

NATIONAL  
GEOGRAPHIC  
LEARNING

# Look and See

Teacher's Book  
with ABC Poster



2

# STUDENT'S BOOK CREDITS

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# Look and See

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# Scope and Sequence

**How old are you?** p. 4

Numbers 1-10; Aa, Ee, Ii, Oo, Uu  
How old are you? I'm four.

## 1

**At school**

p. 5



## 2

**Are you happy?**

p. 11



## 3

**Animals**

p. 17



## 4

**Get dressed**

p. 23



## 5

**I can jump!**

p. 29



**New Words**

blocks  
friend  
teacher  
glue  
felt tips  
paper  
scissors

happy  
angry  
excited  
hungry  
sad  
sleepy  
thirsty

owl  
bat  
bear  
duck  
fox  
rabbit  
snake

scarf  
boots  
coat  
dress  
jumper  
skirt  
trousers

jump  
crawl  
dance  
hop  
run  
turn around  
walk

**Recycled Words**

numbers 1-10; apron, bag, book, chair, crayon, paint, pencil, table; blue, green, orange, purple, red, white, yellow; ball, bus, train; banana; brother, dad, grandma, grandpa, mum, sister; bird

numbers 1-10; book, table; black, green, red; ball, bus, car, doll, puppet, teddy bear, train; touch, tummy; apple, banana, biscuit, carrot, milk, orange, water; dad; dog; flower

numbers 1-10; book, crayon, pencil; black, brown, white; ball, bus, car, doll, teddy bear, train; sister; cat, chicken, cow, dog, goat, horse, sheep; socks; glue; angry, excited, happy, sad, sleepy

numbers 1-10; bag, book, crayon, pencil, scissors, table; black, blue, brown, green, orange, purple, red, white, yellow; doll, teddy bear; body, head, legs; apple, banana, milk, orange, hat, jacket, shoes, shorts, socks, T-shirt; flower, leaf, rainbow; happy; bat, bear, dog, duck, fox, owl, rabbit, snake

numbers 1-10; black, blue, green, red, white; ball; arms, body, feet, hands, head, legs, tummy; move, touch; milk; mum; boots, hat, jacket, shoes, shorts, skirt, trousers, T-shirt; flower, tree; felt tip; excited, happy, sad

**Structure**

Who's this?  
He's my grandpa.  
She's my friend.

Are you happy?  
Yes, I am.  
Are you sad?  
No, I'm not.

What is it?  
It's an owl.  
What are they?  
They're bears.

This is my jumper.  
These are my trousers.

I can hop.

**Value**

Be tidy in the classroom.

Get a good night's sleep.

Be curious about animals.

Dress for the weather.

Play outside.

**Letters and Sounds**

Bb /b/  
Pp /p/

Dd /d/  
Tt /t/

Ss /s/  
Zz /z/

Ll /l/  
Rr /r/

Mm /m/  
Nn /n/

**Content Connections**

Engineering

Music, Social Science

Science

Social Science

PE

**Video**

Why do we play with building blocks?

How does music make us feel?

What animals can we see at night and in the day?

What clothes are made of cotton and silk?

What can we do in a playground?

**Project**

A building block painting

A feelings mask

A day and night scene

A dressing up doll

A playground

## 6

### Faces

p. 35



## 7

### My things

p. 41



## 8

### Babies

p. 47



## 9

### What's for dinner?

p. 53



## 10

### Insects

p. 59



#### New Words

face  
ears  
eyes  
hair  
mouth  
nose  
long  
short

dinosaur  
bike  
kite  
puzzle  
robot  
scooter  
tablet

baby  
calf  
chick  
kitten  
lamb  
puppy  
big  
small

dinner  
beans  
bread  
chicken  
fish  
noodles  
rice  
salad

butterfly  
ant  
bee  
caterpillar  
ladybird  
snail  
spider

#### Recycled Words

numbers 1-10; book, crayon, paint; black, blue, brown, green, red, white; arms, body, feet, hands, head, legs, tummy; move, touch; apple; mum, dad, friend, sister; bird, goat, horse, rabbit; boots, dress, hat, jacket, jumper, socks, trousers, T-shirt; flower, leaf; angry, excited, happy, hungry, sad, sleepy, thirsty; hop

