at the photo. Read and circle.

- This is a photo of **a man** / **a robot**.
- It's **big** / **small**.
- The people are at a **museum** / **school**.

2 WHILE YOU WATCH Check (✓) the correct sentence for each robot based on the video. Which is your favorite? Video 3

	It can move its eyes.	<input type="checkbox"/>
	It can walk.	<input type="checkbox"/>
	It can run.	<input type="checkbox"/>
	It can talk.	<input type="checkbox"/>
	It can help people.	<input type="checkbox"/>
	It can jump.	<input type="checkbox"/>
	It can move its arms.	<input type="checkbox"/>
	It can swim.	<input type="checkbox"/>

3 AFTER YOU WATCH Who would say it—you, ASIMO, or both you and ASIMO?

YOU	BOTH	ASIMO
1		

- I have arms and legs.
- I can run and hop.
- I have eyes and ears.
- I can't smile.
- I can feel sad or happy.

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

My robot has two arms. It can do my homework!

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.

Reading Extra

The four extensive reading lessons comprise two real-world texts and two fables. The fables are traditional stories that teach a lesson, variations of which exist in many cultures. They often have important moral lessons with universal significance—in this case: the importance of never giving up.

Let's Go on an Insect Safari!

Today in Hong Kong, a class has a science lesson. But today's lesson isn't in the classroom. It's outside, in the park next to their school. The students have paper and pencils. Their teacher has a camera. They're on an insect safari!

Dragonflies
Dragonflies have six legs, too. They can fly. This dragonfly is called a blue dasher.

Spiders
Spiders are arachnids, not insects. But this class finds spiders on their insect safari. Unlike many insects, most spiders can't fly. This spider is a golden orb-weaver. Like all spiders, it has eight legs. Its legs are black, and its body is black and yellow. It's very big. It can eat a small bug!

Beetles
Look at the big photo. That's a beetle. It's called a ladybug. It can fly and jump. Its body is blue, green, orange, yellow, white, black, and red. It has six legs and a long, colorful head!

1 Look at the photos. In pairs, describe one of them.

2 Listen and read. What's an insect safari? Circle all. (1) 15-27

A. a science exercise
B. a field trip
C. a gym class

3 Read and match.

1. Beetles and dragonflies have	eight legs.
2. Spiders have	eat a bird.
3. Spiders can't	fly.
4. Centipedes can	jump and fly.
5. Golden orb weavers can	

4 Check (✓). Add one more insect. Talk with your classmates.

Where can you find it?	Inside	Outside
spiders		
dragonflies		
beetles		

5 Do an insect safari at home. Look on the balcony, in the garden, or on a wall. What can you find? Draw and write.

The Best Present of All

An old woman is walking in the mountains. She is tired and thirsty. 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 puts it in her bag and starts walking again.

She meets a young man. He is tired and hungry. She opens her bag to get him some food. As she does, the young man sees the blue jewel.

"What a beautiful jewel," he says. "Can I hold it?"

"Yes," the old woman says. "In fact, you can have it. It's my present to you."

"Oh, thank you!" the young man says. "Now, I can have a new house and new clothes."

Then the man goes into town. He looks at the nice stores and big houses. "Do I really want these things?" he thinks.

Three days later, the old woman sees him again. He has the jewel in his hand.

"Thank you for the jewel," he says. "But I don't want it."

The old woman smiles. "What do you want?"

"I want to be kind, like you," he says. "Can you teach me?"

1 Look at the picture. What's the woman doing? What do you see?

2 Listen and read. What's the best present? (1) 200

3 Read again. Circle.

1. The old woman is **hungry** / **thirsty**.

2. She finds a **jewel** / **young man** in the stream.

3. The young man asks 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**.

6. The man wants **more new things** / **to be kind**.

4 Imagine you're this woman. What do you do with the jewel? Tell a partner.

5 Work in pairs. Act the story.

Glossary

	
jewel	stream

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? (1) 200

3 Read again. Circle.

1. The old woman is **hungry** / **thirsty**.

2. She finds a **jewel** / **young man** in the stream.

3. The young man asks 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**.

6. The man wants **more new things** / **to be kind**.

4 Imagine you're this woman. What do you do with the jewel? Tell a partner.

5 Work in pairs. Act the story.

Glossary

	
jewel	stream

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.

XV

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Look and Remember



ABOUT THE PHOTO

A scuba diver takes photos of fish and a coral reef in the Andaman Sea, Thailand. The colorful fish include a group of powder blue surgeonfish at the center, redtail or collared butterflyfish, a pair of yellowtail butterflyfish, a pair of Bennett's butterflyfish, a vagabond butterflyfish, and a coral hind. The Andaman Sea has long been a place for fishing and for transportation between neighboring countries around the Indian Ocean. The coral reefs and islands are popular tourist attractions.

Look and Remember

In this unit, students will:

- review and use words from Level 1.
- review and use grammar from Level 1.
- sing a song about the first day of school.

