

# 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 tick.

They are playing

- basketball.
- baseball.
- football.

Havana, Cuba

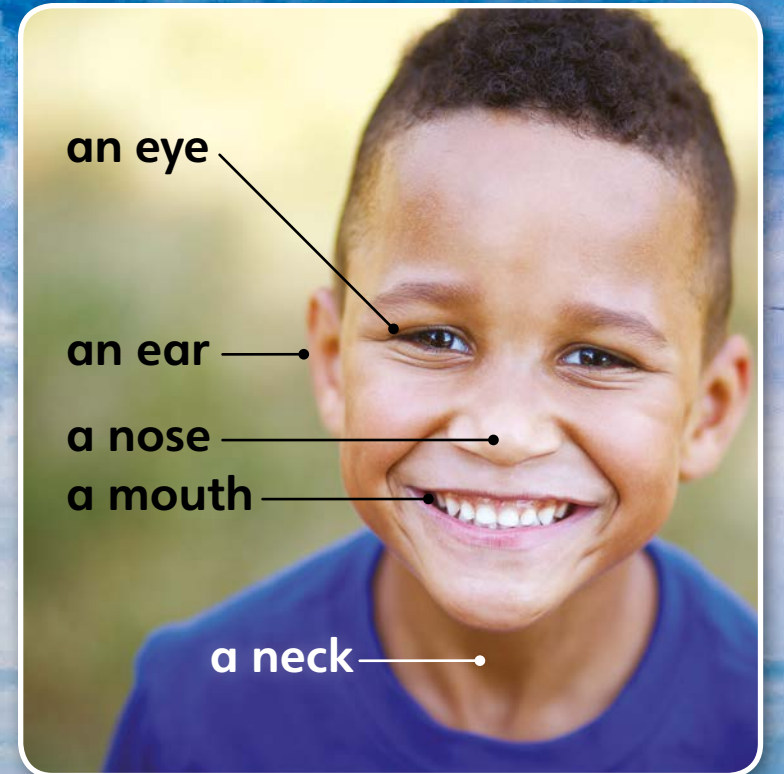
**VOCABULARY I**

**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

### CHORUS

**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



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

Yavi Chico, Argentina

## 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.

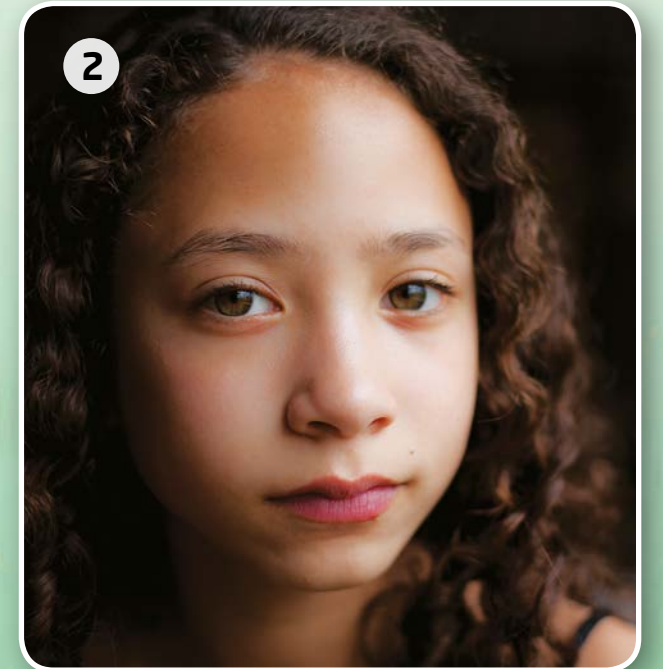
**Her** eyes are brown.

