

NATIONAL
GEOGRAPHIC
LEARNING

LOOK

1

TEACHER'S BOOK



LOOK¹

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Look 1 Teacher's Book

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Scope and sequence

Look
p. 4

Words Numbers 1–10, colours, *big, small*
Hello! What's your name? My name's Xi.

Grammar *How old are you? I'm six.*
How are you? I'm fine, thanks.

1
Things for school
p. 9



Words

bag, book, crayon, pen, pencil, pencil case, rubber, ruler
Reading: *poster, board, chair, desk*

Grammar

What's this? It's a pen.
What's this? Is it a classroom? Yes, it is. / No, it isn't.

Skills

Read about a classroom.
▶ Listen and learn about things for school in other countries.
Speak, draw and write about your own things for school.

Phonics

Words starting:
Aa: *apple* **Bb:** *bag*
Cc: *carrot* **Dd:** *desk*

VALUE Look after your things for school.

2
Toys
p. 17



ball, bat, doll, game, kite, plane, teddy, train
Reading: *marble, favourite, fun*

This is my train. This is my game.
Is this your book? Yes, it is. / No, it isn't.

Read about marbles.
▶ Listen and learn about toys in other countries.
Speak, draw and write about your own toys.

Words starting:
Ee: *elephant* **Ff:** *fish*
Gg: *goat* **Hh:** *horse*

VALUE Share your toys.

Function 1 Classroom language p. 25 ▶ **School trip 1** Toy museum, Prague, Czech Republic p. 26 **Review 1: Units 1–2** p. 28

3
People
p. 29



boy, girl, student, classmate, friend, man, woman, teacher
Reading: *museum, dinosaur, trip*

He's a boy. He's my classmate. She's a girl. She's my friend.
Is he a teacher? No, he isn't. Is she your friend? Yes, she is.

Read about a school trip.
▶ Listen and learn about famous paintings.
Speak, draw and write about people at school.

Words starting:
Ii: *insect* **Jj:** *jellyfish*
Kk: *kiwi* **Ll:** *lamp*

VALUE Make friends at school.

4
My family
p. 37



grandpa, grandma, dad, mum, uncle, aunt, baby, me, cousin
Reading: *middle, birthday party, birthday cake*

I've got a grandpa. I haven't got a sister.
Her name is Arneta. His name is Victor.

Read about a birthday party.
▶ Listen and learn about cartoon families in other countries.
Speak, draw and write about your family.

Mm: *mum* **Nn:** *nose*
Oo: *orange* **Pp:** *pencil*

VALUE Give things to your friends.

Game 1 p. 45 **Reading extra 1** Day and night p. 46 **Review 2: Units 3–4** p. 48

5
My body
p. 49



leg, foot, mouth, eye, head, ear, arm, hand
Reading: *skeleton, hair, body, face*

This is my head. These are my hands.
He's got brown hair. She hasn't got blue eyes.

Read about face paints.
▶ Listen and learn about festivals in other countries.
Speak, draw and write about the colour of your eyes and hair.

Qq: *queen* **Rr:** *rubber*
Ss: *sofa* **Tt:** *table*
Uu: *umbrella*

VALUE Keep fit.

6
Homes
p. 57



bathroom, bedroom, kitchen, living room, bed, cupboard, shower, TV
Reading: *house, clock, water*

Where's the sofa? It's in the living room.
The table is next to the bed. The game is on the bed. The bedroom is under the water.

Read about a bedroom under water.
▶ Listen and learn about houses in other countries.
Speak, draw and write about your own home.

Vv: *violin* **Ww:** *wall*
Yy: *yoghurt* **Zz:** *zebra*
Also **Xx:** *box*

VALUE Play with your friends.

Function 2 Classroom language p. 65 ▶ **School trip 2** Animals in the savanna, Africa p. 66 **Review 3: Units 5–6** p. 68

LOOK 1

7 My town p. 69



Words

library, park, playground, shop, street, swimming pool, town centre, zoo
Reading: real, model, tiny, flower

Grammar

There's a shop in the street.
There's a library in the town centre.
There's a tree in the park.
There are houses next to the park

Skills

Read about a model town.
Listen and learn about towns and cities in other countries.
Speak, draw and write about your own town or city.

Phonics

CVC sounds with **a** as in bag, bat, jam, man, map

VALUE Love your town.

8 On the farm p. 77



bee, bird, chicken, cow, dog, donkey, duck, sheep
Reading: pen, farmer, food

A dog can run.
A cat can't swim.
Can you see the lamb? Yes, I can.
Can a duck talk? No, it can't.

Read about a trip to a farm.
Listen and learn about farms in other countries.
Speak, draw and write about your favourite farm animals.

CVC sounds with **e** as in bed, leg, pen, pet, yes

VALUE Be kind to animals.

Game 2 p. 85

Reading extra 2 The frog and the butter p. 86

Review 4: Units 7-8 p. 88

9 My clothes p. 89



dress, jeans, shirt, shoes, skirt, socks, trousers, T-shirt
Reading: scarecrow, happy, boots, hat, gloves

Are these your shoes? Yes, they are.
Are these your trousers? No, they aren't.
What colour is his hair? It's yellow.
What colour are his eyes? They're black.

Read about a scarecrow.
Listen and learn about school uniforms in other countries.
Speak, draw and write about your clothes.

CVC sounds with **i** as in big, bin, lip, sit, six

VALUE Wear clean clothes.

10 Eat and drink p. 97



banana, bread, lemon, milk, potato, rice, sweet, tomato, water
Reading: lunch, tray, horrible, great

I like bananas. I don't like rice.
Do you like apples? Yes, I do. They're great. / They're OK.
Do you like milk? No, I don't. It's horrible. / It's OK.

Read about lunch at school.
Listen and learn about food in other countries.
Speak, draw and write about your favourite food.

CVC sounds with **o** as in dog, dot, fox, mop, nod

VALUE Eat good food.

Function 3 Classroom language 3 p. 105

School trip 3 Otavalo market, Ecuador p. 106

Review 5: Units 9-10 p. 108

11 Beach holidays p. 109



beach, beach ball, boat, ice cream, sand, sandcastle, sea, shell, sun hat
Reading: mask, breathe, snorkel, flippers

There isn't a sun hat on my head.
There aren't boats on the sea.
Is there a boat on the sea? No, there isn't.
Are there fish under the water? Yes, there are.

Read about holiday time at the beach.
Listen and learn about beaches in other countries.
Speak, draw and write about what you can do at the beach.

CVC sounds with **u** as in bus, cup, mum, jug, run

VALUE Play outside in the sun.

