

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

4

SECOND EDITION



LESSON PLANNER

OUR WORLD⁴

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SECOND EDITION

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Scope and Sequence



	1 All in Our Family p. 6	2 Fresh Food p. 22	3 A Long Time Ago and Today p. 38	4 Get Well Soon! p. 60
CONTENT AREA CONNECTION	Humanities, Science, Social Studies	Science, Technology and Engineering	Humanities, Social Studies, Technology and Engineering	Health, Science
GOALS SC: 1	<ul style="list-style-type: none"> describe what you look like compare people you know talk about your plans write a diary entry 	<ul style="list-style-type: none"> talk about obligation describe how often you do something discuss and order food write to express your opinion 	<ul style="list-style-type: none"> describe daily life in the past and your life today talk about what the past was like compare the past with your life now write unified paragraphs 	<ul style="list-style-type: none"> talk about health and illness give advice describe actions write about cause and effect
VOCABULARY 1 & 2 SC: 2–4	<p>bigger, cleverer, cuter, different, faster, friendlier, older, relatives, shorter, slower, smaller, stronger, taller, uglier, younger</p> <p>Strategy: Antonyms</p> <p>blonde hair, curly hair, glasses, straight hair, wavy hair</p> <p>Strategy: Memorisation</p>	<p>aubergine, cabbage, chillis, courgette, cucumber, dig, green beans, grow, lettuce, onion, pick, plant, pumpkin, ready, ripe, water, weed</p> <p>Strategy: Compound words</p> <p>every day, how often, on (Friday), once (a month), three times (a week), twice (a year)</p> <p>Strategy: Frequency words</p>	<p>begin, computer game, electric light, fire, housework, learn, life, make, mobile phone, sew, spend time, tell, things, town, wash</p> <p>Strategy: Homophones</p> <p>difficult, expensive, important, modern, old-fashioned</p> <p>Strategy: Adjectives</p>	<p>bandage, cast, cough, earache, feel dizzy, first aid kit, germ, have a cold, have a temperature, headache, medicine, sneeze, stomach ache, thermometer, tissue, toothache</p> <p>Strategy: Word parts</p> <p>broken leg, bruise (n), burn (n), cut (n), scratch (n)</p> <p>Strategy: Multiple meanings</p>
GRAMMAR 1 & 2 SC: 5–6	Comparatives with -er Present continuous for future plans	Have to Would like	Contrast with but and instead Comparatives with more + adjective	Advice with should Reflexive pronouns
READING	Where Do Your Eyes Come From? Strategy: Using visuals to support comprehension	The Farms of the Future Are Here Strategy: 5Ws and how	The World in the Palm of Your Hand Strategy: Using timelines	Why Do We Sneeze? Strategy: Identify sequence of events
WRITING	Diary Entry Focus: Use emotion words	Opinion Writing Focus: Identify positive and negative points	Paragraph Unity Focus: Identify topic sentence and supporting details	Cause and Effect Writing Focus: Describe what happens and why
MISSION SC: 9	Understand the human family. National Geographic Explorer: Spencer Wells	Appreciate local food. National Geographic Explorer: Juan Martinez	Appreciate the past. National Geographic Explorer: Stephen Ambrose	Be prepared. National Geographic Explorer: Dr Hayat Sindi
PROJECT	Class big book	Plant cards	Then and now poster	First aid kit
REVIEW	Units 1–3	pp. 54–55		Units 4–6
EXTENDED READING	Giant's Causeway	pp. 56–57		Oceans of Plastic: Time for Action
LET'S TALK	Hello! I agree!	p. 58 p. 59		What's wrong? I don't understand.

ADDITIONAL VIDEO Song: Sc. 7; Viewing Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11

				
<p>5 My Favourites p. 76</p>	<p>6 Wonders of the Sea p. 92</p>	<p>7 Good Idea! p. 114</p>	<p>8 That's Really Interesting! p. 130</p>	<p>9 The Science of Fun p. 146</p>
<p>Humanities, Language and Literature, Performing Arts, Visual Arts</p>	<p>Science</p>	<p>Science, Technology and Engineering</p>	<p>Language and Literature</p>	<p>Science</p>
<ul style="list-style-type: none"> • identify different types of entertainment • compare people and activities • talk about your favourite people and things • give your opinion 	<ul style="list-style-type: none"> • name and describe sea life • talk about how you can protect the seas and oceans • talk about future events • write to describe how things are different 	<ul style="list-style-type: none"> • talk about inventions • talk about past habits • describe how to use an invention • write facts and opinions about a favourite invention 	<ul style="list-style-type: none"> • talk about your hobbies and interests • give information about people you know • talk about gifts you've received • describe and explain a hobby 	<ul style="list-style-type: none"> • identify how you use force to move • use <i>the more ...</i> to describe cause and effect • understand and make definitions • write about cause and effect
<p>actor, amazing, athlete, brave, cool, famous, film, funny, great, handsome, person, popular, pretty, talented, wonderful</p> <p>Strategy: Categorising words</p> <p>hobby, school subject, sport, TV programme, writer</p> <p>Strategy: Ranking preferences</p>	<p>creature, disappear, dolphin, fish, layer, midnight, octopus, pollution, resource, sea sponge, turtle, shark, squid, sunlight, whale, zone</p> <p>biodegradable, oil spill, overfishing, plastic, rubbish</p> <p>Strategy: Suffix <i>-able</i></p>	<p>battery, creativity, electricity, fail, idea, imagination, invent, invention, problem, solution, succeed, try, useful, wheel</p> <p>Strategy: Using the suffix <i>-ful</i></p> <p>lift, move, put, turn, use</p> <p>Strategy: Imperatives for instructions</p>	<p>alone, avatar, collect, compete, co-operate, controller, creative, enjoy, music group, point, score, screen, take photos, together</p> <p>Strategy: Using context</p> <p>comic, dinosaur, fossil, insect, soft toy</p>	<p>backwards, balance, connect, down, fall over, force, forwards, friction, happen, pull, push, rub, skater, spin, swing</p> <p>Strategy: Antonyms</p> <p>away from, direction, gravity, lean, towards</p>
<p>Superlatives with -est and most Irregular comparatives and superlatives</p>	<p>Have to, must, can't and don't Future with will and won't</p>	<p>Used to for past habits You for general statements</p>	<p>Describing people with who Direct and indirect objects</p>	<p>Cause and effect with double comparatives Definitions with which</p>
<p>Amazing Acrobats Strategy: Using visuals</p>	<p>Colourful Corals Strategy: Set a purpose for reading</p>	<p>Young and Creative Strategy: Ask questions</p>	<p>Hide and Seek Strategy: Identify sequence of events</p>	<p>Up, Down and All Around! Strategy: Understand cause and effect</p>
<p>Reviews Focus: Write a book review</p>	<p>Contrast Writing Focus: Use words and expressions that show contrast</p>	<p>Fact and Opinion Writing Focus: Use facts to support opinions</p>	<p>Explanation Writing Focus: Describe something general</p>	<p>Cause and Effect Writing Focus: Write cause and effect</p>
<p>Find a role model. National Geographic Explorer: Aparajita Datta</p>	<p>Protect the seas and oceans. National Geographic Explorer: Dr Sylvia Earle</p>	<p>Use your imagination and creativity to solve problems. National Geographic Explorer: Aydogan Ozcan</p>	<p>Enjoy a hobby. National Geographic Explorer: Jørn Hurum</p>	<p>Think creatively and critically. National Geographic Explorer: Stephon Alexander</p>
<p>Famous people class book</p>	<p>Sea creatures poster</p>	<p>Superpower app</p>	<p>A hobby presentation</p>	<p>A thaumatrope</p>
<p>pp. 108–109</p>	<p>Units 7–9</p>		<p>pp. 162–163</p>	
<p>pp. 110–111</p>	<p>Leonardo da Vinci: The Greatest Inventor in History?</p>		<p>pp. 164–165</p>	
<p>p. 112 p. 113</p>	<p>Wow, that's cool! What does that mean?</p>		<p>p. 166 p. 167</p>	

