

NATIONAL GEOGRAPHIC LEARNING **OUR WORLD**

NATIONAL GEOGRAPHIC LEARNING **EXPLORE OUR WORLD**

SECOND EDITION



TWO BEST-SELLING SERIES FOR YOUNG LEARNERS OF ENGLISH



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Learn more through cross-curricular topics that challenge learners.



Do more with projects, critical thinking activities, and visual literacy work.



Improve learning outcomes, motivate students, and **achieve more.**



LEARN YOUR WORLD

An aerial photograph of a large outdoor market, likely in Mexico, featuring a dense arrangement of colorful umbrellas in various colors (red, blue, green, yellow, orange, pink, purple) that create a vibrant, geometric pattern. People are visible walking between the umbrellas.

MEXICO

I have been working as an English teacher for 10 years and this is the first time that I am completely satisfied with a language program. The kids really enjoy it. It is not just a book, **it is a new learning experience.**

Up-to-date, colorful, challenging and very simple to use, and the kids are always interested in the stories, pictures, articles. They do not see it as a school book but as a big magazine full of amazing things. They even enjoy singing and dancing to the songs!

My students know more about the world by using this program.



CHINA

I viewed an early draft from [of *Our World*] in September 2012 and knew even from the prototype that the finished product was going to be something special. I waited months for the books to be published and finally become available on mainland China. I've been using them ever since.

We use them in a Training Center setting. Since we are a training center, we must balance student interest and learning efficacy. The *Our World* series are the best by far at striking this balance.

An aerial photograph of a Moroccan souk at night. The market is covered by a dense canopy of colorful umbrellas in various colors including red, blue, green, yellow, and white. The umbrellas are illuminated from below, creating a vibrant, glowing effect. People are visible walking through the narrow aisles between the stalls.

MOROCCO

It has been a pleasant experience. What I liked the most is the richness of the content, and the abundance of opportunities to practice the target language.

I also enjoyed the informative value of the material used, **for we not only teach the language but also things about the world around us.**



WHAT COULD BE BETTER?

- The lesson pages need more on-page support and sign-posting.
- Grammar charts need to include the structures written out.
- The Starter level needs video.
- myNGconnect is hard to navigate. The student online experience needs to be improved.
- More assessment, please!
- More phonics support, please!
- More content prompts in writing lessons, please!

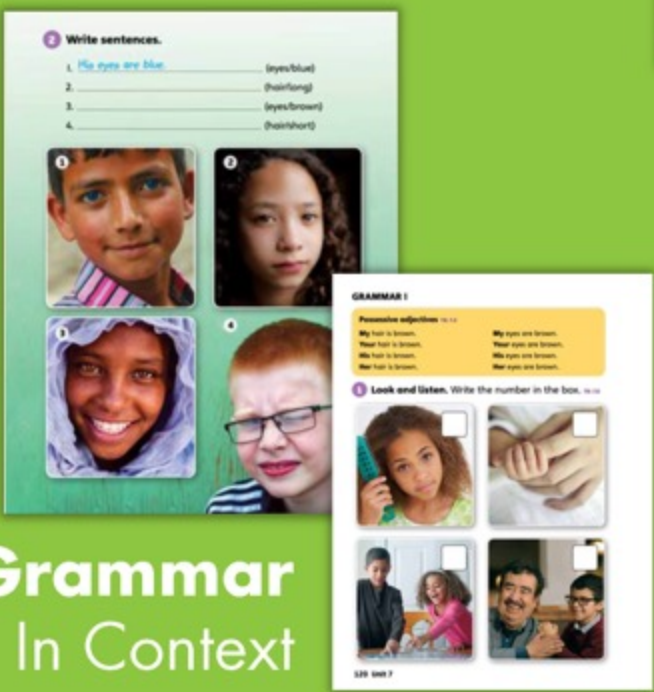


Real World,
Real Knowledge

Watch
and Learn



Read More,
Know More



Grammar
In Context



EXPERIENCE
MORE,
LEARN MORE

REAL WORLD, REAL KNOWLEDGE

More **real-world content**, readings, and **photos** in every unit means your students will gain even more authentic **world exposure** and **cross-curricular knowledge**.

SONIC

1 Listen, read, and sing. 10 L1

So Much to Learn

CHORUS

History's a mystery,
and that's why I like history!
Buried statues and monuments, lost
so much to learn,
so much to do!

Excavated things
were found by archaeologists.
Angry queen's remains
were discovered
in the soil.

The Trenches Army
was found deep underground
just think what you might find
if you look around.

CHORUS

History's a mystery,
and that's why I like history!
Buried statues and monuments, lost
so much to learn,
so much to do!

2 Check T for True or F for False.

10. The singer thinks history is cool. ☒ T ☐ F

11. You will be rich if you study history. ☐ T ☒ F

12. Did you like history? Why or why not?

26 Unit 2



Unit 6

Wonders of the Sea

In this unit, I will...

- name and describe sea life.
- talk about how we can protect the ocean.
- talk about future events.
- learn to describe how things are different.

Check T for True and F for False.

1. The seal is underwater. ☐ T ☒ F

2. The seal is behind the seaweed. ☐ T ☒ F

3. Seaweed grows in the ocean. ☐ T ☒ F

4. Write a caption for this photo.



Unit 8

That's Really Interesting!

In this unit, I will...

- talk about my hobbies and interests.
- give information about people I know.
- talk about gifts I've received.
- describe and explain a holiday.

Look and check.

Who is taking the photo?

☐ a photographer

☐ a fisher

☒ a polar bear

Write a caption for this photo.

A curious polar bear investigating a photographer's camera, Svalbard, Norway





WHAT'S NEW?

REAL-WORLD CONTENT

- **New Unit Opener** photos
- **Refreshed Vocabulary lessons** with more real-world photos
- **Updated Song lessons** with beautiful photography
- **Refreshed Grammar lessons** with more real-world photos
- **Updated Readings** with new photos, real-world subjects, and stories
- **Refreshed Value and Mission lessons** with new design, photos, and *Think. Pair. Share.* activity
- **Updated Writing lessons** with new content prompts
- **New Extended Reading lessons** after every 3 units with real stories and photos

My Classroom

A classroom
in Bahrain

In this unit, I will . . .

- name things in the classroom.
- talk about things in the classroom.
- say the color and number of things.

Look and check.

I see

- ☐ a book.
- ☐ a classroom.
- ☐ a pen.

SONG

1 Listen. Read and sing. TR: 7.4

My Body

My body, my body!
It's fun to move my body!
My body, my body!
Can you dance with me?

Legs, legs. Move your legs.
Legs, legs. Move your legs.
Legs, legs. Move your legs.
Can you walk with me?

Feet, feet. Move your feet.
Feet, feet. Move your feet.
Feet, feet. Move your feet.
Can you jump with me?

CHORUS

Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Can you sing with me?

Hands, hands. Move your hands.
Hands, hands. Move your hands.
Hands, hands. Move your hands.
Can you clap with me?

CHORUS

My body, my body!
I love to move my body!
My body, my body!
Can you dance with me?



Yavi Chico, Bolivia

2 Sing again.
Hold up pictures.

SONG

1 Listen. Read and sing. TR: 4.3

My House

Welcome to my house.
This is where I live.
Welcome to my living room.
Is there a place to sit?

The armchair is in front of the fireplace.
Sit down and warm your feet.
The fireplace is next to the bookcase.
Let's find a book to read.

Welcome to my house.
This is where I live.
Welcome to my kitchen.
Is there food in there?

The refrigerator is between the windows.
There's lots of food inside.
Something's cooking on the stove.
May I try some? May I, please?

Welcome to my house.
This is where I live.
Welcome to my bedroom.
Is there a place to sleep?

My pillow is on my bed.
It's where I put my head.
I turn off the light above me.
And then I go to sleep.

Where is the fireplace? It's in the living room.
Where is the stove? It's in the kitchen.
Where is the light? It's in the bedroom.

Welcome to my house.
This is where I live.
It was nice to see you.
Please come again!
Welcome to my house!



Unit 6

How Are You?

In this unit, I will . . .

- say how people look.
- talk about how people feel.
- talk about what people are doing.

Look and check.

The boy is

- | | |
|--------------------------------|--------------------------------|
| <input type="radio"/> looking. | <input type="radio"/> inside. |
| <input type="radio"/> talking. | <input type="radio"/> outside. |

Boy Scouts with trained grizzly bear, California, USA

Unit 2

My Place in the World

In this unit, I will . . .

- talk about my town.
- ask for help.
- give directions.

Look and check.

These children are in

- ☐ North America.
- ☐ South America.
- ☐ Asia.
- ☐ Australia.

Old Delhi, India

Cool Clothes

Kyoto, Japan

In this unit, I will . . .

- talk about clothes.
- talk about the colors of clothes.
- say what people are wearing.

Look and check.

They are

- ☐ outside
- ☐ in a house.
- ☐ in school.

SONG

1 Listen. Read and sing. **TR: 7.3**



Limbo skating, New Delhi, India

Let's Move

We like to feel fit.
We like to have fun.
We like to play hard.
Let's move now, everyone!

CHORUS

**We want to feel healthy.
We want to feel fit.
Come on, everybody.
Stand! Don't sit!**

What did you do to be fit today?
What did you do to be strong?
What did you do to be fit today?
What did you do?

Did you move your legs? Yes, I did!
Did you stretch your back? I did that a lot!
Did you get enough sleep? Yes, I did!
Did you eat a healthy snack? Oops, I forgot!

Don't worry. Tomorrow is another day.
You can try again. It's OK!

We like to feel fit.
We like to have fun.
We like to play hard.
Let's jump now, everyone!

CHORUS

What did you do to be fit today?
What did you do to be strong?
What did you do to be fit today?
What did you do?

Did you stretch your muscles? Yes, I did!
Did you touch your toes? I did that a lot!
Did you bend your knees? Yes, I did!
Did you wiggle your nose? No. I forgot!

Don't worry. Tomorrow is another day.
You can try again. It's OK!

We like to feel fit.
We like to have fun.
We like to play hard.
Let's dance now, everyone!

CHORUS

2 Act out an activity.
Work with a group. Take turns.

SONG

1 **Listen.** Read and sing. TR: 5.3

Day by Day

CHORUS

**What time is it? What time is it?
What time is it? Can you tell me?**

It's seven o'clock. It's seven o'clock.
It's seven o'clock in the morning.
I always get up at seven o'clock.
I get up at seven every day.

CHORUS

It's eight o'clock. It's eight o'clock.
It's eight o'clock in the morning.
I go to school at eight o'clock.
I always go to school at eight.

