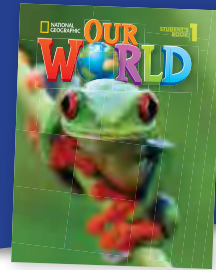


# STUDENT'S BOOK Walk-through



## UNIT OPENER

The Unit Opener uses high-interest photographs to engage students, present the unit theme and provide opportunities for speaking and listening.

A goal-setting activity focuses students' attention.

A teacher-led warm-up activity provides suggestions for pre-teaching of unit themes and target structures.



Image captions provide useful cultural and geographic information for teachers to discuss with learners.

## RESOURCES

### Lesson Planner with Class Audio CDs and Teacher's Resource CD-ROM

The **Our World Lesson Planner**, with Class Audio CDs and Teacher's Resource CD-ROM, provides everything needed to successfully plan, teach and supplement lessons, including:

- a detailed scope and sequence
- explicit instructions for teaching vocabulary, writing, grammar and songs
- answer keys and audio scripts for all activities in the Student's Book and Workbook
- support for teaching English lessons in English
- teaching tips for teaching vocabulary and grammar and for using the *Our World Classroom DVD* and the Interactive Whiteboard Software
- Class Audio CDs containing recordings of all exercises, activities and readings in the Student's Book

The **Teacher's Resource CD-ROM**, provided with the *Our World Lesson Planner*, supplies additional teaching resources including:

- pacing guides for easy lesson planning
- printable worksheets and templates for in-class games and activities
- customisable Home-School Connection Letters

## VOCABULARY

Target vocabulary is presented visually, using photographs and photo-realistic art, to create interest and enhance retention.



Mascots model dialogues which help students to use target language to communicate.

All target language is recorded on audio CDs to help students with pronunciation and practice.

### Our World Classroom DVD

Each **Our World Classroom DVD** is 30 minutes of fun-filled, fully integrated content that includes:

- vocabulary and language presentations and reviews
- original songs
- games
- inspiring real-world video, and
- an *Our World Readers Story Time* segment

Presented in highly manageable 3–5 minute clips, the *Our World Classroom DVD* can be used before, during or after instruction to preview, support and review. *Our World* videos are available on a Classroom DVD, in the Interactive Whiteboard Software DVD and online through myNGconnect.



# SONG

A unit song supports the unit theme. Lyrics set the unit target vocabulary and grammar in context. Each easily learnt and remembered song models natural rhythm and intonation.

After the first presentation, songs can be reused throughout a unit. Point-of-use suggestions in the Lesson Planner provide opportunities for reuse and recycling.

**4 Listen.** Read and sing. TR. A30

## Nature

Where are the birds?  
They're in the sky.  
Where are the Sun and the Moon?  
They're in the sky.  
The sky is part of our world.

Where are the fish?  
They're in the sea.  
Where are the waves?  
They're in the sea.  
The sea and the sky  
are part of our world.

Where are the trees?  
They're in the mountains.  
Where are the rocks?  
Up in the mountains.  
The mountains and the sea  
and the sky are part of our world.

What colours can you see  
in our beautiful world?  
What colours can you see  
in our beautiful world?

The colours of the rainbow,  
the colours of the rainbow.  
The colours of the rainbow,  
the colours of the rainbow.

The rainbows and the mountains  
and the sea and the sky,  
they're part of our world,  
part of our world.  
Our beautiful world!

**5 Sing again.** Hold up pictures.

Follow-up activities provide opportunities to use the song for group and pair work.

# GRAMMAR 1

Grammar lessons include natural examples of real-world language.

**GRAMMAR TR. A31**

What is it? It's a bird.  
What are they? They're birds.

**6 Look.** Listen and circle. TR. A32

1. a bird

2. mountains

3. trees

4. rocks

5. butterflies

A variety of tasks allows learners to use the four skills (Reading, Writing, Listening, Speaking) to practise grammar.

# RESOURCES

## Our World Class Audio CDs

The **Our World Class Audio CDs** provide all the Student's Book audio content, including:

- language presentations and reviews
- original songs
- readings
- games and activities

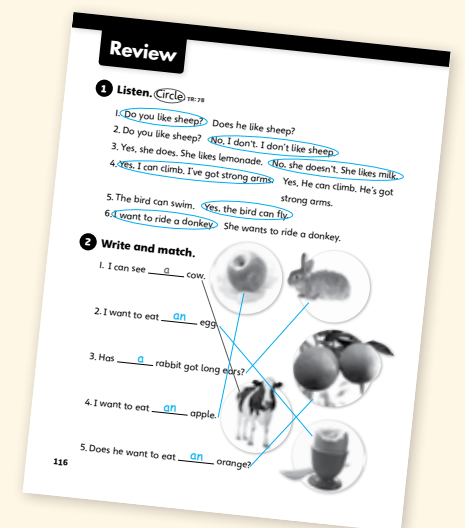


## Our World Workbook with Audio CD

The **Our World Workbook** contains exercises and activities that reinforce and consolidate Student's Book instruction and include listening, speaking, reading, writing, grammar and vocabulary activities.

The workbook includes:

- 12 pages of skills practice and activities, as well as additional readings, for each unit
- unit Review sections
- practice of English pronunciation and sound-spelling relationships
- audio for all listening comprehension and Review sections, provided on an Audio CD bound in with the Workbook, or accessed online through myNGconnect





## VOCABULARY 2/GRAMMAR 2

Games and tasks provide independent practice and reinforce target structures.

Additional thematic vocabulary and relevant grammar is presented through photographs and illustrations. Group and pair work gives learners the chance to use structures in conversation as they collaborate with classmates and the opportunity for personalisation.

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

## CONTENT READING

Real-world content readings develop language through topics such as science, nature, history, art, culture, music and sport.

Infographics show factual information in fun and sometimes surprising ways.

Graphic organisers help students collect, organise and visualise information.

## RESOURCES

### Our World Flashcards including the Sounds of English

The **Our World Flashcards including the Sounds of English** provide additional support for vocabulary development, English pronunciation and phonics practice.

