



# Oxford Discover

Student Book

1



Lesley Koustaff  
Susan Rivers

OXFORD

# Oxford Discover

Student Book

1

Lesley Koustaff  
Susan Rivers



OXFORD  
UNIVERSITY PRESS

# Scope and Sequence

UNIT	READING	VOCABULARY	GRAMMAR
<b>BIG QUESTION 1 Who are your family and friends?</b> Social Studies: Community			
<b>1</b> Page 6	<b>Families and Friends</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Pictures	<b>Reading Text Words</b> <i>mother, father, brother, sister, grandmother, grandfather, family, friend</i> <b>Listening Text Words</b> <i>uncle, aunt, cousin, parents, daughter, son</i> <b>Word Study</b> Opposites	<b>Verb be</b> <i>I am, You are, He / She is, We are, They are</i> <i>He's eight years old.</i>
<b>2</b> Page 16	<b>Elliot's New Friend</b> Story (Fiction) <b>Reading Strategy</b> Predicting from Pictures	<b>Reading Text Words</b> <i>elephant, tortoise, lonely, sad, scared, eat, play, sleep</i> <b>Listening Text Words</b> <i>hamster, goldfish, bird, rabbit, lizard, kitten</i>	<b>Demonstratives: This, That, These, and Those</b> <i>This is a zebra.</i> <i>Those are lions.</i>
<b>BIG QUESTION 2 Where can we see colors?</b> Art			
<b>3</b> Page 26	<b>Who's in The Tree? Roses are Red I Like Colors</b> Rhyming poems (Fiction) <b>Reading Strategy</b> Predicting from Titles	<b>Reading Text Words</b> <i>yellow, red, blue, green, purple, black, brown, white</i> <b>Listening Text Words</b> <i>fireworks, dark, light, gray, orange, pink</i> <b>Word Study</b> Nouns	<b>There is ... / There are ...</b> <i>There's a black spider.</i> <i>There are two white kittens.</i>
<b>4</b> Page 36	<b>Let's Make Colors!</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Titles	<b>Reading Text Words</b> <i>mix, mural, ocean, sand, seaweed, seashell, jellyfish, starfish</i> <b>Listening Text Words</b> <i>jacket, shorts, sneakers, T-shirt, hat, pants</i>	<b>Prepositions of Place: In, On, Under, Next To</b> <i>The starfish is under the seaweed.</i> <i>The seashells are on the sand.</i>
<b>BIG QUESTION 3 Where do animals live?</b> Life Science			
<b>5</b> Page 46	<b>Animal Homes</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Titles and Pictures	<b>Reading Text Words</b> <i>eagle, chick, nest, opossum, tree hollow, honeybee, hive, crab</i> <b>Listening Text Words</b> <i>woods, field, pond, squirrel, mouse, frog</i> <b>Word Study</b> Irregular plurals	<b>Where Questions with Verb Be</b> <i>Where's the eagle?</i> <i>Where are the chicks?</i>
<b>6</b> Page 56	<b>My Friend, Anak</b> Realistic fiction <b>Reading Strategy</b> Identifying Characters	<b>Reading Text Words</b> <i>orangutan, rainforest, reserve, teach, take care of, miss, take a nap, put out</i> <b>Listening Text Words</b> <i>day, night, morning, midday, afternoon, evening</i>	<b>What and Who Questions with Verb Be</b> <i>What's that?</i> <i>Who's this?</i>
<b>BIG QUESTION 4 How are seasons different?</b> Earth Science			
<b>7</b> Page 66	<b>The Four Seasons</b> Informational text (Nonfiction) <b>Reading Strategy</b> Using Captions to Clarify Ideas	<b>Reading Text Words</b> <i>warm, hot, cool, cold, rain, snow, long, short</i> <b>Listening Text Words</b> <i>weather, cloudy, sunny, windy, snowy, rainy</i> <b>Word Study</b> Compound nouns	<b>Simple Present (It)</b> <i>It gets hot in the summer.</i> <i>It snows in the winter.</i> <i>It doesn't snow in the summer.</i>
<b>8</b> Page 76	<b>The Seasons of Arnold's Apple Tree</b> Realistic Fiction <b>Reading Strategy</b> Using Captions to Clarify Ideas	<b>Reading Text Words</b> <i>watch, build a snowman, build a tree house, make a swing, make apple pie, grow, fall, bring</i> <b>Listening Text Words</b> <i>ride a bicycle, go to the beach, eat ice cream, drink hot chocolate, fly a kite, plant flowers</i>	<b>Simple Present (I / You / We / They)</b> <i>In the summer, I build a tree house.</i> <i>Do you watch honeybees?</i> <i>No, I don't.</i>

**Billy****Gus****Layla****Dot****LISTENING****SPEAKING****WRITING****WRAP UP****Different Families**

People describing their families

**Listening Strategy**

Listening for details

**Introducing People**

*This is my brother.*

*It's nice to meet you.*

**Tasks**

Talk about your family and write about them. (Workbook)

**Friends and Pets**

People describing their friends and their pets

**Listening Strategy**

Listening for details

**Describing Friends**

*This is Tim. He has a hamster.*

*We play together.*

**Capitals for Names**

*My friend's name is Eun.*

**Tasks**

Talk about your friend and write about him or her. (Workbook)

**• Project**

Family and Friends Collage

**• Review**

Units 1 and 2 (WB)

**Fireworks**

A conversation while watching fireworks

**Listening Strategy**

Listening for color details

**Inviting and Making Suggestions**

*Do you want to play with me?*

*Let's color!*

*OK. Good idea!*

**Tasks**

Talk about rhyming words and write a poem with animals and colors. (WB)

**My Favorite Clothes**

A conversation about clothes on a clothesline

**Listening Strategy**

Listening for color and place details

**Describing Using Colors**

*I have a yellow hat.*

*There's a starfish next to me. It's orange.*

**Capitals and Periods in Sentences**

*The starfish is under the seaweed.*

**Tasks**

Talk about your favorite clothes and write about them. (WB)

**• Project**

Color Mix Chart

**• Review**

Units 3 and 4 (WB)

**Animal Homes**

A documentary about animal homes

**Listening Strategy**

Listening for details

**Warning People**

*Watch out! Be careful!*

*OK. Thanks!*

**Tasks**

Talk about animal homes and write about one. (WB)

**Animals on a Reserve**

Descriptions of animals' eating and sleeping habits

**Listening Strategy**

Listening for time details

**Describing Animals**

*It's small. It's brown.*

*It lives in the woods.*

**Question Marks**

*What is it?*

**Tasks**

Talk about animals and their habits and write about one. (WB)

**• Project**

An Animal Booklet

**• Review**

Units 5 and 6 (WB)

**Weather and Seasons**

Conversations about the weather in different seasons

**Listening Strategy**

Listening for details

**Inviting People**

*Do you want to play in the snow with me?*

*Sure!*

*Great! Let's go!*

**Tasks**

Talk about your favorite season and write about it. (WB)

**Seasonal Activities**

Conversations about what we do in different seasons

**Listening Strategy**

Listening for details

**Asking and Telling about Activities**

*What do you do in the spring?*

*I ride a bicycle.*

**Commas**

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

**Tasks**

Talk about what you do in different seasons and write about it. (WB)

**• Project**

A Seasons Journal

**• Review**

Units 7 and 8 (WB)



UNIT	READING	VOCABULARY	GRAMMAR
<b>BIG QUESTION 5</b> How do numbers help us? Math			
<b>9</b> Page 86	<b>Working with Numbers</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Headings	<b>Reading Text Words</b> numbers, plus sign, equals sign, problem, addition, answer, odd numbers, even numbers <b>Listening Text Words</b> pen, pencil, eraser, ruler, backpack, notebook <b>Word Study</b> Writing numbers	<b>Simple Present with Verb Have (I, You, We, They)</b> <i>I have six shells. You have four shells. Together, we have ten shells. They don't have a pet.</i>
<b>10</b> Page 96	<b>Stone Soup</b> Folk tale (Fiction) <b>Reading Strategy</b> Understanding Beginning, Middle, and End	<b>Reading Text Words</b> pot, stone, food, sausages, carrots, onions, potatoes, soup <b>Listening Text Words</b> tomato, cucumber, avocado, orange, mango, peach	<b>Simple Present Questions with Verb Have (I, You, We, They)</b> <i>What do you have? I have potatoes. Do you have carrots? Yes, I do.</i>
<b>BIG QUESTION 6</b> What do we need? Social Studies: Economics			
<b>11</b> Page 106	<b>The Farmer and The Hat</b> Fable (Fiction) <b>Reading Strategy</b> Understanding Sequence	<b>Reading Text Words</b> farmer, cow, milk, market, sell, buy, plain, fancy <b>Listening Text Words</b> games, comic book, board game, doll, stickers, pins <b>Word Study</b> Verbs	<b>Simple Present with Regular Verbs and Verb Have (He, She)</b> <i>She needs a cow. She doesn't need a dress. He has a cow. He doesn't have a hat.</i>
<b>12</b> Page 116	<b>Wants and Needs</b> Informational text (Nonfiction) <b>Reading Strategy</b> Predicting from Titles, Headings, and Pictures	<b>Reading Text Words</b> job, doctor, police officer, teacher, help, money, clothes, water <b>Listening Text Words</b> sandwich, grapes, juice, cookie, chips, soda	<b>Simple Present Questions with Regular Verbs and Verb Have (He, She)</b> <i>Does she work in a school? Yes, she does. What does Sana have? She has a doll.</i>
<b>BIG QUESTION 7</b> Where do we live? Social Studies: Community			
<b>13</b> Page 126	<b>Where's Your Home?</b> Informational text (Nonfiction) <b>Reading Strategy</b> Using Labels to Clarify Details	<b>Reading Text Words</b> street, neighborhood, town, city, the country, apartment, building, world <b>Listening Text Words</b> noisy, quiet, safe, dangerous, boring, interesting <b>Word Study</b> Words that are verbs and nouns	<b>Possessive 's</b> <i>Jenna's house is in the country. Is Ali's house in the city?</i>
<b>14</b> Page 136	<b>City Mouse and Country Mouse</b> Fable (Fiction) <b>Reading Strategy</b> Understanding Contrast	<b>Reading Text Words</b> department store, restaurant, movie theater, hotel, cornfield, orchard, new, old <b>Listening Text Words</b> park, library, supermarket, drugstore, bakery, museum	<b>Possessive Adjectives</b> <i>My, Your, His, Her, Our</i> <i>His home is in the city. Is your apartment big?</i>
<b>BIG QUESTION 8</b> How can we make music? Music			
<b>15</b> Page 146	<b>Percussion Instruments</b> Informational text (Nonfiction) <b>Reading Strategy</b> Understanding Main Idea and Details	<b>Reading Text Words</b> instruments, cymbals, tambourine, xylophone, drum, triangle, shake, strike <b>Listening Text Words</b> fast, slow, loud, soft, awful, lovely <b>Word Study</b> Alphabetical order	<b>Present Continuous</b> <i>I'm / You're / She's / He's / We're / They're ... ing</i> <i>I'm playing the drum. She isn't shaking the tambourine.</i>
<b>16</b> Page 156	<b>Let's Make Music!</b> Realistic fiction <b>Reading Strategy</b> Understanding Problems and Solutions	<b>Reading Text Words</b> dance, sing, get an idea, practice an instrument, buy tickets, give money, clap, take pictures <b>Listening Text Words</b> parade, concert, ballet, play, puppet show, circus	<b>Present Continuous Questions</b> <i>Are you singing? Yes, I am. Is she dancing? No, she isn't.</i>
<b>BIG QUESTION 9</b> What are living things? Life Science			
<b>17</b> Page 166	<b>Living and Nonliving Things</b> Informational text (Nonfiction) <b>Reading Strategy</b> Understanding Contrast	<b>Reading Text Words</b> living, nonliving, breathe, move, change, air, people, plant <b>Listening Text Words</b> bench, bush, statue, grass, rose, fountain <b>Word Study</b> Adjectives	<b>Can and Can't</b> <i>An animal can grow. Sneakers can't breathe.</i>
<b>18</b> Page 176	<b>The Gingerbread Man</b> Fairy tale (Fiction) <b>Reading Strategy</b> Understanding Sequence	<b>Reading Text Words</b> run away, chase, catch, stop, cross, bake, smell, open <b>Listening Text Words</b> go to bed, play outside, early, late, healthy food, junk food	<b>Should and Shouldn't</b> <i>You should run away! You shouldn't stay here.</i>

## LISTENING

## SPEAKING

## WRITING

## WRAP UP

### Addition Problems

Discussions about addition problems

#### Listening Strategy

Listening for number details

### Asking about Age

*How old are you?*

*I'm seven years old.*

### Tasks

Talk about your school things and how many you have, then write about them. (WB)

#### • Project

A Bar Graph of Possessions

#### • Review

Units 9 and 10 (WB)



### Making Salads

Conversations while making salads

#### Listening Strategy

Listening for number details

### Speaking about Addition

*I have two oranges. You have one orange.*

*How many oranges do we have?*

### Exclamation Points

*I'm hungry! Oh, no! I'm scared!*

#### Tasks

Talk about your favorite soup and write about it. (WB)

### Trading Toys

Descriptions of what children have and want

#### Listening Strategy

Listening for details

### Borrowing and Lending

*Can I borrow your comic book, please?*

*Sure. Here you are.*

*Thanks.*

### Tasks

Talk about what you have and what you want, then write about them. (WB)

#### • Project

Needs and Wants Survey

#### • Review

Units 11 and 12 (WB)



### Making a Picnic

Conversation about what children want for a picnic

#### Listening Strategy

Listening for details

### Expressing Wants and Needs

*We want soda and chips.*

*We need water and fruit.*

### Nouns and Verbs

*Farmers (noun) grow (verb) food (noun).*

#### Tasks

Talk about things you need and write about them. (WB)

### Reporting from King City

TV report from different locations

#### Listening Strategy

Listening for details

### Complimenting

*Wow! Your home is really nice.*

*Thanks.*

### Tasks

Talk about where you live and write about it. (WB)

#### • Project

A Map of Your Neighborhood

#### • Review

Units 13 and 14 (WB)



### Opinions about City and Country

Discussions about city / country preferences

#### Listening Strategy

Listening for details

### Asking and Telling about Neighborhoods

*Is there a park in your neighborhood?*

*No, there isn't.*

### Complete Sentences

*The town (noun) is (verb) small.*

#### Tasks

Talk about places in your neighborhood and write about them. (WB)

### Describing Music

Descriptions of different musical sounds

#### Listening Strategy

Listening for details

### Asking for Help

*Can you help me, please?*

*Sure! Let's do it together.*

*Thanks!*

### Tasks

Talk about a percussion instrument and write about it. (WB)

#### • Project

Making Percussion Instruments

#### • Review

Units 15 and 16 (WB)



### Watching Performances

Observations during different events

#### Listening Strategy

Listening for details

### Asking and Guessing

*What are we doing?*

*You're walking and playing instruments.*

*It's a parade!*

### Contractions

*I am > I'm It is not > It isn't*

#### Tasks

Talk about your favorite kind of performance and write about it. (WB)

### A Walk in the Park

Conversation and observations about things in a park

#### Listening Strategy

Listening for details

### Apologizing

*Oh, no!*

*I'm sorry.*

*That's OK.*

### Tasks

Talk about living and nonliving things and write about them. (WB)

#### • Project

A Venn Diagram of Living and Nonliving Things

#### • Review

Units 17 and 18 (WB)



### Parents' Advice

Conversations giving advice to children to take care of themselves

#### Listening Strategy

Listening for details

### Giving Advice

*You shouldn't run in the classroom.*

*You should walk.*

*OK, you're right.*

### Punctuation Review

*Don't jump on the fox's nose! Do you eat healthy food?*

#### Tasks

Talk about taking care of living things and write about what you should do. (WB)

In units  
**1** and **2**  
you will:

**WATCH**  
a video about family  
and friends.

**LEARN**  
that all families and  
friends are different.

**READ** about  
families and two  
animal friends.




**WRITE**  
about your family  
and friends.

**MAKE**  
a collage.



## BIG QUESTION 1

# Who are your family and friends?

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

What do you know about families and friends?



BIG QUESTION Chart		

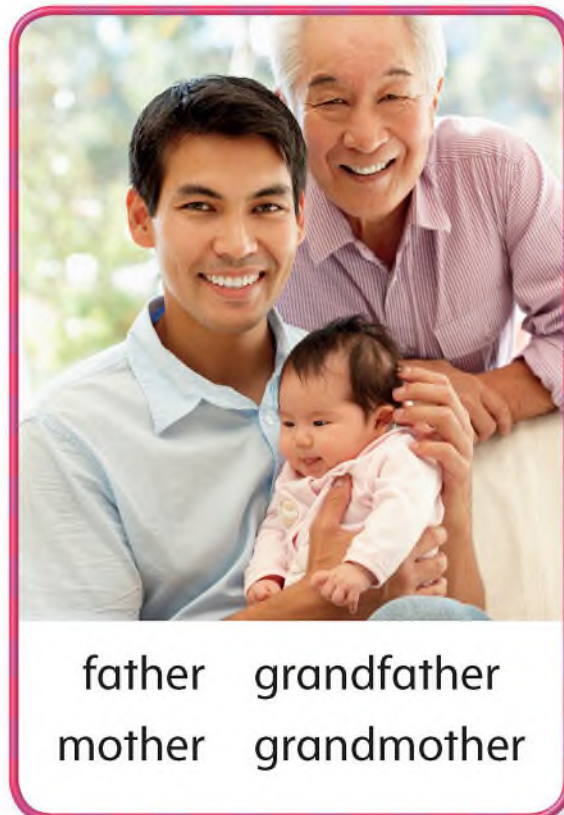


## Words

**A** Listen and point to the words. Listen again and say the words.  1-02



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



# Before You Read

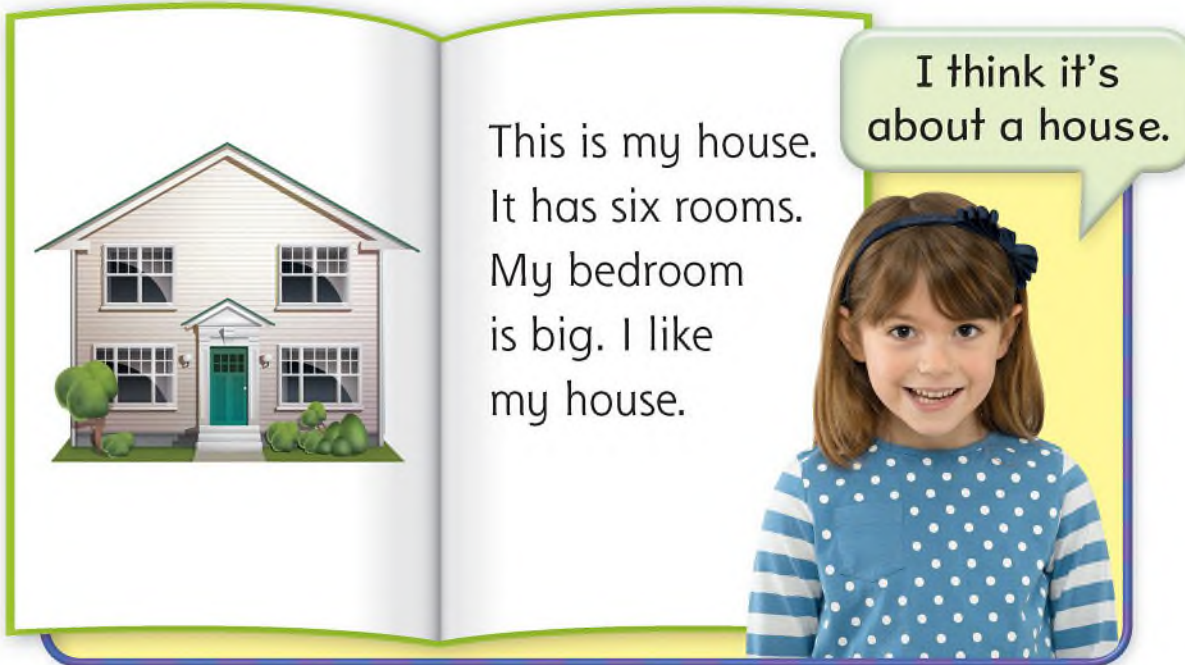
**Think** Are all families the same?

**C Learn Predicting from Pictures**

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

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

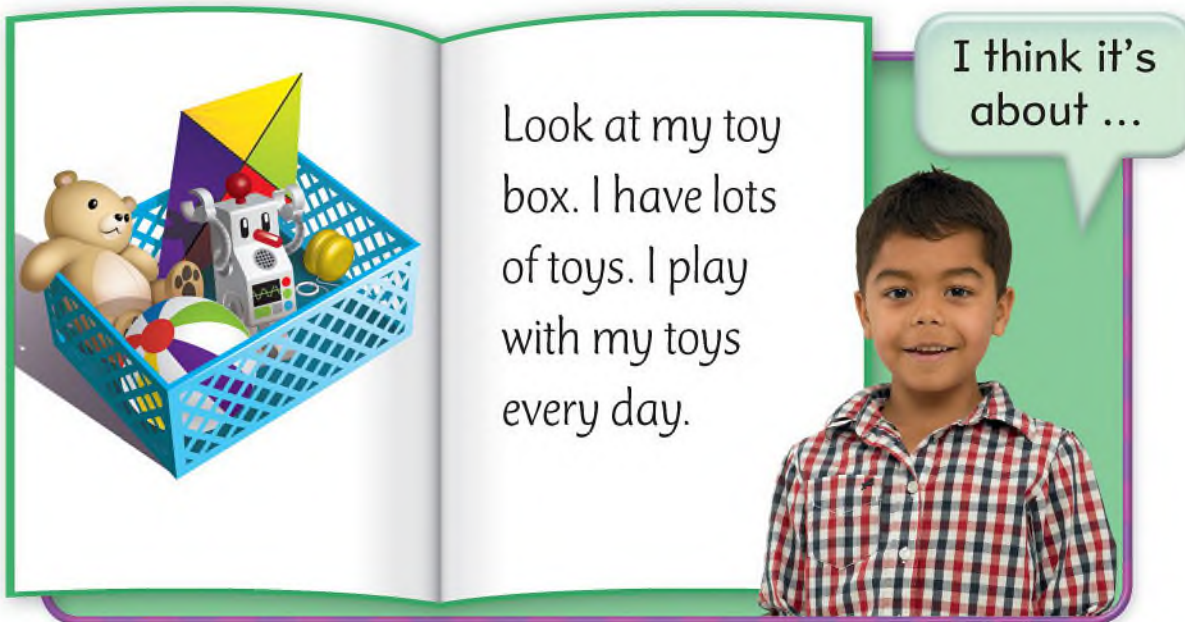
1



This is my house. It has six rooms. My bedroom is big. I like my house.

I think it's about a house.

2



Look at my toy box. I have lots of toys. I play with my toys every day.

I think it's about ...

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

## Families and Friends

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

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

### Social Studies: Community



# Families and Friends

## Families

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

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



We work together.

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



We go places together.

This is Kim. She's six years old.  
Her family is small. She lives  
with her mother.

We spend time together.

Which family is like your family?



## Friends

**Friends** are also important. Friends have fun together,  
and they help each other, too.

Seb, Mandy, and Kim are good friends.

They go to school together.

They play together every day.

We share things.

Who are your good friends?



# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

- |   |                |                          |   |                          |   |                          |   |
|---|----------------|--------------------------|---|--------------------------|---|--------------------------|---|
| 1 | Seb's family   | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 | Mandy's family | <input type="checkbox"/> |   | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 3 | Kim's family   | <input type="checkbox"/> |   | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 4 | the friends    | <input type="checkbox"/> |   | <input type="checkbox"/> |   | <input type="checkbox"/> |   |

**A** Ask and answer the question.



What's your favorite part?

Seb's family. I have a big family, too.



**B** Answer the questions. Circle Yes or No.

- |   |                                  |                                      |                          |
|---|----------------------------------|--------------------------------------|--------------------------|
| 1 | Is Seb seven years old?          | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2 | Is Kim seven years old?          | <input type="radio"/> Yes            | <input type="radio"/> No |
| 3 | Is Seb's family small?           | <input type="radio"/> Yes            | <input type="radio"/> No |
| 4 | Are Kim, Mandy, and Seb friends? | <input type="radio"/> Yes            | <input type="radio"/> No |

**Think** Talk to a partner.

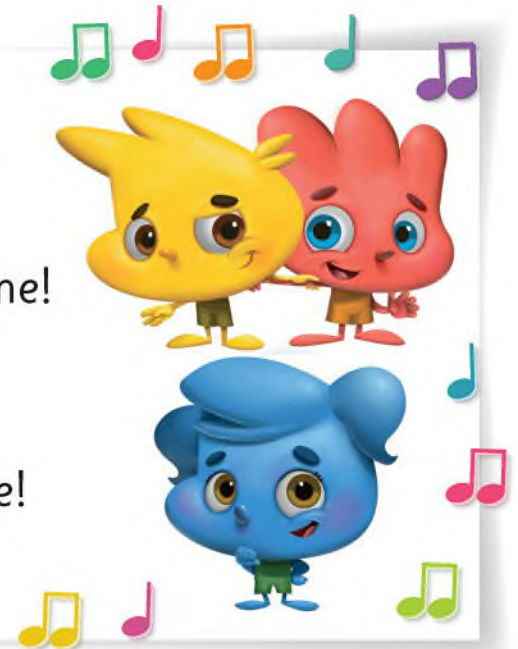
- 1 What can friends do together?
- 2 What does your family do together?

## Grammar in Use

### C Listen and sing along. **We Are a Family** 1:04

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

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



### D Learn Grammar **Be**

I'm six years old.


He's eight years old.

My family is big.

Friends are important.


I **am** > I'm  
He **is** > He's

Write about yourself. Then tell a partner.

<b>Me</b>	
I'm _____.	
_____ years old.	
My family is _____.	

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

### E Write about your partner. Tell the class.

<b>My Partner</b>	
He's / She's _____.	
_____ years old.	
His / Her family is _____.	

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

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  1-05



**B** Think about the words in **A** and add them to the chart.



father  
brother  
grandfather



mother  
sister  
grandmother



friend

## Listening

**Think** Which family members do you live with?

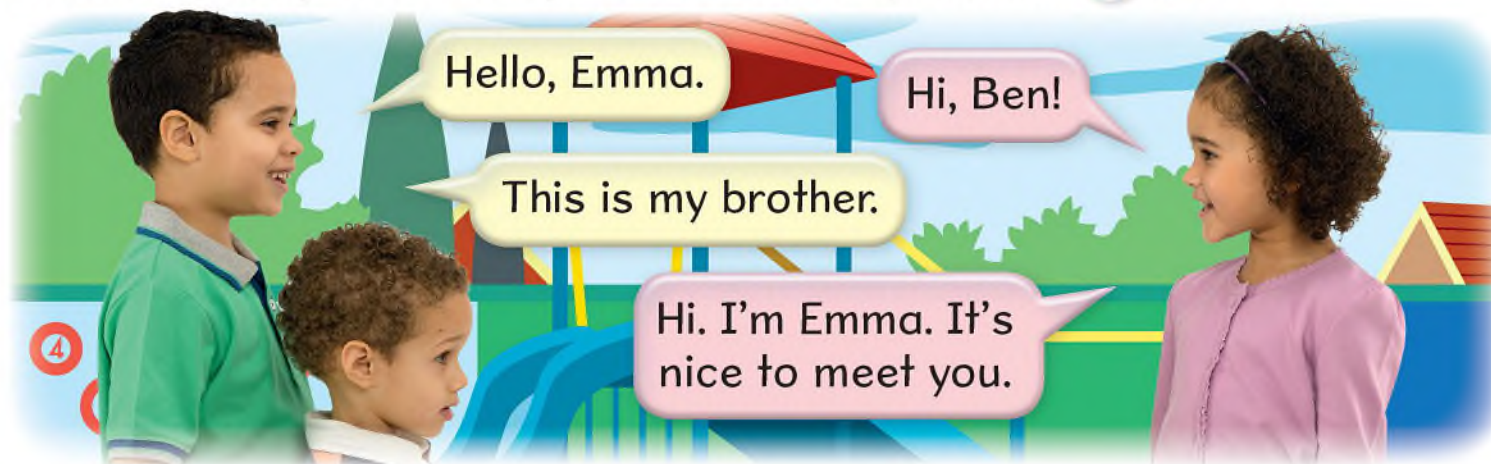
**C** Listen. Are they talking about friends or families? How do you know?  1-06

**D** Listen again and number the pictures.  1-07



# Speaking

**E** Listen and repeat. Then practice with a partner.  1:08



# Word Study


**F** **Learn** **Opposites**


Some words are **opposites**. A **big** family.

