27 HOURS OF VIDEO FOR YOUNG LEARNERS

National Geographic video is the perfect way to bring your English classroom to life. Created especially for young learners of English, Our World Video is fully integrated into the Our World teaching and learning materials, with 30 fun-filled minutes of video for each unit that include:

- Original songs
- Language presentation and review
- Games
- National Geographic video
- and Our World Reader Story Time

To make it simple to use in the classroom, all 27 hours of Our World Video are available on Interactive Whiteboard DVDs, for use with an interactive whiteboard or simply a laptop and projector.

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To access audio and video samples, please visit NGL.Cengage.com/ourworld
BRINGING THE WORLD TO THE CLASSROOM – AND THE CLASSROOM TO LIFE

Our World is a six-level primary series in British English, bringing age-appropriate National Geographic content to young learners of English. Fun and fascinating information about the real world, with stunning images and video, gives learners the essential English language, skills and knowledge needed to understand their world.

National Geographic video inspires and motivates young learners.

The Professional Development programme helps teachers get the most out of Our World.

Easy-to-use technology reinforces and enhances the content of the Student’s Book.

National Geographic content makes learning English fun!
In this unit, I will ...
• name classroom objects.
• count classroom objects.
• name colours of objects.

Look and tick.
It's a
○ book.
○ globe.
○ pen.

School in Guilin, China
Listen and say. TR: A15

Listen. Point and say. TR: A16

It's a crayon.

Work with a friend. Point. Ask and answer. TR: A17

What is it?

It's a crayon.
My School

This is my school.
This is your school.
This is my school.
I like my school.

I’ve got my pencil, and I’ve got my book.
I’ve got my pencil.
Come and look!

We can count from one to ten.
Just like this, just like this.
Is everybody ready?
Here we go!
1-2-3-4-5-6-7-8-9-10
Yay!

CHORUS

I know my colours.
Red and blue, purple, too.
Orange, green and yellow!

CHORUS

I like my school!
Is it a pencil? Yes, it is. It’s a pencil.
Is it a crayon? No, it isn’t. It’s a pen.
7 Listen and say. TR: A21

What is it? It’s a table.
What colour is it? It’s yellow.
How many pencils? Three.

8 Work with a friend. Point and say.

9 Work with a friend. Guess and stick. TR: A22

Is it a desk?
No, it isn’t.

Is it a book?
Yes, it is. It’s a book.

10 Work in groups. Look and point. Ask and answer. TR: A24

11 Look at the picture. Write.

1. How many crayons? ________________
2. What colour is the frog? ________________
3. How many clocks? ________________
Look in your desk. Read. Count and write.

1. How many frogs?  
2. How many pencils?  
3. How many crayons?  
4. How many sticks?  
5. How many pens?

What about you? Circle.

1. I draw on a wall.  
2. I draw with a crayon.  
3. I write with a hand.

Work with a friend. Look and read. Tick.

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<thead>
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<th>Past</th>
<th>Now</th>
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<tbody>
<tr>
<td>crayon</td>
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<td>stick</td>
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</tbody>
</table>

Look in your desk. Read. Count and write.

1. How many frogs? 0  
2. How many pencils?  
3. How many crayons?  
4. How many sticks?  
5. How many pens?:

None!
Make a name badge.
1. Cut out the name badge on page 159.
2. Write Hello with a crayon.
3. Write My name is with a pencil.
4. Write your name in a different colour.

Put on your name badge.
Walk and talk. TR: A26

Hi. I’m Freddy.
Hello. My name is Mia.
What’s your name?

Look and read.

Read and copy.

I work hard at school.
Make a counting book.

1. Cut out the pictures on page 159.
2. Decide how many.
3. Colour and glue the pictures.
4. Draw more pictures and write the number.

Now I can ...
- name classroom objects.
- count classroom objects.
- name colours of objects.

Look! Six books.
Review

Ask a question!
What is it?
Work with a friend.
Look. Ask and answer.

