

NATIONAL  
GEOGRAPHIC  
LEARNING

# OUR WORLD

SECOND EDITION

5

LESSON PLANNER

# OUR WORLD<sup>5</sup>

**Series Editors**  
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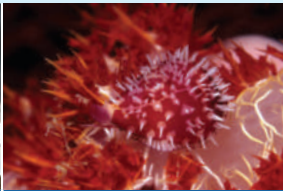
SECOND EDITION

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# Scope and Sequence



**1**  
**Extreme Weather**  
p. 6



**2**  
**Copycat Animals**  
p. 22



**3**  
**Music in Our World**  
p. 38



**4**  
**Life Out There**  
p. 60

**CONTENT AREA CONNECTION**

Science

Science

Music and Performing Arts,  
Visual Arts

Science, Technology  
and Engineering

**GOALS**  
SC: 1

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

- describe animals
- compare different animals
- talk about how animals imitate others
- use classification writing

- talk about different musical instruments and styles
- talk about your musical experiences
- compare how people make music
- do contrast writing

- talk about space and space exploration
- talk about different possibilities of life in space
- give your opinions about space
- do persuasive writing

**VOCABULARY 1 & 2**  
SC: 2–4

blizzard, drop, drought, flood, hailstorm, heatwave, hurricane, lightning, range, rise, sandstorm, speed, thunder, tornado, tropical storm  
**Strategy:** Compound nouns  
emergency, evacuate, plan, shelter, supplies, torch  
**Strategy:** Noun plurals

camouflage, characteristic, copy, frighten, hide, hunt, imitate, insect, poisonous, predator, prey, resemble, species, spot, stripe  
**Strategy:** Using a dictionary  
attack, avoid, confuse, defend, escape  
**Strategy:** Action verbs

band, beat, chord, concert, drum, flute, guitar, lead singer, melody, note, perform, piano, practise, rhythm, saxophone, violin  
**Strategy:** Multiple-meaning words  
classical, hip-hop, jazz, pop, rock  
**Strategy:** Act it out

atmosphere, comet, data, debate, extraterrestrial, galaxy, journey, orbit, planet, solar system, space, the universe  
**Strategy:** Classification of words  
astronaut, communicate, rocket, search, spacecraft, space station  
**Strategy:** Words in context

**GRAMMAR 1 & 2**  
SC: 5–6

**Future predictions and plans with *be going to***  
**Zero conditional (present tense)**

**Comparisons with *as ... as***  
**Tag questions**

**Present perfect with *ever* and *never***  
**Comparative adverbs**

***May* and *might***  
**Indefinite pronouns**

**READING**

Tornado Trouble  
**Strategy:** Visualise

Copycats  
**Strategy:** Scan text for information

It's All Music  
**Strategy:** Ask questions

Listening for Life  
**Strategy:** Identify the author's purpose

**WRITING**

**Personal Narrative**  
**Focus:** Describe an experience

**Classification Writing**  
**Focus:** Show how things belong to a category or group

**Contrast Writing**  
**Focus:** Show the differences between things

**Persuasive Writing**  
**Focus:** Convince the reader of your opinion

**MISSION**  
SC: 9

**Understand weather.**  
**National Geographic Explorer:** Tim Samaras

**Protect biodiversity.**  
**National Geographic Explorer:** Krithi Karanth

**Change through music.**  
**National Geographic Awardee:** Jack Johnson

**Be curious.**  
**National Geographic Explorer:** Kevin Hand

**PROJECT**

A tornado in a jar

A collage

A musical instrument

Model of life on another planet

**REVIEW**

**Units 1–3**

pp. 54–55

**Units 4–6**

**EXTENDED READING**

**Animal Predictions?**

pp. 56–57

**Attack of the Extraterrestrial Plants!**

**LET'S TALK**

**It's my turn.**  
**Who's going to make notes?**

p. 58  
p. 59

**Can I borrow your bike, please?**  
**It could work.**

▶ **ADDITIONAL VIDEO** Song: Sc. 7; Viewing: Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11



**5**  
**Arts Lost and Found**  
p. 76

**6**  
**Amazing Plants!**  
p. 92

**7**  
**Volcanoes**  
p. 114

**8**  
**Reduce, Reuse, Recycle**  
p. 130

**9**  
**Wonderful Holidays!**  
p. 146

Humanities, Music and Performing Arts

Science

Science

Science, Visual Arts

Language and Literature

- talk about traditions and communities
- talk about different craft and cultural activities
- understand changing traditions
- write a blog entry

- describe plants
- talk about what plants and animals do to help plants survive
- compare how plants grow and adapt
- do descriptive writing

- discuss volcanoes
- describe how a volcano erupts
- make predictions
- write a process description

- discuss the importance of reducing, reusing and recycling
- learn about art made from recycled materials
- talk about what you can do to help the environment
- write a biography

- talk about different holiday destinations
- talk about what you would do in different situations
- express preferences
- write a review

art, community, culture, future, generation, hold on to, language, local, pass down, proud, share, storytelling, tourist, tradition, weave

**Strategy:** Using context clues

embroidery, handmade, jewellery making, pottery, sculpture

**Strategy:** Base words

adapt, attract, bacteria, behaviour, digest, ground, leaf, light, roots, stem, stink, strategy, survival, trap, trick

**Strategy:** Word families

daisy, petal, rose, thorn, vine

**Strategy:** Contractions

ash, calm, cover, crack, create, deep, erupt, explode, gas, heat, inside, melt, molten rock, steam, surface, thick, volcano

**Strategy:** Multiple-meaning words

active, cone, crater, dormant, extinct

**Strategy:** Suffixes

build, conserve, design, energy-efficient, environment, junk, landfill site, man-made, natural, recycle, reduce, renewable, reuse, rubbish, throw away

**Strategy:** Prefix *re-*

cardboard, chemicals, glass, metal, tools

**Strategy:** Expressing purpose

beach, camping, guide, hike, hotel, photo safari, relax, ruins, tent, theme park, ticket, tour, water park, wildlife

**Strategy:** Using a thesaurus

airport, passport, souvenir, suitcase, sunglasses

**Strategy:** Antonyms and Synonyms

**Gerunds as subjects**  
**Gerunds as objects**

**The passive: Present simple**  
**Relative clauses with *that***

**First conditional**  
***Because of ...***

**Passive with modals (present simple)**  
**Clauses with *when***

**Second conditional**  
***Would rather***

Not Your Grandpa's Mariachi  
**Strategy:** Compare and contrast

Is That a Plant?  
**Strategy:** Use information graphics to support comprehension

Active Volcanoes  
**Strategy:** Scan text for information

Found Art  
**Strategy:** Understand the author's purpose

Treehouse Holiday  
**Strategy:** Use visuals to support comprehension

**Blog Entry**  
**Focus:** Write about your thoughts

**Descriptive Writing**  
**Focus:** Describe what something looks like and what it does

**Process Description**  
**Focus:** Explain what happens in a sequence

**Biography**  
**Focus:** Write about the life and work of a person

**Travel Review**  
**Focus:** Write about a holiday experience

**Value your cultural traditions.**  
**National Geographic Explorer:** Dr Elizabeth Kapu'uwaitani Lindsey

**Value plants.**  
**National Geographic Explorer:** Maria Fadiman

**Help in a disaster.**  
**National Geographic Explorer:** Patrick Meier

**Help reduce our human footprint.**  
**National Geographic Explorer:** Alexandra Cousteau

**Be a respectful tourist.**  
**National Geographic Explorer:** Joseph Lekuton

Museum of the future

Local plant guide

A volcano

Recycled art

A tourist brochure

pp. 108–109

**Units 7–9**

pp. 162–163

pp. 110–111

**Surviving Krakatoa**

pp. 164–165

p. 112  
p. 113

**No way!**  
**Our presentation is about ...**

p. 166  
p. 167

# STUDENT'S BOOK WALK-THROUGH

*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 on the **Classroom DVD** 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 on the **Audio** in isolation and in a **contextualised sentence**, as well as in the context of the main presentation.

