

OUR WORLD, SECOND EDITION: LEVEL 3

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.



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

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

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: 4.3

Our Senses

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

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

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

CHORUS

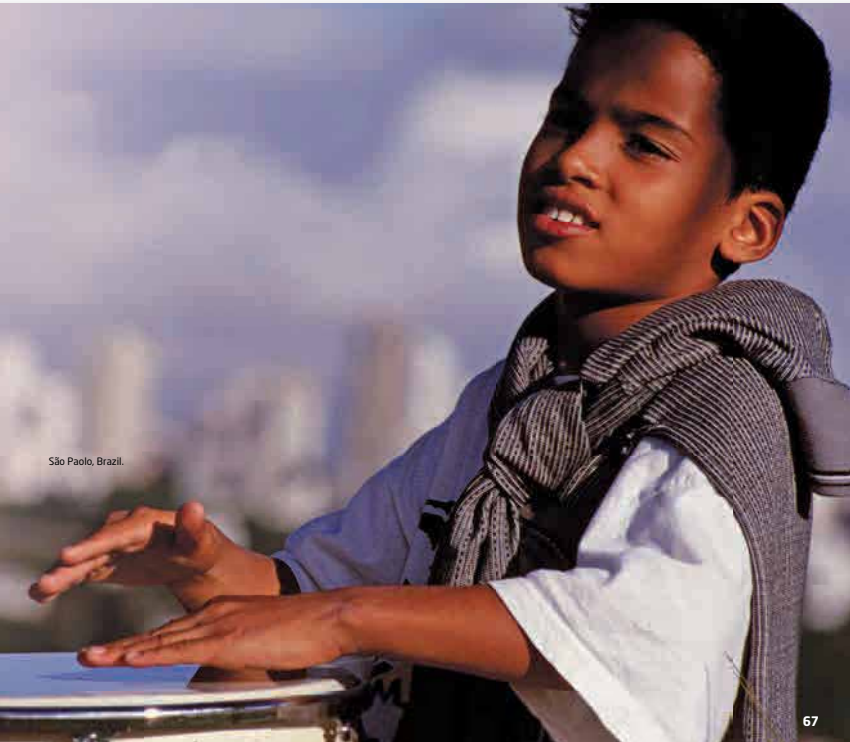
How does the garden look?
It looks beautiful.
How does a hug feel?
It feels great!

CHORUS

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

São Paulo, Brazil.

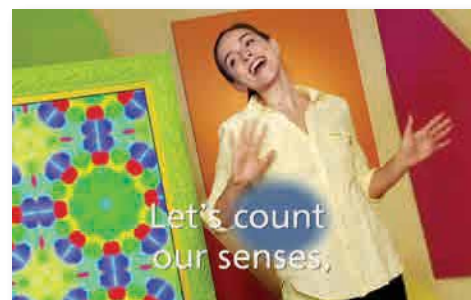
66 Unit 4 67



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**.

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

Sense verbs TR: 4.4

The soup **smells** great.
The flowers **look** beautiful.
How does the chicken **taste**?

The music **sounds** terrible.
The baby rabbit **feels** soft.
It **tastes** delicious.

1 Write. Use these words.

good old rough smooth sticky terrible

1. The cake tastes good

2. The dog _____

3. The house _____

4. The glue _____

5. The rock _____

6. The phone _____

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

1. The trees are tall and green.

2. _____

3. _____

4. _____

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



1. The classroom is quiet and sunny.

2. _____

3. _____

4. _____

68 Unit 4 69

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. Read and write. TR: 4.5

salty bitter
sour spicy
sweet

- This lemon isn't sweet. It's _____.
- I don't like honey. I don't like _____ things.
- These potato chips have a lot of salt. They're very _____.
- I like peppers. They're really _____.
- I don't like the taste of coffee. It's very _____.

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

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

1 2 3 4 5

70 Unit 4

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

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 _____ delicious. I want more, please!
- The music _____ loud. I'm going outside.
- The flowers _____ beautiful before. They're ugly now.
- That song _____ beautiful.
- The glue _____ sticky, but now it's dry.

