

NATIONAL  
GEOGRAPHIC  
LEARNING

# Look and See

Teacher's Book  
with ABC Poster



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# STUDENT'S BOOK CREDITS

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# Look and See <sup>3</sup>

## TEACHER'S BOOK

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# Scope and Sequence

**Back to school** p.4

*Back to school, Days of the week  
What day is it today? It's Monday.*

## 1

**At school**

p.5



## 2

**Weather**

p.11



## 3

**My community**

p.17



## 4

**Make some noise!**

p.23



## 5

**Shapes around us**

p.29



**New Words**

count to ten  
draw a picture  
do arts and crafts  
play a game  
read a book  
sing a song  
write letters

rainy  
cloudy  
cold  
hot  
snowy  
sunny  
windy

firefighter  
bus driver  
dentist  
doctor  
librarian  
police officer  
postal worker  
vet

drums  
guitar  
piano  
recorder  
tambourine  
trumpet  
violin  
xylophone

circle  
diamond  
hexagon  
oval  
rectangle  
square  
star  
triangle

**Recycled Words**

numbers 1-10; bag, book, chair, crayon, felt tip, pencil, table, school; black; ball, car; apple; hat, socks; bat, bear, butterfly, cat; baby; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

numbers 1-10; blue, yellow, white; hat, scarf; leaf, tree, water; happy; kite; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; count to ten, draw a picture, do arts and crafts, play a game, read a book, sing a song, write letters; cat, rat

one, two; book, paper; black, red; bus; brother, dad, grandma, grandpa, mum, sister; kitten, rabbit, sheep; water; happy; Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; cloudy, cold, hot, rainy, snowy, sunny, windy; cat, rat; man, van

numbers 1-5; black, blue, brown, green, orange, purple, red, white, yellow; hat, jacket; happy; puzzle; draw a picture, play a game, sing a song; rainy, sunny; bus driver, dentist, doctor, firefighter, librarian, police officer, postal worker, vet; blocks; cat, rat; man, van; bed

numbers 1-10; book, paper, table; brown, red; ball, dinosaur; sheep; big, small; dress; happy; play, count; drum, guitar, piano, recorder, tambourine, trumpet, violin; cat, rat; man, van; bed; pet, vet

**Structure**

*Let's draw a picture.  
OK, good idea!  
No, thanks.*

*What's the weather like?  
It's sunny.*

*Is he/she a doctor?  
Yes, he/she is./  
No, he/she isn't.*

*He can play the piano.  
She can play the guitar.*

*What are these?  
They're diamonds.*

**Value**

Work hard at school.

Be careful in the sun.

Be polite.

Work together.

Use your imagination.

**Phonics**

cat, rat

man, van

bed, red

pet, vet

mix, six

**Content Connections**

Maths

Science

Social Science

Music

Maths

**Video**

How does addition work?

Where does rain come from?

How do people in the community help us?

What types of musical instruments are there?

What are the 3D shapes around us?

**Project**

An abacus

A water cycle diagram

A community helper book

A drum

A pyramid

## 6

### Can you swim?

p. 35



## 7

### At home

p. 41



## 8

### My special place

p. 47



## 9

### Under the sea

p. 53



## 10

### Picnic time

p. 59



#### New Words

swim  
catch  
climb  
fly  
kick  
ride  
skip  
throw

welcome  
bathroom  
bedroom  
kitchen  
living room  
bed  
shelf  
sink  
sofa

tree house  
blanket  
door  
lamp  
pillow  
rug  
toy box  
window

turtle  
crab  
dolphin  
jellyfish  
octopus  
seahorse  
shark  
starfish

picnic  
cheese  
fruit  
juice  
lemonade  
sandwich  
vegetables  
yoghurt

#### Recycled Words

numbers 1-10; black, blue, brown, green, orange, red, white, yellow; ball, bike, scooter; body, eyes, feet, head, tummy; fish, bird, tree; baby; big, small; crawl, dance, hop, jump, move, run, turn around, walk; circle, diamond, hexagon, oval, rectangle, square, star, triangle; cat, rat; man, van; bed; pet; vet; mix

numbers 1-4; bag, book, chair, crayon, paint, pencil, table; black, blue, brown, green, orange, purple, red, white, yellow; car, dinosaur, teddy bear; apple, flower; dog, duck; big, small; snowy; trumpet; circle, rectangle, square, triangle; cat, rat; man, van; bed; pet; vet; mix, six; big, dig

numbers 1-10; chair, crayon, table; blue, brown, green, orange, red, white, yellow; doll, puzzle, teddy bear; dress; tree; bat, bird, fox, owl; happy, sad; baby; big, small; draw a picture, climb, play (a game), sing a song, walk; bed, bedroom; guitar, recorder, xylophone; welcome; cat, rat; man, van; pet, vet; mix; dig; dog, log

