OXFORD

Beehive

American

Student Book

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Kathleen Kampa
and Charles Vilina

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OXFORD
UNIVERSITY PRESS

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The Cave **Emotional Well-being** Being brave	Outdoor activities in Norway and the U.S.A.	**Writing Focus** A story **Project** Plan an adventure tour

Starter Unit
Let's Cook!

1 Listen, point, and repeat. 001

1 buy

2 teaspoon

3 salt

4 gram

5 kilogram

6 tablespoon

7 half

8 quarter

2 Read the recipe. Write the words.

Antonio's Homemade Meat Sauce

1 1 kg. tomatoes
2 100 g. meat
3 1/2 cup mushrooms
4 3 tbsp. chopped onions
5 1 tsp. salt
6 1/4 tsp. spices

→ one kilogram of tomatoes
→ one hundred _____ of meat
→ a _____ cup of mushrooms
→ three _____ of chopped onions
→ one _____ of salt
→ a _____ teaspoon of spices

3 Listen and read. 002 Who has the shopping list?

Shopping with Dad

Dad: Lily, you have the shopping list.
How much butter do we need?
Lily: We need 200 grams of butter.
Dad: How many bananas and apples do we need?
Lily: We need five bananas and a bag of apples.
Dad: OK. And how much cereal and orange juice do we need?
Lily: We need two boxes of cereal and one bottle of orange juice.

4 Listen and read. 003

Count and Noncount Nouns

We use *how many* to ask about things we can count.
We use *how much* to ask about things we can't count.

Count	Noncount
How many apples?	**How much** salt?
a kilogram of **apples**	a kilogram of **salt**
two bags of **apples**	two bags of **salt**
some **apples**	some **salt**
two **apples**	

5 Circle the correct words. Then listen and check. 004

1 How much / How many milk is she going to buy?
2 How much / How many potatoes is she going to buy?
3 How much / How many eggs is she going to buy?
4 How much / How many cheese is she going to buy?

6 Look at Lily's shopping list. Ask and answer.

How much pasta is Lily going to buy?

She's going to buy a box of pasta.

Lily's Shopping List

- six pears
- a bag of salt
- a kilogram of potatoes
- a box of pasta
- 400 grams of cheese
- twelve eggs
- two bottles of milk
- a bag of carrots

1 The World of Animals

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 005

3 Listen and say. 006

Let's talk about animals.

Animal Fair

1 eagle

2 butterfly

3 sloth

4 toucan

5 giant tortoise

6 lion

Forest Animals

Rainforest Animals

Island Animals

Grassland Animals

4 Write.

1 colorful beak / beautiful feathers toucan

2 strong / runs quickly / dangerous _____

3 colorful wings / beautiful / small _____

4 slow / quiet / brown hair _____

5 Listen, point, and repeat. 007

6 Read and write the words. Listen and check. 008

Tia's Student Journal

October 6th. Today we learned about sea and land animals. Many of these animals can swim well. The sailfish is the fastest sea animal. It has a long nose! The _____ has eight arms, and it can swim quickly. The _____ is a land animal with brown hair and a wide tail. It can swim very well. The _____ is a cat. It can also swim, but it doesn't like swimming!

1 cheetah

2 beaver

3 sailfish

4 octopus

7 Write.

1 They are cats. lion , _____

2 They are slow. _____ , _____

3 They swim well. _____ , _____ , _____

4 They can fly. _____ , _____ , _____

8 Listen and repeat. 009 Then make a new dialogue and practice.

What is an octopus like?

It has eight arms, and it can swim quickly.

an eagle
a lion

long wings / fly high
a big body / be dangerous

Team Up! 1

Make and play *Animal Bingo!*

1 Lesson 2 Grammar

Let's compare animals.

1 Listen and read. 010 Why isn't Tang sad?

2 Listen and read. 011

Comparative Adjectives

We use comparative adjectives to talk about how two things are different.
My dog is **stronger** than your dog.
My dog is **more beautiful** than your dog.
Your dog is **better** than those two dogs.

Look!

One syllable:	long → long**er**
Two syllables + *y*:	busy → bus**ier**
Other 2+ syllables:	careful → **more** careful / **less** careful
Irregular adjectives:	good → better bad → worse

3 Listen and circle the correct words. 012

Which animal is a [1]**good** / **better** pet, a fish or a dog? Well, I think dogs are [2]**less interesting / more interesting** than fish. Dogs are [3]**noisy / noisier** and [4]**less colorful / more colorful** than fish, but I think a dog is a [5]**good / better** pet for me.

4 Ask and answer.

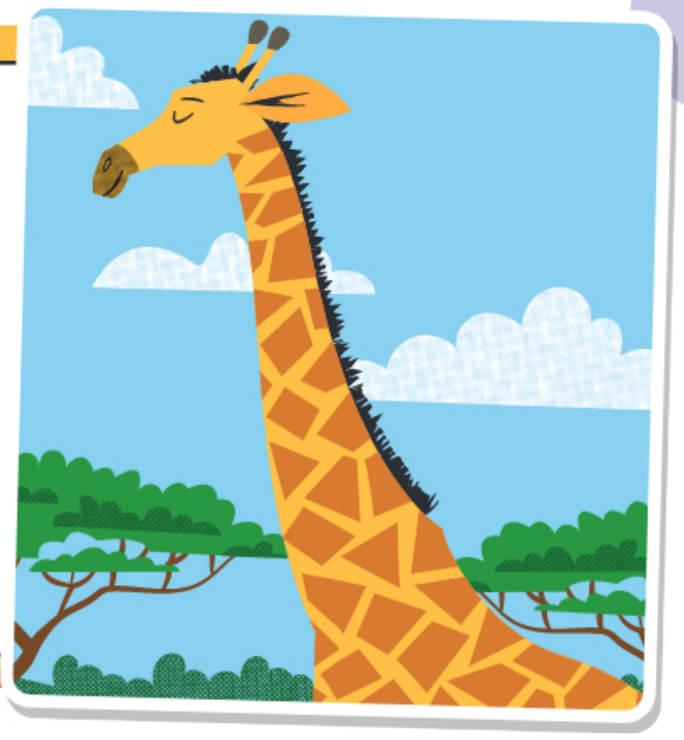
Is a lion bigger than a cheetah?

Yes, it is.

5 Listen and read. 013 Which is the most beautiful animal?

The Best Animal

Five animals were talking. "I'm the tallest animal in the world," said the giraffe. "Yes, but I'm the longest animal," said the snake. "I'm the biggest animal on land," said the elephant. "And I'm the fastest animal," said the cheetah. "Well, I'm the most beautiful animal in the world," said the baby turtle. "My mom told me." And like all moms, she was right.



6 Listen and read. 014

Superlative Adjectives

We use superlative adjectives to talk about how three or more things are different.
I'm **the biggest** animal on land.
I'm **the most beautiful** animal in the world.

Look!

One syllable:	tall → the tall**est**
Two syllables + *y*:	happ**y** → the happ**iest**
Other 2+ syllables:	dangerous → the **most** dangerous / the **least** dangerous
Irregular adjectives:	good → the best bad → the worst

7 Write.

1 Which shark is the most dangerous shark? (the great white shark)
The great white shark is the most dangerous shark.

2 Which shark is the biggest shark? (the whale shark)

_____

3 Which shark is the most interesting shark? (the hammerhead shark)

8 Circle the correct words. Then listen and check. 015

Lions, tigers, and cheetahs are cats. The cheetah is [1]**smaller / the smallest** of the three cats, and the lion is the [2]**least colorful / most colorful**. The tiger is [3]**bigger / the biggest** and [4]**stronger / the strongest** than the lion. All three cats are beautiful animals.

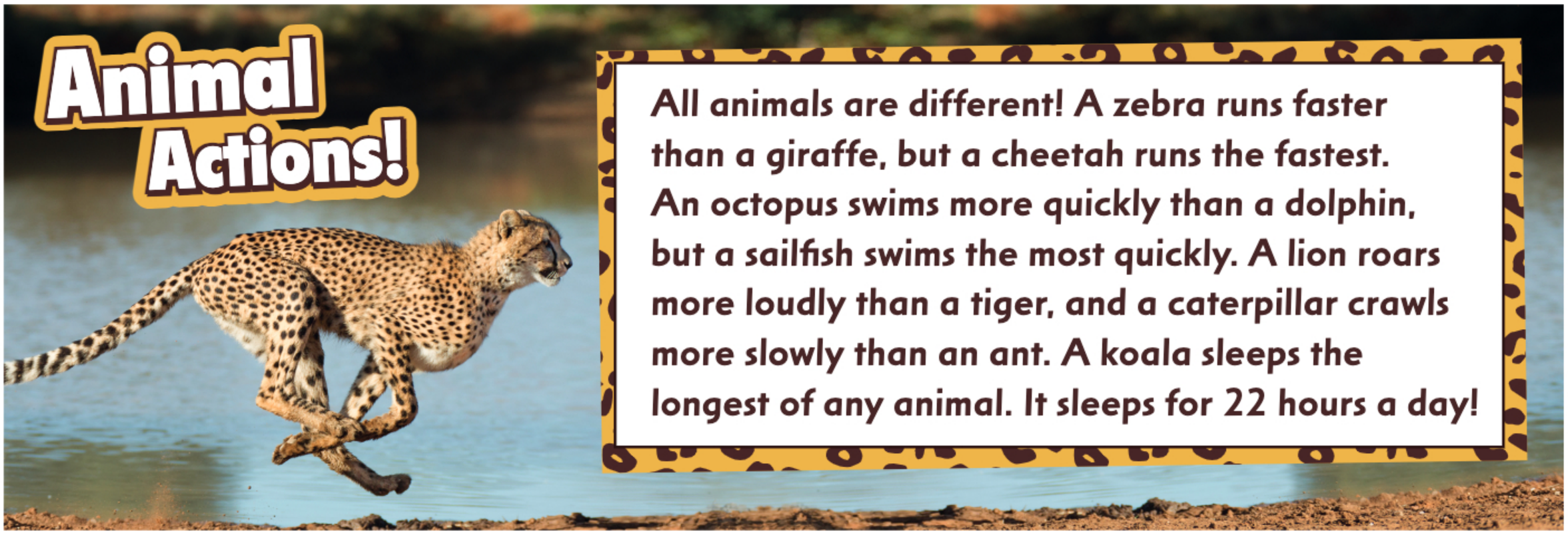
Team Up! 2

Compare animals.

1 Lesson 3 Words and Grammar

Let's talk about animal actions.

1 Listen and read. 016 What is the fastest animal?



2 Listen, point, and repeat. 017

1 roar

2 sleep

3 stretch

4 leap

5 chew

6 dive

7 crawl

8 make a nest

3 Listen and write the action. 018

1 sleep
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

4 Play the *Name the Animal* game.

Name an animal that makes a nest.

An eagle makes a nest!

5 Listen and read. 019

Comparative and Superlative Adverbs

An octopus swims **more quickly** than a dolphin, but a sailfish swims **the most quickly**.
A zebra runs **faster** than a giraffe, but a cheetah runs **the fastest**.

Look!

Regular adverbs (with *–ly*):	slowly → **more** slowly → the **most** slowly
Irregular adverbs:	high → high**er** → the high**est**
	well → better → the best

6 Write.

1 Which chews more slowly, a cow or a rabbit? (slowly)
A cow chews more slowly than a rabbit.

2 Which leaps _____, a cat or a dog? (easily)

_____

3 Which makes a nest _____, a duck or an eagle? (high)

_____

4 Which dives _____, a beaver or a penguin? (well)

_____

7 Complete.

1 Sara ran faster than John, but Ahmed ran the fastest. (fast)
2 Michael swam _____ than Nadia, but Sunita swam _____. (quickly)
3 Manuel jumped _____ than Jim, but Tina jumped _____. (high)
4 Ann climbed the tree _____ than Tom, but I climbed _____. (carefully)

8 Listen and read. Then sing. 020–021

Harry the Kangaroo

George **jumps higher** than Fred. **swims faster**
Ann **jumps higher** than Sue.
Jane **jumps higher** than Holly.
And I **jump higher** than you.

But Harry **jumps the highest**. **swims the fastest**
Harry does, it's true!
Yes, Harry **jumps the highest**.
Harry is a kangaroo!

Team Up! 3

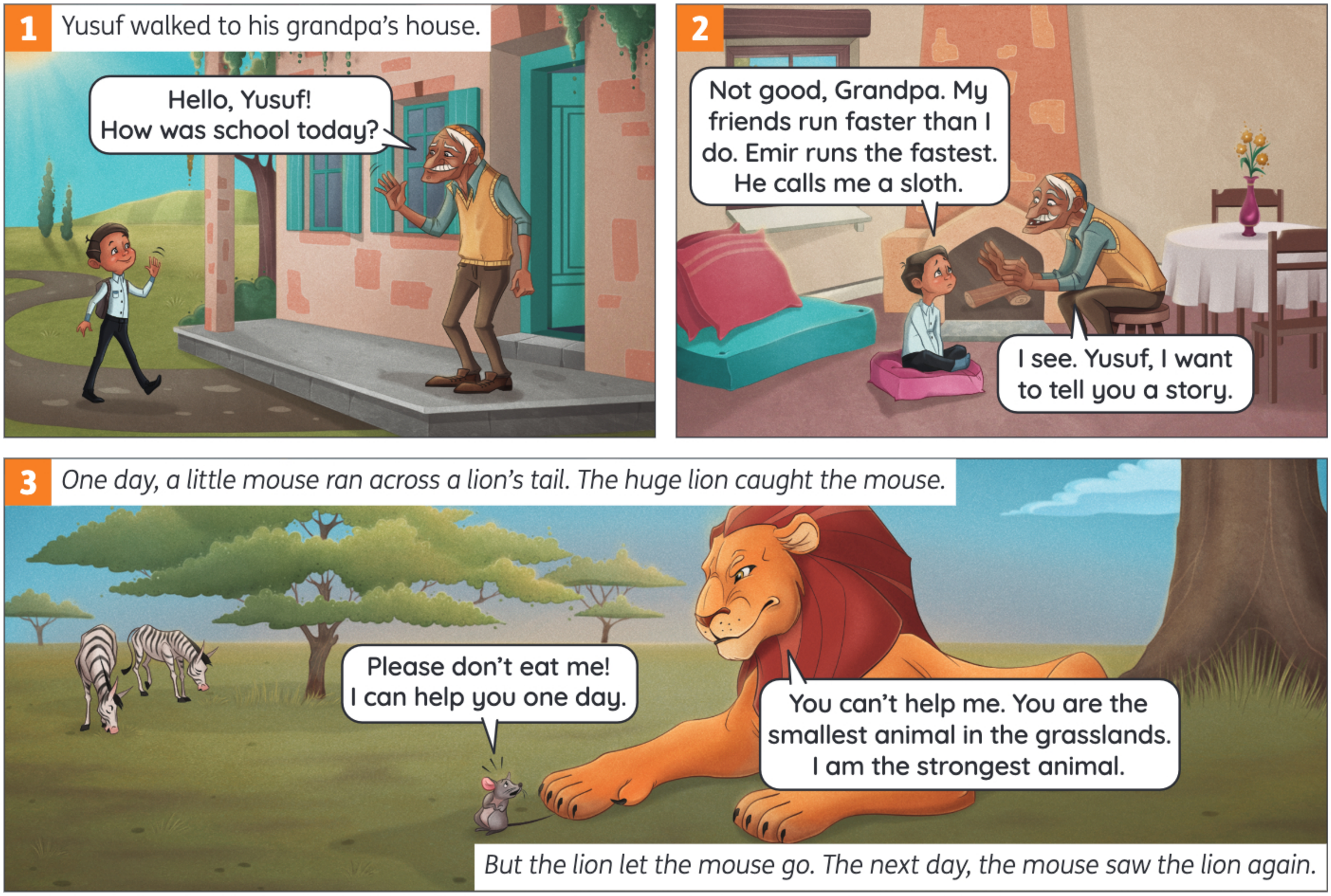
Make and play the *Animal Actions* game.

1 Lesson 4 Story

1 Look at the pictures. Which animal looks stronger?

2 Listen and read. 022 What isn't Yusuf good at? What is he good at?

The Mouse and the Lion



3 Complete for you.

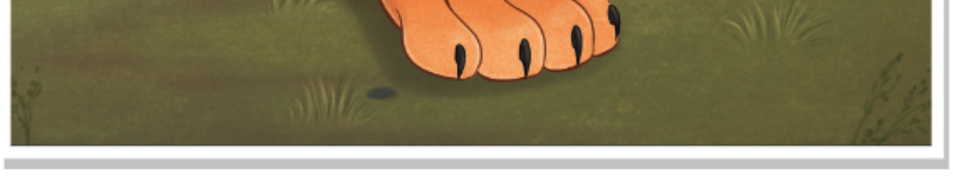
1 I **don't like / like / love** the story.
2 I think the story is **funny / happy / interesting / sad**.
3 My favorite character is _____.

4 Read again and match.

1 He runs the fastest in Yusuf's class.	**a** Yusuf's grandpa
2 Emir calls him a sloth.	**b** Yusuf
3 He tells Yusuf a story.	**c** the lion
4 The story is about this huge animal.	**d** Emir

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

1 Yusuf runs more slowly than his friends. T
2 The mouse helps the lion the first day. _____
3 The lion chews the ropes of the net. _____
4 Emir is good at using computers. _____



6 Complete.

stronger **lion** **more easily** ~~**grandpa**~~ **mouse**

Yusuf's [1] grandpa tells Yusuf a story about a little [2] _____ and a huge lion. The lion is [3] _____ than the mouse, but the mouse can chew ropes [4] _____ than the lion. The mouse helps the [5] _____, and they become friends.

Think, Feel, Grow

1 Which boy is like the mouse in the story? Which boy is like the lion?
2 What does Yusuf learn from his grandpa's story?
3 Do you think that Yusuf is going to help Emir in school? How can he help him?

7 Home-school Read the story at home.

Team Up! 4

Complete the *Helping Hands*.

1 Lesson 5 Skills and Culture

Let's learn about animals from Belize and Australia.

Listening and Speaking

1 Listen, point, and repeat. 023

2 Listen and say the number. 024

1 mammals

2 reptiles

3 rainforest

4 fur

3 Listen and complete. 025

1 Many mammals sleep during the day and get up at night.
2 Belize has many _____, such as lizards and snakes.
3 Many of the _____ have beautiful, colorful feathers.
4 Belize has over 1,000 kinds of _____.

4 Watch the video. What animals can you see?

5 Listen and read. 026 Then talk with a partner.

What is your favorite animal?

I like eagles the best. They're so strong and beautiful. How about you?

I like rabbits the best. They're quiet and cute!

Reading

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

7 Listen and read. 027 Where does a baby kangaroo live?

Ian

AUSTRALIA

Mammals of Australia

by Ian Foster

The kangaroo and the koala are both mammals.
When a mother kangaroo or koala has a baby, the baby is too small to be outside. So, it lives in a safe place inside the mother. It's called a "pouch."
The baby drinks its mother's milk and lives in the pouch for many months.
When it is bigger, it comes out of the pouch.
The platypus and the spiny anteater are also mammals. The platypus looks like a duck, but it has fur, not feathers. The platypus and spiny anteater are mammals, but they lay eggs. They are the only mammals in the world that lay eggs.

Fact File				
Name	**kangaroo**	**koala**	**platypus**	**spiny anteater**
Food	grass	leaves	insects, shellfish	insects
Body covering	fur	fur	fur	fur
How does the mother take care of her baby?	The baby lives in the mother's pouch and drinks her milk.	The baby lives in the mother's pouch and drinks her milk.	The baby comes from an egg and drinks the mother's milk.	The baby comes from an egg and drinks the mother's milk.

8 Answer the questions.

1 Why does a baby kangaroo live in its mother's pouch? _____
2 Which has feathers, a platypus or a duck? _____
3 What do all of these baby mammals drink? _____
4 How long does a baby koala live in its mother's pouch? _____

9 Answer the questions for you.

1 What animals in Belize and Australia would you like to see?
2 What animals can you see in your country?

Team Up! 5

Complete the *Fur, Feathers, Scales* chart.

1 Lesson 6 Writing Focus

Let's learn how to compare and contrast two things.

1 Look at the photos. Which elephant do you think is from Africa?

2 Read and listen. 028 Is the writer talking about facts or opinions?

African and Asian Elephants

Introduction

When you see an elephant, is it an African elephant or an Asian elephant? How do you know?

_____

The two elephants are the same in many ways. They are both mammals. They are both very big. They both have a trunk, which is like a long rope. They both have two tusks. Tusks are long white teeth.

_____

The two elephants are also different in many ways. The African elephant is bigger than the Asian elephant. The African elephant has bigger ears, too. The mother African elephant has tusks, but the mother Asian elephant does not.

_____

African and Asian elephants are very interesting animals. Let's keep them safe!

3 Read again. Then answer the questions with a partner.

1 Which elephant has bigger ears?
2 Which elephant is smaller?
3 Which Asian elephant doesn't have tusks?

4 Read. Then write the labels in 2.

How to Write a Compare and Contrast Report about Two Things

- **Introduction:** The introduction tells the reader about the two things.
- **Comparing:** This paragraph tells about the ways they are the same.
- **Contrasting:** This paragraph tells about the ways they are different.
- **Conclusion:** The conclusion helps people think about the two things.

5 Write a report about two animals in your country. Go to your Workbook page 13

Team Up! 6

Make and play the *Which Animal Wins?* game.

1 Listen and number the project steps in order. 029

a Listen to the rules and play the game. ☐

b The player with the most cards wins. ☐

c Draw and label three more animals. ☐

d Cut the animal and the adjective cards. 1

2 Watch the video. Which animal is bigger?

3 Listen and read. 030 Then play the game.

The adjective card says "tall."

I'm putting down a giraffe card.

Review

4 Choose and do three activities. Use your notebook.

1

Take turns saying all the animals you can remember from Lesson 1.

2

Write sentences comparing the animals from Lesson 1. Use adjectives.

A butterfly is more colorful than an eagle.

3

Write one quiz question for your partner to answer. Use adverbs.

Which animal runs the fastest: a zebra, a lion, or a cheetah?

4

Act out the story of *The Mouse and the Lion.*

5

Write four sentences about animals in Belize.

There are many reptiles in Belize.

6

Compare and contrast a kangaroo and a koala.

How are they the same? How are they different?

Talk with your partner.

My Progress and Effort Go to your Workbook page 15

2 Fun at Home

Lesson 1 Words

Let's talk about TV shows.

1 Look, share, learn.

2 Listen, point, and repeat. 031

3 Listen and say. 032

TV SALE!

1 drama

2 talk show

3 comedy

4 game show

5 cartoon

6 sports program

4 Write.

1 In this _____ a funny robot goes to school.

2 I sometimes watch soccer games on this _____.

3 A doctor helps people in a small town in this _____.

4 This children's _____ is about a talking snowman.

5 Listen, point, and repeat. 033

6 Read and write the words. Listen and check. 034

1 nature show

2 news

3 cooking show

4 documentary

TV Show Guide

6:30 p.m. Cooking with Marta

In today's _____, chef Marta teaches us how to make Italian pasta and meatballs.

7:00 p.m. Wild Africa

Today's _____ takes us to Africa. Learn about Kenya's giraffes, zebras, and hippos.

8:00 p.m. Healthy Places

In this _____, we visit some of the healthiest places in the world.

9:00 p.m. World News Report

Listen to today's _____, with interesting stories from around the world.

7 Write the TV shows from your most favorite (1) to least favorite (10).

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

8 Listen and repeat. 035 Then make a new dialogue and practice.

What's on TV?

There's a good comedy at five thirty.

Great! I love comedies.

3:00 p.m. sports program
4:15 p.m. cartoon
5:30 p.m. comedy
6:45 p.m. game show

Good! I like ...
No, thanks. I don't like ...

Team Up! 1

Make a favorite TV shows bar chart.

2 Lesson 2 Grammar

Let's describe TV shows.

1 Listen and read. 036 What is May doing?

2 Listen and read. 037

Relative Pronouns Statements

We use relative pronouns to tell us more about a person, thing, or place.

This is the woman **who** is helping the chef.

These are the vegetables **that** came from the farm.

This is the kitchen **where** the chef cooks.

Look!

We use *who* for people, *that* for things, and *where* for places.

3 Circle the correct words.

I watched a drama last night about a boy [1]**who / that / where** can paint beautiful pictures. The little town [2]**who / that / where** the boy lives is in Switzerland. The boy paints pictures of mountains [3]**who / that / where** look beautiful. A woman from Paris meets the boy. She wants to visit the place [4]**who / that / where** the boy painted the pictures.

4 Ask and answer.

I saw a comedy on TV last night.

It was about a boy who lives in New York.

What was it about?

5 Listen and read. 038 What did Hans Christian Andersen do?

An Evening with

Hans Christian Andersen

Hans Christian Andersen wrote children's stories with interesting animals and people. Which one is your favorite? Is it the baby duck that turns into a beautiful bird? Do you like the little girl who tries to sell things on a cold winter night? Find out more about this man and his stories on *Hans Christian Andersen* on Saturday evening at 7:00 p.m.

6 Listen and read. 039

Relative Pronouns Questions

Is it the baby duck **that** turns into a beautiful bird?
Do you like the little girl **who** tries to sell things?
What is the city **where** Hans Christian Andersen lived?

7 Write *who*, *that*, or *where*.

1 I'm watching a cartoon about a funny penguin.
Is it about the penguin _____ can fly?

2 This is a documentary about farmers.
Are they farmers _____ have sheep?

3 Tom is watching a cooking show about pasta.
What is the country _____ pasta came from?

8 Look at the picture. Write questions.

1 Is that the girl who has a dog? (girl / has a dog)

2 Is that _____? (dog / helps the girl)

3 Is that _____? (woman / taught the dog)

4 Is that _____? (house / the girl lives)

Team Up! 2

Make and play the *What's in the Scene?* game.

2 Lesson 3 Words and Grammar

Let's talk about activities we do at home.

1 Listen and read. 040 What is happening at Emily's house?

Sara

Hi, Emily! What's up?

Sounds fun!

Great! I often study after dinner, but I'm going for a walk now.

OK!

It's my brother's birthday. I'm making lemonade for his party.

He usually watches TV, but he's making a model car now. It's from Mom and Dad.

Come over and eat some cake!

