



BBC

Now 2 I Know!







 **Pearson**

Student Book

Jeannie Perrett

Contents

Unit	Vocabulary	Reading
UNIT 1 What do we do on school days? Page 18  Video: Pencil and Rubber: Timetable	Key vocabulary 1: math, art, science, P.E., computer science, music, violin practice, piano practice Key vocabulary 2: tired, bored, worried, difficult, easy, interesting, busy, important	Reading 1: Billy the Dragon (fiction, British English) Reading 2: After School (factual, American English) Reading strategy: Use pictures to guess what a text is about. Value: Learn new things at school
UNIT 2 Where do wild animals live? Page 34  Video: Brain Crunch: Geography – Animals and their Habitats	Key vocabulary 1: crocodile, kangaroo, panda, snake, cheetah, seal, camel, whale Key vocabulary 2: angry, smart, fat, thin, funny, lazy, dangerous, strong	Reading 1: Max and Mandy's Adventure! (fiction, American English) Reading 2: In the Wild (factual, American English) Reading strategy: Think about what you already know to help you understand. Value: Go exploring
UNIT 3 How does the weather change? Page 50  Video: Vloggers: A Weather Experiment	Key vocabulary 1: windy, foggy, thunder, lightning, storm, hail, sleet, tornado Key vocabulary 2: scarf, cap, sunglasses, sweat suit, sneakers, flip flops, robe, slippers	Reading 1: The Water Cycle (factual, American English) Reading 2: Our Favourite Weather (fiction, British English) Reading strategy: What do you want to know about a topic? Value: Wear the right clothes for the weather
UNIT 4 What can you find in big cities? Page 66  Video: Big World Kids: Model Town	Key vocabulary 1: bookstore, library, playground, toy store, bank, computer store, movie theater, restaurant Key vocabulary 2: factory, train station, gas station, street, traffic, small town, fields, market	Reading 1: Open and Closed (fiction, American English) Reading 2: Where I Live (factual, American English) Reading strategy: Look for words you know to help you understand. Value: Be polite
UNIT 5 How do we celebrate? Page 82  Video: Brain Crunch: Maths – Solving Problems	Key vocabulary 1: balloon, card, candle, burger, cupcake, milkshake, popcorn, fruit salad Key vocabulary 2: ice rink, bowling alley, aquarium, theme park, adventure playground, arts center, swimming pool, nature center	Reading 1: Surprise! (fiction, British English) Reading 2: Amazing Parties (factual, American English) Reading strategy: Find the main points of a story. Value: Be good to your friends
UNIT 6 What jobs can I do? Page 98  Video: Vloggers: Miming	Key vocabulary 1: police officer, chef, dentist, vet, astronaut, doctor, hairdresser, photographer Key vocabulary 2: check, help, fix, cook, whistle, perform, clean, study	Reading 1: Sam's Job (fiction, American English) Reading 2: How Can I Be an Astronaut? (factual, American English) Reading strategy: Use key information to make predictions. Value: Do things for others

Grammar	Speaking	Writing	Now I Know
<p>Grammar 1: <i>likes / doesn't like</i></p> <p>Grammar 2: <i>do / does</i> <i>don't / do you?</i></p> <p> Videos: Tommy Zoom: The Science Experiment Parts 1–3</p>	<p>Speaking strategy: Keep your hands away from your face when speaking.</p>	<p>Writing strategy: We use <i>in the morning</i>, <i>after</i>, and <i>on</i> to say when something happens.</p>	<p>Projects: Present your week Make a <i>My Week</i> calendar</p>
<p>Grammar 1: <i>Its, Their, Your, and Our</i></p> <p>Grammar 2: <i>How + adjective/quantifier</i> <i>It's / It doesn't have</i></p> <p> Videos: Tommy Zoom: The Zoo Animals Parts 1–3</p>	<p>Speaking strategy: Be open to others by not crossing arms in front of you.</p>	<p>Writing strategy: We use describing words to add more interest to our writing.</p>	<p>Projects: Make animal cards Do an animal presentation</p>
<p>Grammar 1: <i>It's + weather</i> <i>Too + adjective</i></p> <p>Grammar 2: <i>ing words</i> <i>love / hate</i></p> <p> Videos: Tommy Zoom: The Wrong Weather Parts 1–3</p>	<p>Speaking strategy: Lift your head and look directly at the person you're speaking to.</p>	<p>Writing strategy: We put color words before clothes words.</p>	<p>Projects: Make a <i>My Weekend Clothes</i> chart Make a weather postcard</p>
<p>Grammar 1: <i>not / aren't / isn't + ing</i></p> <p>Grammar 2: <i>behind / in front of / between / across from</i></p> <p> Videos: Tommy Zoom: The Hiding Game Parts 1–3</p>	<p>Speaking strategy: Smile to show interest.</p>	<p>Writing strategy: We can use <i>There is</i> or <i>There are</i> to write about what's in a city.</p>	<p>Projects: Make an ad about your favorite place Make a city or a small town</p>
<p>Grammar 1: <i>some / any</i> <i>have / don't have</i></p> <p>Grammar 2: <i>Would you like some ...? / Can I have some ..., please?</i></p> <p> Videos: Tommy Zoom: The Birthday Party Parts 1–3</p>	<p>Speaking strategy: Keep your back straight.</p>	<p>Writing strategy: We use <i>too</i> when we add an extra idea.</p>	<p>Projects: Create a birthday party menu Make a party invitation</p>
<p>Grammar 1: <i>want / don't want to be</i></p> <p>Grammar 2: <i>like / love / don't like / hate</i></p> <p> Videos: Tommy Zoom: The Pilot Parts 1–3</p>	<p>Speaking strategy: Think about tips in the earlier units to show interest.</p>	<p>Writing strategy: We use <i>like</i> and <i>love</i> to add importance.</p>	<p>Projects: Give a job presentation Make a job ID card</p>

Contents

Unit	Vocabulary	Reading
UNIT 7 Why do we play sports? Page 114  Video: Pencil and Rubber: Sports Rules	Key vocabulary 1: badminton, baseball, field hockey, horseback riding, ping-pong, water polo, skiing, paddleboarding Key vocabulary 2: bounce, catch, hit, kick, throw, hold, push, pull	Reading 1: Thank You, Ella! (fiction, American English) Reading 2: Sports Rules (factual, British English) Reading strategy: The title helps me understand the text. Value: Be helpful
UNIT 8 What makes us feel good? Page 130  Video: Brain Crunch: Science – Teeth	Key vocabulary 1: toothpaste, toothbrush, mouthwash, rinse, chew, toothache, dirty, braces Key vocabulary 2: hear, smell, taste, touch, hurt, feel, relax, breathe	Reading 1: Lots of Teeth! (factual, British English) Reading 2: What's That Noise? (fiction, American English) Reading strategy: Guess the meaning of words you don't know. Value: Be brave
UNIT 9 How are the seasons different? Page 146  Video: Brain Crunch: Maths – line graphs, months and seasons	Key vocabulary 1: January, February, March, April, May, June, July, August, September, October, November, December Key vocabulary 2: spring, summer, fall, winter, seasons, world, North, South	Reading 1: Larry the Lemur (fiction, American English) Reading 2: North and South (factual, American English) Reading strategy: Visualize the story. Value: Look after yourself
UNIT 10 How are we all different? Page 162  Video: Big World Kids: Family Tree	Key vocabulary 1: hardworking, shy, kind, helpful, creative, chatty, active, grumpy Key vocabulary 2: beard, bald, blonde/blond, straight, curly, wavy, eyebrows, mustache	Reading 1: Mr. Blake and the Ball (fiction, American English) Reading 2: How to Make a Family Album (factual, American English) Reading strategy: Read aloud for expression. Value: Be kind to others
UNIT 11 How do we solve problems? Page 178  Video: Big World Kids: Plan for a School	Key vocabulary 1: add, subtract, sum, plus, minus, equals, measure, problem Key vocabulary 2: hide, lost, solve, clue, treasure hunt, maze, entrance, exit	Reading 1: Math Problems! (factual, American English) Reading 2: Escape the Classroom! (fiction, American English) Reading strategy: Check things with friends. Value: Problem solving is fun
UNIT 12 Why is it good to be outdoors? Page 194  Video: Vloggers:	Key vocabulary 1: grass, lake, hills, pond, wildlife, meadow, rocks, sand Key vocabulary 2: fins, snorkel, water wings, air mattress, hotel, shell, seaweed, sandcastle	Reading 1: Great Outings (factual, American English) Reading 2: Samira's Sea Glass Collection (fiction, British English) Reading strategy: Read on to understand unusual words. Value: Make memories with your family

Grammar	Speaking	Writing	Now I Know
<p>Grammar 1: <i>good at / not good at</i> Grammar 2: <i>can / can't</i></p> <p> Videos: Tommy Zoom: The Computer Game Parts 1–3</p>	<p>Speaking strategy: Nod your head to show agreement.</p>	<p>Writing strategy: We can use the word <i>because</i> to explain why we like something.</p>	<p>Projects: Do a sports survey Make a sports poster</p>
<p>Grammar 1: <i>should / shouldn't</i> Grammar 2: <i>smells nice / bad</i> <i>tastes good / bad</i></p> <p> Videos: Tommy Zoom: The Toothache Parts 1–3</p>	<p>Speaking strategy: Look at the speaker to show interest.</p>	<p>Writing strategy: We can write poems with words that rhyme. We can write poems with words that don't rhyme, too.</p>	<p>Projects: Write an information leaflet Make a tooth poster</p>
<p>Grammar 1: <i>always / often / sometimes / never</i> Grammar 2: <i>always / often / sometimes / never</i></p> <p> Videos: Tommy Zoom: The Geography Lesson Parts 1–3</p>	<p>Speaking strategy: Ask questions to find out more.</p>	<p>Writing strategy: We can use <i>It</i> or <i>It's</i> to talk about the weather.</p>	<p>Projects: Make a weather graph Make a coloring game</p>
<p>Grammar 1: <i>younger / older</i> Grammar 2: <i>was / were</i></p> <p> Videos: Tommy Zoom: The Family Photograph Parts 1–3</p>	<p>Speaking strategy: Disagree politely.</p>	<p>Writing strategy: We can use two words to describe physical looks. The color word always comes second.</p>	<p>Projects: Make a <i>Guess Who?</i> card game Draw a family tree</p>
<p>Grammar 1: <i>us / them</i> Grammar 2: <i>can / can't</i></p> <p> Videos: Tommy Zoom: The Invitation Parts 1–3</p>	<p>Speaking strategy: Take turns describing something.</p>	<p>Writing strategy: We say <i>for example</i> when we want to give extra information.</p>	<p>Projects: Ask a friend to help you Draw a treasure map</p>
<p>Grammar 1: <i>-ed words</i> Grammar 2: <i>did / didn't</i></p> <p> Videos: Tommy Zoom: The Magic Door Parts 1–3</p>	<p>Speaking strategy: Take turns speaking.</p>	<p>Writing strategy: We use <i>is like</i> and <i>are like</i> to say how things are similar.</p>	<p>Projects: Present your favorite place Make a vacation postcard</p>

1

What do we do on school days?

Listening

- I can understand short conversations about school.

Reading

- I can understand short stories about everyday activities.

Speaking

- I can say what I do every day.

Writing

- I can write about everyday activities.



1 Circle and say.

How many days do you go to school?

1 2 3 4 5 6 7

How many days do you stay at home?

1 2 3 4 5 6 7

2 Look at the picture and discuss.



- What are the children doing?
- Are they in school?
- What day do you think it is?

3 Watch the video and circle.



- When do they have English? Circle in red.
- When do they play computer games? Circle in blue.

Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
	Sunday

 British	 American
lesson	class
timetable	schedule
We've got	We have

Vocabulary 1

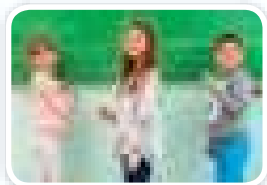
1 Listen and repeat.



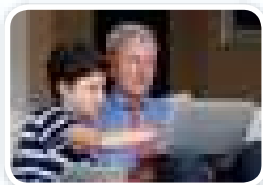
2 Listen and number.

3 Listen and say. What classes are the children doing?

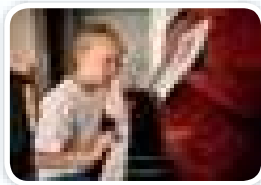
4 Which classes are in the pictures? Circle. Which classes do you like?



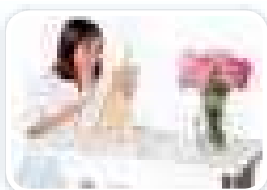
1 math / P.E.



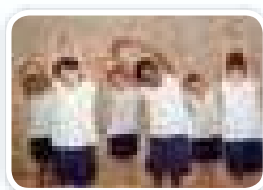
3 P.E. / computer science



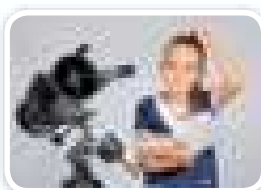
5 piano practice / English



2 art / English

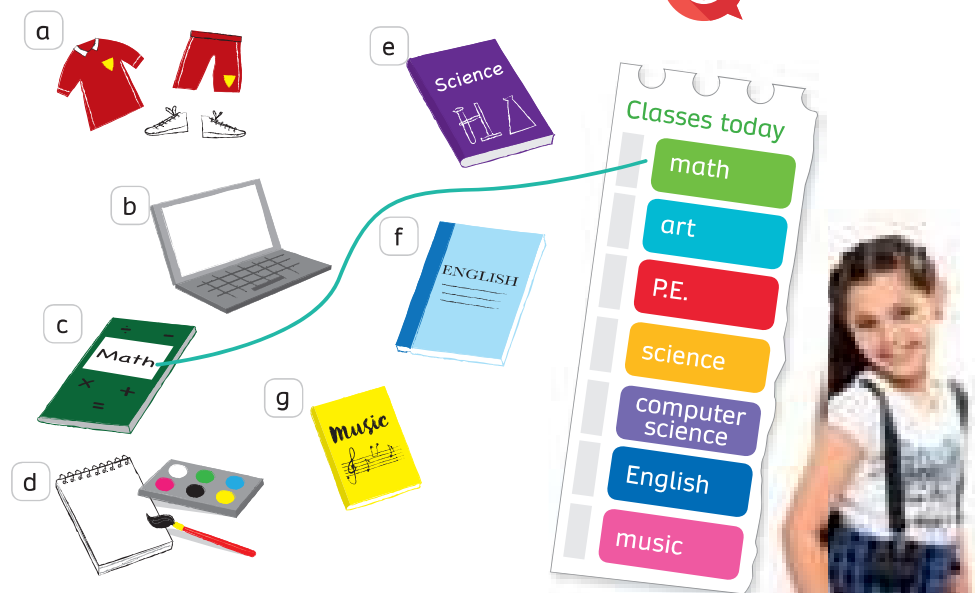


4 math / P.E.



6 math / science

5 What does Sarah need in her backpack today? Look at the schedule and match.



6 What do you need in your backpack for tomorrow? Tell a friend.

Pre-reading 1

1 Look at the pictures. What do you think the story is about? Check (✓).



- A dragon. He doesn't like school. ☐
- A dragon. He wants to go to school. ☐
- A dragon. He is at home. ☐

Reading strategy

Use pictures to guess what a text is about.



Reading 1

2  Read *Billy the Dragon*. Check your answer from Activity 1.

Reading strategy

Use pictures to guess what a text is about.

Billy the Dragon

Billy is a dragon. He doesn't go to school. His friends go to school. "What lessons have you got today?" asks Billy.

"We've got art, ICT, maths, PE, science and music," say his friends. "I've got nothing!" thinks Billy.

"Goodbye, Billy! See you later!" say his friends. "Goodbye! Have a nice day!" says Billy. He's sad.

Billy can see his friends at school. They draw in art. They count in maths. They do experiments in science. They run and jump in PE.

Billy is at home. He draws a flower. He counts his toes. He runs and jumps. He does an experiment. Oh, dear! That's not good, Billy!



Billy hasn't got violin practice or piano practice. He hasn't got a piano or a violin. He plays the drums. Oh, dear! That's not very good, Billy.

His friends come home from school. "Billy! Are you OK?" they ask. "No, I'm not happy," says Billy. "Can I come to school with you tomorrow?" "Yes, of course you can!" they say.

The next day Billy goes to school. He likes being with his friends. He learns lots of new things. He does a very good experiment in science. "Well done, Billy!" says the teacher. "I like school," says Billy!



3 Read and circle **T** (true) or **F** (false).

- 1 Billy doesn't want to go to school. **T F**
- 2 Billy's friends go to school. **T F**
- 3 Billy has a piano. **T F**
- 4 Billy learns new things at school. **T F**
- 5 Billy is happy at school. **T F**

4  Talk with a friend.

What new things do you learn at school? Do you learn new things after school, too?



Grammar 1

- 1   Watch Part 1 of the story video.
Do Tommy and Suzie like school?



Suzie likes her schedule. Cranky doesn't like art.

- 2   Watch Part 1 of the story video again. Circle.

- 1 Suzie **likes** / **doesn't like** art.
2 Cranky **likes** / **doesn't like** Saturday and Sunday.

- 3 Read the grammar box and number.

Grammar

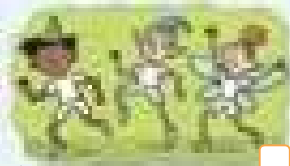
- 1 I **don't go** to school.



- 2 He **plays** the drums.



- 3 We **run** in P.E.







- 4 They **don't count** in art.




- 4 Read *Billy the Dragon* again and circle examples of *doesn't* and action words.

- 5 Look and write. Then check (✓) or cross (X) and write for you. 

	 English	 math	 art	 music
Santiago	✓	X	✓	X
Narella	X	✓	X	✓
Amy and Josh	✓	✓	X	X
Me				

- 1 Santiago likes English and art. He doesn't like math or music.
2 Narella likes math and music. She doesn't like English or art.
3 Amy and Josh like English and math. They don't like art or music.
4 I like English and math. I don't like art or music.

Speaking

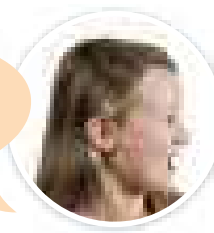
- 6  Explain to a friend. Read and check (✓) or cross (X).

go to school by bus	<input type="checkbox"/>	play tennis	<input type="checkbox"/>
play the violin	<input type="checkbox"/>	go to school by car	<input type="checkbox"/>
like math	<input type="checkbox"/>	draw good pictures	<input type="checkbox"/>
walk to school	<input type="checkbox"/>	have English on Thursdays	<input type="checkbox"/>
like science	<input type="checkbox"/>		

Speaking strategy

Keep your hands away from your face when speaking.

I go to school by bus. I don't like science. I have English on Thursdays.



Two checks and one cross!



- 7  Now tell the class about your friend.

Rosa goes to school by bus. She doesn't like science.

Vocabulary 2

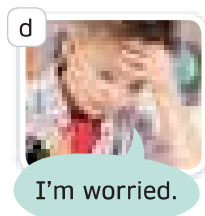
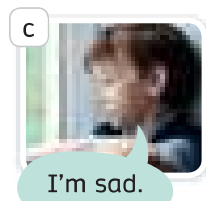
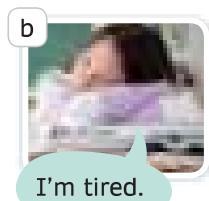
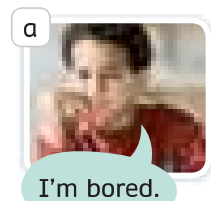
1  Listen and repeat.



2  Listen and number.

3  Listen and say.

4 Look and match. You can choose more than one.



- 1 Go to bed early.
- 2 Talk to your teacher.
- 3 Read your books.
- 4 Talk to a friend.
- 5 Paint a picture.
- 6 Drink some water.

5 What about you? Choose and circle.
You can circle more than one.

- 1 Today at school I'm **bored** / tired / happy / busy.
- 2 My classes today are **interesting** / easy / important / difficult.
- 3 I think science is **interesting** / easy / difficult / important.
- 4 When I have nothing to do I'm **sad** / bored / happy / worried.

6  Play a game in a group.



Are you tired?

Yes, I am.

Are you worried?

No, I'm not.

Pre-reading 2



Reading strategy

1 Look at the picture. What do you think the reading is about? Check (✓).

Use pictures to guess what a text is about.

What we do at school. ☐ What we do at home. ☐ What we do after school. ☐



Reading 2

2  **Read After School.** Check your answer from Activity 1.



Reading strategy

Use pictures to guess what a text is about.

After School

What do you do after school?

I go to karate class!



Karate Class

In karate, we kick, punch, and jump. We shout, too. The teacher says "Roar like a lion!" In karate, we learn to be polite. We stand straight and listen when our teacher talks. We listen to our friends, too.

We don't wear shoes and we don't kick people in the leg or face. I'm tired after my karate class!

3 Read again and check (✓).

	Karate	Gymnastics	Drama
They don't wear shoes.	✓	✓	
They jump.			
They kick and shout.			
They dance and sing.			
They take turns.			

4   **Talk with a friend.** What do you do after school? Do you see your friends?



Gymnastics

In gymnastics, we run, jump, roll, and stretch. We don't wear shoes.

We put chalk on our hands and feet and then we don't slip.

We're never **bored** in gymnastics. It's very **easy** ... and very **difficult**! I like gymnastics because I see my friends and we're always **busy**.



Drama Class

In drama, we speak, dance, and sing. We play a lot of games.

It's very **interesting**. We learn about being angry, happy, sad, and **worried**.

We learn how to take turns and listen to our friends – it's **important**!

Grammar 2

- 1   Watch Part 2 of the story video.
Where are Suzie and Tommy?



Do Suzie and Tommy like science?

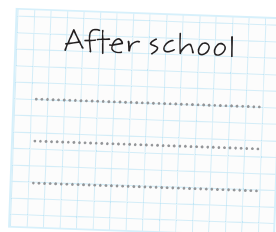
- 2 Read the grammar box and write **Do** or **Does**.

Grammar

- | | | |
|---|---|-------------------------|
| 1 | you play the piano? | Yes, I do . |
| 2 | you and your friends go to gymnastics after school? | No, we don't . |
| 3 | your friends like math? | Yes, they do . |
| 4 | he go to karate class? | No, he doesn't . |
| 5 | she play the piano? | Yes, she does . |

- 3 Read *After School* again and circle examples of **don't** and **do you**?

- 4 Write what you do: at school, after school, and at home.



- 5  Ask and answer with a friend.
Write **Yes, he/she does.** or **No, he/she doesn't.**

My friend's name is

Does he/she go to karate classes?


Does he/she walk to school?

Does he/she like science?

We have karate classes **on** Monday.

We have English classes **in** the morning.

Listening and Speaking

- 6  Listen and circle. Then ask and answer with a friend.



Jenny

MY WEEK

	Morning	Afternoon
Monday	math / English	art / gymnastics
Tuesday	art / science	English / piano practice
Wednesday	computer science / P.E.	gymnastics / drama
Thursday	music / math	computer science / P.E.
Friday	English / piano practice	violin practice / art

Do you have gymnastics on Monday?

No, I don't. On Monday, I have English in the morning. I have karate in the afternoon.

- 7   Watch Part 3 of the story video.
Does Cranky like science?

Writing

1 Look at the pictures to illustrate Maria's school day and make predictions.

- 1** Does Maria have English at school? **3** Does she play the piano?
2 Does she do art? **4** Does she like school?

2 Now read Maria's description and check your answers.

MY School DAY

My name is Maria. In the morning we have English and math. At lunch I play outside with my friends. In the afternoon we have P.E. and art. On Wednesday I have swimming lessons. After school I go to gymnastics on Monday and I have piano practice on Thursday. I like my teachers and my friends at school. I enjoy learning new things!

8+1=

3 Read the text again. Circle *in the, after, on*.

4 **WB** Find or draw pictures of your school day. Then go to the Workbook to do the writing activity.

Now I Know

1 What do we do on school days? Read and think. Add your own ideas.

At school we ...

make friends speak English do math paint pictures

After school we ...

play video games talk to our families help friends

2 Choose a project.

Present your week.

- 1 Think about what you do at school and after school.
- 2 Make notes about:
 - what you learn.
 - who you play with.
 - what you like.
- 3 Present your week to the class.

Make a My Week calendar

- 1 Write the days of the week on five pages.
- 2 Write about:
 - the classes you have.
 - the friends you play with.
 - what you do after school.
- 3 Draw pictures to decorate your calendar.
- 4 Show your calendar to the class.

or

★ ★ ★ Read and color the stars ★ ★ ★

I can understand short conversations about school.

