

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

3

SECOND EDITION

LESSON PLANNER

OUR WORLD³

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SECOND EDITION

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Scope and Sequence



UNIT 0

Welcome to Our Class
p. 4

1

A Helping Hand
p. 10

2

My Place in the World
p. 26

3

On the Move!
p. 42

4

Our Senses
p. 62

CONTENT AREA CONNECTION

Social and Instructional Language, Social Studies

Language and Literature, Social Studies

Technology and Engineering, Social Studies

Science, Language and Literature, Health and Physical Education

GOALS

SC: 1

- talk about caring for others
- describe daily routines
- talk about how many times people do things

- talk about your town
- ask for help
- give directions

- talk about different kinds of transport
- describe how people travel
- compare and contrast

- talk about the senses
- talk about how things look, feel, taste, sound and smell
- talk about the past

VOCABULARY 1 & 2

SC: 2–4

carry, feed my pet, give my pet a bath, goldfish, hamster, help, hold hands, hug, pick up, protect, take care of my pet, teach

Strategy: Context clues

come home, do my homework, have a snack, make my bed, have a shower

bakery, chemist's, cinema, hospital, museum, park, police station, post office, restaurant, supermarket, toy shop, train station

Strategy: Compound words

library, shopping centre, stadium, swimming pool, zoo

Strategy: Comparing sounds: /l/ and /r/

aeroplane, bus, ferry, helicopter, hot air balloon, motorbike, sailing boat, scooter, ship, taxi, underground

Strategy: Compound words

coast downhill, get off, get on, park, pedal uphill

Strategy: Grouping

beautiful, delicious, dry, hard, loud, quiet, rough, smooth, soft, sticky, terrible, ugly

Strategy: Antonyms

bitter, salty, sour, spicy, sweet

Strategy: Sound combinations: combinations with /s/

GRAMMAR 1 & 2

SC: 5–6

before and after
Adverbs of frequency

Can for requests and offers
Giving directions

too for agreeing
but as a contrast

Sense verbs
was / were

READING

Caring for Baby Elephants
Strategy: Identify sequence of events

Eye in the Sky
Strategy: Text features

Hot Air Balloons
Strategy: Sequence of events

Amazing Animal Senses
Strategy: Compare and contrast

WRITING

Write about taking care of people or animals.
Focus: Use time-order words; write about taking care of others.

Write about a special place.
Focus: Write about a special place I know.

Write about transport.
Focus: Use *but* to show that two connected ideas are different.

Write about summer.
Focus: Use *and*, *but* and *or* to connect sentences.

VALUE

Take care of others.

Explore your town.

Be safe on the street.

Use your senses.

PROJECT

Make a collage.

Make *My World* circles.

Make a class bar chart about favourite types of transport.

Write a *Five Senses* poem.

EXTENDED READING

The Lion and the Mouse

pp. 58–59

The Gingerbread Man

REVIEW

Units 1–3

pp. 60–61

Units 4–6

ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Story Time: Sc. 9; Wrap Up: Sc. 10