numbers 1-10; bag, blocks, book, felt tip, paint, pencil; black, blue, brown, green, orange, purple, red, white, yellow; ball, bus, car, doll, puppet, teddy bear, train; arms, body, ears, eyes, face, hair, head, legs, mouth, nose; apple, banana, carrot; cat, cow, fox; coat, hat, jacket, T-shirt; dance, jump, run, walk; long, short

numbers 1-10; crayon, felt tip; black, brown, green, orange, white; ball, car, kite, tablet; eyes; mum; bat, bear, bird, cat, chicken, cow, dog, duck, fox, horse, owl, rabbit, sheep, snake; happy, hungry, sad

apron, paint; yellow; apple, banana, biscuit, carrot, milk, orange, water; jacket; happy, hungry; jump

numbers 1-10; book; black, blue, green, orange, purple, red, white, yellow; arms, eyes, feet, hands, head, legs; touch; apple; flower, leaf, tree; trousers, shoes, shorts; bat, bear, duck, fish, fox, owl, rabbit, snake; big, small; happy, hungry

#### Structure

He's got brown eyes.  
She's got long hair.

Is this your kite?  
Yes, it is./No, it isn't.

There's one cow.  
There are two calves

What do you want?  
I want chicken,  
please.

Where's the caterpillar?  
It's on an apple.

#### Value

Say nice things.

Take turns.

Be kind.

Help in the kitchen.

Be kind to nature.

#### Letters and Sounds

Gg /g/  
Hh /h/

Cc /k/  
Qq /kw/

Kk /k/  
Xx /ks/

Jj /dʒ/  
Yy /j/

Ff /f/      Ww /w/  
Vv /v/

#### Content Connections

Science

History, Science

Science

Social Science

Science

#### Video

How do we use our senses?

What were dinosaurs like?

What animals come from eggs?

How do we make noodle soup?

What is the life cycle of a butterfly?

#### Project

A sensory box

A fossil

An animal hatchling picture

A noodle soup craft

A butterfly life cycle diagram



## LESSON 1

### Unit Opener

Every unit starts with a full-page photo that stimulates students' interest and introduces the theme of the unit. The unit themes are accessible, engaging and highly relevant.

A high-impact photo engages students' interest and introduces them to people, animals and places around the world. The *About the Photo* section in the Teacher's Book gives additional background information about the photo.



#### LESSON 1

NEW WORD: butterfly

1 Look and see. 2 SC: 19 Watch. 3 TR: 10.1 Listen and say. 4 TR: 10.2 Listen and do.

59

The bottom navigation bar gives teachers basic information about the lesson, including the lesson number and type, target language, activities, audio tracks and video scenes.

