

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

2

SECOND EDITION



OUR WORLD ²

SECOND EDITION

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Unit 0 My Family	4
Unit 1 Fun in Class	10
Unit 2 The World of Weather	26
Unit 3 Fun in the Sun	42
Units 1-3 Extended Reading: A Son for Geppetto	58
Units 1-3 Review	60
Unit 4 Inside Our House	62
Unit 5 Day by Day	78
Unit 6 How Are You?	94
Units 4-6 Extended Reading: Coyote Brings Fire to the People	110
Units 4-6 Review	112
Unit 7 Amazing Animals	114
Unit 8 The World of Work	130
Unit 9 Let's Eat!	146
Units 7-9 Extended Reading: Grevy's Zebras	162
Units 7-9 Review	164
Our World Song	166
Cutouts	167
Stickers	

Scope and Sequence

				
UNIT 0 My Family p. 4	1 Fun in Class p. 10	2 The World of Weather p. 26	3 Fun in the Sun p. 42	4 Inside Our House p. 62
CONTENT AREA CONNECTION	Social and Instructional Language, Language and Literature	Language and Literature, Science	Language and Literature, Health and Physical Education	Social Studies
GOALS SC: 1	<ul style="list-style-type: none"> say what people are doing say what classroom objects you are using show where things are 	<ul style="list-style-type: none"> talk about the weather talk about your clothes say when it is hot or cold 	<ul style="list-style-type: none"> say what you like doing outside say what you do on different days say what you like 	<ul style="list-style-type: none"> name furniture name household objects say where things are in a house
VOCABULARY 1 & 2 SC: 2–4	<i>colouring, counting, cutting, drawing, gluing, listening, reading, rubbing out, talking, writing</i> Strategy: Base words and endings: <i>-ing</i> <i>felt tip, glue, notebook, paintbrush, scissors</i> Strategy: Comparing sounds: /s/ and /z/	<i>boots, cloudy, cold, hot, jumper, raincoat, rainy, snowy, sunny, swimming costume, windy</i> Strategy: Alphabetical order <i>coat, jeans, shorts, trainers, umbrella</i> Strategy: Alphabetical order	<i>fly a kite, play a game, play baseball, play basketball, play football, play hide and seek, ride a bike, rollerblade, skateboard, skip</i> Strategy: Multiple-meaning words <i>bounce a ball, catch a ball, play tag, throw a ball, watch a game</i> Strategy: Comparing sounds: /eɪ/ and /aɪ/	<i>armchair, bath, bookcase, cooker, fireplace, microwave, rug, shelves, shower, stairs</i> Strategy: Compound words <i>door, fridge, phone, sink, window</i> Strategy: Single sounds: /oʊ/
GRAMMAR 1 & 2 SC: 6–7	Present continuous: first person plural Questions with <i>Are there ...?</i> and short answers	<i>What's + noun + like?</i> and answers using <i>It's ...</i> Imperatives	<i>Like + -ing</i> <i>Let's</i>	Prepositions of place Subject-pronoun agreement: <i>it, they</i>
READING	Paper Art Strategy: Compare and contrast	Snow Animals Strategy: Identify main idea and details	Amazing Playgrounds Strategy: Ask questions	Fun Houses Strategy: Use visuals to support comprehension
WRITING	Draw and write about you and your friend. Focus: Write short sentences and identify names and actions	Write about a picture of yourself. Focus: Describe weather and clothes	Write about activities. Focus: Write about what you like doing	Write about a room in your house. Focus: Write about a room in your house
VALUE	Be tidy.	Dress for the weather.	Be a good sport.	Help at home.
PROJECT	Make a container for your school supplies.	Make a weather mobile.	Make a mural.	Make a house out of boxes.
EXTENDED READING	A Son for Geppetto	pp. 58–59		Coyote Brings Fire to the People
REVIEW	Units 1–3	pp. 60–61		Units 4–6

ADDITIONAL VIDEO Game: SC: 5; Review: SC: 8; Song: SC: 9; Viewing: SC: 10; Story Time SC: 11; Wrap UP: SC: 12