<p>5 Animal Habitats p. 78</p>	<p>6 What's for Dinner? p. 94</p>	<p>7 Feeling Fit p. 114</p>	<p>8 Let's Celebrate p. 130</p>	<p>9 My Weekend p. 146</p>
<p>Language and Literature, Science</p>	<p>Health and Physical Education, Social Studies</p>	<p>Health and Physical Education</p>	<p>Social Studies, Music and Performing Arts</p>	<p>Health and Physical Education, Language and Literature</p>
<ul style="list-style-type: none"> • name animal habitats • say what animals look like • talk about animal homes 	<ul style="list-style-type: none"> • name foods • talk about quantities • talk about favourite meals 	<ul style="list-style-type: none"> • name parts of the body • talk about the past • talk about good and bad habits 	<ul style="list-style-type: none"> • talk about celebrations and festivals • say what happened in the past • talk about cultural traditions 	<ul style="list-style-type: none"> • talk about spare-time activities • talk about the past • talk about hobbies
<p><i>cave, desert, forest, grasslands, hive, ice, island, mud, nest, rain forest, snow, underground, web, wetlands</i></p> <p>Strategy: Compound words</p> <p><i>fur, horns, pouch, tongue, wings</i></p> <p>Strategy: Analogies</p>	<p><i>bag of rice, bottle of oil, bowl of sugar, box of cereal, bunch of bananas, can of fizzy drink, glass of juice, jar of olives, loaf of bread, piece of cake</i></p> <p>Strategy: Context clues</p> <p><i>buy, compare, money, price, put away</i></p> <p>Strategy: Sound categories: vowels</p>	<p><i>back, bend, bone, chest, elbow, fingers, knee, muscle, shoulder, stomach, stretch, toes</i></p> <p>Strategy: Analogies</p> <p><i>eat fruit, eat junk food, eat vegetables, do exercise, get some rest</i></p>	<p><i>celebrate, costume, dance, decorations, dress up, feast, fireworks, lantern, mask, parade, party, remember</i></p> <p>Strategy: Using a dictionary</p> <p><i>balloons, birthday cake, candles, invitation, present</i></p>	<p><i>busy, eat out, exciting, go on a picnic, go to the beach, go to the cinema, interesting, lose, stay at home, text my friends, visit a museum, win</i></p> <p>Strategy: Using a dictionary</p> <p><i>go fishing, go hiking, go horse riding, go ice skating, go swimming</i></p>
<p>Why ... ? Because ... Infinitive of purpose</p>	<p>some and any a few and a little</p>	<p>Past simple: Yes / No questions and short answers too and enough</p>	<p>Past simple: regular verbs Past simple: irregular verbs</p>	<p>Past simple: questions and negatives go + verb + -ing</p>
<p><i>Amazing Rain Forests</i> Strategy: Visualize</p>	<p><i>What's for lunch?</i> Strategy: Connect text to personal experience</p>	<p><i>Take Care of Your Brain!</i> Strategy: Identify main idea and details</p>	<p><i>November Celebrations</i> Strategy: Scanning text for information</p>	<p><i>Wow! Look at That!</i> Strategy: Identifying an author's purpose</p>
<p>Write about an animal you like. Focus: Use <i>it's</i> and <i>its</i> correctly.</p>	<p>Write about your favourite meal. Focus: Write a topic sentence to give the main idea.</p>	<p>Write about keeping fit. Focus: Use <i>because</i> to explain reasons.</p>	<p>Write about a celebration. Focus: Use details to describe a celebration or festival.</p>	<p>Write about a good weekend. Focus: Use words to show the order of events.</p>
<p>Help protect animal habitats.</p>	<p>Eat good food.</p>	<p>Keep fit.</p>	<p>Celebrate your culture.</p>	<p>Try new things.</p>
<p>Make a mobile of an animal habitat.</p>	<p>Organise a taste test day.</p>	<p>Make a <i>Good Habits</i> poster.</p>	<p>Make a parade mask.</p>	<p>Make a class scrapbook.</p>
<p>pp. 110–111</p>	<p>The Paralympics</p>		<p>pp. 162–163</p>	
<p>pp. 112–113</p>	<p>Units 7–9</p>		<p>pp. 164–165</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.

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 **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: 4.1

2 Listen and say. TR: 4.2

We use our eyes, ears, nose, tongue and skin to learn about the world around us.

smooth rough

beautiful ugly

hard soft

dry

delicious terrible

quiet loud

sticky

Describe. Listen and guess.
Work with a partner.

a cake an elephant a flower
a leaf a rabbit a rock a tomato

It's small. It's soft. It's got big ears. What is it?
A rabbit!

Namib desert, Namibia

64 Unit 4 65

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: 4.3

Our Senses

How does the cake taste?
It tastes sweet.
How does a kitten feel?
It feels soft.

CHORUS

Let's count our senses, 1, 2, 3, 4, 5!
Listen.
Look.
Feel.
Taste.
Smell.
It's great to be alive!

How does a drum sound?
It sounds loud.
How does a flower smell?
It smells nice.

CHORUS

How does a garden look?
It looks beautiful.
How does a hug feel?
It feels great!

CHORUS

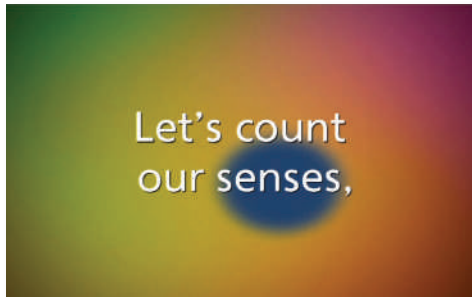
2 Name an object. Say how it feels, tastes, smells, looks or sounds. Work in a group.

€6 Unit 4 67

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.



Let's count
our senses,

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

Sense verbs YR: 4.4

The soup **smells** great. The music **sounds** terrible.
 The flowers **look** beautiful. The baby rabbit **feels** soft.
 How does the chicken **taste**? It **tastes** delicious.

1 Write. Use these words.

nice old rough smooth sticky terrible



2 Write sentences. Look at the photo. Use sense words.

1. *The trees look tall and green.*

2. _____

3. _____

4. _____

Now look around you. What can you see and hear? Write true sentences.

