

6

Everybody

UP

Student Book



Kathleen Kampa
Charles Vilina



OXFORD

CD1
02

Everybody Up

theme song

Everybody UP!



Up! Up! Up!

Everybody up, up, up!

Everybody up, up, up!

Everybody up!



Up! Up! Up!

Everybody up, up, up!

Everybody up, up, up!

Everybody up!



Everybody up. Everybody up.

Everybody up. Everybody up.

Everybody up. Everybody up.

Everybody up, up, up!

Everybody

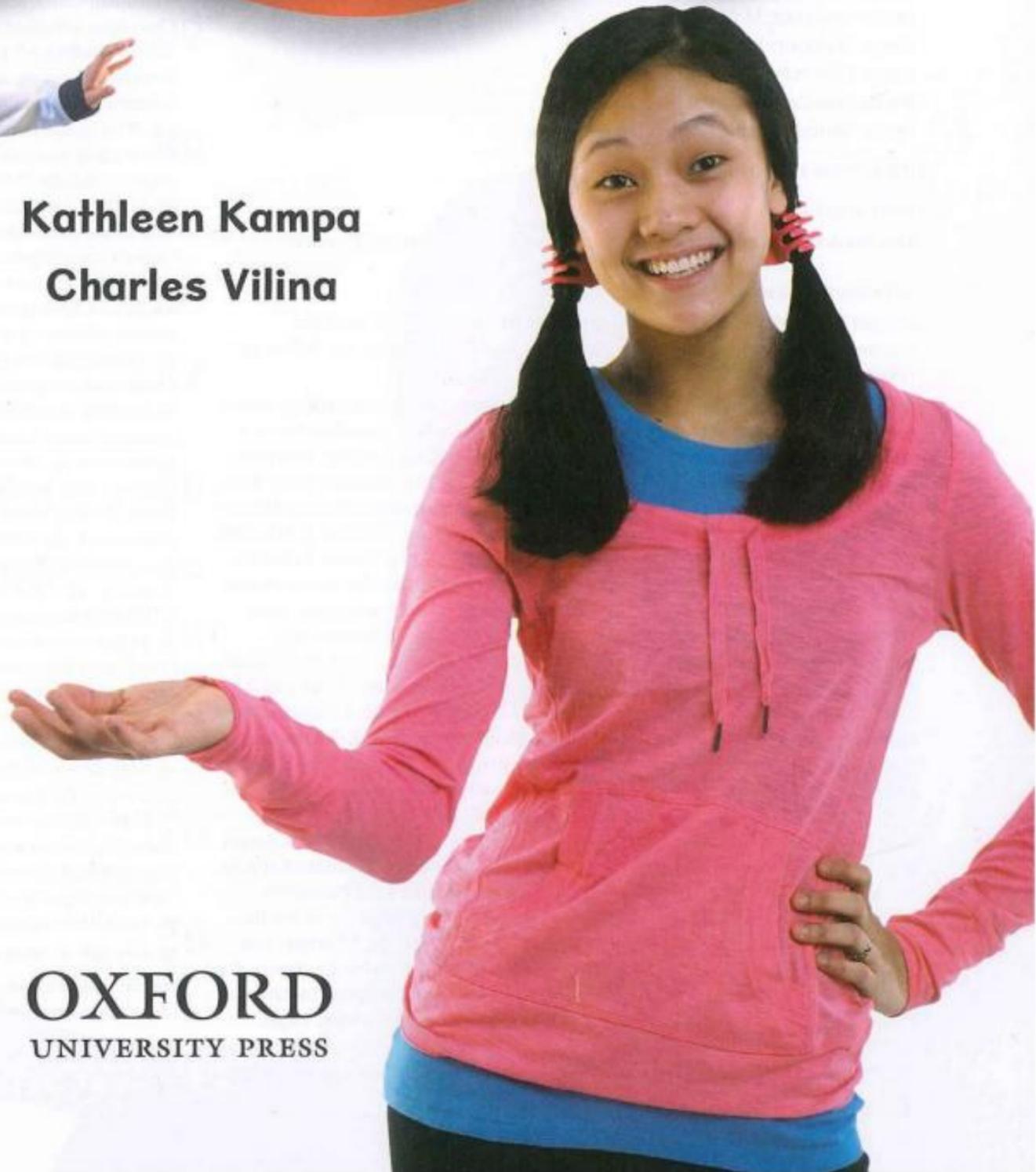
UP

Student Book

6



Kathleen Kampa
Charles Vilina



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—K.K. and C.V.

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Welcome

A Listen, read, and say.

1. My new sandals are great. They were the most comfortable ones in the store, but they weren't the most expensive. My mom was happy about that! Which of your shoes are the most comfortable?



2. I always take a shower and wash my hair before I go to bed. Sometimes, I check my calendar, too. Oh, look! The class party is tomorrow. I'll take fruit juice, but I won't take soda. My classmates don't want soda. Which do you like better, juice or soda?



3. I've just turned off my computer. I've already done research for my report, uploaded some photos, and written some emails. I'm tired! Tomorrow is Saturday, so I can sleep late. What do you do on the computer? Do you sleep late on the weekends?



