





Scope and Sequence

Reading StrategyUsing Captions to Clarify Ideas

Page 76

UNIT	READING	VOCABULARY	GRAMMAR
	BIG QUESTION	Who are your family and friend:	5? Social Studies: Community
7 Page 6	Families and Friends Informational text (Nonfiction) Reading Strategy Predicting from Pictures	Reading Text Words mother, father, brother, sister, grandmother, grandfather, family, friend Listening Text Words uncle, aunt, coasin, parents, daughter, son Word Study Opposites	Verb be I am, You are, He / She is, We are, They are He's eight years old.
2 Page 16	Elliot's New Friend Story (Fiction) Reading Strategy Predicting from Pictures	Reading Text Words elephant, tortoise, lonely, sad, scared, eat, play, sleep Listening Text Words hamster, goldfish, bird, rabbit, lizard, kitten	Demonstratives: This, That, These, and Those This is a zebra. Thase are lions.
	BIG QUESTION	Where can we see colors? Art	THE RESERVE OF THE PERSON NAMED IN
Page 26	Who's in The Tree? Roses are Red I Like Colors Rhyming poems (Fiction) Reading Strategy Predicting from Titles	Reading Text Words yellow, red, blue, green, purple, black, brown, white Listening Text Words fireworks, dark, light, gray, orange, pink Word Study Nouns	There is / There are There's a black spider, There are two white kittens.
Page 36	Let's Make Colors! Informational text (Nonfiction) Reading Strategy Predicting from Titles	Reading Text Words mix, mural, ocean, sand, seaweed, seashell, jellyfish, starfish Listening Text Words jacket, shorts, sneakers, T-shirt, hat, pants	Prepositions of Place: In, On, Under, Next To The starfish is under the seaweed. The seashells are on the sand.
	BIG QUESTION	3 Where do animals live? Life Scien	nce
5 Page 46	Animal Homes Informational text (Nonfiction) Reading Strategy Predicting from Titles and Pictures	Reading Text Words eagle, chick, nest, opassum, tree hallow, honeybee, hive, crab Listening Text Words woods, field, pond, squirrel, mouse, frag Word Study Irregular plurals	Where Questions with Verb Be Where's the eagle? Where are the chicks?
6 Page 56	My Friend, Anak Realistic fiction Reading Strategy Identifying Characters	Reading Text Words orangutan, rainforest, reserve, teach, take care of, miss, take a nap, put out Listening Text Words day, night, morning, midday, afternaon, evening	What and Who Questions with Verb Be What's that? Who's this?
	BIG QUESTION	4 How are seasons different? E	Carth Science
7 Page 66	The Four Seasons Informational text (Nonfiction) Reading Strategy Using Captions to Clarify Ideas	Reading Text Words warm, hot, cool, cold, rain, snow, long, short Listening Text Words weather, cloudy, sunny, windy, snowy, rainy Word Study Compound nouns	Simple Present (It) It gets hat in the summer. It snows in the winter, It doesn't snow in the summer.
8	The Seasons of Arnold's Apple Tree Realistic Fiction	Reading Text Words watch, build a snowman, build a tree house, make a swing, make apple pie, grow, fall, bring Listening Text Words ride a bicycle, go to the beach, eat ice	Simple Present (I / You / We / They) In the summer, I build a tree house. Do you watch honeybees?

cream, drink hot chocolate, fly a kite, plant flowers

No, I don't.



UNIT READING VOCABULARY GRAMMAR BIG QUESTION 5 How do numbers help us? **Working with Numbers** Reading Text Words numbers, plus sign, equals sign, problem, Simple Present with Verb Have addition, answer, odd numbers, even numbers (I, You, We, They) Informational text (Nonfiction) Listening Text Words pen, pencil, eraser, ruler, backpack. Lhave six shells. You have four shells. Reading Strategy Predicting from Headings notebook Together, we have ten shells. They don't have a pet. Word Study Writing numbers Simple Present Questions with Stone Soup Reading Text Words pot, stone, food, sausages, carrots, onlons, Verb Have (I, You, We, They) Folk tale (Fiction) What do you have? I have potatoes. Reading Strategy Listening Text Words tomato, cucumber, avocado, orange, Do you have carrots? Yes, I do. Understanding Beginning, Middle, mango, peach What do we need? BIG QUESTION Social Studies: Economics Reading Text Words farmer, cow, milk, market, sell, buy, Simple Present with Regular Verbs The Farmer and The Hat and Verb Have (He, She) plain, foncy Fable (Fiction) Listening Text Words games, comic book, board game, She needs a cow. She doesn't need a dress. Reading Strategy He has a cow. He doesn't have a hat. doll, stickers, pins **Understanding Sequence** Word Study Verbs Reading Text Words Job, doctor, police officer, teacher, help, Simple Present Questions with Wants and Needs Regular Verbs and Verb Have (He, She) money, clothes, water Informational text (Nonfiction) Does she work in a school? Yes, she does. Reading Strategy Listening Text Words sandwich, grapes, juice, cookie, What does Sana have? She has a doll. Predicting from Titles, Headings, chips, soda and Pictures BIG QUESTION Where do we live? Social Studies: Community Where's Your Home? Reading Text Words street, neighborhood, town, city, the Possessive 's country, apartment, building, world Jenna's house is in the country. Informational text (Nonfiction) Is Ali's house in the city? Listening Text Words noisy, quiet, safe, dangerous, boring, Reading Strategy Page 126 interesting Using Labels to Clarify Details Word Study Words that are verbs and nouns City Mouse and Country Mouse Reading Text Words department store, restaurant, movie Possessive Adjectives theater, hotel, cornfleid, orchard, new, old My, Your, His, Her, Our Fable (Fiction) His home is in the city. Listening Text Words park, library, supermarket, drugstore, Reading Strategy Is your apartment big? bakery, museum Page 136 **Understanding Contrast** BIG QUESTION How can we make music? Music Reading Text Words Instruments, cymbals, tambourine, Present Continuous Percussion Instruments xylophone, drum, triangle, shake, strike I'm / You're / She's / Informational text (Nonfiction) He's / We're / They're ... ing Listening Text Words fast, slow, loud, soft, awful, lovely Reading Strategy I'm playing the drum. Understanding Main Idea and Details Word Study Alphabetical order She isn't shaking the tambourine. Let's Make Music! Reading Text Words dance, sing, get an idea, practice an **Present Continuous Questions** instrument, buy tickets, give money, clap, take pictures Are you singing? Yes, I am. Realistic fiction Is she dancing? No, she isn't. Listening Text Words parade, concert, ballet, play, Reading Strategy **Understanding Problems and Solutions** puppet show, circus BIG QUESTION What are living things? Life Science Living and Nonliving Things Reading Text Words living, nonliving, breathe, move, change, air, Can and Can't people, plant Informational text (Nonfiction) An animal can grow. Sneakers can't breathe. Listening Text Words bench, bush, statue, grass, rose, fountain Reading Strategy Understanding Contrast Word Study Adjectives The Gingerbread Man Reading Text Words run away, chase, catch, stop, cross, bake, Should and Shouldn't smell open You should run away! Fairy tale (Fiction) You shouldn't stay here. Reading Strategy Listening Text Words go to bed, play outside, early, late, healthy Understanding Sequence food, Junk food

Stone Soup

PLAYSCRIPTS

Elliot's New Friend

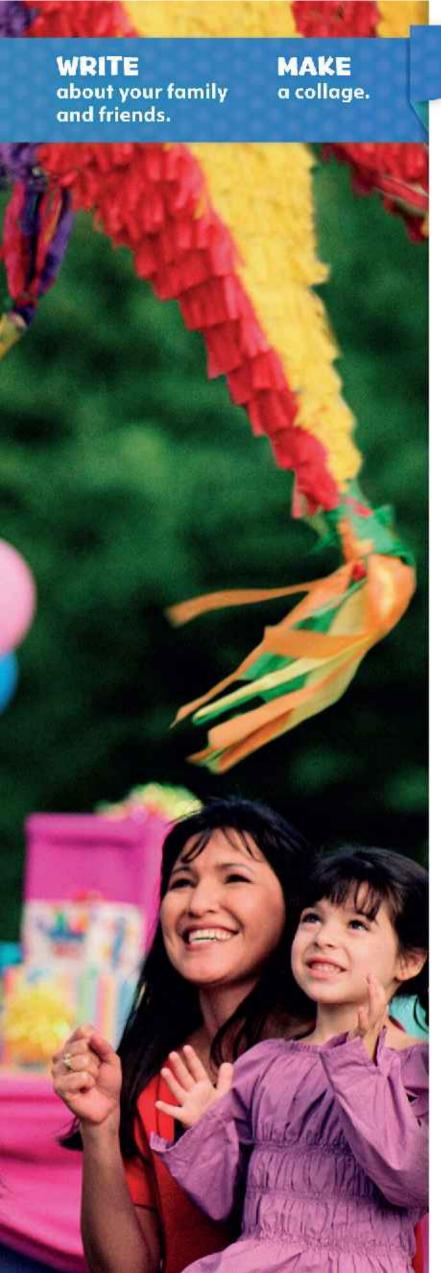
Page 186

LISTENING	SPEAKING	WRITING	WRAP UP	
Addition Problems Discussions about addition problems Listening Strategy Listening for number details	Asking about Age How old are you? I'm seven years old.	Tasks Talk about your school things and how many you have, then write about them. (WB)	Project A Bar Graph of Possessions Review Units 9 and 10 (WB)	
Making Salads Conversations while making salads Listening Strategy Listening for number details	Speaking about Addition Thave two aranges. You have one oranges. How many oranges do we have?	Exclamation Points I'm hungry! Oh, no! I'm scared! Tasks Talk about your favorite soup and write about it. (WB)		
Trading Toys Descriptions of what children have and want Listening Strategy Listening for details	Borrowing and Lending Can I borrow your comic book, please? Sure. Here you are. Thanks.	Tasks Talk about what you have and what you want, then write about them. (WB)	- Project Needs and Wants Survey - Review Units 11 and 12 (WB)	
Making a Picnic Conversation about what children want for a picnic Listening Strategy Listening for details	Expressing Wants and Needs We want soda and chips. We need water and fruit.	Nouns and Verbs Farmers (noun) graw (verb) food (noun). Tasks Talk about things you need and write about them. (WB)		
Reporting from King City TV report from different locations Listening Strategy Listening for details	Complimenting Wow! Your home is really nice. Thanks.	Tasks Talk about where you live and write about it. (WB)	- Project A Map of Your Neighborhood	
Opinions about City and Country Discussions about city / country preferences Listening Strategy Listening for details	Asking and Telling about Neighborhoods Is there a park in your neighborhood? No, there isn't.	Complete Sentences The town (noun) is (verb) small. Tasks Talk about places in your neighborhood and write about them. (WB)	Review Units 13 and 14 (WB)	
Describing Music Descriptions of different musical sounds Listening Strategy Listening for details	Asking for Help Can you help me, please? Sure! Let's do it together. Thanks!	Tasks Talk about a percussion instrument and write about it. (WB)	Project Making Percussion Instruments Review Units 15 and 16 (WB)	
Watching Performances Observations during different events Listening Strategy Listening for details	Asking and Guessing What are we doing? You're walking and playing instruments. It's a parade!	Contractions I am > I'm It is not > It isn't Tasks Talk about your favorite kind of performance and write about it. (WB)		
A Walk in the Park Conversation and observations about things in a park Listening Strategy Listening for details	Apologizing Oh, noi I'm sorry. That's OK.	Tasks Talk about living and nonliving things and write about them. (WB)	Project A Venn Diagram of Living and Nonliving Things Review Units 17 and 18 (WB)	
Parents' Advice Conversations giving advice to children to take care of themselves Listening Strategy Listening for details	Giving Advice You shouldn't run in the classroom. You should walk. OK, you're right.	Punctuation Review Don't jump on the fox's nose! Do you eat healthy food? Tasks Talk about taking care of living things and write about what you should do. (WB)		

In units 1 and 2 you will: WATCH a video about family and friends. LEARN
that all families and
friends are different.

READ about families and two animal friends.

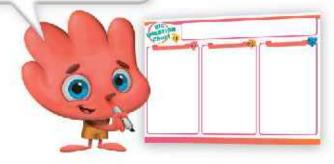






- Match the video.
- B Look at the picture. What do you see?
 - 1 How many people can you see?
 - 2 Do you think it's a special day? Why?
- Think and answer the questions.
 - 1 Is your family big or small?
 - 2 What is your friend's name?
- Fill out the Big Question Chart.

What do you know about families and friends?

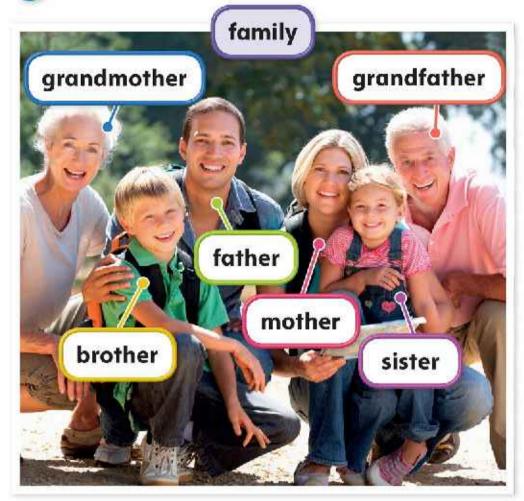


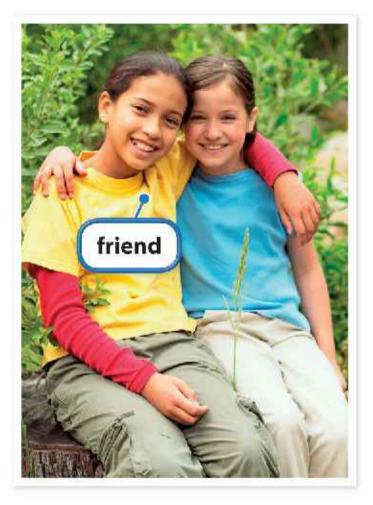


Get Ready

Words

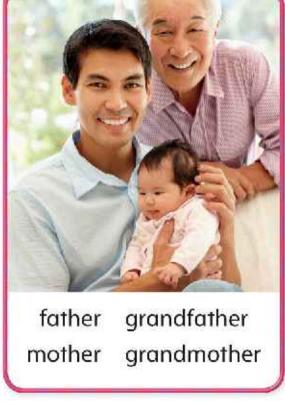
Listen and point to the words. Listen again and say the words. <a>ô) 1-02

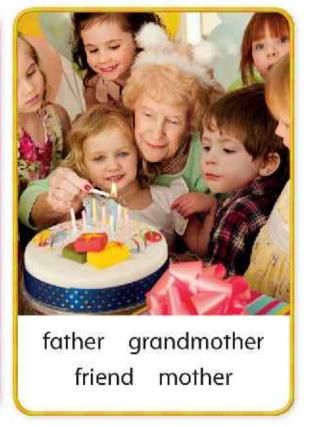




Look at the pictures. What people can you see? Circle.







Before You Read



Think Are all families the same?

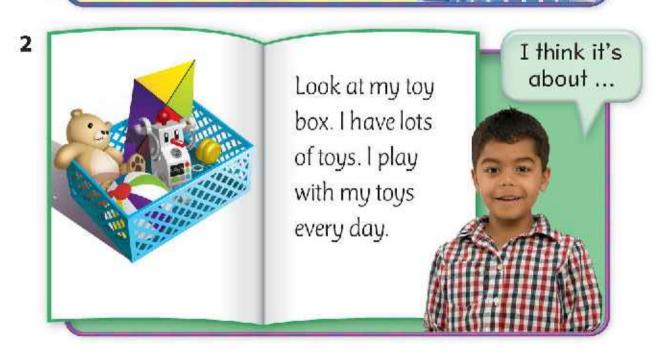


Learn Predicting from Pictures

Before you read, look at the pictures. They can help you work out what the text is about.

Look at the pictures. What do you think the texts are about? Now read and check your answers.





Look at the pictures on pages 10 and 11. What do you think the text is about?

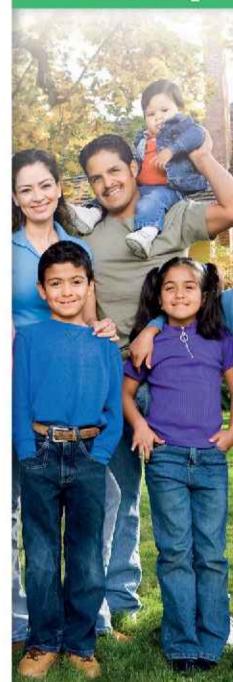
PREVIEW

Families

In this text, we learn about different kinds of families and friends.

This text is an informational text. Informational texts tell us about our world.

Social Studies: Community





Families Families and Fields

Families

we live in Families. People in Families help each other. They love each other, too. Not all families are the same. There are many kinds of families.

Meet Seb. He's seven years old. Seb's family is big. He lives with his mother, father, three brothers, and two sisters.

We work together.

This is Mandy. She's eight years old. She has one brother. They live with their grandmother and grandfather.

We go places together.



Understand



Comprehension

Think What do you like about the text? Check (\checkmark). 1 Seb's family 2 Mandy's family 3 Kim's family 4 the friends

Ask and answer the question.



Answer the questions. Circle Yes or No.

- Yes No 1 Is Seb seven years old?
- 2 Is Kim seven years old? No Yes
- 3 Is Seb's family small? No Yes
- 4 Are Kim, Mandy, and Seb friends? No Yes



- 1 What can friends do together?
- 2 What does your family do together?

Grammar in Use

Listen and sing along. We Are a Family 1-04

We are a family. A brother and a brother, And a sister, that's me! A mother and a father, And kids, one, two, three! We are a family.

We are a family. She is our sister, I'm their brother, that's me! Grandmother and grandfather, And kids, one, two, three! We are a family.



Learn Grammar Be

I'm six years old. He's eight years old.

My family is big. Friends are important. He is > He's

Write about yourself. Then tell a partner.

Me

_____ years old.

My family is _____



I'm Emma. I'm eight years old. My family is big.

Write about your partner. Tell the class.

My Partner

He's / She's

years old.

His / Her family is

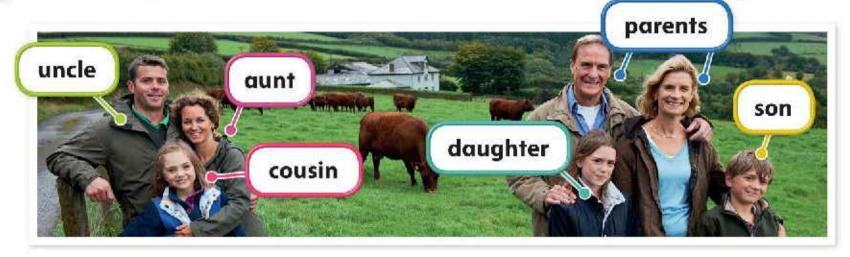
He's Ben. He's seven years old. His family is small.



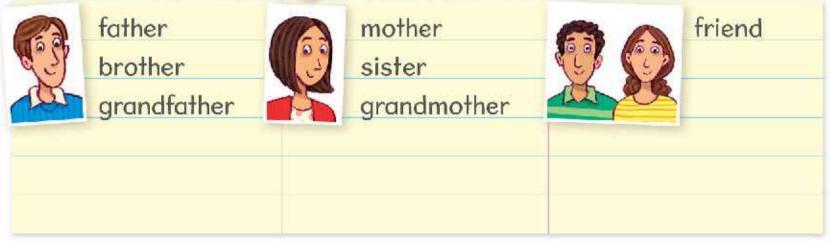
Communicate

Words

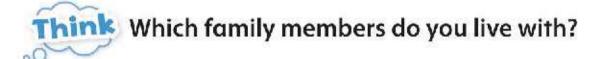
A Listen and point to the words. Listen again and say the words. 60 1.05



Think about the words in and add them to the chart.



Listening



- Contact Listen. Are they talking about friends or families? How do you know? 100 1-06
- D Listen again and number the pictures. 100 1107



Speaking

Listen and repeat. Then practice with a partner. 🕥 1-08



Word Study

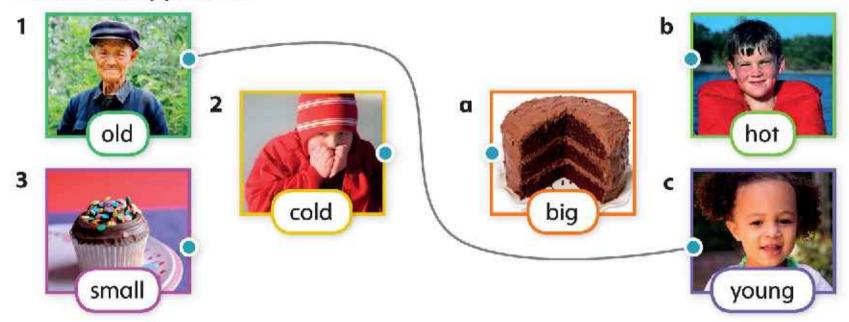


Some words are opposites. A big family.



A small family.

Match the opposites.



te Tell your partner about your family. Now write about it in your Workbook. page 09

Speaking: Introducing People • Opposites Unit 1



Who are your family and friends?



I think families live together.

I think all families are different.



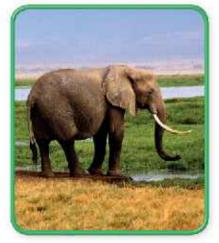
15



Get Ready

Words

🛕 Listen and point to the words. Listen again and say the words. 🕥 1-09









elephant

tortoise

lonely

sad









scared

eat

play

sleep

Think about the words in and add them to the chart.

Animals	Things We Feel scared	Things We Do
	scared	

Before You Read



Think Do you like animals? Do animals have friends?

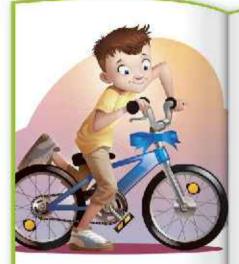


Learn Predicting from Pictures

Remember, before you read, look at the pictures. They can help you work out what the story is about.

Look at the pictures. What do you think the stories are about? Now read and check your answers.

1



My dad and I look at the bicycles. I like the blue bicycle. My dad buys it. I'm very happy.

I think it's about a happy boy and his bike.



2 I think it's Lily is at the about ... playground. She's lonely. She doesn't have a friend to play with.

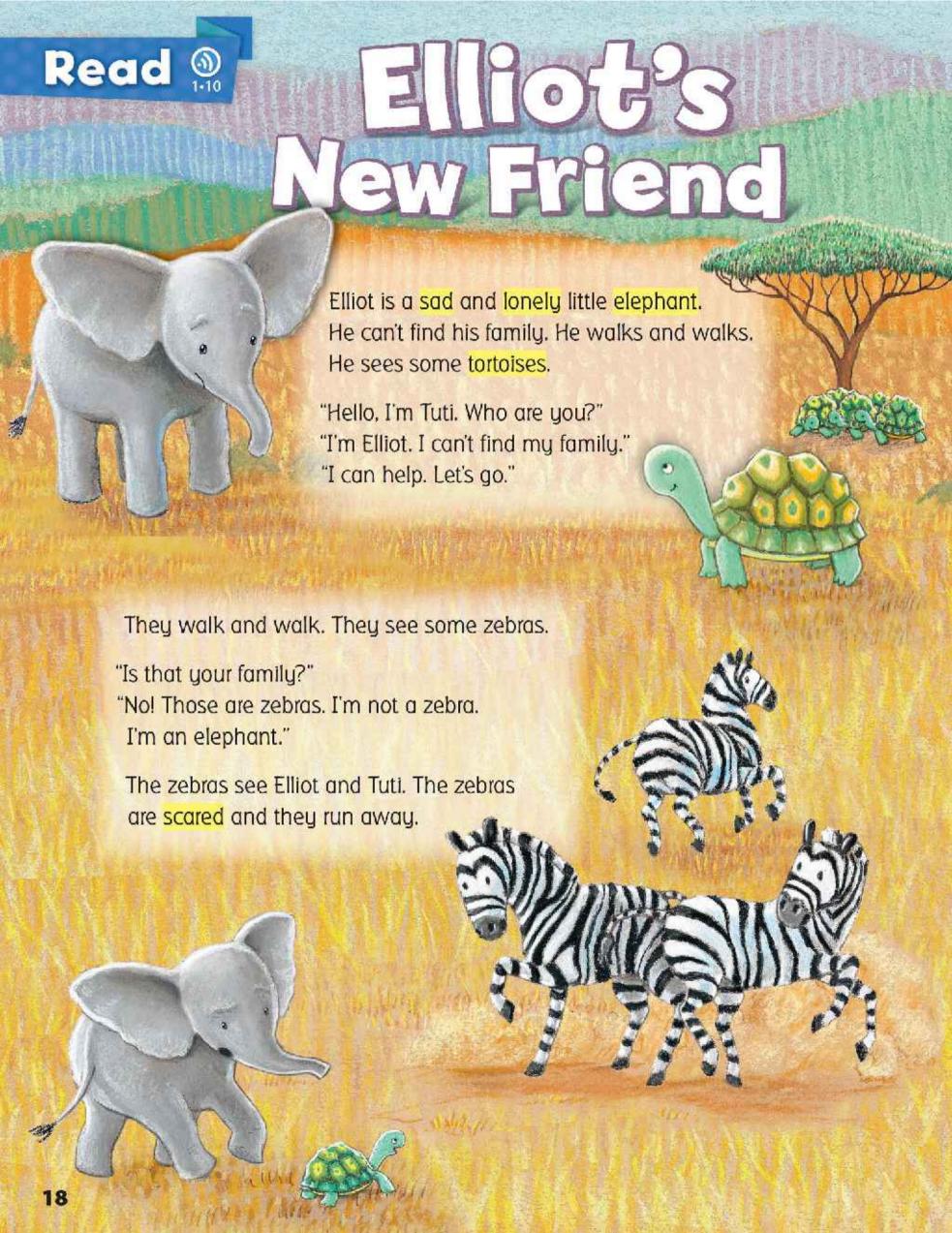
Look at the pictures on pages 18 and 19. What do you think the story is about?

