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Grade 6

Guess What!

Student's Book 6



Susannah Reed
with Kay Bentley
Series Editor: Lesley Koustaff

USAID
FROM THE AMERICAN PEOPLE

CAMBRIDGE UNIVERSITY PRESS

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UZBEKISTAN EDUCATION FOR EXCELLENCE PROGRAM

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Have fun!

Ministry of Public Education of the Republic of Uzbekistan

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Seasons and weather





1 CD1 02 Listen and look.

2 CD1 03 Listen and repeat. Then match.

1 

2 

3 

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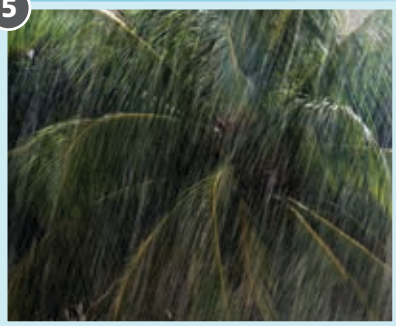
5 

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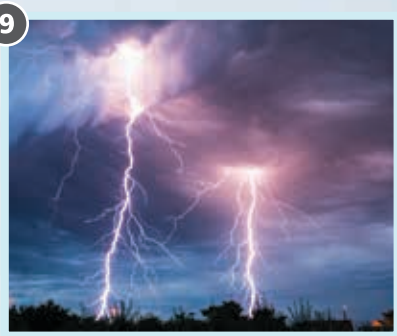
9 

a fall **b** drought **c** flood **d** monsoon **e** spring
f storm **g** summer **h** thunder and lightning **i** winter

3 CD1 04 Think Listen and say *yes* or *no*. Then ask and answer.

Is the weather in the spring cold and snowy?

No!

4 My World Is the weather today usual for the season? Ask and answer.

→ Workbook page 4

5 CD1 05 **Read and listen. Then match.**

Where did you go on summer vacation?

1 I went to stay with my cousins in Colombia. It was hot and sunny. We went to the beach, and we went bodyboarding. It was great.
Josh

2 I visited my pen pal in India. It was the monsoon season, and there was a lot of rain. We played soccer in the rain. It was fun!
Luis

3 I stayed with my mom's friends in Bali. It was very windy, but there weren't any storms or rain. We went to a kite festival. It was fantastic.
Nicola







6 **Match the questions and answers.**

1	Where did Josh go on summer vacation?	**a**	He went bodyboarding.
2	What did Josh do there?	**b**	No, there wasn't.
3	What was the weather like in India?	**c**	He went to Colombia.
4	Was there a storm in Bali?	**d**	Yes, they did.
5	Did the children enjoy their vacation?	**e**	It was rainy.

7 My World **Ask and answer.**

Where did you go on summer vacation?

I went to Spain.

Focus!

What **was** the weather **like**?
It **was** hot and sunny.
Was there a storm?
Yes, **there was**. / No, **there wasn't**.

Say it!

8 CD1 06 CD1 07 **Does the end of the question go up or down? Listen and repeat.**

Was there a storm? ↗ *Did you enjoy your vacation?* ↗

→ Workbook page 5

9 CD1 08 **What are they talking about? Listen and choose.**

a a drought **b** a storm **c** a monsoon



10 CD1 08 **Listen again and practice.**

Alex: What's your scariest memory, Carla?
Carla: When I was six, I went to Florida on vacation.
Alex: In the United States? That sounds great!
Carla: Well, wait and see. The weather was great when we arrived, but then there was a bad storm.
Alex: Oh, no!
Carla: It was really windy, and it rained and rained. Then there was a flood in our hotel.
Alex: How awful!
Carla: Yes! We had to leave our hotel by boat. It was really scary.
Alex: Poor you.

Focus!

When I was six, I went to Florida.
The weather was great **when** we arrived.

11 My World **Read and match. Then make sentences that are true for you.**

Memories

1 When we went on vacation,
2 I met my best friend
3 When we got our new puppy,
4 My brother Rufus was born
5 When we moved to our new house,

a when she came to my school.
b it ate my mom's new shoe.
c I found a big snake in our yard.
d when I was five.
e we saw turtles on the beach.



When we went on vacation, I went windsurfing on a lake.

12 CD1 09 **Go to page 102. Listen and repeat the chant.**

→ Workbook page 6

13 CD1 10 Read and listen.



→ Workbook page 7

Value: Ask your friends for help

Skills: *Listening and speaking*

Let's start! What's your favorite season? Why?

14 CD1 11 **Who's speaking? Listen and say the names.**



Luca



Stacie



Palin



Elise

15 CD1 11 **Listen again and complete the sentences.**

1 Elise is from _____ .
2 Palin's favorite season is _____ .
3 _____ likes going to summer camp.
4 Stacie went _____ on a lake last summer.
5 Luca _____ skiing.

16 CD1 12 **Talk Time** **Plan a trip with a friend.**

Where would you like to go next summer?

I'd like to go to …

Good idea. What's the weather like in … then?

It's …

OK. Can we … ?

Yes, and we can …

Skills: *Reading and writing*

Look below! **Where did Joe go on his school trip?**

17 CD1 13 **Read and listen.**

The Sonoran Desert
by Joe



Last spring, our class went to the Sonoran Desert in Mexico. It's one of the biggest and hottest deserts in North America. We went in the spring because the summer is too hot.

We stayed there for a week. When we arrived, it was sunny and windy. On our first day, we visited the Altar sand dunes. Some of the dunes are more than one hundred meters high. They were beautiful, and we enjoyed climbing on them.

It's very dry in the Sonoran Desert. There are lots of cacti, but there aren't usually many other plants. We were lucky because on our second day, it started to rain. When it rains, the desert changes because flowers can grow. We went hiking on the last day, and there were beautiful flowers everywhere!

18 **Read again and say *true* or *false*.**

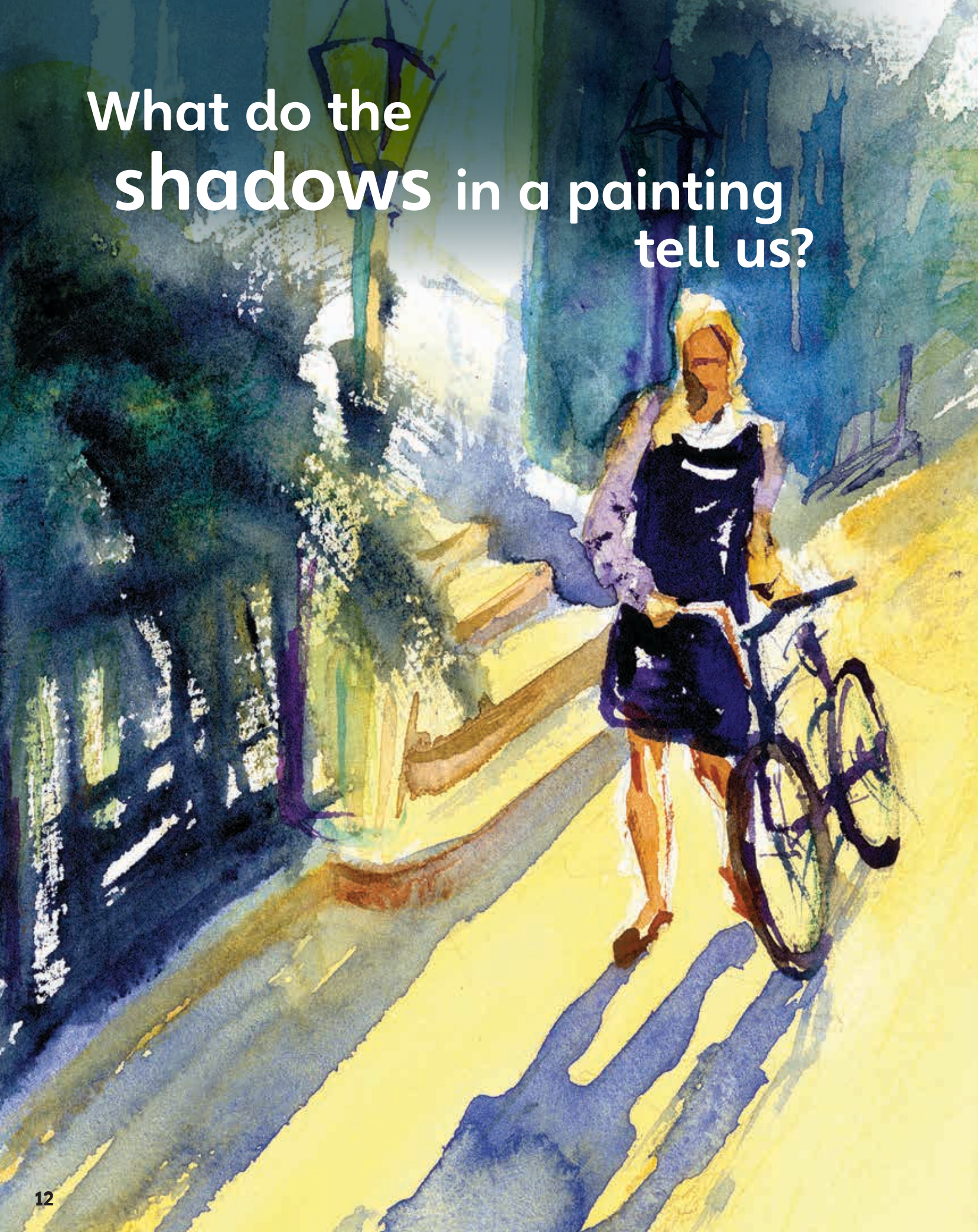
1 The Sonoran Desert is in Brazil.
2 It isn't a big desert.
3 The desert is very hot in winter.
4 The sand dunes are very high.
5 It never rains in the Sonoran Desert.
6 Flowers can grow in the spring in the Sonoran Desert.

Your turn!

Think about a class trip.
Where did you go?
What season was it?
What was the weather like?
What did you do?

Now write about it in your notebook.

→ Workbook page 9



What do the shadows in a painting tell us?

1 CD1 14 Listen and repeat.



shadow



light from above



light from the side

2 Watch the video.

3 CD1 15 Read and listen.

Artists use shadows to show different seasons and times of day. To show summer, artists often paint short shadows. This is because the Sun is high in the sky in summer, and when the light comes from above, it makes short shadows. In winter, the Sun is lower in the sky. The light comes from the side and makes longer shadows.

Artists also paint long shadows to show the morning or the evening and short shadows to show midday.

The shadows in paintings can also tell us where the Sun is in the sky. When the shadows are on the right of the objects, the Sun is on the left. When the shadows are in front, the Sun is behind.

Guess What!

Shadows aren't just black. They're darker in the center and lighter on the outside.

4 Answer the questions.

1 What's different about shadows in summer paintings and in winter paintings?
2 Why do we see long shadows in winter paintings?
3 Are shadows shorter in the morning or at midday?
4 Look at the painting on page 12. Where is the Sun?

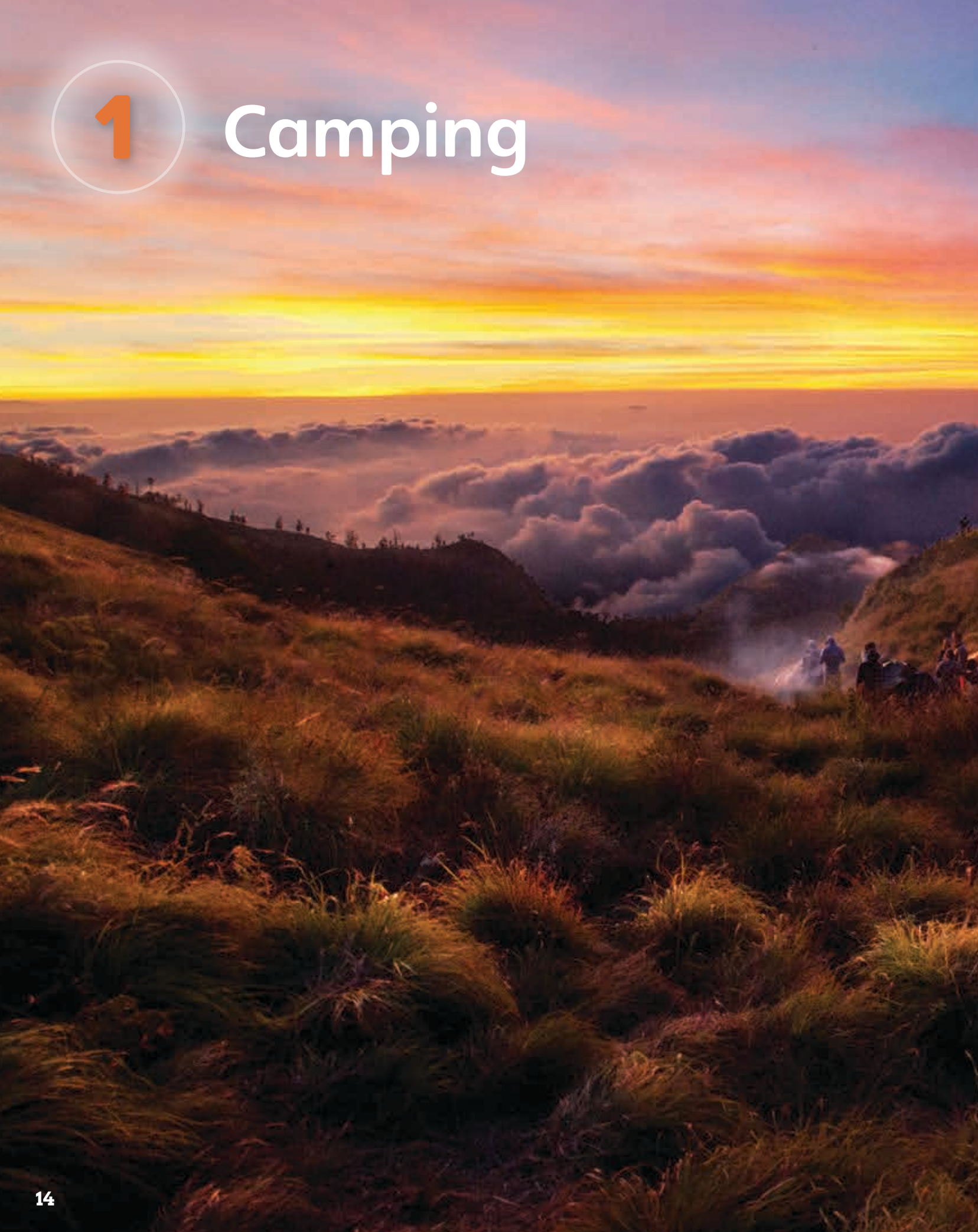
5 Which season would you like to paint?

Project

6 Paint a picture that shows a season. Write about it and say where the Sun and shadows are.



→ Workbook page 10



1 Camping



1 CD1 16 **Listen and look.**

2 CD1 17 **Listen and repeat. Then match.**

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

a blanket **b** bowl **c** cup **d** map **e** plate **f** backpack
g sleeping bag **h** tent **i** flashlight **j** water bottle

3 CD1 18 Think **Listen and guess the words. Then practice with a friend.**

You stay in this when you're camping. — A tent!

4 My World **What do you need when you go camping? Ask and answer.**

→ Workbook page 12

5 CD1 19 Read and listen.



I had a strange weekend. I went camping with my family because we wanted to sleep outside, but my dad forgot to take the tent! We tried to make a tent with a blanket, but it wasn't very good. We were cold. We needed to make a fire, but we didn't have any firewood. Then it started to rain, and our sleeping bags got wet. We had to come home. We still want to sleep outside someday.
Zoe

Focus!

We wanted **to sleep** outside.
My dad forgot **to take** the tent.
We tried **to make** a tent.

6 Think Read, complete, and order the sentences.

want/sleep try/make start/rain need/make forget/take have/go

a They _____ a tent with a blanket because they _____ their tent.
b Their sleeping bags got wet because it _____ .
c They _____ a fire because they were cold.
d Zoe's family was excited because they _____ in a tent.
e They _____ home because they got wet.

7 My World Make true and false sentences about yourself. Then talk to a friend.

I forgot _____ this morning.
I want _____ after school today.
I need _____ on Saturday.
I tried _____ yesterday.
I had _____ last week.

I forgot to brush my teeth this morning.

False!

Say it!

8 CD1 20 CD1 21 Which words sound the strongest? Listen and repeat.

We ***wanted*** *to* ***sleep*** *in a* ***tent****.* *We* ***needed*** *to* ***make*** *a* ***fire****.*

→ Workbook page 13

9 CD1 22 What does Pedro have to do? Listen and choose.

a put up the tent **b** wash the cups and bowls
c cook the dinner



10 CD1 22 Listen again and practice.

Teacher: OK, everyone, come and help me, please.
Emma: Yes, of course. What do we have to do?
Teacher: Emma, put up the tent, please. And Pedro …
Pedro: Yes?
Teacher: Please wash the cups and bowls.
Pedro: Aww! Can I put up the tent?
Teacher: No, Pedro. I asked Emma to put up the tent.
Pedro: Can I help cook the dinner?
Teacher: No, Pedro. What did I ask you to do?
Pedro: You asked me to wash the cups and bowls.

Focus!

What did I **ask** you **to do**?
You **asked** me **to wash** the cups and bowls.

11 My World Whisper an instruction to a friend. Then mime and guess.



Please carry the backpack.

