

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

SECOND EDITION

2



LESSON PLANNER

OUR WORLD ²

Series Editors
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SECOND EDITION

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Scope and Sequence

				
UNIT 0 My Family p. 4	1 Fun in Class p. 10	2 The World of Weather p. 26	3 Fun in the Sun p. 42	4 Inside Our House p. 62
CONTENT AREA CONNECTION	Social and Instructional Language, Language and Literature	Language and Literature, Science	Language and Literature, Health and Physical Education	Social Studies
GOALS SC: 1	<ul style="list-style-type: none"> say what people are doing say what classroom objects you are using show where things are 	<ul style="list-style-type: none"> talk about the weather talk about your clothes say when it is hot or cold 	<ul style="list-style-type: none"> say what you like doing outside say what you do on different days say what you like 	<ul style="list-style-type: none"> name furniture name household objects say where things are in a house
VOCABULARY 1 & 2 SC: 2–4	<i>colouring, counting, cutting, drawing, gluing, listening, reading, rubbing out, talking, writing</i> Strategy: Base words and endings: <i>-ing</i> <i>felt tip, glue, notebook, paintbrush, scissors</i> Strategy: Comparing sounds: /s/ and /z/	<i>boots, cloudy, cold, hot, jumper, raincoat, rainy, snowy, sunny, swimming costume, windy</i> Strategy: Alphabetical order <i>coat, jeans, shorts, trainers, umbrella</i> Strategy: Alphabetical order	<i>fly a kite, play a game, play baseball, play basketball, play football, play hide and seek, ride a bike, rollerblade, skateboard, skip</i> Strategy: Multiple-meaning words <i>bounce a ball, catch a ball, play tag, throw a ball, watch a game</i> Strategy: Comparing sounds: /eɪ/ and /aɪ/	<i>armchair, bath, bookcase, cooker, fireplace, microwave, rug, shelves, shower, stairs</i> Strategy: Compound words <i>door, fridge, phone, sink, window</i> Strategy: Single sounds: /oʊ/
GRAMMAR 1 & 2 SC: 6–7	Present continuous: first person plural Questions with <i>Are there ...?</i> and short answers	<i>What's + noun + like?</i> and answers using <i>It's ...</i> Imperatives	<i>Like + -ing</i> <i>Let's</i>	Prepositions of place Subject-pronoun agreement: <i>it, they</i>
READING	Paper Art Strategy: Compare and contrast	Snow Animals Strategy: Identify main idea and details	Amazing Playgrounds Strategy: Ask questions	Fun Houses Strategy: Use visuals to support comprehension
WRITING	Draw and write about you and your friend. Focus: Write short sentences and identify names and actions	Write about a picture of yourself. Focus: Describe weather and clothes	Write about activities. Focus: Write about what you like doing	Write about a room in your house. Focus: Write about a room in your house
VALUE	Be tidy.	Dress for the weather.	Be a good sport.	Help at home.
PROJECT	Make a container for your school supplies.	Make a weather mobile.	Make a mural.	Make a house out of boxes.
EXTENDED READING	A Son for Geppetto	pp. 58–59		Coyote Brings Fire to the People
REVIEW	Units 1–3	pp. 60–61		Units 4–6

ADDITIONAL VIDEO Game: SC: 5; Review: SC: 8; Song: SC: 9; Viewing: SC: 10; Story Time SC: 11; Wrap UP: SC: 12

				
<p>5 Day by Day p. 78</p>	<p>6 How Are You? p. 94</p>	<p>7 Amazing Animals p. 114</p>	<p>8 The World of Work p. 130</p>	<p>9 Let's Eat! p. 146</p>
Social and Instructional Language, Language and Literature	Language and Literature	Science, Social Studies	Language and Literature, Social Studies	Social Studies, Health and Physical Education
<ul style="list-style-type: none"> • say what you do every day • talk about when you do things • name parts of the day 	<ul style="list-style-type: none"> • say how people look • talk about how people feel • talk about what people are doing 	<ul style="list-style-type: none"> • name animals • describe animals • talk about what animals can and can't do 	<ul style="list-style-type: none"> • talk about jobs • talk about where people work • say what you want to be 	<ul style="list-style-type: none"> • talk about food • say what you like eating • ask politely for things
<p><i>brush my teeth, get dressed, get up, go to bed, go to school, have breakfast, have dinner, have lunch, play computer games, play with friends, wash my face</i></p> <p>Strategy: Irregular plurals</p> <p><i>at night, in the afternoon, in the evening, in the morning, late</i></p>	<p><i>angry, bored, excited, hungry, scared, silly, surprised, thirsty, tired, worried</i></p> <p>Strategy: Antonyms and synonyms</p> <p><i>crying, frowning, laughing, smiling, yawning</i></p>	<p><i>camel, crocodile, elephant, giraffe, hippo, hop, kangaroo, lion, monkey, panda, parrot, penguin, swing, tiger, zebra</i></p> <p>Strategy: Context clues</p> <p><i>big teeth, colourful feathers, long trunk, sharp claws, short tail</i></p>	<p><i>bus driver, chef, dentist, doctor, farmer, firefighter, nurse, office worker, police officer, scientist, singer, vet</i></p> <p>Strategy: Base words and endings <i>-er, -or</i></p> <p><i>artist, film star, football player, inventor, rock star</i></p>	<p><i>bean, bread, burger, carrot, ice cream, mango, meat, noodles, pasta, pepper, potato, sweetcorn, tomato</i></p> <p>Strategy: Using a dictionary</p> <p><i>cheese, crisps, grapes, nuts, snacks, yoghurt</i></p> <p>Strategy: Comparing sounds: /i:/ and /ɪ/</p>
<p>Telling the time</p> <p>Adverbs of frequency</p>	<p>He/She looks ...; How are you? and answers using I'm + adjective</p> <p>Regular and irregular plurals</p>	<p>Can and can't for ability</p> <p>Yes/No questions with have/has ... got and short answers</p>	<p>Present simple: Wh questions and answers</p> <p>Present simple: want + to- infinitive</p>	<p>Questions and answers with any</p> <p>Polite requests with may</p>
<p>A Day in the Space Station</p> <p>Strategy: Identify sequence of events</p>	<p>Fabulous Faces</p> <p>Strategy: Ask questions</p>	<p>Two Big Birds</p> <p>Strategy: Compare and contrast</p>	<p>Wonderful Work!</p> <p>Strategy: Summarise</p>	<p>Super Snacks!</p> <p>Strategy: Scan text for information</p>
<p>Write about your favourite day.</p> <p>Focus: Write about a favourite day</p>	<p>Write about a photo of a special event.</p> <p>Focus: Describe a photo of a special event</p>	<p>Write about a favourite animal.</p> <p>Focus: Write about a favourite animal</p>	<p>Write about a person's job.</p> <p>Focus: Write about a person's job</p>	<p>Write about favourite snacks.</p> <p>Focus: Write about your favourite snacks</p>
<p>Be on time.</p>	<p>Help make other people happy.</p>	<p>Respect animals.</p>	<p>Work hard.</p>	<p>Eat good food.</p>
<p>Make an accordion book.</p>	<p>Make a paper-bag puppet.</p>	<p>Make a class set of animal cards.</p>	<p>Make a poster about your favourite job.</p>	<p>Make a class snack.</p>
pp. 110–111	Grevy's Zebras		pp. 162–163	
pp. 112–113	Units 7–9		pp. 164–165	

