

OUR WORLD, SECOND EDITION: STARTER STUDENT'S BOOK WALK-THROUGH AND RESOURCES

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do—and achieve more.

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

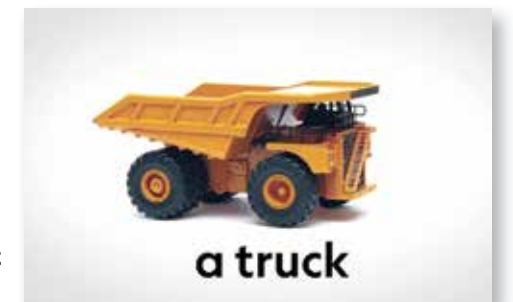
Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the unit Reading.



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

Target vocabulary is presented in meaningful contexts to help students **build fluency** and confidence to discuss **relevant real-world topics**.

All target language is recorded in the **Audio Program** to help students practice pronunciation.





A video segment presents the **Target Vocabulary**.



STUDENT'S BOOK WALK-THROUGH

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

LANGUAGE IN USE

1 Listen and circle. TR: 2.2

1.  2. 

3.  4. 

2 Listen and say. TR: 2.3

Is it a doll? No, it isn't.

Is it a teddy bear? Yes, it is.



3 Listen. Stick. TR: 2.4

1	2	3	4
5	6	7	8




22 Unit 2




COLORS AND NUMBERS

1 Listen and point. Say. TR: 2.5



 brown  orange

2 Listen and color. TR: 2.6



1.  2.  3. 

4.  5.  6. 

3 Listen. Count and say. Trace. TR: 2.7

 5  6

4 Listen. Count and say. TR: 2.8

 4 balls.  5 kites. No match.

5 Listen and say. Cut out the cards in the back of the book. Play the game. TR: 2.9

23

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

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






Animated mascots present the **Language in Use** model. **Contents**, such as colors, numbers, and shapes are presented in fun, engaging video segments.

The Sounds of English activities introduce students to **pronunciation** using target vocabulary.

THE SOUNDS OF ENGLISH

1 Listen and say. TR: 2.10

 ball  robot  car

2 Listen. Which words have the sound? Check ✓. TR: 2.11

sound	word 1	word 2	word 3
1. ball			
2. robot			
3. car			

3 Listen and chant. TR: 2.12

Dolls and robots and more toys.
Balls and kites for girls and boys!

24 Unit 2

READING

1 Listen to the story. TR: 2.13

Birthday Boy




Look, it's a teddy bear.

A kite, a ball, a teddy bear, and ... a robot.

Happy birthday!

This is my favorite toy!

2 Do you like the story? Circle.

25

A unit **Chant** supports the theme and incorporates target language and sounds. The rhythm of each chant makes it easy to learn and remember.

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

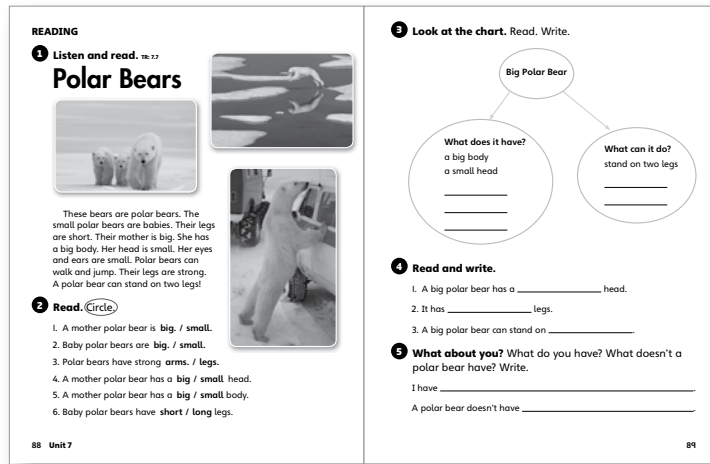


The Sounds of English chant is presented as a karaoke video. The **Reading** comes to life as Story Time.



A **Bonus Review Video** reviews the unit content with real-world video.

The *Our World Starter Workbook* contains activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, and writing. The workbook includes:



- 4 pages of skills practice and activities, as well as an additional verse for each chant
- Review sections
- English pronunciation practice through The Sounds of English activities
- audio for all listening comprehension, speaking, and Review sections, available online at ELTNGL.com/ourworlds
- 16 pages of writing practice

New to the second edition, the *Our World Starter Video* program can be used to present, support, and review each section in the Student's Book unit.

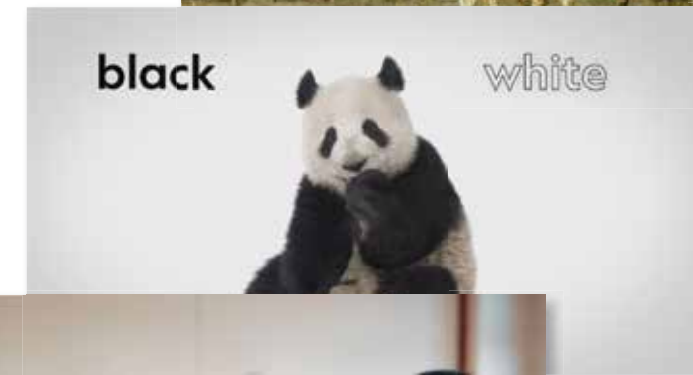


A Bonus Review Section at the end of each unit reviews the vocabulary, language, and concepts of the unit using real-world video.

Our World Videos are available on Video DVD bound with the Lesson Planner and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Vocabulary
- Scene 2: Language in Use
- Scene 3: Concepts (colors, numbers, shapes)
- Scene 4: The Sounds of English
- Scene 5: Reading
- Scene 6: Bonus Review Video
- Scene 7: Grammar 2



Our World ABC introduces and practices the letters of the **alphabet**, as well as **numbers**, **shapes**, and some high-frequency words.

Our World Phonics introduces young learners to the **sounds and letters of English** and helps them learn and practice sound/spelling relationships in order to develop their listening, speaking, reading, and writing skills.

- *Our World Phonics 1* introduces **single-letter sounds**, including **consonants and short vowels**, as well as some **common consonant digraphs**.
- *Our World Phonics 2* introduces **long vowels** and **diphthongs**, and **two-letter blends**.
- *Our World Phonics 3* introduces **word stress** and the **schwa sound**, **r-colored vowels**, **three-letter blends**, and other **letter combinations**.

TEACHER RESOURCES

Our World Lesson Planner

The **Lesson Planner** with **Student's Book Audio CD and DVD** provides everything needed to successfully plan, teach, and supplement lessons.

The screenshot shows a lesson plan for 'Colors and Numbers' on page 40. It includes sections for 'Objectives', 'Resources', 'Materials', 'Warm Up', 'Present', 'Practice', 'Extend', 'Wrap Up', and 'Review'. The 'Practice' section has a 'BE THE EXPERT' sub-section with a 'Teacher Tip' and 'Apply' activities. The 'Extend' section includes a 'Workbook and Online Practice' section with a 'Formative Assessment' button. The page number '40 Unit 1' is visible at the bottom left.

The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the program
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point-of-use**
- Student and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's Website
- **Teaching tips** and professional development at point of use
- **Formative Assessment** suggestions
- A handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Our World DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

Our World Starter Flashcards

The **Flashcards** include **all target vocabulary**. Printable **Mini Flashcards** are available on the **Teacher's Website**.



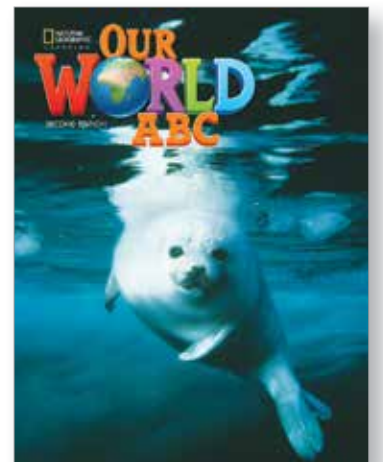
Poster Sets

Eight full-color **Posters** bring **beautiful photography** into the classroom and **reinforce** the unit themes.

Our World Phonics Teacher's Guide

The **Our World Phonics Teacher's Guide** provides everything needed to successfully plan, teach, and supplement lessons in *Our World Phonics 1, 2, and 3*, including:

- a detailed **Scope & Sequence**
- **complete lesson plans**, including Warm Ups, detailed lesson instruction, interactive Extend activities, and Wrap Ups
- an **audio CD** for each level of *Our World Phonics*.



Assessment

The **ExamView® Assessment Suite** includes activity banks to **generate customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher's Website.

DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book,** and **Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

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

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools, and messaging features.

Both the Online Practice and Learning Management System are accessible at learn.eltngl.com with an access code, and both work on laptops, tablets, and smartphones!

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Language in Use
- Concepts
- The Sounds of English
- Reading
- Review



The **Online Practice** includes **fun games** that reinforce and expand on Student's Book content. Each unit of *Our World Starter* Online Practice includes four games— two vocabulary games, two grammar games, and a unit review game.

Additionally, parents can **track student progress** and review activity results.

The Online Practice is accessible through learn.eltngl.com with an access code and course activation key. It's optimized for all devices.

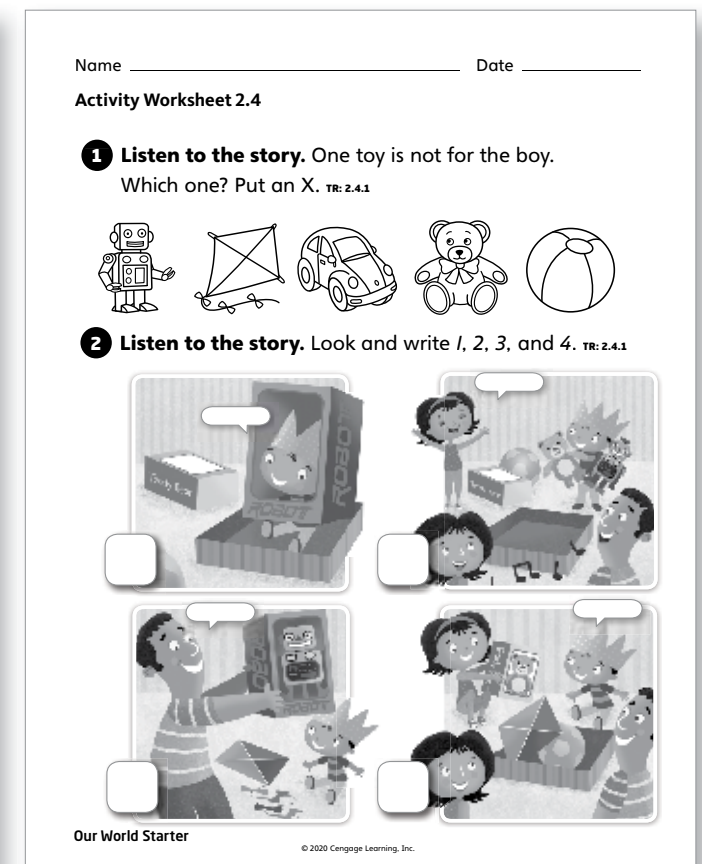
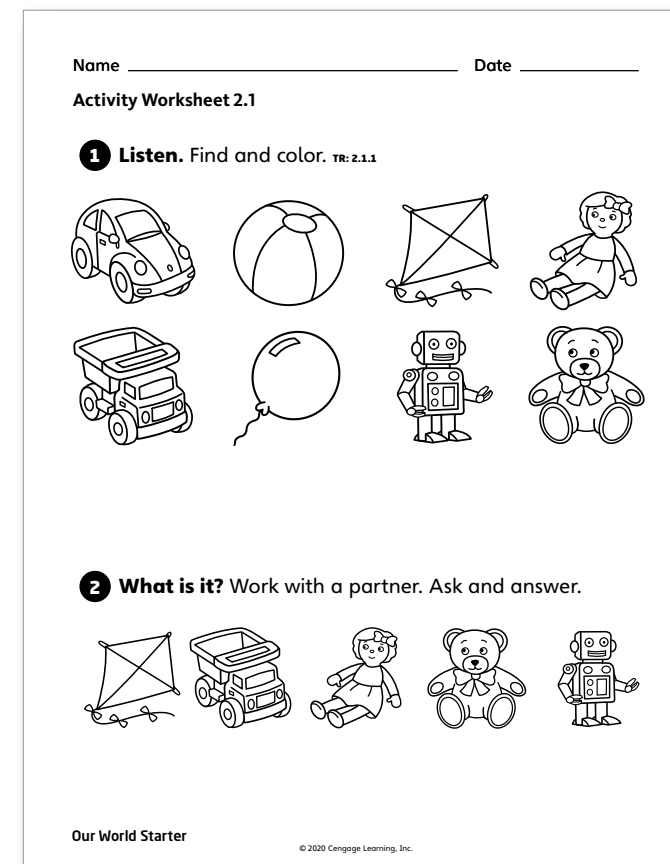
Student Resource Website

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

Teacher Resource Website

Teacher resources can be found at ELTNGL.com/ourworld and include:

- **Student's Book, Workbook,** and assessment **audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Mini Flashcards**
- printable **Graphic Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView® Assessment Suite**



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you **improve classroom practice** and get the most out of your young learners with resources available online.

New to the second edition

New videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing


Routines

A series of three-step teaching routines offer teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

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

 **OUR WORLD**

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the Grammar topic by giving a personal example or using it in a real-world context
- Read or have a student read aloud the Student's Book Grammar examples.
- Play the audio track and have students listen.

Step 2

- Have students complete the Student's Book activities. Have partners or small groups share their work.
- (Optional)
 - Have students practice using the Grammar topic when it appears in the unit Song or applies to the Unit Opener photograph or other lessons.
 - Help students explore and expand on the topic with a graphic organizer, diagram, or other visual aid.

Step 3

- Have pairs or small groups work together to complete and share the personalized or open-ended Student's Book activities.
- (Optional) Have students personalize the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original dialogues or role-plays that use target grammar.
 - creating and labeling diagrams, models, photo-essays, and other types of classroom presentations that feature the topic being taught.

OUR WORLD, SECOND EDITION: LEVEL I

STUDENT'S BOOK WALK-THROUGH AND RESOURCES

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do—and achieve more.

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

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.



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

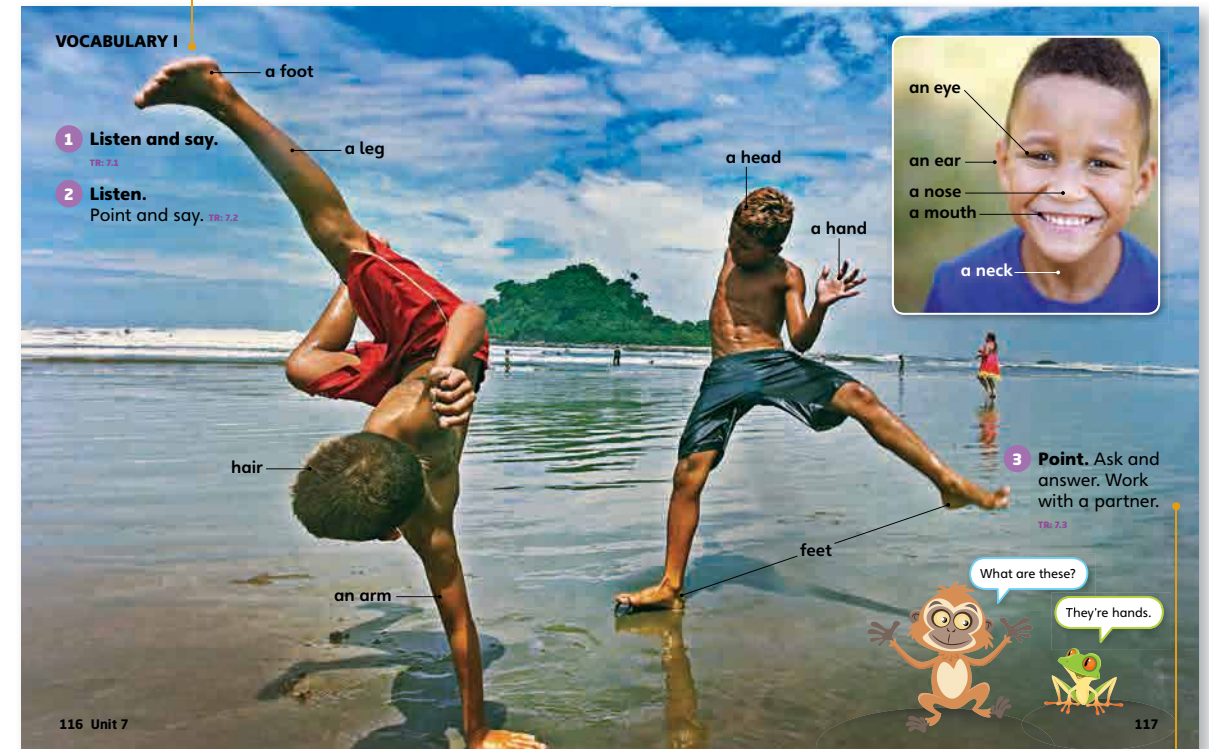
A list of **unit goals** is followed by a goal-setting activity that focuses students' attention.

A **Video** introduction provides a **preview** of the contents of the unit.



Target vocabulary is presented in meaningful contexts to help students **build fluency** and confidence to discuss **relevant real-world topics**.

All target vocabulary is presented in the **Audio program** in isolation, in a **contextualized sentence**, as well as in the context of the main presentation.



Students work in **pairs or groups** to practice the new words.

Two video segments present and practice **Target Vocabulary**.



The **Unit Song** supports the unit theme and models **natural rhythm and intonation**. Lyrics incorporate unit vocabulary and grammar.

SONG

1 Listen. Read and sing. TR: 7.4

My Body

**My body, my body!
It's fun to move my body!
My body, my body!
Can you dance with me?**

Legs, legs. Move your legs.
Legs, legs. Move your legs.
Legs, legs. Move your legs.
Can you walk with me?

Feet, feet. Move your feet.
Feet, feet. Move your feet.
Feet, feet. Move your feet.
Can you jump with me?

CHORUS

Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Can you sing with me?

Hands, hands. Move your hands.
Hands, hands. Move your hands.
Hands, hands. Move your hands.
Can you clap with me?

CHORUS

My body, my body!
I love to move my body!
My body, my body!
Can you dance with me?

2 Sing again.
Hold up pictures.

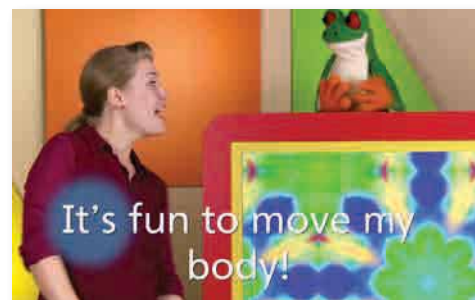


Yavi Chico, Argentina

118 Unit 7 119

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

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



The **Song video** features the video host singing the song. Students can follow along with the **karaoke-style lyrics**.


Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

GRAMMAR 1

Possessive adjectives TR: 7.5

My hair is brown.	My eyes are brown.
Your hair is brown.	Your eyes are brown.
His hair is brown.	His eyes are brown.
Her hair is brown.	Her eyes are brown.


1 Look and listen. Write the number in the box. TR: 7.6



120 Unit 7

2 Write sentences.

- His eyes are blue.** _____ (eyes/blue)
- _____ (hair/long)
- _____ (eyes/brown)
- _____ (hair/short)



121

Grammar is practiced **in context** with multiple opportunities for real communication using **all four language skills**.



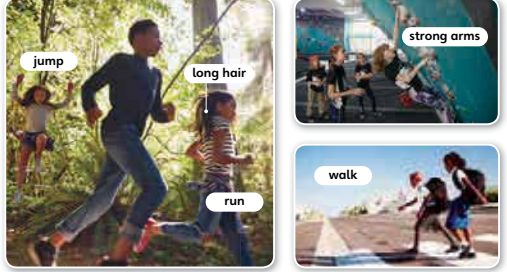
Grammar is presented in two short, **engaging animations**.

STUDENT'S BOOK WALK-THROUGH

Additional thematic vocabulary is presented visually. Vocabulary is presented on the **Audio program** in isolation.

VOCABULARY 2

1 **Listen and say.** TR: 7.7



2 **Point and say.** Work with a partner.

3 **Say and stick.** Work with a partner. TR: 7.8

Number 1. His legs are long.

Yes, they're long. My turn.

1 2 3 4 5

122 Unit 7

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

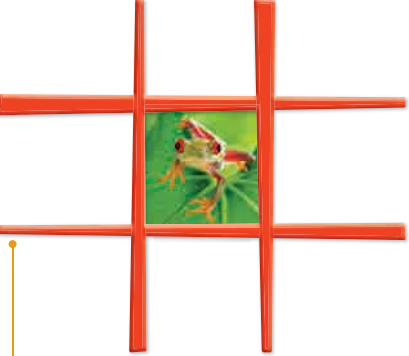
Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool.**

GRAMMAR 2

Ability with can TR: 7.9

I can walk. She can jump.
Can you run? Yes, I can. I have strong legs!

1 **Play a game.** Cut out the pictures in the back of the book. Glue. Listen and play. TR: 7.10



2 **Write.** Look at the pictures. Write yes or no.

- Can the boy run? _____
- Can the baby jump? _____
- Can the mother cook? _____

123

Games provide a fun context for **communicative grammar practice.**

Meaningful, relevant real-world **Readings** develop language through **cross-curricular topics** such as science, nature, history, art, culture, music, and sports.

Weird but True engages students with surprising facts.

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

READING

1 **Listen and read.** TR: 7.11

Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man with a hat. His arms and legs are big. His horse's head is small. Look at the balloon dog. Its legs are big. Its ears are long. Artists can make many fun things!



Fernando Botero's *Man on a Horse*



Jeff Koons' *Balloon Dog*

2 **Listen and read.** Circle. TR: 7.12

- There is **one two** dog sculpture.
- The balloon dog's legs are **big. old.**
- The horse's head is **big. small.**

124 Unit 7

After-reading activities provide students with opportunities to react and respond to the text, and to **make connections** between the reading and their lives.

3 **Read and check** ✓.

MAN	legs	arms	DOG	legs	ears
big	✓		big		
small			long		

4 **Look.** Circle and write.

- My robot **doesn't have has** hair.
It **doesn't have has** head.
It **doesn't have has** eyes.
- My robot **doesn't have has** ears.
It **doesn't have has** big hands.
It **doesn't have has** short legs.
- My robot **doesn't have has** eyes.
It **doesn't have has** long arms.
It **doesn't have has** leg.



5 **Ask and answer.** Work with a partner. Choose robots. Talk about them. How are your robots the same or different?

125

Infographics show factual information in fun and sometimes surprising ways.

A video segment presents and practices **Target Vocabulary. Grammar** is presented in a short animation.



New **Extended Reading** sections after every three units introduce students to a variety of **genres** and support reading **fluency**. An **Express Yourself** activity allows students to choose a form of creative expression.

EXTENDED READING

4 **Listen and read.** ...

Dog is Lucky!

Bird is flying.
"I want to fly. I want to fly in the sky," says Bird.
Bird says, "You play all day. Bird can't fly all day."
Cat is drinking.
"I want to drink. I want to drink in the water," says Cat.
Cat says, "You play all day. Cat can't drink all day."
Fish is swimming.
"I want to swim. I want to swim in the water," says Fish.
Fish says, "You play all day. Fish can't swim all day."
"Who can't play all day? Bird, Cat, and Fish."
"Oh, says Dog. "I am a lucky dog!"

5 **Listen and check.** Write numbers to put the animals in order. ...

- Bird _____
- Fish _____
- Cat _____

6 **Read.** Answer the questions. Work with a partner.

- What does Dog want to do? Write 2 things. _____
- What does Fish want to do? _____
- Which animal do you think is lucky? Why? _____

7 **Choose an activity.**

- Add a new animal to the table.
- Draw and label your favorite animal.
- Black out a group of four. Make a group of four support for each of the animals. Ask the table.

127 Extended Reading

STUDENT'S BOOK WALK-THROUGH


Models written at the student level provide **examples** for students to follow.

Students are introduced to a variety of **writing types**.

The **Value** page promotes **universally recognized values** such as “Work hard in school” and “Be neat.”

WRITING

1 Read. My name is Antoni. I have two eyes, one nose, and one mouth. I have two arms and two legs. My spider costume has eight eyes and eight legs. I like spiders. I'm a cool spider!



2 Write. Draw a costume. Then write about it.

I'm _____ I have _____

I have _____

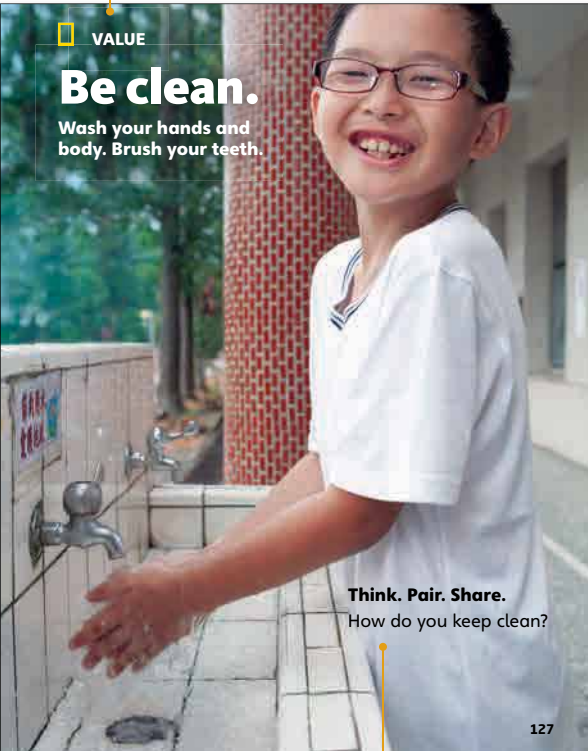
My _____ costume has _____

3 Share. Work in a group. Talk about your picture.

126 Unit 7

VALUE

Be clean.
Wash your hands and body. Brush your teeth.