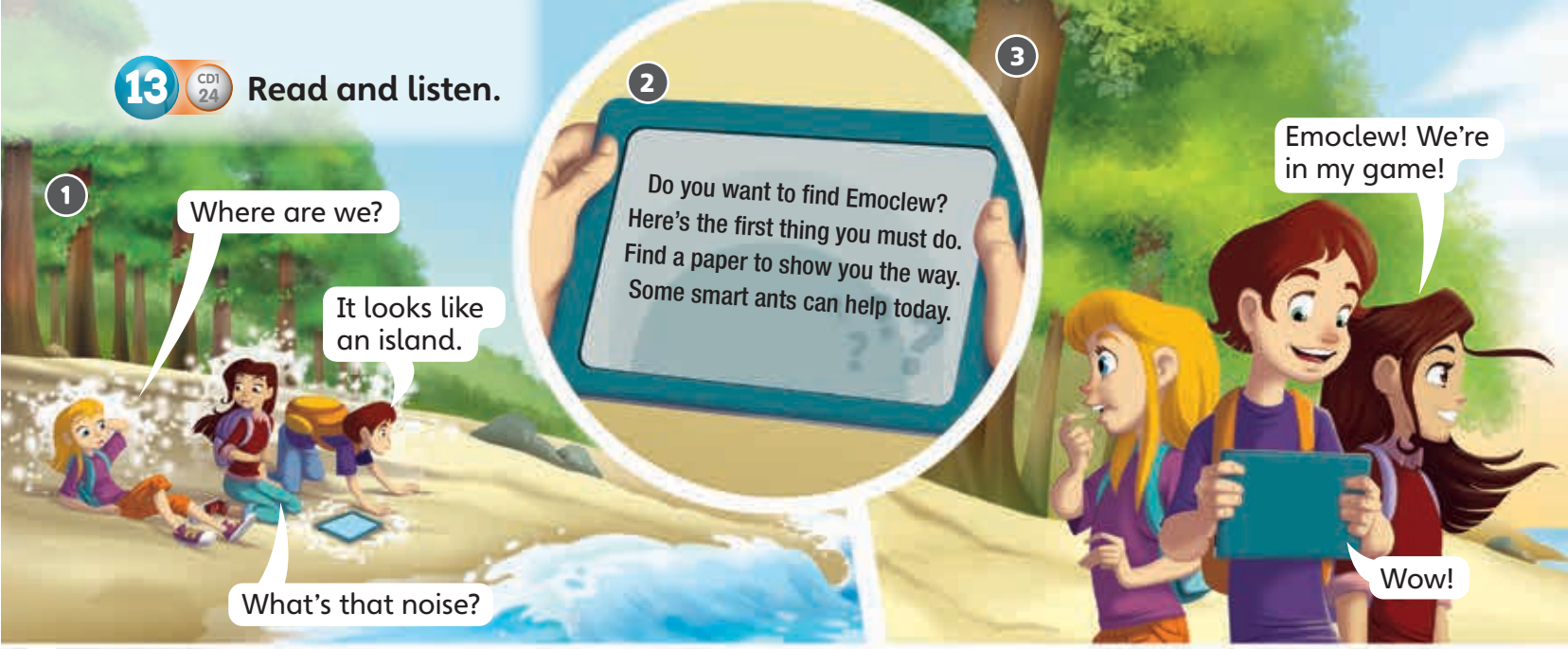
What did she ask me to do?

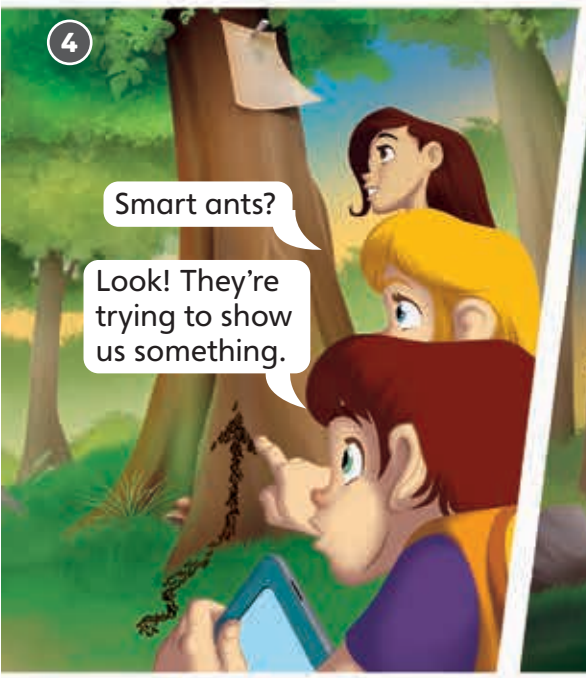
She asked you to carry the backpack.

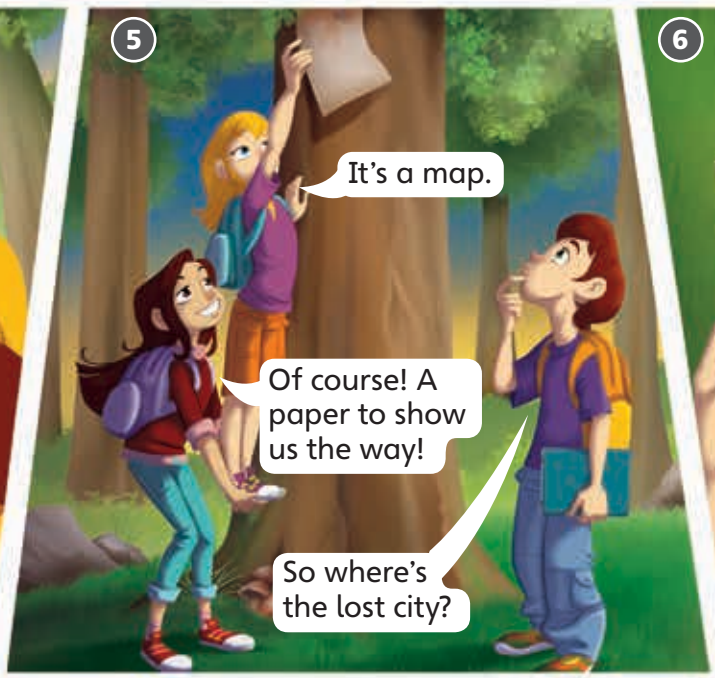
12 CD1 23 Go to page 102. Listen and repeat the chant.

→ Workbook page 14

13 CD1 24 Read and listen.



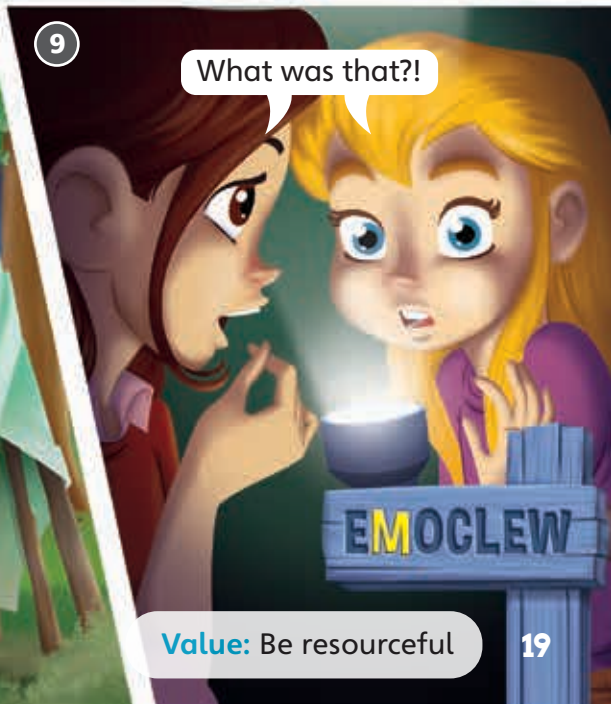












→ Workbook page 15

Value: Be resourceful

Skills: *Listening and speaking*

Let's start! Do you like camping? Why or why not?

14 CD1 25 **Where do Rosie and Tilly want to go camping? Listen and say the letter.**

a



Sleep like a bird.

b



Wake up to mountain views.

c



Watch for dolphins at night.

15 CD1 25 **Listen again and answer the questions.**

1 Does Tilly like mountains?
2 Is the tree tent in a campsite?
3 Can you go hiking in the national park?
4 Are there showers close to the tent on the ocean?
5 What do Rosie and Tilly need to take with them?

16 CD1 26 Talk Time **Plan a camping trip with a friend.**

Should we go camping?

Yes, great! Let's go to …

Who should we go with?

Why don't we go with … ?

OK. Let's take …

Yes, and I'll take …

→ Workbook page 16

Skills: *Reading and writing*

Look below! **What does Ben Taylor do?**

17 CD1 27 **Read and listen.**

Camping on ice

Ben Taylor makes movies about animals. We asked him to describe his favorite movie-making experience.

"Last November, I had to make a movie about emperor penguins in Antarctica. I stayed on a boat, but one night I camped outside.

It was very cold. I had to have a very warm sleeping bag and a special tent, but I didn't need to take a flashlight. November is early summer in Antarctica, and it doesn't get dark.

Antarctica isn't quiet at night. You can hear the wind, and sometimes you can hear noisy penguins. You can hear the ice, too! Ice makes a strange sound when it moves.

When I woke up the next morning, there was a family of emperor penguins near my tent. I filmed them for two hours. It was so exciting I forgot to have breakfast!"



18 **Read again and correct the sentences.**

1 Ben went to Antarctica in January.
2 He had to make a movie about elephant seals.
3 He camped on the ice for seven nights.
4 He had to take a sleeping bag and a flashlight.
5 November is a winter month in Antarctica.
6 He was bored by the penguins.

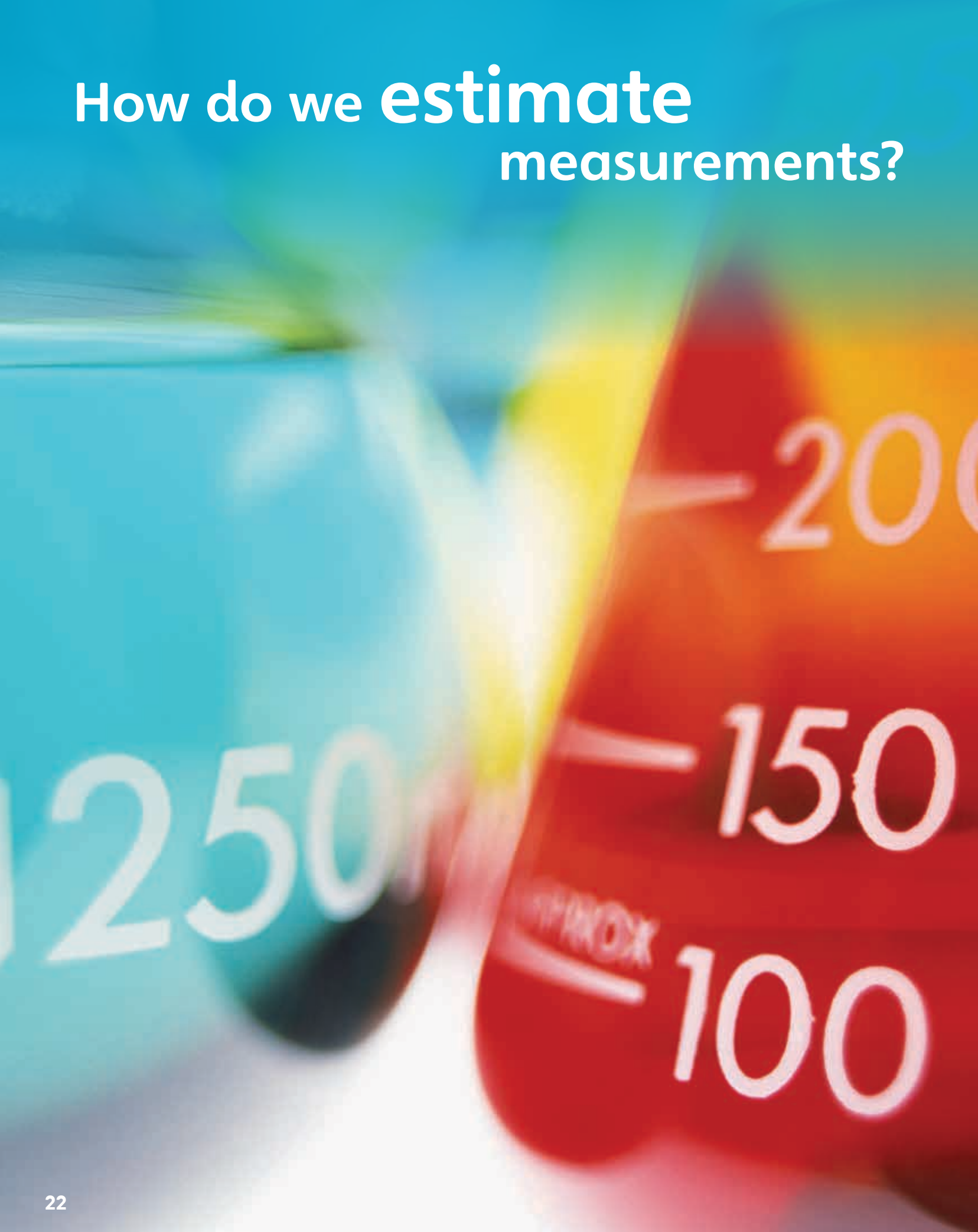
Your turn!

Imagine you make movies about animals.
What animals would you like to make a movie about?
What do they do?

Now write about it in your notebook.

→ Workbook page 17

How do we estimate measurements?



1 CD1 28 Listen and repeat.

How long?	How heavy?	How much?
1 	2 	3 
1 meter = 100 centimeters	1 kilogram = 1,000 grams	1 liter = 1,000 milliliters

2 Watch the video.

3 CD1 29 Read and listen.

How long is your sleeping bag? How heavy is your backpack? How much water is there in your water bottle? When we don't know and we can't measure something, we have to guess, or estimate, measurements.

To help us estimate, we can think about other objects we know. For example, Alice knows her tent is 4 kg. Her backpack feels a bit heavier. Alice estimates that her backpack is about 5 kg.

When we're estimating, we use words like *it's about …* or *it's more than … , but less than …* For example: *The tent is about 250 cm long.* Or: *The tent is more than 2 m long, but less than 3 m long.*

4 Answer the questions.

1 What units of measurement do we use to find out how long something is?
2 How many centimeters are there in 3 meters?
3 Why do we sometimes have to estimate measurements?
4 What words do we use when we estimate?

5 Which is more difficult to estimate, how tall or how heavy your friends are?

Guess What!

In math we use the sign ≈ when we estimate a number.

Project

6 Find five objects. Estimate and then measure how long and how heavy each one is.

Object	How long? Estimate	How long? Measurement	How heavy? Estimate	How heavy? Measurement
notebook	20 cm	30 cm	150 g	256 g
pencil case	25 cm	19 cm	250 g	180 g
eraser	4 cm	6 cm	40 g	16 g
pen	10 cm	15 cm	10 g	4 g
shoe	18 cm	21 cm	350 g	290 g

→ Workbook page 18

2 Talent show



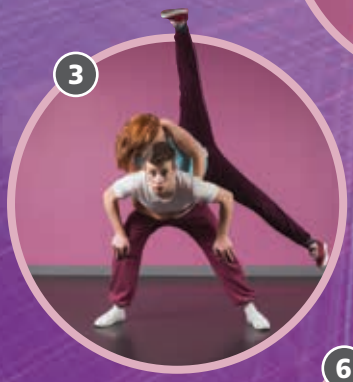


1 CD1 30 Listen and look.

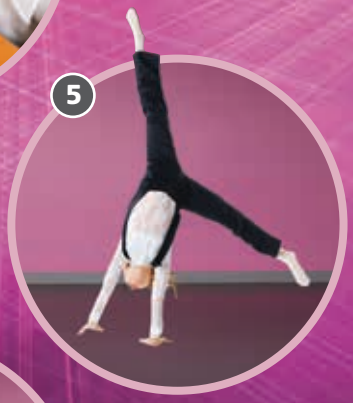
2 CD1 31 Listen and repeat. Then match.





















a do acrobatics **b** do cartwheels **c** do tricks **d** juggle **e** make sculptures
f paint portraits **g** play instruments **h** do street dancing **i** read poetry **j** tell jokes

3 CD1 32 Think Listen and answer the questions. Then ask and answer.

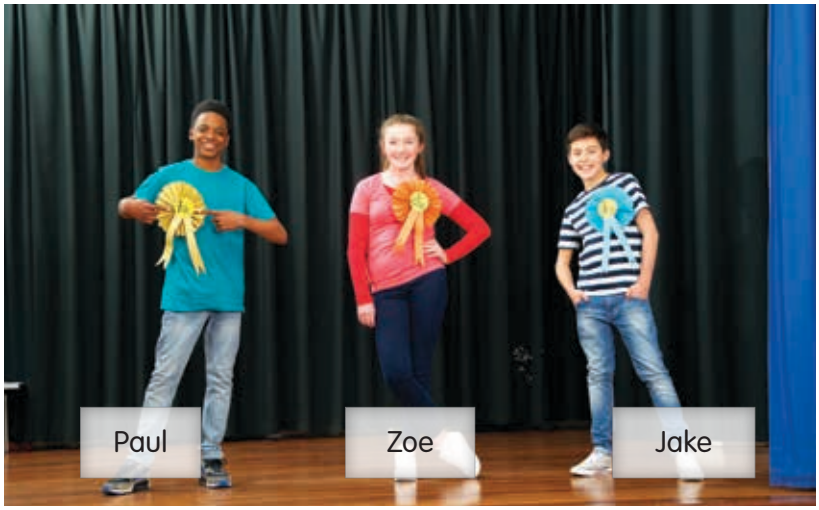
Who's good at reading poetry?

