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BIG **ENGLISH**



2ND EDITION
STUDENT'S BOOK







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2ND EDITION



Contents

Unit	Vocabulary	Structures
 Welcome to Class! pp. a–d	Rooms: bathroom, bedroom, kitchen, living room Furniture: couch, dresser, table, sink Clock times: eight o'clock, nine o'clock, seven o'clock, ten o'clock Activities: brush my teeth, do homework, eat lunch, get up, go to bed, school starts, watch TV	I always get up early on school days. I usually eat breakfast with my family.
 1 Wake Up! pp. 4–15	Daily routines: brush my teeth, do my homework, eat breakfast, feed the cat, get dressed, play soccer, play video games, wake up, wash my face, watch TV Times: seven o'clock, seven ten, seven thirty, seven forty-five	What does he do before/after school? He eats breakfast before/after school.
 2 A Lot of Jobs! pp. 16–27	Jobs: cashier, chef, farmer, firefighter, mail carrier, nurse, police officer, scientist, teacher, waiter Places: farm, fire station, hospital, laboratory, police station, restaurant, store, school	What does she do? She's a firefighter. Where does he work? He works at a fire station. What do your sisters do? They're chefs.
 3 Working Hard! pp. 28–39	Chores: clean my room, do the dishes, feed the fish, make my bed, practice the piano, study for a test, take out the trash, walk the dog Adverbs of frequency: always, never, usually, sometimes	What does she have to do? She has to feed the fish. What do you have to do? I have to clean my room. We always/usually/sometimes/never take out the trash.
Checkpoint Units 1–3 pp. 40–43		
 4 Amazing Animals pp. 44–55	Animals: bear, camel, deer, lizard, owl, penguin, sea lion, shark, toucan Habitats: desert, forest, ice and snow, jungle, lake, mountain, ocean, rain forest	What can a bear do? It can swim. It can't fly. What can owls do? They can fly. They can't climb. Can a penguin jump? Yes, it can./No, it can't. Can lizards swim? Yes, they can./No, they can't.
 5 Wonderful Weather! pp. 56–67	Weather: cloudy, cold, cool, hot, rainy, snowy, sunny, warm, windy Clothes: boots, coat, gloves, hat, raincoat, sandals, scarf, shorts, sunglasses, sweater, umbrella Times: today, yesterday	What's the weather like today? It's hot and sunny. What was the weather like yesterday? It was windy. Leaves were everywhere.
 6 Smells Good! pp. 68–79	Verb senses: feels, looks, sounds, smells, tastes Adjectives: awful, bad, beautiful, delicious, good, horrible, nice, soft, sweet, terrible, tight	How does the apple pie taste? It tastes delicious. How do your new shoes feel? They feel tight.
Checkpoint Units 4–6 pp. 80–83		
 7 Fabulous Food! pp. 84–95	Food: bread, cucumber, green peppers, lettuce, mushrooms, mustard, olives, onions, pizza, sandwich, tomato sauce, turkey	Is there any pizza? Yes, there is some pizza./No, there isn't any pizza. Are there any sandwiches? Yes, there are some sandwiches./No, there aren't any sandwiches.
 8 Healthy Living pp. 96–107	Healthy living: eat/have breakfast, eat/have a healthy lunch, drink water, get any exercise, get enough sleep, ride a bike	Did you get enough sleep yesterday? Yes, I did./No, I didn't.
 9 School Trips! pp. 108–119	Places: aquarium, art gallery, concert hall, dairy farm, national park, museum, theater, zoo Verbs: heard, learned, liked, looked, saw, went	Where did you go? I went to an art gallery. What did she see? She saw a play. Did they like it? Yes, they liked it./No, they didn't like it.
Checkpoint 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>Life Science: Keeping clean bacteria, cough, decay, germs, healthy, sick, sneeze</p> <p>Around the World: Time zones different, map, time zone</p>	Sentence: Subjects and Verbs	a_e, i_e, o_e cake, face, game, shape bike, like, time, ride bone, home, note	Do your chores.	...use words for daily activities. ...use <i>before</i> and <i>after</i> to talk about when things happen. ...talk about what I do every day. ...write sentences with subjects and verbs.
<p>Social Science: Creative jobs create, drawings, galleries, materials, paintings, photo shoot, professional, work of art</p> <p>Around the World: Communities be proud of, collect, community, contest, donate, get lost, trash</p>	Sentence: Compound Subjects and Verbs	sm, st, sp, sk smart, smile, smoke star, stop, storm space, Spain, spoon skates, ski, skin	Respect others.	...use job words. ...use <i>what</i> and <i>where</i> to ask and answer about what people do and where they work. ...talk about what people do and where they work. ...write sentences with compound subjects or verbs.
<p>Math: Pocket money adult, cash, cost, earn, let (someone) know, save, stranger</p> <p>Around the World: Work bucket, fire, forest, handle, lamp, oil, pump, stove, wind, wood</p>	Paragraph: Titles	ay, oy day, May, pay, ray, say, way boy, joy, soy, toy	Always be happy to help.	...use words for chores and other kinds of work. ...use <i>have to</i> to talk about how often people do things. ...use <i>always, usually, sometimes, and never</i> to talk about chores. ...use capital letters in titles.
<p>Life Science: Camouflage blend in, bottom of the ocean, hunt, stone, tree bark</p> <p>Around the World: Pets alligators, canaries, geckos, goldfish, parakeets, snakes, tarantulas</p>	Paragraph: Topic Sentences	ea, oi, oe bean, eat, meat peach, sea, tea boil, coin, oil foe, toe	Protect animals and their habitats.	...use words for animals and where they live. ...use <i>can</i> to ask and answer questions about what animals can do. ...talk about what animals can do and where they live. ...write topic sentences.
<p>Geography: Climate average, climate, degrees Celsius, desert, dry, extreme, mild, minus</p> <p>Around the World: Weather average, hot springs, rain forest, rink, sand dunes, temperatures, tropical</p>	Paragraph: Detail Sentences	sc, sw, sn, sl scar, scarf, scout swan, sweet, swim snack, snail, snow sleep, slim, slow	Prepare for the weather.	...use words for the weather and what clothes people wear in different types of weather. ...use <i>is</i> and <i>was</i> to ask and answer about the weather today and yesterday. ...talk about the weather around the world and what people wear. ...write detail sentences.
<p>Life Science: Animal senses avoid, brain, danger, echo, information, senses, sound waves, taste buds, tongue</p> <p>Around the World: Jobs awful, clean, fresh, smelly, stink, take care of, wet</p>	Paragraph: Final Sentences	fl, pl, gl, bl flag, flip-flops, fly plant, play, plum glad, glass, glow black, block, blow	Try new things.	...use words for how things look, feel, taste, smell, or sound. ...use verbs and adjectives to talk about the five senses. ...talk about the five senses. ...write final sentences.
<p>Science: Vitamins blood, bone, brain, energy, healthy, iron, muscle, skin, teeth, vitamin</p> <p>Around the World: Global food bake, boil, dough, fry, oil, pickled, soup, spicy, steam</p>	Paragraphs	br, cr, dr, fr, gr, pr, tr bread, brick cream, cry dream, drive frog, from grass, green train, troll	Try different foods.	...use food words. ...use <i>some</i> and <i>any</i> to ask and answer questions about food. ...ask and answer about food. ...write a paragraph about my favorite meal.
<p>Science: Keeping healthy active, activities, body, burn, calorie, measure, put on weight</p> <p>Around the World: Strange sports contest, net, puck, race, regatta, team</p>	Combining Sentences with <i>and, but, or</i>	all, au, aw all, ball, call, tall, wall haul, Paul claw, draw, law, yawn	Get exercise.	...use words for healthy and unhealthy habits. ...use <i>did</i> and <i>didn't</i> to ask questions about healthy and unhealthy habits. ...ask and answer about healthy and unhealthy habits. ...combine sentences with <i>and, but, and or</i> .
<p>Art: Paintings artist, colorful, happy, impressionist, painter, sad, strange</p> <p>Around the World: Stage performances dramatic, flamenco, open-air theater, performance, play, popular, puppet, show, stage</p>	Sentence: Subjects, verbs, and objects	nt, ld, nd, st ant, plant, tent child, cold, old band, hand, sand chest, fast, nest	Recognize your talents.	...use words for places to visit on a school trip. ...ask and answer questions using the past simple. ...talk about school trips. ...write sentences with a subject, verb, and object.

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!

4
1

Listen and read. What does Luke's uncle do?

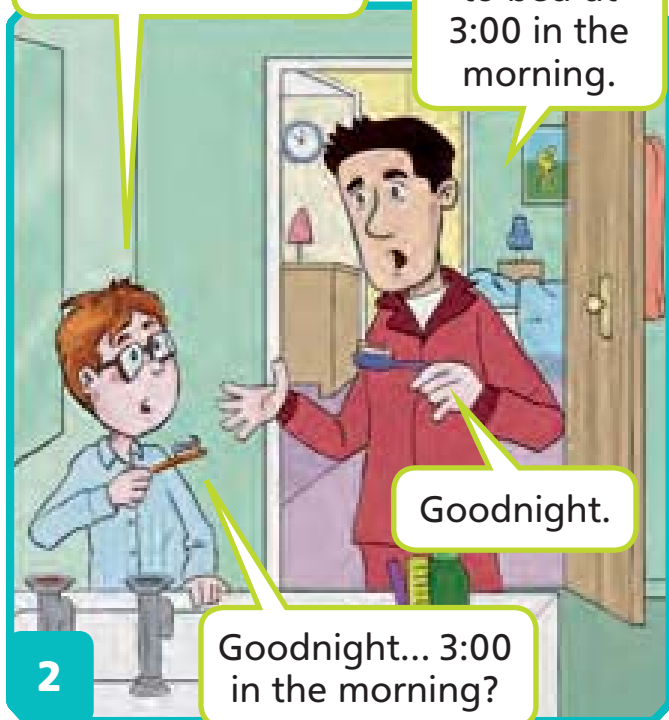
When do you usually watch TV?



1

It's Saturday. Luke's uncle is visiting from Australia. Luke is happy. He wants to know about his uncle.

When do you usually go to bed?



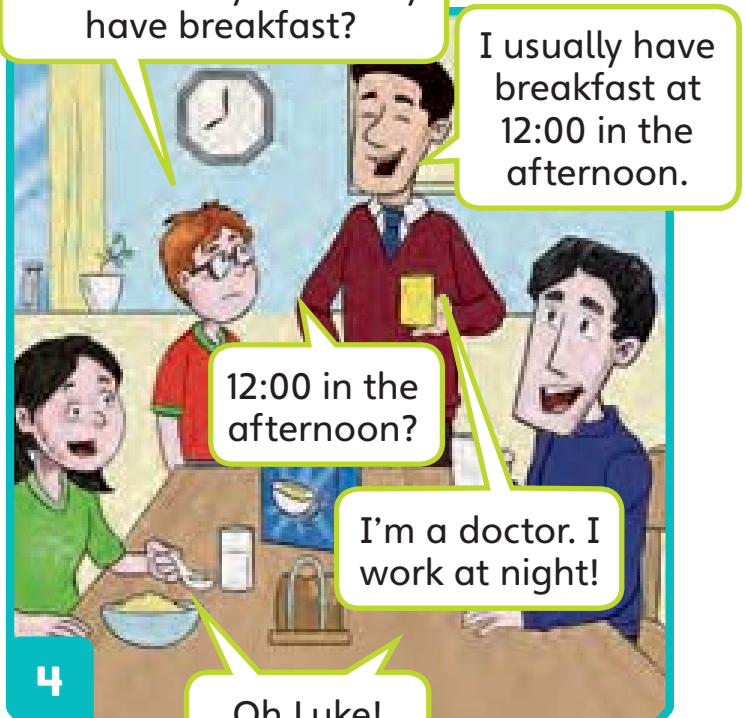
2

Good morning. When do you usually get up?



3

So when do you usually have breakfast?



4

Welcome to Class!

2 Look at the story. Circle **T** for true or **F** for false.

- 1 Luke's uncle goes to bed at 3:00. **T F**
- 2 Luke's uncle eats breakfast at 9:00. **T F**
- 3 Luke's uncle watches TV at 6:00. **T F**
- 4 Luke's uncle gets up at 11:00. **T F**

3 Read and write.

couch dresser sink table

- 1 The _____ is in the kitchen.
- 2 The _____ is in the living room.
- 3 The _____ is in the bathroom.
- 4 The _____ is in the bedroom.

4 Look and write **do** or **does**. Then answer the question.

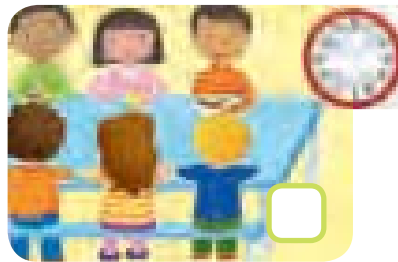
- 1 When _____ Luke's uncle usually get up?
At: _____
- 2 When _____ Luke's uncle usually eat breakfast?
At: _____
- 3 When _____ Luke and his uncle go to bed on Saturday?
At: _____
- 4 When _____ Luke's uncle usually watch TV?
At: _____
- 5 When _____ Luke and his uncle get up on Sunday?
At: _____

Welcome to Class!

5 Listen and number in order.



a brush teeth



b eat lunch



c go to bed



d school start



e get up



f watch TV



g do homework

6 Listen again. Draw the times.

7 Work with a partner. Ask and answer.



When do you
brush your teeth?

I brush my teeth
at 7 o'clock.



Welcome to Class!

7
8

Listen and number in order. Then say.



I always get up early on school days.



I usually eat breakfast with my family.



I usually get my backpack ready the night before school.



I always go to school at 8:00.

9

Write about you.

- 1 I usually get up at _____ .
- 2 I have breakfast at _____ .
- 3 I usually watch TV at _____ .
- 4 I go to bed at _____ .

10

Play the game.



1

Wake Up!

Vocabulary

I will learn to name daily routines and times.



Song Time!



Listen, look, and say.

Monday, May 13



1 wake up



2 wash my face



3 eat breakfast



4 get dressed



6 play soccer



7 play video games



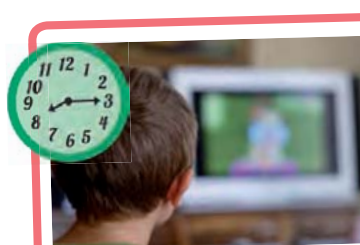
5 brush my teeth



8 do my homework



9 feed the cat



10 watch TV



Play the time game.

Song

I will learn to ask and answer about daily routines and times.



Listen and sing. What does Kate do?

Hurry, Kate!

It's Monday, 7:30.
Kate has to wake up.
Her mom sees the clock and says
Wake up, sleepy head.

**Go, go, go! Hurry, Kate!
Hurry, Kate! You can't be late!**

Kate eats breakfast, she gets dressed.

It's 7:45.
It's time to go to school.
And she can't be late!

Chorus

Kate has her backpack
And she has her lunch.
What time is it now?
Oh, no, it's time to go!

Chorus



4

**Read, match, and say.
Ask and answer.**

- | | |
|--------|--------------------|
| 1 7:00 | a seven forty-five |
| 2 7:30 | b seven fifty-five |
| 3 7:45 | c seven o'clock |
| 4 7:55 | d seven thirty |
| 5 5:25 | e five twenty-five |
| 6 4:10 | f four fifteen |
| 7 4:15 | g four ten |

When does she wake up?

She wakes up at seven o'clock.



**THINK
BIG**

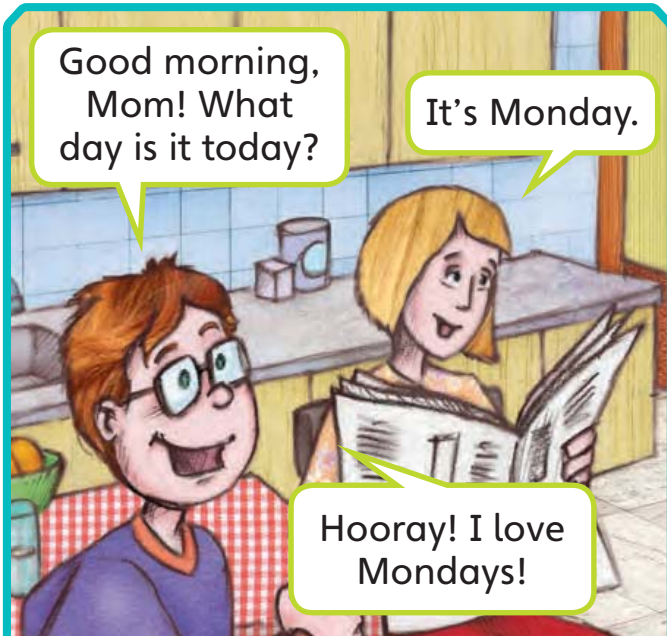
**Which activities do you do inside?
Which do you do outside?**

Story

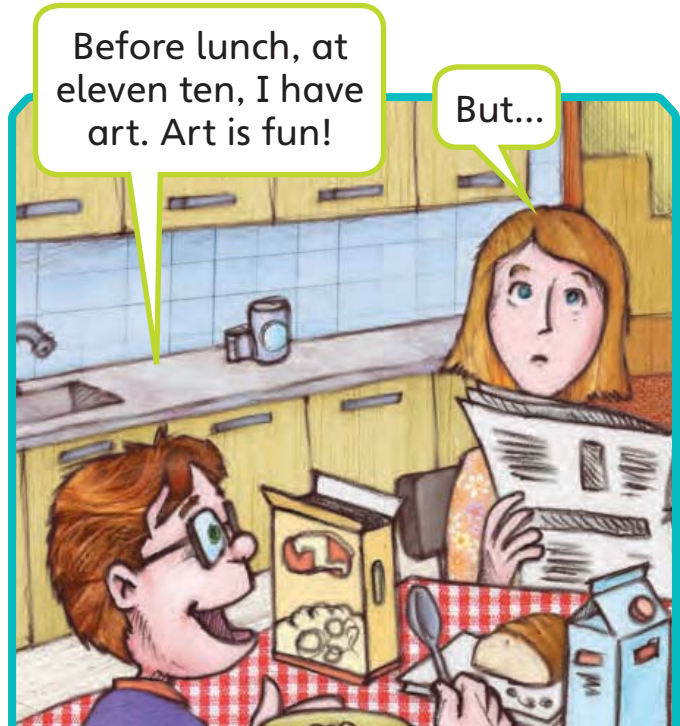
I will read a story about daily routines and times.