Heads = 1 space
Tails = 2 spaces

Start
Finish

5756

Ask a question!
What is it?

Work with a friend.
Look. Ask and answer.
Look and tick T for True and F for False.

1. These people are buying vegetables.  T  F

2. They are on boats.  T  F

3. The vegetables are fresh.  T  F

In this unit, I will...
• talk about obligation.
• describe frequency.
• discuss and order food.
• express my opinion.

Unit 2
Fresh Food
Every week people go to the supermarket to buy vegetables like green beans and cucumbers that come from big farms. Some supermarkets also sell fruit and vegetables from small local farms. But most people think food from the garden is fresher and tastes better than food from a supermarket.

Some lucky people have space to grow food in their own gardens. For example, they grow carrots, onions and cabbages. Many other people do not have space at home, but sometimes they work together to grow food in an allotment.

It’s easier than you think to grow vegetables. First, you dig. Then you plant the seeds. But remember to water the plants! And you have to weed the garden sometimes. When the vegetables are ripe, they are ready to pick.
Listen, read and sing. TR: A12

**Something’s Growing**

Pumpkin, lettuce, chillies and beans.
Something’s growing and it’s green.
Pumpkin, lettuce, chillies and beans.
Something’s growing and it’s green.

**Working in the garden,**
**working in the sun,**
**working in the garden is a lot of fun.**

I have to water the garden.
I have to weed and dig.
I look after my garden.
Those weeds grow very big!

Pumpkin, lettuce, chillies and beans.
Something’s growing and it’s green.
Pumpkin, lettuce, chillies and beans.
Something’s growing and it’s green.

We can pick cabbage in the garden.
We can pick some green beans, too.
We can plant carrots in the garden.
I like gardening, don’t you?

**CHORUS**

Pumpkin, lettuce, chillies and beans.
Something’s growing and it’s green.
Pumpkin, lettuce, chillies and beans.
Something’s growing and it’s green.

**Work with a friend. Ask and answer.**

1. What are three things you can pick?
2. What are two things that you have to do in the garden?
**6 Read.** Complete the sentences.

1. I ________________ plant these seeds this week.
2. My brother is stronger than me, so he ________________ dig.
3. Louisa ________________ weed the garden today.
4. My mum ________________ water the plants at home.
5. Farmers often ________________ buy new seeds.
6. He ________________ pick tomatoes this week.

**7 Work with a friend.** Look and make sentences.

- I have to walk my little brother to the bus stop.
- Work with a friend. Look and make sentences.
- What about you?
- Write five things you usually have to do.

**8 What about you?** Write five things you usually have to do.

In the morning I ________________.
In the afternoon I ________________.
In the evening I ________________.
At the weekend I ________________.
On Sundays I ________________.

**9 Work in a group.** Take turns. Compare what you have to do.

- What do you have to do in the morning?
- I have to walk my little brother to the bus stop.

**Grammar TR: A13**

- I have to water the vegetables every day.
- She has to plant the tomatoes in a sunny place.
- I don’t have to buy any more seeds.
- She doesn’t have to weed today.

- Read. Complete the sentences.

- In the morning I ________________.
- In the afternoon I ________________.
- In the evening I ________________.
- At the weekend I ________________.
- On Sundays I ________________.


10 **Listen and say.** Read and write about what you do.  

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<th>T</th>
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</table>

**How often?**

- **every day**
- **three times (a week)**
- **once (a month)**
- **twice (a year)**

1. Every day I ________________________________.
2. On Fridays I ______________________________.
3. Three times a week I __________________________.
4. Twice a year I ________________________________.
5. Once a month I ______________________________.

11 **Work with a friend.** Ask and answer and then stick.

- **How often do you ride your bike?**
  - Twice a day.

12 **Read.** Complete the dialogue.

A: Welcome to Mario’s Café. What ______ would you like ______ to order today?

