

Look

SECOND EDITION

Look: The world is an amazing place.



Sampler

A seven-level series for
young learners of English

Pre A1 to B1

ELTNGL.com/Look

Look

SECOND EDITION



Orchid mantis (*Hymenopus coronatus*). The orchid mantis looks like a flower so other animals can't see it. They mostly live in Thailand, Malaysia, and Indonesia.

Photographer: Michael D. Kern/Nature Picture Library

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Look, Second Edition on Cengage Explore™ platform helps instructors plan, teach, and improve instruction with flexible tools and student performance reporting that drive better learning outcomes. Students can access all learning, practice, assessment, and progress-tracking tools through Explore.



About the program

Look SECOND EDITION

offers more support, more practice, and more opportunities for learners to be themselves in English, helping them build confidence in all core language skills through short, accessible lessons.

- **Look at me. Look at you.**
Look at the world:
a new framework helps students develop life skills.
- **Look at teacher support:**
a clear and consistent learning path and integrated guidance make every unit simple to teach from start to finish.
- **Look at the results:**
ongoing feedback and flexible exam preparation lessons support learners' progress.
- **Look at language growth:**
focused and relatable activities help students use English meaningfully and express themselves with confidence.

Look at language growth:
Building confidence in English language skills

Vocabulary

1 Listen and point. Listen and repeat. 4.1.2

2 Read and choose.

- My favorite milkshake / pasta is banana.
- I have a chicken soda / sandwich in my bag for lunch.
- I love pizzas / sauces. You can eat it with your hands.
- We usually have pasta with tomato sauce / pancakes for lunch on the weekend.

3 Prepare to Listen. Read and say the words. Then listen and check (✓).
What do they like? 4.1.2

	soda	pasta	milkshakes	soup
Karl	☐	☐	☐	☐
Hani	☐	☐	☐	☐

4 Ask and say.

Do you like sauce?
Yes, I do. What about you?
I don't like it. I don't like sauce.

Grammar

1 Watch and learn about how to talk about amounts of food. 4.1.2

2 Look and underline the words before the foods.

Count Nouns	Noncount Nouns
There's <u>a</u> sandwich.	There's <u>some</u> soup.
There are <u>some</u> milkshakes.	There's <u>a lot of</u> salad.
There are <u>lots of</u> eggs.	There isn't <u>any</u> sauce.
There aren't <u>any</u> pancakes.	Is there <u>any</u> pasta?
Are there <u>any</u> apples?	

3 Look and complete with a, some, lots of, or any.

- There are _____ pancakes.
- There aren't _____ noodles.
- Is there _____ sauce?
- There isn't _____ pasta.
- There's _____ pizza.
- Are there _____ vegetables?

4 Look at the photo. Talk about it with a partner.

There are some vegetables. There aren't any pancakes. Is there any soup? No, there isn't.

Look, Second Edition helps learners grow their English skills through engaging, real-world activities that make language meaningful and relevant. Learners build confidence as they connect ideas, communicate effectively, and express themselves in English.

Language is introduced, revisited, and reinforced throughout each unit, helping learners retain and apply what they learn. Short, focused lessons combine all four language skills with clear guidance and ample practice, creating a supportive path to success.

A Week of Food

Beryl is from Malaysia. This is what she eats in a week. There's a box of chicken, a bowl of soup, and some pasta with sauce - Beryl's favorite! There's a big bowl of noodles, and there are lots of vegetables and fruit. Are there any bottles of soda? No, there aren't! There are some cups of milk, but Beryl never drinks soda.

Cooper

Cooper lives in the US. He eats lots of different foods in a week. He has sushi (rice with fish) and chicken. There are some sandwiches and two slices of pizza. There is also a plate of pancakes with a chocolate. Are there any cans of juice? No, there aren't, but there are some cups of milk. Cooper loves meat foods, but his favorite is Thai food because his mom is from Thailand.