Twenty-First Century Skills

Collaboration

Play a game in pairs, Lesson 3

Communication

Make and respond to suggestions, Lesson 1

Creativity

Write about family, Lesson 2

Critical Thinking

Decide if statements are correct or incorrect, Lesson 2

LESSON 1

Look and Remember

In this lesson, students will:

- use a photo to review colors, numbers, and parts of the body.
- ask and answer questions about abilities using *can*.
- make suggestions with *let's*.

Resources: Worksheets 2.0.1–2.0.3, Classroom Presentation Tool, Workbook pp. 4–5, Workbook Audio Track 1, Online Practice

Materials: photo of a spotted animal; groups of 20 or fewer small objects for counting

TEACHER TIP

Not all students work at the same pace, and it's important to identify your learners' abilities and needs early on. To keep students focused on learning, have an activity ready that extends learning. Many of the **Extra Challenge** notes in this program offer a way to provide additional, more advanced learning opportunities to fast finishers. This will not only enrich students, it will also maintain order in the classroom, as these students may be tempted to disrupt their classmates if they're not working.

Other students need more time to work through instructions and activities, which can be disruptive. Walk around the room, monitoring students' progress and helping those who get stuck before they become too frustrated and lose focus. The **Extra Support** notes help you modify instructions to make the lesson accessible to students who need more support.

In Look and Remember, there is an Extra Challenge and an Extra Support with each activity. This is because not all students starting this level will be familiar with all of the topics, or have the same level of English, so these extra activities will help take students to the same starting point.

Warm Up

- Greet the students. Go around the class and say *Hello* to every student. When students say *hello* back, say *My name is [Ms. Brown]*. Write your name on the board, or point to it if it's displayed somewhere, and have students say *Hello, [Ms. Brown]*.
- To each student, ask *What's your name?* Write the question on the board and have students repeat it.
- Point to a student and ask *How are you?* If a student can't respond right away, model and say *I'm fine, thank you!* Have the student repeat. Then, call on several other students to respond. You may want to review other ways to respond to this question, such as *I'm great* or *I'm OK*.
- Have each student greet the classmate on one side of him/her, ask his/her name, and ask how he/she is. After students finish, have them turn to greet the classmate on the other side, who will now ask the questions.

1

- **Use the Photo** Have students open their books to pp. 4–5. Focus their attention on the photo and ask some simple questions. Say *Look! What can you see?* (fish, a person) *Where is it?* (in the ocean) *What colors can you see?* (blue, yellow, brown, black, orange, white, gray)
- Read aloud the instructions. Say *Look at the words*. Read aloud the first word (*arm*), point to your arm, and say *This is my arm*. Point to the photo and ask *Can you see an arm?* Hold up a copy of the Student's Book and say *Yes! Here's an arm. Let's circle!*
- Have students do the activity in pairs. Check answers together as a whole class. Ask *Can you see [a bee]?* for each word. Write the circled words on the board for students to check their answers.
- **Extra Challenge** Have students read the words in the box aloud. Then, give them one minute to look at the photo on pp. 4–5. Finally, have them cover the photo and circle as many words in the box as they can remember.
- **Extra Support** Guide students through this activity rather than having them work in pairs. Use this as an opportunity to review all the body parts.

Optional Activity

- Ask a volunteer to come to the board and draw one of the words from the Activity 1 box. You can suggest the word, making it easier or more difficult depending on the student's abilities. Have the class try to guess what the student is drawing. Continue with different students for each word until all words in the box have been reviewed.

2

- **Use the Photo** Read aloud the instructions. Say *There are a lot of fish in this photo. What colors are the fish?* (yellow, blue, black, white, orange, gray)
- Read aloud the first question and say *Point to the people in the photo.* Have students point to the person and say how many. (one)
- Have students do the rest of the activity in pairs. For item 2, draw or show a photo of a spotted animal, such as a leopard or a Dalmatian, to teach the meaning of the word *spots*. For item 3, point out that students are counting the group of fish on the top right, closest to the activity, and that even though one fish looks green because of the lighting, it is in fact gray. For item 4, there are many blue and yellow fish. Point out that students are to count the ones in the foreground, i.e. the ones that look bigger because of the perspective. Check answers together as a class.
- **Extra Challenge** Have students use complete sentences to answer, and to talk about the other fish in the photo. For example, students may say *There's one big red fish with spots.*
- **Extra Support** Before beginning this activity, review numbers 1–20. Practice counting chorally, and then give students groups of small objects, in quantities of 20 or fewer. For example, give a group of 14 erasers to one pair, 18 paper clips to another pair, and so on. Have pairs count the items and then exchange them with another pair for extra practice.

