

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

SECOND EDITION

1





SECOND EDITION

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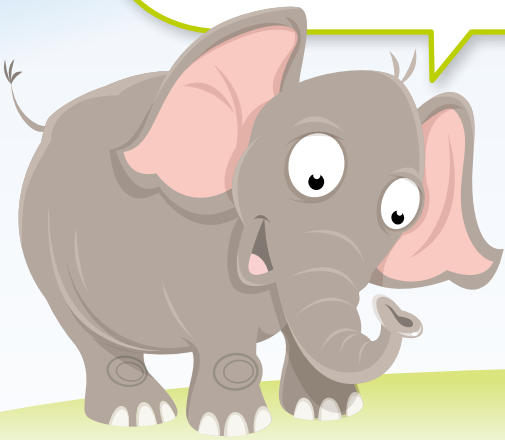
Scope and Sequence

				
UNIT 0 Welcome to <i>Our World!</i> p. 4	1 My School p. 10	2 My World p. 26	3 My Family p. 42	4 My House p. 62
CONTENT AREA CONNECTION	Social and Instructional Language, Language and Literature	Language and Literature, Social Studies	Language and Literature, Social Studies	Social and Instructional Language, Language and Literature
GOALS ▶ SC: 1	<ul style="list-style-type: none"> name things in the classroom talk about things in the classroom say the colour and number of things 	<ul style="list-style-type: none"> name things in nature talk about natural things ask where things are 	<ul style="list-style-type: none"> name family members talk about family members use numbers to talk about my family 	<ul style="list-style-type: none"> talk about things in a house say where things are talk about actions
VOCABULARY 1 & 2 ▶ SC: 2–3	<i>board, classroom, clock, computer, crayon, map, paper, pen, pencil, table</i> <i>book, chair, desk, picture, rubber</i> Strategy: Alphabetical order	<i>bird, butterfly, grass, mountain, river, rock, sea, sky, sun, tree</i> <i>bush, cloud, flower, moon, star</i> Strategy: Ending –s	<i>baby, brother, father, grandfather, grandmother, mother, my family, parents, photo, sister</i> Strategy: Compound words <i>big, old, short, small, tall, young</i> Strategy: Antonyms	<i>bathroom, bed, bedroom, dining room, kitchen, lamp, living room, mirror, sofa, TV</i> Strategy: Classifying and categorising <i>cleaning, cooking, eating, having a bath, sleeping, watching TV</i> Strategy: Base words and the suffix -ing
GRAMMAR 1 & 2 ▶ SC: 6–7	Yes/No questions with it's What and How many	to be: is, are Where and in or on	to have He/She and questions with who	Yes/No questions with Is there ...? Present continuous: He/She is + verb + -ing
READING	Drawing and Writing Strategy: Compare and contrast	Rainbows Strategy: Use visuals to support comprehension	Families Are Different Strategy: Make connections to personal experience	Houses Are Different Strategy: Make connections to personal experience
WRITING	Make a name badge. Focus: Using capital letters, introducing themselves	Write and colour about nature. Focus: Writing short sentences with <i>is</i> and <i>are</i>	Draw and write about your family. Focus: Writing about families	Draw and write about your bedroom. Focus: Writing about bedrooms
VALUE	Work hard at school.	Enjoy nature.	Love your family.	Be tidy.
PROJECT	Make a counting book.	Make a collage about nature.	Make a family photo poster.	Make a plan of rooms in a house.
EXTENDED READING	Cave Paintings	pp. 58–59		
REVIEW	Units 1–3	pp. 60–61		
				A Shape Poem
				Units 4–6

▶ **ADDITIONAL VIDEO** Game: Sc. 5; Review: Sc. 8; Song: Sc. 9; Viewing: Sc. 10; Story Time: Sc. 11; Wrap Up: Sc. 12

