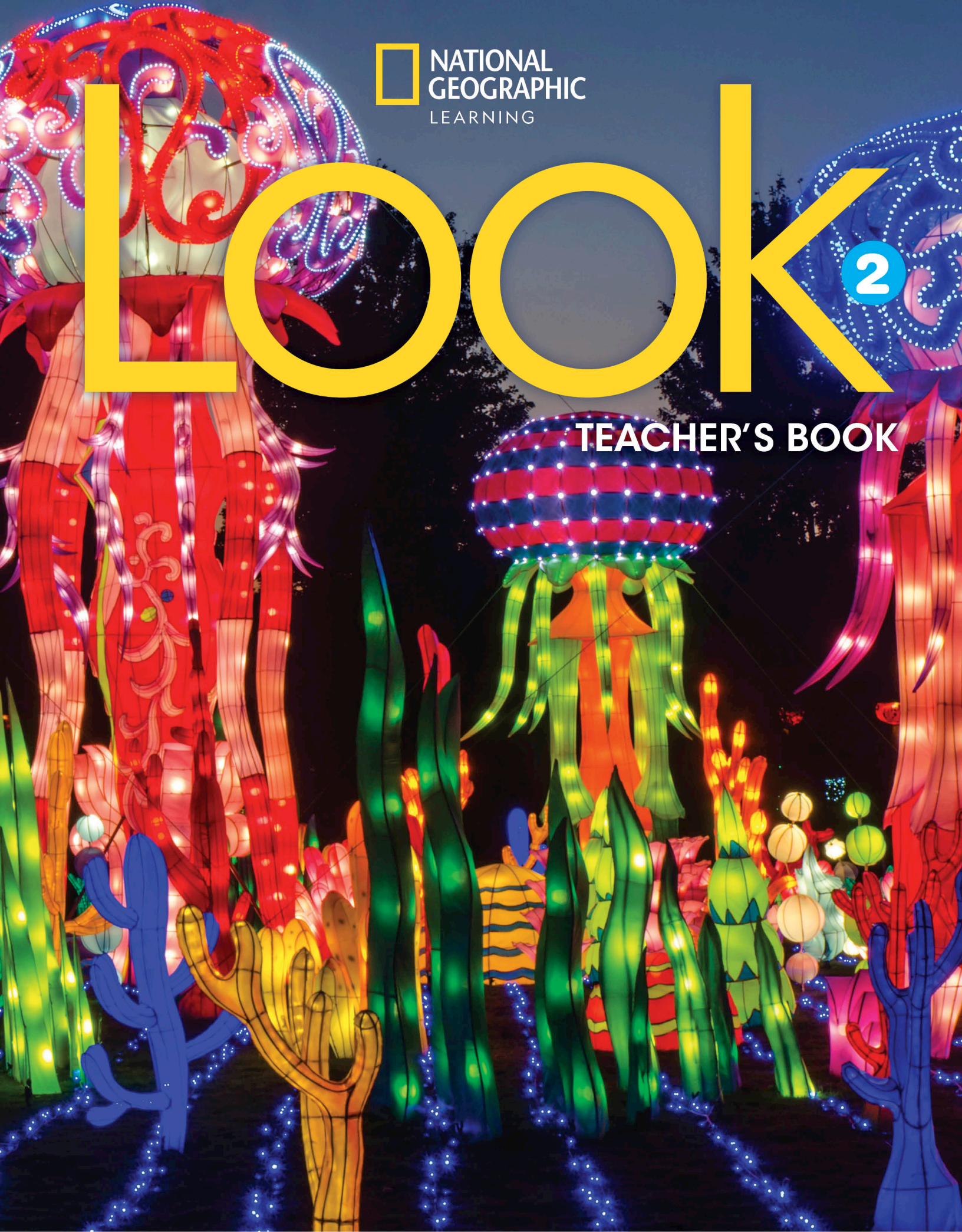


 NATIONAL
GEOGRAPHIC
LEARNING

LOOK

2

TEACHER'S BOOK



LOOK²

TEACHER'S BOOK

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National Geographic Learning,
a Cengage Company

Look 2 Teacher's Book

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Composition: Composure Graphics, LLC

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ISBN: 978-1-337-91510-6

National Geographic Learning

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Andover, Hampshire, SP10 5BE
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Visit National Geographic Learning online at **ELTNGL.com**

