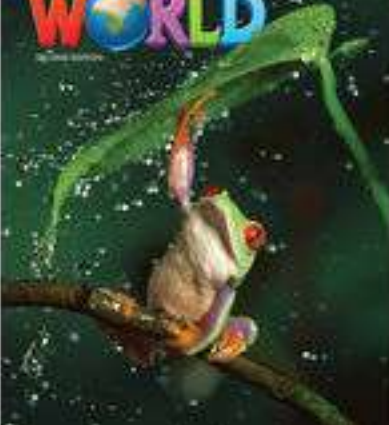


NATIONAL GEOGRAPHIC  
MAGAZINE

# OUR WORLD

1

THE JUNGLE CONNECTION



									
<b>UNIT 0</b> Welcome to <i>Our World!</i> p. 4	<b>1</b> My School p. 10	<b>2</b> My World p. 26	<b>3</b> My Family p. 42	<b>4</b> My House p. 62	<b>5</b> Cool Clothes p. 78	<b>6</b> My Toys p. 94	<b>7</b> My Body p. 114	<b>8</b> I Like Food p. 130	<b>9</b> Animal Friends p. 146
<b>CONTENT AREA CONNECTION</b>	Social and Instructional Language, Language and Literature	Language and Literature, Social Studies	Language and Literature, Social Studies	Social and Instructional Language, Language and Literature	Language and Literature, Social Studies	Social and Instructional Language, Language and Literature	Health and Physical Education, Social Studies	Health and Physical Education, Social Studies	Social Studies
<b>GOALS</b> SC: 1	<ul style="list-style-type: none"> <li>name things in the classroom</li> <li>talk about things in the classroom</li> <li>say the colour and number of things</li> </ul>	<ul style="list-style-type: none"> <li>name things in nature</li> <li>talk about natural things</li> <li>ask where things are</li> </ul>	<ul style="list-style-type: none"> <li>name family members</li> <li>talk about family members</li> <li>use numbers to talk about my family</li> </ul>	<ul style="list-style-type: none"> <li>talk about things in a house</li> <li>say where things are</li> <li>talk about actions</li> </ul>	<ul style="list-style-type: none"> <li>talk about clothes</li> <li>talk about the colours of clothes</li> <li>say what people are wearing</li> </ul>	<ul style="list-style-type: none"> <li>talk about toys</li> <li>talk about things people want</li> <li>talk about owning things</li> </ul>	<ul style="list-style-type: none"> <li>name parts of the body</li> <li>talk about parts of the body</li> <li>talk about things we can do</li> </ul>	<ul style="list-style-type: none"> <li>name food</li> <li>talk about things we like and don't like to eat</li> <li>talk about your favourite food</li> </ul>	<ul style="list-style-type: none"> <li>name animals</li> <li>talk about what animals can do</li> <li>talk about what we want to do</li> </ul>
<b>VOCABULARY 1 &amp; 2</b> SC: 2-3	<i>board, classroom, clock, computer, crayon, map, paper, pen, pencil, table</i> <i>book, chair, desk, picture, rubber</i> <b>Strategy:</b> Alphabetical order	<i>bird, butterfly, grass, mountain, river, rock, sea, sky, sun, tree</i> <i>bush, cloud, flower, moon, star</i> <b>Strategy:</b> Ending -s	<i>baby, brother, father, grandfather, grandmother, mother, my family, parents, photo, sister</i> <b>Strategy:</b> Compound words <i>big, old, short, small, tall, young</i> <b>Strategy:</b> Antonyms	<i>bathroom, bed, bedroom, dining room, kitchen, lamp, living room, mirror, sofa, TV</i> <b>Strategy:</b> Classifying and categorising <i>cleaning, cooking, eating, having a bath, sleeping, watching TV</i> <b>Strategy:</b> Base words and the suffix -ing	<i>dress, gloves, hat, jacket, shirt, shoes, skirt, socks, trousers, T-shirt</i> <i>brown, pink, purple, shelf, wardrobe</i> <b>Strategy:</b> Using a dictionary	<i>ball, bike, car, drum, game, kite, lorry, puppet, top, train</i> <i>board game, doll, puzzle, robot, teddy bear</i> <b>Strategy:</b> Compound words	<i>arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose</i> <i>jump, long, run, strong, walk</i> <b>Strategy:</b> Using a dictionary	<i>apple, banana, biscuit, chicken, egg, fish, orange, pizza, rice, salad, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> <b>Strategy:</b> Multiple-meaning words	<i>cat, chicken, cow, dog, donkey, duck, frog, goat, horse, rabbit, sheep, turtle</i> <i>climb, crawl, fly, see, swim</i> <b>Strategy:</b> Using a dictionary
