OXFORD

Beehive

American

Student Book

3













Helen Casey

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UNIVERSITY PRESS

Starter **A New Year** page 4	Months of the Year ⬢ *When's your birthday? It's in ... .* ⬢ *My birthday is (March) (second).* *It's my (ninth) birthday.* ⬢ Ordinal Numbers		
	Lesson 1 Words	**Lesson 2 Grammar**	**Lesson 3 Words and Grammar**
1 **Our Friends** page 6	Hair and faces **Functional Language** *Me too. / Me neither.*	*What does (he) look like? (He) has ... .* *Have* Questions and Answers (*he / she / they*)	Describing people Superlatives (Short Adjectives)
2 **In the City** page 18	Places in the city **Functional Language** *How do I get to ... ? Take ... .*	Present Progressive (Questions and Answers) Present Progressive (Negative)	Things to do in the city Present Progressive (Questions)
Extensive Reading **Appearance and Personality** page 30		A *How to ...* guide ⬢ A play	
3 **Our Busy World** page 32	Jobs **Functional Language** *Can you guess?* *I think ... . I think you're right.*	*Wh-* Questions (Simple Present) Simple Present (Negative)	Actions at work *I want to be a ... .* *Why? Because ... .*
4 **Let's Explore!** page 44	Places in the country **Functional Language** *Great! Is it nearby?*	*There was / There were* (with *some, any, a lot of*) Simple Past (*to be* with Adjectives)	Adjectives *Could you ... ?* *I could / couldn't ... .*
Extensive Reading **Exploring Nature** page 56		A short story ⬢ An information leaflet	
5 **Healthy Living** page 58	Healthy habits **Functional Language** *I forget to ... .* *I remember to ... .*	*How often do you ... ?* (with Expressions of Frequency) *How often ... ?* (*he / she / it*)	Free time activities Adverbs of Frequency (*always, often, sometimes, never*)
6 **In the Kitchen** page 70	Food **Functional Language** *We need ... .* *What else?*	Count and Noncount Nouns (Affirmative) Count and Noncount Nouns (Questions and Negative)	Cooking (verbs) Adverbs of Manner
Extensive Reading **Amazing Food** page 82		A magazine article ⬢ A poem	
7 **Family Life** page 84	Chores **Functional Language** *I have to ... .*	Simple Past Regular Verbs (Affirmative) Simple Past Regular Verbs (Negative)	Party preparations *Had to*
8 **Our History** page 96	Everyday things **Functional Language** *I think it's ... years old.* *Yes, I agree. / I'm not sure.*	Simple Past Irregular Verbs (Affirmative) Simple Past Irregular Verbs (Negative)	A Roman town Simple Past (*Yes / No* Questions)
Extensive Reading **Life in the Past** page 108		An information text ⬢ A diary	
9 **School Life** page 110	Places in a school **Functional Language** *It's over there. On the left / right / straight ahead.*	Object Pronouns (*me, you, him, her, it*) Object Pronouns (*us, them*)	School rules *Must* and *must not*
10 **Vacation Plans** page 122	Vacation activities **Functional Language** *Why don't we ... ? I'd rather... .*	*Going to* for Future Plans (*I / you*) *Going to* for Future Plans (*he / she / we / they*)	Things to pack *Going to* for Future Plans (*Yes / No* Questions)
Extensive Reading **Traveling Around the World** page 134		An online geography article ⬢ A classic story	

Poster	Times ● Seasons	
Lesson 4 Story	**Lesson 5 Skills and Culture**	**Project and Review**
The Monkey and the Elephant **Emotional Well-being** Working as a team	Clubs and teams in Australia and Mexico An online forum **Writing Focus** Adjective order	Make a class puzzle display
Serena's Good Idea **Emotional Well-being** Solving problems	Capital cities of the U.K. and Singapore A postcard **Writing Focus** Capital letters	Make a city tour leaflet
Junko's Dream **Emotional Well-being** Believing in yourself	Exciting jobs in Tanzania and Malaysia An interview **Writing Focus** *a* or *an*	Make a jobs poster
The Giant's Causeway **Emotional Well-being** Dealing with disappointment	Places to visit in Vietnam and Portugal A blog **Writing Focus** Time phrases	Make a map of an island
Busy Ben **Emotional Well-being** Dealing with stress	Exercise in Brazil and China An online post **Writing Focus** *too*	Make a *Healthy Living* board game
A Giant Omelet **Emotional Well-being** Learning from mistakes	Traditional food from Spain and Morocco A recipe **Writing Focus** Time order words	Make a recipe book
The Farmyard Party **Emotional Well-being** Doing your part	Family festivals in the U.S.A. and Japan A school magazine article **Writing Focus** Regular past tense: spelling	Make a family festivals poster
The Two Brothers **Emotional Well-being** Learning to forgive	History in Norway and Egypt A report **Writing Focus** Paragraphs	Make a museum display
The Friendship Chain **Emotional Well-being** Being kind	School transportation in Canada and Switzerland A personal account **Writing Focus** Topic sentences	Design an amazing school
The Town Mouse and the Country Mouse **Emotional Well-being** Embracing new opportunities	Places to vacation in the U.K. and Ukraine An email **Writing Focus** Email greetings and sign off	Make a plan for a class trip



Starter Unit
A New Year

1 Listen, point, and repeat. 001

2 Listen and say the chant. 002

3 Listen and circle. 003



1 When's your birthday, Emma?
It's in March / April / May.



2 When's your birthday, Hector?
It's in September / October / December.

3 When's your birthday, Nina?
It's in January / June / July.



4 When's your birthday, Omar?
It's in February / August / November.

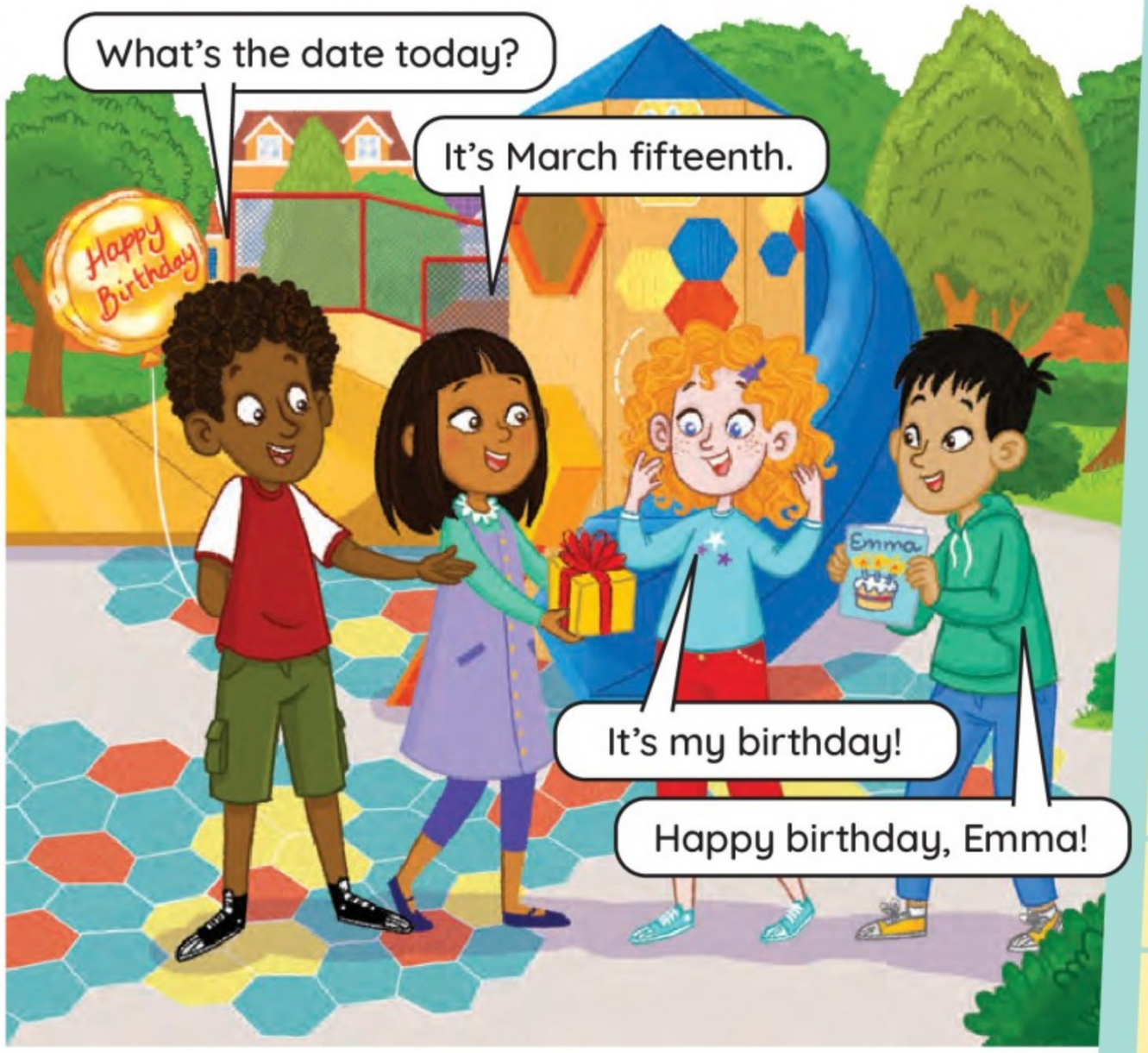


4 Ask and answer.

When's your birthday?

It's in ... .

5 Listen and follow. 004 When's Emma's birthday?



MARCH

1st first	**11th** eleventh	**21st** twenty-first
☆ Jacob ☆ **2nd** second	**12th** twelfth	**22nd** twenty-second
3rd third	**13th** thirteenth	**23rd** twenty-third
4th fourth	**14th** fourteenth	**24th** twenty-fourth
5th fifth	Emma **15th** fifteenth	**25th** twenty-fifth
6th sixth	**16th** sixteenth	**26th** twenty-sixth
7th seventh	**17th** seventeenth	☆ Maria ☆ **27th** twenty-seventh
8th eighth	**18th** eighteenth	**28th** twenty-eighth
9th ninth	**19th** nineteenth	**29th** twenty-ninth
10th tenth	**20th** twentieth	**30th** thirtieth
		31st thirty-first

6 Listen, point, and repeat. 005

7 Look at the calendar in 6. Then read and circle.



My birthday is March **second / fourth**.

Jacob



My birthday is March **twenty-second / twenty-seventh**.

Maria

8 Write. Then match the cakes.

1 I'm seven years old today! It's my seventh birthday. c

2 I'm eleven years old today! It's my _____ birthday. _____

3 I'm six years old today! It's my _____ birthday. _____

4 I'm two years old today! It's my _____ birthday. _____



1 Our Friends

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 006

3 Listen and say. 007



Let's describe our friends.

1 dark hair

2 light hair

3 short hair

4 curly hair

5 straight hair

6 freckles

7 glasses

8 long hair

4 Describe yourself. Play *True or False*.

I have glasses.

False!

5 Look at the puzzle. What is the same? Write.



curly hair

Write the link!

6 Describe yourself. Write.

I have _____.

I have _____.

I don't have _____.

7 Listen and repeat. 008 Then talk with your friend.



I have freckles.

Me too.

I don't have curly hair.

Me neither.





Team Up! 1

Play *Who Has ... ?*

1 Lesson 2 Grammar

Let's ask what people look like.



1 Listen and follow. 009 Then act.



2 Look, listen, and learn. 010 Then point to the people in the picture.

He / She / It	What **does** she **look like**? She **has** curly hair. She **doesn't have** straight hair.
I / You / We / They	What **do** they **look like**? They **have** dark hair. They **don't have** light hair.



3 Listen and match. 011

Anna [c]
Charlie [ ]
Jack [ ]



Lily [ ]
Fred [ ]

4 Ask and answer.



Can you see my friend, Jane?

What does she look like?



She has curly hair. She doesn't have glasses.

5 Look, listen, and learn. 012 Then point to the picture and answer the questions.

He / She / It	**Does** he have light hair? Yes, he **does**. No, he **doesn't**.
I / You / We / They	**Do** they have glasses? Yes, they **do**. No, they **don't**.



6 Look and check ✔. Then point and say.





1 Does she have light hair?
Yes, she does. ☐ No, she doesn't. ☑

2 Does she have long hair?
Yes, she does. ☐ No, she doesn't. ☐

3 Do they have glasses?
Yes, they do. ☐ No, they don't. ☐

4 Do they have freckles?
Yes, they do. ☐ No, they don't. ☐

5 Do they have straight hair?
Yes, they do. ☐ No, they don't. ☐

6 Does he have short hair?
Yes, he does. ☐ No, he doesn't. ☐

7 Look and write.



1 Do they have glasses? No, they don't.

2 Does he have curly hair? _____

3 Does he have long hair? _____

4 Do they have dark hair? _____



Team Up! 2

Play *Guess Who!*

1 Lesson 3 Words and Grammar

Let's say how our friends are different.



1 Listen, point, and repeat. 013

2 Listen and say. 014

Beehive Afterschool Sports Club Are you ...?



1 brave



2 strong



3 young



4 tall



5 fast



6 funny

Our club is for everyone! Come and join us!

3 Listen and number. 015



4 Play the *Mime* game.



You're strong!

Yes! Your turn.



5 Look, listen, and learn. 016 Then point to the picture and answer the questions.



Who's **the** young**est**?	He's **the** young**est**.
Who's **the** tall**est**?	He's **the** tall**est**.
Who's **the** fast**est**?	She's **the** fast**est**.

tall	taller	**the tallest**
brave	braver	**the bravest**
funny	funnier	**the funniest**
big	bigger	**the biggest**
good	better	**the best**

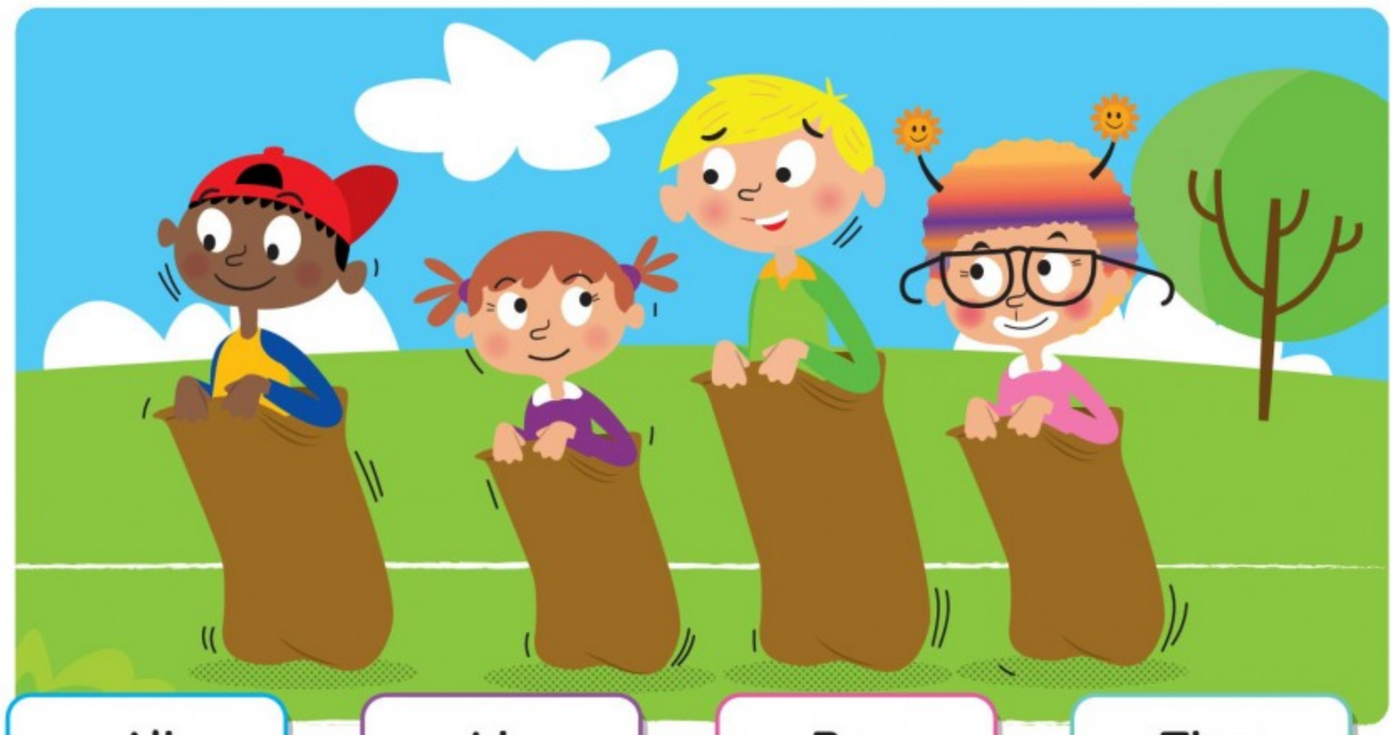
6 Look and write questions and answers.

1 Who's the fastest ? (fast)
Ali is the fastest.

2 Who's _____ ? (young)
_____

3 Who's _____ ? (tall)
_____

4 Who's _____ ? (funny)
_____



Ali | Liz | Ben | Tina

7 Listen and follow. Then sing. 017–018

♪ ♫ We're All Different! ♪ ♫

We don't care who's the funniest –
Or who's very strong!
We're all different! We're all friends!
And we get along!

Who's **tall**? Who's **short**?
We don't care! We don't care!
Who's **brave**? Who's ***fast***?
We don't care! We don't care!

old **young**
small **big**





Team Up! 3

Who's the oldest? Play *Line Up!*

1 Lesson 4 Story



1 Look at the pictures. What animals can you see?

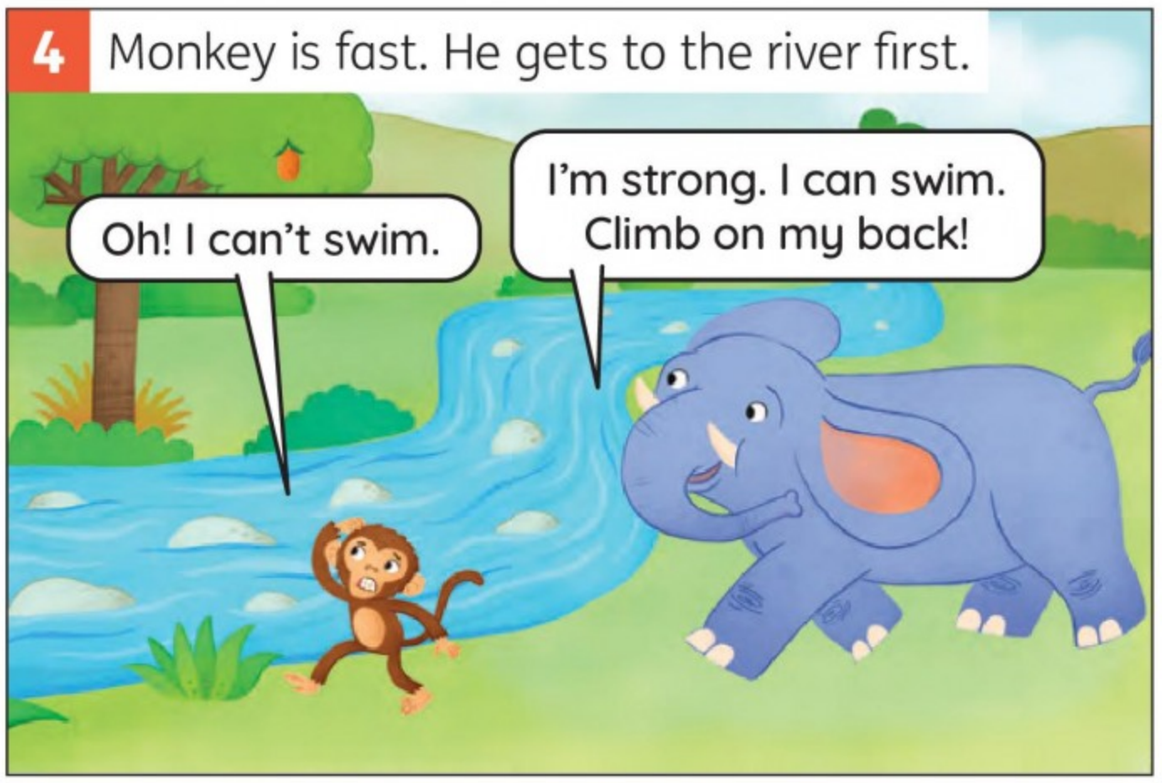
2 Listen and read. 019 How are Monkey and Elephant different?

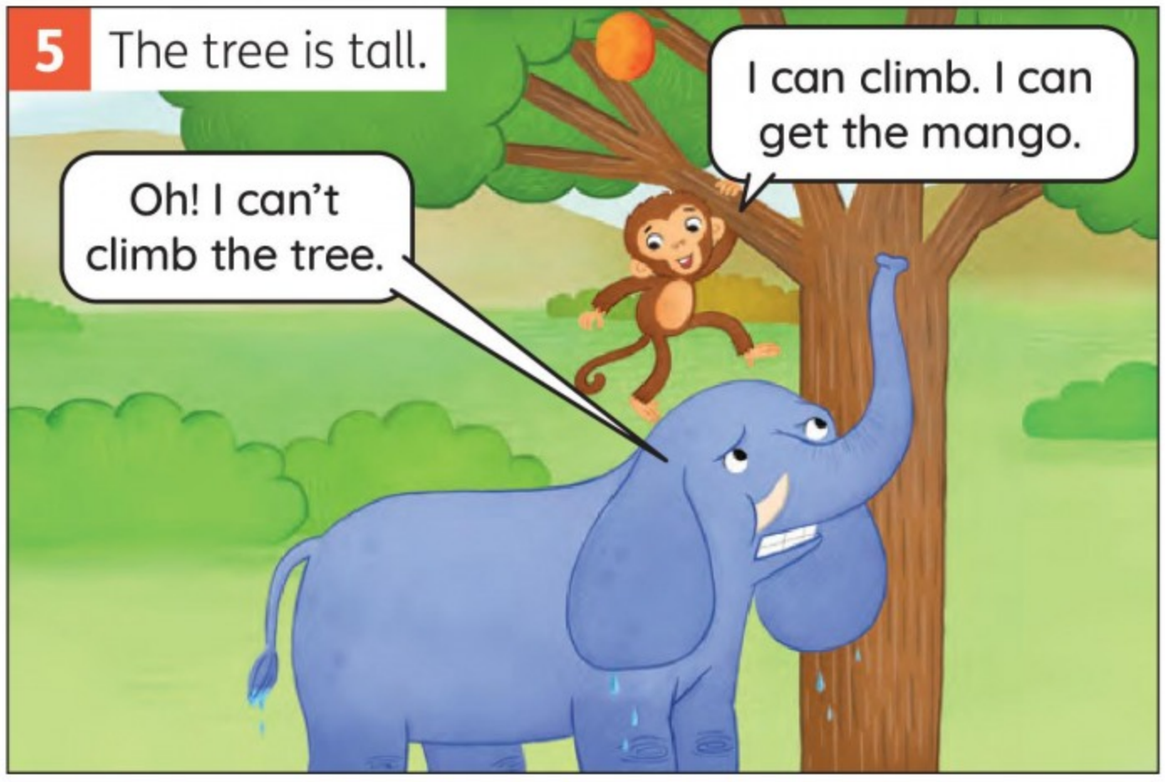
The Monkey and the Elephant

















3 Read again and circle.

1  is fast.

2  is strong.

3  has an idea.

4  can't swim.

5  can't climb.

6  are a good team.

4 Number the sentences in order.

☐ Monkey climbs and helps Elephant.

☐ Monkey and Elephant learn a lesson.

1 Two friends are angry.

☐ Monkey and Elephant go and get the mango.

☐ Elephant swims and helps Monkey.

5 Act out the story.

6 Home-school Read the story at home.

Think, Feel, Grow

Is it better to be fast or strong? Why are Monkey and Elephant a good team?



Team Up! 4

Act out the story with your puppets.

1 Lesson 5 Skills and Culture

Let's learn about clubs and teams in Australia and Mexico.



Listening and Speaking

1 Listen, point, and repeat. 020

2 Listen and say the number. 021



1 gardening club



2 cooking club



3 cricket team



4 music club



Travis



AUSTRALIA

3 Listen and number. 022 Point and say the clubs and teams.













1

4 Watch the video. Which clubs and teams does Lucy go to?

5 Listen and follow. 023 Then talk about what you do after school.



What do you do after school?

I'm in a music club. What about you?



I'm on a basketball team.

Reading and Writing

6 Look at the photos. Which club or team is Diego in?

7 Listen and read. 024 Who is Diego's best friend?





Diego

MEXICO

Home | About Me | Search

Our Team

I live in Mexico City. It's the biggest city in Mexico. There are a lot of people in Mexico City. They come from all around the world.

At my school we have a lot of clubs and teams. I'm on a basketball team. My sister is in a music club and a dance club. A club is a great place to make friends.

My best friend is on the basketball team. His name is Yoshi. He has short dark hair and brown eyes. He's brave and he's funny. He can throw and he can run. Yoshi is fast. He's the fastest player on the team. He's from Japan. We also have players from Brazil, Italy, China, and Mexico, of course. We're fast and strong. We're the best team!





8 Read again. Write *T* (true) or *F* (false).

1 Diego is on a baseball team. F
2 Yoshi has long dark hair and brown eyes. _____
3 Yoshi is funny and he's fast. _____
4 They have players from Brazil and China. _____

9 Writing Focus Read and circle the adjectives describing size.

short	**dark**	**long**	**big**	**light**	**blue**	**small**	**brown**

10 Complete the sentences.

1 My friend has short light hair. (light, short)
2 He has _____ _____ eyes. (small, blue)
3 They have _____ _____ hair. (dark, long)
4 I have _____ _____ eyes. (brown, big)

11 Write a description of your friend. Go to your Workbook page 13

Look! We put adjectives **describing size** before adjectives **describing color**.



1 Project



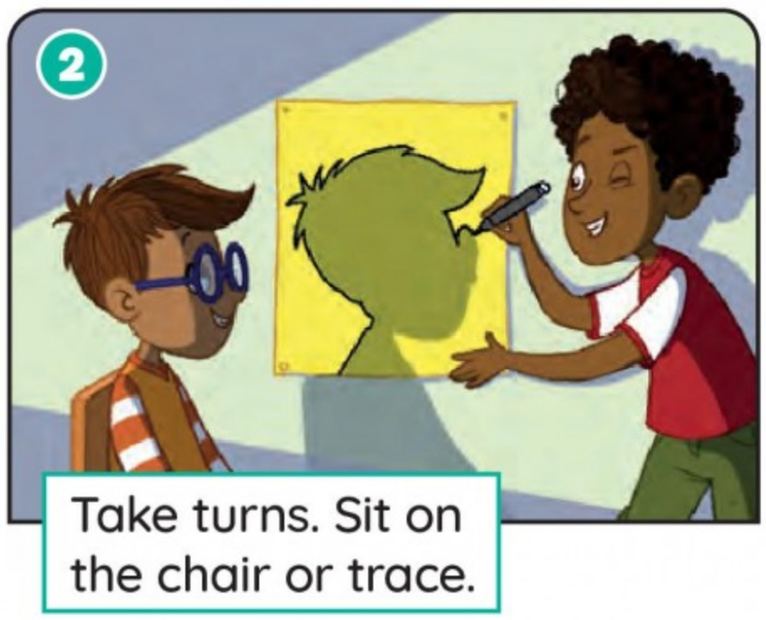
Team Up! 5

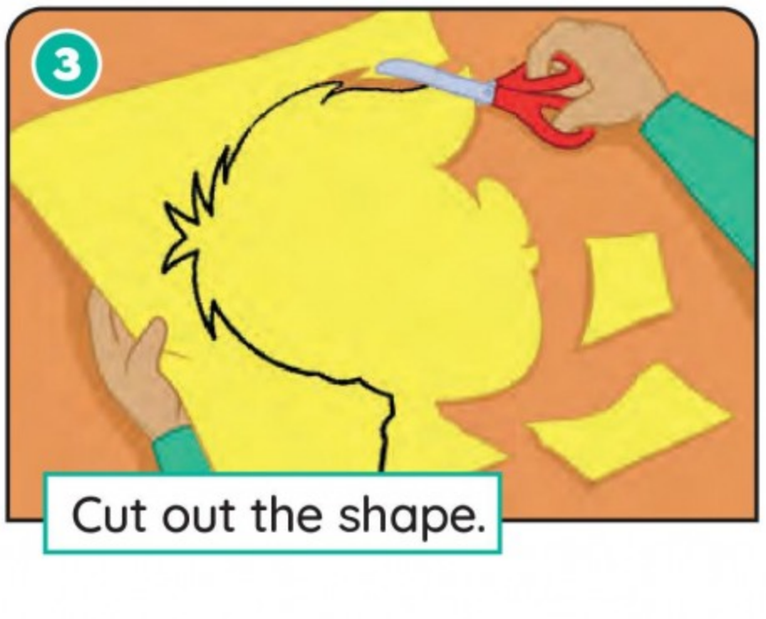
Make a class puzzle display.



1 Listen and read. Learn how to do the project. 025













2 Watch the video. ▶ What does the boy in the description look like?

3 Listen and follow. 026 Then do the puzzle with the class.



1 Test yourself! How many words can you remember? Write.



Hair and Faces

_____ _____

_____ _____

_____ _____

_____ _____

Describing People

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.



1

Play a guessing game. Describe and guess.

a friend **a teacher**
a TV star

He has ...

2

Look and write sentences with *taller* and *the tallest*.



3

What does your friend look like? Write three sentences.

My friend has ...

4

Write the opposites.

short –
old –
dark –



5

What do they look like? Write sentences. Use *he*, *she*, and *they*.



6

Draw yourself. Write three sentences.

I have ...



My Progress Go to your Workbook page 15

2 In the City



Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 027

3 Listen and say. 028

Let's talk about places in the city.