Visit our corporate website at **www.cengage.com**

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Scope and sequence

Look and remember
p. 4

Words	Animals, clothes, colours, 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've got/I haven't got ...</i> <i>There is/are ...</i>	<i>He's got/She hasn't got ...</i> <i>Let's ...</i>

1
Back to school
p. 9



Words

art, computer, English, maths, music, PE, reading, science
Reading: *class, garden, homework, lesson*

Grammar

I've got maths on Tuesday.
Have you got art on Monday?
Yes, I have.
Has she got PE on Friday?
No, she hasn'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, felt-tip pens, guitar, robot, skateboard, tablet
Reading: *borrow, cool, new, old*

This is my camera.
These are my felt-tip pens.
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 tidy.

3
At home
p. 29



Function 1 Talking about feelings p. 25

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

▶ **School trip 1** The Miraikan p. 26

Review 1: Units 1–2 p. 28

This is our living room.
We've got a red armchair.
That's their living room.
They've got 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 *shop*

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 football.
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 you play.

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

VALUE Keep fit.

5
At work
p. 49



Game 1 p. 45

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

Reading extra 1 Let's go on an insect safari! p. 46

That farmer grows carrots.
He doesn't grow oranges.
Does Paul use lots of building bricks?
Yes, he does.
Does he build what's on the box?
No, he doesn't.

Review 2: Units 3–4 p. 48

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

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

VALUE Be polite.

6
My day
p. 57



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

What's the time?
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, chips, egg, 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 chips?
No, there aren't.

Skills

Read about vending machines.
▶ Listen and learn about dishes from other countries.
Speak and write about your favourite 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.
What is she doing?
She's enjoying the festival.

Read about the Songkran festival.
▶ Listen and learn about celebrations in other countries.
Speak and write about your favourite 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 Look after yourself.

Function 3 Being polite p. 105

▶ School trip 3 The National Zoo, USA p. 106

Review 5: Units 9-10 p. 108

11 On the move

p. 109



bus, car, helicopter, lorry, motorbike, plane, ship
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: beaches, boxes, buses, dishes, lorries, scarves, tomatoes, children, feet, fish, men, mice, people, sheep

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

o_e as in home

VALUE Know your food.

12 Growing up

p. 117



clean, clever, dirty, kind, little, loud, naughty, quiet, scary, silly
Reading: cartoon, famous, funny, grow-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

The world is an amazing place

See something real

Children are naturally questioning and curious. They've got an enormous appetite for learning about the world. *Look* taps into this curiosity by providing a window into a fascinating world of real-life stories from diverse places and cultures: 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 learnt
- 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 colours, 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 colour 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 round 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 learnt 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 focus on visits to exciting places – a science and technology museum in Tokyo, the International Space Station – and provide a springboard for 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. colours, 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 practise 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 round 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 lesson. 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 they're 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 got 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 practises 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 and write a new verse and record them performing it.

Games

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

Preparation Make sure any materials such as game pieces and 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 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 learnt and practise 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 mistakes where appropriate. *Look* games ensure students are using real English without detracting from the primary objective of having fun!

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 behaviours 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 that 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.
- **Extra Challenge** 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 photocopyable Student Log allow you to keep an objective, evidence-based record of each student's progress which you can use with the students themselves, their parents or other stakeholders. You can also download the Student Log from the website.

Using formal criteria to assess productive skills

It may help you to use the assessment criteria applied in the *Cambridge English Qualifications* as these have been extensively trialled 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 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 photo-based questions and answers.

Students see people and places from all round 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 colours 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 Exercise 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?
Yes, it is.
Let's fly a kite.

98 UNIT 10 Weather

Activities are modelled by avatars of the video children from round the world.

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 Tuesday Wednesday Thursday Friday

What's the weather like on Tuesday?
It's windy.

UNIT 10 Weather 99

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 Exercise 1, contextualized in the reading text then practised in Exercise 3. All the target vocabulary is supported by flashcards and teaching notes.

Target grammar is presented in the grammar box and then practised using different skills: reading in Exercise 1, writing in Exercise 2, listening in Exercise 3 and speaking in Exercise 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 lots of street parties. People go outside and have big water fights. At this festival, you can throw water on your friends, your family ... everyone. It's fantastic!