<b>GRAMMAR 1 &amp; 2</b> SC: 6-7	<b>Yes/No questions with <i>it's</i> What and How many</b>	<b><i>to be: is, are</i> Where and in or on</b>	<b><i>to have</i> He/She and questions with <i>who</i></b>	<b>Yes/No questions with <i>Is there ...?</i> Present continuous: <i>He/She is + verb + -ing</i></b>	<b>Present continuous: <i>am / are / is + verb + -ing</i> Questions with <i>that</i> and <i>those</i></b>	<b>Present simple of <i>want: I/you/he, she</i> Questions with <i>this</i> and <i>these</i></b>	<b>Possessive adjectives Ability with <i>can</i></b>	<b><i>like</i> with countable and uncountable nouns Indefinite articles: <i>a, an</i></b>	<b>Present continuous: <i>they are + verb + -ing</i> <i>want + infinitive</i></b>
<b>READING</b>	Drawing and Writing <b>Strategy:</b> Compare and contrast	Rainbows <b>Strategy:</b> Use visuals to support comprehension	Families Are Different <b>Strategy:</b> Make connections to personal experience	Houses Are Different <b>Strategy:</b> Make connections to personal experience	Clothes Are Fun! <b>Strategy:</b> Compare and contrast	We ♥ Teddy Bears (We Love Teddy Bears) <b>Strategy:</b> Visualise	Sculptures Are Fun <b>Strategy:</b> Identify main idea and details	Fun Food <b>Strategy:</b> Summarise	Animal Babies <b>Strategy:</b> Scan text for information
<b>WRITING</b>	<b>Make a name badge.</b> Focus: Using capital letters, introducing themselves	<b>Write and colour about nature.</b> Focus: Writing short sentences with <i>is</i> and <i>are</i>	<b>Draw and write about your family.</b> Focus: Writing about families	<b>Draw and write about your bedroom.</b> Focus: Writing about bedrooms	<b>Write about clothes.</b> Focus: Writing about clothes	<b>Draw and write about your favourite toy.</b> Focus: Writing about favourite toys; using full stops at the end of sentences	<b>Draw and write about a costume.</b> Focus: Writing about a costume	<b>Draw and write about your favourite food.</b> Focus: Writing about favourite foods	<b>Draw and write about your favourite animal.</b> Focus: Writing about favourite animals
<b>VALUE</b>	<b>Work hard at school.</b>	<b>Enjoy nature.</b>	<b>Love your family.</b>	<b>Be tidy.</b>	<b>Look after your clothes.</b>	<b>Share your toys.</b>	<b>Keep clean.</b>	<b>Eat good food.</b>	<b>Be kind to animals.</b>
<b>PROJECT</b>	Make a counting book.	Make a collage about nature.	Make a family photo poster.	Make a plan of rooms in a house.	Dress a stick puppet.	Make a cup-and-ball toy.	Make a robot.	Make a placemat.	Make a class book about animals.
<b>EXTENDED READING</b>	<b>Cave Paintings</b>	pp. 58-59		<b>A Shape Poem</b>	pp. 110-111		<b>Dog is Lucky!</b>	pp. 162-163	
<b>REVIEW</b>	<b>Units 1-3</b>	pp. 60-61		<b>Units 4-6</b>	pp. 112-113		<b>Units 7-9</b>	pp. 164-165	

ADDITIONAL VIDEO Game: Sc. 5; Review: Sc. 8; Song: Sc. 9; Viewing: Sc. 10; Story Time: Sc. 11; Wrap Up: Sc. 12



# My Body

In this unit, I will . . .