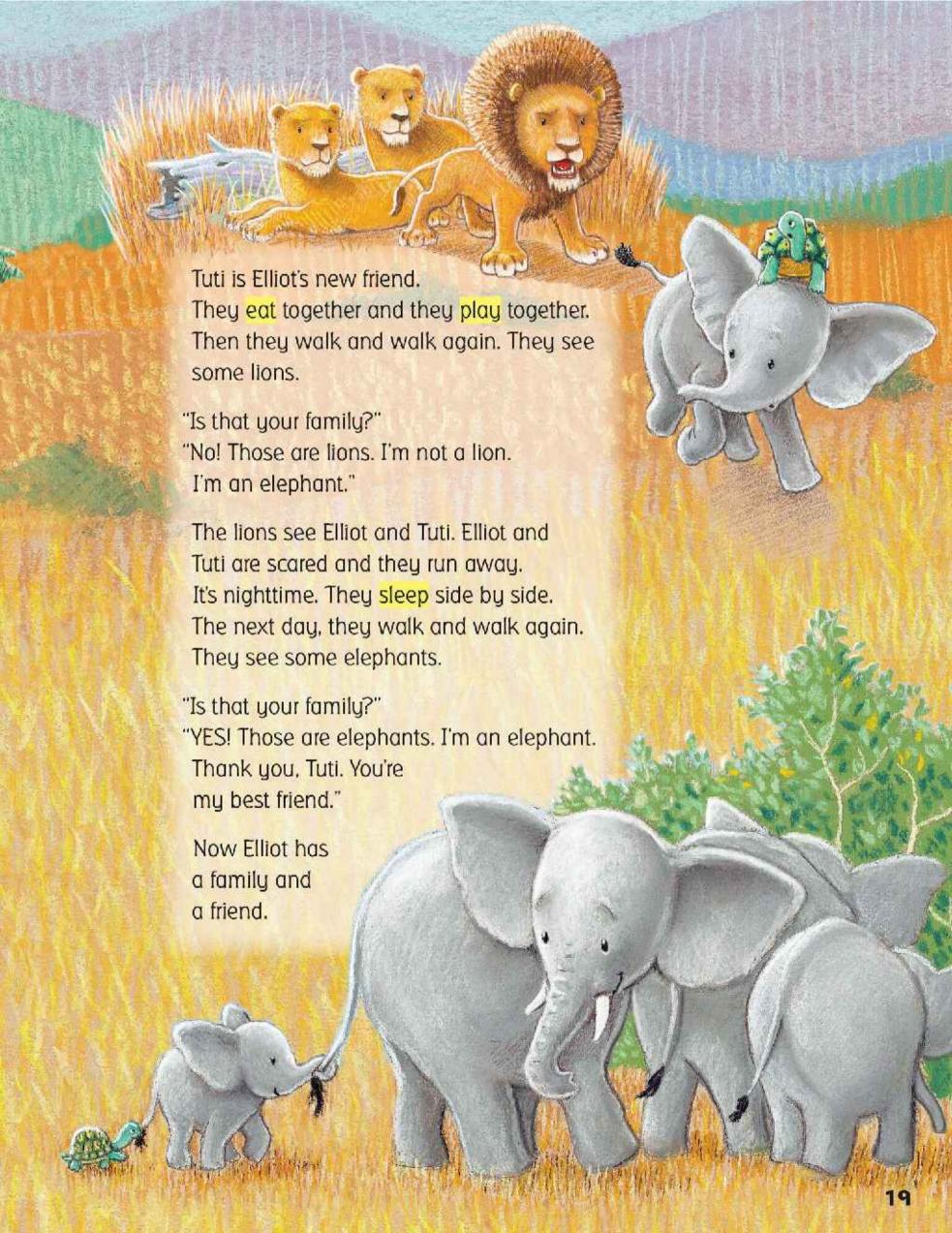
PREVIEW

In this story, an elephant called Elliot makes a new friend.

This text is fiction. In a fiction text. the author invents the characters and the story.

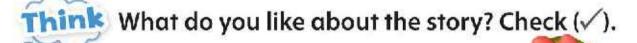




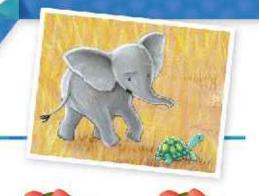


Understand

Comprehension



- 1 Elliot the elephant
- Tuti the tortoise
- 3 Zebras run away from Elliot and Tuti.
- 4 Elliot and Tuti run away from lions.
- 5 Elliot finds his family.





Ask and answer the question.



What's your favorite part?

The zebras run away from Elliot and Tuti. It's funny!



- B) Who says these sentences? Match.
 - 1 I can't find my family.
 - 2 I can help.
 - 3 Is that your family?
 - 4 I'm not a zebra.
 - 5 Those are elephants.
 - 6 You're my best friend.







Think Talk about the story.

- 1 What animals are Tuti and Elliot scared of?
- 2 Is Elliot happy at the end of the story? Why?

Grammar in Use

Listen and sing along. Friends! 1-11

These are small tortoises, They sleep and play.

Those are zebras,

They run all day.

Big animals, small animals,

Let's play together.

We can all be friends!

That's a lonely elephant, He eats from a tree. These are big elephants, This is his family! Big animals, small animals, Let's play together.

We can all be friends!



Learn Grammar This, That, These, and Those

This is a zebra.



That is a lion.



These are zebras.

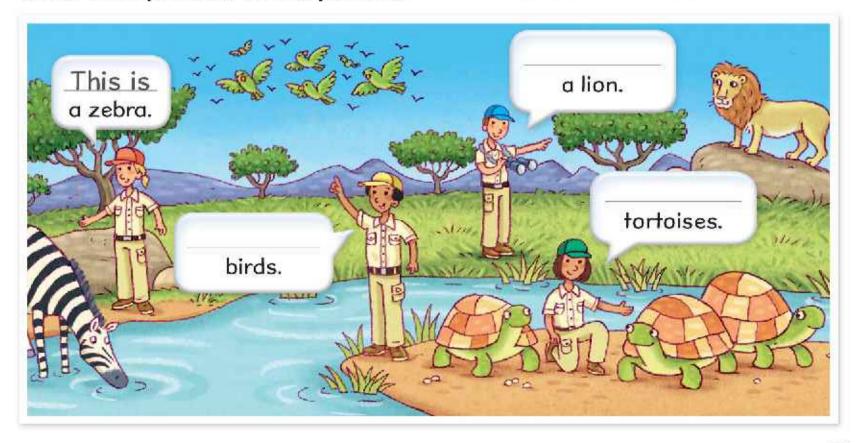


Those are lions.



Write, then practice with a partner.

Thatis > That's



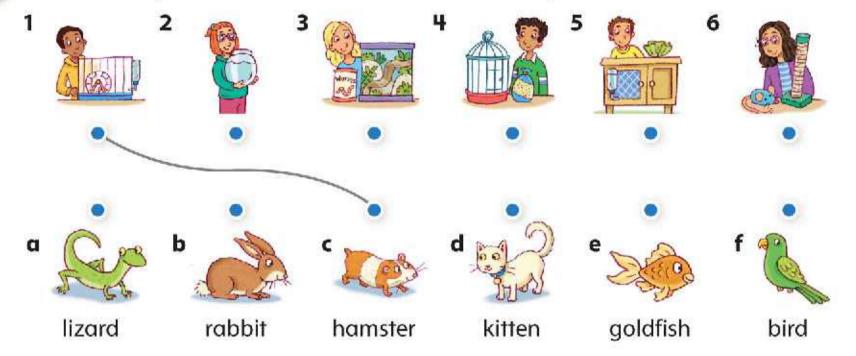
Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 1-12



B Look at the pictures. Match the owners to their pets.



Listening

Think Do your friends have pets? Which pets do they have?

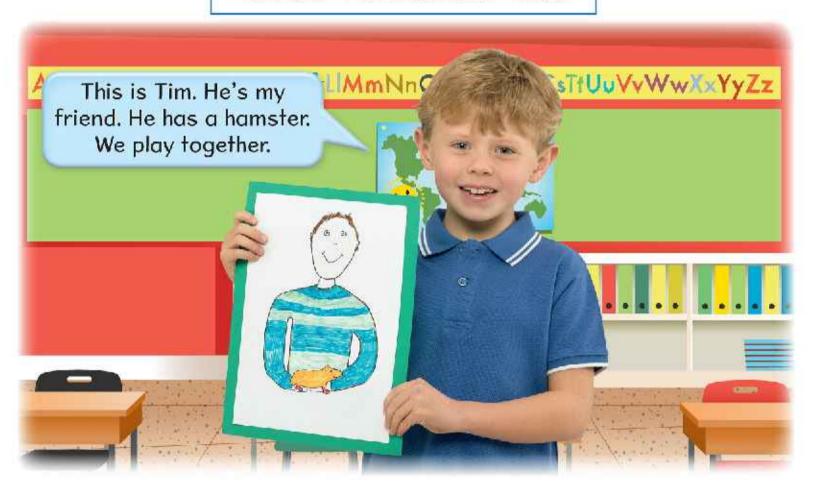
- Call Listen. Which of these are they talking about: families, friends, pets? 1113
- D Listen again and number the pictures. 🕥 1-14



Speaking

Draw and talk about your friend. Use the words in the box to help. 🕥 1-15

He / She has ... We ... This is ...



Writing Study



The first letter of a name is a capital letter. Elliot

Which letters need to be capital letters? Circle.

1 (s)e b 4 family 7 friend

2 my grandmother 8 kim 5 tuti

3 mandy 6 my sister



e Tell your partner about your friend.

Write about him or her in your Workbook. page 17

Wrap Up

🛕 Listen and read along. 🚳 1-16













Project: A Collage

- Make a family and friends collage.
 - Make a list of your family and friends.
 - Find photos or draw pictures.
 - Write about them.
- Put your collage on the wall. Tell the class about it.

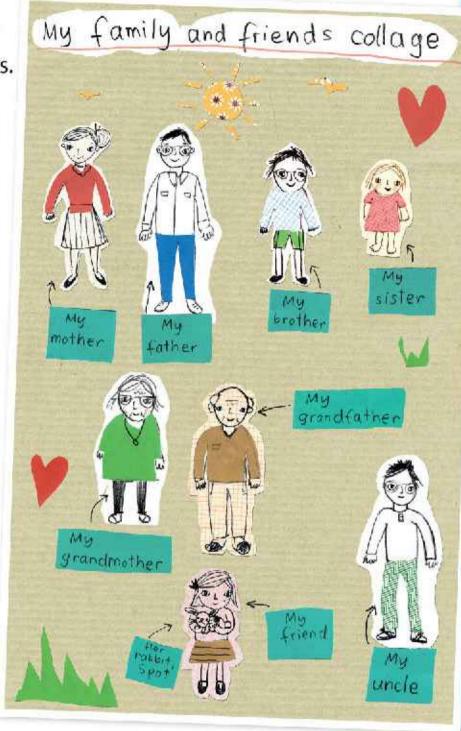
This is my mother.



Look at all the collages.
 Talk about them.



That is Olly's uncle.





family and

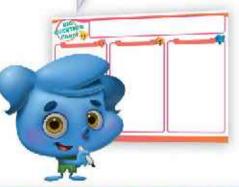
friends?

Match the video.



What do you know about family and friends now?

- B Think more about the Big Question.
- Complete the Big Question Chart.



In units **3** and **4** you will:

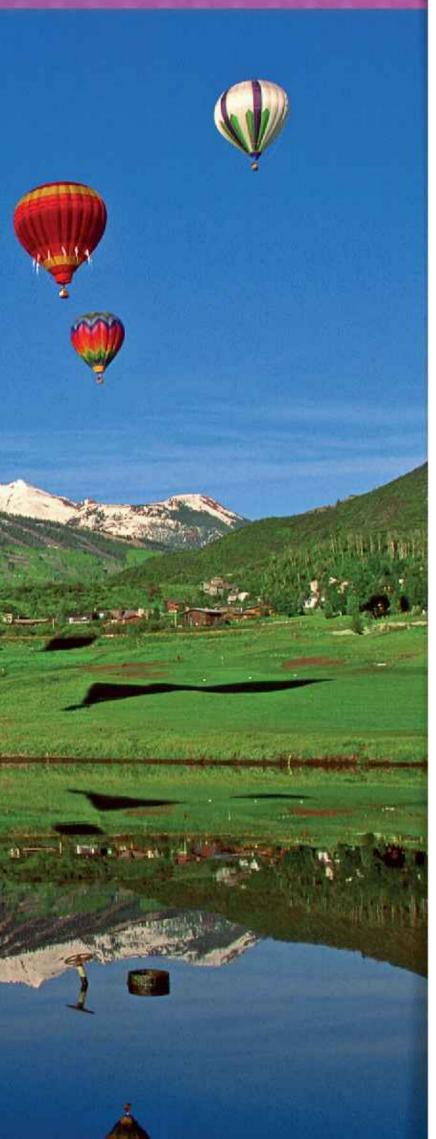
WATCH a video about colors. LEARN that colors are everywhere.

READ
about colors and
how to mix them.





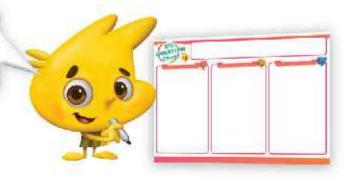
MAKE a color mix chart.





- Watch the video.
- B Look at the picture. What do you see?
 - 1 What colors can you see?
 - 2 Where can you see the color blue?
- Think and answer the questions.
 - 1 How many color words do you know?
 - 2 Can you see two things in your classroom that are the same color?
- Fill out the Big Question Chart.

What do you know about colors?

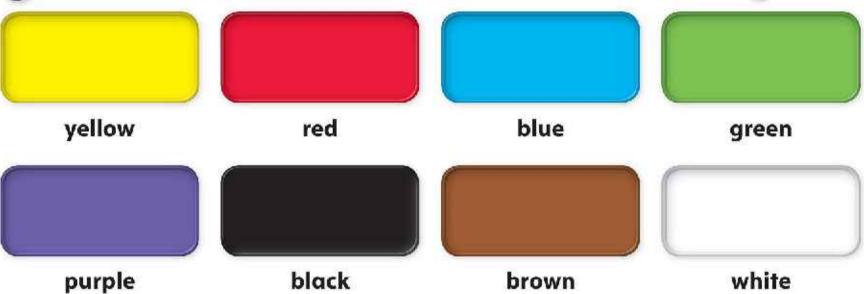




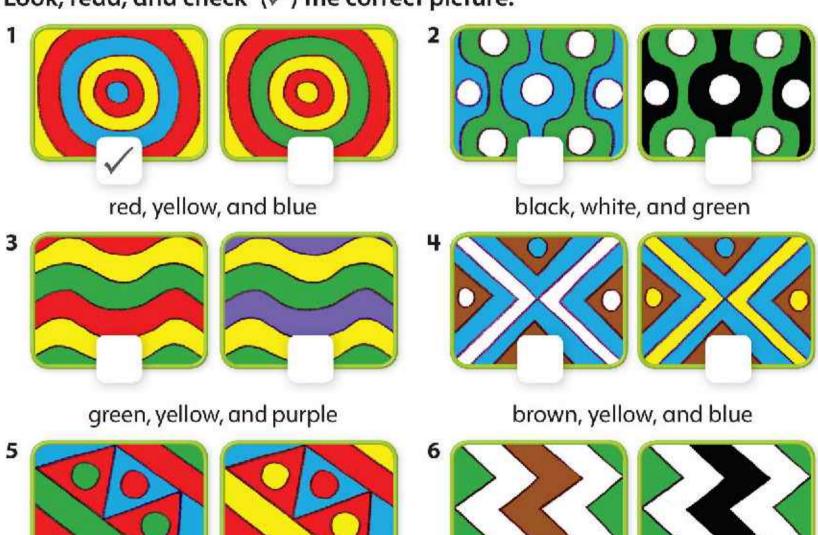
Get Ready

Words





 $oxed{\mathbb{B}}$ Look, read, and check (\checkmark) the correct picture.



blue, red, and green

green, white, and brown

Before You Read

Think What colors can you see around you now?

Learn Predicting from Titles

Before you read, look at the title of the text. It can help you work out what the text is about.

Look at the titles. What do you think the texts are about? Now read and check your answers.

Jake's Blue Room

This is Jake, and this is his bedroom. It's big and blue! There's a bed with a blue blanket. There are a lot of tous. They're blue, too!

I think it's about Jake's blue bedroom.

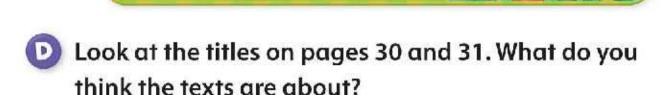


2

The Hamster Family

Harry Hamster lives with his family. His mother is white. His father is brown. Harry is brown and white. He loves his family.

I think it's about ...



PREVIEW

Color Poems

These texts are poems. A rhyming poem has lines that end with the same sound.



Pie Corbett is a poet, storyteller, and teacher. You can find his poem in this book.



Tamzin Thompson writes poems and songs for children.







Understand

Comprehension

Think What do you like about the poems? Check (\checkmark).

1 the red butterflies		
2 the brown birds		
3 the black spider		
4 the green frogs		

Ask and answer the question.

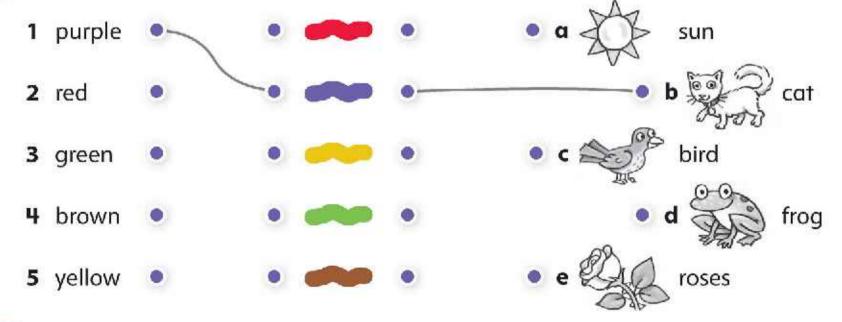


What's your favorite part?

The purple cats. Purple is my favorite color.



Match the colors to the things in the poems.



Think Talk about the poems.

- 1 Can you find the words in the poems that end with the same sound?
- 2 Do the authors of the poems like colors? What else do they like?

Grammar in Use

Listen and sing along. In My Yard 🚳 1-19

There's a black rabbit in my yard today. One little rabbit. He wants to play! Here's another rabbit, say hello.

There are two black rabbits in my yard today.





There's a white kitten in my yard today. One little kitten. She wants to play! Here's another kitten, say hello.

There are two white kittens in my yard today.

Learn Grammar There is ... There are ...

There is a black spider. There are green frogs.



There is > There's

Practice with a partner.



Look around. Point to what you can see, and tell your partner.

Communicate

Words

A Listen and point to the words. Listen again and say the words. (1) 1-20



- Read and circle the correct words.
 - 1 An elephant is this color. It's pink / gray.
 - 2 The sky is black. It's dark / light.
 - 3 A goldfish is this color. It's orange / gray.
 - 4 Some flowers are this color. They're gray / pink.
 - 5 The sun is in the sky. The sky is dark / light.
 - 6 These are in the dark sky. They are many colors. They're orange / fireworks.

<u>Listening</u>

Think Do you like fireworks? Which color fireworks are your favorite?

- C Listen. Do they like the fireworks? Why or why not? 1 1-21
- D Listen again and number the fireworks. 🕥 1-22

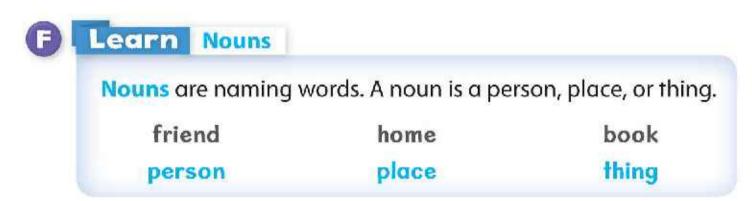


Speaking

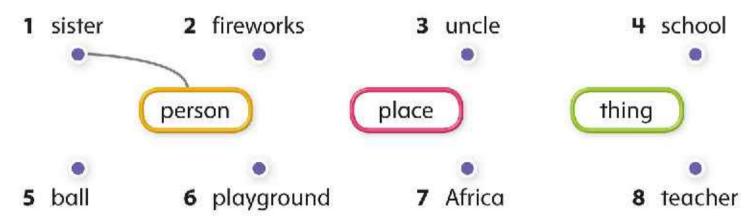
📵 Listen and repeat. Then practice with a partner. 🕥 1-23



Word Study



Read the words and match.



Tell your partner two words that rhyme. Now write a poem in your **Workbook**. page 27

Speaking: Inviting and Making Suggestions • Nouns Unit 3

35





Get Ready

Words

Listen and point to the words. Listen again and say the words. <a> 1-24







mix

mural

ocean

sand









seaweed

seashell

jellyfish

starfish

 \bigcirc Are they the same or different? Check (\checkmark).



	Same	Different
Jellyfish		/
Seashell		
Starfish		
Seaweed		
Sand		

Complete the sentences.

mural mix ocean

- 1 I can swim in the
- 2 A big picture on a wall is a ______.
- 3 I can blue paint and yellow paint.

Before You Read

Think Do you like painting? What do you like to paint?

Learn Predicting from Titles

Remember, before you read, look at the title to help you work out what the text is about.

Look at the titles. What do you think the texts are about? Now read and check your answers.

Every Animal is Different

There are a lot of animals in the world. Some are big, and some are small. Animals can be many different colors, too.

I think it's about different animals.



2

Orange Everywhere!

Lots of things are orange. Some hamsters, birds, kittens, and fish are orange. Some seashells can be orange. My T-shirt is orange, too! Is orange your favorite color?



Look at the title on page 38. What do you think the text is about?

PREVIEW

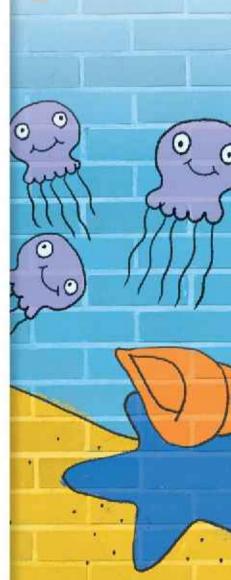
Let's Make



In this text, you learn how to make colors.

This text is an informational text. Remember. informational texts tell us about our world.

Art



Read Detts Make Let's Make COUNTY

Primary and Secondary Colors

There are three primary colors: red, blue, and yellow.

There are three secondary colors: orange, purple, and green.

We can mix primary colors to make secondary colors.



The Color Wheel

The Color Wheel shows us primary and secondary colors. It also tells us how to make secondary colors.

Look at orange. Red and yellow are the primary colors next to orange. We mix red and yellow to make orange.

What primary colors are next to purple? Red and blue. We mix red and blue to make purple.



The boys and girls paint a mural of the ocean at their school.

In the mural there's yellow sand and there's a blue starfish. The starfish is under a seashell. And there's a big, red fish next to the seaweed. Can you see it?

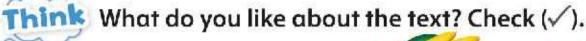
The children only have blue, red, and yellow paint. They want green, orange, and purple to finish their mural. They look at the Color Wheel and mix their paints to make these colors.

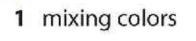
Now there's green seaweed, an orange seashell, and lots of purple jellyfish. The mural is finished.



Understand

Comprehension



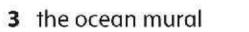








2 the Color Wheel







Ask and answer the question.



What's your favorite part?

The mural in the school. It's fantastic!

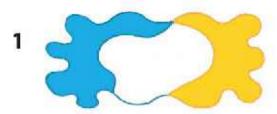


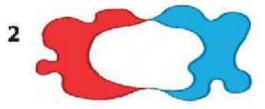
Look back at the ocean mural. Write the colors.

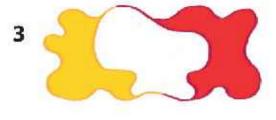
blue orange purple green

- orange The seashell is
- 3 The seaweed is _____
- 2 The starfish is
- 4 The jellyfish are _____

Color the secondary colors. Then write.







Think Talk to a partner.

- 1 What's your favorite primary color? And secondary color?
- 2 Would you like to paint a mural in your school?