Think. Pair. Share.
How do you keep clean?

127

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

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

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

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

Step-by-step instructions and **strong visual support** are provided for students through each project.

PROJECT

Make a robot. Work with a partner.

1



Cut out the body.

2



Cut out a card.

3



Write the numbers.

4



Cut out or draw parts. Glue them.

128 Unit 7



Look! Our robot has two heads and five eyes!

Now I can . . .

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

129

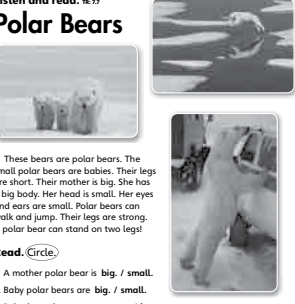
Project work is realistic and attainable and instills a sense of achievement in students. Completed projects serve as **tangible evidence of student learning**.

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

The *Our World Workbook* contains activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary, and review activities. Each unit has 12 pages of **skills practice and activities**, along with *Our World Workbook* additional readings and **cumulative review** practice.

READING

1 Listen and read. **Polar Bears**



These bears are polar bears. The small polar bears are babies. Their legs are short. Their mother is big. She has a big body. Her head is small. Her eyes and ears are small. Polar bears can walk and jump. Their legs are strong. A polar bear can stand on two legs!

2 Read. Circle.

- A mother polar bear is big / small.
- Baby polar bears are big / small.
- Polar bears have strong arms / legs.
- A mother polar bear has a big / small head.
- A mother polar bear has a big / small body.
- Baby polar bears have short / long legs.

3 Look at the chart. Read. Write.

Big Polar Bear	
What does it have? a big body a small head	What can it do? stand on two legs

4 Read and write.

- A big polar bear has a _____ head.
- It has _____ legs.
- A big polar bear can stand on _____.

5 What about you? What do you have? What doesn't a polar bear have? Write.

I have _____

A polar bear doesn't have _____

New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** with exemplars and student-friendly explanations
- An **end-of-unit Review** section that exposes students to question types similar to those commonly found on international exams
- Workbook audio available for streaming and download at ELTNGL.com/ourworld1

Unit 7

Possessive adjectives

I	have	black	hair.	My	Year	hair	is	black.
He	has	his	hair	is	black.			
She	has	her	eyes	are	blue.			

The sentences have the same meaning:
I have blue eyes. = My eyes are blue.

1 Look and read. Circle the word.

- His / Your hair is black.
- His / Their hair is black.
- Her / Their hair is black.
- My / Our hair is black.
- Your / My eyes are black, too!
- This is my family.
- Our / Your hair is black.

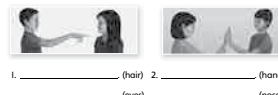
2 Read and write. Use the words.

- hair / short Her hair is short.
eyes / black _____
- hair / short _____
- hair / black _____
eyes / black / too _____

3 Read. Rewrite the sentences.

- I have short hair. My hair is short.
- My father has big ears. _____
- You have small hands. _____
- My grandmother and grandfather have white hair. _____
- My little sister has short legs. _____
- My baby brother has a small mouth. _____

4 Look and write. Use her, his, my, and your.



1. _____ (hair) 2. _____ (hand)
_____ (eye) _____ (nose)

5 Write. Find a photo of friends or family members. Put it here. Write 4 sentences about it.

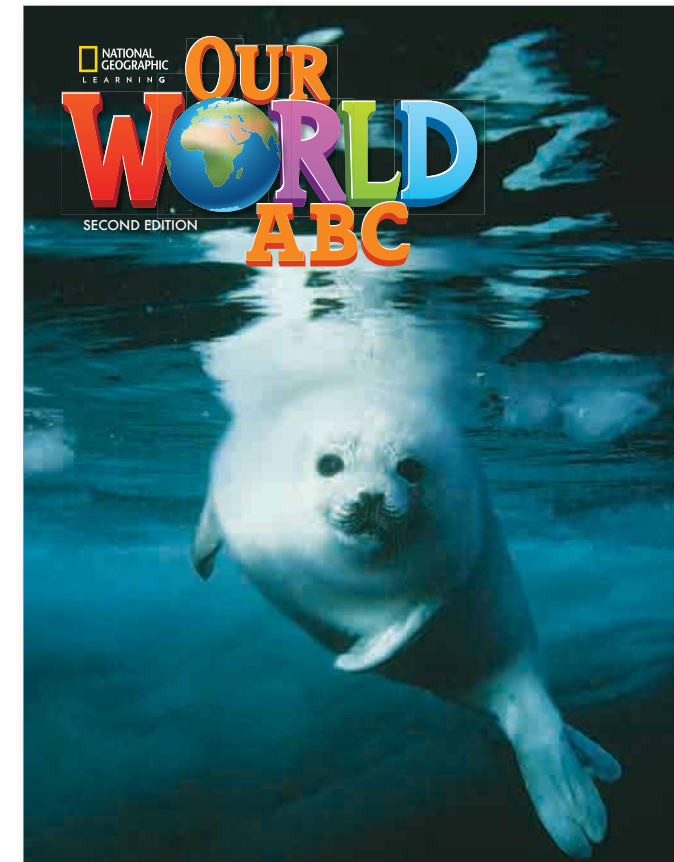
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GRAMMAR WORKBOOK

The *Our World Grammar Workbook* provides **structured grammar practice** and extends the grammar lessons found in the Student's Book. Each grammar topic includes two pages of practice, three review sections, and a cumulative review section.

New to the second edition

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



- *Our World ABC* introduces and practices the letters of the **alphabet**, as well as **numbers, shapes**, and some high-frequency words.
- *Our World Phonics* introduces young learners to the **sounds and letters of English** and helps them learn and practice sound/spelling relationships in order to develop their listening, speaking, reading, and writing skills.



- *Our World Phonics 1* introduces **single-letter sounds**, including **consonants and short vowels**, as well as some **common consonant digraphs**.
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- *Our World Phonics 3* introduces **word stress** and the **schwa sound, r-colored vowels, three-letter blends**, and other **letter combinations**.

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VOCABULARY 1
Objective: Students will name parts of the body.
Vocabulary: feet, hair, an eye, a leg, an arm, a mouth, a hand, a foot, a head, a nose, an ear, a neck.
Content Vocabulary: left, right.
Resources: TR: 7.1-7.3; Flashcards 85, 86, 88, 89, 92, 114-125; Sound Card 4; Video Sc. 2—Vocabulary 1a, Sc. 3—Vocabulary 1b; Activity Worksheet 7.1; Workbook pp. 80–81, TR: 7.1; Online Practice.
Materials: picture books, children's dictionary (optional).

Warm Up ●●●
• **Preteach** Clap as you chant *We clap with our hands!* Have students repeat several times. Then hold up your right hand and say *This is my hand.*
• On the board, draw a large outline of a hand. Write *hand* in the middle. Say *We do many things with hands.* Form groups of four. Ask students to brainstorm things people do with their hands, such as clap, write, and color. Have students come to the board and add words to the hand outline. As students add words, ask them to complete the sentence frame *We _____ with hands.*

Present ●●●
• Say *Open your books to pages 116 and 117.* Point to the boy's hand on the ground. Say *Look at his hand! He's using his hand to hold his body up!* When you say *body*, outline the boy's entire body. Show the pictures on pp. 116–117 and say *These pictures show parts of the body. Point to the boy's head. Say a head. Then point to your own head. Say This is my head. Now point to your head.* Repeat with each body part shown on p. 116.
• Point to the inset picture on p. 117. Say *This picture shows parts of the face. Point to and say each word in the inset photo as you point to the same part of your face. Say This is my nose. Now point to your nose.*
• Point to the picture of the dancing boy on p. 117. Say *Look! He has brown hair. Point to your hair. Say I have (brown) hair. Point to your hair. What color is it? Say His hair is at the end of his arm. Say arm as you make a sweeping motion down toward your hand. Say Point to your arm. Now point to your hand. Say his feet are at the end of his legs. Say legs as you make a sweeping motion down toward your feet. Point to your legs. Now point to your feet.*

Practice ●●●
• Have students open their books to p. 116. Say *It's time to listen and say. Look at the picture on this page.* Play TR: 7.1. Pause after the first item and have students repeat. Say *I have a right foot* and pick up and shake your right foot. Have all students repeat the sentence and pick up and shake their right feet. Repeat with left foot. Then continue TR: 7.1 pausing after *I have a head.*
• Point to the picture of the boy dancing on p. 117. Continue TR: 7.1. Point to each body part as it's named. Pause after *I have two feet.*
• Next, point to the inset picture of the boy. As you play the rest of TR: 7.1, walk around the room to make sure that students are pronouncing the words correctly. Listen for an ear with eye. Replay TR: 7.1 and have students say each term after they hear it.
• Say *Now listen. Then point and say. Point to pictures on both pages.* Put students in pairs and have them point to the correct body parts in the pictures as you play TR: 7.2. Walk around the room, offering help as needed. Regroup students as a class. Replay TR: 7.2 and have students point to and say each term.
• **Explain** Hold up two fingers. Say *We have two feet.* Hold up one finger and say *We have one head.* Make a two-column chart on the board with the headings *We have 1* and *We have 2.*
• Model the first example in each column with head and feet. Then have students tell you how to complete the chart. Point to a word in the chart. Have a student say the word and point to the appropriate place on his or her body, or to one of the pictures in the book.

BE THE EXPERT
Vocabulary Strategy
Using a Dictionary Learning how to use a dictionary is an important lesson for any language learner. Explain to students that words in a dictionary are listed in alphabetical, or ABC, order.
Guide words at the top left and top right corners show the first and last words on each page. Readers can find definitions for words that come between those words in alphabetical order. Give students practice finding words in a dictionary. Open a dictionary and read the guide words at the top. Then ask students if a certain word could be found on that page.
Related Vocabulary
body, face

224 Unit 7

The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the program
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point-of-use**
- Student and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's Website
- **Teaching tips** and professional development at point of use
- **Formative Assessment** suggestions
- A handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Our World DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

Our World Flashcards including the Sounds of English

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

The **Flashcards** include **all target vocabulary**. The **Sounds of English Cards** include individual and **contrasted English words** with related images and spellings.



Poster Sets

Nine full-color **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes, and feature National Geographic *Our World* values.

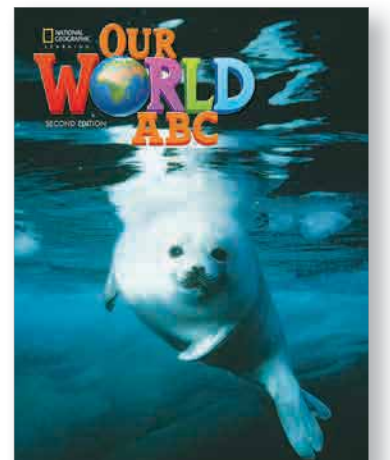
Our World Phonics Teacher's Guide

The **Our World Phonics Teacher's Guide** provides everything needed to successfully plan, teach, and supplement lessons in *Our World Phonics 1, 2, and 3*, including:

- a detailed **Scope & Sequence**
- **complete lesson plans**, including Warm Ups, detailed lesson instruction, interactive Extend activities, and Wrap Ups
- an **audio CD** for each level of *Our World Phonics*.

Assessment

The **ExamView Assessment Suite** includes activity banks to **generate customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher's Website.



DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book, Workbook, and Grammar Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

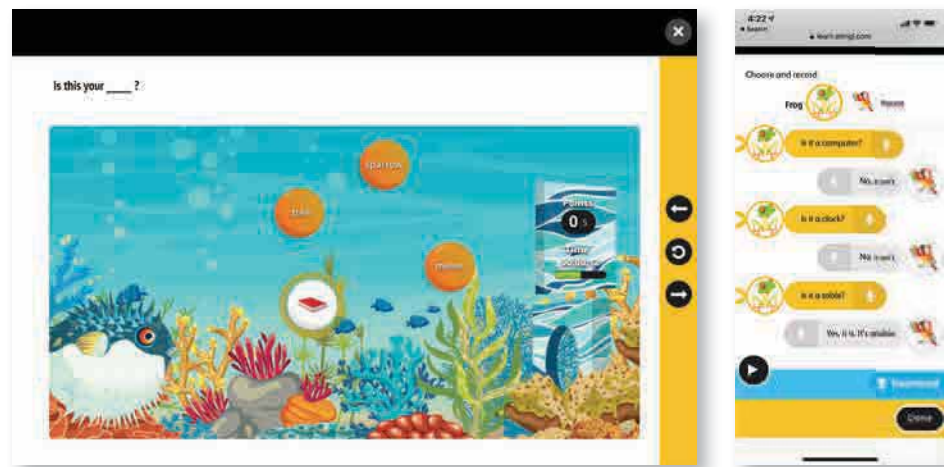
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools, and messaging features.

Both the Online Practice and Learning Management System are accessible at learn.eltngl.com with an access code, and both work on laptops, tablets, and smartphones!

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Song
- Grammar
- Reading
- Writing
- Review
- Extended Readings
- Let's Talk



Online Practice includes karaoke-style sing-along of the song with practice. Speaking activities allow students to respond to and record answers to activity prompts.

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has two vocabulary games, two grammar games, and a unit review game.

Additionally, parents can **track student progress** and review activity results.

The Online Practice is accessible through learn.eltngl.com with an access code and course activation key. It's optimized for all devices.

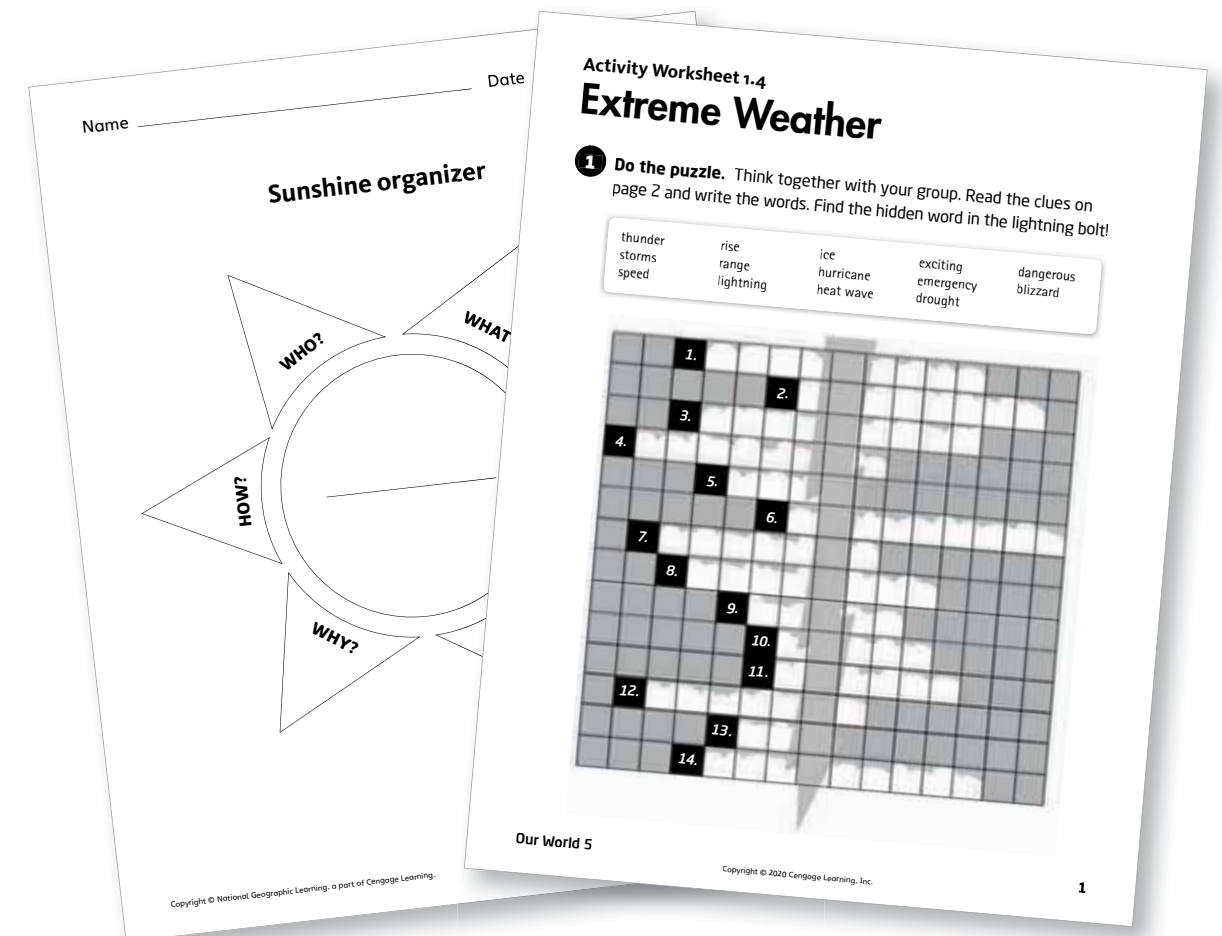
Student Resource Website

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

Teacher Resource Website

Teacher resources can be found at ELTNGL.com/ourworld and include:

- **Student's Book, Workbook, and assessment audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Graphic Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView Assessment Suite**



The *Our World Readers* are six levels of **original stories, classic folktales, myths, and non-fiction selections** from around the globe. A graded Reader is available to support the theme and language of each unit in the Student's Book. Each Reader includes additional **fun facts and activities** related to the story and unit theme. All Readers are available as "Story Time" on the *Our World Video*, on the Story Time DVDs, and on the Classroom Presentation Tool.

Level I Readers

- What's in My Classroom?*
- Where Are the Animals*
- We All Pull*
- The Three Bears*
- The King's New Clothes*
- The Toys*
- My Body, Your Body*
- Little Red Hen is Cooking*
- Too Many Animals*



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

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video, and
- *Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the *Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Our World Videos* are available on Video DVD bound with the Lesson Planner and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Introduction
- Scene 2: Vocabulary 1a
- Scene 3: Vocabulary 1b
- Scene 4: Vocabulary 2
- Scene 5: Game
- Scene 6: Grammar 1
- Scene 7: Grammar 2
- Scene 8: Review
- Scene 9: Song
- Scene 10: Viewing
- Scene 11: Story Time
- Scene 12: Wrap Up



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you **improve classroom practice** and get the most out of your young learners with resources available online.

New to the second edition

Three new videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing


Routines

A series of three-step teaching routines offer teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

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

 **OUR WORLD**

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the Grammar topic by giving a personal example or using it in a real-world context
- Read or have a student read aloud the Student's Book Grammar examples.
- Play the audio track and have students listen.

Step 2

- Have students complete the Student's Book activities. Have partners or small groups share their work.
- (Optional)
 - Have students practice using the Grammar topic when it appears in the unit Song or applies to the Unit Opener photograph or other lessons.
 - Help students explore and expand on the topic with a graphic organizer, diagram, or other visual aid.

Step 3

- Have pairs or small groups work together to complete and share the personalized or open-ended Student's Book activities.
- (Optional) Have students personalize the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original dialogues or role-plays that use target grammar.
 - creating and labeling diagrams, models, photo-essays, and other types of classroom presentations that feature the topic being taught.

OUR WORLD, SECOND EDITION: LEVEL 2

STUDENT'S BOOK WALK-THROUGH AND RESOURCES

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do—and achieve more.

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

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.



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

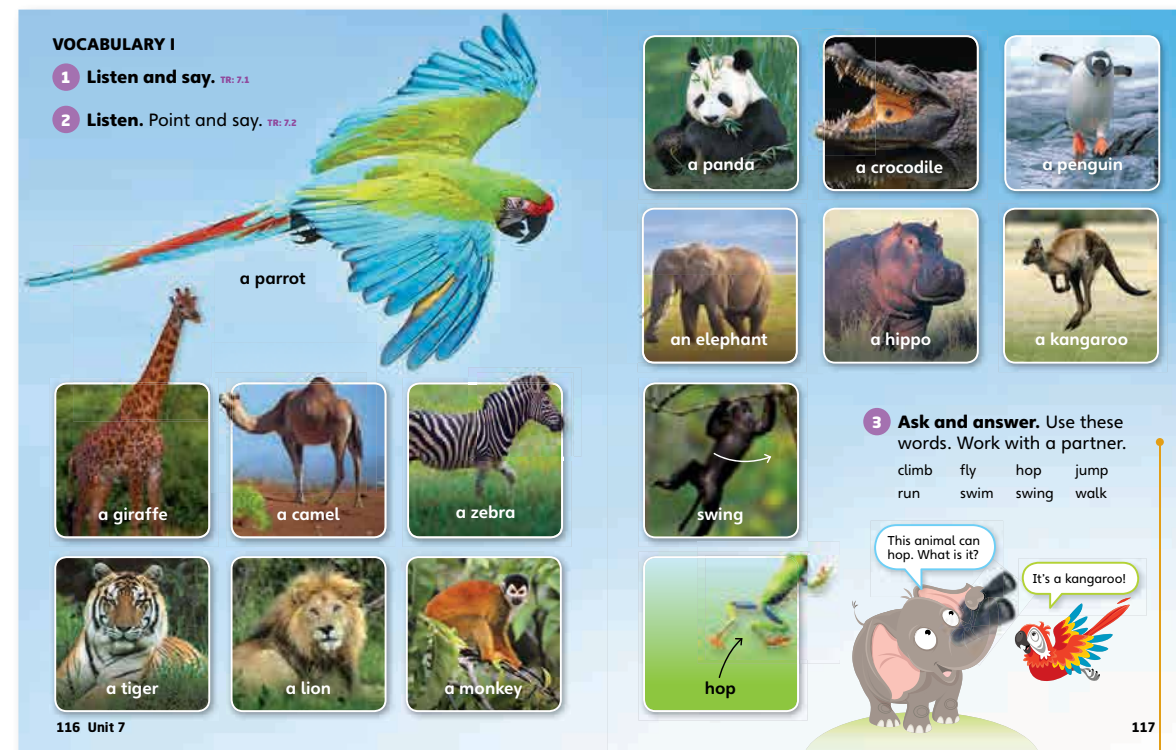
A list of **unit goals** is followed by a goal-setting activity that focuses students' attention.

A **Video** introduction provides a **preview** of the contents of the unit.



Target vocabulary is presented in meaningful contexts to help students **build fluency** and confidence to discuss **relevant real-world topics**.

All target vocabulary is presented in the **Audio program** in isolation, in a **contextualized sentence**, as well as in the context of the main presentation.



Students work in **pairs or groups** to practice the new words.

Two video segments present and practice **Target Vocabulary**.



The **Unit Song** supports the unit theme and models **natural rhythm and intonation**. Lyrics incorporate unit vocabulary and grammar.

SONG

1 Listen. Read and sing. TR: 7.3

Awesome Animals

A parrot is a bird that flies.
It can't swim, but it can fly.
A parrot is a bird that flies
high in the sky.

A monkey swings from tree to tree,
tree to tree, tree to tree.
A monkey swings from tree to tree.
Why can't we?

I want to be a monkey in a tree!
I want to fly high up in the sky!

A penguin is a bird that swims.
It can't fly, but it can swim.
A penguin is a bird that swims
deep in the sea.

A kangaroo can hop and jump.
It can't climb, but it can jump.
A kangaroo can hop and jump
just like me.

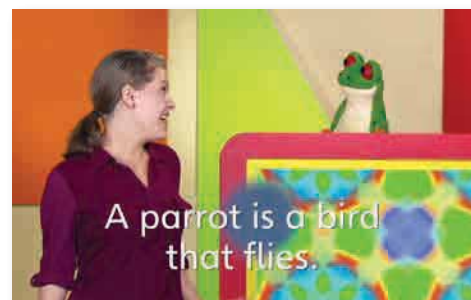
I want to be a monkey in a tree!
And I want to fly high up in the sky!
I want to be a monkey in a tree!
And I want to fly high up in the sky!

2 Act out an animal for your group to guess. Take turns. Work in a group.

118 Unit 7 119

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

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



The **Song video** features the video host singing the song. Students can follow along with the **karaoke-style lyrics**.

Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

GRAMMAR 1

can and can't for ability TR: 7.4

A penguin **can** swim. It **can't** fly.
Penguins **can** swim. They **can't** fly.
Can a penguin swim? Yes, it **can**. Can a penguin fly? No, it **can't**.
Can penguins swim? Yes, they **can**. Can penguins fly? No, they **can't**.

1 Read. Write true sentences.

- A hippo can climb trees.
A hippo can't climb trees.
- Zebras can't run.
- A snake can walk.
- Elephants can hop.
- A crocodile can't swim.

2 Look. Ask and answer. Work with a partner.

120 Unit 7 121

Grammar is practiced **in context** with multiple opportunities for real communication using **all four language skills**.



Grammar is presented in two short, **engaging animations**.

Additional thematic vocabulary is presented visually. Vocabulary is presented on the Audio program in isolation.

VOCABULARY 2

1 Listen and say. Check T for True or F for False. TR: 7.5



colorful feathers



sharp claws



a short tail



a long trunk



big teeth

- Crocodiles have colorful feathers. (T) (F)
- Elephants have long trunks. (T) (F)
- Camels have sharp claws. (T) (F)
- Giraffes have short tails. (T) (F)
- Lions have big teeth. (T) (F)

2 Talk and stick. Work with a partner.

Do hippos have long legs? No, they don't. They have short legs.

short legs	long tails	sharp claws	long necks	big ears
------------	------------	-------------	------------	----------

122 Unit 7

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

Grammar charts include natural examples of real-world language. Expanded grammar charts are provided in the Workbook, Grammar Workbook, and Classroom Presentation Tool.

GRAMMAR 2

Simple present: Yes / No questions with have and short answers TR: 7.6

Does a tiger have sharp claws? Yes, it does.
Does a tiger have a trunk? No, it doesn't.
Do tigers have sharp claws? Yes, they do.
Do tigers have trunks? No, they don't.


