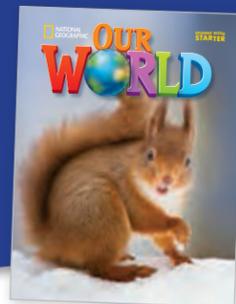


# STUDENT BOOK Walk-through



## UNIT OPENER

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



Image captions provide useful cultural and geographic information for teachers.

## VOCABULARY

Target vocabulary is presented visually, using photographs and illustrations, to create interest and enhance retention.



All target language is recorded in the audio program to help students practice pronunciation.

## RESOURCES

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

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

- a detailed scope and sequence
- explicit instructions on how best to develop students' awareness of vocabulary, language, content concepts, and pronunciation
- answer keys and audio scripts for all activities in the Student Book and Workbook
- support for teaching English in English

- assessment support
- useful teacher tips
- a **Class Audio CD** containing recordings of all activities, chants, and readings in the Student Book
- an **Assessment Audio CD** containing recordings for all quizzes and tests

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

- pacing guides for easy lesson planning
- printable worksheets for in-class activities
- unit quizzes, mastery tests, and a final test
- mini picture cards
- customizable Home-School Connection Letters

### Our World Starter Picture Cards

The **Our World Starter Picture Cards** include:

- full color, class-size picture cards for target vocabulary
- full color, class-size picture cards for Content Concepts
- mini picture cards, which are available on the Teacher's Resource CD-ROM and online through myNGconnect



## LANGUAGE USE/CONTENT CONCEPTS

Language models provide students with contexts for practicing the vocabulary in sentences and short dialogues.

**3 Listen and circle.** TR: B16

**4 Listen and say.** Talk. TR: B17

**5 Stick.** Talk.

**6 Listen and point.** Say. TR: B18

**7 Listen and color.** TR: B19

1.  4.

2.  5.

3.  6.

**8 Listen.** Count and say. TR: B20

**9 Cut out the cards on page 93.** Listen. Put the cards in order. TR: B21

Concepts such as colors, numbers, and shapes are introduced visually, and reinforced through listening and speaking activities.

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

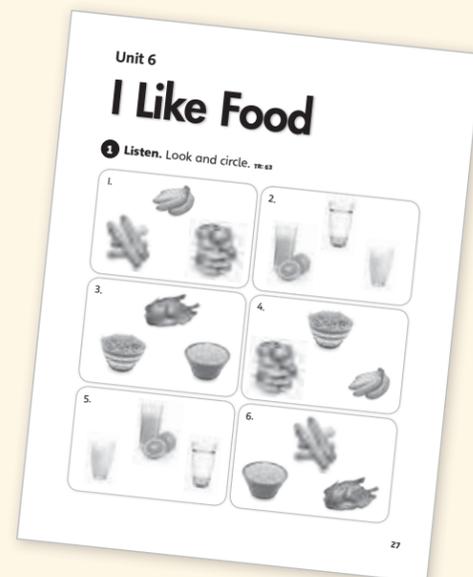
## RESOURCES

### Workbook

The **Our World Starter Workbook** contains activities that reinforce and consolidate Student Book instruction, and include listening, speaking, and writing.

The **Workbook** includes:

- 4 pages of skills practice and activities, as well as an additional verse for each unit chant
- unit Review sections
- English pronunciation practice through The Sounds of English activities
- audio for all listening comprehension, speaking, and Review sections, provided on an Audio CD bound in with the Workbook, or accessed online through myNGconnect



## THE SOUNDS OF ENGLISH/READING

The Sounds of English activities introduce students to pronunciation using target vocabulary. A unit chant supports the theme and incorporates target language and sounds. The rhythm of each chant makes it easy to learn and remember.

**10 Listen and say.** TR: B22

**11 Listen.** Which words have the sound? Check. TR: B23

sound	word 1	word 2	word 3
1			
2			
3			

**12 Listen and chant.** TR: B24

*I like chicken.  
I like rice.  
I like noodles.  
They're so nice!*

**13 Listen to the story.** TR: B25

### A Picnic

**14 Do you like the story?** Circle.

Each unit ends with a four-panel original story, engaging students with colorful illustrations and audio. The story incorporates target language and develops students' readiness for reading.

