

# OUR WORLD, SECOND EDITION: LEVEL I

## STUDENT'S BOOK WALK-THROUGH AND RESOURCES

**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.

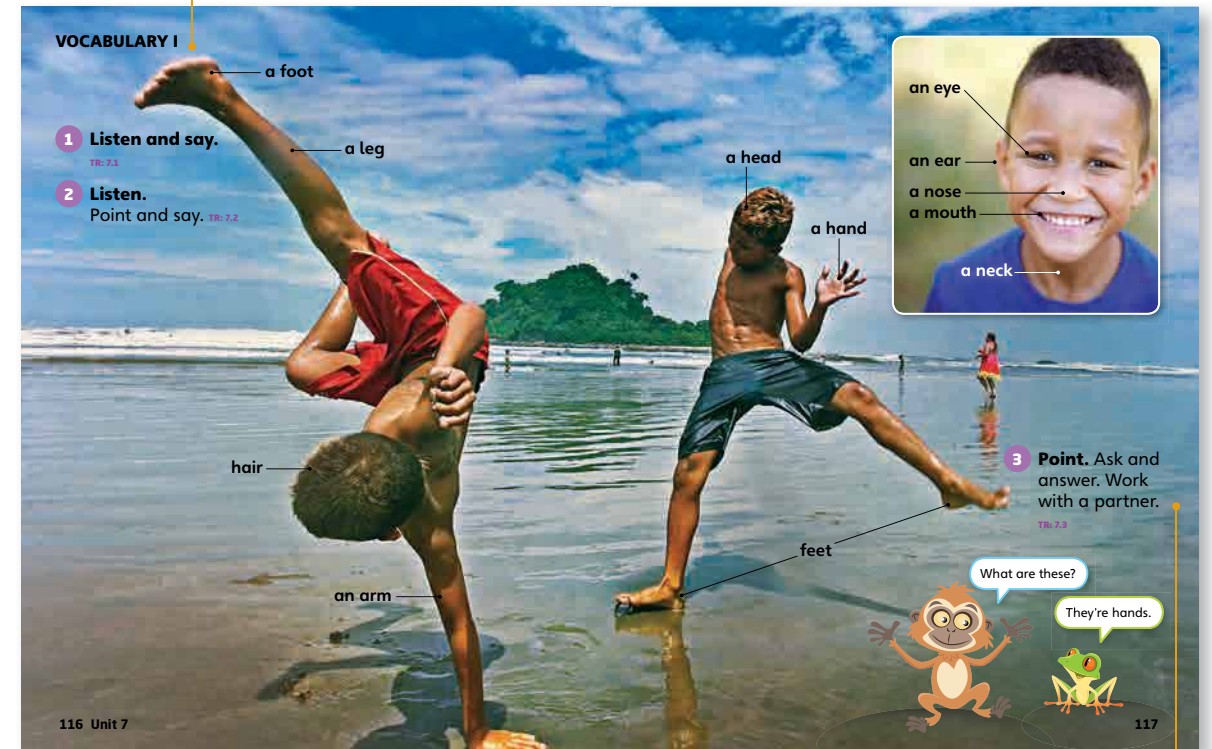


Image **captions** help students and teachers understand the image and make connections with the unit theme.

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

**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 in the **Audio program** in isolation, in a **contextualized sentence**, as well as in the context of the main presentation.



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

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



Two video segments present and practice **Target Vocabulary**.



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: 7.4

## My Body

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

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

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

**CHORUS**

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

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

**CHORUS**

My body, my body!  
I love to move my body!  
My body, my body!  
Can you dance with me?

