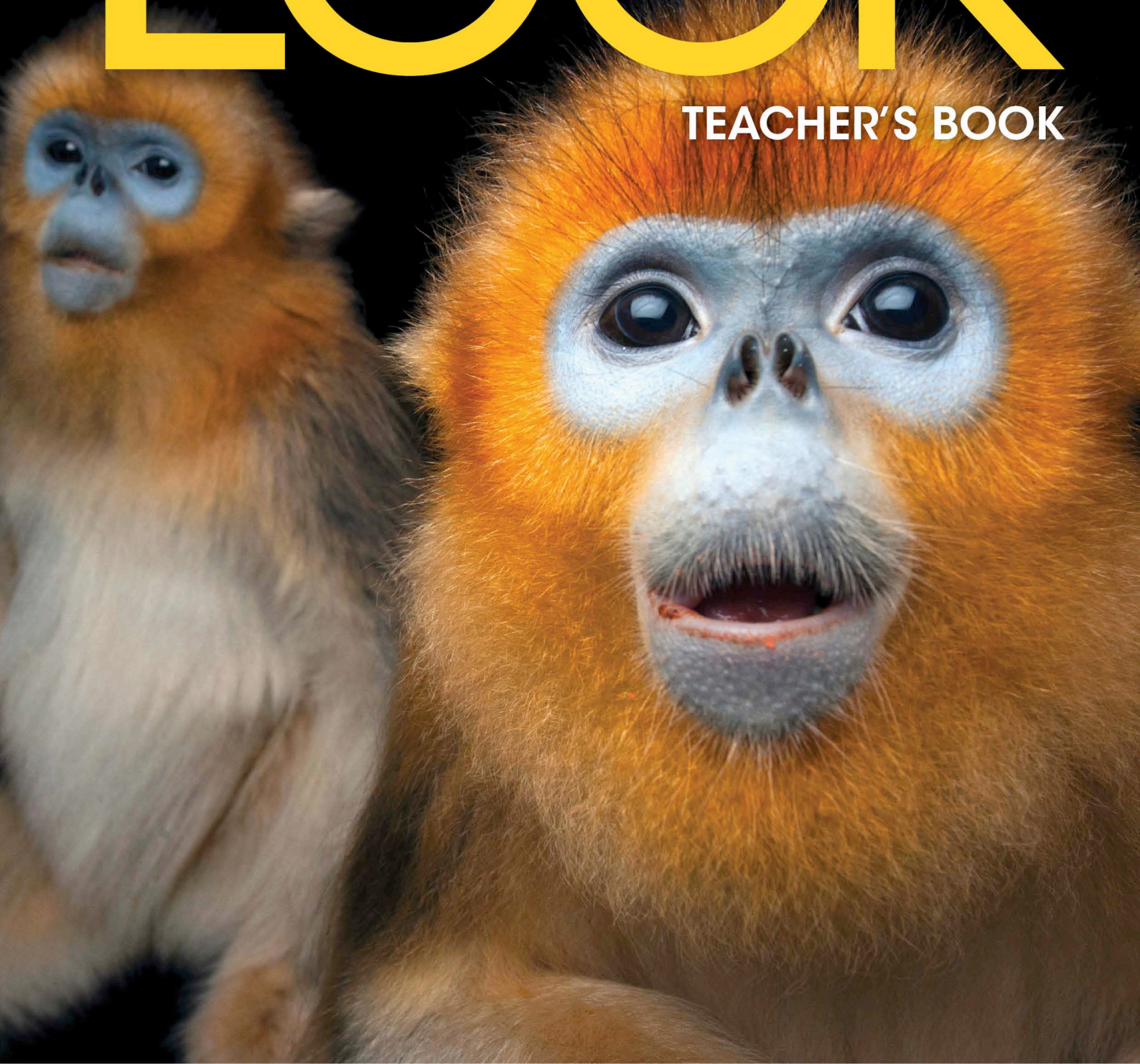


 NATIONAL
GEOGRAPHIC
LEARNING

STARTER

LOOK

TEACHER'S BOOK



LOOK **STARTER**

TEACHER'S BOOK

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National Geographic Learning,
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Scope and sequence	iv
Introduction	vi
Unit walkthrough	ix
Hello!	4
1 Hello!	5
2 At school	11
Game 1 page 17	
3 My toys	19
4 On the farm	25
Game 2 page 31	
5 I like food!	33
6 How are you?	39
Game 3 page 45	
7 My family	47
8 My body	53
Game 4 page 59	
9 My clothes	61
10 Let's play!	67
Game 5 page 73	
Unit story books	75
Thank-you card	95
Anthology teaching notes and answers	96
Formative assessment framework	102
Workbook answer key	104
Video scripts	123

Scope and sequence

Hello!

p. 4

1

Hello!

p. 5



Words

Hello.
Goodbye.
Sing.
Sit down.
Stand up.
Thank you.

Grammar

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

What's your name?
My name's Emilia.

Phonics

a, b, c
apple, bag, cake

VALUE Be friendly.

2

At school

p. 11



book, chair, crayon,
desk, pencil, teacher

Numbers 1-6

Is it a book?
Yes, it is. /
No, it isn't.

one pencil
two pencils

d, e, f
duck, egg, fish

VALUE Say thank you.

Game 1 p. 17

3

My toys

p. 19



ball, car, doll, robot,
teddy bear, train

Colours

What's this?
It's a car.

What colour is it?
It's black.

g, h, i
goat, hippo, igloo

VALUE Be careful.

4

On the farm

p. 25



bird, cat, cow, dog,
horse, rabbit
big, small

Numbers 7-12

What are they?
They're birds.

How many birds?
Seven.

j, k, l
