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with
student
audio CD

Everybody UP

Student Book

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Welcome

A Listen, read, and say.

1. I like to go snowboarding in my free time. I bought a new helmet on Tuesday. It's blue and yellow. I always wear a helmet and gloves when I go snowboarding. When I'm older, I want to make movies and design video games! What kind of video games do you like?



Danny

2. I have wavy hair and brown eyes. My sister has wavy hair, too, but it's shorter. We're going to swim in the ocean next weekend. I'm going to take my swimsuit and towel. When I go to the beach, I always put on sunscreen. What do you like to do on vacation?



Emma

3. I visited my friend yesterday. We saw a parade, and I took pictures! I practiced the violin yesterday, too. Tomorrow is my dad's birthday. I'm going to play music for him. I want to be a musician when I grow up. What do you want to be when you grow up?



Julie

4. My family went camping last weekend. My brother likes hiking, but I don't like it at all. I like canoeing a lot, but I'm not very good at it. I'm very good at grilling hamburgers! Today we ate sushi for lunch. It's my favorite food. I drank tea with it. What's your favorite food?



Mike

B What about you? Talk with your classmates.

C Listen and say. Then practice. CU1 04

Africa is east of South America.

The Continents



D Listen, point, and say. CU1 05



How do you say
this in English?



Could you say that
again, please?



May I go to
the restroom?



May I get a drink
of water?

1 Vacation

Lesson 1 Activities

A Listen, point, and say.

06

1 act in a play

2 learn how to dive

3 ride a roller coaster

4 read a lot of books

5 win a competition

6 sleep late

04

B Listen and find. Then talk about the picture.

07



C Listen and say. Then practice. CD 08

act	→	acted
learn	→	learned
ride	→	rode
read	→	read
win	→	won
sleep	→	slept

He acted in a play when he was on vacation.



D Listen, ask, and answer. Then practice. CD 09



What did she do when she was on vacation? She acted in a play.



E Look at **B**. Point, ask, and answer. CD 10

What did she do when she was on vacation?

She read a lot of books.

What did you do on your last vacation?



A Listen, point, and say.

col 10-11

1 relaxed

2 nervous

3 confident

4 shy

5 wide-awake

6 sleepy



05

B Listen and say. Then practice.

col 11-12

I felt relaxed, but he felt nervous.



C Listen, ask, and answer. Then practice.

12



How did you feel when you **rode a roller coaster**?

I felt **relaxed**, but **she** felt **nervous**.



Skills

Listening & Speaking

D Listen. Then answer the questions.

13

1. How did Brook feel when she rode a roller coaster?
 - a. She felt nervous.
 - b. She felt relaxed.
 - c. She felt wide-awake.
2. How did Ben feel about the competition?
 - a. He felt shy.
 - b. He felt confident.
 - c. He felt relaxed.
3. How did the girl feel when she went to swimming class?
 - a. She felt sleepy.
 - b. She felt wide-awake.
 - c. She felt nervous.
4. How did Will feel when he acted in a play?
 - a. He felt sleepy.
 - b. He felt confident.
 - c. He felt shy.

I feel wide-awake!
What about you?

E What about you? Ask and answer.



1. Do you feel relaxed when you ride a roller coaster?
2. When do you feel confident?
3. How do you feel when you meet new people?
4. Talk about something you learned how to do this year.





A Talk about the story. Then listen and read.

The Surfing Lesson



Mike and Julie are at the beach on Saturday morning. It's hot and sunny. Julie is swimming in the water when she sees a woman giving surfing lessons.

"Mom, can I take a surfing lesson?" asks Julie.

"Sure," says her mom. "You and Mike can take one together."

Julie runs over to Mike.

"Come on, Mike," she says. "Let's learn how to surf!"

Julie is confident, but Mike is shy. He's **afraid** of the water. He feels nervous about surfing.

"No, thanks," says Mike. "I'd rather play **video games**."

Julie wants Mike to relax and have fun, but she can't make him go in the water. Just then, they hear a loud beep. The **screen** on Mike's game is black, and the **battery is dead**.



"Oh, no!" says Mike. "My game!"

"Come surfing, Mike," says Julie. "You can do it!"

Mike looks at the water and feels more confident. They go surfing and have a great time. Mike is really good at surfing!



B Read and circle.

- | | | |
|---|------|-------|
| 1. Julie is afraid of the water. | True | False |
| 2. Mike is nervous about playing video games. | True | False |
| 3. Mike is good at surfing. | True | False |
| 4. Julie wants to take a surfing lesson. | True | False |

C Sing.

Let's Learn How to Surf

Come on, come on.

Let's learn how to surf.

Sounds fun! Good idea.

I'm tired of playing video games.

Let me get my swimsuit.

Let's learn how to surf.

Come on, come on.

Let's learn how to surf.

Come on, come on.

Let's learn how to ski.

No, thanks. I'm sorry.

I'd rather play video games.

Come on, you can do it!

Let's learn how to ski.

OK, OK.

Let's learn how to ski.



D Listen and say. Then act.



Come on! Let's
learn how to surf.

No, thanks. I'd rather
play video games.

OK.

Sounds fun. I'm
tired of playing
video games.

Great!

Do you know
how to surf?



A Listen, point, and say.

17

1 silk

2 goods

3 difficult

4 ruler

5 return

6 become famous

**B Listen and read.**

18

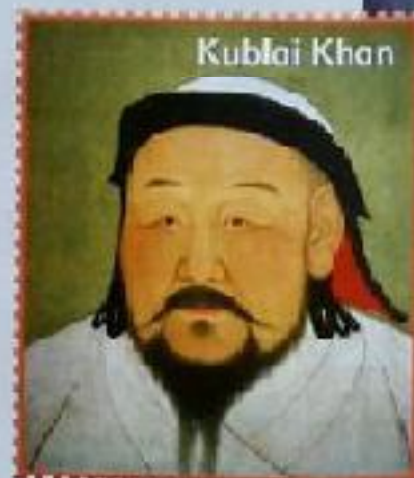
Marco Polo and the Silk Road

The Silk Road is over two thousand years old and six thousand kilometers long. It goes across Europe and Asia. Many people traveled on this road to buy and sell **silk** and other **goods**.

Marco Polo

Marco Polo traveled on the Silk Road when he was 17, in the year 1271. He traveled from Italy to China and saw many new things. The days were very hot and the nights were cold. Sometimes there was no food or water. It was a **difficult** road to travel on, but Marco felt confident. He traveled on the Silk Road for three years. When he was 21, Marco met the **ruler** of China, Kublai Khan. He lived in China for the next seventeen years.

Marco **returned** to Italy when he was 41. He met the writer Rustichello, who wrote a book called *The Travels of Marco Polo*. Many people read this book, and Marco **became famous**. Marco lived to the age of 70. You can still see his house in Italy today.

Kublai Khan

C Answer the questions.

1. How old is the Silk Road?
2. How many years did Marco Polo live in China?
3. How many years did Marco Polo travel on the Silk Road?
4. How long is the Silk Road?

Skills Tip

Scan the reading for numbers.

D Write.

Marco Polo's Travels



1. Marco Polo traveled on the Silk Road when he was 17.
2. When he was _____, Marco Polo met Kublai Khan.
3. When he was _____, Marco Polo returned to Italy.
4. Marco Polo lived to the age of _____.

I'm reading
*The Travels of
Marco Polo.*

E Look at D. Ask and answer.

What did Marco Polo
do when he was 17?

He traveled on the Silk Road.

F What about you? Ask and answer.

1. In what year did you start school?
2. What countries do you want to travel to?
3. What do you want to do in those countries?

2 Camping

Lesson 1 In the Woods

A Listen, point, and say.

Unit
19-20

1 study insects

2 identify trees

3 pick wild strawberries

4 find animal tracks

5 explore a cave

6 collect leaves



B Listen and find. Then talk about the picture.

Unit
20-21



Morning



Afternoon



C Listen, ask, and answer. Then practice.

21



What was **she** doing in the morning?
afternoon?

She was **studying insects**.

study	→	studying
identify	→	identifying
pick	→	picking
find	→	finding
explore	→	exploring
collect	→	collecting



D Listen, ask, and answer. Then practice.

22

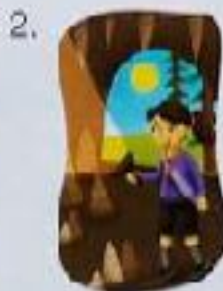


Was **he** **studying insects** in the morning? Yes, **he** was.
afternoon? No, **he** wasn't. **He** was **identifying trees**.

wasn't = was not



study
insects



collect
leaves



pick wild
strawberries



find animal
tracks



identify
trees



explore a
cave

E Look at B. Point, ask, and answer.



Was she finding animal
tracks in the morning?

No, she wasn't. She
was collecting leaves.

What were
you doing this
morning?



A Listen, point, and say. ²³

1 set up the tent

2 build a campfire

3 roast fish

4 tell stories

5 put out the campfire

6 look at the stars



B Listen and say. Then practice. ²⁴

She was **setting up the tent** when I arrived at the campsite.

When I arrived at the campsite, **she was setting up the tent.**

set	→	setting	build	→	building
roast	→	roasting	tell	→	telling
put	→	putting	look	→	looking



C Listen, ask, and answer. Then practice.

25



What were you doing when you saw the deer? I was **setting up the tent**.



Skills

Reading & Writing

D Listen and read. Then answer the questions.

26

Star Camp

When I was on vacation, I went to a camp where boys and girls look at the stars. At the campsite, a boy named Jason was setting up his tent. I asked him what he was learning about the stars.

"I'm learning their names and how to read a star map," said Jason. "It's a lot of fun."

