

CAMBRIDGE

Student's Book

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Cambridge Primary Path 2



Better
Learning

LEVEL 2: Scope and Sequence

1 Big Question: What is in my neighborhood?

Reading	Vocabulary	Grammar
Nonfiction <i>The Security Guard</i> Reading Strategy Headings Fiction "My Hair's Too Long," "New in the Neighborhood," "Wee Willie Winkle," "What Can the Doctor Do?" Reading Strategy Predicting from Pictures	Key Words 1: firefighter, fire station, hospital, doctor, train station, conductor Key Words 2: security guard, wax, museum, job, alarm, flashlight, exhibit Key Words 3: break, greet Key Words 4: barbershop, street, neighborhood, city, supermarket, building	Prepositions of Time: in, on, at I get to the museum at 7 o'clock. I have one break in the morning. The museum is closed on Sundays. Prepositions of Place: behind, between, in front of Where's the hospital? It's behind the supermarket. Where's the park? It's between the school and the zoo. Where are the cars? They're in front of the restaurant.

2 Big Question: Why are celebrations important?

Reading	Vocabulary	Grammar
Nonfiction Birthdays Around the World Reading Strategy Comparing and Contrasting Fiction Emilia's New Year's Adventure Reading Strategy Cause and Effect	Key Words 1: cake, candle, candy, present, balloon, celebrate Key Words 2: birthday, give, party, invite, light, wish, open Key Words 3: cover, coin Key Words 4: bored, detective, scared, turn on, turn off, thief	Adverbs of Frequency: always, usually, sometimes, never I always eat noodles. I usually have a party on my birthday. Sometimes the party is at home. I never do chores on my birthday. Subject and Object Pronouns Emilia is scared. She is scared. Emilia is with her mom and dad . Emilia is with them .

3 Big Question: Why is food important?

Reading	Vocabulary	Grammar
Nonfiction <i>Healthy Eating</i> Reading Strategy Annotating Fiction <i>The Little Bread Bun</i> Reading Strategy Identifying Characters	Key Words 1: ice cream, sandwich, carrot, chicken, salad, watermelon Key Words 2: banana, tomato, rice, pasta, milk, yogurt, sugar Key Words 3: plate, glass Key Words 4: flour, bread, dough, mix, oven, wheat	Quantifiers: a lot of, some, any It's good to eat a lot of fruits and vegetables. Have some dairy products every day . There aren't any unhealthy foods on my plate. How much ... ? How many ... ? How much flour is there? How many eggs are there?

4 Big Question: How does our planet change?

Reading	Vocabulary	Grammar
Nonfiction <i>From Nothing to a Volcano</i> Reading Strategy Sequencing Fiction <i>Enlita's First Migration</i> Reading Strategy Summarizing	Key Words 1: river, rain, lake, beach, mountain, volcano Key Words 2: shake, cornfield, hill, ash, fire, grow, scientist Key Words 3: crack, safe Key Words 4: dry, wet, stream, migrate, herd, waterhole	Past Simple: Affirmative and Negative with to be At first, the volcano was very active. In the beginning, the volcano wasn't very tall. The people were scared. The scientists weren't scared. Past Simple to be, Yes/No questions Was Enlita thirsty? Yes, she was. Were you the oldest elephant last year? No, I wasn't.

5 Big Question: What is music?

Reading	Vocabulary	Grammar
Nonfiction Mozart: A Child Prodigy Reading Strategy Rereading a Text Fiction <i>The Bremen Town Singers</i> Reading Strategy Identifying the Theme	Key Words 1: classical music, folk music, piano, lute, guitar, trumpet Key Words 2: keyboard, composition, violin, child, earn, rich, popular Key Words 3: musician, composer, child prodigy Key Words 4: weak, meet, sick, slow, dangerous, loud	Past Simple Irregular Verbs Mozart wrote his first composition at the age of five. A cat came into the room. Possessive Pronouns Whose house is it? The house is theirs . Whose is it? It's mine .

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
Ground Rules for Discussion Cue Cards: 1 That's important. 2 That's not important.	Long a	Improve Your Writing Compound Nouns Writing Task Write a Descriptive Paragraph	Dialogue Asking for Directions	How can we draw a map?	Asking for Directions

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
Giving Positive Feedback Cue Cards: 3 Great job! 4 That's awesome!	Long i	Improve Your Writing Synonyms Writing Task Make an Invitation	Dialogue Mother's Day	How can we make a gift for Mom?	Buying Food for a Party

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Oracy Task
Giving Opinions Cue Cards: 5 I think ... 6 I agree. 7 I disagree.	Long o	Improve Your Writing Antonyms Writing Task Write a Recipe	Dialogue Is Chocolate Healthy or Unhealthy?	How can we eat a healthy lunch?	Discussion: Designing a Healthy Menu for One Day

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
Asking for Clarification Cue Cards: 8 I don't understand. 9 Can you repeat that? 10 What's a/an ...?	Long e	Improve Your Writing Subject-Verb Agreement Writing Task Write a Description	Narrative A Landslide!	How can we make a 3D landscape?	Planning What to Wear Based on the Weather

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
Participating in a Discussion Cue Cards: 11 Let's ... 12 How about ...?	Long u	Improve Your Writing Types of Sentences Writing Task Write a Biography	Presentation Identifying Types of Music	How can we appreciate music?	Talking about Your Favorite Music

LEVEL 2: Scope and Sequence

6 Big Question: What do we know about dinosaurs?

Reading	Vocabulary	Grammar
Nonfiction <i>Why Did Dinosaurs Become Extinct?</i> Reading Strategy Main Idea and Details Fiction <i>The Giant's Cave</i> Reading Strategy Beginning, Middle, and End	Key Words 1: dinosaur, herbivore, neck, carnivore, chew, wing Key Words 2: fossil, die, mammal, hit, dust, cloud, extinction Key Words 3: theory, mystery, disappear Key Words 4: dark, path, furniture, ground, nighttime, daylight	Past Simple Regular Verbs: Affirmative and Negative Dinosaurs lived many years ago. Many mammals didn't die . Past Simple Regular Verbs: Questions Where did Dino and Dina play ? They played in the jungle. Did it start to rain? Yes, it did .

7 Big Question: Why is free time important?

Reading	Vocabulary	Grammar
Nonfiction <i>Life in Ancient Egypt</i> Reading Strategy Summarizing Fiction <i>Fix Me!</i> Reading Strategy Text-to-Self Connection	Key Words 1: go to the park, play video games, watch movies, play baseball, cook, exercise Key Words 2: pyramid, date, lentil, lock, key, toothpaste, marble Key Words 3: invent, responsibility, ancient Key Words 4: robot, speak, instructions, fix, broken, cable	Past Simple Irregular Verbs: Affirmative and Negative Ancient Egyptians went swimming. Children didn't have any responsibilities. Past Simple Irregular Verbs: Wh- Questions Why did you draw a picture? Who did Brad put on the shelf? What did you say ? Where did Brad leave the toys?

8 Big Question: What is a hero?

Reading	Vocabulary	Grammar
Nonfiction <i>Animal Heroes</i> Reading Strategy Captions Fiction <i>Emergency!</i> Reading Strategy Predicting from Titles	Key Words 1: hero, save, brave, generous, helpful, caring Key Words 2: healthy, blind, train, smart, scent, heavy, depressed Key Words 3: affection, disabled, wilderness Key Words 4: itchy, hives, swell, allergic reaction, bracelet, emergency	Comparative Forms of Short Adjectives Guide dogs are smarter than ordinary dogs. People who own pets are happier and healthier . Dogs can smell things better than humans can. Superlative Forms of Short Adjectives He thinks he's the smartest person in the world. He was the quietest .

9 Big Question: How do inventions change our lives?

Reading	Vocabulary	Grammar
Nonfiction <i>Inventions in Our Everyday Lives</i> Reading Strategy Fact or Opinion Fiction <i>The Weather Cat</i> Reading Strategy Understanding the Meaning of Words in Context	Key Words 1: shampoo, toothbrush, wheel, bicycle, ship, computer Key Words 2: inventor, toaster, heat, cotton candy, chewing gum, telescope, printing press Key Words 3: melt, burnt, flight Key Words 4: jar, knock over, predict, weather, observation, own	Should for Recommendations You should eat only a little sugar to keep your teeth healthy. You shouldn't leave crayons out in the sun. May and Can for Permission May I do the homework again, please? Yes, you may. No, you may not. Can I see those crystals, please? Yes, you can. No, you can't.

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Oracy Task
Giving an Explanation Cue Cards: 13 (Why?) Because ...	End Sounds -ed	Improve Your Writing Adjective Order Writing Task Write a Fact File	Dialogue Visiting a Museum	How can we learn about a dinosaur?	Collaboration Deciding Which Items to Take on the Lifeboat After a Shipwreck

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
Speaking Clearly at the Right Pace Cue Cards: 14 Can you speak more slowly? 15 Can you speak up?	wh and ph	Improve Your Writing Change Verbs to Show Time Writing Task Write a Diary Entry	Interview Talking About Ventriquoism	How can we make a survey?	Deciding What to Do in Your Free Time

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Speaking Mission
Speaking in front of an Audience Cue Cards: 16 My topic today is ... 17 This is ...	Initial Sounds v, b, and f	Improve Your Writing Conjunctions Writing Task Write a Personal Narrative	Interview Interviewing a Firefighter	How can we talk about heroes?	Making an Emergency Call

Oracy Skill	Phonics	Writing	Listening	The Big Challenge	Oracy Task
Sequencing Information Cue Cards: 18 First, 19 Next, 20 Then, 21 Finally,	th Sounds	Improve Your Writing Add -ed to Show Past Actions Writing Task Write an Informational Text	Dialogue Buying a Lemonade	How can we recognize the importance of inventions?	Presentation Give an End-of-the-Year Presentation



What is in my neighborhood?

- ☐ **Talk** about your neighborhood.
- ☐ **Learn** ground rules for discussion.
- ☐ **Write** a descriptive paragraph.
- ☐ **Present** places in your neighborhood.
- ☐ **Ask** directions to go to different places.

Where are the children?



What are they doing?



Do you have these places in your neighborhood?



Key Words 1

firefighter	doctor
fire station	train station
hospital	conductor

1 Watch the video. Circle the correct answer. Who works at the hospital?

☐ a the firefighter ☐ b the conductor ☐ c the doctor

2 Watch again. Complete the graphic organizer in the Activity Book.

AB page 2

Reading Strategy: Headings

Headings divide the text into sections. They tell us what each section is about.

1 Read and underline the headings. Match the sections with the pictures.



My Neighborhood

Many people work in my neighborhood.

Mike the Vet

This is Mike. He is a vet. Mike helps animals stay healthy. He also takes care of sick animals.

Joe the Baker

Joe works at Joe's Bakery. He bakes delicious cupcakes and cakes.

Aria the Nurse

Aria is my neighbor. Aria works at the hospital. She is a nurse. She helps sick people.

Eric,
a Famous
Painter

Eric's Paintings Eric's Workplace Eric's Job

Eric is a professional painter. He likes to paint portraits of people.

Eric works in his art studio. He has lots of paints, paper, and paint brushes.

Eric's paintings are beautiful. He paints movie stars, famous children, and even animals.



3 Look at the text on pages 9–10. How many headings are there?

Key Words 2



security guard



wax



museum



job



alarm



flashlight



exhibit

The Security Guard



Meet Mr. Rogers. He's the **security guard** at the **wax museum**.

Mr. Rogers, what does a security guard do?

I start my **job** early in the morning. I get to the museum at 7 o'clock.

The museum opens at 10, but there

are many things to do. First, I change into my uniform. I wear a blue shirt, black pants, a black tie, and a black hat. Then, I look at the doors and make sure the **alarms** are working. Next, I see if there are any lost items, and I take them to Lost and Found. Finally, I take a tour of the whole museum. I check that all the wax figures are OK.

Do you walk a lot?

Yes, I do! I walk all over the museum. It is very important to wear comfortable shoes.



A wax figure at the museum where I work.



The Security Guard



What do you carry in your bag?

Look inside. I have a **flashlight** in case the electricity goes out. I have a bottle of water and my lunch: a cheese sandwich, a banana, and a chocolate bar. I love chocolate!

I have breaks at 11 am and 3 pm.



Do you have any breaks?

Yes, of course. I have one break in the morning at 11, and another one in the afternoon at 3. I like to visit the **exhibits**. My favorite wax figures are the soccer stars.

What do you like the most about your job?

I love meeting people. Children are the best. They always ask good questions—for example, "Do any of the figures come alive at night?" Ha ha ha! Of course not!

Most people greet me with a smile and say, "Good morning," or "Have a nice day." I love my job!

Do you work all week?

No. I only work from Tuesday through Saturday. The museum is closed on Sundays.



Think

Why is the security guard's job important?

Explore the Text

1 Circle Yes or No.

- | | | |
|---|-----|----|
| a The text is about a security guard. | Yes | No |
| b Mr. Rogers works at a library. | Yes | No |
| c Mr. Rogers carries his lunch in his bag. | Yes | No |
| d He wears a uniform. | Yes | No |
| e His favorite wax figures are the movie stars. | Yes | No |
| f He doesn't like his job. | Yes | No |

2 Circle the headings from the text.

Do you walk a lot?

Do you work all week?

Why is your job important?

3 Match the headings with the texts.

- | | | |
|---|--|---|
| 1
Do you walk a lot? | 2
Do you work all week? | 3
Do you have any breaks? |
| a
No. I only work from Tuesday through Saturday. | b
I have one in the morning and one in the afternoon. | c
Yes, I do! I walk all over the museum. |

4 Find and underline the words on pages 9–10. Then, match the words with the meanings.

- | | |
|---------|-----------------------------|
| 1 break | a time to rest |
| 2 greet | b to say "hello" to someone |

Who works in your neighborhood?
A baker.

Grammar:
Prepositions of Time: *in, on, at*

I have one break **in** the morning.
The museum is closed **on** Sundays.
I get to the museum **at** 7 o'clock.

in
the morning / the afternoon / the evening
January, February ...
on
Monday, Tuesday ...
at
11 o'clock, 12:15, 12:30, night

1 Complete the chant with *in, on, or at*. Listen and check.

Who am I?

I wake up _____ 9 every morning, every morning.
I wake up _____ 9 every morning, every morning. Who am I?
I work _____ Fridays, Saturdays, and Sundays.
I work _____ Fridays, Saturdays, and Sundays. Who am I?
I work _____ the afternoon, afternoon, afternoon.
I work _____ the afternoon, afternoon, afternoon. Who am I?
I make children laugh, children laugh, children laugh.
I make children laugh, children laugh, with my jokes. Who am I?

2 Listen again. Mark ✓ who the chant is about.



Time to Talk!

In pairs, talk about what you do at different times of the day.
I take a shower in the morning.
I do my homework in the afternoon.

1 Listen and chant.

A Rainy Day in May

It's a rainy day,
A rainy day in May.
I like to wake up late.
I like to bake a cake.
I like to run and play,
On a rainy day,
A rainy day in May.

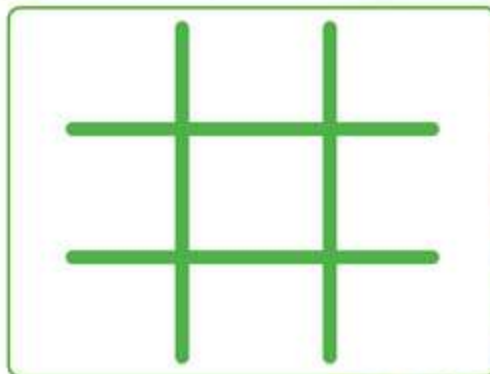


2 Listen and repeat the words with the long *a* sound.

3 Listen, point, and repeat.

- a Jake is never late to school.
- b I say hello to my friends every day.
- c On Sundays, my mom takes me to play with Kate.

4 Play Tic-Tac-Toe in pairs. Write words with the long *a* sound.



Oracy Skill: Ground Rules for Discussion
Ground rules help us discuss things more effectively.



Oracy Morris

- 1 Work together and make ground rules for discussions. Use the words in the box to help you.

respect take turns listen ask questions
speak up do not interrupt give opinions

- 2 Write your ground rules.



I'm Kate.



I'm Jack.

Ground Rules for Discussion

1 _____	4 _____
2 _____	5 _____
3 _____	

I'm Emma.



I'm Liam.



Let's Practice Oracy! 1, 2

- In groups, discuss the Oracy Time! questions and make a list.
- Remember to follow the ground rules.
- Present your list to the class and explain your reasons.



Oracy Time!

Which three places in your neighborhood or town are most important? Why are they most important?

The park is the most important.
We play there.

Check Your Oracy!

1 I followed the ground rules for discussion.	Yes / No
2 I participated in the discussion.	Yes / No
3 I listened to my classmates.	Yes / No

Write a Descriptive Paragraph

- 1 Read the text and underline the adjectives.

My favorite place is the park near my house. It is a beautiful park. In the park, there are tall, green trees. There are many birds and butterflies. There is a big playground with swings, a slide, and monkey bars. There is a small pond next to the playground. I play with toy sailboats there. It's the best park in the world!



- 2 Mark ✓ the the correct options.

- a The descriptive paragraph has ...
- | | | |
|---------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> plants | <input type="checkbox"/> animals | <input type="checkbox"/> questions |
| <input type="checkbox"/> people | <input type="checkbox"/> colors | <input type="checkbox"/> places |
- b The text uses a lot of ...
- | |
|--|
| <input type="checkbox"/> adjectives |
| <input type="checkbox"/> different verbs |

Improve Your Writing: Compound Nouns

A compound noun has two or more words. There are three types of compound nouns:

- Compound nouns with one word: butterfly, birdhouse
- Compound nouns with two words: fire station, bus stop
- Compound nouns with a hyphen: great-grandfather, forty-five

- 3 Circle the compound nouns in the text.

- 4 Prepare to write a descriptive paragraph about your favorite place in your neighborhood in the Activity Book.

1

Key Words 4 Listen, look, and repeat.



barbershop



street



neighborhood



city



supermarket



building

2

Complete the sentences.

supermarket neighborhood building street barbershop

Carlos and his mom are driving around their new _____.

"Mom, there is a restaurant on this _____.
Let's get some pizza," says Carlos.

"Dad works in that tall _____. Let's visit
him," says Carlos.

"Not now. It's time for your haircut," says Mom.

Carlos and his mom go to the _____.
Carlos isn't happy, but he has a new haircut!

"Look, Mom! There's the _____. Let's get
some ice cream!" says Carlos.

"Yes, that's a great idea!" says Mom.



What's your favorite restaurant? What do you eat there?
My favorite restaurant is called The Chinese Kitchen.
I eat rice and vegetables.

Reading Strategy: Predicting from Pictures

Pictures can help you know what the story is about.



1 Look at the pictures. Mark ✓ what you think the poem is about.



1



2



3

- a It's about a doctor's son. ☐
- b It's about a boy who eats bread and gets sick. ☐
- c It's about a boy who bakes bread. ☐

2 Read the poem. Was your prediction correct?

Tom, Tom, the Baker's Son

Tom, Tom, the baker's son,
Takes some bread, and away he runs.
Tom eats it quick,
And he gets sick,
And he runs crying down the street.

I think the poem on
page 18 is about a
girl with long hair.

3 With a partner, read the poem aloud.



4 Look at the pictures on pages 18–21. In pairs, say what you think the poems are about.



What do you like about your neighborhood?
I like that there are many parks.



Kenn Nesbitt lives in Spokane, Washington, in the U.S.A.
He writes funny poems for children.



My Hair's Too Long

By Kenn Nesbitt

My hair's too long.

My hair's too long.

It's looking like a mop.

I think I need a hair salon,

or else a **barbershop**.



There's one of each
across the **street**.

But which one should I choose?

The barbershop is known as Joe's.

The hair salon is Lou's.



Think

Which place will the girl choose? Why?

New in the Neighborhood

By Erin Ferris

Sister: Where is the bus stop?

I need to get to school.

We're new in the **neighborhood**.

Being late isn't cool!

Mom: You go around the corner

And then down the street.

Let's walk there together.

We can find you a seat.

Dad: Where's a restaurant?

Let's go out to eat tonight.

We're new in this big **city**.

And we can see the sights.



Sister: I see one on Parkway Road.

It says that it's Chinese.

It's behind the **supermarket**.

Let's go to that one, please!

Brother: Look, near that tall **building**.

There's a small café.

It serves soup and sandwiches

Any time of the day.

Mom: Let's take a family vote, then.

Those choices all sound good.

Then, we'll take a walk around

Our **brand-new** neighborhood!

Think

Why are they going
to take a vote?



Wee Willie Winkie

By William Miller, Adapted

Wee Willie Winkie
Runs through the town,



Upstairs and downstairs
In his nightgown.



Tapping at the window,
Crying through the lock.
Are the children in their beds ... ?
For now it's eight o'clock!

Think

Why does Wee Willie Winkie
run through the town?



What Can the Doctor Do?

By Erin Ferris

The doctor can do check-ups
And tell if you are sick,
She can give you medicine
That won't make you say "Ick!"

She can check your body from
Your head down to your toe.
She can check how tall you are
And tell how fast you grow.

She can feel your forehead, too,
To see if you're too hot.
She can check your skin to see
If there are small red spots!

She can look inside your throat
Or do some other tests.
She can say that all you need
Is just to get more rest!



Think

What other things can
a doctor do for you?



- 1 Go back to Activity 4 on page 17. Were your predictions correct? Circle **Yes** or **No**.

a "My Hair's Too Long"	Yes	No
b "New in the Neighborhood"	Yes	No
c "Wee Willie Winkie"	Yes	No
d "What Can the Doctor Do?"	Yes	No

- 2 Match the pictures with the titles of the poems.



- 1 "Wee Willie Winkie"
2 "My Hair's Too Long"
3 "What Can the Doctor Do?"
4 "New in the Neighborhood"

- 3 Read and circle **Yes** or **No**.

- a There is a barbershop called Joe's.
b The family wants to go to a café.
c A man runs through the town in the morning.
d A doctor gives you medicine.

Yes No
Yes No
Yes No
Yes No

Time to Talk!

In groups, discuss what your favorite poem is. Say why.

My favorite poem is "My Hair's Too Long."
My favorite part is where the girl says,
"It's looking like a mop."



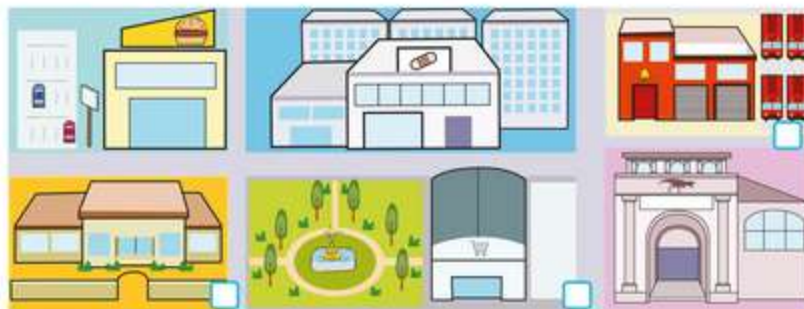
Remember your ground rules for discussion.

