

# 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.

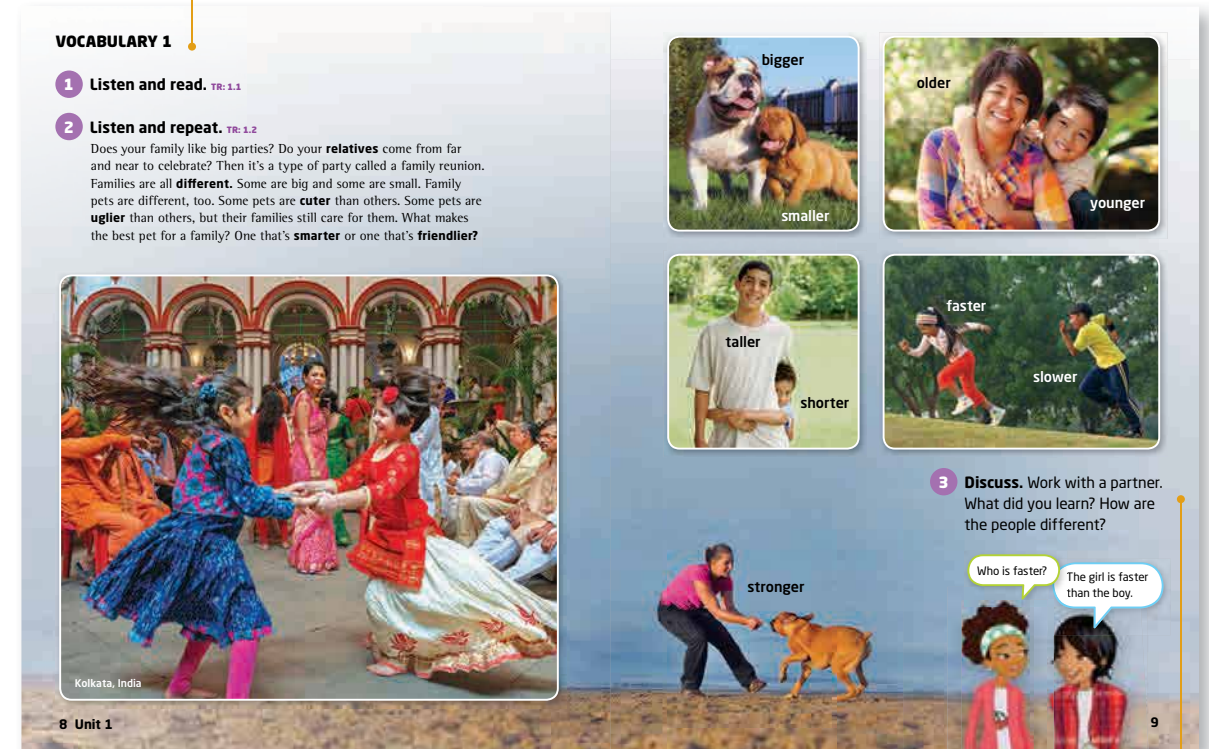


A list of **unit goals** is followed by a goal-setting activity that focuses students' attention.

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



A portrait of cousins

11

**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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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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.

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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

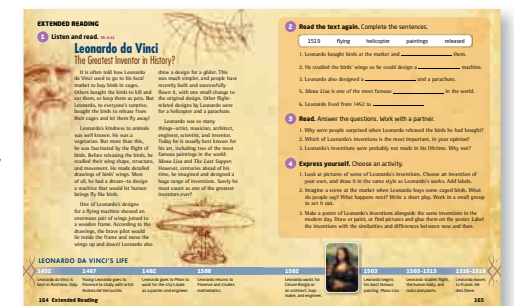
17

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**.

**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

18 Unit 1

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

**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

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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 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.



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

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

**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.

20 Unit 1

21

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

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.

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

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

**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 <b>are</b> you <b>doing</b> tonight?	I'm <b>going</b> to the store. I'm = I am
<b>is</b> she <b>doing</b> tomorrow?	She's <b>going</b> to the store. She's = She is
<b>are</b> they <b>doing</b> on Sunday? after school?	They're <b>going</b> to the store. They're = They are

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](http://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

**READING**

**1 Listen and read.** (TR 2.7)

**THE FARMS OF THE FUTURE ARE HERE**

How much space do you need to grow 10,000 heads of lettuce a day? Not that much, surprisingly. In an indoor farm in Miyagi, Japan, farmers grow that much lettuce every day. They grow it in a building smaller than half a soccer field!

On this farm, farmers grow lettuce on shelves. The shelves can be up to 15 levels high. Special LED lights help the lettuce plants grow faster. In fact, the lettuce is ready to pick even sooner than on an outdoor farm. Another big advantage is that indoor farms don't use nearly as much water as outdoor farms.

