

 NATIONAL  
GEOGRAPHIC

STUDENT'S  
BOOK

2

# OUR WORLD





Unit 0

# My Family

sister

mum

dad

grandpa

grandma

me

1 Look, listen and repeat. TR: A3

2 Listen, point and say. TR: A3



aunt

cousin

uncle

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

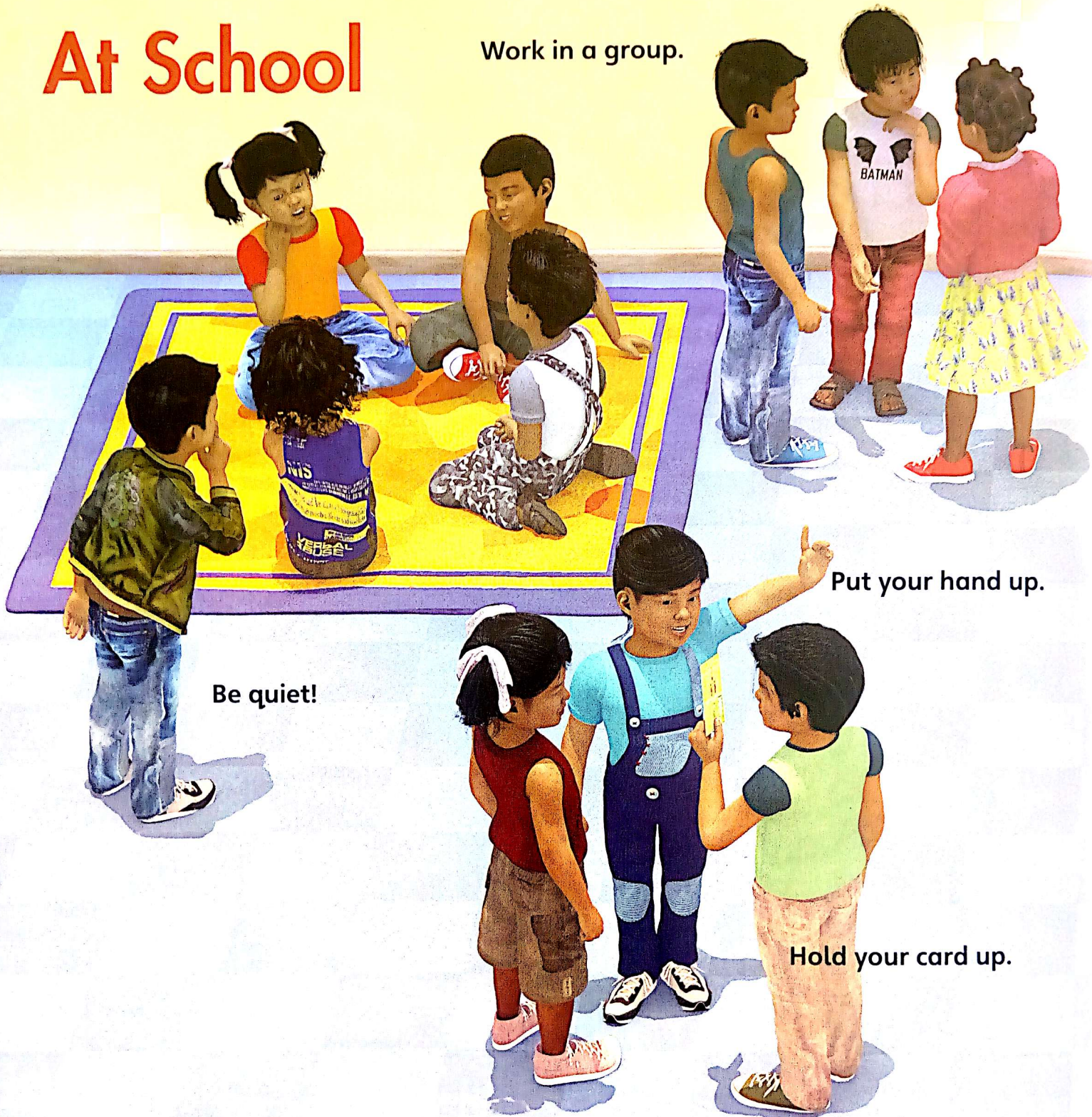
Who's that?

It's his cousin!



# At School

Work in a group.



Be quiet!

Put your hand up.

Hold your card up.

**4** Look, listen and repeat. TR: A4

**5** Listen, point and say. TR: A5



Go to the board.

Close your book.

Open your book.

Take out your crayons.

Work with a friend.

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

Open your books.





## 7 Listen, point and say. TR: A6



1

## 8 Read and look. Write the number.

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

## 9 Listen and say. TR: A7



This is **my** teddy bear.



Is this **your** pencil?



It's **his** bike.



**Her** sandwich looks good.



**Its** name is Jay-Jay.



This is **our** kite.



That's **your** ball.



It's **their** puzzle.



# Numbers

**10** Listen, point and repeat. TR: AB

**11** Work with a friend. Point and say.

**0**



zero

**1**



one

**2**



two

**3**



three

**4**



four

**5**



five

**6**



six

**7**



seven

**8**



eight

**9**



nine

**10**



ten

**11**



eleven

**12**



twelve

**13**



thirteen

**14**



fourteen

**15**



fifteen

**16**



sixteen

**17**



seventeen

**18**



eighteen

**19**



nineteen

**20**



twenty



# Fun in Class

In this unit, I will ...

- say what people are doing.
- say when I use classroom objects.
- show where things are.

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

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



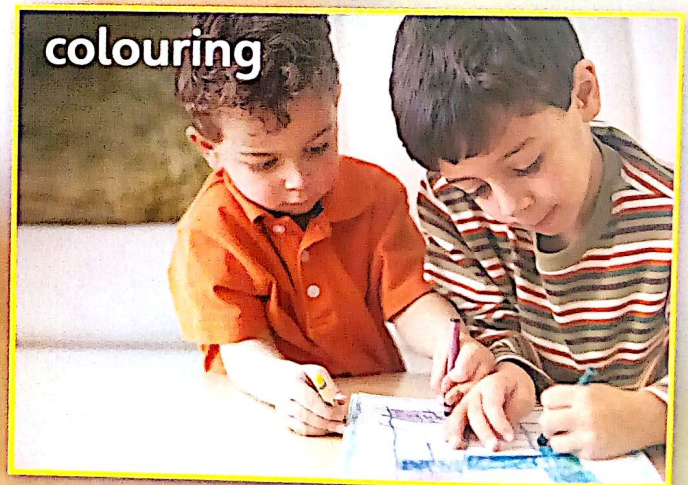




Sack race, Machiques, Venezuela



- 1 Listen and say. TR: A9
- 2 Listen, point and say. TR: A10



listening

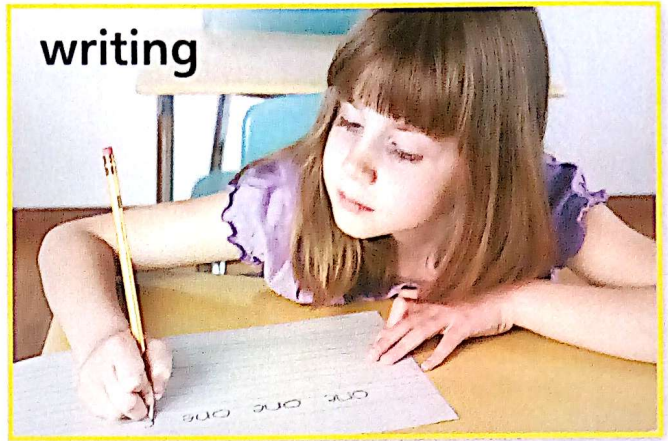




cutting



writing



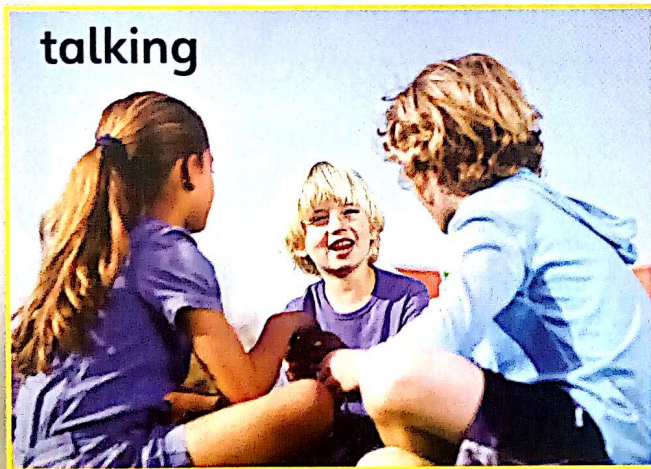
drawing



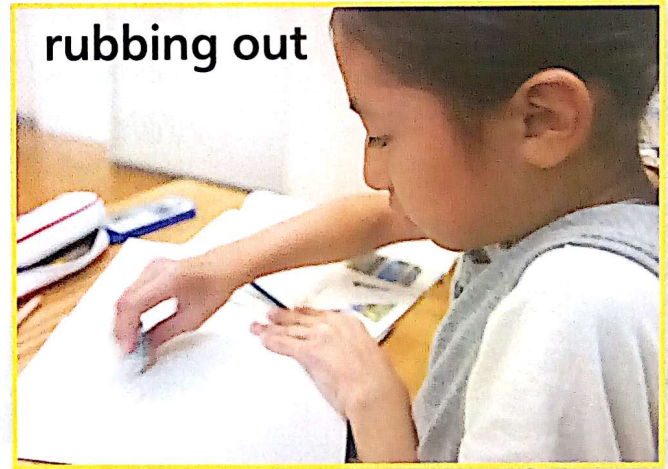
gluing



talking



rubbing out



3

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

What are they doing?



They're talking.





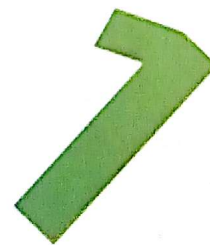
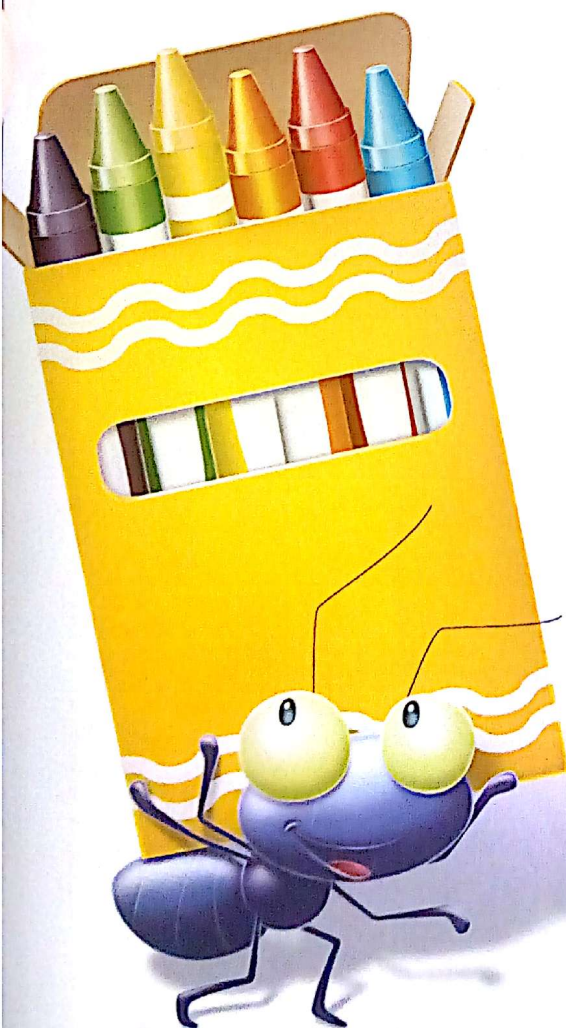
4 **Listen.** Read and sing. TR: A11

# Our Classroom

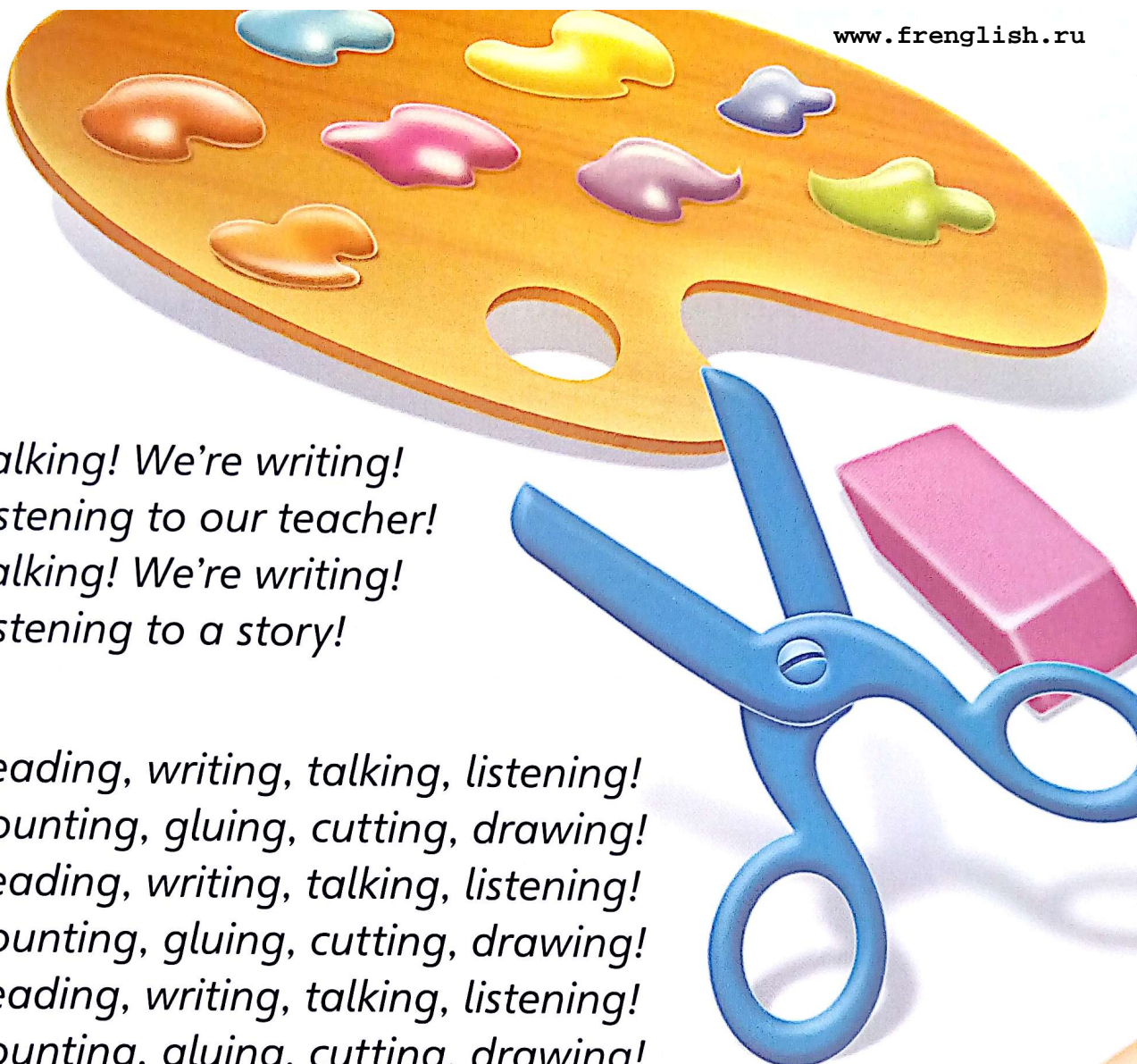
*Reading, writing, talking, listening!  
Counting, gluing, cutting, drawing!  
What are you doing today?  
What are you doing in your classroom?  
What are you doing today?  
What are you doing in your classroom?*

*We're cutting! We're gluing!  
We're colouring pictures!  
We're cutting! We're gluing!  
We're colouring pictures!*

**CHORUS**







*We're talking! We're writing!  
We're listening to our teacher!  
We're talking! We're writing!  
We're listening to a story!*

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

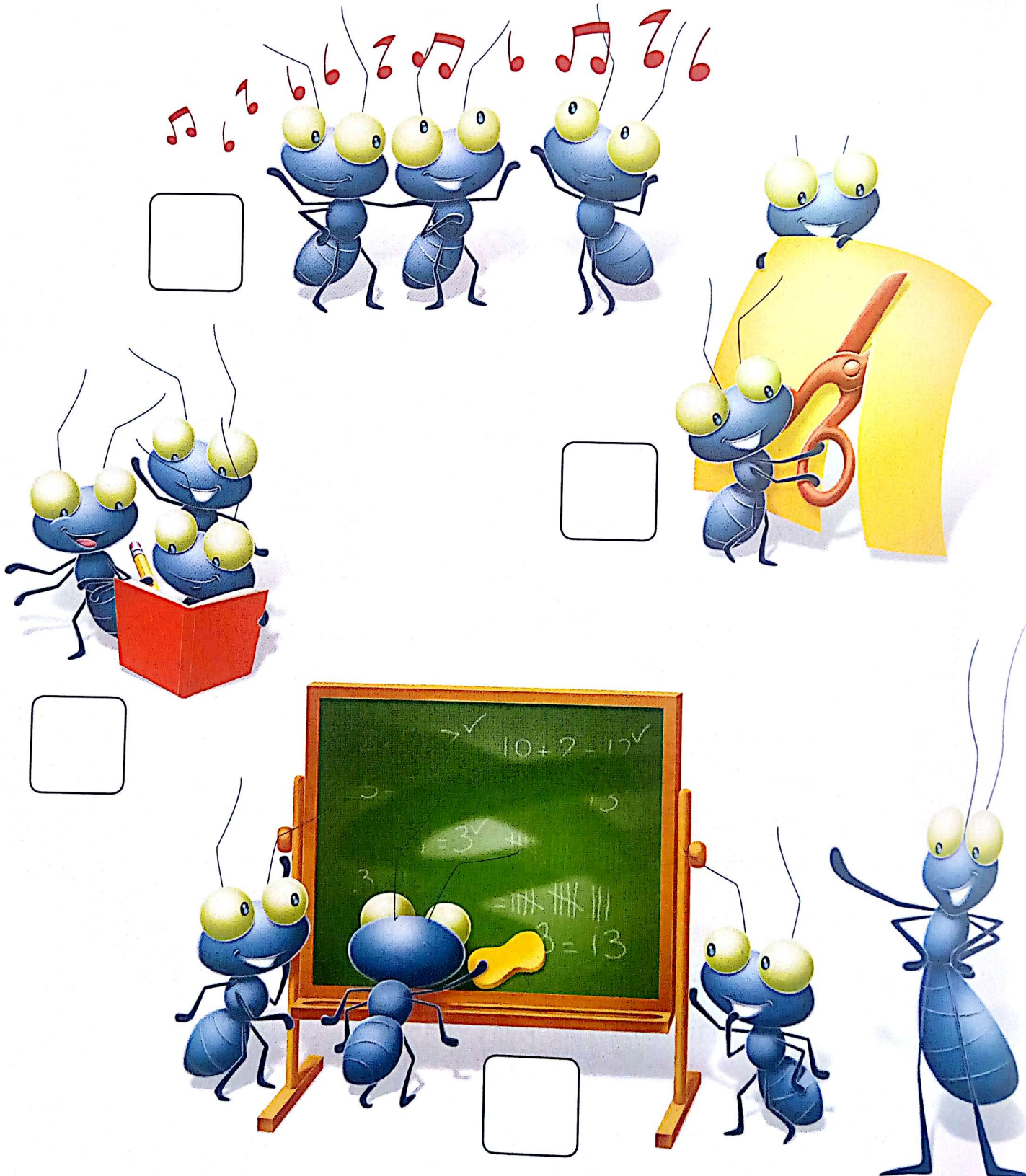
*What are you doing today?  
What are you doing in your classroom?  
What are you doing today?  
What are you doing in your classroom?*

- 
- 5 Work in a group.**  
Sing and act for the class.

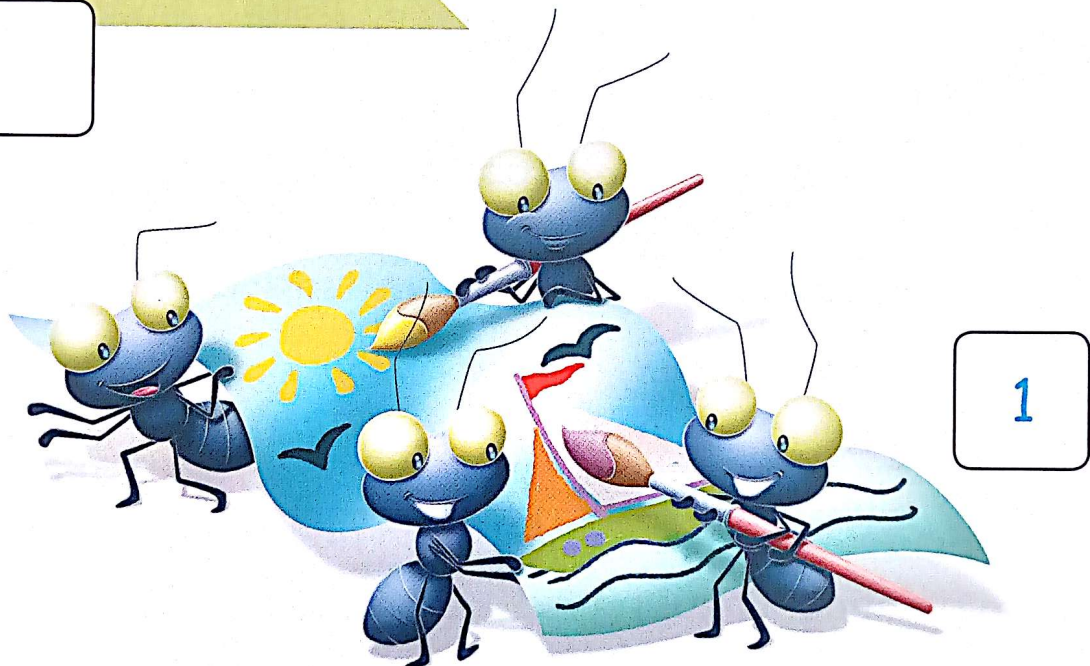


4 5 6



**GRAMMAR** TR: A12What **are** you **doing**?We're **counting** crayons.**6 Look.** Listen and number the pictures. TR: A13



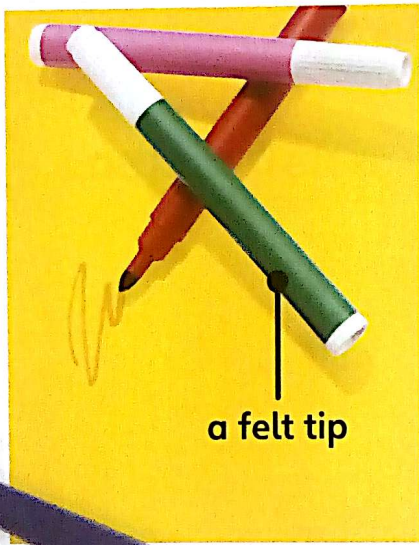


**7 Look at the ants. Read and underline.**

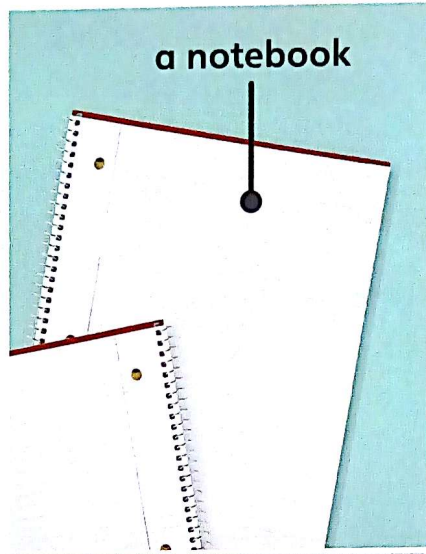
1. We're painting a picture. / We're drawing a picture.
2. We're talking. / We're rubbing out the numbers.
3. We're listening to a song. / We're listening to a story.
4. We're gluing numbers. / We're gluing shapes.
5. We're colouring circles. / We're cutting paper.
6. We're writing a story. / We're reading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



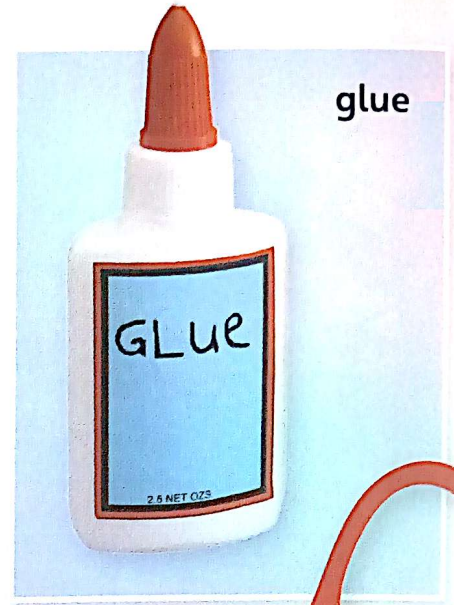
# 8 Listen and say. Read and write. TR: A14



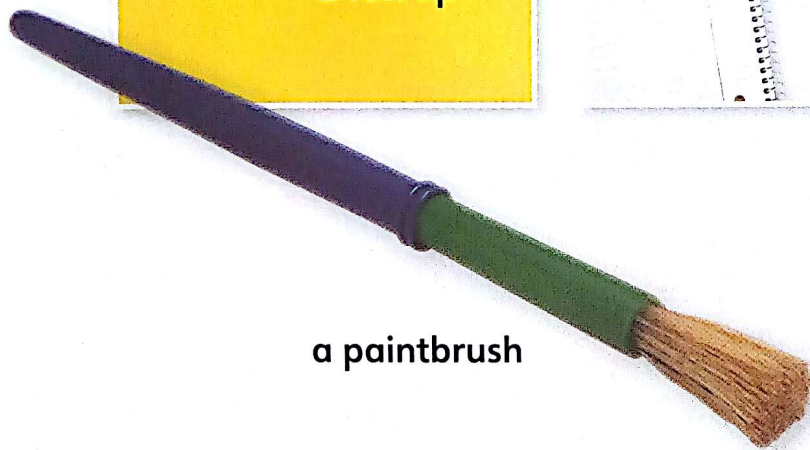
a felt tip



a notebook



glue



a paintbrush



scissors

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

# 9 Listen and stick. TR: A15

1

2

3

4

5



**GRAMMAR** TR: A16**Are there** any felt tips on the table?No, **there aren't**.**Are there** any felt tips in the box?Yes, **there are**.**10 Read.** Look and write.