- Grammar: Prepositions of Place: *behind, between, in front of*

Where's the hospital? It's **behind** the supermarket.
Where's the barbershop? It's **between** the school and the zoo.
Where are the cars? They're **in front of** the restaurant.

- 1 Listen and number the places.

1 supermarket 2 school 3 fire station



- 2 Look at the map. Complete the sentences with the correct preposition.

in front of behind between

- a The restaurant is _____ the school.
b The supermarket is _____ the park and the museum.
c The museum is _____ the fire station.

Time to Talk!

In pairs, take turns asking and giving instructions to get to different places in your classroom.

Where's the teacher's desk?

It's in front of the board.

1 Listen and mark ✓ where Bob and his grandpa need to go.



2 Listen again and number the pictures in order.



3 Listen again. Circle Yes or No.

- a Do Bob and Grandpa take the bus?
- b Do they buy a cupcake?
- c Do they go to the supermarket?

Yes No
Yes No
Yes No

Ground Rules for Working in Groups

- 1 Form groups. Discuss the Oracy Time! question.
- 2 Remember the ground rules.
- 3 Complete Check Your Oracy! in the Activity Book on page 17.

Oracy Time!

What things do you buy at the supermarket when you have a party?

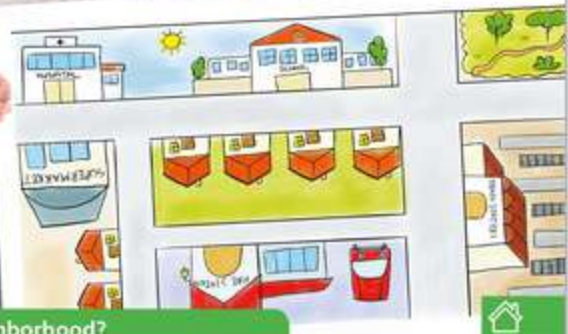
Values AB page 16

How can we draw a map?

Your challenge is to draw a map of your neighborhood.

- 1 Ask a family member to take you around your neighborhood or a neighborhood near yours.
- 2 Draw a map of your neighborhood in your notebook.
- 3 Use your drawing to make a map on a piece of white posterboard.
- 4 Label each place.
- 5 Present the map to your class.

This is my neighborhood. There's a big hospital. It's next to the school.



What's in my neighborhood?

Look back through the unit. Share your ideas.

AB pages 17-19

SPEAKING MISSION

Before Your Mission

You want to visit several places in your new neighborhood. Prepare to ask directions to get to different places.

- 1 Listen, look, and repeat.



bank



zoo



candy store



movie theater



sports center



grocery store

- 2 Listen and number the pictures in Activity 1.

- 3 Read the riddles. Complete the answers.

1

Sit on a comfortable chair. Prepare to laugh and cry as you watch a story about a superstar.

Where are you?
At the _____.

2

Monkeys, zebras, and bees are hiding among the trees. In this place, you can see all kinds of animals.

Where are you?
At the _____.

3

Are you feeling bored? Come here to run and play! You can swim in the pool and exercise all day!

Where are you?
At the _____.

During Your Mission

- 4 Listen and look at the map. Where do the boy and his mom want to go? Mark ✓.
- a the park ☐
 - b the movie theater ☐
 - c the bakery ☐
- 5 Listen again. Work in pairs and do the tasks.
- a Choose where you want to go.
 - b Ask your partner where each place is.



Key Language

Excuse me, where is the ...?
The ... is on Maple Street.
It's near the ...
It's next to the ...
It's in front of the ...
Thank you.
You're welcome.

Which neighborhood places do you visit to have fun?
I go to the movie theater.



Why are celebrations important?

- ☐ **Talk** about celebrations.
- ☐ **Learn** to give positive feedback.
- ☐ **Write** an invitation.
- ☐ **Make** a gift for Mom.
- ☐ **Buy** food for a party.



What are they celebrating?



How do they feel?



Which of these things do **you** celebrate?



21

Key Words 1

cake	present
candle	balloon
candy	celebrate

- 1** **21** Watch the video. Mark ☒ the celebrations you see.
☐ a birthday ☐ Earth Day ☐ Mother's Day ☐ New Year's
- 2** **21** Watch again. Complete the graphic organizer in the Activity Book.

AB page 22

Reading Strategy: Comparing and Contrasting

We compare things when we tell how they are similar.
We contrast things when we tell how they are different.

1 Read the text. Circle the correct answers.

Fred's Cake Shop

This is Fred's Cake Shop. Look at those birthday cakes! One is a vanilla cake. It is round with fruit on top. The other one is a chocolate cake. It is square with flowers on top. They are both delicious!



- | | | | |
|-----------------|---------|-----------|------|
| a round: | vanilla | chocolate | both |
| b fruit on top: | vanilla | chocolate | both |
| c square: | vanilla | chocolate | both |
| d delicious: | vanilla | chocolate | both |

2 Read the text in Activity 1 again. Complete the graphic organizer.

round flowers on top fruit on top square delicious

Vanilla Cake

Both

Chocolate Cake

3 Look at the pictures on pages 31–32. What do you think the text is about?

Key Words 2



birthday



give



party



invite



light



wish



open

Birthdays

Around the World



How do children celebrate their birthdays around the world?

My name is Hong. I'm from China. For my birthday, my grandparents always give me money.

My friends and family come to our house. They usually bring gifts. We always eat noodles. Long noodles represent a long life. Sometimes there is a birthday cake, too.



I'm Michelle. I'm from Canada. I usually have a party for my birthday. I invite my friends. There is always a birthday cake. There is a coin in the cake. If you find it, you go first in all the party games!



My friends put butter on my nose. It's a tradition for good luck! After the party, my friends take home a gift, like a small toy or some candy.

Birthdays Around the World

My name is Uma. I'm from Germany. My birthday is my favorite day of the year. I don't do any chores or homework! My family decorates the house. When I wake up, all the presents are on a table. There is also a cake.



In the afternoon, my friends and family come to celebrate. We play games and tell silly stories.

Then, they sing "Happy Birthday" to me. My dad **lights** the candles on the cake. First, I make a **wish** and blow out the candles. Then, I **open** my presents!

I'm Raul. I'm from Mexico. I always have a party for my birthday. I invite my family and my school friends. The party is at home or at a party room.

There is always a *piñata* for my birthday. I love piñatas! Piñatas are full of candy. You cover your eyes and hit the piñata with a stick. When the piñata falls on the floor, everybody runs to get the candy. We always sing a Mexican birthday song.



Think

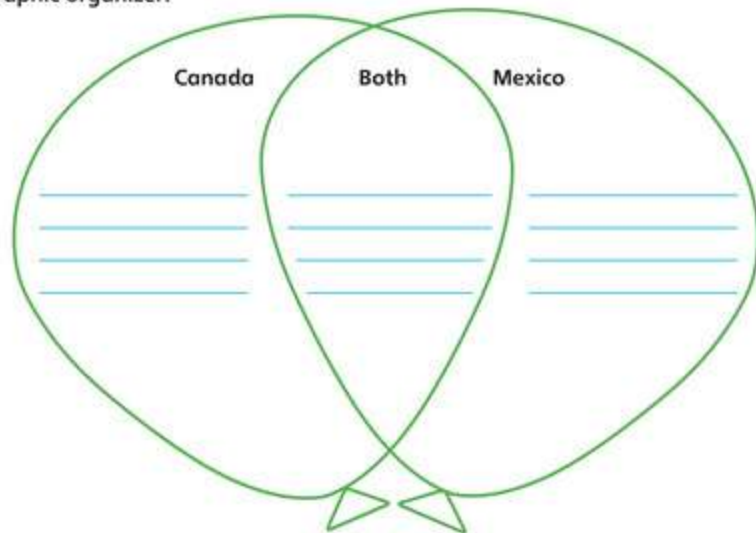
Why is celebrating birthdays important?

Explore the Text

1 Match the birthday traditions with the countries.

- | | |
|---|-----------|
| 1 Children hit a piñata with a stick. | a Canada |
| 2 Children eat long noodles. | b Mexico |
| 3 There is a coin in the birthday cake. | c China |
| 4 Children don't have chores on their birthday. | d Germany |

2 Compare and contrast the birthday celebrations. Complete the graphic organizer.



3 **Key Words 3** Find and underline the words in bold on pages 31–32. Then, match the words with the meanings.

- | | |
|--|--------------------------------------|
| 1 I cover my eyes and hit the piñata. | a small piece of metal used as money |
| 2 My mom puts a coin in the cake. | b to put a cloth on top of something |

? How do you feel when you celebrate your birthday?
I feel happy because I'm with my friends and family.

Grammar: Adverbs of Frequency: *always, usually, sometimes, never*

I **always** eat noodles. I **usually** have a party on my birthday.
Sometimes the party is at home. I **never** do chores on my birthday.

1 Listen and complete with *always, usually, sometimes, or never*.

Fun Celebrations



Sleep Day is really great.

People _____ wake up late.

People wear PJs all day.

People stay inside and play.

always ✓✓✓✓
usually ✓✓✓
sometimes ✓✓
never ✗

Joke Day is really cool.

People _____ go to school.

People _____ play jokes,

_____ on their friends or folks.



2 What does Elsa do on her birthday? Look and circle.

Elsa	eat cake	have a party	break a piñata	go to school
	✓✓✓✓✓	✓✓✓	✓✓	✗

- a Elsa **always** / **usually** / **sometimes** / **never** breaks a piñata.
 b Elsa **always** / **usually** / **sometimes** / **never** has a party.
 c Elsa **always** / **usually** / **sometimes** / **never** goes to school.
 d Elsa **always** / **usually** / **sometimes** / **never** eats cake.



Time to Talk!

Say what you **always**, **sometimes**,
 and **never** do on your birthday.
 I **sometimes** have a party.



Remember your
 ground rules when
 your classmates
 are speaking.

1 Listen and say the poem.

Brother's Day

This is **Spike**
 And I am **Mike**.
 And this is how
 We celebrate
 Brother's Day! Hurray!

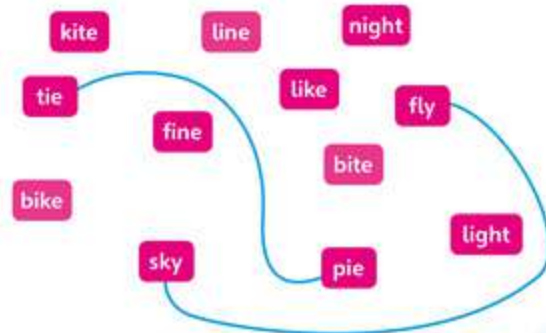
We **ride** our **bikes**
 And go on **hikes**.
 We eat a **slice**
 Of apple **pie**.

We sometimes **hide**.
 We sometimes **slide**.
 We also **like**
 To **fly** our **kites**.

This is **Spike**
 And I am **Mike**.
 And this is how
 We celebrate
 Brother's Day! Hurray!

2 Listen and say the words with the long *i* sound.

3 Play Wiggly Lines in pairs. Match the words with the same spelling. Do not cross over the lines.



4 Listen and check your answers.



Oracy Skill: Giving Positive Feedback

We can give positive feedback when people share their ideas or work.



1 Watch the video and do the tasks.

1

Look at the birthday card I made.



Great job!

2

Look! It's for my dad.



When is his birthday?

- a Look. Circle the scene that shows someone giving positive feedback.
Scene 1 Scene 2

- b Circle the expressions that give positive feedback in **blue**.
Circle the expression that responds to positive feedback in **green**.

Great job!

Thank you!

That's awesome!

Let's Practice Oracy! 3, 4

- 1 Do the Oracy Time! task.
- 2 Form groups. Look at your classmates' cards.
- 3 Give positive feedback.

Oracy Time!

Make a card for a special celebration for a friend or family member.

Check Your Oracy!

1 I presented my card.	Yes / No
2 My classmates gave me positive feedback.	Yes / No
3 I responded to positive feedback.	Yes / No

This is a birthday card. It's for my mother.

Make an Invitation

- 1 Read the invitation and circle the correct answers.



TOM'S BIRTHDAY PARTY

Celebrate with us!

Saturday, October 20

4 p.m.

1620 Hill Street, next to the large parking lot

We will have cake, hats, balloons, and small surprises.



- | | | |
|-----------------------|-----------------|------------------|
| a What is the text? | an invitation | a letter |
| b When is the party? | on a school day | on the weekend |
| c Where is the party? | in a house | in a parking lot |

- 2 Match the types of information with the details from the invitation.

- | | |
|-----------|------------------------|
| 1 address | a Saturday, October 20 |
| 2 date | b 4 p.m. |
| 3 time | c Tom |
| 4 name | d 1620 Hill Street |

Improve Your Writing: Synonyms

Synonyms are words with similar meanings.
small – little big – large pretty – beautiful
quiet – silent fast – quick

- 3 Circle the synonyms of **big** and **little** in the invitation.

- 4 Prepare to write an invitation for a celebration in the Activity Book.

1

2B Key Words 4 Listen, look, and repeat.



bored



detective



scared



turn on



turn off

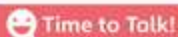


thief

2

Read and circle the correct word.

- a The boy hears a noise at night. He is **scared** / bored.
- b Maybe it is a **detective** / thief!
- c The boy **turns on** / turns off the lights.
- d It's not a thief / detective. It's a cat!



Time to Talk!

Do you like detective stories?
Why or why not?
Yes, I do. I like them because ...

3

Complete the sentences. Use words from Activity 1.

I am a _____. I like to solve mysteries.
I am never _____ because my job is very interesting. There is always something to investigate.
Look! There is a _____ over there.
"Stop!" I shout. I _____ my flashlight.
He is _____, so he runs away.
I _____ my flashlight and go back home. Another mystery solved!



Reading Strategy: Cause and Effect

An effect is what happens. A cause is why something happens.

1

Read. Circle the cause and underline the effect in each pair of sentences.



The Missing Diamond Necklace, Part 1

It's Mrs. Smith's birthday. She is having a fancy birthday party, so she's wearing her diamond necklace. It's late. Mrs. Smith takes Mia, her daughter, to her bedroom. She turns off the light. The room is dark and Mia is scared. Mia hugs her doll. Mrs. Smith gives Mia a kiss. Mia falls asleep. Mrs. Smith returns to the party.

- a Mrs. Smith is having a fancy birthday party. She is wearing a diamond necklace.
- b Mia is scared. The room is dark.

2

Read. Match the causes with the effects.

The Missing Diamond Necklace, Part 2

Mrs. Smith is at the party. Her diamond necklace is missing. Mrs. Smith calls a detective. Detective Harris arrives. He asks the guests questions. There is a lot of noise. Mia wakes up and goes downstairs. Detective Harris looks closely at Mia's doll. Mia's doll has the diamond necklace in her hair!



Cause

- 1 Mrs. Smith's necklace is missing.
- 2 There is a lot of noise.
- 3 Detective Harris looks at the doll.

Effect

- a The detective solves the mystery.
- b She calls a detective.
- c Mia wakes up and goes downstairs.

3

Look at the pictures on pages 40–43. What do you think the story is about?



What is your favorite dish when you celebrate?
My favorite dish is roasted chicken. We eat roasted chicken for my birthday.



Emilia's New Year's Adventure

By Kim Milne

HAPPY NEW YEAR!

Emilia is sitting on the sofa. She's looking out the window. "I'm so **bored!**" she thinks. It's her parents' New Year's Eve party.

"How's second grade?" asks a neighbor. "Any mysteries?" asks another.

Emilia loves detective games. She likes reading detective stories, too. She wants to be a famous **detective!**

"Why don't you try out your new binoculars?" asks Mom.

"What a great idea! I have them in my room," Emilia answers. She gets her binoculars and goes outside. She's very excited.



Emilia is outside looking through the binoculars. Suddenly, she hears a noise! She's **scared.**

Then, the garden shed door opens. "Who's there?" she shouts.

Emilia runs into the house. "Dad!" she says. "There's someone in the yard!"

"Not now, Emilia. It's almost midnight," he says.

Emilia looks around. Everyone is standing in a circle holding hands. It's almost midnight.

"The new year is coming! Ten, nine, eight, seven ...," they shout.

"Oh, no! I have to do something," she thinks.

HAPPY NEW YEAR!



Think

Why do you think Emilia is bored?



Think

Why doesn't Emilia's father pay attention to her?



Emilia gets her flashlight and runs back into the yard. She **turns on** the flashlight. There are shoes, garden gloves, and clothes all over. Suddenly, she hears another noise. She shines the flashlight and two red eyes look at her. She **turns off** her flashlight, runs into the house, and calls the police.

Ten minutes later, a police officer knocks on the door. Emilia's father opens the door.

"What's the problem, sir?" the police officer asks.

"Emilia!" calls her father.



Think
Why is Emilia's father angry?

Emilia takes the police officer to the yard. The guests follow them.

"That's my shoe," shouts a neighbor. "And those gloves are mine!" says another.

The police officer looks at Emilia and says, "People call me every day. They say things disappear from their yards."

Then, Emilia points at the holes in the yard.

"Look at those holes! The **thieves** are foxes!" exclaims Emilia.

"That's right," says the police officer with a smile.

Emilia smiles, too. She's very happy. She helped to solve a real mystery in her own backyard!



Think
Why do you think the foxes take the clothes?

1 Read and circle Yes or No.

- | | | |
|---------------------------------------|-----|----|
| a It's Emilia's birthday party. | Yes | No |
| b Emilia wants to be a detective. | Yes | No |
| c Emilia tells her dad about a noise. | Yes | No |
| d The thieves are dogs. | Yes | No |

2 Match the causes with the effects.

Cause

- 1 Emilia is bored.
- 2 Emilia hears a noise.
- 3 Emilia shines the flashlight and two red eyes look at her.
- 4 Emilia solves the mystery.

Effect

- a She is scared.
- b She calls the police.
- c Emilia smiles. She's very happy.
- d She gets her binoculars to play outside.

3 Number the pictures in order. Retell the story with a partner.



How do you celebrate the New Year?

I celebrate the New Year with my family. We have a special dinner.

Grammar: Subject and Object Pronouns

Emilia is scared. = **She** is scared.

Emilia is with **her neighbors**. = Emilia is with **them**.

Subject Pronouns

I
you
he
she
it
we
they

Object Pronouns

me
you
him
her
it
us
them

1 Read. Underline the subject pronouns in red and the object pronouns in green.

- a Eren is a dentist.
He celebrates Dentist's Day in February.
Eren's patients visit him on that day.
- b Bela is a nurse.
She celebrates Nurse's Day in May.
Bela's patients give flowers to her.
- c Nora and Betty are teachers.
They celebrate Teacher's Day in October.
Nora and Betty's students give them cards.



2 Complete the sentences with subject and object pronouns.

- a My name is Gemma. _____ am celebrating my birthday. My parents give _____ presents.
- b This is Bob. _____ is at Mark's party. Mark gives _____ some cake.
- c Patty is eight years old. _____ loves New Year's parties. Patty's grandparents visit _____ on this day.
- d Damla and Ahmed are married. _____ celebrate their wedding anniversary in November. Friends and family celebrate with _____.

Time to Talk!

Say how you celebrate an important day in your family.

My family celebrates Father's Day. My father stays at home. We give him cards.

Remember to give positive feedback when others speak.



- 1 Listen and mark ✓ what the children are celebrating.



Mother's Day



Mom's birthday

- 2 Listen again. Number the pictures.



sweep the floor



pick some flowers



wash the dishes



make hotcakes

- 3 Listen again. Circle Yes or No.

- a It's Mom's birthday.
- b Mom always helps Susan with her homework.
- c Mom takes Bill to soccer practice.
- d Susan makes eggs for Mom.
- e Bill and Susan can help with chores.
- f Mom is happy.

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

Values AB page 36

How can we make a gift for Mom?

Your challenge is to make a homemade gift for Mom.

- 1 Fold a sheet of cardboard or heavy paper in half to make a card.
- 2 Cut out colored paper to design a flower.
- 3 Glue the flower onto the card.
- 4 Glue a picture of yourself in the center of the flower.
- 5 Write *I love you!* inside the card and sign your name.
- 6 Walk around and look at your classmates' cards. Compliment your classmates.

Remember to give positive feedback on your classmates' cards! Complete **Check Your Oracy!** in the Activity Book on page 37.



Why are celebrations important?
Look back through the unit. Share your ideas.



AB pages 37-39

SPEAKING MISSION

Before Your Mission

You want to buy food for a party. Make a shopping list and buy the food.

- 1 Listen, look, and repeat.



gelatin



popcorn



ice cream



potato chips



chocolates



cupcakes

- 2 Look at the pictures. Mark ✓ what you usually eat at a party.

- 3 Listen. Circle the correct answers.

- a Mom and Andy are buying popcorn / vegetables / cupcakes.
- b They want five / twelve / twenty cupcakes.
- c Andy wants a big / small bag of potato chips.
- d The food is for a picnic / party.

Time to Talk!

Say what you like to eat at parties.
I like to eat cupcakes.

During Your Mission

- 4 Work in pairs. Make a shopping list with five things you want to buy for a party.
- 5 Draw pictures of the items in your shopping list. Write the price below each item.

Shopping List

- 6 Role-play shopping for the things on your list.

Key Language

Hello.
How can I help you?
I want some ..., please.
Here you are.
I also want ...
How much is it?
(Ten dollars), please.
Thank you.



Do you need a lot of money to have a good party?





Why is food important?

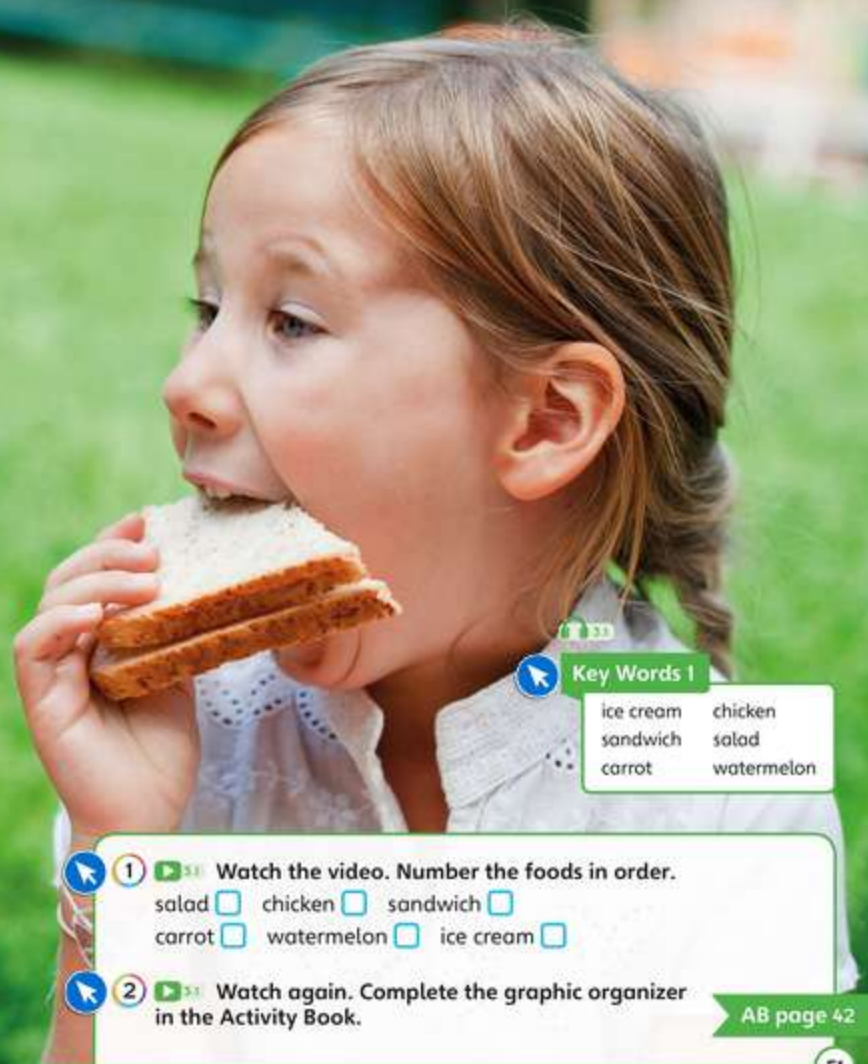
- ☐ **Talk** about food.
- ☐ **Learn** to agree or disagree with an opinion.
- ☐ **Write** a recipe.
- ☐ **Plan** a healthy lunch to bring to school.
- ☐ **Design** a healthy menu for one day.