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

**Look and check.**

They are playing

- basketball.
- baseball.
- soccer.



Havana, Cuba



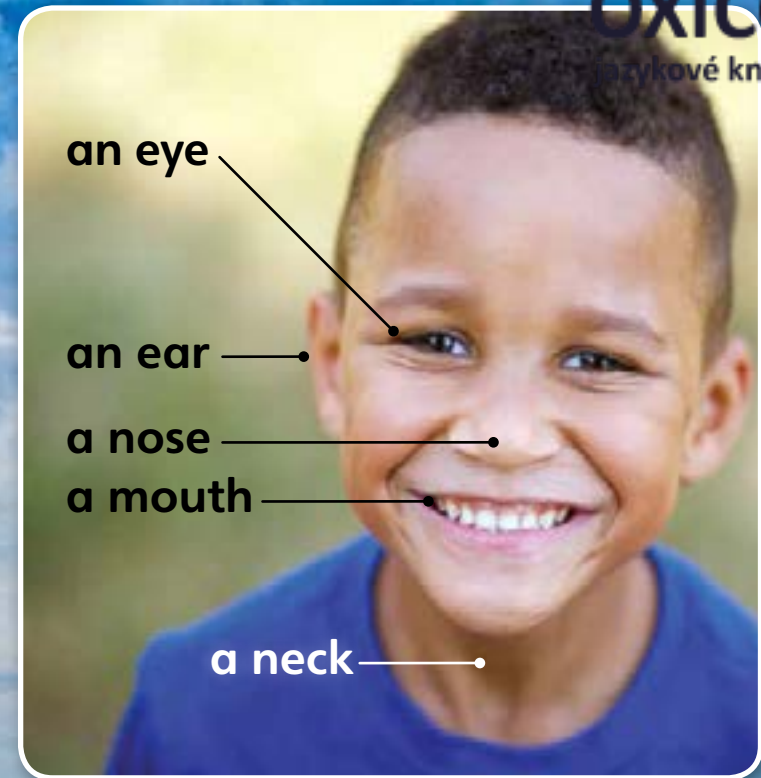
VOCABULARY I

1 Listen and say.

TR: 7.1

2 Listen.

Point and say. TR: 7.2



a foot

a leg

a head

a hand

hair

an arm

feet

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

TR: 7.3

What are these?

They're hands.





## SONG

**1** Listen. Read and sing. **TR: 7.4**

# My Body

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

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

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

### CHORUS

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

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

### CHORUS

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



Yavi Chico, Bolivia

**2** Sing again.  
Hold up pictures.



# GRAMMAR I

## Possessive adjectives TR: 7.5

**My** hair is brown.

**Your** hair is brown.

**His** hair is brown.

**Her** hair is brown.

**My** eyes are brown.

**Your** eyes are brown.

**His** eyes are brown.

**Her** eyes are brown.

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



### 2 Write sentences.

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





## VOCABULARY 2

### 1 Listen and say. TR: 7.7



### 2 Point and say. Work with a partner.

### 3 Say and stick. Work with a partner. TR: 7.8

Number 1. His legs are long.



Yes, they're long. My turn.