Viewing

1 Look. Do you want to try this food? Why or why not? Talk to a partner.

2 Watch AJ, Tracy, Jessica, and Lara. Who talks about lahmacun? Write. 4.2

3 Watch the video again. Complete. There is one word you don't need. 4.3

	chocolate	pizza	sauce	soup
1. I like milkshakes. _____ milkshakes are my favorite.				
2. I really like chicken pho. It's a kind of _____ with noodles and vegetables.				
3. It's a summer rice with shrimp and rice and a _____.				

4 chef making lahmacun

Writing

Quotation Marks

We use quotation marks to show what someone says. Tracy says, "It's the best place to eat!"

1 Read the quotes from the video. Add quotation marks.

- AJ says, My favorite place is a local restaurant. It's really cool.
- Jessica says, It's really tasty.
- Lara says, We stay at home. My mom, my aunt, and my cousins cook meals.

2 Where do you like to eat out? Do interviews. Then write sentences.

Use quotation marks.

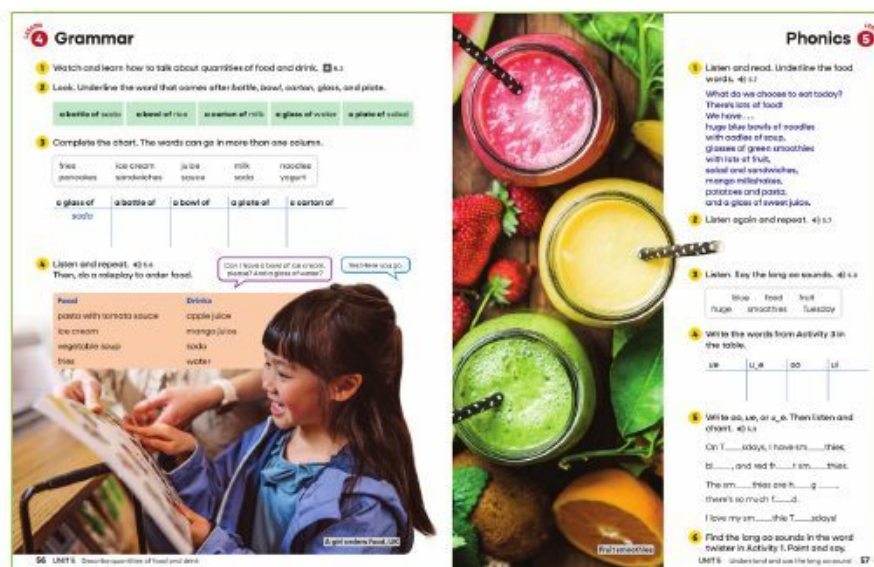
I say, "My favorite place is _____."

My friend says, _____.

My teacher says, _____.

Look at teacher support:
Easy implementation, every step of the way

Look, Second Edition supports teachers from day one—with clear, consistently signposted learning objectives and a structured lesson path that makes every unit easy to teach, not just easy to start.



“It is good to see the objectives beforehand. It makes the process easier for teachers.”

Mehriban Arnazarova

Teacher support includes:

- Teaching Routines with simple guidelines and teaching ideas to help both new and experienced teachers approach each type of lesson with confidence.
- An essential collection of games and activities to help teachers keep students active and engaged in any lesson type.
- Assessment rubrics and tips that provide a guide for teachers including adapted CEFR criteria for young learners, templates for assessing different areas of skills and language, and tips to help students address areas that need development.
- A pack of varied visual graphic organizers that support a range of activities and lesson types.
- A set of dry-erase flashcards representing target vocabulary and phonics items with a booklet of games and activities to help teachers get the most out of this invaluable teaching tool (Levels Starter 3).

With ongoing support throughout the series, **Look, Second Edition** makes implementation simple and consistent for all classrooms, helping teachers deliver lessons with clarity and confidence.

Look at me. Look at you. Look at the world:
Building life and social skills
alongside English proficiency

Look, Second Edition Edition introduces a meaningful and competency-driven framework—**Look at me, Look at you, Look at the world**—that integrates life and global citizenship skills development across the course.