jam, king, lizard

VALUE Make friends.

Game 2 p. 31

5

I like food!

p. 33



bread, chicken,
fruit, juice, milk,
rice, water

I like juice.

I don't like bread.

m, n, o
monkey, nuts, ostrich

VALUE Give and share.

6

How are you?

p. 39



happy, sad, hot,
cold, hungry, thirsty

I'm hungry.

I want water.

p, q, r
pink, quilt, rain

VALUE Make good choices.

Game 3 p. 45

LOOK

7
My family
p. 47



Words

mum, dad,
sister, brother,
grandma, grandpa,
baby

Grammar

This is my mum.

He's happy!
She's sad.

Phonics

s, t, u, v
sun, tea,
umbrella, van

VALUE Help others.

8
My body
p. 53



arm, ear, eye, hand,
head, leg, mouth, nose

I've got two hands.

Are they blue?
Yes, they are. /
No, they aren't.

w, x, y, z
water, box,
yo-yo, zebra

VALUE Be kind.

Game 4 p. 59

9
My clothes
p. 61



dress, hat, shirt, shoes,
shorts, skirt, socks,
trousers

Here is my shirt.
Here are my socks.

b and p
bear, pear

My hat is blue.
Your shirt is orange.

VALUE Forgive.

10
Let's play!
p. 67



climb, draw, jump,
kick, paint, play,
run, swim

I can run.

I've got twenty.
You've got thirteen.

d and t
down, town

VALUE Be kind to animals.

Game 5 p. 73

Unit story books
p. 75



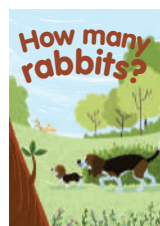
Unit 1



Unit 2



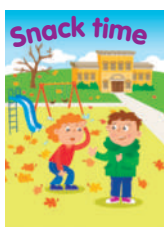
Unit 3



Unit 4



Unit 5



Unit 6



Unit 7



Unit 8



Unit 9



Unit 10

Thank-you card p. 95

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 kindergarten playground in Japan; a cabbage farm in South Korea; boys laughing together in Oman.

