

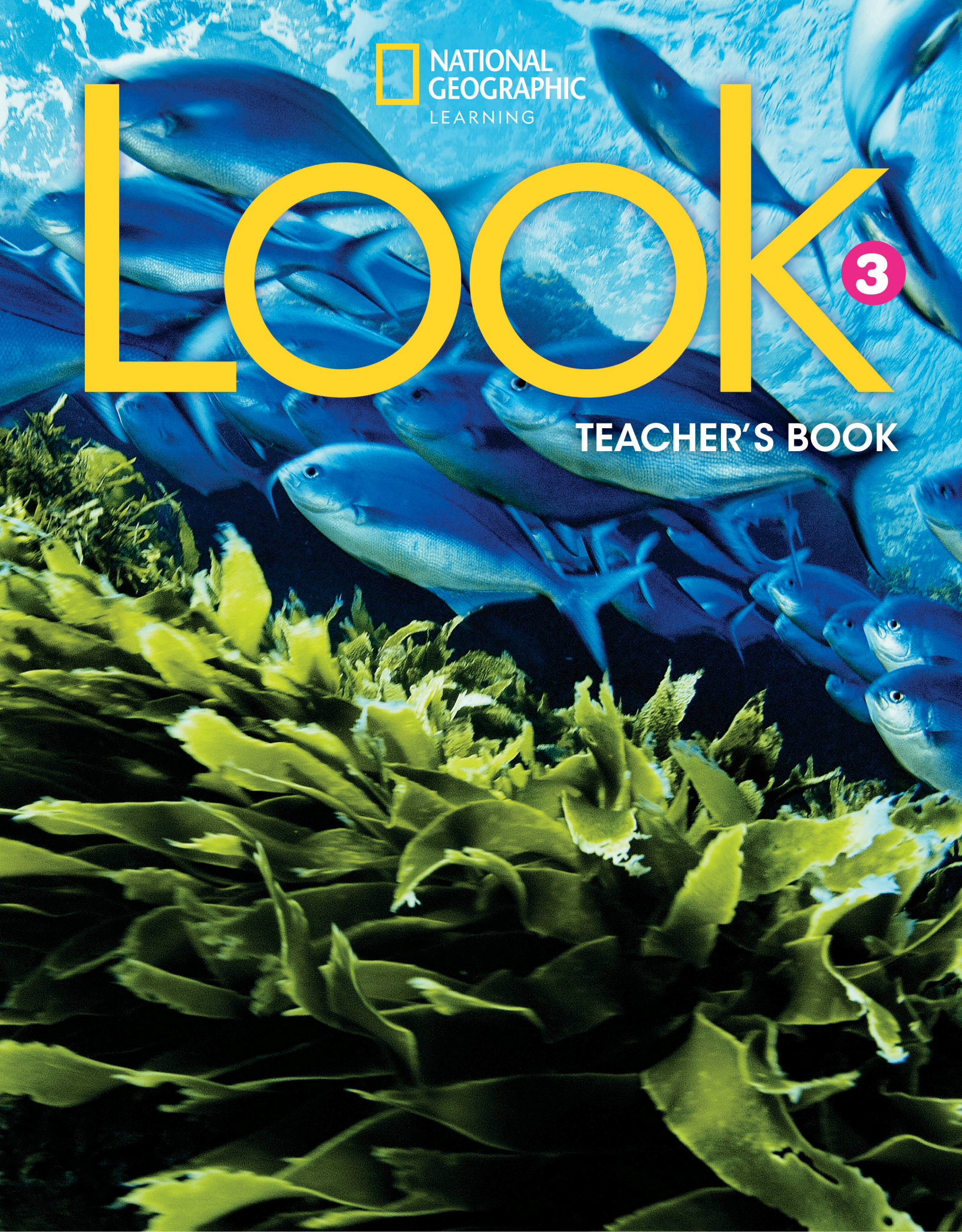


NATIONAL  
GEOGRAPHIC  
LEARNING

# LOOK

3

TEACHER'S BOOK



# LOOK<sup>3</sup>

## TEACHER'S BOOK

Daniel Barber

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National Geographic Learning,  
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**Look 3 Teacher's Book**

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# Scope and sequence

**Look and remember**  
page 4

<b>Words</b>	My things, clothes, numbers 21–100, at home, family		
<b>Grammar</b>	<i>I've got / I haven't got ... I like / I don't like ...</i>	<i>He's got / She hasn't got ... She likes / She doesn't like ...</i>	<i>Have you got a ... ? I can / I can't ...</i>

**1**  
**Around the world**  
page 9



**Words**  
*Argentina, Australia, Brazil, Italy, Japan, Poland, South Africa, Spain, the UK, the US*  
Reading: *daughter, grandparents, parents, son*

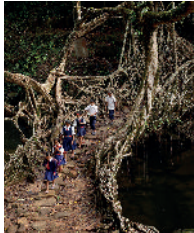
**Grammar**  
*Where are you from?  
I'm from Japan.  
Our parents are giraffe experts.  
Their grandparents' house is in Germany.*

**Skills**  
Read about the giraffe family.  
▶ Listen and learn about a family in Namibia who help giraffes.  
Speak and write about your country.

**Phonics**  
**a\_e** as in *plane*  
**ai** as in *train*  
**ay** as in *play*

**VALUE** Make friends.

**2**  
**On my way!**  
page 17



**Words**  
*farm, field, forest, lake, mountain, path, river, town, village, waterfall*  
Reading: *cable car, exercise, subway*

**Grammar**  
*Do you live in a town?  
Yes, we do.  
Does Ana live next to a forest?  
No, she doesn't.  
above, across, along, around, down, past, through, under*

**Skills**  
Read about how children get to school.  
▶ Listen and learn about long journeys.  
Speak and write about your journey.

**ee** as in *tree*  
**ea** as in *beach*  
**y** as in *country*

**VALUE** Help others.

**3**  
**Helping out**  
page 29



**Words**  
*cook lunch, do the washing up, feed the dog, fix my bike, go shopping, make my bed, practise the piano, take out the rubbish, tidy my bedroom, water the plants*  
Reading: *pick [fruit], put away, recycling*

**Grammar**  
*always, usually, sometimes, never*  
*How often do children in the city help at home?  
every morning, once a week, at the weekend*

**Skills**  
Read about helping out in the country and the city.  
▶ Listen and learn about helping at home.  
Speak and write about what you do to help.

**igh** as in *night*  
**y** as in *my*  
**i\_e** as in *kite*

**VALUE** Be responsible.

**4**  
**Playtime!**  
page 37



**Words**  
*bake, collect stickers, do puzzles, dress up, make things, play computer games, play hide-and-seek, read comic books, roller-skate, watch films*  
Reading: *interested in, real, stick, teenagers*

**Grammar**  
*I like doing puzzles.  
Maz doesn't like reading comic books.  
Does Alisa like riding her hobby horse?  
Yes, she does. / No, she doesn't.*

**Skills**  
Read about a new sport.  
▶ Listen and learn about hobbies in other countries.  
Speak and write about your hobbies.

**ow** as in *know*  
**oa** as in *coat*  
**o\_e** as in *home*

**VALUE** Look after your friends.

**5**  
**Eating out**  
page 49



**Words**  
*milkshakes, noodles, pancakes, pasta, salad, sandwiches, sauce, soup, vegetables*  
Reading: *bottles, bowls, cups, glass, plates, straws*

**Grammar**  
*There's a sandwich.  
There's some juice.  
There are some noodles.  
There are lots of things to eat. There's lots of sauce.  
Can I have a glass of water, please?*

**Skills**  
Read about helping to reduce plastic rubbish.  
▶ Listen and learn about eating out in other countries.  
Speak and write about eating out.

**oo** as in *noodles*  
**ue** as in *blue*  
**u\_e** as in *ruler*

**VALUE** Care for the environment.

**6**  
**Animal behaviour**  
page 57



**Words**  
*ants, bat, dolphins, kangaroo, panda, parrot, penguins, shark, whale*  
Reading: *busy, hungry, lizards, safe, waking up*

**Grammar**  
*The penguin is jumping.  
The whales aren't swimming.  
Is it looking for food?  
Yes, it is. / No, it isn't.  
What is it doing?*

**Skills**  
Read about meerkats.  
▶ Listen and learn about students' favourite animals.  
Speak and write about your favourite animal.