1

2

3

4

5

## GRAMMAR 2

### Ability with *can* TR: 7.9

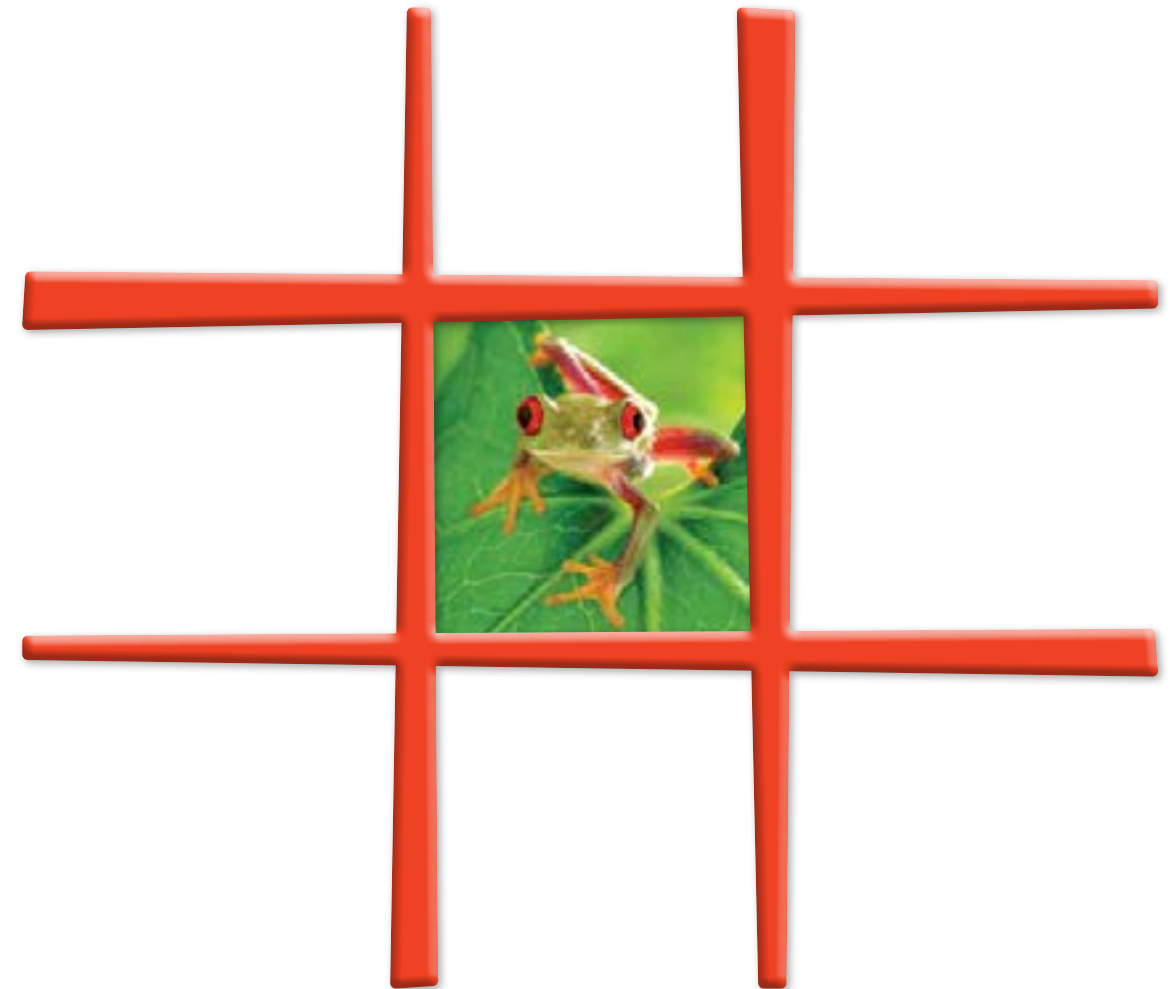
I **can** walk.

**Can** you run?

She **can** jump.

Yes, I **can**. I have strong legs!

### 1 Play a game. Cut out the pictures in the back of the book. Glue. Listen and play. TR: 7.10



### 2 Write. Look at the pictures. Write *yes* or *no*.

1. Can the boy run? \_\_\_\_\_

2. Can the baby jump? \_\_\_\_\_

3. Can the mother cook? \_\_\_\_\_



READING

1 Listen and read. TR: 7.11

# Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man with a hat. His arms and legs are big. His horse's head is small. Look at the balloon dog. Its legs are big. Its ears are long. Artists can make many fun things!

