

WELCOME TO OUR WORLD

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INTRODUCTION

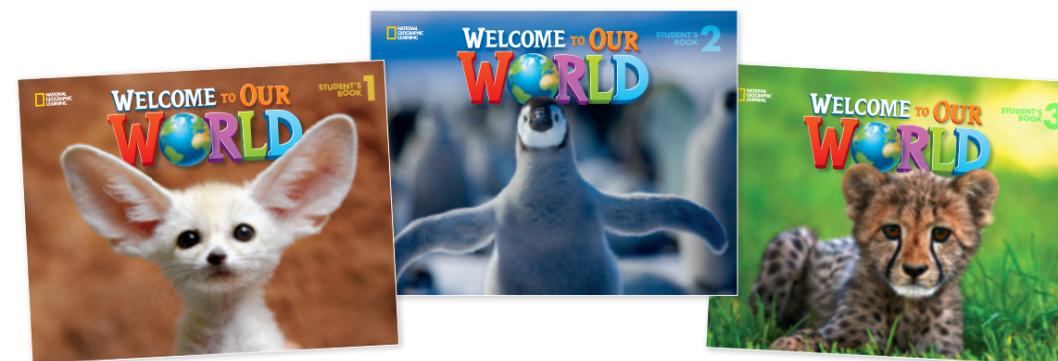
Welcome to Our World is a three-level programme for children at the pre-primary school level, between the ages of three and five. It uses songs, games, activities and National Geographic content to introduce the English language to children. The programme focuses on content that is relevant to children's lives. The content encourages children to interact meaningfully with the world around them. In addition, the programme connects children to the world beyond their everyday experiences.

Welcome to Our World includes traditional songs from around the world to motivate very young learners and support English language acquisition. Using traditional songs from around the world has two major benefits. Firstly, these songs are time-tested and proven to be easy to sing and remember and secondly, they introduce children to the sounds and rhythms of other cultures. In addition, the Student's Books are filled with beautiful and engaging photos of people and places from around the world. These key elements of the programme help children begin to understand that the world is made up of many diverse and rich cultures – an important first step towards becoming a global citizen.

Welcome to Our World is a complete programme, offering a variety of resources to enhance learning and to support the teacher. These include:

- Interactive Whiteboard Software (DVD-ROM) with integrated audio and video content, games and fun activities. It also includes a professional development video which provides support for teaching songs in the classroom and a wide range of other pre-primary activities
- a comprehensive Lesson Planner, with step-by-step teaching notes for each lesson and clear lesson objectives as well as additional activities and teaching tips. It includes a Teacher's Resource CD-ROM with additional teaching resources such as printable worksheets, Home-School Connection letters, an assessment rubric, mini flashcards and teaching notes for the Big Book

The *Welcome to Our World* teaching resources are flexible and accommodate different teaching needs and contexts. This flexibility allows teachers to decide what resources will be most relevant and helpful for teaching their class. With these customisable resources, teachers can teach each class feeling supported, prepared and confident.



Welcome to Our World brings age-appropriate real-world content to very young learners of English. Fun and fascinating information about the real world, with beautiful images and video, gives learners the essential English language, skills and knowledge to begin to learn about their world.

Early introduction to content concepts in subject areas such as Science, Maths and Arts builds knowledge and understanding, as well as develops children’s interest and curiosity about the world around them.

8 Look at the Bug!

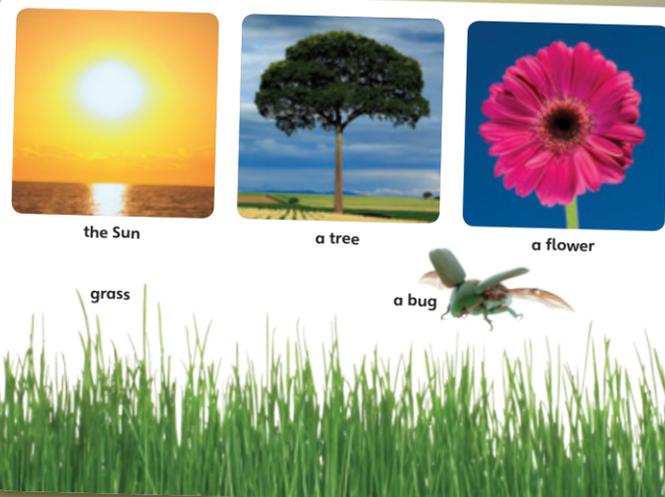
Listen, point and say. TR: 70

Listen and say. TR: 71



62

Listen, point and say. TR: 72



Vocabulary Presentation 63



Presentation

Content Concepts Presentation 19



SONGS FROM AROUND THE WORLD

Welcome to Our World features traditional children's songs from around the world to teach very young learners of English, introduce them to other cultures and engage them in a lively classroom. The songs are available as audio and video. The video content can be found on the Interactive Whiteboard Software (DVD-ROM) and on the Student's and Teacher's Websites. The song videos (Scene 1, 'Listen to the Song') show children from more than 15 countries singing each unit song. The countries include:

Argentina	Mexico	Thailand
Brazil	Philippines	Tunisia
China	Senegal	Turkey
Czech Republic	Serbia	United Kingdom
Greece	South Korea	United States
India	Spain	



- These traditional children's songs are easy to sing and memorise. Hearing and singing the songs repeatedly help children learn English.
- The songs introduce children to different places and cultures, helping them to connect with the world around them.
- The English adaptations of the songs, sung by a British English presenter, support the topics, language and concepts introduced in the Student's Books.
- The gestures for each song reinforce the song's content and allow children to learn by doing.

PROFESSIONAL DEVELOPMENT

Presented and developed by Dr Joan Kang Shin, a respected trainer of young learner teachers in over 100 countries and series editor for *Welcome to Our World*, the Professional Development segments included on the Interactive Whiteboard Software (DVD-ROM) and Teacher's Website provide best practices for teaching English to very young learners using songs and games. The segments include:

- using songs with very young learners
- adapting songs to different cultures
- keeping children's attention
- using games in the classroom
- making and using puppets
- classroom management and much more!

The Lesson Planner includes step-by-step notes for teaching each lesson and using the video content, as well as optional additional activities, worksheets and teaching tips.



Unit 7

LESSON 1
Topic Introduction
Student's Book pages 54-55

Objective
Identify and name:
cat, dog

Language

New: cat, dog

Review: ball, ears, eyes, mouth, nose, water

Receptive: What is this? What are these? Look! This is a dog. Does the dog (like/want) the ball? Good! That's right! A dog is a pet. Let's learn about pets. Look at the animals. I am a (dog). Be a (dog)! Let's say the words. Now let's listen to a chant. Now let's watch and listen as children sing a song about pets! They are from India.

1 Warm Up

- Sit in a circle. Put a ball on your lap and say *Hello!* Pass the ball to the child next to you and encourage that child to say *Hello!* Continue with children passing the ball around the circle. Tell each child who is passed the ball to say *Hello!*
- Ask children to sing the **Hello Song** (Audio: TR 2 / Video: Routine) as they wave hello to each other.

2 Review

- Point to your nose and ask *What is this?* Point to your mouth and ask the same question. Then point to your eyes and ask *What are these?* Point to your ears and ask the same question.
- Take out Flashcard 53 (a dog). One at a time, point to the dog's eyes, nose, mouth and ears and ask children to identify each part of the face. Then repeat this activity with Flashcard 54 (a cat).

3 Introduce the Topic

• **Bookwork** Show children the photo on page 54. Say *Look!* Point to the dog and say *This is a dog. A dog is a pet.* Ask questions about the photo:

- Point to the water and ask *What is this?*
- Point to the ball and ask *What is this?*
- *Does the dog like the ball?* (yes)
- *Does the dog want the ball?* (yes)

NOTE: When children answer the questions above correctly, ensure you say *Good!* or *That's right!*

- Now point to the animals on page 55 and say *Let's learn about pets!*
- Say *Look at the animals.* Slowly show Flashcards 53-58. Don't say the words for the animals.

IWB / Website: Video Option
Show the vocabulary presentation on the video, without playing the audio. Use Video: Sc. 2, Vocabulary.

4 Teach the Vocabulary

- Show children Flashcard 53 (a dog). If there is a toy dog in the classroom, show it to children. Say *This is a dog. Dog.* Say the word again and encourage children to repeat it.
- Make a barking sound and say *I'm a dog.* Now point to children and say *Be a dog!* Encourage children to crawl on their hands and knees and to bark like a dog.
- Show children Flashcard 54 (a cat) and say *This is a cat.* Repeat the activity, showing children how to move like a cat and to move around like a cat.
- Say *Let's say the words.* Play Audio: TR 63 while showing Flashcards 53 and 54 (a dog, a cat). Tell children to point to the photos and to repeat each word two times.

*a dog a dog
a cat a cat*

IWB / Website: Video Option
Show the vocabulary presentation of dog and cat on the video, this time with sound. Use Video: Sc. 2, Vocabulary.

5 End the Lesson

- Play the **Tidy Up Song** (Audio: TR 4 / Video: Routine) while children help you tidy up the materials used in the lesson.
- Say *Now let's watch and listen as children sing a song about pets! They are from India.* Play Video: Sc. 1, Listen to the Song.