"When is the best time to look at the stars?" I asked.

"The best time to look is late at night, when it's clear and not cloudy," said Jason.



1. What was Jason doing at the campsite?
2. When is the best time to see stars?
3. What is Jason learning about the stars?

E Add quotation marks. Then rewrite.

Use quotation marks to show when someone is speaking.

1. Hi. Welcome to the campsite!
2. I want to explore the cave, said Karen.
3. How many leaves did you collect?

Do you like to look at the stars?





A Talk about the story. Then listen and read.

The Cave

Danny and Mike are studying insects when they find some animal tracks. They **follow** the tracks to a cave. Mike takes out his flashlight and looks inside.

"Let's **explore it!**" says Danny. In the cave, they find more tracks. They see brown spiders, green frogs, and black ants.



The boys walk for a long time. They start to worry, but then Mike sees a **way out**.

"Look, Danny!" says Mike. "We should go back to the **campsite**."

The boys are hungry and tired. They look around but can't tell where they are.

"I think we're lost!" says Danny.

Then they hear **something** behind them.

"Hi, Danny. Hi, Mike," says Emma. "Where were you all day?"

"Emma! Julie!" the boys **shout**.

"We got lost!" says Mike. "Which way is the campsite?"

"It's that way," says Julie. "We'll go with you."

"Thanks a lot! Is it **far**?" asks Mike.

"Not really," says Emma. "Look over there!"

Emma points to some trees. Mike and Danny look. The campsite is right in front of them!



Be helpful.

B Who said it? Read and circle.

- | | |
|---------------------------------|-------------------------|
| 1. "Which way is the campsite?" | 3. "We'll go with you." |
| a. Mike | a. Julie |
| b. Julie | b. Mike |
| c. Emma | c. Danny |
-
- | | |
|------------------------|-----------------|
| 2. "Let's explore it!" | 4. "Is it far?" |
| a. Emma | a. Danny |
| b. Danny | b. Emma |
| c. Julie | c. Mike |

C Sing. 

Which Way Is the Coffee Shop?

Which way is the coffee shop?

It's that way.

Thanks a lot!

Which way is Mexico?

Sorry, I don't know.

Which way is the city zoo?

It's over there.

We'll go with you.

Thank you! Thank you! Thank you!

Thanks a lot!



D Listen and say. Then act. 



Which way is
the campsite?

It's that way.



Thanks a lot!



Sorry, I don't
know.



Thanks, anyway.

Which way is
your house?



A Listen, point, and say.

30

1 oxygen**2** seed**3** size**4** root**5** underground**6** stem**B Listen and read.**

31

The Parts of a Plant

People need plants to live. Plants give us food, clothing, and **oxygen**. There are over 250,000 kinds of plants in the world. Trees, flowers, and grass are all plants. Green plants need sun and water to grow.

A plant has six parts. Each part has a job to do.

Seeds

Seeds come in many shapes and **sizes**. When seeds are in the earth, they grow and become new plants.

**Roots**

The **roots** of a plant usually grow **underground**. They take in food and water for the plant.

**Stem**

The **stem** grows up from the roots and helps the plant to stand. It stores food and brings water to other parts of the plant.

**Leaves**

Leaves grow out of the stem. They use the sun to make food for the plant.

**Flowers**

Many flowers are colorful. They help the plant to make seeds.

**Fruit**

Some plants grow fruit, which have seeds in them. Apples, oranges, and tomatoes are all fruit.



C Answer the questions.

1. Which part of the plant helps to make seeds?
2. How many kinds of plants are there?
3. Where do roots usually grow?
4. Which part of a plant can you find in an apple?

Skills Tip

Use headings to find information.

D Write.



E Look at D. Ask and answer.

Which parts of the plant are these?

Those are the seeds.

What do they do?

They grow and become new plants.

F What about you? Ask and answer.

1. Do you have plants at home?
2. What's your favorite fruit?
3. What flowers grow in your country?

Review 1



A Listen and circle. CD 32

- | | | |
|---------------------------------|------------------------|-----------------------------|
| 1. a. building a campfire | b. setting up the tent | c. putting out the campfire |
| 2. a. learned how to dive | b. slept late | c. read a lot of books |
| 3. a. seeds | b. roots | c. leaves |
| 4. a. wide awake | b. nervous | c. confident |
| 5. a. silk | b. returned | c. became famous |
| 6. a. picking wild strawberries | b. collecting leaves | c. studying insects |

B Talk about these topics.



activities



feelings



travel and trade



being in the woods



making camp



plants

C Talk with your partner.

1. Come on! Let's _____.
- No, thanks. I'd rather _____.
- OK.

2. Which way is the _____?
- Sorry, I don't know.
- Thanks, anyway.

A Read. Then answer. cat 33

Reading, Writing, Listening, & Speaking

How Scouting Started

In 1908, Robert Baden-Powell wrote a book called Scouting for Boys. When boys and girls read it, many of them wanted to become scouts. The book showed them how to be safe and confident in the woods. They learned how to camp, hike, and find animal tracks. They also learned how to identify trees and build a campfire.

People in countries around the world read the book and started scouting groups. Today there are groups in 218 countries. They teach camping, sports, and many other activities. Scouting is now over one hundred years old, and more young people become scouts every year.



1. What did Robert Baden-Powell do in 1908?
2. How many countries have scouting groups?
3. What are three things scouts learned from Robert Baden-Powell's book?

B Underline the book titles. Then rewrite.

Underline the titles of books.

1. Robert Baden-Powell wrote Scouting for Boys in 1908.
2. In The Adventures of Tom Sawyer, a boy named Tom explores a cave.
3. Little Women is a story about four sisters.

C Listen and number. cat 34

1. 
2. 
3. 
4. 

D Talk with your partner. cat 35

1. What do you do when you go camping or hiking?
2. What kinds of books do you like to read?

3 Class Party

Lesson 1 Planning a Party

A Listen, point, and say. CD 1 35

1 order pizzas

2 bake cupcakes

3 bring fruit juice

4 choose the music

5 make decorations

6 buy balloons



B Listen and find. Then talk about the picture. CD 1 36



C Listen and say. Then practice. 

I'll
We'll order pizzas for the party.

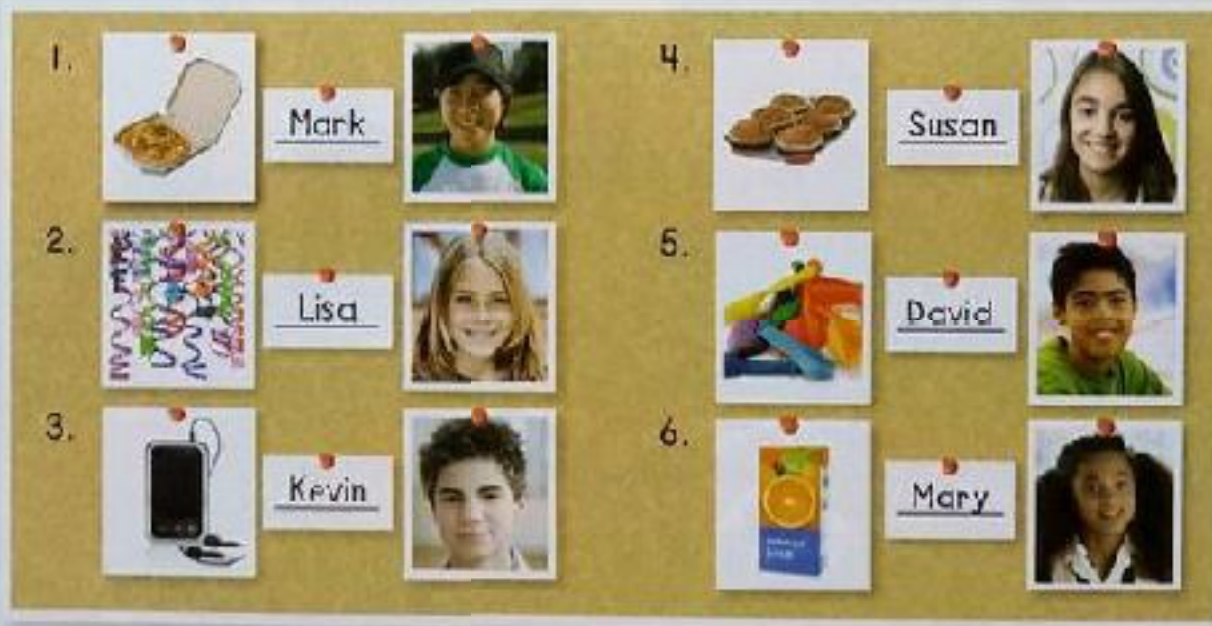
I'll = I will We'll = We will



D Listen, ask, and answer. Then practice. 

What will he do? He'll order pizzas.

He'll = He will



What will you do tomorrow?

E Look at B. Point, ask, and answer. 

What will he do?

He'll order pizzas.



A Listen, point, and say.

39

1 pour the juice

2 serve the pizzas

3 set up the music

4 blow up the balloons

5 put up the decorations

6 put out the cupcakes

13

B Listen, ask, and answer. Then practice.

40



Will she pour the juice?

Yes, she will.

No, she won't.

won't - will not



C Listen, ask, and answer. Then practice.

CD 41



Who will **pour the juice**? **He** will.



Skills

Listening & Speaking

D Listen. Then answer the questions.

CD 42

1. Who will put out the cupcakes?
 - a. Lisa will.
 - b. Mark will.
 - c. Mr. Wilson will.
2. Who will pour the juice?
 - a. Jake will.
 - b. Jake and Sara will.
 - c. Sara will.
3. Who will set up the music?
 - a. Rachel will.
 - b. Jeff will.
 - c. Rachel and Jeff will.
4. Who will blow up the balloons?
 - a. David will.
 - b. Jason will.
 - c. David and Jason will.