4. I've been to New Zealand. My family and I went there on vacation last summer. I learned how to dive. First, I felt nervous, but then I felt confident. Now, I like scuba diving! Did you learn how to do something on your vacation?



B What about you? Talk with your classmates.

C Listen, ask, and answer. Then practice.

CD 04



What language do people speak in **Egypt**? They speak **Arabic**.



Egypt/Arabic



Korea/Korean



China/Chinese



Brazil/Portuguese



Japan/Japanese



Spain/Spanish

D Listen, point, and say.

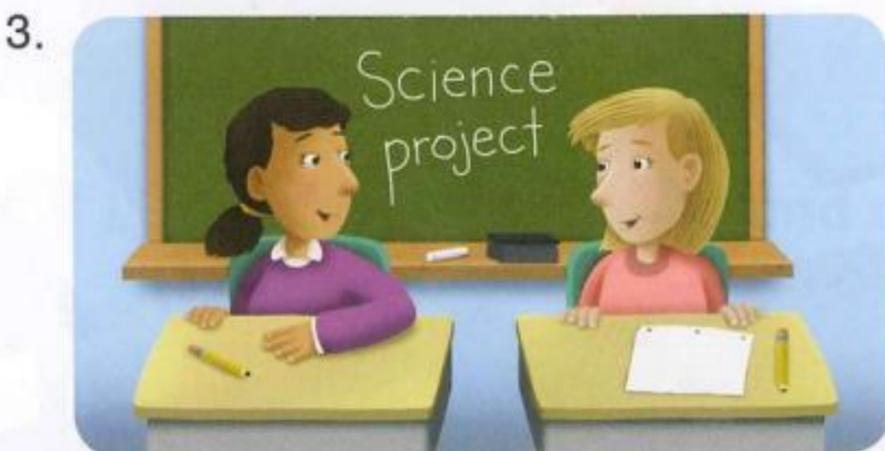
CD 05



How do I get to the auditorium?



Which units will be on the exam?



Will you be my partner for the project?



When is the report due?

1 Getting Around

Lesson 1 Directions

A Listen, point, and say.  06

1 up the street

2 over the bridge

3 under the train tracks

4 around the fountain

5 along the river

6 down the stairs

B Listen and find. Then talk about the picture.  07 



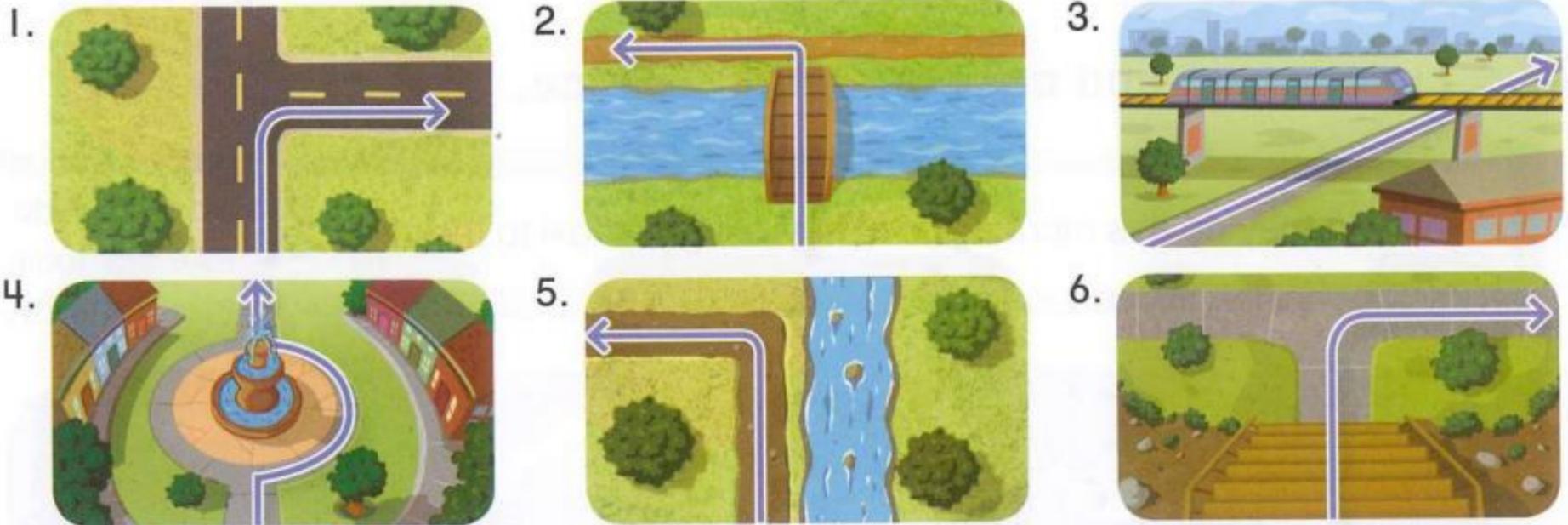
C Listen and say. Then practice.