5 Listen and read. What does Luke do after school?

I Love Mondays!



1 Luke wakes up and goes into the kitchen.



2 Before school, Luke always eats breakfast.



3 After breakfast, he brushes his teeth. Then he washes his face.



4 He gets dressed.



After school, we play soccer or basketball...

LUKE!

5

He puts on his shoes. He's ready for school.



What, Mom?

Today's a holiday! There's no school!

6

But there's no school today!

6

Read and say before school or after school.

- 1 Luke eats breakfast.
- 2 Luke gets dressed.
- 3 Luke plays soccer.
- 4 Luke puts on his shoes.
- 5 Luke wakes up.
- 6 Luke plays basketball.



Do you like Mondays? Why/Why not?
What different things do you do on different days?

Language in Action

I will listen to a dialog about daily routines and times.

14
7

Listen and read. Then say.

Jenna: Hi, Ethan. Do you want to get together after school today?

Ethan: Sorry. I can't. I'm busy on Tuesdays.

Jenna: Really? What do you do?

Ethan: At 3:30, I have piano lessons. At 4:15, I go to soccer practice. Then I go home.

Jenna: Oh. What do you do after that?

Ethan: I do my homework, clean my room, and feed the dog. Then at 7:00, we eat dinner.

Jenna: Wow! You *are* busy.



8

Look at 5. Ask and answer with a partner.



What does Luke do before school?

He wakes up, eats breakfast, ...



15
9

Listen and stick. Number the pictures.



I will learn to use *before* and *after* to ask and answer about daily routines.

What does he/she do **before/after** school? He/She eats breakfast **before/after** school.

What do you do **before/after** school? I do my homework **before/after** school.

10 Look at Claudia's schedule. Write **before** or **after**.

Claudia's Schedule			
6:30	wake up	3:15	get home
6:45	get dressed	3:30	watch TV
7:00	eat breakfast	4:45	do my homework
7:15	brush my teeth	5:30	play soccer
7:30	go to school	6:30	eat dinner

- Claudia gets dressed _____ school.
- Claudia does her homework _____ school.
- Claudia brushes her teeth _____ school.
- Claudia plays soccer _____ school.
- Claudia eats breakfast _____ school.

11 Read and match. Make sentences.

- | | |
|----------------------------|--------------------------------|
| 1 We eat breakfast before | a at 5:00 in the afternoon. |
| 2 I wake up at | b we get dressed. |
| 3 Paula washes her | c after school, at 4:15. |
| 4 Tim does his homework | d face at 7:50 in the morning. |
| 5 Sandra plays video games | e 6:45 in the morning. |

12 Look at 10. Talk about Claudia's schedule with a partner.



Claudia wakes up at 6:30 in the morning.

She gets dressed at 6:45.



I will learn about keeping clean.



Listen and read. What are bacteria?

Keep It Clean!

CONTENT WORDS

bacteria cough
decay germs
healthy sick sneeze



Take a Shower

When your parents tell you to take a shower, they are giving you good advice. Wash your face, behind your ears, and under your arms. Be sure to wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you sick.



Brush Your Teeth

To keep your teeth strong and healthy, be sure to brush them twice a day. Brush in the morning when you wake up. And brush at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for at least two minutes at a time.

Wash Your Hands

Every day, our hands pick up millions of germs that can make us sick. Be sure to wash your hands with soap and water for at least twenty seconds. Wash your hands before you eat, after you visit the bathroom, after you cough or sneeze, and any other time your hands get dirty.



Washing your hands, showering, and brushing your teeth are three easy things you can do every day to keep yourself clean and healthy.



Look at 13. Read and circle **T** for true or **F** for false.

- | | | |
|--|---|---|
| 1 Bacteria can make you sick. | T | F |
| 2 Wash your hands only once a day. | T | F |
| 3 Wash your hands after you take a shower. | T | F |
| 4 Brush your teeth for at least two minutes at a time. | T | F |
| 5 Brush your teeth five times a day. | T | F |

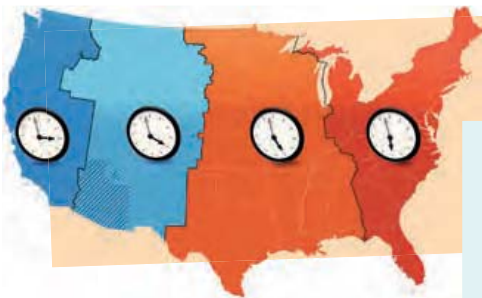


What other things can you do to stay healthy?
Where can we learn about staying healthy?

I will learn about time zones.

19
15

Read and complete. Then listen and check.



Time Zones

- Do You Know What Time It Is?
- Is it the same time everywhere in the world? No, it's not.
- That's because the world is divided into time zones. Look at the map of the United States. It has four different time zones.



New York

1:00 in the afternoon

It's 1:00 in New York, and Manuel and his friends are finishing their lunch.



Texas

In Texas, it's 12:00, and Maria is just finishing math class.



Montana

John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only 11:00 in the morning!



California

And for Kara, in California, it's only 10:00 in the morning.

two hours later

Now it's ____:00 in New York, and school is over. Manuel is playing soccer.

In Texas, it's ____:00, and Maria is still in school.

It's ____:00 in Montana, and John is finishing his lunch.

Kara, in California, looks at the clock, and it's ____:00. Hooray! It's lunchtime!

five more hours later

It is ____:00 at night now in New York, and Manuel is finishing his homework.

In Texas, it's ____:00, and Maria is eating dinner.

In Montana, it's now ____:00, and John is making dinner with his dad.

In California, Kara is playing with her sister. It's ____:00.

16

Work with a partner. Ask and answer.

- 1 When it's 6:00 in the evening in Montana, what time is it in California?
- 2 Manuel wakes up at 7:00 in the morning. What is Kara doing when Manuel wakes up?
- 3 How many time zones does your country have?

**THINK
BIG**

It's ten o'clock in the morning where you are. Find out what time it is in Buenos Aires, Cairo, and Sydney.

I will learn to write sentences with subjects and verbs.

A sentence has a **subject** and a **verb**.

She eats breakfast before school.
She is the subject. *Eats* is the verb.

I ride my bike to school.
I is the subject. *Ride* is the verb.

17 Find the **subjects** and **verbs**.
Compare with your partner.

- 1 I watch TV at 5:15.
- 2 Marcia brushes her teeth at 7:45.
- 3 We play soccer in the afternoon.
- 4 They do their homework at 4:30.
- 5 You eat dinner with your family in the evening.



18 What's missing, **subject** or **verb**? Complete the sentences and compare with a partner.

brother cleans She Tom wakes

- 1 Bridget _____ up at 6:45 in the morning.
- 2 _____ eats breakfast at 7:00.
- 3 Her _____ gets dressed at 7:15 in the morning.
- 4 Bridget _____ her room before school.
- 5 _____ plays video games after school.

19 Write three sentences about your day. Read them to a partner.

I will learn to use the sounds a_e, i_e, and o_e.

20 Listen, read, and repeat.

1 a_e

2 i_e

3 o_e

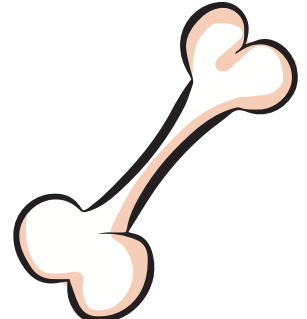
21 Listen and find. Then say.



face



bike



bone

22 Listen and blend the sounds.

1 g-a-me game

2 c-a-ke cake

3 t-i-me time

4 n-o-te note

5 h-o-me home

6 sh-a-pe shape

7 r-i-de ride

8 l-i-ke like

23 Read aloud. Then listen and chant.

What time is it?
It's time to play a game.
What time is it?
It's time to eat cake.
What time is it?
It's time to ride a bike.
What time is it?
It's time to go home.



I will learn to talk about chores.

26
24

Look, listen, and point.

a



I feed the dog before school.

b



I clean my room after school.

c



I wash the dishes after dinner.

25

Look at 24. What might happen if they don't do their chores?



Project

26

What chores do you do at home? Copy the chart in your notebook and ✓. Then ask three classmates about their chores.

CHORES

Chore	Me	1	2	3
feed pet				
clean my room				
wash the dishes				

27 Read and circle.

Mia likes Fridays! She ¹**wakes / wake** up on Fridays at seven fifteen. She washes her ²**face / TV**, gets dressed, eats breakfast, and brushes her teeth ³**before / after** school. Mia likes school on Fridays. ⁴**Before / After** lunch, at 10:30 she has art class. She likes to draw! At 4:45 she ⁵**play / plays** video games with her friends – they always play ⁶**before / after** school. At 7:00 she ⁷**eat / eats** pizza with her family. She loves pizza!

28 Play the Silly Sentences game.

6:15 in the evening

eat breakfast

Jack eats breakfast at six fifteen in the evening.

That's silly!



I Can

- use words for daily activities.
- use *before* and *after* to talk about when things happen.
- talk about what I do every day.
- write sentences with subjects and verbs.



2

A Lot of Jobs!

Vocabulary

I will learn to name jobs.



Song Time!



Listen, look, and say.

Different Jobs



1 firefighter



2 chef



3 police officer



4 cashier



5 farmer



6 nurse



7 waiter



8 scientist



9 teacher



10 mail carrier

2 Play the speed game.

Song

I will learn to ask and answer about jobs and workplaces.



Listen and sing. How many jobs are in the song?

Working Together

There are many people
In our community.
So many jobs to do,
So many places to be.

**Working together, working hard.
Nurse, farmer, teacher, and chef.**

Where does she work?
What does she do?
She's a nurse,
And she always helps you.

Chorus

Where does he work?
What does he do?
He's a firefighter,
And he's very brave, too.



4

Match the jobs in 1 with the places. Make sentences.



at a hospital



at a store



at a fire station



at a school



at a laboratory



at a police station



at a restaurant



on a farm

**THINK
BIG**

Which job is the most important?

A teacher works at a school.

A scientist works at a laboratory.



Listen and read. What does Luke's mom do?

Is She a Doctor?

Excuse me! Do you work at this hospital?



Yes, I do.

1 Luke and his dad are at the hospital.

Oh, good. Can you help us?



I'm looking for my mom.

2 They want to find Luke's mom.

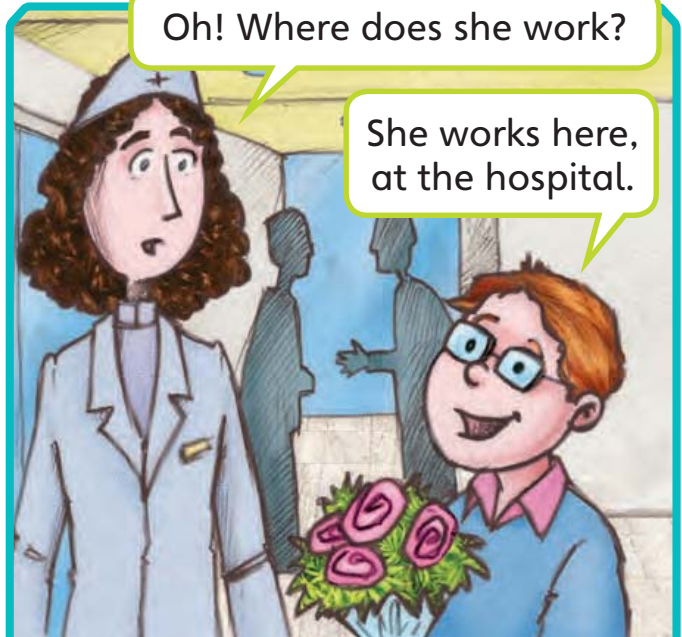
Oh! I'm sorry. Is she sick?



No, she isn't sick. She's at work.

3 Luke's mom is at work.

Oh! Where does she work?



She works here, at the hospital.

4 Luke's mom works at the hospital.



5

Luke's mom isn't a doctor or a nurse.



6

Luke's mom is a cashier. She works at a gift shop. It's her birthday today!

6

Read and complete the sentences. Then say.

- 1 Luke is looking for his _____.
- 2 Luke's mom works at the _____.
- 3 Luke's mom isn't a doctor or a _____.
- 4 Luke's mom is a _____.
- 5 Today it's Luke's mom's _____.



What other people work in a hospital?
 What do they do?
 What do you think makes a good nurse?

Language in Action

I will listen to a dialog about jobs.

33 **7** Listen and read. Then say.

Emma: Where does your mom work?

Will: She works at a television station.

Emma: What does she do?

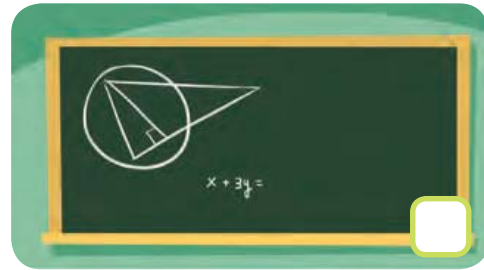
Will: She's a reporter.

Emma: That's really cool. I want to be a newspaper reporter someday. I love to write.

Will: You do? I don't. I want to be an artist. I love to draw!



34 **8** Listen and stick. Number the pictures.



9 Look at 8. Ask and answer.



What does he do?

He's a barber.



Grammar

I will learn to use *what* and *where* to ask and answer about what people do and where they work.

What does he/she do?	He/She's (He/She is) a firefighter.
Where does he/she work?	He/She works at a fire station.
What do your sisters do?	They're (They are) chefs.

10 Complete the dialogs.

1 **A:** What does your dad _____?

B: He's a chef.

A: Where _____ he work?

B: He _____ at a restaurant.

2 **A:** What _____ your sisters Melanie and Patricia do?

B: _____ firefighters.

A: Where do they work?

B: They _____ at a fire station.

11 Number in order. Make a dialog.

A: What does your mom do?

B: She works at a school.

A: Where does she work?

B: She's a nurse.



12 Ask and answer questions like the ones in 10.



What does your dad do?

He's a farmer.



I will learn about creative jobs.

CONTENT WORDS
 create drawings
 galleries materials
 paintings photo shoot
 professional work of art

37
13 Listen and read. Which of these people sell their work to magazines?

THE WORK FILES:

Creative Jobs

People spend a big part of their lives at work, so it's very important to choose the right job. When you do something you really enjoy, you feel happy. Today we're taking a look at creative jobs. Would you like to do one of them?

Artist



Professional artists usually go to art school. They learn to use different materials to create a work of art. They use pencils to make drawings, oil paints, acrylics, or water colors to make paintings, and metal or wood to make other works of art. Artists show their work in art galleries. A work of art can be very expensive.

Photographer



Photographers travel a lot and take pictures of people and places all over the world. Their work is sometimes difficult or dangerous, like when they take pictures of

wild animals. They sell their pictures to websites, newspapers, magazines, and television news shows. They also sell books with their pictures.

Fashion Designer

Fashion designers create the clothes we wear. First, they draw sketches with their ideas. Then they cut patterns to make dresses and many more things. Designing clothes can be a lot of fun. Fashion designers show their work in fashion shows or do photo shoots for magazines.



14 Interview a partner. Take notes in your notebook. Share with the class.

- 1 Do you like art? Do you have a favorite work of art?
- 2 What kinds of pictures do you like to look at (people, fashion, etc.)?
- 3 Do you like fashion? What kinds of clothes do you usually wear?



What other creative jobs can you think of?
 What talents do you need to do a creative job?

I will learn about community volunteering.

CONTENT WORDS

be proud of collect community contest donate get lost trash

39
15

Listen and read. Who helps tourists in their city?

Making Communities Better

Here are three stories of kids working hard to make their communities better.



Lalana lives in Chiang Mai, Thailand. She knows that many schools in her city don't have money to buy books. Lalana and her friends ask people to donate books. They collect the books and take them to schools in their city.



Lalana



Marcus lives in a small town near Melbourne, Australia. Every morning he walks to school. He sees a lot of trash along the road. He and his friends have a contest. They pick up the trash, and they see who can collect the most.

Marcus



Carla lives in Barcelona, Spain. A lot of tourists visit her city every year, and they often get lost. Carla likes helping people, and she's proud of her city. On the weekends, she and her big sister help tourists find the places they're looking for.



Carla

16

Look at 15. Correct the mistakes. Make new sentences.

- 1 In Chiang Mai, schools donate books to people.
- 2 Barcelona doesn't have many tourists.
- 3 Marcus rides his bike to school.



Talk to your friends. How can you help your community?

I will learn to write sentences with two subjects or two verbs.

A sentence can have a compound subject.

Al is a farmer. Pat is a farmer. → **Al and Pat are** farmers.

A sentence can have a compound verb.

I live in Rome. I work in Rome. → I **live and work** in Rome.

17 Use **and** to make sentences with compound subjects or compound verbs.

1 Lily is a scientist. Tom is a scientist.

2 My mother is a teacher. My father is a teacher.

3 I work at the restaurant. I eat at the restaurant.

4 My sister lives on a farm. My brother lives on a farm.

5 My grandfather lives in an apartment building. My grandfather works in an apartment building.

18 Complete the sentences for you. Then say.

1 Before school, I _____ and _____.

2 After school, I _____ and _____.



Before school, I eat breakfast and get dressed.



After school, I play soccer and do my homework.

I will learn to use the sounds *sm, st, sp, and sk*.