1 Read and check. Then listen and compare your answers. TR: 7.7

	big ears	long neck	sharp teeth	long trunk	colorful feathers
elephant	✓				
giraffe					
lion					
crocodile					
parrot					

2 Play a game. Cut out the cards in the back of the book. Play with a partner.

Do giraffes have short necks?

No, they don't. They have long necks.



123

Games provide a fun context for communicative grammar practice.

Meaningful, relevant real-world Readings develop language through cross-curricular topics such as science, nature, history, art, culture, music, and sports.

READING

1 Listen and read. TR: 7.8

Two Big Birds

Cassowary

The cassowary is an awesome animal. It is big, strong, and can live to be 60 years old. It lives in the rain forests in Papua New Guinea and Australia. The cassowary can run really fast, but it can't fly. It can make loud noises, but it can't sing. Watch out. An angry cassowary can kick really hard!

Ostrich

The ostrich is an awesome animal, too. It is very big, strong, and can live to be 50 years old. It lives in the Savanna and Sahel areas in Africa. Like the cassowary, the ostrich can run really fast, but it can't fly. It can also go without water for a long time. And yes, it can kick hard, too!



1.5 m (5 ft.) 2.25 m (9 ft.)



A male ostrich can roar like a lion.

2 Match. Connect the sentence parts. Draw lines.

- The cassowary and ostrich a. very colorful.
- The ostrich is b. can kick hard.
- The cassowary is c. very tall.

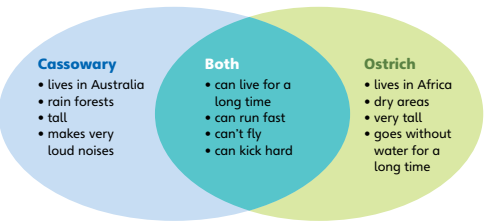
124 Unit 7

Infographics show factual information in fun and sometimes surprising ways.

Weird but True engages students with surprising facts.

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

3 Look and read. Talk about the birds. Work with a partner.



Cassowary

- lives in Australia
- rain forests
- tall
- makes very loud noises

Both

- can live for a long time
- can run fast
- can't fly
- can kick hard

Ostrich

- lives in Africa
- dry areas
- very tall
- goes without water for a long time

4 Read and write.

- Do cassowaries make loud noises? _____
- Can an ostrich go without water for a long time? _____
- Where do ostriches live? _____
- Can a cassowary fly? _____

5 Talk about the animals. Work with a partner.

camels crocodiles tigers zebras

Zebras live in Africa.

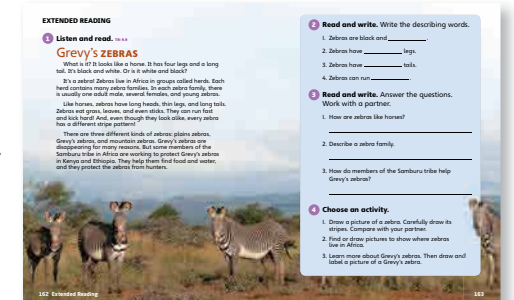
125

After-reading activities provide students with opportunities to react and respond to the text, and to make connections between the reading and their lives.

A video segment presents and practices Target Vocabulary. Grammar is presented in a short animation.



New Extended Reading sections after every three units introduce students to a variety of genres and support reading fluency. An Express Yourself activity allows students to choose a form of creative expression.



STUDENT'S BOOK WALK-THROUGH

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

Models written at the student level provide **examples** for students to follow.


Students are introduced to a variety of **writing types**.

The **Value** page promotes **universally recognized values** such as “Respect animals” and “Be a good sport.”

Step-by-step instructions and **strong visual support** are provided for students through each project.

WRITING

1 Read. My favorite animal is the kangaroo. It is a big animal with a long tail and strong legs. It can hop and jump. It can't walk or run. It has a pocket for a baby kangaroo!



2 Write. Answer the questions. Then write your answers together as a paragraph in your notebook.

1. What is your favorite animal?
2. Describe your favorite animal.
3. What can your favorite animal do?

3 Share. Work in groups of three. Take turns. Read your writing to your group. Listen. Fill in the chart.

Name	Favorite animal	What it looks like	What it can do

126 Unit 7

VALUE

Respect animals.
Be kind and gentle.



Think. Pair. Share.
Do you respect animals?
What do you do?

Bifengxia Giant Panda Breeding and Research Center, Sichuan Province, China

127

PROJECT
Make a class set of animal cards.

- 1 Choose an animal.** (Illustration of a frog holding a book)
- 2 Do research.** (Illustration of a frog at a laptop)
- 3 Make a card. Use pictures.** (Illustration of a frog using a glue stick)
- 4 Describe your animal.** (Illustration of a frog pointing to a card)

Now I can . . .

- name animals.
- describe animals.
- talk about what animals can and can't do.



My card is about penguins. They're really cool!

128 Unit 7

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

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

Project work is realistic and attainable and instills a sense of achievement in students. Completed projects serve as **tangible evidence of student learning**.

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

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

The *Our World Workbook* contains activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary, and review activities. Each unit has 12 pages of **skills practice and activities**, along with *Our World Workbook* additional readings and **cumulative review** practice.

READING

1 Listen and read. 10-12

Camels Are Cool!

Camels are awesome animals. They are big and strong and live to be 40 to 50 years old. They live in very, very hot and dry places. Bactrian camels live in rocky deserts in Asia. Arabian camels live in sandy deserts in North Africa. Bactrian camels have two humps, but Arabian camels have just one hump. All camels can go without food and water for a long time. Their humps help them do this. When it is windy, camels can protect their eyes. They have three eyelids on each eye and two sets of long eyelashes. And when sand and dirt are blowing everywhere, they can close up their noses, too!

2 Match the sentence parts. Draw lines.

1. Camels live	a. their eyes from wind and sand.
2. Camels can have	b. in very hot and dry places.
3. Camels can protect	c. one or two humps.

3 Look and read. Then work with a partner. Talk about camels.

Bactrian camel	Bactrian and Arabian	Arabian camel
• live in Asia	• live in hot areas	• live in North Africa
• rocky deserts	• three eyelids per eye	• sandy deserts
• two humps	• two sets of eyelashes	• one hump
	• can go without food or water for a long time	

4 Read and write.

- Do camels live in cold places? _____
- How many humps do Bactrian camels have? _____
- Where do Arabian camels live? _____
- Can camels close up their noses when it is windy? _____

New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** with exemplars and student-friendly explanations
- An **end-of-unit Review** section that exposes students to question types similar to those commonly found on international exams
- Workbook audio available for streaming and download at ELTNGL.com/ourworld2

GRAMMAR WORKBOOK

The *Our World Grammar Workbook* provides **structured grammar practice** and extends the grammar lessons found in the Student's Book. Each grammar topic includes two pages of practice, three review sections, and a cumulative review section.

Unit 7

Can and can't for ability

A	penguin	can	swim.	It	can't	fly.	can't = can not
Penguins	They						

Question

Can	is	penguin	swim?	Yes,	it	can.
Can	is	penguin	swim?	No,	it	can't.

Can penguins swim? Yes, they can.
No, they can't.

Can takes the same form for all persons: I/you/he/they can run.





1 Read. Write can or can't.

- A hippo _____ swim.
- Zebras _____ run.
- A lion _____ fly.
- A parrot _____ swim.
- Penguins _____ fly.
- A kangaroo _____ hop.

2 Write. Look at Activity 1. Write about each animal.

- A hippo can swim, but it can't climb.
- _____
- _____
- _____
- _____
- _____

3 Read and write. Write questions for the answers.

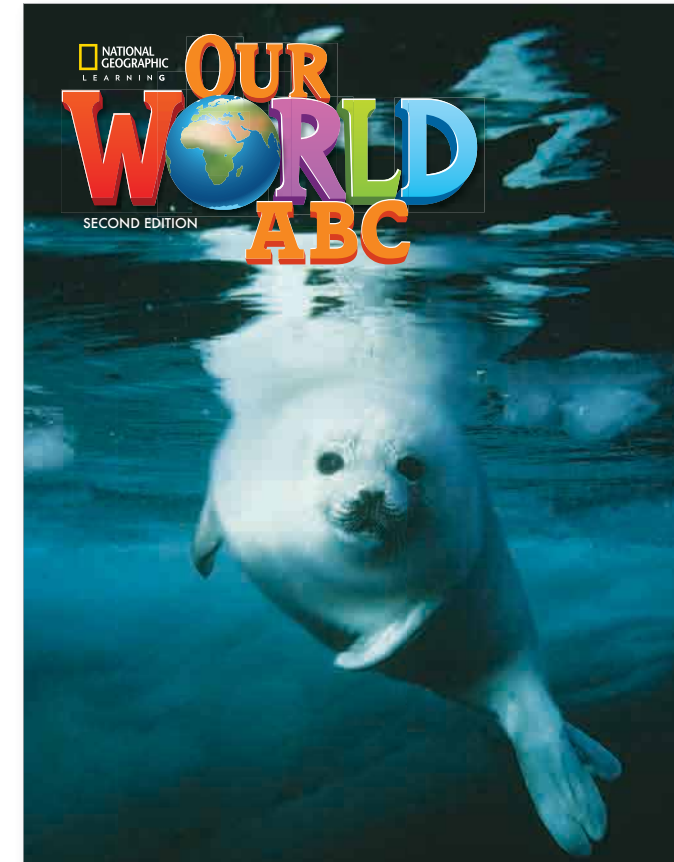
-  Can a lion swing?
No, it can't.
-  _____
Yes, it can.
-  _____
No, it can't.
-  _____
Yes, it can.

4 Write. What can you do? Write 3 sentences with can or can't.

- _____
- _____
- _____

New to the second edition

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



- *Our World ABC* introduces and practices the letters of the **alphabet**, as well as **numbers, shapes**, and some high-frequency words.
- *Our World Phonics* introduces young learners to the **sounds and letters of English** and helps them learn and practice sound/spelling relationships in order to develop their listening, speaking, reading, and writing skills.



- *Our World Phonics 1* introduces **single-letter sounds**, including **consonants and short vowels**, as well as some **common consonant digraphs**.
- *Our World Phonics 2* introduces **long vowels** and **diphthongs**, and **two-letter blends**.
- *Our World Phonics 3* introduces **word stress** and the **schwa sound, r-colored vowels, three-letter blends**, and other **letter combinations**.

TEACHER RESOURCES

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Nine full-color **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes, and feature National Geographic **Our World** values.

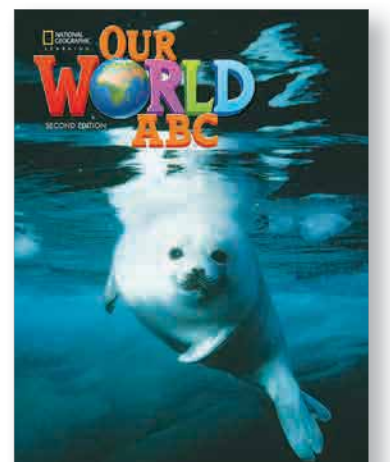
Our World Phonics Teacher's Guide

The **Our World Phonics Teacher's Guide** provides everything needed to successfully plan, teach, and supplement lessons in *Our World Phonics 1, 2, and 3*, including:

- a detailed **Scope & Sequence**
- **complete lesson plans**, including Warm Ups, detailed lesson instruction, interactive Extend activities, and Wrap Ups
- an **audio CD** for each level of *Our World Phonics*.

Assessment

The **ExamView Assessment Suite** includes activity banks to **generate customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher's Website.



DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book, Workbook, and Grammar Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

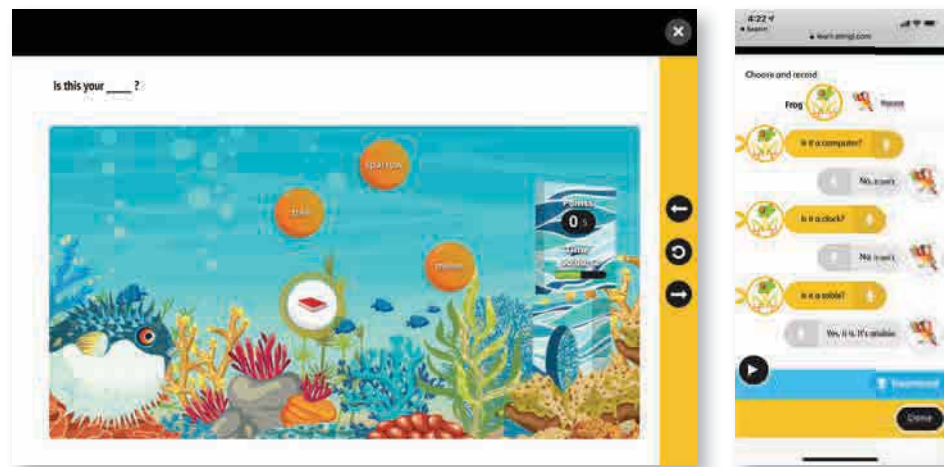
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools, and messaging features.

Both the Online Practice and Learning Management System are accessible at learn.eltngl.com with an access code, and both work on laptops, tablets, and smartphones!

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Song
- Grammar
- Reading
- Writing
- Review
- Extended Readings
- Let's Talk



Online Practice includes karaoke-style sing-along of the song with practice. Speaking activities allow students to respond to and record answers to activity prompts.

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has two vocabulary games, two grammar games, and a unit review game.

Additionally, parents can **track student progress** and review activity results.

The Online Practice is accessible through learn.eltngl.com with an access code and course activation key. It's optimized for all devices.

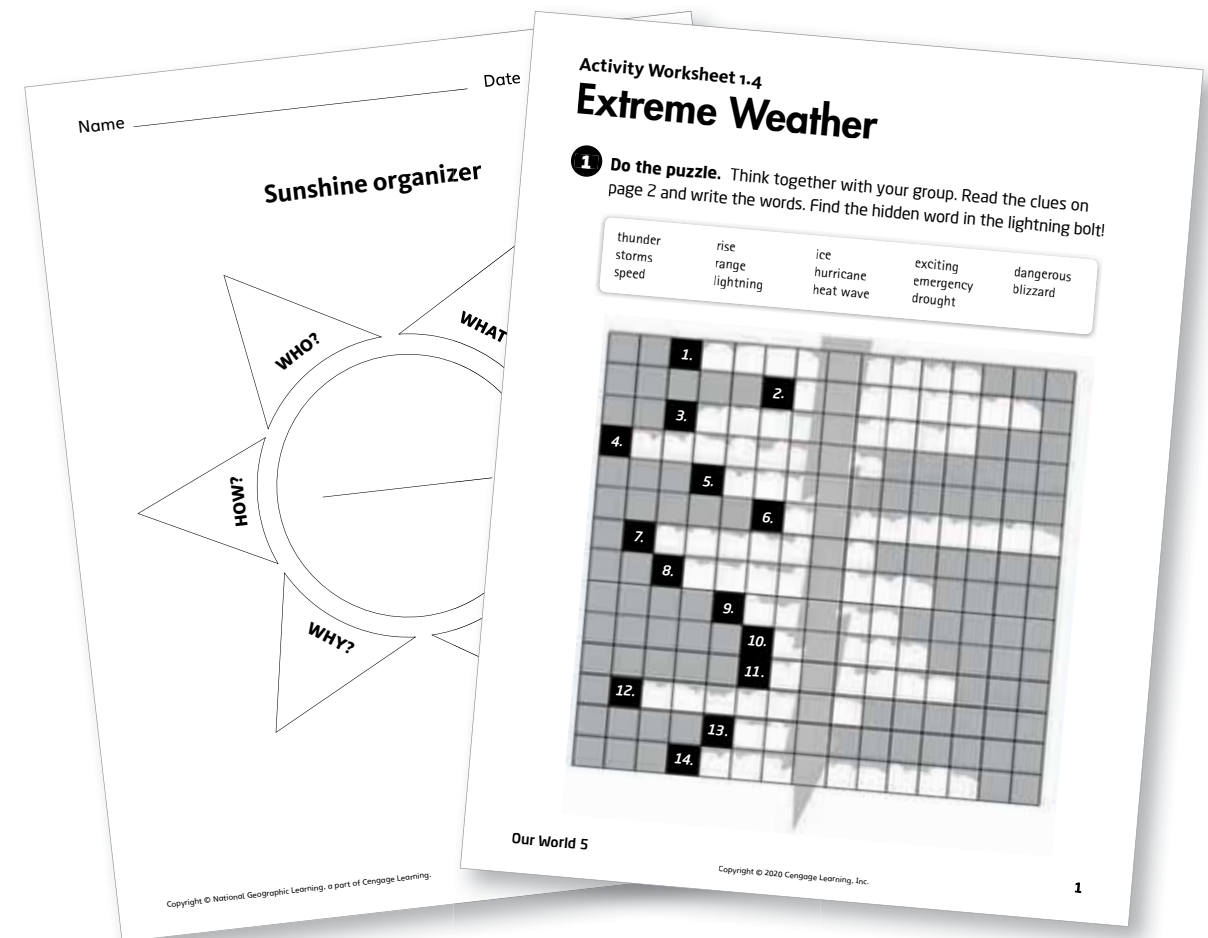
Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at ELTNGL.com/ourworld2.

Teacher Resource Website

Teacher resources can be found at ELTNGL.com/ourworld and include:

- **Student's Book, Workbook, and assessment audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Graphic Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView Assessment Suite**



The *Our World Readers* are six levels of **original stories, classic folktales, myths, and non-fiction selections** from around the globe. A graded Reader is available to support the theme and language of each unit in the Student's Book. Each Reader includes additional **fun facts and activities** related to the story and unit theme. All Readers are available as "Story Time" on the *Our World Video*, on the Story Time DVDs, and on the Classroom Presentation Tool.

Level 2 Readers

Art Class

The North Wind and the Sun

The Ant and the Grasshopper

The Three Pigs

My Day

Hare is Scared

A Big Lesson for Little Frog

What Jobs Do They Do?

Stone Soup



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

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video, and
- *Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the *Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Our World Videos* are available on Video DVD bound with the Lesson Planner and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Introduction
- Scene 2: Vocabulary 1a
- Scene 3: Vocabulary 1b
- Scene 4: Vocabulary 2
- Scene 5: Game
- Scene 6: Grammar 1
- Scene 7: Grammar 2
- Scene 8: Review
- Scene 9: Song
- Scene 10: Viewing
- Scene 11: Story Time
- Scene 12: Wrap Up



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you **improve classroom practice** and get the most out of your young learners with resources available online.

New to the second edition

Three new videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing

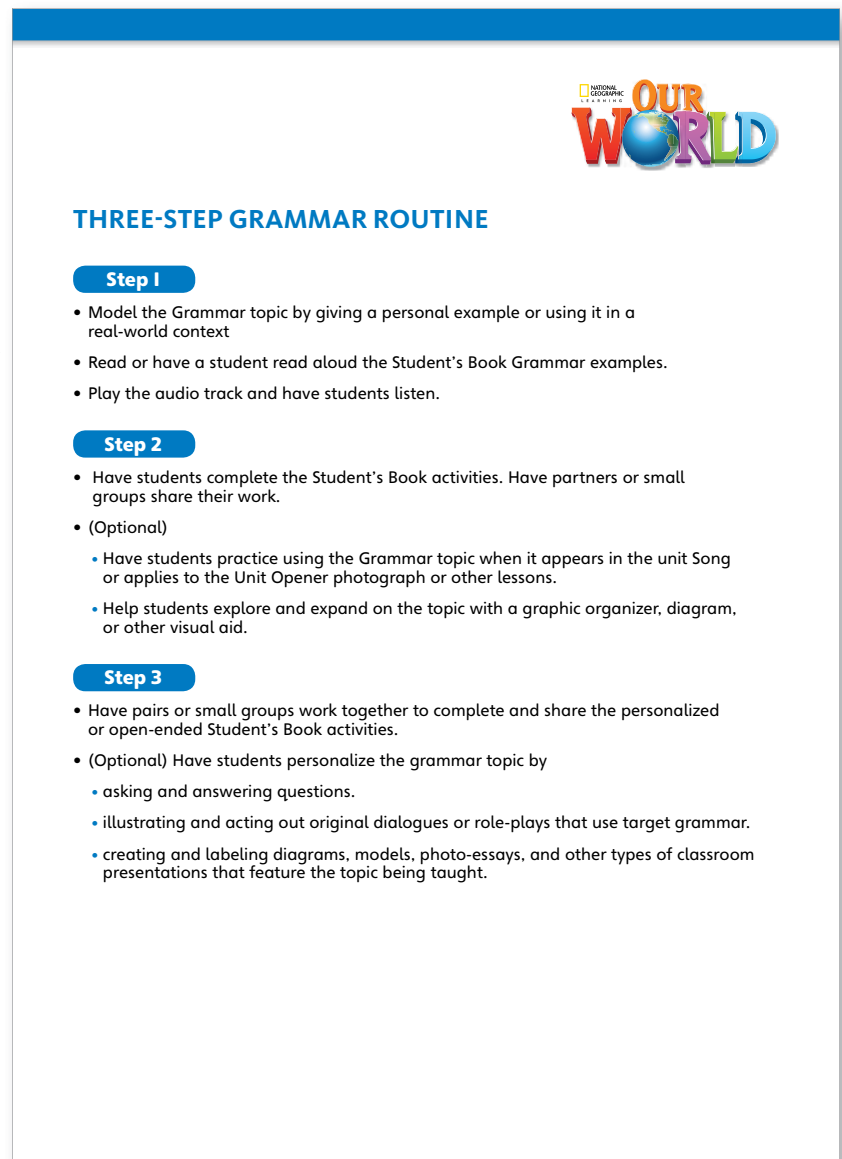
Routines


A series of three-step teaching routines offers teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

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



 **OUR WORLD**

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the Grammar topic by giving a personal example or using it in a real-world context
- Read or have a student read aloud the Student's Book Grammar examples.
- Play the audio track and have students listen.

Step 2

- Have students complete the Student's Book activities. Have partners or small groups share their work.
- (Optional)
 - Have students practice using the Grammar topic when it appears in the unit Song or applies to the Unit Opener photograph or other lessons.
 - Help students explore and expand on the topic with a graphic organizer, diagram, or other visual aid.

Step 3

- Have pairs or small groups work together to complete and share the personalized or open-ended Student's Book activities.
- (Optional) Have students personalize the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original dialogues or role-plays that use target grammar.
 - creating and labeling diagrams, models, photo-essays, and other types of classroom presentations that feature the topic being taught.

OUR WORLD, SECOND EDITION: LEVEL 3

STUDENT'S BOOK WALK-THROUGH AND RESOURCES

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do—and achieve more.

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

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.



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

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

Target vocabulary is presented in meaningful contexts to help students **build fluency** and confidence to discuss **relevant real-world topics**.

All target vocabulary is presented in the **Audio program** in isolation, in a **contextualized sentence**, as well as in the context of the main presentation.



Students work in **pairs or groups** to practice the new words.

A **Video** introduction provides a **preview** of the contents of the unit.



Two video segments present and practice **Target Vocabulary**.



The **Unit Song** supports the unit theme and models **natural rhythm and intonation**. Lyrics incorporate unit vocabulary and grammar.

SONG

1 Listen. Read and sing. TR: 4.3

Our Senses

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

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

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

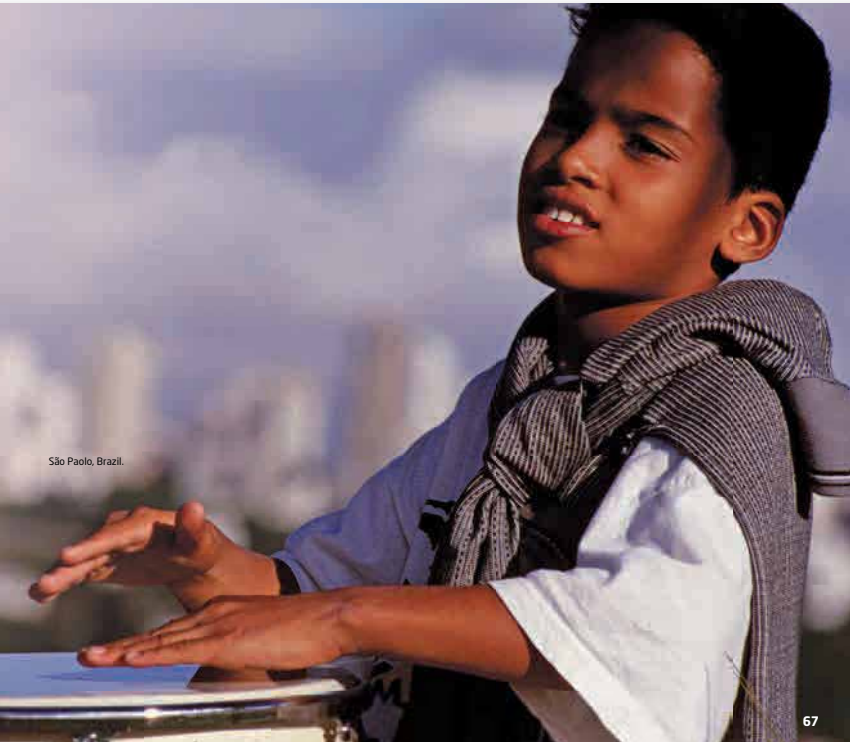
CHORUS
How does the garden look?
It looks beautiful.
How does a hug feel?
It feels great!

CHORUS

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

São Paulo, Brazil.

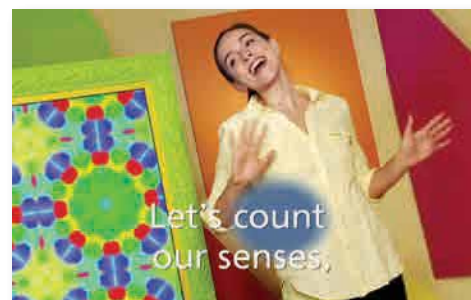
66 Unit 4 67



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

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

The **Song video** features the video host singing the song. Students can follow along with the **karaoke-style lyrics**.



Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

GRAMMAR 1

Sense verbs TR: 4.4
The soup **smells** great.
The flowers **look** beautiful.
How does the chicken **taste**?
The music **sounds** terrible.
The baby rabbit **feels** soft.
It **tastes** delicious.

1 Write. Use these words.
good old rough smooth sticky terrible

1. The cake tastes good

2. The dog _____

3. The house _____

4. The glue _____

5. The rock _____

6. The phone _____

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

1. The trees are tall and green.

2. _____

3. _____

4. _____

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



1. The classroom is quiet and sunny.

2. _____

3. _____

4. _____

68 Unit 4 69

Grammar is practiced **in context** with multiple opportunities for real communication using **all four language skills**.

Grammar is presented in two short, **engaging animations**.



STUDENT'S BOOK WALK-THROUGH

Additional thematic vocabulary is presented visually. Vocabulary is presented on the Audio program in isolation.

VOCABULARY 2

1 Listen and say. Read and write. TR: 4.5

salty bitter
sour spicy
sweet

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

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

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

1 2 3 4 5

70 Unit 4

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

Grammar charts include natural examples of real-world language. Expanded grammar charts are provided in the Workbook, Grammar Workbook, and Classroom Presentation Tool.

GRAMMAR 2

was / were TR: 4.7

How is the ice cream? It's delicious!
How **was** the ice cream? It **was** delicious. More, please!
How **were** the cookies? They **were** great. Can I have one more, please?

1 Read and write.

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

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

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

71

Games provide a fun context for communicative grammar practice.

Meaningful, relevant real-world Readings develop language through cross-curricular topics such as science, nature, history, art, culture, music, and sports.

READING

1 Listen and read. TR: 4.8

AMAZING Animal Senses

Many animals can see, hear, smell, taste, and touch, but they do it in a different way from humans.

Imagine that you have to walk on your dinner to taste it! Well, a butterfly does. It tastes with its feet!

People use the ends of their fingers to touch. Seals use their whiskers. Their sense of touch is amazing. They can feel fish through the water 180 meters (590 ft.) away.

Spiders don't have ears. They hear using hundreds of small hairs on their legs.

We can smell delicious food in front of a restaurant. But we can't smell food in a different town. Bears can! Bears have a fantastic sense of smell. They can smell things that are as far as 32 kilometers (20 mi.) away!

Chameleons can see very well. Look at their eyes! One eye looks up, and the other eye looks down. They can see all around them.

whisker
red-tailed hawk
person
mouse

72 Unit 4

Infographics show factual information in fun and sometimes surprising ways.

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

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

- Spiders have ears. T F
- Bears can't smell very well. T F
- Butterflies taste with their feet. T F
- Seals use their whiskers to feel fish in the water. T F
- Chameleons can look up and down at the same time. T F

3 Read the text again. Write.

Animal	Sense	Why is it unusual?
butterfly	taste	It uses its feet.

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

Weird but True
A worm can taste with its whole body.

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

73

Weird but True engages students with surprising facts.

After-reading activities provide students with opportunities to react and respond to the text, and to make connections between the reading and their lives.

A video segment presents and practices Target Vocabulary. Grammar is presented in a short animation.



New Extended Reading sections after every three units introduce students to a variety of genres and support reading fluency. An Express Yourself activity allows students to choose a form of creative expression.

EXTENDED READING

1 Listen and read. ...

Grevy's ZEBRAS

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

It's a zebra! Zebras live in Africa in groups called herds. Each herd contains many zebra families. In each zebra family, there is usually one adult male, several females, and young calves.

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

There are three different kinds of zebra: plains zebra, Grevy's zebra, and mountain zebra. Grevy's zebra are the tallest and the most beautiful. But some members of the plains zebra live in Kenya and Ethiopia. They help them find food and water, and they protect the zebra from hunters.

2 Read and write. Write the describing words.

- Describe one black and white animal.
- Describe one zebra.
- Describe one zebra's tail.
- Describe one zebra's legs.

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

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

4 Choose an activity.

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

127 Extended Reading

STUDENT'S BOOK WALK-THROUGH

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

Models written at the student level provide **examples** for students to follow.

Students are introduced to a variety of **writing types**.

The **Value** page promotes **universally recognized values** such as “Use your senses” and “Take care of others.”

Step-by-step instructions and **strong visual support** are provided for students through each project.

WRITING

1 Read. We use the word *and* to show that two connected ideas are similar. We use *but* to show that two connected ideas are different. When we can choose between two connected ideas, we use *or*. Underline the sentences with *or*.

Summer is my favorite season. The weather is hot, and we do many activities outside. On weekends we visit our grandparents, or we go to the river with my cousin.

At my grandmother's house, we sit outside and play cards, or we play with their pet dog, Charlie. My grandma loves flowers. They look beautiful, and they smell great, too.

There's a river near my cousin's house, and we swim there sometimes. The water's cold, but I love it! After we swim, we eat fruit or ice cream. My brother likes chocolate ice cream, but strawberry is my favorite!

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

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

Name	Choice 1	Choice 2
		or

74 Unit 4

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

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

VALUES

Use your senses.
Take time to enjoy the world around you.

Think. Pair. Share.
How do you use your senses? What do you do?

Washington, D.C., USA

75

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

PROJECT

Write a Five Senses poem. Think of a time when you used your five senses. Write about it.

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

2 Write sentences.

3 Draw pictures.

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

This poem is about cookies.

Now I can . . .

- talk about the five senses.
- talk about how things look, feel, taste, sound, and smell.
- talk about the past.

76 Unit 4

77

Project work is realistic and attainable and instills a sense of achievement in students. Completed projects serve as **tangible evidence of student learning**.

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

The *Our World Workbook* contains activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary, and review activities. Each unit has 12 pages of **skills practice and activities**, along with *Our World Workbook* additional readings and **cumulative review** practice.

READING

1 Listen and read.

Stinky Animals and Plants

Many things smell good. Apple trees, flowers, and the ocean all smell great. But some animals and plants smell terrible!

The Eastern snake-necked turtle lives in fresh water in eastern Australia. This turtle has a really long neck that looks like a snake. If you catch an Eastern snake-necked turtle, it smells terrible. Some people think it smells like a skunk. In Australia, people call this turtle the "stinker".

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

The rafflesia is the biggest flower in the world. It's almost one meter (three feet) wide. The rafflesia grows in southeastern Asia. The rafflesia smells like old meat. Flies like the smell, and they fly to the rafflesia flower.

Stinky animals and plants

animal: Eastern snake-necked turtle	plant: rafflesia
where does it live? It lives in fresh water in eastern Australia.	where does it grow? It grows in southeastern Asia.
what does it smell like?	what does it smell like?
when does it smell terrible? It smells terrible when you catch it.	what likes its smell?

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

- The rafflesia smells terrible.
- The Eastern snake-necked turtle has a short neck.
- Flies like the smell of the rafflesia.
- The Eastern snake-necked turtle always smells bad.
- The rafflesia is a very big flower.

3 Read. Complete the chart.

4 Read and write. Do you want to have an Eastern snake-necked turtle at home? Why? Ask your partner and write.

	Yes	No	Why?
you			
your partner			

New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** with exemplars and student-friendly explanations
- An **end-of-unit Review** section that exposes students to question types similar to those commonly found on international exams
- Workbook audio available for streaming and download at ELTNGL.com/ourworld3

Unit 4

Sense verbs

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

Question

How does the apple taste ?	It tastes delicious.
How do the rabbits feel ?	They feel soft.

Words like **smell, look, sound, and feel** are not usually used in the progressive: *The airplane is looking delicious.*

1 Read and draw. Draw an object for each sentence.

- It tastes delicious.
- It smells terrible.
- It sounds loud.

2 Read. Answer the questions.

- How does a motorcycle sound? It **sounds** loud.
- How does a rabbit feel? It _____.
- How does a banana taste? It _____.
- How does a bakery smell? It _____.
- How does a colorful dress look? It _____.

3 Look and write.

How does the brain smell? It smells terrible.

4 Write. Use words from each column.

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

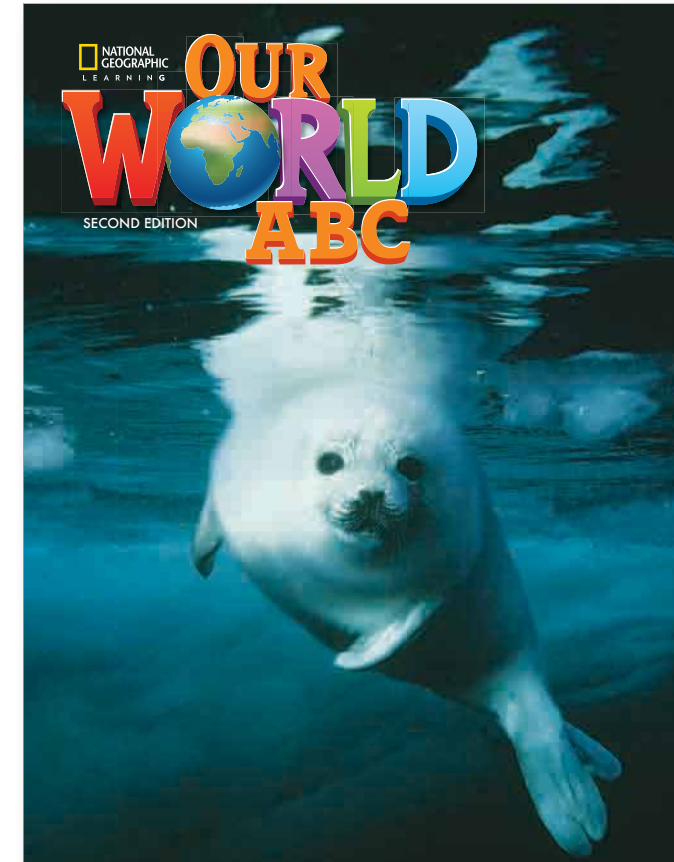
- A rack feels hard.
- _____
- _____
- _____
- _____
- _____

GRAMMAR WORKBOOK

The *Our World Grammar Workbook* provides **structured grammar practice** and extends the grammar lessons found in the Student's Book. Each grammar topic includes two pages of practice, three review sections, and a cumulative review section.

New to the second edition

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



- *Our World ABC* introduces and practices the letters of the **alphabet**, as well as **numbers, shapes**, and some high-frequency words.
- *Our World Phonics* introduces young learners to the **sounds and letters of English** and helps them learn and practice sound/spelling relationships in order to develop their listening, speaking, reading, and writing skills.



- *Our World Phonics 1* introduces **single-letter sounds**, including **consonants and short vowels**, as well as some **common consonant digraphs**.
- *Our World Phonics 2* introduces **long vowels** and **diphthongs**, and **two-letter blends**.
- *Our World Phonics 3* introduces **word stress** and the **schwa sound, r-colored vowels, three-letter blends**, and other **letter combinations**.

TEACHER RESOURCES

The **Lesson Planner** with **Student's Book Audio CD and DVD** provides everything needed to successfully plan, teach, and supplement lessons.

READING
Objectives
Students will
• describe unusual animal senses.
• compare and contrast human and animal senses.
Reading Strategy Compare and Contrast
Content Vocabulary bears, chameleons, seals, spiders, whiskers
Resources TR: 4.8, Workbook pp. 50–51, TR: 4.6; Online Practice

READING
1 Listen and read. (a–e)
AMAZING Animal Senses
Many animals can see, hear, smell, taste, and touch, but they do it in a different way from humans. Imagine that you have to walk in one dinner to taste it! Well, a butterfly does. It tastes with its feet!
People use the ends of their fingers to touch. So do we! We use our whiskers. Their sense of touch is amazing. They can feel fish through the water 180 meters (100 ft) away.
Spiders don't have ears. They hear using hundreds of small hairs on their legs.
We can smell delicious food in front of a restaurant. But we can't smell food in a different town. Bears can! Bears have a fantastic sense of smell. They can smell things that are as far as 32 kilometers (20 mi) away!
Chameleons can see very well. Look at their eyes! One eye looks up, and the other eye looks down. They can see all around them.

Warm Up ●●●
• On the board, draw a pair of eyes, a pair of ears, a nose, a mouth, and a hand. Say *Let's talk about how we see, hear, smell, taste, and touch.* Ask *What do we use to see? (our eyes)* Have a student write see above the picture of eyes. Ask about the other senses and have students label the pictures.
• Then write the following sentence frames on the board:
I use my _____ to see.
I use my _____ to hear.
I use my _____ to smell.
I use my _____ to taste.
I use my _____ to touch.

Present ●●●
• **Describe** Say *Open your books to page 72. We're going to read about how animals use their senses in different ways than we do. Point to the seal. Say A seal has whiskers. Point to the chameleon. Say Look at the chameleon's eyes. One looks up and one looks down at the same time! Can your eyes do that?*
• **Play TR: 4.8** and have students read aloud.

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

Read the text again, write.

Animal	Sense	Why is it unusual?
butterfly	taste	It uses its feet.
seal	touch	It uses its whiskers.
spider	hearing	It uses small hairs on its legs.
bear	smell	It can smell food in a different town / 32 km away.
chameleon	sight	It can look up and down at the same time.

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

BE THE EXPERT
About the Photo
The lizard shown in the photo is a chameleon. Chameleons have the unusual ability to change the color of their skin in response to their environment. There are over 150 species of chameleons in the world. Over half the known species of chameleons live on the African island of Madagascar.
Our World in Context
Hawks live on every continent except Antarctica. The red-tailed hawk is the most common hawk in North America. It uses its incredible eyesight to find its food.
Teaching Tip
The first time students read a passage, have them underline words or phrases they don't know. Afterward, discuss these words and phrases as a class and then reread the passage.
Related Vocabulary
environment, eyesight

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

The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the program
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point-of-use**
- Student and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's Website
- **Teaching tips** and professional development at point of use
- **Formative Assessment** suggestions
- a handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Our World DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

Our World Flashcards including the Sounds of English

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

The **Flashcards** include **all target vocabulary**. The **Sounds of English Cards** include individual and **contrasted English words** with related images and spellings.



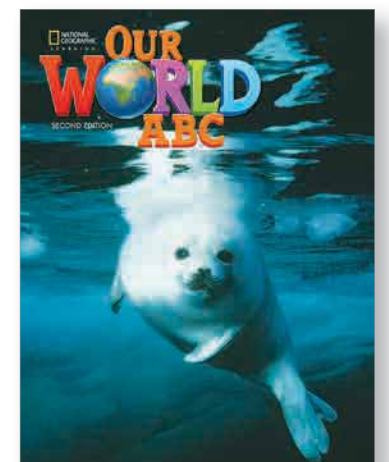
Poster Sets

Nine full-color **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes, and feature National Geographic **Our World** values.

Our World Phonics Teacher's Guide

The **Our World Phonics Teacher's Guide** provides everything needed to successfully plan, teach, and supplement lessons in *Our World Phonics 1, 2, and 3*, including:

- a detailed **Scope & Sequence**
- **complete lesson plans**, including Warm Ups, detailed lesson instruction, interactive Extend activities, and Wrap Ups
- an **audio CD** for each level of *Our World Phonics*.



Assessment

The **ExamView Assessment Suite** includes activity banks to **generate customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher's Website.

DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book, Workbook, and Grammar Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

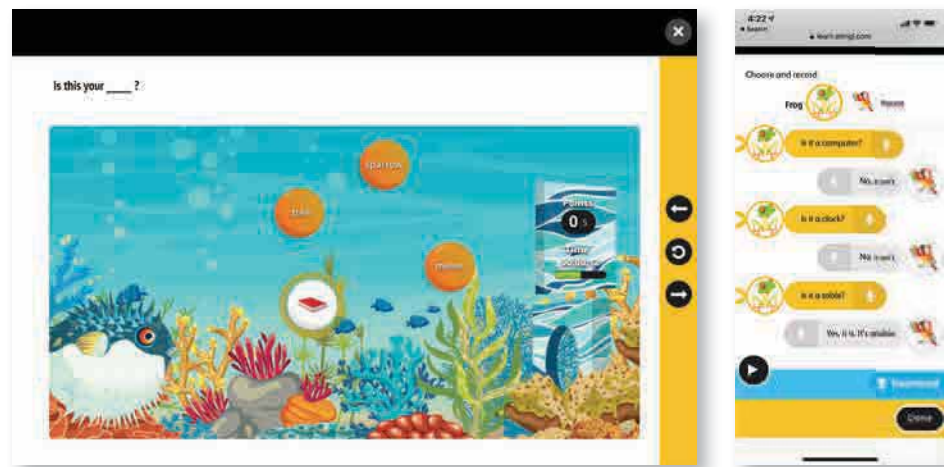
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools, and messaging features.

Both the Online Practice and Learning Management System are accessible at learn.eltngl.com with an access code, and both work on laptops, tablets, and smartphones!

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Song
- Grammar
- Reading
- Writing
- Review
- Extended Readings
- Let's Talk



Online Practice includes karaoke-style sing-along of the song with practice. Speaking activities allow students to respond to and record answers to activity prompts.

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has two vocabulary games, two grammar games, and a unit review game.

Additionally, parents can **track student progress** and review activity results.

The Online Practice is accessible through learn.eltngl.com with an access code and course activation key. It's optimized for all devices.

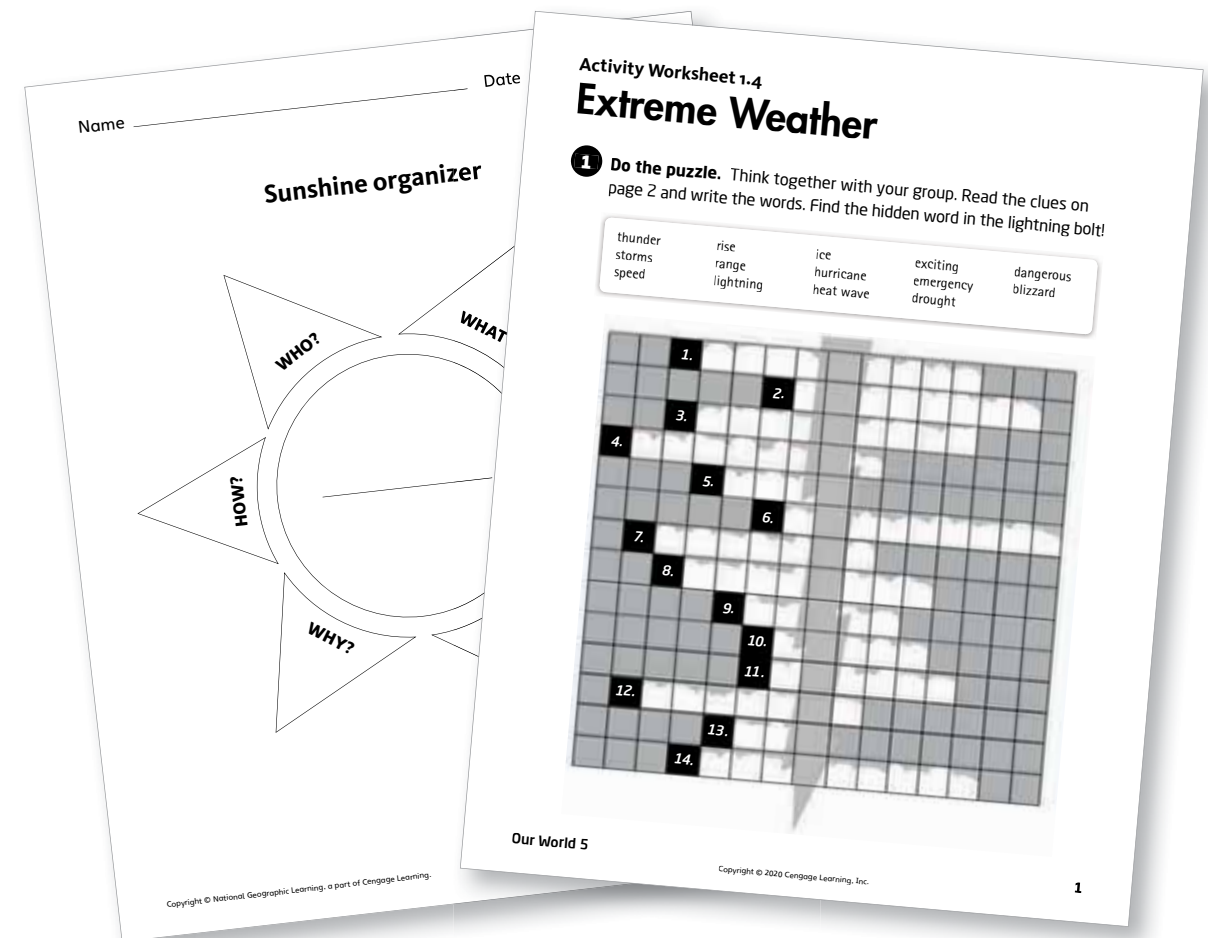
Student Resource Website

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

Teacher Resource Website

Teacher resources can be found at ELTNGL.com/ourworld and include:

- **Student's Book, Workbook, and assessment audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Graphic Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView Assessment Suite**



The *Our World Readers* are six levels of **original stories, classic folktales, myths, and non-fiction selections** from around the globe. A graded Reader is available to support the theme and language of each unit in the Student's Book. Each Reader includes additional **fun facts and activities** related to the story and unit theme. All Readers are available as "Story Time" on the *Our World Video*, on the Story Time DVDs, and on the Classroom Presentation Tool.

Level 3 Readers

Caring for Orphan Elephants

Country Mouse Visits City Mouse

Getting to School Around the World

The Four Blind Men

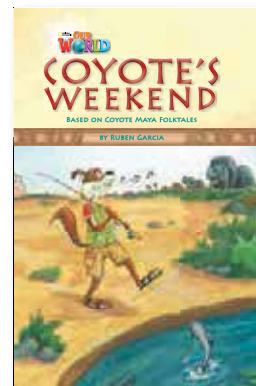
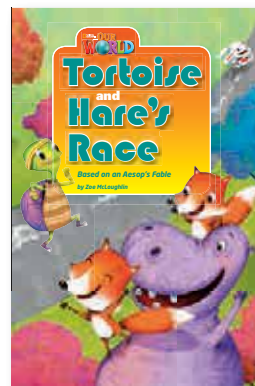
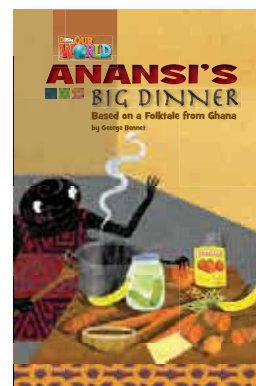
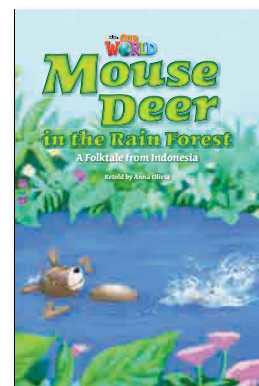
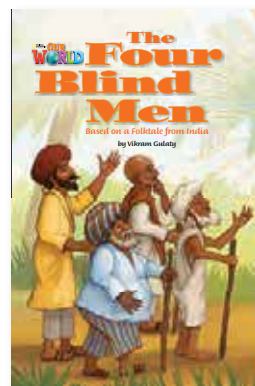
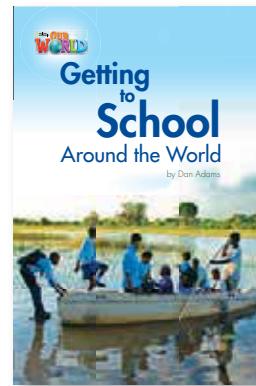
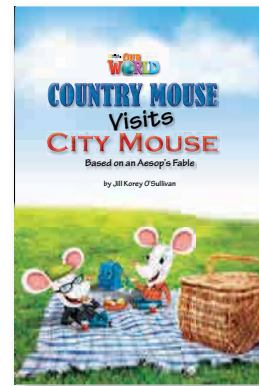
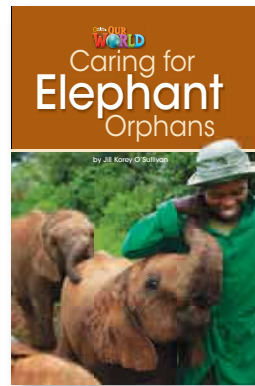
Mouse Deer in the Rain Forest

Anansi's Big Dinner

Tortoise and Hare's Race

Holiday Colors and Lights

Coyote's Weekend



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

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video, and
- *Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the *Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Our World Videos* are available on Video DVD bound with the Lesson Planner and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Introduction
- Scene 2: Vocabulary 1a
- Scene 3: Vocabulary 1b
- Scene 4: Vocabulary 2
- Scene 5: Grammar 1
- Scene 6: Grammar 2
- Scene 7: Song
- Scene 8: Viewing
- Scene 9: Story Time
- Scene 10: Wrap Up



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you **improve classroom practice** and get the most out of your young learners with resources available online.