3

- Act out these verbs for students to guess: *swim, sing, walk, talk, write, and read*. Make sure students know the meanings of the words. Ask individual students questions. For example, ask *Can you [swim]?* Continue with *sing, walk, and write*. Have students answer *yes* or *no*.
- Draw students' attention to item 1. Say *Can a fish swim?* Write on the board *Yes, it can* and *No, it can't*. Have students point to and say the correct answer. Put students in pairs to do the rest of the activity. Check answers as a class.
- **Extra Challenge** On the board write: *fish, sheep, chicken, duck*. Ask *Do you know any more animals?* Brainstorm animals and write them in a list on the left side of the board. Then write another list on the right side of the board. Begin with *swim, sing, walk, talk, read, write*. Ask students if they know any more action words. Use the list on the left and the list on the right for students to ask and answer questions. For example, students may ask *Can an elephant fly?* *No, it can't.*

- **Extra Support** Review the words *can* and *can't* before students begin. Jump up and down and say *I can jump*. Then, pretend to sing really badly, shake your head, and say *I can't sing*. Repeat this with other words and actions as needed. Call on students to act out and say things that they can/can't do.

4

- Read aloud the instructions and direct attention to the model. Say *Let's swim in the ocean*. Have several students repeat the sentence. Then, call on a student to say the sentence to you. When he/she does, act out *swimming*.
- As a class, make a list of action words, such as *read, write, sing, walk, talk, fly (a kite), paint, and play*. Choose a student and point to one of the words on the board, such as *sing*. Have the student make a sentence with *let's*, such as *Let's sing in the classroom*. Respond to the student's suggestion by pretending to hold up a microphone and singing.
- Have students take turns to make suggestions and act out responses to their partner's suggestions.
- **Extra Challenge** Give students one minute to write as many suggestions as they can. Go around the class, having students make a suggestion and choose a student to act it out.
- **Extra Support** Before students begin the activity, make a list of words for students to use, and teach specific actions to go with each word.

Wrap Up

- Say *That's all for today. Let's say goodbye. Goodbye, everyone.* Have students say *Goodbye, [Ms. Brown]*.
- Call students randomly by name and have them stand up. Say *Goodbye, [Mario]*. Have the student say *Goodbye, [Ms. Brown]*.
- If students leave the classroom at the end of class, have them line up after they say *Goodbye*. Then, once they're all in line, say *Goodbye, class!* and have them say *Goodbye* once more.
- **Extra Challenge** You may want to teach other ways to say *Goodbye*, such as *See you tomorrow/next time/later!* or just *Bye!*
- **NOTE:** Ask students to bring in photos of their families for Lesson 2; you may wish to e-mail parents and caregivers to ask them to provide the photos.

Additional Practice: Worksheets 2.0.1–2.0.3, Workbook pp. 4–5, Online Practice

A scuba diver and fish off
the coast of Thailand

Look and Remember ^{LESSON} 1

- 1** Look. What can you see in the photo?
Circle the words.

arm bee clock fish flippers
game leg mask shower water

- 2** Look. Point and count.

1. How many people are there? **1**
2. How many yellow fish with black spots are there? **2**
3. How many orange and gray fish are there? **8**
4. How many big blue and yellow fish are there? **Students may count 15 or 16.**

- 3** Answer the questions.

1. Can a fish swim? Yes, it can.
2. Can a sheep sing? No, it can't.
3. Can a chicken walk? Yes, it can.
4. Can a duck talk? No, it can't.
5. Can you write your name? Yes, I can.
6. Can your friend read? Yes, he/she can.

- 4** Say and act.



Let's swim in the ocean.



LOOK AND REMEMBER **5**

ABOUT THE PHOTO

This family is enjoying a quiet moment, eating ice cream at Tartini Square in Piran, Slovenia. At one time, the square was in fact a harbor for fishing boats, just outside the city walls. By the Middle Ages, the town had grown up around the dock area and eventually the area was filled in to create a square. To the right of the family is one of the fifteenth-century stone flagpoles that still decorate the square.

**A family eating ice cream
in Piran, Slovenia**

LESSON 2

Look and Remember

In this lesson, students will:

- review places, food, family, and clothes.
- read and respond to sentences about rooms and items in their home, and their location.
- write a paragraph about family members.

Resources: Classroom Presentation Tool, Workbook pp. 6–7, Workbook Audio Track 2, Online Practice

Materials: toy food, photos, or empty packages of the following: a banana, bread, milk, an orange, a potato, rice, candy, a tomato, water, and ice cream; photos of families (can be students' own)

Warm Up

- Play a guessing game. Say *I'm thinking of a word from Lesson 1.* Then give students some clues about the word. For example, say *It begins with the letter b. It has three letters. It can fly.* (bee)
- Repeat with several of the words from Lesson 1, using the clues below:
It's an animal. It can swim. It has four letters. It begins with the letter d. (duck)
We can find this in the bathroom. It has six letters. It begins with the letter s. (shower)
It's an animal. We can see it in the ocean. It can swim. It has four letters. It begins with the letter f. (fish)
This is in the ocean and in the bathroom. It has five letters. It begins with the letter w. (water)
- **Use the Photo** Have students open their books to p. 6. Draw their attention to the photo. Say *Look! What can you see?* To guide a discussion of the photo, ask
How many people can you see? (eight)
How many children are there? (three)
Is there a store? (yes)
Is there a school? (no)
What color are the houses? (yellow, green, orange)

1

- Have students turn to pp. 6–7. Draw students' attention to the instructions and read them aloud. Then, read the first sentence aloud. Point to the photo and ask *Are they in the town center or in the park?* (town center) When students answer, hold up a copy of the Student's Book and demonstrate circling the correct answer with your finger.
- Have students do the rest of the activity in pairs. Check answers as a class.
- **Extra Challenge** Have students list as many words for places and foods as they can remember. Have students share their responses in pairs, and then call them out for you to write on the board. Write them in lexical lists so that students have a master list of words known in each set.

