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Very Young Learners
Young Learners (32-96 hours)
Young Learners (72-216 hours)
Teens

NEW!
• MOBILE APP
• PHONICS & ABC
• GRAMMAR WORKBOOK

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Bringing the World to the Classroom
and the Classroom to Life

A Series for Young Learners of English • 4-6 Hours/Week
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Our World is a new primary series in American English. It uses fun and fascinating National Geographic content and stunning images to give young learners the essential language, skills, and knowledge they need to understand their world.

Our World Starter can be used before both Our World and Explore Our World, and is for young learners with no previous exposure to English. It is designed to give learners the basic skills for learning the language, including:

- Understanding basic vocabulary in context,
- Comprehending simple content concepts,
- Developing phonemic awareness for the sounds of English, and
- Recognizing and writing the alphabet and simple words.

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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, the Our World Video Program is fully integrated into the Our World teaching and learning materials, with a 30-minute hosted episode for each unit available on Video DVD or Classroom Presentation Tool DVD, for use with an interactive whiteboard or laptop and projector.

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- Grammar and vocabulary presentation and review
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- Original songs
- Games and quizzes
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**Lesson Planners** include step-by-step teaching instruction, ‘Grammar in Depth’ sections, and additional grammar activity worksheets.

**Grammar Workbooks** for every level extend grammar lessons with additional presentation and hardworking practice.

**Grammar in Depth** sections, and additional grammar activity worksheets.
For young learners with no previous exposure to English, Our World Starter is available, which can be used before Our World. It is designed to give learners the basic skills for learning the language, including:

- Understanding basic vocabulary in context,
- Comprehending simple content concepts,
- Developing phonemic awareness for the sounds of English,
- And recognizing and writing the alphabet and simple words.

Our World Starter includes:
- Language presentation and practice
- Chants and games
- Listening and speaking activities
- A reading/story for every unit
- 8 pages of introductory writing practice
- and more!

Our World Phonics includes:
- Lessons that introduce students to the letters and sounds of English
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- Real-world facts and activities in each reader
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- Student Book, with and without Student Activities CD-ROM
- Workbook, with and without Audio CD
- Grammar Workbooks*
- Combo Splits*
- *Our World* Readers*
- Mobile App*
- Online Student Activities, powered by myNGconnect

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- Classroom Presentation Tool DVD
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- ExamView® CD-ROM with Assessment Audio CD*
- *Our World* Video DVD*
- *Our World* Readers Big Books*
- Story Time DVD*

Available on a Video DVD, for individual practice and review, a Classroom Presentation Tool DVD, to support teacher trainings and workshops, and online at NGL.Cengage.com/ourworld/profdev

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*Our World Phonic with ABC available separately.*
Mother and children on a train, Vietnam
Listen and point. TR: A37

Point and say.

1 grandma
2 grandpa
3 me
4 grandma
5 grandpa
6 me
3 Listen and circle. 

4 Listen and say. Talk. 

5 Listen. Look at the rooms. Stick and say. 

6 Listen and point. Say. 

7 Listen and color. 

8 Listen. Count and say. Trace. 

9 Listen. Count and say. 

10 Listen and say. Cut out 5 cards on page 87. Ask and answer.
Listen and say. TR: A46

Listen and chant. TR: A48

Listen. Which words have the sound? Check. TR: A47

<table>
<thead>
<tr>
<th>sound</th>
<th>word 1</th>
<th>word 2</th>
<th>word 3</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen to the story. TR: A49

Eight is Great

Do you like the story? Circle.

I love my grandpa!
Oh yes, I do.
My brothers and my sisters love him, too.

Look! My family is big!
... five, six, seven, eight brothers and sisters!

One, two, three, four ...

And eight cats, eight dogs, eight birds, and eight fish!
My Classroom

Unit 1

Look and check.
I see a
- book.
- globe.
- pen.

In this unit, I will . . .
- name classroom objects.
- count classroom objects.
- name colors of objects.

School in Guilin, China
1 Listen and say. TR: A15
Listen. Point and say. TR: A16

2 Work with a partner. Point. Ask and answer. TR: A17

3 It's a crayon.

a map
a clock
a pencil
a crayon
a computer
a table
a pen
paper
a board

What is it?
It's a crayon.

a a
b b
c c
d d
e e
f f
g g
h h
i i
My School

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

I have my eraser,
and I have my book.
I have my eraser.
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!

