

TEACHING WITH *OUR WORLD LEVELS 1-6*

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 understand the purpose of the activities they carry out.
- Learning about the world through theme-based units is an approach that benefits Young Learners because a variety of topics provides a meaningful basis for exploration as well as a rich variety of language learning tasks.
- Addressing the needs of the whole child in the language class includes paying attention to learning styles, learning strategies, critical thinking skills, 21st-century skills, and universal cultural values.
- Authentic assessment of Young Learners goes beyond traditional paper-and-pencil tests. In *Our World*, multiple opportunities for concept comprehension and performance provide a variety

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 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 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 toward 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 recognized 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 Arts, Science, and Social Studies makes language learning interesting and engaging. It also helps prepare Young Learners who may eventually study these subjects in English. In addition, contextualizing language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learned 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 organization of knowledge:** This includes the use of graphic organizers 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. **Clothes Are Fun!**
People all over the world wear special clothes on special days. Sometimes they are clothes from the past. Look at the girls and boys from Korea, Turkey, and Mexico. They are wearing clothes from the past.

2 Listen and read. Look. (Circle) yes or no.
1. The children from Turkey are wearing shoes. yes no
2. The girls from Korea are wearing dresses. yes no

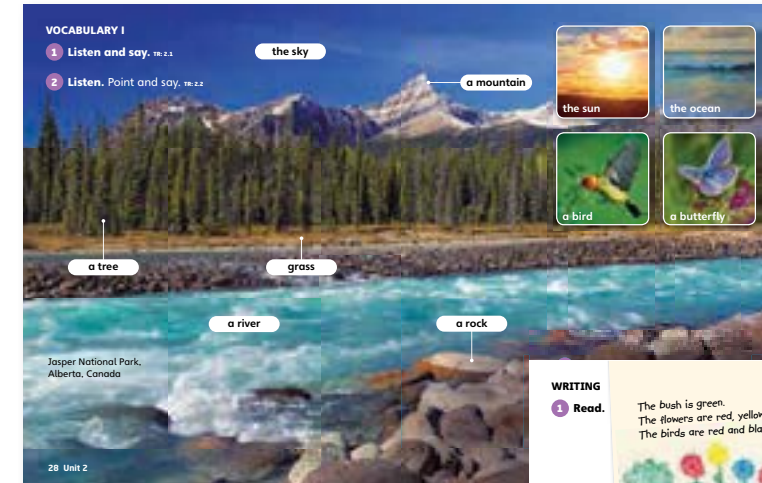
3 Look at Activity 1. Check ✓ the colors.

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

4 Look. Draw a line.
1. hat
2. jacket
3. pants
4. dress

5 Ask and answer. What are you wearing today?
Work with a partner.

What are you wearing?
I'm wearing a white shirt, blue pants, and black shoes.

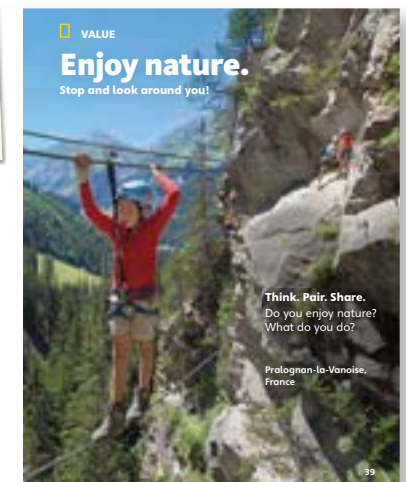


WRITING

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

2 Write. Then color.
1. The tree is _____.
2. The _____ is _____.
3. The flowers are _____.
4. The _____ are _____.

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



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 categorized in four ways:

- **Ways of working:** Students need to communicate clearly and collaborate effectively. *Our World* helps students 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 analyze techniques advertisers use to influence shopping behavior, 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 students are learning to recognize 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.



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 organizers, 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 understand text and organize information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar graphs, calendars, timelines, line graphs, Venn diagrams, cause-and-effect arrows, and pie charts.

National Geographic has one of the most impressive and highest-quality collections of photos and video in the world. These visuals enrich the *Our World* print, video, and media components. These materials help Young Learners 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. 1B 9.14

Animal Babies

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

Some animals have big families. Cats have many baby cats, called kittens. Baby dogs are called puppies. Baby chickens are called chicks. Baby rabbits are called bunnies.

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

Everyone loves animal babies!





2 Listen and read. Circle yes or no. 1B 9.15

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

3 Read and write. **Animal Families**

cat	dog	chicken	rabbit	sheep	elephant
↓	↓	↓	↓	↓	↓
kitten					

4 Look and write.

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

5 Ask and answer. What are your favorite animals? Work with a partner.

What are your favorite animals? I like dogs and turtles.