1. *The teacher looks happy.*

2. _____

3. _____

4. _____

68 Unit 4

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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 say. Read and write. TR: 4.5



sweet salty bitter
sour spicy

- This lemon isn't sweet. It's sour.
- I don't like honey. I don't like sweet things.
- These crisps have a lot of salt. They're very salty.
- I like chillies. They're really spicy.
- I don't like the taste of coffee. It's very bitter.

2 Listen and stick. Work with a partner. Check your answers. TR: 4.6

Number 1 is spicy. Yes. It's a chilli.

1 spicy/chilli 70 Unit 4	2 sour/lemon	3 sweet/ice cream	4 salty/crisps	5 bitter/coffee
---------------------------------------	------------------------	-----------------------------	--------------------------	---------------------------

GRAMMAR 2

was / were TR: 4.7

How is the ice cream? It's delicious!
How **was** the ice cream? It **was** delicious. More, please!
How **were** the cookies? They **were** great. Can I have one more, please?



1 Read and write.

- That ice cream was delicious. I'd like more, please!
- The music is loud. I'm going outside.
- The flowers were beautiful yesterday. They're ugly now.
- This song is beautiful. I love it.
- The glue was sticky, but now it's dry.

2 Play a game. Cut out the wheels at the back of the book. Spin and make sentences. Play with a partner.



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

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

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



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

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

READING

1 Listen and read. TR: 4-8

AMAZING Animal Senses

Many animals can see, hear, smell, taste and touch, but they do it in a different way to humans.



Imagine that you have to walk on your food to taste it! Well, a butterfly does. It tastes with its feet!

People use the ends of their fingers to touch. Seals use their whiskers. Their sense of touch is amazing. They can feel fish moving through the water 180 metres (590 feet) away.

Spiders haven't got ears. They hear using hundreds of small hairs on their legs.

We can smell delicious food in front of a restaurant. But we can't smell food in a different town. Bears can! Bears have got a fantastic sense of smell. They can smell things that are as far as 32 kilometres (20 miles) away!

Chameleons can see very well. Look at their eyes! One eye looks up and the other eye looks down. They can see all around them.


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

- Spiders have got ears. T F
- Bears can't smell very well. T F
- Butterflies taste with their feet. T F
- Seals use their whiskers to feel fish moving in the water. T F
- Chameleons can look up and down at the same time. T F

3 Read the text again. Write.

Animal	Sense	Why is it unusual?
butterfly	taste	It uses its feet.
seal	touch	It uses its whiskers.
spider	hearing	It uses small hairs on its legs.
bear	smell	It can smell food in a different town / 32 km away.
chameleon	sight	It can look up and down at the same time.

4 Talk about other animals you know. Work with a partner.



72 Unit 4

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Infographics show factual information in fun and sometimes surprising ways.

Weird but true engages students with surprising facts.

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

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

EXTENDED READING

1 Listen and read. TR: 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, long legs and long tails. Zebras eat grass, leaves and some sticks. They can run fast and kick hard! And, even though they look alike, every zebra has got a different stripe pattern!

There are three different kinds of zebra plains zebras, Grevy's zebras and mountain zebras. Grevy's zebras are disappearing for many reasons. But some members of the Serengeti National Park in Kenya protect Grevy's zebras in Kenya and Ethiopia. They help them find food and water, and they protect the zebra 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 in pairs or groups.

- How are zebras like horses?
- Describe a zebra family.
- How do members of the Serengeti National Park 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 'Use your senses' and 'Take care of others'.

WRITING

- 1 Read.** We use the word *and* to show that two connected ideas are similar. We use *but* to show that two connected ideas are different. When we can choose between two connected ideas, we use *or*. Underline the sentences with *or*.

Summer is my favourite season. The weather is hot and we do lots of activities outside. At the weekend, we visit our grandparents, or we go to the river with my cousin.

At my grandmother's house we sit outside and play cards, or we play with their pet dog, Charlie. My grandma loves flowers. They look beautiful and they smell great, too.

There's a river near my cousin's house and we swim there sometimes. The water's cold but I love it! After we swim, we eat fruit or ice cream. My brother likes chocolate ice cream but strawberry is my favourite!

- 2 Write.** Write about your summer. Use *or* to show choices.
- 3 Share your writing.** Work in a small group. Listen and complete the table.

Name	Choice 1	Choice 2
	or	

74 Unit 4

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

VALUE

Use your senses.

Take time to enjoy the world around you.

Think. Pair. Share.
How do you use your senses? What do you do?



Washington, D.C., USA

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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
Write a Five Senses poem. Think of a time when you used all of your senses. Write about it.