**VOCABULARY 1**

1 Listen and read. TR: 1.1

2 Listen and repeat. TR: 1.2

We know we can't control the weather. It can be beautiful, wild and dangerous, often all at the same time. Scientists try to predict weather in different ways. They tell us when extreme weather is coming. Then we can try to protect ourselves.

Thunderstorms bring heavy rain with loud **thunder** and **lightning**. If too much rain falls in a short time, it can cause a **flood**. Too little rain makes the land dry and can cause a **drought**. When it's very cold, a rainstorm can turn into a **hailstorm** or a **blizzard**.

Wind is a dangerous force. In a **tropical storm**, the wind **speed** can be more than 100 kilometres (60 miles) per hour. Wind in a **hurricane**, or cyclone, is even faster.

We can only live within a specific **range** of temperatures. At times, temperatures **rise** too high or **drop** too low. It not only feels bad, it can be dangerous! In a **heatwave**, the weather stays very hot for days or even weeks.

3 Ask and answer. Work with a partner. What did you learn?

When the weather is hot, can it be dangerous?

Yes, it can. It can cause a heatwave.

Grand Canyon, USA

8 Unit 1

9

AUGUST				
Week	1	2	3	4
40°C				104°F
35°C				95°F
30°C				86°F
25°C				77°F

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

Two video segments present and practise **Target vocabulary**.



# STUDENT'S BOOK WALK-THROUGH

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

**SONG**

**1 Listen, read and sing.** TR: 1.3

## Bad Weather

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

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

There's going to be a storm. I'm going to go inside!

**CHORUS**

**Be prepared for emergencies.  
It's always good to be safe, you'll see!  
Get supplies and a torch, too.  
Seek shelter. It's a safe thing to do!**

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

There's going to be a blizzard. I'm going to go 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!

There's going to be a hurricane. Let's evacuate!


**CHORUS**

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

**Ask and answer.** Work with a partner.

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

**10 Unit 1**



The Netherlands 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**.

**Karaoke-style lyrics** mean students can follow along with the **Song** on the DVD.

Be prepared  
for emergencies.

**Grammar boxes** include natural examples of **real-world language**. Expanded grammar boxes 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 forecast at eight o'clock.  
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.

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

**3 Write.** What are you going to do?

A thunderstorm is coming. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A heatwave is coming. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A hurricane is coming. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

12 Unit 1
13

Grammar is practised **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** in isolation.


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

**VOCABULARY 2**


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




a plan




evacuate




an emergency



a torch



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 got 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. Put your stickers in the correct order. Work with a partner. Summarise the weather forecast. 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

**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.
- |  |                             |
|--|-----------------------------|
| 1. If I see lightning when I'm swimming, | a. I look for a boat.       |
| 2. If it rains,                          | b. I wear gloves and boots. |
| 3. If a storm comes,                     | c. I try to stay cool.      |
| 4. If the temperature rises,             | d. I get out of the water.  |
| 5. If a flood comes,                     | e. I go inside the house.   |
| 6. If it snows,                          | f. I use an umbrella.       |

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



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

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

A video segment presents and practises **Target vocabulary**. **Grammar** is presented in a short animation.





# STUDENT'S BOOK WALK-THROUGH

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

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

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

## 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've got 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 make 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



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

**Tim Samaras (1957-2013)**, Severe Storm Researcher, 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.



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

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

**PROJECT**  
**Make your own tornado.**

- 1 Work in small groups to make a tornado in a jar.
- 2 You need a glass jar or bottle, some water, some washing-up liquid and some glitter.



- 3 Pour water into the bottle, about three-quarters full. Then add a small amount of washing-up liquid.
- 4 Add a little glitter.
- 5 Put the lid tightly on.
- 6 Then, shake the bottle around in a circle and watch your 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 21

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**.

# WORKBOOK

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 got twelve pages of **skills practice and activities**, along with *Our World Workbook* additional readings and cumulative review practice.

## GRAMMAR 2

### Zero conditional (present tense)

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

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

### 1 Write what you can see.



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



2. If he sees that it is  
 raining, \_\_\_\_\_



3. \_\_\_\_\_  
 \_\_\_\_\_ we wait at the  
 bus stop.



4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



6. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7

## READING

### 1 Listen and read. TR: 1.3

## Changes In Weather

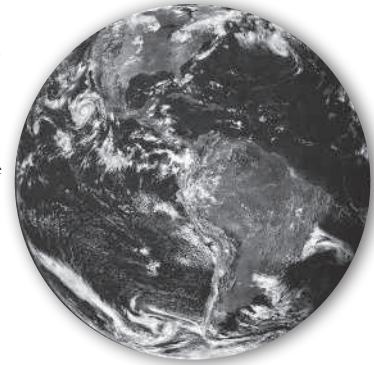
We've always had extreme weather. But do you know that there is more extreme weather now than in the past? According to many scientists, this change started when people started to burn coal, oil and gas.

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 got different changes in weather. Some places have got less rain. Other places have got 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 about it. 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  $-97.7^{\circ}\text{C}$  ( $-144^{\circ}\text{F}$ ) on an ice sheet deep in the middle of Antarctica.

8 Unit I

## New to the second edition

- **More authentic content** woven throughout unit practice and readings
- **Updated grammar boxes** 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/5ourworld**

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

### Unit 1

**Future predictions and plans with *be going to***

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

Question					Answer
What	is	it	going to	rain	tomorrow?
	are	they		do	
					They're going to play basketball.

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

**1 Read.** Complete the sentences.

- Look! Did you see the lightning? Next there 's 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 in the box.

close all the windows    evacuate    ~~make a snowman~~    take an umbrella

- 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?  
\_\_\_\_\_

2

**Comparative adverbs**

She	sleeps	longer	than		
	plays	better			me.
He	sings	more	beautifully	than	
	practises		often		

She	sleeps	as	long	as	I do.
	plays		well		
He	sings	as	beautifully	as	I do.
	practises		often		

Irregular forms: well → better (than)    badly → worse (than)  
With often you can use more or less: He practises *more often* / *less often* than I do.

**1 Read.** Circle the correct answer.

- I like pop music **more well** / **better** than I like rock.
- He can't sing very well. He sings **worse** / **less better** than I do.
- Like me, my sister practises the piano every day. She practises **harder** / **as hard as** I do.
- My dad sings **more loudly** / **as loudly** than anyone else in the family.
- When he dances, his feet move **faster than** / **less fast** mine.
- She plays the piano on Sundays, but I play every day. She plays **better** / **less often** than me.

**2 Write.** Complete the sentences.

- I can play the violin as well as (=, well) I can play the flute.
- She can play the violin \_\_\_\_\_ (+, well) she can play the piano.
- He listens to classical music \_\_\_\_\_ (-, often) he listens to rock.
- Do you sing \_\_\_\_\_ (=, badly) your sister?
- When my dad plays the guitar, his hands move \_\_\_\_\_ (+, fast) mine do.
- He plays the guitar \_\_\_\_\_ (=, often) he plays the drums.

