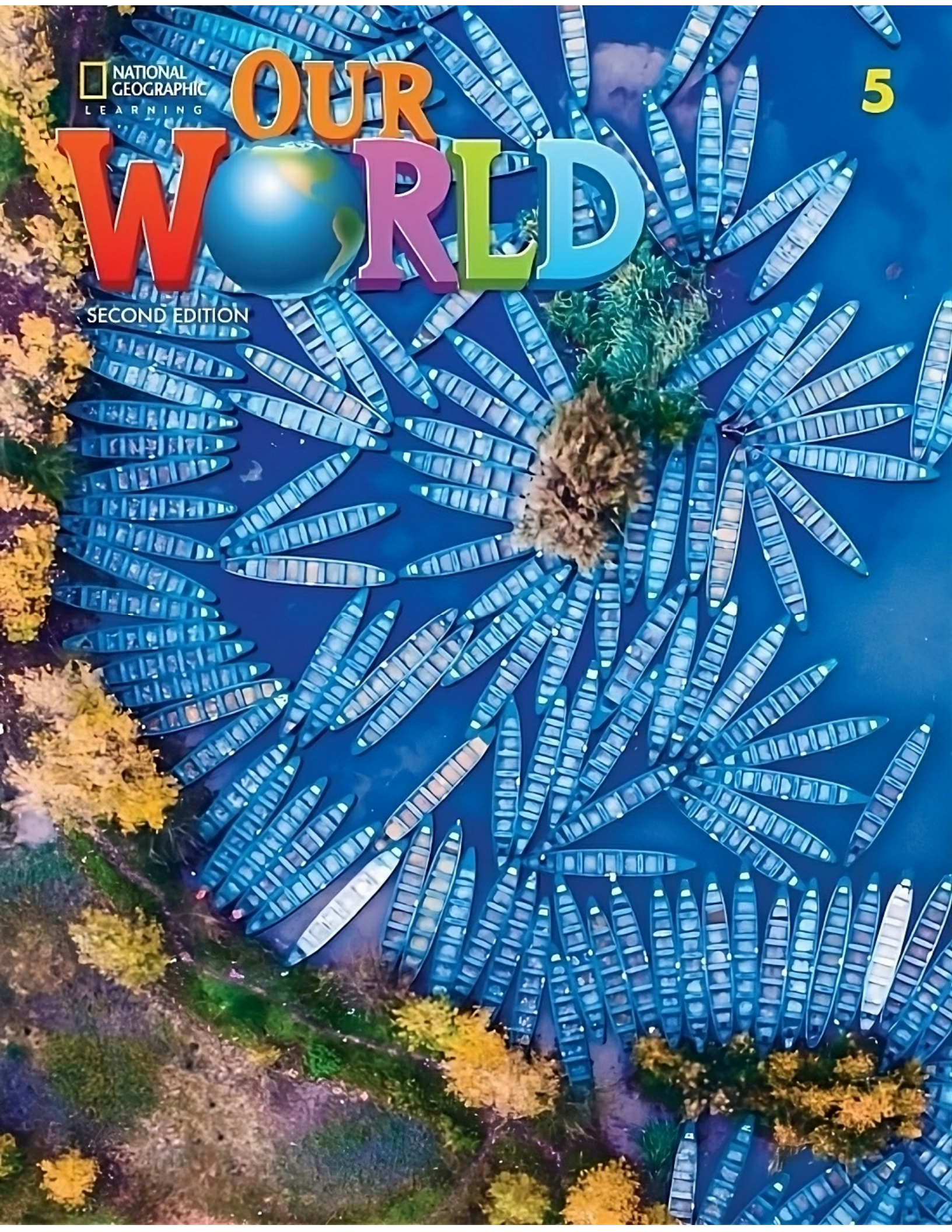


NATIONAL  
GEOGRAPHIC  
LEARNING

# OUR WORLD

SECOND EDITION

5



# OUR WORLD

SECOND EDITION

**Series Editors**

Joan Kang Shin and  
JoAnn (Jodi) Crandall

**Authors**

Ronald Scro  
and Rob Sved

# 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!

<b>Unit 1</b> Extreme Weather .....	<b>6</b>
<b>Unit 2</b> Copycat Animals .....	<b>22</b>
<b>Unit 3</b> Music in Our World .....	<b>38</b>
<b>Units 1-3</b> Review .....	<b>54</b>
<b>Units 1-3</b> Extended Reading: Animal Predictions?.....	<b>56</b>
<b>Let's Talk!</b> .....	<b>58</b>
<b>Unit 4</b> Life Out There.....	<b>60</b>
<b>Unit 5</b> Arts Lost and Found .....	<b>76</b>
<b>Unit 6</b> Amazing Plants! .....	<b>92</b>
<b>Units 4-6</b> Review .....	<b>108</b>
<b>Units 4-6</b> Extended Reading: Attack of the Extraterrestrial Plants! ..	<b>110</b>
<b>Let's Talk!</b> .....	<b>112</b>
<b>Unit 7</b> Volcanoes.....	<b>114</b>
<b>Unit 8</b> Reduce, Reuse, Recycle .....	<b>130</b>
<b>Unit 9</b> Wonderful Holidays! .....	<b>146</b>
<b>Units 7-9</b> Review .....	<b>162</b>
<b>Units 7-9</b> Extended Reading: Surviving Krakatoa.....	<b>164</b>
<b>Let's Talk!</b> .....	<b>166</b>
<b>Irregular Verbs</b> .....	<b>168</b>
<b>Cutouts</b> .....	<b>169</b>
<b>Stickers</b>	