1 Plan your work. **2** Write sentences. **3** Draw pictures. **4** Write your name.

Now I can ...

- talk about the senses.
- talk about how things look, feel, taste, sound and smell.
- talk about the past.

76 Unit 4 77



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. 10-14

Smelly Animals and Plants


Lots of things smell nice. Apple trees, flowers and the sea all smell great. But some animals and plants smell terrible!

The eastern snake-necked turtle lives in fresh water in eastern Australia. This turtle has got a really long neck that looks like a snake. If you catch an eastern snake-necked turtle, it smells terrible. Some people think it smells like a skunk. In Australia, people call this turtle the 'sinker'!


Flowers usually smell really nice, but the Rafflesia doesn't. It smells terrible!




2 Rafflesia flower




The Rafflesia is the biggest flower in the world. It's nearly one metre (three feet) wide. The Rafflesia grows in southeastern Asia. The Rafflesia smells like old meat. Flies like the smell and they fly to the Rafflesia flowers.



an eastern snake-necked turtle



a skunk



skunk cabbage is a plant. It smells like a skunk.

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

- The Rafflesia smells terrible.
- The eastern snake-necked turtle has got a short neck.
- Flies like the smell of the Rafflesia.
- The eastern snake-necked turtle always smells bad.
- The Rafflesia is a very big flower.

3 Read. Complete the flowchart.

```

    graph TD
      A[Smelly animals and plants] --> B[animal: eastern snake-necked turtle]
      A --> C[plant: Rafflesia]
      B --> D[where does it live? It lives in fresh water in eastern Australia.]
      B --> E[what does it smell like?]
      B --> F[when does it smell terrible? It smells terrible when you catch it.]
      C --> G[where does it grow? It grows in southeastern Asia.]
      C --> H[what does it smell like?]
      C --> I[what does it smell like?]
  
```

4 Read and write. Do you want to have an eastern snake-necked turtle at home? Why? Ask your partner and write.

	Yes	No	Why?
you			
your partner			

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/3ourworld

Unit 4

Sense verbs

The pizza smells great.	The helicopter sounds loud.
The dress looks beautiful.	The cat feels soft.

Question **Answer**

How does the apple taste ?	It tastes delicious.
How do the rabbits feel ?	They feel soft.

Words like *smell*, *look*, *sound* and *feel* are not usually used in the present continuous. **The soup is tasting delicious.**





1 Read and draw. Draw an object for each sentence.

- It tastes delicious.
- It smells terrible.
- It sounds loud.

2 Read. Answer the questions.

- How does a motorbike sound? It **sounds** loud.
- How does a rabbit feel? It _____.
- How does a banana taste? It _____.
- How does a bakery smell? It _____.
- How does a colourful dress look? It _____.

3 Look and write.

-  How does the rubbish smell? It **smells** terrible.
-  _____
-  _____
-  _____

4 Write. Use words in each column.

aeroplanes biscuits coffee my bed paintings a rock	feel look sound taste	beautiful delicious hard loud soft terrible
---	--------------------------------	--

- A **rock** **feels** hard.
- _____
- _____
- _____
- _____
- _____

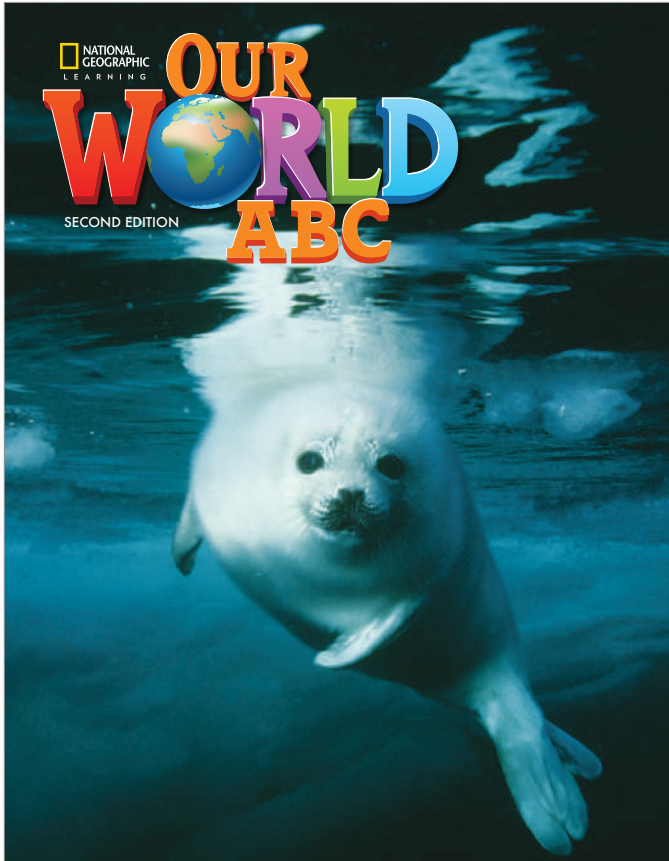
GRAMMAR WORKBOOK

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.