**ph** as in *dolphin*  
**f** as in *fish*

**VALUE** Learn about animals.

**Function 1** Talking about dates page 25 ▶ **School trip 1** The Sami and the reindeer page 26 **Review 1: Units 1–2** page 28

**Game 1** page 45 **Reading extra 1** The greatest artist in the world page 46 **Review 2: Units 3–4** page 48

**Function 2** Talking about preferences page 65 ▶ **School trip 2** The Antarctic food chain page 66 **Review 3: Units 5–6** page 68

# LOOK 3

## 7 Happy faces

page 69



### Words

a beard, curly hair, dark hair, fair hair, fat, a moustache, round face, straight hair, tall, thin

Reading: *died, metres, nearly, takes [two hours]*

### Grammar

*I'm shorter than the giant.  
She's thinner than him.  
She's got the longest hair in the world.*

### Skills

Read about amazing people.  
▶ Listen and learn about descriptions of friends and family.  
Speak and write about a friend or family member.

### Phonics

**ar** as in *car*  
**or** as in *short*  
**ir** as in *dirty*

**VALUE** Accept differences.

## 8 Healthy body, healthy mind

page 77



back, a cold, a cough, ill, medicine, shoulder, a sore neck, stomach, tooth (two teeth), toothache

Reading: *calm, grades, worry*

*You must sit down now.  
You mustn't run.  
It's good to do yoga.  
It isn't always easy to learn at school.*

Read about yoga in schools.  
▶ Listen and learn about sport in school.  
Speak and write about sport in your school.

**ou** as in *bounce*  
**ow** as in *now*

**VALUE** Keep fit.

**Game 2** page 85

**Reading extra 2** Solar eclipses page 86

**Review 4: Units 7-8** page 88

## 9 I love my town

page 89



building, bus stop, café, car park, cinema, hospital, market, sports centre, supermarket

Reading: *factories, skyscraper, shopping centres*

*There was a zoo.  
There weren't things to do.  
Were there any shops?  
40 years ago, it was different.  
The big companies arrived then.  
There are skyscrapers everywhere these days.  
They make mobile phones now.*

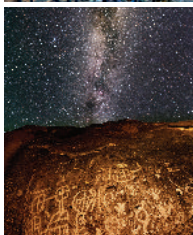
Read about a megacity.  
▶ Listen and learn about cities in other countries.  
Speak and write about a city you know.

**er** as in *person*  
**ir** as in *dirty*  
**ur** as in *burger*  
**or** as in *world*

**VALUE** Love your town.

## 10 People in the past

page 97



climb trees, cry, cycle to school, laugh, need water, sail, stay at home, wait for the bus, walk to school

Reading: *archaeologists, changed, machine, remains*

*The ancient Maya people lived in Mexico.  
They didn't use electricity.  
Did they have horses?  
No, they didn't.*

Read about an ancient Mayan city.  
▶ Listen and learn about weekend activities.  
Speak and write about your weekend activities.

**air** as in *hair*  
**are** as in *parents*  
**ear** as in *bear*

**VALUE** Be interested in others.

**Function 3** Making suggestions and responding page 105 ▶ **School trip 3** The Taos pueblo page 106 **Review 5: Units 9-10** page 108

## 11 Outdoor adventure

page 109



eat outside, go canoeing, go on a roller coaster, have a picnic, lose your way, make friends, ride on a motorbike, see a shooting star, sleep in a tent, swim in a lake

Reading: *explorer, ski, sled*

*They went to the forest.  
She didn't get in the back seat.  
Where did she go? She went to the Arctic.  
When did you last see snow?  
Yesterday morning. / Last Saturday.*

Read about an Arctic explorer.  
▶ Listen and learn about the first time students did something.  
Speak and write about the first time you did something.

**ce** as in *face*  
**ci** as in *pencil*  
**ge** as in *huge*  
**gi** as in *giraffe*

**VALUE** Stay safe outside.

## 12 Let's have fun!

page 117



art gallery, dinosaur, funfair, museum, ride, sculpture, summer camp, theme park, water park, wildlife park

Reading: *chefs, circus, juggle, skills, star, unicycle*

*I'm going to see some dinosaurs.  
She isn't going to leave the car.  
Are you going to have fun this summer?  
Yes, I am. / No, I'm not.*

Read about summer camps.  
▶ Listen and learn about students' next holiday.  
Speak and write about your next holiday.

**schwa** as in *summer*

**VALUE** Plan your free time.

**Game 3** page 125

**Reading extra 3** The feast page 126

**Review 6: Units 11-12** page 128

## Look further

**One more look** page 129 ▶ **BONUS School trip** Outdoor adventure in New Zealand page 130  
**BONUS Reading extra** The Comedy Wildlife Photography Awards page 132 **BONUS Game** page 134

## 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: an unusual hobby in Finland; children doing yoga at school; a megacity in China; the youngest person to ski to the North Pole. In each case the topic is then related back to students' own lives and experiences in personalization activities: Do *they* want to do this sport? Would *they* like to do yoga at school? Would *they* like to live in a megacity? Do *they* want to be an explorer? 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 design an amazing bedroom, making a map of a part of their town and labelling it, drawing pictures of festival costumes, and so on.

### Get up close

As with every National Geographic Learning course, *Look* contains stunning photos. The photos are not just cosmetic. Each relates closely to the specific topic and is intended to warm students to it and to stimulate discussion. These opening photos are always accompanied by the question *What can you see?* You can ask this question or similar questions with any of the photos in the book, eliciting and revising items of vocabulary from previous lessons such as colours, clothes, descriptions, objects and actions as you go. Ask questions, such as: *Where are they? What are the people doing? What is she wearing? 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 around the world, describing their experiences. These interviews, interspersed with footage of the places and things they describe, feature the children answering questions about how the topics in the book relate to life in their countries: the chores they do, the animals they like, the sports they play and so on. In this way, the videos give a fresh perspective on the topic. These videos also reinforce the language 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 centre on visits to exciting places – the Antarctic to learn about a food chain, New Zealand for an outdoor adventure – and provide a springboard for the students to do their own mini-projects. When you have been through the activities on the page, you can try other techniques with these videos such as:

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

### Learn about the world and its stories

Each level of *Look* contains four extensive reading texts (*Reading 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. *Solar eclipses*) and two feature fables from around the world (e.g. *The feast*). In both cases, there is opportunity for motivating follow-up activities. For the former, the students can try at home to find out more about this subject and bring their ideas (or photos) to the next lesson. For the latter, you can help students to dramatize the story (with acting out or words or both) or ask them to draw a scene from it. The fables also contain important moral lessons with universal significance, like the importance of individual contributions to the collective good in *The feast*. You may also choose to discuss the moral of these stories with your students in their first 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 their own pace. They can start by clapping to the rhythm and humming the tune, then focus on the chorus or the most memorable lines, building up to finally singing the whole song. This is how we learn songs in real life. When students are really confident with a song, they can sing along with the instrumental version. All the songs in *Look* come with step-by-step instructions for simultaneous actions. These help students grasp the meaning of the words, while providing opportunities for full-body movement and activity – a necessity in any primary classroom.

**CHANTS** The chants in *Look* have two functions. The first is to present a language point in each unit. Each Lesson 2 chant contains a model of the target structure. Learning the chant enables students to internalize the grammar while following an excellent pronunciation model. Each Lesson 6 chant practises target sounds in the phonics section; these chants give the students a chance to focus on producing each sound and link to spelling.

The best way for students to learn a chant is by listening to it and then chanting along to the recorded version. But you can help students by building up the chant line by line, or chunk by chunk. For example:

*Repeat after me: The whales ... / The whales are sleeping ... / The whales are sleeping in the sea.*

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 counters and pieces of paper, are ready before the lesson. There is always a list of materials at the start of each lesson.

**Clear instructions:** The Teacher's Book provides a clear procedure for how to set up each game by illustrating what to say, what to do on the board, demonstrating a dummy round, and doing examples with the class beforehand.

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

**Variety:** This level of *Look* features a variety of game types: two types of board game, *Spot the difference* and a quiz.

**Clear language objectives:** Games should be fun, but in the English lesson, 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 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 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, A1 Movers* test. Look Student's Book and Workbook include tasks that represent all the different parts of the exam. Practice is focused on enabling students to master techniques which will allow them to perform at their best in formal assessment situations. These tasks give students the opportunity to familiarize themselves with each of the task types that appear in the exam and make connections to their own lives in order to build both their interest and confidence. A complete practice exam is included at the end of the Workbook.

## Building young learners' confidence

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

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

## Formative assessment and feedback

Young learners need the support of constant feedback on their learning and progression in order to motivate them. To help teachers with this, we have included a framework for managing formative assessment and feedback on page 142. This framework outlines how each performance objective for the level can be assessed informally by you across the term or year. It suggests a range of feedback techniques and remedial activities which will support students' progression in each objective. The framework and photocopiable Student progress 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 progress log from the website.