I can say what I do every day.

I can understand short stories about everyday activities.

I can write about everyday activities.

2

Where do wild animals live?

Listening

- I can understand descriptions of animals.

Reading

- I can understand what animals look like.


Speaking

- I can describe where an animal lives.

Writing

- I can write about what an animal looks like.




1  What wild animals do you know? Write one animal for each heading.



Big wild animals

Small wild animals

Wild animals in your country

2  Look at the picture and discuss.

- Where do you think these animals live? In a zoo? In a hot or a cold country?
- What do you know about these animals?

3   Watch the video and match. Where do these animals live?



elephant bear tiger kangaroo

forest outback savannah jungle


Vocabulary 1

1  Listen and repeat.



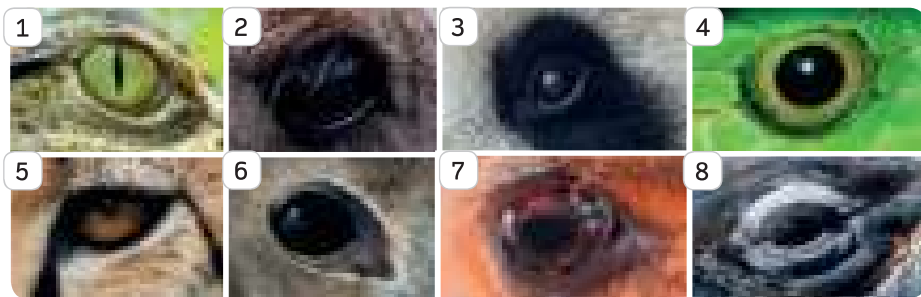
2  Listen and number.

3  Listen and say. What is it?

4  Which animal is it? Look and say. Then answer the questions.

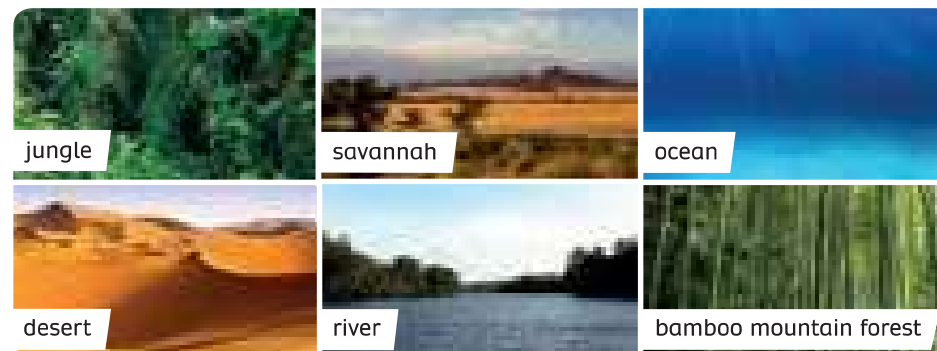
I think number one is a snake.

No, I think it's a crocodile.



- 1 Which animals don't have legs?
- 2 Which animal lives in the outback?
- 3 Which animal is a big cat?

5  Look at these habitats and think of animals from Activity 1 that live in them.



I think the crocodile lives in a river.

Pre-reading 1

1 What do you think he's going to say? Complete.

crocodiles elephants whales




Reading strategy

Think about what you already know to help you understand.



"Look at those animals! They're"

Reading 1

2  Read *Max and Mandy's Adventure!*
Check your answer from Activity 1.

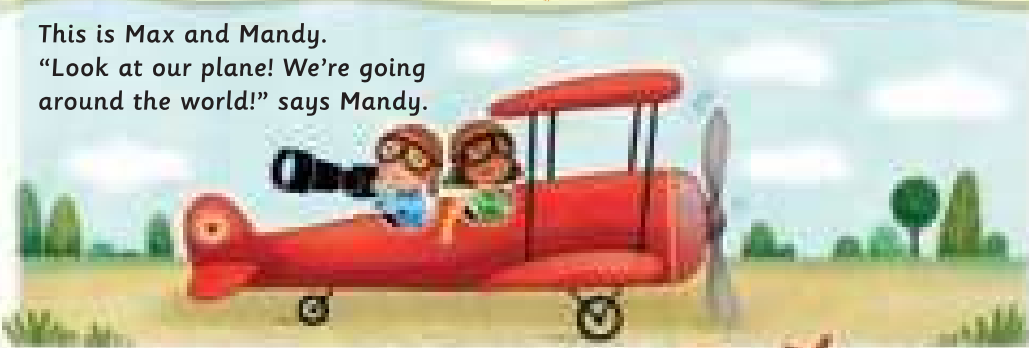


Reading strategy

Think about what you already know to help you understand.

Max and Mandy's Adventure!

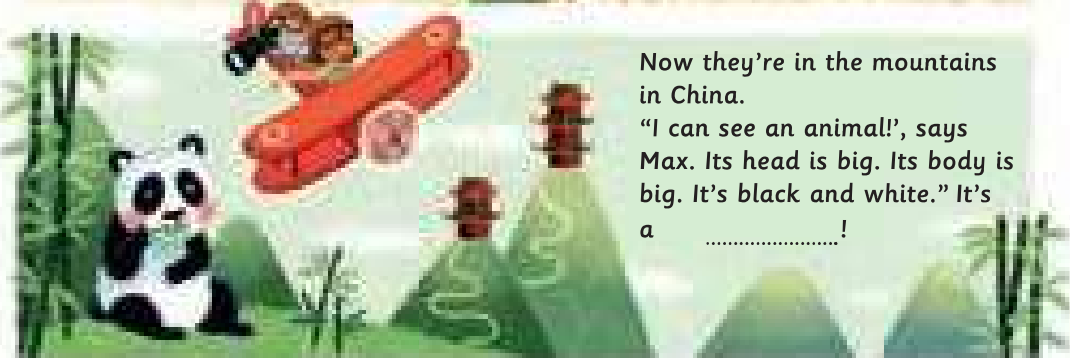
This is Max and Mandy.
"Look at our plane! We're going around the world!" says Mandy.



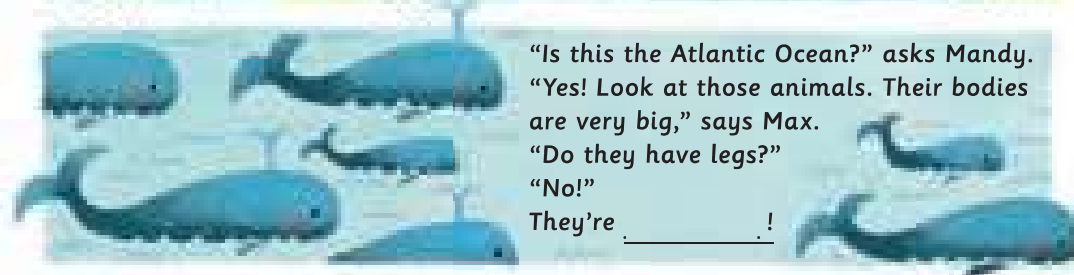
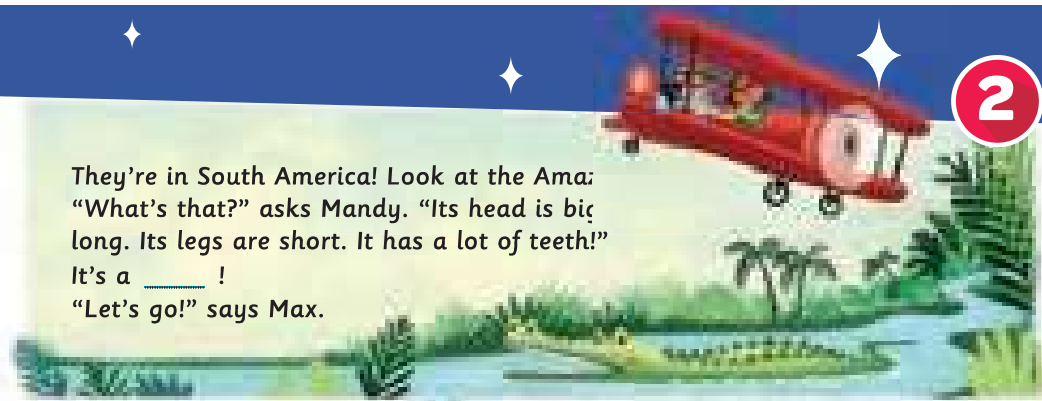
"Where are we?" asks Max.
"It's the Sahara Desert in Africa!
Do you have our camera?" asks Mandy.
"Yes, here you are."
"Thank you."
"Look at those animals! Their legs are long. Their heads are big. They have one big hump," says Mandy. They're _____!



Now they're in the mountains in China.
"I can see an animal!", says Max.
"Its head is big. Its body is big. It's black and white." It's a _____!



They're in South America! Look at the Ama:
"What's that?" asks Mandy. "Its head is big long. Its legs are short. It has a lot of teeth!"
It's a _____!
"Let's go!" says Max.



"Is this the Atlantic Ocean?" asks Mandy.
"Yes! Look at those animals. Their bodies are very big," says Max.
"Do they have legs?"
"No!"
They're _____!

Africa again! The savannah!
"I can see a big cat," says Mandy.
"Its head is small. Its tail is long.
It's running very fast!"
It's a _____!

"That was a wonderful trip," says Max. "Can I see our pictures, please?"



3 Now complete the story. Choose and write.



camels cheetah crocodile panda whales

4  Talk with a friend. Do you have a camera? Do you take pictures of animals? Where are these animals?

Grammar 1

1  2-2

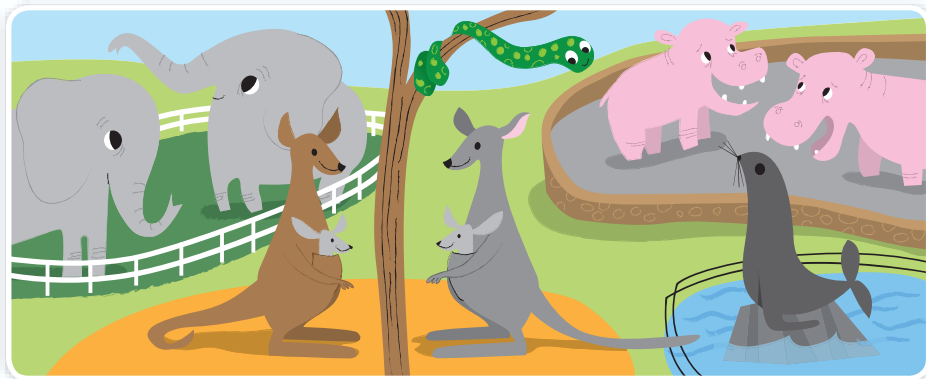
Watch Part 1 of the story video. Circle the words you hear.

pandas crocodiles seal
cheetahs tigers hippos
elephants kangaroos whales



Look at the tigers! Their tails are long!

3 Look and write. Which animal is it?



- 1 Their tails are long.
- 2 Their ears are big.
- 3 We are brothers, our mouths are big.
- 4 Its body is long.
- 5 Its eyes are big.

2 Read the grammar box. Choose and write. Then read *Max and Mandy's Adventure!* again and circle *its, their, and our*.

Grammar


their your our its

- 1 The crocodile has big teeth.
..... teeth are big!
- 2 The camels have long legs.
..... legs are long.
- 3 Max and Mandy, is this
..... camera?
- 4 Yes! This is camera!

4 Read and write *Its, Their, Your, or Our*.

- 1 Look at the elephants. noses are called trunks.
- 2 Look at the kangaroos. babies sit in pouches.
- 3 We are the hippos. ears are small.
- 4 Hi, you beautiful seal. feet are called flippers.
- 5 Look at the snake. eyes are yellow.

Listening and Speaking

5  1-15 Which are their toys? Listen and check (✓).

1  ☐

2  ☐

3  ☐


4  ☐

5  ☐

6  ☐

Our names are Sally and Toby. We have a lot of toys!



6  Look at Activity 5. Circle your favourite toy. Then ask and answer with a friend.

Is your favorite snake green?

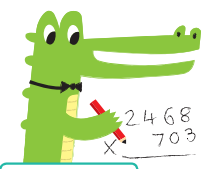
No. Our favorite snake is brown.

Vocabulary 2

1  Listen and repeat.



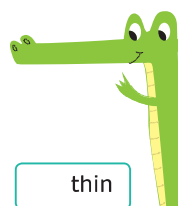
angry



smart



fat



thin



funny



lazy



dangerous



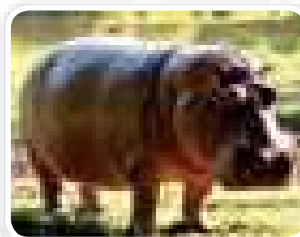
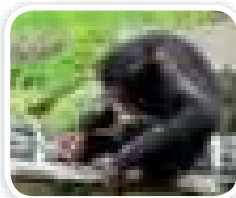
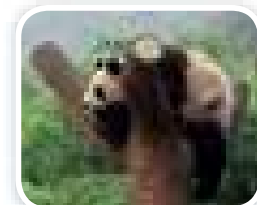
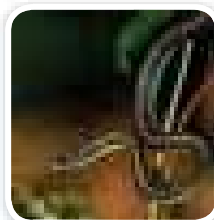
strong

2  Listen and number.


3  Listen and say.

4 Read and write. Describe the animals.

- 1 The hippo eats a lot!
It's a fat hippo.
- 2 The snake isn't fat!
It's a
- 3 The camel isn't happy.
It's an
- 4 The panda is always sleeping.
It's a
- 5 The monkey is doing a puzzle.
It's a



5  What do you think?
Check (✓) or cross (X).

	dangerous	strong	smart
 crocodile			
seal			
snake			
elephant			
panda			
whale			

6  Look at Activity 5.
Talk with a friend.

Do you think crocodiles
are dangerous?

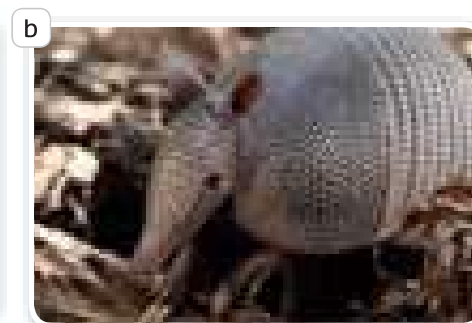
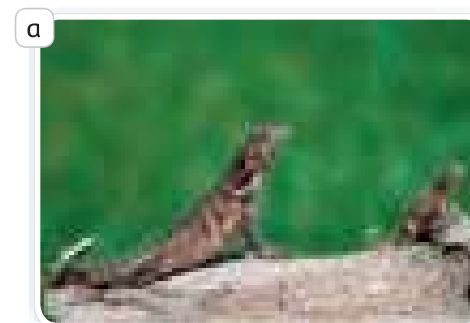
Yes, I do.

Pre-reading 2

1 Read and match. What do you think the story is about?


 Reading strategy

Think about what you already know to help you understand.



- 1 Its eyes are small. Its nose is long. ☐
- 2 They're in the sun. They're lazy. ☐

Reading 2

2  Read *In the Wild*. Check your answers from Activity 1.

Reading strategy

Think about what you already know to help you understand.

Hyenas are **strong** and **dangerous** animals. They live in Africa in savannas, forests, and mountains. They run and chase zebras and cheetahs. They eat big and small animals. They make strange noises. They laugh but they're not funny! They have tails. Their tails aren't very long.

This is an armadillo. It's gray. Its nose is long. Its eyes are small. Its body is hard. It doesn't have fur. Its tail is long. Armadillos are **smart** and they smell to find their food. They eat insects and eggs. Armadillos live in South America. They don't like cold countries.

IN THE WILD


Meerkats live in the desert in Africa. They're brown and gray. They're small and **funny**. They live in big families. Their heads are quite small and their tails are long and **thin**. They make funny noises. They sound a bit like ducks and a bit like dogs! Meerkats eat insects.

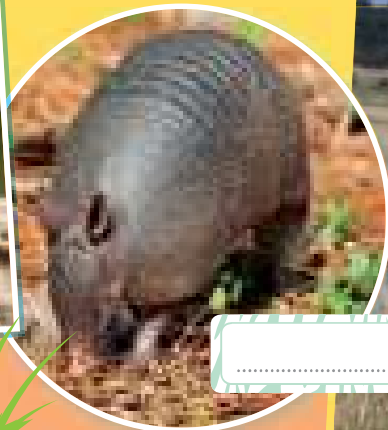
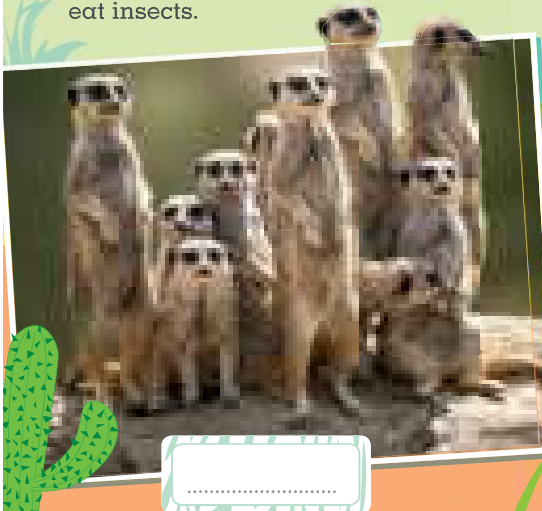
Lizards live all over the world in hot countries. They live in Europe, Africa, and South America. They're **lazy** and sit in the sun. They want the vitamins from the sun! Some lizards can change color. They're sometimes green and sometimes pink or yellow! Lizards eat insects, fruit, and eggs. They have four legs and their tails are long.

3 Write the names of the animals.

4 Read and check (✓).

	meerkats	lizards	hyenas	armadillos
They live in Africa.				
They live in South America.				
They eat insects.				
They eat animals.				
They have long tails.				

5  Talk with a friend. Think of a wild animal that lives in your country. Is it big or small? What does it eat?

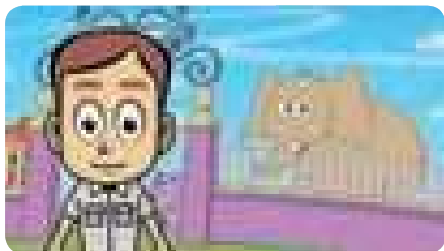


Grammar 2

1



Watch Part 2 of the story video.
Where is Cranky?

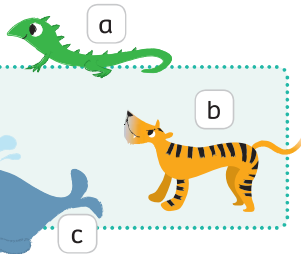


An elephant is big. It isn't small.

2 What is it? Read the grammar box and match.

Grammar

- How many legs does it have? **It doesn't have** legs.
- How big is it? **It's** not very big. It's small.
- How dangerous is it? **It's** very dangerous.



3 Read *In the Wild* again and circle examples of *it's* and *it doesn't have*.

4 Choose and write.

How dangerous is it?

crocodile lizard kangaroo

It's not dangerous.

It's dangerous.

It's very dangerous.

How big is it?

elephant mouse panda

It's not very big.

It's big.

It's very big.

5 Look and answer.



- How many legs does the dog have?
- How big is it?
- How dangerous is it?

6



Read the grammar box. What do you think? Choose and write.

beautiful big dangerous funny
jump long rare run small
smart swim thin walk

The meerkats are small **and** funny.

Hyenas run **and** chase zebras.

- Kangaroos are big and funny.
- Cheetahs
- Snakes
- Elephants
- Crocodiles
- Pandas

Speaking

7



Play a game with your friends.



Speaking strategy

Be open to others by not crossing arms in front of you.

How big is it?

Where does it live?

Is it a crocodile?

It's big.

In rivers.

Yes, it is.

8



Watch Part 3 of the story video.
What does the zookeeper do?

Writing



1 Look at Harry's blog and answer.

- 1 What are Harry's favorite wild animals?
- 2 Where do they live?
- 3 Are they dangerous?
- 4 What do they do?
- 5 What color are they?

2 Read Harry's blog and check your answers.

[home](#) | [about me](#) | [gallery](#)

Harry's blog

Hi!
I'm Harry.

My favorite wild animals are seals. They live in oceans. They're quite big and long. They're funny and smart. They swim quickly but move slowly on land. Seals can be dangerous. They eat fish. Most seals are gray but some are white. Gray seals are bigger than white seals. They live all over the world, from the polar regions to tropical areas. I like seals very much!

3 Read the text again. Circle the describing words.

4 Find or draw a picture of a wild animal. Then go to the Workbook to do the writing activity



Writing strategy

We use describing words to add more interest to our writing.
They are **funny** and **smart**.

Now I Know

1 Where do wild animals live? Write the names of three wild animals that live in Africa.

2 Think. Read and write **T** (true) or **F** (false).

- 1 All wild animals live in Africa.
- 2 Some wild animals live in zoos.
- 3 Some live in rivers and oceans.
- 4 Some live in savannahs and jungles.
- 5 Some wild animals live in my country.

3 Choose a project.

Do an animal presentation.

- 1 Find pictures of an animal you think your friends don't know.
- 2 Say three important things about the animal.
- 3 Make a poster.
- 4 Present your poster to the class.

or

Make animal cards.

- 1 Cut out six cards.
- 2 On one side of the card, draw a wild animal.
- 3 On the other side, write about the animal.
- 4 Show your animal cards to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand descriptions of animals.



I can describe where an animal lives.



I can understand what animals look like.



I can write about what an animal looks like.

3

How does the weather change?

Listening

- I can understand what others like and don't like.

Reading

- I can understand simple sentences about the weather.

Speaking

- I can say what the weather is like.

Writing

- I can write about what people are wearing.



1 Circle the weather words in blue and the clothes in red.

boots cloudy coat cold
dress dry hat hair
hot jeans nose
November pants rainy
red snowy socks store
sunny sweater T-shirt
today Tuesday warm

2 Look at the picture and discuss.



- What's the boy doing?
- Does it rain a lot in your country?
- Do you like rain?

3 Watch the video. Then check (✓) the correct answer.



What are they making?

ice ☐ rain ☐ ice cream ☐

 British	 American
swimming costume	swimsuit/ bathing suit
sitting room	living room

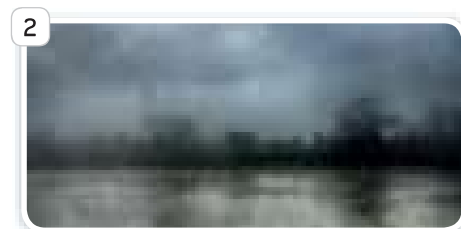
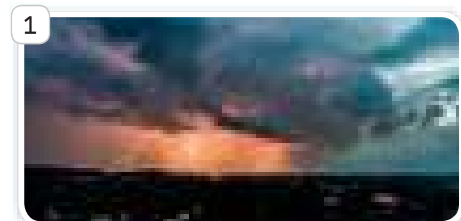
Vocabulary 1

1  Listen and repeat.



2  Listen and number.

4 Write. Describe the weather in the pictures.



3  Listen and say.

There are dark clouds in the sky.

.....

.....

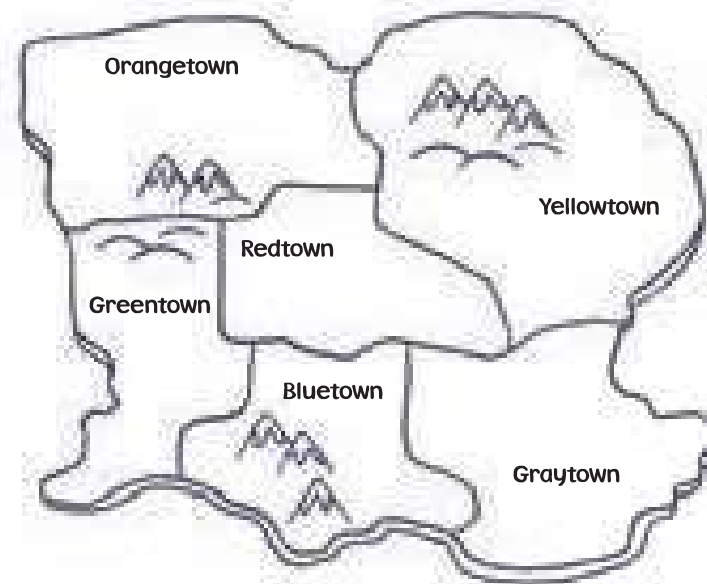
.....

.....

.....

.....