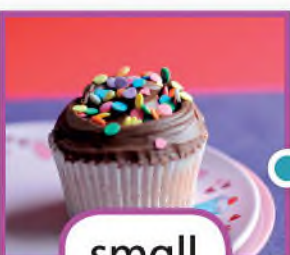



A **small** family.


Match the opposites.

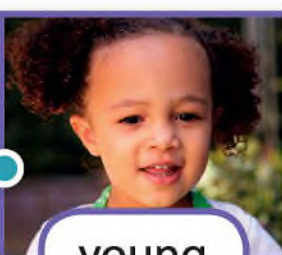
1  old


2  cold

3  small

a  big

b  hot

c  young

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

**BIG QUESTION 1**

 **Who are your family and friends?**



I think families live together.

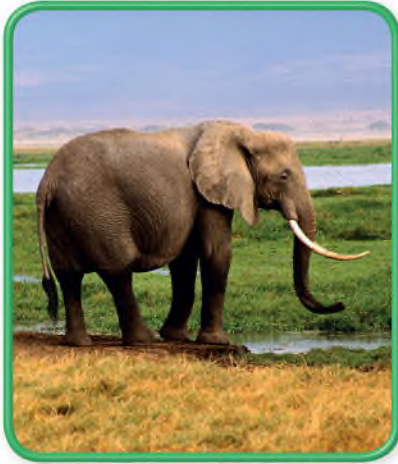
I think all families are different.





## Words

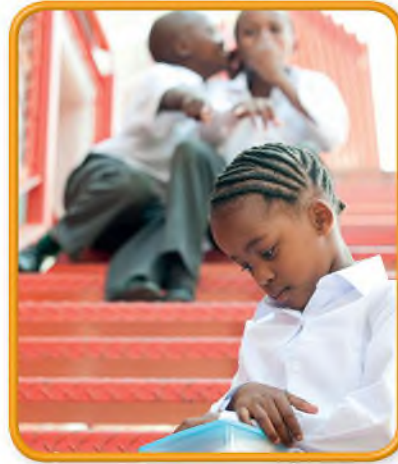
**A** Listen and point to the words. Listen again and say the words.  1-09



elephant



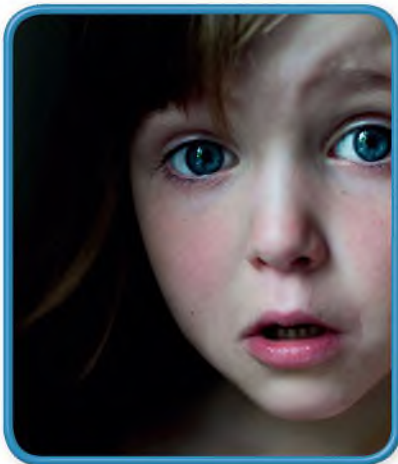
tortoise



lonely



sad



scared



eat



play



sleep

**B** Think about the words in **A** and add them to the chart.

Animals	Things We Feel	Things We Do
	scared	

## Before You Read

**Think** Do you like animals? Do animals have friends?

### C Learn Predicting from Pictures

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

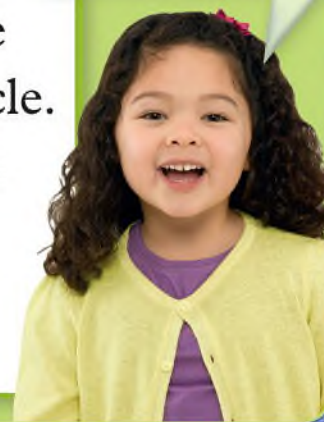
Look at the pictures. What do you think the stories are about? Now read and check your answers.

1



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

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



2



Lily is at the playground. She's lonely. She doesn't have a friend to play with.

I think it's about ...

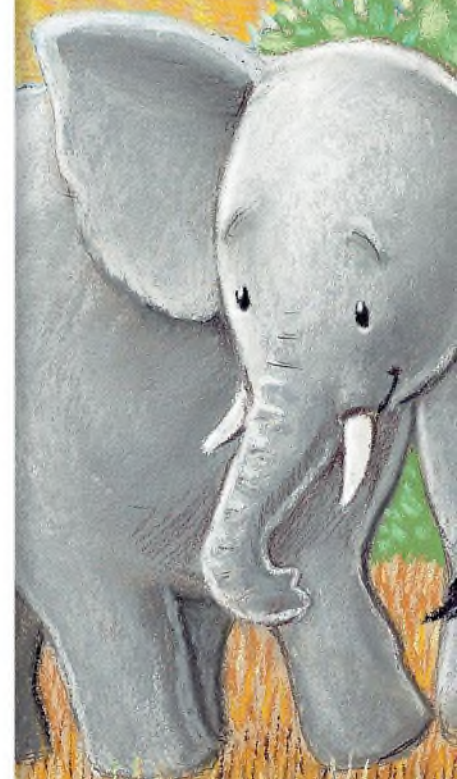


**D** Look at the pictures on pages 18 and 19.  
What do you think the story is about?

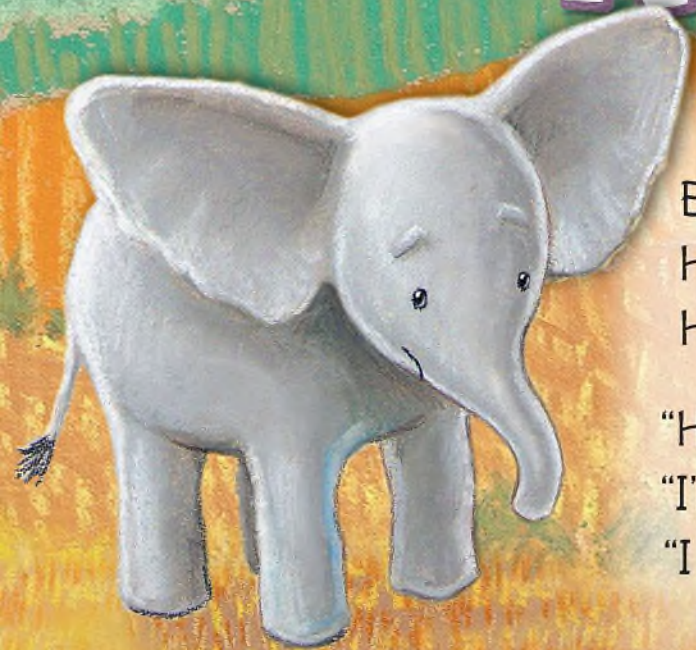
## Elliot's New Friend

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

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

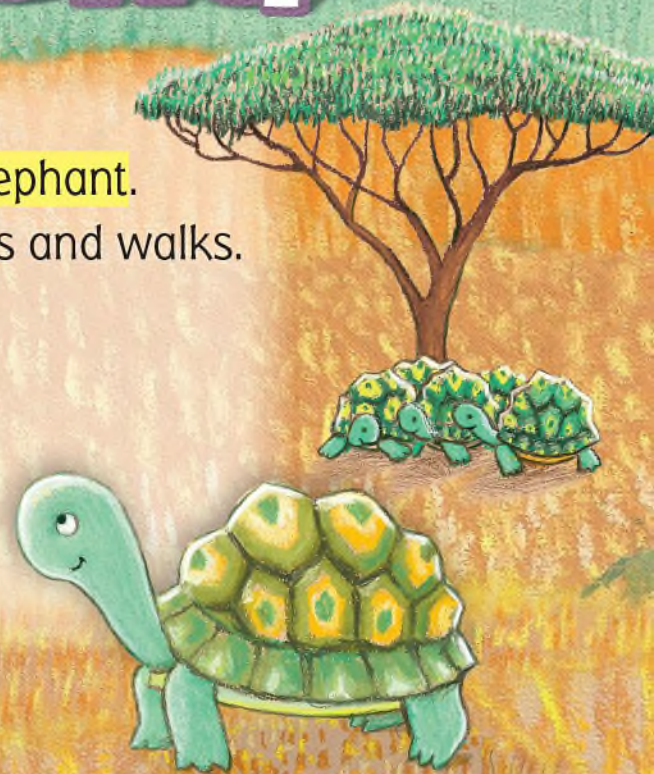


# Elliot's New Friend



Elliot is a sad and lonely little elephant. He can't find his family. He walks and walks. He sees some tortoises.

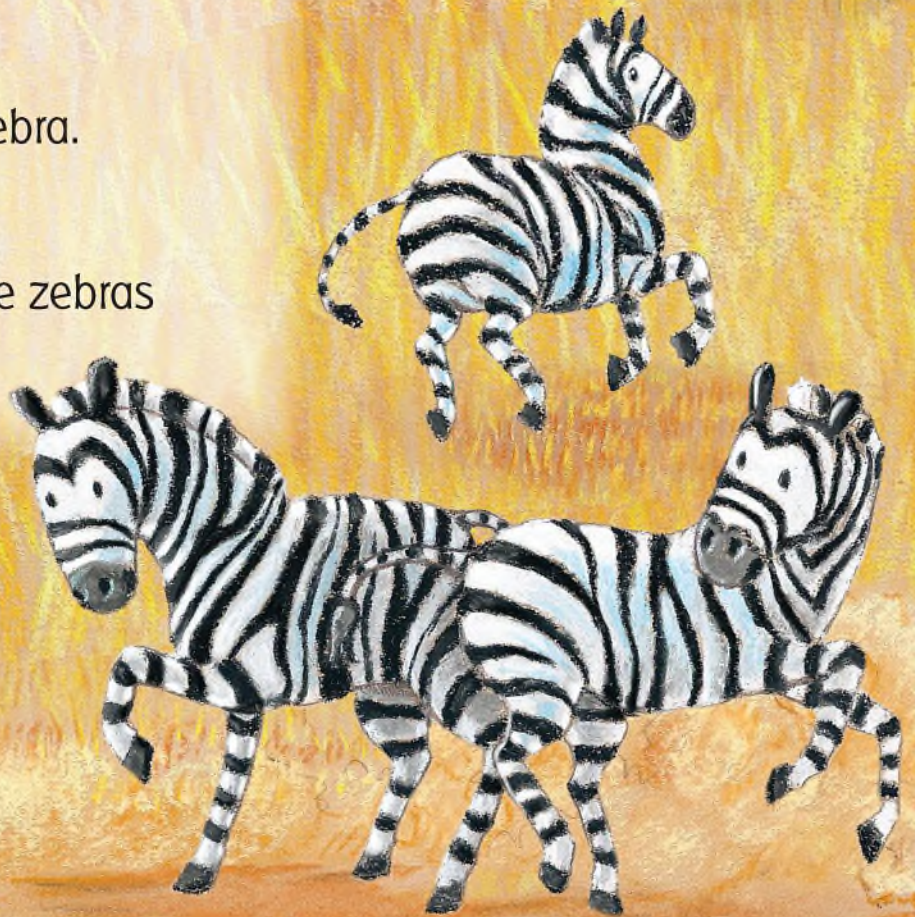
"Hello, I'm Tuti. Who are you?"  
"I'm Elliot. I can't find my family."  
"I can help. Let's go."

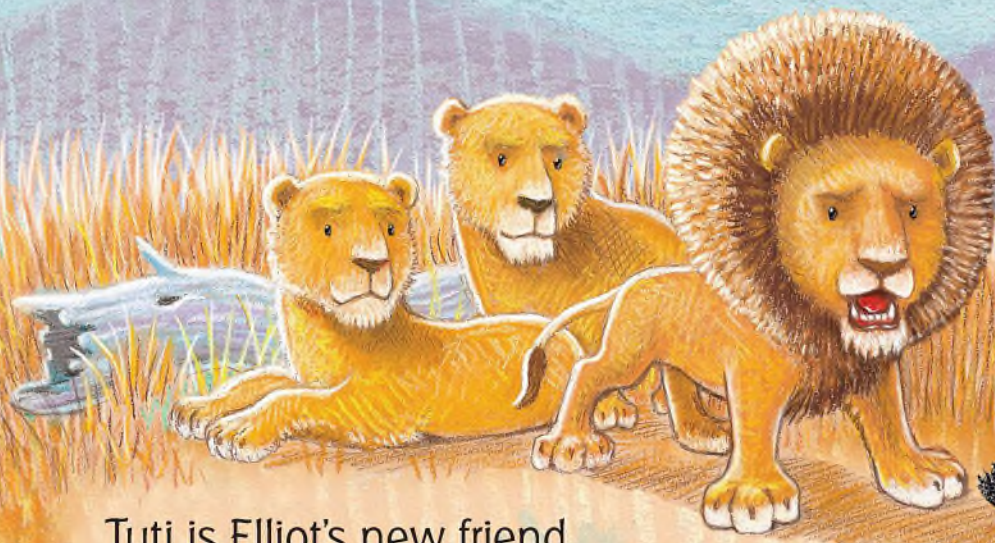


They walk and walk. They see some zebras.

"Is that your family?"  
"No! Those are zebras. I'm not a zebra. I'm an elephant."

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





Tuti is Elliot's new friend.  
They **eat** together and they **play** together.  
Then they walk and walk again. They see  
some lions.

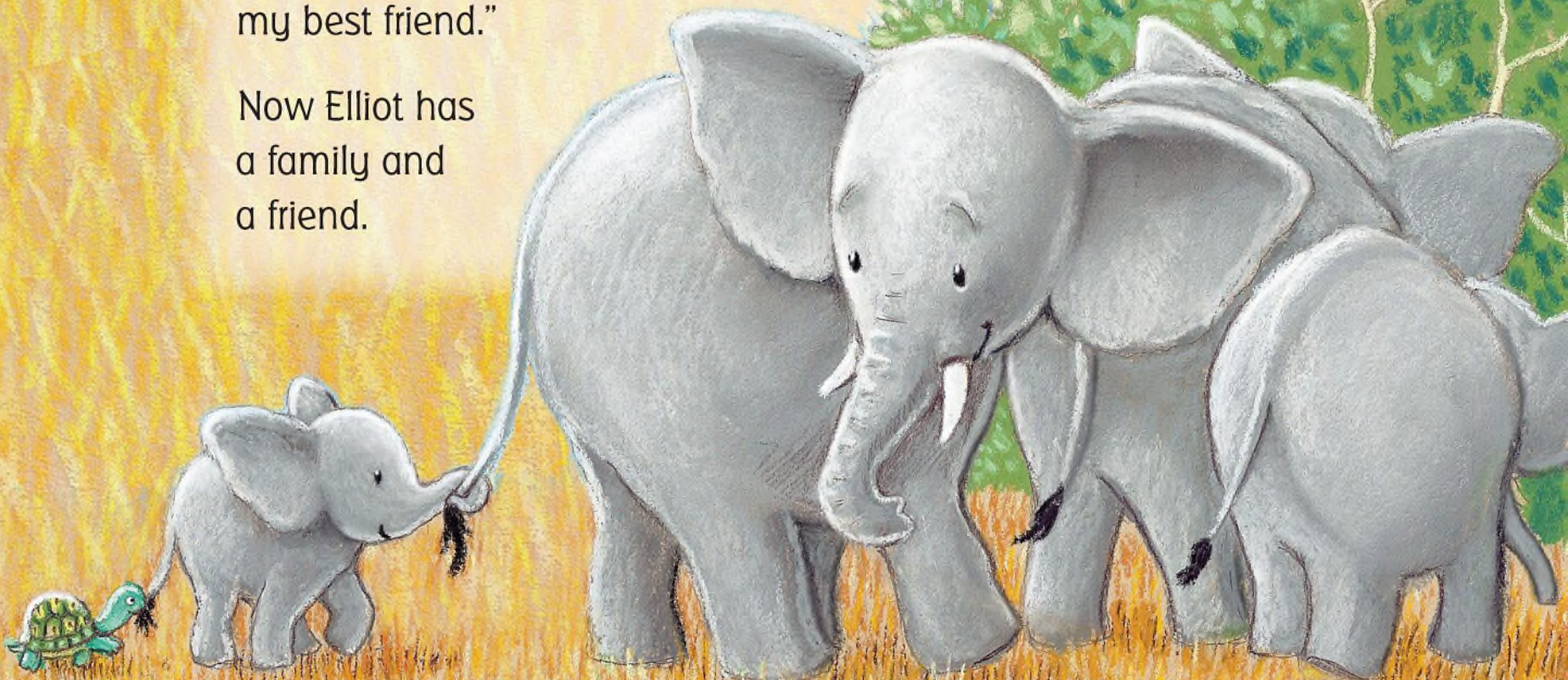


"Is that your family?"  
"No! Those are lions. I'm not a lion.  
I'm an elephant."

The lions see Elliot and Tuti. Elliot and  
Tuti are scared and they run away.  
It's nighttime. They **sleep** side by side.  
The next day, they walk and walk again.  
They see some elephants.

"Is that your family?"  
"YES! Those are elephants. I'm an elephant.  
Thank you, Tuti. You're  
my best friend."

Now Elliot has  
a family and  
a friend.



# Understand



## Comprehension

**Think** What do you like about the story? Check (✓).

- |   |                          |  |                          |  |                          |  |
|---|--------------------------|--|--------------------------|--|--------------------------|--|
| 1 Elliot the elephant                   | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 Tuti the tortoise                     | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 3 Zebras run away from Elliot and Tuti. | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 4 Elliot and Tuti run away from lions.  | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 5 Elliot finds his family.              | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |

**A** Ask and answer the question.



What's your favorite part?

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



**B** Who says these sentences? Match.

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



**a**



**b**



**Think** Talk about the story.

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

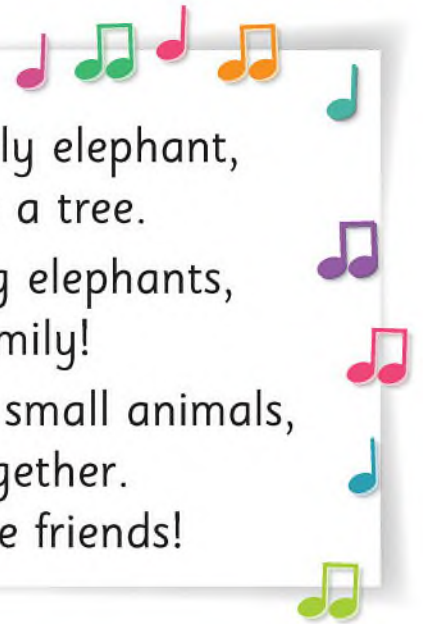
# Grammar in Use

## C Listen and sing along. **Friends!** 1-11

These are small tortoises,  
They sleep and play.  
Those are zebras,  
They run all day.  
Big animals, small animals,  
Let's play together.  
We can all be friends!



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



## D Learn Grammar **This, That, These, and Those**

**This** is a zebra.



**That** is a lion.



**These** are zebras.



**Those** are lions.



That **is** > That's

Write, then practice with a partner.



# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  1-12



hamster



goldfish



bird



rabbit



lizard



kitten

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

1



2



3



4



5



6



a



lizard

b



rabbit

c



hamster

d



kitten

e



goldfish

f



bird

## Listening

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

**C** Listen. Which of these are they talking about: families, friends, pets?  1-13

**D** Listen again and number the pictures.  1-14



# Speaking

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

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



# Writing Study

**F** **Learn** Capitals for Names

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


Which letters need to be capital letters? Circle.

- |                  |             |          |
|------------------|-------------|----------|
| 1 <u>e</u> b     | 4 family    | 7 friend |
| 2 my grandmother | 5 tuti      | 8 kim    |
| 3 mandy          | 6 my sister |          |

 **Write** Tell your partner about your friend.

Write about him or her in your **Workbook**.  page 17



**A** Listen and read along.  1-16



## Project: A Collage

### B Make a family and friends collage.

- Make a list of your family and friends.
- Find photos or draw pictures.
- Write about them.

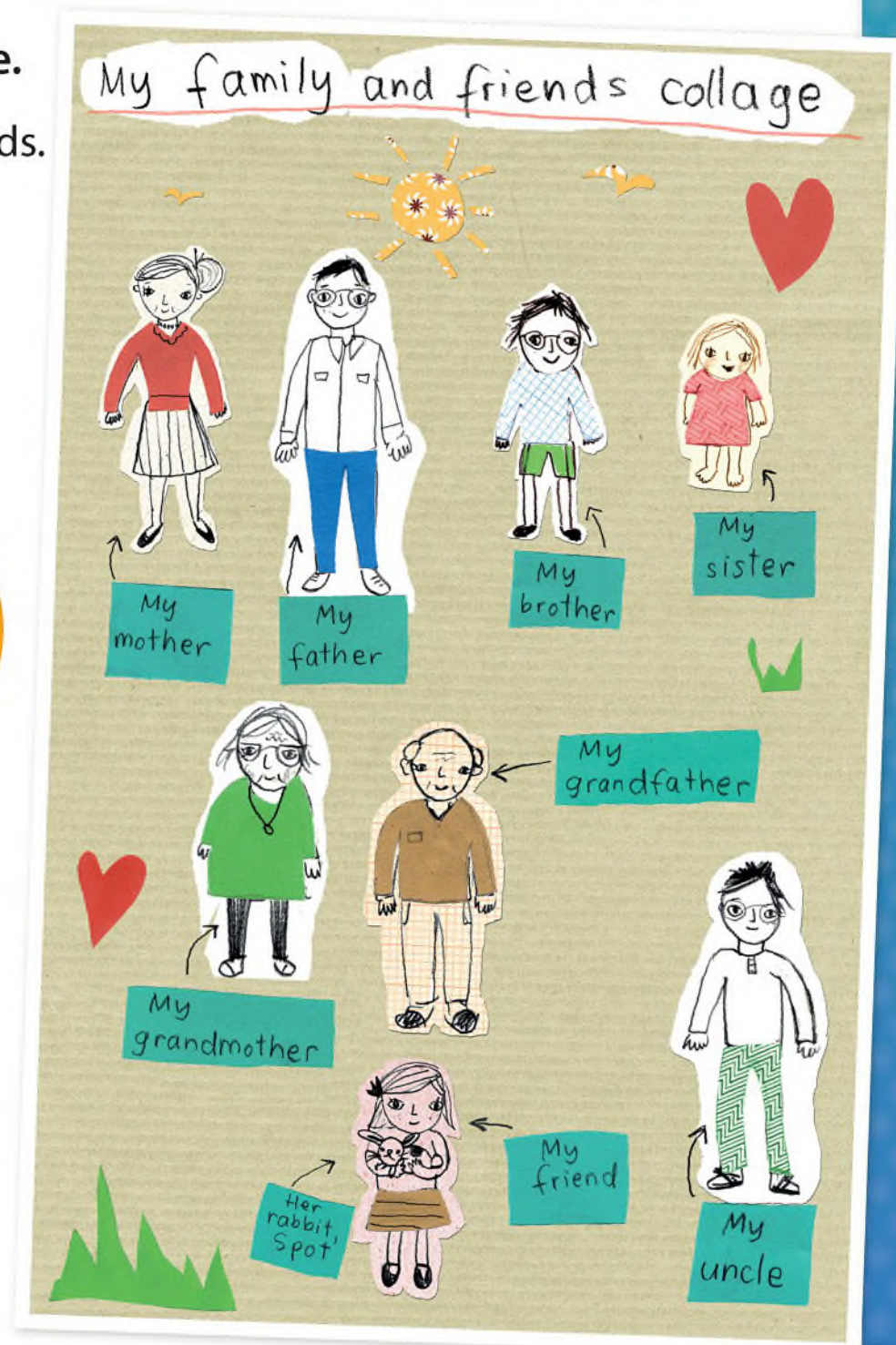
### C Put your collage on the wall. Tell the class about it.

This is my mother.



### D Look at all the collages. Talk about them.

That is Olly's uncle.



### BIG QUESTION 1

# Who are your family and friends?

### A Watch the video.



What do you know about family and friends now?

### B Think more about the Big Question.

### C Complete the Big Question Chart.



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

**WATCH**  
a video about colors.

**LEARN**  
that colors are  
everywhere.

**READ**  
about colors and  
how to mix them.



**WRITE**  
about colors and  
pictures.

**MAKE**  
a color  
mix chart.



**BIG QUESTION 2**

# Where can we see colors?

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

What do you  
know about  
colors?



BIG QUESTION Chart		

## Words

**A** Listen and point to the words. Listen again and say the words.  1-17



yellow



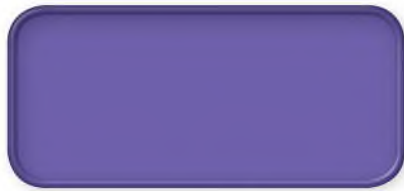
red



blue



green



purple



black



brown



white

**B** Look, read, and check (✓) the correct picture.

1



red, yellow, and blue



2



black, white, and green



3



green, yellow, and purple



4



brown, yellow, and blue



5



blue, red, and green



6



green, white, and brown



# Before You Read

**Think** What colors can you see around you now?

**C Learn Predicting from Titles**

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

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

1

## Jake's Blue Room

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



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

2

## The Hamster Family

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



I think it's about ...

**D** Look at the titles on pages 30 and 31. What do you think the texts are about?

## Color Poems

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



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



Tamzin Thompson writes poems and songs for children.




# Who's in the tree?



Out in the garden  
Up in the tree  
There are six **red** butterflies  
Can you see?

Out in the garden  
Up in the tree  
There are five **green** lizards  
Can you see?

Out in the garden  
Up in the tree  
There are four **brown** birds  
Can you see?

Out in the garden  
Up in the tree  
There are three **purple** cats  
Can you see?

 Out in the garden  
Up in the tree  
There are two **yellow** dogs  
Can you see?

 Now there's a problem   
Look at the tree!  
There are twenty animals!  
Can you see?

By Tamzin Thompson



# Roses are Red

Roses are red,  
Spiders are **black**,  
Don't look now  
But there's one on your back!

By Anon



# I Like Colors

I like **blue**.  
I like the sky  
where birds fly high.

I like yellow.  
I like the sun  
when we have fun.

I like green.  
I like frogs  
as still as logs.

I like black.  
I like the dark  
when foxes bark.

By Pie Corbett





# Understand



## Comprehension

**Think** What do you like about the poems? Check (✓).

1 the red butterflies	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
2 the brown birds	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3 the black spider	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
4 the green frogs	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

### A Ask and answer the question.













What's your favorite part?

The purple cats. Purple is my favorite color.



### B Match the colors to the things in the poems.

1 purple	<input type="radio"/>		<input type="radio"/>	a  sun
2 red	<input type="radio"/>		<input type="radio"/>	b  cat
3 green	<input type="radio"/>		<input type="radio"/>	c  bird
4 brown	<input type="radio"/>		<input type="radio"/>	d  frog
5 yellow	<input type="radio"/>		<input type="radio"/>	e  roses

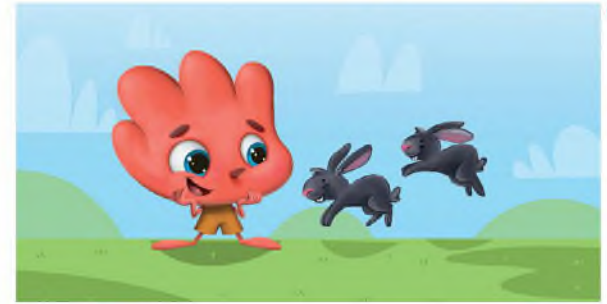
**Think** Talk about the poems.

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

## Grammar in Use

### C Listen and sing along. **In My Yard** 1:19

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



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

### D Learn Grammar *There is ... There are ...*

**There is** a black spider.  
**There are** green frogs.



There **is** > There's

Practice with a partner.



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

# Communicate

## Words

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



fireworks



dark



light



gray



orange



pink

**B** Read and circle the correct words.

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

## Listening

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

**C** Listen. Do they like the fireworks? Why or why not?  1-21

**D** Listen again and number the fireworks.  1-22



# Speaking

**E** Listen and repeat. Then practice with a partner.  1-23



# Word Study

**F** **Learn Nouns**

**Nouns** are naming words. A noun is a person, place, or thing.

friend  
person

home  
place

book  
thing

Read the words and match.