1. Are there any red paintbrushes on page 15?

Yes, there are.

2. Are there any scissors on page 10?

---

3. Are there any notebooks on page 16?

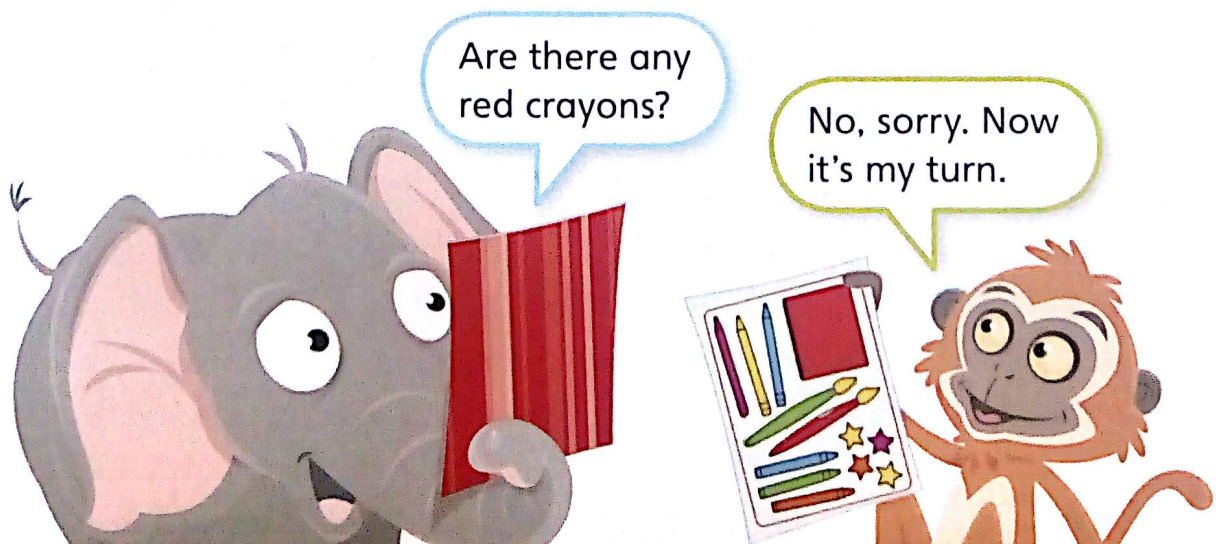
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4. Are there any green felt tips on page 8?

---

5. Are there any pencils on page 13?

---

**11 Play a game.** Cut out the card on page 159 and colour the pictures. Play with a friend.

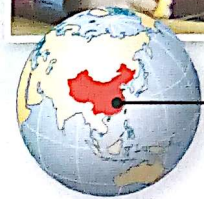


## 12 Listen and read. TR: A17

# Paper Art

This girl is making Chinese paper art. She is cutting paper to make a picture of a cat. She is using scissors. Some people make paper animals or flowers. They fold the paper. Then they cut it. Many people put paper art in windows.

In Mexico, people make paper art, too. Look at the paper art below. People cut pictures of flowers, animals and people. They draw a picture and then punch it out. People hang paper art in their houses and outside.



China

## 13 Match. Draw lines.

- |                               |              |
|-------------------------------|--------------|
| 1. The girl is cutting orange | a. picture.  |
| 2. She is making a            | b. scissors. |
| 3. She is using               | c. paper.    |



Mexico

papel picado  
(paper art)





**14 Look and read.** Work with a friend.  
Talk about paper art.

**In China, people**

- fold the paper.
- use scissors.
- put the paper art in windows.

**In China and Mexico, people**

- make paper art.
- make animals and flowers.

**In Mexico, people**

- do not fold the paper.
- draw the picture.
- hang the paper art in their houses.

**15 Can you find these animals? Count.**  
Write the number.

\_\_\_\_\_ rabbits

\_\_\_\_\_ birds

\_\_\_\_\_ butterflies

\_\_\_\_\_ ducks



Work with a friend.  
Talk about the picture.



You can fold a piece of paper in half only seven times.

Are there any ducks?

Yes. There are three ducks.





This is a picture of Sami and me.  
We are making a big robot. Sami is  
cutting shapes. I am gluing paper.



### 16 Draw and write.

Draw a picture of you and your friend.

1. Who is in the picture?

---

2. What are you making?

---

3. What are you doing?

---

### 17 Work in groups of three. Take turns.

Read your writing to your group. Listen.  
Complete the table about your group.

Name	Action



 NATIONAL GEOGRAPHIC

# Our World

Be tidy.

**18** Look and read.

Put your things away.  
Be tidy at school and at home.

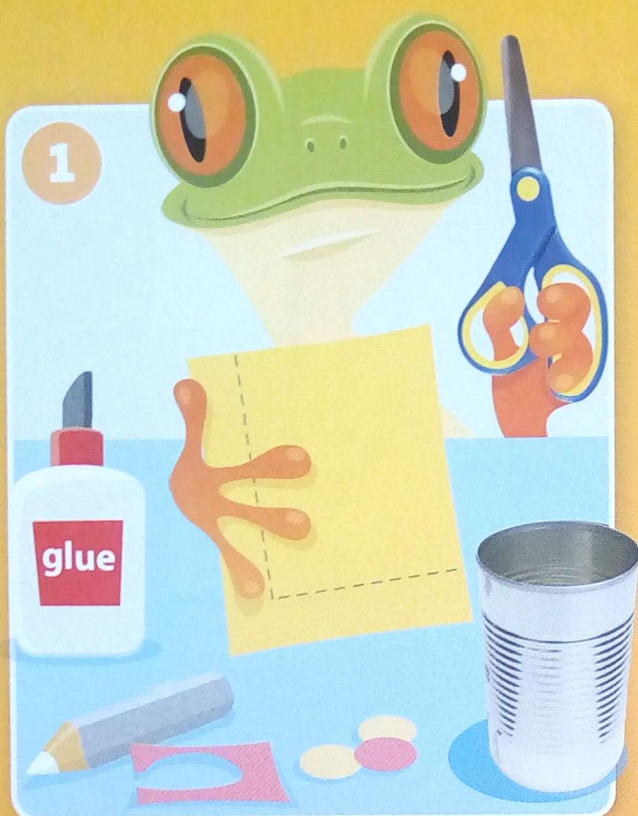
Classroom, Tokyo, Japan

**19** Read and write. Talk. What do you put away?

At school I put away my pencils and my scissors.

At home I put away \_\_\_\_\_





Draw and cut.



Draw and colour pictures.



Make and glue shapes.




Glue the paper.



## Now I can ...

- ☐ say what people are doing.
- ☐ say when I use classroom objects.
- ☐ show where things are.

A young boy with dark hair, wearing a yellow polo shirt, is smiling and holding a large, decorated pencil holder. The holder is made of a yellow and green material with white wavy lines and colorful circles. Inside the holder are several school supplies: a pair of green-handled scissors, a blue ruler, a blue marker, and several pencils. A speech bubble points to the holder.

There are scissors, felt tips and pencils.



## Unit 2

# The World of Weather

In this unit, I will ...

- talk about the weather.
- talk about my clothes.
- say when it's hot or cold.

### Look and tick.

The girl is wearing

- ☐ a hat.
- ☐ a skirt.
- ☐ gloves.
- ☐ boots.





Girl making a snow angel



**1 Listen and say.** TR: A18

**2 Listen, point and say.** TR: A19

a raincoat

a swimming costume

cloudy



rainy

hot



sunny

boots





a jumper

windy



cold



snowy



3

### Work with a friend.

Point and say. Use the words.

a hat trousers boots gloves  
a jumper a jacket a raincoat

It's cloudy and rainy.



She's wearing a  
raincoat and boots.



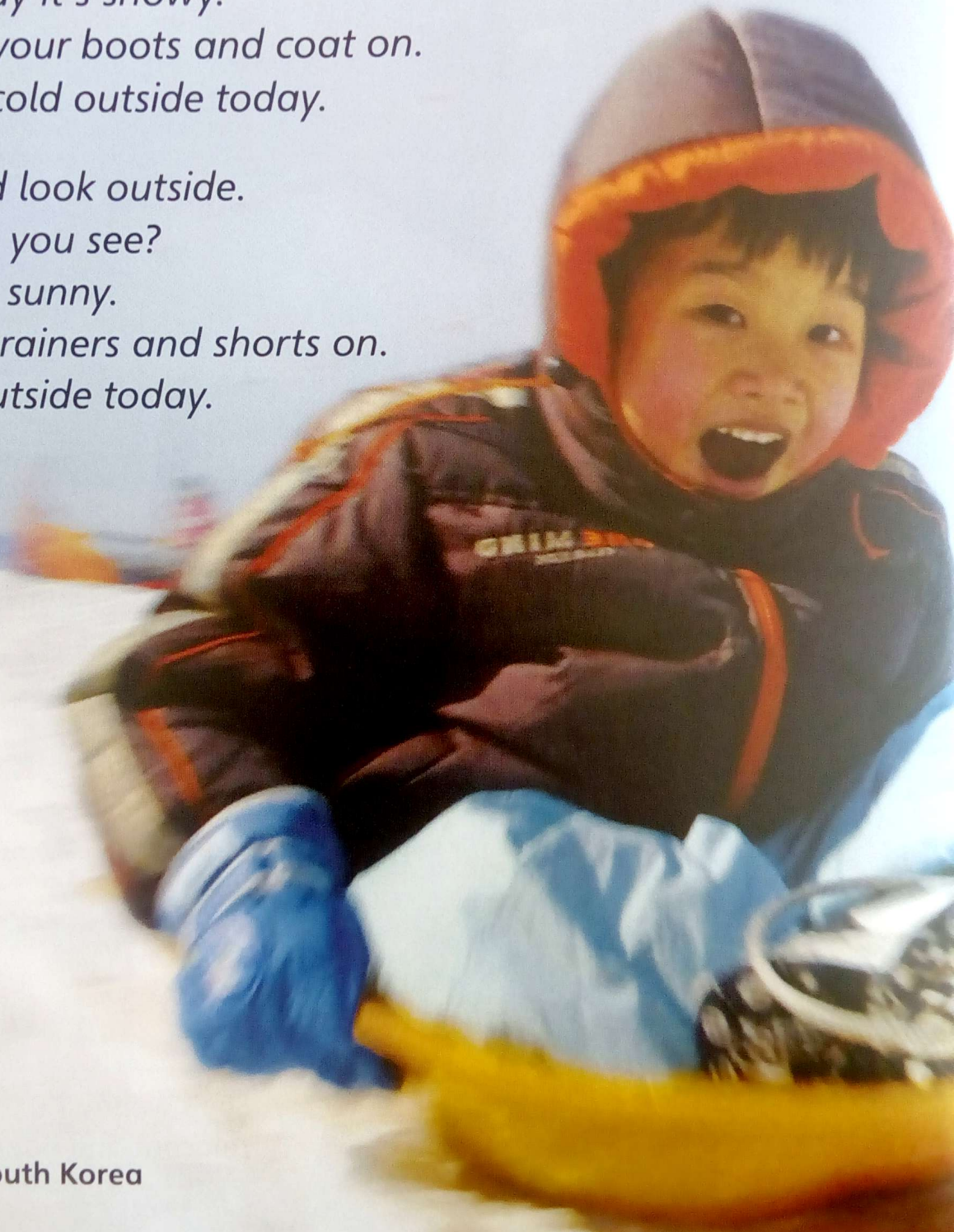


4 **Listen.** Read and sing. **TR: A20**

# Hot or Cold?

*Come and look outside.  
What can you see?  
Today it's snowy.  
Put your boots and coat on.  
It's cold outside today.*

*Come and look outside.  
What can you see?  
Today it's sunny.  
Put your trainers and shorts on.  
It's hot outside today.*



Sledging, Seoul, South Korea

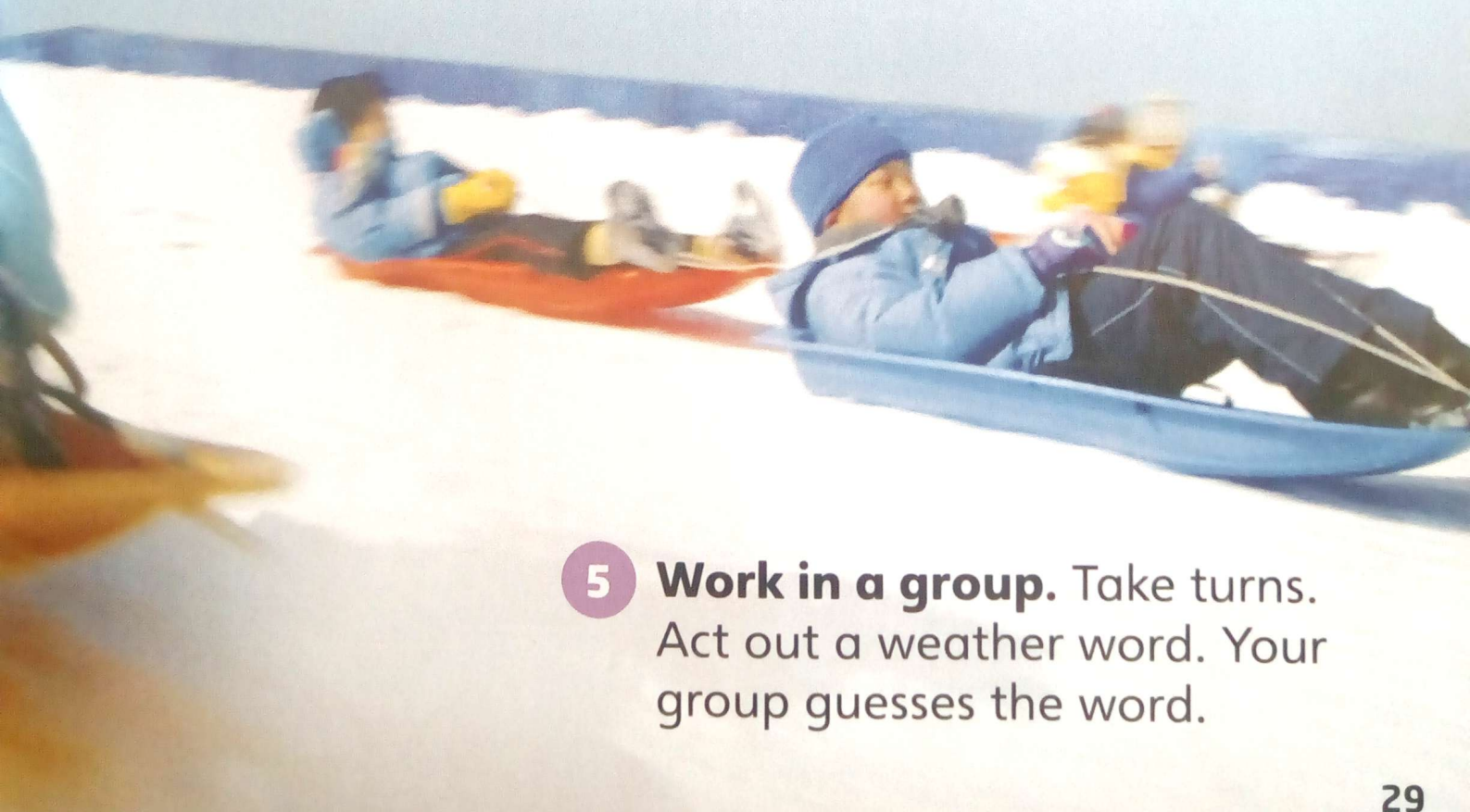


*We dress for the weather.  
The weather can be hot or cold.  
Sometimes it's hot, sometimes it's cold.  
Is it hot or cold today?*

*Take your boots and your jumper off.  
Take your hat and your coat off.  
What's the weather like?  
Is it hot? Yes!  
It's hot outside today.*

*Put your boots and your jumper on.  
Put your hat and your coat on.  
What's the weather like?  
Is it cold? Yes!  
It's cold outside today.*

### **CHORUS**

A photograph showing several children sledding down a snowy hill. In the foreground, a child in a blue jacket and hat is sitting on a blue sled, holding the ropes. Behind them, other children are on red and yellow sleds, also sliding down the slope. The background is a bright, snowy landscape under a clear sky.

**5 Work in a group.** Take turns.  
Act out a weather word. Your  
group guesses the word.



**GRAMMAR** TR: A21

What's the weather **like**? **It's** windy.

**6 What's the weather like?** Look, read and write.

1. It's Sunday. It's sunny.
2. It's Monday. \_\_\_\_\_
3. It's Tuesday. \_\_\_\_\_
4. It's Wednesday. \_\_\_\_\_
5. It's Thursday. \_\_\_\_\_
6. It's Friday. \_\_\_\_\_



Sunday



Monday



Tuesday



Wednesday



Thursday



Friday

**7 Look and answer.**

It's snowy today.  
What day is it?

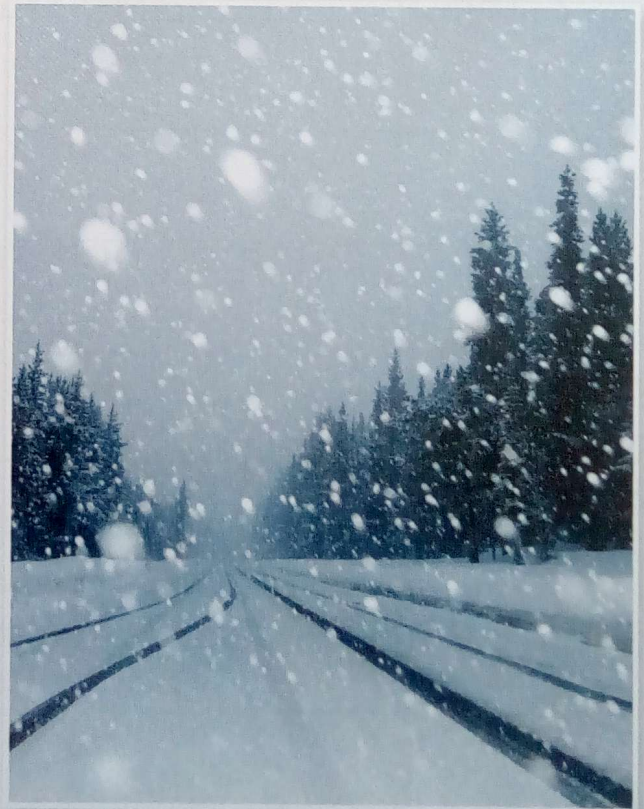
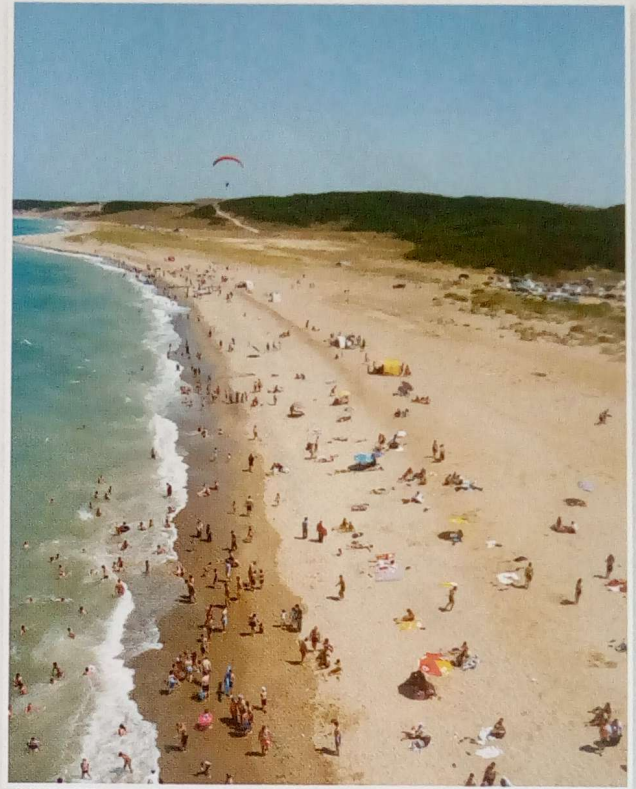


It's Tuesday.



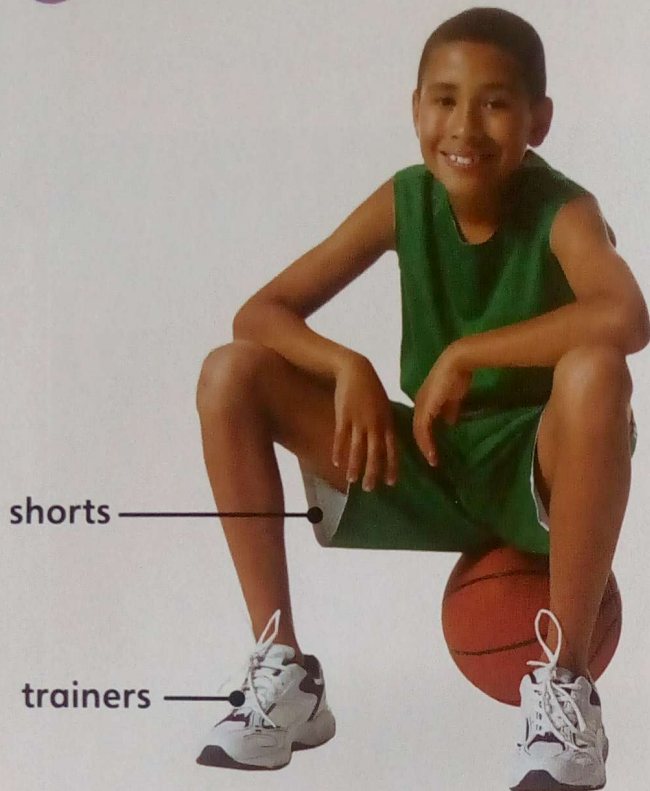


**8 Work with a friend.** Look at the photos.  
Talk about the weather.





**9 Listen and say.** Look and write. TR: A22



an umbrella

a coat

jeans

1. They're shorts.
2. They're \_\_\_\_\_.
3. It's \_\_\_\_\_.
4. It's \_\_\_\_\_.
5. They're \_\_\_\_\_.

**10 Talk and stick.** Take turns.

I wear this when it's cold. It's red.

I know! It's a coat!

1

2

3

4

5




**GRAMMAR** TR: A23


It's cold. **Put** your coat **on**.


It's hot. **Take** your jumper **off**.


It's rainy. **Don't forget** your umbrella.


**11 Read.** Underline the correct answer.

1.  It's windy. Put your **dress** / **jacket** on.

2.  It's snowy. Don't forget your **boots** / jeans.

3.  It's sunny. Take your **raincoat** / **trainers** off.

4.  It's cold. Don't forget your **umbrella** / **gloves**.

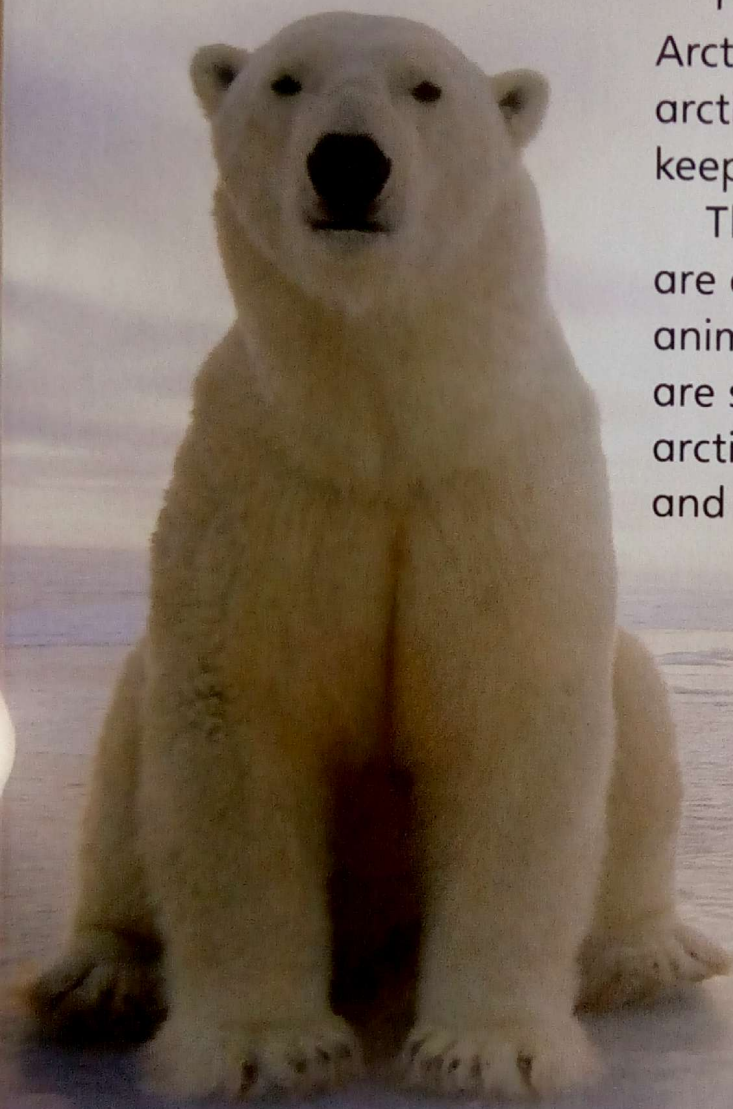
5.  It's hot. Put your **coat** / **shorts** on.

**12 Play a game.** Cut out the cards on page 161.  
Play with a friend.



**13 Listen and read. TR: A24**

# Snow Animals



The Arctic is a very cold and snowy place. Arctic animals haven't got winter clothes. Some arctic animals have got 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 got white fur in the winter and brown fur in the summer.



arctic hare



arctic fox



Polar bears are black under their fur.

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

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



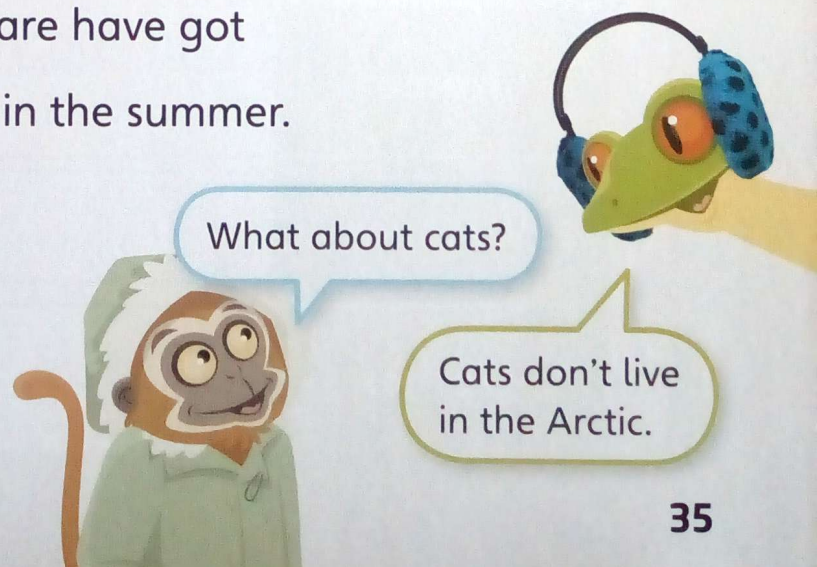
## 15 Read and tick.