Each unit spotlights one competency directly on the **Reading lesson**, where students see it modeled in context and immediately **practice it through a personalized communicative task**. This ensures every class will benefit from explicit instruction and authentic application.



The result is a more intentional pathway that strengthens both **language proficiency** and the **whole-child** skills learners need to thrive.

The framework creates a consistent, cumulative learning journey from self-awareness to interpersonal to intercultural awareness, with multiple opportunities to practice, personalize, and transfer learning.



Look at the results:

A complete, confidence-building assessment journey for teachers and students

Assessment in the new edition of *Look* is designed by series consultant and assessment expert, Elaine Boyd, to offer a strong journey that helps teachers tackle every assessment opportunity for each main skill. This integrated approach offers students a consistent learning path and supports teachers in developing knowledge around assessment literacy.

Assessment for Learning

- Meet the key principles of assessment for learning by helping students understand what they are learning and why, with constant feedback that moves them forward, and empower their ownership through self- and peer-assessment.
- Assess different areas of skills and language with the Assessment Rubrics and Tips, an online teacher-facing guide to assessment with adapted CEFR criteria for young learners, templates, and a bank of tips to help teachers give students tailored advice on their areas of need.
- Deliver Assessment for Learning activities to accompany each learning objective, available in the Teacher's Book.
- Review and practice each learning objective in the Workbook and Online Practice, offering students multiple opportunities to develop a strong grasp of key concepts.
- Gain comprehensive insights through the Explore platform with student, class, and institutional-level reporting. Powerful search tools help you identify targeted instruction and practice aligned to specific standards or course objectives, enabling focused intervention and personalized support for every learner.



Assessment of Learning

- Monitor a complete picture of learner performance in the gradebook with data from the eBook, practice activities, unit assessments, end-of-course tests, and customized tests.
- Report on individual and class-wide views of progress toward language proficiency goals aligned to the Common European Framework of Reference (CEFR).
- Assess classroom performance with the Game Mode: a flexible and easy-to-launch functionality that allows teachers to turn tasks into games, make informed decisions, and deliver lively and engaging classes.

International Exam Readiness

- Provide targeted, scaffolded support to build students' confidence and their ability to succeed in external examinations through a revised language syllabus linked to the functional language requirements of the Cambridge English Qualifications for young learners.
- Assess language and skills while building students' confidence with a dedicated exam practice lesson and activities that mirror common task types from international exams like the Cambridge English Qualifications for young learners.



The Cengage Explore™ Platform

Explore: A clear path to great instruction.

Explore helps instructors plan, teach, and improve instruction with flexible tools and student performance reporting that drive better learning outcomes.

- Assign and customize activities and assessments
- Plan and deliver lessons designed to engage your classroom
- Monitor a complete view of learning in the gradebook with data from the eBook, practice activities, and assessment items
- Use comprehensive insights across the student, class, and institutional views to inform instruction and drive outcomes

Students can access all learning, practice, assessment, and progress-tracking tools through Explore.



Let's Eat! UNIT 5



Children eating pho, Vietnam

In this unit, I will:

- understand and use words about food.
- use count and noncount nouns.
- read an informational text about food around the world.
- describe quantities of food and drink.
- understand and use the long oo sound.
- write an interview about foods people like to eat.

1. **See** What are the children eating?
2. **Think** Do the kids like this food? How do you know?
3. **Wonder** What foods do you want to know more about?
4. **Listen** Do you prefer eating out or at home? 5.1

1 Listen and point. Listen and repeat. 5.2



2 Read and choose.

1. My favorite **milkshake** / **pasta** is banana.
2. I have a chicken **soda** / **sandwich** in my bag for lunch.
3. I love **pizza** / **soup**! You can eat it with your hands.
4. We usually have pasta with tomato **sauce** / **pancakes** for lunch on the weekend.

3 **Prepare to Listen** Read and say the words. Then listen and check (✓).
What do they like? 5.3

	salad	pasta	milkshakes	soda
Karl	☐	☐	☐	☐
Mimi	☐	☐	☐	☐

4 Ask and say.

Do you like **sauce**?

Yes, I do! What about you?

