

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

4

SECOND EDITION



OUR WORLD

SECOND EDITION

Series Editors

Joan Kang Shin and
JoAnn (Jodi) Crandall

Authors

Kate Cory-Wright
and Sue Harmes

OUR WORLD

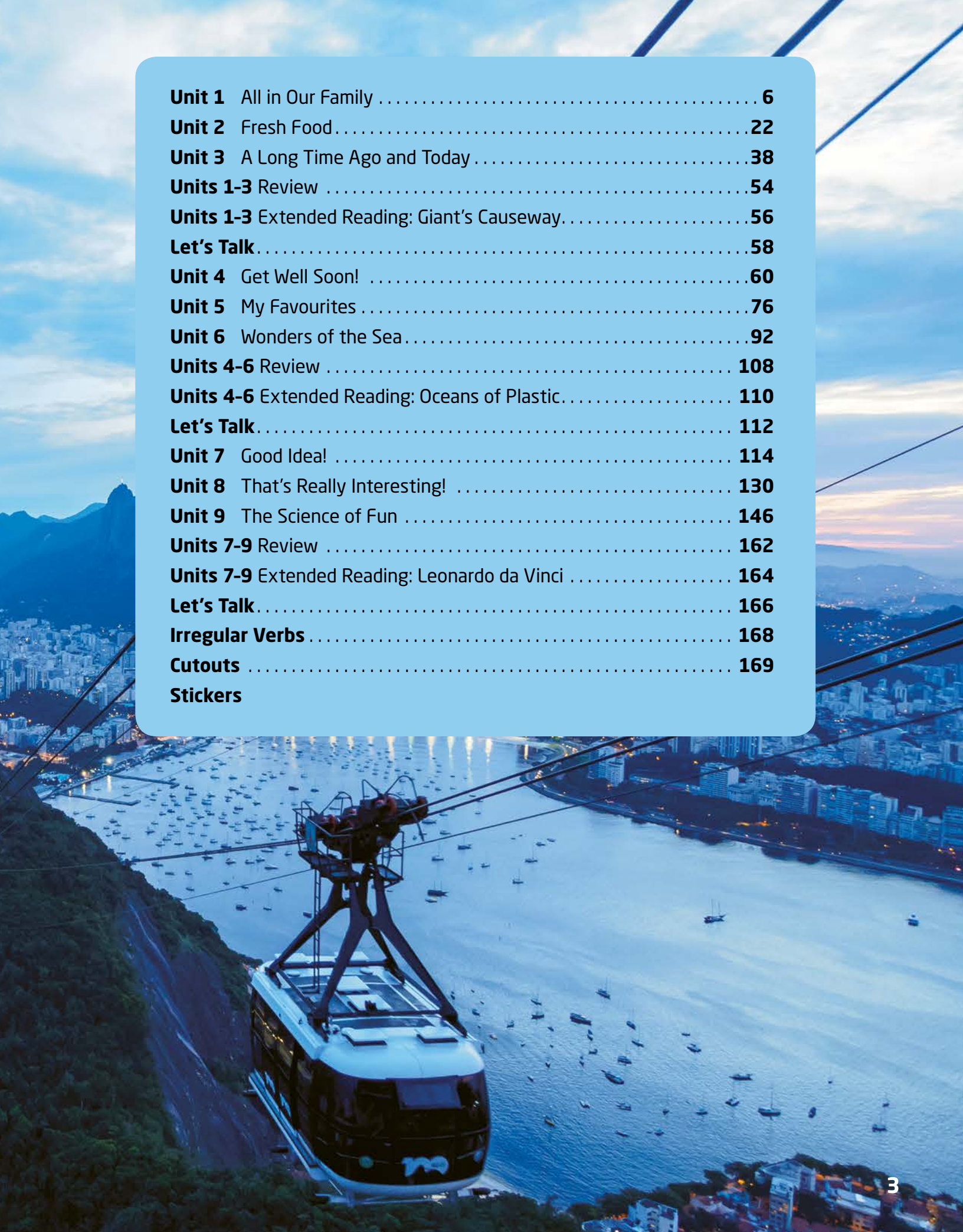
TR: 10.1

This is our world.
Everybody's got a song to sing.
Each boy and girl.
This is our world!
I say 'our'. You say 'world'.
Our!
World!
Our!
World!
I say 'boy'. You say 'girl'.
Boy!
Girl!

Boy!
Girl!
I say, 'Everybody move!'
I say, 'Everybody stop!'
Everybody, stop!
This is our world.
Everybody's got a song to sing.
Each boy and girl.
This is our world!