				
<p>5 Day by Day p. 78</p>	<p>6 How Are You? p. 94</p>	<p>7 Amazing Animals p. 114</p>	<p>8 The World of Work p. 130</p>	<p>9 Let's Eat! p. 146</p>
Social and Instructional Language, Language and Literature	Language and Literature	Science, Social Studies	Language and Literature, Social Studies	Social Studies, Health and Physical Education
<ul style="list-style-type: none"> • say what you do every day • talk about when you do things • name parts of the day 	<ul style="list-style-type: none"> • say how people look • talk about how people feel • talk about what people are doing 	<ul style="list-style-type: none"> • name animals • describe animals • talk about what animals can and can't do 	<ul style="list-style-type: none"> • talk about jobs • talk about where people work • say what you want to be 	<ul style="list-style-type: none"> • talk about food • say what you like eating • ask politely for things
<p><i>brush my teeth, get dressed, get up, go to bed, go to school, have breakfast, have dinner, have lunch, play computer games, play with friends, wash my face</i></p> <p>Strategy: Irregular plurals</p> <p><i>at night, in the afternoon, in the evening, in the morning, late</i></p>	<p><i>angry, bored, excited, hungry, scared, silly, surprised, thirsty, tired, worried</i></p> <p>Strategy: Antonyms and synonyms</p> <p><i>crying, frowning, laughing, smiling, yawning</i></p>	<p><i>camel, crocodile, elephant, giraffe, hippo, hop, kangaroo, lion, monkey, panda, parrot, penguin, swing, tiger, zebra</i></p> <p>Strategy: Context clues</p> <p><i>big teeth, colourful feathers, long trunk, sharp claws, short tail</i></p>	<p><i>bus driver, chef, dentist, doctor, farmer, firefighter, nurse, office worker, police officer, scientist, singer, vet</i></p> <p>Strategy: Base words and endings -er, -or</p> <p><i>artist, film star, football player, inventor, rock star</i></p>	<p><i>bean, bread, burger, carrot, ice cream, mango, meat, noodles, pasta, pepper, potato, sweetcorn, tomato</i></p> <p>Strategy: Using a dictionary</p> <p><i>cheese, crisps, grapes, nuts, snacks, yoghurt</i></p> <p>Strategy: Comparing sounds: /i:/ and /ɪ/</p>
<p>Telling the time</p> <p>Adverbs of frequency</p>	<p>He/She looks ...; How are you? and answers using I'm + adjective</p> <p>Regular and irregular plurals</p>	<p>Can and can't for ability</p> <p>Yes/No questions with have/has ... got and short answers</p>	<p>Present simple: Wh questions and answers</p> <p>Present simple: want + to- infinitive</p>	<p>Questions and answers with any</p> <p>Polite requests with may</p>
<p>A Day in the Space Station</p> <p>Strategy: Identify sequence of events</p>	<p>Fabulous Faces</p> <p>Strategy: Ask questions</p>	<p>Two Big Birds</p> <p>Strategy: Compare and contrast</p>	<p>Wonderful Work!</p> <p>Strategy: Summarise</p>	<p>Super Snacks!</p> <p>Strategy: Scan text for information</p>
<p>Write about your favourite day.</p> <p>Focus: Write about a favourite day</p>	<p>Write about a photo of a special event.</p> <p>Focus: Describe a photo of a special event</p>	<p>Write about a favourite animal.</p> <p>Focus: Write about a favourite animal</p>	<p>Write about a person's job.</p> <p>Focus: Write about a person's job</p>	<p>Write about favourite snacks.</p> <p>Focus: Write about your favourite snacks</p>
<p>Be on time.</p>	<p>Help make other people happy.</p>	<p>Respect animals.</p>	<p>Work hard.</p>	<p>Eat good food.</p>
<p>Make an accordion book.</p>	<p>Make a paper-bag puppet.</p>	<p>Make a class set of animal cards.</p>	<p>Make a poster about your favourite job.</p>	<p>Make a class snack.</p>
pp. 110–111		Grevy's Zebras		pp. 162–163
pp. 112–113		Units 7–9		pp. 164–165

Unit 0

My Family



cousin

aunt

brother

cousin

sister

1 Listen and say. TR: 0.1

2 Listen. Point and say. TR: 0.2

3 Point. Ask and answer.
Work with a partner.



Who's that?