1 mall

2 restaurant

3 library

4 station

5 college

6 recreation center

7 museum

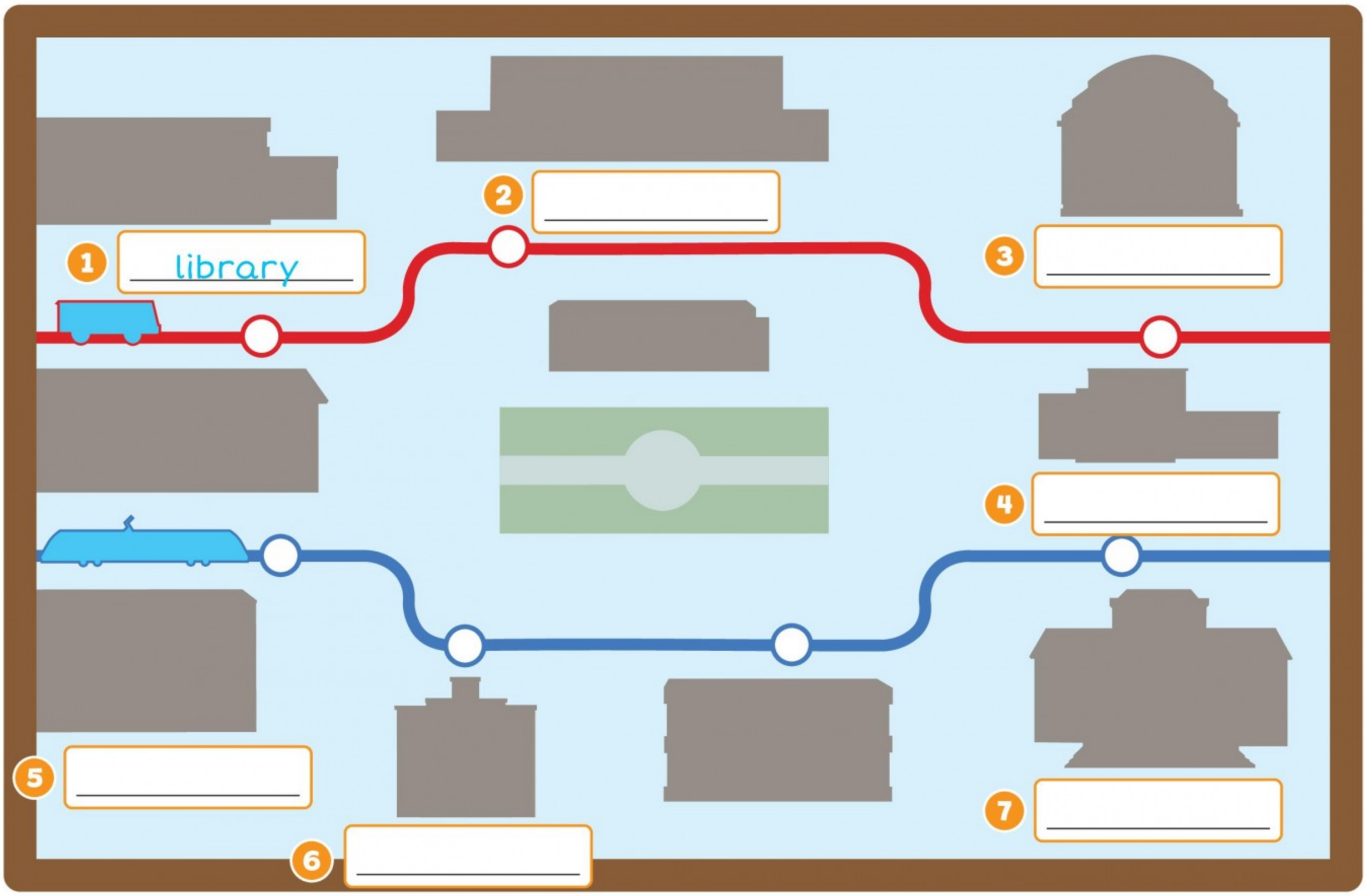
8 movie theater

4 Play the *Mime* game.

Where am I?

You're at the recreation center.

5 Look at **2**. Write the places on the map.



6 Look at the map in **5**. Take turns saying the next stop.

library! restaurant

7 Listen and repeat. 029 Then ask and answer.



Excuse me. How do I get to the library?

Take the bus. There's a bus stop at the station.

Thank you!





Team Up! 1

Make a city map.

2 Lesson 2 Grammar

Let's talk about where people are going.



1 Listen and follow. 030 Then act.



2 Look, listen, and learn. 031 Look at the picture. Where are they going?



I	Where **are** you go**ing**? I**'m** go**ing** to the library.
He / She / It	Where**'s** he go**ing**? He**'s going** to the museum.
You / We / They	Where **are** they go**ing**? They**'re** go**ing** to the station.



3 Read and number. Then listen and check. 032

- [ ] Where's she going?
  She's going to the library.
- [1] Where are they going?
  They're going to the movie theater.
- [ ] Where are you going?
  We're going to the station.
- [ ] Where's he going?
  He's going to the restaurant.









4 Ask and answer.



Where are you going?

I'm going to the station.



5 Look, listen, and learn. 033 Look at the picture. Is the girl going to the movie theater?



I	I **'m not** go**ing** to the museum.
He / She / It	She **isn't** go**ing** to the movie theater.
You / We / They	They **aren't** go**ing** to the restaurant.



6 Listen and check ✔ or cross ✘. 034

1

✘


✔

2



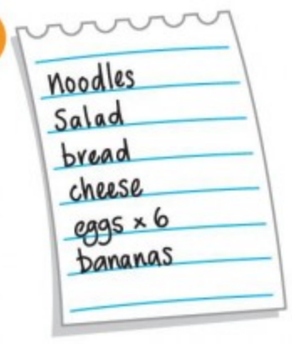

3




4




7 Write. 'm 'm not 's isn't 're aren't

1


They aren't going to the restaurant.
They _____ going to the supermarket.

2


We _____ going to the museum.
We _____ going to the movie theater.

3


I _____ going to the park.
I _____ going to the library.

4


She _____ going to college.
She _____ going to school.



Team Up! 2

Play *Where Are They Going?*

2 Lesson 3 Words and Grammar

Let's talk about what people are doing in the city.



1 Listen, point, and repeat. 035

2 Listen and say. 036

Welcome to Our City! You can ...



1 go shopping



2 catch a train



3 watch a movie



4 meet friends

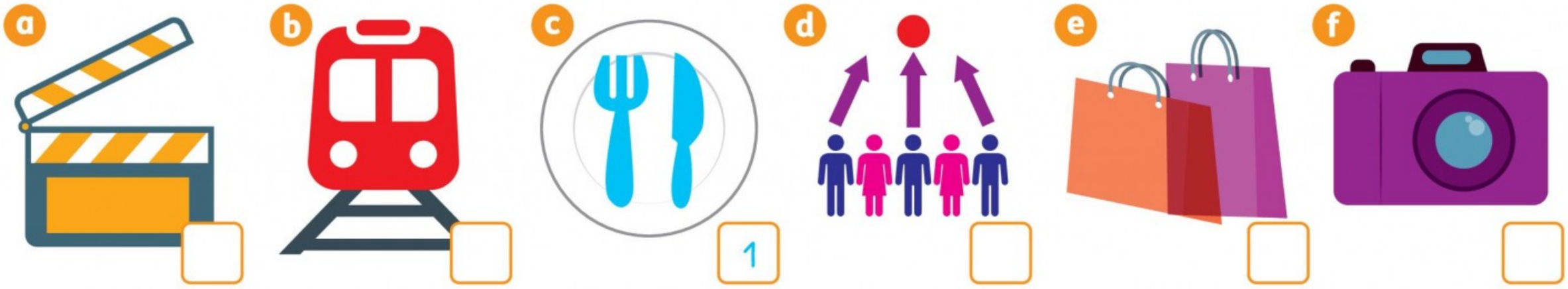


5 take photos



6 eat out

3 Listen and number. 037



4 Take turns being tourists. Ask and answer.



I'd like to watch a movie. Is there a movie theater?

5 Look, listen, and learn. 038



I	**Are** you catch**ing** a train? Yes, I **am**. No, I**'m not**.
He / She / It	**Is** he eat**ing** out? Yes, he **is**. No, he **isn't**.
You / We / They	**Are** they watch**ing** a movie? Yes, they **are**. No, they **aren't**. **Are** we tak**ing** photos? Yes, we **are**. No, we **aren't**.



Look! Sometimes the spelling changes.
swim → swimming
run → running
ride a bike → riding a bike

6 Order the words. Then listen and check ✔. 039

1 a catching Is train? he

Is he catching a train?

Yes, he is. ✔ No, he isn't. ☐

2 a watching Are movie? they

_____

Yes, they are. ☐ No, they aren't. ☐

3 friends? meeting Are you

_____

Yes, I am. ☐ No, I'm not. ☐

4 we out? Are eating

_____

Yes, we are. ☐ No, we aren't. ☐

7 Listen and follow. Then sing. 040–041

The Cell Phone Rap



Ring–ring, ring–ring!
Hello. Hello?
I can't hear anything!
Ring–ring, ring–ring!
Are you answering?

Are you **catching a train**? **meeting friends**
No, I'm not!
Are you **watching a movie**? **eating out**
Yes, I am ... Oh!
Call me later – I have to go!





Team Up! 3

Make and play the *Matching* game.

2 Lesson 4 Story



1 Look at the pictures. What places can you see?

2 Listen and read. 042 What does Serena like doing?

Serena's Good Idea

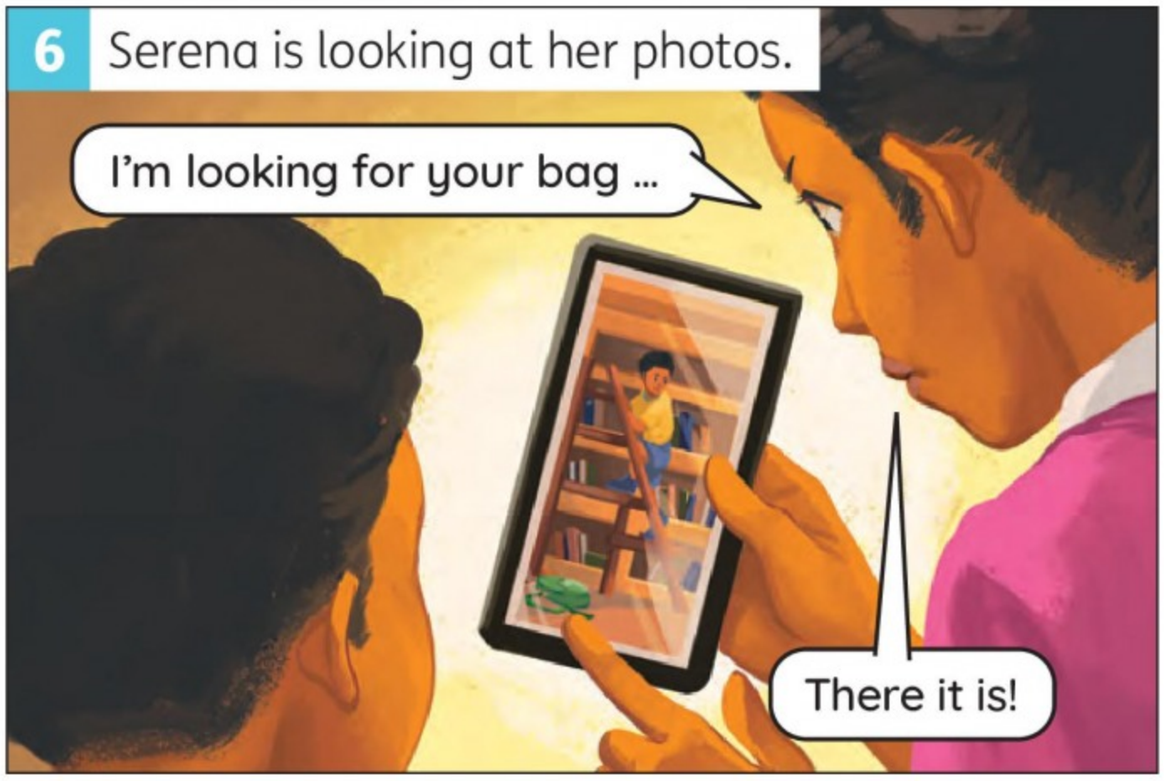










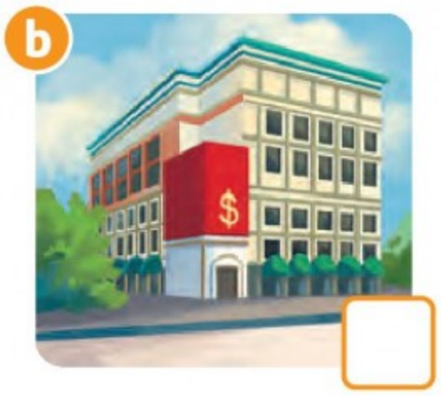






3 Read again. Check ✔ the places in the story.

a  ✔

b 

c 

d 

e 

4 Write *T* (true) or *F* (false).

1 Serena takes a photo of Central Park. T
2 They go to the library first. _____
3 Danny can't find his bag. _____
4 Danny has a good idea. _____
5 They find the bag in the library. _____

Think, Feel, Grow

What is Serena's good idea?
What do you do when you can't find something?

5 Act out the story.

6 Home-school Read the story at home.



Team Up! 4

Look at Serena's photos. Write the story.

2 Lesson 5 Skills and Culture

Let's learn about the capital cities of the U.K. and Singapore.



Listening and Speaking

1 Listen, point, and repeat. 043

2 Listen and say the number. 044



1 capital city



2 tower



3 statue



4 palace



Jenny



U.K.

3 Listen and check ✔ the places Jenny sees. 045

a 

b 

c 

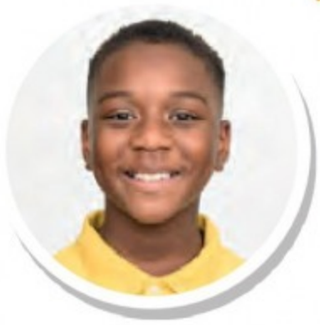
d 

e 

f 

4 Watch the video. Where is Liam's favorite statue?

5 Listen and follow. 046 Then talk about your capital city.



What can you see in your capital city?

There's the Abraham Lincoln statue.

What can you do there?

You can take photos.



Reading and Writing

SINGAPORE





Lin

6 Look at the photos. What can you see?

7 Listen and read. 047 What is Lin's favorite place?

Hi, Friends!

I'm writing to you from Singapore. Singapore City is the capital city. It's very beautiful. I'm sitting in a big park. You can see it in the photo. It's called the Gardens by the Bay. There are some tall towers. They're colorful and fun. There are a lot of plants and flowers. You can climb the towers and take photos!

Lin





Hi, Friends!

Today I'm at my favorite place. We're visiting the museum. It's white. I think it's beautiful. The museum is next to a lake. There's a statue in the lake. It's called the Merlion. There's a big hotel. It has a restaurant. You can eat out there. Singapore City is a fun place to visit!

Lin

8 Read again. Answer the questions.

1 What is the capital city of Singapore? _____

2 What can you see at the park? _____

3 Where is the museum? _____

4 What is the Merlion? _____

9 Writing Focus Read and circle the capital letters below. Find more examples in Lin's postcards.

the U.K. London Buckingham Palace Jenny

Look! We use capital letters for the names of people and places.



10 Write a postcard from your capital city. Go to your Workbook page 25

2 Project



Team Up! 5

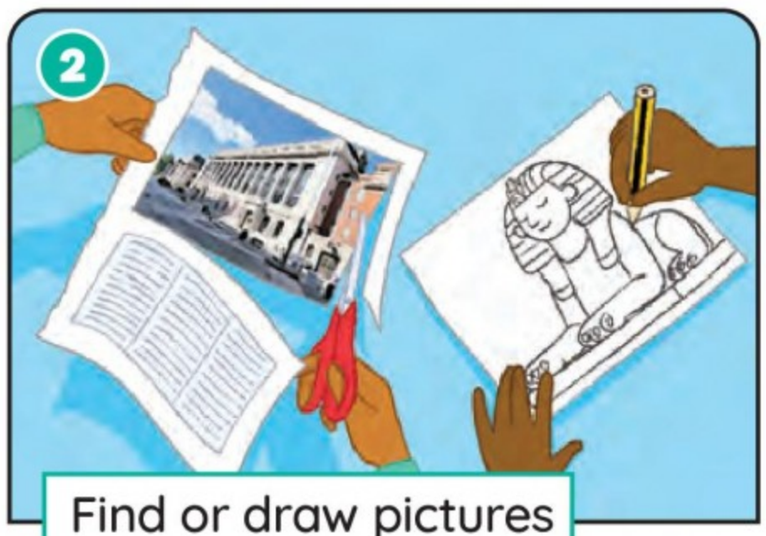
Make a city tour leaflet.



1 Listen and read. Learn how to do the project. 048



Choose four places in your capital city.



Find or draw pictures of the places.



Think! What can you do there?



Write about each place. Say what people are doing.



Glue your writing and pictures.



Fold and finish your leaflet.

2 Watch the video. ▶ Where is the capital city?

3 Listen and follow. 049 Then talk to the class about your leaflet.



Review 2

1 Test yourself! How many words can you remember? Write.




















Places in the City

_____ _____

_____ _____

_____ _____

_____ _____

Things to Do in the City

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.

1
What are they doing? Point and say.



2
Say four places in your town.

There's a ...

And there's a ...

3
Make these sentences negative. Write.

He's going to the hospital.
We're going to the park.
I'm going to the movie theater.



4
Mime an activity you can do in town. Take turns and guess.

Are you catching a train?



5
Make a mind map with places in your town or city.



6
Draw yourself. Write where you are and what you're doing.



My Progress Go to your Workbook page 27

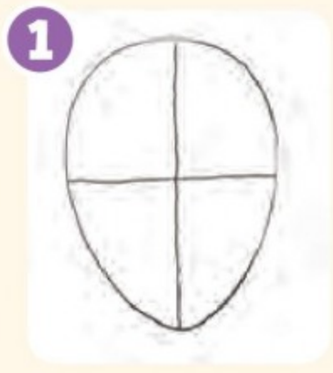
Let's Read!
Appearance and Personality

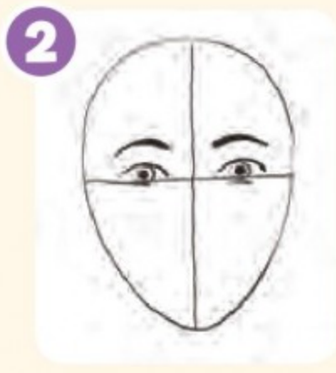
1 Listen and read. 050 Can you follow the instructions and draw your friend?

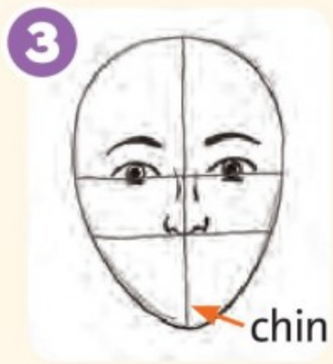
How to ... Draw a Face

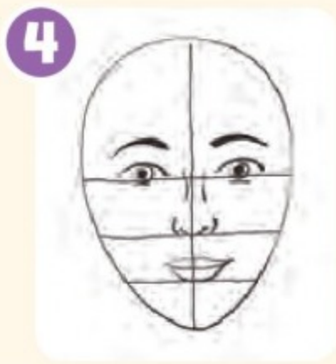


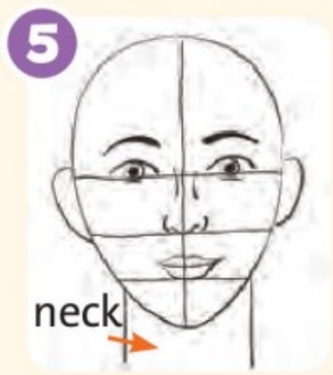
Are you good at drawing faces? Don't worry. It isn't hard. Just follow these steps. Then you can draw your friends! You need: paper, a pencil, an eraser, a pen.

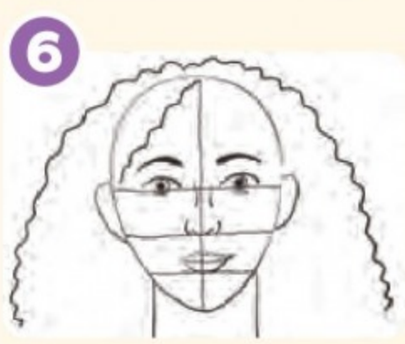


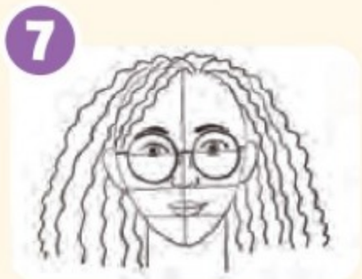














1 Let's start. Use your pencil. First, draw an oval. Then draw two lines.

2 Now you can draw the eyes.

3 Draw a new line between the eyes and the chin. That's where you can draw the nose.

4 Then draw another line between the nose and the chin. That's where you can draw the mouth.

5 The ears go between the eye-line and the mouth-line. Now you have your face! Two more lines make the neck.

6 Now think about your friend. What does he or she look like? Does he have short, straight hair? Does she have long, curly hair? Think about the shape the hair makes – like a silhouette. Draw the shape. Don't try to draw all of his or her hair!

7 The drawing is almost finished! Think – does she have freckles? Does she have glasses? Now use your pen. Trace the eyes, nose, mouth, and ears. Trace the shape of the hair and the face and neck.

8 Wait a minute or two. Then you can use your eraser and erase the pencil lines.

Are you good at drawing faces? Yes, you are!

2 Read again and complete the sentences.

ears	hair	mouth	nose
~~oval~~	lines	pen	pencil

1 Draw an oval. Then draw two _____.

2 Draw the _____ between the eyes and the chin.

3 Draw the _____ between the nose and the chin.

4 Draw the _____. Then draw two lines for the neck.

5 Draw the shape of the _____.

6 Trace your picture with your _____. Then erase the _____ lines.

3 Listen and read. 051 Why does Eva go to the palace?

A Job at the Palace

One day, Eva is working in the garden. There are a lot of people on the road.

Eva: Where are you going?
Boy 1: We're going to the capital city.
Girl 2: We're going to the palace. The King and Queen need someone to help them.
Boy 1: I want the job!
Girl 2: Me too!
Eva: A job at the palace! I'm good at helping. Wait for me!

In the capital city, all the people are at the palace. It's noisy.

Boy 1: Choose me! I'm the tallest!
Girl 1: I'm the bravest!
Boy 2: Look at me! I'm the strongest!
Girl 2: I'm funny! I can juggle.

The King looks out. There are a lot of people!

King: Oh, no! How can we choose? We need someone who is brave and tells the truth.
Queen: I have an idea. Take this mirror. Listen.

The Queen talks to the people.

Queen: Do you want to work at the palace? Then look in the mirror. Are you brave? Are you strong? The mirror can see the truth!

Suddenly, it's quieter.

Girl 1: Don't give it to me. He's the strongest!
Boy 2: Don't choose me. She's the bravest!

Nobody wants to look in the mirror. But Eva is standing up.

Eva: I'm not the strongest, and I'm not always brave, but I do my best. I can look in the mirror. I'm not afraid.

The King and Queen are smiling.

Queen: You can have the job! You are brave and you tell the truth.
King: You have the job! You are brave and honest.



4 Read again and answer the questions.

1 Where are the people going?
2 What do they want?
3 What kind of person do the King and Queen want?
4 What does the Queen use to help her choose?
5 Do you think Eva is brave? Why?

3 Our Busy World



Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 052

3 Listen and say. 053

Let's talk about jobs.

1 pilot

2 scientist

3 ambulance driver

4 doctor

5 vet

6 chef

7 coach

8 salesperson

4 Play the *Guessing* game.

He's wearing white. He works at the restaurant.

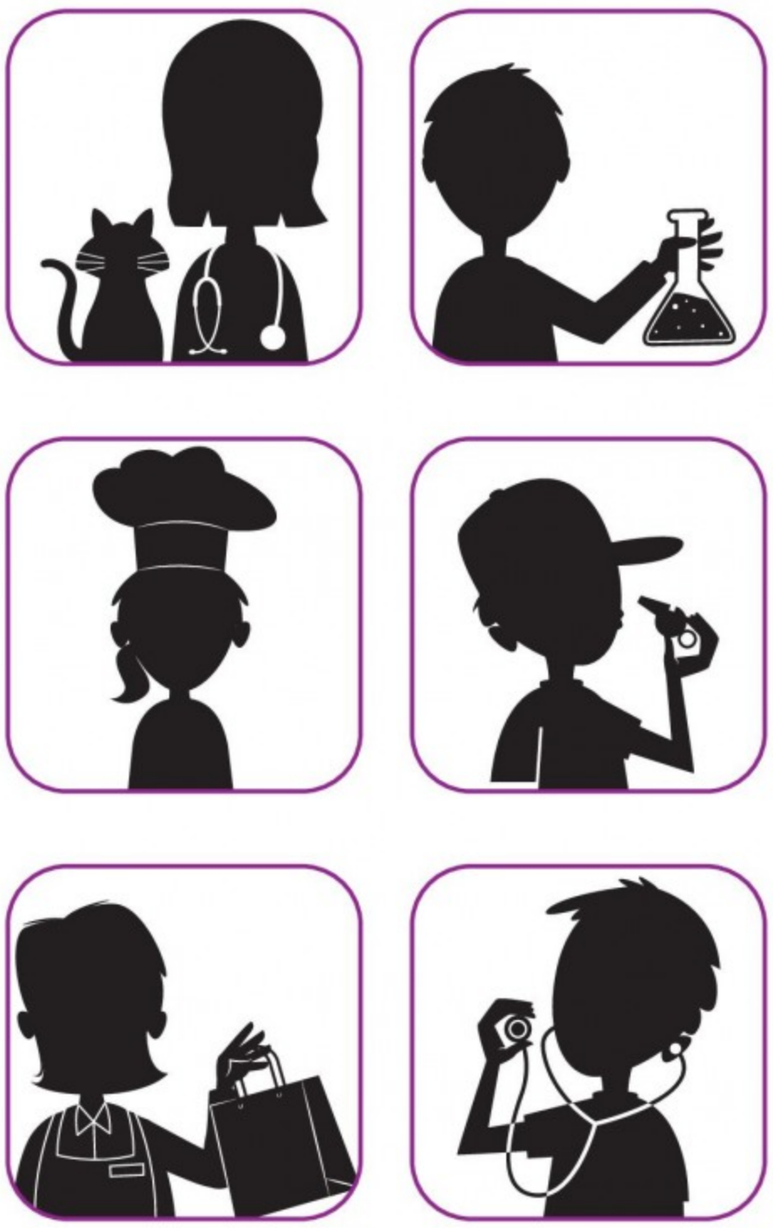
Chef!

5 Look at **2**. Write the jobs.



6 Work with your friend. Can you add any more jobs to **5**?

7 Listen and repeat. 054 Then ask and answer.





What's her job?
Can you guess?

I think she's a vet!



I think you're right.



Team Up! 1

Make and play the *Memory* game.

3 Lesson 2 Grammar

Let's ask about jobs.



1 Listen and follow. 055 Then act.



2 Look, listen, and learn. 056 Which question word do we use to ask about time?



What does he wear?	He wears a white hat.
Where does he work?	He works at the hotel.
When does he work?	He works in the afternoon.



Look! We can use time phrases to answer questions about time.
at night during the day in the evening / morning / afternoon

3 Listen and circle. 057 Then write the jobs.



1 Jane works at the **hospital / restaurant.** She works **during the day / at night.** She's a d o c t o r.

2 Paul works at the **animal hospital / recreation center.** He works **in the morning / in the evening.** He's a _____ _____ _____.

3 Sally works at the **mall / college.** She works **during the day / at night.** She's a _____ _____ _____ _____ _____ _____ _____ _____ _____.

4 Jim works **on a plane / in an ambulance.** He works **in the morning / in the evening.** He's a _____ _____ _____ _____ _____.

4 Look at **3**. Ask and answer.



What does Jane do?

She's a doctor. When does she work?



5 Look, listen, and learn. 058 How do we make negative sentences?



I / You	I **go** to work during the day.	I **don't go** to work at night.
He / She	She **works** at the café.	She **doesn't work** at the store.
We / They	They **bake** cupcakes.	They **don't bake** bread.



Look! To make the sentences negative, we add *don't* or *doesn't*.

6 Look and write *He* or *She*.

1 He works at the recreation center.
2 _____ works with doctors.
3 _____ wears a tracksuit.
4 _____ doesn't work with a soccer team.
5 _____ doesn't go to work at night.
6 _____ doesn't work in an ambulance.



7 Complete the sentences.

1 The ambulance driver doesn't work (not work) at the recreation center.
2 She _____ (not go) to work in the morning.
3 She _____ (not play) sports all day.
4 The coach _____ (not go) to work in the evening.
5 He _____ (not work) at the hospital.
6 He _____ (not wear) a green shirt.



Team Up! 2

Ask and answer to complete the fact files.

3 Lesson 3 Words and Grammar



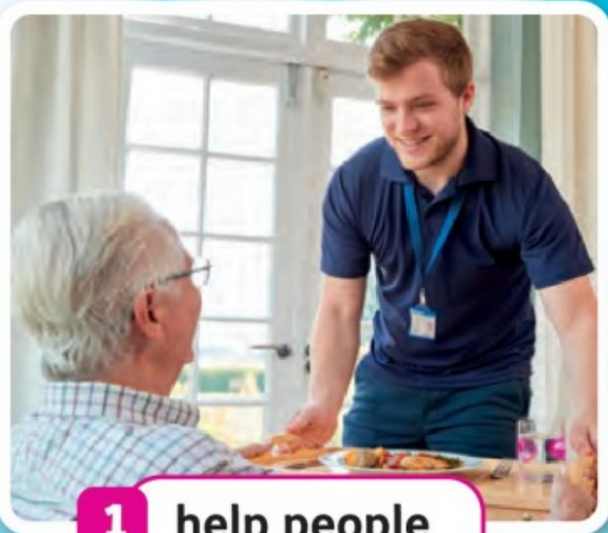
Let's talk about the work we want to do.

1 Listen, point, and repeat. 059

2 Listen and say. 060

Your Future Job

Do you want to ... ?



1 help people



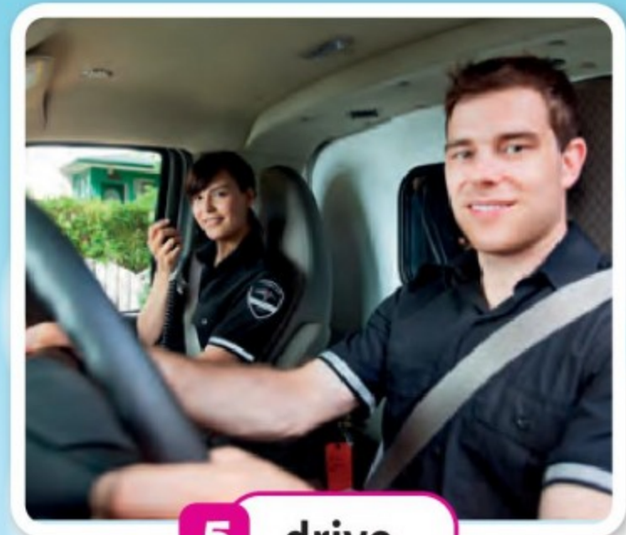
2 sell things



3 work outside



4 work with animals



5 drive



6 cook food

3 Listen and number. 061 Then point and say.



4 What do you want to do? Talk with your friend.



I like gardening. I want to work outside.

