

# OUR WORLD

SECOND EDITION

**Series Editors**

Joan Kang Shin and  
JoAnn (Jodi) Crandall

**Authors**

Kate Cory-Wright  
and Sue Harmes

NATIONAL GEOGRAPHIC LEARNING

# 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

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



# Scope and Sequence

	 <b>1</b> <b>All in Our Family</b> p. 6	 <b>2</b> <b>Fresh Food</b> p. 22	 <b>3</b> <b>Long Ago and Today</b> p. 38	 <b>4</b> <b>Get Well Soon</b> p. 60	 <b>5</b> <b>My Favorites</b> p. 76	 <b>6</b> <b>Wonders of the Sea</b> p. 92	 <b>7</b> <b>Good Idea!</b> p. 114	 <b>8</b> <b>That's Really Interesting!</b> p. 130	 <b>9</b> <b>The Science of Fun</b> p. 146
<b>CONTENT AREA CONNECTION</b>	The Humanities, Science, Social Studies	Science, Technology and Engineering	The Humanities, Social Studies, Technology and Engineering	Health, Science	The Humanities, Language Arts, Performing Arts, Visual Arts	Science	Science, Technology and Engineering	Language Arts	Science
<b>GOALS</b> SC: 1	<ul style="list-style-type: none"> <li>describe what you look like</li> <li>compare people you know</li> <li>talk about your plans</li> <li>write a journal entry</li> </ul>	<ul style="list-style-type: none"> <li>talk about obligation</li> <li>describe how often you do something</li> <li>discuss and order food</li> <li>write to express your opinion</li> </ul>	<ul style="list-style-type: none"> <li>describe daily life in the past and your life today</li> <li>talk about what the past was like</li> <li>compare the past with your life now</li> <li>write unified paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>talk about health and illness</li> <li>give advice</li> <li>describe actions</li> <li>write about cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>identify different types of entertainment</li> <li>compare people and activities</li> <li>talk about your favorite people and things</li> <li>give your opinion</li> </ul>	<ul style="list-style-type: none"> <li>name and describe sea life</li> <li>talk about how you can protect the oceans</li> <li>talk about future events</li> <li>write to describe how things are different</li> </ul>	<ul style="list-style-type: none"> <li>talk about inventions</li> <li>talk about past habits</li> <li>describe how to use an invention</li> <li>write facts and opinions about a favorite invention</li> </ul>	<ul style="list-style-type: none"> <li>talk about your hobbies and interests</li> <li>give information about people you know</li> <li>talk about gifts you've received</li> <li>describe and explain a hobby</li> </ul>	<ul style="list-style-type: none"> <li>identify how you use force to move</li> <li>use <i>The more . . .</i> to describe cause and effect</li> <li>understand and make definitions</li> <li>write about cause and effect</li> </ul>
<b>VOCABULARY 1 &amp; 2</b> SC: 2–4	bigger, cuter, different, faster, friendlier, older, relatives, shorter, slower, smaller, stronger, taller, uglier, younger <b>Strategy:</b> Antonyms blond hair, curly hair, glasses, straight hair, wavy hair <b>Strategy:</b> Memorization	cabbage, cucumber, dig, eggplant, green beans, grow, hot peppers, lettuce, onion, pick, plant, pumpkin, ready, ripe, water, weed, zucchini <b>Strategy:</b> Compound words every day, how often, on (Friday), once (a month), three times (a week), twice (a year) <b>Strategy:</b> Frequency words	begin, cell phone, chores, electric light, fire, learn, life, make, sew, spend time, tell, things, town, video game, wash <b>Strategy:</b> Homophones difficult, expensive, important, modern, old-fashioned <b>Strategy:</b> Adjectives	bandage, cast, cough, earache, feel dizzy, first-aid kit, germ, have a cold, have a fever, headache, medicine, sneeze, stomachache, thermometer, tissue, toothache <b>Strategy:</b> Word parts broken leg, bruise (n), burn (n), cut (n), scratch (n) <b>Strategy:</b> Multiple meanings	actor, amazing, athlete, brave, cool, famous, funny, great, handsome, movie, person, popular, pretty, talented, wonderful <b>Strategy:</b> Categorizing words hobby, school subject, sport, TV show, writer <b>Strategy:</b> Ranking preferences	creature, disappear, dolphin, fish, layer, midnight, octopus, pollution, resource, sea sponge, sea turtle, shark, squid, sunlight, whale, zone <b>Strategy:</b> Comparing sounds /s/ and /ʃ/ biodegradable, garbage, oil spill, overfishing, plastic <b>Strategy:</b> Suffix <i>-able</i>	battery, creativity, electricity, fail, idea, imagination, invent, invention, problem, solution, succeed, try, useful, wheel <b>Strategy:</b> Using the Suffix <i>-ful</i> lift, move, put, turn, use <b>Strategy:</b> Imperatives for instructions	alone, avatar, collect, compete, cooperate, controller, creative, enjoy, musical group, point, score, screen, take photos, together <b>Strategy:</b> Using Context bug, comic book, dinosaur, fossil, stuffed animal <b>Strategy:</b> Comparing sounds /ə/ and /ɛ/	backward, balance, connect, down, fall over, force, forward, friction, happen, pull, push, rub, skater, spin, swing <b>Strategy:</b> Antonyms away from, direction, gravity, lean, toward <b>Strategy:</b> Comparing sounds /æ/ and /ʌ/
<b>GRAMMAR 1 &amp; 2</b> SC: 5–6	<b>Comparatives with -er</b> <b>Present progressive for future plans</b>	<b>Have to</b> <b>Would like</b>	<b>Contrast with but and instead</b> <b>Comparatives with more + adjective</b>	<b>Advice with should</b> <b>Reflexive pronouns</b>	<b>Superlatives with -est and most</b> <b>Irregular comparatives and superlatives</b>	<b>Have to, must, can't, and don't</b> <b>Future with will and won't</b>	<b>Used to for past habits</b> <b>You for general statements</b>	<b>Describing people with who</b> <b>Direct and indirect objects</b>	<b>Cause and effect with double comparatives</b> <b>Definitions with which</b>
<b>READING</b>	Where Do Your Eyes Come From? <b>Strategy:</b> Using visuals to support comprehension	The Farms of the Future Are Here <b>Strategy:</b> 5Ws and how	The World in the Palm of Your Hand <b>Strategy:</b> Using timelines	Why Do We Sneeze? <b>Strategy:</b> Identify sequence of events	Amazing Acrobats <b>Strategy:</b> Using visuals	Colorful Corals <b>Strategy:</b> Set a purpose for reading	Young and Creative <b>Strategy:</b> Ask questions	Hide and Seek <b>Strategy:</b> Identify sequence of events	Up, Down, and All Around! <b>Strategy:</b> Understand cause and effect
<b>WRITING</b>	<b>Journal Entry</b> Focus: Use emotion words	<b>Opinion Writing</b> Focus: Identify positive and negative points	<b>Paragraph Unity</b> Focus: Identify topic sentence and supporting details	<b>Cause and Effect Writing</b> Focus: Describe what happens and why	<b>Reviews</b> Focus: Write a book review	<b>Contrast Writing</b> Focus: Use words and expressions that show contrast	<b>Fact and Opinion</b> Focus: Use facts to support opinions	<b>Explanation Writing</b> Focus: Describe something general	<b>Cause and Effect Writing</b> Focus: Write cause and effect
<b>MISSION</b> SC: 9	<b>Understand the human family.</b> <b>National Geographic Explorer:</b> Spencer Wells	<b>Appreciate local food.</b> <b>National Geographic Explorer:</b> Juan Martinez	<b>Appreciate the past.</b> <b>National Geographic Explorer:</b> Stephen Ambrose	<b>Be prepared.</b> <b>National Geographic Explorer:</b> Dr. Hayat Sindi	<b>Find a role model.</b> <b>National Geographic Explorer:</b> Aparajita Datta	<b>Protect the oceans.</b> <b>National Geographic Explorer:</b> Dr. Sylvia Earle	<b>Use your imagination and creativity to solve problems.</b> <b>National Geographic Explorer:</b> Aydogan Ozcan	<b>Enjoy a hobby.</b> <b>National Geographic Explorer:</b> Jørn Hurum	<b>Think creatively and critically.</b> <b>National Geographic Explorer:</b> Stephon Alexander
<b>PROJECT</b>	Class big book	Plant cards	Then and now poster	First-aid kit	Famous people class book	Sea animal poster	Superpower app	A hobby presentation	A thaumatrope
<b>REVIEW</b>	<b>Units 1–3</b>	pp. 54–55		<b>Units 4–6</b>	pp. 108–109		<b>Units 7–9</b>	pp. 162–163	
<b>EXTENDED READING</b>	<b>Giant's Causeway</b>	pp. 56–57		<b>Oceans of Plastic: Time for Action</b>	pp. 110–111		<b>Leonardo da Vinci: The Greatest Inventor in History?</b>	pp. 164–165	
<b>LET'S TALK</b>	<b>Hello! I agree!</b>	p. 58 p. 59		<b>What's wrong? I don't understand.</b>	p. 112 p. 113		<b>Wow, that's cool! What does that mean?</b>	p. 166 p. 167	