12 Free time p. 117



fly a kite, make a cake, paint a picture, play a game, play football, read a book, sing a song, write a story
Reading: hot, paper, swing

Let's fly a kite. Great idea! Let's play football. No!
We're in the park.
We're on the beach.
We aren't at school.

Read about a trip to the park.
Listen and learn about free-time activities in other countries.
Speak, draw and write about activities you can do today.

Review of CVC sounds as in hat, red, kid, hot, sun

VALUE Use your time well.

Game 3 p. 125

Reading extra 3 Colours p. 126

Review 6: Units 11-12 p. 128

Look further

One more look p. 129 **BONUS School trip** International kite festivals p. 130
BONUS Reading extra What's an elephant? p. 132 **BONUS Game** p. 134

The world is an amazing place

See something real

Children are naturally questioning and curious. They've got an enormous appetite for learning about the world. *Look* taps into this curiosity by providing a window onto a fascinating world of real-life stories from diverse places and cultures: an underwater bedroom in Paris; a model town in the Netherlands; a boy dressing up for a festival in Mexico; a Thai girl wearing traditional costume. In each case, the topic is then related back to students' own lives and experiences in personalization activities: What is in *their* bedroom at home? What is *their* town or city like? What games and celebrations do *they* enjoy? What clothes do *they* like to wear? 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, objects, numbers and actions as you go. Ask questions such as: *Where are they? How many people can you see? Are they girls or boys? What colour is his shirt?* You will find extra information about these photos in each lesson in the *About the Photo* box in the Teacher's Book. It is fine to tell your students more about the background to the photo in their first language. You can also return to these photos and use them as prompts for recalling words.

Make connections

We have included a range of video types in *Look*. All are in keeping with the theme of real-life stories and what an amazing place the world is. The *Lesson 7* video in every unit comprises recordings of children from round the world, describing their experiences. These interviews, interspersed with footage of the places and things they describe, feature the children answering questions about how the topics in the book relate to life in their countries: the food they eat, the games they play, the festivals they like and so on. In this way, they give a fresh perspective on the topic. These videos reinforce the language learnt throughout the unit and provide a speaking model for the students when they, in turn, talk about their own lives and experiences.

The second component is the *School trip* videos. These focus on visits to exciting places – a toy museum in Prague, an animal safari in the African savanna – and provide a springboard for students to do their own mini-projects. When you have been through the activities on the page, you can try other techniques with these videos such as:

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

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. *Day and night*) and two feature fables from round the world (e.g. *The frog and the butter*). In both cases, there is opportunity for motivating follow-up activities. For the former, the students can try at home to find out more about this subject and bring their ideas (or pictures) to the next lesson. For the latter, you can help students to dramatize the story (with actions, words or both) or ask them to draw a scene from it. The fables also contain important moral lessons with universal significance, like the importance of never giving up in *The frog and the butter*. You may also choose to discuss the moral of these stories with your students in their own language.

Making teaching and learning a joy

Songs and chants

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

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

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

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

Repeat after me: There's ... / There's a beach ball ... / There's a beach ball 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 game pieces and pieces of paper are ready before the lesson. There is always a list of materials at the start of each lesson.

Clear instructions The Teacher's Book provides a clear procedure for how to set up each game by illustrating what to say, what to do on the board, demonstrating 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: *Spot the difference*, vocabulary revision games, *Snakes and ladders* and a memory-based board game.

Clear language objectives Games should be fun, but in the English class, they must also help us meet our language goals. The games in *Look* encourage students to think about the language they have recently learnt and practise it in an engaging and safe environment. You need to bear in mind these objectives from start to finish, provide students with the English they need and correct mistakes where appropriate. *Look* games ensure students are using real English without detracting from the primary objective of having fun!

Values

An important feature of *Look* is the attention it places on values. Besides being embedded throughout the materials, there is an explicit focus on one key age-appropriate value in every unit. Values education creates a healthy and often joyful learning environment, helping children develop social and relationship skills that last into adulthood. As students engage with positive values, they are equipped with attitudes and behaviours for success at school and beyond.

The values are reviewed and consolidated through fun and motivating activities in the corresponding unit of the Workbook.

A multi-strand approach to assessment

Exam practice

This level provides preparation and practice for the *Cambridge English Qualifications, Pre-A1 Starters* test. Look Student's Book and Workbook include tasks that represent all the different parts of the exam. Practice is focused on enabling students to master techniques which will allow them to perform at their best in formal assessment situations. These tasks give students the opportunity to familiarize themselves with each of the task types that appear in the exam and make connections to their own lives in order to build both their interest and confidence. A complete practice exam is included at the end of the Workbook.

Building young learners' confidence

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

- **Personalize** These activities ask students to connect the context or situation of the task to their own lives. This allows them to see the relevance of what they are doing to 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.
- **Extra Challenge** These are tasks which ask students to start developing their own short tests in some way. This allows them to understand what tasks are testing and how they're testing it. It also shows that testing is not scary but can be fun with their classmates.

Formative assessment and feedback

Young learners need the support of constant feedback on their learning and progression in order to motivate them. To help teachers with this, we have included a framework for managing formative assessment and feedback on page 142. This framework outlines how each performance objective for the level can be assessed informally by you across the term or year. It suggests a range of feedback techniques and remedial activities which will support students' progression in each objective. The framework and photocopyable Student Log allow you to keep an objective, evidence-based record of each student's progress which you can use with the students themselves, their parents or other stakeholders. You can also download the Student Log from the website.

Using formal criteria to assess productive skills

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

- **Speaking** The three assessment criteria for the Speaking exam are Vocabulary, Pronunciation and Interaction. In the different Speaking practice tasks, these are broken down so that one criterion is included with each task throughout the book. Advice is also given on how to apply each criterion as you are completing the specific task in class.
- **Writing** In the *Pre-A1 Starters* exam, the writing section (Part 5) is objectively marked as only one-word answers are required. The practice writing task includes guidance on this, but students need to be reminded that:
 - answers must represent what they can see in the support pictures (task completion)
 - answers must make sense with the words they are given on the page (grammatical accuracy)

Despite the fact that only short answers are required and so the writing is not extended, a very important long-term learning point is ensuring students understand they must address the task given and not invent their own ideas.

Unit opener

Every unit starts with a full-page photo which stimulates students' interest in the topic and provides opportunities for photo-based questions and answers.

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

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

Even at low levels students can point and say, and thus interact with real-world photos.

UNIT 7
My town

Children in Japan

Look at the photo. What can you see?

69

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.

1 Words

1 Listen and point. TR: 101

library park
playground shop
street swimming pool
town centre zoo

2 Listen and repeat. TR: 102

3 Point and say.

It's a street.
It's a library.