**2 Sing again.**  
Hold up pictures.

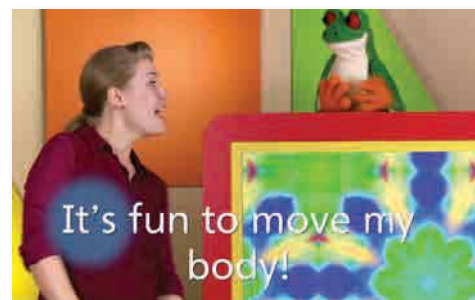


Yavi Chico, Argentina

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 video** features the video host singing the song. Students can follow along with the **karaoke-style lyrics**.


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

**GRAMMAR 1**

**Possessive adjectives** TR: 7.5

<b>My</b> hair is brown.	<b>My</b> eyes are brown.
<b>Your</b> hair is brown.	<b>Your</b> eyes are brown.
<b>His</b> hair is brown.	<b>His</b> eyes are brown.
<b>Her</b> hair is brown.	<b>Her</b> eyes are brown.


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



120 Unit 7

**2 Write sentences.**

- His eyes are blue.** \_\_\_\_\_ (eyes/blue)
- \_\_\_\_\_ (hair/long)
- \_\_\_\_\_ (eyes/brown)
- \_\_\_\_\_ (hair/short)



121

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



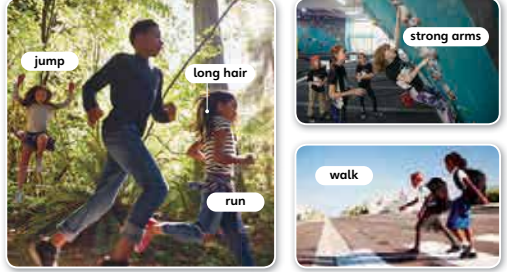
**Grammar** is presented in two short, **engaging animations**.

# STUDENT'S BOOK WALK-THROUGH

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

**VOCABULARY 2**

1 **Listen and say.** TR: 7.7



2 **Point and say.** Work with a partner.

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

Number 1. His legs are long.

Yes, they're long. My turn.

1 2 3 4 5

122 Unit 7

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

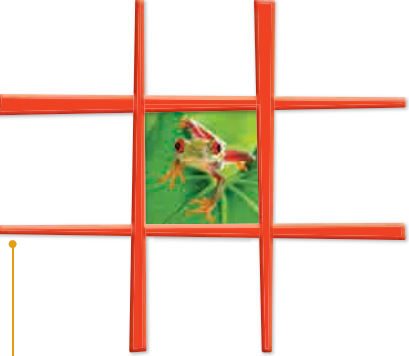
**Grammar charts** include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool.**

**GRAMMAR 2**

**Ability with can** TR: 7.9

I can walk. She can jump.  
Can you run? Yes, I can. I have strong legs!

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



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

- Can the boy run? \_\_\_\_\_
- Can the baby jump? \_\_\_\_\_
- Can the mother cook? \_\_\_\_\_

123

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

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

**Weird but True** engages students with surprising facts.

**Graphic organizers** help students collect, organize, and visualize information.

**READING**

1 **Listen and read.** TR: 7.11

## Sculptures Are FUN

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



Fernando Botero's *Man on a Horse*



Jeff Koons' *Balloon Dog*

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

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

124 Unit 7

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

3 **Read and check.** ✓

MAN	legs	arms	DOG	legs	ears
big	✓		big		
small			long		

4 **Look.** Circle and write.

- My robot **doesn't have** has hair.  
It **doesn't have** has head.  
It **doesn't have** has eyes.
- My robot **doesn't have** has ears.  
It **doesn't have** has big hands.  
It **doesn't have** has short legs.
- My robot **doesn't have** has eyes.  
It **doesn't have** has long arms.  
It **doesn't have** has leg.

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

125

**Infographics** show factual information in fun and sometimes surprising ways.

A video segment presents and practices **Target Vocabulary. Grammar** is presented in a short animation.



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.** ...

**Dog is Lucky!**

Read & Ping

"I want to fly. I want to fly in the sky." says Dog.