That's her dad!



dad

mum

me

uncle

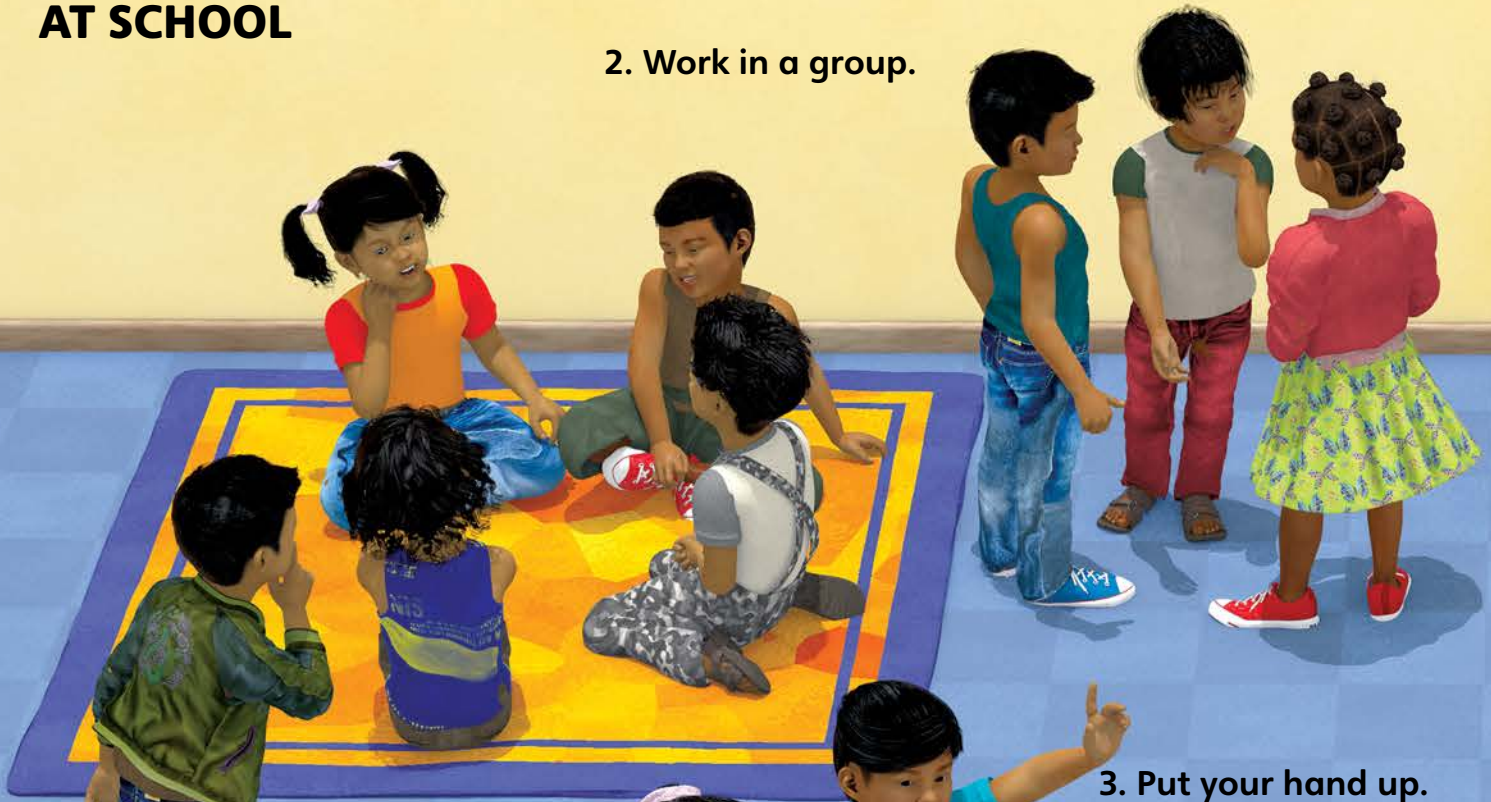
cousin

cousin

Family in Bahrain

AT SCHOOL

2. Work in a group.



1. Be quiet!

3. Put your hand up.

4. Hold your card up.



1 Look, listen and repeat. TR: 0.3

2 Listen, point and say. TR: 0.4

8. Go to the board.

5. Close your book.

6. Open your book.

9. Take out your crayons.

7. Work with a partner.

3 **Say and do.** Work in a group.
Take turns.