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

CHORUS
I like my school!

chorus
Is it a pencil? Yes, it is. It's a pencil.
Is it a crayon? No, it isn't. It's a pen.

Look. Listen and circle.
Listen and say. TR: A21

Work with a partner. Point and say.

Work with a partner. Guess and stick. TR: A22

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

Look at the picture. Write.

1. How many crayons? ________________
2. What color is the frog? ________________
3. How many clocks? ________________

What is it? It's a table.
What color is it? It's yellow.
How many pencils? Three.
12 Listen and read. TR: A25

Drawing and Writing

In the past

Now

13 What about you? Circle.

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

14 Work with a partner. Look and read. Check.

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

15 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? ______
16 Make a name tag.
1. Cut out the name tag on page 159.
2. Write Hello with a crayon.
3. Write My name is with a pencil.
4. Write your name in a different color.

17 Put on your name tag.
Walk and talk. TR: A26

18 Look and read.

19 Read and copy.
I work hard in school.
Make a counting book.

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

Now I can . . .
- name classroom objects.
- count classroom objects.
- name colors of objects.
In this unit, I will . . .
- talk about obligation.
- describe frequency.
- discuss and order food.
- express my opinion.

Look and check 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

Floating market, Damnoen Saduak, Thailand
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 a community garden.

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, peppers, and beans. Something’s growing, and it’s green. Pumpkin, lettuce, peppers, 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, peppers, and beans. Something’s growing, and it’s green. Pumpkin, lettuce, peppers, 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 to garden, don’t you?

CHORUS

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

Work with a partner. Ask and answer.

1. What are three things you can pick?
2. What are two things that you have to do in the garden?
**GRAMMAR TR: A13**

I have to water the vegetables every day.  
I don’t have to buy any more seeds.

She has to plant the tomatoes in a sunny place.  
She doesn’t have to weed today.

---

**Read.** Complete the sentences.

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

---

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

In the morning I ____________________________.
In the afternoon I ____________________________.
In the evening I ____________________________.
On weekends I ____________________________.
On Sunday I ____________________________.

---

**Work with a partner.** Look and make sentences.

---

**Work in a group.** Take turns. Compare what you have to do.
Listen and say. Read and write about what you do. TR: A14

How often?

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>every day</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>eat fruit</td>
</tr>
<tr>
<td>three times (a week)</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>eat fruit</td>
</tr>
<tr>
<td>once (a month)</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>eat fruit</td>
</tr>
<tr>
<td>twice (a year)</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>weed garden</td>
<td>eat fruit</td>
<td>eat fruit</td>
</tr>
</tbody>
</table>

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

Work with a partner. Ask and answer, and then stick.

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

GRAMMAR TR: A15
What would you like for lunch?
I'd like a bowl of vegetable soup.

Read. Complete the dialogue.

A: Welcome to Mario’s Café. What would you like to order today?
B: I _______________________ some pumpkin soup and zucchini bread.
C: I _______________________ some chicken and rice, please.
D: I usually order pie, but today I _______________________ some ice cream.

Play a game. Play with a partner. 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 transportation, you can enjoy watermelon or strawberries any time of the year. But many people prefer to eat local food from community gardens 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 453 kg (1,000 pounds) of vegetables in one year. The children grew cabbages, carrots, lettuce, and even strawberries! They had to water the plants and weed them, but they enjoyed the food they grew in their outside classroom.

14 Listen and read. TR: A16

15 Read. Make complete sentences.
1. Some fruits and vegetables
2. It is very expensive to
3. Food from local farmers
4. There are no small farms
5. In cities, a way to get fresh food

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

16 Complete the chart. Read the problem. Write the solution.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no local food in winter.</td>
<td>Transportation of food is expensive.</td>
</tr>
<tr>
<td>Transportation of food is expensive.</td>
<td>There’s no space to grow food in cities.</td>
</tr>
</tbody>
</table>

17 Work with a partner. Talk about producing food. Use these words.

food    fresh    grow    local    meat    plants    raise

Farmers grow most of the food we eat.

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.

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

Fresh Food or Canned Food?
When you shop for food, you can buy fresh food or canned 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 just what you are eating. But you have to wash it first because sometimes it is a little dirty.

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

I think fresh foods are better than canned foods.

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.

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

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

Did you know that a tomato is really a fruit?