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

Flowers were. The flowers were beautiful, but now they aren't.
Good Job. My turn. Music are. No match!

71

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.

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 from humans.

Imagine that you have to walk on your dinner 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 through the water 180 meters (590 ft.) away.

Spiders don't have 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 a fantastic sense of smell. They can smell things that are as far as 32 kilometers (20 mi.) 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.

whisker
red-tailed hawk
person
mouse

72 Unit 4

Infographics show factual information in fun and sometimes surprising ways.

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

2 Read. Check **T** for True and **F** for False.

- Spiders have 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 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.

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

weird but true
A worm can taste with its whole body.

I think dogs can hear very well.
I think bats can't see very well.

73

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.

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. ...

Grevy's ZEBRAS

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

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 zebra.

Like horses, zebras have long heads, short legs, and long tails. Zebras eat grass, leaves, and other plants. They can run fast and can hold their breath for a long time. They can also see in different ways.

There are three different kinds of zebra: plains zebra, Grevy's zebra, and mountain zebra. Grevy's zebra are the tallest and the most beautiful. But some members of the plains zebra are the most beautiful. They live 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.

- Describe one black and white animal.
- Describe one long animal.
- Describe one short animal.
- Describe one fast animal.

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

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

4 Choose an activity.

- Draw a picture of a zebra. Carefully draw its stripes. Compare with your partner.
- Find an older zebra to show where zebras live in Africa.
- Write a story about Grevy's zebra. Then draw and label a picture of a Grevy's zebra.

127 Extended Reading

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 “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 favorite season. The weather is hot, and we do many activities outside. On weekends 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 favorite!

2 Write. Write about your summer. Use *or* to show choices.

3 Share your writing. Work in a small group. Listen and fill in the chart.

Name	Choice 1	Choice 2
		or

74 Unit 4

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

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

VALUES

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

75

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

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 your five senses. Write about it.

1 Plan your work. Making Cookies
see | soft dough
hear
smell
taste
touch

2 Write sentences.

3 Draw pictures.

4 Write your name. Cookies are ready to eat! They look colorful and fun! They taste sweet.
Joana

This poem is about cookies.

Now I can . . .

- talk about the five 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**.

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.

Stinky Animals and Plants

Many things smell good. Apple trees, flowers, and the ocean 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 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 "stinker".

Many flowers smell good, but the rafflesia doesn't. It smells terrible!

The rafflesia is the biggest flower in the world. It's almost one meter (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 flower.

Stinky animals and plants

animal	Eastern snake-necked turtle	plant	rafflesia
where does it live? It lives in _____.	_____	where does it grow? It grows in _____.	_____
what does it smell like? _____	_____	what does it smell like? _____	_____
when does it smell terrible? It _____.	_____	what likes its smell? _____	_____

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

- The rafflesia smells terrible.
- The Eastern snake-necked turtle has 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 chart.

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 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/ourworld3

Unit 4

Sense verbs

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

Question

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 progressive: *The cat **isn't feeling** soft.*

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 motorcycle 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 colorful dress look? It _____.

3 Look and write.

How does the brain smell? _____

It smells terrible. _____

4 Write. Use words from each column.

airplanes	feel	beautiful
coffee	look	delicious
cookies	sound	hard
my bed	taste	loud
paintings		soft
a rack		terrible