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

Grammar 2

1 Listen and chant. TR: 103

There's a street, a street, a street in the town.
There's a shop, a shop, a shop in the street.
There's a girl, a girl, a girl in the shop.
There's a shop, a shop, a shop in the street.
There's a street, a street, a street in the town.

2 Listen and read. TR: 104

There's a shop in the street.
There's a library in the town centre.

3 Write.

1 There's a swimming pool in the park.
2 _____'s a shop in the street.
3 _____ a girl in the shop.
4 _____ a boy in the playground.

71 UNIT 7 My town

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

LESSON 3

Reading and

LESSON 4

Grammar

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

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

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

3 Reading

1 Listen and repeat. TR: 105

real model tiny flower

2 Listen and read. TR: 106

Look at the photo! It's a town. Is it a **real** town? No, it isn't. It's a **model**. It's a toy town. The houses and shops are small. They're **tiny**!

Can you see the boy? He's real. Can you see the **flowers** too? They're big and yellow. Are they real – or are they models?

Look at the trees. Are they big or small? They're models.

This model town is cool!

3 Read again. Complete the sentences.

- 1 This town is a model.
- 2 The _____ and shops are small.
- 3 The _____ is real.
- 4 The _____ are yellow.
- 5 The _____ are small.

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The reading texts are about the real world. In this activity, students are asked to think critically by distinguishing between what is real and what is a model.

Grammar 4

1 Listen and read. TR: 107

There's a tree in the park.
There are houses next to the park.

2 Write *There's* or *There are*.

1

2

3

4

- 1 There's a museum in the street.
- 2 _____ trees in the park.
- 3 _____ a playground next to the swimming pool.
- 4 _____ shops in the town centre.

3 Listen and draw. TR: 108

4 Point and say.

There's a bag under the chair.

There are two cupboards next to the board.

UNIT 7 My town 73

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

LESSON 5 Song and LESSON 6 Phonics

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

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

The Level 1 phonics syllabus covers the sounds of the letters and introduces some common consonant-vowel-consonant (CVC) combinations.

The songs have got 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: 109
- 2 Listen and sing. TR: 110 and 111
- 3 Sing and act. TR: 112


Chorus
This is my town!
Let's look around!
 In the town centre,
 There's a pool.
 And next to the library,
 That's my school!
Chorus
 There's a playground,
 And there's a zoo
 With monkeys and elephants
 And zebras too!
Chorus
 Here in the park,
 What can you see?
 There are paths and fences,
 And gardens with trees.
Chorus


VALUE Love your town.
 Workbook, Lesson 5


74 UNIT 7 My town


LESSON 6 Phonics

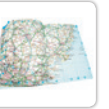
- 1 Listen, point and repeat. TR: 113


bag


bat


jam



man


map

- 2 Listen, chant and circle. TR: 114

There's a man with a map.
 There's jam in the house.
 There's a blue and brown bag.
 There's a bat in the house.

- 3 Listen and find. Write the word. TR: 115



UNIT 7 My town 75

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.

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


LESSON 7 Video

1 Watch and match. Write the numbers. ▶ Video 9

 1 Aj	 2 Lara	 3 Mati	 4 Juan		
					

2 Your turn! Ask and answer.

Is there a library in your town?



Yes, there is.

3 Draw and say.

Is that your town?

Yes, it is.

_____?

_____.

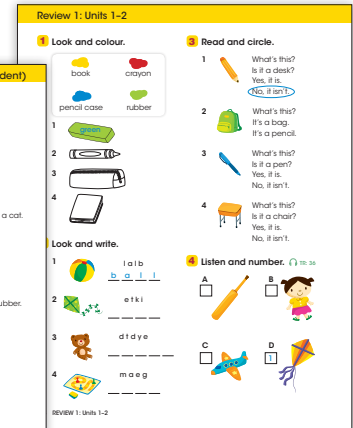
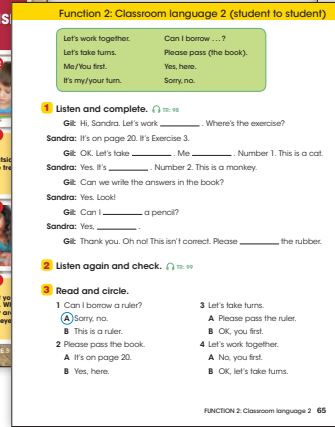
What's that?

It's a _____.

_____?

_____.

There are five types of modular lessons that sit outside the unit structure. The one-page lessons are: Game, Function and Review. The two-page lessons are School trip and Reading extra; examples of these are shown on these two pages.



School trip

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

International kite festivals

International kite festival, Cha-Am beach, Thailand

130 BONUS SCHOOL TRIP

BONUS School trip

- 1 BEFORE YOU WATCH** Look at the photo. What can you see?
- 2 WHILE YOU WATCH** What animal kites are in the video? Tick (✓). [Video 16](#)

cat	crocodile	fish
monkey	octopus	penguin
- 3 AFTER YOU WATCH** Read and circle.
 - 1 The kite festival is **at the beach / in the park**.
 - 2 Some kites are **animals / planes and trains**.
 - 3 The fish kite is **blue / purple**.
 - 4 The boy kite has got **black / brown** boots.
- 4 PROJECT** Make a kite. Then make a kite festival poster.

Look! My kite is green and orange.

BONUS SCHOOL TRIP 131

A stunning photo captures students' interest.

A carefully staged lesson activates students' prior knowledge (Exercise 1) and works on comprehension (Exercise 2) and memory (Exercise 3).

The end-of-lesson project is often a craft activity that allows different students to shine in mixed-ability classes.

Reading extra

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

Reading extra 1

Day and night

Look out of the window. Can you see the sky?

The sky is blue. The sun is in the sky. It's big and yellow. The sun is in the sky in the day. It's light. Boys and girls are at school. But the hedgehog is sleeping.

Now look at the photo! What's that? It's the sky.

The sky is black. This is the moon. It's big and white. The moon is in the sky at night. It's dark. Boys and girls are in bed. But the hedgehog isn't in bed. He's in the garden!

Glossary

hedgehog sky light dark day night moon

46 READING EXTRA 1

1 What's in the photo? Is it day or night?

2 Listen and read. (1) 15:46

3 Complete the table.

at school	blue	dark
in bed	moon	sun

day	night
blue sky	black sky
light	
the	the
boys and girls	boys and girls

4 Look. Write d for day or n for night.

1 2 3 4 5 6

READING EXTRA 1 47

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

The frog and the butter

This is a frog. He's small, but he's got strong legs. He can jump and he can swim.