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.



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

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



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 and in a **contextualised sentence**, as well as in the context of the main presentation.

VOCABULARY 1

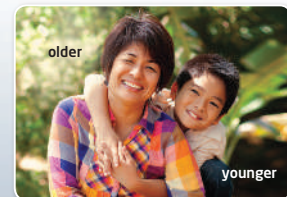
1 Listen and read. TR: 1.1

2 Listen and repeat. TR: 1.2

Does your family like big parties? Do your **relatives** come from near and far to celebrate? Then it's a type of party called a family reunion. Families are all **different**. Some are big and some are small. Family pets are different, too. Some pets are **cuter** than others. Some pets are **uglier** than others, but their families still love them. What makes the best pet for a family? One that's **cleverer** or one that's **friendlier**?



8 Unit 1



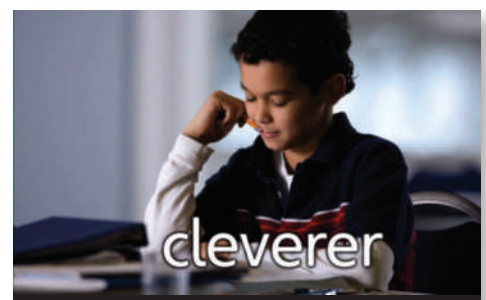
3 Discuss. Work with a partner. What did you learn? How are the people different?



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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: 1.3

We're All Different

I'm taller than you.
He's taller than me.
We're all different.
Yes, we're different.
And I like being me!

My dad is shorter than your dad.
Your brother's taller than mine.
My sister is older than yours.
Your sister's younger than mine.

CHORUS

My horse is bigger than that one.
That horse is smaller than mine.
My horse is funnier than that horse.
It's happy all the time.

CHORUS

2 Talk about you. Take turns with a partner.

you / I
my dad / your dad
our car / your car
my dog / your dog

My dad is tall
but your dad is taller



10 Unit 1 A portrait of cousins 11

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

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**.

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

I'm taller than you.
He's taller than me.

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

GRAMMAR 1

Comparatives with -er TR: 1.4


My best friend is **bigger** than I am. I'm **shorter** than him, too.
 My dog is **friendlier** than my sister's cat. My dog is also **cuter** than her cat.

1 Read. Complete the sentences. Use the correct form of the word in brackets.


- My brother Mun-Hee is bigger (big) than I am.
- My sister is _____ (friendly) than my brother.
- My aunt Mae-Ran is _____ (clever) than my uncle.
- My grandmother is _____ (short) than my mother.
- My cousin Shin is _____ (nice) than me.

2 Ask and answer. Work with a partner. Look at the picture.

- Which is smaller, the dog or the cat?
- Which pet is older?
- Which pet is stronger?



3 Ask and answer. Work in a group. Take turns. How are you and your relatives different?



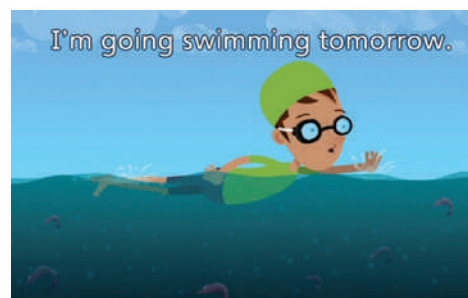
4 Write. Now compare the people in your group. Use words from the box.

old short small strong tall young

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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 repeat. Look at the pictures. Match. **TR: 1.5**



glasses



wavy hair blonde hair
straight hair curly hair

1. She looks just like her mother. a. But he wears glasses and I don't.
2. My cousin is really cute. b. They've both got straight hair.
3. My cousins are very different. c. I love his wavy hair.
4. My brother's got blue eyes like me. d. But they've both got curly hair.

2 Listen and stick. Work with a partner. Talk about you. **TR: 1.6**

He's got brown hair. She wears glasses.
I've got brown hair, too. I don't wear glasses.

1	2	3	4	5
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14 Unit 1

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

GRAMMAR 2

Present continuous for future plans **TR: 1.7**

What **are you doing** on Saturday?
What **are they doing** at 7.00? I'm **going** to my family reunion.
They're **having** dinner with their neighbours.

1 Read. Complete the sentences. Use the correct form of the word in brackets.

1. What's your Uncle Simon cooking for the reunion on Saturday?
He _____ (make) his famous chocolate cake.
2. Are you doing something special at the reunion?
I _____ (run) in the three-legged race and
I _____ (have) lunch with my cousins.
3. What are you doing for your grandmother's birthday next week?
I _____ (give) her a card and a box of chocolates.

2 Play a game. Cut out the cards at the back of the book. Play with a partner. Listen, talk and act it out.



Guess what I'm doing after lunch?

After lunch, you're playing football.

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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.

READING

1 Listen and read. TR: 1.8

Where Do Your Eyes Come From?