The girl in picture 10.

4 My World What are you good at? Ask and answer.

→ Workbook page 20

5 CD1 33 Read, listen, and look.

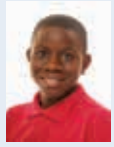


Paul, Zoe, and Jake are all good at street dancing. Paul is the best at street dancing. Zoe is better than Jake at street dancing, but she's worse than Paul. Jake is the worst at street dancing, but he's still good at it!

Focus!

good	better	the best
bad	worse	the worst

6 Think Read and say the names. Then make more sentences.

	Lily	Max	Ava	Oscar
				
Juggling	1st	2nd	3rd	4th
Doing cartwheels	2nd	3rd	4th	1st

1 She's better than Oscar at juggling, but she's worse than Max.
2 He's the worst at juggling.
3 He's better than Ava at doing cartwheels, but he's worse than Lily.
4 She's the best at juggling.
5 She's worse than Max at doing cartwheels.
6 He's better than Ava at doing cartwheels, but he's worse than her at juggling.

7 My World Complete the riddle about a friend. Then ask the class to guess.

I'm better than my friend at _____, but I'm worse than him/her at _____. My friend is the best in the class at _____.

Say it!

8 CD1 34 CD1 35 Which word sounds the strongest? Listen and repeat.

Oscar isn't the best at juggling. (Lily is the best at juggling.)
Oscar isn't the **best** at juggling. (He's the worst at juggling.)
Oscar isn't the best at **juggling**. (He's the best at doing cartwheels.)

→ Workbook page 21



9 CD1 36 **What did Alex make at the beach? Listen and choose.**

a a sandcastle **b** a sand portrait **c** a sand sculpture

10 CD1 36 **Listen again and practice.**

Emma: What did you do on the weekend, Alex?
Alex: I went to the beach with my family. We had a sand sculpture competition. Look!
Emma: Cool! Who's the best at making sand sculptures in your family?
Alex: I am, I think. Look, it's a crocodile.
Emma: Really?
Alex: And this is my sister's.
Emma: Oh, yes!
Alex: Who's better at making sculptures, my sister or me?
Emma: Sorry, Alex. Your sister is.

Focus!

Who's the best at making sculptures? I am.
Who's better at making sculptures, my sister or me? Your sister is.

11 My World **Choose the words. Then ask and answer.**

better best worse worst

1 Who's the b_____ at making sculptures in your family?
2 Who's b_____ at speaking English, your mom or your dad?
3 Who's w_____ at juggling, you or your best friend?
4 Who's the w_____ at telling jokes in your family?
5 Who's the b_____ at swimming in your class?
6 Who's the w_____ at cooking in your family?
7 Who's w_____ at singing, you or your best friend?
8 Who's b_____ at using a computer, you or your dad?



12 CD1 37 **Go to page 102. Listen and repeat the chant.**

→ Workbook page 22

13 CD1 38 Read and listen.



→ Workbook page 23

Skills: *Listening and speaking*

Let's start! What type of street entertainment can you see in your country?

14 CD1 39 **Which entertainers do Lia and Juan see? Listen and say the letters.**

a



Watch some acrobats.

b



Find a 3-D picture.

c



Meet a giant puppet.

d



Try some juggling.

e



Talk to a statue.

15 CD1 39 **Listen again and match.**

1	The children say hello to …	**a**	the puppet.
2	The children decide to follow …	**b**	juggling.
3	The children give money to …	**c**	the statue.
4	Juan is better than Lia at …	**d**	dancing.
5	Lia is better than Juan at …	**e**	the 3-D artist.

16 CD1 40 Talk Time **Plan a street entertainment show with your friends.**

I can … What can you do?

I can …

Great! And how about … ?

OK. … is the best at …

What can … do?

Why doesn't he/she … ?

→ Workbook page 24

Skills: *Reading and writing*

Look below! **What type of competition did Paola enter?**

17 CD1 41 **Read and listen.**

Talent (by Paola)

Everyone's good at something,
In my family.
They all have a lot of talent,
Everyone but me!

My sister's good at painting,
She paints pictures of our town.
My brother's great at telling jokes,
He's the family clown.

My mom is the best singer,
And she plays the guitar, too.
And my dad is the best at cooking,
He makes a great barbecue.

But what can I be good at?
I'll ask my mom and dad,
"Am I good at anything,
Can I really be that bad?"

"Don't be silly," says my mom.
"Your talent's easy to see.
You're the best at writing,
You write great poetry!"

So now I feel quite happy,
And what I know is this,
We all have a talent,
Just find out what yours is!



18 Read again and answer the questions.

1 Who's the funniest in Paola's family?
2 Who's the best writer?
3 Who's the best at music?
4 Who makes very good food?
5 What does Paola like to write?
6 Who's very good at art?

Your turn!

Think about your family.
Is your family similar to or different from Paola's family?
What are they good at?
What are you good at?

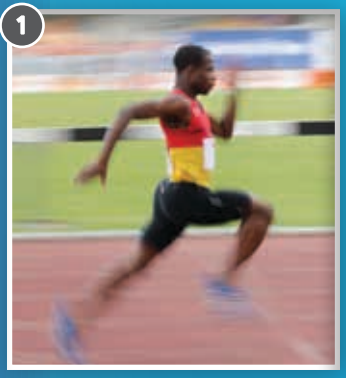
Now write about it in your notebook.

→ Workbook page 25

What abilities do we need for physical activities?



1 CD1 42 Listen and repeat.



speed



strength



balance



stamina

2 Watch the video.

3 CD1 43 Read and listen.

Can you run, skate, or ride your bike fast? For these activities you need speed because you need to move your body very quickly.

Are you good at rock climbing? You need strength for this activity because you must have strong arms and legs to climb.

Can you stand on one leg without falling down? For this you need balance. Street dancers need good balance when they move on one leg or one arm.

Do you think you can run in a marathon? It isn't easy because we need to use our muscles for a long time. To run in a marathon, we need stamina.

4 Answer the questions.

1 When do we need speed?
2 Why is it difficult to run in a marathon?
3 Which is more important when you do a cartwheel, stamina or balance?
4 Look at the picture on page 32. What abilities does the snowboarder need?

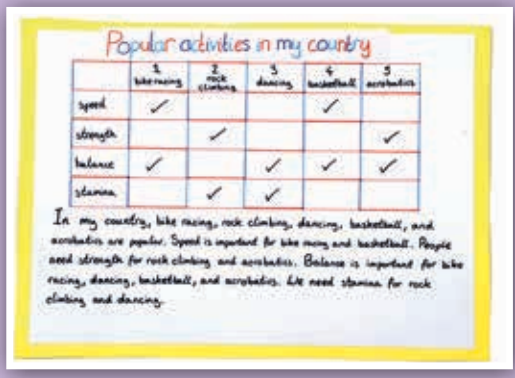
5 What would you like to have, better speed, strength, balance, or stamina?

Guess What!

Flamingos can balance on one leg when they sleep.

Project

6 Find out about five popular physical activities in your country. Which abilities are the most important? Make a chart and then write about them.


Popular activities in my country

	1 bike racing	2 rock climbing	3 dancing	4 basketball	5 acrobatics
speed	✓			✓	
strength		✓			✓
balance	✓		✓	✓	✓
stamina		✓	✓		

In my country, bike racing, rock climbing, dancing, basketball, and acrobatics are popular. Speed is important for bike racing and basketball. People need strength for rock climbing and acrobatics. Balance is important for bike racing, dancing, basketball, and acrobatics. We need stamina for rock climbing and dancing.

→ Workbook page 26

Social studies Traditional costumes

1 Which cities and provinces in Ecuador have you visited? What did people wear?

2 Look at the people's costumes. Talk in pairs.

- Which clothes can you name in English?
- Describe their hats.

3 Read and match.

In Ecuador, there are about twenty indigenous groups. Each group has its own traditions, music, art, languages, and costumes. Their clothes tell you where they are from.

The North

1 Men from Otavalo usually wear a black felt hat, white shirt, short white pants, and blue poncho. They also wear their hair in a *chimba* (long braid).

2 Women from Otavalo wear a long blue skirt, a white shirt, and a blue shawl (which they put on their head when it's hot). The women usually wear red and gold jewelry to decorate their clothes.

The Central Highlands

3 Clothes are very colorful in the provinces of Chimborazo, Cotopaxi, and Bolívar. Women wear thick wool stockings, felt hats, shawls or ponchos, and *anaco*. The *anaco* is a long piece of material (*tela espejo*) that becomes a skirt. They also wear colorful belts (*guato*).

4 To protect themselves from the cold, men wear ponchos and felt hats.



The South

5 Women from Cuenca usually have two braids, not one, and they wear white straw hats (*paja*). Their *anaco* skirts are short, and are usually very bright colors, with little bits of gold or silver. Most people wear flat shoes.

6 Loja is different from Cuenca. The Saraguro people wear black and white (black hats, pants, and shawls). The women wear black and white striped skirts.

4 Read and complete.

braids costumes cotton felt flat jewelry straw

There are six main reasons why people choose their clothes:



1 **For protection.** To protect themselves against the cold, people wear ponchos and _____ hats.
2 **For comfort.** Many indigenous women wear _____ shoes for work because they're comfortable.
3 **For identity.** The Cuencans wear white _____ hats to show where they're from. Otavalan men have their hair in _____. Some men from Santo Domingo still color their hair red.



4 **For fashion.** In Guayaquil, the men wear white _____ shirts called *guayaberas*, but they aren't in fashion today. In many parts of Ecuador, people prefer clothes from the U.S. or Europe.
5 **For festivals.** In Baños, children wear special _____ for festivals.
6 **For decoration**. Many indigenous people, like Otavalan women, wear gold _____.

5 My World What clothes do you wear for these reasons? Ask and answer.

What do you wear for protection?

I wear a sweater and a scarf!

Language through the arts

6 Think Design an Ecuadorian doll that tourists would like to buy.



Review Units 1 and 2

1 CD1 44 Read, listen, and choose the words.



Last **fall/winter**, I visited my friend Brad in New York. When I **arrive/arrived**, there was a **snowstorm/drought**. I was surprised because Brad asked **me/us** to go **camping/swimming**! But we didn't **camp/swim** outside in the **snow/monsoon**. We spent the night in a museum! We **had/forgot** to take **sleeping bags/tents**, a **water bottle/flashlight**, and a camera.

When the museum **closes/closed**, we explored in the dark with our **flashlights/cameras**. Then we watched a movie, and we slept under a **shark/whale**! Well, we **had/tried** to sleep, but we were too excited. We **told jokes/painted portraits**, and we did some **cartwheels/tricks**. Brad was the **best/worst** at **telling jokes/doing cartwheels**. We laughed a lot.

In the morning, we had breakfast, and then we went home to bed!

George

2 Read again and answer the questions.

1 Which season was it when George went to New York?
2 What was the weather like when George arrived?
3 Where did they go camping?
4 Did they need to take tents?
5 Was George the best at telling jokes?
6 Were they tired in the morning?

3 My World Think of a visit to a friend. Ask and answer.

Who did you visit?
What season was it?
Where did you go?
Where did you sleep?

4 Write about your visit in your notebook.

→ Workbook pages 28–29

5 Play the game.

24 	**23** Go back to 19.	**22** This morning, my teacher asked me to _____ .	**21** Name five activities you are good at.
17 When I was _____ , I went to _____ on vacation.	**18** Go back to 14.	**19** yesterday? / weather / was / the / like / What	**20**  Go to 21.
16  Go to 17.	**15** Who / at / is / best / painting / the / your / in / family?	**14** Name five activities you can do on vacation.	**13** Go back to 11.
9 flood / Was / fall? / last / a / there	**10** Name six things you take when you go camping.	**11** _____ is _____ than me at juggling.	**12** Name four weather words.
8 _____ is the _____ in our class at doing cartwheels.	**7**  Go to 10.	**6** Go back to 2.	**5** your parents / to do / ask / What / last night? / did / you
1  **Start here!**	**2** summer? / go / Where / last / you / did	**3** This morning, I forgot to _____ .	**4** Name four seasons.

Green
Make a question and answer it.

Yellow
Make a true sentence.

Blue
How many words can you remember?

3 International food





1 CD1 45 **Listen and look.**

2 CD1 46 **Listen and repeat. Then match.**












a curry **b** dumplings **c** fish and chips **d** kebabs **e** noodles
f paella **g** rice and beans **h** stew **i** sushi **j** tacos

3 CD1 47 Think **Listen and suggest dishes. Then practice with a friend.**

I like fish and potatoes. I don't like rice.

Why don't you try fish and chips?

4 My World **Which of these dishes would you like to try? Ask and answer.**

→ Workbook page 30

5 CD1 48 Read and listen.



I'm learning to cook international food with my Saturday club. Now my family wants me to cook dinner every night, and they usually want me to make different things.

Yesterday evening, my mom wanted me to make rice and beans, my dad wanted me to make pasta, and my sister wanted me to make sushi.

What can I do? I want them to cook dinner for me sometimes!

Andy

Focus!

My family **wants** me **to cook** dinner every night.
I **want** them **to cook** dinner for me sometimes.

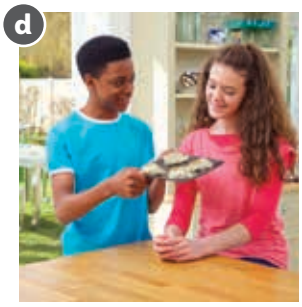
6 Think Read and match. Then choose the words.

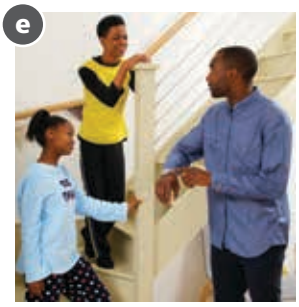
1 She wants **her/him** to read a story.
2 They want **him/her** to play soccer.
3 They want **him/her** to buy fish and chips.
4 She wants **him/them** to make noodles for dinner.
5 He wants **you/her** to try some dumplings.
6 He wants **her/them** to go to bed.













7 My World Think of three things you want people to do after school.

I want Sally to come to my house.

I want my mom to make stew for dinner.

I want my brother to clean my room.

8 CD1 49 Go to page 102. Listen and repeat the chant.

→ Workbook page 31

9 CD1 50 **What did Carla make? Listen and choose.**

a paella **b** kebabs **c** tacos



10 CD1 50 **Listen again and practice.**

Pedro: Hi, Carla. Where were you this morning?
Carla: I went to the supermarket to buy some rice.
Pedro: Some rice? Why did you buy rice?
Carla: I bought some rice to make paella. I had chicken and vegetables, but I didn't have any rice. The paella's for you, Pedro. Happy birthday!
Pedro: Thanks, Carla. I love paella.
Carla: I know!

Focus!

I went to the supermarket **to buy** some rice.
I bought some rice **to make** a paella.

11 My World **Choose and make sentences. How many true sentences can you make?**

the supermarket the market
the park a restaurant a store
the sports center the movie theater

buy have eat play
do go ride watch

Yesterday, I went to the sports center to do karate.

On Saturday, my mom and dad went to a restaurant to have dinner.



Say it!

12 CD1 51 CD1 52 **Which words sound the strongest? Listen and repeat.**

I ***went*** *to the* ***market*** *to* ***buy*** *some* ***rice****.*

I ***bought*** *some* ***rice*** *to* ***make paella****.*

→ Workbook page 32

13 CD1 53 Read and listen.



→ Workbook page 33

Value: Eat healthy food

Skills: *Listening and speaking*

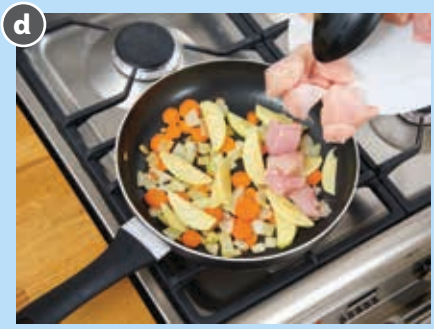
Let's start! Can you cook? Would you like to enter a cooking competition?

14 CD1 54 How does Jake make his dish? Listen and order the pictures.

a 

b 

c 

d 

e 

f 

15 CD1 54 Listen again and complete the sentences.

1 Jake learned to cook when he was _____ .
2 His _____ works in a restaurant.
3 He made _____ for the competition.
4 His surprise ingredient was _____ .
5 You eat the curry with _____ .

16 CD1 55 Talk Time Plan a cooking competition with your friends.

What would you like to cook?

I'd like to cook …

Great! What do you need for … ?

You need …

When do you eat it?

You eat it for …

→ Workbook page 34

Skills: *Reading and writing*

Look below! **What does Talia like making?**

17 CD1 56 **Read and listen.**

Sweet ambition

My name is Talia Asp, and I'm from Bergen, in Norway. I want to be a gingerbread artist when I'm older because I like art and I love cooking. Gingerbread is a type of cookie. It's good for art because you can cut it into different shapes.

I like making gingerbread houses the most. They're like a puzzle. You cut the gingerbread into pieces and bake them in the oven. Then you put the pieces together and decorate the house with candy. My mom wanted me to make this house for her birthday.