What are the children eating?



Do you like these foods?

Is it good to always eat the same food?



Key Words

ice cream	chicken
sandwich	salad
carrot	watermelon

- 1 Watch the video. Number the foods in order.
salad ☐ chicken ☐ sandwich ☐
carrot ☐ watermelon ☐ ice cream ☐

- 2 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Annotating

We can underline sentences in a text to answer questions.



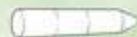
- 1 Read the text. Match each question with the answer by coloring the crayons.

Apples Are Great!

Apples grow on trees. There are over 7,500 different kinds of apples! That's a lot!

Apples float. They are 25% air. Amazing!

- a How many kinds of apples are there? b Why do apples float? c Where do apples grow?



- 2 Read the questions and underline the answers.



Crying Over Onions

Onions are good for you. They have vitamins and nutrients. Many people don't like onions. They are smelly and make you cry! When you cut an onion, the oil inside it comes out and turns into a gas. The gas irritates your eyes! Your eyes water up to wash away the gas.

- a Why are onions good for you? ~~~~~
b Why don't many people like onions? ~~~~~
c What happens when the gas gets in your eyes? ~~~~~

- 3 Look at the pictures on pages 53–54. What do you think the text is about?

Key Words 2



banana



tomato



rice



pasta



milk



yogurt



sugar

Healthy Eating

There are a lot of foods we can eat: chicken, broccoli, rice, cookies, and more. Food is delicious. It gives us energy so we can run, jump, and study. But some foods are healthier than others. Your body needs good quality foods every day to grow and play.

Look at the Healthy Eating Guide to learn how to eat smart and grow up healthy.



Green Section: Fruits and Vegetables



Fruits and vegetables, like **bananas** and **tomatoes**, give us all the vitamins and minerals we need. Eat fruits and vegetables every day.

Yellow Section: Potatoes, Bread, Rice, Pasta

These foods give us energy for our brain and our body. Eat whole grains to add fiber and to keep your tummy happy. Eat one serving at every meal.



Healthy Eating

Pink Section: Beans, Fish, Eggs, Meat, and Other Protein

These foods have protein. Protein helps our body work well and grow strong.

We can find protein in animal products and in plant products. Eat one serving every day.



Blue Section: Dairy Products

Milk, cheese, and yogurt have calcium, vitamin D, and protein. They help us to have strong teeth and bones. Eat two or three servings every day.



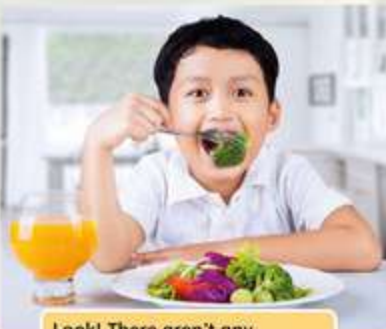
What about foods like cookies, ice cream, cupcakes, and chocolate? These foods have a lot of **sugar**! Only eat a small amount of these foods. They are not healthy.



Scientists say that it is good to eat a plate full of color every day, and remember to drink four to five glasses of water a day!

Purple Section: Oils

Use healthy oils, like olive oil. Oils help the nervous system stay healthy. You can use olive oil on a vegetable salad! Yummy!



Look! There aren't any unhealthy foods on this plate!

Think

What is your favorite food? Is it healthy?

Explore the Text

1 Read and match.

- | | |
|--------------------------|----------------------------------|
| 1 Food gives us energy | a are dairy products. |
| 2 Some foods are | b stay strong. |
| 3 Fruits and vegetables | c healthier than others. |
| 4 Protein helps our body | d give us vitamins and minerals. |
| 5 Milk and yogurt | e so we can do many things. |

2 Read the questions. Underline the answers in the text on pages 53–54.

- What foods belong in the green section? _____
- What gives us vitamins and minerals? _____
- What foods belong in the yellow section? _____
- What foods help us have strong teeth? _____
- How can you use olive oil? _____
- What foods have a lot of sugar? _____

3 Key Words 3 Find and underline the words in the text on pages 53–54. Then, match the words with the meanings.

- | | |
|---------|---------------------------------------|
| 1 plate | a container for drinks |
| 2 glass | b flat, round dish used to serve food |

Which foods are unhealthy?
Potato chips are unhealthy.



Grammar: Quantifiers: a lot of, some, any

It's good to eat **a lot of** fruits and vegetables.
Have **some** dairy products every day.
There aren't **any** unhealthy foods on my plate.



1 Listen and complete the song with a lot of, some, and any.

Look Inside the Fridge

I look inside the fridge.
What do I see?

Yay! There are _____ eggs.
Eggs for you and me.

I look inside the fridge.
What do I see?

Oh, no! There aren't _____
grapes.
No grapes for you or me!

I look inside the fridge.
What do I see?

Wow! There are _____ veggies.
Veggies for you and me.

I look inside the fridge.
What do I see?

Oh, dear! There isn't _____
cake.
No cake for you or me!

2 Look at the picture and circle the correct words.

- a There are **any** / **some** bananas.
- b There aren't **any** / **a lot of** carrots.
- c There is **any** / **a lot of** bread.
- d There isn't **any** / **a lot of** cheese.
- e There is **any** / **some** milk.



Time to Talk!

Draw your dream lunchbox. Show it to a partner and say what there is inside.
There is a lot of cheese.
There aren't any carrots.



Remember to give positive feedback about your partner's lunchbox!

1 Listen and say the poem.

My Friend Rose

I have a friend.
Her name is **Rose**.
She often eats
Yogurt and **yolks**.
But every Friday,
No matter what,
She eats a **scone**
And an ice cream **cone**!

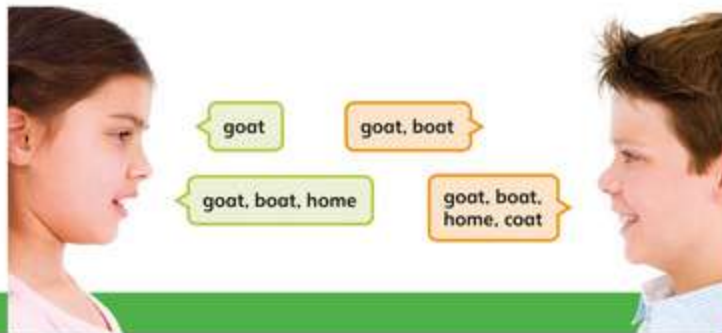


2 Listen and repeat the words with the long o sound.

3 Read and listen. Circle the words with the long o sound.

- a Look at that big **boat**.
- b She is wearing a red **bow** in her hair.
- c After school, we go **home**.
- d I'm wearing my **coat** because it is very cold.

4 Play Add-a-Word in pairs.



Oracy Skill: Giving Opinions

When somebody gives an opinion, you can agree or disagree. It is important to be respectful.



1 Watch the video and circle Yes or No.



- a All the children have the same opinion.
Yes No
- b Both Emma and Liam agree with the professor.
Yes No

2 Watch again. Color the phrases Emma and Liam say.

- a Emma I agree. I disagree. I think ...
- b Liam I agree. I disagree. I think ...

Let's Practice Oracy! 5, 6, 7

- Form pairs. You have 5 minutes to discuss the Oracy Time! topics.
- Take turns giving your opinion.
- Agree or disagree with your partner.

Oracy Time!

- Bananas are the best fruit.
- Milk is delicious.
- Ice cream is bad for you.
- Onion soup tastes terrible.

I think milk is delicious.

I disagree.

Check Your Oracy!

1 I gave my opinion.	Yes / No
2 I listened to my partner's opinion.	Yes / No
3 I respected my partner's opinion.	Yes / No

Write a Recipe

1 Read the text and mark ✓ the answers.

Party Snacks

Ingredients



2 cups of cereal



½ cup of black raisins



1 cup of pretzels or crackers



½ cup of mini white marshmallows



½ cup of peanuts or other nuts



Steps

- First, put the ingredients into a large bag.
- Next, shake the bag well.
- Then, put the mixture into four small dishes.
- Finally, enjoy your snack!

- a What is the text? ☐ a song ☐ a recipe
- b How many ingredients do you need? ☐ five ☐ six
- c How many steps are there? ☐ five ☐ four

2 Read the recipe. Which words are antonyms?
_____ and _____

3 Prepare to write a recipe in the Activity Book.

Improve Your Writing: Antonyms

Antonyms are words with opposite meanings.
happy – sad
hot – cold
good – bad

1



Key Words 4

Listen, look, and repeat.



flour



bread



dough



mix



oven



wheat

2

Read and circle the correct word.

- a You bake cupcakes in an **oven** / fridge.
- b You need **flour** / bread to make a cake.
- c **Bread** / Wheat is a grain.
- d You need to mix the **bread** / dough.

3

Complete the text. oven dough bread mix flour

What is a bun?

A bun is a small piece of _____. You need _____ and milk to make buns.

Make the _____ and _____ it. Bake the buns for a few minutes in the _____.

**Time to Talk!**

What things can you bake in an oven?

Reading Strategy: Identifying Characters

The characters are the people, the animals, and sometimes the objects in a story.

1

Read the story and underline the characters.

**Preparing for Winter**

A grasshopper and an ant are friends. It's summer. The grasshopper eats and plays music all day. The ant works hard and collects food for the winter.

Winter comes. The ant is at home. She eats and reads stories. The grasshopper is cold and hungry. He asks the ant for food. The ant gives him some food. "You need to work hard to prepare for the winter," says the ant.

2

Read. With a partner, underline the names of four characters in the story.

Hansel and Gretel

Hansel and Gretel get lost in the forest. Suddenly, they see a house made of cake and candy. They are hungry. An old woman invites them in. She has food and golden coins in her house. But the old woman is bad. She opens the oven door. She wants to push the children inside! Gretel pushes the old woman into the oven instead! Hansel and Gretel take the gold coins and return to their father, who is happy to see them. They all live happily ever after.



The characters are ...

3

Look at the pictures on pages 62–65. In pairs, point to the pictures of the characters.



What healthy foods do you usually eat? Why?
I eat apples because they have vitamins.

The Little Bread Bun

Russian folktale, Adapted by Amy Scarff



"What's for breakfast?" a farmer asks his wife.

"Nothing," the woman says.

"How many eggs are there?" asks the farmer.

"There aren't any eggs."

"How much **flour** is there?" asks the farmer.

"There isn't any flour. There is just a little milk, so I can't make any **bread**. There's nothing for breakfast today," says the woman.

Think

Is milk a good breakfast?
Why or why not?

The farmer goes to the store and buys a small bag of flour.

"Here's some flour," he says to his wife. "Now we can bake some bread."

The woman takes the flour and makes some **dough**. She mixes and **mixes** the dough. Finally, she makes one bread bun and puts it into the **oven**. Soon the bread bun is ready.



The woman takes it out of the oven. The bun is very hot. She puts it on the table. Then, the woman goes into the yard to feed the hens.

The little bread bun is cold now. Suddenly, it jumps off the table and rolls out the door into the forest!

Think

Why do you think the bread bun runs away?

133 The Little Bread Bun



In the forest, the little bread bun meets a rabbit.

"Hello," says the rabbit. "Who are you?"

The little bread bun sings:

"I'm a little bread bun,

And I'm made of **wheat**.

I'm nice and round,

And I'm good to eat!"

"You smell good," says the rabbit. "I bet you taste good!" The rabbit tries to catch the little bread bun, but the little bread bun rolls away and escapes.

Think

Does the rabbit catch the bun? Why or why not?

Next, the little bread bun meets a bear. "Hello," says the bear. "Who are you?"

The little bread bun sings:

"I'm a little bread bun,

And I'm made of wheat.

I'm nice and round,

And I'm good to eat!"

"You smell good," says the bear. "I bet you taste good!" The bear tries to catch the little bread bun, but the little bread bun rolls away and escapes.

The little bread bun starts to sing his song and meets a fox. The fox stops him and says, "I can't hear you well. Can you come a little closer?"

The little bread bun moves closer to the fox and starts to sing again. The fox stops him again. "I love your pretty song! But I still can't hear you well. Can you jump into my mouth so that I hear you?"

The fox opens his mouth wide, and the little bread bun hops into his mouth and starts to sing.

Then, the fox gobbles him up!

"Mmm!" says the fox. And he sings his song:

"He was a little bread bun,

And he was made of wheat.

He was nice and round,

And he **WAS** good to eat!"



Think

How is the fox different from the other animals?

1 Circle Yes or No.

- a There isn't any flour.
 b The woman makes eggs for breakfast.
 c The bread bun comes alive.
 d The little bread bun smells good.
 e The bear eats the little bread bun.

Yes No
 Yes No
 Yes No
 Yes No
 Yes No

2 Circle the characters from the story.

farmer wife bear
 bread bun cat fox
 rabbit dog hens

3 Number the pictures in order. Retell the story with a partner.



What healthy foods can you have for breakfast?
 Eggs.

Grammar: How much ... ? How many ... ?

How much flour is there? How many eggs are there?

1 Look and match.

Let's make apple pie!



Let's buy apples and butter.

- 1 How much flour is there? a There aren't any apples.
 2 How much butter is there? b There are four eggs.
 3 How many eggs are there? c There isn't any butter.
 4 How many apples are there? d There is some flour.

2 Complete the questions with *How much* or *How many*. Then, look and circle the correct answer.

- 1 _____ bananas are there?
 a There are three bananas. b There aren't any.
 2 _____ milk is there?
 a There isn't any milk. b There is a lot of milk.
 3 _____ carrots are there?
 a There aren't any carrots. b There are six carrots.
 4 _____ bread is there?
 a There isn't any bread. b There is a lot of bread.



Time to Talk!

Draw three foods. Show them to your partner. Give your opinion about the foods.
 I think cheese tastes bad.
 I disagree.

Remember to respect the opinions of your classmates.



- 1 Listen. Mark ✓ what Cindy and her mom are talking about.



coffee



chocolate

- 2 Listen again. Circle Yes or No.

- | | | |
|--|-----|----|
| a Cindy thinks chocolate is delicious. | Yes | No |
| b Mom agrees with Cindy. | Yes | No |
| c Mom says it's good to eat too much chocolate. | Yes | No |
| d Chocolate is made from cocoa beans. | Yes | No |
| e Cocoa beans are healthy. | Yes | No |
| f Chocolate bars can have a lot of butter and sugar. | Yes | No |
| g Butter and sugar are good for your health. | Yes | No |



Giving Opinions

- Do the **Oracy Time!** task.
- Form groups. Show your drawing to your group.
- Your group members give their opinions about the food.
- Complete **Check Your Oracy!** in the Activity Book on page 57.



Oracy Time!

Draw your favorite food.



Values AB page 56

How can we eat a healthy lunch?

Your challenge is to plan a healthy lunch to bring to school.

- Look at the Healthy Eating Guide on page 53.
- Think of healthy options for your lunch.
- Choose foods from different sections of the Healthy Eating Guide for your lunch.
- Make a drawing of your healthy lunch.
- Prepare your healthy lunch.
- Bring your healthy lunch to school.
- Present your lunch to the class.

This is my healthy lunch. I have salad, tomatoes, and orange juice. I don't have any candy.



Why is food important?

Look back through the unit. Share your ideas with the class.



AB pages 57–59

1 Match the expressions with the oracy skills.

Ground Rules for Discussions

Giving Positive Feedback

Giving Opinions

I think ...

Great job!

That's important.

That's awesome!

I disagree.

I agree.

YOUR TASK

- a You are going to design a healthy menu for one day.
- b You can choose the food options from page 71 or other foods if you prefer.

Daily Menu



Breakfast

Food _____
Drink _____



Lunch

Food _____
Drink _____



Dinner

Food _____
Drink _____

Let's have melon for breakfast.

I agree!



Ideas for Your Menu



milk



peas



bread



eggs



cereal



orange juice



rice



melon



fish



pasta

- 1 Form groups. Remember your rules for working in groups.
- 2 Work together to choose the foods you want to include in your menu.
- 3 Make sure everybody gives an opinion.
- 4 Present your menu to your classmates.

Check Your Oracy!

1 I followed our ground rules.

2 I gave my opinion.

3 I listened to everybody.

4 I gave and responded to positive feedback.





How does our planet change?

- ☐ **Talk** about how our planet changes.
- ☐ **Learn** to ask questions for clarification.
- ☐ **Write** a friendly letter.
- ☐ **Make** a 3D landscape.
- ☐ **Plan** what to wear based on the weather.

What
can you
see?



What do
animals
need?



Why are rivers
and lakes
important?



Key Words 1

river	beach
rain	mountain
lake	volcano

- Watch the video and number the natural features in order.
☐ volcano ☐ lake ☐ beach ☐ river ☐ mountain
- Watch again. Complete the graphic organizer in the Activity Book.

AB page 62

Reading Strategy: Sequencing

Sequence is the order of events.

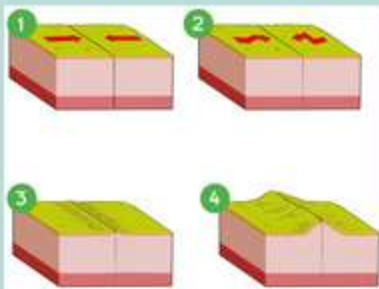
1 Read the text. Number the events in order.

Rivers

Rivers sometimes start at the top of a snowy mountain. **First**, it snows a lot at the top of a mountain. **Next**, the snow melts. **Then**, the water flows down the mountain. The river starts as a small stream. **Finally**, the stream gets very big and turns into a river.

- ☐ Finally, the stream gets very big and turns into a river.
- ☐ Next, the snow melts.
- ☐ First, it snows a lot at the top of the mountain.
- ☐ Then, the water flows down the mountain.

2 Read the text. Circle the words that show the sequence of events.



How Do Mountains Form?

The Earth's crust is divided into big pieces, like a puzzle. These pieces are called plates.

First, forces cause two plates to move toward each other. Next, the plates push against each other. Then, the crust moves up. Finally, mountains form. Isn't that amazing?



Key Words 2



shake



cornfield



hill



ash



fire



grow



scientist

From Nothing
to a Volcano

It is February 1943, in the town of Parícutin, Mexico. Dionisio Pulido is a farmer.

He is sleeping. The earth begins to **shake**, and Dionisio wakes up.

"It's just an earthquake," he thinks. Dionisio goes back to sleep. Earthquakes are common in his town.

A few days later, Dionisio is working in his **cornfield**. He sees a crack on top of a small **hill**.

Suddenly, the earth starts shaking again. Gray **ashes** come out of the crack.

Dionisio is scared. He rides his horse back home. He's happy to see that his family and friends are safe.



In 1943, there were cornfields in Parícutin. There wasn't a volcano!

The next day, Dionisio goes back to his cornfield. Now, he sees a small cone. **Fire** and ashes are coming out of it.

3 Look at the pictures on pages 75–76. What do you think the text is about?

From Nothing to a Volcano



At first, the Paricutin volcano was very active. The people were scared!

The people from Paricutin go to Dionisio's cornfield. They look surprised.

They see the cone, the ashes, and the fire! "What is it?" they ask.

"It's a volcano!" the mayor says. In one day, the volcano **grows** 50 meters!

A few days later, scientists come to Dionisio's land. The volcano is now 150 meters tall!

The volcano continues growing and erupting. The scientists tell the people to leave their homes.

Scientists stay in Paricutin for a long time, observing the volcano. The first year, the volcano grows to over 330 meters tall. Lava covers everything in the town. Only the church tower is visible. In 1952, the volcano stops growing and erupting.

The volcano of Paricutin is not active today. From the level of the sea, it is 3,170 meters high! The lava is cool and hard. People can visit the town and walk on the lava!



After one year, the Paricutin volcano was 330 meters tall!



This is Paricutin today. The town is covered in lava!

Think

Why is the Paricutin volcano special?

Explore the Text

1 Match the questions with the answers.

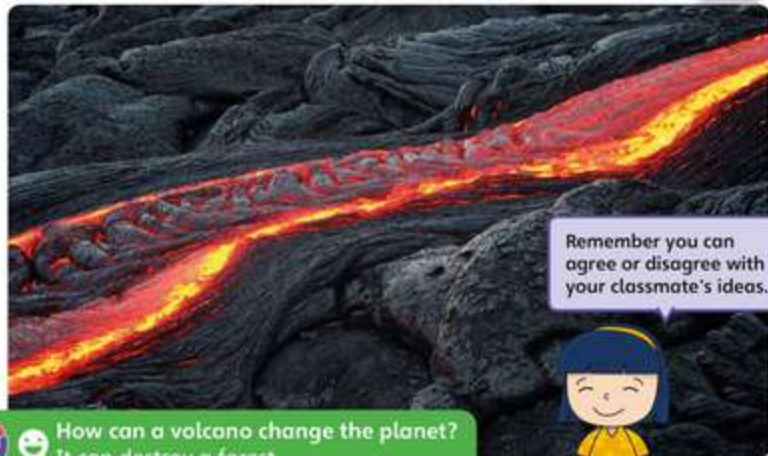
- | | |
|------------------------------------|------------------------|
| 1 Where does the story take place? | a Cool and hard. |
| 2 Who is Dionisio? | b A hill with a crack. |
| 3 What appears in the cornfield? | c In a small town. |
| 4 What is the lava like now? | d A farmer. |

2 Number the sentences in order. Then, complete the sentences with **First**, **Next**, and **Finally**.

- a ☐ _____, Dionisio sees a hill with a crack on top.
- b ☐ _____, the volcano stops growing and erupting.
- c ☐ _____, a volcano grows and grows. Lava covers everything.

3 **Key Words 3** Find and underline the words on pages 75–76. Then, match the words with the meanings.

- | | |
|---------|---------------------------------------|
| 1 crack | a very narrow space between two parts |
| 2 safe | b not in danger |



Remember you can agree or disagree with your classmate's ideas.

? How can a volcano change the planet?
It can destroy a forest.