Look at this family. They're **enjoying** Songkran. They've got **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 at Songkran.
- 2 Songkran is the **birthday** / **New Year** for Thai people.
- 3 The festival goes on for **three days** / **a year**.
- 4 At 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 an ice cream.
- 2 What **is** / **are** he **doing**?
He's **holding** / **hold** a balloon.
- 3 What are **you** / **she** **doing**?
We're / **We** enjoying 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 got 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.

Lots 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 lots 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

LESSON 6 Phonics

- 1 Listen, point and repeat. TR: 194
- 2 Listen and chant. Circle the words with u_e. TR: 195
- 3 Listen. Tick (✓) the box when you hear u_e. TR: 196
- 4 Listen and write the missing letters with u_e. TR: 197


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 nice!

1

4









2

5

3

6

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

<p>1  c_____</p>	<p>2  f_____</p>	<p>3  d_____</p>	<p>4  c_____</p>
<p>5  h_____</p>	<p>6  t_____</p>	<p>7  m_____</p>	<p>8  J_____</p>

UNIT 12 Growing up 123


LESSON 7 Video

Children representing fifteen different countries are interviewed about their lives and cultures. Students get a glimpse into how life is lived in different places round 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 learnt and practised during the unit and also modelled by the children in the video.


7 Video




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



AJ



Mati



Jessica

1 Têt celebration _____


2 Constitution Day _____

3 Thanksgiving _____

Who talks about this?

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

This is my family at Bonfire Night.



What are you doing?

We're listening to music.

3 Write about your drawing from Exercise 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.

Game 1

1 Work in pairs. Point, ask and answer.

Heads = 1 space
Tails = 2 spaces

FINISH

1 Talk about you.
2 Who's the ambassador?
3 Has the got ball to pens?
4 Name 2 home towns.
5 Talk about you.
6 Who's the best?
7 Is the baby inside outside?
8 Has the got a guitar?
9 Talk about you.

GO BACK TO START

START

Function 3: Being polite

Excuse me. Please can I see/have ...? I'd like ...
Sure. Here you are. I'm sorry I haven't got ... That's OK.

1 Listen and complete. (1) 10 167

Leo: Excuse ... Please can I see that red hat?
Shop assistant: Sure. Here ...
Leo: Oh, it's too small. ... can I have a bigger one?
Shop assistant: I'm ... I haven't got a bigger hat in red.
Leo: That's ... Oh, I love that blue hat. Can I see it?
Shop assistant: ... Here you are. It looks great on you!
Leo: Thank! ... this hat. How much is it?
Shop assistant: It's ten euros.
Leo: ... you are: ten euros.
Shop assistant: Thank you! Have a nice day!

2 Listen, check and repeat. (1) 10 168

3 Read. Circle the more polite choice.

1 A Hey! Give me that scarf.
B Excuse me. Please can you give me that scarf?
2 A I'd like an umbrella, please.
B I want an umbrella.

3 A Sure. Here you are.
B Here. Take it.
4 A No blue gloves.
B I'm sorry I haven't got any blue gloves.

4 With a partner, say Exercise 1. Act out a similar dialogue. Use your own words.

FUNCTION 3: Being polite 105

Review 5: Units 9-10

1 Look. Unscramble and write.

1 nunys
2 ninraig
3 dwily
4 yducol

Listen and circle. (1) 10 169

1 It's raining / sunny. Put on / Don't wear your boots.
2 It's hot / cloudy. Don't bring / Don't forget your sunhat.
3 It's windy / raining. Wear / Don't wear your scarf.
4 It's sunny / cloudy. Bring / Don't bring your coat.

Look and read. Write Yes or No.

1 The zebra is drinking water.
2 It's raining.
3 The hippo is bigger than the rhino.
4 The baby elephant is having a bath.
5 The snake is longer than the crocodile.

REVIEW 5: Units 9-10

School trip

The four video-based School trip lessons take students to the four corners of the Earth (and beyond) without leaving the classroom!





School trip 1

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 have a look!

1 BEFORE YOU WATCH Look at the photo. 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 Tick (✓) the correct sentence for each robot, based on the video. Which is your favourite? 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 Read. Who would say it – you, ASIMO or both you and ASIMO? Write the number.

