

NATIONAL  
GEOGRAPHIC  
LEARNING

# OUR WORLD

3

SECOND EDITION



# OUR WORLD <sup>3</sup>

SECOND EDITION

**Series Editors**  
Joan Kang Shin and  
JoAnn (Jodi) Crandall

**Author**  
Rob Sved

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# Scope and Sequence



UNIT 0 Welcome to Our Class p. 4	1 A Helping Hand p. 10	2 My Place in the World p. 26	3 On the Move! p. 42	4 Our Senses p. 62
<b>content area connection</b>	Social and Instructional Language, Social Studies	Language and Literature, Social Studies	Technology and Engineering, Social Studies	Science, Language and Literature, Health and Physical Education
<b>goals</b> sc: 1	<ul style="list-style-type: none"> <li>talk about caring for others</li> <li>describe daily routines</li> <li>talk about how many times people do things</li> </ul>	<ul style="list-style-type: none"> <li>talk about your town</li> <li>ask for help</li> <li>give directions</li> </ul>	<ul style="list-style-type: none"> <li>talk about different kinds of transport</li> <li>describe how people travel</li> <li>compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>talk about the senses</li> <li>talk about how things look, feel, taste, sound and smell</li> <li>talk about the past</li> </ul>
<b>vocabulary</b> 1 □ 2 sc: 2 □ 4	<i>carry, feed my pet, give my pet a bath, goldfish, hamster, help, hold hands, hug, pick up, protect, take care of my pet, teach</i> <b>Strategy:</b> Context clues <i>come home, do my homework, have a snack, make my bed, have a shower</i>	<i>bakery, chemist's, cinema, hospital, museum, park, police station, post office, restaurant, supermarket, toy shop, train station</i> <b>Strategy:</b> Compound words <i>library, shopping centre, stadium, swimming pool, zoo</i> <b>Strategy:</b> Comparing sounds: /l/ and /r/	<i>aeroplane, bus, ferry, helicopter, hot air balloon, motorbike, sailing boat, scooter, ship, taxi, underground</i> <b>Strategy:</b> Compound words <i>coast downhill, get off, get on, park, pedal uphill</i> <b>Strategy:</b> Grouping	<i>beautiful, delicious, dry, hard, loud, quiet, rough, smooth, soft, sticky, terrible, ugly</i> <b>Strategy:</b> Antonyms <i>bitter, salty, sour, spicy, sweet</i> <b>Strategy:</b> Sound combinations: combinations with /s/
<b>grammar</b> 1 □ 2 sc: 5 □ 6	<b>before and after</b> Adverbs of frequency	<b>Can for requests and offers</b> Giving directions	<b>too for agreeing</b> <b>but as a contrast</b>	<b>Sense verbs</b> <b>was / were</b>
<b>reading</b>	<i>Caring for Baby Elephants</i> <b>Strategy:</b> Identify sequence of events	<i>Eye in the Sky</i> <b>Strategy:</b> Text features	<i>Hot Air Balloons</i> <b>Strategy:</b> Sequence of events	<i>Amazing Animal Senses</i> <b>Strategy:</b> Compare and contrast
<b>writing</b>	<b>Write about taking care of people or animals.</b> Focus: Use time-order words; write about taking care of others.	<b>Write about a special place.</b> Focus: Write about a special place I know.	<b>Write about transport.</b> Focus: Use <i>but</i> to show that two connected ideas are different.	<b>Write about summer.</b> Focus: Use <i>and</i> , <i>but</i> and <i>or</i> to connect sentences.
<b>value</b>	<b>Take care of others.</b>	<b>Explore your town.</b>	<b>Be safe on the street.</b>	<b>Use your senses.</b>
<b>project</b>	Make a collage.	Make <i>My World</i> circles.	Make a class bar chart about favourite types of transport.	Write a <i>Five Senses</i> poem.
<b>extended reading</b>	<b>The Lion and the Mouse</b>	pp. 58–59		<b>The Gingerbread Man</b>
<b>review</b>	<b>Units 1□3</b>	pp. 60–61		<b>Units 4□6</b>