The flashcards consist of:

- full colour, double-sided flashcards of target vocabulary.

Sounds of English Cards include:

- individual and contrasted English sounds with related images and spellings.

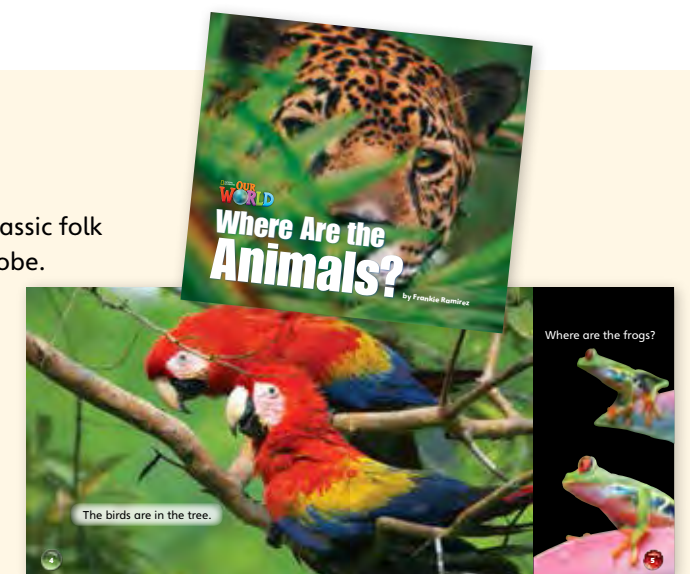
All **Our World Flashcards including the Sounds of English** are available online through myNGconnect.



### Our World Readers

The **Our World Readers** are six levels of original stories, classic folk tales, myths and non-fiction selections from around the globe.

A 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' in the **Our World Classroom DVD** or on the **Story Time DVDs**.



## WRITING AND VALUES

Written models provide examples of different types and forms of writing for students to follow.

**16 Colour and write.**

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

1. The tree is \_\_\_\_\_.
2. The \_\_\_\_\_ is \_\_\_\_\_.
3. The flowers are \_\_\_\_\_.
4. The \_\_\_\_\_ are \_\_\_\_\_.

**17 Work in a group.** Talk about your picture.

**18 Look and read.**

Stop and look.  
Enjoy.

**19 Read and copy.**

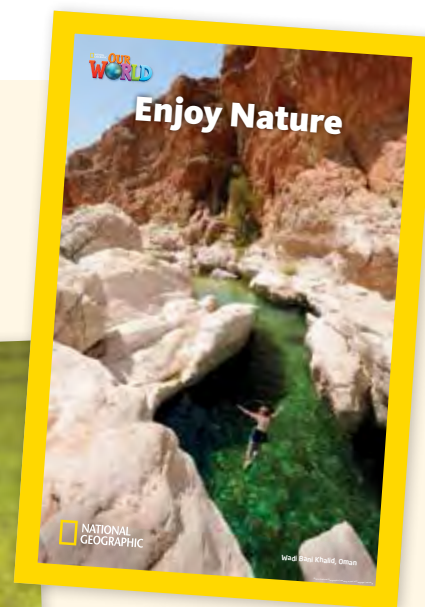
I look at the trees and flowers. I enjoy nature.

National Geographic *Our World* pages introduce learners to common values such as fair play, respect for others, caring for our planet, looking after animals and staying healthy.

## RESOURCES

### Our World Poster Sets

Nine full-colour posters bring beautiful photography into the classroom, reinforce the unit theme and feature National Geographic *Our World* values.



## PROJECT WORK

A variety of projects build 21st-century skills through independent research, discussion, presentations, craft, design and explaining ideas and opinions.

**20 Make a collage about nature.**

1. Cut out the pictures on page 161.
2. Draw more pictures.
3. Glue things from nature.
4. Write your name.

**Now I can ...**

- name objects in nature.
- name colours in nature.
- talk about nature.

Look! Two birds are in the trees. They're black.

Clear guidance and strong visual support is provided for learners through each project.

Project work is realistic and attainable and instils a sense of achievement in learners. Completed projects serve as tangible evidence of students' learning.

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

### Assessment Book with Audio CD

The **Our World Assessment Book** provides teachers with the tools they need to place their learners within the correct level of *Our World*, plan their lessons based on what students already know, and assess students' comprehension of and progress through the content of the Student's Book.

Each Assessment Book includes photocopiable Quizzes and Mastery and Final Tests, as well as additional resources, including:

- an *Our World* Placement Test and level Pre-Tests (Diagnostic Tests which help determine students' language ability)
- Listening and Speaking scripts which provide guidance for the listening and speaking portions of the quizzes and tests
- Answer Keys
- an Audio CD, with recorded scripts for all the quizzes and tests.

### Assessment CD-ROM with ExamView®

With the **Our World Assessment CD-ROM** with ExamView®, all of the quizzes and tests found in the Assessment Book can be quickly and easily generated and customised, making it easy to assess whether teaching objectives have been met.



## INTERACTIVE WHITEBOARD SOFTWARE

The **Interactive Whiteboard Software**, provided on DVD or online through myNGconnect, is available for each level of *Our World*. The Interactive Whiteboard Software integrates a variety of teaching resources, including video, songs, games, language presentations and student activities and can easily be used with a computer or Interactive White Board (IWB).

For each unit, the DVD includes:

- interactive unit-opening activities that provide the setting for each unit's theme
- presentation of target vocabulary and grammar through video and animation
- fun classroom activities that practise what has just been presented
- songs presented in two ways: as a video with a singing host and as a karaoke-style sing-along
- reading activities that support Reading selections
- editing activities that support Writing instruction



## OUR WORLD STUDENT'S CD-ROM

*Our World* student activities, provided on a **Student's CD-ROM** bound with the Student's Book or accessed online through myNGconnect, are fun, engaging, game-like activities that reinforce and expand on Student's Book content. Each unit has two Vocabulary and Grammar activities, as well as a Reading activity.