Listen, read, and repeat.

1 **sm**

2 **st**

3 **sp**

4 **sk**



Listen and find. Then say.



smile



stop



spoon



skates



Listen and blend the sounds.

1 s-m-ar-t smart

2 s-k-i-n skin

3 S-p-ai-n Spain

4 s-m-o-ke smoke

5 s-k-i ski

6 s-t-or-m storm

7 s-t-ar star

8 s-p-a-ce space



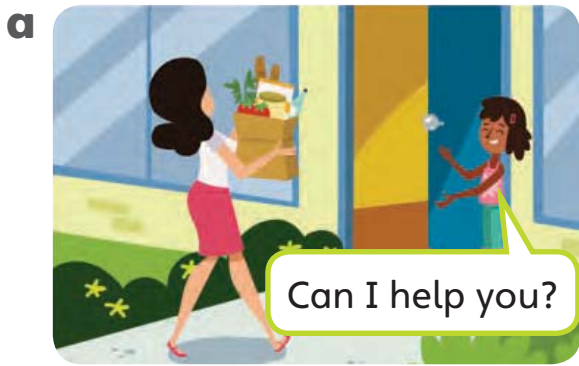
Read aloud. Then listen and chant.

Stop and look.
Look at the stars,
The stars in space,
And smile!



I will learn to talk about respecting others.

45 23 Look, listen, and point.



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



Project

25 Make a class book about respecting others.



Listen to your teacher.



Respect police officers.

26 Complete the sentences. Use the words from the box.

cashier farm laboratory nurse police station teacher

- 1 I'm a farmer. I work on a _____.
- 2 My brother is a _____. He works at a school.
- 3 My dad is a police officer. He works at a _____.
- 4 My grandmother is a _____. She works at a store.
- 5 My grandfather is a scientist. He works in a _____.
- 6 My uncle is a _____. He works at a hospital.

27 Play the **Jobs** game.



I Can

- use job words.
- use *what* and *where* to ask and answer about what people do and where they work.
- talk about what people do and where they work.
- write sentences with compound subjects or verbs.



3

Working Hard!

Vocabulary

I will learn to name chores.



Song Time!



Listen, look, and say.



1 make my bed



2 walk the dog



3 practice the piano



4 take out the trash



5 do the dishes



6 clean my room



7 study for a test



8 feed the fish



Play the acting game.

Song

I will learn to ask and answer about chores.



Listen and sing. What chores does Matt do?

Different Twins

My name's Matt,
And my name's Mike.
We want to talk to you.
I do my chores,
And I do, too.
But we are not alike.

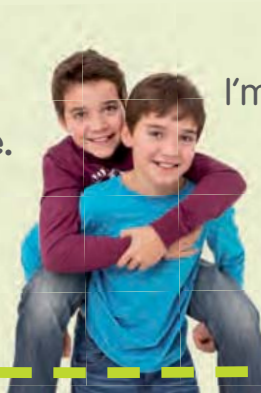
**Mike and Matt, Matt and Mike.
These two twins are not alike.**

I'm Matt, I always clean my room.
I do my chores each day.
I sometimes do the dishes,
And then we go and play.

Chorus

I'm Mike, I always make my bed.
I do my chores each day.
I sometimes walk the dog,
And then we go and play.

Chorus



4

Use the chart to ask and answer questions about Matt.

Matt	Sun	Mon	Tue	Wed	Thu	Fri	Sat
clean his room	✓	✓	✓	✓	✓	✓	✓
feed the fish	✓	✓		✓		✓	✓
do the dishes	✓				✓		
take out the trash							

Does Matt clean his room?

Yes, he does.



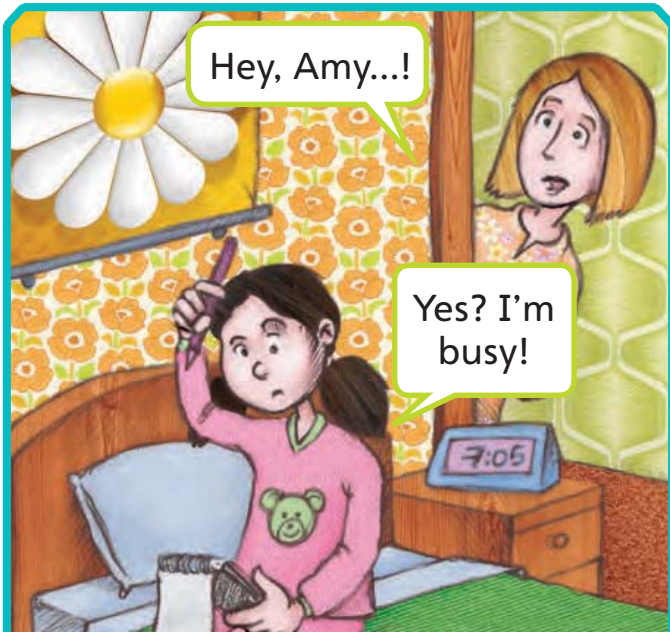
**Which of these are your favorite chores?
Why are chores important?**

I will read a story about chores.

52
5

Listen and read. What time does Amy have to leave for school?

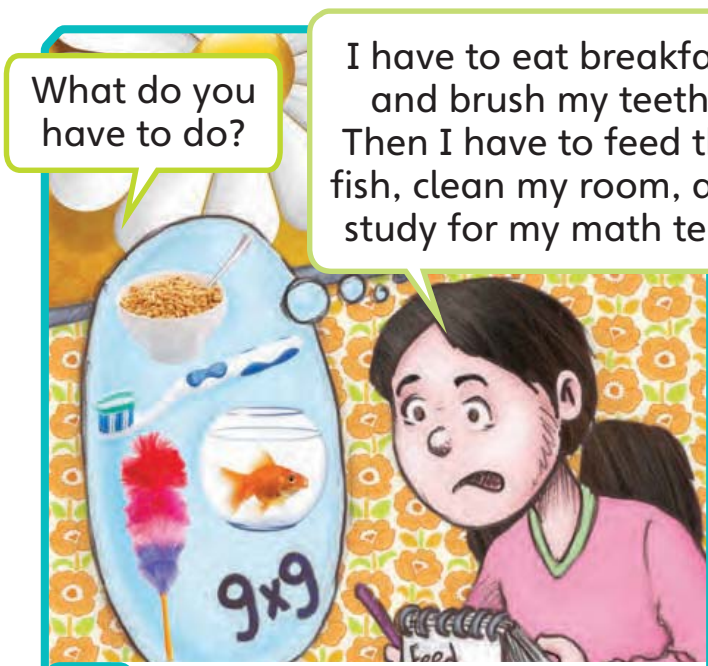
I Have a Lot to Do



1 Amy is thinking. Her mom comes into her bedroom.



2 Amy likes making lists. She often makes a list of things she has to do.



3 Amy has to do a lot of things before school.



4 Amy's clock still says 7:05.

You have to get a new alarm clock, too. It's 7:45!



5

What time does Amy have to leave? At 7:50? Oh, no!

What? Oh, no! I have to go!



6

Amy's never late for school. She doesn't want to be late today!

6

Read and say **true** or **false**.

- 1 Amy has to do a lot of things before school.
- 2 She has to eat breakfast.
- 3 She has to walk the dog.
- 4 She has to study for her English test.
- 5 She has to leave for school at 7:00.
- 6 She has to get a new alarm clock.

**THINK
BIG**

Do you make lists?

What kinds of lists do people make?

How do lists help us remember things?

What other things help us remember?

Language in Action

I will listen to a dialog about chores.

⁵³ 7 Listen and read. Then say.

Amy: Hey, Betsy, do you want to go skating after school today?

Betsy: Sorry, but I can't today. I have to go to my piano lesson.

Amy: Piano lesson?

Betsy: Uh-huh. I always have a piano lesson on Tuesday afternoons.

Amy: Oh, OK. How about tomorrow?

Betsy: Sure. Sounds great!



8 Look at 7. Role-play with a partner.

⁵⁴ 9 Listen and stick.

Monday	Tuesday	Wednesday	Thursday	Friday

10 What about you? Ask and answer.



What do you have to do?

I have to practice the piano on Mondays.



Grammar

I will learn to use *have to* to talk about chores.

I will learn to use *always, usually, sometimes, and never* to talk about chores.

What **does** he/she **have to** do?

He/She **has to** feed the fish.

What **do** you/we/they **have to** do?

I/We/They **have to** clean my room.

11 Complete the dialogs.

1 **A:** What _____ you have to do in the morning?

B: I _____ make my bed every morning.

2 **A:** What _____ Ted have to do after school?

B: Ted _____ practice the piano.

I/You/We/They	always usually sometimes never	do the dishes.
He/She		takes out the trash.

12 Look at the chart. Write sentences about Leo.

Leo's chores	Mon	Tue	Wed	Thu	Fri
make his bed	✓		✓		
do his homework	✓	✓	✓	✓	✓
clean his room					

1 _____

2 _____

3 _____

13 Work with a partner. Ask and answer.



Do you always do the dishes?

Yes, I always do the dishes.



I will learn about pocket money.

CONTENT WORDS

adult cash cost earn let (someone) know save stranger

56
14

Listen and read. Who can you work for?

Pocket Money

When you want to buy something expensive, you need extra money. Where do you find it? You can't get a real job yet, but there are ways you can earn some extra cash.



Help with the housework Everyone has to help around the house. You probably have to clean your room and take out the trash. Do extra work to earn extra money. Ask your parents what extra things you can do for them and how much they can pay you for doing them.

Do chores for other people Sometimes other adult members of your family, friends, or neighbors are very busy, and they don't have time to do some chores. Let them know how you can help. Write what you can do and how much it costs on a piece of paper, make copies, and give them to the people you know. Remember to be safe. Don't work for strangers. Always ask your parents and let them know where you are.

Save your money Save a little bit of the money you make every time. This way you always have extra cash!

15 Ask and answer.



Do you help with the housework to earn extra money?

I do! Do you do chores for other people?



THINK BIG

Is it better to spend or save pocket money? Why?
How much of your pocket money should you save?

I will learn about chores of the past.

CONTENT WORDS

bucket fire forest handle lamp oil pump stove wind wood

58
16

Listen and read. What chores do these children do?

Chores from Long Ago



Joseph Macgill, United States: I have to carry wood into the house. We use the wood to make a fire. The fire keeps us warm, and we also use it to cook our food. Every summer my dad and I go to the forest and cut trees. Then we chop the trees into smaller pieces of wood. It's hard to carry wood – it's heavy!

Sarah Donaldson, Australia: I have to get water for my family. We have a pump outside. I move the pump handle up and down. After a minute, water comes out. The water goes into a bucket, and I carry the bucket inside. We all use the water for drinking, cooking, and bathing. When we want hot water, we put some in a pot, and heat it on the stove.



Annabelle Dubois, France: Every night before I go to bed, I have to wind our clock. You have to use a special key to wind the clock. If you don't wind the clock every day, it stops working. It's not a very interesting chore, but it's a very important one! Then I fill lamps with oil. We need oil in the lamps to make light. We use the lamps at night to read books and do our homework.



17

Ask your classmates what chores they have to do to help their family. Make a list.

THINK
BIG

Which chores sound easy?
Which ones sound difficult? Why?

I will learn to write paragraph titles.

Use **capital** letters for most words in titles.
Taking **C**are of a **B**ig **D**og



18 Find the words we **don't** capitalize in the titles.

Good Things to Eat
My Brother and I
The Big Blue Car
A Day at the Park with Grandma
To the Moon and Back

19 Rewrite the titles. Use capital letters as needed.

1 my sister's new job

2 lots of chores for my brother

3 helping out around the house

4 a strange day out

5 the jobs kids like the best

6 helping my family is fun

7 helping my dad



20 How many English titles do you know? Write them with a partner.

I will learn to use the sounds ay and oy.

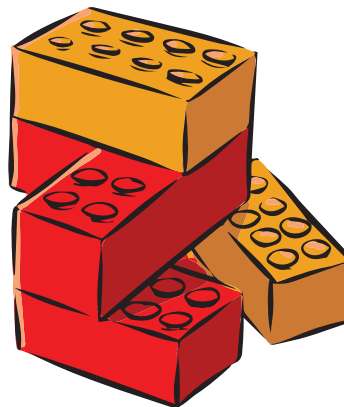
⁵⁹
21 Listen, read, and repeat.

1 **ay** 2 **oy**

⁶⁰
22 Listen and find. Then say.



May



toy

⁶¹
23 Listen and blend the sounds.

1 d-ay day

2 j-oy joy

3 s-ay say

4 p-ay pay

5 b-oy boy

6 s-oy soy

7 w-ay way

8 r-ay ray

⁶²
24 Read aloud. Then listen and chant.

What do we say?
It's May, it's May,
It's a nice day.
Come on, girls!
Come on, boys!
Bring your toys.



I will learn to talk about helping others.

64
25

Look and listen. Are they happy to help? Say **yes** or **no**.

1



2



3



26

Role-play the dialogs in 25 with a partner.



Project

27

Make a sock puppet. With a partner, use your puppet to role-play helping someone.



Can you help me study for my spelling test?



Sure!

28 Complete the sentences. Use the words from the box.

do have to has to have study

- 1 What _____ they _____ to do?
- 2 Larry _____ help his parents after school.
- 3 Paolo has to _____ for a test.
- 4 Sammy and Todd _____ do the dishes.

29 Fill in the chart. Ask a partner about his/her chores. Use **always**, **usually**, **sometimes**, or **never**.

My chores	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 I _____ clean my room.							
2 I _____ do my homework.							
3 I _____ do the dishes.							
4 I _____ help my parents.							



Do you always do the dishes?

No, I sometimes do the dishes.



I Can

- use words for chores and other kinds of work.
- use *have to* to talk about how often people do things.
- use *always*, *usually*, *sometimes*, and *never* to talk about chores.
- use capital letters in titles.



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

1 Think about it. Read and circle. Practice.






I know this.









I don't know this.









I need more practice.




1 **Daily activities:** eat breakfast, watch TV, practice the piano...    p. 4, 28




2 **Telling time:** one o'clock, two thirty, 5:15...    p. 5




3 **Jobs:** waiter, firefighter, nurse...    p. 16




4 **Workplaces:** police station, restaurant, laboratory...    p. 17

5 **When** does she get dressed?
She gets dressed **at 7:00 in the morning.**    p. 8

What does he do **before** school?
6 He washes his face **before** school.
What do you do **after** school?
I play video games **after** school.    p. 9

7 **What does** he do?
He **is** a cashier.
Where does he work?
He **works** at a store.    p. 21

8 What **do** they **have to** do?
They **have to** feed the fish.    p. 33

9 They **always/usually/sometimes/never** do their homework after school.    p. 33



I can do it!

1

2

3

4

5

6

7

8

9



Get ready.

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

Do you eat dinner at home?
usually
What do you do?
What do you do before work?
When do you go to work?
Where do you work?



Katy: 1 _____

Max: I'm a chef.

Katy: Oh, really? 2 _____

Max: I work at a restaurant, the Pizza Palace.

Katy: I see. 3 _____

Max: I 4 _____ go to work at 2:00. I come home at 11:00 at night.

Katy: OK. 5 _____

Max: I take a shower, eat breakfast, and get dressed. Then I feed my fish.

Katy: 6 _____

Max: No, I always eat dinner at the restaurant.

B. Make more questions.

1 When _____ ?


2 _____ before work?


3 _____ in the afternoon?

C. Practice the dialog in A with a partner. Include your new questions.

3 Get set.

 **STEP 1** Choose a job.

 **STEP 2** Write notes about your daily routine.

 **STEP 3** Cut out the cards on page 133. Now you're ready to **Go!**

●	_____ Me _____
●	_____ I'm a(n) _____ .
●	_____ I work at _____ .
●	_____ I usually _____ every day.

4 Go!

A. Use the cards to make questions. Interview your partner. Write about your partner's daily routine. Then switch roles.

●	_____ My partner's day _____
●	_____ He's/She's a(n) _____ .
●	_____ He/She works at _____ .
●	_____ He/She _____ every day.
●	_____

B. Work in groups. Tell your classmates about your partner's daily routine.



Luisa always eats breakfast before school.

1

2

3

4

5

6

7

8

9

5 Write about yourself in your notebook.

- When do you wake up?
- What do you do before school?
- What chores do you have to do?
- What time do you go to bed?

ALL About Me

How well do I know it now?

6 Think about it.

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

B. Check (✓).

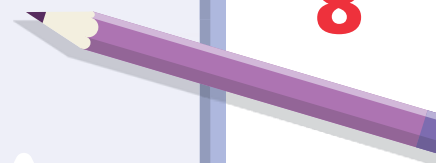
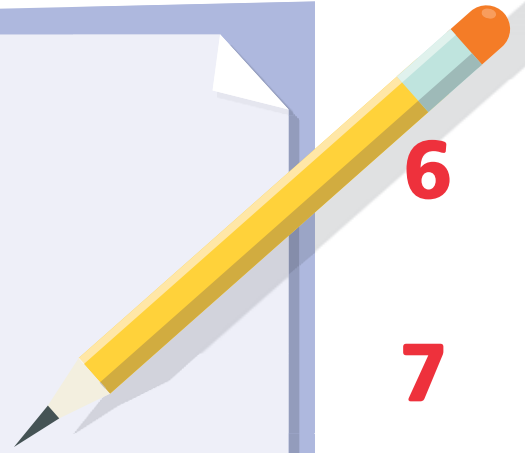
I can start the next unit.



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. Color.



hard



OK



easy



not fun



OK



fun

4

Amazing Animals

Vocabulary

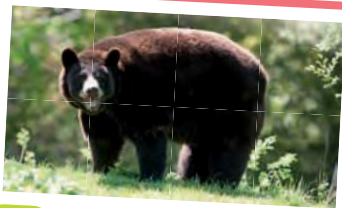
I will learn to name animals.



Song Time!



Listen, look, and say.



