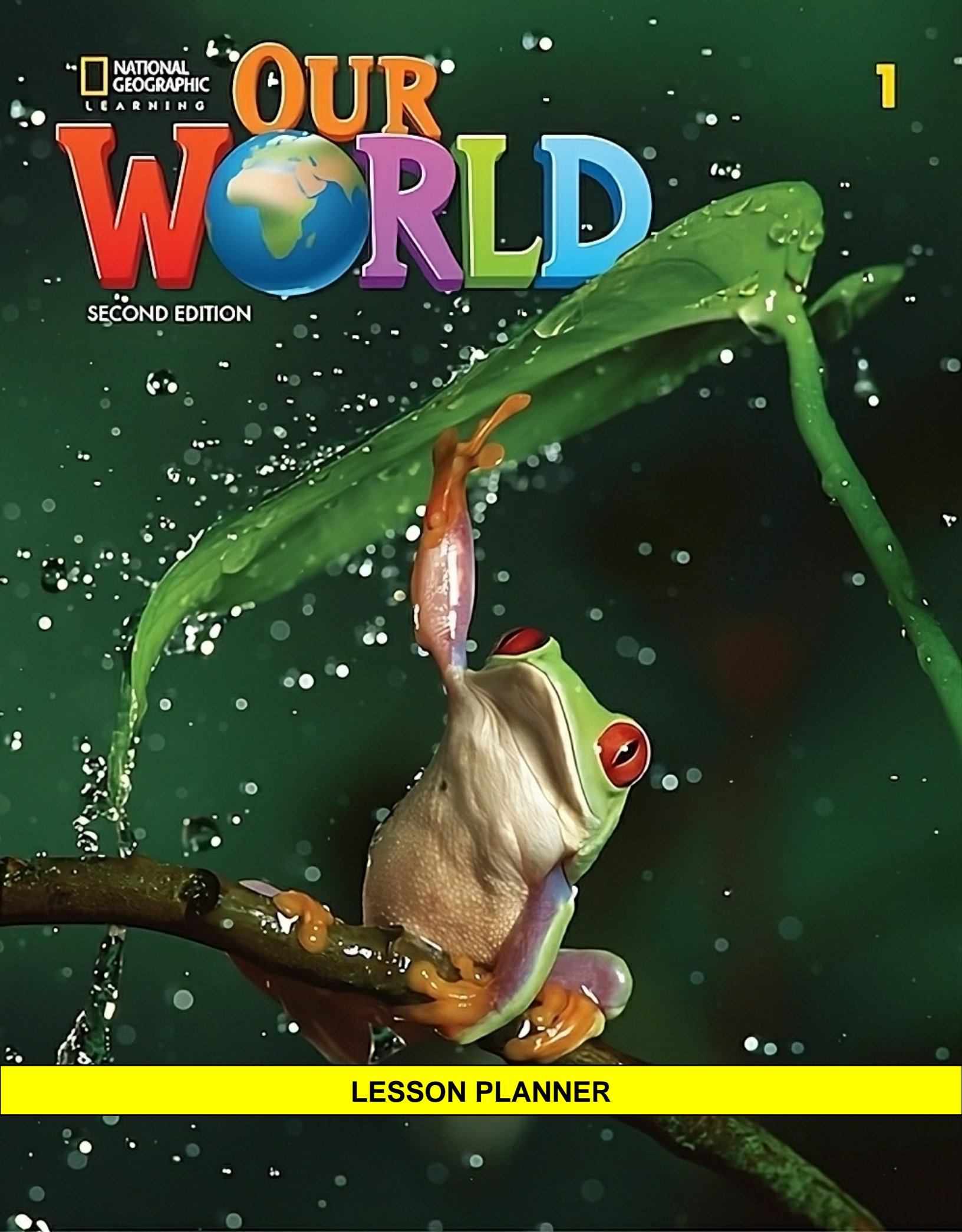


NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

SECOND EDITION

1



LESSON PLANNER

OUR WORLD¹

Series Editors
Joan Kang Shin and
JoAnn (Jodi) Crandall

SECOND EDITION

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Scope and Sequence

				
UNIT 0 Welcome to <i>Our World!</i> p. 4	1 My School p. 10	2 My World p. 26	3 My Family p. 42	4 My House p. 62
CONTENT AREA CONNECTION	Social and Instructional Language, Language and Literature	Language and Literature, Social Studies	Language and Literature, Social Studies	Social and Instructional Language, Language and Literature
GOALS SC: 1	<ul style="list-style-type: none"> name things in the classroom talk about things in the classroom say the colour and number of things 	<ul style="list-style-type: none"> name things in nature talk about natural things ask where things are 	<ul style="list-style-type: none"> name family members talk about family members use numbers to talk about my family 	<ul style="list-style-type: none"> talk about things in a house say where things are talk about actions
VOCABULARY 1 & 2 SC: 2–3	<i>board, classroom, clock, computer, crayon, map, paper, pen, pencil, table</i> <i>book, chair, desk, picture, rubber</i> Strategy: Alphabetical order	<i>bird, butterfly, grass, mountain, river, rock, sea, sky, sun, tree</i> <i>bush, cloud, flower, moon, star</i> Strategy: Ending –s	<i>baby, brother, father, grandfather, grandmother, mother, my family, parents, photo, sister</i> Strategy: Compound words <i>big, old, short, small, tall, young</i> Strategy: Antonyms	<i>bathroom, bed, bedroom, dining room, kitchen, lamp, living room, mirror, sofa, TV</i> Strategy: Classifying and categorising <i>cleaning, cooking, eating, having a bath, sleeping, watching TV</i> Strategy: Base words and the suffix -ing
GRAMMAR 1 & 2 SC: 6–7	Yes/No questions with it's What and How many	to be: is, are Where and in or on	to have He/She and questions with who	Yes/No questions with Is there ...? Present continuous: He/She is + verb + -ing
READING	Drawing and Writing Strategy: Compare and contrast	Rainbows Strategy: Use visuals to support comprehension	Families Are Different Strategy: Make connections to personal experience	Houses Are Different Strategy: Make connections to personal experience
WRITING	Make a name badge. Focus: Using capital letters, introducing themselves	Write and colour about nature. Focus: Writing short sentences with <i>is</i> and <i>are</i>	Draw and write about your family. Focus: Writing about families	Draw and write about your bedroom. Focus: Writing about bedrooms
VALUE	Work hard at school.	Enjoy nature.	Love your family.	Be tidy.
PROJECT	Make a counting book.	Make a collage about nature.	Make a family photo poster.	Make a plan of rooms in a house.
EXTENDED READING	Cave Paintings	pp. 58–59		A Shape Poem
REVIEW	Units 1–3	pp. 60–61		Units 4–6

▶ **ADDITIONAL VIDEO** Game: Sc. 5; Review: Sc. 8; Song: Sc. 9; Viewing: Sc. 10; Story Time: Sc. 11; Wrap Up: Sc. 12