Today the frog is on a farm. There are cows on the farm. Look at these cows. Next to the cows, there's a bucket of milk. 'Oh, what's this?' the frog asks. 'Can I swim in it?'

Now the frog is in the bucket. He can swim in the milk, but he can't jump from it. He can't jump out of the bucket. 'Help!' the frog says. He swims and kicks with his legs. He kicks with his legs and swims. But what's this? Now there isn't milk in the bucket. There's butter. The frog can stand on the butter and he can jump. Hooray! The frog isn't in the bucket now.

Glossary

bucket milk kick butter stand

86 READING EXTRA 2

1 Look at the picture. What can you see?

2 Listen and read. Can the frog jump from the milk? Can he jump from the butter? (1) 15:11

3 Read, look and write.

1 There's a bucket of milk next to the cows.

2 The frog thinks he can _____ in the milk.

3 The frog _____ jump out of the bucket.

4 The frog can stand on the _____ and _____ out.

4 Read and write.

1 A frog can swim.

2 A frog _____ talk.

3 A frog _____ jump.

4 A frog _____ sing.

5 A frog _____ fly.

READING EXTRA 2 87

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

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

1 Look

1 Listen and point.  TR: 1

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

2 Listen and repeat.  TR: 2

3 Point and say.

eight

three



Children in China



ABOUT THE PHOTO

This photo shows a group of children at the entrance to a school in China. In the Chinese education system, lots of children start school at the age of three and spend three years in an early childhood classroom that prepares them for school. Then, at the age of six or seven, they progress to primary school where they spend six years. They finish their compulsory education at secondary school, which they enter at the age of twelve. They spend between three and six years there. Since 1986, all children have now got the right to a minimum of nine years' education (six years in primary and three in secondary). While in secondary school, students prepare for the *Gaokao*. This is a very difficult higher education entrance exam that takes nine hours to complete.

Look

In this unit, students will:

- recognize and use numbers, colours and greetings.
- learn a chant about greetings.

Twenty-First Century Skills

Collaboration

Work in pairs to learn colours, Lesson 3

Communication

Greet each other, Lesson 1

Creativity

Make number shapes, Lesson 4

Critical Thinking

State a preference, Lesson 2

LESSON 1 Look

In this lesson, students will:

- identify and say numbers 1–10.

Resources: Worksheets 1.0.1–1.0.3, Audio Tracks 1–2, Classroom Presentation Tool, Workbook page 4, Online Practice

Warm Up

- Say *Hello* to students. Go round the class and say *Hello* to every student. Ask students to respond *Hello*. Then say *My name is ...* Write your name on the board.
- Ask two students to stand up and greet each other. Tell them to say *Hello, [name]* and reply with *Hello, [name]*. Then, tell students to move round the classroom so that they can greet all the other students.

1

- Hold up page 4 of the Student's Book and say *Open your book to page 4*. Say *Look at the numbers*. Point to the numbers and give students time to look at them.
- Read the instructions aloud. Point to your ear as you say *Listen* and then use your finger to model the word *point* as you say *Point*. Point to the numbers again.
- Play **TR: 1** and point to the digits (1, 2, etc.) one at a time as you hear the words (*one, two, etc.*).
- **Extra Challenge** Say the numbers in a random order and ask students to point to them.
- **Extra Support** Pause after each number and draw a symbol on the board to represent that number. For instance, after *one*, draw and say *One star*.

2

- Direct students' attention to the instructions and read them aloud. Say *One, repeat. One. Two, repeat. Two*.
- Play **TR: 2** pausing after the first word to model repeating. Continue with **TR: 2** asking students to repeat the words as a class. Then play **TR: 2** again and invite individual students to repeat the words.

- **Extra Challenge** Collect different numbers of objects, such as two bags and three pencils. Put them all on your desk. Point and ask *How many?* Tell students to say the number.
- **Extra Support** Say each number aloud and clap the corresponding number of times. Ask students to clap too.

Optional Activity

- Show students how to write the numbers in order. Write each number slowly, line by line on the board. Ask students to copy the number into their notebooks while you write it again.
- If students can already write numbers independently, do a class dictation. Make sure you write the numbers you say on a piece of paper. When you've finished, say each number again and write it on the board for students to check.

3

- Direct students' attention to the instructions. Say *Point and say*. Ask students to point with their finger. Then, to teach the meaning of *say*, say *Say Hello*. Ask students to say *hello*.
- Direct students' attention to the examples. Model pointing and saying the words.
- Point to one of the numbers again. Invite a student to say the word. Then ask that student to point to another number and invite a different student to say the word.
- **Extra Challenge** Tell students to add numbers to lists. For example, say *Three, five, seven* and ask students to say *nine*. Continue in this way with other patterns.
- **Extra Support** Ask students to point to and say the numbers in numerical order several times before they begin pointing to and saying them in a random order.

Wrap Up

- Give instructions using classroom objects and numbers. For example, hold up a rubber and say *Three!* Invite a student to find three rubbers, hold them up and count them aloud. Repeat with other items and students until numbers one to ten have been reviewed.
- If you want to do the Optional Activity in Lesson 2, send home a request for permission to photograph students.

Additional Practice: Workbook page 4, Worksheets 1.0.1–1.0.3, Online Practice

LESSON 2 Look

In this lesson, students will:

- chant about greetings.
- greet their classmates.

Resources: Audio Track 3, Classroom Presentation Tool, Flashcards 12 and 14, Workbook page 5, Workbook Audio Track 1, Online Practice

Materials: a camera, drawing pins, felt-tip pens, index cards, a photo of you, a timer, two dolls or two teddy bears

TEACHER TIP

Ask students to make name tags for themselves at the start of a new school year. Provide each student with a tag and tell them to write their name on it and decorate the tag. Collect the tags at the end of each lesson and give them out again at the start of each new lesson. They will help you learn everyone's name.

Warm Up

- Review numbers. Say the name of a student and a number. For example, say [*Carla*], *two*. Ask this student to repeat *two* and clap twice. Tell the student to choose another student by saying his/her name and a number, for example, [*Pablo*], *four*. Now ask the second student to repeat *four* and clap four times, and then choose another student. Continue in this way for two or three minutes.
- **Use the Photo** Hold up the Student's Book and point to the photo on pages 4–5. Say **Look! Children!** Point to children in the class to illustrate what you mean. Then point to the children in the photo and count aloud. Ask students to count with you. When you reach *ten*, stop and point to the whole group of children again and say **Lots of children!**

1

- Teach some of the language from the chant. If students have made name tags, tell them to wear them. Wear a name tag too. Walk round the classroom having short conversations with students. Say **Hello!** and elicit **Hello!** in response. Then ask a student, **What's your name?** If necessary, model the answer. For example, say **My name's [your name]** pointing to your name tag. Repeat with a few more students. Then ask **How old are you?** If students are unable to answer, ask **Five? Six?** Hold up the same number of fingers as you ask. Repeat the questions until students understand that you are asking their age. Tell them to respond with a nod (yes) or a shake of the head (no). Finally, ask **How are you?** Model the answer and say **I'm fine, thanks.** Ask several students and invite them to answer.
- Hold up the Student's Book and point to page 5. As you do, say **Look at page 5.**
- Read the instructions aloud. Point to your ear as you say **Listen.** Then play **TR: 3** all the way through.
- Play **TR: 3** again, pausing after each verse. Hold up the Student's Book at the same time and point to the words to indicate that students should follow in their books.