B: I ________________ some pumpkin soup and courgette bread.

C: I ________________ some chicken and rice, please.

D: I usually have cake, but today I ________________ some ice cream.

13 **Play a game.** Play with a friend. Make sentences. Take turns.

Heads: Move 1 space.  
Tails: Move 2 spaces.
Where's Your Food From?

Some fruits and vegetables travel a long way to get to your table. Thanks to different forms of transport, you can enjoy watermelons or strawberries any time of the year. But many people prefer to eat local food from their allotments or local farms.

These small local farms produce fruit, vegetables and grains. Some of them also raise animals for milk and meat. People can have fresher food because these farmers grow it locally.

What about cities? There isn’t much space to have farms. One way to grow food in a city is on a roof! In this roof garden, a class of children grew over 450 kilos of vegetables in a year. The children grew cabbages, carrots, lettuces and even strawberries! They had to water the plants and weed them, but they enjoyed the food they grew in their outside classroom.

1. Some fruits and vegetables
2. It is very expensive to
3. Food from local farmers
4. There aren’t any small farms
5. In cities, you can grow fresh food

a. in cities.
b. travel a long way.
c. on roof gardens.
d. transport fresh food.
e. is fresher and better.

Complete the table. Read the problem. Write the solution.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
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</thead>
<tbody>
<tr>
<td>There isn’t any local food in winter.</td>
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</tr>
<tr>
<td>Transporting food is expensive.</td>
<td></td>
</tr>
<tr>
<td>There isn’t any space to grow food in cities.</td>
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</tbody>
</table>

Work with a friend. Talk about producing food. Use these words.

food  fresh  grow  local  meat  plants

Farmers grow most of the food we eat.

Food from local farms is fresh.

Most people spend about five years of their life eating.
Paragraphs of Opinion
In a paragraph of opinion, you express your opinion about something. You give the reasons why you feel this way. You can also use words and expressions that introduce your opinion, such as I think, in my opinion and I believe.

18 Read. How does the writer introduce opinions? Underline the words and expressions.

Fresh Food or Tinned Food?

When you shop for food, you can buy fresh food or tinned food. Which is better? I think fresh food tastes better. Fresh food is good for you. It does not have any extra salt or sugar. You know exactly what you are eating. But you have to wash it first because sometimes it is a bit dirty.

There are some positive and negative things about tinned foods, too. In my opinion, tinned food is more convenient because it lasts longer than fresh food. Also, with tinned food you can always have fruit and vegetables—even in winter. But tinned food usually has extra salt or sugar and I believe this is bad for you. Also, tinned foods make more rubbish because you have to throw the tins away.

I think fresh foods are better than tinned foods.

19 Write. Write about food from supermarkets and food from local farms. Describe some positive points and some negative points about each one. Express your opinion.

20 Work in a small group. Share your writing. Listen and make notes. Write down the names and opinions of your classmates.
21 Make plant cards.

1. Research a plant you want to grow.
2. Create a card that gives information about it. Include a picture and text.
3. Present your plant card to a group.
4. Say why you think your class should grow your plant.
5. Vote for plants to grow in class.

Did you know that tomatoes are really a fruit?

Now I can ...

- talk about obligation.
- describe frequency.
- discuss and order food.
- express my opinion.

This is a tomato plant. Tomato plants have to have lots of sun, but they produce lots of tomatoes. And tomatoes are great on pizza!
In this unit, I will ...
• talk about famous discoveries.
• discuss historical mysteries.
• speculate about the past.
• use examples to support my writing.

Read and circle the correct answer.
1. Which of these statements is true?
   a. The Sphinx is in Egypt.
   b. The Sphinx has got the head of a man, but the feet of a cat.
   c. The Sphinx is made from just one piece of stone.