New to the second edition

Three new videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing

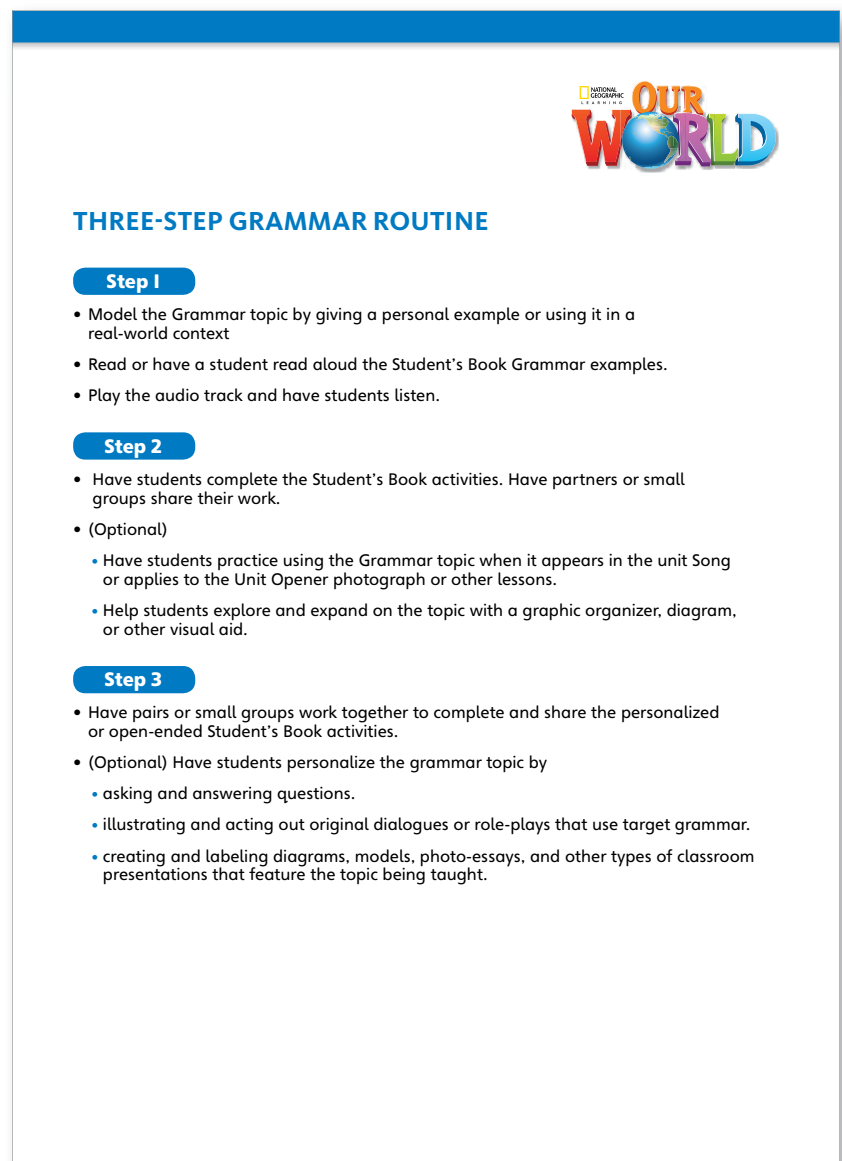
Routines


A series of three-step teaching routines offers teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

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



 **OUR WORLD**

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the Grammar topic by giving a personal example or using it in a real-world context
- Read or have a student read aloud the Student's Book Grammar examples.
- Play the audio track and have students listen.

Step 2

- Have students complete the Student's Book activities. Have partners or small groups share their work.
- (Optional)
 - Have students practice using the Grammar topic when it appears in the unit Song or applies to the Unit Opener photograph or other lessons.
 - Help students explore and expand on the topic with a graphic organizer, diagram, or other visual aid.

Step 3

- Have pairs or small groups work together to complete and share the personalized or open-ended Student's Book activities.
- (Optional) Have students personalize the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original dialogues or role-plays that use target grammar.
 - creating and labeling diagrams, models, photo-essays, and other types of classroom presentations that feature the topic being taught.

OUR WORLD, SECOND EDITION: LEVEL 4

STUDENT'S BOOK WALK-THROUGH AND RESOURCES

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do—and achieve more.

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

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.

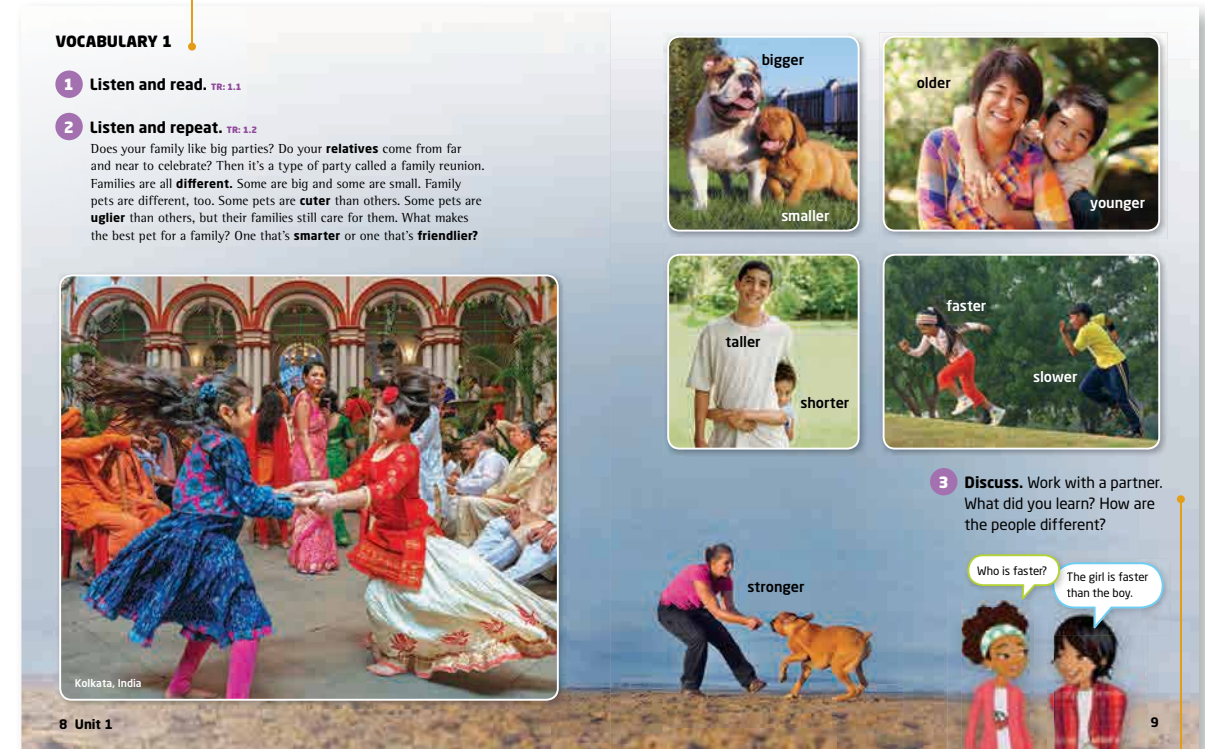


A list of **unit goals** is followed by a goal-setting activity that focuses students' attention.

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

Target vocabulary is presented in meaningful contexts to help students **build fluency** and confidence to discuss **relevant real-world topics**.

All target vocabulary is presented in the **Audio program** in isolation, in a **contextualized sentence**, as well as in the context of the main presentation.



Students work in **pairs or groups** to practice the new words.

A **Video** introduction provides a **preview** of the contents of the unit.



Two video segments present and practice **Target Vocabulary**.



STUDENT'S BOOK WALK-THROUGH

The **Unit Song** supports the unit theme and models **natural rhythm and intonation**. Lyrics incorporate unit vocabulary and grammar.

SONG

1 Listen, read, and sing. TR: 1.3

We're All Different

CHORUS

I'm taller than you.
He's taller than me.
We're all different.
Yes, we're different.
And I like being me!

My dad is shorter than your dad.
Your dad is younger than mine.
Our car is faster than their car.
Your car is faster than mine.
It goes fast.

CHORUS

My dog is smarter than his dog.
That dog is bigger than mine.
My dog is funnier than your dog.
It's happy all the time.


CHORUS

2 Talk about you. Take turns with a partner.

you / I
my dad / your dad
our car / your car
my dog / your dog

Your dad is tall
but my dad is taller

10 Unit 1



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

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

The **Song video** features the video host singing the song. Students can follow along with the **karaoke-style lyrics**.



Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

GRAMMAR 1

Comparatives with -er TR: 1.4


My best friend is **bigger** than I am. I'm **shorter** than him, too.
My dog is **friendlier** than my sister's cat. My dog is also **cuter** than her cat.

1 Read. Complete the sentences. Use the correct form of the word in parentheses.

- My brother Mun-Hee is bigger (big) than I am.
- My sister is _____ (friendly) than my brother.
- My Aunt Mae-Ran is _____ (smart) than my uncle.
- My grandmother is _____ (short) than my mother.
- My cousin Shin is _____ (nice) than me.


2 Ask and answer. Work with a partner. Look at the picture.

- Which is smaller, the dog or the cat?
- Which pet is older?
- Which pet is stronger?



12 Unit 1

3 Ask and answer. Work in a group. Take turns. How are you and your relatives different?



4 Write. Now compare the people in your group. Use words from the box.

old short small strong tall young

13

Grammar is practiced **in context** with multiple opportunities for real communication using **all four language skills**.

Grammar is presented in two short, **engaging animations**.



STUDENT'S BOOK WALK-THROUGH

Additional thematic vocabulary is presented visually. Vocabulary is presented on the Audio program in isolation.

Grammar charts include natural examples of real-world language. Expanded grammar charts are provided in the Workbook, Grammar Workbook, and Classroom Presentation Tool.

Meaningful, relevant real-world Readings develop language through cross-curricular topics such as science, nature, history, art, culture, music, and sports.

After-reading activities provide students with opportunities to react and respond to the text, and to make connections between the reading and their lives.

Weird but True engages students with surprising facts.

VOCABULARY 2

1 Listen and repeat. Look at the pictures. Match. TR: 1.5

glasses

wavy hair

blond hair

straight hair

curly hair

- She looks just like her mother.
- My cousin is really cute.
- My cousins are very different.
- My brother has blue eyes like me.
- But he wears glasses, and I don't.
- They both have straight hair.
- I love his wavy hair.
- But they both have curly hair.

2 Listen and stick. Work with a partner. Talk about you. TR: 1.6

He has brown hair. I have brown hair, too.

She wears glasses. I don't!

1 2 3 4 5

14 Unit 1

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

GRAMMAR 2

Present progressive for future plans TR: 1.7

What are you doing on Saturday? I'm going to my family reunion.

What are they doing at 7:00? They're having dinner with their neighbors.

1 Read. Complete the sentences. Use the correct form of the word in parentheses.

- What's your Aunt Sonia preparing for the reunion on Saturday? She _____ (make) her famous chocolate cake.
- Are you doing something special at the reunion? I _____ (run) in the three-legged race, and I _____ (eat) lots of chocolate cake.
- What are you doing for your grandmother's birthday next week? I _____ (give) her a card and a box of candy.

2 Play a game. Cut out the cards in the back of the book. Play with a partner. Listen, talk, and act it out.

Guess what I am doing after lunch?

After lunch you're playing soccer.

15

Games provide a fun context for communicative grammar practice.

READING

1 Listen and read. TR: 1.8

Where Do Your Eyes Come From?

The color of our eyes and our hair are family traits. How tall we are, how big or small we are, and the shape of our face are all family traits. We say that we inherit these traits from our parents.

Look around you. Many people have the same color eyes or color of hair, but they all look different. It's the special combination of all of these common traits that makes you different from everyone else. No other person has exactly the same combination of traits that you do.

Are your earlobes attached to the side of your face? Or do they hang free? This, too, is an inherited trait.

How do you fold your hands? Do you cross your right thumb over your left thumb? Or do you cross your left thumb over your right thumb?

It's fun to look for these traits with your family and friends. Try it!

unattached earlobe

attached earlobe

right thumb over left thumb

left thumb over right thumb

EYE COLOR

most common	
second most common	
rarest	

16 Unit 1

Infographics show factual information in fun and sometimes surprising ways.

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

- Eye color is not a family trait. T F
- All people with black hair look alike. T F
- No one has the same combination of traits you have. T F
- We get our traits from older family members. T F

3 Discuss. Work with a partner. Choose three traits. Who did you inherit these traits from?

shape of nose

shape of face

eye color

hair color

type of hair

I have a long face. I inherited it from my mother. Her face is very long.

Blonds have more hairs on their heads than people with brown hair do.

4 Take a class survey. Survey your class. How do you fold your hands? Who has attached earlobes? Record the information on the bar graph.

INHERITED TRAITS

Students	crosses right thumb over left	crosses left thumb over right	attached earlobes	unattached earlobes

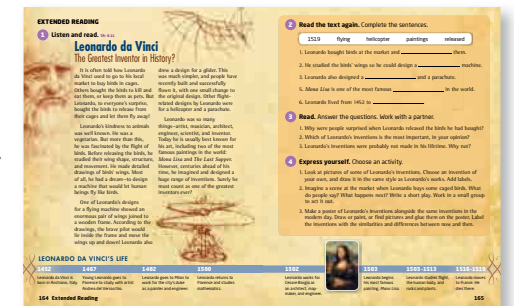
17

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

A video segment presents and practices Target Vocabulary. Grammar is presented in a short animation.



New Extended Reading sections after every three units introduce students to a variety of genres and support reading fluency. An Express Yourself activity allows students to choose a form of creative expression.



STUDENT'S BOOK WALK-THROUGH

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

Models written at the student level provide **examples** for students to follow.

Students are introduced to a variety of **writing types**.

The **Mission** page promotes **universally recognized values** and highlights the work of a **National Geographic Explorer**.

Step-by-step instructions and **strong visual support** is provided for students through each project.

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

WRITING

Journal Entry In a journal, you write about things that happen in your life and how they make you feel.

1 Read. Read the journal entry. What emotions does the writer describe? Underline the emotion words.

September 4

Today was my first day in fourth grade. This year I have a lot of new classmates. It's nice to meet new friends, but I was a little worried and scared at first. A girl with curly brown hair smiled at me. A boy with black hair and glasses asked my name. All the kids in my class were friendlier than I expected. I started to feel happier. My old friend Sam was there, too. Now he's taller than me. But I think I'm smarter! He thinks fourth grade is harder than third. But I think it's more fun. I'm happy to be back in class.

2 Write. Write a journal entry about a day in your life. Describe things that happened and how they made you feel.

3 Share. Share your writing. Work with a partner. Listen and take notes.

Name	Event	Emotions
Mai	moved to new house	surprised, happy

MISSION

Understand the human family.

Think. Pair. Share.

- In what ways can people in the same family be different from each other?
- Are all the people in the world one big family?
- Why is it important to understand how we are the same and how we are different?

These two girls, Marcia and Millie, are twin sisters.

“Everyone alive today descends from one woman who lived in Africa around 180,000 years ago.”

Spencer Wells, Geneticist, National Geographic Explorer

PROJECT

Make a class big book on family features.

- Find a photo of your family. Then talk to your family about physical characteristics you share.
 - Who in your family has eyes like yours?
 - Who has hair like you?
 - Who has the same mouth as you?
 - Who has the same nose as you?
- Work in groups of four to make a big book page.
- Divide the page into four parts.
- Paste your picture in one of the four parts.
- Write the names of relatives that you look like.

Now I can . . .

- describe what I look like.
- compare people I know.
- talk about my plans.
- write a journal entry.

I get my brown eyes from my dad.

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

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

Project work is realistic and attainable and instills a sense of achievement in students. Completed projects serve as **tangible evidence of student learning**.

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

A quote by a National Geographic Explorer and a **Meet the Explorer** video help students learn more about these inspirational people who are making a difference in the world.



The *Our World Workbook* has activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary, and review activities. Each unit has 12 pages of **skills practice and activities**, along with *Our World Workbook* additional readings and cumulative review practice.

The *Our World Grammar Workbook* provides **structured grammar practice** and extends the grammar lessons found in the Student's Book. Each grammar topic includes two pages of practice, three review sections, and a cumulative review section.

New to the second edition

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

GRAMMAR 1


Comparatives with -er

I'm	taller	than	you (are).
You're	older		I am.
Maria is	shorter		Carlos.
She's			he is / him.
My cat is	cuter		your cat.
Dogs are	friendlier		cats.

Add -er: tall → taller old → older short → shorter
But: cute → cuter friendly → friendlier

1 Read and write. Complete the paragraph.


Naomi and Zoe are sisters. Most people think they look the same, but their mom and dad know who is who! Naomi was born three minutes before Zoe, so she's older (old) than Zoe. Naomi is also a bit _____ (tall) than Zoe, and her hair is _____ (short) than Zoe's hair. Zoe likes to talk to everyone. She's _____ (friendly) than Naomi. She also has _____ (big) eyes than Naomi.



Who am I?

2 Look and write. Write two or three sentences about these two people.

friendly happy old smart young



Mom, age 31
Grandpa, age 62

3 What about you? Compare two people in your family. Make true sentences.


1. _____
2. _____

5

READING

1 Listen and read. TR: 1.3

Cool Families



Imagine living with the same relatives all your life, from the day you are born until the day you die! You are always with your mom, your sisters, and your maternal aunts (mom's sisters). You also spend time with your paternal aunts. You clean them and rest next to them. You don't leave them to go to school, and they don't leave you. Not for one minute! This is how the females in baboon families live.

Orca mothers have a very special relationship with their sons. Orca daughters often go to live with a new family. Orca sons, however, usually stay with their mom their whole life. The moms look after their sons very well and protect them. Sometimes the sons live with another female, for example, an aunt, instead of their mom.

Young meerkats play games every day while their parents look for food (like tasty insects). Their brothers and sisters are the babysitters. When meerkats turn one month old, they don't have a party or balloons. Instead, they go out for the first time and learn to hunt. When they are four months old, they can already find their own food! Bye-bye, mom and dad!

2 Read the text again. Match.

When meerkats get angry, they stand up and try to look taller.

1. parents a. girl or woman
2. maternal aunt b. someone who looks after a child when his or her parents can't
3. paternal aunt c. mother and father
4. babysitter d. mother's sister
5. female e. father's sister

8 Unit 1

Unit 1

Comparatives with -er

I'm	older	than	you (are).
You're	older		I am / me.
Keiko is	taller / shorter		Masa.
She's			he is / him.
My cat is	cuter		your cat.
Dogs are	friendlier		cats.

Add -er: tall → taller old → older short → shorter
But: cute → cuter friendly → friendlier

1 Read and write. Complete the sentences.

1. Jon is taller (tall) than his sister.
2. My mom is _____ (young) than my dad.
3. My dad is _____ (strong) than I am.
4. My teacher is _____ (smart) than his students.
5. Are dogs _____ (friendly) than cats?

2 Read and write. Write the opposite to complete the sentences.

1. My mom is short. Your mom is much taller than my mom.
2. My grandmother is old. Jake's grandmother is _____ my grandmother.
3. Your school is small. My school is _____ your school.
4. My brother's hamster is big. My sister's hamster is _____ his hamster.
5. My cat is not friendly at all. Your cat is much _____ my cat.

2

Present progressive for future plans

Question		Answer		
What	are you doing tonight?	I'm		I'm = I am
	is she doing tomorrow?	She's	going	She's = She is
	are they doing on Sunday?	They're	going	They're = They are
			to the store.	

Use be + verb-ing to talk about a definite future plan: *Tomorrow, I'm going to the store.*

1 Read and write. Use the words from the box.

do go make play ride shop take

1. Nathan is playing soccer with friends at 5:00.
2. Grandma _____ a cake this afternoon.
3. Keira and Nadia _____ with their mom on Saturday morning.
4. The children _____ the dog to the park this weekend.
5. When _____ Fiona _____ to the dentist?

2 Write. Use the words to say when people are doing these things.

1. My cousin / visit / me / at 3:00
My cousin is visiting me at 3:00.
2. I / play / tennis / on Saturday afternoon

3. The students / go / to the museum / on Friday

4. My brother / take / the bus / to school / next week

5. What / Maria / do / tomorrow

4

New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** with exemplars and student-friendly explanations
- An **end-of-unit Review** section that exposes students to question types similar to those commonly found on international exams
- Workbook audio available for streaming and download at ELTNGL.com/ourworld4

TEACHER RESOURCES

The **Lesson Planner with Student's Book Audio CD and DVD** provides everything needed to successfully plan, teach, and supplement lessons.

READING Objectives

- Students will
 - compare indoor and outdoor farming.
 - discuss problems and solutions.
 - talk about the benefits of indoor farming.

Reading Strategy The 5 Ws and How

Academic Language caption, information graphic, predict, problem, skim, solution

Resources TR: 2.7, Workbook p. 20–21, Workbook Audio TR: 2.5, Online Practice

Warm Up

- Activate prior knowledge** Say *I want to grow my own vegetables, but I live in the city. I don't have enough space to plant a garden. What should I do?*
- Guide the conversation to the topic of food and gardening. Say *I can grow herbs indoors, but what about growing other plants?* Pause to get student responses, which may include using flower pots to grow plants outdoors on a porch.

Present

- Read together** Direct students to p. 32. Have a student read the title aloud. Give students 15 seconds to skim the page, looking at the photo, captions, and other graphic features. Have them close their books. Ask *What do you think the reading is about?*

32 Unit 2

33

84 Unit 2

BE THE EXPERT

Read. Match to make sentences.

- The indoor farm
 - is in Miyagi, Japan.
 - grows lettuce on shelves.
 - is a lot of food waste on the indoor farm.
 - grows a lot faster than an outdoor farm.
- Farmers grow
 - less water than on outdoor farms.
 - 10,000 heads of lettuce a day.
 - inside a building.
 - grows a lot faster than an outdoor farm.
- The farm is
 - grows lettuce on shelves.
 - is a lot of food waste on the indoor farm.
 - grows a lot faster than an outdoor farm.
- Farmers
 - grow lettuce on shelves.
 - is a lot of food waste on the indoor farm.
 - grows a lot faster than an outdoor farm.
- They use
 - less water than on outdoor farms.
 - 10,000 heads of lettuce a day.
 - inside a building.
 - grows a lot faster than an outdoor farm.
- The lettuce
 - is in Miyagi, Japan.
 - grows lettuce on shelves.
 - is a lot of food waste on the indoor farm.
 - grows a lot faster than an outdoor farm.

Read and discuss. Work in pairs. Check two good things about the indoor farm. Add two more.

- Farmers can grow more lettuce.
- Farmers have to use more water.
- There is a lot of food waste on the indoor farm.
- Lettuce grows faster.

Answers will vary. Sample answers: Farmers have to use less water. Farmers only throw away three percent of the lettuce.

Write questions. Imagine you're interviewing the owner of an indoor farm. Work in a small group to write five questions you'd like to ask. Use some of the words in the box. **Answers will vary.**

buy how other vegetables sell what when who why

Can you grow other vegetables on an indoor farm?
Who buys the lettuce from your farm?

Think Aloud Model Guessing meaning from context by thinking aloud. Say *I'm not sure what damaged means. The reading talks about plants that are damaged. It mentions that farmers can't sell those plants. Farmers throw the damaged plants (lettuce) away. It must mean that lettuce that's damaged looks different from other heads of lettuce so they have to throw them away.*

Have students read the completed sentences aloud.

Expand Have students use the sentence stems to say original sentences. For example, *The indoor farm uses 1% of the water an outdoor farm uses.*

Write Write two sentences on the board. *Indoor farms use a lot less space. It is very expensive to start an indoor farm.* Ask *Which of these is a good thing about indoor farms? (Indoor farms use a lot less space.) Yes. Indoor farms use a lot less space. This is an advantage of indoor farms. An advantage is something good or positive.*

Practice

- Have students use an index card or sheet of paper to cover the right-hand column of the activity. Have a student read items 1–6 aloud. Check whether students are familiar with the vocabulary in the sentence stems. Review word meanings together for any difficult words.
- Have students uncover the right-hand column and complete the activity by drawing a line to connect matching sentence parts.

85 Reading

Poster Sets

Nine full-color **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes, and feature National Geographic *Our World* values.



The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the program
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point-of-use**
- Student and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's Website
- **Teaching tips** and professional development at point of use
- **Formative Assessment** suggestions
- A handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Our World DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

Assessment

The **ExamView Assessment Suite** includes activity banks to **generate customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher Resource Website.

DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book, Workbook, and Grammar Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

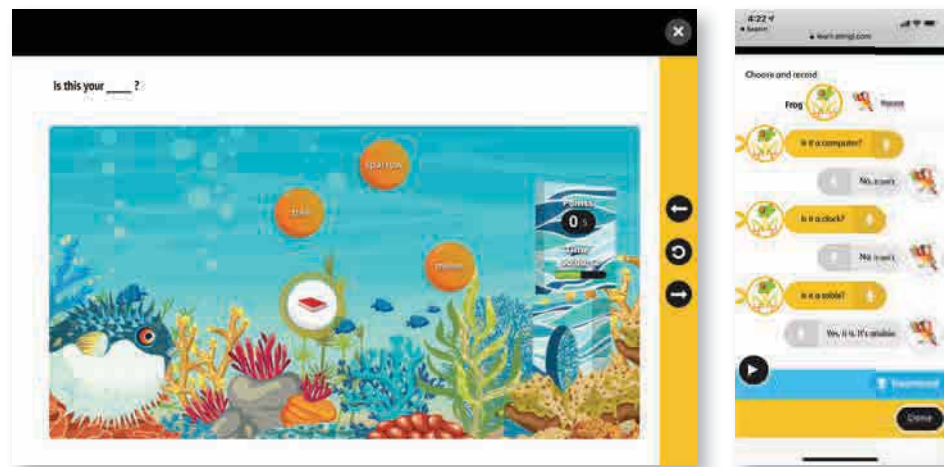
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools, and messaging features.

Both the Online Practice and Learning Management System are accessible at learn.eltngl.com with an access code, and both work on laptops, tablets, and smartphones!

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Song
- Grammar
- Reading
- Writing
- Review
- Extended Readings
- Let's Talk



Online Practice includes karaoke-style sing-along of the song with practice. Speaking activities allow students to respond to and record answers to activity prompts.

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has two vocabulary games, two grammar games, and a unit review game.

Additionally, parents can **track student progress** and review activity results.

The Online Practice is accessible through learn.eltngl.com with an access code and course activation key. It's optimized for all devices.