	Polar bear	Arctic fox	Arctic hare
lives in the Arctic	✓		
is big			
is small			
is strong			
is fast			
has got white fur in the winter			
has got brown fur in the summer			

## 16 Read and write.

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

- 17 Which animals live in the Arctic?** Work with a friend. Talk about the animals you know.







In this photo I'm with my friends. We're having fun. It's a hot and sunny day. I'm wearing a red T-shirt, shorts and a sun hat. Can you see me?

**18 Write.** What about you? Find or draw a picture of yourself. Write.

1. Where are you? Who are you with?

2. What's the weather like?

3. What are you wearing?

**19 Work in groups of three.** Take turns. Read your writing to your group. Listen. Complete the table.

Name		
Weather		
Clothes		



 NATIONAL GEOGRAPHIC

# Our World

## Dress for the weather.

**20 Look and read.** What's the weather like? Look.

**Wear the right clothes!**

Berguedà, Catalonia, Spain

**21 Read and write.** Talk. How do you dress for the weather?

1. When it's rainy, I wear a raincoat and boots.

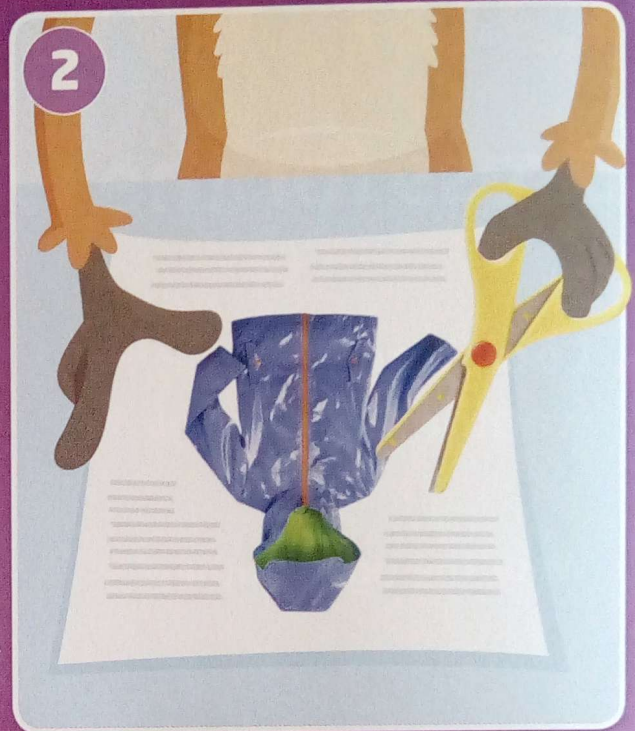
2. When it's hot, I wear \_\_\_\_\_



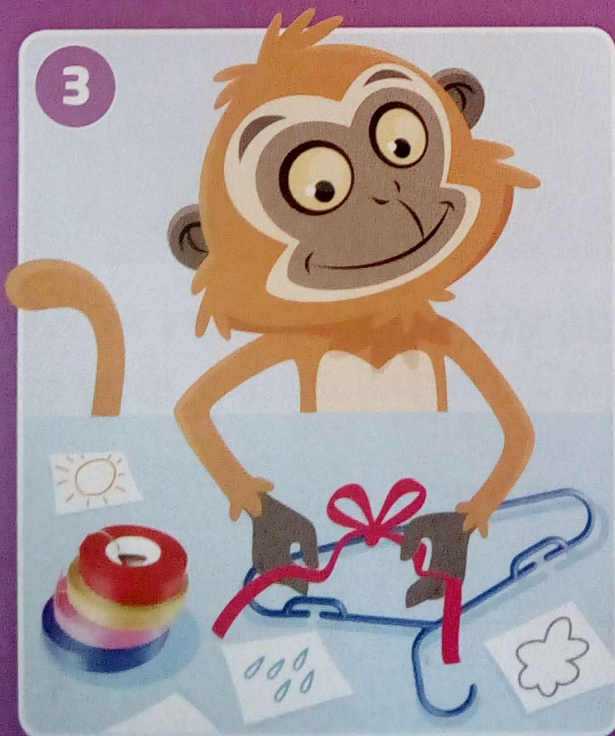
## 22 Make a weather and clothes mobile.



Draw and cut out weather pictures.



Cut out clothes pictures.



Put ribbon on a hanger.  
Add the weather pictures.



Add the clothes pictures.



It's cold in winter. I wear my boots, my coat and my gloves.

## Now I can ...

- ☐ talk about the weather.
- ☐ talk about my clothes.
- ☐ say when it's hot or cold.





# Fun in the Sun

In this unit, I will ...

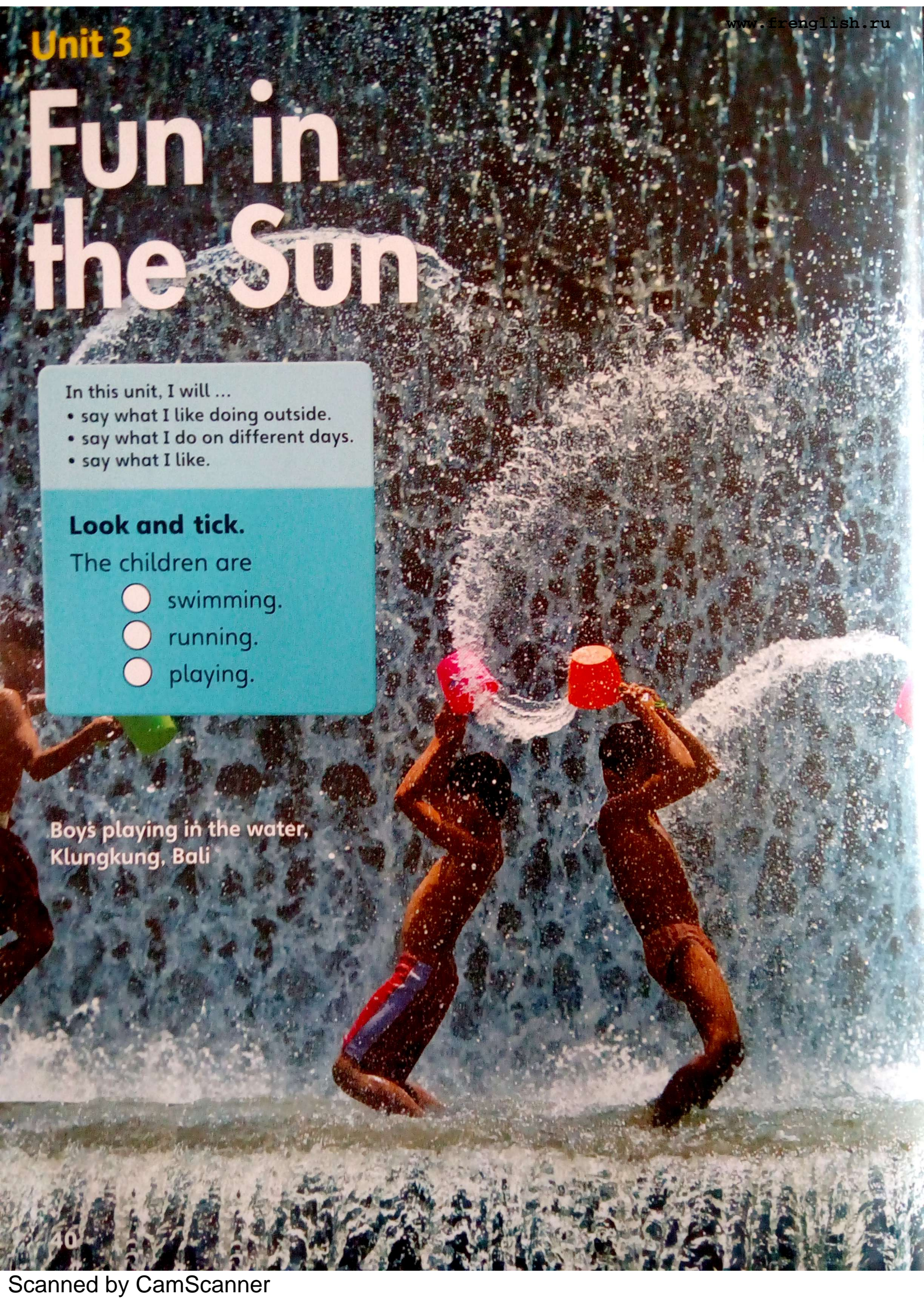
- say what I like doing outside.
- say what I do on different days.
- say what I like.

## Look and tick.

The children are

- ☐ swimming.
- ☐ running.
- ☐ playing.

Boys playing in the water,  
Klungkung, Bali









**1 Listen and say.** TR: A25

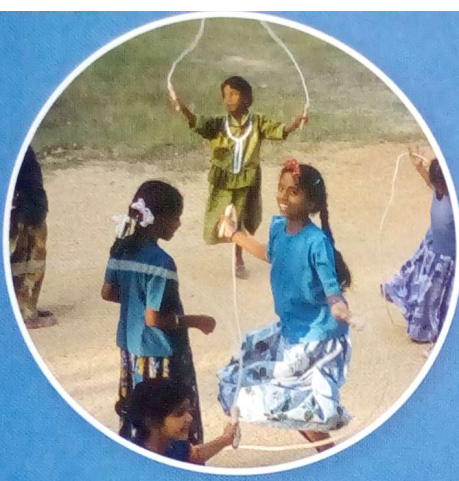
**2 Listen, point and say.** TR: A26

play a  
game

skateboard

fly a kite





skip



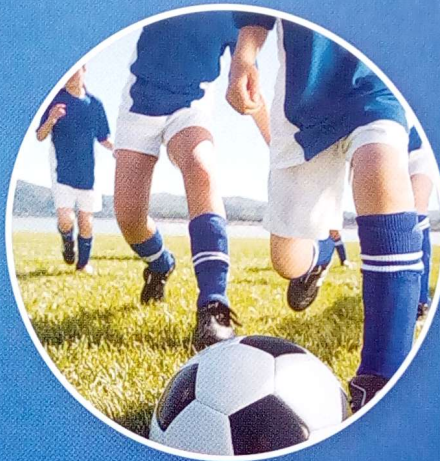
play hide and seek



ride a bike



rollerblade



play football



play baseball



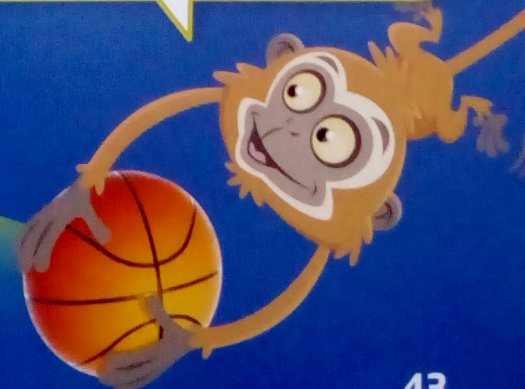
play basketball

3

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

What are they doing?

They're playing basketball.





# Outside

*Hey! What do you like doing outside?*

*I like riding a bike.*

*Yes, I do. Yes, I do.*

*I like flying a kite.*

*Yes, I do. Yes, I do.*

*I like playing games.*

*I like playing outside with you.*

*It's fun, fun, fun!*

*What is fun for you?*

*What do you like to do?*

*Do you like playing?*

*Let's play outside all day.*

*What is fun for you?*

*What do you like to do?*

*Do you like playing?*

*Let's play outside all day.*

*What is fun for you?*





*Do you like skateboarding?  
No, I don't.  
Playing hide and seek?  
No, I don't.  
Playing basketball?  
No. It's boring.*

**CHORUS**

*I like skipping.  
Yes, I do. Yes, I do.  
I like rollerblading.  
Yes, I do. Yes, I do.  
I like playing football.  
I like playing with you.  
It's fun, fun, fun!*

**CHORUS**

- 5 Work in a group.** Take turns.  
Act out your favourite activity  
for your group to guess.





**GRAMMAR** TR: A28Do you **like playing** baseball?

Yes, I do. It's fun.

Do you **like skipping**?

No, I don't. It's boring.

**6 What about you? Answer.**

1. Do you like playing baseball? \_\_\_\_\_
2. Do you like rollerblading? \_\_\_\_\_
3. Do you like playing hide and seek? \_\_\_\_\_
4. Do you like riding a bike? \_\_\_\_\_
5. Do you like skateboarding? \_\_\_\_\_





**GRAMMAR** TR: A29What do you **like doing**?I **like playing** baseball.What do they **like doing**?They **like skipping**.

- 7** **Work in a group of three.** Take turns.  
Ask and answer. Tell the class about your group.



What do you  
like doing?

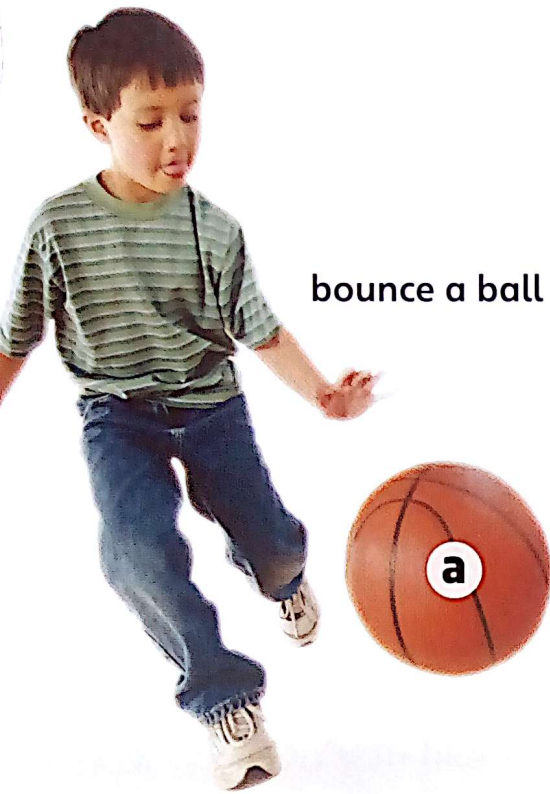


I like swimming.





# 8 Listen and say. TR: A30



bounce a ball



throw a ball



catch a ball



watch a game



play tag

## 9 Read. Look at the pictures. Match.

1. I like bouncing a ball. a

4. I like catching a ball. \_\_\_\_\_

2. They like playing tag. \_\_\_\_\_

5. I like watching a game. \_\_\_\_\_

3. I like throwing a ball. \_\_\_\_\_

## 10 Say and stick. Work with a friend.

Do you like playing tag?

No. It's boring.

1

2

3

4

5








**GRAMMAR** TR: A31**Let's** throw a ball.

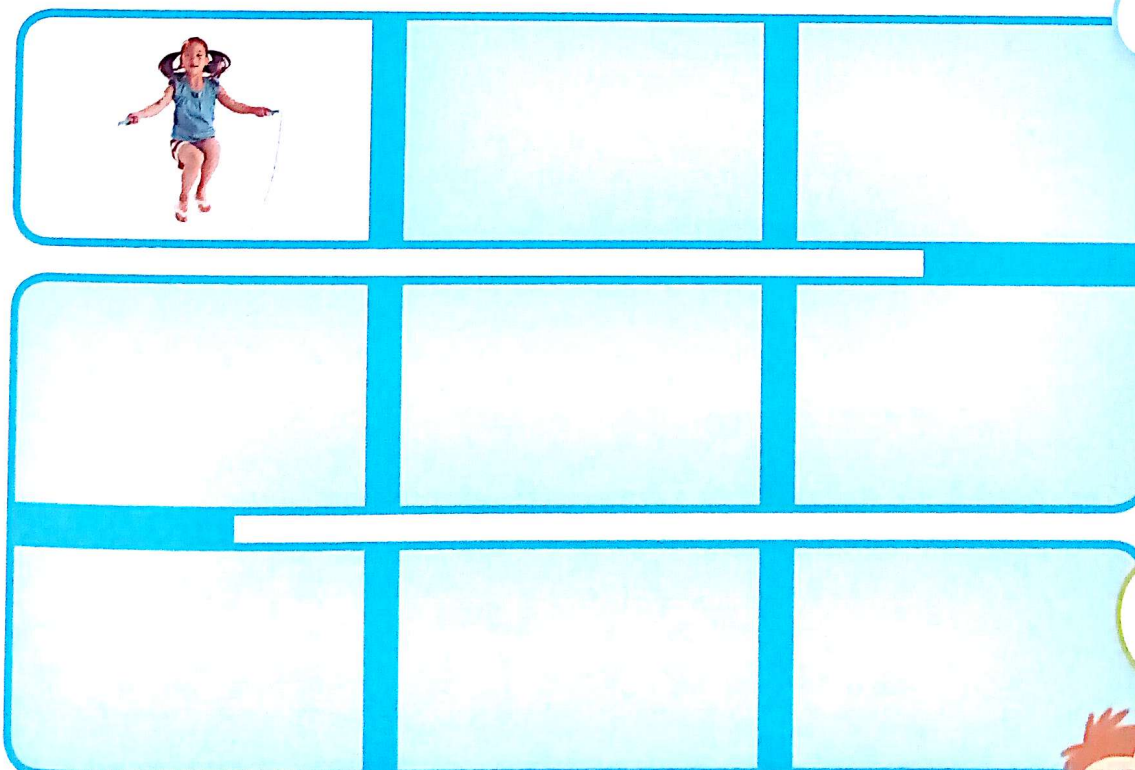
Yes! That sounds like fun!

**Let's** bounce a ball.

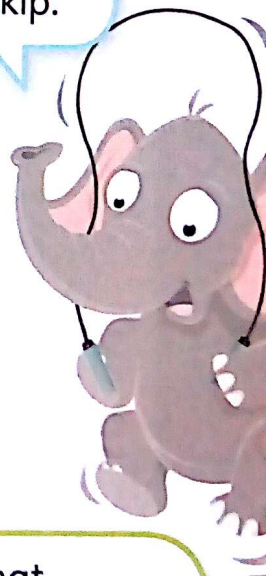
No, thanks.

**11 Read, write and draw.** What do you think?

1. Let's play football. 
2. \_\_\_\_\_ a game. 
3. \_\_\_\_\_ a ball. 
4. \_\_\_\_\_ hide and seek. 
5. \_\_\_\_\_ tag. 

**12 Play a game.** Cut out the pictures and the cube on page 163. Glue. Play with a friend.

Let's skip.



Yes! That sounds like fun!





# A Big Ball of Fun

These girls are in special balls. The balls are very big and very strong. Some balls have got water inside them.

Moving in a ball is fun and exciting. You climb inside. Then you walk or run and the ball rolls. It can roll very fast. Sometimes it bounces, too. You can run in a ball downhill or on water.

Lots of people like doing this. It's fast, fun and exciting!

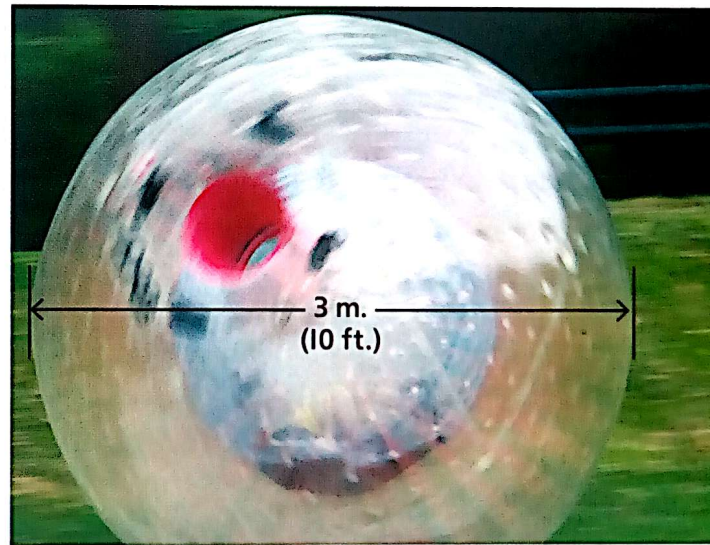
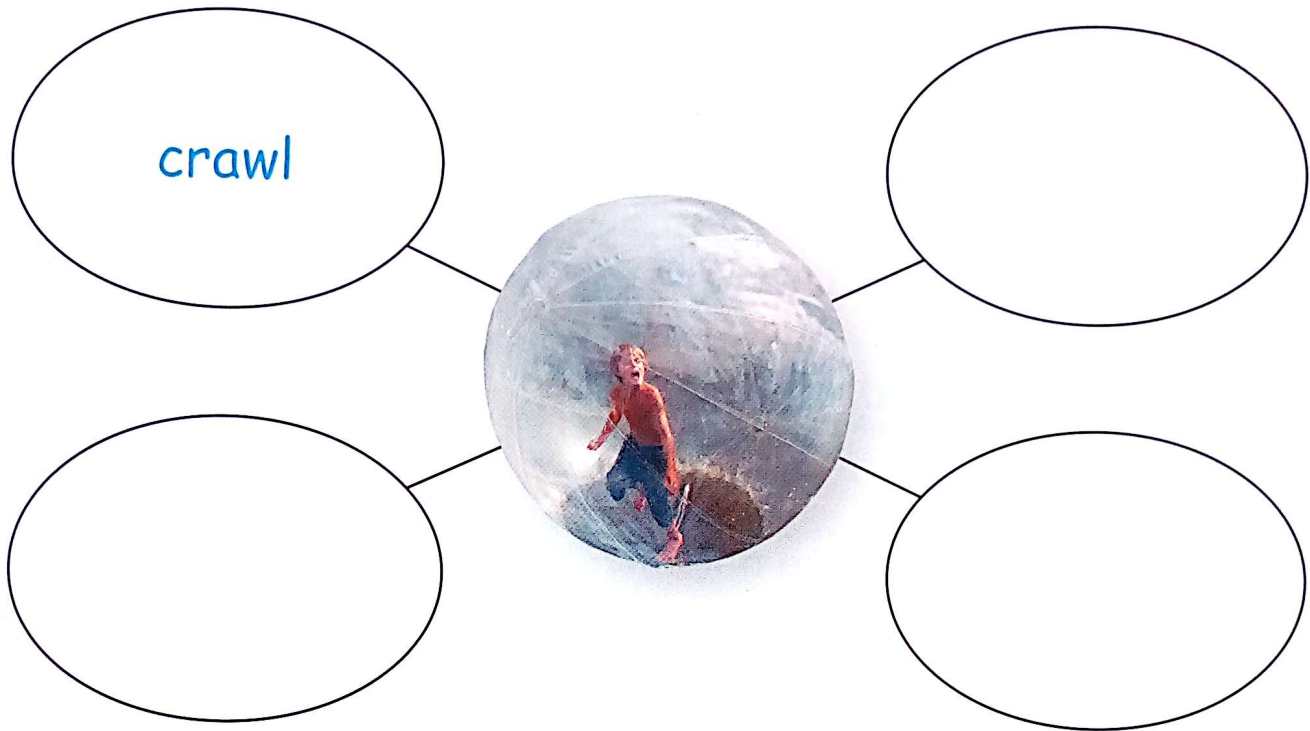
## 14 Match. Draw lines.

- |                          |            |
|--------------------------|------------|
| 1. Balls roll very       | a. water.  |
| 2. Sometimes balls       | b. fast.   |
| 3. You can ride balls on | c. bounce. |

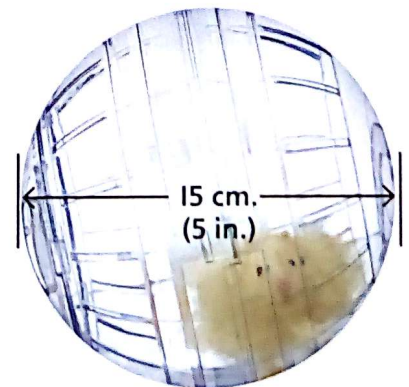




**15** What can you do in a ball? Write.



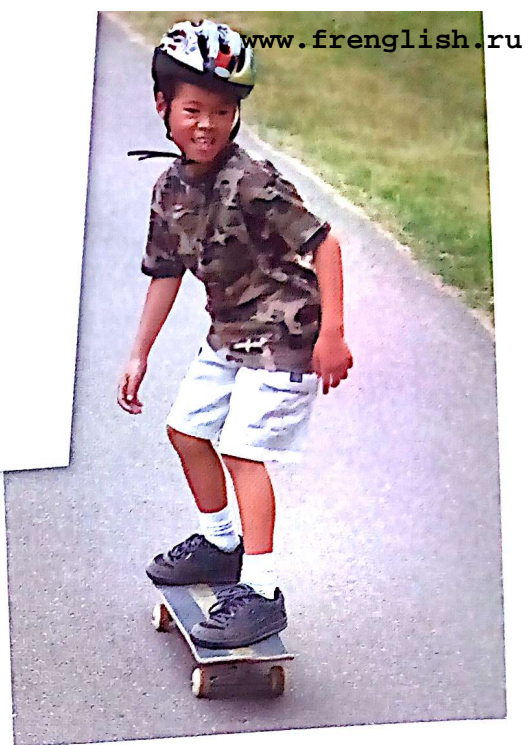
Hamsters run in balls, too!



**16** Work with a friend. How many kinds of balls can you name?



At home I like skateboarding.  
At school I like playing hide  
and seek. It's fun. On Saturdays  
I like playing basketball with  
my friends.