Will you come to my party?

E Talk with your classmates. Fill in the chart.



Name	Pour the juice	Serve the pizzas	Put up the decorations	Set up the music





A Talk about the story. Then listen and read.

It's Not Safe!

The Garcia family is **planning** a surprise party for Ann's birthday. Mrs. Garcia will put up the decorations. Emma will bake the cupcakes, and Tommy will choose the music. Mr. Garcia will pour the juice.

"Tommy, we're out of juice," says Mr. Garcia.
"Could you get some more?"

"Sure, Dad. No problem," says Tommy.

"Thanks," says Mr. Garcia.

"Can I go with you?" asks Emma. "I need eggs for the cupcakes."



"Sure, Emma," says Tommy.

Tommy and Emma walk **down** the street. Emma is in a hurry.

"Let's walk across the **highway**," she says.
"We'll get there faster!"

"It's not safe," says Tommy. "We should walk at the **crosswalk**."

Emma doesn't listen. She tries to walk across the highway, but the cars are going fast.

"Whoa! You're right, Tommy," she says. "It's not safe!"



Tommy and Emma use the crosswalk and go to the store. They buy eggs and juice, and then walk back home. When they get there, Mr. Garcia is waiting.

"What took you so long?" asks Mr. Garcia.

"We took the long way," says Emma. "but we were safe!"



B Read and circle.

- | | | |
|--|------|-------|
| 1. Tommy wants to walk across the highway. | True | False |
| 2. Emma needs eggs for the cupcakes. | True | False |
| 3. Mr. Garcia will choose the music for the party. | True | False |
| 4. Tommy and Emma buy eggs and juice. | True | False |

C Sing.

44

We're Out of Juice

We're out of **juice**. Could you get some more?

Could you go to the supermarket?

Sure, no problem. I'll go get some **juice**.

Great. Thanks.

We're out of **lemonade**. Could you get some more?

Could you go to the supermarket?

Sorry, I can't right now. I'm busy.

Hey, that's OK. Thanks, anyway.

milk
soda



D Listen and say. Then act.

45



We're out of juice.
Could you get
some more?

Sure, no problem.

Thanks.

I can't right
now. I'm busy.

That's OK.

We're out of
lemonade. I'll get
some more!



A Listen, point, and say.

46

1 celebrate

2 season

3 tradition

4 delicious

5 child

6 samba parade



15

B Listen and read.

47



winter



spring



summer



fall

A Year of Celebrations

People around the world like to **celebrate**. In each **season**, there are different celebrations. Every celebration has special **traditions**.

In the winter, people in China will celebrate the Lunar New Year. Families will clean their homes, put up decorations, and serve **delicious** food. **Children** will get a gift of money, called *hong bao*, from their parents.



Lunar New Year



Children's Day

In the spring, people in Japan will celebrate Children's Day. They'll put fish decorations, called *koinobori*, on their homes. Children will eat good food and play games.

In the summer, people in Brazil will celebrate Carnival. They'll watch singers and dancers in the **samba parade**. The music will be great!



Carnival

In the fall, people in South Korea will celebrate *Chuseok*. Many people will return to their homes, eat rice cakes, and wear traditional clothes. Families will give thanks for their food.



Chuseok

C Answer the questions.

1. Who will people watch in the samba parade?
2. What will children get from their parents for the Lunar New Year?
3. What will people wear for Chuseok?
4. What kind of decorations will people put up on Children's Day?

Skills Tip

Pictures can help you understand the reading.

D Fill in the chart.

Carnival winter samba parade South Korea Children's Day fall gift of money Japan

Country	Season	Celebration	Tradition
China		Lunar New Year	
	spring		fish decorations
Brazil	summer		
		Chuseok	rice cakes

E Look at **D**. Ask and answer.

What will people in Japan do in the spring?

They'll celebrate Children's Day.

What will you celebrate in the fall?

F What about you? Ask and answer.

1. What do you celebrate?
2. When do you celebrate?
3. How do you celebrate?

4 The Amazon Rainforest

Lesson 1 Comparisons

A Listen, point, and say.

en1
48

1 colorful macaw

2 plain egret

3 dangerous jaguar

4 friendly river dolphin

5 energetic spider monkey

6 calm sloth

B Listen and find. Then talk about the picture.

en1
49



C Listen and say. Then practice.

50

The **macaw** is **more colorful** than the **egret**.

colorful	→	more colorful
plain	→	plainer
dangerous	→	more dangerous
friendly	→	friendlier
energetic	→	more energetic
calm	→	calmer



D Listen, ask, and answer. Then practice.

51



Is the **macaw** **more colorful** **plainer** than the **egret**?

Yes, it is.
No, it isn't.

isn't = is not



E Look at **B**. Point, ask, and answer.



Is the jaguar more dangerous than the river dolphin?

Yes, it is.

Is your shirt more colorful than my shirt?



A Listen, point, and say. 52

1 easy puzzle

2 difficult puzzle

3 comfortable sandals

4 uncomfortable sandals

5 cheap bracelet

6 expensive bracelet



B Listen and say. Then practice. 53

This puzzle is the **easiest** one here.

These sandals are the **most comfortable** ones here.

easy	→	easier	→	easiest
difficult	→	more difficult	→	most difficult
comfortable	→	more comfortable	→	most comfortable
uncomfortable	→	more uncomfortable	→	most uncomfortable
cheap	→	cheaper	→	cheapest
expensive	→	more expensive	→	most expensive



C Listen, ask, and answer. Then practice.

54



Which puzzle is the **easiest**?

This puzzle.

Which sandals are the **most comfortable**?

These sandals.



Skills Reading & Writing

D Listen and read. Then answer the questions.

55

JANE'S RAINFOREST BLOG

My class took a trip to the Amazon rainforest. We learned about the poison dart frog. This frog is one of the most colorful animals here, but it can also be one of the most dangerous. These frogs are not safe to touch. Touching one could make you very sick.

There are over 175 different kinds of poison dart frogs. Some are more colorful than others. Doctors and scientists are studying these frogs to find ways that they can help sick people.



1. Where did Jane's class go?
2. How many kinds of poison dart frogs are there?
3. Are these frogs safe to touch?

What's your most difficult class?

E Underline the superlative adjectives. Then rewrite.

To form superlative adjectives, add **-est** for short adjectives and **most** for long adjectives.

1. This watch is the most expensive one here.
2. Which subject is the easiest?
3. My sister is the tallest person in our family.





A Talk about the story. Then listen and read.

A New Snowboard

In the winter, Danny goes snowboarding every Saturday. He wants to win a competition in February, but his snowboard is getting old. He needs to buy a new one.



Danny and Mike visit a sporting goods shop. The shop has all kinds of snowboards. Danny points to a colorful snowboard.

"I want that one," he says. "It's the most colorful one here!"

"It's the most expensive one here, too," says Mike. "Do you have **enough** money?"

Danny counts his money.

"No, I don't," he says.

Mike points to a gray snowboard. "How about this one, instead?" asks Mike. "It's plainer, but it's also cheaper. You could buy it today"

"I **earn** money helping my parents at home," says Danny. "I'll wait. I can buy it in three weeks"

Danny does his chores and **saves** his money. He sweeps the floor, washes the car, and takes out the garbage. In February, he buys the colorful snowboard and wins the competition. Danny's friends are excited!



B Who said it? Read and circle.

1. "Do you have enough money?"
 - a. Danny
 - b. Mike
2. "I want that one."
 - a. Danny
 - b. Mike
3. "I can buy it in three weeks."
 - a. Danny
 - b. Mike
4. "It's plainer, but it's also cheaper."
 - a. Danny
 - b. Mike

C Sing. CD 1 57-9

This One, That One

This one. That one. That one. This one.
This one. That one. That one. This one.
This one. That one. That one. This one. Which one?
I want that **hat**. That **hat**.
How about this one, instead?
It's **cheaper**. It's **nicer**.
OK.
Good choice.

sweater
thicker
warmer



D Listen and say. Then act. CD 1 58-9



Which is cheaper,
a bicycle or a
soccer ball?

I want that one

How about this one,
instead? It's cheaper.

Good choice!



A Listen, point, and say.

59

- | | | |
|---------------------|--------------|----------|
| 1 natural community | 2 freshwater | 3 desert |
| 4 forest | 5 grassland | 6 tundra |

**B Listen and read.**

60

Biomes of the Earth

Biomes are **natural communities** of plants and animals. The Earth has six biomes.

The oceans are the biggest biome on Earth and are home to whales, dolphins, and fish. Over seventy percent (70%) of the Earth is ocean. Oceans give us food and oxygen. Water from the oceans goes into the air and comes back as rain.

Our lakes and rivers are **freshwater**. Turtles and ducks live in this biome. Only about three percent (3%) of the Earth's water is freshwater.

About thirty percent (30%) of the land on Earth is **desert**. Deserts get very little rain and are the driest biome. They are also the hottest biome. Deserts are home to animals like snakes and lizards.

Over thirty percent (30%) of the land on Earth is **forest**. This biome has many trees, plants, and animals. The Earth has forests in hot and cold places. Forests are the biggest biome on land.

Grasslands have a lot of grass, but they do not have many trees. In North America, grasslands are home to rabbits and snakes. In Africa, zebras, elephants, and lions live in grasslands.

The **tundra** is the coldest biome and is home to foxes and bears. There are about seventeen hundred kinds of plants in the tundra.



C Answer the questions.