Sugarloaf Mountain,
Rio de Janeiro, Brazil

Unit 1 All in Our Family	6
Unit 2 Fresh Food	22
Unit 3 A Long Time Ago and Today	38
Units 1-3 Review	54
Units 1-3 Extended Reading: Giant's Causeway	56
Let's Talk	58
Unit 4 Get Well Soon!	60
Unit 5 My Favourites	76
Unit 6 Wonders of the Sea	92
Units 4-6 Review	108
Units 4-6 Extended Reading: Oceans of Plastic	110
Let's Talk	112
Unit 7 Good Idea!	114
Unit 8 That's Really Interesting!	130
Unit 9 The Science of Fun	146
Units 7-9 Review	162
Units 7-9 Extended Reading: Leonardo da Vinci	164
Let's Talk	166
Irregular Verbs	168
Cutouts	169
Stickers	



Scope and Sequence



	1 All in Our Family p. 6	2 Fresh Food p. 22	3 A Long Time Ago and Today p. 38	4 Get Well Soon! p. 60
CONTENT AREA CONNECTION	Humanities, Science, Social Studies	Science, Technology and Engineering	Humanities, Social Studies, Technology and Engineering	Health, Science
GOALS SC: 1	<ul style="list-style-type: none"> describe what you look like compare people you know talk about your plans write a diary entry 	<ul style="list-style-type: none"> talk about obligation describe how often you do something discuss and order food write to express your opinion 	<ul style="list-style-type: none"> describe daily life in the past and your life today talk about what the past was like compare the past with your life now write unified paragraphs 	<ul style="list-style-type: none"> talk about health and illness give advice describe actions write about cause and effect
VOCABULARY 1 & 2 SC: 2-4	<p>bigger, cleverer, cuter, different, faster, friendlier, older, relatives, shorter, slower, smaller, stronger, taller, uglier, younger</p> <p>Strategy: Antonyms</p> <p>blonde hair, curly hair, glasses, straight hair, wavy hair</p> <p>Strategy: Memorisation</p>	<p>aubergine, cabbage, chillis, courgette, cucumber, dig, green beans, grow, lettuce, onion, pick, plant, pumpkin, ready, ripe, water, weed</p> <p>Strategy: Compound words</p> <p>every day, how often, on (Friday), once (a month), three times (a week), twice (a year)</p> <p>Strategy: Frequency words</p>	<p>begin, computer game, electric light, fire, housework, learn, life, make, mobile phone, sew, spend time, tell, things, town, wash</p> <p>Strategy: Homophones</p> <p>difficult, expensive, important, modern, old-fashioned</p> <p>Strategy: Adjectives</p>	<p>bandage, cast, cough, earache, feel dizzy, first aid kit, germ, have a cold, have a temperature, headache, medicine, sneeze, stomach ache, thermometer, tissue, toothache</p> <p>Strategy: Word parts</p> <p>broken leg, bruise (n), burn (n), cut (n), scratch (n)</p> <p>Strategy: Multiple meanings</p>
GRAMMAR 1 & 2 SC: 5-6	Comparatives with -er Present continuous for future plans	Have to Would like	Contrast with but and instead Comparatives with more + adjective	Advice with should Reflexive pronouns
READING	Where Do Your Eyes Come From? Strategy: Using visuals to support comprehension	The Farms of the Future Are Here Strategy: 5Ws and how	The World in the Palm of Your Hand Strategy: Using timelines	Why Do We Sneeze? Strategy: Identify sequence of events
WRITING	Diary Entry Focus: Use emotion words	Opinion Writing Focus: Identify positive and negative points	Paragraph Unity Focus: Identify topic sentence and supporting details	Cause and Effect Writing Focus: Describe what happens and why
MISSION SC: 9	Understand the human family. National Geographic Explorer: Spencer Wells	Appreciate local food. National Geographic Explorer: Juan Martinez	Appreciate the past. National Geographic Explorer: Stephen Ambrose	Be prepared. National Geographic Explorer: Dr Hayat Sindi
PROJECT	Class big book	Plant cards	Then and now poster	First aid kit
REVIEW	Units 1-3	pp. 54-55		Units 4-6
EXTENDED READING	Giant's Causeway	pp. 56-57		Oceans of Plastic: Time for Action
LET'S TALK	Hello! I agree!	p. 58 p. 59		What's wrong? I don't understand.