**17 Write.** Write about what  
you like doing.

1. What do you like doing at home?

---

2. What do you like doing at school?

---

3. What do you like doing on Saturdays?

---

**18 Work in groups of three.** Take turns.  
Read your writing to your group. Listen.  
Complete the table.

Name	At home	At school	On Saturdays

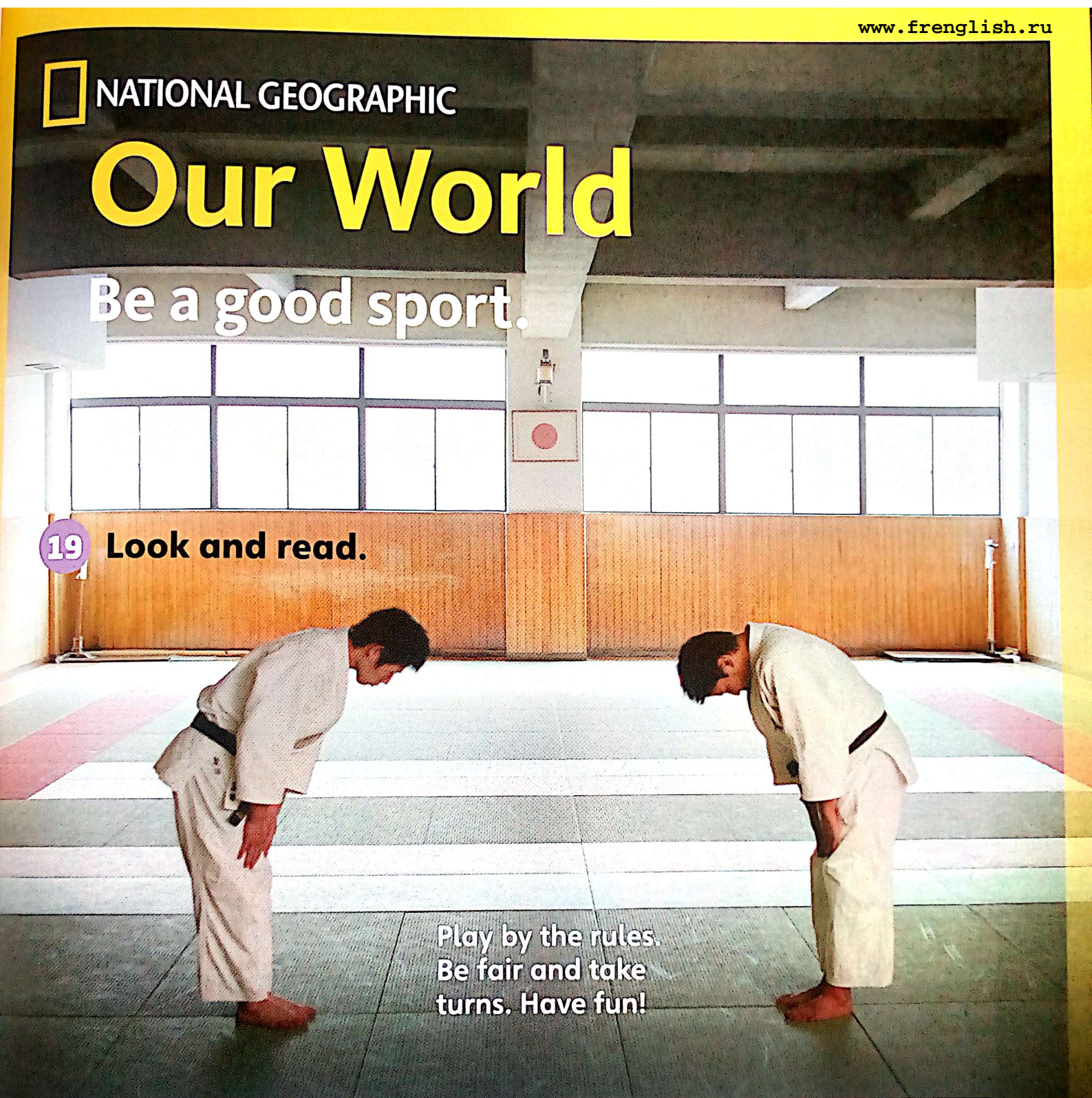


 NATIONAL GEOGRAPHIC

# Our World

Be a good sport.

**19** Look and read.



Play by the rules.  
Be fair and take  
turns. Have fun!

**20** Read and write. Talk.

How do you play fairly?

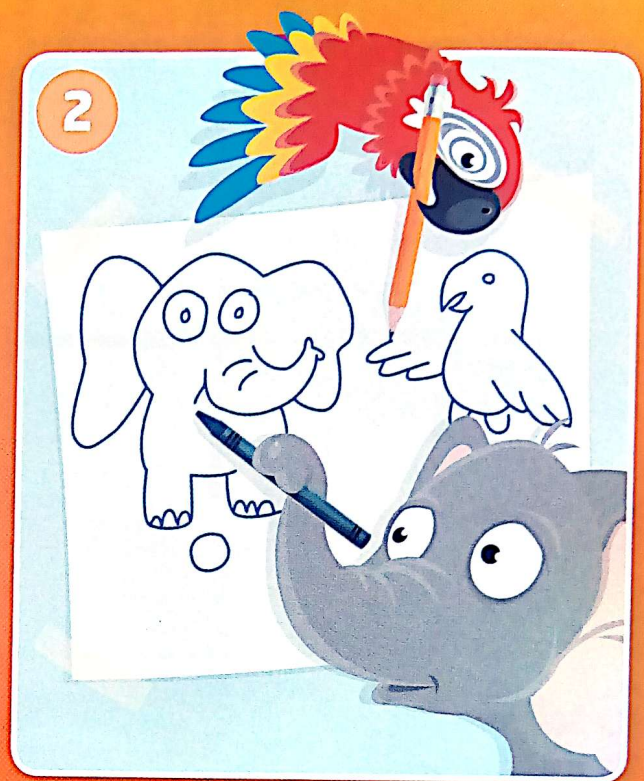
We take turns.



# 21 Make a mural. Draw what you do outside.



Put the paper on the wall.



Draw your picture.



Paint your picture.



Write your name.



I like playing football. It's fun!

## Now I can ...

- ☐ say what I like doing outside.
- ☐ say what I do on different days.
- ☐ say what I like.





# Review

Start



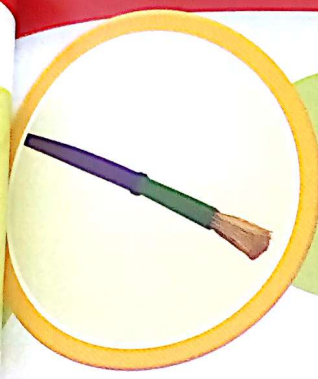
Hop in  
a circle.



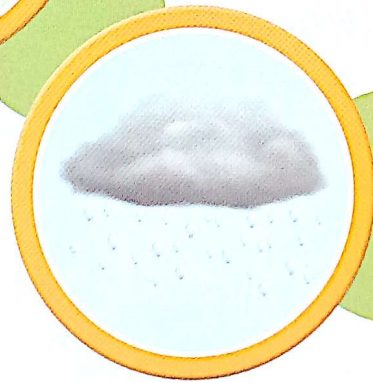
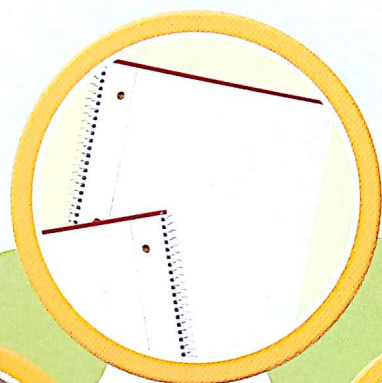
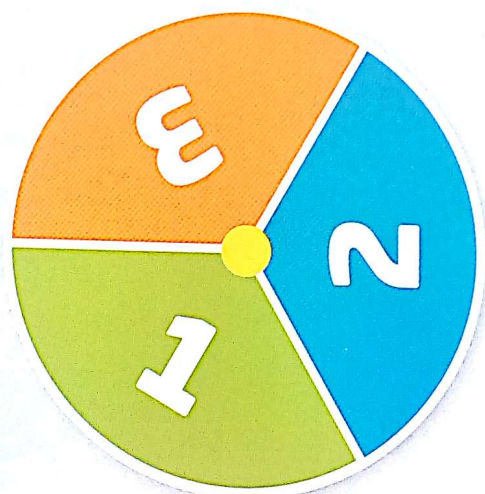
Sing your  
favourite  
song.







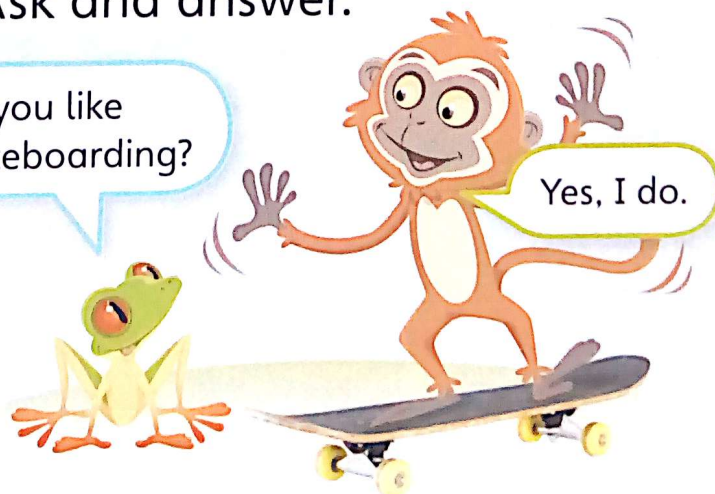
You forgot  
your gloves.  
Go back  
one space.



**Work in groups.** Look and play.  
Ask and answer.

Do you like  
skateboarding?

Yes, I do.





# Inside Our House

In this unit, I will ...

- name furniture.
- name household objects.
- say where things are.

## Look and tick.

This is a

- ☐ mountain.
- ☐ house.
- ☐ rock.

There are

- ☐ three people.
- ☐ four people.
- ☐ five people.





Cave house, Cappadocia, Turkey



1 Listen and say. TR: A33

2 Listen, point and say. TR: A34





3

**Work with a friend.**

Ask and answer.



Is there a fireplace  
in the living room?

Yes, there is.



# 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 fridge is between the windows.  
There's lots of food inside.  
Something's cooking on the cooker.  
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 cooker? It's in the kitchen.  
Where is the light? It's in the bedroom.*

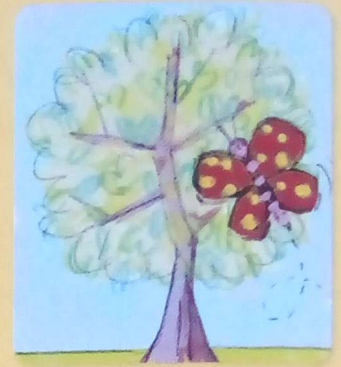
*Welcome to my house.  
This is where I live.  
It was nice to see you.  
Please come again!  
Welcome to my house!*



**5 Sing again.** Hold up pictures.





**GRAMMAR** TR: A36**above****behind****in front of****between****next to****under**

**6 Work with a friend.** Read to each other.  
Tick **T** for *True* or **F** for *False*.

1. The red butterfly is between the flowers.
2. The purple butterfly is under the bush.
3. The yellow butterfly is next to the tree.
4. The green butterfly is above the flower.
5. The blue butterfly is behind the bush.
6. The orange butterfly is above the flowers.

**T** ☒ **F**

**T** **F**

**T** **F**

**T** **F**

**T** **F**

**T** **F**





1. The fireplace is under  
the mirror.



2. The table is \_\_\_\_\_.



3. The rug is \_\_\_\_\_.



4. The shelves are \_\_\_\_\_.

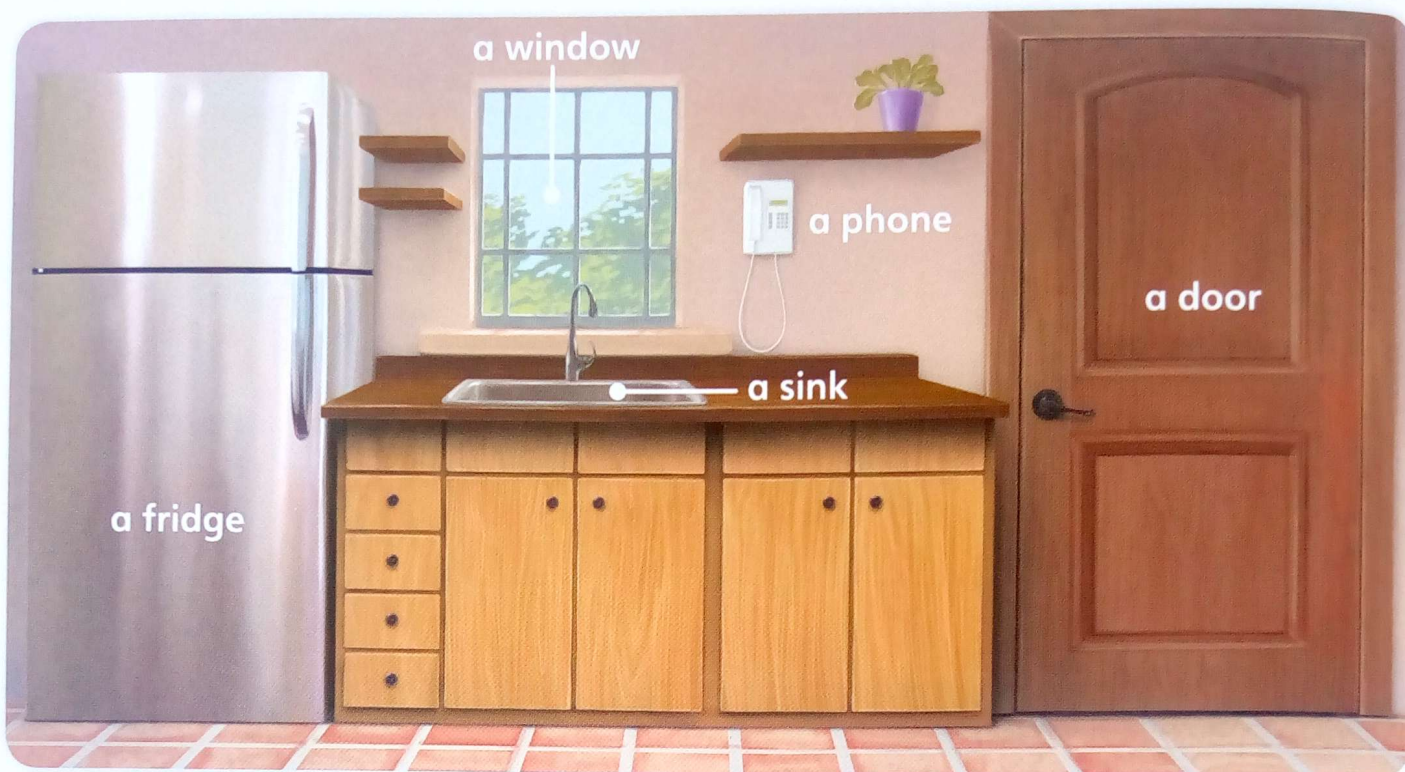


5. The armchair is \_\_\_\_\_.



6. The bookcase is \_\_\_\_\_.





1. There are two shelves between the \_\_\_\_\_ and the \_\_\_\_\_.
2. There is a \_\_\_\_\_ under the big shelf.
3. There is a window above the \_\_\_\_\_.
4. The plant is next to the \_\_\_\_\_.

Where's the phone?

It's on the shelf.

behind

between

next to

under

on



**GRAMMAR** TR: A39Where's the **phone**?**It's** in the kitchen.Where are the **lamps**?**They're** in the living room.

- 10 Play a game.** Look and remember.  
Play with a friend.



- 11 Look at the picture.** Write about the cat, the frogs and the flowers.



# Fun Houses

## Aeroplane House

Jo-Ann Ussery's house is an aeroplane. It is big and there are lots of windows. Inside there is a living room, a dining room and a kitchen. There are three bedrooms, too. There is even a bathroom with a bath. It is fun to live in an aeroplane!



## Egg House

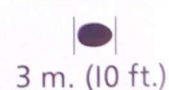
Dai Haifei's house is very small. There is only one room inside. In the room there is a bed, a small table and a lamp. There aren't any chairs. Grass grows on the outside of the house. It is fun to live in a house that is the shape of an egg!



AEROPLANE HOUSE



EGG HOUSE





### 13 Read and match. Draw lines.

- |  |            |
|--|------------|
| 1. Dai Haifei's house is the shape of an | aeroplane. |
| 2. His house is very                     | big.       |
| 3. Jo-Ann Ussery's house is an           | egg.       |
| 4. Her house is                          | small.     |

### 14 Read and write.

- Is there a kitchen in the egg house? No, there isn't.
- Is the egg house big? \_\_\_\_\_
- Are there bedrooms in the aeroplane house? \_\_\_\_\_
- Are there any chairs in the egg house? \_\_\_\_\_
- Is there a bathroom in the aeroplane house? \_\_\_\_\_

### 15 Work with a friend. Look and read. Talk about the houses.

Egg House	Aeroplane House
one room table a bed and lamp grass on the outside	seven rooms dining room three bedrooms lots of windows



In this house,  
everything  
is upside down!



### 16 Work with a friend. Talk about your house. Take turns.





This is my living room. It's my favourite room. There's a big rug in front of the fireplace. I like doing my puzzles there. There's an armchair next to the sofa. I like sitting on the sofa and watching TV.

**17 Write.** Write about a room in your house.

1. What room are you writing about?

---

2. Describe the room and furniture.

---

3. What do you like doing in the room?

---

**18 Work in groups of three.** Take turns.  
Read your writing to your group. Listen.  
Complete the table.

Name	Room



 NATIONAL GEOGRAPHIC

# Our World

## Help at home.

**19** Look and read.

Help your family.  
Help with the chores.

**20** Read. Talk and write.

How can you help at home?

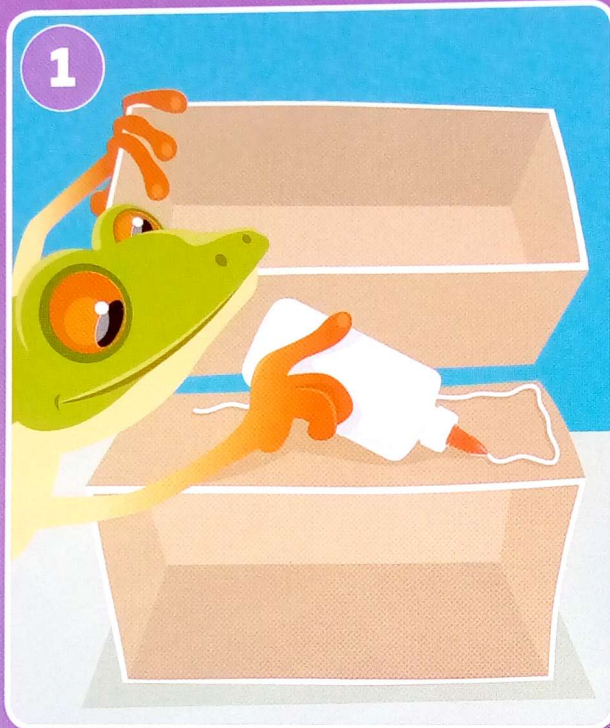
I can help in the kitchen.

---

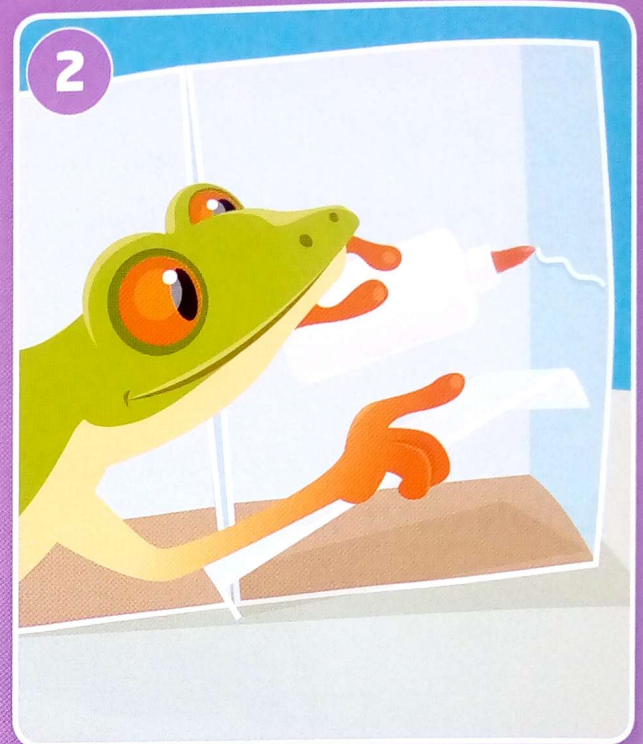
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## 21 Make a shoebox house.



Paint and glue boxes.



Make rooms.



Cut out the pictures on page 165. Glue the pictures.



Make furniture and draw more pictures.



## Now I can ...

- ☐ name furniture.
- ☐ name household objects.
- ☐ say where things are.

Look! The fridge is next to the cooker.





## Unit 5

# Day by Day

In this unit, I will ...

- talk about what I do every day.
- talk about when I do things.
- name parts of the day.

**Look and tick.**

This animal is

- ☐ eating.
- ☐ talking.
- ☐ having a bath.
- ☐ sleeping.





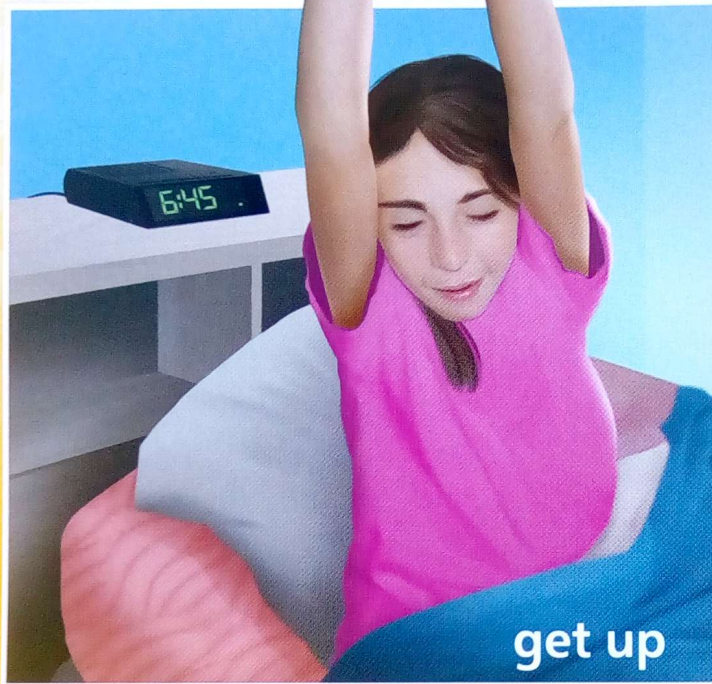


Parrot having a bath, Costa Rica



**1 Listen and say. TR: B2**

**2 Listen, point and say. TR: B3**



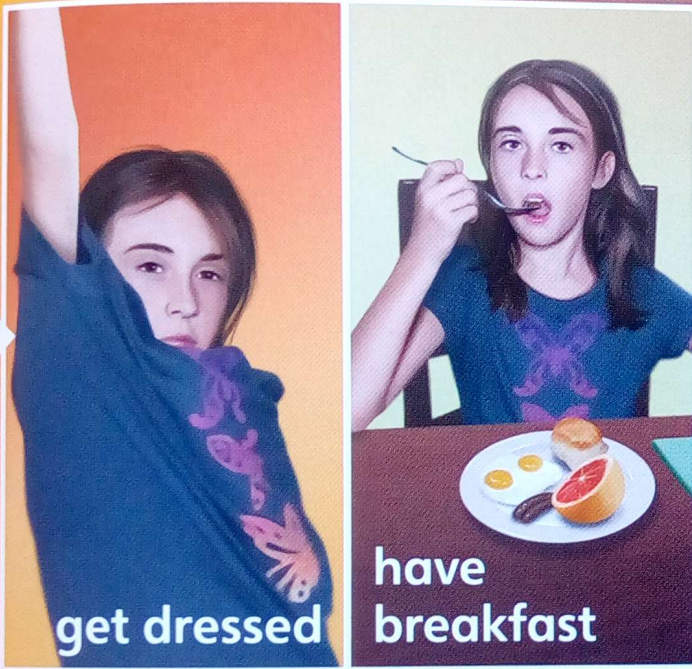


**3 Work with a friend.**  
Point and say.



I get up. Then I wash my face.

I wash my face. Then I get dressed.

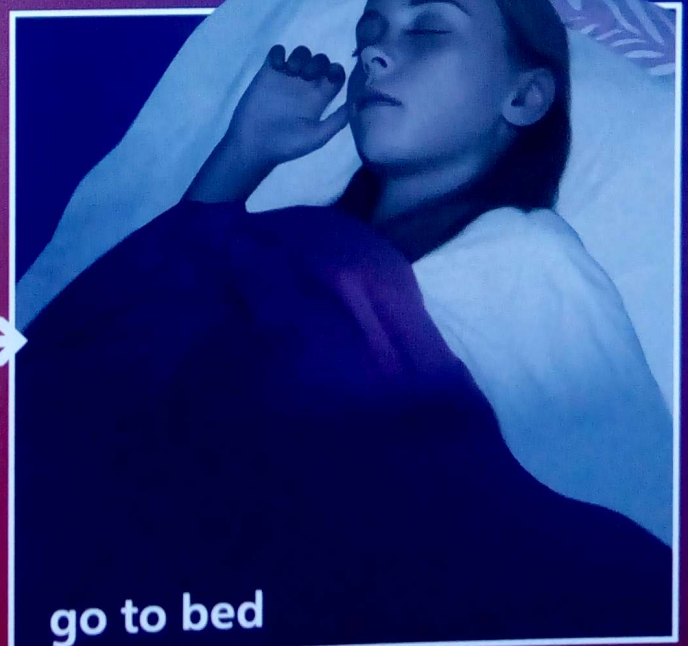


get dressed

have  
breakfast



have dinner



go to bed



4 **Listen.** Read and sing. TR: B4

# Day by Day

**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.*

- 5 Work in a group.** Take turns.  
Say a time. Your friends say  
what they do at that time.



**GRAMMAR** TR: B5**What time** is it?**It's** 1.00.It's one **o'clock**.**When** do you get up?**At** 7.00.At seven **o'clock**.**When** does he go to bed?**At** 9.00.At nine **o'clock**.**6 What time is it?** Listen. Look and write. TR: B6It's four o'clock.**7 Work with a friend.** Ask and answer.