1. What are biomes?
2. Which biome has many trees?
3. How much of Earth's water is freshwater?
4. Where do whales live?

Skills Tip

The first sentence of a paragraph usually tells about the subject.

D Fill in the chart.

	Ocean	Freshwater	Desert	Forest	Grassland	Tundra
1. Coldest						✓
2. Driest						
3. Biggest						
4. Hottest						
5. Biggest on land						

E Look at D. Ask and answer.

Which biome is the biggest?

The ocean.

There are four biomes in my country.

F What about you? Ask and answer.

1. Which biomes can you see in your country?
2. What animals live there?
3. Which biomes are not in your country?

Review 2

Award

A Listen and circle.

- | | | |
|----------------------------|-------------------------|---------------------------|
| 1. a. spider monkey | b. macaw | c. jaguar |
| 2. a. put out the cupcakes | b. blow up the balloons | c. put up the decorations |
| 3. a. celebrate | b. samba parade | c. tradition |
| 4. a. sandals | b. bracelet | c. puzzle |
| 5. a. desert | b. grassland | c. tundra |
| 6. a. buy balloons | b. choose the music | c. bring fruit juice |

B Talk about these topics.

- | | | |
|--|---|--|
| 1.  | 2.  | 3.  |
| planning a party | starting a party | celebrations |
| 4.  | 5.  | 6.  |
| comparisons | comparisons | biomes |

C Talk with your partner.

- | | |
|--|--|
| 1. <p>We're out of _____.
Could you get some more?</p> <p>That's OK.</p> <p>I can't right now. I'm busy.</p> | 2. <p>I want that one.</p> <p>How about this one, instead?
It's _____.</p> |
|--|--|

A Read. Then answer. CD 62

Reading, Writing, Listening, & Speaking

The Rainforests

Forests that get a lot of rain and have many tall trees are called rainforests. Rainforests are home to more plants and animals than any other place on Earth. Most of the world's freshwater is in rainforests. They also make about twenty percent (20%) of the Earth's oxygen.

Rainforests are important, but people are cutting them down. They sell the trees, and then use the land for farming. What will happen to the animals that live there? Some animals like the macaw, sloth, and spider monkey won't have a place to live. We need to take care of the rainforests today, to make sure that the Earth stays healthy in the future.

1. How much of the Earth's oxygen do the rainforests make?
2. What are people doing to the rainforests?
3. What are some animals that live in the rainforests?



B Underline the nouns. Then rewrite.

A noun is a word used to name a person, place, or thing.

1. This macaw is the most colorful.
2. Which biome is the driest?
3. Whales live in the ocean.

C Listen and number. CD 63




D Talk with your partner. CD 64

1. How are the rainforests important?
2. What animals live in the forests in your country?


5 Busy Students

Lesson 1 Activities

A Listen, point, and say.  02

- 1 wash my hair 2 take a shower 3 floss my teeth
- 4 check my calendar 5 pack my schoolbag 6 iron my clothes



B Listen and find. Then talk about the picture.  03



C Listen and say. Then practice. CD 2 04

I **always** wash my **hair** before I go to bed.

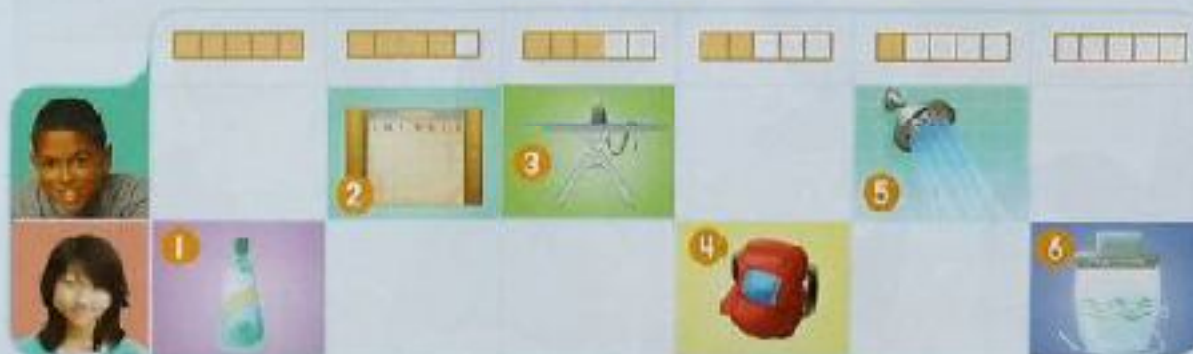
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always	usually	often
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sometimes	rarely	never



D Listen, ask, and answer. Then practice. CD 2 05

Do you **wash your hair** before you go to bed?

Yes, I **always** do.
No, I **rarely** do.



What do you do before you go to bed?

E Look at **B**. Point, ask, and answer. CD 2 05

Does he pack his schoolbag before he goes to bed?

Yes, he always does.



A Listen, point, and say.

02
06

1 slowly

2 quickly

3 carefully

4 carelessly

5 quietly

6 loudly

B Listen, ask, and answer. Then practice.

02
07



How is she walking? She's walking slowly.

She's = She is



C Listen, ask, and answer. Then practice.



Is **he** walking **slowly** or **quickly**? **He's walking slowly.**

He's - He is



Skills

Listening & Speaking

D Listen. Then answer the questions.



1. How is the boy eating?
 - a. He's eating quickly.
 - b. He's eating loudly.
 - c. He's eating slowly.
2. How is Ted writing?
 - a. He's writing quietly.
 - b. He's writing carefully.
 - c. He's writing carelessly.
3. How is the girl talking?
 - a. She is talking quietly.
 - b. She's talking loudly.
 - c. She's talking carefully.
4. How is Jan walking?
 - a. She's walking quickly.
 - b. She's walking carelessly.
 - c. She's walking slowly.

I always pack my schoolbag carefully. Do you?

E What about you? Ask and answer.



1. Do you write carefully in English?
2. How do you eat your favorite food?
3. How do you shop for a birthday present?
4. Talk about how you get ready for school in the morning.





A Talk about the story. Then listen and read.

The Recital

Julie is taking violin lessons with her teacher, Mr. Miller.

"Your **recital** is in two weeks, Julie," says Mr. Miller. "Practice every day for forty-five minutes, and I think you'll be ready."

That week, Emma comes over to Julie's house every day after school. They play video games, design clothes, and listen to music. Julie doesn't practice her violin very often.



A week later, Mr. Miller listens to Julie play. He looks worried. He tells Julie she's not ready for the recital.

"Did you practice every day for forty-five minutes?" he asks.

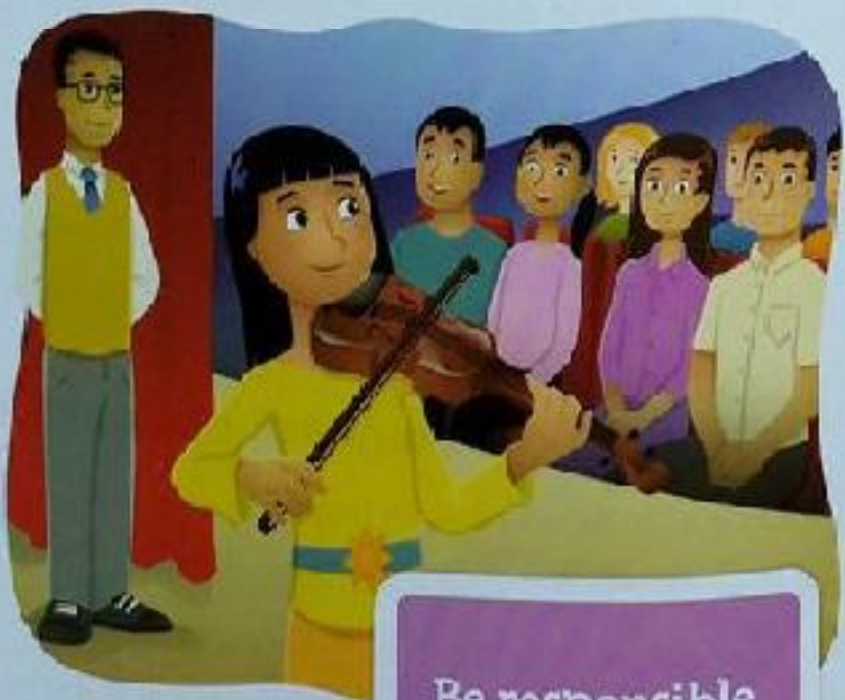
"Well, **almost** every day," says Julie.



Emma calls Julie that night. "Are you ready for your recital?" she asks.

"No, I'm not. I still need to practice," says Julie.

Julie practices for an **hour** each day. At the recital, she plays beautifully. Her parents are **proud** and so is Mr. Miller. Julie thanks him for telling her to practice. She learns that to be really good at something she has to work hard at it!



B Read and circle.

- | | | |
|---|------|-------|
| 1. At the recital, Julie plays carelessly. | True | False |
| 2. Mr. Miller tells Julie to practice every day for forty-five minutes. | True | False |
| 3. When Emma calls, Julie isn't ready for her recital. | True | False |
| 4. Before the recital, Mr. Miller thinks Julie plays well. | True | False |

C Sing.



Did You Practice Every Day?

Are you ready for your recital?

No, I'm not. I still need to practice.

Did you practice every day?

Well, almost every day.

Almost every day?

Almost every day.

Almost every day?

Well...

Are you ready for your competition?

Yes, I am. I practiced all week.

Did you practice every day?

Yes, I practiced every day.

Practiced every day?

Practiced every day!

Practiced every day?

Yes!



D Listen and say. Then act.



Are you ready for your recital?