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 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 about ____ years old.
   a. 74   b. 2,686   c. 4,700
Over 700,000 men built an enormous tomb for Chinese ruler Qin Shi Huang Di, including this army of terra-cotta 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!

210 BCE

In 2009 this treasure was found in a field in England. Later, archaeologists discovered over 3,500 objects there. Scientists have analyzed 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 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.

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

How many statues did they find in China?

More than 6,000.
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 Terra-cotta 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!

Check T for True or F for False.

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

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

2. Do you like history? Why or why not?
The Sphinx was built around 2500 BCE. It wasn’t excavated until 1925. The statues were found in 1974. The treasures weren’t stolen.

When were the statues discovered? The treasure was discovered in a field. The treasure wasn’t found until 1974. The statues weren’t discovered until 1925. The treasures weren’t found until 1925.

The Sphinx was built around 2500 BCE. It wasn’t excavated until 1925. The statues were found in 1974. The treasures weren’t stolen.

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

1. Terry Herbert ___________________________ (not/give) the gold objects.
   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 terra-cotta statues ___________________________ (discover) under
   the ground in the tomb of a Chinese ruler.

What do you know? Write questions about a famous discovery or a place you know. Work with a partner. Answer each other’s questions.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________

Work with a partner. Prepare a role play. Then practice 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.

Over 6,000 statues were found.
Excuse me. How many statues were found in the tomb?
Listen and repeat. Then read and write. TR: A14

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

1. Archæologists can see inside a dead person’s body with a _____________.
   This test shows if the person had any illnesses and how he or she died.
2. To learn about a person’s family, archæologists 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. Archæologists always study the ____________ where something was discovered. This helps them to learn why people lived there.
5. Archæologists often look for pottery and other ____________ near the site. These objects help them learn how people lived.

GRAMMAR TR: A16
The mummy was found by hikers. The tomb wasn’t found by an archaeologist.
The bottles were found by divers. The bodies weren’t analyzed by scientists.
Was the pottery broken by thieves? Who was the treasure hidden by?

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

In 1991 a mummy _____________ (discover) hikers in the mountains. The mummy was over 5,000 years old, but he ___________ (preserve) ice. No one knew his name, so he ___________ (describe) people around the world as the “Iceman.”
For the next ten years, the Iceman’s body _____________ (analyze) scientists. At first people didn’t know how the Iceman died, but in 2001 the Iceman ____________ (study) Paul Gostner, who found an injury in the Iceman’s arm. In 2005 the Iceman ___________ (check) doctors using a new CT scan machine. We now know that he died from the injury. But who _________________ (the Iceman/kill)?

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

1. The Sphinx _____________ (build) Egyptians around 2686 BCE.
2. The tomb _____________ (excavate) until 1925.
3. The terra-cotta statues ___________ (make) 700,000 men.
4. The treasure _____________ (hide) a field.
5. The mummy ____________ (find) Terry Herbert in England.
6. The bottle _____________ (discover) divers.
7. The Sphinx _____________ (not) excavate until 1925.
8. The Sphinx ____________ (not) find until 1925.
9. The Sphinx ____________ (find) Terry Herbert.
10. The Sphinx _____________ (build) Egyptians around 2686 BCE.
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 artifact with the king’s name on it near the site. Inside the tomb, Carter found hundreds of gold objects, over 3,000 treasures, and—most importantly—King Tut’s mummy. Although King Tut was buried more than 3,000 years ago, his DNA was perfectly preserved. Later, Dr. Zahi Hawass, a famous Egyptian archaeologist, moved the artifacts 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 artifacts 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 analyzed 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!

13 Listen and read. TR: A18

14 Read and write. Answer the questions.

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?

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

1333 BCE Tut became ruler.

1323 BCE Tut died.

1922 CE Tomb was discovered.

2006 CE Broken leg was discovered.

1968 CE Mummy was analyzed.

16 Work with a partner. Choose a paragraph to talk about. Your partner will listen and take notes. Then listen to your partner talk about the other paragraph. Take notes.

Howard Carter

The Discovery of King Tut’s Tomb

King Tut

Analyzing King Tut’s Mummy
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 artifacts 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.

Read. Underline all the expressions that refer to examples.

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

Work in a small group. Share your writing.
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.

Now I can . . .

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

Some people think these mysterious lines were made by aliens.

The Nazca lines are very big drawings in the South of Peru. The Nazca people lived there 2,000 years ago. The lines were discovered in the 1930s. The drawings show huge animals, people, shapes and lines.