On outdoor lettuce farms, there's usually a lot of food waste. Some plants are damaged or don't look good, so farmers can't sell them. Sometimes farmers have to throw away more than 30 percent of the lettuce they grow! On this indoor farm, they throw away less than three percent of the lettuce they grow.

INDOOR	2,500 m <sup>2</sup>	10,000 heads of lettuce a day
OUTDOOR	17,500 m <sup>2</sup>	10,000 heads of lettuce a day

32 Unit 2

**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?*

**74** Unit 2

**2 Read.** Match to make sentences.

- The indoor farm
  - a. less water than on outdoor farms.
- Farmers grow
  - b. is in Miyagi, Japan.
- The farm is
  - c. grow lettuce on shelves.
- Farmers
  - d. 10,000 heads of lettuce a day.
- They use
  - e. inside a building.
- The lettuce
  - f. grows a lot faster than on outdoor farms.

**3 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.

**4 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?

**33**

**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 agree or disagree with what they read. Remind them to listen politely and then express their opinions. Model by saying *I think farms of the future are great. Indoor farms save water and the plants grow faster.*

**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.

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.*
- Have students work in pairs to read the items and check two good things about indoor farms. Then ask them to go through the reading again and list two additional good things.

**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

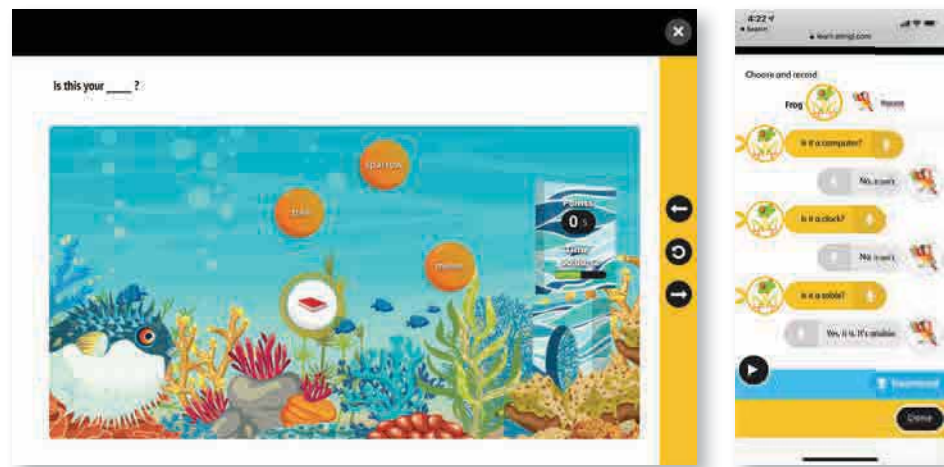
*Our World, Second Edition's* **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

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](http://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](http://learn.eltngl.com) with an access code and course activation key. It's optimized for all devices.