				
5 Cool Clothes p. 78	6 My Toys p. 94	7 My Body p. 114	8 I Like Food p. 130	9 Animal Friends p. 146
Language and Literature, Social Studies	Social and Instructional Language, Language and Literature	Health and Physical Education, Social Studies	Health and Physical Education, Social Studies	Social Studies
<ul style="list-style-type: none"> • talk about clothes • talk about the colours of clothes • say what people are wearing 	<ul style="list-style-type: none"> • talk about toys • talk about things people want • talk about owning things 	<ul style="list-style-type: none"> • name parts of the body • talk about parts of the body • talk about things we can do 	<ul style="list-style-type: none"> • name food • talk about things we like and don't like to eat • talk about your favourite food 	<ul style="list-style-type: none"> • name animals • talk about what animals can do • talk about what we want to do
<i>dress, gloves, hat, jacket, shirt, shoes, skirt, socks, trousers, T-shirt</i> <i>brown, pink, purple, shelf, wardrobe</i> Strategy: Using a dictionary	<i>ball, bike, car, drum, game, kite, lorry, puppet, top, train</i> <i>board game, doll, puzzle, robot, teddy bear</i> Strategy: Compound words	<i>arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose</i> <i>jump, long, run, strong, walk</i> Strategy: Using a dictionary	<i>apple, banana, biscuit, chicken, egg, fish, orange, pizza, rice, salad, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> Strategy: Multiple-meaning words	<i>cat, chicken, cow, dog, donkey, duck, frog, goat, horse, rabbit, sheep, turtle</i> <i>climb, crawl, fly, see, swim</i> Strategy: Using a dictionary
Present continuous: <i>am / are / is + verb + -ing</i> Questions with <i>that</i> and <i>those</i>	Present simple of <i>want</i>: <i>I/you/he, she</i> Questions with <i>this</i> and <i>these</i>	Possessive adjectives Ability with <i>can</i>	<i>like</i> with countable and uncountable nouns Indefinite articles: <i>a, an</i>	Present continuous: <i>they are + verb + -ing</i> <i>want + infinitive</i>
Clothes Are Fun! Strategy: Compare and contrast	We ♥ Teddy Bears (We Love Teddy Bears) Strategy: Visualise	Sculptures Are Fun Strategy: Identify main idea and details	Fun Food Strategy: Summarise	Animal Babies Strategy: Scan text for information
Write about clothes. Focus: Writing about clothes	Draw and write about your favourite toy. Focus: Writing about favourite toys; using full stops at the end of sentences	Draw and write about a costume. Focus: Writing about a costume	Draw and write about your favourite food. Focus: Writing about favourite foods	Draw and write about your favourite animal. Focus: Writing about favourite animals
Look after your clothes.	Share your toys.	Keep clean.	Eat good food.	Be kind to animals.
Dress a stick puppet.	Make a cup-and-ball toy.	Make a robot.	Make a placemat.	Make a class book about animals.
pp. 110–111		Dog is Lucky!		
pp. 112–113		Units 7–9		
			pp. 162–163 pp. 164–165	

Welcome to Our World!



Eddie
the elephant



Polly
the parrot



Mia
the monkey



Freddy
the frog

Hello. I'm Eddie.
What's your name?

Hi. My name's Mia.



How old are you, Freddy?

I'm five. How old
are you, Polly?

