

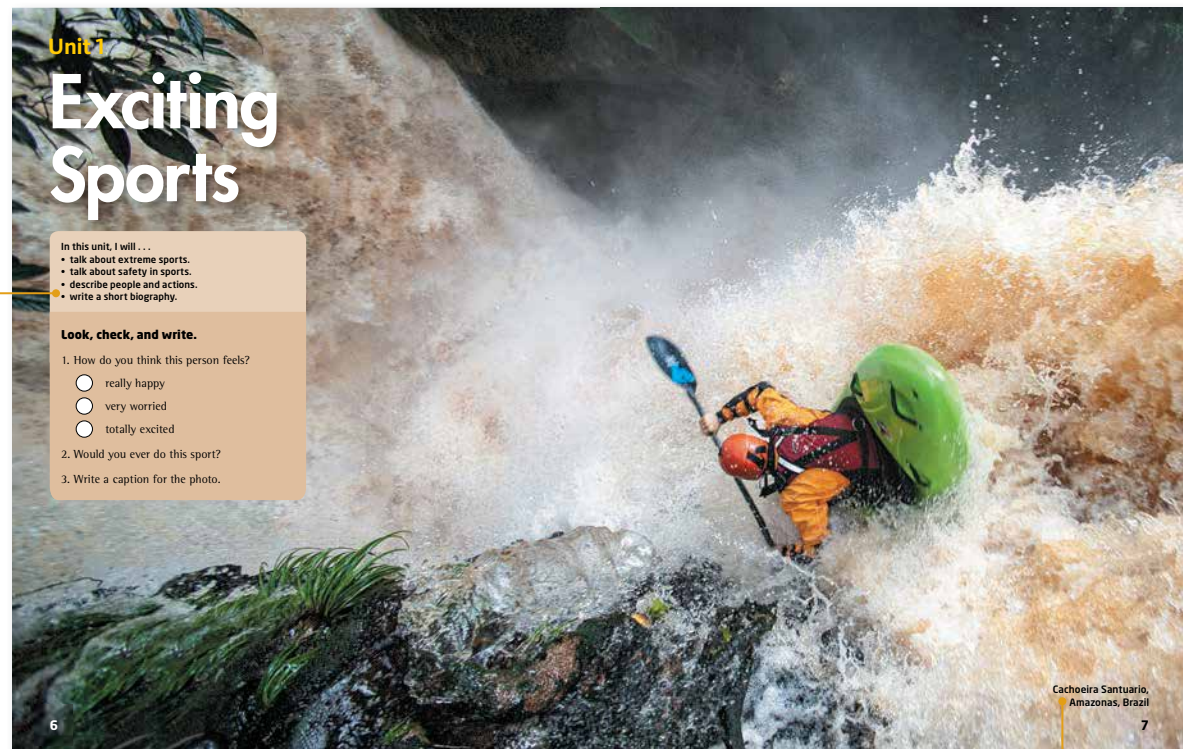
OUR WORLD, SECOND EDITION: LEVEL 6

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-glider,
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



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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 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

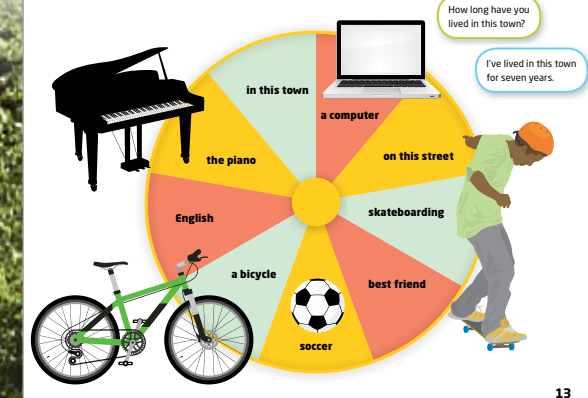
2 Make sentences. Use one word in each column.

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.



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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**.

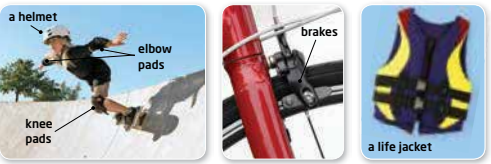


STUDENT'S BOOK WALK-THROUGH

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

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

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

Adverbs of emphasis *TR: 1.7*


Skateboarding is	so	cool.
That trick is	very	exciting.
Those knee pads look	really	scary.
This boy's helmet looks	incredibly	dangerous.
	extremely	difficult.
	super	silly.
	totally	

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.