YOU BOTH ASIMO

1 I've got arms and legs.
2 I can run and hop.
3 I've got eyes and ears.
4 I can't smile.
5 I can feel sad or happy.

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

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

26 SCHOOL TRIP 1

SCHOOL TRIP 1 27

The stunning photo captures students' interest.

The carefully staged lesson activates students' prior knowledge (Exercise 1), and works on comprehension (Exercise 2) and memory (Exercise 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've often got important moral lessons with universal significance – in this case: the importance of never giving up.

Reading extra 1

Let's go on an insect safari!

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


Dragonflies
Dragonflies have got 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's got eight legs. Its legs are black, and its body is black and yellow. It's very big. It can eat a small bird!

What's an insect safari?
On an insect safari, you look for insects. You can find them in, on and under plants and trees. You write about these insects and draw pictures.

Here are some insects the students in Hong Kong find on their insect safari:

Lanternflies
Look at the big photo. That's a lanternfly. It can fly and jump. Its body is blue, green, orange, yellow, white, black and red. It's got six legs and a long, colourful head.



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

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

A a science lesson
B a school trip
C a PE lesson

3 Read and match.

1 Lanternflies and dragonflies have got	eight legs.
2 Spiders have got	eat a bird.
3 Spiders can't	six legs.
4 Lanternflies can't	fly.
5 Golden orb-weavers can	jump and fly.

4 Read and tick (✓). Add one more insect. Talk with your classmates.

Where can you find it?	Inside	Outside
spiders		
dragonflies		
lanternflies		

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.

46 READING EXTRA 1

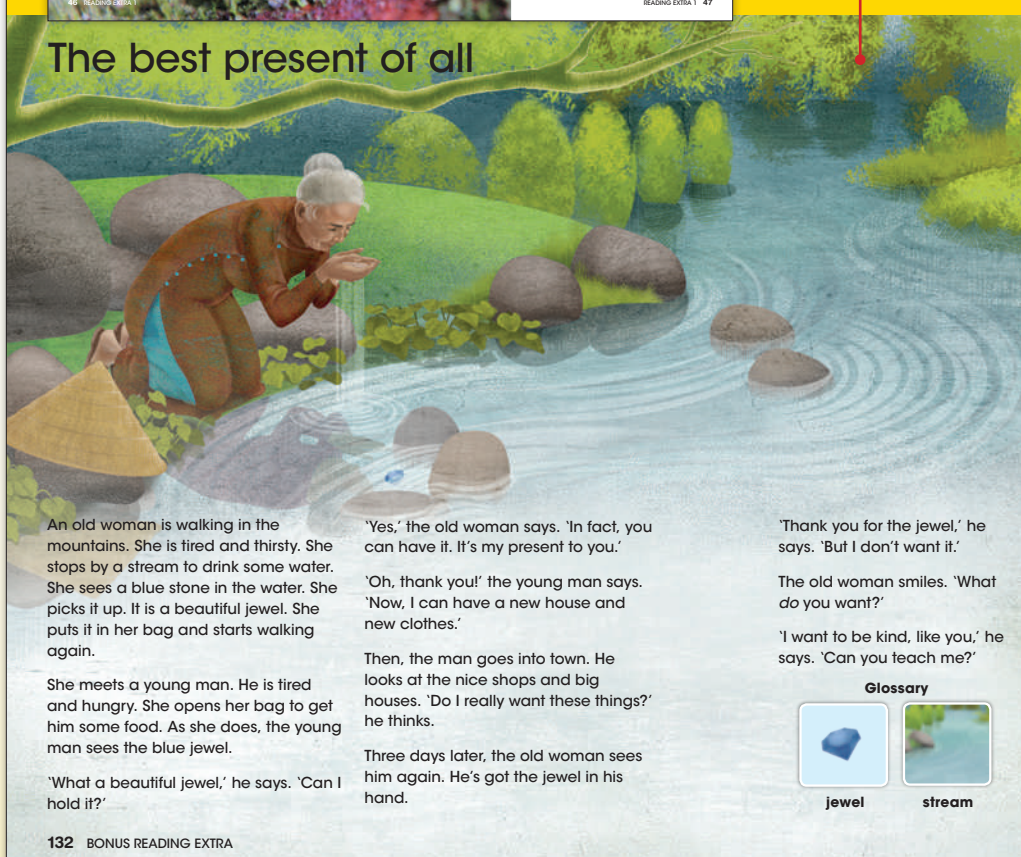
READING EXTRA 1 47

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

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

BONUS Reading extra

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 shops and big houses. 'Do I really want these things?' he thinks.