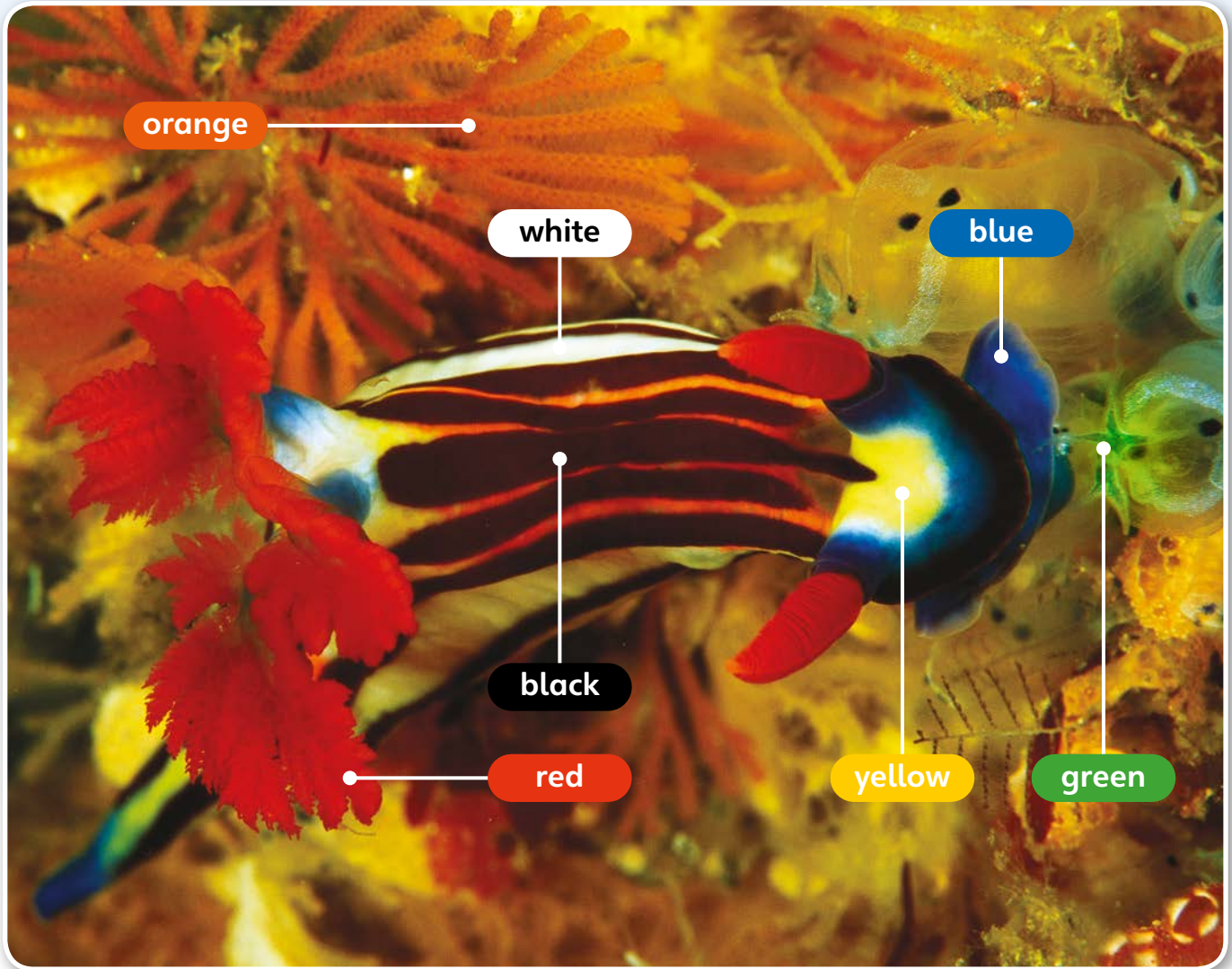
I'm seven. It's
my birthday!

Happy birthday!