STUDENT'S BOOK WALK-THROUGH

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

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

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



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

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

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



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

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

VOCABULARY 1

1 Listen and say. TR: 2.1

2 Listen. Point and say. TR: 2.2

3 Ask and answer. Use these words. Work with a partner.

climb fly hop jump
run swim swing walk

This animal can hop. What is it?
It's a kangaroo!

116 Unit 7

117

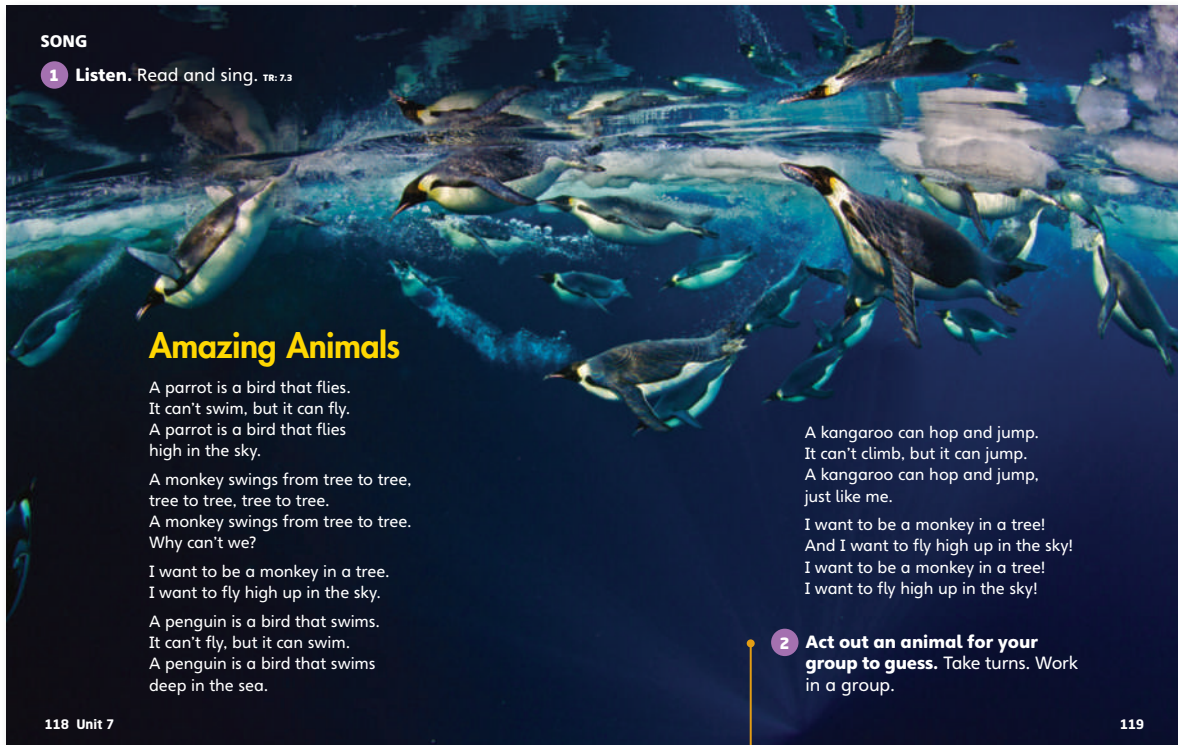
Students work in **pairs or groups** to practise the new words.