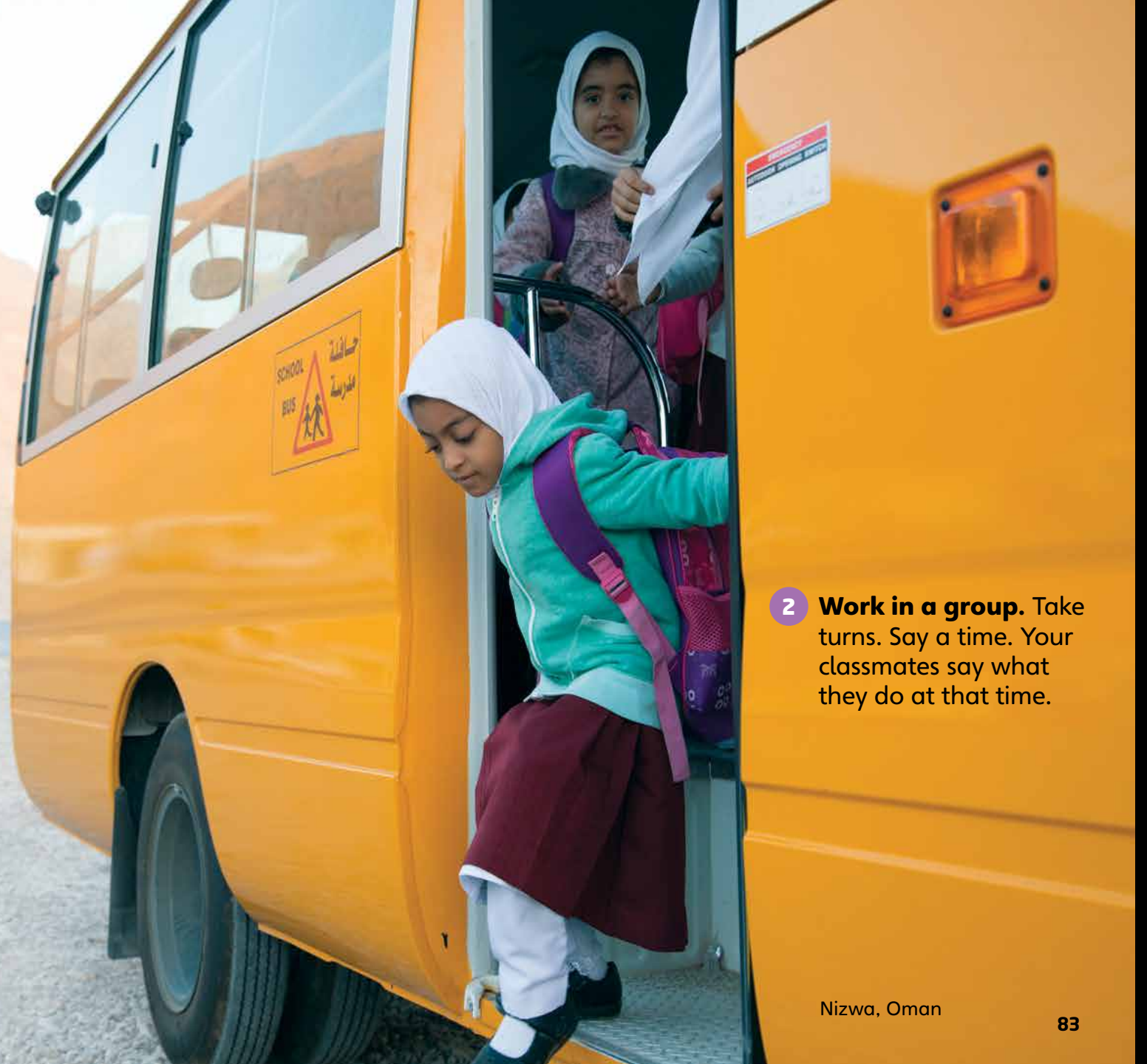
CHORUS

It's three o'clock. It's three o'clock.
It's three o'clock in the afternoon.
I always play with friends at three o'clock.
I play with my friends every day.

CHORUS

It's nine o'clock. It's nine o'clock.
It's nine o'clock at night.
I go to sleep at nine o'clock.
I go to sleep at nine every day.

2 **Work in a group.** Take turns. Say a time. Your classmates say what they do at that time.



Let's Celebrate

The Carnival of Oruro, Oruro, Bolivia

In this unit, I will . . .

- talk about celebrations and festivals.
- tell what happened in the past.
- talk about cultural traditions.

Look and check.

1. These people are

- ☐ celebrating.
- ☐ resting.

2. They are wearing colorful

- ☐ costumes.
- ☐ bathing suits.

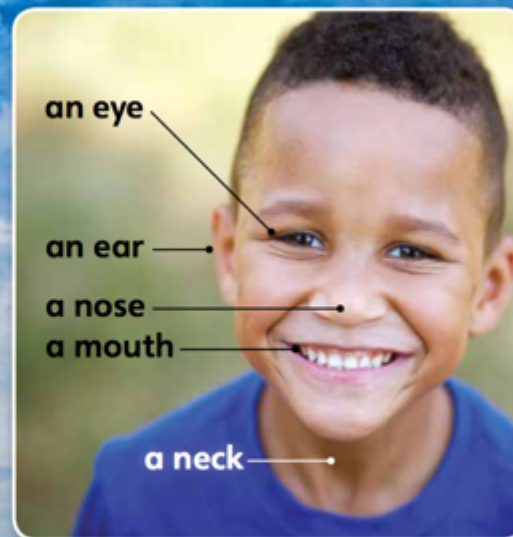
VOCABULARY I

1 Listen and say.

TR: 7.1

2 Listen.

Point and say. TR: 7.2



hair

an arm

a head

a hand

feet

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

TR: 7.3

What are these?

They're hands.

WRITING

Journal Entry In a journal, you write about things that happen in your life and how they make you feel.

- 1 Read.** Read the journal entry. What emotions does the writer describe? Underline the emotion words.

September 4

Today was my first day in fourth grade. This year I have a lot of new classmates. It's nice to meet new friends, but I was a little worried and scared at first.

A girl with curly brown hair smiled at me. A boy with black hair and glasses asked my name. All the kids in my class were friendlier than I expected. I started to feel happier. My old friend Sam was there, too. Now he's taller than me. But I think I'm smarter! He thinks fourth grade is harder than third. But I think it's more fun. I'm happy to be back in class.



- 2 Write.** Write a journal entry about a day in your life. Describe things that happened and how they made you feel.
- 3 Share.** Share your writing. Work with a partner. Listen and take notes.

Name	Event	Emotions
Mai	moved to new house	surprised, happy

MISSION

Understand the human family.

Think. Pair. Share.

- In what ways can people in the same family be different from each other?
- Are all the people in the world one big family?
- Why is it important to understand how we are the same and how we are different?



These two girls, Marcia and Millie, are twin sisters.



“Everyone alive today descends from one woman who lived in Africa around 180,000 years ago.”

Spencer Wells, Geneticist, National Geographic Explorer

SONG

- 1 Listen, read, and sing. TR: 4,3

Get Well Soon

Take care of yourself. You know what to do.
Exercise a lot and eat the right food.
But once in a while, when you don't feel well,
here are some things that you should do.

If you have a stomachache,
you should tell your mother.
If you have a broken arm,
you should see the doctor.
If you have a toothache,
you shouldn't eat sweets.
Go to the dentist and stay away
from treats.

CHORUS

If you get a scratch from climbing a tree,
a first-aid kit will help you to take care
of your knee.
If you have a headache, you can stay in bed
or you can take some pills
to help your aching head.

Take care of yourself. You know what to do.
Exercise a lot and eat the right food.
But once in a while, when you don't feel well,
take care of yourself and get well soon!

- 2 Write the problems and the solutions.
Work with a partner.

Problems	Solutions
stomachache	tell your mother

Medellin, Colombia



SONG

1 Listen, read, and sing. TR: 7.3

Inventions

Creativity!
Electricity!
Creativity changes the world!

Inventions solve problems.
Problems that we used to have are gone!
The wheel and the cell phone
help to make our world go around!

Inventions are useful,
every day, in every way.
Computers, cars, and airplanes
help to make our world go around.

CHORUS

You used to have to walk
to get from place to place.
Years ago, you could only talk
face to face.
You could take only boats
to get across the sea.
Now, we fly across the sky.
Inventions are the reason why.

CHORUS

Imagination and ideas
can change the world, every day.
Can you solve a problem?
Can you help our world today?

CHORUS

2 Discuss. Work with a partner.

1. What inventions are mentioned in the song?
2. Which invention do you think is the most important? Why?



Lion lights.
Nairobi, Kenya

SONG

1 Listen, read, and sing. TR: 3.3

Music Is Fun

CHORUS

**Have you ever listened to hip-hop?
Have you ever listened to drums?
I listen to all kinds of music.
It's amazing fun.**

Listen to the saxophone.
Listen to the beat.
Listen to the melody.
Feel it in your feet!

The flute is playing.
The piano is, too.
I can hear the guitar.
Can you?

CHORUS

Listen to the rhythm.
Listen to that band!
Sing the notes (la la la)
and clap your hands.

Have you ever played a note?
Have you ever played a chord?
Have you ever played a rhythm:
1, 2, 3, 4?

CHORUS

2 Ask and answer. Work with a partner.

1. Who are your favorite musicians?
2. What instruments do they play?
3. Why do you like their music?

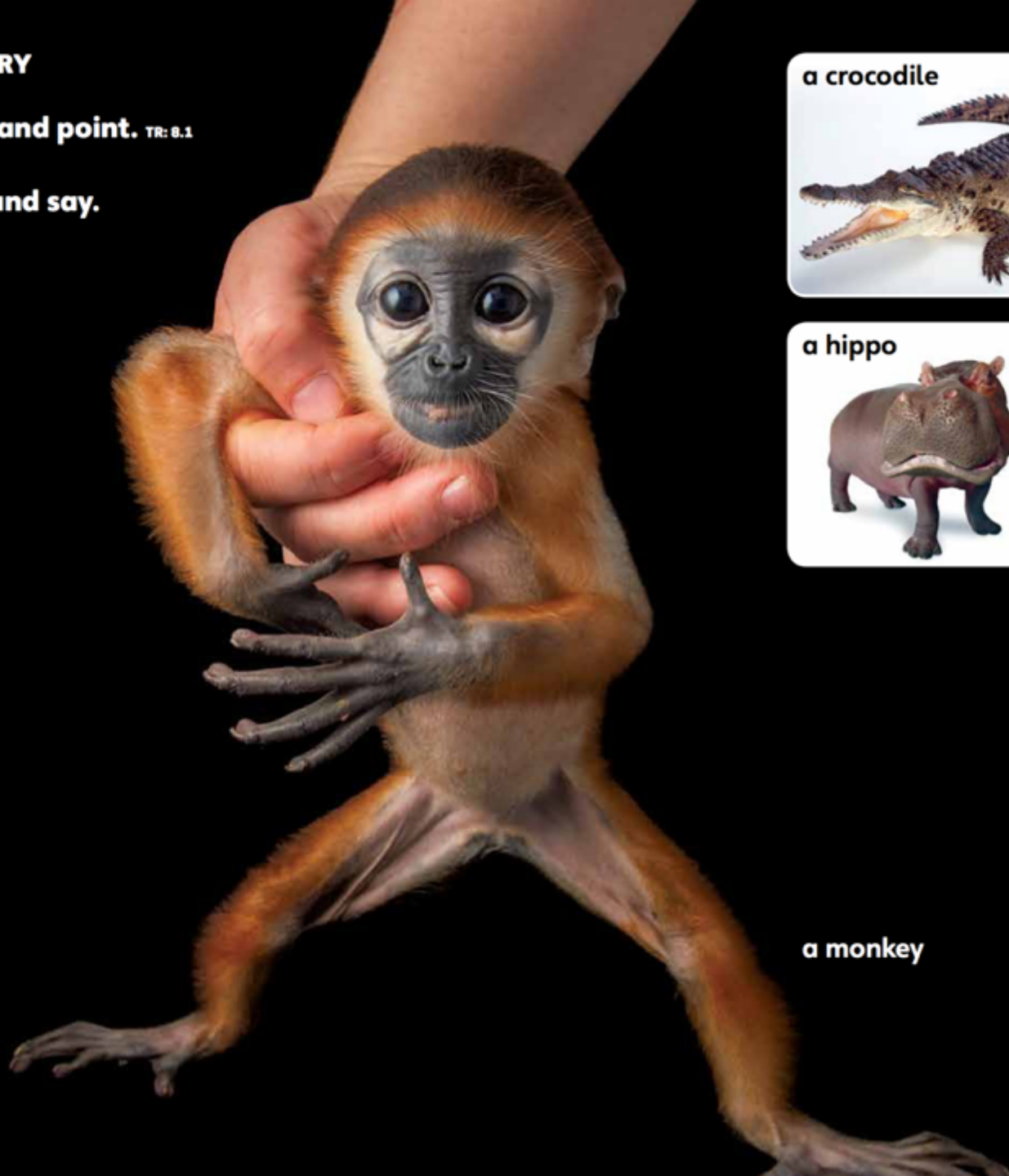


Pantsula, Alexandra, South Africa

VOCABULARY

1 Listen and point. TR: 8.1

2 Point and say.



a crocodile



a giraffe



drink



a hippo



a lion



eat



a zebra



run



a monkey

walk



WATCH AND LEARN

Short videos for every lesson mean more opportunities to extend lesson content, support different learning styles, and bring the world into the classroom.

WHAT'S NEW?

- Starter level video for every lesson



GRAMMAR, IN-DEPTH AND IN-CONTEXT

Ground grammar in reality with natural examples of real-world language, lots of practice and presentation, and expanded grammar charts in the **Workbooks, Grammar Books,** and **Classroom Presentation Tools.**

GRAMMAR I

Possessive adjectives

I	have			My			
You		black	hair.	Your	hair	is	black.
He	has			His			
She				Her			

1 Listen and read. Circle. TR: 7.4

I. My nose is small.

Your nose is small.

Her eyes are green.

His hands are small.

His mouth is red.

Their hands are small.

Circle. TR: 7.5

feet are small.

feet are big.

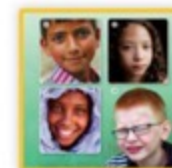
hands are big.

hands are small.

nose small?



Write sentences.