Grammar: Past Simple: Affirmative and Negative with to be

At first, the volcano **was** very active. The volcano **wasn't** very tall.
The people **were** scared. The scientists **weren't** scared.

1 Listen to the song. Circle the correct word.

Long ago, on Joe's farm ...

- a the lake **was** / **wasn't** small.
- b the trees **were** / **weren't** tall.
- c the fields **were** / **weren't** green.
- d the sky **was** / **wasn't** gray.



2 Read. Complete the sentences with **was**, **wasn't**, **were**, or **weren't**.
Sandra and her family were unhappy in their old town. Why?

- a Their house _____ too small. (✓) c The air _____ polluted. (✓)
- b The streets _____ clean. (x) d The people _____ friendly. (x)

3 Mark ✓ Sandra's old town.



4 Imagine you moved. In pairs, talk about how things are different now.

My old house was small. My new house is very big!

1 Listen and chant.

Pete at the Beach

Pete sits on the **beach**,
To **see** what **he** can **see**.
He sees the **deep** blue **sea**.
He sees a tall palm **tree**.
He sees a coral **reef**.

Then, **he sees** a lot of clouds.
Look! They're coming now!
When the storm hits the **beach**,
Will it change the **scenery**?



2 Listen and repeat the words with the long e sound.

3 Listen. Circle the words with the long e sound.

- a There are three trees in front of my house.
- b We eat meat in the evening.
- c She can read a book in a week.

4 Play The Flyswatter Game.



Oracy Skill: Asking for Clarification

When we don't understand something, it helps to ask questions.



- 1 Watch the video and do the tasks.

- a Number the expressions in the order you hear them.

- ☐ Can you repeat that?
☐ What's a glacier?
☐ I don't understand.

- b What is a glacier? Mark ✓ the correct picture.

Can you repeat that?



Let's Practice Oracy! 8, 9, 10

- 1 Form pairs. Play The Mumbling Game.
- 2 Take turns mumbling the Oracy Time! questions to your partner.
- 3 Ask questions to help you understand.

Check Your Oracy!

1 I gave my opinion.	Yes / No
2 I asked questions when I didn't understand.	Yes / No

Oracy Time!

What's your favorite place?
 Why is it your favorite place?
 Do you prefer the beach or the mountains?
 Why?

Write a Description

- 1 Read the text and answer the questions.



My Favorite Animal

By Amy

I love ladybugs! A ladybug is red with black spots. It's small and shiny. It has wings. It can fly.

Ladybugs live in gardens. Ladybugs are good for the flowers. They eat tiny insects.

I think ladybugs are amazing!

- 1 What does a ladybug look like?
 - 2 Where do ladybugs live?
 - 3 What do they eat?
 - 4 What can they do?
 - 5 What does Amy think about ladybugs?
- a They can fly.
 b Tiny insects.
 c In gardens.
 d She thinks they are amazing.
 e It's red with black spots. It's small and shiny.

Improve Your Writing: Subject-Verb Agreement

When a subject is singular, the verb is singular.

The ladybug **is** small and shiny.

When the subject is plural, the verb is plural.

Ladybugs **are** good for the flowers.

singular = just one
 plural = more than one

- 2 Read the description of Amy's favorite animal again and do the tasks.
- a Underline the singular subjects and singular verbs in **orange**.
 b Underline the plural subjects and plural verbs in **green**.
- 3 Write a description of your favorite animal in the Activity Book.

AB pages 69-70

1



Key Words 4 Listen, look, and repeat.



dry



wet



stream



migrate



herd



waterhole

2

Read and circle the correct word.

- a There is no water in the lake. The lake is **wet** / dry.
- b The animals need to **herd** / migrate. There is no water.
- c The **stream** / waterhole flows into a pond.

3

Complete the text.

dry wet migrate herds

The Savanna

In the savanna, the grass is tall and there aren't many trees. During the _____ season, it rains a lot. The _____ season is very hot. It doesn't rain. The _____ of animals _____ to find water.



What animals migrate to different places?
Elephants.

Reading Strategy: Summarizing

A summary is a short version of a text. It includes the main idea.



1 Read the story and circle the correct answers.

Little Bird Builds a Nest

Little Bird wants to build a nest. Mother Bird says, "Go find a tree and build your nest."

Little Bird flies for one day. Then, he flies back!

"Mom, there is a forest, but there aren't any trees. Machines are cutting them all down." The birds feel sad.

Then, Mother Bird and Little Bird fly together, very far away. They fly for ten days. Finally, they find a small forest. They find a beautiful tree there for Little Bird's nest.



Somebody (Who are the characters?)

Wants (What do they want?)

a Little Rabbit and his mother.

a To build a nest.

b Little Bird and his mother.

b To find food.

But (What is the problem?)

So (What is the solution?)

a There are too many trees.

a They cry.

b There aren't any trees.

b They find another forest.



2 Use the answers in Activity 1 to complete the summary of the story.

- a The story is about _____.
- b Little Bird wants _____.
- c But _____.
- d So _____.



3 Look at the pictures on pages 84–87. What do you think the story is about?



What happens when people cut down trees?
Birds can't build their nests.

Enitan's First Migration

by Ivor Williams

Enitan, a baby elephant, is walking with her mother in the African savanna.

"Why is it so **dry**?" Enitan asked.

"There are dry seasons and **wet** seasons. A dry season is starting," Mother answers.

Enitan and her mother walk near a **stream**. The stream is almost dry.

"Mother, look! There's almost no water!" Enitan says sadly.

"I know. That's why we have to go. We have to **migrate**."

"Migrate? Why?"

"Each year we migrate to find water."

Ivor Williams is an English teacher and writer. He now lives in the U.K. after living in Mexico for 28 years. He has written and edited many books for students learning English. In his free time, he enjoys playing music and acting in plays.



Think

What happens in the dry season?

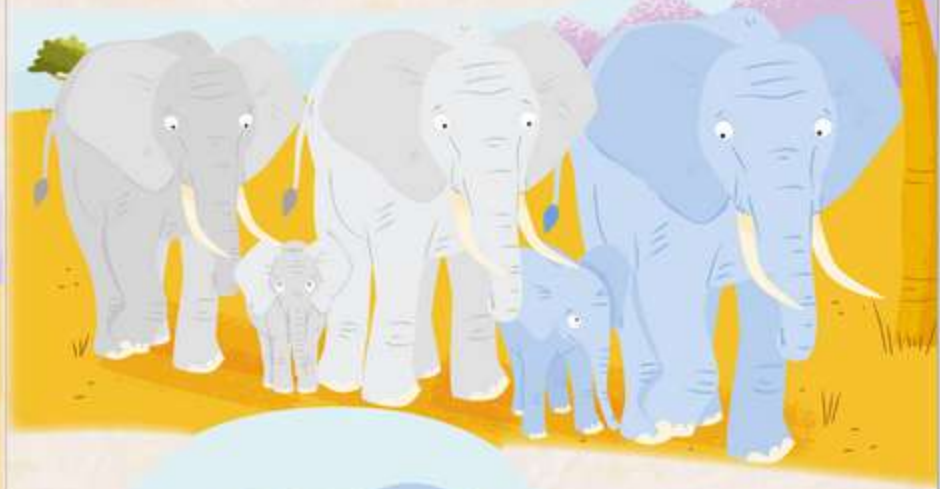
The elephants set off. Enitan has lots of questions.

"Mother, why are you at the front?"

"I'm the oldest female elephant. I lead the **herd**."

"Were you the oldest elephant last year?"

"No, I wasn't. Last year, it was your Aunt Bamidele."



"Mother, how do you know which way to go?"

"I remember the way. We are elephants. Elephants have good memories!"

Think

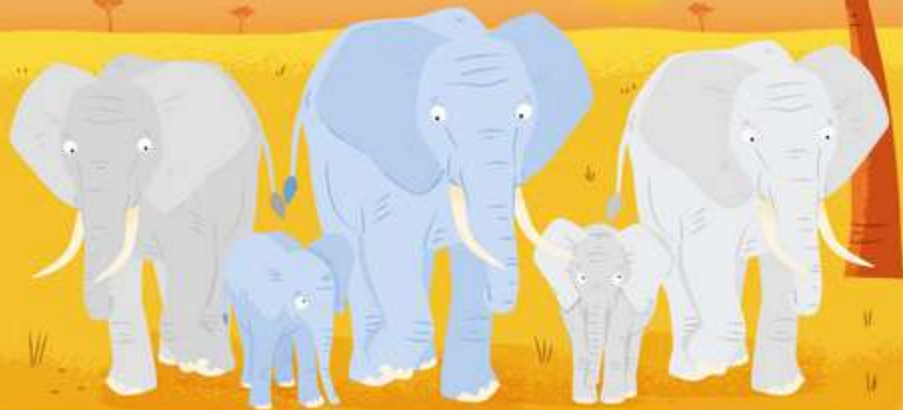
What are elephants good at?

Enitan's First Migration

The herd walks and walks. It is very hot and dry.

"Mother, are we nearly there? I'm tired!"

"I know. Just a little farther."



After twelve days, the herd arrives at the **waterhole**. Now the waterhole is different.

"There's almost no water!" says Mother.

"Was there water here last year?"

"Yes, there was. There's no water anymore. Farmers used it for their crops," Mother explains.



 **Think**

Why is the waterhole dry?



Enitan is worried.

"What can we do now?" she asks.

"Let's keep walking."

"But, Mother, I'm tired!"

"I know, but you have to be strong. When you grow up, maybe you will be the one that leads the herd."

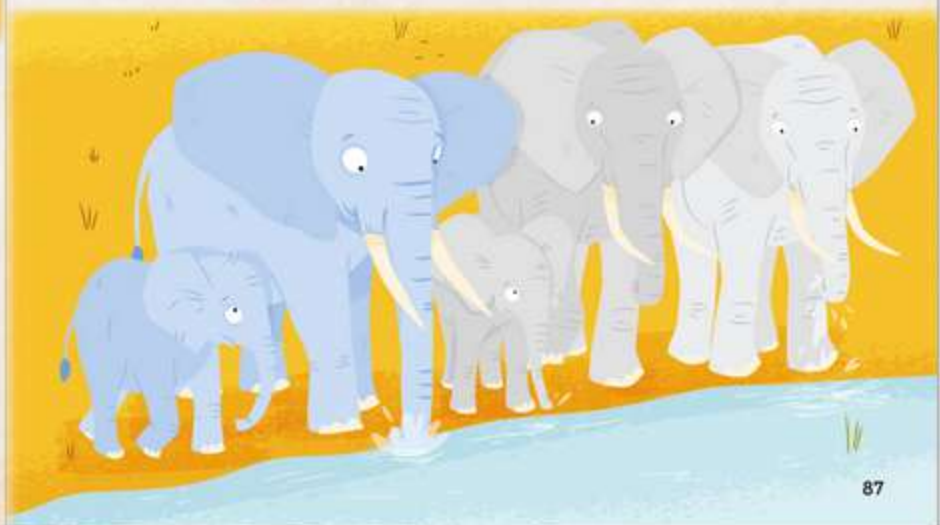
Enitan likes that idea. She feels a bit stronger. She continues walking at her mother's side.

 **Think**

Why is Enitan happy?

After two more days, they reach a waterhole with some water. They stop and drink.

They drink for a long time. The water tastes delicious! At last they can rest. Enitan and her mother are happy.



1 Circle Yes or No.

- | | | |
|--|-----|----|
| a The elephants have a lot of water to drink. | Yes | No |
| b The elephants have to migrate to find water. | Yes | No |
| c The elephants find water easily. | Yes | No |
| d After a long walk, the elephants find a waterhole. | Yes | No |

2 Write a summary of the story.

- a The story is about _____.
- b They want to _____.
- c But _____.
- d So _____.

3 Number the pictures in order. Retell the story with a partner.



How can a lot of rain change our planet?
It can make rivers. It can destroy homes.

Grammar: Past Simple to be, Yes/No Questions

Was Enitan thirsty? Yes, she **was**.

Were you the oldest elephant last year? No, I **wasn't**.

1 Circle Was or Were in the questions. Then, listen and mark ✓ the correct answers.

- | | |
|--|--|
| a Was / Were Andrea tired? | c Was / Were Grandpa sleepy? |
| <input type="checkbox"/> Yes, she was. | <input type="checkbox"/> Yes, he was. |
| <input type="checkbox"/> No, she wasn't. | <input type="checkbox"/> No, he wasn't. |
| b Was / Were Lucas and Max hungry? | d Was / Were Mom and Dad sad? |
| <input type="checkbox"/> Yes, they were. | <input type="checkbox"/> Yes, they were. |
| <input type="checkbox"/> No, they weren't. | <input type="checkbox"/> No, they weren't. |

2 Complete the questions with Was or Were. Then, complete the answers.

Aunt Alice asks Martin about his hike in the mountains.

	Aunt Alice asks,	Martin answers,
a 	"_____ the volcano active?"	"No, _____."
b 	"_____ the river long?"	"Yes, _____."
c 	"_____ the mountains tall?"	"Yes, _____."
d 	"_____ the weather nice?"	"No, _____."

Time to Talk!

Ask a partner questions about yesterday.
Were you tired yesterday?
How was your lunch yesterday?

Remember to ask questions if you don't understand something.



1 Listen and mark ✓ what Erick is talking about.



a hurricane



a landslide

2 Listen again. Number the events in order.



The river rises.



It rains a lot.



It stops raining.



People work hard to clean up the town.



There is a landslide.



The marines come to rescue people.

Time to Talk!

It's a rainy day.
It's a hot and sunny day.
It's a cold and snowy day.
For each day, say what you want to do!
It's a rainy day. I want to stay inside. I want to eat popcorn and watch movies.

How can we make a 3D landscape?

Your challenge is to make a 3D landscape.

- 1 **Form** groups. Imagine a map of a landscape with features such as a river, mountains, hills, or a volcano.
- 2 **Draw** your landscape on a large piece of white paper.
- 3 **Glue** the landscape to a piece of cardboard.
- 4 **Press** modeling clay onto your landscape to show the features.
- 5 **Present** your 3D landscape to the class.

Remember to ask questions if you don't understand something. Complete **Check Your Oracy!** in the Activity Book on page 77.

Look at this landscape. These are mountains. This is a river. This is an active volcano!

How does our planet change?
Look back through the unit. Share your ideas with the class.

SPEAKING MISSION

Before Your Mission

Plan what to wear based on the weather.

- 1 Listen, look, and repeat.



umbrella



raincoat



jacket



sunglasses



sweatshirt



shorts

- 2 Mark ✓ the items in Activity 1 that you have at home.

- 3 Listen and match the weather with the clothes.

windy sunny rainy cold

raincoat sunglasses jacket sweatshirt

- 4 Listen again. Then, complete the dialogue.

it's Put on want to jacket

Bruce: Mom! I _____ play in the snow.

Mom: Play in the snow? OK, but _____ very cold. _____ your _____, Bruce.

Bruce: Yes, Mom!



How can the weather change our planet?
Hot weather can dry up a waterhole.

During Your Mission

- 5 Work in pairs. Complete the planner with three activities and three types of weather.

	Activity You Want to Do	Weather for the Day	Clothes You Need
Friday			
Saturday			
Sunday			

- 6 In pairs, use the planner to talk about your plans.

It's Friday. We want to ...

We need ... because it's ...

- 7 Listen again. Then, in pairs, role-play the conversation.

cold sunny windy rainy snowy raincoat
sweatshirt jacket shorts T-shirt glasses

Key Language

Mom, I want to ...

It's cold.

Put on your ...

Yes, Mom!





What is music?

- ☐ **Talk** about music.
- ☐ **Learn** how to make suggestions.
- ☐ **Write** a biography.
- ☐ **Say** how music makes you feel.
- ☐ **Create** a music playlist.

What
can you
see?



How do the
children feel?



How can **music** help us
express our feelings?



Key Words 1

classical music	lute
folk music	guitar
piano	trumpet

- 1 Watch the video. Mark ✓ the musical instruments.
- | | | | |
|----------------------------------|------------------------------------|-------------------------------|---------------------------------|
| <input type="checkbox"/> flute | <input type="checkbox"/> piano | <input type="checkbox"/> lute | <input type="checkbox"/> guitar |
| <input type="checkbox"/> trumpet | <input type="checkbox"/> saxophone | | |

- 2 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Rereading a Text

Sometimes you need to read a text more than once. Each time you read a text, you understand it better.

1 Read and answer the questions in the text.

Music Is Good for You!

Most people enjoy listening to music or making music. Music is good for you, too! When you listen to music, you often want to move your body or dance. Moving your body and dancing to music make your brain stronger and keep it healthy. Music can also help you connect to your feelings. For example, when you listen to music or play music, you may feel happy, sad, excited, or relaxed. Expressing your feelings through music is healthy, too. Music can also help you connect with your culture. When you learn a traditional song or dance, you learn about your culture. When you listen to music or dance to music with other people, you can make new friends. Most people think music is great!

Do you enjoy listening to music? Do you make music?



2 Reread the text. Circle Yes or No.

- | | | |
|---|-----|----|
| a Dancing to music is bad for your brain. | Yes | No |
| b It is healthy to express your feelings through music. | Yes | No |
| c We always feel the same feelings when we listen to music. | Yes | No |

3 Reread the text and match.

- | | |
|---|-------------------------------------|
| 1 Music often makes you | a your feelings. |
| 2 You can use music to express | b you connect to your culture. |
| 3 When you learn a traditional song or dance, | c want to move your body and dance. |

4 Look at the pictures on pages 97–98. What do you think the text is about?

Key Words 2



keyboard



composition



violin



child



earn



rich



popular

Mozart: A Child Prodigy

Wolfgang Amadeus Mozart was a famous child prodigy. He played and wrote music at the age of five! What could you do when you were five years old?

Mozart was born on January 27, 1756, in Austria. His father's name was Leopold. He was a musician, too.



Mozart had a sister. Her name was Maria Anna. She played a **keyboard** called the harpsichord. When Mozart was three years old, he watched his sister play the harpsichord. He learned to play music like his sister. At the age of five, he wrote his first **composition**.

Mozart also played the **violin**, just like his father.

The family traveled to many countries in Europe. Mozart and his sister played concerts for lots of important people. When they were in England, a very intelligent man, Mr. Barrington, heard about Mozart. He didn't believe Mozart was a **child**.





Mozart: A Child Prodigy

When Mozart was eight years old, Mr. Barrington invited Mozart to play for him. He asked Mozart to play a difficult composition. Mozart played it beautifully. Barrington was surprised. Then, Mr. Barrington told Mozart to improvise a love song. So Mozart did—and he played it very well. But Mr. Barrington still didn't believe that Mozart was a child. Suddenly, a cat came into the room. Mozart stopped playing his music and ran after the cat. At that moment, Mr. Barrington knew that Mozart really was a child!



Mozart continued to travel with his family. He went to the opera for the first time in Italy. He liked it so much that when he was fourteen years old, he wrote his first complete opera. It was six hours long! Everybody loved Mozart's first opera.

Mozart was very famous, but he didn't have a lot of money. To **earn** money, he taught music lessons. He also wrote compositions for **rich** people.

Mozart is one of the most popular composers in history. People all over the world love his music.



Think

What made Mozart different from other children?

Explore the Text

5A



1 Read the text and mark ✓ the correct answer.

a Who was Mozart?

☐ A child prodigy who painted.

☐ A child prodigy who played and wrote music.

b Where was he born?

☐ In Austria.

☐ In Italy.



2 Reread the text and match the columns.

1 At the age of five, Mozart wrote his first

a opera.

2 Mr. Barrington didn't believe Mozart was a

b cat.

3 Mozart stopped playing his music and ran after the

c child.

4 When Mozart was 14 years old, he wrote his first

d composition.



3 Complete the sentences.

a Mozart had a _____. Her name was Maria Anna.

b Mozart watched Maria Anna play the _____.



4 **Key Words 3** Find and underline the words on pages 97–98. Then, match the words with the meanings.

1 musician

a young person with special abilities

2 composer

b person who plays a musical instrument

3 child prodigy

c person who writes music



When do you listen to music?

I listen to music when I do my homework.

Grammar: Past Simple Irregular Verbs

Mozart **wrote** his first composition at the age of five.
A cat **came** into the room.



1 Listen. Complete the chant.

had shook wrote grew up sang

Elvis Presley

Elvis Presley was the king,
And boy, he could sing anything!
He was the king of rock 'n' roll.
So he danced and he _____
all night long.
He _____ in the U.S.A.

He _____ music every day.
Elvis _____ a fine guitar.
He was the best rock 'n' roll star!
He _____ his body
incredibly,
To the rhythm of the melody.

2 Complete the sentences about what Aldo did yesterday.

draw → drew go → went make → made have → had

- a Aldo _____ lunch with his grandparents yesterday.
- b His grandma _____ some rice.
- c Next, Aldo _____ to the park with his cousins.
- d Finally, at home, Aldo _____ some pictures.

3 Listen and check your answers in Activity 2.

Time to Talk!

In pairs, talk about things you did when you were five years old.
I rode my tricycle. It was fun!



Remember to ask your partner questions if you don't understand something.

1 Listen and sing.



Music

Music, music, one, two, three.
A catchy song for **you** and me!
Use your body, four and five.
This **new** song makes me feel alive.
Music, music, seven and eight.
This **cool** tune is really great!
Music, music, nine and ten.
Let's sing this song once again.

2 Listen and repeat the words with the long u sound.

3 Listen. Circle the words with the long u sound.

- a This cute clown rides a bike.
- b My teddy bear is blue.
- c I wear a uniform to school.
- d Do you have a loose tooth?
- e I have a few!



4 Listen to the tongue twister. In pairs, try saying it as fast as you can.

The cute blue ewe grew a new tooth.



5 Play The Back Writing Game.



Oracy Skill: Participating in a Discussion

When we participate in a discussion, it's important to give suggestions.



- 1 Watch the video. Circle the expressions you hear.



I think ... Let's ... I agree. How about ...? Great job!

- 2 Watch again. Circle the correct answers.

- a Who makes all the suggestions? Jack Kate
b Who always agrees with Kate? Liam Jack
c What instrument do they decide to play together? piano drums guitar

Let's Practice Oracy! II, 12

- In groups, do the Oracy Time! task.
- Make suggestions to make a plan. You can agree or disagree with your classmates.
- Share your plan with the class.



Oracy Time!

Make plans with your friends for Friday after school.

How about going swimming?

I can't swim. How about ...?

Check Your Oracy!

1 I gave suggestions.	Yes / No
2 I agreed and disagreed with my classmates.	Yes / No
3 We made a plan.	Yes / No

Write a Biography

- 1 Read the biography. Then, match the questions and answers.

Frédéric Chopin

- Who was Frédéric Chopin? Chopin was a famous pianist and composer.
- He was born in 1810 in Poland. He started composing music when he was seven years old!
- Chopin wrote many beautiful piano concertos. He didn't write any violin concertos.
- He died in France in 1849.



- | | |
|----------------------------------|---|
| 1 When was Chopin born? | a In 1849. |
| 2 Where was he born? | b He wrote many piano concertos. |
| 3 What did he do? | c He started composing when he was seven! |
| 4 What was special about Chopin? | d In 1810. |
| 5 When did he die? | e In Poland. |

- 2 Reread the text in Activity I and do the tasks.