The topic is then related back to students' own lives and experiences in personalization activities: What does *their* school look like?; What does *their* idea of a farm look like?; How many boys and girls are in *their* class? These real-life stories enhance the child's learning experience by:

- stimulating them with amazing, fun images showing the world and its people
- giving a meaningful context to the language learnt
- making learning more memorable
- nurturing a spirit of open-mindedness and interest in others

Our hope is that you, too, will be inspired by these stories and then extend each topic. For example, you could get students to bring in examples of their own country's traditional clothes or let them play with traditional toys from their country.

Get up close through amazing photography

As with every National Geographic Learning course, *Look* contains stunning photos of real people, events and natural phenomena. 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. For example, the opening photo in *Unit 7: My family*, shows two children and their parents riding together on a Ferris wheel. These opening photos are often accompanied by a question, such as *How do they feel?* or *What can you see?* You can ask these or similar questions with any of the photos in the book, eliciting and reviewing items of vocabulary from previous lessons, such as colours, clothes, objects or numbers. Ask questions, such as *How many boys are there?* or *What colour is his shirt?* You will find information about these photos 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, if you choose.

Make connections

We have included videos of real children talking about their own lives in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 5* 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, such as the food, cartoon characters and sports they like. 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 talk about their own experiences.

Learn values through stories

Look Starter contains one cut-out story book for each unit. The stories consolidate language learnt in an engaging, lighthearted way. Just like adults, children not only love hearing stories, they enjoy telling them too. The stories in *Look* are simple enough that students can learn them, with the aid of colourful pictures, and retell them at home. This gives students a chance to show their family what they are learning, while practising English.

An important feature of *Look* is the attention it places on values. There is an explicit focus on one key age-appropriate value in every story book. Values education creates a strong, healthy and often joyful learning environment, helping children develop social and relationship skills that last into adulthood. As students engage with positive values, they are equipped with attitudes and behaviours for success at school and beyond. Values that students learn include: say thank you (*Unit 2, The present*), make good choices (*Unit 6, Snack time*) and forgive (*Unit 9, The sock*). Each of these values is reinforced with an activity in the Workbook.

Discuss each story's value and ask students to give other concrete examples of how they can live out the value. They can do this through role-plays or in their first language.

Making teaching and learning a joy

Songs and chants

Songs and chants are an important resource in primary language-learning materials because their repetition and rhythm make them memorable. They're one of the best ways to provide 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 songs in each unit of *Look Starter* provide learners with an opportunity to practise new language in a fun way.

The best way to learn the songs is to listen to the recorded version and sing along to it. You shouldn't worry if students don't pick up the song immediately. Each child will learn at his/her own pace. Students can start by clapping to the rhythm and humming the tune, then focus on the chorus, building up to finally singing the whole song. This is how we learn songs in real life. When students are really confident, they can sing along with the instrumental version. Some songs in *Look* come with step-by-step instructions for simultaneous actions. These help students grasp the meaning of the words, while providing opportunities for movement and exercise – a necessity in any primary classroom.

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

The best way for students to learn a chant is by listening to it and then chanting along to the recorded version. You can help students by building up the chant, line by line.

Teachers are offered extra ideas for creative activities based on the songs and chants in *Look*. For example, you could help your students make up a new verse for a song or record their performances.

Games

There are games lessons in every unit of *Look Starter*, as well as a review game after every two units. Children love playing games. A good game can make any lesson a fun, memorable event in the students' 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 spinners and game pieces, are ready before the lesson. There is 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, 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: *Look Starter* features a variety of game types: board games, card games and a cut-out puzzle game.

Clear language objectives: Games should be fun, but in an English class, they must also help students meet their language goals. The games in *Look Starter* always 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 what they'd consider the primary objective – having fun!

For more information on how *Look* teaches grammar, vocabulary, phonics and skills, see the Unit walkthrough on page ix.