## myNGconnect

Teachers and students can find student activities, Student's Book and Workbook audio and Interactive Whiteboard Software online at **myNGconnect**.

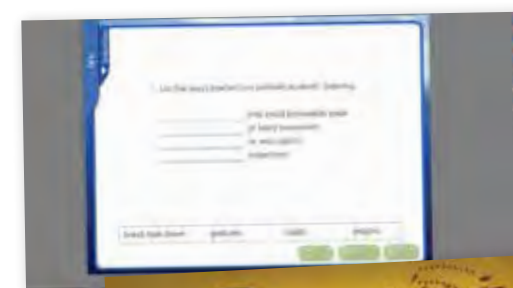
## PROFESSIONAL DEVELOPMENT

To ensure that teachers are able to improve their classroom practice and get the most out of the *Our World* teaching resources, Dr Joan Kang Shin, a respected trainer of young learner teachers in over 100 countries and series editor for *Our World*, has developed the ***Our World* Professional Development Programme**.

### Professional Development Video

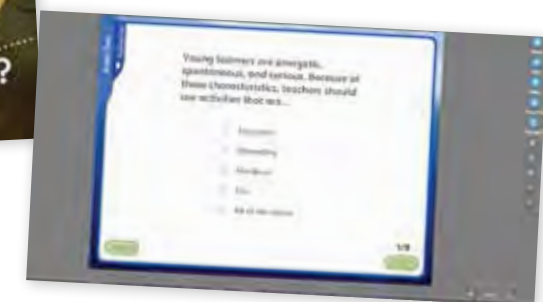
Using short videos of real classrooms and interviews with teachers from around the world, the **Professional Development Video** programme, available on DVD, provides useful insights and practical advice on the following topics:

- developmentally appropriate activities
- managing classrooms for effective learning
- planning successful lessons
- 21st-century skills



### Professional Development Interactive Whiteboard Software

The **Professional Development Interactive Whiteboard Software**, available on DVD, can be used to support formal training sessions and presentations on the topics in the Professional Development Video programme.





## TEACHING WITH OUR WORLD

### Our World Philosophy

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 try to make sense of their world through interaction in personal, social and academic contexts. As they do, they gradually modify their understanding of how both the world and language work.

- Activities designed for young learners must provide multiple opportunities for understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of the students' development.

- Students learn effectively when they are challenged just one step beyond their current stages of cognitive and language development. They 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 children 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. Young learners then have the opportunity to compare their outcomes to the original goals, important in judging their own progress.

- Learning about the world through theme-based teaching benefits young learners, as different topics provide informational structure and a meaningful basis for exploration through a variety of language-learning tasks. Learning is enriched through activities that expand knowledge of the world and its cultures, people and places.

- Addressing the needs of the whole child in the language class includes attention to learning styles, learning strategies, critical thinking skills, 21st-century skills and universal cultural values.

- In order to accurately evaluate progress, assessment of young learners must go beyond traditional paper-and-pencil tests. Multiple opportunities for concept checking and performance assessment provide different ways to determine students' depth of learning. Young learners also benefit from peer- and self-assessment.

### 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. It is widely recognised that English is the world's *lingua franca*. English is used internationally as the language for science, technology, business, trade, tourism, diplomacy and global problem solving. Our children will grow up communicating in English with people from countries all around the world. If they are to grow up to become global citizens, able to interact with people from diverse cultures, they must be exposed to real-world content that helps them understand other people and cultures.

*Our World* uses real-world and multicultural content to help young learners grow up to become successful

global citizens. Dramatic photographs from around the world spark their curiosity and broaden their perspective by teaching them about the planet and different cultures. Through National Geographic images and content, young learners explore other people, places and societies and learn to care about our fascinating and ever-changing world. Their increased understanding of the world and their ability to communicate in English across cultures will help them be better prepared to actively and successfully participate in the world of the future.

#### Multicultural Materials

When teaching English as a global language, it is important to bring materials that represent different cultures into the classroom. Students are very open to learning about other cultures, and so it makes sense to take advantage of their natural curiosity and openness and expose them to different customs, traditions and ways of life. Learning about diverse cultures is the first step towards communicating successfully with people around the world using English as a global language. *Our World* incorporates content from other cultures in every unit. For example, in the Student's Book 5 unit called 'Arts Lost and Found', students learn about different traditions and art forms from other cultures, including storytelling through dancing in Laos, a jaguar rain dance in Mexico, cloth weaving in Ghana and the 2,000-year-old Chinese tradition of dragon boat racing.

#### Cultural Connections

It is also important to connect young learners to their home cultures in the English language classroom. Making connections with the local culture will help young learners relate to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step towards effectively using English as a global language. *Our World* helps young learners appreciate their own culture and encourages them to keep their culture strong.

#### Global Values

Each unit in *Our World* has a National Geographic values page that connects to the real-world content presented in the unit. These pages promote universally recognised values for students, such as loving your family, being a good sport and taking care of others. For example, in the Student's Book 2 unit called 'Amazing Animals', the National Geographic values page teaches students to respect animals. In upper levels, the National Geographic values page is titled 'Mission', and highlights the work and words of real-life National Geographic explorers. These explorers, like Aparajita Datta in Student's Book 4 and Elizabeth Kapu'uwaitani Lindsey in Student's Book 5, are from different parts of the world and contribute to the betterment of our planet. These pages bring more 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

The *Our World* series takes into account current research and approaches in teaching language to young learners. Students learn language and content at the same time, so it's natural and authentic to incorporate academic content into the English language classroom. Integrating content from different areas such as Art, Science and Social Studies makes language learning more interesting and engaging. It will also help to prepare young learners who may eventually study these subjects in English.

Contextualising language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learnt in other classes. A framework for this type of lesson should include four stages:

### • Processing text

This includes the use of texts that incorporate visual and text structure markers such as headings and sub-headings as well as features like bold or italic text for emphasis.