CD 08

Walk **up the street** and

turn right.
turn left.
go straight.

turn right turn left go straight

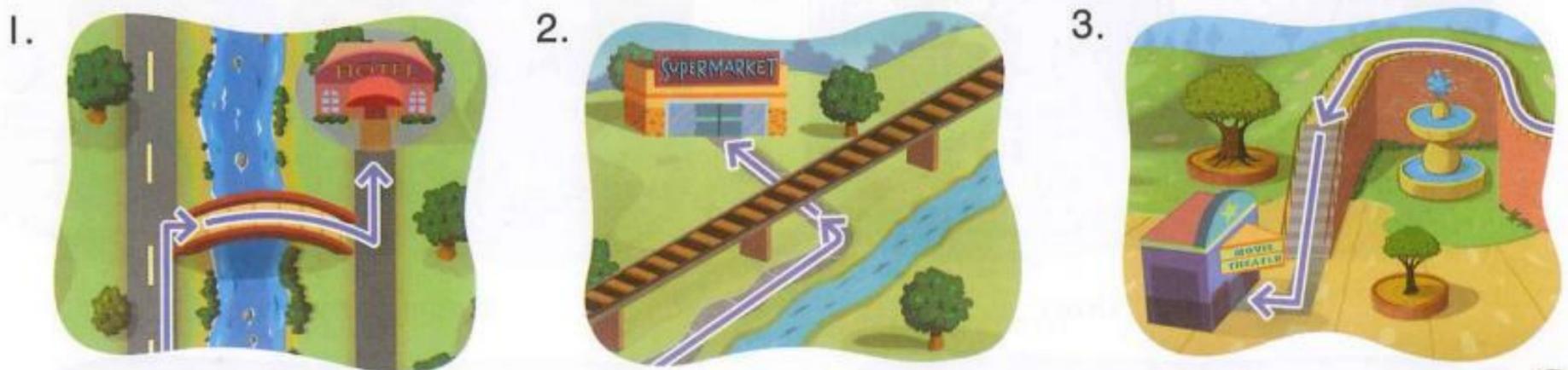


D Listen, ask, and answer. Then practice.

CD 09

How do I get to the **hotel**?

First, walk **up the street** and **turn right**. Then, walk **over the bridge** and **turn left**.



hotel

supermarket

movie theater

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

How do I get to the coffee shop?

Walk over the bridge and go straight.

How do you get to your friend's house?



Lesson 2 Transportation

A Listen, point, and say.

- 1 catch a taxi
- 2 ride the ferry
- 3 take the subway
- 4 ride the bus
- 5 take the train
- 6 drive a car

B Listen, ask, and answer. Then practice.

What did they do this morning? They caught a taxi to the zoo.