10. Pick up your crayons.

Open your books.



GRAMMAR: Personal pronouns and possessive adjectives

1 Listen, point and say. TR: 0.5



2 Read and look. Write the number in Activity 1.

1. He's in the kitchen.
2. It's big.
3. You're strong.
4. She's reading.
5. I'm tall.
6. They're my parents.
7. We're friends.
8. You're young.

3 Listen and say. TR: 0.6



NUMBERS

1 Listen, point and repeat. TR: 0.7

0



zero

1



one

2



two

3



three

4



four

5



five

6



six

7



seven

8



eight

9



nine

10



ten

11



eleven

12



twelve

13



thirteen

14



fourteen

15



fifteen

16



sixteen

17



seventeen

18



eighteen

19



nineteen

20



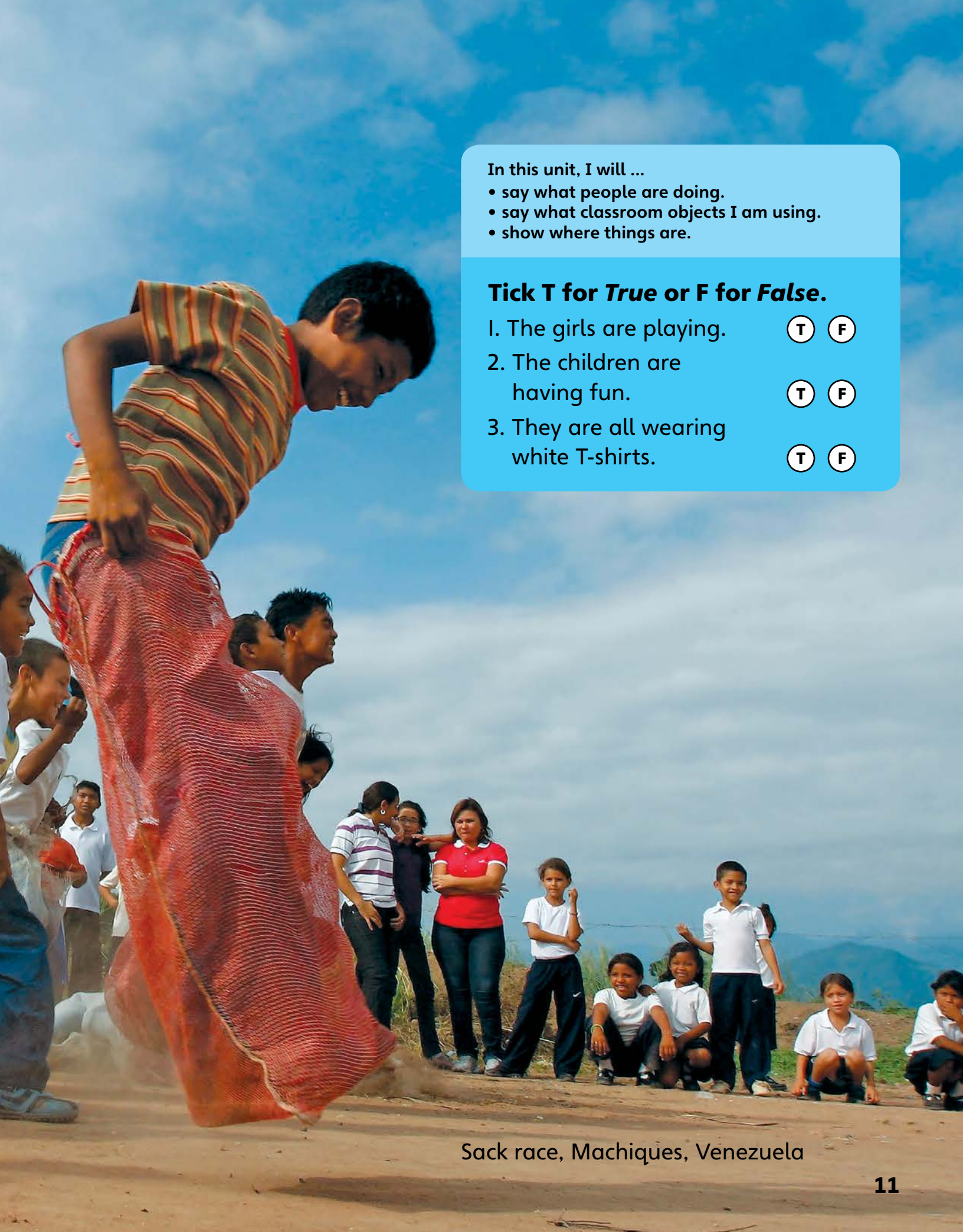
twenty

2 Point and say. Work with a partner.

Unit 1

Fun in Class





In this unit, I will ...

- say what people are doing.
- say what classroom objects I am using.
- show where things are.

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

1. The girls are playing. T F
2. The children are having fun. T F
3. They are all wearing white T-shirts. T F

Sack race, Machiques, Venezuela

VOCABULARY I

1 Listen and say. TR: 1.1

2 Listen. Point and say. TR: 1.2



