

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.



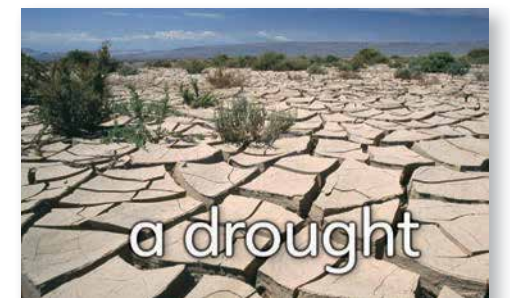
A **Video** introduction provides a **preview** of the contents of the unit.

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**.

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.

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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.

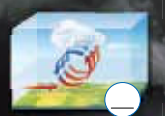
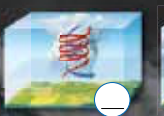

The tornado twisted and moved for half an hour. The team watched the storm and their instruments was over. But Wurman and his team have a lot more work to do. The information from their instruments will help them predict other tornadoes so that they can warn people and save lives.

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.

16 Unit 1

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.

Dodge City, Kansas, USA

17

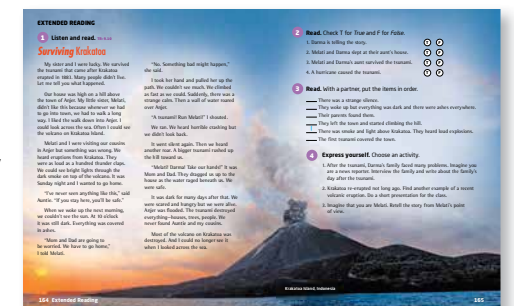
Infographics show factual information in fun and sometimes surprising ways.

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*."

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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.



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

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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* 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. _____



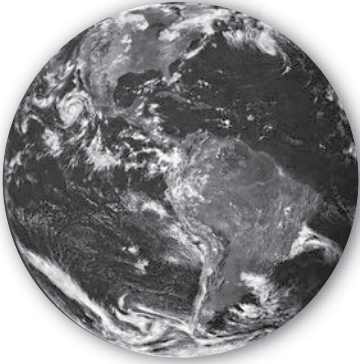
6. _____

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 tomorrow?	They're going to play basketball.

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

1 Read. Complete the sentences.

- We just saw lightning. Next there is going to be thunder.
- A sandstorm is coming. My parents _____ get the house ready.
- It's snowing. He _____ wear a warm coat.
- 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

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

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

- 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.

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

2 Read and write. Complete the sentences.

- If it's hurricane season, it rains a lot.
- If it snows, _____
- If the electricity goes out, _____
- If a blizzard comes, _____
- If there's no rain for weeks, _____
- 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.

Poster Sets

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

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. 181

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 18th century. Songs of famous 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 in the band sometimes sing in Spanish and sometimes 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? violin, guitar, trumpet, trombone
- When did the traditional mariachi that we see today begin? 18th century
- What language do mariachi singers usually sing in? Spanish
- Where 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 did you mix them?

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



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

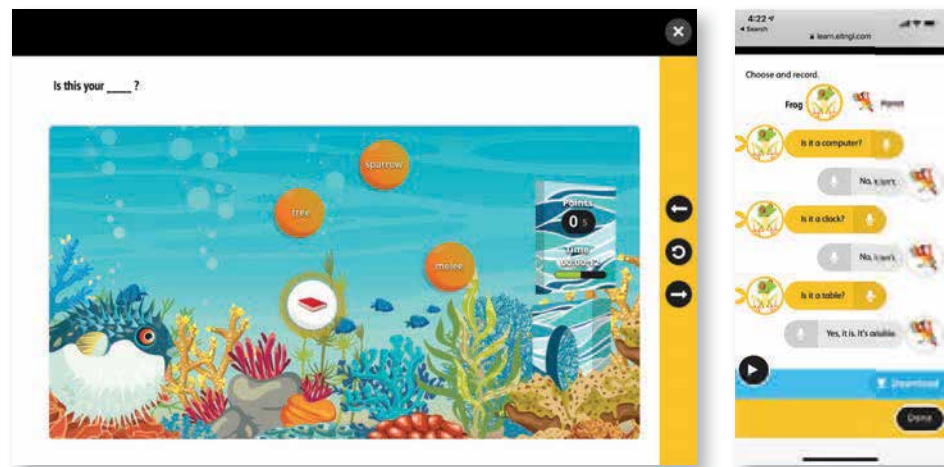
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

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.