That's cool.



5 Look, listen, and learn. 062 Then circle the question and underline the reason.



I want to be a farmer.
Why?

Because I want to work outside.

Look! We use *Why?* to ask questions and *because* to give our reasons for something.



6 Write. Then listen and check. 063



1 I want to be a salesperson.

Why?

Because I want to _____.



2 I _____ a vet.

Why?

_____ work with animals.

7 Listen and follow. Then sing. 064–065

Reach for the Stars!

Dream big!
Reach for the stars!
You know you can do it.
The future is yours!

I want to **cook great food**!
I want to **work outside**!
I want to **drive an ambulance**!
I'm reaching for the stars!

sell cool things
fly a plane
work with animals





Team Up! 3

Do the *Which Job?* quiz.

3 Lesson 4 Story

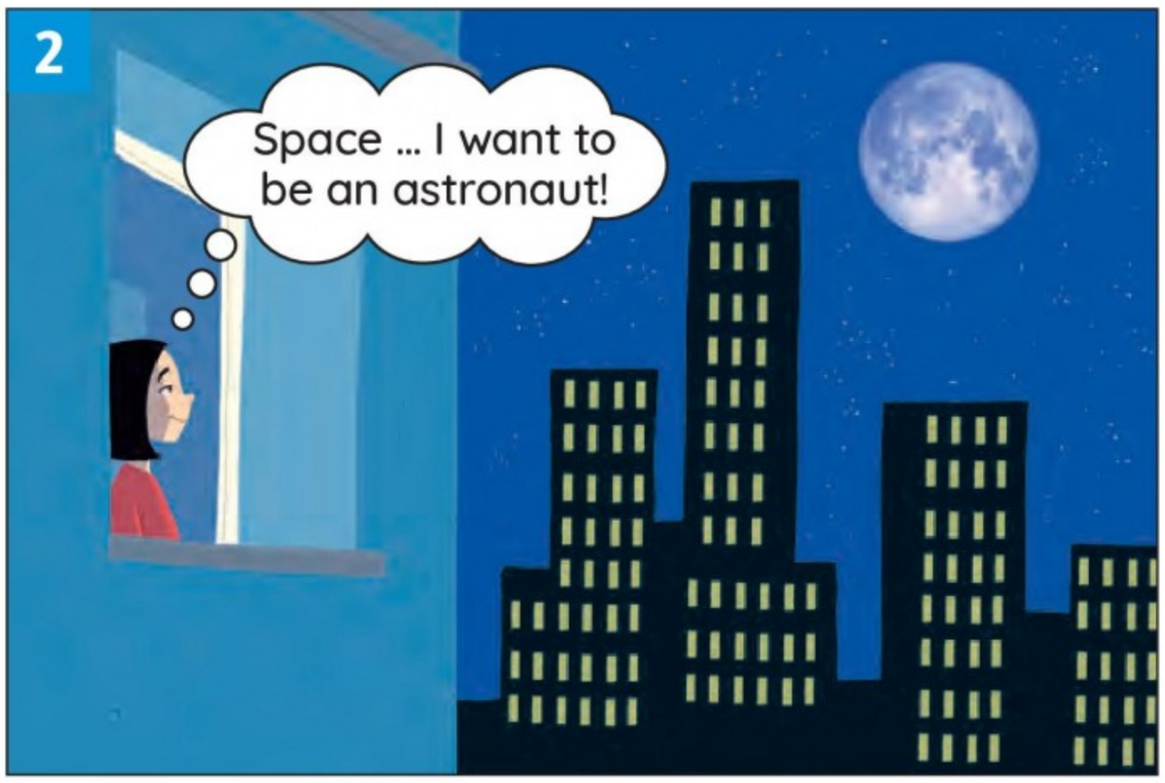


1 Look at the pictures. What jobs can you see?

2 Listen and read. 066 What is Junko's dream?

Junko's Dream



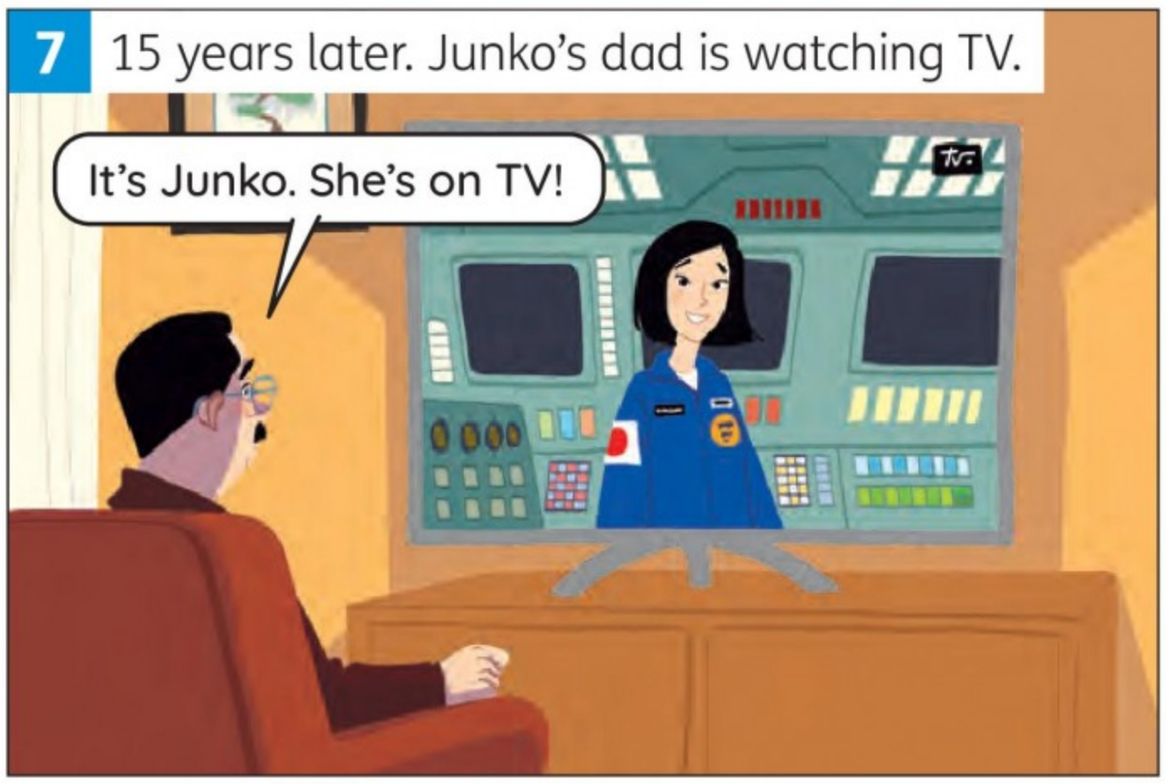














3 Read again and match.

1	Junko's friends want to be	**a**	a vet.
2	Junko's mom is	**b**	singers.
3	Junko's brother wants to be	**c**	an astronaut.
4	Junko wants to be	**d**	a doctor.

4 Complete the sentences.

singer **astronaut** **help people** **doctor** **college** ~~**dream**~~ **vet**

1 Junko has a dream.

2 She doesn't want to be a _____, like her friends.

3 She wants to _____, but she doesn't want to be a _____.

4 Her brother goes to _____. He wants to be a _____.

5 Mom and Dad see Junko on TV. She's an _____.

Think, Feel, Grow

Do you think Junko is brave? Why?
What are your dreams? Are they hard?

5 Act out the story.

6 Home-school Read the story at home.



Team Up! 4

Make a class dream jobs display.

3 Lesson 5 Skills and Culture

Let's learn about exciting jobs in Tanzania and Malaysia.



Listening and Speaking

1 Listen, point, and repeat. 067

2 Listen and say the number. 068



1 interesting



2 dangerous



3 exciting



4 safe



William



TANZANIA

3 Listen and circle. 069

1 He's a pilot / chef. His job is dangerous / exciting.

2 She's a doctor / scientist. Her job is interesting / hard.

3 She's a driver / salesperson. Her job is safe / easy.

4 He's a vet / doctor. His job is safe / dangerous.

4 Watch the video. What is Alice's uncle's job?

5 Listen and follow. 070 Then talk about jobs.



Wow! That's a cool job!

Do you want an exciting job like that?

No, I don't. I want a fun job. I want to be a coach.



Reading and Writing

6 Look at the photos. What job can you see?

7 Listen and read. 071 Does Mr. Wan like his job?

MALAYSIA



Adam



Interview with a Window Cleaner



Hi, it's Adam in Malaysia. I'm writing this from the capital city, Kuala Lumpur. Kuala Lumpur is a big city. There are a lot of tall buildings. They're called skyscrapers. Today I'm learning about an interesting job. This is my interview with Mr. Wan.

Hello, Mr. Wan. What's your job?

I'm a window cleaner.

Where do you work?

I work in the city. I work on tall skyscrapers. But I don't work inside. I work outside. I climb up the outside of the buildings and I clean the windows. Today I'm cleaning windows at the hospital.

When do you work?

I work during the day. I get up early and I start work at 7:30 a.m.

Do you like your job?

Yes, I do.

Why?

I like it because it's exciting and it's fun.

Is it dangerous?

No, it isn't. We help our friends and it's safe. We're a good team!



8 Read again and match.

1 What is Mr. Wan's job?	**a** Because it's exciting and fun.
2 Where does he work?	**b** No, it isn't. It's safe.
3 When does he work?	**c** He's a window cleaner.
4 Why does he like his job?	**d** He works outside.
5 Is it a dangerous job?	**e** He works during the day.

9 Writing Focus Read and write *a* or *an*.

1 He's ___a___ vet.

2 I'm _____ ambulance driver.

3 She's _____ pilot.

4 You're _____ astronaut.



Look! We use *a* or *an* when we talk about jobs. We use *a* if the job begins with a consonant, and *an* if the job begins with a vowel (*a*, *e*, *i*, *o*, and *u*).

10 Write an interview about a job. Go to your Workbook page 37

3 Project

Team Up! 5

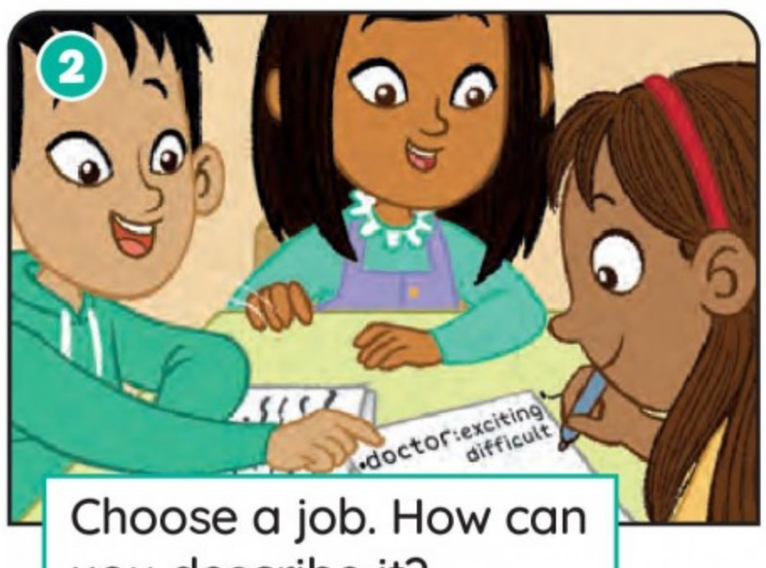
Make a jobs poster.



1 Listen and read. Learn how to do the project. 072



Write a list of jobs.



Choose a job. How can you describe it?



Ask and answer questions about the job.



Write your description.



Find or draw pictures of the job.



Make your jobs poster.

2 Watch the video. ▶ When does the person work?

3 Listen and follow. 073 Then talk to the class about your poster.



Review 3

1 Test yourself! How many words can you remember? Write.



Jobs

_____ _____

_____ _____

_____ _____

_____ _____

Actions at Work

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.



1

Look and answer. Write.

What's his job?
Where does he work?



2

Complete for you.
Then ask and answer.

I want to be ...

Why?

Because ...

3

Write the questions for these answers.

I'm a teacher.
I work at the school.
I work during the day.

4

Who works here?
Look and say.



5

Write about your dream job.

Draw yourself.

Hello! I'm a wildlife ranger. It's an exciting job.



6

Mime a job.
Take turns and guess.





My Progress Go to your Workbook page 39

4 Let's Explore!



Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 074

3 Listen and say. 075

Let's talk about places and maps.

1 rock

2 forest

3 path

4 bridge

5 river

6 parking lot

7 waterfall

8 picnic area

YOU ARE HERE

4 Look at the map. Play the *Squares* game.

B1.

Rock!

5 Look and write the words.

MAP KEY

a  rock

b  _____

c  _____

d  _____

e  _____

f  _____

g  _____

h  _____

6 Look at the map in **2**. Find two more symbols. Then draw and write.

_____ _____

7 Listen and repeat. 076 Then look at the map in **2** and ask and answer.



There's a picnic area.

Great! Is it nearby?

It's next to the waterfall.





Team Up! 1

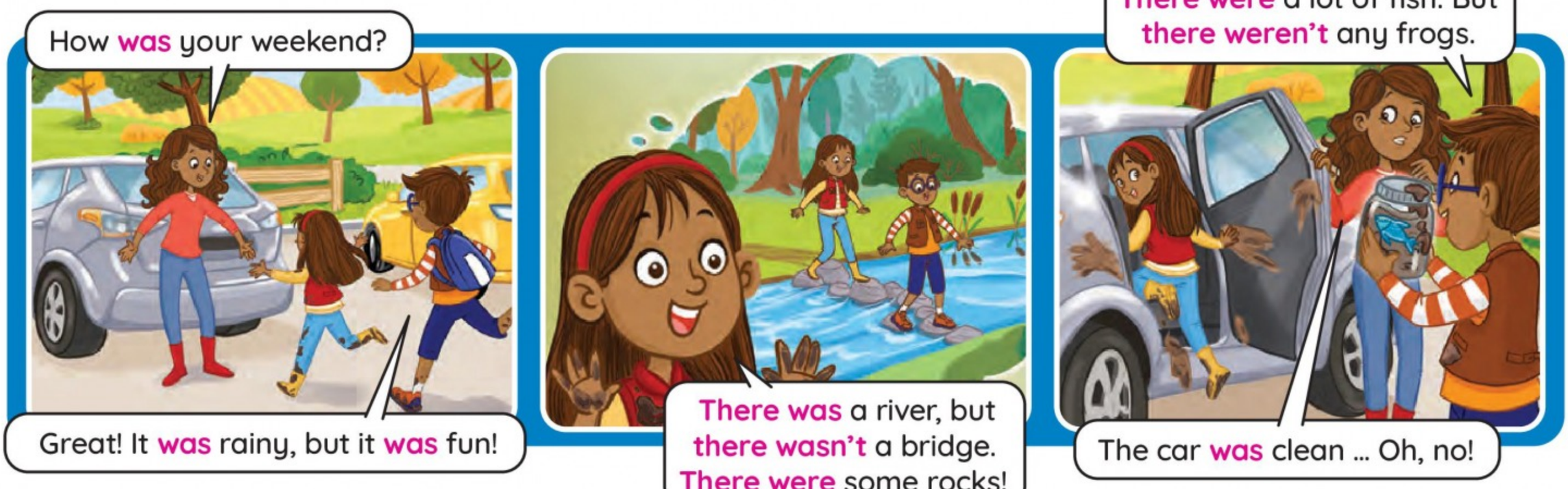
Do the *Match My Map* activity.

4 Lesson 2 Grammar

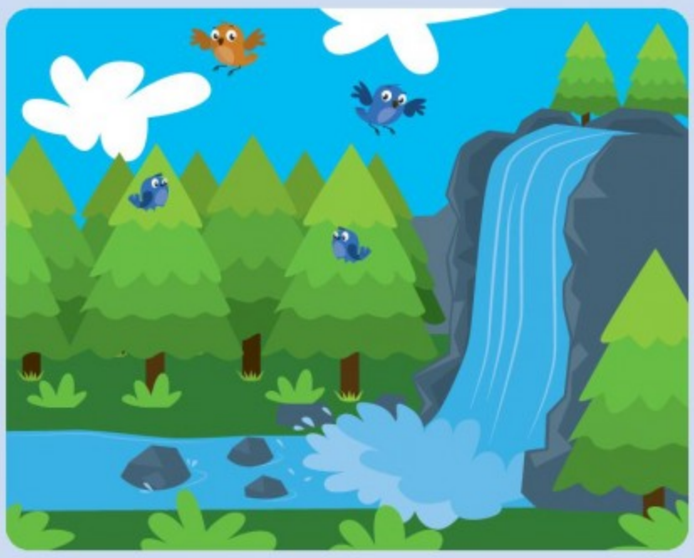
Let's talk about our weekend.



1 Listen and follow. 077 Then act.



2 Look, listen, and learn. 078 Then underline *some*, *any*, and *a lot of* in **1**.



There was a waterfall.	**There wasn't** a bridge.
There were some rocks.	**There weren't** any cars.
Was there a forest?	Yes, **there was**. No, **there wasn't**.
Were there any birds?	Yes, **there were**. No, **there weren't**.



Look! We use *a lot of* and *some* with *There were*. We use *any* with *There weren't*.

3 Listen and circle. 079



1 There **weren't any** / **were some** cars.
2 There were **some** / **a lot of** colorful birds.
3 There were **some** / **a lot of** picnic tables.
4 There **was** / **wasn't** a bridge.
5 There **was** / **wasn't** a big waterfall.
6 There **were some** / **weren't any** big rocks.

4 Look at **3**. Ask and answer.



Were there any cars?

No, there weren't.



5 Look, listen, and learn. 080 Then look at the picture. Make two more sentences with *was* or *were*.





He / She / It	It **was** sunny.	It **wasn't** rainy.
I	I **was** hungry.	I **wasn't** thirsty.
We / You / They	They **were** happy.	They **weren't** sad.

6 Look at the picture. Read and circle.

Camp Explore

Day 1

Today was fun! We weren't in school. We were in the forest. The forest [1] **was** / **wasn't** beautiful. The leaves [2] **were** / **weren't** green. They [3] **were** / **weren't** yellow and orange. The weather [4] **was** / **wasn't** cold. It [5] **was** / **wasn't** sunny and hot. The path [6] **was** / **wasn't** long, but we [7] **were** / **weren't** tired. It was a fun day!



7 Look at the picture. Then complete the blog.

was **wasn't** **were** **weren't**

Day 2

Camp Explore [1] __was__ exciting today!

We [2] _____ at a waterfall. It [3] _____

big and noisy. It [4] _____ sunny today.

It [5] _____ rainy. We [6] _____ wet, but

we [7] _____ cold! We [8] _____ happy!





Team Up! 2

Write a *Group Blog*.

4 Lesson 3 Words and Grammar



1 Listen, point, and repeat. 081

2 Listen and say. 082

The Adventure Park

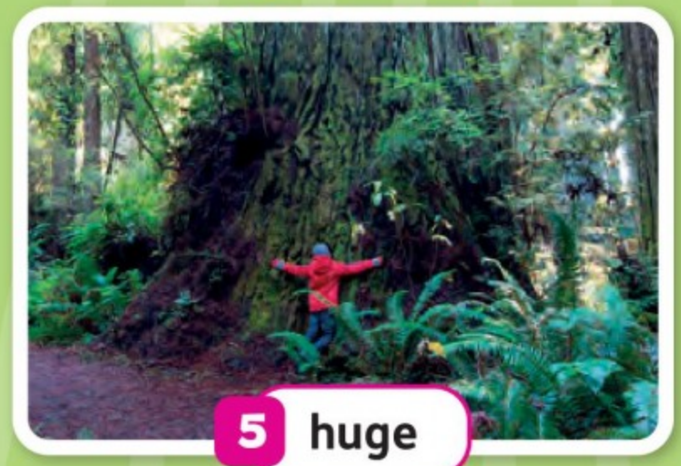
Let's do it!





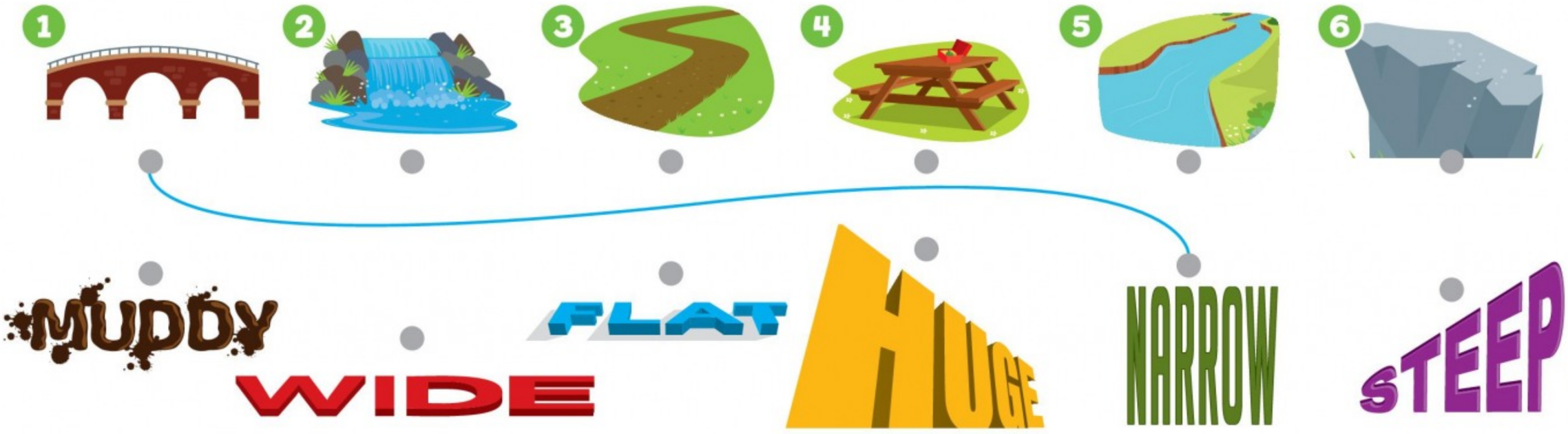








3 Listen and match. 083



4 Look at 3. Describe and draw the Adventure Park.



5 Look, listen, and learn. 084 Could you swim when you were five?



He **could** jump over the river.
She **couldn't** jump over the river.

We **could** walk on the flat rocks.
We **couldn't** climb the huge tree.

Could you swim in the lake?
Yes, I **could**. No, I **couldn't**.



Look! *Could* and *couldn't* are the past tense of *can* and *can't*.

6 Look and write *could* or *couldn't*.



1 ✘ We couldn't swim in the cold lake.
2 ✔ We _____ go in a small boat.
3 ✘ We _____ climb the steep rocks.
4 ✔ We _____ run on the muddy path.
5 ✘ We _____ jump over the fast river.
6 ✔ We _____ walk on a narrow bridge.

7 Listen and follow. Then sing. 085–086

Superheroes

We could climb! We could swim!
We could run! And we could sing!
We were superheroes!
We could do anything!

The **river** was **wide** – could we **cross** it?
The path was **steep** – could we **walk** it?
The **trees** were **huge** – could we **climb** them?
We could do anything!

lake **cold** **swim**
muddy **run**
rocks **flat** **jump**





Team Up! 3

Answer the *What Could You Do?* questionnaire.

4 Lesson 4 Story

Let's read about children who use their imagination.

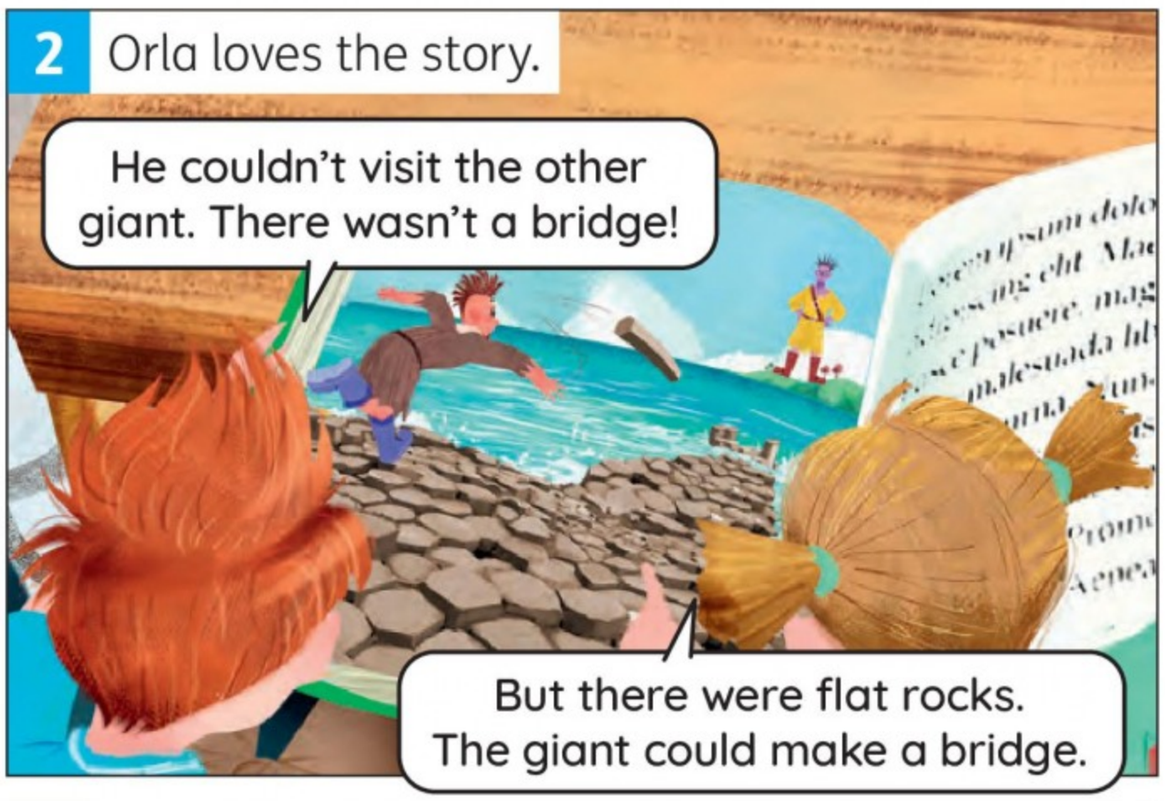


1 Look at the pictures. What places can you see?

2 Listen and read. 087 What do Fin and Orla make?

The Giant's Causeway

















3 Read again. Number the sentences in order.

- [ ] They go to the beach.
- [ ] They can see some rocks.
- [ ] There isn't a giant at the beach.
- [1] Fin and Orla read their favorite story.
- [ ] They make a footprint on the beach.
- [ ] The book is about a giant.

4 Circle the correct word.

1 In the story, there **were** / **weren't** two giants.
2 The giants **could** / **couldn't** visit each other.
3 There **weren't any** / **were a lot of** flat rocks.
4 Fin and Orla **could** / **couldn't** find the giant.
5 They **could** / **couldn't** make a huge footprint.
6 Other children **could** / **couldn't** find the footprint.

Think, Feel, Grow

What were Orla's feelings when she couldn't see the giant?
What can you do when you feel disappointed?

5 Act out the story.

6 Home-school Read the story at home.



Team Up! 4

Make and read Fin and Orla's story book.

4 Lesson 5 Skills and Culture

Let's learn about places to visit in Vietnam and Portugal.



Listening and Speaking

1 Listen, point, and repeat. 088

2 Listen and say the number. 089



1 island



2 coast



3 cliff



4 cave



3 Listen and check. ✔ 090



	Coast	Cliffs	Islands	Caves	Waterfall	Beaches	Animals
Tour 1: Flying Tour	✔						
Tour 2: Short Tour							
Tour 3: Adventure Tour							

4 Watch the video. ▶ Which tour did Binh and his family take?

5 Listen and follow. 091 Then talk about famous places in your country.



Are there any famous places in this country?

What's it like?

Yes, there's Yellowstone National Park.

There are a lot of waterfalls. It's beautiful.



Reading and Writing

6 Look at the photos. Describe what you can see.

7 Listen and read. 092 Why is the cave famous?



Tiago



PORTUGAL

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Camp Explore

April 9th

Today was fun! I was at the coast with my friends. There was a boat tour to see the cliffs and caves. At first, there were steep cliffs and big rocks. The ocean was beautiful, but we couldn't swim because the water was cold.

After a while, we could see a wide beach. Then we could see the famous cave! There wasn't a path to the cave, but we could go inside in the boat. Inside the cave there was a flat beach, and we could see the sky. There was a huge hole! That's why the cave is famous.

Later, there was another surprise. There were a lot of dolphins next to the boat! I have some great photos. In the evening, there was pizza for dinner. We were tired, but we were happy. It was a fun day.





8 Read again. Correct the sentences. Change one word.

1 Tiago was at the coast with his ~~family.~~ friends
2 There was a bus tour. _____
3 There were steep cliffs and flat rocks. _____
4 They couldn't swim because the water was dirty. _____
5 There was a path to the cave. _____

9 Writing Focus Read and circle the time phrases in Tiago's blog.

10 Write a blog about a visit to a beautiful place in your country.

Go to your Workbook page 49

Look! We can use time phrases to order events in a story.
at first after a while later



4 Project



Team Up! 5

Make a map of an island.



1 Listen and read. Learn how to do the project. 093



Write a list of places in nature.



Write adjectives. Match them to the places.



Imagine you are explorers on a new island. Give it a name.



Choose and draw six places on the map of your island.



Write a description. What was there? What could you do?



Plan and practice your presentation.

2 Watch the video. ▶ Remember one detail about the island.

3 Listen and follow. 094 Then talk to the class about your map.



Review 4

1 Test yourself! How many words can you remember? Write.



Places in the Country

_____ _____

_____ _____

_____ _____

_____ _____

Adjectives

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.



1

Point and say the words.



2

Write two true sentences and one false sentence. Can your friend guess?

When I was 5 I could ...

False!

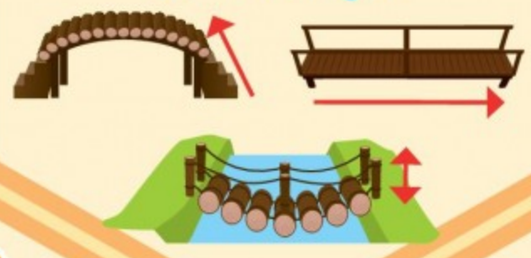
I couldn't ...

True!

3

Describe the bridges. Write.

A ... bridge.





4

Describe the picture. Make three sentences.



5

Draw three map symbols for places. Can your friend guess?