Emily

2 Listen, point, and repeat. 041

1 send messages

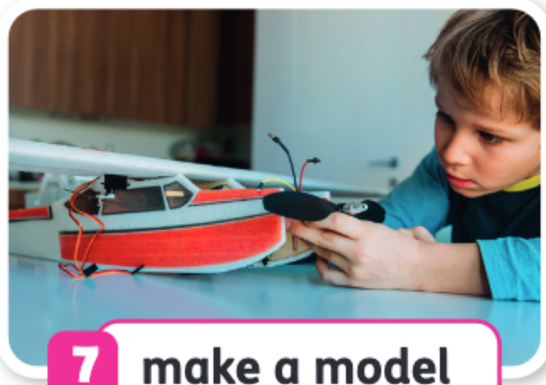
2 make lemonade

3 make a card

4 go for a walk

5 do a puzzle

6 have a party



7 make a model

8 make a bracelet

3 Listen and write. 042

1 go for a walk

2 _____

3 _____

4 _____

5 _____

6 _____

4 Ask and answer. What would you rather do?

Would you rather do a puzzle or make a model?

I'd rather make a model.

5 Listen and read. 043

Simple Present with Present Progressive

We use the simple present to talk about things we usually do.
We use the present progressive to talk about things we're doing now.
He usually **watches** TV, but he**'s making** a model car now.
I often **study** after dinner, but I**'m going** for a walk now.

6 Circle the correct words.

1 Miguel often **makes / is making** car models, but tonight he **makes / is making** a plane model.
2 Today Kim **is eating / eats** an egg for breakfast. She sometimes **is eating / eats** cereal.
3 Maria usually **is going / goes** for a walk after lunch, but today she **is riding / rides** her bike.
4 Dean **is making / makes** a birthday card for his sister now. He usually **buys / is buying** a card.

7 Complete.

1 Lucy sometimes sends messages after school, but today she's making a bracelet.
2 Samir usually _____ on Sunday afternoons, but today he's _____.
3 Bill often _____ on Saturday nights, but tonight he's _____.
4 Laila sometimes _____ in the dining room, but today she's _____ there.

8 Listen and read. Then sing. 044–045

Thank You!

After school I have some fun.
I usually watch TV.
I watch a cartoon
Or a game show
Or a funny comedy.

But I'm **making a card** for Mom and Dad.
They work so hard, it's true!
I'm **making a card** for Mom and Dad.
Thanks, Mom and Dad, for all you do!

having a party

Team Up! 3

Make and play the *Match the Cards!* game.

2 Lesson 4 Story

1 Look at the pictures. How many people are in Paula's family?

2 Listen and read. 046 What activities does Paula's family do together?

Family Night

1 On Saturday night, Paula ran into the living room. Her father was near the television.
"The TV isn't working," he said.
"But I always watch a nature show at 7:00," said Paula. "Tonight's show is about crocodiles that live in Australia."
"Let's do something together. Let's have a family night!" her father said.
"No. I want to watch TV," said Paula.

2 She went into her bedroom and sat on her bed. Then, she heard her family in the kitchen. Paula walked in.
"Your brother and I made a pizza," her mother said.
"Now we're making lemonade. Would you like some?"
"We can make a model plane, too!" her father said.
"OK," said Paula. "But can we eat first?"

3 Paula's family ate pizza and drank lemonade. Then, Paula and her father made the model plane. Paula's mother and brother did a puzzle. Later, everyone played a board game.

4 Paula smiled. "I usually watch TV, but I'm having a fun time with you. Can we have a family night next Saturday, too?"

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **funny / happy / interesting / nice.**
3 My favorite character is _____.

4 Read again and circle the correct words.

1 At first, Paula wants to **listen to music / watch TV.**
2 Paula is not happy, so she **sits on her bed / goes for a walk.**
3 Paula's brother **makes lemonade / has a party** in the kitchen.
4 Paula and her father **do a puzzle / make a model** together.
5 Paula learns that time with her family is **fun / not interesting.**
6 Paula wants to **watch TV / have a family night** next Saturday.

5 Listen and match. 047

1 What does she always watch?	**a** watch TV
2 What does he want to have?	**b** a fun time
3 What did they make?	**c** a model plane
4 What does she want to do?	**d** a family night
5 What can they make?	**e** a nature show
6 What is she having?	**f** a pizza

6 Complete.

doing a puzzle **nature show** **have a family night** **making a model**

Paula always watches a [1]_____ on Saturday night, but tonight she's [2]_____ with her father. Her brother is [3]_____ with her mother. Paula wants to [4]_____ next Saturday, too!

Think, Feel, Grow

1 How does Paula feel when the TV doesn't work?
2 How does she feel when she is alone in her bedroom?
3 How does she feel when she is with her family?
4 What can you learn from the story?

7 Home-school Read the story at home.

Team Up! 4

Plan a family night.

2 Lesson 5 Skills and Culture

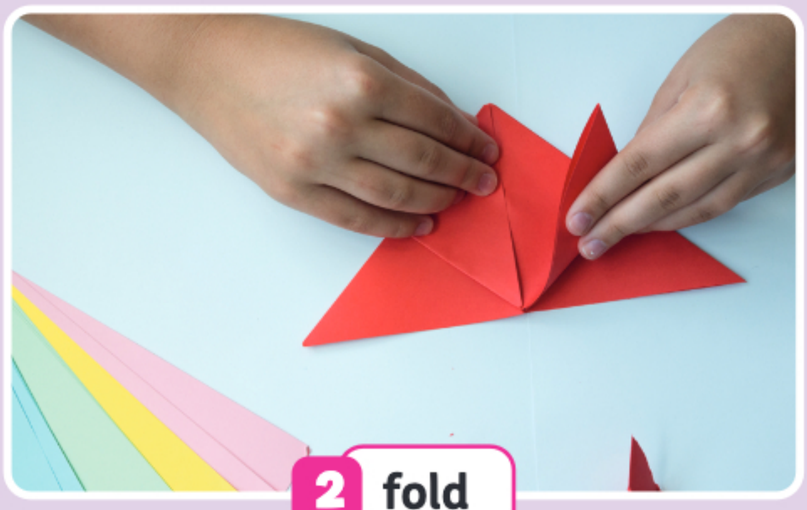
Let's learn about hobbies in Japan and Denmark.

Listening and Speaking

1 Listen, point, and repeat. 048

2 Listen and say the number. 049

1 crane



2 fold

3 easy

4 difficult

Kumi

JAPAN

3 Listen and answer. 050

1 What origami animal is Yuma making? _____

2 How many is Yuma making? _____

3 Is it easy or difficult to make? _____

4 How many can Yuma make in one hour? _____

4 Watch the video. What origami animals can you see?

5 Listen and read. 051 Then talk with a partner.

Origami is a fun hobby. What hobbies do you like to do?

I like to make models of planes and trains. How about you?

I like to make colorful bracelets.

Reading

6 Look at the photos. What can you see?

7 Listen and read. 052 Who is making paper hearts?

DENMARK

Ella

Ella's Blog: Danish Paper Hearts

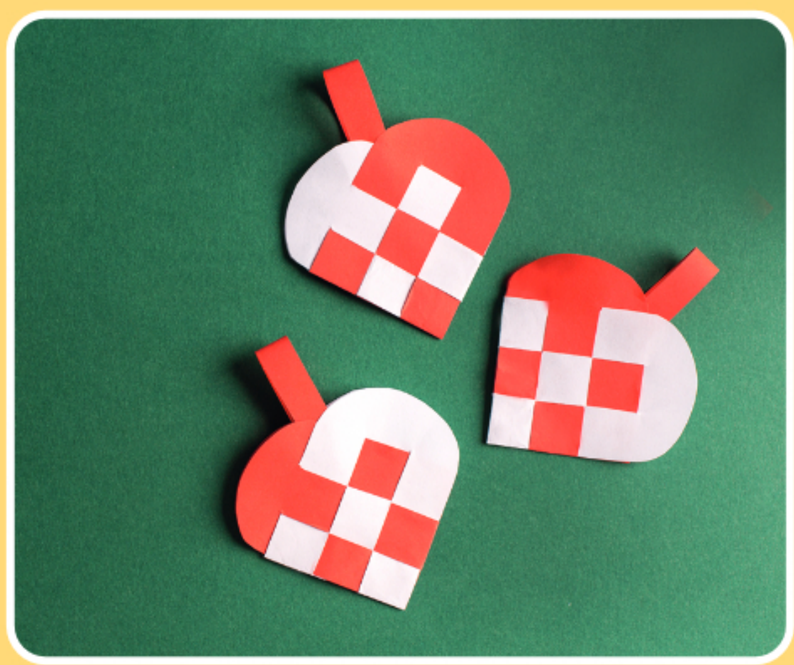
My name is Ella. I live in Copenhagen, Denmark. Welcome to my blog! My friends and I are making Danish paper hearts today. They are famous in my country.

Do you know who made the first paper heart? Hans Christian Andersen! He wrote many stories for children. Hans liked to tell his stories at parties. He cut pictures out of paper, too. He cut out ducks, castles, and other things. These pictures made his stories more exciting. In 1860, he made the first paper heart. It was yellow and green.

Now, people in Denmark often make paper hearts in the winter. Most of the hearts are red and white. Some of the hearts are easy to make. Some of them are difficult to make.

People buy red and white paper at the supermarket. First, they fold and cut the paper. Then, they put the two parts together and add a ribbon. Finally, they put cookies or candy inside the hearts. They give these to friends and neighbors.

Get your scissors and some paper. You can make a paper heart just like Hans Christian Andersen did.



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

1 Paper hearts are famous in Denmark. _____
2 The first Danish paper heart was red and white. _____
3 Most Danish paper hearts are green and yellow now. _____
4 People can buy paper at the supermarket. _____

9 Answer the questions for you.

1 What would you like to make out of paper from this lesson?
2 What interesting things do you make out of paper in your country?

Team Up! 5

Make a Danish paper heart.

2 Lesson 6 Writing Focus

1 Look at the picture. Who do you think Katy is staying with?

2 Read and listen. 053 Why is Katy doing new things this week?

_____

_____

_____

_____

_____

_____

15 Pine Lane
Stewartville, Vermont 05121
U.S.A.

July 26th

Dear Mom and Dad,

I'm having a great time staying with Grandma and Grandpa. They don't have a computer or a TV, so I'm doing many new things. For example, I usually talk with my friends, but this week I'm writing letters to them.

Mom, you usually buy lemonade for me, but yesterday Grandma and I made lemonade. It was so good!

Grandpa and I went to the library yesterday. I can't watch my favorite sports programs on TV, so I'm reading a book about a girl who plays basketball. It's really interesting!

Grandma and Grandpa want to go for a walk with me now, so I have to say goodbye! See you next week!

Love,
Katy

3 Read again. Then answer the questions with a partner.

1 What is Katy doing for her friends this week?

2 Who buys lemonade? Who makes lemonade?

4 Read. Then write the labels in 2.

How to Write a Letter

- **Address:** This is the place where you are sending the letter.
- **Date:** This is the day you write the letter.
- **Greeting:** This begins the letter and shows who you are writing to. You can use *Dear* or *Hi*.
- **Body:** This is the main part of the letter.
- **Closing:** This is the end of the letter. You can use *Love, Your friend, Regards, Best wishes*.
- **Signature:** This is your name.

5 Write a letter about the activities you do at home.

Go to your Workbook page 25

Team Up! 6

Make your own TV show.

1 Listen and complete. 054

class **poster** **title** **show**

1 Choose the kind of TV _____ you want to make.
2 Think of a _____ and a sentence that tells people about it.
3 Make a _____ for your show.
4 Present the show to your _____.

2 Watch the video. What is their TV show about?

3 Listen and read. 055 Then present your show.

The title of our show is *Wheels Around the World.*

It's about a family who travels around the world by bicycle.

Review

4 Choose and do three activities. Use your notebook.

1
Write ten TV shows.

2
Describe a TV show for your partner to guess.

It's about animals that live in Africa.

Is it a nature show?

3
Mime an activity that you do at home. Take turns and guess.

What am I doing?

You're making lemonade.

4
Write three things that you usually do on Saturdays.

I usually sleep until 8:00 a.m.

5
Talk about your hobby. When do you usually do it?

6
Talk about a letter you got. Who wrote it? What was it about?

My Progress and Effort Go to your Workbook page 27

1 Listen and read. 056 Why did Pascal swim to his mother?

Shark in the Water!

Pascal is running on the beach in the morning sun. The ocean is blue and quiet. Pascal and his parents are staying on a beautiful island that has many sandy beaches. Every morning, Pascal's dad plays tennis, Pascal runs on the beach, and Pascal's mom usually swims in the swimming pool at the hotel. However, today she is swimming in the ocean.

Pascal stops and watches his mom swim. "I'm 13," he thinks, "but Mom swims better than me."

An old man walks up to Pascal. "Is that your mom?" he asks.

"Yes," says Pascal.

"Sharks sometimes swim in this area," says the man.

"Are they dangerous?" asks Pascal.

"Some sharks are more dangerous than others," says the man. "Your mother has to be careful."

Pascal looks around. It is early in the morning. There is no lifeguard to watch the swimmers. But there are five other people in the water. One of them is snorkeling.

Suddenly, the man who is snorkeling shouts, "Shark!"

People run quickly out of the water. But Pascal's mom doesn't hear the man. She is swimming too far away.

"Mom!" shouts Pascal. He dives into the water. He swims more quickly than he ever swam before. He swims closer and closer to his mom.

"Pascal, what's wrong?" she asks.

"There's a shark near here!" Pascal shouts.

Together, they swim toward the beach. "Hurry!" the old man shouts.

Finally, they get to the beach and sit on the sand.

"Thank you, Pascal," says his mom. "That was very scary."

The old man walks up to Pascal. "You are a brave boy and a good son," he says. "And today you swam faster than a shark."

A-Z Look me up!

2 Read again and match.

1 This person saw the shark first.	**a** the old man
2 This person helped his mother.	**b** Pascal's mom
3 This person was scared.	**c** Pascal
4 This person thinks Pascal is brave.	**d** the man who was snorkeling

3 Ask and answer.

Would you do what Pascal did? Why or why not?

4 Listen and read. 057 How did horses help people in the past?

The Very Helpful Horse

A long time ago, horses were wild animals. They did not live near people. Then, about 6,000 years ago, people in Asia started to ride horses. Two thousand years later, people in Europe started to ride horses. People from Spain went to North and South America 500 years ago. They took horses with them to ride. Horses were the fastest way to travel for thousands of years.

Horses were helpful to farmers, too. One horse could do the work of many people. Life was better for many farmers. Farms, towns, and cities grew bigger.

Horses helped people travel together. Stagecoaches in England started to take people from place to place about 400 years ago. Four horses pulled the stagecoach for ten miles. Then the driver used new horses. Horses pulled stagecoaches in England for over 200 years.

As people started to make machines, they used horses less. In the early 1800s, trains were much faster than stagecoaches. In the early 1900s, people started to use cars for travel and trucks for work. People didn't need horses like they did before.

Today, some farmers have horses for work, but most people ride horses as a hobby. We thank the helpful horses that gave people a better life for so many years.

6,000 years ago
People in Asia start riding horses.

4,000 years ago
People in Europe start riding horses.

500 years ago
People take horses to North and South America.

400 years ago
Horses start to pull stagecoaches.

200 years ago
People use trains.

100 years ago
People use cars and trucks.

A-Z Look me up!

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

1 The horse was a very helpful animal. _____
2 People rode horses for thousands of years. _____
3 Stagecoach drivers used new horses every 20 miles. _____
4 Stagecoaches were faster than trains. _____

6 Ask and answer.

Would you like to ride a horse? Why or why not?

3 My Week at School

Lesson 1 Words

Let's talk about school subjects.

1 Look, share, learn.

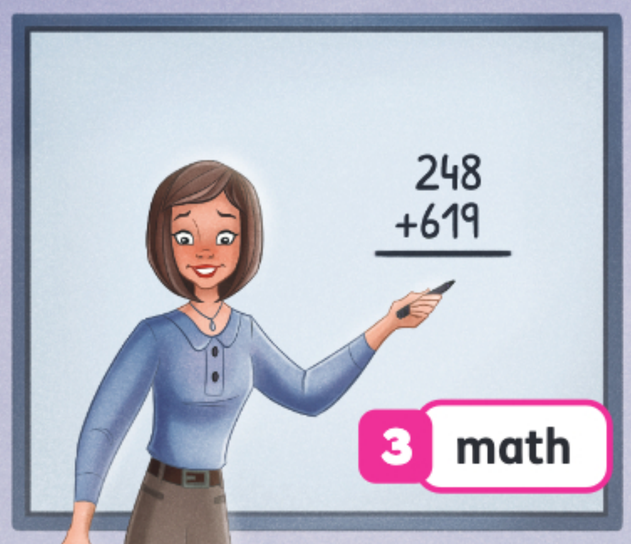
2 Listen, point, and repeat. 058

3 Listen and say. 059

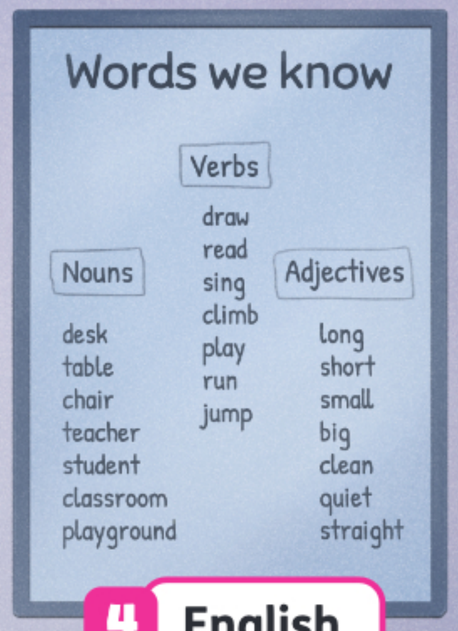
DO OUR BEST!

1 geography

2 history



3 math



4 English

5 science

6 computer science

4 Write.

In my class, Sally likes numbers. Her favorite subject is [1]_____. Jack wants to travel and talk to new people. His favorite subjects are [2]_____ and [3]_____. Eric wants to learn about plants. He likes [4]_____. I love old things, so I like [5]_____. We all like [6]_____. We want to know more about computers.

5 Listen, point, and repeat. 060

6 Read and write the words. Listen and check. 061

West School News:

Say Hello to Our New Teachers!

Mrs. Chen is our new _____ teacher. "I want students to learn about good food for strong bodies."

Mr. Jensen is our new _____ teacher. "Students draw, paint, and make interesting things in my class."

Mrs. Harris is our new _____ teacher. "We can sing together in my class!"

Miss Garcia is our new _____ teacher. "In my class, students run, jump, and even dance!"

1 music

2 health

3 P.E.

4 art

7 Complete.

1 In _____, we learn how to choose good food.
2 Our teacher played a guitar in _____ yesterday.
3 We're going to make clay animals in _____.
4 Our team won the volleyball game in _____ today.

8 Listen and repeat. 062 Then make a new dialogue and practice.

Which subject do you like more, history or math?

I like math more.

Which subject do you like the most?

I like science the most.

Team Up! 1

Make a favorite subjects bar chart.

3 Lesson 2 Grammar

Let's talk about things we did and didn't do at school.

1 Listen and read. 063 What happened to Hector?

2 Listen and read. 064

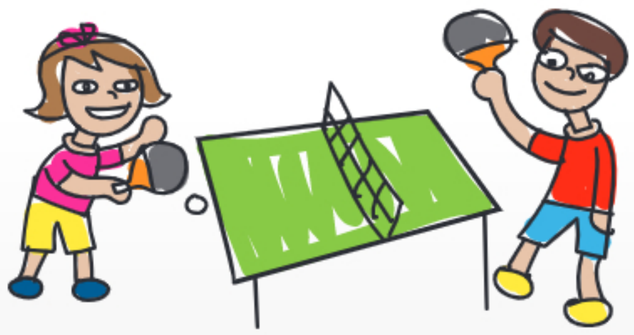
Simple Past Affirmative Statements

We use the simple past to talk about things that happened before now.
I **painted** a picture in art today.
Then I **ate** tomato soup for lunch.

Look!
Regular verbs:
paint → paint**ed**
Irregular verbs:
eat → ate

3 Circle the correct words. Then listen and check. 065

It was a busy day at school today. First, we [1]sang / painted songs in music class. Next, we [2]learned / watched new words in English. We then [3]played / read about old castles in our history books. We [4]ate / drank lunch, and then we [5]ran / played table tennis in P.E. After that, we [6]drew / did pictures in art.



4 Talk about your classes.

I sang a song in music class yesterday.

I made a bracelet in art today.

5 Listen and read. 066 Which two subjects does Sunita write about?

A Rainy Monday *By Sunita Malik*

Last Monday, it rained all day! Students had to stay inside the school. In P.E., we didn't play soccer on the field. We played volleyball in the gym. For lunch, we didn't eat outside. We ate in the cafeteria. And in science class, we didn't go hiking in the forest. We stayed in the classroom and watched a documentary about forest plants and animals.

6 Listen and read. 067

Simple Past Negative Statements

We **didn't play** soccer on the field.
We **didn't go** hiking in the forest.

7 Complete. **eat – ate** **dance – danced** **go – went** ~~**wear – wore**~~

1 She didn't wear her sandals in school. She wore her sneakers.
2 He didn't _____ lunch at 12:00. He _____ lunch at 12:30.
3 I didn't _____ home after school. I _____ to my friend's house.
4 We didn't _____ in music class. We _____ in P.E.

8 Look at the pictures. Then write the answers.

1 Which animal did Vicky paint in art? (elephant / whale)
She didn't paint an elephant. She painted a whale.

2 What did Miguel drink after P.E.? (lemonade / water)

3 Which class did Yasmin have after lunch? (geography / computer science)

4 What did Ravi watch in science class? (sports program / nature show)

Team Up! 2

Complete an activity log.

3 Lesson 3 Words and Grammar

Let's ask about the things we did in school.

1 Listen and read. 068 Why is it good to talk about school?

Dinner Talk
by Alex Tran

At dinner tonight, talk about your day at school. Talking about things that you learned helps you remember them! Talk about things you did in each class. Did you do an experiment in science class? What experiment did you do? What instrument did you play in music class? Talk about your feelings, too. Which class did you like the most? What funny things happened at school?

2 Listen, point, and repeat. 069

1 play an instrument

2 do an experiment

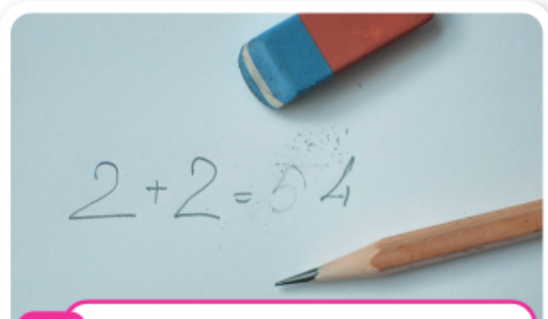
3 practice spelling

4 write a story

5 have recess

6 ask a question

7 do a project



8 correct a mistake

3 Listen and write sentences with the simple past. 070

1 On Monday, Ann did an experiment.
2 On Tuesday, Ann _____.
3 On Wednesday, Ann _____.
4 On Thursday, Ann _____.
5 On Friday, Ann _____.

4 Ask and answer.

What do we do in science class?

We do experiments in science class.

5 Listen and read. 071

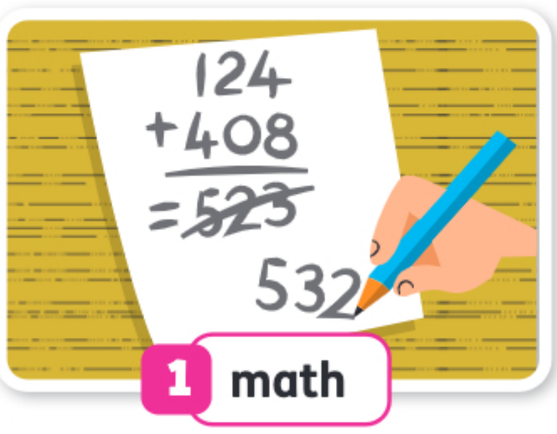
Simple Past Questions and Answers

Did you **do** an experiment in science class?
Yes, I **did**. No, I **didn't**.
What instrument **did** you **play** in music class?
I **played** a guitar.

6 Complete. do practice ask have

1 Did you _____ spelling today?
2 Did you _____ a project today?
3 Did you _____ a question today?
4 Did you _____ recess today?

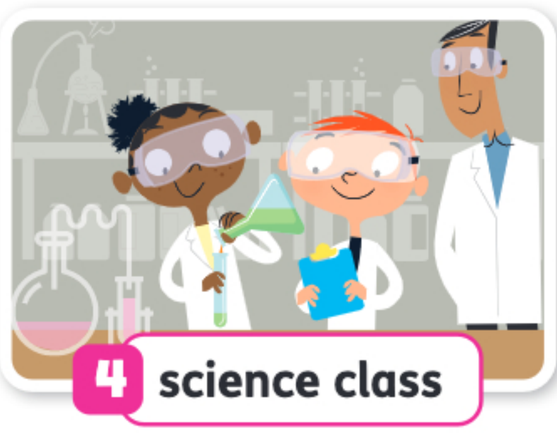
7 Write the questions. Then match.



1 math

2 English

3 music class


4 science class

1 What did you do in math?
2 _____
3 _____
4 _____

a They did an experiment.
b I corrected a mistake.
c He wrote a story.
d She played an instrument.

8 Listen and read. Then sing. 072–073

What Did You Do Today?

What did you do in school today?
What was exciting and new today?
What did you do in school today?
I did so many things!

Did you **write a story**?
Yes, I did!
Did you **play an instrument**?
Yes, I did!
Did you **ask a question**?
Yes, I did!
I had a wonderful day!

do a project
do an experiment
practice spelling

Team Up! 3

Play the *School Schedule* game.

3 Lesson 4 Story

Let's read about a teacher and his students.

1 Look at the pictures. Where did the students go on their trip?

2 Listen and read. 074 Which four students were first on the team?

The Class Trip

1 Mr. Taylor stood inside the city science museum with his twelve students.
"You each have a paper with ten things to do," he said. "You can do them yourself, with a partner, or as a team. Let's see who can do all ten things first."