My town, Bergen, is famous for its gingerbread art. Every December, we make the biggest gingerbread town in the world. There are houses, trains, boats, and cars. This year, my class made a gingerbread boat. Come and visit someday!





18 **Read again and answer the questions.**

1 Where is Talia from?
2 Does she like cooking?
3 What kind of food is gingerbread?
4 What does Talia enjoy making the most?
5 What can you see in Bergen's gingerbread town?
6 What did Talia's class make?

Your turn!

Design some gingerbread art.
What does it look like?
How many pieces of gingerbread do you need?
Who's it for?

Now write about it in your notebook.

→ Workbook page 35

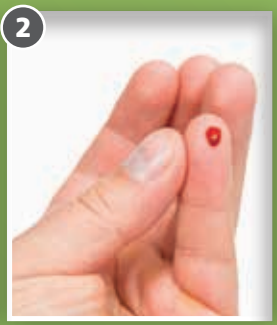
Why is it important to drink water?



1 CD1 57 Listen and repeat.



humans



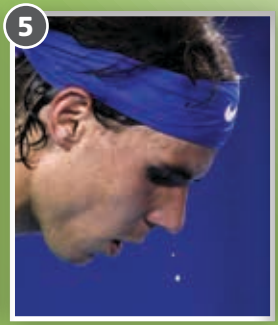
blood



brain



skin



perspiration

2 Watch the video.

3 CD1 58 Read and listen.

All plants, animals, and humans need water to live. That's because our bodies need water for nearly everything they do. Our blood needs water to move around the body. Our stomachs need water to digest food. More than 70% of our brains are water, so drinking water helps us think better.

When we do sports and when it's hot, we lose water through our skin. This body water is called perspiration. We put water into our bodies when we drink and eat. When we lose more water than we put into our bodies, we feel tired and we sometimes have a headache. That's why it's important to drink 6–8 glasses of water a day.

4 Answer the questions.

1 Why does our blood need water?
2 How much of our brain is water?
3 From which part of our body do we lose water when it's hot?
4 What happens when we don't drink much water?

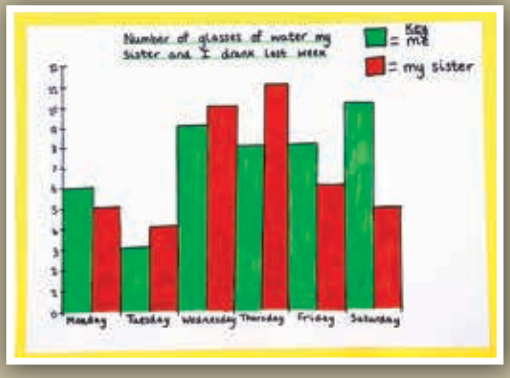
5 When do you think you should drink more water?

Guess What!

Frogs don't drink. Water goes into their bodies through their skin.

Project

6 Find out how many glasses of water you and someone in your family drink each day for a week. Make a bar chart.



→ Workbook page 36

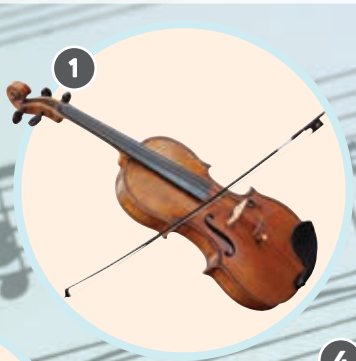


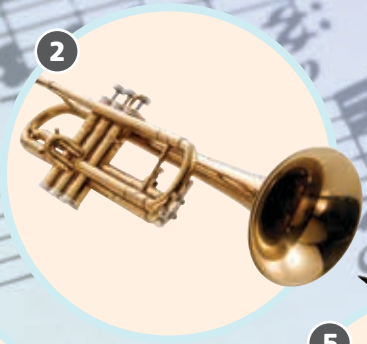
4 Music

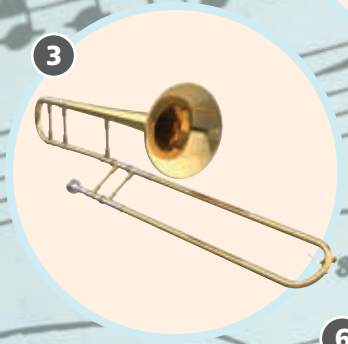


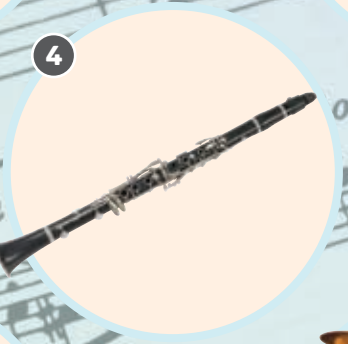
1 CD2 02 **Listen and look.**

2 CD2 03 **Listen and repeat. Then match.**

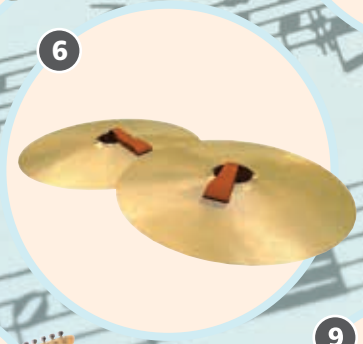




















a clarinet **b** cymbals **c** drums **d** electric guitar **e** flute
f keyboard **g** saxophone **h** trombone **i** trumpet **j** violin

3 CD2 04 Think **Listen and guess the instruments. Then mime and guess.**

What are these?

They're drums. Picture seven.

4 My World **Which instruments would you like to learn? Ask and answer.**

→ Workbook page 38

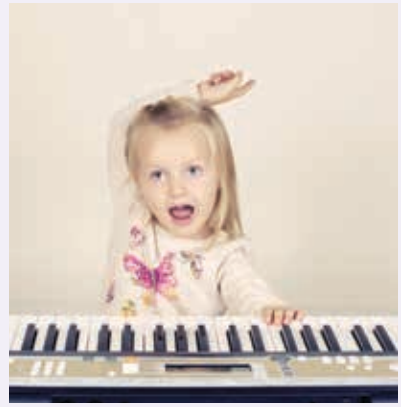
5 CD2 05 Read, listen, and say the names.

Weekends are very noisy at our house. My children all love music.

1 My oldest daughter is the best at music. She plays the guitar well, and she sings beautifully.
2 My son is learning to play the trumpet. He doesn't play badly, but he plays very slowly.
3 My youngest daughter is only three, but she likes playing the keyboard – very loudly!



Sam



Elisa



Jasmine

6 Read and say *true* or *false*.

1 Jasmine plays the guitar badly.
2 Jasmine sings well.
3 Sam can't play the trumpet quickly.
4 Elisa likes playing the cymbals.
5 Elisa doesn't play the keyboard quietly.

Focus!

He plays the trumpet **slowly**.
She sings **beautifully**.
She plays the guitar **well**.

7 CD2 06 Think Listen and choose the words.

1 She's playing the violin **quickly/slowly**.
2 He's singing **well/badly**.
3 She's playing the flute **loudly/quietly**.
4 He's playing the electric guitar **loudly/quietly**.
5 She's playing the clarinet **badly/beautifully**.

Say it!

8 CD2 07 CD2 08 Do the ends of the question and answer go up or down? Listen and repeat.

Do you play the violin well? ↗ *No, I play it badly.* ↘

→ Workbook page 39

9 CD2 09 **How does Emma play the electric guitar? Listen and choose.**

a badly **b** loudly **c** quietly



10 CD2 09 **Listen again and practice.**

Carla: Hi, Emma. What are you doing?
Emma: I'm going to band practice.
Carla: Cool! What instrument do you play?
Emma: I'm learning to play the electric guitar, and I sometimes sing.
Carla: Are you good at singing?
Emma: Not really. Pedro sings more beautifully than I do, but I play the guitar better than he does.
Carla: Who plays more loudly, you or Pedro?
Emma: I do, of course!

Focus!

Pedro sings **more beautifully than** I do.
I play the guitar **better than** he does.
Who plays **more loudly**, you or Pedro? I do.

11 My World **Answer the questions with a friend. Then tell the class.**



1 Who sings more beautifully, you or your friend?
2 Who plays an instrument better?
3 Who sings more loudly?
4 Who reads more quickly?
5 Who speaks more quietly?
6 Who eats more slowly?
7 Who laughs more loudly?
8 Who writes more beautifully?

Max sings more loudly than I do, but I sing more beautifully.

I read more slowly than Anna does.

12 CD2 10 **Go to page 102. Listen and repeat the chant.**

→ Workbook page 40

13 CD2 11 Read and listen.



→ Workbook page 41

Skills: *Listening and speaking*

Let's start! What traditional instruments do you have in your country?

14 CD2 12 **Listen and match the instruments to the countries.**

1 

erhu

2 

vuvuzela

3 

bagpipes

4 

bongos

5 

bouzouki

a South Africa **b** Cuba **c** Scotland **d** China **e** Greece

15 CD2 12 **Listen again and choose the words.**

1 People **sometimes/never** play the erhu in rock bands.
2 People usually play the vuvuzela **loudly/quietly**.
3 **All/Some** bouzoukis have eight strings.
4 People usually play bongos with **their hands/sticks**.
5 Bagpipes are **easy/difficult** to play.

16 CD2 13 Talk Time **Decide which instrument you would like to play.**

Which instrument would you like to play?

I'd like to play the …

How do you play the … ?

You play it like a …

Do you think it's easy or difficult?

I think it's …

→ Workbook page 42

Skills: *Reading and writing*

Look below! **What are these instruments made from?**

17 CD2 14 **Read and listen.**

The Vegetable Orchestra

We eat vegetables every day, but what else can we do with vegetables?

In Austria, there is a vegetable orchestra. They make all their own instruments – trumpets, drums, violins, clarinets – and they make them all from vegetables.

The orchestra plays concerts all over the world. Before each concert, the musicians go to the market and buy fresh vegetables. Then they make their instruments slowly and carefully. It takes about three hours because they have to make more than forty instruments for each concert. They love inventing new instruments with different vegetables from around the world.

People always enjoy listening to the Vegetable Orchestra, and after each concert, they enjoy a bowl of vegetable soup! The orchestra's cook makes it from unused vegetables. It's delicious!



18 **Read again and correct the sentences.**

1 The Vegetable Orchestra is from Russia.
2 They make all their instruments from fruit.
3 They buy their vegetables at the supermarket.
4 The musicians make their instruments quickly.
5 They need more than twenty instruments for each concert.
6 People enjoy noodles after the concert.

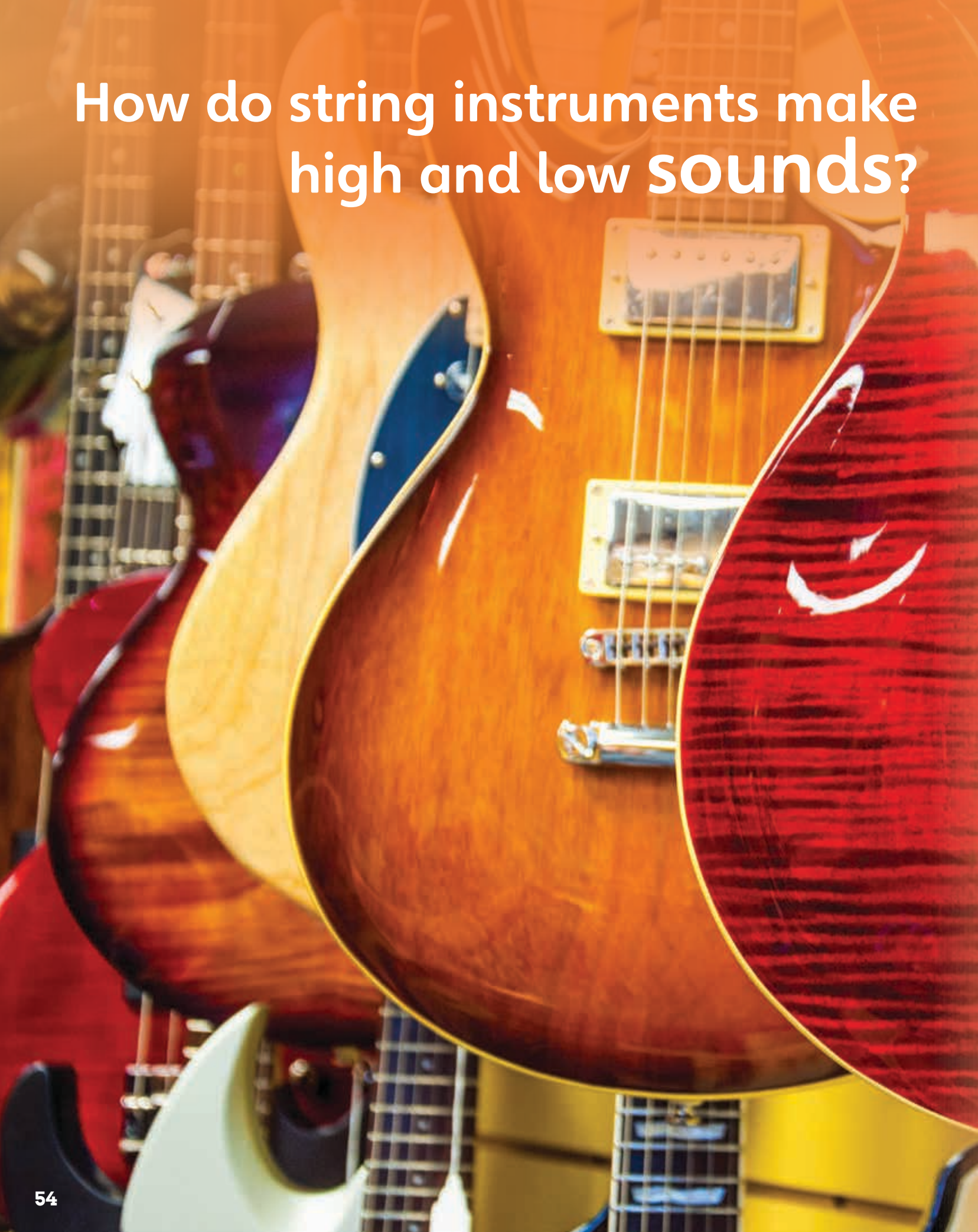
Your turn!

Design an unusual instrument.
What is it made from?
What does it sound like?
How do you play it?

Now write about it in your notebook.

→ Workbook page 43

How do string instruments make high and low sounds?



1 CD2 15 Listen and repeat.



vibrate



make tighter



thick string

thin string

2 Watch the video.

3 CD2 16 Read and listen.

When we play a guitar or another string instrument, we make the strings vibrate. When a string vibrates quickly, it makes a high sound. When it vibrates slowly, it makes a low sound. The pitch is how high or low the sound is. How can we change the pitch? There are three ways.

- We can make the string tighter. Tight strings vibrate faster, so they make a higher pitch.
- We can make the string shorter because shorter strings vibrate faster, too.
- We can use thick and thin strings. Thick strings vibrate slowly and make a low sound. Thin strings vibrate quickly and make a high sound.

4 Answer the questions.

1 What word describes how high or low sounds are?
2 What do we hear when something vibrates slowly?
3 Which makes a higher sound, a long string or a short string?
4 Which makes a lower sound, a thick string or a thin string?

5 What sounds do you hear every day? Do they have a high or a low pitch?

Guess What!

When a sound has a very high pitch, sometimes we can't hear it, but dogs can.

Project

6 Find out about an instrument. Draw it and describe how it makes sounds. How can you change the pitch?



→ Workbook page 44

Music *Pasillos* in Ecuador

1 Listen. What can you hear?

Which instruments can you hear in *pasillos*?



mandolin



requinto



drums



guitar



trumpet

2 Read and answer.



The *pasillo* is the national music of Ecuador. It began in the 19th century in New Granada. Musicians play the *pasillo* on the guitar. There are usually two guitars. One is a special kind of guitar called a *requinto.* The first songs were about sadness and love. *Pasillos* became popular in the Ecuadorian War of Independence (1820–1822) when the musicians sang about people's bravery. In 1930, the famous song *Guayaquil de mis amores* started a different style of *pasillo*. Musicians started to write songs about the beauty of Ecuador and its towns and cities. Today, musicians write *pasillos* about many different subjects. Songs from the coast are happier and songs from the mountains are sadder.

1 Which instrument do musicians use to play the *pasillo*?
2 What is a *requinto*?
3 What were the first songs about?
4 Can you name any famous songs?
5 Are the songs today happy or sad?

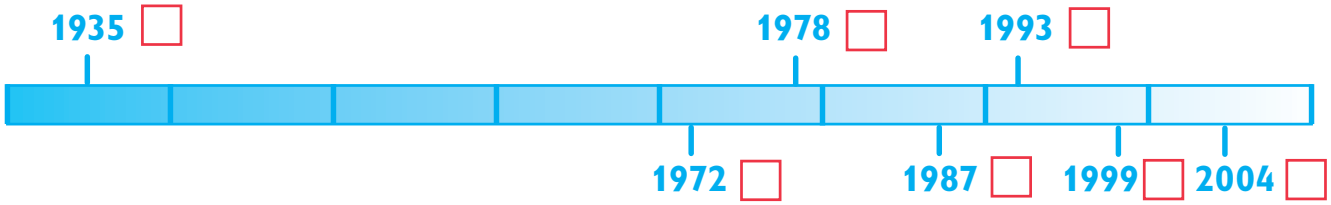
3 Read and match the events to the dates.