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



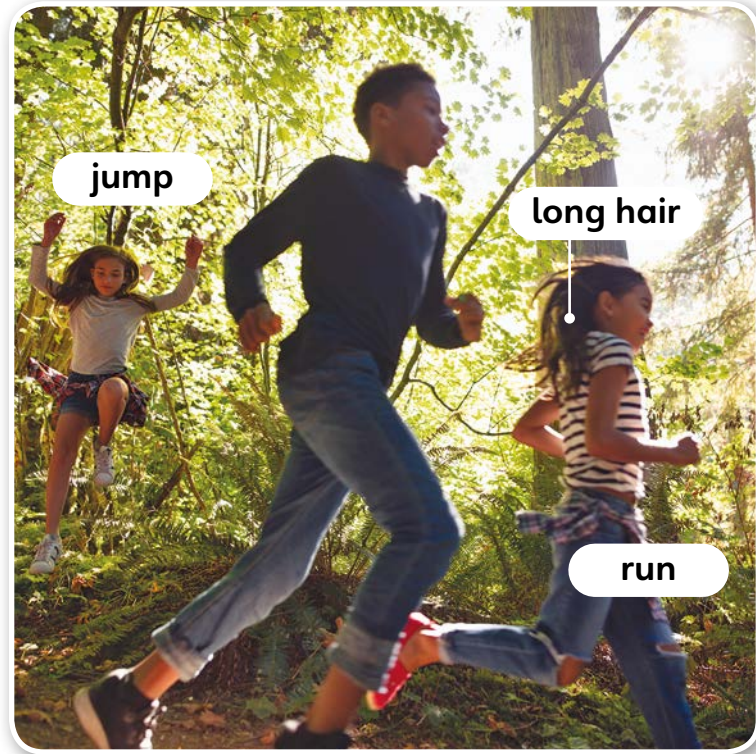
### 2 Write sentences.

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. Her hair is long.



Yes, it's long. My turn.



1

2

3

4

5

## GRAMMAR 2

### Ability with **can** TR: 7.9

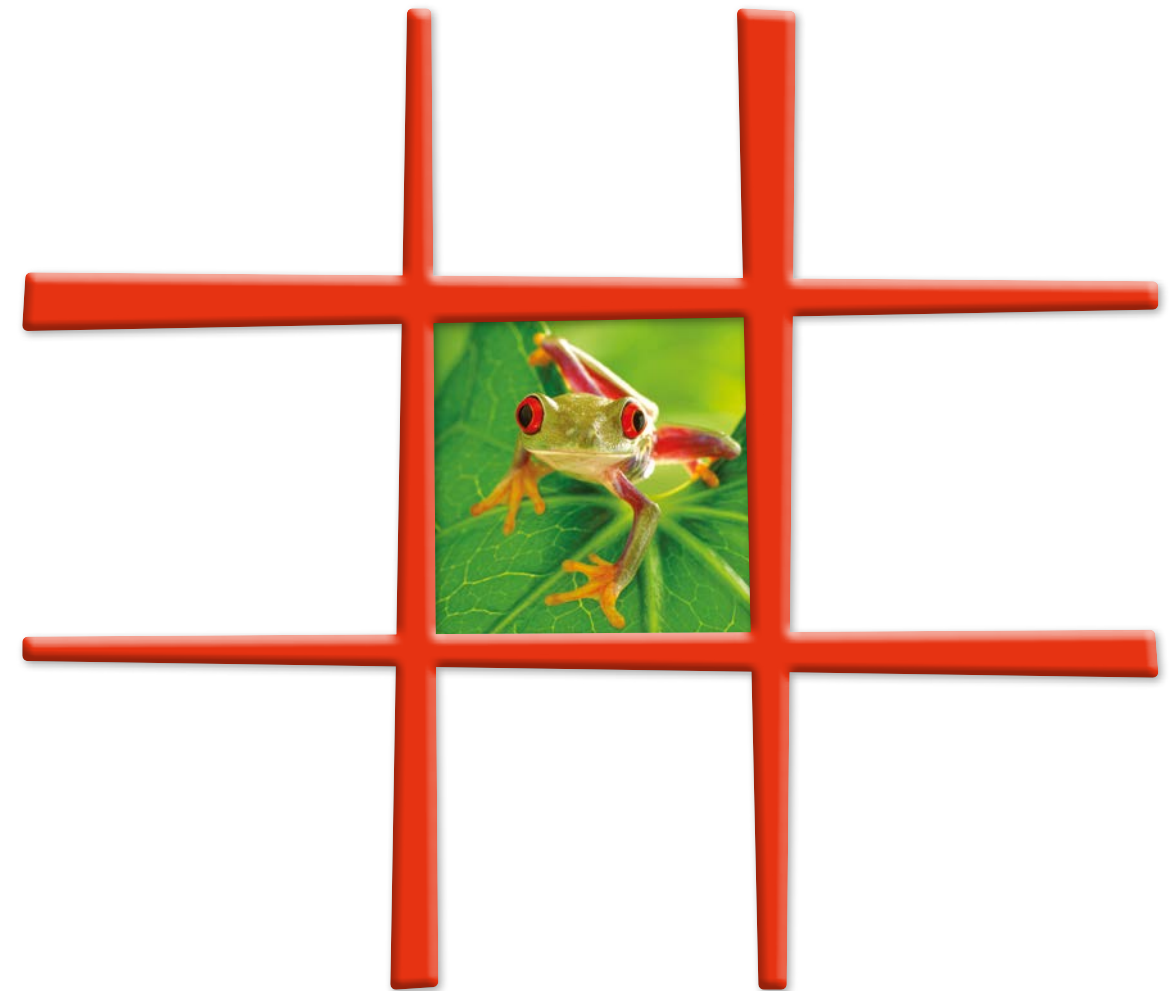
I **can** walk.