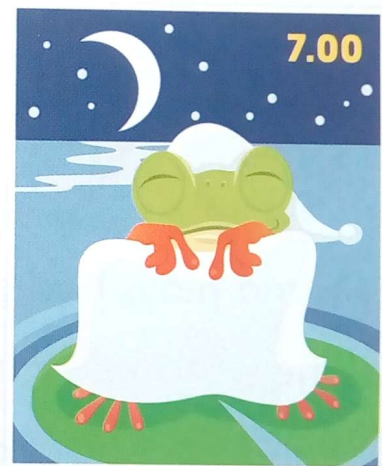
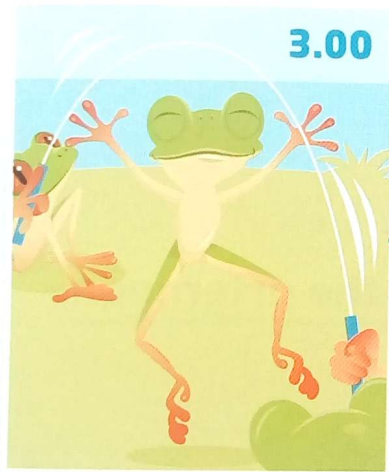
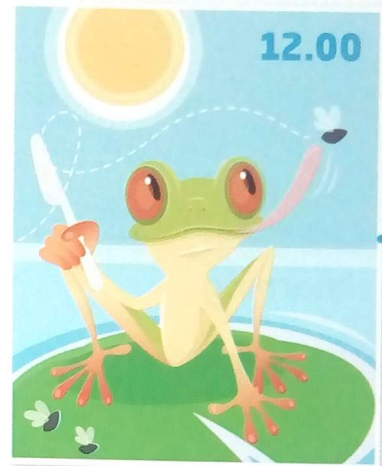
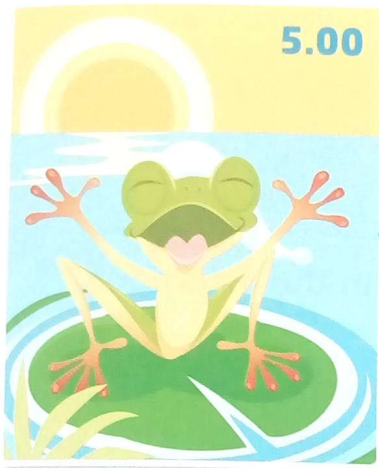
What time is it?

It's three o'clock.





**8 Look and write questions.** Then work with a friend. Ask and answer.



1. get up When does Freddy get up?
2. wash his face \_\_\_\_\_
3. have lunch \_\_\_\_\_
4. play with friends \_\_\_\_\_
5. play computer games \_\_\_\_\_
6. go to bed \_\_\_\_\_



9

Listen and say. Listen. Read and underline.



in the morning



late



in the afternoon



in the evening



at night

1. Hana plays basketball **in the morning** / in the afternoon.
2. She watches TV **in the evening** / **at night**.
3. Peter rides his bike in the **evening** / **morning**.
4. He plays computer games **at night** / **in the afternoon**.
5. He's **late for school** / **late for dinner**.

10

Work with a friend. Say and stick.

When do you  
play with friends?

In the afternoon.

morning

afternoon

evening

night

Sometime  
I'm late



**GRAMMAR** TR: B8

What do you do **every day**? I brush my teeth **every day**.  
 I **always** read a book in the evening.

What does your brother do on Saturdays?  
 He sleeps! He **never** gets up before 10 o'clock.

I ride my bike to school every morning.

**11 Play a game.** Play with a friend. Say.



**12 Write.** Work in groups of four. Talk about your friend.

My friend always \_\_\_\_\_.

\_\_\_\_\_ never \_\_\_\_\_.

\_\_\_\_\_ every day.

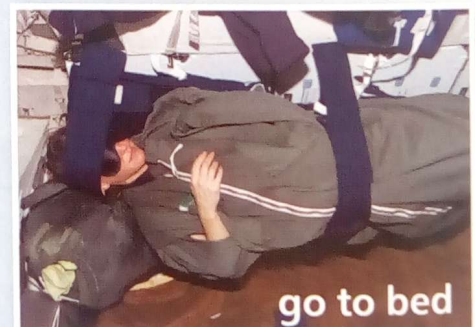


# A Day in the Space Station

Astronauts at the International Space Station are busy all day. They get up at seven o'clock. Then they wash and have breakfast. At eight o'clock, they start experiments. In the morning they also exercise for an hour.

At one o'clock, the astronauts have lunch. The food is prepared on Earth and put in special bags. The astronauts can choose from over a hundred different foods. In the afternoon the astronauts do more experiments. Sometimes they put on a space suit and space walk outside. They exercise for another hour, too.

At seven o'clock, they have dinner. In the evening the astronauts read, send emails or take photos of space. At about ten o'clock, they go to bed.



## 14 Read and look. Tick T for *True* or F for *False*.

1. Astronauts aren't busy in the morning. (T) (F)
2. Space food is prepared on Earth. (T) (F)
3. The space station circles the Earth in 90 minutes. (T) (F)



- 15 Read and write.** Work with a friend.  
Talk about a day in the space station.

### Morning

- get up at 7 o'clock • wash and have \_\_\_\_\_
- start experiments at \_\_\_\_\_ • exercise for \_\_\_\_\_ hour



### Afternoon

- have lunch at \_\_\_\_\_ • do more \_\_\_\_\_
- sometimes they space \_\_\_\_\_ • exercise for \_\_\_\_\_ hour



### Evening

- have dinner at \_\_\_\_\_ • read, send emails or take \_\_\_\_\_
- go to bed at \_\_\_\_\_

- 16 Work with a friend.** Answer the questions.

1. When do astronauts exercise?
2. What time do they start experiments?
3. When do astronauts space walk?
4. When do they read?
5. What time do the astronauts go to bed?



Astronauts grow about 5 cm. (2 in.) in space.

- 17 Work with a friend.** Talk about your day. How is it different from an astronaut's day? How is it similar?

The astronauts get up at seven o'clock.



I get up at seven o'clock, too. What about you?







My favourite day is Saturday. I never have breakfast before 10 o'clock in the morning. I ride my bike or rollerblade with my friends in the afternoon. I play computer games with my sister in the evening. Saturday is always a great day!

**18 Write.** Write about your favourite day.

1. What is your favourite day?

---

2. What do you do in the morning?

---

3. What do you do in the afternoon?

---

4. What do you do in the evening?

---

**19 Work in groups of three.** Take turns. Read your writing to your group. Listen. Complete the table.

Name	Favourite day



 NATIONAL GEOGRAPHIC

# Our World

Be on time.

20 Look and read.

Don't be late.  
Plan your day.

Tokyo, Japan

21 **Read.** Talk and write.

How can you be on time?

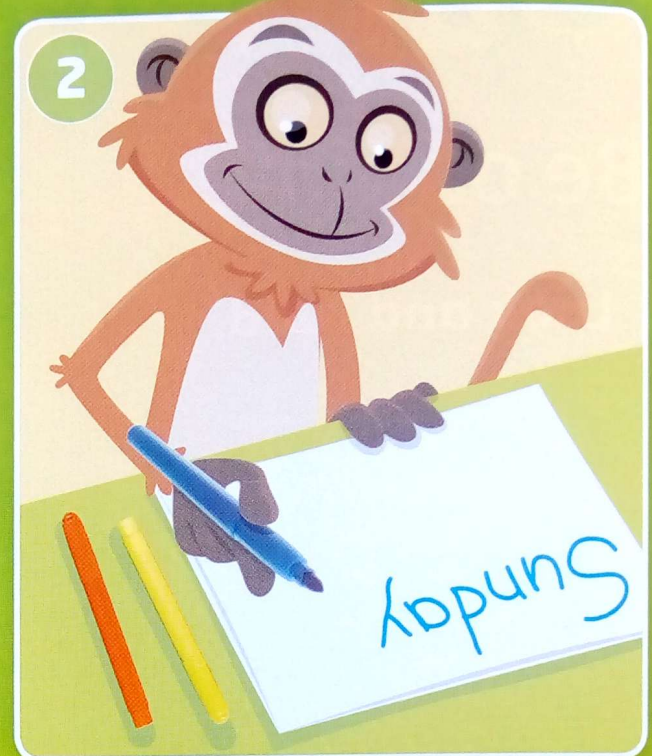
I can get up early!



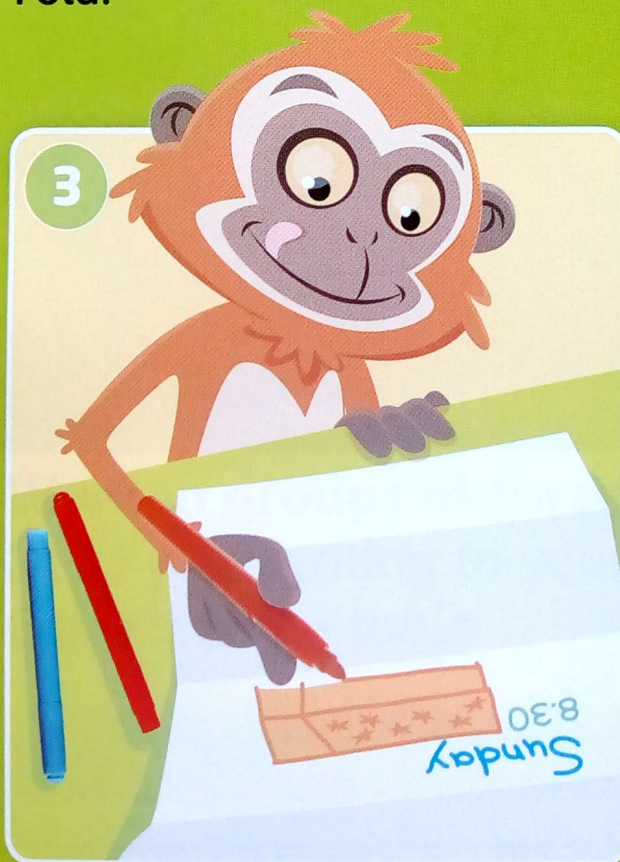
## 22 Make an accordion book.



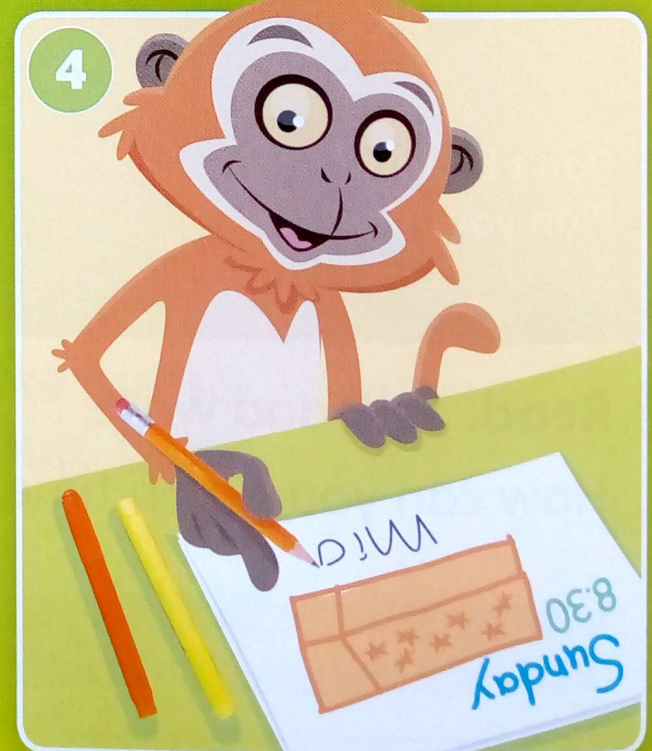
Fold.



Write the day on the cover.



Write and draw on the pages.



Write your name.





On Sundays I always get up at 8.30.

### Now I can ...

- ☐ talk about what I do every day.
- ☐ talk about when I do things.
- ☐ name parts of the day.



# 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 tick.

These children are

☐

happy.

☐

sad.

They are

☐

inside.

☐

outside.





Sana'a, Yemen



**1** Listen and say. TR: B10

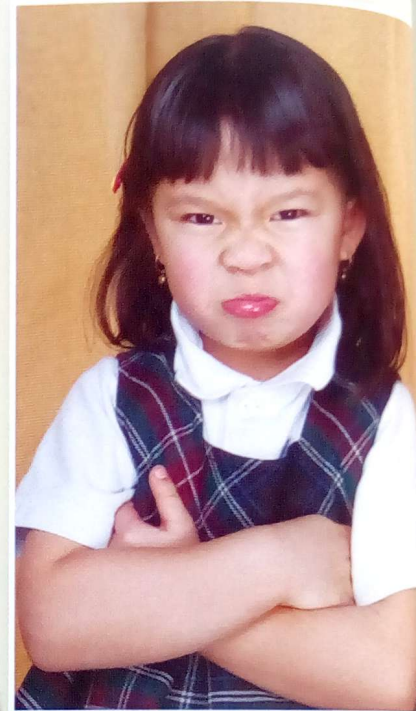
**2** Listen, point and say. TR: B11



tired



scared



angry



excited



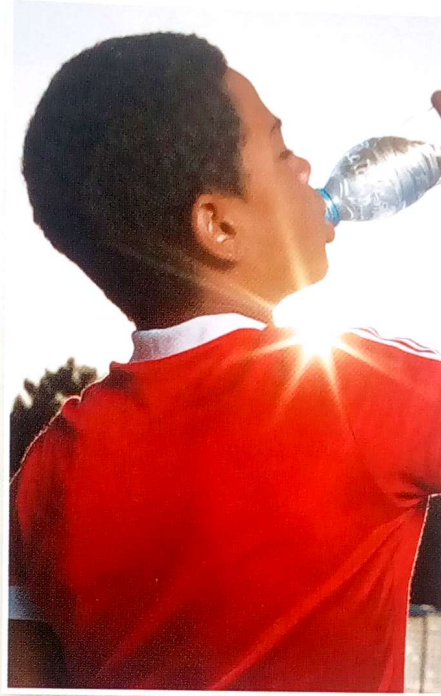
bored



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



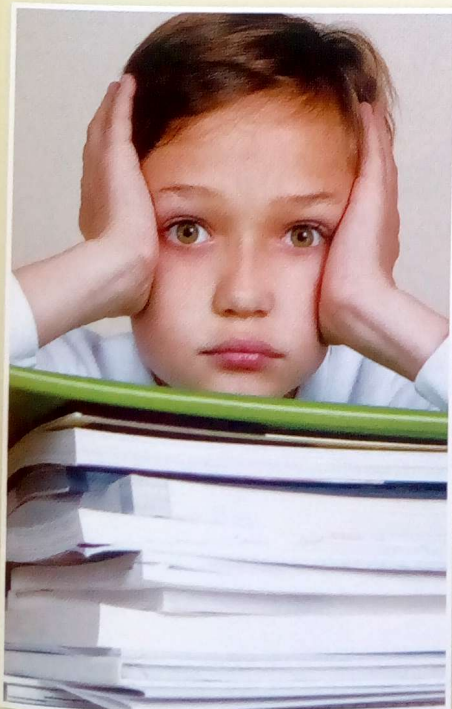
**hungry**



**thirsty**



No. She's surprised.



**worried**



**surprised**



**silly**



4 **Listen.** Read and sing. **TR: B12**

# Emotions


*Sometimes, I'm happy.  
Sometimes, I'm surprised.  
Sometimes, I'm just silly.  
I'm laughing inside!*

*Sometimes, I'm angry.  
Sometimes, I'm just bored.  
Sometimes, I'm excited.*

*How are you?  
How do you feel?  
How are you?  
Tell me, please. How do you feel?*








*Sometimes, I'm smiling.  
I'm laughing at a joke!  
Sometimes, I'm crying.  
I feel sad.*

*Sometimes, I'm tired.  
Sometimes, I'm worried.  
Sometimes, I'm feeling scared.*

*It's OK to feel sad,  
but better to be happy.  
It's OK to be silly,  
or sometimes feel angry.*

### CHORUS

- 
- 5 Work in a group.** Take turns.  
Act out an emotion for your  
group to guess.



**How are you?**I'm **OK**.I'm **fine**.I'm **great!****6 Look.** Write questions and answers.

---

---



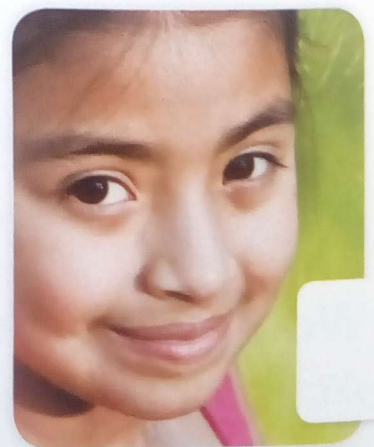
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---

---

**7 Listen.** Number the photos. TR: B14



**GRAMMAR** TR: B15He **looks** worried.

No. He's tired.

She **looks** excited.

Yes. It's her birthday.

**8 Work with a friend.** Look and talk.

She looks scared.



No. She's worried.



# 9 Listen and say.

Circle the letter. TR: B16



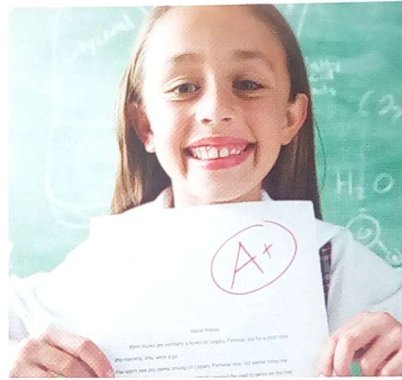
laughing



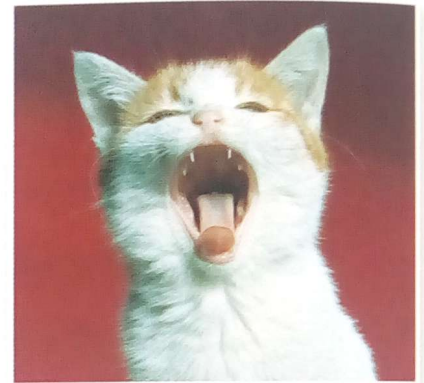
frowning



crying



smiling



yawning

1. The boy is
2. The girl is
3. The girl is
4. My sister is
5. My cat is

a. laughing.

b. smiling.

a. crying.

b. frowning.

a. yawning.

b. crying.

a. smiling.

b. laughing.

a. frowning.

b. yawning.

## 10 Work with a friend. Talk. Guess and stick.

This is a girl.

Is she smiling?

Yes. It's your turn.

1

2

3

4

5



parent  
person  
child

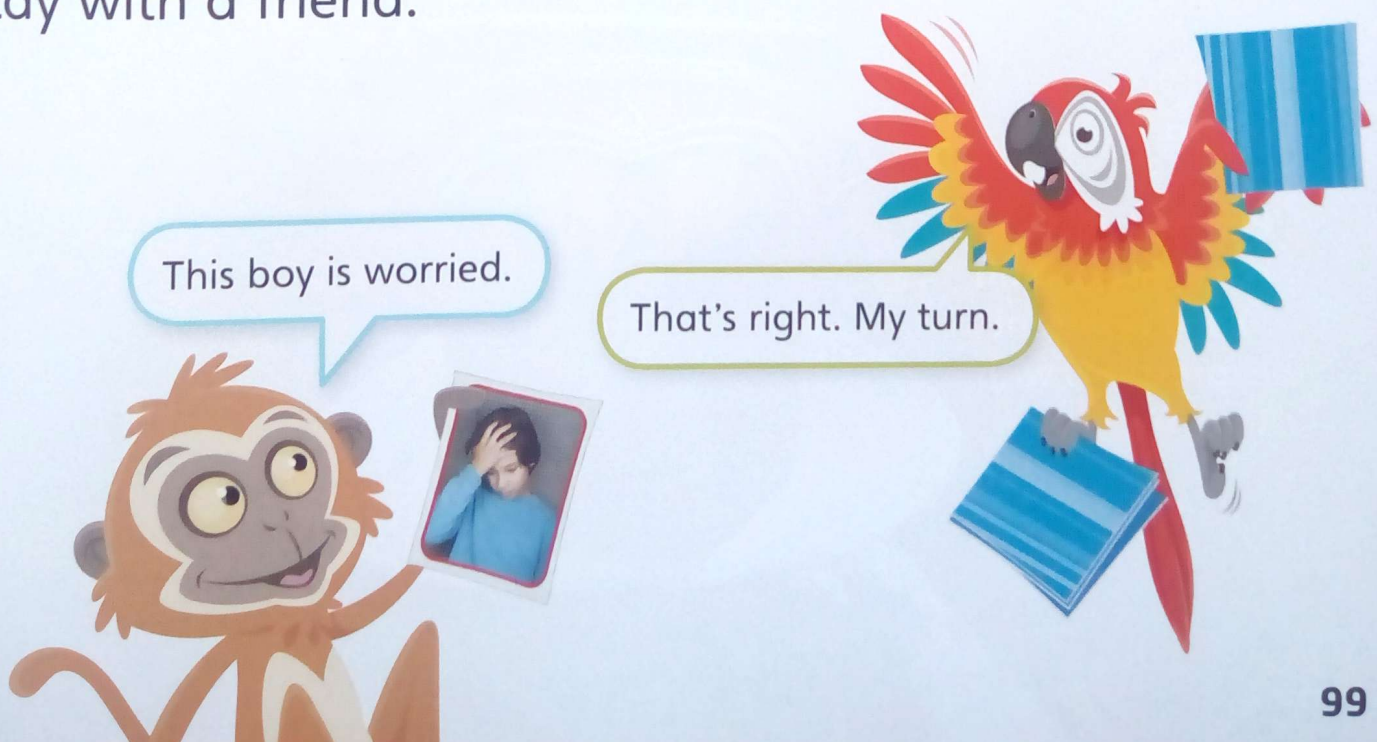
**parents**  
**people**  
**children**

Our **parents** are taking us to the circus.  
Some **people** don't like the circus.  
Most **children** like the circus.

## 11 Read and write.

1. The students are smiling at the teacher. (student)
2. The \_\_\_\_\_ are laughing at the puppet. (child)
3. Some \_\_\_\_\_ are worried about the time.  
(person)
4. My \_\_\_\_\_ are angry about my untidy room.  
(parent)
5. Most \_\_\_\_\_ and \_\_\_\_\_ like sports.  
(boy/girl)

## 12 Play a game. Cut out the cards on page 167. Play with a friend.





# Fabulous Faces

People from all over the world paint their faces. Some people paint their faces to show how they feel about important days. For example, this Native American girl paints her face to show she feels proud of her community and traditions.

Others paint their faces to make people feel scared. Look at this man from India's scary, green face!

Lots of people paint their faces for fun, too. When some fans go to watch sports, they paint the colours of their team on their faces. They feel proud of their team.

In some places, people paint children's faces at parties. The children like having pictures of flowers, animals or characters from stories on their faces.



India



People can make more than 10,000 different expressions with their faces.



**14 Read and match.** Draw lines.

1. This person has got an angry face.
2. This person is happy and proud.
3. They paint their faces at parties.

Native American girl  
man from India  
children

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

1. The Native American girl feels proud of her community.
2. The man from India paints his face because he feels sad.
3. Sports fans paint their faces to scare people.
4. Children paint their faces for fun.

☐ T ☐ F

☐ T ☐ F

☐ T ☐ F

☐ T ☐ F

**16 Read and tick.** Why do people paint their faces?

	To feel proud	For fun
Children		
Sports fans		
You		

**17 Talk.** Work with a friend.  
Talk about face painting.

What do you want on your face?

I want a butterfly.





This is a photo of my birthday party. I am eight years old. You can see my parents and my friends in this photo. My friends are smiling. They are having fun. I am happy and I am very excited. I have got lots of presents! Look at my little sister. She is very happy, too!



**18 Write.** Choose a photo of you and other people.

1. What special day is it?

---

2. Who are you with?

---

3. How are the people feeling?

---

**19 Work in groups of three.** Take turns. Read your writing to your group. Listen. Complete the table.

Name	Special day



# Our World

Be kind.

20 Look and read.

Help your friends and family.  
Be kind to other people.

21 Read. Talk and write.

How are you kind?

I help my mum at home.



## 22 Make a paper-bag puppet.



Use a folded paper bag.



Draw a face. Glue shapes.



Glue on hair.



Decorate the clothes.



This is my puppet. His name's Sam. He's sad.



### Now I can ...

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



# Review

2:00

You look  
worried.  
Miss a turn.

Start

Finish

3

1

2



How many  
yellow stars  
are there?



You're late  
for school.  
Go back  
one space.



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

When do you  
get up?



At 7 o'clock.



## Unit 7

# Amazing Animals

In this unit, I will ...

- identify animals.
- describe animals.
- say what animals can and can't do.

### Look and tick.

This animal is a

- ☐ fish.
- ☐ bird.
- ☐ frog.

This animal can

- ☐ run.
- ☐ jump.
- ☐ fly.

Red-eyed tree frog, Central America







**1** Listen and say. TR: B19

**2** Listen, point and say. TR: B20



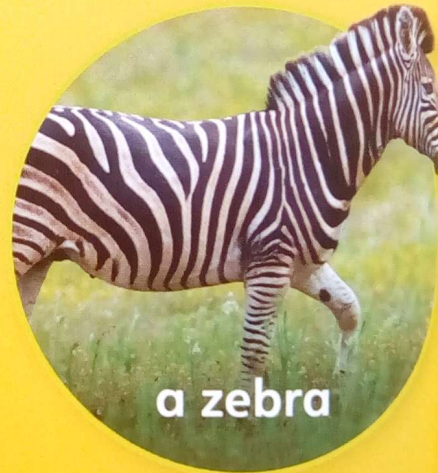
a crocodile



a tiger



a lion



a zebra



a giraffe



a camel

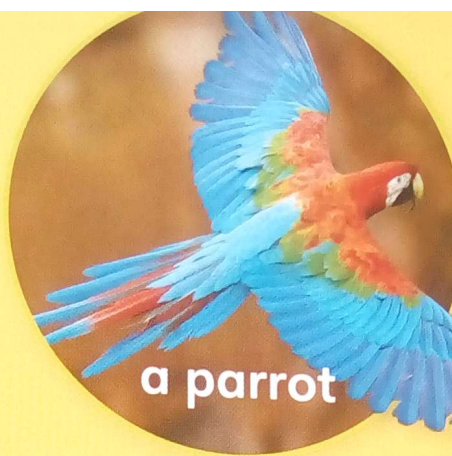


a monkey





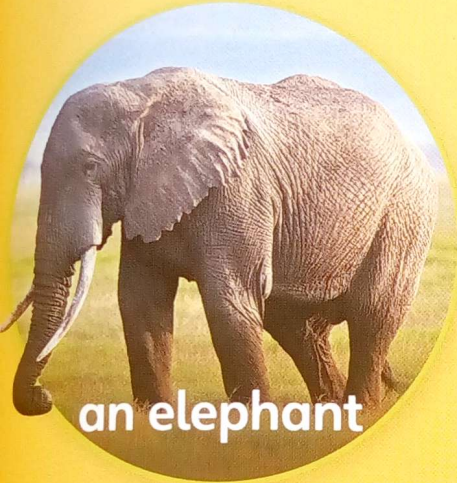
a panda



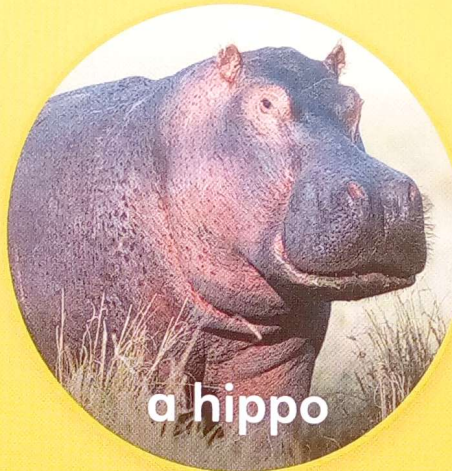
a parrot



a penguin



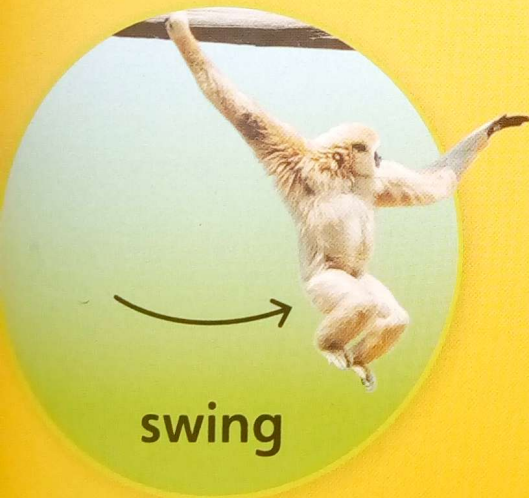
an elephant



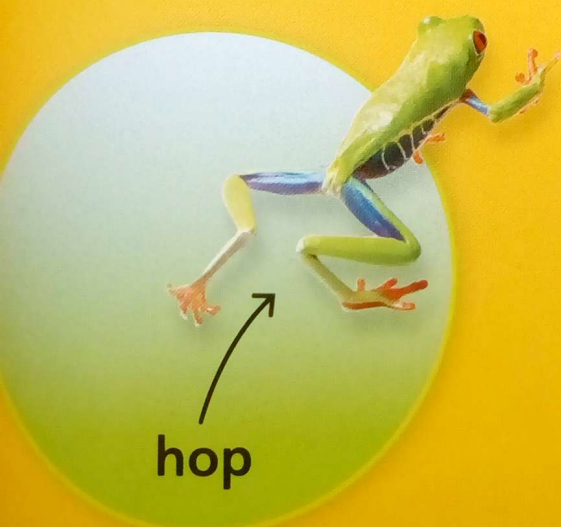
a hippo



a kangaroo



swing



hop

3

**Work with a friend.** Ask and answer. Use these words.

climb   fly   hop   jump  
run   swim   swing   walk

This animal can hop. What is it?