I like **noodles**! I don't like **salad**.

1 Watch and learn about how to talk about amounts of food. 5.1

2 Look and underline the words before the foods.

Count Nouns	Noncount Nouns
There's a sandwich.	There's some soup.
+ There are some milkshakes.	There's lots of salad.
There are lots of eggs.	
- There aren't any pancakes.	There isn't any sauce.
? Are there any apples?	Is there any pasta?

3 Look and complete with **a**, **some**, **lots of**, or **any**.

1. There are _____ pancakes.
2. There aren't _____ noodles.
3. Is there _____ sauce?
4. There isn't _____ pasta.
5. There's _____ pizza.
6. Are there _____ vegetables?

4 Look at the photo. Talk about it with a partner.



There are some vegetables.
There aren't any pancakes.

Is there any soup?

No, there isn't.

LESSON 3 Reading

1 Listen and point. Listen and repeat. 5.4



2 Use Prior Knowledge What do you usually eat in a week? Do you think children in other countries eat the same foods?

3 Listen to and read A Week of Food. 5.5

4 Read again. Complete the phrases. Who eats each food? Say Beryl, Cooper, both, or neither.

bottle bowl carton cups plate

- a _____ of pancakes
- a _____ of soda
- a _____ of juice
- a _____ of noodles
- some _____ of milk

5 Read. Choose True or False. Write one true sentence for Cooper.

- Beryl never drinks soda. True / False
- Beryl and Cooper have the same favorite food. True / False
- Cooper _____

6 Look at the World Look at the photos of Beryl and Cooper's food. Think and talk about the food. Say what food you want to try.

I never have sushi. I want to try it.

Me too!

Project Checkpoint 1

Write a list of the food that you eat in a week. Work in groups. Compare your lists. Find things that are the same and things that are different.

A Week of Food

Beryl is from Malaysia. This is what she eats in a week. There's a box of chicken, a bowl of soup, and some pasta with sauce —Beryl's favorite! There's a big bowl of noodles, and there are lots of vegetables and fruit. Are there any bottles of soda? No, there aren't! There are some cups of milk, but Beryl never drinks soda.

Beryl



Look at the World Be curious about other cultures.

Cooper



Cooper lives in the US. He eats lots of different foods in a week. He has sushi (rice with fish) and chicken. There are some sandwiches and two slices of pizza. There is also a plate of pancakes with chocolate. Are there any cartons of juice? No, there aren't, but there are some cups of milk. Cooper loves most foods, but his favorite is Thai food because his mom is from Thailand.

LESSON 4 Grammar

- 1 Watch and learn how to talk about quantities of food and drink. ▶ 5.2
- 2 Look. Underline the word that comes after *bottle*, *bowl*, *carton*, *glass*, and *plate*.

a **bottle of** soda a **bowl of** rice a **carton of** milk a **glass of** water a **plate of** salad

- 3 Complete the chart. The words can go in more than one column.

fries ice cream juice milk noodles
pancakes sandwiches sauce soda yogurt

a glass of	a bottle of	a bowl of	a plate of	a carton of
soda				

- 4 Listen and repeat. ▶ 5.6
Then, do a roleplay to order food.

Can I have a bowl of ice cream, please? And a glass of water?

Yes! Here you go.

Food	Drinks
pasta with tomato sauce	apple juice
ice cream	mango juice
vegetable soup	soda
fries	water



A girl orders food, UK

LESSON 5 Phonics

- 1 Listen and read. Underline the food words. ▶ 5.7

What do we choose to eat today?
There's lots of food!
We have . . .
huge blue bowls of noodles
with oodles of soup,
glasses of green smoothies
with lots of fruit,
salad and sandwiches,
mango milkshakes,
potatoes and pasta,
and a glass of sweet juice.

- 2 Listen again and repeat. ▶ 5.7

- 3 Listen. Say the long oo sounds. ▶ 5.8

blue food fruit
huge smoothies Tuesday

- 4 Write the words from Activity 3 in the table.

ue	u_e	oo	ui

- 5 Write oo, ue, or u_e. Then listen and chant. ▶ 5.9

On T____sdays, I have sm____thies,
bl____, and red fr____t sm____thies.