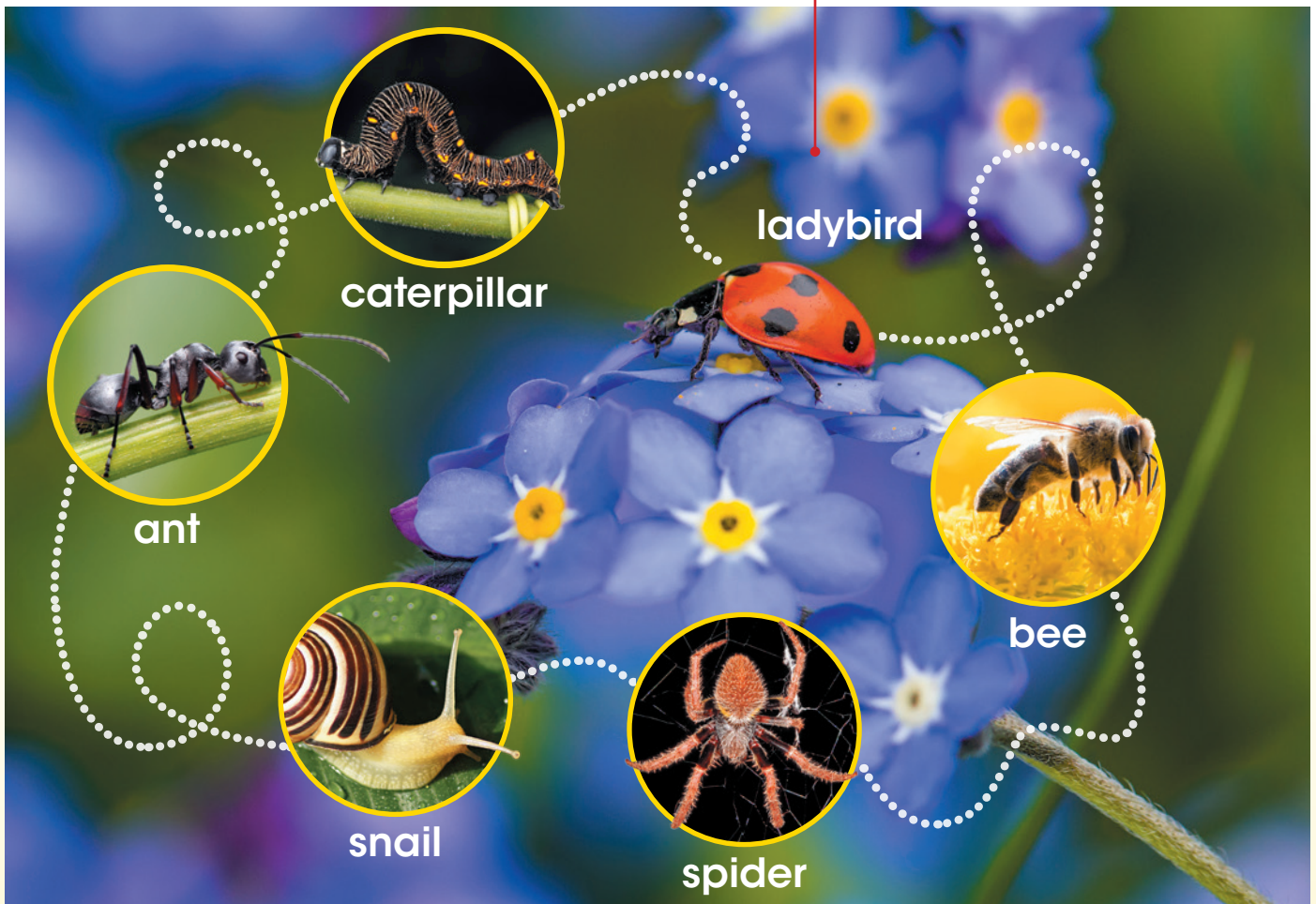
Students interact with the real world with an engaging video scene about the topic of the unit. The video presents one of the target words and serves as a springboard for TPR and other types of activities in the Teacher's Book.

LESSON  
**2**

# New Words

The New Words lesson introduces the target words that are then practised across the unit and recycled across the programme.

Target vocabulary is presented visually. Labels provide students with early exposure to written language.



60

LESSON  
**2**

NEW WORDS: *ant, bee, caterpillar, ladybird, snail, spider*

1 TR: 10.3 Listen and point. 2 TR: 10.4 Listen and say. 3 TR: 10.5 Listen and chant. 4 Draw and say.

All target language is on the audio programme.

The bottom navigation bar gives teachers the basic information about the lesson including lesson number, target words, activities and audio tracks.



# LESSON 3

## Structure

The Structure lesson presents simple grammatical structures for students to practise language in context.

The target structure is practised with engaging activities or games.



### LESSON 3

**STRUCTURE:** *Where's the caterpillar? It's on an apple.*

**1** TR: 10.6 Listen and point. **2** TR: 10.7 Listen and say. **3** Play and say.



The bottom navigation bar gives teachers the basic information about the lesson including lesson number, target structure, activities and audio tracks.