5  Make a weather map. Choose and draw. Then talk to your friends.



Is there a storm in Yellowtown?

No, there's sleet!

Pre-reading 1

1 What do you want to know about rain? Circle.

- 1 Where does rain come from?
- 2 What are clouds made of?
- 3 Does it always rain when it's cloudy?



Reading strategy

What do you want to know about a topic?

Reading 1

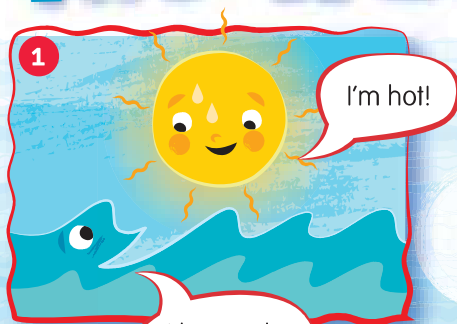
- 2**  Read *The Water Cycle*. Check your answers from Activity 1.



Reading strategy

What do you want to know about a topic?

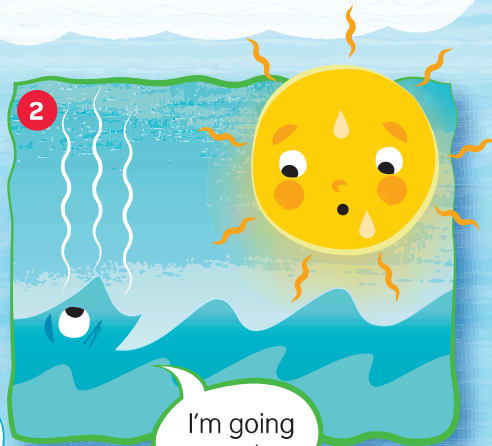
The Water Cycle



This is the ocean and the sun. There's a lot of water in the ocean. The sun is hot! The sun makes the water hot. Now the ocean is hot, too!

I have a lot of water!

When the water in the ocean is hot it changes. It becomes vapor. It goes up into the air. It goes into the sky.



I'm going up!

The wind moves the vapor. The vapor changes. It becomes a cloud! Clouds are made of water vapor. This is a small cloud. It doesn't have much water vapor in it. It isn't heavy. It's light.

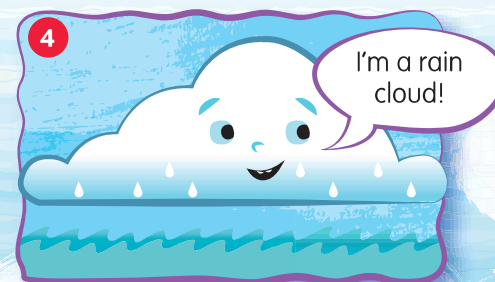
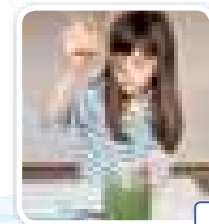
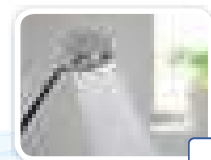
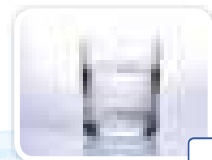


I'm not a rain cloud!

- 3** Read *The Water Cycle* again. Label the picture. Choose and write.

ocean cloud vapor
sun rain

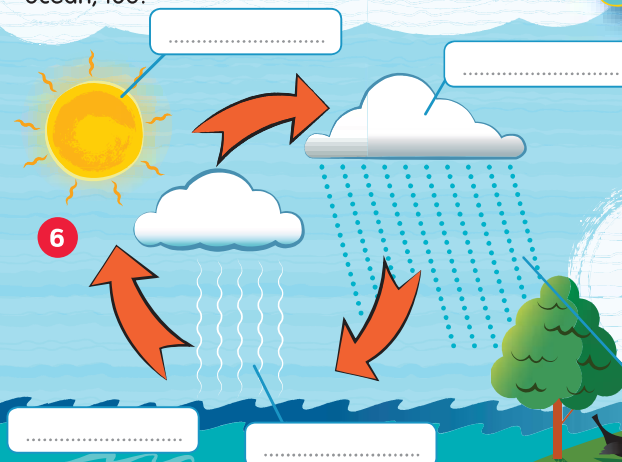
- 4**  Talk with a friend. When do you use water? Check (✓). Can you think of more?



I'm a rain cloud!

This is a big cloud. It has a lot of water vapor in it. It's heavy. Water falls from the sky in the form of rain, sleet, hail, or snow.

Now the cloud is very heavy. A **storm** is coming, **thunder** and **lightning** strike! It's **windy**! Look. The water is coming out of the cloud again. It's raining! The rain falls onto the earth. It falls onto the grass and trees. They love rain! The rain falls into the ocean, too!



Water goes into the ocean, up into the sky, makes clouds, and comes down again. It goes around and around. This is the water cycle.

Grammar 1

- 1**  Watch Part 1 of the story video.
Circle the weather words you hear.

cloudy cold hot foggy storm sunny thunder windy



- 2** Read the grammar box. What's the weather like? Write.

Grammar

1  It's rainy.	4 
2 	5 
3 	6 

- 3** Read *The Water Cycle* again and circle examples of *It's* + weather.

- 4**  Think and answer.

What's the weather like today?

Hot.
Too hot!

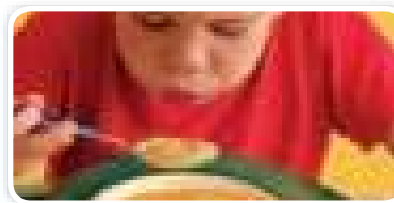


Cold.
Too cold!



- 5** Read the grammar box. Choose and write.

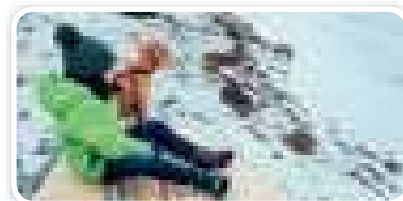
cold hot too cold too hot



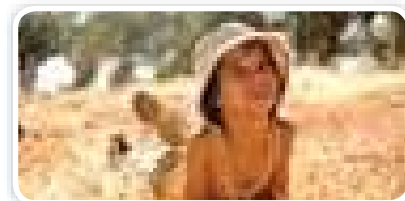
- 1** Oh! I can't eat this soup.
It's



- 3** I'm hot today! I like this drink.
It's



- 2** I'm wearing a hat and coat. I can't swim.
It's



- 4** It's a sunny day. It's

Speaking

- 6**  Talk with a friend.

Speaking strategy

Lift your head and look directly at the person you're speaking to.

What's the weather like?

It's really hot. It's too hot today!

Vocabulary 2

1  Listen and repeat.

1-24



scarf



cap



sunglasses



sweat suit



sneakers



flip flops



robe



slippers

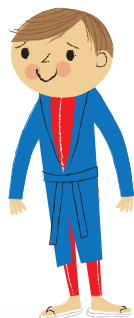
2  Listen and number.

1-25

3  Listen and say.

1-26

4 Look and complete. What's different? Look and say.



He's wearing a _____,
 _____, a _____,
 _____, and a _____.

He's wearing a _____,
 _____, and a _____.

5  What clothes do you need?
 Think and complete.



Pre-reading 2

1 What do you want to know about what happens when the weather changes? Check (✓).

- 1 What clothes do we wear? ☐
 2 What things do we do? ☐
 3 How do we feel? ☐



Reading strategy

What do you want to know about a topic?

Reading 2

2  Read *Our Favourite Weather*. Check your answers from Activity 1.



Reading strategy

What do you want to know about a topic?

Our Favourite Weather

The sun, the wind and the clouds are talking.
 "I'm great!" says the wind. "Look at me!"
 The wind is blowing.
 Children are running.
 They're putting on their **hats and scarves**.
 They're flying kites.
 "I'm amazing!" says the sun.
 "Look at me!"

The sun is shining. The children are too hot. They're taking off their coats and hats. They're wearing **sunglasses, flip flops and caps**. They're playing at the beach.
 "I'm fantastic!" says a big, white snow cloud. "Look at me!"

The cloud is snowing. The children are too cold. They're putting on their coats and hats. They're making snowmen.
 "I'm wonderful!" says a big, black rain cloud. "Look at me!"

The cloud is raining. The children are wet. They're putting on their boots. They're putting up their umbrellas. They're splashing in puddles. Then they go home and put on warm clothes and **slippers** to get warm.

The sun, the wind and the clouds ask the children "What's your favourite weather?"
 "Do you like the sun, the wind or the clouds?"
 "We like the sun," say the children. "We like the wind, too! And we like the clouds."

We like the rain and the **snow**!
 We do different things when the weather changes. We like you all!
 The sun, the wind and the clouds are all happy!

3 Read and write.

What are the children doing when ...

it's windy?
 it's sunny?
 it's snowy?
 it's rainy?

4  Talk with a friend. When do you take off your coat? When do you put on your boots?

Grammar 2

- 1**   Watch Part 1 of the story video again. What's Cranky wearing when it's hot?



- 2** Look at the grammar box and read.

Grammar


I'm running. We're playing soccer.
You're wearing a robe. You're wearing caps.
He's talking. They're putting up their umbrellas.

- 3** Read *Our Favourite Weather* again and circle all the *ing* words.

- 4** Look and write.

- 1 The children are _____ in the rain.
- 2 They're _____ in puddles.
- 3 They're _____ their umbrellas.
- 4 They're _____ their boots.
- 5 The cloud is _____.



- 5**  What are you wearing? Ask your friend and write. Then say.

	Me	My friend
Our clothes		

I'm wearing ...
You're ...



I **love** my scarf.



I **hate** my sweat suit.



Listening and Speaking

- 6**  Listen to Joe talking about his clothes.

Draw  or .

- 1 black cap



- 2 brown flip flops




- 3 green slippers



- 4 blue sunglasses



- 7**  What about you? Talk about your clothes with a friend.

I love my slippers and robe!



- 8**   Watch Parts 2 and 3 of the story video. Why is the weather wrong?

Writing

1 Look at Sara's journal and answer.

- | | |
|---------------------------------------|--|
| 1 What's Sara wearing? | 3 What's the weather like? |
| 2 What color are her sneakers? | 4 What does she do when it's windy? |

2 Read Sara's journal again and check your answers.



3 Read the text again. Circle the color and clothes words.

4 **WB** Find or draw pictures of your clothes. Then go to the Workbook to do the writing activity.



Writing strategy

We put **color** words before clothes words.
I'm wearing a **blue** sweat suit.

Now I Know

1 How does the weather change? Match.



- | | |
|----------------------------------|---|
| 1 It's hot and sunny. | a I don't go out. It's dangerous! |
| 2 There's a tornado. | b I wear a scarf and a coat. It's cold! |
| 3 It's windy. | c I fly my kite! |
| 4 There's sleet and hail. | d I wear a cap and sunglasses. It's hot! |

2 Choose a project.



Make a My Weekend Clothes chart.

- Write the days of the weekend.
- Draw your clothes.
- Label them. Remember to write the colors, too.
- Present your chart to the class.

or



Make a weather postcard.

- On one side of the card draw or stick a picture of weather.
- You can draw windy weather, stormy weather, or a tornado. You decide.
- On the back of the card write about the picture.
- Show your weather postcard to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what others like and don't like.



I can say what the weather is like.



I can understand simple sentences about the weather.



I can write about what people are wearing.

4

What can you find in big cities?

Listening

- I can understand simple conversations about everyday situations.

Reading

- I can understand a written conversation about a town or city.

Speaking

- I can ask where an object is.

Writing

- I can write about where I live.



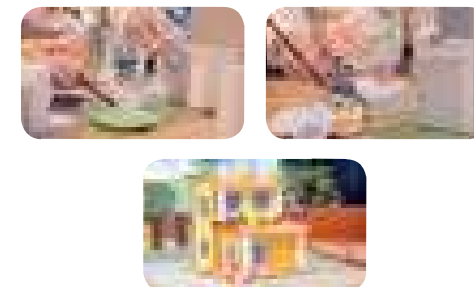
- What's your favorite place in the city? Think and write.

The City



- Look at the picture and discuss.

- What can you see in the city?
- Does your city have a big square?

- Watch the video and circle. What are they using to make the model?



boxes cardboard paint
paper scissors tape

 British	 American
sweet shop	candy store
bookshop	bookstore

Vocabulary 1

1  Listen and repeat.

1-29



2  Listen and number.

1-30

3  Listen and say.

1-31

4  Where do they want to go? Look and match.

- | | |
|---|-------------------------|
| 1 I want to buy a book. | a computer store |
| 2 I want to eat something. | b movie theater |
| 3 I want to get some money. | c playground |
| 4 I want to buy a jigsaw puzzle. | d bookstore |
| 5 I want to play. | e toy store |
| 6 I want to go to the movies. | f bank |
| 7 I want to buy a computer. | g restaurant |

5  Plan a city. Talk with a friend and make a list.



In our city, we want ...	How many?

6  Think of a name for your city. Then draw your city in your notebook.

Our city is called

Pre-reading 1

1 What do you think the story is about? Circle.

bank book candy
grocery store library toy



Reading strategy

Look for words you know to help you understand.



Reading 1

2  Read *Open and Closed*. Then check your answers from Activity 1.



Reading strategy

Look for words you know to help you understand.

Open and Closed

Tommy is eight years old. He's shopping with his mom and cousin. His cousin's name is Bobby. Bobby is three. He isn't talking, he's shouting! "I want a toy! I want a book! I want some candy!" shouts Bobby.

First, they go to the grocery store.
"It's closed!" says Tommy.
"Oh, no!" says his mom.

"I want a toy! I want a book!
I want some candy!" says Bobby.
The **toy store** and the **bookstore**
are closed.

They go to the candy store.
"It's closed!" says Tommy.
"Oh, no!" says his mom.
"Everywhere is closed!" shouts Bobby.

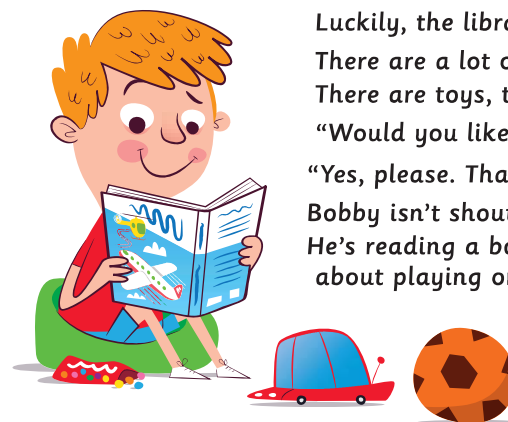


The candy store is closed.
Mom just wants Bobby to
stop shouting!



Tommy's mom needs some money.
They go to the **bank**.
"It's closed!" says Tommy.
"And the machine is out of order."
"Oh, no!" says his mom.
"I don't have any money!"

Luckily, the library is open.
There are a lot of books in the **library**.
There are toys, too!
"Would you like some candy?" asks the librarian.
"Yes, please. Thank you!" says Bobby.
Bobby isn't shouting now. He's sorry for being rude.
He's reading a book, playing with a car, and thinking
about playing on the playground.



3 Write open or closed.

- | | |
|------------------------------|------------------------|
| 1 The candy store is | 3 The bank is |
| 2 The grocery store is | 4 The library is |

4 Talk with a friend. Where do you get your books from?

Grammar 1

1  4-2



Watch Part 1 of the story video. Where are Tommy, Suzie, and Cranky?

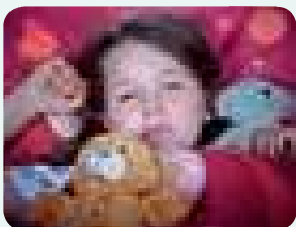


Cranky isn't sleeping.

2 Look at the grammar box and read.

Grammar

I'm **not** sleeping!
You **aren't** sleeping.
She **is not** sleeping.
She **isn't** sleeping.



3 Read *Open and Closed* again and circle examples of *isn't* + *ing*.

4 Look and write.

- 1 We (X clean)
- 2 He (X dig)
- 3 I (X cook)
- 4 You (X eat)
- 5 They (X shop)

5 Choose and write.

cleaning digging eating sleeping



- 1 The woman is sleeping.
No, she,
she's cleaning.
- 2 The man is eating.
No, he,
he's digging.
- 3 The dog is eating.
No, it,
it's sleeping.
- 4 The mother and son are cleaning.
No, they,
they're eating.

Listening and Speaking

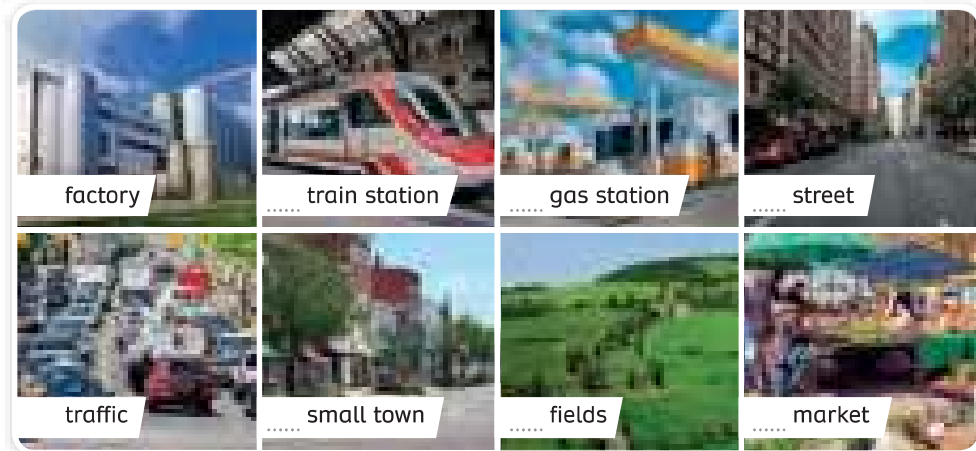
6  Play a game. Listen and do.

7  Play with your friends.
Say something and they do it!



Vocabulary 2

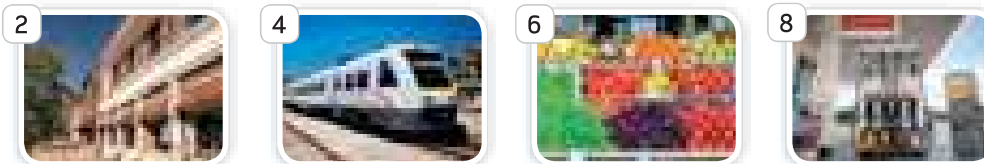
1  Listen and repeat.




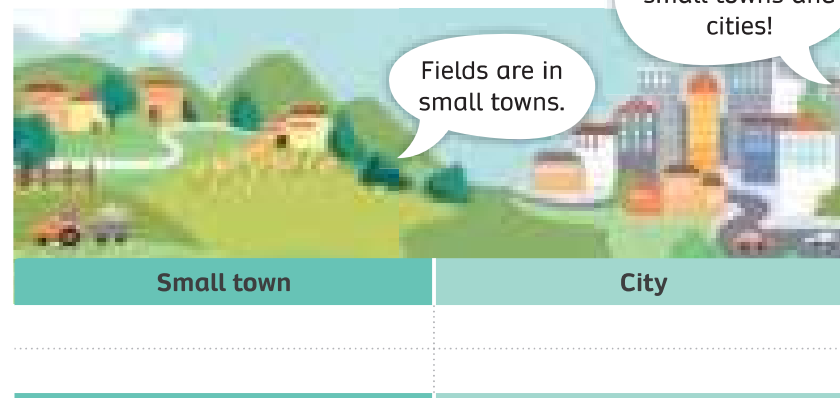
2  Listen and number.

3  Listen and say.

4 Which place? Look and write.



5  What do you think you find in these places? Talk with your friend and write.

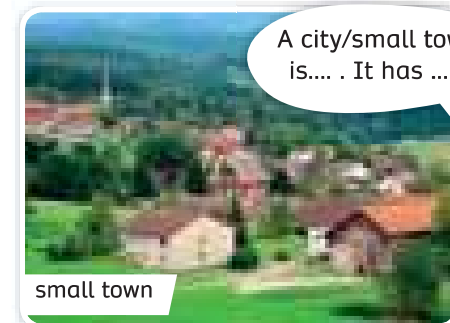
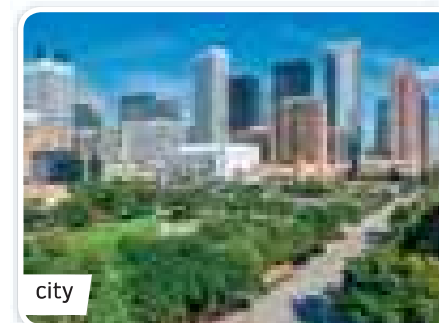


Pre-reading 2

1  Think and say.

 **Reading strategy**

Look for words you know to help you understand.




big / small grocery stores / small stores fields / traffic

2 What do you think the text is about? Check (✓).

- a Big stores ☐
- b Living in a city and in a small town ☐
- c Going to school ☐

Reading 2

3  **Read *Where I Live*.**
Check your answers from
Activities 1 and 2.



Reading strategy

Look for words I know to
help you understand.

Scott

Where I Live

Anna

Do you live in a city?

No, I don't live in a city. I live in a **small town**. ☐
Yes, I do. I live in a big city. ☐

Is your school big?

No, it isn't. It's a small school, but I have a lot of friends. ☐
Yes, it's a very big school. ☐

What stores are there in your neighborhood?

There's a mall and a lot of grocery stores. There's a library, too. ☐
There isn't a mall, but there's a grocery store and a **market**. ☐
There's also a candy store across the **street** from our school. ☐



Is there a playground close to you?

No, there isn't a playground. There are **fields** behind our school. ☐
Yes, there are a lot of playgrounds. ☐

What do you like about where you live?

I like the movie theaters and the library. ☐
I like that I know everyone in the town! ☐



What don't you like?

I don't like the traffic. There's a street in front of
our school with a lot of traffic. It's very noisy! ☐
We don't have a movie theater. I don't like that! ☐

Do you have a picture of where you live?

Yes. These are my friends. We're playing in the field! ☐
Yes. These are my friends. We're playing on the school playground! ☐

Are you taking the picture?

Yes, I am! ☐
Yes, I am! ☐

4



Anna and Scott are talking
about where they live.
Listen, read their answers again, and
write A (Anna) or S (Scott).

5



Talk with your friend.
What do you like
about where you live? What
don't you like?



Grammar 2



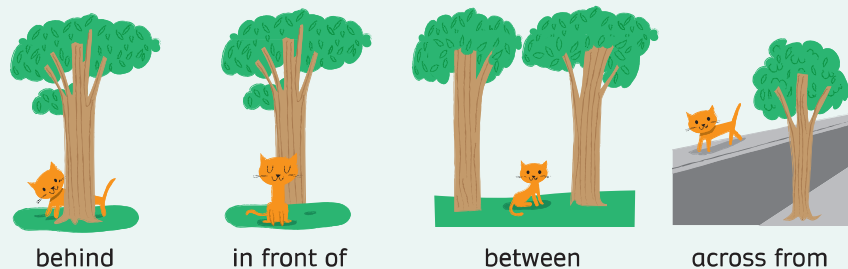
Watch Part 2 of the story video.
Where's Cranky?



Cranky is hiding behind the toys.

2 Look at the grammar box and read.

Grammar



3 Read *Where I live* again and underline examples of the words in the grammar box.

4 Think about your classroom and answer.

- 1 Who's sitting behind you?
- 2 Who's sitting in front of you?
- 3 What can you see between the door and the board?
- 4 What can you see across from your classroom?

5 Choose and write.

Yes, he **is**. Yes, they **are**. No, he **isn't**. No, they **aren't**.

- 1 **Are** they playing a game? (✓)
- 2 **Are** they playing tennis? (X)
- 3 **Is** he hiding behind the tree? (✓)
- 4 **Is** he hiding in front of the tree? (X)

6 Write *Is* or *Are*. Look and circle.



- 1 you taking a selfie?
Yes, I am. / No, I'm not.
- 2 he driving?
Yes, he is. / No, he isn't.
- 3 it sleeping?
Yes, it is. / No, it isn't.
- 4 they smiling?
Yes, they are. / No, they aren't.

Speaking

7 Hide an object and play a game with a friend.

One of you hides an object and the other guesses where the object is.

Is your eraser behind your backpack?

Yes, it is!



Watch Part 3 of the story video.
Why are people angry at Cranky?

Speaking strategy

Smile to show interest.