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

				
<p>5 My Favourites p. 76</p>	<p>6 Wonders of the Sea p. 92</p>	<p>7 Good Idea! p. 114</p>	<p>8 That's Really Interesting! p. 130</p>	<p>9 The Science of Fun p. 146</p>
<p>Humanities, Language and Literature, Performing Arts, Visual Arts</p>	<p>Science</p>	<p>Science, Technology and Engineering</p>	<p>Language and Literature</p>	<p>Science</p>
<ul style="list-style-type: none"> • identify different types of entertainment • compare people and activities • talk about your favourite people and things • give your opinion 	<ul style="list-style-type: none"> • name and describe sea life • talk about how you can protect the seas and oceans • talk about future events • write to describe how things are different 	<ul style="list-style-type: none"> • talk about inventions • talk about past habits • describe how to use an invention • write facts and opinions about a favourite invention 	<ul style="list-style-type: none"> • talk about your hobbies and interests • give information about people you know • talk about gifts you've received • describe and explain a hobby 	<ul style="list-style-type: none"> • identify how you use force to move • use <i>the more ...</i> to describe cause and effect • understand and make definitions • write about cause and effect
<p>actor, amazing, athlete, brave, cool, famous, film, funny, great, handsome, person, popular, pretty, talented, wonderful</p> <p>Strategy: Categorising words</p> <p>hobby, school subject, sport, TV programme, writer</p> <p>Strategy: Ranking preferences</p>	<p>creature, disappear, dolphin, fish, layer, midnight, octopus, pollution, resource, sea sponge, turtle, shark, squid, sunlight, whale, zone</p> <p>biodegradable, oil spill, overfishing, plastic, rubbish</p> <p>Strategy: Suffix <i>-able</i></p>	<p>battery, creativity, electricity, fail, idea, imagination, invent, invention, problem, solution, succeed, try, useful, wheel</p> <p>Strategy: Using the suffix <i>-ful</i></p> <p>lift, move, put, turn, use</p> <p>Strategy: Imperatives for instructions</p>	<p>alone, avatar, collect, compete, co-operate, controller, creative, enjoy, music group, point, score, screen, take photos, together</p> <p>Strategy: Using context</p> <p>comic, dinosaur, fossil, insect, soft toy</p>	<p>backwards, balance, connect, down, fall over, force, forwards, friction, happen, pull, push, rub, skater, spin, swing</p> <p>Strategy: Antonyms</p> <p>away from, direction, gravity, lean, towards</p>
<p>Superlatives with -est and most</p> <p>Irregular comparatives and superlatives</p>	<p>Have to, must, can't and don't</p> <p>Future with will and won't</p>	<p>Used to for past habits</p> <p>You for general statements</p>	<p>Describing people with who</p> <p>Direct and indirect objects</p>	<p>Cause and effect with double comparatives</p> <p>Definitions with which</p>
<p>Amazing Acrobats</p> <p>Strategy: Using visuals</p>	<p>Colourful Corals</p> <p>Strategy: Set a purpose for reading</p>	<p>Young and Creative</p> <p>Strategy: Ask questions</p>	<p>Hide and Seek</p> <p>Strategy: Identify sequence of events</p>	<p>Up, Down and All Around!</p> <p>Strategy: Understand cause and effect</p>
<p>Reviews</p> <p>Focus: Write a book review</p>	<p>Contrast Writing</p> <p>Focus: Use words and expressions that show contrast</p>	<p>Fact and Opinion Writing</p> <p>Focus: Use facts to support opinions</p>	<p>Explanation Writing</p> <p>Focus: Describe something general</p>	<p>Cause and Effect Writing</p> <p>Focus: Write cause and effect</p>
<p>Find a role model.</p> <p>National Geographic Explorer: Aparajita Datta</p>	<p>Protect the seas and oceans.</p> <p>National Geographic Explorer: Dr Sylvia Earle</p>	<p>Use your imagination and creativity to solve problems.</p> <p>National Geographic Explorer: Aydogan Ozcan</p>	<p>Enjoy a hobby.</p> <p>National Geographic Explorer: Jørn Hurum</p>	<p>Think creatively and critically.</p> <p>National Geographic Explorer: Stephon Alexander</p>
<p>Famous people class book</p>	<p>Sea creatures poster</p>	<p>Superpower app</p>	<p>A hobby presentation</p>	<p>A thaumatrope</p>
<p>pp. 108–109</p>	<p>Units 7–9</p>		<p>pp. 162–163</p>	
<p>pp. 110–111</p>	<p>Leonardo da Vinci: The Greatest Inventor in History?</p>		<p>pp. 164–165</p>	
<p>p. 112 p. 113</p>	<p>Wow, that's cool!</p> <p>What does that mean?</p>		<p>p. 166 p. 167</p>	

All in Our Family

In this unit, I will ...

- describe what I look like.
- compare people I know.
- talk about my plans.
- write a diary entry.

Look and answer.

1. What is the girl holding?
2. Who are the other people in the photo?
3. Where are the people?
4. Why is the boy laughing?
Write your answer below.





Bahrain

VOCABULARY 1

1 Listen and read. TR: 1.1

2 Listen and repeat. TR: 1.2

Does your family like big parties? Do your **relatives** come from near and far to celebrate? Then it's a type of party called a family reunion. Families are all **different**. Some are big and some are small. Family pets are different, too. Some pets are **cuter** than others. Some pets are **uglier** than others, but their families still love them. What makes the best pet for a family? One that's **cleverer** or one that's **friendlier**?





