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OUR WORLD

SECOND EDITION

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NATIONAL GEOGRAPHIC LEARNING

Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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!

Santorini, Greece

Scope and Sequence

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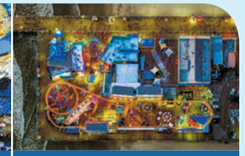

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Cool Vacations!
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	1	2	3	4	5	6	7	8	9
CONTENT AREA CONNECTION	Science	Science	Music and the Performing Arts, Visual Arts	Science, Technology and Engineering	The Humanities, Music and the Performing Arts	Science	Science	Science, Visual Arts	Language Arts
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	• 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 from recycled materials • talk about what you can do to help the environment • write a biography	• talk about different vacation places • talk about what you would do in different situations • express preferences • write a review
VOCABULARY 1 & 2 ▶ SC: 2–4	blizzard, drop, drought, flood, heat wave, hurricane, ice storm, lightning, range, rise, sandstorm, speed, thunder, tornado, tropical storm **Strategy:** Compound nouns emergency, evacuate, flashlight, plan, shelter, supplies **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, practice, 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, space craft, space station **Strategy:** Words in context	art, community, culture, future, generation, hold on, language, local, pass down, proud, share, storytelling, tourist, tradition, weave **Strategy:** Using context clues embroidery, handcrafted, jewelry making, pottery, sculpture **Strategy:** Base words	adapt, attract, bacteria, behavior, 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, melted, steam, surface, thick, volcano **Strategy:** Multiple-meaning words active, cone, crater, dormant, extinct **Strategy:** Suffixes	build, conserve, design, energy efficient, environment, junk, landfill, man-made, natural, recycle, reduce, renewable, reuse, throw away, trash **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
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**	**Gerunds as subjects** **Gerunds as objects**	**The passive: Simple present** **Relative clauses with *that***	**First conditional** ***Because of . . .***	**Passive with modals (simple present)** **Clauses with *when***	**Second conditional** ***Would rather***
READING	Tornado Trouble **Strategy:** Visualize	Copycats **Strategy:** Scan text for information	It's All Music **Strategy:** Ask questions	Listening for Life **Strategy:** Identify the author's purpose	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	Tree House Vacation **Strategy:** Use visuals to support comprehension
WRITING	**Personal Narrative** **Focus:** Describe an experience	**Classification Writing** **Focus:** Show how things belong to a group or category	**Contrast Writing** **Focus:** Show the differences between things	**Persuasive Writing** **Focus:** Convince the reader of your opinion	**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 vacation experience
MISSION ▶ SC: 9	**Understand weather.** **National Geographic Explorer:** Tim Samaras	**Protect biodiversity.** **National Geographic Explorer:** Krithi Karanth	**Change through music.** **National Geographic Explorer:** Jack Johnson	**Live curious.** **National Geographic Explorer:** Kevin Hand	**Value your cultural traditions.** **National Geographic Explorer:** Dr. Elizabeth Kapu'uwailani 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
PROJECT	A tornado in a jar	A collage	A musical instrument	Model of life on another planet	Museum of the future	Local plant guide	A volcano	Recycled art	A tourist brochure
REVIEW	**Units 1–3**	pp. 54–55		**Units 4–6**	pp. 108–109		**Units 7–9**	pp. 162–163	
EXTENDED READING	**Animal Predictions?**	pp. 56–57		**Attack of the Extraterrestrial Plants!**	pp. 110–111		**Surviving Krakatoa**	pp. 164–165	
LET'S TALK	**It's my turn.** **Who's going to take notes?**	p. 58 p. 59		**Can I borrow your bike?** **It could work.**	p. 112 p. 113		**No way!** **Our presentation is about . . .**	p. 166 p. 167	

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

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.

Check T for *True* and 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.

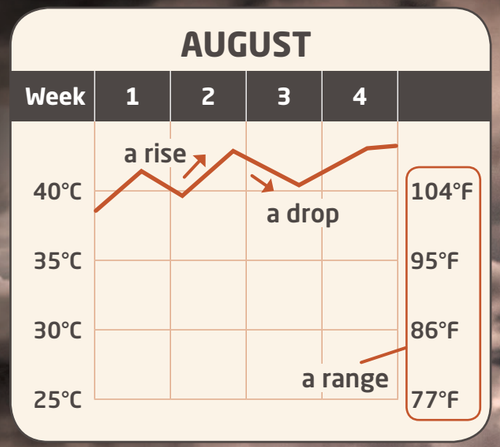
Thunderstorms bring heavy rain with loud **thunder** and **lightning**. If too much rain falls in a short time, it can cause a **flood**. Too little rain makes the land dry and can cause a **drought**. When it's very cold, a rainstorm can turn into an **ice storm** or a **blizzard**.