Read says, "You play all day. But you can't fly." Dog says, "I can't fly all day. Can you fly all day?"

Can is thinking.

"I want to climb. I want to climb in trees." says Dog.

Read says, "You play all day. But you can't climb." Dog says, "I can't climb all day. Can you climb all day?"

Can is answering.

"I want to swim. I want to swim in the water." says Dog.

Read says, "You play all day. But you can't swim." Dog says, "I can't swim all day. Can you swim all day?"

Can is thinking.

"I want to play with my friends." says Dog.

Read says, "You play all day. But you can't play with your friends." Dog says, "I can't play with my friends all day. Can you play with your friends all day?"

Can is thinking.

"I want to be a dog." says Dog.

Read says, "You are a dog. You are a lucky dog!"

127 Extended Reading

2 **Listen and check.** Write numbers to put the animals in order. ...

- Bird \_\_\_\_\_
- Fish \_\_\_\_\_
- Cat \_\_\_\_\_

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

- What does Dog want to do? Write 2 things. \_\_\_\_\_
- What does Fish want to do? \_\_\_\_\_
- Which animal do you think is lucky? Why? \_\_\_\_\_

4 **Choose an activity.**

- Add a new animal to the table.
- Draw and label your favorite animal.
- Black out a group of four. Make a group body support for each of the animals. Ask the table.

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# 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 recognized values** such as “Work hard in school” and “Be neat.”

**WRITING**

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



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

I'm \_\_\_\_\_ I have \_\_\_\_\_

I have \_\_\_\_\_

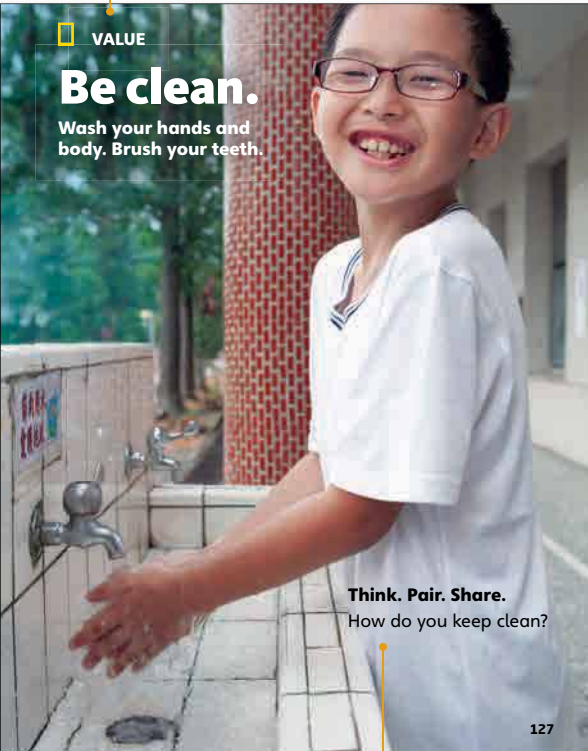
My \_\_\_\_\_ costume has \_\_\_\_\_

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

126 Unit 7

**VALUE**

**Be clean.**  
Wash your hands and body. Brush your teeth.



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

127

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

A **Think-Pair-Share** routine helps students 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 robot.** Work with a partner.

**1**



Cut out the body.

**2**



Cut out a card.

**3**



Write the numbers.

**4**



Cut out or draw parts. Glue them.

128 Unit 7



Look! Our robot has two heads and five eyes!

**Now I can . . .**

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

129

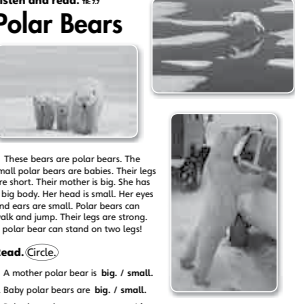
Project work is realistic and attainable and instills a sense of achievement in students. Completed projects serve as **tangible evidence of student learning**.

