

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

6

SECOND EDITION

LESSON PLANNER

OUR WORLD⁶

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SECOND EDITION

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Scope and Sequence



1

Exciting Sports

p. 6



2

History's a Mystery

p. 22



3

Chocolate!

p. 38



4

Water, Water Everywhere

p. 60

CONTENT AREA CONNECTION

Health and Physical Education

Humanities, Social Studies

Humanities

Science

GOALS SC: 1

- talk about extreme sports
- talk about safety in sports
- describe people and actions
- write a short biography

- talk about famous discoveries
- talk about mysteries in the past
- think and guess about the past
- use examples to support your writing

- describe types of chocolate
- talk about the uses of chocolate
- learn and talk about the history of chocolate
- write unified paragraphs

- learn about different types of water
- describe recent activities
- talk about saving and wasting water
- use numbers and facts to explain things

VOCABULARY 1 & 2 SC: 2–4

accident, crash, equipment, flip, hang-gliding, height, injury, kitesurfing, land, length, motocross, skiing, skilful, strength

Strategy: Using a dictionary
brakes, elbow pads, helmet, knee pads, life jacket

Strategy: Compound words

analyse, bury, cause, die, discover, excavate, gold, mummy, object, preserve, ruler, statue, tattoo, thief, tomb, treasure

Strategy: Multiple meaning words

artefact, CT scan, DNA test, sample, site

Strategy: Using context

bar, caramel, cinnamon, filling, hot chocolate, liquid, milkshake, occasion, origin, pod, powder, solid, spice, type, vanilla

Strategy: Categorising

gram, ingredient, mix, pour, recipe, teaspoon

Strategy: Homophones

carve, drop of water, filter, freeze, fresh water, float, glacier, lake, salt water, sea, sea level, soak, swamp, waterfall, wet

Strategy: Compound words

drain, leak, running water, save, tap, waste

Strategy: Homophones

GRAMMAR 1 & 2 SC: 5–6

Present perfect with *for* and *since*
Adverbs of emphasis

Passive voice: Past simple
Passive voice: Past simple with *by* + agent

Past continuous
Cause and effect with past simple and modals

Present perfect continuous with *for* and *since*
Whatever, whenever, wherever, whoever

READING

Amazing Adventurers
Strategy: Summarise

The Amazing Discovery of King Tut
Strategy: Identify sequence of events

The Story of Chocolate
Strategy: Use visuals to support comprehension

A World of Water
Strategy: Understand the author's purpose

WRITING

Biography
Focus: Write a short biography

Exemplification Writing
Focus: Give examples that support important ideas in your text

Paragraph Unity
Focus: Write sentences that are related to the topic

Problem and Solution Writing
Focus: State a problem and suggest a solution

MISSION SC: 9

Connect with nature.
National Geographic Explorer: J. Michael Fay

Learn about local history.
National Geographic Explorer: Johan Reinhard

Learn about your food.
National Geographic Explorer: Barton Seaver

Protect water.
National Geographic Explorer: Sandra Postel

PROJECT

An extreme sports camp

An ancient mystery

Chocolate recipe cards

A world map of water

REVIEW

Units 1–3

pp. 54–55

Units 4–6

EXTENDED READING

A new age of discovery

pp. 56–57

The myth of Unk Cekula

LET'S TALK

I love it!
Excuse me.

p. 58
p. 59

I mean ...
Actually, it's true.

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

				
<p>5 It's a Small World p. 76</p>	<p>6 Good Choice p. 92</p>	<p>7 Wonders of the Natural World p. 114</p>	<p>8 Robots Rule p. 130</p>	<p>9 Amazing Adventures at Sea p. 146</p>
<p>Science</p>	<p>Humanities, Social Studies</p>	<p>Humanities, Language and Literature, Science</p>	<p>Humanities, Technology and Engineering</p>	<p>Humanities, Science</p>
<ul style="list-style-type: none"> • identify small creatures • describe creatures • report what other people say • write an information report 	<ul style="list-style-type: none"> • talk about products and their safety and quality • recommend products • report commands and questions • write a product review 	<ul style="list-style-type: none"> • describe natural places • talk about safety rules • talk about feelings • write a chronological narrative 	<ul style="list-style-type: none"> • discuss robots • express wishes • predict future events • write about advantages and disadvantages 	<ul style="list-style-type: none"> • discuss shipwrecks and their causes • tell stories about pirates • talk about deep-water exploration • write a persuasive essay using concessions
<p>cell, centimetre, common, female, grab, habitat, horrible, human, male, microscope, millimetre, organism, thin</p> <p>Strategy: Prefixes related to measurements: <i>centi-</i>, <i>milli-</i></p> <p>adult, furry, pointed, spotted, strange, tiny</p> <p>Strategy: Using a thesaurus</p>	<p>break, cost, crash test, customer, dip, drop, dummy, fix, impact, manufacturer, product, quality, safety, tear, test, waterproof</p> <p>Strategy: Using a dictionary</p> <p>app, key, reception, text message, wear and tear, wi-fi</p> <p>Strategy: Using context</p>	<p>ascend, by accident, chase, cross, curiosity, descend, headlamp, locate, risk, rope, safety equipment, shine, stream, trip over, tunnel, underwater</p> <p>Strategy: Antonyms</p> <p>ancestor, bat, column, painting, stalactite, stalagmite</p> <p>Strategy: Comparing voiced and unvoiced consonants</p>	<p>command, companion, complex, control, dangerous, feature, information, mobile, precise, program, remote control, respond to, science fiction, social, task</p> <p>Strategy: Suffix <i>-tion</i></p> <p>facial recognition, laser, mechanical, sensor, voice recognition</p> <p>Strategy: Using context clues</p>	<p>captain, capture, cargo, crew, dive, drown, iceberg, legend, lifeboat, passenger, pirate, sailor, shipwreck, silver, sink, weapon</p> <p>Strategy: Stressed syllables</p> <p>correct, illegal, impossible, incorrect, legal, possible, safe, unsafe</p> <p>Strategy: Prefixes <i>il-</i>, <i>im-</i>, <i>in-</i>, <i>un-</i></p>
<p>Reported speech: Statements Order of adjectives</p>	<p>Reported speech: Imperatives Reported speech: Questions</p>	<p>Passive with modals Make + someone + adjective</p>	<p>Wish statements Passive voice: Future</p>	<p>Time clauses with <i>as soon as</i> It's + adjective + infinitive</p>
<p>Life Is Everywhere Strategy: Ask questions</p>	<p>Be an Ad Detective! Strategy: Make connections to personal experience</p>	<p>Angel Falls Strategy: Visualising</p>	<p>Meet the Bots Strategy: Summarise</p>	<p>Journey to the Bottom of the Earth Strategy: Scan text for information</p>
<p>Information Report Focus: Include statistics and details</p>	<p>Product Review Focus: Review a product</p>	<p>Chronological Narrative Focus: Describe when each event happened</p>	<p>Advantages and Disadvantages Focus: Discuss pros and cons</p>	<p>Persuasive Writing Focus: Discuss opinions</p>
<p>Ask questions. National Geographic Explorer: Mireya Mayor</p>	<p>Be aware of why you are making decisions. National Geographic Explorer: Iain Couzin</p>	<p>Connect your school studies to the world. National Geographic Explorer: Kakani Katija</p>	<p>Use technology wisely. National Geographic Explorer: Amber Case</p>	<p>Be a lifelong learner. National Geographic Explorer: Daniel Torres Etayo</p>
<p>Related animals</p>	<p>Advert</p>	<p>A presentation</p>	<p>Personal robot</p>	<p>Shipwreck exploration</p>
<p>pp. 108–109</p>	<p>Units 7–9</p>		<p>pp. 162–163</p>	
<p>pp. 110–111</p>	<p>An extract from <i>Treasure Island</i></p>		<p>pp. 164–165</p>	
<p>p. 112 p. 113</p>	<p>See what I mean? Please have a look.</p>		<p>p. 166 p. 167</p>	