- Point to the chant and to the different-coloured lines. Put students into two groups, green and orange. If you've got a mixed class, the girls can be green and the boys can be orange. Say **I'm the teacher. I'm purple.** Explain that each group has to chant the words in their colour. Point to your mouth and say **Now, listen and chant.**
- Play **TR: 3** for a third time, pointing to each group when it's their turn to chant. Say the purple lines yourself as you listen and ask students to say the rest of the chant as they listen.
- **Extra Challenge** Tell students to close their books and try to remember the chant without reading the words, just listening and joining in with the recording.
- **Extra Support** Pause after each line for students to repeat the words.

Optional Activity

- If you've received permission from parents or carers, make a picture board with photos and names of each of the students. Take photos of the students. Then print them out and pin up each of the photos and ask students to make name labels to stick under each photo. Alternatively, take a group photo and just ask students to label it round the outside. Write a title on the board such as *Our class*. Add your own photo and name too.

2

- Mime the verb *read*. Hold the Student's Book in front of you and pretend to read it. Say **Read.**
- Read the instructions aloud. Direct students' attention to the two characters. Then act out the conversation. Use the green and blue flashcards and hold up each flashcard one at a time as you speak. Point to the characters at the same time.
- Ask **What's your name?** and invite individual students to answer. Then ask **How old are you?** Again, invite individual students to answer.
- Act out the conversation with a volunteer. Then invite two volunteers to act out the conversation.
- Tell students to do the activity in pairs. Monitor and make sure they understand that they have to give information that is true for them. Then ask students to move round the classroom so that they can give the same information to lots of students in the class.
- **Extra Challenge** Set a timer for two minutes and challenge students to introduce themselves to at least five classmates in this time.
- **Extra Support** If necessary, remind students that English is read from left to right. Draw an arrow pointing to the right and allow students to copy the arrow under or next to the characters.

Wrap Up

- Use two dolls or two teddy bears to act out a role-play with the help of students. Start by using a funny voice and making the first doll say **Hello!** Tell students to respond **Hello!** for the other doll. Then continue, acting out a similar conversation to the conversation in Exercise 2. Ask students to invent names and ages.

Additional Practice: Workbook page 5, Online Practice



1 Listen and chant.  TR: 3

Hello! Hello!
 What's your name?
 My name's Xi.
 My name's Wayne.

Hello! Hello!
 How old are you?
 Hello, I'm six.
 I'm six too!

Hello, Xi.
 How are you?
 I'm fine, thanks.
 And I'm fine too.

2 Read and say.

Hello!

Hello!

What's your name?

My name's Kaitlyn.

What's your name?

My name's Shiven.

How old are you?

I'm seven.

How old are you?

I'm nine.





LESSON 3 Look

In this lesson, students will:

- identify and say colours.

Resources: Audio Tracks 4–5, Classroom Presentation Tool, Flashcards 11–19, Workbook page 6, Workbook Audio Track 2, Online Practice

Materials: photos of colourful objects (balloons, jelly beans, etc.), crayons

ABOUT THE PHOTO

The photo shows a lantern shop in Vietnam. Elaborate paper lanterns originated in China around 230 BCE but soon became popular in Japan, Vietnam and other Asian countries. The lanterns are made from paper or silk and are built round a light bamboo frame. They are lit from inside by a small candle. The earliest lamps were decorated with images from myths and legends. Modern lanterns can be decorated with just about anything, even pictures of teenage pop idols. The lanterns symbolize joy, good luck, celebration and long life.

TEACHER TIP

Different students will have different levels of English at this stage and some will know more words than others. Use the first lessons to gauge the amount of English that different students know. Tap into the students' knowledge and ask students who know more to help those who know less. But make sure that the skills of all students are recognized. For example, praise students for producing neat work and for their drawing or colouring skills. Make sure students understand that everyone is good at something.

Warm Up

- **Use the Photo** Tell students to open their books to pages 6–7. Hold up the Student's Book and point to one of the lanterns. Say *Look! Wow!* Smile and look in wonder. Encourage students to react in the same way to the beautiful lanterns. Then look at the photo as if you are trying to choose your favourite lantern. Make a thinking gesture. Then nod and point to one of the lanterns and say *Yes! I like this one!* Show students and smile and nod. Make sure they understand that you have chosen your favourite lantern.
- Tell students to choose their favourite lantern. Say *Look and point! Which lantern do you like?* Use gestures. Point to your eyes and then do a pointing gesture. Point to the lanterns and then to the students when you say *you*. Ask students to hold up their books and point to their favourite lanterns.

1

- Say *Look at the colours*. Point to the nine colours and give students time to look at them.
- Make sure that students understand the instructions. Play **TR: 4**. Pause after the first word to check that students are pointing to the correct colour. Then continue playing **TR: 4** pausing if necessary to give students time to think, look and point.
- **Extra Challenge** Tell students to close their books. Play **TR: 4** again pausing after each colour. This time ask students to point to something in the classroom that is that colour. Make sure they have time to look and find an object. Display flashcards round the room for any colours that you haven't already got in your classroom.
- **Extra Support** Hold up the Student's Book and point at the same time as the students.

2

- Read the instructions aloud and make sure students understand the word *repeat* (from Lesson 1).
- Play **TR: 5** pausing after the first word to model repeating for students. Continue with **TR: 5** asking students to repeat the words as a class.
- **Extra Challenge** Play **TR: 5** again, this time with students' books closed. As students say the word, tell them to point to something of that colour in the classroom.
- **Extra Support** Hold up the colour flashcards as students repeat each word.

Optional Activity

- Hold up objects that are different colours. Ask *What colour?* Tell students to reply as a class by saying the colour each time. Alternatively, say each colour one at a time and ask students to point to or touch an object of that colour.