- **Extra Support** Before students begin the activity, review words for places and foods. Review place names with students by drawing a simple map of your town, and naming/labeling places such as the library, the park, the playground, the store, the swimming pool, and the zoo. Review food words by holding up anything that represents the food item, such as a photo, a toy, or an empty package. Do this for each of the following foods: *banana, bread, milk, orange, potato, rice, candy, tomato, water, and ice cream.*

2

- Read aloud the instructions and the words in the box. Review the family words in the box. Have students point to the dad, the mom, the big brother, and the little brother in turn.
- Read the first item and ask *Who has a brown jacket?* Hold up a copy of the Student's Book and point to each of the family members. Call on a student to say that the dad has a brown jacket. Say *Yes, that's right. Let's write dad in the space for item 1.*
- Have students complete the activity individually. When they are ready, call on individual students to give the answers. Have the rest of the class point to each person in the photo as he/she is identified.
- **Extra Challenge** Have students work in pairs to extend the activity. Have one student mention another clothing item, such as *This person has a white jacket.* Have his/her partner identify the person (mom).
- **Extra Support** Before students begin, review family members by having students call out the people in their family, for example, mom, dad, sister, brother, grandma, grandpa. Do the same with clothes; point to clothing items in the photo and in the class and have students name them.

Optional Activity 1

- Find photos of families—or ask students to bring in photos from home. Have students repeat Activity 2 by writing sentences about each person's clothes. Then, have their partner identify each family member based on what that person is wearing.

3

- Draw a basic house shape on the board. Say *Look at my home*. Divide the shape into four sections by drawing a horizontal line and a vertical line that intersect in the middle. Label one of the sections *bedroom* and say the word aloud. Then, label a second room *bedroom*. Say *In my house, there are two bedrooms*. Point to one of the bottom sections. Say *There's a kitchen, too*. Call on a student to come to the board and write the word *kitchen*. Repeat for the last section with *living room*.
- Draw students' attention to the activity. Read aloud the instructions and the first item. Point to the board and say *In my house, there are two bedrooms. Do I write yes or no?* (no) *That's right! Now, think*. Point to students and ask *In your house, how many bedrooms are there?* Call on several students to answer. Each time, ask *Yes or no?* to have them decide what to write. Have students who have three bedrooms write *yes*. Have others write *no*.
- Have students work individually to complete the activity. Walk around the classroom while they work. To check their work, have students read aloud the sentences and call on students to raise their hand if they answered *yes*. Ask follow-up questions to the *no* answers. For example, ask *How many lamps are there in your living room?* or *Where is your bedroom?*
- **Extra Challenge** In pairs, have students write two more sentences in their notebooks. Then, have them give their notebook to a partner to write *yes* or *no*.
- **Extra Support** Before doing the activity, review words of rooms in a house and objects in a room from Level 1. (bathroom, bedroom, kitchen, living room; bed, cabinet, chair, clock, lamp, shower, table, TV)

Optional Activity 2

- Have students draw a plan of their home, label the rooms and furniture, and write a sentence about each room.
- Call on students to present their plans to the class, naming the rooms and the furniture.

4

- Draw students' attention to the family words in the box. Ask individual students a few questions about their families. For example, ask *Do you have a [brother]? How many [cousins] do you have? What's your [mom]'s name? How many [uncles] do you have?* Elicit replies from as many students as time permits.
- Write something about a family on the board, for example: *In my family, there are five people. I have my mother and my father. I have a brother. His name is Mateo. He has brown hair. He can play soccer. I have a sister. Her name is Barbara. Barbara has blue eyes. She can paint.*
- Say *Now you think of your family. What are their names? What color is their hair? What color are their eyes? What can they do? Answer these questions.*
- Give students five minutes to write about their own families. Walk around the room to provide help as needed.

- **Extra Challenge** Encourage students to add information about their family members' favorite foods, places, and pastimes.
- **Extra Support** Review the forms of *have* and *has* before students begin writing.

TEACHER TIP

Be sensitive when you are talking about students' homes or families. If you think that some students might not want to talk about their home or family for any reason, allow them to use their imagination and invent a home or family for the purpose of an activity. It is the language practice that is most important.

Wrap Up

- Have students write a clue about one person in the classroom. For example, *She has blue pants. She has brown hair and green eyes. She is next to the board.*
- Call on students to read their clues aloud, one at a time. Each time, pause for others to guess which student in the class is being described.

