

NATIONAL  
GEOGRAPHIC  
LEARNING

# OUR WORLD

SECOND EDITION

6





# OUR WORLD

SECOND EDITION

**Series Editors**

Joan Kang Shin and  
JoAnn (Jodi) Crandall

**Authors**

Kate Cory-Wright  
and Kaj Schwermer



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!

Hamnøy, Norway

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Scope and Sequence

|  |  |  |  |   |  |   |  |   |  |   |
|--|--|--|--|---|--|---|--|---|--|---|
|  |   |   |    |    |  |    |   |    |   |    |
|  | <b>1</b><br>Exciting Sports<br>p. 6  | <b>2</b><br>History's a Mystery<br>p. 22   | <b>3</b><br>Chocolate!<br>p. 38  | <b>4</b><br>Water, Water Everywhere<br>p. 60  |  | <b>5</b><br>It's a Small World<br>p. 76   | <b>6</b><br>Smart Choices<br>p. 92   | <b>7</b><br>Wonders of the Natural World<br>p. 114  | <b>8</b><br>Robots Rule<br>p. 130  | <b>9</b><br>Amazing Adventures at Sea<br>p. 146   |
| CONTENT AREA CONNECTION  | Health and Physical Education  | The Humanities, Social Studies   | The Humanities   | Science   |  | Science   | The Humanities, Social Studies   | The Humanities, Language Arts, Science  | The Humanities, Technology and Engineering   | The Humanities, Science   |
| GOALS<br>SC: 1   | <ul style="list-style-type: none"><li>• talk about extreme sports</li><li>• talk about safety in sports</li><li>• describe people and actions</li><li>• write a short biography</li></ul>  | <ul style="list-style-type: none"><li>• talk about famous discoveries</li><li>• talk about mysteries in the past</li><li>• think and guess about the past</li><li>• use examples to support your writing</li></ul>                                   | <ul style="list-style-type: none"><li>• describe types of chocolate</li><li>• talk about the uses of chocolate</li><li>• learn and talk about the history of chocolate</li><li>• write unified paragraphs</li></ul>                                  | <ul style="list-style-type: none"><li>• learn about different types of water</li><li>• describe recent activities</li><li>• talk about saving and wasting water</li><li>• use numbers and facts to explain things</li></ul>                           |  | <ul style="list-style-type: none"><li>• identify small creatures</li><li>• describe creatures</li><li>• report what other people say</li><li>• write an information report</li></ul>  | <ul style="list-style-type: none"><li>• talk about products and their safety and quality</li><li>• recommend products</li><li>• report commands and questions</li><li>• write a product review</li></ul>   | <ul style="list-style-type: none"><li>• describe natural places</li><li>• talk about safety rules</li><li>• talk about feelings</li><li>• write a chronological narrative</li></ul>   | <ul style="list-style-type: none"><li>• discuss robots</li><li>• express wishes</li><li>• predict future events</li><li>• write an essay about advantages and disadvantages</li></ul>  | <ul style="list-style-type: none"><li>• discuss shipwrecks and their causes</li><li>• tell stories about pirates</li><li>• talk about deep-water exploration</li><li>• write a persuasive essay using concessions</li></ul>   |
| VOCABULARY 1 & 2<br>SC: 2–4  | accident, crash, equipment, flip, hang-gliding, height, injury, kitesurfing, land, length, motocross, skiing, skillful, strength<br><b>Strategy:</b> Using a dictionary<br>brakes, elbow pads, helmet, knee pads, life jacket<br><b>Strategy:</b> Compound words | analyze, bury, cause, die, discover, excavate, gold, mummy, object, preserve, ruler, statue, tattoo, thief, tomb, treasure<br><b>Strategy:</b> Multiple meaning words<br>artifact, CT scan, DNA test, sample, site<br><b>Strategy:</b> Using context | candy bar, caramel, cinnamon, filling, hot chocolate, liquid, milkshake, occasion, origin, pod, powder, solid, spice, type, vanilla<br><b>Strategy:</b> Categorizing<br>gram, ingredient, mix, pour, recipe, teaspoon<br><b>Strategy:</b> Homophones | carve, drop of water, filter, freeze, fresh water, float, glacier, lake, salt water, sea, sea level, soak, swamp, waterfall, wet<br><b>Strategy:</b> Compound words<br>drain, faucet, leak, running water, save, waste<br><b>Strategy:</b> Homophones |  | cell, centimeter, common, female, grab, habitat, horrible, human, male, microscope, millimeter, organism, thin<br><b>Strategy:</b> Prefixes related to measurements: <i>centi-</i> , <i>milli-</i><br>adult, furry, pointed, spotted, strange, tiny<br><b>Strategy:</b> Using a thesaurus | break, cost, crash test, customer, dip, drop, dummy, fix, impact, manufacturer, product, quality, safety, tear, test, waterproof<br><b>Strategy:</b> Using a dictionary<br>app, key, reception, text