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



STUDENT'S BOOK WALK-THROUGH

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



SONG

1 Listen. Read and sing. TR: 7.3

Amazing Animals

A parrot is a bird that flies.
It can't swim, but it can fly.
A parrot is a bird that flies
high in the sky.

A monkey swings from tree to tree,
tree to tree, tree to tree.
A monkey swings from tree to tree.
Why can't we?

I want to be a monkey in a tree.
I want to fly high up in the sky.

A penguin is a bird that swims.
It can't fly, but it can swim.
A penguin is a bird that swims
deep in the sea.

A kangaroo can hop and jump.
It can't climb, but it can jump.
A kangaroo can hop and jump,
just like me.

I want to be a monkey in a tree!
And I want to fly high up in the sky!
I want to be a monkey in a tree!
I want to fly high up in the sky!

2 Act out an animal for your group to guess. Take turns. Work in a group.

118 Unit 7 119

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

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

The **Song** on the Classroom DVD features the presenter singing the song. Students can follow along with the **karaoke-style lyrics**.

A parrot is a bird
that flies.

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

GRAMMAR I

Can and can't for ability TR: 7.4
A penguin **can** swim. It **can't** fly.
Penguins **can** swim. They **can't** fly.
Can a penguin swim? Yes, it **can**. **Can** a penguin fly? No, it **can't**.
Can penguins swim? Yes, they **can**. **Can** penguins fly? No, they **can't**.


1 Read. Write true sentences.

1. A hippo can climb trees.
A hippo can't climb trees.
2. Zebras can't run.

3. A snake can walk.

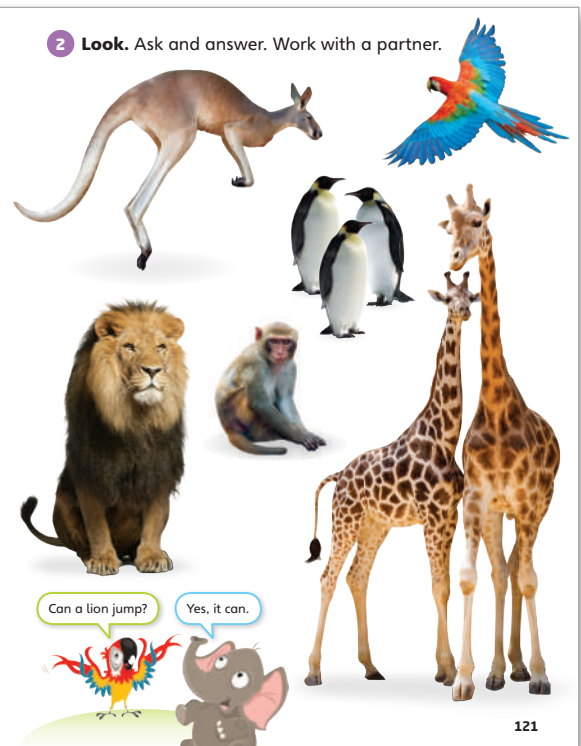
4. Elephants can hop.

5. A crocodile can't swim.



120 Unit 7

2 Look. Ask and answer. Work with a partner.



Can a lion jump? Yes, it can.

121

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

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



STUDENT'S BOOK WALK-THROUGH

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

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

VOCABULARY 2

1 Listen and say. Tick T for True or F for False. TR: 7.5



colourful feathers
sharp claws
a short tail
a long trunk
big teeth

- Crocodiles have got colourful feathers. (T) (F)
- Elephants have got long trunks. (T) (F)
- Camels have got sharp claws. (T) (F)
- Giraffes have got short tails. (T) (F)
- Lions have got big teeth. (T) (F)

2 Talk and stick. Work with a partner.

Have hippos got long legs? No, they haven't. They've got short legs.

short legs	long tails	sharp claws	long necks	big ears
122 Unit 7				

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

GRAMMAR 2

Yes/No questions with have/has ... got and short answers TR: 7.6

Has a tiger **got** sharp claws? Yes, it **has**.
 Has a tiger **got** a trunk? No, it **hasn't**.
 Have tigers **got** sharp claws? Yes, they **have**.
 Have tigers **got** trunks? No, they **haven't**.

1 Read and tick. Then listen and check your answers. TR: 7.7

	big ears	long neck	sharp teeth	long trunk	colourful feathers
elephant	✓				
giraffe					
lion					
crocodile					
parrot					

2 Play a game. Cut out the cards at the back of the book. Play with a partner.



Have giraffes got short necks?
 No, they haven't. They've got long necks.

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: 7.8

Two Big Birds

Cassowary

The cassowary is an amazing animal. It is big and strong and can live to be 60 years old. It lives in the rain forests in Papua New Guinea and Australia.


The cassowary can run really fast, but it can't fly. It can make loud noises, but it can't sing. Watch out! An angry cassowary can kick really hard!

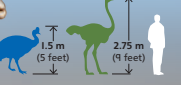


Ostrich

The ostrich is an amazing animal, too. It is very big and strong and can live to be 50 years old. It lives in the dry Savanna and Sahel areas in Africa.

Like the cassowary, the ostrich can run really fast, but it can't fly. It can also go without water for a long time. And yes, it can kick hard, too!





2 Match. Join the sentence parts. Draw lines.

1. The cassowary and ostrich	a. very colourful.
2. The ostrich is	b. can kick hard.
3. The cassowary is	c. very tall.

124 Unit 7

Infographics show factual information in fun and sometimes surprising ways.

Weird but true engages students with surprising facts.