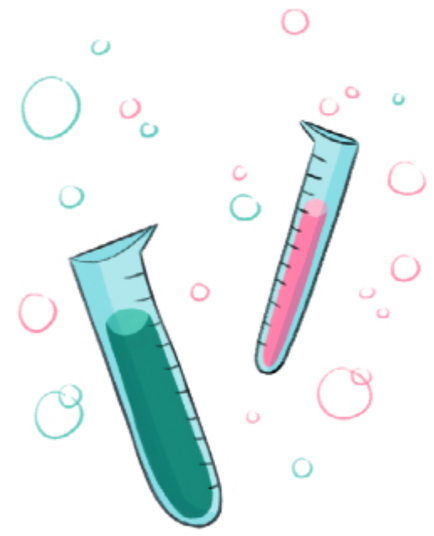
2 "I can do this myself," said Leon.
Sophie and Olivia ran off together. "We're going to be first!" they shouted.
Emily and Julia walked over to Alexander and Max. "Let's do this together," Emily said. "My favorite subject is science. Alexander, you know a lot about geography. Julia can spell words."
"Max loves math," said Alexander. "Let's make a team!"

3 The four students walked slowly. With Julia's help, they spelled the names of five animals. With Alexander's help, they found the world's tallest waterfall. With Emily and Max's help, they did a science experiment.

4 More and more students joined the team.
Soon, Sophie, Olivia, and Leon joined the team.
Each student helped. Together, the twelve students did all of the things on the paper.
"You learned a lot about science today," Mr. Taylor said. "And what did you learn about working together?"

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **smart / exciting / great / interesting**.
3 My favorite character is _____.



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

1 There are twelve students with Mr. Taylor. _____
2 There are twelve things to do on the paper. _____
3 At first, Sophie, Olivia, and Leon make a team. _____
4 Max knows a lot about geography. _____
5 Emily, Julia, Alexander, and Max do an experiment. _____
6 At the end, all twelve students work together. _____

5 Number the sentences in order.

a Four students make a team. ☐
b More and more students join the team. ☐
c The four students do a science experiment. ☐
d Mr. Taylor and the students go to the science museum. ☐
e The twelve students work together. ☐
f Sophie and Olivia run off to do the ten things. ☐

6 Write the name.

1 He wanted to do the ten things himself. _____
2 She wanted to do the ten things with Olivia. _____
3 Her favorite subject is science. _____
4 He knows a lot about geography. _____

Think, Feel, Grow

1 Why did Emily want to make a team?
2 Why do you think Sophie, Olivia, and Leon joined the team later?
3 What do you think the students learned about working together?

7 Home-school Read the story at home.

Team Up! 4

Think of ways to work together.

3 Lesson 5 Skills and Culture

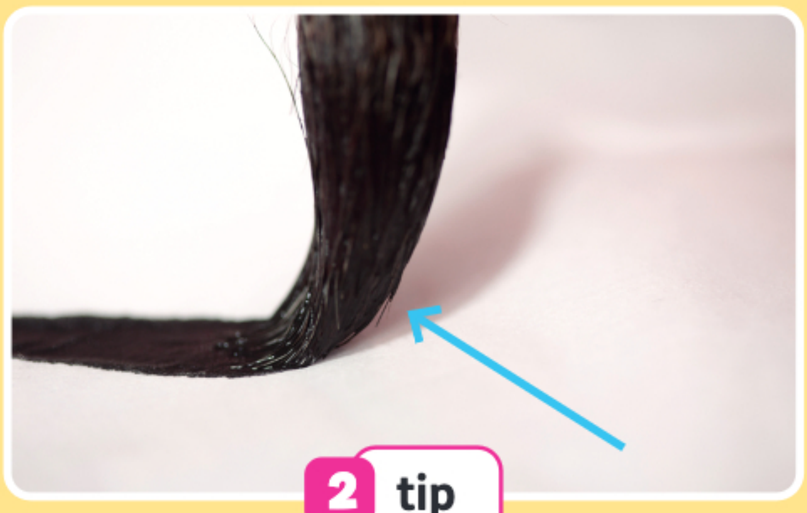
Let's learn about writing in China and Tunisia.

Listening and Speaking

1 Listen, point, and repeat. 075

2 Listen and say the number. 076

1 brush



2 tip

3 ink

4 character

3 Listen and complete. 077

1 We use these characters to read and _____.
2 In elementary school, we learn about _____ characters.
3 They write these Chinese characters in a _____ way.
4 I like to write the Chinese _____ for "spring."

4 Watch the video. What kinds of animal hair do people use to make the brush?

5 Listen and read. 078 Then talk with a partner.

I want to do calligraphy. Let's try!

OK. What do we need?

We need paper. What else do we need?

Reading

6 Look at the photos. What color ink can you see?

7 Listen and read. 079 What language do people speak in Tunisia?

Hamza

TUNISIA

Writing in Arabic

By Hamza

My country, Tunisia, is in the north of Africa, by the blue Mediterranean Sea. Arabic is the main language of my country. Did you know that people in 25 countries speak Arabic?

In elementary school in Tunisia, we learn all our subjects in Arabic.

First, we learn to read and write in Arabic. Arabic letters are very different from English letters. Arabic has 28 letters, and we write them from right to left on the paper. Most of the letters do not have straight lines. Also, we do not use capital letters.

Arabic calligraphy is a beautiful way to write in Arabic. It started in the Middle East over 1,300 years ago. People in many countries do this interesting writing. My friends and I are learning Arabic calligraphy, too.

When we do Arabic calligraphy, we use special pens. A *qalam* is a pen that we often use to write the beautiful letters. Some people also use brushes. The ink that we use is usually black, and we can correct our mistakes easily. How do we do this? We can take the ink off with a wet cloth.

Arabic is a beautiful language to speak, to read, and to write!

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

1 Tunisia is in the south of Africa. _____

2 People speak Arabic in 25 countries. _____

3 People use capital letters in Arabic. _____

4 People can correct their calligraphy mistakes. _____

9 Answer the questions for you.

1 How is Chinese or Arabic writing different from the writing in your country?

2 Where can you see beautiful writing in your country?

Team Up! 5

Make your own beautiful writing.

3 Lesson 6 Writing Focus

Let's learn how to write about our opinions.

1 Look at the picture. What subject does Aimee like the most?

2 Read and listen. 080 What project did Aimee's class do?

The Best Subject, by Aimee

_____

I think the best subject in school is history.

Why do I like it? First, history teaches me

_____

about exciting and interesting things that happened a long time ago.

Second, we do projects. We did a drama project about a boy and a girl who lived in our city 100 years ago. That was fun! Finally, I ask my grandma and grandpa many questions about history. They really like that a lot.

_____

Some people say that history isn't interesting.

_____

However, history can teach us many things about the past.

_____

In our class, I think about all the people who lived before us.

It's a wonderful subject!

3 Read again. Then answer the questions with a partner.

1 Who does Aimee ask about history?
2 What can history teach us?

4 Read. Then write the labels in 2.

How to Write an Opinion Report

- **My Opinion:** This is usually in the first sentence and tells what you think.
- **Reasons:** These are two or three sentences that tell why you have this opinion.
- **Different Opinion:** This is another opinion that is not the same as your opinion.
- **Solution:** This explains why you don't agree with the different opinion.
- **Conclusion:** These are final sentences about your opinion.

5 Write an opinion report about a school subject. Go to your Workbook page 37

Team Up! 6

Plan the best day at school.

activities ~~**study**~~ **subject** **schedule**

1 Listen and correct the sentences. Change one word. 081

1 Choose the subjects that you want to ~~teach~~. study
2 Plan an activity for each student. _____
3 Plan other classes for the day. _____
4 Present your poster to the class. _____

2 Watch the video. What three subjects do the students talk about?

3 Listen and read. 082 Present your plan for the school day.

In music class, we're going to write a song.

Yes, and we're going to choose the instruments to play when we sing the song.

Review

4 Choose and do three activities. Use your notebook.

1 Write a list of all the school subjects you can remember.

English math music class

2 Write three things that you didn't do in school yesterday.

We didn't sing in music class yesterday.

3 Ask *yes / no* questions to guess your partner's secret subject.

Did we sing in this class yesterday?

Yes, we did.

4 Tell your partner about a time when you worked in a group. What did you do?

I worked in a group in science class...

5 Write two things about Chinese calligraphy.

Write two things about the Arabic alphabet.

6 What do you think is the best subject in school?

Talk to your partner about it.

My Progress and Effort Go to your Workbook page 39

4 Attractions

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 083

3 Listen and say. 084

Let's talk about places to visit.

1 jellyfish

2 dinosaur

3 aquarium

4 natural history museum

5 roller coaster

6 amusement park

TAXI

HOTEL

CAFE

NOW SHOWING

4 Write.

1 Sarah saw many fish at the _____, but she didn't see a _____.

2 George wanted to ride on the _____ at the _____, but he was too young.

3 Carlos took photos of a huge _____ with big teeth at the _____.

5 Listen, point, and repeat. 085

6 Read and write the words. Listen and check. 086

Weekly City Guide: Evening Fun!

Our city has fun things to do when the sun goes down!

City _____:

Monday April 1st, 6:00 p.m. to 9:00 p.m.

Painter Alfredo Rossi from Rome, Italy.

Alfredo Rossi paints pictures of waterfalls, forests, and beautiful coasts in Italy. Meet this great _____ and see his paintings at the art gallery!

City _____:

Saturday April 6th, 7:00 p.m. to 9:00 p.m.

South Korean boy band *Happy*.

Happy is a group of four boys from South Korea. See this exciting _____ of singing and dancing at the stadium.

1 artist

2 stadium

3 art gallery

4 concert

7 Complete. **art gallery** **artist** **concert** **stadium**

1 The _____ is on Saturday.
2 You can meet an _____ on Monday.
3 You can see the paintings at the _____.
4 You can see the concert at the _____.

8 Listen and repeat. 087 Then make a new dialogue and practice.

I'd like one adult ticket and two children's tickets for the amusement park, please.

That's sixty dollars, please.

Sixty dollars? Here you go.

Thank you. Here are your tickets.

	Adult	Child
Amusement park	$30	$15
Aquarium	$15	$7
Natural history museum	$10	$5
Art gallery	$20	$10
Concert	$50	$25

Team Up! 1

Make and play the *What Can You See?* game.

4 Lesson 2 Grammar

1 Listen and read. 088 Where did Emma and May go?

2 Listen and read. 089

Infinitive of Purpose

We use the infinitive of purpose to say why we are doing something.

We **went** to the aquarium **to see** the beautiful jellyfish.
(main verb) (infinitive of purpose)

We **went** to the amusement park **to ride** on a roller coaster.
(main verb) (infinitive of purpose)

3 Read and match. Then listen and check. 090

1 She went to the aquarium	**a** to meet the artist.
2 They went to the stadium	**b** to eat lunch.
3 He went to the art gallery	**c** to ride on the roller coaster.
4 I went to the natural history museum	**d** to watch the soccer game.
5 We went to the amusement park	**e** to see the fish.
6 The students went to the café	**f** to see the dinosaurs.

4 Ask and answer.

What did you do on Saturday?

We went to the aquarium to see the fish.

5 Listen and read. 091 What did Kate buy today?

News from the Street,

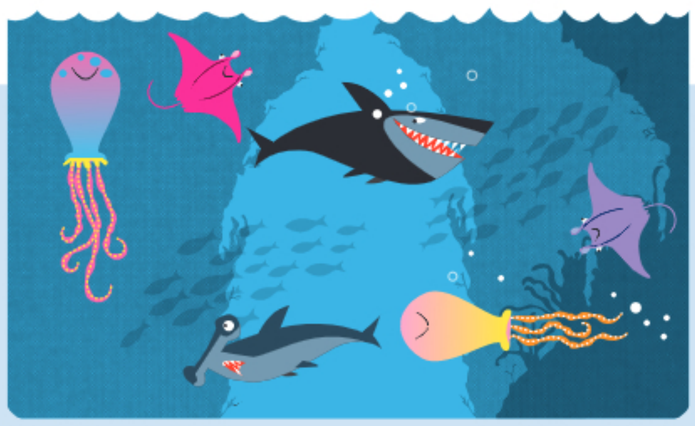
By Samantha, City Reporter

Samantha: Welcome to our city! What did you do today?
Kate: We went to the aquarium and the mall.
Samantha: Why did you go to the aquarium?
Kate: We went to see the jellyfish.
Samantha: And why did you go to the mall?
Kate: Well, we walked a lot today. So we went to buy new shoes for me!

6 Listen and read. 092

Infinitive of Purpose: Questions and Answers

Why did you go to the aquarium?
We went **to see** the jellyfish.



7 Complete. **natural history museum** **stadium** **to see** **to look**

1 Why did she go to the _____? She went _____ a concert.
2 Why did you go to the _____? I went _____ at the dinosaurs.

8 Write questions and answers.

1 Sam / the art gallery / the paintings
Why did Sam go to the art gallery?
He went to see the paintings.

2 Maria / the aquarium / the colorful fish
_____
_____

3 Ken / the park / soccer with his dad
_____
_____

Team Up! 2

Complete a *Busy Day* challenge.

4 Lesson 3 Words and Grammar

Let's talk about souvenir shopping.

1 Listen and read. 093 What did Jill buy?

Gifts for the Family

Jill went into the gift shop of the natural history museum to buy some souvenirs. Jill bought her father a snake key ring for his car keys. Jill's mother likes hot drinks, so Jill bought her a rainforest mug. And Jill gave her little brother a dinosaur button to put on his backpack.

Things to Buy

Dad: key ring

Mom: mug

Tim: button

2 Listen, point, and repeat. 094

1 bookstore

2 gift shop

3 post office

4 button

5 postcard

6 key ring

7 guidebook

8 mug

3 Complete. **bookstore** ~~**mug**~~ **postcard** ~~**gift shop**~~ **guidebook** **post office**

1 Why did you go to the gift shop ?
I went to buy a mug for my father. He likes coffee.

2 Why did you go to the _____ ?
I went to send a _____ to my friend in Canada.

3 Why did you go to the _____ ?
I went to buy a _____ for my aunt. She's going to visit Morocco.

4 Ask and answer.

Where can I buy a guidebook?

You can buy it at the bookstore.

5 Listen and read. 095

Indirect Objects

We use indirect objects to talk about who or what received something.
Jill bought **her father** a snake key ring.
Jill bought **her** a rainforest mug.

Indirect objects come after the main verb. They can be nouns or pronouns.
Jill gave **her brother** a button.
Jill gave **Tim** a button.
Jill gave **him** a button.

6 Circle the people who receive something. Underline what it is.

1 Lucas made his mother a clay mug in art.
2 My grandparents bought me a guidebook for my trip to New York.
3 Did Yumi send you this beautiful postcard from Kyoto?
4 The restaurant's Brazilian chef cooked us a tasty dinner.

7 Rewrite the sentences with an indirect object.

1 Chris painted a picture for his grandma.
Chris painted his grandma a picture.
2 Samir bought an interesting guidebook for me.
_____
3 Lin baked a cake for her best friend.
_____
4 Aziz gave a key ring to his older brother.
_____

8 Listen and read. Then sing. 096–097

I Went to the Gift Shop

Today I went to the gift shop
To buy my **mother a mug**.
Yes, today I went to the gift shop
To buy my **mother a mug**.

Oh, I bought my mother a mug.
I bought my grandpa a guidebook.
I bought my brother a button.
And I'm singing you this song.

grandpa a guidebook

brother a button

Team Up! 3

Make and play the *Who Is It?* game.

4 Lesson 4 Story

Let's read about a boy who loses a camera.

1 Look at the pictures. Where does the boy take photos?

2 Listen and read. 098 Whose camera does Zach lose?

The Camera

1 "See you later, Ashley. I'm going to the Miami aquarium with my friend Conor," Zach said to his older sister.
"Wait!" said Ashley. "Take my camera. You can take photos of the jellyfish."
"And the sharks!" said Zach. "Thanks!"

2 Zach and Conor saw many interesting fish.
Zach took photos with Ashley's camera.
Then, Conor's mother took the boys to the café to eat lunch.
"Can we see the sharks?" Zach asked.
"Sure!" said Conor's mother.

3 The sharks looked dangerous. "I'm going to take some photos," Zach said.
"Where's your camera?" Conor asked.
Zach's face turned white. "It's in the café!" he said.
They ran back, but the camera wasn't there.
Zach asked the aquarium staff. They didn't have the camera. Zach felt very sad. Then, he felt stronger.
He knew what to do.

4 When he arrived home, he talked to his sister.
"Ashley," he said, "I lost your camera. I'm so sorry. I'm going to work hard to buy you a new one."
Zach tried not to cry.
Ashley smiled. "Don't worry, Zach. I wanted to give you my camera. We can work together to buy a new one. Then, we can both use it."
"You're a great sister," said Zach.

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **beautiful / nice / sad / surprising.**
3 My favorite character is _____.

4 Read again and circle the correct words.

1 Ashley wants photos of **dolphins / jellyfish.**
2 At the aquarium, Zach doesn't **take photos of sharks / eat lunch.**
3 Zach runs back to the café **to get his camera / to see the sharks.**
4 When Zach arrives home, he is **happy / strong.**

5 Read and match.

1 She gives Zach the camera.
2 He takes photos of fish.
3 He is Zach's friend.
4 She takes the boys to the aquarium.
5 They look dangerous.
6 They don't have the camera.

a Conor's mom
b aquarium staff
c sharks
d Ashley
e Conor
f Zach

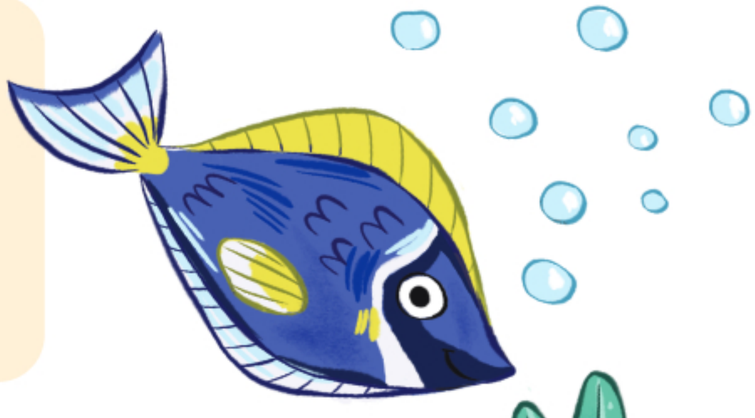
6 Complete.

eat lunch **buy** **see the fish** **tell her**
take photos **look for the camera**

Zach and Conor go to the aquarium to [1]_____. Zach takes Ashley's camera to [2]_____. They first go to the café to [3]_____. Then, they run back to the café to [4]_____. Later, Zach walks up to his sister to [5]_____ about the lost camera. Ashley and Zach are going to work together to [6]_____ a new camera.

Think, Feel, Grow

1 Why does Ashley give Zach the camera in the beginning?
2 Who wasn't careful with the camera?
3 Why does Ashley work together with Zach to buy a new camera?



7 Home-school

Read the story at home.

Team Up! 4

Make and play the *Lost and Found* game.

4 Lesson 5 Skills and Culture

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

Listening and Speaking

1 Listen, point, and repeat. 099

2 Listen and say the number. 100

1 festival

2 Ferris wheel

3 tractor

4 ride

Jessica

U.S.A.

3 Listen and answer. 101

1 Why do students bring things to the fair? _____

2 What animals did Jake's friends bring to the fair? _____

3 What did Jake make for the fair? _____

4 What ride does Jake want to go on this afternoon? _____

4 Watch the video. What can you see and do at a county fair?

5 Listen and read. 102 Then talk with a partner.

What do you like doing at fairs?

I like eating good food.

I like riding on the Ferris wheel!

Reading

6 Look at the photo. What animal do you think this is?

7 Listen and read. 103 What special cakes do people eat during this festival?

Trang

VIETNAM

Trang's Blog: *The Mid-Autumn Festival in Vietnam*

Hello again! Welcome back to my blog.
Farmers in Vietnam work hard. People have a mid-autumn festival called *Tet Trung Thu* to celebrate their hard work. I want to tell you about this happy festival here in Vietnam.
When the festival starts, you can hear people singing and laughing. The streets of Ho Chi Minh City fill up with interesting things. You can see red stars and colorful flowers in the stores. There are many toys, too. Children wear funny masks. Everyone is happy!
At the festival, people eat small mooncakes. Some mooncakes look like flowers on the outside, with nuts on the inside. People sit outside and look at the moon as they eat their mooncakes and drink green tea. Tasty!
One exciting part of our festival is the lion dance. A colorful lion dances in the street. People like to watch the lion. His eyes are big and funny. Look closely and you can see that the lion is really two people who are dancing together!
Like many fall festivals, the festival of *Tet Trung Thu* is a time for people to eat, sing, and have fun together after a busy summer.

8 Read again and match.

1 What do people see in the stores?	**a** mooncakes
2 What do people eat?	**b** green tea
3 What do children wear?	**c** stars, flowers, toys
4 What does the lion do?	**d** work hard
5 What do people drink?	**e** dances
6 What do farmers do before the festival?	**f** masks

9 Answer the questions for you.

1 Why do you think people like going to festivals?
2 What festivals do you have in your country?

Team Up! 5

Make a festival fact file.

4 Lesson 6 Writing Focus

Let's learn how to write a persuasive report.

1 Look at the picture. What can you see at the natural history museum?

2 Read and listen. 104 What does Ken want the reader to do?

Come to the Natural History Museum, by Ken

_____

I want you to visit the natural history museum in my city. There is so much to see there.

_____

Some people think that natural history museums are not interesting.

_____

That's not true. Yesterday I went to see the insects there. I was in the insect room for one hour. There are thousands of interesting insects to see.

Some people think that natural history museums are not exciting. I went to the dinosaur room, and it was so exciting! One large model dinosaur opened its mouth and roared!

_____

These museums are interesting and exciting. Please visit my city's natural history museum!

3 Read again. Then answer the questions with a partner.

1 What do some people think about natural history museums?
2 What two kinds of animals did Ken see at the natural history museum?

4 Read. Then write the labels in **2**.

How to Write a Persuasive Report

- **Introduction:** This tells people what you want them to do.
- **What People Think:** This explains what some people think about the topic.
- **What I Think:** This explains what you think about the topic.
- **Conclusion:** This summarizes what you think and what you want people to do.

5 Write a persuasive report about an attraction in your country.

Go to your Workbook page 49

Team Up! 6

Make a poster about an attraction where you live.

1 Listen and match. 105

1 Choose one attraction	**a** in your city.
2 Use the mind map to write	**b** and information.
3 Make a tourist poster with a scene	**c** to the class.
4 Present your poster	**d** about the attraction.

2 Watch the video. What three sports can people watch at this attraction?

3 Listen and read. 106 Then present your poster to the class.

Please visit our stadium.

People go there to watch football games. They sometimes go there to watch soccer games and ice hockey matches.

Review

4 Choose and do three activities. Use your notebook.

1
Name five places to visit from Lesson 1 and two things you can see or do at each place.

2
Write three sentences about places you went to and why you went there.

I went to the supermarket to buy apples.

3
Take turns adding a new item from Lesson 3.

I bought you a guidebook.

I bought you a guidebook and a key ring.

4
Talk about a time when you lost something.

Was it yours?

What did you do?

5
Write two things you can do at a county fair.

Write two things you can do at the *Tet Trung Thu* festival.

6
Write about a place you want your friend to visit.

I want you to visit an art gallery. It has beautiful paintings.

My Progress and Effort Go to your Workbook page 51

Let's Read!
Attractions Past and Present

1 Listen and read. 107 What did Millie see at the fair?

The First Ferris Wheel

Millie's eyes opened wide. She and her father were walking into the great World's Fair of 1893! It was a sunny July morning in the city of Chicago.

Millie saw old ships, beautiful statues, and other interesting things from around the world. She even saw a mammoth and a giant octopus! For lunch, Millie's father bought her a hot dog.

"Millie, would you like to ride on the Ferris wheel?" her father asked.

"What's a Ferris wheel?" asked Millie.

"My friend George Ferris made it," said her father. "The wheel is 80 meters high. It has 36 cars. Each car carries 60 people up and around in a big circle."

As they walked towards the Ferris wheel, Millie saw that it was huge.

"Did Mr. Ferris really make this?" Millie asked.

"Yes, he did," said her father.

They stood in line to go on the Ferris wheel. Then, a giant car with large glass windows stopped in front of them. The doors opened. The people in the car walked out, and Millie and her father walked in. The enormous wheel started to turn, and then it stopped.

"The wheel will stop six times so that people can get into the cars," Millie's father said. "Then we will go around without stopping."

"How long does it take to go around?" asked Millie.

"Nine minutes."

As their car went higher and higher, Millie saw the whole World's Fair below her. She saw thousands of people walking through the fair and looking at all the beautiful things to see. Lake Michigan sparkled in the sun. Millie felt like a bird in the sky. It was the most exciting nine minutes of her life.

mammoth and giant octopus

A-Z Look me up!

2 Read again and match.

1 How many cars were on the Ferris wheel?	**a** 6
2 How many people were in each car?	**b** 36
3 How many times did the Ferris wheel stop?	**c** 9
4 How many minutes did it take to go around?	**d** 60

3 Ask and answer.

Why was the Ferris wheel ride so exciting for Millie?

4 Listen and read. 108 Which ride would you like to go on?

Monster Rides

The year is 1817. You are in Paris, France. Your parents are taking you for a ride on the world's first roller coaster. You climb many stairs, sit down on a simple bench, and ride downhill . . . at 64 kilometers per hour (km/h) for 183 meters. It's the best ride in the whole world!

Now it's 200 years later. You are in Abu Dhabi, riding on the Formula Rossa, the fastest roller coaster in the world. A man gives you special glasses to keep your eyes safe. You hold on as the roller coaster goes up to 240 km/h for 2.3 kilometers. You are going as fast as a racing car!

Kingda Ka, New Jersey, U.S.A.

Roller coasters are becoming bigger, higher, and faster. The Kingda Ka roller coaster in the U.S.A. takes you 140 meters above the ground. That's higher than a 42-story building! The longest roller coaster, the Steel Dragon, is in Japan. It's 2.47 kilometers long.

Ferris wheels are also becoming bigger. In 1893, the first Ferris wheel was 80 meters high and went around once every nine minutes. Today, the High Roller Ferris wheel in the U.S.A. is 168 meters high. This huge wheel has 28 cars that go around once every 30 minutes.

The Singapore Flyer is the highest Ferris wheel in Asia at 165 meters. But the highest Ferris wheel in the world is in Dubai. The Dubai Eye can carry 1,400 people up and around in 48 minutes. It is 210 meters high, the same as a 63-story building.

