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# BIG ENGLISH



2ND EDITION  
STUDENT'S BOOK



## Contents

Unit	Vocabulary	Structures
<b>Welcome to Class!</b> pp. a–d	<b>Describing people:</b> blond, brown hair, cool, funny, blue/green eyes, long, short, tall <b>Activities:</b> make cakes, go to the movie theater, play games, play the drums/ the guitar, play baseball/ basketball, sing, speak Spanish/Chinese <b>Jobs:</b> chef, music teacher, scientist	Does he have short, blond hair? Yes, he does.  He is small. He has brown eyes. Fabia plays the drums really well.
<b>1 Kids in My Class</b> pp. 4–15	<b>Describing people:</b> blond, bright, curly, dark, glasses, light, long, short, straight, tall, wavy smart, friendly, funny, serious, shy	Chris is taller than Tom. Mary's backpack is heavier than Kim's. mine/yours/his/hers/ours/theirs
<b>2 Our Schedule</b> pp. 16–27	<b>Activities:</b> eat out, go on vacation, go to a wedding, go to the dentist, help clean, play outside, shop for food, watch a movie <b>Expressions of frequency:</b> every day, once a week, three times/twice a week/year	Where is she going after school? She is going to the library. What are you doing tonight? I am going to soccer practice.  How often do you go to the dentist? I go to the dentist twice a year.
<b>3 Food Around the World</b> pp. 28–39	<b>Food:</b> cereal with milk, chicken curry, eggs in tortillas, grilled cheese sandwich, noodle soup, oatmeal, pasta with vegetables, rice and beans, steamed buns, yogurt with fruit <b>Tastes:</b> sweet, sour, spicy, salty	What would you like? I'd like noodle soup.  Would he like to try some curry? Yes, he would./No, he wouldn't.
<b>Checkpoint</b> Units 1–3 pp. 40–43		
<b>4 How Do You Feel?</b> pp. 44–55	<b>Health problems:</b> allergies, cold, cough, cut, fever, headache, sneeze, sore throat, stomachache <b>Remedies/Causes:</b> eat too much candy, get some rest, go to the nurse, take some medicine, stay in bed, stay up late	You should eat healthy foods. They shouldn't stay up late. We should take care of ourselves. myself/yourself/himself/herself/ourselves/themselves
<b>5 Weird and Wild Animals</b> pp. 56–67	<b>Animals:</b> Andean condor, angler fish, coconut crab, tarsier, Tasmanian devil, volcano rabbit destroy, endangered, kill, polluted, population	How many chimpanzees were there 100 years ago? There were more than one million. But now there are only about 200,000. Why are chimpanzees endangered? They're endangered because people are destroying their habitat.
<b>6 Life Long Ago</b> pp. 68–79	<b>Past and present activities:</b> cook in a microwave, drive cars, have a cell phone, have electric lights, listen to an MP3 player, wash clothes in a washing machine cooked on a coal stove, had a phone with an operator, had oil lamps, listened to the radio, traveled by horse and buggy, washed clothes by hand	Did people have cars in 1950? Yes, they did. Did people have cars in 1900? No, they didn't. They traveled by horse and buggy or by train. Before TV, what did people use to do for entertainment at night? They used to listen to the radio. They didn't use to listen to an MP3 player.
<b>Checkpoint</b> Units 4–6 pp. 80–83		
<b>7 Special Days</b> pp. 84–95	<b>Special Days:</b> Earth Day, Independence Day, my birthday, my parents' anniversary, New Year's Eve/Day, Valentine's Day <b>Ways to celebrate:</b> eat special foods, give/get a card, give/get presents, have a party, watch a parade, watch fireworks	When are you going to watch a parade? We're going to watch a parade on New Year's Day. Is he going to have the party on the eighth? Yes, on the eighth./No, on the eleventh.
<b>8 Hobbies</b> pp. 96–107	<b>Hobbies:</b> coin collection, doll collection, shell collection, toy car collection <b>People:</b> basketball player, chess player, dancer, painter, singer, soccer player, video game player, writer	Chris has a big toy car collection. Mark's collection is bigger than Chris's collection. Kyle has the biggest toy car collection.  Laura is a good/a better/the best dancer. My brother's drawings are bad/worse/the worst.
<b>9 Learning New Things</b> pp. 108–119	<b>Talents:</b> bake a cake, build a robot, dance like a hip-hop artist, draw comic books, make a website, play the guitar, play tennis, sing like a rock star, skateboard, speak Chinese	Do you know how to play the piano? Yes, I do./No, I don't. What would she like to learn? She'd like to learn how to sing like a rock star. What do they think of baking cakes? They think it's a lot of fun.
<b>Checkpoint</b> Units 7–9 pp. 120–123		
Cambridge Young Learners English: Movers Practice Paper pp.124–132      Cutouts pp.133–138		

CLIL: Content and Culture	Writing	Phonics	Values	I can...
<p><b>Life Science: Twins, triplets, and quadruplets</b> exactly, fingerprint, fraternal, identical, look alike, rare, relationship, survive</p> <p><b>Around the World: Hairstyles</b> beard, braids, court, dyed, judge, powdered, wealthy, wig, wool</p>	Parts of a paragraph	<b>ear, air</b> dear, fear, hear, near, year chair, fair, hair, pair, stairs	Be considerate of others.	...describe people. ...use the comparative to compare people. ...use <i>mine, yours...</i> ...write parts of a paragraph.
<p><b>Social Science: Advertising</b> advertisement, attractive, billboard, bright, catch your eye, character, jingle, product, slogan, tool, tune</p> <p><b>Around the World: Superstitions</b> action, belief, bucket, connection, fan, fingernail, groundhog, lucky, shadow, superstition</p>	Sequence words	<b>ir, ur</b> bird, girl, sir, shirt, skirt curl, fur, hurt, surf, turn	Practice good habits.	... use words for activities people often do. ...use <i>What, Where, and How often</i> to ask about activities. ...ask and answer about what people do and when/how often. ...use sequence words, <i>First, Next, Then...</i>
<p><b>Science: Healthy eating</b> balanced diet, dairy, fat, grains, protein, salty, sugary, whole-grain</p> <p><b>Around the World: School lunches</b> cafeteria, nshima, organic, risotto, sauces</p>	Conjunctions: <i>because, so</i>	<b>le, el, al, il</b> apple, bubble, uncle camel, towel, travel local, medal, sandals April, pencil, pupil	Choose healthy foods.	...use words for foods and how they taste. ...use <i>would like</i> to talk about food. ...ask and answer about what I like/would like to eat. ...write sentences with <i>so</i> and <i>because</i> .
<p><b>Science: Germs</b> bacteria, disease, fever, fungi, germ, malaria, microscope, protect, protozoa, spread, virus, vomit</p> <p><b>Around the World: Home remedies</b> cure, herbal, massage, painkiller, remedy, relax, rub, stress</p>	Using commas	<b>kn, wr</b> knee, knight, knock, knot, know wrap, wreck, wrist, write, wrong	Don't spread germs.	...use words for illnesses and health problems. ...use <i>should/shouldn't</i> and <i>myself, yourself...</i> to talk about staying healthy. ...ask for and offer advice for health problems. ...write sentences with commas.
<p><b>Science: Endangered animals</b> cave, endangered, extinct, fur, in the wild, polluted pond, predator, protect, trap</p> <p><b>Around the World: Dragons</b> creature, extinction, evil, fairy tale, habitat, monster, myth, mythical</p>	End marks	<b>ph, wh</b> dolphin, elephant, phantom, phone, photo whale, wheat, wheel, when, white	Protect endangered animals.	...use words for weird animals and where they live. ...use <i>How many, there + be</i> and <i>why/because</i> to talk about endangered animals. ...talk about endangered animals. ...write sentences with end marks.
<p><b>Math: Multiplication</b> average speed, distance traveled, multiply, number of, per hour</p> <p><b>Around the World: Traditional cultures</b> ancestors, dialect, nomadic, reindeer, surfing the Internet, technology, tundra</p>	Quotation marks	<b>ge, dge</b> age, cage, large, page, sponge badge, bridge, edge, fridge, hedge	Solve problems.	...use words to talk about life in the past and in the present. ...use <i>have</i> and <i>used to</i> to talk about the past. ...talk about life in the past and in the present. ...write sentences with quotation marks.
<p><b>Geography: World festivals</b> attraction, celebrate, feast, fight, powder, take place, unusual</p> <p><b>Around the World: Leap years</b> calendar, divided, extra, leap year</p>	Emails	<b>ue, u_e, ure</b> blue, glue, true cube, cute, duke, huge nature, picture, treasure	Celebrate traditions.	...use words for special days/dates and how we celebrate them. ...use <i>be going to</i> and <i>first, second...</i> to ask and answer about special days. ...talk about special days and plans to celebrate them. ...write an email.
<p><b>History: Hobbies from the past</b> creativity, croquet, embroidery, employers, handmade, imagination, insect, needle, net, sewing, spare time, thread</p> <p><b>Around the World: Unusual museums</b> lock of hair, marine life, potter, research, snorkeling, weird</p>	Informal letters	<b>y, igh</b> by, fly, my, sky, try fight, high, light, night, right	Be a good sport.	...use words for hobbies and collections. ...use the comparative and superlative to talk about hobbies. ...talk about and compare hobbies and collections. ...write an informal letter.
<p><b>Life Science: Body movement</b> bone, brain, contract, flexible, joint, motion, muscle, nerves, organs, precision, relax, skeleton, support</p> <p><b>Around the World: Unique talents</b> attract, championship, competition, competitor, measure, release, spit, talent</p>	Reviews	<b>ew, ay, e_e</b> dew, few, new, stew gray, hay, pray, say eve, gene, these	Learn new things.	...use words for skills and talents. ...use <i>how to</i> and <i>think of</i> to ask and answer about skills and talents. ...talk about skills and talents and about trying new activities. ...write a review of a movie or book.



# Big English Song



From the mountaintops to the bottom of the sea,  
From a big blue whale to a baby bumblebee –  
If you're big, if you're small, you can have it all,  
And you can be anything you want to be!



**It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful, and so are we!  
Think big! Dream big! Big English!**



So in every land, from the desert to the sea,  
We can all join hands and be one big family.  
If we love, if we care, we can go anywhere!  
The world belongs to everyone; it's ours to share.

**It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful, and so are we!  
Think big! Dream big! Big English!**



**It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful and waiting for me.**

**A one, two, three...**

**Think big! Dream big! Big English!**





# Welcome to Class!

1 Listen and read. Who are the girls reading about?

Oh, look at this! There's an awesome picture of *The Teens*!

Who are they?

What! You don't know them? *The Teens* is my favorite band!

1 Christina and Maria are looking at a music magazine.

I like Natalia. She has pink hair. She plays the guitar and speaks Spanish and Chinese.

Is she tall?

No, that's Fabia. She plays the drums, and she plays basketball really well.

2 Christina is telling Maria about the band.

Who's that?

That's Ed. He's my favorite band member.

I like his short, green hair. He's very cool and very tall! Who's that?! Is it Ed?

3

Hello, girls! I'm going to a fancy dress party. Can you guess who I am?

No, it isn't. It's my dad.

4

## Welcome to Class!



### 2 Read and say True or False.

- 1 In the music magazine, there is a picture of Christina's favorite band. \_\_\_\_\_
- 2 Maria doesn't know who the band is. \_\_\_\_\_
- 3 Natalia is Christina's favorite band member. \_\_\_\_\_
- 4 Ed is in Christina's house. \_\_\_\_\_
- 5 Christina's Dad looks like Ed for a party. \_\_\_\_\_

### 3 Read and write.

- 1 Fabia plays the \_\_\_\_\_ and is good at \_\_\_\_\_.
- 2 Ed has short, green \_\_\_\_\_.
- 3 Maria thinks Ed is \_\_\_\_\_.
- 4 Natalia plays the \_\_\_\_\_ and speaks \_\_\_\_\_.

### 4 Read and write.

			
	Natalia	Fabia	Ed
height	<i>short</i>		
hair length	<i>long</i>		
hair colour			

### 5 Work with a partner. Talk about the band.

# Welcome to Class!



Listen and read. Who has short, blond hair?



To: Win a Family Holiday!

Cc:

Subject: Tell us about your family to win a dream holiday to Thailand!

My Family

Hi there, I'm Diana. I'm twelve. I have long, brown hair. My family is small, but it's awesome! I have one brother. His name is Marcus and he's ten. He has short, blond hair and big, blue eyes. He likes music and is always singing.

My mother's name is Julianna. She's a chef. Her hair is long and blond. She has brown eyes and a big smile. She makes amazing cakes!

My father is Ted. He's a scientist. He's tall, and he has short, brown hair and brown eyes. He's very funny. He always plays games with us and helps us with our homework.

In this photo, we're on holiday in the mountains.

Thank you!  
Diana



Read and write.

- 1 Does Diana have short black hair? \_\_\_\_\_
- 2 Does Marcus have blue eyes? \_\_\_\_\_
- 3 Does Juliana have long blond hair? \_\_\_\_\_
- 4 Does Ted have blue eyes? \_\_\_\_\_



Work with a partner. Ask and answer about Diana's family.



Does he have short, blond hair?

Yes, he does. It's Marcus!

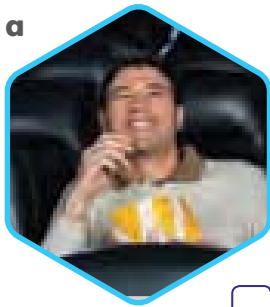


## Welcome to Class!

**9** Read and complete. Listen and check.

- 1 I \_\_\_\_\_ one brother. He \_\_\_\_\_ small. He \_\_\_\_\_ brown eyes. He likes baseball, but he \_\_\_\_\_ like soccer very much.
- 2 My sister \_\_\_\_\_ tall. She \_\_\_\_\_ brown hair. She loves sport, and she \_\_\_\_\_ basketball on the weekends.
- 3 My mom \_\_\_\_\_ green eyes. She \_\_\_\_\_ the guitar very well. She \_\_\_\_\_ a music teacher and \_\_\_\_\_ always singing.
- 4 My dad \_\_\_\_\_ so funny. He \_\_\_\_\_ brown hair, and he loves movies. He \_\_\_\_\_ to the movie theater every Saturday.

**10** Match the pictures with the people in 9. Write 1-4.










**11** Write about your family.

My Family

Hi there, I'm \_\_\_\_\_.

I'm \_\_\_\_\_ years old.

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

My family is \_\_\_\_\_!

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

\_\_\_\_\_

\_\_\_\_\_

**12** Play a guessing game.

## 1

## Kids in My Class

## Vocabulary

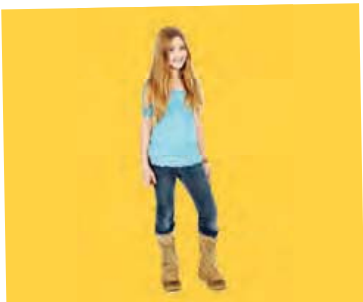
I will learn to describe people.



## Song Time!



1 Listen, look, and say.



1 Trish is **tall** and has **long light** brown hair. She plays the guitar.



2 Darren is **short**. He has **straight** black hair and glasses. He's **shy**.



3 Sylvia has brown hair. She carries a **bright** pink backpack.



4 Natalie has **wavy blond** hair. She's **smart** and likes to read.



5 Brian has **dark** brown hair and glasses. He's **serious**.




6 Larry has **light** brown hair. He's **friendly** and very **funny**.

2 Play the game.

# Song

I will learn to ask and answer about how people look.

 Listen, look, and sing. Which girl is Marie?



## Who's That Girl?

It's the first day of school.  
We're back in our classes.  
Everybody looks different,  
And I have new glasses!

Who's that girl  
Standing over there?  
She's taller than me.  
She has curly dark hair.

In my class are the same friends I know.  
But we all change. We all grow. (x2)

It's the first day of school,  
And I'm back in my chair.  
Everybody looks different.  
Now I have straight hair.

Who's that girl?  
Oh, wait, that's Marie!  
Last time I saw her,  
She was shorter than me!

### Chorus

**4** Look at the people in 1 and say **True** or **False**.

- |                          |                              |                   |
|--------------------------|------------------------------|-------------------|
| 1 Sylvia has brown hair. | 2 Natalie wears glasses.     | 3 Larry is shy.   |
| 4 Brian is serious.      | 5 Trish plays the saxophone. | 6 Darren is tall. |

**5** Ask and answer about people in your class.



She's tall and has long black hair. Who is she?

It's Sarah.



**THINK  
BIG**

Do people in the same family always look the same?  
Do they sometimes look different?



# Story

I will read a story about making comparisons.



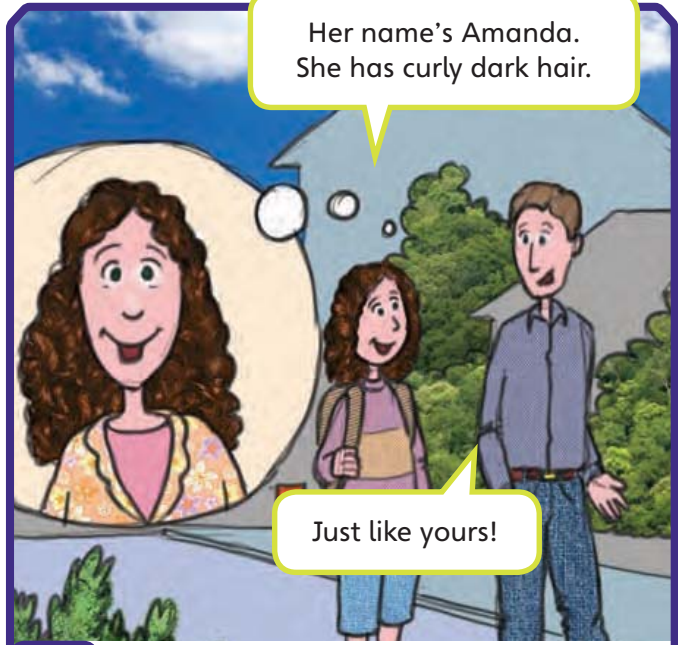
Listen and read. Who's taller? Amanda or Christina?

## She's Just Like You!



1

Christina tells her dad about the new girl at school.



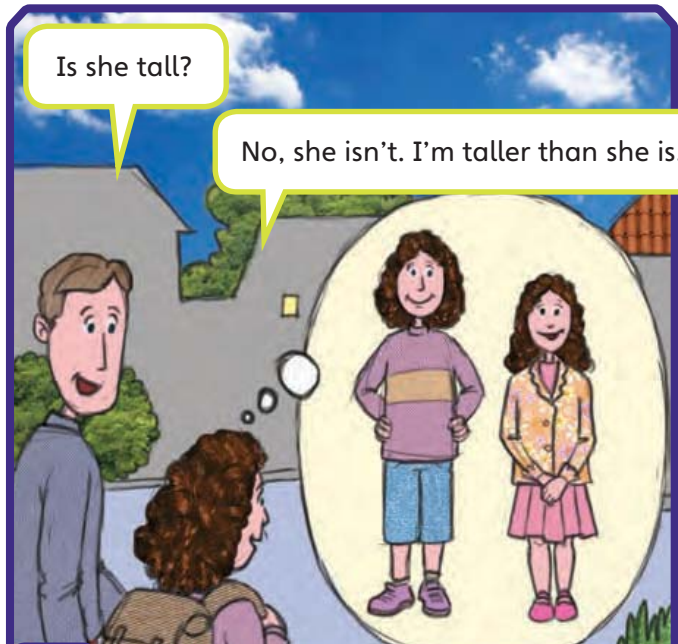
2

Christina and the new girl have some things in common.



3

But Christina and Amanda are different in some ways, too.



4

Amanda is shorter than Christina.



**7** Copy the chart. Then read and check (✓) or put a ✗.

	Christina...	Amanda...
<b>1</b> has curly dark hair.		
<b>2</b> has long hair.		
<b>3</b> is tall.		
<b>4</b> is shorter than the other.		
<b>5</b> is nice and smart.		
<b>6</b> is shy.		



Think of a friend. How are you the same and how are you different?



# Language in Action

I will listen to a dialog about making comparisons.

13  
8

Listen and read. Then say.

**Lisa:** Is that your cousin?

**Marcy:** Yes, that's Alan.

**Lisa:** Is he older than you?

**Marcy:** No, he's younger than me.

**Lisa:** Oh. He's taller than you.

**Marcy:** I know. He's taller than my brother David, too.

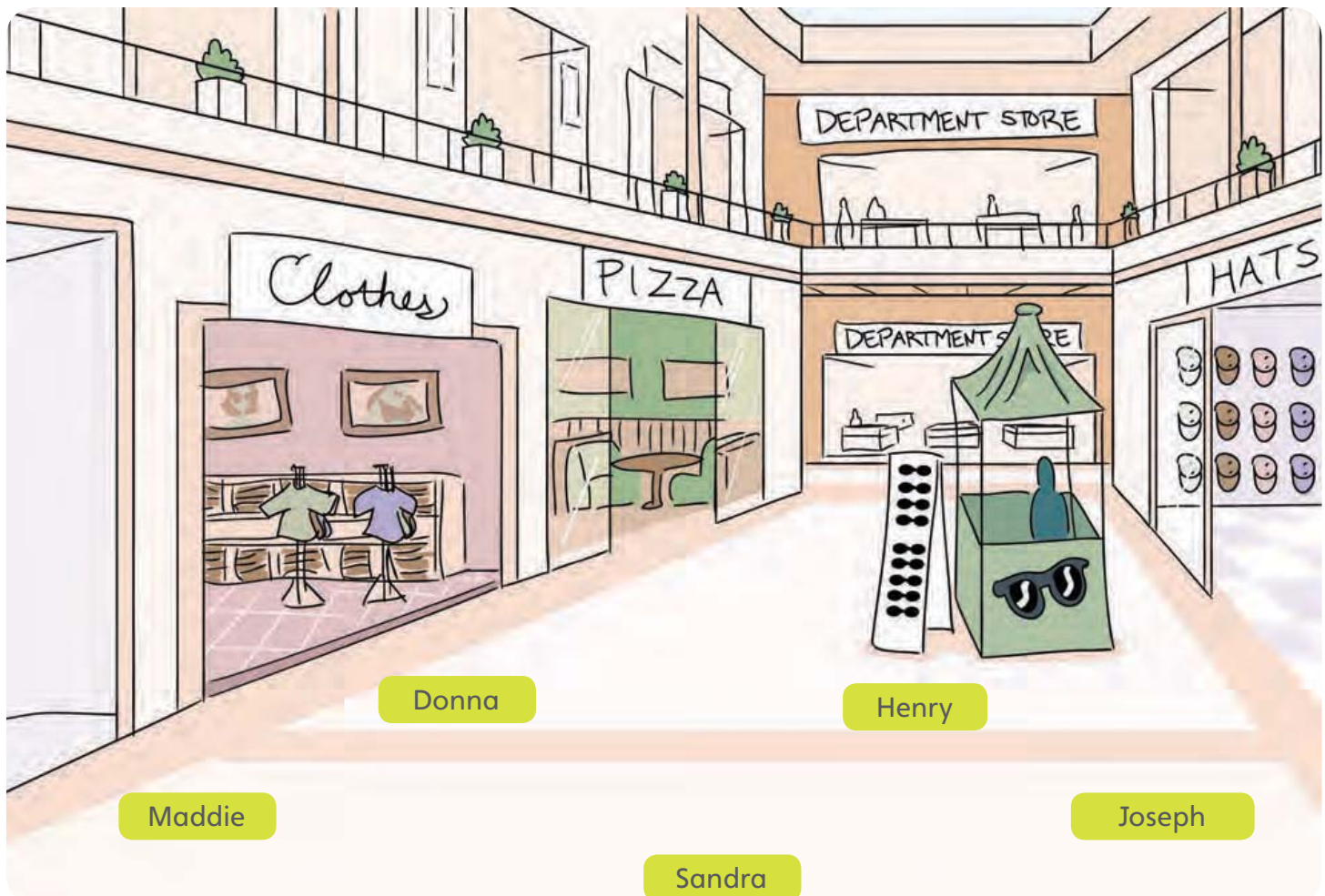


9

Practice the dialog in 8 with a partner.