1. (eyes/blue)
2. (hair/long)
3. (eyes/brown)
4. (hair/short)

GRAMMAR I

Possessive adjectives TR: 7.6

My hair is brown.

Your hair is brown.

His hair is brown.

Her hair is brown.

My eyes are brown.

Your eyes are brown.

His eyes are brown.

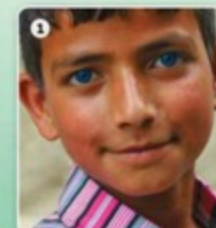
Her eyes are brown.

1 Look and listen. Write the number in the box. TR: 7.6



2 Write sentences.

1. His eyes are blue. (eyes/blue)
2. (hair/long)
3. (eyes/brown)
4. (hair/short)





WHAT'S NEW?

GRAMMAR

- **Refreshed *Grammar* lessons**
with more real-world photos
- **Improved grammar charts**
and updated and additional grammar activities
in the Student's Book
- **Even more charts**
and practice in the Workbook

GRAMMAR I

Possessive adjectives TR: 7.5

My hair is brown.

Your hair is brown.

His hair is brown.

Her hair is brown.

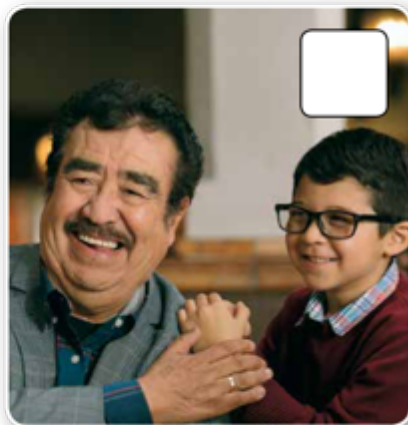
My eyes are brown.

Your eyes are brown.

His eyes are brown.

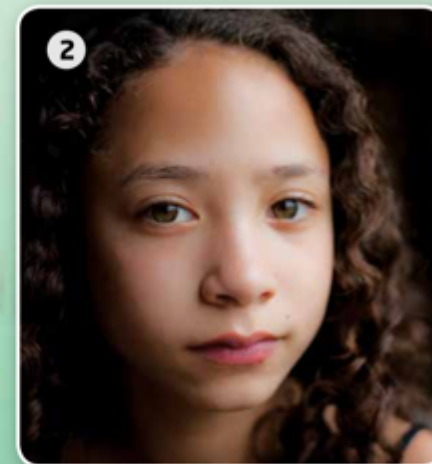
Her eyes are brown.

1 Look and listen. Write the number in the box. TR: 7.6



2 Write sentences.

1. His eyes are blue. (eyes/blue)
2. _____ (hair/long)
3. _____ (eyes/brown)
4. _____ (hair/short)



GRAMMAR I

Possessive adjectives TR: 7.5

My hair is brown.

Your hair is brown.

His hair is brown.

Her hair is brown.

1 Look and listen. Write the



GRAMMAR I

Possessive adjectives

I	have	black	hair.	My	hair	is	black.
You				Your			
He	has			His			
She				Her			

1 Listen and read. Circle TR: 7.4

- | | |
|--------------------------|------------------------|
| 1. My nose is small. | Your nose is small. |
| 2. My eyes are green. | Her eyes are green. |
| 3. Your hands are small. | His hands are small. |
| 4. Her mouth is red. | His mouth is red. |
| 5. Our hands are small. | Their hands are small. |

2 Listen and read. Circle TR: 7.5

- Her / His feet are small.
- His / My feet are big.
- Her / His hands are big.
- His / Her hands are small.
- Is your / my nose small?

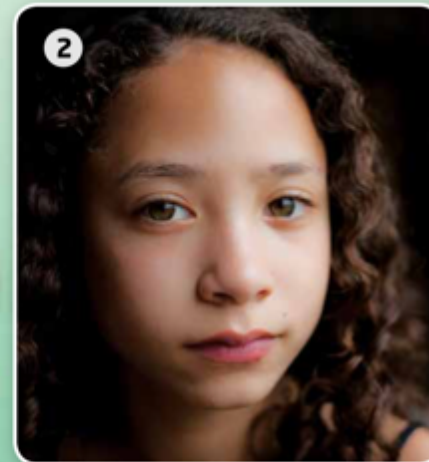


_____ (eyes/blue)

_____ (hair/long)

_____ (eyes/brown)

_____ (hair/short)



Reading lessons, new **Extended Readings**, and **Unit Readers** mean more opportunities for reading practice, more exposure to real people and places, and more story-telling fun.

EXTENDED READING

1 Listen and read. 10-12

Oceans of Plastic: TIME FOR ACTION

Plastic is useful. It's in a lot of things we use every day, from clothes to pens, and bottles to toys. But there's a problem. Most plastic is not biodegradable, and a lot of it ends up in our oceans.

How big is the problem?

There are likely more than 5 trillion—that's 5,000,000,000,000—bits of plastic in the world's oceans. Every ocean and every beach has plastic, from large objects to tiny pieces called microplastics. Tons of plastic enter the ocean every year. At this rate, by 2050 there will be more plastic than fish in our ocean!

How does plastic harm animals?

Fish, sea turtles, and birds think plastic is food, and they eat it. The plastic stays in their stomachs. Dead seabirds are found with stomachs full of plastic. Whales, dolphins, and seals get tangled up in plastic packaging or fishing nets. It's estimated that millions of ocean animals die each year because of plastic garbage in oceans around the world.

Is there any good news?

new biodegradable plastics. Many communities are trying to use less plastic and recycle more. Kids and young people are playing their part, too, from Boyan Slat, 23, who is developing an ocean-sweeping machine, to kids around the world working to make their schools "zero plastic."

What can you do?

- Don't use plastic bags.
- Don't litter.
- Don't use plastic straws.
- Get a refillable water bottle. Don't buy plastic bottles.
- Recycle.

One person can't solve the problem alone, but together we will make a difference.

2 Read. Match to make sentences.

1. Plastic in our oceans	a. more plastic than fish.
2. In 2050, our oceans could have	b. are helping solve the problem.
3. Each year millions of ocean animals	c. is a very big problem.
4. Kids and young people	d. die because of plastic.

3 Read. Answer the questions. Work with a partner.

1. How do you think plastic gets into the oceans?
2. Which do you think are harder to clean up—large plastic objects or tiny pieces? Which do you think are the most important?
3. How are people taking action? Which actions do you think are the most important?

4 Read. Express yourself. Choose an activity.

1. Choose a marine animal or seabird. Draw or paint a picture of it, then label it, showing how plastic affects it.
2. Write and act out a play about plastic pollution.
3. Make a poster to persuade supermarkets to use less plastic.

READING

1 Listen and read. 10-12

Tornado Trouble

Scientists began to study the deadly, destructive force called tornadoes only in the 1940s. But in the United States, they have been around for centuries. The first written record of a tornado was in 1644, when a giant storm tore through the town of Fitchburg, Massachusetts. It killed 20 people and destroyed many homes.

The winds twisted and turned the trees and houses into the shape of a funnel. When the funnel touched the ground, it became a tornado! The tornadoes looked like a giant, gray, rotating snake. It moved very fast, often faster than a jet. In the United States, there are about 1,000 tornadoes each year. They are most common in the central United States, where they are called "dodgers" because they move so fast.

The winds twisted and turned the trees and houses into the shape of a funnel. When the funnel touched the ground, it became a tornado! The tornadoes looked like a giant, gray, rotating snake. It moved very fast, often faster than a jet. In the United States, there are about 1,000 tornadoes each year. They are most common in the central United States, where they are called "dodgers" because they move so fast.

A tornado is a violent storm that moves very fast.

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

1. What is the shape of a tornado?
2. Where does a tornado usually form?
3. Why do scientists study tornadoes?
4. What do scientists say to learn about tornadoes?

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

- a. Warm air and cold air come together. They make a rotating cloud.
- b. The rotating cloud starts to spin. Warm air rises up. Cold air sinks down.
- c. The cloud starts to spin. Warm air rises up. Cold air sinks down.

4 Work with a group. Compare tornadoes and hurricanes.

Complete the chart.

	Tornado	Hurricane
Where they form		
How they form		
How fast they move		
How much damage they cause		

What Jobs Do They Do?

by Thomas Bayles

These jobs are just a few. Someday when you grow up, what do you want to do?

soccer player

baseball player

doctor

chef

pilot

This woman is a doctor!
She listens to your heart.
A nurse often helps her.
She's really very smart.

10



WHAT'S NEW?

READING

- **Updated *Readings***
with new photos, real-world subjects, and stories
- **New *Extended Reading lessons***
after every 3 units with real stories and photos

READING

1 Listen and read. TR: 2.7

Snow Animals



The Arctic is a very cold and snowy place. Arctic animals don't have winter clothes. Some arctic animals have thick fur. Their fur keeps them warm. It hides them in the snow.

The polar bear, arctic fox, and arctic hare are arctic animals. Polar bears are big, strong animals. The arctic fox and the arctic hare are small, fast animals. The arctic fox and the arctic hare have white fur in the winter and brown fur in the summer.



arctic hare



arctic fox



Polar bears are black under their fur.

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

- The Arctic is very hot. (T) (F)
- Some arctic animals have thick fur to keep them warm. (T) (F)
- The arctic fox has brown fur in the winter. (T) (F)

3 Read and check.

	Polar bear	Arctic fox	Arctic hare
lives in the Arctic			
is small and fast			
is big and strong			
has brown fur in the summer			

4 Read and write.

- The polar bear, arctic fox, and the arctic hare live in the _____.
- The polar bear is big and _____.
- The arctic hare and arctic fox are _____ and fast.
- The arctic fox and the arctic hare have _____ fur in the winter.
- The arctic fox and the arctic hare have _____ fur in the summer.

5 Ask and answer.

Which animals live in the Arctic? Work with a partner.



What about cats?

Cats don't live in the Arctic.

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.



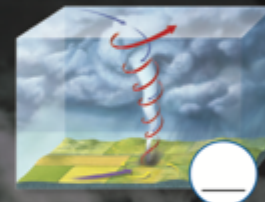
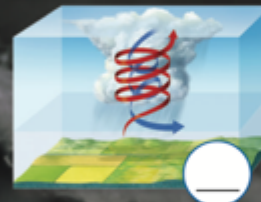
It once rained frogs on a town in Serbia. A small tornado dropped them there.

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.

EXTENDED READING

1 Listen and read. TR: 9.15

Grevy's ZEBRAS

What is it? It looks like a horse. It has four legs and a long tail. It's black and white. Or is it white and black?

It's a zebra! Zebras live in Africa in groups called herds. Each herd contains many zebra families. In each zebra family, there is usually one adult male, several females, and young zebras.

Like horses, zebras have long heads, thin legs, and long tails. Zebras eat grass, leaves, and even sticks. They can run fast and kick hard! And, even though they look alike, every zebra has a different stripe pattern!

There are three different kinds of zebras: plains zebras, Grevy's zebras, and mountain zebras. Grevy's zebras are disappearing for many reasons. But some members of the Samburu tribe in Africa are working to protect Grevy's zebras in Kenya and Ethiopia. They help them find food and water, and they protect the zebras from hunters.

2 Read and write. Write the describing words.

- a. Zebras are black and _____.
- b. Zebras have _____ legs.
- c. Zebras have _____ tails.
- d. Zebras can run _____.

3 Read and write. Answer the questions. Work with a partner.

- a. How are zebras like horses?

- b. Describe a zebra family.

- c. How do members of the Samburu tribe help Grevy's zebras?

4 Choose an activity.

- 1. Draw a picture of a zebra. Carefully draw its stripes. Compare with your partner.
- 2. Find or draw pictures to show where zebras live in Africa.
- 3. Learn more about Grevy's zebras. Then draw and label a picture of a Grevy's zebra.

EXTENDED READING

1 Listen and read. TR: 9.9

THE *Paralympics*

You've probably heard of the Olympic Games. People from many countries come together every four years to run, swim, and play other sports at the Olympics. Another great sporting event, called the Paralympic Games, also takes place every four years.

At the Paralympics, people with disabilities come together to run, swim, and compete at sports. Years ago people with disabilities didn't take part in many sports. Now at the Paralympics they compete in sports such as skiing, wheelchair tennis, and judo. At the beginning of the Games they dress in their national uniforms and take part in parades. When they win, they receive medals that celebrate their strength.