12

# TEACHER RESOURCES

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

**READING**

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 Organiser: Three-column table; Word web; Venn diagram (two circles); Workbook pages 60–61; Workbook Audio TR: 5.4; Online Practice

**READING**

Listen and read. **10.1**

## 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 see today began in the nineteenth century. Groups of farmers played together. Their instruments included traditional violins and different kinds of classical guitars. The men also played the higher notes, and a traditional hat (later played the lower notes). They had trumpets, too. The music was often loud, happy and exciting, but it could also be quiet and somber. The musicians wore traditional suits with white shirts and a sombrero, a wide Mexican hat.

The mariachi played and danced at occasions 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 first in New York, in the USA. Some of the women have Mexican or Puerto Rican families, but others do not. So the band sometimes sings in Spanish and sometimes in English.

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

Flor de Toloache, Mariachi Band, Brooklyn, New York, USA  
© 2011 Unit 5

**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 pages 40–41. Ask students to name the instrument you are playing. Ask students to name any instruments they can play and to talk about the type of music they play.

**Present** ●●●

- 1** Say *People from older generations pass down traditional music to younger people. New generations hold on to some parts of traditional music, but they change other parts.* Say *Today, we'll read about how modern music comes from traditional music. We'll also read about how traditional and modern mariachi are different.* Tell students to open their books to page 86. Play TR: 5.7 and tell students to follow in their books.
- Play TR: 5.7 a second time. Pause at the end of each paragraph to check for comprehension. Ask questions such as:
  - Paragraph 1:** *What style of music is mariachi?*
  - Paragraph 2:** *When did traditional mariachi begin? What instruments do people use to play mariachi music? What is an important part of the outfit?*
  - Paragraph 3:** *Where did mariachi musicians usually play? What language did they use to sing?*
  - Paragraph 4:** *What is special about the Mariachi Flor de Toloache band? What do they sing? In what languages? How are they helping keep the mariachi tradition alive?*

**2** Read and write.

- When did mariachi music begin? Mexico
- What instruments are usually in a mariachi band? violin and different kinds of guitars and trumpets in the nineteenth century
- When did the traditional mariachi that we see today begin? century
- What language do mariachi singers usually sing in? Spanish
- When did the Mariachi Flor de Toloache band meet? In New York / the USA

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

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

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

Let's mix 'em up!

Let's add drums and an electric guitar! Any other ideas?

Mix 'em up! Mix 'em up! Mix 'em up! Mix 'em up!

**180** Unit 5

**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 modernising the mariachi style and engaging younger generations.

The band won the 2017 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.

**Practise** ●●●

- Read the instructions and item 1 aloud. Ask *Which paragraph talks about the place where mariachi began?* (the first one) Say *Re-read the paragraph to find the answer.* Ask *Where did mariachi music begin?* (in Mexico)
- Tell students to refer to the reading text to answer items 2–5. Ask them to share their answers to the questions. Discuss the questions with students and confirm the correct answers. Ask students to point out the place in the reading text where each answer is found. Ask *Are the Mariachi Flor de Toloache traditional or a modern type of band?* (modern)

Point to the table and read the instructions. Remind students that tables can be used to compare and contrast things.

Point out the headings in the columns. Ask *What is this table asking you to do?* (to compare traditional mariachi to the Mariachi Flor de Toloache band) Point out the headings in the rows. Ask *What specific things are you going to compare?* (male or female, choice of songs, dress, language) Point out the empty boxes. Say *You will write short answers in the boxes.*

Put students into pairs. Hand out copies of the Three-column table and tell students to copy the headings from page 87 onto the table. Then ask students to 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 programme
- 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's and Workbook **audio scripts**
- **Extension activities** to supplement the Student's Book, including instructions to use the **Worksheets** found on the Teacher's Resource 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 Classroom DVD** and **Student's Book Audio CD** contain all of the multimedia to support the Student's Book instruction.

## Poster Sets

Nine full-colour **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 customised unit quizzes, progress tests, final exams** and a **placement test**, and is available through the Teacher's 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

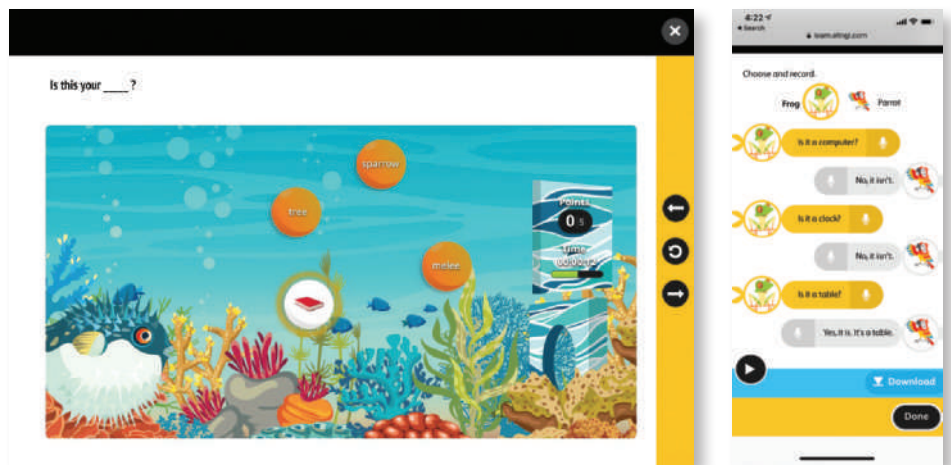
*Our World*, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking and access to audio and video resources.

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 students' progress** and review activity results.

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

## Student's Resource Website

Student resources, including audio for Student's Book and Workbook activities, are available at [ELTNGL.com/5ourworld](http://ELTNGL.com/5ourworld).

## Teacher's 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 Organisers**
- Workbook **Audio Scripts**
- **Home-School Connection letters**
- the **ExamView© Assessment Suite**

Name \_\_\_\_\_ Date \_\_\_\_\_

### Sunshine organiser

WHO? WHAT? HOW? WHY?

Activity Worksheet 3.1  
**My Family**

1 Work with a partner. Find the words in the puzzle. Circle. Take turns.

baby brother father family grandmother  
me ~~mother~~ my parents photo sister

s	p	f	b	r	o	t	m	o	f	m	b
p	g	r	a	n	d	m	o	t	h	e	r
a	r	a	b	b	r	o	t	h	o	t	o
r	a	s	y	f	s	p	h	o	t	a	f
e	n	i	f	a	a	n	e	r	e	l	a
n	b	r	o	t	h	e	r	s	b	r	m
t	f	a	t	h	i	m	o	t	f	r	i
s	i	s	t	e	r	i	l	y	o	l	l
p	h	a	m	r	y	s	i	s	t	m	y
l	p	o	l	i	p	h	o	t	o	b	r

2 Work with a partner. Read and draw. Take turns.

1. Draw a grandfather. 2. Draw two parents.

Our World 1 © 2020 Cengage Learning Inc. 1

# READERS

The *Our World Readers* are six levels of **original stories, classic folk tales, 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 Classroom DVD*, on the Story Time DVDs and on the Classroom Presentation Tool.