14  
10

Listen and stick.



# Grammar

I will learn to use *-er than* and *mine, yours...* to describe people.

Who is **bigger**, Chris or Tom?

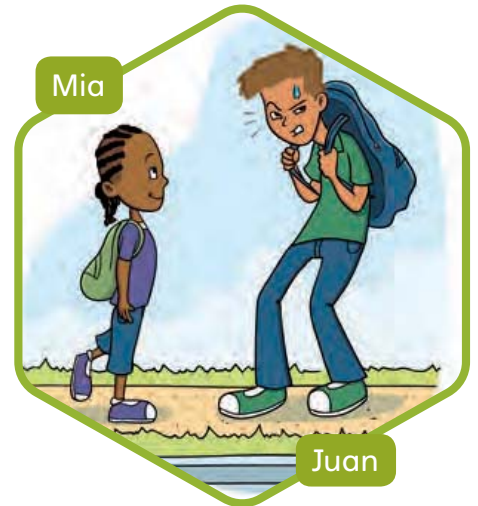
Chris is **bigger than** Tom.

old	→	older
big	→	bigger
heavy	→	heavier

**11** Look at the picture. Complete the sentences.

big   heavy   long   small

- Juan is bigger than Mia.
- Mia is \_\_\_\_\_ than Juan.
- Mia's hair is \_\_\_\_\_ than Juan's.
- Juan's backpack is \_\_\_\_\_ than Mia's.



My sister's hair is longer than <b>my hair</b> .	My sister's hair is longer than <b>mine</b> .
My sister's hair is longer than <b>your hair</b> .	My sister's hair is longer than <b>yours</b> .

My sister's hair is longer than	<b>mine.</b>
	<b>yours.</b>
	<b>his/hers.</b>
	<b>ours.</b>
	<b>theirs.</b>

**12** Rewrite the sentences.

hers   mine   ours   yours

- My sister is younger than **your sister**. My sister is younger than yours.
- His book is heavier than **her book**. \_\_\_\_\_
- Annette's hair is shorter than **my hair**. \_\_\_\_\_
- Their car is bigger than **our car**. \_\_\_\_\_

**13** Describe things in your class with a partner.



Lisa's glasses are darker than Kim's.

Hakan's backpack is brighter than John's.



## Content Connection | Life Science

I will learn to talk about twins, triplets, and quadruplets.



Listen and read. What are two types of twin?

## CONTENT WORDS

exactly fingerprint fraternal  
identical look alike rare  
relationship survive

# Twins and More!

1 Are your brothers and sisters older than you or younger than you? Sometimes brothers and sisters are exactly the same age. This happens when a mother has more than one baby at the same time. If there are two babies at the same time, we call them twins. Triplets means three babies, and quadruplets means four babies!



2 One out of every 32 births is a pair of twins. One birth in every 625 is triplets, and quadruplets (four babies) and larger groups are quite rare. Only 1 in every 9,000 births is quadruplets. This is because it is more difficult for quadruplet babies to survive.



3 Do twins always look the same? The answer is no. There are two types of twin. Identical twins look exactly alike, but other twins are called fraternal: they don't look alike. Fraternal twins are much more common than identical twins: only 30% of all twins are identical, and 70% are fraternal. In larger birth groups, identical babies are very rare. For example, only 8% of triplets are identical, and 92% are fraternal. And there is only a 1% chance of identical quadruplets, so more than 99% of them are fraternal.

4 So are identical babies completely identical? Again, the answer is no. The hair, eyes, character, and even foot size for identical babies can be the same. However, they have different fingerprints. Also, sometimes twins can be like a mirror, for example, when one twin is left-handed and the other twin is right-handed.



5 In 2010, researchers in Padova, Italy, showed images of twins growing inside their mother. These images tell us that twins really do have a special relationship. The twins touched each other more than they touched themselves. These little brothers and sisters begin to love each other even before they are born.

**15** Look at 14 and say **True** or **False**. Correct the sentences that are false.

- 1 Twins, triplets, and quadruplets are the same age.
- 2 There are more quadruplets than triplets.
- 3 Identical twins are more common than fraternal twins.
- 4 Identical twins have the same fingerprints.



What are some good and bad things about having an identical twin?

## Culture Connection | Around the World

I will learn about hairstyles around the world.

- 16** Read quickly. Match the hairstyles (a–d) with the paragraphs (1–4).

a powdered wigs      b braids      c dyed wigs      d fan-shaped hairstyle

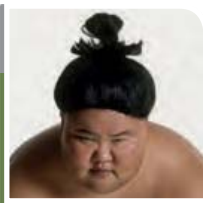
## CONTENT WORDS

beard braids court dyed fake  
judge powdered wealthy wig wool

## What Does Your Hairstyle Mean?

There are many different hairstyles around the world. Some of the hairstyles are simple, and others are not simple at all! Today, most people choose a hairstyle just because they like the way it looks, or because it is easy to take care of. But in some cultures, hairstyles have a special meaning.

1 If you look at paintings from ancient Egypt, you can see women wearing thick wigs. Ancient Egyptians sometimes dyed the wigs different colors, like blue, green, or gold. Men in Ancient Egypt didn't usually have beards, but sometimes wealthy men wore fake beards made of metal.



2 In Japan, sumo wrestlers have a special hairstyle. It's an old hairstyle called *chonmage*. Long hair is pulled up to the top of the head, and the end is made into a shape of a fan. When a famous sumo wrestler retires, this piece of hair is cut off.

3 Many cultures in Africa use braids to tell something about their age, such as whether they are married or not, or what community they belong to. This kind of hairstyle is popular around the world. It's easy to find a hip-hop musician or a famous athlete with braids.



4 Across Europe in the 1700s, many men and women wore powdered wigs. Some people had a special room in their house for putting powder on the wigs. Many of the hairstyles at this time tried to copy the styles of rich or famous people. Today, judges in the U.K. wear white wigs made of wool for some of their work in the courts.

**17**

Listen and read. Then choose the correct answer.

- Part of a sumo wrestler's hair is cut off when he **becomes famous** / **retires**.
- Wigs in Ancient Egypt were sometimes **dyed different colors** / **made of metal**.
- For some groups in Africa, braids show if a person is **married** / **a good singer**.
- Judges in the U.K. sometimes wear **wool** / **powdered** wigs in court.



What kind of hairstyles are popular now where you live?



## Writing | Parts of a paragraph

I will learn to write a paragraph.

**18** Read. Then find the **title**, **topic sentence**, **detail sentences**, and **final sentence**.

A **title** says what you are going to read about.

A **topic sentence** gives the main idea of a paragraph.

**Detail sentences** give us more information.

A **final sentence** talks about the subject in a different way.



### My Best Friend

My best friend's name is Anita.

She's taller than I am, and her hair is longer than mine. Anita is smart, and she's funny, too. We like playing computer games at the weekend.

I'm happy to have a friend like Anita.

**19** Read and say **title**, **topic sentence**, **detail sentence**, or **final sentence**.

- 1 She is very nice and a lot of fun.
- 2 I'm always happy to see Aunt Elsie.
- 3 She likes making cookies with my sister and me.
- 4 My favorite aunt is Aunt Elsie.
- 5 My Aunt Elsie
- 6 She also likes playing games with us.

**20** Look at 19. Order the sentences to make a paragraph.

## Writing Steps

**21** Write about a friend or relative.

- 1 Think of a friend or relative.
- 2 Make a list of what they are like and why you like him/her.
- 3 Write a title.
- 4 Write a topic sentence.
- 5 Write three detail sentences.
- 6 Write a final sentence.

## Phonics | ear, air

I will learn to use the sounds ear and air.



Listen, read, and repeat.

1 ear

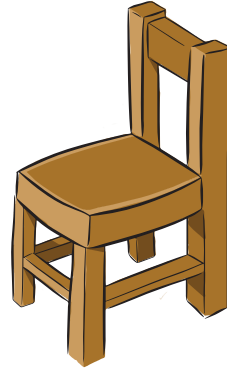
2 air



Listen and find. Then say.



hear



chair



Listen and blend the sounds.

1 f-ear      fear

2 y-ear      year

3 h-air      hair

4 p-air      pair

5 f-air      fair

6 d-ear      dear

7 n-ear      near

8 s-t-air-s      stairs



Read aloud. Then listen and chant.

A boy with big ears and fair hair  
Hears the twins on the stairs.  
A boy with big ears and fair hair  
Hears the twins sit on their chairs.



Values | Be considerate of others.

I will learn to be considerate and helpful.

<sup>24</sup>  
26 Listen and complete the sentences.

dropped first help turn



1 You can have a \_\_\_\_\_.



2 Can I \_\_\_\_\_ you?



3 You can go \_\_\_\_\_.

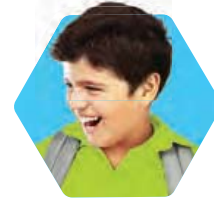


4 You \_\_\_\_\_ something.

<sup>27</sup> Practice being considerate with a partner.



You can go first.



Thank you!



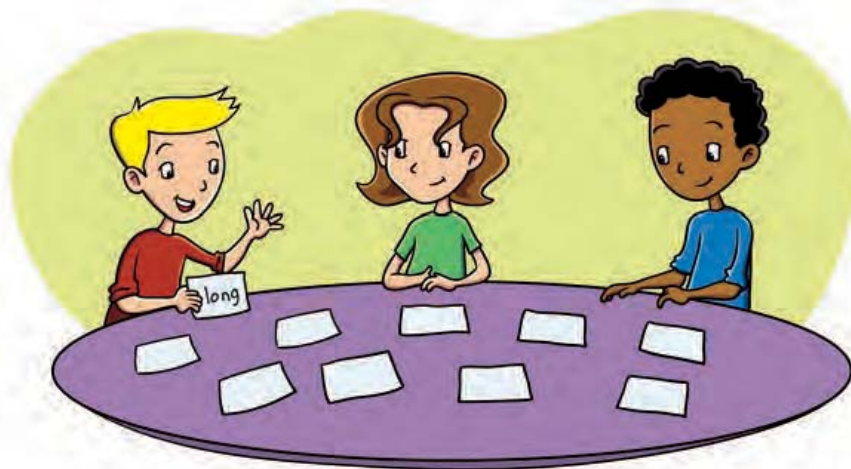
Project

<sup>28</sup> Make **Good Manners** award ribbons. Your teacher can give them to students who are considerate and have good manners.



## Review

29 Make cards with the words in the box. Then play a game.



friendly  
funny  
glasses  
hair  
long  
nice  
old  
short  
tall  
young

30 Complete the dialog. Use the words from the box.

he serious older blond darker taller yours

**A:** Is that your brother?

**B:** Yes, that's Max. We're not the same. We're very different.  
He's more <sup>1</sup> \_\_\_\_\_ than I am. He's quite shy.

**A:** Is he <sup>2</sup> \_\_\_\_\_ than you?

**B:** Yes. I'm 10, and he's 11. But I'm a little <sup>3</sup> \_\_\_\_\_ than he is.

**A:** His hair is <sup>4</sup> \_\_\_\_\_ than <sup>5</sup> \_\_\_\_\_.

**B:** Yes. I have <sup>6</sup> \_\_\_\_\_ hair. His hair is brown.

**A:** Is he friendly?

**B:** Yes, <sup>7</sup> \_\_\_\_\_ is very friendly. Just like me!

## I Can

• describe people.

• use the comparative to compare people.

• use *mine, yours...*

• write parts of a paragraph.





# 2

# Our Schedule

## Vocabulary

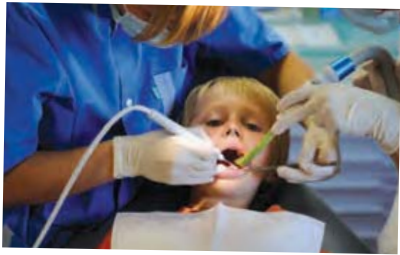
I will learn to name activities people do.



## Song Time!



1 Listen, look, and say.



1 go to the dentist



2 go on vacation



3 help clean



4 shop for food



5 go to a wedding



6 eat out



7 play outside



8 watch a movie

2 Play the game.

## Song

I will learn to ask and answer about what people do and when.



Listen and sing. Find the nine activities Sam does.

### Things We Do!

There are a lot of things  
That I do every day,  
Like go to school, watch a movie,  
Stay up late, and play!

But there are a lot of other things  
I don't want to do so much,  
Like go to the dentist, do the dishes,  
Make my bed, and such.

**How often do you do these things?**  
**Every day? Once a week? Once a year?**

I take out the trash  
On Tuesdays before school.  
And I feed our funny cat,  
But I don't mind – she's cool.

**Chorus**



Listen and complete.

- 1 I usually \_\_\_\_\_ to the dentist twice a year.
- 2 They \_\_\_\_\_ every winter.
- 3 She \_\_\_\_\_ with her parents every Friday.
- 4 We \_\_\_\_\_ four times a month.



Look at 1. Tell your partner what activities you do. Use the words in the box.

once    twice    three times    every day/week/month/year/summer



I go to the dentist  
three times a year.

I help clean  
once a week.



What activities should you  
do once a day? Explain.



# Story

I will read a story about weekend plans.

**6** Listen and read. Where is Christina going this weekend?

## A Lot of Weddings!

What are you doing this weekend, Amanda?

I'm going to my grandma's house.

**1** Christina and Amanda are talking about their weekend plans.

How often do you see your grandma?

Every Saturday.

**2** Amanda sees her grandma once a week.

How about you? What are you doing this weekend?

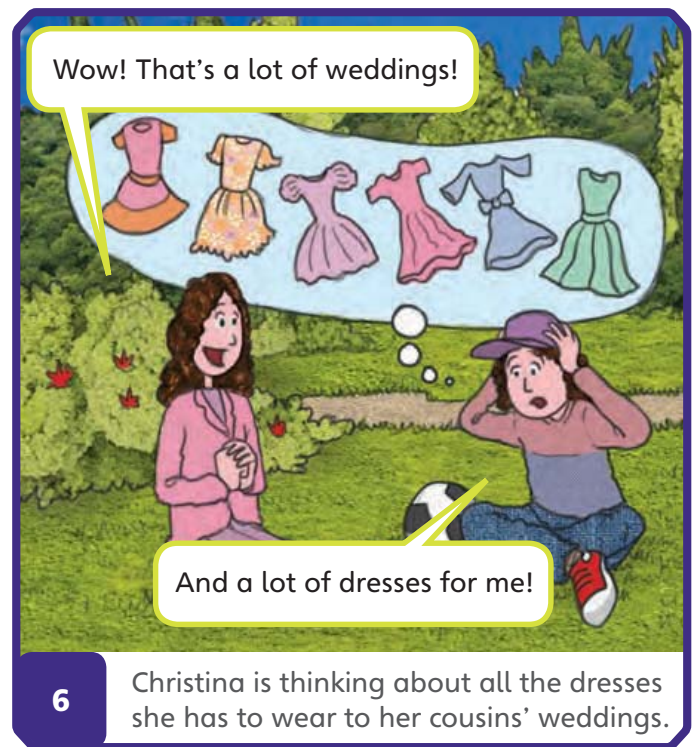
I'm going to my cousin's wedding.

**3** Christina isn't happy about her weekend plans.

Oh! Do you like going to weddings?

No, I don't because I have to wear a dress.

**4** Christina doesn't like wearing dresses.



**7 Find the mistakes and correct the sentences.**

- 1 Amanda is going to her friend's house this weekend.
- 2 Amanda visits her grandma every Sunday.
- 3 Christina is going to her uncle's wedding.
- 4 Christina is happy about her weekend.
- 5 Christina goes to weddings three times a week.
- 6 Christina likes wearing dresses.



Do you like wearing different clothes for special occasions?  
How often do you see your cousins?



# Language in Action

I will listen to a dialog about how often people do things.

32  
8

Listen and read. Then say.

**Logan:** Oh, no! It's Tuesday.

**Brian:** What's the matter?

**Logan:** I have a guitar lesson today.  
I don't really like guitar lessons.

**Brian:** How often do you have them?

**Logan:** Twice a week, on Tuesdays and Thursdays.

**Brian:** Hey, I have an idea. Let's trade schedules.

**Logan:** Why? What are you doing today?

**Brian:** I'm going to the dentist.

**Logan:** Uh, no thanks!



9

Practice the dialog in 8 with a partner.

33  
10

Listen and stick. Number the pictures.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Grammar

I will learn to use *Where...?*, *What...?*, and *How often...?* to ask about activities.

<b>Where is</b>	he/she	going after school?	He/She	is going to soccer practice.
<b>What are</b>	you	doing tonight?	I	am watching a movie at home.
	they		We They	are watching a movie at home.

**11** Complete the questions. Then match questions and answers.

- b   1   What   are they doing after school?
- \_\_\_ 2 \_\_\_\_\_ is your sister going?
- \_\_\_ 3 \_\_\_\_\_ are we going after dinner?
- \_\_\_ 4 \_\_\_\_\_ is Mr. Lee doing after class?
- a She's going to the bookstore.
- b They're going shopping.
- c He's helping in the school garden.
- d We're going to Grandma's house.

<b>How often does</b>	he/she	have guitar lessons?	Once a week. Twice a year. Every Friday. On Sundays. Once a month. Every summer.
<b>How often do</b>	you	go to the dentist?	
	they		

**12** Answer the questions.

- 1 How often do you go to the dentist?  
\_\_\_\_\_
- 2 How often do you play sports?  
\_\_\_\_\_
- 3 How often does your English teacher give tests?  
\_\_\_\_\_

**13** Work with a partner. Ask and answer questions about the activities on pages 16–17.



How often do you clean your room?



I clean my room every weekend.

Content Connection | Social Science

I will learn about ads and how they work.

**14** Listen and read. Which four tools do advertisers use?

CONTENT WORDS

advertisement attractive billboard  
bright catch your eye character jingle  
product slogan tool tune

**Advertising**

Washes whiter and faster

CHRISTIANO RONALDO'S FAVORITE CEREAL

Buy it now! ONLY \$2.99

For a healthy and happy life

1 Companies put advertisements everywhere. They're all around you – on TV and websites, in newspapers, in magazines, and on the radio. They're even on billboards along the side of the road. Why are they there? That's simple! Companies want you to buy things, and advertising makes you want to buy those things. How? Advertisements tell you that a product is going to make you happier or more popular. They even tell you the product is going to make you look more attractive, older, or younger. Usually these messages aren't true. The company just wants your money!

2 When companies are making an advertisement, they think: "Who's going to buy this product? What do they like? What do they want to see or hear?" They use the answers to make the advertisement. There are four special tools that advertisers often use. Watch out for them!

3

- a A character or cartoon can help to sell food. Advertisers put them on boxes of cereal and children's food. Children see the characters, and they want to buy that cereal or food.
- b Famous people can also help to sell a product. When a famous person uses a product, we want to use it, too. For example, famous athletes can sell sneakers, and famous actors can sell coffee, perfume, and beauty products.
- c Slogans and jingles are a great way to sell. These are words or tunes that you remember all day. In fact, you can't forget them! When you see a product, you think of that tune or slogan.
- d Bright colors and interesting images catch your eye and sell things, too.

**Of course, advertisements are fun, but the next time you see a great advertisement, just ask yourself: "What's it trying to sell? Do I really want or need this product?" That way, you're deciding, not the advertiser.**

**15** Look at 14. Read and match.

- |                                        |                                            |
|----------------------------------------|--------------------------------------------|
| 1 Companies make advertisements        | a you'll be happier if you buy something.  |
| 2 Advertisements tell you that         | b because they want to sell things.        |
| 3 Advertisers use                      | c because you can't forget them.           |
| 4 Jingles or slogans are a clever tool | d four tools when making an advertisement. |



Where do advertisements sell more things? Why?  
on TV on websites in magazines and newspapers on the radio

# Culture Connection | Around the World

I will learn about superstitions around the world.

- 16** Read quickly.  
What are superstitions?

### CONTENT WORDS

action belief bucket connection fan fingernail  
groundhog lucky shadow superstition

## Do You Really Believe It?

You can easily find superstitions in cultures around the world. For example:

- 1 In India, cutting your hair on Tuesday, or cutting your fingernails in the dark could bring bad luck.
- 2 In Chinese, the number four sounds similar to the word for death, so many buildings in China don't have a fourth floor. Many people believe it is unlucky.
- 3 In South Korea, sleeping in a closed room with a fan running could kill you.
- 4 In Russia, if you see a person carrying an empty bucket, you might have bad luck.
- 5 In Spain, many people eat 12 grapes at midnight on New Year's Eve, because it's supposed to bring them good luck.
- 6 In the United States, every year on February 2, people wait for a famous groundhog to come out of its home. If the groundhog sees its shadow, there might be six more weeks of cold winter weather.