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 to **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

These days, many young people do dangerous and exciting sports called 'extreme sports'. They can be done in the air, in the water or on land. Extreme skiers reach speeds of 240 kilometres (150 miles) an hour and can fly the **length** of two football fields before they **land**! A popular bicycle sport is BMX. Some people also enjoy **motocross**. Riders race off-road on special motorbikes. In **skiing** and BMX, people **flip** in the air!

Kitesurfing is a kind of surfing. An athlete travels skilfully across the water at speeds of 95 kilometres (35 miles) an hour or more. If he isn't **skilful**, he'll **crash**. Kitesurfers, called 'Charlie Browners', need a lot of **strength** in their arms.

Hang-gliding is one of the most popular extreme sports, although the **equipment** is expensive. Serious **accidents** are not common, but sometimes people get **injuries** when they land. Imagine flying like a bird at a **height** of 6,000 metres (20,000 feet)!



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

What do kitesurfers need?
They need a lot of strength in their arms!

skiing
8 Unit 1

kitesurfing

hang-gliding

9

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.

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

SONG

1 Listen, read and sing. TR: 1.3

Extreme Sports

A kitesurfer surfs the waves.
A kitesurfer moves with the wind.
I've kitesurfed in my dreams
ever since I was young!

CHORUS
Extreme sports.
Flying high in the air!
Other sports
don't compare!
Extreme sports.
Look around.
They're everywhere!
Really exciting sports!

Skiers somersault skillfully,
incredibly high over the snow.
I've skied in my dreams
ever since I was young.

CHORUS
Motocross and hang-gliding,
are incredibly fun!
I've dreamt of doing both
ever since I was young!

CHORUS

2 Answer the questions.

1. Circle two extreme sports athletes in the song.
2. Draw a box around two extreme sports.
3. Write an extreme sport you would like to try.

10 Unit 1

Cauipe Lagoon, Ceará, Brazil

11

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.

Really exciting sports!

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

Present perfect with for and since TR: 1.4

Kitesurfing **has been** popular for about fifteen years.
Surfing and skateboarding **have been** popular since the 1970s.
How long **have** you **done** extreme sports?

for: for fifteen years / for five years / for a month / for an hour
since: since the 1970s / since I was born / since June / since last year

1 Read. Write and underline.

be	be
be	have
be	want

- Kitesurfing has been popular **for / since** I was a kid.
- Surfing _____ my favourite sport **for / since** many years.
- Many people _____ accidents **for / since** kitesurfing began.
- Motocross _____ my favourite sport **for / since** the last five years.
- She _____ to become a surfer **for / since** she was three years old.
- Skateboarding _____ more popular than baseball **for / since** the last fifteen years.

12 Unit 1

2 Make sentences. Use one word in each column.

know	in this town	
have	a computer	
live	the piano	
study	English	for
play	best friend	since
	a bicycle	
	football	
	in this street	
	skateboarding	

3 Play a game. Spin the spinner. Ask questions using *How long have you ...?* and the words in the spinner. Use *for* and *since* to answer. Then compare your sentences from Activity 2. Are they the same or different?

know have live study play

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

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



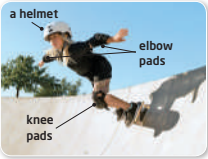


STUDENT'S BOOK WALK-THROUGH

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

1. Most skateboarding injuries happen when people do tricks and fall on the hard ground. Protect your elbows by wearing _____.
2. When you practise water sports, you might fall in the water. Wear a bright _____ even if you can swim.
3. If you go cycling or skateboarding, always protect your knees by wearing _____.
4. Check your bicycle _____ regularly! If they work well, you can stop your bicycle quickly.
5. BMX riders often have accidents. They should wear a _____ so that if they fall, they won't hurt their head.