The colour of our eyes and our hair are family traits. How tall we are, how big or small we are and the shape of our face are all family traits. We say that we inherit these traits from our parents.

Look around you. Many people have got the same eye colour or hair colour, but they all look different. It's the special combination of all of these common traits that makes you different from everyone else. No other person has got exactly the same combination of traits as you.

Are your earlobes attached to the side of your face? Or do they hang free? This is also an inherited trait.

How do you fold your hands? Do you cross your right thumb over your left thumb? Or do you cross your left thumb over your right thumb?

It's fun to look for these traits with your family and friends. Try it!




EYE COLOUR	
most common	
second most common	 
rarest	

Infographics show factual information in fun and sometimes surprising ways.

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

Weird but true engages students with surprising facts.


2 Read. Tick T for True or F for False.

- Eye colour is not a family trait. T F
- All people with black hair look alike. T F
- No one has got the same combination of traits as you. T F
- We get our traits from older family members. T F

3 Discuss. Work with a partner. Choose three traits. Who did you inherit these traits from?

shape of nose
 shape of face
 eye colour
 hair colour
 type of hair

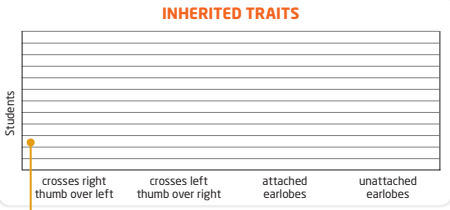
I've got a long face. I inherited it from my mother. Her face is very long.



People with blonde hair have got more hair on their head than people with brown hair.

4 Do a class survey. How do you fold your hands? Who has got attached earlobes? Record the information in the bar chart.

INHERITED TRAITS



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

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.

Leonardo da Vinci: The Greatest Inventor in History?

The story is often told of how Leonardo da Vinci used to go to his father's workshop to help him with his work. He was very clever and he was very hard-working. He was also very curious and he wanted to know how things worked. He was a very good student and he was very interested in what he was learning. He was a very good student and he was very interested in what he was learning.

Leonardo was so many things - artist, inventor, scientist and explorer. Today he is usually best known for his art, including some of the most famous paintings in the world. Leonardo was also a very good student and he was very interested in what he was learning. He was a very good student and he was very interested in what he was learning.

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2 Read the text again. Complete the sentences.

1550	Painting	Invention	Paintings	Relevant
1. Leonardo brought back to the market and _____ them.				
2. He studied the birds' wings so he could design a _____ machine.				
3. Leonardo also designed a _____ and a parachute.				
4. Make a list of one of the most _____ in the world.				
5. Leonardo died from _____ in _____.				

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

- Why were people surprised when Leonardo returned to his father's workshop?
- What of Leonardo's inventions is the most important, in your opinion?
- Leonardo's inventions were probably not made in his lifetime. Why not?

4 Express yourself. Choose an activity.

- Draw a picture of one of Leonardo's inventions. Choose an invention of your own and draw it in the same style as Leonardo's works. Add labels.
- Imagine a scene at the market where Leonardo brings some of his inventions. What do people say? What happens next? Write a short play. Work in a small group to act it out.
- Make a poster of Leonardo's inventions and list the same inventions in the modern day. Draw a picture of how they are used and give them on the poster. List the inventions with the similarities and differences between now and then.

LEONARDO DA VINCI'S LIFE

1452	1475	1482	1490	1500	1510	1519
Leonardo da Vinci is born in Vinci, Italy.	Leonardo goes to the Florence Academy of Art and learns to draw and paint.	Leonardo moves to Milan and works for the Duke of Milan.	Leonardo invents the flying machine.	Leonardo invents the helicopter.	Leonardo invents the tank.	Leonardo dies in Amboise, France.

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 **Mission** page promotes **universally recognised values** and highlights the work of a **National Geographic Explorer**.

WRITING

Diary Entry In a diary, you write about things that happen in your life and how they make you feel.

- 1 **Read.** Read the diary entry. What emotions does the writer describe? Underline the emotion words.

4th September

Today was my first day in a new class. This year I've got a lot of new classmates. It's nice to meet new friends, but I was a bit worried and scared at first.

A girl with curly brown hair smiled at me. A boy with black hair and glasses asked my name. All the children in my class were friendlier than I expected. I started to feel happier. My old friend Sam was there, too. He's taller than me now, but I think I'm cleverer! He thinks this year is harder than last year, but I think it's more fun. I'm happy to be back at school.



- 2 **Write.** Write a diary entry about a day in your life. Describe things that happened and how they made you feel.
- 3 **Share.** Share your writing. Work with a partner. Listen and make notes.

Name	Event	Emotions
Mai	moved to new house	surprised, happy

18 Unit 1

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

MISSION

Understand the human family.

Think. Pair. Share.

- In what ways can people in the same family be different from each other?
- Are all the people in the world one big family?
- Why is it important to understand how we are the same and how we are different?

These two girls, Marcia and Millie, are twin sisters.



'Everyone alive today descends from one woman who lived in Africa around 180,000 years ago.'

Spencer Wells, Geneticist, National Geographic Explorer

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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 quote by a National Geographic Explorer and a **Meet the Explorer** video help students to learn more about these inspirational people who are making a difference in the world.



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

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

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

PROJECT

Make a class big book on family features.

- Find a photo of your family. Then talk to your family about the physical characteristics you share.
 - Who in your family has got eyes like yours?
 - Who has got hair like you?
 - Who has got the same mouth as you?
 - Who has got the same nose as you?
- Work in groups of four to make a big book page.
- Divide the page into four parts.
- Glue your picture in one of the four parts.
- Write the names of relatives that you look like.

Now I can ...

- describe what I look like.
- compare people I know.
- talk about my plans.
- write a diary entry.

I get my brown eyes from my dad.

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

WORKBOOK

The *Our World Workbook* has 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.

GRAMMAR 1

Comparatives with -er

I'm	taller	than	you (are).
You're	older		I am.
Maria is	shorter		Carlos.
She's			he is / him.
My cat is	cuter		your cat.
Dogs are	friendlier		cats.

Add **-er**: tall → **taller** old → **older** short → **shorter**
 But: cute → **cuter** friendly → **friendlier**

1 Read and write. Complete the paragraph.

Naomi and Zoe are sisters. Most people think they look the same, but their mum and dad know who is who! Naomi was born three minutes before Zoe, so she's older (old) than Zoe. Naomi is also a bit _____ (tall) than Zoe and her hair is _____ (short) than Zoe's hair. Zoe likes to talk to everyone. She's _____ (friendly) than Naomi. She's also got _____ (big) eyes than Naomi.