5
Cool Clothes
p. 78



6
My Toys
p. 94



7
My Body
p. 114



8
I Like Food
p. 130



9
Animal Friends
p. 146

Language and Literature, Social Studies	Social and Instructional Language, Language and Literature	Health and Physical Education, Social Studies	Health and Physical Education, Social Studies	Social Studies
<ul style="list-style-type: none"> • talk about clothes • talk about the colours of clothes • say what people are wearing 	<ul style="list-style-type: none"> • talk about toys • talk about things people want • talk about owning things 	<ul style="list-style-type: none"> • name parts of the body • talk about parts of the body • talk about things we can do 	<ul style="list-style-type: none"> • name food • talk about things we like and don't like to eat • talk about your favourite food 	<ul style="list-style-type: none"> • name animals • talk about what animals can do • talk about what we want to do
<i>dress, gloves, hat, jacket, shirt, shoes, skirt, socks, trousers, T-shirt</i> <i>brown, pink, purple, shelf, wardrobe</i> Strategy: Using a dictionary	<i>ball, bike, car, drum, game, kite, lorry, puppet, top, train</i> <i>board game, doll, puzzle, robot, teddy bear</i> Strategy: Compound words	<i>arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose</i> <i>jump, long, run, strong, walk</i> Strategy: Using a dictionary	<i>apple, banana, biscuit, chicken, egg, fish, orange, pizza, rice, salad, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> Strategy: Multiple-meaning words	<i>cat, chicken, cow, dog, donkey, duck, frog, goat, horse, rabbit, sheep, turtle</i> <i>climb, crawl, fly, see, swim</i> Strategy: Using a dictionary
Present continuous: am / are / is + verb + -ing Questions with <i>that</i> and <i>those</i>	Present simple of want: I/you/he, she Questions with <i>this</i> and <i>these</i>	Possessive adjectives Ability with <i>can</i>	<i>like</i> with countable and uncountable nouns Indefinite articles: <i>a, an</i>	Present continuous: <i>they are</i> + verb + -ing want + infinitive
Clothes Are Fun! Strategy: Compare and contrast	We ♥ Teddy Bears (We Love Teddy Bears) Strategy: Visualise	Sculptures Are Fun Strategy: Identify main idea and details	Fun Food Strategy: Summarise	Animal Babies Strategy: Scan text for information
Write about clothes. Focus: Writing about clothes	Draw and write about your favourite toy. Focus: Writing about favourite toys; using full stops at the end of sentences	Draw and write about a costume. Focus: Writing about a costume	Draw and write about your favourite food. Focus: Writing about favourite foods	Draw and write about your favourite animal. Focus: Writing about favourite animals
Look after your clothes. Dress a stick puppet.	Share your toys. Make a cup-and-ball toy.	Keep clean. Make a robot.	Eat good food. Make a placemat.	Be kind to animals. Make a class book about animals.
pp. 110–111		Dog is Lucky!	pp. 162–163	
pp. 112–113		Units 7–9	pp. 164–165	

STUDENT'S BOOK WALK-THROUGH

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do – and achieve more.

The **Unit Opener** uses high-interest photographs to engage students, present the unit theme and provide opportunities for speaking and discussion.

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.



Image **captions** help students and teachers to understand the image and make connections with the unit theme.

A list of **unit goals** is followed by a goal-setting activity that focuses students' attention.

A Video introduction on the **Classroom DVD** provides a **preview** of the contents of the unit.



Target vocabulary is presented in meaningful contexts to help students to **build fluency** and confidence to discuss **relevant real-world topics**.

All target vocabulary is presented on the **Audio** in isolation, in a **contextualised sentence**, as well as in the context of the main presentation.

VOCABULARY I

1 Listen and say.
TR: 7.1

2 Listen.
Point and say. TR: 7.2

3 Point. Ask and answer. Work with a partner.
TR: 7.3

Labels: a foot, a leg, a head, a hand, an eye, an ear, a nose, a mouth, a neck, hair, an arm, feet

What are these?
They're hands.

116 Unit 7 117

Students work in **pairs or groups** to practise the new words.

Two video segments present and practise **Target vocabulary**.



STUDENT'S BOOK WALK-THROUGH

The **Unit Song** supports the unit theme and models **natural rhythm and intonation**. Lyrics incorporate unit vocabulary and grammar.

SONG

1 Listen. Read and sing. TR: 2.4

My Body

CHORUS

My body, my body!
It's fun to move my body!
My body, my body!
Can you dance with me?

Legs, legs. Move your legs.
Legs, legs. Move your legs.
Legs, legs. Move your legs.
Can you walk with me?

Feet, feet. Move your feet.
Feet, feet. Move your feet.
Feet, feet. Move your feet.
Can you jump with me?

CHORUS

Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Can you sing with me?

Hands, hands. Move your hands.
Hands, hands. Move your hands.
Hands, hands. Move your hands.
Can you clap with me?

CHORUS

118 Unit 7



Yavi Chico, Argentina

2 Sing again.
Hold up pictures.

After the first presentation, songs can be reused throughout the unit. Point-of-use suggestions in the **Lesson Planner** provide opportunities for **reuse and recycling**.

Follow-up activities provide opportunities to use the song for group or pair work.

Karaoke-style lyrics mean that students can follow along with the **Song** on the DVD.

It's fun to move my
body!


Grammar boxes include natural examples of **real-world language**. Expanded grammar boxes are provided in the **Workbook, Grammar Workbook** and **Classroom Presentation Tool**.


GRAMMAR I


Possessive adjectives TR: 7.5

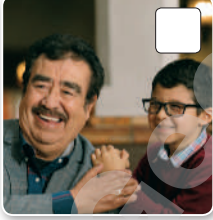
My hair is brown.	My eyes are brown.
Your hair is brown.	Your eyes are brown.
His hair is brown.	His eyes are brown.
Her hair is brown.	Her eyes are brown.

1 Look and listen. Write the number in the box. TR: 7.6





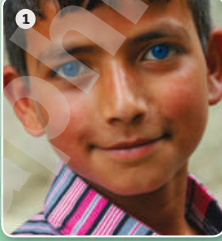




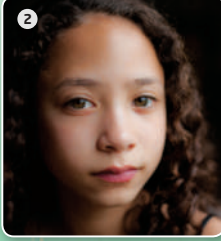
120 Unit 7

2 Write sentences.


1. **His eyes are blue.** _____ (eyes / blue)
2. _____ (hair / long)
3. _____ (eyes / brown)
4. _____ (hair / short)




1



2



3



4

121

Grammar is practised **in context** with multiple opportunities for real communication using **all four language skills**.

Grammar is presented in two short, **engaging animations**.




STUDENT'S BOOK WALK-THROUGH

Additional thematic vocabulary is presented visually. Vocabulary is presented on the **Audio** in isolation.

Grammar boxes include natural examples of **real-world language**. Expanded grammar boxes are provided in the **Workbook, Grammar Workbook** and **Classroom Presentation Tool**.

VOCABULARY 2



1 Listen and say. TR: 7.7



2 Point and say. Work with a partner.

3 Say and stick. Work with a partner. TR: 7.8

Number 1. Her hair is long.

Yes, it's long. My turn.

1

2

3

4

5

122 Unit 7

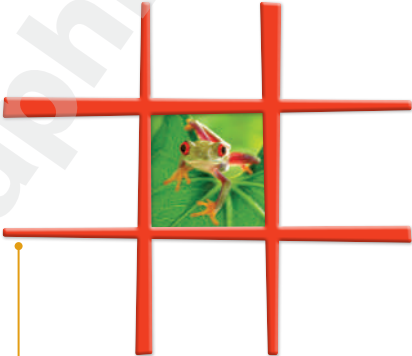
GRAMMAR 2

Ability with can TR: 7.9

I **can** walk. She **can** jump.

Can you run? Yes, I **can**. I've got strong legs!

1 Play a game. Cut out the pictures at the back of the book. Glue. Listen and play. TR: 7.10



2 Write. Look at the pictures. Write *yes* or *no*.

1. Can the boy run? _____
2. Can the baby jump? _____
3. Can the mother cook? _____

123

Sticker activities in each unit provide **reward, motivation and interactive practice**.

Games provide a fun context for **communicative grammar practice**.

A video segment presents and practises **Target vocabulary**. **Grammar** is presented in a short animation.



Meaningful, relevant real-world **Readings** develop language through **cross-curricular topics** such as science, nature, history, art, culture, music and sports.

Weird but true engages students with surprising facts.

Graphic organisers help students to collect, organise and visualise information.

READING

1 Listen and read. TR: 7.11

Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man with a hat. His arms and legs are big. His horse's head is small. Look at the balloon dog. Its legs are big. Its ears are long. Artists can make lots of fun things!



Fernando Botero's *Man on a Horse*

2 Listen and read. **Circle.** TR: 7.12

- There is **one** / **two** dog sculpture.
- The balloon dog's legs are **big** / **old**.
- The horse's head is **big** / **small**.



Jeff Koons' *Balloon Dog*

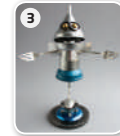
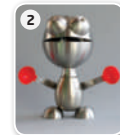
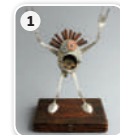
124 Unit 7

3 Read and tick.

MAN	legs	arms	DOG	legs	ears
big	<input checked="" type="checkbox"/>		big		
small			long		

4 Look. **Circle** and write.

- My robot **hasn't got** / **has got** hair.
It **hasn't got** / **has got** one head.
It **hasn't got** / **has got** _____ eyes.
- My robot **hasn't got** / **has got** ears.
It **hasn't got** / **has got** _____ big hands.
It **hasn't got** / **has got** _____ short legs.
- My robot **hasn't got** / **has got** _____ eyes.
It **hasn't got** / **has got** _____ long arms.
It **hasn't got** / **has got** _____ leg.