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

GRAMMAR 2

Adverbs of emphasis TR: 1.7

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


1 Read and answer. Look at the pictures. Then complete the sentences.

1. I think that riding a bike _____.
2. In my opinion, skateboarding _____.
3. The cyclist's trick _____.
4. The skateboarder's helmet _____.
5. The boy's bike _____.

2 Play a game. Work in a small group. Choose three sports. Write three sentences about each sport without giving the name of the sport. Exchange your sentences with another group. Guess the sports.

It says, 'The equipment is really expensive' and 'You fly like a bird.'



I think it's hang-gliding!

1

14 Unit 1

2

3

4

5

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.




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

READING

1 Listen and read. TR: 1.8


Amazing Adventurers



Danny MacAskill and Bethany Hamilton are two incredibly brave athletes who love being outdoors. Both have known success and failure in their lives.

Danny MacAskill is a skilful cyclist who flips off buildings and rides trains on his bicycle. He has often fallen out of trees and crashed since he began extreme cycling. He's been very lucky – serious accidents often happen to athletes, but he has only broken a few bones and twelve helmets. Born in 1985 in Scotland, he loved cycling as a child, but he never expected to be famous. Then in 2009, a video of him appeared on YouTube. The video went viral. In 2012, he became a National Geographic 'Adventurer of the Year'. Since then, he has made several more YouTube videos. His videos have been watched over a hundred million times!

Super-cool surfer Bethany Hamilton was born in Hawaii in 1990. She was already an extremely skilful surfer at the age of eight. But in 2003, when she was just thirteen years old, a shark attacked her and she lost her left arm. Just one month after her injury, she was back in the water. Since then, she has learnt to surf with one arm. She needs more strength in her legs than other surfers because she has only got one arm, but she has won competitions. She has also written a book about her accident. The book became a film in 2011. She got married in 2013 and had her second child, a boy, in 2018.



Risk

low	Risk	high
skateboarding	BMX	kitesurfing
cycling	surfing	extreme cycling
skiing	horse riding	heli-skiing
hang-gilding		

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

- Danny and Bethany both do water sports. _____
- Danny's YouTube videos have been watched over a hundred million times. _____
- Bethany was back in the water just one year after a shark attacked her. _____
- Danny and Bethany are both National Geographic Adventurers of the Year. _____
- They have both known how to do their sport since they were children. _____

3 Complete the table. Write the information. Compare your answers with a partner.

	Danny MacAskill	Bethany Hamilton
When they were born		
Where they were born		
Sport they participate in		
Why they are famous		

4 Work with a partner. Compare the two athletes in the text. Decide which person you think is braver, which person is cooler and which person is luckier. Explain why you think this. Does your partner agree? Why? / Why not?

More people are killed by drinks machines than by sharks each year.

I think Danny is braver because he performs really dangerous tricks.

But Bethany started surfing one month after her accident. That's incredibly brave!

Infographics show factual information in fun and sometimes surprising ways.

Graphic organisers help students collect, organise and visualise information.

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

EXTENDED READING

1 Listen and read. TR: 1.9

The myth of Unk Cakula

Unk Cakula was a quiet, reserved young man who was often attacked with unusual weapons and animals. People said that whenever he looked at his watch or ring, he would see a shadowy figure. He had one watch on his left wrist and one ring on his left hand. The watch was a pocket watch and the ring was a diamond ring. The shadowy figure that he saw was the ghost of his father.

When he was a child, Unk Cakula lived in the small town of Unk, Alaska. The town was built on the site of a gold mine. The mine was owned by his father. He worked in the mine and found the gold. He was very rich and he bought a big house. He had a big garden and a big swimming pool. He had a big car and a big boat. He had a big life.

One day, when he was a young man, he was in the town of Unk. He was walking on the street. He was looking at his watch. He saw a shadowy figure. He was scared. He ran. He ran very fast. He ran to his house. He hid under his bed. He hid there for a long time. He was very scared. He was very alone. He was very sad. He was very lonely. He was very unhappy. He was very angry. He was very angry with his father. He was very angry with his mother. He was very angry with his brother. He was very angry with his sister. He was very angry with his friends. He was very angry with his enemies. He was very angry with his world. He was very angry with his life. He was very angry with his death. He was very angry with his fate. He was very angry with his destiny. He was very angry with his luck. He was very angry with his chance. He was very angry with his opportunity. He was very angry with his possibility. He was very angry with his future. He was very angry with his past. He was very angry with his present. He was very angry with his time. He was very angry with his space. He was very angry with his matter. He was very angry with his energy. He was very angry with his force. He was very angry with his power. He was very angry with his will. He was very angry with his mind. He was very angry with his heart. He was very angry with his soul. He was very angry with his spirit. He was very angry with his essence. He was very angry with his being. He was very angry with his existence. He was very angry with his reality. He was very angry with his truth. He was very angry with his justice. He was very angry with his law. He was very angry with his order. He was very angry with his harmony. He was very angry with his balance. He was very angry with his peace. He was very angry with his love. He was very angry with his kindness. He was very angry with his compassion. He was very angry with his empathy. He was very angry with his sympathy. He was very angry with his understanding. He was very angry with his wisdom. He was very angry with his knowledge. He was very angry with his intelligence. He was very angry with his talent. He was very angry with his ability. He was very angry with his skill. He was very angry with his talent. He was very angry with his ability. He was very angry with his skill.

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

- Unk Cakula lives in the Alaskan Ocean.
- He was attacked with the shadowy figure of his father.
- It was impossible to kill Unk Cakula.
- Unk Cakula was killed by a bear.
- According to the myth, when he died he would be reborn.