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.

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

3 Look and read. Talk about the birds. Work with a partner.

Cassowary

- lives in Papua New Guinea and Australia
- rain forests
- tall
- makes very loud noises

Both

- can live for a long time
- can run fast
- can't fly
- can kick hard

Ostrich

- lives in Africa
- dry areas
- very tall
- goes without water for a long time

4 Read and write.

- Do cassowaries make loud noises?

- Can an ostrich go without water for a long time?

- Where do ostriches live?

- Can a cassowary fly?

5 Talk about the animals. Work with a partner.

camels

crocodiles

tigers

zebras



Zebras live in Africa.

125

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

EXTENDED READING

1 Listen and read. TR: 4.4

Grevy's Zebras

What is it? It looks like a horse. It has got four legs and a long tail. It's black and white. Or is it white and black?

It's a zebra! Zebras live in Africa in groups called herds. Each herd contains many zebra families. In each zebra family, there is usually one adult male, several females and young zebras.

Like horses, zebras have got long heads, thin legs and long tails. Zebras are grey, black and brown. They can run fast and kick hard! And, even though they look like, every zebra has got a different stripe pattern!

There are three different kinds of zebras: plains zebras, Grevy's zebras and mountain zebras. Grevy's zebras are disappearing for many reasons. But some members of the Samburu tribe are working to protect Grevy's zebras in Kenya and Ethiopia. They help them find food and water, and they protect the zebras from hunters.

2 Read and write. Write the describing words.

- Zebras are black and _____.
- Zebras have got _____ legs.
- Zebras have got _____ tails.
- Zebras can run _____.

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

- How are zebras like horses?
- Describe a zebra family.
- How do members of the Samburu tribe help Grevy's zebras?

4 Choose an activity.

- Draw a picture of a zebra. Carefully draw its stripes. Compare with your partner.
- Find or draw pictures to show where zebras live in Africa.
- Learn more about Grevy's zebras. Then draw and label a picture of a Grevy's zebra.

122 Extended Reading 123

STUDENT'S BOOK WALK-THROUGH


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

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

The **Value** page promotes **universally recognised values** such as 'Respect animals' and 'Be a good sport'.

WRITING

1 Read. My favourite animal is the kangaroo. It is a big animal with a long tail and strong legs. It can hop and jump. It can't walk or run. It has got a pouch for a baby kangaroo!



2 Write. Answer the questions. Then write your answers together as a paragraph in your notebook.

1. What is your favourite animal?

2. Describe your favourite animal.

3. What can your favourite animal do?

3 Share. Work in groups of three. Take turns. Read your writing to your group. Listen. Complete the table.

Name	Favourite animal	What it looks like	What it can do

126 Unit 7

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

VALUE

Respect animals.

Be kind and gentle.



Think. Pair. Share.
Do you respect animals?
What do you do?

Bifengxia Giant Panda Breeding and Research Center, Sichuan Province, China

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

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

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

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

PROJECT
Make a class set of animal cards.

1 Choose an animal.

2 Do research.

3 Make a card. Use pictures.

4 Describe your animal.

Now I can ...

- name animals.
- describe animals.
- talk about what animals can and can't do.

Penguins are my favourite bird. They have got black and white feathers. They live in the ice and snow. They can swim, but they can't fly. Carla

My card is about penguins. They're really cool!

128 Unit 7 129


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

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

WORKBOOK AND GRAMMAR WORKBOOK



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

READING
1 Listen and read. 16-18



Camels Are Cool!

Camels are amazing animals. They are big and strong and live to be 40 to 50 years old. They live in very hot and dry places. Bactrian camels live in rocky deserts in Asia. Arabian camels live in sandy deserts in North Africa. Bactrian camels have got two humps, but Arabian camels have got only one hump. All camels can go without food and water for a long time. Their humps help them do this. When it is windy, camels can protect their eyes. They have got three eyelids on each eye and two sets of long eyelashes. And when sand and dust are blowing everywhere, they can close up their noses, too!

Arabian camel Bactrian camel

2 Read. Draw lines to match.



- Camels live
- Camels can have
- Camels can protect

- their eyes from wind and sand.
- in very hot and dry places.
- one or two humps.

88 Unit 7

3 Look and read. Then work with a partner. Talk about camels.

Bactrian camel	Bactrian and Arabian	Arabian camel
<ul style="list-style-type: none"> lives in Asia rocky deserts two humps 	<ul style="list-style-type: none"> live in hot areas three eyelids per eye two sets of eyelashes can go without food or water for a long time 	<ul style="list-style-type: none"> lives in North Africa sandy deserts one hump

4 Read and write.

- Do camels live in cold places?

- How many humps have Bactrian camels got?

- Where do Arabian camels live?

- Can camels close their noses when it is windy?

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 on international exams
- Workbook audio available for streaming and download at ELTNGL.com/2ourworld

Unit 7

Can and can't for ability			
A penguin	can swim	It	can't fly. can't = can not
Penguins	can	They	can't fly.
Question	Answer		
Can a penguin swim?	Yes, it	can.	
Can penguins swim?	No, they	can't.	

Can takes the same form for all persons: I/You/She/They **can** run.

1 Read. Write *can* or *can't*.

- A hippo _____ swim.
- Zebras _____ run.
- A lion _____ fly.
- A parrot _____ swim.
- Penguins _____ fly.
- A kangaroo _____ hop.

2 Write. Look at Activity 1. Write about each animal.

- A hippo can swim, but it can't climb.