3

- Read the instructions aloud. Direct students' attention to the two characters and the examples. Model pointing and saying the words.
- Point to and say other colours. Make sure students are pointing to the correct colours in Exercise 1. Tell them to repeat the colours.
- Hold up the Student's Book and point to one of the colours in Exercise 1 again. Ask a student to say the word. Then ask that student to point to another colour and invite a different student to say the word.
- Put students into pairs A and B. Tell Student A to point to a colour and tell Student B to say the word. Ask students to take turns pointing and saying. Walk round monitoring while students do the activity. Make sure they understand that one student has to point to a colour and the other student has to say the word.

LESSON 3 Look

- **Extra Challenge** Tell students to do the activity as a game. Tell them to say *Red*; *Red, yellow*; *Red, yellow, orange*, etc. as their partner points to the colours. Tell them to go faster and faster with each word to see if they can keep their partner on track.
- **Extra Support** Hold up page 7 of the Student's Book. Point to the green square and ask *Blue or green?* Ask students to choose from the two colours you say by pointing and saying the correct colour aloud.

4

- Read the instructions aloud. Hold up the Student's Book and direct students' attention to the two characters and the examples. Say *Yellow*, point to a yellow lantern in the photo on pages 6–7 and say *One*. Then point to a second yellow lantern in the photo and say *Two*. Continue to count up to ten and point to a different yellow lantern each time.
- Choose another colour and count the lanterns in the same way. For example, say *Blue* and start counting. Invite volunteers to choose colours and start counting.
- Put students into pairs. Ask one student to say a colour and the other to start counting the lanterns. Then tell students to swap roles.
- **Extra Challenge** Give students photos of other colourful objects (balloons, jelly beans, etc.) and tell them to point to and count each colour.
- **Extra Support** Before students do the activity with the lanterns in the photo, ask them to do the same activity with objects in the classroom. Tell one student to say a colour and one student to point to an object of that colour and say *one*. Then ask another student to point to an object of the same colour and say *two*. Continue with other numbers and then with other colours. If there are more than ten objects of the same colour in the classroom, stop at ten.

Wrap Up

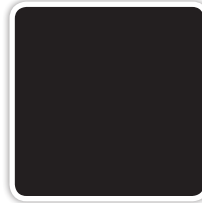
- Play a colours game. Make sure each student has got a variety of crayons: green, orange, purple, red, yellow, etc. Tell them to draw five circles and colour each one in a different colour. Let them choose any five colours. Then say colours in a random order. Tell students to cross out their colours (or tick them) as they hear them. When someone has crossed out (or ticked) all five colours, tell them to say *Colours!* That student wins the game.
- Ask students to play again in small groups, taking turns to be the caller. Alternatively, ask them to play the game using numbers instead of colours. When someone has crossed out (or ticked) all five numbers, tell them to say *Numbers!*

Additional Practice: Workbook page 6, Online Practice



A shop in Vietnam

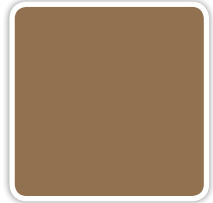
1 Listen and point.  TR: 4



black



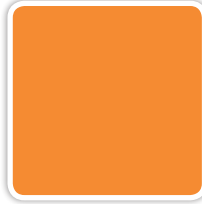
blue



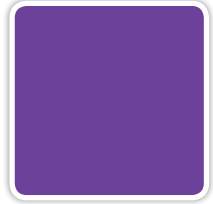
brown



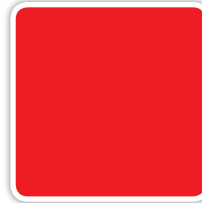
green



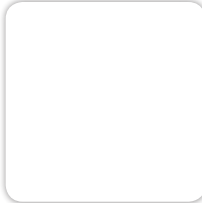
orange



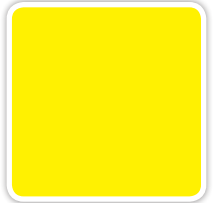
purple



red



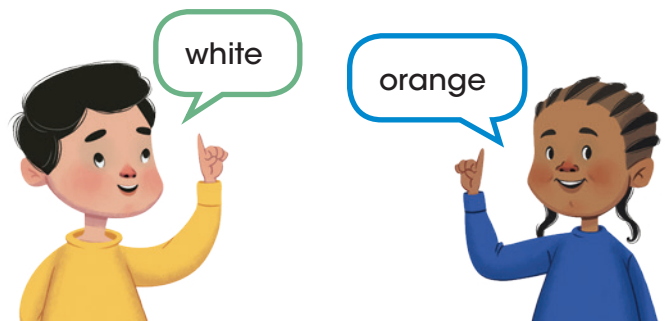
white



yellow

2 Listen and repeat.  TR: 5

3 Point and say.



4 Look, say and point.



1 Say and point.



2 Play and say.



LESSON 4 Look

In this lesson, students will:

- review colours.
- review numbers.
- talk about size using *big* and *small*.

Resources: Classroom Presentation Tool, Workbook page 7, Online Practice

Materials: a big ball and a small ball, a timer, coloured modelling clay or coloured pipe cleaners (all nine colours per pair of students), crayons

TEACHER TIP

Set up a system at the beginning of a new course to communicate regularly with parents and carers. This can easily be done by using a notebook which students take home at the end of each day and then bring in again to the next lesson. Make sure parents understand the system you set up and remember to inform them of homework tasks and examples of positive behaviour, such as acts of kindness or a willingness to help and share.

Warm Up

- Say *Find something black* and model by pointing to something black in the classroom such as a blackboard. Do the same with other colours. Then give instructions in a different order and ask students to point. Say *Find something green. Find something red.*
- Say *Find the number 3* and model by pointing to, for example, Exercise 3 on Student's Book page 7. Do the same with other numbers. Use the exercise and page numbers within the Student's Book.

1

- Bring two balls into the classroom one big and one small. Hold up each ball one at a time and say *Big* and *Small*. Walk round the classroom pointing to different objects. Say *Big* or say *Small* depending on their size, for example, a big bag, a small bag, a big pencil and a small pencil. Then hold up each of the balls one at a time and ask *Big or small?* Ask students to reply as a class. Then point to the same objects again and ask students to say *big* or *small*.
- Read the instructions aloud. Hold up the Student's Book and direct students' attention to the two characters and the examples.
- Act out the activity in front of the class. Point to the character on the left and say *Orange*. Then point to the character on the right and to the orange letter *m* in the words and say *Small*. Then say *Yellow*, point to the corresponding letter *i* and say *Big*.
- Choose another colour and ask a volunteer to find the letter. Tell the class to say *big* or *small*.
- Put students into pairs. Ask one student to say a colour and the other to find the letter and say *big* or *small*. Then tell students to swap roles.