numbers 1-10; bag, chair, crayon, paper, pencil, table; black, blue, brown, green, orange, purple, red, white, yellow; ball, car; arms, eyes, head, legs, mouth, nose; banana, bread; baby; big, small; swim; bed, lamp; cat, rat; man, van; pet, vet; mix; dig; dog, log; fox, box; run

numbers 1-10; apron, book; apple, banana, beans, biscuit, bread, carrot, chicken, fish, milk, noodles, orange, rice, salad, water; brother, dad, sister; blanket; cat, rat; man, van; bed, red; pet, vet; mix; big, dig; dog, log; box, fox; run, sun

#### Structure

Can you skip?  
Yes, I can./  
No, I can't.

The picture is in the bathroom.  
The cars are under the bed.

Is there a rug?  
Yes, there is./  
No, there isn't.

How many crabs are there?  
There are fourteen crabs.

Do you like fruit?  
Yes, I do./  
No, I don't.

#### Value

Try again.

Help at home.

Be welcoming.

Keep the beach clean.

Try new things.

#### Phonics

big, dig

dog, log

box, fox

run, sun

jug, mug

#### Content Connections

Science

Social Science

Science

Science

Health

#### Video

What can animals do?

How are homes different in the city and the country?

What animals live in trees?

What lives in a coral reef?

What types of food do we need to be healthy?

#### Project

A penguin

A shoebox home

A nest

A coral reef in a jar

A healthy food plate

## 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.



# Make some noise!

## UNIT 4

Women playing drums, South Korea

### LESSON 1

NEW WORD: drums

1 Look and see. 2 SC: 7 Watch. 3 TR: 4.1 Listen and say. 4 TR: 4.2 Listen and do.

23

The bottom navigation bar gives teachers the 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.

Mariachi musicians, Mexico

trumpet

guitar

violin

tambourine

recorder

xylophone

piano

I can play the tambourine.

LESSON  
**2**

NEW WORDS: *guitar, piano, recorder, tambourine, trumpet, violin, xylophone*

1 TR: 4.3 Listen and point. 2 TR: 4.4 Listen and say. 3 TR: 4.5 Listen and chant. 4 Point and say.

24

All target language is on the audio.

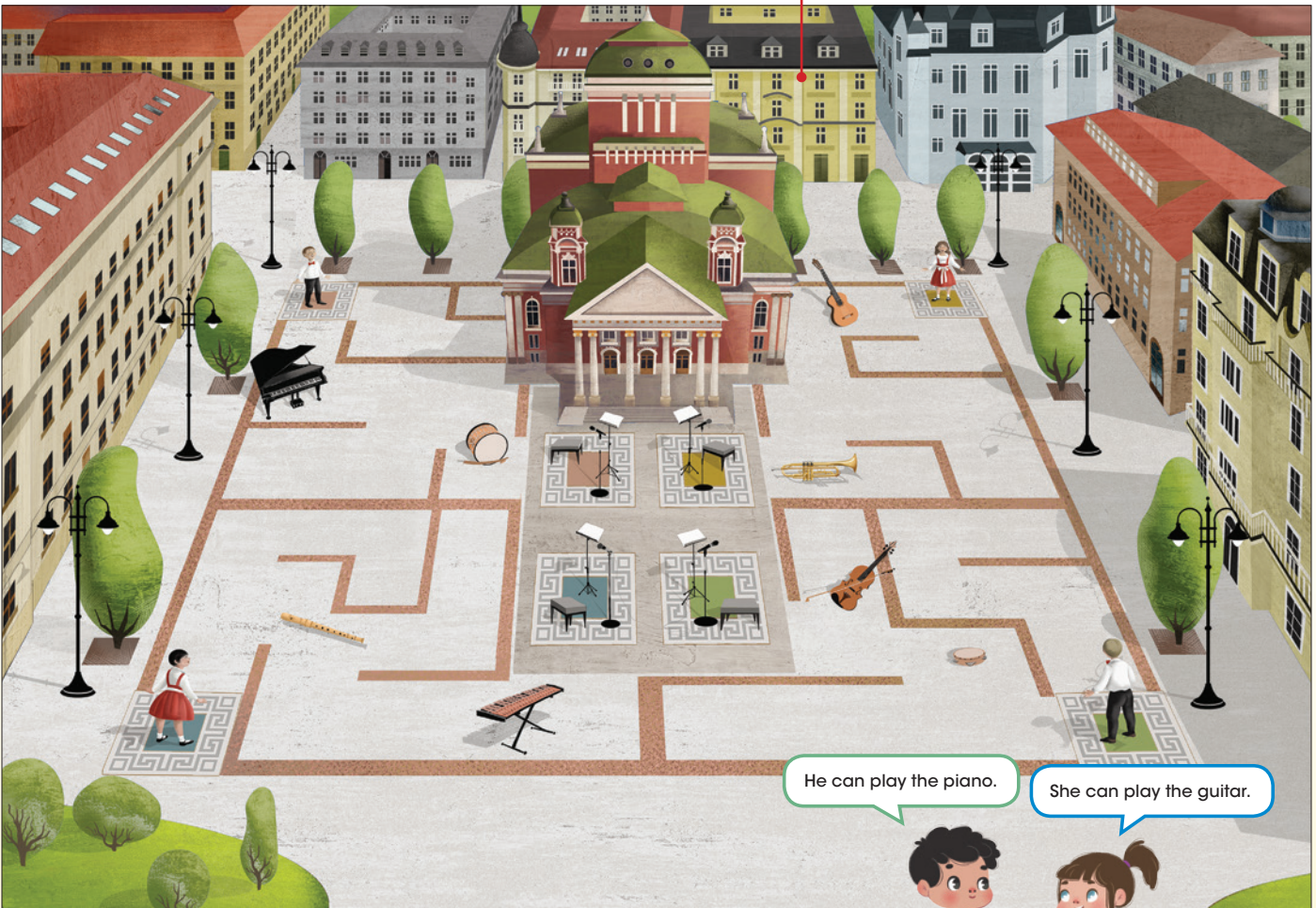
The bottom navigation bar gives teachers the basic information about the lesson, including lesson number, target words, activities and audio tracks.