- a Underline the affirmative sentences in **green**.
b Underline the negative sentence in **blue**.
c Underline the interrogative sentence in **red**.
d Underline the exclamatory sentence in **purple**.

Improve Your Writing: Types of Sentences

Affirmative sentence: Mozart was a pianist.
Negative sentence: He **didn't** play the trumpet.
Interrogative sentence: Who was Mozart?
Exclamatory sentence: I love Mozart!

- 3 Prepare to write a biography of someone you admire in the Activity Book.

1



Key Words 4

Listen, look, and repeat.



weak



meet



sick



slow



dangerous



loud

2

Complete the sentences with words from Activity 1.

- a The opposite of **safe** is _____.
- b The opposite of **quiet** is _____.
- c The opposite of **fast** is _____.
- d The opposite of **strong** is _____.

3

Read and complete the text with the words from Activity 1.

Doctor's Advice

Meet Dr. Smart. She gives health advice to children.

Here are some tips to keep you healthy:

- When you feel _____, eat meat or other food with protein.
- When you feel _____, go to the doctor.
- When you do a _____ activity, protect your head.
Wear a helmet!
- Do not listen to _____ music. It can hurt your ears.
- Do you want to start exercising? Start with some
_____. jogging. It's great!

**Reading Strategy: Identifying the Theme**

The theme is the main subject or topic of a text.

1

Read the text and mark ✓ the theme.

Jessica's Guitar

Gemma and Jessica are neighbors. They always go to the park, but they never play together. Gemma can't hear. She is deaf. Gemma wants to talk to Jessica, but she is nervous. One day, Jessica plays

her guitar in the park. Gemma sits next to her and puts her hands on the guitar. She feels the vibrations from the guitar. Gemma smiles and Jessica smiles, too. Since then, they are good friends.



- ☐ It's easy to play an instrument. ☐ You can make friends through music.

2

Read the story and circle the theme.

The Merry Musician of Hamelin

Hamelin was a small town in Germany. There were rats everywhere. The mayor of the town did not know what to do! One day, a man with a lute came to town. He wanted 100 gold coins to take away the rats. The mayor agreed. The musician played his lute and all the rats followed him out of town. There were no more rats in Hamelin!

The mayor did not want to pay the musician. The musician was mad, but he had an idea! He played his lute again. This time, all the children of Hamelin followed him out of the town. The people were worried. The mayor paid the musician the 100 gold coins, and the children came back to Hamelin!



- a Rats like music. b It is important to do what you promise.

3

Look at the pictures on pages 106–109. Say what you think the story is about.



What is your favorite musical instrument?



The Bremen Town Singers

By the Grimm Brothers, Adapted by Joep van der Werff

Donkey is so sad. He is old and **weak**.
His master doesn't want him anymore.
"Hee-haw!" he says. "I'm tired, I'm old.
I can't pull this cart anymore. But ...
I can be a singer. Mi-mi-re-re-do.
I can go to Bremen; yes, to Bremen
I will go."

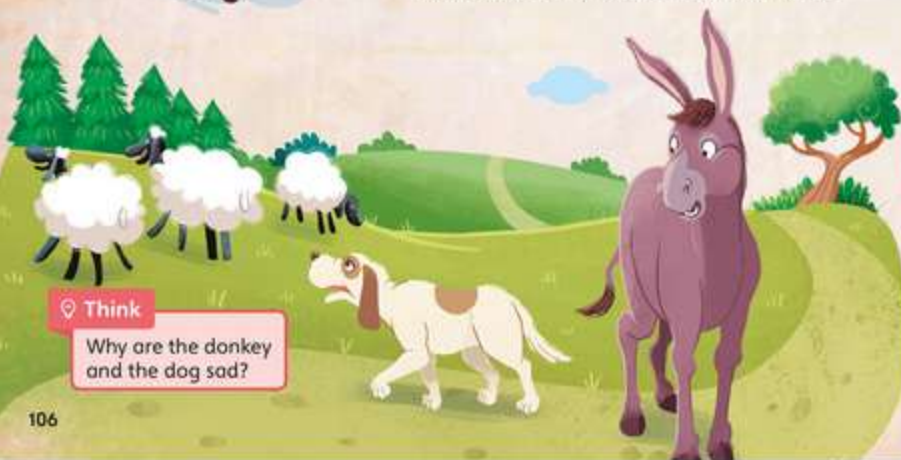
So Donkey starts walking, singing his song.



Soon he **meets** Dog. Dog is sad, too. He says,
"Ruff, ruff! I'm old and **sick**. I can't work
with the sheep anymore."

"Hee-haw," Donkey sings. "You can be a
singer and to Bremen you should go. Come
along with me!"

"Ruff, ruff. I want to be a singer!" says Dog.
And they start walking, singing their song.



Think

Why are the donkey
and the dog sad?



Soon they
meet Cat.
Cat is sad,
too. He says,
"Meow! I'm old.
I'm **slow**. I can't catch
mice anymore."

"Ruff, ruff! Come along!" says Dog, "**You can be
a singer. You can go with us to Bremen. Mi-mi-re-re-do.**"

And they start walking, singing their song.

Then, Rooster appears.

Rooster says, "**Wait! Can I be a singer, too? Cock-a-doodle-doo!**"

"Sure," say the animal friends. "**To Bremen we go, to Bremen we go!**"



Think

Why do the animals
want to be singers?

The Bremen Town Singers

The singers walk and sing for a long time. They are very tired, hungry, and thirsty. They need to stop and rest for a while.

Suddenly, Cat sees a small cottage in the distance. "Look! A nice, warm house! Maybe we can rest there," he says.

"Whose house is it?" asks Rooster.

"I don't know," says Donkey. "Let's take a look."

"There's food on the table. I can see a warm fire. There are three men and there is a big trunk with gold coins, too. The men are counting the gold coins. I guess the house is theirs," says Cat.

"Cock-a-doodle-doo," Rooster says. "Maybe we can sing for them. Then they can let us in."

Then, Donkey says, "I recognize these men. Their picture was in the newspaper. They are robbers. They're **dangerous**!"

Think

Is it a good idea for the animals to sing to the men in the house?



The Bremen Town singers stand near the window and they all sing together, but their singing is terrible!

The robbers hear the **loud** noise and they get very scared. They open the door and run away!

"Ruff, ruff! We sound awful! Those men were scared! I think we need to practice a little more!" says Dog.

"Now the house is empty," says Cat.

"Let's go inside."

"Whose house is it now?" asks Donkey.

"The house is ours, I guess!" says Rooster.

Since then, the four animal friends are living happily in the nice, warm house!

Mi-mi-re-re-do!



Think

What do the animals need to do to sing better?

1 Circle Yes or No.

- a At the beginning of the story, the animals are sad.
- b They decide to be painters.
- c Their singing scares the robbers.

Yes No
Yes No
Yes No

2 Circle the theme of the story.

- a When you are old, you are still useful and can do many things.
- b When you are old, you want to live in a nice house.

3 Number the pictures in order. Retell the story with a partner.



Time to Talk!

In groups, imagine you get together and form a musical group. What instrument does each student in your group play? What kind of music do you play? Who can you invite to listen to your concert?

Remember to make suggestions.

Grammar: Possessive Pronouns

Whose house is it? The house is **theirs**.
Whose is it? It's **mine**.

Possessive Pronouns
mine ours
yours theirs
his/hers

1 Look at the pictures and match.

Whose guitar is it?

Whose lute is it?

Whose piano is it?



It's his.



It's hers.



It's theirs.



2 Write the correct possessive pronouns.

- a It's your schoolbag. It's _____.
- b It's his sweater. It's _____.
- c It's our car. It's _____.
- d It's my pen. It's _____.

3 In groups, play Whose Is It?

- a Sit in a circle. Each person puts an object inside the circle.
- b Point to an object and ask about it.
- c Answer about your object.
- d Make suggestions.

Whose colored pencils are these?

They're mine.

Let's draw some pictures!

1 Listen. Mark ✓ where the children are.



2 Listen again. Number the different types of music.



classical music



pop music



jazz



country music

3 Listen again. Do you like each type of music or not? Circle the face.

- a classical music
- b pop music
- c jazz
- d country music



Participating in a Discussion

- Form groups. Discuss the **Oracy Time!** topic.
- Agree on which instrument is the easiest to learn how to play.
- Agree on which is the hardest.
- Complete **Check Your Oracy!** in the Activity Book on page 97.



Oracy Time!

Which instrument is the easiest to learn how to play? Which instrument is the hardest?

Values AB page 96

How can we appreciate music?

Your challenge is to appreciate the value of music in your life.

- Listen to the three musical clips your teacher plays. Close your eyes.
- Draw what you imagine in your notebook.
- Discuss as a class: What happens when you listen to your favorite music? How do you feel? How does music change you?
- Complete this sentence in your notebook: *Because of music, I can ...* You can complete it with more than one idea.
- Design a poster. On a large sheet of paper, write the sentence from step 4. Then, decorate your poster to show how your favorite music makes you feel.
- Present your poster to your classmates.

Because of music, I can fly!



Because of music, I can fly!



What is music?

Look back through the unit. Share your ideas.

AB pages 97–99

SPEAKING MISSION

Talk about your favorite music.

Before Your Mission

- 1 Listen, look, and repeat.



excited



sad



nervous



relaxed



bored



good

- 2 Listen to the music and complete the sentences with the words from Activity 1.

- a The classical music makes the girl feel _____.
- b The lullaby makes the girl feel _____.
- c The folk music makes the boy feel _____.
- d The rock 'n' roll music makes the boy feel _____.

- 3 Listen. Number the pieces of music in order.

- ☐ jazz ☐ country music ☐ folk music ☐ pop music

- 4 Listen again. In pairs, say how each piece makes you feel.

This music makes me feel relaxed.

During Your Mission

- 5 Listen and circle.

- a Who suggests making a playlist? Phillip Amber
- b What kind of music is "Hippy Hop Kid"? pop music folk music
- c What kind of music is "My Eyes Full of Dreams"? jazz rock music

- 6 Listen again. In pairs, role-play the conversation.

Key Language

Let's make a playlist.

Good idea!

What are your favorite songs?

My favorite song is ...

Let's put it on our playlist.

What kind of music is it?

It's ...

How does it make you feel?

It makes me feel ...



- 7 In pairs, make a playlist of your favorite songs.

Name of the Song	Kind of Music	Who Suggests This Song?
1		
2		
3		
4		
5		
6		

- What is your favorite kind of music? Why?
I like pop music. It makes me want to dance.



What do we know about dinosaurs?

- ☐ **Talk** about dinosaurs.
- ☐ **Learn** to give an explanation.
- ☐ **Write** a fact file.
- ☐ **Present** information about a dinosaur.
- ☐ **Decide** what to take on a lifeboat.

Do dinosaurs exist today?



What did dinosaurs eat?

How can we learn about dinosaurs?



Key Words 1

dinosaur carnivore
herbivore chew
neck wing



- 1 Watch the video. Number the dinosaurs in the order in which they appear.

☐ T-Rex ☐ Brachiosaurus ☐ Velociraptor



- 2 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Main Idea and Details

The main idea is what the text is about. The details tell more about the main idea.

1 Read and complete the organizer.

Stegosaurus

Stegosaurus was a dinosaur.

It ate plants.

It was 4 meters tall, and it was heavy as a car! But it was gentle.

Stegosaurus had a small brain. It was the size of a ping-pong ball.

Detail
It was 4 meters tall.

Detail
It had a small brain.

Main Idea
Stegosaurus was a dinosaur.

Detail
It was as heavy as a car.

Detail

Detail



2 Read and circle the correct answers.

Pterosaurs

Pterosaurs were flying reptiles. There were big pterosaurs and small ones. The biggest pterosaurs had wings that were 11 meters across! Pterosaurs were carnivores. They ate fish, insects, and small animals.

- ☐ They were carnivores.
- ☐ They ate fish, insects, and small animals.
- ☐ They were flying reptiles.

Main Idea
Main Idea
Main Idea

Detail
Detail
Detail

3 Look at the pictures on pages 119–20. What do you think the text is about?

How big do you think dinosaurs were? Compare them with different objects.



Key Words 2



fossil



die



mammal



hit



dust



cloud



extinction

Why Did Dinosaurs Become Extinct?

Dinosaurs lived on Earth millions of years ago. There are no more dinosaurs today. They became extinct. That means that they all disappeared. So how do we know about dinosaurs today? We can learn a lot about dinosaurs from **fossils**. Fossils from dinosaurs can be bones, footprints, or impressions of bones.

What happened to the dinosaurs? Why did they **die**? Nobody knows, but scientists have many theories.

Volcanoes!

Lots of volcanoes erupted 65 million years ago. But the volcanic eruptions did not kill all of the dinosaurs. What happened, then? After the eruptions, clouds of ash and **dust** covered the sky. They blocked the sun. This killed the plants. Herbivores didn't have any food to eat, so they all died. Then, the carnivores didn't have any food to eat, so they died, too.



Why Did Dinosaurs Become Extinct?

Egg-eating Mammals

Scientists discovered the fossils of small **mammals** that lived when the dinosaurs lived. Some scientists think that these small animals ate the dinosaurs' eggs. This explains why dinosaurs disappeared, but there are still small mammals today.

The Asteroid That Hit the Earth

About 65 million years ago, a large asteroid, or rock from space, **hit** the Earth. What happened? The asteroid created a very big dust **cloud**. This cloud covered the whole planet. There was no sunlight, so the plants died. Without plants, all the dinosaurs died.

Many scientists believe that this is the reason the dinosaurs disappeared.

There are different theories that explain why dinosaurs disappeared. But the **extinction** of the dinosaurs is still a mystery!



FACT:

Did you know that crocodiles lived when the dinosaurs lived? Crocodiles are one of the oldest animal species on Earth!

Think

Why do you think the dinosaurs died?

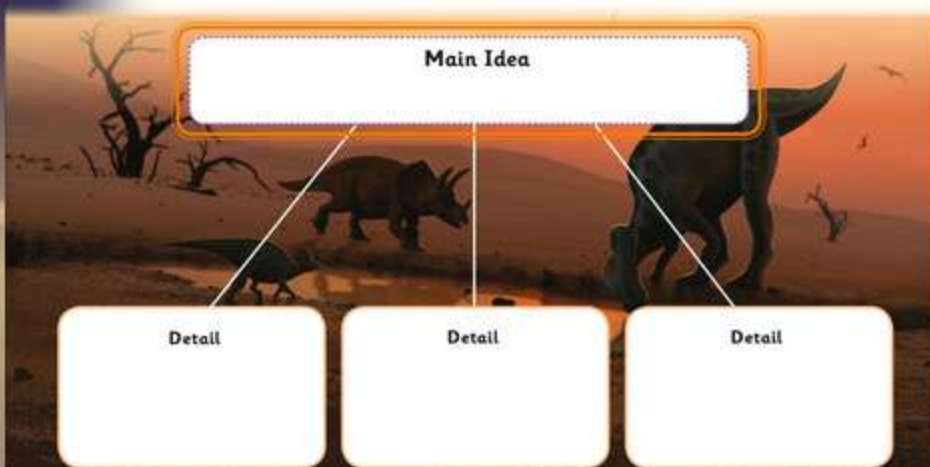
Explore the Text

1 Read and match.

- | | |
|-----------------------------|----------------------------|
| 1 Nobody knows | a oldest animals on Earth. |
| 2 Dinosaurs lived on Earth | b how the dinosaurs died. |
| 3 Crocodiles are one of the | c millions of years ago. |

2 Read the sentences and complete the graphic organizer.

- | | |
|--|---------------------------------|
| • Small mammals ate dinosaur eggs. | • An asteroid hit the earth. |
| • Different theories explain why dinosaurs died. | • Volcanoes erupted everywhere. |



3 Key Words 3 Find and underline the words on pages 119–20. Then, match the words with the meanings.

- | | |
|-------------|---|
| 1 theory | a to not exist anymore |
| 2 mystery | b idea that tries to explain why something happened |
| 3 disappear | c something that you can't explain |

How many different dinosaurs can you name?

Grammar: Past Simple Regular Verbs: Affirmative and Negative

Dinosaurs **lived** many years ago. Many mammals **didn't** die.

did not = didn't

1 Listen and complete the song.

stomped chewed walked liked lived

The Dino Family

The Dino family _____ on Earth
65 million years ago.

They lived inside an enormous cave 65 million
years ago.

Mama and Papa Dino _____ meat.

They _____ it with their giant teeth.

Brother and Sister Dino _____ on the ground.

They _____ hard, making a terrible sound.



2 Complete the sentences about you. Write what you did or didn't do.

- a Yesterday, I (wash) _____.
- b Last weekend, I (listen to) _____.
- c Last Monday, I (play) _____.
- d Last month, I (watch) _____.

Time to Talk!

In pairs, talk about what you did yesterday.
Suggests things to do today.

I played basketball
yesterday.

Let's play
basketball
together today.



Making
suggestions is
also helpful
when you
participate in
a discussion!

1 Listen to the chant. Match the forms.

-ed at the End of a Verb

-ed at the end of a verb

Can sound like t, d, or id.

-ed sometimes sounds like d

Like in **played, played, played.**

-ed sometimes sounds like d

Like in **lived, lived, lived.**

talk

visit

play

live

work

exist

-ed sometimes sounds like t

Like in **worked, worked, worked.**

-ed sometimes sounds like t

Like in **talked, talked, talked.**

-ed sometimes sounds like id

Like in **existed.**

-ed sometimes sounds like id

Like in **visited.**

2 Listen and repeat the words with -ed sounds.

3 Read. Circle the words with -ed sounds.

- a I watched a movie with my friends.
- b My brother laughed at my jokes.
- c Our teacher talked about volcanoes yesterday.
- d The dog played with the toy.
- e I decided to buy a new toy.

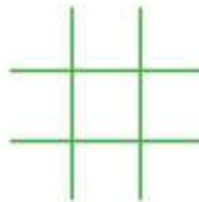
Watched!

4 Play Tic-Tac-Toe in pairs.

t

d

ed



Oracy Skill: Giving an Explanation
You can explain things better by giving reasons.



- 1 Watch the video.
Number the expressions in the order you hear them.

- ☐ Why ... ?
☐ Because ...

- 2 Watch again. Mark ✓ the correct answers.

- a Why doesn't Jack like T-Rex?

- ☐ Because it's scary.
☐ Because it's huge.
☐ Because it's ugly.

- b Why does Emma like T-Rex?

- ☐ Because it's fast.
☐ Because it's strong.
☐ Because it's beautiful.



Oracy Time!

T-Rex	rollercoasters
the jungle	ice cream
spiders	coconut
cheese	basketball
pizza	sushi
broccoli	snakes

I love T-Rex!

Why?

Because it's amazing.

I don't like spiders.

Why?

Because they're scary.

Let's Practice Oracy!

- In pairs, play **Give a Reason**.
- Say if you like the items in **Oracy Time!** or not.
- Give reasons.

Check Your Oracy!

1 I gave reasons to support my opinion.	Yes / No
2 I asked for reasons.	Yes / No

Write a Fact File

- 1 Read the fact file and circle the correct answers.



Triceratops (try-SER-a-tops)

Diet: herbivore

Lived: 68 million years ago

Weight: 6,000 kg

Height: 3 meters tall

Length: 9 meters long

Characteristics:

- walked on four short legs
- a huge, heavy head
- two long sharp horns on the head
- a long, thick tail
- one short horn on the nose
- thick skin

- a The text uses short phrases. Yes No c The text is about fantasy. Yes No
b The text uses numbers. Yes No d The text is about facts. Yes No

Improve Your Writing: Adjective Order

Adjectives normally go in the same order:

number → opinion → size → shape → color

two long horns one big red dinosaur a pretty blue bird

- 2 Read the fact file again. Underline the phrases with more than one adjective.

- 3 Look and circle the correct phrases.

The Toy Dinosaur

Characteristics:

- two strong / strong two legs
- red shiny / shiny red skin
- many black / black many stripes
- sharp yellow / yellow sharp teeth
- long pointy / pointy long tail



- 4 Prepare to write a fact file about your favorite dinosaur in the Activity Book.

1



Key Words 4

Listen, look, and repeat.



dark



path



furniture



ground



nighttime



daylight

2

Read and circle the correct word.

- a I can't see anything. The room is **ground** / **dark**.
- b It is dark when it is **nighttime** / **daylight**.
- c There is a lot of dirt on the **daylight** / **ground**.
- d Chairs, tables, and beds are **paths** / **furniture**.

3

Read and complete.

dark furniture path

Oh, no! It's 7 p.m. It's late! I walk down the _____ from the park to my house. I arrive home and open the door. It's _____, and I can't see anything! I bump into the _____. I Ouch! Mom turns on the light and asks, "Why are you home so late?"

Reading Strategy: Beginning, Middle, and End

Stories have three parts: a beginning, a middle, and an end.

Beginning: Mark is bored at home.

Middle: Mark finds a book about dinosaurs.

End: Mark learns a lot about dinosaurs.



1

Read and number the sentences in order.

Tiny the Dinosaur

- ☐ He was too small to play with the other dinosaurs.
- ☐ Tiny decided to eat a lot of healthy food.
- ☐ Tiny had a big idea!
- ☐ He grew bigger and bigger!
- ☐ Tiny became a big and strong dinosaur.
- ☐ Now Tiny can play with the other dinosaurs!
- ☐ Tiny the Dinosaur was very small.



2

Underline two beginning sentences in **red**, three middle sentences in **blue**, and two ending sentences in **green**.

3

Look at the pictures on pages 128–31. What you think the story is about?

Time to Talk!

Which is your favorite dinosaur? Why?
My favorite dinosaur is ... because ...

The Giant's Cave

By Robin Thompson

Dino and Dina played in the jungle. They enjoyed their games so much that they didn't realize how late it was ... or how deep into the jungle they were. Suddenly, day turned into night. It got very dark.

"Where are we?" asked Dino. He looked worried.

"I don't know," said Dina. "I can't find the **path**."

"Oh, no! How do we get home?"

Just then, it started to rain.

Dina noticed a cave.

"Let's wait in there until the rain stops," she said. They entered the cave.

Think

Why can't the dinosaurs find the path?

It was cool and dry inside.

In the middle of the cave, they saw a giant table and chairs formed out of rocks.

"The **furniture** is huge!" said Dina.

"Who do you think lives here?" asked Dino.

"I don't know, but it's someone who's really ..."

Suddenly, the **ground** started to shake.

"... big!" shouted Dina.

Think

Why do you think the furniture is huge?

The Giant's Cave



Dino and Dina were scared. There was an enormous Tyrannosaurus Rex at the entrance of the cave.

He looked inside the cave and jumped. He looked very surprised.

"Why are you in my living room?" asked the T-Rex in a big, loud voice.

"We're lost," said Dina. "And it's too dark to find our way home."

The T-Rex smiled and showed his sharp teeth.

Think

Why were Dino and Dina scared?

"Follow me," he said in a booming voice.

Dino and Dina followed him outside. It was **nighttime**, but the T-Rex could see above the trees. He didn't need **daylight** to help him walk along the dark path.