message, wear and tear, Wi-Fi<br><b>Strategy:</b> Using context | ascend, by accident, chase, cross, curiosity, descend, headlamp, locate, risk, rope, safety gear, shine, stream, trip over, tunnel, underwater<br><b>Strategy:</b> Antonyms<br>ancestor, bat, column, painting, stalactite, stalagmite<br><b>Strategy:</b> Comparing voiced and unvoiced consonants | command, companion, complex, control, dangerous, feature, information, mobile, precise, program, remote control, respond to, science fiction, social, task<br><b>Strategy:</b> Suffix <i>-tion</i><br>facial recognition, laser, mechanical, sensor, voice recognition<br><b>Strategy:</b> Using context clues | captain, capture, cargo, crew, dive, drown, iceberg, legend, lifeboat, passenger, pirate, sailor, shipwreck, silver, sink, weapon<br><b>Strategy:</b> Stressed syllables<br>correct, illegal, impossible, incorrect, legal, possible, safe, unsafe<br><b>Strategy:</b> Prefixes <i>il-</i> , <i>im-</i> , <i>in-</i> , <i>un-</i> |
| GRAMMAR 1 & 2<br>SC: 5–6   | Present perfect with <i>for</i> and <i>since</i><br>Adverbs of emphasis  | Passive voice: Simple past<br>Passive voice: Simple past with <i>by</i> + agent  | Past progressive<br>Cause and effect with simple past and modals   | Present perfect progressive with <i>for</i> and <i>since</i><br>Whatever, whenever, wherever, whoever   |  | Reported speech: Statements<br>Order of adjectives  | Reported speech: Imperatives<br>Reported speech: Questions   | Passive with modals<br><i>Make</i> + someone + adjective  | <i>Wish</i> statements<br>Passive voice: Future  | Time clauses with <i>as soon as</i><br><i>It's</i> + adjective + infinitive   |
| READING  | Cool Adventurers<br><b>Strategy:</b> Summarize   | The Amazing Discovery of King Tut<br><b>Strategy:</b> Identify sequence of events  | The Story of Chocolate<br><b>Strategy:</b> Use visuals to support comprehension  | A World of Water<br><b>Strategy:</b> Understand the author's purpose  |  | Life Is Everywhere<br><b>Strategy:</b> Ask questions  | Be an Ad Detective!<br><b>Strategy:</b> Make connections to personal experience  | Angel Falls<br><b>Strategy:</b> Visualizing   | Meet the Bots<br><b>Strategy:</b> Summarize  | Journey to the Bottom of the Earth<br><b>Strategy:</b> Scan text for information  |
| WRITING  | <b>Biography</b><br><b>Focus:</b> Write a short biography  | <b>Exemplification Writing</b><br><b>Focus:</b> Give examples that support important ideas in your text  | <b>Paragraph Unity</b><br><b>Focus:</b> Write sentences that are related to the topic  | <b>Problem and Solution Writing</b><br><b>Focus:</b> State a problem and suggest a solution   |  | <b>Information Report</b><br><b>Focus:</b> Include statistics and details   | <b>Product Review</b><br><b>Focus:</b> Review a product  | <b>Chronological Narrative</b><br><b>Focus:</b> Describe when each event happened   | <b>Advantages and Disadvantages</b><br><b>Focus:</b> Discuss pros and cons   | <b>Persuasive Writing</b><br><b>Focus:</b> Discuss opinions   |
| MISSION<br>SC: 9   | <b>Connect with nature.</b><br>National Geographic Explorer: J. Michael Fay  | <b>Learn about local history.</b><br>National Geographic Explorer: Johan Reinhard  | <b>Learn about your food.</b><br>National Geographic Explorer: Barton Seaver   | <b>Protect water.</b><br>National Geographic Explorer: Sandra Postel  |  | <b>Ask questions.</b><br>National Geographic Explorer: Mireya Mayor   | <b>Be aware of why you are making decisions.</b><br>National Geographic Explorer: Iain Couzin  | <b>Connect your school studies to the world.</b><br>National Geographic Explorer: Kakani Katija   | <b>Use technology wisely.</b><br>National Geographic Explorer: Amber Case  | <b>Be a lifelong learner.</b><br>National Geographic Explorer: Daniel Torres Etayo  |
| PROJECT  | An extreme sports camp   | An ancient mystery   | Chocolate recipe cards   | A world map of water  |  | Related animals   | Advertisements   | A presentation  | Your own robot   | Shipwreck exploration   |
| REVIEW   | Units 1–3  | pp. 54–55  |  | Units 4–6   |  | pp. 108–109   |  | Units 7–9   | pp. 162–163  |   |
| EXTENDED READING   | A new age of discovery   | pp. 56–57  |  | The myth of Unk Cekula  |  | pp. 110–111   |  | An extract from <i>Treasure Island</i>  | pp. 164–165  |   |
| LET'S TALK   | I love it!<br>Excuse me.   | p. 58<br>p. 59   |  | I mean . . .<br>Actually, it's true.  |  | p. 112<br>p. 113  |  | See what I mean?<br>Please take a look.   | p. 166<br>p. 167   |   |
| ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11 |  |  |  |   |  |   |  |   |  |   |