1 Look and listen. Say. TR: 0.1

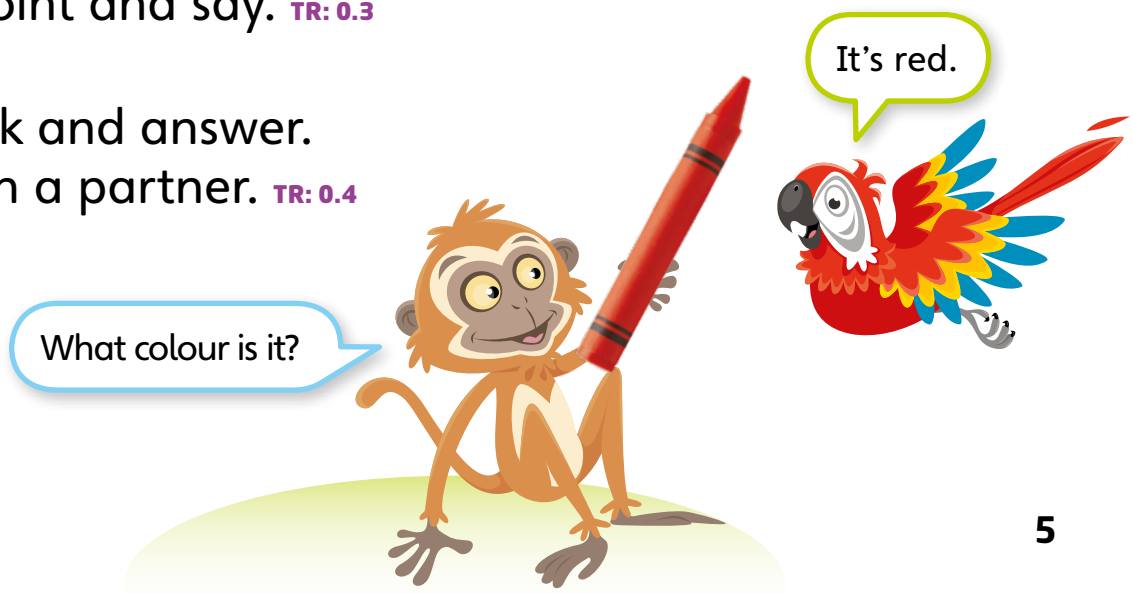
COLOURS



2 Look and listen. Say. **TR: 0.2**

3 Listen. Point and say. **TR: 0.3**

4 Point. Ask and answer.
Work with a partner. **TR: 0.4**



THE ALPHABET

Aa

apple



Bb

baby



Cc

cat



Gg

goat



Hh

hand



Ii

ice cream



Mm

monkey



Nn

nine



Oo

orange



Ss

sock



Tt

turtle



Uu

umbrella



Yy

yellow



Zz

zebra



Dd

dog



Ee

egg



Ff

fish



Jj

jacket



Kk

kite



Ll

lamp



Pp

pencil



Qq

queen



Rr

robot



Vv

vegetables



Ww

water



Xx

fox



1 Look and listen. Say. TR: 0.5

SHAPES AND NUMBERS

1 Look and listen. Say. TR: 0.6



a square



a triangle



a circle



a rectangle



a star

2 Listen. Point and say. TR: 0.7

3 Look and listen. Say. TR: 0.8

1

one



2

two



3

three



4

four



5

five



6

six



7

seven



8

eight



9

nine



10

ten



4 Listen. Point and say. TR: 0.9

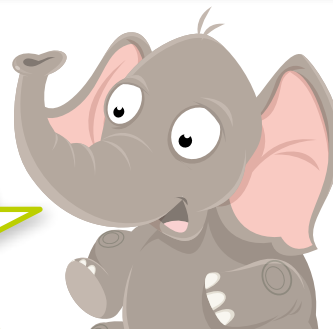
5 Ask and answer. TR: 0.10



How many
blue squares?



Three.



CLASSROOM LANGUAGE

draw



listen



point



read



say



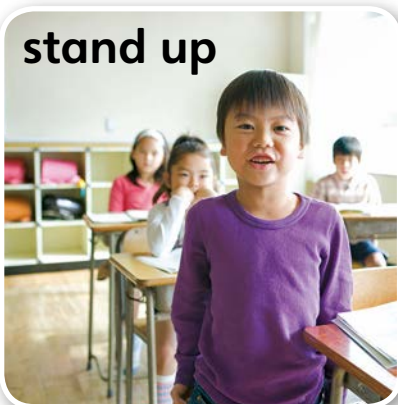
sing



sit down



stand up



walk



write



1 Look and listen. Say. **TR: 0.11**

2 Listen. Point and say. **TR: 0.12**

3 Listen and do. **TR: 0.13**

Unit 1

My School

A classroom
in Bahrain



In this unit, I will ...

- name things in the classroom.
- talk about things in the classroom.
- say the colour and number of things.

Look and tick.

I can see

- ☐ a book.
- ☐ a classroom.
- ☐ a pen.