Who am I?

2 Look and write. Write two or three sentences about these two people.

clever friendly happy old young



Mum, age 31

Grandfather, age 62

3 What about you? Compare two people in your family. Make true sentences.

- _____
- _____

5

READING

1 Listen and read. TR: 1.3

Cool Families

Imagine living with the same relatives all your life, from the day you are born until the day you die! You are always with your mum, your sisters and your maternal aunts (mum's sisters). You also spend time with your paternal aunts. You wash them and rest next to them. You don't leave them to go to school and they don't leave you. Not for one minute! This is how the females in baboon families live.



Orca mothers have got a very special relationship with their sons. Orca daughters often go to live with a new family. Orca sons, however, usually stay with their mum their whole life. The mums look after their sons very well and protect them. Sometimes the sons live with another female, for example, an aunt instead of their mum.

Young meerkats play games every day while their parents look for food (like tasty insects). Their brothers and sisters are the babysitters. When meerkats are one month old, they don't have a party or balloons. Instead, they go out for the first time and learn to hunt. When they are four months old, they can already find their own food! Bye-bye, Mum and Dad!

2 Read the text again. Draw lines to match.



When meerkats get angry, they stand up and try to look taller.

- | | |
|------------------|--|
| 1. parents | a. girl or woman |
| 2. maternal aunt | b. someone who looks after a child when his or her parents can't |
| 3. paternal aunt | c. mother and father |
| 4. babysitter | d. mother's sister |
| 5. female | e. father's sister |

8 Unit 1

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/4ourworld

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

Unit 1

Comparatives with -er

I'm	older	than	you (are).
You're	older		I am / me.
Keiko is	taller / shorter		Masa, he is / him.
My cat is	cuter		your cat.
Dogs are	friendlier		cats.

Add -er: tall → taller old → older short → shorter
 But: cute → cuter friendly → friendlier

1 Read and write. Complete the sentences.

- Jon is taller (tall) than his sister.
- My mum is _____ (young) than my dad.
- My dad is _____ (strong) than I am.
- My teacher is _____ (happy) than his students.
- Are dogs _____ (friendly) than cats?

2 Read and write. Write the opposite to complete the sentences.

- My mum is short. Your mum is taller than my mum.
- My grandmother is old. Jake's grandmother is _____ my grandmother.
- Your school is small. My school is _____ your school.
- My brother's hamster is big. My sister's hamster is _____ his hamster.
- My cat isn't friendly at all. Your cat is _____ my cat.

2

Present continuous for future plans

Question				Answer				
What	are	you	doing	tonight?	I'm	going	to the	I'm = I am
	is	she		tomorrow?	She's		shop.	She's = She is
	are	they		on Sunday? after school?	They're			They're = They are

Use be + verb + -ing to talk about a definite future plan: *Tomorrow, I'm going to the shop.*

1 Read and write. Use the words in the box.

do go make play ride shop take

- Nathan is playing football with his friends at five o'clock.
- Grandma _____ a cake this afternoon.
- Keira and Nadia _____ with their mum on Saturday morning.
- The children _____ the dog to the park this weekend.
- When _____ Fiona _____ to the dentist?

2 Write. Use the words to say when people are doing these things.

- My cousin / visit / me / at three o'clock
My cousin is visiting me at three o'clock.
- I / play / tennis / on Saturday afternoon

- The students / go / to the museum / on Friday

- My brother / go by bus / to school / next week

- What / Maria / do / tomorrow

4

TEACHER RESOURCES

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

READING

Objectives

- Students will ...
- compare indoor and outdoor farming.
- discuss problems and solutions.
- talk about the benefits of indoor farming.

Reading Strategy The 5 Ws and How

Academic Language caption, information graphic, predict, problem, skim, solution

Resources TR: 2.7; Workbook pages 20-21; Workbook Audio TR: 2.5; Online Practice

READING

1 Listen and read. TR: 2.7

THE FARMS OF THE FUTURE ARE HERE

How much space do you need to grow 10,000 heads of lettuce a day? Not that much surprisingly. On an indoor farm in Miyagi, Japan, farmers grow that much lettuce every day. They grow it in a building smaller than half a football field!

On this farm, farmers grow lettuce on shelves. The shelves can be up to fifteen levels high. Special LED lights help the lettuce grow faster. In fact, the lettuce is ready to pick even sooner than on an outdoor farm. Another big advantage is that indoor farms don't use as much water as outdoor farms.

INDOOR	2,300 m²
grows 10,000 heads of lettuce a day	17,500
uses 10% of the water of an outdoor farm	10,000
lets lettuce grow 30% faster	LED

On outdoor lettuce farms, there's usually a lot of food waste. Some plants are damaged or don't look good, so farmers can't sell them. Sometimes, farmers have to throw away more than thirty per cent of the lettuce they grow! On this indoor farm, they throw away less than three per cent of the lettuce they grow.

32 Unit 2

Warm Up ○○○●

- Activate prior knowledge** Say *I want to grow my own vegetables, but I live in the city. I haven't got enough space to plant a vegetable garden. What should I do?*
- Guide the conversation to the topic of food and gardening. Say *I can grow herbs indoors, but what about growing other plants?* Pause to get student responses, which may include using flower pots to grow plants outdoors on a balcony.

Present ○○○●

- Read together** Direct students to page 32. Ask a student to read the title aloud. Give students fifteen seconds to skim the page, looking at the photo, captions and other graphic features. Tell them to close their books. Ask *What do you think the reading is about?*
- Play TR: 2.7 and ask students to follow in their books. After they finish, tell them to revisit their predictions.
- Play TR: 2.7 again. Pause at the end of each paragraph to check for comprehension. Ask questions such as:
 - Paragraph 1:** How much space do you need to grow lettuce? In the reading, where is the indoor farm located? How big is the building?
 - Paragraph 2:** Where do farmers grow the lettuce? What helps the lettuce plants to grow faster? What is another advantage of this indoor farm?
 - Paragraph 3:** What are some disadvantages to growing lettuce on an outdoor lettuce farm?
- Graphic literacy** Ask students to use the information graphic on page 32 to identify the benefits of indoor farming.
- Ask *What do the drawings in the information graphic stand for?* (a drop of water and heads of lettuce) *What does the 'x' mean in the arrow?* (The 'x' sign means times.)