Rides like the Formula Rossa, Kingda Ka, and Dubai Eye are enormous. But in 100 years, will children think they are small?

Singapore Flyer, Singapore

A-Z Look me up!

5 Read again and complete.

	How high?	How fast?	How long?
First roller coaster		64 km/h	
Formula Rossa			
Kingda Ka			
Steel Dragon			

6 Ask and answer.

How do you think rides will change in the future?

5 Our Community

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 109

3 Who is speaking?
Listen and say. 110

Let's talk about jobs in our community.

1 barber

2 librarian

3 photographer

4 baker

5 waiter

6 journalist

4 Write.

A [1] _____ works with flour, and a [2] _____ serves food.
A [3] _____ writes news, and a [4] _____ works with a camera.
A [5] _____ works with a lot of books, and a [6] _____ works with people's hair. All of these jobs are interesting. Which job would you like to do?

5 Listen, point, and repeat. 111

6 Read and write the words. Listen and check. 112

Firefighters' Community Lunch

By Ben Stevens

Firefighters made lunch for the people of Newport last Saturday at the park. The city's _____, Fred Smith, thanked each _____. He said, "My job is to make Newport a good place to live. Our city needs firefighters. They fight fires and keep us safe." Sheila Johnson, an _____ who made the city library, said, "Firefighters help many people." Brad Regan, a _____ who works at the hospital, said, "Firefighters are strong and brave, and they cook good food!"

1 nurse

2 firefighter

3 architect

4 mayor

7 Read and match.

1 Ben Stevens	nurse	made the city library.
2 Sheila Johnson	mayor	wrote about the lunch.
3 Fred Smith	journalist	works at the hospital.
4 Brad Regan	architect	makes the city a good place.

8 Listen and repeat. 113 Then make a new dialogue and practice.

Do you want to be a great photographer?

Yes, I do.

You will need a good camera.

baker
barber
architect
waiter

a big kitchen
sharp scissors
a lot of pencils and rulers
good shoes and strong arms

Team Up! 1

Make and play the *What's My Job?* game.

5 Lesson 2 Grammar

Let's talk about what people in our community were doing.

1 Listen and read. 114 When did Omar come to Hector's house?

2 Listen and read. 115

Past Progressive Statements

We use the past progressive to talk about a continuing action in the past.
Use *was* or *were* with the verb + *ing*.
I **was doing** my homework in the yard.
She **wasn't playing** her guitar.
I **wasn't watching** TV. They **were eating** dinner.

3 Listen and write. 116 **asking** **listening** **meeting** **sleeping** **taking** ~~**talking**~~

1 At 9:00 a.m., the mayor was talking to firefighters.
2 At 11:00 a.m., she _____ an architect.
3 At 1:00 p.m., journalists _____ her questions.
4 At 3:00 p.m., she _____ to school nurses.
5 At 5:00 p.m., she and a photographer _____ photos.
6 At 11:00 p.m., she _____.

4 Talk about yesterday.

I was eating lunch at 12:30 p.m. yesterday.

I was doing my homework at 6:15 p.m. yesterday.

5 Listen and read. 117 Where did Joseph go today?

Joseph
Hi, Grandma! My class went to the Glenville bakery this morning.

Grandma
Really? I know the baker there. Her name is Hilda. What was she doing?

Joseph
She was baking cupcakes in the kitchen. Mr. Kwan, the photographer, was there, too.

Grandma
Was he buying some of Hilda's bread?

Joseph
No, he wasn't. He was taking photos of our class.

6 Listen and read. 118

Past Progressive Questions and Answers

Was he **buying** some bread?	No, he **wasn't**.
Were the students **watching** Hilda?	Yes, they **were**.
What **was** she **doing**?	She **was baking** cupcakes.
Where **were** the students **standing**?	They **were standing** in the kitchen.

7 Look at 5. Write the words. Then answer.

bake **buy** **take** ~~**visit**~~

1 Were the students visiting the library? No, they weren't.
2 Was Hilda _____ cupcakes? Yes, _____.
3 Was Mr. Kwan _____ bread? No, _____.
4 Was Mr. Kwan _____ photos? Yes, _____.

8 Write the questions.

1 (What / the students / do) What were the students doing?
2 (What / Hilda / bake) _____
3 (What / Mr. Kwan / do) _____
4 (Who / the children / watch) _____

Team Up! 2

Complete the *What Were They Doing?* game.

5 Lesson 3 Words and Grammar

Let's talk about what people do in their jobs.

1 Listen and read. 119 What were the firefighters doing?

The Mayor's Speech

Good evening, people of Glenville. Yesterday we made a documentary about our city and the jobs we do. When we met an architect, she was designing houses. When we visited the library, many people were reading books. A journalist was interviewing people outside when a firefighter ran by. Firefighters were putting out a fire at the bakery...

2 Listen, point, and repeat. 120

1 use ovens

2 interview people

3 bring food

4 put out fires

5 take care of people

6 design houses

7 put away books

8 cut hair

3 Write the words from **2**. Then write the job.

1 They put out fires with a lot of water. firefighters
2 They _____ to bake bread and cakes. _____
3 They _____ on paper or on computers. _____
4 They _____ in the library. _____
5 They _____ in hospitals. _____
6 They _____ to people in restaurants. _____

4 Ask and answer.

I put away books every day. What is my job?

You're a librarian.

5 Listen and read. 121

Past Progressive with Simple Past

We use the simple past with the past progressive to show one action that happened in the middle of another action.
When we **met** an architect, she **was designing** houses.
When we **visited** the library, many people **were reading** books.
A journalist **was interviewing** people when a firefighter **ran** by.

Look! We can put *when* at the beginning or in the middle of the sentence.

6 Match. Circle the past progressive. Underline the simple past.

1 When he went into the bakery,	**a** when it started to rain in the park.
2 She was interviewing the mayor	**b** the librarian was putting away books.
3 The children were playing	**c** when the photographer took photos.
4 When I came into the library,	**d** the baker was baking bread.

7 Complete.

1 When the mayor walked in, the barber was cutting hair (barber / cut hair).
2 When the mayor walked in, the _____ (architect / design a library).
3 The _____ (firefighters / eat lunch) when the mayor walked in.
4 The _____ (nurse / take care of a child) when the mayor walked in.

8 Listen and read. Then sing. 122–123

The People in Our Town

When I walked through our town, people were working.
Inside, outside, people were working.
Upstairs, downstairs, people were working.
They were working very hard.

The **barber was cutting hair**.
The **photographer was taking photos**.
The **waiter was bringing food**.
They were working hard for our town.

nurse was taking care of people
baker was baking cookies
firefighter was putting out fires

Team Up! 3

Write a new verse for the song.

5 Lesson 4 Story

Let's read about a waiter.

1 Look at the pictures. Where does the waiter go in the story?

2 Listen and read. 124 What happened to the waiter on Tuesday morning?

The Honest Waiter

1 There was a waiter who worked hard every day. On Tuesday morning, one of his teeth didn't feel good. He ate his breakfast very slowly. He called the dentist. Then he was late, so he ran to work.

2 When the waiter arrived at the restaurant, the barber was sitting at a table.
"You're late!" said the barber. The waiter brought food, and the barber ate quickly.

3 When the barber arrived at the barbershop, the photographer was sitting in the chair.
"You're late!" said the photographer. "I have to take photos of the mayor."
The photographer arrived at the mayor's house.
"You're late!" said the mayor. "Now I'm going to be late for the dentist."

4 The mayor and the waiter arrived at the dentist at the same time.
"You're too late. I have to see the waiter now," said the dentist to the mayor.
"I'm sorry," said the mayor. "My photographer was late, because his barber was late."
The waiter felt very bad. "The barber was late because I was late," he said to the mayor. "Please see the dentist first."
"You are a good and honest man," said the mayor. "You see the dentist first. I will come back tomorrow."

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **smart / funny / great / surprising.**
3 My favorite character is _____.

4 Read again and number the sentences in order.

a The photographer went to the mayor's house. ☐
b The barber went back to the barbershop. ☐
c The mayor went to the dentist. ☐
d The waiter ate his breakfast slowly. ☐
e The mayor told the waiter to see the dentist first. ☐
f The waiter ran to the restaurant. ☐

5 Complete. **dentist** **photographer** **barber** **mayor**

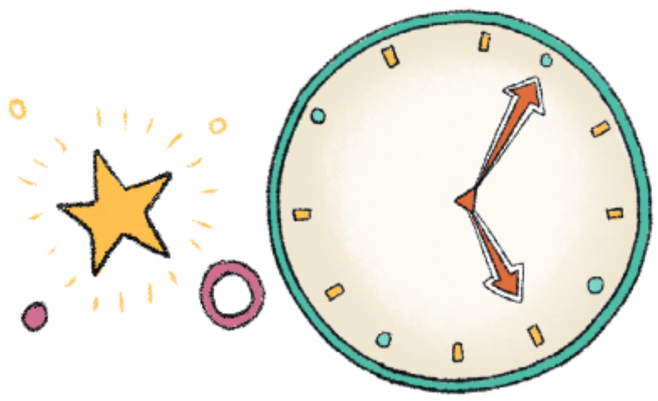
1 The _____ was waiting when the waiter came to work.
2 When the barber came back to his barbershop, the _____ was waiting.
3 The _____ was waiting when the photographer came to her house.
4 The _____ was waiting for the mayor.

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

1 The barber came to the restaurant before the waiter. _____
2 The photographer came to the barbershop before the barber. _____
3 The waiter came to the dentist's office before the mayor. _____
4 The dentist helped the mayor on Tuesday. _____
5 The mayor thought that the waiter was a good man. _____

Think, Feel, Grow

1 Why do you think the waiter was late for work?
2 How many people were unhappy on this day because the waiter was late?
3 Why did the mayor tell the waiter to see the dentist first?



7 Home-school Read the story at home.

Team Up! 4

Play the *Don't Be Late!* game.

5 Lesson 5 Skills and Culture

Let's learn about architecture in the U.A.E. and Singapore.

Listening and Speaking

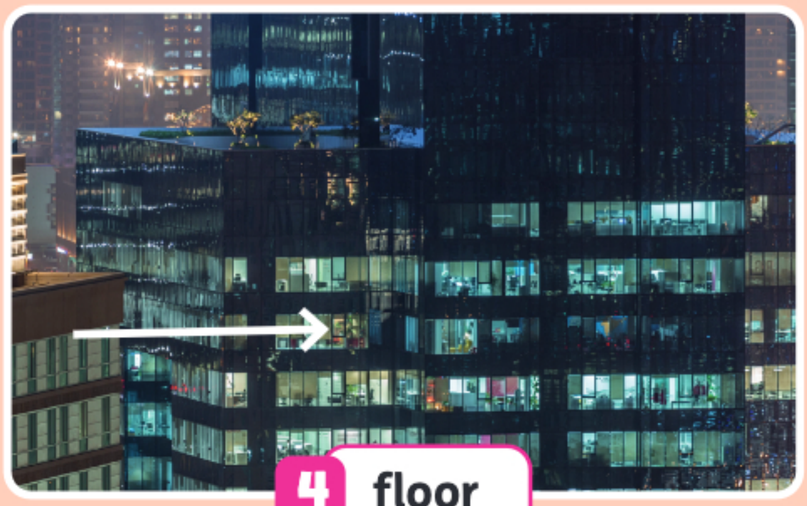
1 Listen, point, and repeat. 125

2 Listen and say the number. 126

1 neighborhood

2 apartment

3 skyscraper



4 floor

3 Listen and write. 127

Name of Place	Kind of Place	Shape of Place
Burj Khalifa	1 skyscraper	2 the letter Y
Burj Al Arab	3	4
Palm Jumeirah	5	6

4 Watch the video. What do you think the weather is like in Dubai?

5 Listen and read. 128 Then talk with a partner.

Let's be architects and design skyscrapers! What shape is your skyscraper?

My skyscraper is in the shape of a shell. What shape is your skyscraper?

My skyscraper is in the shape of a guitar. I like music.

Reading

6 Look at the photos. How many colors can you see?

7 Listen and read. 129 Who lives in Singapore?

Ryan

Old Architecture in My City

by Ryan Tan

Singapore is a great place to live. Chinese, Indian, Malay, and Singaporean people live here. Singapore is a big city with many skyscrapers, but it also has interesting neighborhoods with old architecture.

Chinese people are the biggest group in Singapore, so you can see many kinds of old Chinese architecture. One interesting place is Lai Chun Yuen, the old Chinese Opera House. It is now a hotel. You can see big rooms and beautiful Chinese designs here.

Most people in Singapore live in apartments. But in Chinese neighborhoods you can see old Chinese "shophouses," that usually have two floors. The store is on the ground floor, and people live on the first floor. Some of the shophouses are painted with beautiful colors. The first floors often have three windows.

There are other neighborhoods in Singapore. In "Little India" you can see colorful Indian architecture. You can also eat Indian food and hear Indian music there.

The Malay culture is the oldest culture in Singapore. Visit the beautiful Malay Heritage Center to learn about Malay culture. A long time ago, it was a Malay palace. It has two floors and an open area that looks like a big star.

SINGAPORE

8 Read again and complete. **neighborhood** **skyscrapers** **apartments** **floors**

Singapore has many tall [1]_____, and many people live in [2]_____.
But Singapore also has old places with interesting things to see. Little India is a [3]_____ that has colorful architecture. Shophouses are places with two [4]_____.

9 Answer the questions for you.

1 Which architecture would you like to see in Dubai and Singapore?
2 What old and new architecture do you have in your country?

Team Up! 5

Read and complete the *Famous Buildings* activity.

5 Lesson 6 Writing Focus

Let's learn how to write an interview.

1 Look at the picture. What is her job?

2 Read and listen. 130 What does Nadia take photos of?

B I U

My Interview with Photographer Nadia Novac

by Hannah Jones

Last week I interviewed Nadia Novac, a photographer in our community.

Interviewer: Good morning, Nadia.

Nadia: Good morning.

Interviewer: Can you tell me about your job?

Nadia: I'm a photographer. I take photos of birds and animals that people don't often see.

Interviewer: When did you want to become a photographer?

Nadia: When I was nine. My mother and I were walking through the forest when we met a photographer. She was taking photos of animals. I wanted to do that, too!

Interviewer: Well, you take beautiful photos. Thank you for talking to me.

Nadia: You're welcome.

My interview with Nadia was very interesting. I learned a lot about her job.

3 Read again. Then answer the questions with a partner.

1 What was Nadia doing when she met the photographer in the forest?
2 What was the photographer doing when Nadia met her in the forest?

4 Read. Then write the labels in 2.

How to Write an Interview

- **Introduction:** This tells about the person that you interviewed.
- **Question:** These are the questions that you asked the person in the interview.
- **Answer:** These are the answers to the questions that you asked.
- **Conclusion:** This summarizes the interview in one or two sentences.

5 Write an interview about a job in your community. Go to your Workbook page 61

Team Up! 6

Talk about jobs you would like to have.

1 Listen and number the project steps in order. 131

a Talk about and compare your jobs. ☐

b Choose a job you would like. ☐

c Think about jobs in your community. ☐

d Answer questions in the job chart. ☐

2 Watch the video. What four jobs do the students have?

3 Listen and read. 132 Ask and answer about your jobs.

Who works outside?

I do. I'm a nature photographer.

Review

4 Choose and do three activities. Use your notebook.

1

Write five jobs with scrambled letters. Give to your partner to solve.

amroy

arrbeb

2

What were you and your family doing last night at 7:00? Talk about it.

I was doing my homework.

3

Write four sentences using the past progressive with the simple past.

When I got up this morning, the birds were singing.

4

Tell your partner about a time when you were late.

Why were you late?

What happened?

5

What architecture is old where you live?

What architecture is new?

Write three sentences about it.

6

Choose a job from Lesson 1. Do an interview about this job.

My Progress and Effort Go to your Workbook page 63

6 Future Travel

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 133

3 Listen and say. 134

Let's talk about transportation in the future.

1 spaceship

2 hoverboard

3 supersonic jet

4 monorail

5 high-speed train

6 jetpack

4 Write.

1 Only one person can use these. _____, _____

2 These take people high above the clouds. _____, _____

3 These have many doors to get in and out quickly. _____, _____

5 Listen, point, and repeat. 135

6 Read and write the words. Listen and check. 136

1 electric

2 self-driving

3 magnetic

4 flying

Aisha's Blog

New Posts

Let's look at some exciting new ways to travel!

- People in China, South Korea, and Japan can now ride on a _____ train, or a "maglev." Magnets help the train move very quickly.
- Carmakers are making more _____ cars and trucks. They are very quiet. They also keep the air clean.
- _____ cars are coming soon. They don't need drivers. People can sit in their cars and read books when they travel.
- Scientists are now designing _____ cars and taxis that travel in the sky.

7 Complete.

Some very fast trains are [1]_____, but cars are not. So, how are cars changing? Many cars are now [2]_____, so they are not noisy. Some cars are [3]_____, so drivers can sleep or send messages when they go to work. And some people think there are going to be [4]_____ cars in the sky. But how do we keep the birds safe?

8 Listen and repeat. 137 Then make a new dialogue and practice.

How would you like to travel to school?

I'd like to travel by hoverboard. How would you like to travel to the airport?

I'd like to travel by flying taxi.

to another country
to another city
to the stadium
to the amusement park

supersonic jet
jetpack
monorail
self-driving car

Team Up! 1

Complete the *Fast and Slow* list.

6 Lesson 2 Grammar

Let's talk about traveling in the future.

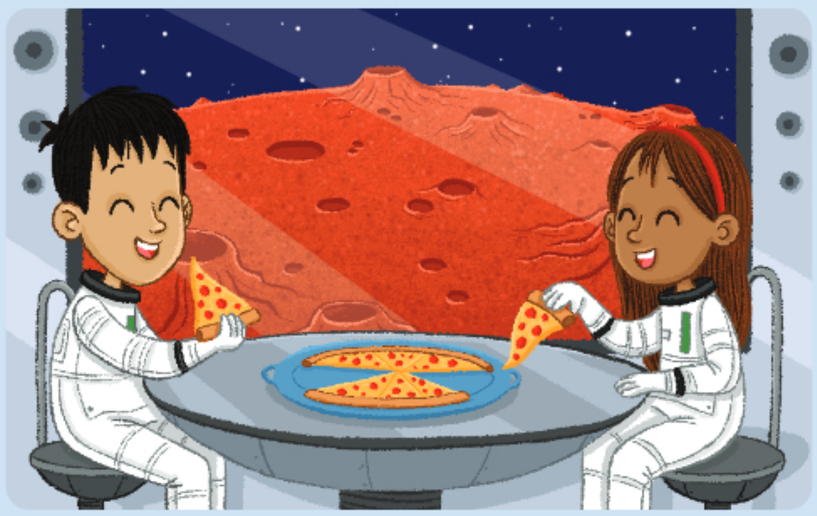
1 Listen and read. 138 Where do Tang and Nina want to go?

2 Listen and read. 139

Look!
we'll = we will
won't = will not

Will Statements

We use *will* to talk about the future.
We use *will* with the infinitive without *to*.
A big spaceship **will take** us to Mars.
We**'ll eat** pizza at a fun restaurant.
There **won't be** any restaurants on Mars.



3 Listen and circle the correct words. 140

1 Supersonic jets are fast. **They'll / They won't** travel far in a short time.
2 Children **will / won't** use jetpacks. Only older people will use them.
3 My family **will / won't** have an electric car in the future.
4 Spaceships **will / won't** take us to the sun. It's too hot there.
5 Future travel **will / won't** be very exciting.
6 **I'll / I won't** take the monorail to school every day.

4 Ask and answer.

What do you think of flying taxis?

I think they'll go faster than taxis today. What do you think of electric trucks?

5 Listen and read. 141 What future transportation does Professor Endo talk about?

An Interview with Professor Masako Endo about Future Travel

Q: Professor Endo, will people travel in fast trains and jets?
A: They already do! But faster magnetic trains and supersonic jets will be here soon.
Q: Will more people drive electric cars?
A: Yes, they will. People in cities will also travel more by monorail.
Q: How will students go to school?
A: Many students will go to school in self-driving cars. Some students will go on hoverboards.

6 Listen and read. 142

Will Questions and Answers

Will more people **drive** electric cars?
Yes, they **will**. No, they **won't**.
How **will** students **go** to school?
Some students **will go** on hoverboards.

7 Look at **5**. Answer the questions.

1 Will faster magnetic trains be here soon? Yes, they will.
2 Will people in cities travel less by monorail? _____
3 Will all students go to school on hoverboards? _____
4 Will many students go to school in self-driving cars? _____

8 Write the question words. **How** **Who** **When** **Where**

1 _____ will you travel? I'll travel in the future.
2 _____ will she travel? She'll travel by supersonic jet.
3 _____ will we travel? We'll travel to other countries.
4 _____ will they travel with? They'll travel with their friends.

Team Up! 2

Make and play the *Funny Sentences* game.

6 Lesson 3 Words and Grammar

Let's talk about directions.

1 Listen and read. 143 Was Sophia late for school?

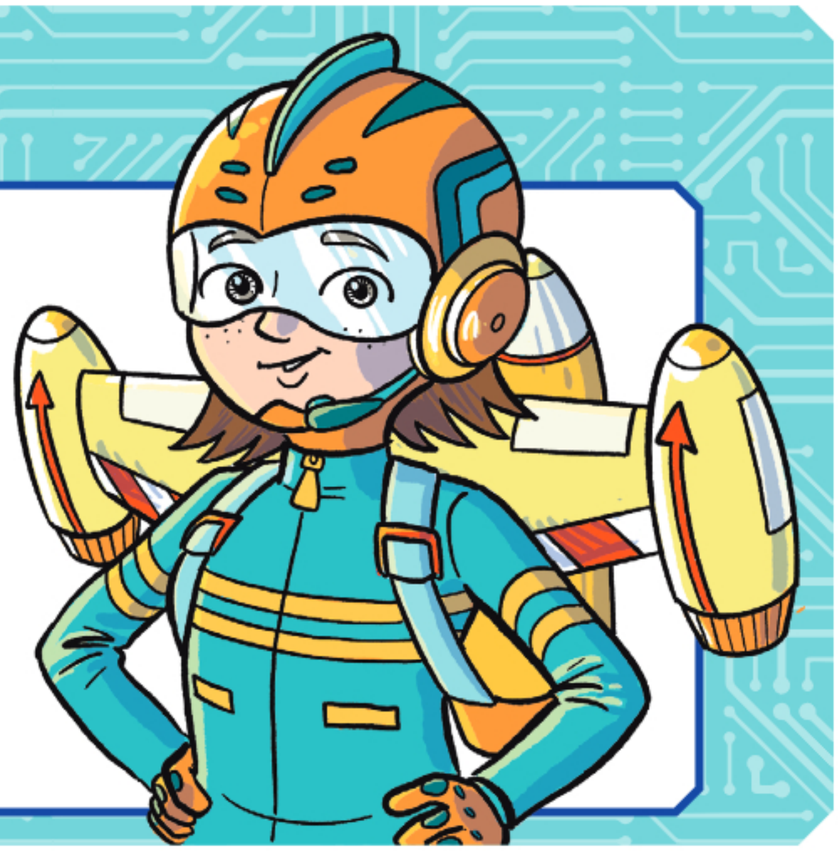
Hurry, Sophia!

[The year 2067]

"Sophia, you'll be late for school!"

"OK, Mom."

Sophia put on her jetpack and flew up into the sky. Her first class started in five minutes. Sophia went over roads and houses. There was her school! Sophia turned right and flew down to the playground. She ran through the doors and went into her classroom. Sophia wasn't late!



2 Listen, point, and repeat. 144

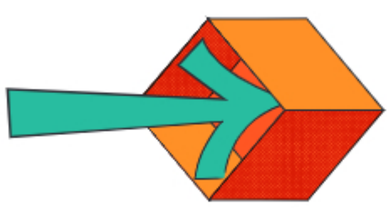
1 left

2 right

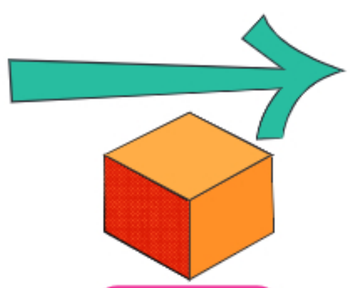
3 straight ahead

4 up

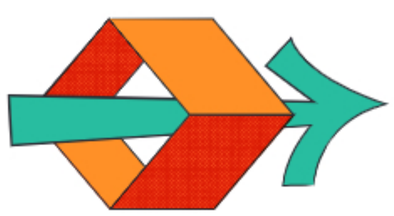
5 down



6 into



7 over



8 through

3 Match. Underline the words from **2**.

1 The self-driving car didn't turn left.	**a** She went into the library.
2 The eagle didn't fly up to the sky.	**b** We went over the mountain.
3 We didn't go through the tunnel.	**c** It went straight ahead.
4 She didn't go into the bookstore.	**d** It flew down to the water.

4 Ask and answer.

How do you get to the library from here?

Go through the doors. Turn right and go down the stairs.

5 Listen and read. 145

Using Direction Words

We often use these verbs with direction words: *go*, *turn*, *fly*.
Sophia put on her jetpack and **flew up** into the sky.
She **went over** roads and houses.
Sophia **turned right** and **flew down** to the playground.

6 Complete.

fly down **turn left** **flew up** **went straight ahead**

1 People who use jetpacks learn to _____ to the ground safely.
2 Cars can turn right or _____ quickly, but trains can't.
3 The spaceship _____ very quickly through the clouds.
4 The monorail didn't turn, but _____ through the city.

7 Look at the pictures. Complete.

go through **fly up** **turn left** **fly over**

Welcome to our supersonic jet! This is your pilot. We will have an interesting trip. First, we will [1] _____ very high into the sky. Later, we will [2] _____ some beautiful islands. We won't [3] _____ any rainy weather. Also, we won't [4] _____ or right – we will fly straight towards Vancouver. Have a wonderful flight!

8 Listen and read. Then sing. 146–147

Sally's Flying Taxi

Sally has a flying taxi.
She flies up and down.
Sally has a flying taxi.
She flies through the town.

She takes people to the **school**,
To the **park** and to the **swimming pool**.
She turns left and she turns right,
She even flies at night!

library **stadium** **bakery**

Team Up! 3

Complete the maps by following directions.

6 Lesson 4 Story

Let's read about a race in the future.

1 Look at the pictures. What are the children riding?

2 Listen and read. 148 When does the story take place?

The Race

1 In the year 2157, the mayor of Futuria sent letters to every child in the city.

Hoverboard Race!