156 Unit 9

Baby Asian elephant

157

VIDEO AND TECHNOLOGY

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

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

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

- vocabulary presented with amazing photos
- grammar in animated contexts
- songs performed by fun hosts
- video clips that give examples of real-world communication
- stories read by the hosts 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 practice Student's Book lessons in new and unique ways. These activities allow for teaching and reteaching 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 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 color, shape, and position to help them 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, flash cards, posters, video, arts and crafts, murals, projects, puzzles, and board games.
- **Auditory learners** learn and remember information through sound and rhythm. They memorize information easily and can repeat back the text of stories, role-plays, and song lyrics after listening only once or twice. They understand oral directions 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 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, flash cards, 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 directions 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 trash basket 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 behaviors 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 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 organize 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 **analyzing, evaluating, and synthesizing** information. In many Young Learner classrooms, teachers’ questions may be limited to basic comprehension questions (*What is the story about? Is it a happy or sad story?*) and to display questions (*How many planets are there in our solar system? Is the moon hot or cold?*).

Students ask questions that activate skills such as the following:

- **Classifying** *What are (two) ways you can group together these words?*
- **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?*
- **Predicting** *What will happen when (the volcano erupts)?*
- **Problem Solving** *What are some ways we can solve the problem of (conserving water at school)?*
- **Ranking** *How would you list your (favorite sports) from one to five?*
- **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?*
- **Visualizing** *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 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 prepare for class and includes gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson, and plan activities in a sequence that will ensure student success.

Stages of a Lesson

Our World uses six basic steps recognized as the standard for effective language instruction: **Warm Up, Present, Practice, 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 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.

- **Practice** 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 personalize 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 personalize 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 learned in class or even a simple song or chant. The wrap up might be a conclusion to a pair-work extension activity in which the teacher asks individual students what they learned 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 no matter the 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 behaviors. This includes adjusting instruction based on students' unique personalities, their mood swings, their varied interests, and their diverse personal, cognitive, and emotional needs.

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

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

Successful Activities

Activities for Young Learners should above all be meaningful and purposeful. Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns.

Instead of presenting language as isolated grammar structures to be analyzed, 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 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 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 room, 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 video program and the Classroom Presentation Tool contain a wide variety of motivating and enjoyable activities.

Repetition and Recycling

Classrooms should provide plenty of opportunities to practice 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 video program 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 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 behavior can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehavior only. Many aspects of teaching can affect the behavior of students in the classroom.

Time

Effective teachers use their class time carefully. They plan the time it takes to greet students and start the class, 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 class. They reserve time to be used as needed during the class. In addition, they keep in mind what is known as “wait 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 formulate better quality responses.

Activities and Transitions

It's important to have all materials needed for each activity ready before class so that Young Learners don't have 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 class 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 (“We are done/That was fun/Now let's do/Another one.”), visual cues such as a teacher-held stop sign or flipping the light switch 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 having students close their eyes and rest their heads on their hands for a moment.

Classroom Rules and Routines

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

Teachers should communicate rules clearly and simply and make sure they're consistent in enforcing them with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may together come up with rules such as Be quiet when someone is talking; Raise your hand to talk; or Be kind to others. Work hard, Share, and Cooperate 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 practice routine language, vocabulary, basic structures, and patterns. And while practicing 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 practice English. In addition, they can 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 signaling present, past, or future time), and for cause and effect (why, because), among other strategies.

1 Listen and say. TR: 8.8



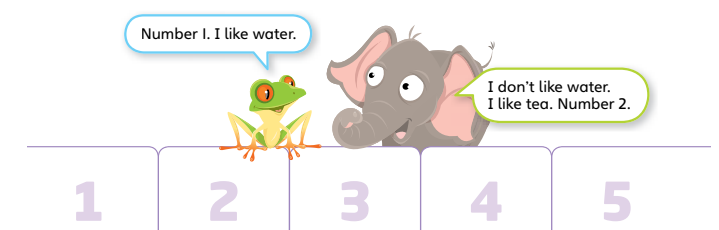
Speaking

Listening and speaking are the communicative foundation for language learning. Question and answer exchanges, whether between teacher and student or between student and student, play an important part in the classroom. At first, Young Learners will rely on modeled language in their exchanges, but it is important to introduce opportunities for personalized, 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 color 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 play soccer?” Be sure to regularly include speaking and listening opportunities such as games, group discussions, and project presentations. The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

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

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



Reading

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

The Lesson Planner includes a variety of before-, during-, and after-reading tasks that draw students deeper into texts. Before-reading activities help prepare learners for the reading by drawing their attention to titles, headings, photos, and captions; by accessing what they already know about the topic; and by predicting what the reading might include.