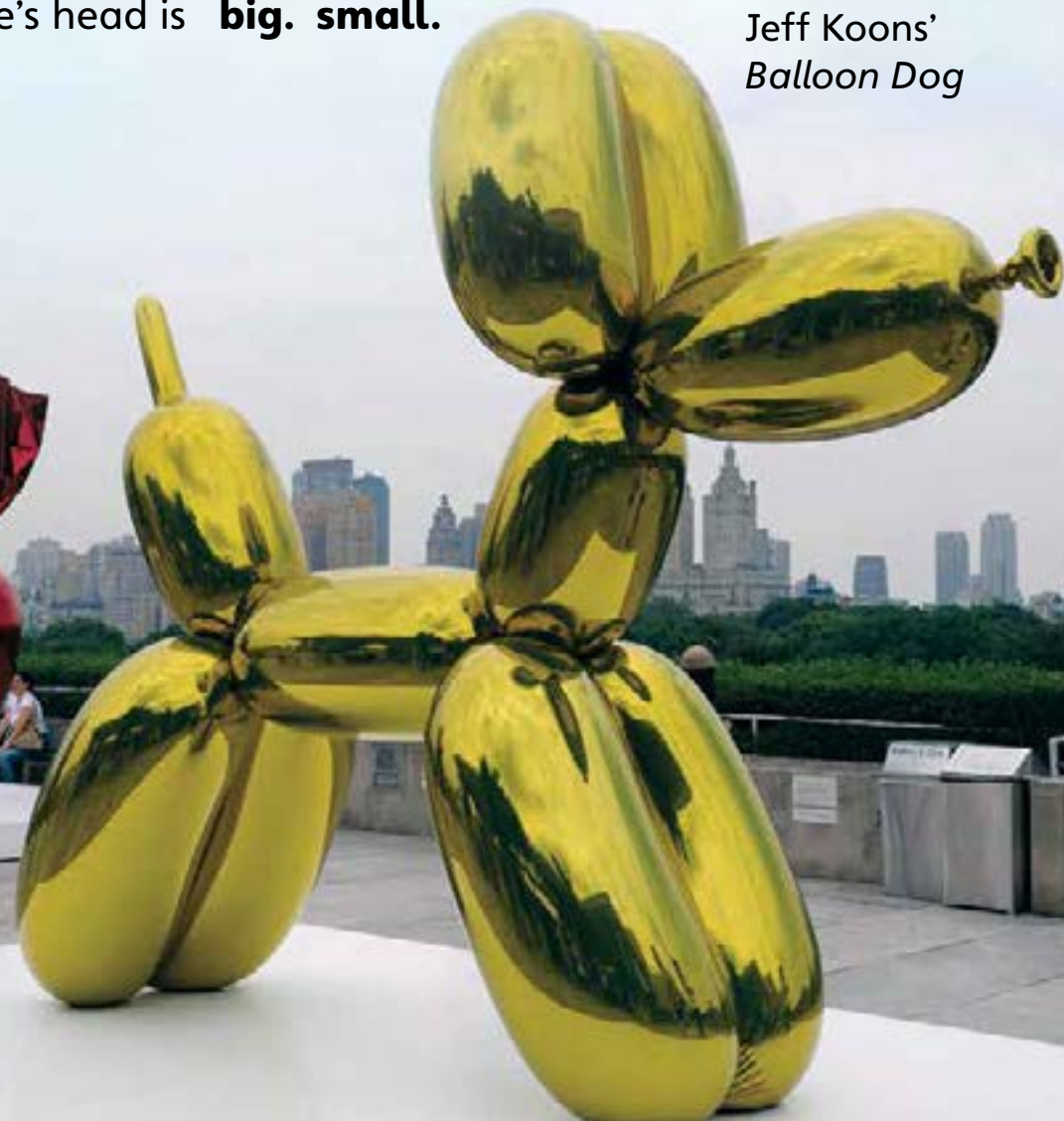


Fernando Botero's *Man on a Horse*

2 Listen and read. Circle. TR: 7.12

1. There is **one two** dog sculptures.
2. The balloon dog's legs are **big. old.**
3. The horse's head is **big. small.**

Jeff Koons' *Balloon Dog*



3 Read and check ✓.

MAN	legs	arms
big	✓	
small		

DOG	legs	ears
big		
long		

4 Look. Circle and write.

1. My robot **doesn't have has** hair.

It **doesn't have has** 1 head.

It **doesn't have has** \_\_\_\_\_ eyes.