Do you believe in superstitions? Superstitions are beliefs that there's a connection between two actions, even though the two actions are not connected at all. For example, some people might believe that if they wear a "lucky" hat, their favorite sports team will win. Or if they listen to a "lucky" song, it will help them pass a test.

- 37**  
**17** Listen and read. Match the photos with the correct superstitions.

a



b



c



d



**THINK  
BIG**

Do you know any superstitions?  
Do you believe them? Why/Why not?



## Writing | Sequence words

I will learn to write a paragraph using sequence words.

### 18 Read. Then find the sequence words.

Sequence words tell the order in which things happen. Here are some examples:

#### My Day at School

**First**, we have a math class.

**Next**, we have a spelling test.

**Then** we have lunch.

**After that**, we have English class.

**Finally**, we have P.E.

Use **first** for the first activity. Use **finally** for the last activity. For the activities in between, you can use the sequence words in any order.



Every weekend, I go to visit my grandparents. First, we go to the park to fly kites. Next, we go to the zoo to feed the animals. Then we go home for lunch. After that, we play basketball outside. Finally, we go to watch a movie and eat pizza!

### 19 Complete with sequence words.

My family and I always go to the beach on Saturdays in the summer. <sup>1</sup> \_\_\_\_\_, we go swimming in the ocean. <sup>2</sup> \_\_\_\_\_, we have a picnic under our big yellow umbrella. <sup>3</sup> \_\_\_\_\_ my mom and dad read magazines, and my brothers and I go swimming again all afternoon. <sup>4</sup> \_\_\_\_\_, we all get in the car to go home. <sup>5</sup> \_\_\_\_\_, we stop for ice cream!

### 20 Write a list of things you do on Saturdays. Then number them in the correct order.

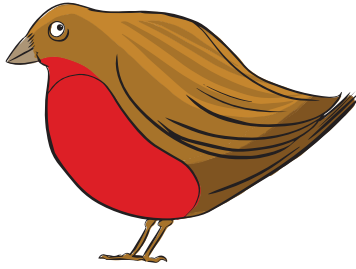
### 21 In your notebook, write a paragraph about what you do on Saturdays. Use sequence words. Share your paragraph with the class.

Phonics | *ir, ur*I will learn to use the sounds *ir* and *ur*.38  
22

Listen, read, and repeat.

1 *ir*2 *ur*39  
23

Listen and find. Then say.



bird



surf

40  
24

Listen and blend the sounds.

1 g-ir-l          girl

2 sh-ir-t          shirt

3 f-ur              fur

4 h-ur-t          hurt

5 s-k-ir-t          skirt

6 s-ir              sir

7 c-ur-l            curl

8 t-ur-n            turn

41  
25

Read aloud. Then listen and chant.

Two girls with red curls,  
Two cats with black fur,  
Two boys with white shirts  
Are watching birds!



Values | Practice good habits.

I will learn to talk about good and bad habits.

<sup>43</sup> 26 Listen and read. Choose the happy face for good habits or the sad face for bad habits.



1 I make my bed every day. 😊 😞



2 I eat vegetables only once a week. 😊 😞



3 I do my homework and watch movies at the same time. 😊 😞



4 I help do the dishes every day. 😊 😞

27 Talk about your habits with a partner.



I exercise three times a week.

That's a good habit!



 Project

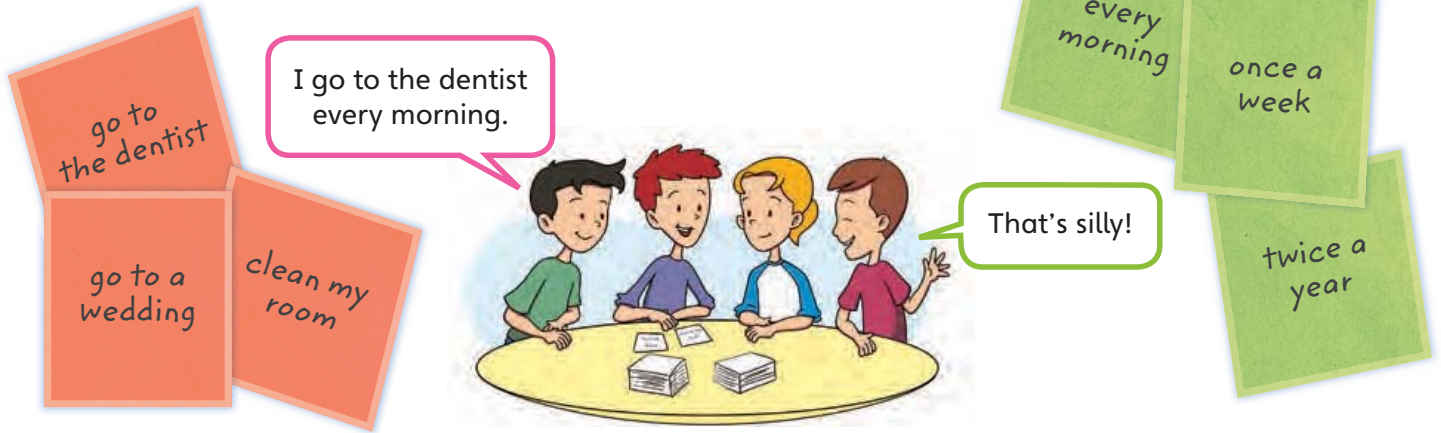
28 Work with your classmates to make a **Good Habits** mural. Hang it on a wall in your school.

GOOD HABITS



## Review

**29** Play the Silly Sentences game.



**30** Complete the dialogs. Write answers using the pictures.

1



**A:** What do you do before school?

**B:** *I help...*

2



**A:** What do you do after school?

**B:** \_\_\_\_\_

3



**A:** What do you do on weekends?

**B:** \_\_\_\_\_

4



**A:** What are you doing this summer?

**B:** \_\_\_\_\_

**31** Circle the correct words.

**A:** How **often** / **many** do you visit your grandparents?

**B:** We see them **once** / **times** a week. We go **on** / **every** weekend.

**A:** That's nice. My grandma **always** / **twice** makes a big pie. It's delicious!

**B:** Cool. I see my grandparents only **once** / **sometimes** a year.

## I Can

- use words for activities people often do.

- use *What, Where,* and *How often* to ask about activities.

- ask and answer about what people do and when/how often.

- use sequence words, *First, Next, Then...*





## 3

Food Around  
the World

## Vocabulary

I will learn to name foods.



## Song Time!



1 Listen, look, and say.



1 steamed buns



2 chicken curry



3 oatmeal



4 eggs in tortillas



5 cereal with milk



6 yogurt with fruit

7 rice and  
beans

8 noodle soup

9 pasta with  
vegetables10 grilled  
cheese sandwich

2 Play the game.

Song

I will learn to ask and answer about what people would like to eat.



Listen and sing. Find the food.

Would You Like Some?



"Would you like some noodle soup?  
Tonight it tastes really nice!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

**Come on, Sam, please have a little taste!**  
**Come on, Sam, don't make a funny face!**

"How about a sweet steamed bun?  
It's really yummy. Come on, try one!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

"Would you like some chicken curry?"  
"No, thanks, Dad. I'm in a hurry!"  
Sam says, "No, Dad, not right now.  
But thanks so much – thanks, anyhow."

Chorus



"Come on, Sam. Just one little bite!"  
"Oh, really, Dad. Oh, all right!"  
Mmm. Hey, you're right. It's great!  
Please put some more on my plate!"



Listen and say the foods from 1.

1



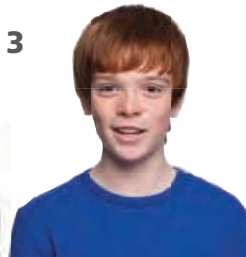
Isabella  
Italy

2



Mei Lin  
China

3



Oliver  
Scotland

4



Angela  
Mexico

5



Alan  
United States



Which child's meals in 4 do you like? Which do you not like?  
What do you like eating for breakfast and for lunch?



# Story

I will read a story about what someone would like to eat.

**5** Listen and read. Does Christina like Sam's cake?

## Homemade Lemonade

Oh! Lemonade and cake! Mmm!

Would you like to try some?

**1** Sam makes some lemonade and cake.

Mmm. Yes, I would.

What would you like first?

I'd like some cake, please.

**2** Christina would like some cake.

How is it?

Um! It's... OK.

**3** Christina doesn't like the cake.

Would you like some lemonade?

Yes, I would. Thanks!

**4** Christina would like some lemonade.



6 Read and choose. Make correct sentences.

- 1 Sam makes some **lemons** / **lemonade** and cake.
- 2 Christina **wants** / **doesn't want** to try some.
- 3 First, she has **some cake** / **a lemon**, but she doesn't like it.
- 4 Then she has some lemonade, but she **can** / **can't** drink it.
- 5 In the lemonade, there's **oranges** / **lemons**, water, and ice.
- 6 Sam forgot to put in the **salt** / **sugar**.



Lemons are sour. Can you think of any other sour foods?  
Cake is sweet. Can you think of any more sweet foods?  
Which do you prefer? Sour food or sweet food?

# Language in Action

I will listen to a dialog about what someone would like to eat.

51  
7

Listen and read. Then say.

**Grandpa:** What would you like for lunch, Aiden?

**Aiden:** I'd like a sandwich, please.

**Grandpa:** I'm making a BLT. Would you like one?

**Aiden:** What's a BLT?

**Grandpa:** Bacon, lettuce, and tomato – on toast.

**Aiden:** That sounds great! May I have two?

**Grandpa:** Two sandwiches? You must be hungry!  
Would you like some milk, too?

**Aiden:** Yes, I would. Thanks, Grandpa.



8

Practice the dialog in 7 with a partner.

52  
9

Listen and stick. Write a word from the box next to each picture.

salty    sour    spicy    sweet

1



green mango smoothie \_\_\_\_\_

2



blue corn tortilla chips \_\_\_\_\_

3



chili \_\_\_\_\_

4



flan \_\_\_\_\_



# Grammar

I will learn to use *would like* to talk about foods.

What <b>would</b> you <b>like</b> ?		I'd like some soup.		I would like → I'd like	
What <b>would</b>	he/she	<b>like</b> ?	He'd/She'd	<b>like</b> some yogurt.	He/She would like → He'd/She'd like

## 10 Look and complete.



1 What would \_\_\_\_\_  
 Jessie like \_\_\_\_\_?  
She'd like some oatmeal.



2 What \_\_\_\_\_  
 Jin-Soo \_\_\_\_\_?  
 \_\_\_\_\_ some noodle soup.



3 What \_\_\_\_\_  
 Ms. Ruiz \_\_\_\_\_?  
 \_\_\_\_\_ yogurt with fruit.



4 What \_\_\_\_\_ you  
 \_\_\_\_\_?  
 \_\_\_\_\_.

<b>Would</b>	you	<b>like to try</b> some curry?	<b>Yes,</b>	I	<b>would.</b>	<b>No,</b>	I	<b>wouldn't.</b>
	he/she			we			we	
	they			he/she			he/she	
				they			they	

## 11 Read and complete.

- Would your dad like to try a steamed bun? Yes, \_\_\_\_\_.
- Would your mom like to try some flan? No, \_\_\_\_\_.
- Would you like to try a strawberry smoothie? \_\_\_\_\_.
- \_\_\_\_\_? Yes, I would.

Content Connection | Science

I will learn about balancing my diet.

CONTENT WORDS

balanced diet dairy fat grains protein salty sugary whole-grain



Listen and read. What does the plate show?



It's breakfast time. You're hungry, and you say, "Mom, can I have a chocolate muffin?" But your mom says, "How about something healthy? Let's eat some cereal or fruit for breakfast instead." Why does your mom say this? Because your diet is important for your good health. A balanced diet is the best way to stay healthy. You should eat the right amount of grains, vegetables, fruit, protein (such as chicken), and dairy every day.

The chart below is called My Plate. It shows the right balance of different food groups that your diet should have. The Vegetables section is bigger than the Protein section, so you should eat more vegetables than protein, such as meat. The Grains section is bigger than the Fruit section, so eat more grains, like corn, than fruit. The Dairy section is smaller than the others, so eat fewer dairy foods, such as cheese and yogurt, than any other.

For a healthy body and mind, use the My Plate chart as a guide when you eat, and follow these simple rules:

- Eat food you like, but don't eat too much.
- Eat a lot of fruit and vegetables – about half of what you eat should be fruit and vegetables, such as apples, carrots, and greens.
- Eat whole grains – half of your grains should be whole grains, such as whole-grain bread and pasta.
- Try to choose fat-free or low-fat milk, not whole milk, as too much fat is bad for you.
- Stay away from food that is too salty.
- Drink a lot of water – don't choose sugary drinks.

Can you sometimes eat "bad" foods? Yes, of course, but don't eat too much. If you fill half of your plate with vegetables and stay away from too much fat, sugar, and salt, you'll stay in good health.



My Plate

13 Look at 12. Copy the chart and complete.

Food group	Examples	Recommendations
Fruit and vegetables	1 _____	Eat a lot of these
2 _____	3 _____	Choose fat-free or low-fat milk
Grains	Bread, pasta	4 _____
Protein	5 _____	6 _____



What can happen when you don't eat a healthy diet?

# Culture Connection | Around the World

I will learn about school lunches around the world.

**CONTENT WORDS**  
cafeteria nshima  
organic risotto sauces

14

Read quickly. Circle the correct answer:

School lunches can be hot or cold in **Zambia and Italy** / **England and Japan**.

## School Lunches

Every day, kids all over the world eat lunch at school. Some kids bring food from home, but many get their lunch from the school cafeteria. Let's take a look at what kids in different countries around the world might be eating for lunch today.



In Japan, kids eat lunch in their classroom. Students clear their desks, then four or five pupils take turns serving the food each day. Rice and soup are often part of school lunches in Japan. Some kids bring boxes of cold rice, fish cakes, and vegetables for lunch. They're carefully and beautifully prepared because in Japan the way food looks is very important.

In England, some schools provide hot lunches, but most kids bring lunch from home. Sandwiches with fillings such as cheese, ham, tomatoes, or tuna are popular, and there is often a piece of fruit, a bag of chips, a juice box, and a cookie. Lunch is usually a small meal because dinner is the main meal of the day in England.



In Zambia, many kids eat a dish called nshima for lunch. In fact, people in Zambia often eat nshima for both lunch and dinner. Nshima is a sticky dough made from white ground maize. People eat nshima with their hands. They dip it into tasty sauces and usually eat it with some hot meat or fish.

In Italy, the food in school lunches is often organic, or grown naturally, without chemicals so as to be healthier. The food also comes from farms near the schools. These hot lunches usually include pasta, or a rice dish called risotto. Most schools in Italy serve meat only once or twice each week.



Hot, cold, big, or small: School lunches are very different around the world. What's in yours today?

57  
15

Listen and read. Say the country or countries.

- 1 Kids eat in their classroom.
- 2 Food is from a farm.
- 3 Kids eat with their hands.
- 4 Kids eat rice.
- 5 There is something sweet with the meal.
- 6 Lunch and dinner are often the same.

**THINK  
BIG**

Which lunchtime meal from the text is similar to yours?  
Why is it important to eat regularly?



## Writing | Conjunctions: *because, so*

I will learn to write sentences with *so* and *because*.

**58**  
**16** Complete the sentences. Use **so** or **because**. Then listen and check.

We use **so** and **because** to connect sentences.

I like being healthy. I eat yogurt and fruit for breakfast.

I like being healthy, **so** I eat yogurt and fruit for breakfast.

I love eating watermelon. It's delicious.

I love eating watermelon **because** it's delicious.



- 1 I like eating meat, \_\_\_\_\_ I often have chili.
- 2 I like eating oatmeal for breakfast \_\_\_\_\_ it's warm and yummy.

**17** Join the sentences. Use the conjunction.

- 1 My sister likes chicken curry. She eats it twice a week. (so)
- 2 I usually eat fruit in the morning. It's tasty. (because)
- 3 We can have Mexican food tonight. There's a new restaurant in town. (because)
- 4 I like Chinese food. I'd like to try some steamed buns. (so)

**18** Find the conjunctions.

I like eating vegetables, so I eat them every day.  
I eat them because they make me feel healthy and are good for my body. I also like drinking fruit juice, but I don't really like fruit, so I don't eat a lot of fruit. But I love watermelon! Because I really love it, I sometimes eat it at lunch or dinner!



**19** In your notebook, write three sentences about food that you like or don't like. Use **because** and **so**.

Phonics | *le, el, al, il*

I will learn to use the sounds *le, el, al, and il*.

59  
20

Listen, read, and repeat.

1 le

2 el

3 al

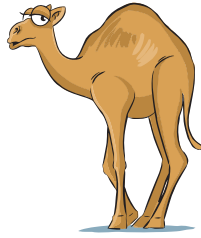
3 il

60  
21

Listen and find. Then say.



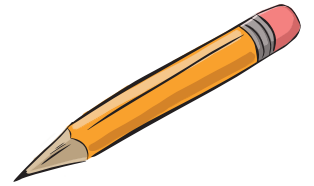
apple



camel



medal



pencil

61  
22

Listen and blend the sounds.

1 b-u-bb-le bubble

2 u-n-c-le uncle

3 t-r-a-v-el travel

4 a-p-r-il April

5 s-a-n-d-al-s sandals

6 t-o-w-el towel

7 p-u-p-il pupil

8 l-o-c-al local

62  
23

Read aloud. Then listen and chant.

Take your pencil.  
Draw a camel.  
Draw a medal.  
Draw some bubbles.



## Values | Choose healthy foods.

I will learn to talk about what food is healthy and what is not healthy.

64  
24

Listen and complete. Use words from the box.

apple    cake    carrots    chips    cookies    donuts    popcorn    yogurt



1 I like \_\_\_\_\_, but \_\_\_\_\_ is healthier.



2 \_\_\_\_\_ are delicious, but they have a lot of sugar. I'll have an \_\_\_\_\_.



3 I love \_\_\_\_\_, but they're not really good for me. \_\_\_\_\_ is better.



4 I had some \_\_\_\_\_ last night. Today, I want to have some \_\_\_\_\_ for a snack.

25 Talk about choosing healthy foods with a partner.



I like candy, but a banana is healthier.

I like ice cream, but an orange is better.



### Project

26 Make a Healthy Foods collage. Then present it to the class.



Review

27 Make your own restaurant. First, make a menu for breakfast and lunch.

Rosie's Restaurant	
<b>Breakfast</b>	<b>Lunch</b>
yogurt with fruit ..... \$3.50	chicken curry ..... \$5.25
cereal with milk ..... \$2.75	pasta with vegetables ..... \$4.95
oatmeal ..... \$2.75	grilled cheese sandwich ..... \$4.50
milk ..... \$1.75	lemonade ..... \$2.00

Next, take food orders from your classmates. Write the orders.



What would you like for breakfast?

I'd like some oatmeal, please.



Name: .....	Name: .....	Name: .....
Breakfast: .....	Breakfast: .....	Breakfast: .....
Lunch: .....	Lunch: .....	Lunch: .....

Finally, tell the class what your classmates would like to have.

28 Write the names.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

I Can

- use words for foods and how they taste.
- use *would like* to talk about food.
- ask and answer about what I like/would like to eat.
- write sentences with *so* and *because*.





Checkpoint | Units 1–3

How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

<p><b>Describing People:</b> tall, short, straight black hair... friendly, funny, smart, shy, serious...</p>	Pages 4	
<p><b>Activities:</b> go to the dentist, help clean, shop for food, play outside, watch a movie...</p>	16	
<p><b>Expressions of frequency:</b> every day, once a week, three times a year...</p>	17	
<p><b>Food:</b> oatmeal, noodle soup, rice and beans, steamed buns...</p>	28	
<p><b>Tastes:</b> sweet, sour, spicy, salty...</p>	32	
<p>Who is <b>bigger</b>? Chris is <b>bigger than</b> Tom. My sister's hair is longer than <b>my hair</b>. My sister's hair is longer than <b>mine</b>.</p>	9	
<p><b>Where</b> is he going after school? He's going to soccer practice. <b>What</b> are you doing tonight? We're watching a movie at home. <b>How often</b> do you go to the dentist? We go to the dentist twice a year.</p>	21	
<p>What would you <b>like</b>? I'd <b>like</b> some oatmeal. <b>Would</b> she <b>like to try</b> some chicken curry? Yes, she <b>would</b>./No, she <b>wouldn't</b>.</p>	33	



## I can do it!



Get ready.

A. Complete the dialog. Write the numbers. Then listen and check.



1 Ms. Hart's hair is shorter than Ms. Roberts'

2 She's really nice

3 Ms. Hart is bringing pizza to class

4 Ms. Hart brought some Indian vegetable curry to class

5 Every Tuesday and Thursday

**Anna:** We have a new social studies teacher. Her name is Ms. Hart.

**Dad:** What is she like?

**Anna:** \_\_\_\_\_. And she's funny, too!

**Dad:** Oh, I think I saw her. Does she have long, blond hair?

**Anna:** No, that's Ms. Roberts. \_\_\_\_\_. And Ms. Hart wears glasses.

**Dad:** Interesting. When do you have social studies?

**Anna:** \_\_\_\_\_. Right now we're learning about India. \_\_\_\_\_.

**Dad:** Really? Was it spicy?

**Anna:** Yeah. I loved it! Yesterday we learned about Spain, and Ms. Hart brought us hot chocolate and churros. Today we're learning about Italy. \_\_\_\_\_.

**Dad:** Stop. You're making me hungry!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

1 Would you like to try the food in A?

2 What countries do you learn about in social science?

1

2

3

4

5

6

7

8

9

# Checkpoint | Units 1–3

## 3 Get set.



**STEP 1** Create information about someone you would like to have as a pen pal. What is he/she like? Where does he/she live?



**STEP 2** Cut out the book outline on page 133. Fold it to make a book.



**STEP 3** Write about your pen pal in your book. Now you're ready to **GO!**

## 4 Go!

**A.** Swap books with three classmates. Write notes about their pen pals in your notebook. Ask and answer questions like the ones below.