- **Extra Challenge** Say three colours one after the other and ask students to say the three corresponding sizes. For example, you say *Black, red, green* and students say *big, big, small*.
- **Extra Support** Draw circles on the board and ask students to say *big* or *small*.

2

- Direct students' attention to the box of coloured numbers. Say *This is a game. We play a game*. Emphasize *play*. Then read the instructions aloud.
- Say *Point to number 9*. Ask students to point to the two numbers. Say *Big* and ask students to say the colour. (brown) Then say *Small* and ask students to say the colour. (orange)
- Hold up the Student's Book and direct students' attention to the two characters and the examples.
- Act out the activity in front of the class. Point to the character on the left and say *Big, red*. Then point to the character on the right and to the big, red letter in the box, and say *Three*. Say *Small, green* and point to and say *Eight*. Then say *Big, green* and point to and say *One*. (There are two of every number except 1 and 10.)
- Choose another size and colour and invite a volunteer to say the number.
- Put students into pairs. Ask one student to say a size and colour and the other to say the number. Then ask students to swap roles.
- **Extra Challenge** Set a timer for three minutes and see if students can cross off each number before the timer goes off.
- **Extra Support** Point out that the size comes before the colour every time. Write *big, red* and *small, red* on the board. Point to each pair of words one at a time and nod your head.

Optional Activity

- Use coloured modelling clay or coloured pipe cleaners to make number shapes. Divide the class into nine pairs or small groups. Ask each pair or group to make one of the figures (1-9). Then say the numbers and ask students to say their corresponding colours.

Wrap Up

- Give each student a piece of paper and some crayons. Then give instructions of what to draw and colour. Pause after each instruction. Say *Blue. A big three. Red. A small five*. Invite different students to give instructions. Then put students into small groups to take turns giving instructions, drawing and colouring.

Additional Practice: Workbook page 7, Online Practice

1 Things for school

In this unit, students will:

- talk about classroom objects.
- ask and answer questions about classroom objects using *What's this? It's a [pen]*.
- read about a classroom.
- ask questions about classroom objects using *What's this? Is it a [pen]?*
- answer questions about classroom objects using *Yes, it is./No, it isn't.*
- listen to and sing a song about a school bus.
- identify and pronounce words with /æ/, /b/, /k/ and /d/ at the beginning.
- watch a video about classrooms in other countries.
- identify the value *Look after your things for school.*

Language

Words

bag, book, crayon, rubber, pen, pencil, pencil case, ruler, board, chair, desk, poster

Grammar

- *What's this? It's a pen.*
- *What's this? Is it a classroom? Yes, it is.*
- *What's this? Is it a bag? No, it isn't.*

Phonics

/æ/ apple
/b/ bag
/k/ carrot
/d/ desk

Twenty-First Century Skills

Collaboration

Work with a partner to practise words, Lesson 1

Communication

Say a chant in two groups, Lesson 2

Creativity

Draw and speak about school things, Lesson 7

Critical Thinking

Identify the value *Look after your things for school*, Lesson 5

In the Unit Opener, students will:

- respond to a photo of a girl painting a picture.
- talk about colours.

Resources: Home School Connection Letter, Classroom Presentation Tool

Materials: crayons

Introduce the Theme

- Hold up a red crayon and say *Look! Blue or red?* Invite a volunteer to answer and then say *Yes, it's red.* Repeat the word with the class. Say *Listen: red. Now repeat: red.*
- Hold up a pink crayon and say *Listen: pink. Now repeat: pink.*
- Go through all the colours holding up a different crayon each time.
- Say *Look round the classroom.* Gesture round the room and say *Find something red.* Ask students to find things in the classroom that are red. Repeat this with other colours they've mentioned.

Use the Photo

- Tell students to open their books to page 9. Say *Look at page 9.* Hold up page 9 of the Student's Book to show students the correct page. Make sure all students are on the correct page. Ask students to check that their classmates are on the same page.
- Read the instructions at the bottom of the page aloud and point to the photo. Ask *What colours can you see?* Ask students to point to things in the photo and say the colours. (black, blue, brown, green, orange, pink, white, yellow)
- Ask *Where is the girl? Is she at home?* (no) If necessary, draw an outline of a house to clarify the meaning of *home*. Then say *She's at school.* Gesture round the classroom. Repeat the word and say *School.*

TEACHER TIP

The best way to teach students how to do an unfamiliar activity is by demonstrating it a few times so that they can see exactly what is expected. Use different students each time you want to model an activity and repeat it as many times as necessary. That way, every student is clear about what needs to be done. As students get used to different activities and routines, there will be less need for demonstrations and modelling.


Things for school

**ABOUT THE PHOTO**

This photo shows a girl at primary school in India. In India, children must start primary school at six years old. When children are eleven, they move to a middle school where they stay for four years. They take exams when they are fourteen. At that point, some children finish school while others continue on to secondary school.

A girl painting

Look at the photo. What can you see?

1 Listen and point.  TR: 6



bag



book



crayon



pen



pencil



pencil case



rubber



ruler

2 Listen and repeat.  TR: 7

3 Point and say.



ABOUT THE PHOTO

The photo shows a schoolbag, a pile of books and an apple. We don't know who the apple is for in this photo, but it could be a present for the teacher. In the United States, a tradition of giving an apple to the teacher started back in the 1800s. The exact origins of this tradition are not widely known. In 1939, American singers Bing Crosby and Connie Boswell had a hit song with these words:
*An apple for the teacher
 S'always gonna do the trick
 Not if you didn't study
 Your arithmetic.*



In this lesson, students will:

- respond to the photo of a bag.
- compare their own bags.
- talk about classroom objects.

Resources: Audio Tracks 6–7, Classroom Presentation Tool, Flashcards 20–27, Workbook page 8, Workbook Audio Track 3, Online Practice

Materials: two red crayons, a yellow crayon, sticky tack

Warm Up

- Draw a big circle on the board and write *Words in English* in the middle. Ask students to put their hands up if they know a word and say it when you say their name. Write the words that the students know on the board round the circle. Every student will know some words in English and some will know a lot, so you won't have time or space to write all the words they know on the board. This is an opportunity for students to realize how much they know.
- **Use the Photo** Tell students to open their books to pages 10–11. Point to the bag and say *Look! It's a bag. Show me your bag.* Invite students to take out or point to their schoolbags.
- Hold up two red crayons and say *Same*. Now hold up a red and a yellow crayon and say *Different*. Once you're certain students understand the meaning of *same* and *different*, gesture to pairs of bags in the classroom and ask *Same or different?*
- Spend a few minutes comparing students' schoolbags with the bag in the photo. Find the bag in the classroom that's most similar to the one in the photo.