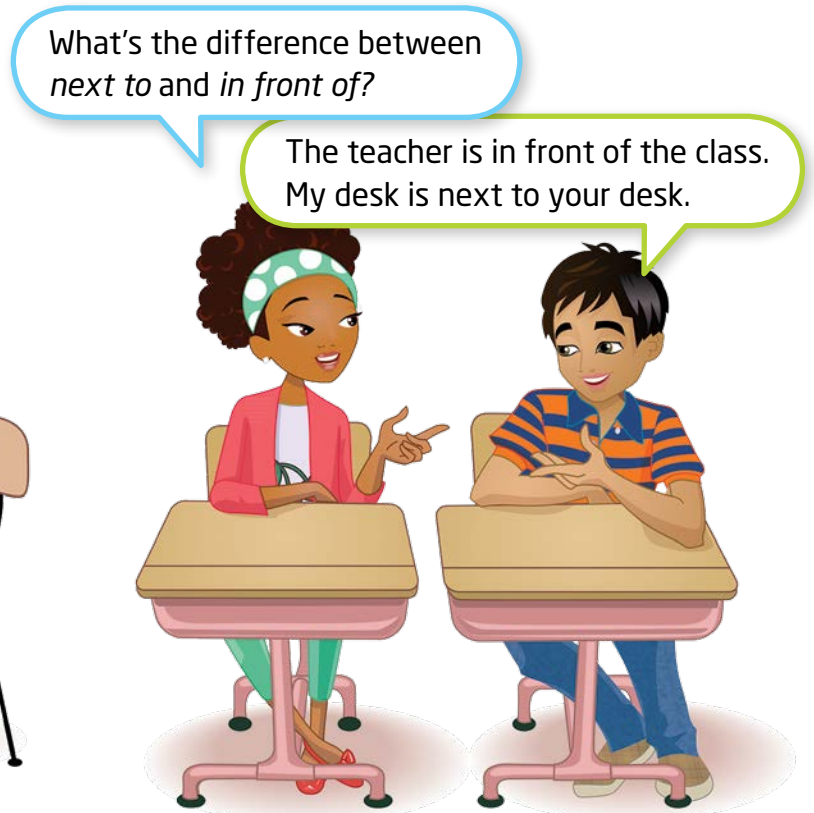
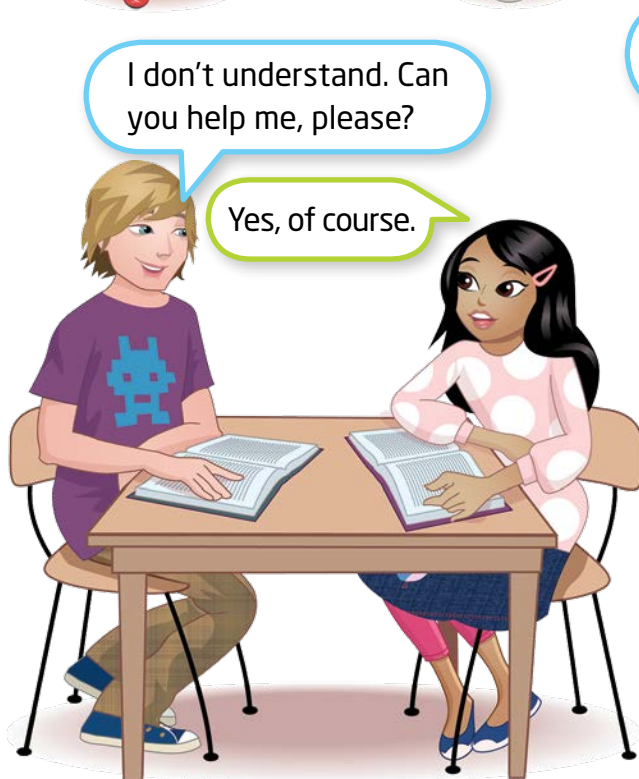
additional video Song: Sc. 7; Viewing: Sc. 8; Story Time: Sc. 9; Wrap Up: Sc. 10