Wind is a dangerous force. In a **tropical storm**, the wind **speed** can be more than 100 kilometers (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 **heat wave**, the weather stays very hot for days or even weeks.

3 **Ask and answer.**
Work with a partner.
What did you learn?

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



lightning

Grand Canyon, USA

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

When there's going to be a storm, I hurry inside!

CHORUS

Be prepared for emergencies.
It's always good to be safe. You'll see!
Grab supplies and a flashlight, too.
Seek shelter. It's the safe thing to do!

Is there going to be a blizzard? Yes, there is!
Is there going to be an ice storm? Yes, there is!
Is it going to be cold? Oh, yes it is!
If there's going to be a blizzard, I hurry 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!

If there's going to be a hurricane, we evacuate!

CHORUS

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

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

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

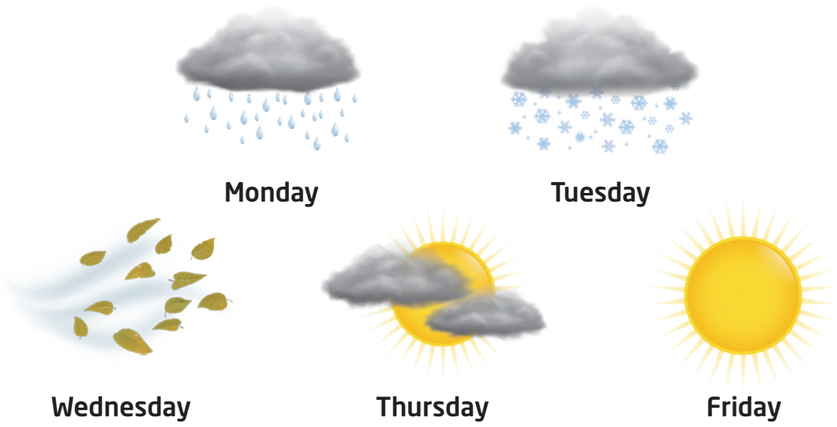
The Netherlands

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 report at 8:00.
He'**s going to** put on his snow boots.

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



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. Won't 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 heat wave 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 flashlight


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 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. Place your stickers in the correct order. Work with a partner. Summarize the weather report. 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.

If I see lightning when I'm swimming,	I look for a boat.
If it rains,	I wear gloves and boots.
If a storm comes,	I try to stay cool.
If the temperature rises,	I get out of the water.
If a flood comes,	I go inside the house.
If it snows,	I use an umbrella.

2 **Play a game.** Cut out the cards in 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's 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 toward the team. The cloud had winds that moved in a circle. Inside his truck, Wurman watched the storm through his window and on his instruments. Colors 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, gray elephant's trunk. It moved one way, then another 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 leaned 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.

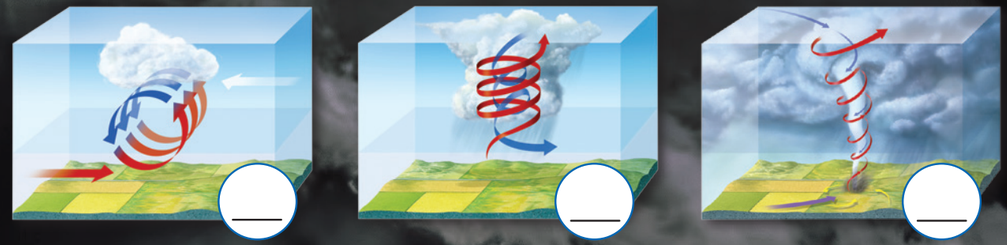
It once rained frogs on a town in Serbia. A small tornado dropped them there.

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

1. What is the shape of 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 chart.

Tornado	Hurricane
	Origin: They form over water. Duration: They last a week.

Dodge City, Kansas, USA