Writing

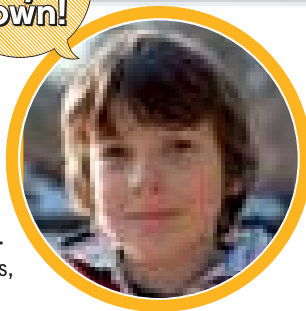
- 1** Look at Micky's report and answer. **2** Read Mickey's report and check your answers.

- 1 What's the town called?
- 2 What's in the town?
- 3 What's Micky's favorite place?




MY TOWN

My town is called Oak Park. It isn't big, but there are a lot of houses, stores, and schools. There is a library and a movie theater. Behind my school there is a playground. My dad is a teacher at my school and my mom works at the bank. My favorite place is the mall. I go there every weekend! There are toy stores, bookstores, and restaurants.



- 3** Read the text again. Circle *There is* and *There are*.

- 4**  Find or draw pictures of places in your city. Then go to the Workbook to do the writing activity.



Writing strategy

We can use **There is** or **There are** to write about what's in a city.
There are a lot of houses.
There is a library.

Now I Know

- 1**  What can you find in cities? Check (✓) or cross (X).



- 1 There are stores and supermarkets. ☐
- 2 There is fresh air. ☐
- 3 You can go to the movie theater. ☐
- 4 People like the traffic. ☐
- 5 There are banks, libraries, and gas stations. ☐
- 6 People like playing in fields. ☐

- 2** Choose a project



Make an ad about your favorite place.

- 1 Find or draw a picture of your favorite place.
- 2 Where is it?
- 3 Why is it great?
- 4 What can you do there?
- 5 Show your picture to the class.



Make a city or a small town.

- 1 Make stores and houses from cardboard boxes.
- 2 Color them and think of names for the stores.
- 3 Make streets from paper.
- 4 You can make cardboard people or use small toys.
- 5 Present your city/town to the class.

or

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple conversations about everyday situations.



I can ask where an object is.



I can understand a written conversation about a town or city.



I can write about where I live.

5

How do we celebrate?

Listening

- I can understand conversations about food and drink.

Reading

- I can understand the main points in a short, simple text about birthday celebrations.

Speaking

- I can say what I would like to eat and drink.

Writing

- I can write about my birthday party.



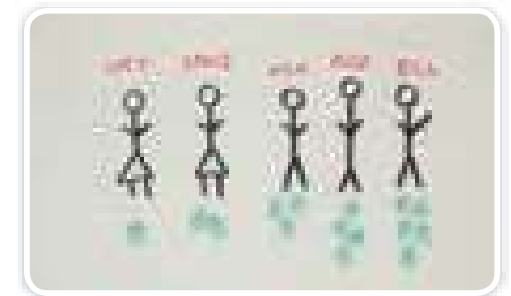
1 What do you do on your birthday? Check (✓).

- | | |
|------------------------------|--------------------------|
| I have a party. | <input type="checkbox"/> |
| I get gifts. | <input type="checkbox"/> |
| I eat cake. | <input type="checkbox"/> |
| I eat salad. | <input type="checkbox"/> |
| My friends come to my house. | <input type="checkbox"/> |
| I go to the movies. | <input type="checkbox"/> |
| I go to a restaurant. | <input type="checkbox"/> |

2 Look at the picture and discuss.

- Are the children at home?
- What are they doing?
- Do you sometimes go to different places for birthday parties?

3 Watch the video and write. How many do they have?



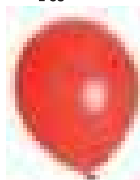
- cakes
- mangoes
- pieces of watermelon
- cans of soda

Vocabulary 1

1 Listen and repeat.



1-38



balloon



card



candle



burger



cupcake



milkshake



popcorn



fruit salad

2 Listen and number.



1-39

3 Listen and say.



1-40

4 Look at the words in Activity 1 and sort.



You can eat or drink	You can't eat or drink
burger	

5 Which food would you like at your party? Ask and answer with a friend.

What would you like
at your party?

I would like
burgers.

6 Plan a party. Think and write.



It's 's birthday!

He/She is years old.

These friends are coming to the party:

We need candles for the cake.

We want this food:

We want the balloons to be these colors:

We're having the party at:



Pre-reading 1



Reading strategy

Find the main points of a story.

1 Look at the sentences from the reading. What do you think happens in the story? Check (✓).



Lucy has got **burgers**, **milkshakes**, **fruit salad** and **popcorn** for the party. She's got a big cake and eight **candles** to blow out. But Lucy hasn't got friends to celebrate with.



- Lucy's friends can't come to her birthday party. Lucy is sad. ☐
- Lucy's friends come to her birthday party. Lucy is happy. ☐

Reading 1

2  Read *Surprise!* Check your answers from Activity 1.

Reading strategy

Find the main points of a story.

Surprise!

It's Lucy's birthday and she's at school. She's talking to her friends.

Lucy has got invitations for her friends and asks if they can come to her party.

But her friends can't come. They've got after school clubs and piano lessons.

I've got karate at five o'clock.

We've got drama lesson at five o'clock. Sorry, Lucy!

Lucy is at home. It's four o'clock. Her mum is making cupcakes. Her dad is putting up decorations and **balloons**. Her grandma is preparing a lot of food.

Lucy, can you go and buy some milk, please?

Lucy has got **burgers**, **milkshakes**, **fruit salad** and **popcorn** for the party. She's got a big cake and eight **candles** to blow out. But Lucy hasn't got friends to celebrate with. Her mum needs Lucy to go to the shops.



All of Lucy's friends are at her house! They've got lots of presents and **cards** for Lucy. They're laughing! Lucy laughs too.



I've got a lot of friends. I'm very happy!

We haven't got karate, piano lessons, or drama lessons today! We've got your birthday party! Happy Birthday, Lucy!

3 Read the story again. Put the sentences in order.

Lucy goes to buy some milk.

Lucy says "Can you come to my party today?"

Lucy's friends are at her house. They say "Surprise!"

Lucy's friends say, "Sorry, Lucy. We can't come to your party."

Lucy and her family prepare for the party.

☐
☒ 1

☐
☐
☐

4  Do you like surprises? Do they make you happy? Do you like surprising your friends?



Grammar 1

- 1**  Watch Part 1 of the story video.
What's on Suzie's shopping list? Check (✓).



a watermelon	<input type="checkbox"/>	tomatoes	<input type="checkbox"/>
coconuts	<input type="checkbox"/>	milk	<input type="checkbox"/>
cakes	<input type="checkbox"/>	noodles	<input type="checkbox"/>
juice	<input type="checkbox"/>	chocolates	<input type="checkbox"/>
soda	<input type="checkbox"/>	burgers	<input type="checkbox"/>

We haven't got any chocolates.
Oh, I have some burgers.

- 2** Look at the grammar box. Circle.

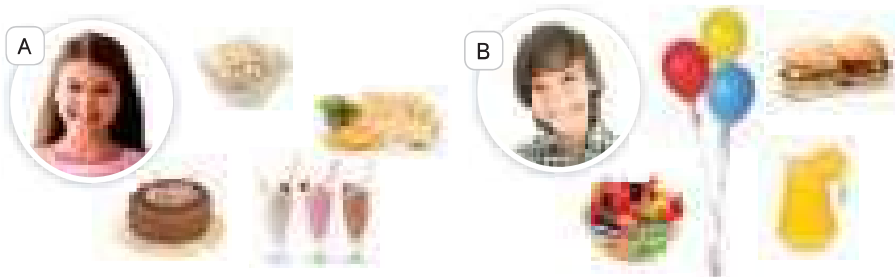
Grammar

I have **some** / **any** juice. I don't have **some** / **any** milk.

- 3** Read *Surprise* again and circle examples of 've got and haven't got.

- 4** Who says it? Look and read. Write A or B.

- | | | | |
|---------------------------------------|----------|------------------------------------|--|
| 1 I have some balloons. | B | 5 I have some sandwiches. | |
| 2 I have some juice. | | 6 I have some candles. | |
| 3 I don't have any milkshakes. | | 7 I don't have any popcorn. | |
| 4 I don't have any burgers. | | 8 I have some fruit salad. | |




- 5** Look and write. Use *some* or *any*.



I have some popcorn.

I don't have any beans.

Listening and Speaking

- 6**  What does he have? Listen and match.



- 7**  Play the memory game.

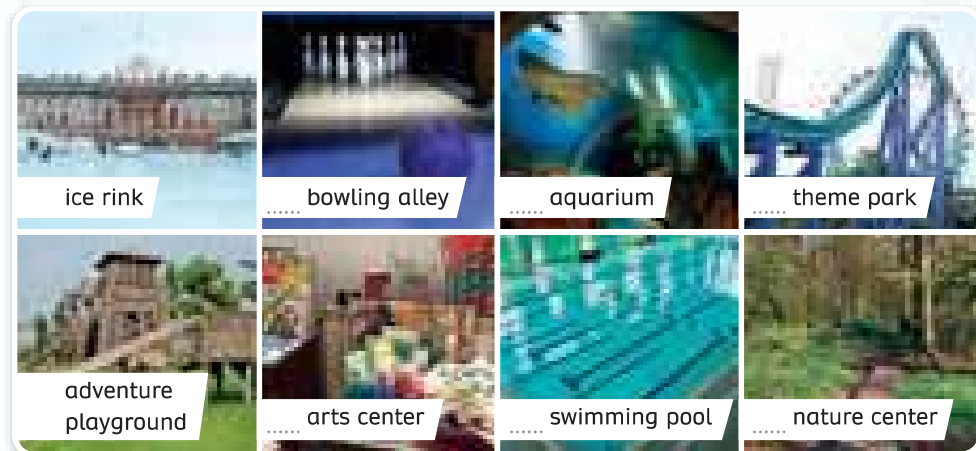
I have some bread.

I have some bread.
I have some apples.

I have some bread.
I have some apples.
I don't have any burgers.

Vocabulary 2

1 Listen and repeat.



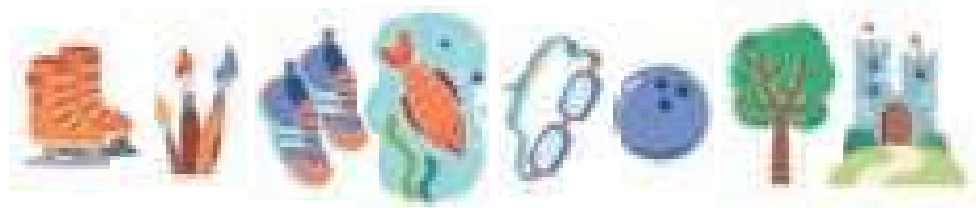
2 Listen and number.

3 Where are they? Listen and say.

4 Where should we go? Read and write.

- 1 I like castles and pirate ships.
- 2 I love painting.
- 3 I like climbing and running.
- 4 I like learning about fish.
- 5 I love swimming.
- 6 I love bowling.
- 7 I like learning about trees and animals.
- 8 I like skating.

Let's go to the theme park!



5 What do you think? Write Yes or No.



- 1 You can have birthday parties at home.
- 2 You can climb and run at adventure playgrounds.
- 3 You can learn new things at parties.
- 4 You can play with your friends on your birthday.
- 5 You can go to a bowling alley on your birthday.
- 6 You can have a pool party for your birthday.
- 7 You can eat cake and drink juice at an aquarium.
- 8 You can paint and draw at an arts center.

Pre-reading 2

1 Look at the sentences from the reading. What do you think the text is about? Check (✓).

You can make pirate hats. ★
 You can wear animal masks. ★
 You and your friends can play in the pool. ★

Dress-up clothes ☐ Different parties ☐ Summer vacations ☐

Reading strategy

Find the main points of a text.

Reading 2

- 2  Read *Amazing Parties*. Check your answer from Activity 1.



Reading strategy

Find the main points of a text.

AMAZING Parties



1

Would you like to decorate cupcakes on your birthday?

You and your friends can decorate beautiful cupcakes. You can put flowers, chocolates, frosting, and candies on your cupcakes. Then you can eat the cupcakes! You can have a cupcake party at the **aquarium**, the **bowling alley**, or the **ice rink**!

2

Would you like to be a pirate on your birthday?

You can make pirate hats and flags. You can play on a big pirate ship in an **adventure playground** or a **theme park**. We have paper, glue, scissors, and paints.



3

Read the text again. Choose and write the headings.

Cupcake party

Pirate party

Pool party

Safari party

4



What days do you celebrate in your family? Do you sometimes have parties?



3

Do you like wild animals?

You can have jungle decorations and green balloons in a **nature center** or at an **arts center**, and pretend you're on safari. You can wear animal masks and paint your faces to look like animals.

4

Do you like swimming?

Would you like to have your birthday party at the **swimming pool**? You and your friends can play games in the pool and have a lot of fun! You can't eat your cake in the pool! After swimming you can have some party food with friends. All swimmers receive a medal for attending the party!



Grammar 2

- 1**   What food and drink can you see in the picture? Watch Parts 2 and 3 of the story video and write.



Can I have some cake, please?
Here you go!

cake


- 2** Look at the grammar box and read.

Grammar

Would you **like** some juice? **Yes, please./No, thanks.**
Can I **have** some juice, please? **Here you go!**

- 3** Look at the picture in Activity 1.
Complete the dialog and write your answers.


- 1** Can I have some sausages, please? Here you go!
2 you like fruit?
3 I have popcorn, please?
4 you like tomatoes?
5 you like burgers?

- 4**  Imagine your friend is having dinner at your house. Ask them what they would like.

Would you like
some pasta?

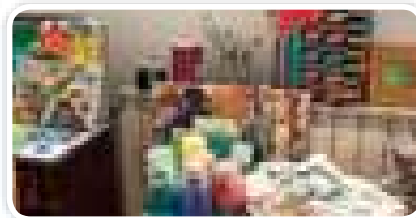
No, thanks. Can I
have burgers, please?

- 5** Read *Amazing Parties* again and circle examples of *would you like* and *can*.

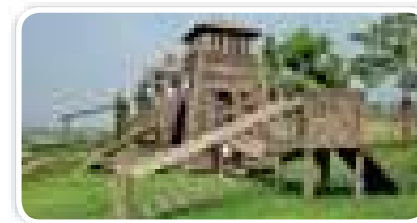
- 6**  Write questions about the places. Then ask and answer with a friend.



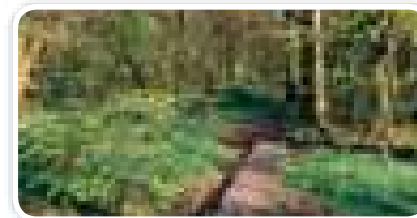
- 1** Would you like to go to the
ice rink?



- 2** Would you like



- 3** Would you like



- 4** Would you like

Would you **like** to go to the movies?
Let's go at four o'clock.

Speaking

- 7**  Work with a friend. What would you like to do?

Speaking strategy

Keep your back straight.

Would you like to go the movies?

Let's go at
four o'clock.

Great, see you there!

Writing

1 Look at Danny's description and answer.

- 1 Where are Danny and his friends? 3 How old is Danny?
- 2 What are they doing? 4 What food do they have?

2 Read Danny's description and check your answers.

My name is DANNY and it's my birthday today!
I'm having a party with my friends. We're on the adventure playground.

WE'RE PLAYING GAMES.
WE'RE CLIMBING TREES

I have a big birthday cake with eight candles. We have a lot of party food. We have burgers, pizzas, and popcorn. We have some strawberry ice cream, too.



I LOVE THIS PARTY!

3 Read the text again. Circle each time you see *too*.

4 WB Find or draw a picture of you at a party. Then go to the Workbook to do the writing activity.



Writing strategy

too

We use *too* when we add an extra idea. *We're playing games. We're climbing trees, too!*

Now I Know

1 How do we celebrate? Think and write T (true) or F (false).

We eat party food.

We have balloons.

We do our homework.

We play with friends.

We are not with our families.

We sometimes have parties in interesting places.

We read and write.

We have parties at home.

We make invitations.

We sometimes do crafts.

We sometimes go swimming.

We have candles on a big cake.

We have decorations.

2 Choose a project.

Create a birthday party menu.

- 1 Think about the party food you would like to have.
- 2 Fold a large piece of card to make a menu.
- 3 Draw or stick pictures of food.
- 4 Label the food.
- 5 Present your menu to the class.

or

Make a party invitation.

- 1 Choose a place for your party.
- 2 Think about what to write:
 - your name and age
 - day and time
 - place
- 3 Decorate your invitation.
- 4 Show your invitation to your friends.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand conversations about food and drink.



I can say what I would like to eat and drink.



I can understand the main points in a short, simple text about birthday celebrations.



I can write about my birthday party.

6

What jobs can I do?

Listening

- I can understand basic information about jobs.

Reading

- I can understand the main points in a short, simple text about jobs.

Speaking

- I can talk about jobs I know.

Writing

- I can write about what job I want to do.



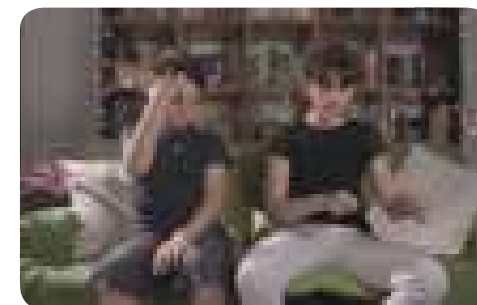
1 What do you like doing? Check (✓).

- | | |
|-----------------------------------|------------------------------------|
| reading <input type="checkbox"/> | running <input type="checkbox"/> |
| writing <input type="checkbox"/> | swimming <input type="checkbox"/> |
| singing <input type="checkbox"/> | talking <input type="checkbox"/> |
| painting <input type="checkbox"/> | listening <input type="checkbox"/> |
| cleaning <input type="checkbox"/> | helping <input type="checkbox"/> |

2 Look at the picture and discuss.

- What's her job?
- What's she doing?
- Where is she?

3 Watch the video and circle. What jobs are they miming?



police officer cleaner nurse
mechanic pilot teacher



British

policeman/
policewoman



American

police officer

Vocabulary 1

1  Listen and repeat.

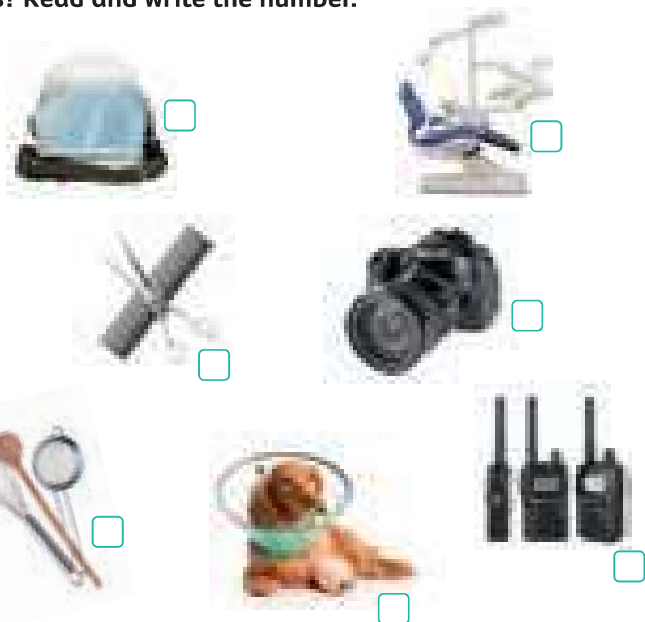


2  Listen and number.

3  Listen and say.

4 Who works with this? Read and write the number.

- 1 police officer
- 2 chef
- 3 dentist
- 4 vet
- 5 astronaut
- 6 doctor
- 7 hairdresser
- 8 photographer



5  Think and say. Who works with people?



6 Who does what? Complete the chart.

takes care of teeth washes hair takes pictures keeps us safe
cooks food takes care of animals travels in space
takes care of people

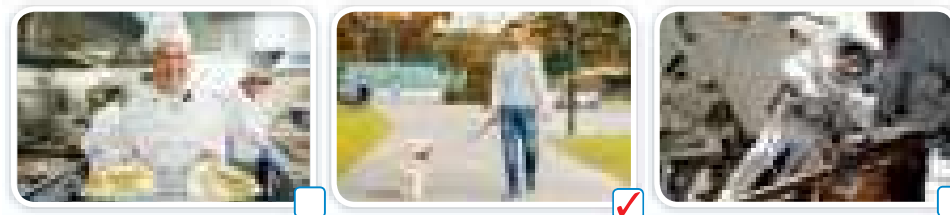
Job	What they do
vet	
police officer	
chef	
dentist	
hairdresser	
photographer	
astronaut	
doctor	

Pre-reading 1

1 Sam, from the story, is eight. What job do you think he can do? Check (✓).

 **Reading strategy**

Use key information to make predictions.



Reading 1

2



Read *Sam's Job*. Check your answer from Activity 1.



Reading strategy

Use key information to make predictions.

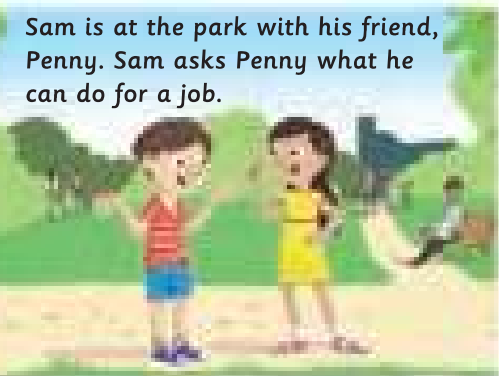
SAM'S JOB



Sam is eight years old. It's his mom's birthday tomorrow.

"I want to buy a gift," thinks Sam. "But I don't have any money. I want to work, but what can I do?" Sam writes a list of jobs "I can't be a **chef** because I'm not good at cooking," thinks Sam. "I can't be an **astronaut** because I don't have a spaceship. I'm eight. I can't be a **doctor**, a **vet**, or a **police officer**. I'm too young. I can't be a **photographer**. I don't have a camera."

Sam is at the park with his friend, Penny. Sam asks Penny what he can do for a job.



"What do you like doing?" asks Penny. "I like dogs. I like playing at the park," says Sam. "I'm good at running." "I have a good idea!" says Penny. "You can be a dog walker! You can take dogs for walks at the park."



Sam asks his neighbor, Mr. Clark. "Can I take your dog for a walk at the park? I'm a dog walker. It's my new job." "That's a good job," says Mr. Clark. "Yes, you can! I can pay you five dollars!"

3

Read the story again. Choose and write.

birthday gift

dogs

dog walker

running

- 1 Sam wants to buy a
- 2 Sam wants to be a
- 3 Sam is good at
- 4 Sam takes many for walks at the park.

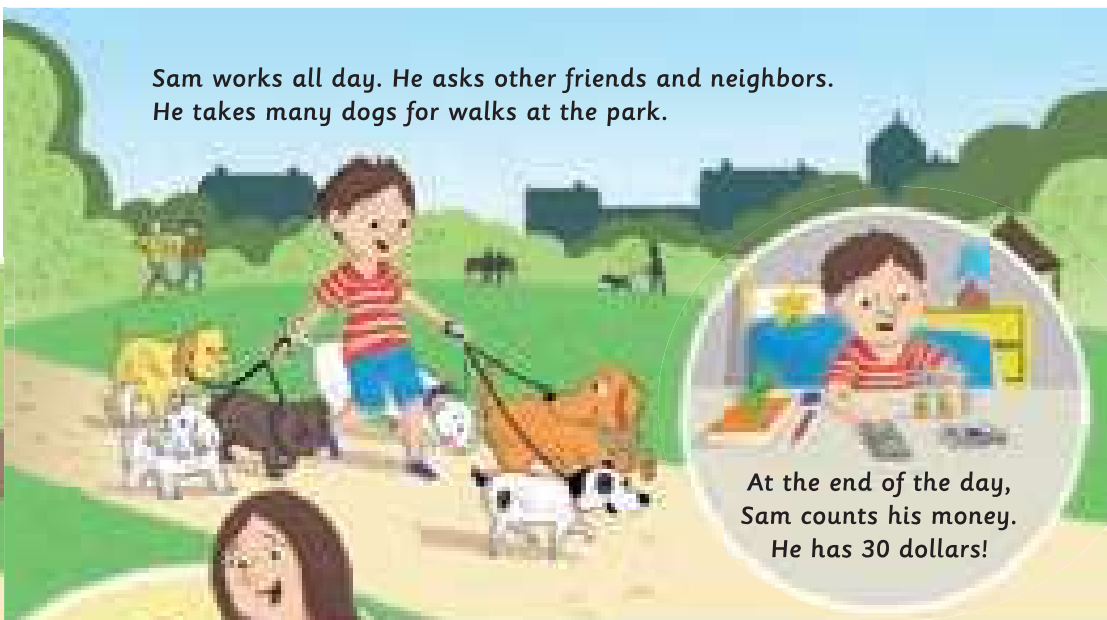
4



Do you do jobs? Do you get pocket money? Do you buy gifts for your family?