### • Identification and organisation of knowledge

This includes the use of graphic organisers such as tree 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. *Our World* uses subject area content as the basis for motivating students to learn English and to support what they are learning in other areas of their curriculum. Each unit has a reading page that integrates real-world content from various subject

areas and teaches academic skills. For example, the Student's Book 2 unit 'Fun in Class' focuses on language for the classroom. The vocabulary includes various actions for classroom activities, such as reading, writing, counting, colouring, cutting, drawing and gluing, as well as classroom objects like scissors, felt tips, glue and notebooks. The reading content, called 'Paper Art' describes the art of paper cutting in China and Mexico. This is cultural content that also integrates Art and Social Studies. In addition, the comprehension activities include a graphic organiser that shows the similarities and differences between paper art in China and Mexico, as well as a counting activity that integrates maths.

## 21st-Century Skills

Today's students are growing up in an interconnected world. As English language teachers, it is our job to help them become responsible global citizens and leaders of the future. The Framework for 21st-Century Learning deals with 'the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies'. These skills can be categorised in four ways:

### • Ways of working

Students need to be able to communicate clearly and collaborate effectively. *Our World* helps students use the vocabulary and language structures they are learning to both communicate about real-world content and collaborate on activities and projects that allow them to apply the English they are acquiring in meaningful ways.

### • Ways of thinking

Students also need to think creatively and critically. They need opportunities to learn how to make decisions and problem solve. *Our World* challenges them to do so. For example, in Student's Book 5 students create musical instruments from recycled materials and discuss how people in their community can reduce their human footprint. In Student's Book 6, students learn to analyse techniques advertisers use to influence shopping behaviour, brainstorm how to conserve water at school and discuss the importance of local history and how to value it.

### • Tools for working

English students today aren't just learning English. They are 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. All of these needs are addressed in the *Our World* Student's Books, comprehensive video programme and interactive technology.

### • Skills for living in the world

It is critically important for students to develop awareness of the skills and qualities that will help them to achieve success in their future lives and careers. 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 anthropologist, and National Geographic Explorers are presented as potential role models.

Living in the world also encompasses the idea of personal and social responsibility. On a personal level, younger *Our World* students learn about taking care of themselves and others. Older students discuss how they as individuals can make changes or adopt new behaviours for the greater good. On a social level, younger *Our World* students explore ways of linking to their local community, such as exploring where they live and participating in local events. As local citizens, older students interact with their community through activities such as planning and executing events to protect the environment, conducting interviews, and creating a local brochure for tourists.

Personal and social responsibility play a large part in students' preparation for global citizenship as well. Students must commit to developing intercultural competence by building their knowledge of global cultures, by acquiring skills that enhance their interactions and by refining their attitudes regarding cultural differences and customs. They must be willing to see the world from other points of view and to understand and respect cultural behaviours.



Throughout the *Our World* series, young learners are introduced to people, places and cultures from around the world. At the same time students are learning to recognise cultural similarities and appreciate differences, they are also encouraged to express their own culture in English as a first step to building their intercultural awareness and competence. In short, *Our World* prepares students to be curious, engaged and well-informed citizens of the 21st century.



## Visual Literacy

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

Brain-based research shows that 80–90 per cent 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 organise information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar charts, calendars, timelines, line graphs, Venn diagrams, cause and effect arrows and pie charts.

National Geographic has the most impressive and highest quality collection 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.

**15 Listen and read.** **TR 837**  
**Listening for Life**

If extraterrestrials live on other planets, we can't see them. Planets in other solar systems are very far away. We can't see the planets, even with our biggest telescopes. But what if the extraterrestrials want to communicate with us? What if they are sending us messages? This signal would be very weak. After many years, it might reach our solar system. The signal would be very weak. It would be hidden in noise from other places in space. We would need special tools to hear it. Scientists at SETI have made a tool for listening. It uses 42 satellite dishes that are joined together. Scientists plan to have 300 dishes one day. They point all the dishes at the same place in the sky. Then they search for any data they can hear. The dishes can hear very weak signals. For example, they could hear a mobile phone on a planet in our solar system. (Flags if anyone had a mobile phone on a planet in our solar system from radios on Earth, too. Scientists must be careful to avoid this noise. We have not heard from an extraterrestrial yet. But it is possible that they are listening to us! If they are, most could not have heard us yet. We have used radios for fewer than 100 years. That isn't much time for the big distances in the universe. In that time, our signal could only reach a small number of stars. Extraterrestrials from nearby solar systems would not hear us for thousands of years.)

**Length of Time Needed for Radio Waves to Reach Earth**

Earth	4.3 light years	411 light years	27,000 light years
Nearest star, Alpha Centauri			
Nearest galaxy, Andromeda			
Nearest galaxy, Centaurus			
Nearest galaxy, Pleiades			
Nearest galaxy, The Milky Way			
Nearest galaxy, Andromeda			
Nearest galaxy, Centaurus			
Nearest galaxy, Pleiades			
Nearest galaxy, The Milky Way			
Nearest galaxy, Andromeda			
Nearest galaxy, Centaurus			
Nearest galaxy, Pleiades			
Nearest galaxy, The Milky Way			

**18 Work with a friend.** Look at the table and discuss. Support your opinion.

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**14 Look and read.** Work with a friend. Talk about paper art.

**In China, people**

- fold the paper.
- use scissors.
- put the paper art in windows.

**In China and Mexico, people**

- make paper art.
- make animals and flowers.

**In Mexico, people**

- do not fold the paper.
- draw the picture.
- hang the paper art in their houses.

**15 Can you find these animals? Count.** Write the number.

— rabbits  
— birds  
— butterflies  
— ducks

Work with a friend. Talk about the picture.

You can fold a piece of paper in half only seven times.

Are there any ducks?  
Yes. There are three ducks.

**16 Listen and read.** **TR 813**

**17 Listen and repeat.** **TR 814**

Go for a walk on a sunny day. The earth seems calm under your feet. But deep down, it isn't. Under the earth's crust, it is so hot that rock melts. This molten rock is called magma.