## Assessing productive skills

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

- **Speaking** The three assessment criteria for the Speaking exam are Vocabulary and Grammar, Pronunciation and Interaction. In the different Speaking practice tasks, these are broken down so that one criterion is included with each task throughout the book. Advice is also given on how to apply each criterion as you are completing the specific task.
- **Writing** In the *A1 Movers* exam, the writing section (Part 6) requires students to answer questions and to write sentences about a picture scene. The practice writing task includes guidance on this, but students need to be reminded that:
  - all answers must represent what they can see in the picture scene (accuracy of description)
  - answers must make sense with the words they are given on the page (grammatical accuracy)

In Questions 5 and 6, students write their own sentences. These sentences must accurately represent what they can see in the picture scene, but they must also be different from the information in Questions 1–4

An important long-term learning point is ensuring students learn to address the task and not invent their own ideas.

## 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.

Students can answer simple comprehension questions, to interact with real-world photos.



**Look at the photo. Answer the questions.**

What are the children doing?

What healthy things do you do?

What do you do that isn't healthy?

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# 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: 113

back shoulder stomach tooth (two teeth) a cold  
a cough a sore neck ill toothache medicine

2 Listen and repeat. TR: 114

3 Write.

I've got - ache.	I've got a sore -.
backache	

4 Act and say.

What's the matter? Ah! Have you got a sore neck? Yes!

**Grammar LESSON 2**

1 Listen and chant. TR: 115

What's the matter? Can I help?  
I've got a sore leg. I've got a sore leg.  
You must sit down now. You mustn't run.  
Thank you doctor, thanks very much.

What's the matter? Are you ill?  
I've got stomach ache. I've got stomach ache.  
You must drink hot water. You mustn't eat chocolate.  
Thank you doctor, thanks very much.

2 Listen and read. TR: 116

You *must* sit down now. You *mustn't* run.

3 Match. Circle *must* or *mustn't*.

1 I've got toothache. D  
2 He's ill. He feels cold. —  
3 She's got sore eyes. —  
4 We've got stomach ache. —  
5 I've got a cold. —  
6 She's got earache. —

A He *must* / *mustn't* stay in bed.  
B She *must* / *mustn't* go to the doctor and get some medicine.  
C She *must* / *mustn't* look at her tablet at night.  
D You *must* / *mustn't* go to the dentist.  
E You *must* / *mustn't* eat any more pancakes!  
F You *must* / *mustn't* have a bowl of Grandma's chicken soup.

4 Act.

Hello. What's the matter? I've got a sore leg.  
You must stay at home. You mustn't walk.

78 UNIT 8 Healthy body, healthy mind 79

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, writing and speaking.

### LESSON 3 Reading

**1** Look at the words. Listen and repeat. 🎧 TR: 117

calm worry grades

**2** Listen and read. 🎧 TR: 118

It isn't always easy to learn at school. When do you learn well? First thing in the morning? After you play in the playground? When you are hungry or after lunch? When you are tired? When you are sitting for a long time? Children at Bronxville Elementary School in the US do yoga. They say it's fantastic. It helps them to be **calm** and not to **worry** or get angry. And when they are calm, they get **good grades** in exams. They say it's good to do yoga because they can study and learn better.

Next time you want to learn well at school or study well at home, try yoga! It's quick and easy to do. You can do it in the playground or in your classroom, sitting at your desk! You can do it in fifteen minutes ... or just two! Go on! Give it a go!

**3** Read again. Write T (true) or F (false).

- The children at Bronxville Elementary School practise yoga. \_\_\_
- They don't like doing yoga. \_\_\_
- Yoga can help you when you are angry. \_\_\_
- Yoga isn't good before an exam. \_\_\_
- You must do yoga outside in the playground. \_\_\_
- You can do some yoga if you only have two minutes. \_\_\_

**4** Do you like doing yoga? Do you want to do it at school?

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### Grammar LESSON 4

**1** Listen and read. 🎧 TR: 119

*It's good to do yoga.  
It isn't always easy to learn at school.*

**2** Match.

- It's silly to **A**
- It's fun to
- It's important to
- It isn't healthy to
- It's healthy to
- It's friendly to

**A** be worried about exams – just do your best!  
**B** be calm before exams.  
**C** do yoga with your friends at school.  
**D** say hello to everyone in class in the morning.  
**E** drink lots of lemonade and sugary drinks.  
**F** eat lots of fruit and vegetables.

**3** Put the words in order.

- a good breakfast / before school / have / important / it's / to
- fun / isn't / it / study / to / when / you are tired
- go to bed / it's / late / silly / to / on a school night
- drink / healthy / it's / lots of water / on hot days / to

**4** Complete with your ideas.

- At school it's important to ...
- It's fun to ...
- It isn't good to ...
- It's wrong to ...
- It's silly to ...
- It's easy to ...

**5** Make a poster about being healthy.

UNIT 8 Healthy body, healthy mind 81

The reading texts are about the real world. In this activity, students are asked to think about the benefits of yoga.

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

# 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 3 phonics syllabus analyzes different sounds and spellings within a synthetic approach.

The songs have catchy, modern tunes.

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

## LESSON 5 Song

**1 Listen and read.** TR: 120

**Come on everyone! Get up from your chairs.**  
**It's time to move around now! Let's go downstairs!**  
**Let's go into the playground, and count to three.**  
**Just shake your body and shout with me!**

**Put your arms in the air. Now bounce up and down.**  
**With your right foot forward then change your feet around.**  
**Step left, left, left, now right, right, right.**  
**It's easy to dance all day and all night.**

**Now walk with me, and move your shoulders around.**  
**Put your hands on your stomach and step up and down.**  
**Our friends are all dancing. One ... two ... three ...**  
**Now everyone is doing this dance with me.**

**2 Listen and sing.** TR: 121 and 122     **3 Sing and dance.** TR: 123

**VALUE Keep fit.**  
Workbook, Lesson 6

Traditional dancing, Indonesia

## Phonics LESSON 6

**1 Listen. Say the sounds.** TR: 124

n - ow	now
d - ow - n	down
b - ou - n - ce	bounce
pl - ay - gr - ou - nd	playground

**2 Write ou or ow. Listen and chant.** TR: 125

Let's b\_\_\_\_\_nce up and d\_\_\_\_n,  
 And let's all sh\_\_\_\_\_t ab\_\_\_\_\_t it,  
 H\_\_\_\_\_ we jump ar\_\_\_\_nd,  
 Ar\_\_\_\_\_nd the t\_\_\_\_n, n\_\_\_\_\_.

**3 Write ou or ow. Say the words. Listen and repeat.** TR: 126

	
1 br_____n	4 c_____
	
2 h_____se	5 m_____ntain
	
3 sh_____er	6 tr_____sers

# 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 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.

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

### LESSON 7 Video

**1** Watch the video. Tick (✓) the sports you hear. ▶ Video 10

- badminton
- baseball
- basketball
- cross-country running
- football
- judo
- skipping
- swimming
- table tennis
- tennis



**2** Watch the video again. What sports do the children do at school? Write. ▶ Video 10

- 1 Aliyah does \_\_\_\_\_ and \_\_\_\_\_ at school.
- 2 Kaitlyn does \_\_\_\_\_ and \_\_\_\_\_ at school.
- 3 Marlen does \_\_\_\_\_ and \_\_\_\_\_ at school.

**Writing**

We use ordering words to talk about the order that things happen in.  
**First**, Aliyah talks about sports they play at school. **Next**, she says she goes to judo and swimming club. **Finally**, she says that they have PE lessons at school twice a week.

**3** Write a summary.

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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 Earth without leaving the classroom!

**School trip 3**

**The Taos pueblo**

Welcome to Taos. Taos is a very old village in the US. The buildings here are some of the oldest buildings in North America. This is one of the villages of the Pueblo people, Native Americans who were here before the Europeans arrived. In fact, *pueblo* means village. There are 21 *pueblos* like Taos in the south west of the US where Puebloans still live today. So let's visit this village and learn about its people, in the past and today.

**Taos, a native pueblo in the US**

**1 Read about the villages of the Pueblo people. Choose.**

- What is special about Taos?
  - A It's the only *pueblo* today.
  - B It's very old.
  - C People don't live there now.
- Who are Native Americans?
  - A People who live in old buildings.
  - B People from Europe who came to America.
  - C People who lived in America before Europeans.
- Where do the Puebloans live?
  - A In villages in a part of the US.
  - B In cities in the US.
  - C Only in Taos.