Additional Activities

- Ask children to sit in a circle. Give one child a toy dog. Give a child on the other side of the circle a toy cat. Play music. Tell children to pass the dog in one direction and the cat in the other direction. Pause the music and tell the children who are holding the dog and the cat to jump up, make the correct animal noise and sit back down. Then, play the music again with children continuing to pass around the toy animals. Continue until a few children have had the chance to make the noises. **NOTE:** If toy animals are not available, flashcards can be used for this activity.
- Put the Flashcards 53 and 54 (a dog, a cat) where all the children can see them. Give children paint and paper. Tell them to choose either a cat or a dog and try to paint it.

Resources

- Class Audio CD: TR 2-4, 62-64
- IWB: Video Routine and Sc. 1-2
- Website: Video Routine and Sc. 1-2
- Teacher's Resource CD-ROM / Website: Worksheet 1.7.1 (optional) Home-School Connection Letter
- Flashcards 53-58

Materials

- a ball
- toy dog or cat (optional)
- crayons (optional)
- scissors (optional)
- paint (optional)
- paper (optional)

PROGRAMME COMPONENTS

Student's Book

The Student's Book introduces very young learners to the world of English through beautiful photography, songs and fun activities. Each eight-page unit presents and practises vocabulary, a song, content concepts and language models.



Interactive Whiteboard Software (DVD-ROM)

The Interactive Whiteboard Software includes Student's Book content with integrated audio and video, language and vocabulary presentation and practice, interactive games and fun activities. Videos for the routine and unit songs are included on the Interactive Whiteboard Software. There are two versions of each unit song. The first, sung in English by children in classrooms around the world. The second version is performed with gestures which children are encouraged to copy, whilst they listen or sing. This not only helps to make the language learning experience more fun, but also helps aid retention of the words to each song.



The Interactive Whiteboard Software also includes professional development video content, presented by Dr Shin, which provides teaching tips for learning, singing and teaching songs as well as models for teaching popular and effective pre-primary activities.

Lesson Planner

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

- a detailed scope and sequence
- notes for teaching vocabulary, pre-writing, songs, content concepts and communicative language models
- guidance on using video content in the classroom
- notes for using the Activity Book activities in the classroom and as homework
- support for teaching English in English
- teaching resources such as worksheets, pacing guides and much more



Activity Book

The Activity Book contains activities that reinforce and consolidate Student's Book content, along with vocabulary and song practice as well as listening, speaking and pre-writing activities. The Activity Book also includes:

- reviews
- practise with English pronunciation
- songs and audio for all listening activities, provided on the Activity Book Audio CD included in the Activity Book or accessed online through the Website



Flashcards

There are three sets of flashcards, one per level. The flashcards provide additional support for vocabulary and content concepts. A Teacher's Guide with suggested games and activities for use in the classroom is included in each flashcard set.



Big Book

The *Welcome to Our World* Big Book includes four stories at this level. Each story supports the topics and language of two units of *Welcome to Our World*.



Websites

The Teacher's and Student's Websites provide access to downloadable resources, including the Class audio and Activity Book audio, as well as video content. It also provides access to teaching resources such as worksheets, mini flashcards and much more.

TEACHING WITH WELCOME TO OUR WORLD

ABOUT THE PROGRAMME

Programme Structure

Each level of the programme consists of a short Unit 0, which focuses on teaching functional language that is essential for basic social interaction in the classroom, plus eight full units. Each unit is taught in eight lessons. The final lesson of each unit is a unit review. The core of each lesson has been developed for classes with four to six teaching hours per week, but the lessons are flexible to accommodate classes with differing amounts of teaching time. Because each lesson includes a variety of short activities, a teacher with fewer teaching hours can easily choose to use fewer activities in a class. Classes with additional teaching time can take advantage of the programme's many options for supplementing the core lesson.

- Every lesson includes an optional worksheet activity. Detailed notes for teaching each worksheet are included in the Lesson Planner.
- Each lesson includes optional additional activities.
- Each unit includes an optional project.
- The Activity Book consists of four pages of material per unit, covering vocabulary, the unit song, The Sounds of English, content concepts and pre-writing and review. Teaching notes for using the Activity Book are provided at the end of each unit in the Lesson Planner.
- One Big Book, containing four different stories each, is available for each level of the programme.

Unit Structure / Lesson Description

TOPIC INTRODUCTION Lesson 1 introduces the unit topic with a video of the unit song sung by children in classrooms around the world. One to three vocabulary words linked to the unit topic are presented in this lesson. The high-impact unit-opening photo helps to generate interest. A variety of activities help familiarise children with the topic.

Student's Book: The opening page of each unit features a fun, high-interest photograph that generates interest into the unit topic.

VOCABULARY PRESENTATION Lesson 2 introduces the remaining unit vocabulary which can also be presented and practised with the use of flashcards.

Student's Book: This page presents each target word through a photograph that clearly conveys word meaning.

VOCABULARY PRACTICE/PRE-WRITING Lesson 3 focuses on more productive use of the vocabulary.

Student's Book: This page gives children the opportunity to actively work with target vocabulary. It also provides practice with pre-writing skills such as pencil control, tracing, matching and other activities that develop fine motor skills.