Santorini, Greece

# Scope and Sequence



1

## Extreme Weather

p. 6



2

## Copycat Animals

p. 22



3

## Music in Our World

p. 38



4

## Life Out There

p. 60

### CONTENT AREA CONNECTION

Science

Science

Music and Performing Arts,  
Visual Arts

Science, Technology  
and Engineering

### GOALS

SC: 1

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

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

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

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

### VOCABULARY 1 & 2

SC: 2–4

blizzard, drop, drought, flood, hailstorm, heatwave, hurricane, lightning, range, rise, sandstorm, speed, thunder, tornado, tropical storm

**Strategy:** Compound nouns

emergency, evacuate, plan, shelter, supplies, torch

**Strategy:** Noun plurals

camouflage, characteristic, copy, frighten, hide, hunt, imitate, insect, poisonous, predator, prey, resemble, species, spot, stripe

**Strategy:** Using a dictionary

attack, avoid, confuse, defend, escape

**Strategy:** Action verbs

band, beat, chord, concert, drum, flute, guitar, lead singer, melody, note, perform, piano, practise, rhythm, saxophone, violin

**Strategy:** Multiple-meaning words

classical, hip-hop, jazz, pop, rock

**Strategy:** Act it out

atmosphere, comet, data, debate, extraterrestrial, galaxy, journey, orbit, planet, solar system, space, the universe

**Strategy:** Classification of words

astronaut, communicate, rocket, search, spacecraft, space station

**Strategy:** Words in context

### GRAMMAR 1 & 2

SC: 5–6

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

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

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

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

### READING

Tornado Trouble  
**Strategy:** Visualise

Copycats  
**Strategy:** Scan text for information

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

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

### WRITING

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

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

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

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

### MISSION

SC: 9

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

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

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

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

### PROJECT

A tornado in a jar

A collage

A musical instrument

Model of life on another planet

### REVIEW

Units 1–3

pp. 54–55

Units 4–6

### EXTENDED READING

Animal Predictions?

pp. 56–57

Attack of the  
Extraterrestrial Plants!

### LET'S TALK

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

p. 58  
p. 59

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

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



5

## Arts Lost and Found

p. 76



6

## Amazing Plants!

p. 92



7

## Volcanoes

p. 114



8

## Reduce, Reuse, Recycle

p. 130



9

## Wonderful Holidays!

p. 146

Humanities, Music and Performing Arts

Science

Science

Science, Visual Arts

Language and Literature

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

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

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

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

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

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

**Strategy:** Using context clues

embroidery, handmade, jewellery making, pottery, sculpture

**Strategy:** Base words

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

**Strategy:** Word families

daisy, petal, rose, thorn, vine

**Strategy:** Contractions

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

**Strategy:** Multiple-meaning words

active, cone, crater, dormant, extinct

**Strategy:** Suffixes

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

**Strategy:** Prefix *re-*

cardboard, chemicals, glass, metal, tools

**Strategy:** Expressing purpose

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

**Strategy:** Using a thesaurus

airport, passport, souvenir, suitcase, sunglasses

**Strategy:** Antonyms and Synonyms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Museum of the future

Local plant guide

A volcano

Recycled art

A tourist brochure

pp. 108–109

**Units 7–9**

pp. 162–163

pp. 110–111

**Surviving Krakatoa**

pp. 164–165

p. 112  
p. 113

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

p. 166  
p. 167

## Unit 1

# Extreme Weather

In this unit, I will ...

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

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

1. There's a storm cloud in the sky.  T  F
2. The trees are covered in ice.  T  F
3. It's raining heavily.  T  F
4. It's safe to be outside.  T  F



**Supercell thunderstorm,  
Colorado, USA**



## VOCABULARY 1


1 Listen and read. TR: 1.1

2 Listen and repeat. TR: 1.2

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

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

lightning



Grand Canyon, USA



a hurricane

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

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

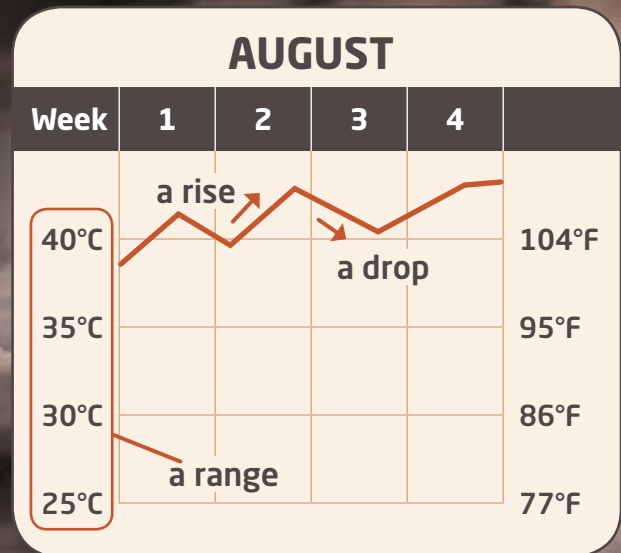


a sandstorm

High winds in dry places such as deserts can pick up sand and cause a **sandstorm**. A **tornado** is a column of wind that spins very fast.