Sam works all day. He asks other friends and neighbors. He takes many dogs for walks at the park.



At the end of the day, Sam counts his money. He has 30 dollars!

Sam's mom loves reading. Sam buys three big books with his money. "Happy birthday, Mom!" says Sam. "Thank you, Sam!" says his mom. Sam is really happy he managed to get something for his mom. Mom is very proud and happy Sam gave her a gift.



Grammar 1



Watch Part 1 of the story video.
What jobs do they talk about in the video? Circle.



I want to be a teacher!

a chef
a doctor
a pilot

a hairdresser
a soccer player
an astronaut

2 Look at the grammar box and read.

Grammar

I **want** to be a soccer player! I **don't want** to be a pilot.
She **wants** to be an astronaut. She **doesn't want** to be a chef.
Do you **want** to be a vet? **Yes**, I **do**. / **No**, I **don't**.

3 Read *Sam's Job* again and circle examples of *want*.

4 Write *want* or *wants*. Then circle.

- 1 I want to take / to cook pictures.
- 2 They _____ to cook / to go delicious food.
- 3 I _____ to teach / to go to the moon.
- 4 I _____ to clean / to cook my bedroom.
- 5 She _____ to take / to drive a police car.
- 6 He _____ to drive / to teach in a school.



5 What do you want to be? Look and write. Choose
I want to be or *I don't want to be*. Then match.



1 astronaut 2 car mechanic
3 cleaner 4 dancer 5 police officer

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



Speaking

6 Ask and answer with friends.
Then tell the class.

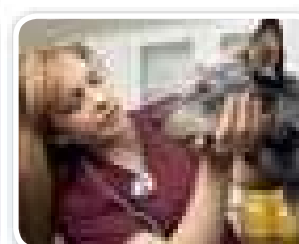
Speaking strategy

Think about tips in the
earlier units to show interest.

What do you
want to be?

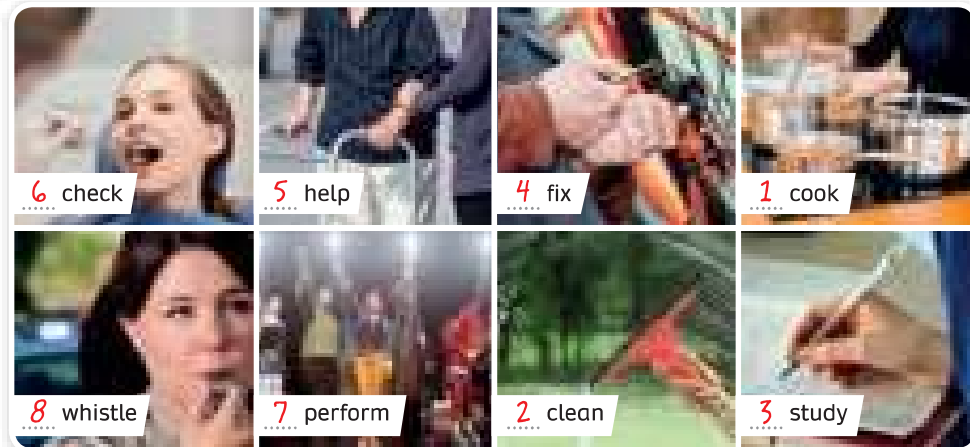
Jenny wants to
be a teacher.

I want to be
a teacher.



Vocabulary 2

1  Listen and repeat.




2  Listen and number.

3  Listen and say.

4 What do they do? Choose and write.

cook ~~check~~ clean fix
help perform study whistle

- 1 Dentists check teeth.
- 2 Police officers to direct traffic.
- 3 Mechanics cars.
- 4 Chefs food.
- 5 Actors in shows.
- 6 Students for exams.
- 7 Doctors people.
- 8 Cleaners schools.

5  What do you do? Think, match, and write.

- 1 I study
- 2 I check my backpack.
- 3 I fix
- 4 I help
- 5 I clean



Pre-reading 2

1 This text is about astronauts.
What do you think astronauts do?
Check (✓).

- | | | | |
|---------|--------------------------|-------|--------------------------|
| study | <input type="checkbox"/> | clean | <input type="checkbox"/> |
| cook | <input type="checkbox"/> | check | <input type="checkbox"/> |
| perform | <input type="checkbox"/> | fix | <input type="checkbox"/> |
| whistle | <input type="checkbox"/> | help | <input type="checkbox"/> |

Reading strategy

Use key information to make predictions.



How Can I Be an Astronaut?

Do you like studying?

Astronauts **study** a lot. They like studying. They learn math, physics, English, and more.

Do you like cleaning?

Astronauts **clean** their spaceships. There aren't any cleaners in the Space Station. The astronauts clean!

Do you like cooking?

Astronauts **cook** their food. There aren't any chefs in spaceships. The astronauts cook. It's easy. The food is in packages!

Do you like checking things?

Astronauts can't make mistakes! They **check** all the equipment in the spaceship.

Do you like fixing things?

Astronauts **fix** things. There aren't any mechanics in the Space Station. The astronauts fix the equipment.

Do you like helping people?

When one astronaut has a problem, another astronaut says, "Don't worry. I can **help** you."

Do you like floating?

Astronauts float! They don't walk in the Space Station. There isn't any gravity, so they can't walk.

Do you like taking pictures?

Astronauts take pictures. They like taking pictures of Earth and the stars.

Do you like talking to people?

Astronauts talk to each other. They don't have friends or family in the Space Station, but they talk to people on the phone.

Do you like performing?

Astronauts can have fun in spaceships, too. They can play the guitar and **perform** songs. They can sing and whistle, too!



Reading 2

Reading strategy

Use key information to make predictions.

2 **Read *How Can I Be an Astronaut?* Check your answers from Activity 1.**

3 Read the text again. Write **T** (true) or **F** (false).

- 1** Astronauts like studying.
- 2** They make a lot of mistakes.
- 3** Astronauts fix equipment.
- 4** Astronauts can walk in the Space Station.
- 5** Astronauts help each other.
- 6** They take pictures of cars.

4 **What about you? Answer the questions. Say *Yes, I do.* or *No, I don't.***

Count your "Yes" answers.

Is being an astronaut a good idea for me? Check (✓).

1-2: No ☐

3-7: Maybe ☐

8-10: Yes ☐

5 **Do you think astronauts like their job? Talk with a friend about a job you like.**

Grammar 2



Watch Parts 2 and 3 of the story video.
Then read and write **Yes** or **No**.



Cranky likes cooking.

He likes studying.

2 Read the grammar box.
Choose and write.

don't like hate
likes love

Grammar

I ♥ riding my bike!
He 😊 swimming.
I 😞 performing!
I 😞 cleaning my bedroom.

3 Draw 😊, 😞, ♥, or 😞. Then write sentences for you.



like / love	don't like / hate
I ♥ playing with friends	I 😞 running to school
I ○	I ○
I ○	I ○

4 Read and write.



cook fly

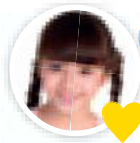


I !
I want a chef.

I !
I want a pilot.

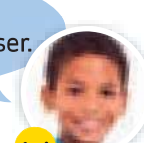


do help



I
I want animals.
a vet.

I
I want hair.
a hairdresser.

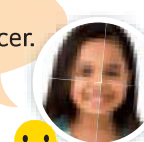


dance fix



I love cars.
I want a car mechanic.

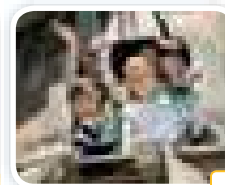
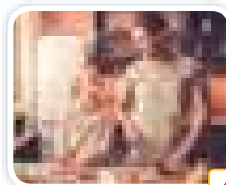
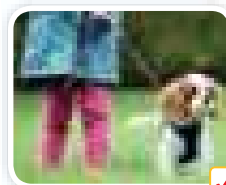
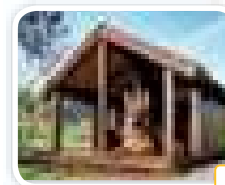
I like .
I want a dancer.



Listening and Speaking



What does Jody like doing? Listen and check (✓).



Ask and answer with a friend.

What do you like doing?

I don't like cooking. I love walking my dog!

Writing

1 Look at Jason's pictures and answer.

- 1 What does Jason love doing?
- 2 What does he want to be?

2 Read Jason's description and check your answers.

I Want to Be a Car Mechanic!

Hi, I'm Jason and I love cars! I love driving toy cars with my friends, cleaning cars, and fixing cars. I love everything about cars! I don't have a car. I'm too young. But I love going to the garage with my dad. I want to be a racing car mechanic. I like watching them work on TV. They check and fix the car very fast. I think they're amazing!



3 Read the text again. Circle each time you see *like* and *love*.

4 **WB** Find or draw a picture of a job you love. Then go to the Workbook to do the writing activity.



Writing strategy

We use **like** and **love** to add importance.
I **like** watching them work on TV.
I **love** going to the garage with my dad.

Now I Know

1 What do people do? What can you do? Check (✓).

	checking things	fixing things	talking	studying	helping
teachers					
police officers					
pilots					
mechanics					
me					

2 Choose a project.



Give a job presentation.

- 1 Think about the job you would like to have.
- 2 Make notes about:
 - what your job is
 - what you need to do
 - why you would like the job
- 3 Find pictures of the job.
- 4 Present your job to the class.

or



Make a job ID card.

- 1 Find or draw a picture of a job.
- 2 Stick the picture on a piece of cardboard.
- 3 Write:
 - your name
 - what you do in your job
 - why you do it
- 4 Show your ID card to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand basic information about jobs.



I can talk about jobs I know.



I can understand the main points in a short, simple text about jobs.



I can write about what job I want to do.

7

Why do we play sports?

Listening

- I can understand simple conversations about someone's hobbies and interests.

Reading

- I can understand the main points in a short, simple text about sports.

Speaking

- I can talk about my hobbies and interests.

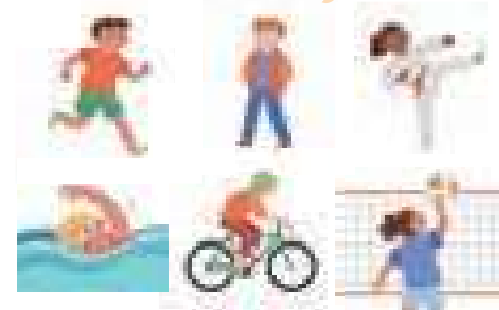
Writing

- I can write about my favorite sport.



1 What do you do? Circle and say.

I ride my bike
and I run.





2 Look at the picture and discuss.

- Can you ride a horse?
- What are the children wearing?

3 Watch the video and circle. What sports do they talk about?



baseball basketball gymnastics
horseback riding judo
ping-pong swimming tennis

 British	 American
table tennis	ping-pong
hockey	field hockey

Vocabulary 1

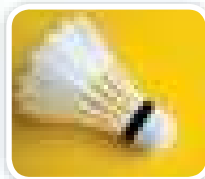
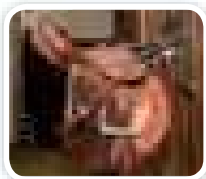
1  Listen and repeat.



2  Listen and number.

3  Listen and say

4 Write the sports. Check (✓) the sports you play in water.


☐

☐

☐

☐

☐



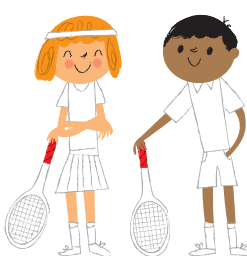
☐

☐

☐

5 What sports do you play? Write the sports in the chart.



On a team	Only you	With a friend
		

6  Think of your favorite sport. Talk with your friend.

My favorite sport is water polo. You play it on a team. You play it in the water.

Pre-reading 1

1 Look at the title. What do you think the text is about? Check (✓) or cross (X).



Reading strategy

The title helps me understand the text.

Thank You, Ella!

Ella helps her friends. ☐

Ella is good at sports. ☐

Reading 1

2  Read *Thank You, Ella!*
Check your answers from Activity 1.



Reading strategy

The title helps me understand the text.

Thank You, Ella!



It's Sports Day at Ella's school. All her friends are excited. "I'm good at **badminton** and **baseball**!" says Julia.

"I'm good at **field hockey**," says Alexia.
"We have a field hockey match today."

Ella isn't excited.

"I'm not good at sports," thinks Ella. "I'm not good at **ping-pong** or **water polo** or **horseback riding**. I'm not good at **skiing** or **paddleboarding**. I'm not good at anything!"

The children are waiting for the race to start. Miss Bright doesn't have her whistle!



Is it in the classroom? I can get your whistle.

Thank you, Ella!

Ella runs into the school.

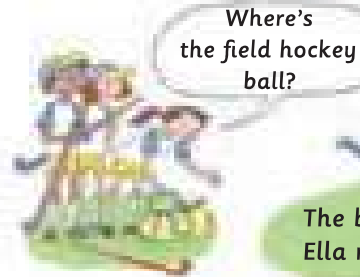
She gets Miss Bright's whistle.



Thank you, Ella!



Alexia can't find the ball.



Where's the field hockey ball?

The ball is behind a tree.
Ella runs and gets the ball.



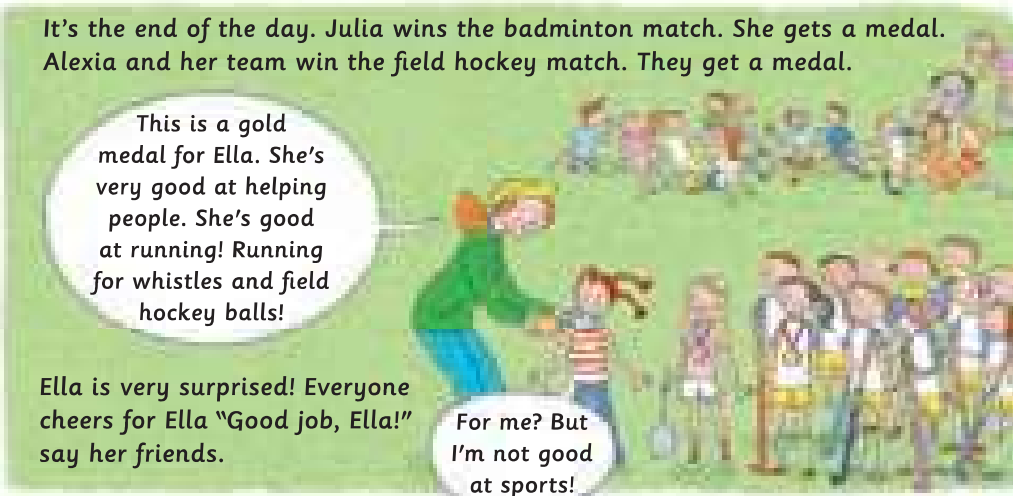
Thank you, Ella!

It's the end of the day. Julia wins the badminton match. She gets a medal. Alexia and her team win the field hockey match. They get a medal.

This is a gold medal for Ella. She's very good at helping people. She's good at running! Running for whistles and field hockey balls!

Ella is very surprised! Everyone cheers for Ella "Good job, Ella!"

For me? But I'm not good at sports!




3 Read the story again and match.

Alexia and her team.



Ella Julia



4  Talk with a friend. What sports are you good at? How do you play?



Grammar 1

- 1**   Watch Parts 1 and 2 of the story video. What sports do they play? Circle and answer.



I'm good at field hockey!
I'm not!

rugby
ping-pong
field hockey
cricket
basketball
baseball

- 2** Read the grammar box and check (✓) or cross (X) for you.

- 3** Read *Thank You, Ella!* again and circle examples of *I'm good at/I'm not good at*.

Grammar

I'm good at swimming. ☐ My best friend is good at ping-pong. ☐
I'm not good at skiing! ☐ He/She isn't good at dancing. ☐

- 4**  Think, circle, and write.

- | | |
|--|--|
| 1 My dad is / isn't good at | 4 My grandpa is / isn't good at |
| 2 My mom is / isn't good at | 5 My teacher is / isn't good at |
| 3 My grandma is / isn't good at | 6 My friend is / isn't good at |

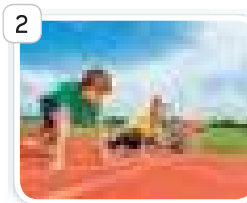
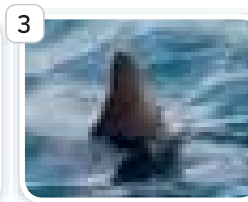
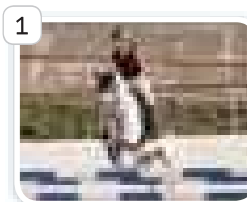
- 5** Write about you. Choose *I'm good at ...* or *I'm not good at ...*

- | | |
|-----------------------------------|-----------------------------------|
| 1 running very fast. | 3 swimming. |
| 2 karate. | 4 playing on a team. |

- 6** Look at the grammar box. Read and check (✓) the correct picture.

- 7** Choose and write.


Stop! Run! Jump!
Don't swim here!



Close your eyes. Count to ten.
Don't look. Run and hide.



Listening and Speaking

- 8**  Listen to Henry. What is he good at? Check (✓) or cross (X).

basketball ☐ soccer ☐ water polo ☐
paddleboarding ☐ skiing ☐

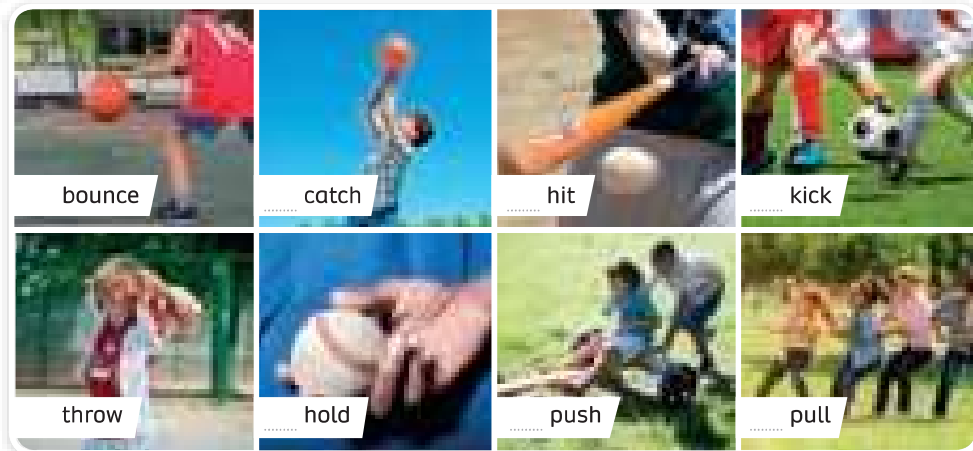
- 9**  What sports are you good at? Talk to your friends.

What sports are you good at?

I'm good at ping-pong!

Vocabulary 2

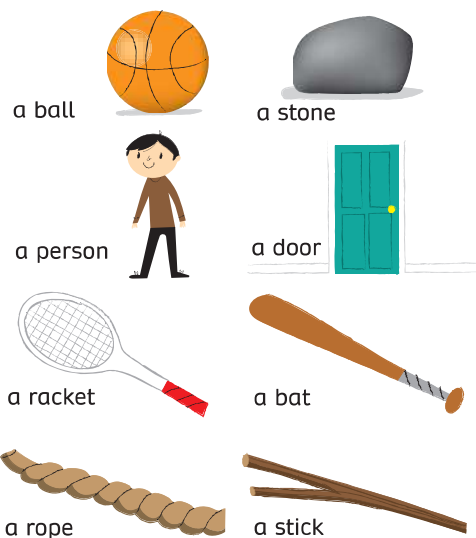
1  Listen and repeat.



2  Listen and number.

3  Listen and say.

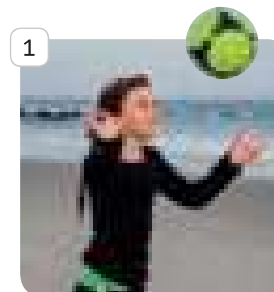
4 What can you do? Look and write.



You can ...

- 1 hold a ball, a bat
- 2 push
- 3 catch
- 4 hit
- 5 kick
- 6 throw
- 7 pull
- 8 bounce

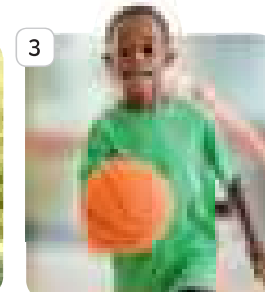
5 What are the children doing? Look and complete.



The girl
the ball.



The children
the rope.



The boy
the ball.

6 Think of the things you can do when playing sports.
Talk with a friend.

I can bounce a ball when
I play basketball.

I can hit a ball when
I play baseball.

Pre-reading 2

1 Look at the title. What do
you think the text is about?
Check (✓) or cross (X).



Reading strategy

The title helps me understand
the text.

Children's favorite sports ☐

What you can and can't
do in different sports ☐

Water sports ☐

Reading 2

2  Read *Sports Rules*. Check your answers from Activity 1.



Reading strategy

The title helps me understand the text.

SPORTS RULES

1



2



3



4



5




IMPORTANT! Please read and follow these rules.

- In baseball, you can **hit** the ball, you can **throw** the ball and you can run. You can't **kick** the ball.
- When you play water polo, you can swim. You can throw and **catch** the ball. You can't **push** or **pull** or kick and you can't take off your swimming cap.
- When you go paddleboarding, you can stand on the board and you sit on the board. You can't go paddleboarding when there is a storm can't take off your life jacket.
- In basketball, you can run but you can't run and **hold** the ball. You can run and **bounce** the ball. You can throw and catch the ball.
- When you go horse riding, you can sit on the horse. The horse can run, walk and jump. You can't take off your helmet.

Rules are important and make us think about how we behave. Sports help us to work together as a team and to keep trying, even when your team is losing.

7



4  Talk with your friend. What are the rules of your favorite sport? What can we learn from playing sports?

Grammar 2

1



Watch Part 3 of the story video.
Can Cranky play the guitar?



Can you throw a rugby ball? Yes, you can!

2

Read the grammar box and circle.

Grammar

Can I **play** soccer in the classroom?

Yes, you **can**. / No, you **can't**.

You **can** / **can't** hit a ball in soccer.



3

Read *Sports Rules* again and circle examples of **can** and **can't**.

4

Write **Can**, **can**, or **can't**.

- 1 You run and hold the ball in basketball.
- 2 You bounce a basketball.
- 3 You kick the ball in ping-pong.
- 4 you throw the ball in water polo?
- 5 You hit the ball in baseball.
- 6 you take off your helmet in horseback riding?

5

Choose and write the rules. Use **can** or **can't**.

1

SKIING



3

SOCCER



2

PING-PONG



4

TENNIS



- | | |
|-----------------------------------|---|
| 1 You can <u>jump</u> | You can't <u>take off your helmet</u> |
| 2 You can | You can't |
| 3 You can | You can't |
| 4 You can | You can't |

Speaking

6

Play a game with a friend. Think of a sport. Ask and answer questions.



Speaking strategy

Nod your head to show agreement.

Can you play this sport indoors?

Do you use a ball?

Can you hit the ball?

Is it field hockey?

No, you can't.

Yes, you do.

Yes, you can.


Yes, it is!

Writing

1 Look at Dee's picture and answer.

- 1 What is she good at?
- 2 What can you do in this sport?
- 3 What can't you do?

2 Read Dee's school magazine article and check your answers.



My Favorite Sport

I'm good at badminton. You can play badminton with one friend or you can play with three friends. You can't play badminton with a big ball. You play with a shuttlecock and a racket. I like badminton because I like the shuttlecock. A shuttlecock is small and very light. You can run and hit the shuttlecock. You can't kick the shuttlecock. I like badminton because I like playing with my friends. It's good fun.

a shuttlecock

feathers

3 Read the text again. Circle *because*.

4 **WB** Find or draw a picture of a sportsperson. Then go to the Workbook to do the writing activity.



Writing strategy

because

We can use the word **because** to explain why we like something.
*I like badminton **because** I like the shuttlecock.*

Now I Know

1 Why do we play sports? Choose and write about you. 

on a team by myself good fun good exercise
 boring a lot of sports one sport

I like playing sports I'm good at
 I think sports are I'm not good at

2 Choose a project.



Do a sports survey.