## Level 5 Readers

*The Tale of Thunder and Lightning: A folk tale from Nigeria*

*How Tiger Got His Stripes: A folk tale from Vietnam*

*The Songbirds' Flute*

*How the Milky Way Began*

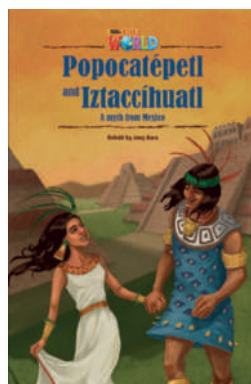
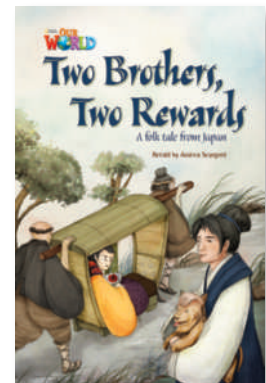
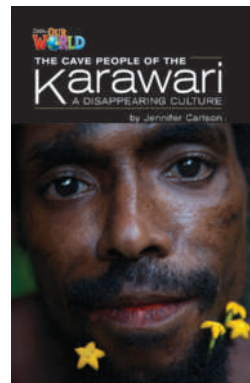
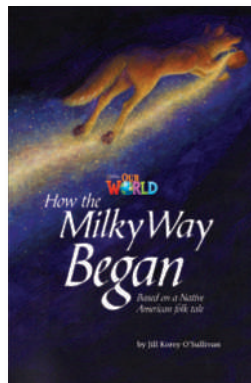
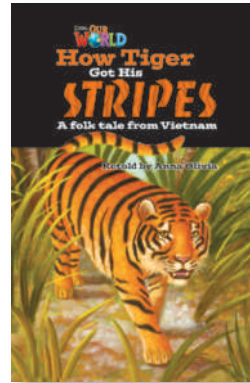
*The Cave People of the Karawari: A Disappearing Culture*

*Two Brothers, Two Rewards: A folk tale from Japan*

*Popocatépetl and Iztaccíhuatl: A myth from Mexico*

*The Tailor and His Coat: A folk tale from Russia*

*Amazing Beaches*





The *Our World Classroom DVD* contains 30 minutes of **fun-filled, fully integrated content per unit** 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 videos can be used before, during or after instruction to **preview, support** and **review**. *Our World* videos are available on the Classroom 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

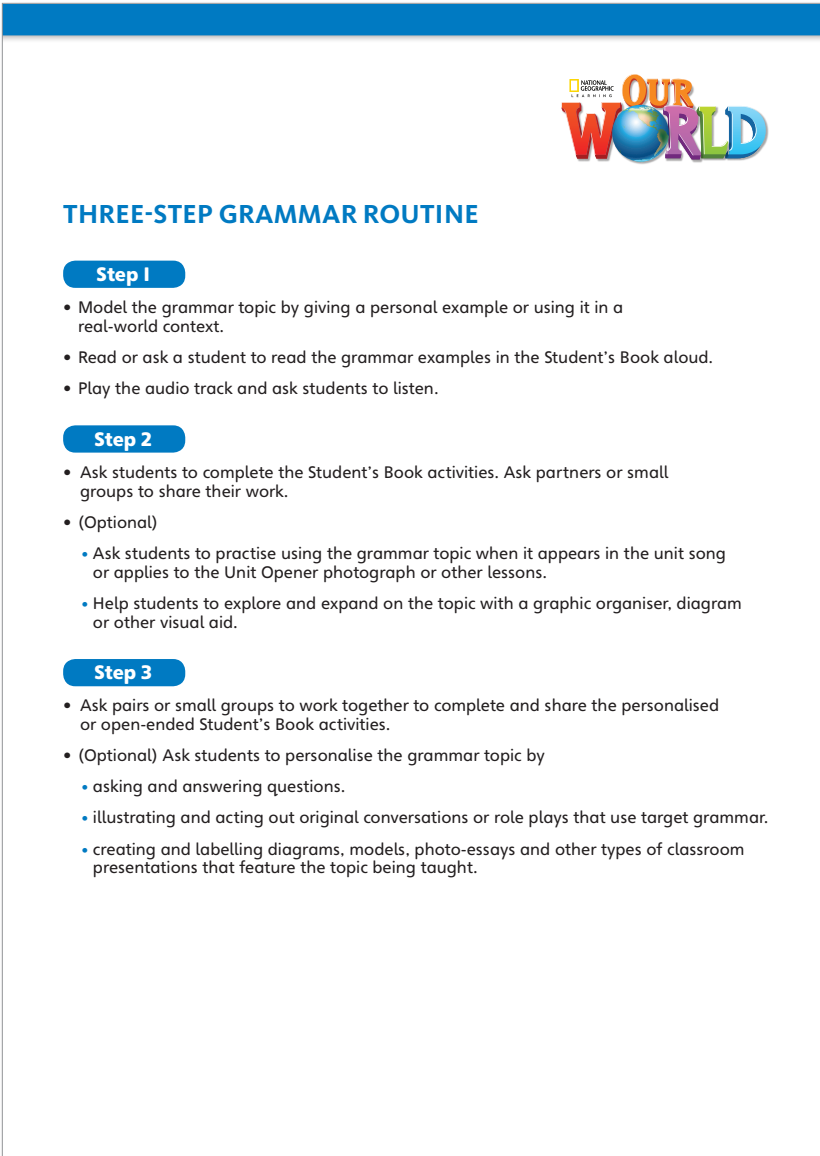
## Routines


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 pre-primary 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 ask a student to read the grammar examples in the Student's Book aloud.
- Play the audio track and ask students to listen.

**Step 2**

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

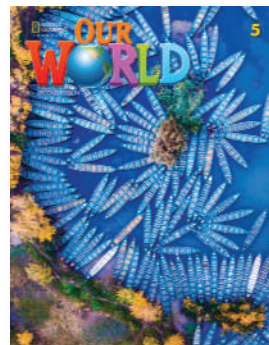
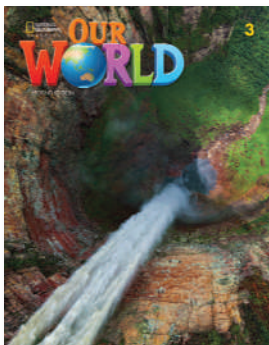
**Step 3**

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

## OUR WORLD PHILOSOPHY: KEY CONCEPTS

The *Our World* series reflects key concepts and principles of English language teaching and learning.

- Students learn through a process of constructing meaning. They are active learners who work to make sense of their world through interaction in personal, social and academic contexts.
- Activities designed for young learners should provide multiple opportunities for the understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of their development.
- Students learn effectively when they're challenged just one step beyond their current stage of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.
- **Goal-oriented learning** contributes to young learners' success. In addition to the larger goals of educating students to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit language learning goals helps learners understand the purpose of the activities they carry out.
- Learning about the world through theme-based units is an approach that benefits young learners because a variety of topics provides a meaningful basis for exploration as well as a rich variety of language learning tasks.
- Addressing the needs of the whole child in the language lesson includes paying attention to learning styles, learning strategies, critical thinking skills, 21st-century skills and universal cultural values.
- Authentic assessment of young learners goes beyond traditional paper-and-pencil tests. In *Our World*, multiple opportunities for concept comprehension and performance provide a variety of ways to determine students' depth of learning.



## OUR WORLD CONTENT

### Global Citizenship

To empower young learners for the 21st century, teachers of English as a Foreign Language must understand the global importance of English, as well as what it means to be a global citizen.

*Our World* uses real-world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos and content from National Geographic and around the world spark curiosity and broaden students' perspective by exposing them to multiple cultures and ideas.

Striking images and content allow young learners to explore people, places and societies as they learn to care about our fascinating and ever-changing world.