### Classroom Presentation Tool

The **Our World Starter Classroom Presentation Tool** integrates a variety of teaching resources, including presentations and interactive activities, and can easily be used with a computer or Interactive White Board (IWB).

The **DVD** includes:

- unit-opening tips that provide the setting for each unit's theme
- presentation of each unit's target vocabulary, language, content concepts, The Sounds of English, and reading
- fun classroom activities
- Student Book pages with embedded audio

### myNGconnect

Students and teachers can find Student Book and Workbook audio on **myNGConnect**. Teachers can also access assessment audio, quizzes, worksheets, picture cards, mini picture cards, Home-School Connection letters, pacing guides, and more.



## PROFESSIONAL DEVELOPMENT

To ensure that instructors 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 Program***.

### Professional Development Video

Using short videos of real classrooms and interviews with teachers from around the world, the **Professional Development Video** program, 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 Classroom Presentation Tool

The **Professional Development Classroom Presentation Tool**, available on DVD, can be used to support formal training sessions and presentations on the topics in the Professional Development Video program.



## TEACHING WITH OUR WORLD

### Introduction

*Our World*, a new primary series from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. *Our World* is unique in the way it brings the real world, with all its beauty and diversity, into the English language classroom. *Our World Starter* can be used to prepare students for Level I of the *Our World* program. It can also be used before Level I of *Explore Our World*, which is designed for teachers who prefer to focus on key language, as well as listening, speaking, and pronunciation skills.

### Our World Philosophy

The *Our World* series reflects key concepts and principles of English language teaching and learning.

- Children 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 children's development.

- Children learn effectively when they are challenged just one step beyond their current stages 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 children to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit goals for language learning 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. Different topics provide informational structure and a meaningful basis for exploration through a variety of language learning tasks. Children’s learning is enriched through activities that expand their 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 students’ 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 benefit from peer- and self-assessment.

## Our World Content

The *Our World* series uses real world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos from around the world spark students’ curiosity and broaden their perspective by teaching them about the planet and different cultures. Through National Geographic images and content, students explore other people, places and societies and learn to care about our fascinating and ever-changing world. As young learners move up through the series, 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.

It is also important to connect young learners to their home culture and school culture in the English language classroom. Making connections to 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 toward effectively using English as a global language. *Our World* helps young learners appreciate their own culture and encourages them to keep their culture strong.



## Technology

The *Our World Starter Classroom Presentation Tool* allows the introduction of content through audio and interactive activities into the classroom, using either an interactive white board (IWB) or a computer with a projector. These activities allow for teaching and reteaching that will engage the whole class. In addition, the Classroom Presentation Tool activities give students opportunities to predict, to think critically, to work in teams, and to use English in a safe and motivating environment that sets them up for success.

## Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how children develop and how they learn. Effective materials reflect children’s gradual growth in ability in the areas of gross and fine motor skills, language, cognition, and socialization. Children 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, children are very energetic and spontaneous. They do not like to sit 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 children challenging at times, they can also make the young learner classroom joyful and rewarding. *Our World Starter* keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

## Learning Styles

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

- **Visual learners**

Visual learners notice the details of their surroundings and use color, shape, and position to help them learn and remember information. They understand instructions for activities much better when they are shown, rather than told, what to do. Visual learners respond well to board work, and to activities involving photos, drawings, picture cards, 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 memorize information easily and repeat back the text of stories, role plays, and songs and chants after

one or two chances to listen to the information. They understand oral directions for activities and often will 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 tap 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, picture cards, puzzles, board games, and real objects.

- **Kinesthetic 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 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

Learning strategies are generally defined as behaviors that learners use to understand and complete a task. Instruction in the use of learning strategies can benefit children as well as adults. As described by Ana Chamot and Michael O'Malley,<sup>1</sup> 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 the topic, seeing how the 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. In 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 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.