<p><b>5</b></p> <p><b>Animal Habitats</b></p> <p>p. 78</p>	<p><b>6</b></p> <p><b>What's for Dinner?</b></p> <p>p. 94</p>	<p><b>7</b></p> <p><b>Feeling Fit</b></p> <p>p. 114</p>	<p><b>8</b></p> <p><b>Let's Celebrate</b></p> <p>p. 130</p>	<p><b>9</b></p> <p><b>My Weekend</b></p> <p>p. 146</p>
<p>Language and Literature, Science</p>	<p>Health and Physical Education, Social Studies</p>	<p>Health and Physical Education</p>	<p>Social Studies, Music and Performing Arts</p>	<p>Health and Physical Education, Language and Literature</p>
<ul style="list-style-type: none"> <li>• name animal habitats</li> <li>• say what animals look like</li> <li>• talk about animal homes</li> </ul>	<ul style="list-style-type: none"> <li>• name foods</li> <li>• talk about quantities</li> <li>• talk about favourite meals</li> </ul>	<ul style="list-style-type: none"> <li>• name parts of the body</li> <li>• talk about the past</li> <li>• talk about good and bad habits</li> </ul>	<ul style="list-style-type: none"> <li>• talk about celebrations and festivals</li> <li>• say what happened in the past</li> <li>• talk about cultural traditions</li> </ul>	<ul style="list-style-type: none"> <li>• talk about spare-time activities</li> <li>• talk about the past</li> <li>• talk about hobbies</li> </ul>
<p><i>cave, desert, forest, grasslands, hive, ice, island, mud, nest, rain forest, snow, underground, web, wetlands</i></p> <p><b>Strategy:</b> Compound words</p> <p><i>fur, horns, pouch, tongue, wings</i></p> <p><b>Strategy:</b> Analogies</p>	<p><i>bag of rice, bottle of oil, bowl of sugar, box of cereal, bunch of bananas, can of fizzy drink, glass of juice, jar of olives, loaf of bread, piece of cake</i></p> <p><b>Strategy:</b> Context clues</p> <p><i>buy, compare, money, price, put away</i></p> <p><b>Strategy:</b> Sound categories: vowels</p>	<p><i>back, bend, bone, chest, elbow, fingers, knee, muscle, shoulder, stomach, stretch, toes</i></p> <p><b>Strategy:</b> Analogies</p> <p><i>eat fruit, eat junk food, eat vegetables, do exercise, get some rest</i></p>	<p><i>celebrate, costume, dance, decorations, dress up, feast, fireworks, lantern, mask, parade, party, remember</i></p> <p><b>Strategy:</b> Using a dictionary</p> <p><i>balloons, birthday cake, candles, invitation, present</i></p>	<p><i>busy, eat out, exciting, go on a picnic, go to the beach, go to the cinema, interesting, lose, stay at home, text my friends, visit a museum, win</i></p> <p><b>Strategy:</b> Using a dictionary</p> <p><i>go fishing, go hiking, go horse riding, go ice skating, go swimming</i></p>
<p><b>Why ... ? Because ...</b></p> <p><b>Infinitive of purpose</b></p>	<p><b>some and any</b></p> <p><b>a few and a little</b></p>	<p><b>Past simple: Yes / No questions and short answers</b></p> <p><b>too and enough</b></p>	<p><b>Past simple: regular verbs</b></p> <p><b>Past simple: irregular verbs</b></p>	<p><b>Past simple: questions and negatives</b></p> <p><b>go + verb + -ing</b></p>
<p><i>Amazing Rain Forests</i></p> <p><b>Strategy:</b> Visualize</p>	<p><i>What's for lunch?</i></p> <p><b>Strategy:</b> Connect text to personal experience</p>	<p><i>Take Care of Your Brain!</i></p> <p><b>Strategy:</b> Identify main idea and details</p>	<p><i>November Celebrations</i></p> <p><b>Strategy:</b> Scanning text for information</p>	<p><i>Wow! Look at That!</i></p> <p><b>Strategy:</b> Identifying an author's purpose</p>
<p><b>Write about an animal you like.</b></p> <p><b>Focus:</b> Use <i>it's</i> and <i>its</i> correctly.</p>	<p><b>Write about your favourite meal.</b></p> <p><b>Focus:</b> Write a topic sentence to give the main idea.</p>	<p><b>Write about keeping fit.</b></p> <p><b>Focus:</b> Use <i>because</i> to explain reasons.</p>	<p><b>Write about a celebration.</b></p> <p><b>Focus:</b> Use details to describe a celebration or festival.</p>	<p><b>Write about a good weekend.</b></p> <p><b>Focus:</b> Use words to show the order of events.</p>
<p><b>Help protect animal habitats.</b></p>	<p><b>Eat good food.</b></p>	<p><b>Keep fit.</b></p>	<p><b>Celebrate your culture.</b></p>	<p><b>Try new things.</b></p>
<p>Make a mobile of an animal habitat.</p>	<p>Organise a taste test day.</p>	<p>Make a <i>Good Habits</i> poster.</p>	<p>Make a parade mask.</p>	<p>Make a class scrapbook.</p>
<p>pp. 110–111</p>	<p><b>The Paralympics</b></p>		<p>pp. 162–163</p>	
<p>pp. 112–113</p>	<p><b>Units 709</b></p>		<p>pp. 164–165</p>	

# Unit 0

## Welcome to Our Class

### 1 Look, listen and say. TR: 0.1



# SEASONS AND MONTHS

**1** Look, listen and say. **TR: 0.2**



spring



summer



autumn



winter

**2** Look and listen. Point and say. **TR: 0.3**

**3** Look, listen and say. **TR: 0.4**

January	February	March	April

May	June	July	August

September	October	November	December



It's December.  
It's cold here.