catch → caught
 ride → rode
 take → took
 drive → drove



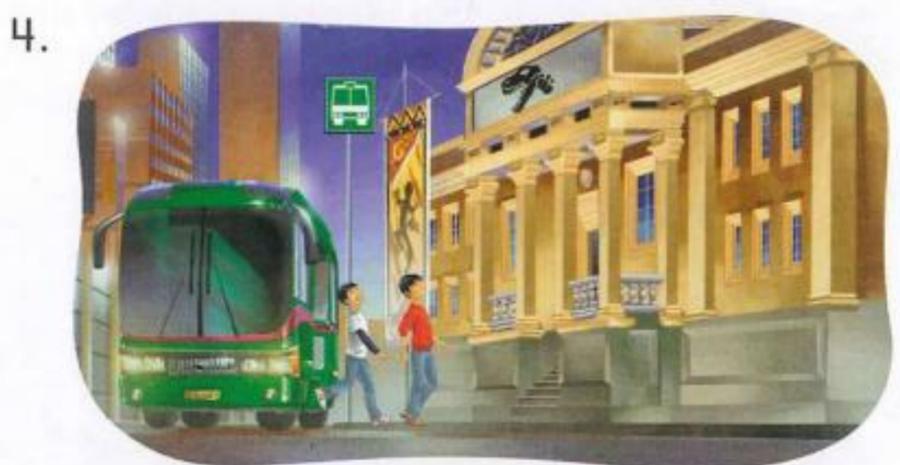
morning / zoo



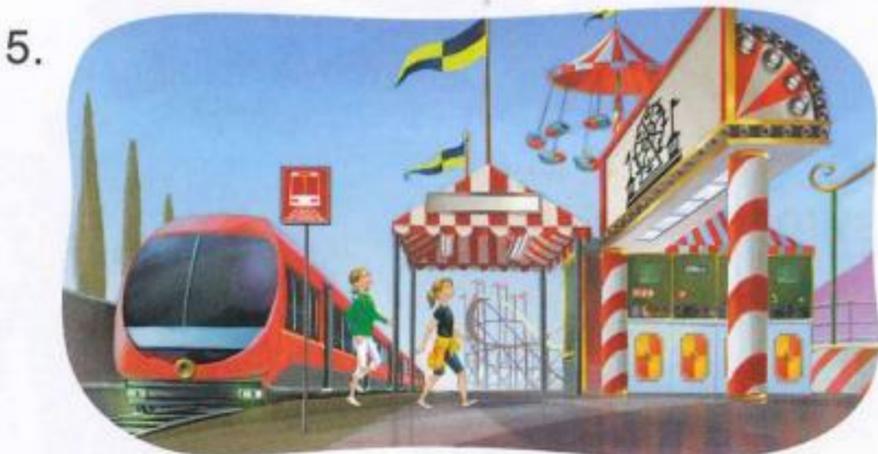
afternoon / aquarium



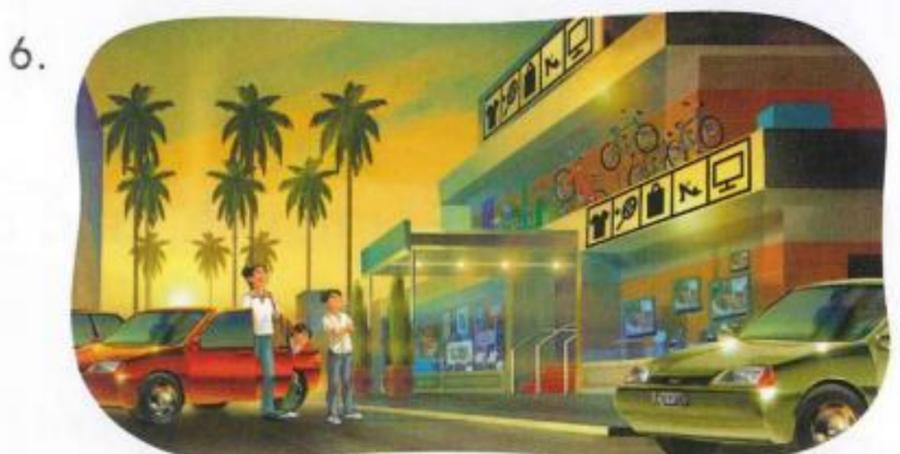
evening / library



evening / museum



afternoon / amusement park



morning / department store

C Listen, ask, and answer. Then practice.

CD 1
12



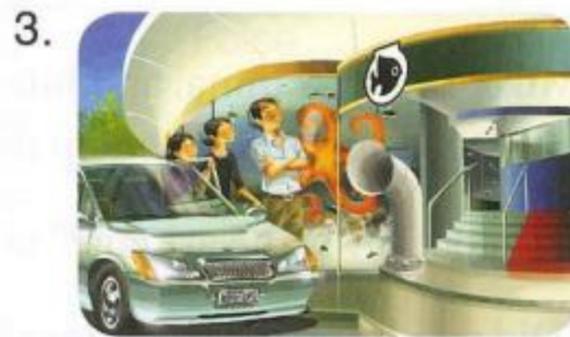
How did you get to the **museum**? We **caught a taxi**.



museum



library



aquarium



amusement park



department store



zoo

Skills Listening & Speaking

D Listen. Then answer the questions.

CD 1
13

- | | |
|--|---|
| 1. a. They drove a car.
b. They caught a taxi.
c. They took the subway.
d. They took the train. | 3. a. They catch a taxi.
b. They drive a car.
c. They ride the bus.
d. They take the subway. |
| 2. a. He'll walk.
b. He'll drive a car.
c. He'll ride the bus.
d. He'll ride the ferry. | 4. a. He drove a car.
b. He rode the ferry.
c. He caught a taxi.
d. He took the train. |

I ride the ferry every day to school.

E What about you? Ask and answer.



- Do you have a subway in your area? How often do you take it?
- Which is cheaper, riding the bus or catching a taxi?
- At what age can you drive a car in your country?
- What's your favorite kind of transportation?



A Talk about the story. Then listen and read.