3 Discuss. Work with a partner. What did you learn? How are the people different?



Who is faster?

The girl is faster than the boy.



SONG

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

We're All Different

I'm taller than you.
He's taller than me.
We're all different.
Yes, we're different.
And I like being me!

My dad is shorter than your dad.
Your brother's taller than mine.
My sister is older than yours.
Your sister's younger than mine.

CHORUS

My horse is bigger than that one.
That horse is smaller than mine.
My horse is funnier than that horse.
It's happy all the time.

CHORUS

2 **Talk about you.** Take turns with a partner.

you / I
my dad / your dad
our car / your car
my dog / your dog

My dad is tall

but *your dad is taller*





A portrait of cousins

GRAMMAR 1

Comparatives with **-er** TR: 1.4

My best friend is **bigger** than I am.

I'm **shorter** than him, too.

My dog is **friendlier** than my sister's cat.

My dog is also **cuter** than her cat.

1 Read. Complete the sentences. Use the correct form of the word in brackets.

1. My brother Mun-Hee is **bigger** (big) than I am.
2. My sister is _____ (friendly) than my brother.
3. My aunt Mae-Ran is _____ (clever) than my uncle.
4. My grandmother is _____ (short) than my mother.
5. My cousin Shin is _____ (nice) than me.

2 Ask and answer. Work with a partner. Look at the picture.

1. Which is smaller, the dog or the cat?
2. Which pet is older?
3. Which pet is stronger?



3 Ask and answer. Work in a group. Take turns. How are you and your relatives different?

I'm taller than my cousin,
and stronger, too.



And I'm friendlier
than my cousin.

4 Write. Now compare the people in your group. Use words from the box.

old short small strong tall young

VOCABULARY 2

1 Listen and repeat. Look at the pictures. Match. **TR: 1.5**



glasses



wavy hair



blonde hair



straight hair



curly hair

1. She looks just like her mother.
2. My cousin is really cute.
3. My cousins are very different.
4. My brother's got blue eyes like me.
- a. But he wears glasses and I don't.
- b. They've both got straight hair.
- c. I love his wavy hair.
- d. But they've both got curly hair.

2 Listen and stick. Work with a partner. Talk about you. **TR: 1.6**

He's got brown hair.
I've got brown hair, too.

She wears glasses.
I don't wear glasses.

1

14 Unit 1

2

3

4

5

GRAMMAR 2

Present continuous for future plans TR: 1.7

What **are you doing** on Saturday?

What **are they doing** at 7.00?

I'm going to my family reunion.

They're having dinner with their neighbours.

1 Read. Complete the sentences. Use the correct form of the word in brackets.

1. What's your Uncle Simon cooking for the reunion on Saturday?

He _____ (make) his famous chocolate cake.

2. Are you doing something special at the reunion?

I _____ (run) in the three-legged race and

I _____ (have) lunch with my cousins.

3. What are you doing for your grandmother's birthday next week?

I _____ (give) her a card and a box of chocolates.

2 Play a game. Cut out the cards at the back of the book. Play with a partner. Listen, talk and act it out.

Guess what I'm doing after lunch?



After lunch, you're playing football.



READING

1 Listen and read. TR: 1.8

Where Do Your Eyes Come From?

The colour of our eyes and our hair are family traits. How tall we are, how big or small we are and the shape of our face are all family traits. We say that we inherit these traits from our parents.

Look around you. Many people have got the same eye colour or hair colour, but they all look different. It's the special combination of all of these common traits that makes you different from everyone else. No other person has got exactly the same combination of traits as you.

Are your earlobes attached to the side of your face? Or do they hang free? This is also an inherited trait.

How do you fold your hands? Do you cross your right thumb over your left thumb? Or do you cross your left thumb over your right thumb?

It's fun to look for these traits with your family and friends. Try it!



unattached earlobe



attached earlobe



right thumb over left thumb



EYE COLOUR

most common



second most common



rarest



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

- 1. Eye colour is not a family trait. (T) (F)
- 2. All people with black hair look alike. (T) (F)
- 3. No one has got the same combination of traits as you. (T) (F)
- 4. We get our traits from older family members. (T) (F)

3 Discuss. Work with a partner. Choose three traits. Who did you inherit these traits from?

- shape of nose
- shape of face
- eye colour
- hair colour
- type of hair

I've got a long face. I inherited it from my mother. Her face is very long.



People with blonde hair have got more hair on their head than people with brown hair.

4 Do a class survey. How do you fold your hands? Who has got attached earlobes? Record the information in the bar chart.

