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LEARNERS**

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**NATIONAL
GEOGRAPHIC**
LEARNING

Look

CEFR correlation

	Pre-A1	A1	A2	B1
Starter				
1				
2				
3				
4				
5				
6				

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Cover Photo: Blue maomao fish
swimming above a bed of kelp in the
shallow water around the rocky coasts
of New Zealand and Australia.

**NATIONAL
GEOGRAPHIC**
LEARNING

Bringing the world to the classroom
and the classroom to life

ELTNGL.com

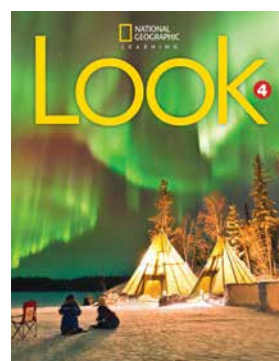
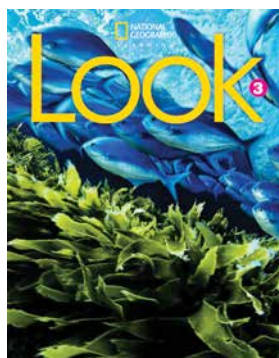
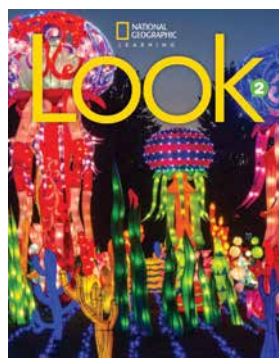
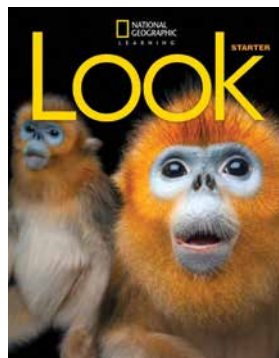
A PART OF CENGAGE

SEP/18



A seven-level series for young learners of English
3-5 Suggested Teaching Hours/Week | Pre-A1 to B1

 Look



Get up close with *Look*, a seven-level series for young learners of English.

See something real with amazing photography, authentic stories and video, and inspiring National Geographic Explorers.

Help learners make connections in English between their lives and the world they live in through high-interest, global topics that encourage them to learn and express themselves.

With short, fresh lessons that excite students and make teaching a joy, *Look* gives young learners the core language, balanced skills foundation and confidence-boosting exam support they need to use English successfully in the 21st century.

For audio, video, Student's Book, Workbook and Teacher's Book samples, please visit:
[ELTNGL.com/look](https://www.eltngl.com/look)



A young mother in Guatemala prepares corn for tortillas while her daughter sleeps on her back.



UNIT CLOSE UP

Unit Opener:

Stunning photos introduce learners to high-interest topics, prepare them for the unit content and help activate prior knowledge.

THE WORLD IS AN AMAZING PLACE

With *Look*, learners experience the world as it is and life as people all over the world live it through authentic content, relevant readings, and impactful photography. Every lesson is an opportunity for students to see something real and expand their world.

With a balanced-skills curriculum, an emphasis on grammar instruction and a focus on phonics, teachers can be sure students' language needs are covered.

The Student's Book lessons are easy to teach in any classroom setting:

Starter

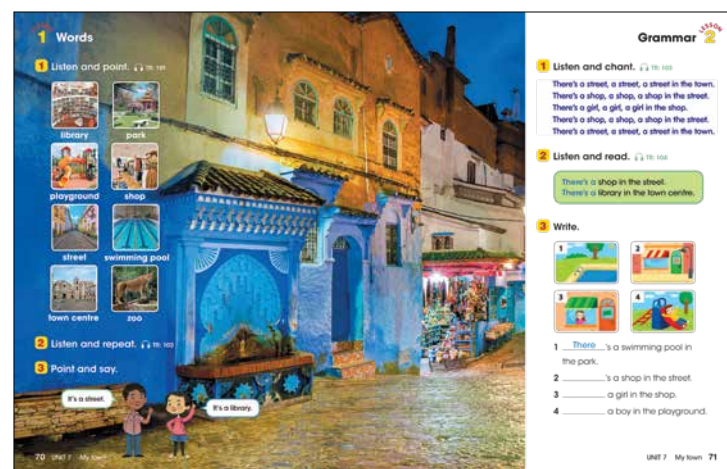
- 10 units
- 5 lessons per unit plus Unit Opener

Levels 1-6

- 12 units
- 7 lessons per unit plus Unit Opener

VALUE Love your town.
Workbook, Lesson 6

Integrated **Value** activities support personal development.



Vocabulary

Lesson 1: Target vocabulary is introduced with photography in a real-world context.

Grammar 1

Lesson 2: Target grammar is presented, highlighted in a grammar box and followed by practice.



Reading

Lesson 3: Readings introduce learners to fascinating people and places around the world.

Grammar 2

Lesson 4: Target grammar is contextualized in the reading, highlighted in a grammar box and followed by practice.



Song/Chant

Lesson 5: Lively songs and chants reinforce language students have learned.