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



# All in Our Family

In this unit, I will . . .

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

---

---

---





## 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 far and near 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 care for them. What makes the best pet for a family? One that's **smarter** 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

### CHORUS

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 dad is younger than mine.  
Our car is faster than their car.  
Your car is faster than mine.  
It goes fast.

### CHORUS

My dog is smarter than his dog.  
That dog is bigger than mine.  
My dog is funnier than your dog.  
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

Your dad is tall

but my 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 parentheses.

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 \_\_\_\_\_ (smart) 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?



**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



blond hair



straight hair



curly hair

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

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

He has brown hair.  
I have brown hair, too.

She wears glasses.  
I don't!

1

14 Unit 1

2

3

4

5

## GRAMMAR 2

**Present progressive 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 neighbors.

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

1. What's your Aunt Sonia preparing for the reunion on Saturday?

She \_\_\_\_\_ (make) her famous chocolate cake.

2. Are you doing something special at the reunion?

I \_\_\_\_\_ (run) in the three-legged race, and

I \_\_\_\_\_ (eat) lots of chocolate cake.

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

I \_\_\_\_\_ (give) her a card and a box of candy.

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

Guess what I am doing after lunch?



After lunch you're playing soccer.





**READING**

**1 Listen and read.** TR: 1.8

# Where Do Your Eyes Come From?

The color 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 the same color eyes or color of hair, 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 exactly the same combination of traits that you do.

Are your earlobes attached to the side of your face? Or do they hang free? This, too, is 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 COLOR**

most common



second most common



rarest



**2 Read.** Check T for *True* and F for *False*.

- 1. Eye color is not a family trait. (T) (F)
- 2. All people with black hair look alike. (T) (F)
- 3. No one has the same combination of traits you have. (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 color
- hair color
- type of hair

I have a long face. I inherited it from my mother. Her face is very long.



Blonds have more hairs on their heads than people with brown hair do.

**4 Take a class survey.** Survey your class. How do you fold your hands? Who has attached earlobes? Record the information on the bar graph.