Daniel Dias was born with no hands and only one foot. In school, children called him names. He stayed home a lot. He didn't do much. When he was 16, Daniel watched the Paralympics on TV and saw disabled people like him swimming. He exercised and learned to swim. Soon he was fit and strong. He was also very fast. He won gold medals in his first Paralympic Games in Beijing.

The Paralympic Games changed Daniel's life. They are also helping to change how people see Paralympians and other people with physical disabilities.

2 Listen and write. Complete the sentences with words from the box. TR: 9.10

disabilities four medals parade swim

- The Olympics and the Paralympics take place every _____ years.
- Paralympians are athletes who also have _____.
- At the beginning of the Paralympics, there is a _____.
- After he saw the Paralympics, Daniel Dias learned to _____.

3 Read. Write a list of Paralympic sports from the text. Can you think of more? Work with a partner.

4 Express yourself. Choose an activity.

- Learn about a Paralympian from your country. Tell the class about him or her.
- Pretend that you are a journalist and your partner is Daniel Dias. Act out an interview with him.
- Make a poster about the Paralympics.



**Make
and Show**

**Sound
It Out**



**Prepare,
Assess, Progress**



**DO MORE,
ACHIEVE MORE**

MAKE AND SHOW

WHAT'S NEW?

- Redesigned lessons and updated directions
- 1-2 new projects per Levels 4-6

Projects build 21st century skills through research, discussion, presentations, craft, design, and explaining ideas and opinions.

'Now I can...' statements help students understand what they have accomplished.

PROJECT

1 Make a class bar graph about favorite types of transportation.

1 Cut out a 10 cm (4 in.) square piece of paper.

2 Write your name and draw your favorite type of transportation.

3 With your class, make a bar graph for your pictures.

4 Glue your pictures in place.

Our class really likes bikes. It's our favorite transportation.

Now I can ...

- ☐ identify different kinds of transportation.
- ☐ describe ways of traveling.
- ☐ compare and contrast.

56 UNIT 3

57

PROJECT

Make your own tornado.

- 1 Work in small groups to make a tornado in a bottle.
- 2 You need a glass jar or bottle, some water, some dishwashing liquid, and some glitter.



- 3 Pour water into the bottle, about three-quarters full. Then add a small amount of dishwashing liquid.
- 4 Add a little glitter.
- 5 Put on the lid tightly.
- 6 Then, shake the bottle around in a circle and watch your tornado!



If I shake the jar around, the glitter looks like a tornado.

Now I can . . .

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

PROJECT

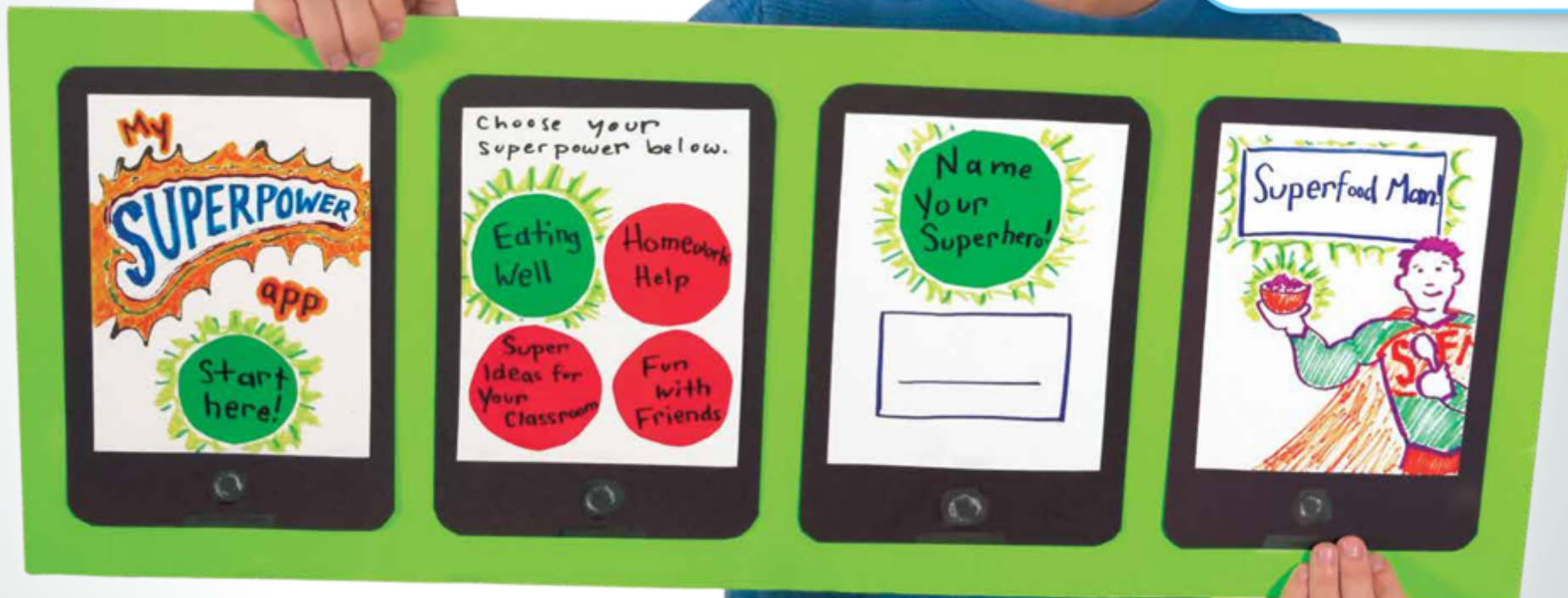
Design a superpower app.

- 1 Choose your own superpower—something that makes life better. Design an app to help you achieve it.
- 2 Sketch out your ideas for your app in 3-4 pictures.
- 3 Share your ideas in a small group. Ask your friends how you can improve your ideas.
- 4 Present your finished app design to the class.

Now I can . . .

- ☐ talk about inventions.
- ☐ talk about past habits.
- ☐ describe how to use an invention.
- ☐ write facts and opinions about a favorite invention.

My superhero is Superfood Man. I didn't use to eat breakfast, but now I do! Superfood Man reminds me to eat a healthy breakfast every morning. He's great!

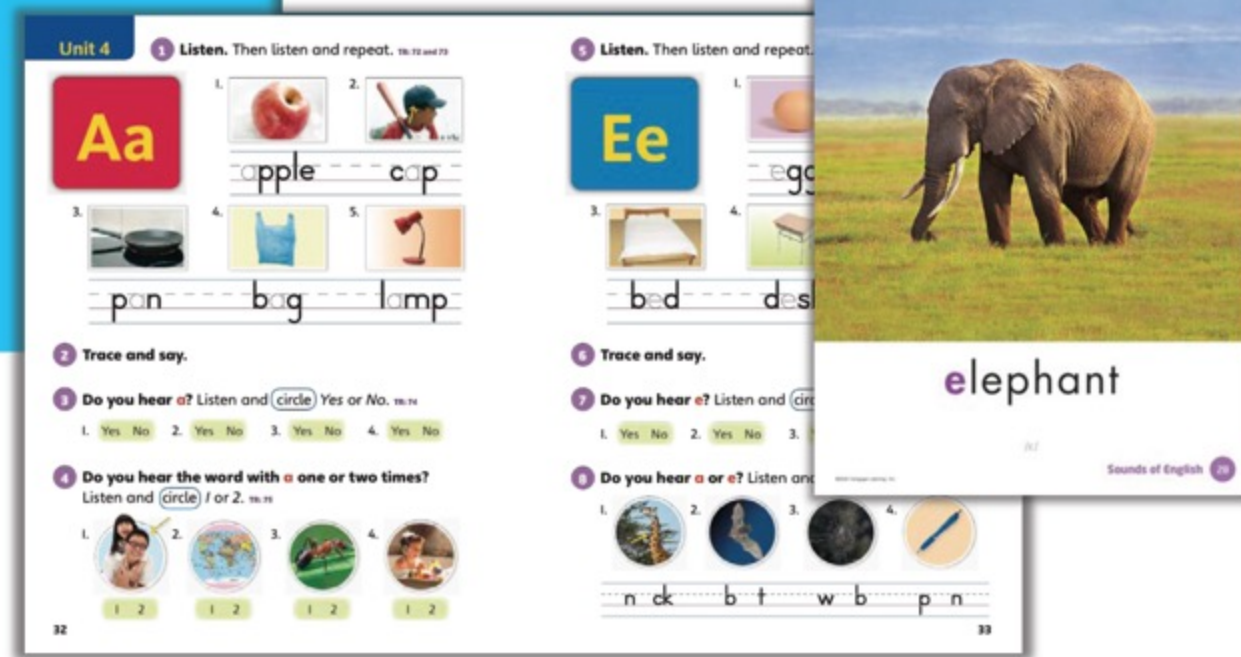
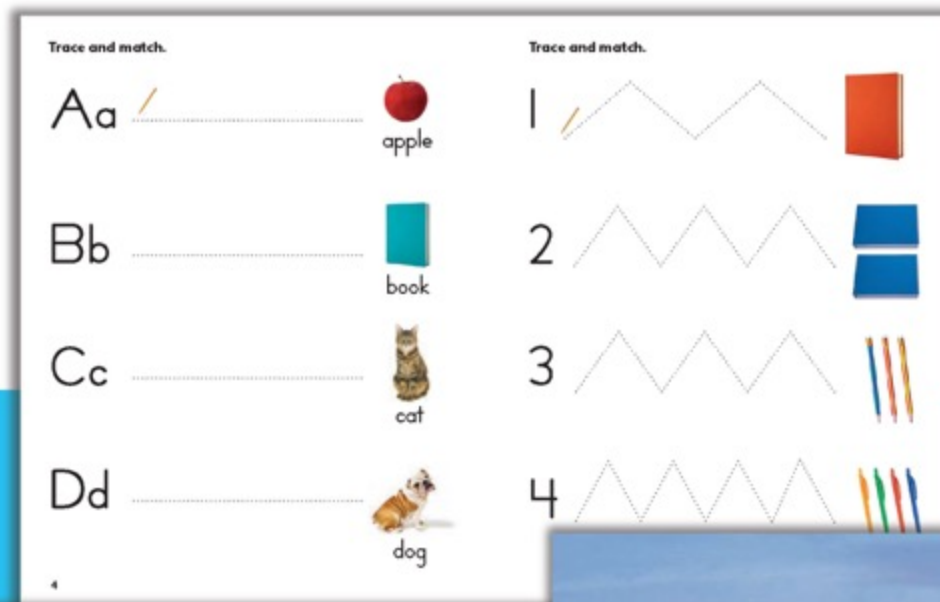


SOUND IT OUT

Introduce the sounds and letters of English and explore sound/spelling relationships with the **ABC Book**, **Phonics Books**, and **The Sounds of English Flashcards**.

WHAT'S NEW?

- Now available in American and British English



PREPARE, ASSESS, PROGRESS

Help students show what they've learned and prepare for exams with customizable **unit quizzes, mastery tests, final exams, and a placement test**, available through the online **ExamView Assessment Suite**.

WHAT'S NEW?

- New placement test
- Available online
- More support for international exams





Unit Opener

OUR WORLD

SECOND EDITION

UNIT CLOSE UP



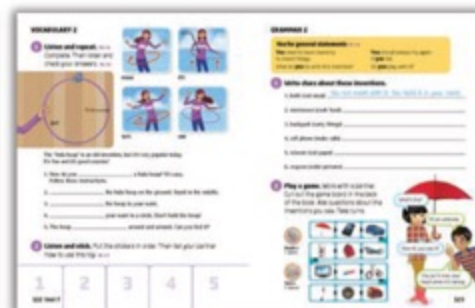
Vocabulary 1



Song



Grammar 1



Vocabulary 2/ Grammar 2



Reading



Value/ Mission



Project

Writing



WHAT'S NEW?

UNIT LESSONS

New On-Page Teaching Support

- On-page lesson heads
- Activities numbered by lesson
- Unit # on bottom of every spread
- Simplified activity directions

VOCABULARY I

1 Listen and say.

TR: 7.1

2 Listen.

Point and say. TR: 7.2

a foot

a leg

a head

a hand

hair

an arm

an eye

an ear

a nose

a mouth

a neck

3

Point. Ask and answer. Work with a partner.

TR: 7.3

feet

What are these?

They're hands.

UNIT CLOSE UP

Unit 7

Good Idea!

In this unit, I will...

- talk about inventions,
- talk about past habits,
- describe how to use an invention,
- write facts and opinions about a favorite invention.

Look and answer.