# Exciting Sports

In this unit, I will . . .

- talk about extreme sports.
- talk about safety in sports.
- describe people and actions.
- write a short biography.

**Look, check, and write.**

1. How do you think this person feels?

- ☐ really happy
- ☐ very worried
- ☐ totally excited

2. Would you ever do this sport?

3. Write a caption for the photo.



VOCABULARY 1

- 1 Listen and read. TR: 1.1
- 2 Listen and repeat. TR: 1.2

These days, many young people do dangerous and exciting sports called “extreme sports.” They can be done in the air, in the water, or on land.

Extreme skiers reach speeds of 240 km (150 miles) an hour and fly the **length** of two football fields before they **land**! Another popular land sport is BMX (bicycle **motocross**). In **skiing** and BMX, people **flip** in the air!

**Kitesurfing** is a new kind of surfing. An athlete travels **skillfully** across the water at speeds of 55 km (35 miles) an hour or more. If he isn’t skillful, he’ll **crash**. Kitesurfers, called “Charlie Browners,” need lots of **strength** in their arms.

**Hang-gliding** is one of the most popular extreme sports, although the **equipment** is expensive. Serious **accidents** are not common, but sometimes people have **injuries** when they land. Imagine flying like a bird at a **height** of 6,000 m (20,000 feet)!



skiing



kitesurfing



hang-gliding

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

What are kitesurfers called?

Charlie Browners.



1 Listen, read, and sing. TR: 1.3

Extreme Sports

A kitesurfer rides the waves.  
A kitesurfer rides the wind.  
I've kitesurfed in my dreams  
ever since I was a kid!

CHORUS

Extreme sports.  
Flying high in the air!  
Other sports  
don't compare!

Extreme sports.  
Look around.  
They're everywhere!

Super cool sports!

Skiers flip so skillfully,  
incredibly high above the snow.  
I've skied in my dreams  
ever since I was a kid.

CHORUS

Extreme sports.  
Look around.  
They're everywhere!

Super cool sports!

Motocross and hang-gliding,  
are so incredibly fun!  
I've dreamed of doing both  
ever since I was a kid!