SONG/THE SOUNDS OF ENGLISH Lesson 4 focuses on the unit song. In teaching the song and the gestures that accompany it, teachers reinforce vocabulary and concepts taught in the unit. The second part of this lesson focuses on helping children to hear and make a particular sound that is present in the vocabulary of the unit.

Student's Book: This page features a fun illustration that provides meaningful context for the unit song.

CONTENT CONCEPTS PRESENTATION Lesson 5 introduces children to the content concept words, presenting them through video and audio. Children become familiar with the words through a variety of active, engaging classroom activities focusing on receptive understanding of the words.

Student's Book: This page uses beautiful photographs to introduce children to high-frequency, content area-related vocabulary that is connected to the unit topic. The content concept words are drawn from the curriculum areas of Science, Maths and Arts.

CONTENT CONCEPTS PRACTICE Lesson 6 focuses on productive use of the content concept words which can also be presented and practised with the use of flashcards.

Student's Book: This page often involves sticker work, which adds an extra element of fun and helps children practise hand-eye co-ordination.

LANGUAGE USE Lesson 7 guides children through a vocabulary review activity and presents the unit language. Children then practice the language, using the activity as a prompt. This practice gives children the opportunity to use the unit vocabulary in a personalised, meaningful, real-world context.

Student's Book: This page begins with an activity that reviews unit vocabulary. Then, sentences or dialogues using the vocabulary in real-world contexts are modelled by the series mascots.

UNIT REVIEW/PROJECT Lesson 8 is a unit review in which children engage in a variety of activities that reinforce and consolidate the vocabulary, content concepts and language they have learnt in the unit. This lesson also guides children through the optional unit project.

Student's Book This page, found at the back of the book, extends and completes the unit with a fun and engaging craft project related to the unit topic.

Lesson Structure/Routines

All of the lessons are built around a core routine. Routines are reassuring to young children. When they know what to expect, they feel more secure and confident and are better able to meet challenges. Routines also help young children to transition smoothly from one part of a lesson to the next. This reduces classroom disruption and helps make the most effective use of class time.

Warm Up Each lesson begins with singing the **Hello Song**, a routine song that helps children transition to class time and to speaking English. The Warm Up also often includes chants and songs learnt in recent lessons.

Introduce the Topic Lesson 1 of each unit introduces the topic of the unit through a high-impact photograph and children singing the unit song in different parts of the world (Video, Sc.1). These introductions focus only on visuals, not on language, so that children have a chance to become familiar with the topic and with the wider context of the language they will be learning. If a topic has connections to a previously visited one, it may be introduced with an activity in which children make connections between previously learnt language and the language of the upcoming lesson.

Review This section of the lesson focuses on one or two activities designed to quickly and effectively review the language introduced in the previous lesson.

Teach/Practise The Teach and Practise sections are the core of the lesson. The name of this section varies depending on the content taught in the lesson, but these sections always begin with the words *Teach* or *Practise*.

The Teach lessons focus on presenting new language and on encouraging children to engage in activities that help to familiarise them with the language. These are most often TPR activities, which generally emphasise receptive learning.

The Practise lessons focus on encouraging children to move from receptive use of previously introduced language to productive use. **Note:** In Lesson 8 (Review Lesson), the core of the lesson focuses on reviewing the unit vocabulary, content concepts and the unit language model.

Transition Song This routine song is suggested at a significant transition point in each lesson. However, the teacher can use this song to guide children through any transition during the class.

Worksheet Every lesson includes an optional worksheet activity as well as detailed notes for teaching it. Each worksheet reinforces and extends the lesson with engaging activities such as colouring, tracing, puzzle-making, cutting and pasting activities and simple crafts.

End the Lesson Each lesson ends with children helping to tidy up materials used during the class while singing the routine Tidy Up Song. Then children get ready for the end of class by singing the routine Goodbye Song to each other.

Additional Features

Navigation Panel This panel provides all the essential information necessary to prepare for the lesson. It includes the lesson objective(s), programme resources used in the lesson and the materials needed. It also lists the different kinds of language included in the lesson.

- New: Language presented for the first time
- Review: Recycled language
- Receptive: Language children will be exposed to, but are not responsible for learning

Additional Activities Each lesson ends with suggestions for additional activities based on the language taught or practised in class. These activities can be used to extend learning for classes with additional classroom time and resources.

Teaching Tips Many lessons include helpful teaching and classroom management tips.

Around the World Some lessons include helpful and interesting information about photos or songs used in the lesson. The information usually focuses on a cultural or geographic point of interest.

METHODOLOGY

Early childhood is a time of rapid cognitive, physical and social growth. *Welcome to Our World* has been carefully designed to meet the specific needs of children at this stage of development. The programme follows the ideas of major educational theorists who have set the foundation for current approaches to teaching young learners.