Three days later, the old woman sees him again. He's got 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?'

Glossary

	
jewel	stream

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

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

3 Read again. Circle.

- The old woman is **hungry** / **thirsty**.
- She finds a **jewel** / **young man** in the stream.
- The young man asks to **have some water** / **hold the jewel**.
- The woman lets the man **wear** / **have** the jewel.
- Later, the man **gets a house** / **brings the jewel to the woman**.
- 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 out the story.

132 BONUS READING EXTRA

BONUS READING EXTRA 133

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.

Look and remember



ABOUT THE PHOTO

A scuba diver takes photos of fish and a coral reef in the Andaman Sea, Thailand. The colourful fish include a group of powder blue surgeonfish in the centre, 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 transport between neighbouring countries round 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 colours, 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 pages 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, make sure that the activities you plan to do will extend students' learning. Many of the **Extra Challenge** notes in this course offer a way to provide additional, more advanced learning opportunities for 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 aren't working.

Other students need more time to work through instructions and activities, which can be disruptive. Walk round 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 round the class and say *Hello* to every student. When students say *hello* back, say *My name is [Mrs Brown]*. Write your name on the board or point to it if it's displayed somewhere and ask students to say *Hello, [Mrs Brown]*.
- Ask each student *What's your name?* Write the question on the board and ask students to 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!* Ask the student to repeat. Then, invite several other students to respond. You may want to review other ways to respond to this question, such as *I'm very well* or *I'm OK*.
- Ask each student to greet the classmate on one side of him/her, ask his/her name and ask how he/she is. After students have finished, ask them to turn to greet the classmate on the other side, who will now ask the questions.

1

- **Use the Photo** Tell students to open their books to pages 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 sea) *What colours can you see?* (blue, yellow, brown, black, orange, white, grey)
- Read the instructions aloud. Say *Look at the words*. Read the first word (*arm*) aloud, point to your arm and say *This is my arm*. Point to the photo and ask *Can you see an arm?* Hold up the Student's Book and say *Yes! Here's an arm. Let's circle the word!*
- Ask students to 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** Ask students to read the words in the box aloud. Then, give them one minute to look at the photo on pages 4–5. Finally, ask them to cover the photo and circle as many words in the box as they can remember.
- **Extra Support** Guide students through this activity rather than asking them to 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 Exercise 1 box. You can suggest the word, which makes it easier or more difficult depending on the student's abilities. Ask the class to try to guess what the student is drawing. Continue with different students for each word until all the words in the box have been reviewed.

2

- **Use the Photo** Read the instructions aloud. Say *There are lots of fish in this photo. What colours are the fish?* (yellow, blue, black, white, orange, grey)
- Read the first question aloud and say *Point to the people in the photo.* Ask students to point to the person and say how many. (one)
- Ask students to 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 in the top right, closest to the activity, and that even though one fish looks green because of the lighting, it is in fact grey. For item 4, there are lots of blue and yellow fish. Point out that students should 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** Ask students to 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 starting this activity, review numbers 1–20. Practise counting chorally and then give students groups of small objects in quantities of 20 or fewer. For example, give a group of 14 rubbers to one pair, 18 paper clips to another pair and so on. Ask pairs to count the items and then swap them with another pair for extra practice.

3

- Mime 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*. Tell students to 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*. Ask students to point to and say the correct answer. Put students into pairs to do the rest of the activity. Check answers as a class.
- **Extra Challenge** Write *fish, sheep, chicken* and *duck* on the board. 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. Start 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 start the activity. 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. Invite students to act out and say things that they can/can't do.

4

- Read the instructions aloud and direct students' attention to the character with the speech bubble. Say *Let's swim in the sea*. Ask several students to repeat the sentence. Then, invite a student to say the sentence to you. When he/she does, mime *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*. Ask the student to make a sentence with that word and *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.
- Ask students to take turns to make suggestions and mime responses to their partner's suggestions.
- **Extra Challenge** Give students one minute to write as many suggestions as they can. Go round the class, asking students to make a suggestion and choose a student to act it out.
- **Extra Support** Before students start 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.* Ask students to say *Goodbye, [Mrs Brown]*.
- Say students' names randomly and ask them to stand up. Say *Goodbye, [Mario]*. Tell the student to say *Goodbye, [Mrs Brown]*.
- If students leave the classroom at the end of the lesson, ask them to line up after they've said *Goodbye*. Then, once they're all in line, say *Goodbye, everyone!* and ask them to 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 email parents and carers to ask them to provide the photos.