<sup>1</sup> The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach, by Anna Uhl Chamot & J. Michael O'Malley, ©1994, Longman

## Creating Successful Lessons

Effective teaching begins with a lesson plan. It is like a road map for a trip, and the final destination or goal cannot be reached without carefully planning each stop along the way. These stops help learners reach the lesson objectives successfully, which is the final destination of the trip 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 bring to class to make 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 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, content 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 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. Students 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 plenty of suggestions for providing additional support and guidance for the practice stage.

- **Apply**

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 practiced previously with more guidance and support. At this stage students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives. Application will further develop students' ability to use language communicatively. The Lesson Planner provides suggestions to help teachers carry out the *Apply* activities successfully.

- **Extend**

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

- **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!

### 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 no matter the plan, teachers know to expect the unexpected as the day's lesson unfolds.

In a classroom full of children, 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 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 may have to 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 the *Extend* activities that are not in the Student Book. In addition, there are many additional activities in the Classroom Presentation Tool, and on the Teacher's Resource CD-ROM.

## Successful Activities

- **Activities have meaning and purpose**

Activities for young learners should be, above all, meaningful and purposeful. Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns. As Lynne Cameron 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".<sup>2</sup> So, instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in meaningful contexts. They make sure to provide plenty of opportunities for students to practice 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 engaging and hands-on**

*Our World* materials promote an active and hands-on classroom. Because many students are kinesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students generally like to learn by touching and manipulating objects. In other words, students typically 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, a language class needs to be enjoyable and interesting. The photographs and artwork in *Our World* will capture students' attention and interest. There is a chant in each unit, as well as pair work, a game, and a story, all of which will engage students in the lessons. In addition, the Classroom Presentation Tool contains 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 is used in conjunction with the Student Book. Students will get the chance to hear, repeat, and use both vocabulary and grammar multiple times. Recycling happens within a unit and also across units to help with retention.

## Classroom Management

As teachers everywhere know, no real learning can take place without a well-managed classroom. Teachers of young learners need to develop a plan for managing their own classroom that will keep students engaged and on-task, and avoid giving them opportunities to get distracted or out of control. Expectations of what proper classroom behavior is 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 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 "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 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. Resources and materials necessary for the lesson are clearly listed in the yellow panel at the beginning of each lesson in this Lesson Planner. 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 *Transition* chant, 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 minute. 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**

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, Raise your hand to talk, Be kind to others, Work hard, Share, and Cooperate*. Display the rules on a poster on the classroom wall. The youngest learners can learn a song or chant about the rules.

- **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 organize 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 favoritism. 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

The *Our World* series provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way. Students at the Starter level primarily focus on listening and speaking, with appropriate exposure to beginning aspects of reading and writing.

### 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.

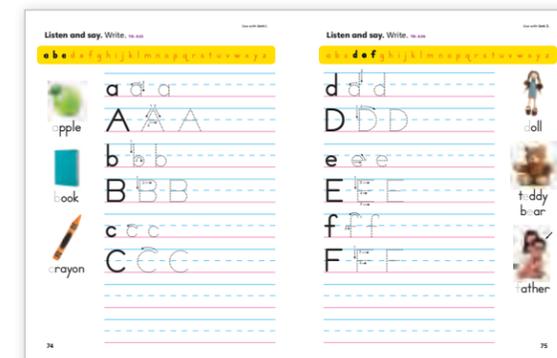
### Reading

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

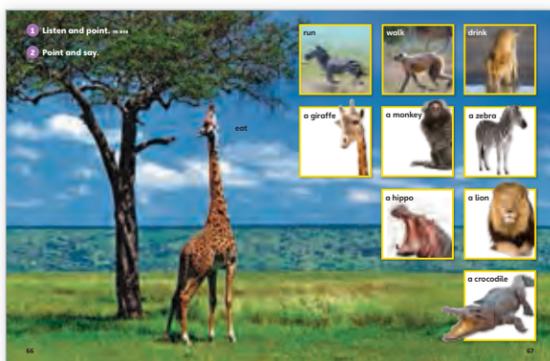
In Levels 4 through 6, older learners are introduced to the concept of paragraph unity, and to different writing genres such as journal entries, blogs, reviews, and paragraphs of opinion, cause and effect, contrast, comparison, exemplification, fact and opinion, persuasion, classification, and more.