1

- Read the instructions aloud. Then direct students' attention to the photos. Point to each photo one at a time (except the bag) and ask *Is this in the bag? Yes or no?* Point to the bag in the main photo to make sure students understand that this is the bag you're referring to.
- Point to your ear and say *Let's listen*. Play **TR: 6** and point to the photos one at a time as you hear the words.
- Play **TR: 6** again. Hold up the Student's Book and model pointing to the photos as you hear the words. Ask students to point to the words as they listen.
- **Listening Strategy: Pointing** Ask students to point to the item as they listen to the word the first time. Students will be able to match the sound with the written word if they move their finger each time they hear a new word.

2

- Direct students' attention to the instructions and read them aloud. Play **TR: 7** pausing after the first word to model repeating for students. Continue playing **TR: 7** asking students to repeat the words as a class.
- Play **TR: 7** for a third time and invite individual students round the class to repeat the words.

- **Extra Challenge** Write the eight words in a column on the board. Then collect a different number of each object (for example, two bags, three pencils, five books) and put them all on your desk. Invite individual students to come to your desk. Ask *How many [bags]?* Ask students to look, count and write the number next to the word on the board. Ask them to use digits (for example, 2, 3) and not words.
- **Extra Support** Say each of the target words aloud and clap to each syllable. Say *Bag* (one clap), *Crayon* (two claps) and so on. Go through all the words asking students to clap as you say them. Then, play **TR: 7** and ask students to clap at the same time.

3

- Read the instructions aloud. Direct students' attention to the examples. Model pointing and saying the words.
- Point to one of the photos in Exercise 1 and ask a student to say the word. Then ask that student to point to another photo and invite a different student to say the word for that photo.
- Put the students in pairs A and B. Ask Student A to point to a photo and ask Student B to say the word. Ask students to take turns to point and say until all the words have been practised.

Optional Activity

- Hide eight classroom objects round the classroom, keeping a record of their colours. Write a list of the objects and their colours on the board, for example, *a red pen, a blue pencil case*.
- Ask students to search for the objects. Each time a student finds an object, ask him/her to bring the object to the front of the class and set it down for others to see. Then tick the object off the list on the board.

Wrap Up

- Display the flashcards on the board and ask students to study them for a moment. Then ask students to close their eyes as you take one away. When they open their eyes, ask students to say the word for the missing flashcard. For an additional challenge, rearrange the position of the flashcards each time you remove one.

Additional Practice: Workbook page 8, Online Practice

In this lesson, students will:

- ask and answer questions about classroom objects using *What's this? It's a [pen]*.
- say a chant about classroom objects.

Resources: Audio Tracks 8–9, Classroom Presentation Tool, Flashcards 20–27, Workbook page 9, Workbook Audio Track 4, Online Practice

Warm Up

- Challenge the students to remember the eight new words from Lesson 1: *bag, book, crayon, rubber, pen, pencil, pencil case* and *ruler*. Write the first letter of each object on the board in a column and ask students to put their hands up to suggest a word. Write the words as students say them. Then say each word again and give students time to find and point to the object in the classroom.
- Use the Photo** Tell students to open their books to pages 10–11. Use the photo to review classroom objects. Point to a pencil in the photo and ask *Book or pencil?* (pencil) Be careful with plurals here. Refer to just one pencil, one book and so on. Ask about other objects. Ask students to put their hands up when they want to answer. Choose a different student each time.

1

- Show students the *pen* and *book* flashcards. Say *Find these words on the page*. Tell students to scan the chant to find the words. Say *Point to the words*.
- Read the instructions aloud. Say *Listen to the chant*. Play **TR: 8**. Ask students to clap to the rhythm. Play **TR: 8** again. This time ask students to clap and chant *What's this?*
- Divide the class into two groups A and B. Point to Group A and say *You say the purple lines*. Point to Group B and say *You say the green lines*. Play **TR: 8** for a third time and ask students to chant their part. Then play **TR: 8** again asking groups to swap roles.
- Extra Challenge** Before students work in groups, chant the first three lines of the first verse. Then hold up another classroom object, such as a bag and invite students to chant the fourth line with the word for the new object. Do the same with the second verse. Chant the first three lines of the second verse. Then hold up another classroom object, such as a crayon and invite students to chant the fourth line with the word for this object.
- Extra Support** Before students work in groups, chant the first three lines of the first verse. Then hold up the Student's Book and point to it. Invite students to chant the fourth line. Do the same with the second verse. Chant the first three lines of the second verse. Then hold up a pen and invite students to chant the fourth line.

2

- Read the instructions aloud. Direct students' attention to the grammar box. Say *Listen and read*. Play **TR: 9** as students read. Play **TR: 9** again and ask students to repeat the sentences as a class.
- Model the question in a real-life situation. Hold up the Student's Book and ask *What's this?* Then answer yourself and say *It's a book*. Write the question and answer with contractions on the board. Write the full forms above:

What is this?	It is a book.
What's this?	It's a book.

- Circle the two contractions and repeat the question and answer, emphasizing the contracted forms. Ask students to repeat after you.
- Hold up other classroom objects and ask *What's this?* Ask students to put their hands up to suggest answers. They should use the contracted form.

3

- Read the instructions aloud. Direct students' attention to the example conversation. Holding an object, model the conversation with a volunteer. Then demonstrate the activity by practising with another student. Hold up the Student's Book, point to an object in the photo on pages 10–11 and ask *What's this?* Invite the student to answer.
- Ask students to do the activity in pairs while you monitor, helping when necessary.

Optional Activity

- Draw part of a pencil. Ask *What's this?* Ask students to put their hands up to guess.
- Ask students to work in pairs A and B. Ask Student A to be the artist and draw part of an object. Then invite Student A to ask *What's this?* Ask Student B to guess. When Student B guesses correctly, ask them to change roles. Monitor students while they do the activity, helping when necessary.

Wrap Up

- Hold up one of the Lesson 1 flashcards facing you so that students can't see the picture. Ask *What's this?* Ask students to put their hands up to guess. They should say *It's a [pen]*. If anyone guesses correctly, he/she wins the flashcard. If nobody guesses correctly, continue with another flashcard. Continue until all flashcards have been given out.

Additional Practice: Workbook page 9, Online Practice

1 Listen and chant.  TR: 8

What's this?
Take a look!
What's this?
It's a book.

What's this?
Look again.
What's this?
It's a pen.

What's this?
It's a room.
What's this?
Our classroom!

2 Listen and read.  TR: 9

What's this? It's a pen.
What's this? It's a bag.

3 Point, ask and answer.