- 1 Ask your friends "What sports do you play?"
- 2 Make a chart.
- 3 Write the names of your friends.
- 4 Write or draw the sports they play next to their names.
- 5 Tell the class what you know.

or



Make a sports poster.

- 1 Stick pictures of sports you play with a ball on cardboard.
- 2 Find or draw pictures of different balls.
- 3 Ask your friends "Which sport uses this ball?"
- 4 Stick the balls to the correct sport.
- 5 Show your poster to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple conversations about someone's hobbies and interests.



I can talk about my hobbies and interests.



I can understand the main points in a short, simple text about sports.



I can write about my favorite sport.

8

What makes us feel good?

Listening

- I can understand how someone is feeling.

Reading

- I can use headings and illustrations to help me understand factual texts.

Speaking

- I can say how someone is feeling.

Writing

- I can write about how I feel.



1 Read and check (✓) or cross (X) for you.

I'm happy when I ...

- | | | | |
|-------------------|--------------------------|--------------------|--------------------------|
| am in the shower. | <input type="checkbox"/> | go to bed. | <input type="checkbox"/> |
| clean my room. | <input type="checkbox"/> | have a P.E. class. | <input type="checkbox"/> |
| eat fruit. | <input type="checkbox"/> | go to the dentist. | <input type="checkbox"/> |

2 Look at the picture and discuss.

- What do you think the boy is looking at?
- What do you think the boy is thinking about?
- Do you like being in nature? Why? / Why not?
- Where is your happy place?

3 Watch the video and circle. What's the video about?



incisors anines obars
drink ood eeth

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Change the word to make correct sentences.

- 1 You put **braces** on a toothbrush. *You put toothpaste on a toothbrush.*
- 2 I'm wearing **toothbrushes**. They make my teeth straight.
- 3 I **chew** my mouth with water.
- 4 When I eat meat, I **rinse** it a lot.
- 5 **Toothache** tastes nice! I rinse my mouth with it.
- 6 Oh, no. My teeth are **toothpaste**! I want to brush them.
- 7 My **dirty** is blue. My sister's one is red.
- 8 Ow! My tooth hurts. I have a **chew**!

5 Work in groups. Ask your friends and complete the chart. Then tell the class.

	Friend 1	Friend 2	Friend 3
Do you wear braces?			
What color is your toothbrush?			
What's your favorite toothpaste?			
Do you like mouthwash?			
Do you brush your teeth in the morning?			
Do you brush your teeth at night?			

6 What can you do to keep your teeth clean? Talk with a friend.

Pre-reading 1

1 What do you think *molars* are? Read and circle.

animals candy teeth



Reading strategy

Guess the meaning of words you don't know.

We've got some big teeth. They're at the back of the mouth. They're called molars. We chew with these teeth.

Lots of Teeth!

We all like laughing and **smiling**. When we **LAUGH**, we show our **teeth**. Our **TEETH** are important - we **should** look after them and shouldn't eat too many sweets! We use our toothbrush, toothpaste and rinse with mouthwash to clean them twice a day. Dirty teeth can give us toothache. But are all teeth the same?

Crocodiles

Crocodiles have got lots of teeth. Some crocodiles have got 100 teeth! When one tooth falls out, another one grows! They grow again, and again, and again! Crocodiles don't chew their food. They've got lots of very sharp teeth! They tear and cut meat with these teeth.

Lots of sharp teeth!

Humans

incisors

Humans have got 32 teeth. We've got some big teeth. They're at the back of the mouth. They're called molars. We **chew** with these teeth. We've got some sharp teeth. They're called incisors. We bite and cut with these teeth. Some people need **braces** to make their teeth straight.

molars

Lions

Lions have got 30 teeth. They eat meat. They don't chew their food. They haven't got molar teeth. They've got four very long teeth. They're sharp. They're called canines. They can **tear** and cut the meat. They've got small teeth, too. The lions hold the meat with these small teeth.

canines

Reading 1


2  Read *Lots of Teeth!* Check your answers from Activity 1.

Reading strategy

Guess the meaning of words you don't know.

3 Read the text again and write **T** (True) or **F** (False).

- 1** People have got 22 teeth.
- 2** People eat unhealthy food sometimes.
- 3** Lions have got big and small teeth.
- 4** Lions eat salad.
- 5** Crocodiles have got a lot of teeth.
- 6** Crocodiles chew their food.

4  How do you feel when a tooth falls out? What do you do with it?



Grammar 1



Watch Part 1 of the story video. Does Cranky brush his teeth before he falls asleep?



You should wash your hands!
You shouldn't eat with dirty hands.

2 Read the grammar box and circle.

Grammar

You **should** = It's a good idea. / It's not a good idea.

You **shouldn't** = It's a good idea. / It's not a good idea.

3 Read *Lots of Teeth!* again and circle examples of *should* and *shouldn't*.

4 Write *You should* or *You shouldn't*.

- 1 You shouldn't eat lots of candy.
- 2 brush your teeth every day.
- 3 use a dirty toothbrush.
- 4 use a clean toothbrush.
- 5 go to the dentist.
- 6 chew your food well.

5 Read and write. Are these things clean or dirty? Neat or messy? Healthy or unhealthy?



clean dirty healthy messy neat unhealthy

leave crayons on the desk		wear the same socks every day	
wash your hands		wipe your nose with your hand	
eat lots of cupcakes		put your crayons in a pencil case	
take a shower		put your books on the floor	
do lots of exercise		eat fruit and salad	
put your books in your backpack		drink lots of soda	

Speaking

6 Think about these places. Talk with your friends about what you should and shouldn't do.



Speaking strategy

Look at the speaker to show interest.

At school At the dentist At the park

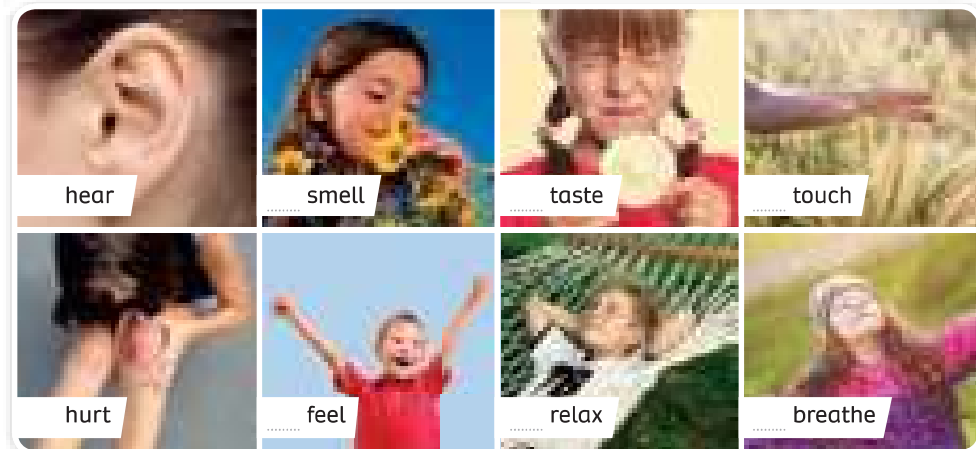
At school.

You should listen to the teacher.

You shouldn't run in the classroom.

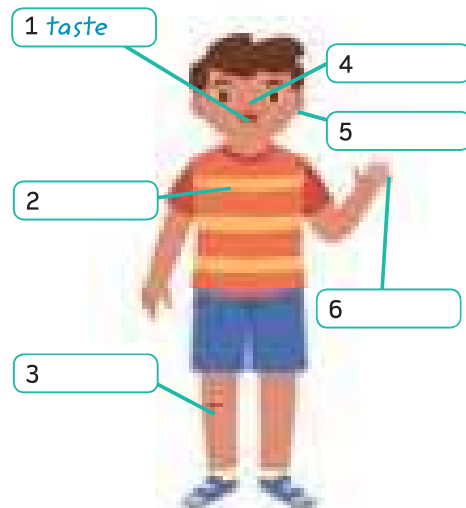
Vocabulary 2

1  Listen and repeat.



2  Listen and number.

4 Look at the words in Activity 1 and label.



3  Listen and say.

5 Look at Activity 1 and complete.

- 1** I feel with all my body.
- 2** I _____ with my tongue.
- 3** I _____ with my fingers.
- 4** I _____ with my ears.
- 5** I _____ in air with my nose and my mouth.
- 6** When I sleep, I _____ my body.

6  What can you do? Check (✓) or cross (X). Then say.

I can hear the ocean.
I can smell the ocean.



	hear	smell	see	touch	taste	feel
the ocean						
an ice cream						
music						
an elephant						
a toothache						
happy						

7  What makes you feel good? Talk with a friend.

I feel good when I'm by the ocean.

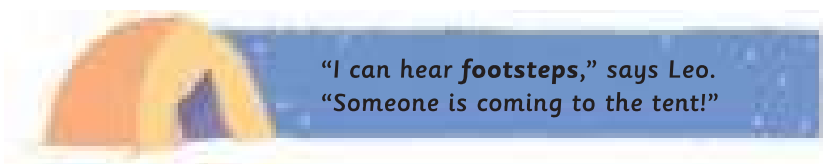


Pre-reading 2

1 Read and guess the answer. Check (✓).

 **Reading strategy**

Guess the meaning of words you don't know.



I think the footsteps are the sound of ...

eating ☐ walking ☒ swimming ☐

Reading 2

2



Read *What's That Noise?* Check your answer from Activity 1.



Reading strategy

Guess the meaning of words you don't know.

WHAT'S THAT NOISE?

Clara and her little brother, Leo, are camping. They're in a tent. It's dark.

"I can **hear** a noise," says Leo. "What is it?"

"It's an owl," says Clara. "Don't worry. Owls are friendly birds."

"I can hear another noise," says Leo. "What is it? Is it a bear?"

"No!" says Clara. "It isn't a bear. It's a fox."

"I can **smell** something," says Leo. "It **smells** nice."

I think it's cheeseburgers.

"I **feel** cold," says Leo. Clara gets a blanket for Leo. "**Breathe** deeply," says Clara.

My tooth hurts. I have a toothache.

Cheeseburgers are my favorite food.

Clara gets some water for Leo. "Go to sleep, Leo," she says. "**Relax** and go to sleep."

"I can hear footsteps," says Leo. "Someone is coming to the tent!"

Leo hides under the blanket.

Hi, kids! Are you hungry?

"Dad!" say Clara and Leo. "I'm cooking some cheeseburgers. Would you like one?" asks Dad.

"Yes, please!" say Clara and Leo.

"This cheeseburger **tastes** good," says Leo. Clara and Leo follow Dad into the house, they're ready to go home!

Are you OK now, Leo?

"Yes," says Leo. "I feel good when I'm at home!"

3 Read and circle.

- 1 Leo and Clara can hear **an owl** / **a cat** and **a bear** / **footsteps**.
- 2 Leo's **leg** / **tooth** hurts.
- 3 Leo is **cold** / **hot**.
- 4 Leo can't **relax** / **breathe**.
- 5 Leo and Clara can smell **cheeseburgers** / **a cat**.

4 Think about the story. Discuss with a friend.

- 1 What noises can you hear at night?
- 2 How do they make you feel?



Grammar 2



Watch Part 1 of the story video again.
Then choose and write.



lemon smells taste tastes

- 1 These candies _____ great.
- 2 This is _____.
- 3 This _____ of ice cream.
- 4 What's that smell? It _____ good.

2 Look at the grammar box and read.

3 Read *What's That Noise?* again and circle the examples of *smells nice* and *tastes good*.

4 What do you think? Choose and write.

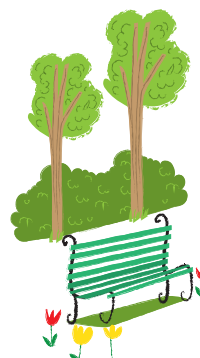
smell bad smell nice tastes bad tastes good

- 1 My sandwich is too dry. It _____.
- 2 The cake _____.
- 3 The flowers _____.
- 4 The rotten vegetables _____.

Grammar

Dad is baking. The bread **smells nice**!
My dinner **smells bad**!
The ice cream **tastes good**!
The ice cream **tastes bad**!

5 Rewrite the sentences in the text.



I see my friends in the park and I feel good.

1 *I feel good when I see my friends.*

We laugh and we feel good.

2 _____

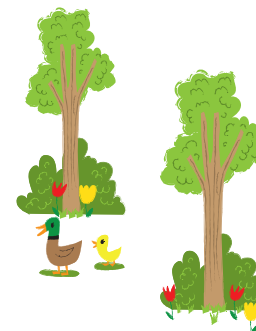
We play tennis and we feel good.

3 _____

I go to the beach and I feel good.

4 _____

I swim and I feel good.
I feel good **when** I swim.



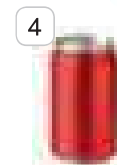
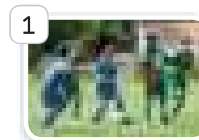
Listening and Speaking



Look, choose, and write. Then listen to Lucas and circle.



play soccer drink soda
eat pasta drink milk



- 1 I feel **happy** / **great** when I _____.
- 2 I feel **tired** / **great** when I _____.
- 3 I feel **good** / **bad** when I _____.
- 4 I feel **tired** / **happy** when I _____.

7 How do you feel? Talk with your friends.

I feel happy when I have pasta for dinner. It tastes really good!

I feel healthy when I eat fruit.



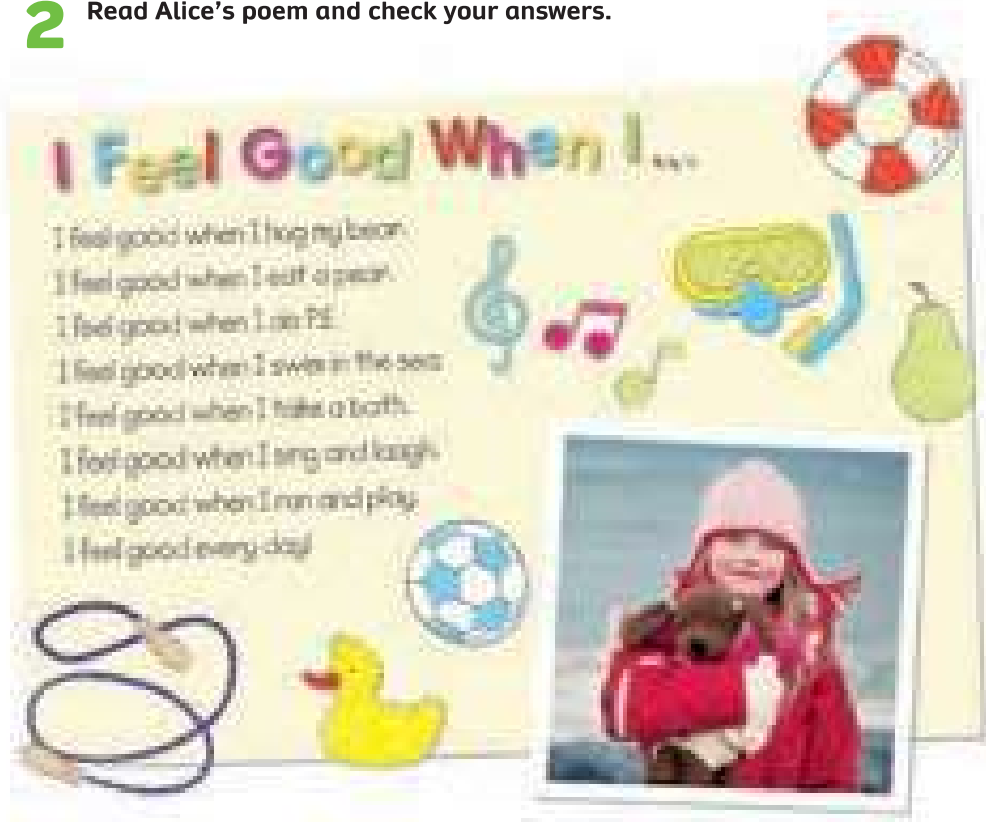
Watch Parts 2 and 3 of the story video.
Why does Cranky go to the dentist?

Writing

1 What makes Alice feel good? Look at the picture and circle.

apples laughing P.E. pears swimming teddy bear tennis

2 Read Alice's poem and check your answers.



3 Read the text again. Circle the words that rhyme.

4 **WB** Find or draw a picture of things you like. Then go to the Workbook to do the writing activity.



Writing strategy

We can write poems with words that **rhyme**:

bear — pear bath — laugh

We can write poems with words that don't rhyme, too.

Now I Know

1 What makes us feel good? Circle for you and add your own ideas.

I feel good when I'm ...

clean dirty at school with my friends

I feel good when I have ...

a toothache good food a lot of homework

2 Choose a project.



Write an information leaflet.

- 1** Choose an animal.
- 2** Find a picture of its teeth.
- 3** Are they big or small?
- 4** What does the animal eat?
- 5** Present your leaflet to the class.

or



Make a tooth poster.

- 1** Draw and label a big tooth.
- 2** Find or draw pictures of:
 - What's good for your teeth.
 - What's bad for your teeth.
- 3** Show your poster to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand how someone is feeling.



I can say how someone is feeling.



I can use headings and illustrations to help me understand factual texts.



I can write about how I feel.

9

How are the seasons different?

Listening

- I can understand basic information about times of the year.

Reading

- I can follow the sequence of events in a short text about the seasons.

Speaking

- I can describe what the weather is like in my country.

Writing

- I can write about the weather.



1 What's the weather like today? Circle.

- The sky is **blue** / gray.
- There are **a lot of** / not many / no clouds in the sky.
- The trees **have** / don't have leaves.
- The leaves on the trees are **green** / yellow / red.

2 Look at the picture and discuss.

- What color are the leaves?
- When does your school year start?
- Is it hot or cold when you start the school year?

3 Watch the video and circle.



- What are they drawing?
a graph a picture
- Which month has the most rain?

January **October**

 British	 American
autumn	fall

Vocabulary 1

1  Listen and repeat.



2  Listen and number.

3  Listen and say.

4 What do you celebrate? When do you celebrate? Write.

New Year: January

My birthday:

My mom's birthday:

Mother's Day:

.....

.....

5  Ask and answer with a friend. Complete the chart.



	You	Your friend
What's your favorite month?		
What month is your birthday?		
When is your favorite celebration?		

Pre-reading 1

1 Look at the sentence. Which picture do you think of? Check (✓).




Reading strategy

Visualize the story.

It's December and the sun is shining.



Reading 1

2  Read *Larry the Lemur*. Check your answer from Activity 1.



Reading strategy

Visualize the story.

Larry the Lemur lives in a tree in a big forest. It's **December** and the sun is shining.

"What a beautiful day," says Larry. He sits in a tree and watches his friends play.

"Hi, Larry! Are you OK?" asks his friend. His friend is a frog. His name is Tomato!

"Yes, I'm fine now but **June, July, August, September, October, and November** are very cold months for me," says Larry the Lemur. "I can't find food when it's cold ... so I go to bed."

"Wow. You sleep for months!" says Tomato the frog.

In **December, January, February, March, April, and May** it's hot. Larry the Lemur sits in the sun. He talks to his friends and he collects fruit, flowers, and insects, too. He eats ... and eats ... and eats! His tail gets **VERY** big.

"Wow. You eat a lot!" says Tomato.

"Yes, but it's OK. I'm hungry now and the food makes my tail fat!"

Larry eats, and eats, and eats.

In **June**, the weather is cloudy. "The flowers and fruits are changing," says Larry. "It isn't hot now."

136

In June, the sky is gray.

"It's raining!" says Larry. "I'm tired. My tail is fat and can help me sleep!" Larry sleeps for months.


It's **December** and it's sunny again. Larry gets up and sits in a tree.

"Hi!" says Tomato.

"Your tail is different. It's thin." "Hi, Tomato! Yes, my tail is thin again. My tail grows and helps me sleep in June, July, August, September, October, and November."

3 Read the story again. Write the months.

- 1 It's sunny.
- 2 It's hot.
- 3 It's cloudy.
- 4 The sky is gray.

4  Can you think of other animals that sleep for months?



137

Grammar 1

- 1**   Watch Part 1 of the story video. What are the four seasons?



I sometimes play in the snow in January.

- 2** Look at the grammar box and read.

Grammar

always ☆☆☆☆
often ☆☆☆☆
sometimes ☆☆☆☆
never ☆☆☆☆

- 3** Read and complete.

1 I never go to school in August.

☆☆☆☆

2 They _____ go to school in September.


☆☆☆☆

3 She _____ plays outside in May.

☆☆☆☆

4 We _____ play indoors in January.

☆☆☆☆

- 4**  When do you do these things? Write.

stay indoors go to the beach swim in the ocean
ride my bike read a lot of books have picnics
watch TV eat ice cream eat soup

Always	Often	Sometimes	Never

- 5** Look at Activity 4. Then write sentences for you with *always*, *often*, *sometimes*, and *never*.

1 I sometimes go to the beach.

2 _____

3 _____

4 _____

Listening and Speaking

- 6**  Listen and check (✓) the correct months.



We have a vegetable garden!

	potatoes	cucumbers	apples	strawberries	carrots
March – May					
June – September					
October – December					

- 7**  What do you like to eat? Talk with a friend.

I often eat carrots.
What about you?

I sometimes eat carrots.
I always eat potatoes.

Vocabulary 2

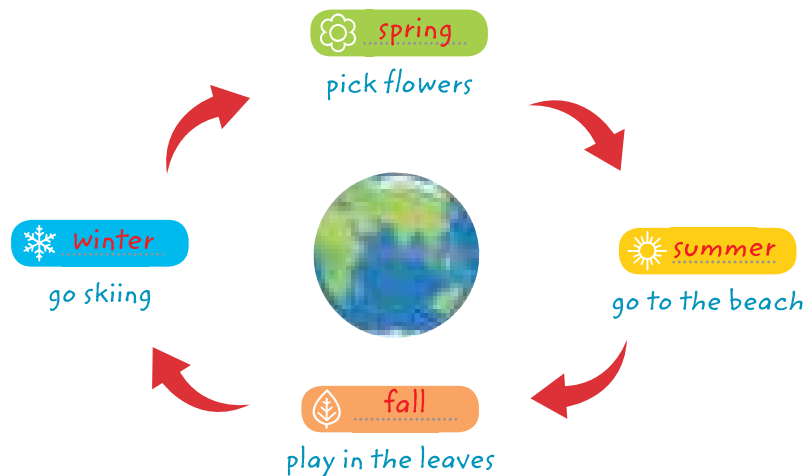
1  Listen and repeat.



2  Listen and number.

3  Listen and say.

4 Complete the seasons.



5  What do you do in the different seasons in your country? Write.



eat hot soup eat strawberries make a snowman
pick flowers play in the leaves start school swim in the ocean
wear a coat wear shorts

Spring	Summer	Fall	Winter

Pre-reading 2

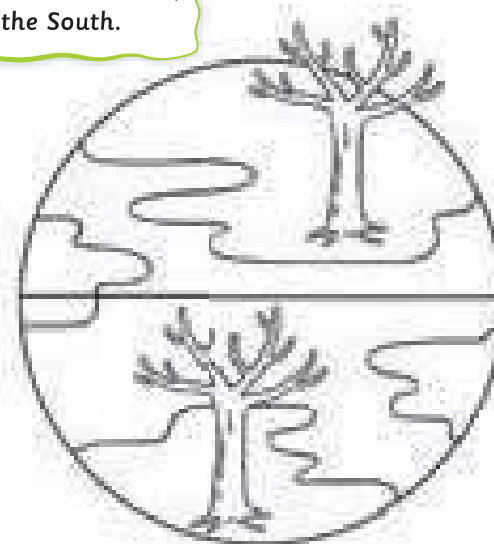


Reading strategy


Visualize the text.

1 Look at the sentences from the reading. Draw and color.

When it's winter in the North,
it's summer in the South.



Reading 2

2  Read *North and South*. Check your answer from Activity 1.

North and South



Reading strategy

Visualize the text.

4

When the weather is hot in the North, children swim in the ocean and eat summer fruits, but in the South, the weather is cold and children sometimes play in the snow and eat soup.

5

In the North, when it's fall and the leaves on the trees are orange, they're green in the South because it's spring.

The Northern and the Southern Hemispheres have the same months. When it's January in the North, it's January in the South.



1

Look at the picture of the world. Can you see a line in the middle of the world? It's called the equator. This is a line we draw on maps. There isn't really a line in the middle of the world.

2

North of the equator is one half of the world. This is called the Northern Hemisphere. South of the equator is the other half of the world. This is called the Southern Hemisphere.

3

The Northern and the Southern Hemispheres have different seasons! When it's winter in the North, it's summer in the South.


When it's spring in the North, it's fall in the South.