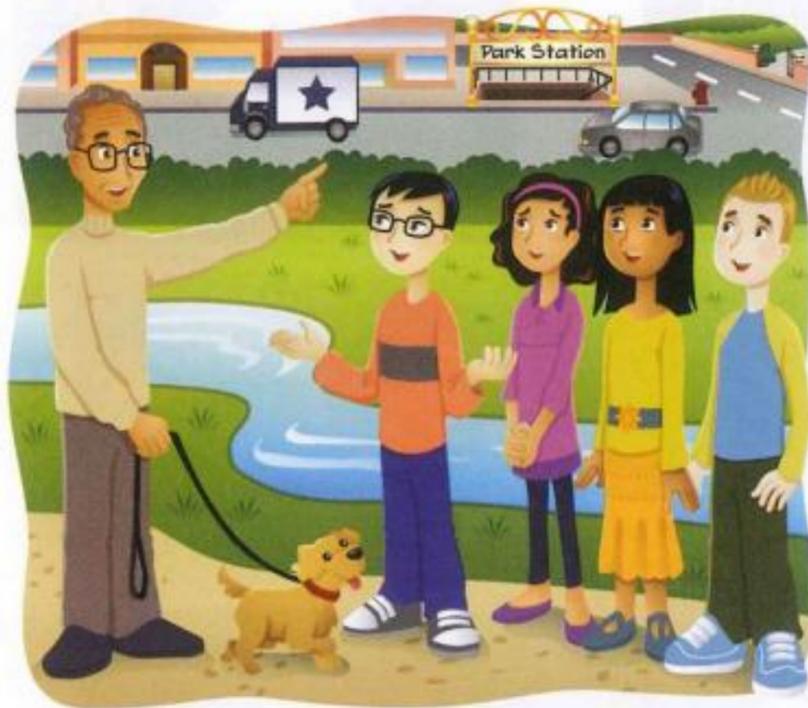
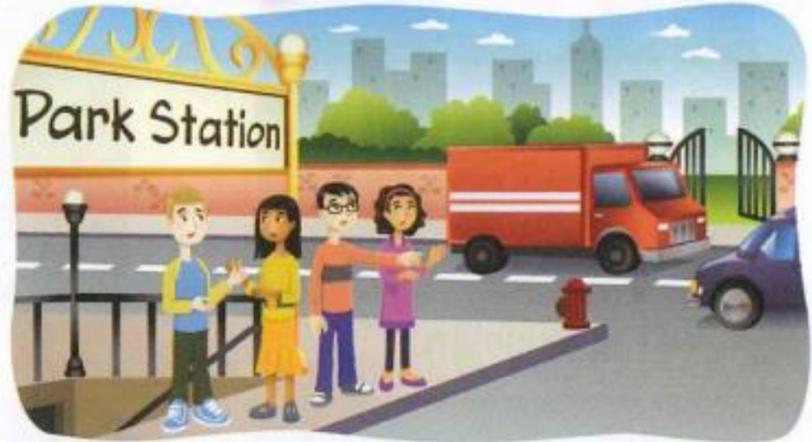
Finding the Fair

Mike, Danny, Emma, and Julie took the subway to Park Station and walked up the stairs to the street.

“Which way is the art fair?” asked Danny.

“Did you bring the directions?” asked Julie.

“No,” said Danny. “I thought you did.”



Then, Mike saw a park. “Maybe the art fair is over there!” he said. They walked up the street and turned left into the park **entrance**. Next, they walked along the river, but they still didn’t see the art fair. They wanted to ask for help.

“Excuse me,” Mike asked a man walking his dog. “We’re **looking for** the art fair.”

“The art fair? I think it’s in that direction,” said the man. He pointed behind them, toward the subway station.

They walked back, but they still couldn’t find it. They were all **disappointed**.

Danny **leaned** against a large building near the park entrance.

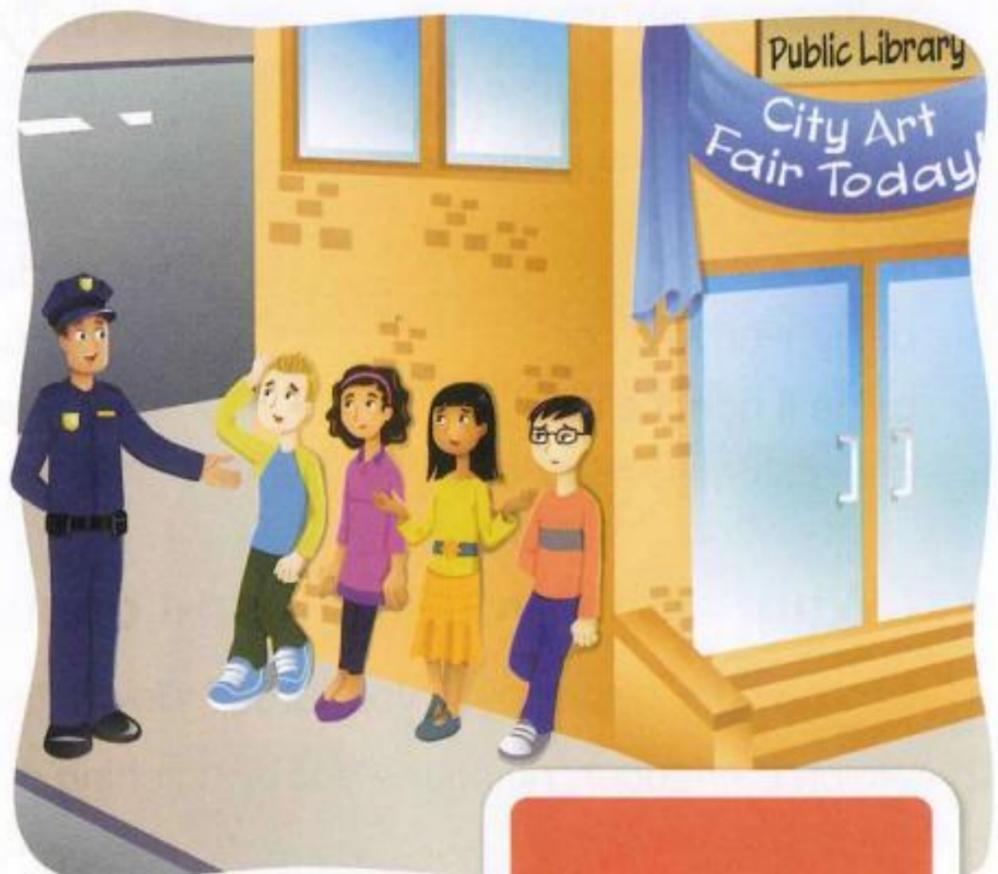
“What’s the matter?” a policeman asked.