1 bear



2 deer



3 owl



4 camel



5 lizard



6 penguin



7 toucan



8 sea lion




9 shark

2 Play the description game.

I will learn to ask and answer about animals and where they live.

68 69
3

Listen and sing. How many animals are in the song?



Animals are Amazing!

Animals are amazing!
We see them far and near.
Some live in forests
Like owls, bears, and deer.
Some live in deserts
Like camels and some snakes.
Some live in water,
In oceans, seas, and lakes.
Amazing, amazing animals
What can animals do?
They can fly, they can swim, they can jump!
We share the earth with you!

4

Match the animals with the places. Ask and answer.

deserts forests ice and snow jungles
lakes mountains oceans rain forests



Where do lizards live?

Some live in deserts
and some in lakes.



**THINK
BIG**

Look at the pictures. Which is
your favorite animal and why?

I will read a story about animals.



Listen and read. Can Smartie talk?

At the Zoo



Amy, look at that sea lion. It's clapping to the music!

Oh, cool!

1 Luke and Amy are watching a sea lion show at the zoo.



Now it's trying to sing. What an awful sound!

Sea lions can't sing very well.

2 Luke has to cover his ears.



Now it's balancing a ball!

Sea lions can do some great tricks!

3 The sea lion can balance a ball on its nose!



What can parrots do?

Wow, parrots can ride bikes!

4 Then Luke and Amy watch a parrot show.



6 Read and match. Make sentences.

- | | |
|-------------------|--------------------|
| 1 Sea lions can't | a stop talking. |
| 2 Sea lions can | b parrot. |
| 3 Smartie is a | c say its name. |
| 4 Smartie can | d sing very well. |
| 5 Smartie can't | e do great tricks. |



What other animals are very smart?
 What can they do?
 What different ways are there to learn
 about animals in a zoo?

Language in Action

I will listen to a dialog about animals.

72
7

Listen and read. Then say.

Brad: Are you ready for an animal quiz?

Samuel: Yes, I am!

Brad: OK. Listen. This animal lives in the ice and snow. It can swim, but it can't fly.

Samuel: I know! It's a penguin.

Brad: Right! Now it's your turn.

Samuel: OK. Let's see... It lives in the forest. It can climb trees, and it can swim.

Brad: Hmm... Is it a snake?

Samuel: No. It has four legs, and it can run fast.

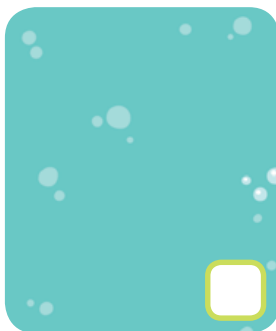
Brad: Oh, I know. It's a bear!

Samuel: That's right!



73
8

Listen and stick. Number the pictures.



9

Make statements. Then say true or false.



Sharks can run and swim.

False! Sharks can't run but they can swim.



I will learn to use *can* to ask and answer about animals.

What can a bear do?	It can swim. It can't fly.	subject + <i>can/can't</i> + verb
What can owls do?	They can fly. They can't climb.	
Can a penguin jump?	Yes, it can ./No, it can't .	subject + <i>can/can't</i>
Can lizards swim?	Yes, they can ./No, they can't .	

10 Complete the sentences. Use **can** or **can't**.

- Ducks and sea lions _____ swim.
- A shark _____ climb a tree.
- A giraffe _____ reach the leaves at the top of a tree.
- A penguin _____ fly, but a toucan _____.
- A parrot _____ talk, but a lizard _____.

11 Look at 1. Write questions and answers. Add one of your own!

- Where do bears live?

- Where do penguins live?

- _____
They live in the ocean.
- _____
They live in the rain forest.
- _____



I will learn about animal camouflage.

CONTENT WORDS

blend in bottom of the ocean hide hunt stone tree bark

75
12

Listen, read, and match the pictures with the paragraphs.

Many animals blend in with their surroundings. This is called camouflage. Camouflage helps animals in different ways. Some use it to find food, but others use it because they don't want to become food!

Animal Camouflage



1 Polar Bears Hide in the Snow

Polar bears, for example, are found in the ice and snow. Everything around them is white. They're covered in white fur, but their eyes, noses, and the bottoms of their feet are black. When they hunt for food, they sometimes cover their eyes and nose with their paws.

2 Not a Stone, But a Stonefish

Stonefish use camouflage to get food. They look like stones on the bottom of the ocean. If a fish touches a stonefish by mistake, it stings them to death and eats them.

3 Tree Frogs Can't Be Seen

Gray tree frogs, however, use camouflage to hide. They're found in the forests of North America. Because they live in trees, they look like a tree branch.

13

Which animal uses camouflage to hide? Which animals use camouflage to hunt?

**THINK
BIG**

Do you know any other animals that use camouflage? Where do they live? What do they look like? How do they blend in?

I will learn about pets around the world.

77
14

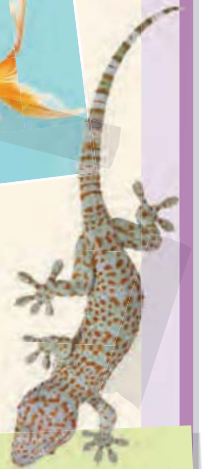
Listen and read. Then complete the chart.

Pets in Different Places

Many people around the world have pets. Every country has its favorites. In the United States, there are about 93 million pet cats. Cats are very popular in China, too. Birds and goldfish are also popular. Birds such as the colorful parakeet are popular in Mexico. Parakeets like playing with people, and they can talk! In Italy, lots of people have canaries. Canaries can sing all day!

One of Japan's popular pets is the bunny rabbit. There are even bunny cafés where you can have coffee and spend time with these furry animals or buy one!

Some people choose unusual or exotic pets. Chilean Rose Hair Tarantulas are quiet and easy to keep, but they aren't very cuddly. There are millions of reptile pet owners around the world. Reptiles such as iguanas or geckos aren't dangerous, but snakes or alligators can be very dangerous, so pet owners need to be extra careful.



CONTENT WORDS
alligators canaries geckos
goldfish parakeets
snakes tarantulas

Popular pets	Unusual pets	Dangerous pets
_____	_____	_____

15

What are the popular pets in your country? Talk with a partner.

THINK BIG

Is it a good idea to have wild animals as pets?

I will learn to write topic sentences.

A **topic sentence** tells the main idea of a paragraph.
My favorite pet is my snake, Cornwall.

78
16

Listen and read. What's Cornwall like?

title →

My Favorite Pet

by Aaron Michaels

topic sentence →

My favorite pet is my snake, Cornwall.

He is a corn snake. He is 50 centimeters long, and he is red and white. I feed him one small mouse every week. He is friendly. He does not bite people. Some people don't like snakes, but snakes can make good pets.



17

Read and match the titles with the topic sentences.

Title

1 A Day at the Zoo

2 My Mother's Job

3 My Favorite Class

4 After-School Jobs

5 Our Pets

Topic Sentence

a My sister and I have many pets at home.

b My favorite time of day at school is art class.

c I have many jobs to do at home after school.

d My mother is a chef at an Italian restaurant.

e When I go to the zoo, I spend the whole day there.

18

What is your favorite animal? Write a title and a topic sentence.

I will learn to use the sounds ea, oi, and oe.

⁷⁹
19 Listen, read, and repeat.

1 ea

2 oi

3 oe

⁸⁰
20 Listen and find. Then say.



eat



coin



toe

⁸¹
21 Listen and blend the sounds.

1 s-ea

sea

2 b-oi-l

boil

3 b-ea-n

bean

4 t-ea

tea

5 p-ea-ch

peach

6 m-ea-t

meat

7 oi-l

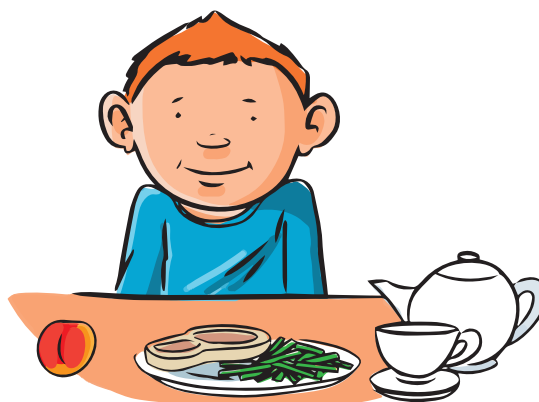
oil

8 f-oe

foe

⁸²
22 Read aloud. Then listen and chant.

So, Joe, boil the beans,
Add the oil,
Add the meat.
Eat the beans,
Eat the meat,
Eat the peach,
And drink the tea.



I will learn to talk about protecting animals and their habitats.

23 Look at the map of animals in Australia. Play a game.

Animals of Australia



Parrots in Australia live in the desert.

Wrong! They live in rain forests.



Project

24 Work in a group. Make an **Animals Map**.

- Choose a continent.
- Research the animals that live there.
- Draw and label your part of the map.



bear
(forest)

penguin
(ice and snow)



snake
(rain forest)

lizard
(rain forest)



mountain lion
(mountains)

25 Think about the animals you know. Complete the chart.

These animals can swim.	These animals can fly.
1	1
2	2
3	3
4	4

26 Complete the dialog. Then ask and answer.

Daniel: Where do sharks live?

Teresa: ¹ _____.

Daniel: Right. ² _____?

Teresa: Camels live in the desert.

Daniel: Right again! ³ _____?

Teresa: Camels can walk and run a little, but they can't jump or fly.

Daniel: How about penguins? Can they swim and fly?

Teresa: ⁴ _____.

Daniel: That's right!

27 Make sentences about sea lions and lizards.

What can they do?

What can't they do?

Where are they found?



I Can

- use words for animals and where they live.
- use *can* to ask and answer questions about what animals can do.
- talk about what animals can do and where they live.
- write topic sentences.



5

Wonderful Weather!

Vocabulary

I will learn to name types of weather.



Song Time!



Listen, look, and say.

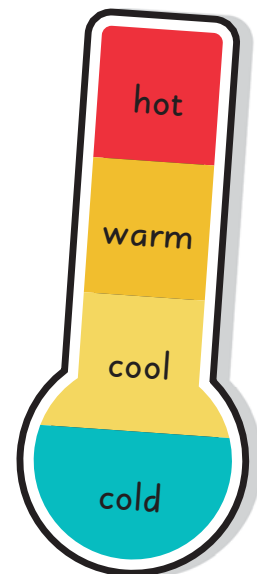
The Weather today



1 It's windy.



2 It's cold and snowy.



3 It's cool and cloudy.



4 It's hot and sunny.



5 It's warm and rainy.

2 Play the word game.

Song

I will learn to ask and answer about the weather and clothes.

86 87
3

Listen and sing. What's the weather like today?

Cool Weekend!

What's the weather like today?

Rainy, sunny, hot, or cold?

On Sunday, it was rainy,
It was very cold, too.

I was nice and warm in my winter coat,
Outside the sky wasn't blue!



Now it's Monday. It's sunny.

Great! I can go out and play.

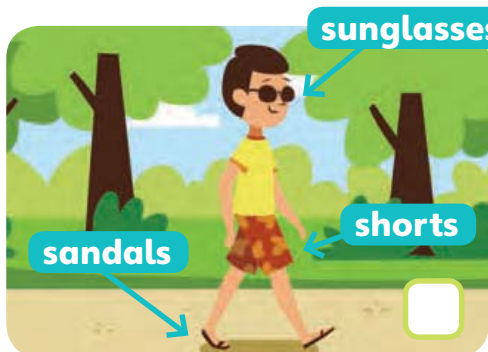
Oh, no! I have to go to school.

Never mind! The weekend was cool!

Chorus (x2)

88
4

Listen and number. Then ask and answer for you.



What do you wear on sunny days?



On sunny days, I wear shorts, a T-shirt, and sunglasses.

THINK BIG

What do you do in good weather?

What weather is good for...

- a soccer practice?
- b a walk in the park?
- c going to the beach?
- d going skiing?

I will read a story about the weather and clothes.



Listen and read. Where is Amy going today?

Amy is Ready!

I'm ready for my hike. I have my hiking boots, water, and snacks.

1 Amy is happy. Today her class is going on a hike.

Wait a minute! You need your raincoat and umbrella.

Why? What's the weather like? Is it rainy?

2 Mom doesn't think Amy is ready.

No, not right now. But what was the weather like yesterday?

It was rainy.

3 Mom doesn't want Amy to get wet.

And last night, it was cold and windy. Take your sweater. And your hat and gloves, too.

OK...

4 She doesn't want Amy to get cold.

But, Mom,
it's warm and
sunny today!



5

Amy isn't worried about the weather.

Sunny? Oh, then
take your sunglasses
and sunscreen, too!



6

Amy is ready for all kinds of weather!

6

Look at the story. Answer the questions with a partner.

- 1 What's Amy's class doing today?
- 2 What was the weather like yesterday?
- 3 What was the weather like last night?
- 4 What's the weather like today?
- 5 What's Amy wearing at the end of the story?

**THINK
BIG**

Do you think it's a good idea for Amy to take so many clothes? What clothes would you take?

Language in Action

I will listen to a dialog about the weather.



Listen and read. Then say.

Mom: Eli, you can't go out dressed like that!

Eli: But, Mom, it's not cold. It's just rainy.

Mom: It's windy, too. I don't want you to get sick. Please wear your raincoat.

Eli: Aww, Mom. I hate that raincoat.

Mom: What's wrong with that raincoat?

Eli: Everyone knows it was my sister's. I can't wear a girl's clothes.

Mom: Wear it today, and you can get a new raincoat.

Eli: A boy's raincoat?

Mom: Yes.

Eli: It's a deal.



Look at 7. Role-play with a partner.



Listen and stick.

San Francisco	
Yesterday	Today

Puerto Rico	
Yesterday	Today

I will learn to use *is* and *was* to ask and answer about the weather *today* and *yesterday*.

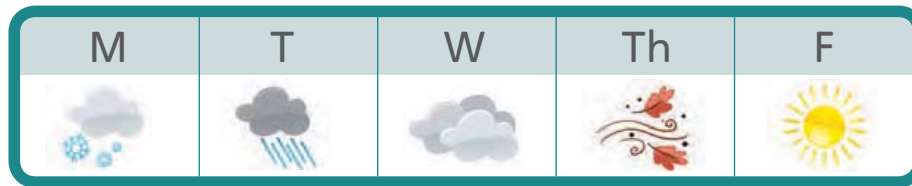
What **is** the weather like today?

It's hot and sunny.

What **was** the weather like yesterday?

It **was** windy. Leaves **were** everywhere.

10 Look at the calendar. Write sentences about the weather.



- 1 Today is Friday. _____
- 2 Today is Monday. _____
- 3 Today is Tuesday. _____
- 4 Today is Wednesday. _____
- 5 Today is Thursday. _____

11 Complete the dialog.

A: Yesterday was great. We ¹ _____ at the beach all day.

B: What ² _____ the weather like?

A: It ³ _____ warm. What ⁴ _____ the weather like today?

B: It ⁵ _____ rainy and cool. We can't go to the beach today.



12 How's the weather? Ask and answer questions with a partner.



How's the weather today?

It's sunny and cool.



I will learn about different climates.

CONTENT WORDS

average climate degrees Celsius desert dry extreme mild minus



Listen and read. Which place is the coldest?

Changing Climates

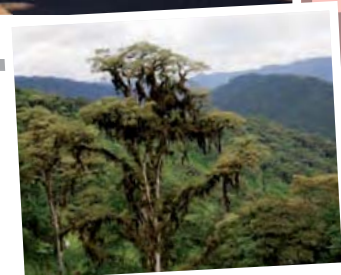


The year-round weather in a place is called climate. It isn't the same for every place on the planet, and it usually changes with the seasons. In Southern Europe, for example, winters are usually mild. It often rains, but it doesn't snow much. Summers are generally dry and warm.



The Lut Desert in Iran is very hot and dry all year round. The temperatures there can be 70 degrees Celsius! Because of the extreme temperatures, some parts of the Lut desert have no life at all. Now you know why not many people go there!

It rains almost every day in Lloró, Colombia. Lloró gets an average of 13 meters of rain every year. That's a lot! The trees grow very quickly because of the wet climate.



In Oymyakon, Russia, winters are very long and cold. It snows all the time, and temperatures can be minus 70 degrees Celsius. Schools close only when the temperature is below minus 52 degrees Celsius!

Places with a good climate are very popular. But a lot of sun and high temperatures isn't everyone's idea of a good climate. Some people really like the cold or wet weather. So long as everyone's happy!



Read and match.

- | | |
|--------------------|--------------------|
| 1 Southern Europe | a extreme cold |
| 2 Lut Desert, Iran | b lots of rain |
| 3 Lloró, Colombia | c mild winters |
| 4 Oymyakon, Russia | d very hot and dry |



What difficulties do people who live in extreme climates have?

I will learn about weather around the world.

CONTENT WORDS

average hot springs rain forest rink sand dunes temperature tropical



Listen and read. What can you do on Mt. Seorak? Then match the titles with the paragraphs.

Summer? Winter? Both!



1 Do you like to go snowboarding? If you go to Huacachina, Peru, you can go snowboarding in the desert! In Huacachina, there are sand dunes almost 45 meters tall. You can ride to the top of the sand dunes in a jeep, and then hop on your snowboard and ride down the sand to the bottom of the hill. But be careful! If you fall, the sand can hurt – a lot! Make sure you wear a helmet and boots.

2 In Cornwall, in the United Kingdom, you can enjoy summer weather anytime. The Eden Project has a 50-meter tall biome with a rain forest inside. Visitors can see more than 1,000 types of plants and trees. In some parts of the biome, it can be 35°C! That probably feels good in the winter when it's only 6°C outside. The biome has four different types of rain forests: tropical islands, Southeast Asia, West Africa, and tropical South America.