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

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 12 pages of **skills practice and activities**, along with *Our World Workbook* additional readings and **cumulative review** practice.

**READING**

**1 Listen and read.** **Polar Bears**



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

**2 Read.** Circle.

1. A mother polar bear is big / small.
2. Baby polar bears are big / small.
3. Polar bears have strong arms / legs.
4. A mother polar bear has a big / small head.
5. A mother polar bear has a big / small body.
6. Baby polar bears have short / long legs.

**3 Look at the chart.** Read. Write.

Big Polar Bear	
What does it have? a big body a small head	What can it do? stand on two legs

**4 Read and write.**

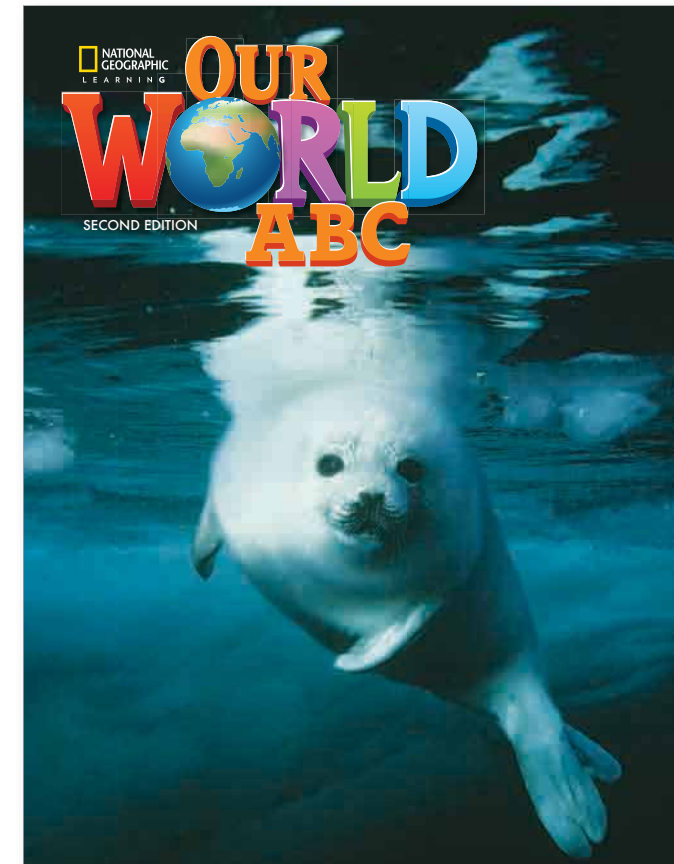
1. A big polar bear has a \_\_\_\_\_ head.
2. It has \_\_\_\_\_ legs.
3. A big polar bear can stand on \_\_\_\_\_.

**5 What about you?** What do you have? What doesn't a polar bear have? Write.

I have \_\_\_\_\_  
A polar bear doesn't have \_\_\_\_\_

## New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** 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/ourworld1](http://ELTNGL.com/ourworld1)



- *Our World ABC* introduces and practices 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 learn and practice sound/spelling relationships in order to develop their listening, speaking, reading, and writing skills.

**Unit 7**

**Possessive adjectives**

I	have	black	hair	My	Year	hair	is	black.
He	has		His					
She	has		Her					

The sentences have the same meaning:  
I have blue eyes. = My eyes are blue.

**1 Look and read.** Circle the word.

1. His / Your hair is black.
2. His / Their hair is black.
3. Her / Their hair is black.
4. My / Our hair is black.
5. This is my family.

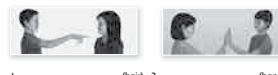
**2 Read and write.** Use the words.