READING

Objectives
Students will ...

- describe unusual animal senses.
- compare and contrast human and animal senses.

Reading Strategy Compare and Contrast

Content Vocabulary bears, chameleons, seals, spiders, whiskers

Resources TR: 4.8; Workbook pages 50-51, TR: 4.6; Online Practice

READING

1 Listen and read. TR: 4.8

AMAZING Animal Senses

Many animals can see, hear, smell, taste and touch, but they do it in a different way to humans.


Imagine that you have to walk on your feet to taste it! Well, a butterfly does. It tastes with its feet!

People use the ends of their fingers to touch. Spiders use their whiskers. Their sense of touch is amazing. They can feel fish moving through the water 100 metres (300 feet) away.

Spiders haven't got ears. They hear using hundreds of small hairs on their legs.

We can smell delicious food in front of a restaurant. But we can't smell food in a different town. Bears can! Bears have got a fantastic sense of smell. They can smell things that are as far as 32 kilometres (20 miles) away!

Chameleons can see very well. Look at their eyes! One eye looks up and the other eye looks down. They can see all around them.



72 Unit 4


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

- Spiders have got ears.
- Bears can't smell very well.
- Butterflies taste with their feet.
- Seals use their whiskers to feel fish moving in the water.
- Chameleons can look up and down at the same time.

3 Read the text again. Write.

Animal	Sense	Why is it unusual?
butterfly	taste	It uses its feet.
seal	touch	It uses its whiskers.
spider	hearing	It uses small hairs on its legs.
bear	smell	It can smell food in a different town / 32 km away.
chameleon	sight	It can look up and down at the same time.

4 Talk about other animals you know. Work with a partner.



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BE THE EXPERT

About the Photo

The lizard shown in the photo is a chameleon. Chameleons have the unusual ability to change the colour of their skin in response to their environment. There are over 150 species of chameleons in the world. Over half the known species of chameleons live on the African island of Madagascar.

Our World in Context

Hawks live on every continent except Antarctica. The red-tailed hawk is the most common hawk in North America. It uses its incredible eyesight to find its food.

Teaching Tip

The first time students read a passage, tell them to underline words or phrases they don't know. Afterwards, discuss these words and phrases as a class and then re-read the passage.

Related Vocabulary
environment, eyesight

Warm Up ●●●●

- On the board, draw a pair of eyes, a pair of ears, a nose, a mouth and a hand. Say *Let's talk about how we see, hear, smell, taste and touch.* Ask *What do we use to see?* (our eyes) Ask a student to write see above the picture of eyes. Ask about the other senses and ask students to label the pictures.
- Then write the following prompts on the board:

I use my _____ to see.

I use my _____ to hear.

I use my _____ to smell.

I use my _____ to taste.

I use my _____ to touch.

150 Unit 4

• **Say See.** *I use my _____ to see.* Ask a student to write eyes to complete the first sentence. Ask the class to read the completed sentence aloud. Ask students to complete the rest of the sentences.

• Ask questions such as *Do you use your eyes or your ears to see?* Tell students to use the prompts to respond.

Present ●●●●

1 Describe *Say Open your books to page 72. We're going to read about how animals use their senses in different ways to us. Point to the seal. Say A seal has got whiskers. Point to the chameleon. Say Look at the chameleon's eyes. One looks up and one looks down at the same time! Can your eyes do that?*

• Play TR: 4.8 and ask students to follow in their books.

• **Play TR: 4.8** again. Pause at the end of each paragraph to check for comprehension. Ask:

Paragraph 2: *What do people use to taste?* (mouths) *What do butterflies use to taste?* (feet)

Paragraph 3: *What do people use to touch?* (fingers) *What do seals use to touch?* (whiskers)

Paragraph 4: *Do spiders hear with ears?* (no) *What do they use?* (hairs on their legs)

Paragraph 5: *Have bears got a good sense of smell?* (yes) *How do we know?* (They can smell things that are 32 kilometres away.)

Paragraph 6: *What can a chameleon's eyes do?* (One looks up and one looks down.)