- _____
- _____
- _____
- _____
- _____

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3 Read and write.

- Can you play baseball?
Yes, I can. _____
- Can your friends play football?





- Can your grandfather skip?

- Can your mother ride a bike?

- Can a baby run?

- Can you and your friends draw?

4 Look and write. Write questions for the answers.

-  Can a lion fly?
No, it can't. _____
-  _____?
Yes, it can. _____
-  _____?
No, it can't. _____
-  _____?
Yes, it can. _____

5 Write. What can you do? Write three sentences with *can* or *can't*.

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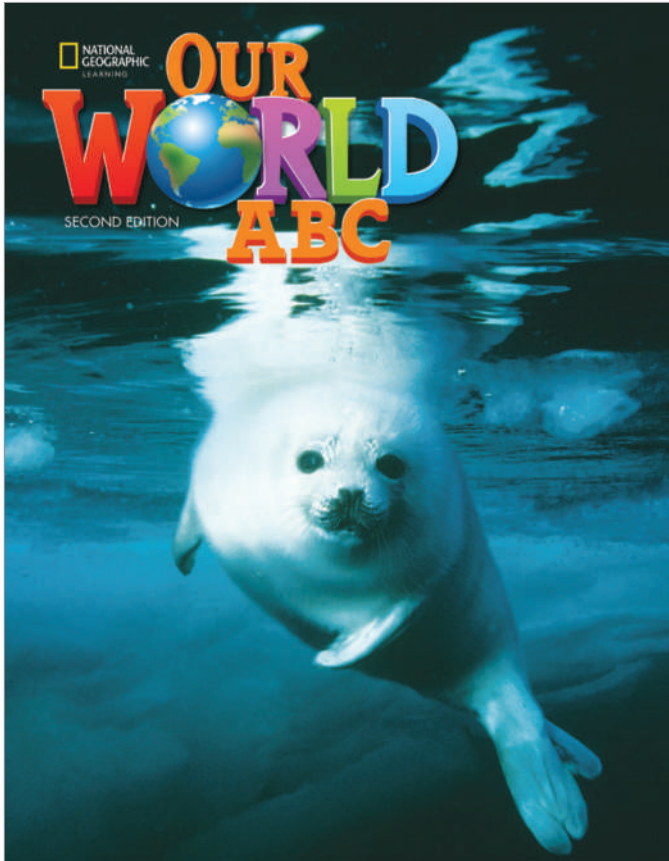
GRAMMAR WORKBOOK

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

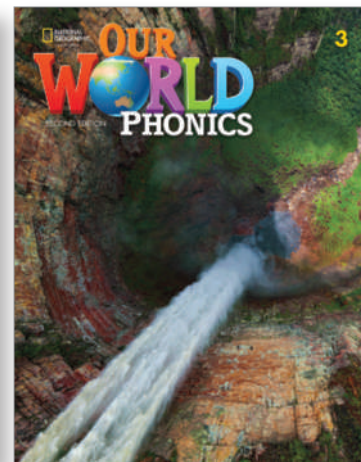
New to the second edition

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

OUR WORLD ABC AND OUR WORLD PHONICS



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



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

TEACHER RESOURCES

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

VOCABULARY 1

Objectives
Students will ...

- identify and use words for animals.
- use words to describe animals.

Vocabulary a parrot, a giraffe, a camel, a zebra, a tiger, a lion, a monkey, a panda, a crocodile, a penguin, an elephant, a hippo, a kangaroo, swing, hop

Academic Language clue

Resources TR: 7.1–7.2; Flashcards 134–148; Sounds of English Card 30; Classroom DVD Sc. 2; Vocabulary 1a, Sc. 3; Vocabulary 1b; Activity Worksheet 7.1; Workbook pages 80–81; TR: 7.1; Online Practice

Materials five pieces of paper with one animal name on each: dog, cat, chicken, horse, turtle; crayons; six index cards with the following headings: (1) brown animals, (2) birds, (3) animals that swim, (4) big cats, (5) animals with long necks, (6) black and white animals



a parrot


a giraffe


a camel


a zebra


a tiger


a lion


a monkey

116 Unit 7

Warm Up ●●●

- **Activate prior knowledge** Put students into five groups. Give each group a piece of paper with an animal's name on it: dog, cat, chicken, horse, turtle. Keep each piece of paper turned over so other groups cannot see it. Say *Your group acts out the animal on your piece of paper. Other groups guess your animal.*
- Give groups two minutes to talk about their animals and how their animals act. Then invite groups one at a time and say *Act out your animal.* Ask other groups to guess the animal.
- **Recycle** Say *Now let's talk about your animal with the class. Take turns. Address the first group and ask What's your animal? How big is it? What colour is it?* Continue with the rest of the groups.

Present ●●●

- Say *Let's talk about animals. Look at the animals in your book. Give students a few moments to look at pages 116–117. Point to each animal, say its name and use its name in a sentence. For parrot, say A parrot. A parrot is a bird. For giraffe, say A giraffe. A giraffe has got a long neck. For camel, say A camel. A camel is tall. Continue with zebra, tiger, lion and monkey.*
- Continue with page 117. For panda, say A panda. A panda has got black ears. For crocodile, say A crocodile. A crocodile lives in a river. For penguin, say A penguin. A penguin swims. Continue with elephant, hippo and kangaroo.



a panda a crocodile a penguin
an elephant a hippo a kangaroo

3 Ask and answer. Use these words. Work with a partner.

climb fly hop jump
run swim swing walk



117

BE THE EXPERT

Vocabulary Strategy

Context Clues Understanding how to use context clues can help students to improve their reading skills as well as their vocabulary. Nearby words, pictures and photos can offer clues to the meaning of an unknown word. For example, a photo of a swinging monkey near the sentence *A monkey swings from trees* gives a clue to the meaning of swings. Determining a word's part of speech also provides clues.