The target structure is usually presented as a conversation between two children.



LESSON  
**4**


# Song and Value

The song combines the target language in the unit with values instruction.

High-impact photos clearly illustrate the content of the song.

The song lyrics are available at the back of the book so that children can sing the songs at home.

Songs



**UNIT 10**  
**Insects**

What's this?  
It's an ant.  
Where's the ant?  
It's on a leaf.  
It's happy on its leaf.

Look and see,  
but don't touch me!  
I'm happy on my leaf.

What's this?  
It's a snail.  
Where's the snail?  
It's on a tree.  
It's happy on its tree.

What's this?  
It's a bee.  
Where's the bee?  
It's on a flower.  
It's happy on its flower.

Look and see,  
but don't touch me!  
I'm happy on my flower.

**UNIT 9**  
**What's for dinner?**

What do you want for dinner today?  
What do you want for dinner?  
I want chicken and noodles, please.  
I want eggs, too.

[Chorus]  
Let's help in the kitchen.  
Let's make dinner today.

What do you want for dinner today?  
What do you want for dinner?  
I want fish and rice, please.  
I want beans, too.

[Chorus]  
What do you want for dinner today?  
What do you want for dinner?  
I want eggs and bread, please.  
I want salad, too.

[Chorus]



69



**Think! Value**



**Be kind to nature.**

62

LESSON  
**4**

**SONG AND VALUE:** *Be kind to nature.*

**1** TR: 10.8 Listen and point. **2** TR: 10.9 Listen and sing. **3** TR: 10.10 Sing and do. **4** Stick.

The bottom navigation bar gives teachers the basic information about the lesson, including lesson number, value, activities and audio tracks.

Students demonstrate their understanding of the value with a sticker. Sticker activities are interactive, rewarding and motivating. Sticker work also helps children to practise hand-eye coordination.

Explicit, age-appropriate value instruction helps students to develop social and relationship skills, and creates a strong, healthy learning environment.

In Level 1, students learnt vowel sounds as well as numbers 1 to 10. In Level 2, students review the vowels and are introduced to consonants and consonant sounds. The letters and sounds instruction in Levels 1 and 2 prepares students for explicit phonics instruction in Level 3, where the focus is on high-frequency CVC words.

Joel is a National Geographic photographer and founder of the *Photo Ark*. This project raises awareness of endangered animals in zoos and wildlife parks. Joel wants people to care for, fall in love with and take action to help save these animals.

Students finger-trace letters by following dots in the directions indicated by arrows. Additional tracing practice is available in the Activity Book and on the worksheets.

Letters are presented with engaging photos from the National Geographic *Photo Ark*.

	<p>ish</p>	
	<p>vulture</p>	
	<p>wolf</p>	

LESSON  
**5** LETTERS AND SOUNDS: Ff /f/, Vv /v/, Ww /w/

1 TR: 10.11 Listen and point. 2 TR: 10.12 Listen. Trace and say. 3 TR: 10.13 Listen and chant. 4 TR: 10.14 Listen and match. Say.

The bottom navigation bar gives teachers the basic information about the lesson, including lesson number, target letters and sounds, activities and audio tracks.

In Level 2, matching practice helps students to identify and distinguish initial consonant sounds using high-frequency words.

LESSON  
**6**

**Video and**

LESSON  
**7**

**Project**

The unit closes with a Video lesson and a Project lesson, which present engaging, age-appropriate cross-curricular topics to help students to learn about themselves and the world around them.

Photos related to the video capture the students' interest and spark discussion.



LESSON  
**6**

VIDEO Content Word: *pupa*

1 Look and see. 2 SC: 20 Watch. 3 SC: 20 Watch, point and say.

64

LESSON  
**7**

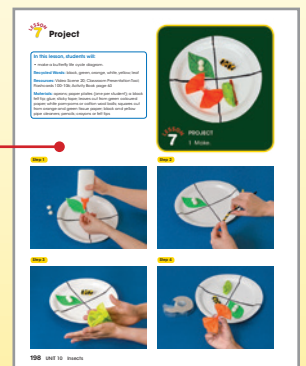
PROJECT

1 Make.

The bottom navigation bar gives teachers the basic information about the lesson, including lesson number, content words presented for receptive understanding, video scenes and activities.