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

A scuba diver and fish off the coast of Thailand



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 grey 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 sea.



ABOUT THE PHOTO

This family is enjoying a quiet moment, eating ice cream in Tartini Square in Piran, Slovenia. At one time, the square was in fact a harbour for fishing boats, just outside the city walls. By the Middle Ages, the town had grown up round 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**



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 pages 6–7, Workbook Audio Track 2, Online Practice

Materials: toy food, photos or empty packets of the following: a banana, bread, milk, an orange, a potato, rice, sweets, 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's got 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's got four letters. It begins with the letter d. (duck)
We can find this in the bathroom. It's got six letters. It begins with the letter s. (shower)
It's an animal. We can see it in the sea. It can swim. It's got four letters. It begins with the letter f. (fish)
This is in the sea and in the bathroom. It's got five letters. It begins with the letter w. (water)
- **Use the Photo** Tell students to open their books to page 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 shop? (yes)
Is there a school? (no)
What colour are the houses? (yellow, green, orange)

1

- Tell students to turn to pages 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 centre or in the park?* (town centre) When students answer, hold up the Student's Book and demonstrate circling the correct answer with your finger.
- Tell students to do the rest of the activity in pairs. Check answers as a class.
- **Extra Challenge** Ask students to list as many words for places and foods as they can remember. Ask students to share their responses in pairs and then say them aloud for you to write on the board. Write them in lexical lists so that students have got 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/labelling places such as the library, the park, the playground, the shops, 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 packet. Do this for each of the following foods: *banana, bread, milk, orange, potato, rice, sweets, tomato, water and ice cream.*

2

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

Optional Activity 1

- Find photos of families or ask students to bring in photos from home. Ask students to repeat Exercise 2 by writing sentences about each person's clothes. Then, ask their partner to 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**. Invite 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 the instructions and the first item aloud. 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?** Invite several students to answer. Each time, ask **Yes or no?** so that they decide what to write. Tell students who have got three bedrooms to write *yes*. Tell others to write *no*.
- Tell students to work individually to complete the activity. Walk round the classroom while they work. To check their work, ask students to read the sentences aloud and invite students to put up their hand if they answered *yes*. Ask follow-up questions to the *no* answers. For example, ask **How many lamps are in your living room?** or **Where is your bedroom?**
- **Extra Challenge** In pairs, ask students to write two more sentences in their notebooks. Then, ask them to give their notebook to a partner to write *yes* or *no*.
- **Extra Support** Before doing the activity, review words for rooms in a house and objects in a room from Level 1. (bathroom, bedroom, kitchen, living room; bed, cupboard, chair, clock, lamp, shower, table, TV)

Optional Activity 2

- Ask students to draw a picture of their home, label the rooms and furniture, and then write a sentence about each room.
- Invite students to present their pictures 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 **Have you got a [brother]? How many [cousins] have you got? What's your [mum]'s name? How many [uncles] have you got?** 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've got a mother and a father. I've got a brother. His name is Mateo. He's got brown hair. He can play football. I've got a sister. Her name is Barbara. Barbara's got blue eyes. She can paint.*
- Say **Now you think of your family. What are their names? What colour is their hair? What colour are their eyes? What can they do? Answer these questions.**
- Give students five minutes to write about their own families. Walk round the room to provide help as needed.

- **Extra Challenge** Encourage students to add information about their family members' favourite foods, places and hobbies.
- **Extra Support** Review the forms of *have got* and *has got* before students start 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

- Ask students to write a clue about one person in the class. For example, *She's got blue trousers. She's got brown hair and green eyes. She's next to the board.*
- Invite 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 pages 6–7, Online Practice

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 have a look.
It's time for learning to begin!

2 Spin and say.

Have you got
a brother?

No, I haven't.
I've got a sister.



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

Please touch your nose.