3 Read. Complete the table. Then draw a picture of Unk Cakula in your notebook.

What we know about the character	Example quotes	What this tells us about her
1 Her character		
2 Her actions		
3 How other people feel about her		

4 Express yourself! Choose an activity.

What was your favourite character and what was your favourite scene? Write a short story about one of your favourite scenes.

Draw a quiet moment of your own. What does it look like? What does it feel like? What does it sound like? What does it smell like? What does it taste like? What does it feel like? What does it sound like? What does it smell like? What does it taste like?

Imagine you are one of the characters who have and tell Unk Cakula. Write and illustrate a scene from your story.

115 Extended Reading 111

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

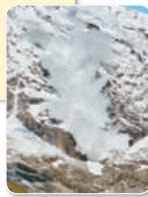
Biography A biography describes the life of another person. You can make a biography more interesting if you link the dates and events in that person's life. Words you can use to link the dates and events include: *after (that), before, since then, the next year, then, at the time, suddenly and afterwards.*

- 1 **Read.** Read the biography. Underline the expressions that are used to link the events.

High climber

Before the age of nine, Matt Moniz enjoyed summer holidays like most children do. Then his life suddenly changed. Matt's father invited him to join a climb to Mount Everest. At the time, Matt did not know what to expect, but he said afterwards that the experience was 'the best time of his life'. Since then, there has been no stopping him. The next year, he climbed two of the world's highest mountains: Africa's Kilimanjaro and Russia's Elbrus.

In 2016, while Matt was climbing Mount Everest, an earthquake struck and caused an avalanche. He hid behind a big rock as the avalanche hit his camp. He received the Boy Scouts of America's highest award for lifesaving after helping rescue injured climbers on that day. After that, Matt stayed in Nepal for a month to help rebuild schools and homes in the area. He loves the outdoors and often talks to other young people about spending more time outside.



- 2 **Write.** Write a short biography about someone who has got an exciting job, does an exciting sport or has travelled to exciting places. Remember to link the events and dates with connecting expressions.

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

18 Unit 1

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

MISSION

Connect with nature.

Think. Pair. Share.

- Are all extreme sports dangerous?
- What extreme sports are popular in your country?
- How do you connect with nature? What outdoor activities do you do?



Snowkite Soldier Event, Idaho, USA



'If you're a young person and you like to walk, climb trees or explore, keep doing that. Because this world needs more people that are connected to Earth.'

J. Michael Fay, Conservationist, National Geographic Explorer

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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
Plan an extreme sports camp.

1 Work in groups. Use the graphic organiser to help you describe your camp.

2 Make a brochure or a web page about the camp.

- Write a short summary about the camp. Why is it a great place for people to spend their holiday?
- Add photos, pictures and a map.

Our summer camp is really fun! You can try all kinds of extreme sports, and you'll be near the mountains and the sea!

Now I can ...

- talk about extreme sports.
- talk about safety in sports.
- describe people and actions.
- write a short biography.

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.

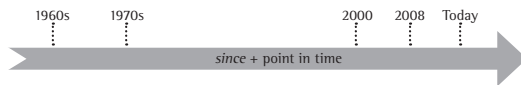
GRAMMAR 1

Present perfect with *for* and *since*

I've	worked	here	for	ten years.	I've = I have haven't = have not hasn't = has not
I haven't	been	on a holiday	since	2016.	
Snowboarding has	been	popular	since	the Olympics.	
Skiing hasn't	been	popular	for	many years.	

for + a period of time *since* + a point in time
Use the present perfect for a past action that continues up to now.

1 Read and write. Look at the timeline. Write the sentences.



- Motocross / be / an Olympic sport / 2008.
Motocross has been an Olympic sport since 2008.
- People / enjoy / kitesurfing / the year 2000.
- Surfing / be popular / around the world / the 1970s.
- 1960s / skateboarding / be popular / with young people.

2 Read and write. Read the sentences in Activity 1 and rewrite them. Then work with a partner. Say the sentences two different ways.

- Motocross has been an Olympic sport for more than ten years.*
-
-
-

I'll start. 'Surfing has been popular around the world since the 1970s.'

My turn. 'Surfing has been popular around the world for more than forty years.'

5

READING

1 Listen and read. TR: 1.6

An Extra Challenge



Extreme sports test our strength and abilities to the limit. People practise for years to become skilful enough to take part in sports such as hang-gliding, skiing or kitesurfing. They've got all the latest safety equipment, and even then, it's a challenge. But to take on extreme sports if you can't see or hear, for example, or if you've lost an arm or a leg – that's a new level of challenge.

Have you ever watched blind skiing? It's really exciting for spectators, but extremely difficult for competitors. Imagine skiing downhill at 112 kilometres (70 miles) an hour – wearing a blindfold! It takes courage. So how does it work? The blind skier skis with a sighted skier who guides them down the slope. The two skiers travel at speed just a few feet apart. A tiny mistake can lead to a crash. Jade Etherington, a skier who has got just five per cent vision, explains how she feels about the danger, 'I've had many crashes, but they've never been too bad ... In a way it's a help if you can't see it coming – you're more relaxed.'

Another inspirational athlete is 18-year-old Brazilian skateboarder Felipe Nunes. Since Felipe lost his legs in an accident at the age of six, he has worked to achieve his dream of becoming a skateboarder. Now he competes at the highest level, and videos of his cool moves are an internet sensation. In everyday life, he doesn't use a wheelchair – he goes everywhere on his skateboard!



Brazilian disabled skateboarder
Felipe Nunes

8 Unit 1

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/6ourworld

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

Present perfect with *for* and *since*

They've	studied	here	for	six years.	They've = They have haven't = have not hasn't = has not
They haven't	done	a maths test	since	last year.	
The sports shop has	been	open	since	2014.	
She hasn't	been	a teacher	for	many years.	

for + a period of time *since* + a point in time
Use the present perfect for a past action that continues up to now.