listening





3 Point. Ask and answer. Work with a partner.

What are they doing?

They're talking.



SONG

1 Listen. Read and sing. **TR: 1.3**

Our Classroom

Reading, writing, talking, listening!
Counting, gluing, cutting, drawing!
What are you doing today?
What are you doing in your classroom?
What are you doing today?
What are you doing in your classroom?

We're cutting. We're gluing.
We're colouring pictures.
We're cutting. We're gluing.
We're colouring pictures.

CHORUS

We're talking. We're writing.
We're listening to our teacher.
We're talking. We're writing.
We're listening to a story.

Reading, writing, talking, listening!
Counting, gluing, cutting, drawing!
Reading, writing, talking, listening!
Counting, gluing, cutting, drawing!
Reading, writing, talking, listening!
Counting, gluing, cutting, drawing!
We're having fun!

What are you doing today?
What are you doing in your classroom?
What are you doing today?
What are you doing in your classroom?





2

Sing and act for the class. Work in a group.

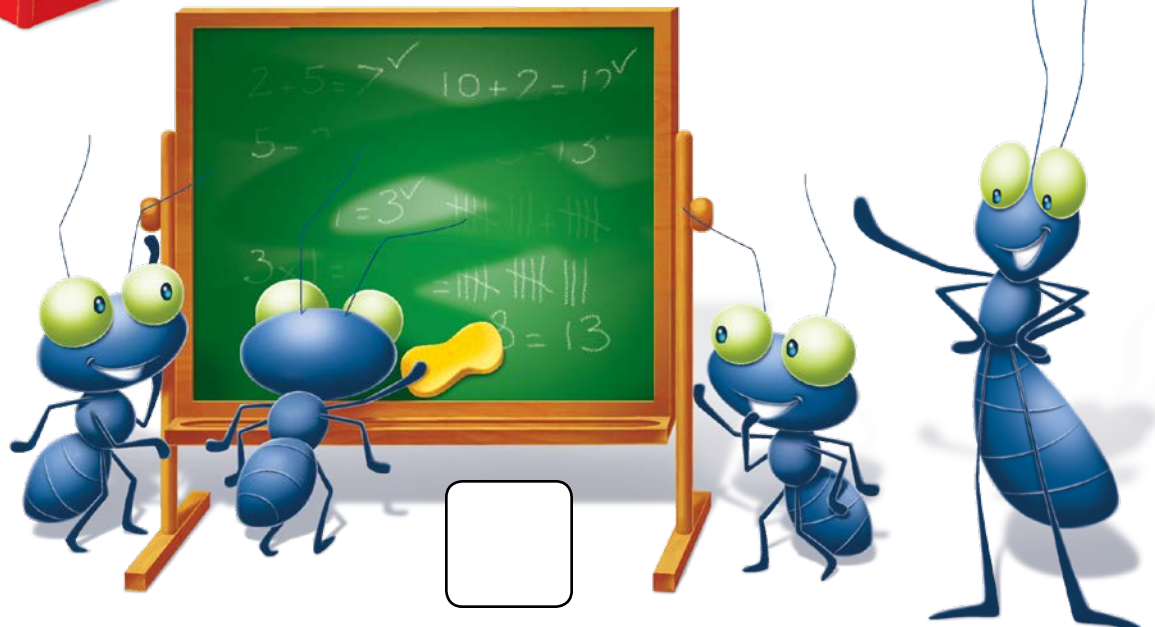
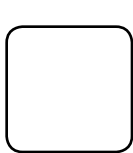
GRAMMAR I

Present continuous: first person plural **TR: 1.4**

What **are you doing**?