Julio Jaramillo was the most famous *pasillo* musician. He was born in 1935 in Guayaquil and made shoes until he became a musician. His most famous song was *Nuestro Juramento.* He died in 1978 and 250,000 people came to his funeral. In 1993, they named his birthday, October 1st, Day of the Ecuadorian Pasillo.



Juan Fernando Velasco was born in 1972 in Quito. He started a rock band in 1987 with friends from school. In 1999, he had his first album, *Para que no me olvides*. In 2004, he gave the biggest ever concert in Quito: 16,000 people came.



1 Julio Jaramillo died.
2 October 1st became Day of the Ecuadorian Pasillo.
3 Julio Jaramillo was born.
4 Juan Fernando Velasco started a rock band.
5 Juan Fernando Velasco gave a big concert.
6 Juan Fernando Velasco's first album came out.
7 Juan Fernando Velasco was born.

Language through the arts

4 Write your own *pasillo* about your town or village.

You are like ...
You are ...
You have ...
.....
in my .....



Review Units 3 and 4

1 CD2 17 Read, listen, and choose the words.

I'm in the school **orchestra/band** with my friend Sally. Sally plays the **flute/drums**, and I play the **clarinet/trumpet**. My family wanted me to learn the **flute/electric guitar**, but I love playing the trumpet **loudly/quietly**!

Last year, our **band/orchestra** went to Moscow to enter a **music/cooking** competition. It was fun, but it was hard work, too. Our teacher wanted **us/me** to learn some very difficult **recipes/music**.

The competition was on the **first/last** evening of our stay. We played **badly/well**, but another **orchestra/band** played more **beautifully/quietly** than we did. **We/They** won the competition, and **we/they** came second.

After the competition, we went to a **restaurant/café** to have dinner. Sally had **fish and chips/noodles**, but I chose **curry/stew** because I wanted to try it.
It was delicious!

Maria



2 Read again and say *true* or *false*.

1 Maria's family wanted her to learn the trumpet.
2 Maria enjoys playing her trumpet loudly.
3 They entered a cooking competition in Moscow.
4 Maria's orchestra came second in the competition.
5 They had dinner in a hotel.
6 Maria wanted to try dumplings.

3 My World Think of a competition you entered. Ask and answer.

What type of competition was it?
Where was it?
What did you do to prepare?
Did you win?

4 Write about the competition in your notebook.

→ Workbook pages 46–47

5 Play the game.

Start here!



1

2 tenciral

3 splugmind

4 You go to the supermarket to buy some sushi. Miss a turn.



5 lodsone

6 You ate the sushi very quickly, and you're still hungry. Go back to the supermarket.

7 bekbas

8 hoxpasneo

9 Someone is singing beautifully. Go to the café to listen. Miss a turn.



10 You stop at the market to buy an old trumpet. Miss a turn.



11 Your friends want you to try rice and beans. Go back to the café.

12 smurd

13 You can only play the old trumpet very quietly and badly. Go back to the market.



14 You go to the restaurant to have curry, and you eat very slowly. Miss a turn.

15 lambycs

16 You want your friend to practice the piano. Go back to the restaurant.

17 You don't want the other band to arrive earlier than you. Go to 18.

18 satoc

19 You don't have your electric guitar. Go back to the market to buy another one.



20

Green
Find the word.

Purple
Follow the instruction.

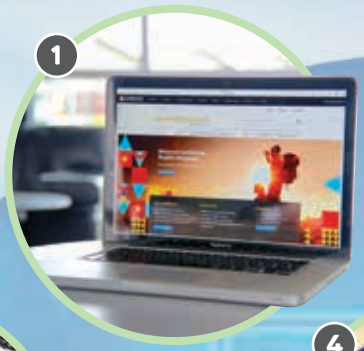


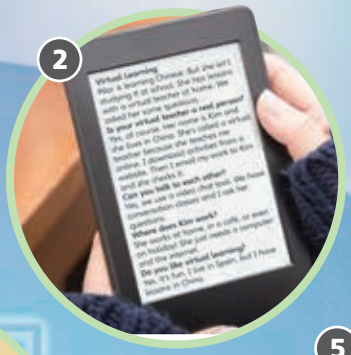
5 Now and then



1 CD2 18 Listen and look.

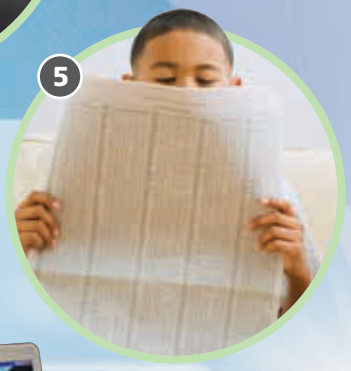
2 CD2 19 Listen and repeat. Then match.



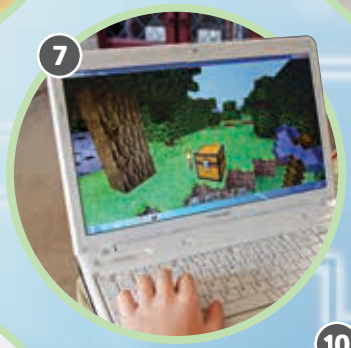


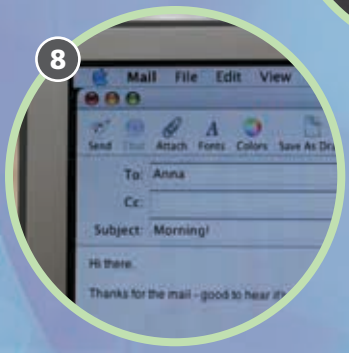




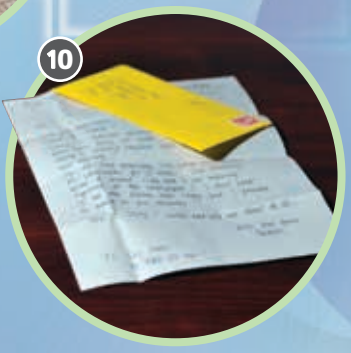












a dictionary **b** e-book **c** email **d** encyclopedia **e** letter
f magazine **g** newspaper **h** online game **i** text message **j** website

3 CD2 20 Think Listen and guess the words. Then practice with a friend.

You read this on an e-reader.

An e-book!

4 My World What information technology do you use? Ask and answer.

→ Workbook page 48

5 CD2 21 Read and listen.

Life in 1980

Sally Rogers was born in 1980. How was life different then?

Most people didn't have a computer at home in 1980. They couldn't use the Internet or websites. They watched the news on TV or they bought newspapers, magazines, or books. They couldn't buy e-books. People could call or send letters to their friends, but they couldn't send emails. Now we can send emails to friends all over the world.



6 What could people do before 1980? Read and choose.

1 People **could/couldn't** use websites.
2 They **could/couldn't** buy books.
3 They **could/couldn't** send letters.
4 They **could/couldn't** buy encyclopedias.
5 They **could/couldn't** use the Internet.

Focus!

People **could buy** books in 1980. They **couldn't buy** e-books.

7 Think Read and find the mistakes in Sally's to-do list.

February 8, 1989

- Ask Dad for an e-book for my birthday.
- Send Grandma an email.
- Ask Mom to buy my favorite magazine.
- Use the Internet to do my science project.
- Check Jane's website.

People couldn't buy e-books in 1989!

Say it!

8 CD2 22 CD2 23 Which words sound the strongest? Listen and repeat.

People *could* ***read books***. *They* ***couldn't send emails***.

→ Workbook page 49

9 CD2 24 What is Alex doing? Listen and choose.

a watching television **b** reading a book
c playing an online game



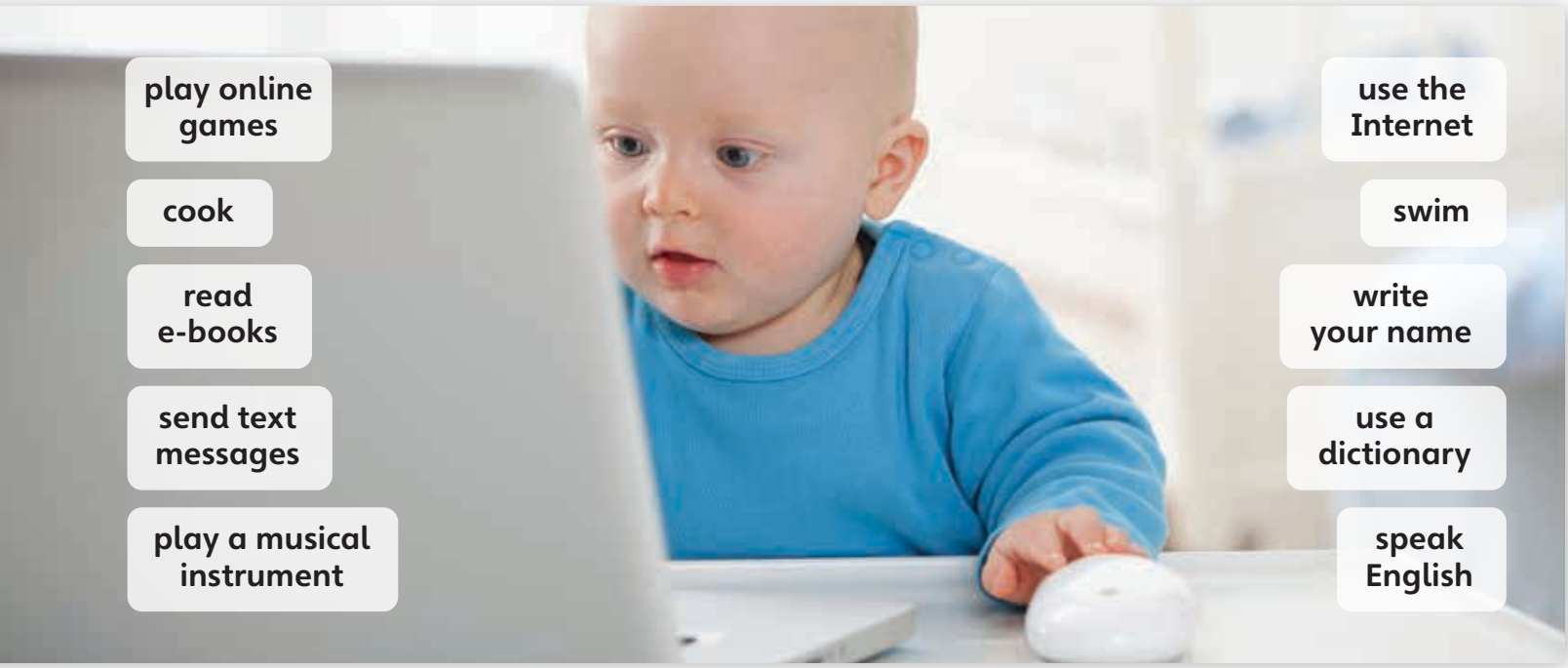
10 CD2 24 Listen again and practice.

Grandpa: What are you doing, Alex?
Alex: I'm playing online chess with Pedro.
Grandpa: Online chess?
Alex: Can you play online chess, Grandpa?
Grandpa: No, I can't. I'm not good at using computers.
Alex: Could you play online games when you were young?
Grandpa: No, I couldn't. There weren't any computers then.
Alex: Could you watch television?
Grandpa: Yes, I could. We had a television, but it was black and white.
Alex: Could you read books?
Grandpa: Yes, of course, Alex. I'm not that old!

Focus!

Could you **play** online games when you were young?
Yes, I **could**. / No, I **couldn't**.

11 My World Make questions. Then ask and answer.



Could you use the Internet when you were 1?

No, I couldn't.

Could you swim when you were 7?

Yes, I could.

12 CD2 25 Go to page 103. Listen and repeat the chant.

→ Workbook page 50

13 CD2 26 Read and listen.





→ Workbook page 51

Value: Protect your friends

Skills: *Listening and speaking*

Let's start! How do you communicate with your friends?

14 CD2 27 **When were these forms of communication invented? Listen and match.**

a



smoke signals

b



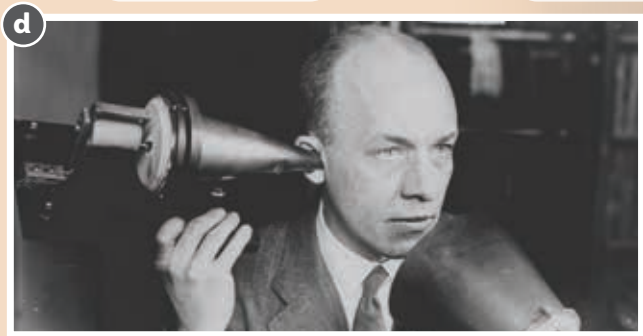
the World Wide Web

c



telegram

d

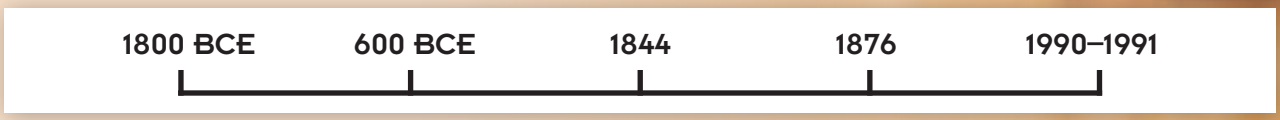


telephone

e



letters



15 CD2 27 **Listen again and answer the questions.**

1 Which is the oldest form of communication?
2 Could people send letters in the post in 600 BCE?
3 Could people send telegrams more quickly or more slowly than letters?
4 What did Alexander Graham Bell invent?
5 Is communication easier or more difficult with the Internet?

16 CD2 28 Talk Time **Talk about forms of communication with a friend.**

Which forms of communication do you use? — I use …

Which do you use the most? — I use … the most.

What do you use it for? — I use it for …

→ Workbook page 52

Skills: *Reading and writing*

Look below! **Where does Kim work?**

17 CD2 29 **Read and listen.**



Virtual learning

Pilar is learning Chinese. But she isn't studying it at school. She has lessons with a virtual teacher at home. We asked her some questions.

Is your virtual teacher a real person?
Yes, of course. Her name is Kim, and she lives in China. She's called a virtual teacher because she teaches me online. I download activities from a website. Then I email my work to Kim, and she checks it.

Can you talk to each other?
Yes, we use a video chat tool. We have conversation classes, and I ask her questions.

Where does Kim work?
She works at home, in a café, and even on vacation! She just needs a computer and the Internet.

Do you like virtual learning?
Yes, it's fun. I live in Spain, but I have lessons in China!

18 **Read again and complete the sentences.**

1 Pilar is studying Chinese at _____ .
2 A virtual teacher teaches _____ .
3 Pilar downloads work from a _____ , and _____ it to Kim.
4 Pilar and Kim use a video chat tool to _____ .
5 Kim uses a _____ and the _____ for her work.
6 Pilar thinks virtual learning is _____ .

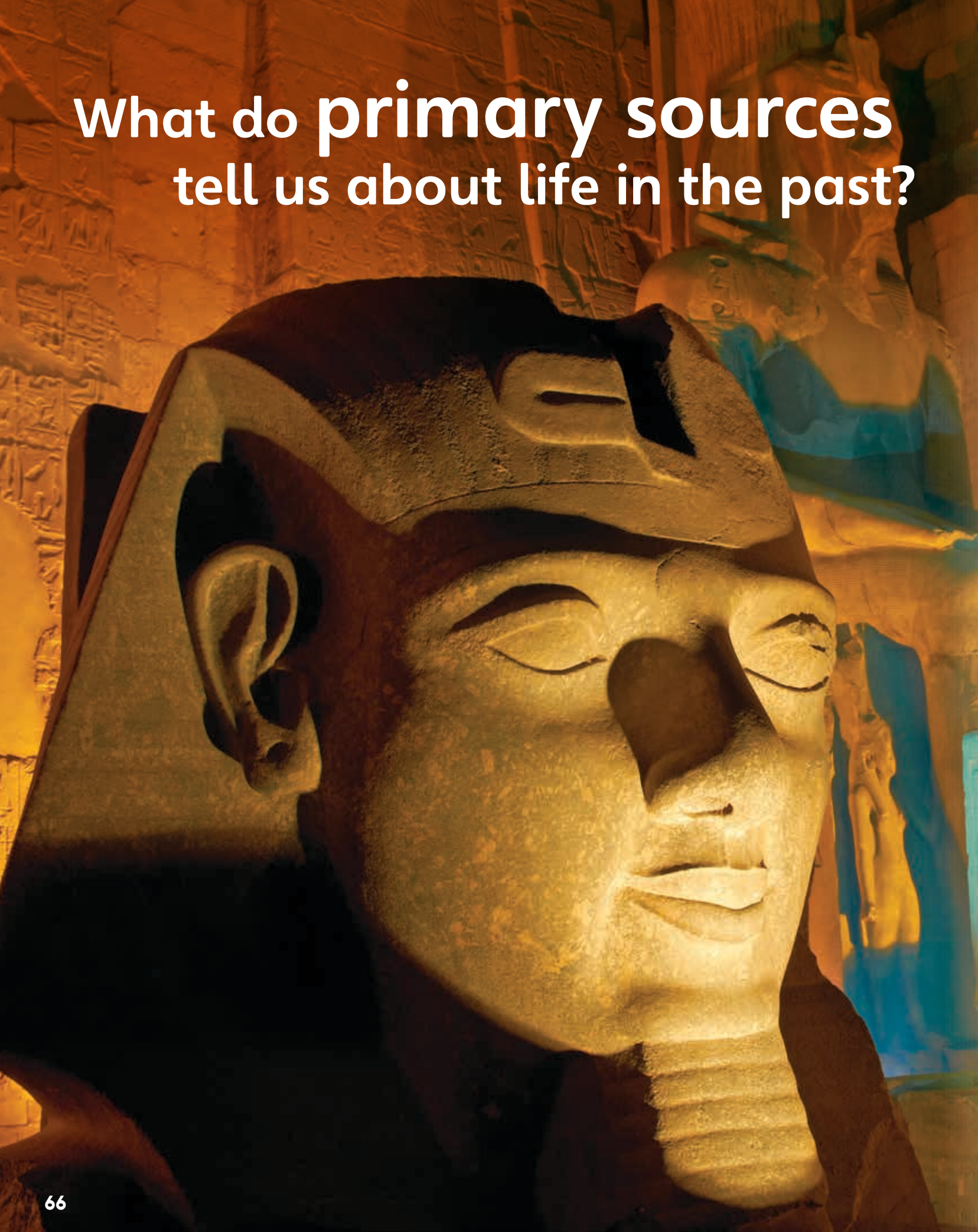
Your turn!