### Home and Cultural Connections

It's important to encourage young learners to connect to their home cultures while in the English language classroom. Making connections to the local culture helps young learners relate personally to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step towards effectively using English as a global language.

### Global Values

Each unit in *Our World* has a National Geographic Value or Mission page that connects to the real-world content presented in the unit. These pages promote universally recognised values for students, bring real-world content to the classroom, and inspire young learners to develop their curiosity and to value their own cultural traditions as well as those of others.



**READING**

**1 Listen and read.** 1B, 2A

**Copycats**

The leafy sea dragon is a weird but beautiful copycat. From its name you would think it imitates a dragon, wouldn't you? But no, it only gets that name from its funny shape. The leafy sea dragon imitates what is around it. It lives in seaweed, and so its body looks like a seaweed leaf. The sea dragon imitates the shape and colour of seaweed, and it even looks like floating seaweed when it moves. It doesn't use the parts of its body that look like a leaf to swim. It uses fins that are transparent, so it's hard to see them move.

The leafy sea dragon not only looks like a copycat, it also dances like a copycat. A male and female sea dragon will copy each other's movements for hours!

The mimic octopus is the only sea creature that can imitate many different species. It not only changes its colour, it also changes its shape. It's got arms as thick as pencils. When it spreads them wide, they look like the spines of a leaffish. It hides some of its arms in the sand but leaves two arms out. Then with its white and brown stripes and the two arms, it looks like a sea snake! It can also pull its arms together and swim on the sea floor, so in a predator, it looks like a poisonous flatfish!

Like other octopuses, the mimic octopus has got eight arms and three hearts. It swims by shooting out jets of water through a siphon. It's also got a large brain for its size. What a clever octopus!

**2 Read and write.** Work with a partner. Compare your answers.

1. What does the leafy sea dragon imitate? \_\_\_\_\_
2. What does the leafy sea dragon use to swim? \_\_\_\_\_
3. What does the mimic octopus look like? \_\_\_\_\_
4. What does the mimic octopus do with its arms? \_\_\_\_\_

**3 Work with a partner.** Choose the leafy sea dragon or the mimic octopus to talk about. Your partner will listen and complete the first row. Then listen to your partner and fill in the second row.

Habitat	Shape	Colour	Movement

**4 Summarise the reading.** Work in groups of three. Take turns.

The leafy sea dragon is a copycat animal.  
But it doesn't look like a dragon.  
No, it looks like seaweed.

32 Unit 2 South Australia 33

# LEARNING ENGLISH THROUGH REAL-WORLD CONTENT

Students learn language and content at the same time, so it's natural and authentic to incorporate academic content into the English language classroom. *Our World* uses subject-area content as the basis for motivating students to learn English and to support what they're learning in other areas.


Integrating content from different areas such as language and literature, science and social studies makes language learning interesting and engaging. It also helps prepare young learners who may eventually study these subjects in English. In addition, contextualising language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learnt in other classes.

A framework for an integrated lesson should include these four stages:


- **Processing text:** This includes the use of texts that incorporate visual, graphic and other text structure markers such as headings and subheadings, as well as features like bold or italic text for emphasis.
- **Identification and organisation of knowledge:** This includes the use of graphic organisers such as Venn diagrams, timelines, flow charts and tables.
- **Language identification:** This includes the use of language features that help students to reproduce core content knowledge in their own words, such as the language of comparison and contrast, cause and effect, and speculation; as well as features such as collocations, subject-specific vocabulary and academic vocabulary.
- **Tasks for students:** This includes the use of a variety of learner-appropriate tasks, both receptive and productive.

**VOCABULARY 2**


1 Listen and repeat. Then read and write. 10, 15, 20




a plan




evacuate




an emergency



a torch



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 got food to eat. A really bad storm can affect the whole town. In an \_\_\_\_\_, people have to \_\_\_\_\_ and go where it's safer.

2 Listen and stick. Find out what to do next. Put your stickers in the correct order. Work with a partner. Summarise the weather forecast. 10, 15, 20

1

2

3

4

5

14 Unit 1

**GRAMMAR 2**

**Zero conditional (present tense)** 10, 15, 20


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.

1. If I see lightning when I'm swimming,
2. If it rains,
3. If a storm comes,
4. If the temperature rises,
5. If a flood comes,
6. If it snows,

- a. I look for a boat.
- b. I wear gloves and boots.
- c. I try to stay cool.
- d. I get out of the water.
- e. I go inside the house.
- f. I use an umbrella.

2 Play a game. Cut out the cards at 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.

**WRITING**

**Descriptive Writing** In descriptive writing, you describe what something looks like and what it does. You can describe the big parts first and then the small parts. Or you can go from top to bottom or one and to the other. Then you can describe how it works.



1 Read. Read about the sensitive plant. How does the writer describe it? How does the writer organise the description?

**The sensitive plant**

Did you know that some plants can move?

The sensitive plant moves when you touch it. The stem has got tiny white hairs and it stands straight up. It grows to about 80 centimetres. It's got many thin green leaves. Each thin leaf is made of many tiny parts. The parts are like tiny leaves. These tiny leaves grow on both sides of each leaf stem.

When you touch a leaf, the tiny leaves fold. Two by two, starting from where you touch, they close up. The leaf stem hangs down, too. It looks like it is hiding and doesn't want you to touch it. After half an hour, the plant stands up – until you touch it again!

Sensitive plant

2 Write. Write about the plant you invented on the previous page. Describe it. What does it look like? What does it do? Organise your description.

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

**MISSION**

## Value plants.

Think. Pair. Share.

- What plants are important in your community?
- Why are these plants important?
- How are they used?



Ecofriendly hotel, Singapore



On my first trip to the rain forest, I met a woman who was in terrible pain because no one in her village could remember which plant would cure her. I saw that knowledge was truly being lost, and in that moment I knew this was what I wanted to do with my life.

**Maria Fadiman**, Ethnobotanist, National Geographic Explorer



## 21ST-CENTURY SKILLS

Today's students are growing up in an interconnected world. The Framework for 21st-Century Learning deals with 'the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies'. These skills can be categorised in four ways:

- **Ways of working:** Students need to communicate clearly and collaborate effectively. *Our World* helps students use the vocabulary and language structures they're learning to communicate about real-world content and collaborate on activities and projects in ways that allow them to meaningfully apply the English they're acquiring.
- **Ways of thinking:** Students need to think creatively and critically. *Our World* challenges them to do so. For example, in Level 5 students create musical instruments from recycled materials and discuss how people in their communities can reduce their human footprints. In Level 6, students learn to analyse techniques advertisers use to influence shopping behaviour, brainstorm how to conserve water at school and discuss the importance of local history and how to value it.

- **Tools for working:** Young learners today aren't just learning English. They're preparing to enter a competitive global workforce. In order to be ready for the future, they need to be able to navigate technology and to extract information from many forms of media. They also need to acquire technology literacy, information literacy, and visual literacy.

- **Skills for living in the world:** In *Our World*, young learners are introduced in age-appropriate ways to concepts such as openness to new ideas and experiences, adaptability and initiative. They learn about 21st-century professions such as cyborg anthropology, and are introduced to the work of National Geographic Explorers, who are presented as potential role models.

Throughout *Our World*, young learners are introduced to people, places and cultures from around the world. At the same time as students are learning to recognise cultural similarities and appreciate differences, they are also encouraged to express their own culture in English as a first step to building their intercultural awareness and competence. In short, *Our World* prepares students to be curious, engaged and well-informed citizens of the 21st century.