6

Describe places. Take turns and guess.

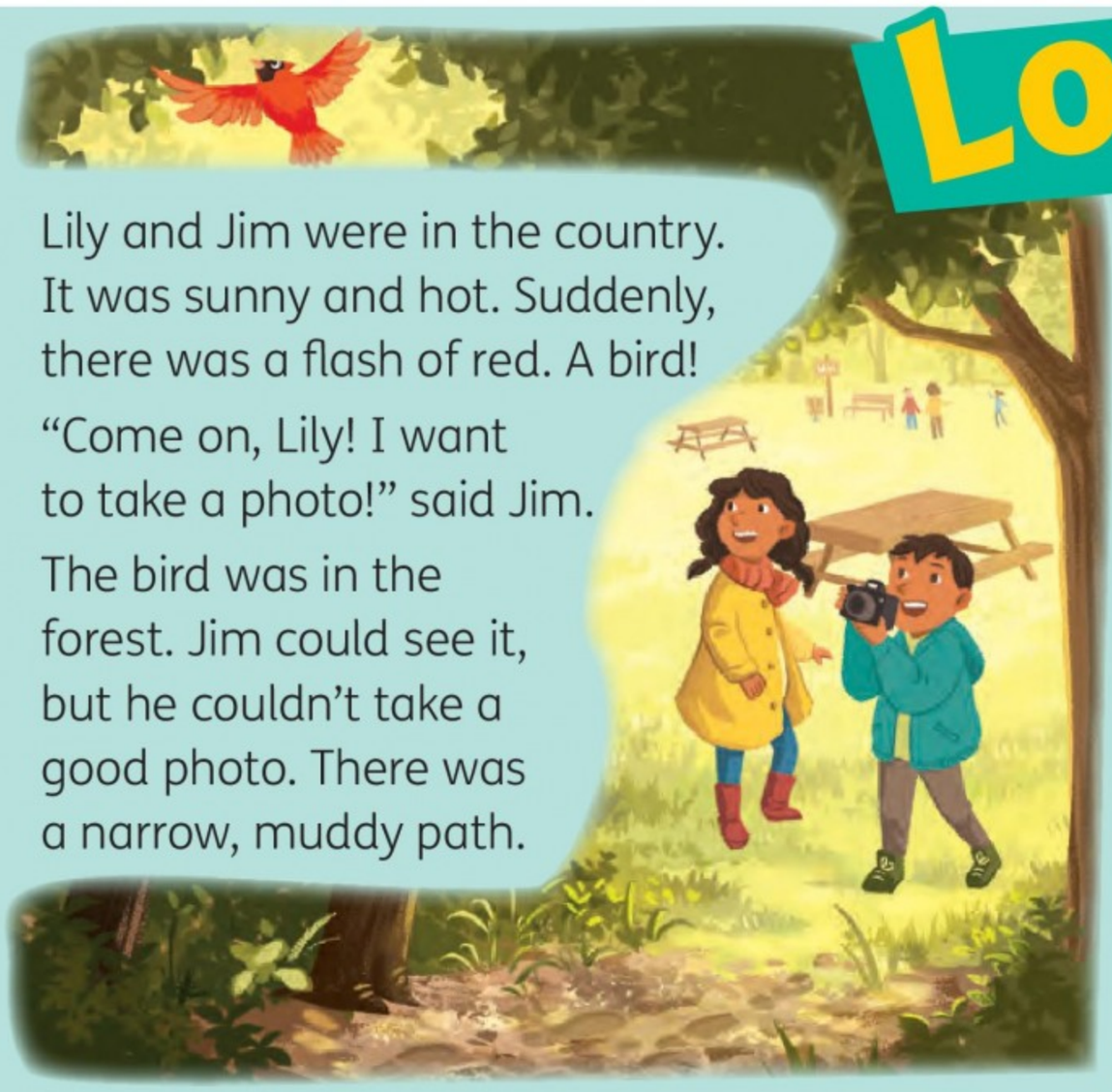
It can be muddy. You can walk on it.

It's a path!

My Progress Go to your Workbook page 51

Let's Read!
Exploring Nature

1 Listen and read. 095 Why do Lily and Jim go into the forest?



Lost!

Lily and Jim were in the country. It was sunny and hot. Suddenly, there was a flash of red. A bird!

"Come on, Lily! I want to take a photo!" said Jim.

The bird was in the forest. Jim could see it, but he couldn't take a good photo. There was a narrow, muddy path.

"We can just go a short way into the forest," said Jim.

The bird was between the trees.

"Come on! I can take a photo from there," said Jim.

The path was narrower and muddier.

"Look, it's flying."

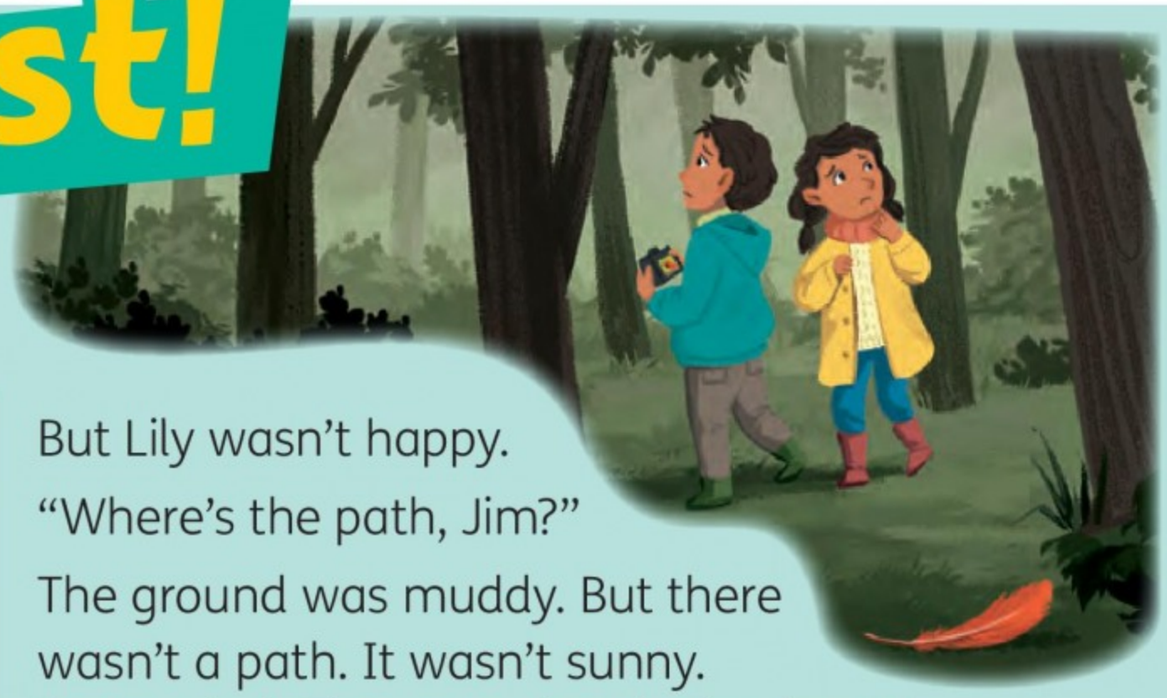
"Where?"

They could see it through the leaves.

"It's in the tree."

Lily and Jim followed it. Suddenly, they could see it on a rock.

"I have a photo!" said Jim. He was happy. "Let's go and show Mom."



But Lily wasn't happy.

"Where's the path, Jim?"

The ground was muddy. But there wasn't a path. It wasn't sunny. It was dark. They were lost in the forest!

They couldn't see the path. They couldn't see the picnic area.

But then Lily could see something.

"There's a red feather!"

And then Jim could see something.

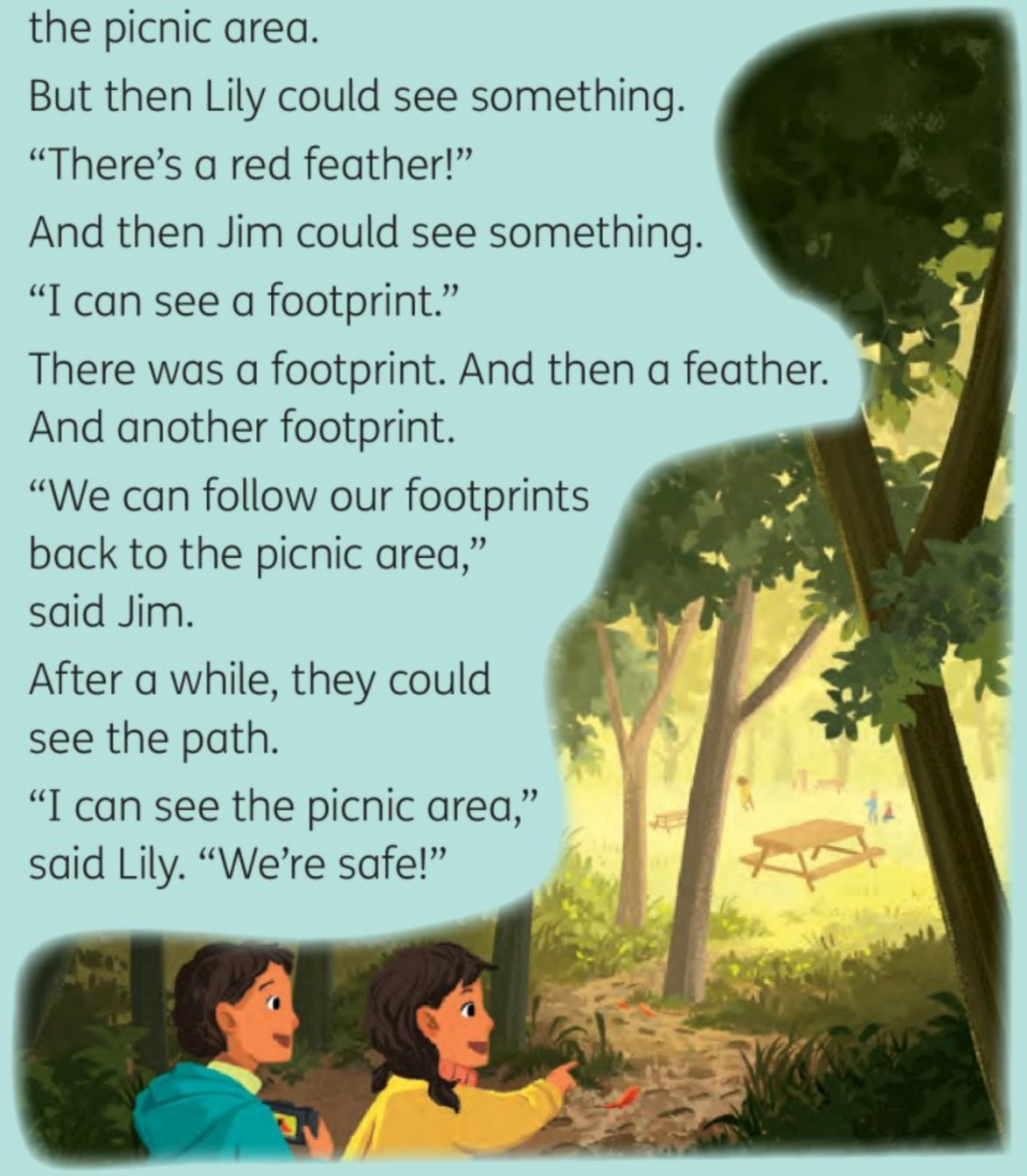
"I can see a footprint."

There was a footprint. And then a feather. And another footprint.

"We can follow our footprints back to the picnic area," said Jim.

After a while, they could see the path.

"I can see the picnic area," said Lily. "We're safe!"



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

1 Jim could take a good photo of the bird. F

2 Jim and Lily follow a narrow path into the forest. _____

3 In the forest, it is sunny and hot. _____

4 They use their map to find a path. _____

5 In the end, they are safe and happy. _____

3 Listen and read. 096 What is the Great Backyard Bird Count?



The Great Backyard Bird Count

Our world is changing all the time. The weather is changing. Cities are getting bigger and forests are getting smaller. Birds and animals are doing different things. Many scientists study nature to learn about how our world is changing.

Did you know, you can be a scientist, too? Every year, there is a project called the Great Backyard Bird Count. It's in February, and it's four days long. All around the world, people can help.

What do you do?

You spend 15 minutes looking outside. You can do it in the park, in the country, or in your backyard. You count all the birds that you see. You write down the kinds of birds, and how many there were. Then you go to the website and send in your report.



I don't know the name of the bird!

Don't worry! Write notes, take a photo, or draw a quick picture. You can find out the name of the bird in a book, or on a website.



What happens next?

Across the world, people send in their reports. Scientists look at all the numbers. They can see if the kinds of birds are changing.

What can we learn?

There's so much to learn! When we study birds we can learn about other things in nature, like changes in the weather and the forests. So learning about birds helps us to help nature. **Why don't you join us?**



4 Read again and answer the questions.

1 When is the Great Backyard Bird Count?
2 Where can you look for birds?
3 What do you write in your report?
4 What can we learn?
5 Would you like to join the Big Backyard Bird Count? Why?

5 Healthy Living



Let's talk about staying healthy.

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 097

3 Listen and say. 098



1 drink water



2 eat vegetables

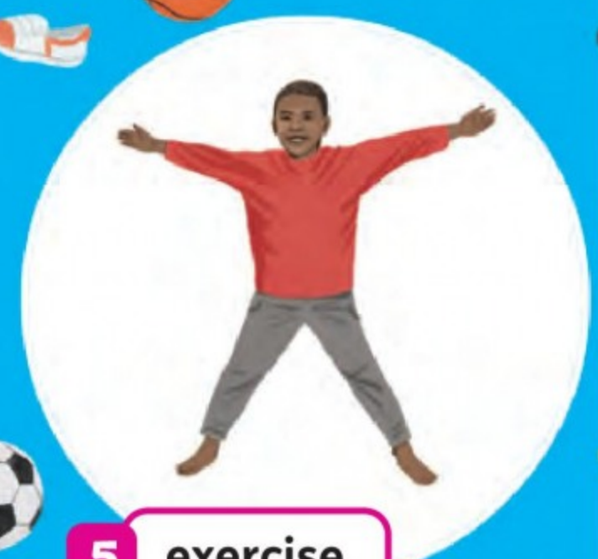


3 eat fruit





4 play outside



5 exercise



6 go to bed early



7 go to the dentist



8 wash your hands

4 What do you do to stay healthy? Talk with your friend.

I go to bed early.

Me too. I go to bed at eight o'clock.

5 Complete the puzzle. Write the letters to find the secret message.










e a t v e g e t a b l e s

L ' !

6 Do you remember to do these things? Read and check ✔.

- ☐ wash my hands
- ☐ go to bed early
- ☐ eat fruit
- ☐ drink water
- ☐ eat vegetables
- ☐ play outside
- ☐ go to the dentist
- ☐ exercise

7 Listen and repeat. 099 Then talk with your friend.



I forget to drink water at school.



Me too. But I remember to wash my hands.

Good job. That's healthy!



Team Up! 1

Make a *Healthy Living Reminder.*

5 Lesson 2 Grammar

Let's talk about how often we do things.



1 Listen and follow. 100 Then act.



2 Look, listen, and learn. 101 How often do you brush your teeth?

How often do you eat vegetables?	I eat vegetables **every day**.
How often do you brush your hair?	I brush my hair **once a day**.
How often do you brush your teeth?	I brush my teeth **twice a day**.
How often do you wash your hands?	I wash my hands **five times a day**.



Look! We say *once* and *twice*, but we say *three* / *four* / *five* + *times*.

3 Listen and match. 102

five times a day [b]
four times a day [ ]
three times a day [ ]
twice a day [ ]
once a day [ ]



4 Ask and answer.



How often do you play outside?

I play outside three times a day.



5 Look, listen, and learn. 103 How often does the boy go to the dentist?



How often does he go to the dentist?
He goes to the dentist **every year**.
How often does she exercise?
She plays soccer **three times a week**.



Look! We can talk about how often we do things using *every week* / *month* / *year*.

6 Look and check ✔ or cross ✘.

My Week: Amy

	Sun	Mon	Tue	Wed	Thur	Fri	Sat
Get Up	09:00	07:00	07:00	07:00	07:00	07:00	09:00
Activity							
Snack							
Bedtime	08:00	08:00	08:00	08:00	08:00	09:30	09:30

1 Amy gets up early every day. ✘
2 She exercises four times a week. ☐
3 She eats fruit every day. ☐
4 She eats vegetables three times a week. ☐
5 She goes to bed early five times a week. ☐
6 She goes to bed later once a week. ☐

7 Look again and answer.

1 How often does Amy get up early? Five times a week.
2 How often does she play baseball? _____
3 How often does she eat fruit or vegetables? _____
4 How often does she go to bed later? _____



Team Up! 2

Do the *Healthy Living* quiz.

5 Lesson 3 Words and Grammar

Let's talk about how we relax.



1 Listen, point, and repeat. 104

2 Listen and say. 105

Take time to relax ... it's good for you!



1 go swimming



2 go fishing



3 play video games



4 play volleyball



5 do karate



6 do art

3 Listen and number. 106





1







4 What do you do to relax? Talk with your friend.



I play video games.

Me too. I play video games and I go swimming.



5 Look, listen, and learn. 107 What do you always do after school?



I **always** play video games after school.
He **often** goes fishing on vacation.
She **sometimes** goes swimming on the weekend.
They **never** do karate in the morning.



Look! We use *always*, *often*, *sometimes*, *never* to say how often we do things.
always ➜ often ➜ sometimes ➜ never

6 Look and write. Then match.

✔✔✔ = always ✔✔ = often
✔ = sometimes ✘ = never

1 I __always__ ✔✔✔ go fishing with my grandpa.
2 We _____ ✔✔ play video games in the morning.
3 They _____ ✘ go swimming in the ocean.
4 She _____ ✔ plays volleyball on the weekend.









7 Listen and follow. Then sing. 108–109

Fun Times!

Fun times! Fun times!
Have fun and relax with your friends!
Slow down! Slow down!
Let's relax! Let's have fun with our friends!

Do, do, do … I always **do karate**.
Play, play, play … I **play video games**, too!
Go, go, go … I sometimes **go fishing**.
Hey, hey, hey … Do you want to come with me?

do art
play volleyball
go swimming





Team Up! 3

Do the *Let's Relax!* survey.

5 Lesson 4 Story

Let's read about feeling too busy.

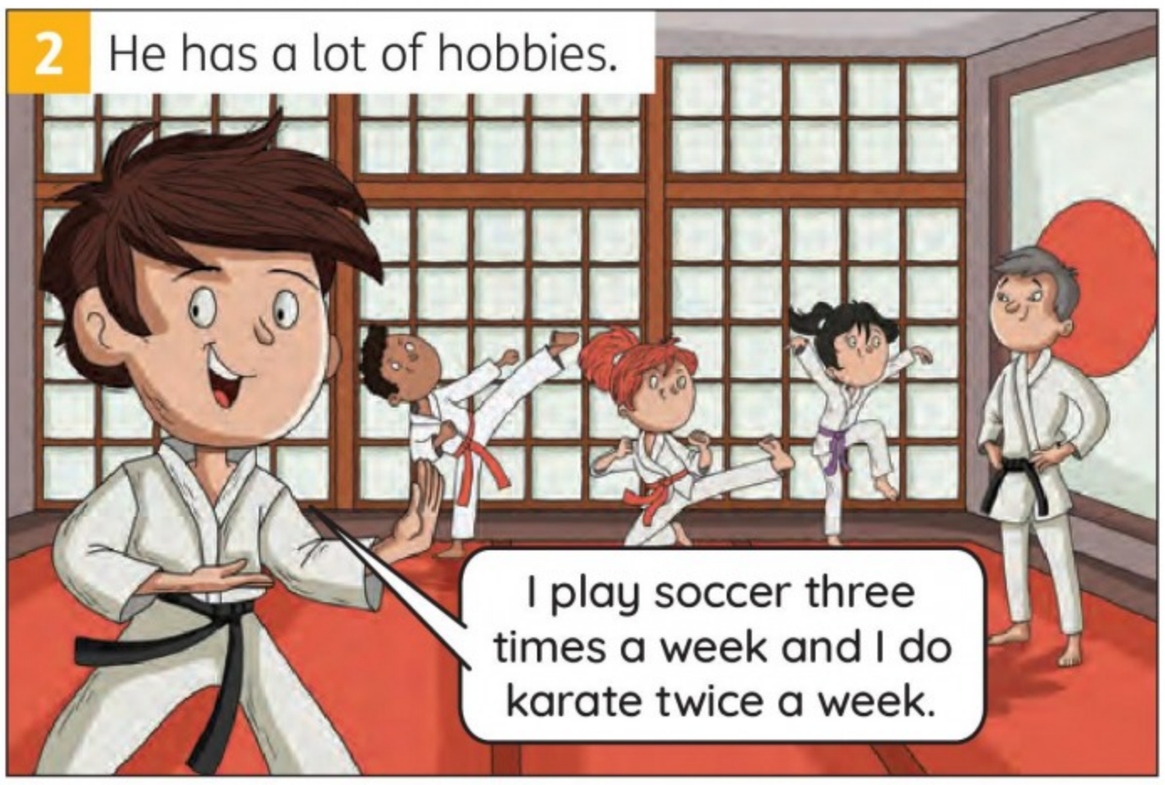


1 Look at the pictures. What activities can you see?

2 Listen and read. 110 What does Ben learn?

Busy Ben

















3 Read again. Check ✔ the things that Ben tries.

a He eats breakfast while he does his homework. ✔

b He decides to play soccer once a week. ☐

c He plays soccer while he does karate. ☐

d He doesn't go fishing on the weekend. ☐

e He goes swimming and fishing. ☐

f He asks Mom and Dad for help. ☐

4 Complete the sentences.

1 Ben is _____always_____ busy.

2 He does his homework _____.

3 He _____ three times a week.

4 He does karate _____.

5 He _____ on Mondays.

6 He _____ goes fishing on the weekend.

5 Act out the story.

6 Home-school Read the story at home.

Think, Feel, Grow

What is Ben's problem?
What is the answer?



Team Up! 4

Play the *Let's Meet Up!* game.

5 Lesson 5 Skills and Culture

Let's learn about exercise in Brazil and China.



Listening and Speaking

1 Listen, point, and repeat. 111

2 Listen and say the number. 112



1 slow



2 quick



3 high



4 careful



Ana



BRAZIL

3 Listen and write *T* (true) or *F* (false). 113

1 In Brazil you never see capoeira on the beach. F
2 The music is very important for the sport. _____
3 The music is always quick. _____
4 Some capoeira players practice every day. _____

4 Watch the video. Where is capoeira popular?

5 Listen and follow. 114 Then talk about exercise in your country.



Which activities are popular at your school?

Yes, karate is popular at my school, too.

Volleyball is popular. And I do karate.



Reading and Writing

6 Look at the photos. What words do you think describe the activity?

7 Listen and read. 115 How is t'ai chi different from capoeira?





What do you do to stay healthy?

Hello from China! I do a lot of things to stay healthy. I eat fruit and vegetables every day and I go to bed early. I like playing outside, too. But I want to tell you about a sport from my country. It's called t'ai chi. I do t'ai chi every Thursday after school. I sometimes do it on the weekend, too.

T'ai chi is very popular in China. People often do t'ai chi early in the morning, or sometimes in the evening. People do t'ai chi in groups. You can see older people doing t'ai chi in many cities. They do it outside in the park. The moves aren't quick. They are slow and careful.

Young people can do t'ai chi, too! It's good for you. It can help you relax. Would you like to try it?





8 Read again. Answer the questions.

1 How often does Yan eat vegetables? _____

2 Which activity does Yan do on the weekend? _____

3 When do people often do t'ai chi? _____

4 Where do they do it? _____

5 Who can do t'ai chi? _____

9 Writing Focus Read and find examples of *too* in the online post.

10 Write sentences with *too*.

Look! We can use *too* at the end of a sentence when we want to add more information.



1 I exercise. I drink water. I exercise. I drink water, too.

2 Karate is fun. It's good for you. _____

3 I go fishing. I do art. _____

4 Capoeira is exciting. It's fun. _____

11 Write about a popular sport or exercise in your country.

Go to your Workbook page 61

5 Project

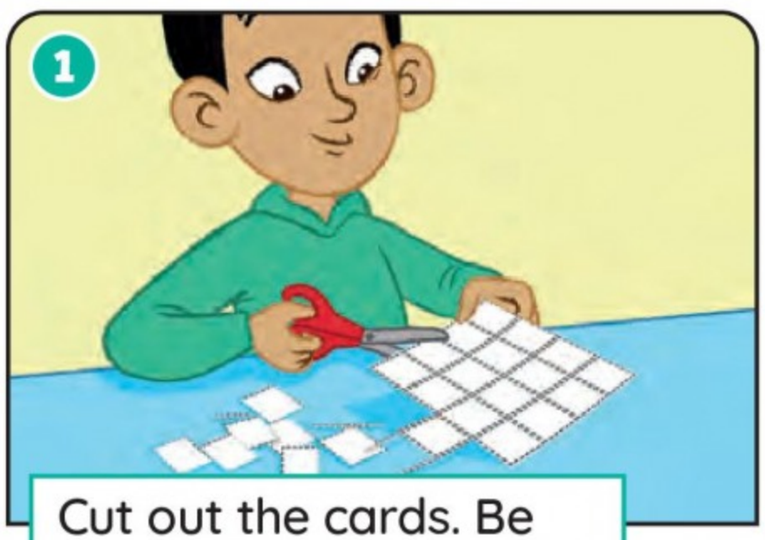


Team Up! 5

Make a *Healthy Living* board game.



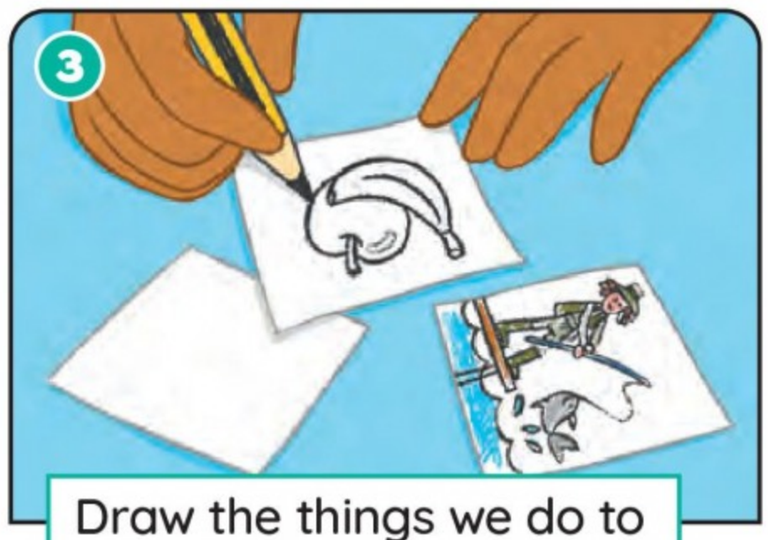
1 Listen and read. Learn how to do the project. 116



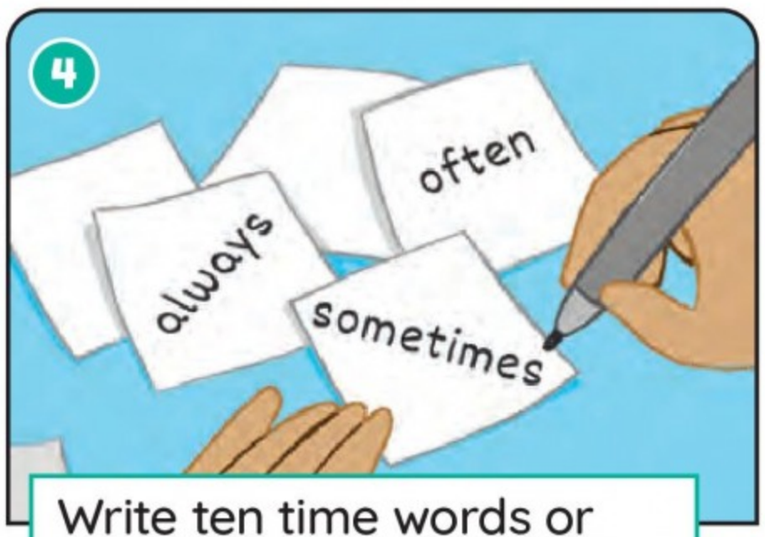
Cut out the cards. Be careful with the scissors!



Write a list of ten things we can do to stay healthy.



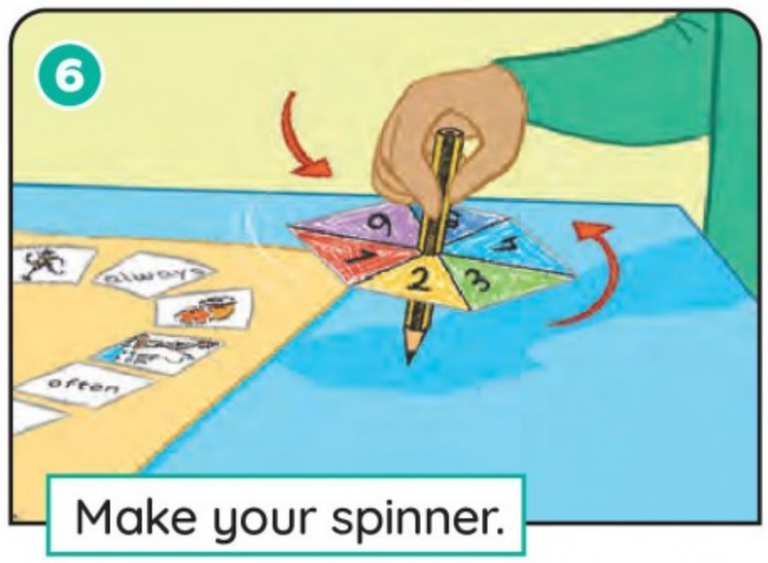
Draw the things we do to stay healthy on ten cards.



Write ten time words or phrases on the other cards.



Make your game board. Glue the cards to a big piece of paper.



Make your spinner.

2 Watch the video. How often does Leon eat bananas?

3 Listen and follow. 117 Then play the *Healthy Living* board game.



Review 5

1 Test yourself! How many words can you remember? Write.



Healthy Habits

_____ _____

_____ _____

_____ _____

_____ _____

Free Time Activities

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.

1
Talk with a friend. How often do you do these things?



2
Talk with a friend. Say two things you do to relax.

I often ...

I never ...

I always ...

I sometimes ...

3
Think and write something you do ...

once a year
every week
on the weekend
every morning



4
Make a *Good Health* award for your friend.



5
Make a *Staying Healthy* chart. Fill it in.

Mon				
Tues				

6
Mime healthy habits and activities. Take turns and guess.

You're washing your hands!