Think about technology you have in your school.
What do you use it for?
What technology would you like to have?
Would you like to have a virtual teacher?

Now write about it in your notebook.

→ Workbook page 53

What do primary sources tell us about life in the past?



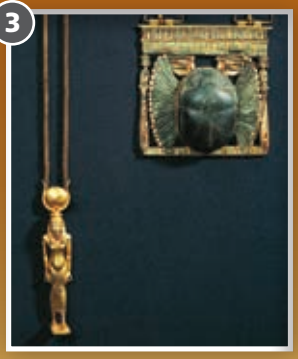
1 CD2 30 Listen and repeat.



tools



statue



jewelry



board game

2 Watch the video.

3 CD2 31 Read and listen.

A primary source is something old that tells us about life in the past. It can be an old tool, a statue, some jewelry, or a board game that people had in the past. History books that we read in school are not primary sources. This is because the writers of school books didn't live at the time they are writing about.

We can learn about the past by asking questions about primary sources. We can ask: *What did people use this tool for? Who made this statue and why did they make it? What is this jewelry made of? How did people play this board game?* When we can answer these questions, we learn about life in the past.

4 Answer the questions.

1 What is a primary source?
2 What are examples of primary sources?
3 Why is a textbook about history not a primary source?
4 Why should we ask questions about primary sources?

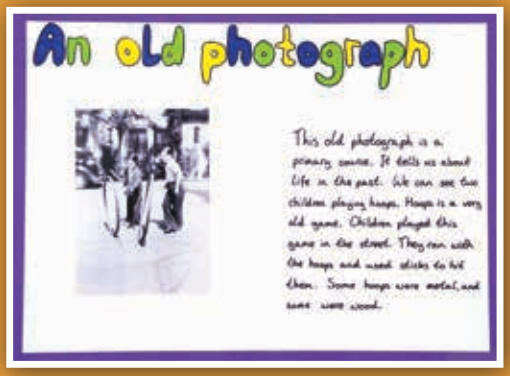
5 What questions would you like to ask about the primary sources above?

Guess What!

We know that the Egyptian alphabet had about 700 hieroglyphs because of primary sources.

Project

6 Find out about a primary source that tells us about life in the past. Make an information sheet about it.



→ Workbook page 54



6 The environment



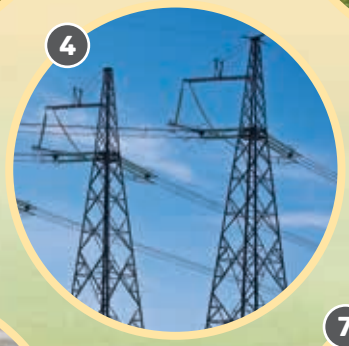
1 CD2 32 **Listen and look.**

2 CD2 33 **Listen and repeat. Then match.**





















a aluminum **b** cardboard **c** electricity **d** gas **e** glass
f paper **g** plastic **h** solar power **i** water **j** wind power

3 CD2 34 Think **Listen and say *good* or *bad for the environment*. Then practice.**

We use solar power in our house.

Good for the environment.

4 My World **What do you do for the environment at home? Ask and answer.**

→ Workbook page 56

5 CD2 35 Read and listen.



6 Think Read and say *should* or *shouldn't*.

1 We _____ reuse plastic bags.
2 W e _____ use a lot of gas.
3 We _____ turn off televisions and computers at night.
4 We _____ throw away glass bottles.
5 We _____ recycle cardboard.

Focus!
We **should use** wind and solar power.
We **shouldn't use** a lot of electricity.

7 My World Think of more ideas to help the environment.

We shouldn't always go to school by car.

We should walk or ride a bike.

We should make art from trash!

Say it!

8 CD2 36 CD2 37 How do we say the green parts of these words? Listen and repeat.

paper	circus	solar	power
water	forget	computer	hour

→ Workbook page 57

9 CD2 38 What do they want to make more eco-friendly? Listen and choose.

a Pedro's house **b** Carla's house **c** their school



10 CD2 38 Listen again and practice.

Teacher: OK, class. It's Environment Day today. Let's think about our school. What should we do to make our school more eco-friendly?
Carla: We shouldn't waste energy. We should save it.
Pedro: And we should reduce waste.
Teacher: Good idea. What should we do to reduce waste, Pedro?
Pedro: We should use less paper.
Teacher: How can we do that?
Carla: Do less homework?
Teacher: Carla!

Focus!

What **should** we **do** to reduce waste?
We **should use** less paper.

11 Think Match the questions and answers. Then ask and answer.



1 _____ ?
We should use solar power in the summer.

2 _____ ?
We should collect rainwater to use on our yards.

3 _____ ?
We should write on both sides of paper.

4 _____ ?
We should plant new trees.

5 _____ ?
We should recycle or reuse our trash.

a What should we do to save forests?
b What should we do to save energy?
c What should we do to save water?
d What should we do to save paper?
e What should we do to reduce waste?

What should we do to save energy?

We should turn off the TV at night.

12 CD2 39 Go to page 103. Listen and repeat the chant.

→ Workbook page 58

13 CD2 40 Read and listen.





→ Workbook page 59

Value: Reuse and recycle

Skills: *Listening and speaking*

Let's start! Do you live in an eco-friendly home?

14 CD2 41 **Which eco-home do the Smith family want to visit? Listen and say the letter.**

a



b



c



d



15 CD2 41 **Listen again and correct the sentences.**

1 Each flat in Bosco Verticale has vegetables on its balcony.
2 The grass on the grass roof house helps keep the house warm.
3 The house on the wind farm is expensive.
4 The house with solar panels is in the city.
5 The girl thinks the house with solar panels is the most beautiful.

16 CD2 42 Talk Time **Design an eco-friendly home with a friend.**

Should we design a … ?

OK. What energy should we use?

Let's use …

Good idea.

What special features should we add?

Let's add …

→ Workbook page 60

Skills: *Reading and writing*

Look below! **What is this animal made from?**

17 CD1 43 **Read and listen.**



A flip-flop safari

The company Ocean Sole, in Kenya, East Africa, makes beautiful toys and sculptures of animals. They make colorful elephants, giraffes, lions, rhinos, dolphins, sharks, turtles, and a lot more.

But there's something very special about these animals. They're made from old flip-flops! Every year, people find thousands of old rubber flip-flops on the beaches in East Africa. They make the beaches and oceans dirty, and they are dangerous for fish and sea animals.

Ocean Sole workers collect the flip-flops and clean them. Then they recycle the rubber and plastic from the flip-flops and make the toys and sculptures. They sell their animals in zoos, aquariums, and stores all over the world. Ocean Sole helps clean the beaches and gives jobs to local people, too.

Would you like to go on a flip-flop safari?



18 **Read again and answer the questions.**

1 Which country is Ocean Sole from?
2 What do they make sculptures of?
3 What do they use to make their sculptures?
4 Why are flip-flops a problem for the beaches?
5 What does Ocean Sole do with the flip-flops before they make sculptures?
6 What do they do with the sculptures?

Your turn!

Design a piece of recycled art.
What is it made from?
What does it look like?
Is it a sculpture or a toy?

Now write about it in your notebook.

→ Workbook page 61

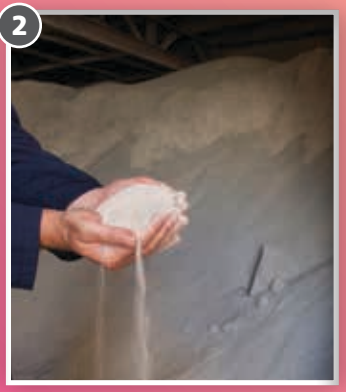


What happens to our old glass bottles?

1 CD2 44 Listen and repeat.



machine



sand



furnace



melt

2 Watch the video.

3 CD2 45 Read and listen.

When we finish using our glass bottles, we put them in a recycling bin. A big truck takes the bottles to a recycling center. The people at the recycling center sort the glass by color.

A big machine breaks the glass into small pieces. Another machine mixes the pieces of glass with sand. They put the glass and sand in a special oven called a "furnace". The furnace is very hot. The mixed glass and sand melt and become liquid. When the glass is liquid, they can change its shape to make new bottles.

They send the new bottles to factories so they can use them again. Recycling glass uses less energy than making new glass, so it's better for the environment.

4 Answer the questions.

1 Where should we put our old glass bottles?
2 What do they mix the pieces of glass with?
3 Why does the glass melt?
4 Why is recycling glass good for the environment?

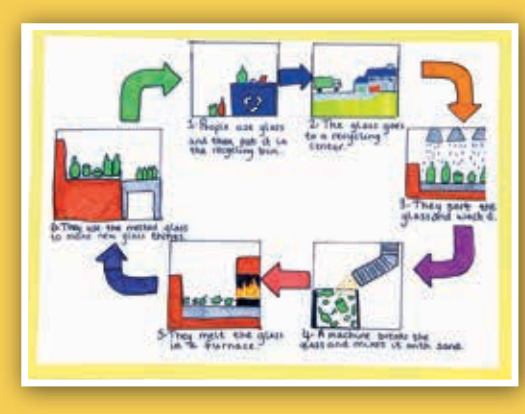
5 Which objects would you like to make from recycled glass?

Guess What!

Recycling one glass bottle saves enough energy to power a TV for 20 minutes.

Project

6 Find out about how people recycle paper, plastic, or aluminum. Make a flow chart.



→ Workbook page 62

Natural science Yasuní National Park

1 Read and match.







Yasuní
National Park

The biggest **national park** in Ecuador is Yasuní, a beautiful rain forest in the eastern part of Ecuador. It has a warm climate with lots of sun, rain, and fresh air. Who and what lives there?

Yasuní is home to many **indigenous people**: the Waorani, Secoyas, Sionas, and Tagaeri. They have lived in the rain forest for thousands of years and have protected its way of life. They eat the fish, fruit and animals in the forest. They use the plants for medicine and to make their homes.

In Yasuní you can hear the sounds of monkeys, caimans, frogs, and parrots. Sometimes you can see endangered **species** like jaguars. There are tens of thousands of species of beautiful trees, flowers, and fruit. You can see food plants, too, including cacao and coffee.

2 Read and label the picture.

Layers of a rain forest

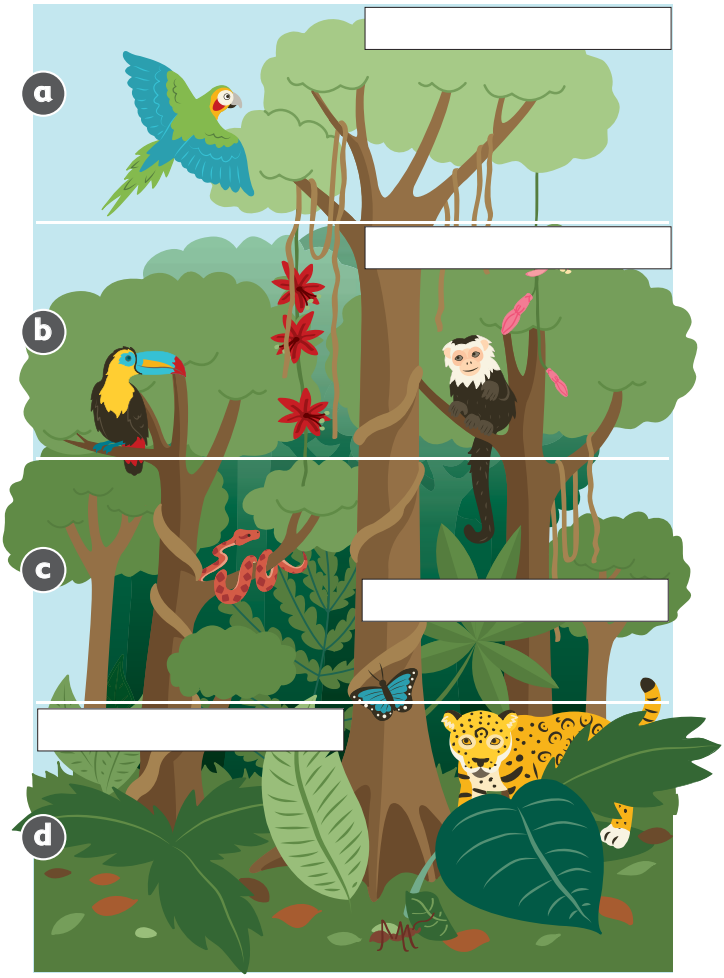
There are four layers of a rain forest. Each part is very different:

1 The **forest floor** is dark and wet. Everything dies quickly because the sun doesn't shine here. The dead leaves and insects make food for the rain forest. Insects, jaguars, and people live here.

2 The **understory** is also dark, so the plants are small. They grow big leaves to get more sunlight. Many animals live here including jaguars, frogs, snakes, and insects.

3 The **canopy** is like a roof. It's a bright and colorful place. Some plants grow in the tall trees. Many animals like monkeys and birds live here because there's lots of food.

4 The **emergent layer** has the tallest trees. They're green, dry, and strong. Birds like this part.



3 Read and complete.

floor habitat ~~medicine~~ species wood

Everyone wants a part of the Yasuní rain forest. The indigenous people want their home. They want the fruit, fish, and animals for food. They want the plants for (1) medicine . The animals want to live in their natural (2) _____ . Tourists want to see lots of animals in the rain forest, especially endangered (3) _____ , but they also want hotels … and more hotels mean cutting down more trees.

What do we want? We want the (4) _____ from the trees so that we can have furniture. We also want the oil that is under the forest (5) _____ because our cars, houses, and factories need oil, but we all need the oxygen from the plants in the Yasuní National Park so that we can breathe.

4 Read and say "yes" or "no."



1 To hear the sounds of the animals, we should walk quietly.
2 We should take flashlights to see in the dark.
3 We should wear a hat when we feel the sun on our heads.
4 When we go by boat, we should touch the caimans.
5 We should leave food on the forest floor for the animals.
6 Before we taste fruit, we should ask someone if it's safe.

Language through the arts

5 Choose a layer. What's it like? What can you see and hear?







6 Imagine you are in the Yasuní rain forest. Write a poem.

Review Units 5 and 6

1 CD2 46 Read, listen, and choose the words.



Last spring, there was a bad storm near my town.
We didn't have any **electricity/gas** for a week.
We had **wind power/gas** and **water/paper**,
but things were difficult without **gas/electricity**.

Mom **could/couldn't** work because she
could/couldn't use her computer or send
emails/letters. I was bored because I
couldn't/shouldn't watch television or
play **chess/online games** with my friends, and
I **could/couldn't** do my homework. I needed to
use **the Internet/a website** because I had to
do a project on **communication/aluminum**. Mom
said I **should/shouldn't** use an **encyclopedia/dictionary**
for my project. I finished that quickly, but I was still bored!
So I visited my friend, and we read an interesting **magazine/newspaper**.
We read about a new **plastic/solar** laptop. It doesn't need
gas/electricity because it uses **solar/wind** power.
I told Mom we **should/shouldn't** buy one!

Oscar

2 Read again and answer the questions.

1 Why didn't Oscar have any electricity?
2 Why couldn't his mother work?
3 What couldn't Oscar do without electricity?
4 What did he use to do his homework?
5 What did he do with his friend?
6 What does Oscar want to buy?

3 My World Imagine you had no electricity last week. Ask and answer.

What couldn't you do? What did you do instead? How did you feel?

4 Write about what you did without electricity in your notebook.

→ Workbook pages 64–65

5 Play the game.

Start here!

recycle / trash



_____ people _____ the Internet in 1960?



buy e-books / 1970



use / a lot / gas



paper and cardboard

clothes

aluminum

plastic

glass

What _____ we do to _____ forests?