During reading, it is useful to train students to ask themselves silent questions such as *Who, When, Where, What, Why, and How* and find the answers as they go. They can also underline or highlight information as they read or make brief comments in the margin.

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

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

Writing

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

In Levels 4 through 6, older learners are introduced to the concept of paragraph unity, and to different writing genres such as journal entries, blogs, reviews, and paragraphs of opinion, of cause and effect, of contrast, of comparison, of exemplification, of fact and opinion, of persuasion, of classification, and more. Students are guided step by step in the Workbook for each writing assignment in the Student's Book. Additional writing tasks are provided in the Workbook as well.

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

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



TEACHING WITH OUR WORLD LEVELS I-6

VOCABULARY

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

For younger learners, many items are related to the same concepts they are exploring in their first language, such as colors, shapes, and numbers.

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

Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word groups (photo, photograph, photographer, photographic, photographically).

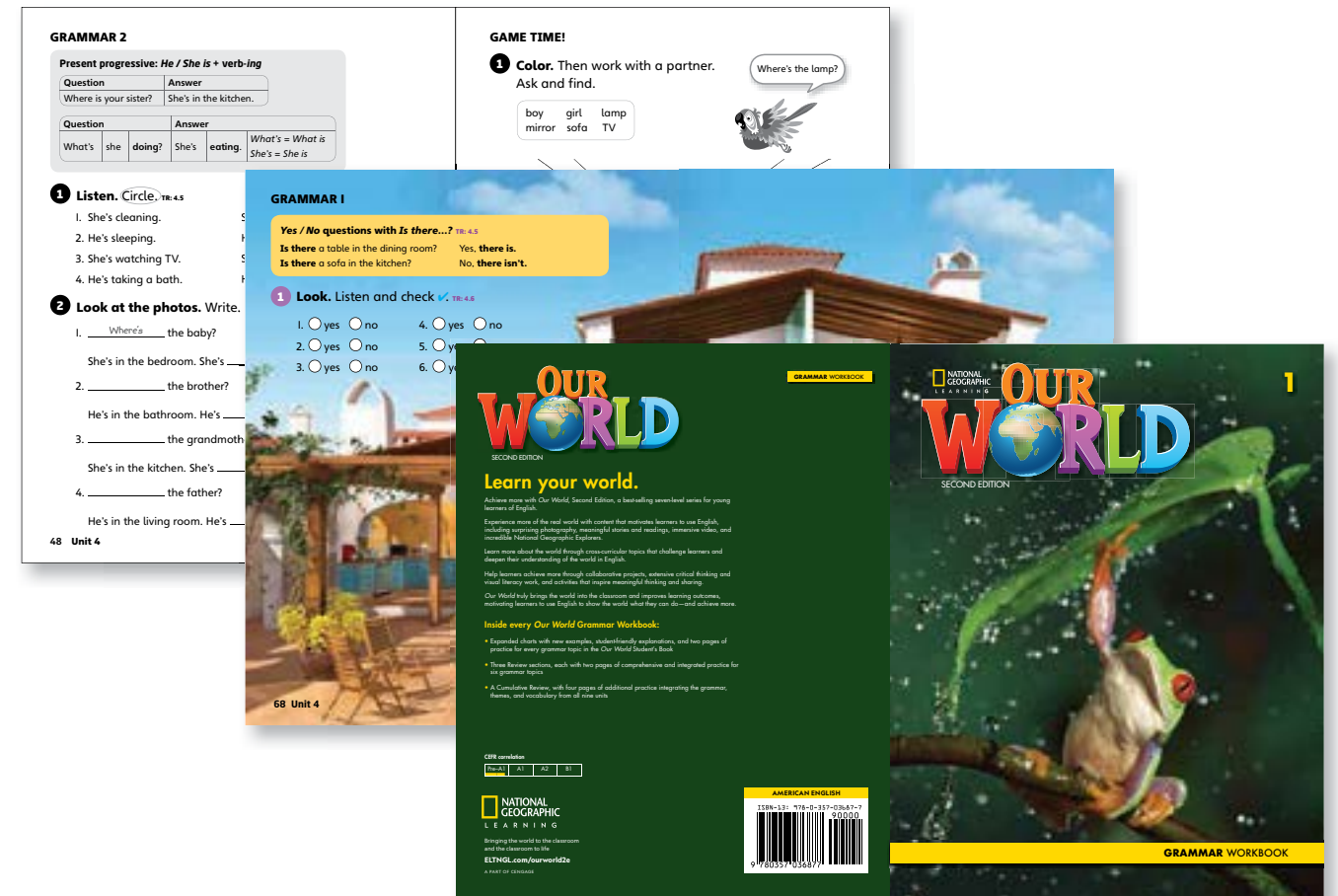
GRAMMAR

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

The grammar boxes in Student's Books, Workbooks, and Grammar Workbooks show target points in meaningful sentences that students can use as models for language production.