April 22nd at 10:00 a.m.
Meet in front of the library.
Follow the directions and get a new jetpack!

2 Ada read the letter. "Can I be in the hoverboard race, Mom?"
"Of course you can, Ada. But do your homework first."
"OK, Mom."
On April 22nd, Ada sat in front of the library with many other children. The mayor gave each child a piece of paper.
"Read all of the directions first," she said. "Let's begin!"

3 Very quickly, children jumped on their hoverboards and flew to the park. A boy stood up. "Hurry, Ada!" he said. "You will be last."

Ada looked back at her directions. She read slowly:

1. Get on your hoverboard.
2. Go straight ahead to the park.
3. Turn left at the statue.
4. Go over the river.
5. Go through the train station.
6. Turn right at the art gallery.
7. Are you still reading? DO NOT get on your hoverboard. Stay here!

4 Ada looked up. She was the only child there. All of the children were on their hoverboards.
The mayor walked over.
"Congratulations, Ada," she said. "You get a new jetpack!"

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **smart / exciting / happy / surprising**.
3 My favorite character is _____.

4 Read again. Who said it? Circle the correct answer.

1	"Do your homework first."	**a** the mayor	**b** Ada's mom
2	"Read all of the directions first."	**a** the mayor	**b** Ada's mom
3	"You will be last."	**a** a boy	**b** Ada
4	"You get a new jetpack."	**a** Ada	**b** the mayor

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

1 The story happens a long time ago. _____
2 The story happens in the city of Futuria. _____
3 Ada does her homework first. _____
4 The children read all of the directions. _____
5 Ada reads all of the directions. _____
6 Some children get a new jetpack. _____

6 Correct the directions from the story. Change one word.

1 Turn right at the statue. _____
2 Go into the river. _____
3 Go over the train station. _____
4 Turn left at the art gallery. _____

Think, Feel, Grow

1 Ada agrees to do her homework before the race. What does this tell you about Ada?
2 The boy tells Ada to hurry, but Ada keeps reading the directions. Why?
3 What is the mayor trying to teach the children?

7 Home-school Read the story at home.

Team Up! 4

Play *Simon Says*.

6 Lesson 5 Skills and Culture

Let's learn about transportation in Thailand and Morocco.

Listening and Speaking

1 Listen, point, and repeat. 149

2 Listen and say the number. 150

1 water taxi

2 bamboo raft

3 motorcycle taxi

4 tuk-tuk

Malee

THAILAND

3 Listen and write the transportation. 151

1 First, we got on the _____.
2 Then, we traveled on the river in a _____.
3 Next, we got into a _____ and went to a restaurant.
4 Tomorrow, we are going to ride on a _____.

4 Watch the video. What kind of transportation goes on water?

5 Listen and read. 152 Then talk with a partner.

Which do you think is faster, a tuk-tuk or a motorcycle taxi?

I think a motorcycle taxi is faster. What do you think?

I think a motorcycle taxi is faster, too. But a tuk-tuk is more fun.

Reading

6 Look at the photos. What can you see?

7 Listen and read. 153 Which two cities will Lucia visit?

Samira

MOROCCO

TO: Lucia Reyes SUBJECT: Your Trip to Morocco!

Dear Lucia,

I'm excited that you will visit me here in Tangier, the third largest city in Morocco! I know that you and your parents are taking a boat from Spain. My parents and I will meet you when the boat arrives on Tuesday morning.

First, we'll go to the old part of the city called the Medina. Later, we'll go to the beach to have fish for dinner. We can ride a camel on the beach. Did you know that people in the Moroccan desert still use camels for transportation? A camel's feet are wide, so it can walk on the sand easily. Camels can also go without water for many days in the desert.

On Wednesday, we'll travel on the high-speed train from Tangier to the city of Casablanca. It's the fastest train in Africa, and we'll get to Casablanca in only two hours! Then we'll travel around Casablanca by tram. Casablanca has two big tram lines, and it will soon have two more. The tram is a great way to travel around the city.

On Wednesday night, we'll go back to Tangier. I know we'll have a wonderful time together.

Your friend,

Samira

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

1 Lucia will go from Spain to Morocco by boat. _____
2 Lucia will ride a camel in the desert. _____
3 Lucia and Samira will go to Casablanca by train. _____
4 They will travel around Casablanca by subway. _____

9 Answer the questions for you.

1 Which transportation do you want to try in Thailand and in Morocco?
2 What kinds of transportation do you have in your country?

Team Up! 5

Compare transportation in three places.

6 Lesson 6 Writing Focus

1 Look at the picture. What kind of car is this?

2 Read and listen. 154 Will these cars make driving safer?

Traveling in the Future

_____ Good afternoon, everyone!

_____ Close your eyes for a minute. Think about the ways we will travel in 50 years. Travel will change in many ways. Today I will talk about one kind of future travel: self-driving cars.

In 50 years, all cars will be self-driving cars. Self-driving cars will do three things.

_____ 1. Self-driving cars will make driving safer because computers will drive our cars for us.

2. Self-driving cars will give us time to read or study in our cars.

3. Self-driving cars will bring food and other items to our houses.

_____ I think that self-driving cars will make our city a safer and happier place! Thank you!

3 **Read again. Then answer the questions with a partner.**

1 What will drive our self-driving cars?

2 What can people do in self-driving cars?

4 Read. Then write the labels in 2.

How to Write a Speech

- **Greeting:** This sentence welcomes the people who are listening.
- **Introduction:** This begins the topic in an interesting way.
- **Main Points:** These numbered points explain the topic in a clear way.
- **Conclusion:** This part summarizes the speech and thanks the audience.

5 Write a speech about one kind of future travel. Go to your Workbook page 73

Team Up! 6

Design a new kind of transportation.

1 Listen and complete. 155 **transportation** **future** **questions** **picture**

1 Think of a new kind of transportation for the _____.
2 Answer the _____ about this kind of transportation.
3 Draw a _____ of your new kind of transportation and name it.
4 Present your new kind of _____ to the class.

2 Watch the video. What kind of transportation is it?

3 Listen and read. 156 Present your transportation to the class.

This is a self-driving skateboard. It can carry one person.

It will travel on land. It will go up to 20 kilometers per hour.

Review

4 Choose and do three activities. Use your notebook.

1
Which vocabulary words on pages 70 and 71 go together? Write a list.

self-driving monorail

2
Ask questions about future travel. Answer what you think will happen.

3
Take turns chanting the Lesson 3 vocabulary.

Left, right!

Left, right!

4
Choose the word below that is true for you. Give examples.

I always / sometimes / never follow directions.

5
Write about a place you visited. What transportation did you take?

In Boston, we took a bus and a taxi.

6
Write about a future transportation that you will go on.

I will go on a spaceship . . .

My Progress and Effort Go to your Workbook page 75

Let's Read!
Doing Your Best

1 Listen and read. 157 Who did Lewis Hine take photos of?

Portrait of a Great Photographer

How does a good photographer become a great photographer? We might find the answer in the life of Lewis Hine.

child workers

Early Life

Lewis Hine

Lewis Hine was born in 1874. When he was young, Lewis worked hard for his family. He went to college and became a geography teacher in New York City in 1901. The school needed a photographer, so Lewis took photos of the classes and students.

Real Life

In 1904, Lewis took his students to Ellis Island to see the people that came to the U.S.A. from Europe. He took many photos of these people. Lewis then started a photography class at school. He told his students that photography could teach people about real life.

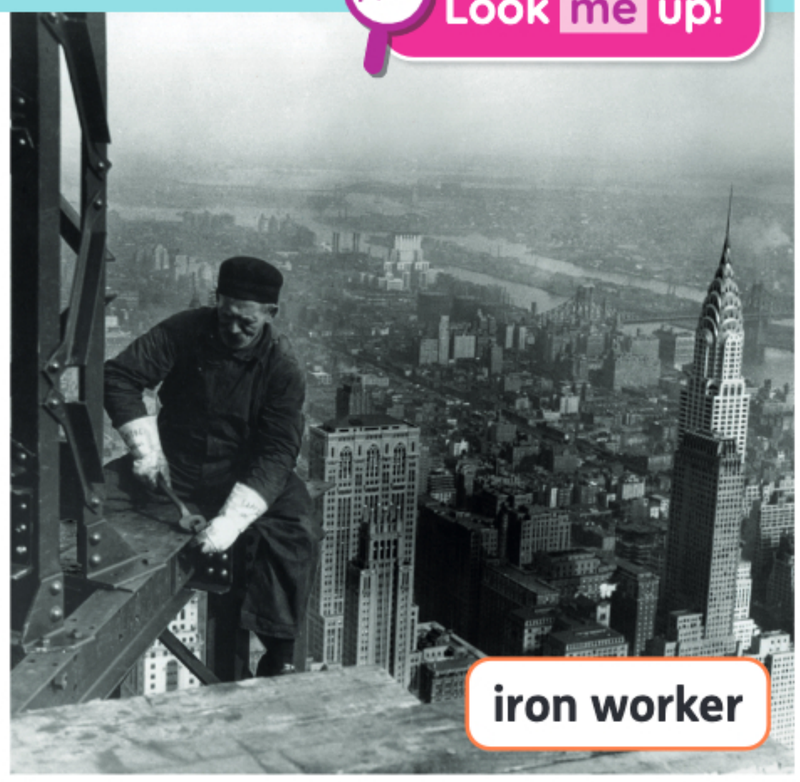
Child Workers

At that time, many children were working in the U.S.A. Their jobs were dangerous and hard. These children couldn't go to school. They couldn't read or write. In 1908, the National Child Labor Committee asked Lewis to take photos of these children. Lewis went to the places where the children worked. He took photos and wrote about the children. Many people saw Lewis's photos. They weren't happy to see children working. They tried to stop child workers.

Amazing Photos

Lewis was a brave photographer. In 1930, he took photos of the workers on the Empire State Building, a skyscraper with 102 floors that was the tallest building in the world for many years. Lewis went up with the workers, high into the sky. When Lewis took his amazing photos, he was hanging in a basket 305 meters above the ground! Lewis Hine died in 1940. But his photos will live on as part of the history of the U.S.A.

A-Z Look me up!



iron worker

2 Read again and number the sentences in order.

a Lewis takes photos of child workers. ☐

b Lewis becomes a geography teacher. ☐

c Lewis takes photos of workers on a skyscraper. ☐

d Lewis takes photos at Ellis Island. ☐

3 Ask and answer.

What would you like to take photos of?

4 Listen and read. 158 What was Mariem's dream?

The Happy Baker of Tunis

In a suburb of Tunis, Tunisia, a man named Karim lived with his daughter Mariem. Karim was a baker. His bakery was filled with breads, cakes, and many Tunisian desserts.

One day, Karim sat down next to Mariem. "My daughter," he said, "I am old now. I want you to take over the bakery."

Mariem's dream was to travel around the world and help people. But she was a good daughter. "I will bake for you, Father," she said.

Mariem's breads, cakes, and desserts were even better than her father's. She was happy and kind, but she often thought about her dream.

Every week, Mariem baked fresh *bambalouni* for the town firefighters. She brought *makroudh* filled with sweet dates to the doctors and nurses at the hospital. When the new town library opened, Mariem gave *baklava* to people in the town park. "I cannot travel, but I can help people," she thought.

Many years passed. Mariem was now old and ready to stop working. It was her last day at the bakery. When the mayor of the town walked in, Mariem was giving away her last sweets to the children.

"We will miss your desserts and your kindness," said the mayor. "What will you do now, Mariem?"

Mariem smiled. "I have books to read," she said. "I will be happy."

"You will also be busy," said the mayor. She gave Mariem an envelope. "Open it."

Mariem looked. Inside the envelope was a plane ticket.

"You brought us great happiness for many years," said the mayor. "Now it is time for you to travel around the world. Have a wonderful trip, dear Mariem!"

A-Z Look me up!

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

1 Mariem's father was a better baker than Mariem. _____
2 Mariem was not happy as a baker. _____
3 Mariem was a baker for many years. _____
4 The mayor gave Mariem a plane ticket. _____

6 Ask and answer.

What does Mariem's story tell you about doing your best?

7 Making Music

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 159

3 Listen and say. 160

Let's talk about musical instruments.

1 trumpet

2 saxophone

3 trombone

4 clarinet

5 violin

6 flute

COMMUNITY BAND CONCERT

4 Write.

I think the [1] f l u t e and the [2] _____ both have a beautiful, high sound. I think the [3] _____ and the [4] _____ have a powerful, loud sound. And I think the [5] _____ and the [6] _____ have a softer, happy sound.

5 Listen, point, and repeat. 161

6 Read and write the words. Listen and check. 162

To New Music Club Students!

Welcome to the music club! You will learn to play many instruments this year. You will learn to play the African _____ with your two hands. You will shake a _____ in one hand as you sing. Later, you will learn to play the _____. It is an instrument like a flute. You will play many songs with it. You won't learn how to play the _____, the biggest instrument in our music room, but some of you know how to play it.

1 recorder

2 piano

3 drum

4 tambourine

7 Complete. Use the words from 5.

1 You use your mouth and two hands to play the _____.
2 You usually hold the _____ in one hand when you play it.
3 You sit down and use all ten fingers to play the _____.
4 You use open hands to play the African _____.

8 Listen and repeat. 163 Then make a new dialogue and practice.

I'd like to learn to play an instrument.

How about a flute?

Good idea! I like the sound of a flute.

Team Up! 1

Make your own band.

7 Lesson 2 Grammar

Let's talk about the people and things around us.

1 Listen and read. 164 Who is playing the piano?

2 Listen and read. 165

Indefinite Pronouns for People

We use indefinite pronouns to talk about people in general.
Somebody is playing a piano in that house.
Everybody says that she is the best piano player.
Nobody plays the piano better than Emma does.
Can **anybody** play the violin?

Look!
somebody = someone
everybody = everyone
nobody = no one
anybody = anyone

3 Listen and complete. 166

The people in my brother's band play many instruments. [1]_____ plays the drums, and two people play the guitar. [2]_____ plays the clarinet or trombone, but [3]_____ plays the trumpet. And [4]_____ sings, which is nice. Can [5]_____ in the band play the piano? I'm sure that [6]_____ can. However, there is no piano in the band.

4 Ask and answer.

Can anybody in our class play the recorder?

Yes, everybody can. Can anyone in our class play the piano?

5 Listen and read. 167 What do you do when you leave the stadium?

Stadium Concert Rules

Welcome to the City Stadium! Please read these rules:

1. Don't bring anything to eat or drink into the stadium.
   Buy your food and drinks here.
2. Do you see something unusual?
   Tell a police officer.
3. Take everything with you when you leave the stadium.
   Leave nothing on the floor or on your chair.

Enjoy the music concert!

6 Listen and read. 168

Indefinite Pronouns for Things

Don't bring **anything** to eat or drink into the stadium.
Do you see **something** unusual?
Take **everything** with you when you leave the stadium.
Leave **nothing** on the floor or on your chair.

7 Complete. **anything** **nothing** **everything** **something**

1 _____ was wrong with my trumpet yesterday. I couldn't play
2 _____ on it. So I showed it to my music teacher, Mrs. Davis.
She fixed it very quickly! She said that 3 _____ was OK, and that
4 _____ was wrong with my trumpet. I was very happy!

8 Write the correct indefinite pronoun.

1 Do we take all of the instruments? Yes, please take _____.
2 Did you hear Sam playing the flute? No, I didn't hear _____.
3 Today is Maria's birthday. I can play _____ for her on the piano.
4 Today is a cold, rainy day. There is _____ we can do outside.

Team Up! 2

Complete a musical instrument survey.

7 Lesson 3 Words and Grammar

Let's talk about the materials people use to make instruments.

1 Listen and read. 169 Where do people find wood, silver, and gold?

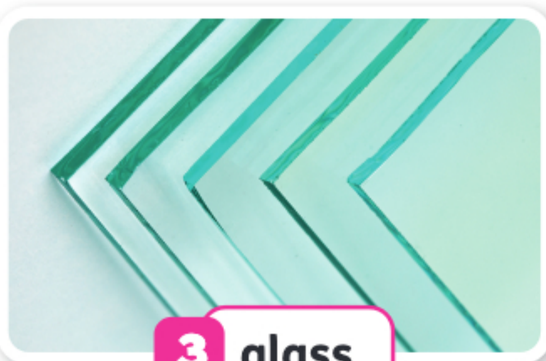
Making Musical Instruments, by Jian Park

Some of the best musical instruments are made of things we find in nature. Violins and guitars are usually made of wood. Many flutes are made of gold or silver. Trumpets and trombones are made of brass, which is made from two other metals. We make many instruments with the same things from nature that people used a long time ago.

2 Listen, point, and repeat. 170

1 gold

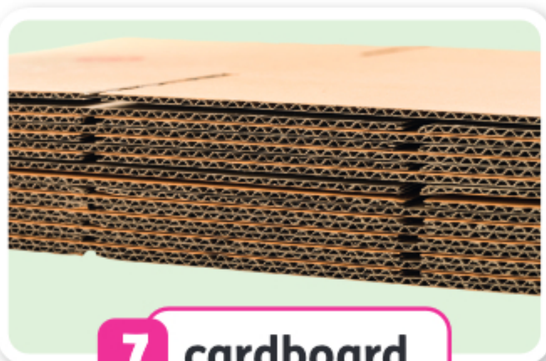
2 silver


3 glass

4 metal

5 plastic

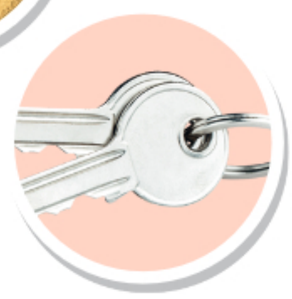
6 brass


7 cardboard

8 rubber

3 Match.

1 metal	**a** shoe box
2 rubber	**b** coin
3 glass	**c** bag
4 cardboard	**d** rain boots
5 plastic	**e** keys
6 gold	**f** vase



4 Play a guessing game.

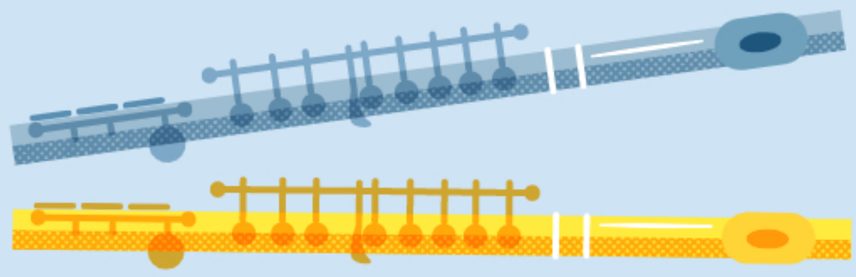
People use glass to make this. You put flowers in it.

Is it a vase?

5 Listen and read. 171

Be made of

Many flutes **are made of** gold or silver.
A trumpet **is made of** brass.



6 Complete.

cardboard **glass** **metal** **plastic**

Homemade drums can be fun to play. For example, trash cans make good drums. Trash cans made of [1] _____ are quieter than trash cans made of [2] _____. You can also take a big box made of [3] _____ and use that for a drum. But don't use something made of [4] _____ for a drum. It could break!

7 Write a sentence.

1 (trombones / brass) Trombones are made of brass.
2 (Ben's flute / silver) _____
3 (rain boots / rubber) _____
4 (Grandma's bracelet / gold) _____

8 Listen and read. Then sing. 172–173

That's All Right!

Violins are made of wood.
Trumpets are made of brass.
Flutes are made of silver and gold.
Glass harmonicas are made of glass.

Of course! But . . .
My trumpet is made of plastic.
My guitar is cardboard. See?
My drum is a rubber boot.
And that's all right with me!

Some drums
Trombones

Team Up! 3

Make a materials chart.

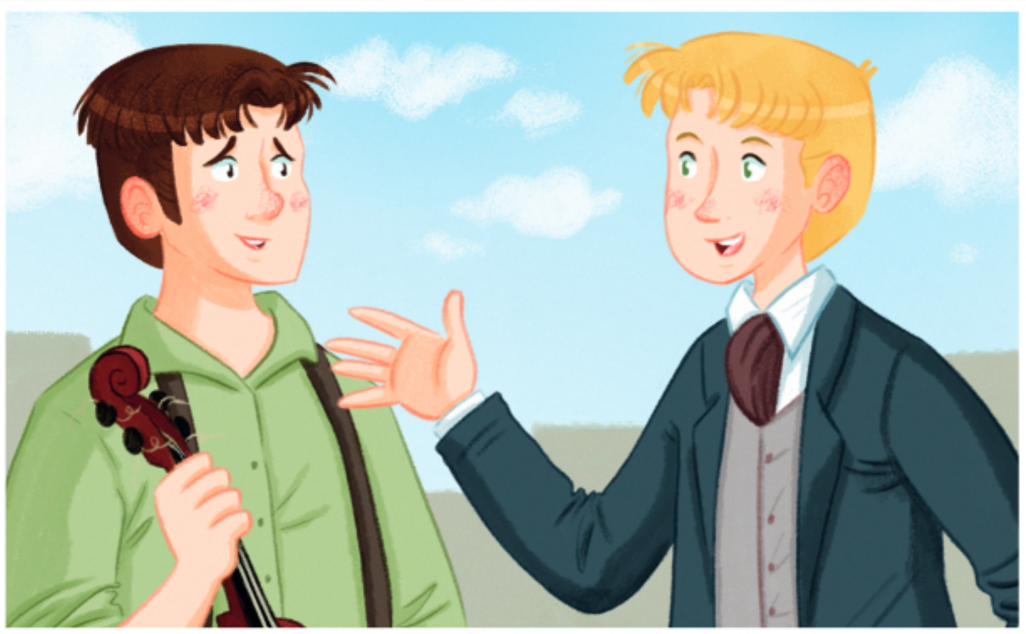
7 Lesson 4 Story

1 Look at the pictures. Where is the violinist first playing?

2 Listen and read. 174 Who does the violinist play with later?

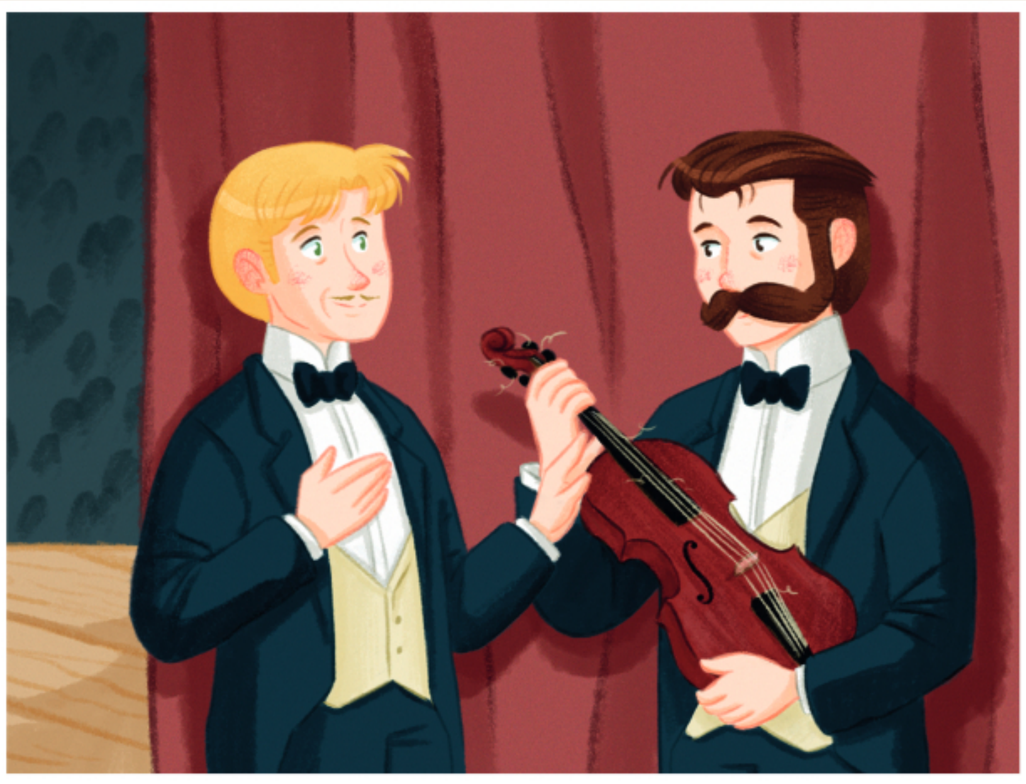
The Violinist

1 Louis and Hugo were students at the best music school in Paris. Louis played a flute made of silver, and Hugo played the clarinet. One day they saw a young man who was playing an old red violin at the market. His music was beautiful. Louis stopped to listen.



2 "Come on, Louis," said Hugo. "He's just a street musician."
Louis walked up to the man. "You're really good," Louis said. "Please, work hard and don't give up."

3 Many years passed. Louis and Hugo were now in an orchestra. One night, a new violinist came to play with them. He played beautiful music.
"He is the best violinist in Paris," said Hugo.
"Where did he come from?"



4 After the concert, Louis walked up to the violinist.
"Thank you for playing with us, sir," Louis said. "Did you study at our music school?"
The man smiled. "No," he said. "Let me show you something." He took out an old red violin.
Louis looked. "You were the violinist at the market many years ago!" he said.
"You told me to work hard," said the violinist. "Later, I found a teacher. Now everyone wants to hear my music." He smiled at Louis. "Thanks to you."

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **beautiful / exciting / great / surprising.**
3 My favorite character is _____.

4 Read again and match.

1 Louis and Hugo hear <u>something</u> beautiful.
2 They see <u>someone</u> at the market.
3 <u>Everyone</u> wants to hear the violinist.
4 The violinist shows <u>something</u> to Louis.

a the violinist
b the old red violin
c violin music
d the people of Paris

5 Write *L* (Louis), *H* (Hugo), or *V* (the violinist).

1 He said that the violinist at the concert was the best. H
2 He played an old red instrument made of wood. _____
3 He plays the clarinet, and his friend plays the flute. _____
4 He talked to the violinist at the market. _____
5 He listened to Louis and worked hard. _____
6 His instrument is made of silver. _____

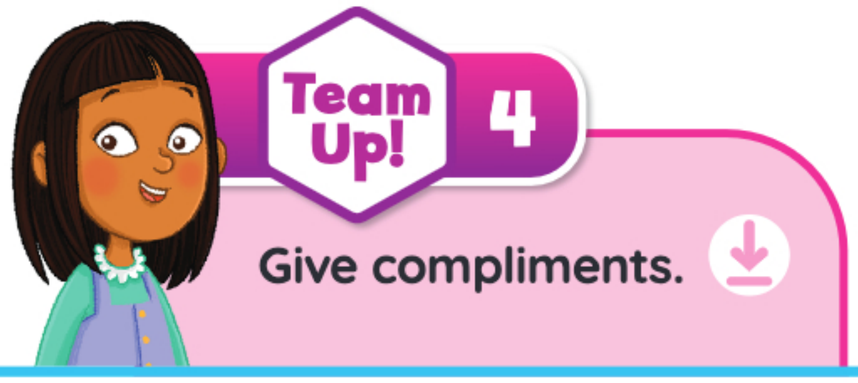
6 Complete.