- What are the pen pals' names?
- What are they like?/What do they look like?
- What do they like to do?
- What food do they like to eat?



**B.** Tell your class about some of your group's pen pals.

○	_____ 's Pen Pal
○	
○	Name:
○	
○	Is like/Looks like:
○	
○	Likes to do:
○	
○	Likes to eat:
○	
○	

Maria's pen pal lives in China. She likes to watch movies. She likes to eat steamed buns.

1

2

3

4

5

6

7

8

9

**5** Write about yourself in your notebook.

- Who is taller, you or your best friend?
- How often do you play with your friends?
- What is your best friend like?
- What are you doing after school?
- What does your best friend look like?
- What food would you like to try?

All About Me Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

**How well do I know it now?**

**6** Think about it.

A. Go to page 40. Look and circle again.

B. Check (✓).

- I can start the next unit. 
- I can ask my teacher for help, and then start the next unit. 
- I can practice and then start the next unit.

**7** Rate this Checkpoint.

  
hard

  
OK

  
easy

  
not fun

  
OK

  
fun



## 4

## How Do You Feel?

## Vocabulary

I will learn to name illnesses and health problems.



# Song Time!



1 Listen, look, and say.



2 Play the game.

## Song

I will learn to talk about someone's health.



Listen and sing. Who's speaking?

### Stay in Bed and Rest!



You're coughing and  
You're sneezing.  
You need to stay in bed.  
I think you have a fever.  
Here, let me feel your head.  
You shouldn't go to  
School today.  
You should stay  
Home instead.



**When you're sick or feeling blue,  
Your family takes good care  
Of you.**



You have a fever and  
A cold.  
Here's what I suggest:  
You should drink some tea  
And juice.  
Stay in bed and rest!  
Listen to your dad, now.  
Taking care of yourself  
Is best.



**Chorus**



Read and choose.

- 1 Ben has a **stomachache** / **headache**. He ate something bad last night.
- 2 Philip fell and hurt himself on the playground. He has a big **fever** / **cut** on his knee.
- 3 It's spring, and Pablo has terrible **allergies** / **cuts**. He's **coughing** / **sneezing**.
- 4 Karen's body feels sore, and she can't move. She has a terrible **headache** / **fever**.
- 5 Sandra has a bad cold. She's **allergic** / **coughing**, and she has a **sore throat** / **cut**. She has to stay home from school.
- 6 Meral has a terrible **headache** / **cut**. She's very hot, and her head is sore.

**THINK  
BIG**

Read. What health problem do you have?

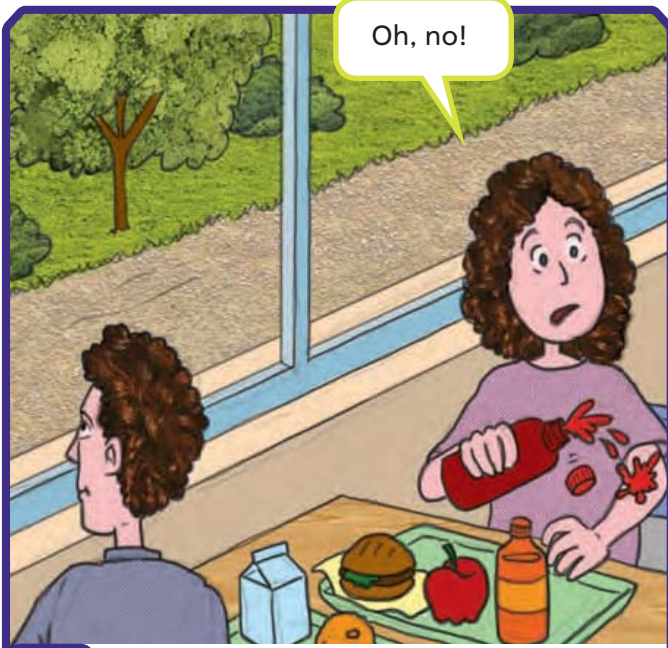
- 1 The trees are making you sneeze.
- 2 You have a sore throat, a fever, and a cough.

# Story

I will read a story about someone's health.

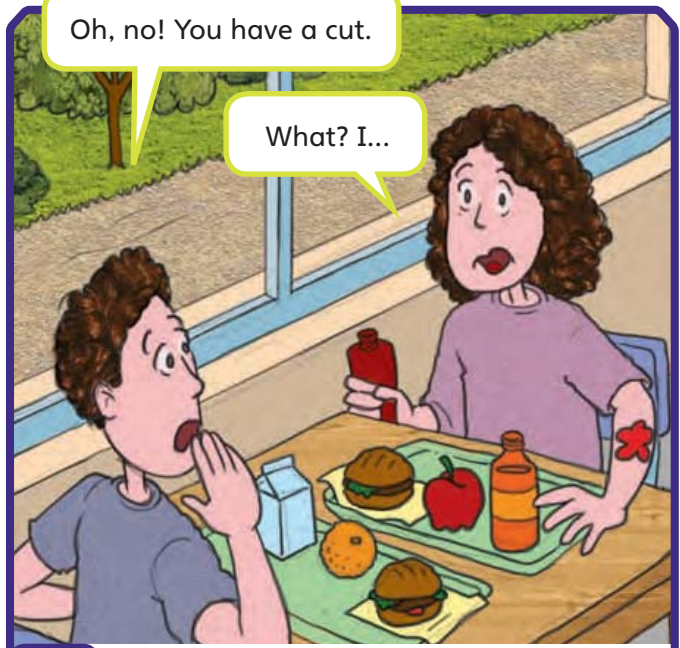
**5** Listen and read. Does Christina need a nurse?

## You're Hurt!



Oh, no!

**1** Sam and Christina are eating lunch together in school. Christina has a problem.



Oh, no! You have a cut.

What? I...

**2** Sam gets upset when he sees Christina's arm. He thinks she cut herself.



You should see the school nurse! You should put a bandage on that.

But Sam...

**3** Sam wants to help Christina.

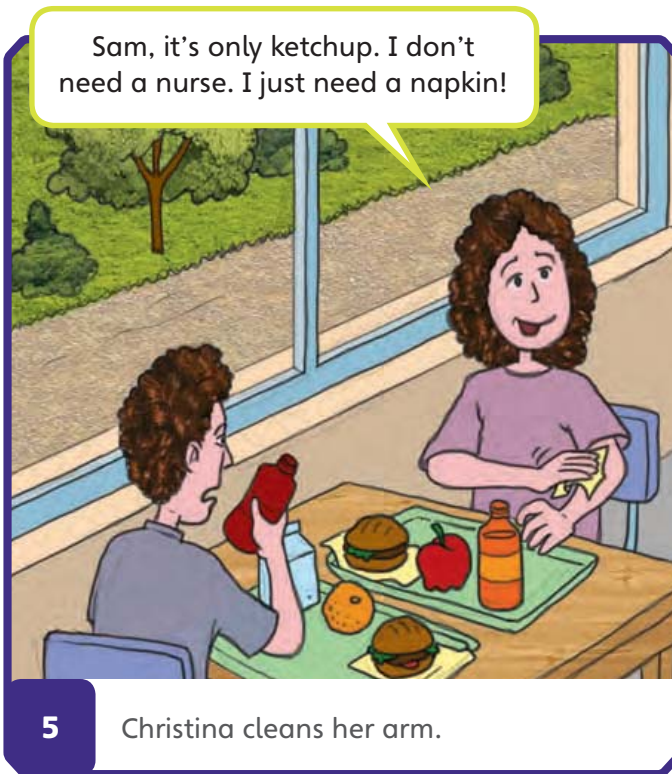


You shouldn't wait! You should go right away!

But I...

**4** Christina doesn't need to go to the nurse. She's OK.





6 Who says it? Say **Sam** or **Christina**.

- 1 "You have a cut."
- 2 "You should see the school nurse!"
- 3 "I don't need a nurse."
- 4 "You should put a bandage on that."
- 5 "I just need a napkin!"
- 6 "You shouldn't worry so much!"



Why did Sam get upset? Why didn't Christina get upset?  
What should you do if you cut yourself?



# Language in Action

I will listen to a dialog about how to take care of a health problem.

72  
7

Listen and read. Then say.

**Mom:** What's the matter?

**Jacob:** I don't know. I feel kind of sick.

**Mom:** Let me see. Wow. Your forehead is warm.  
You have a fever.

**Jacob:** Really?

**Mom:** Yes. You should take some medicine and  
get some rest.

**Jacob:** But... what about my soccer game today?

**Mom:** You can watch a soccer game on TV.



8

Practice the dialog in 7 with a partner.

73  
9

Listen and stick. Write the number.



\_\_\_\_\_

He should get an X-ray.



\_\_\_\_\_

She should take some medicine.



\_\_\_\_\_

He should eat soup and go to bed.

## Grammar

I will learn to use *should/shouldn't* and *myself, yourself...* to stay healthy.

I	<b>should</b> eat healthy foods.	I	<b>shouldn't</b> stay up late.
You		You	
He/She		He/She	
We		We	
They		They	

**10** Complete the sentences with **should** or **shouldn't**.

- 1 You \_\_\_\_\_ get some exercise every day.
- 2 Sue \_\_\_\_\_ eat so much candy.
- 3 Children \_\_\_\_\_ watch too much TV.
- 4 People \_\_\_\_\_ drink lots of water and get plenty of rest.

I	should take care of	<b>myself.</b>
You		<b>yourself.</b>
He/She		<b>himself/herself.</b>
We		<b>ourselves.</b>
They		<b>themselves.</b>

**11** Read and complete.

- 1 I eat too much candy. I should take better care of \_\_\_\_\_.
- 2 My sister often goes to bed late. She should take care of \_\_\_\_\_.
- 3 My brother exercises every day. He takes good care of \_\_\_\_\_.
- 4 My family grows vegetables in the garden. We eat good food and take care of \_\_\_\_\_.
- 5 You should take care of \_\_\_\_\_, too.
- 6 My grandparents are 80. They take good care of \_\_\_\_\_.

**12** Work with a partner. Talk about the people on pages 44–45.



He has  
a cut.

He should go to  
the nurse.



## Content Connection | Science

I will learn about different kinds of germs.



Listen and read. What are the four main kinds of germs?

## CONTENT WORDS

bacteria disease  
fever fungi germ  
malaria microscope  
protect protozoa  
spread virus vomit

# Germs



Our bodies work hard to stay healthy, but there are many tiny enemies around us that can make us sick. They're called germs. We can't see germs with our eyes – we can only see them through a microscope. When they're inside us, they use our body's resources and take away our energy. Germs can cause fever, coughing, and other problems, so it's important to stay away from them.

There are four main kinds of germs: bacteria, viruses, fungi, and protozoa. They live in different places, but they can all make us sick. Viruses are in the air. When we get sick with a cough or a cold, it comes from a virus. The virus spreads through our bodies and then spreads to other people through the air. If you sneeze, and you don't use a tissue, the virus goes into the air. This is why we shouldn't go to school with a bad cough or cold.

Bacteria and fungi live in the air, too, but they also grow on things, such as old food. This is why we should keep food in the refrigerator. When we eat bad bacteria or fungi, we get a stomachache, and sometimes we vomit. However, bacteria aren't all bad. There are important bacteria in our stomachs. We use them to digest our food.

Protozoa can also give you a stomachache. Protozoa like wet places and can live in dirty water. This is why you should never drink water from a river or a lake. The disease malaria comes from protozoa. It lives in mosquitoes.

How can we stay away from germs? Unfortunately, our homes are perfect places for them because there are a lot of places to hide. How should we protect ourselves? We could try to be cleaner, and because we can't clean everything, we should wash our hands regularly and before we eat.

14

Look at 13. Read and choose.

- |                                                     |                    |                       |
|-----------------------------------------------------|--------------------|-----------------------|
| 1 We can see germs...                               | a with our eyes.   | b with a microscope.  |
| 2 Bacteria, fungi, viruses, and protozoa are all... | a germs.           | b poisons.            |
| 3 Some bacteria...                                  | a help our bodies. | b live in wet places. |
| 4 We should always...                               | a try to be clean. | b protect our hands.  |



Which germs in the text are most dangerous for us? Why?

I will learn about home remedies around the world.

## CONTENT WORDS

cure herbal massage painkiller  
relax remedy rub stress

15 Read quickly. Which illnesses are mentioned?

## Home Remedies

Should you see a doctor every time you're sick? Of course not! Doctors don't have a cure for everything. In fact, there are many simple illnesses that are difficult for doctors to cure. Sometimes people use different "home remedies" for them.

The cold virus is one example. People in many countries don't take medicine for a cold. They make a big pot of hot chicken soup instead. They eat the soup and rest. Many people believe that chicken soup is a natural and healthy cure for a cold. And in fact it really helps: drinking a lot of water is good when you have a cold. Also, the hot soup helps you breathe better and helps your throat.



If you have a headache, your doctor may give you painkillers. However, in China, it's common to cure a headache with an egg! You boil the egg, take off the shell, and rub the egg on your face, head, and neck until the egg becomes cool. Some people think this helps you sleep better, too. Rubbing with the egg relaxes you, like a massage. Often headaches are because of stress, so relaxing is a great idea.



What about a fever? There are a lot of different home remedies, but an interesting home remedy uses vinegar. In Russia, people rub it into the skin. Vinegar makes your skin feel cooler, and it can help lower your body temperature a little.



One of the world's oldest home remedies is tea. You can use herbal teas for all sorts of simple illnesses, including stomachaches and sore throats. Some popular ingredients in home remedy teas are mint, ginger, garlic, honey, and lemon. All of these ingredients make a sore throat feel better and help you relax.



16 Listen and read. Complete the sentences.

- Doctors don't have a \_\_\_\_\_ for all illnesses.
- When people have a cold, they often eat chicken soup and \_\_\_\_\_.
- Doctors give \_\_\_\_\_ for headaches.
- Often headaches are because of \_\_\_\_\_.
- People around the world use \_\_\_\_\_ teas for many illnesses.

THINK  
BIG

Are home remedies better than doctors and medicine? Why/Why not?



## Writing | Using commas

I will learn to write sentences with commas.

**17** Read and choose the sentences where commas are used correctly.

We use a comma (,) between items in a list.

- 1 I should rest take medicine and drink tea.
- 2 I should rest, take medicine, and drink tea.

We use a comma after most **sequence words**. We don't use a comma after **Then**.

- 1 First I brush my teeth. Then, I wash my hands.
- 2 First, I brush my teeth. Then I wash my hands.

**18** Copy the paragraph in your notebook. Put commas in the correct places.

Here's how I take care of myself and stay healthy. First I exercise every day. I run play soccer ride my bike and do gymnastics. I like skateboarding too. Next I always eat a good breakfast. I only eat healthy food every day. I eat fruit vegetables and yogurt. I also drink lots of water. I don't eat unhealthy foods like chips donuts or fries. I try to protect myself from germs too. I wash my hands take showers and brush my teeth. Finally I get enough rest and I go to bed early every night.



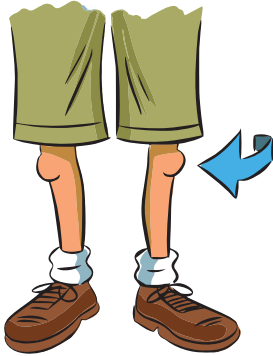
**19** How do you take care of yourself? Write a paragraph in your notebook.

Phonics | *kn, wr*I will learn to use the sounds *kn* and *wr*.78  
20

Listen, read, and repeat.

1 **kn**2 **wr**79  
21

Listen and find. Then say.



knee



write

80  
22

Listen and blend the sounds.

1 kn-ow          know

2 wr-o-ng        wrong

3 wr-a-p         wrap

4 kn-o-ck        knock

5 kn-igh-t       knight

6 wr-i-s-t        wrist

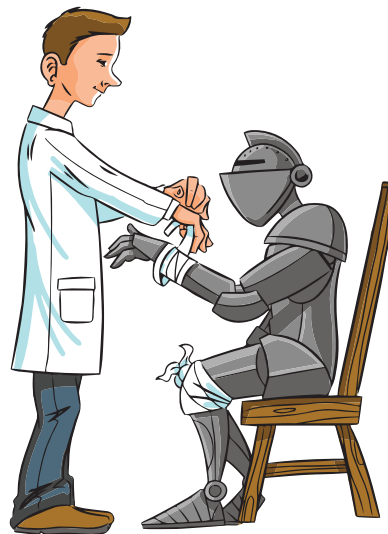
7 kn-o-t         knot

8 wr-e-ck        wreck

81  
23

Read aloud. Then listen and chant.

What's wrong, wrong, wrong?  
 The knight knocked his  
 Knee, knee, knee,  
 And his wrist, wrist, wrist.  
 I know! Wrap his knee  
 And wrap his wrist!



Values | Don't spread germs.

I will learn about good hygiene habits.

83  
24

Listen and number in order.



\_\_\_\_\_

You should cough or sneeze into a tissue or into the inside of your arm.



\_\_\_\_\_

You should wash your hands often.



\_\_\_\_\_

You shouldn't share food, cups, forks, or spoons.

25 Tell a partner how you can stop spreading germs.



I wash my hands several times a day.



Project

26 Make a **Good Hygiene Habits** checklist. Compare your checklist with a partner's.

Name \_\_\_\_\_

**Good Hygiene Habits**



Wash your hands.



Cough or sneeze into a tissue or into your arm.



Don't share food, cups, forks, or spoons.

## Review

- 27** Make cards with the names of different health problems. Role-play giving advice with a partner.

allergies

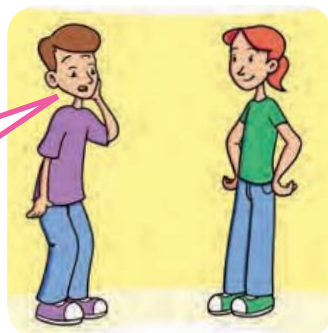
cough

stomachache

fever

cut

I have a very bad headache. What should I do?



You should see a doctor soon.



- 28** Complete the dialogs with **should** or **shouldn't**.

- A:** Oh, no. I cut myself.  
**B:** You \_\_\_\_\_ clean the cut and put a bandage on it.
- A:** I'm so sleepy today.  
**B:** You \_\_\_\_\_ stay up so late at night.
- A:** I have a stomachache.  
**B:** You \_\_\_\_\_ eat so much candy.

- 29** Write the name of the health problem each person has.

fever    cut    stomachache    allergy



1 stomachache



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

## I Can

- use words for illnesses and health problems.
- use *should/shouldn't* and *myself, yourself...* to talk about staying healthy.
- ask for and offer advice for health problems.
- write sentences with commas.





## 5

Weird and Wild  
Animals

## Vocabulary

I will learn to name weird animals and where they live.




# Song Time!




1 Listen, look, and say.



1 Tasmanian devil

**Lives in:** Australia  
**Population:** between 10,000 and 25,000



2 Andean condor

**Lives in:** South America  
**Population:** about 10,000



3 angler fish

**Lives in:** oceans all over the world  
**Population:** we don't know



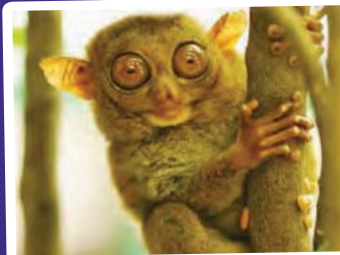
4 volcano rabbit

**Lives on:** volcanoes in Mexico  
**Population:** between 2,000 and 12,000



5 coconut crab

**Lives on:** islands in the Pacific Ocean  
**Population:** more than 100,000



6 tarsier

**Lives in:** Southeast Asia  
**Population:** we don't know

2 Play the game.

Song

I will learn to ask and answer about weird animals.



Listen and sing. Why is it important to learn about animals?

Understanding Animals

Do you know a lot about animals?  
How many different kinds there are.  
Some are big, and some are small,  
And some are just bizarre!

It's important to learn about animals,  
Though many seem strange, it's true.  
Because when we learn about animals,  
We learn about ourselves, too.

**Understanding animals is good for us to do  
Because learning about animals helps us  
And helps them, too!**

**Chorus**

Some live in trees, or in the ocean,  
And some live where it's hot.  
Some are beautiful, and some are cute,  
And some are... well, they're not!

**Chorus**



Ask and answer about the animals in 1.



Where do coconut crabs live?

They live on islands in the Pacific Ocean.

How many are there?

There are more than 100,000.



**THINK BIG**

Find a picture of another weird animal.  
What is its population? Where does it live? Tell the class.

## Story

I will read a story about endangered chimpanzees.

89  
5 Listen and read. What is the program about?

## Chimps Are Smart!



1

Christina is watching a TV program about chimpanzees, or chimps. She's telling Sam about them.



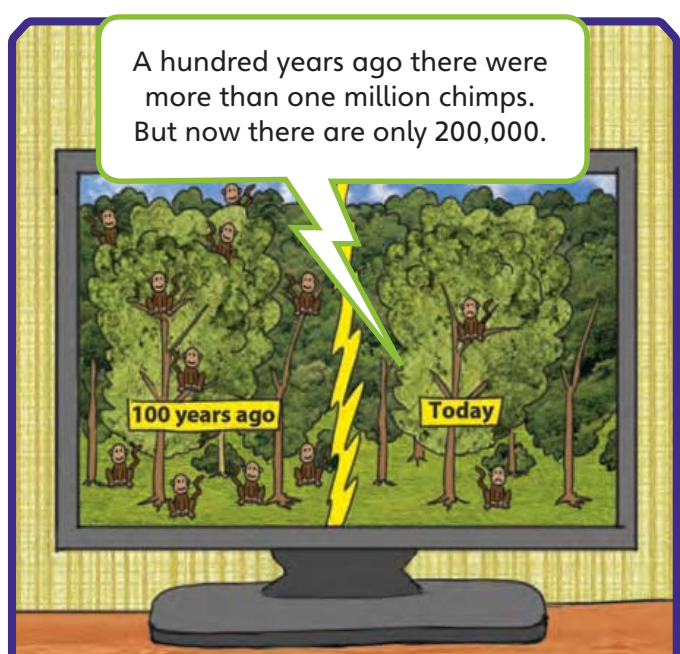
2

Christina explains that chimps make tools to get food.