2. The Sphinx was built in 2686 BCE.
   It is nearly ___ years old.
   a. 74  b. 2686  c. 4700
In 2009 this treasure was found in a field in England. Later, archaeologists discovered over 3,500 objects there. Scientists have analysed what they found. They know when the gold was buried, but they don’t know who buried it or why. Did thieves hide it?

450 CE
This female mummy was found in a tomb in Peru. She was beautifully preserved, with tattoos of snakes and spiders on her body. No one knows the cause of her death or why men were buried with her.

650 CE
In 2009 this treasure was found in a field in England. Later, archaeologists discovered over 3,500 objects there. Scientists have analysed what they found. They know when the gold was buried, but they don’t know who buried it or why. Did thieves hide it?

210 BCE
Over 700,000 men built an enormous tomb for Chinese ruler Qin Shi Huang Di, including this army of terracotta statues. When the ruler died, the statues were buried with him in a tomb. Archaeologists excavated the tomb and found over 6,000 statues of soldiers and horses. Each statue is different!

40

Work with a friend.
What did you learn?
Ask and answer.
Listen, read and sing. TR: A12

**So Much to Learn**

*History’s a mystery*  
and that’s why I like history!  
Buried statues and mummies, too!  
So much to learn.  
So much to do.

Excavated kings  
were found by archaeologists.  
Anglo-Saxon treasure  
was discovered  
in the mist.

The Terracotta Army  
was found deep underground.  
Just think what you might find  
if you look around.

**CHORUS**

Objects that were hidden  
can be found by scientists.  
Pottery and paper,  
gold and money  
in the mist.

If we learn from history,  
wisdom from the past  
can help us answer questions  
we really want to ask.

**CHORUS**

History’s a mystery  
and that’s why I like history!  
Buried statues and mummies, too!  
So much to learn.  
So much to do.

---

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

1a. The singer thinks history is interesting.  
   T  F

1b. You will be rich if you study history.  
   T  F

2. Do you like history? Why or why not?
What do you know? Write questions about a famous discovery or a place you know. Work with a friend. Answer each other’s questions.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Work with a friend. Prepare a role play. Then practise and perform it for the class.

Student A: You are a tourist. Ask about a discovery or a place.

Student B: You are a tour guide. Answer the tourist’s questions.

Excuse me. How many statues were found in the tomb?

Over 6000 statues were found.

Read. Complete the sentences. Use the words in brackets.

1. Terry Herbert ____________________________ (not/give) the gold objects he found in a field in England. They are in a museum.
2. Some archaeologists think the Sphinx ____________________________ (build) around 2500 BCE or earlier. It is made from one stone.
3. Four men ____________________________ (bury) with the mummy in Peru.
4. English treasures ____________________________ (not find) in a tomb. They were found in a field.
5. The terracotta statues ____________________________ (discover) under the ground in the tomb of a Chinese ruler.

The Sphinx was built around 2500 BCE. When were the statues discovered? The treasure was discovered in a field.

It wasn’t excavated until 1925. The statues were found in 1974. The treasures weren’t stolen.
9 Listen and repeat. Then read and write. TR: A14

Play a game. Play with a friend. Make correct sentences to mark your X or O.

1. The mummy was found by hikers. The tomb wasn’t found by an archaeologist.
   The bottles were found by divers. The bodies weren’t analysed by scientists.
   Was the pottery broken by thieves? Who was the treasure hidden by?

11 Read and answer. Complete the sentences. Then listen to check your answers. TR: A17

In 1991 a mummy was discovered by hikers in the mountains. The mummy was over 5,000 years old, but he was preserved in ice. No one knows his name, so he was described to people around the world as the ‘Iceman’. For the next ten years, the Iceman’s body was analysed by scientists. At first people didn’t know how the Iceman died, but in 2001 the Iceman was studied by Paul Gostner, who found an injury in the Iceman’s arm. In 2005 the Iceman was checked by doctors using a new CT scan machine. We now know that he died from the injury. But who did the Iceman kill?