A multi-strand approach to assessment

Introducing informal classroom assessment to very young learners

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

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

The classroom assessment framework:

- outlines an appropriate set of performance objectives
- identifies activities in the Student's Book that you can use to check progression in these objectives
- gives suggestions for remedial activities

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

Managing informal assessment with very young learners

There are some points to remember when introducing any evaluation to very young learners. Most importantly, it needs to be a positive experience and should be done as part of normal classroom practice, so students know what to do, for example, by using a typical classroom activity such as listening and repeating, or matching. Any classroom assessment should be done regularly – every week or every month. Make sure you focus on progression and not scores. For many activities, you can allow students to have help from you or other students. Assessment does not have to be individual – students can, for example, be assessed in small groups.

Assessment practice

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

Techniques for assessment

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

Giving feedback

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

To the class: Say what students generally did well and give one specific tip about how to improve or remember.

To a group: Say what students did well and give one tip for how they can help each other improve.

To an individual: Students need individual praise, but keep feedback for improving to group or class situations.

Self-reflection: Ask students to, for example, put their hand up if they are confident they know something.

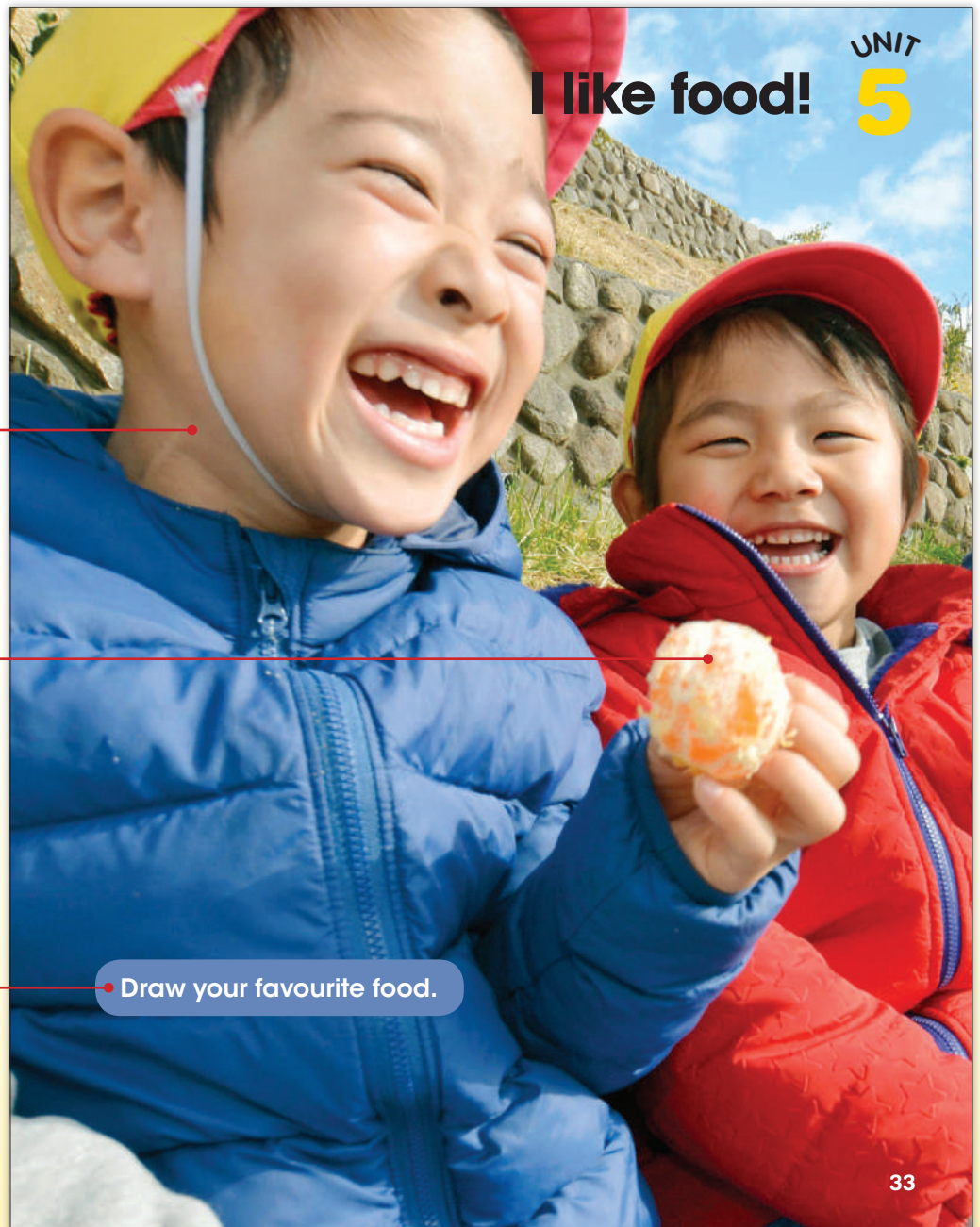
Unit opener

Every unit starts with a full-page photo that stimulates students' interest in the topic and provides opportunities for photo-based questions and answers, as well as other activities.

Students see people and places from all around the world and learn about how other children experience life.

A high-impact photo engages students' interest. The *About the photo* section in the Teacher's Book allows you to satisfy your students' curiosity about the photo.

Even at low levels, students can point and say to interact with real-world photos. In earlier units, before students have got the language to do this, they're asked to draw a picture related to the topic, to make a personal connection.



LESSON 1 Words


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


Clear presentation of the target vocabulary using photos.


The Teacher's Book includes suggestions for using the flashcards for additional practice activities.


LESSON 1 Words


1 Listen and point. TR: 49



bread



chicken


fruit


juice







milk