1 Read. Write *for* or *since*.

1. Skiing equipment has been on sale _____ last summer.
2. They've played football _____ five years.
3. Has he done kitesurfing _____ more than a year?
4. Motocross has interested me _____ I was ten.
5. She has had a few injuries _____ she started skiing.
6. Have you done extreme sports _____ you were a child?

2 Read and write. Complete the sentences. Use the phrases in the box and *for* or *since*.

hasn't had has studied have been have known haven't done

1. They _____ have been _____ at the park _____ since _____ three o'clock.
2. She _____ English _____ two years.
3. I _____ how to ride a bike _____ I was three.
4. They stopped doing extreme sports. They _____ kitesurfing _____ last July.
5. He _____ a skiing injury _____ several years.

2

Adverbs of emphasis

I think kitesurfing is That extreme sport is Those bike tricks look	so / very / really extremely / incredibly	boring / cool / dangerous. / difficult / exciting / fun. / scary / silly.
---	--	---

Use these adverbs before adjectives to make them stronger.

1 Read. Circle the letter of the correct sentence.

1. a. Extreme skiing can be really dangerous.
b. Extreme skiing can really be dangerous.
2. a. Our kayaking trip so was amazing.
b. Our kayaking trip was so amazing.
3. a. The mountain bike riders incredibly are careful.
b. The mountain bike riders are incredibly careful.
4. a. He was extremely lucky he did not get injured.
b. He extremely was lucky he did not get injured.
5. a. Skiing very is cool on a sunny day.
b. Skiing is very cool on a sunny day.

2 Read and write. Complete the sentences.

extremely incredibly really so very

1. Brakes on a bike are _____ important.
2. Without a helmet, skateboarding is _____ dangerous.
3. Waterskiing can be _____ scary for people who don't like the water.
4. I don't think that elbow pads and knee pads look _____ silly.
5. His bike tricks are _____ amazing!

4

TEACHER RESOURCES

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

READING

Objectives
Students will ...

- scan text for information.
- visualise new information.
- discuss plans for a trip.

Reading Strategy Visualising

Academic Language compare, scan, visualise

Content Vocabulary canyon, expedition, mist, mountains, restored, table-top

Resources TR: 7.8; Workbook pages 88–89; Workbook Audio TR: 7.7; Online Practice: World Map

Materials coloured pencils or crayons; paper; photos of the Shanghai World Financial Centre and Burj Khalifa (optional)

Warm Up ●●●

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

246 Unit 7

Present ●●●

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

BE THE EXPERT

About the Photo
The photo shows a comparison of Angel Falls to two famous tall buildings. It is the world's tallest waterfall.

Teaching Tip
Asking students to read aloud is a valuable way to practise pronunciation. Listen to students as they read. When you hear students struggling to pronounce a word they find in a reading passage, take time to review that word with the class. Write the word on the board, and model saying it aloud for the students. Ask students to repeat the word back to you. Then tell students to re-read the sentence containing the word or words. Monitor students to verify that they are pronouncing the word correctly.

Practise ●●●

- Read the instructions to students. Ask a student to read item 1. Say *I remember that paragraph 1 talked about when Jimmie first saw the waterfall. Let's see if paragraph 1 mentions a date. I see the year 1933. It says that's when Jimmie saw the waterfall. So the answer is false.*
- Say *When we read for specific information, like a date, we call it scanning the text. Look at items two to four. Scan the text to find out which paragraph the answer is in. Then read that paragraph and tick T or F.*

Reading 247

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

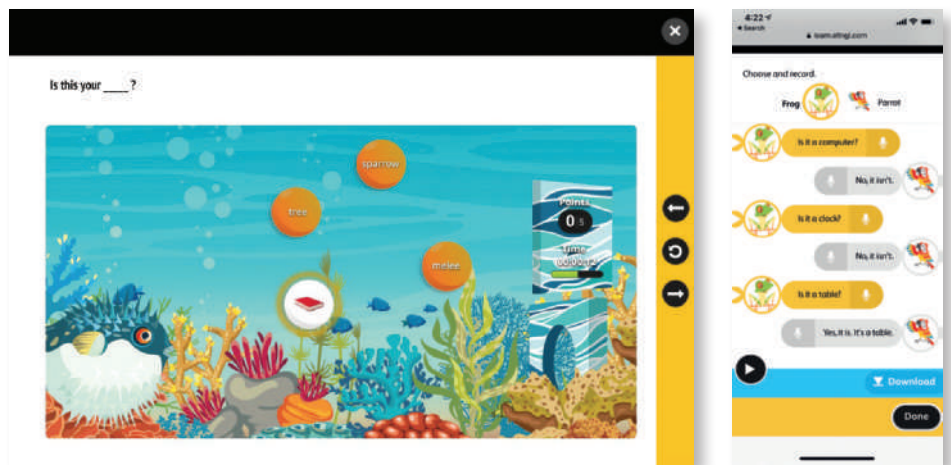
Our World, Second Edition's **Online Practice** is **completely new** with improved games for practice and comprehension, additional activities for assessment preparation, progress tracking and access to audio and video resources.

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/6ourworld

Teacher's Resource Website

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

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

Name _____ Date _____

Sunshine organiser

WHO? WHAT

HOW? WHY?