5 Ask and answer. Work with a partner. Choose robots. Talk about them. How are your robots the same or different?

125

After-reading activities provide students with opportunities to react and respond to the text and to **make connections** between the reading and their lives.

Infographics show factual information in fun and sometimes surprising ways.

New **Extended Reading** sections after every three units introduce students to a variety of **genres** and support reading **fluency**. An **Express Yourself** activity allows students to choose a form of creative expression.

EXTENDED READING

1 Listen and read. TR: 7.13

Dog is Lucky!

Bird is flying.
I want to fly! I want to fly in the sky!
and fly. You play all day. Birds can't play all day!

Cat is climbing.
I want to climb. I want to climb at trees, over the fence.
Cats only. You play all day. Cats can't play all day!

Fish is swimming.
I want to swim. I want to swim in the water, with the fish.
Fish only. You play all day. Fish can't play all day!

We want you all day! We fly, climb and swim! Yes Bird, Cat and Fish.
Oh, says Dog. I am a lucky dog!

2 Listen. Write numbers to put the animals in order. TR: 7.14

- Bird _____
- Fish _____
- Cat _____

3 Read. Answer the questions. Work with a partner.

- What does Dog want to do? Write two things.

- What does Fish say to Dog?

- Which animal do you think is lucky? Why?

4 Choose an activity.

- Read a story related to the story.
- Draw and label your favourite animal.
- Work in a group of four. Make a paper bag puppet for each of the animals. Act out the story.

127 Extended Reading 128

STUDENT'S BOOK WALK-THROUGH


Models written at the student level provide **examples** for students to follow.

Students are introduced to a variety of **writing types**.

The **Value** page promotes **universally recognised values** such as 'Work hard at school' and 'Be tidy'.

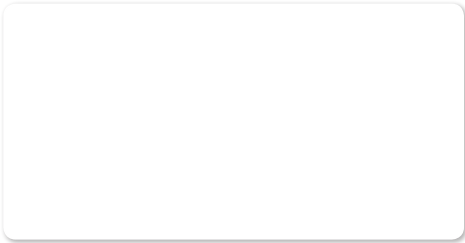
WRITING

My name is Antoni. I've got two eyes, one nose and one mouth. I've got two arms and two legs. My spider costume has got eight eyes and eight legs. I like spiders. I'm a cool spider!



1 Read.

2 Write. Draw a costume. Then write about it.



I'm _____, I've got _____

I've got _____

My _____ costume has got _____

3 Share. Work in a group. Talk about your picture.

126 Unit 7

VALUE

Keep clean.

Wash your hands and body. Brush your teeth.



Think. Pair. Share.
How do you keep clean?

127

Students **share their writing** with an audience.

A **Think-Pair-Share** routine helps students to form individual ideas and to **discuss and share** them with their classmates.

Step-by-step pre-writing and drafting support is provided in the **Workbook**.

A variety of **Projects** build **21st-century skills** through independent research, discussion, presentations, craft, design and explaining ideas and opinions.

Step-by-step instructions and **strong visual support** are provided for students through each project.

PROJECT
Make a robot. Work with a partner.



1 Cut out the body.

2 Cut out a card.

3 Write the numbers.

4 Cut out or draw parts. Glue them.

Look! Our robot has got two heads and five eyes!

Now I can ...

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

128 Unit 7 129

Project work is realistic and attainable and instills a sense of achievement in students. Completed projects serve as **tangible evidence of student learning**.




'Now I can ...' statements refer back to the unit goals. Learners can use the statements to **measure and demonstrate their knowledge**.

WORKBOOK AND GRAMMAR WORKBOOK

The *Our World Workbook* contains activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary and review activities. Each unit has got twelve pages of **skills practice and activities**, along with *Our World Workbook* additional readings and **cumulative review** practice.

READING

1 Listen and read. 16-17
Polar Bears

These bears are polar bears. The small polar bears are babies. Their legs are short. Their mother is big. She's got a big body. Her head is small. Her eyes and ears are small. Polar bears can walk and jump. Their legs are strong. A polar bear can stand on two legs!

2 Read. Circle.

- A mother polar bear is **big / small**.
- Baby polar bears are **big / small**.
- Polar bears have got strong **arms / legs**.
- A mother polar bear has got a **big / small** head.
- A mother polar bear has got a **big / small** body.
- Baby polar bears have got **short / long** legs.

88 Unit 7

3 Look at the chart. Read. Write.

Big Polar Bear

What has it got?
a big body
a small head

What can it do?
stand on two legs

4 Read and write.

- A big polar bear has got a _____ head.
- It has got _____ legs.
- A big polar bear can stand on _____.

5 What about you? What have you got? What hasn't a polar bear got? Write.

I've got _____

A polar bear hasn't got _____

89

New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar boxes** with exemplars and student-friendly explanations
- An **end-of-unit Review** section that exposes students to question types similar to those commonly found in international exams
- Workbook audio available for streaming and download at ELTNGL.com/lourworld.

Unit 7

Possessive adjectives

I	've got	black	hair.	My	Your	hair	is	black.
He	's got	black	hair.	His	her	is	black.	
She	's got	black	hair.	Her	hair	is	black.	


The sentences have the same meaning:
I've got blue eyes = **My** eyes are blue.

1 Look and read. Circle the word.

- His / Your** hair is black.
- His / Their** hair is black.
- Her / Their** hair is black.
- My / Our** hair is black.


Your / My eyes are black, too!

5. This is my family.
Our / Your hair is black.



2 Read and write. Use the words.



- hair / short **Her** hair is short
eyes / black _____
- hair / short _____
eyes / black _____
- hair / black _____
eyes / black / too _____



3 Read. Rewrite the sentences.

- I've got short hair. My hair is short
- My father has got big ears. _____
- You've got small hands. _____
- My grandmother and grandfather have got white hair. _____
- My little sister has got short legs. _____
- My baby brother has got a small mouth. _____

4 Look and write. Use *her, his, my* and *your*.

1. _____ (hair) 2. _____ (hand)
_____ (eyes) _____ (nose)

5 Write. Find a photo of friends or family members. Put it here. Write four sentences about it.

Put photo here.

30 31

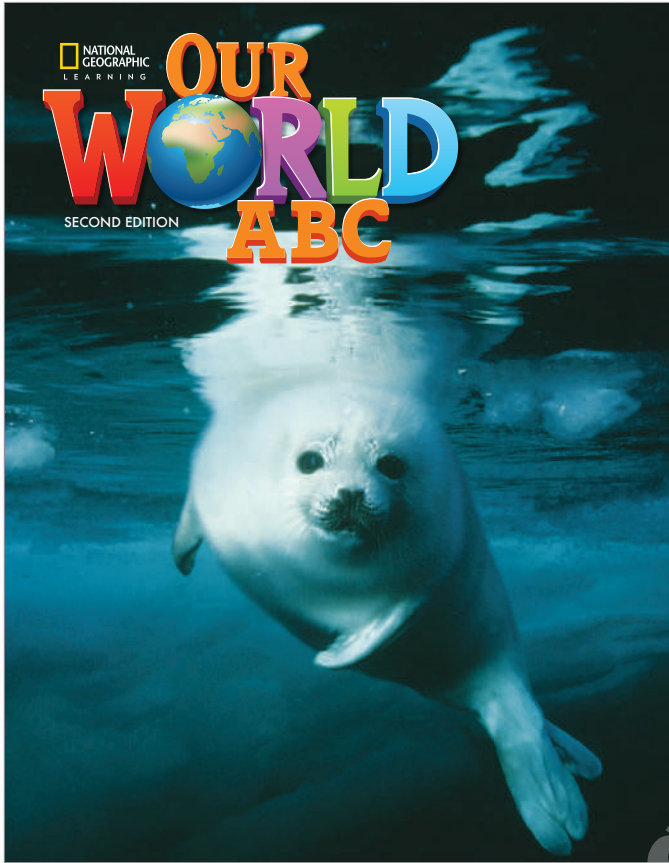
GRAMMAR WORKBOOK

The *Our World Grammar Workbook* provides **structured grammar practice** and extends the grammar lessons found in the Student's Book. Each grammar topic includes two pages of practice, three review sections and a cumulative review section.