The Sounds of English

Single Sounds: /ə/ The schwa sound /ə/ (tiger) is one of the most common vowel sounds in English, but it is uncommon in many other languages. To pronounce it, your tongue should be gently touching your lower front teeth. Your jaw, tongue and lips should all be relaxed. The sound /ə/ is often used in unstressed syllables.

Use Sounds of English Card 30 (contg). Say some of the example words with the class, demonstrating the difference between the stressed and unstressed syllables.

Example words: zebra, panda, camel, parrot, crocodile, elephant, kangaroo

Related Vocabulary
forest, hump, stripes, swamp, wild

• **2** Point to Activity 2. Say *Listen. Point to the photo. Say the word.* Play TR: 7.2. Pause after zebra, hold up the book, point to the photo of a zebra and say zebra. *Now you do it.* Pause after each word and give students time to find the photo. Ask them to say the word as they point to the photo in their books. Point to a photo on pages 116–117. Ask *What's this animal?*

• Put students into groups of three. Say *One student says a word. Two students point to the photo in the book. All students say the word.* Give students enough time to practise for each photo.

Practise ●●●

- **1** Point to Activity 1. Say *Listen.* Play TR: 7.1. Pause the audio after the first item. Ask students to repeat. Then play the sentence. Ask students to say the sentence. Point to the item in the book as the audio says each item and sentence.
- Say *Now listen and say.* Play TR: 7.1 again. Pause the audio after the first item. Ask students to repeat. Then play the sentence. Ask students to say the sentence.

The Lesson Planner includes:

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

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

Our World Flashcards including the Sounds of English

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

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



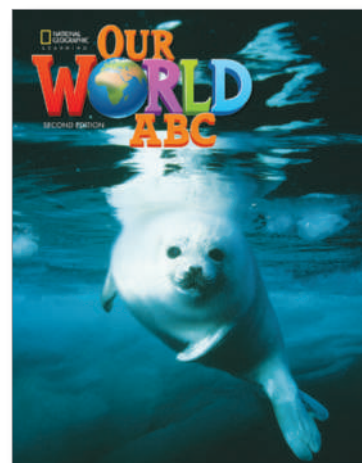
Poster Sets

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

Our World Phonics Teacher's Guide

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

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



Assessment

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

DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book, Workbook** and **Grammar Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

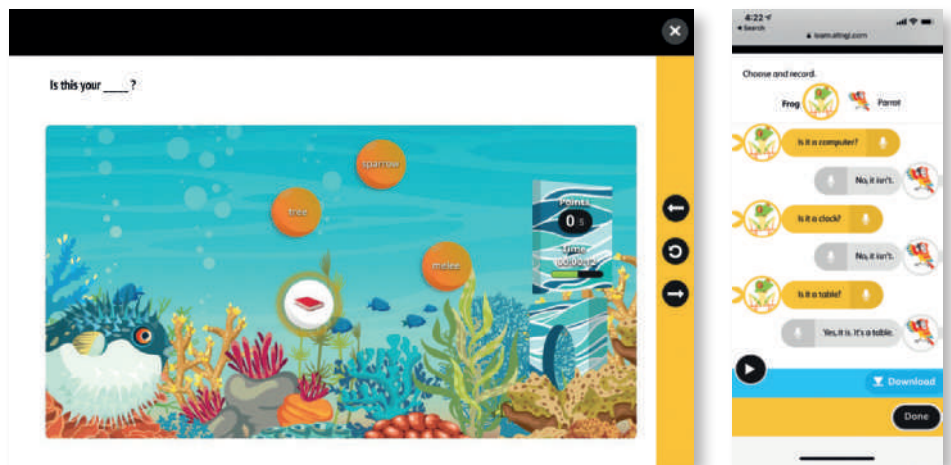
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking and access to audio and video resources.

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

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

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

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



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

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has 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/2ourworld.

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 © 2020 Cengage Learning Inc. 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 2 Readers

Art Class

The North Wind and the Sun

The Ant and the Grasshopper

The Three Pigs

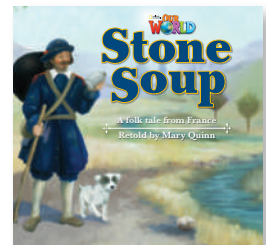
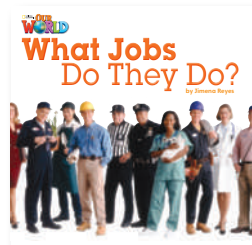
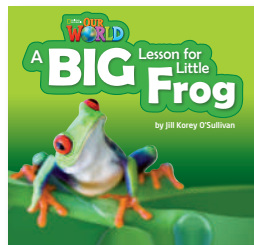
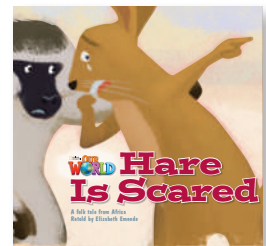
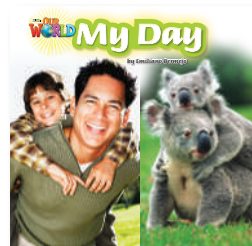
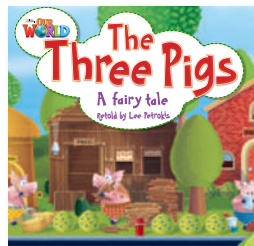
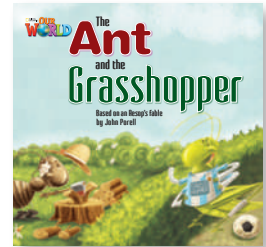
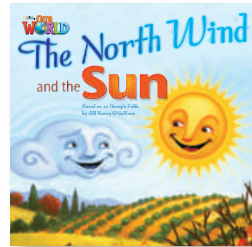
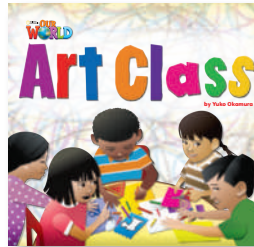
My Day