rice



water

2 Listen and repeat. TR: 50

3 Listen. Circle Y for Yes or N for No. TR: 51

<p>1 <input checked="" type="radio"/> Y <input type="radio"/> N</p> 	<p>4 <input type="radio"/> Y <input type="radio"/> N</p> 
<p>2 <input type="radio"/> Y <input type="radio"/> N</p> 	<p>5 <input type="radio"/> Y <input type="radio"/> N</p> 
<p>3 <input type="radio"/> Y <input type="radio"/> N</p> 	<p>6 <input type="radio"/> Y <input type="radio"/> N</p> 

34 UNIT 5 I like food!



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

LESSON 2 Grammar


Simple grammar targets are presented and practised through games.

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

Clear instructions in the Teacher's Book include ideas for mixed-ability classes.


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

Grammar ^{LESSON} 2

1 Listen and repeat.  TR: 52

2 Play and say.

I like juice.



I like bread.

True!

True or false?

UNIT 5 I like food! 35

LESSON
3

Grammar and song

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

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

All the songs have got catchy, modern tunes.

LESSON
3 Grammar and song

1 Listen and repeat.  TR: 53

2 Listen and sing.  TR: 54 and 55

I don't like bread.



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



LESSON 4 Phonics


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

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

Phonics 4


1 Listen, point and repeat. TR: 56

Mm




monkey

Nn



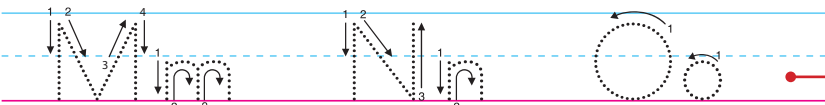
nuts

Oo



ostrich

2 Join the dots.




3 Listen and chant. TR: 57

4 Listen and match. TR: 58

Mm

Nn

Oo



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

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

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

LESSON 5

Video and story

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

Three or four children are featured in each video. Their answers and descriptions are illustrated with photos and video footage. After watching the video, students can talk about their own lives and cultures. They are well prepared for this task because the language they need has been taught and practised during the unit and also modelled by the children on the video.


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

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



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


LESSON 5 Video and story

1 Watch and tick (✓). Video 5






Shiven





Lara









Pablo










2 Read the Unit 5 story. Circle. TR: 59

VALUE Give and share.
Do the Unit 5 Value activity in the Workbook.

3 Trace and say.

38 UNIT 5 I like food!

Unit Story books

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

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

Unit 5
Let's eat!

Panel 4: Here you are!
Thank you!

Panel 1: What's this?
It's juice. I like juice.
I don't like juice.