No, I'm not. I still need to practice.

Yes, I think so. I practiced all week.

I'm ready for my baseball game.



A Listen, point, and say. **1** successful**2** exercise**3** possible**4** balanced meal**5** habit**6** early**B Listen and read.** 

How to Be a Healthy Student

Students have busy lives. Many go to school every day, and they often have activities after school. They usually have a lot of homework. To be a happy and **successful** student, you need to stay healthy. Here are **three** things you can do.

once	a day
twice	a week
three times	

1. Exercise

Students often sit at their desks for hours, but it's important for them to **exercise**, too. Try to get some exercise once or twice a day. When **possible**, go for a walk or ride your bike to school. Exercise can be more fun when you do it with a friend. You could also join a sports team.



2. Eat Good Foods

Pizza and ice cream taste good, but they're not always good for your health. It's important to eat **balanced meals** three times a day and to get enough fruits and vegetables. Eating breakfast is good for you, too.



3. Have Good Habits

Healthy **habits** will help you do well every day. Floss your teeth at least once a day. Take a shower often and go to bed **early**. Always get enough sleep. It can help you do better at school and on tests!



C Answer the questions.

1. What are three ways to stay healthy?
2. How often should you exercise?
3. What kind of meals should you eat?
4. How can sleep help you?

Skills Tip

Skim the reading for main ideas.

D Fill in the chart.

Your Healthy Week

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Go for a walk							
Ride a bike							
Eat fruit							
Eat vegetables							
Eat breakfast							
Floss your teeth							
Take a shower							
Get enough sleep							

E Look at D. Ask and answer.



How often do you go for a walk?

I go for a walk twice a week.

How do you stay healthy?

F What about you? Ask and answer.




1. How much sleep do you usually get?
2. What's your favorite way to exercise?
3. What did you eat for breakfast this morning?




6 Making Things

Lesson 1 Quantities

A Listen, point, and say. 

- | | | |
|-------------------------------|-----------------------------|---------------------------|
| 1 a cup of flour | 2 a half cup of water | 3 a quarter cup of salt |
| 4 a tablespoon of cooking oil | 5 a teaspoon of baking soda | 6 a drop of food coloring |


24

B Listen and find. Then talk about the picture. 



How to Make Clay

- seven cups of flour
- three and a half cups of water
- one and three quarter cups of salt
- seven tablespoons of cooking oil
- seven teaspoons of baking soda

C Listen, ask, and answer. Then practice.

CD2
17



How much **flour** does **he** need?
He needs a **cup** of **flour**.

$$2 \times \frac{1}{2} = 1$$

$$4 \times \frac{1}{4} = 1$$

$$16 \times \frac{1}{16} = 1$$

$$48 \times \frac{1}{48} = 1$$



D Listen, ask, and answer. Then practice.

CD2
18



Does **she** have enough **flour**?

Yes, **she** does.

No, **she** doesn't.

doesn't = does not



E Look at **B**. Point, ask, and answer.



Does she have enough cooking oil?

Yes, she does.

How much homework do you have?



A Listen, point, and say.



1 aprons

2 toothpicks

3 paper clips

4 cardboard

5 masking tape

6 modeling clay



B Listen, ask, and answer. Then practice.



How many **aprons** do we have?

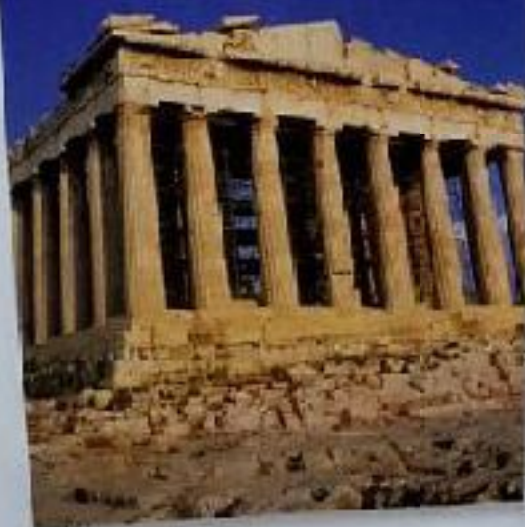
We have **three** aprons.

How much **cardboard** do we have?

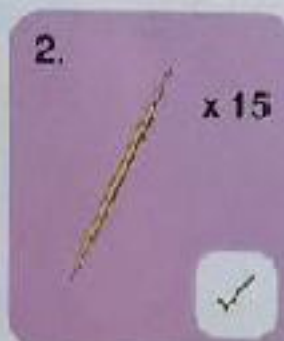
We have **six sheets** of **cardboard**.

sheets of cardboard
rolls of masking tape
bowls of modeling clay

A MODEL OF THE PARTHENON



How to Make Your Model of the Parthenon



C Listen, ask, and answer. Then practice.

21



How many **aprons** do they have?

They have

a few
a lot of

aprons.

How much **cardboard** do they have?

They have

a little
a lot of

cardboard.



Skills

Reading & Writing

D Listen and read. Then answer the questions.

22



Debby's Kitchen

A reader named Annie wants to bake cookies for twenty-five classmates. She has a lot of sugar, a little salt, and a tablespoon

of baking soda. She also has a few eggs and a half cup of butter. She wants to know how much flour she'll need.

Annie, you can bake fifty cookies for your classmates. You will need four cups of flour. You will also need one more cup of butter. Have fun!

Debby

1. Does Annie need more butter?
2. How many cookies can Annie bake?
3. How much salt does Annie have?

E Circle the quantifiers. Then rewrite.

Quantifiers are words that come before nouns and tell us *how much* or *how many*.

1. They need a few / a little paper clips.
2. She has a little / a lot of aprons.
3. He wants a lot of / a few cardboard.

How many students are in your class?





A Talk about the story. Then listen and read.

Where's the Parthenon?

The students in Danny's class each made a model of a famous building. Danny made a model of the **Parthenon**. Today, the town museum is having a show of all the models. Danny's parents are driving him there. Megan is coming, too.

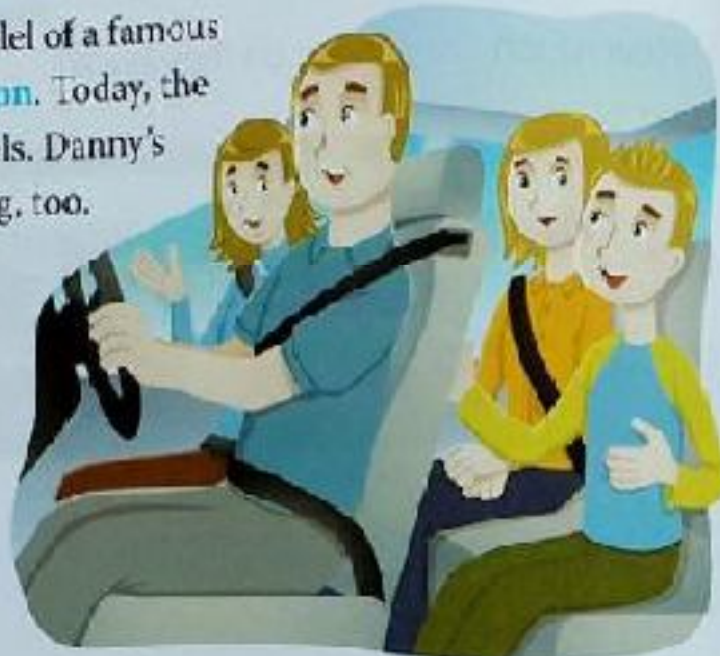
"Did we bring the map?" asks Danny's dad.

"I don't remember," says his mom.

"I remember," says Danny. "It's under your seat, Mom."

"Thanks, Danny. Now put on your seatbelt!"

Danny's mom finds the museum on the map. It's across from the movie theater.



Megan turns to Danny.

"Danny," she says, "where's the Parthenon?"

Danny looks around. He looks all over the car. "Mom! Dad!" he shouts. "We forgot the model!"

Danny's dad **stops** the car.

"I know we brought it," his dad says. "I remember putting it on top of the car."

Danny has an idea. He gets out of the car and looks on the **roof**.

"I found it!" he says. "It's right where you put it, Dad!"



Be prepared.

B Who said it? Read and circle.

1. "Now put on your seatbelt!"
 - a. Danny
 - b. Megan
 - c. Danny's mom
2. "I found it!"
 - a. Danny's dad
 - b. Danny
 - c. Danny's mom
3. "Danny, where's the Parthenon?"
 - a. Megan
 - b. Danny's mom
 - c. Danny's dad
4. "Did we bring the map?"
 - a. Megan
 - b. Danny
 - c. Danny's dad

C Sing. 

Never Mind, I Found It

Did we bring the **map**?

I don't remember.

I remember. It's under the seat.

Did we bring the **phone**?

I'm not sure.

Never mind, I found it.

flashlight
tent



D Listen and say. Then act.

 25



Did we bring
the map?

I don't remember.

I remember. It's
under the seat.

I'm not sure.

Never mind,
I found it.

Did you bring
your notebook?



A Listen, point, and say.

C12
26

1 take

2 farmer

3 artisan

4 move

5 pull

6 site



B Listen and read.

C12
27

The Great Pyramid of Giza

There are over one hundred pyramids in Egypt, but the biggest is the Great Pyramid of Giza. It's about forty-five hundred years old and 138 meters tall. It **took** a lot of people, a lot of stones, and a lot of time to build it.

about
around
approximately

How many people did it take?