In some places, there are deep cracks in the surface of the earth. These cracks let magma come to the surface. The magma pushes up the earth's crust. It creates a living mountain, called a volcano!

A volcano erupts when magma explodes onto the surface. The flow of this rock is called lava. The lava is thrown into the air and oozes down the volcano. The heat of the lava burns everything it touches.

The blast of an eruption throws steam into the air. The steam rises high into the sky. The blast also sends gases high into the sky. They make breathing difficult. A volcanic eruption can fill the sky with ash. Big eruptions cover the land with a thick layer of ash.

**18 Work with a friend.** Look at the table and discuss. Support your opinion.

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## 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 can provide a real-world context that helps students experience the language in a natural and dynamic way. This will help them better understand how to use the language and makes learning more fun. The videos in *Our World* are divided into short manageable clips that present the following:

- **vocabulary** through 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 *Our World* video is flexible. For example, lessons can be presented from the Student's Book first, and then followed by the corresponding segment in the DVD to review and check comprehension. Or the video can be used to present the language and then the Student's Book can be used to review and practise. Either way, using the DVD helps contextualise language instruction and engage children in the classroom in fun and meaningful ways.

The **Interactive Whiteboard Software** allows the introduction of many types of content, including video, audio and interactive activities into the classroom using either an Interactive White Board or a computer with a projector. Learning becomes more active and interactive using this digital classroom tool. For example, young learners love games, and the Interactive Whiteboard Software includes games that present and practise the Student's Book lessons in new and unique ways. These activities allow for teaching and re-teaching that will engage the whole class. With 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 that sets them up for success.

The computer is an excellent resource for English language learning and teaching. The *Our World* Student Activities, on line and on CD-ROMs, encourage language practice through fun game environments that will entertain, inform and motivate students. For example, they will play football against meerkats, puffer fish, polar bears, pigeons, mountain goats and even alligators. They'll clean up the sea, feed chameleons, solve puzzles and explore mysterious mazes, all while practising and playing with English. Interactive media provide a richer environment for learning and engage young learners in the ways they are used to learning, getting information and entertaining themselves. More importantly, building students' media and digital literacy skills helps prepare them to use English in the real world in the 21st century.





## Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how students develop and how they learn. Effective materials reflect gradual growth in ability in the areas of gross and fine motor skills, language, cognition and socialisation. Students of different ages have different levels of development, and it is important that teachers use methods and activities that are appropriate in terms of their students' abilities.

In general, students are very energetic and spontaneous. They do not like sitting still for long periods of time and they have short attention spans. Although they can be easily distracted, they are very curious and will pay attention if the topic is interesting or if the activity is fun and 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. *Our World* keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

### Learning Styles

Young learners tend to process information about the world primarily through their senses. The sensory learning styles are visual, auditory, tactile and kinaesthetic.

#### • Visual learners

Visual learners notice the details of their surroundings and use colour, shape and position to help them learn and remember information. They understand instructions for activities much better when they are shown what to do 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

These students learn and remember information through sound and rhythm. They can memorise information easily and repeat back the text of stories, role plays and song lyrics after one or two listenings. They understand oral directions for activities and often agree 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

As the word *tactile* indicates, these learners use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings. For example, when they are 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.

#### • Kinaesthetic learners

These students process and remember information through physical movement. Like tactile learners, they also touch and manipulate objects, and they are good at working with their hands. They understand directions for activities much better 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 waste paper bin several times, for example. Kinaesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles and board games.



## Skills and Strategies

### Learning Strategies

Strategies are generally defined as behaviours that learners use to understand and complete a task. Learning strategies and their use and instruction can benefit young learners as well as adults. As described by Ana Chamot and Michael O'Malley, these strategies 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 organise the material, and identifying ways to remember the new information.

- Social-affective strategies are especially useful in language classes, as language is social by nature. While using English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates and how they can get and give feedback.

### Critical Thinking Skills

Critical thinking is a higher order of thought that involves analysing, evaluating and synthesising information. In many young learner classrooms, teachers' questions may be limited to basic comprehension questions (What is the story about? Is it a happy or sad story?) and to display questions (How many planets are there in our solar system? Is the moon hot or cold?). Even though children's analytical abilities

are not yet fully developed, teachers can nevertheless design age-appropriate questions that go beyond the surface and require deeper processing on their students' part. Ask questions that bring into play skills such as the following.

- **classifying** What are (two) ways you can group these words together?
- **comparing** How are (dogs) and (wolves) alike?
- **contrasting** How are the (cassowary) and (ostrich) different?
- **understanding meaning** What clues in this sentence help with the meaning of the word (ground)?
- **inferencing** 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 (conserve water at school)?
- **ordering** How would you list your (favourite sports) from one to five?
- **sequencing** When (planting vegetables), what are the steps in order?
- **using graphic organisers** How could you use a graphic organiser to map out the ideas in this reading?
- **visualising** How do you picture (the treasure) in your mind?

## Creating Successful Lessons

Effective teaching begins with a lesson plan. A lesson is like a long journey that requires a map: the final destination or goal cannot be reached without carefully planning each stop along the way. These steps help learners reach the lesson objectives successfully, which is the final destination of the journey teachers and students are taking together.

A good lesson plan has many benefits. It helps teachers prepare for class, including 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 students' success.

### Stages of a Lesson

*Our World* uses six steps recognised as the standard for effective language instruction: Warm-up, Presentation, Practice, Application, Extension and Wrap-up.

#### • Warm-up

These activities help EFL students switch over 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-ups create interest and excitement about the topic and prepare learners for the new language input. This new input can be vocabulary, grammar structures or language functions. Warming up students can involve activating students' prior knowledge of the topic or context, as well as reviewing known language that will be used or recycled in the unit. By helping students see what they already know and connecting the new language to their previous experience, warm-ups prepare them to learn.