3

Christina finds out that chimps are endangered.



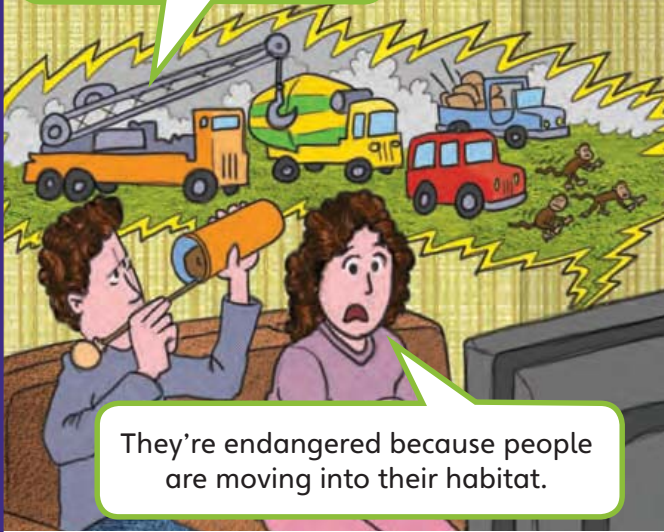
4

A hundred years ago there were more than one million chimps. But now there are only 200,000.

The program says that there are not many chimps left.



That's terrible! Why are they endangered?



They're endangered because people are moving into their habitat.

Christina explains that people move in and destroy the jungle, and the chimps have nowhere to live.

5

Christina... I can talk and climb trees. And I can use tools, just like chimps. I hope I'm not endangered!



I don't think so! But you are a cheeky monkey!

Sam laughs at Christina's joke.

6

**6** Look at the story. Ask and answer.

- 1 What things can chimps do?
- 2 Why do chimpanzees make tools?
- 3 How many chimps were there 100 years ago?
- 4 How many are there now?
- 5 Why are chimps endangered?
- 6 Is Sam endangered?



What other animals are endangered and why?  
What can we do to help them?



## Language in Action

I will listen to a dialog about endangered animals.



Listen and read. Then say.

**Jane:** Wow, listen to this. Tigers are endangered. There are only 3,200 of them left in the world today.

**Ted:** Really?

**Jane:** Yes. In the 1900s, there were more than 100,000 tigers.

**Ted:** Wow! Why are there only 3,200 now?

**Jane:** Because some people kill tigers. They sell them for their fur or to make medicine.

**Ted:** That's terrible!

**Jane:** I know. But some people are trying to help them.

**Ted:** Maybe we can help them, too.

**Jane:** We can. Learning about tigers is the best way to start.



8

Practice the dialog in 7 with a partner.



Listen and stick. Label each picture with the animal's name.

bumblebee bat

Egyptian tortoise

Mexican walking fish

red panda



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

## Grammar

I will learn to use *How many...?*, *there were/there are*, *Why...?*, and *because* to ask about animals.

**How many** chimpanzees were there 100 years ago?

There **were** more than one million. But now there **are** only about 200,000.

**10** Complete the sentences with **how many**, **there were**, and **there are**.

- 1 How many Komodo dragons were there fifty years ago?  
There were more than 20,000. But now there are probably fewer than 5,000 in the Komodo Islands.
- 2 \_\_\_\_\_ Andean condors were there in the past?  
\_\_\_\_\_ many Andean condors in the mountains of South America. But now \_\_\_\_\_ only a few thousand left.
- 3 \_\_\_\_\_ volcano rabbits were there fifty years ago?  
\_\_\_\_\_ only about 1,000. We don't know how many \_\_\_\_\_ now, but probably only a few hundred.
- 4 \_\_\_\_\_ Tasmanian devils were there twenty-five years ago?  
\_\_\_\_\_ more than 100,000 Tasmanian devils.  
But now \_\_\_\_\_ only about 20,000.



**Why** are chimpanzees endangered?

They're endangered **because** people are moving into their habitat.

**11** Read and talk about why these animals are endangered.

- 1 Why are Komodo dragons endangered?  
People are killing them. / People are moving into their habitat.
- 2 Why are Andean condors endangered?  
Other animals are killing them. / They are getting sick and dying.
- 3 Why are volcano rabbits endangered?  
People are destroying their habitat. / There is too much pollution.
- 4 Why are Tasmanian devils endangered?  
People are killing them. / People are moving into their habitat.

**12** Work with a partner and find out more about each of the animals in 10 and 11. Discuss.

## Content Connection | Science

I will learn about animals and why some are endangered.

93  
13

Listen and read. Do any of these animals live in your country?

## CONTENT WORDS

cave endangered extinct fur in the wild  
polluted pond predator protect trap

## Strange and Endangered

Our world is beautiful, but it's changing. For some wild animals, nowhere is safe in nature: hunting and disease mean they have no home. Let's meet some cute and unusual animals and find out why they're endangered.

2 This funny-looking fish is called the Mexican walking fish. It's not really a fish – it's a kind of salamander. It has legs, so it can move around on land. It lives in the streams and ponds near Mexico City, but most of these ponds are now polluted, and the fish is nearly extinct.



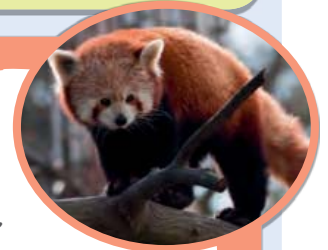
4 The Egyptian tortoise is the smallest tortoise in the world. When they're fully grown, Egyptian tortoises are only 10 centimeters long. They live in the desert. They're so unusual that everyone wants one as a pet. As a result, there are fewer than 7,500 left in the wild now.



1 The smallest bat in the world is called the bumblebee bat because it's the same size as a bumblebee! Bumblebee bats live in caves in the forests of Thailand and Myanmar. They're endangered because each year farmers burn the forests where they live. Most scientists agree that there are only about 6,000 bumblebee bats left in the wild.



3 The cute animal is the red panda. Most red pandas live in mountains in China, Myanmar, and Nepal. They live in trees with red moss on their branches, so they can hide from their predators. People hunt them for their fur, but they also fall into traps from hunters. Scientists say that there are fewer than 10,000 red pandas left in the wild.



14 Look at 13. Say the animal.

- 1 It's a very popular pet.
- 2 It lives in caves in the forest.
- 3 Its color helps it hide from predators.
- 4 It's almost extinct.

THINK  
BIG

How can people protect endangered animals?

I will learn about dragon myths from around the world.

**15** Read quickly. Are all dragons scary?

**CONTENT WORDS**

creature extinction evil fairy tale  
habitat monster myth mythical

# DRAGONS

Dragons are mythical creatures. That means they aren't real. They're important in many cultures around the world. People from North America, South America, Europe, Africa, Oceania, and Asia talk about them in myths and fairy tales, but different cultures see dragons differently.

In Asia, dragons are beautiful and magical creatures, and some stories about them are more than 4,000 years old. Asian dragons don't have wings. They look like giant lizards, but they aren't scary. They help people, and they can bring someone good luck. One example is Fuku Riu, the Japanese lucky dragon.

In Europe, North America, and South America, however, stories about dragons usually show them as evil. Western fairy-tale dragons live in caves. They have giant wings and breathe fire, so they're usually scary! However, there are some stories about good dragons in Western culture.

Dragons also have a very long history in Australia and Oceania. Some of the dragon myths there are more than 50,000 years old. There are many different types of dragon, but the most famous is the bunyip. This scary mythical monster is made from parts of different animals. It lives in the water and eats animals and sometimes people.

The only real dragon alive today is the Komodo dragon, a very large lizard that lives on an island in Indonesia. It can be scary because it hunts and eats almost anything: deer, pigs, other smaller dragons, and even big animals and humans! The Komodo dragon is now an endangered species because of predators and changes in its habitat, so people are trying to help save it from extinction.

**16** Listen and read. Say **True** or **False**. Correct the false sentences.

- 1 Asian dragons look like giant lizards with wings.
- 2 In Asia, dragons are lucky creatures.
- 3 All European dragons are bad.
- 4 The bunyip looks very different from Asian dragons.



Do you know any myths or fairy tales about dragons? What are they?



## Writing | End marks

I will learn to write sentences with end marks.

**17** Read and choose the correct end marks for each sentence.

A sentence may end with a period (.), a question mark (?), or an exclamation point (!). These are called end marks.

Use a period at the end of a sentence that makes a statement.

I like stories about dragons.

Use a question mark at the end of a question.

Why are tigers endangered?

Use an exclamation point at the end of a statement that shows a strong feeling.

The Komodo dragon is very scary!

- |                                                       |           |
|-------------------------------------------------------|-----------|
| <b>1</b> How many Tasmanian devils were there in 1920 | . / ? / ! |
| <b>2</b> People are moving into the forest            | . / ? / ! |
| <b>3</b> Angler fish are very strange                 | . / ? / ! |
| <b>4</b> Do you like elephants                        | . / ? / ! |
| <b>5</b> Mexican walking fish lived in ponds          | . / ? / ! |

**18** Rewrite each sentence in your notebook. Use a period, a question mark, or an exclamation point.

- 1 Many people help endangered animals
- 2 Look at those fantastic dragons
- 3 Can frogs swim
- 4 Where do Komodo dragons live
- 5 Tarsiers are so cute
- 6 There were more than 100,000 tigers in the 1900s
- 7 What color are Andean condors
- 8 We can do a lot to help endangered animals



**19** Write sentences in your notebook. Write one with a period, one with a question mark, and one with an exclamation point.

Phonics | *ph, wh*I will learn to use the sounds *ph* and *wh*.96  
20

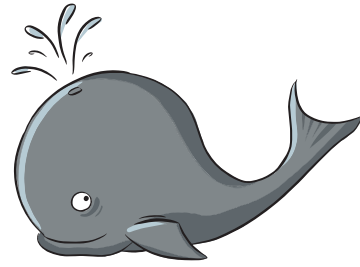
Listen, read, and repeat.

1 **ph**2 **wh**97  
21

Listen and find. Then say.



phone



whale

98  
22

Listen and blend the sounds.

1 ph-o-t-o photo

2 ph-a-n-t-o-m phantom

3 wh-ea-t wheat

4 d-o-l-ph-i-n dolphin

5 wh-i-te white

6 e-l-e-ph-a-n-t elephant

7 wh-ee-l wheel

8 wh-e-n when

99  
23

Read aloud. Then listen and chant.

The phantom has a photo  
On his phone  
Of a white wheel  
And some wheat.



## Values | Protect endangered animals.

I will learn to protect endangered animals and the environment.

107  
24

Listen and write the number. Write the sentence under the correct picture.

Don't pollute animal habitats.      Make space for wildlife.  
Reduce, reuse, recycle.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

25

Discuss what you can do to help take care of animals and their habitats.



What can we do to protect endangered species?

We can protect their habitats.



### Project

26

Make Conservation signs. Display your signs in the hallways of your school.



# Review

**27** Read about these endangered animals.



**Name:** Asian elephant  
**100 years ago:** 90,000  
**Now:** 45,000  
**Why endangered:**  
 People are killing them.



**Name:** Black rhinoceros  
**100 years ago:** 300,000  
**Now:** 2,000  
**Why endangered:**  
 People are killing them.



**Name:** Cheetah  
**100 years ago:** more than 100,000  
**Now:** 12,000  
**Why endangered:** Their habitat is disappearing.



**Name:** Polar bear  
**100 years ago:** No one knows  
**Now:** 20,000  
**Why endangered:** The climate is changing.

**28** Work in pairs. Ask and answer questions about the endangered animals on this page.



How many cheetahs were there 100 years ago?

There were more than 100,000.



**29** Complete the dialogs with **there are** or **there were**.

- 1 Yesterday, \_\_\_\_\_ three kids at the animal rescue meeting. Today, \_\_\_\_\_ eight kids at the meeting.
- 2 \_\_\_\_\_ five horses on the farm last year. Now, \_\_\_\_\_ six.
- 3 \_\_\_\_\_ twelve boys on the team last week, but \_\_\_\_\_ only ten this week.

**30** Find out more. Research answers to the questions below.

- 1 Are there any endangered animals in the area where you live? Explain.  
 \_\_\_\_\_
- 2 What can you do to help them?  
 \_\_\_\_\_

## I Can

- use words for weird animals and where they live.
- use *How many, there + be* and *why/because* to talk about endangered animals.
- talk about endangered animals.
- write sentences with end marks.





## 6

## Life Long Ago

## Vocabulary

I will learn to name things about the past and the present.



# Song Time!



1 Listen, look, and say.



1 drive cars



2 wash clothes in a washing machine



3 have a cell phone

NOW



4 have electric lights



5 cook in a microwave



6 listen to an MP3 player



7 cooked on a coal stove



8 had a phone with an operator



9 traveled by horse and buggy

LONG AGO



10 washed clothes by hand



11 had oil lamps



12 listened to the radio

2 Play the game.

Song

I will learn to talk about how life was in the past.



Listen and sing. How did people get water one hundred years ago?

## In the Old Days

Life one hundred years ago  
Was different, you see.  
 There were no computers,  
And there was no TV.

**Life was different in the old days.  
Life was different in so many ways.**

Children used to get water  
From pumps or wells outdoors.  
Now we just turn on the tap,  
And out fresh water pours!

**Chorus**

Life was so much slower!  
Few people had a car.  
Children used to walk to school,  
And they walked very far!

**Chorus**



Choose. Then match the activities of today with activities from the past.

cook    have    listen    travel    wash clothes

- |                                                                                                                                                        |                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 _____ by car</p> <p>2 _____ in a washing machine</p> <p>3 _____ electric lights</p> <p>4 _____ in a microwave</p> <p>5 _____ to an MP3 player</p> | <p>a cooked on a coal stove</p> <p>b had oil lamps</p> <p>c listened to the radio</p> <p>d traveled by horse and buggy</p> <p>e washed clothes by hand</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|



What else is different now? Tell a partner.

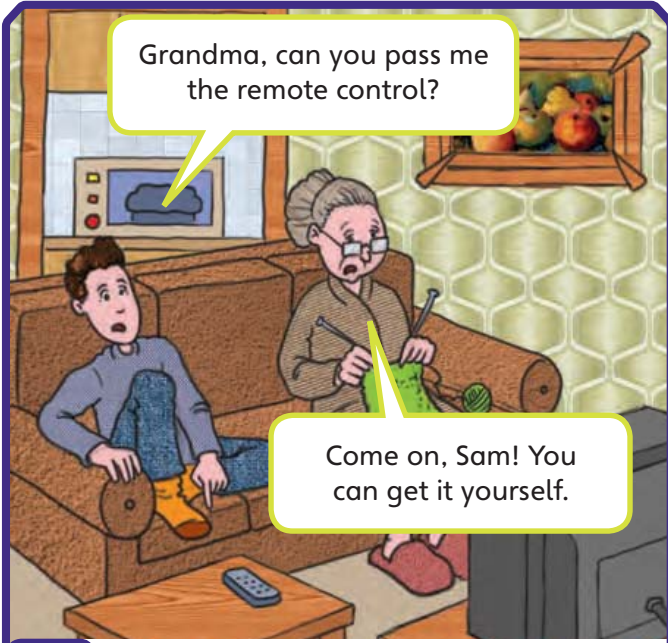
# Story

I will read a story about life in the past.



Listen and read. Did Grandma have a microwave when she was a child?

## Life Was Nicer Then



Grandma, can you pass me the remote control?

Come on, Sam! You can get it yourself.

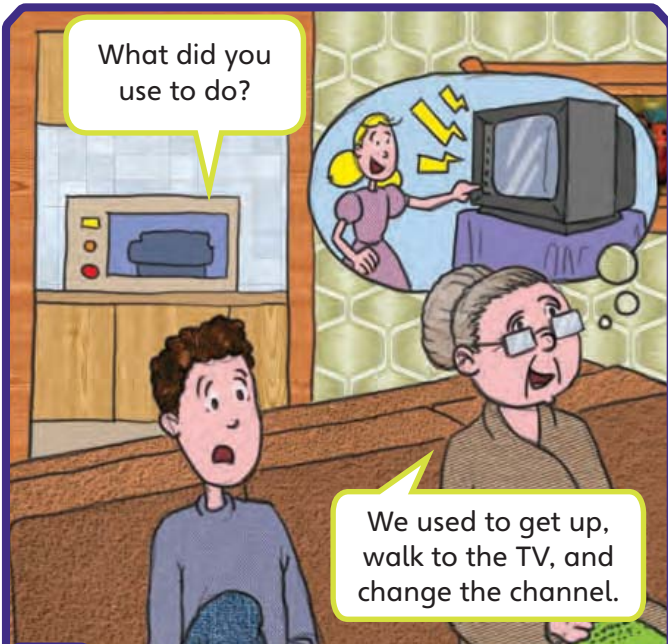
1 Sam is watching TV and doesn't want to get off the sofa.



But Grandma...

Listen, Sam. When I was a child, we didn't have remote controls.

2 Grandma doesn't want Sam to be lazy.



What did you use to do?

We used to get up, walk to the TV, and change the channel.

3 Most TVs didn't have remote controls when Sam's grandma was a child.



Did you have a lot of channels?

No, we didn't. We had only three channels. Oh, life was so simple, so quiet back then...

4 Sam's grandma thinks life was a lot nicer when she was young.





5

But now Sam's grandma sometimes uses a microwave to make dinner.



6

Maybe some things about modern life are nicer!

6

Read and choose.

When Sam's grandma was a child...

- 1 people **watched** / **didn't watch** TV.
- 2 people **had** / **didn't have** remote controls to change channels.
- 3 people **used** / **didn't use** to get up to change the channels.
- 4 life **was** / **wasn't** simpler and quieter.
- 5 people **used** / **didn't use** to cook in a microwave.



Does your family have a lot of remote controls?  
What are they for?  
What other modern technology makes life easier?



# Language in Action

I will listen to a dialog about what people used to do.

108  
7

Listen and read. Then say.

**Millie:** Who's that?

**Mom:** That's a picture of your great-great-grandparents.

**Millie:** But they're so young!

**Mom:** Oh, well, this picture is from 1905. That was a long time ago.

**Millie:** How did people go places in 1905?

**Mom:** They used to ride a horse and buggy, or they walked.

**Millie:** Did you use to ride a horse and buggy, Mom?

**Mom:** I'm not *that* old!

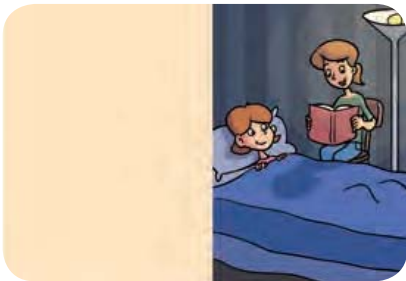


8

Practice the dialog in 7 with a partner.

109  
9

Listen and stick. Write the number.



## Grammar

I will learn to use *Did... have...?* and *used to* to ask and answer about the past.

**Did** people **have** cars in 1950?

Yes, they **did**.

**Did** people **have** cars in 1900?

No, they **didn't**. They traveled by horse and buggy or by train.

**10** Read the questions. Complete the answers.

1 Did your father have a car in high school?

No, he didn't. He used to ride a bicycle.

2 Did people play video games twenty years ago?

\_\_\_\_\_ There were some very popular video games back then.

3 Did your grandmother have a computer?

\_\_\_\_\_ She never used a computer.

4 Did people have running water in their homes 200 years ago?

\_\_\_\_\_ They used to get water from a pump outside.

5 Did people write letters in the past?

\_\_\_\_\_ Now we write letters and send emails.

Before TV, what **did** people **use to do** for entertainment at night?

They **used to listen** to the radio.

They **didn't use to listen** to an MP3 player.

**11** Read the questions and answer them with your own ideas. Use *used to* in your answers.

1 Before computers, what did people use to do to keep in touch?

Before computers, people \_\_\_\_\_.

2 Before cell phones, what did people use to do to call each other?

Before cell phones, people \_\_\_\_\_.

3 Before microwaves, what did people use to do to cook their food?

Before microwaves, people \_\_\_\_\_.

**12** Work with a partner. Ask and answer questions like the ones in 11. Look at pages 68–69 for ideas.

## Content Connection | Math

I will learn about how people used to travel.



Listen and read. How has the average speed of vehicles changed since the early 1900s?

## And Then There Were Cars

1 Until the early 1900s, many people traveled by horse and buggy. They didn't use to travel very far or very fast. Historians believe that the furthest a family could travel in one day used to be about 24 kilometers. Since a horse and buggy had an average speed of 8 km per hour, a simple equation shows us that people used to travel no more than three hours a day – 3 hours multiplied by 8 km per hour equals 24 km ( $3 \times 8 = 24$ ).



2 The distances people traveled changed in 1886 when Mr. Karl Benz from Germany put an engine on a buggy. It was the first gas-powered vehicle. Then in 1901, the German company Daimler Motors (DMG) created a beautiful motor car for racing. It was called the Mercedes.



Its engine was lighter, so it could travel faster than any other car. The Mercedes also looked very different from the horse-drawn buggy. It was more attractive, and it was safer because it was lower and closer to the road. Six Mercedes raced in Nice in 1901, and they reached an average speed of 51 km per hour.

### CONTENT WORDS

average speed distance traveled multiply number of per hour

3 Unfortunately, the Mercedes was expensive. It was and still is a luxury. The average working man in America in the 1900s could not buy one. Henry Ford changed this when he built the Model T, or "Tin Lizzie" in 1908. It was one of the first popular cars – people could buy it for about 850 dollars. All of a sudden, the number of cars on the road multiplied! Its average speed was about 40 km per hour.

4 Modern cars today are much faster than they used to be. The average speed of the modern car is about 90 km per hour. However, in big cities, because of all the traffic, we still don't travel much faster than we used to with the horse and buggy.



14

Look at 13. Say True or False. Correct the sentences that are false.

- 1 In the early 1900s, people could travel about 48 km in one day.
- 2 The first gas-powered vehicle was invented in 1901.
- 3 Karl Benz built the first Mercedes.
- 4 The Mercedes looked really good.
- 5 People bought the Model T because it was cheaper.



Which ways of traveling are faster than a modern car?  
What are the good and bad things about traveling fast?

I will learn about people who live without technology.

- 15** Read quickly. Is technology important for the three tribes?