3 Mt. Seorak is one of the most famous mountains in South Korea. People visit the mountain all year round, but winter is a special time here. You can go skiing on the mountain, but you can also go swimming at a water park. Seorak Waterpia has swimming pools filled with water from natural hot springs. The water has minerals in it, and many people say it is good for your health.



4 In the summer, the average temperature in Abu Dhabi, in the United Arab Emirates, is 42°C. Members of the Abu Dhabi Ice Sports Club can go ice skating all year. At the club, you can take ice skating lessons, watch figure skating shows, or even play ice hockey. The indoor ice skating rink feels great on a hot summer day.

a Ice in the Desert

b Indoor Rain Forest

c Snowboarding on the Sand

d Swimming or Skiing?



What activities do you do in the summer? What do you do in the winter?

I will learn to write detail sentences.

Here is a **topic sentence**.

My favorite season is summer.

After the topic sentence, give more information. Write **detail sentences**.

In the summer where I live, the weather is usually sunny and hot. I like to go to the beach with my friends. We swim or play volleyball. We have fun.



16

Complete the sentences.

topic sentence detail sentence

A _____ tells us what the paragraph is about.

A _____ gives us more information.

17

Check (✓) the matching detail sentences.

Topic sentence: *Winter is my favorite time of year.*

1 It is cold and snowy in winter, but I like it.

2 It is not cold in summer.

3 My friends and I like to go sledding.

4 We usually wear hats and gloves in winter.

5 My sister's favorite season is spring.

6 We like to build snowmen in winter, too.

18

Write a topic sentence about your favorite season. Write three detail sentences under it.

Topic sentence: _____

Detail sentences: 1 _____

2 _____

3 _____

I will learn to use the sounds *sc, sw, sn, and sl*.

⁹⁷
19 Listen, read, and repeat.

1 **sc**

2 **sw**

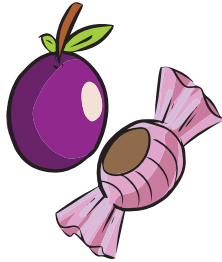
3 **sn**

4 **sl**

⁹⁸
20 Listen and find. Then say.



scarf



sweet



snail



sleep

⁹⁹
21 Listen and blend the sounds.

1 s-c-ou-t scout

2 s-n-a-ck snack

3 s-w-i-m swim

4 s-l-i-m slim

5 s-n-ow snow

6 s-w-a-n swan

7 s-l-ow slow

8 s-c-ar scar

¹⁰⁰
22 Read aloud. Then listen and chant.

A slow snail is eating a snack,
And a slim swan is swimming.

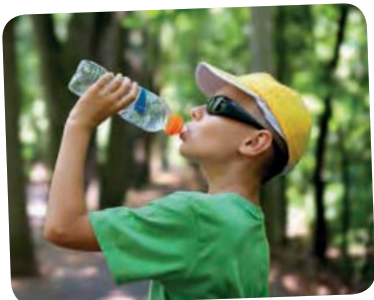


I will learn to talk about preparing for the weather.

102
23

Look, listen, and point.

a



b



c



24

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



Project

25

Work with a group. Make a **Prepare for the Weather** checklist.

Prepare for the Weather



sunscreen



gloves



sunglasses



hat







water



umbrella

26 Look at the weather reports. Ask and answer.

Barcelona, Spain	
Yesterday	Today
	
Temperature: 33 °C	Temperature: 28 °C

Vancouver, Canada	
Yesterday	Today
	
Temperature: 4 °C	Temperature: 12 °C

- 1 What/weather/Barcelona/yesterday?
Yesterday, it was _____.
- 2 What/weather/Barcelona/today?
Today, it's _____.
- 3 What/weather/Vancouver/yesterday?

- 4 What/weather/Vancouver/today?

27 Find the differences. Talk with a partner.



In Picture 1,
the man
wears summer
clothes.

In Picture 2,
the man wears
winter clothes.



I Can

- use words for the weather and what clothes people wear in different types of weather.
- use *is* and *was* to ask and answer about the weather today and yesterday.
- talk about the weather around the world and what people wear.
- write detail sentences.



6

Smells Good!

Vocabulary


I will learn to name the five senses.




Song Time!



Listen, look, and say.



1 This music sounds beautiful.




2 This band sounds awful.



3 This soup tastes horrible.



4 This pie tastes delicious.




5 This apple tastes sweet.


Senses




6 These flowers smell nice.



7 My hair looks terrible.



8 My sweater feels soft.



9 These shoes feel tight.

2 Play the silly sentences game.

Song

I will learn to ask and answer about the five senses.

105 106
3

Listen and sing. Why do the girls like Grandma's house?

Grandma's House

We love my grandma's house.
It always smells so nice.
It smells like ginger cookies,
Sweet, with a little spice!

We always do my favorite thing,
Baking ginger cookies.
They taste so nice and yummy,
We are both very lucky!

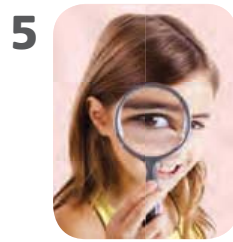
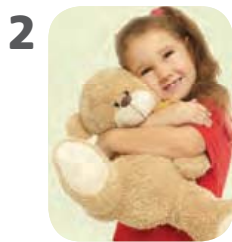
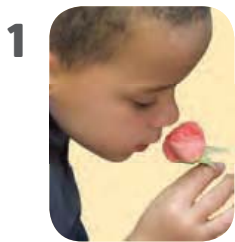
**Yummy smells and her smiling face.
We really love my grandma's place.**

Chorus

Grandma likes playing old songs
From when she was very young.
The music sounds so wonderful,
We have to sing along.



4 Match the pictures with the words. Then ask and answer about 1.



feel
look
smell
sound
taste



This ice cream
tastes delicious.

Number
4.



**THINK
BIG**

Can you think of other things you describe with these adjectives?
sweet tight beautiful horrible

I will read a story about the five senses.

108
5

Listen and read. What kind of soup does Luke try?

It Tastes Terrible!



1 Luke smells something bad coming from the kitchen.



2 It is fish soup. Luke thinks it smells horrible.



3 Amy tries the soup.



4 Luke tries the soup.



6 Put the sentences in order.

- a Amy thinks the soup tastes OK.
- b Luke thinks the soup tastes terrible.
- c Luke thinks the fish soup smells awful.
- d Amy tries the soup.
- e Luke tries the soup.
- f Luke asks Amy to try the soup.



Which senses do you use when you are...

- a in a restaurant?
- b at a soccer game?
- c at school?

How do your senses make you aware of danger?

Language in Action

I will listen to a dialog about the five senses.

109
7

Listen and read. Then say.

Cindy: Hey, Mark. Do you want to hear my new song?

Mark: Uh... OK. Sure.

Cindy: *I don't want to run or play...
I just want to sing all day...
So, how does it sound?*

Mark: Um... it sounds... nice.

Cindy: Thanks! Do you want to hear more?

Mark: Uh... sorry, Cindy. I have to go. See you later!

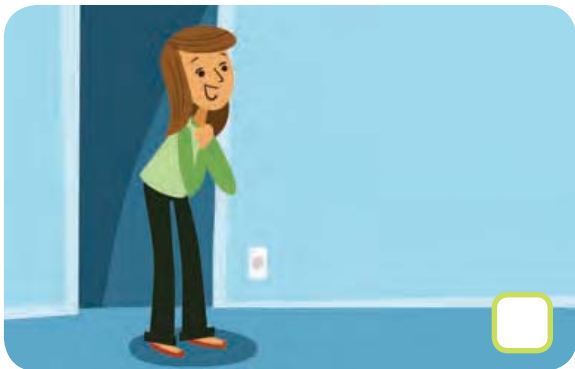


8

Look at 7. Role-play with a partner.

110
9

Listen and stick. Number the pictures.



I will learn to use *do* and *does* to ask and answer about the five senses.

How **does** the apple pie **taste**?

It **tastes** delicious.

How **do** your new shoes **feel**?

They **feel** tight.

10 Circle the correct verb.

- A:** How does the school band **sound** / **sounds**?
B: They **sound** / **sounds** great. They practice every day.
- A:** How does my new shirt **look** / **looks**?
B: It **look** / **looks** good. I like the color.
- A:** How does the sandwich **taste** / **tastes**?
B: It **taste** / **tastes** awful. I don't like tomatoes!
- A:** How do these flowers **smell** / **smells**?
B: They **smell** / **smells** nice.
- A:** How do your new gloves **feel** / **feels**?
B: They **feel** / **feels** really warm.



11 Complete the questions with **do** or **does**.

- How _____ that pizza taste?
- How _____ the cookies smell?
- How _____ my hair look today?
- How _____ the shoes feel?
- How _____ the guitar music sound?

12 Look at 1. Ask and answer with a partner.



How does the music sound?

It sounds beautiful.



I will learn about how our senses keep us safe.



Listen and read. Why are our senses important?

CONTENT WORDS

avoid brain danger
echo information
senses sound waves
taste buds tongue

Our Senses Keep Us Safe

Do you know what senses are for? Every minute of every day our senses get information and send it to our brain. We use this information to understand the world around us. With our senses we understand when food looks, smells, or tastes good and fresh, or when it's bad and rotten. We also feel something hot or sharp or hear when danger is coming with our senses. Our senses are very important because they keep us safe.

Like people, animals use their senses to find food and avoid danger. But many animals' senses are very different from people's senses.

For example, we use our eyes to see, but bats can't see well. They have to use their ears. They make a sound and listen for an echo. They use the sound waves from the echo to 'see' how big something is and find it.

Snakes and lizards don't smell with their noses like us; they smell with their tongues! That's why their tongues are like a fork. The fork shape helps them understand where a smell is coming from.

Butterflies, on the other hand, don't taste with their tongues; they use their feet. They have tiny taste buds there. They help the butterfly understand what flower it is standing on. That's how they know they can eat it.



14 Look at 13. Make sentences.

- | | |
|------------------------------|--|
| 1 Animals use their senses | a to taste things. |
| 2 Bats use sounds | b to smell things. |
| 3 Snakes use their tongues | c to find food and avoid danger. |
| 4 Butterflies use their feet | d to understand the size of something. |

**THINK
BIG**

Why do animals use their senses differently from people? Which sense is the most important? Why?

I will learn about smelly jobs in different countries.

CONTENT WORDS

awful clean fresh smelly stink take care of wet



Listen and read. Which job smells best? Then match the jobs with the people.

a Baker

c Garbage collector

b Zoo keeper

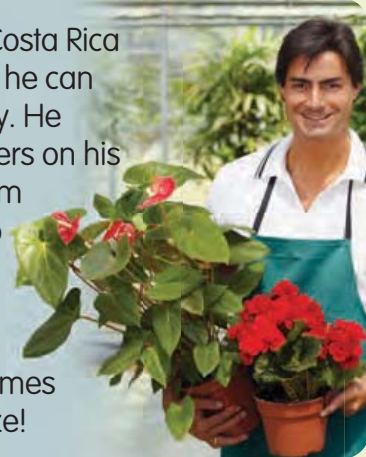
d Farmer

How Does Your Job Smell?



1 André Tyrode is from Lyon. He makes cakes and pastries every day. "Everything I make tastes and smells wonderful. It makes people want to share delicious treats together, and that makes me happy." Is there anything bad about his job? Well, he gets up at 5:00 a.m. every day!

2 Alberto Rivera from Costa Rica likes his job because he can look at flowers all day. He grows and sells flowers on his farm, then sends them all over the world. Do all the flowers smell good? Yes, they do, but smelling that many flowers sometimes makes Alberto sneeze!



3 Candace Reilly is from Calgary, a city in Canada. She does a very important job. She picks trash and helps keep her city clean. Today, Calgary is the cleanest city in Canada! What does she say about a job like that? "My job doesn't smell great, in fact the trash really stinks, but I like making Calgary look, feel, and smell cleaner and better."

4 Sarah Ang takes care of Zelda, the Asian elephant at Singapore Zoo. It's one of the largest zoos in the world. "Sometimes Zelda smells, and I have to give her a bath. It's actually a great feeling when you take care of an animal like Zelda, but the smell is really awful." The bad thing is that when Sarah gives Zelda a bath, she has to take a bath, too.



Why do some people do jobs that aren't very nice?

Writing | Paragraph: Final Sentences

I will learn to write final sentences.

As you know, a paragraph begins with a **topic sentence**. It introduces the subject of the paragraph.

I love tomatoes.

Detail sentences expand on your topic by giving details about it.

Home-grown tomatoes taste delicious, and they are good for you.

Fresh tomatoes right from the garden smell great.

They look nice in a salad, too.

You end your paragraph with a **final sentence**. It expresses the same idea as your topic sentence but in a different way.

Of all fruits and vegetables, tomatoes are my favorite.

16 Read the paragraph. Check (✓) the best final sentence.

Topic Sentence: My favorite toy is my teddy bear, Simpson.

Detail Sentences: Simpson is very old. He feels soft, and he always smells so nice. Simpson can't talk or run. But that's OK!

- Final Sentence:
- a Simpson is just an old teddy bear.
 - b I love Simpson more than any of my other toys.
 - c Simpson doesn't do anything.

17 Write a final sentence for this paragraph:

Fall is my favorite season. The colorful leaves on the trees look so pretty. The air feels nice and cool. And fall smells great, like pumpkins and burning leaves.

Final Sentence: _____

I will learn to use the sounds *fl, pl, gl, and bl*.

¹¹⁵
18 Listen, read, and repeat.

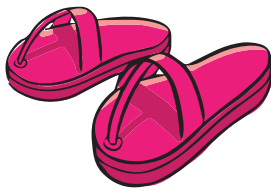
1 **fl**

2 **pl**

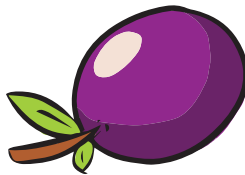
3 **gl**

4 **bl**

¹¹⁶
19 Listen and find. Then say.



flip-flops



plum



glass



black

¹¹⁷
20 Listen and blend the sounds.

1 f-l-a-g flag

2 p-l-a-n-t plant

3 p-l-a-y play

4 f-l-y fly

5 g-l-a-d glad

6 g-l-ow glow

7 b-l-o-ck block

8 b-l-ow blow

¹¹⁸
21 Read aloud. Then listen and chant.

It's summer.
Yellow plums,
Green plants.
Flip-flops,
Black shorts,
It's summer.
I'm glad!



I will learn to talk about trying new things.

120
22

Look, listen, and point.



23

Practice with a partner. Talk about something new that you want to try.



My mom showed me how to make oatmeal cookies. Do you want to make them with me?

OK!



Project

24

Work with a group. Make a **Try New Things** flip chart.

Try New Things



bake cookies

25 Complete the sentences with your own information.

- 1 My school lunch tastes _____.
- 2 When I sing, I sound _____.
- 3 My dog smells _____.
- 4 My mum looks _____.
- 5 My hat _____.
- 6 This apple _____.



26 Look at the pictures. Complete the questions.



- 1 How does the ice cream _____?
- 2 How does the rock band _____?
- 3 How does the man _____?
- 4 How does the stuffed animal _____?
- 5 How do the flowers _____?

I Can

- use words for how things look, feel, taste, smell, or sound.



- use verbs and adjectives to talk about the five senses.



- talk about the five senses.



- write final sentences.



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

1 Think about it. Read and circle. Practice.



I know this.



I don't know this.



I need more practice.

1 Animals: deer, owl, camel, lizard...		p. 44
2 Habitats: desert, ocean, rain forest...		p. 45
3 Weather: hot, cold, windy, rainy...		p. 56
4 Describing: awful, delicious, nice, sweet...		p. 68
5 What can penguins do? They can swim, but they can't fly.		p. 49
6 What is the weather like today? It's hot and sunny.		p. 61
7 It was cold yesterday. We were freezing.		p. 61
8 How does the apple pie taste ? It tastes delicious.		p. 73



I can do it!



Get ready.

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

awful cold fly
look swim



- Morgan:** Look at those penguins!
- Taylor:** They ¹_____ cool!
- Morgan:** Yeah. I like penguins. Hey, look at this: "Penguins live in the snow and ice."
- Taylor:** That sounds ²_____!
- Morgan:** Yes, very cold. Listen. "They eat fish every day."
Look. They're eating fish now!
- Taylor:** Yuck! That looks ³_____ to me!
- Morgan:** Well, the penguins like it.
- Taylor:** Hey, look. They're swimming.
- Morgan:** Yes, penguins can ⁴_____. But they can't ⁵_____.
- Taylor:** Wow. I'm learning a lot about penguins!

B. Practice the dialog in A with a partner. Then practice again. Talk about different animals.

C. Choose the words for you.

- 1 I like / don't like penguins.
- 2 Their food looks **delicious** / **terrible** to me.
- 3 Their home looks **warm** / **cold** to me.

1

2

3

4

5

6

7

8

9

3 Get set.



STEP 1 Look and read. Find out information about an animal.



STEP 2 Cut out the book outline on page 137. Fold it to make a book.



STEP 3 Write in your own animal information book. Now you're ready to **Go!**

4 Go!

A. Swap books with five classmates. Write notes about their books in your notebook.

Classmate	Animal	Comment
Carla	lizards	great

B. Tell the class about some of your classmates' books.



Elena's book was about sharks. Sharks are amazing!

1

5 Write about yourself in your notebook.

- What was the weather like today?
- My classroom feels...
- What was the weather like yesterday?
- My favorite animal is...
- I like this animal because...

2

ALL About Me

3

4

How well do I know it now?

5

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.



6

7

8

7 Rate this Checkpoint. Color.

|
 hard OK easy not fun OK fun

9

7

Fabulous Food!

Vocabulary

I will learn to name foods.



Song Time!



1 Listen, look, and say.

At *Your Way Café* you decide what to put in your sandwich or on your pizza. There are so many things to choose from. Which will you choose?

1 Super Sandwiches!



1 bread



2 cucumbers



3 turkey



4 mustard



5 lettuce

2 Pizza Perfection!



6 green peppers



7 mushrooms



8 tomato sauce



9 olives



10 onions



2 Play the acting game.

Song

I will learn to ask and answer about food.