We're **counting** crayons.

1 **Look.** Listen and number the pictures. **TR: 1.5**



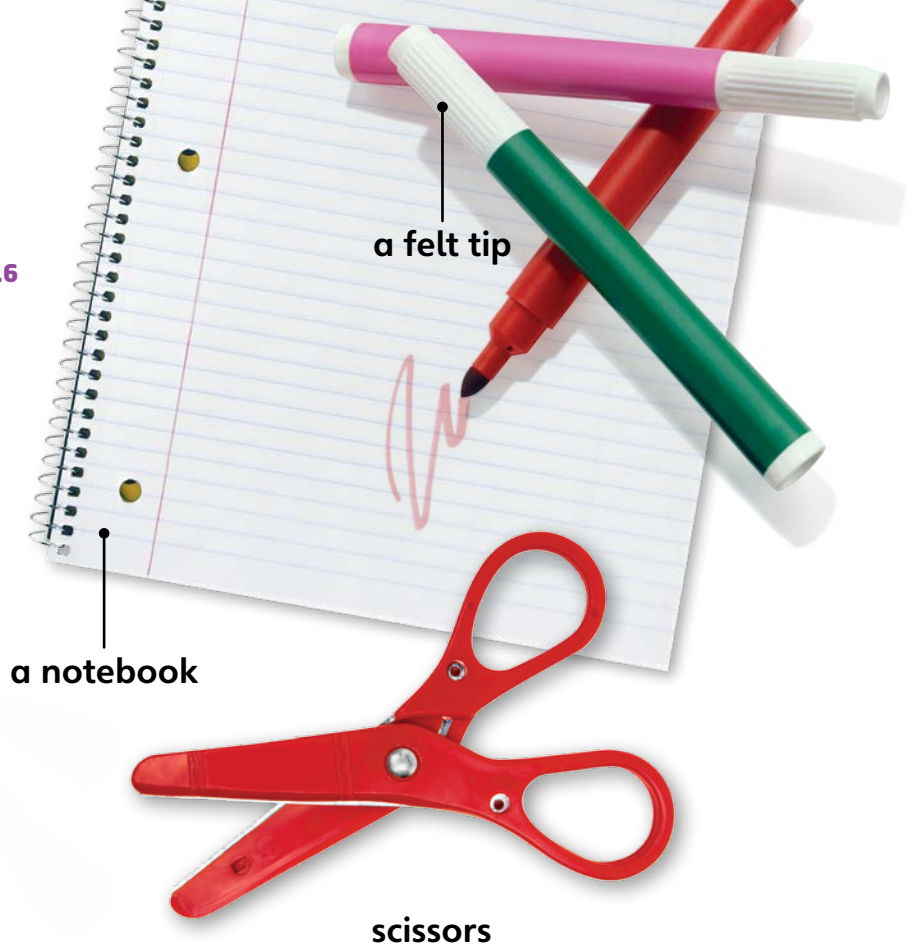


2 Look at the ants. Read and underline.

1. We're painting a picture. / We're drawing a picture.
2. We're talking to the teacher. / We're rubbing out the numbers.
3. We're listening to a song. / We're listening to a story.
4. We're gluing numbers. / We're gluing shapes.
5. We're colouring circles. / We're cutting paper.
6. We're writing a story. / We're reading a book.

VOCABULARY 2

- 1 Listen and say.**
Read and write. **TR: 1.6**



1. I'm writing. I'm using a notebook.
2. I'm painting. I'm using _____.
3. I'm drawing. I'm using _____.
4. I'm gluing. I'm using _____.
5. I'm cutting. I'm using _____.

- 2 Listen and stick.** **TR: 1.7**

1

18 Unit 1

2

3

4

5