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.

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.



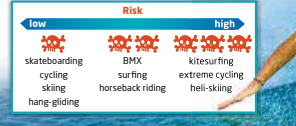
2 Read and write. Read the text again. Write **T** for *True* and **F** for *False*.

- 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.

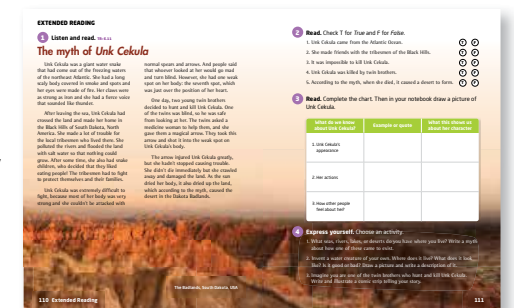
After-reading activities provide students with opportunities to react and respond to the text, and to **make connections** between the reading and their lives.

Weird but True engages students with surprising facts.

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

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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

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

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

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
 • scan text for information.
 • visualize new information.
 • discuss plans for a trip.
Reading Strategy Visualizing
Academic Language compare, scan, skim, visualize
Content Vocabulary canyon, expedition, mist, mountain, restored, table-top
Resources TR: 7.8; Workbook pp. 88–89, Workbook Audio TR: 7.7; Online Practice; World Map
Materials colored pencils or crayons; drawing paper; photos of the Shanghai World Financial Center and Burj Khalifa (optional)

Warm Up ●●●
 • Write *waterfall* on the board. Ask *What waterfalls do you know?* (high, deep, wide) Write students' ideas on the board.
 • Say *We find waterfalls in many places. Imagine that you saw a waterfall. What do you think it might look like? What things might be around the waterfall?* Give students drawing materials and ask them to think about what a waterfall might look like. Allow time for students to draw.

Present ●●●
 • Direct students to p. 124. Say *Now we'll read and listen to some information about a person who discovered a new waterfall in Canaima National Park in Venezuela. Point out this location on a world map. Play TR: 7.8. Say Read along as you listen.*
 • After students listen to the audio, have them reread *Angel Falls* independently. For each paragraph, ask questions such as:
 Paragraph 1: *Why did Jimmie fly to Venezuela?*
 Paragraph 2: *Where did he land his plane?*
 Paragraph 3: *How tall is the waterfall? What happens to some of the water?*
 Paragraph 4: *How can you reach the waterfall? What can you see at the airport at Ciudad Bolívar?*

BE THE EXPERT
About the Photo
 The photo shows a comparison of Angel Falls to two famous tall buildings. It is the world's tallest waterfall.
Teaching Tip
 Having students read aloud is a valuable way to practice pronunciation. Listen to students as they read. When you hear students struggling to pronounce a word they find in a reading passage, take time to review that word with the class. Write the word on the board, and model saying it aloud for the students. Have students repeat the word back to you. Then have students reread the sentence containing the word or words. Monitor students to verify that they are pronouncing the word correctly.

Practice ●●●
 • Direct students' attention to the diagram on pp. 124–125. Point out the height of the waterfall. Say *This waterfall is taller than the tallest buildings in the world. If possible, show students photos of the Burj Khalifa and the Shanghai World Financial Center.*
 • **Think Aloud** Model visualizing by thinking aloud. Say *I'm not sure what the jungle around Angel Falls looks like. I'll try to imagine what it looks like. The text tells that it took eleven days to travel through the jungle. I'm visualizing lots of thick bushes and a lot of mud. That means I'm picturing them in my mind. It's almost like the park after lots of rain, but there are more plants. It's difficult to walk. Thinking about how difficult it is to walk helps me imagine what the area around Angel Falls probably looks like.*
 • Read the instructions to students. Have a student read item 1. Say *I remember that paragraph I talked about when Jimmie first saw the waterfall. Let's see if paragraph 1 mentions a date. I see the year 1953. It says that's when Jimmie saw the waterfall. So the answer is false.*
 • Say *When we read for specific information, like a date, we call it scanning the text. Look at items two to four. Scan the text to find out which paragraph the answer is in. Then read that paragraph and check T or F.*

246 Unit 7 Reading 247

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.