1. Where are these people?
2. What are they doing?
3. What are they wearing?
4. Write a caption for this photo.

Space projection helmets, Washington, DC, USA

114 115

Unit Opener

Cross-curricular topics, with unit goals and a goal-setting activity, are introduced with stimulating photos to encourage speaking and discussion.

VOCABULARY 1

- 1 Listen and read. PG 7.1
- 2 Listen and repeat. PG 7.2

Inventions are everywhere. Look around you. What inventions can you see?

One of the first inventions was the **wheel**. More than five thousand years ago, it was difficult to move things. People had to push or pull them along the ground. That was a **problem**. Then someone found a **solution**—the wheel. It changed our lives.

Electricity is not an invention. It always existed in nature—in lightning, for example. But scientists discovered it and worked out how to use it. Inventors used **imagination** and **creativity** to make new inventions such as electric lights. When **batteries** were **invented**, electricity became even more **useful**. Now we can't imagine our lives without battery-powered inventions such as computers and cell phones.

a battery

electricity

a wheel

Some inventions were invented too soon—years before they became really useful. One example was the windshield wiper. On a snowy day in 1903, Mary Anderson was riding in a streetcar in New York. From time to time, the driver had to open his window to wipe the snow from his windshield by hand. Back at home, Mary Anderson drew her **idea** for a windshield wiper. She **tried** to sell her invention, but **failed**. People thought windshield wipers could distract drivers and cause accidents!

Air travel is used by millions of people today. However, there's some discussion about who flew first. The Wright brothers tried to fly many times. They finally **succeeded** in 1903. But others say Alberto Santos-Dumont flew first. Santos-Dumont had the world's first public flight in 1906 outside of Paris. He flew his plane 220 meters (722 ft.).

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

When did the Wright brothers fly a plane?

They flew a plane in 1903.

116 Unit 7 117

Vocabulary 1

Target vocabulary is presented in meaningful contexts to help students build fluency and confidence to discuss relevant real-world topics.

UNIT CLOSE UP

SONG

1 Listen, read, and sing. 10-12

Inventions

Creativity!
Electricity!
Creativity changes the world!

Inventions solve problems.
Problems that we used to have are gone!
The wheel and the cell phone
help to make our world go around!

Inventions are useful,
every day, in every way.
Computers, cars, and airplanes
help to make our world go around.

CHORUS

You used to have to walk
to get from place to place.
Years ago, you could only talk
face to face.
You could take only boats
to get across the sea.
Now, we fly across the sky.
Inventions are the reason why.

CHORUS

Imagination and ideas
can change the world, every day.
Can you solve a problem?
Can you help our world today?

CHORUS

118 UNIT 7

2 Discuss. Work with a partner.

1. What inventions are mentioned in the song?
2. Which invention do you think is the most important? Why?



Linzi Lightbulb, Nairobi, Kenya

Song

Original songs support the unit theme, model natural rhythm and intonation, and incorporate target vocabulary and grammar.

GRAMMAR 1

Used to for past habits 10-12

People **used to** travel across the sea in boats.
Why **did** people **use to** read by candlelight?

We **didn't use to** have airplanes.
They **didn't use to** have electricity.

1 Read. Complete the sentences. Check the true sentences.

1. In the 1980s, people _____ (read) by candlelight. _____
2. Before the invention of cars, people _____ (ride) horses in the city. _____
3. Before the invention of the plane, people _____ (not / travel) by air. _____
4. In the 1950s, people _____ (not / make) calls with a cell phone. _____
5. We _____ (not / have) computers before there was electricity. _____

2 Ask and answer. Work with a partner.

1. What did people use to do for fun before TV?
2. How did people use to travel before planes?
3. What did children use to play with before video games?

3 Write. What about you? Write five sentences about when you were younger. Write two that aren't true. Use these words to help you.

clothes	food	games	home
music	TV shows	toys	vacations
brothers and sisters		free time activities	

1. _____

2. _____

3. _____

4. _____

5. _____


4 Read your sentences. Work with a partner. Take turns.

When I was six, I used to ride my bike to school.

That's not true! Your dad used to drive you to school. I saw you!

120 UNIT 7

121



Grammar 1

Target grammar is presented and practiced in context, with natural examples of real-world language and opportunities for real communication using all four language skills.

UNIT CLOSE UP

VOCABULARY 2

1 Listen and repeat. 10:22
Complete. Then listen and check your answers. 10:24

move lift turn use

The "hula hoop" is an old invention, but it's very popular today. It's fun and it's good exercise!

- How do you _____ a hula hoop? It's easy. Follow these instructions.
- _____ the hula hoop on the ground. Stand in the middle.
- _____ the hoop to your waist.
- _____ your waist in a circle. Don't hold the hoop!
- The hoop _____ around and around. Can you feel it?

2 Listen and stick. Put the stickers in order. Then tell your partner how to use this toy. 10:22

1

2

3

4

5

GRAMMAR 2

You for general statements 10:23
You need to have creativity to invent things.
What do **you** do with this invention?

You should always try again if you fail.
Do **you** play with it?

1 Write clues about these inventions.

- knife (cut meat) You cut meat with it. You hold it in your hand.
- microwave (cook food) _____
- backpack (carry things) _____
- cell phone (make calls) _____
- scissors (cut paper) _____
- crayons (color pictures) _____

2 Play a game. Work with a partner. Cut out the game board in the back of the book. Ask questions about the inventions you see. Take turns.

What's this?
It's an umbrella.
How do you use it?
You put it over your head when it's raining.

READING

1 Listen and read. 10:28

YOUNG and Creative

Did you know that a teenager had the first idea for a television? And a six-year-old boy invented the toy truck? Kids and teens are great inventors because they have a lot of creativity and imagination.

2010: At the age of 15, Angad Daryani invented a solution to the problem of air pollution in cities. Growing up in Mumbai, India, he suffered from asthma caused by the polluted air. Air pollution is a big problem. Three million people die each year. Angad's invention is an air pollution cleaning tower that is 6.1 meters (20 ft.) high. The tower sucks in air and takes out the particles of dust and carbon. The particles are collected and can even be reused. Angad's dream is to build thousands of the towers and improve the quality of air in cities.

2013: Canadian high school student Ann Makosinski was 15 when she invented the "hollow flashlight." The flashlight uses heat from the human body and changes it into light. It doesn't need batteries. Ann thought of the idea when she heard about a friend who lived in the Philippines. Her friend was doing badly in school. She needed to do her homework at night but there was no electrical light in her home. Ann's flashlight isn't expensive. Ann hopes it will help some of the 1.1 billion people in the world who still have no electricity in their homes.

1905: When Frank Epperson was eleven, he left a cup filled with soda and a stick in his yard. That night he forgot about it. It was a very cold night. When he went outside the next morning he found something amazing: a "Popcycle".

1824: Louis Braille had an accident when he was three. The accident left him blind. At that time, it was hard for blind children to read. They had to touch raised letters. But it was easy to confuse a Q with an O, an R with a B, and so on. When he was fifteen, Louis invented an alphabet that used raised dots. The Braille alphabet was a big success!

2 Read and write. Write the name of the invention.

- It's something you eat. _____
- It can help people who live in big cities. _____
- It's something a blind person can use to read. _____
- It's useful if you don't have electricity. _____
- It happened by accident. _____

3 Read and write. Complete the chart.

Inventor	When	What	Why
Angad Daryani	In 2010, when he was 15 years old	An air pollution cleaning tower	He had asthma caused by air pollution.

4 Discuss the questions. Work in groups of three. Do you have the same opinion? Which story was the most interesting? Why? Which invention was the most useful? Why?

Vocabulary 2/ Grammar 2

Additional thematic vocabulary and target grammar are presented with sticker activities and communicative grammar games.

Reading

Real-world readings, infographics, 'Weird But True' facts and graphic organizers develop language across science, nature, history, art, culture, music, and sports.

UNIT CLOSE UP



Value/Mission

In levels 1-3, 'Think. Pair. Share.' routines help students consider universally-recognized values.

In 4-6, students consider the missions of National Geographic Explorers.



Writing

A variety of writing types are introduced through leveled models, with activities for students to share their work.



Project

A project ends every unit, providing tangible evidence of student learning, with 'Now I can...' statements to help measure student knowledge.

Lesson Planner

- Same level of support

In This Unit

Theme This unit is about how inventions have changed the world.

Content Objective

- Students will
- identify how inventions solve problems.

Language Objectives

- Students will
- talk about inventions.
 - talk about past habits.
 - describe how to use an invention.
 - write facts and opinions about a favorite invention.

Vocabulary

Vocabulary 1 a battery, creativity, electricity, fail, an idea, imagination, invent, an invention, a problem, a solution, succeed, try, useful, a wheel

Vocabulary 2 lift, move, put, turn, use

Grammar

Grammar 1 used to for past habits

Grammar 2 you for general statements

Reading Young and Creative

Writing Fact and Opinion Writing

Mission Use your imagination and creativity to solve problems

Project Design a superpower app

UNIT OPENER

Objectives

- Students will
- analyze a photograph for information.
 - complete a statement accurately.

Resources Video Sc. I: Home-School Connection Letter; Unit Opener Poster; Classroom Presentation Tool

Material light bulb

Pacing Guides L4U7

○ 2–3 Hours ● 3–4 Hours ● 4–6 Hours



Introduce ○●●

- **Build background** Say *The name of our next unit is "Good Idea!" An idea is something you think of.* Point to your head. Say *It's a thought or a plan that you make up. You can have ideas to solve problems. For example, imagine it's raining.* Ask a student *What should I do?* (get your umbrella, go inside) Say *(Nasir) said, ("Get your umbrella.") That's a good idea!*
- Say *Some people think of new ideas to make our lives better.* Show students a light bulb. Say *A long time ago, there were no electric lights. It was difficult to see at night. Then a man had an idea. He worked to make his idea real. He made a light bulb.* Point out that almost everything in the classroom started out as someone's idea. Have students look around the room. Say *At one time, there were no pencils, chalkboards, or books. We have these things today because people had ideas to make them.*
- Put students into groups of three or four. Have them look at the photo on pp. 114–115 and then answer questions 1–3 on p. 115.



- Where are these people?* (auditorium, movie theater)
What do you think they're doing? (looking at outer space, watching a movie on their helmets)
What are they wearing? (astronaut suit, costume)
- Share About the Photo with the class. Then ask a few more questions to continue the discussion.
Who are these people? (journalists)
Why are they there? (to watch the first public viewing, or premiere, of a TV series)
Why are they wearing special clothes and virtual reality helmets? (to help them experience the show as real astronauts would)
Do you think this is a good photo? Why?
 - Have students write a caption for the photo and then share it with the class. Take a vote on the most creative caption.

BE THE EXPERT

About the Photo

This photo shows a small group of journalists dressed up to look like—and feel like—astronauts! On March 14, 2018, National Geographic premiered a television series about Earth called "One Strange Rock." The series shows photographs of Earth taken from space while well-known astronauts make comments. On the first public showing of the series, the journalists were given a new virtual reality device, the Space Projection Helmet. With this helmet, the journalists were able to experience the show as if they were real astronauts in space.

Teaching Tip

Many vocabulary terms can be identified with a picture or an object. Words that cannot be identified with a picture or an object might be challenging to students. Help students learn these words by presenting them within a context.

For example, to teach the word *solution*, put it in the context of a problem. Give an example: *If the problem is rain, the solution is an umbrella.* If students still can't understand the meaning of a word, allow them to look it up in a bilingual dictionary.

- Same level of support

- Same level of support

Unit Opener 231

- New pacing guide icons for every lesson step

- New pacing guide icons for every lesson step

Grammar 1 241

- New pacing guide icons for every lesson step

- New pacing guide icons for every lesson step

GRAMMAR 1

Used to for past habits TE 24

People **used to** travel across the sea in boats.
Why **did** people **use** by candlelight?

1 Read. Com
1. In the 1880s,
by candlel
2. Before the
3. Before the
4. In the 1950s,
(not / make
5. We _____
before the


2 Ask and an
1. What did p
2. How did p
3. What did e

Unit 7

Extend ●●

- Put students into small groups. Assign groups an invention, such as the car, the battery, or the cell phone. Say *Imagine your invention is new. Work together and write sentences about your new invention.* Write the following sentence frames on the board for students to use: *You used to _____. Now you can _____. Give an example. Say My invention is a car. I write: You used to ride your horse to town. Now you can get there faster in a car.*
- Have group members read their completed sentences for the class. Ask students to note each group's use of *used to* and *didn't use to*.

Write. What about you? Write five sentences about when you were younger. Write two that aren't true. Use these words to help you.