1. hair / short Her hair is short  
eyes / black \_\_\_\_\_
2. hair / short \_\_\_\_\_
3. hair / black \_\_\_\_\_  
eyes / black / too \_\_\_\_\_

**3 Read.** Rewrite the sentences.

1. I have short hair. My hair is short \_\_\_\_\_
2. My father has big ears. \_\_\_\_\_
3. You have small hands. \_\_\_\_\_
4. My grandmother and grandfather have white hair. \_\_\_\_\_
5. My little sister has short legs. \_\_\_\_\_
6. My baby brother has a small mouth. \_\_\_\_\_

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



1. \_\_\_\_\_ (hair) 2. \_\_\_\_\_ (hand)  
\_\_\_\_\_ (eye) \_\_\_\_\_ (nose)

**5 Write.** Find a photo of friends or family members. Put it here. Write 4 sentences about it.

Put photo here. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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 charts** with new exemplars for each grammar topic
- **Student-friendly explanations** of each grammar topic with examples



- *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, r-colored vowels, three-letter blends**, and other **letter combinations**.

# TEACHER RESOURCES

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

**VOCABULARY I**  
Objective  
Students will  
• name parts of the body.  
**Vocabulary** feet, hair, an eye, a leg, an arm, a mouth, a hand, a foot, a head, a nose, an ear, a neck  
**Content Vocabulary** left, right  
**Resources** TR: 7.1-7.3; Flashcards 85, 86, 88, 89, 92, 114-125; Sound Card 4; Video Sc. 2—Vocabulary 1a, Sc. 3—Vocabulary 1b; Activity Worksheet 7.1; Workbook pp. 80–81, TR: 7.1; Online Practice  
**Materials** picture books, children's dictionary (optional)

**Warm Up** ●●●  
• **Preteach** Clap as you chant *We clap with our hands!* Have students repeat several times. Then hold up your right hand and say *This is my hand.*  
• On the board, draw a large outline of a hand. Write *hand* in the middle. Say *We do many things with hands.* Form groups of four. Ask students to brainstorm things people do with their hands, such as clap, write, and color. Have students come to the board and add words to the hand outline. As students add words, ask them to complete the sentence frame *We \_\_\_\_\_ with hands.*  
**Present** ●●●  
• Say *Open your books to pages 116 and 117.* Point to the boy's hand on the ground. Say *Look at his hand! He's using his hand to hold his body up!* When you say *body*, outline the boy's entire body. Show the pictures on pp. 116–117 and say *These pictures show parts of the body. Point to the boy's head. Say a head. Then point to your own head. Say This is my head. Now point to your head.* Repeat with each body part shown on p. 116.  
• Point to the inset picture on p. 117. Say *This picture shows parts of the face. Point to and say each word in the inset photo as you point to the same part of your face. Say This is my nose. Now point to your nose.*  
• Point to the picture of the dancing boy on p. 117. Say *Look! He has brown hair. Point to your hair. Say I have (brown) hair. Point to your hair. What color is it? Say His hair is at the end of his arm. Say arm as you make a sweeping motion down toward your hand. Say Point to your arm. Now point to your hand. Say his feet are at the end of his legs. Say legs as you make a sweeping motion down toward your feet. Point to your legs. Now point to your feet.*

**Practice** ●●●  
• Have students open their books to p. 116. Say *It's time to listen and say. Look at the picture on this page.* Play TR: 7.1. Pause after the first item and have students repeat. Say *I have a right foot* and pick up and shake your right foot. Have all students repeat the sentence and pick up and shake their right feet. Repeat with left foot. Then continue TR: 7.1 pausing after *I have a head.*  
• Point to the picture of the boy dancing on p. 117. Continue TR: 7.1. Point to each body part as it's named. Pause after *I have two feet.*  
• Next, point to the inset picture of the boy. As you play the rest of TR: 7.1, walk around the room to make sure that students are pronouncing the words correctly. Listen for an ear and eye. Replay TR: 7.1 and have students say each term after they hear it.  
• Say *Now listen. Then point and say. Point to pictures on both pages.* Put students in pairs and have them point to the correct body parts in the pictures as you play TR: 7.2. Walk around the room, offering help as needed. Regroup students as a class. Replay TR: 7.2 and have students point to and say each term.  
• **Explain** Hold up two fingers. Say *We have two feet.* Hold up one finger and say *We have one head.* Make a two-column chart on the board with the headings *We have 1* and *We have 2.*  
• Model the first example in each column with head and feet. Then have students tell you how to complete the chart. Point to a word in the chart. Have a student say the word and point to the appropriate place on his or her body, or to one of the pictures in the book.