**2 Watch the video. Tick (✓) the true sentences. ▶ Video 13**

- They live in the same place today as their families did 1,000 years ago.
- Each apartment has a place to cook in it.
- There are 35 villages where Pueblo people live.
- These days, there is electricity in the village.
- They get water from a river.
- People come from other places to learn about the Pueblo people.

**3 PROJECT** Write a biography of your town, or a town you know.

*In the past, there was / were ...*  
*There weren't ...*  
*These days, there are ...*  
*People ...*

**4 Act.**

*Grandfather?*  
*Yes, Claudia.*  
*Were there lots of cars when the town started?*  
*No! There weren't any cars! There were horses.*

Stunning photo captures students' interest.

Carefully staged lesson introduces the topic and sets the scene (Exercise 1) and works on comprehension and memory (Exercise 2).

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

# Reading extra

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

The main focus of the activities is on comprehension and discussion. However, the language is carefully graded and also offers opportunities for language-based extension.


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

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

**Reading extra 2**

**Solar eclipses**

Is it a quest? Is it a game? No, these people are looking at the sky to watch a solar eclipse. A solar eclipse is when the moon goes between the Earth and the sun. The moon stops the sun's light from getting to the Earth, so it's darker than usual in the daytime. It's a very unusual event, and it changes animal behaviour. Birds stop singing, for example.



You can only see eclipses in one small part of the Earth, and only for a few minutes, so you must be in the right place at the right time. Also, they don't happen very often in each place. You have only had an eclipse about every four hundred years!

There is usually a solar eclipse somewhere in the world each year. Some people love watching eclipses so they travel all around the world to see them.

It isn't safe to look at an eclipse. The sun's rays can hurt your eyes, so you must never look at the sun. Wear special eclipse glasses. These are much darker than normal sunglasses or make a pinhole viewer. Make a small hole in a piece of paper and hold it over another piece of paper. You can see the shape of the eclipse on the other.

**Glossary**  
light when it is sunny  
sets or lights  
unusual or normal

**1 Look at the photo. Answer the questions.**

- What are the people looking at?
- Why are they wearing glasses?

**2 Listen and read. Why is it difficult to see eclipses?**

**3 Read again. Write T (true) or F (false).**

- During solar eclipses the Earth is between the sun and the moon.
- A solar eclipse makes the day longer than usual.
- Solar eclipses happen every year in the world.
- It is safe to look at an eclipse when there is an eclipse.
- You can't see a solar eclipse everywhere in the world at the same time.

**4 Imagine there is going to be a solar eclipse where you live. Answer the questions.**

- How do you get ready for it?
- What do you want to be when you watch it?
- Who do you want to watch it with?
- Are you happy about seeing it? Why? Why not?

**Reading extra 3**

**The feast**

A chief wanted to give a feast for all his people, so he sent his men to every village. The men said, 'The Chief invites you to a feast at his house. He asks each of you to bring a gourd of mango juice and to pour it into a pot at the door.'

One man, Akin, wanted to go to the feast very much. But he had no mango juice at home. His wife said to him, 'You must buy some.' But Akin said, 'I am not going to buy juice. It is not my feast. It is the chief's feast – he should give us juice.'

Then Akin had an idea. 'Hundreds of people are going to bring juice and pour it into the pot. I am going to take a gourd of water. One gourd of water can't be bad for so much juice.'


The day of the feast came. People put on their best clothes and walked to the chief's house. They stopped at the door and poured their gourds into the pot.

Akin also went to the feast with his wife. He too poured his gourd into the pot. Then he sat down at the table with all the other people.


The chief stood up. 'Let's drink, my friends!', he said. And everyone took their glasses. But what they drank was not juice, but water!

So Akin was not the only person to think, 'A gourd of water can't be bad for so much juice.'

**Glossary**  
a feast




a gourd



to pour



a pot



**1 Look at the picture. What is happening?**

**2 Listen and read.**  TR: 191

**3 Complete this summary of the story. You can use one, two or three words in each space.**

- A chief invited all his people to come to \_\_\_\_\_ for a feast. He asked each person to bring a \_\_\_\_\_ mango juice.
- Akin had no mango juice. He didn't want \_\_\_\_\_ juice because it was not \_\_\_\_\_ feast.
- He had \_\_\_\_\_. A lot of people are going to pour juice into the pot. No one is going to know if I pour \_\_\_\_\_ in the pot.
- People came and poured their gourds into the pot. But when they \_\_\_\_\_ from their glasses, it \_\_\_\_\_; it was water.

**4 Work in pairs. Say what you think happened next.**

**5 What is going to happen if ... ?**

- Everyone says they are going to pick up their rubbish, but no one does.
- Everyone says they are going to play for the football team, but no one does.
- Everyone says they are going to be quiet in class, but no one is.

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

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



#### ABOUT THE PHOTO

The photo shows boys jumping off playground equipment in a park. The idea of the playground originated in Germany to teach children to play correctly. The first public playground was opened in 1859 in the UK. Before that children got together and played in the street. In the US, playgrounds were introduced in 1907 by President Roosevelt because he thought city streets weren't good places for children to be playing. As cars became commonplace, more and more playgrounds were built to provide safe places to play.

Today, playgrounds are common all over the world. But don't think playgrounds are just for children. In many cities there are playgrounds for elderly people, where they can exercise and stay fit. For example, in Berlin there's one designed for people over 70.



# Look and remember

## In this unit, students will:

- review vocabulary from Level 2.
- review grammar from Level 2.
- learn numbers 21–100.
- write about their house.
- listen to and sing a song about being back at school.

## Twenty-First Century Skills

### Collaboration

Help each other learn numbers, Lesson 1

### Communication

Ask and answer personal questions, Lesson 3

### Creativity

Write about their house, Lesson 2

### Critical Thinking

Think about who lives in a house using visual clues, Lesson 2

## LESSON 1

# Look and remember

## In this lesson, students will:

- use a photo to review clothes, personal possessions and actions.
- ask and answer about personal possessions.
- learn numbers 21–100.

**Resources:** Worksheets 3.0.1–3.0.3, Classroom Presentation Tool, Workbook pages 4–5, Workbook Audio Track 1, Online Practice

**Materials:** a foam ball (or piece of paper tightened up into a ball shape), index cards, sticky tack

## TEACHER TIP

The first step towards personalized classes is to get to know your students: their names and interests. One way is to ask them to present this information visually, such as by designing their own 'coats of arms'. Make your own before the class. Cut out a shield shape and divide it into four quadrants. In each, draw something to show what you like, for example, a football, an open book, a space rocket, a bird. Write your name in the middle. Show the class and tell them about yourself, for example, say *My name's [Natasha] and I like football, ...* Tell students to make their own, then use it to introduce themselves to the class and to you.

## Warm Up

- Say *Hello! Welcome back! My name's [your name]. What's your name?* Hold up the ball and very gently throw it to a student. Prompt him/her to answer and then ask another student his/her name, for example, *My name's [Carmen]. What's your name?* Tell students to pass the ball around until everyone has answered.
- Say *Last year you learnt a lot of words in English.* Put students into pairs to brainstorm as many words as they can remember from last year. If you know what book(s) they used, you could jog their memory by showing them pages from the book. Say *You have two minutes to write as many words as you can remember. Both of you must write a list so you each have a copy.*

- When students finish, put each member of a pair in a group with five or six other students. Ensure each group has got paper. Say *Keep your words secret. Take turns to communicate your words. You can't say the word or say it in your language. But you can describe it in English or draw and act it out.* Demonstrate the activity. Say *It's a big car for a lot of people. You see it in the street. It stops for you.* (bus) Then, draw a balloon and act out holding it. Say *You get two points if you use English and one point if you draw it or act it out. The person in your group who says the word first also gets a point. You've got five minutes. Play!*
- When students finish, ask them to share their favourite words from the game.

## 1

- **Use the Photo** Ask students to open their books to pages 4–5. Say *Look at the photo. Who can you see? (three boys) Where are they? (in a park/playground) Ask What have they got? (a skateboard, a camera, a bike, a bag) What are they doing? (jumping, taking a photo, playing)*
- Read the instructions aloud. Focus attention on the first word in the word box. Say *Bike. Can you see a bike in the photo? (yes) OK. Let's circle bike.* Tell students to complete the circling activity on their own, then put them into pairs to compare their answers. Review answers with the class.
- Point to the first sentence. Say *The sentences are describing the photo. Look at item 1. How many words do you write? (two) The word before the first gap is three. Is it three bike? (No, it's three boys.) Why? (The word boys is plural and there are three boys in the photo.)* Ask students to complete the activity in pairs.
- When students finish, ask pairs to share their answers.
- **Extra Challenge** Tell students to cover the word box and use the photo to complete the sentences. Be prepared for other acceptable answers, for example, *1 There are three children in the playground.*
- **Extra Support** Check understanding of each item in the box by inviting students to come to the front and point to it in the photo.