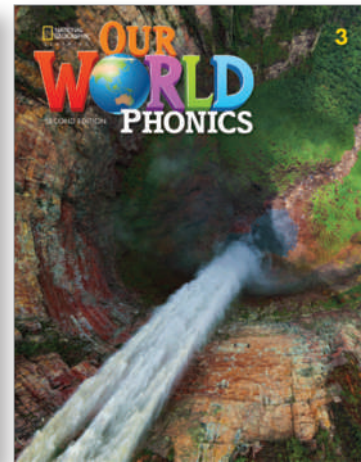
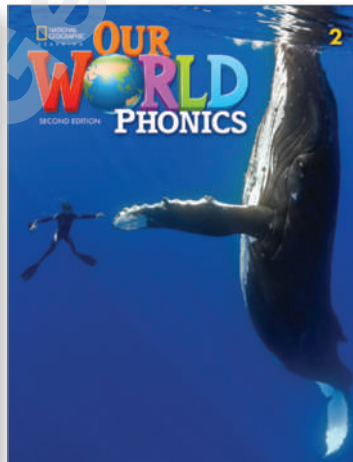
New to the second edition

- **Updated grammar boxes** with new exemplars for each grammar topic
- **Student-friendly explanations** of each grammar topic with examples

OUR WORLD ABC AND OUR WORLD PHONICS



- **Our World ABC** introduces and practises the letters of the **alphabet**, as well as **numbers, shapes** and some high-frequency words.
- **Our World Phonics** introduces young learners to the **sounds and letters of English** and helps them to learn and to practise sound/spelling relationships in order to develop their listening, speaking, reading and writing skills.



- **Our World Phonics 1** introduces **single-letter sounds**, including **consonants and short vowels**, as well as some **common consonant digraphs**.
- **Our World Phonics 2** introduces **long vowels** and **diphthongs**, and **two-letter blends**.
- **Our World Phonics 3** introduces **word stress** and the **schwa sound**, **three-letter blends** and other **letter combinations**.

TEACHER RESOURCES

The **Lesson Planner with Student's Book Audio CD and DVD** provides everything needed to successfully plan, teach and supplement lessons.

VOCABULARY I


Objective
Students will ...
• name parts of the body.

Vocabulary a foot, a leg, hair, an arm, a head, a hand, feet, an eye, an ear, a nose, a mouth, a neck.

Content Vocabulary left, right

Resources TR: 7.1–7.3; Flashcards 84, 85, 87, 89, 91, 103–104; Sounds of English Card 4; Classroom DVD Sc. 2; Vocabulary Ia, Sc. 3; Vocabulary Ib; Activity Worksheet 7.1; Workbook pages 80–81, TR: 7.1; Online Practice

Materials picture books; children's dictionary (optional)



1 Listen and say.
2 Listen.
Point and say.

116 Unit 7

Warm Up ○○○

- **Pre-teach** Clap as you chant *We clap with our hands!* Ask students to repeat several times. Then hold up your right hand and say *This is my hand.*
- On the board, draw a large outline of a hand. Write *hand* in the middle. Say *We do many things with hands.* Put students into groups of four. Ask students to brainstorm things people do with their hands, such as clap, write and colour. Tell students to come to the board and add words to the hand outline. As students add words, ask them to complete the prompt *We _____ with hands.*

Present ○○○

- Say *Open your books to pages 116 and 117. Point to the boy's hand on the ground. Say *Look at his hand! He's using his hand to hold his body up!* When you say body,*

outline the boy's entire body. Show the pictures on pages 116–117 and say *These pictures show parts of the body.* Point to the boy's head. Say *a head.* Then point to your own head. Say *This is my head. Now point to your head.* Repeat with each body part shown on page 116.

- Point to the inset picture on page 117. Say *This picture shows parts of the face.* Point to and say each word in the inset photo as you point to the same part of your face. Say *This is my nose. Now point to your nose.*
- Point to the picture of the dancing boy on page 117. Say *Look! He's got brown hair.* Point to your hair. Say *I've got (brown) hair. Point to your hair. What colour is it?* Say *His hand is at the end of his arm.* Say *arm* as you make a sweeping motion down towards your hand. Say *Point to your arm. Now point to your hand. Say His feet are at the ends of his legs. Say legs as you make a sweeping motion down towards your feet. Point to your legs. Now point to your feet.*

124 Unit 7


BE THE EXPERT

Vocabulary Strategy
Using a Dictionary Learning how to use a dictionary is an important lesson for any language learner. Explain to students that words in a dictionary are listed in alphabetical, or ABC, order.

Guide words at the top left and top right corners show the first and last words on each page. Readers can find definitions for words that come between those words in alphabetical order.

Give students practice finding words in a dictionary. Open a dictionary and read the guide words at the top. Then ask students if a certain word could be found on that page.

Related Vocabulary
body, face



3 Point, Ask and answer. Work with a partner.

What are these?
They're hands.

117

Practise ○○○

- Tell students to open their books to page 116. Say *It's time to listen and say. Look at the pictures on this page.* Play TR: 7.1. Pause after the first item and ask students to repeat. Say *I've got a right foot* and hold up and shake your right foot. Tell all students to repeat the sentence and hold up and shake their right feet. Repeat with *left foot*. Then continue TR: 7.1 pausing after *I've got a head*.
- Point to the picture of the boy dancing on page 117. Continue TR: 7.1. Point to each body part as it's named. Pause after *I've got two feet.*
- Next, point to the inset picture of the boy. As you play the rest of TR: 7.1, walk around the classroom, to make sure that students are pronouncing the words correctly. Listen for an with ear and eye. Play TR: 7.1 again and ask students to say each item after they hear it.
- Say *Now listen. Then point and say. Point to pictures on both pages.* Put students into pairs and tell them to point to the correct body parts in the pictures as you play TR: 7.2. Walk

around the classroom, offering help as needed. Replay TR: 7.2 and tell students to point to and say each term.

- **Explain** Hold up two fingers. Say *We've got two feet.* Hold up one finger and say *We've got one head.* Draw a two-column table on the board with the headings *We've got 1* and *We've got 2*.
- Model the first example in each column with *head* and *feet*. Then ask students to tell you how to complete the table. Point to a word in the table. Invite a student to say the word and point to the appropriate place on his or her body or to one of the pictures in the book.

Vocabulary 1 225

The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the programme
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point of use**
- Student's Book and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions for using the **Worksheets** found on the Teacher's Resource Website
- **Teaching tips** and professional development at point of use
- **Formative Assessment** suggestions
- A handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Our World Classroom DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

Our World Flashcards including the Sounds of English

The **Our World Flashcards including the Sounds of English** provide additional support for vocabulary and English pronunciation and phonics.

The **Flashcards** include **all target vocabulary**. The **Sounds of English Cards** include individual and **contrasted English words** with related images and spellings.



Poster Sets

Nine full-colour **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes and feature National Geographic *Our World* values.

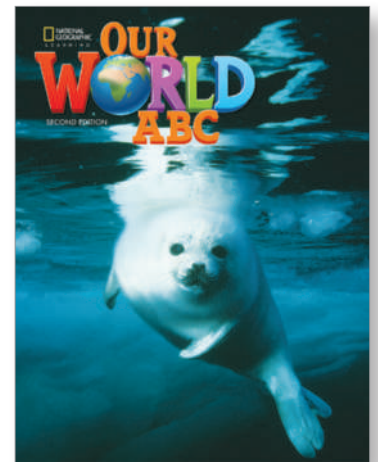
Our World Phonics Teacher's Guide

The **Our World Phonics Teacher's Guide** provides everything needed to successfully plan, teach and supplement lessons in *Our World Phonics* 1, 2 and 3, including:

- a detailed **Scope and Sequence**
- **complete lesson plans**, including Warm Ups, detailed lesson instruction, interactive Extend activities and Wrap Ups
- an **audio CD** for each level of *Our World Phonics*.

Assessment

The **ExamView© Assessment Suite** includes activity banks to **generate customised unit quizzes, progress tests, final exams** and a **placement test**, and is available through the Teacher's Resource Website.



DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book, Workbook** and **Grammar Workbook** 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 or online through the Learning Management System.