1 sister

2 fireworks

3 uncle

4 school



person

place

thing




5 ball

6 playground

7 Africa

8 teacher



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

Speaking: Inviting and Making Suggestions • Nouns **Unit 3 35**

**BIG QUESTION 2**



**Where  
can we  
see colors?**



I think we can see colors in animals.

I think we can see colors in the sky.



## Words

**A** Listen and point to the words. Listen again and say the words.  1-24



mix



mural



ocean



sand



seaweed



seashell



jellyfish



starfish

**B** Are they the same or different? Check (✓).



	Same	Different
Jellyfish		✓
Seashell		
Starfish		
Seaweed		
Sand		

**C** Complete the sentences.

mural mix ocean

- I can swim in the \_\_\_\_\_.
- A big picture on a wall is a \_\_\_\_\_.
- I can \_\_\_\_\_ blue paint and yellow paint.

# Before You Read

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

**D Learn Predicting from Titles**

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

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

1

## Every Animal is Different

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

I think it's about different animals.



2

## Orange Everywhere!

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

I think it's about ...



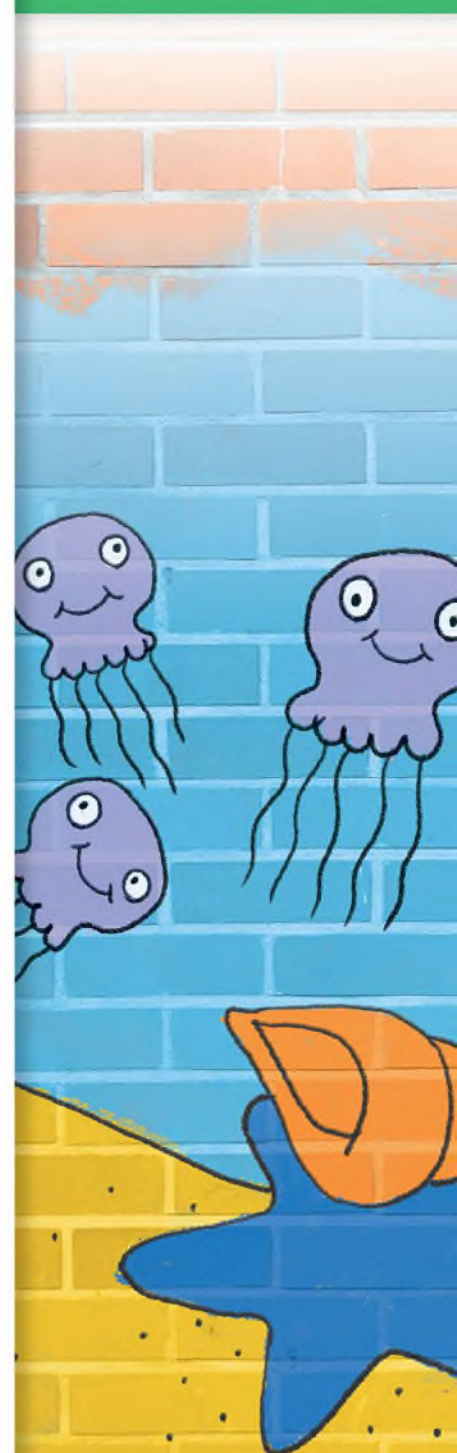
**F Look at the title on page 38. What do you think the text is about?**

## Let's Make COLORS!

In this text, you learn how to make colors.

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

### Art



# Let's Make COLORS!

## Primary and Secondary Colors

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

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

We can **mix** primary colors to  
make secondary colors.



## The Color Wheel

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

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

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



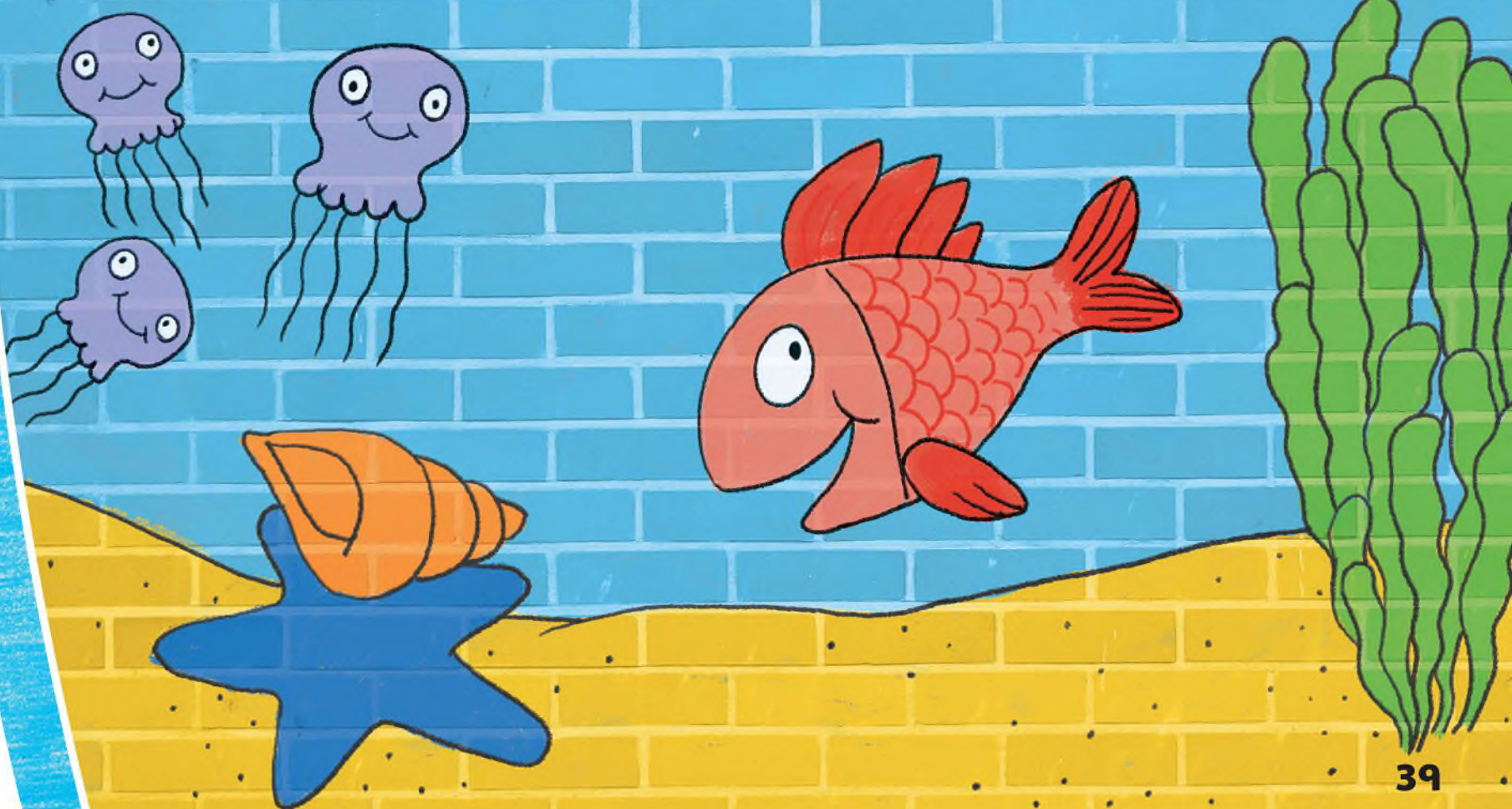
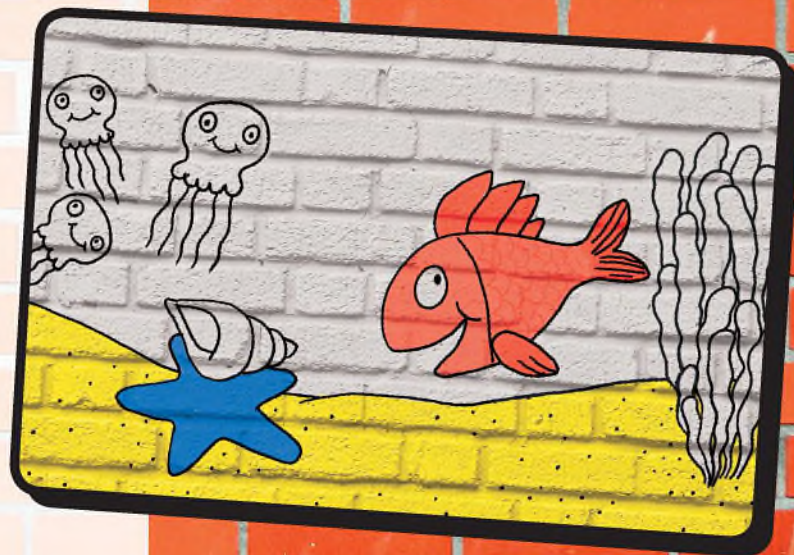
# Using Colors

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

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

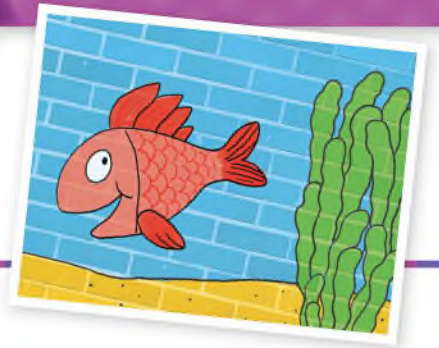
The children only have blue, red, and yellow paint. They want green, orange, and purple to finish their mural. They look at the Color Wheel and mix their paints to make these colors.

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





# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

1 mixing colors



2 the Color Wheel



3 the ocean mural



**A** Ask and answer the question.



What's your favorite part?

The mural in the school.  
It's fantastic!



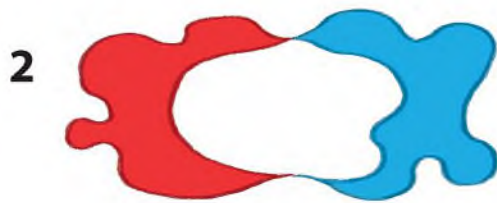
**B** Look back at the ocean mural. Write the colors.

purple blue ~~orange~~ green

1 The seashell is orange.      3 The seaweed is \_\_\_\_\_.

2 The starfish is \_\_\_\_\_.      4 The jellyfish are \_\_\_\_\_.

**C** Color the secondary colors. Then write.



**Think** Talk to a partner.

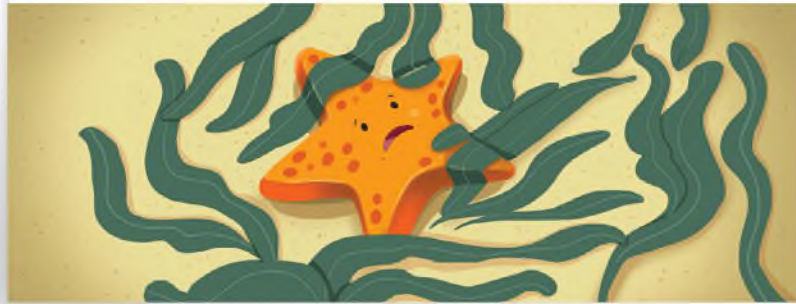
1 What's your favorite primary color? And secondary color?

2 Would you like to paint a mural in your school?

## Grammar in Use

### D Listen and sing along. **The Starfish** 1-26

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



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



### E Learn Grammar *In, On, Under, Next to*

I am **in** the ocean.



The seashells are **on** the sand.



The starfish is **under** the seaweed.



The seaweed is **next to** the fish.



Choose a picture. Practice with a partner.



It's next to the black spider.

It's the orange seashell.

### F Look around your classroom. Talk about things you see. Your partner points.

The pencil is on the desk.

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  1-27



jacket



shorts



sneakers



T-shirt



hat



pants

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

1



pants  
 T-shirt  
 sneakers  
 hat

2



jacket  
 shorts  
 pants  
 T-shirt

3



jacket  
 hat  
 pants  
 sneakers

## Listening

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

**C** Listen. Do they like these clothes or not? How do you know?  1-28

**D** Listen again and number the clothes.  1-29



## Speaking

- E** Draw yourself at the ocean. Think about the colors you use.  
Tell the class about your picture. Use the words in the box to help.  1-30

I have ... There's ... It's ...



## Writing Study

**F** **Learn** Capitals and Periods


The first letter of a sentence is a **capital letter**.

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

**The starfish is under the seaweed.**

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

- |   |     |           |
|---|-----|-----------|
| 1 My hat is orange__                          | Yes | <u>No</u> |
| 2 blue and red make purple.                   | Yes | No        |
| 3 Green is a secondary color.                 | Yes | No        |
| 4 There's a big, red fish next to the seaweed | Yes | No        |

**Write** Tell your partner about the colors of your favorite clothes.  
Now write about them in your **Workbook**.  page 35

**A** Listen and read along.  1-31

There's blue and red paint on the table.  
Gus and Billy look at the colors.



Red and blue make purple.



There are more colors under the table.



Let's mix yellow  
and blue!



What color do yellow and blue make?



Billy and Gus like mixing colors.



# Project: Color Mix Chart

- B** Make a color mix chart.
- Choose two primary colors and the correct secondary color.
  - Write the colors at the top.
  - Draw or find pictures for each color.

- C** Put your chart on the wall. Tell the class about it.



There's a red apple on my chart.

- D** Look at all the charts. Talk about them.



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

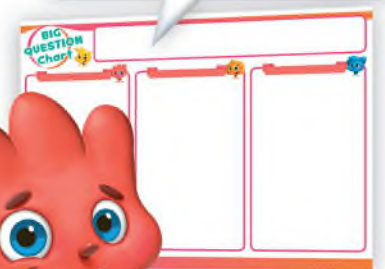


**BIG QUESTION 2**

**Where can we see colors?**

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

What do you know about colors now?



In units  
**5** and **6**  
you will:

**WATCH**  
a video about where  
animals live.

**LEARN**  
that animals live  
in different homes.

**READ**  
about animal  
homes in the wild.




**WRITE**  
about where  
animals live.

**MAKE**  
an animal  
booklet.



**BIG QUESTION 3**

**Where  
do animals  
live?**

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

What do you know about  
where animals live?



BIG QUESTION Chart		



## Words

**A** Listen and point to the words. Listen again and say the words.  1-32



eagle



chick



nest



opossum



tree hollow



honeybee



hive



crab

**B** Think about the words in **A** and add them to the chart.

Animals	Places
eagle	

# Before You Read

**Think** Where do you see animals?

**C Learn** Predicting from Titles and Pictures

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

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

1



## Rafa and Rio

Rio is eight years old. Rio is Rafa's son. They live in a small house. Rafa shares things with his son. Rafa is a great father.

I think it's about a father and son.



2



## Your New Pet

Goldfish are very interesting. They can be orange or pink. Goldfish like friends. It is good to have lots of goldfish together.

I think it's about ...



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

# Animal Homes

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

## Life Science



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



# Animal Homes

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

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



An opossum lives inside a tree hollow. It lines it with leaves and grass. Inside, it stays safe and dry.



## Facts

Some eagles are white and brown.

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

## Facts

Opossums are gray or black. Mother opossums carry their babies on their backs.

Honeybees make a hive for their home. They make honey in the hive. The bees have food all winter long.



### Facts

Honeybees have five eyes.  
Honeybees can't see the color red.

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



### Facts

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




An animal's home is the best place for it to live.  
Where is your home? How is your home right for you?

# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

- |                       |                          |  |                          |   |                          |   |
|-----------------------|--------------------------|--|--------------------------|---|--------------------------|---|
| 1 the eagle's home    | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 the opossum's home  | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 3 the honeybee's home | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 4 the crab's home     | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |

**A** Ask and answer the question.



What's your favorite part?



The crab. It has ten legs!

**B** Answer the questions.

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

**Think** Talk to a partner.

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

## Grammar in Use

### C Listen and sing along. **Where is The Eagle?**

1:34

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



Where is the crab? Is it in the shell?  
Yes, it is. Yes, it is.  
And it walks so well!



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



Where are the honeybees?  
Are they in the hive?  
Yes, they are. Yes, they are.  
They're asleep inside!



### D Learn Grammar **Where Questions**

**Where's** the eagle? **It's** under the tree.

**Where are** the chicks? **They're** in the nest.



Where **is** > Where's

Look at the picture. Practice with a partner.



Where are the honeybees?

They're under the hive.

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

Where's the pencil?

It's on the desk.

# Communicate

## Words

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



woods



field



pond



squirrel



mouse



frog

**B** Look, read, and write.



This is a frog.



The \_\_\_\_\_  
is gray and brown.



A lot of animals live  
in a \_\_\_\_\_.



This is a  
\_\_\_\_\_.



The \_\_\_\_\_  
is small.




There are a lot  
of trees in the  
\_\_\_\_\_.

## Listening

**Think** What animal homes are near your house or school?

**C** Listen. Why do you think these animals live in these homes?  1-36

**D** Listen again and check (✓) the animal home.  1-37



# Speaking

**E** Listen and repeat. Then practice with a partner.  1:38



# Word Study

**F** **Learn** Irregular Plurals

Most nouns change when there's more than one:



Some nouns stay the same:

fish



fish



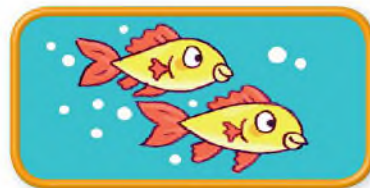
Look and write.



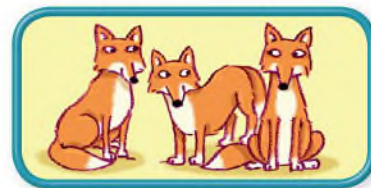
1 \_\_\_\_\_ nests \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



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

**BIG QUESTION** 3



**Where do animals live?**



I think animals live in different places.

Yes, I think animals live in the place that's best for them.



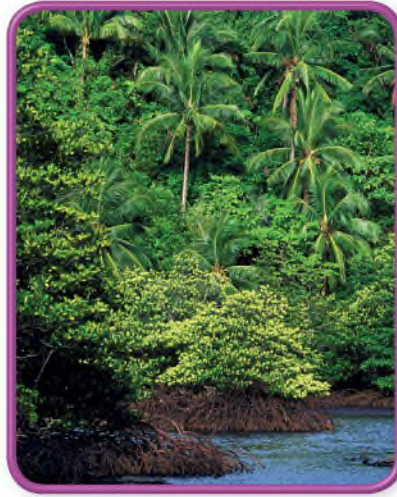


## Words

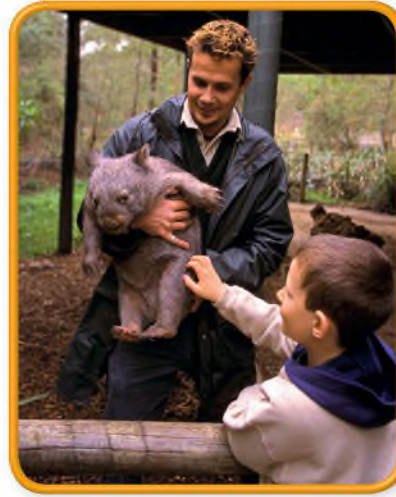
**A** Listen and point to the words. Listen again and say the words.  1-39



orangutan



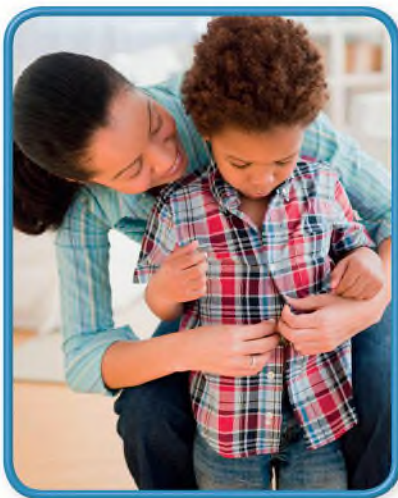
rainforest



reserve



teach



take care of



miss



take a nap



put out

**B** Read and write the words.

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

# Before You Read

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

**C Learn Identifying Characters**

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

Read the stories. Who are the characters?

1



There are fireworks near Ali's home. Ali watches them with his parents. Ali's parents like the blue and yellow fireworks. Ali likes the red fireworks.

**Characters:**

- Ali
- Ali's mother
- Ali's father

2



I'm Jin. My favorite toy is my purple ball. It's my kitten's favorite toy, too. My kitten's name is Jo-Jo. We play with the ball together.

**Characters:**

---



---

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

## My Friend, Anak

In this story, we read about an orangutan, called Anak, and a woman, called Dian, on a reserve in Indonesia.

This story is *realistic fiction*. In *realistic fiction*, the story isn't true, but it could happen.



# My Friend, Anak



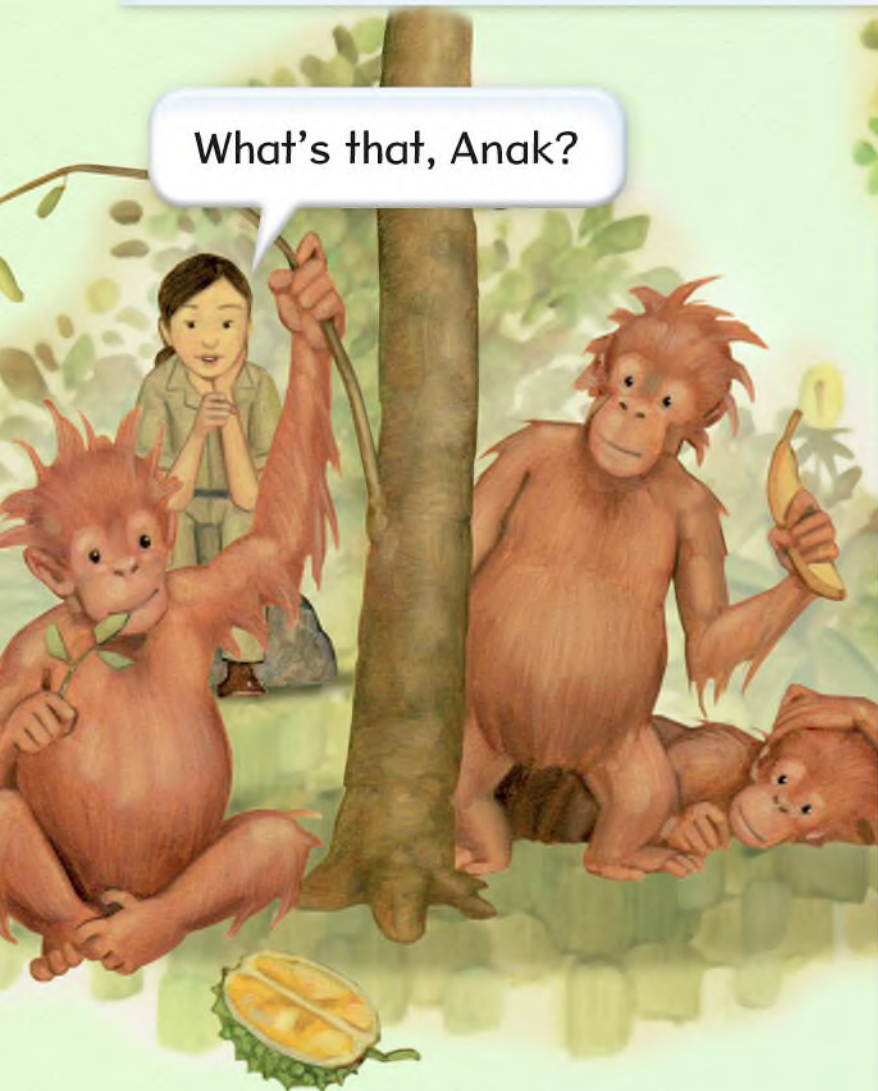
This is a story about an **orangutan** called Anak, and how I teach her to live in the **rainforest**.

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

What's this, Anak?



What's that, Anak?



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

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



Anak is eight years old now. She sleeps and eats at the reserve. I'm always happy to see her. She plays in the rainforest a lot. Sometimes she **takes a nap** there. I'm not with her in the rainforest.

Anak is twelve years old now and she is very big. She lives and sleeps in the rainforest. I **put out** Anak's favorite foods, fruit and flowers, but she doesn't come. I **miss** Anak!



Look! Who's this? It's Anak, and she has a baby! Anak and I are happy to see each other.



Who's that?

I miss Anak every day, but I am happy. Anak can now live in the rainforest and teach her baby how to live there, too.

# Understand



## Comprehension

**Think** What do you like about the story? Check (✓).

- |                      |                          |  |                          |   |                          |   |
|----------------------|--------------------------|--|--------------------------|---|--------------------------|---|
| 1 Dian teaches Anak. | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 Anak takes a nap.  | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 3 Dian misses Anak.  | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 4 Anak has a baby.   | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |

**A** Ask and answer the question.



What's your favorite part?

Anak's baby. It's a surprise.

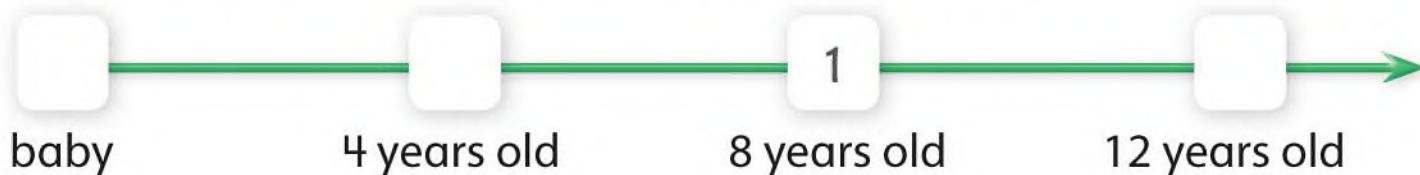


**B** Who are the important characters in the story? Write.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

**C** Read and match to the time line.

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

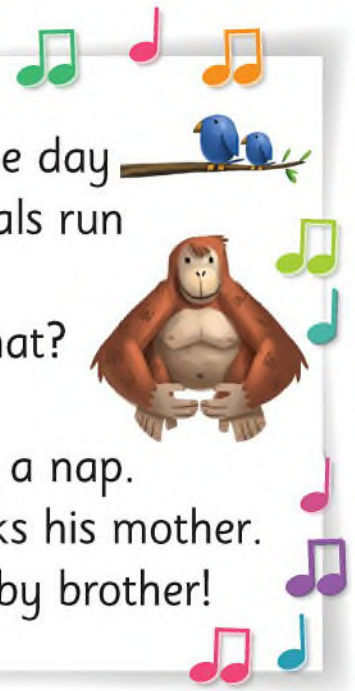


**Think** Talk about the story.

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

## Grammar in Use

### D Listen and sing along. **Two Birds**



Two birds sit in a tree one day.  
They watch all the animals run and play.  
Who's that? says baby bird  
to his mother.  
It's a mother rabbit, taking  
care of the others.  
And, who is that? he wants to know.  
It's an opossum in a tree hollow.

Two birds sit in a tree one day  
They watch all the animals run  
and play  
Baby bird asks, Who's that?  
Who's that?  
It's an orangutan, taking a nap.  
And what is that? he asks his mother.  
It's an egg ... it's your baby brother!

### E Learn Grammar **What and Who Questions**

**What's that?**  
It's a tree.



**Who's this?**  
It's Anak.



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

Ask and answer with your partner.



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

Who's that?

It's Karima.

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  1-42



day



night



morning



midday



afternoon



evening

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


sleep play eat work

Morning	Midday	Afternoon	Evening	Night

## Listening

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

**C** Listen. Which animals sleep in the daytime?  1-43

**D** Listen again and check (✓) the correct pictures.  1-44

morning



afternoon


evening



night



# Speaking

- E** Think of an animal with your partner.  
Tell the class three clues. Use the words in the box to help.  1.45

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



# Writing Study

**F** **Learn** Question Marks


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

What is it?


Read and write a question mark or a period.

- 1 Who are they \_\_\_?
- 2 There's a chick in the nest \_\_\_\_
- 3 What are these \_\_\_\_
- 4 Where is the crab \_\_\_\_
- 5 The honeybee is under the hive \_\_\_\_
- 6 Where's the reserve \_\_\_\_

**Write** Tell your partner about animals in reserves.

Now write about them in your **Workbook**.  page 53



**A** Listen and read along.  1:46

It's morning. Everyone is at the reserve.



Gus is in the tree.



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



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



Oh, no! Gus is next to a beehive!



Look at the honeybees! They aren't happy!