CHORUS

Extreme sports.  
Look around.  
They're everywhere!

Super cool sports!



Cauipe Lagoon, Ceará, Brazil

2 Answer the questions.

- 1. Circle two extreme sports athletes in the song.
- 2. Draw a box around two extreme sports.
- 3. Write an extreme sport you would like to try.

\_\_\_\_\_



GRAMMAR 1

Present perfect with *for* and *since* **TR: 1.4**

Kitesurfing **has been** popular for about fifteen years.  
Surfing and skateboarding **have been** popular since the 1970s.  
How long **have** you **done** extreme sports?

**for:** for fifteen years/for five years/for a month/for an hour  
**since:** since the 1970s/since I was born/since June/since last year

1 **Read.** Write and underline.

|               |      |
|---------------|------|
| <del>be</del> | be   |
| be            | have |
| be            | want |

- 1. Kitesurfing has been popular for/since I was a kid.
- 2. Surfing \_\_\_\_\_ my favorite sport for/since many years.
- 3. Many people \_\_\_\_\_ accidents for/since kitesurfing began.
- 4. Motocross \_\_\_\_\_ my favorite sport for/since the last five years.
- 5. He \_\_\_\_\_ to become a surfer for/since he was three years old.
- 6. Skateboarding \_\_\_\_\_ more popular than baseball for/since the past fifteen years.