The sm____thies are h____g____,
there's so much f____d.

I love my sm____thie T____sdays!

- 6 Find the long oo sounds in the word twister in Activity 1. Point and say.



Fruit smoothies

6 Viewing

- 1 Look. Do you want to try this food? Why or why not? Talk to a partner.
- 2 Watch AJ, Tracy, Jessica, and Lara. Who talks about lahmacun? Write. ▶ 5.3
- 3 Watch the video again. Complete. There is one word you don't need. ▶ 5.3

chocolate pizza
sauce soup

1. I like milkshakes.
_____ milkshakes are my favorite.
2. I really like chicken pho. It's a kind of _____ with noodles and vegetables.
3. It's a summer roll with shrimp and rice and a _____.



A chef making lahmacun

7 Writing

Quotation Marks

We use quotation marks to show what someone says.
Tracy says, "It's the best place to eat!"

- 1 Read the quotes from the video. Add quotation marks.
 1. AJ says, My favorite place is a local restaurant. It's really cool.
 2. Jessica says, It's really tasty.
 3. Lara says, We stay at home. My mom, my aunts, and my cousins cook manti.
- 2 Where do you like to eat out? Do interviews. Then write sentences. Use quotation marks.

I say, "My favorite place is _____."

My friend says, _____.

My teacher says, _____.

Look Again

Exam Practice

- 1 Work in pairs. Describe what you see. Say which picture is different from the others. Say why it is different.



World Stories

- 1 You have a lot of homework, but you also want to play. Which do you do first? Talk to a partner.
- 2 Watch the video. Are you a grasshopper or an ant? Say. 4.4
- 3 Read and listen to the story. Which words are connected to the grasshopper, the ant, or both? Complete. 4.9

family happy hungry
music play summer
winter work

the grasshopper	
the ant	
both	

- 4 What is the main point of the story? Do you agree? Talk to a partner.
 - a. It's important to plan for difficult times.
 - b. It isn't a good idea to play music or to enjoy the sun.
 - c. It's important to be happy all the time.

The Grasshopper and the Ant

It's summer, and a grasshopper is in the field, playing his violin. He is happy because it's hot and there's lots to eat. He sees an ant carrying food. "Hello ant!" he shouts. "What are you doing?"

"I'm collecting food because winter is coming," she says. "Soon it will be cold, and there won't be any food."

"Come and play with me!" says the grasshopper. "Don't work so hard!"

"I'm collecting food, and you need to do the same," says the ant. But the grasshopper doesn't listen. He keeps practicing his violin.

Days pass. The weather is colder now, and there is no more food. No flowers. No grass. The grasshopper visits the ant: "Ant? Are you there? Please give me some food."

"I'm sorry, grasshopper," says the ant, "but I can't give you any food. It's for me and my family." The grasshopper goes back home, cold, hungry, and sad.



Look Again

Project My Weekly Time Charts

- Use words for chores and hobbies
- Use expressions of frequency
- Compare orally

1 Make a weekly time chart.

STEP 1

Draw pictures for the chores from Project Checkpoint 1. Add other chores you do.

STEP 2

Draw pictures for your hobbies from Project Checkpoint 2.