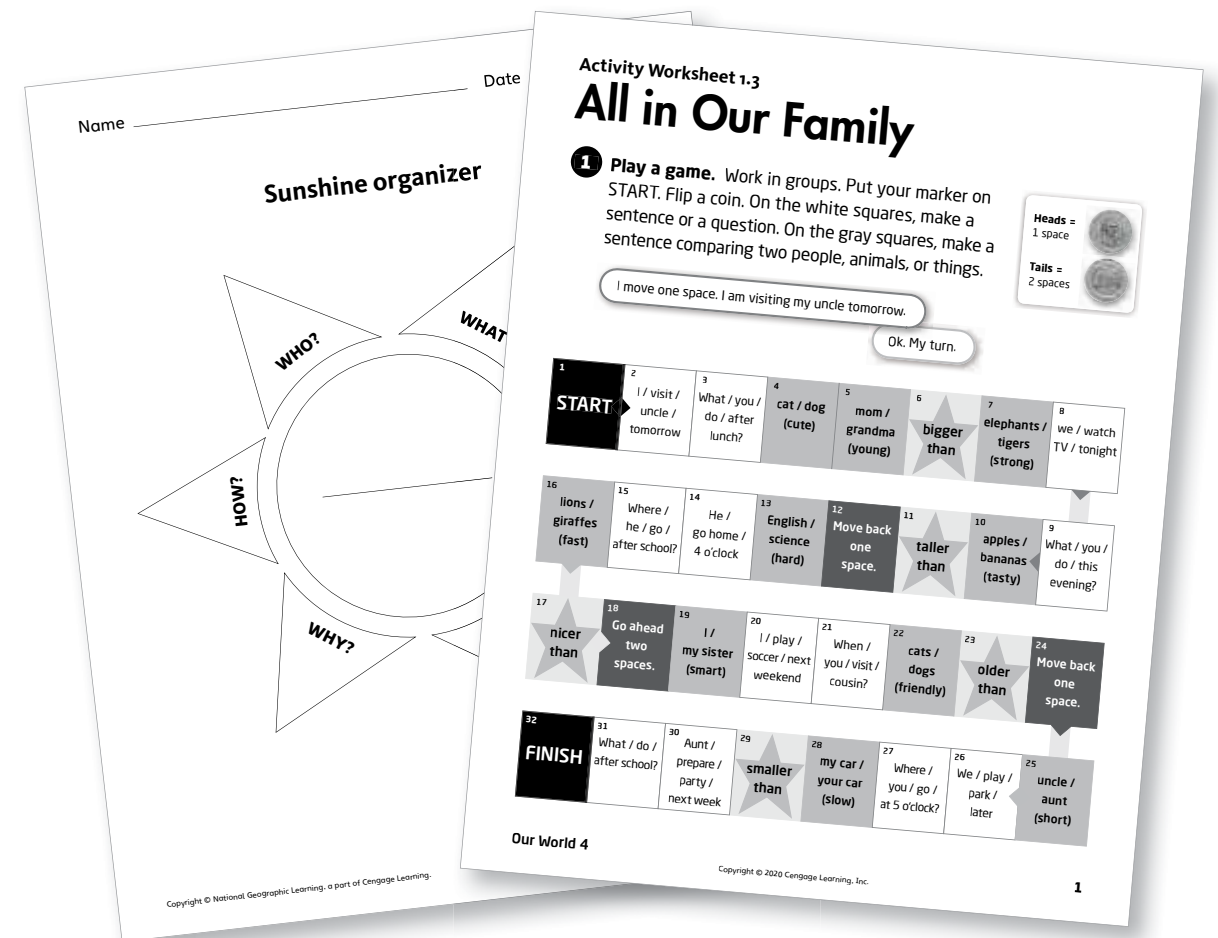
Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at ELTNGL.com/ourworld4.

Teacher Resource Website

Teacher resources can be found at ELTNGL.com/ourworld and include:

- **Student's Book, Workbook, and assessment audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Graphic Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView Assessment Suite**



The *Our World Readers* are six levels of **original stories, classic folktales, myths, and non-fiction selections** from around the globe. A graded Reader is available to support the theme and language of each unit in the Student's Book. Each Reader includes additional **fun facts and activities** related to the story and unit theme. All Readers are available as "Story Time" on the *Our World Video*, on the Story Time DVDs, and on the Classroom Presentation Tool.

Level 4 Readers

The Mirror: A Tale from Korea

The Empty Pot: A Folktale from China

Rhodopis: A Fairy Tale from Egypt

Tender Flower and the Medicine: A Native American Folktale

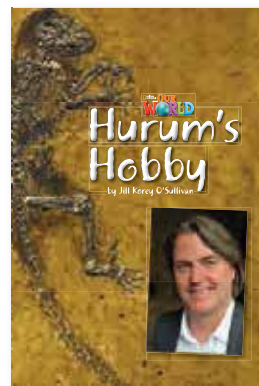
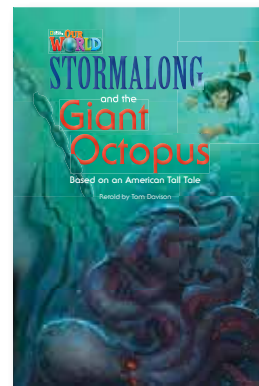
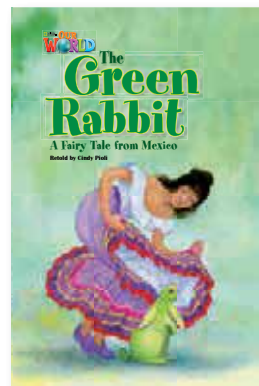
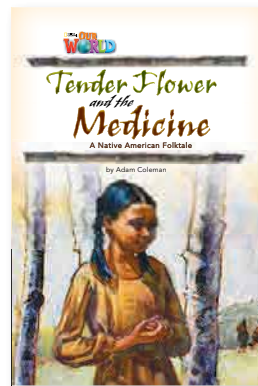
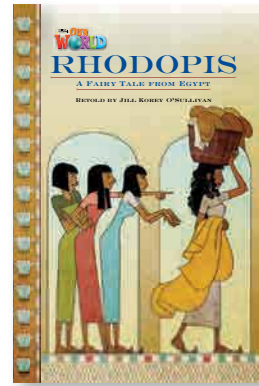
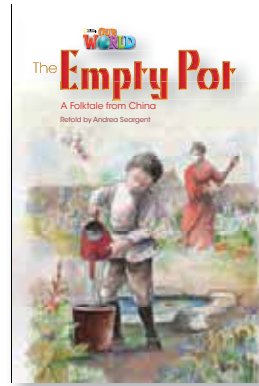
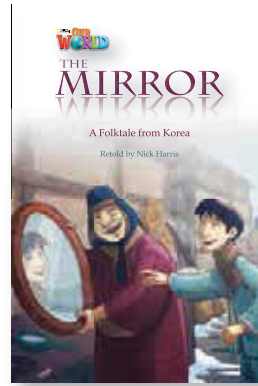
The Green Rabbit: A Fairy Tale from Mexico

Stormalong and the Giant Octopus

Sweet Surprises: Accidental Food Inventions

Hurum's Hobby

The Tug-of-War: A Folktale from Africa



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

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video, and
- *Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the *Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Our World Videos* are available on Video DVD bound with the Lesson Planner and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Introduction
- Scene 2: Vocabulary 1a
- Scene 3: Vocabulary 1b
- Scene 4: Vocabulary 2
- Scene 5: Grammar 1
- Scene 6: Grammar 2
- Scene 7: Song
- Scene 8: Viewing
- Scene 9: Meet the Explorer
- Scene 10: Story Time
- Scene 11: Wrap Up



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you **improve classroom practice** and get the most out of your young learners with resources available online.

New to the second edition

Three new videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing

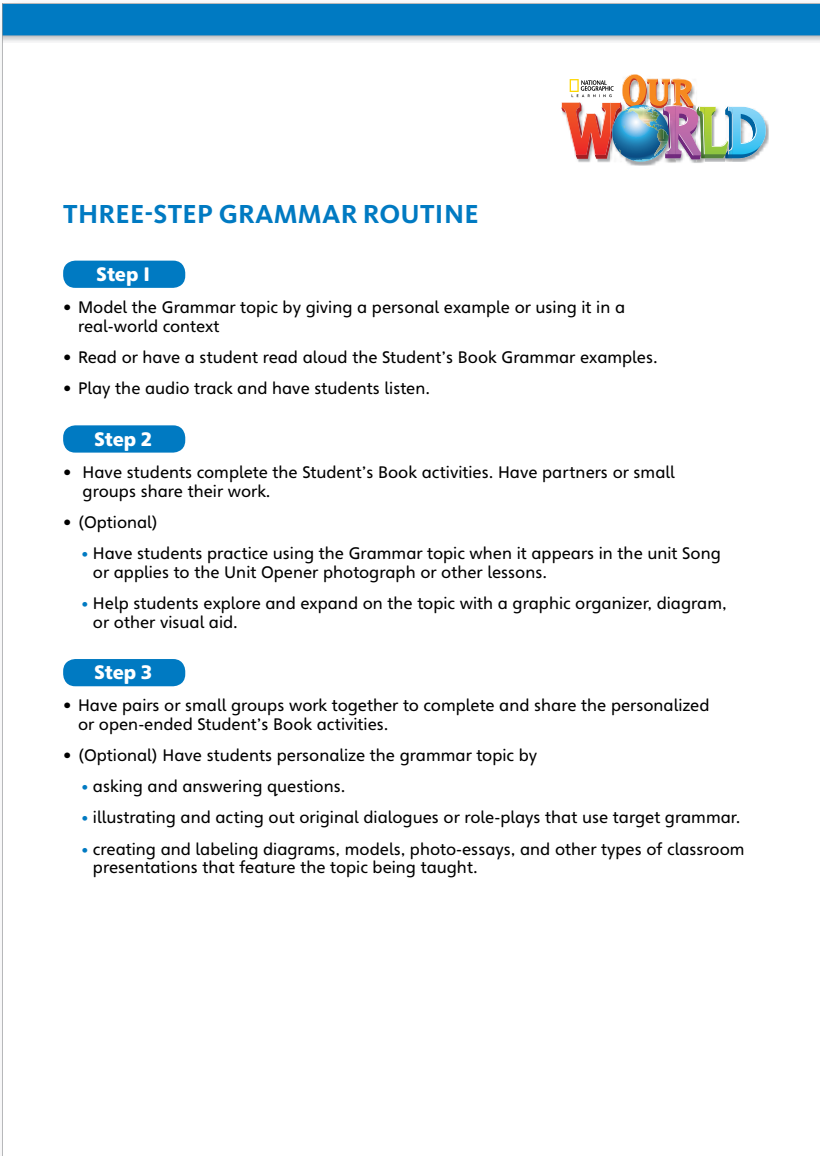
Routines


A series of three-step teaching routines offer teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

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



 **OUR WORLD**

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the Grammar topic by giving a personal example or using it in a real-world context
- Read or have a student read aloud the Student's Book Grammar examples.
- Play the audio track and have students listen.

Step 2

- Have students complete the Student's Book activities. Have partners or small groups share their work.
- (Optional)
 - Have students practice using the Grammar topic when it appears in the unit Song or applies to the Unit Opener photograph or other lessons.
 - Help students explore and expand on the topic with a graphic organizer, diagram, or other visual aid.

Step 3

- Have pairs or small groups work together to complete and share the personalized or open-ended Student's Book activities.
- (Optional) Have students personalize the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original dialogues or role-plays that use target grammar.
 - creating and labeling diagrams, models, photo-essays, and other types of classroom presentations that feature the topic being taught.

OUR WORLD, SECOND EDITION: LEVEL 5

STUDENT'S BOOK WALK-THROUGH AND RESOURCES

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do—and achieve more.

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

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.



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

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



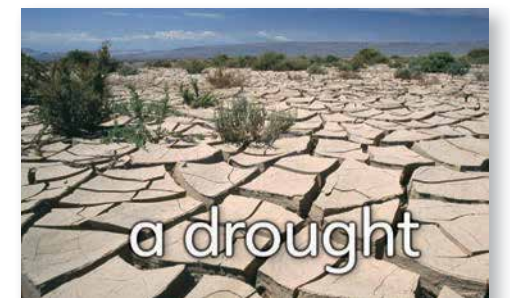
A **Video** introduction provides a **preview** of the contents of the unit.

Target vocabulary is presented in meaningful contexts to help students **build fluency** and confidence to discuss **relevant real-world topics**.

All target vocabulary is presented in the **Audio program** in isolation, in a **contextualized sentence**, as well as in the context of the main presentation.



Students work in **pairs or groups** to practice the new words.



Two video segments present and practice **Target Vocabulary**.

STUDENT'S BOOK WALK-THROUGH

The **Unit Song** supports the unit theme and models **natural rhythm and intonation**. Lyrics incorporate unit vocabulary and grammar.

SONG

1 Listen, read, and sing. TR. 1.3

Bad Weather

There's bad weather on the way!
There's bad weather on the way!

Is it going to storm? Yes, it is!
Is there going to be lightning? Yes, there is!
Is there going to be thunder? Yes, there is!

When there's going to be a storm, I hurry inside!

CHORUS

Be prepared for emergencies.
It's always good to be safe. You'll see!
Grab supplies and a flashlight, too.
Seek shelter. It's the safe thing to do!

Is there going to be a blizzard? Yes, there is!
Is there going to be an ice storm? Yes, there is!
Is it going to be cold? Oh, yes it is!

If there's going to be a blizzard, I hurry inside!

CHORUS

Is there going to be a hurricane? Yes, there is!
Is the wind going to howl? Yes, it is!
Are the waves going to rage? Yes, they are!


If there's going to be a hurricane, we evacuate!

CHORUS

Seek shelter. It's the safe thing to do!

2 Ask and answer. Work with a partner.

1. What bad storm in your town do you remember?
2. What did you do to prepare?
3. What did you think and feel during the storm?



The Netherlands

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

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

The **Song video** features the video host singing the song. Students can follow along with the **karaoke-style lyrics**.



Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

GRAMMAR 1

Future predictions and plans with be going to TR. 1.4

Is it **going to** rain tomorrow? No, it's **going to** snow tomorrow.
I'm **going to** listen to the weather report at 8:00.
He's **going to** put on his snow boots.

1 Write. What is the weather going to be like?



Monday Tuesday
Wednesday Thursday Friday

1. **It's going to rain on Monday.**
2. _____
3. _____
4. _____
5. _____

2 Ask and answer. Read. Take turns.

1. Why can't we go to the park tomorrow? (rain)
2. Won't she get wet walking in the rain? (take an umbrella)
3. Why is she closing the windows? (rain)
4. When is he going to get a new raincoat? (today)

3 Write. What are you going to do?

A thunderstorm is coming. _____

A heat wave is coming. _____

A hurricane is coming. _____

4 Ask and answer. Work with a partner. What about you? Talk about today and tomorrow.



Grammar is practiced **in context** with multiple opportunities for real communication using **all four language skills**.

Grammar is presented in two short, **engaging animations**.




STUDENT'S BOOK WALK-THROUGH


Additional thematic vocabulary is presented visually. Vocabulary is presented on the **Audio program** in isolation.

VOCABULARY 2


1 Listen and repeat. Then read and write. **TR: 1.5**




a plan




evacuate




an emergency



a flashlight



supplies



a shelter

When a weather forecaster predicts bad weather, you can make a _____ to prepare. To protect yourself from wind and rain, you should go to a _____. If the electricity goes off, use a _____ to see in the dark. You can store _____ in a safe place so that you have food to eat. A really bad storm can affect the whole town. In an _____ like that, people have to _____ and go where it's safer.

2 Listen and stick. Find out what to do next. Place your stickers in the correct order. Work with a partner. Summarize the weather report. **TR: 1.6**

A hurricane is coming. It's an emergency.

Yes, I put a plan in number 1. That's correct.

1

2

3

4

5

14 Unit 1

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

Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool.**

GRAMMAR 2


Zero conditional (present tense) TR: 1.7

I put on my winter coat if the weather is cold. If I see lightning, I go inside. If a sandstorm comes, I close all the windows.

1 Match and make logical sentences. What do you do in these situations? Write five sentences of your own in your notebook.

If I see lightning when I'm swimming,	I look for a boat.
If it rains,	I wear gloves and boots.
If a storm comes,	I try to stay cool.
If the temperature rises,	I get out of the water.
If a flood comes,	I go inside the house.
If it snows,	I use an umbrella.

2 Play a game. Cut out the cards in the back of the book. Play with a partner. Take turns. Match and make sentences. Keep the cards.



If it rains, I use an umbrella.

15

Games provide a fun context for **communicative grammar practice.**

Meaningful, relevant real-world **Readings** develop language through **cross-curricular topics** such as science, nature, history, art, culture, music, and sports.

Weird but True engages students with surprising facts.

After-reading activities provide students with opportunities to react and respond to the text, and to **make connections** between the reading and their lives.

READING

1 Listen and read. TR: 1.8

Tornado Trouble

Tornadoes happen all over the world. There's even a place called Tornado Alley. Josh Wurman studies extreme weather. He joined a team of other scientists to study tornadoes in Tornado Alley. One day, the blue sky turned black. A giant cloud came toward the team. The cloud had winds that moved in a circle. Inside his truck, Wurman watched the storm through his window and on his instruments. Colors on the computer screen showed where the rain fell and where the wind was the strongest.

The winds twisted the storm tighter and tighter into the shape of a funnel. When the funnel touched the ground, it became a tornado! The tornado looked like a giant, gray elephant's trunk. It moved one way, then another way. As the tornado moved across the ground, the team came dangerously close. They dropped special instruments close to the storm. These instruments showed wind speed, temperature, and how much rain was falling.

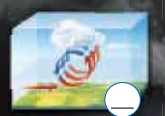
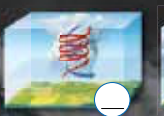

The tornado twisted and moved for half an hour. The team watched the storm and their instruments was over. But Wurman and his team have a lot more work to do. The information from their instruments will help them predict other tornadoes so that they can warn people and save lives.

2 Discuss. Work in groups of three. Answer the questions.

- What is the shape of a tornado?
- Where does a funnel touch to become a tornado?
- Why do scientists study tornadoes?
- What do scientists use to learn about tornadoes?

3 Match. Work with a partner. How does a tornado form? Match the text to each step. Discuss.

- Warm and cold air currents twist winds into a funnel. Then the funnel touches the ground.
- Warm air and cold air come together. They make a twisting wind of air that moves in circles.
- The twisting air stands up. Warm air moves up. Cold air moves down.

4 Work with a group. Compare tornadoes and hurricanes. Discuss. Complete the chart.

Tornado	Hurricane
	Origin: They form over water. Duration: They last a week.

16 Unit 1

Dodge City, Kansas, USA

17

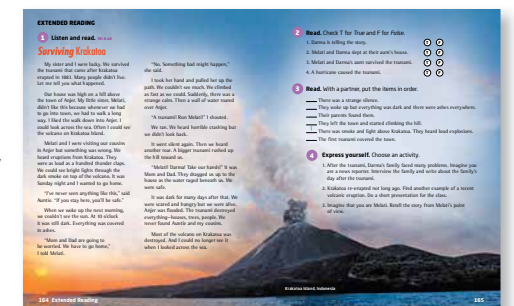
Infographics show factual information in fun and sometimes surprising ways.

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

A video segment presents and practices **Target Vocabulary. Grammar** is presented in a short animation.



New **Extended Reading** sections after every three units introduce students to a variety of **genres** and support reading **fluency**. An **Express Yourself** activity allows students to choose a form of creative expression.



STUDENT'S BOOK WALK-THROUGH

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

Models written at the student level provide **examples** for students to follow.

Students are introduced to a variety of **writing types**.

The **Mission** page promotes **universally recognized values** and highlights the work of a **National Geographic Explorer**.


Step-by-step instructions and **strong visual support** is provided for students through each project.

WRITING

Personal Narrative When you write a personal narrative, you tell a story. You want the reader to feel like he or she is there. To do this, you can use descriptive language that uses the senses—sight, sound, taste, smell, and touch. To express the sequence of events, you can use time expressions such as *after*, *before*, *next*, and *then*.

1 Read. Read the personal narrative. How does the writer describe the hurricane? How does the writer describe what she hears and sees? How does she feel? Circle the words that relate to the senses and emotions. Underline the words and expressions that show the sequence of events.

Safe not Sorry!
If a hurricane comes, we know what to do. We have a family plan.
Last year, the weather forecaster told us that a hurricane was coming. First, I helped my dad put heavy wood over the windows. It was hard work. Next, we went inside the house and turned on the radio to listen for news about the hurricane. When the hurricane came, we could hear the strong winds outside. It was scary. The rain came down hard on the roof, too. Then suddenly, there was a loud crash. The whole house shook! Everyone was worried. What was it? Soon, it was quiet and we could go outside. We saw a huge tree on the ground. Part of the tree hit the wood on the window.
I am so happy we had a family plan! Hopefully, there isn't going to be a hurricane for a while.



2 Write. Write about an extreme weather experience. Give details relating to the senses. Help the reader feel what you felt.

3 Share. Share your writing. Work in a small group. Listen and take notes.

18 Unit 1

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

MISSION

Understand weather.

Think. Pair. Share.

- What can you do in dangerous weather?
- What can you do to find out more about extreme weather?
- Why is it important to understand weather?



Dead camel thorn trees, Namibia

Tim Samaras (1957-2013), Severe Storm Researcher, National Geographic Explorer

"It all started when I was about six years old and saw that fantastic tornado in *The Wizard of Oz*."

19

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

PROJECT

Make your own tornado.

- 1 Work in small groups to make a tornado in a bottle.
- 2 You need a glass jar or bottle, some water, some dishwashing liquid, and some glitter.
- 3 Pour water into the bottle, about three-quarters full. Then add a small amount of dishwashing liquid.
- 4 Add a little glitter.
- 5 Put on the lid tightly.
- 6 Then, shake the bottle around in a circle and watch your tornado!



If I shake the jar around, the glitter looks like a tornado.

Now I can . . .

- talk about different kinds of extreme weather.
- describe the damage storms can cause.
- describe how to prepare for extreme weather.
- write a personal narrative.

20 Unit 1

Project work is realistic and attainable and instills a sense of achievement in students. Completed projects serve as **tangible evidence of student learning**.

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

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

A quote by a National Geographic Explorer and a **Meet the Explorer** video help students learn more about these inspirational people who are making a difference in the world.



The *Our World Workbook* has activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary, and review activities. Each unit has 12 pages of **skills practice and activities**, along with *Our World Workbook* additional readings and cumulative review practice.

The *Our World Grammar Workbook* provides **structured grammar practice** and extends the grammar lessons found in the Student's Book. Each grammar topic includes two pages of practice, three review sections, and a cumulative review section.

New to the second edition

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


GRAMMAR 2

Zero conditional (present tense)


it	snows,	school	closes	early.	
If it	is	sunny,	I	wear	a hat.
I	don't sleep	enough,	I	am	tired in the morning.

These two sentences mean the same thing. In sentence 1, notice the comma.
 If it snows, school closes early.
 School closes early if it snows.


1 Write what you see.




1. If she sees a stop sign, she stops her bike.




2. If he sees that it is raining, _____




3. _____ we stand at the bus stop.



4. _____



5. _____



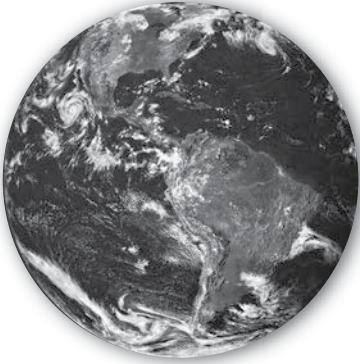
6. _____

7

READING

1 Listen and read. TR: 1.3

Weather Change



We've always had extreme weather. Do you know that there is more extreme weather now than in the past? According to many scientists, this change started when people started to burn coal, oil, and gas.

The average temperature on Earth is rising. Some droughts are longer and hotter. More of the ice on mountains melts faster. If this water goes to the sea, the sea level rises.

Different places have different changes in the weather. Some places have less rain. Other places have more rain and floods. In most places, there are more storms. Storms are stronger, too. The warmer sea temperatures make hurricanes stronger.

Weather change is a fact. But we can do something. For example, we can make factories and cars more efficient. That way, we can burn less coal, oil, and gas. We can also build stronger houses in safer areas. We can use less energy.

There are also some practical things that everyone can do to be prepared for more extreme weather. People should have a plan and supplies for emergencies. People who live in areas that can flood or in hurricane areas should evacuate in an emergency.

The coldest temperature ever recorded on Earth was -97.7°C (-144°F) on an ice sheet deep in the middle of Antarctica.

8 Unit 1

New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** with exemplars and student-friendly explanations
- An **end-of-unit Review** section that exposes students to question types similar to those commonly found on international exams
- Workbook audio available for streaming and download at ELTNGL.com/ourworld5

Unit 1

Future predictions and plans with be going to

It's	going to	rain	tomorrow.	It's = It is
I'm		call	my friend.	I'm = I am
They're		play	basketball.	They're = They are

Question	Answer
Is it going to rain tomorrow?	Yes, it is. No, it isn't.
What are they going to do?	They're going to play basketball.

Use *be going to* to talk about the future.

1 Read. Complete the sentences.

1. We just saw lightning. Next there is going to be thunder.
2. A sandstorm is coming. My parents _____ get the house ready.
3. It's snowing. He _____ wear a warm coat.
4. It's hot today. I _____ go swimming.

2 Read and write. Answer the questions. Use *going to* and phrases from the box.

bring an umbrella close all the windows evacuate make-a-snowman

1. What are you going to do in the snow?
I'm going to make a snowman.
2. What are you going to do if it's rainy?

3. How is your family going to get ready for the sandstorm?

4. What are your cousins going to do if there's a flood?

Zero conditional (present tense)

it	snows,	school	starts	late.	
If it	is	raining,	I	use	an umbrella.
I	go to bed	late,	I	am	tired the next day.

These two sentences mean the same thing. In sentence 1, notice the comma.
 If it snows, school starts late.
 School starts late if it snows.

1 Read. Circle the correct answer.

1. If there / **There's** is an emergency, we follow our plan.
2. If it rains, then **if I use / I use** an umbrella.
3. If a tornado comes, **if we evacuate / we evacuate**.
4. If Jon knows it's going to be cold, he **wears / wore** his coat and gloves.
5. **Is / If** it's hot, we go swimming.
6. **If there / there's** a blizzard, we don't have school.