Additional Practice: Workbook pp. 6–7, Online Practice

7a LOOK AND REMEMBER



Look and Remember ^{LESSON} 2

1 Look at the photo. Circle.

1. The family is in the town center / park.
2. There's a store / farm in the photo.
3. The family has bananas / ice cream.
4. There's a poster next to / under the family.

2 Look at the photo. Write.

dad mom big brother little brother

1. He has a brown jacket. dad
2. He has a black hat. big brother
3. She has a blue shirt. mom
4. He has gray pants. little brother

3 Think about your home. Write Yes or No. Correct sentences with No.

1. There are three bedrooms. _____
2. The kitchen is big. _____
3. The living room is next to my bedroom. _____
4. There are two lamps in the living room. _____
5. There's a shower in the bathroom. _____

4 Write about your family. Use these words.

mom sister grandma aunt cousin
dad brother grandpa uncle

LESSON 3 Look and Remember

1 Listen and sing. TR: 1

Hello! Hello! How are you?
Hello! I'm fine, thank you!

What's your name?
Is it Carmen, Li, or Dan?
What's your name?
Is it Meilyn, Juan, or Hanh?

Hello, classmates! Hello, friends!
Get a pencil, get a pen.
Open your book and take a look.
It's time for learning to begin!

2 Spin and say.

Do you have
a brother?

No, I don't.
I have a sister.



3 Play. Touch the body part only when your partner says *please*.

Please touch your nose.



LESSON 3

Look and Remember

In this lesson, students will:

- listen to and sing a song about the first day of school.
- play a game to review *have*, *can*, and *like*.
- play a game to review parts of the body.

Resources: Audio Track 1, Classroom Presentation Tool, Online Practice

Materials: paper clips to use as a spinner

Warm Up

- On the board, write scrambled vocabulary words from Lessons 1 and 2. Choose eight to ten words, such as *nanbaa* (banana), *clkoc* (clock), *gnis* (sing), *weloyl* (yellow), *plam* (lamp), *karp* (park), *frma* (farm).
- Have students work in pairs to unscramble the letters.
- When they finish, have them find the words on p. 5 or p. 7.

1

- Say **Listen!** Play the first two lines of the song on **TR: 1**. Have students sing the words of these two lines with the melody.
- Say **Let's listen again. Can you hear names of boys and girls?** Play **TR: 1** for students to listen to the whole song. Write on the board: *Carmen, Li, Dan, Meilyn, Juan, and Hanh*. Call on students to identify the names that rhyme. (Dan, Hanh)
- Say **Let's listen again.** Hold up a pen, a pencil, and then a book and ask **Can you hear these things in the song?** Have them raise their hands for yes. Play **TR: 1** again. Have students listen to the whole song again.
- Say **Open your books to page 8.** Draw students' attention to the words of the song. Say **Listen and read.** Play **TR: 1** again for students to read while they listen.
- Play **TR: 1** again and have students sing along.
- **Extra Challenge** When students are comfortable with the words, have them close their books. Play **TR: 1** and stop after each line, pause the audio, and have students try to remember what lyrics come next.
- **Extra Support** Help students learn the song, first singing as much as they can and humming along to the parts they don't yet know, building up to singing the whole song.

Optional Activity

- Have a singing competition. Divide the class into groups to perform the song. Have them sing along to **TR: 1** if they wish. Vote on the best version. Dance routines and attitude should be taken into account.

2

- Read aloud the instructions and point to the spinner. Review the word for each photo.
- Point to the photo of the beach and ask **What's this?** Point to the word *like* and say **We need to make a question with like, so we'll use Do you like...?** Write this on the board. Then, point to the photo and again elicit *beach* from students. Write *the beach* on the board, and read aloud the whole question. Ask **Do you like the beach?**

- Point to the characters and the models and call on a student. Read the question. Ask **Do you have a brother?** Guide the student to reply, reading the answer *No, I don't. I have a sister.* Say **When you play, say what is true for you.** Turn to another student and ask **Do you have a brother?** Guide that student to answer *Yes, I do* or *No, I don't* based on what is true for him/her.
- Put students into pairs and pass out a paper clip to each pair. Model using the spinner. Place a paper clip so that it sits in the center of the spinner. Then put a pencil down on the small dot in the center of the spinner, with the paper clip surrounding the pencil point. Using your thumb and index finger, move the paper clip so that it spins around the pencil's point. When it stops, say **It stopped on bread, so I'll ask my partner Do you like bread?** Have students take turns to spin, ask, and answer questions.
- **Extra Challenge** After students play in pairs, have a student on one side of the room spin and ask a question. Call on a student on the other side of the room (who can't see which photo the spinner has landed on) to answer the question.
- **Extra Support** Elicit an example question for each space and write it on the board: *Do you have a sister? Can you sing? Do you like bread? Do you have a kite?* and so on.