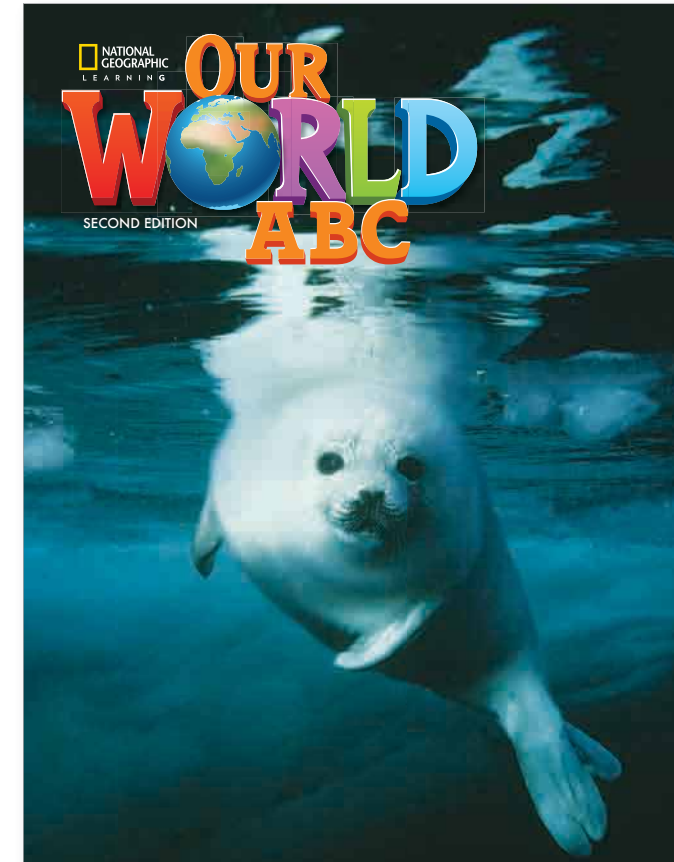
- A rack feels hard.
- _____
- _____
- _____
- _____
- _____

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



- *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.



- *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.

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 pp. 50–51, TR: 4.6; Online Practice

READING
1 Listen and read. (a–e)
AMAZING Animal Senses
Many animals can see, hear, smell, taste, and touch, but they do it in a different way from humans. Imagine that you have to walk in one dinner to taste it! Well, a butterfly does. It tastes with its feet!
People use the ends of their fingers to touch. So do we! We use our whiskers. Their sense of touch is amazing. They can feel fish through the water 180 meters (100 ft) away.
Spiders don't have 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 a fantastic sense of smell. They can smell things that are as far as 32 kilometers (20 mi) 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.

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)* Have a student write see above the picture of eyes. Ask about the other senses and have students label the pictures.
• Then write the following sentence frames 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.

Present ●●●
• **Describe** Say *Open your books to page 72. We're going to read about how animals use their senses in different ways than we do. Point to the seal. Say A seal has 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 have students read aloud.

Read, Check T for True and F for False.
1. Spiders have ears. ()
2. Bears can't smell very well. ()
3. Butterflies taste with their feet. ()
4. Seals use their whiskers to feel fish in the water. ()
5. Chameleons can look up and down at the same time. ()

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.

Talk about other animals you know. Work with a partner.
I think dogs can hear very well.
I think bears can't see very well.

BE THE EXPERT
About the Photo
The lizard shown in the photo is a chameleon. Chameleons have the unusual ability to change the color 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, have them underline words or phrases they don't know. Afterward, discuss these words and phrases as a class and then reread the passage.
Related Vocabulary
environment, eyesight

Graphic Literacy Have students use the diagram on p. 72 to compare and contrast human and animal senses. Say *The person and the red-tailed hawk both see the mouse.*
Ask *Who is close to the mouse? (person) What is far away? (hawk) Say The person and the hawk both see the mouse. The person has to be close to the mouse to see it, but the hawk can see the mouse from far away!*
Practice ●●●
• 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? (no ears; use tiny hairs to hear)* Write students' responses on the board. Continue with the remaining animals. (seals, bears, chameleons)

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.