**BE THE EXPERT**  
**Vocabulary Strategy**  
**Using a Dictionary** Learning how to use a dictionary is an important lesson for any language learner. Explain to students that words in a dictionary are listed in alphabetical, or ABC, order.  
Guide words at the top left and top right corners show the first and last words on each page. Readers can find definitions for words that come between those words in alphabetical order. Give students practice finding words in a dictionary. Open a dictionary and read the guide words at the top. Then ask students if a certain word could be found on that page.  
**Related Vocabulary**  
body, face

224 Unit 7

## The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the program
- 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 and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's 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 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-color **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes, and feature National Geographic *Our World* values.

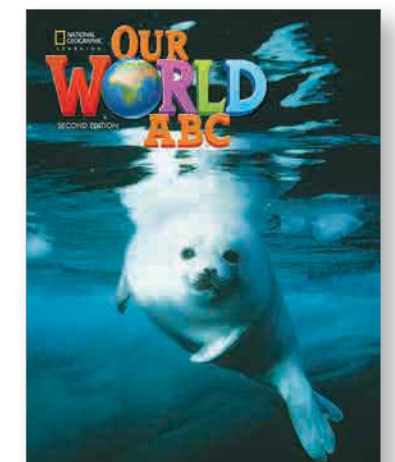
## Our World Phonics Teacher's Guide

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 & 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 customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher's 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

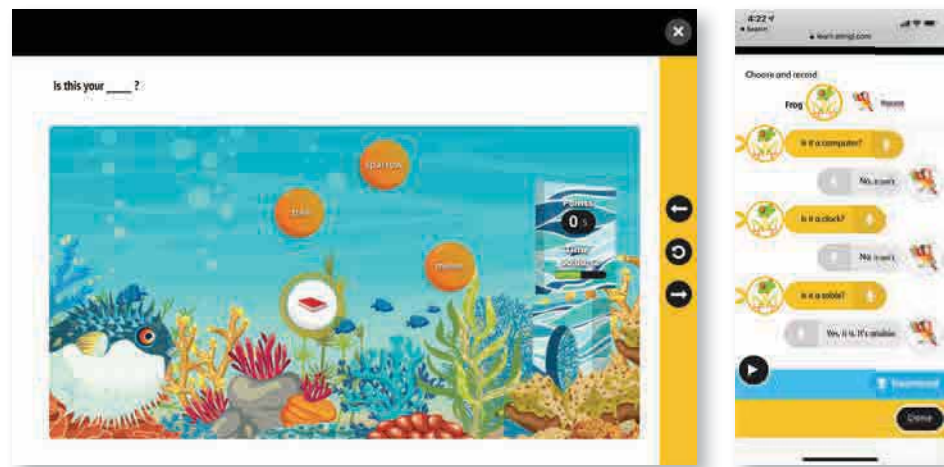
*Our World, Second Edition's* **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

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](http://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 student progress** and review activity results.

The Online Practice is accessible through [learn.eltngl.com](http://learn.eltngl.com) with an access code and course activation key. It's optimized for all devices.