Grammar in Use

D Listen and sing along. The Starfish 🕥 1-26

The starfish is not in the ocean, The starfish is on the hot sand. The starfish is under the seaweed, The starfish is lonely and sad.





So, pick up the sad little starfish, And then put him back in the sea. Now the starfish is next to the jellyfish, And the starfish is happy and free.

E Learn Grammar In, On, Under, Next to

I am in the ocean.



The seashells are on the sand.



The starfish is under the seaweed.



The seaweed is next to the fish.



Choose a picture. Practice with a partner.



It's next to the black spider.

It's the orange seashell.

Calk about things you see. Your partner points.

The pencil is on the desk.

Communicate

Words

Listen and point to the words. Listen again and say the words. <a> 1-27



Look at the pictures. What clothes do you see? Circle.



pants T-shirt sneakers hat



jacket shorts pants T-shirt

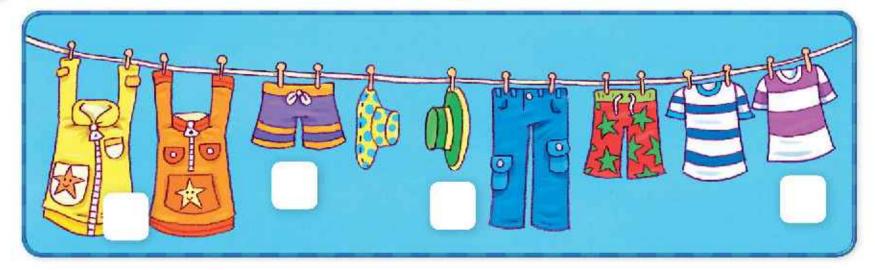


jacket hat pants sneakers

Listening

Think What are your favorite clothes? What color are they?

- Comparison of the compariso
- Listen again and number the clothes. 🕥 1-29



Speaking

Draw yourself at the ocean. Think about the colors you use.

Tell the class about your picture. Use the words in the box to help. 1-30



Writing Study

Capitals and Periods

The first letter of a sentence is a capital letter.

There's a period at the end of a sentence.

The starfish is under the seaweed.

Are these sentences correct? Circle Yes or No. Then underline the mistake.

1 My hat is orange_____ Yes No

2 blue and red make purple. Yes No

3 Green is a secondary color. Yes No

4 There's a big, red fish next to the seaweed Yes No



Tell your partner about the colors of your favorite clothes.

Now write about them in your Workbook. page 35

Wrap Up

A Listen and read along. 1-31



There are more colors under the table.





What color do yellow and blue make?



Billy and Gus like mixing colors.



Project: Color Mix Chart

- Make a color mix chart.
 - Choose two primary colors and the correct secondary color.
 - Write the colors at the top.
 - Draw or find pictures for each color.
- Put your chart on the wall. Tell the class about it.



There's a red apple on my chart.

Look at all the charts. Talk about them.



There's a purple fish on Sara's chart.





colors?

Watch the video.



Think more about the Big Question.

What do you know

about colors now?

Complete the **Big Question** Chart.

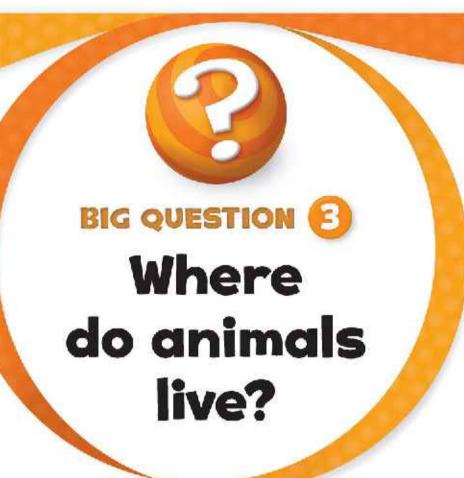
In units **5** and **6** you will: WATCH a video about where animals live.

LEARN
that animals live
in different homes.

READ about animal homes in the wild.

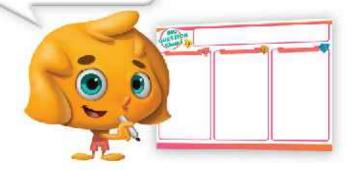






- 🔼 Watch the video. 🔼
 - Look at the picture. What do you see?
 - 1 What animal can you see?
 - 2 Where do you think it is?
- Think and answer the questions.
 - 1 What animal words do you know?
 - 2 Where do pets live?
- Fill out the Big Question Chart.

What do you know about where animals live?





Get Ready

Words

Listen and point to the words. Listen again and say the words. <a>ô) 1-32









eagle

chick

nest

opossum









tree hollow

honeybee

hive

crab

Think about the words in (a) and add them to the chart.

Animals	Places
eagle	

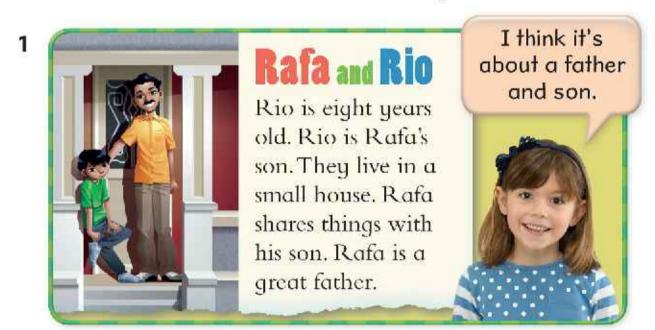
Before You Read

Think Where do you see animals?

Learn Predicting from Titles and Pictures

Remember, before you read, look at the title and pictures. They help you work out what the text is about.

Look at the titles and pictures. What do you think the texts are about? Now read and check your answers.





Look at the title and pictures on pages 50 and 51. What do you think the text is about?

PREVIEW

Animal Homes

In this text, we look at different animals' homes. This text is an informational text

Life Science



Karen Latchana Kenney writes books about lots of different things. She also makes animal costumes!





Animal Homes

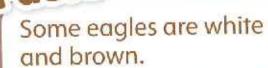
Animals make their homes in many places. Where are some animal homes?

High in a tree is a big eagle's nest. There, eagles keep their chicks safe.

An opossum lives inside a tree hollow.

It lines it with leaves and grass.

Inside, it stays safe and dry.



They eat rabbits, lizards, frogs, birds, and even small dogs!

Facts

Opossums are gray or black. Mother opossums carry their babies on their backs. Honeybees make a hive for their home. They make honey in the hive. The bees have food all winter long.

Some crabs make their homes in old seashells. They find new seashells as they get big.



Honeybees can't see the

color red.



Facts

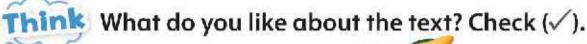
Crabs live under water and on land. They have ten legs.

An animal's home is the best place for it to live.

Where is your home? How is your home right for you?

Understand

Comprehension



- 1 the eagle's home
- 2 the opossum's home
- 3 the honeybee's home
- 4 the crab's home





1
6

Ask and answer the question.



What's your favorite part?

The crab. It has ten legs!



B	Answer the	e questions.
---	------------	--------------

- 1 Which animal's home is up high?
- 2 Which animal changes its home?
- 3 Which animal makes food in its home?
- 4 Which animal makes its home dry?



Think Talk to a partner.

- 1 Why do animals live in different places?
- 2 Do you know where any other animals live?

Grammar in Use

Listen and sing along. Where is The Eagle?





Where is the eagle? Is it in the tree? No, it isn't. No, it isn't. It's in the sky. See!

Where is the crab? Is it in the shell? Yes, it is. Yes, it is.

And it walks so well!

Where is the frog? Is it in the pond? No, it isn't. No, it isn't. It's on the log!

Where are the honeybees? Are they in the hive?

Yes, they are. Yes, they are. They're asleep inside!



Where's the eagle? It's under the tree. Where are the chicks? They're in the nest.



Where is > Where's

Look at the picture. Practice with a partner.













Where are the honeybees?

They're under the hive.

Now look around the classroom. Ask and answer questions with your partner.

Where's the pencil?

It's on the desk.

Communicate

Words

Listen and point to the words. Listen again and say the words. <a>ô 1-35



woods











squirrel mouse

frog

Look, read, and write.



This is a <u>frog</u>.



The is gray and brown.



A lot of animals live in a ____.



This is a



The _____ is small.



There are a lot of trees in the

Listening

Think What animal homes are near your house or school?

- Comparison of the compariso
- Listen again and check (

) the animal home.

 1-37









Speaking

Listen and repeat. Then practice with a partner. <a> 1-38



Word Study



Look and write.



Tell your partner about an animal home. Now write about it in your **Workbook**. page 45

Speaking: Warning People • Irregular Plurals Unit 5 55



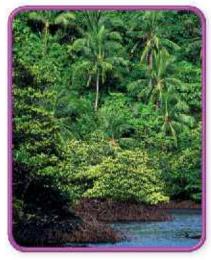


Get Ready

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 1-39









orangutan

rainforest

reserve

teach









take care of

miss

take a nap

put out

- Read and write the words.
 - 1 I'm tired. I want to <u>take a nap</u>.
 - 2 There are a lot of trees in a
 - 3 Parents _____ their daughters and sons.
 - 4 My best friend isn't here. I _____ her.
 - 5 An ______ is an animal.
 - **6** Teachers us at school.
 - 7 The squirrels are hungry. We ______ food for them.
 - 8 Some animals live in a

PREVIEW

My Friend,

Anak

In this story,

we read about

an orangutan,

called Anak, and

a woman, called

in Indonesia.

Dian, on a reserve

This story is realistic

fiction. In realistic

fiction, the story

isn't true, but it

could happen.

Before You Read



Think Do you take care of an animal? What animals do you think live in reserves?



Learn Identifying Characters

The people or animals in a story are called characters. When you read, look out for the characters. This helps you understand the story.

Read the stories. Who are the characters?



There are fireworks near Ali's home. Ali watches them with his parents. Ali's parents like the

blue and yellow fireworks. Ali likes the red fireworks.

Characters:

Ali

Ali's mother Ali's father

2



I'm Jin. My favorite toy is my purple ball. It's my kitten's favorite toy, too. My kitten's

name is Jo-Jo. We play with the ball together.

Characters:

Look at the pictures on pages 58 and 59. Who do you think the characters in the story are?

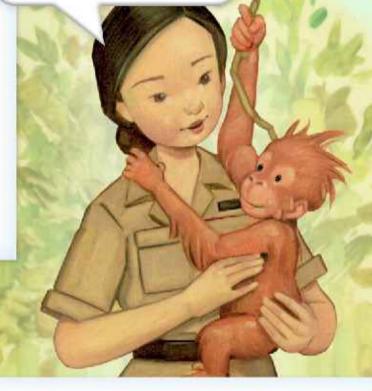


My Friend, Anak

This is a story about an orangutan called Anak, and how I teach her to live in the rainforest.

My name is Dian. I take care of young orangutans at the Happy House Reserve. These young orangutans don't have families and can't live alone. The Happy House Reserve is in a rainforest. I teach the orangutans how to live in the rainforest.

What's this, Anak?



What's that, Anak?



Anak is a baby. She lives at the reserve. I take care of her every day. I give her milk from a bottle. I teach Anak about the rainforest. We have fun together. Anak isn't sad or lonely.

Anak is now four years old. She eats fruit, leaves, and flowers, and she can climb trees. She plays with her orangutan friends. But I am still Anak's special friend.



Understand

Comprehension

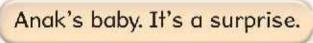




Ask and answer the question.



What's your favorite part?





Who are the important characters in the story? Write.

1	3	2
	2	3

Read and match to the time line.

- 1 Anak eats and sleeps at the reserve. She plays in the rainforest.
- 2 Anak eats fruit, leaves, and flowers now.
- 3 Anak lives in the rainforest with her baby.
- 4 Anak drinks milk from a bottle. She lives at the reserve.



Think Talk about the story.

- 1 At the beginning of the story, why is Anak at the reserve?
- 2 At the end of the story, is Dian happy or sad? Why?

Grammar in Use

Listen and sing along. Two Birds 🕥 141



Two birds sit in a tree one day. They watch all the animals run and play. Who's that? says baby bird to his mother.

It's a mother rabbit, taking care of the others.

And, who is that? he wants to know. It's an opossum in a tree hollow.

Two birds sit in a tree one day, They watch all the animals run and play

Baby bird asks, Who's that? Who's that?

lt's an orangutan, taking a nap. And what is that? he asks his mother. It's an egg ... it's your baby brother!

Learn Grammar What and Who Questions

What's that? It's a tree.



Who's this? It's Anak.

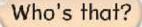


What is > What's Who is > Who's

Ask and answer with your partner.



Now look around your classroom. Ask and answer with your partner.



It's Karima.

Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 1-42



Think about what you do at different times of the day. Complete the chart.

sleep play eat work

Morning	Midday	Afternoon	Evening	Night

Listening

Think What time of day do you sleep? When do you think animals sleep?

- Comparison of the daytime? (a) 1-43



Speaking

Think of an animal with your partner. Tell the class three clues. Use the words in the box to help. 1-45

It's ... It lives ... It's a ...



Writing Study

(B)	Learn	Question Marks

There is a question mark at the end of a question.

What is it?

Read and write a question mark or a period.

- 1 Who are they ?
- 3 What are these

- 4 Where is the crab
- 2 There's a chick in the nest
 5 The honeybee is under the hive
 - **6** Where's the reserve



e Tell your partner about animals in reserves.

Now write about them in your Workbook. page 53

Wrop Up

Gus is in the tree.

🔼 Listen and read along. 🕥 1-46

It's morning. Everyone is at the reserve.





Gus is in the pond. There's a frog in the pond, too.



Gus is in the tree hollow. Look at the baby opossums.



Oh, no! Gus is next to a beehive!



Look at the honeybees! They aren't happy!



Project: An Animal Booklet

- Make an animal booklet.
 - Choose an animal.
 - Fold and staple paper to make a booklet.
 - Find or draw pictures.
 - Write.
- Show your animal booklet.
 Tell the class about it.

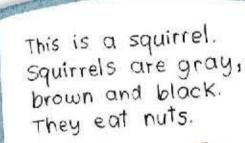
This is a squirrel.



Look at all the booklets.
 Talk about them.



A crab's home is in a seashell.







Squirres

Squirrels live in the woods.
There are lots of nuts in the woods.
A squirrel's home is in a nest.
The nest is high in a tree and it is safe.

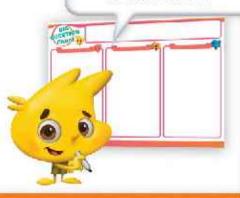


BIG QUESTION (3)

Where do animals live?

- 🔼 Watch the video. 🔃
- Think more about the Big Question.
- Complete the Big Question Chart.

What do you know about animal homes now?



In units 7 and 8 you will: WATCH a video about the seasons.

LEARN what happens in the seasons.

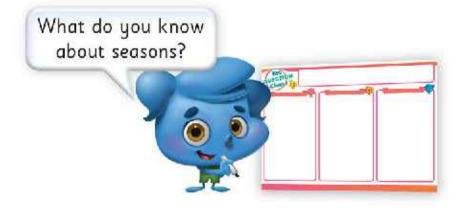
READ about seasons and a boy and his apple tree.







- Watch the video.
- B Look at the picture. What do you see?
 - 1 Do you like to play outside? Where?
 - 2 What color are the leaves? Why?
- Think and answer the questions.
 - 1 How many seasons do you know?
 - 2 What season is it now?
- Fill out the Big Question Chart.





Get Ready

Words











warm hot cool cold



rain



snow



long



short

Write the words in the correct order.

cold warm ber cool



___hot

Think about the words and add them to the chart.

snow long short rain

Time Words	Weather Words

Before You Read



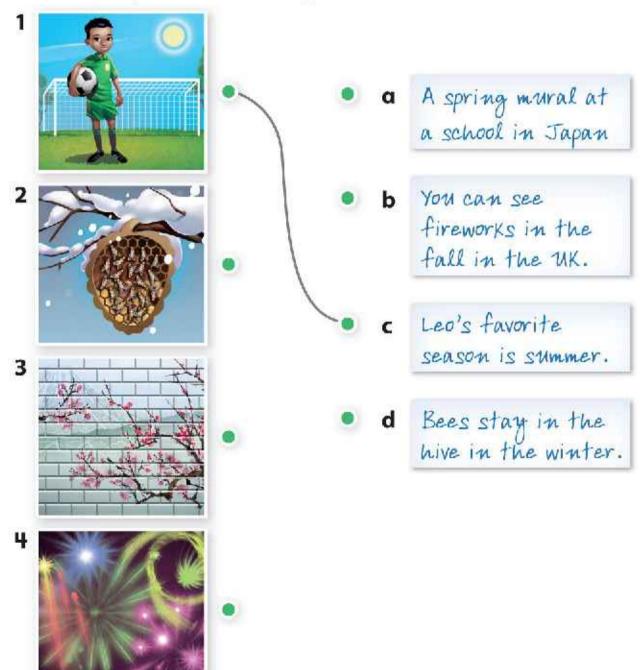
Think What's your favorite season? Why do you like it?



Learn Captions

Sometimes pictures have captions. Captions tell you more about the pictures. When you read, look at the captions. They help you understand the text.

Match the pictures and captions.



Look at the pictures and captions on pages 70 and 71. What do you think the text is about?

PREVIEW

The Four

In this text, we read about what happens in the different seasons.

This text is an informational text. Remember, informational texts tell us about our world.

Earth Science



Read (a)

The Eour

There are four seasons in a year: spring, summer, fall, and winter. Each season is special.

Spring

Flowers and plants grow in spring.

Summer

Summer days are long and not.

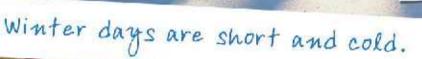
Spring is a growing season. It gets warm outside. It rains a lot. The rain helps plants grow. Buds grow on trees and plants. Birds make nests in trees.

Summer comes after spring. It gets hot outside. The days are long and the nights are short. The sun helps the buds grow into fruit and flowers. Animals eat the fruit.

Seasons

Fall





Fall leaves are beautiful colors.

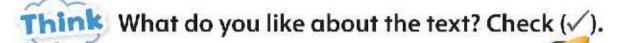
Fall comes after summer. It gets cool outside. Leaves turn red, yellow, and orange. Then they fall to the ground. Animals collect food for the winter.

Winter comes after fall. The days are short and the nights are long. It gets cold outside and it snows. The snow covers the ground. Lots of trees don't have leaves now. The animals eat the food they collect in the fall.

Then it's spring, and the seasons begin again.

Understand

Comprehension



- 1 Birds make nests in trees.
- 2 Buds grow into fruit and flowers.
- 3 Leaves turn red, yellow, and orange.
- 4 It gets cold and snows.





Ask and answer the question.



What's your favorite part?

Summer. It gets hot, and there are flowers.



B Look and write the season.

1



fall





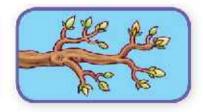


2









Think Talk to a partner.

- 1 Which season is good for animals?
- 2 Which season is good for people?

Grammar in Use

Listen and sing along. Different Seasons 🚳 1-49

It gets hot in the summer, Days are long, and it's sunny. It gets hot, it gets hot.

It doesn't snow in the summer, But it snows in the winter. Then it's cold, then it's cold.

It gets cold in the winter, Days are short, and it's snowy. It gets cold, it gets cold.



Think of three things about the seasons where you live. Write.

1	
2	
3	
3	

Now tell your partner.

It gets hot in the summer. It doesn't snow.



Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 1-50



B Look at the pictures. What do you think the weather is like outside? Write.



Listening

Think What's the best weather for a trip to the park?

- Calculate in the Listen. Do they like the winter? Why or why not? <a> 1.51
- Listen again and number the pictures. (1) 1-52



Speaking

🖪 Listen and repeat. Then practice with a partner. 🕥 1-53



Do you want to play in the snow with me?

Great! Let's go!



Word Study



Learn Compound Nouns

Sometimes we can put two words together to make a new word.

This word is called a compound noun.

rain



coat



raincoat

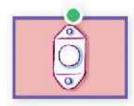


Match.









a doorbell



b bluebird



c starfish



ite Tell your partner about your favorite season. Now write about it in your Workbook. page 63

Speaking: Inviting . Compound Nouns Unit 7

75



How are seasons different?



I think animals do different things.

I think the weather is different.





Get Ready

Words

A

Listen and point to the words. Listen again and say the words. 🕥 1-54







build a snowman



build a tree house



make a swing



make apple pie



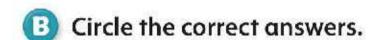
grow



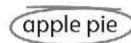
fall



bring



1 We make these things:





sand

2 We build these things:

a snowman

a rainforest

a tree house

3 We watch these things:

animals

a desk

fireworks

4 We grow these things:

a book

trees

flowers

5 These things fall:

apples

ocean

leaves

6 We can bring someone these things:

flowers

apple pie

winter

Before You Read



Think What do you do in the summer? What don't you do in the summer?



Learn Captions

Remember, as you read, look at the captions. They tell you more about the pictures and help you understand the story.

Match the story, picture, and caption.

- 1 In the summer, Marco goes to the beach with his family. It's hot and sunny. They swim in the ocean and play on the beach.



This flower is called a lily.

- 2 A big, green frog lives in this pond. In the spring, the pond gets warm and there are lots of insects. The frog likes spring.



A lot of people go to the beach in the summer.

- 3 In the summer, many flowers grow in the fields and woods. Flowers are many different colors, and every flower has a name.



Frogs eat insects.

Look at the captions on pages 78 and 79. Do you think there are a lot of trees in this story?

PREVIEW

The Seasons of Arnold's **Apple Tree**

In this story, a boy, Arnold, tells us about his apple tree in different seasons.

This story is realistic fiction.



Gail Gibbons writes only children's books. She lives with her family and pets in a place with lots of trees.







It's spring.

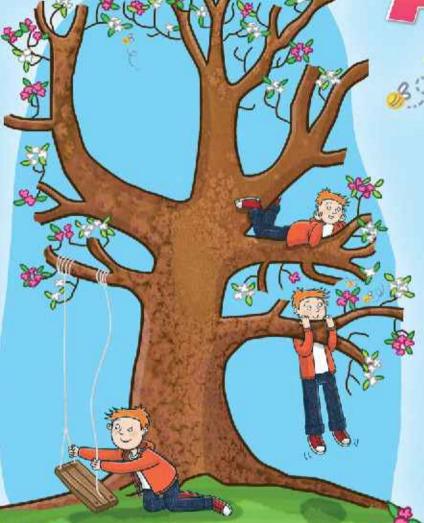
My name is Arnold. I have an apple tree. It keeps me busy all year.

I watch small buds grow on my apple tree.

They grow into apple blossoms.

I watch honeybees collect nectar from the blossoms.

I make a swing for my apple tree.



It's summer.

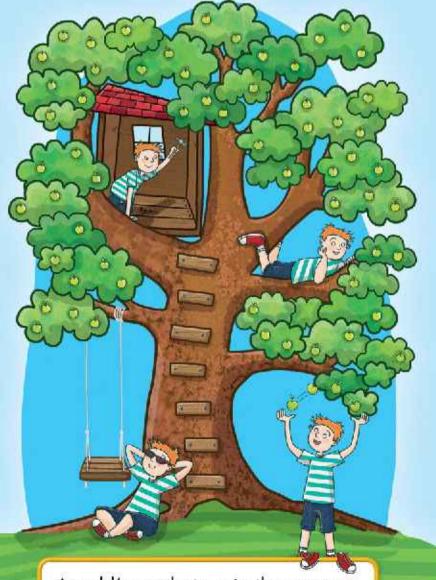
I build a tree house in my apple tree.

Arnold's apple tree in the spring.

My apple tree shades me from the hot sun.

I watch small apples begin to grow.

I juggle some green apples for my tree friend.





It's fall.

My apple tree now has big, red, • tasty apples.

I bring some leaves up to my tree house. I make a soft floor to lie on.

I shake the branches. Red apples <mark>fall</mark> to the ground.

I put them in a basket and take them home.

My family and I make apple pies.

It's winter.

In the winter, snow falls. It's quiet.

The branches of my apple tree are bare.

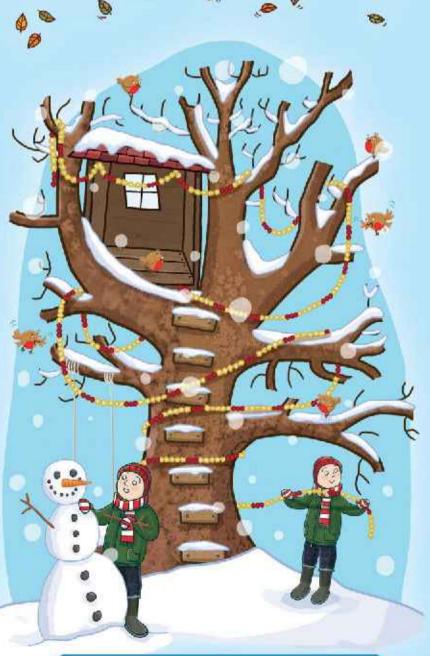
I hang strings of popcorn and berries on the branches.

The birds eat them.

I build a snowman.

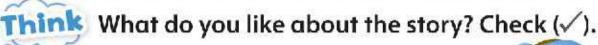
The snow melts.

It's spring again ...