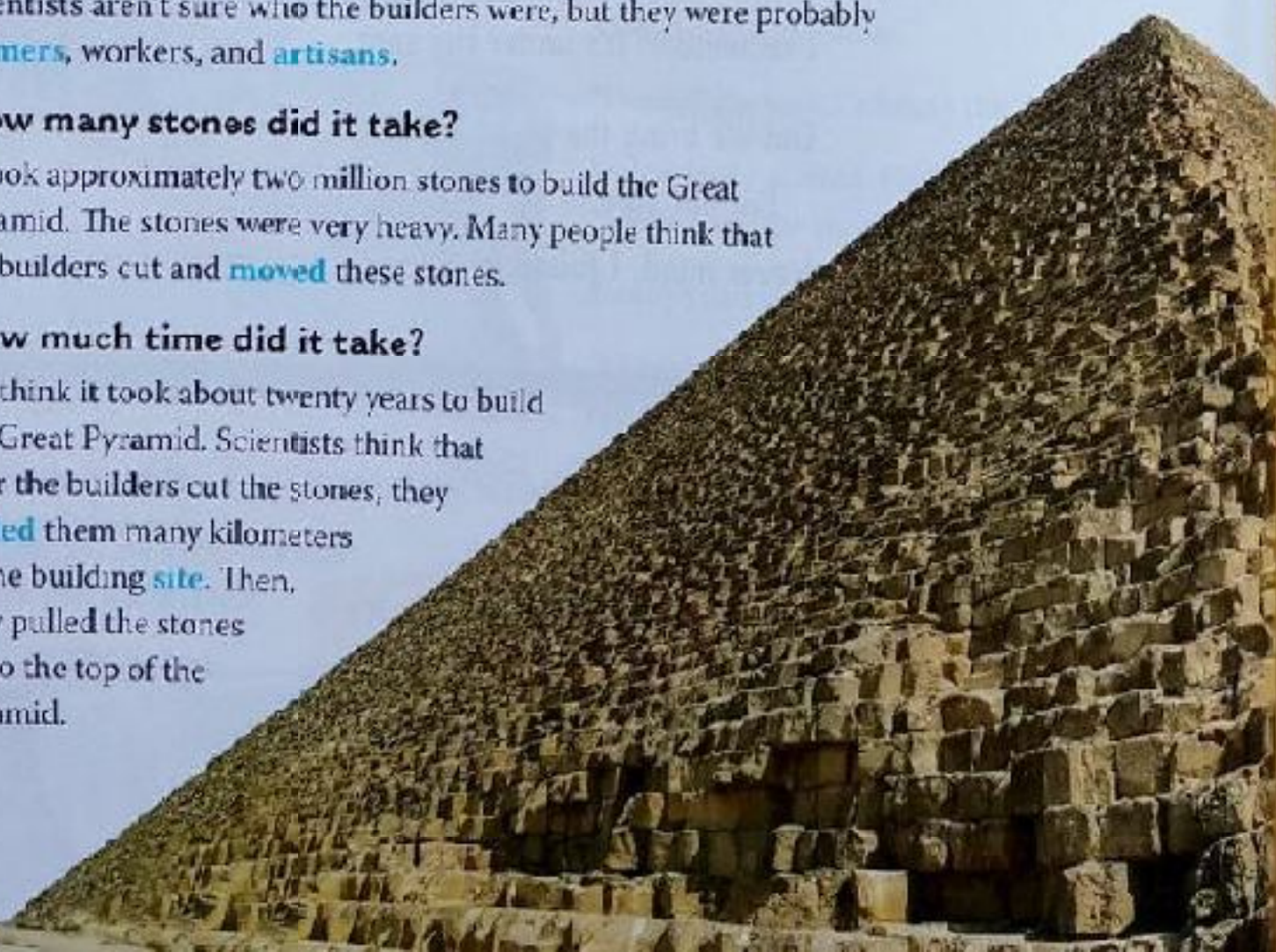
It probably took around thirty thousand people to build the Great Pyramid. Scientists aren't sure who the builders were, but they were probably **farmers**, workers, and **artisans**.

How many stones did it take?

It took approximately two million stones to build the Great Pyramid. The stones were very heavy. Many people think that the builders cut and **moved** these stones.

How much time did it take?

We think it took about twenty years to build the Great Pyramid. Scientists think that after the builders cut the stones, they **pulled** them many kilometers to the building **site**. Then, they pulled the stones up to the top of the pyramid.



C Answer the questions.

1. How old is the Great Pyramid of Giza?
2. Who were the builders?
3. How did the builders move the stones?
4. How many pyramids are there in Egypt?

Skills Tip

Pay careful attention to details when you listen and read.

D Circle.

1.	77	28,905	82,000	= around thirty thousand people
2.	1,999,999	2,210,621	1,544,300	= approximately two million stones
3.	21	4,500	16	= about twenty years

E Look at D. Ask and answer.

How many people did it take to build the Great Pyramid of Giza?

It took around thirty thousand people.

It took me three days to make this model car.

F What about you? Ask and answer.

1. What do you build?
2. How much time does it take you to build it?
3. What do you want to build next?

Review 3

Award

A Listen and circle.

28

1. a. exercise b. go to bed early c. eat balanced meals
2. a. a drop of food coloring b. a teaspoon of baking soda c. a cup of flour
3. a. pack your schoolbag b. floss your teeth c. check your calendar
4. a. move b. pull c. take
5. a. quickly b. carelessly c. carefully
6. a. toothpicks b. cardboard c. modeling clay

B Talk about these topics.



activities



adverbs



health



quantities



supplies



the pyramids

C Talk with your partner.

1. Are you ready for your _____?

No, I'm not. I still need to _____.

2. Did we bring the _____?

I don't remember.

I remember. It's _____.

A Read. Then answer. CD 29

Reading, Writing, Listening, & Speaking

Rules for Running

Running is a great way to exercise. To be safe when you run, always follow these rules.

Walk or run slowly at first. You can then run more quickly. This will help your body warm up and keep you from getting hurt. Relax your arms, hold your head up, and keep your hands cupped. Always wear colorful clothes and be careful of traffic. Comfortable running shoes are important, too.

After you run, walk slowly for five to eight minutes. This will help you cool down. Relax and drink some water. You can run often, but don't run every day.

These rules will help you get in shape and stay healthy. Keep running!

1. What should you wear to go running?
2. How should you cool down?
3. How will these rules help you?



B Underline the imperative verbs. Then rewrite.

Imperative verbs give instructions or commands.

1. Take a shower before you go to bed.
2. Eat balanced meals every day.
3. Wear a helmet when you ride your bike.

C Listen and number. CD 30


1. 
2. 
3. 
4. 

D Talk with your partner.

1. What do you do for exercise?
2. How do you stay safe while walking or running?

7 World Travel

Lesson 1 Countries

A Listen, point, and say. 

1 India

2 Italy


3 Kenya

4 New Zealand

5 the UK

6 Peru


28

B Listen and find. Then talk about the picture. 



C Listen and say. Then practice. 

I've been to **India**. I've never been to **Italy**.

I've = I have

1. 
2. 
3. 
4. 
5. 
6. 

D Listen, ask, and answer. Then practice. 

Have you ever been to **India**? Yes, I have.
No, I haven't.

Has **she** ever been to **India**? Yes, **she** has.
No, **she** hasn't.

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

1. 
2. 
3. 
4. 
5. 
6. 

I've been
to Italy.

E Look at **B**. Point, ask, and answer. 

Has she ever been
to New Zealand?

Yes, she has.

Lesson 2 Experiences

A Listen, point, and say.

CD 2
35

1 go rafting

2 ride a camel

3 climb a mountain

4 hike in a rainforest

5 see the pyramids

6 go scuba diving



B Listen and say. Then practice.

CD 2
36

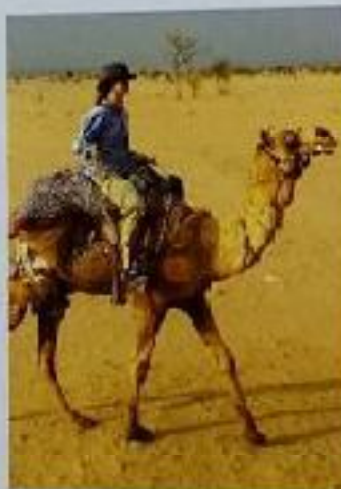
He has **gone rafting**, but he hasn't **ridden a camel**.

go	→	went	→	gone	ride	→	rode	→	ridden
climb	→	climbed	→	climbed	hike	→	hiked	→	hiked
see	→	saw	→	seen					

1.



2.



3.



4.



5.



6.



C Listen, ask, and answer. Then practice.

37



Has **she** gone **rafting** before?

Yes, **she** has.

No, **she** hasn't.

1. Go
rafting

2. Climb a
mountain

3. Ride a
camel

4. See the
pyramids

5. Go scuba
diving

6. Hike in a
rainforest



✓

X

✓

✓

X

X



X

✓

X

✓

X

✓

Skills

Listening & Speaking

D Listen. Then answer the questions.

38

1. Has the girl ridden a camel before?

- a. Yes, she has.
- b. Yes, he has.
- c. No, she hasn't.

3. Has the girl climbed a mountain before?

- a. No, she hasn't.
- b. Yes, she has.
- c. Yes, he has.

2. Has Jim gone rafting before?

- a. No, he hasn't.
- b. Yes, he has.
- c. No, she hasn't.

4. Has Pete hiked in a rainforest before?

- a. No, he hasn't.
- b. Yes, she has.
- c. Yes, he has.

Have you gone
scuba diving
before?



E What about you? Ask and answer.



- 1. Have you gone rafting on a river?
- 2. Where have you traveled?
- 3. What did you do there?
- 4. Talk about a famous place in your country.



A Talk about the story. Then listen and read.