1 Hugo and Louis studied at a _____ in Paris.
2 They first saw the violinist in a _____.
3 The violinist's first _____ was old and red.
4 _____ talked to the violinist after the concert.

Think, Feel, Grow

1 In the beginning, what did Hugo think of the young violinist?
2 How did Louis help the young violinist?
3 What does the story of the violinist tell us?

7 Home-school Read the story at home.



7 Lesson 5 Skills and Culture

Let's learn about making instruments in Italy and Peru.

Listening and Speaking

1 Listen, point, and repeat. 175

2 Listen and say the number. 176

1 glue

2 saw

3 touch

4 carve

3 Listen and write *T* (true) or *F* (false). 177

1 Martina is from Rome, Italy. _____
2 People play music in the streets in Cremona. _____
3 Students learn to make violins in Cremona. _____
4 Martina's grandmother makes violins. _____
5 Her grandfather saws, carves, and glues the wood. _____
6 He makes six or seven violins in one month. _____

4 Watch the video. What is the violin made of?

5 Listen and read. 178 Then talk with a partner.

What do you think is the hardest instrument to make?

I think a piano is the hardest. What do you think?

I think a saxophone is the hardest.

Reading

6 Look at the photos. What do you think the instrument is?

7 Listen and read. 179 What is the pan flute made of?

PERU

November 4th

My dad and I were walking down the street today in Lima, Peru, when we heard somebody playing an instrument. His name was Mr. Ramos, and he was playing the *zampoña*, or pan flute. He invited everybody into his music store. Mr. Ramos had many instruments. He had Peruvian box drums made of wood. He had small guitars with ten strings called *charangos*. Mr. Ramos then told us that he would make a pan flute!

First, he took out eight pieces of bamboo. Bamboo is a plant that grows here in Peru.

Then, he sawed each piece of bamboo, so that one end of the bamboo was open and one end was closed. Mr. Ramos sawed each piece shorter and shorter. He put the pieces together, from the longest to the shortest. He blew air across the top of each piece and listened to the sound.

Next, Mr. Ramos cut a new piece of bamboo in half. He put the eight pieces of bamboo between these two new pieces. He put everything together with string. He didn't glue anything.

Finally, Mr. Ramos played his new pan flute for us. It was beautiful!

8 Read again. Number the steps in order.

a He listened to the sound of each piece. ☐

b He put the pieces together from longest to shortest. ☐

c He took eight pieces of bamboo. ☐

d He put everything together with string. ☐

e He sawed each piece shorter and shorter. ☐

9 Answer the questions for you.

1 Which instrument from Italy or Peru would you like to play?
2 What instruments are made in your country? What are they made of?

Team Up! 5

Make your own instrument.

7 Lesson 6 Writing Focus

Let's learn how to write a report that explains something.

1 Look at the picture. What is the instrument?

2 Read and listen. 180 What three instruments does the writer like?

_____

_____

_____

_____

The Best Instrument for Me

I want to learn to play a musical instrument. The instruments that I like are the trombone, the trumpet, and the saxophone. Which one is the best one for me?

I think I will learn to play the trumpet. Why do I want to play it? First, I can use my uncle's old trumpet. Second, I can play the trumpet in a band, in an orchestra, or by myself. Third, the trumpet has a happy sound that I really like!

The trumpet is a good instrument for me. I can play it with my friends or by myself, and I don't have to buy a new trumpet!

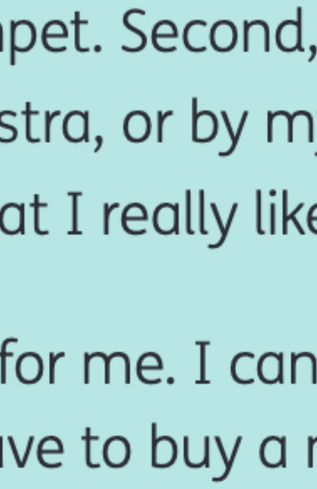
3 **Read again. Then answer the questions with a partner.**

1 Whose trumpet will the writer use?

2 What groups can the writer play in?

4 Read. Then write the labels in 2.

How to Write an Explanatory Report



- **Title:** This is the name of the report.
- **Introduction:** This tells us what you are going to explain.
- **Reasons:** These explain the topic. There are usually three of these.
- **Conclusion:** This summarizes what you wrote.

5 Write an explanatory report about a musical instrument. Go to your Workbook page 85

Team Up! 6

Make a musical instrument quiz.

1 Listen and correct the sentences. Change one word. 181

answers	eight	false	quizzes

1 Choose four musical instruments to write about. _____

2 Write a true or wrong sentence about each instrument. _____

3 Switch chairs with another team. Take their quiz. _____

4 Check the questions. Which team is the winner? _____

2 Watch the video. What are many flutes made of?

3 Listen and read. 182 Complete the quiz.

True or false? A violin is made of brass.

That's false. A violin is made of wood.

Review

4 Choose and do three activities. Use your notebook.

1
Mime playing an instrument for your partner to guess.

What am I playing?

You're playing the trumpet!

2
Discuss your classmates:

No one / someone / everyone in my class can play the ...

3
Write the names of materials and something made of those materials.

silver

A flute is made of silver.

4
Tell your partner about a time when someone said something nice about what you did.

5
Write two steps in making a violin. Write two steps in making a pan flute.

6
Write about a musical instrument that you would like to play.

I'd like to play the violin. It has a beautiful sound.

My Progress and Effort Go to your Workbook page 87

8 The World of Games

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 183

3 Listen and say. 184

Let's talk about things we use to play video games.

1 monitor
2 speaker
3 keyboard
4 mouse
5 tablet
6 laptop

4 Write.

Max has everything he needs to play video games. He has a large [1]_____ to see and a [2]_____ to hear the game. He touches letters on his [3]_____, and he holds the [4]_____ to play the game. Max also plays games on a smaller [5]_____. But he uses his [6]_____ for reading books.

5 Listen, point, and repeat. 185

6 Read and write the words. Listen and check. 186

Dear Uncle John,

Thank you for the video game! Maria and I played it on our _____. We saw a forest on the monitor, and a castle! Five robots were standing in the forest. Maria and I each took a _____ in our hands. I pushed a _____ on the controller to make my _____. It looked just like me. Then, we looked for gold coins in the forest. The robots tried to catch us!

Love,

Tami

1 controller

2 computer

3 button

4 avatar

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

1 Tami and Maria played the video game on a computer. _____
2 The button that made the avatar was on the monitor. _____
3 Tami and Maria used the controllers to play the game. _____
4 Tami's avatar looked like a robot. _____

8 Listen and repeat. 187 Then make a new dialogue and practice.

What is this controller for?

You use it to play the game.

speaker
monitor
keyboard

hear the game
see the game
type your name

Team Up! 1

Complete an interview about video games.

8 Lesson 2 Grammar

Let's talk about actions people have done.

1 Listen and read. 188 What did Nina do before the game?

2 Listen and read. 189

Present Perfect Affirmative Statements

We use the present perfect for things that happened at any time before now.
To make present perfect affirmative statements, use *have / has* + past participle.
I**'ve done** my homework.
We**'ve made** our avatars.
Mom **has baked** some cupcakes.

Look!
've = have
's = has

3 Match. Then listen and check. 190

1 Amy has read	**a** all of my homework.
2 My father has bought	**b** the laptop into his backpack.
3 He has put	**c** a cake for his grandmother.
4 Paul has baked	**d** so many books at the library.
5 I've done	**e** a new monitor for his computer.

4 Talk about things you have done today.

I've eaten lunch with my friend.

I've read ten pages in this book.

5 Listen and read. 191 What are they going to play on Saturday?

Kumar's English Journal

November 14th

I haven't had time to play with my friends this week, but on Saturday we're going to play a new video game. It's a math game. We correct mistakes, then go to the next level. We haven't played this game, but we all like math. I haven't read the game instructions, so I'm going to do that today.

6 Listen and read. 192

Present Perfect Negative Statements

To make present perfect negative statements, use *have / has* + *not* + past participle.
Kumar **hasn't had** time to play with his friends.
We **haven't played** this game.
I **haven't read** the game instructions.

Look!
hasn't = has not
haven't = have not

7 Look and write the present perfect form of the words. **bake** **buy** **eat** ~~**play**~~ ~~**play**~~ **read**

1 I have played this video game, but I haven't played it with my friends.
2 Lily _____ about the new video game, but she _____ it.
3 Carlos _____ cookies for his friends, but they _____ them.

8 Write *have*, *has*, *haven't*, or *hasn't*.

1 I _____ played any video games this week. I've been too busy.
2 Sunita _____ done her homework, so now she can play with her friends.
3 David _____ bought the new video game because it costs too much money.
4 We _____ put away the video games. They are in my bedroom now.

Team Up! 2

Complete a chart about your week.

8 Lesson 3 Words and Grammar

Let's ask about actions people have done.

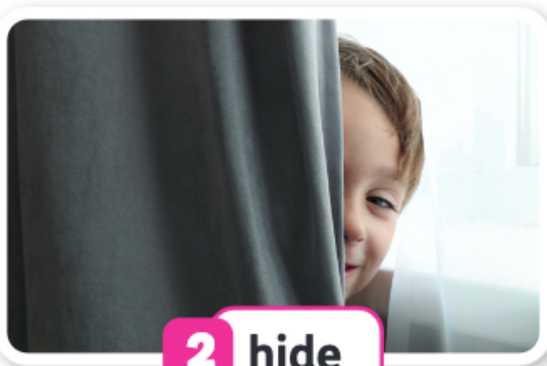
1 Listen and read. 193 What do board games teach us?

Take Out Your Board Games! by Adi Lal

Laptops and tablets can help us learn, but too much computer time can be bad. That is why board games are so good. We can talk to each other. *Have you picked a card? Has Nathan moved his piece? Have you guessed the answer? Has Maria scored?* Board games teach us to listen to each other and work together.

2 Listen, point, and repeat. 194

1 pick


2 hide

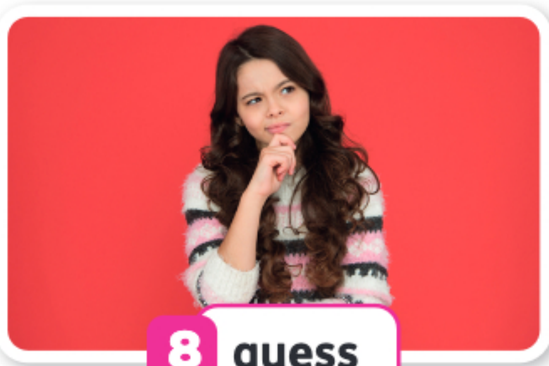
3 collect

4 move

5 keep

6 score

7 race


8 guess

3 Listen and complete. 195

This board game is fun to play. First, you [1]_____ your color. Then, you [2]_____ through the rainforest and [3]_____ bananas. When you get three bananas, you [4]_____ one point. [5]_____ your bananas in a bag, and [6]_____ them from the monkeys!

4 Mime a games verb.

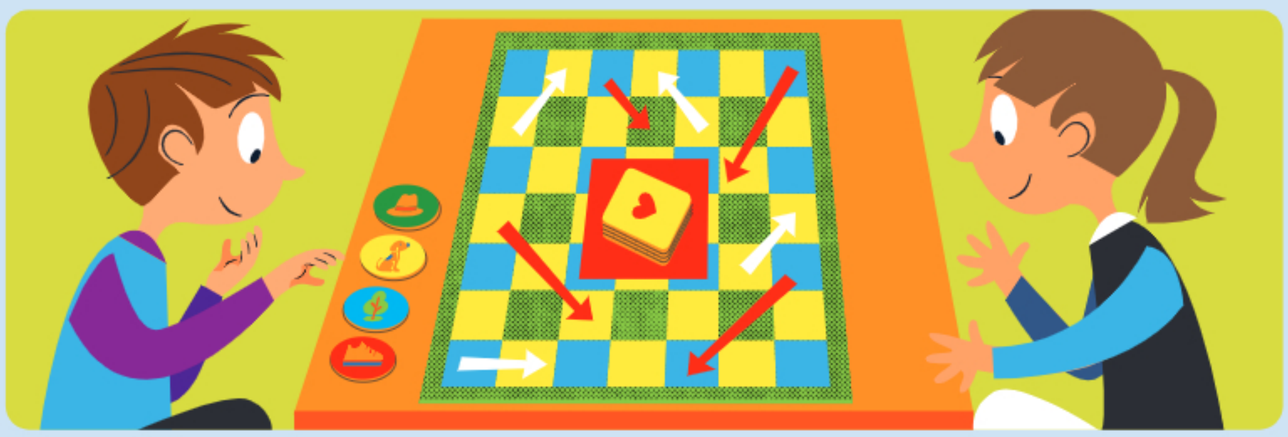
What am I doing?

I think you're guessing!

5 Listen and read. 196

Present Perfect *Yes / No* Questions

Have you **picked** a card?
Yes, I **have**. No, I **haven't**.
Has John **moved** his piece?
Yes, he **has**. No, he **hasn't**.



6 Circle the correct words.

1 Has Harry **scored / collected** many board games?
2 Has he **kept / guessed** all the board games in his closet?
3 Have his parents **moved / picked** the board games to another room?
4 Have you **raced / guessed** what Harry's favorite board game is?
5 Has Harry **hidden / scored** one of the games under his bed?
6 Have Harry's friends **kept / raced** cars with him?

7 Complete.

1 Has Holly ___scored___ in this game?
Yes, she ___has___. She has scored three times.
2 _____ they _____ their cars together?
No, they haven't. They are going to race them now.
3 Have you _____ somebody to play with?
No, I _____ picked anyone.
4 _____ Ahmed _____ his cards?
Yes, he has. He's hidden them under the board.

8 Listen and read. Then sing. 197–198

I Like Playing Board Games!

Have you **picked a color**?
Yes, I have. I've **picked a color**.
Have you **moved the pieces**?
Yes, I have. I've **moved the pieces**.

I like playing board games
On a rainy day.
I like playing board games.
They're so much fun to play.

kept the cards

guessed the answer

Team Up! 3

Complete the *Ready for School?* list.

8 Lesson 4 Story

Let's read about two people who play a board game.

1 Look at the pictures. How do the girls play without a board?

2 Listen and read. 199 How many games does Seshin win?

The Senet Game

1 Long ago, a boy named Nekhti and a girl named Seshin lived in Egypt. They both loved to play a game called *senet*. Every day Nekhti played senet on a board made of beautiful blue clay.
Seshin's father was a fisherman with no money. Every day Seshin played senet on the ground with sticks and stones.

2 One day, Nekhti played senet with his friend Ankhtifi.
"You play well," said Ankhtifi. "But the fisherman's daughter plays better. Have you met her?"
"No, I haven't," Nekhti answered. He looked for Seshin and asked her to play in the market.

3 Many people watched them. Nekhti threw down the sticks. He moved his stones. Seshin threw down the sticks. She moved her stones.
The game was long.
Then, Nekhti shouted.
"I've won!" he said. "Nobody plays better than me."
Seshin smiled. "I've only lost the first game," she said. "I've watched you carefully. I've learned many things."
"You can't win," said Nekhti.
"Then let's play again," said Seshin. Seshin won the next three games quickly.
Nekhti bowed to Seshin. "Now I know why you are so good," he said.
"You've taught me something. Thank you."

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **funny / great / happy / interesting**.
3 My favorite character is _____.

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

1 Everyone played senet on a board made of clay. _____
2 Seshin was a fisherman's daughter. _____
3 Seshin asked Nekhti to play with her. _____
4 Seshin and Nekhti's first game was long. _____
5 Nekhti lost three games when he played Seshin. _____
6 Nobody watched Nekhti and Seshin play. _____

5 Match.

1 His senet board is beautiful.	**a** Ankhtifi
2 She learns by watching Nekhti.	**b** Nekhti
3 He is a fisherman.	**c** Seshin's father
4 He tells Nekhti about Seshin.	**d** Seshin

6 Who said it? Circle the correct answer.

1 "You've taught me something."	Nekhti	Seshin
2 "I've learned many things."	Nekhti	Seshin
3 "No, I haven't."	Nekhti	Seshin
4 "I've watched you carefully."	Nekhti	Seshin
5 "Let's play again."	Nekhti	Seshin
6 "Nobody plays better than me."	Nekhti	Seshin

Think, Feel, Grow

1 Who does Ankhtifi think is the best senet player?
2 Why did Seshin watch Nekhti carefully during the first game?
3 What do you think Nekhti learned at the end of the story?

7 Home-school

Read the story at home.

Team Up! 4

Interview your friend about his or her strengths.

8 Lesson 5 Skills and Culture

Let's learn about games in India and the U.K.

Listening and Speaking

1 Listen, point, and repeat. 200

2 Listen and say the number. 201

1 drop

2 partner

3 player

4 winner

Nisha

INDIA

3 Listen and write the words from 1. 202

1 When you play *kokla chapaki*, you _____ a scarf behind someone.

2 In the game of *lagori*, one _____ throws a ball at some stones.

3 At Sana's house, they played board games with a _____.

4 Nisha was the _____ of the video game.

4 Watch the video. Do the children play most of the games inside or outside?

5 Listen and read. 203 Then talk with a partner.

What kinds of games do you like to play?

I like to play games with jump ropes. How about you?

I like running games.

Reading

6 Look at the photos. What do you need to play these games?

7 Listen and read. 204 Which game is like baseball?

U.K.

Jane

British Games for All Seasons

by Jane Williams

Here are four traditional British games that we love to play outside, just like our grandparents did!

Poohsticks

A. A. Milne, the author of *Winnie the Pooh*, created Poohsticks for his son, Christopher Robin. Players drop sticks into a river on one side of a bridge. Then, they run to the other side. The person whose stick comes first is the winner!

Hopscotch

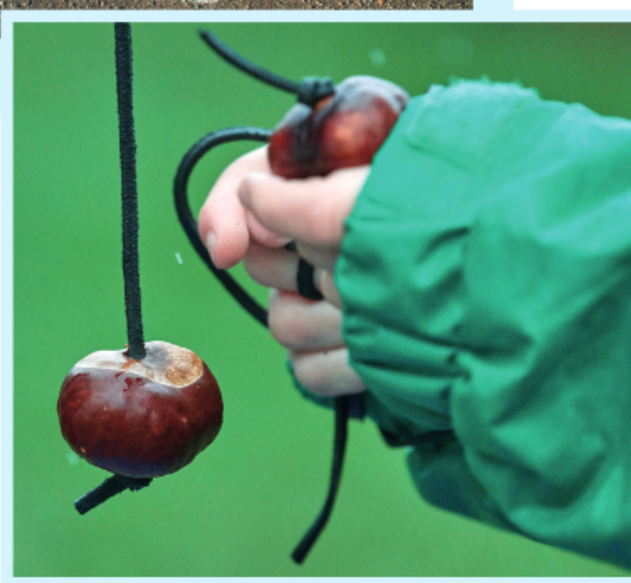
The game of Hopscotch came to England from Rome thousands of years ago. First, you draw squares with numbers on the ground. You throw a stone on a square, then hop on all the other squares. Hopscotch is fun to play on a spring day.

Rounders

Before there was baseball, there was Rounders! People in England played this game 500 years ago. Players hit a ball with a bat, then run around a field. Other players try to catch the ball. Many children still play this exciting game in the summer.

Conkers

Conkers is a game for the fall. Each player puts a string through a chestnut, or "conker." Players then hit each other's conker with their own conker. When a conker falls off the string, the other player is the winner.



8 Write *P* (Poohsticks), *H* (Hopscotch), *R* (Rounders), or *C* (Conkers).

1 You need string for this game. _____
2 This game uses a ball and a bat. _____
3 You need a river and a bridge to play this. _____
4 You can draw this game on the ground. _____

9 Answer the questions for you.

1 Which games from India or the U.K. would you like to play with your friends?
2 What traditional games do you play in your country? Where do you play them?

Team Up! 5

Talk about games for each season.

8 Lesson 6 Writing Focus

Let's learn how to write game instructions.

1 Look at the picture. What are the girls doing?

2 Read and listen. 205 Where can you play this game?

_____

_____

_____

_____

How to Play Basketball

To play basketball, you need two teams. Each team has five players. You need one basketball and an area with a basket on each end.

1. Team One tries to get the ball into one basket. Team Two tries to get the ball into the other basket.
2. Players can throw and catch the ball. Players with the ball have to bounce the ball when they move.
3. When a player gets the ball into the basket, the team scores points. Then, the other team gets the ball.
4. The team with the most points is the winner.

You can play basketball inside or outside!

3 Read again. Then answer the questions with a partner.

1 How many players are on each team?

2 What three actions can players do with the ball?

4 Read. Then write the labels in 2.

How to Write Game Instructions

- **Title:** This tells us what the instructions are for.
- **Introduction:** This tells us general information before the instructions.
- **Instructions:** Each instruction tells us how to do something.
- **Conclusion:** This tells us one more thing at the end.

5 Write instructions for a game you play in your country.

Go to your Workbook page 97

Team Up! 6

Make and play a board game.

1 Listen and match. 206

1	Read the eight action cards. Each player	**a**	moving your game piece.
2	Cut out and mix the cards. Put them face down	**b**	is the winner.
3	Take turns picking the top card and	**c**	on the board.
4	The first player to reach the end of the board	**d**	writes two more.

2 Watch the video. What did the robot hide?

3 Listen and read. 207 Play the game.

My card says, "You've guessed the correct answer. Go ahead one space."

I'm next. "You've scored ten points. Go ahead two spaces."

Review

4 Choose and do three activities. Use your notebook.

1

Play this guessing game with words from Lesson 1.

You use this to listen to music.

Is it a speaker?

2

Write two things you've both done today, and two things you haven't done.

We've eaten lunch. We haven't played instruments.

3

Write a verb from Lesson 3. Your partner writes a present perfect question with that verb.

hide

Have you hidden the cookies?

4

Ask and answer this question about games.

How well do you play chess?

I don't play it well.

5

Tell your partner about a game in India or the U.K.

6

Write one instruction. Your partner guesses the game.

You throw a ball.

Is it baseball?

My Progress and Effort Go to your Workbook page 99

Wolfgang and Maria Anna

1 Listen and read. 208 When did Maria Anna stop traveling with her brother?

Maria Anna Mozart, Wolfgang's Older Sister

The year is 1763 in Salzburg, Austria. We see a room with a harpsichord made of painted wood. On the wall is a painting of 12-year-old Maria Anna Mozart.

The narrator walks into the room.

Narrator: Maria Anna Mozart was born in 1751. Her brother Wolfgang was born five years later. When Maria Anna was seven years old, her father Leopold taught her to play the harpsichord. Maria Anna played very well. Wolfgang loved his sister and wanted to be like her. He quickly learned to play the harpsichord and violin.

In 1763, Leopold took Maria Anna and Wolfgang all over Europe. The two children played their instruments in front of many people.

Leopold (age 40), Maria Anna (age 12), and Wolfgang (age 7) walk into the room. They are wearing clothes from 18th century Austria.

Leopold: Maria Anna, you play the most difficult music so well. You are one of the best harpsichord players in Europe.

Maria Anna: Thank you, Father.

Wolfgang: It's true, Maria Anna. You are the one with real talent. Father, Maria Anna has written beautiful music. I've heard it.

A-Z Look me up!

Maria Anna: I hope I can write much more.

Leopold: Well, you both make me very happy.

The room goes dark, with lights on Maria Anna only.

Narrator: When Maria Anna turned 18 years old, she stopped traveling with her brother. Her father wanted her to get married and have a family.

Her brother Wolfgang wrote a lot of music in his life. He became very famous around the world. Maria Anna also wrote music, but all of it is gone. We cannot hear her music, but we know that she was very talented.

18th century harpsichord

2 Read again and circle the correct answer.

1	This child played the harpsichord.	Wolfgang	Maria Anna	Both
2	This child played the violin.	Wolfgang	Maria Anna	Both
3	This child was older.	Wolfgang	Maria Anna	Both
4	We cannot hear this child's music.	Wolfgang	Maria Anna	Both

3 Ask and answer.

How do you think Maria Anna felt when she stopped traveling with her brother?

4 Listen and read. 209 Where can you hear this folk music?

Folk Music Around the World

TV Reporter: Alberto Sanchez

Folk music is part of a country's history and culture. You can hear folk music around the world. Come with me to learn about this special music.

Seoul, South Korea

I'm in a large plaza in Seoul, the capital city of South Korea. I'm listening to Korean folk music called *pungmul*. Long ago, Korean farmers played this music on special days. The musicians are wearing colorful clothing. They are playing drums and round gongs made of metal as they dance in the plaza.

Inverness, Scotland

I'm watching a group of Highland dancers in colorful jackets, skirts, and socks. They are dancing to the beautiful music of the bagpipe player. The bagpipes have a large bag with pipes coming out of it. The player blows air into the bag, then makes music with the pipes. Bagpipes have been a part of Scotland's history for hundreds of years.

Beirut, Lebanon

Welcome to a wedding in Lebanon. Young men are standing in a line and dancing the *dabke*, a popular folk dance. Have you seen this dance? The musicians are playing three instruments. They are similar to the guitar, the clarinet, and the tambourine. The music is joyful and fun!

Mexico City, Mexico

My last stop is Mexico City, where I was born. A mariachi group is playing music in the plaza for someone's birthday party. I see four violins, two trumpets, and three guitars. One of the guitars is huge. Everyone in the group is wearing large hats called *sombreros*. They are all singing. Mariachi music is a joyful part of Mexican culture. It's my favorite folk music.
Thank you for joining me. What is the folk music like in your country? I'm sure it's wonderful.

A-Z Look me up!