“We can’t find the art fair,” said Julie.

“Oh, it’s in the library,” he said.

“Where’s the library?” asked Danny.

“You’re leaning against it,” **laughed** the friendly policeman. The four friends laughed, too.



Be prepared.

B Read and circle.

- | | | |
|---|------|-------|
| 1. Emma and Julie brought the directions. | True | False |
| 2. Danny and Mike brought the directions. | True | False |
| 3. They turned left into the park entrance. | True | False |
| 4. They asked the man walking his dog for directions. | True | False |
| 5. Danny leaned against the library. | True | False |
| 6. The policeman was angry. | True | False |

C Sing. 15

Thanks, Anyway

We're looking for the **art fair**.

The **art fair**? It's in that direction.

OK. Thanks.

We're looking for the **aquarium**.

The **aquarium**? Sorry, I don't know where it is.

Thanks, anyway. We can go to the **art fair** today.

soccer game
amusement park

zoo
museum

D Listen and say. Then act. 16

We're looking
for the art fair.

The art fair? It's
in that direction.

OK. Thanks.

The art fair?
Sorry, I don't
know where it is.

Thanks, anyway.

I'm looking for
the soccer game.



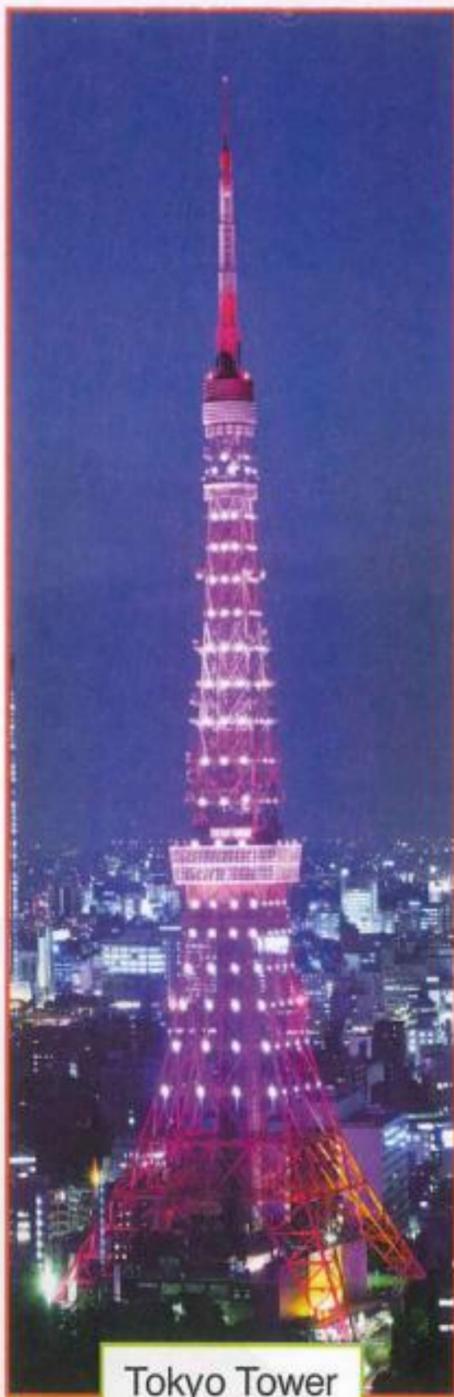
A Listen, point, and say. 

- | | | |
|---------------|---------|-----------|
| 1 capital | 2 busy | 3 similar |
| 4 giant panda | 5 honor | 6 observe |

B Listen and read. 

Sightseeing in Tokyo

With over 13 million people living there, Tokyo is one of the largest cities in the world. It is also the **capital** of Japan. Tokyo is a **busy** and exciting city with many places to see.



Tokyo Tower

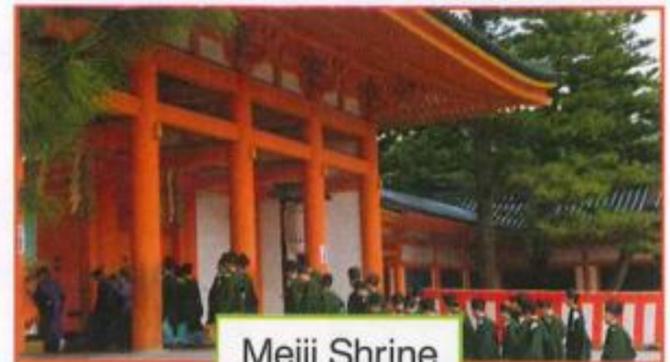
Tokyo Tower is very **similar** to the Eiffel Tower in Paris but is nine meters taller. Tokyo Tower is not next to a train station, but you can catch a taxi or walk instead.

Ueno Zoo is Tokyo's most famous zoo. It has over 2,500 animals, including the popular **giant panda**. To get to Ueno Zoo, take the train to Ueno Station and walk for five minutes through Ueno Park.