Students practise the cross-curricular theme in the video and review the unit content through fun and engaging end-of-unit projects. Projects are achievable and age-appropriate, and they serve as tangible evidence of learning.

Clear guidance and strong visual support, including step-by-step photos, are provided in the Teacher's Book.





## Look and See Video Programme

*Look and See* includes a robust video programme featuring two short videos per unit. The Lesson 1 video serves as an introduction to the theme as well as a tool for teaching a new word. The Lesson 6 video makes a cross-curricular connection. Both videos help to create an engaging learning environment for teacher and student.

### Bringing the World to the Classroom

National Geographic Learning's motto is *Bringing the World to the Classroom and the Classroom to Life*. The video programme for *Look and See* is a useful tool for doing this. Videos present thematic content through a global lens. For example, in a unit on playing and movement, students visit playgrounds in India, Thailand and Russia among other countries.



### Language in Context

The *Look and See* unit videos provide a meaningful context for new words and structures. In each Lesson 1 video, students are presented with a new word and encouraged to say it as they do an action such as *Feed the baby*. Each Lesson 6 video uses new language to teach a topic relating to another curricular area.



### Content Language in Learning

In each Lesson 6 video, students are not only learning language, they are also getting content information in areas such as science, social science, maths, PE and music. For example, in the video for a unit on animals, students learn which animals are active during the day and at night, making a connection to science.



# Look and See Activity Books

The *Look and See* Activity Books contain activities that reinforce and consolidate Student's Book instruction. Each unit provides practice with the Student's Book vocabulary, structures, songs, values, letters and sounds and video. The Activity Book features:

- Four pages of skills practice and activities
- Review sections
- English pronunciation practice
- Audio for all listening activities, available online at [ELTNGL.com/lookandsee](http://ELTNGL.com/lookandsee)

**UNIT 10 Insects**

1 TR: 10.1 Listen and match.

2 Look and say.

58 NEW WORDS: ant, bee, butterfly, caterpillar, ladybird, snail, spider

1 TR: 10.2 Listen and match. Point and say.

STRUCTURE: Where's the caterpillar? It's on an apple.

59

1 TR: 10.3 Listen and draw. Sing and point.

2 Look and circle the v or the x.

Value Be kind to nature.

60 SONG AND VALUE: Be kind to nature.

1 TR: 10.4 Listen and say.

2 Trace.

LETTERS AND SOUNDS: Ff, Vv, Ww, /f/

61

1 TR: 10.5 Listen and match. Colour.

62 VIDEO: SC: 30 (optional) Carlett's World: pupa

1 Look and say. Find. Colour.

REVIEW NEW WORDS: ant, bee, butterfly, caterpillar, ladybird, snail, spider  
STRUCTURE: Where's the caterpillar? It's on an apple.

63

# Look and See Classroom Presentation Tool

The Classroom Presentation Tool integrates all *Look and See* resources, including video, audio, Student's Book and Activity Book pages as well as interactive activities and games, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector. The Classroom Presentation Tool is available on USB.



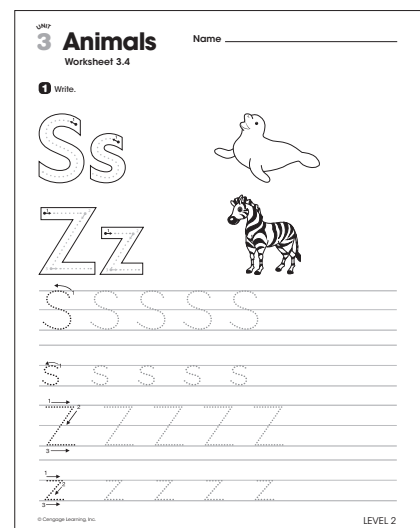
## Student's Companion Website

Student's resources, including audio for Student's Book and Activity Book, are available at [ELTNGL.com/lookandsee2](http://ELTNGL.com/lookandsee2).