2 Read. Match to make sentences.

1. The indoor farm ...	a. less water than on outdoor farms.
2. Farmers grow ...	b. in Miyagi, Japan.
3. The farm is ...	c. grow lettuce on shelves.
4. Farmers ...	d. 10,000 heads of lettuce a day.
5. They use ...	e. inside a building.
6. The lettuce ...	f. grows a lot faster than on outdoor farms.

3 Read and discuss. Work in pairs. Tick two good things about the indoor farm. Add two more.

Farmers can grow more lettuce.

Farmers have to use more water.

There is a lot of food waste on the indoor farm.

Lettuce grows faster.

Answers will vary. Sample answers: Farmers have to use less water. Farmers only throw away three per cent of the lettuce.

4 Write questions. Imagine you're interviewing the owner of an indoor farm. Work in a small group to write five questions you'd like to ask. Use some of the words in the box. *Answers will vary.*

buy how other vegetables sell what when who why

Can you grow other vegetables on an indoor farm?
Who buys the lettuce from your farm?

33

BE THE EXPERT

About the Photo

The vegetable farm on page 32 is believed to be the largest vegetable farm powered only by LED lights. This farm is unlike other vegetable farms in Japan, many of which use LED and fluorescent lights to help plants to grow.

Our World in Context

Thanks to new technology, farmers no longer have to stick to growing seasons when planting new crops. In the past, August was generally the best time to harvest tomatoes in the Northern Hemisphere. In the Southern Hemisphere, tomatoes were harvested in January or February. Now, farmers can grow crops at any time of year.

Think Aloud Model guessing meaning from context by thinking aloud. Say *I'm not sure what damaged means. The reading talks about plants that are damaged. It mentions that farmers can't sell those plants. Farmers throw the damaged plants (lettuce) away. It must mean that lettuce that's damaged looks different from other heads of lettuce, so they have to throw them away.*

Ask students to agree or disagree with what they read. Remind them to listen politely and then express their opinions. Model by saying *I think farms of the future are great. Indoor farms save water and the plants grow faster.*

Practise ○○○●

- Tell students to use an index card or piece of paper to cover the right-hand column of the activity. Ask a student to read items 1-6 aloud. Check whether students are familiar with the vocabulary in the sentences. Review word meanings together for any difficult words.
- Tell students to uncover the right-hand column and complete the activity by drawing a line to connect the two columns. Ask students to read the completed sentences aloud.
- Expand** Ask students to use the sentences to say original sentences. For example, *The indoor farm uses 1% of the water of an outdoor farm uses.*
- Write two sentences on the board: *Indoor farms use a lot less space. It's very expensive to start an indoor farm.* Ask *Which of these is a good thing about indoor farms? (Indoor farms use a lot less space.) Yes. Indoor farms use a lot less space. This is an advantage of indoor farms. An advantage is something good or positive.*
- Ask students to work in pairs to read the items and tick two good things about indoor farms. Then ask them to go through the reading again and list two additional good things.

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.

Poster Sets

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



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

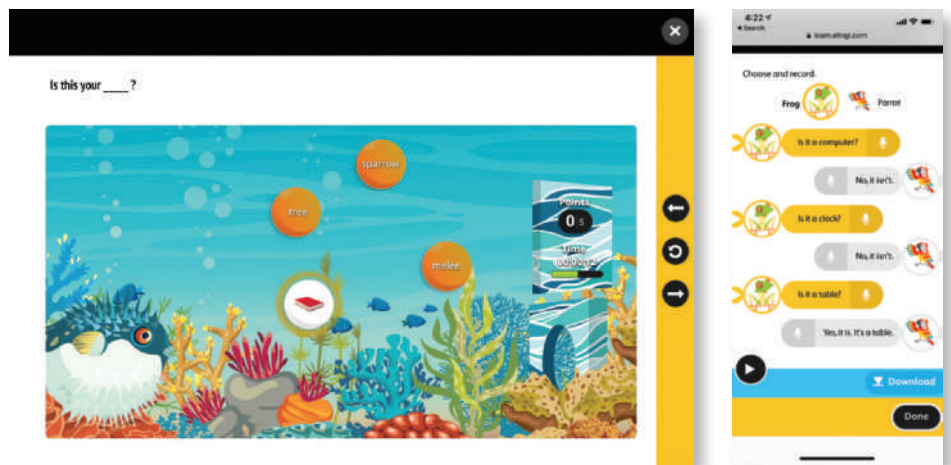
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking and access to audio and video resources.

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/4ourworld.

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

WHO? WHAT? HOW? WHY?

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 4 Readers

The Mirror: A folk tale from Korea

The Empty Pot: A folk tale from China

Rhodopis: A fairy tale from Egypt

Tender Flower and the Medicine: A Native American folk tale

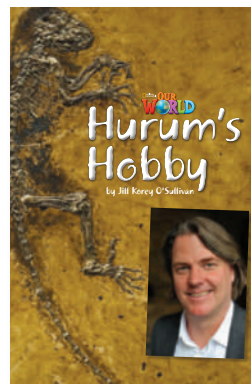
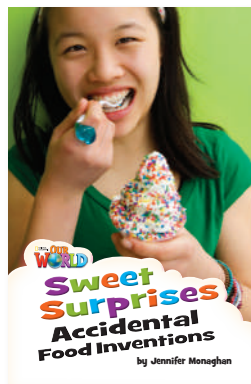
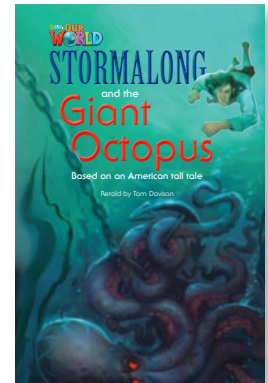
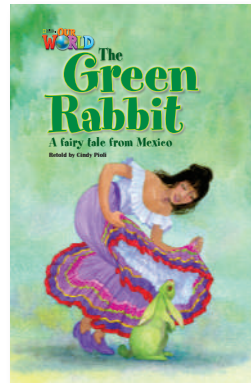
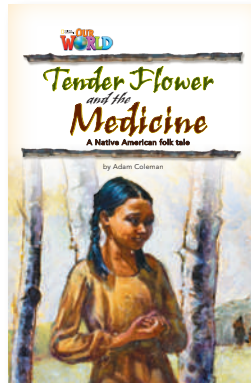
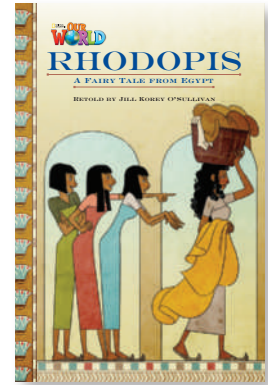
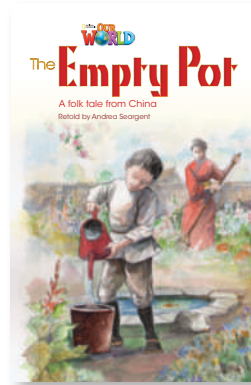
The Green Rabbit: A fairy tale from Mexico