Ueno Zoo

Meiji Shrine **honors** Japan's Emperor Meiji. You can find it inside a forest near Yoyogi Park. To get to Meiji Shrine, take the train to Harajuku Station and walk to the shrine entrance.



Meiji Shrine

Shinagawa Aquarium opened in 1991. You can **observe** penguins, sharks, and seals there. To get to Shinagawa Aquarium, you can ride a free bus from Oimachi Station.



Shinagawa Aquarium

C Ask and answer.

1. Is Meiji Shrine near Yoyogi Park?
2. Which is taller, Tokyo Tower or the Eiffel Tower?
3. How many people live in Tokyo?
4. Where can you see a giant panda in Tokyo?

Skills Tip

Words on or below a picture are called captions. A caption gives information about the photo.

D Fill in the itinerary.

Shinagawa Aquarium (near Oimachi Station)
Open 10:00 A.M. to 5:00 P.M. Closed Tuesdays.

Ueno Zoo (near Ueno Station)
Open 9:30 A.M. to 5:00 P.M. Closed Mondays.

Tokyo Tower (near Hamamatsucho Station)
Open 9:00 A.M. to 10:00 P.M. daily.

Meiji Shrine (near Harajuku Station)
Open sunrise to sunset daily.



E Talk about your itinerary.

I'm going to Meiji Shrine on Friday afternoon.

I'll take the train to Harajuku Station and walk to the shrine entrance.

How will you get there?

I'm going to visit London for a week. What should I see there?

F What about your town? Ask and answer.

1. Do you have trains, buses, and taxis in your town?
2. When people visit your area, where do they want to go sightseeing?
3. What restaurants do you like to go to with your friends?

2 Family Life

Lesson 1 Responsibilities

A Listen, point, and say. 

1 read textbooks

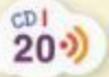
2 pay bills

3 go to bed early

4 repair the house

5 type a report

6 scrub the sink

B Listen and find. Then talk about the picture.  



C Listen and say. Then practice.



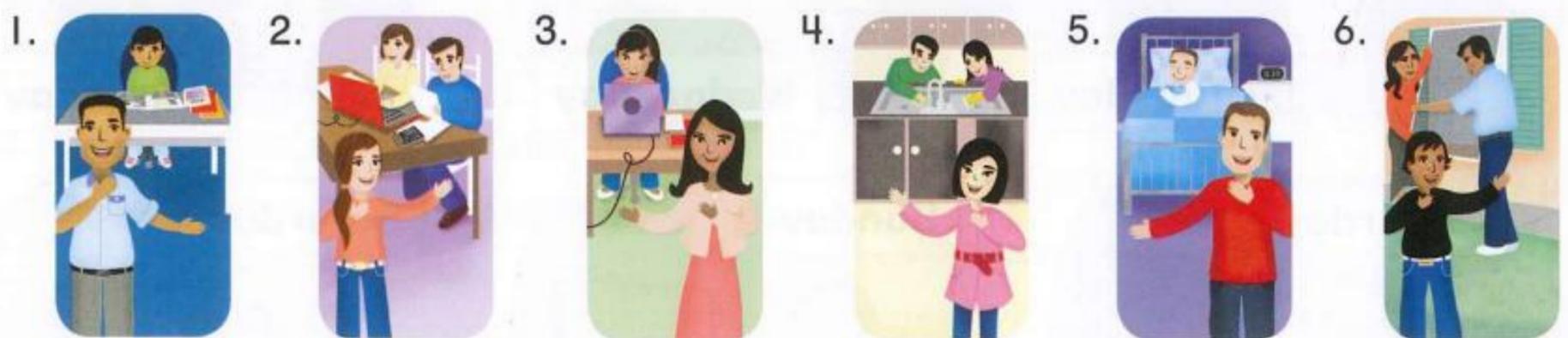
I have to **read textbooks**, but my parents have to **pay bills**, and my parents do, too.



D Listen and say. Then practice.



I don't have to **read textbooks,** **pay bills,** but my **son** **daughter** **parents** **does.** **do.**



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

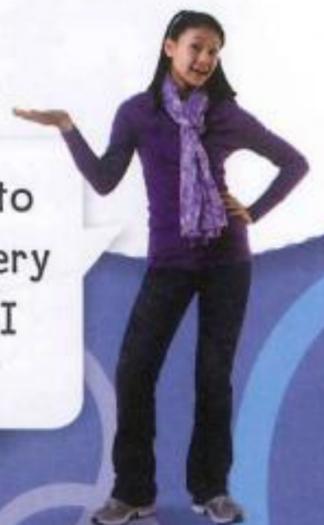


Does she have to pay bills?

Yes, she does.

No, she doesn't.

My father has to cook dinner every Tuesday, and I have to help!



Lesson 2 Privileges

A Listen, point, and say.

- 1 call friends
- 2 stay up late
- 3 invite a friend over
- 4 watch a scary movie
- 5 sing karaoke
- 6 have a party

B Listen and say. Then practice.

I can **call friends** on weekends, but I can't **call friends** on weekdays.