Listen and sing. What do they eat?

I'm Hungry!

Hi, Mom, I'm home from school.
I'm really hungry now.
I'd like to make a sandwich,
Can you show me how?

**I am home from my school day.
I'd like a sandwich. Is that OK?**

Are there any olives?
Here are some on the shelf.
Is there any tomato sauce?
I see it for myself.

Chorus

There's just one problem, Mom:
There isn't any bread!
But I have a great idea:
Let's have pizza instead!

Chorus



Look at 1. Ask and answer.



What do you like in your sandwiches?

I like turkey and lettuce.



What do you like on pizzas and in sandwiches?

I will read a story about food.

127
5

Listen and read. What are Luke and Amy making?

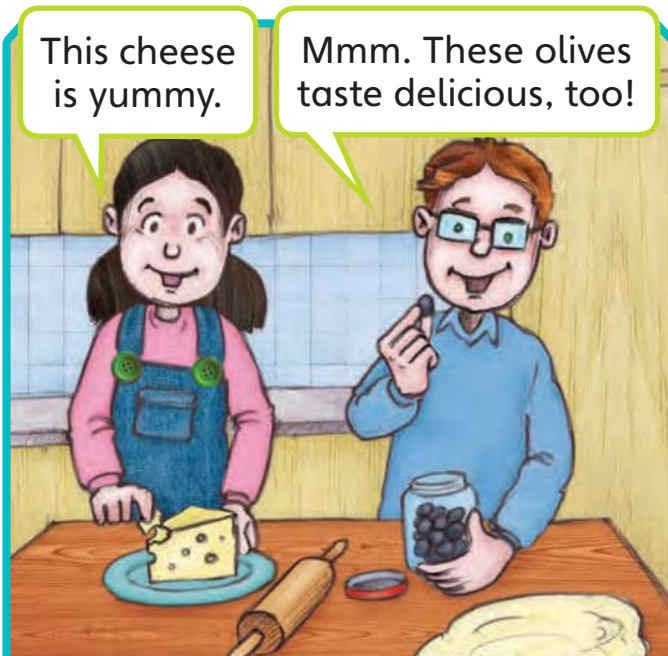
A Surprise for Mom



1 Luke and Amy are making dinner for their mom. It's a surprise.



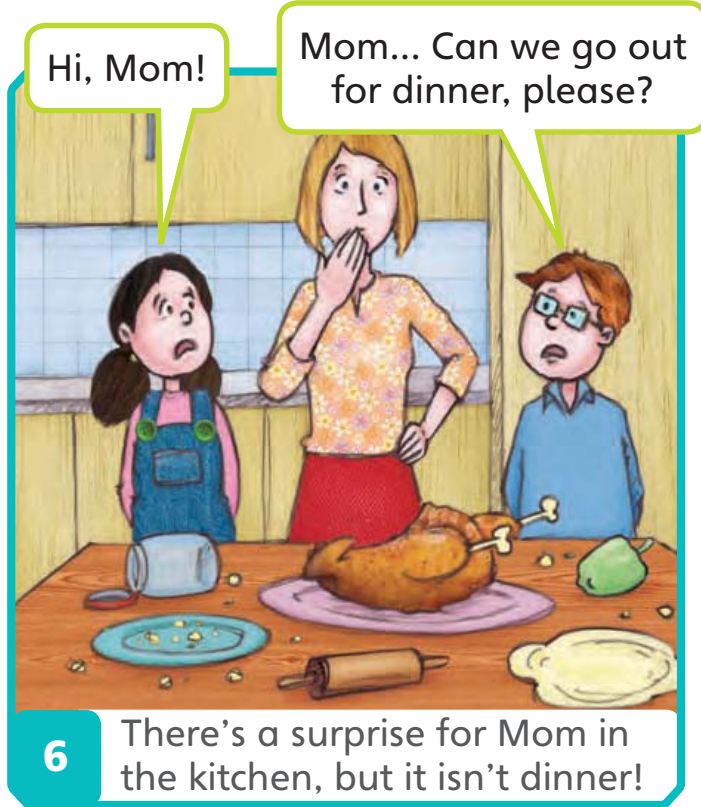
2 They need toppings for their pizza.



3 Amy and Luke taste some of the pizza toppings.



4 They look in the fridge again. What can they use?



6 Read and say **true** or **false**.

- 1 Amy and Luke want to make breakfast for their mother.
- 2 There aren't any onions for the pizza.
- 3 Amy and Luke eat all the cheese and olives.
- 4 There isn't any turkey.
- 5 There isn't a surprise for Mom.

THINK BIG Do you help your mom?
How could you help your family?

Language in Action

I will listen to a dialog about food.

128
7

Listen and read. Then say.

Felipa: What are you making, Mom?

Mom: I'm making some salsa.

Felipa: That sounds great!

Mom: I have some tomatoes,
some chili peppers...
Are there any onions over there?

Felipa: Yes. Here they are.

Mom: Thanks.

Felipa: Mmm. That looks delicious, Mom. But there's a
little problem.

Mom: What?

Felipa: Now we have salsa, but there aren't any chips!

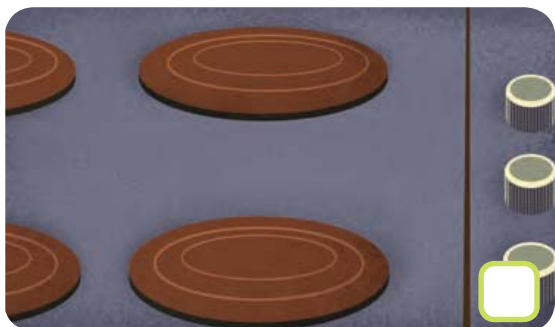
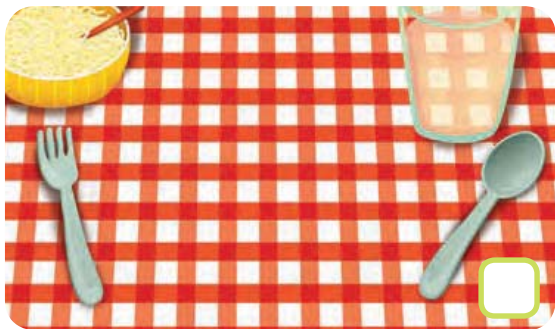


8

Look at 7. Role-play with a partner.

129
9

Listen and stick. Number the pictures.



I will learn to use *some* and *any* to ask and answer about food.

Is there any pizza?	Yes, there is some pizza.	Are there any onions?	Yes, there are some onions.
Is there any lettuce?	No, there isn't any lettuce.	Are there any eggs?	No, there aren't any eggs.

10 Look at the chart above. Circle the correct word.

- 1 There are **some** / **any** apples on the table.
- 2 There aren't **some** / **any** eggs in the refrigerator.
- 3 There isn't **some** / **any** milk in the carton.
- 4 There is **some** / **any** mustard in the jar.
- 5 There aren't **some** / **any** onions in this stew.



11 Look at 1. Write questions and answers.

- 1 Is there any bread?

- 2 Are there any onions?

- 3 _____
No, there isn't any cake.
- 4 _____
No, there aren't any bananas.
- 5 _____
Yes, there are some cucumbers.



I will learn about vitamins.

CONTENT WORDS

blood bone brain energy healthy iron muscle skin teeth vitamin

137
12

Listen and read. How many different fruit and vegetables should we eat each day?



The Vitamin Alphabet

Vitamins help our bodies grow strong and stay healthy. But which foods do we get our vitamins from? And why do we need them?

Vitamin A: There's a lot of Vitamin A in orange and yellow fruits like carrots or mangoes, but you can also find some in milk and the yellow part of eggs. Vitamin A helps your eyes and skin stay healthy.

Vitamin D: Milk and eggs also have Vitamin D in them, and so does fish. When we sit in the sun, our body makes a lot of it naturally. This vitamin is very important for strong bones.

Vitamin E: This, on the other hand, helps keep our blood healthy. You can get Vitamin E when you eat nuts and green vegetables.

Vitamin B: There are many different kinds of Vitamin B. Some help give us energy to move our muscles. Others help make blood. We get the different kinds of Vitamin B from different kinds of food. These include potatoes, bananas, bread, rice, pasta, chicken, fish, cheese, eggs, and green peppers.

Vitamin C: Vitamin C is good for our bones, teeth, and even our brains. We get this vitamin from oranges, peppers, tomatoes, and potatoes. Vitamin C also helps us keep other important substances, iron for example, in our body.

We should eat a good variety of fruit and vegetables – at least five a day. But we can eat some 'bad' things too. For example, there are three B vitamins in a good bar of dark chocolate!

13

Work with a partner. Read and say true or false.

- 1 You can only find vitamins in fruit and vegetables.
- 2 There aren't any vitamins in chocolate.
- 3 There's a lot of vitamin A in orange fruits and vegetables.

**THINK
BIG**

Which vitamins do the following people need and why?
a a soccer player b a pilot

I will learn about meals around the world.



Listen and fill in the gaps. Which of these foods would you like to try?

CONTENT WORDS

bake boil dough
fry oil soup
pickled spicy steam

Dumplings: A Global Food

- Food can be very different from culture to culture. But there is a type of food that almost every culture shares: the dumpling. What is a dumpling? A dumpling is a piece of dough. You put fillings inside, and then boil, _____, bake, or fry them.
- Here are some of the most popular dumplings around the world.

Mandu



This dumpling comes from South Korea. Fillings for mandu can be meat and vegetables, or often you can find kimchi mandu – a dumpling filled with kimchi, a kind of _____, pickled cabbage.

Empanada

Across Central and South America, it is easy to find these dumplings. They are filled with ground beef, chicken, or other meats. Then they are fried in hot _____. They are bigger than many other dumplings.



Pierogi



This dumpling is easy to find across Eastern Europe, but many people say they are from Poland. Fillings for this type of dumpling can be potatoes, cheese, meat, or sauerkraut – a salty, pickled cabbage. You can _____ them in butter and onions. Delicious!

Xiao Long Bao

Shanghai, China, is known for its famous _____. These dumplings are filled with meat and served in a hot, delicious soup. The soup goes inside the dumplings and gives them a special flavor.



Ravioli

Most people call this a type of pasta, but it is also a dumpling. Ravioli are well known in Italian cooking. They can be filled with many different things: meat, cheese, vegetables, or sometimes all three. You usually _____ the ravioli and serve them with sauce and cheese.



**THINK
BIG**

What types of dumplings do you like? When do you eat them?

I will learn to write paragraphs.

134
15

Listen and read.

title →

My Favorite Breakfast

by Laura Brown

topic sentence →

I like many foods for breakfast, but I have my favorite breakfast every Sunday morning.

detail sentences

I start with some orange slices, cold from the refrigerator. Then my mother makes two fluffy pancakes for me. I put butter on them, and then I put warm maple syrup on top. The pancakes are delicious with a glass of cold milk.

final sentence →

My favorite breakfast makes Sundays special.



135
16

Listen to Laura's paragraph again. Work with a partner. Take turns and read each part of the paragraph aloud.

17

Write about your favorite meal.

(title)

Writing Steps

- 1 Think about your favorite meal.
- 2 Write a title.
- 3 Write a topic sentence.
- 4 Add detail sentences to give more information.
- 5 Write a final sentence.

I will learn to use the sounds *br, cr, dr, fr, gr, pr, and tr*.

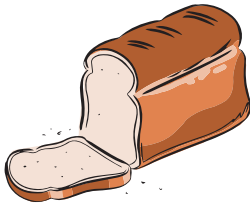
136
18

Listen, read, and repeat.

1 **br** 2 **cr** 3 **dr** 4 **fr** 5 **gr** 6 **pr** 7 **tr**

137
19

Listen and find. Then say.



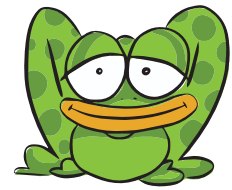
bread



cream



dream



frog



grass



prize



train

138
20

Listen and blend the sounds.

- | | | | |
|------------|-------|--------------|--------|
| 1 d-r-i-ve | drive | 2 g-r-ee-n | green |
| 3 b-r-ow-n | brown | 4 p-r-i-n-ce | prince |
| 5 c-r-y | cry | 6 t-r-o-ll | troll |
| 7 f-r-o-m | from | 8 b-r-i-ck | brick |

139
21

Read aloud. Then listen and chant.

Every night,
I dream
About a prince
And a troll,

And a green frog!
In my dream,
They eat bread
With cream.



I will learn to talk about food from other countries.

147
22

Listen. Look at the poster. Which dish looks good to you? Discuss with a partner.

Peruvians love potatoes. Peru grows more than 2,300 types of potatoes. There are many different shapes, sizes, and colors!

Potatoes grow very well in the cool weather, high in the Andes Mountains.



Potatoes in Peru



The most famous dish is *papa a la huancaína* – potatoes in a spicy cheese sauce.



Another is *papa rellena*, or stuffed potato. This dish has meat, onions, and eggs stuffed inside a potato.



I want to try the stuffed potato. It looks delicious!



Project

23

Make a poster about the food in a country other than your own.


- 1 Learn about the typical foods in that country.
- 2 Cut out pictures of the foods.
- 3 Label the pictures.
- 4 Share your poster with the class.



24 Make up a sandwich with five items.

My sandwich has bread and...

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



Ask other classmates about their sandwiches.



Are there any mushrooms in your sandwich?

No, there aren't.



Make notes about your classmates' sandwiches. Try to find two people with the same sandwich.

Student 1:	Student 2:	Student 3:
_____	_____	_____
1	1	1
2	2	2
3	3	3

I Can

- use food words.
- use *some* and *any* to ask and answer questions about food.
- ask and answer about food.
- write a paragraph about my favorite meal.



8

Healthy Living

Vocabulary

I will learn to name healthy and unhealthy habits.



Song Time!



1 Listen, look, and say.

How do you feel today? Find out how healthy Sally and Zach are, then ask yourself!



1 Did she... have a big breakfast?



5 Did he... eat breakfast?

2 Did she... get 10 hours of sleep last night?



6 Did he... get any exercise?



3 Did she... drink lots of water?



7 Did he... have a healthy lunch?

4 Did she... ride her bike?



8 Did he... get enough sleep?



2 Play the acting game.

Song

I will learn to ask and answer about healthy and unhealthy habits.



Listen and sing. What is good for Zach?

Live Right!

"Did you eat breakfast?" asks Mom,
"You don't look good to me."
Did you get enough sleep?" asks Mom,
"Did you watch too much TV?"

"Did you ride your bike?" asks Mom,
"You know it's good for you."
Did you get any exercise?
You know it's good to do!"

Enough sleep. Good food.
Be healthy. Live right!
Enough sleep. Good food.
Be healthy. Live right!

Chorus

I feel awful today.



4 Look at 1. Ask and answer.



Did he eat breakfast?

Did she ride her bike?

No, he didn't.

Yes, she did.



**THINK
BIG**

Which child in 1 are you like?
Explain why.

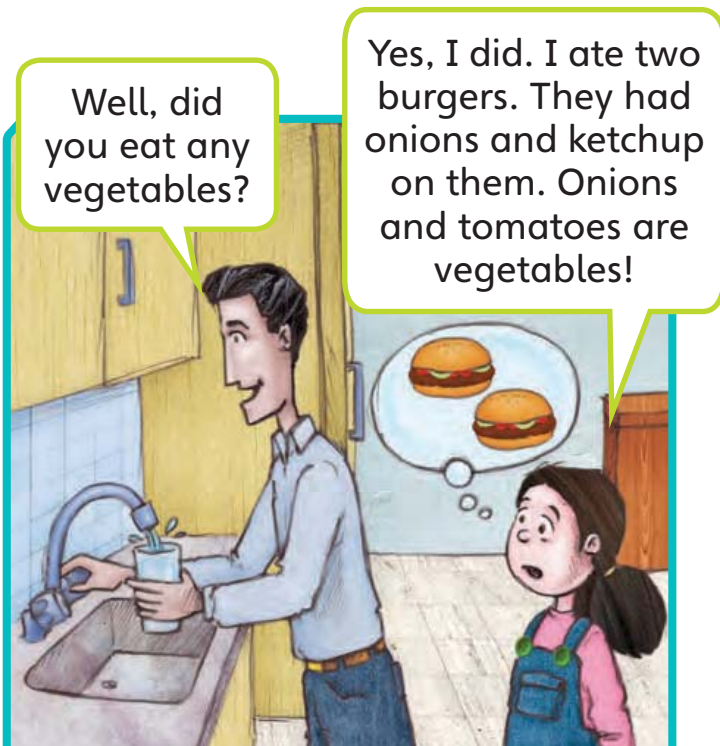
I will read a story about healthy and unhealthy habits.

5 Listen and read. Did Amy eat a healthy dinner?

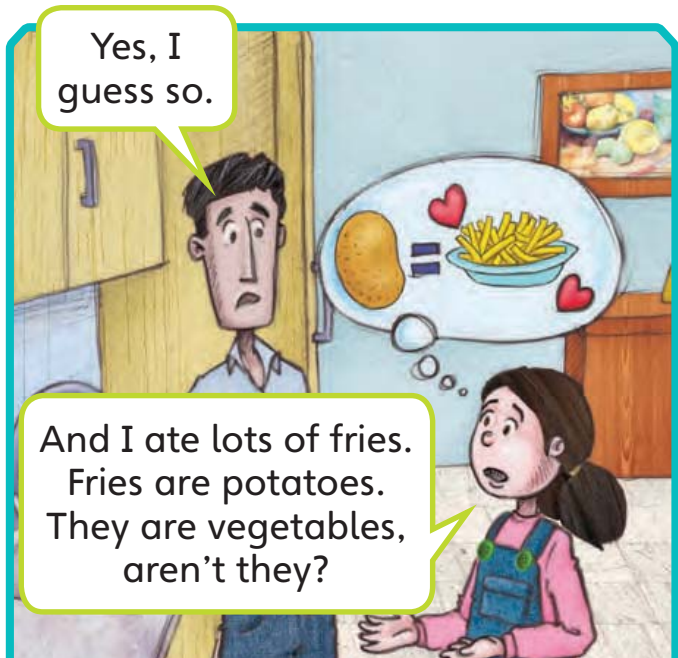
An Unhealthy Dinner



1 Amy's dad wants her to be healthy.



2 Amy likes unhealthy food.



3 Amy likes fries, but fried food isn't very healthy.



4 Amy likes cola.

What? That dinner wasn't healthy!