Stormalong and the Giant Octopus

Sweet Surprises: Accidental Food Inventions

Hurum's Hobby

The Tug-of-War: A folk tale from Africa





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, 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: Grammar 1
- Scene 6: Grammar 2
- Scene 7: Song
- Scene 8: Viewing
- Scene 9: Meet the Explorer
- Scene 10: Story Time
- Scene 11: 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

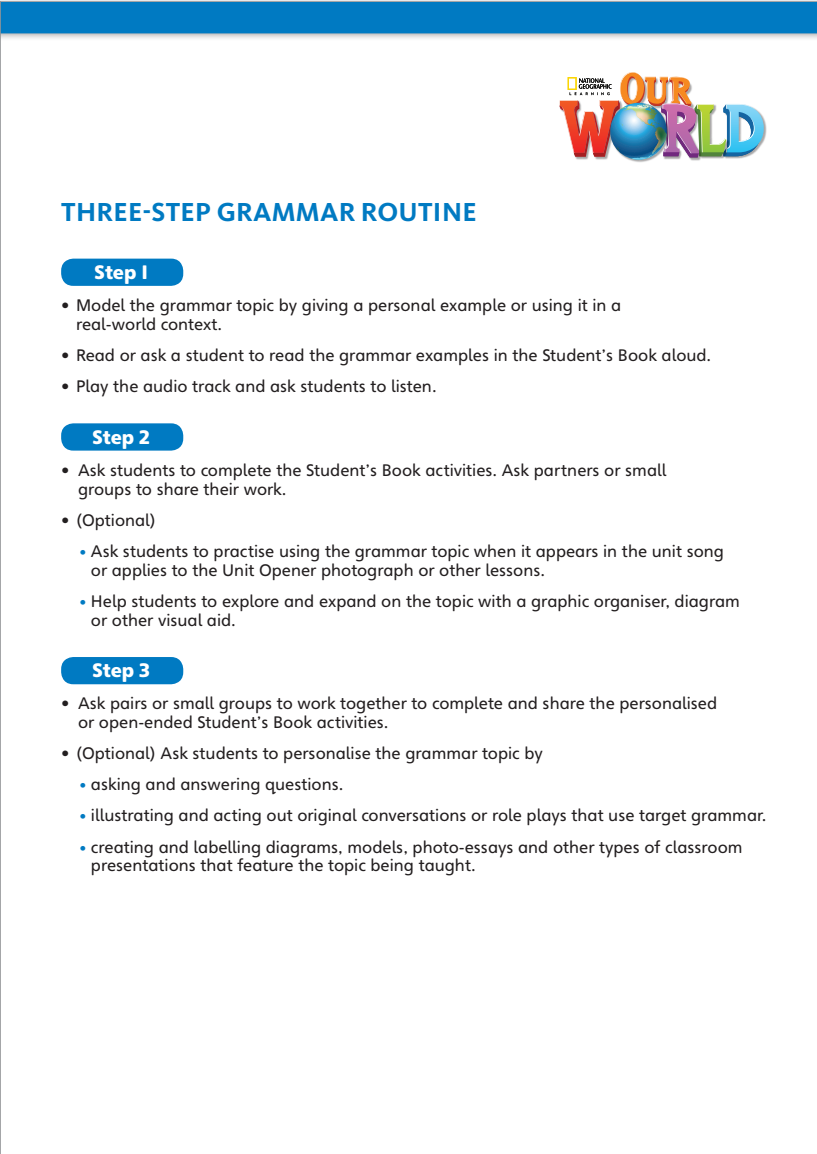
Routines


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

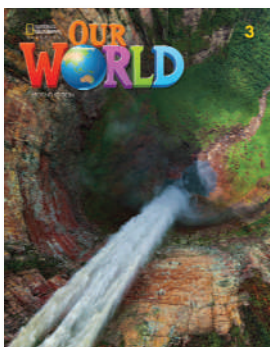
- Ask pairs or small groups to work together to complete and share the personalised or open-ended Student's Book activities.
- (Optional) Ask students to personalise the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original conversations or role plays that use target 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.



READING

1 Listen and read. 1B, 2A

Copycats

The leafy sea dragon is a weird but beautiful copycat. From its name you would think it imitates a dragon, wouldn't you? But no, it only gets that name from its funny shape. The leafy sea dragon imitates what is around it. It lives in seaweed, and so its body looks like a seaweed leaf. The sea dragon imitates the shape and colour of seaweed, and it even looks like floating seaweed when it moves. It doesn't use the parts of its body that look like a leaf to swim. It uses fins that are transparent, so it's hard to see them move.

The leafy sea dragon not only looks like a copycat, it also dances like a copycat. A male and female sea dragon will copy each other's movements for hours!

The mimic octopus is the only sea creature that can imitate many different species. It not only changes its colour, it also changes its shape. It's got arms as thick as pencils. When it spreads them wide, they look like the spines of a leaffish. It hides some of its arms in the sand but leaves two arms out. Then with its white and brown stripes and the two arms, it looks like a sea snake! It can also pull its arms together and swim on the sea floor, so in a predator, it looks like a poisonous flatfish!

Like other octopuses, the mimic octopus has got eight arms and three hearts. It swims by shooting out jets of water through a siphon. It's also got a large brain for its size. What a clever octopus!

2 Read and write. Work with a partner. Compare your answers.

1. What does the leafy sea dragon imitate? _____
2. What does the leafy sea dragon use to swim? _____
3. What does the mimic octopus look like? _____
4. What does the mimic octopus do with its arms? _____

3 Work with a partner. Choose the leafy sea dragon or the mimic octopus to talk about. Your partner will listen and complete the first row. Then listen to your partner and fill in the second row.

Habitat	Shape	Colour	Movement

4 Summarise the reading. Work in groups of three. Take turns.

The leafy sea dragon is a copycat animal.
But it doesn't look like a dragon.
No, it looks like seaweed.