Hare is Scared

A Big Lesson for Little Frog

What Jobs Do They Do?

Stone Soup





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: Game
- Scene 6: Grammar 1
- Scene 7: Grammar 2
- Scene 8: Review
- Scene 9: Song
- Scene 10: Viewing
- Scene 11: Story Time
- Scene 12: Wrap Up



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you to **improve classroom practice** and 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

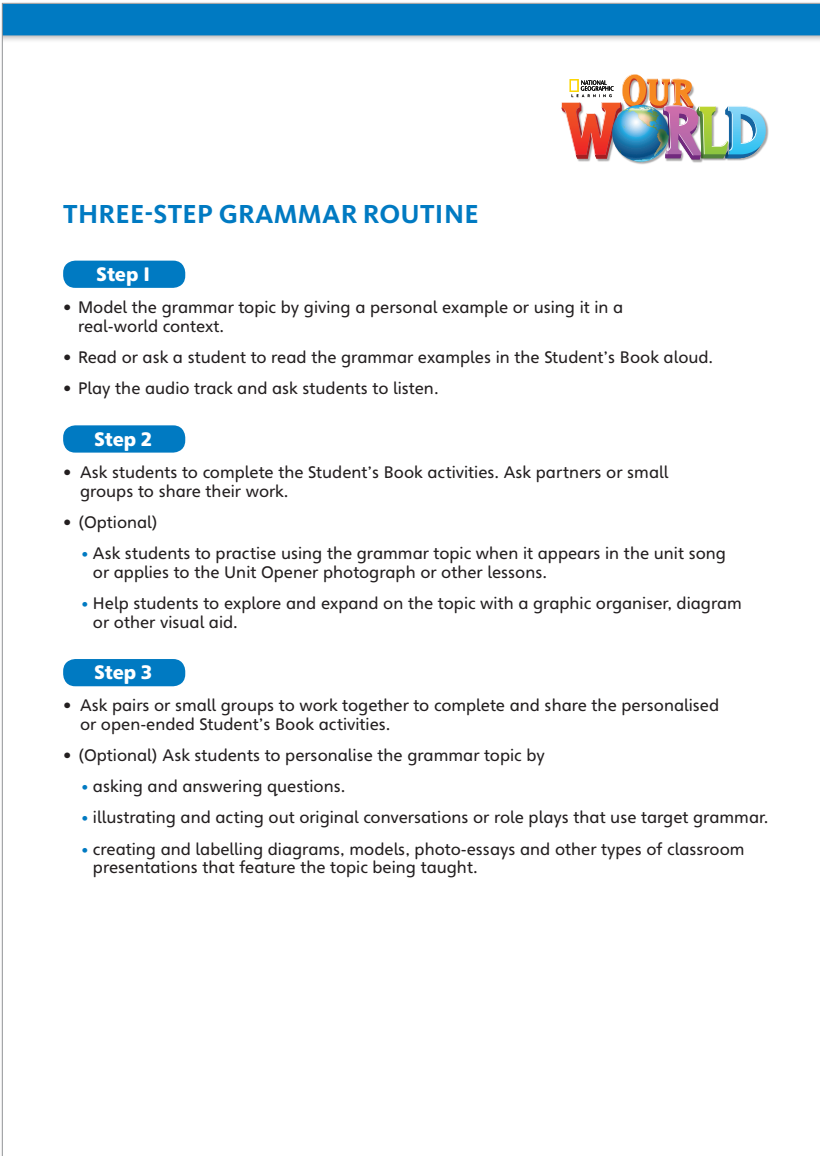
Routines


A series of three-step teaching routines offers 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





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

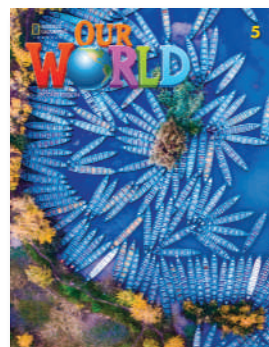
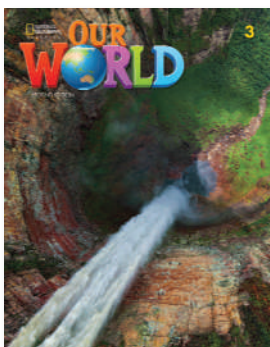
- Ask pairs or small groups to work together to complete and share the personalised or open-ended Student's Book activities.
- (Optional) Ask students to personalise the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original conversations or role plays that use target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



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.