3

- Draw a stick figure on the board, eliciting the parts of the body as you draw: *arm, body, ear, eye, face, foot, hair, hand, head, leg, and mouth*. Label each part when students say the word, or supply it for them if necessary.
- Demonstrate the activity with the class. Say **Please touch your nose.** Have students touch their noses. Then say **Touch your nose.** At this point, make sure students understand that they should only follow the instructions if you say *please*.
- Put students in small groups. Have students take turns giving instructions. Have students play until each group member has given five instructions.
- **Extra Challenge** Erase the board before students play. To add a challenge, have students sit down when they are out (when they don't follow the instructions). Continue until there are no students left standing or time runs out.
- **Extra Support** Play as a class game, first leading students yourself and then when they get the idea, call on students to take turns leading the whole class.

Wrap Up

- Write the following sentence frames on the board. Read them aloud, pausing for students to complete each one.

I can _____ .
 My favorite colors are _____ and _____ .
 There are _____ students in my class.
 There are _____ people in my family. They are my _____ .
 Two things in my classroom are _____ and _____ .
 Two rooms in my house are _____ and _____ .
 Two parts of my body are _____ and _____ .

Additional Practice: Online Practice

1 Back to School

In this unit, students will:

- identify and say words related to school subjects.
- talk about what they do at school on each day of the week.
- read about the Green School in Indonesia.
- ask and answer questions about school schedules.
- listen to and sing a song about homework.
- identify and say words with *th* (/θ/).
- watch a video about favorite school subjects.
- identify the value of being responsible.

Language

Words

art, computers, English, gym, math, music, reading, science; class, garden, grade, homework

Grammar

- *I have math on Tuesday.*
- *Do you have art on Monday?*
Yes, I do.
- *Does she have gym on Friday?*
No, she doesn't.

Phonics

/θ/ Thursday, bath, birthday

Twenty-First Century Skills

Collaboration

Ask and answer questions about a school schedule, Lesson 4

Communication

Talk about the subjects students like at school, Lesson 1

Creativity

Write an e-mail about school, Lesson 7

Critical Thinking

Identify the value of being responsible, Lesson 5

In the Unit Opener, students will:

- talk about a photo of boys in class.
- talk about items in their classroom.

Resources: Home School Connection Letter, Classroom Presentation Tool

Introduce the Theme

- Say *Hello* to students, and have them say *hello* back to you. Then, have students turn and say *hello* to several classmates.
- Turn to one student and say *Hello, [Alex]. How are you?* Wait for the student to say *I'm fine, thank you.* Guide the student to this answer if necessary. Then have students turn and have the same conversation with several classmates.
- Draw a shark in the water with its mouth wide open. Draw a small fish some distance from the shark's mouth (about five times the length of the fish). Draw six lines on the board (one for each letter of the word *school*): _ _ _ _ _ . Ask *Can the shark eat the fish?* (Yes, it can.) *Let's stop the shark. Tell me the right letters.*
- Call on individual students to guess letters in the word. If they guess a letter correctly, write it on the correct line. If they guess incorrectly, write the letter somewhere else on the board. For every incorrect answer, erase the fish, and draw it a little closer to the shark's open mouth.
- When two or three letters have been filled in, ask *Can you guess the word now?* Play until a student guesses the word *school*. Then ask *Are you happy to be back at school?* Listen to several students' responses.
- Ask *What's in a school?* When students give an answer, say *That's right! A [book]. What else is in a school?* Write students' answers on the board in a list. Don't erase the list. Students may say *tables, desks, chairs, books, pencils*, etc.

Use the Photo

- Have students open their books to p. 9. Focus their attention on the photo and ask some simple questions to engage the whole class. Say *Look at the picture. Are they boys or girls?* (boys) *Are they at home?* (no) *Are they inside or outside?* (inside) *How many boys are there?* (five)
- Focus the students' attention on the questions. Read aloud the instructions. Then put students into pairs.
- Read aloud the first question and call on a student to read aloud the caption.
- Read aloud the second question and point to the different things in the picture. Refer to the words on the list you made. Have students make a list in pairs. (boys, books, desks, chairs, a poster)
- Read the third question and elicit the colors in the picture. (black, blue, brown, green, orange, white, yellow) Ask *What colors can you see in our classroom?* Give students a minute to list the answers, then elicit them around the class.

TEACHER TIP

Pair-work activities are a good way to get students to communicate and collaborate. Pair different students each time so that they get used to working with and learning from different classmates. A good way to pair students randomly is to have name cards. Ask each student to write his or her name on an index card. Collect the cards and keep them in a bag or box. When you need to pair students for an activity, ask a volunteer to pull out two cards and read the names aloud. Continue like this until everyone has a partner.

Back to School

UNIT
1



ABOUT THE PHOTO

The photo shows Omani schoolboys in a secondary school. They have science, math, and religious studies classes in English. They are wearing traditional Omani clothes, a long gown called a *dishdasha* and a special hat called a *muzzar*.

Boys at school, Muscat, Oman

Look at the photo. Answer the questions.

Where are the boys?

What things can you see?

What colors can you see?