Pacing Guides L4U7

○ 2–3 Hours
● 3–4 Hours
● 4–6 Hours

Recap ●●

- Remind the class that they can use *used to* and *didn't use to* to talk about past habits. Ask questions such as *Why did people use to use candles for light?* (They didn't use to have electricity.) *What did people ride before the invention of cars?* (They used to ride horses.) *Why didn't people make calls with cell phones in 1950?* (People didn't use to have cell phones then.)

Apply ○●●

- Introduce the activity by providing examples of things you used to do and didn't used to have. For example, say *When I was a student, I used to take notes by hand. I didn't use to have a computer.* Write your examples on the board for students to use as a reference.
- 3** Read the directions for Activity 3 aloud. Say *The words in the box can help you, but you don't have to use them.* To get students started, ask questions such as *What did you use to play with your brothers and sisters?*
- Say *Remember to write two sentences that aren't true.* Allow time for students to write their sentences. Ask *Why did people long ago make their own soap?* Give students this sentence frame: *People long ago _____ buy soap at the store.*
- 4** Model the dialogue on p. 121 with a student. Put students into pairs, and have pairs take turns reading their sentences to each other. Say *Listen to your partner's sentences. If you think a sentence isn't true, say so. Then use "used to" or "didn't use to" to make your partner's sentence true.*
- Expand** Have students combine two true sentences and one false sentence into a short paragraph. Call on students to read their paragraphs to the class. Have the class guess which statement is false.

Extend ●●

- Put students into small groups. Assign groups an invention, such as the car, the battery, or the cell phone. Say *Imagine your invention is new. Work together and write sentences about your new invention.* Write the following sentence frames on the board for students to use: *You used to _____. Now you can _____. Give an example. Say My invention is a car. I write: You used to ride your horse to town. Now you can get there faster in a car.*
- Have group members read their completed sentences for the class. Ask students to note each group's use of *used to* and *didn't use to*.

Wrap Up ○●●

- Ask students questions such as *What songs did you use to sing when you were younger? What books did you use to read?* Listen to several responses to each question before moving on to the next one.

BE THE EXPERT

The Sounds of English

Sound Categories: glides The two common “glides” in English, /w/ (wash) and /j/ (young), may be difficult because they are consonant sounds formed similarly to vowels. For both sounds, one “glides” the tongue from its original position. For /w/, the tongue starts in a high position at the back of the mouth (similar to the /u:/ sound) and glides to an open position. For the /j/ sound, the tongue starts in a high position at the front of the mouth (similar to the /i/ sound) and glides to an open position.

Use Sound Cards 23 (yawn) and 24 (wing).
Example words: weed, wash, wonderful; 'used to,'
you, popular, onion

Teaching Tip

Students may not tell you when they don't understand the instructions for an activity. This may happen more often when students are working in pairs or groups. Before beginning an activity, take a moment to review the instructions with the class. Then walk around the room to check that students understand by asking individuals to repeat the instructions back to you.

Related Vocabulary

habit

Workbook and Online Practice

Grammar I

✓ **Formative Assessment**

Can students

- describe past habits with *used to* + verb?
Ask students questions about when they were young children, for example, *When did you use to go to bed? What foods did you use to eat?*

Lesson Planner

- Updated *Writing* rubrics
- ‘Think. Pair. Share.’ *Value* and *Mission* activities

- Have students revise their paragraphs to make improvements. Review with students the information on pronoun–antecedent agreement (see Writing Support). Then have students check their writing for correct pronoun–antecedent agreement.

Share 1 2 3

- Place students in groups of three. Have students read their paragraphs aloud to the group. Have the other group members complete the sentences below in order to give the writer feedback on the paragraph. Write the sentence frames on the board for students’ reference.

One thing I like about your writing is . . .
A question I have is . . .
I agree with your opinion that . . .
I don’t understand . . .

- While group members give feedback, the writer should take notes. The writer should then use these notes to revise her paragraph.

Writing Rubric

Use this rubric to assess students’ writing. You can add other skills you’d like to assess at the bottom of the rubric.

4 = Excellent
3 = Good
2 = Needs improvement
1 = Redo

	4	3	2	1
Organization Ideas are clear and well organized.				
Grammar Student uses correct grammar.				
Vocabulary Student uses a variety of word choices, including words learned in this unit.				
Writing type Student uses facts and opinions in a paragraph and introduces opinions with phrases such as <i>in my opinion</i> , <i>I think</i> , and <i>I believe</i> .				
Usage Pronoun–antecedent agreement is correct.				

WRITING

Fact and Opinion Writing. In fact and opinion writing, you state your opinion and use facts to support your opinion. An *opinion* is something you believe to be true. To introduce opinions, use words like *in my opinion*, *I think*, and *I believe*. A *fact* is a piece of true information, for example, a date, an event, or a name.

- Read.** Read this fact and opinion text. Underline facts that support the opinion in the first paragraph.

A Good Idea

In my opinion, sticky notes are a great invention. They’re easy to use. You write a note and stick it on your notebook or on your computer. And they come off easily. I think most people like them because they help you to remember things.

In my opinion, the story of sticky notes is interesting, too. Sticky notes have two inventors. Spencer Silver invented the glue in 1970. It wasn’t strong, so he didn’t know how to use it. But four years later, Arthur Fry found a use for it. One day, all his notes fell on the floor. He wasn’t happy! Then he remembered Silver’s glue! He used the glue on small pieces of paper. It worked! You could stick the notes to almost any surface, and it was easy to remove them. Now we have a cool—and useful—invention!

- Write.** Describe an invention. Explain how to use it and why you like it. Include facts to support your opinion.

- Share.** Share your writing. Work in a group. Listen and take notes.

Invention	How do we use it?	Why does he/she like it?
Peanut butter	We eat it.	It’s delicious.

MISSION

Use your imagination and creativity to solve problems.

The Sheep View project equipped sheep with solar-powered 360-degree cameras. The Faroe Islands are now part of street-view maps online.

Think. Pair. Share.

- What are some typical problems in your daily life?
- Can you solve any of them with an invention? Note any useful or fun ideas.
- Which inventions does everyone like best? Discuss as a class.



“In science, it’s always a long train of ideas. Many succeed, but in between you often fail . . . science is entirely based on curiosity.”

Aydogan Ozcan, Electrical Engineer, National Geographic Explorer

Mission 1 2 3

Think

- Remind students that inventors need imagination and creativity. Discuss with students using imagination and creativity to solve problems.
- Ask questions such as:
What things cause problems today?
What are solutions for those problems?
Would it be easy or difficult to solve them?

Pair

- Put students in pairs. Say *Talk about a problem you or someone you know solved using an invention.* In order to help students with ideas, ask questions such as:
What was the problem? Was it easy or difficult?
How did you solve the problem? What was the invention?
Would you create the same invention again to solve that problem? Why or why not?

Share

- Let pairs share their problems and inventions with the class. Tell students to listen carefully to other inventions and to decide which one they liked best and why.

MISSION

Mission Use your imagination and creativity to solve problems

Objectives

- Students will
- share ideas.
- evaluate ideas.

Content Vocabulary *curiosity, typical*

Resources Video Sc. 9; Mission Poster

BE THE EXPERT

About the Photo

The photo shows a view of the Faroe Islands, a group of 18 volcanic islands in the Northeast Atlantic Ocean. The sheep in the photo is carrying a solar-powered camera programmed to take a photo every minute. This technology is part of a local project called Sheep View 360. The purpose of the project is to create a mapping system of the islands to get the Faroe Islands on Google Street View. The project has been a success.

Meet the Explorer

Aydogan Ozcan is an electrical engineer and a National Geographic Explorer. His research team at the University of California, Los Angeles, has invented a way to turn cell phones into microscopes. This new technology can be taken to the most remote areas of the world. It will allow doctors and other medical professionals to help diagnose malaria and other deadly diseases in these regions.

Ozcan believes that in the future, it will be important not only to develop new technologies, but also it will be important to use the technology we have in new ways. He says, “That’s what will transform global health care in powerful, practical ways we’ve never before imagined.”

Lesson Planner

- Updated *Writing* rubrics
- ‘Think. Pair. Share.’ *Value* and *Mission* activities

• Have students revise their paragraphs to make improvements. Review with students the information on pronoun–antecedent agreement (see Writing Support). Then have students check their writing for correct pronoun–antecedent agreement.

Share ●●●

• 3 Place students in groups of three. Have students read their paragraphs aloud to the group. Have the other group members complete the sentences below in order to give the writer feedback on the paragraph. Write the sentence frames on the board for students’ reference.

One thing I like about your writing is . . .

A question I have is . . .

I agree with your opinion that . . .

I don’t understand . . .

WRITING

Fact and Opinion Writing. In fact and opinion writing, you state your opinion and use facts to support your opinion. An *opinion* is something you believe to be true. To introduce opinions, use words like *in my opinion*, *I think*, and *I believe*. A *fact* is a piece of true information, for example, a date, an event, or a name.

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use my imagination!

COOL invention!

Writing Rubric

Use this rubric to assess students’ writing. You can add other skills you’d like to assess

4 = Excellent

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1 = Redo

Organization Ideas are clear and well organized.
Grammar Student uses correct grammar.
Vocabulary Student uses a variety of word choices, including words learned in this unit.
Writing type Student uses facts and opinions in a paragraph and introduces opinions with phrases such as <i>in my opinion</i> , <i>I think</i> , and <i>I believe</i> .
Usage Pronoun–antecedent agreement is correct.

MISSION

Use your imagination and creativity to solve problems.

The Sheep View project equipped

MISSION

Mission Use your imagination and creativity to solve problems

Objectives

Students will

- share ideas.
- evaluate ideas.

Content Vocabulary *curiosity, typical*

Mission ●●●

Think

- Remind students that inventors need imagination and creativity. Discuss with students using imagination and creativity to solve problems.
- Ask questions such as:
 - What things cause problems today?*
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- Put students in pairs. Say *Talk about a problem you or someone you know solved using an invention.* In order to help students with ideas, ask questions such as:
 - What was the problem? Was it easy or difficult?*
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Share

- Let pairs share their problems and inventions with the class. Tell students to listen carefully to other inventions and to decide which one they liked best and why.

Lesson Planner

- Updated *Project* rubrics

PROJECT

Objectives

- Students will
 - design an app.
 - share ideas in a small group.
 - complete the Unit 7 quiz.

Content Vocabulary *simple, materials, recycle, ghost, vacuum*

Resources Workbook pp. 92–93, Workbook Audio TR: 7.6; Assessment: Unit Quiz; Activity Worksheet 7.4

Materials scissors; glue; construction paper; markers; recycled materials

PROJECT

Design a superpower app.

- Choose your own superpower—something that makes life better. Design an app to help you achieve it.
- Sketch out your ideas for your app in 3–4 pictures.
- Share your ideas in a small group. Ask your friends how you can improve your ideas.
- Present your finished app design to the class.



128 Unit 7

Prepare

- Brainstorm** Ask *What are some inventions we learned about in this unit?* (wheel, eraser, airplane) List students' responses on the board. Say *These inventions are useful. They help people solve problems. Ask What problems do you have? Can an invention help?* Ask students to brainstorm problems in their daily lives and write them on the board. Begin with some examples such as:

It takes a long time to do my chores.
My room isn't clean.
I am often late to school.

- Say *Think like a superhero. Today you're going to design a superpower app that will make your life better. The app should be the solution to a problem. You can use the problems on the board or think of your own.*
- Say *Choose a problem. Sketch out three or four ideas for solutions to your problem. Think about how the app will work and what it will do to help you. Will the app sound an alarm? Will it send you a message?* Allow time for students to sketch out ideas.
- Put students in small groups. Have them exchange ideas. Encourage positive feedback with sentences like these:

- Your app looks fun. However, I don't understand how it will . . .
- I like your sketches, but I would maybe (change the colors).
- The ideas are great, but I think you (don't need that many).

254 Unit 7



Now I can . . .

- talk about inventions.
- talk about past habits.
- describe how to use an invention.
- write facts and opinions about a favorite invention.

BE THE EXPERT

Teaching Tip

When students are exchanging ideas and helping one another improve their work, make sure there is no tension in the exchange. Encourage positive feedback and polite manners.

The student giving feedback should not try to change his classmate's idea completely, but make it work better. Encourage the student to be respectful with the feedback.

The student receiving the feedback should try to take the feedback in a positive way, and use the ideas to help the project be better. Encourage the student to be thankful for the feedback.