2 Read and write. Complete the sentences.

1. If it's hurricane season, it rains a lot.
2. If it snows, _____
3. If the electricity goes out, _____
4. If a blizzard comes, _____
5. If there's no rain for weeks, _____
6. If there's a flood in my town, _____

TEACHER RESOURCES

The **Lesson Planner** with **Student's Book Audio CD and DVD** provides everything needed to successfully plan, teach, and supplement lessons.

READING

Objectives

- Students will
- describe how a traditional style of music developed into a modern style of music.
- compare and contrast traditional and modern mariachi.
- create a new musical style.

Reading Strategy Compare and Contrast

Academic Language compare, contrast

Content Vocabulary a sombrero, a suit

Resources TR 5.7: Graphic Organizers: Chart: Word web: Venn diagram (two circles); Workbook pp. 60–61: Workbook Audio TR 5.4: Online Practice

Warm Up ●●●

- Activate prior knowledge** Ask *What styles of music do you know?* (classical, hip-hop, jazz, pop, rock) *What are some instruments you know?* (guitar, flute, drum, violin, piano, saxophone)
- Recycle** Say *I'm going to act out playing an instrument. Tell me the instrument I'm playing.* Act out playing instruments such as the violin, drum, guitar, and other instruments from pp. 40–41. Have students name the instrument you are playing. Ask students to name instruments they play and to talk about the type of music they play.

180 Unit 5

READING

Listen and read. (pp. 87–88)

Not Your Grandpa's Mariachi

There's a new band in town. They're playing a traditional style of Mexican music called mariachi... but with a twist. Before meeting this new band, let's step back in time.

Mariachi music started hundreds of years ago, but the traditional style we know today began in the 19th century. Songs of former played guitars. Their instruments included traditional violins and different kinds of classical guitars. The music groups played the higher notes and instruments were played for the first time. They had trumpets, too. The music was often loud, happy, and exciting but it could also be quiet and serious. The musicians wore traditional suits with their buttons and a sombrero, a wide Mexican hat.

The mariachi played and danced at celebrations such as birthdays and weddings. As people from Mexico moved around the world, the mariachi tradition spread. In the past, mariachi bands were always men and they always sang in Spanish.

Fast forward to today and meet the Mariachi Flor de Toloache. They're an all-women mariachi band. The band met in New York, in the USA. Some of the women have Mexican or Puerto Rican heritage, but others are just to the band sometimes sing in English.

They sing traditional songs, but they also sing versions of modern songs in a mariachi style. They still dress in traditional mariachi suits. The band is leading on the mariachi tradition and making mariachi music to fit today's modern world.

Flor de Toloache, Mariachi Band, Brooklyn, New York, USA
88 Unit 5

Read and write.

- Where did mariachi music begin? Mexico
- What instruments are usually in a mariachi band? guitar, violin, trumpet, and sombrero
- When did the traditional mariachi that we see today begin? 19th century
- What language do mariachi singers usually sing in? Spanish
- When did the Mariachi Flor de Toloache band meet? In New York in the USA

Write. Compare traditional mariachi to the Mariachi Flor de Toloache.

	traditional mariachi	Mariachi Flor de Toloache
made or female	male	female
choice of songs	loud, happy, exciting, romantic	traditional and modern songs
dress	traditional suits, sombrero	traditional suits, sombrero
language	Spanish	Spanish and English

Make new music. Work with a partner. Invent a new musical style. It can be completely new, or you can modernize a style you know. What styles would you mix? What instruments would you use?

Let's mix them and see! How close to each other are they?

Let's mix them and see! How close to each other are they?

BE THE EXPERT

About the Photo

This photo shows the Mariachi Flor de Toloache band in New York, USA. This is an all-women band from diverse cultural backgrounds including Puerto Rico, Mexico, Cuba, Germany, and the United States. The band started in 2008 with the goal of modernizing the mariachi style and engaging younger generations. The band won the 2007 Latin Grammy Award for "Best Ranchero/Mariachi Album." The Grammy Awards celebrate achievements in music.

Think Aloud Model guessing meaning from context by *thinking aloud*. Say *I'm not sure what the word sombrero means. So I go to the text and look for clues close to the word. I see that sombrero is followed by a comma and a phrase. I think that the phrase explains the meaning of sombrero. Draw a sombrero on the board.*

Practice ●●●

- Read aloud the instructions and item 1. Ask *Which paragraph tells about the place where mariachi began? (the first one)* Say *Reread the paragraph to find the answer. Ask Where did mariachi music begin? (in Mexico)*
- Have students refer to the reading to answer items 2–5. Have student share their answers to the questions. Discuss the questions with students and confirm the correct answers. Have students point out the place in the reading where each answer is found. Ask *Are the Mariachi Flor de Toloache a traditional or a modern type of band? (modern)*
- Point to the chart and read the directions. Remind students that charts can be used to compare and contrast things. *I see that sombrero is followed by a comma and a phrase. I think that the phrase explains the meaning of sombrero. Draw a sombrero on the board.*
- Point out the headings on the columns. Ask *What is this chart asking you to do?* (to compare traditional mariachi to the Mariachi Flor de Toloache band) Point out the headings on the rows. Ask *What specific things are you going to compare?* (male or female, choice of songs, dress, language) Point out the blank boxes. Say *You will write short answers in the boxes.*
- Put students in pairs. Distribute charts and have students copy the headings from p. 87 onto them. Then have students work together to add information about how these styles of music are the same or different.

Reading 181

Poster Sets

Nine full-color **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes, and feature National Geographic *Our World* values.



The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the program
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point-of-use**
- Student and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's Website
- **Teaching tips** and professional development at point of use
- **Formative Assessment** suggestions
- A handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Our World DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

Assessment

The **ExamView Assessment Suite** includes activity banks to **generate customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher Resource Website.

DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book, Workbook, and Grammar Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

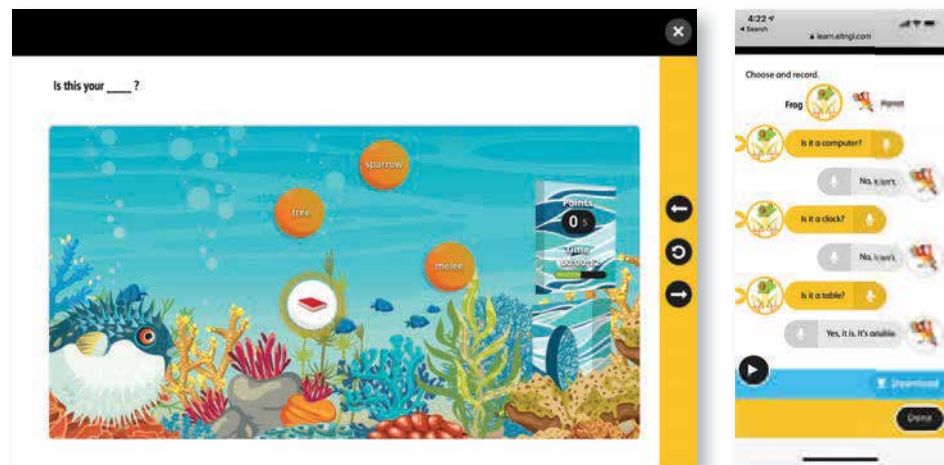
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools, and messaging features.

Both the Online Practice and Learning Management System are accessible at learn.eltngl.com with an access code, and both work on laptops, tablets, and smartphones!

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Song
- Grammar
- Reading
- Writing
- Review
- Extended Readings
- Let's Talk



Online Practice includes karaoke-style sing-along of the song with practice. Speaking activities allow students to respond to and record answers to activity prompts.

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has two vocabulary games, two grammar games, and a unit review game.

Additionally, parents can **track student progress** and review activity results.

The Online Practice is accessible through learn.eltngl.com with an access code and course activation key. It's optimized for all devices.

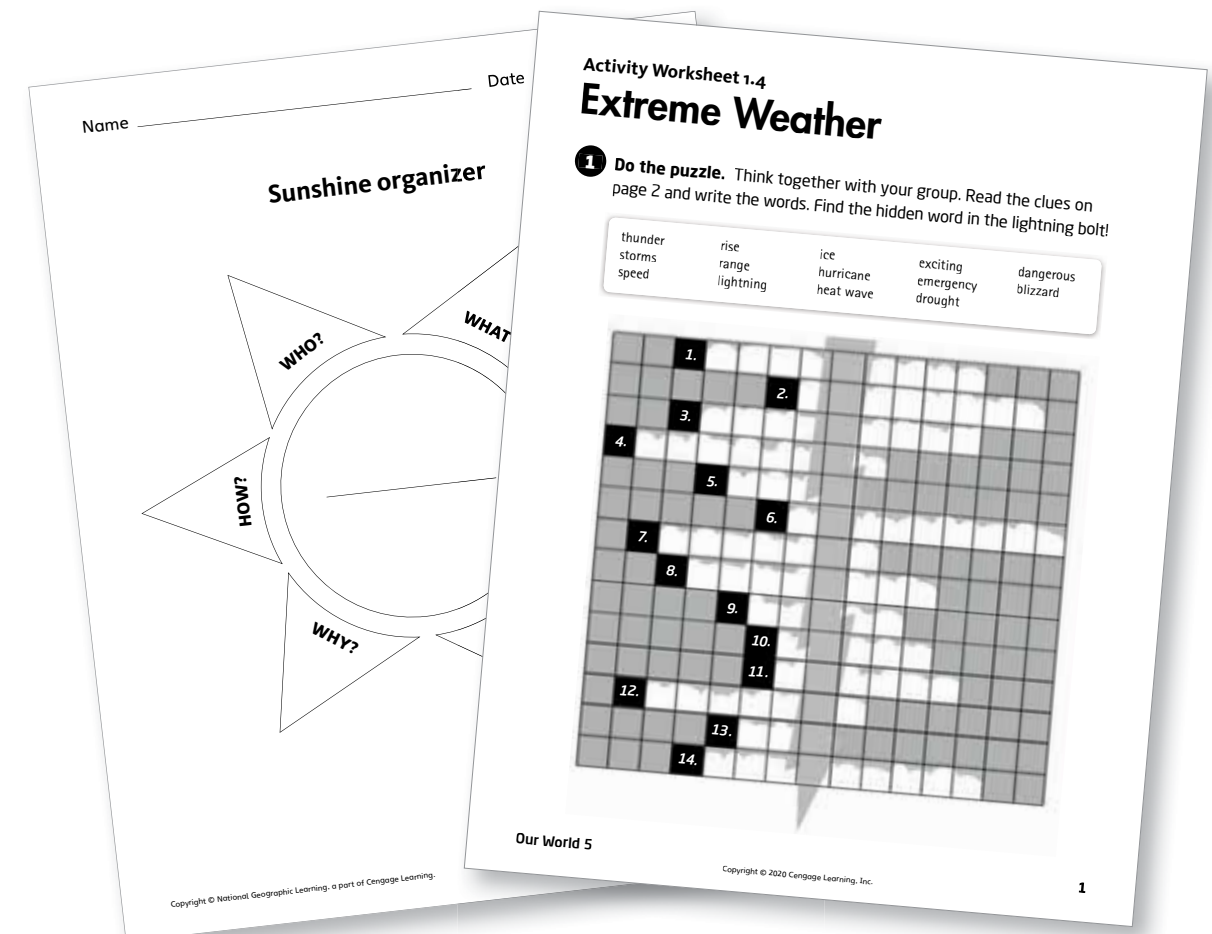
Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at ELTNGL.com/ourworld5.

Teacher Resource Website

Teacher resources can be found at ELTNGL.com/ourworld and include:

- **Student's Book, Workbook, and assessment audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Graphic Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView Assessment Suite**



The *Our World Readers* are six levels of **original stories, classic folktales, myths, and non-fiction selections** from around the globe. A graded Reader is available to support the theme and language of each unit in the Student's Book. Each Reader includes additional **fun facts and activities** related to the story and unit theme. All Readers are available as "Story Time" on the *Our World Video*, on the Story Time DVDs, and on the Classroom Presentation Tool.

Level 5 Readers

The Tale of Thunder and Lightning

How the Tiger Got His Stripes: A Folktale from Vietnam

The Songbirds' Flute

How the Milky Way Began

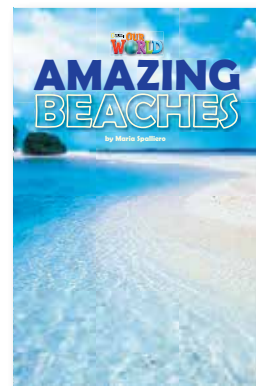
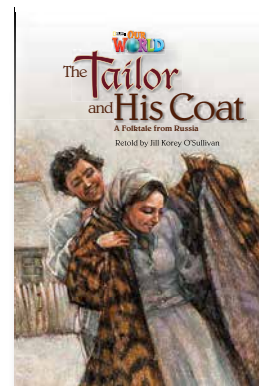
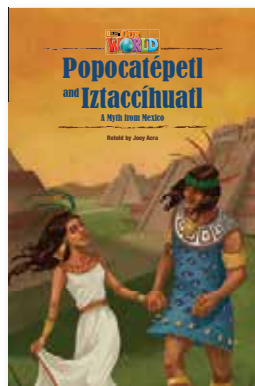
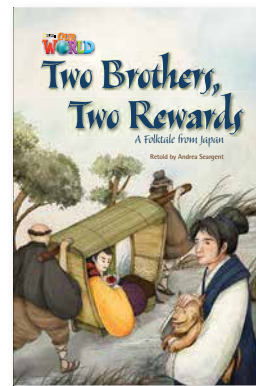
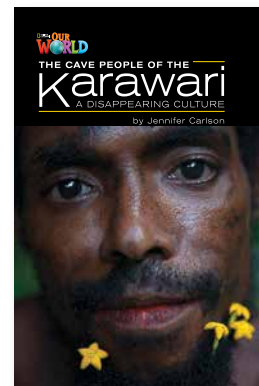
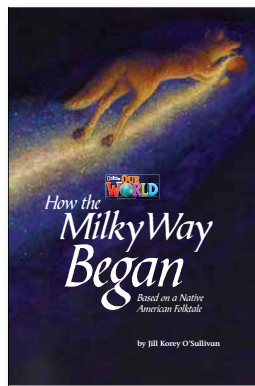
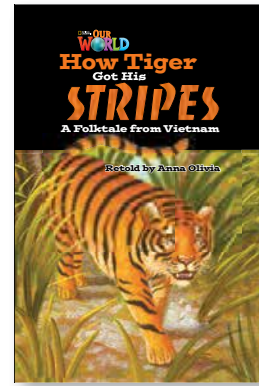
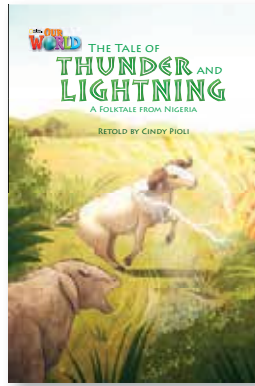
The Cave People of the Karawari: A Disappearing Culture

Two Brothers, Two Rewards: A Folktale from Japan

Popocatepetl and Iztaccíhuatl: A Myth from Mexico

The Taylor and His Coat: A Folktale from Russia

Amazing Beaches



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

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video, and
- *Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the *Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Our World Videos* are available on Video DVD bound with the Lesson Planner and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Introduction
- Scene 2: Vocabulary 1a
- Scene 3: Vocabulary 1b
- Scene 4: Vocabulary 2
- Scene 5: Grammar 1
- Scene 6: Grammar 2
- Scene 7: Song
- Scene 8: Viewing
- Scene 9: Meet the Explorer
- Scene 10: Story Time
- Scene 11: Wrap Up



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you **improve classroom practice** and get the most out of your young learners with resources available online.

New to the second edition

Three new videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing


Routines

A series of three-step teaching routines offer teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

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

 **OUR WORLD**

THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the Grammar topic by giving a personal example or using it in a real-world context
- Read or have a student read aloud the Student's Book Grammar examples.
- Play the audio track and have students listen.

Step 2

- Have students complete the Student's Book activities. Have partners or small groups share their work.
- (Optional)
 - Have students practice using the Grammar topic when it appears in the unit Song or applies to the Unit Opener photograph or other lessons.
 - Help students explore and expand on the topic with a graphic organizer, diagram, or other visual aid.

Step 3

- Have pairs or small groups work together to complete and share the personalized or open-ended Student's Book activities.
- (Optional) Have students personalize the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original dialogues or role-plays that use target grammar.
 - creating and labeling diagrams, models, photo-essays, and other types of classroom presentations that feature the topic being taught.

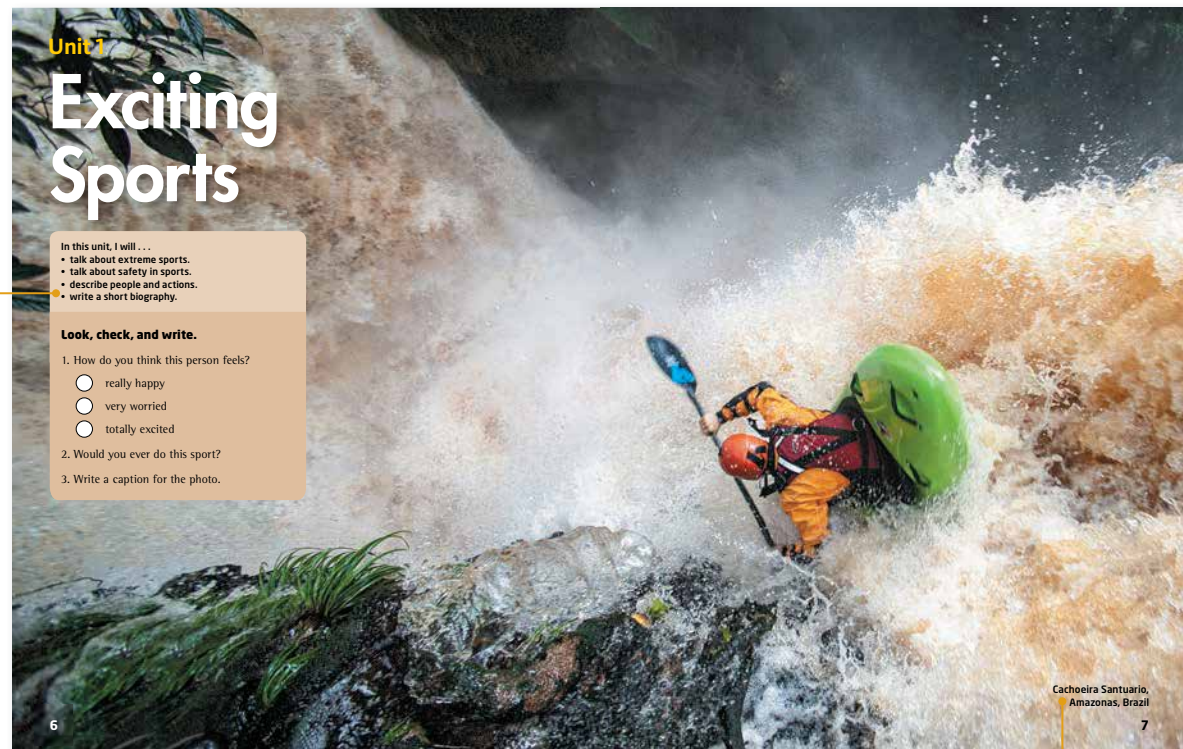
OUR WORLD, SECOND EDITION: LEVEL 6

STUDENT'S BOOK WALK-THROUGH AND RESOURCES

Our World, Second Edition, a seven-level primary series for young learners of English from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Young learners will achieve more through collaboration, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing. *Our World* truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do—and achieve more.

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

Units feature high-interest **cross-curricular topics**, which are woven throughout the unit, from the opening photo to the closing Project.



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

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

Target vocabulary is presented in meaningful contexts to help students **build fluency** and confidence to discuss **relevant real-world topics**.

All target vocabulary is presented in the **Audio program** in isolation, in a **contextualized sentence**, as well as in the context of the main presentation.



Students work in **pairs or groups** to practice the new words.

A **Video** introduction provides a **preview** of the contents of the unit.



Two video segments present and practice **Target Vocabulary**.



STUDENT'S BOOK WALK-THROUGH

The **Unit Song** supports the unit theme and models **natural rhythm and intonation**. Lyrics incorporate unit vocabulary and grammar.

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

Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

SONG

1 Listen, read, and sing. TR: 1.3

Extreme Sports

A kitesurfer rides the waves.
A kitesurfer rides the wind.
I've kitesurfed in my dreams
ever since I was a kid!

CHORUS
Extreme sports.
Flying high in the air!
Other sports
don't compare!
Extreme sports.
Look around.
They're everywhere!
Super cool sports!
Skiers flip so skillfully,
incredibly high above the snow.
I've skied in my dreams
ever since I was a kid!

CHORUS
Extreme sports.
Look around.
They're everywhere!
Super cool sports!
Motocross and hang-gilding,
are so incredibly fun!
I've dreamed of doing both
ever since I was a kid!

CHORUS
Extreme sports.
Look around.
They're everywhere!
Super cool sports!

10 Unit 1

Cauipe Lagoon, Ceará, Brazil

11

2 Answer the questions.

- Circle two extreme sports athletes in the song.
- Find two extreme sports.
- Write an extreme sport you would like to try.

GRAMMAR 1

Present perfect with for and since TR: 1.4

Kitesurfing **has been** popular for about fifteen years.
Surfing and skateboarding **have been** popular since the 1970s.
How long **have you done** extreme sports?

for: for fifteen years/for five years/for a month/for an hour
since: since the 1970s/since I was born/since June/since last year

1 Read. Write and underline.

be	be
be	have
be	want

- Kitesurfing has been popular for/since I was a kid.
- Surfing _____ my favorite sport for/since many years.
- Many people _____ accidents for/since kitesurfing began.
- Motocross _____ my favorite sport for/since the last five years.
- He _____ to become a surfer for/since he was three years old.
- Skateboarding _____ more popular than baseball for/since the past fifteen years.

12 Unit 1

2 Make sentences. Use one word in each column.

know	in this town	a computer	for
have	the piano	English	since
live	best friend	a bicycle	
study	soccer	on this street	
play			

3 Play a game. Spin the spinner. Ask questions using *How long have you ... ?* and the words in the spinner. Use *for* and *since* to answer. Compare your sentences from Activity 2. Are they the same or different?

know have live study play

How long have you lived in this town?
I've lived in this town for seven years.

13

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

Grammar is practiced **in context** with multiple opportunities for real communication using **all four language skills**.

The **Song video** features the video host singing the song. Students can follow along with the **karaoke-style lyrics**.



Grammar is presented in two short, **engaging animations**.



STUDENT'S BOOK WALK-THROUGH

Additional thematic vocabulary is presented visually. Vocabulary is presented on the **Audio program** in isolation.

Grammar charts include natural examples of **real-world language**. Expanded grammar charts are provided in the **Workbook, Grammar Workbook, and Classroom Presentation Tool**.

Meaningful, relevant real-world **Readings** develop language through **cross-curricular topics** such as science, nature, history, art, culture, music, and sports.

After-reading activities provide students with opportunities to react and respond to the text, and to **make connections** between the reading and their lives.

Weird but True engages students with surprising facts.

VOCABULARY 2

1 Listen and repeat. Then read and write. *TR: 1.5*

- Most skateboarding injuries happen when people do tricks and fall on the hard ground. Protect your elbows by wearing _____.
- If you practice water sports, you might fall in the water. Wear a bright _____ even if you can swim.
- When you go cycling or skateboarding, always protect your knees by wearing _____.
- Check your bicycle _____ often! If they work well, you can stop your bicycle quickly.
- BMX riders often have accidents. They should wear a _____ so that if they fall, they won't hurt their head.

2 Listen and stick. Work with a partner. *TR: 1.6*

1

2

3

4

5

14 Unit 1

GRAMMAR 2

Adverbs of emphasis *TR: 1.7*

Skateboarding is That trick is Those knee pads look This boy's helmet looks	so very really incredibly extremely super totally	cool. exciting. scary. dangerous. difficult. silly.
--	---	--

1 Read and answer. Look at the pictures. Then complete the sentences.

- I think that riding a bicycle _____.
- In my opinion, skateboarding _____.
- The cyclist's trick _____.
- The skateboarder's helmet _____.
- The boy's bike _____.

2 Play a game. Work in a small group. Choose three sports. Write five sentences about each sport without giving the name of the sport. Exchange your sentences with another group. Guess the sports.

It says, "The equipment is super expensive!" and "You fly like a bird!"

I think it's hang-gliding!

15

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

Games provide a fun context for **communicative grammar practice**.

READING

1 Listen and read. *TR: 1.8*

Cool Adventurers

Danny MacAskill and Bethany Hamilton are two incredibly brave athletes who love being outdoors. Both have known success and failure in their lives.

Danny MacAskill is a skillful cyclist who flips off buildings and rides trains on his bicycle. He has often fallen out of trees and crashed since he began extreme cycling. He's been very lucky—serious accidents often happen to athletes, but he has only broken a few bones and twelve helmets. Born in 1985 in Scotland, he loved cycling as a kid, but he never expected to be famous. The video went viral. In 2012, he became a National Geographic "Adventurer of the Year." Since then, he has made several more YouTube videos. His videos have been watched over a hundred million times!

Super cool surfer Bethany Hamilton was born in Hawaii in 1990. She was already an extremely skillful surfer at the age of eight. But in 2003, when she was just thirteen years old, a shark attacked her, and she lost her left arm. Just one month after her injury, she was back in the water. Since then, she has learned to surf with one arm. She needs more strength in her legs than other surfers because she has only one arm, but she has won competitions. She has written a book about her accident. The book became a movie in 2011. She got married in 2013 and had her second child, a boy, in 2018.