### 3 Ask and answer.

Work with a partner.  
What did you learn?



When the weather is hot, can it be dangerous?

Yes, it can. It can cause a heatwave.

## SONG

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

# Bad Weather

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

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

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

### CHORUS

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

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

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

### CHORUS

Is there going to be a hurricane? Yes, there is!  
Is the wind going to howl? Yes, it is!  
Are the waves going to rage? Yes, they are!

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

### CHORUS

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

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

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





# GRAMMAR 1

## Future predictions and plans with *be going to* TR: 1.4

Is it **going to** rain tomorrow? No, it's **going to** snow tomorrow.

I'm **going to** listen to the weather forecast at eight o'clock.

He's **going to** put on his snow boots.

**1 Write.** What is the weather going to be like?



Monday



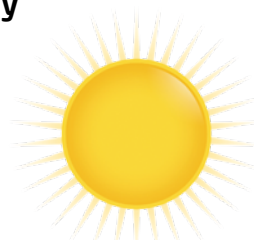
Tuesday



Wednesday



Thursday



Friday

1. *It's going to rain on Monday.*

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

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

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

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

**2 Ask and answer.** Read. Take turns.

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

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

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

---

---

---

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

---

---

---

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

---

---

---

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



## VOCABULARY 2

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



a plan



evacuate



an emergency



a torch



supplies



a shelter

When a weather forecaster predicts bad weather, you can make a \_\_\_\_\_ to prepare. To protect yourself from wind and rain, you should go to a \_\_\_\_\_. If the electricity goes off, use a \_\_\_\_\_ to see in the dark. You can store \_\_\_\_\_ in a safe place so that you have got food to eat.

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

**2** Listen and stick. Find out what to do next. Put your stickers in the correct order. Work with a partner.

Summarise the weather forecast. **TR: 1.6**

A hurricane is coming.  
It's an emergency.

Yes, I put a plan in number 1. That's correct.

1

2

3

4

5

## GRAMMAR 2

### Zero conditional (present tense) TR: 1.7

I **put on** my winter coat **if** the weather **is** cold.

**If** I **see** lightning, I **go** inside.

**If** a sandstorm **comes**, I **close** all the windows.

**1 Match and make logical sentences.** What do you do in these situations? Write five sentences of your own in your notebook.

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

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





## READING

### 1 Listen and read. TR: 1.8

# Tornado Trouble

Tornadoes happen all over the world. There is even a place called Tornado Alley. Josh Wurman studies extreme weather. He joined a team of other scientists to study tornadoes in Tornado Alley. One day, the blue sky turned black. A giant cloud came towards the team. The cloud had winds that moved in a circle. Inside his van, Wurman watched the storm through his window and on his instruments. Colours on the computer screen showed where the rain fell and where the wind was the strongest.

The winds twisted the storm tighter and tighter into the shape of a funnel. When the funnel touched the ground, it became a tornado! The tornado looked like a giant grey elephant's trunk. It moved one way, then the other way. As the tornado moved across the ground, the team came dangerously close. They dropped special instruments close to the storm. These instruments showed wind speed, temperature and how much rain was falling.

The tornado twisted and moved for half an hour. The team watched the storm and their instruments the whole time. Then the tornado leant over slowly like a soft rope. Poof! It was gone. The excitement was over. But Wurman and his team have a lot more work to do. The information from their instruments will help them predict other tornadoes so that they can warn people and save lives.



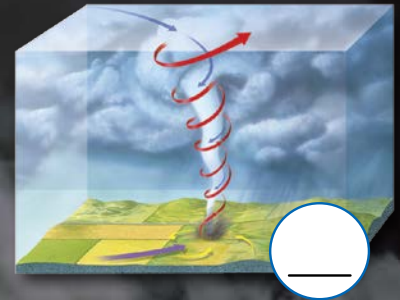
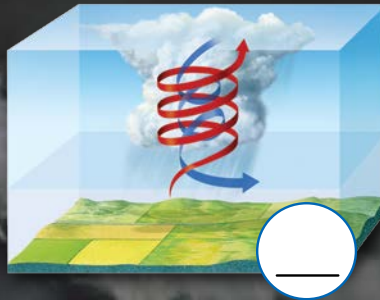
It once rained frogs on a town in Serbia. A small tornado dropped them there.

**2 Discuss.** Work in groups of three. Answer the questions.

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

**3 Match.** Work with a partner. How does a tornado form? Match the text to each step. Discuss.

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



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

Tornado	Hurricane
	<p>Origin: They form over water. Duration: They last a week.</p>