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 got*, *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

- Write jumbled vocabulary words from Lessons 1 and 2 on the board. Choose eight to ten words such as *nanbaa* (banana), *clkoc* (clock), *gnis* (sing), *weloyl* (yellow), *plam* (lamp), *karp* (park), *frma* (farm).
- Tell students to work in pairs to unscramble the letters.
- When they've finished, ask them to find the words on page 5 or page 7.

1

- Say **Listen!** Play the first two lines of the song on **TR: 1**. Ask students to sing along to these two lines.
- 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*. Invite 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?** Tell them to put up their hands for yes. Play **TR: 1** again. Tell students to read while they listen to the whole song.
- Say **Open your books to page 8.** Draw students' attention to the words of the song. Say **Listen and read.** Play **TR: 1** for a third time for students to sing along.
- **Extra Challenge** When students are comfortable with the words, tell them to close their books. Play **TR: 1** and stop after each line, pause the audio and ask students to 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 class singing competition. Divide the class into groups to perform the song. Ask them to sing along to **TR: 1** if they wish. Vote on the best version. Dance routines and attitude should be taken into account.

2

- Read the instructions aloud 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 the whole question aloud. Ask **Do you like the beach?**

- Point to the characters and read the model dialogue. Point to a student and ask **Have you got a brother?** Guide the student to reply, reading the answer *No, I haven't. I've got a sister.* Say **When you play, say what is true for you.** Turn to another student and ask **Have you got a brother?** Guide that student to answer *Yes, I have* or *No, I haven't* based on what is true for him/her.
- Put students into pairs and give a paper clip to each pair. Model using the spinner. Place a paper clip so that it sits in the centre of the spinner. Then put a pencil down on the small dot in the centre 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 round the pencil's point. When it stops, say **It stopped on bread, so I'll ask my partner Do you like bread?** Ask students to take turns to spin, and ask and answer questions.
- **Extra Challenge** After students have played in pairs, ask a student on one side of the room to spin and ask a question. Invite a student on the other side of the room (who can't see which photo the spinner has landed on) to answer.
- **Extra Support** Elicit an example question for each space and write it on the board: *Have you got a sister? Can you sing? Do you like bread? Have you got 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.** Tell students to 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 into small groups. Ask students to take turns giving instructions. Ask students to play until each group member has given five instructions.
- **Extra Challenge** Rub out the words on the board before students play. To add a challenge, ask students to sit down when they are out (when they don't follow the instructions). Continue until there are no students left standing.
- **Extra Support** Play as a class game, first leading students yourself and then when they get the idea, invite 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 favourite colours 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 timetables.
- listen to and sing a song about homework.
- identify and say words with *th* (/θ/).
- watch a video about favourite school subjects.
- identify the value *Be responsible*.

Language

Words

art, computers, English, maths, music, PE, reading, science; class, garden, homework, lesson

Grammar

- *I've got maths on Tuesday.*
- *Have you got art on Monday? Yes, I have.*
- *Has she got PE on Friday? No, she hasn't.*

Phonics

/θ/ Thursday, bath, birthday

Twenty-First Century Skills

Collaboration

Ask and answer questions about a school timetable, Lesson 4

Communication

Talk about the subjects students like at school, Lesson 1

Creativity

Write an email about school, Lesson 7

Critical Thinking

Identify the value *Be responsible*, Lesson 5

In the Unit Opener, students will:

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

Resources: Home School Connection Letter, Classroom Presentation Tool

Introduce the Theme

- Say *Hello* to students, and tell them to say *hello* back to you. Then, ask students to 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*. Elicit this answer if necessary. Then ask students to turn and have the same conversation with several classmates.
- Draw a shark in the water with its mouth wide open. Draw a small fish a short way 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 correct letters.*
- Ask 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, rub out 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 the game 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 rub out the list. Students may say *tables, desks, chairs, books, pencils, etc.*

Use the Photo

- Ask students to open their books to page 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 the instructions aloud. Then put students into pairs.
- Read the first question aloud and ask a student to read the caption aloud.
- Read the second question aloud and point to the different things in the picture. Refer to the words on the list you made. Ask students to make a list in pairs. (boys, books, desks, chairs, a poster)
- Read the third question and elicit the colours in the picture. (black, blue, brown, green, orange, white, yellow) Ask *What colours can you see in our classroom?* Give students a minute to write down their answers, then elicit their answers.