# 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.



He can play the piano.

She can play the guitar.

### LESSON 3

**STRUCTURE:** *He can play the piano. She can play the guitar.*

**1** TR: 4.6 Listen and follow. **2** TR: 4.7 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 students can sing the songs at home.

**Songs**



**UNIT 4**  
**Make some noise!**

I can play the tambourine.  
She can play the tambourine.  
Let's play the tambourine together.

[Chorus]  
I can play music.  
She can play music.  
He can play music.  
Let's work together.

I can play the drums.  
She can play the drums.  
Let's play the drums together.

[Chorus]  
I can play the recorder.  
She can play the recorder.  
He can play the recorder.  
Let's play the recorder together.

[Chorus]

**UNIT 3**  
**My community**

This is Mr. Johnson.  
She's a bus driver.  
Hello, Mr. Johnson.  
How are you?  
How are you today?  
I'm fine, thank you.  
How are you?  
I'm fine, too, thank you!

This is Dr. Burton.  
She's a vet.  
Hello, Dr. Burton.  
How are you?  
How are you today?  
I'm fine, thank you.  
How are you?  
I'm fine, too, thank you!

This is Mr. Olson.  
He's a firefighter.  
Hello, Mr. Olson.  
How are you?  
How are you today?  
I'm fine, thank you.  
How are you?  
I'm fine, too, thank you!

66



Children playing musical instruments

### Think! Value



**Work together.**

**LESSON 4** **SONG AND VALUE:** *Work together.*  
**1** TR: 4.8 Listen and point. **2** TR: 4.9 Listen and sing. **3** TR: 4.10 Sing and do. **4** Stick.

26

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 students 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.

# LESSON 5

## Phonics

In Level 1, students learnt vowel sounds as well as numbers 1 to 10. In Level 2, students reviewed the vowels and were introduced to the consonants and consonant sounds. These lessons prepared students for phonics instruction in Level 3 where the focus is on high-frequency Consonant-Vowel-Consonant (CVC) words. Students learn to blend familiar sounds to form CVC words. They then use stickers to complete these words and match them to corresponding photos to demonstrate comprehension.

With the support of audio, students practise sounding out two high-frequency rhyming words.

**pet**

**vet**

**pet**

**vet**

**5** **PHONICS: pet and vet**  
1 TR: 4.11 Listen and point. 2 TR: 4.12 Listen and say. 3 TR: 4.13 Listen and chant. 4 Stick and say. Match.

27

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

A sticker activity gives students practice forming the CVC word while also helping them to develop their fine motor skills.

By matching the CVC word to the corresponding photo, students demonstrate that they can decode the word and understand its meaning.