**PROJECT**  
**Make an instrument.**

- 1 Work in small groups and research homemade musical instruments.
- 2 Collect recycling and make a musical instrument.
- 3 Join other groups with instruments and practise.
- 4 Have a concert!

We made percussion and wind instruments. They sound great!

**Now I can ...**

- talk about different musical instruments and styles.
- talk about my musical experiences.
- compare how people make music.
- do contrast writing.

52 Unit 3 53

## VISUAL LITERACY

Visual literacy is a necessary skill for the 21st century, which is increasingly image-, media- and technology-driven. In the past, the term ‘literacy’ referred to being able to read and write, but today it includes the interpretation of various kinds of texts in print and media. Visual literacy is the ability to construct meaning from images such as photos, illustrations, graphic organisers, signs, symbols, information graphics and video.

Brain-based research shows that 80–90% of the information we take in is visual. Learning a language, then, is not only reading and writing words; it is also being able to understand visual information and communicate it to others. An additional benefit of learning information simultaneously through text and visuals is that it can dramatically improve retention and recall.

*Our World* uses a variety of images of different types to help young learners understand text and organise information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar graphs, calendars, timelines, line graphs, Venn diagrams, cause-and-effect arrows and pie charts.

National Geographic has one of the most impressive and highest-quality collections of photos and video in the world. These visuals enrich the *Our World* print, video and media components. These materials help young learners become visually literate through imagery that reflects print and media in the real world. This will further help them to succeed as 21st-century citizens.

**READING**

**1 Listen and read.** TR 1.8

### Tornado Trouble

Tornadoes happen all over the world. There is 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 towards the team. The cloud had winds that moved in a circle. Inside his van, Wurman watched the storm through his window and on his instruments. Colours 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 grey elephant's trunk. It moved one way, then the other 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 the whole time. Then the tornado leant over slowly like a soft rope. Poof! It was gone. The excitement 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.

1. What shape is a tornado?
2. Where does a funnel touch to become a tornado?
3. Why do scientists study tornadoes?
4. 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.

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



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

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

16 Unit 1
Dodge City, Kansas, USA
17

# TEACHING WITH OUR WORLD

## VIDEO AND TECHNOLOGY

Video is a powerful tool that can bring the world into the classroom and the classroom to life. In language learning, video can be especially valuable because it provides real-world contexts that help students experience language in a natural and dynamic way.

*Our World Classroom DVD* is flexible. Lessons can be presented from the Student's Book first, and then followed by the corresponding segment in the DVD to review and check comprehension. Alternatively, the DVD can be used to present target language and then followed by Student's Book review and practice. Either way, using the video regularly helps to contextualise language instruction and engage students in the classroom in fun and meaningful ways.

The videos in *Our World* are divided into short, manageable clips that present the following:

- vocabulary presented with amazing photos
- grammar in animated contexts
- songs performed by fun presenters
- video clips that give examples of real-world communication
- stories read by the hosts using images from the *Our World Readers*

The **Classroom Presentation Tool** allows the introduction of many types of content, including video, audio and interactive activities, into the classroom using either an interactive whiteboard or a computer with a projector. Young learners love games, and the Classroom Presentation Tool includes games that present and practise Student's Book lessons in new and unique ways. These activities allow for teaching and re-teaching that will engage the whole class. Through the use of these games, students have opportunities to predict, to think critically, to work in teams, to sing along and to use English in a safe and motivating environment.

More importantly, building students' media and digital literacy skills helps prepare them to use English in the real world in the 21st century.

A variety of **Online Practice Activities** provide engaging opportunities for students to review target language, grammar, reading comprehension strategies and even the unit song in class or independently at a self-directed, comfortable pace. Students receive immediate feedback with each online activity and can revisit challenging topics as often as necessary.



## CHARACTERISTICS OF YOUNG LEARNERS

In general, young learners are energetic and spontaneous. They don't like to sit still for long periods of time and they have relatively short attention spans. They can be easily distracted, but are curious and will pay attention if the topic is interesting or if the activity is engaging.

Although these characteristics can make teaching young learners challenging and even difficult at times, they can also make the young learner classroom joyful and rewarding. By using developmentally appropriate activities that cater to their learning profiles, *Our World* keeps young learners active and engaged.

### Learning Styles

Young learners tend to process information about the world primarily through their senses. The principal sensory learning styles are visual, auditory, tactile and kinesthetic.

- **Visual learners** notice the details of their surroundings and use colour, shape, and position to help them learn and remember information. They tend to understand instructions for activities better when they're *shown* rather than *told* what to do. Visual learners respond well to board work and to activities involving photos, drawings, flashcards, posters, video, arts and crafts, murals, projects, puzzles and board games.
- **Auditory learners** learn and remember information through sound and rhythm. They memorise information easily and can repeat back the text of stories, role plays and song lyrics after listening only once or twice. They understand oral instructions for activities and may be willing to act them out or repeat them for other students. They do well with listening and pronunciation activities, and enjoy discussions, sound tracks, video and computer games, songs and chants.

- **Tactile learners** use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings for cues. For example, when trying to concentrate, they may flip pencils or play with their hair. To understand instructions, they need to see, hear and physically carry them out. Tactile learners do well with arts and crafts, flashcards, puzzles, board games and realia.
- **Kinesthetic learners** process and remember information through physical movement. Like tactile learners, they touch and manipulate objects, and they're good at working with their hands. They understand instructions for activities more easily when they can see, hear and physically carry them out. They need to release tension through movement and will look for ways to do so – going to the pencil sharpener or rubbish bin several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles and board games.



## SKILLS AND STRATEGIES

### Learning Strategies

Strategies are generally defined as behaviours that learners use to understand and complete a task. Learning strategies and their use and instruction can benefit young learners as well as adults. Strategies generally fall into three categories: metacognitive, cognitive and social-affective.

- **Metacognition** is ‘thinking about thinking’. For young learners, this means helping them plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is and how much they understand about the task.
- **Cognitive strategies** include accessing prior knowledge about a topic, seeing how new information connects to the material the student already knows, identifying where more information could be accessed, thinking of good ways to organise the material, and identifying ways to remember the new information.
- **Social-affective strategies** are especially useful in language classes, as language is social by nature. While using English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates and discuss how they can get and give feedback.

### Critical Thinking Skills

Critical thinking is a higher order of thought that involves **analysing, evaluating** and **synthesising** information. In many young learner classrooms, teachers’ questions may be limited to basic comprehension questions (*What is the story about? Is it a happy or sad story?*) and to display questions (*How many planets are there in our solar system? Is the moon hot or cold?*).

In *Our World*, students are asked questions that activate skills such as the following:

- **Classifying** *What are (two) ways you can group these words together?*
- **Comparing** *How are (dogs) and (wolves) alike?*
- **Contrasting** *How are the (cassowary) and (ostrich) different?*
- **Making Inferences** *Looking at these effects, what do you think is the cause?*
- **Ordering** *How would you list your (favourite sports) from one to five?*
- **Predicting** *What will happen when (the volcano erupts)?*
- **Problem Solving** *What are some ways we can solve the problem of (conserving water at school)?*
- **Sequencing** *When (planting vegetables), what are the steps in order?*
- **Using Graphic Features** *What do the title, caption, diagrams and photographs tell you about what you’re going to read?*
- **Visualising** *How do you picture (the treasure) in your mind?*

## CREATING SUCCESSFUL LESSONS

Effective teaching begins with a **lesson plan**. A lesson is like a road trip that requires a map: the final destination or goal cannot be reached without carefully planning each stop along the way. A lesson plan is the map. The steps in a lesson plan help learners reach lesson objectives, which are the final destination of the trip teachers and students are taking together, successfully.