Understand

Comprehension



- 1 the things Arnold does in the summer
- 2 the things Arnold does in the fall
- 3 the things Arnold does in the winter







What's your favorite part?

Arnold and his family make apple pies.



- Read and circle the correct words.
 - 1 In the spring, buds / flowers grow on the apple tree.
 - 2 In the summer, small leaves / apples begin to grow.
 - 3 In the fall, the tree has red / green apples.
 - 4 In the winter, the birds / Arnold's family eat the popcorn and berries.
- When does Arnold do these things? Write the season.
 - 1 Arnold makes a swing.
 - 2 Arnold hangs strings of popcorn on the branches.
 - 3 Arnold watches honeybees collect nectar.
 - 4 Arnold and his family make apple pies.

Think

Think Talk about the story.

- 1 What does Arnold make and build?
- 2 Does Arnold like his apple tree? Why or why not?

Grammar in Use

Listen and sing along. Do You Like The Summer?

In the fall, I make an apple pie. Do you like the fall?

Yes, I do. I really do!

In the winter, I build a snowman.

Do you like the winter? Yes, I do. I really do!

In the spring, I build a tree house.

Do you like the spring? Yes, I do. I really do!

In the summer, I watch the honeybees.

Do you like the summer? No, I don't. I really don't!



Learn Grammar Simple Present

I make a swing.

I don't make apple pies.



You build a snowman.

You don't build a tree house.

Do you watch honeybees? Yes, I do. Do you watch birds? No, I don't.



Imagine you have a tree. Look and check (\checkmark) the things you do at your tree.

watch leaves fall

build a tree house

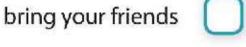
build a snowman

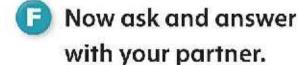




draw the tree

watch birds





Do you watch leaves fall?

No, I don't.

Communicate

Words

Listen and point to the words. Listen again and say the words. <a> 1.57



ride a bicycle



go to the beach



eat ice cream



drink hot chocolate



fly a kite



plant flowers

Think about the words in <a>Image
When do you do these things? Write.

Spring	Summer	Fall	Winter

Listening



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

- Comparison of the seasons is a season of the season of
- Listen again and number the pictures. 11-59









Speaking

Choose two seasons. Ask your classmates what they do in the seasons. Use the words in the box to help. 1.60

What do you do in ...? I swim / play ...



Writing Study



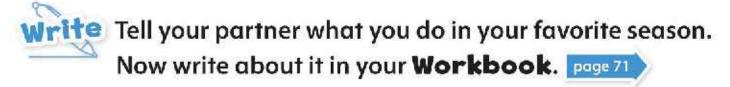
There are commas between the words in a list.

The leaves are red, yellow, and orange.

The four seasons are spring, summer, fall, and winter.

Look at the sentences. Write commas.

- 1 I see a mouse, a squirrel, and a bird in the woods.
- 2 There are leaves flowers and fruit on the trees.
- 3 My mother father sister and brother go to the beach.



Wrap Up



Listen and read along. 10 1-61

There are four seasons in a year. Each season is different.



It's summer. It's hot. They go to the beach. Billy and Layla eat ice cream. Gus makes a swing.



They bring the apples home. They make apple pie.



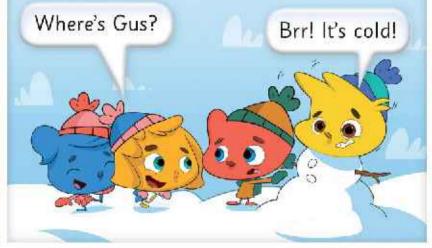
It's spring. It's warm. Dot plants flowers. Gus and Billy watch the chicks.



It's fall. It's cool. Dot and Layla ride bicycles. Gus collects apples.



It's winter. It's snowy. They build a snowman. All of the seasons are fun!



Project: A Seasons Journal

- Make a seasons journal.
 - Fold and staple paper to make a journal.
 - Find or draw pictures and glue things in.
 - Write.
- Show your seasons journal.
 Tell the class about it.

It's spring. It rains in spring.

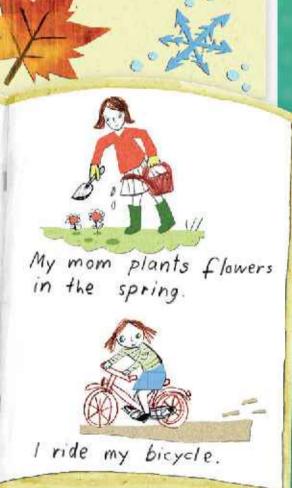


Look at all the journals.
 Talk about them.



Mi-Jin plays in the leaves in the fall.



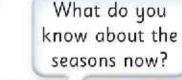


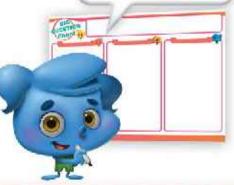
Seasons Journal



How are seasons different?

- 🔼 Watch the video. 🔃
- Think more about the Big Question.
- Complete the Big Question Chart.





In units 9 and 10 you will:

WATCH a video about numbers. LEARN
about counting
and addition.

READ about math and adding food together.





WRITE about food.

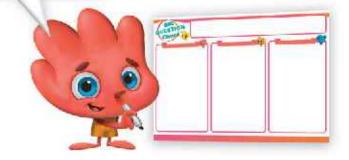
MAKE a bar graph.





- Watch the video.
- Look at the picture. What do you see?
 - 1 How many soccer balls can you see?
 - 2 What numbers can you see?
- Think and answer the questions.
 - 1 What number can you count up to?
 - 2 What things do we count?
- Fill out the Big Question Chart.

What do you know about numbers?





Get Ready

Words

Listen and point to the words. Listen again and say the words. <a>ô) 2-02







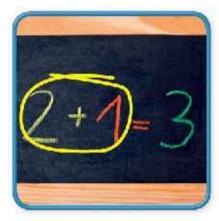


numbers

plus sign

equals sign

problem









addition

answer

odd numbers

even numbers

- Circle the correct answer.
 - 1 This is a plus sign.





2 This is an equals sign.





3 This is an addition problem.

19

10+10=20

4 This is an even number.

4



5 This is an odd number.

5

6

6 This is the answer to: 9 + 2 = ?

18

11

Before You Read



Think What things do you count at school?



Learn Predicting from Headings

Before you read, look at the headings. They help you work out what the text is about.

Look at the headings. What do you think the texts are about? Now read and check your answers.

Let's count!

Let's count children!

Do you know how many children are in your class? Guess. Now count them. Were you right?

Let's count trees!

Do you know how many trees are in the park? People work in the park. They know how many trees there are.



2

Look at all the clothes!

Ten hats! Tanua loves hats. She has ten hats. There are three hats for rainy days and seven hats for

sunny days.

Seven T-shirts! Leon's favorite clothes are his T-shirts. He has seven T-shirts. Four T-shirts are blue and three T-shirts

are white.

I think it's about ...

Look at the headings on pages 90 and 91. What do you think the text is about?

PREVIEW

In this text, we learn about counting and addition.

This text is an informational text. Remember. informational texts tell us about our world.

Math







Number Line

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Numbers

Look at the number line. It shows the numbers 1 to 20 in order. Some numbers are even and some numbers are odd. The even numbers are blue and the odd numbers are red.

Counting

Read the even numbers aloud. When there are a lot of things in a group, we can use the even numbers to count the things by twos. This helps us to count fast. Count the fish by twos.



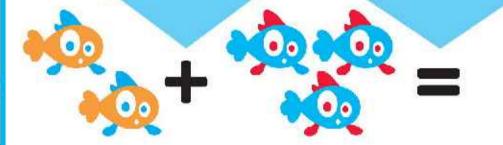
Addition

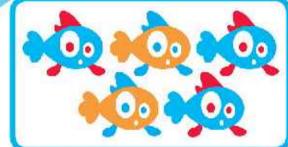
We use addition every day. It helps us count things.
We join groups of things with addition.

This is a plus sign.

It tells us to add the numbers together.

This is an equals sign.
It tells us that the numbers on both sides are the same amount.





This is the answer.

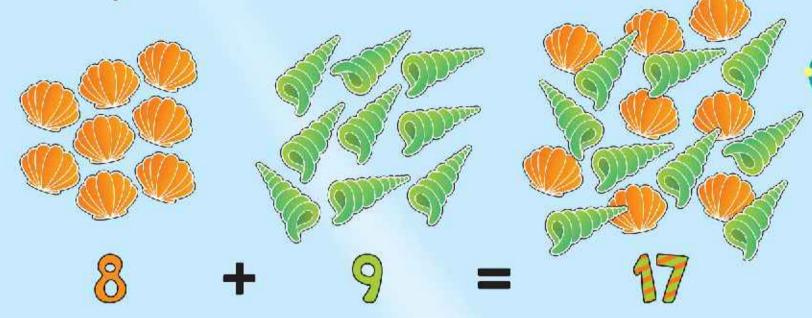


Addition problems

Let's use addition to work out answers to these word problems.

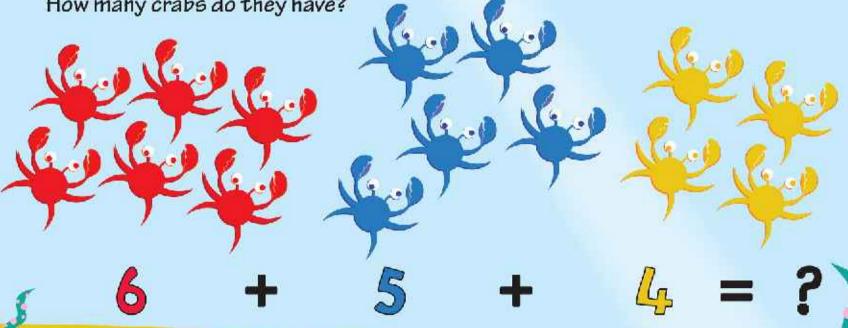
You have eight orange seashells. I have nine green seashells.

How many seashells do we have?



They have six red crabs, five blue crabs, and four yellow crabs.

How many crabs do they have?



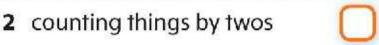
Understand

Comprehension



Think What do you like about the text? Check (\checkmark).

1 odd and even numbers



3 addition problems



Ask and answer the question.



What's your favorite part?

The addition problems. They're fun.



Read and circle the correct words.

1 Addition helps us learn about even numbers / count things.

2 Addition / Counting joins groups of things together.

3 Eight is an even / odd number.

- 4 Five is an even / odd number.
- Use these numbers to make addition problems.

1 three eight

five

3 + 5 = 8

2 six

four

two

3 seven

nine

two

4 five

one

four



Think Talk to a partner.

- 1 Count the shoes in your classroom. Now count by twos. Is it faster?
- 2 Where do people add things together?

Grammar in Use

We want ten shells for a castle.
How many shells do we have?
I don't have ten shells,
I have four shells,
But you have six shells,
So together we have ten!

They have ten shells together!
Four plus six is ten!
I don't have ten shells,
I have four shells,
But you have six shells,

So together we have ten!



E Learn Grammar Simple Present

You have a seashell.

I don't have a seashell.



They have T-shirts.
We don't have T-shirts.



Look and check (\checkmark) the things you have.













pet

hat

kite

friend

bicycle

sneakers

Now write about yourself. Tell your partner.

	1	
I have	I don't have	

I have sneakers. I don't have a pet.

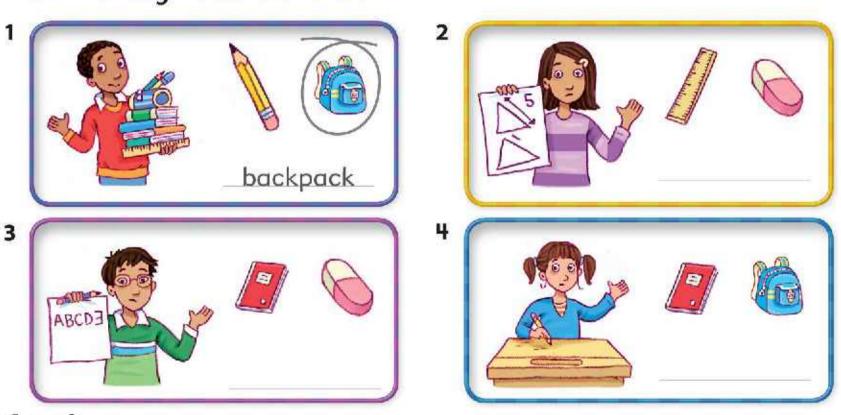
Communicate

Words

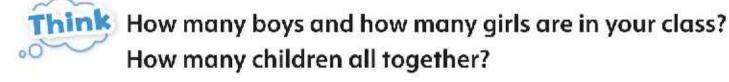
🔼 Listen and point to the words. Listen again and say the words. 🕥 2-05



What's missing? Circle and write.



Listening



- C Listen. What things are they counting? (1) 2-06



Speaking

Listen and repeat. Then practice with a partner. 1 2-08



Word Study



We can write numbers in words.

18 eighteen eleven 15 fifteen

12 twelve 16 sixteen 19 nineteen

20 twenty 13 thirteen 17 seventeen

14 fourteen

Read and answer the problems.

tell your partner about your things and how many you have.

Now write about them in your Workbook. page 81

Speaking: Asking about Age • Writing Numbers Unit 9







I think numbers help us count things.

I think numbers help us know how old we are.

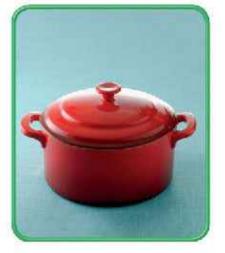


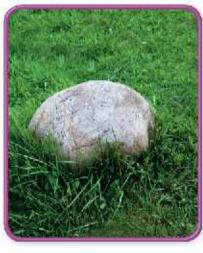


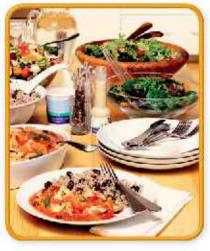
Get Ready

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 2-09









pot

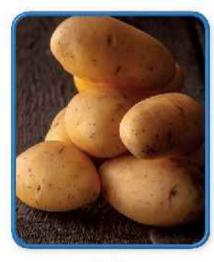
stone

food

sausages









carrots

onions

potatoes

soup

Think about the words in <a>O. Add them to the chart.

We eat this.	We don't eat this.
food	

PREVIEW

Before You Read



What's your favorite food? Do you like soup?



Learn Beginning, Middle, and End

Stories have three parts: a beginning, a middle, and an end. As you read, look out for these three parts. They help you understand the story.

Read the short stories. Write B (Beginning), M (Middle), or E (End).

- 1
- We swim and collect seashells. We play in the sand and walk on the beach.
- It's a beautiful, sunny day. My mom and I go to the beach. I'm happy.
- It gets cool and cloudy, and then it rains. We go home. I'm sad!



2

- Camila draws potatoes, sausages, carrots, and onions. She colors them.
- Camila's mom looks at her picture. "Camila," she says. "I think you're hungry!"
 - Camila wants to draw a picture, but she doesn't know what to draw. Then she has an idea, Food!



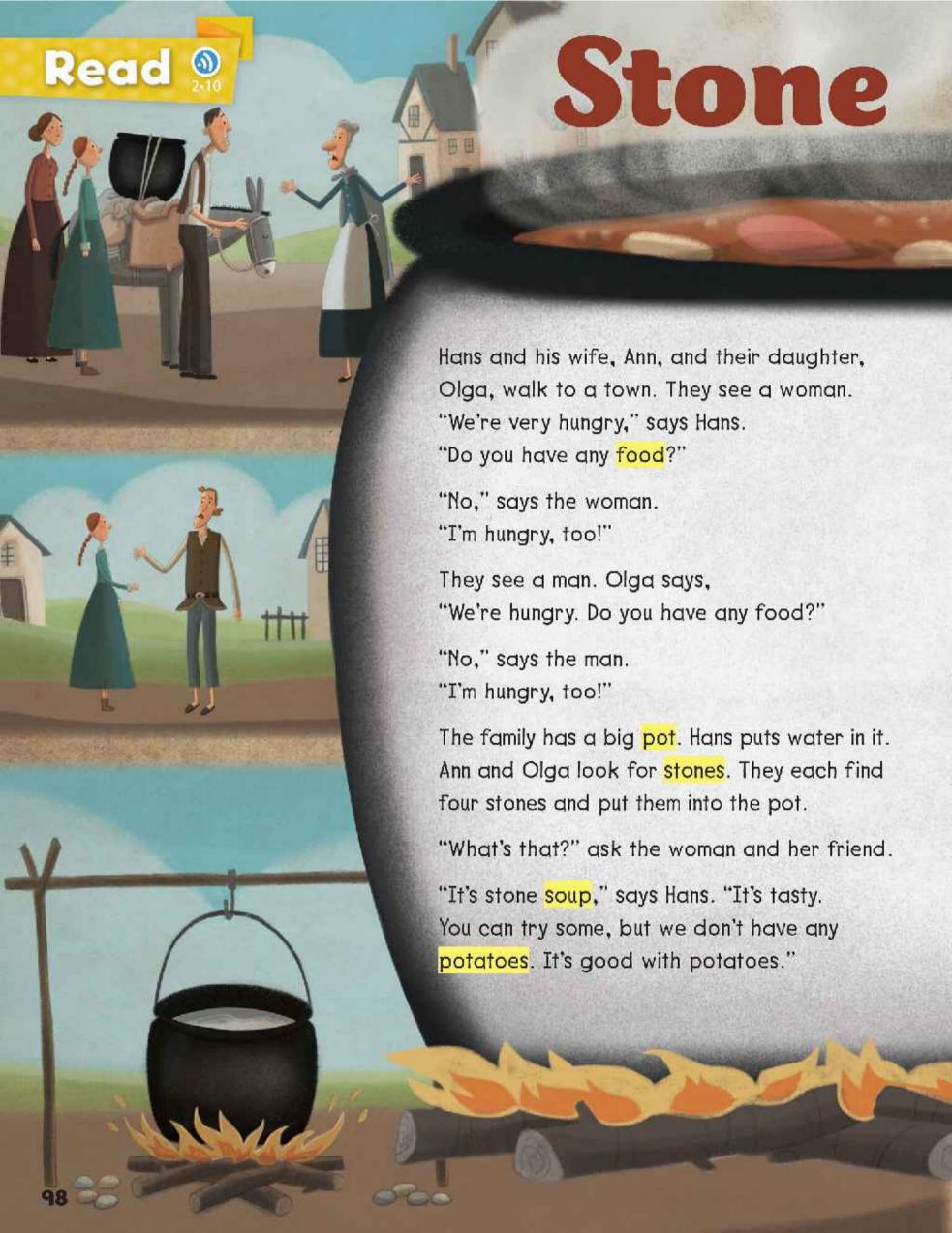
In the story on pages 98 and 99, people make soup. What do you think they put in their soup?

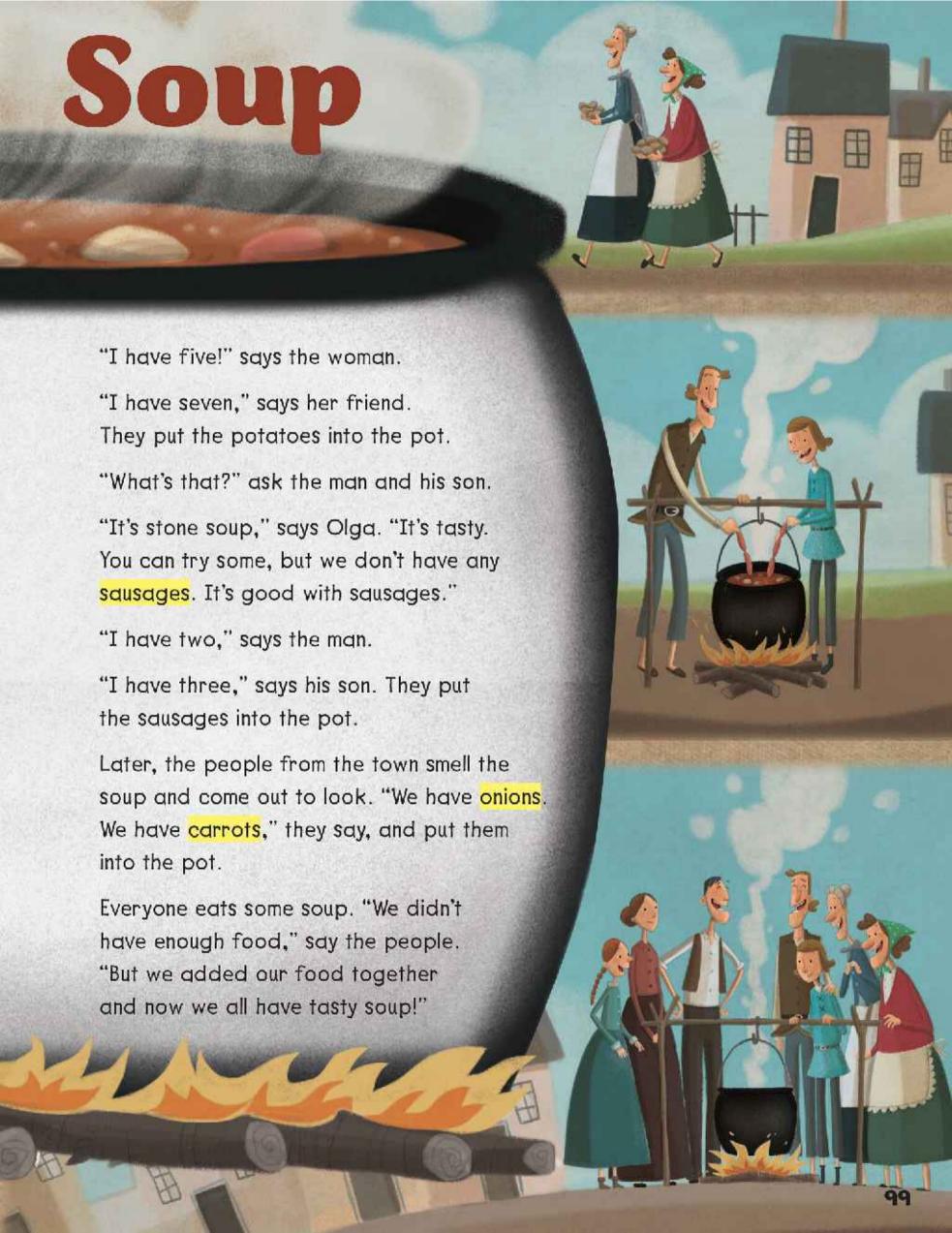
Stone Soup

In this story, we read about people adding their food together.

This text is a folk tale. A folk tale is a story that people told long ago. Folk tales often teach us a lesson.

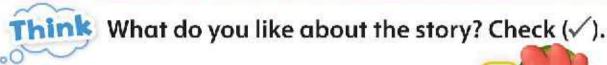






Understand

Comprehension



- The people are hungry.
- 2 Olga and Ann put stones in the pot.
- 3 The people put food in the pot.
- 4 Everyone has soup.





Ask and answer the question.



What's your favorite part?

The end of the story. They add their food together.



Think about the story and look at the pictures. Now write B (Beginning), M (Middle), or E (End).







- Answer the questions. Write the number.
 - 1 How many stones do the wife and her daughter put in the pot? _____ stones
 - 2 How many potatoes are in the soup? ____ potatoes
 - 3 How many sausages do the man and his son have? sausages



Think Talk about the story.

- 1 Are the people hungry at the end of the story? Why not?
- 2 What's the lesson of the story?

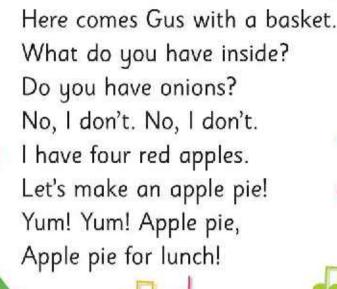
Grammar in Use

Listen and sing along. Onion Soup! 1 2-11



Here comes Dot with a basket. What do you have inside? Do you have onions? Yes, I do. Yes, I do. I have four big onions. Let's make an onion soup! Yum! Yum! Onion soup,

Onion soup for lunch!





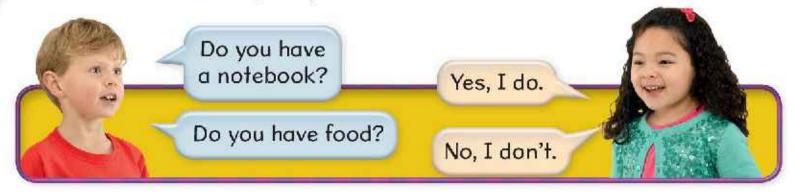
Do you have food? Yes, I do. What do you have? I have carrots. Do you have potatoes? No, I don't.



What do you have in your backpack? Look and check (\checkmark).



Ask and answer with your partner.



Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 2-12



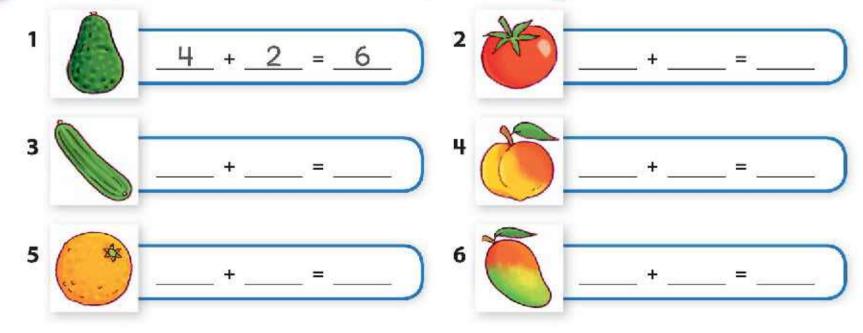
Think about the words from . Add them to the chart.



Listening

Think What food do you put in a salad?

- Compared the state of the fruit salad? (a) 2-13
- D Listen again and write the addition problems. 🕥 2-14



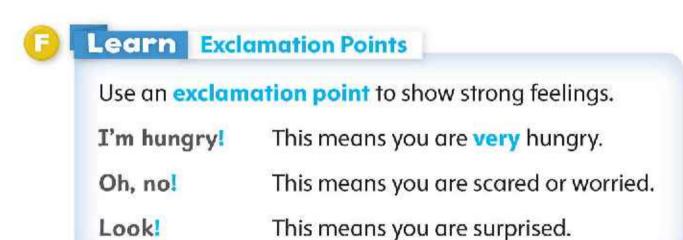
Speaking

Count your things. Practice addition with a partner. Use the words in the box to help. 3 2-15

I have ... You have ... How many ...?



Writing Study



Read the sentences and write a period, a question mark, or an exclamation point.

- 1 I have a pet . 4 Be careful 2 Do you have a notebook 5 Nice to meet you 6 It's a big lion. I'm scared 3 It's a small, red tomato
- ite Tell your partner what's in your favorite soup. Now write about it in your Workbook. page 89

Listen and read along. 1 2-16



Me, too! Let's

make soup.





How many fruits do they put in the pot?



They put five seashells in the pot!



Dot smells the soup and comes out to look.



Dot doesn't like fruit, vegetable, and seashell soup!



Project: A Bar Graph

- Make a bar graph.
 - Choose and write your question.
 - Ask your classmates your question.
 - Draw your bar graph.
- Put your bar graph on the wall. Tell the class about it.

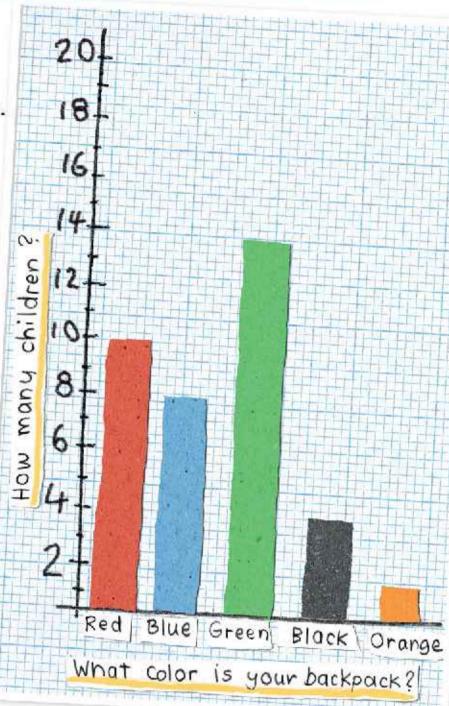
Ten people have red backpacks.



Look at all the bar graphs. Talk about them.

Four people have peaches in their lunchbox.







Watch the video.



What do you know about numbers now?

Think more about the Big Question.

Complete the **Big Question** Chart.



In units 11 and 12 you will: WATCH a video about things people need.

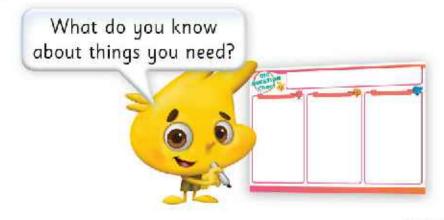
LEARN about how wants and needs are different. READ about a farmer and about what we need.







- 🔼 Watch the video. 🔼
- Look at the picture. What do you see?
 - 1 What does the boy want?
 - 2 Do you think he needs it? Why or why not?
- Think and answer.
 - 1 What do you take to school every day?
 - 2 What do you eat and drink every day?
- Fill out the Big Question Chart.





Get Ready

Words

Listen and point to the words. Listen again and say the words. <a>ô) 2-17









farmer

cow

milk

market









sell

buy

plain

fancy

Look at the picture. Read and write the words from <a>().



A cow is an animal. It makes milk. The farmer can sell the milk at a

The farmer _____s some _____ to a man. The man _____s the

milk. The farmer has a jacket. The man has a jacket.

Before You Read



Think What do you like, but don't have?



Learn Sequence

Sequence is the order of things.

Numbers are in a sequence:









Stories have a sequence, too. Things in the story happen in an order. As you read, think about the sequence. This helps you understand the story.

Number the parts of the stories in the correct order.



1

I'm thirsty!

I drink the milk. It's tasty.



2

In the afternoon, they fly their kites. It's very windy. Both kites fly high.

Hana paints her kite blue. It's plain. Omar paints his kite purple and orange. It's fancy.

It's time to go home. What a fun day!

It's a windy day. In the morning, Omar and Hana make kites.



The story on pages 110 and 111 is about a farmer. What animal do you think he has?

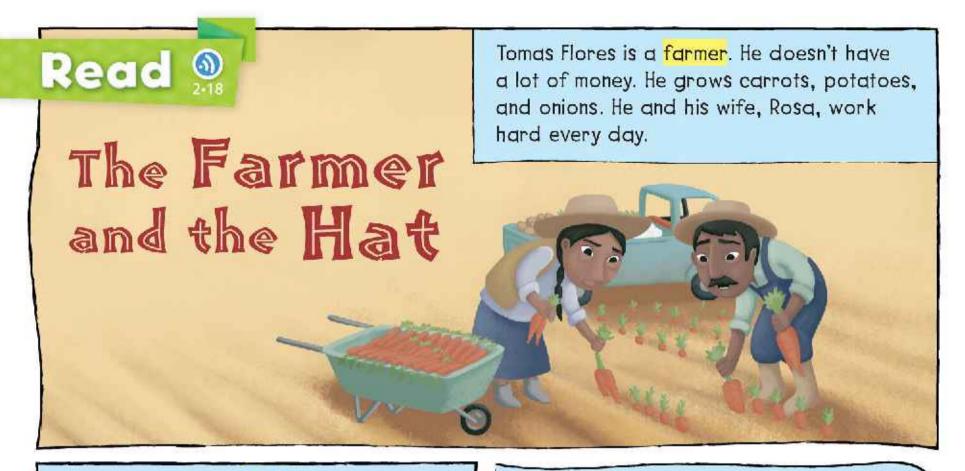
PREVIEW

The Farmer and the Hat

In this story, we learn about what a farmer needs and what he wants.

This story is a fable. A fable is a short story that teaches us a lesson.





Farmer Flores has a cow. It gives lots of milk every day. Mrs. Flores sells the milk at the market in town.



One day, Mrs. Flores comes home from town. She's very excited. "There's a dance in town on Saturday.

"There's a dance in town on Saturday.

Can we go?"



"I'm sorry, but no," says Farmer Flores.

"We're plain people. It's too fancy for us!"

His wife is very sad.



The next day, Farmer Flores has an idea. He takes the cow to town and sells it at the market. He buys a very fancy hat for himself and a beautiful dress for his wife.

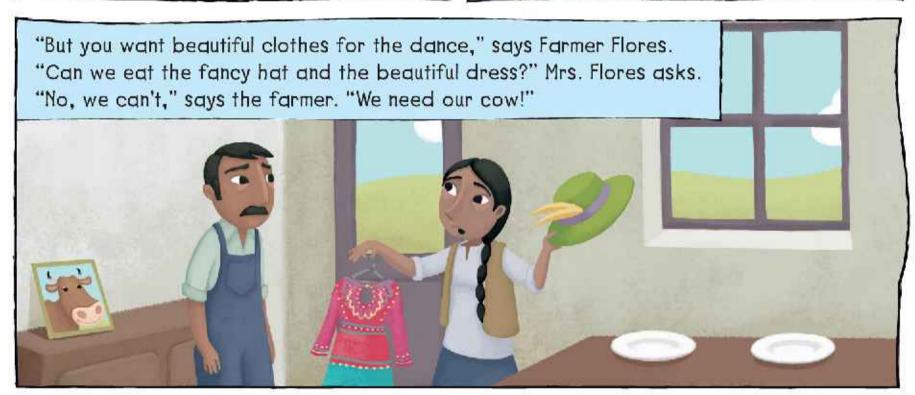


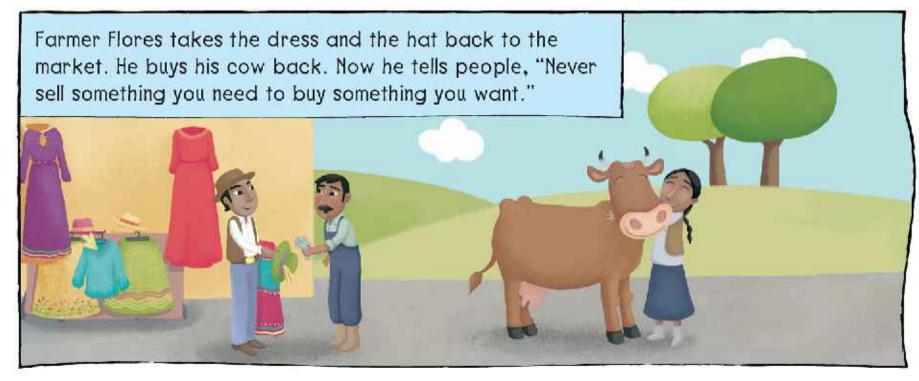
He runs home. He puts on the fancy hat. He gives his wife the beautiful dress. "We can go to the dance," he says.



His wife is angry!
"Our cow gives us milk every day!" she says. "We sell the milk. We get money to buy food!"







Understand

Comprehension

Think What do you like about the story? Check (\checkmark).

- 1 The farmer sells his cow.
- 2 The farmer buys his cow back.
- 3 The farmer buys the fancy hat and beautiful dress.
- 4 The famer understands about wants and needs.



- Ask and answer the question.



What's your favorite part?

The farmer buys his cow back. The cow is very happy!



Think about the story. Number the pictures in order.













Think Talk about the story.

- 1 Why was Mrs. Flores angry?
- 2 What's the lesson of the story?

Grammar in Use

Listen and sing along. He Wants ...! 1 2-19



She wants a purple scooter, She wants a pretty kite,

She knows she doesn't need it, But she wants a new red bike!

He wants a big hot chocolate, He wants sausages and soup, He knows he doesn't need it, But he wants ice cream - three scoops!





Learn Grammar Simple Present

He has a cow. He doesn't have a hat. He wants a hat. He doesn't want a cow.



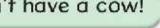


She needs a cow. She doesn't need a dress.

Write about yourself. Then tell a partner.

I have	I want	I need
I don't have	_, I don't want	I don't need

I have a kitten. I don't have a cow!







He wants a bicycle. He doesn't want a backpack.



Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 2-20













games

comic book board game

doll

stickers

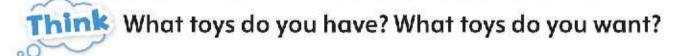
pins

Read, choose, and write the correct word.

board game stickers games comic book pins doll

- 1 I put <u>stickers</u> on my notebooks.
- 2 I need a TV to play my
- **3** I read my ______.
- 4 I put my on my backpack.
- 5 My family and I play a ______ together.
- 6 I have three beautiful dresses for my

Listening



- Compare the children trade their toys? (a) 2-21









3









Speaking



Word Study



sell shorts rainforest
ride grow plain cold go
mix stone build evening

Tell your partner about the things you have and the things you want.

Now write about them in your **Workbook**. page 99

Speaking: Borrowing and Lending - Verbs Unit 11 115



UNIT 12

Get Ready

Words



🔼 Listen and point to the words. Listen again and say the words. 🕥 2-24







job

doctor

police officer

teacher









help

money

clothes

water

Look, read, and write the words from (A).



My father is a <u>teacher</u>.

My uncle is a <u>_____.</u>

My mother is a ______.

They each have a good _____.



My jacket, pants, and T-shirt are old.

I need new _____.

The woman in the store _____s me.

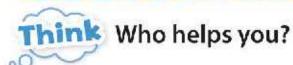


I have ______.

I'm hungry and thirsty.

I buy an orange and ______, too.

Before You Read



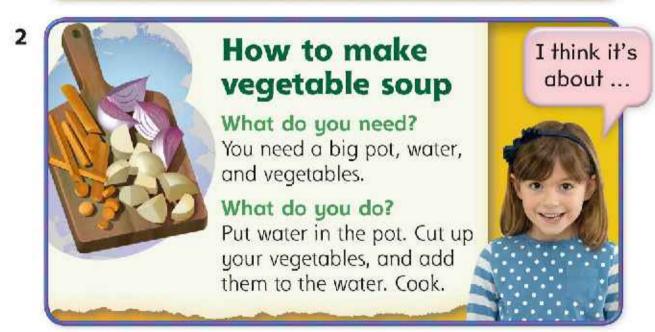
G

Learn Predicting from Titles, Headings, and Pictures

Remember, before you read, look at the title, headings, and pictures. They will help you work out what the text is about.

Look at the titles, headings, and pictures. What do you think the texts are about? Now read and check.





Look at the title, headings, and pictures on pages 118 and 119. Guess what the text is about.

PREVIEW

Wants Needs

In this text, we learn about the people and things we need.

This text is an informational text. Remember, informational texts tell us about our world.

Social Studies: Economics





Wantsmilleas

What do we want?

Wants are things we would like to have.

People want different things.





What do we need?

Needs are things we must have to live. People need the same things. We need a home to live in. We need food and water to grow and keep healthy. We need clothes to keep us warm.

Needs are also things that are important to us and help us.

Ji-Min needs a pencil to do her homework.



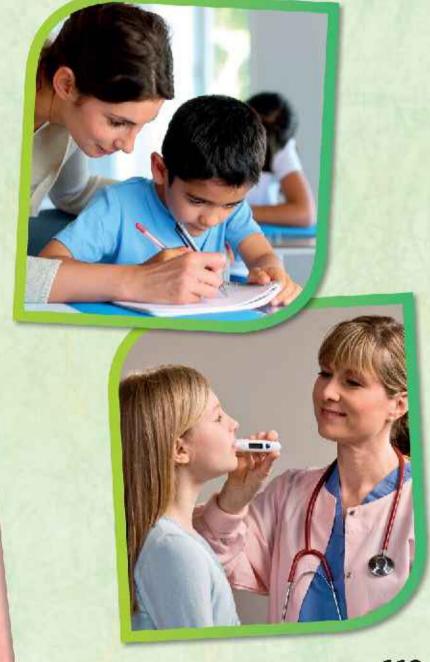


We need money to buy the things we want and need. People have jobs to get money. Some people make or grow things to sell. A farmer grows food. A truck driver takes the food to the store. We go to the store to buy the food we need.

Who do we need?

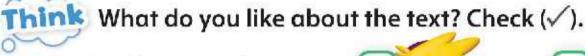
Some people have service jobs.
These are jobs that help other people get what they need.
We need to learn, and to be safe and healthy. Police officers have a service job. They help us and keep us safe. Doctors have service jobs. They help keep us healthy.
Teachers have service jobs, too.
They help us learn.

What other people have jobs that help us?



Understand

Comprehension



- 1 the things people want
- 2 the things people need
- 3 how people get money
- 4 service jobs



- ŏ

Ask and answer the question.



What's your favorite part?

The part about service jobs. My father is a police officer.



B Answer the questions.

- 1 What does Maria want?
- 2 Why does Sam need new sneakers?
- 3 What things do we need to grow and keep healthy?
- 4 What is a service job?
- 5 What three jobs help people?
- 6 How do teachers help us?

Think

Think Talk to a partner.

- 1 What do you need? Do you have these things?
- 2 What do you want? Do you have these things?



Grammar in Use

C Listen and sing along. What Does She Want Today? 1 2-26

What does she want today?
She wants stickers from the teacher — hooray!
Does she want games to play?
No, she doesn't. Not today.
What does she want today?
Stickers from the teacher!
Hooray! Hooray!

What does he have today?
He has a big, yellow bus.
He drives it all day.
Does he drive our school bus?
Yes, he does. He drives us.
What does he have today?

A yellow school bus! Hooray! Hooray!



Learn Grammar Simple Present Questions

Does Maria have a kitten? No, she doesn't.



What does Akif want? He wants a bicycle.



Choose a girl or a boy. Your partner asks questions to guess who it is.











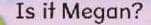


What does she want?

She wants stickers.

Does she have a doll?

Yes, she does.



Yes, it is.



Communicate

Words

A Listen and point to the words. Listen again and say the words. (1) 2-27



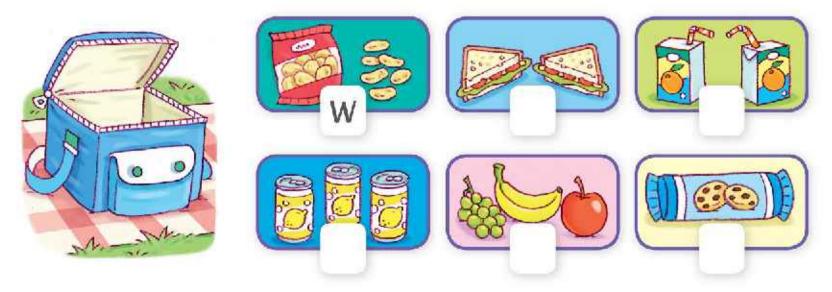
Think about the words in <a>O. Add them to the chart.

Things We Drink

Listening

Think What food and drink do you like on a picnic?

- Compare the control of the contro
- D Listen again and write N if they need it and W if they want it. 1 2-29



Speaking

Imagine you and your partner have a picnic. What do you want and need to take? Use the words in the box to help. 1 2-30

We want ... We need ... We want soda. Yes, we want soda. And we want chips! We need fruit. And we need water.

Writing Study

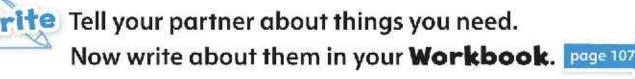


Remember, a noun is a person, place, or thing. A verb is an action. In a sentence, there is a noun and a verb.

> Farmers food. grow verb noun noun

Read the sentences. Circle the nouns. Underline the verbs.

- 1 The farmer sells the cow.
- 2 Police officers help people.
- 3 Mi-Jun drinks juice.
- 4 The girl plays a game.
- 5 Nick runs home.



Wrop Up

🔼 Listen and read along. 🕥 2-31

Layla has stickers. Gus has pins.



Layla wants Gus's cookies. Gus wants Layla's chips. They trade.



Gus wants Layla's game. Layla wants Gus's goldfish, Boo. They trade again.



Gus likes the game, but he's sad.



Gus goes to the doctor.



Gus and Layla trade again! Gus has Boo and Layla has the game. Everyone's happy!



Project: A Needs and Wants Survey

- Do a needs and wants survey.
 - Ask people what they need and what they want.
 - Write their answers in a chart.
 - Find or draw pictures.
- Put your chart on the wall. Tell the class about it.

My mother needs a new job. She wants flowers.



Look at all the charts. Talk about them.



Adam's brother needs new clothes. He wants a board game.

Needs and Wants Chart

People	Needs	Wants
My mother	A new job	Flowers
My brother	New sneakers	Game
My Cousin	A school backpack	Pins



need?

Watch the video.



Think more about the Big Question.

about needs now?

What do you know

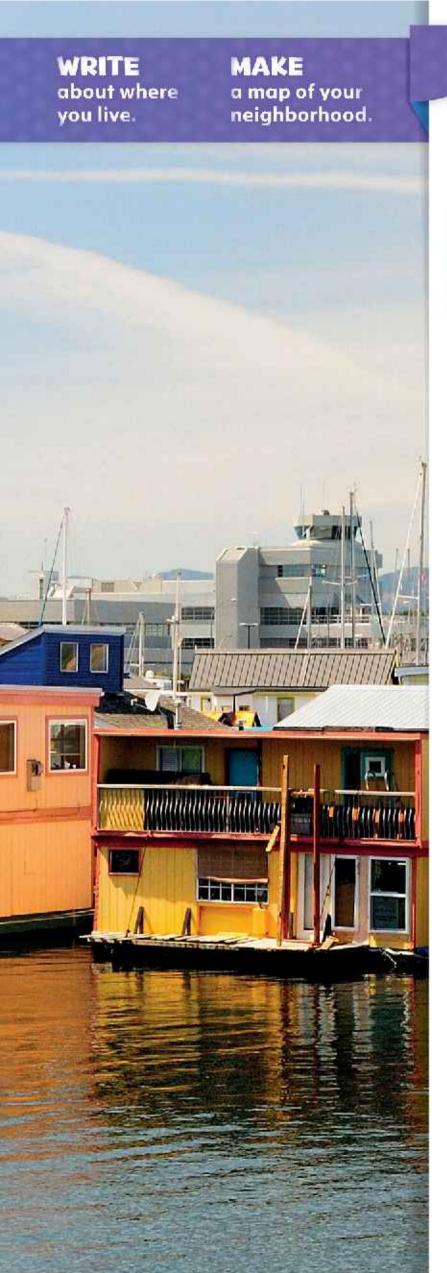
Complete the **Big Question** Chart.

In units 13 and 14 you will:

WATCH a video about where people live. LEARN
about how places
we live are different.

READ about different homes and two mice from different places.







Where do we live?

- Watch the video. 🔼
- B Look at the picture. What do you see?
 - 1 Is your house the same as these? What's different?
 - 2 Is this a good place to live? Why?
- Think and answer the questions.
 - 1 Where do you live?
 - 2 What do you like about your home?
- Fill out the Big Question Chart.

What do you know about where people live?





Get Ready

Words

🛕 Listen and point to the words. Listen again and say the words. 🕥 2-32









street

neighborhood

town

city









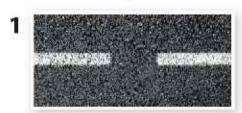
the country

apartment

building

world

Match the pictures to the words.







the country

street

neighborhood

Write the places in the correct order from small to big.

<u>apartment</u> world town building city



Before You Read



Think Does your home have a name or a number?

D

Learn Labels

Sometimes pictures have labels. As you read, look at the pictures and read the labels. They help you understand the text.

Read the labels and look at the pictures. Write.

street

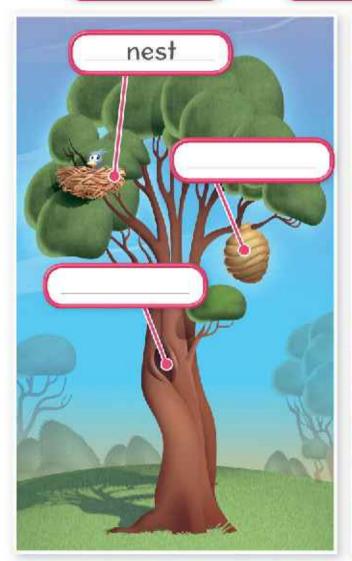
nest

building

hive

tree hollow

house





Look at the title, pictures, and labels on pages 130 and 131. What do you think the text is about?

PREVIEW

Where's Your Home?

In this text, we learn about different people's homes.

This text is an informational text. Remember, informational texts tell us about our world.

Social Studies: Community



Read Where's Your Home?

The world is very big, and people live in all kinds of places. We all live in homes. Some homes are apartments. Some homes are houses. Some homes are big, and some homes are small.

Homes are in neighborhoods. A neighborhood is where families live, work, and play. Some neighborhoods are in towns and cities, and some are in the country.

Towns

There are a lot of neighborhoods in towns. In towns there are parks, trees, and a lot of small streets. Many people live in houses, Some people live in apartments.

This is Matias. Matias's house is in a town.

> I live in Loreto. Loreto is a small town.



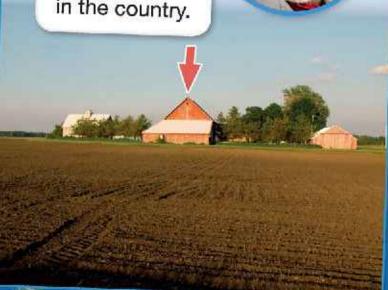


The Country

in the country there are woods, farms, and fields. Many people live on farms. People live in houses, too. There are no apartment buildings. Houses in the country are far apart.

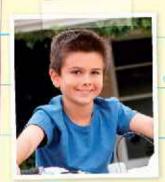
This is Jenna's house.

> I live on a farm in the country.

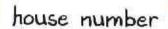


What's your address?

Everyone's home has an address. It tells us where it is.



My address is 19 Main Street, Rivertown.



street name

> 19 Main Street ←

Rivertown town name

Cities

Cities are like very big towns. There are a lot of people, streets, and big buildings in cities. The buildings are close together. Many people live in apartments.

This is Nada Nada's apartment is in the city.

> I live in Cairo. Cairo is a big city.



When do we use an address?



We write an address on a letter.