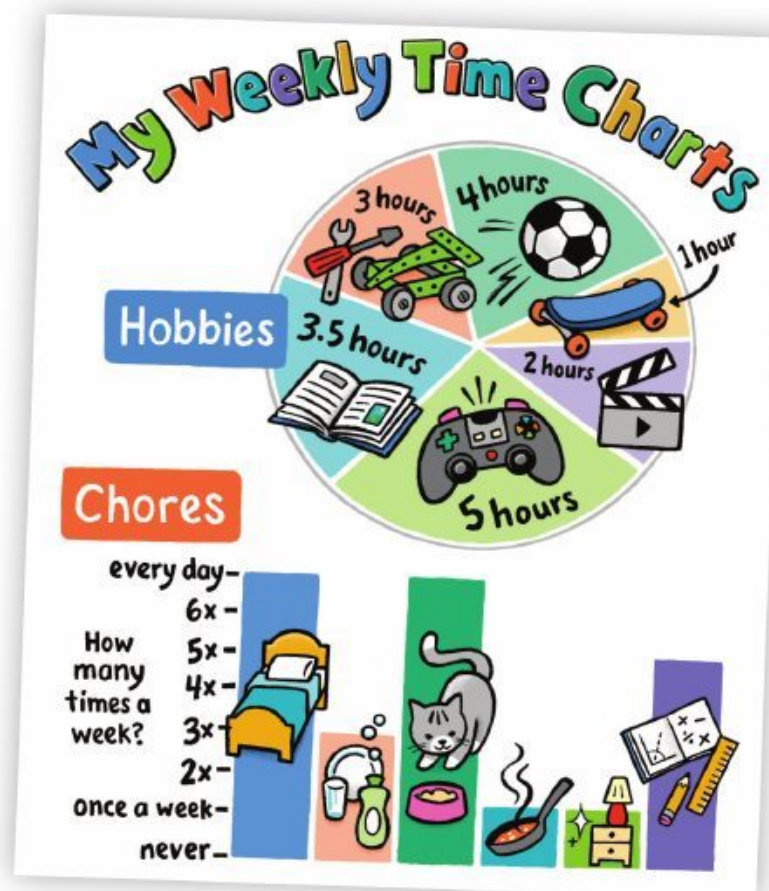
STEP 3

Make time charts for one week.

1. Decide how to show your information (a bar chart, a pie chart, or something different).
2. Create your charts.
3. Compare your charts with a partner. Who has more hobbies? Who has more chores?

STEP 4

Work in groups. Present your charts to each other. Ask questions.



I always make my bed. I do it every day.

Do you always make your bed before school?

2 Talk about your charts as a class.

1. Who helps a lot at home?
2. Who has an interesting hobby?

3 Shared Success Talk about something you did well in this project and something you could improve.

Look Back

Think about Units 3 and 4. Complete for you.

I learned about _____

I feel 😊 😐 😞 about my learning.

Look Again

Communication Agreeing and Disagreeing

1 Listen and read. Read and say in pairs. 6.10

Agreeing 😊

A: I have eggs for breakfast.
B: **So do I.**
A: I don't like sharks.
B: **Neither do I.**

Disagreeing 😞

A: I have a parrot.
B: **Really? I don't.**
A: I don't like pasta.
B: **Really? I do.**

2 Listen and complete the chart with a happy or sad face. Point. Say if you agree or disagree. 6.11

Tom: We have a lizard at school. I love lizards!

Eve: **So do I!** What other animals do you like?

Tom: I like crocodiles.

Eve: **Really? I don't.** They're scary!

Tom: Sharks are scary. I don't like them.

Eve: **Neither do I.**

Tom: And I don't like bats.

Eve: **Really? I do.** I love bats.

	Tom	Eve
lizards	😊	
crocodiles		
sharks		
bats		

3 Read and respond.

Neither do I. So do I. Really? I do. Really? I don't.

1. I don't often go out for lunch.

3. I eat vegetables every day.

2. I love pancakes.

4. I never eat fish.

4 Look at the World 🌐 Which animals from Unit 6 do you like? Which animals do you want to learn more about? Talk to a partner. Do you agree or disagree?

I like lizards.

So do I!

I want to learn more about ants.

Really? I don't.



lizard

Look Again School Trip

1 Read about today's school trip.

Antarctica

What food do animals eat? Some animals eat plants, but many animals eat other animals. This is known as a "food web." Let's travel to **Antarctica** to learn more about the animals that live there and the food that they eat.

2 Watch the video. Think and choose.



- 1. Plants get their energy from **krill** / **the sun**.
- 2. Krill eat **plants** / **fish**.
- 3. Penguins eat **leopard seals** / **fish**.
- 4. The penguins are jumping out of the water because of the **leopard seals** / **sun**.