Panel 2: What's this?
It's bread. I like bread.
I don't like bread.

Panel 3: What's this?
It's cake. I like cake.
I like cake, too!

VALUE Give and share. We read the story.

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

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

Hello!

1 Look and find.



2 Trace and say.



Hello!

In this lesson, students will:

- learn to say hello.
- learn the names of their classmates.
- trace the word *Hello!*

Resources: Worksheets S.O.1, S.O.2, S.O.3; Classroom Presentation Tool, Workbook page 4, Workbook Audio Track 1

Materials: a soft ball (or a piece of paper crumpled into a ball)

Warm Up

- Greet the class. Wave and say *Hello*. Encourage the class to wave and respond *Hello*. Say *My name's [Ms. Sanchez]*. Gesture to yourself and say your name again. Ask students to repeat your name after you a few times.
- Ask *What's your name?* Then read the register and ask students to put up their hand when their name is called. Say *Hello* and repeat the student's name: *Hello, [Kenji]*.
- Play a quick name game. Ask students to stand up the first time you call their name and sit down the second time they hear it. Call names from the register at random and prompt them to stand, sit, stand and sit. This not only helps them relax and have fun, but it also helps the other students learn the names – and it will help you, too!

1

- Say *Open your books to page 4*. Write 4 on the board and point to it. Demonstrate opening a Student's Book by holding a copy of it up and opening to page 4. Walk around the room to check that students have found the page. Do this in every lesson when students need to open their books. Students do not yet know any numbers in English, but repeating this will help them become familiar with the numbers.
- Say *Look! A teacher!* Point to the teacher. Then point to yourself and say *I'm a teacher*. Point to the students in the picture and say *Look! Students*. Point to the students in your class. Say *You're students*.
- Show the book and point to the first girl in the circle. Pretend to look for the girl in the big picture with a puzzled expression. Point to one of the other students in the picture and ask the class *Yes?* (nod to show meaning) *Or No?* (shake your head). Repeat with another student in the picture and encourage the class to respond.
- Point to the girl's picture again and say *Look and find*. Point to the big picture and mime looking at it. Then gesture to the class to look.
- Walk around the room to check that students know what to do. When some students have found the girl, ask one of them to stand up and point to the girl in the picture. Then continue with the rest of the pictures.

Optional Activity

- Arrange students into a circle. Throw a ball to one student and say *Hello*. Encourage the student to say *Hello*. Gesture for the student to throw the ball to another student and say *Hello*.
- For large classes, get groups of students to do the activity. If you haven't got a ball, you can use a piece of paper crumpled into a ball.

2

- Say *Let's write Hello!* On the board, slowly write *Hello!* Carefully draw each stroke of each letter in order and count as you do. Say **H: 1, 2, 3. E: 1, 2, 3, 4.** and so on. Then say *Now you try*.
- Make sure students have got pencils. At the front of the class, demonstrate how to hold the pencil correctly. Ask students to hold up their pencils with the correct grip for you to check.
- Ask students to trace the letters for *Hello!* Be sure to praise students as they work. For example, say *That's right. Very good. Good work, [Mari]*. Walk around the classroom as students work. Check for correct pencil grip. Help students to follow the correct stroke order and follow the direction of the arrows.
- When students finish, go around the room looking at their work and saying *Hello!* Prompt them to say *Hello!* back to you.
- **Extra Challenge** Ask students to write *Hello!* one more time on the guide lines, without tracing.
- **Extra Support** Ask students to practise the letters they find difficult on the empty line. Students who are not used to writing can start by just writing *l* and *o* a few times.

Wrap Up

- Write *Hello!* on the board.
- Invite students to come to the board in pairs. Ask for a volunteer from each pair to write *Hello!* on the board (or they can write it together if they like, taking turns for each letter). Then prompt them to say to each other *Hello, [Kenji]*. *Hello, [Ritsu]*. Then ask them to sit down.
- Continue with all the students.