TEACHER TIP

Pairwork activities are a good way to get students to communicate and collaborate. Put different students into pairs 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 a small piece of 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 got a partner.

Back to school

UNIT 1



ABOUT THE PHOTO

The photo shows Omani schoolboys in a secondary school. They have science, maths 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 colours can you see?

1 Listen and point.  TR: 2



art



computers



English



maths



music



PE



reading



science

2 Listen and repeat.  TR: 3

3 Say.



Do you like PE?

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.

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 page 8, Workbook Audio Track 3, Online Practice

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

1

- Ask students to open their books to page 10.
- Read the instructions aloud and draw students' attention to the pictures. Hold up 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 round the classroom and make sure students are pointing to the correct words.

2

- Read the instructions aloud.
- 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 ask individual students to repeat the words.
- Go back to the items that students said they used at school. Hold each one up one at a time and ask which lesson it is used in. For example, hold up a calculator and ask *What lesson do we use this in?* Ask students to reply *maths*. Only hold up items used in lessons students can now name.
- **Extra Challenge** Put students into pairs, A and B. Ask Student A to act out a school subject, for example, painting a picture for art and tell Student B to guess the subject. Ask students to continue with the other subjects, changing roles each time.

Optional Activity

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

3

- Hold up the *maths* flashcard. Ask *Is it science?* (No, it isn't.) *Is it maths?* (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.
- Ask 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 tell them to 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. Ask students to close their eyes as you take one away. When they open their eyes, ask them to 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 page 8, Online Practice

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 page 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 tell him/her to put it next to the correct word. Ask *Do you like [PE]?* and elicit a short answer from the student.
- Hand another flashcard to the next student to put by the correct word. Tell this student that he/she 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 the instructions aloud. Play **TR: 4**. Ask the whole class to repeat *time for school* several times and then tell individual students to repeat it. Play **TR: 4** again, this time chanting *time for school* and clapping along to the rhythm.
- Go round the classroom and give 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 the Student's Book and point to those lines as you say them. Ask all students to chant the last two lines.
- Play **TR: 4** again and tell students to 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 middle part of the chant, but stop before the day. For example, say *I've got English on ...*. Ask a student to say *Monday* and ask the whole class to say *time for school*. Tell students to work in pairs, with Student B reading each line of the main part of the chant, pausing before the days. Ask Student A to say the missing days and then tell them both to say *time for school*. Then ask them to switch roles and repeat.
- **Extra Challenge** Ask students to say the chant again in pairs or small groups with their books closed.

2

- Focus students' attention on the grammar box and read the instructions aloud. 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 at school each day*. Demonstrate with your timetable for the day. For example, say *I've got English and maths today. I've got English and maths on [Tuesday]*. Write it on the board.
- Play **TR: 5** again and ask students to 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 ask students to 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've got PE on Friday*. Then ask a volunteer to model the next sentence. Point to a subject and a day and ask the volunteer to say *I've got [science] on [Wednesday]*. Repeat with a few volunteers.

3

- Read the instructions aloud. Point to item 1 and say *I've got 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.
- Ask students to do the activity in pairs. Walk round and monitor students' progress.
- Review the answers as a whole class, eliciting them and writing them on the board.

Optional Activity

- Draw a simple timetable on the board with the days of the week and the class times for your school. Say *Write the timetable from the board*. Give students a couple of minutes to copy it into their notebooks. Then say *Work in pairs. Write your school subjects*. Ask students to copy the table and write their school timetable in pairs. Walk round the room as students work and help if necessary

Wrap Up

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

Additional Practice: Workbook page 9, Online Practice



1 Listen and chant. TR: 4

Monday, Tuesday – time for school!
 Wednesday, Thursday, Friday – time for school!
 I’ve got English on Monday, time for school.
 I’ve got maths on Tuesday, time for school.
 I’ve got art on Wednesday, time for school.
 I’ve got music on Thursday, time for school.
 I’ve got 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’ve got maths **on Tuesday**.

3 Match and write.

Monday Tuesday Wednesday

Thursday Friday

- 1 I’ve got computers on Tuesday.
- 2 I’ve got science on Thursday.
- 3 I’ve got maths on Friday.
- 4 I’ve got PE on Monday.
- 5 I’ve got reading on Wednesday.