It's a kangaroo!





The background is a lush green jungle. At the top right, a yellow monkey with a red face and tail is swinging on a vine. In the center, a large white butterfly with yellow spots is flying. Below it, a small blue bird is flying. At the bottom left, a colorful parrot with blue, yellow, and red feathers is perched on a branch. At the bottom center, a yellow monkey with a red face and tail is hanging from a vine. The title 'Amazing Animals' is written in large, bold, yellow letters in the center.

# Amazing Animals

*A parrot is a bird that flies.  
It can't swim, but it can fly.  
A parrot is a bird that flies  
high in the sky.*

*A monkey swings from tree to tree,  
tree to tree, tree to tree.  
A monkey swings from tree to tree.  
Why can't we?*



*I want to be a monkey in a tree.  
I want to fly high up in the sky.*

*A penguin is a bird that swims.  
It can't fly, but it can swim.  
A penguin is a bird that swims  
deep in the sea.*

*A kangaroo can hop and jump.  
It can't climb, but it can jump.  
A kangaroo can hop and jump  
just like me!*

*I want to be a monkey in a tree!  
I want to fly high up in the sky!  
I want to be a monkey in a tree!  
I want to fly high up in the sky!*

**5 Work in a group.** Act out an animal for your group to guess. Take turns.



**GRAMMAR** TR: B22

A penguin **can** swim. It **can't** fly.

Penguins **can** swim. They **can't** fly.

**6 Read.** Write true sentences.

1. A hippo can climb trees.

A hippo can't climb trees.

2. Zebras can't run.

3. A snake can walk.

4. Elephants can hop.

5. A crocodile can't swim.

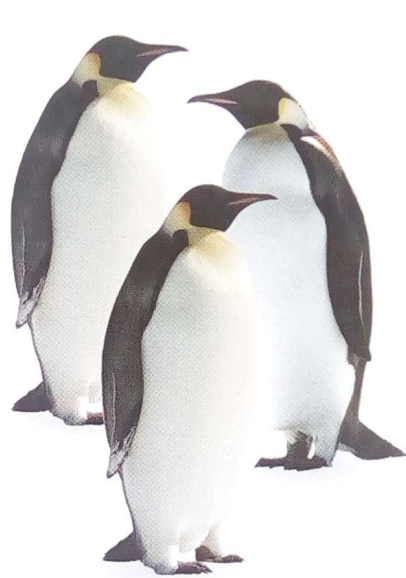




**Can** a penguin swim? Yes, it **can**.  
**Can** penguins swim? Yes, they **can**.

**Can** a penguin fly? No, it **can't**.  
**Can** penguins fly? No, they **can't**.

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



Can a lion jump?

Yes, it can.





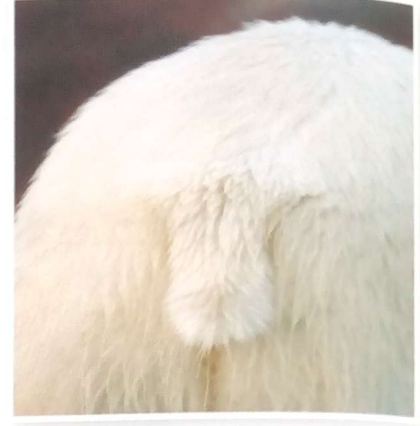
# 8 Listen and say. Tick T for *True* or F for *False*. TR: B24



colourful  
feathers



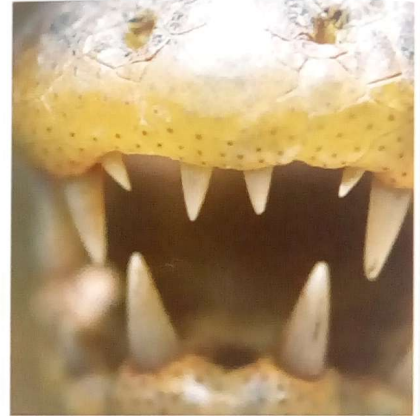
sharp claws



a short tail



a long trunk



big teeth

1. Crocodiles have got colourful feathers. (T) ☒ (F)
2. Elephants have got long trunks. (T) (F)
3. Pandas have got sharp claws. (T) (F)
4. Monkeys have got short tails. (T) (F)
5. Lions have got big teeth. (T) (F)

## 9 Work with a friend. Talk and stick.

Have hippos got long legs?

No, they haven't. They've got short legs.

short legs

long tails

sharp claws

long necks

big ears



**GRAMMAR** TR: B25**Has** a tiger **got** sharp claws?Yes, it **has**.**Has** a tiger **got** a trunk?No, it **hasn't**.**Have** tigers **got** sharp claws?Yes, they **have**.**Have** tigers **got** trunks?No, they **haven't**.

**10 Read and tick.** Then listen to check your answers. TR: B26

	Big ears	Long neck	Sharp teeth	Long trunk	Colourful feathers	Long tail
Elephant	✓					
Giraffe						
Lion						
Crocodile						
Parrot						

**11 Play a game.** Cut out the cards on page 169. Play with a friend.

Have giraffes got short necks?



No, they haven't. They've got long necks.

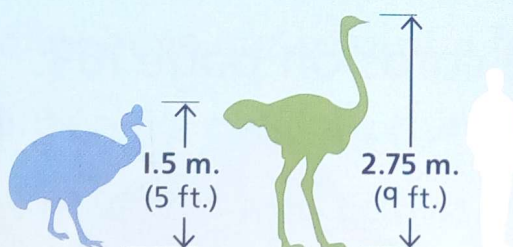


# Two Big Birds

## Cassowary

The cassowary is an amazing animal. It is big and strong and can live to be 60 years old. It lives in the rainforests in Papua New Guinea and Australia.

The cassowary can run really fast, but it can't fly. It can make loud noises, but it can't sing. Watch out! An angry cassowary can kick really hard!



## Ostrich

The ostrich is an amazing animal, too. It is very big and strong and can live to be 50 years old. It lives in the Savanna and Sahel areas in Africa.

Like the cassowary, the ostrich can run really fast, but it can't fly. It can also go without water for a long time. And yes, it can kick really hard, too!



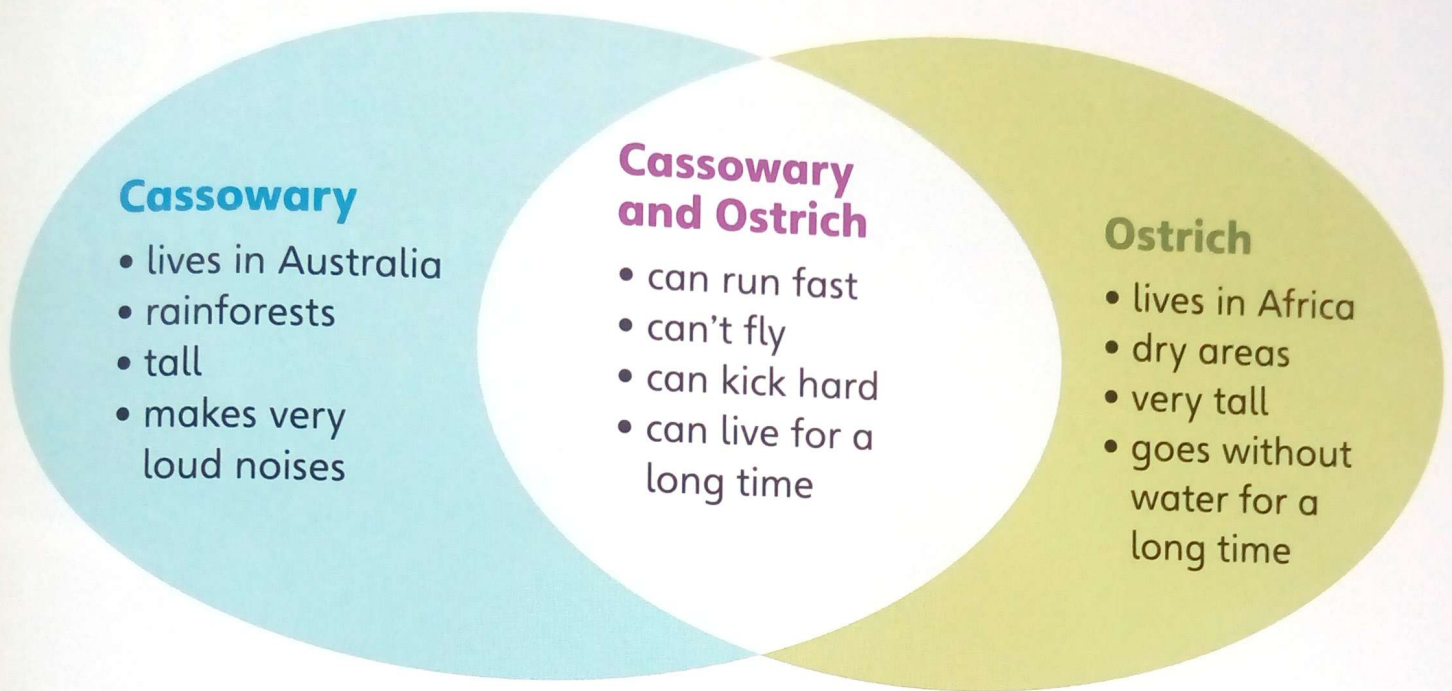
A male ostrich can roar like a lion.

**13 Match.** Join the sentence parts. Draw lines.

- |                              |                    |
|------------------------------|--------------------|
| 1. The cassowary and ostrich | a. very colourful. |
| 2. The ostrich is            | b. can kick hard.  |
| 3. The cassowary is          | c. very tall.      |



- 14 Look and read.** Work with a friend.  
Talk about the birds.



**15 Read and write.**

1. Can cassowaries make loud noises?

2. Can ostriches go without water for a long time?

3. Where do ostriches live?

4. Can cassowaries and ostriches fly?

- 16 Work with a friend.**  
Talk about the animals.

camels      crocodiles      tigers      zebras



Zebras live in Africa.



My favourite animal is the kangaroo.  
It is a big animal with a long tail and strong  
legs. It can hop and jump. It can't walk or  
run. It has got a pouch for a baby kangaroo.

Lisa



### 17 Write.

Write about your favourite animal.

1. What is your favourite animal?

---

2. Describe your favourite animal.

---


3. What can your favourite animal do?

---

**18 Work in groups of three.** Take turns. Read your writing to your group. Listen. Complete the table.

Name	Favourite animal	What it looks like	What it can do



 NATIONAL GEOGRAPHIC

# Our World

## Respect animals.

### 19 Look and read.

It is important to  
respect animals.  
Be kind and gentle.

Jane Goodall with chimpanzees

### 20 Read. Talk and write.

How can we respect animals?

We can play with our pets.

play with  
help

We can be \_\_\_\_\_

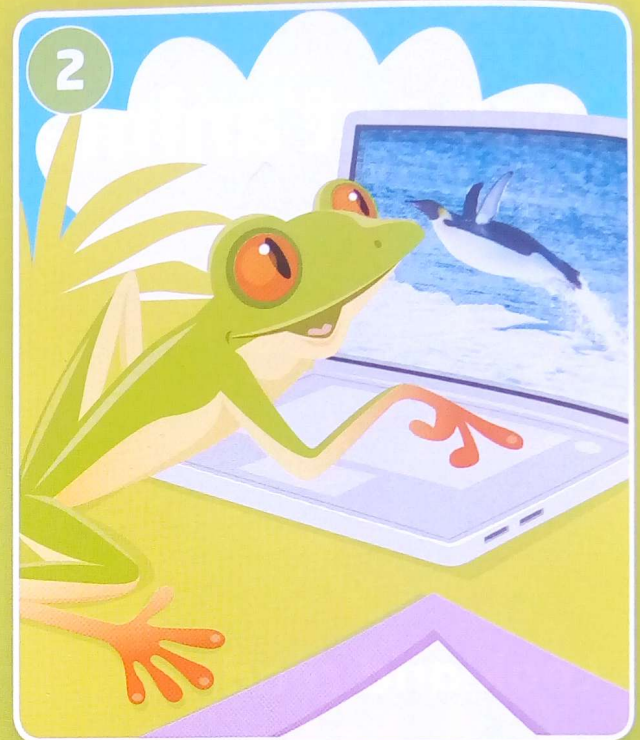
gentle  
kind



**21 Make a class set of animal cards.**  
Make a card about an animal.



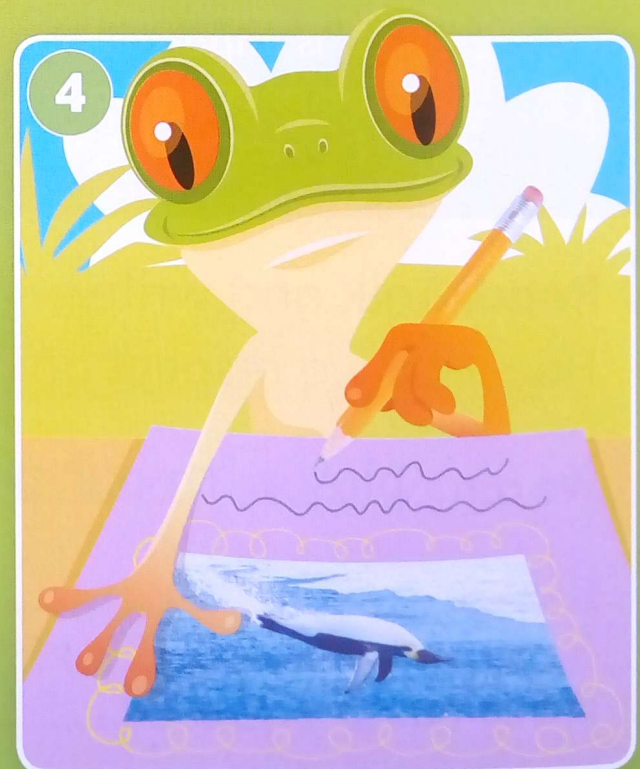
Choose an animal.



Do research.



Use pictures.

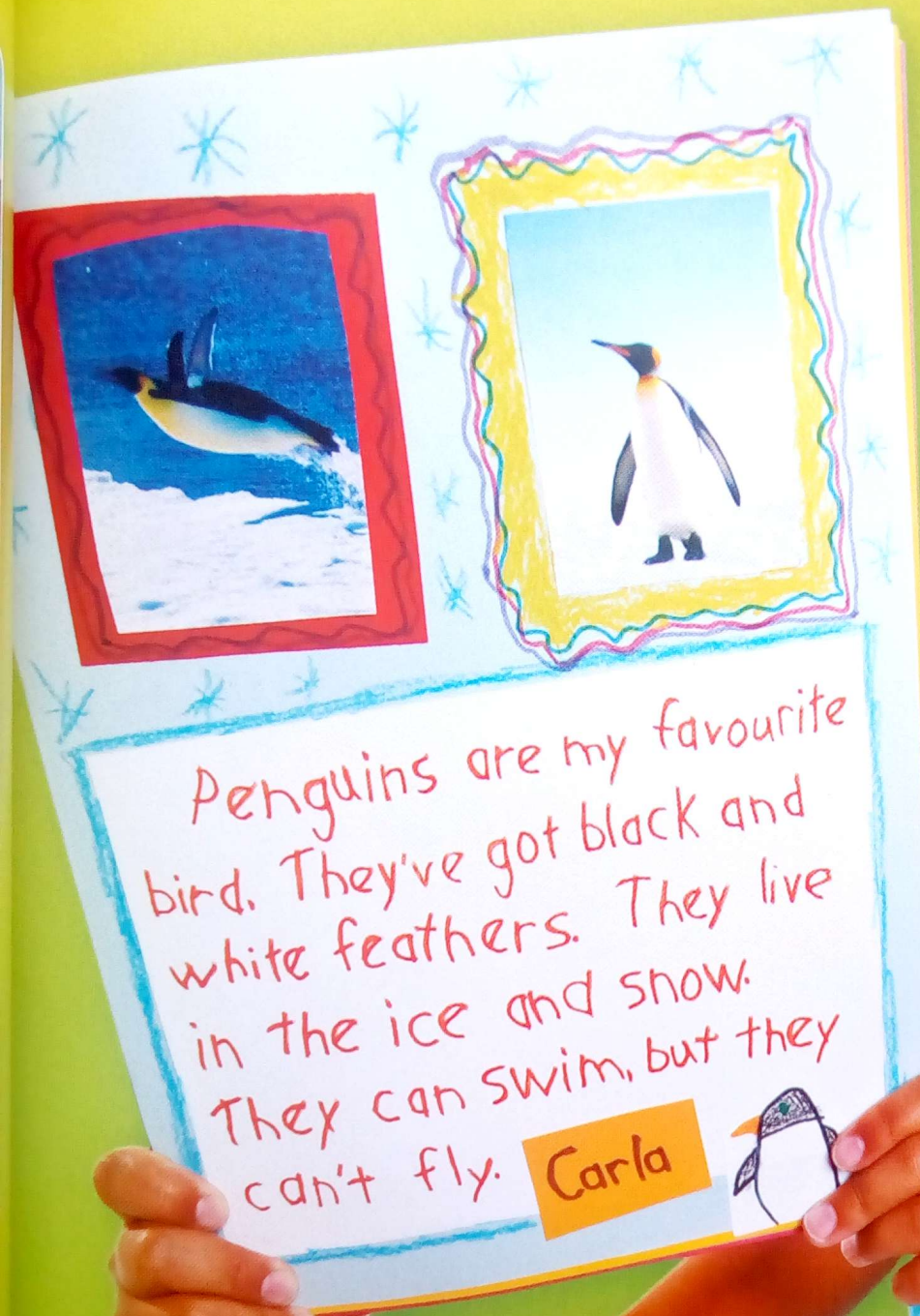


Describe your animal.



## Now I can ...

- ☐ identify animals.
- ☐ describe animals.
- ☐ say what animals can and can't do.



My card is about penguins. They're really cool!



## Unit 8

# The World of Work

In this unit, I will ...

- talk about jobs.
- talk about where people work.
- say what I want to be.

**Look and tick.**

They are

- ☐ underwater.
- ☐ in a park.
- ☐ swimming.

The woman in the water is

- ☐ a teacher.
- ☐ a scientist.
- ☐ a student.





Sylvia Earle working in  
an underwater habitat



**1** Listen and say. TR: B28

**2** Listen, point and say. TR: B29



**a farmer**



**a vet**



**a doctor**



**a scientist**



**an office worker**



**a bus driver**



**a dentist**



**a police officer**





a nurse

a firefighter



a singer



a chef

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



He's wearing a hat.

Is he the firefighter?

No, he isn't.

He's the chef.





4 Listen. Read and sing. TR: B30

# Work

*What does your father do?  
What does your mother do?  
What does your brother do?  
What do they do?*

*What does your father do?  
He's a doctor. He's a doctor.  
He's a doctor. Yes, he is!*

*I want to be a doctor!  
I want to be a singer!  
I want to be a rock star!  
I want to be a farmer!  
I want to be a dentist!  
I want to be a chef!  
I want to do it all!*

**CHORUS**





*What does your mother do?*

*She's a dentist. She's a dentist.  
She's a dentist. Yes, she is!*

### CHORUS

*What does your brother do?*

*He's a teacher. He's a teacher.  
He's a teacher. Yes, he is!*



*What do you like doing?  
What do you want to be?  
What do you want to be?  
Please tell me!*

*I want to be a doctor!  
I want to be a singer!  
I want to be a rock star!  
I want to be a farmer!  
I want to be a dentist!  
I want to be a chef!  
I want to do it all!*

### CHORUS

**5** **Sing again.** Hold up pictures.





**GRAMMAR** TR: B31What **does** your father **do**?

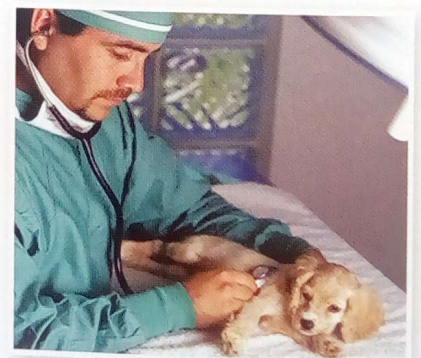
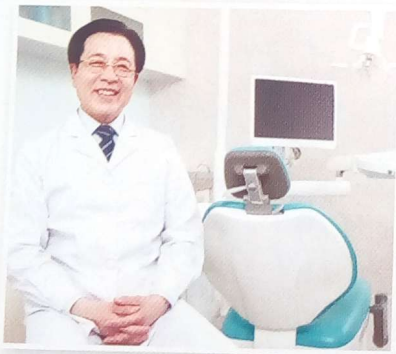
He's a chef.

What **does** your mother **do**?

She's a dentist.

**6 Listen.** Read and match. TR: B32

- |  |                        |
|--|------------------------|
| 1. What does your mother do, Yong Soo? | a. He's a firefighter. |
| 2. What does your aunt do, Lisa?       | b. She's a singer.     |
| 3. What does your father do, Sofia?    | c. She's a scientist.  |
| 4. What does your sister do, Ricardo?  | d. He's a bus driver.  |
| 5. What does your uncle do, Ruby?      | e. She's a nurse.      |

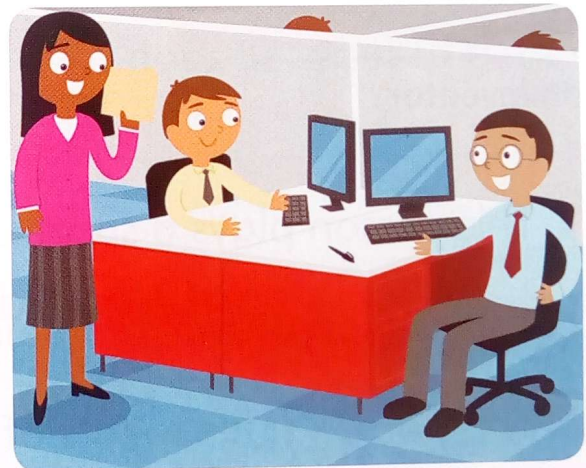
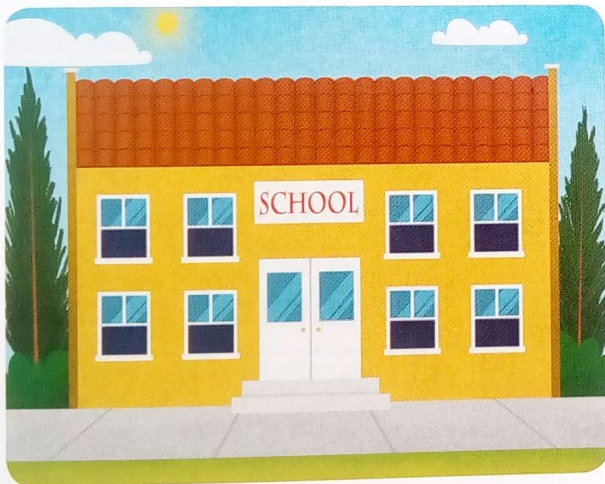
**7 Work with a friend.** Talk about what these people do.



**GRAMMAR** TR: B33

Where **does** your father **work**?  
Where **does** your mother **work**?

He **works** in an office.  
She **works** at home.

**8 Look.** Ask and answer.

Where does your  
mother work?

She works in an office.



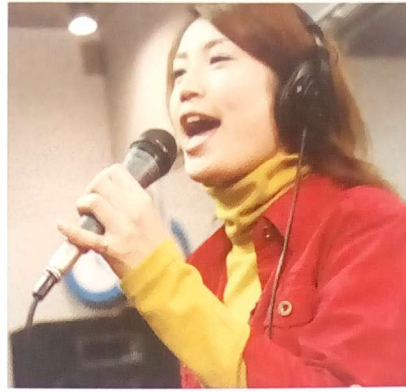


9

Listen and say. Look and write. TR: B34



an inventor



a rock star



a film star



an artist



a football player

1. This person plays a sport. She's a football player.
2. This person draws and paints pictures. \_\_\_\_\_
3. This person sings to lots of people. \_\_\_\_\_
4. This person makes new things. \_\_\_\_\_
5. This person is in films. \_\_\_\_\_

10

Listen and stick. TR: B35

1

2

3

4

5



**GRAMMAR** TR: B36

What **do** you **want to be** one day?