### CONTENT WORDS

ancestors dialect nomadic  
reindeer surfing the Internet  
technology tundra

## Living Traditionally in a Modern World

Could you live without a computer or a cell phone? It might be hard for you to imagine a life without technology. But even today, many people all over the world live happily without it. There are many tribes with much more important things to worry about than technology.



**1** One of the most famous tribes on the planet is the Maasai people of Kenya, in Africa. The Maasai are nomadic. This means they don't live in one place all the time. They move from place to place and make new homes each time they move. They build their homes in the forests from things they can find in nature – mud, sticks, grass, and rocks. Their villages don't have running water or electricity, so computers and cell phones aren't an option.

**2** Another tribe in South East Asia is the Hmong. These are hill people – they live in the mountains in parts of Thailand, Laos, and Vietnam. They have a very traditional way of life. In fact, they live the same way now that their ancestors used to live, more than 2,000 years ago. They also have their own ancient language with two different dialects: Hmong Djua and Hmong Daw. The language comes from Southern China, and it's quite different from the other languages of South East Asia. You won't find much technology in a Hmong hill village.



**3** The Koryak people, a tribe in Russia, live on the northern part of the Pacific Coast. The land in that area is Arctic tundra, which is very cold. For food, these people catch fish or herd reindeer. Instead of playing computer games or surfing the Internet, Koryak children help hunt and cook food for their family. They also sometimes make their own clothes out of reindeer skin.

Life for these people is much harder than it is for you or me. Could you live comfortably without basic necessities like food, water, and electricity?

- 113**  
**16** Listen and read. Match the tribes (1–3) with the sentences (a–d).

- a You can't have a cell phone or a computer without electricity!
- b I speak some Chinese. I'd like to learn an unusual language.
- c I'm happy I don't have to hunt for my food!
- d In my opinion, it's important to look after your traditions.



Do you know of any other groups of people who live without using technology?  
Would you like to live without technology? Why/Why not?



## Writing | Quotation marks

I will learn to write sentences with quotation marks.

**17** Read. Then choose the sentences where quotation marks are used correctly.

Quotation marks (“ ”) come in pairs. You put them around the words that people say.

“I had a great time at my grandpa’s house,” said Jaime.

Commas, periods, question marks, and exclamation points usually go inside quotation marks at the end of what a person says. Commas go outside quotation marks if they come before what somebody says.

- 1 “I used to ride my bike to school, said Maria.”
- 2 “Did they watch TV in the 1930s?” he asked.
- 3 Miguel yelled, “I got a new cell phone!”
- 4 Karen said, “I listened to the radio last night.”

**18** Read and match. Make sentences.

- |                                             |                                                       |
|---------------------------------------------|-------------------------------------------------------|
| 1 Tim asked,                                | a “I used to get water from a pump when I was young.” |
| 2 “My dad used to travel by bus to school,” | b “How did people use to cook food?”                  |
| 3 Claire shouted,                           | c Bahar said.                                         |
| 4 Grandpa said,                             | d “I got a new MP3 player yesterday!”                 |

**19** In your notebook, rewrite the sentences using quotation marks.

- 1 I just saw a movie about Henry Ford and the Model T, he said.
- 2 What should we do this weekend? she asked.
- 3 Do your homework before watching TV! his mother told him.
- 4 Taylor said, I got a new computer.
- 5 You need to finish your book report by Friday, said Mr. Clark.
- 6 Happy birthday, Grandma Rose! everyone shouted.



**20** In your notebook, write sentences using quotation marks.

## Phonics | ge, dge

I will learn to use the sounds ge and dge.



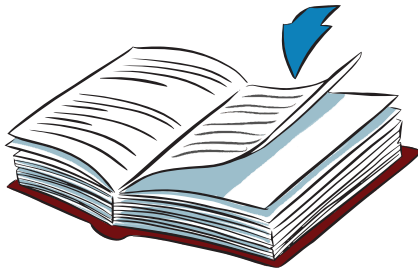
Listen, read, and repeat.

1 ge

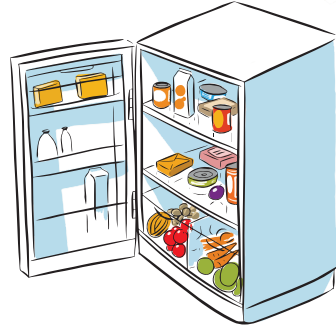
2 dge



Listen and find. Then say.



page



fridge



Listen and blend the sounds.

1 b-a-dge badge

2 e-dge edge

3 a-ge age

4 s-p-o-n-ge sponge

5 b-r-i-dge bridge

6 h-e-dge hedge

7 c-a-ge cage

8 l-ar-ge large



Read aloud. Then listen and chant.

There's a large fridge  
On the bridge.  
There's a large page  
In the cage.

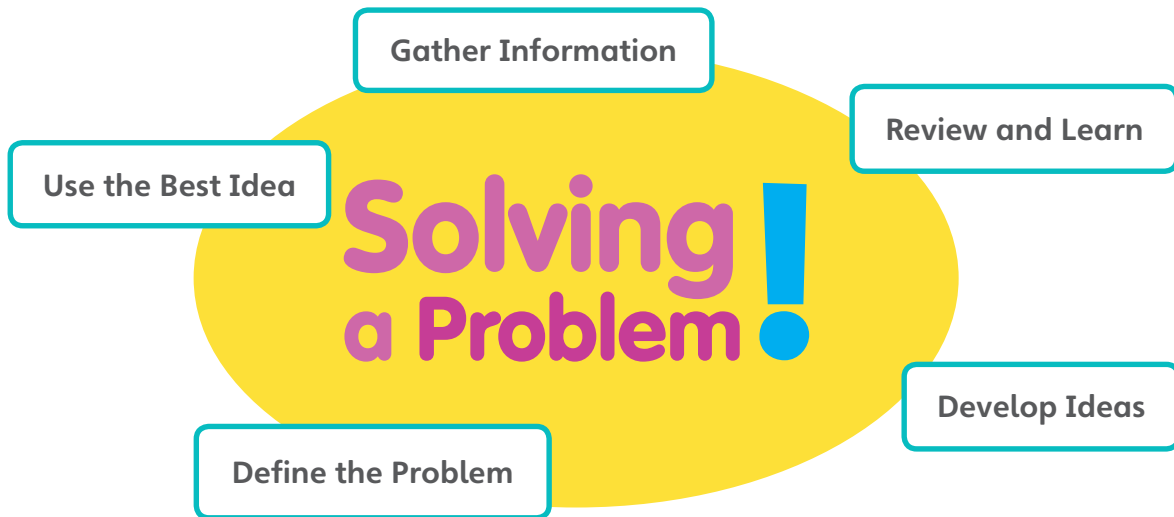


# Values | Solve problems.

I will learn to solve problems.



Listen and read. In your notebook, write the steps in order.



26

Talk about what you can do to solve problems in your classroom.



Our class needs a new computer.

I agree. How can we raise enough money to buy one?



## Project

27

Make a **Problem Solving** worksheet. Work as a group and use the worksheet to solve this problem.

Steps	Details
1 Define the problem.	Our class needs to raise money for a new computer.
2 Gather information.	
3 Develop ideas.	
4 Use the best idea.	
5 Review and learn.	

Review

**28** Work with a partner. Find the differences between the two pictures. Make a list. Tell a partner.



LONG AGO



A long time ago, people used to wash their clothes by hand.

Now many people use washing machines to wash clothes.



NOW



**29** Complete the dialog.

did didn't have use used

- A:** Life in the old days was hard. They didn't <sup>1</sup> \_\_\_\_\_ to have electricity.  
**B:** Really? No electric lights? What <sup>2</sup> \_\_\_\_\_ they use to light their homes?  
**A:** People <sup>3</sup> \_\_\_\_\_ to use candles and oil lamps for light.  
**B:** Wow. Did they <sup>4</sup> \_\_\_\_\_ washing machines back then?  
**A:** No, they <sup>5</sup> \_\_\_\_\_. People used to wash their clothes by hand.

**30** Complete the sentences about each photo.

watch make write



**1** It is easy to \_\_\_\_\_ emails.



**2** It's fun to \_\_\_\_\_ TV.



**3** I \_\_\_\_\_ calls on my cell phone.

I Can

- use words to talk about life in the past and in the present.
- use *have* and *used to* to talk about the past.
- talk about life in the past and in the present.
- write sentences with quotation marks.





Checkpoint | Units 4–6

How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

<b>Health problems:</b> allergies, cough, cut, headache...	Pages 44	
<b>Remedies:</b> drink some juice, get some rest, take some medicine...	45, 48–49	
<b>Endangered animals:</b> angler fish, chimpanzee, Komodo dragon, tarsier...	56	
<b>Activities:</b> cook in a microwave, cooked on a coal stove, have electric lights/had oil lamps...	68–69	
You <b>should</b> eat healthy foods. She <b>shouldn't</b> stay up late. They should take care of <b>themselves</b> .	49	
<b>How many</b> chimpanzees were there 100 years ago? There <b>were</b> more than one million. But now there <b>are</b> only about 200,000.	61	
<b>Did</b> people <b>have</b> coal stoves 100 years ago? Yes, they <b>did</b> . <b>Did</b> people <b>have</b> computers 100 years ago? No, they <b>didn't</b> .	73	
Before TV, what <b>did</b> people <b>use to do</b> for entertainment? They <b>used to listen</b> to the radio.	73	



## I can do it!



Get ready.

A. Complete the dialogue. Use the words from the box. Then listen and check.



didn't use to watch  
should go outside  
should watch  
shouldn't watch  
used to go outside

**Mom:** What's the matter, Kevin?

**Kevin:** My eyes are sore.

**Mom:** I know why. You watch too much TV! You \_\_\_\_\_ and get some exercise.

**Kevin:** Oh, Mom!

**Mom:** Listen, I think you \_\_\_\_\_ so much TV. You spend too much time using technology – the TV, the computer, and your cell phone.

**Kevin:** So...?

**Mom:** That's why your eyes are sore. You \_\_\_\_\_ TV for no more than one hour a day.

**Kevin:** Only one hour? How can I do that?

**Mom:** It's easy. A long time ago, people \_\_\_\_\_ TV all the time.

**Kevin:** What did they do?

**Mom:** Well, they \_\_\_\_\_ and play. So go!

**Kevin:** Oh, OK, Mom. Maybe you're right.

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

- 1 What do you think of Kevin's mom's advice?
- 2 Do you think you should watch less TV? Why/Why not?
- 3 What should people do to stay healthy?

1

2

3

4

5

6

7

8

9

# Checkpoint | Units 4–6

## 3 Get set.



**STEP 1** Cut out the cards on page 135 of your Student’s Book.



**STEP 2** Put the cards face down in two piles: green cards and orange cards. Now you’re ready to **GO!**

## 4 Go!

**A.** Read the dialogs.

Dialog A	Dialog B
<b>A:</b> What’s wrong?	<b>A:</b> What’s wrong?
<b>B:</b> I have a stomachache.	<b>B:</b> I have a stomachache.
<b>A:</b> Why?	<b>A:</b> Why?
<b>B:</b> I watched too much TV.	<b>B:</b> I ate too much candy.
<b>A:</b> That doesn’t make sense.	<b>A:</b> You should go to the school nurse.

**B.** Now play the game. Pick one green card and one orange card. Use them to make a dialog with a partner. Does the dialog make sense? If not, pick another orange card. Keep picking orange cards until your dialog makes sense. Use the card to give advice to your partner. Then change roles and play again.



You should go to the school nurse.



**C.** Act out one of the dialogs for your class.

1

2

3

4

5

6

7

8

9

**5 Write about yourself in your notebook.**

- Do you take care of yourself? Explain.
- What kind of technology do you have? Did people have this technology 100 years ago? What did they use to have?
- What endangered animals do you know about?
- Why are these animals endangered?
- What can people do to help them?

Date: \_\_\_\_\_

All About Me

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---

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**How well do I know it now?**

**6 Think about it.**

A. Go to page 80. Look and circle again.

B. Check (✓).

- I can start the next unit. 
- I can ask my teacher for help, and then start the next unit. 
- I can practice and then start the next unit.

**7 Rate this Checkpoint.**

hard      OK      easy      not fun      OK      fun



## 7

## Special Days

## Vocabulary

I will learn to name special days and dates.



# Song Time!



Listen, look, and say.



1

my birthday



2

my parents'  
anniversary



3

New Year's Eve/Day



4

Independence Day



5

Valentine's Day



6

Earth Day

2

Play the game.

Song

I will learn to talk about special days.

**3** Listen and sing. What special day is this Friday?

**What Do We Do on Special Days?**

This Friday is a special day –  
The last day of the year.  
We're going to stay up very late.  
At midnight, we're going to cheer!



There are a lot of special days,  
And this one is a treat.  
We're going to have parades and  
fireworks,  
And delicious food to eat!

**Special days are cool. Special days are fun.  
Special days bring special treats for  
everyone!**

**Chorus**



On the first of January,  
We are going to say,  
"Happy New Year!" to everyone  
Because it's New Year's Day.



**Chorus**



**4** Listen and match the special days with the actions.

**a**   
give/get a card

**b**   
watch a parade

**c**   
watch fireworks

**d**   
eat special foods

- 1 birthday
- 2 New Year's Eve/Day
- 3 Earth Day
- 4 Independence Day



What other special days can you name?  
What other things do you do on special days?



# Story

I will read a story about plans for an anniversary party.



Listen and read. Why is Sam making a cake?

## The Anniversary Party



1 Sam's parents' anniversary is on the 10th.



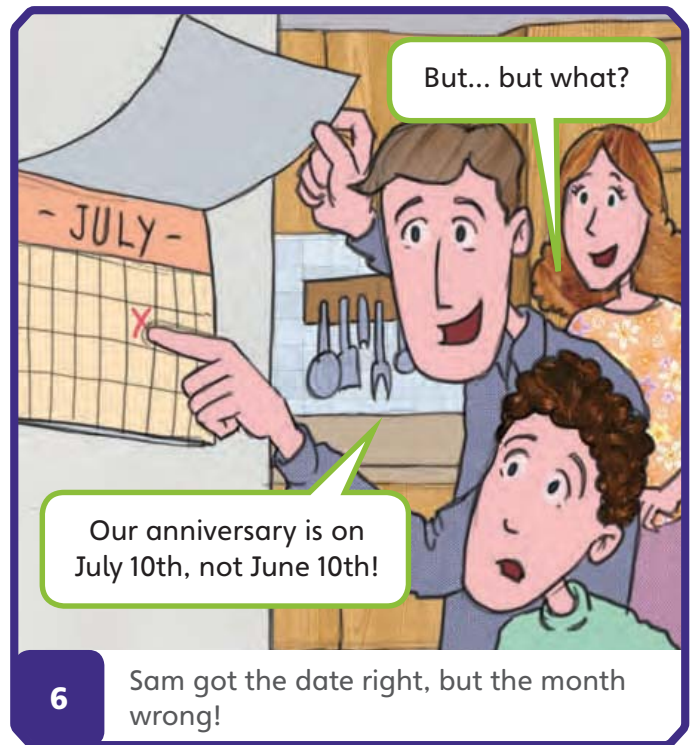
2 Sam wants to help his parents celebrate their wedding anniversary.



3 Sam and his family are going to eat out.



4 Sam is planning a little party after the dinner. He's going to give them a card!



**6** Read and say True or False.

- 1 In the story, the next day is June 10th.
- 2 Sam is making a cake for his parents' birthday.
- 3 They are all going to have dinner at a restaurant.
- 4 After dinner, he's going to give them a present.
- 5 Sam is right about the day, but wrong about the month.
- 6 Sam's parents' anniversary is on June 10th.



How do you think Sam feels at the end of the story?  
Have you ever made a mistake about a date?  
When? What happened?



# Language in Action

I will listen to a dialog about a special date.

128  
7

Listen and read. Then say.

- Calvin:** When are we going to go to Grandma and Grandpa's house?
- Mom:** On the thirteenth.
- Calvin:** This Saturday? Are we going to have a big party for Grandma's birthday?
- Mom:** Yes, on Sunday. I can't believe it. She's going to be 70 years old! Don't forget to get a card for her.
- Calvin:** Don't worry. I'm making one for her now.



8

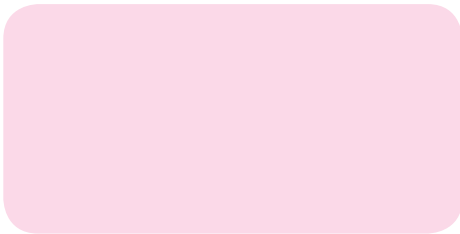
Practice the dialog in 7 with a partner.

129  
9

Listen and stick. Label the pictures with the name of the special day.

anniversary    Earth Day    New Year's Eve    Valentine's Day

1



\_\_\_\_\_

2



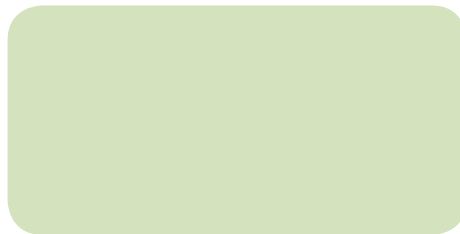
\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

# Grammar

I will learn to use *be going to* and *first, second...* to ask and answer about special days.

When <b>are</b>	you	<b>going to have</b> the party?	I	<b>am going to have</b> it on Monday.
	they		We	<b>are going to have</b> it on Sunday.
			They	
When <b>is</b>	he / she	<b>going to visit</b> Grandma?	He / She	<b>is going to visit</b> her next month.

**10** Write the responses using the words in parentheses.

- When are we going to have our test? (*Tuesday*)  
\_\_\_\_\_
- When is she going to visit her cousins? (*next week*)  
\_\_\_\_\_
- When are they going to have a concert? (*this Friday*)  
\_\_\_\_\_

Are you/they going to visit Grandma <b>on the ninth</b> ?	Yes, <b>on the ninth</b> .
Is he/she going to visit Grandma <b>on the fifth</b> ?	No, <b>on the ninth</b> .



**11** Listen and read. Say the ordinal numbers.

1st first	2nd second	3rd third	4th fourth		
5th fifth	6th sixth	7th seventh	8th eighth	9th ninth	10th tenth
11th eleventh	12th twelfth	13th thirteenth	14th fourteenth	15th fifteenth	16th sixteenth
17th seventeenth	18th eighteenth	19th nineteenth	20th twentieth	21st twenty-first	30th thirtieth

**12** Complete the sentences with true answers.

- Today is the \_\_\_\_\_.
- Tomorrow is the \_\_\_\_\_.
- Yesterday was the \_\_\_\_\_.
- Next Monday is the \_\_\_\_\_.

**13** Work with a partner and talk about people you are going to visit.

Are you going to visit your grandma on the ninth?

No, I'm going to visit my grandma on the tenth.

## Content Connection | Geography

I will learn about unusual festivals.



Listen and read. Match the titles a–c with paragraphs 1–3.

## CONTENT WORDS

attraction celebrate  
feast fight powder  
take place unusual

- a The Color Red      b The Start of a New Season      c Strange Dinner Guests

## Unusual Festivals

Every country has its own festivals to celebrate different things. Some festivals are more interesting than others because they're unusual – and a lot more fun! Here are just a few unusual festivals around the world.

1 Holi, the festival of colors, takes place every year in India, Nepal, and other parts of the world. Holi celebrates the end of winter and the arrival of spring and lasts for many days. It's also a celebration of good over evil. During the festival, people throw colored powder and water at each other. Stores and offices close, and the streets fill with excited crowds. It's one of the most colorful festivals in the world!

2 The only color during another famous festival is red. "La Tomatina" takes place in Buñol, Spain, in August. People come from all over the world for a big food fight. La Tomatina, you see, is the festival of throwing tomatoes! All over the city, people run through the streets throwing red tomatoes at each other. The streets get very messy, but everyone has a good time.

3 Finally, how about a festival with animals? On the last weekend in November, people in Lopburi, Thailand, invite some unusual guests to dinner at the Monkey Buffet Festival. Hundreds of monkeys come to the buffet, where they feast on fruit, nuts, and vegetables. It is a great tourist attraction, as people from all over the world come to watch it.



Unusual or not, festivals have one thing in common all over the world. They bring people together, and they give them a reason to celebrate and have fun.

15 Look at 14. Read and choose.

- Holi is a **short** / **long** festival.
- La Tomatina takes place in **many towns** / **a town** in Spain.
- The food** / **The guests** are important at the Monkey Buffet.



Which of the festivals on this page would you like to go to? Why?

I will learn to talk about leap years.

CONTENT WORDS  
calendar divided  
extra leap year

16 Read quickly to find these numbers. What do they mean in the text?

365 29th four 366

# Leap Years

How long is a year? Most people say it is 365 days, since it takes about 365 days for Earth to travel around the Sun. Well, not exactly – it actually takes 365 days, 5 hours, 49 minutes, and 12 seconds. If a calendar has only 365 days, what happens to the extra time? To solve this problem, every four years, we add one day to the calendar. February 29th is called a leap day, and the year is called a leap year. Other years are common years. There are 366 days in a leap year.

Julius Caesar was a Roman emperor in the 1st century BC. He created leap years to solve the problem of the extra time in the calendar. However, people didn't like the change. Greeks and Romans had a lot of superstitions about unlucky things in leap years. They believed it was unlucky to start a new job, start a journey, marry, or buy or sell something in a leap year. Some people in Greece still consider it very unlucky to marry in a leap year.

This special day, however, isn't connected only with bad things. In some parts of the world, such as Ireland, Scotland, Finland, and Denmark, the tradition is that women can propose marriage to a man on a leap day. If the man says no, he has to buy the woman a gift.

How do we know which years are leap years? The main rule is that years that can be divided evenly by four are leap years. 2016, which divides by four, was a leap year, so 2020, 2024, and 2028 are also leap years.



People born on a leap day are called leapers. If you know a leaper, make sure you say "Happy Birthday," because their actual birthday happens only once every four years! Does this mean that they only grow a year older every four years? What do you think?

134 17 Listen and read. Complete the sentences. Use words from the text.

- The first leap year was in the \_\_\_\_\_ century BC.
- There were a lot of \_\_\_\_\_ about leap years in ancient Rome and Greece.
- Some Greek people think it's unlucky to \_\_\_\_\_ in a leap year.
- To find if a year is a leap year, you should \_\_\_\_\_ it by four.