Poster Sets

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



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

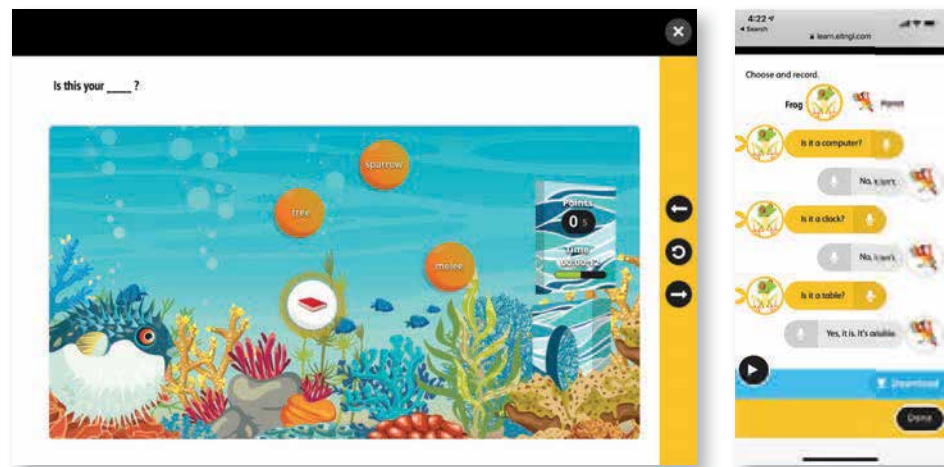
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking, and access to audio and video resources.

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.