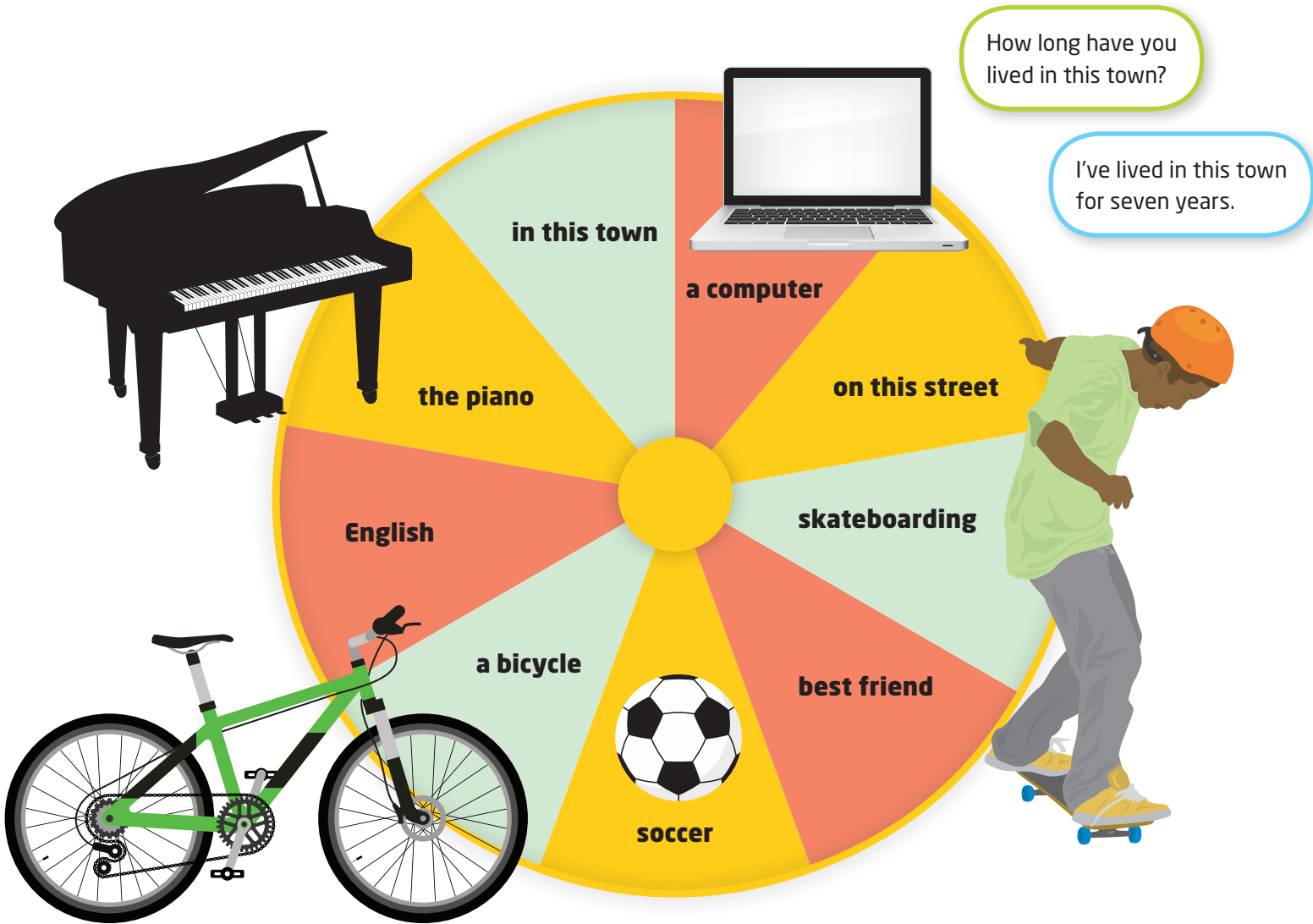


2 **Make sentences.** Use one word in each column.

|                                       |  |              |
|---------------------------------------|--|--------------|
| know<br>have<br>live<br>study<br>play | in this town<br>a computer<br>the piano<br>English<br>best friend<br>a bicycle<br>soccer<br>on this street | for<br>since |
|---------------------------------------|--|--------------|

3 **Play a game.** Spin the spinner. Ask questions using *How long have you . . . ?* and the words in the spinner. Use *for* and *since* to answer. Compare your sentences from Activity 2. Are they the same or different?

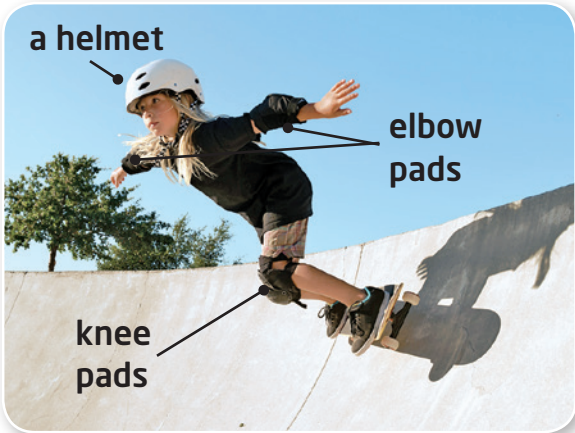
know   have   live   study   play





VOCABULARY 2

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



- 1. Most skateboarding injuries happen when people do tricks and fall on the hard ground. Protect your elbows by wearing \_\_\_\_\_.
- 2. If you practice water sports, you might fall in the water. Wear a bright \_\_\_\_\_, even if you can swim.
- 3. When you go cycling or skateboarding, always protect your knees by wearing \_\_\_\_\_.
- 4. Check your bicycle \_\_\_\_\_ often! If they work well, you can stop your bicycle quickly.
- 5. BMX riders often have accidents. They should wear a \_\_\_\_\_ so that if they fall, they won't hurt their head.

2 Listen and stick. Work with a partner. TR: 1.6

1

14 Unit 1

2

3

4

5

GRAMMAR 2

Adverbs of emphasis TR: 1.7

Skateboarding is  
That trick is  
Those knee pads look  
This boy's helmet looks

so  
very  
really  
incredibly  
extremely  
super  
totally

cool.  
exciting.  
scary.  
dangerous.  
difficult.  
silly.

1 Read and answer. Look at the pictures. Then complete the sentences.



- 1. I think that riding a bicycle \_\_\_\_\_.
- 2. In my opinion, skateboarding \_\_\_\_\_.
- 3. The cyclist's trick \_\_\_\_\_.
- 4. The skateboarder's helmet \_\_\_\_\_.
- 5. The boy's bike \_\_\_\_\_.

2 Play a game. Work in a small group. Choose three sports. Write five sentences about each sport without giving the name of the sport. Exchange your sentences with another group. Guess the sports.