## 2

- Say *A possession is something I've got. This pen is my possession. I'm thinking of a possession from the word box in Exercise 1.* Write on the board *Have you got a ...?* and tell students to ask you questions. Say *Yes, I have* or *No, I haven't*. Point to the model dialogue for the activity. Ask students to write ten things to ask other students about. Walk around and check that students are writing possessions and spelling them correctly.
- Put students into small groups and tell them to ask and answer their questions. After a few minutes, invite students to share with the class one or two things that other students have and haven't got, for example, *Henri has got a skateboard but Michel hasn't got a skateboard.*
- **Extra Challenge** Tell students to ask a follow-up question with each question, for example, *Have you got a bike? What colour is it?*
- **Extra Support** Elicit more possessions. Act out, for example, playing a guitar, playing a board game, being a robot, etc. Say the word and write it on the board.

## 3

- Read the instructions aloud and point to the sentence stems. Say *Complete the sentences so that they are true for you.* Ask *Which sentences are about you?* (1 and 2) *Yes. How do you know?* (It says I.) *Who is sentence 3 about?* You? (no) *Why not?* (It says has.) *Right, so one other person in your group. And sentence 4 is about all of you.* Give students two minutes to complete the sentences.
- Review the activity as a class. Ask students to say one thing that the group has in common, for example, *We've all got bikes.*
- You may want to find out whether anyone has got lots of toys, for example, *[Raquel] has got 34 teddy bears!* Exploit this information to introduce numbers. Ask *How do we say this number? Let's learn how to now.*
- **Extra Challenge** Ask students to write four more sentences, including a negative for item 3.
- **Extra Support** Review the verb *have*. Pick up a student's pen and say *[Andrea] has got a pen.* Pick up another student's pen and say *[Andrea] and [Mateo] have got pens.* Say *Hold up your pens. We've all got pens!* Write *I've got, you've got, she's got,* etc. on the board.

## 4

- Before the lesson, write on index cards the numbers 21, 22, 30, 40, 50, 60, 70, 80, 90, 100. Display the index cards on the board. Point to each card and say the number. Ask students to repeat chorally and individually. Point to the cards in random order and ask different students to say the number.
- Point to 21 and say *Twenty-one.* Point to 22 and say *Twenty-two.* Write on the board 23 and say *Twenty-...?* and invite students to complete the number. Say *Twenty-three* and ask students to repeat chorally and individually. Repeat for numbers 24 to 29.
- Take the cards down. Ask a student to come to the front. To the class, say *Say a number,* for example, *seventy-two,* and tell the student to write the digits on the board. Each time ask *Is [Marta] correct?* Repeat with different students.
- Read the instructions aloud. Say *Let's do the first one together.* Point to 21 and ask *How do we say this number?* (twenty-one) *Look in the box. Which number is twenty-one?*

(J) Say *Write J in the box next to 21.* Write on the board 21 J. Tell students to complete the activity in pairs. Then, review answers as a class.

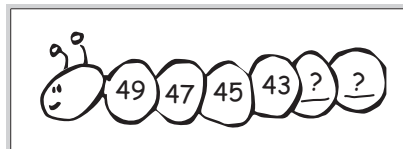
- Ask students to read the numbers in the correct order aloud. Then test students' ability to say numbers by writing random numbers on the board and asking different students to say them.
- Ask *What's 28 plus 47?* Draw a plus sign on the board and say *Plus.* Ask the question again and ask a student to answer. (75) Tell students in pairs to ask five more questions with totals under 100.
- When students finish, ask one pair to ask the class their questions. The first student to put up his/her hand and answer correctly gets to ask the next question.
- **Extra Challenge** Teach the class the operations *minus* and *times* and ask pairs of students to test each other with addition, subtraction and multiplication.
- **Extra Support** Review numbers 1–20. Say *One.* Point to a student and prompt *two*, then indicate the student next to him/her should say *three.* Repeat up to 20.

## Optional Activity 1

- Play *Bingo!* Write 30 numbers between 10 and 100 on the board. Include pairs of easily confused numbers, for example, 14 and 40, 15 and 50, 45 and 55, 89 and 98, etc. Draw a 3x3 grid on the board and tell students to copy it in their notebooks. Then, tell them to fill the nine squares with nine numbers from the board.
- Say *Listen to the numbers I say. If you have a number I say, put a cross on it.* Demonstrate on the board. Say *When you have put a cross on three numbers in a line, shout Bingo!*
- Play the game. Note down the numbers you have read so that you can check whether the student who shouts *Bingo!* has heard correctly.
- Do further rounds of the game with the winner of the last round playing the part of the teacher.

## Optional Activity 2

- Draw a caterpillar on the board with a series of numbers on it, for example,



- Tell the class to call out the missing numbers, then draw their own caterpillars and decide on another series, for example, 38 – 43 – 48 – 53 – 58 – \_\_\_ – \_\_\_; 95 – 93 – 91 – 89 – \_\_\_ – \_\_\_; 2 – 4 – 8 – 16 – \_\_\_ – \_\_\_, etc. Tell students to show their caterpillars to other students for them to work out the next numbers in the series.

## Wrap Up

- Ask questions to test students' production of numbers. For example, ask *How old is your mother? father? grandmother? What's your shoe size? How many teddy bears have you got? How many people are there in this class? How many classes are there in the school?,* etc.

**Additional Practice:** Worksheets 3.0.1–3.0.3, Workbook pages 4–5, Online Practice

# Look and remember

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

bike boys camera catching hat jacket  
jeans jumping park skateboard street taking

- There are three boys in the park.
- A boy is jumping from the yellow climbing frame. He's wearing a jacket.
- There's a black skateboard, and a bike behind the climbing frame.
- One boy is wearing a hat on his head and blue jeans.
- One boy is taking a photo with his camera.

- 2** Ask and answer.

Have you got a bike?

Yes, I have. What about you?

- 3** Write about you and your friends. *Sample answers*

- I've got a bike.
- I haven't got a guitar.
- Luis has got two rabbits.
- We've all got lots of board games.

- 4** Match. Then do some maths.

A eighty B fifty C ninety D twenty-two  
E forty F sixty G one hundred H seventy  
I thirty J twenty-one

- |    |   |    |   |    |   |    |   |     |   |
|----|---|----|---|----|---|----|---|-----|---|
| 21 | J | 22 | D | 30 | I | 40 | E | 50  | B |
| 60 | F | 70 | H | 80 | A | 90 | C | 100 | G |

What's 28 plus 47?

75.



Playing in the park

**ABOUT THE PHOTO**

The photo shows designer Elaine Shaw with her modern doll's house in London, UK. Elaine's uncle built her a doll's house, and her mother worked in a doll's house factory. When Elaine's daughter wanted a doll's house, Elaine decided to make her a modern one. Her business started then, selling doll's houses that are modern and fashionable.



**A modern doll's house by designer, Elaine Shaw, London, the UK**

**In this lesson, students will:**

- use a photo to review furniture and things at home.
- write about their house.

**Resources:** Classroom Presentation Tool, Workbook pages 6–7, Workbook Audio Track 2, Online Practice

**Materials:** index cards

**TEACHER TIP**

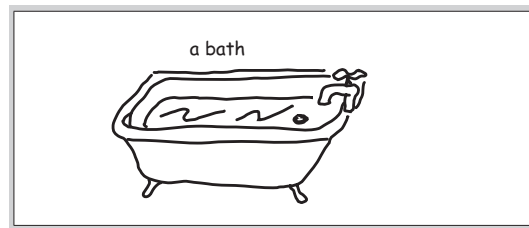
Every lesson has at least one Optional Activity. This is an activity that you can choose to include if there is time, and if you think students would benefit from further language practice or a change of pace. Optional Activities may be best used towards the end of the lesson; they usually practise the language students have studied, so need to come once students have the necessary language. Alternatively, you may decide to use the Optional Activity in a subsequent lesson as a way of recycling language at a later date, or even doing it at the start of a lesson to see how much students already know.