Well, yes, but there's a lot of sugar in cola.

But cola has water in it!

5 Amy knows her dinner wasn't really healthy. She didn't eat many vegetables.

Oh... my stomach feels funny!

6 Now Amy doesn't feel well. She needs to eat healthy food.

6 Read and circle.

- 1 Amy had dinner at **a party** / **home**.
- 2 Amy likes **healthy** / **unhealthy** food.
- 3 Fries are fried **potatoes** / **onions**.
- 4 Fried food is **good** / **bad** for you.
- 5 Cola has a lot of **fruit** / **sugar** in it.
- 6 Amy's dad **is** / **isn't** happy about Amy's dinner.

**THINK
BIG**

What do you like to eat for dinner? Why?

Language in Action

I will listen to a dialog about healthy and unhealthy habits.

148
7

Listen and read. Then say.

Tomas: Hi, Mariela. How are you?

Mariela: I feel great today! I got lots of sleep. I ate a good breakfast. How about you?

Tomas: I don't feel good today.

Mariela: Why? Did you eat breakfast?

Tomas: Yes, I did. I ate three donuts.

Mariela: Three donuts! That's why you feel bad!



8

Look at 7. Role-play with a partner.

149
9

Listen and stick.

Peggy

Saturday

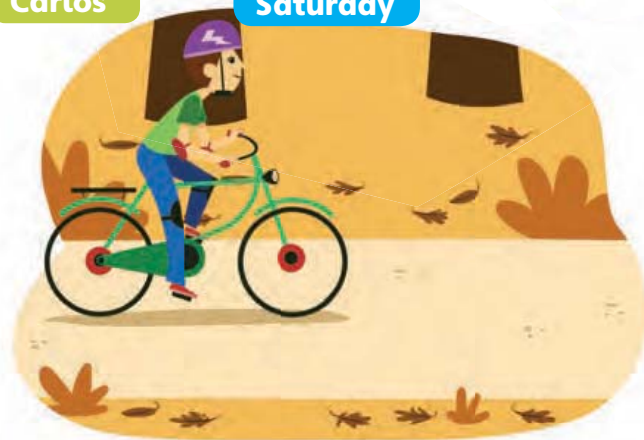


Sunday



Carlos

Saturday



Sunday



I will learn to use *did* and *didn't* to ask and answer about healthy and unhealthy habits.

Did you/he/she/they **get** enough sleep yesterday?

Yes, I/he/she/they **did**.

No, I/he/she/they **didn't**.

10 Complete the dialogs. Use **did** or **didn't**.

- 1 **A:** Good morning, Katia. _____ you eat breakfast?
B: Yes, I _____.
- 2 **A:** _____ Ted take a shower this morning?
B: No, he _____.
- 3 **A:** _____ the lacrosse team get enough sleep before the game?
B: No, they _____.

11 Look at the chart. Write questions and answers about Becca.

Becca's Habits	Mon	Tue	Wed	Thu	Fri
1 drink lots of water	✓		✓	✓	
2 get enough exercise	✓	✓	✓		



- 1 (exercise/Monday) _____
Yes, _____
- 2 (drink water/Tuesday) _____
No, _____

12 Talk about your habits. Ask and answer with a partner.



Did you get enough exercise today?

No, I didn't.



I will learn about calories.



Listen and read. What activities are good or bad for your body?

CONTENT WORDS

active activities body burn
calorie measure put on weight

What Is a Calorie?



What are calories? Are they important?

A calorie is a measure of the energy you get from food. Some foods are high in calories, and other foods aren't. Your body needs a certain number of calories to do all the things you do every day. But if you eat more calories than your body needs, you put on too much weight. Lots of activity and exercise burns a lot of calories. Very little activity or exercise doesn't burn a lot of calories.

Why is being active good for us?

It helps our hearts stay healthy. It makes our bones strong, and it creates muscles. Being active is really important for young and old people. Activities that use lots of energy are best. Dancing is really good for your body. Riding a bike and swimming are also good for your body. But watching TV or playing video games are bad for your health if you do them too much. That's because you sit in the same place to do them.



Complete the chart. Use the activities from the box. Then add more activities.

dancing playing a sport playing video games
riding my bike to school watching TV

Good for your body	Bad for your body



How much exercise do you do? How much time do you spend in front of the TV?

I will learn about sports around the world.

CONTENT WORDS

contest net puck race regatta team



Listen and read. Where do these sports come from?

Strange Sports

Almost everyone knows about soccer, baseball, and basketball. But do you know anything about octopush, footvolley, or pumpkin regattas? Read about these strange sports!



Octopush

Octopush comes from England, but people now play it all over the world. Octopush is like hockey, but people play it under water. Players use a small stick. They try to push a puck into a net to score points for their team.



Footvolley

Footvolley is a sport from Brazil. Footvolley is like volleyball, but the players use a soccer ball. Players have to pass the ball to the other team over a high net. They cannot touch the ball with their hands. People play footvolley on the beach. It is very exciting but very difficult!



Pumpkin Regatta

Each fall, in parts of the United States and Canada, people join in a contest called a pumpkin regatta. It is like a boat race, but the players do not race in boats. They race in giant, hollowed out pumpkins! These pumpkins weigh more than 450 kilograms (1,000 pounds). After the race, there's a pumpkin pie-eating contest.

16

Which sport do you want to try? Talk with a partner.



Why did these sports start in these places?
Can you do these sports in other countries?

Writing | Combining Sentences with *and*, *but*, or

I will learn to combine sentences with *and*, *but*, or.

Use **and**, **but**, and **or** to combine two simple sentences into one compound sentence.

I went to bed at 9:00. I woke up at 7:00.

→ I went to bed at 9:00, **and** I woke up at 7:00.

Dad ate oatmeal. Mom didn't eat breakfast.

→ Dad ate oatmeal, **but** Mom didn't eat breakfast.

We can walk to the store. We can take the bus.

→ We can walk to the store, **or** we can take the bus.



17 Circle the words **and**, **but**, and **or** in the paragraph.

I don't like to play sports, but I need to get exercise. I like walking, and I walk to school every day. My dad goes hiking on the weekend, or he goes to the gym. I like to go to the gym with him. He lifts weights, and I walk on the treadmill. For a treat afterward, we go out for smoothies, or we make tacos at home. Dad makes the best tacos, but Mom's cooking is good, too.

18 Join the simple sentences to make compound sentences. Use the word in parentheses.

1 My sister plays soccer. My brother plays baseball. (and)

2 My dad works at a hospital. He isn't a doctor. (but)

3 We can eat chicken for dinner. We can try the new restaurant. (or)

4 Freddie can run two miles. He doesn't run fast. (but)

I will learn to use the sounds all, au, and aw.

154
19

Listen, read, and repeat.

1 all

2 au

3 aw

155
20

Listen and find. Then say.



ball



haul



draw

156
21

Listen and blend the sounds.

1 s-m-all small

2 c-all call

3 t-all tall

4 y-aw-n yawn

5 c-l-aw claw

6 w-all wall

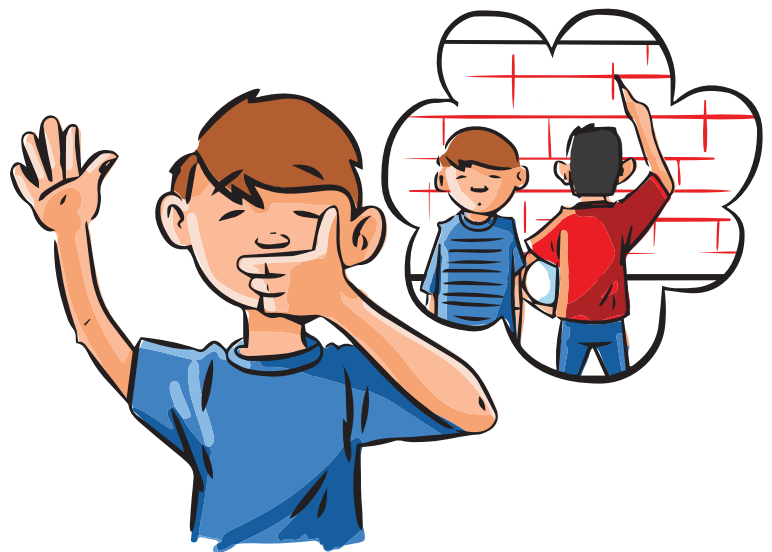
7 l-aw law

8 P-aul Paul

157
22

Read aloud. Then listen and chant.

I'm Paul, I'm bored.
Yawn, yawn.
Let's play, let's play
With a ball,
Let's draw, let's draw
A wall.



I will learn to talk about exercise.

159
23

Look and listen. Point to and say the healthy activities.

a



b



c



d



24

Work with a partner. Tell your partner to do healthy things.



Don't watch TV.
Go outside and
play soccer!

Ride your bike at
a park or in your
neighborhood. It's fun,
and it's good for you.



Project

25

Work with a group. Think of a new game you can play outside. Write down the rules. Teach the rest of the class your new game.



26 Circle the correct verb.

- 1 Lenny is tired. He didn't **get** / **got** enough sleep last night.
- 2 I feel sick. I didn't **eat** / **eating** a healthy breakfast.
- 3 Did they drink lots of water today? No, they **did** / **didn't**.
- 4 Did they **ride** / **rode** their bikes yesterday? Yes, it was fun.

27 Do a survey of your classmates. Add two of your own questions. Ask and answer.

- 1 eat/healthy/food?
- 2 get/sleep/last night?
- 3 get/exercise/last week?
- 4 brush/teeth/this morning?
- 5 ride/bike/on the weekend?
- 6 drink/a lot of/water/today?
- 7 _____
- 8 _____



Did you get enough sleep last night?

Yes, I did.



I Can

- use words for healthy and unhealthy habits.
- use *did* and *didn't* to ask questions about healthy and unhealthy habits.
- ask and answer about healthy and unhealthy habits.
- combine sentences with *and*, *but*, and *or*.



9

School Trips!

Vocabulary

I will learn to name places to visit.



Song Time!



Listen, look, and say.

Top 8 places to visit!



1 museum



2 dairy farm



3 art gallery



4 national park



5 theater



6 zoo



7 concert hall



8 aquarium



Play the description game.

Song

I will learn to ask and answer about school trips.



Listen and sing. Where did she go?

Learning Out of School

I like going on school trips,
Learning out of school.
We go to lots of places.
They're interesting and cool!

Aquarium, theater, concert hall, and zoo,
We saw some great things.
There was lots to do!

School trips. School trips.
They're a lot of fun.
School trips. School trips.
Let's go on one!

Where did you go?
What did you see?
We went to the zoo, we saw a play,
We had a great time!

Chorus



Look at 1. Ask and answer.



It was a cloudy day.

Yes, I did.

Did you go to a national park?



**THINK
BIG**

Why is it good to go on school trips?

I will read a story about a school trip.

165
5

Listen and read. Did Luke enjoy the trip?

A Cool Trip



Hi, Luke. Hi, Amy. How was your trip today?

It was OK.

It was fantastic!

1 Amy and Luke went on a trip today.



The Red Rock National Park is so cool!

2 They went to a big park where there are very old rocks.



What did you do there?

We learned about rocks. There are so many kinds of rocks, Mom!

3 Their guide told them a lot of things about the rocks in the park.



So did you like it?

Yes, I did. It was really interesting.

4 Amy liked the park.

5 Luke didn't like the trip. He didn't like walking a lot.

6 Luke doesn't want to see another rock!

6 Read and answer.

- 1 Where did Luke and Amy go on their trip?
- 2 What did they learn about?
- 3 Did Amy like the trip? Why/Why not?
- 4 Did Luke enjoy the trip? Why/Why not?
- 5 What did Amy get for Luke in the gift shop?



What national parks are there in your country? Why do we have national parks?

Language in Action

I will listen to a dialog about school trips.

166
7

Listen and read. Then say.

Grandpa: What did you do at school today?

Susana: We went on a field trip.

Grandpa: Oh, that's nice. Where did you go?

Susana: We went to the aquarium.

Grandpa: What did you do there?

Susana: We got to pet baby sharks.

Grandpa: Did you like the aquarium?

Susana: Yes, I liked it a lot. It was really cool!

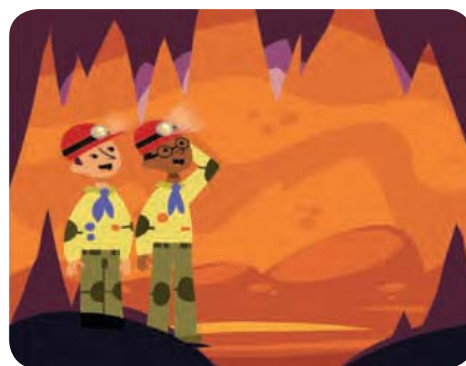


8

Look at 7. Role-play with a partner.

167
9

Listen and stick.



I will learn to use *did* to ask and answer about where people went and what they did.

Where did you/he/she/they go?	I/He/She/They went to an art gallery.	
What did you/he/she/they see ?	I/He/She/They saw a play.	
Did you/he/she/they like it?	Yes, I/he/she/they liked it.	No, I /he/she/they didn't like it.

10 Complete the dialog.

- A: Where ¹ _____ you go yesterday?
 B: I ² _____ to see a movie.
 A: What ³ _____ you see?
 B: I ⁴ _____ that new horror movie.
 A: ⁵ _____ you like it?
 B: No, I ⁶ _____ it. It was too scary.



11 Read and match. Make sentences.

- | | |
|---------------------------|--------------------------------|
| 1 We went to a dairy farm | a the play. |
| 2 What did you see | b go yesterday? |
| 3 She didn't like | c like rock music. |
| 4 Where did you | d to learn about milking cows. |
| 5 I don't really | e at the National Museum? |

12 Work with a partner. Ask and answer questions. Use the words from the box.

last weekend last year yesterday



Where did you go yesterday?

I went to an art gallery.



I will learn about paintings.



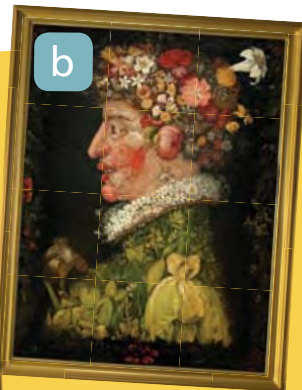
Listen and read. Why does Amy like her favorite painting?

CONTENT WORDS

artist colorful happy
impressionist painter
sad strange



The Little Giants
by Francisco de Goya



Spring 1573
by Giuseppe Arcimboldo



Haystacks at Giverny by Claude Monet

At the Art Gallery

@Amylovesart Last week, I went to the National Gallery with my mom. Was it boring? No way! This was my favorite painting. An Italian artist painted it in the 16th century. It looks like a face, doesn't it? It is, but it's also lots of other things. Every part of the face and body is a different spring fruit, vegetable, or flower. I like this picture because it's pretty, colorful, and smart. It shows humans and nature.

@ConchiConchi I love this painting from the Prado Museum in Madrid. There are children in it. The young children look happy, but the older children look a little tired. Mom says the artist painted it in the 19th century just before he stopped hearing. He went deaf. That's really sad. I think the painter became an artist for the king of Spain.

@MattieMonstreParis A French impressionist painter painted the original, and it's in the Musée d'Orsay in Paris. Anyway this reminds me of summer. It's on a farm, probably. My grandmother says this is one of the painter's best paintings. He painted another twenty paintings like this with different colors. That's a little strange, isn't it?

@Amylovesart Wow! So many great paintings in museums all over the world. I'd like to see them one day!

14

Look at the passage and match the paragraphs with the pictures.



What do you like to see most in paintings; people, animals, or nature? Why?

I will learn about theater around the world.

171
15

Listen and read. Where did the first theater open?

CONTENT WORDS

dramatic flamenco open-air theater
performance play popular
puppet show stage

The World Stage

Today around the world, different countries have different types of stage performances that were popular in the past and are popular today.

There were theaters in Greece more than 2,000 years ago. Greek plays were funny or sad, but all of them taught important lessons about life. In those times, all the actors were men or boys, and there was a chorus with people singing. Greek plays are still popular today, and every summer people enjoy watching them in open-air theaters.

In Spain, people love watching performances of flamenco dancing and music. Flamenco comes from Southern Spain. It started hundreds of years ago when people moved to Spain from the East. Usually there's a guitar, and men and women dance. 'Palmeros' clap in a special way with the dancers. Flamenco music and dance are very dramatic.



In Vietnam, people enjoy watching an interesting kind of theater called Mua Roi Nuoc. There aren't any actors – only puppets. The puppets are on a stage filled with water. People from the Red River Delta began doing Mua Roi Nuoc puppet shows in the 11th century, but people still watch performances today. They're magical.

16

Work with a partner and guess. When did these things happen? Match the sections to make sentences.

1	The first movie theater opened	in Vienna, Austria,	in 1765. They called it an animal menagerie.
2	The first zoo opened	in New Orleans,	in 1896. All the movies were silent.
3	Families bought their first TVs	in the U.S.,	in 1945. They cost \$100.

THINK BIG

Which do you prefer watching; dance, theater, or movies? Why?

Writing | Sentence: Subjects, verbs, and objects

I will learn to write sentences with a subject, verb, and object.