New Online Practice and Learning Management System

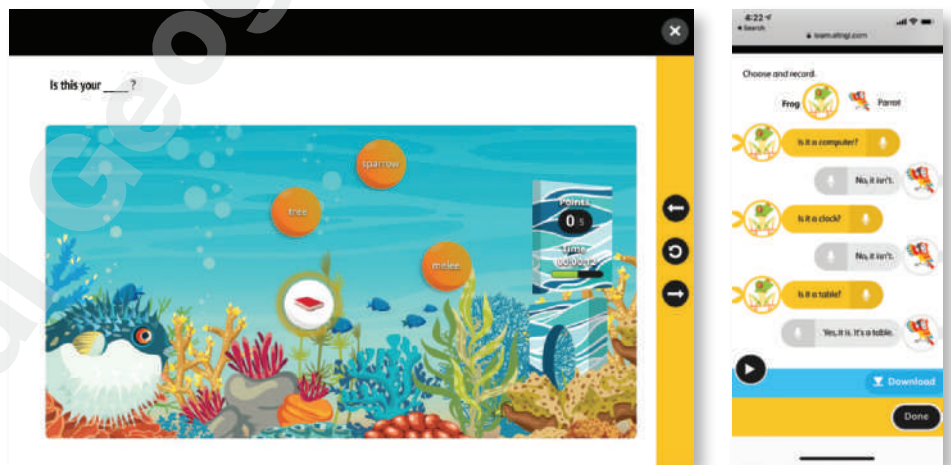
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools and messaging features.

Both the Online Practice and Learning Management System are accessible at **learn.eltngl.com** with an access code, and both work on laptops, tablets and smartphones.

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Song
- Grammar
- Reading
- Writing
- Review
- Extended Readings
- Let's Talk



Online Practice includes karaoke-style sing-along of the song with practice. Speaking activities allow students to respond to and record answers to activity prompts.

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has got two vocabulary games, two grammar games and a unit review game.

Additionally, parents can **track students' progress** and review activity results.

The Online Practice is accessible through **learn.eltngl.com** with an access code and course activation key. It's optimised for all devices.

Student's Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at ELTNGL.com/ourworld.

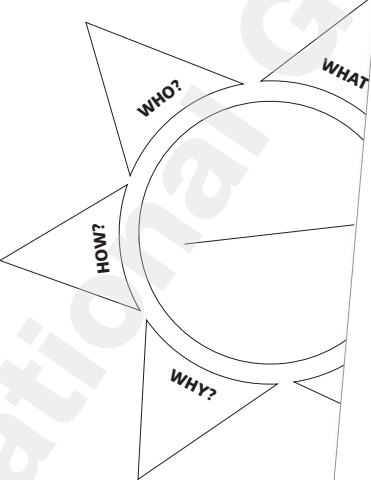
Teacher's Resource Website

Teacher resources can be found at ELTNGL.com/ourworld and include:

- Student's Book, Workbook and assessment audio
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Graphic Organisers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView© Assessment Suite**

Name _____ Date _____

Sunshine organiser



Activity Worksheet 3.1

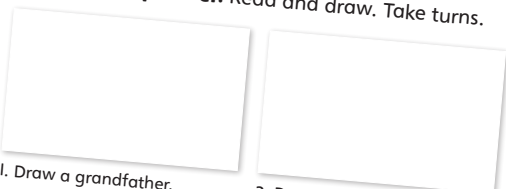
My Family

1 Work with a partner. Find the words in the puzzle.
Circle. Take turns.

baby brother father family grandmother
me ~~mother~~ my parents photo sister

s	p	f	b	r	o	t	m	o	f	m	b
p	g	r	a	n	d	m	o	t	h	e	r
a	r	a	b	b	r	o	t	h	o	t	o
r	a	s	y	f	s	p	h	o	t	a	f
e	n	i	f	a	a	n	e	r	e	l	a
n	b	r	o	t	h	e	r	s	b	r	m
t	f	a	t	h	i	m	o	t	f	r	i
s	i	s	t	e	r	i	l	y	o	l	l
p	h	a	m	r	y	s	i	s	t	m	y
l	p	o	l	i	p	h	o	t	o	b	r

2 Work with a partner. Read and draw. Take turns.



1. Draw a grandfather. 2. Draw two parents.

Our World 1

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1

READERS

The *Our World Readers* are six levels of **original stories, classic folk tales, myths** and **non-fiction selections** from around the globe. A graded Reader is available to support the theme and language of each unit in the Student's Book. Each Reader includes additional **fun facts and activities** related to the story and unit theme. All Readers are available as 'Story Time' on the *Our World Classroom DVD*, on the Story Time DVDs and on the Classroom Presentation Tool.

Level I Readers

What's in My Classroom?

Where Are the Animals?

We All Pull

The Three Bears

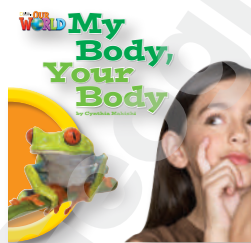
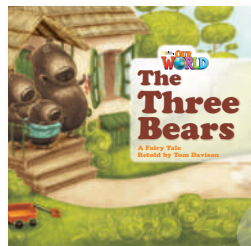
The King's New Clothes

The Toys

My Body, Your Body

Little Red Hen is Cooking

Too Many Animals





The *Our World Classroom DVD* contains 30 minutes of **fun-filled, fully integrated content** per unit that includes:

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video and
- *Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the videos can be used before, during or after instruction to **preview, support** and **review**. *Our World* videos are available on the Classroom DVD which is bound with the Lesson Planner, and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Introduction
- Scene 2: Vocabulary 1a
- Scene 3: Vocabulary 1b
- Scene 4: Vocabulary 2
- Scene 5: Game
- Scene 6: Grammar 1
- Scene 7: Grammar 2
- Scene 8: Review
- Scene 9: Song
- Scene 10: Viewing
- Scene 11: Story Time
- Scene 12: Wrap Up



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you to **improve classroom practice** and to get the most out of your young learners with resources available online.

New to the second edition

Three new videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing

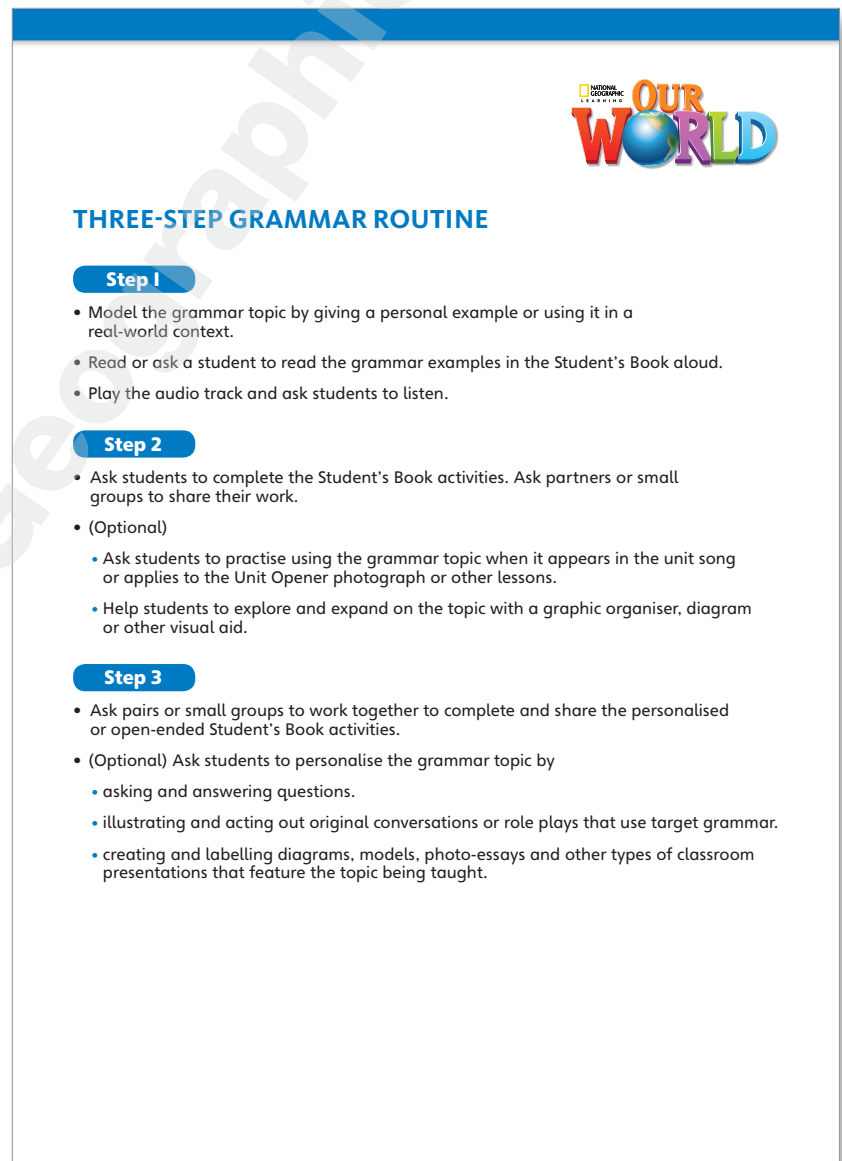
Routines

A series of three-step teaching routines offer teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers to execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

- downloadable training videos for pre-primary and primary teachers
- preview and review training slides
- handouts for workshops
- links to additional development resources



OUR WORLD

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the grammar topic by giving a personal example or using it in a real-world context.
- Read or ask a student to read the grammar examples in the Student's Book aloud.
- Play the audio track and ask students to listen.