READING

1 Listen and read. **18-19**

A Day in the Space Station

Astronauts at the International Space Station are busy all day. They get up at seven o'clock. Then they wash and have breakfast. At eight o'clock, they start experiments. In the morning, they also exercise for an hour.

At one o'clock, the astronauts have lunch. The food is prepared on Earth and put in special bags. The astronauts can choose from more than a hundred different foods. In the afternoon, the astronauts do more experiments. Sometimes, they put on a space suit and space walk outside. They exercise for another hour, too.

At seven o'clock, they have dinner. In the evening, the astronauts read, send emails or take photos of space. At about ten o'clock, they go to bed.



10 minutes

have lunch

go to bed

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

1. Astronauts aren't busy in the morning.
2. Space food is prepared on Earth.
3. The space station circles the Earth in 40 minutes.

88 Unit 5

3 Read and write. Work with a partner. Talk and write about a day at the space station.

Morning

- Get up at _____ . • Wash and have _____ .
- Start experiments at _____ . • Exercise for _____ hour.

↓

Afternoon

- Have lunch at _____ . • Do more _____ .
- Sometimes they space _____ . • Exercise for _____ hour.

↓

Evening

- Have dinner at _____ . • Read, send emails or take _____ .
- Go to bed at _____ .

4 Answer the questions. Work with a partner.

1. When do the astronauts exercise?
2. What time do they start experiments?
3. When do the astronauts space walk?
4. When do they read?
5. What time do the astronauts go to bed?

WRITING

5 Talk about your favourite day. How is it similar to your day? How is it different? Work with a partner.

1 Read.

My favourite day is Saturday. I never have breakfast before 10 o'clock in the morning. I ride my bike or rollerblade with my friends in the afternoon. I play computer games with my sister in the evening. Saturday is always a great day!

Astronauts grow about 5 cm (2 inches) in space.

2 Write. Write about your favourite day.

1. What is your favourite day?
2. What do you do in the morning?
3. What do you do in the afternoon?
4. What do you do in the evening?

3 Share. Work in groups of three. Take turns. Read your writing to your group. Listen. Complete the table.

Name	Favourite day

90 Unit 5

VALUE

Be on time.

Don't be late. Plan your day.

Think. Pair. Share.
How can you be on time?



Tokyo, Japan

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TEACHING WITH OUR WORLD

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 accordion book.

1 Fold a piece of paper into four equal parts.

2 Write the day of the week on the cover.

3 Write and draw on the pages.

4 Write your name.

92 Unit 5

93

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 graphs, calendars, timelines, line graphs, Venn diagrams, cause-and-effect arrows and pie charts.

National Geographic has 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. 10. 2. 3

Wonderful Work!

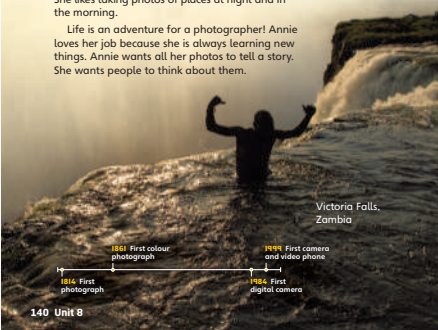
Annie Griffiths is a photographer. It is a wonderful job. It is exciting and it is different every day.

Annie travels all over the world for her work. She takes photographs of people, places and animals. She takes photographs of people at work and people having fun. She takes photos of cute animals and photos of scary animals. She likes taking photos of places at night and in the morning.

Life is an adventure for a photographer! Annie loves her job because she is always learning new things. Annie wants all her photos to tell a story. She wants people to think about them.



The first photo of a person is from Paris in 1838.



Victoria Falls, Zambia

1841 First colour photograph

1844 First camera and video phone

1844 First photograph

1925 First digital camera

140 Unit 8

2 Read. Choose and write.

animals bored flowers learning photographer story vet

1. Annie is a _____.
2. She takes photos of people, places and _____.
3. She wants her photos to tell a _____.
4. Annie loves her job because she is always _____.


3 Look and read. Talk about Annie's work. Work with a partner.

Annie Griffiths
Photographer

- Wants to:** tell a story, make people think
- Job:** exciting, different
- Photos of places:** at night, in the morning
- Animals:** cute, scary
- Travels:** the world, for work

4 Talk. Today you are a photographer. What do you want to photograph? Work with a partner.

I want to take pictures of mountains.



I want to take a picture of my family.

141

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 have 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, murals, 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?*).

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 many benefits. It helps teachers to prepare for class and 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 class. 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 class or even a simple song or chant. The wrap up might be a conclusion to a pair-work extension activity in which the teacher asks individual students what they learnt from their partners.
- **Three-Step Routines** In addition to the explicit, guided instruction provided in the Lesson Planner, *Our World* also offers a series of three-step teaching routines as an alternative or streamlined approach to lesson planning. These routines can be used for any major lesson type and contain all of the major elements of successful lessons in consolidated form.

Lesson Adjustments

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

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

In mixed-ability classes, for example, teachers spend more time with some students than with others. When this is the case, they have ready a number of other activities for the rest of the class to do. These may include starting homework in class 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 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 class 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 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 your hand up 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 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**.

VOCABULARY I

- 1 Listen and say.** TR: 7.1
- 2 Listen.** Point and say. TR: 7.2



a parrot

2 Talk and stick. Work with a partner.

Have hippos got long legs? No, they haven't. They've got short legs.

short legs long tails sharp claws long necks big ears