5 Read again and match.

1 Highland dancers dance to this music.	**a** bagpipe
2 This group has violins.	**b** *pungmul*
3 Farmers played this music.	**c** *dabke*
4 This dance is popular at weddings.	**d** mariachi

6 Ask and answer.

What folk music and instruments are played in your country?

9 Aches and Pains

Lesson 1 Words

1 Look, share, learn.

2 Listen, point, and repeat. 210

3 Listen and say. 211

Let's talk about feeling sick.

School Nurse

wash your hands

EAT VEGETABLES

Exercise

1 headache

2 earache

3 toothache

4 stomachache

5 backache

6 cold

4 Write.

I feel this in my head.	I don't feel this in my head.
_____	_____
_____	_____
_____	
_____	

5 Listen, point, and repeat. 212

6 Read and write the words. Listen and check. 213

FROM school@oupzyx.com SUBJECT Flu Season

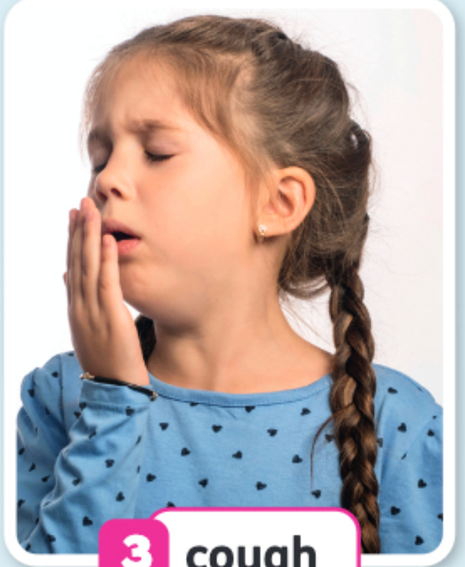
Dear Parents,

Many children have caught _____, which is short for *influenza*. It often starts with a _____, so it isn't easy to eat food. Some children have a _____. You will hear it more at night. Many children have a _____, so they feel very hot. To keep your children healthy, please ask them to go to bed early and eat a lot of fruit and vegetables.

Regards, the School Nurse

1 fever

2 sore throat



3 cough

4 the flu

7 Complete. Use the words from **5**.

1 Laila's face feels very hot. She has a _____.
2 Robert has a bad _____. I can hear him in his bedroom.
3 Kim has a fever and a cough. She has _____.
4 Samir can't eat or drink easily. He has a _____.

8 Listen and repeat. 214 Then make a new dialogue and practice.

What's the matter?

I have a stomachache.

That's too bad.

Team Up! 1

Do the health check survey.

9 Lesson 2 Grammar

Let's talk about things we can do to feel better.

1 Listen and read. 215 Who is acting like a doctor?

2 Listen and read. 216

Should and *shouldn't* Statements

We use *should* and *shouldn't* to give advice.
You **should** sleep.
You **should** only drink water.
You **shouldn't** watch TV.
You **shouldn't** eat any cookies.

3 Match. Then listen and check. 217

1 Carlos has a sore throat.	**a** He should go to the dentist.
2 Nadia has a backache.	**b** She shouldn't eat a big lunch.
3 Emma has a stomachache.	**c** She should put ice on her back.
4 Ahmed has a toothache.	**d** He shouldn't sing.

4 Talk about things you should and shouldn't do.

I have a cold.

You should drink a lot of water. You shouldn't play outside.

5 Listen and read. 218 What should you drink when you have a cold?

Ask Doctor Martin

Q: I have a cold. Should I drink a lot of water?
A: Yes, you should. You should also stay at home.
Q: I have a stomachache. What should I eat?
A: You should eat rice for one or two days.
Q: I have a fever. Should I go to school?
A: No, you shouldn't. You should talk to a doctor.

6 Listen and read. 219

Should and *shouldn't* Questions and Answers

Should I drink a lot of water?
Yes, you **should**. No, you **shouldn't**.
What **should** I eat?
You **should** eat rice.

7 Write *should* or *shouldn't*.

1 Sandra has a toothache. Should she go to the dentist? Yes, she _____.
2 _____ Ivan eat ice cream? He has a stomachache. No, he _____.
3 _____ Yuna play outside? She has a sore throat. No, she _____.
4 Hassan has a fever. _____ he stay in bed? Yes, he _____.

8 Complete.

what where who when

Marisa is at school, but she has a fever. [1]_____ should she go? She should go home. [2]_____ should she go? She should go now. [3]_____ should she go with? She should go with her mom. [4]_____ should she do at home? She should go to bed.

Team Up! 2

Do the *What's the Matter?* role-play.

9 Lesson 3 Words and Grammar

Let's talk about ways to stay safe.

1 Listen and read. 220 What should you wear when you ride a bike?

Park Safety Rules

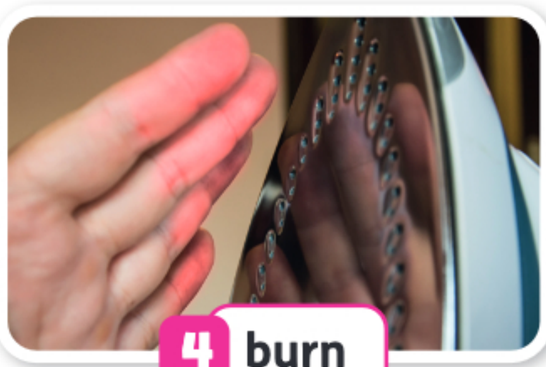
1. Don't skateboard or ride a bike without a helmet. You might hurt your head.
2. Don't climb trees in the park. You might fall and bruise your knees.
3. Don't wear sandals in the hiking area. You might break a toe on the rocks.
4. Keep children away from barbecues. They might burn their fingers.

2 Listen, point, and repeat. 221

1 knee

2 toe

3 finger


4 burn

5 bruise

6 break

7 fall

8 hurt

3 Match. Then listen and check. 222

1 Don't bruise	**a** off your bike and hurt yourself.
2 Don't fall	**b** your knee when you skateboard.
3 Don't break	**c** your finger on the hot oven.
4 Don't burn	**d** your toe on that rock.

4 Play the child and parent game.

Dad, I'm skateboarding very quickly.

Don't fall and hurt your knee!

5 Listen and read. 223

Might

We use *might* to talk about something that is possible.
You **might** hurt your head.
They **might** burn their fingers.

6 Circle the correct words.

1 I shouldn't eat too much ice cream. I might get a **stomachache / fever**.
2 Vicky shouldn't pick up big things. She might get a **cold / backache**.
3 Those children shouldn't climb that tree. They might **fall / hurt**.
4 Don't go outside without a scarf. You might get a **sore throat / toothache**.

7 Write sentences with *might*.

break her toe	bruise her knee	burn his finger	~~hurt his head~~

1 Ahmed is riding his bike. He doesn't have a helmet.
He might hurt his head.
2 Emma is playing soccer. She is wearing sandals.
_____
3 Beth is skateboarding. She is wearing shorts.
_____
4 Yoon is cooking dinner with his mother.
_____

8 Listen and read. Then sing. 224–225

Can I Play Outside?

Please, Mom, can I play outside?
No, you can't. No, you can't.
Please, Mom, can I play outside?
No, no, no, you can't.

You might **hurt your finger**.
You might **break your toe**.
You might **bruise your knee**.
So the answer is NO.

get an earache
catch a cold
get a fever

Team Up! 3

Make and play the *What Might Happen?* game.

9 Lesson 4 Story

1 Look at the pictures. How did Lucas break his arm?

2 Listen and read. 226 What did José bring Lucas?

The Best Friend

1 It was a beautiful Saturday morning in São Paulo. Lucas was riding his bike through a park with his family. He rode very quickly.
Suddenly, his bike hit a big stone. Lucas flew through the air and fell on his left arm.
"I've hurt my arm!" he cried.

2 His mother and father took him to the hospital.
"You've broken your arm," said the doctor. "Do you have a headache or backache?"
"No."
"You'll be OK. But you should stay at home for one week."

3 On Saturday afternoon, many of Lucas's friends called him. "Get well soon!" someone said.
"I broke my arm last year," another friend said.
But Lucas wasn't happy. José, his best friend, didn't call him all day.
"Why didn't José call me?" he asked his mother.
"He was busy," his mother answered. She smiled and pointed to the door.

4 José walked into the room with a box in his arms.
"I thought you might get hungry," he said.
"So I went to the bakery to buy your favorite cookies. I also brought you my video games. And I'll bring your homework every day after school."
"José, you're a real friend," said Lucas.

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **beautiful / interesting / nice / sad**.
3 My favorite character is _____.

4 Read again and circle the correct answer.

1 What did Lucas break?
a his finger **b** a big stone **c** his left arm
2 Who called Lucas?
a his mother **b** his friends **c** the doctor
3 Why didn't José call Lucas?
a He was busy. **b** He was lazy. **c** He was hungry.
4 What did José bring to Lucas on Saturday?
a homework **b** a cake **c** cookies and video games

5 Circle the correct words.

1 **Lucas's parents / The ambulance** took Lucas to the hospital.
2 Lucas's **mother / doctor** told Lucas to stay at home for one week.
3 Lucas's **best friend / friend** broke his arm last year.
4 **Lucas / José** wasn't happy on Saturday afternoon.
5 José brought **video games / ice cream** to Lucas.
6 José will bring **cookies / homework** to Lucas.

6 Who said it? Match.

1 "You'll be OK." **a** Lucas's mom
2 "You're a real friend." **b** Lucas's doctor
3 "I'll bring your homework." **c** José
4 "He was busy." **d** Lucas

Think, Feel, Grow

1 How did Lucas break his arm?
2 How do you think Lucas felt after José came?
3 Lucas called José a "real friend." What does it mean to be a real friend?

7 Home-school

Read the story at home.

Team Up! 4

Write about ways to be a real friend.

9 Lesson 5 Skills and Culture

Let's learn about helping animals in Indonesia and Costa Rica.

Listening and Speaking

1 Listen, point, and repeat. 227

2 Listen and say the number. 228

1 injury

2 sick

3 medicine

4 pain

Budi

INDONESIA

3 Listen and circle the correct words. 229

1 The animal center is for **baby / father** orangutans.
2 Many baby orangutans are **healthy / sick** and need medicine.
3 The baby orangutans at the center don't have **parents / injuries**.
4 The rainforest in Borneo is getting **larger / smaller**.

4 Watch the video. Why is the rainforest getting smaller?

5 Listen and read. 230 Then talk with a partner.

Would you like to be a vet and help animals?

Yes, I think it would be an interesting job. How about you?

I would like to be a school nurse.

Reading

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

7 Listen and read. 231 What kind of animals do vets take care of in Costa Rica?

Helping the Animals of Costa Rica

Diego

COSTA RICA

My name is Diego, and I live in Costa Rica. Costa Rica has beautiful beaches and rainforests. We also have many interesting animals.

My father is a vet. First, he took care of farm animals like cows and sheep. Then, he moved to the city and took care of dogs and cats.

Now my father is helping other animals that live in Costa Rica. They are the animals of the rainforest. Monkeys, sloths, snakes, crocodiles, frogs, and many colorful birds live in our rainforests. People try to keep them safe and healthy. The rainforests and animals are an important part of our country.

My father took me to the animal center where he works. A man brought in a sloth with an injury. This mammal moves very slowly and sleeps for up to 20 hours a day. A woman brought in a colorful bird that couldn't fly. Someone even brought in an injured baby crocodile. The vets helped them all.

Some of the animals stay in the center for a long time. Then, the vets help them go back to live in the rainforest.

I want to be a vet like my father. I want to help the animals of my country.

8 Read again. Complete the chart.

Farm Animals	City Animals	Rainforest Animals
_____	_____	_____, _____, _____,
_____	_____	_____, _____, _____

9 Answer the questions for you.

1 Have you helped an injured animal?

2 What animals in your country do vets help?

Team Up! 5

Write a list of animals in your country to help.

9 Lesson 6 Writing Focus

Let's learn how to write a personal narrative.

1 Look at the picture. Why do you think the boy is in bed?

2 Read and listen. 232 Who wrote this text?

Sick in Bed

_____ I was doing my homework in my bedroom.
My face was hot, and I had a sore throat.

Mom came in and touched my face. "You have a fever, William," she said.

_____ First, Mom drove me to the doctor. He put a white stick in my mouth, then left. Ten minutes later, he came back.

"You have the flu," he said. "I'll give you some medicine."

_____ After that, I was in bed for five days. My body was as hot as the sun. I had a headache, but Mom's chicken soup tasted so good.

_____ Finally, my pain and fever were gone. I told my mom, "I feel better!"

3 Read again. Then answer the questions with a partner.

1 Why was William's face so hot?
2 How long did William stay in bed?

4 Read. Then write the labels in **2**.

How to Write a Personal Narrative

- **Introduction:** This explains who you are and where your story starts.
- **Transition Words:** Words like *first*, *next*, *after that*, and *finally* help the reader follow your story.
- **Detail Words:** Interesting verbs, adjectives, and nouns help the reader feel the same things you feel.
- **Conclusion:** This is the end of your story.

5 Write a personal narrative about a time you were sick. Go to your Workbook page 109

Team Up! 6

Make a health and safety poster.

1 Listen and number the project steps in order. 233

a Write a list of safety rules. ☐

b Think of a title for your poster. ☐

c Make your poster. ☐

d List things you should and shouldn't do. ☐

2 Watch the video. What should you wear when you run?

3 Listen and read. 234 Then present your health and safety poster.

When you run, you should drink a lot of water.

That's right. And you shouldn't eat too much food before you run.

Review

4 Choose and do three activities. Use your notebook.

1
You are sick or have pain. Your partner guesses what it is.

I have pain here. (point to tooth)

You have a toothache.

2
Choose one person to be a doctor and the other is sick. What should they do?

Doctor, I have a headache.

You should take this medicine.

3
Write a list of safety rules for a swimming pool.

Don't run. You might fall and hurt your head.

4
Write down three ways to be a real friend.

I help my friend with his science homework.

5
Write about an animal that needs help.

Dolphins eat plastic in the ocean. We need to help them.

6
Talk about a time when you were sick or had pain.

I had a bad earache last month. I couldn't sleep.

My Progress and Effort Go to your Workbook page 111

10 Exciting Adventures

Lesson 1 Words

Let's talk about exciting things to see and do around the world.

1 Look, share, learn.

2 Listen, point, and repeat. 235

3 Listen and say. 236

1 mountain

2 Northern Lights

3 safari

4 pyramid

5 journey

6 tour

4 Write.

1 climb, hike, steep _____

2 elephant, lion, grass _____

3 group, walk, see _____

4 stone, old, huge _____

5 Listen, point, and repeat. 237

6 Read and write the words. Listen and check. 238

Welcome to Adventurous Dan's Hawaiian Tours!

Today we will _____ along the coast on my 17-meter boat. The wind will move the boat easily. You might see a huge _____ coming up out of the water. It can be as big as this boat! You may also see a _____ swimming through the water. These animals have hard backs called "shells." They lay their eggs on the beach. Also, do you like riding a bike? Tomorrow you can _____ with me around the island!

1 cycle

2 sea turtle

3 sail

4 whale

7 Circle the correct answer.

1	You can see animals like elephants and lions.	journey	safari
2	You see it in the water and on the beach.	whale	sea turtle
3	You can only do this on land.	cycle	sail
4	You can see these in the sky.	Northern Lights	mountain

8 Listen and repeat. 239 Then make a new dialogue and practice.

You know what? I'd like to watch whales in the ocean.

That sounds fun! Where would you do that?

I'm not sure. Maybe in Australia.

climb a tall mountain
go on a tour
sail on a boat

Peru
Thailand
Hawaii

Team Up! 1

Plan five adventures.

10 Lesson 2 Grammar

1 Listen and read. 240 What activities has Hector done with his little sister?

2 Listen and read. 241

Present Perfect Questions with *ever*

We use *ever* with the present perfect to ask about things you've done at any time in your life.
Have you **ever cycled** down a mountain?
Have you **ever swum** with sea turtles?

We use *go – went – been* to ask about completed trips.
Have you **ever been** to Egypt?
Yes, I **have**.

3 Circle the correct words.

1 Have your parents ever **watched / watch** whales in Hawaii?
2 Has Tony ever **played / playing** tennis in England?
3 Have you ever **went / been** on a tour in Brazil?
4 Has Gina ever **sail / sailed** on the ocean?
5 Have they ever **took / taken** photos in the rainforest?
6 Has she ever **eaten / ate** Japanese food?

4 Ask and answer.

5 Listen and read. 242 What two things will Katy do next?

An Interview with World Traveler Katy Stevens

Q: Katy, you've done many exciting things.

A: Yes, I have. I've cycled through Australia, I've skied down mountains, and I've swum with whales.

Q: What's next?

A: I've never visited the pyramids of Egypt. That's next.

Q: Have you ever been on a safari?

A: No, I've never been on a safari, so I'll cycle to Kenya to do that!

6 Listen and read. 243

Present Perfect Statements with *never*

We use *never* with the present perfect to talk about things we haven't done at any time in our lives.
I'**ve never visited** the pyramids in Egypt.
I'**ve never been** on a safari.

Look! *Never* goes before the main verb.

7 Write *ever* or *never*.

1 Have you _____ been to Finland to see the Northern Lights?
2 Sandra has _____ visited the pyramids in Mexico.
3 Ahmed has _____ cycled down a mountain.
4 Have your aunt and uncle _____ been on a safari in Africa?
5 I've _____ seen a real sea turtle, but I want to!
6 Has Peter _____ skied in the French Alps?

8 Complete. **journey** **sailed** **tour** **whale**

Dina is excited! She has never been on a [1]_____ across the ocean. Dina will be in Tahiti soon with her parents. She has never [2]_____ on a boat. She has never seen a [3]_____ or a dolphin. She has never been on a [4]_____ of a rainforest. But she will see and do these things in Tahiti!

Team Up! 2

Make and play the *Have You Ever ... ?* game.

10 Lesson 3 Words and Grammar

Let's talk about things we've done outside.

1 Listen and read. 244 When did Maya go kayaking?

Anne: Dad, can my friend Maya come with us on our trip to Echo Canyon?

Dad: Has she ever been kayaking?

Anne: Yes, she has. She went kayaking in June with her parents. She has also been white-water rafting.

Dad: Really?

Anne: Yes. She went white-water rafting last year.

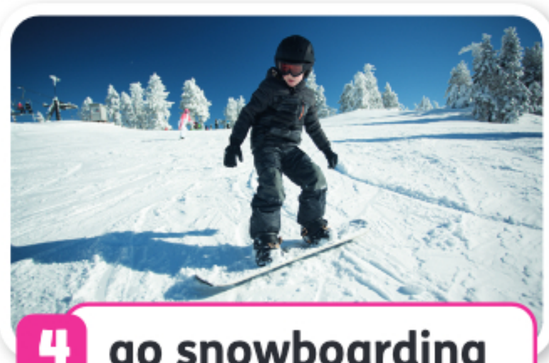
Dad: That's great. Tell Maya that she can come with us.

2 Listen, point, and repeat. 245

1 go surfing

2 go horseback riding

3 go skydiving



4 go snowboarding

5 go white-water rafting

6 go scuba diving

7 go rock climbing

8 go kayaking

3 Complete. Then listen and check. 246

Do you like watching colorful fish? Then you should [1]_____. Do you like going down a river in a raft? Then you should [2]_____. Do you like being on a quiet lake? Then [3]_____. Do you like riding on big waves? Then [4]_____!

4 Ask and answer.

What do I need to go snowboarding?

You need a snowboard, a mountain, and some snow!

5 Listen and read. 247

Present Perfect and Simple Past

We use the present perfect to talk about things that happened at any time in the past.
Has she ever **been** kayaking?

We use the simple past to talk about when they happened.
Yes, she has. She **went** kayaking **in June** with her parents.

Look! We can use time phrases like these with simple past statements:

yesterday
last summer
two years ago
last week
one month ago

6 Circle the correct words. Then listen and check. 248

Our family likes outside activities. Last winter we [1] **went / have been** snowboarding. I fell, but I didn't hurt myself. What other activities have we done? Well, we [2] **went / have been** kayaking and horseback riding. Two weeks ago, my parents [3] **went / have gone** skydiving! I didn't go with them. I stayed at home and [4] **played / have played** board games with my friends.

7 Complete.

1 Have you ever been surfing?
Yes, I have. I went surfing when I was ten.

2 Has Evan ever cycled in France?
Yes, he has. He _____ in France last summer.

3 Has Maria ever been rock climbing?
Yes, she has. She _____ in Spain in July.

4 Have your grandparents ever sailed on the ocean?
Yes, they have. They _____ on the ocean two years ago.

8 Listen and read. Then sing. 249–250

♪♫ Have You Ever ...? ♪♩

Have you ever ...?
Have you ever ...?
Have you ever been **horseback riding**?
Yes, I have.
Yes, I have.
Yes, I have been **horseback riding**.

scuba diving

When did you go?
I went in May.
Where did you go?
I went far away.
Who did you go with?
I went with Jay.
It was so much fun!

Team Up! 3

Interview your partner about a trip.

10 Lesson 4 Story

Let's read about two friends who live in Vietnam.

1 Look at the pictures. Where did the girl hurt her leg?

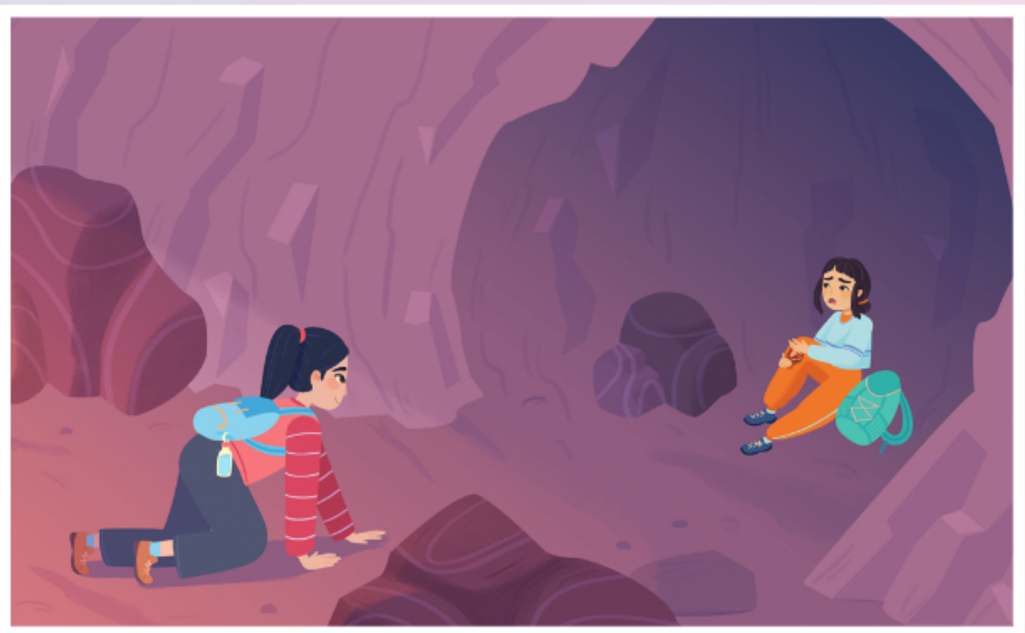
2 Listen and read. 251 Why was Mai scared of caves?

The Cave

1 Mai loved the beautiful forests and mountains of Vietnam. When she was ten, Mai went with her parents into a big cave. She stopped to look at a pretty stone. She looked up, but her parents were not there. Mai shouted and shouted. Her parents came back, but Mai was very scared.

2 Five years later, Mai was hiking with her friend, Tam. "Have you ever been rock climbing on a mountain?" Tam asked.
"No, I've never done that," said Mai.
"I went rock climbing last summer," said Tam. "It was so exciting!"
Tam stopped and pointed.
"It's a cave!" she said.

3 "I'm scared of caves," said Mai.
"Not me!" said Tam. "I'm going inside." She went into the cave.
Ten minutes went by.
Mai looked into the cave. "Tam!" she shouted.
The cave was dark and quiet.
"I won't be scared," Mai thought. She got on her hands and knees. "Tam!" she shouted again.
Then, she heard Tam. "Help me, Mai! I've hurt my leg."



4 Mai moved slowly towards Tam. She helped Tam get back outside the cave.
"Mai, you were brave!" said Tam. "And you weren't scared."
"I was very scared," said Mai. "But I'm not scared anymore."

3 Complete for you.

1 I **don't like / like / love** the story.
2 I think the story is **exciting / happy / interesting / sad.**
3 My favorite character is _____.

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

1 Mai went into a cave with her parents. _____
2 Mai and Tam are now ten years old. _____
3 Tam went rock climbing last week. _____
4 Tam likes going into caves. _____
5 Mai hurts her leg in the cave. _____
6 Mai is brave when she helps Tam. _____

5 Number the sentences in order.

a Tam goes into a cave and hurts her leg. ☐
b Mai is not scared of caves anymore. ☐
c Mai doesn't go into a cave again for five years. ☐
d Mai and Tam go hiking together. ☐
e Mai and her parents go into a cave together. ☐
f Mai goes into the cave to help Tam. ☐

6 Circle the correct name.

1 She is not scared of anything. Mai Tam
2 She became scared five years ago. Mai Tam
3 She is scared of caves but brave. Mai Tam
4 She is not careful and hurts her leg. Mai Tam

Think, Feel, Grow

1 Why didn't Mai like caves for five years?
2 Mai was scared, but she helped Tam. Why?
3 Why was Mai not scared at the end of the story?

7 Home-school Read the story at home.

10 Lesson 5 Skills and Culture

Let's learn about outdoor activities in Norway and the U.S.A.

