

NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

4

SECOND EDITION



WORKBOOK

OUR WORLD ⁴

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SECOND EDITION • WORKBOOK

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Unit 1

All in Our Family

VOCABULARY 1

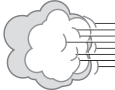
1 Do the puzzle. Find and circle the words.

Which word is not in the puzzle? _____


B	I	G	G	E	R	O	R	R	F
F	R	I	E	N	D	L	I	E	R
L	Y	O	U	N	G	E	R	H	A
S	T	R	O	N	G	E	R	A	R
M	A	E	S	L	O	W	E	R	F
A	L	O	L	D	O	T	T	D	A
L	L	C	L	L	K	H	Z	E	S
L	E	S	H	O	R	T	E	R	T
E	R	U	G	L	I	E	R	Q	E
R	B	I	G	G	C	U	T	E	R

- | | | |
|------------|--------------------|---------|
| bigger | older | taller |
| cuter | shorter | uglier |
| faster | slower | younger |
| friendlier | smaller | |
| harder | stronger | |


2 Find the opposites. Draw lines to match.



faster



younger



cuter

shorter

Smaller

- | | | | | |
|----------|-----------|-----------|-----------|-----------|
| 1. older | 2. bigger | 3. taller | 4. slower | 5. uglier |
|----------|-----------|-----------|-----------|-----------|

3 Complete the sentence. Circle the correct word.

1. My dad is thirty years **harder** / **older** / **younger** than his dad, but he's taller!
2. Our car is really slow! We want to buy a new car that is **faster** / **cuter** / **shorter**.
3. My hair is very long. My sister's hair is much **shorter** / **smaller** / **taller**.
4. Cats make good pets. They are much **slower** / **uglier** / **cuter** than turtles.

4

Read and write. Read the spelling rules. Do the puzzle. Write the words.

One-syllable adjectives	One-syllable adjectives with consonant-vowel-consonant	Two-syllable adjectives ending in -y
tall → taller	big → bigger	busy → busier
short → shorter	sad → s <u>a</u> dder	happy → happier
small → smaller	hot → h <u>o</u> tter	funny → funnier
fast → faster		silly → sillier
cute → cuter		ugly → uglier

1. busy

2. tall

3. big

4. happy

5. fast

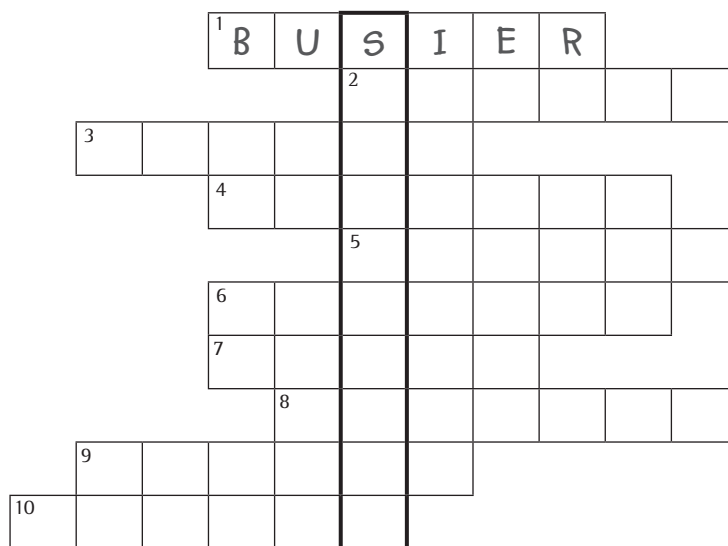
6. small

7. cute

8. short

9. ugly

10. hot



5

Write. Complete the questions. Write answers. Then work with a partner. Compare your answers.

1. Who is taller (tall), you or your dad? _____

2. Who has got _____ (short) hair, you or your best friend? _____

3. Who is _____ (friendly), your mum or your sister? _____

4. Which is _____ (big), your bedroom or your kitchen? _____

5. Which is _____ (cute), a cat or a monkey? _____

6. Which is _____ (easy), maths or English? _____

Who is taller, you or your dad?

My dad. He's stronger, too!