**Can** you run?

She **can** jump.

Yes, I **can**. I've got strong legs!

### 1 Play a game. Cut out the pictures at 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

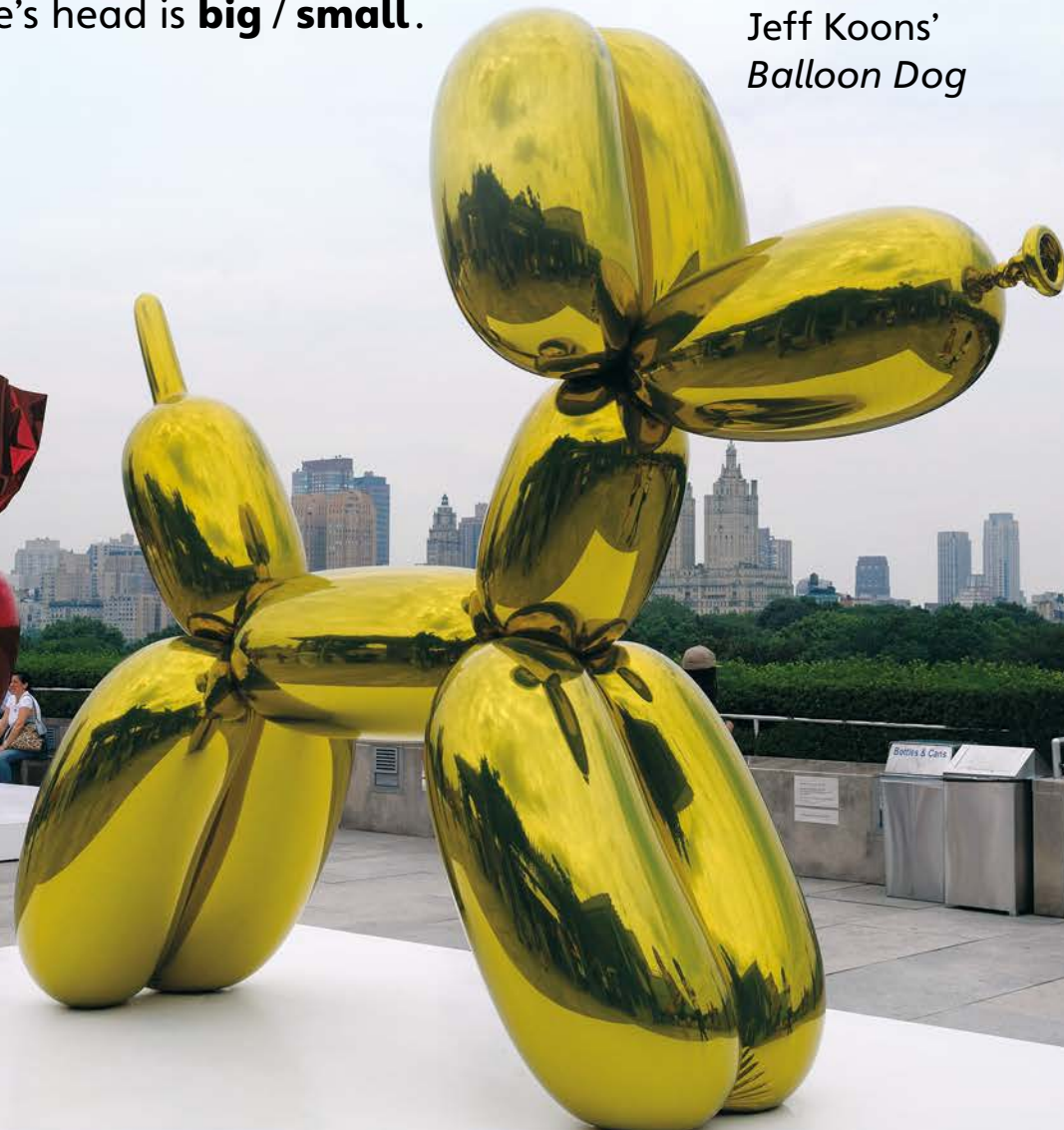
# Sculptures Are FUN

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 lots of fun things!



Fernando Botero's  
*Man on a Horse*

Jeff Koons'  
*Balloon Dog*



### 2 Listen and read. Circle. TR: 7.12

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

### 3 Read and tick.

MAN	legs	arms
big	✓	
small		

DOG	legs	ears
big		
long		

### 4 Look. Circle and write.

1. My robot **hasn't got** / **has got** hair.

It **hasn't got** / **has got** one head.

It **hasn't got** / **has got** \_\_\_\_\_ eyes.

2. My robot **hasn't got** / **has got** ears.

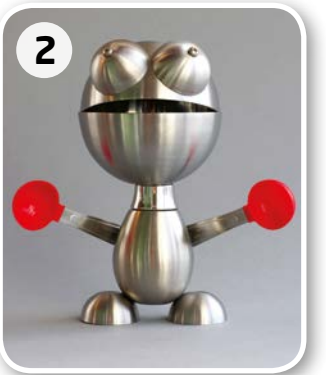
It **hasn't got** / **has got** \_\_\_\_\_ big hands.

It **hasn't got** / **has got** \_\_\_\_\_ short legs.

3. My robot **hasn't got** / **has got** \_\_\_\_\_ eyes.

It **hasn't got** / **has got** \_\_\_\_\_ long arms.

It **hasn't got** / **has got** \_\_\_\_\_ 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've got two eyes, one nose and one mouth. I've got two arms and two legs. My spider costume has got 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've got \_\_\_\_\_ .

I've got \_\_\_\_\_ .

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

\_\_\_\_\_ .

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

## VALUE

# Keep 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 got  
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.



## EXTENDED READING

### 1 Listen and read. TR: 9.16

#### **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. Write numbers to put the animals in order. TR: 9.17

1. Bird \_\_\_\_\_

2. Fish \_\_\_\_\_

3. Cat \_\_\_\_\_

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

1. What does Dog want to do? Write two things.

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2. What does Fish say to Dog?

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

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### 4 Choose an activity.

1. Add a new animal to the story.

2. Draw and label your favourite animal.

3. Work in a group of four. Make a paper bag puppet for each of the animals. Act out the story.