A New Friend



Mr. Sims, the math teacher, walks in with a new student. "Class, this is Joon," he says. "He's from South Korea, and he'll be with us for two weeks."

That day at lunch, Julie, Danny, Emma, and Mike are sitting together. When they see Joon sitting **alone**, they **invite** him to join their table. They ask Joon about South Korea. Joon

has traveled a lot. He's been to the UK and Italy, but he's never been to the USA before.

They learn that Joon likes art, just like Emma. He likes making models, just like Mike. He plays the violin, just like Julie.

"Do you like skateboarding?" asks Danny.

"I'm not very good at it," says Joon. "Could you show me how?"

"Sure!" says Danny.

After school, Danny teaches them all how to skateboard. Then Joon teaches them **Taekwondo**.



For the next two weeks, the friends teach **each other** something new every day. They all feel sad when Joon leaves.

Be friendly.

B Read and circle.

- | | | |
|--|------|-------|
| 1. Joon likes making models. | True | False |
| 2. Joon is from Brazil. | True | False |
| 3. Joon has never been to the UK. | True | False |
| 4. Danny teaches Joon how to skateboard. | True | False |

C Sing.

Let's Go Skateboarding

Do you like **skateboarding**?

Yes, I do. I like to go **skateboarding** after school.

Do you like it?

I'm not very good. Could you show me how?

Yeah. Sure.

OK, cool. Let's go **skateboarding** after school.

Yeah, let's go together after school.

canoeing
bowling



D Listen and say. Then act.



Do you like
skateboarding?

I'm not very good at it.
Could you show me how?

Sure!

Yes, I do.

Good! Let's go
skateboarding
after school.

Do you like
in-line skating?



A Listen, point, and say.

CD2
42

1 high

2 reach

3 British

4 leave

5 grateful

6 lead



B Listen and read.

CD2
43

Climbing Mount Everest

1 foot = 0.3048 meters

Mount Everest in Nepal is the **highest** mountain in the world. It's over twenty-nine thousand feet high. In 1924, George Mallory and Andrew Irvine tried to **reach** the top of Mount Everest, but they could not do it.

In 1953, twelve **British** mountain climbers wanted to climb to the top. The climbers camped at twenty-six thousand feet. Two climbers tried to reach the top, but they could not do it. Edmund Hillary and Tenzing Norgay **left** the camp on May 28th and reached the top the next day. They became the first people to climb to the top of Mount Everest.

Over twelve hundred people have now climbed to the top of Mount Everest. In 1963, James Whittaker became the first person from the USA to reach the top. Junko Tabei from Japan became the first woman to reach the top in 1975. In 2000, 142 climbers reached the top. All of them were **grateful** to Edmund Hillary and Tenzing Norgay for **leading** the way.



Tenzing Norgay and Edmund Hillary drink tea after reaching the top of Mount Everest.

Edmund Hillary

Tenzing Norgay



C Answer the questions.

1. How high is Mount Everest?
2. How did Edmund Hillary and Tenzing Norgay become famous?
3. How many people have climbed to the top of Mount Everest?
4. On what day did Edmund Hillary and Tenzing Norgay reach the top?

Skills

Tip

Scan the reading for dates.

D Fill in the timeline.

A Race to the Top of Mount Everest

1. **1924** George Mallory and Andrew Irvine tried to reach the top of Mount Everest.

2. James Whittaker became the first person from the USA to reach the top.

3. 142 climbers reached the top.



4. Edmund Hillary and Tenzing Norgay reached the top.

5. Junko Tabei from Japan became the first woman to reach the top.

E Look at D. Ask and answer.

What happened in 1924?

George Mallory and Andrew Irvine tried to reach the top of Mount Everest.


How high can you reach?

F What about you? Ask and answer.

1. What are the most famous mountains in your country?
2. Have you ever climbed a mountain?
3. Where do you like to explore?

8 Computers

Lesson 1 Using Computers

A Listen, point, and say. 

1 turn on the computer

2 turn off the computer

3 turn up the volume


4 turn down the volume

5 log in to the website

6 log out of the website



32

B Listen and find. Then talk about the picture. 



C Listen and say. Then practice.

CD 2
46

I've just **turned on the computer**.

I haven't **turned on the computer** yet.

turn → turned → turned
log → logged → logged



D Listen, ask, and answer. Then practice.

CD 2
47



Has **he** **turned on the computer** yet?

Yes, **he** has.

No, **he** hasn't.



turn on the
computer

log in to the
website

turn off the
computer

turn down
the volume

log out of the
website

turn up the
volume

E Look at **B**. Point, ask, and answer.



Do you turn off your
computer every night?

Has he turned up
the volume yet?

Yes, he has.



A Listen, point, and say.

48

1 upload the photos

2 print the photos

3 download the music

4 play the music

5 write the email

6 send the email



33

B Listen and say. Then practice.

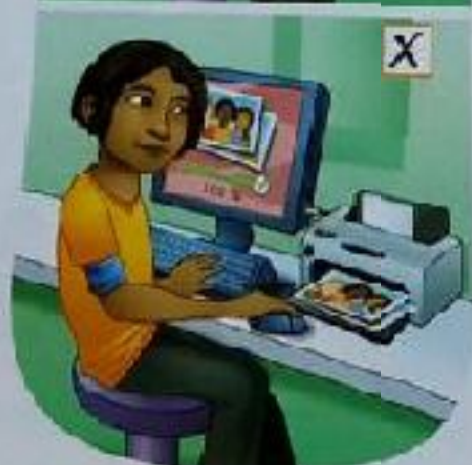
49

She's already **uploaded the photos**, but she hasn't **printed them** yet.

He's already **written the email**, but he hasn't **sent it** yet.

She's = She has He's = He has

upload	→	uploaded	→	uploaded	print	→	printed	→	printed
download	→	downloaded	→	downloaded	play	→	played	→	played
write	→	wrote	→	written	send	→	sent	→	sent



C Listen, ask, and answer. Then practice.

50



Has she uploaded the photos yet?

Yes, she's uploaded them.

No, she hasn't uploaded them.



upload the
photos



print the
photos



send the
email



download
the music



play the
music



write the
email

Skills

Reading & Writing

D Listen and read. Then answer the questions.

51

To: Josh Lee	Subject: class project
Hello Josh,	
What are you doing? I'm working on the photography project for class. I've already taken pictures of my parents, but I haven't taken a picture of my sister yet. Have you printed your photos?	
Your friend, Kyle	

To: Kyle Garcia	Subject: Re: class project
Hi Kyle,	
I've already uploaded my photos, but I haven't printed them yet. I've just logged in to a cool website. I'm downloading music now. I'll play it for you tomorrow. I'm going to bed after I send this email!	
Good night, Josh	

- Has Josh uploaded his photos yet?
- What will Josh do after he sends the email?
- Has Kyle taken a picture of his sister yet?

E Circle *greeting* or *closing*. Then rewrite.

Start a letter with a greeting, a name, and a comma.

End a letter with a closing, a comma, and your name.

- Hi Stuart, greeting / closing
- Your friend, greeting / closing
- Hello Susan, greeting / closing

Have you sent
an email today?



A Talk about the story. Then listen and read.

Just a Minute

Emma needs to write a **report** about plants for her science class. She wants to use the computer to do **research**, but Tommy is using it.

"Are you almost done with the computer?" asks Emma.

"Just a minute," says Tommy. "I haven't finished downloading these songs yet."

"OK. Let me know when you're done," says Emma.

An hour later, Tommy is still on the computer. Emma **reminds** him that she needs to use it.

"Sorry, I forgot!" says Tommy.

Emma does her research and writes her report on time. A week later, Tommy has a report to write. He needs to use the computer, but Emma is shopping for clothes online. Tommy asks her when she'll be done.

"Just a minute," says Emma. "I haven't finished looking at this website yet."

"OK. I'll use the computer later," says Tommy. He starts to walk away.

"Tommy, I said 'just a minute,'" says Emma. "I'm done!"

"Thanks, Emma!" says Tommy.



Be fair.

B Who said it? Read and circle.

- | | |
|---|---|
| 1. "I haven't finished looking at this website yet."
a. Emma
b. Tommy | 3. "I haven't finished downloading these songs yet."
a. Emma
b. Tommy |
| 2. "Sorry, I forgot!"
a. Emma
b. Tommy | 4. "OK, Let me know when you're done."
a. Emma
b. Tommy |

C Sing. 

Are You Almost Done?

Are you almost done with the **computer**?

Just a minute. Just a minute.

OK. Let me know when you're done.

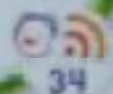
Are you almost done with the **computer**?

Just a minute. Just a minute.

I said just a minute. Just a minute.

OK. I'm done.

camera



D Listen and say. Then act.  

Are you almost done with the computer?

Just a minute.

OK. Let me know when you're done.

Yes, I just finished. Go ahead and use it.

Thanks!

I'm almost finished with my report.



**A Listen, point, and say.**

55

1 energy

2 source

3 wind turbine

4 electricity

5 dam

6 solar panel

**B Listen and read.**

56

Clean Energy

People are using more **energy** every day. We use energy to drive our cars and to power our computers, phones, and TVs. Scientists are excited about three **sources** of natural energy. These energy sources are clean and will never run out.

**Wind Energy**

Scientists have designed **wind turbines** that use strong winds to make energy. Some turbines make enough **electricity** for one thousand homes. Many countries now use wind turbines for electricity.

**Water Energy**

Moving water can also make energy. Scientists have designed **dams** that make electricity on many rivers. Two of the biggest dams are in China and Brazil, but there are thousands of others around the world.