32 Unit 2 South Australia 33

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 to 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 2


1 Listen and repeat. Then read and write. 10, 15, 20




a plan




evacuate




an emergency



a torch



supplies



a shelter

When a weather forecaster predicts bad weather, you can make a _____ to prepare. To protect yourself from wind and rain, you should go to a _____. If the electricity goes off, use a _____ to see in the dark. You can store _____ in a safe place so that you have got food to eat. A really bad storm can affect the whole town. In an _____, people have to _____ and go where it's safer.

2 Listen and stick. Find out what to do next. Put your stickers in the correct order. Work with a partner. Summarise the weather forecast. 10, 15, 20

1

2

3

4

5

14 Unit 1

GRAMMAR 2

Zero conditional (present tense) 10, 15, 20


I put on my winter coat if the weather is cold.
If I see lightning, I go inside.
If a sandstorm comes, I close all the windows.

1 Match and make logical sentences. What do you do in these situations? Write five sentences of your own in your notebook.

1. If I see lightning when I'm swimming,
2. If it rains,
3. If a storm comes,
4. If the temperature rises,
5. If a flood comes,
6. If it snows,

- a. I look for a boat.
- b. I wear gloves and boots.
- c. I try to stay cool.
- d. I get out of the water.
- e. I go inside the house.
- f. I use an umbrella.

2 Play a game. Cut out the cards at the back of the book. Play with a partner. Take turns. Match and make sentences. Keep the cards.



If it rains, I use an umbrella.

WRITING



Descriptive Writing In descriptive writing, you describe what something looks like and what it does. You can describe the big parts first and then the small parts. Or you can go from top to bottom, or one and to the other. Then you can describe how it works.

1 Read. Read about the sensitive plant. How does the writer describe it? How does the writer organise the description?

The sensitive plant

Did you know that some plants can move?

- The stem has got tiny white hairs and it stands straight up. It grows to about 80 centimetres.
- It's got many thin green leaves. Each thin leaf is made of many tiny parts. The parts are like tiny leaves. These tiny leaves grow on both sides of each leaf stem.
- When you touch a leaf, the tiny leaves fold. Two by two, starting from where you touch, they close up. The leaf stem hangs down, too. It looks like it is hiding and doesn't want you to touch it. After half an hour, the plant stands up – until you touch it again!

Sensitive plant

2 Write. Write about the plant you invented on the previous page. Describe it. What does it look like? What does it do? Organise your description.

3 Share. Share your writing. Work in a small group. Listen and make notes.

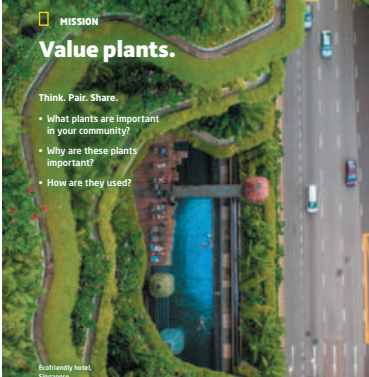
104 Unit 6

MISSION


Value plants.

Think. Pair. Share.

- What plants are important in your community?
- Why are these plants important?
- How are they used?



Ecotourist hotel, Singapore



On my first trip to the rain forest, I met a woman who was in terrible pain because no one in her village could remember which plant would cure her. I saw that knowledge was truly going lost, and in that moment I knew this was what I wanted to do with my life.

Maria Fadiman, Ethnobotanist, National Geographic Explorer

105

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 an instrument.

- 1 Work in small groups and research homemade musical instruments.
- 2 Collect recycling and make a musical instrument.
- 3 Join other groups with instruments and practise.
- 4 Have a concert!

We made percussion and wind instruments. They sound great!

Now I can ...

- talk about different musical instruments and styles.
- talk about my musical experiences.
- compare how people make music.
- do contrast writing.

52 Unit 3 53

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 1.8

Tornado Trouble

Tornadoes happen all over the world. There is even a place called Tornado Alley. Josh Wurman studies extreme weather. He joined a team of other scientists to study tornadoes in Tornado Alley. One day, the blue sky turned black. A giant cloud came towards the team. The cloud had winds that moved in a circle. Inside his van, Wurman watched the storm through his window and on his instruments. Colours on the computer screen showed where the rain fell and where the wind was the strongest.

The winds twisted the storm tighter and tighter into the shape of a funnel. When the funnel touched the ground, it became a tornado! The tornado looked like a giant grey elephant's trunk. It moved one way, then the other way. As the tornado moved across the ground, the team came dangerously close. They dropped special instruments close to the storm. These instruments showed wind speed, temperature and how much rain was falling.


The tornado twisted and moved for half an hour. The team watched the storm and their instruments the whole time. Then the tornado leant over slowly like a soft rope. Poof! It was gone. The excitement was over. But Wurman and his team have a lot more work to do. The information from their instruments will help them predict other tornadoes so that they can warn people and save lives.

2 Discuss. Work in groups of three. Answer the questions.

1. What shape is a tornado?
2. Where does a funnel touch to become a tornado?
3. Why do scientists study tornadoes?
4. What do scientists use to learn about tornadoes?

3 Match. Work with a partner. How does a tornado form? Match the text to each step. Discuss.

- a. Warm and cold air currents twist winds into a funnel. Then the funnel touches the ground.
- b. Warm air and cold air come together. They make a twisting wind of air that moves in circles.
- c. The twisting air stands up. Warm air moves up. Cold air moves down.



4 Work with a group. Compare tornadoes and hurricanes. Discuss. Complete the table.

Tornado	Hurricane
	Origin: They form over water. Duration: They last a week.

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Dodge City, Kansas, USA
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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 switch 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.

TEACHING WITH OUR WORLD

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.

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**.

Reading

A unique feature of the *Our World* series is the use of engaging content from the world-renowned National Geographic archives. Students are naturally curious about the world around them and will enjoy reading about topics such as copycat animals, chocolate, flesh-eating plants and pirate shipwrecks. Readings are age appropriate and provide basic practice in reading strategies such as identifying the main idea, finding details and examples, figuring out meaning from context and relating texts to graphic organisers.

The Lesson Planner includes a variety of before-, during- and after-reading tasks that draw students deeper into texts. Before-reading activities help to prepare learners for the reading by drawing their attention to titles, headings, photos and captions; by accessing what they already know about the topic; and by predicting what the reading might include. During reading, it is useful to train students to ask themselves silent questions such as **Who, When, Where, What, Why** and **How** and find the answers as they go. They can also underline or highlight information as they read or make brief comments in the margin.