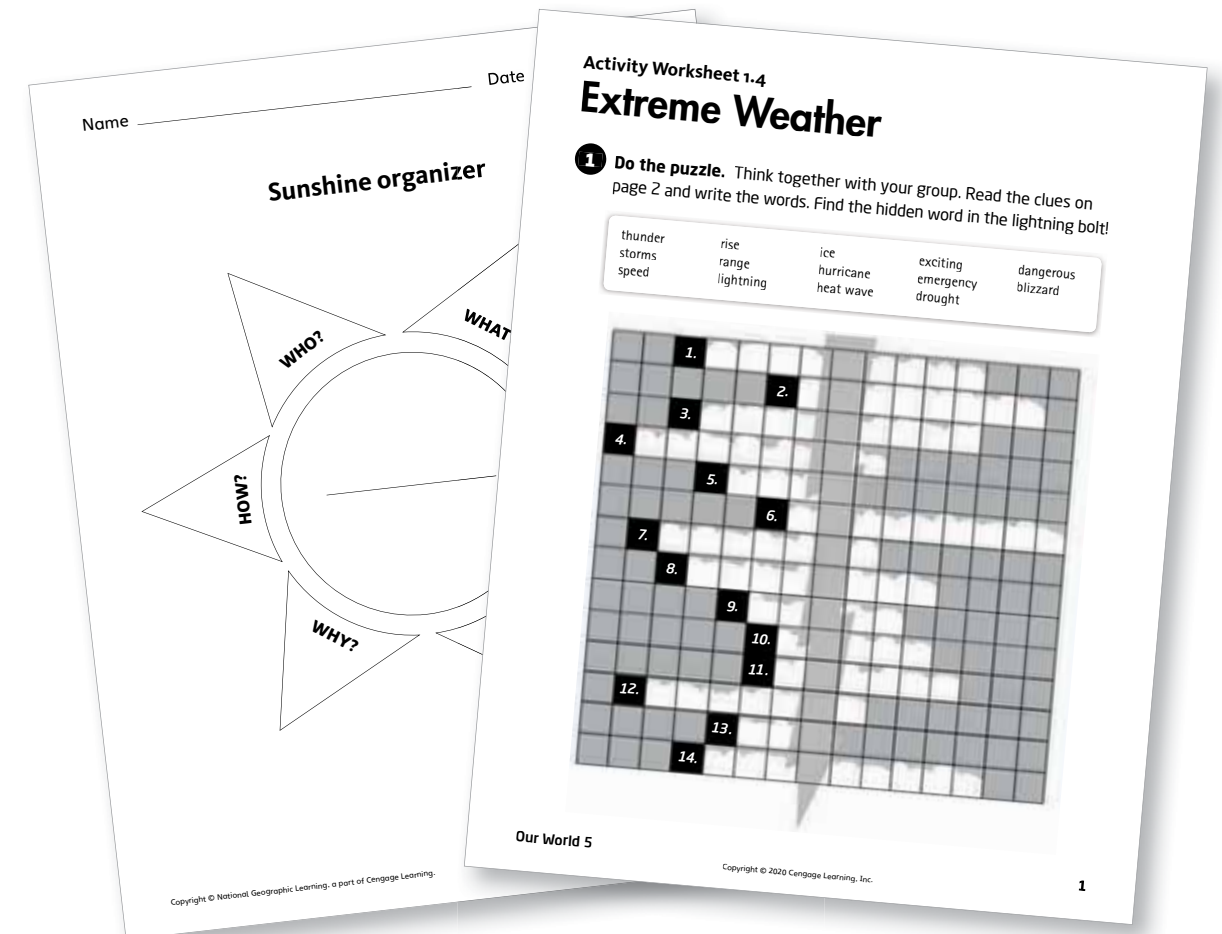
## Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at [ELTNGL.com/ourworld](http://ELTNGL.com/ourworld).

## Teacher Resource Website

Teacher resources can be found at [ELTNGL.com/ourworld](http://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 Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView Assessment Suite**



The *Our World Readers* are six levels of **original stories, classic folktales, 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 Video*, on the Story Time DVDs, and on the Classroom Presentation Tool.