**Solar Energy**

Scientists have designed **solar panels** to turn energy from the sun into electricity. These panels are now on many buildings, where they collect solar energy.

In the future, people will use even more energy, but more of it will come from clean energy sources. When people use these sources, they help to keep the Earth clean.

C Answer the questions.

1. How do wind turbines make energy?
2. What will people do in the future?
3. How do people use energy?
4. How does clean energy help the Earth?

D Write.

wind turbines dam solar panels water sun wind electricity



Skills Tip

The introduction and conclusion of a reading tell you the topic.

E Look at D. Ask and answer.

What have scientists designed to use wind energy?

Scientists have designed wind turbines that make electricity.

Have you ever seen a wind turbine?

F What about you? Ask and answer.

1. How do you use electricity?
2. What sources of clean energy do people use in your country?
3. How do you think people will use energy in the future?

Review 4



A Listen and circle.

CD 57

- | | | |
|------------------------------|------------------------------|----------------------------|
| 1. a. ridden a camel | b. climbed a mountain | c. seen the pyramids |
| 2. a. turned down the volume | b. logged out of the website | c. turned off the computer |
| 3. a. lead | b. reached | c. left |
| 4. a. printed the photos | b. uploaded the photos | c. downloaded the music |
| 5. a. India | b. New Zealand | c. Kenya |
| 6. a. sources | b. wind turbines | c. solar panels |

B Talk about these topics.



countries



experiences



explorers



using computers



using computers



energy

C Talk with your partner.



1.

Do you like _____?

Cool! Let's go
_____ after school.

Yes, I do.

2.

Are you almost done
with the _____?

Yes, I just finished.
Go ahead and use it.

Thanks!

A Read. Then answer. CD 2 58

An Interview with Cliff Jackson

Reporter: Cliff Jackson, you've ridden your bike around the world. How many countries have you been to, and which one was your favorite?

Cliff: I've ridden through fifty-seven different countries. I liked almost all of them, but New Zealand was my favorite. I've gone rafting and scuba diving there.

Reporter: Are there any countries you want to visit but haven't been to yet?

Cliff: I've just come back from South America, but I haven't been to Peru yet. I'd really like to go there!

Reporter: Where are you biking to next?

Cliff: I've already planned a trip to India, but I haven't packed my bags yet.

Reporter: Well, thanks for talking with us, and have a safe trip!

1. How many countries has Cliff ridden through?
2. Where is Cliff biking to next?
3. What has Cliff done in New Zealand?



B Circle *has* or *have*. Then rewrite.

Add *has* or *have* to a verb in the past tense to form the present perfect tense.

1. We has / have been to Kenya before.
2. Has / Have he already seen the pyramids?
3. I has / have ridden a camel in India.

C Listen and number. CD 2 59

1. 
2. 
3. 
4. 

D Talk with your partner.

1. What's the longest trip you've ever taken?
2. Where have you ridden your bike?

Syllabus

Welcome Africa is east of South America.

Classroom Language:

How do you say this in English?
May I go to the restroom?

Could you say that again, please?
May I get a drink of water?

Unit 1 Vacation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Activities: act in a play, learn how to dive, ride a roller coaster, read a lot of books, win a competition, sleep late He acted in a play when he was on vacation. What did she do when she was on vacation? She acted in a play.	Feelings: relaxed, nervous, confident, shy, wide-awake, sleepy I felt relaxed, but he felt nervous. How did you feel when you rode a roller coaster? I felt relaxed, but she felt nervous.	Reading: The Surfing Lesson Conversations: Come on! Let's learn how to surf. No, thanks. I'd rather play video games. / Sounds fun. I'm tired of playing video games. OK. / Great!	Travel and Trade: silk, goods, difficult, ruler, return, become famous What did Marco Polo do when he was 17? He traveled on the Silk Road.
		Be brave.	

Unit 2 Camping

Lesson 1	Lesson 2	Lesson 3	Lesson 4
In the Woods: study insects, identify trees, pick wild strawberries, find animal tracks, explore a cave, collect leaves What was she doing in the morning/afternoon? She was studying insects. Was he studying insects in the morning/afternoon? Yes, he was. / No, he wasn't. He was identifying trees.	Making Camp: set up the tent, build a campfire, roast fish, tell stories, put out the campfire, look at the stars She was setting up the tent when I arrived at the campsite. When I arrived at the campsite, she was setting up the tent. What were you doing when you saw the deer? I was setting up the tent.	Reading: The Cave Conversations: Which way is the campfire? It's that way. / Sorry, I don't know. Thanks a lot. / Thanks, anyway.	Plants: oxygen, seed, size, root, underground, stem Which parts of the plant are these? Those are the seeds. What do they do? They grow and become new plants.
		Be helpful.	

Review 1 Units 1 and 2

Skill How Scouting Started

Unit 3 Class Party

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Planning a Party: order pizzas, bake cupcakes, bring fruit juice, choose the music, make decorations, buy balloons I'll/We'll order pizzas for the party. What will he do? He'll order pizzas.	Starting a Party: pour the juice, serve the pizzas, set up the music, blow up the balloons, put up the decorations, put out the cupcakes Will she pour the juice? Yes, she will. / No, she won't. Who will pour the juice? They will.	Reading: It's Not Safe! Conversations: We're out of juice. Could you get some more? Sure, no problem. / I can't right now. I'm busy. Thanks. / That's OK.	Celebrations: celebrate, season, tradition, delicious, child, samba parade What will people in Japan do in the spring? They'll celebrate Children's Day.
		Be safe.	


Unit 4 The Amazon Rainforest

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Comparisons: colorful macaw, plain egret, dangerous jaguar, friendly river dolphin, energetic spider monkey, calm satoh The macaw is more colorful than the egret. Is the macaw more colorful/plainer than the egret? Yes, it is. / No, it isn't.	Comparisons: easy puzzle, difficult puzzle, comfortable sandals, uncomfortable sandals, cheap bracelet, expensive bracelet This puzzle is the easiest one here. Those sandals are the most comfortable ones here. Which puzzle is the easiest? This puzzle. Which sandals are the most comfortable? These sandals.	Reading: A New Snowboard Conversations: I want that one. How about this one, instead? It's cheaper. / Good choice!	Biomes: natural community, freshwater, desert, forest, grassland, tundra Which biome is the biggest? The ocean.
		Be patient.	


Review 2 Units 3 and 4

Skill The Rainforests

Unit 5 Busy Students

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
Activities: wash my hair, take a shower, floss my teeth, check my calendar, pack my schoolbag, iron my clothes I always wash my hair before I go to bed. Do you wash your hair before you go to bed? Yes, I always./No, I rarely do.	Adverb: slowly, quickly, carefully, carelessly, quietly, loudly How is she walking? She's walking slowly. Is he waking slowly or quickly? He's waking slowly.	Reading: The Recital Conversations: Are you ready for your recital? No, I'm not. I still need to practice./Yes, I think so. I practiced all week. Be responsible.	Your Health: successful, exercise, possible, balanced meal, habit, early How often do you go for a walk? I go for a walk twice a week.


Unit 6 Making Things

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
Quantities: a cup of flour, a half cup of water, a quarter cup of salt, a tablespoon of cooking oil, a teaspoon of baking soda, a drop of food coloring How much flour does he need? He needs a cup of flour. Does she have enough flour? Yes, she does./No, she doesn't.	Supplies: aprons, toothpicks, paper clips, cardboard, masking tape, modeling clay How many aprons do we/they have? We/They have three/a few/a lot of aprons. How much cardboard do we/they have? We/They have six sheets of/a little/a lot of cardboard.	Reading: Where's the Parthenon? Conversations: Did we bring the map? I don't remember./I'm not sure. I remember. It's under the seat./Never mind, I found it. Be prepared.	The Pyramids: take, former, criticism, move, pull, site How many people did it take to build the Great Pyramid of Giza? It took around thirty thousand people.


Review 3 Units 5 and 6

Skill Rules for Running

Unit 7 World Travel

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
Countries: India, Italy, Kenya, New Zealand, the UK, Peru I've been to India. I've never been to Italy. Have you ever been to India? Yes, I have./No, I haven't. Has she ever been to India? Yes, she has./No, she hasn't.	Experiences: go rafting, ride a camel, climb a mountain, hike in a rainforest, see the pyramids, go scuba diving He has gone rafting, but he hasn't ridden a camel. Has she gone rafting before? Yes, she has./No, she hasn't.	Reading: A New Friend Conversations: Do you like skateboarding? I'm not very good at it. Could you show me how?/Yes, I do. Sure!/Cool! Let's go skateboarding after school. Be friendly.	Explorers: high, reach, British, leave, grateful, food What happened in 1924? George Mallory and Andrew Irvine tried to reach the top of Mount Everest.

Unit 8 Computers

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
Using Computers: turn on the computer, turn off the computer, turn up the volume, turn down the volume, log in to the website, log out of the website I've just turned on the computer. I haven't turned on the computer yet. Has he turned on the computer yet? Yes, he has./No, he hasn't.	Using Computers: upload the photos, print the photos, download the music, play the music, write the email, send the email She's/He's already uploaded the photos/written the email, but she/he hasn't printed them/sent it yet. Has she uploaded the photos yet? Yes, she's uploaded them./No, she hasn't uploaded them.	Reading: Just a Minute Conversations: Are you almost done with the computer? Just a minute./Yes, I just finished. Go ahead and use it. OK. Let me know when you're done./Thanks! Be fair.	Energy: energy, source, wind turbine, electricity, dam, solar panel What have scientists designed to use wind energy? Scientists have designed wind turbines that make electricity.

Review 4 Units 7 and 8

Skill An Interview with Cliff Jackson