#### • Presentation

After students have warmed up, it is time to present the new language. This means teaching new vocabulary or new grammatical structures through visuals, realia, examples or in the context of a song or story. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening and reading input. This will help students

gain comprehension of the new language. Use a number of activities that require the four skills to check students' comprehension. For example, use concept checking to see if students know the word *chemist's* by asking quick questions like *Can I buy a bike at a chemist's? What can I buy at a chemist's? Give me an example of a chemist's near here.* Or ask students to draw a chemist's shop and write a few lines about what they do and buy at a chemist's. The *Our World* 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 in the process of learning, practice focuses on students' first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language; they are not yet expected to create the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language in order to prepare them for real communicative contexts. The Lesson Planner provides suggestions for giving additional support or guidance for the practice stage.

#### • Application

Applying the new language in a communicative context is a natural step after practice, because it encourages students to act more independently with the language they have practised previously with more guidance and support. At this stage students should be able to use the new language in a realistic context and to personalise the language with respect to their own lives. Application further develops students' abilities to use language communicatively. The *Our World* Student's Books have application activities for each vocabulary and grammar section that encourage students to communicate with each other and apply the language to their lives. The Lesson Planner provides suggestions to help teachers carry out the application activities successfully.

#### • Extension

Extension activities are additional communicative activities that help students to use the new language in realistic contexts and to personalise the language. This step is important in that it stretches students' ability to communicate in authentic-like situations. These are activities that are not in the Student's Book and provide additional opportunities for real communication among students in the classroom.

For example, if students have just learnt expressions of frequency, they can have a conversation with a friend and try to find different things they both do twice a day, three times a week, etc. For further follow-up, they can survey all their classmates and make a class table.

#### • Wrap-up

Concluding a 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 learnt something. This might be a review of what was learnt in class in a game to check comprehension of vocabulary, or a song or chant. The wrap-up might be a conclusion to a pair work extension activity in which the teacher asks individual students what they learnt from their partners. The *Our World* Lesson Planner provides appropriate wrap-up activities for each class.

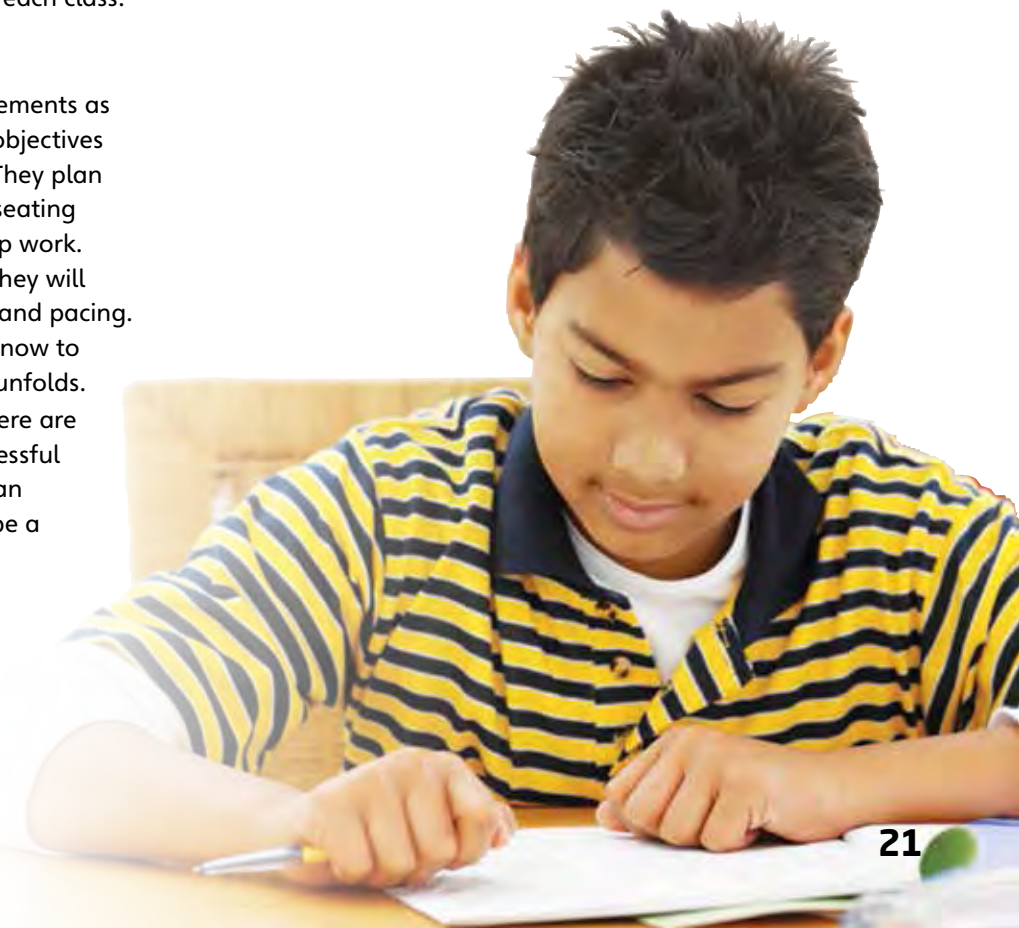
### Lesson Adjustments

Teachers keep in mind many different elements as they plan their lessons. They identify their objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair and group work. They collect the materials and equipment they will need. They think about time management and pacing. But however carefully they plan, teachers know to expect the unexpected as the day's lesson unfolds.

In a classroom full of young learners, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a

surprise fire drill, equipment failure or unexpected student behaviours. 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 many different activities to choose from, including extension activity suggestions that are not in the Student's Book. In addition, there are many additional activities and games in the Interactive Whiteboard Software, the Student's CD-ROM and the Classroom DVD.





## 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 to recognise and remember language patterns. As Lynn Cameron (2003) wrote, '... children see the foreign language "from the inside" and try to find meaning in how the language is used in action, in interaction, and with intention, rather than "from the outside" as a system and form' (page 107). So, instead of presenting language as isolated grammar structures to be analysed, teachers do well to present language in meaningful contexts. They make sure to provide plenty of opportunities for students to practise the language through both repetition and recycling, and to give students a real purpose to communicate with each other in English.