The following are some of the key language learning principles for teaching young learners that serve as the basis for the programme.

Learning by Doing

Children learn by doing and by interacting with their environment. For example, young children do not learn the meaning of the word *banana* by listening to an explanation of what a *banana* is. They learn by seeing, touching, peeling and tasting a banana. *Welcome to Our World* recognises the importance of creating opportunities for children to learn by doing and by interacting with their environment.

Children also learn through physical movement. A large number of activities in *Welcome to Our World* focus on teaching through Total Physical Response (TPR). With TPR, learners hear prompts and show their understanding through physical responses and actions. TPR is an extremely effective approach to teaching young language learners. TPR allows children with limited English to build receptive understanding of language. It is only when receptive understanding is solid that children can comfortably and effectively progress to productive use of the language.



This method is perfectly suited to teaching young children, as these learners are naturally active and become restless when they are not given opportunities to move around. Children generally enjoy and are easily engaged by activities involving movement. Furthermore, TPR activities help young children develop their gross motor skills.

Teaching Variety and Balance

Young children have very short attention spans. For pre-primary teaching to be effective and maintain the interest of young learners, lessons must include a variety of activities with varied content and pace. Children are likely to become restless, for example, if a single activity extends beyond five or ten minutes, or if one bookwork activity follows another. The pace of activities must also be carefully balanced to include both physical activities, such as songs with gestures and TPR games, as well as quieter activities, such as crafts and bookwork. If there are too many quiet activities, children are likely to become inattentive. If there are too many physical activities, children may become over-excited and unmanageable. Every lesson of *Welcome to Our World* has been designed to achieve an effective balance of variety and pacing.

One of the most exciting ways in which *Welcome to Our World* brings variety into the pre-primary classroom is through songs. Each unit includes a simplified, traditional song from around the world. Children love singing songs and there are many well-researched benefits to using songs to teach language to young children. Research shows that the sounds and rhythms of songs help reinforce vocabulary and language structures. Songs improve listening skills and help children hear and practise the pronunciation, rhythm and intonations of the language they are learning. Songs involve the learner actively, especially when taught with gestures, as are all of the songs in *Welcome to Our World*.

However, it is not only the inclusion of songs that provides variety in *Welcome to Our World*, but also the great variety within the songs themselves. Unlike what is typically found in pre-primary programmes, each song reflects a different culture, providing diversity to the sounds and rhythms of the songs. This musical variety helps to make the class exciting and keeps children interested and motivated.

Vocabulary Development

A number of important principles for teaching vocabulary to young learners are integral to vocabulary presentation in *Welcome to Our World*.

- It is essential that vocabulary be presented to young learners in small, manageable amounts.
- Vocabulary should be introduced and initially taught through activities that focus on listening and doing. Such an approach allows children to focus on the new vocabulary receptively.
- Once children have a strong receptive understanding of the vocabulary, the same vocabulary should be practised with activities that encourage children to use the words.
- In order for vocabulary to be retained by young children, they must have frequent opportunities to revisit and recycle vocabulary. Recycling builds upon and reinforces previously learnt language and exposes children to the vocabulary in multiple contexts.

Relevant and Meaningful Language

Research has shown that language is acquired most effectively when it is relevant to the learner and used in meaningful contexts. Each unit of *Welcome to Our World* focuses on a topic chosen for its relevance, importance and interest to children of this age. This relevance gives meaningful context to language learning, which helps children use and remember the language they have learnt. It is also important that children have the opportunity to personalise the language they have learnt and to connect it to real-life, meaningful contexts. Such opportunities exist throughout *Welcome to Our World*.

Support

The younger the learner, the more important the teacher's role is in scaffolding the learning process. Teachers must make tasks comprehensible for young learners. They must also provide clear, simplified explanations and model their expectations, when appropriate. The *Welcome to Our World* Lesson Planner provides the teacher with detailed teaching notes and scripting for each step of every lesson so that he or she can confidently provide all the support the children need.

Exposure to Other Cultures

Young learners will grow up using English as an international language to speak to people from all over the world. Because children are growing up in a more connected world, it is important that they become aware of other cultures from the earliest age possible. Exposure to people and places beyond those already familiar to a child helps children learn about the diversity of other cultures, while also helping them to see the similarities between people and cultures around the world. *Welcome to Our World* was developed to provide children with the benefits of working with materials that reflect both their everyday lives and the broader world they are a part of.

Assessment

At this level, children's progress is not usually measured through formal tests. Instead, it is assessed through ongoing informal evaluation. Teachers learn a great deal about each child's progress simply by listening to how each child participates in class and by viewing the work the child does in class.

The Review lesson of each unit includes an Assessment Worksheet that teachers can use to gather information for evaluating children's progress at the end of the unit. The Assessment Worksheet for each unit, as well as an assessment rubric, can be found on the Teacher's Resource CD-ROM as well as on the Teacher's Website.