LESSON 1 Words

1 Listen and point.  TR: 2



art



computers



English



gym



math



music



reading



science

2 Listen and repeat.  TR: 3

3 Say.



Do you like gym?

Yes, I do.



ABOUT THE PHOTO

This photo shows students in a school gym in the United States. These boys and girls are climbing ropes. Rope climbing used to be an Olympic event. It was included in the Olympics until 1932. Men and women compete by climbing different lengths of rope as quickly as they can.

LESSON 1 Words

In this lesson, students will:

- name the different school subjects.
- talk about school subjects they like.

Resources: Audio Tracks 2–3, Classroom Presentation Tool, Flashcards 1–8, Workbook p. 8, Workbook Audio Track 3, Online Practice

Materials: a number of different objects, for example, teddy bear, calculator, dictionary, toy robot, money, and any other objects related (or not related) to school

Warm Up

- Place a number of different items on your desk, for example, a teddy bear, calculator, dictionary, toy robot, money, and so on. Hold one object up and ask *Do we use this in school?* and indicate that students should raise their hands if they do.
- Repeat with the other items, holding each one up quickly and having students raise their hands when they see something they use in school.
- Repeat this activity several times, going faster each time.

1

- Have students open their books to p. 10.
- Read aloud the instructions and draw students' attention to the pictures. Hold up a copy of the Student's Book, point to the pictures, and ask *What class are we in now?* Either point to each picture one at a time and ask *Are we in this class?*, or ask individual students to point to the correct class in their books.
- Point to your ear and say *Let's listen*. Point to the pictures one at a time as you say *Listen and point*.
- Play **TR: 2**, and model pointing to the pictures as you hear the words. Walk around the room and make sure students are pointing to the correct words.

2

- Read aloud the instructions.
- Play **TR: 3**. Repeat the first word to model the activity for students. Continue, pausing after each word for students to repeat the words. Play **TR: 3** again and call on individual students to repeat the words.
- Go back to the items that students said they used in school. Hold each one up, one at a time, and ask which class it is used in. For example, hold up a calculator and ask *Where do we use this?* Have students reply *math class*. Only hold up items used in classes students can now name.
- **Extra Challenge** Put students into pairs, A and B. Have Student A act out a school subject, for example, painting a picture for art, and have Student B guess the subject. Have students continue with the other subjects, changing roles each time.

Optional Activity

- Have students rate the school subjects in order from one to eight, one being their favorite. Write the subjects on the board, point to one, and ask *Is this your favorite subject?* Have students raise their hands if it is, and write the number of students whose favorite subject it is next to it. Continue with all eight subjects, then rank them one to eight to show which subject is the class favorite.
- Say *Now you write one to eight for you*, and have students rank the subjects for themselves. Walk around the room to monitor students as they do this. Invite two or three students to read aloud the subjects in order from one to eight.

3

- Hold up the *math* flashcard. Ask *Is it science?* (No, it isn't.) *Is it math?* (Yes, it is.) Repeat this with the other flashcards. Hold up a flashcard and ask *either/or* questions. For example, ask *Is it art or science?* Then, hold up a flashcard, turn to a student, and ask *Do you like [science]?* Smile and nod to elicit *Yes, I do*. Turn to a different student and shake your head to elicit *No, I don't*. Repeat the question and answer a few times with the rest of the class.
- Call on a pair of students to read the model for the class. Repeat several times, using a different flashcard each time. Then, put students in pairs and have them do the activity.
- **Extra Support** Review how to form *yes/no* questions before students begin, pointing out that *Do* comes at the beginning, followed by the subject, and then the verb, in this case, *like*. Remind students that if they don't like something, they should answer *No, I don't*.

Wrap Up

- Display the flashcards for school subjects on the board. Have students close their eyes as you take one away. When they open their eyes, have them tell you which flashcard is missing.
- Once students guess, hold up the flashcard. Return it to the board, and repeat the activity. Continue until all eight words have been reviewed.
- **Extra Challenge** Change the order of the flashcards each time you remove one.

Additional Practice: Workbook p. 8, Online Practice

LESSON 2 Grammar

In this lesson, students will:

- talk about what they do at school on each day of the week.
- say a chant about school subjects.

Resources: Audio Tracks 4–5, Classroom Presentation Tool, Flashcards 1–8, Workbook p. 9, Workbook Audio Track 4, Online Practice

Warm Up

- Write the words from Lesson 1 on the board. Ask for eight volunteers to come to the front of the class. Hand one flashcard to a volunteer and have him/her put it next to the correct word. Ask *Do you like [gym]?* and elicit a short answer from the student.
- Hand another flashcard to the next student to put by the correct word. Indicate that this student should ask another of the eight students if he/she likes the subject. Then hand the next flashcard to the student who answers, and continue until you reach the last flashcard. This student asks you the question.