### • Activities are supported and scaffolded

Scaffolding is used to describe the exterior support structure around a building under construction. When the building is finished, the scaffolding is taken away and the building stands on its own. In the same way, teachers have to provide scaffolding to students in order to help them construct knowledge and learn language effectively. *Our World* sets students up for success by supporting and scaffolding the learning process. It is important to break tasks down into small, achievable steps and give students a model to follow. *Our World* teaches language step by step, but the teacher still needs to take the time to make sure students have plenty of ways to show their comprehension of the new language.

### • Activities are active and hands-on

*Our World* materials promote the active and hands-on classroom. Because students are kinaesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students also like to learn by touching and manipulating objects. In other words, students learn by doing. They need to be active and have many hands-on activities that encourage them to interact with objects and visuals. If possible, bring in real objects and incorporate projects that allow students to produce their own creations that further the learning process. Doing artwork, crafts, posters, and projects are great ways for learners to be active and make things with their own two hands.

### • Activities are enjoyable and interesting

To teach young learners effectively, language class needs to be enjoyable and interesting. The photographs and artwork in *Our World* will capture students' attention and interest. The units are full of activities that young learners find fun and engaging, such as singing songs, listening to stories and playing games. There is a song in every unit, as well as games, pair work and group work that will keep young learners' interest. In addition, the Classroom DVD programme and the Interactive Whiteboard Software (DVDROM) contain a wide variety of motivating and enjoyable activities.

## Repetition and Recycling

Teachers should provide plenty of opportunities to practise the language. Using repetition and recycling is important when working with young learners. Luckily, if there is a fun song, students will ask to sing it again. If there is an interesting story, they will ask to hear it again. Repeating is a natural part of a student's learning process. *Our World* provides plenty of opportunities for meaningful repetition, especially if the Classroom DVD and/or Interactive Whiteboard Software is used in conjunction with the Student's Book. Students will get the chance to hear, repeat and use both vocabulary and grammar multiple times.

Recycling is also important to improve young learners' ability to understand the new language structures and use them correctly. Recycling means 'using again'. When teachers recycle language, they use it again in another context. Within a unit, the new vocabulary is constantly recycled and used in different contexts in the song and 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. Teachers of young learners need to develop a plan for managing their own classrooms that will keep students engaged and on task, and avoid giving them opportunities to get distracted or out of control. Expectations of proper classroom behaviour can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehaviour only.

Many aspects of teaching can affect the behaviour of students in the classroom.

### • Time

Effective teachers use their 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 also reserve five minutes or so as extra time to be used as needed during the class. In addition, they keep in mind what is known as 'waiting 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 is important to have ready all the materials needed for each activity 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 is a good idea to read all activity instructions before class so that there is time to simplify them and provide a model for learners 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 getting students to close their eyes and rest their heads on their hands for a minute. If the previous activity has been concentrated

seat work, a useful transition to the next activity can be asking students to stand by their desks and 'shake out' their hands and legs, or encouraging them to jump up and down a few times. For older learners, transitions that link two activities can be language-based. For example, if students have just read about someone's activities last weekend, a teacher may say, *We have just read what (David) did last weekend; now we're going to listen to find out what he's doing next weekend.*

### • Classroom rules

The establishment of rules in the young learner classroom is particularly important because students need rules to function successfully. Teachers need to communicate these rules clearly and simply, and make sure they are 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 come up with rules such as *Be quiet when someone is talking, Put up your hand to talk, Be kind to others, Work hard, Share and Co-operate.* Display the rules on a poster on the classroom wall or provide each student with a copy to keep in their notebooks.

### • Classroom routines

Equally important is the establishment of predictable routines. Young learners feel secure when they know what to expect during different stages of the lesson. Routines help them to organise and prepare to learn in English. Common routines include starting the class with a greeting, designating the day's classroom helpers, taking attendance, naming the day and date, establishing objectives, checking homework, dividing the class into pairs or groups, cleaning up the room, assigning homework and ending the class.

### • Classroom atmosphere

Effective teachers take care to build a fair, safe and supportive classroom climate. As supportive adults rather than friends, they aim for positive relationships with all their students and consciously avoid favouritism. They have high but reasonable expectations and model the values they hope to inspire in their students – kindness, patience, fairness and respect.

## The 4 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 learners 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 practise routine language, vocabulary, basic structures and patterns. And while practising listening and speaking together is very important, so is a focus on listening-only activities. Some of these activities develop students' discrimination of sounds, words and sentence boundaries, while others focus on stress, rhythm and intonation. Songs, chants and poems are a natural and fun way to practise, too. The Workbook includes a variety of listening activities as well.

In addition, students need practice of basic listening strategies such as listening for the main idea and listening for details. Older learners can listen for sequence (*first, next, then, finally*), for time frames (verb forms signalling present, past or future time), and for cause and effect (*why, because*), among other strategies.

### 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 modelled language in their exchanges, but it is also important to introduce opportunities for personalised, authentic language use as soon as possible. Gradually move away from display questions (to which students provide already known answers, to show their comprehension) such as *What colour is your hair?* and *How many students are*

*in our class?* to authentic communication (questions to which the answers are not yet known), such as *Have you got any pets?* and *Did you play football today?* Other speaking opportunities include 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 Books 4–6 on the pages 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. The Workbook includes different speaking activities as well.

### Reading

A unique feature of the *Our World* series is the use of engaging content from the world-renowned National Geographic archives. Children 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 organisers.