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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

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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 6 Readers

Young Cú Chulainn: Athlete and Future Warrior

King Midas and His Golden Touch: A myth from Greece

How Quetzalcoatl Brought Chocolate to the People: An Aztec legend

The River Dragons: A folk tale from China

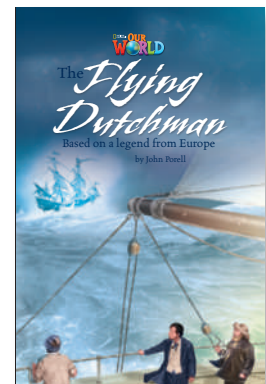
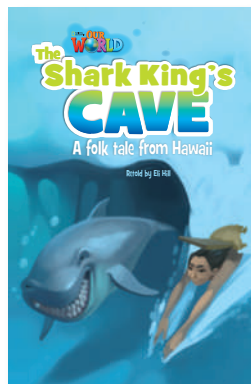
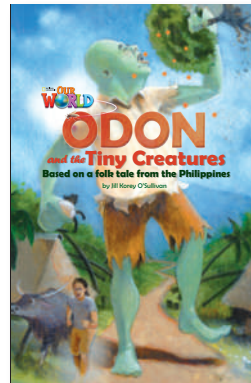
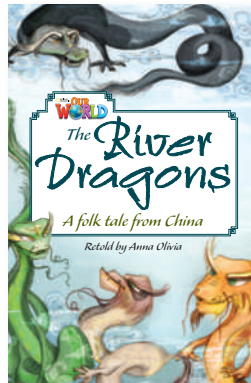
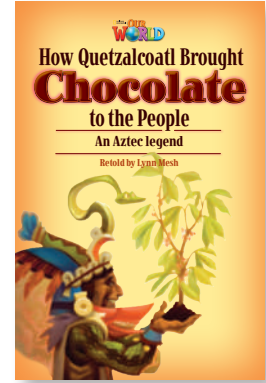
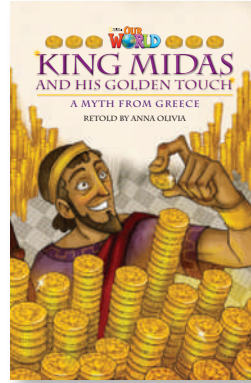
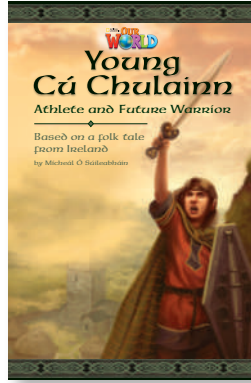
Odon and the Tiny Creatures: Based on a folk tale from the Philippines

Advertising Techniques: Do You Buy It?

The Shark King's Cave: A folk tale from Hawaii

Better Lives with Bionics

The Flying Dutchman: Based on a legend from Europe





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

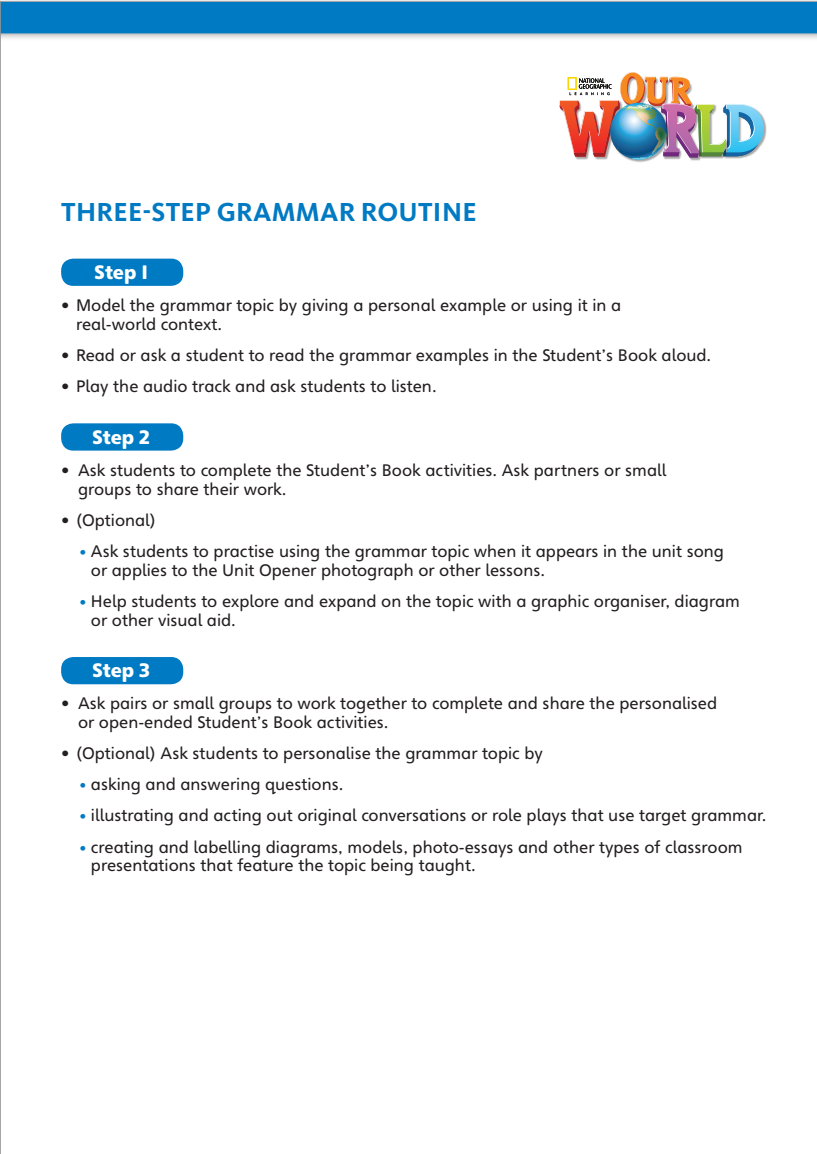
Routines


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.