VOCABULARY I

1 Listen and say. TR: 1.1

a classroom

2 Listen. Point and say. TR: 1.2



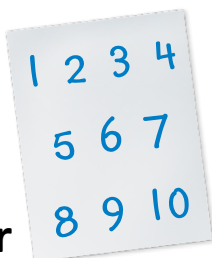
a pencil



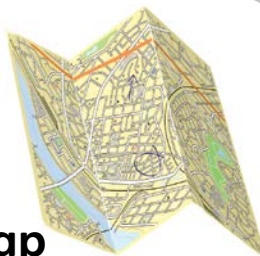
a pen



a crayon



paper



a map



a clock

a board

a computer

a table

3 Point. Ask and answer.
Work with a partner. TR: 1.3

What is it?

It's a crayon.

SONG

1 Listen. Read and sing. **TR: 1.4**

My School

CHORUS

**This is my school.
This is your school.
This is my school.
I like my school.**

I've got my pencil.
I've got my book.
I've got my pencil.
Come and look!

CHORUS

We can count from one to ten.
Just like this, just like this.

Is everybody ready?
Here we go!
1-2-3-4-5-6-7-8-9-10
Yay!

CHORUS

I know my colours.
Red and blue,
purple, too.
Orange, green and yellow!

CHORUS

I like my school!





GRAMMAR I

Yes/No questions with *it's* TR: 1.5

Is it a pencil?

Yes, **it is**.

It's a pencil.

Is it a crayon?

No, **it isn't**.

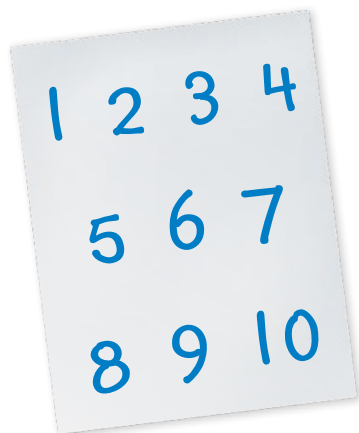
It's a pen.

1 Look. Listen and circle. TR: 1.6

1



2



3



4



5



6



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

Is it a map?

No, it isn't.

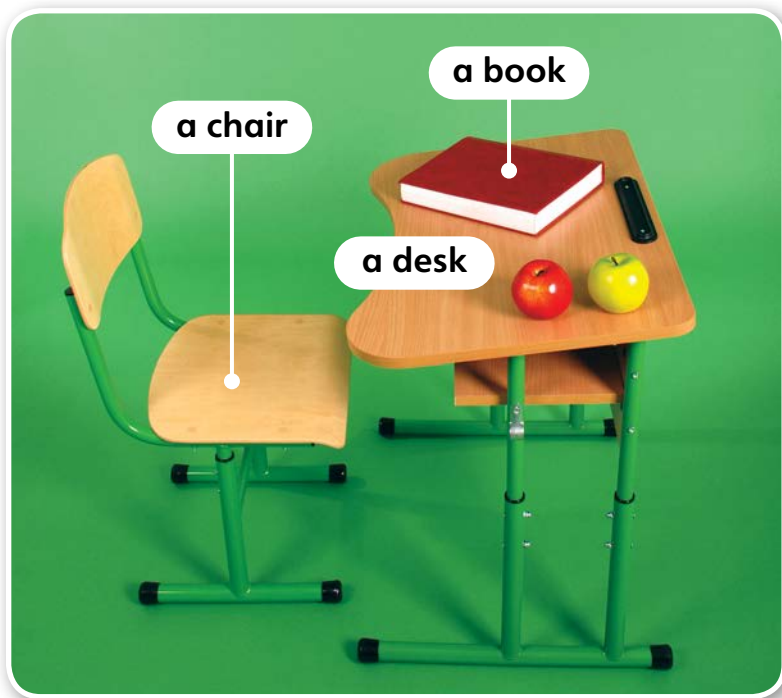
Is it a clock?

Yes, it is.
It's a clock.



VOCABULARY 2

1 Listen and say. TR: 1.7



a rubber



a picture



2 Point and say. Work with a partner.

3 Guess and stick. Work with a partner. TR: 1.8



1

2

3

4

5