## Teacher's Companion Website

Teacher's resources can be found at [ELTNGL.com/lookandsee](http://ELTNGL.com/lookandsee) and include:

- Student's Book, Activity Book and Anthology audio
- Unit-by-unit Pacing Guides for easy lesson planning
- Printable Worksheets for extension activities
- Audio Scripts
- Home-School Connection Letters
- Assessment



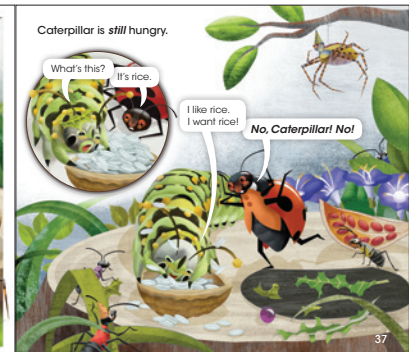
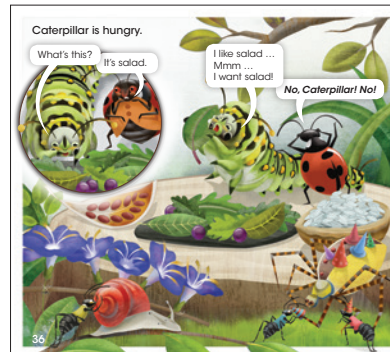


# Look and See Big Book Anthology

Every level of *Look and See* includes a reading anthology to introduce students to the joys of reading.

Each story recycles the language and themes covered in the Student's Book. The Teacher's Notes provide support to help you to use each story in the classroom.

Audio for each story is available on the Teacher's Companion Website.



## Overview

*Look and See* is an innovative three-level programme for pre-primary school children (ages 3 to 6). The programme has been developed with the interests, needs and natural curiosity of young students in mind. It combines games, songs and fun activities to introduce the English language with stunning photography and video footage to connect students to the wider world and other academic disciplines. The programme also supports the learning of social values that are key to pre-primary school teaching. In addition, it introduces students to the English alphabet and sounds in preparation for learning to read and write.

### Look and See the real world

Young children are naturally curious about the world around them. *Look and See* taps into this curiosity by providing a window into the lives of other children and people in the wider world.

As with every National Geographic Learning course, *Look and See* contains stunning photos of real people, places, animals and events. Each photo relates closely to the lesson and is intended to warm students to the topic and stimulate discussion. For example, the opening photo in *Unit 5: I can jump!* shows boys outside the Taj Mahal. As well as learning the new word *jump*, students can also learn about a cultural heritage site in India.

New language is introduced in real-world contexts. Students will understand how language is used in daily life and it will therefore become more meaningful and memorable to them. By encountering global contexts, students develop cultural awareness and empathy as they notice how the lives of other people around the world are different from and similar to their own.

*About the Photo* boxes in the Teacher's Book provide background information to support discussion of the photos. In addition, the lesson notes provide suggestions for using the photos to ask questions and review language from previous lessons.

### Look and See rich content

Though they won't be aware of it, young children explore the world in a multi-disciplinary way. For example, when they are painting a picture, they are engaged in an artistic activity. But as they see how the colours of two paints mix together in their painting, they also begin to understand the science of colour and how colours mix together. When they learn an action song about animals, they incorporate music and physical activity into a natural science topic.

The inspiring videos in *Look and See* enhance this multi-disciplinary, cross-curricular approach to learning. There are two connected videos in each unit of *Look and See*. The Lesson 1 video introduces the topic of the unit in a fun and engaging way. The Lesson 6 video delves deeper and offers a cross-curricular angle on the unit topic, built around a central question such as *How does music make us feel?* (Unit 2) or *What animals come from eggs?* (Unit 8).

Fun to watch and always accessible to the age group, these videos are designed to encourage young minds to explore what they know a little further.