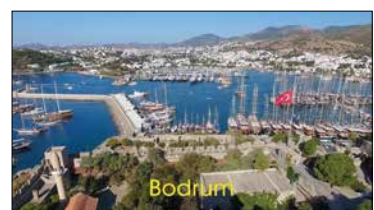
Phonics/Writing

Lesson 6: In levels Starter-3, phonics lessons facilitate the learning of English sounds. In levels 4-6, writing lessons teach students to write in various formats using language they have learned.



Video

Lesson 7: Learners are introduced to real children, places and cultures around the world while reviewing and practicing the language they have learned in the unit.





Aurora Village in Yellowknife, Canada is a popular destination to see the Northern Lights up close.

SCHOOL TRIPS

Take your students to amazing locations and meet incredible people.

The International Space Station

The International Space Station, or ISS, is above the Earth. Astronauts live on the ISS. They work there too. Between three and six astronauts live on the Space Station at one time. Let's visit them and learn about their day.

1 BEFORE YOU WATCH Look at the photo. Write.

astronaut Earth floor outer space

This is a photo from the ISS. It looks blue and white from space. The person in the photo is an astronaut. Astronauts don't walk or run in space - they float.

2 WHILE YOU WATCH Put the events in order.

The astronauts ...

- brush their teeth
- go to bed
- get up
- make pizza
- do exercise
- wash their hair
- have lunch

3 AFTER YOU WATCH Imagine you live on the ISS. What do you like/not like about it? Put a tick (✓) or a cross (x).

I work in space. ☐

I can float. ☐

My family is on Earth. ☐

My food floats. ☐

My hair stands up. ☐

I can't have a bath. ☐

4 PROJECT Imagine you're on the ISS. Send a message to your family.

- Describe your day.
- Say what you can/can't do.
- Say what you like/don't like.
- Include a picture.

I can float! It's fun!

SCHOOL TRIP 2 67

4 PROJECT

Imagine you're on the ISS. Send a message to your family.

- Describe your day.
- Say what you can/can't do.
- Say what you like/don't like.
- Include a picture.

I can float! It's fun!

SCHOOL TRIP 2 67

Every **School trip** lesson includes a reading, video and comprehension activities and ends with project work.



EXTENSIVE READING

Introduce learners to longer texts with stories about real people, places and events as well as fables, myths and legends from around the world.

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 bright and warm. 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 in 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!

1 Look at the photos. What do you think girls learn of the SOLA (School of Leadership Afghanistan)?

2 Watch the video. Then tick (✓) the things you think are important to Shabana.

☐ going shopping

☐ helping girls learn their goals

☐ watching TV

☐ helping her country

☐ staying at home

☐ helping new things

☐ helping girls have the same chances as boys

☐ helping boys but not girls

3 Watch the video again. Circle the correct answer (A or B).

1. Shabana doesn't have to go to school on Afghanistan because ...

A. they didn't want to. B. they weren't allowed to.

2. School of Leadership Afghanistan is ...

A. for boys and girls. B. only for girls.

3. At the school, the girls can ...

A. do new things. B. go home every day after their lessons.

4. Shabana hopes her students will ...

A. become future leaders of their country. B. leave their country.

4 Work in groups. Discuss the questions.

1. Would you like to go to a boarding school? Why? / Why not?

2. Shabana believes it's better for the whole world if all girls go to school. Do you agree with her? Why? / Why not?

16 UNIT 1 A good start

Let's go on an insect safari!

1 Look at the photos. In pairs, describe one of the insects.

2 Listen and read. What's an insect safari? Circle all.

A. a science lesson

B. a school trip

C. a PE lesson

3 Read and match.

1. Beetles and dragonflies have got eight legs. ☐

2. Spiders have got four legs. ☐

3. Spiders can't fly. ☐

4. Dragonflies can jump and fly. ☐

5. Golden orb-weavers can ... ☐

4 Read and tick (✓). Add one more insect. Talk with your classmates.

Insect	Inside	Outside
spiders	☐	☐
dragonflies	☐	☐
beetles	☐	☐

5 Do an insect safari at home. Look on the balcony, in the garden or on a wall. What can you find? Draw and write.

READING EXTRA 1 47

Every **Reading extra** lesson reinforces the content taught in the units, with activities covering all four skills.

EXTRAORDINARY EXPLORERS

Get closer to the world with the help of National Geographic Explorers.

7 Video

Look at the photos. What do you think girls learn of the SOLA (School of Leadership Afghanistan)?

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16 UNIT 1 A good start

SHABANA BASIJ-RASHIKH

46 READING EXTRA 1

Share their stories and missions with your students and teach language through their compelling, real-world experiences.

TEACH FOR SUCCESS

ASSESSMENT AND EXAM SUPPORT

Create an environment where students are relaxed and confident in their abilities. Give them opportunities to show what they have learned, without any stress.

With comprehensive coverage of international exams task types and parent-teacher support materials, *Look* helps learners perform their best and prepares them for assessment success.

Assessment support includes:

- Guidance on evaluating student performance, with formative assessment and remedial activities in the Teacher’s Book
- ExamView Assessment Suite, Unit progress tests, mid-year and end-of-year tests available online
- An exam practice test in every Workbook



A man spreading out peppercorns to dry in the sun at a pepper plantation in Phu Quoc, Vietnam.