## Project: An Animal Booklet

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

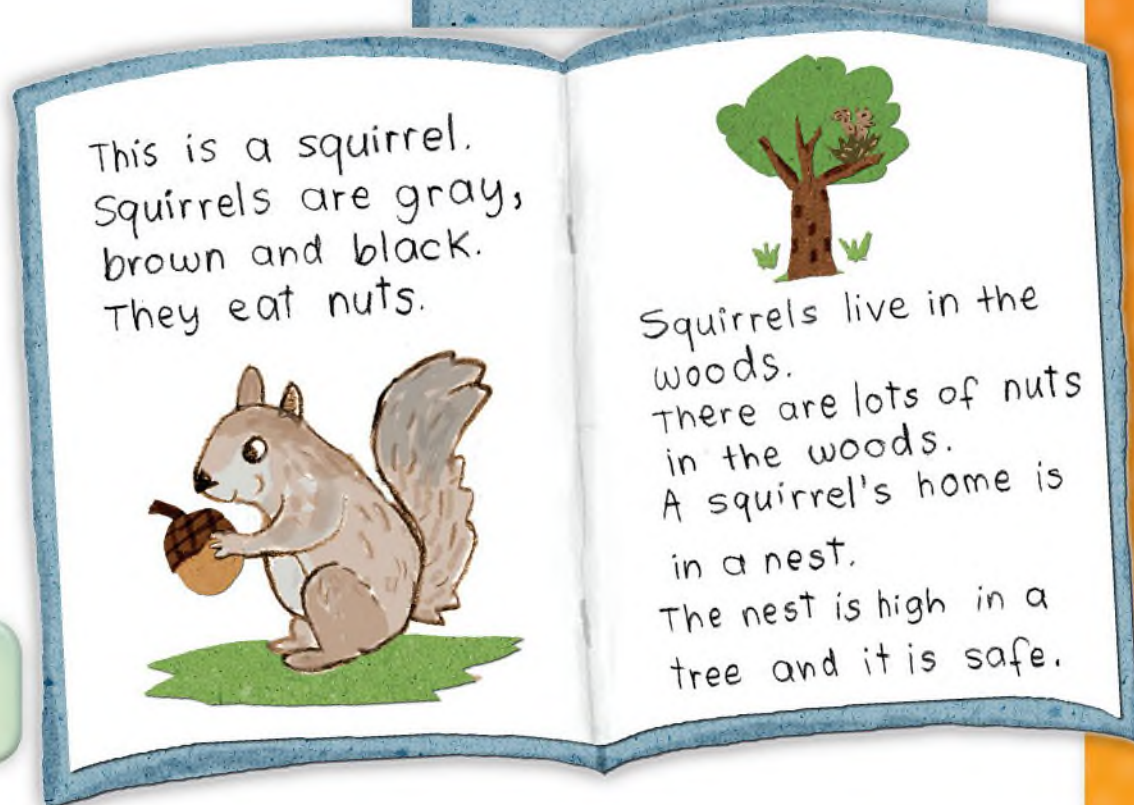
This is a squirrel.



- D** Look at all the booklets.  
Talk about them.



A crab's home is in a seashell.



**BIG QUESTION 3**

**Where do animals live?**

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

What do you know about animal homes now?

A template for a "Big Question Chart" with a grid of four empty boxes for notes. The chart has a red border and a small yellow character icon in the top left corner.

In units  
**7** and **8**  
you will:

**WATCH**  
a video about  
the seasons.

**LEARN**  
what happens  
in the seasons.

**READ**  
about seasons and a  
boy and his apple tree.




**WRITE**  
about your  
favorite season.

**MAKE**  
a seasons  
journal.



## BIG QUESTION 4

# How are seasons different?

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

What do you know  
about seasons?



BIG QUESTION Chart		

## Words

**A** Listen and point to the words. Listen again and say the words.  1:47



warm



hot



cool



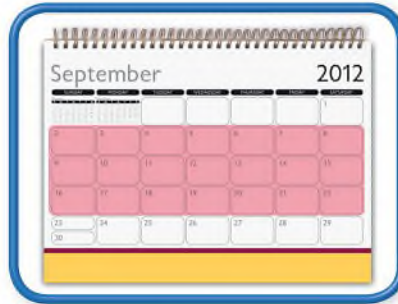
cold



rain



snow



long



short

**B** Write the words in the correct order.

cold   warm   ~~hot~~   cool



\_\_\_\_\_ hot \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**C** Think about the words and add them to the chart.

snow   long  
 short   rain

Time Words	Weather Words

# Before You Read

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

## D Learn Captions

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

Match the pictures and captions.

1



2



3



4



a A spring mural at a school in Japan

b You can see fireworks in the fall in the UK.

c Leo's favorite season is summer.

d Bees stay in the hive in the winter.

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

# The Four Seasons

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

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

## Earth Science



# The Four

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



Spring

Flowers and plants grow in spring.



Summer

Summer days are long and hot.

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

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

# Seasons



**Fall**

Fall leaves are beautiful colors.

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



**Winter**

Winter days are short and cold.

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

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



# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

1 Birds make nests in trees.

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
--------------------------	---	--------------------------	---	--------------------------	---

2 Buds grow into fruit and flowers.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

3 Leaves turn red, yellow, and orange.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

4 It gets cold and snows.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

**A** Ask and answer the question.



What's your favorite part?



Summer. It gets hot, and there are flowers.

**B** Look and write the season.

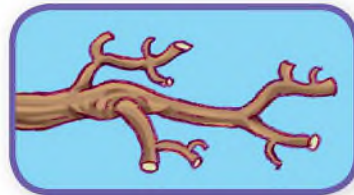
1



fall



2



**Think** Talk to a partner.

1 Which season is good for animals?

2 Which season is good for people?

## Grammar in Use

### C Listen and sing along. **Different Seasons**

1:49

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

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

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



### D Learn Grammar **Simple Present**

Does **not** > Does**n't**

It **gets** hot.

It **doesn't get** cold.

It **snows** in the winter.

It **doesn't snow** in the summer.



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

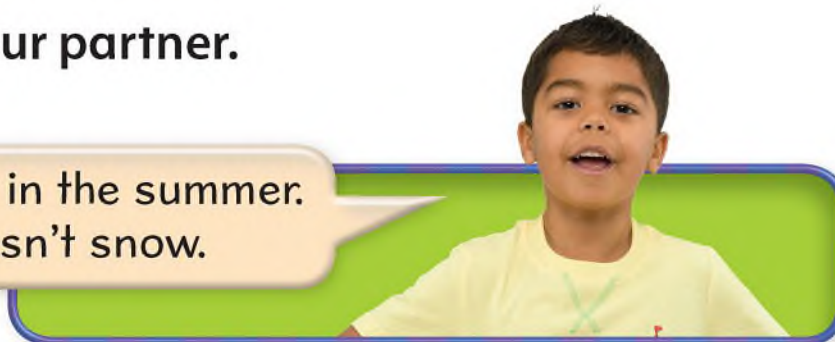
1

2

3

### E Now tell your partner.

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



# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  1-50



weather



cloudy



sunny



windy



snowy



rainy


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

1  It's  
rainy.

2  It's  
\_\_\_\_\_.

3  It's  
\_\_\_\_\_.

4  It's  
\_\_\_\_\_.

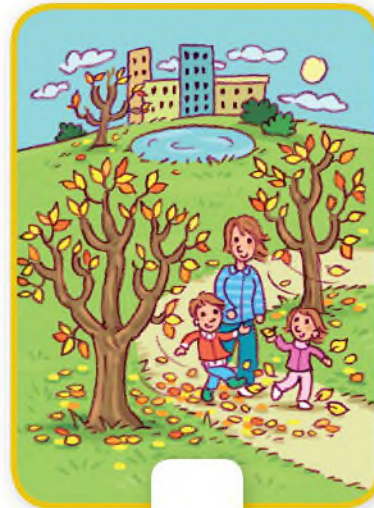
5  It's  
\_\_\_\_\_.

## Listening

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

**C** Listen. Do they like the winter? Why or why not?  1-51

**D** Listen again and number the pictures.  1-52



# Speaking

**E** Listen and repeat. Then practice with a partner.  1:53



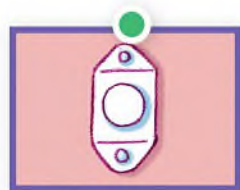
# Word Study

**F** **Learn** Compound Nouns

Sometimes we can put two words together to make a new word. This word is called a **compound noun**.



Match.



**a** doorbell



**b** bluebird



**c** starfish



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

Speaking: Inviting • Compound Nouns **Unit 7 75**

**BIG QUESTION 4**



**How are seasons different?**



I think animals do different things.

I think the weather is different.



## Words

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



watch



build a snowman



build a tree house



make a swing



make apple pie



grow



fall



bring

**B** Circle the correct answers.

1 We make these things:

apple pie

a swing

sand

2 We build these things:

a snowman

a rainforest

a tree house

3 We watch these things:

animals

a desk

fireworks

4 We grow these things:

a book

trees

flowers

5 These things fall:

apples

ocean

leaves

6 We can bring someone these things:

flowers

apple pie

winter

# Before You Read

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

## C Learn Captions

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

Match the story, picture, and caption.

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

a



This flower is called a lily.

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

b



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

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

c



Frogs eat insects.

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

## The Seasons of Arnold's Apple Tree

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

This story is *realistic fiction*.



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



## The Seasons of

Arnold's  
Apple Tree

Arnold's apple tree in the spring.

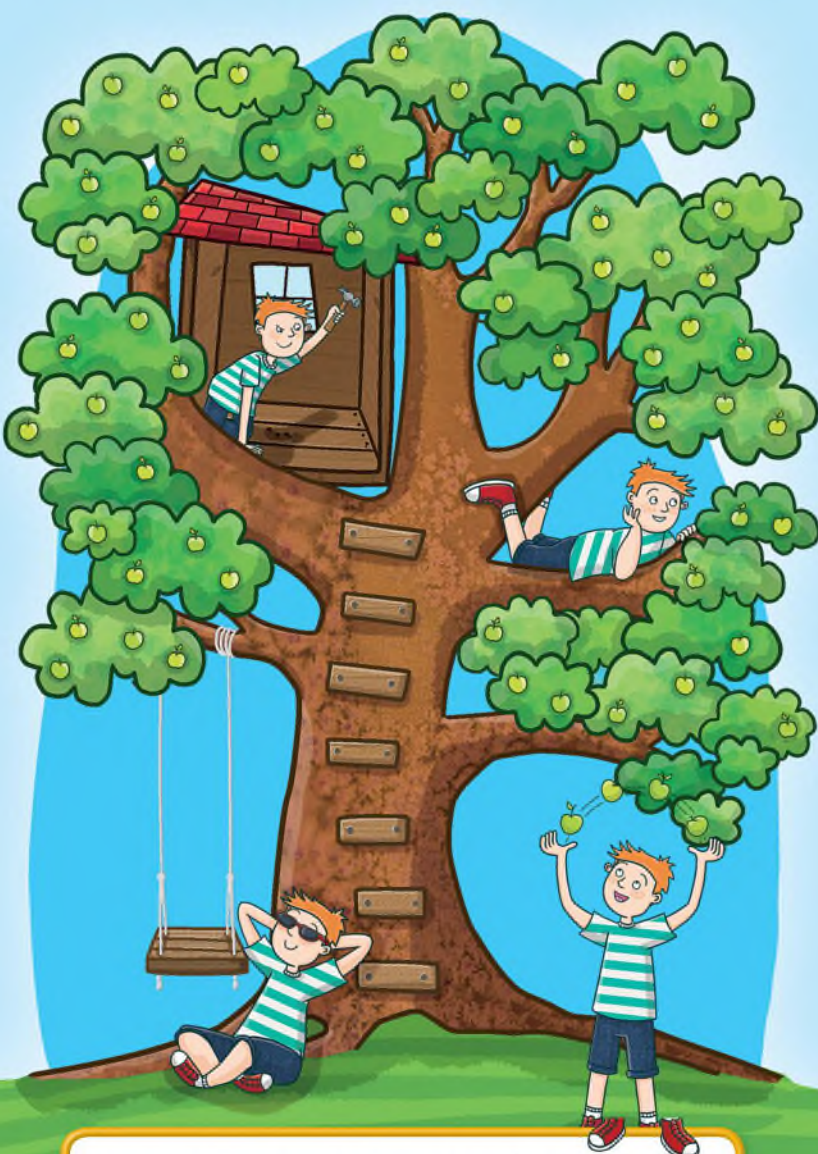
It's summer.

I **build a tree house** in my apple tree.

My apple tree shades me from the hot sun.

I watch small apples begin to **grow**.

I juggle some green apples for my tree friend.



Arnold's apple tree in the summer.



Arnold's apple tree in the fall.

It's fall.

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

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

I shake the branches. Red apples **fall** to the ground.

I put them in a basket and take them home.

My family and I **make apple pies**.

It's winter.

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

The branches of my apple tree are bare.

I hang strings of popcorn and berries on the branches.

The birds eat them.

I **build a snowman**.

The snow melts. It's spring again ...



Arnold's apple tree in the winter.



# Understand



## Comprehension

**Think** What do you like about the story? Check (✓).

- |  |                          |   |                          |   |                          |   |
|--|--------------------------|---|--------------------------|---|--------------------------|---|
| 1 the things Arnold does in the summer | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 the things Arnold does in the fall   | <input type="checkbox"/> |   | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 3 the things Arnold does in the winter | <input type="checkbox"/> |   | <input type="checkbox"/> |   | <input type="checkbox"/> |   |

**A** Ask and answer the question.



What's your favorite part?



Arnold and his family make apple pies.

**B** Read and circle the correct words.

- 1 In the spring, buds / flowers grow on the apple tree.
- 2 In the summer, small leaves / apples begin to grow.
- 3 In the fall, the tree has red / green apples.
- 4 In the winter, the birds / Arnold's family eat the popcorn and berries.

**C** When does Arnold do these things? Write the season.

- 1 Arnold makes a swing. \_\_\_\_\_
- 2 Arnold hangs strings of popcorn on the branches. \_\_\_\_\_
- 3 Arnold watches honeybees collect nectar. \_\_\_\_\_
- 4 Arnold and his family make apple pies. \_\_\_\_\_

**Think** Talk about the story.

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

## Grammar in Use

### D Listen and sing along. **Do You Like The Summer?**

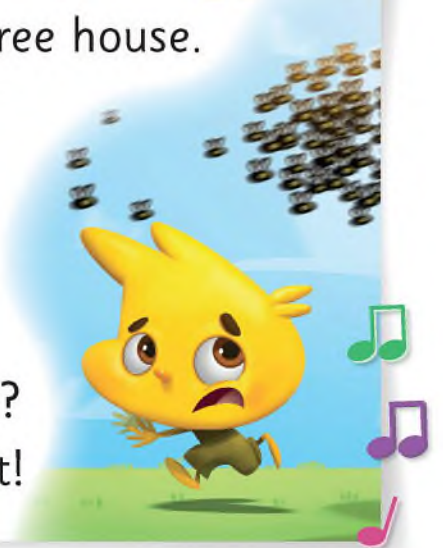


In the fall, I make an apple pie.  
Do you like the fall?  
Yes, I do. I really do!

In the winter, I build  
a snowman.  
Do you like the winter?  
Yes, I do. I really do!

In the spring, I build a tree house.  
Do you like the spring?  
Yes, I do. I really do!

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



### E Learn Grammar **Simple Present**

I **make** a swing.  
I **don't make** apple pies.



You **build** a snowman.  
You **don't build** a tree house.



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



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

- watch leaves fall
- draw the tree
- build a tree house

- build a snowman
- watch birds
- bring your friends



### F Now ask and answer with your partner.



# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  1-57



ride a bicycle



go to the beach



eat ice cream



drink hot chocolate



fly a kite




plant flowers

**B** Think about the words in **A**. When do you do these things? Write.

Spring	Summer	Fall	Winter

## Listening

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

**C** Listen. Do they like all the seasons? Why or why not?  1-58

**D** Listen again and number the pictures.  1-59



## Speaking

- E** Choose two seasons. Ask your classmates what they do in the seasons. Use the words in the box to help.  1-60

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



## Writing Study

### **F** Learn Commas

There are **commas** between the words in a list.

The leaves are red, yellow, and orange.

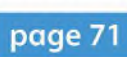
The four seasons are spring, summer, fall, and winter.

Look at the sentences. Write commas.

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



Tell your partner what you do in your favorite season.

Now write about it in your **Workbook**.  page 71

**A** Listen and read along.  1-61

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



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



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



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



They bring the apples home. They make apple pie.



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



## Project: A Seasons Journal

### B Make a seasons journal.

- Fold and staple paper to make a journal.
- Find or draw pictures and glue things in.
- Write.

### C Show your seasons journal. Tell the class about it.

It's spring. It rains in spring.



### D Look at all the journals. Talk about them.



Mi-Jin plays in the leaves in the fall.



**BIG QUESTION 4**

**How  
are seasons  
different?**

**A** Watch the video. 

**B** Think more about the Big Question.

**C** Complete the Big Question Chart.

What do you know about the seasons now?



In units  
**9** and **10**  
you will:

**WATCH**  
a video about  
numbers.

**LEARN**  
about counting  
and addition.

**READ** about  
math and adding  
food together.




**WRITE**  
about food.

**MAKE**  
a bar graph.



## BIG QUESTION 5

# How do numbers help us?

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

What do you know  
about numbers?



BIG QUESTION Chart		



### Words

**A** Listen and point to the words. Listen again and say the words.  2-02



numbers



plus sign



equals sign



problem



addition



answer



odd numbers



even numbers

**B** Circle the correct answer.

1 This is a plus sign.



2 This is an equals sign.



3 This is an addition problem.

19    10 + 10 = 20

4 This is an even number.

4

9

5 This is an odd number.

5

6

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

18

11

# Before You Read

**Think** What things do you count at school?

**C Learn Predicting from Headings**

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

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

1

**Let's count!**

**Let's count children!**

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

**Let's count trees!**

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



2

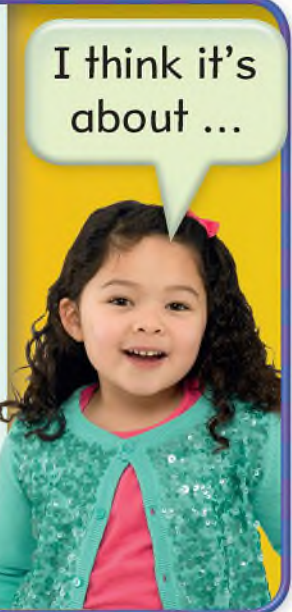
**Look at all the clothes!**

**Ten hats!**

Tanya loves hats. She has ten hats. There are three hats for rainy days and seven hats for sunny days.

**Seven T-shirts!**

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



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

## Working with Numbers

In this text, we learn about counting and addition.

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

### Math



# Working with Numbers

## Number Line

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

## Numbers

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

## Counting

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

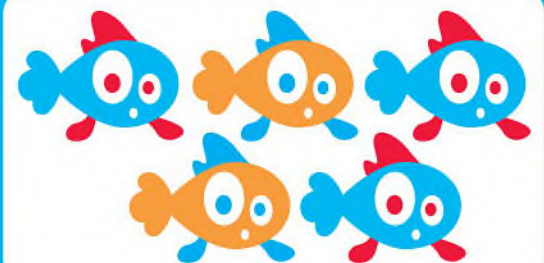
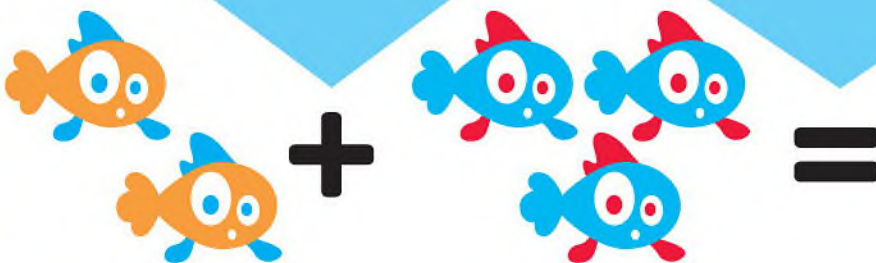


## Addition

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

This is a **plus sign**. It tells us to add the numbers together.

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



This is the **answer**.

We say, "Two plus three equals five."

We write ...

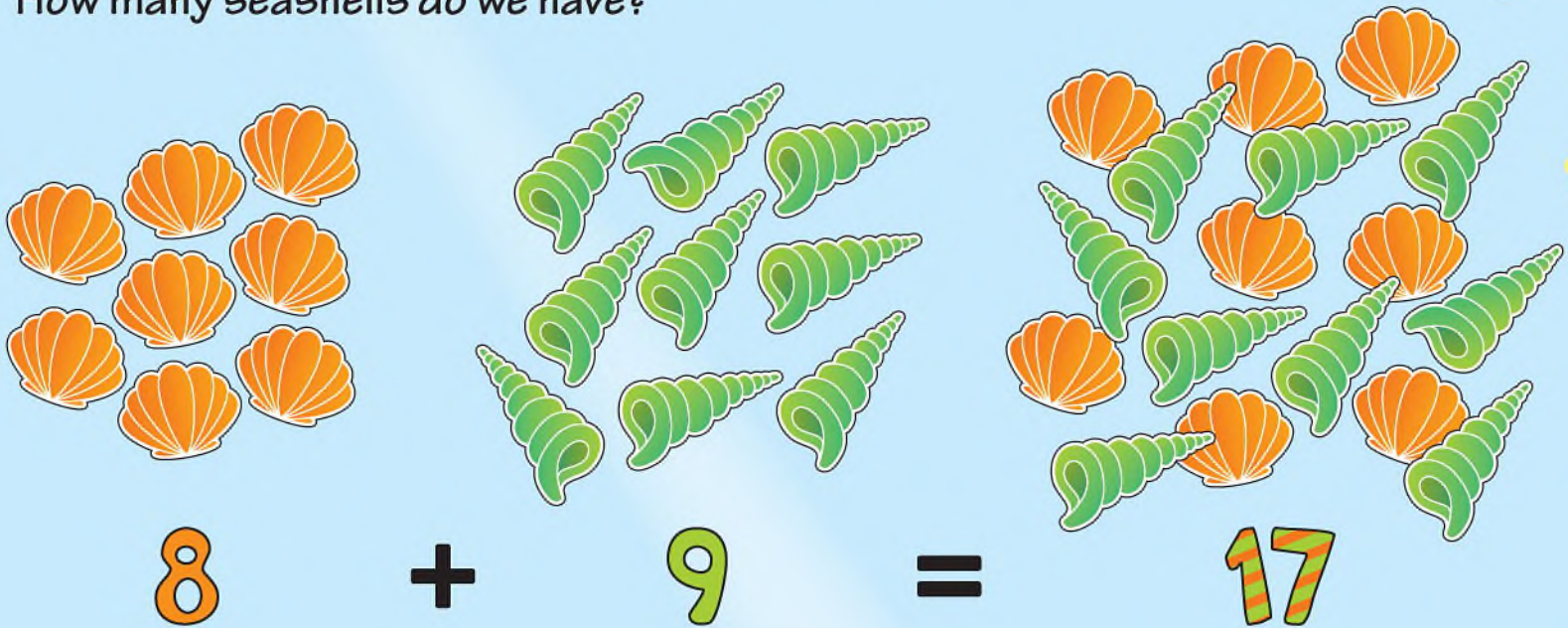
$$2 + 3 = 5$$

## Addition problems

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

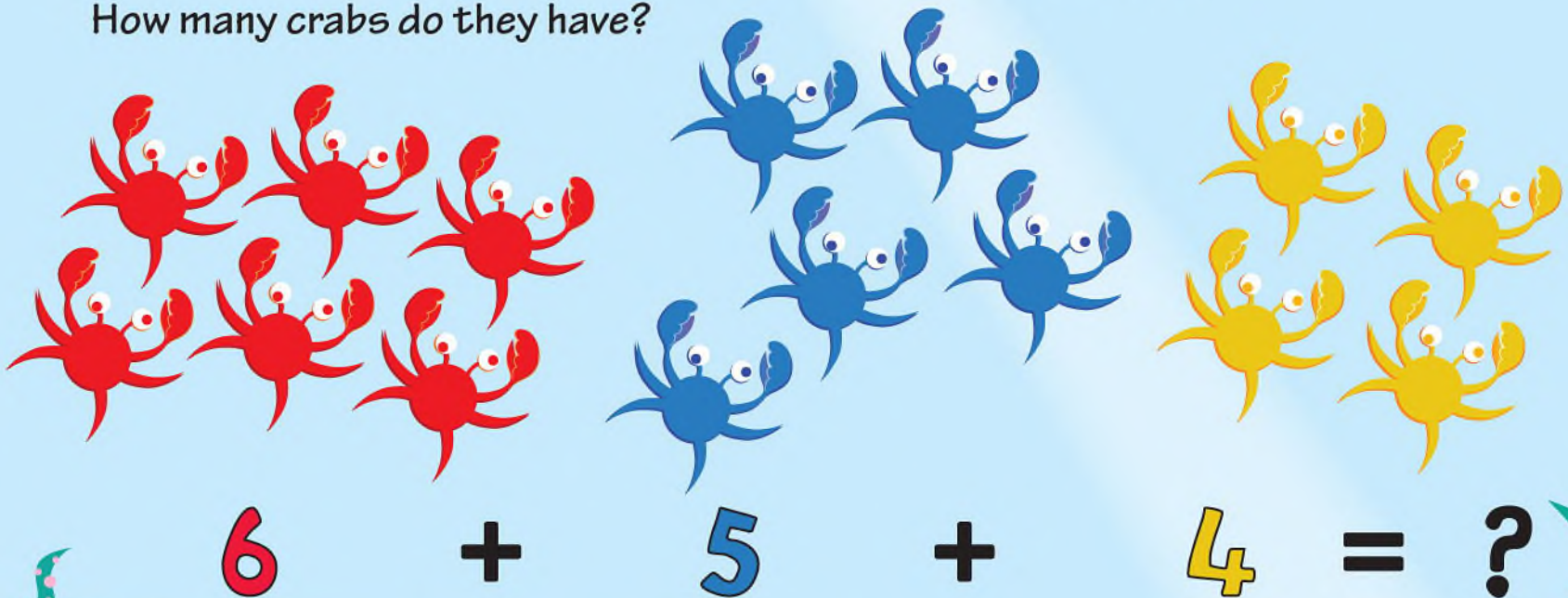
You have eight orange seashells. I have nine green seashells.

How many seashells do we have?



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

How many crabs do they have?



How do you use addition every day?

# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

1 odd and even numbers



2 counting things by twos



3 addition problems



**A** Ask and answer the question.



What's your favorite part?



The addition problems. They're fun.

**B** Read and circle the correct words.

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

2 Addition / Counting joins groups of things together.

3 Eight is an even / odd number.

4 Five is an even / odd number.

**C** Use these numbers to make addition problems.

1 three      eight      five      3 + 5 = 8

2 six      four      two      \_\_\_\_\_

3 seven      nine      two      \_\_\_\_\_


4 five      one      four      \_\_\_\_\_

**Think** Talk to a partner.

1 Count the shoes in your classroom. Now count by twos. Is it faster?

2 Where do people add things together?

## Grammar in Use

**D** Listen and sing along. **How Many?**  2:04

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

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



**E** **Learn Grammar** Simple Present

You **have** a seashell.  
I **don't have** a seashell.



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



Look and check (✓) the things you have.



pet



hat



kite



friend



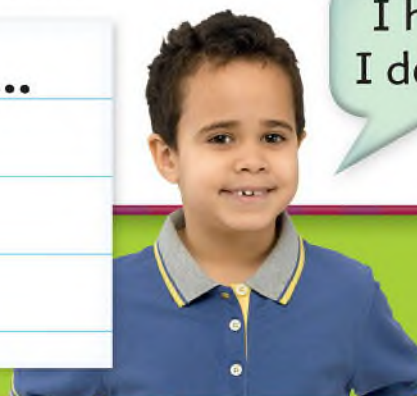
bicycle



sneakers

**F** Now write about yourself. Tell your partner.

I have ...	I don't have ...