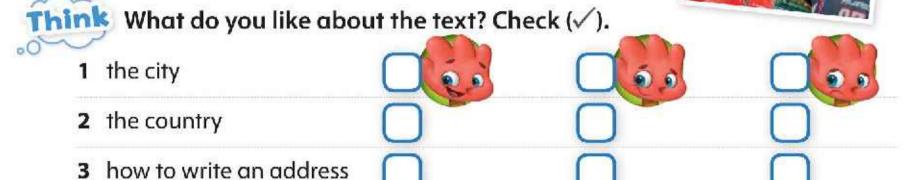


We use an address to find our friend's house.

What's your address?

Understand

Comprehension



Ask and answer the question.



What's your favorite part?

The city. I live in a city. I like it.

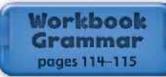


- B Read the sentences. Circle the correct answer.
 - 1 We all live in apartments / homes.
 - 2 A town is like a small / big city.
 - 3 Houses / Apartments in the country are far apart.
 - 4 The buildings in a city are close together / far apart.
- Answer the questions.
 - 1 What is a neighborhood? _____
 - 2 What does an address tell us?
 - 3 When do you need to know someone's address?



Think Talk to a partner.

- 1 What is good about a city? What is good about the country?
- 2 Where would you like to live?



Grammar in Use

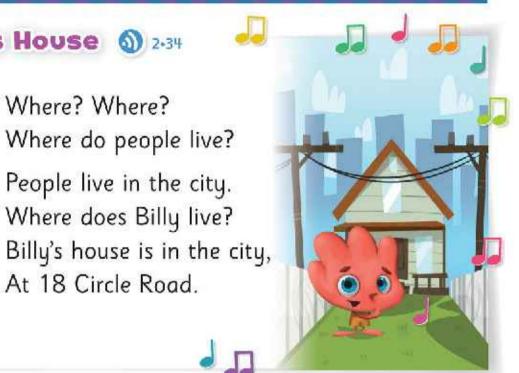
Listen and sing along. Billy's House 🕥 2-34

Where? Where? Where do people live? People live in the country.

Where does Jenna live? Jenna's house is in the country, At 4 Walnut Street

Where? Where? Where do people live? People live in the city. Where does Billy live?

At 18 Circle Road.



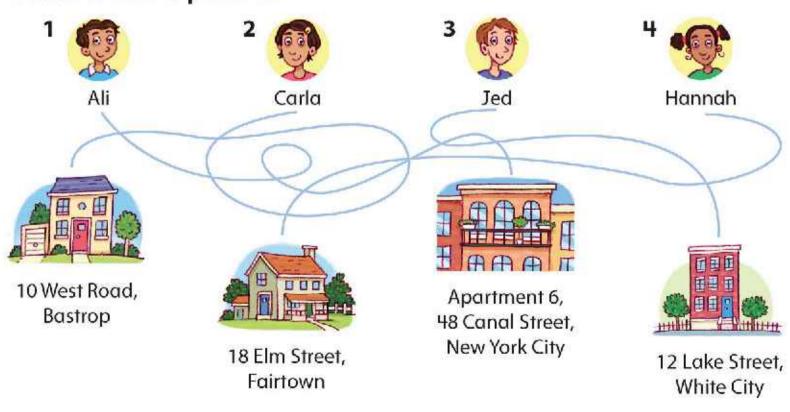


Learn Grammar Possessive 's

Mason's address is 19 Main Street, Rivertown. Is this Jenna's house? Yes, it is.



Practice with a partner.



Is Ali's address Apartment 6, 48 Canal Street, New York City?

Yes, it is. Ali's house is in the city.

Communicate

Words

Listen and point to the words. Listen again and say the words. 1 2-35











noisy

quiet

safe

dangerous

boring

interesting

Look at the pictures. What do you think these places are like? Write.

interesting quiet dangerous boring safe noisy









quiet

dangerous

Listening



- Listen. Is he in the same place or different places? 1 2-36
- Listen again and number the pictures. 1 2-37









Speaking

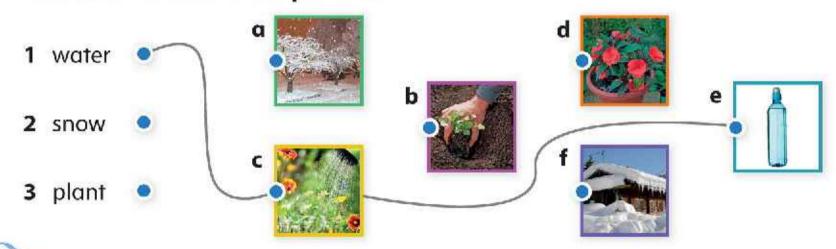
📵 Listen and repeat. Then practice with a partner. 🕥 2-38



Word Study



Match the words to the pictures.



Tell your partner about where you live. Now write about it in your **Workbook**. page 117

Speaking: Complimenting • Verbs and Nouns Unit 13 135





Get Ready

Words

Listen and point to the words. Listen again and say the words. 🕥 2-39







restaurant



movie theater



hotel



cornfield



orchard



new



old

Look at the picture and write the places in the chart.



New	Old
department store	

Before You Read



Think How is a city different from the country?

(3)

Learn Contrasting

To contrast things, we say how they are different.

As you read, look out for what is different about places and characters. This helps you understand the story.

Read the stories. Contrast the characters. Write.

1

Ben is eight years old. He has a pet cat. Ben's favorite color is blue. His best friend's name is Jae. Jae is nine years old. He has a pet lizard. Jae's lizard is green and his favorite color is green, too.

	Ben	Jae
Age?	8	9
Pet?	cat	
Favorite color?		

2

I'm Kim. I live in a city with my family. We live in a small apartment on a noisy street. My best friend, Makiko, lives in the country with her family. They live in a big house on a quiet street.

	Kim	Makiko
City / Country		
House / Apartment		
Quiet / Noisy		

The story on pages 138 and 139 is about a country mouse and a city mouse who go to each other's homes. What do you think they do?

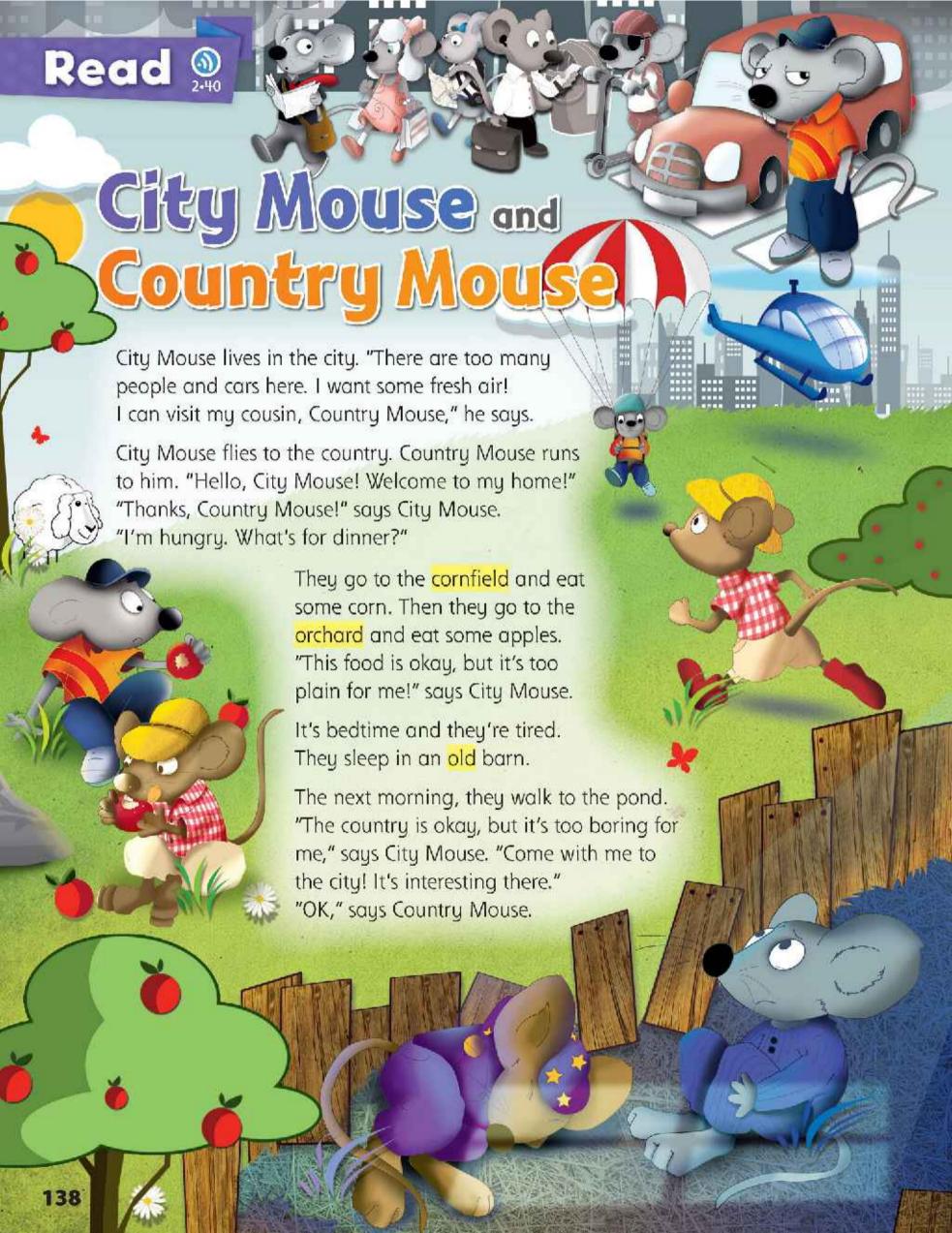
PREVIEW

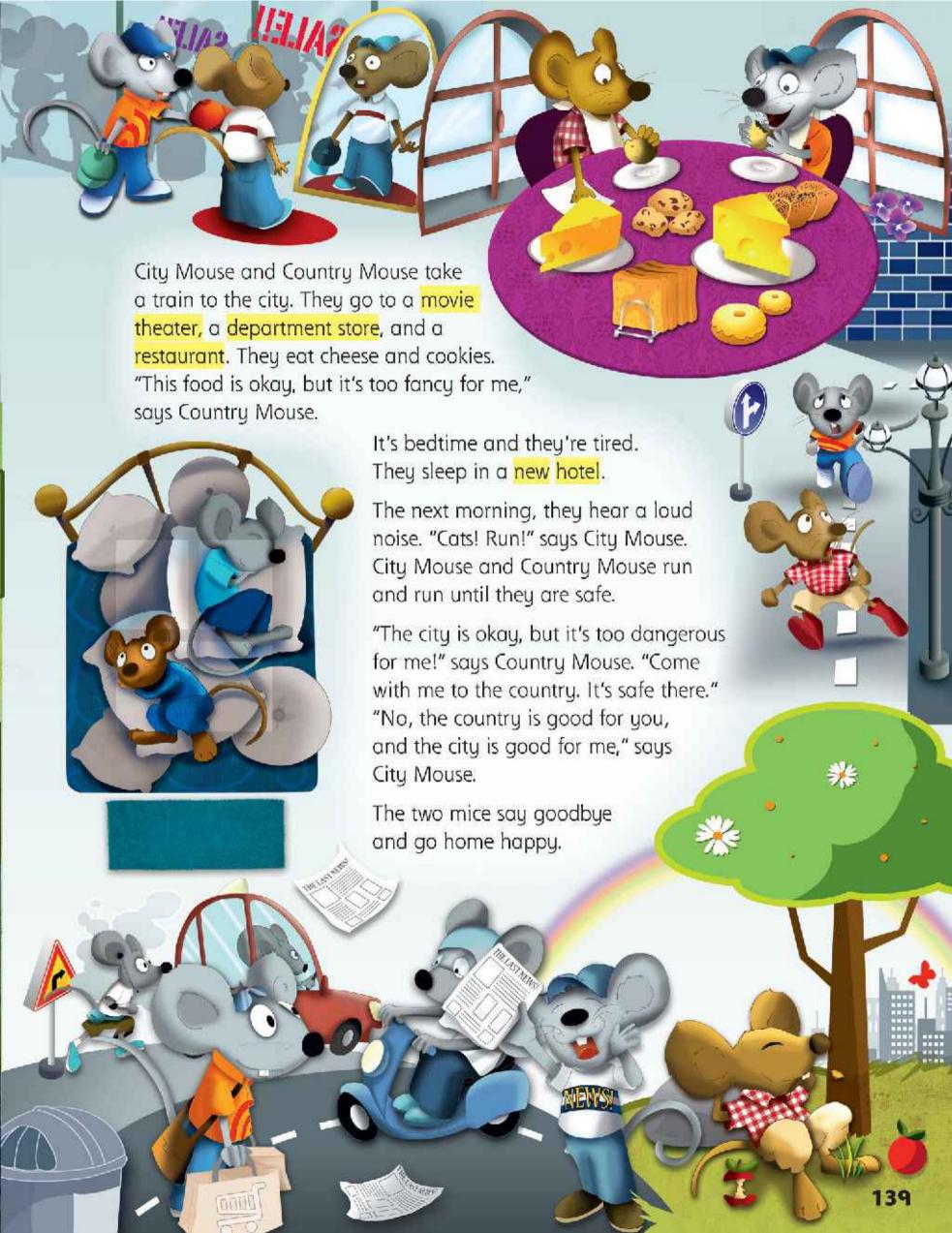
City Mouse and Country Mouse

In this story we learn about a mouse's home in the country and his cousin's home in the city.

This story is a fable. Remember, a fable is a story that teaches us a lesson.

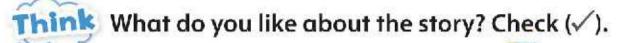






Understand

Comprehension





Ask and answer the question.



What's your favorite part?

City Mouse and Country Mouse in the hotel. It's funny!



- B Who says these sentences? Match.
 - 1 "Welcome to my home!"
 - 2 "Come with me to the city."
 - 3 "Come with me to the country!"





How are Country Mouse and City Mouse different? Complete the chart.

	Country Mouse	City Mouse
He likes food.	plain	
He thinks the city is	1,000	
He thinks the country is		



Think Talk about the story.

- 1 Why do the mice go back to their homes?
- 2 What is the lesson of the story?

Grammar in Use

Listen and sing along. Our Grandma 🚳 2-41 This is our grandma. This is our grandma. We like her house. We like her house. Her house is old and big. Her house is in the country. We play in her cornfield. We run in her orchard. Is it safe? Yes, it is! Is it quiet? Yes, it is!

Learn Grammar Possessive Adjectives

His home is in the city. Her neighborhood isn't quiet. Is your apartment small? No, it isn't.

Ask your partner about his or her home. Check the answers (\checkmark).

home	in the city	in the country	
house / apartment	big	small	
neighborhood	quiet	noisy	



Now tell the class about your partner's home.

Her home is in the city. Her apartment is big.

Communicate

Words

Listen and point to the words. Listen again and say the words. <a>ô) 2-42













park

library

supermarket drugstore

bakery

museum

Think about the places in <a> \omega\$. Add them to the chart.

We go here to buy things.	We don't go here to buy things.
supermarket	

Listening



Think What's in your neighborhood? Which is your favorite place?

- (a) Listen. Do they all like the city? Why or why not? (a) 2-43
- D Listen again and circle the correct words. 🕥 2-44
 - 1 Jay likes / doesn't like the city. He likes / doesn't like the country.
 - 2 Mrs. Perez likes / doesn't like the city. She likes / doesn't like the country.
 - 3 Mr. Brown likes / doesn't like the city. He likes / doesn't like the country.
 - 4 Ella likes / doesn't like the city. She likes / doesn't like the country.

Speaking

Ask two classmates about their neighborhoods.

Use the words in the box to help. 3 2-45

Is there a ...? Yes, ... No. ...



Writing Study



Learn Complete Sentences

A complete sentence has a noun or nouns and a verb in it.

The town is small.

Maria goes to the library.

town = noun is = verb

Maria = noun goes = verb

library = noun

Is it a complete sentence? Read and circle.

1 The blue jacket

Yes



2 The mouse runs home.

Yes

3 At my house

Yes

No

No

4 My brother lives in a town.

Yes

No

5 Homes in the city

Yes

No

6 Lucas goes to the bakery.

Yes

No



Tell your partner about the places in your neighborhood. Now write about them in your **Workbook**. page 125)

Listen and read along. 1 2-46



Billy, Gus, and Dot go to the country. They take the train.



They go to their grandparents' farm.



They play in the cornfield and swim in the pond.



They help in Grandpa's orchard. It's interesting.



They make ice cream. It's tasty!



It's time to go home to the city. They're sad.



Project: A Map of Your Neighborhood

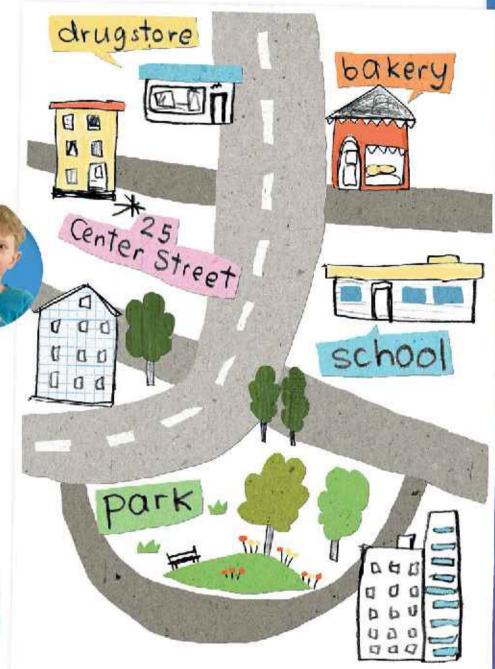
- B Draw a map of your neighborhood.
 - Think about the places in your neighborhood.
 - Draw the places on the map.
 - Write labels and your address.
- Put your map on the wall.
 Tell the class about it.

I live in an apartment in a city. My neighborhood is big. There is a park and a school in my neighborhood.

Look at all the maps.
Talk about them.

There's a movie theater in Hana's neighborhood.

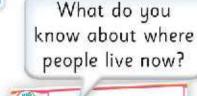






Where do we live?

- 🔼 Watch the video. 🔃
- Think more about the Big Question.
- Complete the Big Question Chart.





15 and 16 you will:

WATCH a video about music.

LEARN about different instruments and how to keep a beat.

READ about percussion and a student performance.





MAKE a percussion instrument.





BIG QUESTION (8

How can we make music?

- Watch the video.
- Look at the picture. What do you see?
 - 1 Do you think it is noisy there?
 - 2 Do you think it's a special day? Why?
- Think and answer the questions.
 - 1 Where do you hear music?
 - 2 Can you make music?
- Fill out the Big Question Chart.

What do you know about music?



Get Ready

Words

Listen and point to the words. Listen again and say the words. 🕥 3-02









instruments

cymbals

tambourine

xylophone









drum

triangle

shake

strike

Listen to the music and circle the correct words. 303 3-03

1 (instruments)

drum

2 cymbals

tambourine

3 tambourine

xylophone

4 drum

xylophone

5 triangle

cymbals

6 tambourine

triangle

7 shake

strike



Before You Read



Think What things do we shake and strike?



Learn Main Idea and Details

Most texts have a main idea. The main idea is what the text is about. Details tell us more about the main idea.

As you read, look out for these. They help you understand the text.

Read the text. What is the main idea? What are the details?

Addresses

An address tells us where someone lives. The house or apartment number is in an address. The street name and the town or city name is in the address, too.

Write the details from the text.

Detail

house or apartment number

Main idea

An address tells us where someone lives.

Detail

Detail

Look at the title, pictures, and headings on pages 150 and 151. What do you think the text is about?

PREVIEW

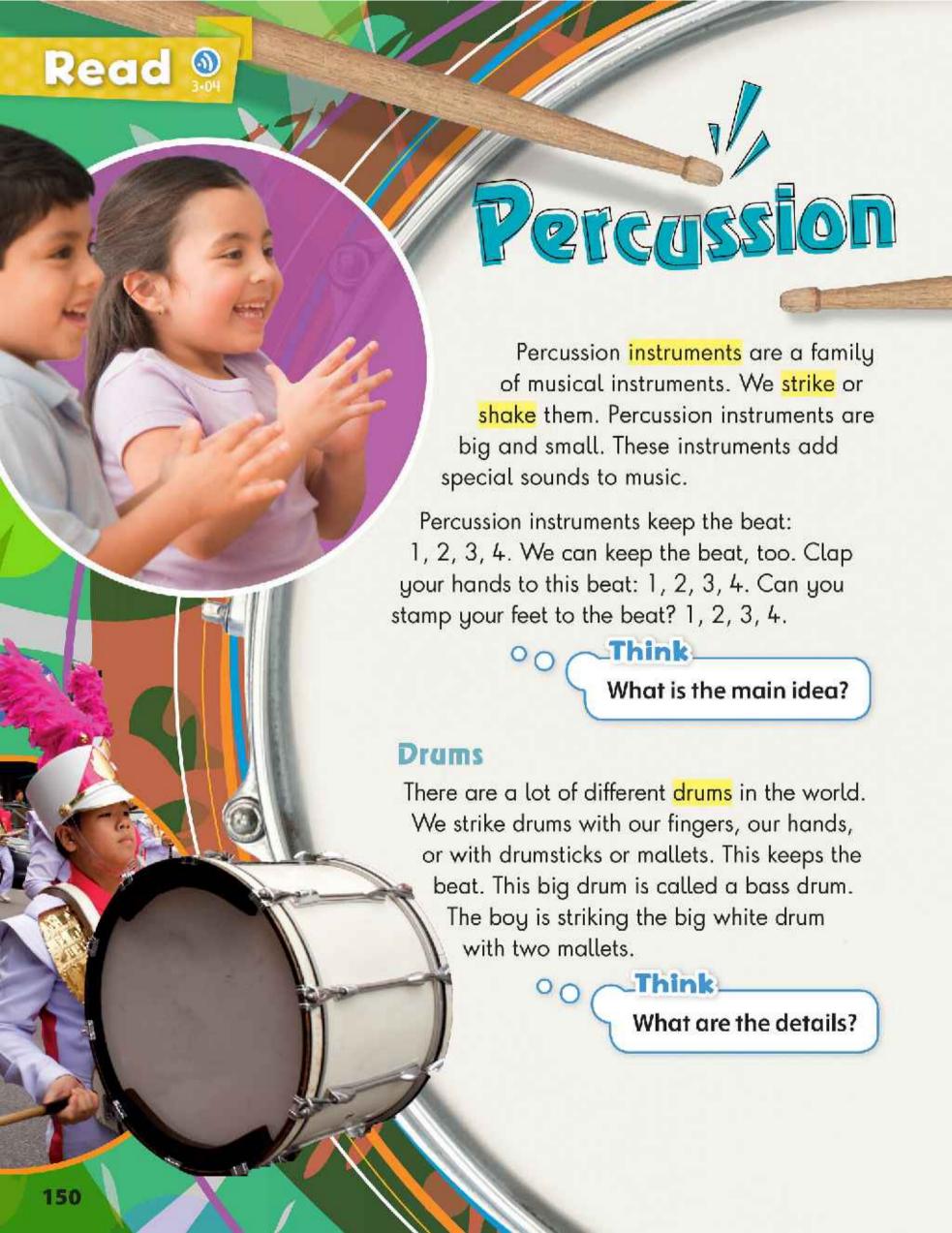
Percussion Instruments

In this text,
we learn
about musical
instruments
called percussion
instruments.

This text is an informational text. Remember, informational texts tell us about our world.

Music





Instruments

The Tambourine

A tambourine is like a small drum. We strike it with our hands. We can shake it, too.

The Xylophone

A xylophone has wooden bars. The girl is striking the xylophone with mallets.

The Triangle

Why do you think this instrument is called a triangle? Its shape is a triangle. We strike it.

Cymbals

When we play the cymbals, we strike two cymbals together. There are many kinds of cymbals. Some are big and some are small. They sound different. This boy is playing big cymbals.

Listen. They're playing all the percussion instruments again. Which instrument is your favorite?

What are the details on this page?

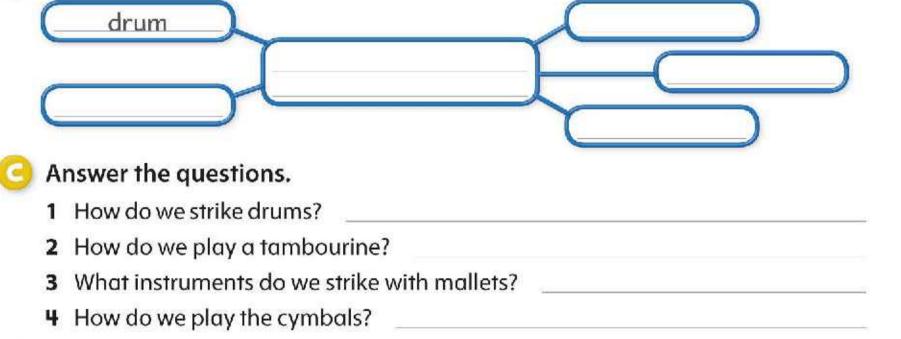
Understand

Comprehension

keeping the beat drums			
3 tambourine	Ŏ	ŏ	
t cymbals		Ō	

Keeping the beat. It's fun!

1 Look back at the text. Write the main idea and the details.



Think Talk to a partner.

- 1 Can we shake and strike every percussion instrument?
- 2 Do we need an instrument to keep the beat?