SONG

1 Listen. Write the order in which you hear these words. **TR: 1.1**

Verse 1

taller

younger

shorter

Verse 2

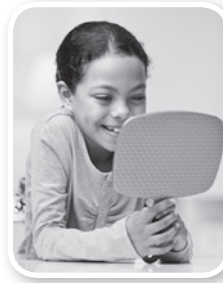
funnier

smaller

bigger

2 Draw lines to match the sentences to the pictures.

1. I like being me!



2. My dad is shorter than your dad.



3. Our car is faster than their car.



4. My dog is funnier than your dog.



3 Write and draw. Write a new line for the song. Then draw a picture for that new line. _____

GRAMMAR 1

Comparatives with -er

I'm	taller	than	you (are).
You're	older		I am.
Maria is She's	shorter		Carlos. he is / him.
My cat is	cuter		your cat.
Dogs are	friendlier		cats.

Add **-er**: *tall* → **taller** *old* → **older** *short* → **shorter**
 But: *cute* → **cuter** *friendly* → **friendlier**

1 Read and write. Complete the paragraph.

Naomi and Zoe are sisters. Most people think they look the same, but their mum and dad know who is who! Naomi was born three minutes before Zoe, so she's older (old) than Zoe. Naomi is also a bit _____ (tall) than Zoe and her hair is _____ (short) than Zoe's hair. Zoe likes to talk to everyone. She's _____ (friendly) than Naomi. She's also got _____ (big) eyes than Naomi.



Who am I?

2 Look and write. Write two or three sentences about these two people.

clever friendly happy old young

Mum, age 31



Grandfather, age 62

3 What about you? Compare two people in your family. Make true sentences.

1. _____
2. _____

VOCABULARY 2

1 Put the letters in order to make words. Then draw lines to match the words to the pictures.

1. iashtrgt riah _____

a.



2. yavw irah _____ wavy hair

b.



c.



3. ruycl ahri _____

4. dolbne _____

d.



5. slesags _____

2 Listen and answer. Look at the photos in Activity 1 again. Tick the photos that are described. **TR: 1.2**

a. b. c. d.

3 Write. Choose three members of your family. Describe them. Then work with a partner. Ask and answer questions about your families.

1. _____

2. _____

3. _____

What does your mum look like?

Well, she's tall and she's got dark hair. She also wears glasses. What about your mum?

GRAMMAR 2

Present continuous for future plans

Question				Answer				
What	are	you	doing	tonight?	I'm	going	to the cinema.	I'm = I am
	is	she		tomorrow?	She's			She's = She is
	are	they		on Saturday?	They're			They're = They are
				after school?				

Use *be* + verb + *-ing* to talk about a definite future plan: *Tomorrow, I'm going to the cinema.*

1 Read and write. Write what people are doing tomorrow.

- Carolina is having (have) lunch with her grandmother tomorrow.
- Who _____ (spend) the day with her mum? Erica!
- _____ Fernanda _____ (make) a cake? Yes!
- Berto and Daniel _____ (not / go out) with their dad.
- _____ Mario _____ (go) shopping? No.
- Berto _____ (not / go) to the cinema. He and his sister _____ (play) tennis.
- _____ Daniel _____ (see) his cousins tomorrow? Yes!
- What _____ Andres and his brother _____ (do)? They _____ (watch) a film.

2 Read the sentences in Activity 1. Draw lines matching each person with the activity he or she is doing tomorrow.

- | | |
|----------|---------------------------------------|
| Andres | is having lunch with her grandmother. |
| Berto | is playing football with friends. |
| Carolina | is watching a film with his brother. |
| Daniel | is playing tennis with his sister. |
| Erica | is making a cake. |
| Fernanda | is spending the day with her mum. |
| | is seeing his cousins. |

3 Write. What are you doing this weekend? Write two or three sentences about your plans.

READING

1 Listen and read. TR: 1.3

Cool Families

Imagine living with the same relatives all your life, from the day you are born until the day you die! You are always with your mum, your sisters and your maternal aunts (mum's sisters). You also spend time with your paternal aunts. You wash them and rest next to them. You don't leave them to go to school and they don't leave you. Not for one minute! This is how the females in baboon families live.

Orca mothers have got a very special relationship with their sons. Orca daughters often go to live with a new family. Orca sons, however, usually stay with their mum their whole life. The mums look after their sons very well and protect them. Sometimes the sons live with another female, for example, an aunt instead of their mum.