When is the next leap year?  
Are there lucky or unlucky days in your country?



# Writing | Emails

I will learn to write an email.

**18** Read. Then match the parts of the email.

closing and signature    friend's email address    greeting  
main body of the email    what your email is about    your email address

The image shows an email window with the following content:

- From:** elena@bigenglish.com (Arrow 1 points to this field)
- To:** diego@bigenglish.com (Arrow 2 points to this field)
- Subject:** Our new computer (Arrow 3 points to this field)
- Greeting:** Dear Diego, (Arrow 4 points to this line)
- Main Body:** Guess what! We have a new computer in my house. I'm so happy! Now I can play computer games at home. I can use the computer for homework, too. This is my first email on the new computer. Send me a message soon! I'm going to write some more emails now. (Arrow 5 points to this paragraph)
- Closing and Signature:** Your friend, Elena (Arrow 6 points to this line)

## Writing Steps

**19** Write an email.

- 1 Think who you're going to write to.
- 2 Write the two email addresses.
- 3 Think about what you're going to write about.
- 4 Write a subject for your email and your greeting.
- 5 Think of what you want to write in the email.
- 6 Write two paragraphs for the body of the email.
- 7 Write the closing and signature.
- 8 Read your email and check for mistakes.
- 9 Now send!



## Phonics | ue, u\_e, ure

I will learn to use the sounds ue, u\_e, and ure.

135  
20

Listen, read, and repeat.

1 ue

2 u\_e

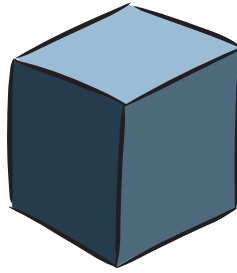
3 ure

136  
21

Listen and find. Then say.



blue



cube



treasure

137  
22

Listen and blend the sounds.

1 g-l-ue glue

2 t-r-ue true

3 c-u-te cute

4 p-i-c-t-ure picture

5 n-a-t-ure nature

6 d-u-ke duke

7 h-u-ge huge

8 S-ue Sue

138  
23

Read aloud. Then listen and chant.

Hi, Sue.  
Is it true?  
It's so cute. It's so blue.  
It's really huge!  
Is that a monster  
In the picture?



Values | Celebrate traditions.

I will learn about celebrating traditions.

**24** Write a definition for the word **tradition**.

**140**  
**25** Listen and look. Number the traditions in order.



**26** Talk about some of your family traditions.



Does your family have a special tradition for New Year's Eve?

Yes. We always eat noodles on New Year's Eve.



**Project**

**27** Make a Traditions Around the World poster. Display your posters in the hallways of your school.

**Children's Day**

costumes

carp kites

origami

rice cakes

JAPAN

# Review

## 28 Complete the dialog.

are going to    cooked    is going to    are going to    made    to be

**Mom:** Hi, Mike. Why do you look so tired?

**Mike:** We <sup>1</sup>\_\_\_\_\_ have a party because tomorrow is Father's Day.

**Mom:** Oh, right. Did you clean the house?

**Mike:** No, but we <sup>2</sup>\_\_\_\_\_ all the food because tomorrow we  
<sup>3</sup>\_\_\_\_\_ buy the presents.

**Mom:** Is everything ready now?

**Mike:** Yes! We <sup>4</sup>\_\_\_\_\_ decorations for the garden because the weather  
<sup>5</sup>\_\_\_\_\_ be sunny, so the party is going <sup>6</sup>\_\_\_\_\_ outside.

**Mom:** That sounds great!

## 29 Research and answer the questions about a festival in another country.

- 1 When do people celebrate this day?
- 2 What do people do on this day?

## 30 Play the **Holiday Plans** game.

On New Year's Day, I'm going to watch a parade.



On New Year's Day, Alicia is going to watch a parade, and I'm going to sleep until noon.



On New Year's Day, Alicia is going to watch a parade, Robert is going to sleep late, and I'm going to visit my grandparents.

### I Can

- |                                                                                                                 |                                                                                                                                              |                                                                                                          |                                                                     |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• use words for special days/dates and how we celebrate them.</li> </ul> | <ul style="list-style-type: none"> <li>• use <i>be going to</i> and <i>first, second...</i> to ask and answer about special days.</li> </ul> | <ul style="list-style-type: none"> <li>• talk about special days and plans to celebrate them.</li> </ul> | <ul style="list-style-type: none"> <li>• write an email.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|





## 8

## Hobbies

## Vocabulary

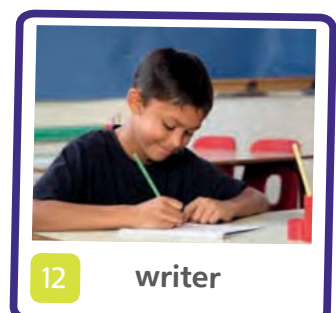
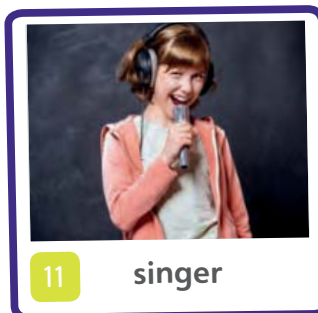
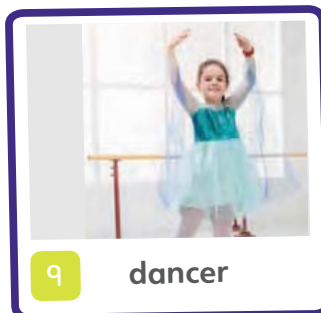
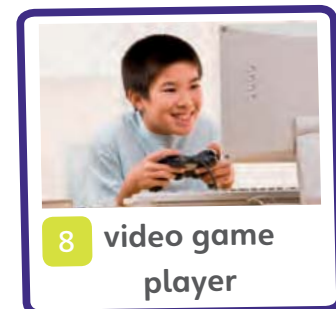
I will learn to name hobbies.



# Song Time!



1 Listen, look, and say.



2 Play the game.

## Song

I will learn to ask and answer about hobbies and collections.

143 144  
3

Listen and sing. Who is a terrible singer?

### The Best and the Worst



Matthew collects toy cars.  
He has one hundred seven.  
But Pam's car collection is bigger.  
She has three hundred eleven!

Kay is good at games.  
She's really good at chess.  
But Paul is even better than Kay.  
And Liz, well, she's the best!



**What's your hobby, Bobby?**  
**What do you like doing?**  
**What's your hobby, Bobby?**  
**What is fun for you?**



Steve's a terrible singer.  
Emma's worse than Steve.  
But David's singing is the worst.  
When he sings, people leave!

It's good to have a hobby.  
Some people have a few.  
Even if you're not the best,  
It still is fun to do!

#### Chorus



145  
4

Listen and answer. What hobbies do they enjoy?

1



Freddie

2



Sylvia

3



Philip

4



Kayla

Freddie has a big toy car collection.



**THINK  
BIG**

Which child in 4 is the most like you? Why?  
What other things can you collect?



# Story

I will read a story about a school play.



Listen and read. What part is Christina going to have?

## The School Play



Are you going to be in the school play, Christina?

Uh, yes, I am.

1

Christina's dad is excited about this year's school play.



I knew it! You're a good actor, singer, and dancer... What play is it?

2

He wants Christina to be a star.



It's Snow White.

Wonderful! Are you going to be Snow White?

3

Snow White is the most important character in the play.



No, Lizzie is going to be Snow White. She's a better singer than I am.

Well... are you going to be the Evil Queen?

4

The Evil Queen is another important character in the play.

Well, no. Ruth is going to be the Evil Queen. She's the best actor in the class.

Oh... so which character are you going to be?

**5** There aren't many other female characters in the play.

I'm the tallest girl in the class, so I'm going to be a tree, Dad!

Wonderful! I know you're going to be the best tree in the class!

**6** Christina is taller than her friends, so she's going to play a tree. It's a small part, but Dad is still proud.

**6** Read and say the name: **Ruth, Lizzie, Christina, or Snow White.**

- 1 She's the most important character in the play.
- 2 She's the tallest girl in the class.
- 3 She's the best actor in the class.
- 4 She's a better singer than Christina.
- 5 She's going to be the best tree in the class.



Why is Christina's dad proud of her at the end of the story?  
Have you ever acted in a school play? Did you enjoy it?  
Why/Why not?



# Language in Action

I will listen to a dialog about collections.

148  
7

Listen and read. Then say.

**Elliot:** Paul has a big rock collection.

**Matt:** Yes, it is big. But Andrea's rock collection is bigger than Paul's.

**Elliot:** Hmm. Andrea's collection is very big!

**Matt:** But Taylor has the biggest rock collection of all.

**Elliot:** Wow! How did Taylor get so many cool rocks?

**Matt:** His grandfather is a geologist. He studies rocks and sends Taylor new samples every month.



8

Practice the dialog in 7 with a partner.

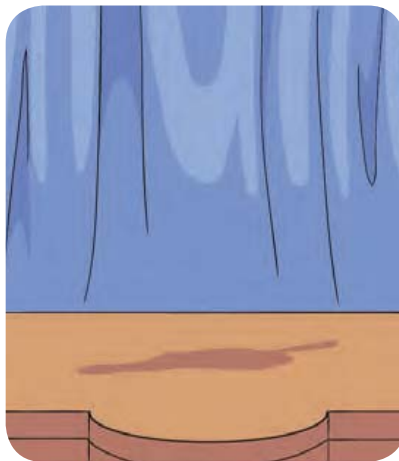
149  
9

Listen and stick. Label each picture with a word from the box.

best    coolest    worst



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_

## Grammar

I will learn to use *bigger* and *biggest* to talk about hobbies.

Chris has a **big** coin collection.

Katie's collection is **bigger** than Chris's collection.

Kyle has **the biggest** toy car collection.

**10** Look at the pictures and complete the dialogs.



**A:** Look at that red car. It's really old!

**B:** Yes. But the blue car is \_\_\_\_\_ than the red car.

**A:** And the black car is the \_\_\_\_\_ car of them all.

Laura is a **good** soccer player.

My brother's pictures are **bad**.

Steve is a **better** player **than** Laura.

My sister's pictures are **worse than** his.

Yoko is **the best** soccer player in the class.

My pictures are **the worst** of all.

**11** Look at the pictures. Complete the dialogs.

1



**A:** Sam is a bad singer.

**B:** Yes. But Mike is \_\_\_\_\_ Sam.

**A:** Yes. But Terry is the \_\_\_\_\_ singer of all. He really can't sing!

2



**A:** Vincent is a good student.

**B:** Yes. But Tim is \_\_\_\_\_ than Vincent.

**A:** True! But Louisa is the \_\_\_\_\_ student in our class.

**12** Work with a partner and find out more about people in your class. Report your findings to the class.

## Content Connection | History

I will learn about hobbies in the past.

152  
13

Listen and read. How have hobbies changed with the times?

## CONTENT WORDS

creativity croquet embroidery employers  
handmade imagination insect needle  
net sewing spare time thread

## Hobbies in the Past

Like fashion, hobbies change with the times. In our days, a lot of hobbies use technology: we take digital photographs and post them online, and kids play computer games. But what did people use to do before this technology? Let's take a look at some hobbies that were popular more than 100 years ago.

Many of the sports that we play today were popular in the past, too. Soccer became popular and had rules for the first time in the 19th century. Many soccer clubs were started by employers so that workers could play and stay fit. Soccer was a man's sport, but both men and women played tennis and croquet. Unfortunately, long skirts at that time did not help women with their game at all.



Many women and girls spent their spare time doing sewing and embroidery. They used a needle and thread to make tiny stitches on a piece of fabric. They made clothes and accessories such as scarves and gloves. They also made home decorations. They created beautiful pictures of flowers, birds, and other patterns, and they used to embroider cushions, tablecloths, and rugs.

Girls in the 19th century used to play with dolls and dollhouses. At that time, toys were handmade. The dolls' heads were often made of china, and the bodies were made of wood or calico. Rocking horses were also very popular. They were made of wood, and their tails were made of real horsehair. Boys used to play with toy trains and railways.



Finally, people in the 19th century loved nature, so one popular hobby was collecting and drawing butterflies. People used to catch butterflies in nets and fix them on special boards with pins. They used to draw pictures that showed all the details and colors of the beautiful insects.



Past or present, hobbies are a great way to pass the time. Also, the most important thing is they help us show our creativity and use our imagination.

14 Look at 13. Correct and make true sentences.

In the 19th century,

- 1 children used to play computer games.
- 2 soccer didn't have rules.
- 3 only men played tennis.
- 4 women and girls used to make toys.

**THINK  
BIG**

Which hobby would you like to try?  
Were the hobbies in the article ever popular in your country? Are they popular now?

## Culture Connection | Around the World

I will learn about weird collections around the world.

- 15** Read quickly. Match the collections (a–c) with the paragraphs (1–3).

a sculptures    b information about UFOs    c hair

## CONTENT WORDS

lock of hair    marine life    potter  
research    snorkeling    weird

## The World's Weirdest COLLECTIONS

Think of museums and you might think of history, dust, and very old things. However, some museums are famous not for old things, but for their unusual collections. Read on to find out about three weird museums around the world.

1 In Avanos, Turkey, you can find a hair museum! It all started when a potter from the town was saying goodbye to a friend who was leaving the town. This friend gave the potter a lock of her hair, and he put it in his shop. Many people wanted to leave a lock of their own hair behind, too, so the museum was born! Now there are thousands of different locks of hair in the museum. Twice a year, the potter invited people with the most beautiful hair to come back and have pottery lessons for free!



2 The only way you can reach another interesting museum is underwater, so visitors have to be good at snorkeling! The Museum of Underwater Art, inside the National Marine Park of the Yucatán Peninsula of Mexico, displays a large number of sculptures. Some of the sculptures were made by the British artist Jason deCaires Taylor. He wanted his art to be part of underwater life in the ocean. Plants, corals, and other marine life make his sculptures their home, and so they become part of the artwork.

3 Many people believe that a UFO landed in Roswell, New Mexico, USA, in 1947. If you want to know more about UFOs, you can visit the International UFO Museum and Research Center there. Although there aren't any real UFOs on display, there's a big collection of information about UFO sightings. The center also holds a UFO Festival every year at the museum. Experts from around the world come to talk about the latest news in UFO research.



154  
**16**

Listen and read. Then choose the correct answers.

- The Hair Museum displays hair from **the potter / different people**.
- People must **walk a long way / swim** to visit the Museum of Underwater Art.
- Plants, corals, and other marine life **live in the sculptures / make sculptures** in the ocean.
- At the UFO Museum, you can **see a real UFO / learn a lot about UFOs**.



Which museum would you like to visit?  
Why?



## Writing | Informal letters

I will learn to write an informal letter.

**17** Read. Then match the parts of the informal letter.

address    body of informal letter    closing and signature    date    greeting

Rose Cottage,  
London Road,  
York,  
Y01 TE6

← 1

September 15, 2013

← 2

Dear Grandma and Grandpa,

← 3

How are you? I'm fine. School started last week. I'm in the fifth grade now. I'm having a lot of fun in my classes.

I have a new hobby! Uncle Cary taught me how to play chess. It's a little hard, but it's fun, too. I'm learning more about it online. Sometimes I play it with friends from school.

← 4

Dad promised to teach me how to fly a kite next week. I'm very excited about it!

We're going to visit you next month. I can't wait to see you!

Love,  
Noah

← 5

### Writing Steps

**18** Write an informal letter to a friend or family member.

- 1 Write your address.
- 2 Write the date.
- 3 Think of a person to write to.
- 4 Choose a hobby to write about.
- 5 Think of what you want to tell him/her.
- 6 Start with a greeting.
- 7 Write the body of your letter.
- 8 Finish with the closing and signature.



## Phonics | y, igh

I will learn to use the sounds y and igh.

155  
19

Listen, read, and repeat.

1 y

2 igh

156  
20

Listen and find. Then say.



fly



high

157  
21

Listen and blend the sounds.

1 s-k-y sky

2 t-r-y try

3 m-y my

4 l-igh-t light

5 f-igh-t fight

6 b-y by

7 n-igh-t night

8 r-igh-t right

158  
22

Read aloud. Then listen and chant.

Let's fly, let's fight.  
Let's try  
And light the sky  
At night!



## Values | Be a good sport.

I will learn to be a good sport.

160  
23

Listen and look. Decide which kids are good sports and which are bad sports.

1



2



3



4



24

Role-play with a partner.



You won! It was a good game.

You played well, too.



### Project

25

Make a paper bag puppet. Use the puppets to role-play scenes in which they're good sports.



## Review

26 Look and complete the sentences.



- 1 Mark is a \_\_\_\_\_ dancer than Kelly.
- 2 Sharon is a \_\_\_\_\_ dancer than Mark.
- 3 Sharon is the \_\_\_\_\_ dancer in the group.
- 4 Mark is the \_\_\_\_\_ dancer of the three students.

27 Complete the sentences.

- 1 Terrence's shell collection is \_\_\_\_\_ than Phoebe's. (big)
- 2 Look at this. This is the \_\_\_\_\_ coin in my coin collection. (old)
- 3 The dolls in Sandy's collection are \_\_\_\_\_ than my dolls. (new)
- 4 I have a lot of small cars in my collection, but this one is \_\_\_\_\_. (small)

28 Complete with information about yourself. Find out about your partner. Then report to the class.

- 1 I am a good \_\_\_\_\_. \_\_\_\_\_ is a better \_\_\_\_\_ than I am.
- 2 I am not a good \_\_\_\_\_. \_\_\_\_\_ is a worse \_\_\_\_\_ than I am.

## I Can

- use words for hobbies and collections.
- use the comparative and superlative to talk about hobbies.
- talk about and compare hobbies and collections.
- write an informal letter.





## 9

## Learning New Things

## Vocabulary

I will learn to name new skills and talents.



# Song Time!



Listen, look, and say.



1 dance like a hip-hop artist



2 sing like a rock star



3 bake a cake



4 skateboard



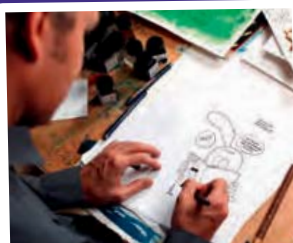
5 play the guitar



6 play tennis



7 speak Chinese



8 draw comic books



9 build a robot



10 make a website

2 Play the game.

## Song

I will learn to talk about skills and talents.



Listen and sing. What's brilliant and cool?

### Learning Is Fun!

Do you know how to skateboard?  
It's so great. It's so cool!  
I can show you how to do it  
On Friday after school.

It's fun to learn new things,  
Like how to draw or bake or sing!  
I wish I had a lot more free time.  
I would try to learn everything!

I'd like to learn to speak English.  
"It's hard!" my friends all say.  
But I think it's really interesting.  
I'd like to speak it well one day.

**Chorus**



Listen and write the activities in your notebook. Then match.

- |                    |                    |                      |
|--------------------|--------------------|----------------------|
| <b>a</b> amazing   | <b>b</b> boring    | <b>c</b> cool        |
| <b>d</b> dangerous | <b>e</b> difficult | <b>f</b> interesting |



Which things in **1** can you do?  
What do you think of the talents in **1**?  
Use the words from **4** in your answers.  
What skills would you like to learn? Why?



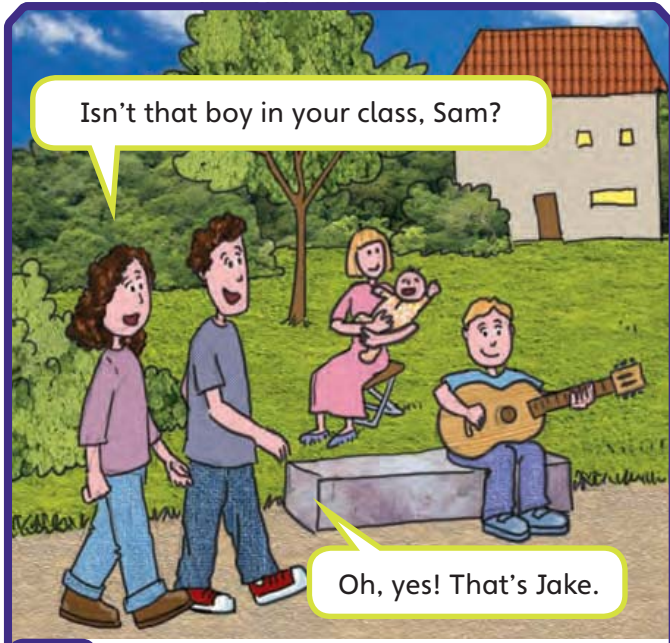
# Story

I will read a story about learning to play an instrument.

167  
5

Listen and read. Does Sam know how to play the guitar?

## The Best in the Class



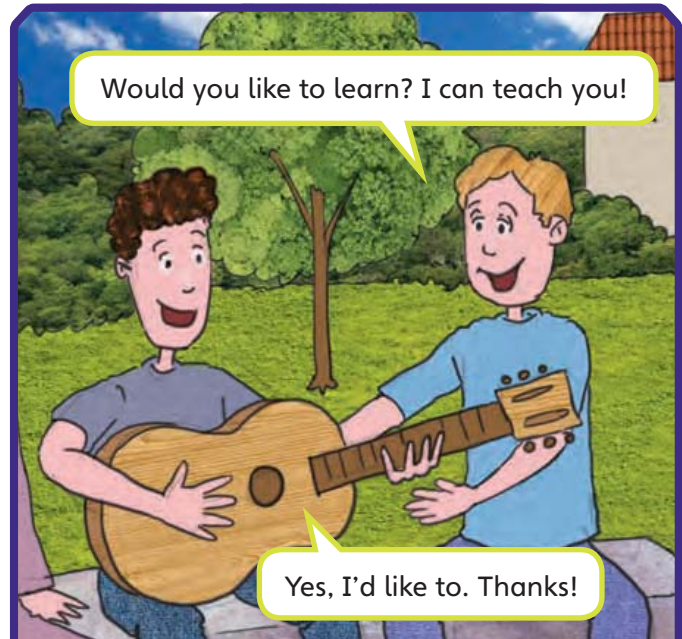
1 Sam and Christina are walking home from school. They see a boy from Sam's class.