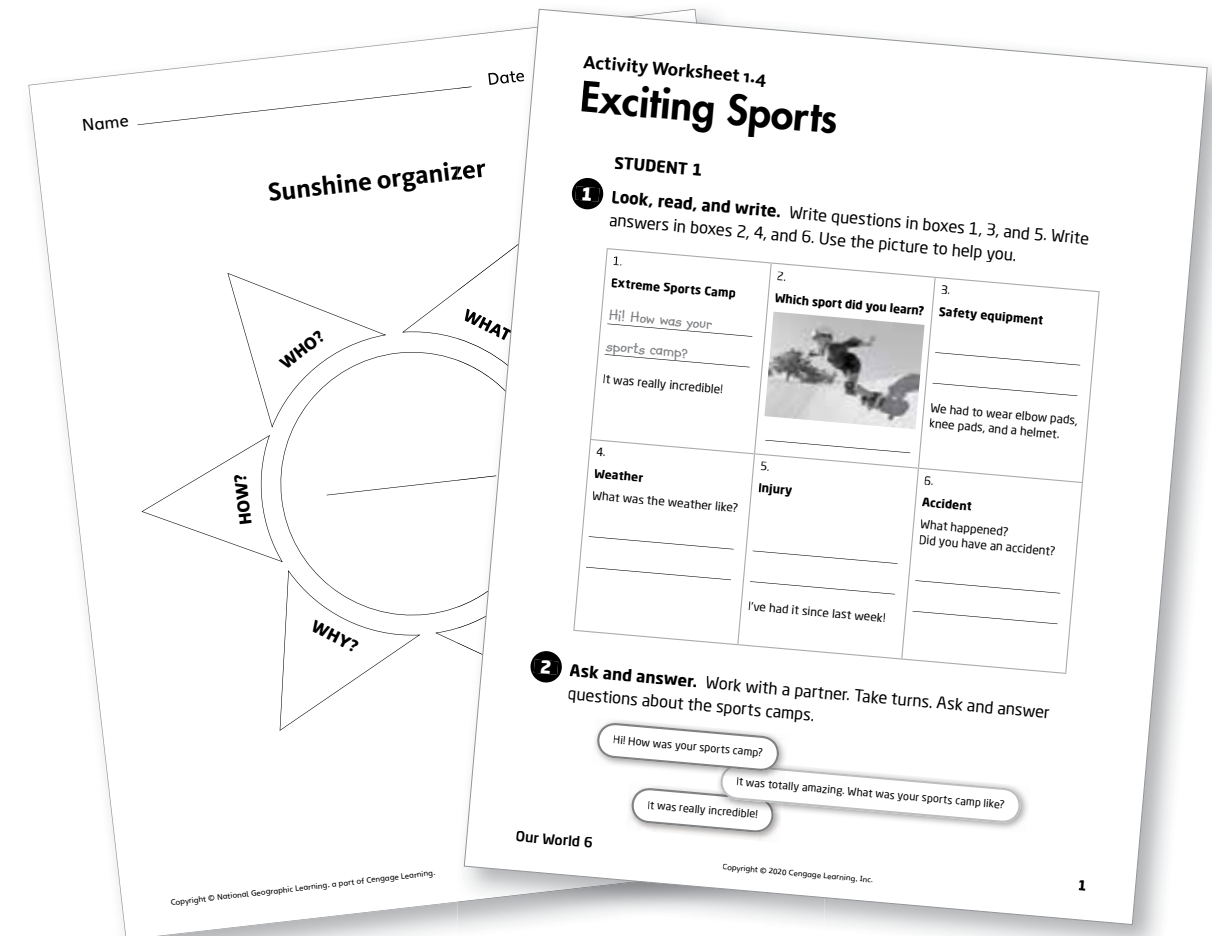
Student Resource Website

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

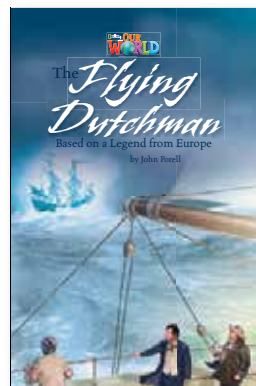
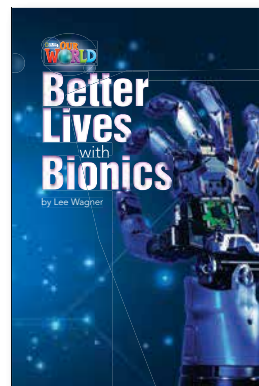
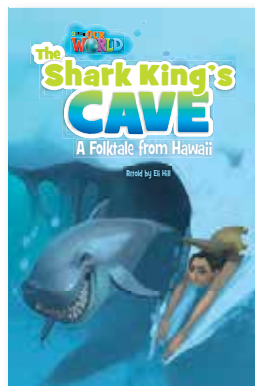
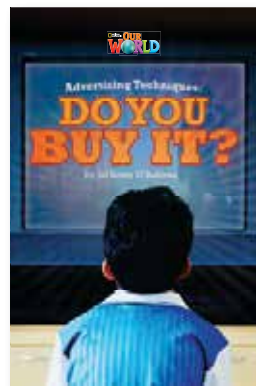
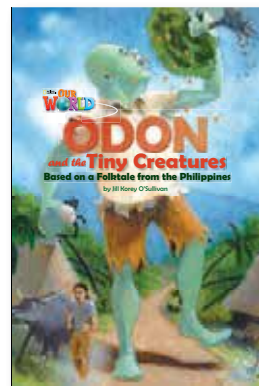
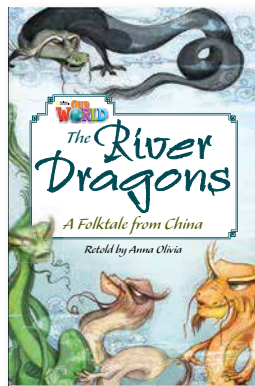
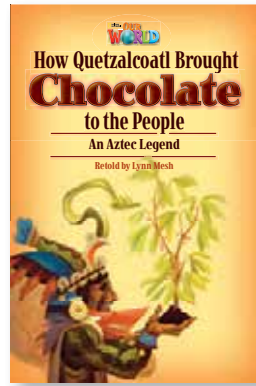
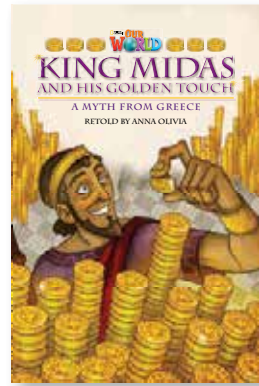
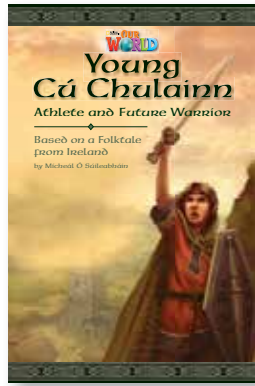
Odin and the Tiny Creatures

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

 **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.