• **Think Aloud** *Say A chameleon has got two eyes like me. My eyes can look down and up. A chameleon's eyes can look up and down, too. In that way, we're the same. But a chameleon can look up with one eye and down with the other eye at the same time! I can't do that! In that way, we're different.*

• **Graphic Literacy** Ask students to use the diagram on page 72 to compare and contrast human and animal senses. Say *The person and the red-tailed hawk can both see the mouse.*

• **Ask Who is close to the mouse?** (person) *What is far away?* (hawk) *Say The person and the hawk can both see the mouse. The person has got to be close to the mouse to see it, but the hawk can see the mouse from far away!*

Practise ●●●●

• Write the name of each animal from the reading on the board. Point to spider. Say *Think about the reading. Ask What do you know about spiders?* (haven't got ears; use tiny hairs to hear) Write students' responses on the board. Continue with the remaining animals. (seals, bears, chameleons)

Reading 151

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.



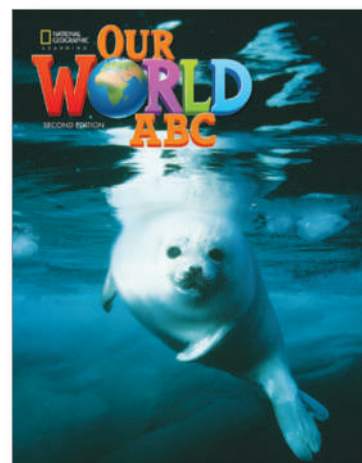
Poster Sets

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

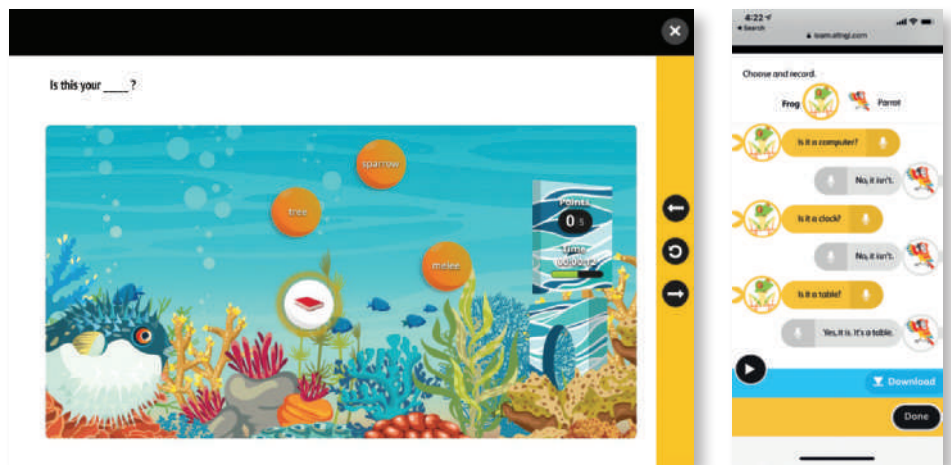
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking and access to audio and video resources.

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/3ourworld.

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? 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 3 Readers

Caring for Elephant Orphans

Country Mouse Visits City Mouse

Getting to School Around the World

The Four Blind Men

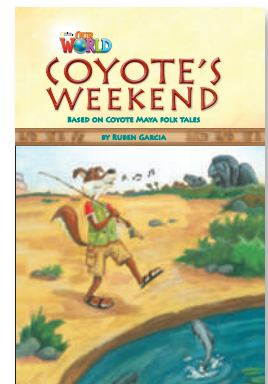
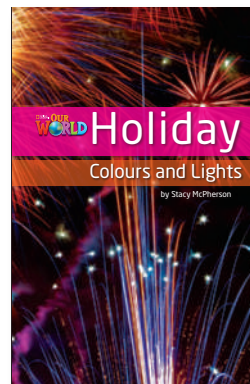
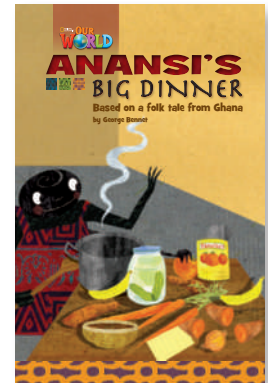
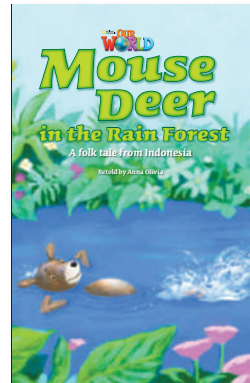
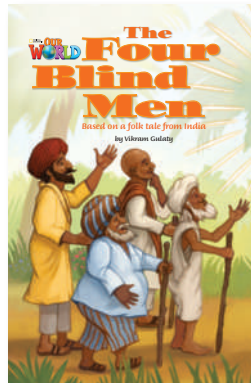
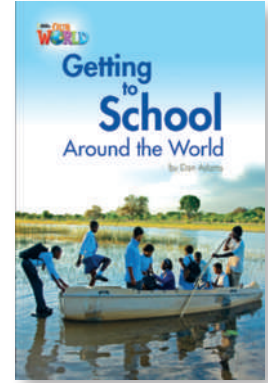
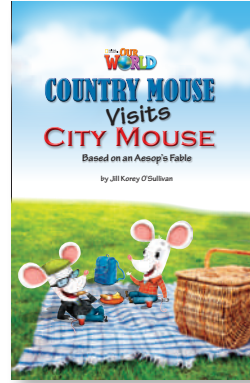
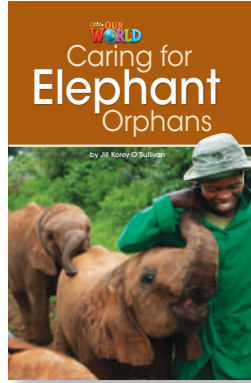
Mouse Deer in the Rain Forest