The website includes:

- downloadable training videos for pre-primary and primary teachers
- preview and review training slides
- hand-outs 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

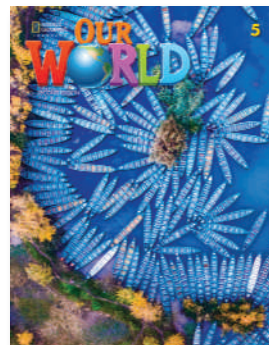
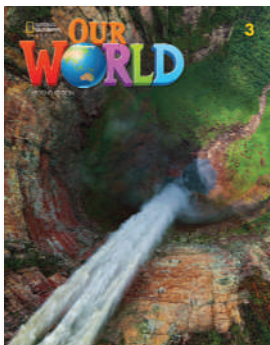
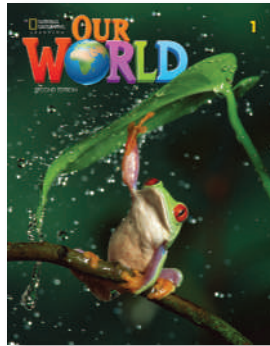
- Ask pairs or small groups to work together to complete and share the personalised or open-ended Student's Book activities.
- (Optional) Ask students to personalise the grammar topic by
 - asking and answering questions.
 - illustrating and acting out original conversations or role plays that use target 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.

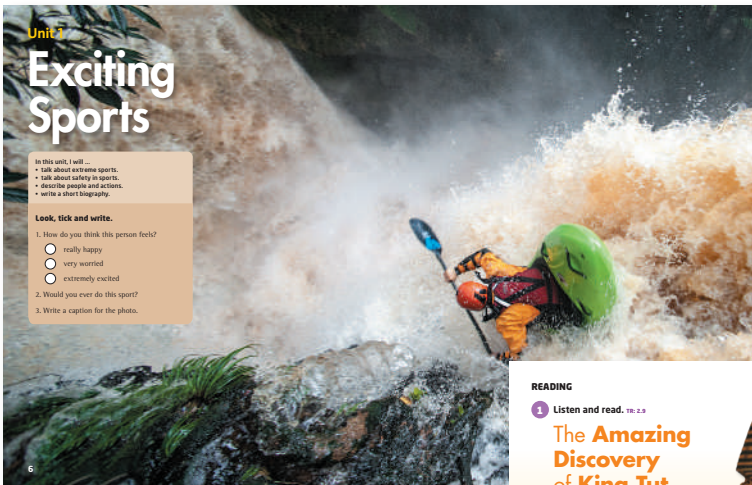
Striking images and content allow young learners to explore people, places and societies as they learn to care about our fascinating and ever-changing world.

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. 18-23

The Amazing Discovery of King Tut

Egypt is full of really exciting and ancient discoveries, but the most famous is the tomb of King Tutankhamun (King Tut). Howard Carter and another English archaeologist spent years looking for the tomb. Carter found it in 1922, after someone discovered an artefact with the king's name on it near the site. Inside the tomb, Carter found hundreds of gold objects, over 3,000 pieces of treasure and – most importantly – King Tut's mummy. Although King Tut was buried more than 3,000 years ago, his DNA was perfectly preserved. Later, Dr Zahi Hawass, a famous Egyptian archaeologist, moved the artefacts and the mummy to a museum.

Who was King Tut? He was an Egyptian boy who became a ruler in 1333 BC – at the age of nine. We know from the date of some artefacts that he ruled until he died in 1323 BC. Tut was buried with all of the objects he would need in his next life. Why did he die so young? The cause of his death is not known. In 1968, his mummy was analysed by scientists who found broken bones in the skull. A CT scan of the mummy in 2006 showed that Tut broke his leg before he died. A DNA test showed that he had malaria. Nobody knows exactly how he died. History is a mystery!

2 Read and write. Answer the questions.

- How did Carter know where to find King Tut's tomb?
- Why was King Tut buried with so many objects?
- How many years was King Tut the ruler?
- What are two possible causes of King Tut's death?

3 Look at the timeline. Write complete sentences about each date.

1333 BC	1323 BC	1922 BC	2006 BC
Tut became ruler	Tut died	Tomb was discovered	Shank's leg was discovered

4 Discuss. Work with a partner. Choose a paragraph to talk about. Your partner will listen and make notes. Then listen to your partner talk about the other paragraph. Make notes.

Howard Carter	
The discovery of King Tut's tomb	
King Tut	
Analysing King Tut's mummy	

Painting of tomb was a point colour made from ground-up minerals. It was used during the 25th and 27th centuries.

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. 1.5



1. Most skateboarding injuries happen when people do tricks and fall on the hard ground. Protect your elbows by wearing _____.

2. When you practise water sports, you might fall in the water. Wear a bright _____ even if you can swim.

3. If you go cycling or skateboarding, always protect your knees by wearing _____.

4. Check your bicycle _____ regularly! If they work well, you can stop your bicycle quickly.

5. BMX riders often have accidents. They should wear a _____ so that if they fall, they won't hurt their head.


2 Listen and stick. Work with a partner. 10. 1.5

GRAMMAR 2

Adverbs of emphasis 10. 1.7

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

1 Read and answer. Look at the pictures. Then complete the sentences.



1. I think that riding a bike _____.

2. In my opinion, skateboarding _____.

3. The cyclist's trick _____.

4. The skateboarder's helmet _____.

5. The boy's bike _____.

2 Play a game. Work in a small group. Choose the Write three sentences each sport without name of the sport your sentences in group. Guess the

WRITING

Product Review In a product review, you help the customer decide what to buy. It is not an advert, so you can describe both the positive and negative aspects of the product. To emphasise your points, use expressions like above all, particularly, of course, in fact, really, the truth is and in addition.