As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep personal grammar reference notebooks in which they have a page for each grammar point, with examples of form, meaning, and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.

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



Because of young learners' age, level of maturity, limited range of experience, and cognitive, linguistic, and literacy development, they need appropriately designed assessment tasks, whether traditional or performance based.

- **Tests should mirror learning.** The material actually taught in class is what is assessed. Tests should reflect the objectives of the curriculum and provide students with the opportunity to demonstrate what they know and what they can do with the language in tasks and formats that are similar to the ones they have experienced in class.
- **Tests should contribute to learning on the teacher's part as well as on the student's part.** Test results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. Results should provide information to learners on their current strengths and weaknesses and progress in learning English.
- **Tests should include a variety of techniques that correspond to learners' different intelligences and learning styles.** That is to say, tests should provide opportunities for learners who are not primarily linguistically, logical-mathematically, or spatially inclined but rather demonstrate other types of intelligences or learning styles.
- **Tests should be contextualized and reflect relevant tasks and language for young learners.** Assessment items are more authentic when they reflect a previously taught theme or body of content, and when the language tested is that used by young learners in class and in their real lives.
- **Tests should allow all learners to experience success.** Assessment should provide both lower-than-average and advanced learners opportunities to demonstrate their knowledge. Just as teachers support mixed-ability learners in class with differentiated instruction, so too should they provide opportunities for mixed-ability learners on assessments.

- **Tests should motivate learners and build learner confidence.** Teachers work hard to include a variety of motivating and fun activities in their lessons, and they are conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun engagement and motivating feedback in their assessments.

- **Tests should take place over time in order to collect evidence of growth.** Assessment should not be approached as an occasional but necessary evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have and the more practiced and confident they may feel during assessments. The *Our World* series ensures that students engage in a wide variety of communicative activities in each thematic unit, and many of these themes and activity types are correspondingly reflected in the assessment process.

Our World provides many opportunities for both formal and informal assessment of different types. The typical paper-and-pencil test with formats such as multiple-choice, true/false, matching, and fill-in-the-blank is one example of formal assessment. In many language curricula around the world, these task types remain popular.

The *Our World* ExamView© Assessment Suite includes test banks that allow teachers to generate and customize various kinds of written tests, including Placement Tests, nine Unit Quizzes, three Mastery Tests, and a Final Test.

Accurate assessment reflects not only what students can recognize and produce on a written test, but also what they can realistically do as they actually use the language in daily contexts. *Our World* therefore provides a wealth of opportunities for informal assessment. These include Extension and Expansion activities listed in each unit of the Lesson Planner, multiple opportunities for pair and group work, Review and Project pages in the Student's Book, Workbook activities, Online Practice, and the Classroom Presentation Tool.

	2-3 hours per week	3-4 hours per week	4-6 hours per week
Week 1	Unit Opener Vocabulary 1: Warm Up; Present; Practice; Wrap Up	Unit Opener	Unit Opener
	Vocabulary 1 (continued): Recap; Apply; Wrap Up Song (optional)	Vocabulary 1: Warm Up; Present; Practice; Wrap Up Song (optional)	Vocabulary 1: Warm Up; Present; Practice; Wrap Up Song (optional)
Week 2	Grammar 1: Warm Up; Present; Practice; Apply; Wrap Up Song (optional)	Grammar 1: Warm Up; Present; Practice; Wrap Up Song (optional)	Grammar 1: Warm Up; Present; Practice; Wrap Up
	Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up	Grammar 1 (continued): Recap; Apply; Extend; Wrap Up	Grammar 1 (continued): Recap; Apply; Extend; Wrap Up Song (optional)
Week 3	Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up	Grammar 2: Warm Up; Present; Practice; Apply; Extend; Wrap Up	Grammar 2: Warm Up; Present; Practice; Apply; Extend; Wrap Up
	Reading: Warm Up; Present; Practice; Apply; Wrap Up	Reading: Warm Up; Present; Practice; Wrap Up	Reading: Warm Up; Present; Practice; Wrap Up
Week 4	Writing: Warm Up; Present; Read the Model; Plan; Write Mission	Writing: Warm Up; Present; Read the Model; Plan; Write	Writing: Warm Up; Present; Read the Model; Plan; Write
	Project: Prepare; Share Assessment Song (optional)	Writing (continued): Edit; Share Mission	Writing (continued): Edit; Share Mission
		Project: Prepare; Share Assessment Song (optional)	Review Assessment Project Preparation
			Project: Prepare; Share Song (optional)