Grammar in Use

Listen and sing along. Making Music 1 3-05

I'm not playing the triangle, I'm playing the drum. You're shaking the tambourine, We're both having fun! We are making music, Join in everyone!

Gus is playing the xylophone, He isn't playing the drum. Layla's playing the cymbals, They're both having fun! They are making music, Join in everyone!

Learn Grammar Present Continuous

You're playing the drums. You aren't playing the xylophone. I'm shaking the tambourine. I'm not striking it.



Act out playing a percussion instrument. Your partner guesses.



Now act it out again. Your partner tells the class.



Communicate

Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 3-06



What are they saying? Look, read, and write.



Listening

Think How does a drum sound? Do you like the sound?

- Continue to the continue of the continue of
- Listen again and number the pictures. 3 3-08



Speaking

Listen and repeat. Then practice with a partner. <a>3) 3-09

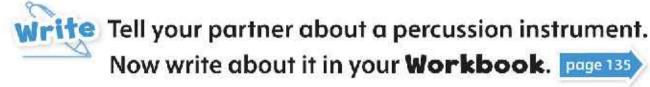


Word Study

(3)	Learn	Alphab	etical Orde	r		
	Words in	a diction	nary are in a	phabetica	al order.	
	We start	by lookir	ng at the first	letter of th	ne word.	
	apple	bird	cymbal	drum	elephant	

Write the words in the list in alphabetical order.

fast	awful
beat	
clap	
awful	
slow	



Speaking: Asking for Help - Alphabetical Order Unit 15 155





I think we can make music with percussion instruments.

I think we can use our hands and feet!





Get Ready

Words

Listen and point to the words. Listen again and say the words. 🕥 3-10









dance

sing

get an idea

practice an instrument









buy tickets

give money

clap

take pictures

Think about the words in 🙆 and add them to the chart.

I need my hands. practice an instrument	I don't need my hands.	

PREVIEW

Before You Read



Think Where do we get musical instruments from?

0

Learn Problems and Solutions

In some stories, there is a problem. Sometimes the characters fix the problem with a solution.

As you read, look for problems and solutions. This helps you understand the story.

Match the problems to the solutions.





Problem

I'm cold.

I don't have orange paint.

I don't have a tambourine.

I don't like the city.

Solution

Mix red and yellow paint.

Go to the country.

Put on a jacket.

Clap your hands.

The story on pages 158 and 159 is about children who want to play music, but don't have any instruments. What do you think they do?

Let's Make Music!

In this story, we read about how some students solve a problem.

This text is realistic fiction. Remember, realistic fiction is a story that isn't true, but it could happen.





Let's Make Music!

January

I'm Maddie and we're students in Ms. King's class. We want music lessons, but we don't have instruments. We can't buy instruments because we don't have any money. We have a big problem. We need a good idea.

February

We think, and think, and think, and then get an idea. Let's make instruments and give a concert!

We can sell tickets, get money, and buy new instruments. But how do we make instruments? We ask our friends and families. Aha! We can use things from our homes.



April

We're making instruments that we can shake. We're using paper rolls and beads. Fay and Oscar are shaking them.

Evan and Kate are using jars and candy. They're shaking them to a beat.



May

We're all practicing our instruments.
These buckets and pots are our drums.
Bruno, Sara, and Dan are striking them.

These are our cymbals. Aziz and I are striking them together.

Ms. King is helping us. What do you think? Are we having fun?



June

It's concert night. Look at all the people! They're buying tickets. Everyone is excited.

We're all playing our instruments, singing, and dancing. Our parents are taking pictures. The people are clapping and giving money! It's a wonderful concert.





Look! These are our new instruments! We're very happy. We're playing them and we sound great. We still like our old instruments, too!

Understand

Comprehension





Ask and answer the question.



What's your favorite part?

Making instruments.

I want to make a drum!



Look back at the story. Match the problems to the solutions.

Problems

- 1 The students need a good idea.
- 2 The students don't have instruments.
- 3 They don't know how to make instruments.
- 4 The students need money.

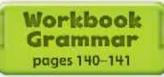
Solutions

- a They can make instruments.
- **b** They sell tickets to their concert.
- c They think and think.
- d They talk to their families and use things from home.

Think

think Talk about the story.

- 1 Why are the students happy at the end of the story?
- 2 Is it a good idea to ask our families and friends for help when we have a problem?



Grammar in Use

Listen and sing along. The Carnival 1 3-12

Layla and Gus are in the carnival,

The carnival in the town.

What are they doing in the carnival?

They are carnival clowns!

Come and join the carnival.

Be a carnival clown!

Is he singing? No, he isn't. Is she dancing? Yes, she is. They are dancing in the carnival, They are carnival clowns!

Learn Grammar Present Continuous Questions

Are you singing? Yes, I am.

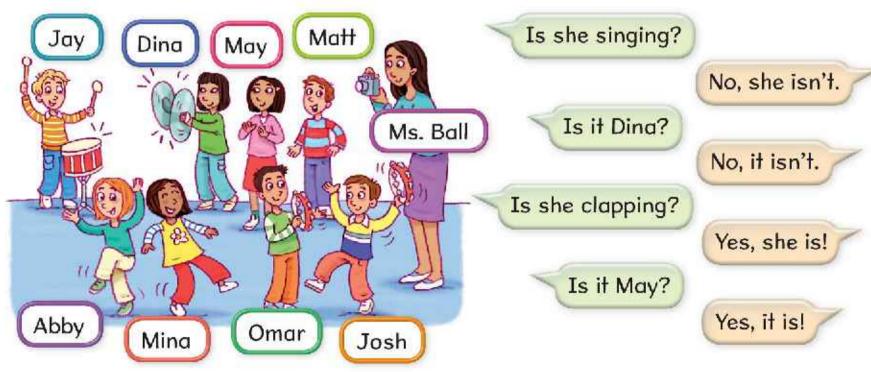
Is she dancing? No, she isn't.

Are they playing instruments? Yes, they are.

Are we having fun? Yes, we are!



Choose a person in the picture and practice with a partner.



Now look around the classroom. What are your classmates doing?

Sofia's reading.

Communicate

Words

Listen and point to the words. Listen again and say the words. <a>3) 3-13











parade

concert

ballet

play

puppet show

circus

What are they watching? Look, read, and write.



1 They're watching a



2 They're watching the



3 They're watching the



4 They're watching a



5 They're watching a



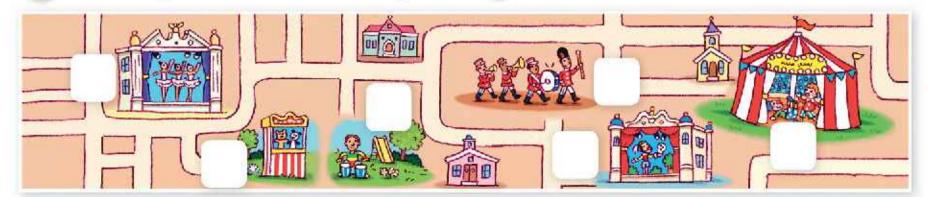
6 They're watching a

Listening



Think Which kind of performances do you like? Why?

- Continue the state of the st
- 🕦 Listen again and number the places. 🕥 3-15



Speaking

Act out a performance with your partner. Ask the class to guess. Use the words in the box to help. 3 3-16

What are we ...? You're ... It's a ...



Writing Study

Learn Contractions

Add two words together and take away a letter to make a contraction.

is not > isn't Iam > I'mYou are > You're are not > aren't

It is > It's She is > She's What is > What's That is > That's

Write the contractions.

- 1 They <u>aren't</u> singing. are not
- **2** _____ playing the drum. She is
- he doing? What is

- _____taking pictures. Iam
- 5 It loud. is not
- ____ watching the parade. You are



Tell your partner about your favorite kind of performance. Now write about it in your **Workbook**. page 143

Listen and read along. 33-17

It's time for music class. Everyone loves music.



They're singing. Look at Gus. He's singing, too.



Now they're practicing. Gus is playing the cymbals.



They're dancing now. Gus is dancing, too.



Ms. Tune thinks and thinks. She gets an idea. What's she doing?



Look! It's a xylophone.



Project: Percussion Instruments

- Make percussion instruments with your group.
 - Find things to make your instrument from.
 - Make and decorate your instrument.
 - Practice playing your instrument.
- Play your instruments for the class.







Listen to all the instruments. Talk about them.



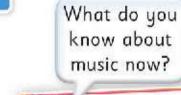
What's Olly doing?

He's striking the drums.





- Watch the video.
- Think more about the Big Question.
- Complete the **Big Question** Chart.





In units 17 and 18 you will:

WATCH a video about living things. **LEARN** how living things and nonliving things are different.

READ about living things and a cookie that runs away.



WRITE about living things.

MAKE a Venn diagram.



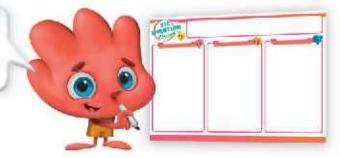


BIG QUESTION (9)

What are living things?

- Watch the video.
- Look at the picture. What do you see?
 - 1 What are the children watching?
 - 2 Is it an animal or a toy? How do you know?
- Think and answer.
 - 1 What things grow?
 - 2 Do you grow?
- Fill out the Big Question Chart.

What do you know about living things?





Get Ready

Words

Listen and point to the words. Listen again and say the words. 🕥 3-18









living

nonliving

breathe

move









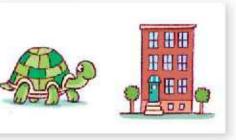
change

air

people

plant

- Read, look, and circle the correct picture.
- It moves.



2 It grows.





3 It breathes.





Do you think these things are living? Read and write L (Living) or N (Nonliving).

police officer

bicycle

T-shirt

tree

drum









Before You Read



Think Look around you. What moves? What changes?



Learn Contrasting

Remember, to contrast things, we say how they are different. As you read, look out for what is different. This helps you understand the text.

Read the texts. What is different? Complete the charts.

DANGE CLASS

Dance class is in the afternoon. Come to the gym. Bring your ballet shoes!

MUSIC CLASS

Bring your instrument to the music room. Music class is in the morning.

	Dance Class	Music Class
When is it?	in the afternoon	
What do I take?	ballet shoes	
Where is it?	in the gym	

My toy bear is small and yellow. It doesn't grow.

Is it big or small?

What color is it?

Does it grow?

This big bear lives in the woods. It's brown and it grows fast.

Toy Bear	Bear

Can you think of any differences between living and nonliving things?

PREVIEW

Living and Nonliving Things

In this text, we learn about living and nonliving things.

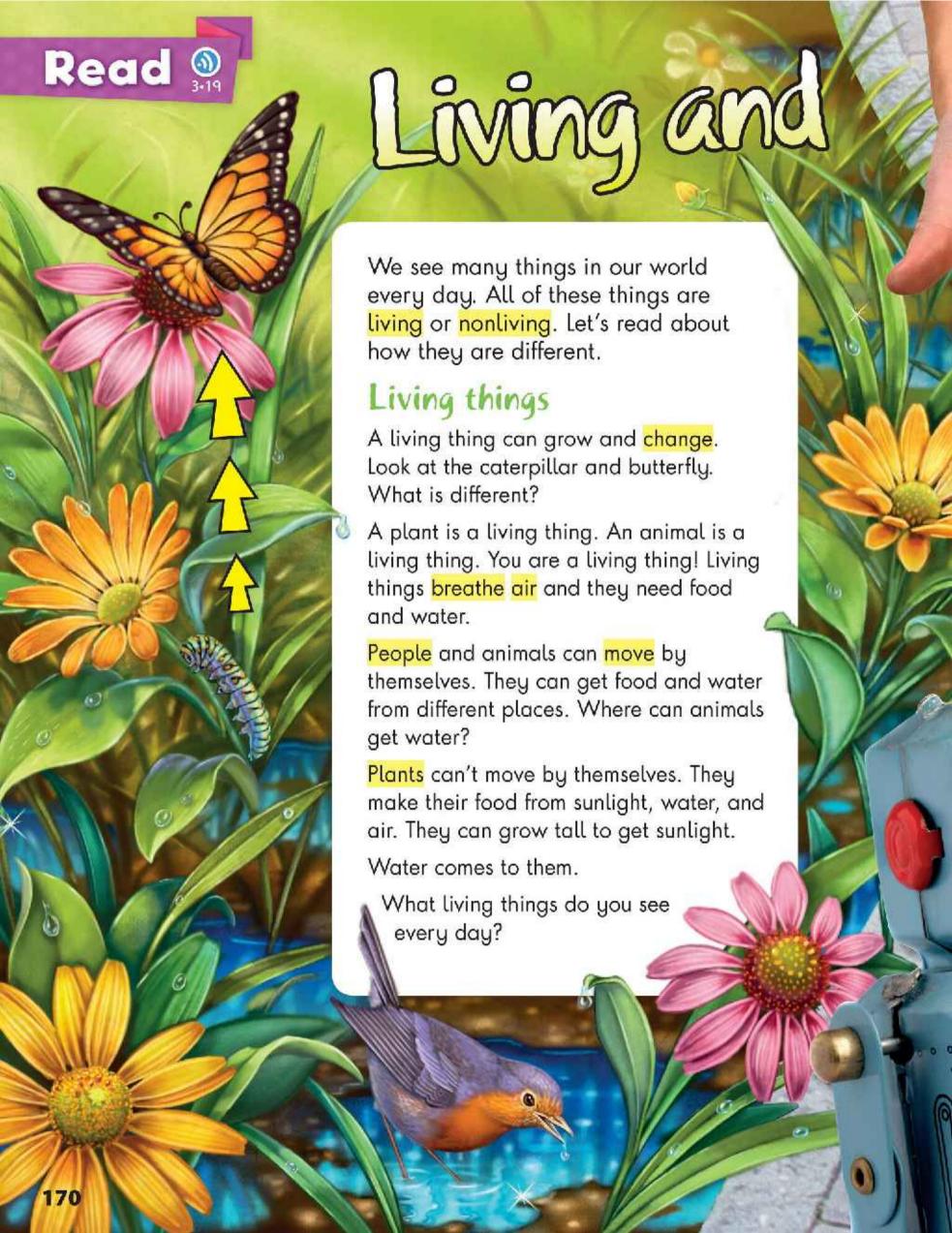
This text is an informational text.

Life Science



Beth Cody Kimmel is a children's book writer. She lives in New York's Hudson Valley. She likes to read and hike, and her favorite living thing is her daughter, Emma!



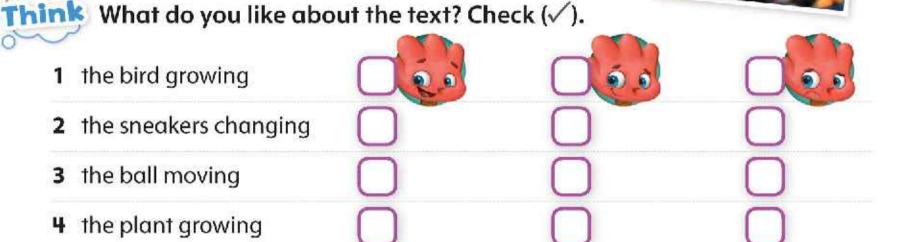




good to take care of all of them.

Understand

Comprehension



Ask and answer the question.



What's your favorite part?

The plant growing. I'm growing, too!



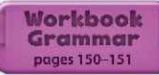
 $\textcircled{\textbf{B}}$ Contrast living and nonliving things. Write a (\checkmark) or an (x) in the chart.

	Living Things		Nonliving	
	People and Animals	Plants	Things	
changes	/	✓	✓	
moves by itself				
grows				
breathes air				
needs food and water				



Think Talk to a partner.

- 1 Do all living things need a home? Can you think of a living thing that doesn't?
- 2 Do nonliving things get old? Can you think of some old nonliving things?



Grammar in Use

Listen and sing along. Living Things 🕥 3-20

Move! Breathe! Jump up and down!

Clap your hands, and dance around!

We can ride a bike,

And breathe in the air.

Run in the park, play an instrument. Yeah!

Plants can't dance, But they're living, too.

They can breathe the air, just like we do!

Move! Breathe!

Jump up and down!

Clap your hands, and dance around!

Learn Grammar Can and Can't

An animal can grow. A toy can't grow. People can breathe. Sneakers can't breathe.



Can it move, grow, or change? Look at the picture. Practice with a partner.



A tree can grow.

A doll can't grow.

A house can't move.

Now look around your classroom. Tell your partner about a living or nonliving thing. Your partner guesses.

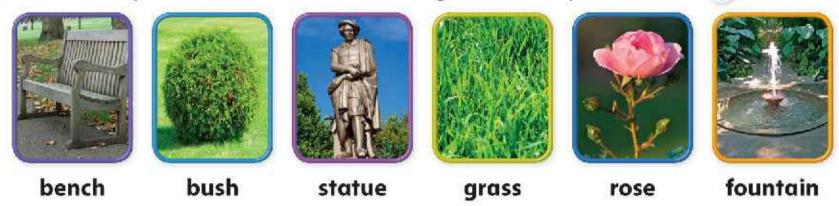
> It's a living thing. It's green. It can grow. It can change.

It's the plant!

Communicate

Words

(A) Listen and point to the words. Listen again and say the words. (5) 3-21



Think about the words in <a>O. Add them to the chart.

Living	Nonliving

Listening



- Comparison of the park: Mom, Dad, son, daughter? (1) 3-22
- Listen again and check (√) the things in the park. ⑤ 3-23



Speaking

📵 Listen and repeat. Then practice with a partner. 🕥 3-24



Word Study



Learn Adjectives

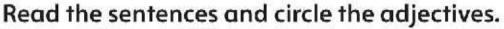
Adjectives describe nouns.

They tell you more about the nouns.

The fountain is noisy.

fountain = noun

noisy = adjective



- 1 The roses are lovely.
- 2 The drums are loud.
- 3 The bench is old and plain.
- 4 It's a safe, quiet neighborhood.
- 5 It's a cold and windy day.
- **6** I need new sneakers.



Tell your partner about living and nonliving things.

Now write about them in your Workbook. page 153

Speaking: Apologizing • Adjectives Unit 17 175





I think living things can breathe and grow.

I think we are living things!





Get Ready

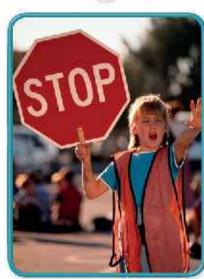
Words

🔼 Listen and point to the words. Listen again and say the words. 🕥 3-25







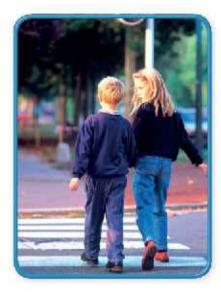


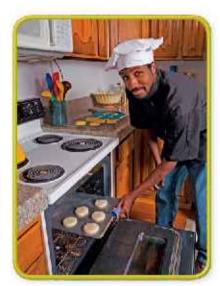
run away

chase

catch

stop









cross

bake

smell

open

Think about the words in 🔕. Add them to the chart.



I use my hands. catch



I use my nose.



Before You Read



Think When do you run away from something?



Learn Sequence

Remember, stories have a sequence. As you read, look out for the sequence. This helps you understand the story.

Read and number the parts of the story in the correct order.

They play their favorite game.

Manu runs away. They can't catch him. He runs very fast!

Manu goes to the park with his friends.

Ali chases Harry. He catches him.

Now, Ali and Harry chase Manu.

They're scared.
They run away.
They look at the statue.
It moves!

Grace and Emma see a
statue in the street. It has a drum.
They stop and look back. It isn't a statue.
It's a person! Grace and Emma laugh.

The play on pages 178 and 179 is about a gingerbread cookie. Do you know what a gingerbread cookie looks like?

PREVIEW

The Gingerbread Man

In this play we read about a gingerbread cookie that runs away.

The story of this play is from a fairy tale. In fairy tales, a thing speaks that can't speak in real life.





Read & Gingerbread Man

















Gingerbread Man Narrator

Old Woman

Old Man

Chicken

Fox



One day, an old woman makes a gingerbread man cookie. She bakes it in the oven.



It smells good! I'm hungry!



The old woman opens the oven door. The gingerbread man jumps up and runs out the door!



Stop! Don't run away! We want to eat you!



The old woman and old man chase the gingerbread man. He should run fast!



Run, run as fast as you can! You can't catch me, I'm the gingerbread man!



The gingerbread man sees a chicken in the yard.



Stop! Don't run away! I want to eat you!



The old woman, old man, and the chicken all chase the gingerbread man. But he's too fast.



Run, run as fast as you can! You can't catch me, I'm the gingerbread man!



He sees a cow in a grassy field.







Understand

Comprehension





Think What do you like about the play? Check (\checkmark).

1	The old woman bakes the gingerbread man.		
2	The gingerbread man runs away.		
3	The animals chase the gingerbread man.		
4	The fox eats the gingerbread man.		

Ask and answer the question.



What's your favorite part?

The animals.
They're funny!



Look at the pictures. Number them in the correct order.









In what order do they chase the gingerbread man?

Old Woman

Cow

Horse

Old Man

Chicken





Think Talk about the play.

- 1 Why does everyone chase the gingerbread man?
- 2 Why does the fox tell the gingerbread man to climb on his nose?

Grammar in Use

Listen and sing along. Run Away! 1 3-27

You can't catch me! You can't catch me! I can run away!

Chase, chase, chase him! You shouldn't stay! Stop, stop, stop him! You should run away!



You can't catch me! You can't catch me! I can run away!

Chase, chase, chase him! You shouldn't stay! Stop, stop, stop him! You should run away!

Learn Grammar Should and Shouldn't

You should run away! You shouldn't stay here.

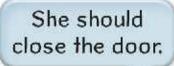
What should or shouldn't they do? Look and practice with your partner. should shouldn't



close the door



run away





stop



run fast



Communicate

Words

Listen and point to the words. Listen again and say the words. <a>3) 3-28













go to bed

play outside

early

late

healthy food junk food

Think about the words in <a>O. Complete the chart.

Taking Care of Myself				
I should	I shouldn't			
eat	eat			
go to bed	go to bed			
play				

Listening



Think Who tells you what you should and shouldn't do?

- Comparison of the children what they should and shouldn't do? (1) 3-29
- Listen again and check (√) what they should do. ⑤ 3-30









2







3







Speaking

Tell your partner what he or she should or shouldn't do in school. Act with a partner for the class. Use the words in the box to help. 1 3-31



You should ... You shouldn't ...

Writing Study

Learn Punctuation Review

Remember, the first letter of a sentence is capital letter. There is a period, a question mark, or an exclamation point at the end of a sentence. A tree grows. Does that tree grow tall? That tree grows very tall! Some words are nouns, some words are verbs, and some words are adjectives. grow(s) = verbtall = adjective tree = noun

Write the sentences correctly.

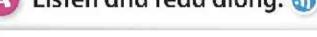
- 1 an old woman opens the oven door
- 2 do you eat healthy food
- **3** don't jump on the fox's nose
- Circle the nouns, underline the verbs, and draw a square around the adjectives.
 - 1 Mary plants roses.

2 The kitten chases the small mouse.



Tell your partner what you should do to take care of living things. Now write about it in your Workbook. page 161)

Wrap Up







Dot listens.



Billy and Dot look in the bushes.



The thing moves! Billy and Dot are scared.

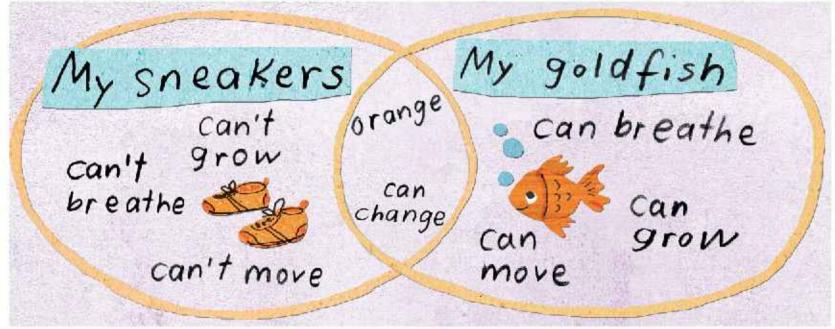


Look, it's Gus!



Project: A Venn Diagram

- Make a Venn diagram.
 - Choose a living thing and a nonliving thing.
 - Compare them. How are they the same?
 - Contrast them. How are they different?
- Draw your diagram and write.
- Draw or find pictures.



- Put your diagram on the wall.
 Tell the class about it.
- Look at all the diagrams.
 Talk about them.



My sneakers can't breathe. My goldfish can breathe.

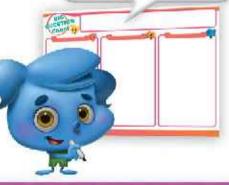
The elephant is gray.
The train is red.





- 🔼 Watch the video. 🔃
- Think more about the Big Question.
- Complete the Big Question Chart.

What do you know about living things now?



Playscript 1

Elliot's New Friend

Characters

Elliot an elephant Zebras
Tuti a tortoise Lions

Narrator Elephants

Chorus Sun Tortoises Moon



Tuti and other Tortoises enter slowly, then stop. Elliot enters. Tuti looks at him.

Narrator Elliot is a sad and lonely little elephant.

Narrator He can't find his family. He walks and walks. He sees some tortoises.

Elliot walks to Tortoises.

Tuti Hello, I'm Tuti. Who are you?