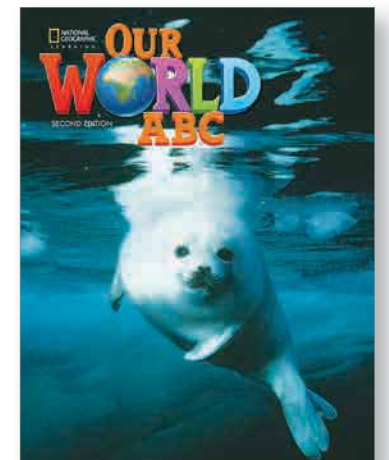
Poster Sets

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

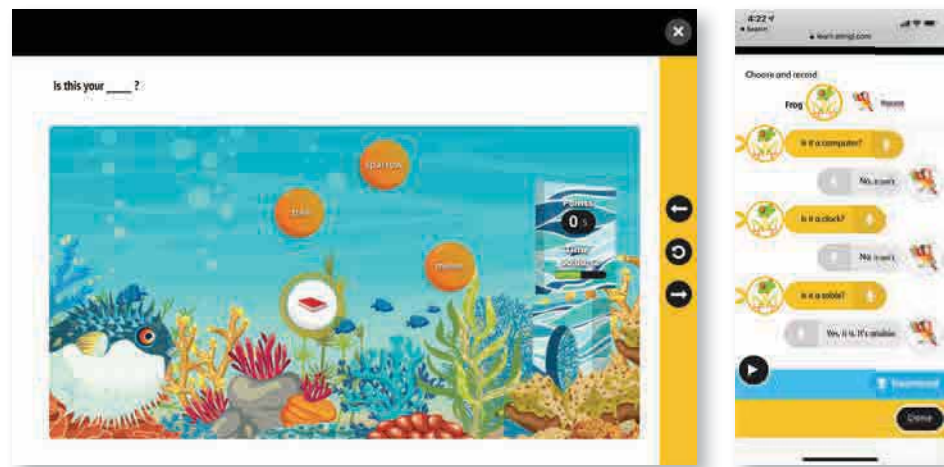
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

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 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 with an access code and course activation key. It's optimized for all devices.

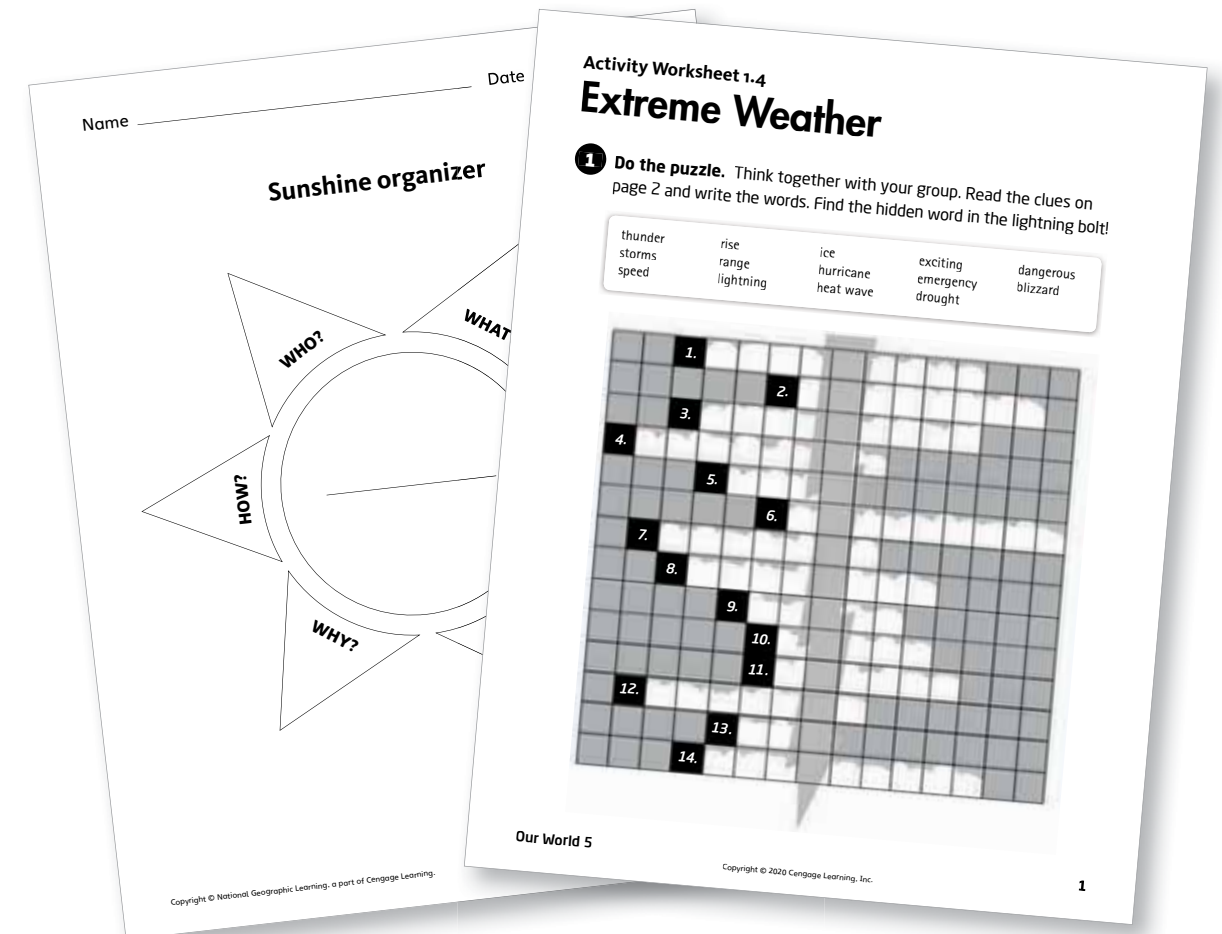
Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at ELTNGL.com/ourworld3.

