

Routine for Teaching Grammar

Levels 1–6

WARM UP

- Connect the target grammar to unit vocabulary and real life.
- Model the grammar by giving a personal example. Use it in a real-world context.

CHANT (*Levels 1–3 only*)

- Play the chant. Students hear and see the target grammar in a catchy chant before focusing on examples in the grammar box.
- Involve students and make it fun. For example, have them stand up, clap their hands, stomp their feet, or chant in groups.

PRESENT

- Use the grammar box to present the target grammar.
- Play the audio track and have students listen.
- If necessary, help students explore the topic with a graphic organizer, diagram, chart, or other visual aid.

PRACTICE

- Complete the activities in the Student's Book.
- As students practice the target grammar, monitor their progress. Take note of who may need an extra challenge and who may need extra support.

WRAP UP

- End with an activity that lets students use the target grammar.
- For additional practice, use the Workbook and Online Practice.

Sample lesson for LOOK Level 1 Unit 1: *What's this? It's a [pen].*



WARM UP

Have students open their Student's Books to pp. 10–11. Review new words from Lesson 1: *bag, book, crayon, eraser, pen, pencil, pencil case*, and *ruler*. On the board, write the first and last letters of each object (b _ g / b _ _ k / c _ _ _ n, ...) Have students raise their hands 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. Next, use a real object or the photo on pp. 10–11. Point to a pencil and ask *Book or pencil?* (pencil) Avoid plurals. Refer to just one pencil, one book, and so on. Ask about other objects and choose different students to answer.

CHANT

Say *Listen to the chant*. (play **TR: 8**) Have students clap to the rhythm. Play **TR: 8** again. This time have students 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*. Point to Group B and say *You say the green*. Play **TR: 8** again and have students chant their part. Then play **TR: 8** a final time, having groups switch roles.

PRESENT

Direct students' attention to the grammar box. Say *Listen and read*. Play **TR: 9** one time as students read. Play **TR: 9** again and have students repeat the sentences as a class. Model the question in a real-life situation. Hold up a copy of the Student's Book and ask *What's this?* Then answer yourself. Say *It's a book*. Write the question and answer on the board. Hold up other classroom objects and ask *What's this?* Have students answer (*It's a [bag].*)

PRACTICE

Have students complete the activity in the Student's Book. While students are working, circulate the class and monitor progress. Give enough time for all students to practice asking and answering questions. Intervene when necessary and provide support. Take note of who may need an extra challenge and who may need extra support.

WRAP UP

Hold up one of the Lesson 1 flashcards facing you so that students can't see the picture. Ask *What's this?* Have students raise their hands 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.

Sample lesson for LOOK Level 4 Unit 1: Simple Present and Present Progressive

1 Words

1 Listen and repeat. (1) = 1

 doctor
  clown
  dentist

 waiter
  nurse
  photographer

 pilot
  police officer
  server

2 Answer the questions.

- Which jobs do people sometimes do outside?
- Which jobs help other people?

3 Listen to the conversation about smoke jumpers. Write T (true) or F (false). (1) = 1

- Smoke jumpers jump out of a plane as a hobby. ■
- A smoke jumper is a kind of firefighter. ■
- Smoke jumpers fight fires in forests all year. ■
- The smoke jumpers carry all the equipment when they jump. ■
- The smoke jumper in the photo is Russian. ■
- There are about 400 smoke jumpers in the US. ■

Grammar 2

1 Listen and read. (1) = 4

Simple present and present progressive

We use the simple present for things that we do all the time or that we do many times. We often use it with time expressions like *every day*, *on Mondays*, and *once a week*.

They fight fires in the forest every summer.

We use the present progressive to talk about things that are happening now. We often use it with time expressions like *now*, *right now*, and *today*.

They aren't fighting a fire today. They're training.

This man isn't jumping out of a plane for fun.

2 Complete the text with the verbs in parentheses. Use the simple present or the present progressive.

My mom is a police officer. She (work) at a police station in Seoul. She (drive) a police car every day. From Monday to Friday, she (eat) her lunch at work. Police officers in Korea (work) on weekends and at night, too.

Today, my mom (do) something different. She (visit) an elementary school and she (talk) to the children about her job. The children (ask) questions about her badges and her radio.

3 Work in pairs. Ask and answer.

- What / wear / school / every / day?
- What / do / on weekends?
- What / your teacher / do / right now?
- you / eat breakfast / right now?

What do you wear to school? I wear jeans and a school every day.

WARM UP

Write verb phrases related to jobs on the board, such as *work in a restaurant*, *clean people's teeth*, *fly an air-plane*, *work in a hospital*. Have students open their Student's Books to p. 10 and look at the jobs in Activity 1. Invite students to give you sentences about jobs, for example: *A server works in a restaurant. A dentist cleans people's teeth. A pilot flies an airplane. A nurse works in a hospital*. Remind students to add the third person -s ending. In pairs, have students say sentences about the jobs in Activity 1 or other jobs of their choice. After a few minutes, invite them to share their ideas.

PRESENT

Direct students' attention to the grammar box on p. 11. Play **TR: 4**. Have students listen and follow along. After listening, write on the board *every day* and *now*. Ask *What's my job?* Elicit the answer, and in the first column (every day), write *I teach every day*. Then ask *What am I doing now?* Elicit *I'm teaching now*. Write this in the second column (*now*). Elicit more examples and write them on the board.

<i>every day</i>	<i>now</i>
I teach every day.	I'm teaching now.
(next example)	(next example)

Point to the photo on pp. 10–11 and ask *What does he do every day?* (He fights fires.) *What's he doing now?* (He's jumping out of a plane.) Underline important changes in the verb and have students read the sentence as you underline (*He fights fires. / He's jumping out of a plane.*) Continue with more examples on the board.

PRACTICE

Have students complete the activities in the Student's Book. Activity 2 is controlled practice. Have students work independently or in small groups. Circulate and monitor progress. Activity 3 is more open and productive. Allow students to ask and answer questions. If they make errors, encourage them to try again. Make sure everyone has a chance to produce the target grammar. Take note of who may need an extra challenge and who may need extra support.

WRAP UP

Act out riding a bike as you say *I'm riding a bike*. Then act out driving a car as you say *I'm watching TV*. Repeat and ask students to stand up when what you say doesn't match the action. Encourage students to say *You aren't watching TV* and elicit the correct sentence from individuals. After modeling the task a few times, invite different students to say sentences and do actions.