It's December,  
but it's hot here.

# NUMBERS

## 1 Look, listen and say. TR: 0.5

20

twenty

21

twenty-one

22

twenty-two

23

twenty-three

24

twenty-four

25

twenty-five

26

twenty-six

27

twenty-seven

28

twenty-eight

29

twenty-nine

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

one hundred

101

one hundred  
and one

102

one hundred  
and two

200

two hundred

1,000

one thousand

1,000,000

one million

1,000,000,000

one billion

+

plus

-

minus

=

equals

## 2 Work with a partner. Listen. Do the maths together. Listen to check your answers. TR: 0.6

$24 + 2 =$

$80 + 9 =$

$300 - 50 =$

$100 + 10 =$

$35 + 5 =$

$1,000 + 1,000 =$

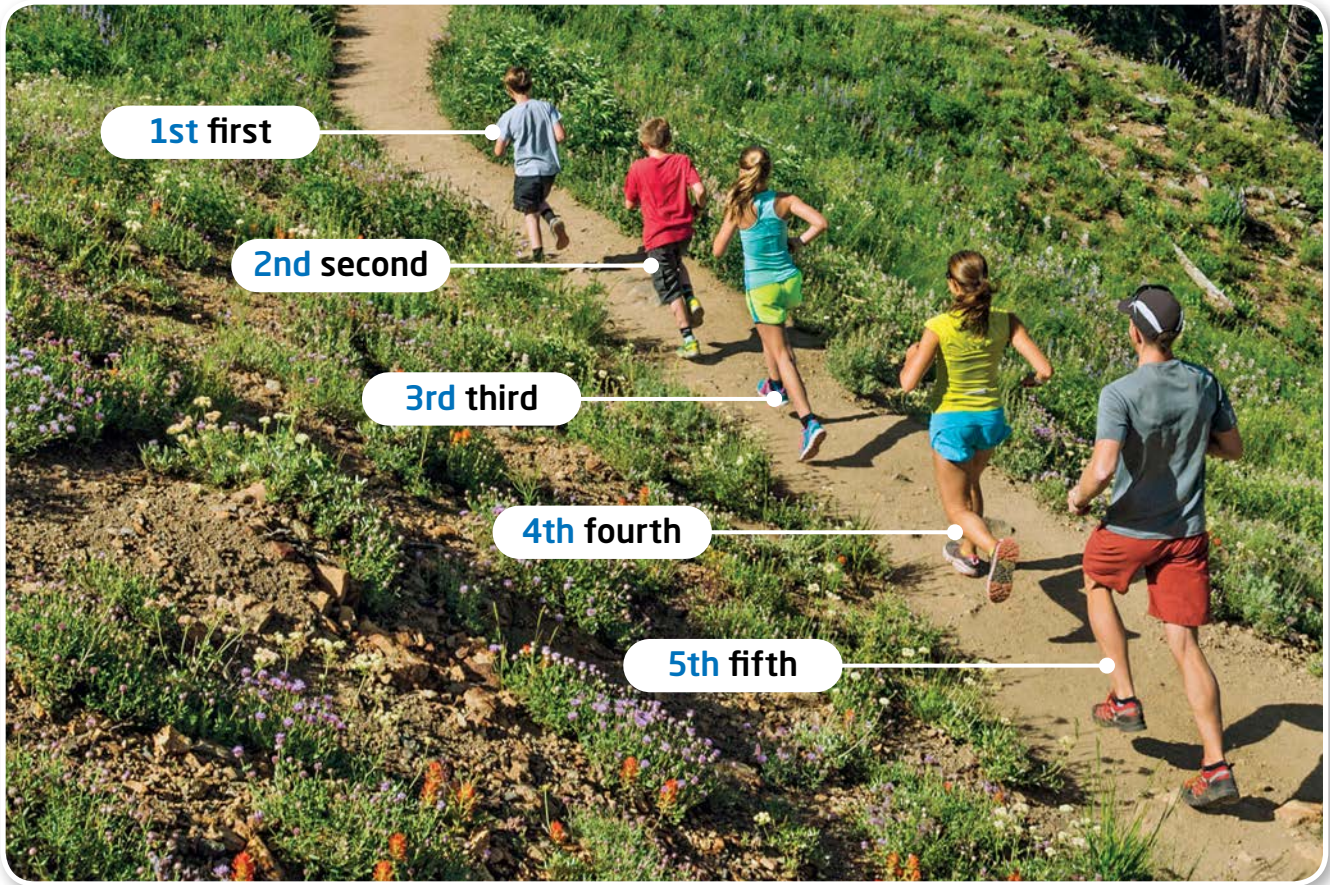
$60 + 20 =$

$40 - 30 =$

$99 - 9 =$



**3** Look, listen and say. TR: 0.7



6th sixth

10th tenth

14th fourteenth

18th eighteenth

7th seventh

11th eleventh

15th fifteenth

19th nineteenth

8th eighth

12th twelfth

16th sixteenth

20th twentieth

9th ninth

13th thirteenth

17th seventeenth

21st twenty-first

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

When's your birthday?