After-reading activities include comprehension questions but can also include questions that require higher-order thinking, questions that require learners to support their ideas and opinions, summaries and graphic organisers. Additional readings are found in the Workbook.

TEACHING WITH OUR WORLD

In addition, nine **Our World Readers** accompany each level (1–6). These Readers are age appropriate and are designed so that they may be read independently, either in class or at home. Each Reader is thematically related to the corresponding Student’s Book unit and contains some of the unit target grammar and vocabulary. Texts are an entertaining and informative mix of fiction and non-fiction.

Writing

Younger learners are systematically introduced to writing, beginning in Level 1, where they work at the word level, gradually move into sentence stems and finally to one to three simple sentences. Students draw and then write about their drawings. In Level 2, young learners are guided to organise and write short paragraphs through answering specific questions. In Level 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because*, and sequence words. In Levels 1 to 3, a page in each Workbook unit provides additional writing practice.

In Levels 4 to 6, older learners are introduced to the concept of paragraph unity, and to different writing genres such as diary entries, blogs, reviews, opinion writing, cause and effect writing, contrast writing, exemplification writing, fact and opinion

writing, persuasive writing, classification writing and more. Students are guided step by step in the Workbook for each writing task in the Student’s Book. Additional writing tasks are provided in the Workbook as well.

A complete model is provided for each writing task in each unit in Student’s Books 1 to 6, so that learners have got clear, meaningful examples of what they are expected to do. When they have finished, writers read their work to classmates, who listen actively to fill in a table or make notes. Students are encouraged to give constructive criticism when applicable, pointing out things they liked, found confusing or wanted to know more about.

Teachers may want students to create individual writing portfolios for evaluation purposes. A writing portfolio is a file or folder of each student’s written work, assembled over a period of time. It contains final drafts of tasks, but it may also contain samples of work in other stages of the writing process, such as word maps, outlines, research cards, rough drafts, letters, poems, copies of group-produced work and inspirational images. The teacher, together with the student, reviews selected work and comments on the student’s writing progress.

The image shows three overlapping pages from a writing workbook. The top page is titled 'WRITING' and contains a 'Personal Narrative' section with a reading task and a 'Safe, not sorry!' section with a writing task. The middle page is titled 'WRITING' and contains a 'Read Safe, not sorry!' section with a writing task and a table for 'Feelings'. The bottom page is titled 'WRITING' and contains a 'Plan to write about your extreme weather experience' section with a writing task and a table for 'Senses'.

Page 1 (Top): WRITING
Personal Narrative When you write a personal narrative, you tell a reader to feel like he or she is there. To do this you can use descriptive words for the senses: sight, sound, taste, smell and touch. To express the sequence of events, use time expressions such as *after*, *before*, *next* and *then*.
1 Read. Read the personal narrative. How does the writer describe what she feels? How does the writer describe what she sees? Circle the words that relate to the senses. Underline the words and expressions that show sequence.
Safe, not sorry!
 If a hurricane comes, we know what to do. We've got a family plan. Last year, the weather forecaster told us that a hurricane was coming. First, I helped my dad put heavy wood over the windows. It was hard work. Next, we went inside the house and turned on the radio to listen for news about the hurricane. When the hurricane came, we could hear the strong winds outside. It was scary. The rain came down hard on the roof, too. Then suddenly, there was a loud crash. Everyone was worried. What was it? Soon, we saw a huge tree on the ground. The tree was on the window.
 I am so happy we had a family plan! Hope you have a hurricane for a while.
2 Write. Write about an extreme weather experience. Help the reader feel what you experienced. Use the senses.
3 Share. Share your writing. Work in a small group.

Page 2 (Middle): WRITING
1 Read Safe, not sorry! in your Student's Book. How does the writer describe what she feels? Read the steps.
 1. The writer chose something that happened.
 2. Next, the writer wrote things that happened in the order they happened.
 3. Then the writer wrote about her feelings about the things that happened.
Feelings
 It was scary.
 Everyone was worried.
 I am so happy we had a family plan.
 4. Next, the writer added descriptions of how she lived. In the table below, see the sense words she used to write about all of her senses. You can write about your own experience.

See	Hear	Touch	Taste	Smell
a huge tree wood over the windows	weather forecaster strong winds heavy rain loud crash			

 5. Next, the writer wrote a first sentence to start her writing. If a hurricane comes, we know what to do.
 6. Then the writer wrote what happened in the order it happened.
 7. Finally, the writer wrote a sentence to end her writing. I am so happy we had a family plan!
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Page 3 (Bottom): WRITING
2 Plan to write about your extreme weather experience. Answer the questions and complete the table.
 1. What extreme weather experience will you write about?
 2. What feelings will you write about?

See	Hear	Touch	Taste	Smell

 3. Follow the steps in Activity 1. In your notebook, write your narrative about an extreme weather experience.
4 Express yourself. Plan to write about something that happened to you. Choose one of the items below. Then complete the table.
 a happy thing a scary thing a beautiful thing

What experience will you describe?	What words will you use to describe your senses?	What words will you use to describe your feelings?

5 Write each thing that happened. Put the events in order.
 1. _____
 2. _____
 3. _____
6 Write your personal narrative in your notebook.
11

VOCABULARY

Our World helps to develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and across different programme components. Active vocabulary consists of words necessary to understand and talk about the unit theme, as well as high-frequency, high-utility items used in real communication relevant to the world of the student.

For younger learners, many items are related to the same concepts they are exploring in their first language, such as colours, shapes and numbers. For older learners, vocabulary items are related to their own lives (habits, housework, likes and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language and literature, social studies, sports). Encourage students' active involvement in vocabulary learning through the use of pictures, **Flashcards**, **Posters**, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles and word walls.

Encourage students to keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations and build word groups (photo, photograph, photographer, photographic, photographically). When appropriate, raise awareness of word formation through prefixes and suffixes.

GRAMMAR

Our World presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analysing forms and memorising rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts, and by using grammar as unanalysed 'chunks' that help them to communicate.

The grammar boxes in the Student's Books, Workbooks and Grammar Workbooks show target points in meaningful sentences that students can use as models for language production. As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep personal grammar reference notebooks in which they've got a page for each grammar point, with examples of form, meaning and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.

Grammar practice in the Student's Book is supported by additional activities in the Workbook, Grammar Workbook, Video animations and the Classroom Presentation Tool.