Step 2

- Ask students to complete the Student's Book activities. Ask partners or small groups to share their work.
- (Optional)
 - Ask students to practise using the grammar topic when it appears in the unit song or applies to the Unit Opener photograph or other lessons.
 - Help students to explore and expand on the topic with a graphic organiser, diagram or other visual aid.

Step 3

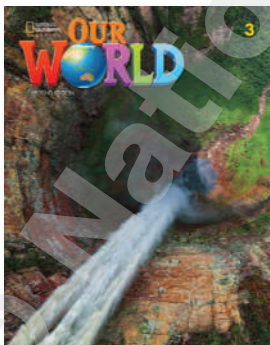
- Ask pairs or small groups to work together to complete and share the personalised or open-ended Student's Book activities.
- (Optional) Ask students to personalise the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original conversations or role plays that use target grammar.
 - creating and labelling diagrams, models, photo-essays and other types of classroom presentations that feature the topic being taught.

OUR WORLD PHILOSOPHY: KEY CONCEPTS

The *Our World* series reflects key concepts and principles of English language teaching and learning.

- Students learn through a process of constructing meaning. They are active learners who work to make sense of their world through interaction in personal, social and academic contexts.
- Activities designed for young learners should provide multiple opportunities for the understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of their development.
- Students learn effectively when they're challenged just one step beyond their current stage of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.

- **Goal-oriented learning** contributes to young learners' success. In addition to the larger goals of educating students to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit language learning goals helps learners to understand the purpose of the activities they carry out.
- Learning about the world through theme-based units is an approach that benefits young learners because a variety of topics provides a meaningful basis for exploration as well as a rich variety of language learning tasks.
- Addressing the needs of the whole child in the language lesson includes paying attention to learning styles, learning strategies, critical thinking skills, 21st-century skills and universal cultural values.
- Authentic assessment of young learners goes beyond traditional paper-and-pencil tests. In *Our World*, multiple opportunities for concept comprehension and performance provide a variety of ways to determine students' depth of learning.



OUR WORLD CONTENT

Global Citizenship

To empower young learners for the 21st century, teachers of English as a Foreign Language must understand the global importance of English, as well as what it means to be a global citizen.

Our World uses real-world and multicultural content to help young learners to grow up to become successful global citizens. Dramatic photos and content from National Geographic and around the world spark curiosity and broaden students' perspective by exposing them to multiple cultures and ideas.

Striking images and content allow young learners to explore people, places and societies as they learn to care about our fascinating and ever-changing world.

Home and Cultural Connections

It's important to encourage young learners to connect to their home cultures while in the English language classroom. Making connections to the local culture helps young learners to relate personally to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step towards effectively using English as a global language.

Global Values

Each unit in *Our World* has got a National Geographic Value or Mission page that connects to the real-world content presented in the unit. These pages promote universally recognised values for students, bring real-world content to the classroom, and inspire young learners to develop their curiosity and to value their own cultural traditions as well as those of others.



In this unit, I will ...
 • talk about clothes.
 • talk about the colours of clothes.
 • say what people are wearing.

Look and tick.
 The children are
 outside.
 in a house.
 in a garden.

READING

1 Listen and read. 1B: 5.12 **Clothes Are Fun!**

People all over the world wear special clothes on special days. Sometimes they are clothes from the past. Look at the girls and boys from South Korea, Turkey and Mexico. They are wearing clothes from the past.



- 2 Listen and read.** Look, circle yes or no. 1B: 5.13
- The children from Turkey are wearing shoes. yes no
 - The girls from South Korea are wearing dresses. yes no

3 Look at Activity 1. Tick ✓ the colours.

	from Turkey	from Mexico	from South Korea		from Turkey	from Mexico	from South Korea
black				pink			
blue				purple			
brown				red			
green				yellow			
orange				white			

4 Look. Draw a line.

- hat
- jacket
- trousers
- dress



5 Ask and answer. What are you wearing today? Work with a partner. 1B: 5.14



LEARNING ENGLISH THROUGH REAL-WORLD CONTENT

Students learn language and content at the same time, so it's natural and authentic to incorporate academic content into the English language classroom. *Our World* uses subject-area content as the basis for motivating students to learn English and to support what they're learning in other areas.

Integrating content from different areas such as language and literature, science and social studies makes language learning interesting and engaging. It also helps prepare young learners who may eventually study these subjects in English. In addition, contextualising language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learnt in other classes.

A framework for an integrated lesson should include these four stages:

- **Processing text:** This includes the use of texts that incorporate visual, graphic and other text structure markers such as headings and subheadings, as well as features like bold or italic text for emphasis.
- **Identification and organisation of knowledge:** This includes the use of graphic organisers such as Venn diagrams, timelines, flow charts and tables.
- **Language identification:** This includes the use of language features that help students to reproduce core content knowledge in their own words, such as the language of comparison and contrast, cause and effect, and speculation; as well as features such as collocations, subject-specific vocabulary and academic vocabulary.
- **Tasks for students:** This includes the use of a variety of learner-appropriate tasks, both receptive and productive.

VOCABULARY I

1 Listen and say. TR 2.1 the sky

2 Listen. Point and say. TR 2.2 a mountain

a tree grass

a river a rock

Jasper National Park, Alberta, Canada

28 Unit 2

WRITING

1 Read. The bush is green. The flowers are red, yellow and blue. The birds are red and black.

2 Write. Then colour.

1. The tree is _____

2. The _____ is _____

3. The flowers are _____

4. The _____ are _____

3 Share. Talk about your picture. Work in a group.

38 Unit 2

VALUE

Enjoy nature.
Stop and look around you!

Think. Pair. Share.
Do you enjoy nature?
What do you do?

Pralognan-la-Vanoise, France

39

21ST-CENTURY SKILLS

Today's students are growing up in an interconnected world. The Framework for 21st-Century Learning deals with 'the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies'. These skills can be categorised in four ways:

- **Ways of working:** Students need to communicate clearly and collaborate effectively. *Our World* helps students to use the vocabulary and language structures they're learning to communicate about real-world content and collaborate on activities and projects in ways that allow them to meaningfully apply the English they're acquiring.
- **Ways of thinking:** Students need to think creatively and critically. *Our World* challenges them to do so. For example, in Level 5 students create musical instruments from recycled materials and discuss how people in their communities can reduce their human footprints. In Level 6, students learn to analyse techniques advertisers use to influence shopping behaviour, brainstorm how to conserve water at school and discuss the importance of local history and how to value it.

- **Tools for working:** Young learners today aren't just learning English. They're preparing to enter a competitive global workforce. In order to be ready for the future, they need to be able to navigate technology and to extract information from many forms of media. They also need to acquire technology literacy, information literacy and visual literacy.

- **Skills for living in the world:** In *Our World*, young learners are introduced in age-appropriate ways to concepts such as openness to new ideas and experiences, adaptability and initiative. They learn about 21st-century professions such as cyborg anthropology, and are introduced to the work of National Geographic Explorers, who are presented as potential role models.

Throughout *Our World*, young learners are introduced to people, places and cultures from around the world. At the same time as students are learning to recognise cultural similarities and appreciate differences, they are also encouraged to express their own culture in English as a first step to building their intercultural awareness and competence. In short, *Our World* prepares students to be curious, engaged and well-informed citizens of the 21st century.