This multi-disciplinary learning is reinforced with the unit project, which reflects both the cross-curricular angle of the unit and its English-language learning goals.

### Look and See why values are important

Pre-primary school children are often developing social skills for the first time, such as taking turns, sharing toys, making friends, interacting with people outside their families and even putting their coats and shoes on. Values education creates a strong, healthy and often joyful learning environment, helping students to develop social skills that last into adulthood. As students engage with positive values, they develop attitudes and behaviours that lead to success at pre-primary school and beyond.

*Look and See* introduces one age-appropriate value in each unit's song. Values that students learn include *dress for the weather* (Unit 4), *play outside* (Unit 5) and *be kind to nature* (Unit 10). These values are reinforced by activities on a worksheet and in the Activity Book. Students also reward themselves with a sticker when they have demonstrated their understanding of the value.

### Look and See the letters and sounds of English

Children who start school with some knowledge of letters have got a head start in learning to read and write. *Look and See* offers a systematic letters and phonics syllabus to provide this knowledge:

- An animal alphabet featuring stunning photographs of animals by National Geographic photographer Joel Sartore introduces the names and key sounds of each letter in the Roman alphabet. Each letter is introduced as the initial letter for one of the animals, for example, /æ/ for *alligator*, /b/ for *beaver* and so on.
- In *Look and See* Level 1, students learn the names and key sounds of the five vowels in English. Students trace over prewriting patterns to improve their pen-to-paper skills.
- In *Look and See* Level 2, students learn the names and key sounds of all the consonants in English. These are presented in pairs of letters with sounds that are often confused, for example, *b* and *p*, *d* and *t* or *l* and *r*. Students practise and hone their pronunciation skills while learning the formation of the new letters.
- In *Look and See* Level 3, students learn to blend consonants and vowels in rhyming pairs of Consonant-Vowel-Consonant (CVC) words. These words were chosen because they rhyme and they are fairly high frequency.

We hope you enjoy inviting students to *Look and See* beyond the classroom to the wider world as much as we have enjoyed creating this series.





## Teaching Very Young Learners

*Look and See* was developed for children between 3 and 6 years old. As any pre-primary school teacher knows, teaching students this young brings many rewards. Lively and naturally curious, pre-primary school children can be a lot of fun to teach since they respond to activities with real enthusiasm. There is great satisfaction in helping very young learners to develop their personalities, sense of independence and social, academic and fine motor skills, all of which equip students for success in the future.

With these rewards come a few challenges. Very young children have got short attention spans, can lose focus easily and are still learning the social skills to work together calmly and productively. Some of them will also still be learning key practical skills such as putting on their shoes and coats, using the toilet and knowing when to wash their hands. Effective classroom management techniques have to be employed to help you and the class to achieve your teaching and learning goals.

The *Look and See* Teacher's Book is designed to help you to reap these rewards and meet these challenges. Here are the key ingredients to a happy and productive classroom:

### Establish a routine

One of the most important first steps in any pre-primary school classroom is to establish a routine. Routines help children to develop a sense of stability and order. In the classroom, routines help students to feel reassured and safe in their learning environment and, as a result, more confident and willing to take part in the lesson.

*Look and See* will help you to establish this routine. Lessons always start with a Warm Up and end with a Wrap Up. There are also three routine songs that help you to divide the lesson into different stages and show students what to do. The *Hello* and *Tidy Up* songs are used at the beginning and end of the lesson. The *Transition Song* signals that it is time to change activities or reorganise in some way.

### Be flexible in your planning

While routine is important, be prepared to change your lesson plan according to what is working in the classroom. On average, students of this age need to change activities every ten to fifteen minutes to keep their attention. Shorten or change an activity that isn't working and extend an activity that is working well and that students are enjoying. Also limit the time you expect students to sit and concentrate silently. Make sure that students have got opportunities to be active between periods of instruction and structured activities.

### Engage your students

Engage students by focusing their attention on the theme or content of the lesson that day. Then keep them engaged with activities that build on their natural interests and experiences.