12 Play a game. Play with a friend. Make correct sentences to mark your X or O.

---

Listed items:
- a CT scan
- an artefact
- a DNA test
- a site
- a sample

1. Archaeologists can see inside a person’s body with a ___________. This test shows if the person had any illnesses and how they died.
2. To learn about a person’s family, archaeologists do a ___________. This test tells them who the person’s father was, for example.
3. We can find out what people ate before they died. We can take a ___________ of food from inside the person’s stomach.
4. Archaeologists always study the ___________ where something was discovered. This helps them to learn why people lived there.
5. Archaeologists often look for pottery and other ___________ near the site. These objects help them learn how people lived.

Listen and stick. Order the blue stickers to say what the archaeologist discovered. Then work with a friend. Order the green stickers to say how she solved the mysteries. TR: A15

---

1. Archaeologists can see inside a person’s body with a CT scan. This test shows if the person had any illnesses and how they died.
2. To learn about a person’s family, archaeologists do a DNA test. This test tells them who the person’s father was, for example.
3. We can find out what people ate before they died. We can take a sample of food from inside the person’s stomach.
4. Archaeologists always study the site where something was discovered. This helps them to learn why people lived there.
5. Archaeologists often look for pottery and other artefacts near the site. These objects help them learn how people lived.

How did she discover they were from the same family? I think she did a CT scan!

Are you sure? I don’t think so.
The Amazing Discovery of King Tut

Egypt is full of really exciting and ancient discoveries, but the most famous is the tomb of King Tutankhamun (King Tut). Howard Carter and another English archaeologist spent years looking for the tomb. Carter found it in 1922, after someone discovered an artefact with the king’s name on it near the site. Inside the tomb, Carter found hundreds of gold objects, over 3000 treasures and – most importantly – King Tut’s mummy. Although King Tut was buried more than 3000 years ago, his DNA was perfectly preserved. Later, Dr Zahi Hawass, a famous Egyptian archaeologist, moved the artefacts and the mummy to a museum.

Who was King Tut? He was an Egyptian boy who became a ruler in 1333 BCE – at the age of nine. We know from the date of some artefacts that he ruled until he died in 1323 BCE. Tut was buried with all the objects he would need in his next life. Why did he die so young? The cause of his death is not known. In 1968 his mummy was analysed by scientists who found broken bones in Tut’s skull. A CT scan of Tut’s mummy in 2006 showed that he broke his leg before he died. A DNA test showed that he had malaria. No one knows how he died. History’s a mystery!

1. How did Carter know where to find King Tut’s tomb?

2. Why was King Tut buried with so many objects?

3. How many years was King Tut the ruler?

4. What are two possible causes of King Tut’s death?

Look at the timeline. Write complete sentences about each date.

- 1333 BCE: Tut became ruler.
- 1323 BCE: Tut died.
- 1922 CE: Tomb was discovered.
- 1968 CE: Mummy was analysed.
- 2006 CE: Broken leg was discovered.

Work with a friend. Choose a paragraph to talk about. Your friend will listen and make notes. Then listen to your friend talk about the other paragraph. Make notes.

| Howard Carter | The Discovery of King Tut’s Tomb |
| King Tut | Analysing King Tut’s Mummy |
I decided that I wanted to learn more about civilisations of the past and about people living totally different lives from mine. I could not believe my luck when I found there was an actual profession for this type of work – anthropology.

Johan Reinhard
Anthropologist
Explorer-in-Residence

Memories from the Past
Archaeologists feel very excited when new discoveries are made because each new discovery tells them more about the past. A good example is the famous Iceman mummy discovered in 1991 by hikers in the Alps. Thanks to DNA tests, CT scans and artefacts found near the site, we know more about people who lived long ago, namely, what they wore and how they lived. The Iceman tells us a lot. So does the famous Peruvian female mummy. For instance, we know that women were given tattoos. We also know from the mummy’s tomb that men were buried together with important women (before she was excavated, we thought that only women were buried with important men). Although we still don’t know everything about these mummies (specifically, the cause of their death), the Iceman and the Peruvian mummy are two incredible discoveries that tell us more about the past.