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 Words: *percussion, string, wind*

**1** Look and see. **2** SC: 8 Watch. **3** SC: 8 Watch, point and say.

28

LESSON  
**7**

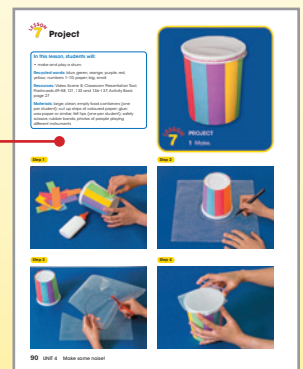
**PROJECT**

**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 music, students see drummers playing in Brazil, Japan and South Korea, 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 or phrase and encouraged to say it as they do an action, such as *Count to ten*. 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, health and music. For example, in the video for a unit on weather, students learn about the water cycle, 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, phonics 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 4 Make some noise!**

**1** TR: 4.1 Listen and write a *v* or a *x*.

1  2  3  4

5  6  7  8

**2** Point and say.

**22** NEW WORDS: drums, guitar, piano, recorder, tambourine, trumpet, violin, xylophone

**1** TR: 4.2 Listen and match. Point and say.

**23** STRUCTURE: He can play the piano. She can play the guitar.

**1** TR: 4.3 Listen and circle. Sing and point.

**2** Write a *v* or a *x*.

**Value Work together.**

**24** SONG AND VALUE: Work together.

**1** TR: 4.4 Listen and trace. Say.

**2** Trace.

1 pet pet  
pet pet

2 vet vet  
vet vet

**25** PHONICS: pet and vet

**1** Point and say. Colour.

**26** VIDEO: SC: 8 (optional) Content Words: percussion, string, wind

**1** Say, Play and do.

**27** REVIEW NEW WORDS: drums, guitar, piano, recorder, tambourine, trumpet, violin, xylophone  
STRUCTURE: He can play the piano. She can play the guitar.

# 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.



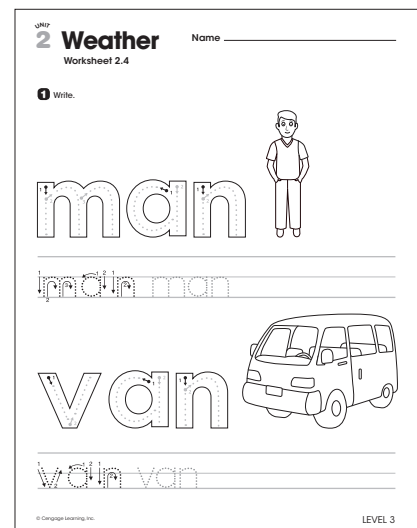
## Student's Companion Website

Student's resources, including audio for Student's Book and Activity Book, are available at [ELTNGL.com/lookandsee3](http://ELTNGL.com/lookandsee3).

## 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

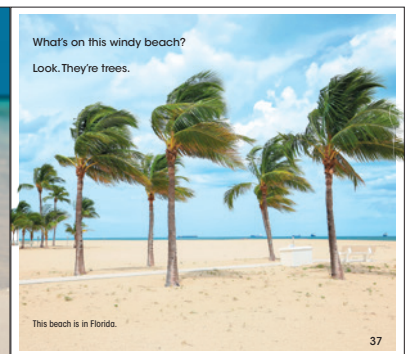
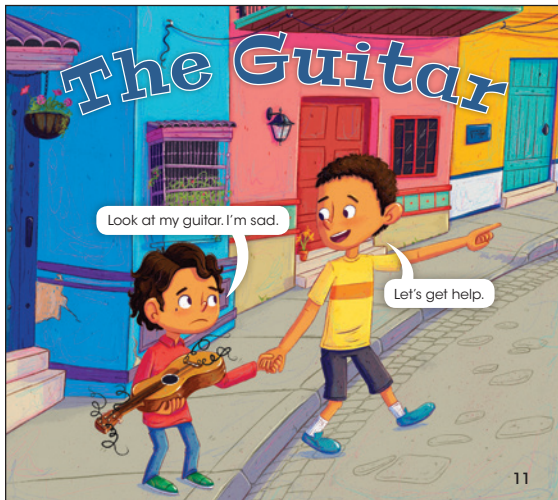


# Look and See Big Book Anthology

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 lesson and is intended to warm students to the topic and stimulate discussion. For example, the opening photo in *Unit 2: Weather* shows an orangutan under a leaf in Indonesia. As well as learning the new word *rainy*, students can also learn about the orangutan.

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

Although 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 addition work?* (Unit 1) or *What animals live in trees?* (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 *be polite* (Unit 3), *use your imagination* (Unit 5) and *try new things* (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 their 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 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 *Clean 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 school 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 to make sure that they understand what you are saying. Also model any activity 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 modelling.

### 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, putting on aprons, using safety scissors and glue 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 during the lesson:

- 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 [count to ten/ make a circle/ have a picnic and so on]*.
- Use the audio activity to conduct the TPR activity during the lesson 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.