Yes. Your turn.



My Progress Go to your Workbook page 63

6 In the Kitchen



Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 118

3 Listen and say. 119

Let's talk about food and ingredients.

1 mushrooms

2 flour

3 tomatoes

4 onions

5 butter

6 sugar

7 milk

8 chili peppers

4 Play the *Ingredients* game.

What can we make with mushrooms?

We can make soup with mushrooms.

5 Look at the picture in **2**. What are in these dishes? Write the ingredients in the recipes.

Pizza

flour

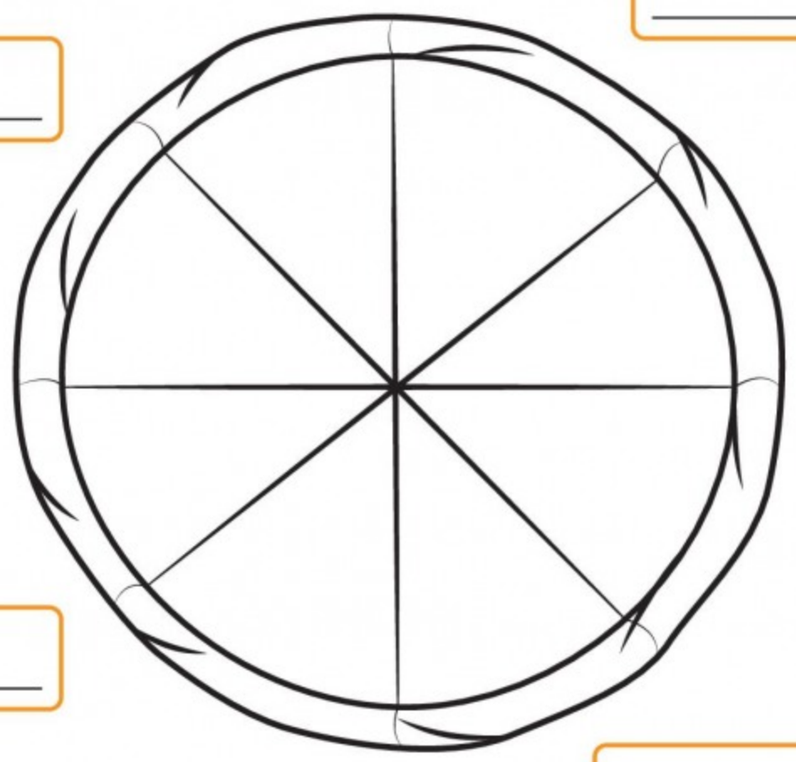


Pancakes

eggs



6 What do you like on your pizza? Draw and write.



7 Listen and repeat. 120 Then make a shopping list.



Let's make pizza! We need a shopping list.

We need flour. What else?

We need tomatoes, too.





Team Up! 1

Play *I'm Going to the Supermarket ... .*

6 Lesson 2 Grammar

Let's talk about the ingredients we have.



1 Listen and follow. 121 Then act.



2 Look, listen, and learn. 122 Circle the ingredients you can't count.



There's a tomato.
There are three mushrooms.
There are some chili peppers.

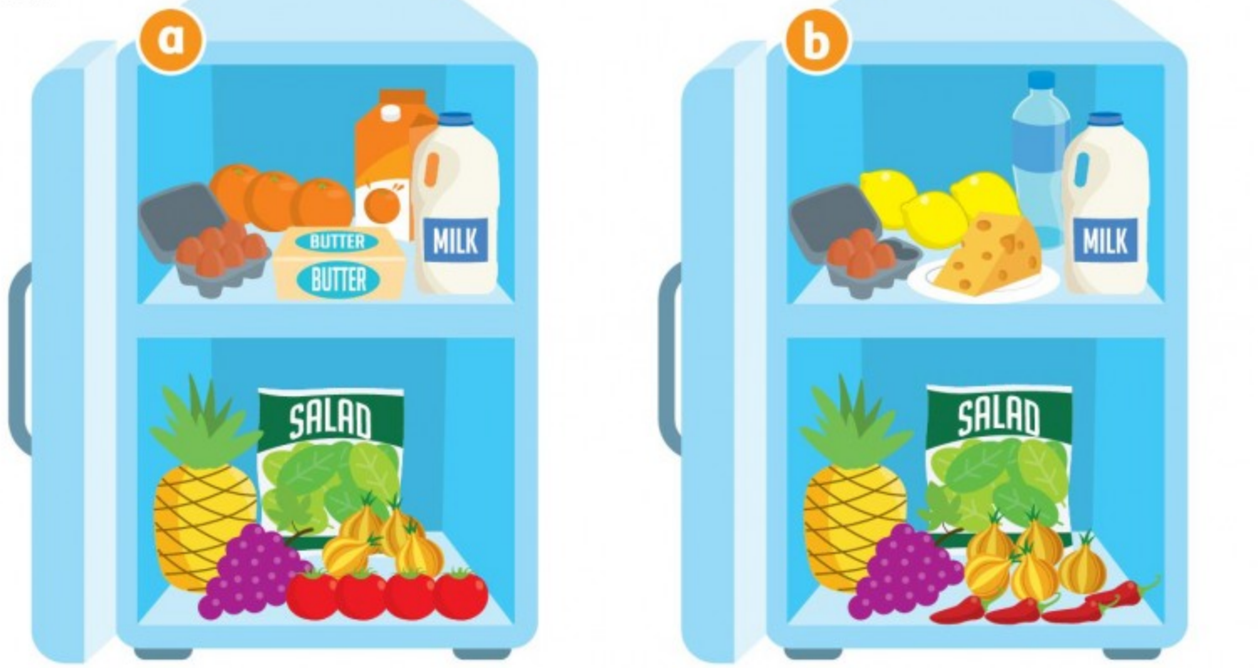
There's some flour.
There's some cheese.



Look! *Noncount nouns* are things we can't count. They don't have a plural form.

3 Look and find six differences. Write *a* or *b*.

1 There's some cheese. b
2 There are some oranges. _____
3 There's some juice. _____
4 There are four onions. _____
5 There's some butter. _____
6 There are some chili peppers. _____



4 Look at **3**. Play *Spot the Difference*.



There's some cheese.

Picture b!



5 Look, listen, and learn. 123 Then point to the picture and answer the questions.

Is there **any** sugar?	Yes, there **is**. No, there **isn't**.
Are there **any** eggs?	Yes, there **are**. No, there **aren't**.
There's some flour.	There **isn't any** butter.
There are some bananas.	There **aren't any** mangoes.



6 Listen and check ✔ or cross ✘. 124 Which recipe can they make?

1  ✔

2  ☐

3  ☐

4  ☐

5  ☐

6  ☐

7  ☐

8  ☐

Fried Rice

rice
peppers
peas
chili peppers
onion



Risotto

rice
onion
mushrooms
peas
butter
cheese



7 Look at 6. Write. Then listen and check. 125

1 There <u>are some</u> peas.
2 There _____ butter.
3 There _____ mushrooms.
4 There _____ an onion.
5 There _____ cheese.
6 There _____ chili peppers.



Team Up! 2

Play *Kitchen Cabinet Bingo.*

6 Lesson 3 Words and Grammar

Let's talk about cooking.



1 Listen, point, and repeat. 126

2 Listen and say. 127

Let's Cook



1 mix



2 pour



3 measure



4 add



5 chop



6 serve

3 Listen and number the steps in order. 128

a



b



c



d



e



f



4 Look at 3. Tell your friend how to make pancakes.



OK. First, we need to measure our ingredients.

Then we need to ...



5 Look, listen, and learn. 129 What is the adverb for *good*?



careful	We need to measure **carefully**.
slow	Pour the milk **slowly**.

quick	quick**ly**
noisy	nois**ily**
easy	eas**ily**
high	**high**
good	**well**



Look! We use adverbs to describe how we do an action.
Usually we add *-ly* to the adjective to make the adverb.

6 Complete the sentences with the adverbs.



How to ... Cook a Pancake



1 Measure and pour the mix slowly. (slow).
2 Cook the pancake _____ (good).
3 Toss it! Don't throw it too _____ (high).
4 Catch the pancake _____ (careful)!
5 Serve it _____ (quick), when it's hot.





7 Listen and follow. Then sing. 130–131

The Pancake Song



I'm making pancakes,
one, two, three.
I'm making pancakes
for you and me!

Mix it well!
Pour it **slowly!**
Toss them high!
I'm making pancakes.
Watch them fly!

Cook
Catch
quickly



Team Up! 3

Make a *How to ...* guide.

6 Lesson 4 Story

Let's read about making a mistake.



1 Look at the pictures. What food can you see?

2 Listen and read. 132 What is for lunch?

A Giant Omelet





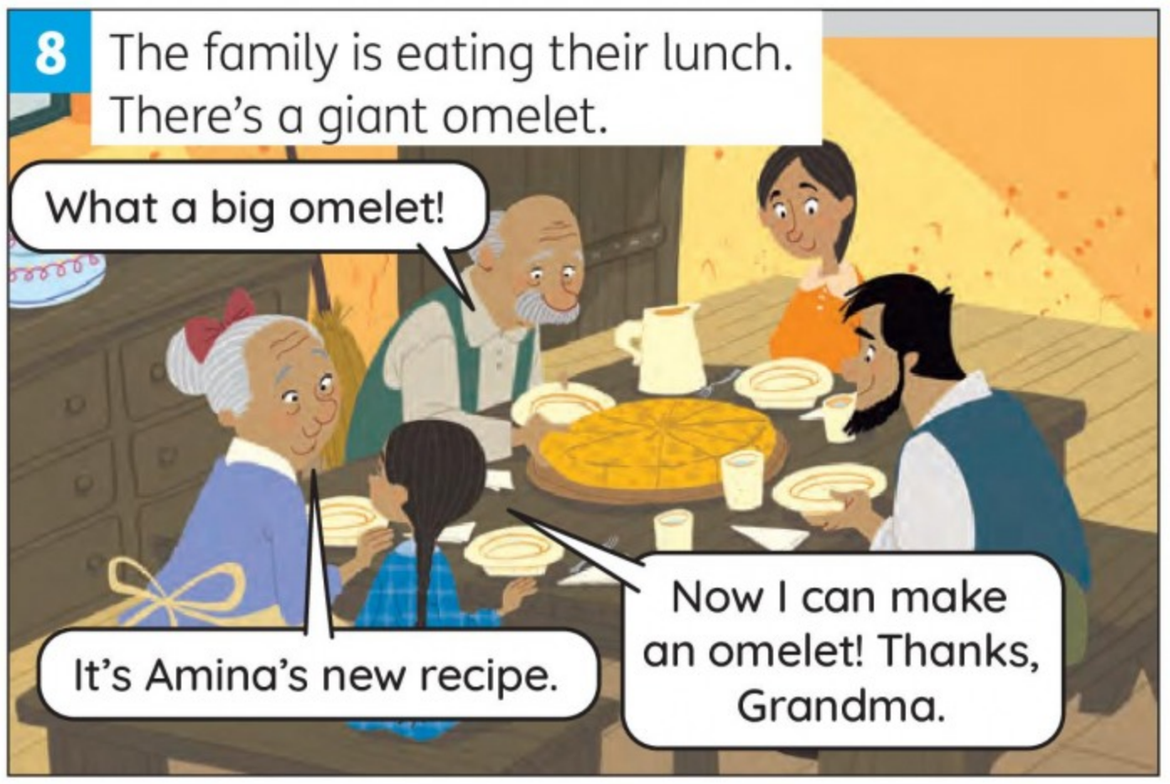












3 Read again and write *T* (true) or *F* (false).

1 Amina wasn't very careful. T
2 Amina was sad about the eggs. _____
3 Grandma was angry with Amina. _____
4 They couldn't use the eggs. _____
5 Amina was happy at the end. _____

4 Complete the summary of the story.

~~eggs~~ quickly careful sad cook lunch happy

One morning, Amina finds a lot of [1] eggs, but she makes a mistake. She isn't [2] _____ and she runs [3] _____. The eggs break. Amina is [4] _____, but Grandma helps her to learn a lesson. Together, they [5] _____ for the family. They make a giant omelet for [6] _____. In the end, Amina is [7] _____.

Think, Feel, Grow

What lesson does Amina learn?
What can we do if we make a mistake?

5 Act out the story.

6 Home-school Read the story at home.



Team Up! 4

Make *Grandma's Advice Spinner.*

6 Lesson 5 Skills and Culture



Let's learn about traditional food from Spain and Morocco.

Listening and Speaking

1 Listen, point, and repeat. 133

2 Listen and say the number. 134



1 spices



2 shrimp



3 garlic



4 oil



Teresa



SPAIN

3 Listen and check ✔ or cross ✘. 135 What do they need to buy?

a 

b 

c 

d 

e 

f 

g 

h 

4 Watch the video. ▶ What's special about tapas plates?

5 Listen and follow. 136 Then talk about traditional food from your country.



What's a traditional dish from this country?

What's in it?

I like a dish called meatloaf.

Meat, eggs, and herbs.



Reading and Writing

6 Look at the photos. What ingredients can you see?

7 Listen and read. 137 Does the dish cook quickly or slowly?

MOROCCO





Ali

A Dish from My Country

I want to tell you about a dish from my country, Morocco. It's called "tagine" and it's delicious!

There are a lot of different recipes for tagine, but this one is my favorite. These are the ingredients: you need some chicken, 3 onions, 2 lemons, some olives, and some spices. You also need a special cooking pot. The pot has the same name as the dish, "tagine."



- First, pour some oil into your tagine and add the spices. Then add the chicken.
- Cook it for 5 minutes.
- Next, carefully chop the onions and add them to the chicken and spices. Then add some water.
- Mix well and cook it slowly for one and a half hours.
- Finally, add the lemons and the olives. Cook for a few more minutes.
- It's ready to serve. Are you hungry?

Moroccan food is interesting because we often add fruit, as well as vegetables or meat. Try it! It's great to try new foods.



8 Read again and number the steps in order.

- [ ] Add the chicken and cook it.
- [ ] Chop the onions and add them.
- [ ] Mix the ingredients and cook slowly.
- [ ] Add the lemons and the olives.
- [1] Put oil and spices into your tagine.

9 Writing Focus Read and find time order words in the recipe.

10 Complete the recipe with the time order words.

Look! We can use time order words to explain the order to do things.
first then next finally



1 First, measure your ingredients.

2 _____, put the flour in a bowl and add an egg.

3 _____, pour in the milk slowly.

4 _____, mix it all together.

11 Write a recipe from your country. Go to your Workbook page 73

6 Project

Team Up! 5

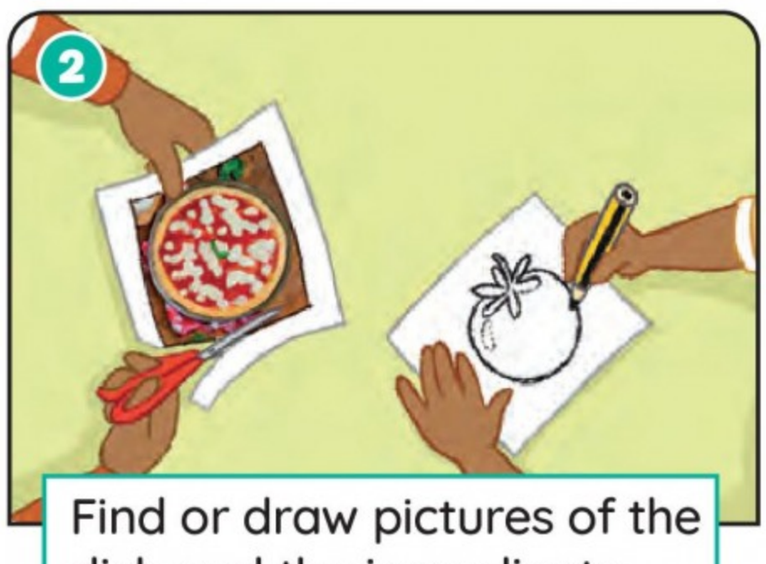
Make a recipe book.



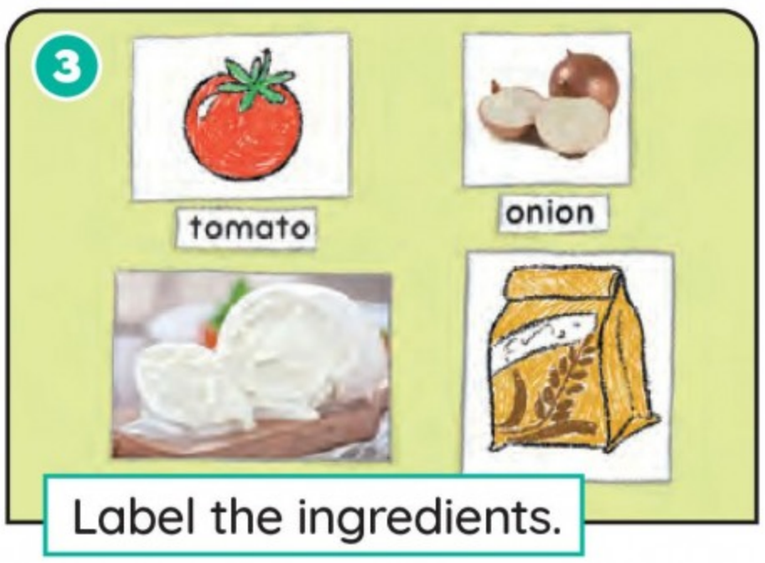
1 Listen and read. Learn how to do the project. 138



Choose a dish you like.



Find or draw pictures of the dish and the ingredients.



Label the ingredients.



Write how to make the dish.



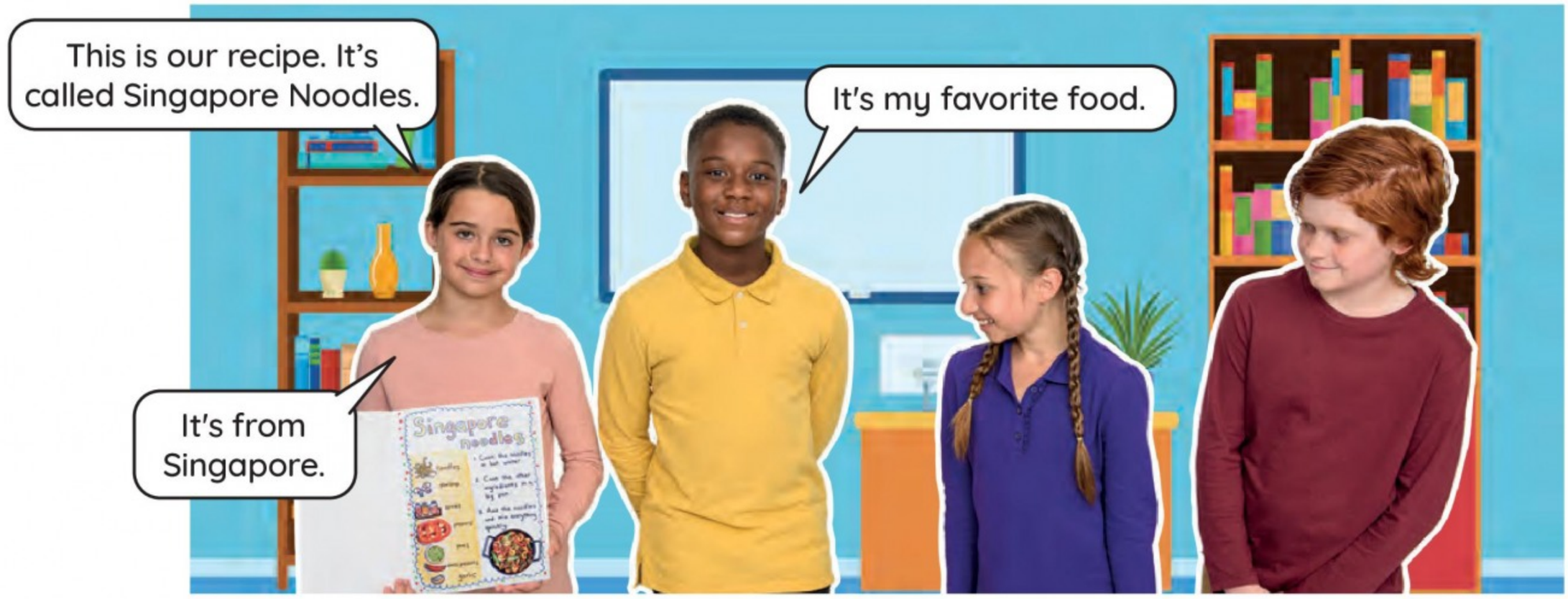
Put the recipes together to make a book.



Plan and practice your presentation.

2 Watch the video. ▶ Which two dishes do they talk about?

3 Listen and follow. 139 Then talk to the class about your recipe.



Review 6

1 Test yourself! How many words can you remember? Write.



Food

_____ _____

_____ _____

_____ _____

_____ _____

Cooking (Verbs)

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.

1 Look and make sentences with *There is* or *There are*.



2 How many words can you add?

Count	Noncount

3 What's your favorite dish? Draw the dish and write three ingredients.





4 Draw your favorite lunch. Write.

There is ...

There are ...



5 Write the adverbs.

good –

slow –

high –

easy –

6 Mime an action. Do it quickly, slowly, or carefully. Take turns and guess.





My Progress Go to your Workbook page 75

1 Listen and read. 140 What is special about the pizza in the article?



The Biggest Pizza in the World

All around the world people love eating pizza. From the U.S.A. to Japan, pizza is the world's favorite food. Do you know where pizza comes from? Italy! Italians love their food, and their famous pizza.

But guess what? For 22 years, the world record* for the world's biggest pizza wasn't an Italian pizza, it was a pizza from South Africa! One day, five chefs in Italy had an idea. "Let's make a bigger one! Let's make the world's biggest pizza!"

The record for the biggest pizza was very big. The record pizza in South Africa in 1990 was over 37 meters wide. That's a huge pizza!

So how do you make a bigger one? Here are the ingredients. To make a pizza you need some flour, some tomato sauce, some cheese, and some salt. You also need five chefs. They need to work for 48 hours. It's a big job.

Could they do it? Yes! In Rome, on December 13, 2012, they cooked the biggest pizza in the world. There were hundreds of people there. The people were hungry. The pizza was tasty! Many hungry people from all over Rome could have a slice.

How big was the world record pizza?

It was **40 meters** long!

To make a world record pizza you need:



9,000 kg of flour



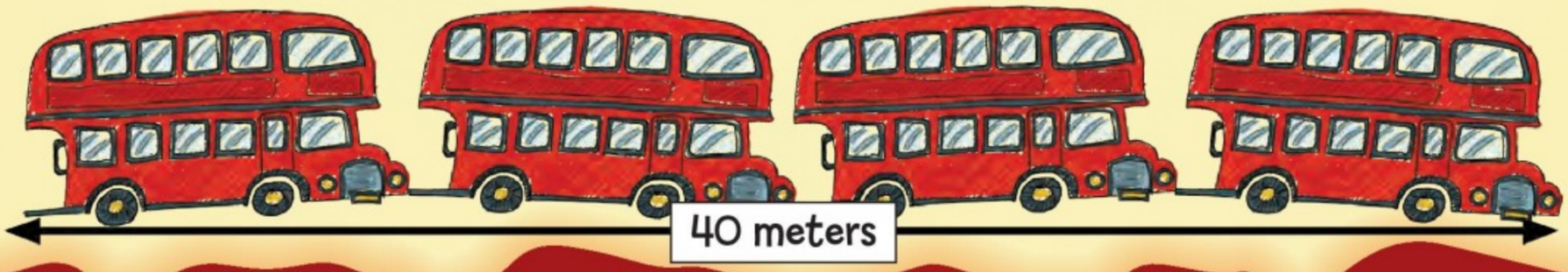
4,500 kg of tomato sauce



4,000 kg of cheese



250 kg of salt



*__world record__ – *the best in the world; for example, the fastest, the biggest, the strongest*

2 Read again and match the beginnings and ends of the sentences.

1 Five Italian chefs were	**a** 40 meters long.
2 To bake a huge pizza, you need	**b** of people there to eat it.
3 The pizza was ready	**c** excited to set a new world record.
4 There were hundreds	**d** on December 13, 2012.
5 The biggest pizza was	**e** a lot of ingredients.

3 Listen and read. 141 Circle the foods in the poem.

Food, Wonderful Food



Around the world we eat different food.
We eat all kinds of vegetables, salad, and fruit.
Around the world, so many things to try!
Would you like to eat jackfruit, or pumpkin pie?





Would you like to try cactus? It's very nice!
Prepare it carefully – chop off the spikes!
Eat it in salad, or cook it in a pan.
You can even juice it, or make cactus jam!





Oranges, apples, bananas, and grapes,
Fruit comes in a lot of colors and shapes.
Dragon fruit's colorful, it's pink and bright.
When you open it up, it's black and white!





What about flowers? There are some you can eat.
Put them on pizza for a tasty treat.
Can we try roses? Bake them in a cake,
Eat them with ice cream or in a milkshake.



Around the world a lot of things to try!
I'm going to the market. What can I buy?
Is durian fruit tasty? Are pomegranates sweet?
There are so many interesting things to eat!





4 Read again and answer the questions.

1 Which food do you need to prepare carefully?
2 Which food is black and white on the inside?
3 What surprising thing can you eat on pizza?
4 Which flower can you eat in cake or ice cream?
5 Which two fruits can you buy at the market?
6 Do you like trying different foods? Why? / Why not?

7 Family Life

Lesson 1 Words

Let's talk about helping at home.

1 Look, share, learn.

2 Listen, point, and repeat. 142

3 Listen and say. 143

1 vacuum the floor

2 wash the dishes

3 load the dishwasher

4 water the plants

5 clean my room

6 clear the table

7 cook the dinner

8 wash the car

4 Play the *Mime* game.

Are you in your bedroom?

No, I'm in the kitchen.

You're loading the dishwasher.

5 Write the chore for each place.



6 How do you help at home? Read and check ✔.

Helping at Home

This week I have to …

- ☐ clean my room
- ☐ wash the dishes
- ☐ load the dishwasher
- ☐ vacuum the floor
- ☐ wash the car
- ☐ water the plants
- ☐ cook the dinner
- ☐ clear the table

7 Listen and repeat. 144 Then ask and answer.



How do you help at home?

I have to clean my room.

I have to wash the dishes. And you?





Team Up! 1

Complete the *Helping at Home* chart.

7 Lesson 2 Grammar

Let's talk about how we helped at home last week.



1 Listen and follow. 145 Then act.



2 Look, listen, and learn. 146 Then write the verbs in the past.



I / You / He / She / It / We / They
Last week I clear**ed** the table.
She water**ed** the plants.
They load**ed** the dishwasher.



Look! We add *-ed* to regular verbs in the past.

clean cleaned wash _____ cook _____

watch _____ play _____ listen _____

3 Listen and check ✔. 147 Who watered the plants?



Mom	✔	✔	✔	☆	✔	☆
Dad	☆	☆	☆	☆	☆	☆
Bella	☆	☆	☆	☆	☆	☆
Danny	☆	☆	☆	☆	☆	☆

4 How did you help at home last week? Talk with your friend.

Last week I washed the dishes. I cleared the table, too.



5 Look, listen, and learn. 148 How do we make the past negative?

I / You / He / She / It / We / They	
He vacuum**ed** the floor.	He **didn't play** basketball.
She clean**ed** the kitchen.	She **didn't paint** a picture.
They wash**ed** the dishes.	They **didn't wash** the car.

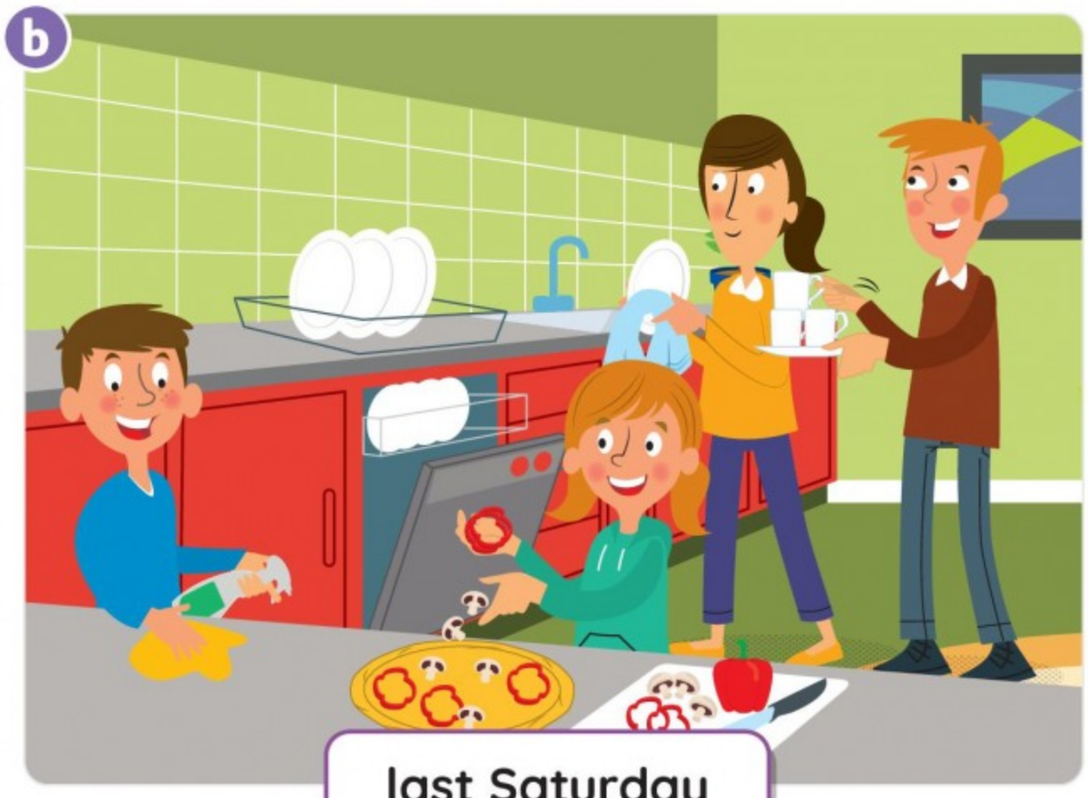


last Saturday

6 Look and write *a* or *b*.

1 Bella didn't water the plants. b
2 Dad didn't cook the dinner. _____
3 Mom didn't wash the dishes. _____
4 Danny didn't clean the table. _____
5 Danny didn't play basketball. _____
6 They didn't clean the kitchen. _____

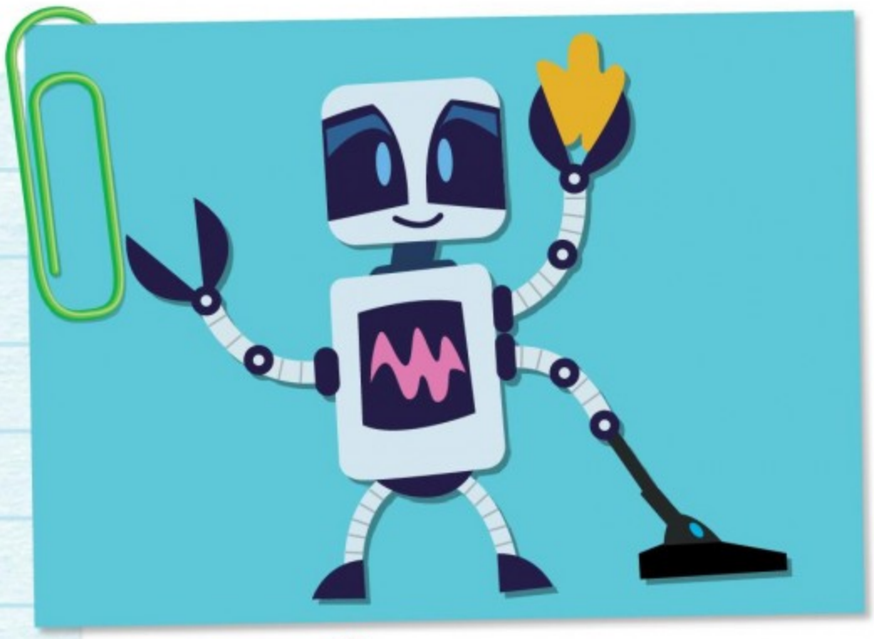




7 Write.

Today, I [1] didn't vacuum (not vacuum) the floor. I [2] _____ (not clean) my room and I [3] _____ (not wash) the car. I [4] _____ (play) video games and I [5] _____ (watch) TV.