What _____ we do to _____ paper?



cut down / a lot / trees



send emails / 1950



_____ your grandparents _____ newspapers _____ they were young?



_____ people _____ online games in 1980?



collect rainwater / plants



What _____ we do to _____ waste?



use dictionaries / 1990

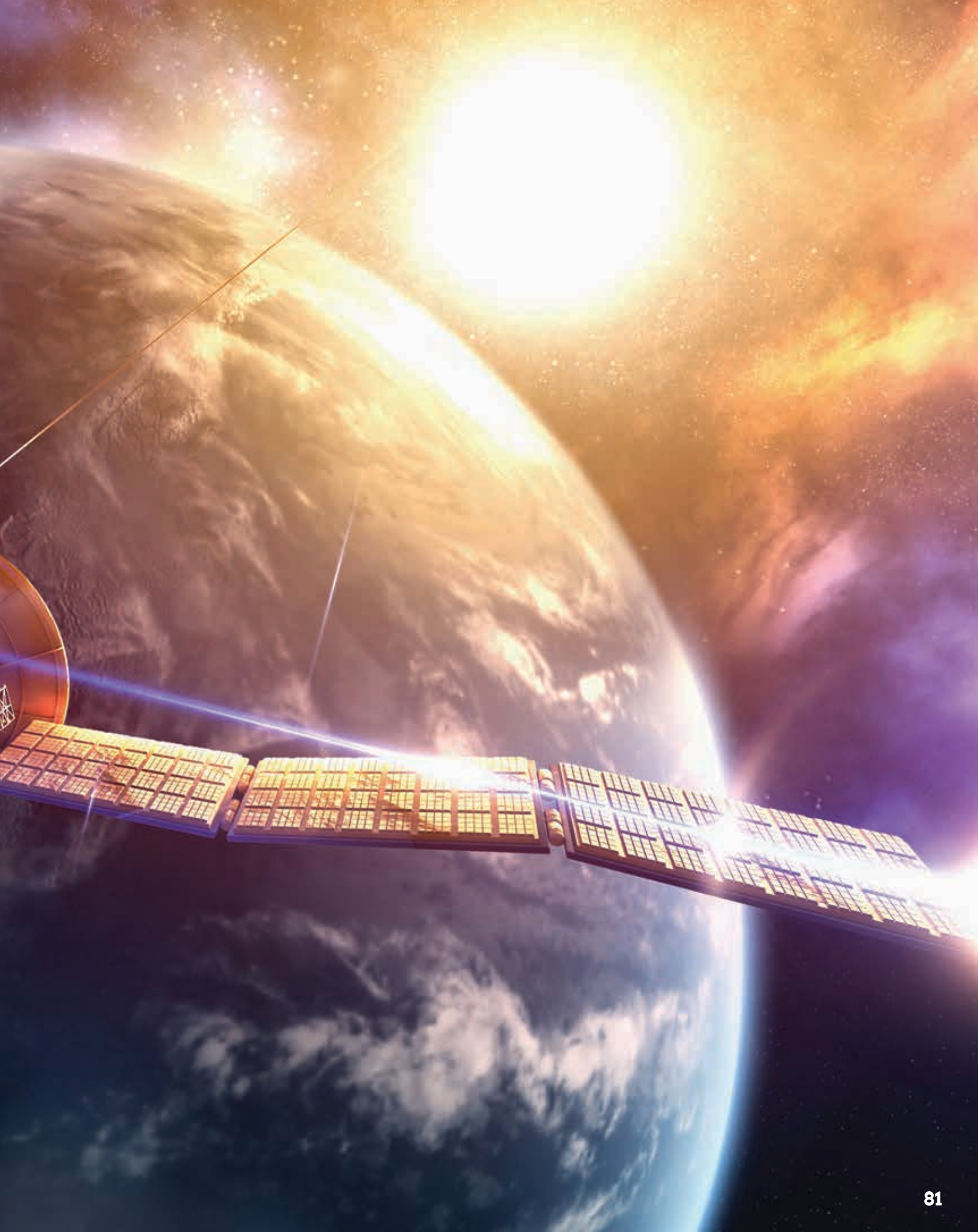


Yellow
Complete the questions and answer them.

Blue
Make true sentences using these words.

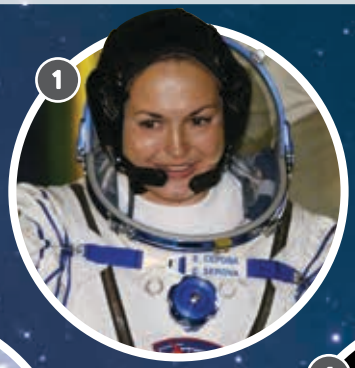
7 Space

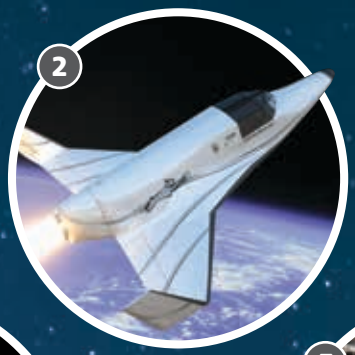


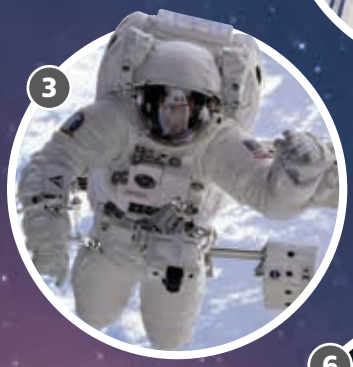


1 CD3 02 **Listen and look.**

2 CD3 03 **Listen and repeat. Then match.**



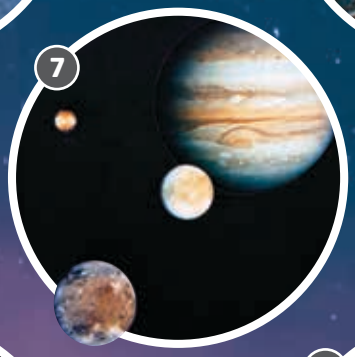


















a astronaut **b** Earth **c** Mars **d** planets **e** space laboratory
f space station **g** spacecraft **h** spacesuit **i** stars **j** the Moon

3 CD3 04 Think **Listen and guess the words. Then practice with a friend.**

These are big, round things in space. They move around the Sun.

Planets!

4 My World **Would you like to be an astronaut? Ask and answer.**

→ Workbook page 66

5 CD3 05 Read and listen.



The astronauts in this spacecraft are ready for their next mission. They're going to travel to the International Space Station. They're going to live and work on the space station for six months. They aren't going to see their families for a long time!



They're going to work in a space laboratory.



They're going to fix the outside of the space station.



They're going to eat space food.



They're going to look at Earth from space.

6 Read and say *true* or *false*.

1 The astronauts are going to visit Mars.
2 They're going to live in the space station for half a year.
3 They aren't going to work outside.
4 They aren't going to eat normal food.
5 They are going to see our planet.

Focus!

They're going to travel.
They aren't going to see their families.

7 My World Make sentences about a friend. Then check.

when you're older | next weekend | after school | for your birthday

You're going to be an astronaut when you're older.

No, I'm not. I'm going to be a doctor.

You're going to play soccer after school.

Yes, I am. You're right!

Say it!

8 CD3 06 CD3 07 How do we say *going to* in these sentences? Listen and repeat.

They're going to go into space. They aren't going to see the Moon.

→ Workbook page 67

9 CD3 08 **What are they talking about? Listen and choose.**

a a space camp **b** space travel **c** a space station



10 CD3 08 **Listen again and practice.**

Emma: I'm going to go to a space camp next week. I'm going to stay for five nights.
Alex: Space camp?! What are you going to do there?
Emma: We're going to learn about space missions.
Alex: Are you going to travel in a spacecraft?
Emma: No, we aren't. Don't be silly. But we *are* going to fly a spacecraft in the simulator, and we're going to explore a real spacecraft.
Alex: Are you going to meet astronauts?
Emma: Yes, we are.
Alex: Wow! Can I come, too?

Focus!

What **are** you **going to** do?
Are you **going to** travel in a spacecraft?
Yes, we **are**. / No, we **aren't**.

11 My World **Imagine you're at space camp. Choose three activities you're going to do and compare with your friends.**



SPACE CAMP

Explore a real spacecraft.
Build a model spacecraft.
Climb the Mars climbing wall.
Sit on a zero gravity chair.
Learn about the history of space travel.
Eat space food.
Go on a moon walk.
Wear a real spacesuit.
Watch Earth from space in a 3-D movie.
Fly a spacecraft in the simulator.
Meet astronauts.





What are you going to do at space camp?

I'm going to climb the Mars climbing wall.

Are you going to eat space food?

No, I'm not. I'm going to go on a moon walk.

12 CD3 09 **Go to page 103. Listen and repeat the chant.**

→ Workbook page 68

13 CD3 10 Read and listen.



→ Workbook page 69

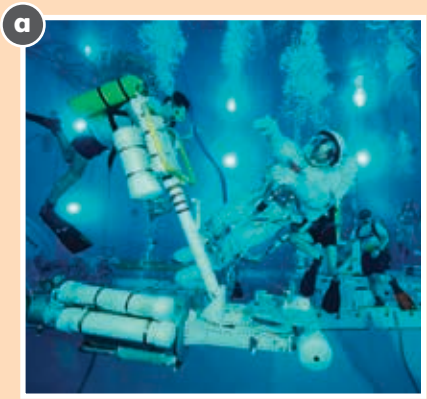
Value: Think logically

Skills: *Listening and speaking*

Let's start! **What training do you think astronauts need?**

14 CD3 11 **What training do astronauts need? Listen and say the letters.**

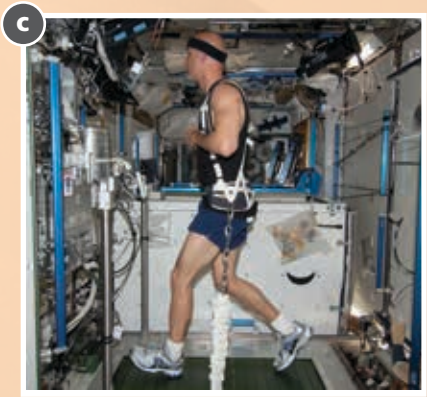
a



b



c



d



e



15 CD3 11 **Listen again and choose the words.**

1 All astronauts have to speak **Russian/English**.
2 Astronauts learn to fly a spacecraft to the **International Space Station/Moon**.
3 Astronauts practice floating in zero gravity in **aircraft/spacecraft**.
4 Astronauts practice space walks **underwater/in a simulator**.
5 Astronauts have to exercise every **day/week**.

16 CD3 12 Talk Time **Talk about space travel with a friend.**

How do you feel about space travel? — I think it's …

Would you like to travel to … ? — Yes, I would. / No, I wouldn't.

What would you like to do in space? — I'd like to …

→ Workbook page 70

Skills: *Reading and writing*

Look below! **What is this robot doing?**

17 CD3 13 **Read and listen.**

Is life possible on Mars?

Pictures from space show that Mars is a cold, dry, and rocky planet. Scientists at NASA want to discover if life is or was possible on Mars. They're searching for water and signs of life. But they aren't sending astronauts to Mars. They're using robots.

The *Curiosity* rover landed on Mars on August 6, 2012. It's a robotic laboratory. The rover has seventeen special cameras and lots of other tools. It explores Mars, and it collects rock and soil samples. It can break rocks with a laser, and it collects samples with a special arm. Then it uses computers to study the samples, and it sends information back to Earth.

From this information, scientists know there was once water on Mars. Do you think the rover is going to find signs of life?



18 Read again and answer the questions.

1 What is the planet Mars like?
2 What are scientists looking for on Mars?
3 When did the *Curiosity* rover land on Mars?
4 What does it collect and study?
5 What does it use computers for?
6 What do scientists now know about Mars?

Your turn!

Design a space robot.
What is it going to look like?
Which planet is it going to explore?
What is it going to find out?

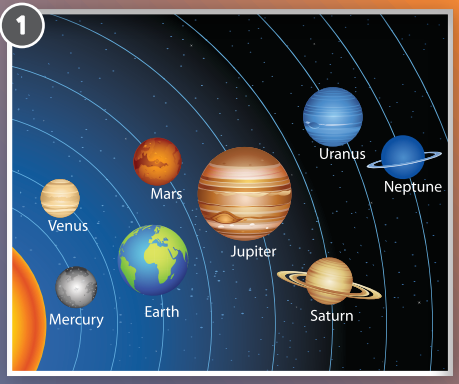
Now write about it in your notebook.

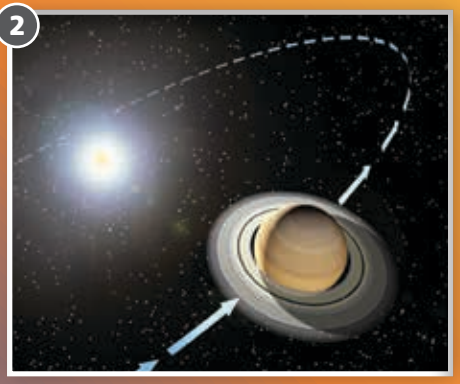
→ Workbook page 71

How are the **planets** different?



1 CD3 14 Listen and repeat.







solar system

orbit

reflect

2 Watch the video.

3 CD3 15 Read and listen.

The eight planets in our solar system all orbit the Sun, but they're not all the same. The four planets closest to the Sun are made of rock and metal. The other planets are made of gas. The smallest planet is Mercury, and the biggest planet is Jupiter. Jupiter is bigger than all of the other planets put together!

When we look at the night sky, Venus is brighter than the other planets. This is because its thick clouds reflect the light from the Sun and because it's the closest planet to Earth.

Some planets have a moon. Moons orbit their planet. Some planets have more than one moon. Jupiter has 63 moons! How many moons does Earth have?

Guess What!

Mercury is the closest planet to the Sun, but Venus is the hottest.

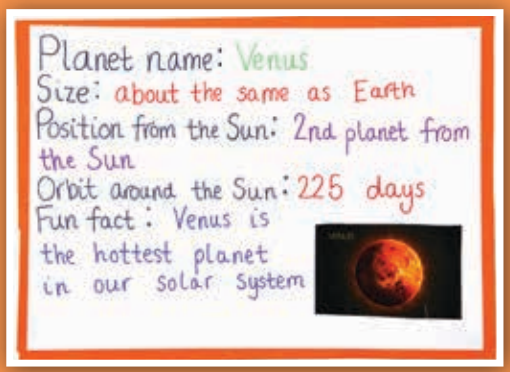
4 Answer the questions.

1 What do the planets move around in space?
2 Which planet is bigger, Earth or Mercury?
3 Look at the picture on page 88. Which planet is Jupiter?
4 Do all the planets have a moon?

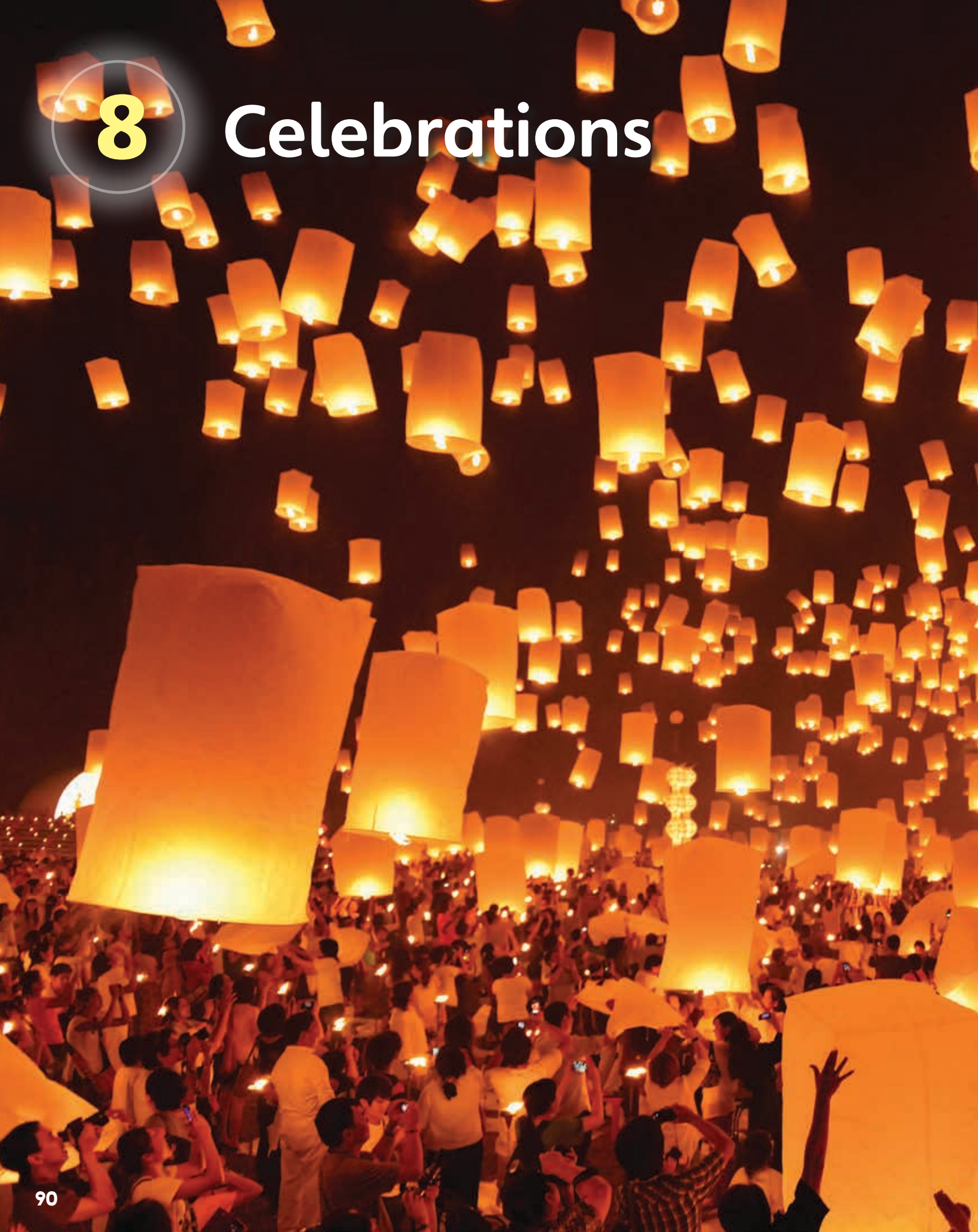
5 Which planet would you like to learn more about?