3 Look and say. What does the blue arrow show? Watch the video again. Add arrows to the food web. 6.4

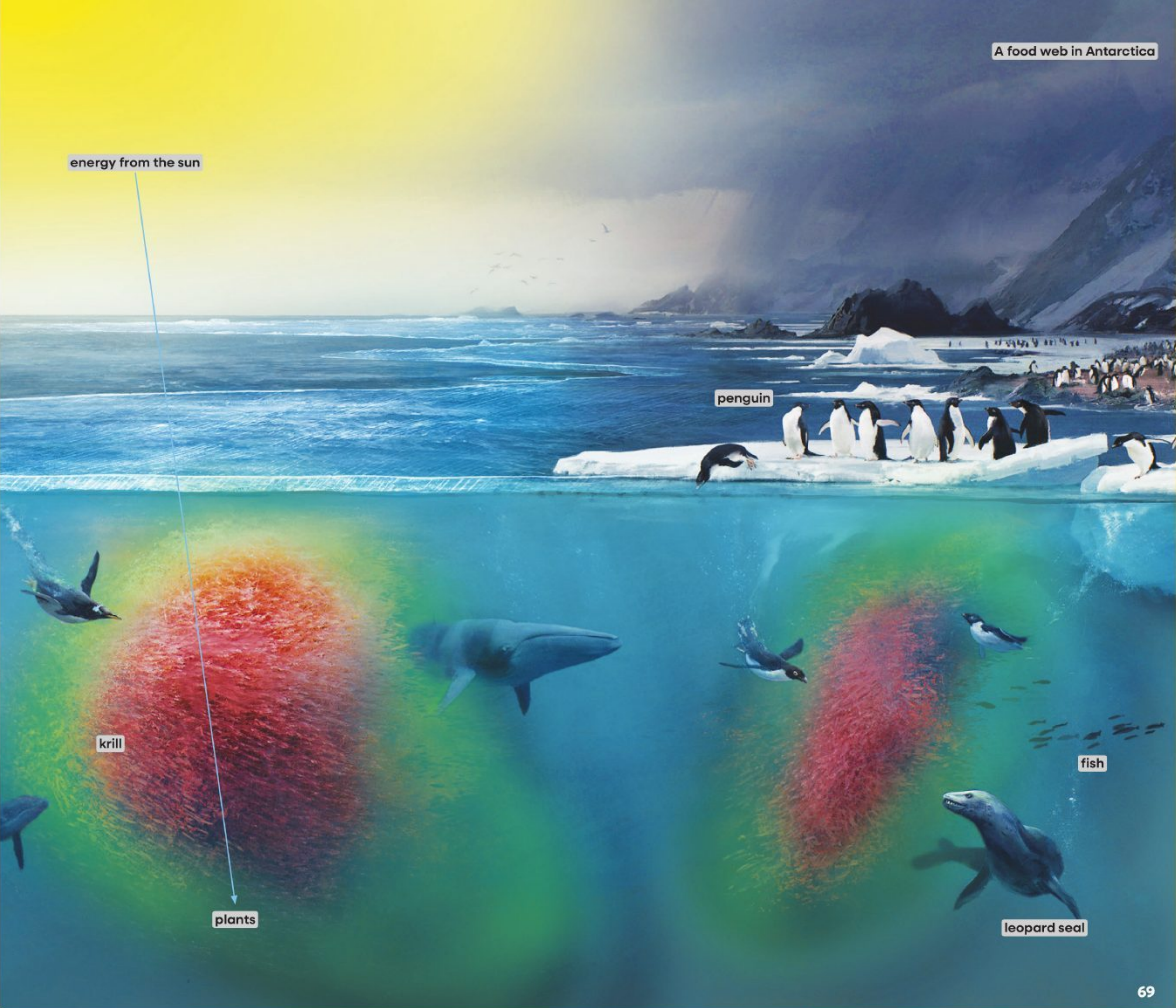
4 Listen about blue whales in Antarctica. 6.12 Check (✓) the correct information.