2. My robot **doesn't have has** ears.

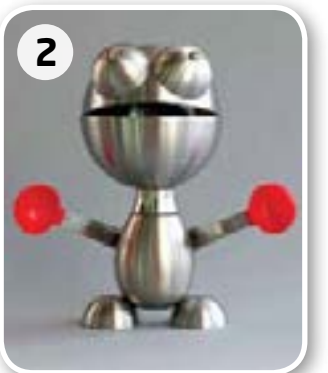
It **doesn't have has** \_\_\_\_\_ big hands.

It **doesn't have has** \_\_\_\_\_ short legs.

3. My robot **doesn't have has** \_\_\_\_\_ eyes.

It **doesn't have has** \_\_\_\_\_ long arms.

It **doesn't have has** \_\_\_\_\_ leg.



5 Ask and answer. Work with a partner. Choose robots. Talk about them. How are your robots the same or different?



## WRITING

### 1 Read.

My name is Antoni. I have two eyes, one nose, and one mouth. I have two arms and two legs. My spider costume has eight eyes and eight legs. I like spiders. I'm a cool spider!



### 2 Write. Draw a costume. Then write about it.

I'm \_\_\_\_\_ . I have \_\_\_\_\_ .

I have \_\_\_\_\_ .

My \_\_\_\_\_ costume has \_\_\_\_\_ .

\_\_\_\_\_ .

### 3 Share. Work in a group. Talk about your picture.

## VALUE

# Be clean.

Wash your hands and body. Brush your teeth.



**Think. Pair. Share.**  
How do you keep clean?



## PROJECT

**Make a robot.** Work with a partner.



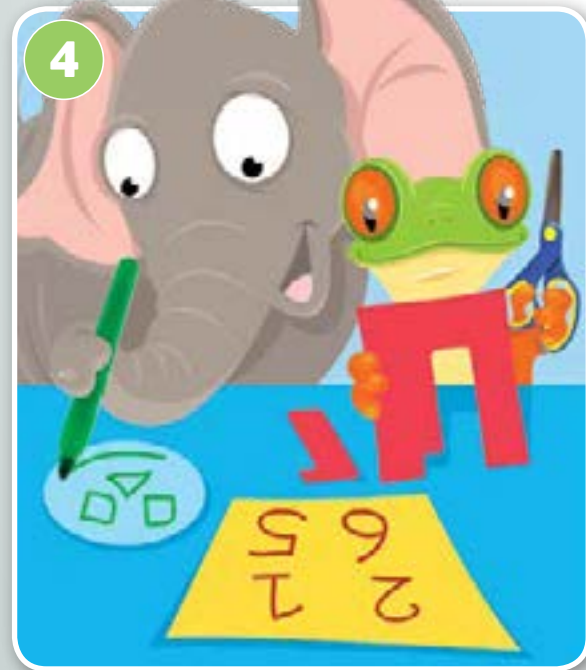
Cut out the body.



Cut out a card.



Write the numbers.



Cut out or draw parts.  
Glue them.

Look! Our robot has two heads and five eyes!



**Now I can . . .**

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.



**1 Listen and read.** TR: 9.15

**Dog is Lucky!**

Bird is flying.

“I want to fly! I want to fly in the sky,” says Dog.

Bird says, “You play all day. Birds can’t play all day!”

Cat is climbing.

“I want to climb. I want to climb a tree,” says Dog.

Cat says, “You play all day. Cats can’t play all day!”

