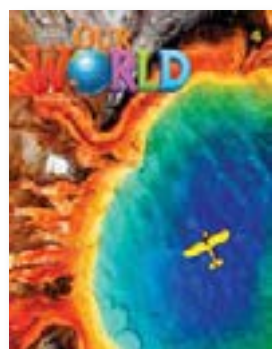
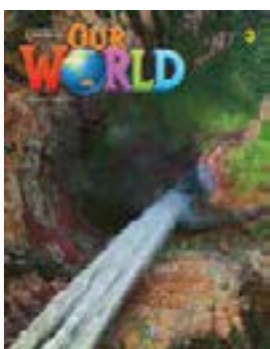
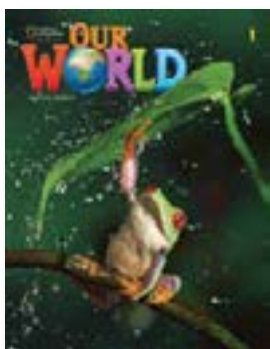


OUR WORLD PHILOSOPHY: KEY CONCEPTS

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 of ways to determine a student's depth of learning.



OUR WORLD CONTENT

Global Citizenship

To empower Young Learners for the 21st century, teachers of English as a Foreign Language must understand the global importance of English, as well as what it means to be a global citizen.

Our World uses real-world and multicultural content to help Young Learners grow up to become successful global citizens. Dramatic photos and content from National Geographic spark curiosity and broaden students' perspective by exposing them to multiple cultures and ideas.

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 Starter* Levels 1–6 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.

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, flashcards, 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, flashcards, puzzles, board games, and realia.
- **Kinesthetic learners** process and remember information through physical movement. Like tactile learners, they touch and manipulate objects,

and they're good at working with their hands. They understand 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. Instruction in the use of learning strategies 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 are limited to basic comprehension questions (*What is the story about? Is it a happy or sad story?*) and to display questions (*Is it hot or cold?*). Even though children under the age of ten have not yet developed analytical abilities, teachers can nevertheless encourage and model simple forms of predicting, classifying, comparing, contrasting, ranking, sequencing, and summarizing.

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 help English language learners switch from their native language to English, help them remember material from earlier lessons, and help them begin class feeling confident about what they know. Warm-up activities create interest and excitement about the topic and prepare learners for the new language input. In *Our World Starter*, students transition from their native language to thinking in English using the English Time chant.

English Time

English, (clap) English, (clap)
English (clap) today! (clap, clap)
English, (clap) English, (clap)
Hip, hip, (clap) hooray! (clap, clap)

- After the chant, students are ready to engage in English with a beginning activity that generally reviews material from previous units and lessons. Teachers use picture cards, mini picture cards, the mascot stick puppets, and short games to recycle vocabulary, structures, concepts, or the sounds of English.
- **Present** After students warm up, it is time to present the new language. This means teaching new vocabulary words, language models, or content concepts through visuals, realia, examples, or using the Classroom Presentation Tool. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening input. This will help students gain comprehension of the new language. The *Our World Starter Lesson Planner* suggests multiple activities to present and check comprehension of language to support 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** Concluding the lesson or class with a final activity is always important, as students need to leave the class knowing that they have completed an activity and learned something. This might be a worksheet, a game, or a chant. The *Our World Starter Lesson Planner* provides wrap-up activities for each class, as well as The Goodbye Chant.

The Goodbye Chant

Good work, class.
Hip hip, hooray!
Goodbye for now.
Have a nice day!

- **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** and **Online Practice activities**.

Successful Activities

Activities have meaning and purpose 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

Teachers should provide plenty of opportunities to practice the language. Using repetition and recycling is important when working with Young Learners. If children are interested in a story or chant, they will ask to hear it again. Repeating is a natural part of children's learning process.

Our World provides plenty of opportunities for meaningful repetition, especially if the Classroom Presentation Tool and video are used in conjunction with the Student's Book. Students will get the chance to hear, repeat, and use both vocabulary and structures multiple times. Recycling happens within a unit and also across units to help with retention.

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. If the previous activity has been concentrated seat work, a useful transition to the next activity can be having students stand by their desks and “shake out” their hands and legs, or having them jump up and down a few times.

Transition Chant

We are done.
That was fun.
Now let’s do
another one.

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

Young children learn about other people and the world around them primarily through oral interaction. In the classroom they 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 these activities develop students’ discrimination of sounds, words, and sentence boundaries, while others focus on stress, rhythm, and intonation. Stories and chants are a natural and fun way to practice, too. The Workbook includes a variety of listening activities as well.

Speaking

Listening and speaking interactions 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 also 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?* and *How many animals do you see?*) to authentic communication (questions to which the answers are not yet known, such as *Do you have a brother?* and *Do you like stories?*) The more relevant the language is to learners’ lives, the more meaningful and memorable it becomes.

Reading

A unique feature of the *Our World* series is the use of engaging content from the world-renowned National Geographic archives, incorporated in nonfiction readings that begin in Level I. But even students at the Starter level are introduced to simple fictional stories they appreciate hearing and repeating. An age-appropriate story is included in each unit, which exposes students to concepts such as reading from left to right, using visuals to understand context, and story conventions.

Writing

At the *Starter* level, students learn how to shape the letters of the alphabet and the numbers one through ten.

Younger learners are systematically introduced to writing beginning in Level I, 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 I 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.

VOCABULARY AND GRAMMAR

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. Younger learners in particular benefit from visuals and hands-on activities.

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.

Language activities in the Student’s Books and Workbooks, then, show target language in meaningful sentences that students can use as models for language production. Even students at the Starter level are given the opportunity to engage in dialogues using high-frequency grammatical structures along with recycled vocabulary.

ASSESSMENT

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.** 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* ExamView© Assessment Suite includes test banks that allow teachers to generate and customize various kinds of written tests, including a Placement Test, 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 pages in the Student’s Book, Workbook activities, Worksheets, Online Practice, and the Classroom Presentation Tool.

	1-2 hours per week	3-4 hours per week	5-6 hours per week
UNIT OPENER	Introduce	Introduce	Introduce
VOCABULARY	Warm up Present Practice or Apply Wrap up	Warm up Present Practice Apply Extend (optional) Wrap up * Vocabulary worksheet (optional)	Warm up Present Practice Apply Extend Wrap up * Vocabulary worksheet
LANGUAGE IN USE	Warm up Present Practice or Apply Wrap up	Warm up Present Practice Apply Extend (optional) Wrap up * Language Use worksheet (optional)	Warm up Present Practice Apply Extend Wrap up * Language Use worksheet
CONTENT CONCEPTS	Warm up Present Practice or Apply Wrap up	Warm up Present Practice Apply Extend (optional) Wrap up * Content Concepts worksheet (optional)	Warm up Present Practice Apply Extend Wrap up * Content Concepts worksheet
THE SOUNDS OF ENGLISH	Warm up Present Practice or Apply Wrap up	Warm up Present Practice Apply Extend (optional) Wrap up	Warm up Present Practice Apply Extend Wrap up
READING / WRITING	Warm up Present Practice or Apply Wrap up Writing (optional)	Warm up Present Practice Apply Extend (optional) Wrap up * Reading worksheet (optional) Writing	Warm up Present Practice Apply Extend Wrap up * Reading worksheet Writing
ASSESSMENT	Use only Mastery Tests after Unit 4 and Unit 8	Assessment: Use Unit Quizzes and Final Test	Assessment: Use Unit Quizzes, Mastery Tests, and Final Test

An additional generic Pacing Guide, covering one unit every four weeks, and unit-by-unit pacing guides are available on the Teacher’s Website.