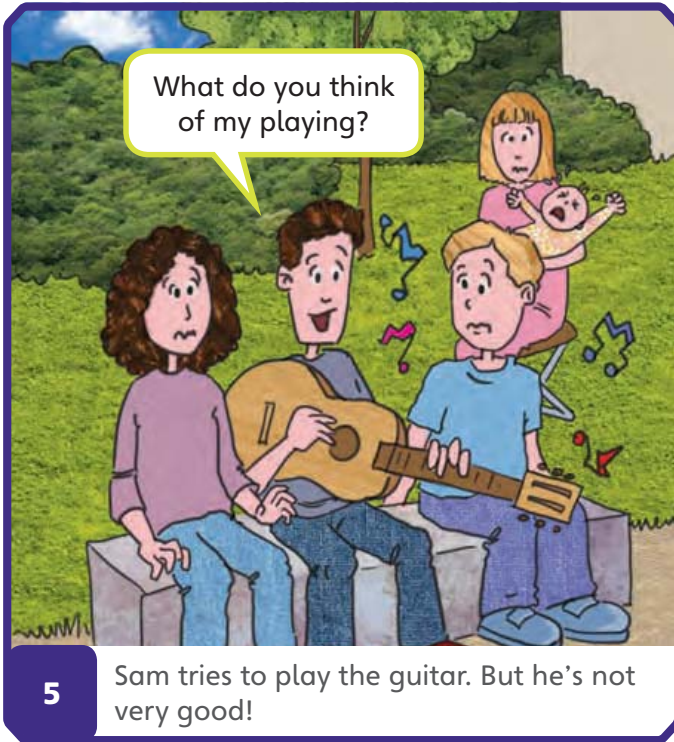
2 Sam thinks that Jake can play the guitar very well.



3 Sam doesn't know how to play the guitar.



4 Jake wants to teach Sam how to play the guitar.



**6** Correct the sentences. Write the correct sentences in your notebook.

- 1 Jake is really good at playing the piano.
- 2 Sam knows how to play the guitar.
- 3 Sam wants to teach Jake to play the guitar.
- 4 Sam is good at playing the guitar.
- 5 Christina thinks Sam's playing is great.



What are you good at doing? What can you do to learn how to do a new thing well?



# Language in Action

I will listen to a dialog about learning a new skill.

168  
7

Listen and read. Then say.

**James:** Do you know how to play the guitar?

**Curt:** Just a little. Do you know how to play it?

**James:** No, I don't. But I'd like to learn.

**Curt:** Me, too. I think it's difficult.

**James:** Not really. My brother knows how to play. Maybe he can teach us.

**Curt:** I'd like that!



8

Practice the dialog in 7 with a partner.

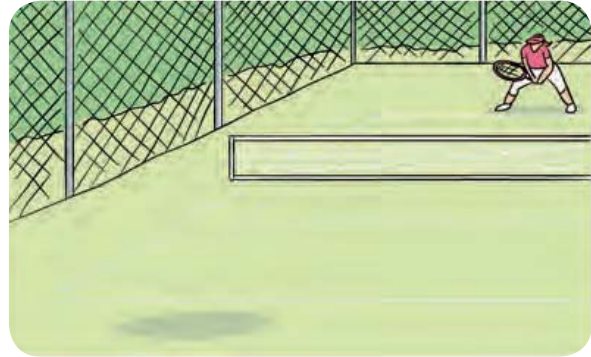
169  
9

Listen and stick. Label the pictures with the phrases from the box.

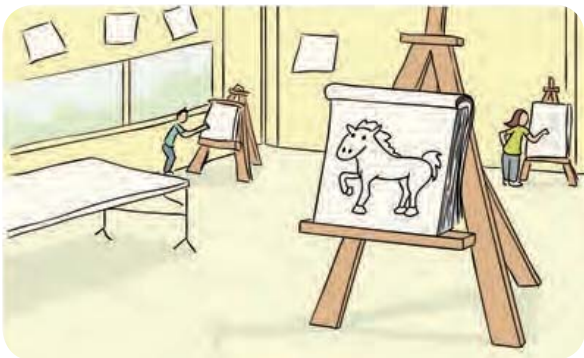
learn to dance    learn to draw    learn to play tennis    learn to skateboard



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

# Grammar

I will learn to use *how to* to ask and answer about skills and talents.

Do you <b>know how to play</b> the piano?		Yes, I do./No, I don't.	
What <b>would</b>	you	<b>like to learn?</b>	I'd
	he/she		He'd/She'd
	they		They'd
			<b>like to learn how to play</b> the piano.

**10** Complete the questions and answers.

- Do you \_\_\_\_\_ the guitar?  
\_\_\_\_\_. But I can play the piano.
- Do you \_\_\_\_\_ tennis?  
\_\_\_\_\_. I play tennis every weekend.

**11** Look at the pictures. Read the questions and write answers.



1 What would they like to learn?

They'd like to learn  
how to build a robot.



2 What would she like to learn?

\_\_\_\_\_



3 What would he like to learn?

\_\_\_\_\_

What <b>do</b>	you	<b>think of</b> tennis?	I	<b>think</b> it's a lot of fun.
	they		We	
			They	
What <b>does</b>	he/she	<b>think of</b> ballet?	He/She	<b>thinks</b> it's boring.

**12** Ask and answer with a partner.



What do you think of hip-hop dancing?

I think it's amazing.



## Content Connection | Life Science

I will learn about how my body works.



Listen and read. Which three main body parts are mentioned?

## CONTENT WORDS

bone brain contract flexible joint  
motion muscle nerves organs precision  
relax skeleton support

## Our Amazing Bodies

There are many things that we enjoy doing. We use our body for all these things, but we hardly ever think about how it works.

Our bodies are like an amazing machine. Different parts work together to make everything move with precision. The most important body parts that help us move are our bones, muscles, and joints. These three parts make up our musculoskeletal system. Without this system, we would not be able to stand, walk, or move in any way.

Our bones are our body's frame. They make up our skeleton. Our bones protect and support the organs within our body and give it shape. Without bones, our body would look like an octopus!

We have more bones in the body parts that need to do finer movements. That's why there are twenty-seven different bones in each hand.

Our joints connect two or more bones to each other. Our knees, elbows, and shoulders are all joints. Joints are important because they allow us to be flexible. Without working joints, our body would not be able to move.

Our muscles are also important for motion. Muscles are strong and flexible. They pull the bones in different directions. By doing so, they help our body to move. They contract (become shorter) or relax (become longer) according to the movement we need.

Of course, our muscles, bones, and joints don't move by themselves. Our brain and nerves help out. For example, if we want to kick a soccer ball, our brain needs to tell our nerves that we want to move our foot. Our nerves send a message to our muscles. Our muscles get shorter and, by doing that, they lift our leg. As a result, we can kick the ball.

So next time you are rushing to get to class, remember how amazing it is that your body gets you there at all!



14 Look at 13. Read and choose.

- 1 Bones, muscles, and joints make up our **skeleton** / **musculoskeletal system**.
- 2 Our joints connect two or more **bones** / **muscles** together.
- 3 We have twenty-seven bones in our **body** / **hand**.
- 4 When we want to move, our muscles take messages from our **nerves** / **joints**.

THINK  
BIG

What kinds of things can you do to keep your muscles and your bones strong?

## Culture Connection | Around the World

I will learn about strange competitions around the world.

## CONTENT WORDS

attract championship  
competition competitor  
measure release spit talent

- 15** Read quickly. Match the talents (a–c) with the paragraphs (1–3).

**a** bee attracting      **b** cherry pit spitting      **c** air guitar

## The World's Greatest...

Do you have a special talent? Some people know how to play the piano very well, or draw beautiful pictures. Some people are wonderful writers. How do we know if someone is “the world’s greatest” in their talent? There are competitions around the world that choose the best actors, or judge the best dancers. There are some competitions, however, that measure other types of talent. Read about some of these strange competitions around the world.

- 1 Even if you can’t play the guitar, you might want to enter the Air Guitar World Championship. It happens every year in Finland. Many countries hold their own air



guitar championships, but this one is for the best of the best. So turn up the music, find a good mirror to practice with, and release the rock star inside you!



2 Do you like bees? Can you stand still for a long time? Maybe you could enter the bee-attracting competition in Hunan province, China. Every year competitors try to attract bees to cover their body. Competitors may only wear short pants, a short-sleeved shirt, swimming goggles, and nose plugs. One of the winners had more than 25 kilograms of bees covering his body!



3 Here’s another unique talent: have you ever tried to spit a cherry pit? A cherry pit is the seed inside the cherry. Some people practice spitting the pit to see how far it can go. In a town in Michigan, in the United States, there is the International Cherry Pit-Spitting Competition. Competitors put a cherry in their mouth, and they have 60 seconds to eat the fruit, and then spit the pit as far as they can. One man spit the pit over 28 meters!

- 16** Listen and read. Say **True** or **False**. Correct the false sentences.

- 1 Competitors must be able to play the guitar.
- 2 Competitors must be able to stand still while the bees cover their body.
- 3 Competitors must wear a jacket and hat to keep the bees off their body.
- 4 Competitors must keep the fruit in their mouth when they spit the pit.

**THINK  
BIG**

Which one of these competitions would you like to try? Which would you not like to try? Why?



# Writing | Reviews

I will learn to write a review.

17 Read. Then match the parts of the review.

body of review    final sentence    online name and date  
rating    title    topic sentence

Reviewed by **toby23** on March 15th ← 1

**An Interesting Book for Everyone** ← 2

★★★★★ ← 3

*Ali and His Camera* is an interesting book. ← 4

I read the book last week, and I really liked it. It's not a long book. It has fifteen pages. There are a lot of great pictures in it. ← 5

It's about a boy. His name is Ali. He wants a camera. A woman gives him a camera, and he takes pictures. Ali meets a man. The man works at a newspaper. I don't want to tell you too much. You should read it for yourself. ← 5

*Ali and His Camera* is a great book, and I recommend it to everyone! ← 6

## Writing Steps

18 Write a review of a book or movie you liked. Use the text in 17 to help you.

- 1 Think of a book or movie.
- 2 Make a list of what you liked about it.
- 3 Think of an online name and write today's date.
- 4 Write a title for your review.
- 5 Think of how many stars to give the book or movie.
- 6 Write a topic sentence.
- 7 Write two paragraphs for the body of the review.
- 8 Write a final sentence.



## Phonics | ew, ay, e\_e

I will learn to use the sounds ew, ay, and e\_e.



Listen, read, and repeat.

1 ew

2 ay

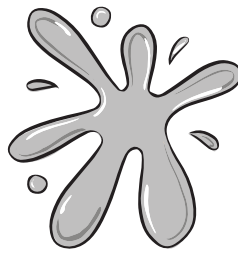
3 e\_e



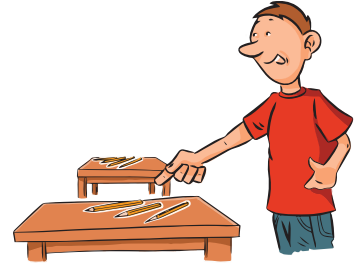
Listen and find. Then say.



stew



gray



these



Listen and blend the sounds.

1 f-ew few

2 h-ay hay

3 e-ve eve

4 n-ew new

5 p-r-ay pray

6 g-e-ne gene

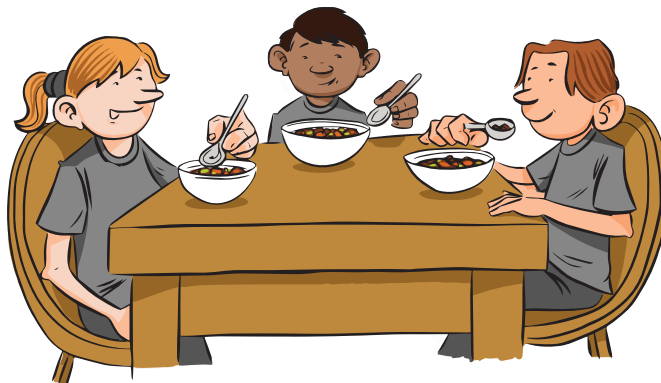
7 s-ay say

8 d-ew dew



Read aloud. Then listen and chant.

These three are new!  
They eat stew  
And wear gray, too!



Values | Learn new things.

I will learn about trying new activities.



Listen and look. Find out which activities the people want to try, and which they don't.



24 Look at 23. Role-play with a partner.



Do you know how to build a robot?



No, I don't. But I'd like to learn!



Project

25 Make a Try New Things Lottery box.

- Write activities on cards.
- Cut a hole in a box.
- Put the cards in the box.
- Choose three activities. Pick one to try!



# Review

**26** Complete the sentences with your own information.

- 1 My birthday is on \_\_\_\_\_.
- 2 My favorite kind of music is \_\_\_\_\_.
- 3 I think riding a bicycle is \_\_\_\_\_.
- 4 I don't know how to \_\_\_\_\_.
- 5 I'd like to learn how to \_\_\_\_\_.

**27** Read the questions. Write answers.

- 1 What does she think of rock music? (amazing)  
\_\_\_\_\_
- 2 What do they think of speaking Chinese? (difficult)  
\_\_\_\_\_
- 3 What does he think of watching movies? (interesting)  
\_\_\_\_\_



**28** Complete for you. Then ask and answer.

<input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Know how to:</p> <p>Would like to learn:</p>	<p>Don't know how to:</p> <p>What I think about...:</p>
-------------------------------------------------------------------------	-------------------------------------------------	---------------------------------------------------------

Do you know how to...?

What would you like to learn how to do?

What do you think of...?

## I Can

- |                                                                                     |                                                                                                                                     |                                                                                                                  |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>use words for skills and talents.</li> </ul> | <ul style="list-style-type: none"> <li>use <i>how to</i> and <i>think of</i> to ask and answer about skills and talents.</li> </ul> | <ul style="list-style-type: none"> <li>talk about skills and talents and about trying new activities.</li> </ul> | <ul style="list-style-type: none"> <li>write a review of a movie or book.</li> </ul> |
| ★ ★ ★                                                                               | ★ ★ ★                                                                                                                               | ★ ★ ★                                                                                                            | ★ ★ ★                                                                                |



Checkpoint | Units 7-9

How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

<b>Special days:</b> anniversary, birthday, New Year's Day, Valentine's Day...	Pages 84	
<b>Ways to celebrate:</b> give/get presents, have a party, watch fireworks...	85	
<b>Hobbies:</b> basketball, chess, coin collection, doll collection, shell collection...	96	
<b>People:</b> basketball player, chess player, dancer, painter...	96	
<b>Talents:</b> bake a cake, build a robot, draw comic books, make a website...	108	
When is she <b>going to have</b> the party? She is going to have it on <b>Monday</b> . Are you going to visit Grandma <b>on the seventh</b> ? Yes, <b>on the seventh</b> ./No, <b>on the twentieth</b> .	89	
Chris has a <b>big</b> coin collection. Katie's collection is <b>bigger than</b> Chris's collection. Kyle has the <b>biggest</b> shell collection. Laura is <b>a good/a better/the best</b> dancer. My brother's drawings are <b>bad/worse/the worst</b> .	101	
Do you <b>know how to play</b> the piano? Yes, I do./No, I don't. What <b>would</b> you <b>like to learn</b> ? I'd <b>like to learn how to play</b> the piano. What <b>does</b> she <b>think of</b> tennis? She <b>thinks</b> it's a lot of fun.	113	



## I can do it!



Get ready.

- A. Complete the dialog. Use the correct form of the words in the box and a form of **be going to**. Then listen and check.

be (2) dance do (2)  
play sing skateboard



**Samuel:** Hey, \_\_\_\_\_ you \_\_\_\_\_ something for the school talent show on May 9th?

**Melissa:** I don't know. Maybe. Who \_\_\_\_\_ in it?

**Samuel:** Well, Caitlyn and Julia \_\_\_\_\_.

**Melissa:** Oh, wow. They're better dancers than I am.

**Samuel:** And Lucas \_\_\_\_\_.

**Melissa:** He's the best singer in the class! I need to find something else I can do.

**Samuel:** Let's see... Ricardo \_\_\_\_\_. He can do some great skateboarding tricks. And Jen \_\_\_\_\_ the guitar.

**Melissa:** Hey, I know what I can do!

**Samuel:** Great. What?

**Melissa:** I can catch food. Watch! *[Melissa throws up a piece of popcorn and catches it in her mouth.]*

**Melissa:** \_\_\_\_\_ anyone else \_\_\_\_\_ that at the talent show?

**Samuel:** No, I don't think so.

**Melissa:** Excellent! I \_\_\_\_\_ the best food catcher at the show!

B. Practice the dialog in **A** with a partner. Then practice again. Make up your own answers.

C. Ask and answer the questions with a partner.

- 1 Why doesn't Melissa want to sing or dance in the talent show?
- 2 What special talents do you have? Explain.

1

2

3

4

5

6

7

8

9

# Checkpoint | Units 7–9

## 3 Get set.



**STEP 1** Make a poster for a school talent show. First, cut out the strips on page 137 of your Student's Book.



**STEP 2** Glue the strips onto a sheet of paper or poster board.



**STEP 3** Design your poster. Add your own pictures and text. Now you're ready to **GO!**



I think Leia's poster is the best one. It has the coolest design!

## 4 Go!

- A.** Display your posters around the classroom. Look at all the posters and vote on the best one.
- B.** Make a sign-up sheet for your poster and hang it on the wall. Go around the class and sign up for five other talent shows. Choose a different talent for each one.

NAME	TALENT
Luisa	sing my favorite song
Celia	dance
Ricky	play the piano



- C.** Compare sign-up sheets with your classmates. Work in a group. Tell the group what people are going to do in your talent show.

Ricky is going to play the piano at the talent show!

## 5 Write about yourself in your notebook.

- What do you usually do on your birthday?
- What do you do on vacation?
- What are you going to do this weekend?
- What hobbies or talents do you have?
- Who's the oldest person in your family? Who's younger than you? Who's the tallest, and who's the shortest?

Date: \_\_\_\_\_

All About Me

---



---



---



---



---



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## How well do I know it now?

### 6 Think about it.

A. Go to page 120. Look and circle again.

B. Check (✓).

I can ask my teacher for help.



I can practice.

### 7 Rate this Checkpoint.



hard



OK



easy



not fun



OK



fun

1

2

3

4

5

6

7

8

9



– 5 questions –



Listen and look. There is one example.



### Getting Ready for School

Time Susan woke up: 7:30

1 What she's having for breakfast: \_\_\_\_\_

2 How she's getting to school: \_\_\_\_\_

3 What homework she did for today: \_\_\_\_\_

4 What she's doing after school: \_\_\_\_\_

5 Her chore for today: \_\_\_\_\_



Listen and look at the pictures. There is one example.

- 5 questions -

Tim

Emma

Frank



Jack

Jane

Mary

– 5 questions –



Listen and look. There is one example.

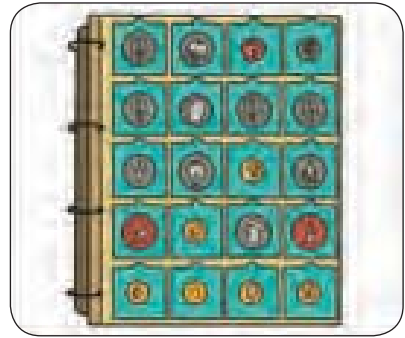
What is Martin's hobby?



A

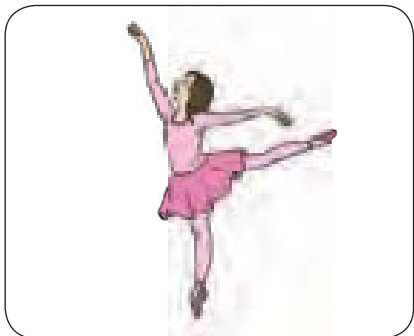


B



C

1 What does Jane like to do?



A



B



C

2 Which instrument does Anthony know how to play?



A



B



C

3 What is the boy's favorite sport?



A



B



C

4 What is the class going to do?



A



B



C

5 What are they going to do later on?



A



B



C

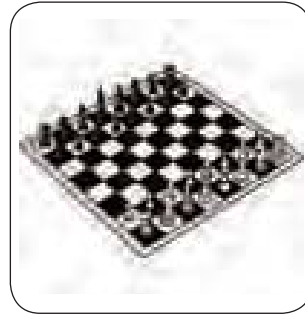


– 5 questions –

Look and read. Choose the correct words and write them on the lines.



a slide



chess



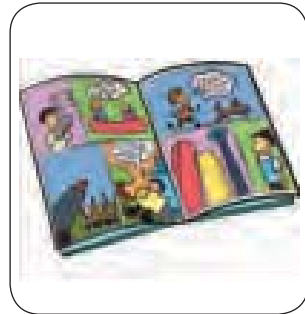
a guitar



a birthday cake



actors



a comic book



a video game



a robot

**Example**

This is a game you play on a computer or TV screen.

*a video game*

**Questions**

**1** This is a musical instrument with strings.

**2** These are the people in a play or movie.

**3** This is a game you play on a board by moving pieces.

**4** This is a book that tells a story with pictures and speech balloons.

**5** This is a machine that does work for people.

– 6 questions –

Read the text and choose the best answer.

Paul is talking to his friend Vicky.



### Example

**Vicky:** Hi, Paul. What are you doing?

**Paul:** **A** I'm fine, thank you.

**B** I had a party.

**C** I'm making a cake.

### Questions

**1 Vicky:** What is it for?

**Paul:** **A** It's for my parents' anniversary.

**B** On the last day of the year.

**C** It's two days until Mother's Day.

- 2 Vicky:** Would you like some help?
- Paul:**
- A** OK. What time?
  - B** Sure, I would love to.
  - C** That would be great.
- 3 Vicky:** What would you like me to do?
- Paul:**
- A** You can beat the eggs.
  - B** No thanks, I don't like eggs.
  - C** Two eggs are better than one.
- 4 Vicky:** Should I use this bowl?
- Paul:**
- A** It's not as big as the other one.
  - B** No, use the bigger one.
  - C** Because I like to do it.
- 5 Vicky:** And then what are we going to do?
- Paul:**
- A** Mix everything and put it in the oven.
  - B** Flour, eggs, and milk.
  - C** The oven is hot now.
- 6 Vicky:** When will it be finished?
- Paul:**
- A** Every once in a while.
  - B** In about an hour.
  - C** It lasts a long time.