PROJECT
Make a collage about nature.

1 Cut out pictures.

2 Draw more pictures.

3 Glue or tape things from nature.

4 Write your name.

Now I can ...
 name things in nature.
 talk about natural things.
 ask where things are.

40 Unit 2

41

VISUAL LITERACY

Visual literacy is a necessary skill for the 21st century, which is increasingly image-, media- and technology-driven. In the past, the term 'literacy' referred to being able to read and write, but today it includes the interpretation of various kinds of texts in print and media. Visual literacy is the ability to construct meaning from images such as photos, illustrations, graphic organisers, signs, symbols, information graphics and video.

Brain-based research shows that 80%–90% of the information we take in is visual. Learning a language, then, is not only reading and writing words; it is also being able to understand visual information and communicate it to others. An additional benefit of learning information simultaneously through text and visuals is that it can dramatically improve retention and recall.

Our World uses a variety of images of different types to help young learners to understand text and organise information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar charts, calendars, timelines, line graphs, Venn diagrams, cause-and-effect arrows and pie charts.

National Geographic has got one of the most impressive and highest-quality collections of photos and video in the world. These visuals enrich the *Our World* print, video and media components. These materials help young learners to become visually literate through imagery that reflects print and media in the real world. This will further help them to succeed as 21st-century citizens.

READING

1 Listen and read. TR. 9.14

Animal Babies

Who loves babies? Everyone! Let's learn about some animals and their babies.

Some animals have got big families. Cats have lots of baby cats, called kittens. Baby rabbits are called kittens, too. Baby dogs are called puppies. Baby chickens are called chicks.

Some animals, like sheep and elephants, have got small families. Baby sheep are called lambs. A baby elephant is called a calf.

Everyone loves animal babies!



Asian elephant calf

156 Unit 9

2 Listen and read. Circle *yes* or *no*. TR. 9.15



- A baby rabbit is called a kitten. **yes no**
- A baby sheep is called a chick. **yes no**
- A baby elephant is called a calf. **yes no**

3 Read and write.

Animal families


cat	dog	chicken	rabbit	sheep	elephant
↓	↓	↓	↓	↓	↓
Kitten					

4 Look and write.

- How many kittens? _____  
- Are there any puppies? _____  
- How many lambs? _____  
- Are there any chicks? _____  

5 Ask and answer. What is your favourite animal?
Work with a partner.

What is your favourite animal? 

I like turtles. 

157

TEACHING WITH OUR WORLD

VIDEO AND TECHNOLOGY

Video is a powerful tool that can bring the world into the classroom and the classroom to life. In language learning, video can be especially valuable because it provides real-world contexts that help students to experience language in a natural and dynamic way.

The *Our World Classroom DVD* is flexible. Lessons can be presented from the Student's Book first, and then followed by the corresponding segment in the DVD to review and check comprehension. Alternatively, the DVD can be used to present target language and then followed by Student's Book review and practice. Either way, using video regularly helps to contextualise language instruction and engage students in the classroom in fun and meaningful ways.

The videos in *Our World* are divided into short, manageable clips that present the following:

- vocabulary presented with amazing photos
- grammar in animated contexts
- fun and lively songs with lyrics
- video clips that give examples of real-world communication
- stories read by the presenters using images from the *Our World Readers*

The **Classroom Presentation Tool** allows the introduction of many types of content, including video, audio and interactive activities, into the classroom using either an interactive whiteboard or a computer with a projector. Young learners love games, and the Classroom Presentation Tool includes games that present and practise Student's Book lessons in new and unique ways. These activities allow for teaching and re-teaching that will engage the whole class. Through the use of these games, students have opportunities to predict, to think critically, to work in teams, to sing along and to use English in a safe and motivating environment.

More importantly, building students' media and digital literacy skills helps to prepare them to use English in the real world in the 21st century.

A variety of **Online Practice Activities** provide engaging opportunities for students to review target language, grammar, reading comprehension strategies, and even the unit song in class or independently at a self-directed, comfortable pace. Students receive immediate feedback with each online activity and can revisit challenging topics as often as necessary.



CHARACTERISTICS OF YOUNG LEARNERS

In general, young learners are energetic and spontaneous. They don't like to sit still for long periods of time and they've got relatively short attention spans. They can be easily distracted, but are curious and will pay attention if the topic is interesting or if the activity is engaging.

Although these characteristics can make teaching young learners challenging and even difficult at times, they can also make the young learner classroom joyful and rewarding. By using developmentally appropriate activities that cater to their learning profiles, *Our World* keeps young learners active and engaged.

Learning Styles

Young learners tend to process information about the world primarily through their senses. The principal sensory learning styles are visual, auditory, tactile and kinesthetic.

- **Visual learners** notice the details of their surroundings and use colour, shape and position to help them to learn and remember information. They tend to understand instructions for activities better when they're *shown* rather than *told* what to do. Visual learners respond well to board work and to activities involving photos, drawings, flashcards, posters, video, arts and crafts, collages, projects, puzzles and board games.
- **Auditory learners** learn and remember information through sound and rhythm. They memorise information easily and can repeat back the text of stories, role plays and song lyrics after listening only once or twice. They understand oral instructions for activities and may be willing to act them out or repeat them for other students. They do well with listening and pronunciation activities, and enjoy discussions, sound tracks, video and computer games, songs and chants.

- **Tactile learners** use touch and the manipulation of objects to help them to process and remember information. They depend on their physical and material surroundings for cues. For example, when trying to concentrate, they may flip pencils or play with their hair. To understand instructions, they need to see, hear and physically carry them out. Tactile learners do well with arts and crafts, flashcards, puzzles, board games and realia.
- **Kinesthetic learners** process and remember information through physical movement. Like tactile learners, they touch and manipulate objects, and they're good at working with their hands. They understand instructions for activities more easily when they can see, hear and physically carry them out. They need to release tension through movement and will look for ways to do so – going to the pencil sharpener or rubbish bin several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles and board games.



SKILLS AND STRATEGIES

Learning Strategies

Strategies are generally defined as behaviours that learners use to understand and complete a task. Learning strategies and their use and instruction can benefit young learners as well as adults. Strategies generally fall into three categories: metacognitive, cognitive and social-affective.

- **Metacognition** is ‘thinking about thinking’. For young learners, this means helping them to plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is and how much they understand about the task.
- **Cognitive strategies** include accessing prior knowledge about a topic, seeing how new information connects to the material the student already knows, identifying where more information could be accessed, thinking of good ways to organise the material and identifying ways to remember the new information.
- **Social-affective strategies** are especially useful in language classes, as language is social by nature. While using English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates and discuss how they can get and give feedback.

Critical Thinking Skills

Critical thinking is a higher order of thought that involves **analysing, evaluating** and **synthesising** information. In many young learner classrooms, teachers’ questions may be limited to basic comprehension questions (*What is the story about? Is it a happy or sad story?*) and to display questions (*How many planets are there in our solar system? Is the moon hot or cold?*).

In *Our World*, students are asked questions that activate skills such as the following:

- **Classifying** *What are (two) ways you can group these words together?*
- **Comparing** *How are (dogs) and (wolves) alike?*
- **Contrasting** *How are the (cassowary) and (ostrich) different?*
- **Making Inferences** *Looking at these effects, what do you think is the cause?*
- **Ordering** *How would you list your (favourite sports) from one to five?*
- **Predicting** *What will happen when (the volcano erupts)?*
- **Problem Solving** *What are some ways we can solve the problem of (conserving water at school)?*
- **Sequencing** *When (planting vegetables), what are the steps in order?*
- **Using Graphic Features** *What do the title, caption, diagrams and photographs tell you about what you’re going to read?*
- **Visualising** *How do you picture (the treasure) in your mind?*

CREATING SUCCESSFUL LESSONS

Effective teaching begins with a **lesson plan**. A lesson is like a road trip that requires a map: the final destination or goal cannot be reached without carefully planning each stop along the way. A lesson plan is the map. The steps in a lesson plan help learners to reach lesson objectives, which are the final destination of the trip. Teachers and students are taking together, successfully.

A good lesson plan has got many benefits. It helps teachers to prepare for the lesson and it includes gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in the lesson. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure student success.

Stages of a Lesson

Our World uses six basic steps recognised as the standard for effective language instruction: **Warm Up, Present, Practise, Apply, Extend and Wrap Up**.