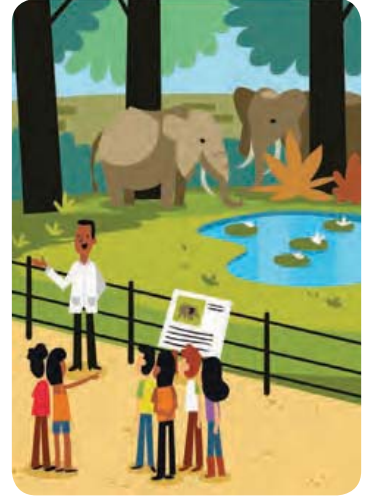
Sentences have **subjects**, **verbs**, and **objects**.

They appear in this order:

We had fun.

They didn't see a show.

Did you see a sea lion show?



17 Find the **subjects**, **verbs**, and **objects**.

- 1 Did she visit a dairy farm?
- 2 They didn't see any scary paintings.
- 3 I learned about rocks.
- 4 Did you see a movie?

18 Circle the correct verb.

- 1 I **doesn't** / **don't** like peas.
- 2 Meg **go** / **goes** to art class.
- 3 They **is** / **are** my friends.
- 4 We **doesn't** / **don't** play soccer.
- 5 You **isn't** / **aren't** hungry.

19 Put the words in order to make detail sentences.

- 1 went We to the National Gallery.
- 2 old and new paintings. saw I
- 3 love I painting and listening to guides.
- 4 Our class famous artists. learned about

I will learn to use the sounds *nt*, *ld*, *nd*, and *st*.

¹⁷²
20 Listen, read, and repeat.

1 **nt**

2 **ld**

3 **nd**

4 **st**

¹⁷³
21 Listen and find. Then say.



tent



child



hand



nest

¹⁷⁴
22 Listen and blend the sounds.

1 p-l-a-n-t plant

2 o-l-d old

3 c-o-l-d cold

4 b-a-n-d band

5 s-a-n-d sand

6 a-n-t ant

7 ch-e-s-t chest

8 f-a-s-t fast

¹⁷⁵
23 Read aloud. Then listen and chant.

An old, cold band
Playing in the sand.
A fast ant
Playing in a tent.



I will learn to talk about my talents.

24 Complete the chart using the words from the box.

basketball dance drawing English math
 painting science soccer swimming



Sports	Arts	School Subjects
_____	_____	_____
_____	_____	_____
_____	_____	_____

25 Work with a partner. Talk about your talents.



Do you like math?

No, I don't. But I like art! I'm good at painting.



Project

26 Have a **Talent Show**. Share your talent with the class.

Class Talent Show



27 Look and say the places.



28 Complete the dialog. Then role-play with a partner.

A: Hey! How are you, Claudia?

B: I'm fine, Dad.

A: Where did you ¹_____ today?

B: I ²_____ on a school trip to the zoo.

A: Cool! What ³_____ you ⁴_____?

B: We saw a ⁵_____ and a giraffe.

A: That sounds fun. Did you ⁶_____ it?

B: Yes. I ⁷_____. It ⁸_____ really fun!



29 Make up your own field trip. Then talk with a partner.

1 Where did you go?

2 What did you see?

3 Did you like it?
Why or why not?

We went to a toy museum. We saw some very old toys. Some of them were a hundred years old! We liked it a lot.



I Can

- use words for places to visit on a school trip.



- ask and answer questions using the past simple.



- talk about school trips.



- write sentences with a subject, verb, and object.



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

1 Think about it. Read and circle. Practice.



I know this.



I don't know this.



I need more practice.

1 Food: bread, mustard, onions, turkey...		p. 84
2 Healthy habits: ate breakfast, drank water, got enough sleep, rode my bike...		p. 96
3 School trip places: aquarium, museum, national park, theater...		p. 108
4 Is there any pizza? Yes, there is some pizza.		p. 89
5 Did you get enough sleep? Yes, I did .		p. 101
6 Where did they go? They went to the museum. Did they like it? Yes, they liked it.		p. 113



I can do it!



Get ready.

A. Complete the dialog with Kelly's answers. Then listen and check.

Kelly: Hello?

Dad: Hi, Kelly. It's Dad.

Kelly: Oh, hi, Dad!

Dad: How is New York City?

Kelly: ¹ _____

Dad: What did you do yesterday?

Kelly: ² _____

Dad: That sounds fun. Did you like it?

Kelly: ³ _____

Dad: Great. So, when is your soccer game?

Kelly: ⁴ _____

Dad: I see. Did you get enough sleep last night?

Kelly: ⁵ _____

Dad: That's good. Did you eat breakfast this morning?

Kelly: ⁶ _____

Dad: That sounds delicious! Well, good luck today. Call me after your game.

Kelly: OK, Dad. Talk to you later.

Dad: Bye.



1

2

3

4

5

6

7

8


9

Kelly's answers


- a** Yes, Dad. I ate a big pancake.
- b** Yes, it was great! We saw a lot of interesting paintings.
- c** Yes, I went to bed at 7:00 last night.
- d** We went to the Museum of Modern Art.
- e** It's today. It starts at 2:00.
- f** It's really cool. We arrived yesterday afternoon.

B. Practice the dialog in **A** with a partner. Make up your own answers.

3 Get set.

 **STEP 1** Cut out the cards on page 137.

 **STEP 2** Read Dialog 1 below. Then place the cards in order to create Dialog 2.

 **STEP 3** Look at the pictures below. Choose the picture that illustrates each dialog. Now you're ready to **Go!**



4 Go!

A. With a partner, practice Dialog 1. Change parts and practice again.

A: Where did you go yesterday?

B: We went to a big art gallery.

A: What did you do there?

B: We looked at some paintings.

A: Did you like it?

B: Not really. The paintings were strange.

A: What did you eat for dinner?

B: I ate a big pizza. It was delicious.

A: Did you get enough sleep last night?

B: No. I went to bed at 11:00.

A: Did you eat breakfast this morning?

B: No. I drank some water. I feel a bit sick.

Where did you go yesterday?

We went to a big art gallery.

B. Use your cards to act out Dialog 2 with a partner.

5 Write about yourself in your notebook.

- Where did you go last weekend?
- What did you do there?
- Did you like it?
- Did you get enough sleep last night?
- Did you eat a healthy breakfast?

ALL About Me

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. Color.



hard OK easy



not fun OK fun

1

2

3

4

5

6

7

8

9

– 5 questions –



Listen and ✓ the box. There is one example.

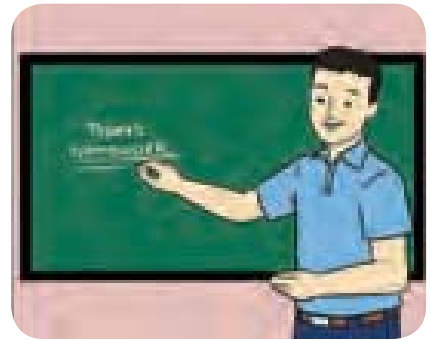
What is his job?



A



B



C

1 What is her job?



A



B



C

2 What time does she usually stop working?



A



B



C

3 What does she have to do every day?



A



B



C

4 What does she like about her job?



A



B



C

5 What job would she like to have in the future?



A



B



C

- 5 questions -



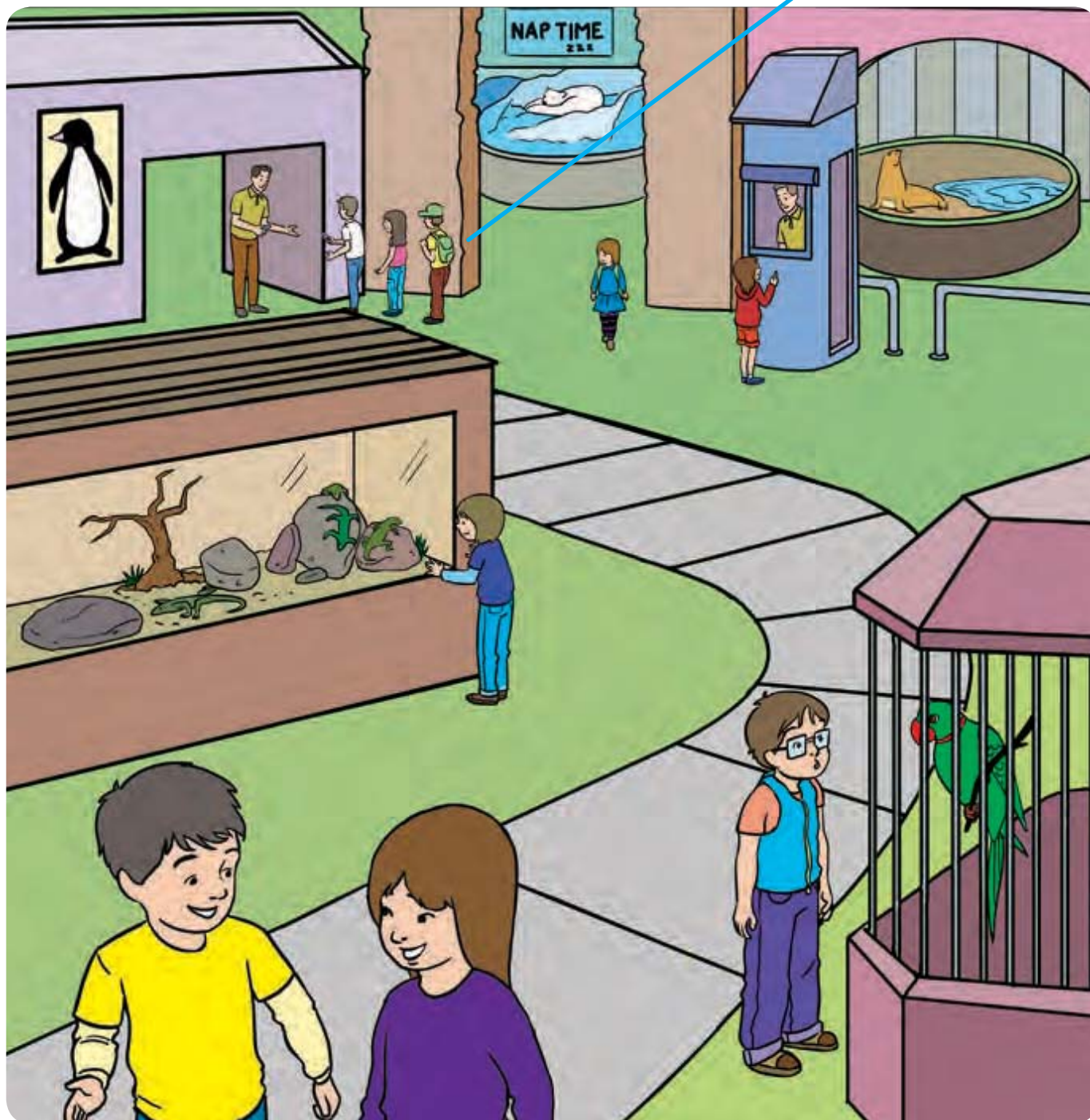
Listen and draw lines. There is one example.

Mary

John

Vicky

Fred



Jack

Sally



– 5 questions –

Listen and write. There is one example.

Susie's School Trip



What Susie did today: went on a school trip

1 Where she went: _____

2 What she did in the morning: _____

3 What she had for lunch: _____

4 What she did in the afternoon: _____

5 What she learned: _____

– 7 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

Today starts off like any other day for Paul. He wakes up and gets out of bed. Then he goes into the bathroom and
1 _____ . After that, he 2 _____ and takes the bus to school. But something is different today. At lunch, he doesn't have to wait in line. The other kids let him go to the front. After school, Paul comes home. He usually has to 3 _____ and take him for a walk, but today his sister does it for him. In the evening, Paul's mom cooks his favorite dinner. He always has to 4 _____ after dinner, but today he gets a break. Instead of doing chores, he gets to 5 _____ with his brother and sister. What's different about today? It's Paul's birthday. He almost always 6 _____ at 8 o'clock, but today his parents let him stay up late and eat ice cream. "I wish every day was like today," says Paul.

Example



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life



My Everyday Life

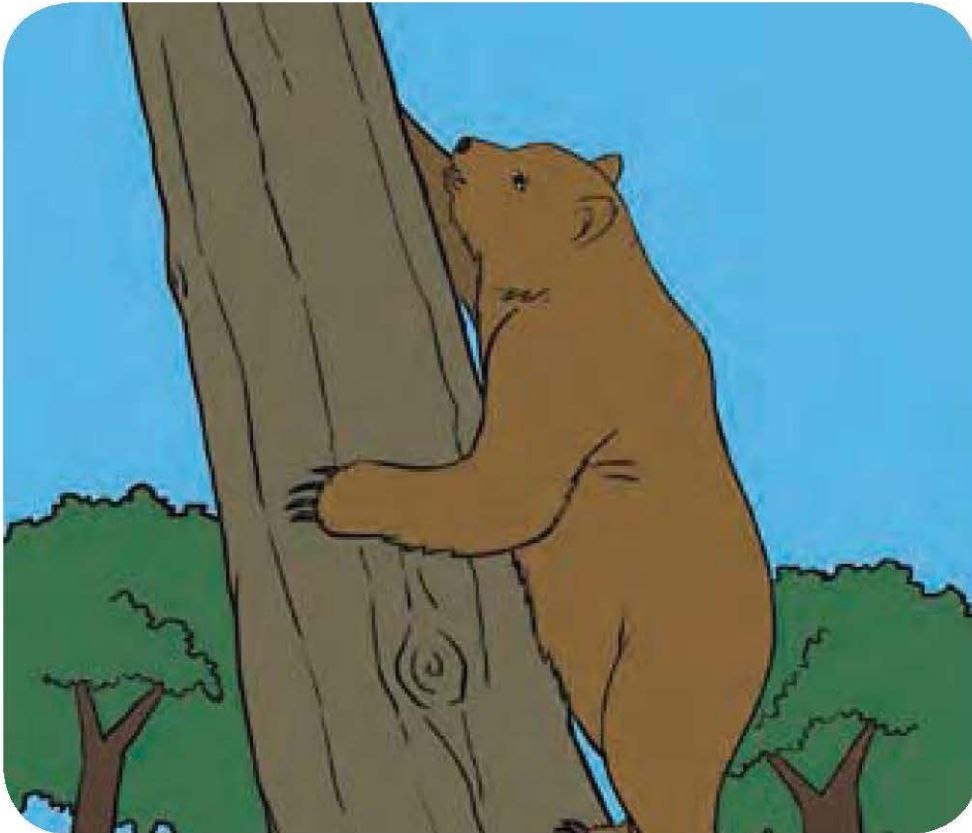
7 Now choose the best name for the story.

✓ one box.

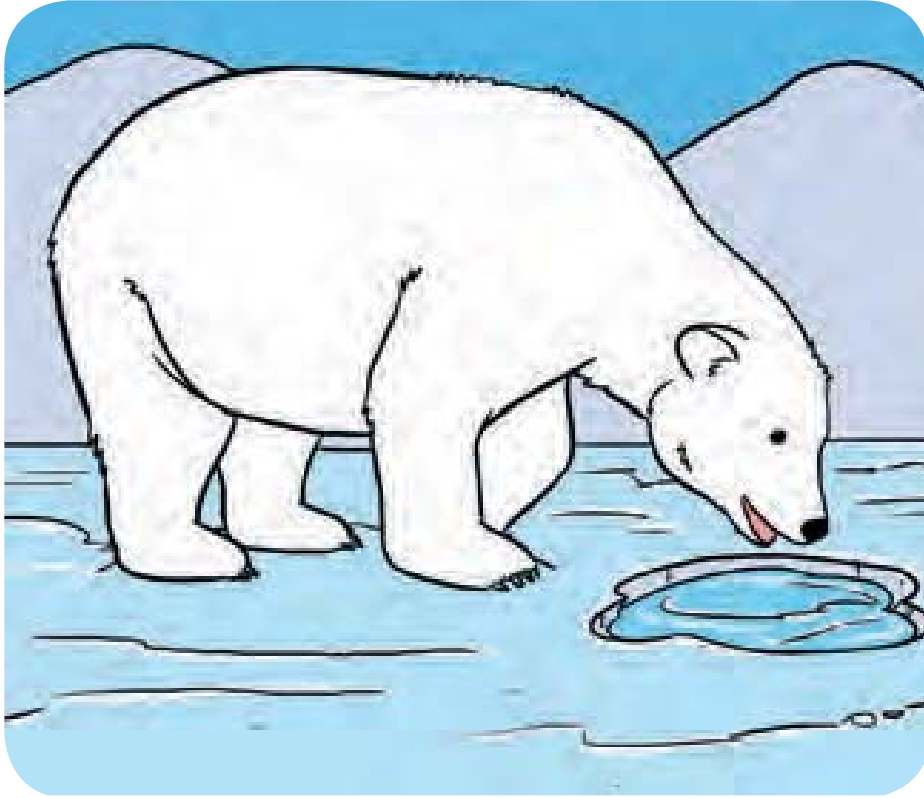
- My Everyday Life
- A Very Special Day
- Time for a Break

– 5 questions –

Read the text. Choose the correct words and write them on the lines.



Example Bears live in many different kinds of places around the world. Some bears live in forests and mountains. Grizzly bears, for example, live in the Rocky Mountains, in the United States. They explore when
1 the _____ is warm and they sleep during the long
2 winter. They _____ climb trees and catch fish.
3 Polar bears live in the Arctic, where it's _____
4 and cold all year round. They have thick _____
to protect them from the cold and they hunt for fish
5 under the _____. Like all other bears, they fit right into their environment.



Example ocean desert world

- | | | |
|------------|--------|-------|
| 1 weather | water | world |
| 2 can | should | will |
| 3 snowy | hot | rainy |
| 4 feathers | beaks | fur |
| 5 rock | ice | wood |





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LEVEL 4	A2/A2+	23-40	Movers
LEVEL 5	A2/B1	26-44	Flyers
LEVEL 6	A2+/B1	29-47	Flyers