1 Read. Read the review. Underline the positive points in blue and the negative points in red.

Work and play in style

This is a good-quality backpack for school kids who need to carry lots of wear and tear. In fact, I tested it and it doesn't tear easily. In addition, the material is waterproof, so books won't get wet in the rain. I particularly like this backpack because it doesn't weigh a lot. Of course, leather backpacks may look cooler, but they are heavier. Carrying a heavy backpack is bad for your back, so the truth is, I prefer this one. Above all, I like that the backpack comes in many colours and designs. The only problem? The straps are a bit short. So I suggest that you try it on in the shop before you decide to buy it. I give this backpack four stars. ****

2 Write. Review a product. Write about why you like it and make a recommendation. Use expressions of emphasis.

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

Name	Product	Good points	Bad points	Number of stars
Ana	mobile phone	great camera	bad reception	3 stars

104 Unit 6

MISSION

Be aware of why you are making decisions.

Think. Pair. Share.

- What have you bought recently? Why did you buy it? How did you feel when you bought it? How did you feel a week later? A month later?
- Have you ever bought something just because your friends have got it? What did you buy?
- Which product was a good idea to buy? Which one was a bad idea?



105

Socially contagious behaviour is common in humans.
Iain Couzin, Behavioural Ecologist, 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 a collection of chocolate recipes.

- 1 Research recipes that include chocolate.
- 2 Choose one that you like and bring the recipe to class. (If possible, try the recipe at home first!)
- 3 Work in small groups. Make a collection of chocolate recipes.
 - a. Write the recipes in your own words on cards.
 - b. Add photos and pictures.
 - c. Fasten the recipe cards together.

Now I can ...

- describe types of chocolate.
- talk about the uses of chocolate.
- learn and talk about the history of chocolate.
- write unified paragraphs.

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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

Amazing Adventurers

Danny MacAskill and Bethany Hamilton are two incredibly brave athletes who love being outdoors. Both have known success and failure in their lives.

Danny MacAskill is a skilful cyclist who flips off buildings and rides trains on his bicycle. He has often fallen out of trees and crashed since he began extreme cycling. He's been very lucky — serious accidents often happen to athletes, but he has only broken a few bones and twelve helmets. Born in 1985 in Scotland, he loved cycling as a child, but he never expected to be famous. Then in 2009, a video of him appeared on YouTube. The video went viral. In 2012, he became a National Geographic 'Adventurer of the Year'. Since then, he has made several more YouTube videos. His videos have been watched over a hundred million times!

Super-cool surfer Bethany Hamilton was born in Hawaii in 1990. She was already an extremely skilful surfer at the age of eight. But in 2003, when she was just thirteen years old, a shark attacked her and she lost her left arm. Just one month after her injury, she was back in the water. Since then, she has learnt to surf with one arm. She needs more strength in her legs than other surfers because she has only got one arm, but she has won competitions. She has also written a book about her accident. The book became a film in 2011. She got married in 2013 and had her second child, a boy, in 2018.

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

- Danny and Bethany both do water sports. ____
- Danny's YouTube videos have been watched over a hundred million times. ____
- Bethany was back in the water just one year after a shark attacked her. ____
- Danny and Bethany are both National Geographic Adventurers of the Year. ____
- They have both known how to do their sport since they were children. ____

3 Complete the table. Write the information. Compare your answers with a partner.

	Danny MacAskill	Bethany Hamilton
When they were born		
Where they were born		
Sport they participate in		
Why they are famous		

4 Work with a partner. Compare the two athletes in the text. Decide which person you think is braver, which person is cooler and which person is luckier. Explain why you think this. Does your partner agree? Why? / Why not?

TR 1.8 More people are killed by drink machines than by sharks each year.

I think Danny is braver because he performs really dangerous tricks.

But Bethany started surfing one month after her accident. That's incredibly brave!

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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 learning language, video can be especially valuable because it provides real-world contexts that help students experience language in a natural and dynamic way.

The *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, followed by the Student's Book to review and practise. 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 presenters 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 kinaesthetic.

- **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.
- **Kinaesthetic 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. Kinaesthetic 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 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

1 Read *High climber* in your Student’s Book. How did you like it? Read the steps.

1. First, the writer chose someone interesting. Quickly read the text about Matt Moniz. What are the three things you like most about him? Write them in your notebook.
2. Next, the writer found out about Matt Moniz’s life and wrote a biography. She used a timeline.

age 8	age 9	age 10
had normal holidays	climbed Mount Everest with dad	climbed Elbrus and Kilimanjaro

3. After reading her notes, she tried to make it more interesting by connecting the dates and events in Matt’s life. Match the events and dates in Matt’s life. Draw it in your notebook.

1. Before the age of nine, Matt Moniz enjoyed summer holidays.
2. Then his life suddenly changed.
3. At the time, Matt did not know that he was climbing Mount Everest.
4. Since then, there has been no stopping for him.
5. In 2015, while Matt was climbing Mount Everest, he had an accident.

4. Then she thought of words and expressions to use. Write them in your notebook. Read the sentences in step 3 again. In your notebook, write the words and expressions.
5. Finally, she wrote the first version, called *High Climber*.

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2 What do you remember about Danny MacAskill and Bethany Hamilton? Write information in the table. Read *Amazing Adventurers* in your Student’s Book if you need help with the dates and details.

Danny MacAskill	Bethany Hamilton
Born in Scotland in 1985	Born in Hawaii in ...
A cyclist who flips off buildings and rides his bicycle on a train	A surfer who ...
Has had a few accidents and has broken twelve helmets and a few bones	She had an accident when ...
A video of him was on YouTube in 2009	
National Geographic ‘Adventures of the Year’ in 2012	

3 Write sentences about Danny and Bethany. Use the table and expressions of time.

1. Danny began extreme cycling when he was a child. Since then, he has broken twelve helmets.
2. _____
3. _____
4. _____
5. _____

4 Now follow steps 1–5 in Activity 1. Write your paragraph about Danny or Bethany in your notebook.

5 Write. Choose someone you find interesting and write a biography of him or her. Plan your writing and follow the steps in Activity 1. Write your new paragraph 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, kinaesthetic 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**, **Classroom DVD**, and the **Classroom Presentation Tool**.