A good lesson plan has many benefits. It helps teachers prepare for class and includes gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure student success.

### Stages of a Lesson

*Our World* uses six basic steps recognised as the standard for effective language instruction: **Warm Up, Present, Practise, Apply, Extend** and **Wrap Up**.

- **Warm Up** These activities create interest and excitement about the topic and prepare learners for the new language input. They help EFL students switch over from their native language to English, prompt them to remember material from earlier lessons and build students' confidence about what they know.
- **Present** Teachers should take time during this step to provide meaningful listening and reading input. Activities should require the use of the four skills in order to reliably check students' comprehension. The *Our World* Lesson Planner provides multiple activities to present and check comprehension of language in support of the activities in the Student's Book.
- **Practise** An important step focuses on students' first efforts to use new target language. For young learners, practice is guided, meaning that students are provided with the structures and vocabulary needed to produce the target language. While students are not expected to create new language independently, the goal is to provide opportunities for them to try out new language in order to prepare for real communicative contexts.
- **Apply** At this stage, students should be able to use new language in realistic contexts, as well as personalise the language with respect to their own lives. Application further develops students' abilities to use language communicatively.
- **Extend** Extension activities are additional communicative activities that help students personalise new language and use it in realistic contexts. These activities are not found in the Student's Book and are designed to provide additional opportunities for real communication among students in the classroom.
- **Wrap Up** This might be a quick review in game form of what was learnt in class or even a simple song or chant. The wrap up might be a conclusion to a pair-work extension activity in which the teacher asks individual students what they learnt from their partners.
- **Three-Step Routines** In addition to the explicit, guided instruction provided in the Lesson Planner, *Our World* also offers a series of three-step teaching routines as an alternative or streamlined approach to lesson planning. These routines can be used for any major lesson type and contain all of the major elements of successful lessons in consolidated form.

## Lesson Adjustments

Teachers must keep in mind many different elements as they plan their lessons. They identify learning objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair and group work. They collect the materials and equipment they will need. They think about time management and pacing. But however carefully they plan, teachers know to expect the unexpected as the day's lesson unfolds!

In a classroom full of young learners, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, equipment failure or unexpected student behaviour. This includes adjusting instruction based on students' unique personalities, their mood swings, their varied interests and their diverse personal, cognitive and emotional needs.

In mixed-ability classes, for example, teachers spend more time with some students than with others. When this is the case, they have ready a number of other activities for the rest of the class to do. These may include starting homework in class or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books in English and class-produced books. In the *Our World* Lesson Planner, teachers have a variety of activities to choose from, including extension activity suggestions that are not in the Student's Book.

In addition, many additional activities and games are available in the **Classroom Presentation Tool**, **Online Practice activities** and the **Our World Classroom DVD**.

## Successful Activities

Activities for young learners should above all be meaningful and purposeful. Engaging students in authentic and meaningful contexts helps them recognise and remember language patterns.

Instead of presenting language as isolated grammar structures to be analysed, teachers do well to present language in realistic contexts and provide plenty of opportunities for students to repeat, recycle and use English in order to communicate meaningfully with one other.

### **Activities are supported and scaffolded**

*Scaffolding* is used to describe the exterior support structure around a building under construction. As the building is completed, the scaffolding is taken away, and the building stands on its own. In the same way, teachers provide scaffolding to students in order to help them construct knowledge and learn language effectively.

*Our World* prepares students for success by supporting and scaffolding the learning process and by breaking tasks down into small, achievable steps that help build student achievement.

### **Activities are active and hands-on**

*Our World* materials promote an active and hands-on classroom. Because so many students are kinesthetic learners and like to move their bodies and move around the room, it's important to make instruction physically active whenever possible.

**Activities are enjoyable and interesting** The photographs and activities in *Our World* will capture students' attention and interest. Each unit is full of activities that young learners find fun and engaging, such as singing songs, listening to stories and playing games. In addition, the Classroom DVD and the Classroom Presentation Tool contain a wide variety of motivating and enjoyable activities.

## Repetition and Recycling

Classrooms should provide plenty of opportunities to practise the language. Using repetition and recycling is important when working with young learners. Luckily, if there's a fun song, students will ask to sing it again. If there's an interesting story, they'll ask to hear it again! Repeating is a natural part of a student's learning process. *Our World* provides plenty of opportunities for meaningful repetition, especially if the Classroom DVD and/or Classroom Presentation Tool is used in conjunction with the Student's Book. Students will have the chance to hear, repeat and use vocabulary and grammar multiple times.

Recycling is also important as a way of improving young learners' ability to understand new language structures and use them correctly. When teachers

recycle language, they use it again in another context. Within a typical unit of *Our World*, new vocabulary and language are regularly recycled and used in different contexts within the song, the grammar activities and games, as well as in the Reader and storytelling activities.

*Our World* also recycles language from unit to unit and level to level. For example, in one lesson students may learn vocabulary for different clothes. A teacher may recycle this language by teaching about the weather and asking students what to wear when it is hot and sunny or when it is cold and snowy. Recycling helps students to increase their proficiency by getting them to use the language in a new context. This makes the learning process more authentic and meaningful.





## CLASSROOM MANAGEMENT

As teachers everywhere know, real learning requires a well-managed classroom. Expectations of proper classroom behaviour can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehaviour only. Many aspects of teaching can affect the behaviour of students in the classroom.

### Time

Effective teachers use their lesson time carefully. They plan the time it takes to greet students and start the lesson, the duration of each activity, the time spent between activities, the time it takes for student breaks, and the time it takes to assign homework and end the lesson. They reserve time to be used as needed during the lesson. In addition, they keep in mind what is known as 'thinking time', the amount of time the teacher waits for a student to answer a question. Some teachers count to ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students formulate better quality responses.

### Activities and Transitions

It's important to have all materials needed for each activity ready before the lesson so that young learners haven't got time to get restless. Activity instructions are another area that can require advance planning. To keep students' attention, it's a good idea to read all activity instructions before the lesson so that there is time to simplify or modify them if necessary.

Moving smoothly from one activity to another requires planning transitions. For the youngest learners, this could be a clapping chant ('The task is done / That was fun / Now let's do / Another one. '), visual cues such as a teacher-held stop sign or turning the light on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be asking students to close their eyes and rest their heads on their hands for a moment.

## Classroom Rules and Routines

The establishment of rules and routines in the young learner classroom is particularly important because students need clear rules and predictable routines in order to function successfully.

Teachers should communicate rules clearly and simply and make sure they're consistent in enforcing them with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may together come up with rules such as *Be quiet when someone is talking; Put your hand up to talk; or Be kind to others. Work hard, Share and Co-operate* are other options. Display the rules on a poster on the classroom wall, or provide each student with a copy to keep in their notebooks.

Equally important is the establishment of predictable routines. Young learners feel most secure when they know what to expect during different stages of a lesson.



## THE FOUR SKILLS: LISTENING, SPEAKING, READING AND WRITING

*Our World* provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way.

### Listening

In the classroom, young learners benefit from multiple opportunities to listen to and practise routine language, vocabulary, basic structures and patterns. And while practising listening and speaking together is very important, so is a focus on listening-only activities, some of which develop students' discrimination of sounds, words and sentence boundaries, while others may focus on stress, rhythm and intonation.