The 15th of September.



# PRONOUNS

**1** Look, listen and say. **TR: 0.8**



The kite is mine.



The coat is yours.



The ball is his.



The bat is hers.



The grapes are ours.



The pencils are yours.



The game is theirs.

**2** Look around your classroom. Ask and answer.

Whose pencil is this?



It's mine. Thank you!

**3** Look, listen and say. TR: 0.9



me



you



him



her



it



us



you



them

**4** Read and write.

1. John! Jenny! I've got some lunch for \_\_\_\_\_.
2. Hey, Dad. Can I help \_\_\_\_\_?
3. Thanks, Jenny. Where's your brother? I can't see \_\_\_\_\_.
4. Mum is over there. Maybe he's with \_\_\_\_\_.
5. Go and get \_\_\_\_\_. It's time to eat!
6. I love chicken sandwiches! Give \_\_\_\_\_ that big one, please!
7. Let's play football. Do you want to come with \_\_\_\_\_?
8. OK, where's the ball? Oh, I can see \_\_\_\_\_!

## Unit 1

# A Helping Hand

In this unit, I will ...

- talk about caring for others.
- describe daily routines.
- talk about how many times people do things.

### Look and tick.

These are baby

- zebras.
- rhinos.
- tigers.

They are

- drinking milk.
- eating fruit.
- drinking juice.



Baby rhinos at the Lewa  
Wildlife Conservancy, Kenya

## VOCABULARY 1

**1** Listen and read. TR: 1.1

**2** Listen and say. TR: 1.2

We all need help from other people.  
We care for each other in many different  
ways. We care for animals, too.

carry



help



hug



teach



hold hands



pick up



give my pet a bath



feed my pet



a goldfish

protect



take care of my pet



a hamster

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

What do you like doing?



I like taking care of my goldfish.

## SONG

**1** Listen. Read and sing. **TR: 1.3**

# Taking Care

### CHORUS

**I love taking care of my pets.  
I love taking care of my family.  
I love taking care of them all.  
I'm happy to help so many!**

I love taking care of my pets.  
I love picking them up and holding them, too.  
But before I can play with my pets,  
I've got some work to do.

I have to comb my cat, feed my dog,  
protect my bird and pick up my frog.  
I have to wash my goat, brush my horse,  
And I can't forget to give my snake a bath, of course.

### CHORUS

I love taking care of my family.  
I love hugging them, too.  
But before I get to play with my family,  
I've got some work to do.

I have to read to my sister,  
take care of my brothers,  
and hold hands with my grandmother.  
I have to teach my brothers their 1, 2, 3s  
and carry my family's new baby.

I love taking care of my pets.  
I love taking care of my family.  
After all my work is done,  
I can have some fun with my  
cat and dog, bird and frog,  
goat and horse and my snake, of course!  
My sisters and my brothers, my grandmother  
and even my family's new baby!





Girl with goat, Bangladesh

**2** Sing again and hold up pictures.



# GRAMMAR 1

## **before and after** TR: 1.4

What does she do **before** breakfast?  
What does he do **after** school?

She gets dressed **before** breakfast.  
He feeds his bird **after** school.

**1** Look at the pictures. Complete the sentences.

### BEFORE SCHOOL




### AFTER SCHOOL



1. He plays with his cat **before** / **after** school.
2. He brushes his teeth **before** / **after** school.
3. He helps his mum **before** / **after** school.
4. He feeds his dog **before** / **after** school.
5. He gets dressed **before** / **after** school.
6. He plays basketball **before** / **after** school.

**2 Write.** What do you do before and after school?

Before school	After school
	

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

bedtime   breakfast   dinner   lunch   school

What do you do after breakfast?



I brush my teeth.



# VOCABULARY 2

**1** Listen and say. Tick **T** for *True* or **F** for *False*. **TR: 1.5**

have a shower



make my bed



come home



have a snack



do my homework



1. She makes her bed at eight fifteen.
2. She has a snack at four forty-five.
3. She does her homework at five o'clock.
4. She has a shower at six thirty.
5. She comes home at three twenty-five.

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**2** **Stick and write times.**  
Work with a partner.

What time do you have a shower?

I have a shower at 7.45.

\_\_\_\_\_

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