**Level I Readers**

- What's in My Classroom?*
- Where Are the Animals*
- We All Pull*
- The Three Bears*
- The King's New Clothes*
- The Toys*
- My Body, Your Body*
- Little Red Hen is Cooking*
- Too Many Animals*



Each *Our World Video* is 30 minutes of **fun-filled, fully integrated content** 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 *Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Our World Videos* are available on Video 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 **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

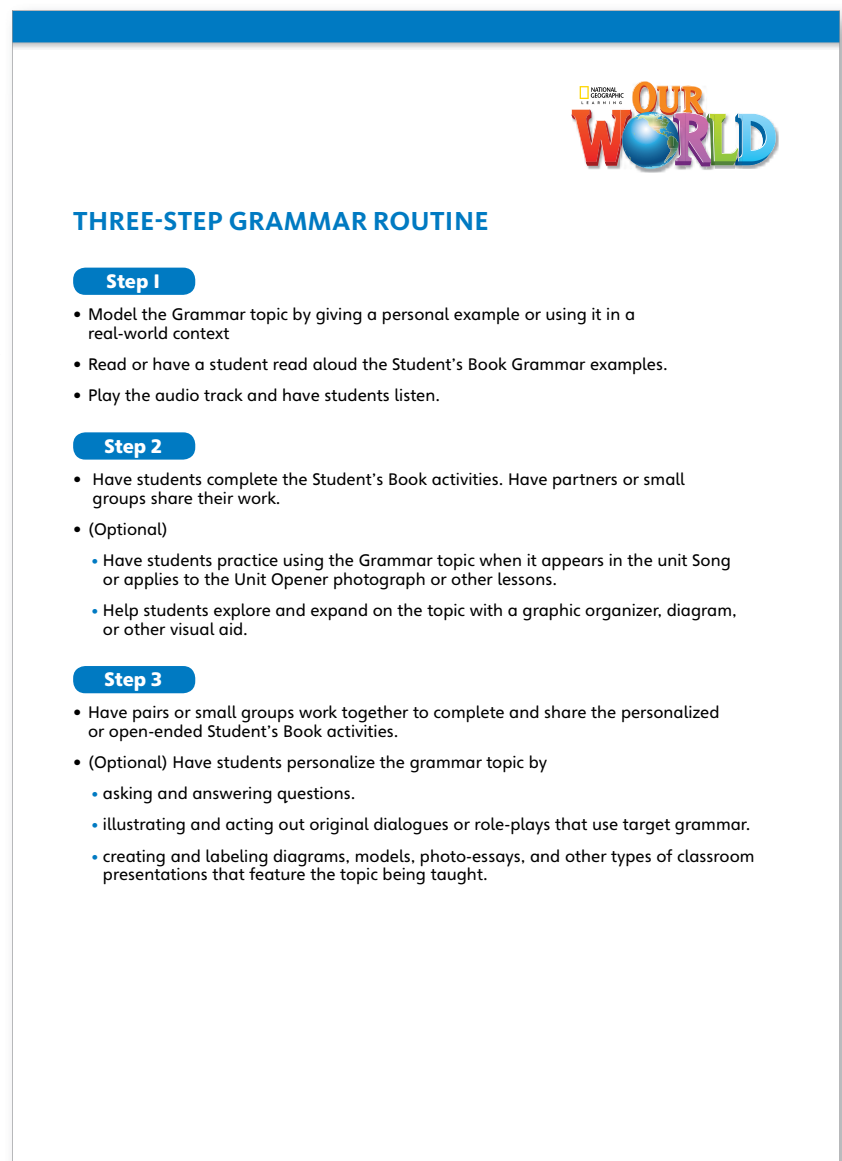
## Routines


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

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

## The website includes:

- downloadable training videos for preprimary 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 have a student read aloud the Student's Book Grammar examples.
- Play the audio track and have students listen.

**Step 2**

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

**Step 3**

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