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

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  2.05



pen



pencil



eraser



ruler



backpack



notebook

**B** What's missing? Circle and write.

1



2



3




4



## Listening

**Think** How many boys and how many girls are in your class?  
How many children all together?

**C** Listen. What things are they counting?  2.06

**D** Listen again and circle the correct problem.  2.07

1

$6 + 9 = 15$

2

$14 + 5 = 19$

3

$8 + 8 = 16$

4

$3 + 4 + 5 = 12$

$6 + 10 = 16$

$15 + 5 = 20$

$8 + 9 = 17$

$3 + 5 + 5 = 13$

## Speaking

**E** Listen and repeat. Then practice with a partner.  2:08



## Word Study

**F** **Learn** Writing Numbers

We can write numbers in words.

**11** eleven

**15** fifteen

**18** eighteen

**12** twelve

**16** sixteen

**19** nineteen

**13** thirteen

**17** seventeen

**20** twenty

**14** fourteen

Read and answer the problems.

1 nine + nine = eighteen      4 eight + twelve = \_\_\_\_\_

2 seven + four = \_\_\_\_\_      5 eleven + five = \_\_\_\_\_

3 six + six = \_\_\_\_\_

**Write** Tell your partner about your things and how many you have.

Now write about them in your **Workbook**.  page 81

Speaking: Asking about Age • Writing Numbers Unit 9 95

**BIG QUESTION 5**



**How do numbers help us?**



I think numbers help us count things.

I think numbers help us know how old we are.



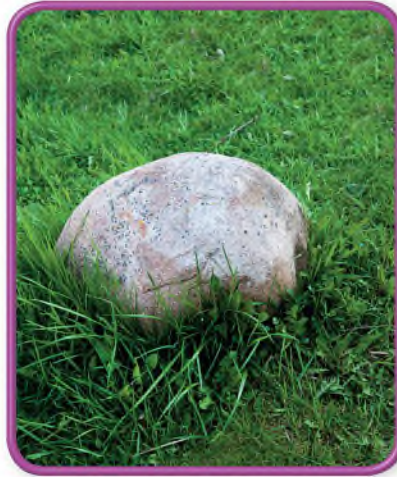


### Words

**A** Listen and point to the words. Listen again and say the words.  2.09



pot



stone



food



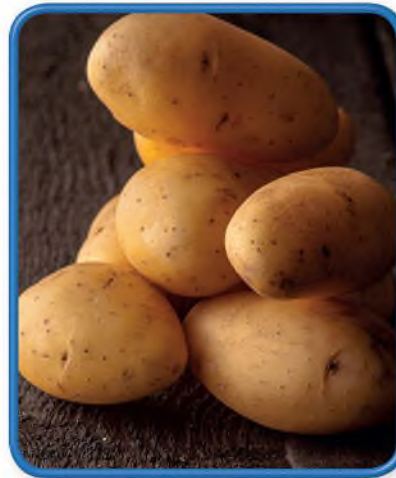
sausages



carrots



onions



potatoes



soup

**B** Think about the words in **A**. Add them to the chart.

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

## Before You Read

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

**C Learn** **Beginning, Middle, and End**

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

Read the short stories.

Write B (Beginning), M (Middle), or E (End).

1

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



2

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



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

## Stone Soup

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

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



# Stone



Hans and his wife, Ann, and their daughter, Olga, walk to a town. They see a woman.

“We’re very hungry,” says Hans.

“Do you have any **food**?”

“No,” says the woman.

“I’m hungry, too!”

They see a man. Olga says,

“We’re hungry. Do you have any food?”

“No,” says the man.

“I’m hungry, too!”

The family has a big **pot**. Hans puts water in it. Ann and Olga look for **stones**. They each find four stones and put them into the pot.

“What’s that?” ask the woman and her friend.

“It’s stone **soup**,” says Hans. “It’s tasty. You can try some, but we don’t have any **potatoes**. It’s good with potatoes.”



# Soup



“I have five!” says the woman.

“I have seven,” says her friend.  
They put the potatoes into the pot.

“What’s that?” ask the man and his son.

“It’s stone soup,” says Olga. “It’s tasty.  
You can try some, but we don’t have any  
sausages. It’s good with sausages.”

“I have two,” says the man.

“I have three,” says his son. They put  
the sausages into the pot.

Later, the people from the town smell the  
soup and come out to look. “We have onions.  
We have carrots,” they say, and put them  
into the pot.

Everyone eats some soup. “We didn’t  
have enough food,” say the people.  
“But we added our food together  
and now we all have tasty soup!”



# Understand



## Comprehension

**Think** What do you like about the story? Check (✓).

1 The people are hungry.

2 Olga and Ann put stones in the pot.

3 The people put food in the pot.

4 Everyone has soup.

**A** Ask and answer the question.



What's your favorite part?

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



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



**C** Answer the questions. Write the number.

1 How many stones do the wife and her daughter put in the pot? \_\_\_\_\_ stones

2 How many potatoes are in the soup? \_\_\_\_\_ potatoes

3 How many sausages do the man and his son have? \_\_\_\_\_ sausages

**Think** Talk about the story.

1 Are the people hungry at the end of the story? Why not?

2 What's the lesson of the story?

## Grammar in Use

### D Listen and sing along. **Onion Soup!** 2-11



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



Here comes Gus with a basket.  
What do you have inside?  
Do you have onions?  
No, I don't. No, I don't.  
I have four red apples.  
Let's make an apple pie!  
Yum! Yum! Apple pie,  
Apple pie for lunch!



### E Learn Grammar *Simple Present Questions*

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



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



pencil



food



pot



stones



ruler



notebook

### F Ask and answer with your partner.



Do you have  
a notebook?

Do you have food?

Yes, I do.

No, I don't.



# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  2-12



tomato



cucumber



avocado



orange



mango



peach

**B** Think about the words from **A**. Add them to the chart.



It has a pit.




It has seeds.


## Listening


**Think** What food do you put in a salad?


**C** Listen. What are they adding to the fruit salad?  2-13


**D** Listen again and write the addition problems.  2-14


1   $\underline{4} + \underline{2} = \underline{6}$

2   $\underline{\quad} + \underline{\quad} = \underline{\quad}$


3   $\underline{\quad} + \underline{\quad} = \underline{\quad}$

4   $\underline{\quad} + \underline{\quad} = \underline{\quad}$

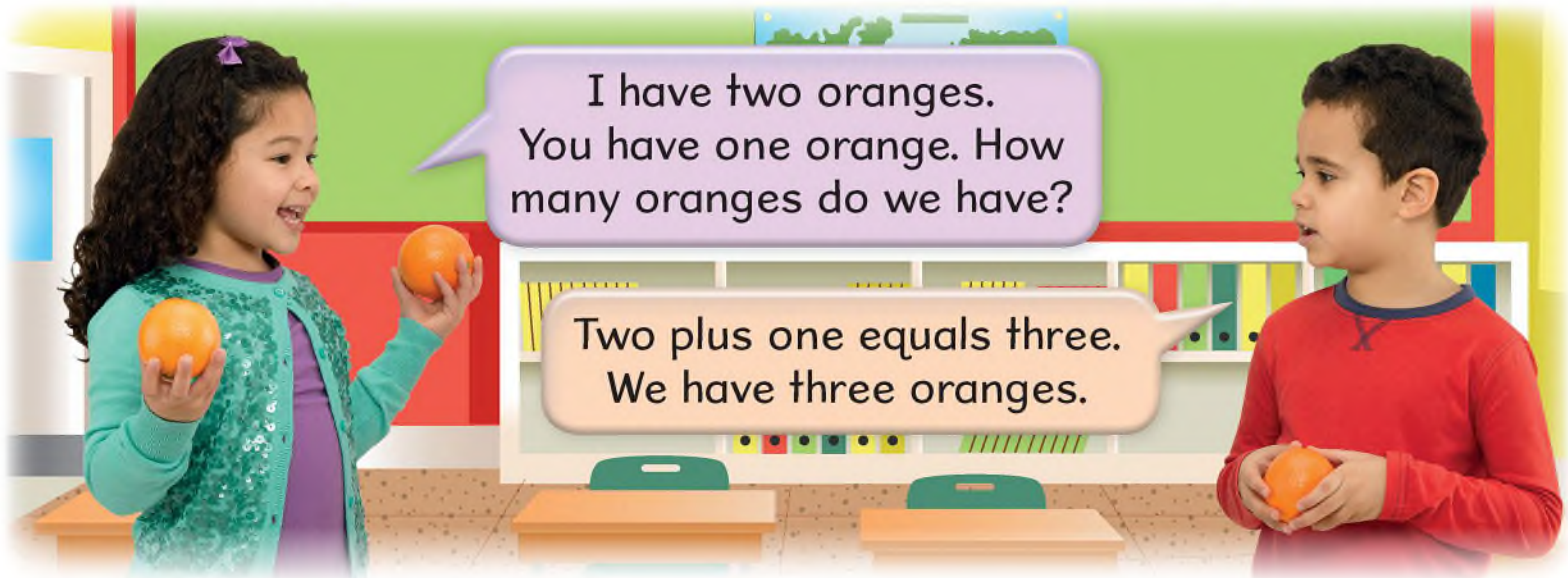
5   $\underline{\quad} + \underline{\quad} = \underline{\quad}$

6   $\underline{\quad} + \underline{\quad} = \underline{\quad}$

## Speaking

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

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



## Writing Study

**F** **Learn** Exclamation Points

Use an **exclamation point** to show strong feelings.

**I'm hungry!** This means you are **very** hungry.


**Oh, no!** This means you are scared or worried.

**Look!** This means you are surprised.


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

- 1 I have a pet \_\_\_\_
- 2 Do you have a notebook \_\_\_\_
- 3 It's a small, red tomato \_\_\_\_
- 4 Be careful \_\_\_\_
- 5 Nice to meet you \_\_\_\_
- 6 It's a big lion. I'm scared \_\_\_\_

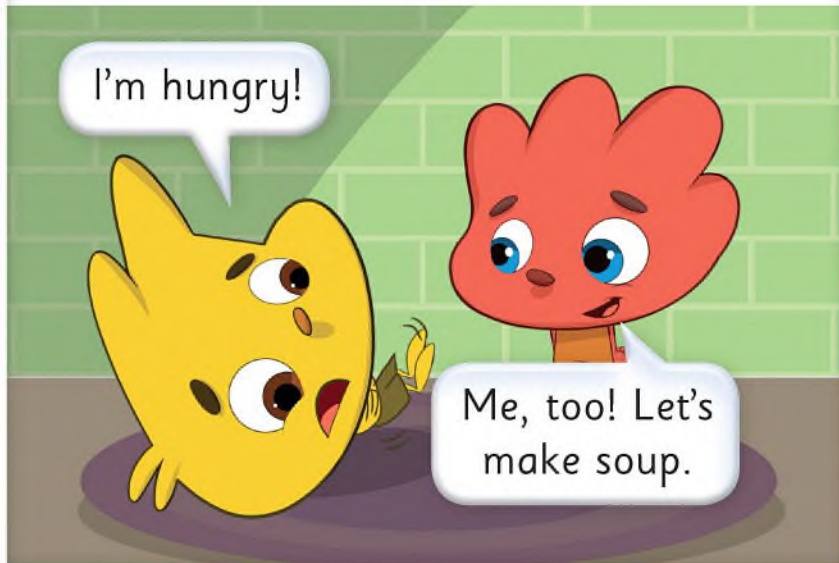
**Write** Tell your partner what's in your favorite soup.

Now write about it in your **Workbook**.  page 89



**A** Listen and read along.  2:16

Billy has an idea.



How many vegetables do they put in the pot?



How many fruits do they put in the pot?



They put five seashells in the pot!



Dot smells the soup and comes out to look.



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



## Project: A Bar Graph

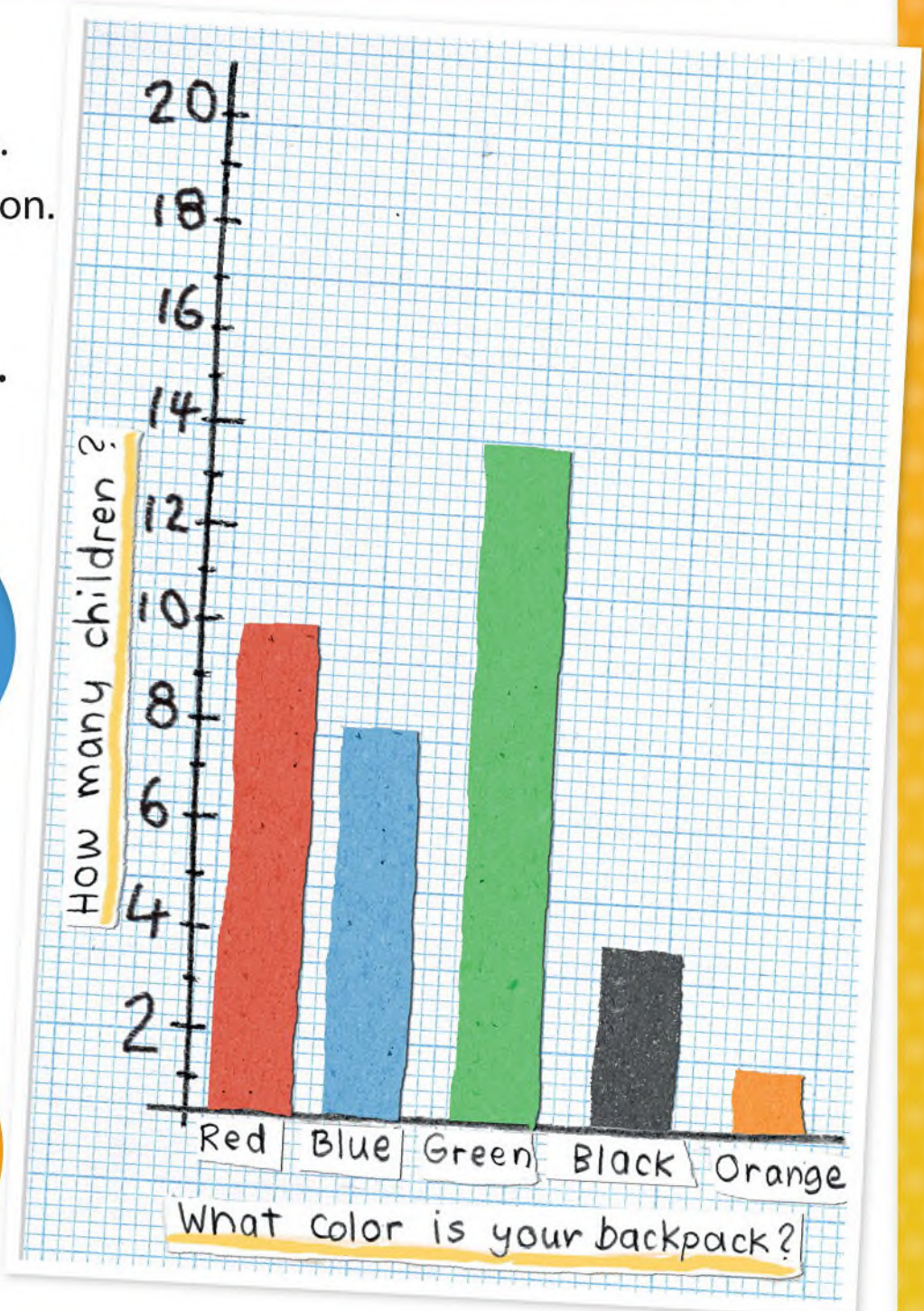
- B** Make a bar graph.
- Choose and write your question.
  - Ask your classmates your question.
  - Draw your bar graph.
- C** Put your bar graph on the wall.  
Tell the class about it.

Ten people have red backpacks.



- D** Look at all the bar graphs.  
Talk about them.

Four people have peaches in their lunchbox.



**BIG QUESTION 5**

**How do numbers help us?**

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

What do you know about numbers now?



In units  
**11** and **12**  
you will:

**WATCH**  
a video about things  
people need.

**LEARN** about  
how wants and  
needs are different.

**READ** about a  
farmer and about  
what we need.




**WRITE**  
about what  
you need.

**MAKE**  
a Needs and  
Wants survey.



## BIG QUESTION 6

# What do we need?

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

What do you know  
about things you need?



BIG QUESTION Chart		

### Words

**A** Listen and point to the words. Listen again and say the words.  2:17



farmer



cow



milk



market



sell



buy



plain



fancy

**B** Look at the picture. Read and write the words from **A**.



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

The farmer \_\_\_\_\_s some \_\_\_\_\_ to a man. The man \_\_\_\_\_s the milk. The farmer has a \_\_\_\_\_ jacket. The man has a \_\_\_\_\_ jacket.

# Before You Read

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

**C Learn Sequence**

Sequence is the order of things.

Numbers are in a sequence: **1** → **2** → **3** → **4** →

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

Number the parts of the stories in the correct order.

1

- I go to the market. I buy milk.
- 1 I'm thirsty!
- I drink the milk. It's tasty.



2

- In the afternoon, they fly their kites. It's very windy. Both kites fly high.
- Hana paints her kite blue. It's plain. Omar paints his kite purple and orange. It's fancy.
- It's time to go home. What a fun day!
- It's a windy day. In the morning, Omar and Hana make kites.



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

## The Farmer and the Hat

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

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



# The Farmer and the Hat

Tomas Flores is a farmer. He doesn't have a lot of money. He grows carrots, potatoes, and onions. He and his wife, Rosa, work hard every day.



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



One day, Mrs. Flores comes home from town. She's very excited.

"There's a dance in town on Saturday. Can we go?"



"I'm sorry, but no," says Farmer Flores. "We're plain people. It's too fancy for us!" His wife is very sad.



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



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



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



“But you want beautiful clothes for the dance,” says Farmer Flores.  
“Can we eat the fancy hat and the beautiful dress?” Mrs. Flores asks.  
“No, we can’t,” says the farmer. “We need our cow!”



Farmer Flores takes the dress and the hat back to the market. He buys his cow back. Now he tells people, “Never sell something you need to buy something you want.”





# Understand



## Comprehension

**Think** What do you like about the story? Check (✓).

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1 The farmer sells his cow.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The farmer buys his cow back.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The farmer buys the fancy hat and beautiful dress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The farmer understands about wants and needs.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**A** Ask and answer the question.



What's your favorite part?

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



**B** Think about the story. Number the pictures in order.

1 → 2 → 3 → 4 → 5



**Think** Talk about the story.

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

## Grammar in Use

### C Listen and sing along. **He Wants ... !** 2:19



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



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



### D Learn Grammar Simple Present

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



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



Write about yourself. Then tell a partner.

I have _____.	I want _____.	I need _____.
I don't have _____.	I don't want _____.	I don't need _____.

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



### E Now tell the class about your partner.



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

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  2-20



games



comic book



board game



doll



stickers



pins

**B** Read, choose, and write the correct word.


board game ~~stickers~~ games comic book pins doll

- I put stickers on my notebooks.
- I need a TV to play my \_\_\_\_\_.
- I read my \_\_\_\_\_.
- I put my \_\_\_\_\_ on my backpack.
- My family and I play a \_\_\_\_\_ together.
- I have three beautiful dresses for my \_\_\_\_\_.

## Listening

**Think** What toys do you have? What toys do you want?

**C** Listen. Why do the children trade their toys?  2-21

**D** Listen again and check (✓) the toys they want.  2-22

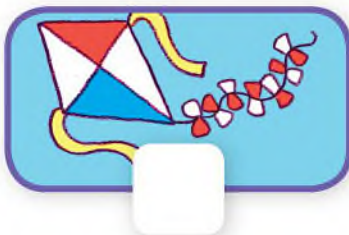
1



2



3

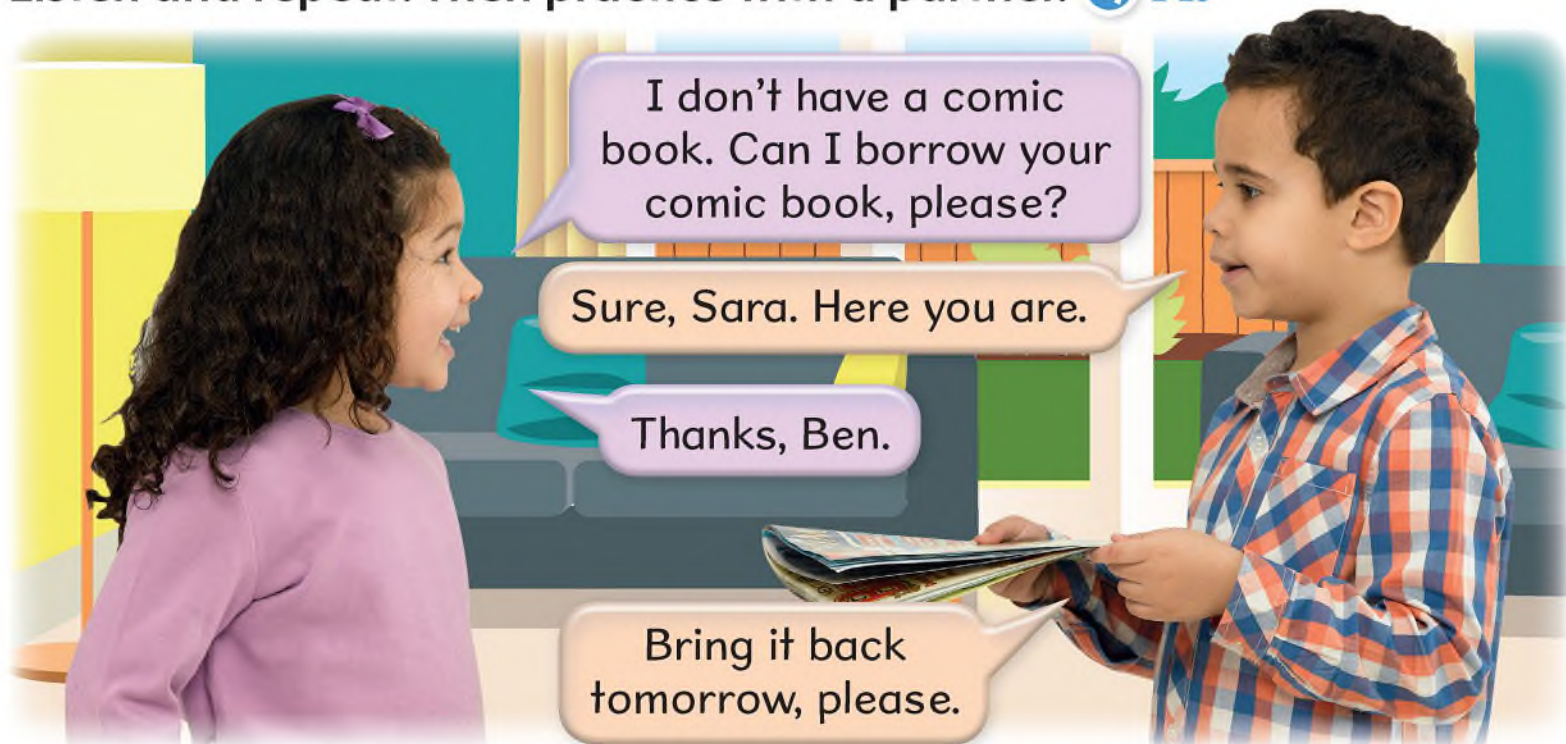


4



# Speaking

**E** Listen and repeat. Then practice with a partner.  2:23



# Word Study

**F** **Learn Verbs**

Some words are **verbs**. Verbs are action words. **buy** **swim** **play**

Circle the verbs.

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

**Write** Tell your partner about the things you have and the things you want. Now write about them in your **Workbook**.  page 99

Speaking: Borrowing and Lending • Verbs **Unit 11 115**

**BIG QUESTION 6**



**What do we need?**



I think the things we want and the things we need are different.

I think the things we need are important.



## Words

**A** Listen and point to the words. Listen again and say the words.  2-24



job



doctor



police officer



teacher



help



money



clothes



water

**B** Look, read, and write the words from **A**.



My father is a teacher.  
 My uncle is a \_\_\_\_\_.  
 My mother is a \_\_\_\_\_.  
 They each have a good \_\_\_\_\_.



My jacket, pants, and T-shirt are old.  
 I need new \_\_\_\_\_.  
 The woman in the store \_\_\_\_\_s me.



I have \_\_\_\_\_.  
 I'm hungry and thirsty.  
 I buy an orange and \_\_\_\_\_, too.

# Before You Read

**Think** Who helps you?

**C Learn** Predicting from Titles, Headings, and Pictures

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

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

1



## Games

**Games to play with your family**  
Board games are good with more than three people.

**Games to play with a friend**  
Computer games are good to play with two people.



I think it's about ...

2



## How to make vegetable soup

**What do you need?**  
You need a big pot, water, and vegetables.

**What do you do?**  
Put water in the pot. Cut up your vegetables, and add them to the water. Cook.



I think it's about ...

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

# Wants and Needs

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

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

## Social Studies: Economics



# Wants and Needs

## What do we want?

Wants are things we would like to have.

*People want different things.*



Maria wants a kitten.



Akif wants a new bicycle.



## Needs

## What do we need?

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

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

Ji-Min needs a pencil to do her homework.



Sam needs new sneakers to walk to school.





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

## Who do we need?

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

*What other people have jobs that help us?*








# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

- |                          |                          |  |                          |   |                          |   |
|--------------------------|--------------------------|--|--------------------------|---|--------------------------|---|
| 1 the things people want | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 the things people need | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 3 how people get money   | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 4 service jobs           | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |

**A** Ask and answer the question.



What's your favorite part?

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



**B** Answer the questions.

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

**Think** Talk to a partner.

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

## Grammar in Use

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

<p>What does she want today? She wants stickers from the teacher – hooray! Does she want games to play? No, she doesn't. Not today. What does she want today? Stickers from the teacher! Hooray! Hooray!</p>	<p>What does he have today? He has a big, yellow bus. He drives it all day. Does he drive our school bus? Yes, he does. He drives us. What does he have today? A yellow school bus! Hooray! Hooray!</p>	
--	---	--

**D** **Learn Grammar** Simple Present Questions

<p><b>Does Maria have a kitten?</b> No, she <b>doesn't</b>.</p>		<p><b>What does Akif want?</b> He <b>wants</b> a bicycle.</p>	
---	--	---	--

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



	<p>What does she want?</p>	<p>She wants stickers.</p>	
	<p>Does she have a doll?</p>	<p>Yes, she does.</p>	
	<p>Is it Megan?</p>	<p>Yes, it is.</p>	

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  2-27



sandwich



grapes



juice



cookie



chips



soda


**B** Think about the words in **A**. Add them to the chart.

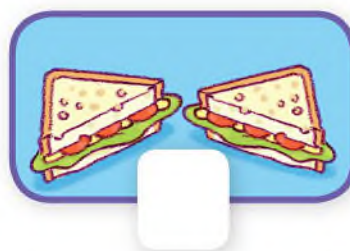
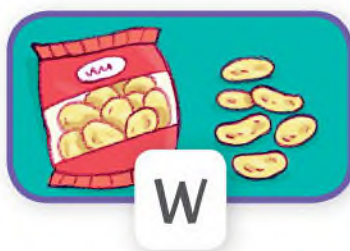
Things We Eat	Things We Drink
sandwich	

## Listening


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

**C** Listen. What drinks do they have for their picnic?  2-28

**D** Listen again and write N if they need it and W if they want it.  2-29



## Speaking

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

We want ... We need ...



## Writing Study

**F** **Learn** Nouns and Verbs


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


Farmers    grow    food.  
**noun**      **verb**      **noun**

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

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

**Write** Tell your partner about things you need.

Now write about them in your **Workbook**.  page 107

**A** Listen and read along.  2:31

Layla has stickers. Gus has pins.

Oh, I want your stickers!

I want your pins! Let's trade. I give you my stickers. You give me your pins.



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

Yum! Cookies!

Yum! Chips!



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

Your game is fun.

Your goldfish, Boo, is great!

Don't do it!



Gus likes the game, but he's sad.

Are you OK, Gus?

No, I'm not.



Gus goes to the doctor.

He's healthy, but he's lonely.

He needs Boo!



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

Hooray!



# Project: A Needs and Wants Survey

## B Do a needs and wants survey.

- Ask people what they need and what they want.
- Write their answers in a chart.
- Find or draw pictures.

## C Put your chart on the wall. Tell the class about it.




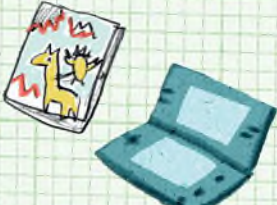


My mother needs a new job. She wants flowers.