Young meerkats play games every day while their parents look for food (like tasty insects). Their brothers and sisters are the babysitters. When meerkats are one month old, they don't have a party or balloons. Instead, they go out for the first time and learn to hunt. When they are four months old, they can already find their own food! Bye-bye, Mum and Dad!



2 Read the text again. Draw lines to match.

- | | |
|------------------|--|
| 1. parents | a. girl or woman |
| 2. maternal aunt | b. someone who looks after a child when his or her parents can't |
| 3. paternal aunt | c. mother and father |
| 4. babysitter | d. mother's sister |
| 5. female | e. father's sister |



When meerkats get angry, they stand up and try to look taller.

3 Read the text again. Tick the table.

	Baboons	Orcas	Meerkats
1. They never leave home.			
2. They leave home before their first birthday.			
3. They don't spend much time with the male relatives.			
4. Their aunts are very important to them.			
5. Their parents are often away from home.			

4 Write your opinion. Write a sentence about each animal. Include your personal opinions.

bigger cleverer cuter faster friendlier shorter
slower smaller stronger taller uglier

1. Baboons: _____

2. Orcas: _____

3. Meerkats: _____

5 Read and make notes. Look at the text again. What have the three types of families got in common with human families? Discuss with a partner. Which animal's family is most like a human family?

1. _____

2. _____

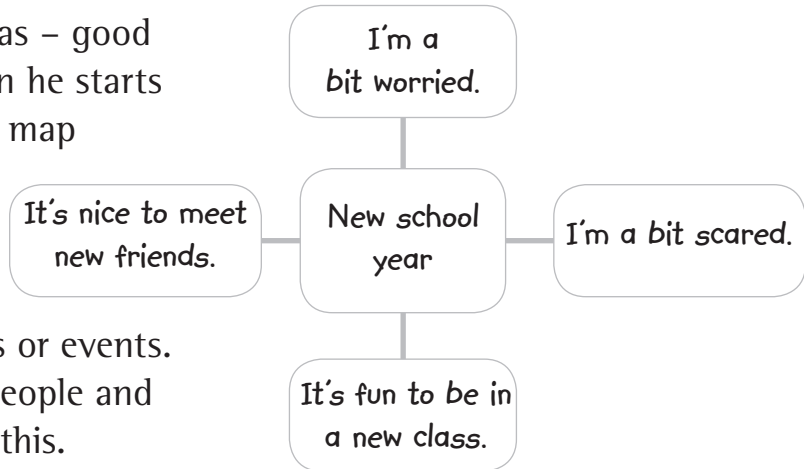
3. _____

WRITING

1 **Read.** Read the diary entry in your Student's Book. How did the writer plan his writing? Read the steps below.

1. First, the writer chose a special day to write about. What day is it?

2. Second, the writer wrote down ideas – good and bad – about how he feels when he starts a new school year. He used a word map to brainstorm his ideas. Circle the words that describe his feelings.



3. Third, the writer wrote down some examples of special moments or events. He added some details about the people and how he felt. He used a table to do this. Put the three details in the correct place.

Name or description	Event	Emotions
a girl with curly brown hair	She smiled at me.	They were friendlier than I expected.
a boy with black hair and glasses	He asked my name.	They made me feel happy to be there.

I think it's more fun!
my old friend Sam
He thinks this year is harder than last year.

4. Fourth, he thought of an introduction and a conclusion.

Introduction: *Today was my first day in a new class.*

Conclusion: *I'm happy to be back at school.*

5. Finally, he wrote a draft, or a first version, of his diary entry.

2 Choose a topic. Choose a special day to write about in your diary.

3 Prewrite. Follow steps 2 and 3 in Activity 1.
Plan your diary entry.

Event	Emotions
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Useful expressions

It/They made me feel ...

I felt ...

It's nice to ...

I'm happy to ...

I was a bit scared/worried about ...

It was ... than I expected.

I don't care ...

4 Plan your writing. Think of an introduction and a conclusion to your diary entry. Then write your diary entry in your notebook.

Introduction: _____

Conclusion: _____

5 Write. Choose one of the topics below and write a diary entry that describes someone's feelings. Plan your writing and follow the steps in Activity 1. Write in your notebook.

- A Special Family Day
- A Childhood Memory