Why? Yesterday, I designed a robot!





Team Up! 2

Design a robot to help at home.

7 Lesson 3 Words and Grammar



Let's get ready for a party.

1 Listen, point, and repeat. 149

2 Listen and say. 150

Party planner.com | Click for fun party ideas!



1 invite guests



2 prepare food



3 clean up



4 decorate



5 dress up



6 set the table

3 Listen and follow. 151 Which party is it? Check ✔.



4 Take turns describing a new path through the maze in 3.



OK. First, you have to invite guests.

OK. What's next?



5 Look, listen, and learn. 152 Who had to dress up?



I / You / He / She / It / We / You / They
I **had to** set the table.
Dad **had to** dress up.
They **had to** prepare food.



Look! *had to* is the past tense of *have to*.

6 Look at the to-do list and write sentences with *had to*.

1 Before the party, Layla had to decorate.
2 Mom _____.
3 Sam _____.
4 Dad _____.
5 They all _____.

To Do ...

- ☐ invite guests – Mom
- ☐ decorate – Layla
- ☐ prepare food – Dad
- ☐ set the table – Sam
- ☐ dress up – everyone!

7 Listen and follow. Then sing. 153–154

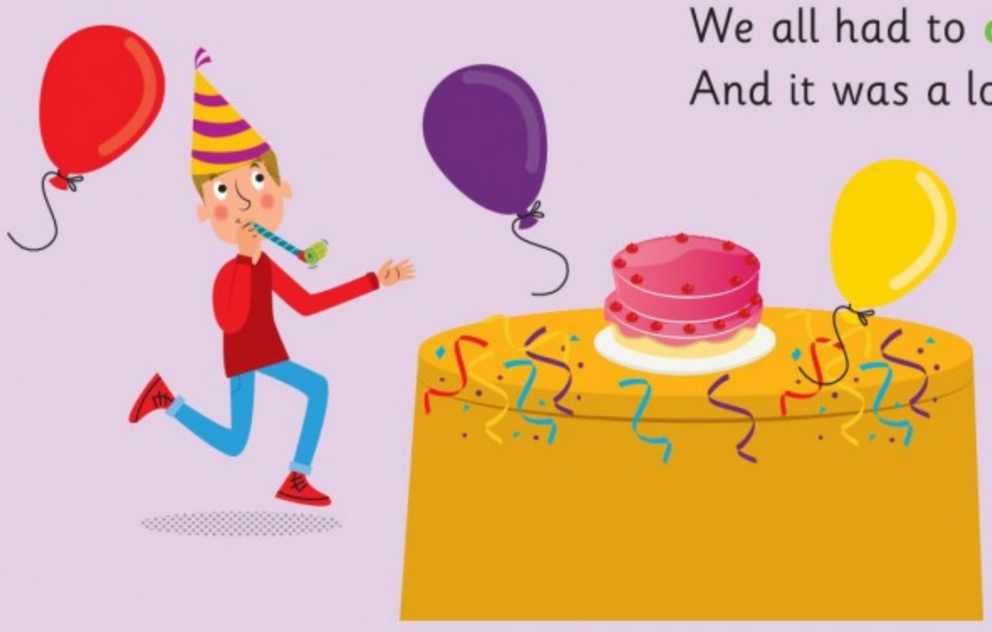
The Party Song

We're having a party!
Parties are fun!
Let's get ready.
Come on, everyone!

Before the party, a lot to do.
A lot of jobs for me and you!
I had to **invite guests**.
You had to **prepare food**.
We all had to **dress up**.
And it was a lot of fun!

set the table
decorate
clean up







Team Up! 3

Make a Party plan.

7 Lesson 4 Story

Let's read about helping out.



1 Look at the pictures. What are the animals doing?

2 Listen and read. 155 Who worked hard?

The Farmyard Party

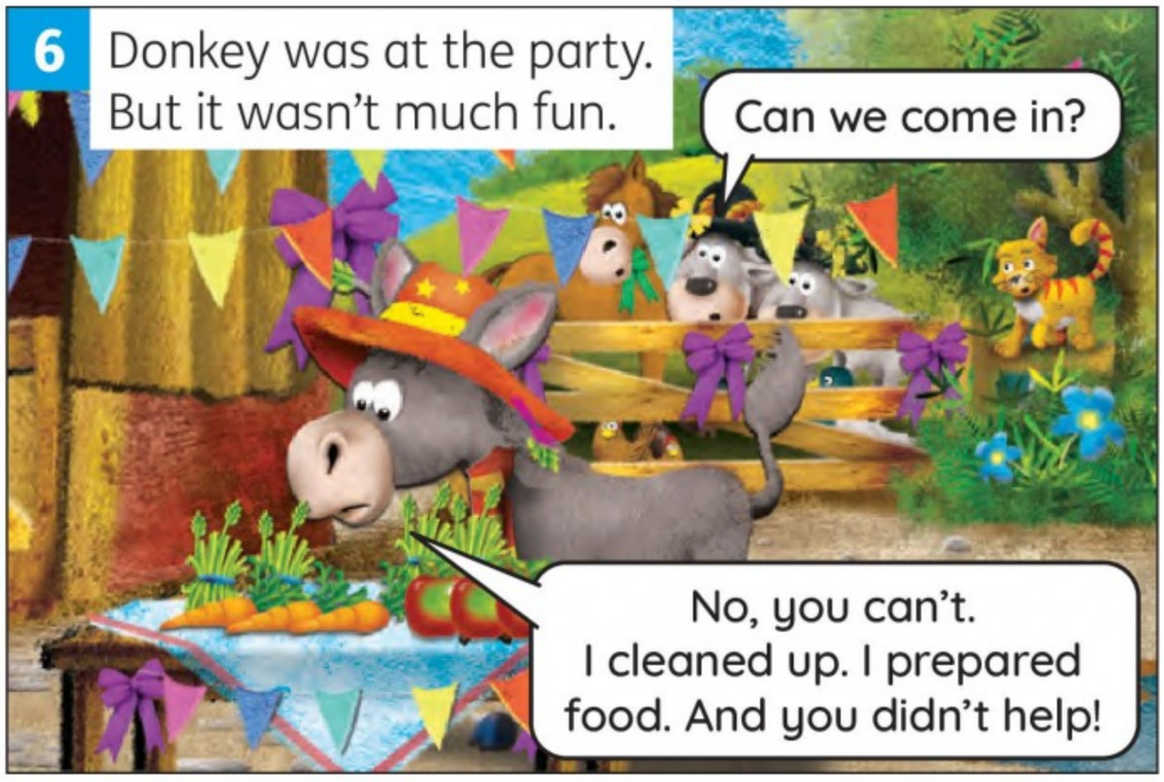
















3 Read again and number the jobs in order.



go shopping ☐



dress up ☐



clean up 1



prepare food ☐



decorate ☐

4 Who said it? Circle.

1 "Let's have a party!"



2 "Please help me clean up."



3 "Sorry! We're busy."



4 "I don't have time."



5 "Can we come in?"



6 "Sorry!"



Think, Feel, Grow

Why was Donkey upset at the start of the party?
What happened after the party?

5 Act out the story.

6 Home-school Read the story at home.



Team Up! 4

Write a story about the next farmyard party.

7 Lesson 5 Skills and Culture

Let's learn about family festivals in the U.S.A. and Japan.



Listening and Speaking

1 Listen, point, and repeat. 156

2 Listen and say the number. 157



1 parents



2 grandparents



3 son



4 daughter



Henry



U.S.A.

3 Listen and circle. 158

1 Henry / Henry's sister invites the guests.
2 Henry's **parents / grandparents** go shopping for all the food.
3 Henry's **parents / grandparents** usually cook the Thanksgiving dinner.
4 Henry and his **brothers / cousins** help to prepare the food.
5 Everyone helps to **clear the table / wash the dishes.**

4 Watch the video. What sport do people watch on TV?

5 Listen and follow. 159 Then talk about family festivals in your country.



Do you celebrate Thanksgiving?

We have a big meal, too, and we give thanks.

Yes, we do. My parents prepare a lot of food. What do you do?



Reading and Writing

6 Look at the photos. Which family members can you see?

7 Listen and read. 160 What is the same about Thanksgiving and Grandparents' Day?

JAPAN



Yukiko



A Festival for Older People

In Japan, we have a festival for older people. It's called "Respect for the Elderly Day," or "Grandparents' Day." It's a day when we say thank you to older people, like our grandparents. Grandparents' Day is in September.

At my school, we have a concert. We invite all the older people in the area. We sing and dance for them. The concert is a lot of fun, but it's a lot of work, too. We have to practice for weeks!

After school, I visit my grandparents. I usually make a present, and I buy some flowers. Mom and I prepare food. We dress up, too.

Last year, my little brother and I helped to decorate their backyard. It was a surprise! We cleaned up and we decorated the table with flowers and fruit. After dinner, we cleared the table and washed the dishes.

Grandparents' Day is a nice festival. It's nice to say thank you to older people.





8 Read again and write *T* (true) or *F* (false).

1 "Respect for the Elderly Day" is in November. F
2 There is a concert at Yukiko's school. _____
3 The old people sing and dance for the children. _____
4 Yukiko makes a present for her grandparents. _____
5 Last year, Yukiko helped with a surprise for her grandparents. _____

9 Writing Focus Read and find past forms in the text.

10 Complete the sentences with the past forms.

1 We _____ (dance) in the concert at school.
2 My brother _____ (clean) up the kitchen.
3 I _____ (bake) a cake for Grandma.

Remember! To make the regular past we add *-ed*.
Verbs that end in *-y*: remove the *y* and add *-ied*.
Verbs that end in *-e*: add *-d*.



11 Write about a family festival in your country. Go to your Workbook page 85

7 Project



Team Up! 5

Make a family festivals poster.



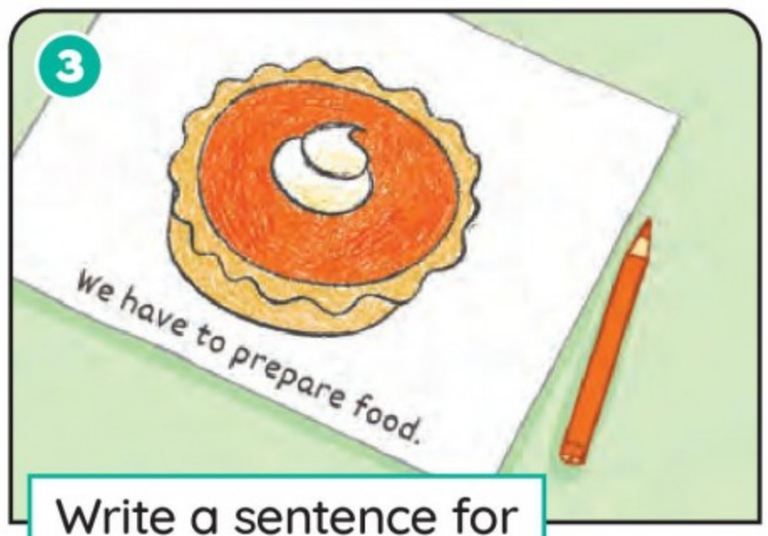
1 Listen and read. Learn how to do the project. 161



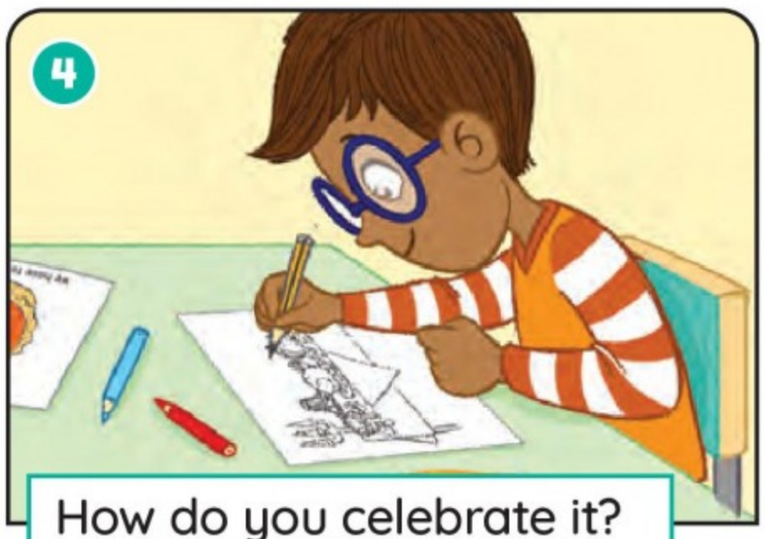
Write a list of family festivals. Choose one.



Think of three things you do to get ready. Draw.



Write a sentence for each picture.



How do you celebrate it? Think of three ways. Draw.



What do you remember about last year's celebration? Write.



Make your family festivals poster.

2 Watch the video. What is the date of the festival?

3 Listen and follow. 162 Then talk to the class about your poster.



1 Test yourself! How many words can you remember? Write.



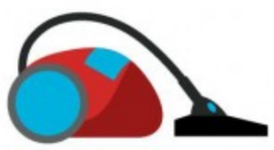
















Chores

_____ _____

_____ _____

_____ _____

_____ _____

Party Preparations

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.



1 Look and write sentences with *I have to* or *I don't have to*.



2 Write these verbs in the past.

clean — clean up
decorate — invite
help — dance

3 Talk with a friend. Say two things you did and two things you didn't do last week.

I loaded the dishwasher and I ...

4 Design and write an invitation for a party.

Dear Friend
Please come to my party! It's at my house (place) on Saturday (day) at 2 o'clock. (time)

5 Imagine you are having a party. Work with a friend and write a to-do list.

To Do List
☐ Invite friends
☐ Decorate

6 Get ready for a party. Take turns, mime, and guess.



Are you inviting guests?



My Progress Go to your Workbook page 87

8 Our History



Lesson 1 Words

Let's talk about how old things are.

1 Look, share, learn.

2 Listen, point, and repeat. 163

3 Listen and say. 164

1 helmet

2 cup

3 bowl

4 fan

5 lamp

6 phone

7 comb

8 coins

4 Look at the picture. When did you use the things? Talk with your friend.

I used a bowl this morning.

I used a helmet. I wear a helmet on my bike.

5 Look and label some older objects from the museum.



1 phone



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

6 Listen and repeat. 165 Then guess the age of the objects in **5**.

100 years old	200 years old	300 years old	400 years old
1,000 years old	2,000 years old	3,000 years old	4,000 years old

7 Listen and repeat. 166 Then ask and answer.



How old is this lamp?

Yes, I agree. Is the bowl older?

I think it's 300 years old.

I'm not sure. I think the coins are the oldest.





Team Up! 1

Play *Mix Up at the Museum.*

8 Lesson 2 Grammar

Let's talk about life in the past.



1 Listen and follow. 167 Then act.



2 Look, listen, and learn. 168 Then find five irregular past verbs in **1**.

I / You	I **went** to the museum.
He / She / It /	He **ate** noodles.
We / They	They **built** a huge wall!

go	**went**	see	**saw**
have	**had**	write	**wrote**
make	**made**	fly	**flew**
eat	**ate**	build	**built**
drink	**drank**	buy	**bought**



Look! Some verbs are irregular in the past.

3 Write the irregular past verbs. Then listen and check. 169

700 years ago An explorer from Portugal [1] went (go) to China. He [2]_____ (eat) noodles for the first time!



180 years ago A woman in England [4]_____ (write) the first computer program.



30 years ago A computer scientist [6]_____ (make) the first website.



400 years ago A scientist in Italy [3]_____ (see) new stars for the first time.



120 years ago Two brothers [5]_____ (fly) the first plane in the U.S.A.



4 Close your books. Try to remember the timeline in **3**.



Seven hundred years ago, an explorer went to China and ate noodles for the first time.

Then four hundred years ago, a scientist saw new stars!



5 Look, listen, and learn. 170 How do we say *don't wear* in the past?



I / You / He / She / It / We / They	
He **ate** noodles.	He **didn't eat** pizza.
They **wore** helmets.	They **didn't wear** caps.



Look! When we talk about the past, *don't* changes to *didn't*.

6 Listen to Grace and check ✔ or cross ✘. 171



write

books and letters	✔
emails	✘



buy

coins	
paper money	



wear

pants and T-shirts	
long coats	
yellow	



eat

tomatoes and chili peppers	
rice and beans	

7 Complete Grace's homework report in the simple past.

Chinese history is interesting. In Ancient China, people [1] wore (wear) colorful clothes, but they [2] _____ (not wear) yellow. They [3] _____ (eat) noodles, but they [4] _____ (not have) tomatoes or chili peppers. A lot of people [5] _____ (eat) rice and beans. Some people could read and write. They [6] _____ (write) letters and books. They [7] _____ (not write) emails! They [8] _____ (buy) things with coins and paper money.





Team Up! 2

Talk about the past with your friend.

8 Lesson 3 Words and Grammar

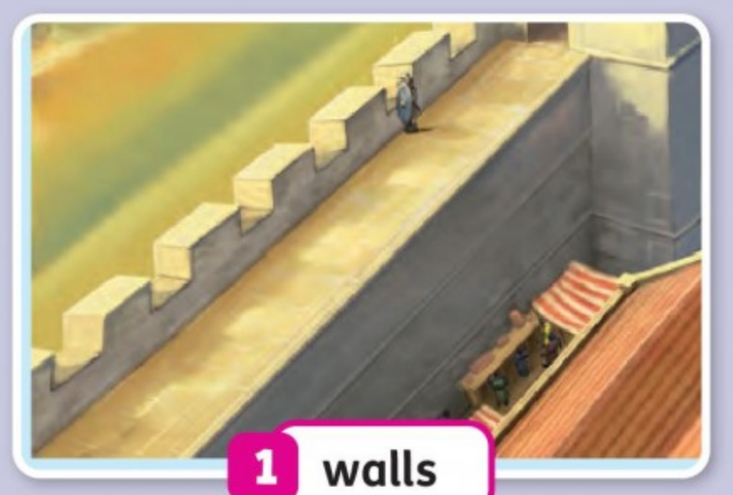


1 Listen, point, and repeat. 172

2 Listen and say. 173

ANCIENT ROME

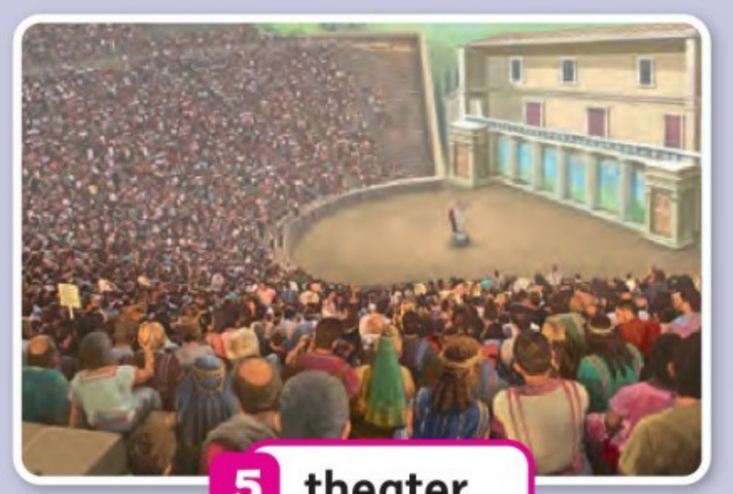
What was in a Roman town?


1 walls


2 gate


3 street


4 market


5 theater


6 town hall

3 Listen and circle. 174

1 Roman towns often had four / six big gates.
2 The walls were **narrow / wide** and tall.
3 There were two important **streets / gates** and a lot of smaller ones.
4 The **town hall / theater** was in the middle.
5 People watched shows and sports **in the town hall / at the theater.**
6 People bought food in the **town hall / market.**



4 Look at **3** and play *True or false.*





5 Look, listen, and learn. 175 Look at the picture. Did Romans have toys?



Did they **have** streets?	Yes, they **did**.
Did they **wear** pants?	No, they **didn't**.

Look! In questions about the past, *do* changes to *did*.



6 Order the words to make questions. Then look and write the answers.

1 wear | Did | helmet | he | a | ?

Did he wear a helmet? — Yes, he did.

2 they | bowls and cups | Did | make | ?

3 vegetables | Did | she | buy | ?

4 play | Did | in the | street | they | ?



7 Listen and follow. Then sing. 176–177

The Roman Rap

The Romans lived long ago.
Did they have cars?
What? No! The Romans lived long ago!

Did they have **streets**? — **walls**
Yes, they did.
Did they have **a market**? — **a theater**
Yes, they did.
Did they have **hotels**? — **cafés**
I don't know. The Romans lived long ago!





Team Up! 3

Do the *Roman Research* activity.

8 Lesson 4 Story



1 Look at the pictures. When did the people live?

2 Listen and read. 178 What did the brothers argue about?

The Two Brothers

















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

1 The two brothers were friends at the beginning. T
2 Johan was angry with his brother. _____
3 Per wanted a bigger wall between the farms. _____
4 Per's children built a gate. _____
5 When they saw the gate, the brothers were angry. _____

4 Answer the questions.

1 Were the two families happy at the beginning? _____
2 Why was Per angry? _____
3 Who built the wall? _____
4 Were the children angry with their cousins? _____
5 Did Per say sorry to his brother? _____

Think, Feel, Grow

Did the brothers argue about something important?
What did the brothers learn?

5 Act out the story.

6 Home-school Read the story at home.



Team Up! 4

What happened next? Draw and write the next part of the story.

8 Lesson 5 Skills and Culture

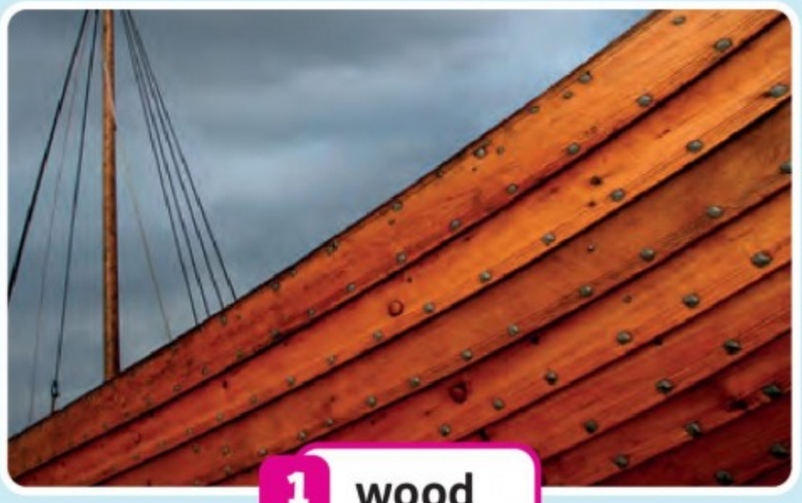
Let's learn about history in Norway and Egypt.



Listening and Speaking

1 Listen, point, and repeat. 179

2 Listen and say the number. 180



1 wood



2 clay



3 stone



4 wool



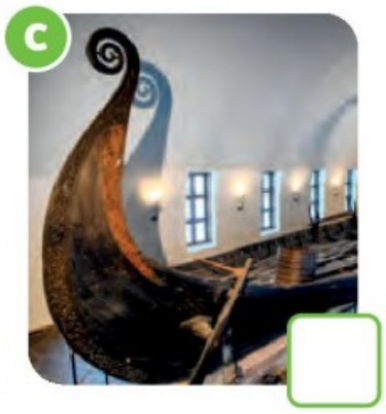
3 Listen and number. 181



a



b 1



c



d



e

4 Watch the video. Remember one fact about the Vikings.

5 Listen and follow. 182 Then talk about history in your country.



Where can we learn about our history?

What did you see there?

Last summer, I went to Liberty Island.

I saw the Statue of Liberty, and some big stone walls. It's almost 150 years old!



Reading and Writing

6 Look at the photos. What materials can you see?

7 Listen and read. 183 What are the ancient buildings at Giza called?

EGYPT





Habib

ANCIENT EGYPT



D Ancient Buildings

In Egypt there are many ancient buildings. The Pyramids at Giza are very famous. They are 4,500 years old.



Inside the Pyramids there were many everyday things, like bowls, cups, combs, and lamps. They're in museums now. These things can teach us about life in Ancient Egypt. There was also some writing on the walls of the Pyramids. This writing shows us that Ancient Egyptians wrote with pictures.

Ancient Egyptians didn't live in the Pyramids. Their houses were small. The houses had one or two rooms and a garden. They used clay to make the houses. They didn't use stone.

In Ancient Egypt, many people lived in towns. Many towns were near the river because the people needed water. In Ancient Egypt, towns had a wall around them. They had two gates. There was one wide street between the gates and a lot of narrow streets with houses and shops.

8 Read again. Answer the questions.

1 Did the Ancient Egyptians write with pictures? _____

2 Did people live in the Pyramids? _____

3 Did people build their houses out of stone? _____

4 Did they build towns near the river? _____

5 Did the towns have four gates? _____



Look! A report has different topics. Each topic has a new paragraph. We can give each paragraph a heading.

9 Writing Focus Read and count how many paragraphs are in the report.

10 Match the headings to the paragraphs in the report.

A Everyday Things in Ancient Egypt

B Towns and Cities

C Ancient Houses

D ~~Ancient Buildings~~

11 Write two more paragraphs about Ancient Egypt. Go to your Workbook page 97

8 Project



Team Up! 5

Make a display for a museum.



1 Listen and read. Learn how to do the project. 184



What ancient history did you learn about?



Choose a topic for your project. What facts can you remember?



Look in your books. Find six interesting facts.



Find or draw pictures for each fact. Write a description for each.



Make your museum display.



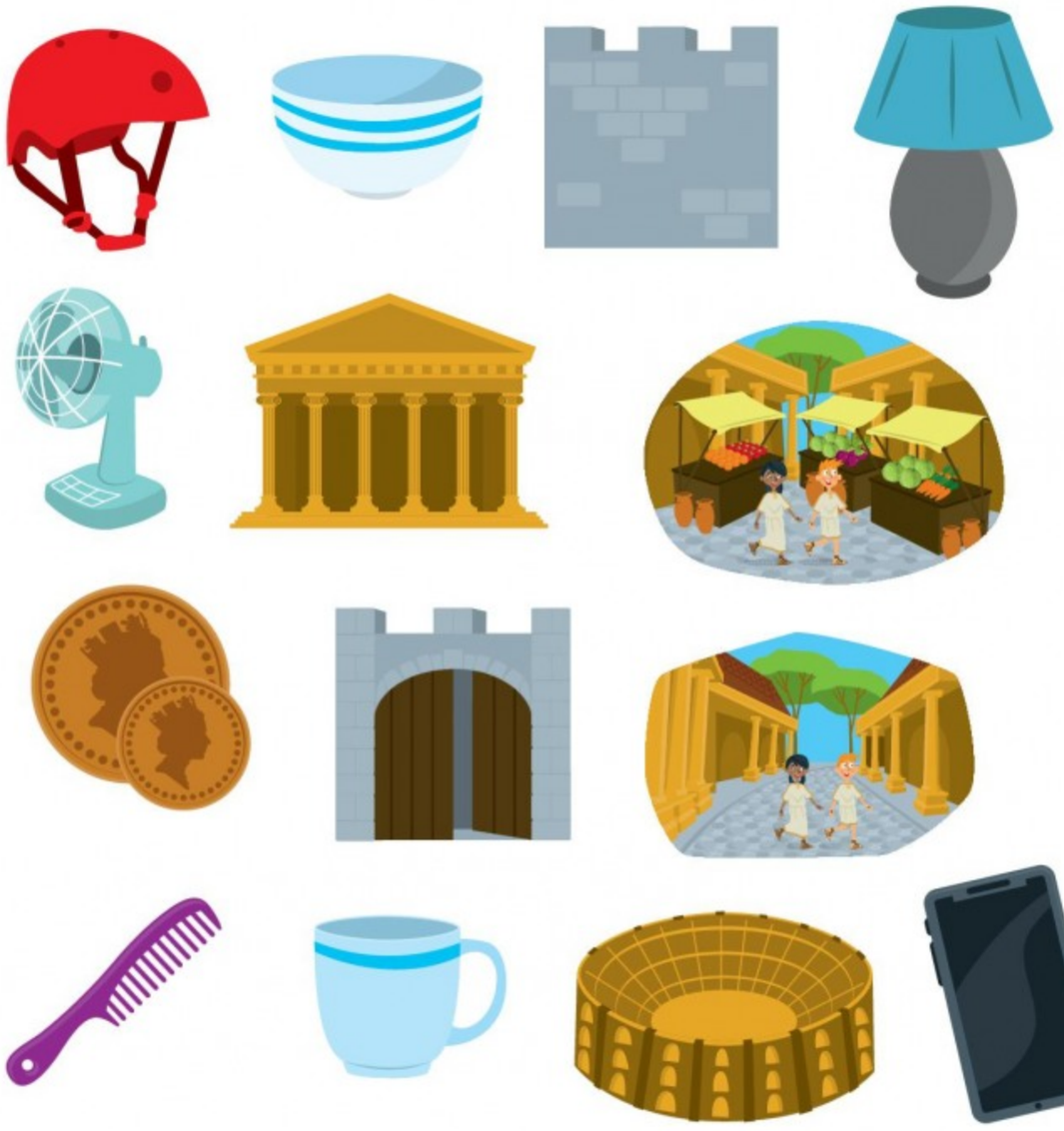
Plan and practice your presentation.