## D Look at all the charts. Talk about them.



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

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



### BIG QUESTION 6

## What do we need?

### A Watch the video.



### B Think more about the Big Question.

What do you know about needs now?

### C Complete the Big Question Chart.



In units  
**13** and **14**  
you will:

**WATCH**  
a video about  
where people live.

**LEARN**  
about how places  
we live are different.

**READ** about different  
homes and two mice  
from different places.




**WRITE**  
about where  
you live.

**MAKE**  
a map of your  
neighborhood.



## BIG QUESTION 7

# Where do we live?

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

What do you know  
about where people live?



BIG QUESTION Chart		



### Words

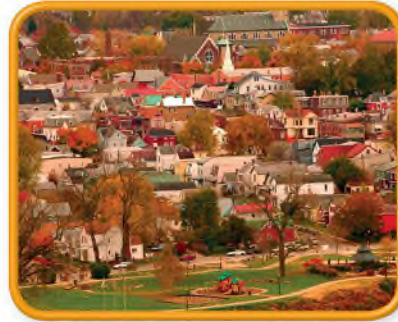
**A** Listen and point to the words. Listen again and say the words.  2-32



street



neighborhood



town



city



the country



apartment

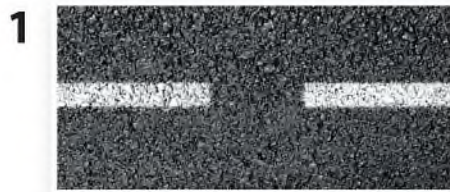


building



world

**B** Match the pictures to the words.



the country



street



neighborhood

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

apartment world town building city



apartment \_\_\_\_\_

# Before You Read

**Think** Does your home have a name or a number?

## D Learn Labels

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

Read the labels and look at the pictures. Write.

street

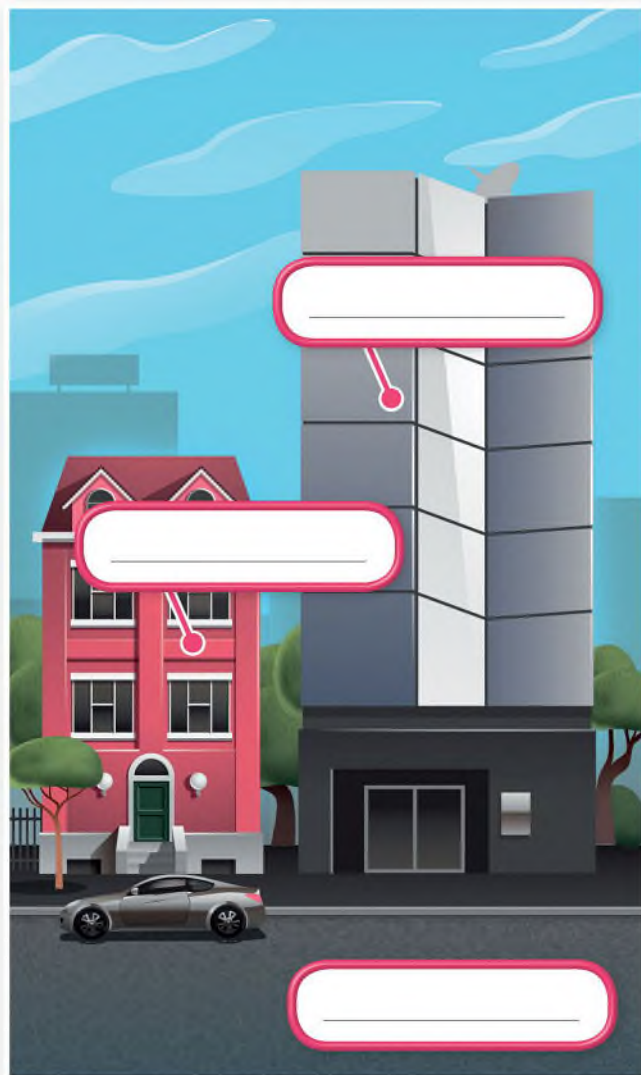
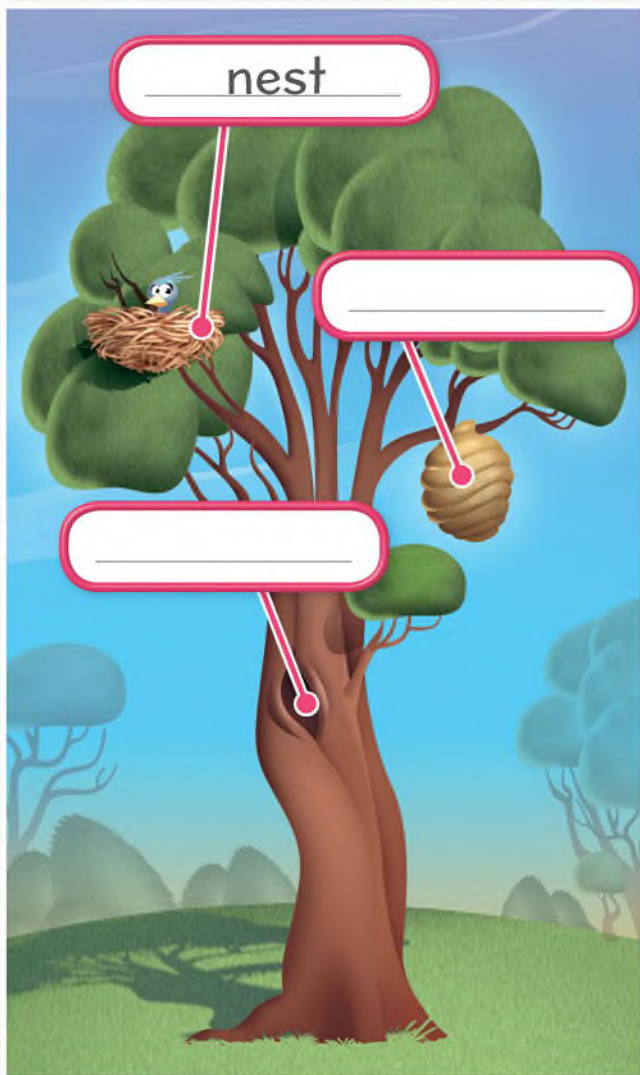
nest

building

hive

tree hollow

house



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

## Where's Your Home?

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

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

## Social Studies: Community



# Where's Your Home?

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

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

## Towns

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

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



I live in Loreto.  
Loreto is a  
small town.



## The Country

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

This is Jenna's  
house.



I live on a farm  
in the country.



## What's your address?

Everyone's home has an address.

It tells us where it is.



My address is  
19 Main Street, Rivertown.



house number

street name

19 Main Street

Rivertown

town name

## Cities

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

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



I live in Cairo.  
Cairo is a big city.



## When do we use an address?



We write an address on a letter.



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




## What's your address?

# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

- |                           |                          |  |                          |   |                          |   |
|---------------------------|--------------------------|--|--------------------------|---|--------------------------|---|
| 1 the city                | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 the country             | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 3 how to write an address | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |

**A** Ask and answer the question.



What's your favorite part?

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



**B** Read the sentences. Circle the correct answer.

- 1 We all live in apartments / homes.
- 2 A town is like a small / big city.
- 3 Houses / Apartments in the country are far apart.
- 4 The buildings in a city are close together / far apart.

**C** Answer the questions.

- 1 What is a neighborhood? \_\_\_\_\_
- 2 What does an address tell us? \_\_\_\_\_
- 3 When do you need to know someone's address? \_\_\_\_\_

**Think** Talk to a partner.

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

## Grammar in Use

### D Listen and sing along. **Billy's House** 2:34

Where? Where?

Where do people live?

People live in the country.

Where does Jenna live?

Jenna's house is in the country,  
At 4 Walnut Street.

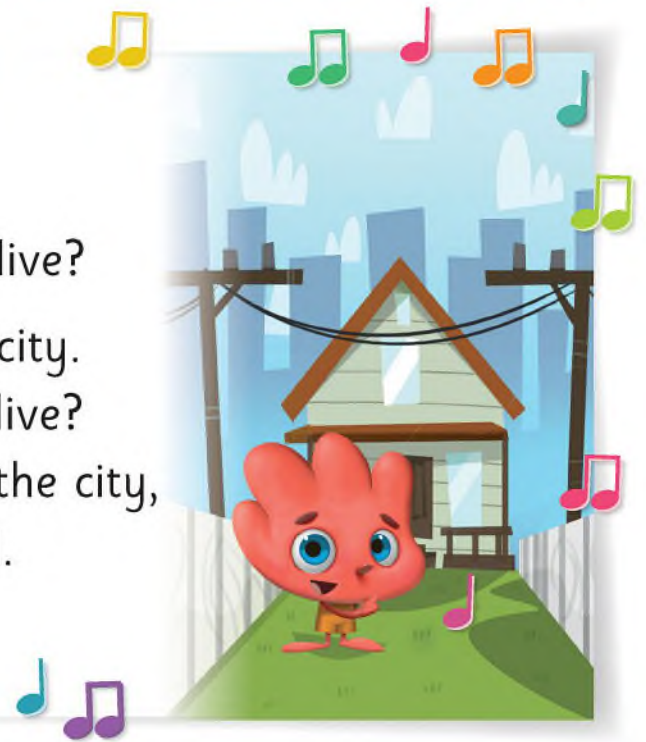
Where? Where?

Where do people live?

People live in the city.

Where does Billy live?

Billy's house is in the city,  
At 18 Circle Road.



### E Learn Grammar Possessive 's

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



Practice with a partner.



Ali



Carla



Jed



Hannah



10 West Road,  
Bastrop



18 Elm Street,  
Fairtown



Apartment 6,  
48 Canal Street,  
New York City



12 Lake Street,  
White City

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

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

# Communicate

## Words

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



noisy



quiet



safe



dangerous



boring



interesting

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

safe   quiet   interesting   dangerous   boring   noisy



\_\_\_\_\_ quiet \_\_\_\_\_  
\_\_\_\_\_ dangerous \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Listening

**Think** What's your neighborhood like?

**C** Listen. Is he in the same place or different places?  2-36

**D** Listen again and number the pictures.  2-37



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Speaking

**E** Listen and repeat. Then practice with a partner.  2:38



# Word Study

**F** **Learn** Verbs and Nouns

Some words can be verbs and nouns.



work = **verb**



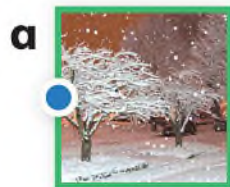
work = **noun**

Match the words to the pictures.

1 water

2 snow

3 plant



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

Speaking: Complimenting • Verbs and Nouns **Unit 13 135**

**BIG QUESTION 7**



**Where do we live?**



I think people live in different places.

I think everyone lives in a place with an address.





## Words

**A** Listen and point to the words. Listen again and say the words.  2:39



department store



restaurant



movie theater



hotel



cornfield



orchard



new



old

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



New	Old
department store	

# Before You Read

**Think** How is a city different from the country?

**C Learn** **Contrasting**

To contrast things, we say how they are different. As you read, look out for what is different about places and characters. This helps you understand the story.

Read the stories. Contrast the characters. Write.

1

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

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

2

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

	Kim	Makiko
City / Country		
House / Apartment		
Quiet / Noisy		

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

## City Mouse and Country Mouse

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

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





# City Mouse and Country Mouse

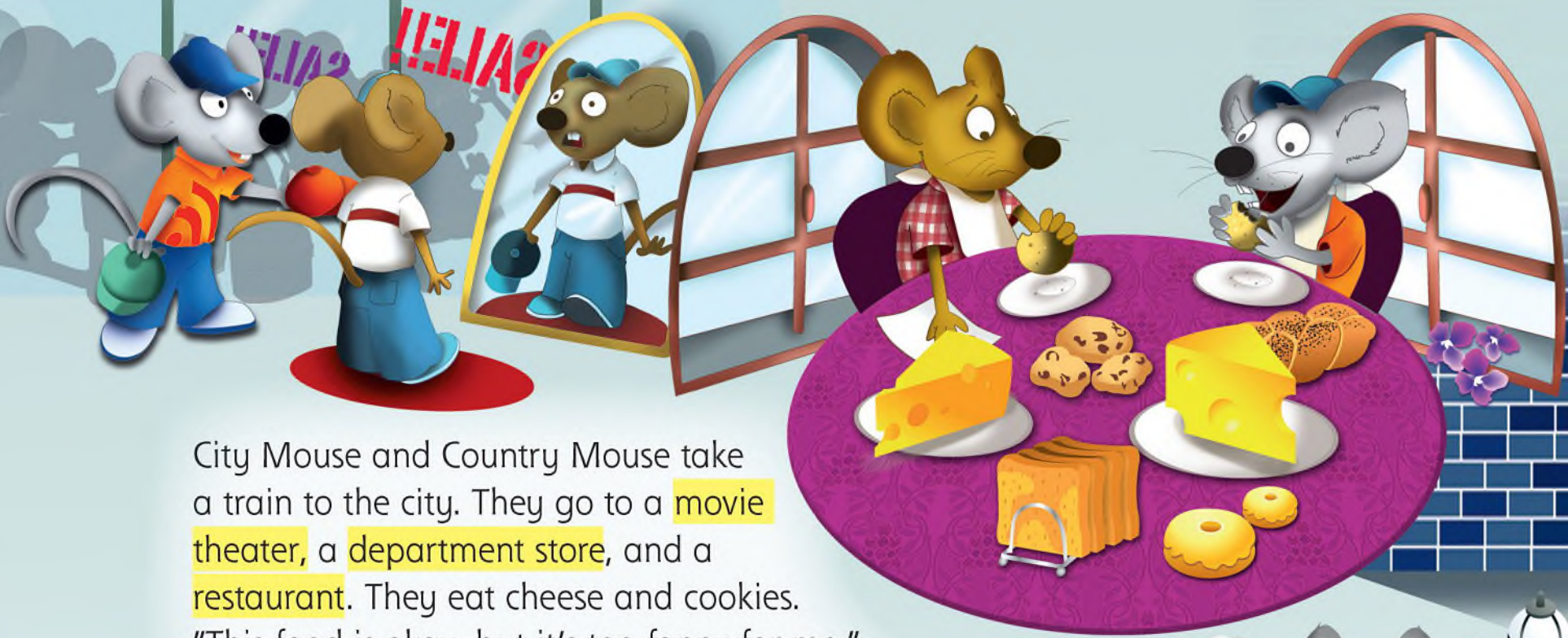
City Mouse lives in the city. "There are too many people and cars here. I want some fresh air! I can visit my cousin, Country Mouse," he says.

City Mouse flies to the country. Country Mouse runs to him. "Hello, City Mouse! Welcome to my home!" "Thanks, Country Mouse!" says City Mouse. "I'm hungry. What's for dinner?"

They go to the **cornfield** and eat some corn. Then they go to the **orchard** and eat some apples. "This food is okay, but it's too plain for me!" says City Mouse.

It's bedtime and they're tired. They sleep in an **old barn**.

The next morning, they walk to the pond. "The country is okay, but it's too boring for me," says City Mouse. "Come with me to the city! It's interesting there." "OK," says Country Mouse.



City Mouse and Country Mouse take a train to the city. They go to a **movie theater**, a **department store**, and a **restaurant**. They eat cheese and cookies. "This food is okay, but it's too fancy for me," says Country Mouse.

It's bedtime and they're tired. They sleep in a **new hotel**.

The next morning, they hear a loud noise. "Cats! Run!" says City Mouse. City Mouse and Country Mouse run and run until they are safe.

"The city is okay, but it's too dangerous for me!" says Country Mouse. "Come with me to the country. It's safe there." "No, the country is good for you, and the city is good for me," says City Mouse.

The two mice say goodbye and go home happy.



# Understand



## Comprehension

**Think** What do you like about the story? Check (✓).

1 City Mouse in the country



2 Country Mouse in the city



3 The mice eat cheese and cookies.



4 City Mouse flies to the country.



**A** Ask and answer the question.



What's your favorite part?

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



**B** Who says these sentences? Match.

1 "Welcome to my home!"



2 "Come with me to the city!"



3 "Come with me to the country!"



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

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

**Think** Talk about the story.

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

## Grammar in Use

### D Listen and sing along. **Our Grandma** 2:41

This is our grandma.

We like her house.

Her house is in the country.

We play in her cornfield.

Is it safe? Yes, it is!

This is our grandma.

We like her house.

Her house is old and big.

We run in her orchard.

Is it quiet? Yes, it is!



### E Learn Grammar Possessive Adjectives

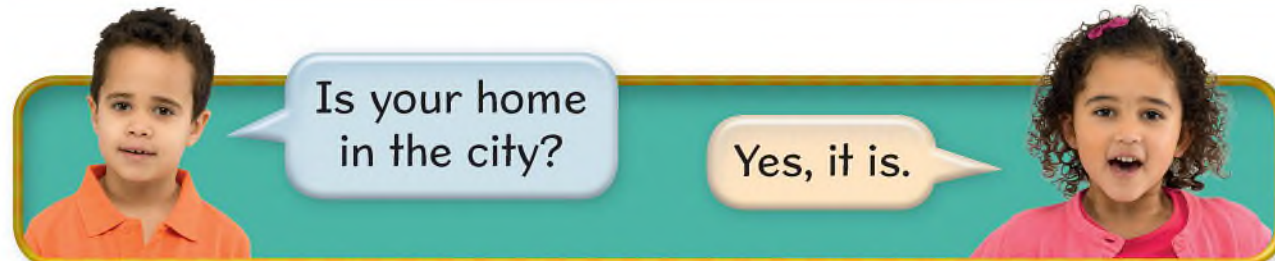
**His** home is in the city. **Her** neighborhood isn't quiet.

Is **your** apartment small? No, it isn't.



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

home	in the city <input type="checkbox"/>	in the country <input type="checkbox"/>
house / apartment	big <input type="checkbox"/>	small <input type="checkbox"/>
neighborhood	quiet <input type="checkbox"/>	noisy <input type="checkbox"/>



### F Now tell the class about your partner's home.

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



# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  2.42



park



library



supermarket



drugstore



bakery



museum

**B** Think about the places in **A**. Add them to the chart.

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

## Listening

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

**C** Listen. Do they all like the city? Why or why not?  2.43

**D** Listen again and circle the correct words.  2.44

- 1 Jay **likes** / doesn't like the city. He **likes** / **doesn't like** the country.
- 2 Mrs. Perez **likes** / **doesn't like** the city. She **likes** / **doesn't like** the country.
- 3 Mr. Brown **likes** / **doesn't like** the city. He **likes** / **doesn't like** the country.
- 4 Ella **likes** / **doesn't like** the city. She **likes** / **doesn't like** the country.

## Speaking

**E** Ask two classmates about their neighborhoods.

Use the words in the box to help.  2:45

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



## Writing Study

**F** **Learn** Complete Sentences

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

The **town** **is** small.

**Maria** **goes** to the **library**.

**town** = noun    **is** = verb

**Maria** = noun    **goes** = verb

**library** = noun

Is it a complete sentence? Read and circle.

1 The blue jacket

Yes **No**

2 The mouse runs home.

Yes **No**

3 At my house

Yes **No**

4 My brother lives in a town.

Yes **No**

5 Homes in the city


Yes **No**

6 Lucas goes to the bakery.

Yes **No**



Tell your partner about the places in your neighborhood.

Now write about them in your **Workbook**.  page 125



**A** Listen and read along.  2:46

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



They go to their grandparents' farm.



They play in the cornfield and swim  
in the pond.



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



They make ice cream. It's tasty!



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



# Project: A Map of Your Neighborhood

## B Draw a map of your neighborhood.

- Think about the places in your neighborhood.
- Draw the places on the map.
- Write labels and your address.

## C Put your map on the wall. Tell the class about it.

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



## D Look at all the maps. Talk about them.

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



### BIG QUESTION 7

# Where do we live?

## A Watch the video.

## B Think more about the Big Question.

## C Complete the Big Question Chart.

What do you know about where people live now?



In units  
**15** and **16**  
you will:

**WATCH**  
a video about  
music.

**LEARN** about  
different instruments  
and how to keep a beat.

**READ** about  
percussion and a  
student performance.




**WRITE**  
about instruments  
and performances.

**MAKE** a  
percussion  
instrument.



## BIG QUESTION 8

# How can we make music?

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

What do you  
know about music?



BIG QUESTION Chart		

### Words

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



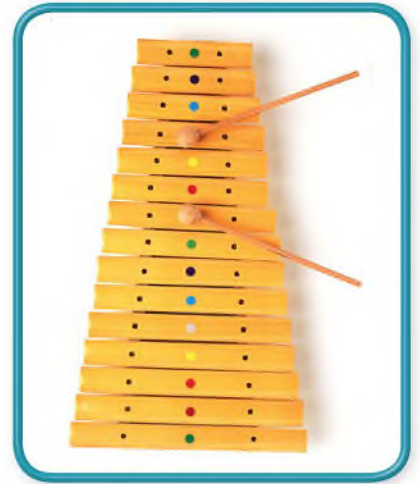
instruments



cymbals



tambourine



xylophone



drum



triangle



shake



strike

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

1 instruments

drum

2 cymbals

tambourine

3 tambourine

xylophone

4 drum

xylophone

5 triangle

cymbals

6 tambourine

triangle

7 shake

strike



# Before You Read

**Think** What things do we shake and strike?

**C Learn Main Idea and Details**

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

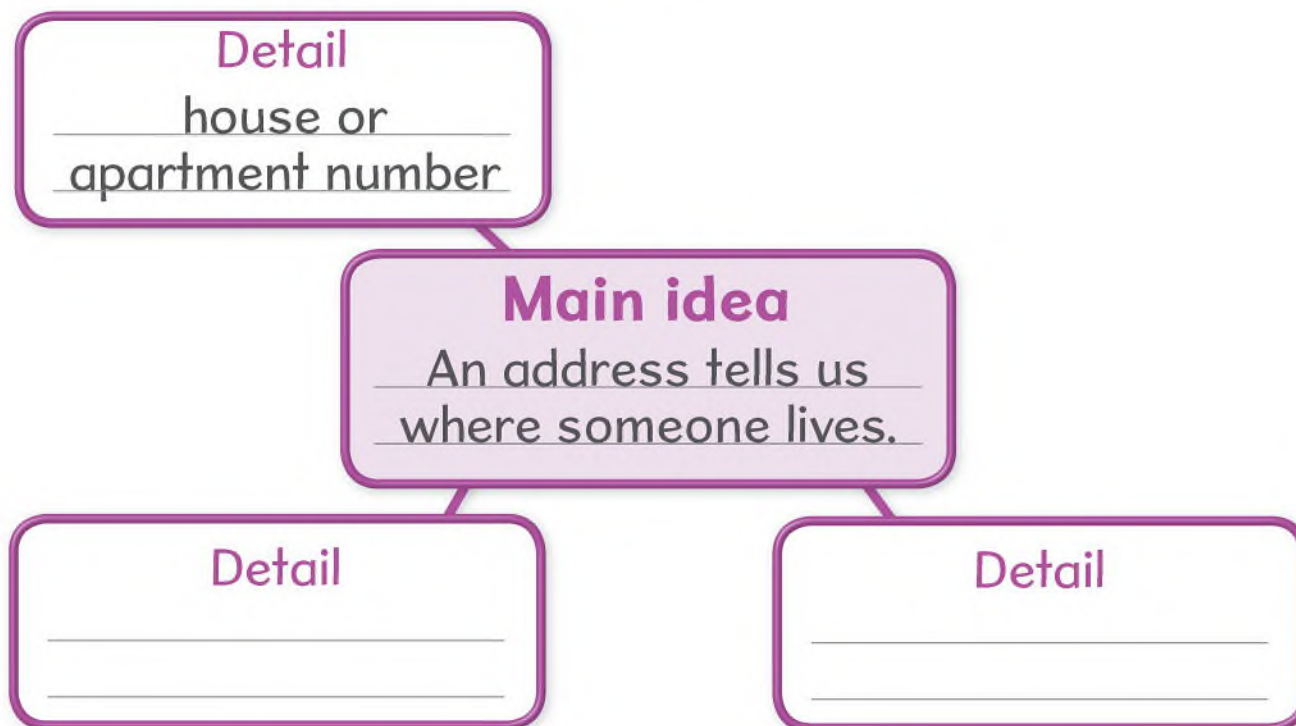
As you read, look out for these. They help you understand the text.

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

## Addresses

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

Write the details from the text.



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

## Percussion Instruments

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

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

## Music





# Percussion

Percussion **instruments** are a family of musical instruments. We **strike** or **shake** them. Percussion instruments are big and small. These instruments add special sounds to music.

Percussion instruments keep the beat: 1, 2, 3, 4. We can keep the beat, too. Clap your hands to this beat: 1, 2, 3, 4. Can you stamp your feet to the beat? 1, 2, 3, 4.

## Think

What is the main idea?

## Drums

There are a lot of different **drums** in the world. We strike drums with our fingers, our hands, or with drumsticks or mallets. This keeps the beat. This big drum is called a bass drum. The boy is striking the big white drum with two mallets.

## Think

What are the details?

# Instruments



## The Tambourine

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



## The Xylophone

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



## The Triangle

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

## Cymbals

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



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

### Think

What are the details on this page?



# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

1 keeping the beat

2 drums

3 tambourine

4 cymbals

**A** Ask and answer the question.



What's your favorite part?



Keeping the beat. It's fun!

**B** Look back at the text. Write the main idea and the details.



**C** Answer the questions.

- 1 How do we strike drums? \_\_\_\_\_
- 2 How do we play a tambourine? \_\_\_\_\_
- 3 What instruments do we strike with mallets? \_\_\_\_\_
- 4 How do we play the cymbals? \_\_\_\_\_

**Think** Talk to a partner.

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

## Grammar in Use

### D Listen and sing along. **Making Music** 3:05

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



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

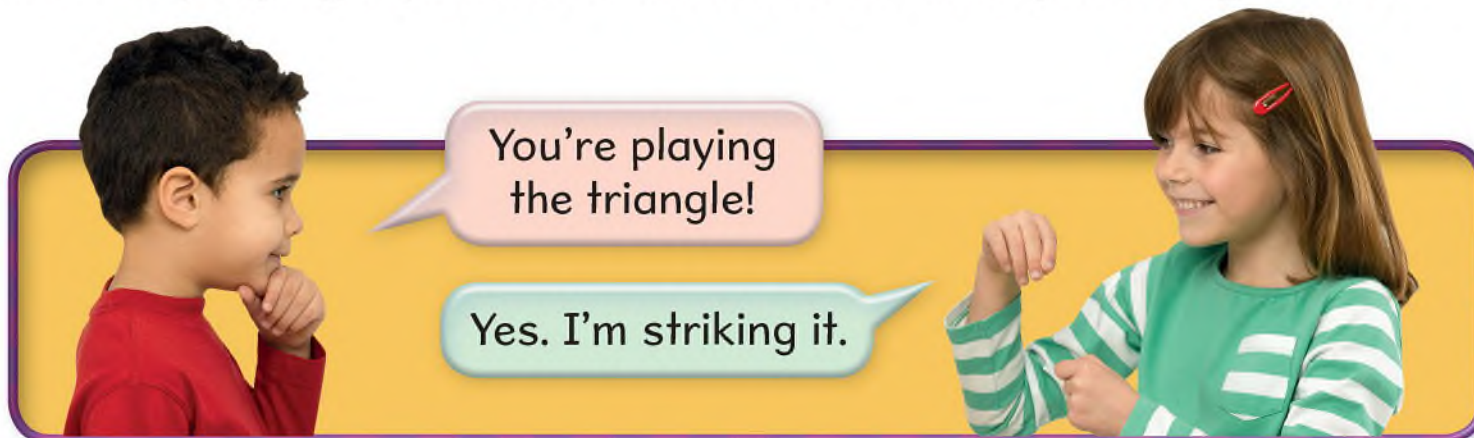


### E **Learn Grammar** Present Continuous

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



Act out playing a percussion instrument. Your partner guesses.



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



Ana's playing the triangle. She's striking it.

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  3-06



fast



slow



loud



soft



awful



lovely

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



1 It's lovely and

\_\_\_\_\_.



2 It's \_\_\_\_\_ and

\_\_\_\_\_.



3 It's \_\_\_\_\_ and

\_\_\_\_\_.