They walked to the edge of the jungle, where Dino and Dina's parents waited anxiously.

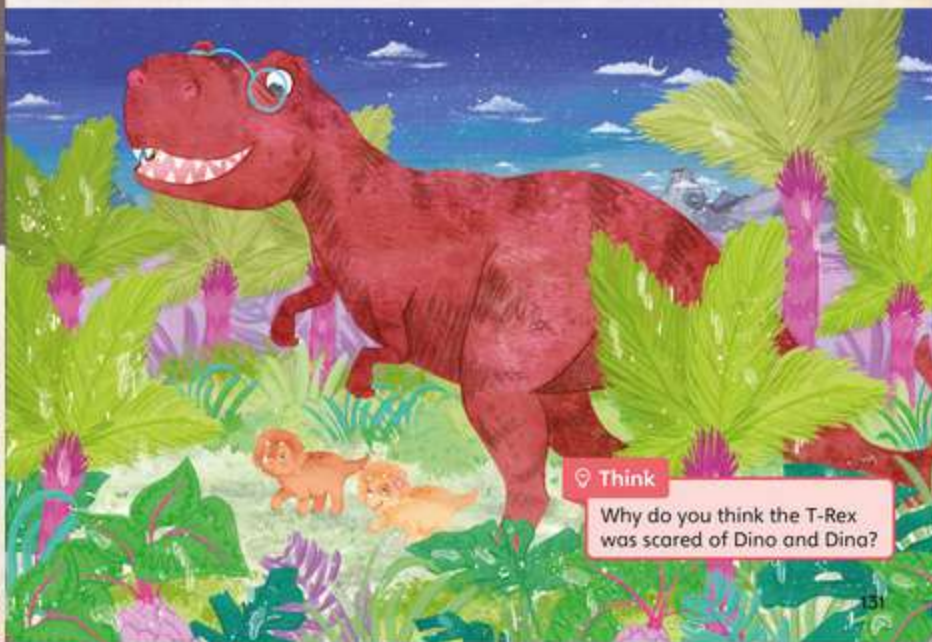
"Are these your children?" said the T-Rex kindly.

"Yes!" the father said.

"They scared me when I arrived home!"

"Did they scare you, Mr. T-Rex? We're sorry! And it's so late. Do you want to stay here with us?"

"Oh, I'd love to!" said the T-Rex. "I'm so tired ... , but I don't think you have a bed that is big enough for me!"



Think

Why do you think the T-Rex was scared of Dino and Dina?

1 Circle Yes or No.

- | | | |
|--|-----|----|
| a Dino and Dina sang in the jungle. | Yes | No |
| b Dino and Dina didn't get lost. | Yes | No |
| c The furniture in the cave was very big. | Yes | No |
| d The T-Rex was angry at Dino and Dina. | Yes | No |
| e The T-Rex took Dino and Dina to their parents. | Yes | No |

2 Number the sentences in order. Then, underline two beginning sentences in red, three middle sentences in blue, and two ending sentences in green.

- ☐ Dino and Dina's father thanked the T-Rex.
- ☐ Dino and Dina played in the jungle.
- ☐ Dino and Dina entered a cave.
- ☐ The T-Rex found Dino and Dina's parents.
- ☐ Dino and Dina were scared of the T-Rex.
- ☐ It started to rain.
- ☐ Dino and Dina followed the T-Rex through the jungle.

3 Work in pairs. Use the sentences in Activity 2 to retell the story.

4 Look at the pictures. Write *beginning*, *middle*, or *end*.

How can fossils help us learn about dinosaurs?

Remember to give explanations.



Grammar: Past Simple Regular Verbs: Questions

Where **did** Dino and Dina **play**? They **played** in the jungle.
Did it **start** to rain? Yes, it **did**.

1 Look at the picture and circle the correct answers.

Jen is a paleontologist. She studies fossils. Look at her room. What did she do yesterday?

- a Did Jen study?
Yes, she did. / No, she didn't.
- b Did she listen to music?
Yes, she did. / No, she didn't.
- c Did she play the piano?
Yes, she did. / No, she didn't.
- d Did she clean her room?
Yes, she did. / No, she didn't.



2 Look. Match the questions with the answers.



U.S.A



plane



bus



dinosaur fossils

- | | |
|----------------------------------|-----------------------------------|
| 1 What country did Curtis visit? | a He looked for dinosaur fossils. |
| 2 Did he travel by plane? | b He visited the U.S.A. |
| 3 How did he travel there? | c No, he didn't. |
| 4 What did he look for? | d He traveled there by bus. |

Time to Talk!

Work in pairs. Ask and answer about what you did and where you went last weekend.

What did you do last weekend?

What did you do there?

1 Listen and mark ✓ what the girl wants to be when she grows up.



2 Listen again. Number the pictures in order.



3 Listen again. Circle Yes or No.

- | | | |
|--|-----|----|
| a Did dinosaurs get covered by earth? | Yes | No |
| b Did minerals make the dinosaurs' bones strong? | Yes | No |
| c Do paleontologists study animals in zoos? | Yes | No |

Giving an Explanation

- Form groups. Discuss the **Oracy Time!** question.
- Remember to give reasons.
- Complete **Check Your Oracy!** in the Activity Book on page 117.

Oracy Time!

Do you want to be a paleontologist when you grow up? Why or why not?

Values AB page 116

How can we learn about a dinosaur?

Your challenge is to give a report on a dinosaur.

- Choose a dinosaur. Do research.
- Write down facts about the dinosaur.
- Make a fact file with the information you found.
- Draw a picture of the dinosaur.
- Present your report to the class.

This is a Brontosaurus. It was a herbivore. It weighed the same as 23 small cars!

BRONTOSAURUS

Diet: herbivore
Lived: 150 million years ago
Weight: over 15,000kg
Height: 7 meters tall
Length: 22 meters long

CHARACTERISTICS

• long tail
• long neck
• small head
• weighed the same as 23 small cars



What do we know about dinosaurs?

Look back through the unit. Share your ideas with the class.

AB pages 117-19

1 Which oracy skills do you remember? Read and match.

- | | |
|---------------------------------|---|
| 1 Asking for Clarification | a You can give suggestions when you are discussing ideas. |
| 2 Participating in a Discussion | b You can give reasons for your ideas. |
| 3 Giving an Explanation | c You can ask questions when you don't understand. |

2 In pairs, complete the graphic organizer.

Let's ... I don't understand. Why? Can you repeat that?
What's a/an ...? How about ...? Because ...

Asking Questions for Clarification	Participating in a Discussion	Asking for Reasons and Giving an Explanation

YOUR TASK

- a Imagine that you are on a ship in the ocean. The ship is sinking fast! Luckily, there is a lifeboat!
- b Look at the items on page 137.
- c With your group, decide which things to take on the lifeboat. You can only take five things.

How about a jug of water?



- Form groups. Remember your ground rules for working in groups.
- Work together to decide which five items you will take. Remember to make suggestions and explain your reasons.
- Mark ✓ the five items your group selects.
- Report your group's choices to the class.

Check Your Oracy!

- | | | | |
|---|---|----|-----|
| 1 I followed the ground rules for working together. | 😊 | 😊😊 | 😊😊😊 |
| 2 I made suggestions and explained my reasons. | | | |
| 3 I asked questions when I didn't understand. | | | |



Why is free time important?

- ☐ **Talk** about free-time activities.
- ☐ **Learn** to speak clearly and not too fast.
- ☐ **Write** a diary entry.
- ☐ **Make** a survey.
- ☐ **Plan** what to do in your free time.



What activities
are the children
doing?



Do you like
to do these
activities?




Why is
relaxing
important?



Key Words 1

go to the park
play video games
watch movies
play baseball
cook
exercise



1  Watch the video. Number the activities in the order they appear.

- | | | |
|--|---|---|
| <input type="checkbox"/> exercise | <input type="checkbox"/> go to the park | <input type="checkbox"/> watch movies |
| <input type="checkbox"/> play baseball | <input type="checkbox"/> cook | <input type="checkbox"/> play video games |



2  Watch again. Complete the graphic organizer in the Activity Book.

AB page 122

Reading Strategy: Summarizing

A summary is a short version of a text. It includes the main idea.

1 Read the text. Then, circle the main idea of the text.

Taylor's Collection

Taylor loves to collect toy cars in his free time. He has a huge collection. Taylor's father had a toy car collection. He started it when he was eight years old. One day, he gave Taylor all his toy cars. Taylor buys old toy cars online and new toy cars at toy stores.

- a Taylor collects toy cars in his free time.
- b Taylor's father gave him some toy cars.

2 In pairs, read the text. Mark ✓ the better summary.

Making Scrapbooks

Some children like making scrapbooks in their free time. A scrapbook is an album you decorate in your own way. You can use different kinds of materials like colored paper, stickers, glitter, and yarn. You can include photos, drawings, or items such as cards from special celebrations. Do you have a scrapbook?

- ☐ Making scrapbooks is fun!
- ☐ A scrapbook is an album you decorate. You can use all types of things to decorate your scrapbook.

3 Look at the pictures on pages 141–42. What do you think the story is about?

? What activities can you do in your free time?



Key Words 2



pyramid



date



lentil



lock



key



toothpaste



marble

Life in Ancient Egypt

What do you know about ancient Egypt? The ancient Egyptians lived about 5,000 years ago in the desert, near the Nile River. They created an amazing civilization that lasted for over 3,000 years. They built enormous **pyramids** in the desert, they wrote in hieroglyphics, and they were also great artists.

DIET

What did Egyptians eat every day? Their main food was bread, but they also ate a lot of fruits and vegetables. They ate a lot of onions, garlic, eggs, cheese, and butter. For dessert, they liked honey and **dates**.

At parties, people ate **lentils**, melons, and fish. Do you like lentils? Children ate them a long, long time ago!



HIEROGLYPHICS

The Egyptians invented a system for writing called hieroglyphics. They wrote using symbols and simple pictures to make words. This table shows how the ancient Egyptians wrote different sounds. Can you write your name using hieroglyphics?

HIEROGLYPHIC ALPHABET

	A		B		C		D		E		F
	G		H		I		J		K		L
	M		N		O		P		Q		R
	S		T		U		V		W		X
	Y		Z		CH		KH		SH		

Life in Ancient Egypt

Explore the Text

INVENTIONS

The ancient Egyptians invented many things we use today, such as paper, pens, **locks**, **keys**, and even **toothpaste**!

FREE-TIME ACTIVITIES

Like families today, ancient Egyptians did many different things in their free time. They had parties, they went swimming, and they played board games. Children played with toys, such as toy animals and miniature people. They also had wooden toys with movable parts—for example, a cat with a mouth that opens and closes! Children also played with dolls and balls.



THE LIVES OF EGYPTIAN CHILDREN

Small children in Egypt didn't have any responsibilities. Most children did not go to school. They stayed at home and played. Children from families with lots of money went to school to learn how to read and write, and they studied math and science.

All children played with **marbles**, balls, and spinning tops. They also played games like leapfrog to stay strong.



Leapfrog

Think

How were the lives of ancient Egyptian children similar to your life? How were they different?

1 Circle Yes or No.

- | | | |
|--|-----|----|
| a The Egyptians built pyramids. | Yes | No |
| b They invented a writing system. | Yes | No |
| c Egyptian children didn't play with toys. | Yes | No |
| d All Egyptian children went to school. | Yes | No |



2 Circle the correct answers.

- a What did the Egyptians eat?
onions sandwiches garlic lentils pizza dates cheese eggs
- b Which show Egyptian hieroglyphics?



- c What did the Egyptians invent?
paper cars locks keys toothpaste clocks
- d What did the Egyptian do in their free time?
They had parties. They played baseball. They played board games.

3 Mark ✓ the best summary.

Summary 1

- ☐ The text is about how ancient Egyptians lived. It gives information about their diet, their inventions, and their free-time activities.



Summary 2

- ☐ The text is about how Egyptian children spent their free time.

4 Key Words 3 Find and underline the words on pages 141–42. Then, match the words with the meanings.

- | | |
|------------------|--|
| 1 invent | a from a long time ago |
| 2 responsibility | b something you need to do |
| 3 ancient | c to create something for the first time |

Is free time important when you are at school? Why or why not?



Remember to give explanations.

Grammar: Past Simple Irregular Verbs:
Affirmative and Negative

Ancient Egyptians **went** swimming.
Children **didn't have** any responsibilities.



1 Listen and complete the poem.

flew do ate rode got drew go had

Grandpa, Grandpa!

What did you do in your free time?
Grandpa, Grandpa!

What did you do in your free time,
In your free time, when you were young?

There were very few cars on the street.
I _____ my bike all the time—it was neat!

I played soccer on the sidewalk
And _____ muddy exploring the block.

I _____ big kites high up in the sky
And always _____ Mom's gummy pie.

I _____ fun on long rainy days.
I _____ pictures or played with clay.

I didn't _____ the things you do today.
I didn't _____ to shopping malls or play video games.

I didn't watch videos on a cell phone,
But, boy, I had fun when I was at home!

2 Complete the sentences.

- a My mom _____ ✓ (eat) lentils when she was young.
- b She _____ ✗ (eat) onions.
- c My dad _____ ✓ (draw) pictures when he was young.
- d He _____ ✗ (ride) a bike.

Time to Talk!

Tell a partner what you did in your free time last weekend.
I read stories with my mom.

1 Listen. Match the tongue twisters with the pictures.

- 1 "Why, oh why?" I whine and cry while I sit on my white chair. _____
- 2 Phil, the photographer, takes photos of beautiful elephants. _____



2 Listen. Say the words with *wh* and *ph*.

3 Read. Circle the words with *wh* and *ph*.

- a I can't find my cell phone. Where is it?
- b I learned about graphs in math class today.
- c Which is more dangerous, a white shark or a killer whale?
- d He's going to the pharmacy to get some medicine.

4 In groups, play Make Your Own Tongue Twister.

A white whale with ...



Oracy Skill: Speaking Clearly at the Right Pace

When you give a presentation, it is important to speak clearly and not too fast.



1 Watch the video. Circle Yes or No.



- a At first, Liam asks Emma to speak up.
Yes No
- b Then, Kate asks her to speak more quietly.
Yes No
- c Emma responds by speaking more loudly and, then, not too fast.
Yes No

2 Watch again. Circle the phrases you hear.

Can you be quiet?

Can you speak more slowly?

Can you speak up?

Can you stand up straight?

Let's Practice Oracy! 14, 15

- 1 Form pairs and do the Oracy Time! task.
- 2 Take turns talking about your favorite activity.
- 3 Remember to speak clearly.
- 4 Ask your partner to speak up if necessary.

Oracy Time!

Talk about your favorite free-time activity.

I like going to the park.

I like painting.

Check Your Oracy!

1 I spoke clearly and at the right pace.	Yes / No
2 My classmates asked me to speak up.	Yes / No

Write a Diary Entry

1 Read Lizzy's diary entry and circle the verbs.

Dear Diary,

Today was Saturday, so there was no school. Yay!

I woke up late, took a shower, and got dressed.

Then, I ate a big breakfast: three pancakes, one banana, and a chocolate smoothie!



I usually eat a very small breakfast. I eat cereal with milk.

At 10 a.m., my two best friends came over. We swam at the pool in the park. It was really fun!

Then, we went for ice cream. I had strawberry ice cream. It was delicious!

Right now, I am lying on my bed. I'm watching my favorite movie on my tablet. It's so funny! It's making me laugh!

Today was a great day!



Improve Your Writing: Change Verbs to Show Time

You can talk about what is happening now: I **am eating**.

You can talk about everyday actions: I **usually eat** a small breakfast.

You can talk about the past: I **ate** a big breakfast.

- 2 Reread the diary entry and underline the actions with the correct color.
In **green**, underline the actions that are in the past.
In **orange**, underline the actions that Lizzy does every day.
In **blue**, underline the actions that are happening now.

3 Prepare to write a diary entry in the Activity Book.

AB pages 129–30

1

Listen, look, and repeat.



robot



speak



instructions



fix



broken



cable

2

Read and circle the correct word.

- a That toy **cable** / robot can speak.
- b Jason likes to **speak** / fix in front of the class.
- c Follow the **robot** / instructions to fix the broken toy.

3

Read and complete the text.

cables broken robot fix

Jake saved money to buy a new toy _____. Jake is holding his robot. Suddenly, he drops it on the floor. It doesn't work anymore! It's _____. There are _____ everywhere.

Jake is very sad. But Jake's friend knows a lot about robots. He can _____ the robot!

Reading Strategy: Text-to-Self Connection

When you read a text, you can make a connection between the text and your life or experiences.

1

Read. Who is making a text-to-self connection? Mark ✓.

Winter Walks

It's late in the afternoon. It's winter, and it's very cold. Meg invited Sophia on a nature walk, which is Meg's favorite free-time activity. "Sophia, do you like nature walks?" asks Meg. "It is fun, but I don't like being cold," Sophia replies.

I like nature walks, too.



This text is boring!

2

Read the text. Make text-to-self-connections. Circle Yes or No.



A Very Young Writer

Silvia is only eight years old, and she loves to write. *The Supermarket Race* is her first book. Silvia has a great imagination! She always plays games with her brother and her mom when they go to the supermarket. That is what her first book is about. Every day, Silvia does her homework and plays with her friends. But every night, before bedtime, she writes stories. She wants to write another book!

- | | | |
|---|-----|----|
| a Do you have a great imagination? | Yes | No |
| b Do you play with people in your family? | Yes | No |
| c Do you do your homework? | Yes | No |
| d Do you play with your friends? | Yes | No |
| e Do you write stories? | Yes | No |

3

Look at the pictures on pages 150–53. In pairs, say what you think the story is about.



Time to Talk!

What do you want to do in your free time this weekend?
I want to make a pizza with my dad.





Fix Me!

By José del Astillero

Brad looked angry.

"What's the matter, Brad?" asked his father.

"I want to play with my birthday present—this **robot**. He's named Trex. But he doesn't work!" said Brad angrily. "He doesn't **speak**!"

"Let's see. Did you follow the **instructions**?" asked his dad.

"Yes, Dad. Look. Can you **fix** Trex?"

Brad's father tried and tried to fix me, but I still didn't speak. Brad put me on a shelf with some old and **broken** toys.

Think

Why do you think the toy robot doesn't work?



Brad walked on the ceiling wearing his anti-gravity shoes. He played hopscotch with his hologram bunny. He had fun! But he never looked at me, up on the shelf.

I was sad. I was a toy, but nobody played with me—just because my speaking system didn't work. Why didn't they check my **cables**?

Think

What do you do with your broken toys?





The next day, I had an idea. I stepped on the hover kite and flew over to the notebook. Then, I drew a picture. It showed the problem with my speaking system and how to fix it.

That afternoon, Brad saw the notebook. "Hey, Trex!" said Brad, "How did you get down here? Why did you draw a picture?"

I pointed first to the diagram and then to my body.



Think

How can Trex do so many things?

"Did you draw this to show how to fix you? That's brilliant!" shouted Brad, and he studied the diagram. "So I need to connect these cables?" I nodded.

"Grrrr!" I said.

"What did you say?" asked Brad.

"Da. Ba. Boo. Na. Nee!" These were my first words. Not bad for first words!

Suddenly, I was able to say, "Brad, I thought you were my friend. Why don't you play with me?"

"I am so sorry, Trex. I won't leave you alone anymore."



And Brad took all the old and broken toys down from the shelf and put them on his bed.

"From now on, I'm going to play with all of you! Trex, can you help me repair them?"

Think

Why did Brad's idea about broken toys change?

1 Read the text and mark ✓ the correct answers.

- a Who is telling the story?
☐ Trex, the robot ☐ Brad's father
- b What is wrong with Trex?
☐ He can't walk. ☐ He can't talk.
- c What is Brad going to do with the other broken toys?
☐ Fix them. ☐ Donate them.

2 Read and make text-to-self connections.

In the story ...	In my life ...
Brad has a toy robot, anti-gravity shoes, and a hologram bunny. Brad fixes his broken toys.	I have _____ _____ my broken toys.

3 Number the pictures. Then, retell the story with a partner.



Is a lot of free time bad or good? Why?

Grammar: Past Simple Irregular Verbs: Wh- Questions

Why did you draw a picture?
 Who did Brad put on the shelf?
 What did you say?
 Where did Brad leave the toys?

1 Match the questions with the answers.

- 1 Mark, what did you do in the summer? a I went with my sister.
 2 Where did you take them? b I took baking lessons.
 3 Who did you go with? c At a baking school for kids.

2 Complete the questions with *Who*, *What*, *Where*, or *Why*. Then, complete the answers.

saw ate went sat

- a _____ did you go to the movie theater with? I _____ with my dad.
 b _____ did you sit? We _____ in the last row.
 c _____ did you eat at the movie theater? I _____ popcorn.
 d _____ did you see that movie? I _____ it because I love horror movies!

3 Use your imagination to complete the dialogue. Then, role-play in pairs.

A: What did you do last weekend?
 B: I read a book.
 A: What book did you read?
 B: I read _____.

A: Where did you read your book?
 B: _____.
 A: Why did you choose that book?
 B: Because _____.

Time to Talk!

In pairs, ask and answer about what you did in your free time last weekend.

Remember to speak clearly and not too fast.



1 Listen and mark ✓ Katherine's hobby.



2 Listen again. Match the questions with the answers.

- | | |
|--------------------------------|--------------------------------------|
| 1 What is ventriloquism? | a Mr. Happy. |
| 2 What's the puppet's name? | b In her free time. |
| 3 When does the girl practice? | c Speaking without moving your lips. |

3 Listen again. Mark ✓ the correct answers.

- a Katherine likes ...
☐ painting. ☐ dancing. ☐ ventriloquism.
- b Katherine goes to school and to swimming lessons. Then, she ...
☐ watches TV. ☐ does her homework. ☐ plays the piano.
- c Katherine practices ...
☐ on weekends. ☐ every morning. ☐ after school.
- d Mr. Happy says ... to all the children.
☐ good morning ☐ good afternoon ☐ goodbye

Speaking Clearly at the Right Pace

- Form groups. Do the Oracy Time! task.
- Ask your group members to speak clearly if necessary.
- Complete **Check Your Oracy!** on Activity Book page 137.



Oracy Time!

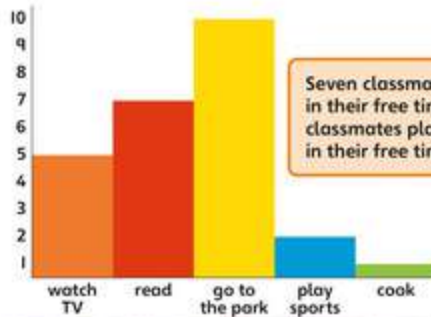
Draw a picture of your hobby. Show it to your classmates and explain what it is.

Values AB page 136

How can we make a survey?

Your challenge is to make a survey of free-time activities.

- Write a list of five free-time activities.
- Make a chart.
- Ask ten classmates if they do those free-time activities: *Do you watch TV in your free time?*
- Make a graph with the answers.
- Report your findings to the rest of the class.



Seven classmates read in their free time. Two classmates play sports in their free time.