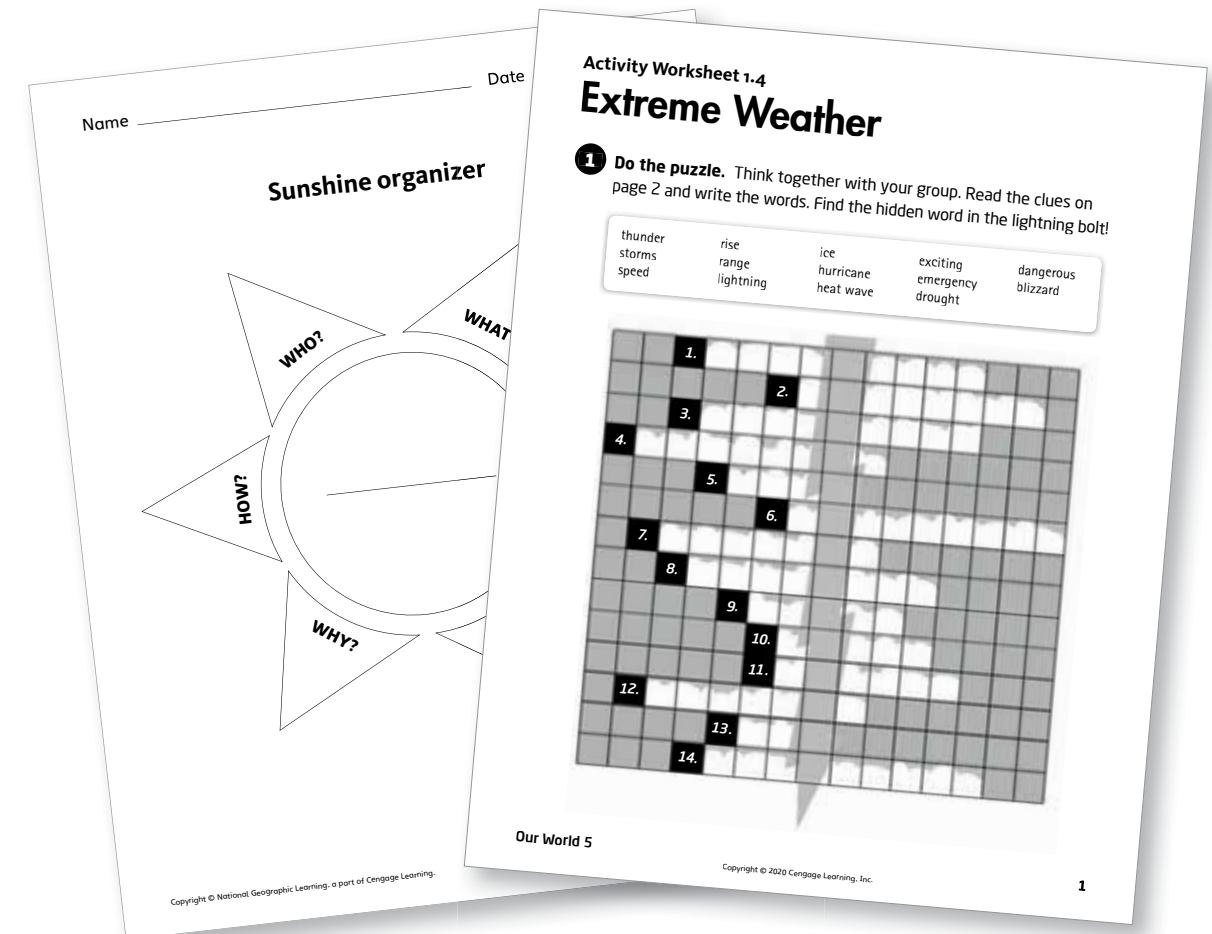
Student Resource Website

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

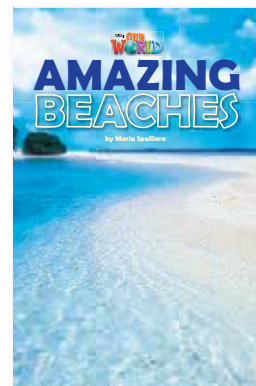
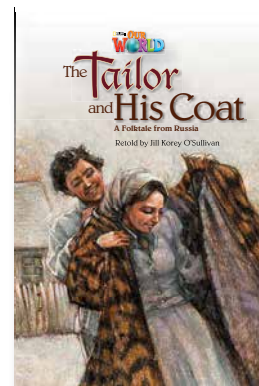
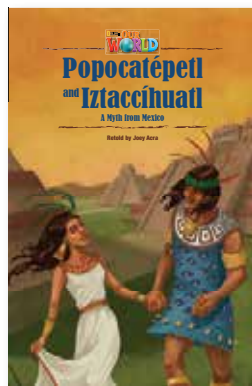
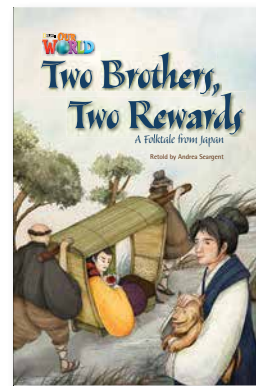
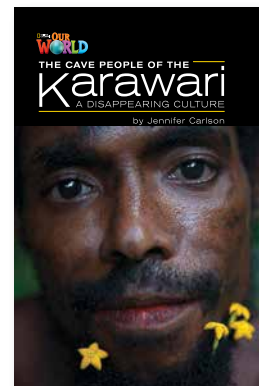
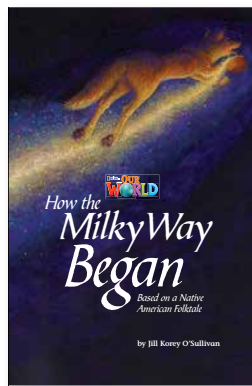
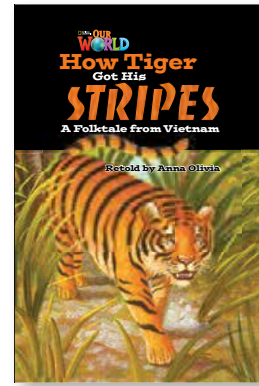
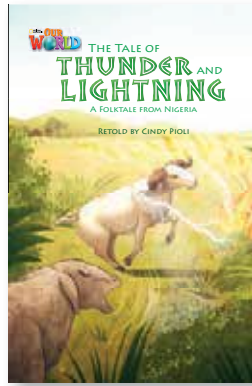
The Cave People of the Karawari: A Disappearing Culture

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.