6

In the North, December, January, and February are in the winter, but in the South those months are in the summer.

In the North, June, July, and August are in the summer. In the South, those months are in the winter.

3 Say the months for each season in the Northern and Southern Hemispheres.

4  Is your country in the Northern or the Southern Hemisphere? What month and season is it now?



Grammar 2

- 1**   Watch Part 2 of the story video. Does Cranky like cold weather?





- 2** Look at the grammar box. Circle for your country.

Grammar

How often does it rain?
It **always** / **often** / **sometimes** / **never** rains.

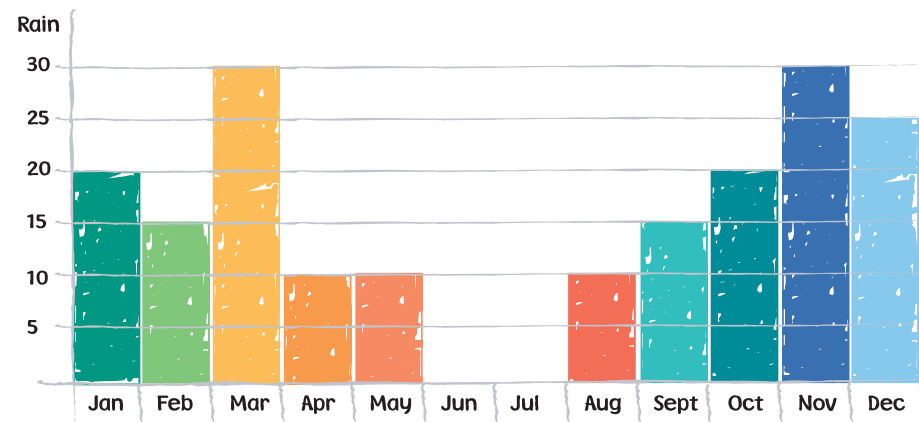
How often does it snow?
It **always** / **often** / **sometimes** / **never** snows.

- 3** How often does it rain or snow? Look and write.

	Spring	Summer	Fall	Winter
	✓✓✓	✓✓	✓✓✓	✓✓✓✓
	✓✓	×	✓✓	✓✓✓✓

- 1** _____ rain in the spring?
It _____ rains in spring.
- 2** How _____ snow in spring?
It _____ snows in spring.
- 3** _____ rain in summer?
It _____ rains in summer.
- 4** How _____ snow in fall?
It _____ in fall.
- 5** How _____ rain in winter?
It _____ in winter.

- 4** Look and write T (true) or F (false).



- 1** It always rains in November.
- 2** It always rains in June.
- 3** It sometimes rains in April.
- 4** It sometimes rains in August.
- 5** It never rains in December.
- 6** It sometimes rains in March.

- 5** Write about these months.

January: It often rains in January. July: _____

May: _____ September: _____

Speaking

- 6**  Work with a friend. How often does it rain or snow in your country?

Speaking strategy

Ask questions to find out more.

How often does it snow in winter?

It often snows in January and February.

- 7**   Watch Part 3 of the story video. Is it hot or cold on Cranky's planet?

Writing

1 Look at Sandy's poster and answer.

- 1 What's Sandy's favorite season?
- 2 What does he do?
- 3 What does he eat?
- 4 Where does he live?
- 5 What's the weather like?

2 Read Sandy's description and check your answers.

I LOVE SUMMER!

My favorite season is summer. I like the summer because I go to the beach and I play outside with my friends. I eat watermelon and drink lots of cold water! It sometimes rains in the summer. It's usually hot and sunny. I wear shorts, T-shirts, and sandals. I live in Greece. Greece is in the Northern Hemisphere and summer is in June, July, and August. We don't have school in July or August.



3 Read the description again. Circle *it* or *it's*.

4 Find or draw a picture of your favorite season. Then go to the Workbook to do the writing activity.

Writing strategy

We can use **It** or **It's** to talk about the weather.

It sometimes gets cold and windy.
It's usually hot and sunny.

Now I Know

1 How are the seasons different? Think about spring and winter. Circle spring words in blue and winter words in green.

boots coats hats hot soup ice cream it's cold
it's hot it rains it snows it's sunny it's windy
playing indoors playing outside sandals skiing
strawberries swimming T-shirts

2 Choose a project.

Make a weather graph.

- 1 Write at the bottom: *sunny, rainy, snowy, cloudy, windy*.
- 2 Write on the side the days of the week (Monday to Sunday).
- 3 Every day, check (✓) the correct weather.
- 4 Present your graph to the class.

or

Make a coloring game.

- 1 Choose a season. Draw a picture of a tree with a black pen.
- 2 Write about the picture: *It's fall. The leaves on the trees are red.*
- 3 Ask a friend to read and color the picture.
- 4 Show your picture to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand basic information about times of the year.



I can describe what the weather is like in my country.



I can follow the sequence of events in a short text about the seasons.



I can write about the weather.

10

How are we all different?

Listening

- I can understand simple comparisons between people.

Reading

- I can understand the main points in a short, simple text about people.

Speaking

- I can describe what a person looks like.

Writing

- I can write short, descriptive texts about people I know.



1 Write people you know.

Family	Friends
<i>my mom</i>	
Neighbors	Other
	<i>my teacher</i>

2 Look at the picture and discuss.

- Where are they?
- Are they friends, family, or neighbors?
- What do they like to do together?
- Do you like doing things with your family?

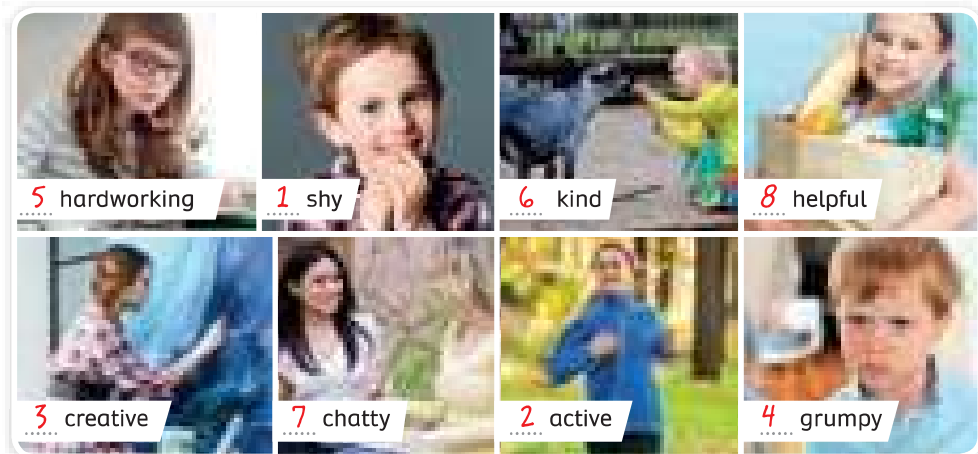
3 Watch the video and answer.



- Who's at the top of the family tree?
- Who's next to Miranda?
- Who's the oldest in the family?
- Who's the youngest in the family?

Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Read and write the word. Do you know someone who speaks like this? Write their names.

- 1 "Oh, hi, it's nice to see you! What a beautiful coat you're wearing!" kind my grandma.
- 2 "So, she says to me, "Oh, that's funny," and I say to her, "Yes," then she says, "Would you like a cup of tea?" And I say, ..."
- 3 "I don't like this weather. I don't like this TV program. I don't like this food."
- 4 "Can I help you with your shopping? I'll carry your bags!"
- 5 "I work in a grocery store all day. Then, I clean the house, and cook dinner in the evening."
- 6 "I have a good idea for a story! And I'm painting a picture of the ocean!"

5 Think about people you know. Write words to describe them.



My grandpa

My P.E. teacher

My neighbor

My best friend

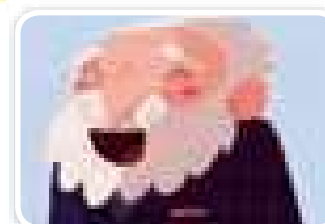
Pre-reading 1

Reading strategy

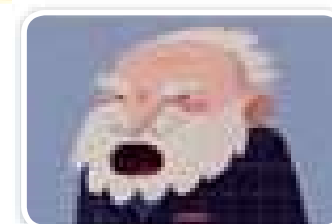
Read aloud for expression.

1 Look at the sentences from the story. Read them aloud. Is your voice kind or grumpy? Check (✓).

"What? What are you saying?" shouts Mr. Blake. "I can't hear you! Go away!"



kind ☐



grumpy ☒

Reading 1

2



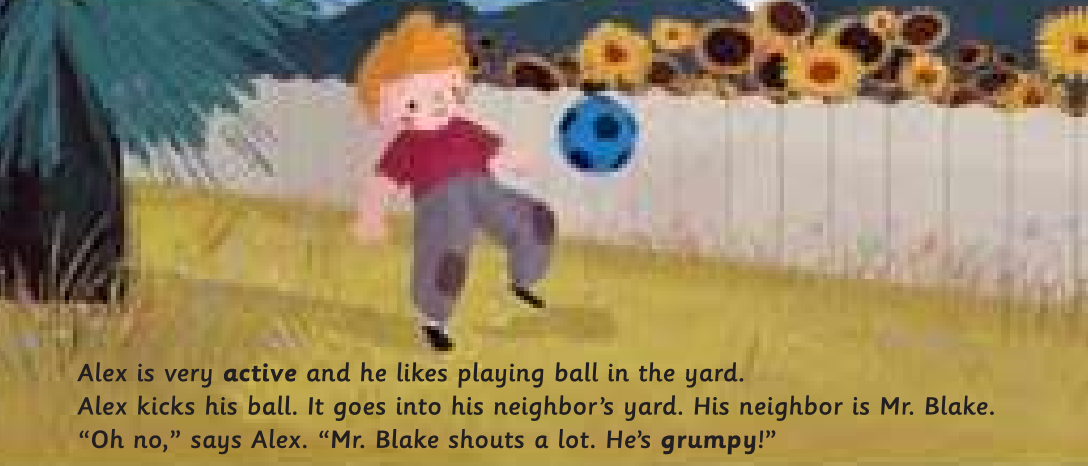
Read *Mr. Blake and the Ball*. Check your answer from Activity 1.



Reading strategy

Read aloud for expression.

Mr. Blake and the Ball



Alex is very **active** and he likes playing ball in the yard. Alex kicks his ball. It goes into his neighbor's yard. His neighbor is Mr. Blake. "Oh no," says Alex. "Mr. Blake shouts a lot. He's **grumpy**!"



"Can you ask Mr. Blake for my ball, please?" he asks his sister, Annie. "I'm painting," says Annie. She's **creative**. "Mom, Dad, can you ask Mr. Blake for my ball, please?" asks Alex. Alex's mom and dad are working and can't help Alex. They're **hardworking**. "Grandma! Can you please help me?" "I'm talking on the phone, Alex!" says Grandma. She's very **chatty**!

Alex thinks, "I'm usually **shy**, but now I'm ... I'm brave!" He calls over the fence. "Mr. Blake! Please can I have my ball?" "What? What are you saying?" shouts Mr. Blake. "I can't hear you!" "I'm sorry, Mr. Blake. Please, can I have my ball?" "A wall?" asks Mr. Blake. "What wall?" "No, a ball!" says Alex. "Look! That blue ball!" "A ball!" says Mr. Blake. He smiles. "Let's play together!"



Alex jumps over the fence. "Wow, thanks, Mr. Blake. You're very **kind**!" "Speak louder, please," says Mr. Blake. "I can't hear very well. I'm a bit deaf."

3

Read the story again and circle.

- 1 Alex likes **running** / playing ball in the yard.
- 2 Alex's ball goes into his **grandma's** / neighbor's yard.
- 3 Alex's grandma is **talking** / working.
- 4 He's a bit **creative** / shy.
- 5 Mr. Blake shouts because he's **grumpy** /

"Oh," thinks Alex. "Mr. Blake doesn't shout because he's grumpy. He shouts because he can't hear very well!" Mr. Blake kicks the ball.

4



Do you sometimes feel grumpy? When? Are your family the same or different?



Grammar 1

- 1**  Watch Part 1 of the story video.
What day is it?



My grandfather is older than me.

- 2** Read the grammar box and circle.

Grammar

Me: 8

My brother: 12 I'm **younger** / **older** than my brother.

My sister: 3 I'm **younger** / **older** than my sister.

- 3** Look at Ben and Jack and write **T** (true) or **F** (false).

- 1** Ben is taller than Jack.
- 2** Ben's hair is longer than Jack's hair.
- 3** Jack is younger than Ben.
- 4** Jack is older than Ben.

- 5** Think about your family. Write the ages.

Me

My mom

My dad

My friend

- 4** Look at Activity 3 again. Then read and complete.

- 1** Jack is than Ben. (short)
- 2** Jack's hair is than Ben's hair. (long)
- 3** Jack isn't than Ben. (old)
- 4** Ben isn't than Jack. (young)
- 5** Jack isn't than Ben. (tall)



- 6** Measure and write. Use **taller** and **shorter**.

Me and my friends	Height
Me	I'm than
 is than

Listening and Speaking

- 7**  Listen and circle.

This is Gina / Poppy.
She's **10** / **8**.



Speaking strategy

Disagree politely.

- 8** Read and complete.

longer **older** **shorter**
taller **younger**

- 1** Poppy is than Gina.
- 2** Poppy is than Gina.
- 3** Poppy's hair is **shorter** than Gina's hair.
- 4** Gina is than Poppy.
- 5** Gina is than Poppy.
- 6** Gina's hair is than Poppy's hair.

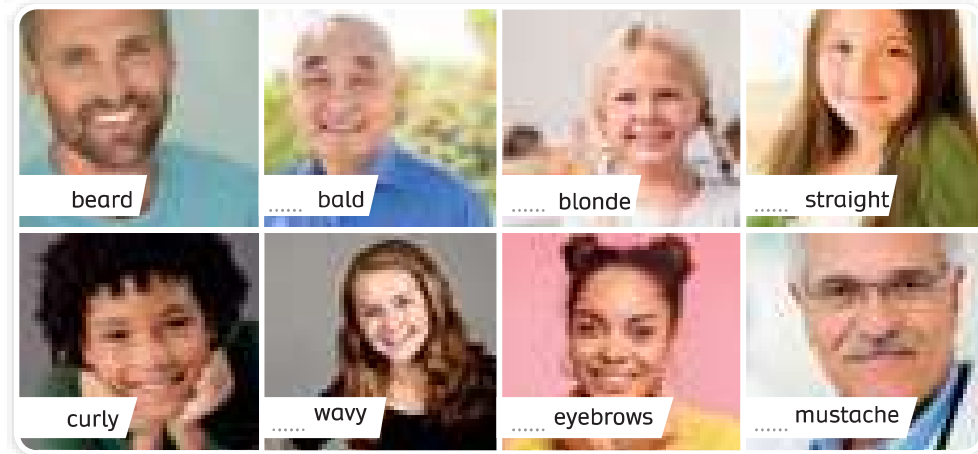
- 9**  Talk with a friend.

I think I'm taller than you.

No, I don't think so. I'm taller than you.

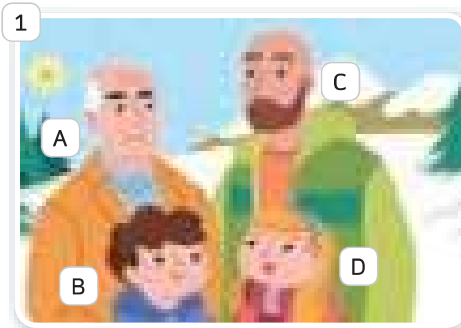
Vocabulary 2

1  Listen and repeat.

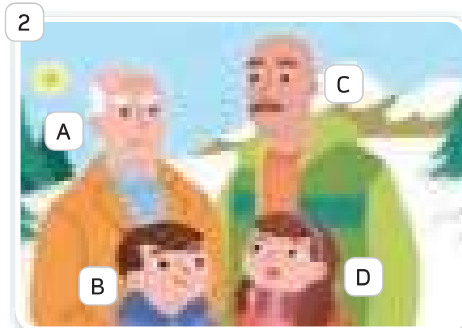


2  Listen and number.

4 Find the differences and write.



3  Listen and say.



A	He has black eyebrows.	He has white eyebrows.
B		
C		
D		

5 Look at the picture and write sentences to describe the man.



.....

.....

.....

.....

.....

.....

6  Choose a picture from Activity 1. Then talk about it with a friend.

She has wavy hair.

He has big eyebrows.

Pre-reading 2

1 Look at the sentences from the text. Read them aloud. Which sentences show someone is speaking? Circle.

 Reading strategy

Read aloud for expression.

Now ask those people about other people in the family. You can ask these questions.
"Grandpa, tell me about your dad. What was he like? Was he **bald**? Do you have a picture?"



Reading 2

2



Read *How to Make a Family Album*.
Check your answer from Activity 1.

How to Make a Family Album

What do you know about your grandmother and grandfather? What about their parents; your great-grandfathers and great-grandmothers? Do you know the names of all your aunts and uncles? What about your cousins?

To make a family album you can use a photo album or a scrapbook. A scrapbook is good because you can write and draw on the pages, too.



My aunt and uncle



My great-grandmother and great-grandfather



My cousin



Reading strategy

Read aloud for expression.

First, make a list of all the people you know in your family. Write who they are and their names and surnames.

Dad: James Bright
Grandma: Helen Bright



Now ask those people about other people in the family. You can ask these questions.

"Grandpa, tell me about your dad. What was he like? Was he **bald**? Do you have a picture of him? Can I have a copy of the picture, please?"

"Grandma, what was your mom's name? Was her hair **straight** or **curly**? What were her favorite things?"

Then write those people on your list.

Now collect pictures of everyone on your list. Stick the pictures in the album. Don't stick lots of pictures on one page. Stick one or two. Then you can write about the people. Write their names and then write descriptions.

This is a picture of my great-grandmother, Ellen Bright. She was very kind. Her hair was **blonde** and **wavy**.

This is my great-grandfather. His name was Walter Bright. He had brown short, wavy hair. He wasn't bald and didn't have a **mustache**! His **eyebrows** were brown!

Then you can draw or stick pictures of their favorite things next to the pictures.

3 Which pictures show Ellen and Walter Bright? Check (✓).



4 Do you have pictures of your grandparents or great-grandparents? Who do you look like?



Writing

1 Look at Adam's photo album and answer.

- 1 Who's creative?
- 2 Who's hardworking?
- 3 Who's younger, Adam or his sister?

2 Read Adam's notes and check your answers.

People I like

Hello, I'm Adam.

My neighbor is kind but he has a beard. He's funny and helpful.

My mom and dad are hardworking and kind. My mom is shorter than my dad.

My sister is younger than me. She has wavy blonde hair. Her birthday was last week. Now she's five! She was happy on her birthday!

My teacher has straight, brown hair. She's very creative.

3 Read the text again. Circle the words about hair.

4 **WB** Find or draw pictures of people you know. Then go to the Workbook to do the writing activity.

Writing strategy

We can use two words to describe physical looks. The color word always comes second.
She has **straight, brown** hair.
He has **big, brown** eyes.

Now I Know

1  How are we all different? Sort and write. Add your own ideas.

He's kind. He has a beard. She's chatty. She has curly hair.

How we look

What we are like

2 Choose a project.

Make a Guess Who? card game.

- 1 Think about a person you know.
- 2 Write notes about what he or she is like.
- 3 Write notes about how he or she looks.
- 4 Talk about the person.
- 5 Your friends guess the person.

Draw a family tree.

- 1 Draw older people at the top and younger people at the bottom.
- 2 Draw lines between the people.
- 3 Write names and stick pictures.
- 4 Show your family tree to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple comparisons between people.



I can describe what a person looks like.



I can understand the main points in a short, simple text about people.



I can write short, descriptive texts about people I know.

How do we solve problems?

Listening

- I can understand simple conversations about everyday situations.

Reading

- I can understand the main points in a short, simple text about problem solving.

Speaking

- I can use basic words and phrases to describe objects.

Writing

- I can write a math problem.



1 What can we say when lessons are too difficult? Check (✓).

- "I don't understand." ☐
- "I understand this lesson." ☐
- "I can't do this." ☐
- "Can you help me, please?" ☐

2 Look at the picture and discuss.

- What are they doing?
- Are they talking?
- Are they thinking?
- Do they help each other?

3 How many can you see? Watch the video and write.



tables

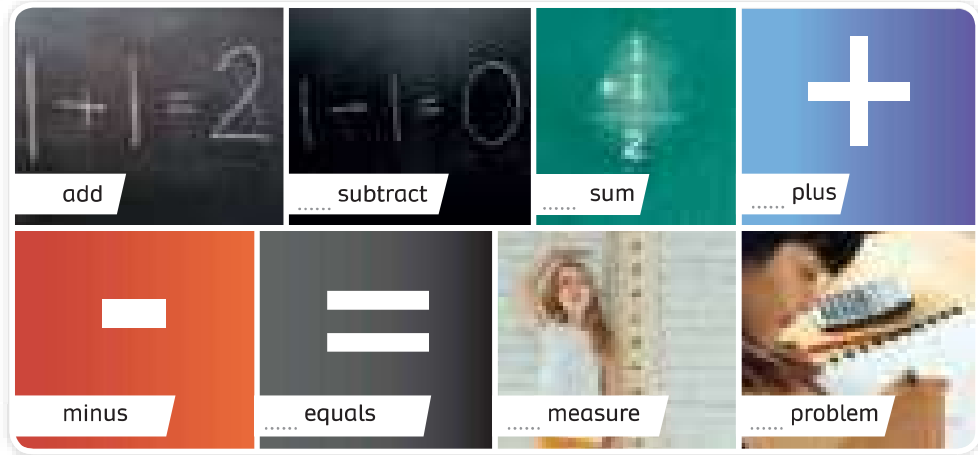
windows

chairs

 British	 American
hall	hallway

Vocabulary 1

1  Listen and repeat.



2  Listen and number.

3  Listen and say.

4 Read and write. 

Eight plus four equals 12.

Five minus four equals

Add three to four. The answer is

Subtract five from ten. The answer is

Measure your English book. How long is it? How wide is it?

Solve this problem. Five children have two red and two blue crayons each. How many crayons do they have in total?

5 What's the teacher saying? Do the sums.

$$3 + 8 = 11$$

Three plus eight equals eleven.

$$10 - 4 = 6$$

$$7 + 2 = 9$$

$$4 + 3 + 6 = 13$$



Pre-reading 1

 Reading strategy

Check things with friends.

1 Read this problem. Do you know the answer? Check with a friend, then write.

Grace has 15 books. Her brother likes books, too. She gives him three. How many books does Grace have now?

I think the answer is

My friend thinks the answer is



Reading 1

2  Read *Math Problems!* How many math problems are there?



Reading strategy

Check things with friends.

MATH Problems!

When do you do math problems? In your math class at school? Yes, but we also use our math skills in other places. We use math at the grocery store, at home, and with our friends. Our math skills can help us find the answers to everyday problems!

A

Sarah and Joel are going to school. Their mom gives them **two** lunchboxes.

She gives Joel **three** sandwiches and **one** apple. She gives Sarah **four** sandwiches and two apples.

How many sandwiches do Sarah and Joel have in total? How many apples?

You **add** three and four.
That **equals** sandwiches.
You add two and one.
That equals apples.

B

Jonny has fifteen candies. His sister likes candy, too. He gives her seven candies. How many candies does Jonny have now?

You **subtract** seven from fifteen.
That equals candies.

C

Oliver and Brooke have twenty-seven toy cars. Their great-grandmother gives them eight more. How many cars do they have now?

Twenty-seven **plus** eight equals toy cars.

D

Grace has fifteen books. Her brother likes books, too. She gives him three. How many books does Grace have now?

Fifteen **minus** three equals books.

E

line 1

line 2

Which line is longer?
Measure them.

Line 1 is cm.
Line 2 is cm.

3 Solve the problems. Then check with a friend.



A $3 + 4 =$ sandwiches, apples


B candies

C toy cars

D books

E Which line is longer?

4 Look at problem B. How old is Jonny's sister? Add all the numbers in **blue**. Check with a friend.

5  When do you use your math skills? What do you count every day? When do you add or subtract?



Grammar 1

1



Watch Part 1 of the story video.
How does Suzie help Cranky?



Some children in another school are taking a test.
Cranky, Suzie, and Tommy are watching them.

2

Read the grammar box and match.

Grammar



My friends

us

them



Me and my friends

3

Read *Math Problems!* again and circle examples of *us* and *them*.

4

Read and circle.