Why is free time important?

Look back through the unit. Share your ideas with the class.

AB pages 137–39

SPEAKING MISSION

Before Your Mission

Your mission is to decide what to do in your free time.

- 1 Listen, look, and repeat.



watch videos online



play the piano



swim



go fishing



climb trees



collect insects

- 2 Listen and mark ✓ the activities you hear.

- 3 Listen again. Complete the graphic organizer with free-time activities.

Charlie's Summer Activities	Charlie's Winter Activities

- ? What do you do for fun in the summer and in the winter?
In the summer, I go hiking with my family.

During Your Mission

- 4 Listen to the dialogue and complete the graphic organizer.

Our Weekend Activities			
When?	Activity?	Where?	What Do We Need?
Saturday morning			

- 5 In pairs, decide on three activities to do together this weekend.

Our Weekend Activities			
When?	Activity?	Where?	What Do We Need?

- 6 Using the information from Activity 5, make weekend plans in pairs.



Key Language

What do you want to do on (Saturday morning/afternoon/evening/night)?
Let's (play baseball).
Good idea!
Where do you want to do that?
How about at the (park)?
Sounds good.
What do we need?
We need (a bat, a ball, and a baseball glove).
Great!



What is a hero?

- ☐ **Talk** about heroes.
- ☐ **Learn** to speak in front of an audience.
- ☐ **Write** a personal narrative.
- ☐ **Give** a talk about a hero.
- ☐ **Make** an emergency call.

What can
you see?



Who can be
a hero?



Are the people
in the photos heroes?
Why or Why not?



Key Words 1

hero	generous
save	helpful
brave	caring

- 1 Watch the video. Number the activities in order.
- ☐ plant trees ☐ clean up the park ☐ put out a fire
 - ☐ give children medicine

- 2 Watch again. Complete the graphic organizer in the Activity Book.

AB page 142

Reading Strategy: Captions

The sentences or phrases under a picture can give you more information about the text.

1 Read. Then, look at the picture and mark ✓ the better caption.

- a Cats are animals. ☐
- b Sphynx cats don't have any fur. ☐



Boy Saves Cat

Richard saw a very strange animal in a tree. It was a sphynx cat! The cat was scared. Richard climbed up the tree and rescued the cat. Richard named the cat Marvin.

2 Read. What did you learn from the caption? Mark ✓.



Dial 911 for emergencies

A Heroic Call

Gigi was at her grandma's house. Suddenly, Grandma started feeling very sick. Gigi dialed the emergency number. The paramedics arrived and gave Grandma some medicine. Gigi was very brave. Her grandma feels better now.

- a Gigi is brave. ☐
- b Gigi's grandma is sick. ☐
- c 911 is an emergency number. ☐

3 Look at the photos and captions on pages 163–64. Predict what the text is about.



Can children be heroes? Why or why not?

Key Words 2



healthy



blind



train



smart



scent



heavy



depressed

Animal Heroes

Humans and animals have a very important connection. People depend on animals for food and clothing. Also, wild animals—from little insects like bees to large mammals like whales—help keep our planet balanced and healthy. But what about animals that spend a lot of time with humans? Some of these animals can be real heroes! They help people in many different ways.



A Great Guide

Some dogs help people who are blind. These dogs are called guide dogs. People train them to help disabled people with everyday activities. If you can't see, these dogs can help you get dressed or cross the street. Guide dogs are very smart. They are smarter than ordinary dogs.



Guide dogs wear a special harness.

Think

Imagine you are deaf. You cannot hear. How can a guide dog help you in your daily life?



Animal Heroes



This is Frida. She saved many people after a big earthquake in Mexico in 2017.

Saving Lives!

Special dogs are trained to save people by using their noses! Dogs can smell things better than humans can. A human nose has 6 million **scent** receptors, but a dog's nose has 300 million receptors! There are dogs that look for people who are lost in the wilderness. They use their powerful noses to follow the scent of the person, even if the person is in the middle of a forest! Other rescue dogs can find people when there is a fire or an earthquake. They use their noses to find people who are inside a building and cannot get out.

Animal Power!

Some animals are strong. Donkeys, llamas, and camels can help move people and objects to places where a car cannot drive. Oxen and horses can help pull carts with **heavy** loads for long distances. They can also help farmers plow the land and prepare it for planting.



These horses are pulling a plow, a tool that helps prepare the land for planting seeds.



Think

Imagine a world without animals. What would happen?



Cats and dogs can help people who are lonely.

Love and Affection

Some animals can give people lots of love. Pets help people who are lonely or **depressed**. Many studies show that people who own pets are happier and healthier.

Cats, for example, show affection in different ways. When a cat looks at you, smile! Cats only make direct eye contact with a person they really like. Have you ever heard a cat purr? Purring is a sure sign of cat love!

Explore the Text

8A

- 1 Go back to Activity 3 on page 162. Was your prediction correct? Circle.
Yes No



- 2 Circle T (true) or F (false).

- | | | |
|--|---|---|
| a Some animals spend a lot of time with humans. | T | F |
| b Guide dogs help blind people. | T | F |
| c Dogs use their ears to follow the scent of a person. | T | F |
| d Some animals can help pull heavy loads. | T | F |
| e Cats and other pets are bad for depressed people. | T | F |



- 3 Match the captions with the photos.



- | | | |
|-------------------------------------|------------------------------|--------------------------------|
| a Guide dogs can help blind people. | b This ox is pulling a plow. | c Pets can help lonely people. |
|-------------------------------------|------------------------------|--------------------------------|



- 4 **Key Words 3** Find and underline the words on pages 163–64. Then, match the words with the meanings.

- | | |
|--------------|---|
| 1 affection | a not being able to do what most people can do, for example, seeing |
| 2 disabled | b natural place where there are no buildings |
| 3 wilderness | c feeling of liking or caring for someone or something |



Time to Talk!

Discuss your favorite animal hero from the text on pages 163–64.
My favorite animal hero is ... because ...



Remember to ask your classmates to speak up if you can't hear them.

Grammar: Comparative Forms of Short Adjectives

Guide dogs are **smarter** than ordinary dogs.
People who own pets are **happier** and **healthier**.
Dogs can smell things **better** than humans can.

Comparative Adjectives
smart > **smarter**
happy > **happier**
thin > **thinner**
good > **better**
bad > **worse**

1 Listen and complete the song.

faster funnier sweeter stronger

A hero, a hero!
That's what she is.
She has super-powers.
Guess who she is!

She is _____ than steel.
She is _____ than a seal.
She is _____ than a pear.
She is _____ than a hare.

A hero, a hero!
That's what she is.
My mom, my mom!
My superhero mom!



2 Compare the two heroes.



- a Super Fast is (fast) _____ than Super Strong.
- b Super Fast is (tall) _____ than Super Strong.
- c Super Fast is (thin) _____ than Super Strong.
- d Super Strong is (funny) _____ than Super Fast.
- e Super Strong is (short) _____ than Super Fast.

Time to Talk!

In pairs, compare yourself with other members of your family.
I am funnier than my sister.

1 Listen and chant. Then, underline the words that start with the letters b, f, and v.

The Fabulous Vicky Bee!

I'm a **very** **brave** hero.
There's no one like me!
I can always help you.
I'm the **fabulous** **Vicky Bee**!

I can put out a **fire**
And hold up a **falling** tree!
I can always help you.
I'm the **fabulous** **Vicky Bee**!

I **fly** around the world,
Just checking who needs me.
You only have to shout,
"Help me, help me, **Vicky Bee**!"



2 Listen and repeat the words that start with b, f, and v sounds.

3 Listen and match. Then, practice saying the tongue twisters.
How fast can you say them?

- a Ben, Buddy, and Burt bounce the big blue ball.
- b Freddy the friendly farmer fixes the fence.
- c Veronica the vet has a very vibrant viper.



Oracy Skill: Speaking in Front of an Audience
When we speak in front of an audience, it is important to look up and make eye contact.



1 Watch the video. Circle the correct answers.

Presentation 1



- a Jack looks confident.
- b Jack is making eye contact.
- c Jack is not looking up at the audience.
- d Jack is speaking clearly.
- e Jack is not speaking clearly.

Presentation 2



- 1 2
- 1 2
- 1 2
- 1 2
- 1 2

2 Watch again. Circle the expressions you hear.

Why?

My topic today is ...

Let's ...

This is ...

Can you speak up?

Let's Practice Oracy! 16, 17

- 1 Read the **Oracy Time!** topic. Prepare a short presentation.
- 2 Form small groups. Take turns giving your presentations.
- 3 Remember to look up at your audience and make eye contact.

Check Your Oracy!

1 I looked up at the audience.	Yes / No
2 I made eye contact.	Yes / No
3 I spoke clearly and at the right pace.	Yes / No



Oracy Time!

Who are the heroes in your life? Explain why they are your heroes.

Write a Personal Narrative

1 Read the personal narrative. Then, circle **T** (true) or **F** (false).

My Personal Hero

My grandpa lives with us, and I spend a lot of time with him. Grandpa is a teacher, and he works very hard every day. He likes to teach adults to read. He does not get paid for this work, but it makes him happy. He does it to help people. I am really proud of him!

When Grandpa comes home in the afternoon, he helps me with my homework. Then, we go to the park, and we play on the swings. When we come back home, we play video games. My grandfather is old, but he has a lot of energy!

My grandpa is my personal hero! He's a generous person, and he's also very kind. I want to be like him when I grow up!



- a The text is about personal experiences.
- b The text doesn't have a title.
- c The text doesn't express any feelings.

T F
T F
T F

2 Reread the text. Then, underline the sentences with **and** and **but**.

3 Prepare to write a personal narrative in the Activity Book.

Improve Your Writing: Conjunctions

A conjunction joins two sentences together. Use **and** to join two similar ideas:
He is a firefighter, **and** he is very brave.
Use **but** to join two contrasting ideas:
He is very brave, **but** he is careful when he fights a fire.

- 1 Listen, look, and repeat.



itchy



hives



swell



allergic reaction



bracelet



emergency

- 2 Read and match.

- I need to scratch my arm. It's very
- My arm is red. I'm breaking out in
- A bee stung me. My finger is starting to
- My mother gave me a special
- She's having an

- allergic reaction.
- swell.
- bracelet.
- itchy.
- hives.

- 3 Read and complete the text with the words from Activity 1.



Liz eats a peanut butter sandwich at Leo's house. She feels funny. Her legs are _____, so she scratches them. Suddenly, she starts breaking out in _____. Then, her lips and eyes start to _____. "What's wrong with Liz?" asks Leo. "Let me look at her medical _____," says Mom. "Liz is allergic to the peanuts in the bread! She's having an _____. This is an _____! Call an ambulance!"

Reading Strategy: Predicting from Titles

The title of a story can give you clues about what the story is about.

- 1 Read the title and mark ✓ the best prediction.

The Trash Heroes

I think the story is about ...

☐ people who pick up trash.

☐ people who leave trash on the ground.

- 2 Read the text. Was your prediction correct?

The Trash Heroes

Oliver lives in a small town near the beach. One day, he notices that there is a lot of trash on the beach. Oliver is sad. He decides to do something about it. Oliver and his friends pick up the trash from the beach every day for one month. The beach is clean again. Oliver feels happy.



- 3 In pairs, read the title and answer the questions.

A Very Cold Rescue

- What do you think the story is about?
- Which words in the title give you clues?

- 4 Read the story. Was your prediction correct?



A Very Cold Rescue

Danielle rides her horse Snowflake to the lake in the winter. The lake is frozen. Danielle is very excited. She goes ice skating while Snowflake watches her from the shore. Suddenly, Snowflake gets too close and falls through the ice! Danielle calls 911 on her cell phone. The police and the firefighters come very fast. They help get Snowflake out of the ice. The horse is safe now!

- 5 Read the title of the story on pages 172–75. Predict what the story is about.



Who is your personal hero? Why?
My personal hero is ... because ...

Emergency!

By Mark Sander

"Come on, Cesar. Just play for a little while." Some of the neighborhood kids were finishing their turkey sandwiches in the park. They were having a picnic, and now they wanted to play soccer.

"No, thanks." Cesar didn't like playing sports. He was happier sitting under a tree with a book in his lap.

"I knew it," his older sister Brie said. "He always has his nose in a book. He thinks he's the smartest person in the world."

It is true, he thought—the part about always reading something. But it wasn't true that he thought he was the smartest. He was the quietest, maybe, or the shyest. But he wasn't the smartest. Brie was the smartest. She was the bossiest, too.

Cesar opened his book and forgot about the game.

Think

Brie asks you to play soccer with the other kids. Do you accept? Why or why not?



"What's wrong, Devin?" Riley asked. Devin was the youngest, but he was the best player. He had slowed down a lot. Then, he stopped on the field.

Riley was worried. So was Amalia, who didn't worry about anything. "Are you OK?" she asked. Devin didn't look normal.

"I just feel a little weird," said Devin. Then, he sat down on the grass.

"What are those spots?" Manuel asked. "There, on your arms?"

"Um, I don't know," Devin said.

Suddenly, Cesar looked up from his book. "Spots? Are they red?"

"Yeah," said Brie.

"And itchy?"

"Yes," said Devin. His voice sounded funny.

Think

Are you allergic to anything? To what? What are your symptoms?



Emergency!

Cesar dropped his book and ran over. "Uh-oh. Those look like **hives**. Your voice sounds scratchy, too."

"Look, his lips are **swelling**!" Amalia shouted. Devin had trouble talking.

"What's going on?" Brie cried.

"He's having an **allergic reaction**!" Cesar said. Then, he started giving commands. "Brie, call 911 on your cell phone! Manuel, help Devin lie on his side in case he gets sick! Make sure he can breathe! Amalia, look for a medical **bracelet**! Riley, call Devin's parents!"

Think

Imagine you are with a friend. Your friend has an allergic reaction. What do you do?



"It was the mustard on the turkey sandwich," the doctor said. Then, he congratulated Cesar for taking charge and getting Devin to the hospital so quickly.

"Devin never had an allergic reaction before! We are so lucky you were there!" Devin's mom called Cesar a hero and messed up his hair. Cesar looked embarrassed.

"You were really calm!" said Manuel.

"And you knew what was wrong and exactly what to do!" Amalia added.

"Maybe you are the smartest after all," said Brie. "But it's a good thing you can be the bossiest during an **emergency**, too!"

Think

Do you think Cesar is a hero? Why or why not?

1 Go back to Activity 5 on page 171. Was your prediction correct?

2 Match the names with the characters.

Devin

Cesar

Brie

Amalia

Manuel

Riley



3 Circle T (true) or F (false).

- | | | |
|--|---|---|
| a The children were having a party. | T | F |
| b Cesar was happier playing sports than reading. | T | F |
| c Brie is Cesar's older sister. | T | F |
| d Devin had an allergic reaction. | T | F |
| e Brie is the hero of the story. | T | F |

4 Number the pictures. Then, retell the story with a partner.



Remember to speak clearly and not too fast.

Grammar: Superlative Forms of Short Adjectives

He thinks he's the **smartest** person in the world.
He was the **quietest**.

Superlative Adjectives

smart → **smartest**
funny → **funniest**
big → **biggest**
good → **best**
bad → **worst**

1 Look and compare the superhero animals. Circle the correct words.



smart ★★★ fast ★
big ★ strong ★
funny ★★★



smart ★ fast ★★★
big ★ strong ★★
funny ★★



smart ★★ fast ★
big ★★★ strong ★★★
funny ★

- a Super Turtle is the **smartest** / **fastest**.
b Super Kangaroo is the **biggest** / **fastest**.
c Super Elephant is the **biggest** / **smartest**.

2 Look and complete the sentences with the correct form of the adjective.

strong young old funny

- a Super Kangaroo is the _____.
b Super Turtle is the _____.
c Super Elephant is the _____ and the _____.

3 Which of the superhero animals is your favorite? Why?

Time to Talk!

Form groups. Imagine you are a superhero.
What's your superhero name?
What are your super-powers?

1 Listen. Who is Carla? Mark ✓.



2 Listen again. Number the pictures in order.



3 Listen again. Match the questions with the answers.

- | | |
|--------------------------------------|--|
| 1 Who is Carla? | a It was trapped in the building. |
| 2 What does she do? | b A firefighter. |
| 3 Why did she get an emergency call? | c She puts out fires and rescues people and animals. |
| 4 Where was the cat? | d Because a building was on fire. |
| 5 Did she rescue the cat? | e Yes, she did. |

Values AB page 156

How can we talk about heroes?

Your challenge is to give a talk about a hero.

Remember to look up at the audience and make eye contact when you give a presentation. Complete **Check Your Oracy!** in the Activity Book on page 157.

- 1 Do some research on world heroes and choose one.
- 2 Draw a picture of the person on a piece of white posterboard.
- 3 Write information about the person.
- 4 Present your hero to your classmates.

This is Helen Keller. She was born in Alabama in the U.S.A. in 1880. She was blind and deaf. She was a writer.

HELEN KELLER

Born June 27, 1880
Died June 1, 1968

Birth Place: Alabama in the USA

Best Known for:
She was blind and deaf.
She helped many disabled people.
She was a writer.



What is a hero? Look back through the unit. Share your ideas with the class.

AB pages 157-59

SPEAKING MISSION

Practice making an emergency call.

Before Your Mission

- 1 Listen, look, and repeat.



telephone number



address



fall down



hurt



ambulance



hurry

- 2 Listen and complete the form.



911 EMERGENCY FORM

Name: _____
 Address: _____
 Telephone Number: _____
 Type of Emergency: _____

- ? Would you like to be a hero? Why or why not?

During Your Mission

- 3 Work in pairs. Choose an emergency and complete the information.



car accident



cat in a tree



fire



broken arm



allergic reaction



snake bite

911 EMERGENCY FORM

Name: _____
 Address: _____
 Telephone Number: _____
 Type of Emergency: _____

- 4 In pairs, role-play calling 911 for help.






Key Language

What's the problem?
 I need help!
 Please stay calm.
 What's your name?
 And your address?
 What's your telephone number?
 An ambulance is on the way.
 Please hurry!





How do inventions change our lives?

-  **Talk** about inventions.
-  **Learn** to sequence information.
-  **Write** an informational text.
-  **Make** a chart of important inventions.
-  **Give** an end-of-the-year presentation.



What can you see?



What do we use these inventions for?



Which of these inventions is the most important? Why?




1 93



Key Words 1


shampoo	bicycle
toothbrush	ship
wheel	computer



1  93 Watch the video. Number the inventions in the order they appear.

- | | | | |
|-------------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> bicycle | <input type="checkbox"/> ship | <input type="checkbox"/> computer | <input type="checkbox"/> shampoo |
| <input type="checkbox"/> toothbrush | <input type="checkbox"/> wheel | | |



2  93 Watch again. Complete the graphic organizer in the Activity Book.

AB page 162

Reading Strategy: Fact or Opinion

A fact is something you can prove is true. An opinion is what you think.

- 1 Read the text. Underline the facts in green and the opinions in blue.

Jeans

Jacob W. Davis and Levi Strauss invented jeans in 1873. Cowboys and miners used them. Today, lots of people wear jeans. Jeans are the best! The most common color is blue, but jeans can be black, white, red, pink, or even green! Jeans are very comfortable. I have four pairs.



- 2 Read and circle *Fact* or *Opinion*.

Who Invented the Camera?

I love taking pictures with my smartphone. I like taking selfies and pictures of my pets. But who invented the camera? Louis Daguerre was a French inventor. He invented the camera in 1839. The first camera was very big. It was made of wood. It took black and white pictures. Black and white pictures are really interesting. But my favorite pictures are taken on my cell phone using funny filters.



- | | | |
|--|------|---------|
| a Louis Daguerre was a French inventor. | Fact | Opinion |
| b He invented the camera in 1839. | Fact | Opinion |
| c Black and white pictures are really interesting. | Fact | Opinion |

- 3 Look at the pictures on pages 185–86. What do you think the text is about?



Are all inventions good? Why or why not?

92

Key Words 2



inventor



toaster



heat



cotton candy



chewing gum



telescope



printing press

93

Inventions in Our Everyday Lives

Think of the things you use every day: soap, your toothbrush, shoes, books, lights ... Where did all these things come from? Who invented them? Let's look at some amazing inventions and **inventors**.

Crayons

Crayons were invented in 1903. The first box only had eight colors: black, brown, blue, red, purple, orange, yellow, and green. It cost five cents! Today, you can get different kinds of crayons: crayons that you can see in the dark, crayons that smell like fruit, and crayons that change colors. There are crayons that you can use to write on a wall, and then you can wash them off! Which is your favorite kind?



Tip: You shouldn't leave crayons out in the sun. They will melt!

The Toaster

Toast with butter is delicious. Yum! The modern **toaster** was invented in 1926. It **heated** both sides of the bread and then popped it out. The toast was ready to eat! Before the invention of the toaster, people heated one side of the bread and then turned it over to heat the other side. The bread sometimes got burnt!



Tip: You shouldn't eat burnt toast. It isn't healthy for you!

Inventions in Our Everyday Lives

Yummy Inventions

Do you like cotton candy? It was invented in 1897. At first, it was called Fairy Floss, and it was pink. Today, you can get cotton candy in many colors and flavors, such as strawberry, lemon-lime, and banana!

What about **chewing gum**? Long ago, the Maya Indians chewed a natural gum that came from the liquid inside a tree. The first modern chewing gum was sold in 1848 in the U.S.A. It didn't contain any sugar!

Tip: You should eat only a little sugar, to keep your teeth healthy.



Lots of people love chocolate. People in Mexico and Central America started making chocolate over 2,000 years ago! They made a chocolate drink without sugar. It was very bitter. The first chocolate bar was made in England in 1847. It contained sugar, and it tasted delicious.



Famous Inventors

Galileo invented the first **telescope** in 1609. With his telescope, he saw the mountains on the moon! Thanks to this invention, we can see the planets and the stars and can study the universe.



The Wright Brothers invented the airplane. They were the first people to travel in an airplane, on December 17, 1903. It was a small plane. The flight only lasted 12 seconds, but it was amazing!



Johannes Gutenberg invented the **printing press** between 1440 and 1450. Thanks to this invention, people have books to read!

Think

Which of these is your favorite invention? Why?

Explore the Text

9A

1 Read and match.

- It didn't contain any sugar!
- It heated both sides of the bread.
- It was pink.
- The first box only had eight colors.

- cotton candy
- chewing gum
- crayons
- toaster

2 Write F for Fact and O for Opinion.

- Crayons were invented in 1903. ____
- Toast with butter is delicious. ____
- Cotton candy was called Fairy Floss, and it was pink. ____
- The Maya Indians chewed a natural gum. ____
- The first chocolate bar was delicious. ____
- The first airplane flight was amazing! ____
- Gutenberg invented the printing press. ____



3 Key Words Find and underline the words on pages 185–86. Then, match the words with the meanings.

- | | |
|----------|--|
| 1 melt | a made black by heat |
| 2 burnt | b journey on an airplane or spaceship |
| 3 flight | c to turn something from solid to liquid |

Time to Talk!

Choose an invention from the text on pages 185–86. Draw a picture and say what you remember about the invention.



Remember to speak clearly when you talk about the invention you choose.