Listening and Speaking

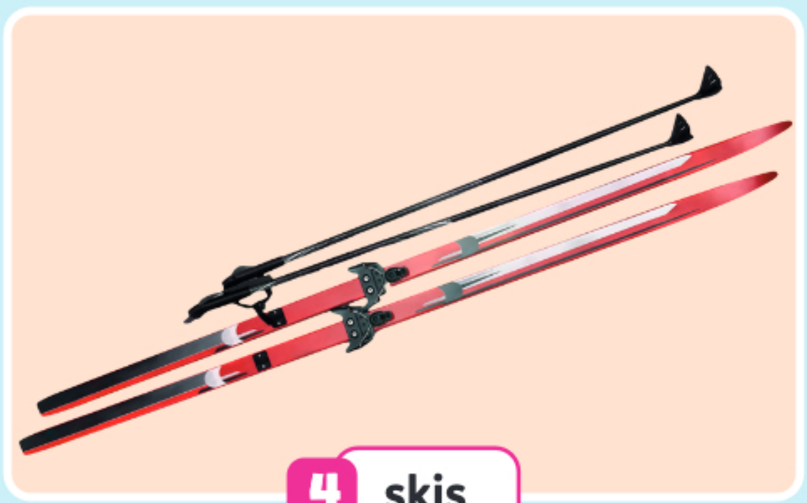
1 Listen, point, and repeat. 252

2 Listen and say the number. 253

1 competition

2 track

3 speed



4 skis

Lilly

NORWAY

3 Listen and complete. 254

1 You can ski in Norway from November to _____.

2 People sell _____ and warm drinks along the tracks.

3 Many students are in skiing _____ every year.

4 Lilly and her friends try to ski at a high _____.

4 Watch the video. Which way to ski is faster?

5 Listen and read. 255 Then talk with a partner.

Which do you prefer, winter activities or summer activities?

I prefer summer activities, like kayaking. How about you?

I prefer winter activities, like skiing!

Reading

6 Look at the photos. What can you see?

7 Listen and read. 256 When is the big surfing competition on Maui?

Leilani

U.S.A.

June 2nd

Dear Jenny,

I'm so happy that you are going to visit me in Hawaii next month! I live on the island of Maui. We have so many beautiful beaches here.

Have you ever been surfing? My father and I want to teach you. Surfing in Hawaii is fun. You stand on a surfboard and ride on waves that come in from the ocean. Hawaii is one of the best places to go surfing in the U.S.A. Hawaiians like to surf. We learn when we are young.

Surfing started in Hawaii 900 years ago. It came from Polynesia. The surfboards were big and heavy then, and at first people didn't stand on them. Now the surfboards are small and light, and they move fast.

In the winter, the waves on the north side of the islands can be very big. In December, Maui has a surfing competition called "Jaws." The waves are high and powerful, so the surfers are moving at a very fast speed.

You are coming in July, which is summertime. The waves are smaller, so you can learn how to surf easily. And you might see a sea turtle in the water!

I'll see you next month!

Your friend,

Leilani

8 Read again and match.

1 This is a competition.	**a** Hawaiians
2 Surfing came from here.	**b** Maui
3 Jenny is going there.	**c** Jaws
4 They like to surf.	**d** Polynesia

9 Answer the questions for you.

1 Would you rather go cross-country skiing or go surfing? Why?

2 What outdoor activities do you do in your country? In which months do you do them?

Team Up! 5

Complete a diagram about skiing and surfing.

10 Lesson 6 Writing Focus

1 Look at the picture. What is happening?

2 Read and listen. 257 How will the friends travel next time?

Too Dangerous!

_____

Dan and his friend Carlos were on a cycling safari in Kenya. Dan was a photographer. He wanted to ride his bicycle close to the animals to take photos of them.

Cycling on the dirt tracks wasn't easy. Dan and Carlos worked hard. Then, they saw two elephants, a mother and a baby. Dan cycled closer and took photos of them.

_____

The mother elephant saw Dan and Carlos. She was not happy. She ran towards them. "Let's go!" shouted Carlos. They cycled away quickly. The mother elephant ran faster and faster.

_____

Then, the elephant stopped running and went back to her baby.

_____

"That was scary!" said Dan. "Next time, let's go on a safari by jeep."

3 Read again. Then answer the questions with a partner.

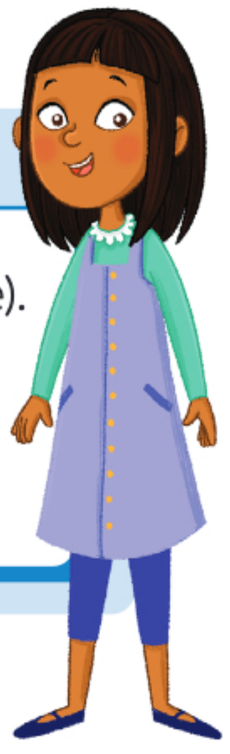
1 Why did Dan want to go on a safari by bicycle?

2 Why did the mother elephant run after Dan and Carlos?

4 Read. Then write the labels in 2.

How to Write a Story

- **Beginning:** The beginning introduces the characters (the people) and the setting (the place).
- **Conflict:** The conflict is a big problem that the characters have.
- **Resolution:** The resolution is how the problem ends.
- **Ending:** The ending tells us what the characters feel or think after the problem ends.



5 Write a story about an adventure. Go to your Workbook page 121

Team Up! 6

Plan an adventure tour.

1 Listen and complete. 258 **place** **other** **outdoor** **questions**

1 Choose an _____ activity that your group would like to do.
2 Choose the _____ where you will do this activity.
3 Decide how you will get there, and what _____ things you will do.
4 Present your tour ideas to the class. Answer their _____.

2 Watch the video. How will they go to Oregon?

3 Listen and read. 259 Then present your tour ideas.

Our group is going to go cycling.

We'll do this activity in Oregon.

Review

4 Choose and do three activities. Use your notebook.

1
Take turns writing down one vocabulary word from Lesson 1 until you have all ten words.

2
Ask and answer questions using vocabulary words from Lesson 1.

Have you ever climbed a mountain?

Yes, I have.

3
Talk about one experience you've had.

I've been to Canada.

When did you go there?

I went there last summer.

4
Complete the sentences.

I'm scared of ...
I'm not scared of ...

5
Write two things you know about cross-country skiing or surfing.

Cross-country skiing is popular in Norway.

6
Tell your partner a short story about an adventure.

Last summer, I went to ...

My Progress and Effort Go to your Workbook page 123

Let's Read!
Brave Adventurers

1 Listen and read. 260 What did these adventurers do for the first time?

Touching the Ends of the Earth

Have you ever wanted to climb the highest mountain or dive to the deepest part of the ocean? These two people have traveled to the very top and bottom of our world.

Gerlinde Kaltenbrunner

Gerlinde grew up in the mountains of Austria. As a girl, she was a very good skier.
When Gerlinde was 13, she climbed her first mountain. She became a strong climber as she studied to be a nurse. Her dream was to climb the highest mountains in the world.
In 1994, Gerlinde climbed a mountain that was over 8,000 meters high. She did this without bringing extra oxygen, which is difficult to do. There are 14 mountains in the world over 8,000 meters high. In the next 17 years, Gerlinde climbed every one of them. When she climbed to the top of K2 in 2011, Gerlinde became the first woman to climb every 8,000-meter mountain without bringing extra oxygen.

Victor Vescovo

When Victor was a boy, he read adventure books. Later, he learned to fly planes and helicopters. He climbed the highest mountains in the world. He skied to the north and south poles. But his dream was to travel to the bottom of the ocean.
The deepest ocean floors are 5,500 to 10,900 meters below the top of the water. Scientists designed a strong, special vehicle to take Victor there. In December 2018, Victor made his first journey to the deepest part of the Atlantic Ocean. In August 2019, he became the first person to reach the deepest parts of the world's five oceans.

Thanks to people like Gerlinde Kaltenbrunner and Victor Vescovo, we know that people can do great things when they work hard.

A-Z Look me up!

2 Correct the sentences. Change one word.

1 Gerlinde grew up in the mountains of Australia. _____
2 Gerlinde climbed 17 mountains over 8,000 meters high. _____
3 Victor learned to fly planes and jetpacks. _____
4 Victor reached the deepest parts of six oceans. _____

3 Ask and answer.

Would you rather climb mountains or travel under the ocean?

4 Listen and read. 261 Look at the picture of Robbie. How would you describe him?

The Tale of Robbie McBride

There was a brave man named Robbie McBride
Who went on great journeys far and wide.
He looked for adventure, and nothing could hide
From the clear blue eyes of brave Robbie McBride.

When Robbie was four, he loved to explore.
He'd put on his shoes and run straight out the door.
He looked under rocks and climbed up trees.
He studied the spiders and lizards and bees.

Robbie lived close to an ocean of blue,
With whales and dolphins and jellyfish, too.
He swam with the turtles that lived in the sea.
The turtles, like Robbie, were happy and free.

Robbie was such an interested lad!
He read every book that his library had.
He learned about mountains, rivers, and lakes,
And forests with monkeys and colorful snakes.

The world is a wonderful place, it's true!
There's so much to see and so much to do.
So Robbie sailed over the deep blue sea
To become the adventurer he knew he should be.

He skied down mountains and surfed down waves.
He rafted down rivers and hiked through caves.
He went scuba diving with scary sharks
And photographed lions in African parks.

But something was missing. He felt it inside.
I should do more, thought brave
Robbie McBride.
I'll teach what I've learned! I'll teach children to care
For this beautiful world that we all must share.

So Robbie sailed back over the sea
To become the teacher he knew he should be.
He taught that the world is a beautiful place,
And our job is to keep it healthy and safe.

So let us all be like Robbie McBride:
Brave on the outside, and caring inside.

A-Z Look me up!

5 Read again and match.

1 Robbie studies spiders and lizards.	**a** He is very brave.
2 Robbie learns about rivers and lakes.	**b** He is caring.
3 Robbie goes diving with sharks.	**c** He likes animals.
4 Robbie wants to keep the world safe.	**d** He enjoys reading.

6 Ask and answer.

Why do you think Robbie became a teacher?

1 Grammar Presentation

Look, listen, and learn.

Comparative and Superlative Adverbs

I can run **faster** than you.
I can climb **more easily** than you.
I can read **the most quickly**.

Look!

Regular adverbs (with *-ly*): easily → more easily → the most easily

Irregular adverbs: fast → faster → the fastest
well → better → the best

2 Grammar Presentation

Look, listen, and learn.

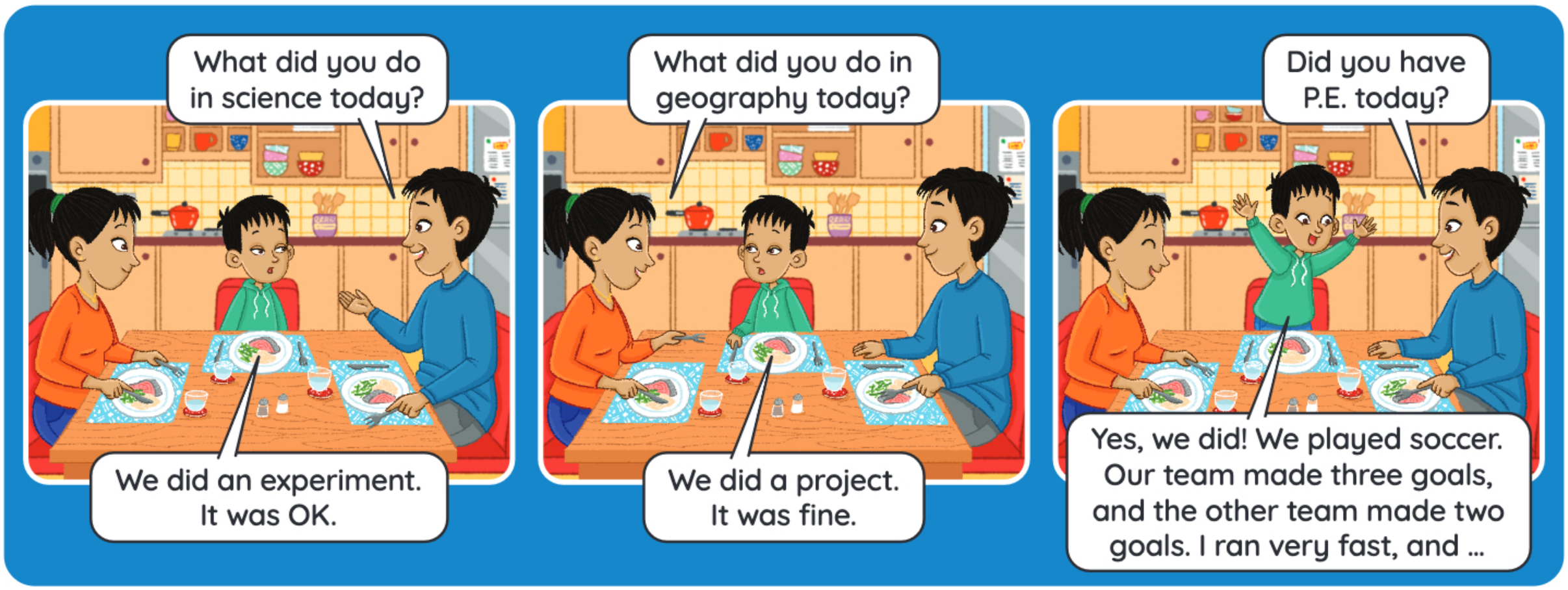
Simple Present with Present Progressive

We use the simple present to talk about things we usually do.
We use the present progressive to talk about things we're doing now.

I usually **make** lemonade with two lemons. Today I**'m making** lemonade with ten lemons.
I usually **drink** the lemonade, but today I**'m inviting** my friends to a lemonade party!

3 Grammar Presentation

Look, listen, and learn.



Simple Past Questions and Answers

What **did** you **do** in science today?

We **did** an experiment.

Did you **have** P.E. today?

Yes, we **did**. No, we **didn't**.

4 Grammar Presentation

Look, listen, and learn.

Indirect Objects

We use indirect objects to talk about who or what received something.

I bought **my family** some gifts at the gift shop there.
Did you give **them** the gifts?
I gave **my father** a bracelet, I gave **my mother** a button,
and I gave **my four-year-old brother** a key ring!
You gave **me** a big laugh!

5 Grammar Presentation

Look, listen, and learn.

Past Progressive with Simple Past

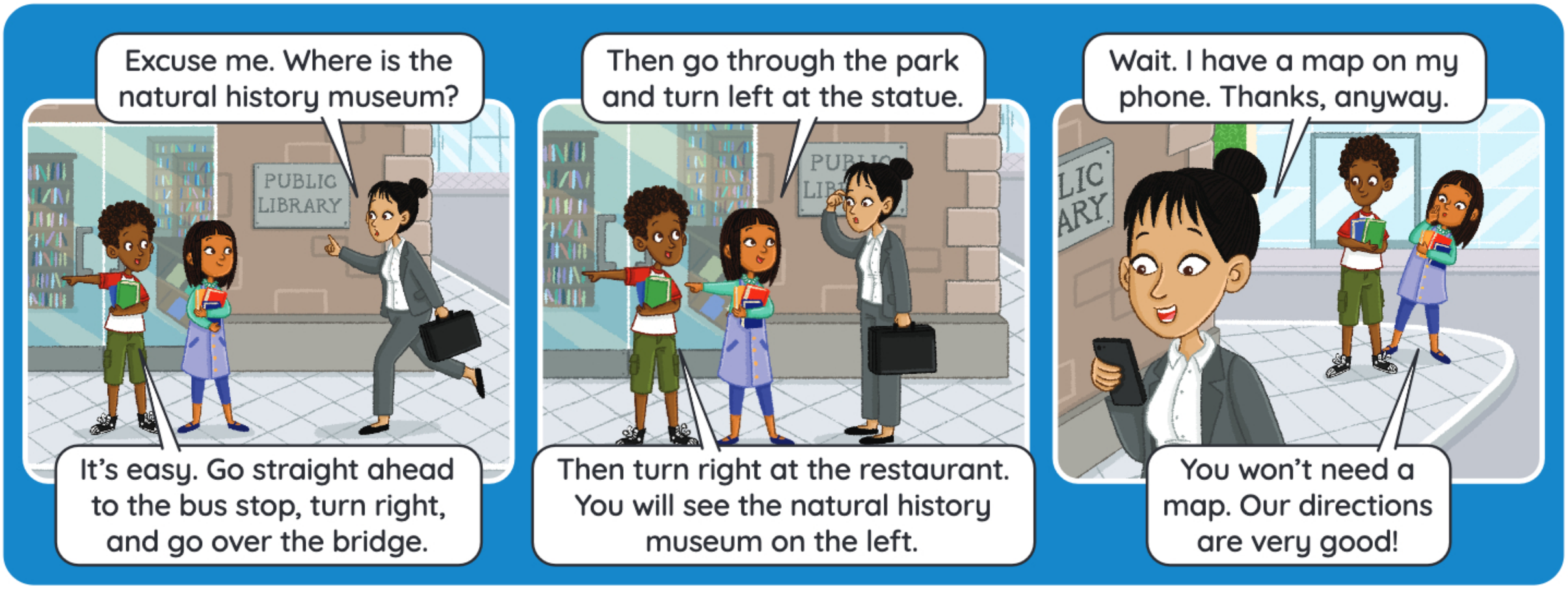
We use the simple past with the past progressive to show one action that happened in the middle of another action.

Yesterday, the barber **was cutting** my hair when the mayor **walked** in.
The journalist **was asking** them questions when a photographer **walked** in and **took** photos.
What **were** you **doing** when all those people **walked** into the barbershop?

Look! We can put *when* at the beginning or in the middle of the sentence.

6 Grammar Presentation

Look, listen, and learn.



Using Direction Words

We often use these verbs with direction words: *go*, *turn*, *fly*

Go straight ahead to the bus stop, **turn right**, and **go over** the bridge.

Then **go through** the park and **turn left** at the statue.

Then **turn right** at the restaurant.

7 Grammar Presentation

Look, listen, and learn.

Be made of

My trumpet **is made of** brass.

My African drum **is made of** wood.

My flute **is made of** silver.

They**'re made of** plastic.

8 Grammar Presentation

Look, listen, and learn.

Present Perfect *Yes / No* Questions

Have you **moved** your avatar into the castle?

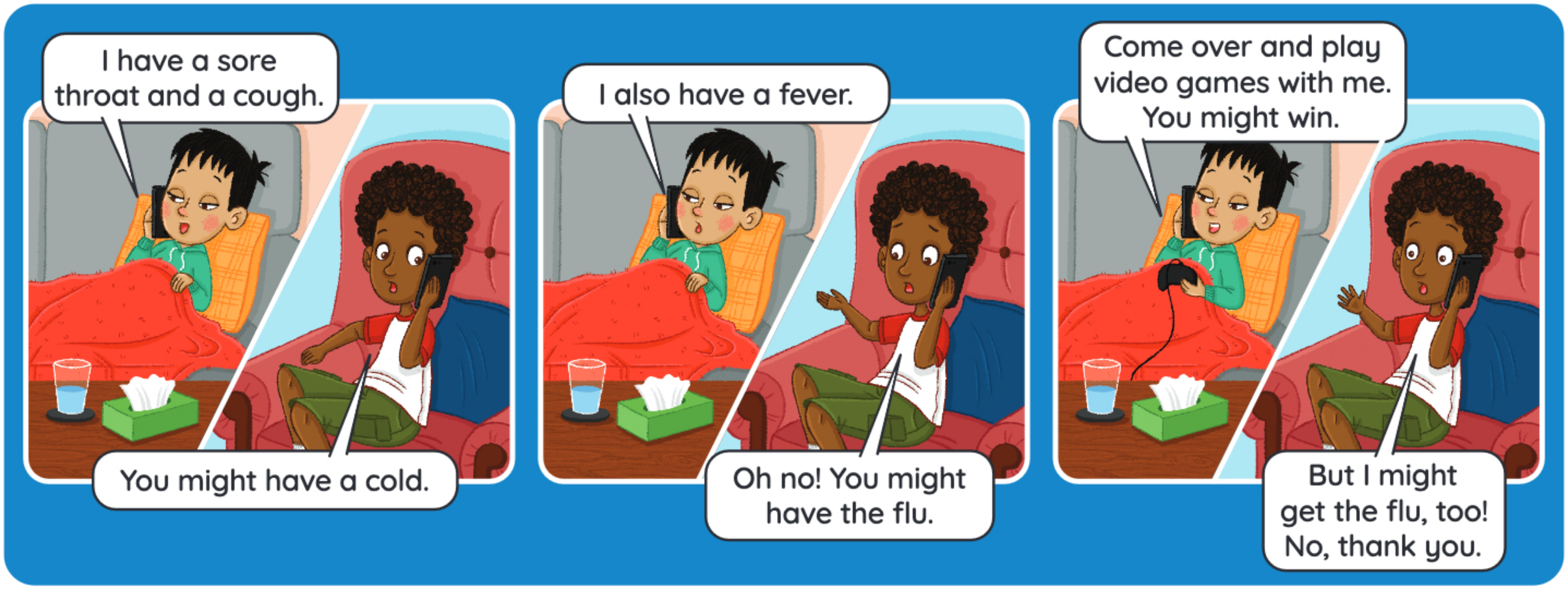
Have you **collected** any gold coins?

Have you **scored** any points?

Yes, I **have**. No, I **haven't**.

9 Grammar Presentation

Look, listen, and learn.



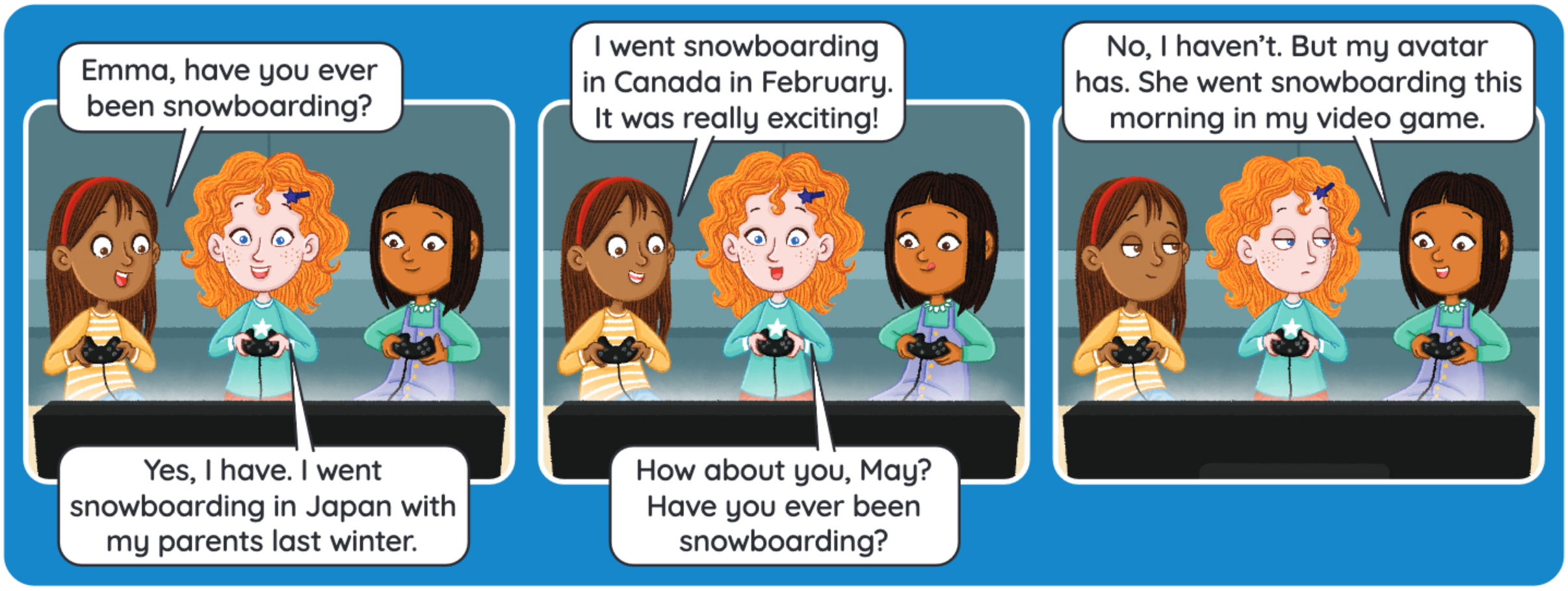
Might

We use *might* to talk about something that is possible.

You **might** have a cold.
You **might** have the flu.
You **might** win.
I **might** get the flu, too!

10 Grammar Presentation

Look, listen, and learn.



Present Perfect and Simple Past

We use the present perfect to talk about things that happened at any time in the past.

Have you ever **been** snowboarding?

We use the simple past to talk about when they happened.

I **went** snowboarding in Japan with my parents **last winter**.
I **went** snowboarding in Canada **in February**.
She **went** snowboarding **this morning** in my video game.

Look! We can use time phrases like these with simple past statements:

yesterday	*last week*
last summer	*one month ago*
two years ago	

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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

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ISBN: 978 0 19 466133 1

First published in 2023

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ACKNOWLEDGEMENTS

Cover illustration by: Claudia Gottardo (MIA Milan Illustrations Agency)

Cover photos by: Shutterstock (EvgeniiAnd, Halfpoint, Leszek Glasner, Rido).

Main character illustrations by: Hannah McCafferey (The Bright Agency) pp.1, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 and TV, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100,101, 102, 103, 104, 105, 106, 107, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133,

Other illustrations by: Angie Alape Perez (Advocate Art) pp.128, 129; Anna Bishop (Advocate Art) pp.18 (spread); Beth Hughes (The Bright Agency) pp.116, 117; Ceej Rowland (The Bright Agency) pp.74, 96 (spread); Elisa Rocchi (Beehive Illustration) pp.50, 51, 84 (spread); Evelt Yanait (Advocate Art) pp.24, 25, 29 (puzzle) 76, 77; Fabiano Foirin (MIA Illustration) pp.70 (spread), 81, 102, 103 ; Izabela Ciesinska (MIA Illustration) pp.12 (story), 13, 17 (4), 32 (spread); Jacqui Davis (Advocate Art) pp.30; Jennifer Naalchigar pp.64, 65, 110 (spread); John Haslam pp.4 (bottom left), 7 (top right), 9 (top right), 11 (ex6), 17 (bees), 21, 23 (ex7 and 8), 29 (bees), 34 (ex 3), 35, 37, 42, 43 (bees), 45, 47, 49, 55 (bees), 59, 60 (bottom right), 61, 62,63 (ex 8), 69 (bees), 73, 74, 75, 80, 81 (bees), 87, 89, 94, 95 (bees), 99, 100, 101, 106, 107 (bees), 112 (ex 3), 113, 115, 120, 121 (bees), 124 (ex3), 125 (ex6), 127, 132, 133 (bees); Marina Perez Luque (Advocate Art) pp.29 (pencil) 38, 39, 90, 91, 122 (spread), 135; Mat Edwards (Advocate Art) pp.31; Miriam Serafin (Advocate Art) pp.83; Patrick Corrigan (Astound US) pp.6 (spread), 17 (turtle) 58 (spread), 69; Sarah Hoyle (Advocate Art) pp.44 (spread), 55

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