Teacher 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 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 3 Readers

Caring for Orphan Elephants

Country Mouse Visits City Mouse

Getting to School Around the World

The Four Blind Men

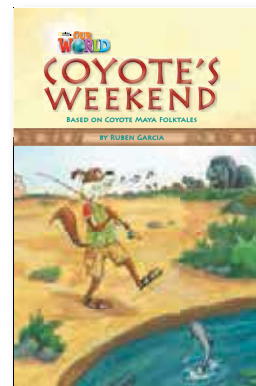
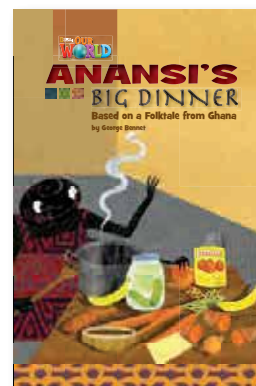
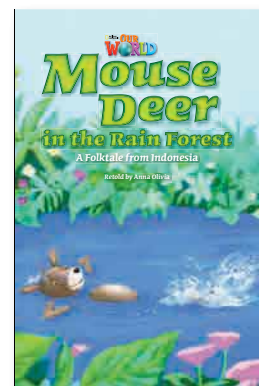
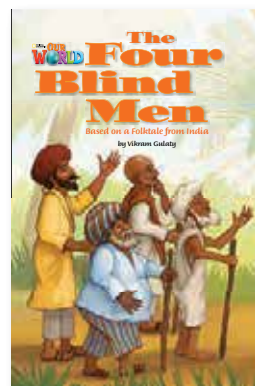
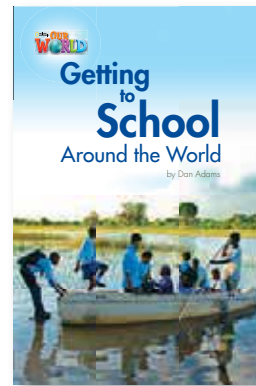
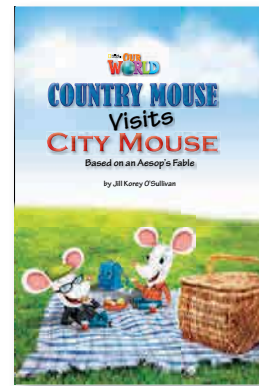
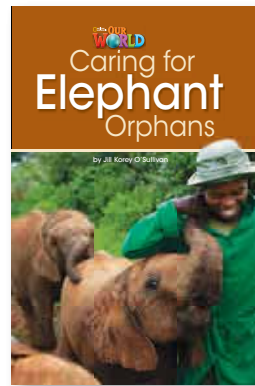
Mouse Deer in the Rain Forest