Paragraphs of Exemplification
In a paragraph of exemplification, you give examples that support important ideas in your text. Be clear and show the reader that you know what you are writing about. To do this, add examples of facts. Use expressions like: for instance, such as, namely, specifically and a good example is. These words let the reader know that more information is coming in the text.

17 Read. Underline all the expressions that refer to examples.

18 Write. Write about the terracotta statues and King Tut’s tomb. What do these two discoveries tell us about the past? Use examples from both.

19 Work in a small group. Share your writing.

Mission
Learn about local history.

• Work in a group. Is it important to protect historical places in your country? Why or why not? Discuss.

• Which places are of historical interest in your area? Who can you talk to in order to find out more information? Discuss and write the best ideas in the box.

• Work with another group. Share your ideas. Are they the same or different? Which idea does everyone like best?

Johan Reinhard on summit of Nevado Ampato, Peru

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Underline all the expressions that refer to examples.

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18

Write. Write about the terracotta statues and King Tut’s tomb. What do these two discoveries tell us about the past? Use examples from both.

19

Work in a small group. Share your writing.
20 Research a mystery.

1. Choose a mystery that you are interested in.
2. Find pictures and information to use in a poster.
3. Include a brief report as part of your poster presentation.

Some people think these mysterious lines were made by aliens.

Now I can ...

- talk about famous discoveries.
- discuss historical mysteries.
- speculate about the past.
- use examples to support my writing.

The Nasca lines are very big drawings in the South of Peru. The Nasca people lived there 2,000 years ago. The lines were discovered in the 1920s. The drawings show huge animals, people, shapes and lines.
1 Listen to the phone call. Tick the things that Carlos has done. TR: A27

- learnt to surf
- fallen in the water a lot
- surfed skilfully
- worn a life jacket
- had an accident
- been hang-gliding

2 Listen again. Answer the questions. TR: A28

1. How long has Carlos been at the campsite? ___________ for four days
2. How many times has he fallen in the water? ______________
3. Is it raining today? ________________________________________
4. How many years has the teacher done extreme sports? ______________
5. Why did he have to wear a life jacket and helmet yesterday? ___________________________
6. Why did his friend show him how to climb rocks? ___________________________

3 Work with a friend. Discuss a holiday or camping trip that you enjoyed. Ask and answer questions. Use the words in the box.

extremely
incredibly
really
so
very
absolutely
weather
city or country
activities
place where you stayed
family
friends

I went on a hiking holiday in the mountains once. It was absolutely brilliant!
Really? What was the weather like?

4 Look at the pictures. What were the boys and their sister doing at these times? Draw lines.

1. At 3 p.m. a. Alex was putting the ingredients on the table.
2. At 3.10 p.m. b. they were keeping the milkshake in the fridge because they were planning to drink it after their football match.
3. At 3.15 p.m. c. the boys’ sister was taking their milkshake!
4. At 3.20 p.m. d. Daniel was printing the recipe.
5. At 3.25 p.m. e. the boys were putting cocoa powder into the blender.
6. At 3.40 p.m. f. they were pouring the liquid into glasses and putting cinnamon on top.

5 Work with a friend. Look at the pictures. Tell the story. Add details.

6 Work with a friend. Ask and answer questions. Make notes.

1. Where / the Sphinx / build? ______ Where was the Sphinx built?
2. When / the terracotta statues / make? ______________
3. Where / the ruler Tutankhamun / buried? ______________
4. Who / the first solid bar of chocolate / invent / by? ______________
5. Tutankhamun’s treasures / excavate / by / archaeologists? ______________
6. surfing / invent / in Hawaii?

7 Listen to the answers. Win a point for each correct answer! TR: A29
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