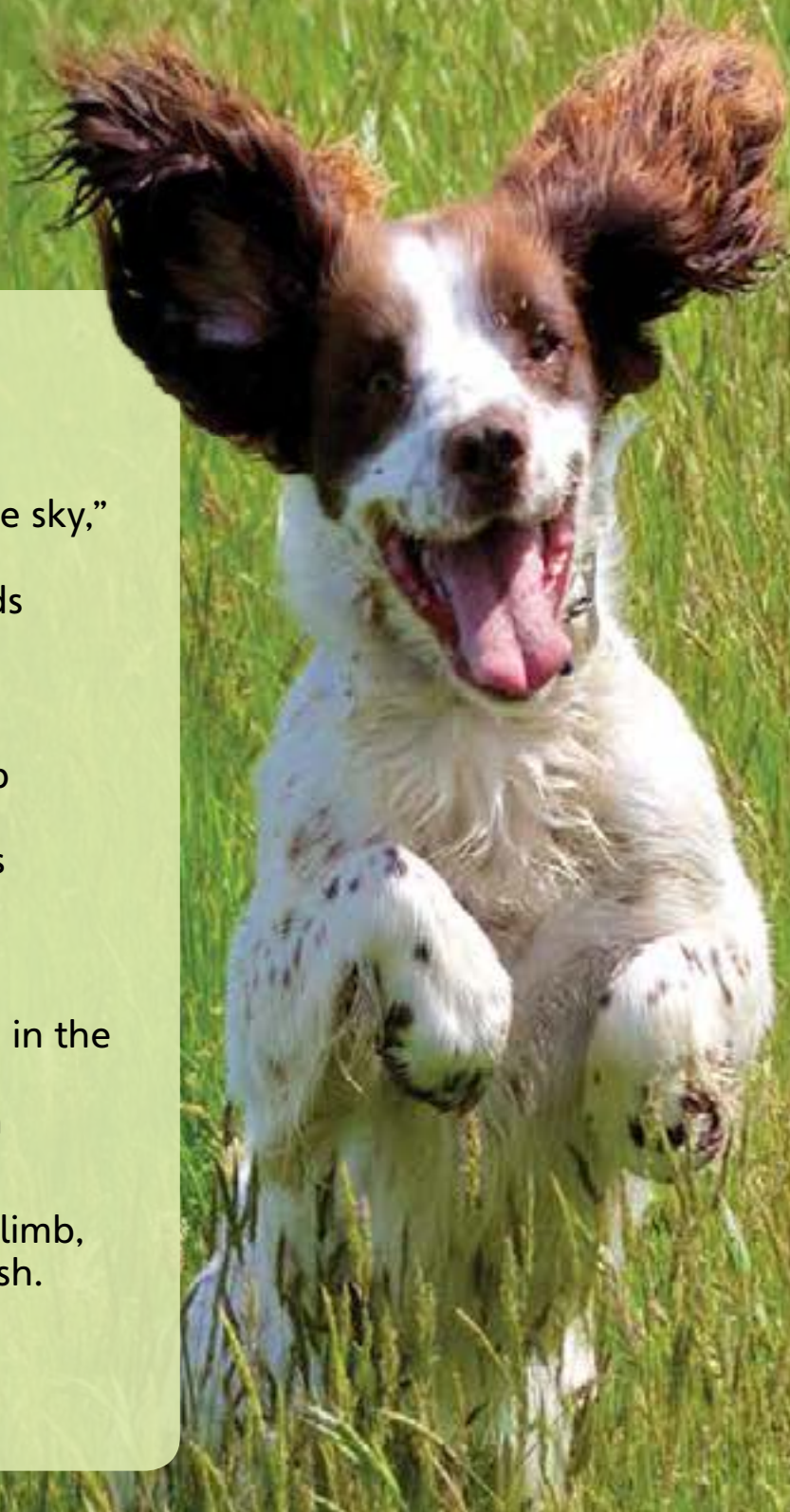
Fish is swimming.

“I want to swim. I want to swim in the water,” says Dog.

Fish says, “You play all day. Fish can’t play all day!”

“We can’t play all day! We fly, climb, and swim.” say Bird, Cat, and Fish.

“Oh,” says Dog. “I am a lucky dog!”



**2 Listen and check.** Write numbers to put the animals in order. TR: 9.16

a. Bird \_\_\_\_\_.

b. Fish \_\_\_\_\_.

c. Cat \_\_\_\_\_.

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

a. What does Dog want to do? Write 2 things.

\_\_\_\_\_

\_\_\_\_\_

b. What does Fish say to Dog?

\_\_\_\_\_

c. Which animal do you think is lucky? Why?

\_\_\_\_\_

**4 Choose an activity.**

a. Add a new animal to the fable.

b. Draw and label your favorite animal.

c. Work with a group of four. Make a paper bag puppet for each of the animals. Act out the fable.