TEACHER TIP

If this is the first day of school, students will need time to learn each other's names – and be comfortable saying your name, too! Help make learning names a fun, relationship-building experience by continuing to play name games for the next few lessons. For example, repeat the ball-throwing game (Optional Activity), but this time with students using their classmates' names, throwing the ball to a student and saying *Hello, [Ana]*. You can also challenge students to say *Hello!* to as many classmates each day as they can, for example, when they arrive at school or when the English class begins.

Additional Practice: Worksheets S.O.1, S.O.2, S.O.3; Workbook page 4

1 Hello!

In this unit, students will:

- use greetings and follow simple commands.
- ask and answer the question *How are you?*
- ask and answer the question *What's your name?*
- sing a song about introductions.
- identify and pronounce sounds associated with the letters A (/æ/), B (/b/) and C (/k/).
- identify and write upper- and lowercase forms of A, B and C.
- watch a video of children introducing themselves.
- read a story about making a new friend.
- identify the value *Be friendly*.

Language

Words

Hello. Goodbye. Sing. Sit down. Stand up. Thank you.

Grammar

- *Hello. How are you? I'm fine, thank you.*
- *What's your name? My name's [Emilia].*

Phonics

/æ/ apple

/b/ bag

/k/ cake

Reading

What's your name?

Twenty-First Century Skills

Collaboration

Take turns playing a game with a partner, Lesson 2

Communication

Greet classmates, Lesson 2

Creativity

Draw a picture, Unit Opener

Critical Thinking

Identify the value *Be friendly*, Lesson 5

In the Unit Opener, students will:

- respond to a photo of a smiling girl.
- draw a picture of themselves.

Resources: Home School Connection Letter, Classroom Presentation Tool, Workbook page 5

Materials: two hand puppets (for example, simple sock puppets), a hand-drawn picture of yourself, crayons, drawing paper (optional)

Introduce the Theme

- Say *Hello* to students and encourage them to say *Hello* back to you.
- Take out two hand puppets. Using a character voice, make the first puppet say to the second puppet *Hello, [Alice]*. Make the second puppet reply in a different voice *Hello, [Bruno]*.
- Turn to one student and make one of the puppets say *Hello, [Jae]*. Wait for the student to say *Hello* back to the puppet.
- Repeat this with as many students as time allows.

Use the Photo

- Help students open their books to page 5. Point to the girl in the photo and say *A girl*. Then say *Hello, girl!* Wave at the girl in the photo. Then turn to the class and say *Now you say Hello to the girl*. Tell students to copy you, greeting and waving to the girl in the photo.
- **Do the Activity** Read the instructions on page 5 aloud. Help students open their Workbooks to page 5 or give each student a blank piece of paper.

- Hold up a drawing of yourself. Say *This is me. Now you draw*. Gesture to students so that they understand that they should draw themselves. Make sure students have got pencils and crayons. Walk around the room to monitor students' work as they draw. Praise their drawings. For example, say *That's great! Well done! What a nice picture!*
- When students finish their drawings, collect them. Hold them up at random and ask *Who's this?* See if students can guess their classmates from their drawings. When they guess correctly, ask them to turn to the student and say *Hello, [Ralph]*.
- If students drew on a separate piece of paper, display their drawings around the classroom.

TEACHER TIP

Some students may be attending school for the first time. Be patient with them and model good social skills. Say *Hello* to your students individually and encourage them to reply. Model taking turns, putting your hand up, and other classroom norms. When a student misbehaves, don't get angry. Patiently explain that this is not how to act in a classroom. This type of instruction may not take place in English at first, which is OK. Be prepared to work with students on proper school behaviour and norms throughout the year.

ABOUT THE PHOTO

The girl in the photo is wearing her hair in bunches. People have been parting their hair in the middle and gathering it into a 'bunch' on each side for hundreds - maybe thousands - of years. Though bunches are often associated with young girls today, both men and women have worn bunches throughout history. In China, bunches and ponytails (hair gathered behind the head) could identify a person's social status. Many laws have been passed in China about wearing - or avoiding - these hairstyles.

Draw a picture of you.