## Listening

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

**C** Listen. Which instruments are soft? Which are loud?  3-07

**D** Listen again and number the pictures.  3-08



# Speaking

**E** Listen and repeat. Then practice with a partner.  3:09



# Word Study

**F** **Learn** **Alphabetical Order**

Words in a dictionary are in **alphabetical order**.  
We start by looking at the first letter of the word.

**a**pple    **b**ird    **c**ymbal    **d**rum    **e**lephant

Write the words in the list in alphabetical order.

fast	awful
beat	
clap	
awful	
slow	

**Write** Tell your partner about a percussion instrument.  
Now write about it in your **Workbook**.  page 135

*Speaking: Asking for Help • Alphabetical Order* **Unit 15 155**

**BIG QUESTION 8**



**How can we make music?**



I think we can make music with percussion instruments.

I think we can use our hands and feet!



### Words

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



**dance**



**sing**



**get an idea**



**practice an instrument**



**buy tickets**



**give money**



**clap**



**take pictures**

**B** Think about the words in **A** and add them to the chart.

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

# Before You Read

**Think** Where do we get musical instruments from?

## **C Learn** Problems and Solutions

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

As you read, look for problems and solutions.

This helps you understand the story.

Match the problems to the solutions.



### Problem

- I'm cold.
- I don't have orange paint.
- I don't have a tambourine.
- I don't like the city.

### Solution

- Mix red and yellow paint.
- Go to the country.
- Put on a jacket.
- Clap your hands.

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

## Let's Make Music!

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

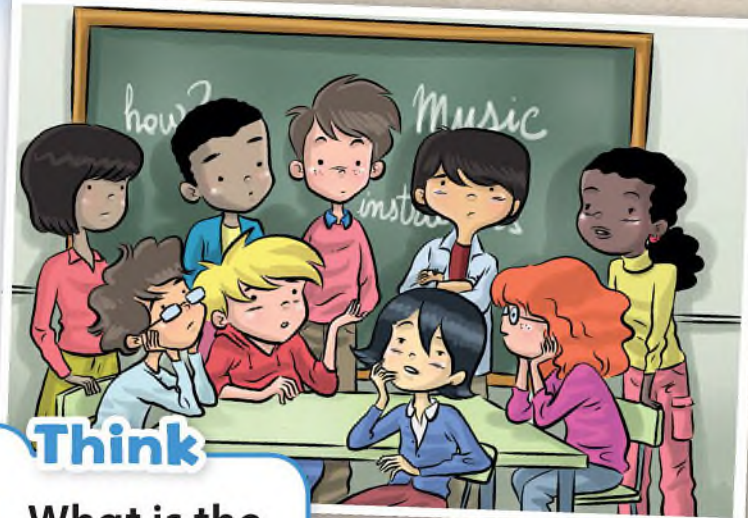
This text is *realistic fiction*. Remember, *realistic fiction* is a story that isn't true, but it could happen.



# Let's Make Music!

## January

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



**Think**

What is the problem?

## February

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

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



**Think**

What is the solution?



## April

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

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



## May

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

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

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



## June

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

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



## September

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



# Understand



## Comprehension

**Think** What do you like about the story? Check (✓).

- |                                  |                          |  |                          |  |                          |  |
|----------------------------------|--------------------------|--|--------------------------|--|--------------------------|--|
| 1 making drums from buckets      | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 shaking the candy in jars      | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 3 people clapping at the concert | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 4 playing the new instruments    | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |

**A** Ask and answer the question.



What's your favorite part?



Making instruments.  
I want to make a drum!

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

### Problems

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

### Solutions

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

**Think** Talk about the story.

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

# Grammar in Use

## C Listen and sing along. **The Carnival** 3-12

Layla and Gus are in the carnival,  
The carnival in the town.  
What are they doing in the carnival?  
They are carnival clowns!  
Come and join the carnival.  
Be a carnival clown!

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

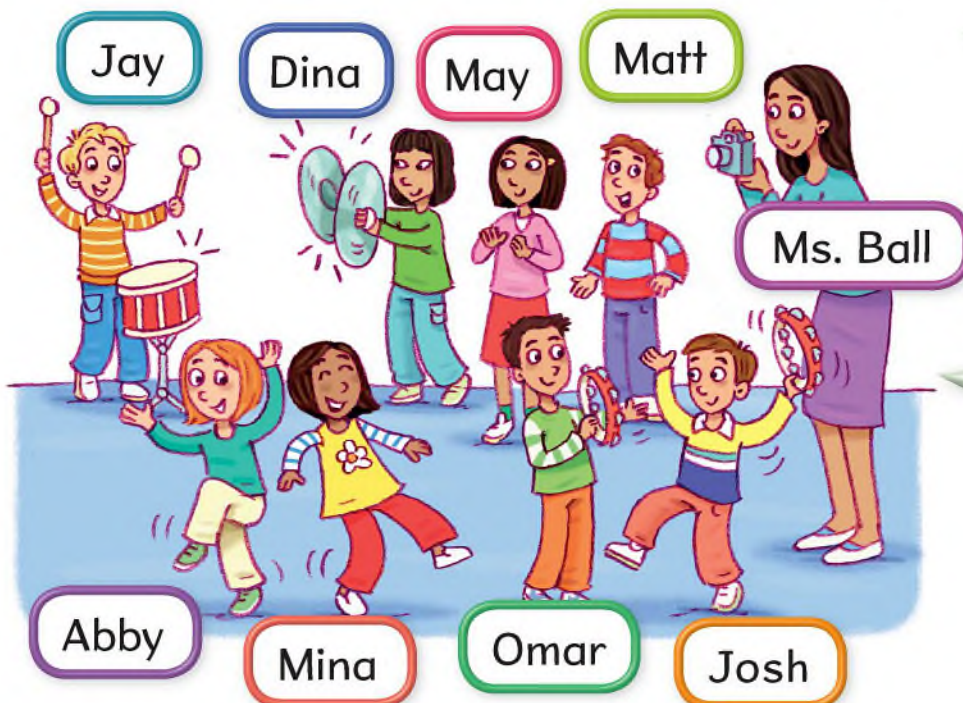


## D Learn Grammar **Present Continuous Questions**

**Are you singing?** Yes, I **am**.  
**Is she dancing?** No, she **isn't**.  
**Are they playing instruments?** Yes, they **are**.  
**Are we having fun?** Yes, we **are**!



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



Is she singing?

No, she isn't.

Is it Dina?

No, it isn't.

Is she clapping?

Yes, she is!

Is it May?

Yes, it is!

Sofia's reading.

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

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  3-13



parade



concert



ballet



play



puppet show



circus

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



1 They're watching a \_\_\_\_\_.



2 They're watching the \_\_\_\_\_.



3 They're watching the \_\_\_\_\_.



4 They're watching a \_\_\_\_\_.



5 They're watching a \_\_\_\_\_.



6 They're watching a \_\_\_\_\_.

## Listening

**Think** Which kind of performances do you like? Why?

**C** Listen. Which performances are they watching?  3-14

**D** Listen again and number the places.  3-15



## Speaking

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

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



## Writing Study

### **F** Learn Contractions

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


I am > **I'm**    You are > **You're**    are not > **aren't**    is not > **isn't**  
It is > **It's**    She is > **She's**    What is > **What's**    That is > **That's**

Write the contractions.

- They aren't singing.  
are not
- playing the drum.  
She is
- he doing?  
What is
- taking pictures.  
I am
- It          loud.  
is not
- watching the parade.  
You are



Tell your partner about your favorite kind of performance.

Now write about it in your **Workbook**.  page 143

**A** Listen and read along.  3-17

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



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



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



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



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



Look! It's a xylophone.



# Project: Percussion Instruments

**B** Make percussion instruments with your group.

- Find things to make your instrument from.
- Make and decorate your instrument.
- Practice playing your instrument.

**C** Play your instruments for the class.



**D** Listen to all the instruments. Talk about them.



What's Olly doing?



He's striking the drums.



**BIG QUESTION 8**

**How  
can we make  
music?**

**A** Watch the video. 

**B** Think more about the Big Question.

**C** Complete the Big Question Chart.

What do you know about music now?



In units  
**17** and **18**  
you will:

**WATCH**  
a video about  
living things.

**LEARN** how living  
things and nonliving  
things are different.

**READ** about living  
things and a cookie  
that runs away.



**WRITE**  
about living  
things.

**MAKE**  
a Venn  
diagram.



**BIG QUESTION 9**

# What are living things?

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

What do you  
know about  
living things?



BIG QUESTION Chart		



## Words

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



living



nonliving



breathe



move



change



air



people



plant

**B** Read, look, and circle the correct picture.

1 It moves.



2 It grows.



3 It breathes.



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

police officer

bicycle

T-shirt

tree

drum

# Before You Read

**Think** Look around you. What moves? What changes?

**D Learn Contrasting**

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

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

1

## DANCE CLASS

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

## MUSIC CLASS

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

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

2



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



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

	Toy Bear	Bear
Is it big or small?		
What color is it?		
Does it grow?		

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

## Living and Nonliving Things

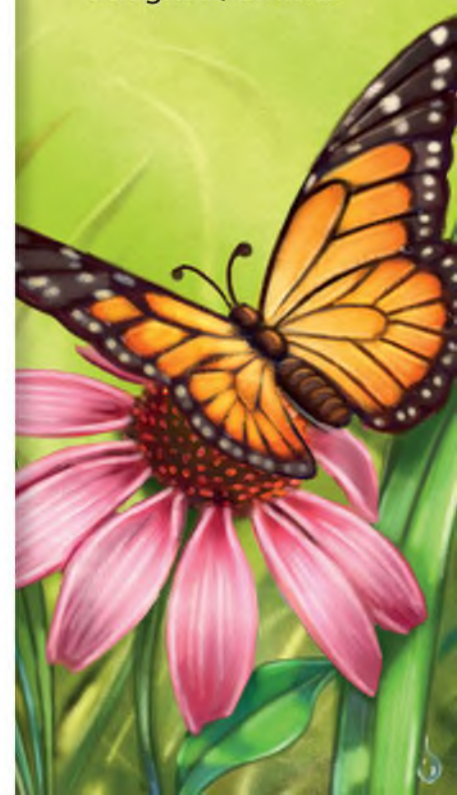
In this text, we learn about living and nonliving things.

This text is an *informational text*.

## Life Science



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



# Living and

We see many things in our world every day. All of these things are **living** or **nonliving**. Let's read about how they are different.

## Living things

A living thing can grow and **change**. Look at the caterpillar and butterfly. What is different?

A plant is a living thing. An animal is a living thing. You are a living thing! Living things **breathe air** and they need food and water.

**People** and animals can **move** by themselves. They can get food and water from different places. Where can animals get water?

**Plants** can't move by themselves. They make their food from sunlight, water, and air. They can grow tall to get sunlight. Water comes to them.

What living things do you see every day?

# Nonliving Things

## Nonliving things

A nonliving thing doesn't need food, air, or water. It can't breathe. A toy is a nonliving thing.

A nonliving thing doesn't grow, but it can change. Look at the sneakers. What's different?

### Think

How are living and nonliving things different?



A ball can move. Is a ball a living thing? No, it isn't. A ball can only move if we move it. It can't move by itself. It can't breathe and it doesn't grow. It's a nonliving thing.

What nonliving things do you move every day?

Look around you. What nonliving things do you see?




All living and nonliving things in our world are important. It is good to take care of all of them.

# Understand



## Comprehension

**Think** What do you like about the text? Check (✓).

- |                         |                          |  |                          |   |                          |   |
|-------------------------|--------------------------|--|--------------------------|---|--------------------------|---|
| 1 the bird growing      | <input type="checkbox"/> |  | <input type="checkbox"/> |  | <input type="checkbox"/> |  |
| 2 the sneakers changing | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 3 the ball moving       | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |
| 4 the plant growing     | <input type="checkbox"/> |  | <input type="checkbox"/> |   | <input type="checkbox"/> |   |

**A** Ask and answer the question.



What's your favorite part?



The plant growing.  
I'm growing, too!

**B** Contrast living and nonliving things. Write a (✓) or an (X) in the chart.

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

**Think** Talk to a partner.

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

## Grammar in Use

### C Listen and sing along. **Living Things** 3-20

Move! Breathe!  
Jump up and down!  
Clap your hands, and dance around!  
We can ride a bike,  
And breathe in the air.  
Run in the park, play an  
instrument. Yeah!

Plants can't dance,  
But they're living, too.  
They can breathe the air,  
just like we do!

Move! Breathe!  
Jump up and down!  
Clap your hands, and dance around!

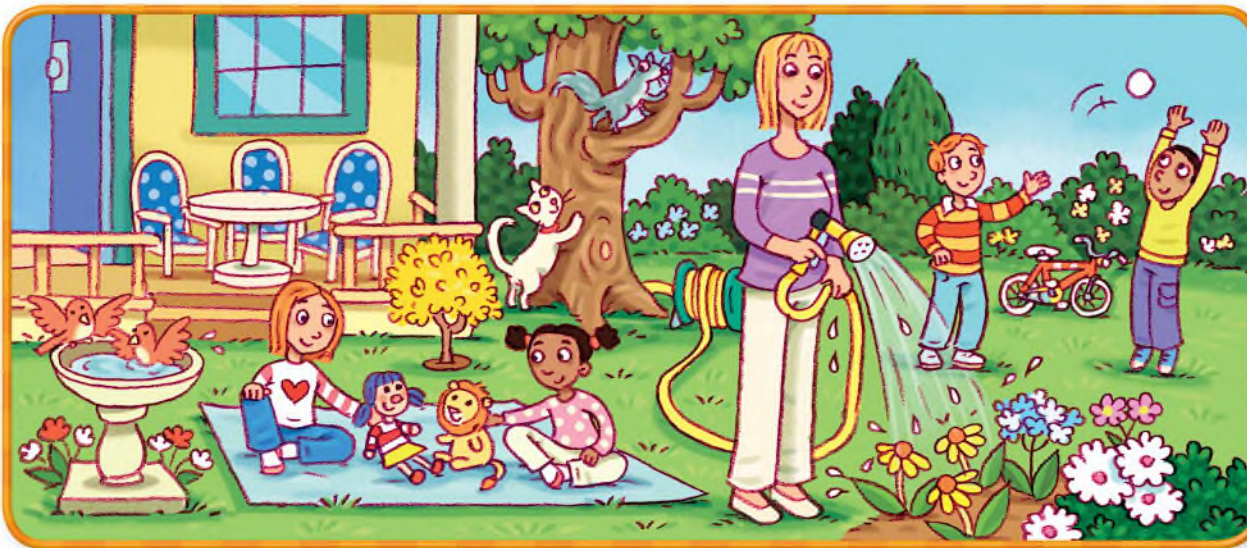


### D Learn Grammar **Can and Can't**

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



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



A tree  
can grow.

A doll  
can't grow.

A house  
can't move.

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

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

It's the plant!

# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  3-21



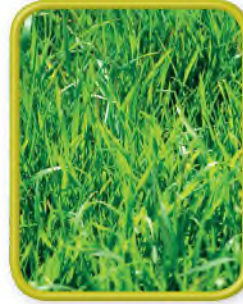
bench



bush



statue



grass



rose



fountain


**B** Think about the words in **A**. Add them to the chart.

Living	Nonliving

## Listening

**Think** Which nonliving things are in your favorite park?

**C** Listen. Who is in the park: Mom, Dad, son, daughter?  3-22

**D** Listen again and check (✓) the things in the park.  3-23

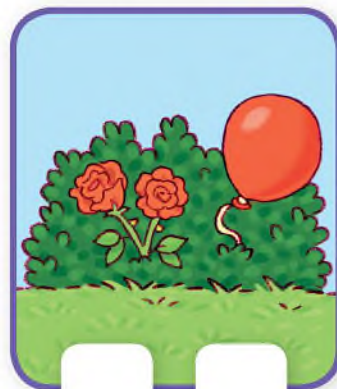
1

2

3

4



## Speaking

**E** Listen and repeat. Then practice with a partner.  3-24



## Word Study

**F** **Learn** Adjectives

**Adjectives** describe nouns.  
They tell you more about the nouns.

The fountain is **noisy**.


fountain = noun      **noisy** = adjective



Read the sentences and circle the adjectives.

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

**Write** Tell your partner about living and nonliving things.

Now write about them in your **Workbook**.  page 153

Speaking: Apologizing • Adjectives **Unit 17 175**

**BIG QUESTION 9**



**What  
are living  
things?**



I think living things  
can breathe and grow.

I think we are  
living things!





### Words

**A** Listen and point to the words. Listen again and say the words.  3-25



run away



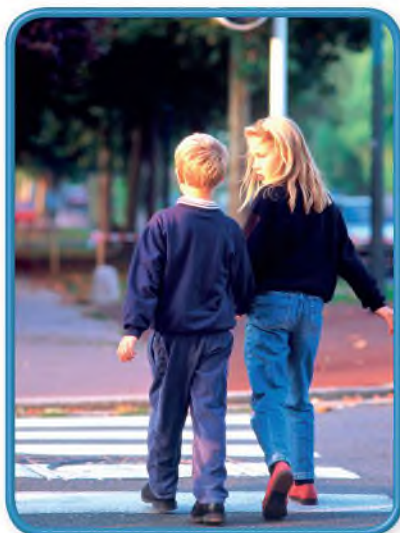
chase



catch



stop



cross



bake



smell



open

**B** Think about the words in **A**. Add them to the chart.



I use my hands.

catch



I use my nose.

I use my feet.



## Before You Read

**Think** When do you run away from something?

### C Learn Sequence

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

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

1

- They play their favorite game.
- Manu runs away. They can't catch him. He runs very fast!
- 1 Manu goes to the park with his friends.
- Ali chases Harry. He catches him. Now, Ali and Harry chase Manu.



2

- They're scared. They run away.
- They look at the statue. It moves!
- Grace and Emma see a statue in the street. It has a drum.
- They stop and look back. It isn't a statue. It's a person! Grace and Emma laugh.



## The Gingerbread Man

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

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

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



# The Gingerbread Man



Gingerbread Man



Narrator



Old Woman



Old Man



Chicken



Cow



Horse



Fox



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



It **smells** good! I'm hungry!



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



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



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



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



The gingerbread man sees a chicken in the yard.



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



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



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



He sees a cow in a grassy field.





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



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



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



He sees a horse next to a tree.



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



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



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



The gingerbread man comes to  
a river. He should swim across it!



Oh, no! I can't swim!



The gingerbread man sees a fox.  
He shouldn't talk to the fox!



You really shouldn't stay here. I can help you.  
Climb on my nose and we can **cross** the river.



OK!



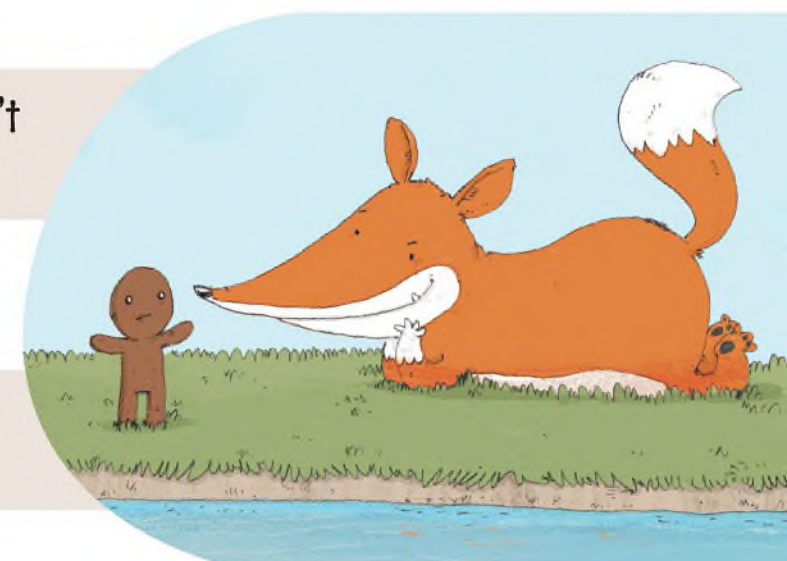
The gingerbread man jumps on the  
fox's nose. The fox throws the  
gingerbread man up in the air and ...



Yum! Delicious!



And that's the end  
of the gingerbread man!



# Understand



## Comprehension

**Think** What do you like about the play? Check (✓).

1 The old woman bakes the gingerbread man.

2 The gingerbread man runs away.

3 The animals chase the gingerbread man.

4 The fox eats the gingerbread man.

**A** Ask and answer the question.



What's your favorite part?

The animals. They're funny!



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



1



**C** In what order do they chase the gingerbread man?

Old Woman

Cow

Horse

Old Man

Chicken



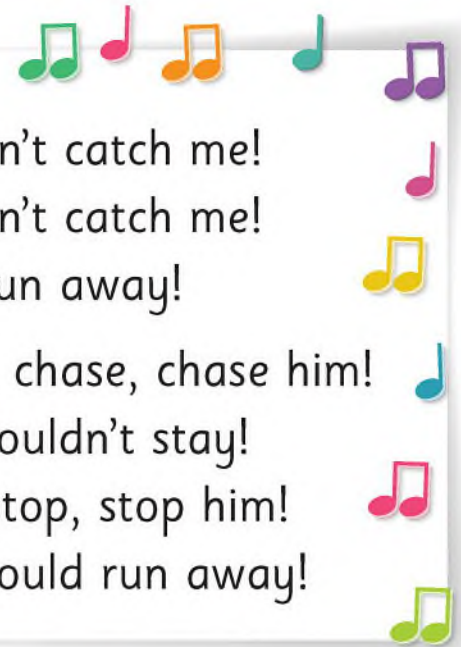
**Think** Talk about the play.

1 Why does everyone chase the gingerbread man?

2 Why does the fox tell the gingerbread man to climb on his nose?

# Grammar in Use

**D** Listen and sing along. **Run Away!**  3-27



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

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



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

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

**E** **Learn Grammar** *Should and Shouldn't*

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



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

should    shouldn't



close the door



run away



stop



run fast

She should  
close the door.



# Communicate

## Words

**A** Listen and point to the words. Listen again and say the words.  3-28



go to bed



play outside



early



late



healthy food



junk food

**B** Think about the words in **A**. Complete the chart.

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

## Listening

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

**C** Listen. Who is telling the children what they should and shouldn't do?  3-29

**D** Listen again and check (✓) what they should do.  3-30

1




2

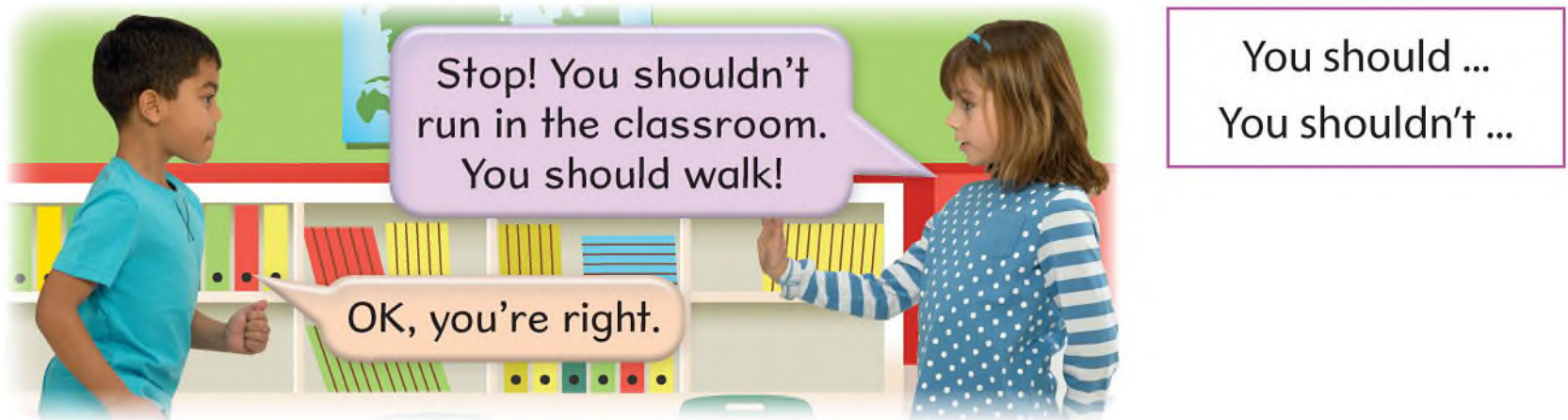


3



## Speaking

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



## Writing Study

**F** **Learn** Punctuation Review

Remember, the first letter of a sentence is **capital letter**. There is a **period**, a **question mark**, or an **exclamation point** at the end of a sentence.

**A tree grows. Does that tree grow tall? That tree grows very tall!**

Some words are **nouns**, some words are **verbs**, and some words are **adjectives**.

tree = noun

grow(s) = verb

tall = adjective

Write the sentences correctly.

- 1 an old woman opens the oven door \_\_\_\_\_
- 2 do you eat healthy food \_\_\_\_\_
- 3 don't jump on the fox's nose \_\_\_\_\_

- G** Circle the nouns, underline the verbs, and draw a square around the adjectives.


- 1 Mary plants roses.
- 2 The kitten chases the small mouse.



Tell your partner what you should do to take care of living things.

Now write about it in your **Workbook**.  page 161



**A** Listen and read along.  3-32

Everyone is at the park.



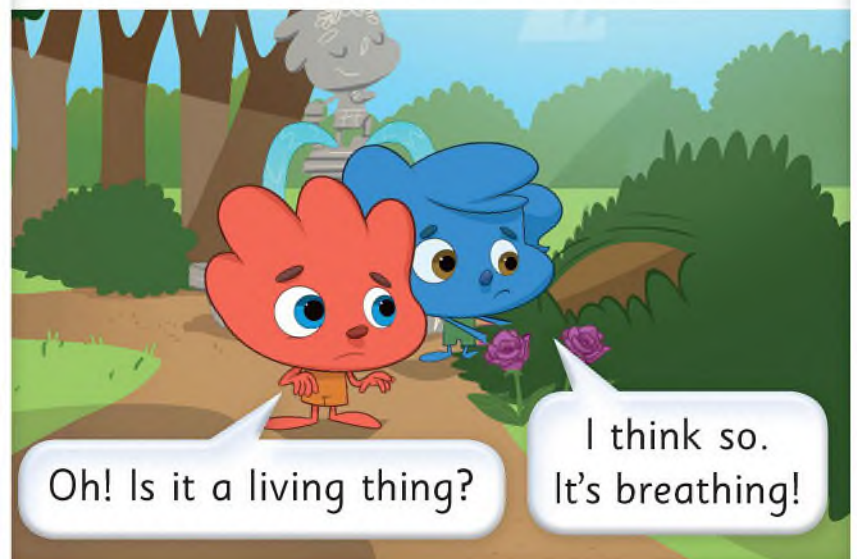
Dot can hear a sound.



Dot listens.



Billy and Dot look in the bushes.



The thing moves! Billy and Dot are scared.