**Warm Up**

- Draw a house outline on the board, with a staircase, a garden and four empty rooms: downstairs: living room and kitchen; upstairs: bedroom and bathroom (make the bathroom smaller than the bedroom). Point to the bathroom and say *What's this room?* (the bathroom) *How do you know?* (It's small.) *What can I draw here so we know it's the bathroom?* (a bath) Repeat with each room: bedroom (bed), living room (sofa), kitchen (table). Ask students to repeat the names of the rooms after you. Write the room names in the appropriate places on the house. For each word, ask students about their homes. For example, ask *Is your kitchen big? What colour is your sofa? How many bedrooms are there in your house?*

**1**

- **Use the Photo** Ask students to open their books to page 6 and say *This is a doll's house.* Ask *Is it big or small, for a doll's house?* (big) *Have you got a doll's house?* Ask *Is it the same as this doll's house?* Listen to students' responses.
- Read the instructions aloud. Give students two minutes to complete the activity on their own. When students finish, ask individual students to say how many things they named, but don't ask for the answers.
- Put students into groups of five or six to compare answers. Point to the sofa and say *I can see a sofa. Look! Here.* Ask a student next to you to point to something different. Say *You've got three minutes.* Walk around and check students' accuracy in vocabulary and pronunciation.
- To review, ask students to share their answers. Write the words on the board. Ask *What do you like about this doll's house?* Discuss ideas about the house, then tell students about it using information from About the Photo.
- **Extra Challenge** Dictate *floor, window, wall, armchair, rug, balcony* and ask students to point to them in the photo.
- **Extra Support** Before the lesson, draw simple pictures of the objects in the photo (*kettle, tap, rubbish bin, lamp, picture, etc.*) on index cards with the words written next to each one.



- Tell students to take turns to come to the front and display each one in the appropriate room of the house you drew on the board in the Warm Up. Say each word and ask the class to repeat individually and chorally.

**2**

- Rub out the words from the board. Tell students to look at the photo again for one minute. Then, tell them to close their books. Put students into pairs. Tell them to write as many objects from the photo as they can remember. When students finish, check answers as a class.
- **Extra Challenge** Tell students to work on their own to write down as many of the words as they can in 60 seconds.
- **Extra Support** Write on the board the first letters of the things in each room, for example, in the living room: s \_ \_ \_ , s \_ \_ \_ \_ , l \_ \_ \_ .

### 3

#### Task Guidance Notes

**Movers Reading & Writing Part 4** Students read a factual text which has five gaps. They are given a choice of three words for each gap and must choose the correct word to write in each gap. The missing words are grammatical exponents. This part is testing understanding of a factual text and writing missing words.

**Challenges** Students tend to try and fill each gap immediately. Remind students to read the whole text first. Also they need to make sure they are looking at the correct set of options. They must copy each word they choose correctly so make sure they have time to do this in order to create the habit of checking.

#### Performance Descriptors

- Can read and understand a short, factual text with the help of a picture
  - Can copy words
- **Familiarize** Ask students to read through the text quickly (e.g. one minute). Ask *What is it about?* (a home) *What does it tell us?* (what's in the home/what it's like)
  - This activity practises choosing the correct grammatical expression to complete a text. Look at the example with the class. Ask them to explain why *like* is correct.
  - Make sure students understand what to do. Ask them to complete the activity individually.
  - **Reflect** Ask students in pairs to check answers and to underline the words that helped them choose the correct answer. Check answers with the class.

#### Optional Activity 1

- Say *What room am I in?* Pretend to sit down in a relaxed way on the sofa, look for the remote control, find it, and turn on the TV. Invite students to guess where you are. (the living room) Say *Now think of an action you do at home in a particular room. Don't say what your action is.* Put students into groups of four or five. Say *Take turns to act. Try to guess what they are doing and don't forget to ask: What room am I in?* Walk around and help as necessary.

### 4

- Ask *What's the problem with the garden in Exercise 3?* (It's small.) *OK, so why is that a problem?* (They can't play football.) Write *They can't play football.* on the board. Ask *And if the garden is big?* (They can play football.) Read the instructions aloud and tell students to complete the activity on their own.
- To review, ask students to share their answers.
- **Extra Challenge** Tell students to write three things they can do and three they can't do, for example, *I can ride a bike with no hands, I can speak English, I can't stand on my hands, I can swim 100 metres.* Say *Stand up and find a classmate who can do one thing you can do and one thing you can't do.*

- **Extra Support** Review *can* and *can't*. Draw a stick figure on the board swimming and next to him/her a stick figure waving frantically in the water, clearly needing help. Write *He/She \_\_\_ swim. He/She \_\_\_ swim.* under each figure and see if a student can supply the missing words, or else write them in yourself.

### 5

- Read the instructions aloud. Point to the words and sentence stems. Write on the board *I live with my* and ask students for words from the word box to complete the sentence (mother, father, etc.) Say *Now you write about your house.* Tell students to work on their own. Walk around and check students are writing clearly and correctly.
- Ask students to read their descriptions aloud, each time asking another student to say one thing he/she heard which is different to his/her home, for example, *Jet's family has got a dining room. We haven't got a dining room.*
- **Extra Challenge** When students finish, put them into groups of three. Say *Read your sentences aloud. Find three things you've got in common.* Ask groups to share their answers.
- **Extra Support** Ask students to draw a picture of their house.

#### Optional Activity 2

- Write the sample answer for Exercise 5, or a similar text about your own house, on the board, but substitute every word with a line to write on, so only the shape of the text and the punctuation is visible. Read the text aloud. When you finish, ask students, one at a time, to call out words and phrases that they remember, and fill the gaps on the board wherever they appear, so that the text gradually appears on the board. When the text is complete, ask a student to read it aloud. Then choose between two and four words to rub out. Ask another student to read the text (including the missing words). Rub out more words. Keep doing this until the last student reads the text aloud entirely from memory. Ask the whole class to say it chorally from memory.

#### Wrap Up

- Tell students to look again at the photo on page 6. Ask questions to encourage students to think about what type of person lives in such a house and why. Ask *Who lives in this house? How old is she? What hobbies has she got? What time does she get up? What's her favourite possession? Can she cook? Where does she go on holiday? Has she got any children? Has she got any pets?* Insist on full sentences for their answers. Listen to students' responses.

**Additional Practice:** Workbook pages 6–7, Online Practice

## Look and remember

- 1 Look at the photo. How many things can you name?
- 2 Play a memory game.
- 3 Read and circle.

My house is small, but I (1) like / likes / liking it. It (2) don't / has / have got a living room and two bedrooms. We (3) has / hasn't / haven't got a dining room - we eat in the kitchen. In the living room, there (4) are / be / is a sofa, an armchair and a big bookcase, and we (5) can / have / likes play games on the computer. We've got a garden, but I (6) do / doesn't / don't like it. It's very small, so we (7) can't / doesn't / haven't play football.

- 4 Complete with *can* or *can't*.

- 1 You can't watch TV in the garden.
- 2 The family can sit down in the living room.
- 3 You can't cook in the bedroom.
- 4 You can't play football in the kitchen.
- 5 My friends and I can play in my bedroom.
- 6 You can have a shower in the bathroom.

- 5 Write about your house.

bath brother dining room father floor  
garden hall mirror mother shower sister

*I live with my ...*

*We've got a nice ... / We haven't got a ...*

*There's a ... in the ...*

*I like / I don't like ...*

Example answer: I live with my mother, my father and my big sister. My house has got a living room, a kitchen and three bedrooms. In my bedroom there's a bed, a desk and a cupboard. I've got a piano in my bedroom. I like my bedroom because it's got yellow walls.





# LESSON 3

## Look and remember

### In this lesson, students will:

- listen to and sing a song about being back at school.
- ask and answer personal questions.

**Resources:** Audio Tracks 1–2, Classroom Presentation Tool, Online Practice

### Warm Up

- Say *I always buy new things before I come back to school.* Show the class any new items. Put students into groups to show each other their new things. When students finish, ask them to show their favourite new thing for school. Write them on the board, for example, *pen, felt tips, crayons, lunch box, etc.*

### 1

- Ask students to open their books to page 8. Read the instructions aloud. Play **TR: 1** and tell them to follow with their finger.
- Play **TR: 1** again and ask students to sing along.
- **Extra Challenge** Play **TR: 1** again, turning the sound down halfway through each line and encouraging the class to sing the missing words.
- **Extra Support** Play **TR: 1**, pausing after each line to give students time to practise singing each line. Repeat, slowly building up to verses, and eventually the full song.

### 2

- Read the first part of the instructions aloud. Ask students to work in pairs and write questions. Then check them as a class.
- Point to the cloud. Say *In this cloud is some information about a boy. Look at item 1 again. What's the question? (What's your name?) Find the answer in the cloud. There are two names. Is it Maria? (no) Why not? (Maria is a girl's name.) So the answer is? (Luis) Right.* Tell students to complete the activity in pairs.
- When students finish, play **TR: 2** and tell students to check their answers. Ask pairs to share their answers.
- **Extra Challenge** Ask students to write different questions that could have the answers in the cloud.
- **Extra Support** Write 1–7 on the board. Write *What's* next to 1. Ask students to identify the question word in the other questions and write it next to each question number.