WELCOME TO OUR WORLD VIDEO CONTENT

Video is a powerful tool for creating dynamic learning environments for both children and teachers. Children can learn English effectively with the appropriate integration of the *Welcome to Our World* video content.

Welcome to Our World video is presented in short, manageable chunks that are easy for teachers to use for both class preparation and classroom presentations. These can be accessed and presented in the classroom on the Interactive Whiteboard Software and can also be accessed online via the Student's and Teacher's Websites.

The video programme follows the Student's Book content and structure and includes the following scenes for each unit:

- **Sc. 1 Listen to the Song:** The unit song performed by children in various countries
- **Sc. 2 Vocabulary:** The target vocabulary presented through photos and video
- **Sc. 3 Sing Along:** The unit song performed by the presenter
- **Sc. 4 Content Concepts:** The content concepts presented through photos and video

Additionally, the Routine Songs are performed with gestures which are designed to help teachers manage the lesson more effectively through focusing on various significant stages in the lesson. There are eight routine song videos and each one serves a specific purpose in aiding classroom management.

Bringing the World into the Classroom

Welcome to Our World uses video content to connect children from pre-primary classrooms around the globe. Short videos show children from a variety of countries singing songs from their culture adapted into English.

With more than 30 children's songs from more than 15 different countries in Asia, the Middle East, Africa, Europe, North America, South America and the Caribbean, the music programme introduces children to a broad range of cultures and languages. These song videos provide a unique and



exciting way to help children recognise that there are many different cultures in the world beyond their own.

Language Models for Children



Video is one of the best ways to help teachers bring their classroom to life. Video can provide effective, natural language models for children. *Welcome to Our World* provides video content through short clips that can help teachers present the routine songs, vocabulary, unit songs and content concepts effectively in the classroom.

Teaching Models for Teachers

Using video is an effective way to demonstrate good teaching practices. The **Professional Development Video** has been designed for teachers to use as a resource both for preparing lessons and for teaching lessons. It contains twelve videos that demonstrate effective games and activities which can be used throughout the programme. It provides many models for teaching activities and games. It also provides guidance and models for teaching songs through the use of gestures. These models help teachers teach with confidence.

Teaching with video in *Welcome to Our World*

Welcome to Our World has unique video content developed by Dr Joan Kang Shin, a respected trainer of teachers of young learners around the world and series editor for *Welcome to Our World*. It is designed to meet the specific needs of early childhood educators, will help teachers improve their classroom practice and use the series effectively with their very young learners.

Teachers can use the professional development video content for guidance on teaching songs in the classroom. This will help to give teachers the information and support they need to teach songs with ease and confidence, enabling them make the most of *Welcome to Our World*.

Teachers can also use the videos to build their repertoire of teaching activities. The unit song videos offer a wide variety of ideas for games and activities.

Teachers can watch the videos to see demonstrations of games and other activities that can be used to supplement the teaching notes in the Lesson Planner.

UNIT SONG VIDEOS

This section is designed to help teachers use the videos to enhance the classroom with music and movement.

Each unit song is sung with gestures and movements that help make the song's lyrics comprehensible. Wherever possible, gestures from the original songs are used. The gestures help children not only learn the target vocabulary, but to also retain it. In addition, the gestures help children develop fine and gross motor skills, which are essential for very young learners.



ROUTINE SONG VIDEOS

Managing a class of very young learners can be challenging, because they have a great deal of energy and can be easily distracted. Established routines help to lessen distraction and keep children focused. Children feel most comfortable when they know exactly what to expect during class.

Welcome to Our World includes eight routine songs that help to structure lessons and make classroom transitions easier. Dr Shin has developed songs and adaptations based on well-known melodies from Brazil, France, Mexico, the United States and the United Kingdom. Those songs are:

Hello Song: *Hello, How Are You?*

Transition Song: *Stand Up Tall*

Tidy Up Song: *Tidy Up, Tidy Up*

Goodbye Song: *It's Time to Go*

Days of the Week Song: *Days of the Week*

Circle Time Song: *Make a Circle*

Attention Song: *Stop, Look and Listen*

Celebration Song: *Celebration Song*

These fun songs teach useful language that children repeat in each lesson and include functional language useful in other contexts.



PROFESSIONAL DEVELOPMENT VIDEOS

The Professional Development Video includes 12 segments designed to help teachers make the most of *Welcome to Our World* and to become more skilled and confident in teaching children at the pre-primary level.

Songs The first three videos give a comprehensive introduction to the *Welcome to Our World* music programme. These videos acquaint teachers with the programme and explain how the use of songs is not only developmentally appropriate but is also an opportunity to build cross-cultural awareness. The videos give teachers the tools they need to teach songs to very young learners. They also show teachers how to adapt songs to different cultures, which is the basis of the music programme in *Welcome to Our World*.