- 1. Blue whales live in the Antarctic Ocean. ☐
- 2. Blue whales eat leopard seals. ☐
- 3. Blue whales eat krill. ☐
- 4. Blue whales eat three kilograms of krill a day. ☐

5 Talk to a partner about the Antarctic food web.

Leopard seals eat krill.

They eat penguins, too.



- Use words about food and animals
- Use count and noncount nouns
- Agree and disagree orally

1 Make an Animal Café Menu.



STEP 1

Draw or find photos of the foods from Project Checkpoint 1. Add more!



STEP 2

Draw or find photos of the animals from Project Checkpoint 2.



STEP 3

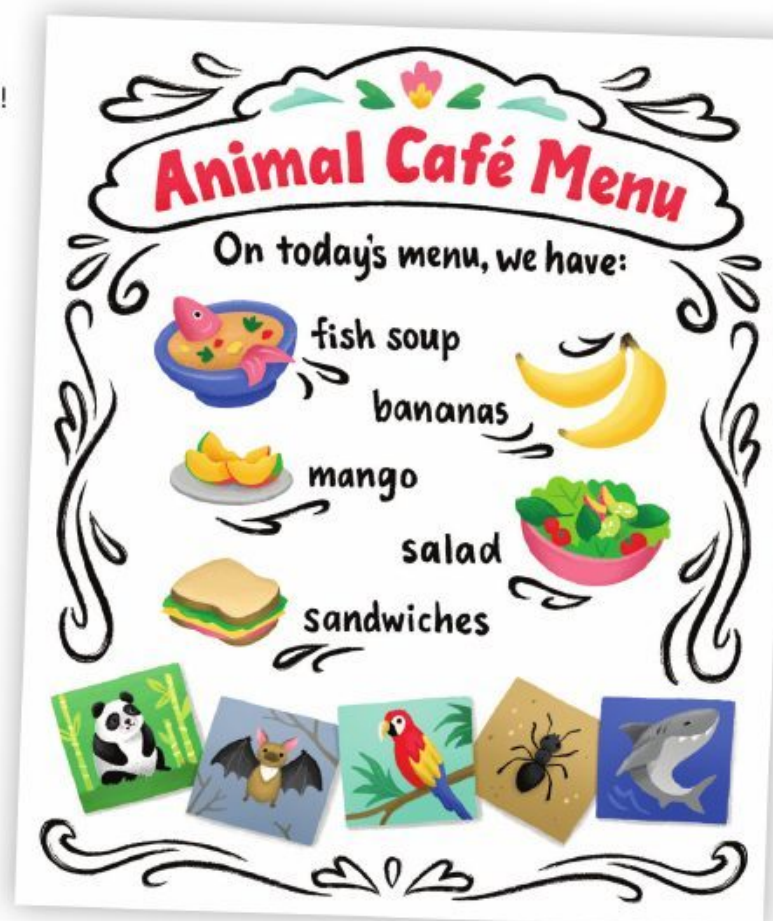
Make a menu for an animal café.

1. Think of the animals in Step 2. Which foods in Step 1 do you think they like? Make a list.
2. Discuss in pairs. Do you agree or disagree?
3. Add five of your foods to a menu for your café.



STEP 4

Role-play. Choose an animal. Order food and take orders. Use your menus.



2 Talk about your menus as a class.

1. Which foods appear a lot?
2. Which animals like each food? Why? Discuss. Use language to agree and disagree.

3 **Shared Success** Talk about something you did well in this project, and something you could improve.

Look Back

Think about Units 5 and 6. Complete for you.

I learned about _____

I feel 😊 😞 😐 about my learning.

Look

SECOND EDITION

is a seven-level English language learning program that equips young learners to communicate effectively in real-world contexts.



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Look! What do you see? It's an eye! This is the eye of an American Bullfrog (*rana catesbeiana*) is hiding in the water and plants. This photo is from the Welder Wildlife Refuge, Sinton, Texas, United States.
Photographer: Rolf Nussbaumer/Nature Picture Library



Bringing the world to the classroom and the classroom to life
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