I **want to be** a film star.

What **does** your brother **want to be**?

He **wants to be** a doctor.

**11 Read and write.**

1. She loves animals. What does she want to be?

---

2. She can sing very well. What does she want to be?

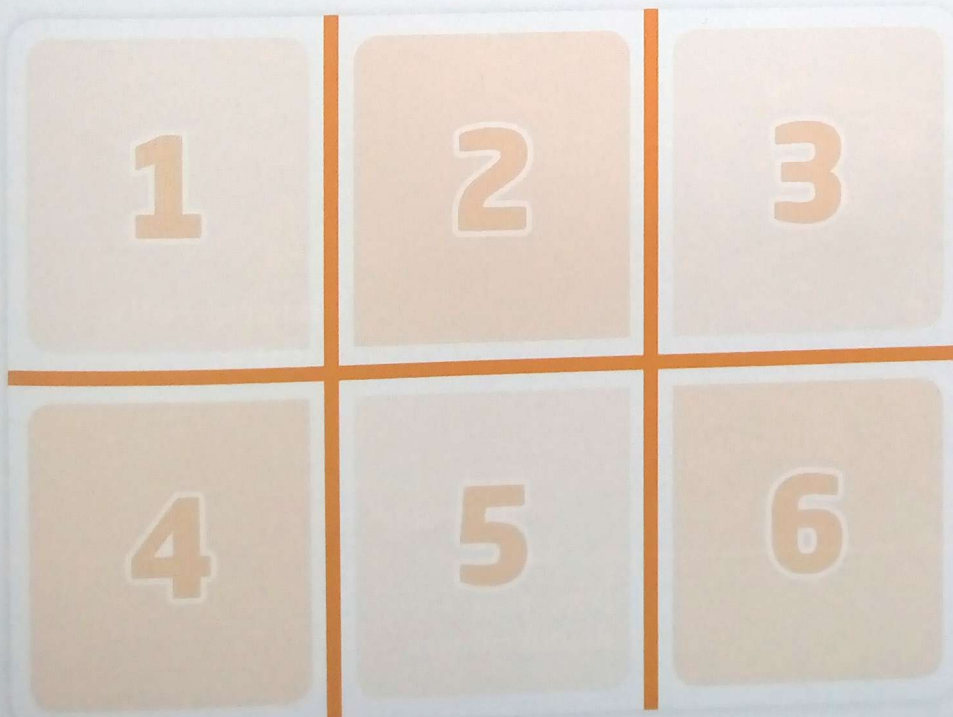
---

3. She likes cooking. What does she want to be?

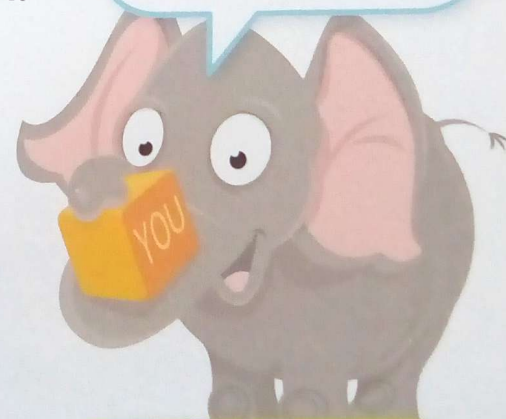
---

4. He loves drawing and painting. What does he want to be?

---

**12 Play a game.** Cut out the cube and the cards on page 171. Play in groups of six.

What do you want to be one day?



I want to be a chef.





# 13 Listen and read. TR: B37

## Wonderful Work

Annie Griffiths is a photographer. It is a wonderful job. It is exciting and it is different every day.

Annie travels all over the world for her work. She takes photographs of people, places and animals. Sometimes, Annie's children go with her. Some photos have Annie's children in them.

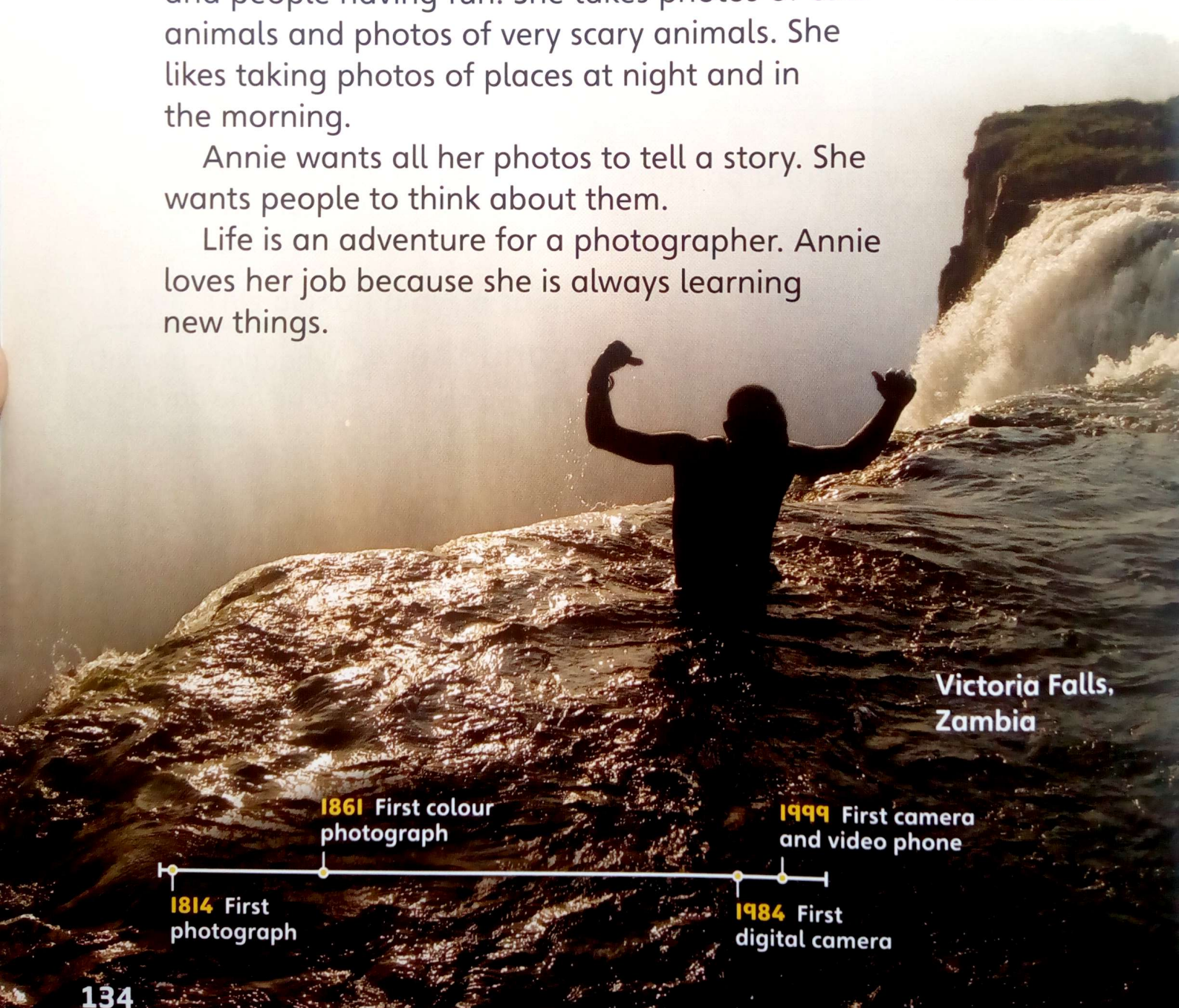
She takes photographs of people at work and people having fun. She takes photos of cute animals and photos of very scary animals. She likes taking photos of places at night and in the morning.

Annie wants all her photos to tell a story. She wants people to think about them.

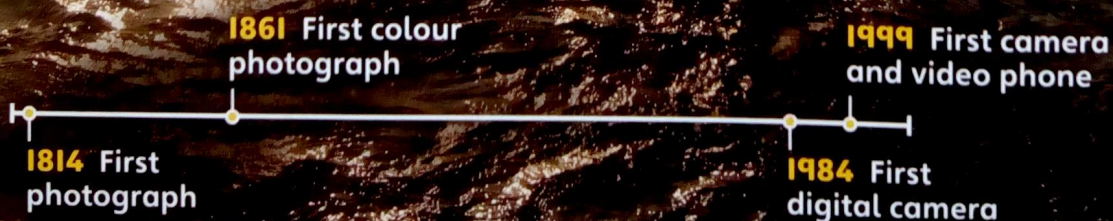
Life is an adventure for a photographer. Annie loves her job because she is always learning new things.



The first photo of a person is from Paris in 1838.



Victoria Falls,  
Zambia



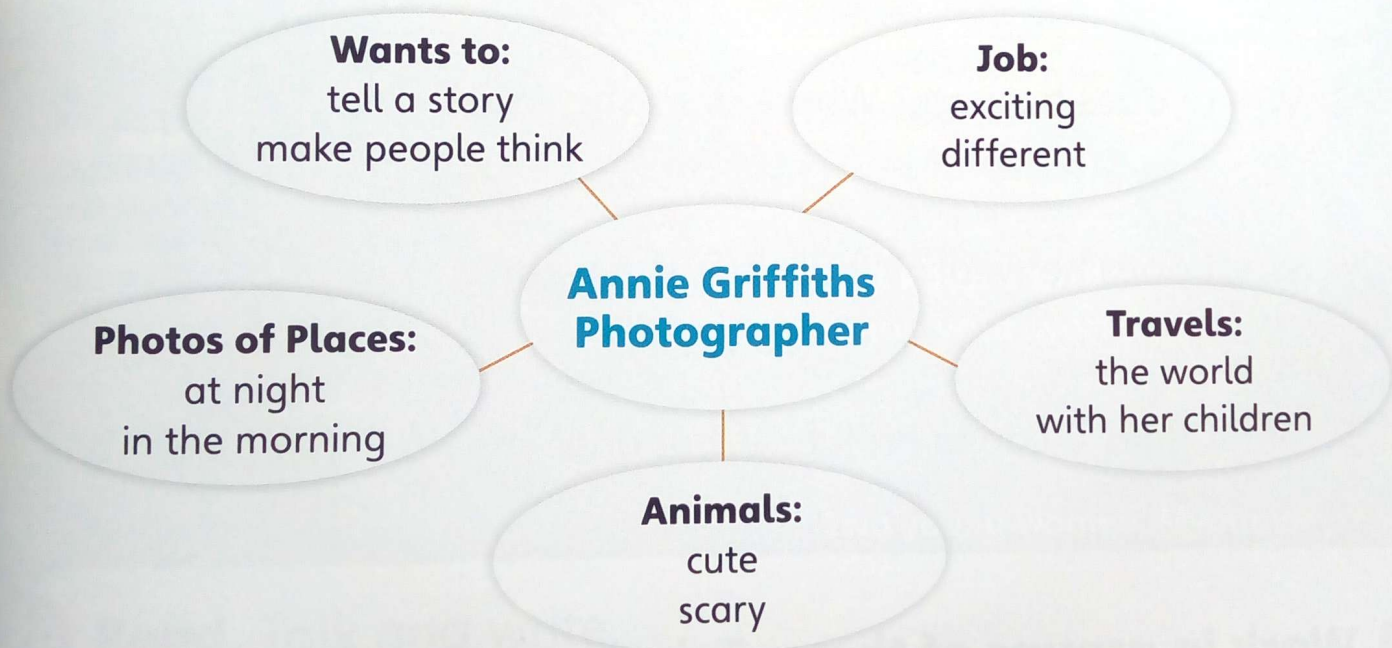


# 14 Read. Choose and write.

animals   bored   flowers   learning   photographer   story   vet

1. Annie is a \_\_\_\_\_.
2. She takes photos of people, places and \_\_\_\_\_.
3. She wants her photos to tell a \_\_\_\_\_.
4. Annie loves her job because she is always \_\_\_\_\_.

# 15 Work with a friend. Look and read. Talk about Annie's work.



# 16 Work with a friend. Talk. Today you are a photographer. What do you want to photograph?

I want to take pictures  
of the mountains.



I want to take a  
picture of my family.





This is my Aunt Lily. She is a nurse. She loves her job. She works in a big hospital. At work, she wears a blue and white uniform and black shoes. My aunt likes helping people. In her job at the hospital, she helps sick people every day.



**17 Write.** Write about a person you know. Write about his or her job.

1. Who is the person? \_\_\_\_\_

2. What is his job? What is her job?

\_\_\_\_\_

3. Where does he work? Where does she work?

\_\_\_\_\_

4. What does he wear? What does she wear?

\_\_\_\_\_

5. What does he do in his job? What does she do in her job?

\_\_\_\_\_

**18 Work in groups of three.** Take turns. Read your writing to your group. Listen. Complete the table.

Name	Person	Job



 NATIONAL GEOGRAPHIC

# Our World

## Work hard.

19 Look and read.



Work hard and  
enjoy your work.

Two young women, Myanmar

20 Read. Talk and write.

How do you work hard?

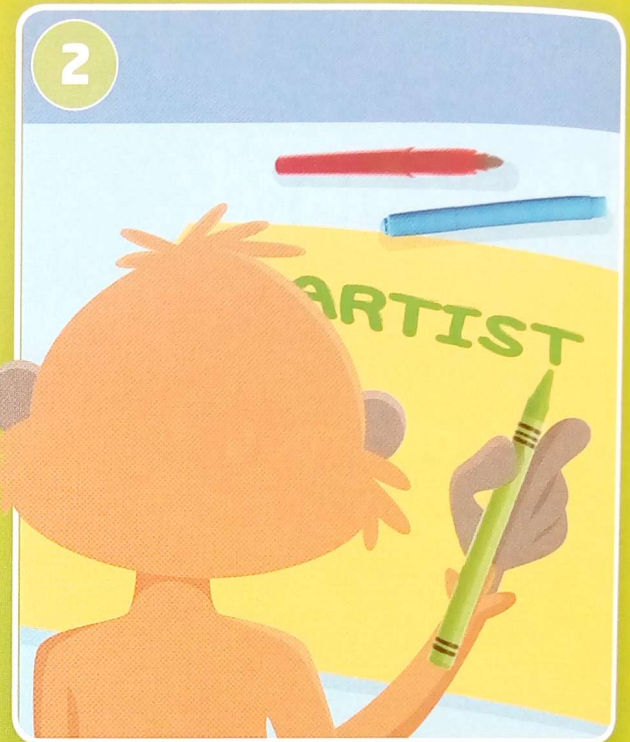
I always do my homework.



**21** Make a poster about your favourite job and someone who does that job.



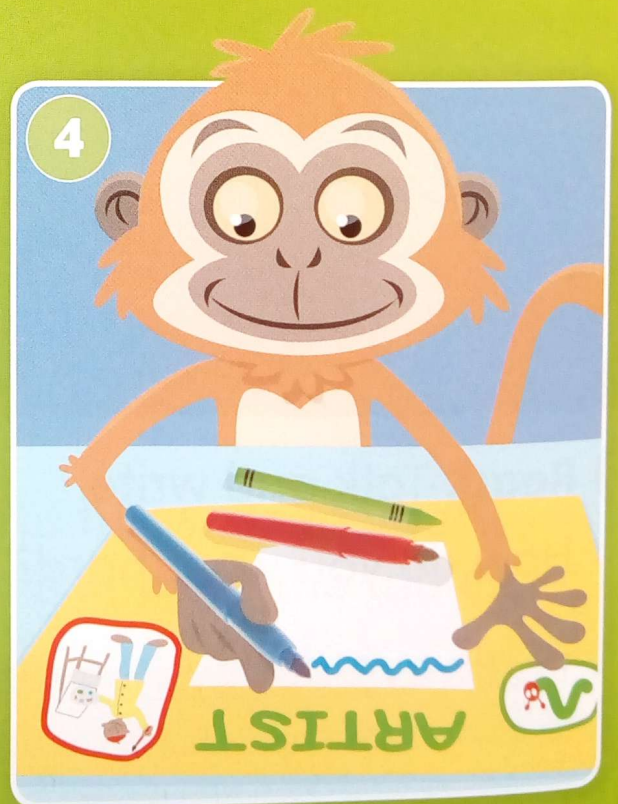
Do research.



Choose a job.



Draw and glue pictures.



Write about the job.



He is my favourite artist and my favourite writer, too!

# ARTIST



I want to be an artist.  
I love doing art at school.  
It's fun!

My favourite artist is  
Eric Carle. He makes  
children's books. He draws,  
he cuts paper and he glues it.  
His pictures are great!

Pedro



## Now I can ...

- ☐ talk about jobs.
- ☐ talk about where people work.
- ☐ say what I want to be.



# Let's Eat!

In this unit, I will ...

- talk about foods.
- say what I like eating.
- ask politely for things.

## Look and tick.

This animal is

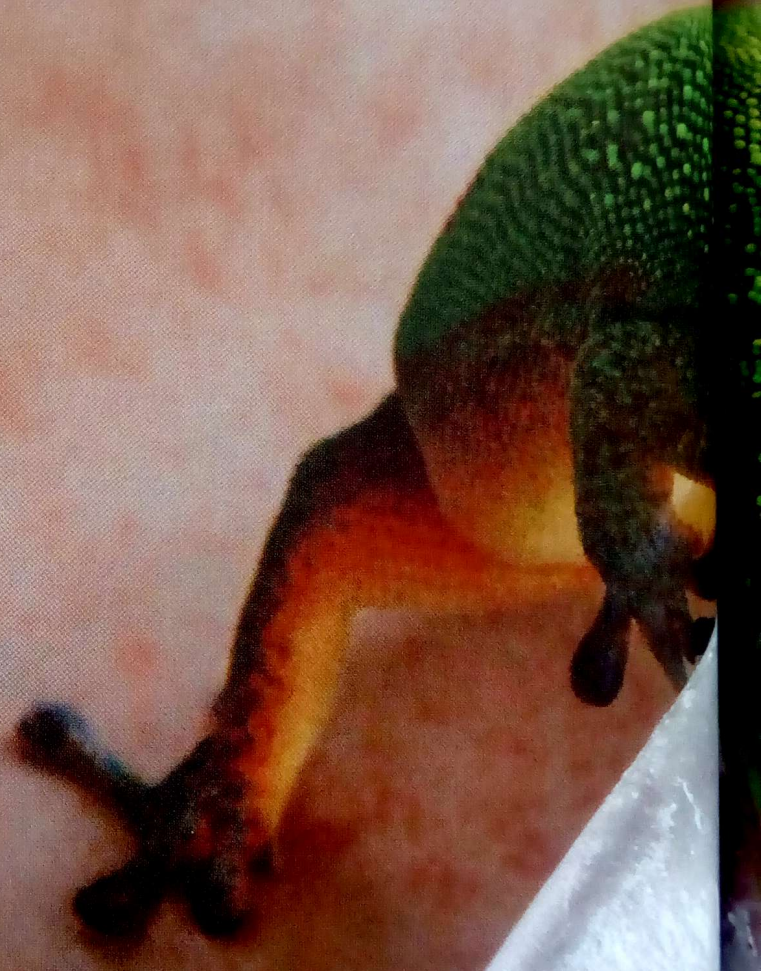
- ☐ small.
- ☐ big.

Its eyes are

- ☐ black.
- ☐ yellow.

It's

- ☐ eating.
- ☐ drinking.



Gecko, Hawaii







**1** Listen and say. TR: B38

**2** Listen, point and say. TR: B39



tomatoes



burgers



bread



noodles



potatoes





mangoes



ice cream



carrots



pasta



beans



peppers



meat

3

### Work with a friend.

Point. Ask and answer.

Do you like carrots  
and mangoes?

I like carrots, but I  
don't like mangoes.

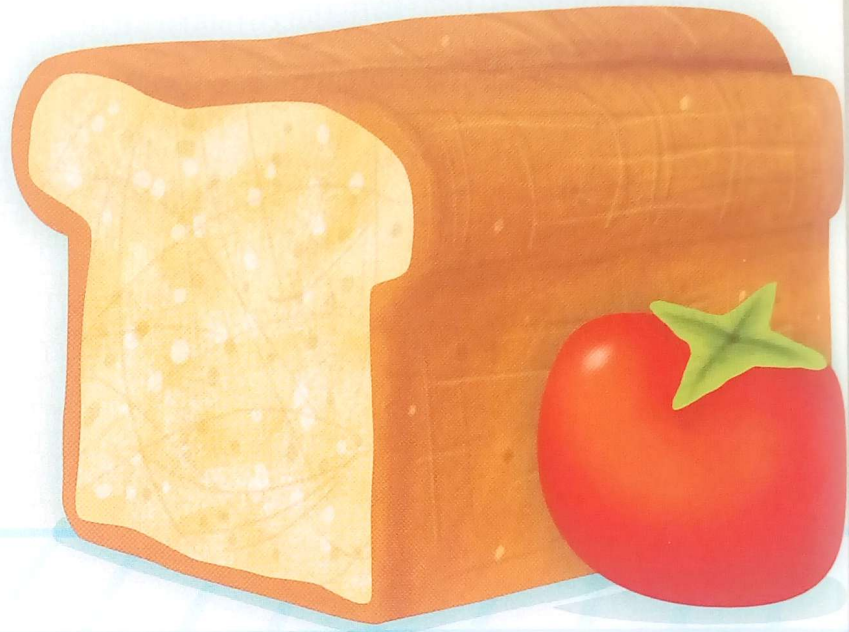




**4 Listen.** Read and sing. **TR: B40**

# Let's Eat!

*Let's eat!  
Do you like chicken?  
Let's eat!  
Do you like bread?  
Let's eat!  
Are there any carrots?  
Let's eat!*



*Are there any mangoes?  
Is there any cheese?  
Is there any yoghurt?  
May I have some, please?*

*Yes, there are mangoes.  
Yes, there is some cheese.  
There isn't any yoghurt.  
Come and eat with me.*

**CHORUS**



Is there any pasta?  
Are there any beans?  
Is there any meat?  
May I have some, please?

Yes, there is some pasta.  
Yes, there are beans.  
There isn't any meat.  
Please come and eat  
with me.

### CHORUS



I like chicken,  
and you like beans.  
Let's make a soup!

### CHORUS

Let's eat!

- 5 Work in a group.** Take turns.  
Play the food chain game.



Let's eat bread!



Let's eat bread  
and mangoes!



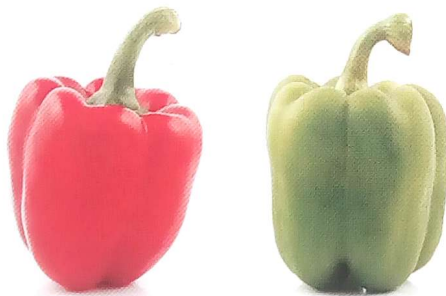


**GRAMMAR** TR: B41Are there **any** tomatoes?No, there aren't **any** tomatoes.Are there **any** potatoes?

Yes, there are.

Is there **any** bread?No, there isn't **any** bread.Is there **any** milk?

Yes, there is.

**6 Look and listen.** Tick the food you need to buy. TR: B42



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



Is there any milk?

No, there isn't any milk.

Are there any burgers?

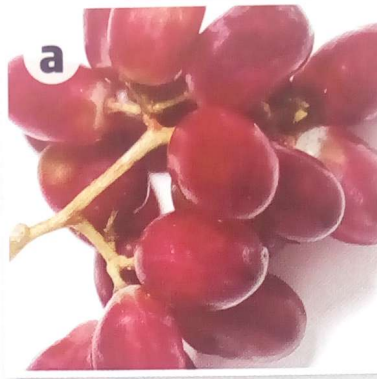
Yes, there are.



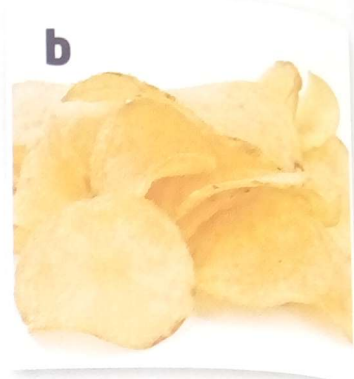




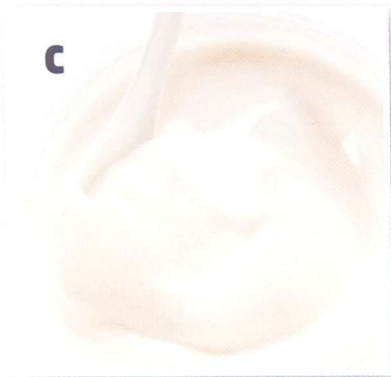
snacks



grapes



crisps



yoghurt



nuts



cheese

1. I eat crisps after school. \_\_\_\_\_

4. I don't like nuts. \_\_\_\_\_

2. My favourite snack is cheese. \_\_\_\_\_

5. Red grapes  
are delicious! \_\_\_\_\_

3. I like yoghurt for breakfast. \_\_\_\_\_

9 **Work with a friend.**  
Talk. Guess and stick.

This is a boy.

No, he isn't.

Is he eating grapes?

Is he eating nuts?

Yes, he is!

1

2

3

4

5



**GRAMMAR** TR: B44**May** I have some crisps, please?

Not now. Dinner is at 7.00.

**May** we have some pasta, please?

Yes, of course!

**10 Look.** Write questions.


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**11 Play a game.** Cut out the gameboard and the pictures on page 173. Glue. Play with a friend.

B2. May I have some crisps, please?

Sorry. I haven't got any crisps. Cl. May I have some lemonade, please?

Yes, here you are.





## 12 Listen and read. TR: B45

# Super Snacks

People all over the world eat snacks. Fruit, crisps, nuts and sweets are popular. True, but what other kinds of snacks are out there? What other snacks do people enjoy?

Do you like fried butter or garlic ice cream? And what about ice cream with fish? You can eat these snacks in some parts of North America.

In some countries in Latin America, some people eat insects like ants, termites and grasshoppers. Roasted ants or grasshoppers make a delicious, crunchy snack.

And in some parts of Asia, some people like eating fried silkworms, water bugs and scorpions on sticks. They make a tasty snack, too.

Insects can also be a sweet snack. In Australia, people like eating honey ants. Their big stomachs are full of sweet juice. In other places, colourful lollipops with insects are popular. How about a sweet cricket, worm or scorpion lollipop?

The world is full of new and interesting food to try. It's snack time!



Cats can't taste sweet food.

## 13 Tick T for True or F for False.

1. Insects are popular snacks all over the world.
2. In Australia, honey ants are a popular snack.
3. In some places, you can get lollipops with insects inside them.