Anansi's Big Dinner

Tortoise and Hare's Race

Holiday Colours and Lights

Coyote's Weekend





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: Story Time
- Scene 10: 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

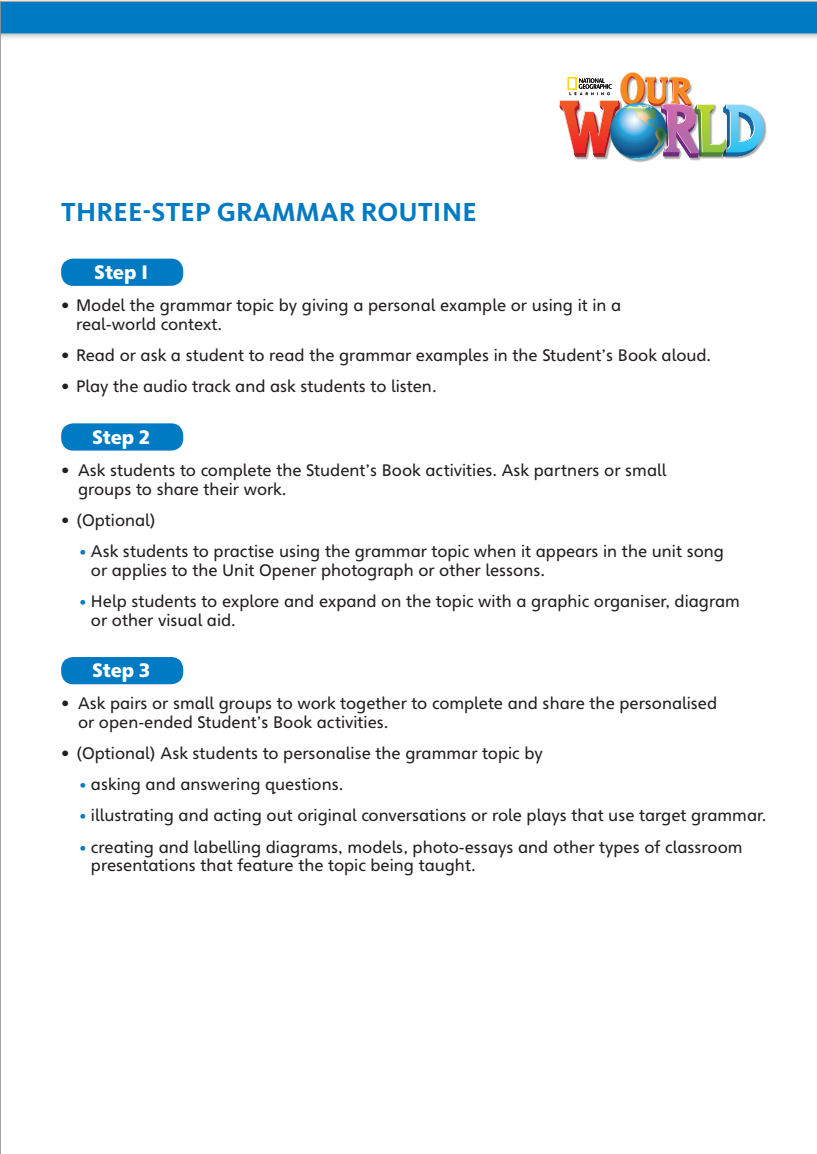
Routines


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

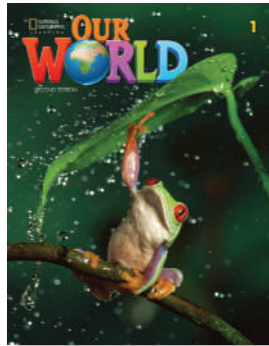
- Ask pairs or small groups to work together to complete and share the personalised or open-ended Student's Book activities.
- (Optional) Ask students to personalise the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original conversations or role plays that use target 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 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 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. **1B 2A**

Eye in the Sky

Satellites are machines in space that circle Earth. They help us talk to people on the other side of the planet. They can also study the planet's weather. This satellite is called *GeoEye 1*. It is the same size as a big car. It takes photos of our planet. These pictures can show our continents and seas. They can show our streets and houses, too!