Games The next five videos include many different types of language games that are developmentally appropriate and effective for teaching English. Many of these games are used in the Lesson Planner as a part of the teaching notes. The games include Charades, Telephone, Simon Says, Memory and Pass the Cup. These and other enjoyable



games are explained and demonstrated within the context of a *Welcome to Our World* unit. The videos provide models to follow when teaching specific games.

Other Classroom Ideas The last four videos provide additional ideas for building classroom management skills and keeping children active and engaged. Teachers are guided in appropriate methods for getting and keeping children's attention. Finally, the video shows teachers how to make and use puppets and play dough, two very popular techniques for encouraging interaction and creativity in the pre-primary classroom.



Routine Songs

Hello Song (Class Audio CD: TR 2)

Hello, How Are You?

(Adapted from: *La Cucaracha*, Mexico)

Hello! How are you?

Hello! How are you?

Hello! Hello! How are you?

I'm very well. Yeah!

I'm very well. Yeah!

Thank you very much. And you?

Transition Song (Class Audio CD: TR 3)

Stand Up Tall

(Adapted from: *Skip to My Lou*, United States)

Stand stand stand up tall.

Touch touch touch the floor.

Turn turn turn around.

Now sit down, my darling.

Tidy Up Song (Class Audio CD: TR 4)

Tidy Up, Tidy Up

(Adapted from: *Twinkle Twinkle Little Star*, United Kingdom/
France)

Tidy up, tidy up everywhere

Pick up rubbish and put it there.

Tidy up here. Tidy up there.

Then put your hands up in the air.

Tidy up, tidy up everywhere.

Pick up rubbish and put it there.

Goodbye Song (Class Audio CD: TR 5)

It's Time to Go

(Adapted from: *London Bridge Is Falling Down*, United Kingdom)

Goodbye! It's time to go.

Time to go.

Time to go.

Goodbye! It's time to go.

See you later!

Days of the Week Song (Class Audio CD: TR 6)

Days of the Week

(Adapted from: *The Bear Went Over the Mountain*, United States)

There are seven days in a week.

Seven days in a week.

Seven days in a week.

And I can say them all!

Monday, Tuesday and Wednesday

Thursday, Friday and Saturday

Sunday is the last day.

And I can say them all!

Circle Time Song (Class Audio CD: TR 7)

Make a Circle

(Adapted from: *Ciranda, Cirandinha*, Brazil)

Make a circle. Make a circle. Make a circle round and round.

Make a circle. Make a circle. Make a circle round and round.

It's your turn. It's your turn. In the circle, it's your turn.

It's your turn. It's your turn. In the circle, it's your turn.

Dance around. Dance around. In the circle, dance around.

Dance around. Dance around. In the circle, dance around.

Attention Song (Class Audio CD: TR 8)

Stop, Look and Listen

(By Joan Kang Shin)

A-B-C

A-B-C

1-2-3

1-2-3

Stop, look and listen!

Stop, look and listen!

Celebration Song (Class Audio CD: TR 9)

(Adapted from: *Here We Go Round the Mulberry Bush*, United Kingdom)

Today is a day to celebrate, celebrate, celebrate.

Today is a day to celebrate. Let's celebrate today. Hooray!

Today is a day to celebrate, celebrate, celebrate.

Today is a day to celebrate. Let's make the circle small. Hooray!

Today is a day to celebrate, celebrate, celebrate.

Today is a day to celebrate. Let's make the circle big. Hooray!

Today is a day to celebrate, celebrate, celebrate.

Today is a day to celebrate. Let's celebrate today! Hooray!

GAMES

Games are of central importance for young learners.

They motivate children and provide a context for using new language. Each of the lessons in the Lesson Planner includes a number of games. Many of the games are also demonstrated on the Professional Development DVD. The following are more games that can be used to supplement lessons by teachers with additional class time.



Flashcard Games

Find and Touch Place flashcards along different walls of the class. Call out a word. Ask children to find and touch the picture of that word.

What's Missing? Ask children to sit in a circle. Put all of a unit's flashcards in the middle of the circle. Tell children to look carefully. Then tell them to turn the other way so that they can't see the cards. Remove one of the cards. Tell children to turn back and work out which card is missing.

Yes/No Face the class. Take out a flashcard without looking at it. Hold it above your head so that the children can see it, but you cannot. Guess one of the unit's target words. For example, if you are teaching the unit about toys, ask *Is it a (doll)?* If your guess is correct, children say *yes*. If it is wrong, they say *no*. Continue to guess the word and ask children to respond, until you guess the word correctly. Repeat this activity one at a time with other flashcards.

Charades Choose a flashcard that can be acted out. Invite a child to come to the front. Show the card to the child. Ask the child to act it out while the other children guess the word.