1

- Say *Open your books to page 11.* Read aloud the instructions. Play **TR: 4.** Have the whole class repeat *time for school* several times, and then call on individual students to repeat it. Play **TR: 4** again, this time chanting *time for school* and clapping along to the rhythm.
- Go around the room and assign each student a day of the week, Monday to Friday. Say *When you see and hear your day, you chant that line.* Write *Monday* on the board and say *Are you Monday? Then chant lines one and three.* Hold up a copy of the Student's Book and point to those lines as you say them. Have all students chant the last two lines.
- Play **TR: 4** again and have students chant their respective lines, pausing if necessary between lines.
- **Extra Support** Give students additional practice with the chant. Put them in pairs, A and B. Say *Student A, close your book.* Then say the first line from the central part of the chant, but stop before the day. For example, say *I have English on....* Have a student say *Monday* and have the whole class say *time for school.* Have students work in pairs, with Student B reading each line of the main body of the chant, pausing before the days. Have Student A say the missing days, and then have them both say *time for school.* Then have them switch roles and repeat.
- **Extra Challenge** Have students say the chant again in pairs or small groups with their books closed.

2

- Focus students' attention on the grammar box and read aloud the instructions. Say *Listen* and play **TR: 5.** Repeat the example, and say *This is my day. In this lesson, we are looking at what we do in school each day.* Demonstrate with your schedule for the day. For example, say *I have English and math today. I have English and math on [Tuesday].* Write it on the board.
- Play **TR: 5** again and have students repeat the phrase, first as a whole class and then individually.
- Teach students the days of the week. For example, say *Today is [Tuesday].* Write *Tuesday* on the board. To teach the meaning of *Tuesday*, for example, list the school subjects students have on that day. Then draw six more lines above and below the day and write the other days of the week in order. Point to each day, say it aloud, and have students repeat.
- **Extra Support** Write three or four subjects and the days of the week on the board. Point to a subject and a day and, for example, say *I have gym on Friday.* Then ask for a volunteer to model the next sentence. Point to a subject and a day, and have the volunteer say *I have [science] on [Wednesday].* Repeat with a few volunteers.

3

- Read aloud the instructions. Point to item 1 and say *I have computers on....* Then point to the pictures. Move your finger along the squiggly line from the picture of a computer to the word *Tuesday* so that students know what to do. Ask a student to tell you the day.
- Have students do the activity in pairs. Walk around and monitor students' progress.
- Review the answers as a whole class, eliciting them and writing them on the board.

Optional Activity

- Draw a simple schedule on the board with the days of the week and the class times for your school. Say *Write the schedule from the board.* Give students a couple of minutes to copy it. Then say *Work in pairs. Write your classes.* Have students copy the chart and write their school schedule in pairs. Walk around the room as students work, offering help as needed.

Wrap Up

- Rewrite the chant on the board, leaving out the school subjects. Write a subject in that you know students don't have that day. Look at the class and say *True?* with a quizzical look. When they say *No*, elicit a subject that they do have. Then say *Now write the chant for you.*
- Give students a few minutes to do this, walking around the class and monitoring as they do so.
- Have students say the new chant for the rest of the class. Call on as many students as time allows.

Additional Practice: Workbook p. 9, Online Practice

Grammar ^{LESSON} 2

1 Listen and chant. TR: 4

Monday, Tuesday—time for school!
Wednesday, Thursday, Friday—time for school!

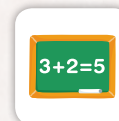
I have English on Monday, time for school.
I have math on Tuesday, time for school.
I have art on Wednesday, time for school.
I have music on Thursday, time for school.
I have science on Friday. School is cool!

Saturday, Sunday, there's no school.
There's no school. That's cool, too!

2 Listen and read. TR: 5

I have math **on Tuesday**.

3 Match and write.



Monday

Tuesday

Wednesday

Thursday

Friday

1. I have computers on Tuesday.
2. I have science on Thursday.
3. I have math on Friday.
4. I have gym on Monday.
5. I have reading on Wednesday.

LESSON 3

Reading

1 Listen and repeat. TR: 6

class homework
grade garden

2 Listen and read. TR: 7

Welcome to the Green School in Bali, Indonesia. It's a very cool school. At the Green School, students learn about animals and plants. A classroom at the Green School doesn't have normal walls or windows. The classrooms are open, and students can see the plants and trees.

From Monday to Friday, there are **classes** in English, math, computers, music, art, reading, and gym. There's **homework**, too. At the Green School, every **grade** has a **garden**. There are garden classes on Wednesday and Thursday. There are flowers, rice, and fruit in the garden. There's a farm, too. Students give food and water to the animals on the farm.

ABOUT THE PHOTO

The photo shows boys and girls in the Green School, in Bali, Indonesia. The school is trying to save energy and protect the environment. Buildings are made from bamboo and 80 percent of the power comes from solar energy. Children learn typical school subjects like math and science, but they also have a subject called Green Studies, where they learn how to respect nature.



3 Write T for True or F for False.

1. You can't open and close all the classroom windows at the Green School. T
2. There are classes in music, art, and reading. T
3. There's no homework at the Green School. F
4. There are garden classes every day. F