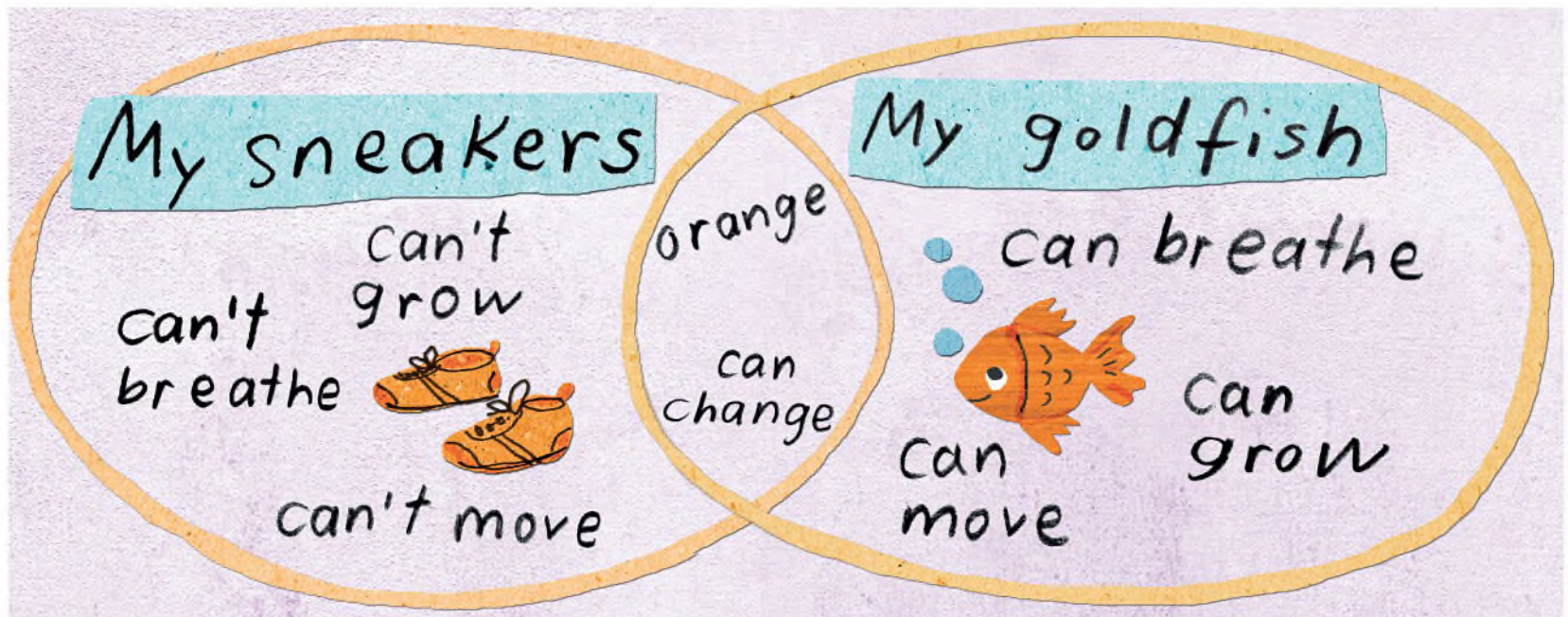
Look, it's Gus!



## Project: A Venn Diagram

### B Make a Venn diagram.

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



### C Put your diagram on the wall. Tell the class about it.



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

### D Look at all the diagrams. Talk about them.

The elephant is gray.  
The train is red.



**BIG QUESTION 9**

**What  
are living  
things?**

### A Watch the video.

### B Think more about the Big Question.

### C Complete the Big Question Chart.

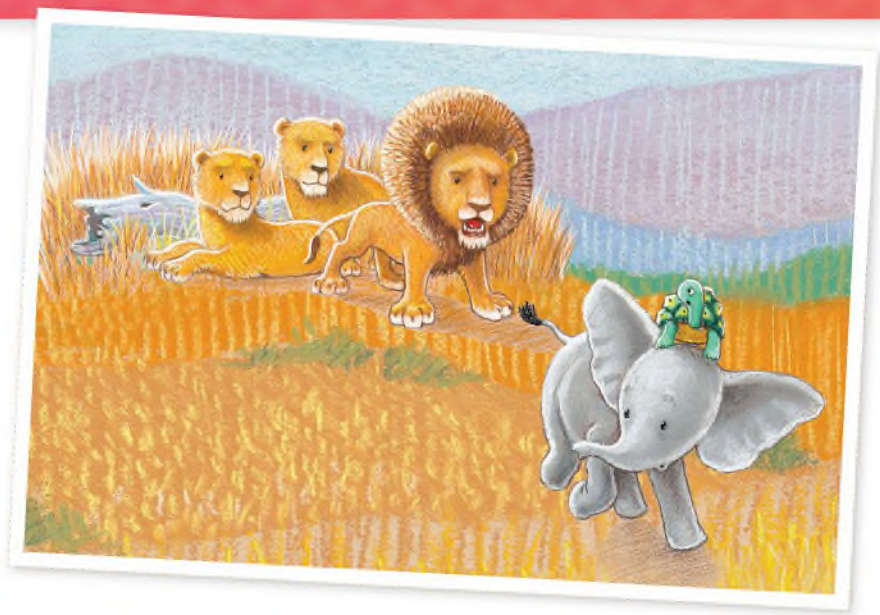
What do you know about living things now?



## Elliot's New Friend

### Characters

<b>Elliot</b> an elephant	<b>Zebras</b>
<b>Tuti</b> a tortoise	<b>Lions</b>
<b>Narrator</b>	<b>Elephants</b>
<b>Chorus</b>	<b>Sun</b>
<b>Tortoises</b>	<b>Moon</b>



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

**Narrator** Elliot is a sad and lonely little elephant.

**Narrator** He can't find his family. He walks and walks. He sees some tortoises.  
*Elliot walks to Tortoises.*

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

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

**Chorus** Poor Elliot! He feels sad.  
Being lonely feels very bad!

**Tuti** I can help! Let's go!

**Narrator** They walk and walk. They see some zebras.  
*Tortoises leave. Elliot and Tuti walk around. Zebras enter. Elliot and Tuti stop near Zebras.*

**Tuti** Is that your family?

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

**Chorus** Elliot's an elephant as you can see.  
Those zebras aren't his family!

**Narrator** The zebras see Elliot and Tuti. The zebras are scared and they run away.  
*Zebras leave, running. Tuti and Elliot eat something. Then they play together.*

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

**Chorus** Elliot has a friend, and they can play.  
He's not so lonely. He feels okay.

**Narrator** Then they walk and walk again. They see some lions.  
*Elliot and Tuti walk around. Lions enter. Elliot and Tuti stop near Lions.*

**Tuti** Is that your family?

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

**Chorus** Elliot's an elephant as you can see.  
Those lions aren't his family!

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

**Narrator** It's night time. They sleep side by side.  
*Lions leave. Elliot and Tuti fall asleep side by side. Sun and Moon enter, walk across the stage, then leave.*

**Chorus** It's dark outside but the stars shine bright.  
The two friends sleep in the moonlight.  
*Elliot and Tuti wake up, then walk around.*

**Narrator** The next day, they walk and walk again. They see some elephants.  
*Elephants enter. Elliot and Tuti stop near Elephants.*

**Tuti** Is that your family?

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

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

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

### **Everyone except Elliot and Elephants**

Elliot's happy in the end.  
He's found his family and a friend!



## Stone Soup: The Play

### Characters

**Hans** a father

**Ann** a mother

**Olga** their daughter

**Old Woman 1**

**Old Woman 2**

**Man** a father

**Son** his son

**Narrator**

**Chorus**

**Townspeople**



### Narrator

This is a play called *Stone Soup*. In this story people learn an important lesson.

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

### Hans

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

### Old Woman 1

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

### Chorus

They are hungry, very hungry. What can they do?  
They don't have enough to eat. This is very true.

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

### Olga

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

### Man

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

### Chorus

They are hungry, very hungry. What can they do?  
They don't have enough to eat. This is very true.

*Man leaves.*

### Narrator

The family has a good idea.

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

### Narrator

Ann and Olga look for some stones.

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

### Olga

Look! I have four stones.

### Ann

Look! I have four stones, too.

### Hans

Good! Put them in the pot.

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

### Old Woman 1 and Old Woman 2

What's in that pot?

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

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

**Old Woman 1** Look! I have five potatoes!

**Old Woman 2** Look! I have seven potatoes!

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

**Man and Son** What's in that pot?

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

*Man and Son take sausages out of their bags.*

**Man** Look! I have two sausages!

**Son** Look! I have three sausages!

*They put the sausages into the pot.*

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

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

**Townspeople** Look! We have some onions.

**Townspeople** Look! We have some carrots.

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

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

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

*Everyone walks to the front of the stage.*

**Everyone** We didn't have enough food. But we added our food together in the pot, and now we all have some tasty soup.

**Narrator** The lesson of this story is ...

**Everyone** It's good to share things.



# World Map



**Animal Homes**  
Page 50



**The Seasons of Arnold's Apple Tree**  
Page 78



**Where's Your Home?**  
Page 130



**The Gingerbread Man**  
Page 178



**Where's Your Home?**  
Page 130



**The Farmer and The Hat**  
Page 110



**Wants and Needs**  
Page 118





**Stone Soup**  
Page 98



**Wants and Needs**  
Page 118



**Where's Your Home?**  
Page 130



**City Mouse and Country Mouse**  
Page 138



**My Friend, Anak**  
Page 58



**Elliot's New Friend**  
Page 98



**Let's Make Music!**  
Page 158



198 Madison Avenue  
New York, NY 10016 USA

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

© Oxford University Press 2014

The moral rights of the author have been asserted

eBook Edition

ISBN: 978 0 19 4279642 Interactive ebook

ISBN: 978 0 19 4279666 Interactive ebook - app version

First published in 2014

### No copying or file sharing

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

### ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:

Cover: Photo - Camille Tokeraud/Getty Images; Illustration - Mike Boldt

50 "Animal Homes" by Karen Kenny. Excerpted and adapted from *Animal Homes* by Karen Latchana Kenny, *Amicus Readers: Our Animal World*, Published by Amicus, 2012. 78 "Arnold's Apple Tree" by Gail Gibbons. Excerpt from *The Seasons of Arnold's Apple Tree*, Copyright © 1984 by Gail Gibbons, reproduced by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Oxford University Press would like to thank all of the teachers whose opinions helped to inform this series, and in particular, the following reviewers:

Egypt Samar Magdy Abdelfatah, Pioneers Language School; Sohair Saad, Orman Academy; Korea Seon-young Heo, Junggye Wonderland; Pan-Seob (Sean) Kim, Sean English Academy; So Young Kim; Yoo-Mi Suh, YM English School; Mexico Ana Cristina Alaluf Hernández, Colegio Teresiano, Mérida; Esperanza Medina Cruz, Centro Universitario Francisco Larroyo; Gabriela Martínez, Escuela Tomas Alva Edison Primaria; Laura Catalina Guevara Medina, Instituto Edinburgh; Pedro Olmos Medina, Colegio Carlos Chavez; Oman Jane Moates, English Language Consultant; Turkey Duygu Kiliç, Doğa Schools; Ozlem Şeftalioğlu, Bursa Final Schools; Sibel Ulakoy, ITU Foundation Schools, Dr Natuk Birkan Primary School; UAE Sandra Qazamel, Al Ma'arifa International School

Illustrated characters Billy, Dot, Gus and Layla, the Songs (except p.181) and the Wrap Up stories all by: Luispa Salmon/Lemonade Illustration Agency

Illustrations by: Dan Andreasen/Shannon Associates LLC pp.57 (My Friend Anak), 58, 59, 60 (Anak), 61 (Anak); James Davies/The Bright Agency pp.177 (The Gingerbread Man), 178, 179, 180 (The Gingerbread Man), 181 (song); Design/Oxford University Press pp.10-11 (collage and background), 38-39 (colour wheel and brick wall), 90-91 (sea life and background), 130-131 (tablet) (globe illustration), 150-151 (background), Christiane Engle/Good Illustration Ltd pp.25 (My family and friends collage), 45 (color chart), 65 (squirrels booklet), 85 (My Seasons Journal), 105 (bar graph), 125 (Needs and Wants chart), 145 (map), 185 (Venn diagram); Mark Jones/Advocate-Art pp.17 (Elliot), 18, 19, 20 (Elliot and Tutu); Ian Joven/MB Artists pp.29, 30, 31, 32 (frogs); Dusan Lakicevic/Beehive Illustration pp.9, 17 (Ex C), 49, 57 (Ex C), 69, 77 (Ex C), 97 (Ex C), 109 (Ex C), 117 (Ex C), 129, 157 (Ex C), 169, 177 (Ex C); Marina Le Ray/Advocate Art pp.109 (The Farmer and the Hat), 110, 111, 112 (The Farmer and the Hat); Emma McCann pp.77 (The Seasons of Arnold's Apple Tree), 78, 79, 80 (Arnold); Victor Rivas/Shannon Associates LLC pp.157 (Let's make music), 158, 159, 160 (Let's make music); Mark Ruffe pp.118, 119; Alessandra Sartoris/MIA Milan Illustrations Agency pp.137 (City Mouse and Country Mouse), 138, 139, 140 (City Mouse and Country Mouse); Shahab Shamsheer/Sylvie Poggio Artists Agency pp.97 (Stone Soup), 98, 99, 100 (Stone Soup, Ex B); Jamie Smith/MB Artists pp.14, 15 (families), 21 (Ex D), 22, 28, 32 (Ex B), 33 (Ex D), 34, 36, 40 (Ex C), 41 (Ex E), 42, 53 (Ex D), 54, 55 (Ex F), 61 (Ex D Tree), 62, 68, 72 (Ex B), 73 (Ex D), 74, 75 (Ex F), 81 (Ex E), 82, 93 (Ex E), 94, 101 (Ex E), 102, 108, 113 (Ex D), 114, 116, 121 (Ex D), 122, 133 (Ex E), 134, 135 (Ex F), 136, 141 (Ex E), 153 (Ex E), 154, 161 (Ex D), 162, 168, 173 (Ex D), 174, 175 (Ex F), 176, 181 (Ex E), 182; Anne Wertheim p.170; Tomislav Zlatić/Sylvie Poggio Artists Agency p.39.

Commissioned photography by Graham Alder at MM Studios with illustrated backgrounds by Mark Ruffe pp.9 (headshots), 12 (headshots), 13, 15 (playground), 17, 20, 23, 25 (headshots), 29 (child headshots), 32, 33, 35, 37, 38, 40, 43, 45 (headshots), 38 (paint pots and splats) 49 (child headshots), 52 (headshots), 55, 60, 61, 63, 65, 72 (headshots), 70-71 (leaves), 75, 80, 81, 83, 85 (headshots), 89 (headshots), 92 (headshots), 95, 100, 101, 103, 105 (headshots), 12, 113, 115, 117 (headshots), 120 (headshots), 123, 125 (headshots), 132 (headshots), 135, 140, 141, 143, 145 (headshots), 152 (headshots), 153, 155, 160, 163, 165, 172 (headshots), 175, 180, 181, 183 and 185, 170-171 (hand, trainers).

The Publishers would like to thank the following for their kind permission to reproduce photographs and other copyright material: Alamy pp.8 (family 3/ Juice Images), 8 (friends 2/ Fancy), 15 (old/ Glow Asia RF), 15 (cold/ Design Pics Inc.), 15 (small/ Food Centrale Hamburg GmbH), 15 (big/ D. Hurst), 15 (young/ David Young Wolff), 16 (play/ Corbis Premium RF), 22 (hamster/ Vasily Vishnevskiy), 22 (goldfish/ Martin Shields), 22 (rabbit/ Dominic Jones), 22 (kitten/ Pick and Mix Images), 34 (lighthouse/ Jan Treger), 36 (mix/ Elisabeth Coelfen), 36 (seaweed/ Andre Seale), 36 (shell/ Eye Ubiquitous), 36 (starfish/ Carlos Villoch - MagicSea.com), 42 (t shirt/ eurekaimages.com), 42 (school boy/ ACE STOCK LIMITED), 48 (eagle/ Accent Alaska.com), 48 (chick/ SuperStock), 48 (opossum/ Rick & Nora Bowers), 49 (eagle nest/ Aurora Photos), 50 (eagle nest/ Aurora Photos), 50 (opossum/ Paul Cannon), 54 (squirrel/ Andrew Darrington), 54 (mouse/ Juniors Bildarchiv GmbH), 54 (frog/ imagebroker), 54 (tail/ Jonathan Hewitt), 54 (mouse/ Juniors Bildarchiv GmbH), 56 (orangutan/ David Da Costa),

56 (nature reserve/ Bill Bachman), 56 (mother and son/ Blend Images), 56 (mice/ Catchlight Visual Services), 62 (day/ Robert Harding Picture Library Ltd), 62 (night/ Eyebyte), 62 (midday/ AFriPics.com), 62 (sunset/ D. Hurst), 68 (warm/ James Brown), 68 (cool/ Caroline Commins), 70 (spring/ Derek Croucher), 72 (bud/ amana images inc.), 74 (rainy/ Arco Images GmbH), 76 (watch/ Bubbles Photolibrary), 76 (snowman/ Alaska Stock), 76 (treehouse/ Cultura Creative), 76 (seedling/ Derek Croucher), 76 (apple falling/ Marvin Dembinsky Photo Associates), 82 (beach/ ONOKY - Photononstop), 82 (hot chocolate/ Fancy), 88 (wooden numbers/ Losevsky Pavel), 88 (problem/ Gunter Kirsch), 88 (addition/ Gunter Kirsch), 88 (answer/ Gunter Kirsch), 91 (boy/ B.A.E. Inc.), 94 (pencil/ Herbie Springer), 94 (eraser/ incamerastock), 94 (backpack/ Metta stock), 96 (pot/ Photocuisine), 96 (sausages/ Photocuisine), 96 (carrots/ Mode Images), 96 (soup/ Bon Appetit), 102 (cucumber/ Bon Appetit), 108 (farmer/ Arco Images GmbH), 108 (market/ foodfolio), 108 (plain/ Mode Images), 114 (doll/ D. Hurst), 116 ( doctor/ Juice Images), 116 (police officer/ Steve Skjold), 116 (teacher/ Jim West), 116 (help/ Tetra Images), 116 (money/ imagebroker), 116 (clothes/ Arco Images GmbH), 116 (water/ Ivan Mikhaylov), 117 (shopping/ Blend Images), 118 (Aki/ dbimages), 122 (cookie/ whiteboxmedia limited), 128 (street/ David English Photos), 128 (neighbourhood/ Robert Harding Picture Library Ltd), 128 (countryside/ Eric Nathan), 128 (building/ Mike Booth), 128 (earth/ B.A.E. Inc.), 129 (cairo city/ Ulana Switucha), 130 (countryside/ Geoff Marshall), 130 (girl/ Arctic Images), 131 (cairo/ Ulana Switucha), 131 (girl door/ Purestock), 131 (boy bicycle/ MBI), 131 (postbox/ Ingram Publishing), 132 (postbox/ Ingram Publishing), 134 (noisy/ Westend61 GmbH), 134 (quiet/ Megapress), 134 (dangerous/ david hancock), 134 (interesting/ LOOK Die Bildagentur der Fotografen GmbH), 134 (roadworks/ Janine Wiedel Photolibrary), 134 (boy and girl/ Greg Vaughn), 135 (flowers/ DOUG MOREHEAD), 136 (department store/ Urbanmyth), 136 (hotel/ Jon Arnold Images Ltd), 136 (orchard/ scenicireland.com/ Christopher Hill Photographic), 142 (park/ Robert Harding Picture Library Ltd), 142 (supermarket/ Ambient Images Inc.), 142 (bakery/ Helen Sessions), 142 (museum/ JOHN KELLERMAN), 146 (Horizon International Images Limited), 148 (cymbals/ Lebrecht Music and Arts Photo Library), 149 (cymbals/ Glowimages RM), 151 (cymbals/ Glowimages RM), 151 (xylophone/ Neil Setchfield), 154 (fast/ Steve Bloom Images), 154 (loud/ Image Source), 154 (awful/ Bubbles Photolibrary), 156 (dance/ funkyfood London - Paul Williams), 156 (sing/ Art Directors & TRIP), 156 (charity/ Christopher Griffin), 156 (photograph/ Radius Images), 162 (concert/ Ferenc Szelepse nyi), 162 (circus/ Chuck Franklin), 168 (air/ PhotoAlto), 168 (people/ Steve Skjold), 168 (breathe/ Alaska Stock), 169 (bird/ blickwinkel), 169 (bird/ blickwinkel), 174 (grass/ Neale Willis), 174 (rose/ blickwinkel), 174 (fountain/ Brenda Kean), 176 (smell/ DonSmith), 182 (early/ YAY Media AS), 182 (late/ imagebroker); Corbis UK Ltd pp.6/7 (Stewart Cohen/ Blend Images), 10 (family/ Don Mason), 15 (hot/ Classicstock), 26/27 (Aflo), 48 (honeybee/ Konrad Wothel/ Minden Pictures/C), 48 (crab/ Dille), 50 (chicks/ Arthur Morris), 51 (bee/ Eric Tourmeret/ Visuals Unlimited), 52 (chicks/ Arthur Morris), 54 (lily pads/ Parque), 54 (wood/ Ocean), 56 (teacher/ Big Cheese Photo), 82 (ice cream/ Tom & Dee Ann McCarthy), 96 (food/ Ocean), 106/107 (Stewart Cohen/ Pam Ostrow/ Blend), 130 (town/ Cordier Sylvain/ Hemis), 130 (boy/ Blend Images), 131 (girl backpack/ Kidstock/ Blend Images), 148 (children music/ Kidstock/ Blend Images), 162 (ballet/ Paul Cunningham), 162 (puppet show/ Andrew Aitchison/ In Pictures/C), 168 (change/ Ocean), 168 (living/ Rolf Nussbaumer/ imagebroker/ Co), 174 (statue/ Sylvain Sonnet); D.C. Thomson & Co. Ltd. p.114 (comic); Dietz Ventures p.172 (plant); Frank Lane Picture Agency p.48 (hive); Gail Gibbons p.77 (writer); Gamieon p.114 (game); Getty Images pp.8 (family 4/ Mark Boden), 8 (birthday 5/ Cultura/ Nick Daly), 9 (cakes/ Francesco Carta fotografo), 11 (cakes/ Francesco Carta fotografo), 11 (mother and daughter/ Aja Productions), 12 (cakes/ Francesco Carta fotografo), 14 (farm/ Adie Bush), 16 (lonely/ 2A Images), 16 (sad/ Karyn Kudrna), 16 (scared/ Deborah Faulkner), 16 (eat/ Bipolar), 42 (child running/ Martin Ruegner), 42 (school girl/ Jay Blakesberg), 51 (hive/ Michele Westmorland), 54 (woods/ Werner Van Steen), 56 (rainforest/ Oxford Scientific), 56 (child napping/ KidStock), 56 (put out/ David Burton), 62 (dawn/ Unique Landscape), 62 (afternoon/ Thorsten Henn), 66/67 (Tanya Little), 68 (hot/ Mleny Photography), 68 (cold/ Allen Donikowski), 68 (long/ Craig McCausland), 68 (short/ Craig McCausland), 74 (sunny/ Thorsten Henn), 76 (cooking/ SelectStock), 76 (family/ KidStock), 82 (kite/ Alistair Berg), 82 (flowers/ Lydia Evans), 86/87 (Stephen Simpson), 94 (pen/ Donald Erickson), 96 (onions/ Stefanie Grewel), 102 (avocado/ Joff Lee), 102 (orange/ Philippe Desenrct), 108 (fancy/ Howard Sokol), 118 (shoes/ Michael Krinke), 118 (girl/ Laura Natividad), 120 (shoes/ Michael Krinke), 126/127 (Dave Blackey), 128 (field/ Frank Krahrmer), 134 (safe/ Andersen Ross), 134 (night/ Oli Scarff), 134 (town/ Jane Tyson), 135 (planting/ Peter Anderson), 136 (new house/ JP Galanternik D.U.), 142 (drugstore/ Tim Boyle), 148 (drum/ Squared Studios), 148 (tambourine/ Creative Crop), 148 (xylophone/ Dorling Kindersley), 150 (band/ Oliver Strewé), 150 (clapping/ Jose Luis Pelaez), 151 (triangle/ George Doyle), 152 (band/ Oliver Strewé), 156 (buy/ Adam Burn), 156 (clap/ Yellow Dog Productions), 162 (parade/ Paul Thompson), 166/167 (TOSHIFUMI KITAMURA/AFP), 168 (nonliving/ Andy Crawford), 168 (move/ Christopher Futcher), 171 (ball/ Ann Cutting), 174 (bench/ Sean Hunter), 176 (cross/ Pascal Crapet), 176 (open/ Dave & Les Jacobs), 176 (chase/ Fotosearch), 176 (catch/ Fumio Nabata/ a.collectionRF), 176 (run away/ Stephen Simpson), 176 (stop/ SW Productions), 182 (go to bed/ Jupiterimages), 182 (play outside/ Scott Indermaur); Karen Latchana Kenney p.49 (writer); Oxford University Press pp.16 (elephant/ Corbis/Digital Stock), 29 (i), 34 (fireworks/ Photodisc), 36 (ocean/ Corbis), 54 (field/ Photodisc), 54 (frog head/ Corbis/Digital Stock), 68 (snow/ Digital Vision), 70/71 (leaves/ MM Studios), 71 (winter/ Brand X Pictures), 74 (weather/ Geo Icons), 74 (cloudy/ HAWKEYE), 108 (milk/ Stockbyte), 108 (sell/ Gareth Boden), 108 (buy/ Gareth Boden), 114 (stickers/ Mark Mason), 122 (grapes), 122 (juice/ Nikreates), 122 (soda/ Mark Mason), 130/131 (map/ Graphi-Ogre), 134 (boring/ Corbis), 135 (snow/ David Buffington), 136 (restaurant/ Mediomedia), 154 (lovely/ Digital Vision), 171 (new shoes/ MM Studios), 171 (old shoes/ MM Studios); 171 (hand/ MM Studios), PhotoShot p.76 (swing/ Britt Erlanson); Shutterstock pp.8 (family 1/ Monkey Business Images), 10 (grandparents/ Monkey Business Images), 16 (tortoise/ Karel Gallas), 16 (sleep/ Hung Chung Chih), 22 (bird/ Rob Hainer), 22 (lizard/ Alslutsky), 34 (dark sky/ Richard Schramm), 36 (mural/ Glenn R. McLaughlin), 36 (sand/ nrt), 36 (jellyfish/ Vilaine crevette), 42 (jacket/ 3DStock), 42 (shorts/ Nordling), 42 (sneakers/ Preto Perola), 42 (hat/ Marek R. Swadzba ), 42 (trousers/ Olga Popova ), 48 (nest/ Maria Bell), 48 (tree hollow/ Kerstin), 50/51 (background leaves/ Triff), 51 (crab/ haveeseen), 54 (pond/ Pavelk), 54 (meadow/ by Paul), 68 (rain/ Alexander Shadrin), 69 (fall/ Botond Horvath), 70 (summer/ Brykaylo Yuriy), 71 (fall/ Botond Horvath), 74 (windy/ Jim Lopes), 74 (snowy/ Doug Baines), 82 (bicycle/ greenland), 88 (plus/ NuEngine ), 88 (equals/ NuEngine ), 88 (odd numbers/ Sally Scott ), 88 (even numbers/ Sally Scott ), 89 (kites/ NopparatK ), 92 (kite/ NopparatK ), 94 (ruler/ nikshor ), 94 (notebook/ cooperr ), 96 (stone/ sooll ), 96 (potatoes/ Justyna Kaminska ), 102 (tomatoes/ Rob Stark ), 102 (mango/ Nattika ), 102 (peach/ irencik ), 108 (cow/ smereka), 114 (board game/ Tatik22), 116 (job/ kurhan), 118 (pencil/ Picsfive), 119 (doctor/ AVAVA), 119 (teacher/ Goodluz), 122 (sandwich/ MSPhotographic), 122 (chips/ Aerostato), 128 (town/ Anne Kitzman), 128 (city/ Tupungato), 128 (apartment/ Ralf Gosch), 128 (asphalt/ Krivosheev Vitaly), 128 (suburb aerial/ iofoto), 135 (watering flowers/ Alexander Rathis), 135 (snow house/ Eric Fahrner), 135 (bottle/ Picsfive), 136 (cinema/ Pavel I. Photo and Video ), 136 (field/ Zeljko Radojko ), 136 (old house/ FotograFFF ), 142 (library/ Peter Baxter), 148 (triangle/ Elena Schweitzer), 148 (shake/ Thomas M Perkins), 148 (strike/ mkm3), 148 (instruments/ Elena Schweitzer), 150/151 (drum background/ DAArtist), 151 (tambourine/ Thomas M Perkins), 154 (slow/ EcoPrint), 154 (soft/ Anatoliy Samara), 156 (idea/ FXQuadro), 156 (piano/ Jesse Kunerth), 162 (play/ Igor Bulgarin), 168 (plant/ Alexander Bark), 170/171 (path/ Andrey tiyk), 171 (robot/ Mikael Damkier), 174 (bush/ Adisa), 176 (bake/ Jami Garrison), 182 (healthy food/ saddako), 182 (junk food/ Elena Schweitzer), 186/187 (Nelson Marques); Zooid Pictures p.46/47 ( )

Cover illustration: Mike Boldt

Cover photo: Camille Tokeraud/Getty Images

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologise for any apparent infringement of copyright and, if notified, the publisher will be pleased to rectify any errors or omissions at the earliest possible opportunity.

## Creating young thinkers with great futures

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

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

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

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



Oxford › making **digital** sense

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



Lesley Koustaff



Susan Rivers

### Recommended Readers

Oxford Read and Imagine



Oxford Read and Discover

Use with **Show and Tell** as part of a 9-level course