Which One Doesn't Belong? Show children flashcards from one category, such as animals, food or family members. Include one flashcard that doesn't belong. For example, place one family member card in a group of

food cards. Ask children to identify the card that doesn't belong. At upper levels, this game can be made more subtle and challenging by making the categories more specific. For example, include one pet flashcard in a group of wild animal flashcards.

In the Bag Put flashcards in a bag. Invite a child to pull out a card. Ask the child to try to guess the word. If the child has difficulty, he or she can put the card back and pull out another card. Continue until all of the flashcards have been pulled out and named. To allow more children to participate, replace the cards in the bag and play again.

Stop Say a target word. Hold up each flashcard one at a time. When the children see the flashcard for the word you say, they shout *Stop!*

What Is It? Hold up a flashcard, with most of the card covered by a piece of paper. Little by little, reveal more of the picture until children guess the word correctly.

NOTE: This activity should only be used as a review activity, not to practise newly introduced words.

Mini Flashcard Games

Show It Ask children to take out their mini flashcards for a unit. Say a word and ask children to hold up the correct mini flashcard.

Match It Place flashcards along different walls of the class. Give each child a mini flashcard. Ask children to find and go to the matching flashcard. Ask each child to say his or her word.

Don't Say It Mouth one of the words silently but with great exaggeration. Ask children to guess and hold up the correct mini flashcard. After children have guessed, say the word aloud while holding the correct flashcard, so that children can see if their guess was correct.

Memory Mix up two sets of mini flashcards. Spread out the cards, face down. The first player turns over two cards to try to find a matching pair. Then the second player has a turn. When a child finds a matching pair, those cards come out of the game. At this level, limit the number of card pairs to three.

Musical Cards Make enough copies of one mini flashcard for each child in class, minus one. Then add one mini flashcard of a different item. Hand out mini flashcards while you play the unit song. Stop the music. Ask who has got the special card, for example *Who has got (the apple)?* The child who has got this flashcard holds it up. Start the music again and repeat the activity. **Alternative:** Stick mini flashcards to the floor in a circle. There should be one for every child in class. Play the unit song and encourage children to dance around the circle. From time to time, stop the music and ask who has got various cards. For example, ask *Who has got the apple? Who has got the juice? Who has got the biscuit?*

Variation: Play the versions of the game listed above. However, when you stop the music, ask children to tell you which mini flashcard they have got.

Bingo Give each child a set of mini flashcards. Ask each child to choose three cards from his or her set and place them facing up. Call out the words for the items on the cards one by one. Keep track of the words you call out. When children hear a word for a picture they have got, they should turn over that mini flashcard. The first child or children to turn over all three of their cards calls out *Bingo!*

Finish a Pattern Show children a pattern of mini flashcards. Ask children to tell you the name of the item that should be next in the pattern and then add a mini flashcard of that item to the end of the pattern. Tell children to continue adding to the pattern. Be sure to make enough copies of the mini flashcards in the pattern for this activity.

Put in Order Give each child a set of mini flashcards. Say the words in a certain order. Repeat the words in that same order slowly, several times. As you say the words, tell children to place their cards in that order.

Favourites Survey Ask children to sit in a circle. Give children a set of mini flashcards for a unit category, such as animals, toys or food. Ask children to choose their favourite and to take out the mini flashcard for that item. For each item ask *Are (apples) your favourite?* Children with that favourite will give you their flashcards. Place all of the cards together in a row. Do this for each item in the category. When you have finished, ask children to work out which item was the most popular. If children can count high enough, they can count the number of 'votes' each item got. If they cannot

count high enough, ask them to compare the length of each line of cards to find the longest.

Other Games

Telephone Put children in a line. Whisper a sentence with the target phrase to the first child. For example, say *There are two trains*. Tell that child to whisper the sentence to the next child. Continue until the last child in line hears the sentence. That child says the sentence out loud. Is it the same sentence you told the first child?

Word in the Song When reviewing a song children have already learnt, leave out a word. Ask children to tell you the missing word. **Alternative:** When reviewing a song, ask children to listen for a word that appears more than once in the song. Tell children to put up their hand when they hear the word.

Touch and Guess To review words children have already learnt, put an example of one of the items in a bag. For example, if children are learning about toys, you might put a small ball, doll or a toy lorry in the bag. Invite a child to come to the front, put his or her hand in bag, feel the item and guess what it is. Take the item out of the bag and show it to children to see if the child guessed correctly. Then, without children seeing, place a new item in the bag. Invite a different child to feel and guess the next object.

Treasure Hunt Prepare a treasure hunt before children arrive in class. Place items for target words around the class. For example, place a shirt and trousers for a unit on clothes, or a toy cat and dog for the unit on pets. Put children into teams. Tell each team what item they need to look for. After the hunt, ask each group to bring their item to the front and say the name for the item.