Songs, chants, and poems are natural, fun and engaging ways to practise English. They can also provide additional support to students who need support with basic listening strategies such as identifying the main idea and details. English learners can listen for sequence (first, next, then, finally), for time frames (verb forms signalling present, past or future time), and for cause and effect (why, because), among other strategies.

### Speaking

Listening and speaking are the communicative foundation for language learning. Question and answer exchanges, whether between teacher and student or between student and student, play an important part in the classroom. At first, young learners will rely on modelled language in their exchanges, but it is important to introduce opportunities for personalised, authentic language use as soon as possible.

Gradually move away from display questions to which students provide already-known answers to show their comprehension, such as *What colour is your hair?* or *How many students are in our class?* to authentic communication questions to which the answers are not yet known, such as *What animals make good pets?* or *When do you usually have lunch?* Make sure you regularly include speaking

and listening opportunities such as games, group discussions and project presentations. The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

*Our World* provides many different speaking models, including work with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Levels 4–6 in the sections titled **Let's Talk**. In addition, students gain valuable practice with rhythm, stress and intonation in songs and chants, and with pronunciation and sound discrimination using the **Sounds of English Cards**.

### Reading

A unique feature of the *Our World* series is the use of engaging content from the world-renowned National Geographic archives. Students are naturally curious about the world around them and will enjoy reading about topics such as copycat animals, chocolate, flesh-eating plants and pirate shipwrecks. Readings are age appropriate and provide basic practice in reading strategies such as identifying the main idea, finding details and examples, working out meaning from context and relating texts to graphic organisers.

The Lesson Planner includes a variety of before-, during- and after-reading tasks that draw students deeper into texts. Before-reading activities help prepare learners for the reading by drawing their attention to titles, headings, photos and captions; by accessing what they already know about the topic; and by predicting what the reading might include. During reading, it is useful to train students to ask themselves silent questions such as **Who, When, Where, What, Why** and **How** and find the answers as they go. They can also underline or highlight information as they read or make brief comments in the margin.

After-reading activities include comprehension questions but can also include questions that require higher-order thinking, questions that require learners to support their ideas and opinions, summaries and graphic organisers. Additional readings are found in the Workbook.

# TEACHING WITH OUR WORLD

In addition, nine **Our World Readers** accompany each level (1–6). These Readers are age appropriate and are designed so that they may be read independently, either in class or at home. Each Reader is thematically related to the corresponding Student’s Book unit and contains some of the unit target grammar and vocabulary. Texts are an entertaining and informative mix of fiction and non-fiction.

## Writing

Younger learners are systematically introduced to writing, beginning in Level 1, where they work at the word level, gradually move into sentence stems and finally to one to three simple sentences. Students draw and then write about their drawings. In Level 2, young learners are guided to organise and write short paragraphs through answering specific questions. In Level 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because* and sequence words. In Levels 1 to 3, a page in each Workbook unit provides additional writing practice.

In Levels 4 to 6, older learners are introduced to the concept of paragraph unity, and to different writing genres such as diary entries, blogs, reviews, opinion writing, cause and effect writing, contrast writing, exemplification writing, fact and opinion

writing, persuasive writing, classification writing and more. Students are guided step by step in the Workbook for each writing task in the Student’s Book. Additional writing tasks are provided in the Workbook as well.

A complete model is provided for each writing task in each unit in Student’s Books 1 to 6, so that learners have clear, meaningful examples of what they are expected to do. When they have finished, writers read their work to classmates, who listen actively to fill in a table or make notes. Students are encouraged to give constructive criticism when applicable, pointing out things they liked, found confusing, or wanted to know more about.

Teachers may want students to create individual writing portfolios for evaluation purposes. A writing portfolio is a file or folder of each student’s written work, assembled over a period of time. It contains final drafts of tasks, but it may also contain samples of work in other stages of the writing process, such as word maps, outlines, research cards, rough drafts, letters, poems, copies of group-produced work and inspirational images. The teacher, together with the student, reviews selected work and comments on the student’s writing progress.

**WRITING**

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

1. **Read.** Read the personal narrative. How does the writer describe what she sees? How does the writer describe what she feels? Circle the words that relate to the senses. Underline the words and expressions that show sequence.

**Safe, not sorry!**

If a hurricane comes, we know what to do. We've got 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 outside. We saw a huge tree on the ground. Everyone was worried. What was it? Soon, it was over. I am so happy we had a family plan! Hope you have a hurricane for a while.

2. **Write.** Write about an extreme weather experience. Use the senses. Help the reader feel what you experienced.

3. **Share.** Share your writing. Work in a small group.

18 Unit 1

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**WRITING**

1. **Read *Safe, not sorry!*** in your Student's Book. How does the writer describe what she sees? How does the writer describe what she feels? Circle the words that relate to the senses. Underline the words and expressions that show sequence.

2. Next, the writer wrote things that happened in the order they occurred. Write a sentence to describe each event.

3. Then the writer wrote about her feelings about the hurricane. Write a sentence to describe each feeling.

Feelings		
It was scary.		
Everyone was worried.		
I am so happy we had a family plan.		

4. Next, the writer added descriptions of how she lived during the hurricane. In the table below, see the sense words she used to describe each sense. You can write about your own experience.

See	Hear	Touch	Taste	Smell
a huge tree wood over the windows	weather forecaster strong winds heavy rain loud crash	heavy wind		

5. Next, the writer wrote a first sentence to describe the hurricane. Write a sentence to describe your own experience.

6. Then the writer wrote what happened in the order it happened. Write a sentence to describe each event.

7. Finally, the writer wrote a sentence to describe how she felt about the hurricane. Write a sentence to describe how you would feel if you were going to be a hurricane for a while.

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2. **Plan to write about your extreme weather experience.** Answer the questions and complete the table.

1. What extreme weather experience will you write about?

2. What feelings will you write about?

See	Hear	Touch	Taste	Smell

3. **Follow the steps in Activity 1.** In your notebook, write your narrative about an extreme weather experience.

4. **Express yourself.** Plan to write about something that happened to you. Choose one of the items below. Then complete the table.

a happy thing     a scary thing     a beautiful thing

What experience will you describe?	What words will you use to describe your senses?	What words will you use to describe your feelings?

5. **Write each thing that happened.** Put the events in order.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

6. **Write your personal narrative in your notebook.**

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## VOCABULARY

*Our World* helps develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and across different programme components. Active vocabulary consists of words necessary to understand and talk about the unit theme, as well as high-frequency, high-utility items used in real communication relevant to the world of the student.

For younger learners, many items are related to the same concepts they are exploring in their first language, such as colours, shapes and numbers. For older learners, vocabulary items are related to their own lives (habits, housework, likes and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language and literature, social studies, sports). Encourage students' active involvement in vocabulary learning through the use of pictures, **Flashcards**, **Posters**, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles and word walls.

Encourage students to keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations and build word groups (photo, photograph, photographer, photographic, photographically). When appropriate, raise awareness of word formation through prefixes and suffixes.

## GRAMMAR

*Our World* presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analysing forms and memorising rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts, and by using grammar as unanalysed 'chunks' that help them communicate.

The grammar boxes in Student's Books, Workbooks and Grammar Workbooks show target points in meaningful sentences that students can use as models for language production. As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep personal grammar reference notebooks in which they have a page for each grammar point, with examples of form, meaning and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.

Grammar practice in the Student's Book is supported by additional activities in the Workbook, Grammar Workbook, Video animations and the Classroom Presentation Tool.