Elliot I'm Elliot. I can't find my family.

Chorus Poor Elliot! He feels sad.

Being lonely feels very bad!

Tuti I can help! Let's go!

Narrator They walk and walk. They see some zebras.

Tortoises leave. Elliot and Tuti walk around. Zebras enter. Elliot and Tuti stop near Zebras.

Tuti Is that your family?

Elliot No! Those are zebras. I'm not a zebra. I'm an elephant.

Chorus Elliot's an elephant as you can see.

Those zebras aren't his family!

Narrator The zebras see Elliot and Tuti. The zebras are scared and they run away.

Zebras leave, running. Tuti and Elliot eat something. Then they play together.

Narrator Tuti is Elliot's new friend. They eat together and they play together.

Chorus Elliot has a friend, and they can play.

He's not so lonely. He feels okay.

Narrator Then they walk and walk again. They see some lions.

Elliot and Tuti walk around, Lions enter, Elliot and Tuti stop near Lions.

Tuti Is that your family?

Elliot No! Those are lions. I'm not a lion. I'm an elephant.

Chorus Elliot's an elephant as you can see.

Those lions aren't his family!

Narrator The lions see Elliot and Tuti. Elliot and Tuti are scared and they run away.

The lions roar. Elliot and Tuti run away.

Narrator It's night time. They sleep side by side.

Lions leave. Elliot and Tuti fall asleep side by side. Sun and Moon enter, walk across the stage, then leave.

Chorus It's dark outside but the stars shine bright.

The two friends sleep in the moonlight.

Elliot and Tuti wake up, then walk around.

Narrator The next day, they walk and walk again. They see some elephants.

Elephants enter. Elliot and Tuti stop near Elephants.

Tuti Is that your family?

Elliot YES! Those are elephants. I'm an elephant. Thank you, Tuti. You're my best

friend.

Narrator Now Elliot has his family and a new best friend.

All characters enter. Elliot and Tuti dance in the middle of the circle of Elephants.

Everyone except Elliot and Elephants

Elliot's happy in the end.

He's found his family and a friend!



Playscript 2

Stone Soup: The Play

Characters

Hans a father
Ann a mother

Olga their daughter

Old Woman 1

Man a father

Son his son

Narrator

Chorus

Old Woman 2 Townspeople



Narrator This is a play called *Stone Soup*. In this story people learn

an important lesson.

Old Woman 1 enters. Hans, Ann, and Olga enter. Hans has a large empty pot. They see Old Woman 1.

Hans Excuse me. We're very hungry. Do you have any food?"

Old Woman 1 No! I'm hungry, too! I'm sorry.

Chorus They are hungry, very hungry. What can they do?

They don't have enough to eat. This is very true.

Old Woman 1 leaves. Man enters. The family sees Man.

Olga Excuse me. We're very hungry. Do you have any food?

Man No! I'm hungry, too! I'm sorry.

Chorus They are hungry, very hungry. What can they do?

They don't have enough to eat. This is very true.

Man leaves.

Narrator The family has a good idea.

Hans puts his pot down and puts water in it. Then he looks for a stick. He finds a stick and walks back to the pot. Ann and Olga look for stones.

Narrator Ann and Olga look for some stones.

Ann and Olga go to the pot. They each have four stones.

Olga Look! I have four stones.

Ann Look! I have four stones, too.

Hans Good! Put them in the pot.

Ann and Olga put the stones in the pot. Hans stirs the pot. Old Woman 1 and Old Woman 2 enter. They have baskets. They point to the pot.

Old Woman 1 and Old Woman 2

What's in that pot?

Hans It's stone soup. It's tasty. You can try some, but we don't have any

potatoes. It's good with potatoes.

Old Woman 1 and Old Woman 2 take potatoes out of their baskets.

Old Woman 1 Look! I have five potatoes!

Old Woman 2 Look! I have seven potatoes!

They put the potatoes into the pot. Man and Son enter, They have bags. They point to the pot.

Man and Son What's in that pot?

Olga It's stone soup. It's tasty. You can try some, but we don't have any

sausages. It's good with sausages.

Man and Son take sausages out of their bags.

Man Look! I have two sausages!

Son Look! I have three sausages!

They put the sausages into the pot.

Narrator Yum! The soup smells good. The townspeople smell the soup.

Townspeople enter and take out carrots and onions from their baskets.

Townspeople Look! We have some onions.

Townspeople Look! We have some carrots.

They put the onions and carrots into the pot. Olga, Ann, and Hans give everyone a little soup.

Narrator Everyone eats some soup. Yum! They like it. It's very tasty.

Chorus They were very hungry, very hungry. What did they do?

Everyone walks to the front of the stage.

Everyone We didn't have enough food. But we added our food together in the

pot, and now we all have some tasty soup.

Narrator The lesson of this story is ...

Everyone It's good to share things.











198 Madison Avenue New York, NY 10016 USA

Great Clarendon Street, Oxford, ox2 609, United Kingdom

Oxford University Press is a department of the University of Oxford It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

@ Oxford University Press 2014

The moral rights of the author have been asserted 1838: 978 o. 19 4279642 Interactive chook isan: 978 o 19 4279666 Interactive abook-app version

First published in 2014

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

ACKNOWLEDGEMENTS

To confirm and purelisher are grateful to those who have given perceivant for conclude the following extracts and adaptum ous of logge ight in merial.

Circle: Photo Charille Tokernel/Lettly brouges (Block addun) Mike F-030

SC Arthur Homes by Karen Kenny Discrysed and advented from Animal Homes by Saren Landrona Kenny nos #enders: Our Anunal Wood, Park thed by Amicus, 2015. 78"A, no. if s App is Time" by Gin Gibbons. Except from The Seasons of Arnold's Apple Tree, Copyright ⊕ 1984 by Gail Gibbons, reproduced by permission of Eneghan Mifflir Harce on Publishing Company. All rights orse yeth

 $On fand \ This critical was would \ Be to the mixed of the trackers at one appellors helped to impose this series, and$ as particular, the following removers:

Egypt Samar Magify Abdeltatah, Photeers Language Sehr of Sohair Saud, Orman Academy, Korca Seon-young Hee, Junggye Wonderland, Punder o (Sean) Rim, Sean English Academy, Se Young Kim: Yoo Mi Sah, YM Engish School Mexico Ana Cristina Alainf Hernández, Gologio Teresiano Meralaj Esperintos Mexica (Criz, Centro Universitanto Francisco Larrege, G. Intela Marcinez Escuela Tomas Alva Edison Primaria, Laura Catalina Guavara Medina. Instituto Edinburgh, Fedro Olmos Medina, Colegie Carlos Chavez, Oman "un: Moares, English Langeage Consultant, Torkey Druggi Kilic, Drug, Schools; Calem Şetialicğin, Bursa Final Schools; Scholl flukov, IIII Fiorndation Schools: Dr. Batuk birken Primary School: UAE Sancra Quzainel: A. Ma'arifa international School

in edenical phase s=8 Billy, Dat, Cassard Legis, the Stage fearest p,180) and $t_{ij}=30$ approximately in the bullets bulspa Salmony Lemonade Hustration Agency

Suitzers in Dam Ar diesis eig Stramuch Associates L.C. op SV (My Friend Artik), 58, 59. (O (Anach 6) (Anach: ames Davies/The Bright Agency pp. 177 [The Gingerbreac Maris 178, 179–180 (The Gingerbread Maris 184 (song): Design/Oxford University Press pp. 16-14 (collage). and hackground), \$3.39 (role in wheel and hinck with, \$5.95) (sea her aim hackground), 130-131 (rablet) (globe illustration). \$59-151 (background), Christians Englegood Einstration Ltd pp 25 (My family and triends collage), 45 (role) chard, 65 (superrols borock [], 85 (My Sections Journal), 105 (b. r.graph), 125 (Seeds and Wants et art), 145 (char), 185 (Venn diagram), Mark Jones/Advocate Act pp.17 (Elliot). 18, 19, 20 (Elliot and Juli) fan Jovenb4B Artists pp.29, 30, 31, 32 (Imags). Dusen Lakingvindbochie. Ellist pattion up 3, 17 (Ex.C.), 49, 57 (Ex.C.), 50, 77 (Ex.C.), 52 (Ex.C.), 53 (Ex.C.), 52 (Ex.C.), 53 (Ex.C.), 53 (Ex.C.), 53 (Ex.C.), 54 (Ex.C.), 54 (Ex.C.), 55 (Ex.C. of Amold's Apple 7 etc., 78, 74, 89 (Amold), Victor Rava, 85 minor Assacrates I. L.F. pp. 157 (Left-make music). Mark huffle pp. 118-119. Accessed as Service MIA Milan Illustrations Agency pp. 157. City Mouse and Country Mouse). 138, 139, 140 (City Minoscarad Country Mouse). 140 (City Minoscarad Country Mouse). Status Status firesofy vivie Possio Amisto Agency pp. 57 (Stone Soup). 38, 99, 100 (Stone Soup). Ex Etc., jamie Smith, MB Actists pp. 14, 15. Jamiles). 31 (Ex D), 34, 28, 32 (Ex B), 33 (Ex D), 34, 15, 40 (Ex C), 41 (Ex E), 42, 53 (Ex D), 54, 55 (Ex C), 61 (Ex D Tree), 62, 68, 73 (Ex B), 73 (Ex D), 74, 75 (Ex F), 81 (Ex B), 82, 93 (Ex B), 73 (Ex B), 74, 75 (Ex F), 81 (Ex B), 82, 93 (Ex B), 74, 101 (Ex B), 75 (E 114, 116, 121 (Ex D), 123, 133 (Ex E), 134, 135 (Ex E), 136, 131 (Ex E), 133 (Ex E), 134, 151 (Ex D), 162, 168, 173 (Ex D), 174, 125 (Ex E), 176, 181 (Ex E), 182, Anne V. Fribein: p 170; Tomisiav Zintier Sylvie Paggio Arrists Agency A39.

Commissioned photography by Graham Aider at SEA Studies with fillustrated background's by Mark Buffle pp.9 (headshott), 13 (headshott), 13, 15 (plany); pound), 17, 20, 23 (5) (headshott), 13 (headshott), 32 (beadshott), 32 (beadshott), 32 (beadshott), 32 (headshott), 33 (beadshott), 34 (headshott), 35 (beadshott), 35 (beadshott), 35 (beadshott), 35 (beadshott), 36 (headshott), 37 (headshott), 38 (beadshott), 38 (bead 132 (headshots): 135, 140, 141, 143, 145 (headshots): 52 (headshots), 153, 155, 150, 163, 165, 172 (headshots), 175, 120, 181, 183 and 185, 170 171 (hand, trainers).

To Publishers was "Hille to that a the following for their kind permission to reproduce photographs or defeat engaright materials Alamy peak (family Sylmers brownes), 8 (Friends 275, neyt, 15 (ok)/Tik w. Asia RF), 15 (colo]Design Pies are 1, 15 (small); sed Gentrale Hamburg Gmall), 15 [big/J.; Lucst), 15 (young) David Young Welff'), 16 [play]Corbis Premium 2F, 22 (Lunsten Vasiliy Vishnevskiy), 22 (gd.4fish) Martin Shields, 22 [rab sirflorminic Jones], 22 (Luncoff ek and Mix Emages), 44 dight Louseff, in Treger), 35 (mix/hlisabeta Coeffen), 36 (seaweed/And. e Seate), 35 (saed/frye Obicuttous). 36 (stardish): Errios Villech - MagicSea.com), +2 (schist/eurekaimages.com), 42 (school b wy.vCl. STOCK UMURD), 48 (sugle)Accom Alas acom), 48 (dick,Suries Cock), 48 (apossion@ick & Nor. bowers, 49 (cagle nest/acrom Photos). 59 (sugle nest/Aurora Photos), 50 (possion.)Paul Cannon). 54 (sugler d'Andrew Darrington), 54 (meuse) indors Bildarchiv Guibil), 54 (forgionagebraker), 56 (na fijor atham dew. 1), 54 (mouse)Jamuous bildarchiv Canhill, 55 (oranga ang Davic Da Casta).

56 (autum rese, veffall Bachmann, 56 (mother and son Brend in news), 56 (massCarchlight V.s.a. Services), 62 (day/hobert Barding Picture Library Ltd.), 62 (nightflyebyte), 62 (midday/A/riPics. comi, 52 (sunse) (D. Hursti, 68 (word futures trown), 68 (con) Comi ine Committe a 70 (spring) bere la Croucher), 72 (buc/amana images inc.), 74 trainy/Arco images Guit. ib. 46 (watch/But bles Phote liberry), 75 (cancerman) lasta stock, 76 (rechous solution Greative), 76 (cadding, Berck Grouther), 76 (apple billing/Maryin Dembushy Photo Asson at est 82 (beau gOPOKY Courter(), 76 (apple 1511) (percent) (2010) (1-3), 9-345 associated (2010) (201 Mode Images J. 114 (dol-0). Trust, 115 (doler glore images). His who olds of Steve Skin dj. 115 (trachen juri West). 116 (trachen juri Mikhay av., 117 (done jury Shaw Images). 118 (Maljahimag) et 122 (trachen juri Mikhay av., 118 (trachen jury Shaw Images). 128 (trachen juri Mikhay av., 118 (trachen jury Shaw Images). 128 (trachen juri Mikhay av., 118 (trachen jury Shaw Images). 128 (trachen juri Mikhay av., 118 (trachen jury Shaw Images). 128 (trachen juri Mikhay av., 118 (trachen jury Shaw Images). 128 (trachen jury Shaw Images). 128 (trachen jury Shaw Images). Robert Harding Picture Library Ltd., 128 (countrystdegaric Natural) 128 (backling/Mise Booth), 128 (carth/BA E. Ira), 129 (carth/BA E. Ira), 129 (carth/BA E. Ira), 120 (carth/BA E. Ira), 120 (carth/BA E. Ira), 120 (carth/BA E. Ira), 121 (garthoon/Picestock), 121 (bay 6-yele/MB), [3] (postbox/ingram Publishing), IE2 (postbox/ingram Publishing), IE4 (noisy/Westendial Child F), 134 (publishing is 151 (damper one-level backyck), 131 (microstrop) DOK Die Elkage nur der Krografen Gmbi 3. 134 (roadworks) artina Wissiel ThetoElsany). 154 (roadworks) artina Wissiel ThetoElsany). 154 (roadmorks) artina Wissiel ThetoElsany). 154 (roadmorks) artina (roadmorks) Photographick 142 (parts/Robert Harting Figure Library Ltd), 145 (supermarket/Ambient Images Inc.), 142 (bakery/Relan Sessions), 142 (museum/JOHN XILLERMAN), 145 (Horison International Images Lumred), 148 (cymbals@e srecht Music and Arts Photo Li wary), 149 (cymbals@how mases RM), 151 (cymbals@downnages RM), 154 (cyhobone/Heil Setchfield), 154 (fastSceve Bloom trangest, 154 Joudhnage Source), 154 (aveful3) white Photol brazy', 155 (dancefundy) will London. For Willows), 156 (singA+10) et als & TEPs, 156 (characy/Chrestepine. Gallact, landon - E. n. Williams). Est (singA-11) en ans & TRP), 156 (change für die neue Griffing from 155 (phytograph/Radius mages). 152 (sonce offerenc Swelepeseny). 152 (circus/Chuck Franklin). 168 (air/Thore A.to), 168 (se grigofere Szjole), 168 (serenche/Alaska Stock). 169 (bird/blickwinstel). 169 (bird/blickwinstel). 169 (bird/blickwinstel). 169 (bird/blickwinstel). 169 (bird/blickwinstel). 170 (sureL/borsimith). 182 (carly/)AY Media AS). 182 (late/magebroker) Corbs. 18 [Ext. pa.6,7 (Srewart Collet Wiend Images), 16 (land/bloom Mason), 15 (mr. Klassimstock). 2697 [Ad.5]. 18 (bird/beg) and Westing/Sinde a first nesk(). 186 (bird/blic). 36 (chack/Archar Morn 15). 54 (beginned archare Masulls Unlimit), 52 (chicks/Archar Mornis). 54 (lip pads)Parque], 54 (wood). Ocean), 36 th not erffig Cheese Phon), 82 (so cream/from 8: 3ct Arm Mecomby), 36 these Ocean), 163/107 (Stewart Gunes/Poin Ostrow/B et al., 130 (town/conter 5) varigitering. 130 (boy/B et al., haages). 131 g.rl backpack/Kokock, Blend Images). 148 (c.i.f.dors musicpridistick/Blend Images).
162 (ball at Pard Curtingham). 162 grappe showforthese Airchise afin Bennos, C., 168 (change).
Ocean, 163 (living Rolf Bussianum Junges mosenke). 174 (statue by vani Sonnet). D.C. Thorison & Co. Lid. p. 114 (centic). Dietz Ventures p. 72 (plant). Frank Lane Picture Agency p. 48 (nive): Gall Oblanca p. 77 (writers, Gameson p. 114 (games). Gesty Images pp. 8 (t. n. 1.y.4, Mars. F.ewsken). (Side and p. 77 [winter; Garment p. 114 [garner; Gerty Images pp. 8 [Lin-174 [Mars. Rev. Red].

8 (birthday b/Cultura; Nick Daty). 9 [cases/francesco Garta fotografo]. 11 (rakes/francesco Carta fotografo]. 14 (fi. m.) 4 (fi. m.) 16 (fi. m.) 4 (fi. m.) 17 (fi. m.) 4 (fi. m.) 18 (fi. m šerectsbocku 16 (filmilyjšidStock), 82 (kriejAristan Berg), 82 (flowersjlyd a Brans), 85/87 (Stephen Simpson). 34 (peng. Jonald Enckson, 96 (emone/Stefanie Grewel). 102 (avecaso/)off lest/. 102 (orange/ Bulippe Desemble), 108 (fancy/Howard Sokol), 118 (shoes/Michael Krinke), 118 (girl) 102 (orange) Intrope Desenucia), 128 (fancy/Howard Soleri), 118 (shoes) Michael Krinkei, 118 (girl) Laura Natrik, d., 120 (shoes) Mait and Kamard, 126 (127 (love Blackey), 128 (held)), and Krahmeri, 124 (safe)Andersen Zess). 124 (night)Cli Scarff), 124 (town) are "ywn", 125 (planting)Pater Andersen (love) How Mose (P. Galantieri ik D.H.), 142 (denystore)Tim Bardia, 128 (farme)C Scared Studies). 148 (ambournae)Careative Crop). 148 (xylophone)Dorfing Kindersley), 150 (band)Diver Strewe), 150 (clapping)Dost Luis Pelacu, 151 (trangle)Teerige Deyle", 152 (band, Diver Strewe), 155 (bary/Adam Rorm), 156 (bary/Selew Dog Productions), 162 (particle Iffan)Thempson), 156 (bary/Adam Rorm), 156 (bary/Selew Dog Productions), 162 (particle Iffan) Strewe), 158 (bary/Selew Dog Productions), 162 (particle Iffan) Corporal (bary Corporal Iffan) (bary Corp Patisher). 171 (ball, Ann Carring). 174 (sench/Sean Hunter). 176 (cross/Pases) Crapett, 176 (specif Dave & Jee J. robe). 176 (rbess/Fettoscarrb). 176 (rurd) Formic Mala ta/accellent mRP). 176 (rurd Bave & Lee J. mles, 176 infrae efforte-scarcing, 176 (murit-from in Note la] accellent mRPs, 176 [mrs away/Stephen Simpson). 176 [stop] SW Productions, 182 (go to bec.] upiterimages). 182 (p. ayoutsele, Scott Indomain), Karen Latchana Kenney p. 20 (webset). Orfice: University Press p. 15 (e. spham) & an Indomain), Karen Latchana Kenney p. 20 (webset). Orfice: University Press p. 15 (e. spham) & an Indomain. St. (correspondence). Ad d. ek.f. Flootdisci, 54 (freq headfootbis/Dagital Stock), 63 (snow/Digital Vision). 70,74 (dearesfyff). 104 (e. kf.f. Flootdisci, 54 (freq headfootbis/Dagital Stock), 63 (snow/Digital Vision). 70,74 (dearesfyff). 106 [milk, Stock-tyle), 108 (deaffootbis/Dagital Stock), 63 (snow/Digital Vision). 74 (elency/HAWEIIYI), 106 [milk, Stock-tyle), 108 (deaffootbis/Dagital Stock), 63 (snow/Digital Vision). 74 (elency/HAWEIIYI), 106 [milk, Stock-tyle), 108 (deaffootbis/Dagital Stock), 63 (snow/Digital Vision). 74 (elency/HAWEIIYI), 106 [milk, Stock-tyle), 108 (elency/Haweii), 124 (grapes). 125 (grapes). 134 (boring), orb. o. 135 (moss/Sevid Puffingson), 135 (restaurant Medioimages), 154 (love y/ Digital Vis 3n), 174 (new snees/MM Stucios), 154 (electrics/MM Stucios), 154 (naix/MM Stucios), Photosoct p. 76 (swing/butt erlanson); Shurterstock pp.8 (family 146 oaksy Jusmess images 1, 16 (stand seven) Monkey Pastness images 1, 16 (stand seven) Monkey Pastness images 1, 16 (torroise/Kan I Gallas) 16 (decipilines C unit; Chili y Z3 (bird, Bob Hainer). 42 (lizard/alsh.tsky). 34 (dana sky/Richard Schramin & 35 (m.ma)/ Glema K. McGloughlin). SG (sandburt). M. Jelly fishy vilatnecrevette), 42 (jacket/3Dstock). 45 (shorts;Nordling), 42 (sneakers;Preto Perola), 42 (hat/Mure's R. Swedzba), 42 (trousers;Olga Popova", 48 mes; Marin Bell, 48 (tree ho low/Kerstin), 50/51 (b.c.kground leves/friff), 51 (rably hiveseen), 54 (pond/bavelk), 54 (meadow/ky Faul), 66 (bina, Alexander Shadrin), 69 (fall/fot ond Hervart), 70 (morne flow sayl) Yury), 71 (all/fotond Hervart), 74 (servey/m hopes), 74 (smowy/ Doug Barnes), 85 (bicy-deg centand), 86 (plus/blungine), 86 (equals/blungine), 88 (edd munbers/Sally Sout), 88 (even numbers/Sally Sout), 80 (kits/blopparatk), 52 (kits/blopparatk), 94 (rater), 186 (contactor), 94 (matches ligoupeer), 95 (source), 86 (l), 95 (matches ligoupeer), 187 (bits/blopparatk), 187 (matches ligoupeer), 188 (contactor), 10.4 (toractors/Kob Stark), 10.4 (nangag/settisa), 10.4 (peach)/rencik), 108 (cow/sucereka), 114 (board game/batik22), 116 (bolykorhan), 118 (pench)/Prositve) 119 (doctor/AV/A/A) 119 (tosa ben/Gambha), 122 (sandwa b/MSPI oragnepine), 122 (chips/Acrestano), 128 (icw)/Arme Frignan Erferming, 128 (2007), pungate), 128 (apartment/Salf-Georb), 128 (asphalt/Grivor), vitaly), 128 (asphalt/Grivor), 128 (aspha 148 (shake) (Thomas M. Ferkins). 148. [strike] mikm2). 148. [instruments, Elena Schweitzen).
15.8 (Strike] min background [MArt +]. [151 (mid.ogram.+fThomas M. Ferkins). [151 (skey-kin-2mrt).
153 (self/Anatoliy Samara). 156 (idea/ XQ) adro). (55 (piano Jesse Kunerd). 155 (play, ligor
Pulgarin), 168. [plano, Nexander Bark]. 170 (771 (part) 6Andre). (17). (17). (ober/Mckael Darck en,
T-1 (bush/Acasa). 170 (bake/Jam Garnson). 183 (wealthy is ox/saddako). 185 (unit food/blano.) Schweitzen, 186, .87 (Nelson Marques), Zoold Pictures p.46/47)

Cover illustration: M ke Bolkit

facer whose Carrille To combificity in ages

Although every effort has been made to made and contain regarding to been before policies in this has not been made in the sense cases. We enable for far my agreement lighting ment at a greeny that of θ untiplied, the publisher will be pleased to rectify any errors or walstons at the confest possible apportunity



Creating young thinkers with great futures

Who are your family and friends? Where can we see colors? How can we make music?

Oxford Discover uses Big Questions like these to tap into children's natural curiosity and enable them to ask their own questions, find their own answers, and explore the world around them.

This approach to language learning and literacy, supported by a controlled grammar and skills syllabus, helps children achieve **near-native fluency** in English.

Communication Collaboration Creativity

critical

Thinking

Oxford Discover gives teachers the tools to develop children's 21st century skills, creating young thinkers with great futures.

Oxford) making digital sense



- Student Book
- Workbook
- Workbook with Online Practice
- Integrated Teaching Toolkit Teacher's Book Assessment for Learning CD-ROM Big Question DVD Online Practice
- Class Audio CDs
- Picture Cards
- Poster Pack
- Oxford iTools: Digital Classroom Resources
- Oxford Discover Writing and Spelling
- Oxford Discover Grammar
- Parent website
- Teacher website



Lesley Koustaff

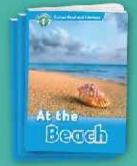


Susan Rivers

Recommended Readers

Oxford Read and Imagine





Oxford Read and Discover



as part of a 9-level course

UNIVERSITY PRESS