On the Internet, there are many photos and maps of Earth. We can use these images to help us explore our world.

This is a photo of the world. You can see the seven continents. Do you know their names?

682 kilometres (423 miles)

This is part of Asia, the biggest continent. Now we can see one town. Here we can see South Korea.

This is Pohang in South Korea. Look! Can you see two stadiums?

36 Unit 2



2 Look at the satellite map. Tick T for True or F for False.

- The gym is next to the river. T F
- The sports stadium is between the gym and the culture and art centre. T F
- The park is next to the gym. T F
- The gym is near the swimming pool. T F

3 Read and write. Write the words in order from small to big.

continent country house planet street town

small _____ house _____ street _____ town _____

country _____

4 Talk about you partner. You can

WRITING

1 Read. We can use the word *and* to connect two ideas. Underline the sentences with *and* as you read.

My special place in the world

- My name is Jan and I live in a town in Poland called Krasimierz Dobry. I've got two favourite places!
- There is a hill by the town. You can walk to the top of the hill and from there you can see the whole town. It's beautiful and it's very quiet.
- My second favourite place is the bakery! My town is famous for its special bread. The bakery makes bread in the shape of a chicken. It's delicious!



2 Write. Write about your special place in the world.

3 Share your writing. Work in a small group. Listen and complete the table.

Name	Favourite place

38 Unit 2

VALUE

Explore your town.

It's fun to find new things in your town.

Think. Pair. Share.
How can you explore your town?

Shanghai, China

39

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 *My World* circles.

- 1 Cut out six circles of different sizes.
- 2 On the smallest circle, draw a picture of your house and write *My House*.
- 3 On the other circles, do the same for *My Neighbourhood*, *My Town*, *My Country*, *My Continent* and *My World*.
- 4 Taking care, join the circles together with a split pin.

Now I can ...

- talk about my town.
- ask for help.
- give directions.

40 Unit 2 41

VISUAL LITERACY

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

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

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

National Geographic has 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

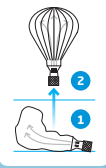

1 Listen and read. TE 3.3

Hot Air Balloons

It's always exciting to see a colourful hot air balloon in the sky – but here, there are hundreds! In October every year, people gather at the International Balloon Fiesta in Albuquerque, USA. About 600 balloons are up in the sky at the same time!

How does a hot air balloon fly? When the balloon is on the ground, people light gas to make a small fire. The fire heats the air in the balloon. Because hot air always rises, the balloon begins to go up into the air. The pilot of the balloon stands in the basket and lights the gas to go higher. The wind then blows the balloon along.

Usually there's a group of people on the ground called the 'chase team'. They follow the balloon in a van. The chase team uses a radio to talk to the pilot. The pilot looks for a safe place to land the balloon and tells the chase team where to go. Then, the chase team takes the balloon and the pilot back home!

52 Unit 3

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

- There is an International Balloon Fiesta every year. T F
- Hot air usually goes down. T F
- Balloons are always round. T F
- The pilot stands in the basket. T F
- The chase team uses a radio to talk to the pilot. T F

3 Read. Write the sentences in order.

The wind blows the balloon along.

People light gas to heat the air in the balloon.

The pilot lands the balloon safely.

The balloon goes up into the air.

The pilot talks to the chase team.

The pilot talks to the chase team.

The pilot lands the balloon safely.

4 Talk. Look at the photographs from the balloon fiesta. Describe a hot air balloon.

What does a hot air balloon look like?

Hot air balloons are big and colourful!

The first passengers in a hot air balloon were a chicken, a duck and a sheep!

53

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 the 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, 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 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.

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 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 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 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.

2 Listen and check. TR: 3.5

Name	 Scooter	 Bus	 Walk	 Bike
Miguel				✓
Carlos	✓			
Fernanda		✓		
Rosario	✓			
Tomas			✓	
Graciela		✓		

Speaking

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

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

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

4 Talk about you and your friends. Work with a partner.

How do you get to school?

I ride my bike.