Grammar: *Should* for Recommendations

You **should** eat only a little sugar, to keep your teeth healthy.
You **shouldn't** leave crayons out in the sun.

1 Listen to the chant. Write *should* or *shouldn't*.

Inventors, Inventors!

Inventors, inventors,
You make amazing stuff.
Here are some ideas
For you to think of!

You _____ invent a huge machine
To keep the oceans blue and clean!

You _____ invent crayons that fade
So we can use paper again and again!

You _____ invent a timer for the shower
So we can save lots of water!

You _____ make things that pollute the
air. Just invent things that show the world you
care!



2 Look and give suggestions. Then, complete the sentences.

play in the rain rest
take vitamins eat ice cream

- a You should _____
- b You should _____
- c You shouldn't _____
- d You shouldn't _____



Time to Talk!

In pairs, say what you should and shouldn't do at school.

1 Listen to the chant. Then, label the pictures.

The *th* Chant

Let's start with a *t*
And then add an *h*.
T and *h*,
T and *h*.

Put them together,
Make a new sound!

Say it like this:

Th, th, th,

Th, th, th.

Thunder,

Thirty, theater!

Or say it like **this**:

Th, th, th,

Th, th, th.

Mother,

Feather, weather!



thunder



theater



weather

2 Listen. Say the words with the *th* sounds.

3 Underline the words with *th*. Then, listen and repeat the sentences. How fast can you say each sentence?

- a The theater is between Third and Fourth Avenue.
- b I think that the thin dog belongs to them.
- c My mother and father are watching the game.
- d Thad is an inventor. He never stops thinking!

Thirsty!



4 Play How Do You Say That?

Oracy Skill: Sequencing Information

When you give a presentation, it is important to organize the information and put it in order.



- 1 Watch the video. Number the words in order.



- ☐ Finally. ☐ Then.
☐ Next. ☐ First.

- 2 Watch again. Circle the correct answers.

- a Does Kate present the information in order? Yes No
 b Which word does she use at the beginning? First, Then,
 c Circle the other words or phrases Kate uses to present the information in order.
 Good job! Then, I think ... Next, Finally, I agree.

Let's Practice Oracy! 18, 19, 20, 21

- Work in pairs. Do the Oracy Time! task.
- Present your exercise routine to the class. Remember to organize your routine and use sequence words.
- The class should follow your routine.
- Which routine was the hardest? The most fun? Vote as a class.

Oracy Time!

Invent an exercise routine. Write down the steps and then practice them.

First, jump up and down ten times. One, two, three ...

Next, move your arms in circles 15 times. One, two, three ...

Check Your Oracy!

1 We organized our routine and presented it in order.	Yes / No
2 We used sequence words.	Yes / No
3 The class followed our routine.	Yes / No

Write an Informational Text

- 1 Read the informational text. Then, complete the sentences.

An Amazing Invention!

The television, or TV, is an amazing invention. Televisions receive signals, which they turn into sounds and pictures on a screen. Many inventors around the world worked to create the television. At first, the images on TVs were black and white. In 1941, a Mexican inventor, Guillermo González Camarena, invented the color TV.

The first TV sets looked like boxes, and they used an antenna. The antenna received the signal. Today, televisions are flatter and receive a digital signal.



color television information invention

- a The text contains _____ about a subject.
 b The text is about the history of _____.
 c Many inventors worked on this _____.
 d González Camarena invented the _____ TV.

Improve Your Writing: Add -ed to Show Past Actions

With regular verbs, add **-ed** to show that the action happened in the past.
 want + **ed** = **wanted** play + **ed** = **played**
 plan + **ed** = **planned** cry + **ed** = **cried**

- 2 Underline the verbs with -ed endings in the text.

- 3 Prepare to write an informational text in the Activity Book.



Is there anything you want to invent? What?

AB pages 169-70

1



Key Words 4

Listen, look, and repeat.



jar



knock over



predict



weather



observation



own

2 Read and write the correct word. In pairs, compare your answers.

- a You can keep marbles or coins in this: _____
- b Looking at someone or something carefully: _____
- c To have something that is yours, like a toy or a pet: _____
- d The conditions outside—for example, it's rainy and cold: _____

3 Read and complete the text.

predict weather knocked over

What a crazy day! The _____
is terrible. It's windy and rainy outside.
My cat came in through the window and
_____ my mom's favorite
plant. What a mess!
I can _____ the future. My
mom will be very mad when she comes home!



Reading Strategy: Understanding the Meaning of Words in Context

Some words in a sentence or paragraph can help you understand the meaning of a new word.

1 Read and do the tasks.



A Cool New Invention: Pen Cap Eating Utensils

One day, I was at school. I wanted to eat my lunch, but I forgot my fork, spoon, and knife—all my eating utensils. My mom told me about the Pen Cap Eating Utensils. The next day, we bought some online!

- a Underline the words that help you understand the meaning of *utensils*.
- b Mark ✓ the meaning of *utensils*.
☐ tools to eat with ☐ tools for working in the garden

2 Read and do the tasks.

A Cool New Invention: Clean-Clothes Spray

My dad doesn't like doing the laundry. He really dislikes washing all our dirty clothes, like our jeans, shorts, socks, and T-shirts! So I decided to do something about it. I invented a clean-clothes spray. No more doing the laundry! You just spray the dirty clothes with this special spray and it cleans them and makes the clothes smell great! Amazing!



- a Underline the words that help you understand the meaning of *do the laundry*.
- b Mark ✓ the meaning of *do the laundry*.
☐ wash and dry clothes ☐ donate clothes

3 Look at the pictures on pages 194–97. Predict what the story is about.



What famous inventions do you know about?



The Weather Cat

By Lucy Pawlak



"Mom!" shouted Mike. "Fluffy ate my homework again!"

Fluffy was Mike's big white cat. Fluffy ate everything. She ate the flowers in the garden and the soap in the bathroom. She ate Mike's slippers and even the legs of the dining room table. Fluffy was a very unusual cat.

Fluffy often ate Mike's homework, but Mike's teachers didn't believe him.

"Only dogs eat homework, not cats!" they said.

"May I do the homework again, please?" Mike always asked.

 **Think**

What can Mike do so that Fluffy doesn't eat his homework?

One day, Fluffy did something really crazy. She ate Mike's science homework. But it wasn't a homework assignment in his notebook. It was a science experiment with lots of tiny blue crystals. The crystals were inside a glass jar on Mike's desk. Fluffy knocked over the jar and ate some of them.

"Can I see those crystals, please?" asked Mike's mom.

"Sure, Mom! Look! Here are a few crystals that Fluffy didn't eat."

He pointed to the floor. In the bright sunlight coming through the window, the crystals sparkled like stars.

"Those crystals don't look like something that a cat should eat. I hope Fluffy will be OK!" said Mike's mom.

"Look at her!" said Mike. "She's blue!"

It was true. Fluffy was bright blue, just like the crystals! She licked her mouth and paws with her blue tongue!



 **Think**

What do you think the blue crystals are for?

The Weather Cat

The next day, it was raining. Mike went to school without the blue crystals, and his science teacher was not happy. When he came home that afternoon, he saw that Fluffy was pink.

The following day, it was sunny. Mike felt happy because Fluffy was not sick. She was just pink!

Fluffy changed colors a lot over the next weeks and months. Mike began to notice something very strange. When Fluffy turned pink, it was always sunny the next day. When Fluffy was blue, it rained the next day. When Fluffy was green, the next day was cloudy. When Fluffy was purple, it snowed the next day.



Think

Fluffy's color changes based on the weather. What do you think Mike can use Fluffy for?



"Hey, Mom," said Mike one day, "I think that we can **predict** the **weather** by watching Fluffy. I think the blue crystals made Fluffy change color. And the colors show us what the weather will be the next day!"

"Wow, Mike! That's an amazing **observation**!" she replied.

Mike decided to experiment some more. A few months later, he became famous for inventing the Weather Cat. Soon thousands of people **owned** one.

Everyone agreed that Weather Cats were the best way to predict the weather!

Think

What are some ways you can predict the weather?

1 Circle T (true) or F (false).

- | | | |
|---|---|---|
| a Fluffy is a typical cat. | T | F |
| b Fluffy ate some blue crystals. | T | F |
| c Fluffy turns pink one day before it is sunny. | T | F |
| d Fluffy turns blue one day before it is snowy. | T | F |
| e Mike's observation helped him invent the Weather Cat. | T | F |

2 Read the sentences from pages 194–97. Circle the words that help you understand *sparkled* and *licked*.

- a In the bright sunlight coming through the window, the crystals **sparkled** like stars.
- b It was true. Fluffy was bright blue, just like the crystals! She **licked** her mouth and paws with her blue tongue!

3 Number the pictures. Retell the story with a partner.



Can children be inventors?
Why or why not?

Grammar: *May* and *Can* for Permission

May I do the homework again, please? Yes, you **may**. No, you **may not**.
Can I see those crystals, please? Yes, you **can**. No, you **can't**.

1 Match the questions with the students.

Can I sharpen
my pencil?

May I wash
my hands?

May I drink
some water?

Can I borrow
your crayon?



2 Read and match.

- | | |
|-----------------|--------------------------|
| 1 May I use | a in? |
| 2 Can I open | b a friend to the party? |
| 3 May I come | c your phone? |
| 4 Can she bring | d the window? |

3 Read and write the correct answer.

- | | |
|--|---------------|
| a Can I watch TV? <input checked="" type="checkbox"/> | No, you _____ |
| b May I come in? <input checked="" type="checkbox"/> | _____ |
| c May we play outside? <input checked="" type="checkbox"/> | _____ |
| d Can he come with us? <input checked="" type="checkbox"/> | _____ |

Time to Talk!

In pairs, role-play asking for permission from one of your parents.
Dad, may I visit my friend? No, you may not. It's too late.

1 Listen and mark ✓ what the children are talking about.



2 Listen again. Number the pictures in order.



3 Listen again and match.

- | | |
|----------------------|---------------------------------------|
| 1 The children want | a invented paper straws in the 1800s. |
| 2 Plastic straws are | b some lemonade. |
| 3 Marvin Stone | c bad for the environment. |
| 4 Burak decides | d he doesn't want a straw. |

Sequencing Information

- In pairs, do the **Oracy Time!** task.
- Present your robot to the class. Explain what your robot does every day. Remember to use *First*, *Next*, *Then*, and *Finally*.
- Complete **Check Your Oracy!** on Activity Book page 177.



Oracy Time!

Imagine that you have a robot that helps you at home. Write a list of what the robot does every day. Draw a picture of your robot.

Values AB page 176

How can we recognize the importance of inventions?

Your challenge is to determine the three most important inventions that you cannot live without.

- Brainstorm** important inventions in small groups.
- Choose** the three most important inventions that you cannot live without. Write a list.
- Make** a chart on a piece of white posterboard.
- Draw** a picture for each invention and write the reason you cannot live without the invention.
- Present** your chart to the class.

I can't live without books. I need books to use my imagination.



How do inventions change our lives?

Look back through the unit. Share your ideas with the class.

AB pages 177-79

1 Read and match.

- | | |
|--|---|
| 1 Speaking clearly and at the right pace means | a organizing it and putting it in order. |
| 2 It is important to look up and make eye contact when | b speaking so that your audience understands, and not too fast. |
| 3 Sequencing information means | c you give a presentation. |

2 In pairs, complete the table.

This is ... Then, First. Can you speak more slowly?
Finally, Look at this ... Next, Can you speak up?

Speaking Clearly and Not Too Fast	Speaking in Front of an Audience	Sequencing Information

YOUR TASK

- a You and a group of classmates are going to give an end-of-the-year presentation.
- b Choose a topic on page 203.
- c Work together to prepare your presentation.



Topics



Inventions



Heroes



Your Neighborhood



Your Community



Celebrations



Food



Music



Musical Instruments



Dinosaurs



Hobbies

- Form groups. Remember your ground rules for working in groups.
- Work together to choose the topic you want to present.
- Work together to prepare your presentation. Write it out and practice it.
- Your group can draw pictures, make crafts or a poster, wear costumes, bring in props or music, etc.
- Present your topic to the class.
- Remember to ask questions about your classmates' presentations and give them positive feedback.

Check Your Oracy!

- | | | | |
|--|---|---|---|
| 1 I organized the information I presented. | 😊 | 😊 | 😄 |
| 2 I looked up and made eye contact. | | | |
| 3 I spoke clearly and at the right pace. | | | |

affection *noun* a feeling of liking or caring for someone or something

alarm *noun* a bell or light that shows there is danger

allergic reaction *noun phrase* when something you eat, drink or touch makes you itchy or sick

ancient *adjective* from a very long time ago

ash *noun* the soft gray powder that is left after something has burned

balloon *noun* a small, round, colored bag that you blow air into

banana *noun* a long fruit that is yellow outside and white inside, and is soft and sweet

barbershop *noun* a place where someone cuts men or boys' hair

beach *noun* an area of sand beside the ocean or a lake

bicycle *noun* a vehicle with two wheels. You sit on it and move it by pushing the pedals with your feet.

birthday *noun* the date that you were born, that happens every year

blind *adjective* not able to see

bored *adjective* feeling that there is nothing interesting or nothing to do

bracelet *noun* a piece of jewelry that you wear around your arm near your hand

brave *adjective* willing to do dangerous or difficult things

bread *noun* a food made from flour, water, and other things that are mixed together and baked

break *noun* a time to rest

broken *adjective* damaged or not able to work anymore

building *noun* something like a house, store, or school that has walls and a roof

burnt *adjective* made black by heat

cable *noun* a wire that electricity goes through

cake *noun* a sweet food that is baked

candle *noun* something you burn to make light. It is made of wax.

candy *noun* a sweet food made of sugar or chocolate

caring *adjective* kind and liking to help other people

carnivore *noun* an animal that eats only meat

carrot *noun* a long orange vegetable

celebrate *verb* to do something fun because of a special day, for example eat or dance

chew *verb* to use your teeth to make food into smaller pieces

chewing gum *noun* a type of candy you chew on, but do not swallow

chicken *noun* meat from a bird kept on farms for its eggs and its meat

child *noun* a boy or girl younger than 12 years old

child prodigy *noun* a young person with special abilities

city *noun* a very big town

classical music *noun* music that comes from Europe and was written in the 18th and 19th centuries

cloud *noun* a gray or white shape in the sky, made of water, dust, or smoke

coin *noun* a small piece of metal used as money

composer *noun* a person who writes music

composition *noun* a piece of music that someone has written

computer *noun* a machine that can store and find a lot of information very quickly

conductor *noun* someone whose job is to take the tickets on a train

cook *verb* to make food ready to be eaten

cornfield *noun* an area of land that is used for growing corn

cotton candy *noun* a large, soft, colored candy made of sugar

cover *verb* to put a cloth on top of something; to hide something

crack *noun* a very narrow space between two parts

dangerous *adjective* able to hurt or harm you

dark *adjective* with little or no light, so you cannot see

date *noun* a sweet fruit that comes from a palm tree

daylight *noun* the light from the sun

depressed *adjective* very sad for a long time

detective *noun* someone whose job is to find out who did something wrong or bad

die *verb* to stop living

dinosaur *noun* a kind of animal that lived a very, very long time ago

disabled *adjective* not being able to do what most people can do, for example, seeing

disappear *verb* to not exist anymore

doctor *noun* someone whose job is to help people who are sick or hurt

dough *noun* a soft mixture that you bake to make bread. It is made of flour, water, and other ingredients.

dry *adjective* with no water, or with no rain

dust *noun* very small pieces of dry dirt

earn *verb* to get money for work that you do

emergency *noun* something dangerous that happens suddenly, so that you need to do something fast to help

exercise *verb* to play and move so you can be strong and healthy

exhibit *noun* something at a museum you can look at, for example a picture or old coins

extinction *noun* a situation in which a type of animal or plant doesn't exist anymore

fire *noun* something that burns things, and is often yellow or orange

fire station *noun* a building where fire trucks are kept and where firefighters work and stay

firefighter *noun* someone whose job is to stop fires

fix *verb* to make something work again or make something into one piece again, after it was broken

flashlight *noun* a small light that you can hold in your hand

flight *noun* a journey on an airplane or spaceship

flour *noun* powder made from wheat and used for making bread, cakes, pasta, and many other foods

folk music *noun* the music from a particular country or group of people

fossil *noun* a bone, shell, or the shape of plant or animal that has become rock

furniture *noun* things such as chairs, tables, and beds that you use in a house

generous *adjective* giving money, help, or kindness when you do not have to

give *verb* to let someone have something and keep it

glass *noun* a container for drinks

go to the park *verb phrase* to go to a place that has a lot of grass and trees, where you can run and play

greet *verb* to say "hello" to someone

ground *noun* land outside of buildings, that has dirt, grass, or plants on it

grow *verb* to get bigger, taller, or longer

guitar *noun* a musical instrument made of wood with six strings on top. You move the strings with your fingers to make music.

healthy *adjective* strong and not sick

heat *verb* to make something hot or warm

heavy *adjective* weighing a lot, and so difficult to move or lift

helpful *adjective* doing things to help

herbivore *noun* an animal that eats only plants

herd *noun* a large group of the same kind of animal, that live and eat together

hero *noun* someone who helps people or animals in trouble, especially when this is difficult or dangerous

hill *noun* an area of land that is higher than the land around it

hit *verb* to touch something suddenly and very hard

hives *noun* red, itchy areas on someone's skin

hospital *noun* a building where you go when you are sick or hurt, and doctors and nurses help you

ice cream *noun* a cold, sweet food made from milk

instructions *noun* writing that tells you how to do, make, or use something

invent *verb* to create something for the first time

inventor *noun* someone who makes something new for the first time

invite *verb* to ask someone to come to a place or do something with you

itchy *adjective* making you want to scratch your skin

jar *noun* a glass container used to store food. It has a wide opening at the top and a lid.

job *noun* the work that someone does

key *noun* a piece of metal you put in a lock to open or close it

keyboard *noun* a musical instrument with black and white keys like a piano, but smaller

knock over *phrasal verb* to make something fall down

lake *noun* a large area of water with land all around it

lentil *noun* a very small, round bean that is cooked in water

light *verb* to make something start to burn

lock *noun* something that stops people from opening a door. You put a key in a lock to open it.

loud *adjective* making a lot of noise

lute *noun* a musical instrument that is a round box made of wood with many strings on top. You move the strings with your fingers to make music.

mammal *noun* a kind of animal that drinks milk from its mother's body when it is young

marble *noun* a small ball made of glass or rock, that is used in children's games

meet *verb* to see and talk to someone for the first time

melt *verb* to turn something from solid to liquid

migrate *verb* to move to a different place every summer and winter, for example, to find food or water

milk *noun* the white drink we get from cows and sometimes from goats or sheep

mix *verb* to put different things together and make them into one thing

mountain *noun* an area of land that is very high

museum *noun* a building where you go to see art or other interesting things

musician *noun* a person who plays a musical instrument, especially as a job

mystery *noun* something that you can't explain

neck *noun* the part of the body between the head and the main part of the body

neighborhood *noun* the area around where you live or work in a town

nighttime *noun* the time in the day when it is dark

observation *noun* the action of seeing and paying attention to something

open *verb* to take the paper, box, or bag off something so it is not covered

oven *noun* a large thing in the kitchen that you put food inside to cook it

own *verb* to have something that belongs to you

party *noun* a time when people are together to have fun and talk, eat, dance, or play games

pasta *noun* a food made from flour, water, and sometimes egg, that is usually cooked in water

path *noun* a small road for a person to walk on, that is not used by cars

piano *noun* a large musical instrument with black and white keys that you push to make music

plate *noun* a flat, round dish that you eat from or serve food from

play baseball *verb phrase* to play a sport in which you hit and catch a ball and run

play video games *verb phrase* to play a game on a computer or television

popular *adjective* liked by many people

predict *verb* to say what will happen in the future

present *noun* something that you are given, for example, on your birthday

printing press *noun* a machine that prints books, newspapers, or magazines

pyramid *noun* a big building with a square bottom, four sides like triangles, and a point at the top

rain *noun* water that falls from clouds in the sky

responsibility *noun* something you need to do

rice *noun* a kind of grain that is cooked in water and eaten. Rice is usually white or brown.

rich *adjective* having a lot of money

river *noun* water that goes across the land into an ocean, a lake, or another river

robot *noun* a machine that moves and does work for people, that sometimes is made to look like a person

safe *adjective* not in danger

salad *noun* vegetables or fruit cut into small pieces and eaten cold

sandwich *noun* two pieces of bread with cheese, meat, or other foods between them

save *verb* to stop someone from being killed or hurt

scared *adjective* feeling afraid or worried that something bad might happen

scent *noun* a smell

scientist *noun* someone who works in science and studies the world and the things, animals, and plants in it

security guard *noun* someone whose job is keeping a building and people safe

shake *verb* to quickly move backward and forward or up and down, or make something do this

shampoo *noun* a liquid soap that you use to wash your hair

ship *noun* a big boat for moving over water, that can carry many people or things

sick *adjective* not well or not healthy

slow *adjective* not fast; doing something in a way that takes a lot of time

smart *adjective* able to learn and think well and quickly

speak *verb* to say words; talk

stream *noun* a small river

street *noun* a road in a town that cars go on

sugar *noun* a white powder that makes food and drinks taste sweet

supermarket *noun* a large store that sells food

swell *verb* to become bigger and rounder than usual

telescope *noun* an object that you look through to make things that are very far away look closer and bigger, for example, stars

theory *noun* an idea that tries to explain why something happens

thief *noun* someone who takes things from other people when this is a bad thing to do

toaster *noun* a machine that makes a piece of bread hot and brown on both sides

tomato *noun* a round, red fruit with a lot of seeds, that can be eaten cooked or uncooked

toothbrush *noun* a small brush that you use to clean your teeth

toothpaste *noun* the soft substance that you clean your teeth with

train *verb* to teach a person or animal so that they can do a job, activity, or sport

train station *noun* the place where trains stop for people to get on or off

trumpet *noun* a musical instrument made of metal that you blow air into to make music

turn off *phrasal verb* to make something like a light or television stop working

turn on *phrasal verb* to make something like a light or television start working

violin *noun* a wooden musical instrument with four strings that you play by moving a bow across the strings

volcano *noun* a mountain with a hole at the top through which hot rock and ash comes out

watch movies *verb phrase* to look at moving pictures that tell a story, on television or at a theater

waterhole *noun* a place where animals go to drink

watermelon *noun* a big, round, sweet fruit that is green outside and red inside

wax *noun* a smooth substance used to make things like candles and crayons

weak *adjective* not strong; not able to do things easily using your body

weather *noun* the conditions outside, for example how hot or cold it is, and if it is raining, snowing, windy, or sunny

wet *adjective* having water in or on something, or with a lot of rain

wheat *noun* a plant that looks like tall grass, used for making flour

wheel *noun* a round thing that turns easily, used on cars, bicycles, and many other things so they can move

wilderness *noun* a natural place where there are no buildings

wing *noun* the part of the body that birds and insects use to fly

wish *noun* something that you hope you will get or hope will happen in the future

yogurt *noun* a thick food made from milk, sometimes with fruit and sugar in it