2 Read and write. Read the text again. Write **T** for *True* and **F** for *False*.

- Danny and Bethany both do water sports. _____
- Danny's YouTube videos have been watched over a hundred million times. _____
- Bethany was back in the water just one year after the shark attacked her. _____
- Danny and Bethany are both National Geographic Adventurers of the Year. _____
- They have both known how to do their sport since they were kids. _____

3 Complete the chart. Write the information. Compare your answers with a partner.

	Danny MacAskill	Bethany Hamilton
When they were born		
Where they were born		
Sport they participate in		
Why they are famous		

4 Work with a partner. Compare the two athletes in the text. Decide which person is braver, which is cooler, and which is luckier. Explain why you think this. Does your partner agree? Why or why not?

I think Danny is braver because he performs really dangerous tricks.

But Bethany started surfing one month after her accident. That's incredibly brave!

16 Unit 1

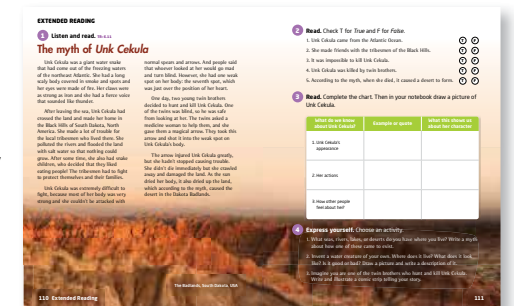
Infographics show factual information in fun and sometimes surprising ways.

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

A video segment presents and practices **Target Vocabulary Grammar** is presented in a short animation.



New **Extended Reading** sections after every three units introduce students to a variety of **genres** and support reading **fluency**. An **Express Yourself** activity allows students to choose a form of creative expression.



STUDENT'S BOOK WALK-THROUGH

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

Models written at the student level provide **examples** for students to follow.

Students are introduced to a variety of **writing types**.

The **Mission** page promotes **universally recognized values** and highlights the work of a **National Geographic Explorer**.

Step-by-step instructions and **strong visual support** is provided for students through each project.

WRITING

Biography A biography describes the life of another person. You can make your biography more interesting if you connect the dates and events in that person's life. Words you can use to link the dates and events include: *after (that), before, since then, the next year, then, at the time, suddenly, and afterward.*

1 Read. Read the biography. Underline the expressions that are used to link the events.

High Climber

Before the age of nine, Matt Moniz enjoyed summer vacations like most kids do. Then his life suddenly changed in 2007. Matt's father invited him to join a climb to Mount Everest. At the time, Matt did not know what to expect, but he said afterward that he had "the best time of his life." Since then, there has been no stopping him. The next year, he climbed two of the world's highest mountains: Africa's Kilimanjaro and Russia's Elbrus.

In 2016, while climbing Mt. Everest, an earthquake struck and caused an avalanche. Matt hid behind a big rock as the avalanche hit his camp. He received the Boy Scouts of America's highest award for lifesaving after helping rescue injured climbers on that day. After that, Matt stayed in Nepal for a month to help rebuild schools and homes in the area. He loves the outdoors and often talks to other kids about spending more time outdoors.

2 Write. Write a short biography about someone who has an exciting job, does an exciting sport, or has traveled to exciting places. Remember to link the events and dates with connecting expressions.

3 Share. Share your writing. Work in a small group. Listen and take notes.

18 Unit 1

MISSION

Connect with nature.

Think. Pair. Share.

- Are all extreme sports dangerous?
- What extreme sports are popular in your country?
- How do you connect with nature? What outdoor activities do you do?

Snowkite Soldier Event, Idaho, USA

Quote: "If you're a young person and you like to walk, climb trees, or explore, keep doing that. Because this world needs more people that are connected to Earth."
J. Michael Fay, Conservationist, National Geographic Explorer

19

PROJECT

Plan an extreme sports camp.

1 Work in groups. Use the word web to help you describe your camp.

```

    graph TD
      A[which sports] --> B[name of camp]
      B --> C[where]
      B --> D[who for]
      B --> E[how long]
      B --> F[type of equipment]
    
```

2 Make a brochure or a web page about the camp.

a. Write a short summary about the camp. Why is it a great place for visitors to spend their vacation?

b. Add photos, pictures, and a map.

Now I can . . .

- talk about extreme sports.
- talk about safety in sports.
- describe people and actions.
- write a short biography.

20 Unit 1

21

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

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

Project work is realistic and attainable and instills a sense of achievement in students. Completed projects serve as **tangible evidence of student learning**.

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

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

A quote by a National Geographic Explorer and a **Meet the Explorer** video help students learn more about these inspirational people who are making a difference in the world.



The *Our World Workbook* has activities that **reinforce and consolidate** the Student's Book instruction. Practice includes listening, speaking, reading, writing, grammar, vocabulary, and review activities. Each unit has 12 pages of **skills practice and activities**, along with *Our World Workbook* additional readings and cumulative review practice.

The *Our World Grammar Workbook* provides **structured grammar practice** and extends the grammar lessons found in the Student's Book. Each grammar topic includes two pages of practice, three review sections, and a cumulative review section.

New to the second edition

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

GRAMMAR 1

Present perfect with for and since

I've	worked	here	for	ten years.	I've = I have haven't = have not hasn't = has not
I haven't	taken	a vacation	since	2016.	
Snowboarding has	been	popular	since	the Olympics.	
Skiing hasn't	been	popular	for	many years.	

for + a period of time since + a point in time
Use the present perfect for a past action that continues up to now.

1 Read and write. Look at the timeline. Write the sentences.

- Motocross / be / an Olympic sport / 2008.
Motocross has been an Olympic sport since 2008.
- People / enjoy / kitesurfing / the year 2000.
- Surfing / be popular / around the world / the 1970s.
- 1960s / more than 10 million people / try / skateboarding.

2 Read and write. Read the sentences in Activity 1 and do the math! Rewrite the sentences. Then work with a partner. Say the sentences two different ways.

- Motocross has been an Olympic sport for more than ten years.*
- _____
- _____
- _____

I'll start. "Surfing has been popular around the world since the 1970s."
My turn. "Surfing has been popular around the world for more than forty years."

5

READING

1 Listen and read. TR. 1.6

An Extra Challenge

Extreme sports test our strength and abilities to the limit. People practice for years to become skillful enough to take part in sports such as hang-gilding, skiing, or kitesurfing. They have all the latest safety equipment. And even then, it's a challenge. But to take on extreme sports if you can't see or hear, for example, or if you have lost an arm or a leg—that's a new level of challenge.

Brazilian disabled skateboarder Felipe Nunes

Have you ever watched blind skiing? It's super exciting for spectators, but extremely difficult for competitors. Imagine skiing downhill at 112 kilometers (70 miles) an hour—wearing a blindfold! It takes courage. So how does it work? The blind skier skis with a sighted skier who guides them down the slope. The two skiers travel at speed just a few feet apart. A tiny mistake can lead to a crash. Jade Etherington, a skier who has just 5 percent vision, explains how she feels about the danger: "I've had many crashes. But never too bad . . . In a way it's a help if you can't see it coming—you're more relaxed."

Another inspirational athlete is 18-year-old Brazilian skateboarder Felipe Nunes. Since Felipe lost his legs in an accident at the age of six, he has worked to achieve his dream of becoming a skateboarder. Now he competes at the highest level, and videos of his cool moves are an internet sensation. In everyday life, he doesn't use a wheelchair—he goes everywhere on his skateboard!

8 Unit 1

Unit 1

Present perfect with for and since

I've	studied	here	for	six years.	haven't = have not hasn't = has not
They haven't	taken	a math test	since	last year.	
The sports store has	been	open	since	2014.	
Kitesurfing hasn't	been	popular	for	many years.	

for + a period of time since + a point in time
Use the present perfect for a past action that continues up to now.

1 Read. Write for or since.

- Skiing equipment has been on sale _____ last summer.
- They have played soccer _____ five years.
- Has he done kitesurfing _____ more than a year?
- Motocross has interested me _____ I was ten.
- She has had few injuries _____ she started skiing.
- Have you done extreme sports _____ you were a kid?

2 Read and write. Complete the sentences. Use a phrase from the box and for or since.

has not gone has studied have been have known have not been

- They have been skateboarding since three o'clock.
- He _____ English _____ two years.
- I _____ how to ride a bike _____ I was three.
- They stopped doing extreme sports. They _____ kitesurfing _____ last July.
- He _____ skiing _____ several winters.

2

Adverbs of emphasis

I think skiing is That sport is Those tricks look	so / very / really extremely / incredibly super / totally	boring / cool / dangerous. difficult / exciting / fun. scary / silly.
---	---	---

Use these adverbs before adjectives to make them stronger. Super and totally are informal.

1 Read. Circle the letter of the correct sentence.

- a. Extreme skiing can be super dangerous.
b. Extreme skiing can super be dangerous.
- a. Our kayaking trip so was amazing.
b. Our kayaking trip was so amazing.
- a. The mountain bike riders incredibly are careful.
b. The mountain bike riders are incredibly careful.
- a. He was extremely lucky he did not get injured.
b. He extremely was lucky he did not get injured.
- a. Skiing very is fun on a sunny day.
b. Skiing is very fun on a sunny day.

2 Read and write. Complete the sentences.

extremely incredibly really so super very

- Brakes on a bike are extremely important.
- Without a helmet, skateboarding is _____ dangerous.
- Waterskiing can be _____ scary for people who don't like the water.
- I don't think that elbow pads and knee pads look _____ silly.
- His bike tricks are _____ amazing!

4

New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar charts** with exemplars and student-friendly explanations
- An **end-of-unit Review** section that exposes students to question types similar to those commonly found on international exams
- Workbook audio available for streaming and download at ELTNGL.com/ourworld6

TEACHER RESOURCES

The **Lesson Planner** with **Student's Book Audio CD and DVD** provides everything needed to successfully plan, teach, and supplement lessons.

The image shows two pages from a teacher resource website. The left page is titled 'READING' and contains objectives, reading strategy, academic language, content vocabulary, resources, and materials. It also includes a 'Warm Up' section with a writing prompt and a 'Present' section with a list of questions for students. The right page is titled 'BE THE EXPERT' and contains an 'About the Photo' section, a 'Teaching Tip', and a 'Practice' section with a list of questions for students. Both pages feature a large image of Angel Falls and a diagram of the waterfall.

Poster Sets

Nine full-color **Posters** bring **beautiful photography** into the classroom, **reinforce** the unit themes, and feature National Geographic *Our World* values.



The Lesson Planner includes:

- a **Professional Development** section that introduces key principles of the program
- a detailed **Scope and Sequence**
- simplified **step-by-step instructions** for carrying out lessons
- reduced Student's Book pages with **answers at point-of-use**
- Student and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's Website
- **Teaching tips** and professional development at point of use
- **Formative Assessment** suggestions
- A handy **Pacing Guide** key to accommodate classrooms with a range of instruction time

The **Our World DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

Assessment

The **ExamView Assessment Suite** includes activity banks to **generate customized unit quizzes, mastery tests, final exams**, and a **placement test**, and is available through the Teacher Resource Website.

DIGITAL RESOURCES

Classroom Presentation Tool

The **Classroom Presentation Tool** integrates all *Our World* resources, including **video, audio, Student's Book, Workbook, and Grammar Workbook** pages, as well as **interactive activities and games**, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.

The Classroom Presentation Tool is available on USB or online through the Learning Management System.



New Online Practice and Learning Management System

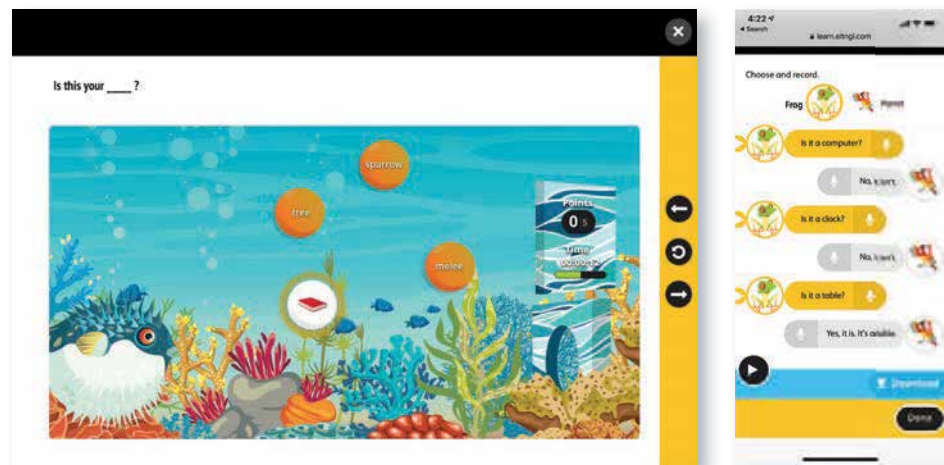
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

For teachers, a brand-new **Learning Management System** is available, with teacher resources, class management functionality, progress reports, assignment creation tools, and messaging features.

Both the Online Practice and Learning Management System are accessible at learn.eltngl.com with an access code, and both work on laptops, tablets, and smartphones!

The Online Practice offers students **independent, interactive practice**. It includes activities and games to support each section of the Student's Book, with integrated audio:

- Vocabulary
- Song
- Grammar
- Reading
- Writing
- Review
- Extended Readings
- Let's Talk



Online Practice includes karaoke-style sing-along of the song with practice. Speaking activities allow students to respond to and record answers to activity prompts.

The Online Practice includes **fun games** that reinforce and expand on Student's Book content. Each unit has two vocabulary games, two grammar games, and a unit review game.

Additionally, parents can **track student progress** and review activity results.

The Online Practice is accessible through learn.eltngl.com with an access code and course activation key. It's optimized for all devices.

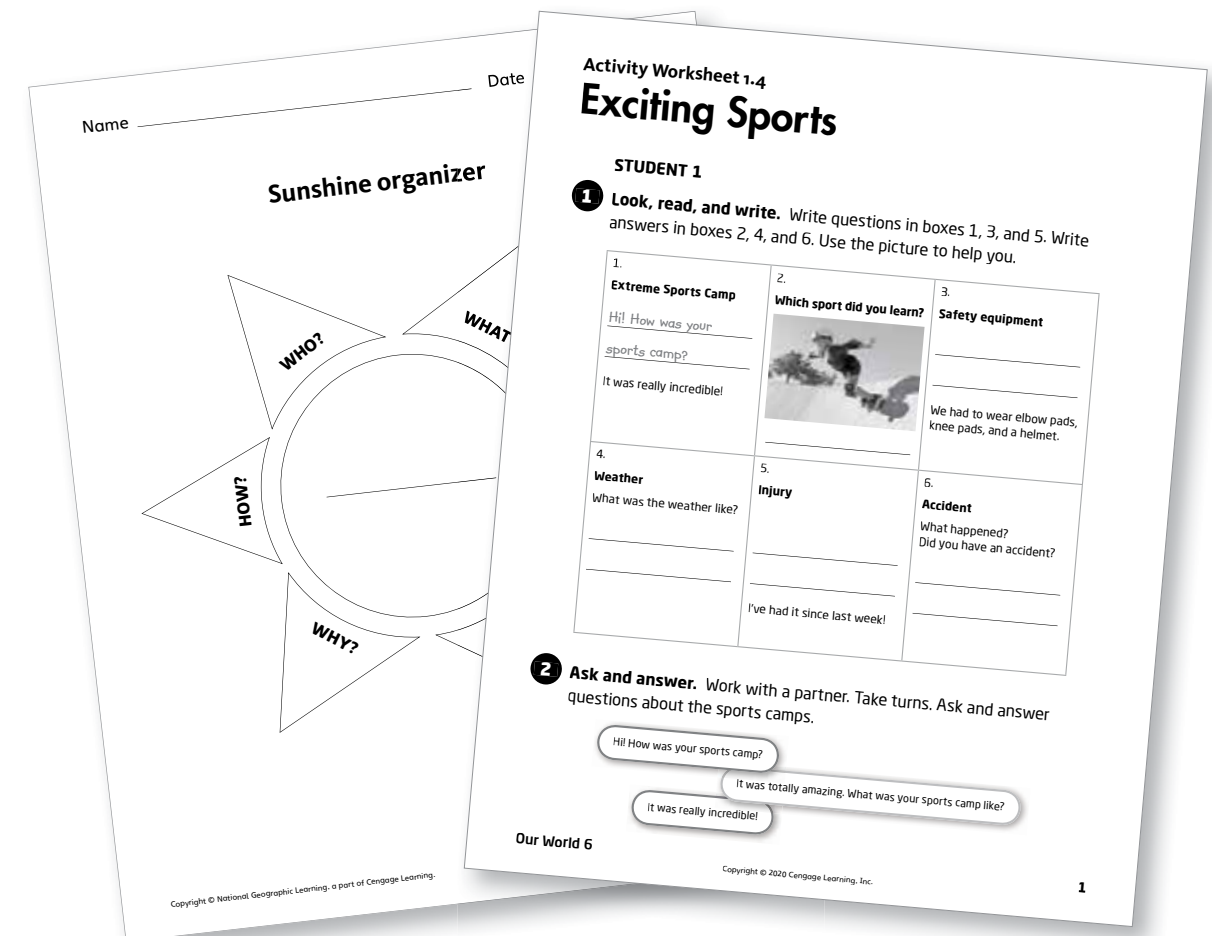
Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at ELTNGL.com/ourworld6.

Teacher Resource Website

Teacher resources can be found at ELTNGL.com/ourworld and include:

- **Student's Book, Workbook, and assessment audio**
- unit-by-unit **Pacing Guides** for easy lesson planning
- three-step **Teaching Routines**
- printable **Worksheets** for extension activities
- printable **Graphic Organizers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView Assessment Suite**



The *Our World Readers* are six levels of **original stories, classic folktales, myths, and non-fiction selections** from around the globe. A graded Reader is available to support the theme and language of each unit in the Student's Book. Each Reader includes additional **fun facts and activities** related to the story and unit theme. All Readers are available as "Story Time" on the *Our World Video*, on the Story Time DVDs, and on the Classroom Presentation Tool.

Level 6 Readers

Young Cú Chulainn Athlete and Future Warrior

King Midas and His Golden Touch: A Myth from Greece

How Quetzalcoatl Brought Chocolate to the People: An Aztec Legend

The River Dragons: A Folktale from China

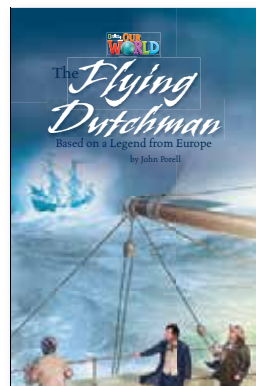
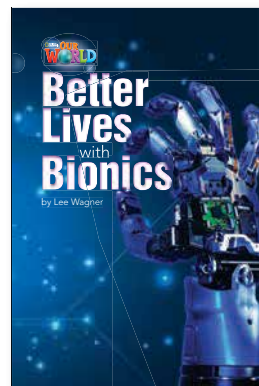
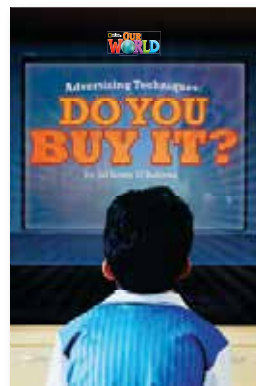
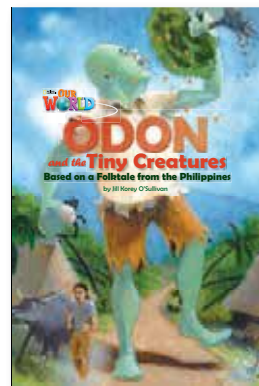
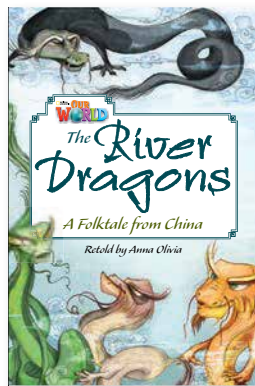
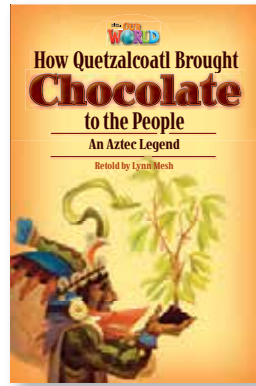
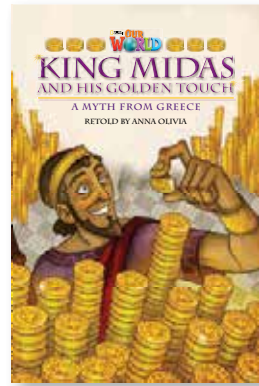
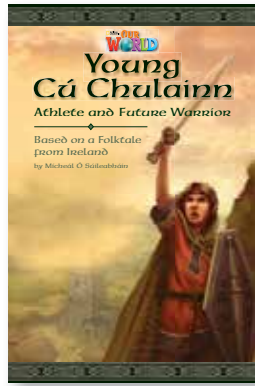
Odin and the Tiny Creatures

Advertising Techniques: Do You Buy It?

The Shark King's Cave: A Folktale from Hawaii

Better Lives with Bionics

The Flying Dutchman



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

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video, and
- *Our World Readers Story Time*

Presented in highly manageable 3–5 minute clips, the *Our World Video* can be used before, during, or after instruction to **preview, support, and review**. *Our World Videos* are available on Video DVD bound with the Lesson Planner and on the Classroom Presentation Tool.

Scenes include:

- Scene 1: Introduction
- Scene 2: Vocabulary 1a
- Scene 3: Vocabulary 1b
- Scene 4: Vocabulary 2
- Scene 5: Grammar 1
- Scene 6: Grammar 2
- Scene 7: Song
- Scene 8: Viewing
- Scene 9: Meet the Explorer
- Scene 10: Story Time
- Scene 11: Wrap Up



PROFESSIONAL DEVELOPMENT

The *Our World Professional Development* website helps you **improve classroom practice** and get the most out of your young learners with resources available online.

New to the second edition

Three new videos show teachers how to use the *Our World Lesson Planner*. Videos provide instruction on:

- how to teach vocabulary
- how to teach grammar
- how to teach reading and writing

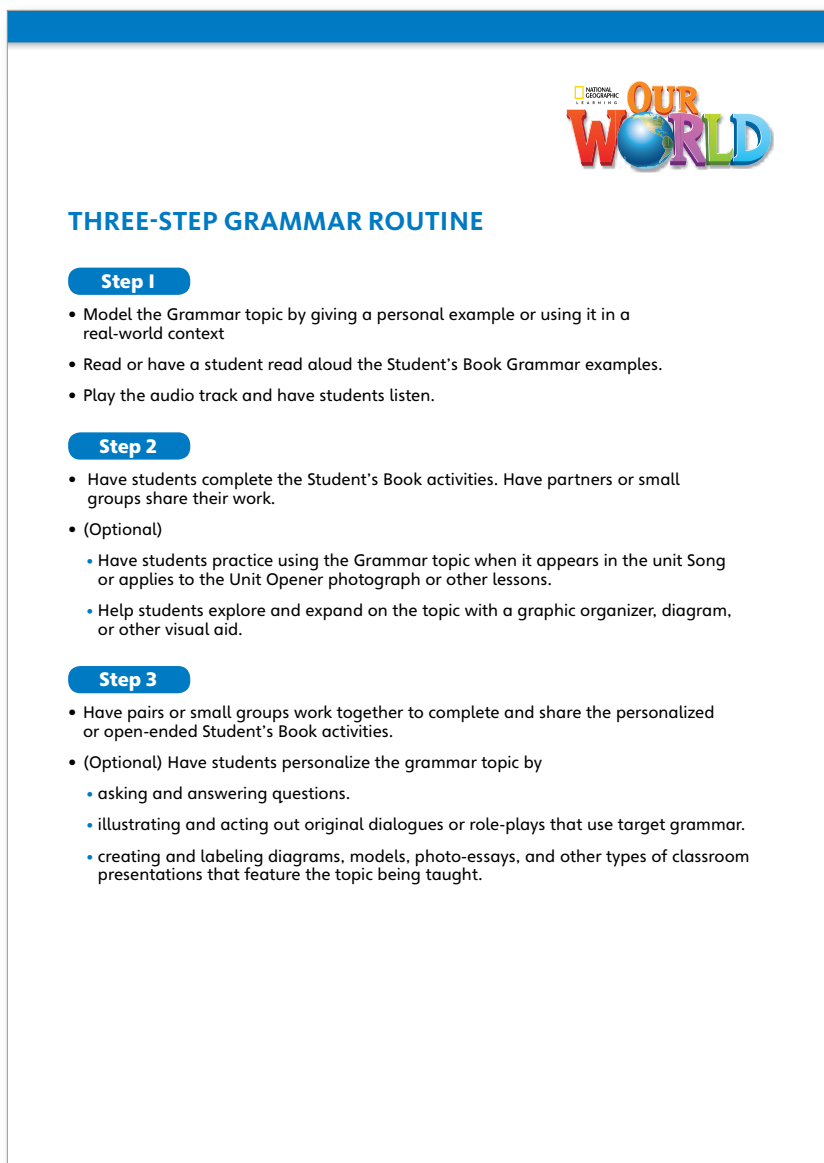
Routines


A series of three-step teaching routines offer teachers a streamlined approach to lesson planning. The routines can be used for any major lesson type and will help teachers execute successful lessons.

The three-step teaching routines and all other Professional Development materials are available at: ELTNGL.com/OurWorldPD.

The website includes:

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





THREE-STEP GRAMMAR ROUTINE

Step 1

- Model the Grammar topic by giving a personal example or using it in a real-world context
- Read or have a student read aloud the Student's Book Grammar examples.
- Play the audio track and have students listen.

Step 2

- Have students complete the Student's Book activities. Have partners or small groups share their work.
- (Optional)
 - Have students practice using the Grammar topic when it appears in the unit Song or applies to the Unit Opener photograph or other lessons.
 - Help students explore and expand on the topic with a graphic organizer, diagram, or other visual aid.

Step 3

- Have pairs or small groups work together to complete and share the personalized or open-ended Student's Book activities.
- (Optional) Have students personalize the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original dialogues or role-plays that use target grammar.
 - creating and labeling diagrams, models, photo-essays, and other types of classroom presentations that feature the topic being taught.