Project Rubric

- ✓ Did students sketch out ideas for a superpower app?
- ✓ Did students exchange ideas to improve each other's work?
- ✓ Did students explain how their app solves a problem?

- Give students time to improve their ideas. Then provide them with the materials for drawing their superpower app.

Share

- Rearrange groups so that students see their classmates' apps for the first time. Give students time to present their apps to the group.
- Have students ask questions about each other's app. Encourage discussion of apps with these questions: *How does the app work? How is the app useful? What problem does the app solve?*
- Modify** To simplify the project, you may wish to have students work in small groups to create one superpower app all together. Groups take turns explaining their app to the class.

Review

- For additional practice, direct students to Activity Worksheet 7.4.

Now I Can

Ask questions such as the following:

- What are two inventions you learned about?
- What are two things people used to do in the past?
- How do you use a hula hoop?
- What is an example of a fact? What is an example of an opinion?

Workbook and Online Practice
Unit Review

✓ **Assessment: Unit 7**

Give the Unit 7 Quiz. Hand out the quiz and go over the instructions with students. The quiz should take 15–20 minutes.

Project 255

Lesson Planner

- Updated *Project* rubrics

Project Rubric

- ✓ Did students sketch out ideas for a superpower app?
- ✓ Did students exchange ideas to improve each other's work?
- ✓ Did students explain how their app solves a problem?

Prepare

- **Brainstorm** Ask *What are some inventions we learned about in this unit?* (wheel, eraser, airplane) List students' responses on the board. Say *These inventions are useful. They help people solve problems. Ask What problems do you have? Can an invention help?* Ask students to brainstorm problems in their daily lives and write them on the board. Begin with some examples such as:

It takes a long time to do my chores.
My room isn't clean.
I am often late to school.

- Say *Think like a superhero. Today you're going to design a superpower app that will make your life better. The app should be the solution to a problem. You can use the problems on the board or think of your own.*
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- Your app looks fun. However, I don't understand how it will . . .
- I like your sketches, but I would maybe (change the colors).
- The ideas are great, but I think you (don't need that many).



Now I can . . .

- ☐ talk about inventions.
- ☐ talk about past habits.
- ☐ describe how to use an invention.
- ☐ write facts and opinions about a favorite invention.

My superhero is Superfood Man. I didn't use to eat breakfast, but now I do! Superfood Man reminds me to eat a healthy breakfast every morning. He's great!

BE THE EXPERT

Teaching Tip

When students are exchanging ideas and helping one another improve their work, make sure there is no tension in the exchange. Encourage positive feedback and polite manners.

The student giving feedback should not try to change his classmate's idea completely, but make it work better. Encourage the student to be respectful with the feedback.

The student receiving the feedback should try to take the feedback in a positive way, and use the ideas to help the project be better. Encourage the student to be thankful for the feedback.

Project Rubric

- ✓ Did students sketch out ideas for a superpower app?
- ✓ Did students exchange ideas to improve

Now I Can

Ask questions such as the following:

- *What are two inventions you learned about?*
- *What are two things people used to do in the past?*
- *How do you use a hula hoop?*
- *What is an example of a fact?*
What is an example of an opinion?

Workbook and Online Practice

Unit Review

✓ Assessment: Unit 7

Give the Unit 7 Quiz. Hand out the quiz and go over the instructions with students. The quiz should take 15–20 minutes.

TEACH MORE EFFECTIVELY

IN-CLASS AND AT-HOME SUPPORT

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- Games for practice
- Workbook activities for assessment prep
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NEW

Learning Management System

- Track students' Online Practice
- Assignment creation
- Messaging
- Progress reporting
- Classroom Presentation Tool access

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NEW

Classroom Presentation Tool

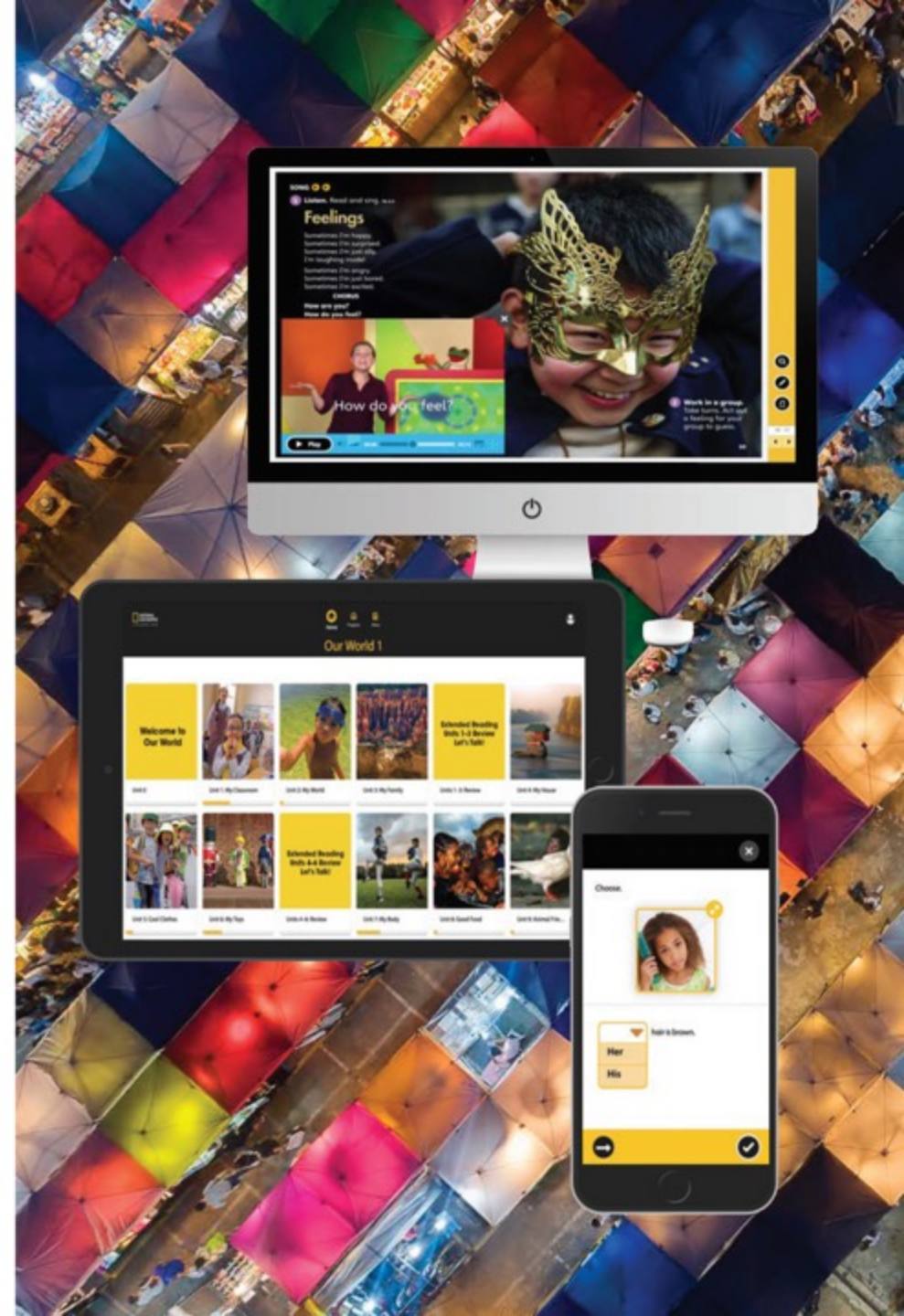
- Interactive Student's Book, Workbook, and Grammar Workbook
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- Games
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UPDATED

Professional Development Site

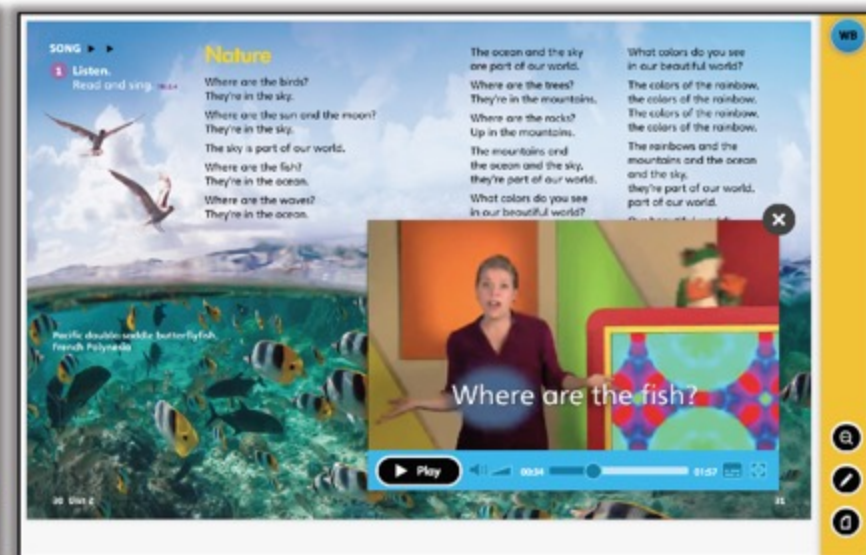
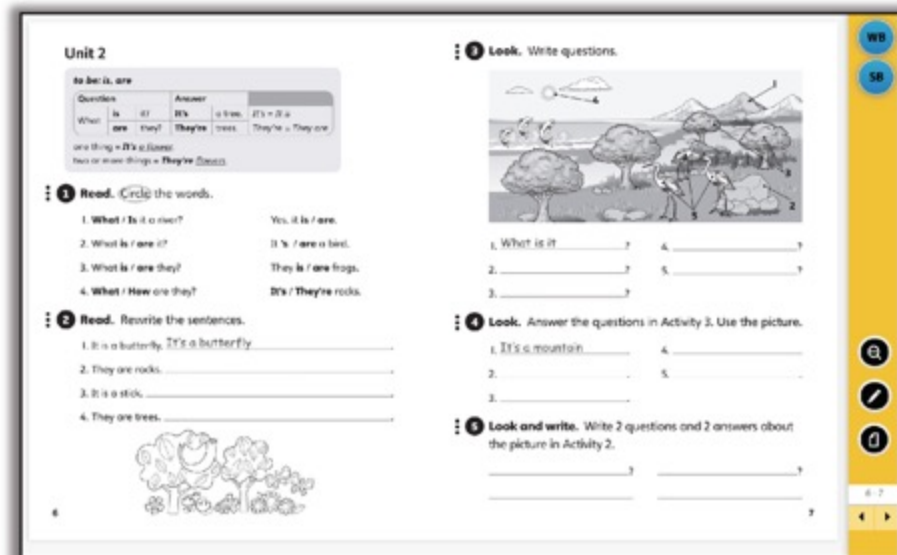
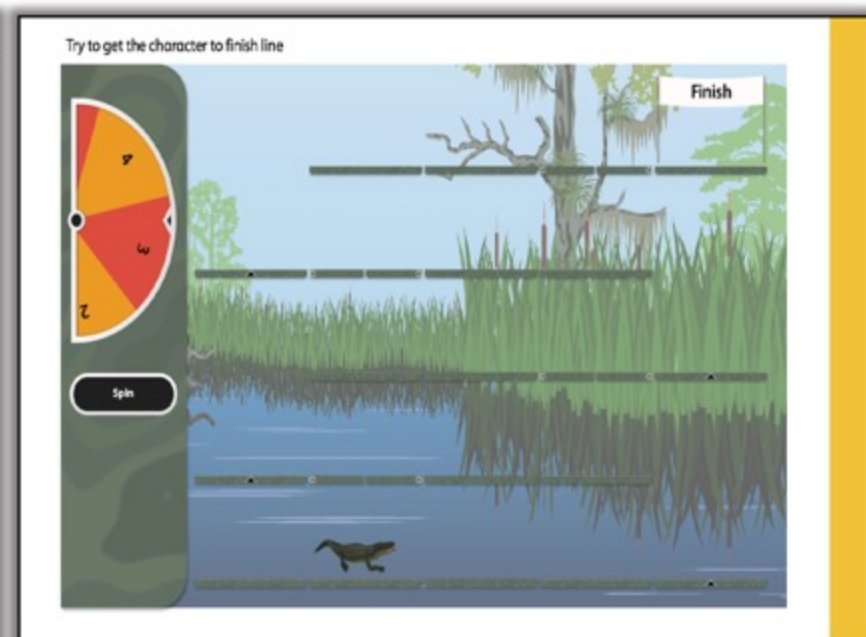
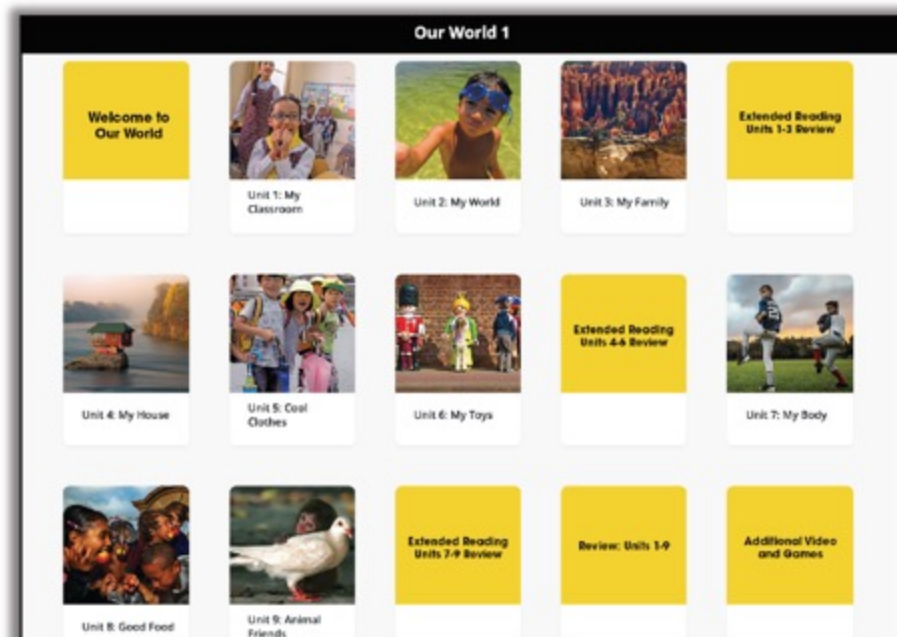
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Classroom Presentation Tool