One of the best ways of focusing young students' attention is to gather them for 'circle time', arranging them in such a way that they can all see you (for example, sitting in rows in front of you). By focusing their attention on you as a central point, you will also focus their minds on what you tell them or show them. Circle time also creates a cosy atmosphere for classroom activities and fosters a sense of community. As you encourage students to contribute and listen to each other's ideas, they will learn that they are valued members of the class.

Choosing themes and activities that match the natural interests of young children will also keep them engaged. Most pre-primary children's interests revolve around familiar things – toys, food, family and animals. The units in *Look and See* are built around these topics. In addition, they include the types of activities that students use to explore the world outside the classroom – singing songs, playing games, hands-on learning and investigative play.

### Be clear in your instructions

Young students work better if they know exactly what they are supposed to do. Always give simple, clear instructions and use gestures, making sure that they understand what you are saying. Also model any activity that you expect them to do first so that they can copy you.

The lesson notes in the *Look and See* Teacher's Book provide clear, detailed instructions for each activity and suggest language that you can use for explaining and modeling.

### Be patient

Once students understand a task, give them enough time to complete it. As well as mastering the language you are asking them to produce in the activity, young children will also be practising the skills of opening their books to the correct page, holding and using a pencil correctly, drawing or colouring neatly, using safety scissors and glue, putting on aprons and even just sitting still and concentrating at times.

## Understand students' differences

Students learn at different rates. For example, some students may be able to answer questions with a sentence, while for others, a one-word answer will be all they can do. Adjust your expectations for each student. You may also use the *Challenge* activities in the Teacher's Book to provide alternative or extension activities to more proficient students.

In addition to differing abilities, students have also got different personalities. Some extroverts love answering questions and volunteering their opinion. Shy students may get nervous speaking during the lesson or offering their opinion. Similarly, some students will love performing or role-playing, but others may be self-conscious.

Don't force a student to do an activity that makes him/her feel uncomfortable. Choose willing volunteers to help to model activities. Allow shy students to offer one-word answers. As they become more comfortable, these students will gain confidence and will gradually start contributing more.

## Offer praise

Praising pre-primary school children for their efforts and achievements is very important. It fosters a positive atmosphere in the classroom and it increases students' confidence and self-esteem. They learn to think positively about themselves and they are also more likely to want to repeat behaviour that results in praise. It is also important for young children to learn to give praise, developing a respect and appreciation for the efforts of others.

When giving praise, make it specific so that students know exactly what they are being praised for. For example, when practising the value of sharing toys, say *Well done! I like how you share that train!*

## Involve families

Getting parents or carers involved in their child's learning plays a big part in students' success. Share with parents or carers what their children are doing at school by talking to them and sending Home-School Connection Letters for each unit as well as worksheets or crafts. Whenever possible, encourage students to do some of the simple activities from the lesson at home with their families.

Involved parents or carers tend to be more supportive and eager to foster a positive attitude towards coming to school and listening to the teacher.



## A Variety of Activities

*Look and See* offers fun, effective and easy-to-set-up activities that are key for a happy and productive classroom – TPR activities, chants, songs, games, craft projects and other activities designed to improve fine motor skills.

### Total Physical Response (TPR) activities

Lesson 1 of every unit has got a Total Physical Response (TPR) activity based on the content of the introductory video.

TPR activities aim to teach language by using physical movements to respond to verbal instructions. In a manner similar to the way that young children learn their first language, TPR activities create a link between speech and actions in the brain. This association improves the learning of new words and other language. TPR activities are also fun, allowing students to be active in the classroom and reducing their inhibitions.

The *Look and See* Teacher's Book provides detailed steps for setting up TPR activities in class:

- Watch the introductory video for each lesson again. Tell students to act out the main action or concept of the video signalled by the expression *Let's* [*play with blocks, make funny faces* and so on].
- Use the audio activity to conduct the TPR activity in class without the video. The audio instruction accompanying the video mimics the *Let's* instruction in the video and the music will also remind students of the actions that they saw and acted along to in the video.
- Ask students to add their own interpretation of the action.