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 organisers. 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

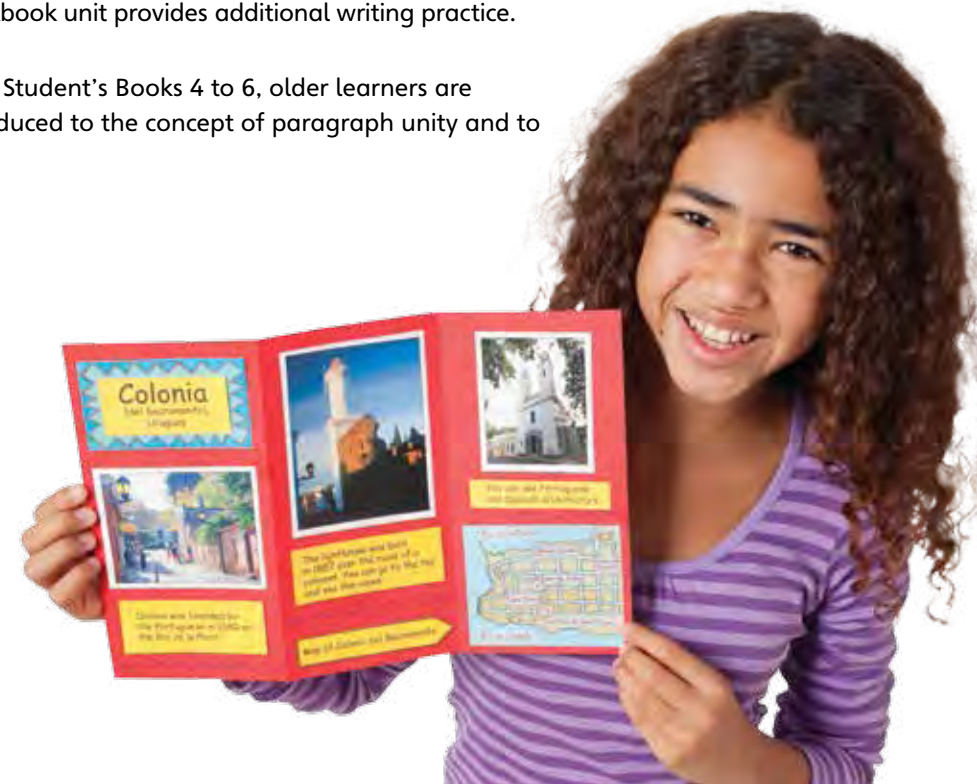
Younger learners are systematically introduced to writing, beginning in Student's Book 1, where they work at the word level, gradually move into completing sentences, and finally to one to three simple sentences. Students draw and then write about their drawings. In Student's Book 2, young learners are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

In Student's Books 4 to 6, older learners are introduced to the concept of paragraph unity and to

different writing genres such as diary 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 to 6, so that learners have clear, meaningful examples of what they are expected to do. When they have finished, writers read their work to classmates, who listen actively to fill in a table 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.





## 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 in different 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 concepts they are exploring in their first language, such as colours, 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, kinaesthetic games, projects, personal dictionaries, word mobiles and word walls. In addition, when applicable, raise learner awareness of vocabulary strategies such

as paraphrase and circumlocution ('the thing you cut paper with', for *scissors*), and familiarise students with the concept of cognates and false cognates.

To clarify meaning, encourage word associations and teach word collocations such as *have + noun*: *have a good time, have breakfast, have a flat tyre, have toothache, have a snack*. Encourage students to 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*). When appropriate, raise awareness of word formation through prefixes and suffixes.

## 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 analysing forms and memorising 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 unanalysed 'chunks' that help them communicate. The Grammar boxes in the Student's Books and Workbooks, then, 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, the Classroom DVD and the Interactive Whiteboard Software.

1 Listen and read. 10-11

2 Listen and say. 10-11

3 Work with a friend. Describe and guess.

42

43

1 Listen and say. 10-11

2 Listen, point and say. 10-11

3 Work with a friend. Point. Ask and answer.

11

GRAMMAR 10-11

Do you like playing baseball? Yes, I do. It's fun.  
Do you like skipping? No, I don't. It's boring.

6 What about you? Answer.

1 Do you like playing baseball? \_\_\_\_\_  
2 Do you like rollerblading? \_\_\_\_\_  
3 Do you like playing hide and seek? \_\_\_\_\_  
4 Do you like riding a bike? \_\_\_\_\_  
5 Do you like skateboarding? \_\_\_\_\_

7 Work in a group of three. Take turns. Ask and answer. Tell the class about your group.

46

47

7 Make sentences. Use one word in each column.

know	In this town	
have	a computer	
live	the piano	for
study	skateboarding	since
play	best friend	
	a bicycle	
	football	
	in this street	

8 Work in a group. Discuss. Compare your sentences from Activity 7. Are they the same or different?

9 Read. Complete the sentences. Use the correct form of the word in brackets.

1. My brother Mun-Hee is bigger (big) than I am.  
2. My older sister is \_\_\_\_\_ (friendly) than my little brother.  
3. My Aunt Mae-Rim is \_\_\_\_\_ (clever) than my uncle.  
4. My grandmother is \_\_\_\_\_ (short) than my mother.  
5. My cousin Shin is \_\_\_\_\_ (nice) than me.  
6. My cat is \_\_\_\_\_ (pretty) than your dog.

10

11

11

## 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. And of course the 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. All learners should have multiple chances to demonstrate their skills, strategies and knowledge.

- Tests should be contextualised 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, while providing both lower than average learners and advanced learners opportunities to demonstrate their knowledge. Just as teachers deal with mixed-ability learners in class through differentiated instruction, so should they provide opportunities for mixed-ability learners on tests.

- 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, fear-inducing evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have and the more practised and confident they may feel.

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* assessment programme includes various kinds of written tests: placement tests and level pre-tests, nine unit quizzes, three mastery tests and final tests, together with an Audio CD for the listening and speaking components. In addition, with the use of the Assessment CD-ROM with ExamView®, all of the quizzes and tests are easily generated and customisable to the needs of each teacher's students.

Accurate assessment reflects not only what students can recognise and produce in a written test, but also what they can perform or do as they actually use the language in real or realistic contexts. *Our World* therefore provides a wealth of opportunities for informal assessment. These include many different Extension activities as listed in each unit of the Lesson Planner, pair and group work, Review pages and Project pages in the Student's Book, Workbook activities and the Interactive Whiteboard Software, among others.