#### Script for TR: 2

**Ana:** Show me your cloud. OK. Luis is easy. What's your name?

**Luis:** Luis.

**Ana:** Mmmm ... How old are you?

**Luis:** I'm nine. Well done!

**Ana:** Er ... South Street. Where is your house?

**Luis:** No. It's Where do you live?

**Ana:** Right. Where do you live?

**Luis:** I live in South Street.

**Ana:** Green. What colour is your T-shirt?

**Luis:** That's not green. That's blue.

**Ana:** Oh, yes ... What's your favourite colour?

**Luis:** Yes, that's right. My favourite colour is green.

**Ana:** OK, Maria. What's your sister's name?

**Luis:** My sister's name is Patricia.

**Ana:** OK. Mmmm. What's your mother's name?

**Luis:** Correct. My mother's name is Maria.

**Ana:** Good. A doctor. That's easy. What do you want to be?

**Luis:** I want to be a doctor, yes.

**Ana:** Me, too! And are these subjects you don't like?

**Luis:** No, the opposite.

**Ana:** Right. What school subjects do you like?

**Luis:** I like English and PE. That's all the questions. Well done.

**Ana:** Now it's my turn.

**Luis:** OK, show me your cloud.

### 3

#### Task Guidance Notes

**Movers Speaking Part 5** Students answer personal questions about themselves, on topics such as school, weekends, friends, and hobbies. There is no visual prompt but students are only expected to give short answers of between one and four words. Questions are generally in the present tense but they may also be asked about past events (e.g. *yesterday*). This part is testing understanding and responding to spoken questions.

**Challenges** Students can get nervous because there are no pictures to help them and they have to rely on listening. Go over the familiar personal topics they may be asked about, e.g. family, hobbies, etc. and practise simple questions on these themes.

#### Performance Descriptor

- Can respond to questions on familiar topics with simple phrases and sentences

- **Familiarize** Give students practice in identifying the variety of question forms quickly with a word association task. Write *How? When? Where? Do you?* in columns on the board. Elicit one idea for each question, e.g. *How? bus, Do you? yes/no, etc.* Then go round the class saying each question type randomly and ask students to quickly say an appropriate word.
  - **Personalize** Put students into new pairs to ask and answer the questions for themselves.
  - Focus on one aspect of the assessment. Listen and take note of any problems but don't interrupt the flow. Go back over any issues with the class after the exercise.
- | Assess: interaction             |  |
|---------------------------------|--|
| <b>Excellent performance</b>    | responds appropriately; needs very little support; generally responds promptly |
| <b>Satisfactory performance</b> | responds but with some support; prompt but with some hesitation and delays     |
- **Second chance** Teach or remind students *Sorry, I don't understand.* Ask students in new pairs to repeat the last task thinking about pronunciation. Ask them sometimes to say *Sorry, I don't understand* and their partner then has to repeat the question.

### Wrap Up

- Say *Please write me a letter. Tell me about you.* Write on the board: *My name is ..., I'm ... years old, I've got ..., I can ..., I like ..., I want to be a ... and My favourite thing is ....*
- Ask students to write and give you their letters.

**Additional Practice:** Online Practice

# UNIT 1

# Around the world

## In this unit, students will:

- name and locate ten countries.
- ask and answer where people, animals and things are from.
- read about the Fennessy family and giraffes in Namibia.
- use *our* and *their* to talk about their families.
- listen to and sing a song with a guessing game.
- identify three ways to spell the /eɪ/ sound: *a\_e*, *ai* and *ay*.
- watch a video about children from other countries.
- write three things about their country.
- identify the value *Make friends*.

## Language

### Words

*Argentina, Australia, Brazil, Italy, Japan, Poland, South Africa, Spain, the UK, the US; daughter, grandparent, parent, son*

### Grammar

- *Are you from Japan? Yes, I am.*
- *Luca is my brother.*

### Phonics

/eɪ/ plane, train, play

## Twenty-First Century Skills

### Collaboration

Compare ideas with a partner, Lesson 4

### Communication

Describe your country to a person from another country, Lesson 7

### Creativity

Write new lyrics for a guessing song, Lesson 5

### Critical Thinking

Identify positive and negative aspects of other children's lives, Lesson 3

## In the Unit Opener, students will:

- respond to a photo of friends having fun.
- discuss their own experiences of water play.

**Resources:** Home School Connection Letter, Classroom Presentation Tool

**Materials:** a large map of the world (poster or online image)

## Introduce the Theme

- If possible, have a world map on the wall for the whole year. Point to it and say *This year, we're visiting lots of different places. Every time we visit somewhere new, let's mark it on the map.* Show the students the map of the world. Teach the meaning of the word *world* and ask a student to point to where he/she lives. Provide support as necessary. Find out if students know the name of their country in English. Ask *Is it a big/hot country? What continent is it on?* Write the heading *Countries* on the board and begin a list with their own country as the first item.
- Ask what other countries students know. Write these countries on the list.

## Use the Photo

- Tell students to open their books to page 9. Focus their attention on the photo and ask some simple questions to engage the whole class. Ask *Are they boys or girls?* (boys) *What are they wearing?* (shorts) *How are they feeling?* (happy)
- Find Indonesia on the map. Say *The children are in Indonesia.* Ask students to locate Indonesia on a world map. Then continue talking about the photo.
- Direct students' attention to the questions at the bottom of the page. Put students into pairs. Say *Look at the questions. Don't write. Talk to your partner about the answers.* When students finish, ask several pairs to share their answers with

the class. Accept different answers, for example, *The boys are in the water/a river/a forest. They are playing/fighting/getting wet/having fun. Children play in the sea/swimming pool/river/bath!* Find out what students enjoy doing in water, such as swimming underwater, floating on a raft, or standing on their hands.

- Ask students if they would like to go to the place in the photo.

## TEACHER TIP

Children need routines in lessons to feel secure and to establish solid learning cycles over long periods of time. Routines need building up over the first few weeks of a course, so introduce a routine each lesson, or each week, until they are well-established. Start on day one with a routine at the classroom door. Stand at the door and insist students stop and say *Hello. Can I come in?* (you decide the wording) and wait for your permission. This gets students speaking English immediately.

Other routines you might introduce over the coming weeks include the following:

- Writing that day's date on the board (good after teaching months and ordinal numbers)
- Setting up a timetable for class monitors – a helper to give out stationery and books, clean the board, write new words in a vocabulary bag for recycling games, etc.
- Rewarding students with stickers for good work, use of English and meeting goals
- Rewarding the class with a game at the end of each lesson provided they worked productively
- Discussing a word of the day, a word which is discussed and learnt in a lesson even though it isn't formally presented

# Around the world



#### ABOUT THE PHOTO

This photo was taken by Indonesian photographer, Sukron Ma'mun. He took the photo because the boys reminded him of his own childhood. In this village, children tend to play in nature more than with toys or gadgets.

Children in Indonesia having fun

**Look at the photo. Answer the questions.** Sample answers:

Where are the boys? *They are in a river.*


What are they doing? *They are playing.*

Where do children play in water where you live? *In the sea.*

# 1 Words

1 Listen and point.  TR: 3



2 Listen and repeat.  TR: 4

3 Ask and answer.

What's this country?

It's Brazil.

Correct!

### In this lesson, students will:

- name and locate ten countries.
- identify the value *Make friends*.

**Resources:** Audio Tracks 3–4, Classroom Presentation Tool, Flashcards 1–10, Workbook pages 8 and 13, Workbook Audio Track 3, Online Practice

**Materials:** a large map of the world, sticky notes

## Warm Up

- **Use the Artwork** Tell students to open their books to page 10. Focus their attention on the map. Put students into pairs with one book open in front of them. Tell them to point to different things. Say *Find ... an elephant/a snake/some trees/the sea/some fish/a woman playing football/some chocolate/a guitar/some bananas/a bird/some ice cream/some people dancing*.
- Point out the continents. Point to Europe and ask *Is Europe a country?* (no) Point to Africa and ask *Is Africa a country?* (no) Say *They are continents*. Ask *How many continents are there?* (seven) *What continent do we live on? Which continent is the elephant in?* (Africa) *Is Africa smaller than Europe?* (No, it isn't.) *Is Asia bigger than North America?* (Yes, it is.) Say *Today, we are learning about countries*.