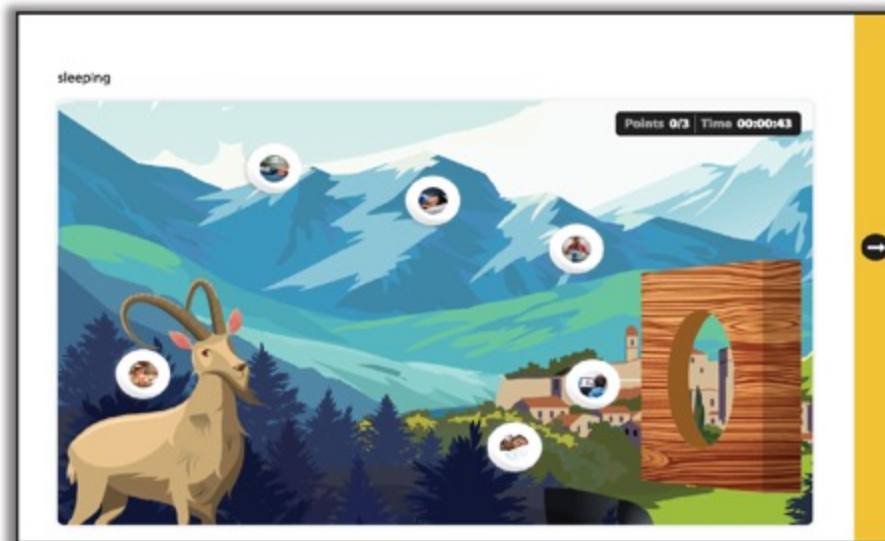
- Interactive Student's Book, Workbook, Grammar Workbook
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- Games
- Installable and available online



Online Practice

- Games for practice
- Workbook activities for assessment prep
- Audio and video
- Progress Rewards
- Mobile-responsive

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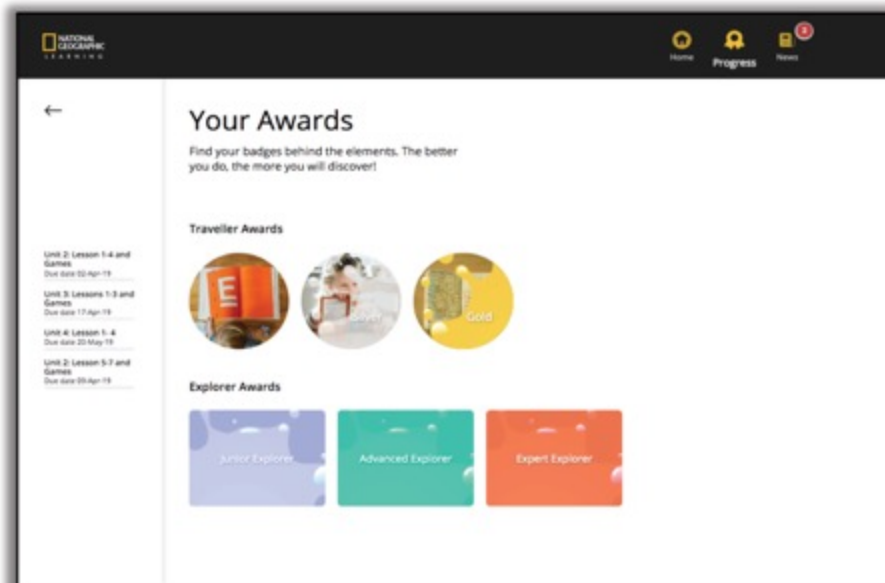
Read and choose.






1. Is she a woman?


☒ Yes, she is. 

☐ No, she isn't.



Listen, chant, and underline.

 Play  00:00  00:06

 Erase

It's an insect, an i, i, insect.

It's a jellyfish, a j, j, jellyfish.

It's a kiwi, a k, k, kiwi.

It's a lamp, a l, l, lamp.

Learning Management System

- Track students' Online Practice
- Assignment creation
- Messaging
- Progress reporting
- Online Classroom Presentation Tool

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The collage displays the following interface elements:

- Dashboard:** Shows 'Stored Courses' with four 'Our World' demo course cards. Below is an 'Assignments' table.
- Assignments Table:**

Assignment name	Course	Due Date	Assignment completed
Our World Level 1 Unit 2	Our World 1 Demo	10/31/19	0/1 students
Unit 7	Our World 2 Demo	10/31/19	0/1 students

- New Assignment:** A form for creating a new assignment, including fields for Name, Start date, and End date. It also shows a preview of the assignment content for 'Unit 7: Awesome Animals'.
- New Message:** A form for sending a message to students, with fields for To, Subject, and Message.
- Our World - Level 1:** A student progress tracking page showing a table of student performance.

Students	Assignments Completed	Total Learning Time	Last login
Emma Clark	100%	2hrs 20min	10-Jan-19
Jessica Davis	50%	2hrs 05min	02-Feb-19
Michael Jones	30%	3hrs 10min	10-Mar-19
Nick Martinez	30%	20min	08-Mar-19

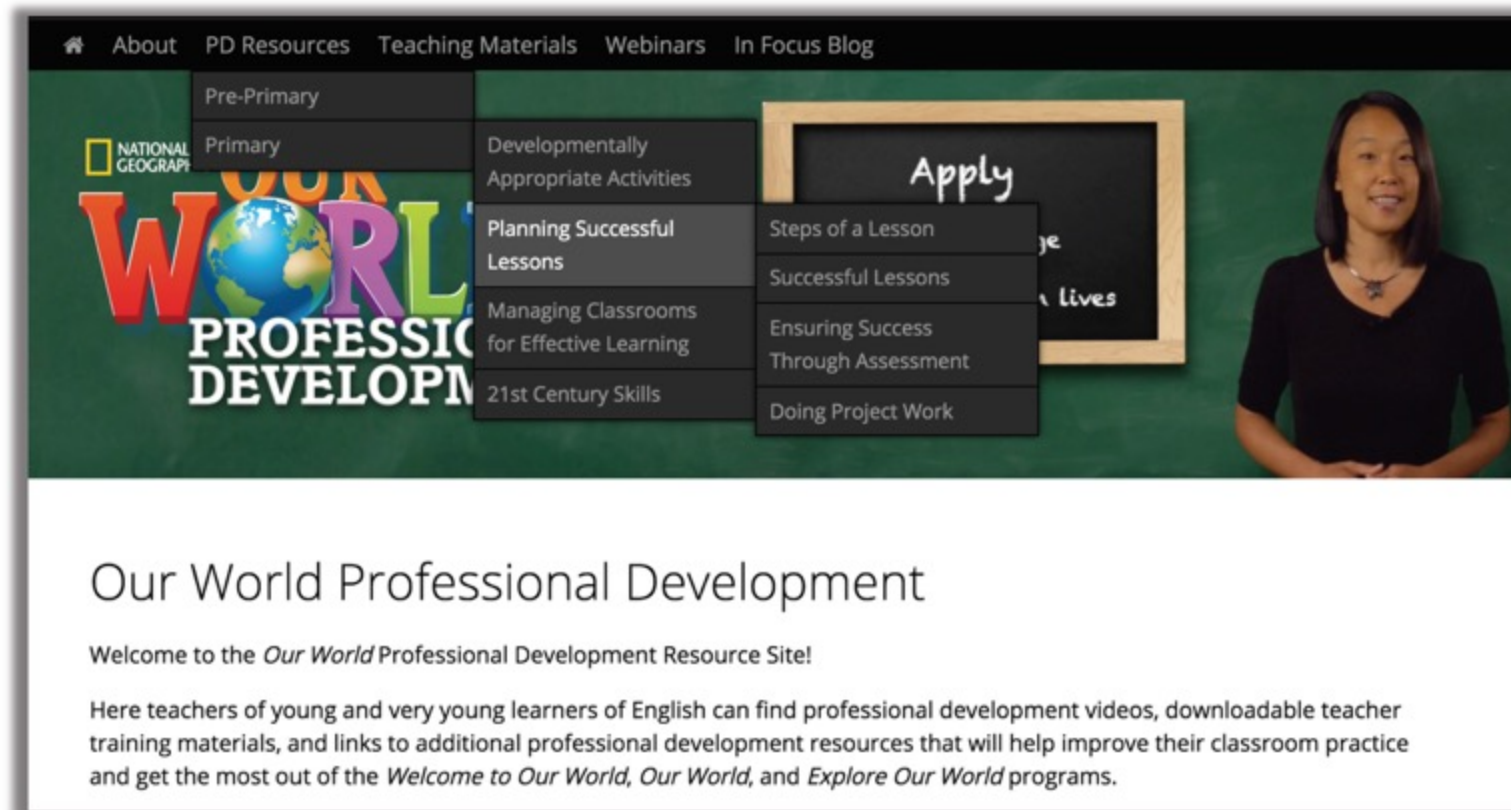
Professional Development Site

- Free professional development videos
- Downloadable teacher training materials

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WHAT'S NEW?

- Teaching Writing
- Teaching Reading
- Teaching Grammar
- Teaching Vocabulary
- Simplified Teaching Routines



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Up to 6 hours/week
American and British English

	Pre-A1	A1	A2	B1
Starter	■			
1	■			
2		■		
3		■		
4			■	
5			■	
6				■



Up to 96 hours/level
Up to 3 hours/week
American English

	Pre-A1	A1	A2
Starter	■		
1	■		
2		■	
3		■	
4			■
5			■
6			■

For Learners:

- Student's Book
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- Combo Split
- Grammar Workbook
- Phonics Book
- ABC Book
- Readers
- Online Practice Platform
- Online Student Resources

For Teachers:

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- Classroom Presentation Tool
- ExamView Assessment Suite
- Flashcards with The Sounds of English
- Posters
- Big Books
- Phonics Teacher's Guide with Audio CDs
- Learning Management System for Online Practice
- Online Teacher Resources

ONE SERIES, TWO OPTIONS

Pre-A1– B1 | Up to 6 hours/week
7 Levels | American and British English



Pre-A1– A2 | Up to 3 hours/week
7 Levels | American English

**Content-rich, with longer units,
a balanced, four-skills curriculum,
and lots of project work**

SUMMARY

**Communicative focus,
with shorter units and listening,
speaking and pronunciation work**

Nine, 16-page units per level

UNITS

Eight, 10-page units per level

Up to 24 words per unit

VOCABULARY

Up to 17 words per unit

Longer readings; Extended Reading lessons

READING

Shorter readings

Writing lessons in Student's Book

WRITING

Writing instruction and practice in Workbooks

Phonics Books available

PHONICS

Sounds of English in Song lesson;
Phonics Books available

Last lesson of every unit

PROJECTS

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