- Come and watch me and my dog.
Come and watch **us** / **them** / **me** / **her** play.
- Can you help my brother and sister?
Can you help **us** / **them** / **me** / **her** with their homework?
- Mom! I can't do this jigsaw puzzle.
Can you help **us** / **them** / **me** / **her** ?
- Sara's doctor measures **us** / **them** / **me** / **her** and her little sister.

5

Ask for help. Write *us* or *them*.

- We don't understand this problem. Can you help us, please?
- My friends can't do this sum. Can you help _____ ?
- Jade and Tom don't know the answer. Can you tell _____ ?
- We don't know the answer. Can you tell _____ ?
- How can we make a paper flower? Can you show _____ ?
- How can my cousins make a paper flower? Can you show _____ ?

Listening and Speaking

6



Listen and write **T** (True) or **F** (False).

- Danny's brother and sister are twins.
- Their birthday is on Sunday.
- They like cars.
- They like robots.
- They like balls.
- They like jigsaw puzzles.
- Danny's friend helps him by asking questions.



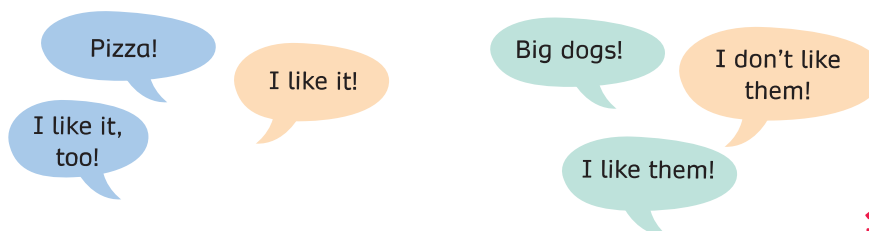
I like **my car**. I like **it**.
I like **cars**. I like **them**.

7



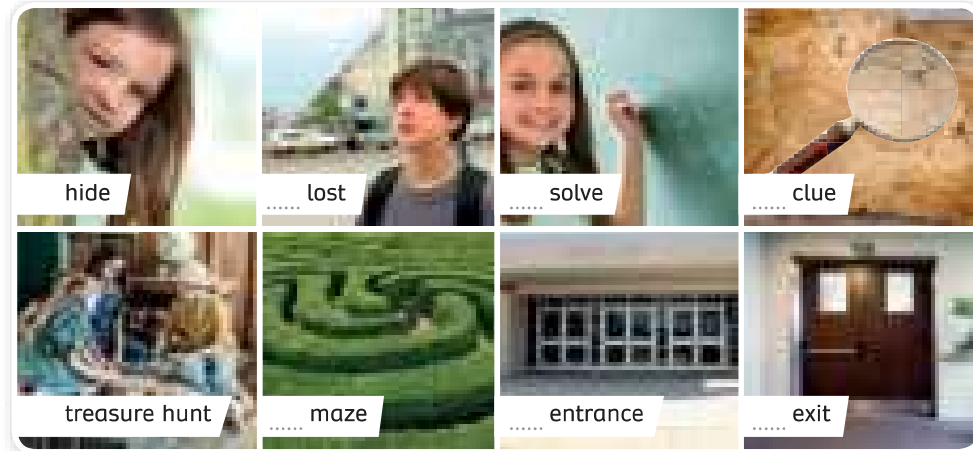
Play a game with your friend.

- Write things you like and don't like.
- Say the things to your friend.
- Does your friend like the same things?



Vocabulary 2



1  Listen and repeat.





2  Listen and number.


3  Listen and say.


4 Write. Then solve the problem.
Where's the treasure?


We're having a  today. The treasure is in a 

We go in the  and find a 


It says, "Where do you go out? That's where the treasure is."

We want to  the puzzle, but we can't find our friend, Annie.

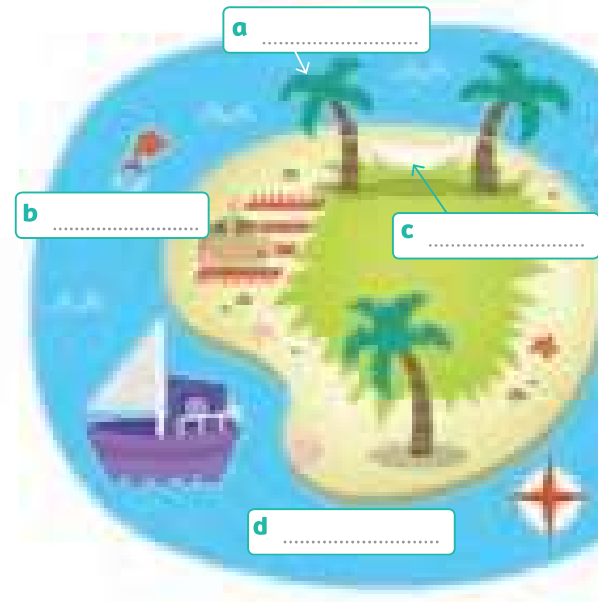
We say, "Don't , Annie!"

We can hear her! She says, "I'm not hiding. I'm "

We walk around the maze. Where's the treasure? Can you help us?

Answer: The treasure is by the 

5 Read the clues and find the toys.
Write the toy words on the map.



Clue One:

The doll likes sleeping.
She can sleep in this.

Clue Two:

The robot is having
a picnic. Quick, find
it before it eats all
the food!

Clue Three:

The car isn't on the road.
It's in the ocean!

Clue Four:

The scooter is going up
high. It's lost in the leaves!

Pre-reading 2



Reading strategy

1 Look at the problem.
Check with a friend.

Check things with friends.



What color do you get when you mix blue and yellow together?

The answer is

Reading 2

2



Read *Escape the Classroom!*
What's the treasure you need
to find?



Reading strategy

Check things with friends.

Escape the Classroom!



Wow! This is a **treasure hunt**.
It isn't in a **maze**. It's in a
classroom! The treasure is the key
for the classroom door.
The key is **lost**! But we can find it!
Where is it? Solve the **clues** and
open the classroom door.



Find the correct number to open the
cupboard. Can you see it?

Clue: How many fingers do you
have? How many ears do you have?
How many noses do you have? Add
the numbers.

The answer is

Find the correct animal.

Clue: This animal lives in the Southern
Hemisphere, in Australia. It jumps! The
babies **hide** in their mother's pouches.

The answer is



Find the correct letter.

Clue: It's the first letter of this word.
There are a lot of these in houses and
schools and stores. Sometimes it's an
entrance and sometimes it's an **exit**.

The answer is

Find the correct color box.

Clue: The box is the color of
the ocean and the color of the
sun mixed together.

The answer is



Find the correct key.

Clue: The key is bigger than the green
key and smaller than the yellow key.

The answer is the key!



Congratulations!

You have the key! Now you can escape the classroom!

3

Read the clues and write
the answers.

4



Do you sometimes
hide? Where's your
favorite hiding place?



Grammar 2

1



Watch Part 2 of the story video.
Where are the schools they're looking at?



We can see them. They can't hear us!

2 Read the grammar box. Write sentences with *them*, *us*, *it*, and *her*.

Grammar

I **can hear** some birds.

I can hear them.

I **can't see** my friend.

They **can see** my friends and me.

They **can't hear** the train.

3 Read *Escape the Classroom!* again and circle an example of **can** + **find it**.

4 What can you do? Look and complete the sentences with **can** or **can't**.



lemons



music

I **can** see them.

I **can't** see it.

I hear them.

I hear it.

I taste them.

I taste it.

I touch them.

I touch it.

I smell them.

I smell it.

5 Read the clues and write.

1

They're sometimes white, sometimes gray, and sometimes black. They're in the sky. You can see them, but you can't hear them or touch them. They're

2

It has a lot of doors and windows and rooms. It has desks, chairs, and books. You don't sleep here. You can see it and touch it, but you can't taste it. It's

3

You often eat this in the summer. It's cold and sweet. It isn't fruit. You can see it, touch it, and taste it. You can't hear it. It's an

Speaking

6

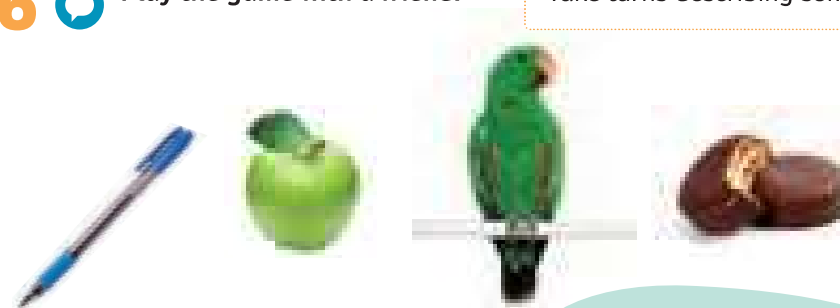


Play the game with a friend.



Speaking strategy

Take turns describing something.



- Choose a picture. Don't say what it is.
- Tell your friend about the picture.
- Your friend guesses the picture.

You can taste it. You can smell it. You can touch it. You can't hear it. It's green.

Is it an apple?

Yes, it is.

7



Watch Part 3 of the story video.
What does Cranky draw?

Writing

1 Look at Georgia's picture and predict.

- 1 What does she like doing?
- 2 What does she do first?

2 Read Georgia's text and check your answers. Then write the answer to the math problem.



I LOVE Math Problems!

Hi, I'm Georgia. I love math and my hobby is writing math problems. It's easy! First, I think of a sum. For example, ten minus three equals seven. Then I think of people and things. For example, Davy has ten apples. He gives one apple to his sister, one to his mom, and one to his dad. How many apples does Davy have now? The answer is seven! I write the problems and give them to my friends at school.

Here's another problem. Can you solve it?

Cristina has two dolls. Her mom gives her another one. Her dad gives her two. Her grandma gives her three. How many dolls does Cristina have now?

The answer is _____!

3 Read the text again. Circle *For example*.

4 **WB** Think of a math problem. Draw pictures for the problem. Then go to the Workbook to do the writing activity.



Writing strategy

We say **for example** when we want to give extra information. Remember to use a comma.
For example, Davy has ten apples.

Now I Know

1 How do we solve problems? What do you do when you have a problem? Check (✓). Then tell a friend.

	always	sometimes	never
I solve it alone.			
I ask my friends for help.			
I ask my parents for help.			
I ask my teacher for help.			

2 Choose a project.



Ask a friend to help you.

- 1 Think of a problem you have. Make notes.
- 2 Tell two or three friends about your problem.
- 3 Listen to their help.
- 4 Decide who can help you.

or



Draw a treasure map.

- 1 Hide something in your classroom.
- 2 Draw a map of your classroom with some clues.
- 3 Show your map to a friend.
- 4 Ask your friend to find the treasure!

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple conversations about everyday situations.



I can use basic words and phrases to describe objects.



I can understand the main points in a short, simple text about problem solving.



I can write a math problem.

12

Why is it good to be outdoors?

Listening

- I can identify events that happened in the past.

Reading

- I can understand short paragraphs about travel.

Speaking

- I can talk about an event in the past.

Writing

- I can write about a place I know.



1 What do you usually see outdoors? Circle.

books	birds	clouds
cows	desks	fish
flowers	horses	pencils
rivers	sheep	the moon
the stars	the sun	trees

2 Look at the picture and discuss.

- What's the girl doing?
- Where's this?
- Does the girl go there often?

3 Watch the video and answer.



- What do they take pictures of?
- Do they use a camera or a tablet?
- Which picture do you like?



British

take photos

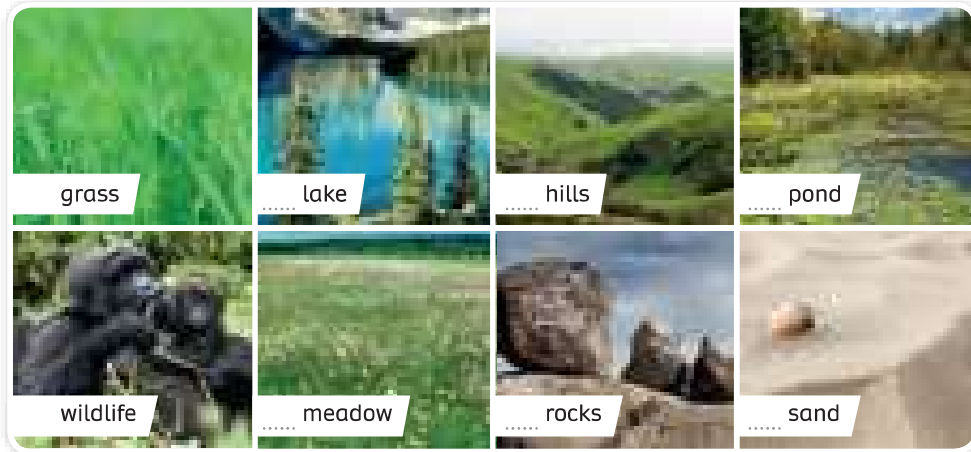


American

take pictures

Vocabulary 1

1  Listen and repeat.




2  Listen and number.

3  Listen and say.

4  Plan a day out with friends. Check (✓) the things you like. Then ask a friend and think of a good place to do the things.



	Me	Friend	A good place to do this
fishing			lake
going on boats			
walking on grass			
having picnics			
climbing trees			
watching ducks			
playing with sand			
walking up and running down			
taking pictures of wildlife			

5  Talk with a friend. What do you need for your day out?



What do we need for a day at the beach?

We all need hats for a day at the beach!

Pre-reading 1

1 Look at the sentences from the reading. What are Southern Cassowaries? Check (✓). Circle the words that helped you.



Reading strategy

Read on to understand unusual words.

There are some rare animals. Southern Cassowaries live in the forest. They're very big birds.



Reading 1

2



Read *Great Outings*. Check your answer from Activity 1.



Reading strategy

Read on to understand unusual words.

Great Outings

Lake Chapala



Lake Chapala is a big **lake** in Mexico. It's 80 kilometers long and 13 kilometers wide. A lot of birds live on the lake. Pelicans come every winter. Pelicans are big, white birds and they fly from **ponds** and lakes in North America. There are ducks and geese, too.

You can do a lot of things at Lake Chapala. You can go fishing, sail on a boat, ride your bike, or walk in the **hills** and **meadows** close to the lake, or just sit on a big **rock** and take pictures of the **wildlife**.

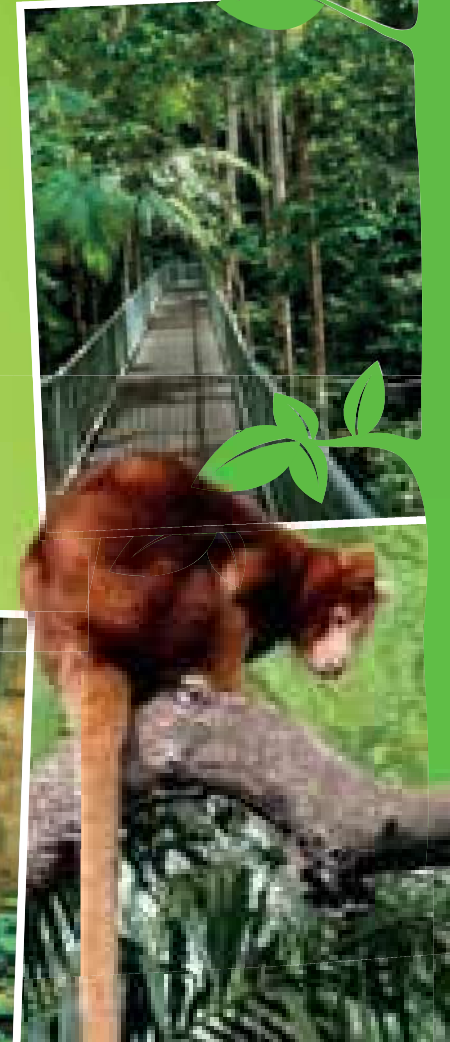
“ Last summer my family and I stayed in a hotel by Lake Chapala. I walked by the lake and watched the birds. I have a lot of pictures of the lake. It was a great vacation. ”

Daintree forest

Daintree Forest is in North Australia. It's a very big forest. It's enormous! It's full of wildlife. There are thousands of insects, bats, and butterflies in the grass and trees. There are some rare animals. Southern Cassowaries live in the forest. They're very big birds. The tree kangaroo lives in the forest, too.

You can walk up high in Daintree Forest. There's an aerial walkway. That's a road in the sky! It's like a bridge.

“ Last year, I walked on the aerial walkway in Daintree forest. I liked it. It was exciting to see the tree kangaroos! After that we walked up some hills. These were made of sand. They're sand dunes. That was completely different! ”



3 Read the text again and answer the questions.

- | | |
|--------------------------|----------------------------|
| 1 Where's Lake Chapala? | 3 Where's Daintree Forest? |
| 2 What can you do there? | 4 What can you see there? |

4



Do you like walking? Where do you usually take walks? What do you see and hear?



Grammar 1



Watch Part 1 of the story video. Where's the spaceship?



The spaceship crashed!
Yes. We watched it!
I didn't like it!

2 Look at the grammar box and match.

Grammar

Yesterday I ...

- | | |
|-----------------|-----------------------|
| watched | to school by bus. |
| walked | TV. |
| traveled | up a hill. |
| talked | to my friends. |
| looked | tennis. |
| played | at some old pictures. |

I **didn't have** any homework yesterday. I **liked** my day!

3 Read *Great Outings* again and circle examples of **-ed** words.

4 What did you do yesterday? Choose and write.

play cook collect watch wash do talk

- 1 I spaghetti.
- 2 I to my friends.
- 3 I video games.
- 4 I my hands.
- 5 I stickers.
- 6 I a movie
- 7 I my homework

5 What did you do yesterday? Write true sentences.

✓	✗
I washed my hands.	I didn't cook spaghetti.
.....
.....
.....
.....

Listening and Speaking

6  Listen to Lewis talking about his day yesterday. Check (✓) or cross (✗).

- 1 He traveled to school by bus. ☒
- 2 He picked some flowers. ☒
- 3 He cooked lunch. ☒
- 4 He played basketball. ☒
- 5 He washed his dad's car. ☒
- 6 He watched a movie. ☒



7  Talk about Lewis's day. Then talk about your day yesterday.

Lewis walked to school.
I didn't walk to school.

Lewis didn't travel to school by bus.
I traveled to school by bus.

Vocabulary 2

1  Listen and repeat.



2  Listen and number.

4 Read and write the correct word.

1 I can breathe underwater because I'm wearing my

2 I'm swimming fast! I have on my feet!

3 I'm digging and building an amazing !

4 Oh, this is a beautiful I collect them!

3  Listen and say.

5 My little brother is wearing on his arms.



6 We're playing in the ocean. We're sitting on our

7 We're staying in a I have a big room!

8 My mom is funny. She has some on her head. She says she has green hair now!

5  You're going on vacation! Talk with friends. What do you want to take and do? Write.



	 City vacation	 Beach vacation
Things to take on vacation:
Things to do on vacation:

6  Talk with another group about your vacation.

Pre-reading 2

1 Look at this sentence from the reading. Circle the words you don't understand.

 **Reading strategy**

Read on to understand unusual words.



Samira's favourite thing was beachcombing with her mum.

2 What's the next sentence? Check (✓).

A beach has sand and rocks. ☐

Beachcombing is looking for seaweed, shells, stones, driftwood and sea glass. ☐

Samira and Teo liked swimming underwater in the ocean. ☐

Reading 2

3



Read *Samira's Sea Glass Collection*.
Check your answer from Activity 2.



Reading strategy

Read on to understand
unusual words.

Samira's Sea Glass Collection

Last year, Samira and her family stayed in a small **hotel** on the beach. The beach was sandy and the sea was turquoise. Samira's little sister Alma liked making **sandcastles**. Her brother Teo didn't like making sandcastles.

Samira and Teo had **snorkels**, masks and **fins**. They snorkelled for hours and saw lots of colourful fish in the sea.

But Samira's favourite thing was beachcombing with her mum. Beachcombing is looking for **seaweed**, **shells**, stones, driftwood and sea glass.

Samira loved collecting the pretty sea glass. Soon, her buckets were full.

Samira did so many activities on holiday. One day, Samira and her family wanted to make a sea glass heart on the beach. The heart sparkled on the beach.

Samira loved her collection of sea glass. The only problem was that she didn't know what to do with her collection.

Samira decided to fill a big jar with the sea glass. Back home, it was her memory jar of the sea glass beach.

4

Read the story again and circle.

- 1 The hotel was **big** / **small**.
- 2 Teo **loved** / **didn't like** building sandcastles.
- 3 Mom **went** / **didn't go** snorkeling with the children.
- 4 Samira filled her memory jar with **shells** / **sea glass**.

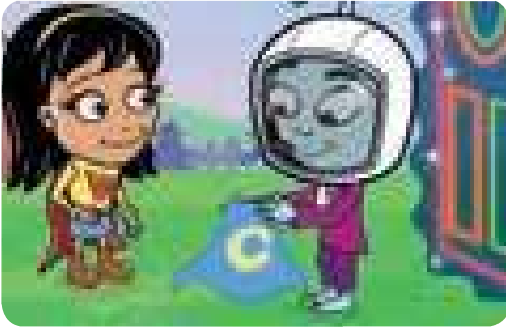
5

Do you go to different places during vacation?
Where do you go?



Grammar 2

- 1**  Watch Parts 2 and 3 of the story video. Is it Cranky's birthday?



Did Cranky like his gift?
Yes, he did!

- 2** Read the grammar box. Write *did* or *Did*.

Grammar

..... you stay in
a hotel?

No, I **didn't**.

..... she stay with
your grandma?

Yes, she

- 3** Read *Samira's Sea Glass Collection* again and circle *did* and *didn't*.

- 4** Read and match.

- | | |
|--|---|
| 1 Did you go on vacation? | a Yes, he did. It was very funny! |
| 2 Did you stay in a hotel? | b Yes, I did. I want to go there again. |
| 3 Did your brother play on an air mattress? | c No, she didn't. She doesn't like the ocean. |
| 4 Did your sister jump in the ocean? | d Yes, he did. He watched birds. |
| 5 Did you meet new friends? | e No, I didn't. I stayed in a house. |
| 6 Did your dad watch wildlife? | f Yes, I did. I always go on vacation in the summer. |
| 7 Did your mom pick some flowers? | g No, I didn't. I'm shy! |
| 8 Did you enjoy your vacation? | h Yes, she did. They were beautiful! |

- 5** Read and match.

travel	your grandparents
play	on a barbecue
visit	up a hill
cook	beach volleyball
walk	birds in the sky
watch	by plane




- 6** Write questions about last summer. Then ask a friend and write the answers.

Did you travel by plane?

.....
.....
.....
.....
.....
.....

Speaking

- 7**  What did you do yesterday? Play a guessing game.

Speaking strategy

Take turns speaking.

I cooked something on a barbecue. I walked somewhere.
I collected something. I visited someone.

I cooked something on a barbecue yesterday!

Did you cook chicken?

No, I didn't.

Did you cook fish?

Yes, I did!

Writing

1 Look at Charlie's picture and answer.

- Where's his favorite place?
- What wildlife can you see there?
- Why does Charlie like being outdoors?

2 Read Charlie's vacation report and check your answers.

THE
ROCKIES

Charlie

HOME | ABOUT | DESTINATION | BLOG | PICTURES

I love being outdoors! My favorite place is the mountains. Last winter we traveled to Canada and stayed in a hotel in the Rocky Mountains. I fished in the lakes, skied in the snow, and walked in the forest. There's a lot of wildlife in the Rockies.

I have a good camera on my tablet. It's like a real one. I have a picture of a Bighorn Ram. Bighorn Rams are like very big sheep. I like being outdoors because you get a lot of fresh air and you can do so many different things. I'm never bored outdoors!

3 Read the text again. Circle *is like* and *are like*.

4 Find or draw a picture of your favorite outdoor place. Then go to the Workbook to do the writing activity.



Writing strategy

We use **is like** and **are like** to say how things are similar.
*Bighorn Rams **are like** very big sheep.*

Now I Know

1 Why is it good to be outdoors? Sort the places.

hill lake living room
park playground
meadow yard school

Outdoors

Indoors

2 What things do you do outdoors? Talk with a friend.

3 Choose a project.

Present your favorite place.

- Think of your favorite outdoor place.
- Find or draw pictures.
- Make notes on what you can do and why you like it.
- Present it to the class.

or

Make a vacation postcard.

- Stick or draw a picture of a vacation place on one side of a card.
- On the other side, write where you are.
- Write what you did yesterday.
- Show your card to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can identify events that happened in the past.



I can talk about an event in the past.



I can understand short paragraphs about travel.



I can write about a place I know.