### 1

- Read the instructions aloud. Play **TR: 3** and tell students to point to each country on the map.
- Give out the flashcards. Say each country in a random order. The student with that flashcard holds it up. After a few rounds, ask students to give the flashcard to someone new and continue the activity.
- **Extra Challenge** Ask a student to call out country names for others to point to.
- **Extra Support** Pause the audio after each country. Display a map of the world. Ask individual students to go to the map and point to the country.

### 2

- Read the instructions aloud. Point to the activity and say *Listen and repeat*. Play **TR: 4**. Tell students to repeat the words in chorus. Play **TR: 4** again and ask individual students to repeat the words.
- Hold up a flashcard and ask *What's this?* Tell students to answer with the word. Continue in this way with all the flashcards.
- **Value: Make friends** At this point in the lesson, you can introduce the value of making friends. Say *The value of this lesson is Make friends*. Point out that the first time you meet new people you often ask where they are from. Ask *What else can you ask when you meet someone?* (name, age, likes/dislikes) For additional practice, tell students to complete Lesson 6 of the Workbook in class or at home.

- Write the countries on the board, then elicit the word stress of each country. Say *Argentina – how many syllables? Where's the stress? Is it Argentina, Argentina, Argentina, or Argentina?* Show word stress on the board with large and small circles over stressed and unstressed syllables respectively:

• • • • •     • •     • • • •     • • • •  
Argentina     Japan     Australia     the US

- Tell students to record the new vocabulary in their notebooks.

## Optional Activity

- Display the flashcards on the board and number them 1–10. Ask two students to come to the board, one to turn his/her back for a moment and the other to remove one of the countries. Tell the student to turn around and say which country is missing.
- Repeat with different students until there are no flashcards left. See whether students can remember which country was in each position. For example, ask *Which country was number 1?*

### 3

- Read the instructions aloud and point to the model dialogue. Hold up page 10 of the Student's Book, point to Brazil and ask *What's this country?* (Brazil) **Correct**. Put students into pairs. Tell them to keep one of their books open on the map but to cover up the names of the ten countries. They can do this with sticky notes. Tell one student to ask his/her partner. The student who asks the questions can look at the other book if necessary to check. After five questions, tell students to swap roles.
- When students finish, ask questions about the map. Say *I see a bird. Where am I? I see people dancing. Where am I? Is Argentina in South or North America?*
- **Extra Challenge** Give students a dictionary and ask them to find the names in English of three new countries that are important to them. These could be countries that neighbour their country, places they'd like to visit, or places that are important to them for other reasons. Tell students to record them in their notebooks.

## Wrap Up

- Tell students to close their books. Then say *On our map, this country has a bird.* (Brazil) *Two people are dancing in this country.* (Argentina) Continue with clues like this, each time eliciting the country name. After three or four examples, tell students to play this memory game in pairs or groups.

**Additional Practice:** Workbook pages 8 and 13, Online Practice

## In this lesson, students will:

- ask and answer where people, animals and things are from.

**Resources:** Audio Tracks 5–6, Classroom Presentation Tool, Flashcards 1–10, Workbook page 9, Workbook Audio Track 4, Online Practice

**Materials:** name and country pieces of paper, globe

## Warm Up

- Use the Lesson 1 flashcards to review the names of the countries. Hold the flashcards in front of you so you can't see the first card, but the students can. Ask *Is this country big or small?* and ask students to answer. Ask another question. For example, ask *Are there people dancing here?* When you're ready to guess, ask *Is it [Argentina]?* and tell students to respond *yes* or *no*. To make the guessing game more fun, see if you can guess the country after three turns.

### 1

- Write the words for *hello* in different languages from the first two lines of the chant on the board. Ask students to guess which country says *hello* in each way. Write the country next to each one. *Hello* = the UK, Australia and the US; *Ciao* = Italy (pronounced /tʃaʊ/ or 'chaww'); *Konnichiwa* = Japan; *Sawubona* = South Africa (in Zulu, the first language of almost a quarter of the population); *Cześć* = Poland (pronounced /tʃeʃtʃ/ or 'cheshch'); *Hey* = English-speaking countries between friends (teach 'Hi' as another common greeting in English); *Hola* = Spain and Argentina. In Brazil the word *Olá* has almost the same pronunciation.
- Practise chanting the first two lines before playing the audio. Practise the first line, then the second.
- Tell students to open their books to pages 10–11. Say *Let's listen to a chant. Point to countries you hear on the map.* Play **TR: 5**.
- Point to the chant on page 11. Play **TR: 5** again. Pause after each line and ask students to repeat it.
- Divide the class into two groups. Turn to the students on your left and say *This side of the class says the purple questions.* Turn to the right and say *This side of the class says the green answers.* Both groups should chant lines 1, 2, 9 and 10 together and then swap lines. Play **TR: 5** again, with each group saying their part.

### 2

- Focus students' attention on the grammar box. Say *In this lesson, we are saying where people and things are from.* Play **TR: 6** and tell students to follow in their books. Ask the class to repeat the sentences.
- Say *I'm from [Poland].* To elicit the negative, ask *[Mauro], are you from Japan?* (No, I'm not.); *Is [Mauro] from Japan?* (No, he isn't.); *[Hanna and Antoni], are you from Japan?* (No, we aren't.) Substitute other countries for *Japan*, including the students' own, to elicit a variety of answers. Repeat, asking several students if they're from other places.

### 3

- Read the instructions aloud. Then, point to item 1. Say *Where is Leo from? Leo is a boy's name. When we are talking about a boy, we use he. Which answer has he in it?* (He's from Poland.) *Yes! Let's draw a line from the question to this answer.* Give students two minutes to do the activity.
- Extra Challenge** Tell students to write another question and answer in the same style as the activity but with a space for a grammatical word, for example the verb *be*, *from*, *he*, *it*, *you*, etc. like this: *Where \_\_\_ you from? I'm \_\_\_ Mexico.* Ask students to write their sentences on the board and ask other students to complete them.
- Extra Support** Walk around and check for difficulties in matching questions and answers. Point out the difference between *Is/Are ...?* and *Where ... from?* questions. Ask which you answer with *Yes/No ...* and which you answer with a sentence beginning *I/We/He/She/They*.

## Optional Activity

- Tell students to look at the map again. Ask *Is baseball from the UK? Where are giraffes from?* Insist on full sentence answers (*No, it isn't. It's from the US. They're from South Africa.*).
- Tell students to work in pairs to take turns asking questions based on the map. Listen to students' responses.
- Ask students to give a few of the questions and answers.

### 4

- Before the lesson, prepare a piece of paper for each student with a name and country on it, for example, *Name: Akari, Country: Japan.* You can find suitable names for different countries on the Internet.
- Model the conversation with a student. Say *Hi. What's your name?* (My name's Akari.) *Are you from China?* (No, I'm not.) *Are you from Japan?* (Yes, I am.) Point to the model.
- Give out the pieces of paper, then ask students to walk around the classroom until they have spoken to at least five classmates. At the end, find out how many countries they can remember.

## Wrap Up

- Ask a student to come to the front of the class. Spin a globe and tell the student to put his/her finger down to make it stop. When it stops, ask *Where are you from?* Tell the student to say the country his/her finger is pointing to, or the closest one if they're pointing to the sea. Provide help pronouncing the country name as necessary.
- Ask the same student to spin and ask a classmate to put his/her finger down. Now, prompt the first student to ask *Where are you from?* and the second student to respond with the location. Continue this with different student pairs, until students have heard five new countries.

**Additional Practice:** Workbook page 9, Online Practice



**1** Listen, point and chant. TR: 5

Hello! Ciao! Konnichiwa!  
 Sawubona! Cześć! Hey! Hola!  
 Where are you from? Are you from Japan?  
 Yes, yes, I am. I'm from Japan.  
 And where is he from?  
 He's from the US.  
 And where is she from?  
 She's from Brazil.  
 So many countries – so many friends.  
 Let's travel the world. The fun never ends.

**2** Listen and read. TR: 6

*Are you from Japan? Yes, I am.*  
*Where are you from? I'm from Japan.*  
*Where is she from? She's from Brazil.*

**3** Match.

- |                            |                                  |
|----------------------------|----------------------------------|
| 1 Where is Leo from?       | They're from Australia.          |
| 2 Where are koalas from?   | He's from Poland.                |
| 3 Is football from the UK? | No, we aren't. We're from Spain. |
| 4 Where are you from?      | Yes, it is.                      |
| 5 Are you from Poland?     | I'm from Brazil.                 |

**4** Play.

Hi. What's your name?  
 My name's Akari.

Are you from Japan?  
 Yes, I am.

Are you from China?  
 No, I'm not.

**VALUE** Make friends.  
 Workbook, Lesson 6