A complete model is provided for each writing task in each unit in Levels 1 through 6, so that learners have clear, meaningful examples of what they are expected to do. When they are finished, writers read their work to classmates, who listen actively to fill in a chart or take notes. Students should be encouraged to give constructive criticism when applicable, pointing out something they liked, something they found confusing, or something they 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 work 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, Content Concepts, and Language Use

*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 child. For example, for younger learners at the Starter level, many items are related to 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).

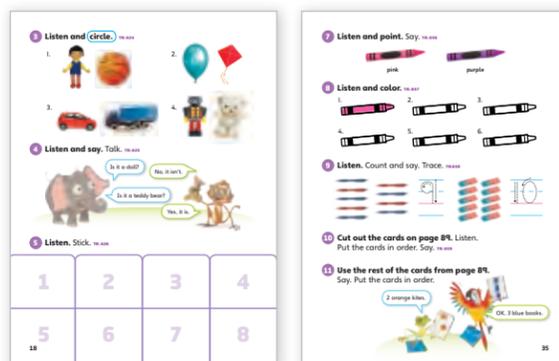


Encourage students' active involvement in vocabulary learning through the use of pictures, flashcards, posters, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls. Younger learners in particular benefit from visuals and hands-on activities. For older students, when applicable, raise learner awareness of vocabulary strategies such as paraphrase and circumlocution ("the thing you cut paper with," for *scissors*), and familiarize 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 tire, have a toothache, have a quiz.* Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word families (*photo, photograph, photographer, photographic, photographically,* etc.). When appropriate, raise awareness of word formation through prefixes and suffixes.

*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 Books and Workbooks, then, show target points 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.

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 Book is supported by additional activities in the Workbook and the Classroom Presentation Tool.

## Assessment

In the last decade there has been growing interest in the assessment of young learners. Educators around the world are becoming more aware of the need to address the particular challenges that arise in the assessment of language learners between the ages of five and twelve. Because of their age, level of maturity, limited range of experience, and cognitive, linguistic, and literacy development, young learners need carefully designed assessment tasks that they can perform either individually or with other children.

Students are exposed to many different types of tests in their classrooms and to a growing number of external standardized tests as well. In addition to the elements common to any test, young language learners must understand, think, and display their knowledge in another language. Because of this additional challenge, it is extremely important that tests meet the following criteria.

- Tests should mirror learning; that is, the material actually taught in class is what is assessed. They should reflect the goals and objectives of the curriculum and provide children 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. For example, if young learners are taught English orally through picture cards, chants, dialogues, stories and games, then they should be tested in the same ways.

- Tests should contribute to learning on the teacher's part as well as on the students' 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 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, 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 practiced and confident they may feel. In addition, both teachers and students are likely to develop a more accurate picture of the learner's strengths, weaknesses, and general knowledge through more frequent assessment opportunities.

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, and are often used to assess vocabulary and grammar items as well as the four skills. For teachers who employ this kind of testing, the *Our World* Assessment Books 1 (Levels 1–3) and 2 (Levels 4–6) include various kinds of written tests: placement tests and level pre-tests, unit quizzes, mastery tests, and final tests, together with an Audio CD

for the listening and speaking components. For the Starter level assessment, there are eight unit quizzes, two mastery tests, and a final test. Starter level printable assessment materials are available on the Teacher's Resource CD-ROM.

Accurate assessment reflects not only what students can recognize and produce on 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 *Extend* activities as listed in each unit of the Lesson Planner, pair and group work, and Review pages in the Student Book, Workbook activities, and the Classroom Presentation Tool, among others.