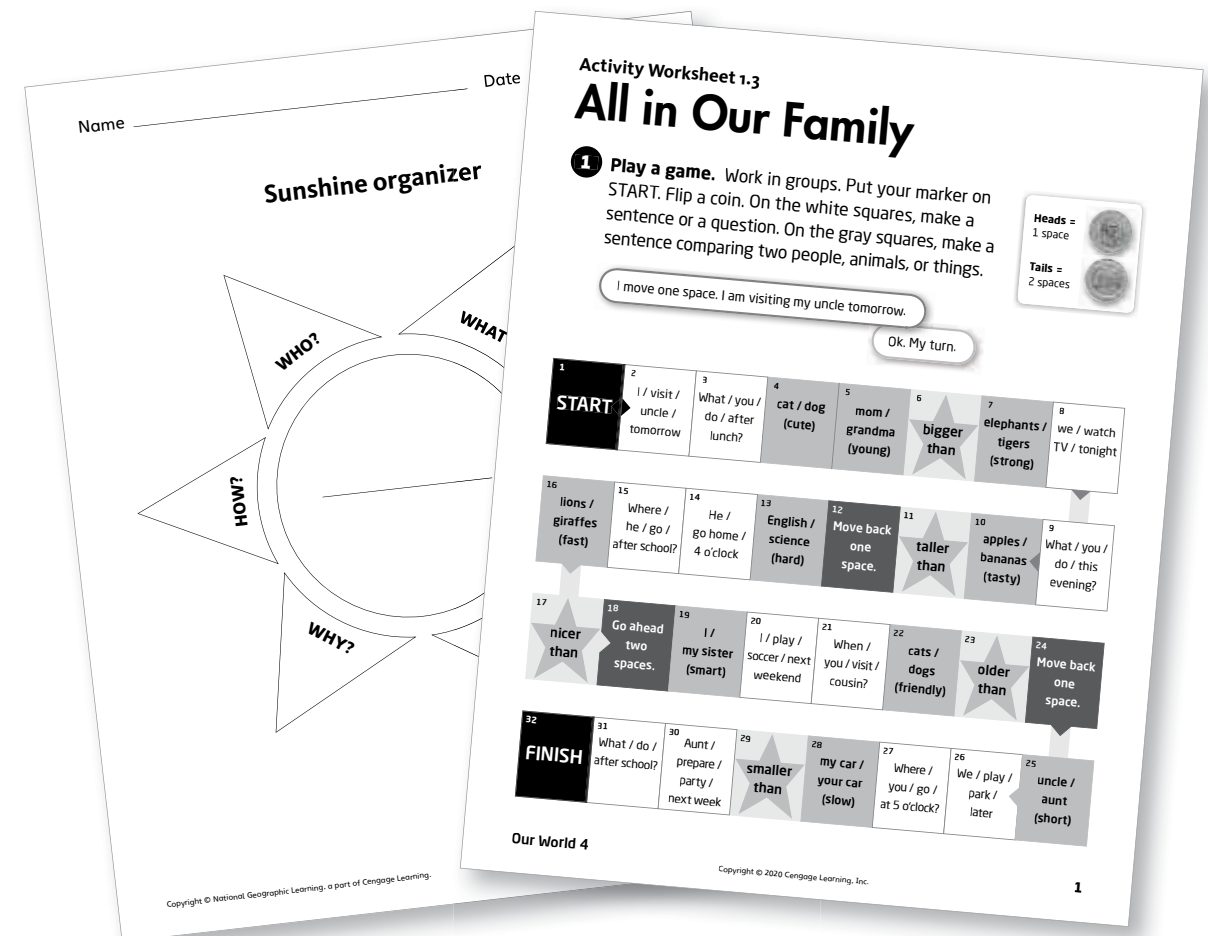
## Student Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at [ELTNGL.com/ourworld4](http://ELTNGL.com/ourworld4).

## Teacher Resource Website

Teacher resources can be found at [ELTNGL.com/ourworld](http://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*

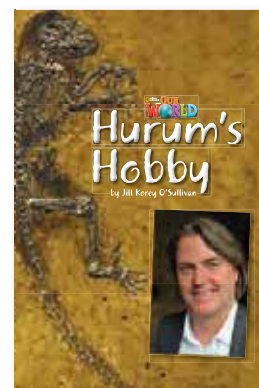
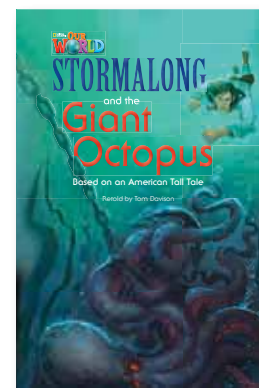
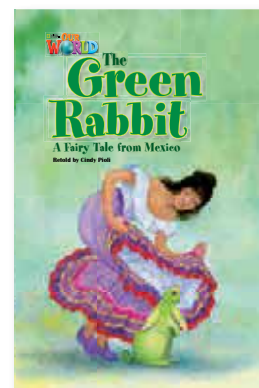
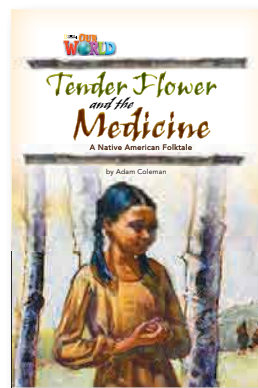
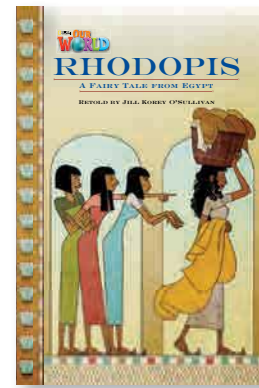
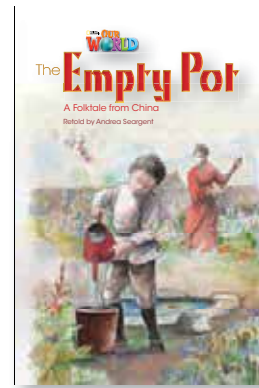
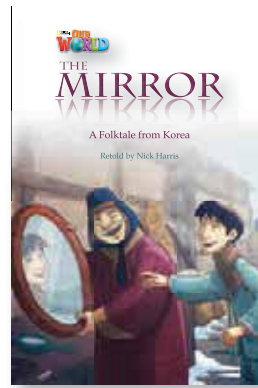
*The Green Rabbit: A Fairy Tale from Mexico*

*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](http://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.