☐ T ☐ F

☐ T ☐ F

☐ T ☐ F





## 14 Read and write.

### Super Snacks

garlic  
ice  
cream

ants and  
grasshoppers



honey ants

North  
America

Asia

other  
places

## 15 Read and write.

1. What snacks are popular around the world?

2. What do some people in some countries in Latin America like eating?

3. Where can you eat scorpion snacks?

4. What sweet snack do some people in Australia like eating?

## 16 Work with a friend. Name as many super snacks as you can.



## My favourite snacks

www.frenglish.ru



I eat my snack at home after school. There are lots of snacks I like. Sometimes I eat fruit, nuts, yoghurt or cheese. At other times, I like eating crisps. And other times, I have a big mug of hot chocolate with biscuits or bread and butter. But my favourite snack is a lettuce, mayonnaise and peanut butter sandwich. Try it! It's delicious!

**17 Write.** Write about your favourite snacks.

1. When do you have a snack?


2. What are your favourite snacks?

3. How does your favourite snack taste?

**18 Work in groups of three.** Take turns. Read your writing to your group. Listen. Complete the table.

Name	Snacks




 NATIONAL GEOGRAPHIC

# Our World

Eat good food.

19 Look and read.

Eat fruit and vegetables.  
Have good snacks. Drink  
water every day.



Koala

20 Read. Talk and write.

What good things do you eat and drink?

I eat vegetables.

I drink \_\_\_\_\_



## 21 Make a class snack. Follow this recipe.



Bring fruit and yoghurt to class.



Cut the fruit.

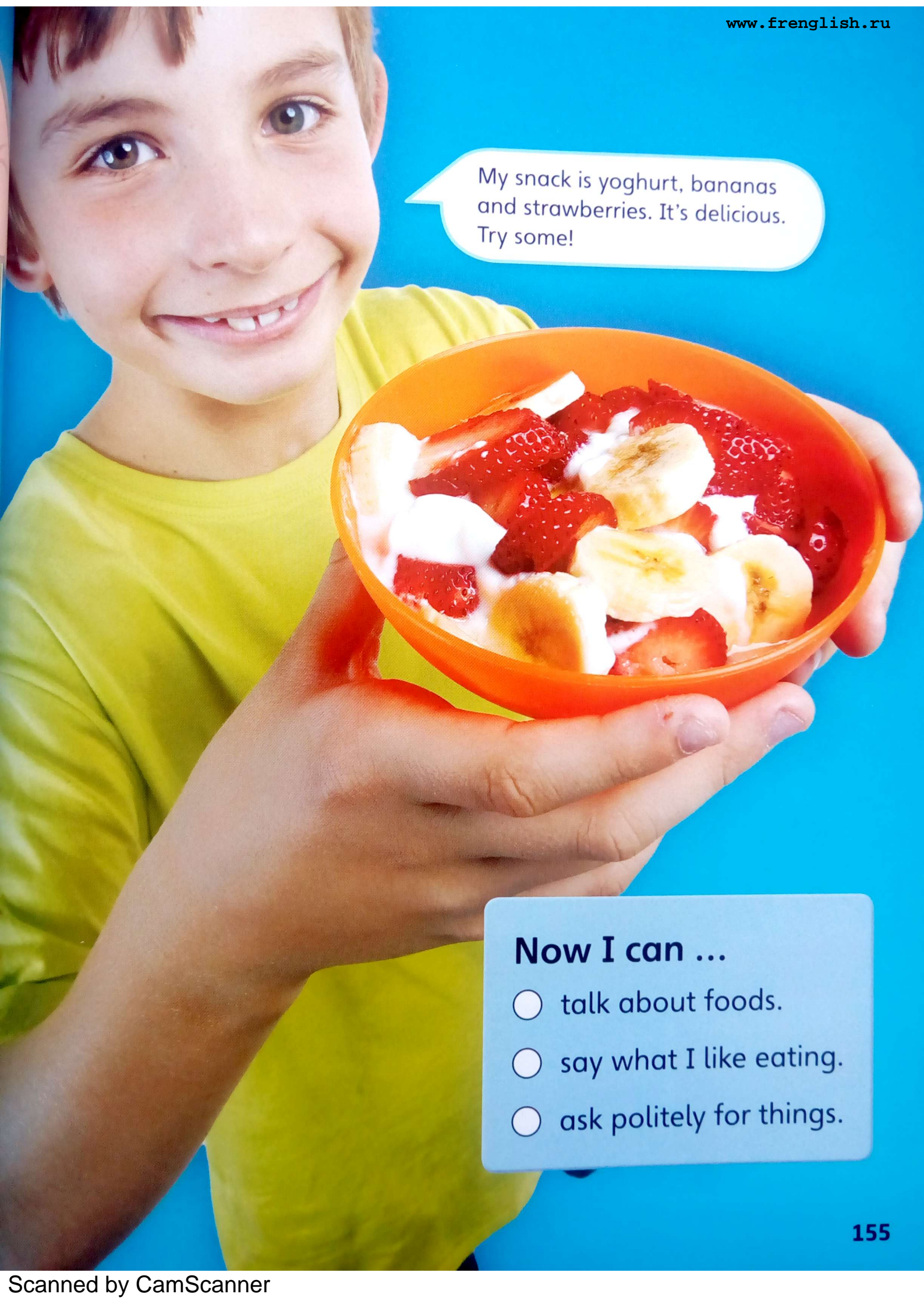


Put the yoghurt and fruit in a bowl.



Mix together.





My snack is yoghurt, bananas and strawberries. It's delicious. Try some!

**Now I can ...**

- ☐ talk about foods.
- ☐ say what I like eating.
- ☐ ask politely for things.



# Review

Start



Walk like a penguin.



Name four foods beginning with p.







You hide  
from a  
snake.  
Miss a turn.



**Finish**

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

Are there any tomatoes?

No, there aren't.





# OUR WORLD

TR: B46

This is our world.  
Everybody's got a song to sing.  
Each boy and girl.  
This is our world!

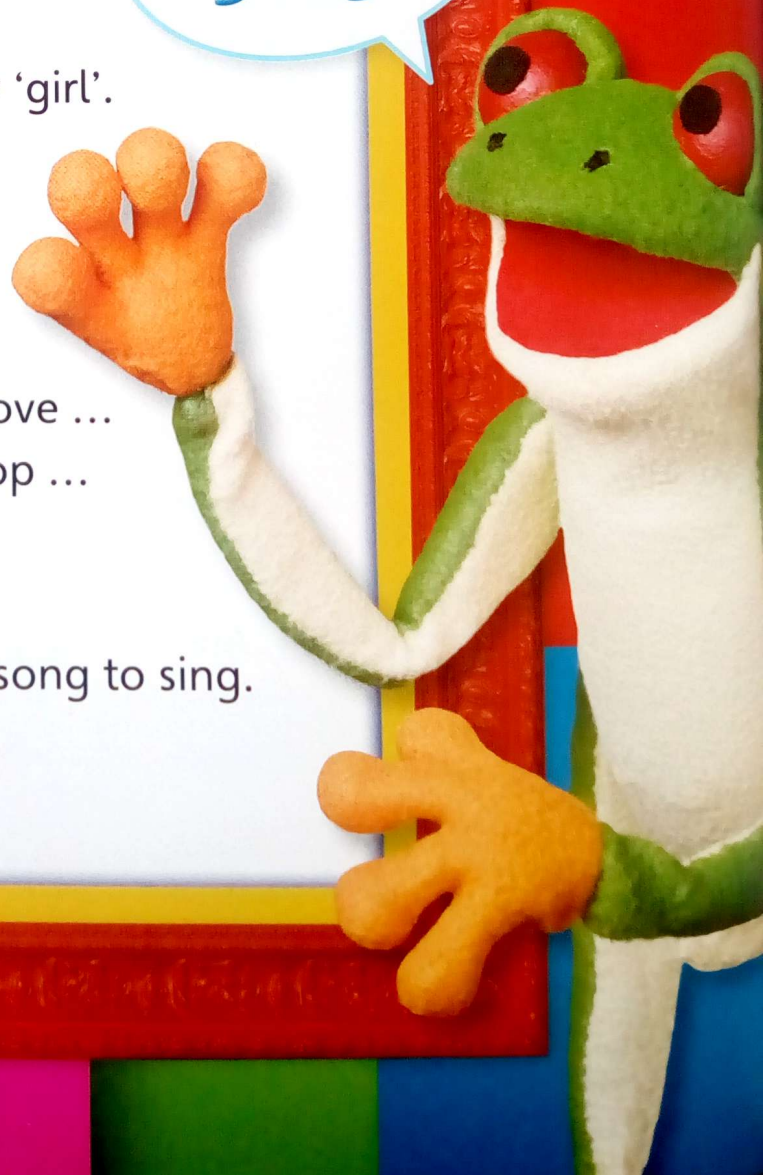
I say 'our', you say 'world'.  
Our!  
World!  
Our!  
World!

I say 'boy', you say 'girl'.  
Boy!  
Girl!  
Boy!  
Girl!

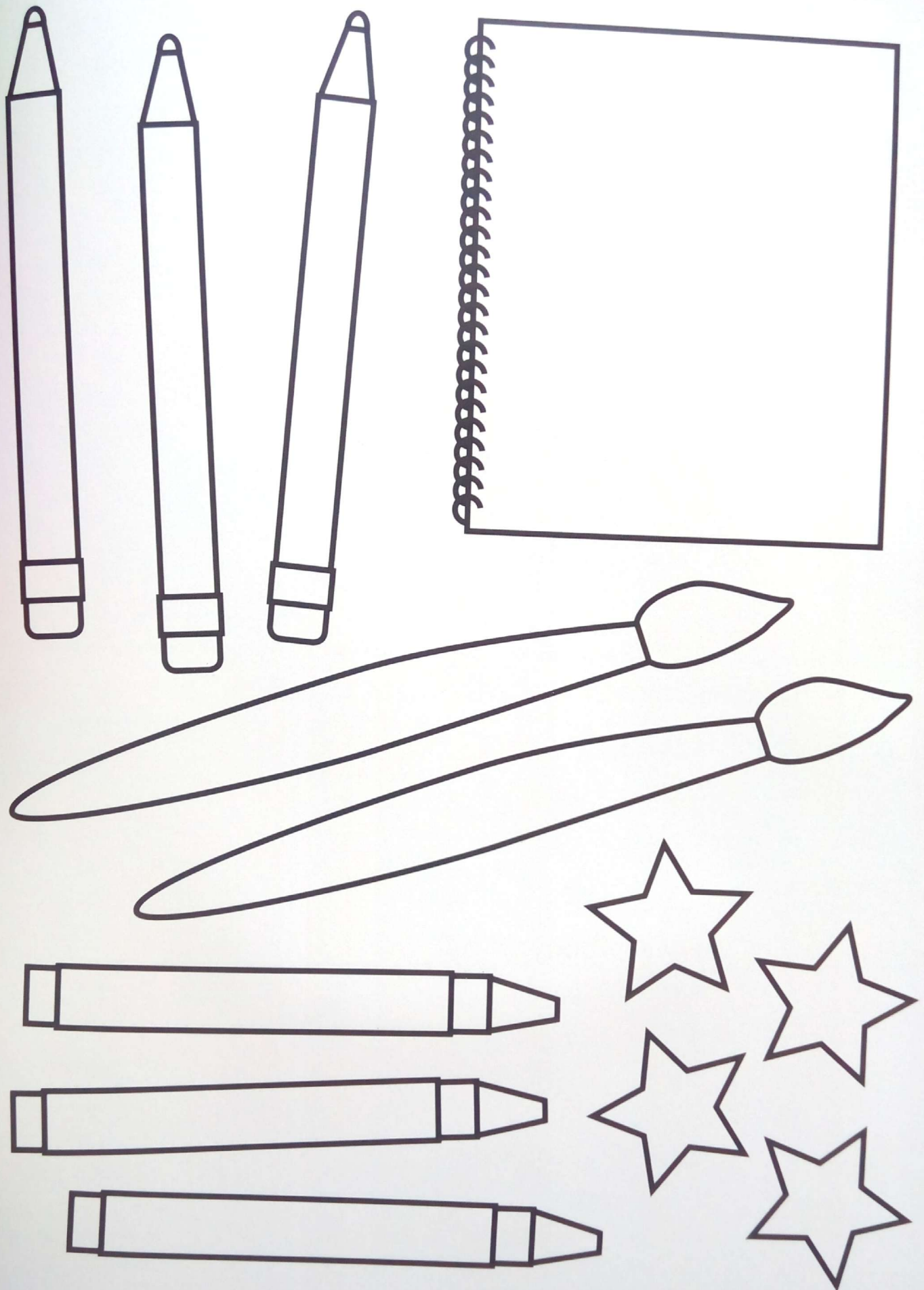
I say everybody move ...  
I say everybody stop ...  
Everybody stop!

This is our world.  
Everybody's got a song to sing.  
Each boy and girl.  
This is our world!

Let's  
sing!



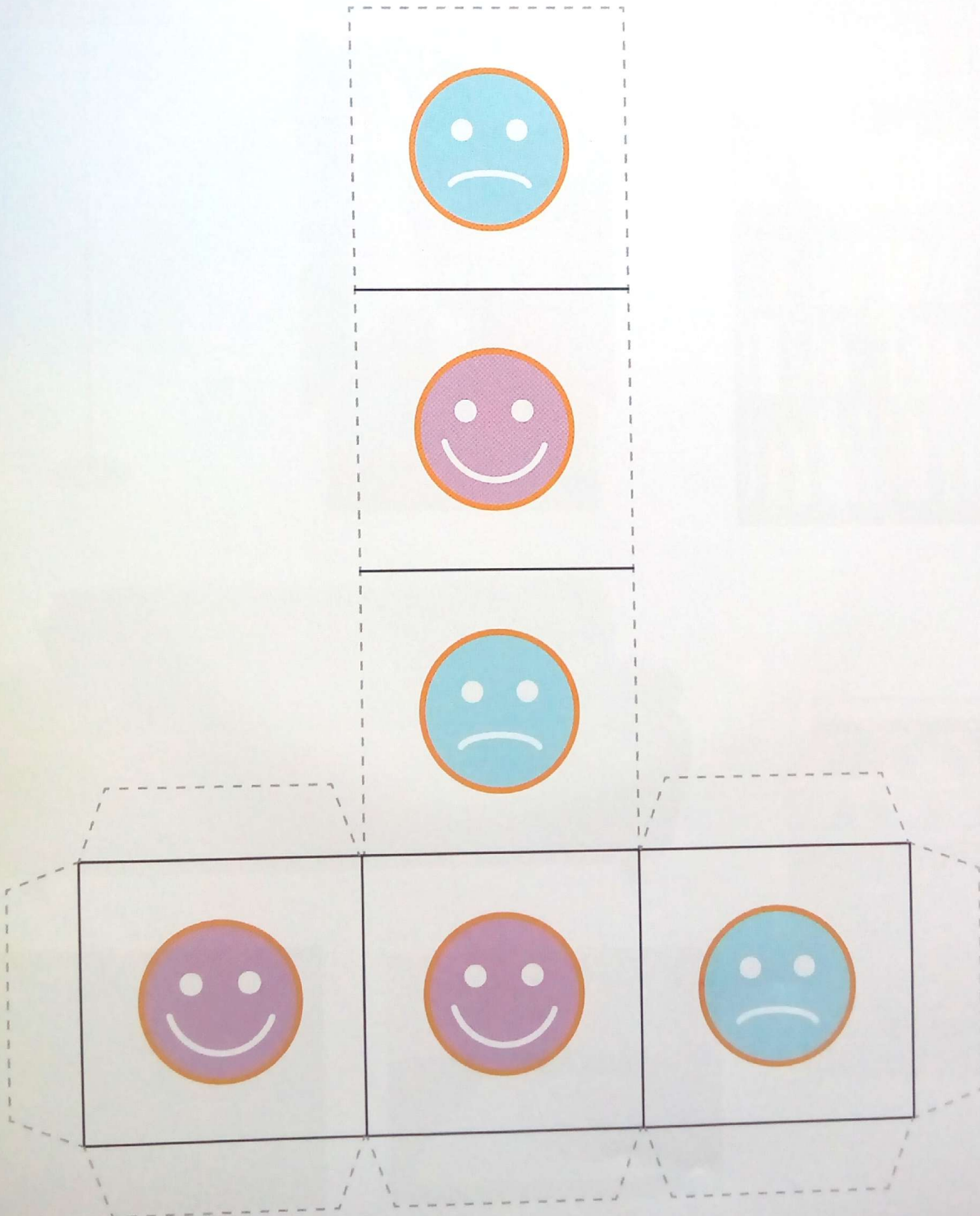




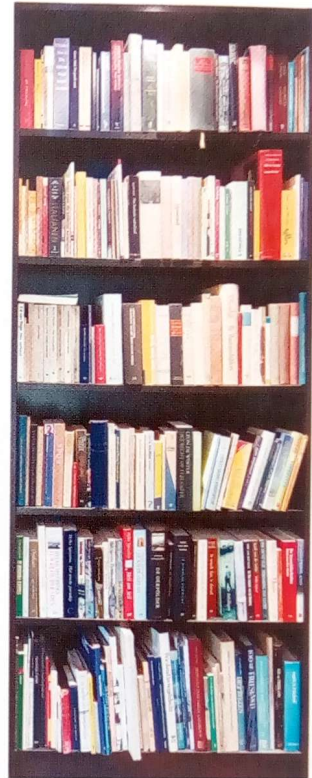




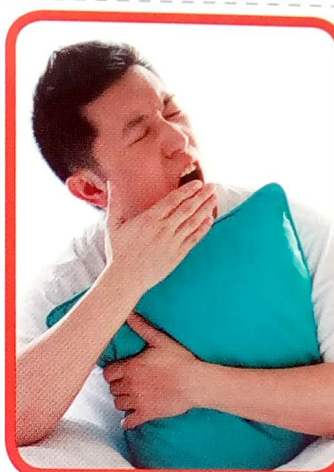
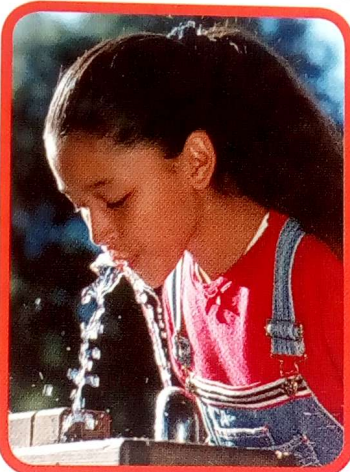












happy

worried

scared

laughing

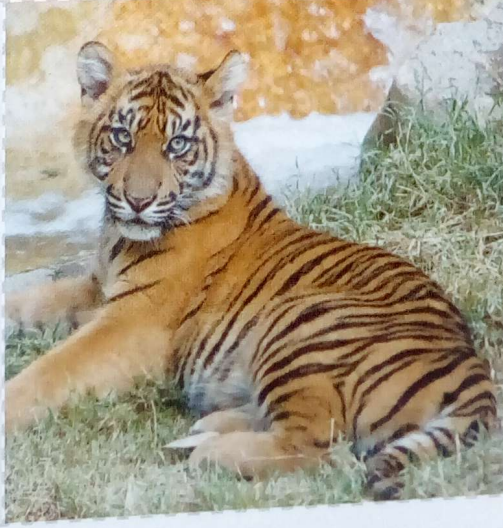
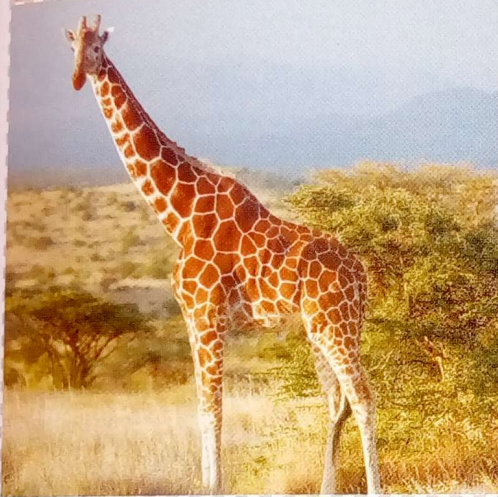
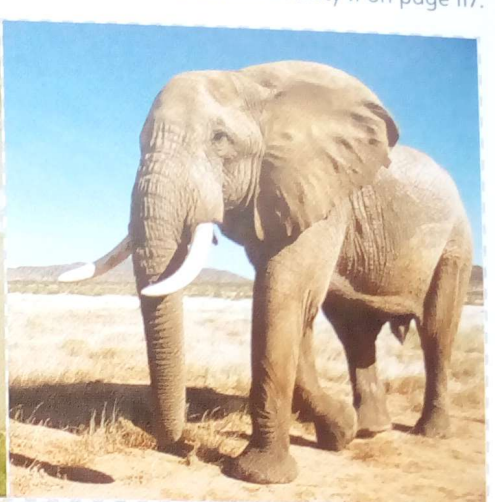
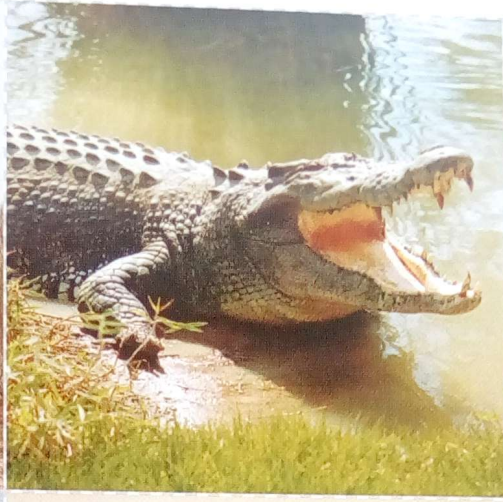
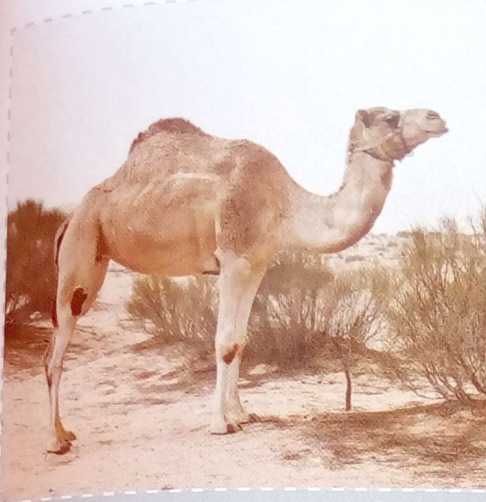
excited

thirsty

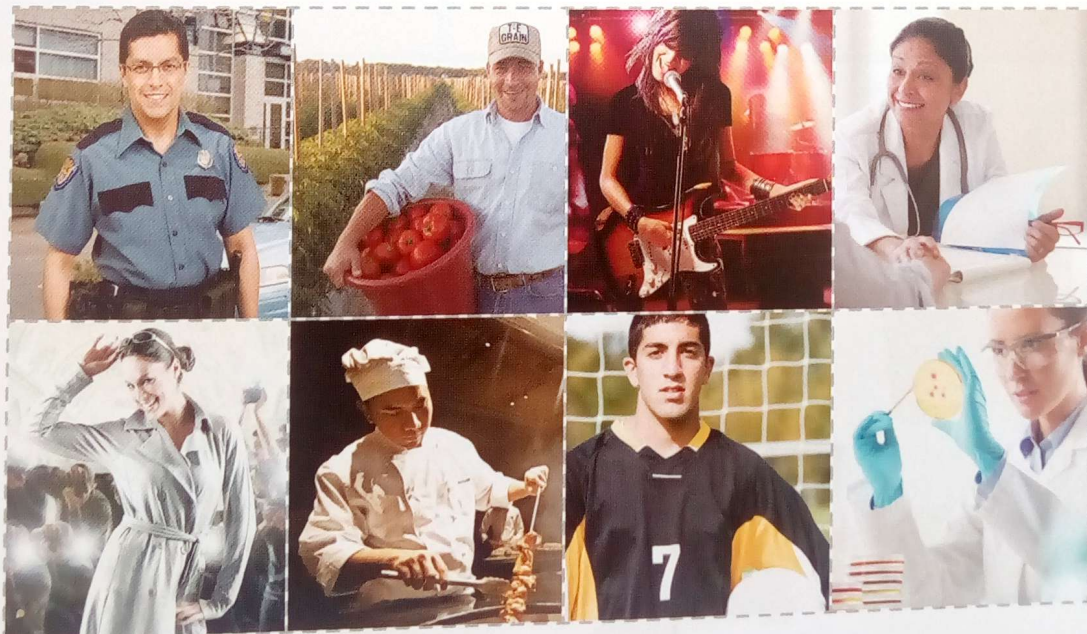
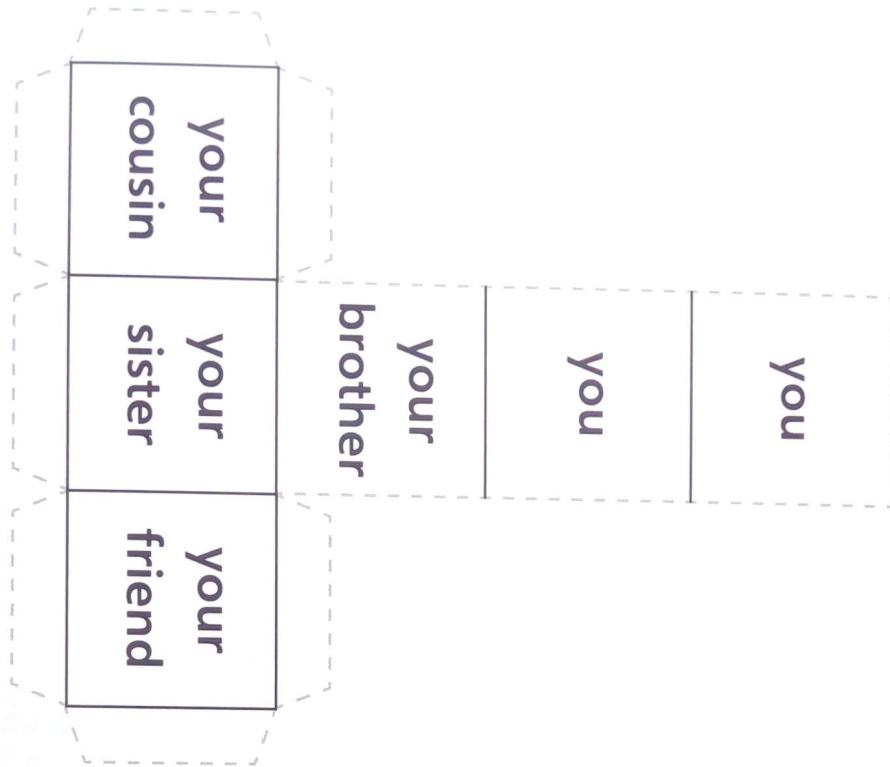
yawning

hungry











	a	b	c
1			
2			
3			