2 Watch the video. Can you remember three interesting facts?

3 Listen and follow. 185 Then tell the class about your museum display.



1 Test yourself! How many words can you remember? Write.



Everyday Things

_____ _____

_____ _____

_____ _____

_____ _____

A Roman Town

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.



1

Read the clues.
Write the words.

Roman towns had four of these.
Romans walked here.
Romans bought things here.

2

Write these verbs in the past.

go eat drink
write wear
have

3

What can you remember about Ancient China?
Play *True or false.*

They didn't wear yellow.

True.

4

What do you have at home that is old?
Draw and write.

This is a phone.
It's 20 years old.



5

Write three sentences about last week.
Two sentences are true and one isn't true.
Then swap with a friend and guess the true sentences.

6

Make a *History Quiz.*
Write four questions.
Then swap with a friend.

Did the Vikings have big boats?
Did the Romans eat tomatoes?



My Progress Go to your Workbook page 99

1 Listen and read. 186 Was life in Ancient Rome like ours? How?

Life in Ancient Rome



The Ancient Romans lived between 753 BCE and 476 CE. Over 2,000 years ago, life was very different. People didn't have TV and there were no cars!

However, some things about life in Ancient Rome were the same as they are now. Like today, many Romans lived in towns and cities. Many families lived in big apartment buildings with a lot of neighbors*. The apartments were very small; some families lived in just one room. The buildings were busy and noisy, with stores on the ground floor. Children often played outside in the streets. They had toys like kites, jump ropes, and dolls. They played ball games with their friends.



Some Roman children could go to school. First, they had lessons at home. They learned to read and write. Lessons were seven days a week and they started very early in the morning. Usually children finished school after their twelfth birthday. For older children, studying poems was very important. Students had to remember long poems. They also learned math and they learned about the stars.



However, many Roman children didn't have toys, and they didn't go to school. They had to work. They had to clean and cook and do chores, or they helped their parents with their jobs. It was often dangerous and hard. When you were 13, you weren't a child any longer. You were an adult. You had to stop playing and go to work.



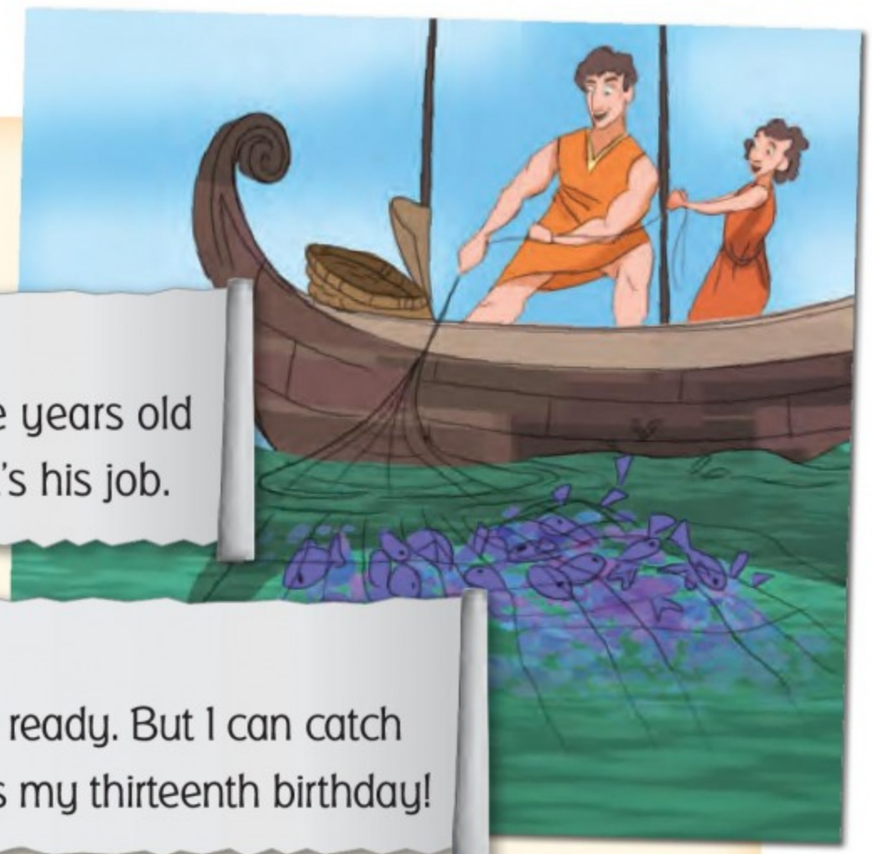
*** neighbors** – *the people who live in the home next to yours*

2 Read again and answer the questions.

1 Where did many Ancient Romans live?
2 What toys did Ancient Roman children have?
3 What did older children learn in school?
4 When were you an adult?
5 What do you think is the biggest difference between life today and life in Ancient Rome?

3 Listen and read. 187 Does Maximus want to grow up?

The Day I Grew Up



September 1, 121 CE

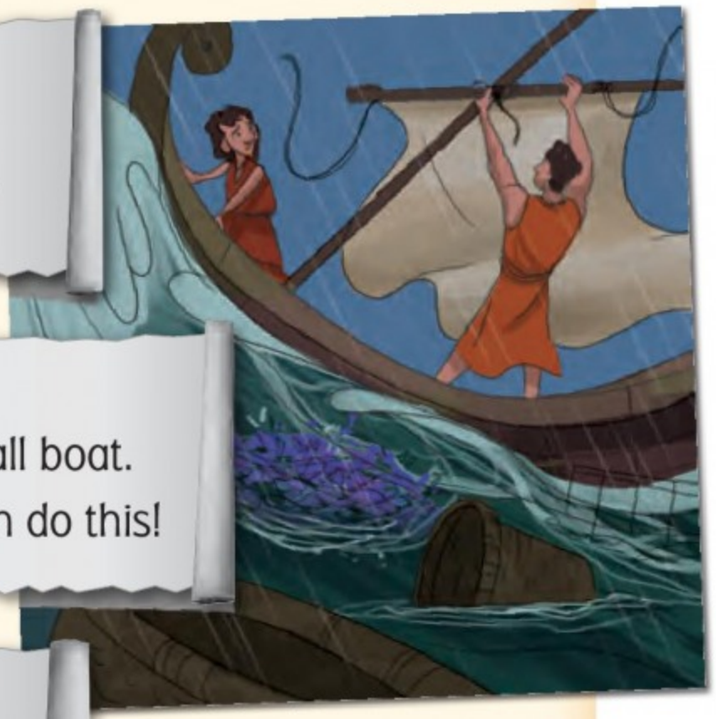
My name is Maximus. I live in the Roman Empire. This is my diary. I'm twelve years old – so I'm almost a man. I want to work with Dad. He goes fishing every day. It's his job.

September 7th

Today I asked Dad again, "Can I work with you?" He said no. He doesn't think I'm ready. But I can catch fish and I can swim! I don't want to play with my brothers. I'm not a child. Soon it's my thirteenth birthday!

September 15th

I'm thirteen today! Dad said I can help him make some nets tomorrow. I'm excited.

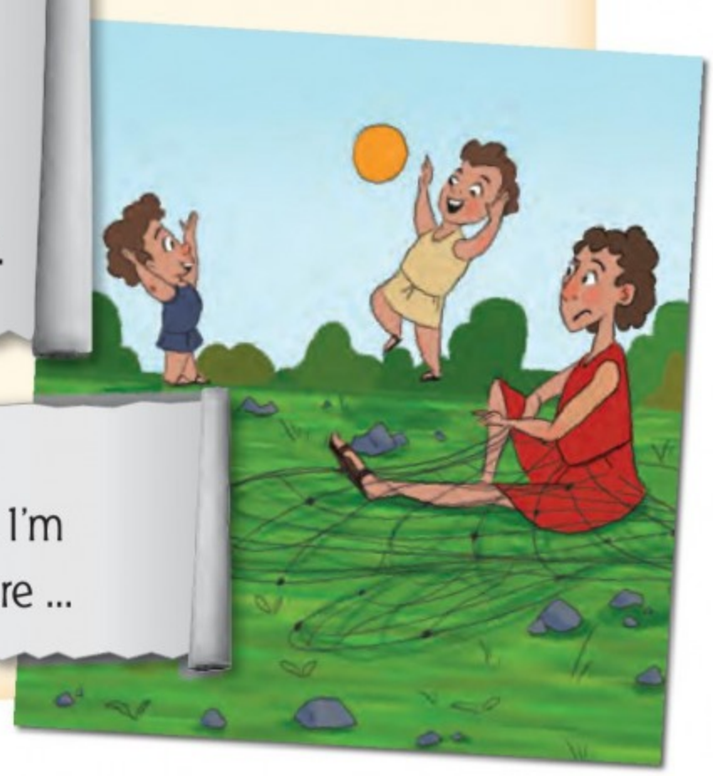


September 20th

Today, I went fishing with Dad for the first time. We got up early and went out in our small boat. We worked hard and we caught a lot of fish. I was tired at the end, but I was happy. I can do this!

September 25th

I went fishing again today. First, it was sunny, but soon it was very windy. Suddenly, there was water in the boat and I was in the ocean! Dad shouted, "Swim!" and he jumped in the water. The ocean was cold. I couldn't see Dad, or the boat. Then, he was next to me. He helped me swim to the boat. When we got home, we were tired and cold.



September 26th

Yesterday was hard work and the ocean is dangerous. Dad is brave and strong. Today, I'm watching my little brothers play. It looks fun. But I can't play now. I'm not a child any more ...

4 Read again and write *T* (true) or *F* (false).

1 Maximus wanted to work with his dad. T
2 Dad didn't want Maximus to help him. _____
3 Maximus wrote about his fifteenth birthday. _____
4 The first day in the boat was scary and dangerous. _____
5 Maximus learned that being a child is safer. _____

9 School Life



Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 188

3 Listen and say. 189

Let's talk about places in school.

1 music room

2 art room

3 computer room

4 cafeteria

5 hallway

6 teachers' lounge

7 gym

8 field

4 What does your school have? Look and say.

We have a library.

We don't have an art room.

5 Look at the photos and write the places.



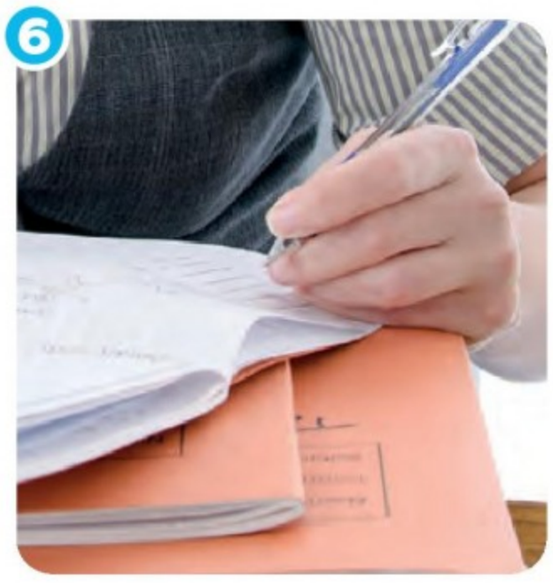
computer room















6 Listen and repeat. 190

on the left

on the right

straight ahead

7 Listen and repeat. 191 Then give directions for places in your school.



Can I help you? Are you lost?

Yes. I'm looking for the cafeteria.

It's over there. On the right.

Great. Thanks!





Team Up! 1

Make a school map.

9 Lesson 2 Grammar

Let's talk about helping people.



1 Listen and follow. 192 Then act.



2 Look, listen, and learn. 193 Circle the word that the pronoun replaces.

The woman was lost. They helped **her**.
Where's the teachers' lounge? I can't find **it**.
I can help you. Come with **me**.

I	**me**
you	**you**
he	**him**
she	**her**
it	**it**



Look! The object of a sentence can be replaced by a pronoun.

3 Read and circle. Then listen and check. 194

Maria Hi! I'm a new student. Can you please help [1] **it / me**?
Jim Sure! Nice to meet [2] **you / him**.
Sally That's the head teacher, Mrs. Lee. Can you see [3] **me / her**?
Jim This is our classroom.
Maria It's very colorful. I like [4] **it / her**.
Jim And that's our class teacher, Mr. Green. Would you like to meet [5] **him / her**?
Maria Yes, please.



4 Act out **3**. Take turns.





5 Look, listen, and learn. 195 Who said it? Find the people in the picture.

Look. It's Andy and Max. Let's sit with **them**.
Hi! Do you want to sit with **us**?

they	**them**
we	**us**



6 Write *us* or *them*.

1 Mr. Green asked me and Jim to help. Mr. Green asked ___us___ to help.
2 I saw two boys in the hallway. I saw _____ in the hallway.
3 They asked me and Jim a question. They asked _____ a question.
4 Jim took the new students to the library. Jim took _____ to the library.
5 I gave some girls a map of the school. I gave _____ a map of the school.
6 Mr. Green said thank you to me and Jim. Mr. Green said thank you to _____.

7 Write the object pronouns. Replace the words in parentheses.

me **it** ~~**it**~~ **her** **them** **us**



I remember my first day at school. I wanted to go to my classroom, but I couldn't find [1] ___it___ (the classroom). I saw some older students, but I didn't want to ask [2] _____ (the students). Then I saw Anna. She looked my age. I asked [3] _____ (Anna) about the classroom. She was lost, too. Anna and I asked some boys and they helped [4] _____ (Anna and me). We looked for our classroom together and we found [5] _____ (the classroom). From that moment, we were friends! Now Anna sits next to [6] _____ (Lily) and we always work together.



Team Up! 2

Play the *Pronoun Matching* game.

9 Lesson 3 Words and Grammar



1 Listen, point, and repeat. 196

2 Listen and say. 197

School Rules – Dos and Don'ts





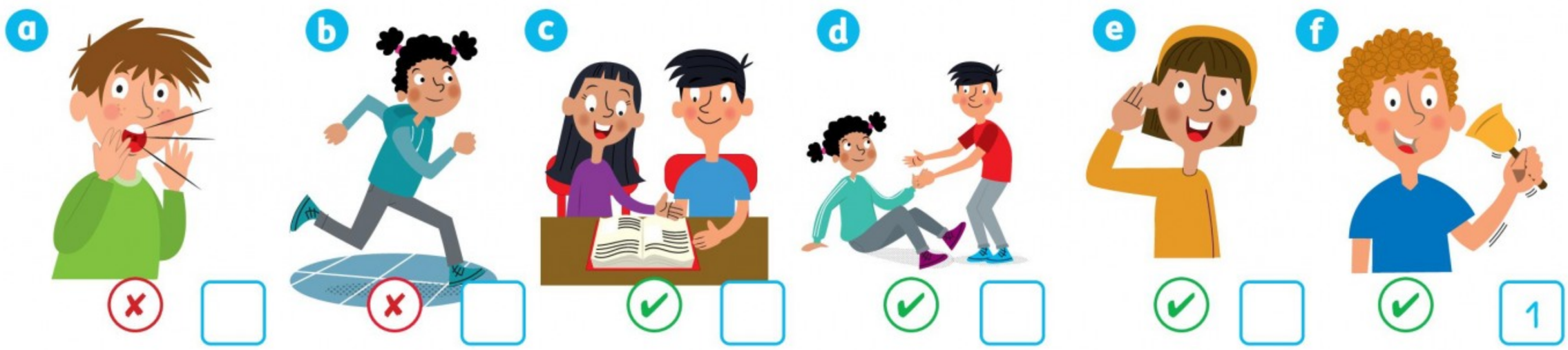








3 Listen and number. 198 Which is the "big rule"?



4 What are your school rules? Talk with your friend.



What are our school rules? Let's think ...

Don't run in the hallway!



5 Look, listen, and learn. 199 Which sentences mean the same?

We **must** walk inside.	We **must not** shout.
We **must** be quiet inside.	We **must not** run inside.



Look! We can use *must* and *must not* to talk about rules.

6 Look at the signs. Write rules with *must* and *must not*.







1 You must not run.
2 You _____ walk.
3 You _____ be quiet.
4 You _____ shout.
5 You _____ be late.
6 You _____ be on time.

7 Listen and follow. Then sing. 200–201

Rules, Rules, Rules!

Rules, rules, rules!
They tell us right and wrong.
Rules, rules, rules!
They help us get along.

Rules, rules, rules!
We must not **run inside**.
We must **listen in class**.
And please remember,
We must be kind!

shout inside
be on time





Team Up! 3

Write your school rules.

9 Lesson 4 Story



1 Look at the pictures. What places in school can you see?

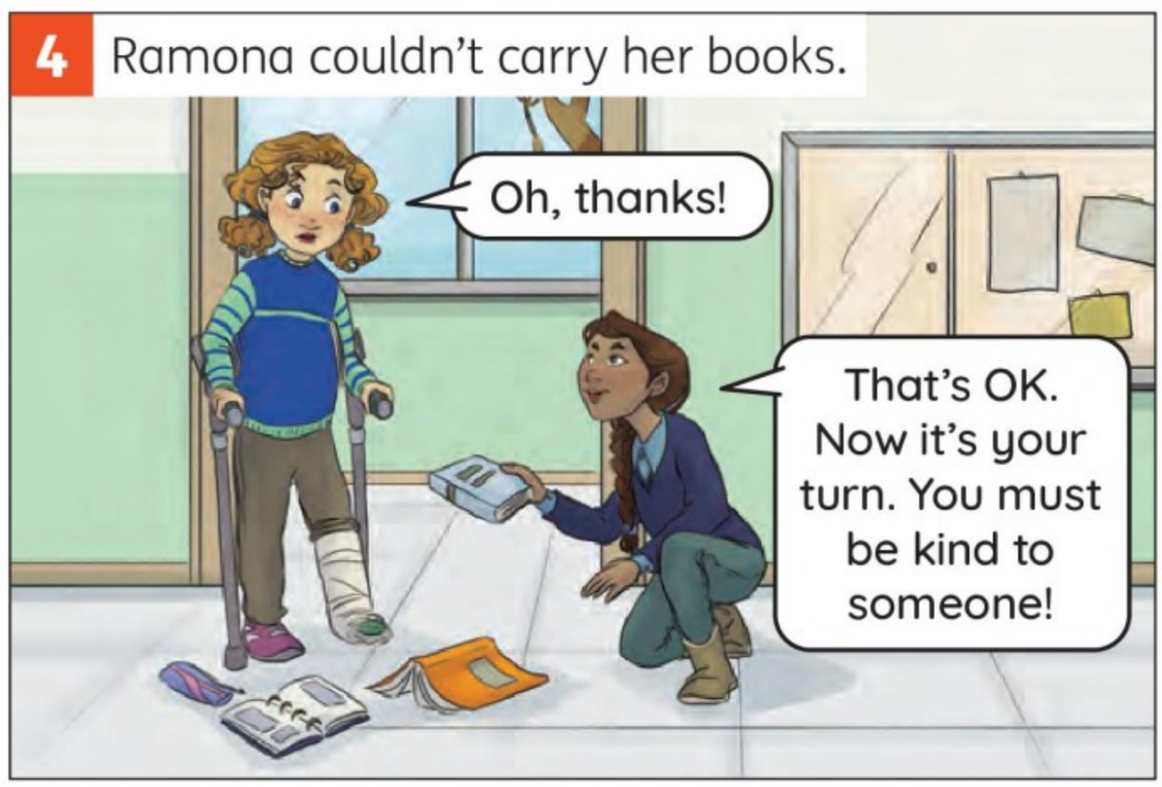
2 Listen and read. 202 How do the children help each other?

The Friendship Chain

















3 Read again. Write the words. Then number the places in order.











_____ _____ _____ hallway _____

4 Read and replace the pronouns with the names.

Daisy ~~**Jake**~~ **Julio** **Mom** **Ramona**

1 Zach helped him find the cafeteria. Jake
2 Samira helped her with her books. _____
3 Tom helped him to clean up the art room. _____
4 Julio invited her to join the team. _____
5 Jake told her about his day. _____

Think, Feel, Grow

What is the friendship chain?
How can we be kind to our classmates?

5 Act out the story.

6 Home-school Read the story at home.



Team Up! 4

Make a friendship chain.

9 Lesson 5 Skills and Culture

Let's learn how students go to school in Canada and Switzerland.



Listening and Speaking

1 Listen, point, and repeat. 203

2 Listen and say the number. 204



1 on foot



2 by school bus



3 on public transportation



4 by car



Lewis



CANADA

3 Listen and complete the survey chart. 205



4 Watch the video. What is a popular way to go to school?

5 Listen and follow. 206 Then talk about how you go to school.



How do you go to school?

I usually go to school by car. How about you?



Reading and Writing

6 Look at the photos. What are the children doing?

7 Listen and read. 207 What school rules does Mia talk about?

SWITZERLAND





Mia

My Trip to School

I'm Mia. I'm from Switzerland. My school is in my neighborhood. I don't have to catch a bus or go by car. My trip to school is about 15 minutes on foot.

1 At our school, we must walk to school. Also, our parents must not come with us! In Switzerland, when we're five years old we must walk to school alone or with our friends.

2 We have classes about being safe. A police officer comes to school to teach us. We learn about crossing the road. You must cross on the yellow lines. You must not run into the road. We're careful, so it isn't dangerous.

3 My trip to school is fun. I walk to the park at the end of the road. Then I turn left. My friend Chantal's house is there. She comes out to meet me and we walk together. We talk and we sing songs. We meet other friends on the way. I like walking to school!







8 Read again. Complete the sentences.

1 Mia's trip is 15 minutes on _____foot_____.
2 Swiss students walk to school alone or with _____.
3 A _____ teaches them about being safe.
4 You must cross on the _____ lines.
5 At the park, Mia turns _____ to meet her friend.

9 Writing Focus Read and underline the topic sentences in paragraphs 1–3.

10 Write about your trip to school. Go to your Workbook page 109



Look! The first sentence in a paragraph is called a "topic sentence." It tells us what the paragraph is about.

9 Project



Team Up! 5

Design an amazing school.



1 Listen and read. Learn how to do the project. 208



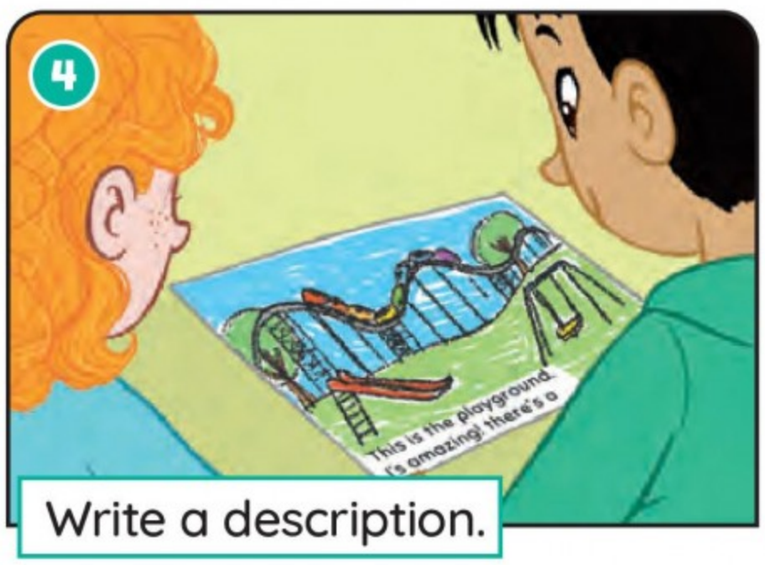
Write a list of places in school.



How can you make the places amazing? Share ideas.



Choose and draw your three favorite ideas.



Write a description.



Write a rule for each place.



Finish your design.

2 Watch the video. What amazing things are in their design?

3 Listen and follow. 209 Then talk to the class about your design.



1 Test yourself! How many words can you remember? Write.



Places in School

_____ _____

_____ _____

_____ _____

_____ _____

School Rules

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.

1

How do you go to school? Draw and write.



I go to school by car.

2

Write the object pronouns.

I –	he –
you –	she –
it –	they –
we –	

3

Tell your friend two rules at your house.

We must not wear our shoes in the house.

4

Play *Odd-one-out*. Write a list for your friend.

playground **gym**
library **field**

Which is the odd-one-out?

Library! You can run in the others.

5

Make a sign to show one of your school rules.



6

Do a class survey. Make a chart.

How do you go to school?

I go to school by bike.

My Progress Go to your Workbook page 111

10 Vacation Plans



Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 210

3 Listen and say. 211

Let's talk about vacations.

MONDAY TUESDAY WEDNESDAY THURSDAY

1 go hiking

2 go to the beach

3 have a barbecue

4 see a show

5 go sightseeing

6 visit a castle

7 take a boat trip

8 go snorkeling

4 Which activities would you like to do? Talk with your friend.

I'd like to go snorkeling!

Me too.

5 Look at the weather forecast and write two activities for each day.

Friday	Saturday	Sunday	Monday
			
sunny	hot	cloudy	rainy
go to the beach			

6 Can you add any more activities in **5**?

7 Listen and repeat. 212 Then talk about another day.



What can we do today?

I'd rather have a barbecue.

It's sunny. Why don't we take a boat trip?

OK. That's a good idea.





Team Up! 1

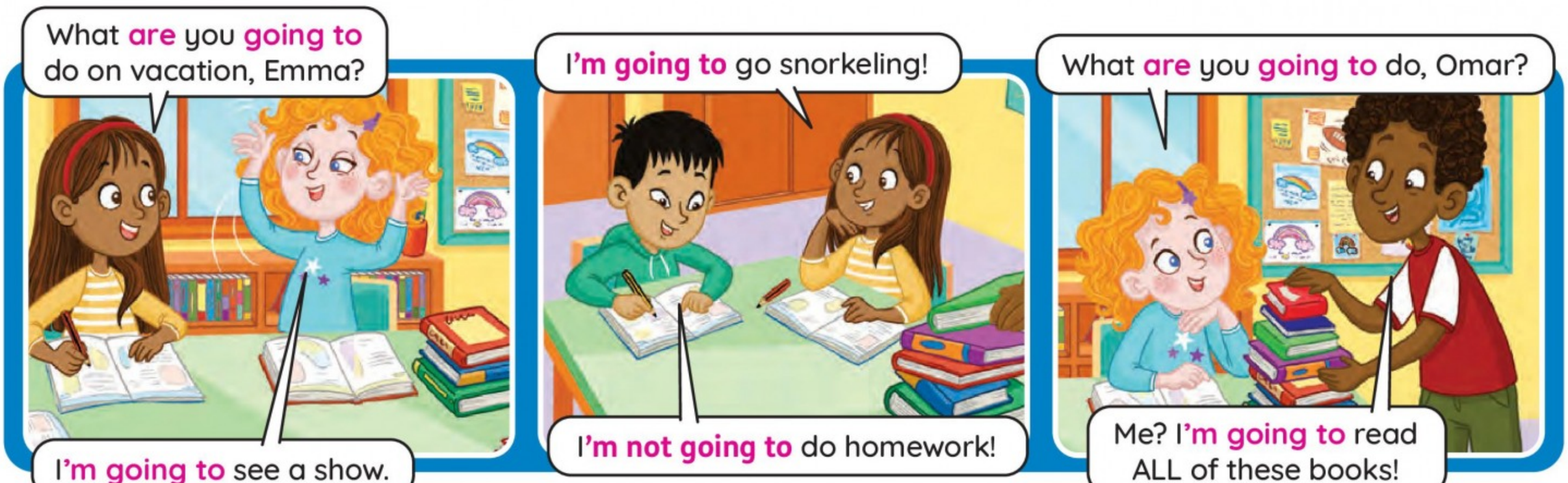
Do the *Weekend Plans* activity.

10 Lesson 2 Grammar

Let's talk about vacation plans.



1 Listen and follow. 213 Then act.



2 Look, listen, and learn. 214 What are you going to do next weekend?



What **are** you **going to** do on vacation?
I'm **going to** go snorkeling.
I'm **not going to** see a show.



Look! We use *going to* when we talk about our future plans.

3 Listen and check ✔ or cross ✘. 215










Jack					✘		



Anna							



George							

4 Ask and answer.



What are you going to do on vacation?

I'm not going to go to the beach. I'm going to go hiking.



5 Look, listen, and learn. 216 What form of the verb follows *going to*?

He / She / It	
What**'s** he **going to** do on vacation?	He **isn't going to** swim in the ocean. He**'s going to** go hiking.
We / They / You	
What **are** they **going to** do on vacation?	They **aren't going to** go to the beach. They**'re going to** go sightseeing.



Look! We can use time words with *going to*: tomorrow, next weekend, next week / month.

6 Read and circle.

FROM Jane@oup.com Katy@oup.com

Hi, Katy,

I'm at summer camp with my brother, Tom. We [1] **'m / 're** going to make new friends and we [2] **'re / 's** going to try some new things. Today we went cycling. Tomorrow, I [3] **'m / 's** going to go snorkeling. Tom doesn't like swimming in the ocean, so he [4] **isn't / 'm not** going to go snorkeling. He [5] **'m / 's** going to take a boat trip. It [6] **'m / 's** going to be a lot of fun! This evening, they [7] **'s / 're** going to make a fire and we [8] **'re / 'm** going to cook outside.

Talk soon, Jane



7 Write sentences with *going to*. Then check ✔ the correct photo for Katy's message.

FROM Katy@oup.com TO Jane@oup.com

Hi, Jane,

1 I / go to summer camp ✘
I'm not going to go to summer camp.

2 We / visit my grandparents ✔
_____

3 My mom / go shopping ✔
_____

4 I / go sightseeing in the city ✔
_____

5 We / go to the beach ✘
_____

From Katy





Team Up! 2

Do the *Find Somebody Who ...* activity.

Let's talk about packing for a vacation.



1 Listen, point, and repeat. 217

2 Listen and say. 218

Day Trip What to Bring



1 sunscreen



2 towel



3 backpack



4 raincoat



5 swimsuit



6 camera

3 Listen and check ✔. 219 What does Charlie have?

Don't forget your ...

camera		towel	
sunscreen		swimsuit	
backpack	✔	raincoat	



4 Play the *Memory* game.



I'm going to take a towel.

I'm going to take a towel and a camera.



5 Look, listen, and learn. 220 Then look at the picture. Are they going to take raincoats?



You	**Are** you **going to** take a towel? Yes, **I am**. No, **I'm not**.
He / She / It	**Is** she **going to** take sunscreen? Yes, she **is**. No, she **isn't**.
We / They / You	**Are** they **going to** take raincoats? Yes, they **are**. No, they **aren't**.