Pre A1 Starters Listening Task

3 Reading

1 Listen and repeat. *1 x 10 s*

skeleton hair body face

2 Listen and read. *1 x 10 s*

Look at the photo. Is it a skeleton? No! Look again. This is a boy.

He's got black hair and brown eyes. He isn't a skeleton! He hasn't got a skeleton body.

Look at his face. He's got white paint on his face and black paint on his eyes and mouth. Face paints are fun!

3 Read again and match.

1 black	eyes
2 brown	face
3 white	hair

Grammar

1 Listen and read. *1 x 10 s*

He's got black hair. She hasn't got blue eyes.

2 Read and circle.

1 He's got / He hasn't got black hair.
2 He's got / He hasn't got green eyes.
3 She's got / She hasn't got brown hair.
4 She's got / She hasn't got blue eyes.

3 Listen and draw lines. *1 x 10 s*

Jack	Marion	Peter	Sue
------	--------	-------	-----

4 Say, ask and answer.

She's a girl. She has black hair. She doesn't have brown eyes.

Yes. Anna?

3 Listen and draw lines. *TR: 75*

Jack	Marion	Peter	Sue

Every task type from the *Cambridge English Qualifications* exams for young learners is represented through the Student’s Book and Workbook activities, ensuring student exposure and practice.

Task guidance notes

Flyers Reading & Writing Part 7: In this part of the test, students have to write a story based on three pictures in between 20–40 words. Students are assessed on:

- how closely they describe the pictures
- how well they connect the ideas/events in the story
- how understandable their story is (vocabulary and grammar).

Challenges: Students can find this stressful because they have to ‘create’ the story and often worry about how correct their language is. It’s important they focus on the content of the pictures. As the students have to tackle this task on their own, it’s a good idea to do an activity to help them take ownership of / be independent with their work.

Performance descriptors:

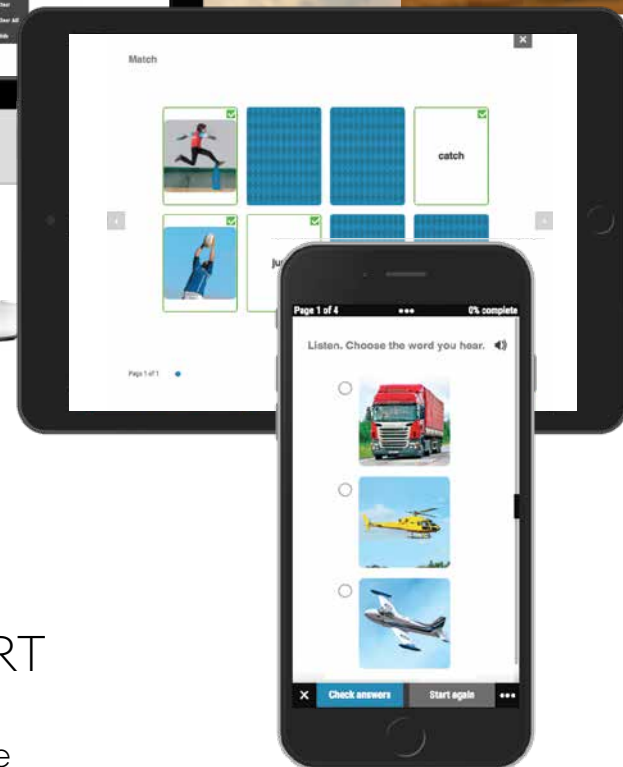
- Can link phrases or sentences with connectors.
- Can write simple descriptions.
- Can write a short, simple story using pictures or own ideas.

4 Look at the pictures and write a story. Use the words in the box.

football enter a competition climb jump high prize trampoline

The first picture shows a group of children playing football on a field. The second picture shows a child climbing a rope ladder. The third picture shows a child jumping on a trampoline.

Task guidance notes in the Teacher’s Book help instructors break down exam tasks and build students’ confidence.



BEYOND THE BOOK

DIGITAL TEACHING SUPPORT

Teaching with *Look* is easy with its flexible digital support materials.

Classroom Presentation Tool

Enrich your lessons with interactive Student's Book and Workbook pages with embedded audio, video, and activities on the Classroom Presentation Tool.

Online Practice

Keep students engaged with mobile-responsive Online Practice, including audio, video and games for practice and workbook activities for assessment and exam prep.

Learning Management Platform

Manage your classroom and track students' Online Practice progress with a mobile-responsive Learning Management System.

THE BIG PICTURE

MATERIALS FOR EVERY CLASSROOM

FOR LEARNERS

- Student's Book
- Workbook
- Workbook with Online Practice
- Online Practice Access Code
- Combo Splits
- Reading Anthology
- Online Student Resources

FOR TEACHERS

- Teacher's Book with Student's Book Audio and DVD
- Classroom Presentation Tool
- ExamView Assessment Suite
- Flashcards
- Online Teacher Resources

Available in American and British English

A little boy in the
desert outside Dubai,
United Arab Emirates.