Project

6 Find out about a planet in our solar system. Write a factfile about it.



→ Workbook page 72

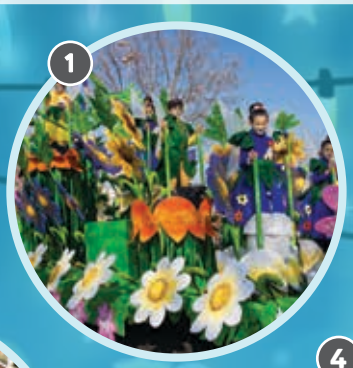


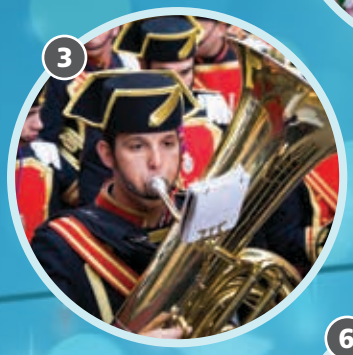
8 Celebrations

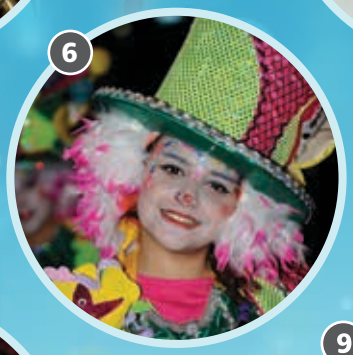


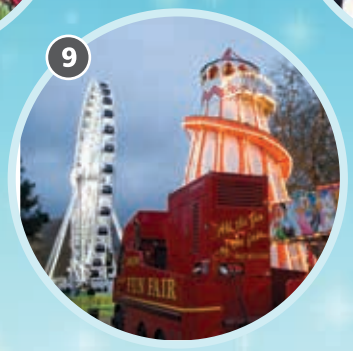
1 CD3 16 **Listen and look.**

2 CD3 17 **Listen and repeat. Then match.**






a clown **b** costume **c** dancer **d** dragon **e** fireworks
f float **g** amusement park **h** mask **i** musician **j** pirate

3 CD3 18 Think **Listen and say *yes* or *no*. Then ask and answer.**

Does a musician play an instrument? Yes!

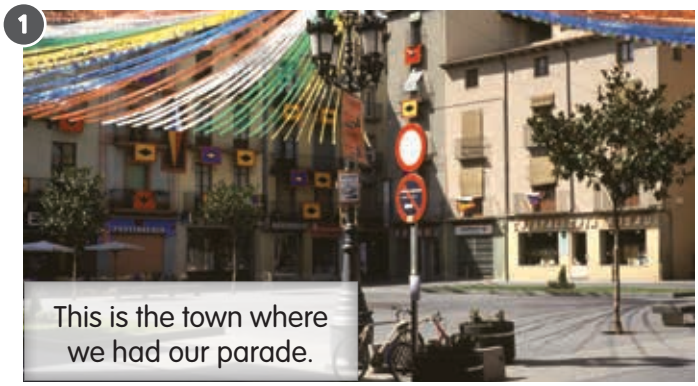
4 My World **What's your favorite celebration? Ask and answer.**

→ Workbook page 74

5 CD3 19 Read and listen.

My town carnival

1



This is the town where we had our parade.

Focus!

The town **where** we had our parade.
The costume **that** I made.
My friend **who** lives on my street.

2



This is me in the costume that I made.

3



This is my friend who lives on my street.

4



These are my cousins who gave us some candy.

6 Read and match to make sentences about the photographs. Then say the photograph number.

1	It's a girl …	**a**	that a boy played in the carnival.
2	It's a drum …	**b**	where they watched the parade.
3	They're people …	**c**	who dressed up as a clown.
4	It's a street …	**d**	who danced in the parade.

It's a girl who dressed up as a clown. — Photograph two.

7 My World Choose and make sentences. Then ask a friend to guess.

a friend who a place where a thing that

He's a friend who has a big dog. — Miguel!

It's a thing that we use to write. — A pen!

8 CD3 20 Go to page 103. Listen and repeat the chant.

→ Workbook page 75



9 CD3 21 **Where did Alex have his birthday? Listen and choose.**

a Italy **b** the United Kingdom **c** Spain

10 CD3 21 **Listen again and practice.**

Carla: What did you do for your birthday, Alex?
Alex: I visited my friend Luis.
Carla: Luis? Is that your friend who lives in Spain?
Alex: Yes. I went to Madrid, and we went to an amusement park. I took some great photographs – look!
Carla: Wow! That ride looks scary!
Alex: Yes, it went really high, but it was great.
Carla: Is this the place where you had your party?
Alex: No, Carla. That's the Royal Palace!

Focus!

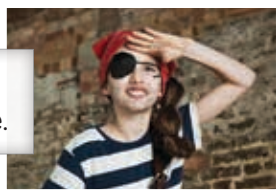
Is that your friend **who** lives in Spain?
Is this the place **where** you had your party?

11 Think **Read about Carla's birthday party and say the missing words. Then choose a photograph and ask and answer.**



The place _____ I had my party.

My friend _____ dressed up as a pirate.





The present _____ my best friend gave me.



The cake _____ we ate at my party.

The clown _____ told us some jokes.





The yard _____ we played some games.

Is it a place? Yes, it is.

Is it the place where she had her party? No, it isn't.

Say it!

12 CD3 22 CD3 23 **Which words sound the strongest? Do the ends of the question and answer go up or down? Listen and repeat.**

Is **this** your ***friend*** who **lives** in **Spain**? ↗ **No**, it's my **cousin**. ↘

13 CD3 24 Read and listen.



→ Workbook page 77

Value: Share success with your friends

Skills: *Listening and speaking*

Let's start! Do you like watching dance shows or plays? Why or why not?

14 CD3 25 **Which child is Sonia? Listen and say the letter.**



15 CD3 25 **Listen and say *true* or *false*.**

1 Sonia's club is going to sing in a competition.
2 They're going to dance the story of *Alice in Wonderland*.
3 There are five children who are going to play Alice.
4 Sonia made her costume.
5 Sonia's going to be the character who's wearing a big hat.

16 CD3 26 Talk Time **Choose a story to act out with your friends.**

What story should we act out?

Let's act out the story of …

OK. I'll be … Who do you want to be?

I'll be …

Great! Should we make … ?

Yes, and let's make …

→ Workbook page 78

Skills: *Reading and writing*

Look below! **What is this float made from?**

17 CD3 27 **Read and listen.**

Fantastic floats

The Flower Parade in Zundert, the Netherlands, takes place in September. It's famous for its floats, which are made of flowers. You can see fantastic animals, people, buildings, motorcycles, and even astronauts. Who makes these works of art?

Every year, there is a float competition at the parade. Twenty villages enter the competition, and each village makes one float. Most people in the village help make their float. The younger people build it out of wire, papier-mâché, and cardboard, and the older people grow thousands of flowers for it. They all work on the float for three months during the summer. Then, three days before the parade, everyone decorates the float with the flowers.

It's hard work, but the people from the village enjoy working together. They make friends and have fun, and sometimes their float wins the competition!



18 **Read again and correct the sentences.**

1 You can see the Flower Parade in October.
2 The costumes are made of flowers.
3 Thirty villages enter a float competition.
4 The younger people grow the flowers.
5 Each float needs hundreds of flowers.
6 The people from the village don't like working on their float.

Your turn!

Design a float.
What is it going to look like?
What are you going to make it from?
Which celebration is it for?

Now write about it in your notebook.

→ Workbook page 79

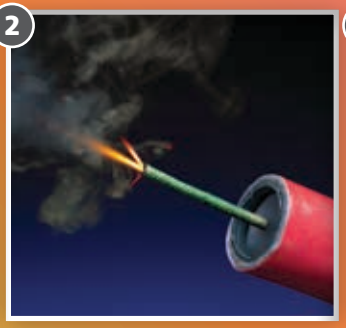
How do fireworks work?



1 CD3 28 Listen and repeat.



gunpowder



fuse



explode



metal salt

2 Watch the video.

3 CD3 29 Read and listen.

Fireworks have gunpowder inside them, and they also have a fuse. When someone lights the fuse of a firework, gas from the gunpowder pushes the firework up into the air. When the firework is in the air, the gunpowder explodes and usually makes a loud sound.

Fireworks have metal salts inside them, too. The metal salts explode with the gunpowder. Different types of metal salts make different colors when they burn. Lithium makes a red light, copper makes a green light, and sodium makes a yellow light. Some fireworks have many different metal salts, so they make lots of different colors when the gunpowder explodes.

Guess What!

Fireworks were invented more than 2,000 years ago in China.

4 Answer the questions.

1 What's inside fireworks?
2 What happens when someone lights the fuse of a firework?
3 What makes the beautiful colors in fireworks?
4 Why do some fireworks make many different colors?

5 When was the last time you saw fireworks? What were they like?

Project

6 Find out about your favorite kind of fireworks. Draw a diagram and explain how it works.



→ Workbook page 80

Social studies The Panama hat

1 Read and match. How do people make Panama hats?

a



1 They use leaves from *toquilla* trees. They cut the leaves. Then they boil them and dry them.
2 They weave the dry straw into hats.
3 They wash the hats and dry them in the sun.
4 In larger factories, they use a machine to finish the hat shape.
5 They sew the edge of the hats and decorate them.

e



b



c



d



2 Write F for Fact or M for Myth.

Fact or Myth?

1 You can carry water in a Panama hat. ☐

2 Panama hats come from Panama. ☐

3 It can take 1,000 hours to make a hat. ☐

4 The most expensive Panama hats cost about $25,000. ☐

5 You can roll a hat up so that it is small enough to go through a wedding ring. ☐

6 It takes six people to make a hat. ☐

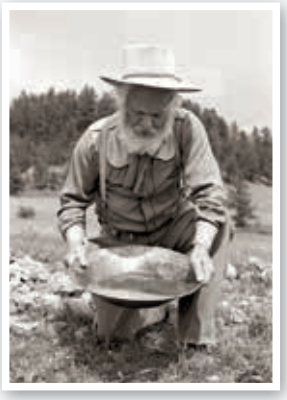


3 Listen and correct.

4 Read and answer.

When Francisco Pizarro arrived in Ecuador in 1526, people on the coast wore straw hats. In the 17th and 18th centuries, the hats became very popular. At that time, Montecristi and Jipijapa were the main towns where people made hats.

In 1835, Manuel Alfaro came to Ecuador from Spain. He lived in Montecristi and started a hat company. He sold his hats in the U.S. and Panama. Panama was a good place to sell hats because a lot of people traveled through there to the west coast of the U.S. to look for gold. They bought hats to protect themselves from the sun.



In 1904, the U.S. began work on the Panama Canal. They opened the canal in 1914. Workers on the canal wore Panama hats and there is a photograph of U.S. president Theodore Roosevelt wearing a Panama hat when he visited the canal. Eloy Alfaro, Manuel's son, used money from selling hats to help the Liberal Revolution. He became president of Ecuador from 1895–1901 and again from 1906–1911.

Today, the main towns where people make hats are Cuenca and Montecristi. Many famous people have bought Panama hats: movie stars, authors, and presidents. Napoleon had one and so did King George V of England and the Emperor of Japan!



1 What did people on the coast of Ecuador wear in the 16th century?
2 Who started a hat company in 1835?
3 Which countries did he sell his hats in? Why?
4 Why did people travel to the west coast of the U.S.?
5 Why did they buy hats?
6 What happened in 1914?
7 Who was Eloy Alfaro?
8 Where do people make hats now?

Language through the arts

5 Think Design a hat for one of these people:

- a movie star
- a pop star
- someone in your family
- yourself

Write about it.



Review Units 7 and 8

1 CD3 30 Read, listen, and choose the words.



My name is Lucia, and I like **writing stories/making costumes** and drawing **pictures/masks**. Someday, I'm going to be a writer **who/which** writes books for children. At the moment, I'm writing a story about a **dragon/astronaut**. Her name's Daisy, and she's a space **pirate/clown**.

Daisy travels to **the Moon/Mars** to look for treasure, but she doesn't travel in a **plane/spacecraft**. She flies into space in a special **spacesuit/planet**.

Daisy has a map **who/that** shows that the treasure is in a cave on **the Moon/Mars**, but she doesn't find any treasure. She finds an underground city **which/where** there are lots of friendly Moon **dragons/pirates**. They're building a **float/laboratory** for their **Moon Parade/space station**, and they ask Daisy to help them.

My story isn't finished, but at the end, I think Daisy **is/isn't** going to stay on **the Moon/Mars**. She's going to decide that new friends **are/aren't** more important than treasure!

2 Read again and match.

1	Lucia's story is about a dragon …	**a**	is in a Moon cave.
2	Daisy wants to find …	**b**	who's called Daisy.
3	Daisy thinks the treasure …	**c**	with her new friends.
4	Daisy makes friends with …	**d**	some Moon dragons.
5	Daisy helps the Moon dragons …	**e**	treasure on the Moon.
6	Daisy is going to stay …	**f**	build a float.

3 My World Think of a story character. Ask and answer.

What's his or her name? What's he or she like? What's he or she going to do?

4 Write about your story character in your notebook.

→ Workbook pages 82–83

5 Play the game.



Green
Say the missing words.

Orange
Make a question.

Purple
How many words can you remember?

Chants

Welcome (page 8)

12 CD1 09 **Listen and repeat the chant.**

When I was five, I went to school.
Yes, I went to school when I was five.
When I went to school, I met my best friend,
And she's still my best friend now.

When I was ten, my friend moved.
Yes, she moved when I was ten.
When she moved, we both felt sad.
But we're still best friends now.

Unit 1 (page 18)

12 CD1 23 **Listen and repeat the chant.**

Can you look for the flashlight, please?
Can you look for the flashlight?
What did he ask you to do?
He asked me to look for the flashlight!

Can you put up the tent, please?
Can you put up the tent?
What did he ask you to do?
He asked me to put up the tent!

Unit 2 (page 28)

12 CD1 37 **Listen and repeat the chant.**

Who's better at juggling, you or your friend?
I'm better at juggling.
I'm better than my friend.
Who's the best at cooking in your family?
My dad's the best at cooking.
He's the best in the family.

Who's worse at singing, you or your friend?
I'm worse at singing.
I'm worse than my friend.
Who's the worst at swimming in your family?
My brother's the worst at swimming.
He's the worst in the family.

Unit 3 (page 39)

8 CD1 49 **Listen and repeat the chant.**

What do you want me to do?
I want you to make some stew.
What does he want you to do?
He wants me to make some stew.
What did he want her to do?
He wanted her to make some stew!

What do you want me to do?
I want you to pick up my shoe.
What does she want you to do?
She wants me to pick up her shoe.
What did she want him to do?
She wanted him to pick up her shoe!

Unit 4 (page 50)

12 CD2 10 **Listen and repeat the chant.**

I play the violin well,
And I sing beautifully,
But my friend plays the violin better than me,
And she sings more beautifully, too.

I play the cymbals loudly,
And I play the trumpet well,
But my friend plays the cymbals more loudly than me,
And he plays the trumpet better, too.

Unit 5 (page 62)

12 CD2 25 **Listen and repeat the chant.**

Could you send emails when you were young?
No, I couldn't. No, I couldn't.
I couldn't send emails when I was young.
We didn't have a computer.

Could you read books when you were young?
Yes, I could. Yes, I could.
I could read books when I was young.
I had a lot of books!

Unit 6 (page 72)

12 CD2 39 **Listen and repeat the chant.**

What should we do to help our school
For Environment Day, for Environment Day?
We should save energy and reduce waste
For Environment Day, for Environment Day!

What should we do to reduce waste
For Environment Day, for Environment Day?
We should recycle trash and use less paper
For Environment Day, for Environment Day!

Unit 7 (page 84)

12 CD3 09 **Listen and repeat the chant.**

Where are you going to go this weekend?
I'm going to go to a space camp.
What are you going to do there?
I'm going to eat space food.
Are you going to eat fish and chips?
No, I'm not.
I'm going to eat space food.

What are you going to do after school?
I'm going to visit my friends.
What are you going to do with them?
We're going to go to the movie theater.
Are you going to watch a movie?
Yes, we are.
We're going to go to the movie theater.

Unit 8 (page 93)

8 CD3 20 **Listen and repeat the chant.**

This is the party that we had in our town.
This is my brother who dressed up as a clown.
These are the fireworks that made pretty lights.
This is the hall where we danced all night.

These are the friends who I met yesterday.
This is the fair where we stayed all day.
This is the ride that flew up in the air.
And this is the prize that I won at the fair.

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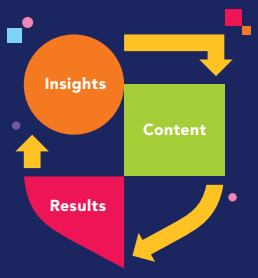

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