Anansi's Big Dinner

Tortoise and Hare's Race

Holiday Colors and Lights

Coyote's Weekend



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: 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 **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

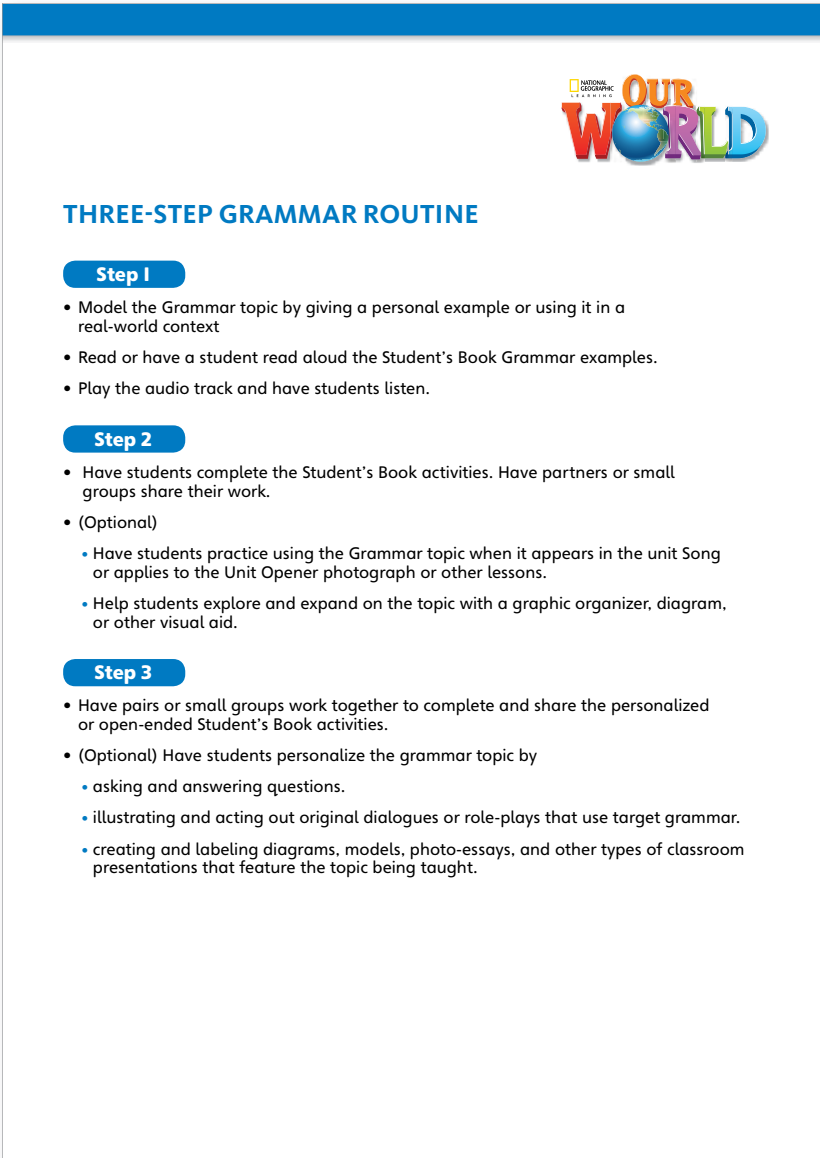
Routines


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 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 preprimary and primary teachers
- preview and review training slides
- handouts for workshops
- links to additional development resources



 **OUR WORLD**

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the Grammar topic by giving a personal example or using it in a real-world context
- Read or 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.