6 Look and write.

1 Is she going to take a camera?
Yes, she is.

2 _____ she _____ take a swimsuit?
_____

3 _____ he _____ take a snorkeling mask?
_____

4 _____ she _____ take sunscreen?
_____

5 _____ they _____ take towels?
_____

6 _____ they _____ take raincoats?
_____



7 Listen and follow. Then sing. 221-222

Let's Pack!

Let's pack, let's get ready!
We're going to run and play!
Let's pack, let's get ready!
We're going to have fun today!

Are you going to take **sunscreen**? **a camera**
Yes, I am. It's a sunny day.
Are you going to take **a towel**? **a swimsuit**
Yes, I am. I'm going to swim and play.
Are you going to take a raincoat?
No, I'm not. It isn't rainy today!





Team Up! 3

Play the *Let's Pack!* game.

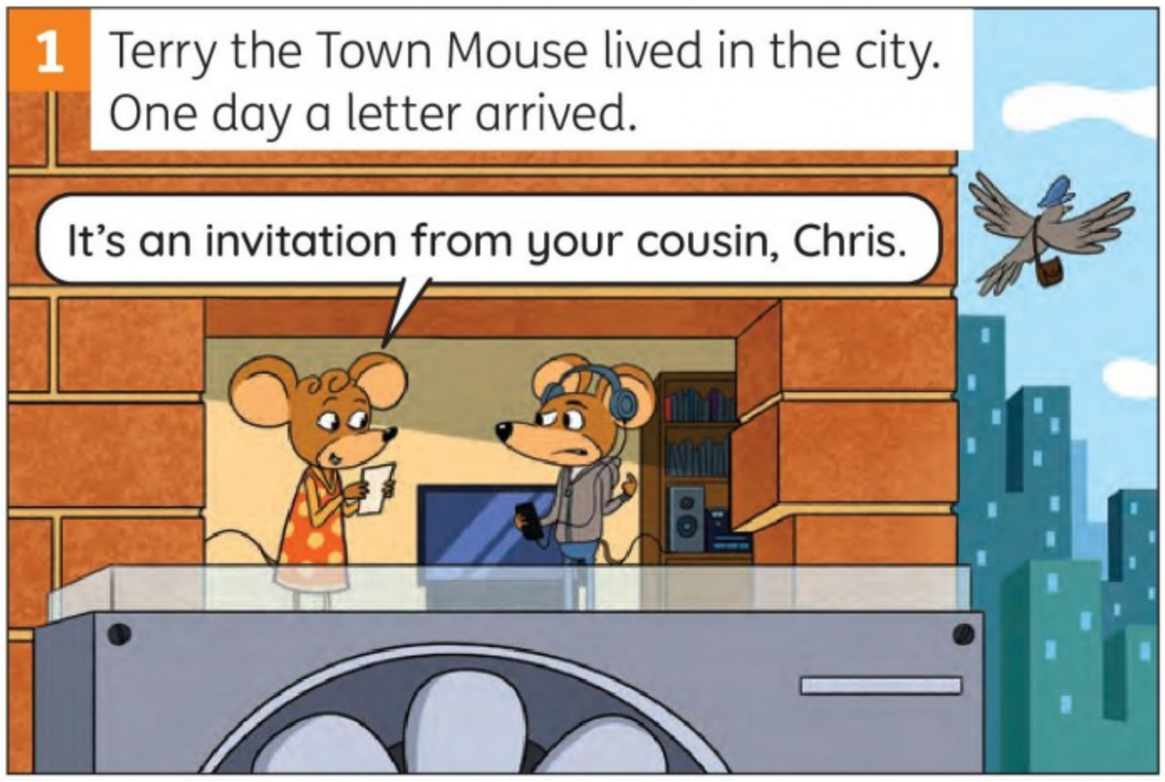
10 Lesson 4 Story



1 Look at the pictures. What vacation activities can you see?

2 Listen and read. 223 Does Terry the Town Mouse try something new?

The Town Mouse and the Country Mouse

















3 Read again and check ✔ or cross ✘. How did Terry feel about it? Circle the face.

Terry sleeps in a tree.	✔	🙂	😐
Terry swims in the lake.		🙂	😐
Terry takes a boat trip.		🙂	😐
They have a barbecue.		🙂	😐
Terry goes hiking.		🙂	😐
They see a waterfall.		🙂	😐

4 Read and circle *TM* (Town Mouse) or *CM* (Country Mouse).

1 He lives in the city.	TM	CM	**4** He plays on his phone.	TM	CM
2 He lives in a tree.	TM	CM	**5** He eats pizza.	TM	CM
3 He swims with his friends.	TM	CM	**6** He doesn't like trying new things.	TM	CM

Think, Feel, Grow

Why doesn't Terry want to do the activities? How do you think he feels? Why do you think he changes his mind?

5 Act out the story.

6 Home-school Read the story at home.



Team Up! 4

Make an invitation for Country Mouse to visit Town Mouse.

10 Lesson 5 Skills and Culture

Let's learn about vacation places in the U.K. and Ukraine.



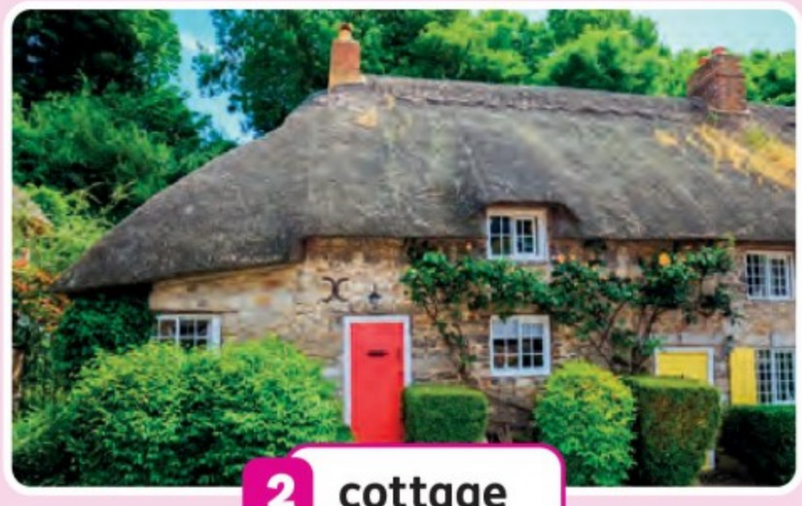
Listening and Speaking

1 Listen, point, and repeat. 224

2 Listen and say the number. 225



1 camper



2 cottage



3 campsite



4 canal boat



Maisie



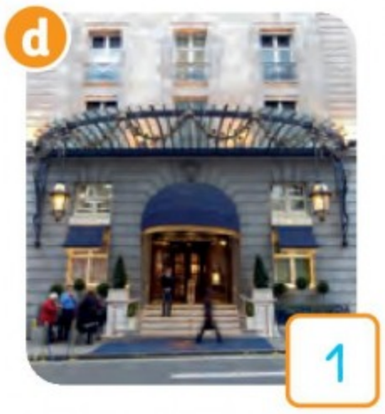
U.K.

3 Listen and number. 226

a 

b 

c 

d 

1

e 

f 

4 Watch the video. What is Hannah going to do this year on vacation?

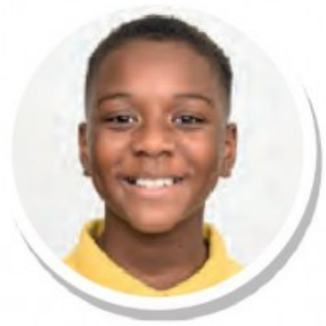
5 Listen and follow. 227 Then talk about your vacations.



I'm looking forward to vacation!

Me too. I'm going to stay with my grandparents.

I'm going to stay in a camper. I can't wait!



Reading and Writing

6 Look at the photos. Where is Andrii going to stay on vacation?

7 Listen and read. 228 What does Andrii do on vacation?





Andrii

New Message

Dear friend,

I'm Andrii. I'm from Ukraine. I'm looking forward to my vacation. I'm going to stay at a "dacha." A dacha is a small cottage out in the country.

The dacha is a place where all the family can relax. It's a quiet place. It's not noisy like our home in the city. We sometimes go hiking, and I'm going to go swimming in the lake. I'm not going to watch TV or play video games. I'm going to read books and paint pictures.

Mom loves it because it has a garden in the backyard. This summer she's going to grow a lot of flowers and vegetables. My sister Polina is going to help her.

Dad loves it because he can go fishing. We're going to have barbecues and cook the fish in the backyard.

I love vacations out in the country! What about you?

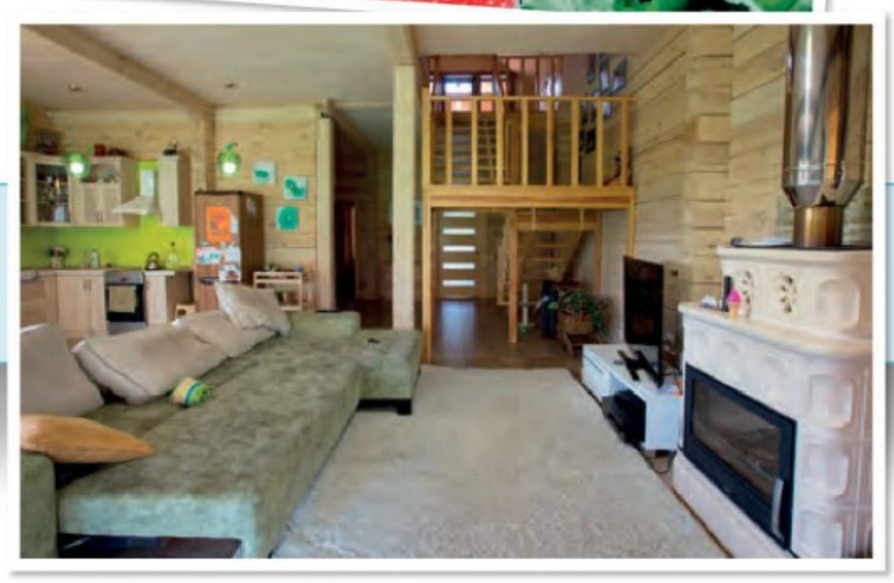
What are your plans?

Write soon! Andrii

Send







8 Read again. Write *'s going to* or *isn't going to*.

1 Andrii 's going to stay in a cottage.
2 He _____ play video games.
3 He _____ read books.
4 He _____ help his mom in the garden.
5 His dad _____ catch fish and cook them.



9 Writing Focus What phrases does Andrii use to start and end his email?

10 Read and write *S* (start) or *E* (end).

1 Hello! S
2 Best wishes, _____
3 Talk soon, _____
4 How are you? _____

Look! When we write emails, we use special words or phrases at the start and end. We can start with *Hi,* and end with *Best wishes,*

11 Write an email about your vacation plans. Go to your Workbook page 121

10 Project



Team Up! 5

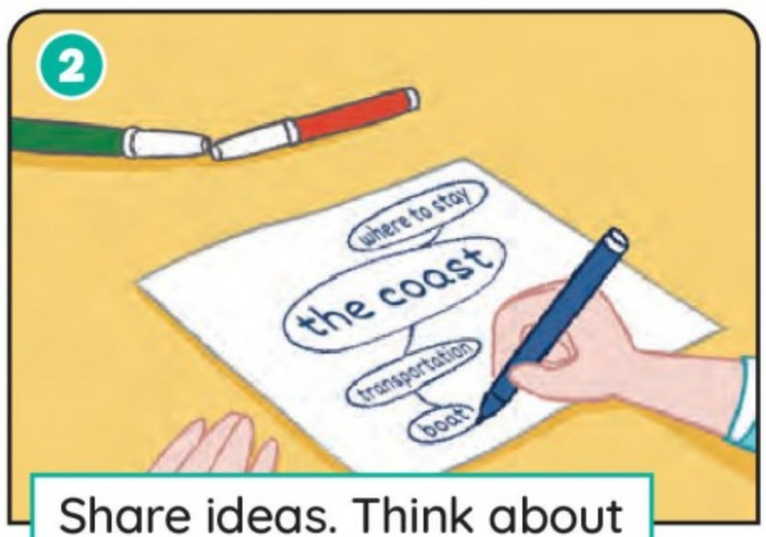
Make a plan for a class trip.



1 Listen and read. Learn how to do the project. 229



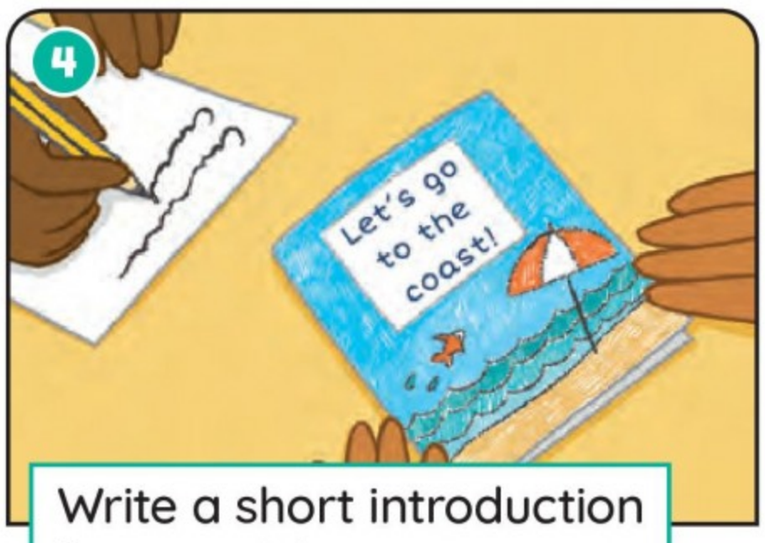
Choose a place for your trip. Start a mind map.



Share ideas. Think about transportation, activities, and where to stay.



Make a plan for each day. Choose three activities. Write notes.



Write a short introduction for your trip.



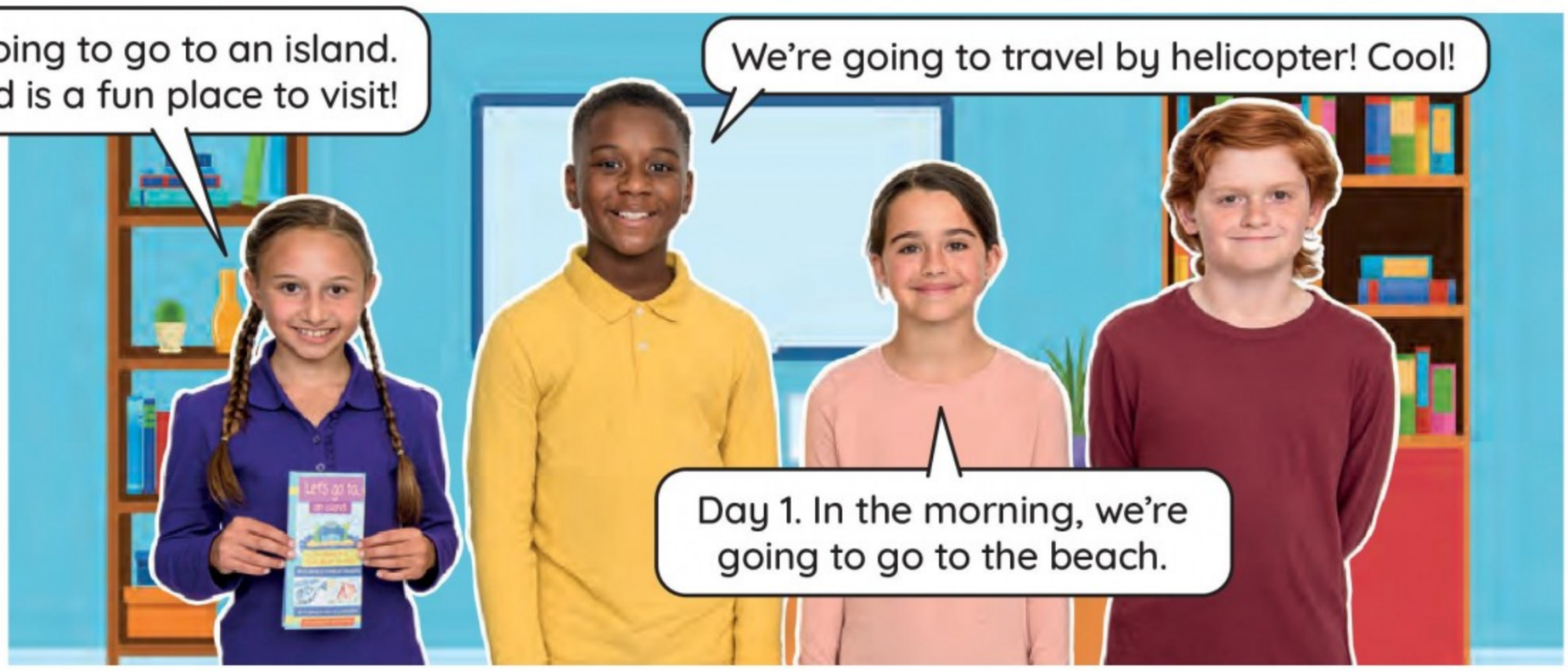
Draw and glue pictures and write the plans for each day.



Plan and practice your presentation.

2 Watch the video. ▶ What activity are they going to do first at the beach?

3 Listen and follow. 230 Then talk to the class about your plan for a trip.



1 Test yourself! How many words can you remember? Write.



Vacation Activities

_____ _____

_____ _____

_____ _____

_____ _____

Things to Pack

_____ _____

_____ _____

_____ _____

2 Which words can't you remember yet? Check Lessons 1 and 3. Add them to **1**.

3 Choose and do two activities. Use your notebook.

1
Draw three things to take on vacation. Don't show your friend. Take turns to guess.

Are you going to take sunscreen?

No, I'm not.

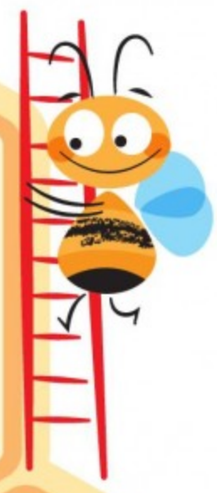
2
Play *Guess the Activity*. Take turns.

A: Think of a vacation activity.

B: Ask questions to guess the activity.

3
Choose a vacation place. Write three plans with time phrases.

I'm in … . I'm going to have a lot of fun! Tomorrow I'm going to …



4
What are you going to take to the beach? Complete the list.

Vacation List
- a hat
- …
- …
- …



5
Complete the mind map with activities.



6
Play the *Memory* game.

On my vacation, I'm going to take a towel.

On my vacation, I'm going to take a towel and a backpack.

My Progress Go to your Workbook page 123

Let's Read!
Traveling Around the World

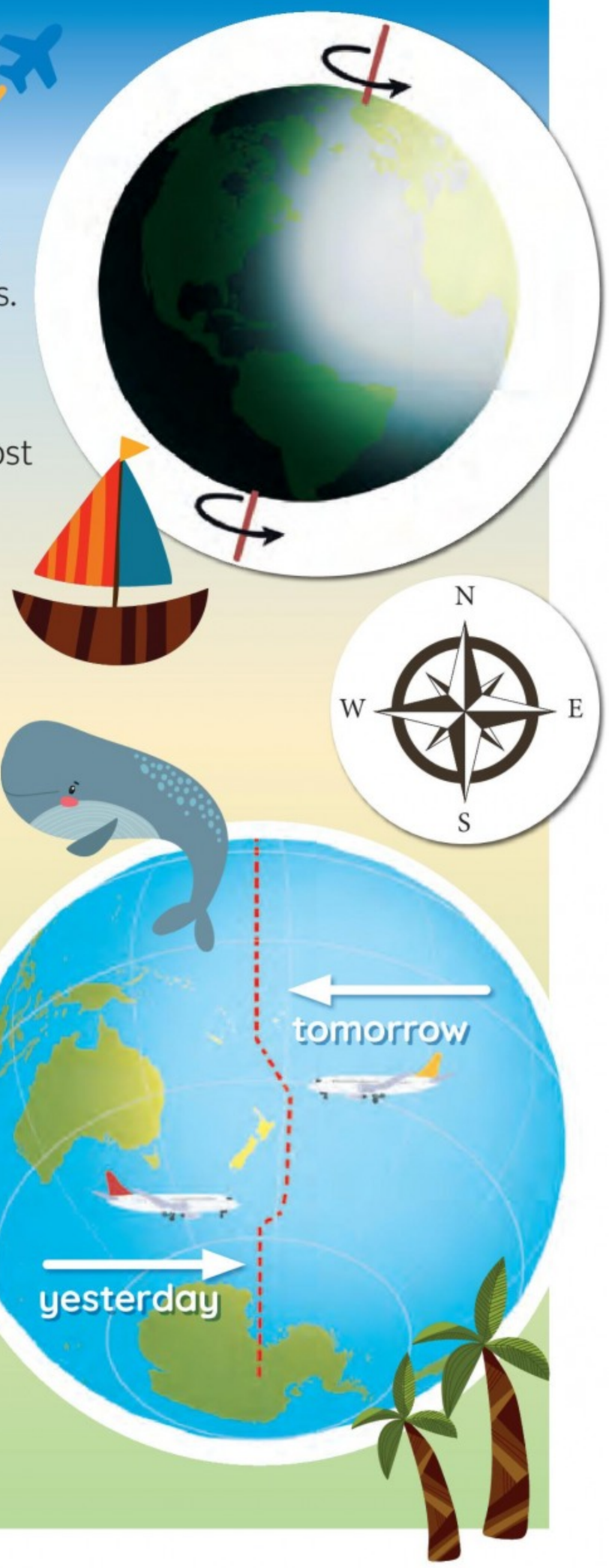
1 Listen and read. 231 What happens at the International Date Line?

Time and Travel

Different Places, Different Times

This is our planet, Earth. Light comes from the sun. When it's daytime in your country, it's night-time in another country. All around the world, there are different time zones. That means it's a different time in different countries. In countries on opposite sides of the world, it can even be a different day. When children are starting school in Los Angeles in the U.S.A., it's lunchtime in Brazil, dinner time in Egypt, and bedtime in India. In New Zealand, it's almost time to get up – the next day.





A Very Special Line

Many people today travel around the world. What happens to time when you travel? In the Pacific Ocean, there's an imaginary line. When you cross it, the date changes. It's called the International Date Line. The direction you travel makes a big difference. When you cross the International Date Line from east to west, you add a day. So, for example, you can leave Los Angeles after breakfast on Monday morning, fly for 12 hours, then arrive in New Zealand. What time is it when you arrive in New Zealand? Surprisingly, you don't arrive on Monday evening. You arrive on Tuesday evening – the next day. Traveling from west to east, it's even stranger. When you cross the International Date Line from west to east, you travel back to yesterday!

2 Read again and complete the sentences.

1 Around the world, it's a different _____time_____ in different countries.
2 When it's _____ in Brazil, it's _____ in Egypt.
3 In the _____ Ocean, there's a line called the International Date Line.
4 When you cross the International Date Line from east to west, you _____ a day.
5 Traveling from west to _____, you go back to yesterday.

3 Listen and read. 232 Did Phileas's journey go as he planned?



It was Wednesday, October 2, 1872. Phileas Fogg was in his London club. There was a story about a new train in his newspaper.
"Look!" said Phileas. "There's a new train in India. Now you can travel around the world in 80 days."
In 1872, travel was slow. His friends laughed. "You can't do it!" they said. "I'm going to try," Phileas said. His friends laughed again.
"I'm going to travel to Italy and then by boat to Egypt and on to India. Then I'm going to travel to Singapore and America . . . I can do it!" he said. Phileas packed his bags. "I'm going to be back in London on December 21st," he promised. "Let's meet at eight o'clock."
Phileas traveled to Italy and Egypt. He went by boat to India. But there, his problems started. There wasn't a new train! Phileas had to travel slowly, by elephant.



There were more problems in Singapore, China, and Japan. Travel wasn't easy in 1872! Then Phileas had to travel 3,000 miles across America. There were broken bridges, dangerous animals, and snow. He didn't stop. He arrived in New York. "The boat to England went yesterday," they said. He had to buy a boat to get home!



Finally, Phileas arrived back in London.
"It's December 21st. What's the time?" asked Phileas. It was 8:05 p.m.
"Oh, no! They were right," he thought, sadly. "I couldn't do it."
The next morning, it was breakfast time. Phileas looked at the newspaper and he had a big surprise. The date was December 21st. Then he realized, "I crossed the International Date Line! Yesterday was December 20th!" That evening, Phileas met his friends.
"I did it!" he said. "I traveled around the world in 80 days!"

4 Read again and answer the questions.

1 What did Phileas want to do?
2 What was the problem in India?
3 What problems did he have in America?
4 What did Phileas see in the newspaper?
5 How long do you think it takes to travel around the world today?

1 Grammar Presentation

Look, listen, and learn.



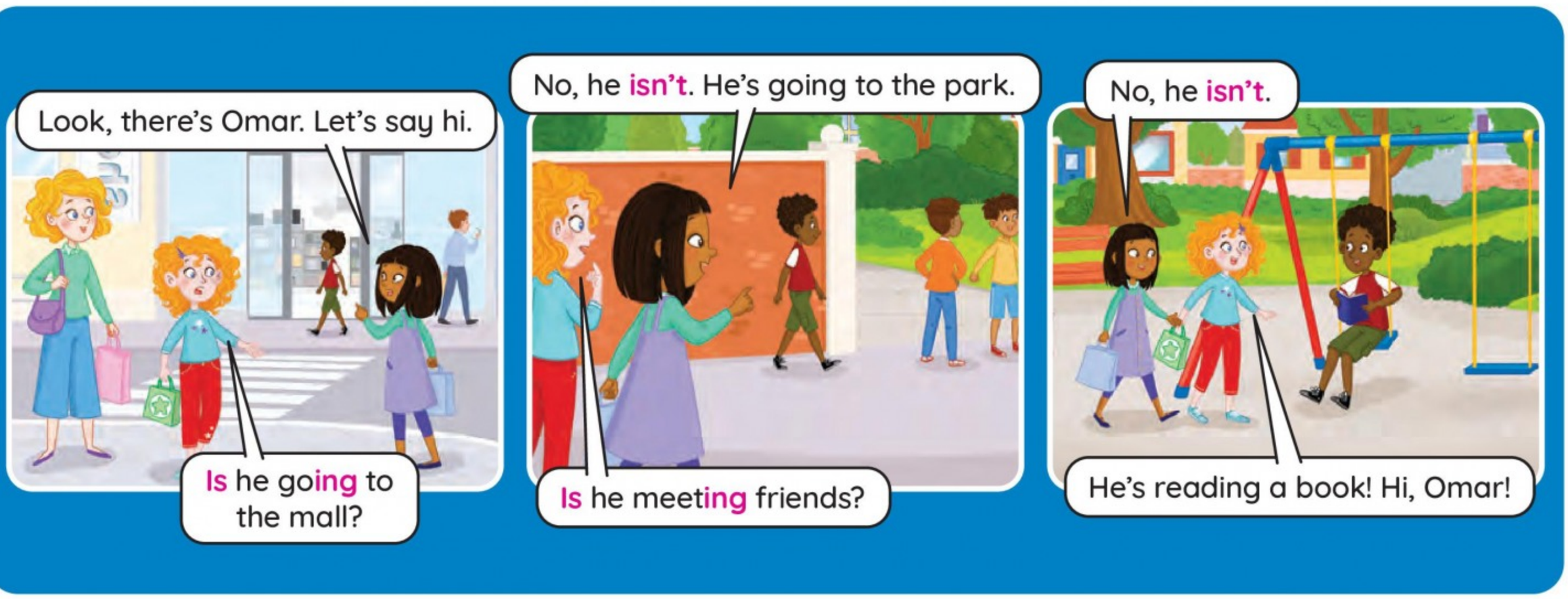
Who's **the** tall**est**?	He's **the** tall**est**.
Who's **the** young**est**?	She's **the** young**est**.
Who's **the** fast**est**?	She's **the** fast**est**.

tall	taller	**the tallest**
brave	braver	**the bravest**
funny	funnier	**the funniest**
big	bigger	**the biggest**
good	better	**the best**



2 Grammar Presentation

Look, listen, and learn.



I	**Are** you go**ing** to the mall? Yes, I **am**. No, I**'m not**.
He / She / It	**Is** he go**ing** to the park? Yes, he **is**. No, he **isn't**.
You / We / They	**Are** they meet**ing** friends? Yes, they **are**. No, they **aren't**. **Are** we read**ing** a book? Yes, we **are**. No, we **aren't**.



Look! Sometimes the spelling changes.
swim ➜ swimming
dance ➜ dancing
run ➜ running
ride a bike ➜ riding a bike

3 Grammar Presentation

Look, listen, and learn.



I want to be a chef.

Why?

Because I want to cook great food.

Look! We use *Why?* to ask questions and *because* to give our reasons for something.



4 Grammar Presentation

Look, listen, and learn.



He **could** play table tennis.
He **couldn't** draw.

We **could** run.
We **couldn't** swim.

Could you swim when you were six?
Yes, I **could**. No, I **couldn't**.



Look! *Could* and *couldn't* are the past tense of *can* and *can't*.

5 Grammar Presentation

Look, listen, and learn.



I **always** go to the lake on Saturdays.
He **often** goes fishing on vacation.
She **sometimes** goes swimming on the weekend.
They **never** do karate in the morning.



Look! We use *always*, *often*, *sometimes*, and *never* to say how often we do things.
always → often → sometimes → never

6 Grammar Presentation

Look, listen, and learn.



slow	Pour the milk **slowly**.
careful	We need to chop **carefully**.

quick	quick**ly**
noisy	nois**ily**
easy	eas**ily**
high	**high**
good	**well**



Look! We use adverbs to describe how we do an action.

Usually we add *-ly* to the adjective to make the adverb.

7 Grammar Presentation

Look, listen, and learn.



I / You / He / She / It / We / You / They
I **had to** prepare food.
Dad **had to** decorate the yard.
They **had to** dress up.



Look! *Had to* is the past tense of *have to*.

8 Grammar Presentation

Look, listen, and learn.



Did they **have** streets?	Yes, they **did**.
Did they **drive** cars?	No, they **didn't**.

Look! In questions about the past, *do* changes to *did*.



9 Grammar Presentation

Look, listen, and learn.



We **must** follow the school rules.	We **must not** run in school.
We **must** listen in class.	We **must not** run in the hallway.



Look! We can use *must* and *must not* to talk about rules.

10 Grammar Presentation

Look, listen, and learn.



You	**Are** you **going to** take a swimsuit? Yes, **I am**. No, **I'm not**.
He / She / It	**Is** she **going to** take shorts? Yes, she **is**. No, she **isn't**.
We / They / You	**Are** they **going to** take raincoats? Yes, they **are**. No, they **aren't**.



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