- **Warm Up** These activities create interest and excitement about the topic and prepare learners for the new language input. They help EFL students to swap over from their native language to English, prompt them to remember material from earlier lessons and build students' confidence about what they know.
- **Present** Teachers should take time during this step to provide meaningful listening and reading input. Activities should require the use of the four skills in order to reliably check students' comprehension. The *Our World* Lesson Planner provides multiple activities to present and check comprehension of language in support of the activities in the Student's Book.
- **Practise** An important step focuses on students' first efforts to use new target language. For young learners, practice is guided, meaning that students are provided with the structures and vocabulary needed to produce the target language. While students are not expected to create new language independently, the goal is to provide opportunities for them to try out new language in order to prepare for real communicative contexts.
- **Apply** At this stage, students should be able to use new language in realistic contexts, as well as personalise the language with respect to their own lives. Application further develops students' abilities to use language communicatively.
- **Extend** Extension activities are additional communicative activities that help students to personalise new language and use it in realistic contexts. These activities are not found in the Student's Book and are designed to provide additional opportunities for real communication among students in the classroom.
- **Wrap Up** This might be a quick review in game form of what was learnt in the lesson or even a simple song or chant. The wrap up might be a conclusion to a pair-work extension activity in which the teacher asks individual students what they learnt from their partners.
- **Three-Step Routines** In addition to the explicit, guided instruction provided in the Lesson Planner, *Our World* also offers a series of three-step teaching routines as an alternative or streamlined approach to lesson planning. These routines can be used for any major lesson type and contain all of the major elements of successful lessons in consolidated form.

Lesson Adjustments

Teachers must keep in mind many different elements as they plan their lessons. They identify learning objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair and group work. They collect the materials and equipment they will need. They think about time management and pacing. But however carefully they plan, teachers know to expect the unexpected as the day's lesson unfolds!

In a classroom full of young learners, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, equipment failure or unexpected student behaviour. This includes adjusting instruction based on students' unique personalities, their mood swings, their varied interests and their diverse personal, cognitive and emotional needs.

In mixed-ability classes, for example, teachers spend more time with some students than with others. When this is the case, they've got ready a number of other activities for the rest of the class to do. These may include starting homework in the lesson or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books in English and class-produced books. In the *Our World* Lesson Planner, teachers have got a variety of activities to choose from, including extension activity suggestions that are not in the Student's Book.

In addition, many additional activities and games are available in the **Classroom Presentation Tool**, **Online Practice activities** and the **Our World Classroom DVD**.

Successful Activities

Activities for young learners should above all be meaningful and purposeful. Engaging students in authentic and meaningful contexts helps them to recognise and remember language patterns.

Instead of presenting language as isolated grammar structures to be analysed, teachers do well to present language in realistic contexts and provide plenty of opportunities for students to repeat, recycle and use English in order to communicate meaningfully with one other.

Activities are supported and scaffolded

Scaffolding is used to describe the exterior support structure around a building under construction. As the building is completed, the scaffolding is taken away and the building stands on its own. In the same way, teachers provide scaffolding to students in order to help them to construct knowledge and learn language effectively.

Our World prepares students for success by supporting and scaffolding the learning process and by breaking tasks down into small, achievable steps that help to build student achievement.

Activities are active and hands-on

Our World materials promote an active and hands-on classroom. Because so many students are kinesthetic learners and like to move their bodies and move around the classroom, it's important to make instruction physically active whenever possible.

Activities are enjoyable and interesting The photographs and activities in *Our World* will capture students' attention and interest. Each unit is full of activities that young learners find fun and engaging, such as singing songs, listening to stories and playing games. In addition, the Classroom DVD and the Classroom Presentation Tool contain a wide variety of motivating and enjoyable activities.

Repetition and Recycling

Classrooms should provide plenty of opportunities to practise the language. Using repetition and recycling is important when working with young learners. Luckily, if there's a fun song, students will ask to sing it again. If there's an interesting story, they'll ask to hear it again! Repeating is a natural part of a student's learning process. *Our World* provides plenty of opportunities for meaningful repetition, especially if the Classroom DVD and/or Classroom Presentation Tool is used in conjunction with the Student's Book. Students will have the chance to hear, repeat and use vocabulary and grammar multiple times.

Recycling is also important as a way of improving young learners' ability to understand new language structures and use them correctly. When teachers

recycle language, they use it again in another context. Within a typical unit of *Our World*, new vocabulary and language are regularly recycled and used in different contexts within the song, the grammar activities and games, as well as in the Reader and storytelling activities.

Our World also recycles language from unit to unit and level to level. For example, in one lesson students may learn vocabulary for different clothes. A teacher may recycle this language by teaching about the weather and asking students what to wear when it is hot and sunny or when it is cold and snowy. Recycling helps students to increase their proficiency by getting them to use the language in a new context. This makes the learning process more authentic and meaningful.



CLASSROOM MANAGEMENT

As teachers everywhere know, real learning requires a well-managed classroom. Expectations of proper classroom behaviour can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehaviour only. Many aspects of teaching can affect the behaviour of students in the classroom.

Time

Effective teachers use their lesson time carefully. They plan the time it takes to greet students and start the lesson, the duration of each activity, the time spent between activities, the time it takes for student breaks and the time it takes to assign homework and end the lesson. They reserve time to be used as needed during the lesson. In addition, they keep in mind what is known as 'thinking time', the amount of time the teacher waits for a student to answer a question. Some teachers count to ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students to formulate better quality responses.

Activities and Transitions

It's important to have all materials needed for each activity ready before the lesson so that young learners haven't got time to get restless. Activity instructions are another area that can require advance planning. To keep students' attention, it's a good idea to read all activity instructions before the lesson so that there is time to simplify or modify them if necessary.

Moving smoothly from one activity to another requires planning transitions. For the youngest learners, this could be a clapping chant ('The task is done/That was fun/Now let's do/Another one. '), visual cues such as a teacher-held stop sign or turning the light on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be asking students to close their eyes and rest their heads on their hands for a moment.

Classroom Rules and Routines

The establishment of rules and routines in the young learner classroom is particularly important because students need clear rules and predictable routines in order to function successfully.

Teachers should communicate rules clearly and simply and make sure that they're consistent in enforcing them with age-appropriate rewards and sanctions. When possible, allow students to help to create the rules and consequences. The teacher and students may together come up with rules such as *Be quiet when someone is talking; Put up your hand to talk; or Be kind to others. Work hard, Share and Co-operate* are other options. Display the rules on a poster on the classroom wall, or provide each student with a copy to keep in their notebooks.

Equally important is the establishment of predictable routines. Young learners feel most secure when they know what to expect during different stages of a lesson.



THE FOUR SKILLS: LISTENING, SPEAKING, READING AND WRITING

Our World provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way.

Listening

In the classroom, young learners benefit from multiple opportunities to listen to and practise routine language, vocabulary, basic structures and patterns. And while practising listening and speaking together is very important, so is a focus on listening-only activities, some of which develop students' discrimination of sounds, words and sentence boundaries, while others may focus on stress, rhythm and intonation.

Songs, chants and poems are natural, fun and engaging ways to practise English. They can also provide additional support to students who need support with basic listening strategies such as identifying the main idea and details. English learners can listen for sequence (first, next, then, finally), for time frames (verb forms signalling present, past or future time), and for cause and effect (why, because), among other strategies.

1 Listen and say. TR: 8.8



Speaking

Listening and speaking are the communicative foundation for language learning. Question and answer exchanges, whether between teacher and student or between student and student, play an important part in the classroom. At first, young learners will rely on modelled language in their exchanges, but it is important to introduce opportunities for personalised, authentic language use as soon as possible.

Gradually move away from display questions to which students provide already-known answers to show their comprehension, such as *What colour is your hair?* or *How many students are in our class?* to authentic communication questions to which the answers are not yet known, such as *What animals make good pets?* or *When do you usually have lunch?* Make sure that you regularly include speaking and listening opportunities such as games, group discussions and project presentations. The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

Our World provides many different speaking models, including work with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Levels 4–6 in the sections titled **Let's Talk**. In addition, students gain valuable practice with rhythm, stress and intonation in songs and chants, and with pronunciation and sound discrimination using the **Sounds of English Cards**.

4 Say and stick. Work with a partner. TR: 8.10