Weekends: Saturday Sunday **Weekdays:** Monday Tuesday Wednesday Thursday Friday

1. **Sunday**




Tuesday

2. **Saturday**




Wednesday

3. **Sunday**



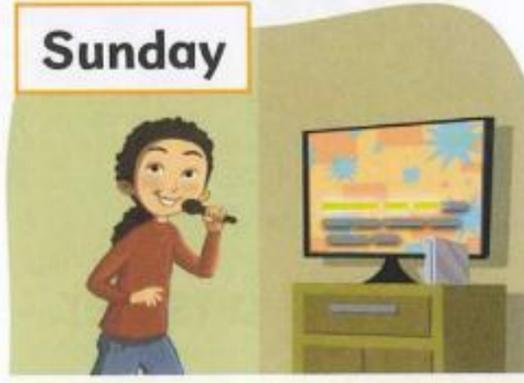

Monday

4. **Saturday**



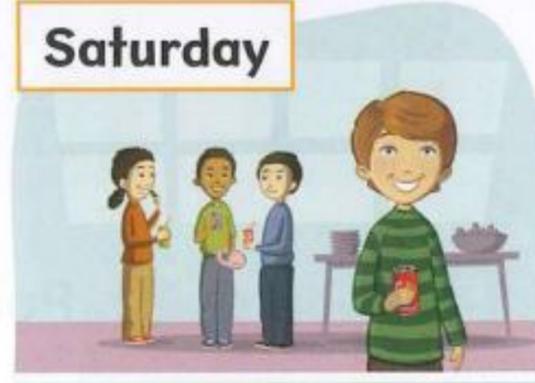

Thursday

5. **Sunday**




Friday

6. **Saturday**




Monday

C Listen and say. Then practice.

CD 1
25

My

dad
mom

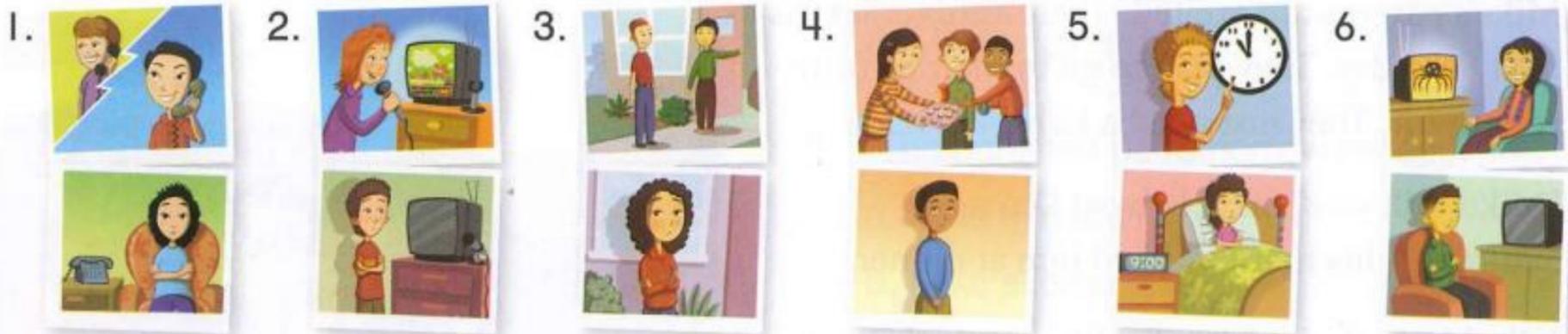
 could call friends when

he
she

 was my age, but my

mom
dad

 couldn't.



Skills Reading & Writing

D Listen and read. Then answer the questions.

CD 1
26

Amusement Park Rules

We ask our guests to remember these rules:

1. Guests should always wear sneakers. They should not wear sandals.
2. Guests can't use cell phones while on the rides. They may use them in the park, but please be polite.
3. Children must always stay with their parents.
4. Guests have to wear their seatbelts on all the rides.
5. Guests must buy food, snacks, and drinks inside the park.



1. What should guests wear on their feet?
2. What must guests buy inside the park?
3. What can guests use in the park but not on the rides?



What can you do at an amusement park?

E Circle the modal verbs.

Can, may, should, must, and have to are modal verbs.

1. We should buy some snacks. I'm hungry.
2. My little brother and I must stay with our parents.
3. Can I use my cell phone now?

A Talk about the story. Then listen and read.

CD 1
27



Babysitting

Mike's parents are excited. Their **anniversary** is next Saturday. They plan to go to their favorite restaurant. They just need a **babysitter**.

"Mike, will you please babysit Leo next Saturday?" his mother asked him at dinner.

"Oh, Mom, do I have to?" Mike asked. "Danny's pool party is next Saturday, too."

"You don't have to, but you should," his father said. "Next Saturday is a **special day** for your mom and me. Think about it."



Mike went to his room and thought. Danny's party would be so much fun! Then, he thought about his parents. He went into the living room.

"Mom and Dad, I want to go to the party, but I want to help you, too," he said. "I'll babysit Leo next Saturday."

Next Saturday, it rained all morning. The phone rang. It was Danny.

"Hi, Mike! It's too rainy to swim outside. The party will be tomorrow instead," he said.

"That's great!" said Mike.

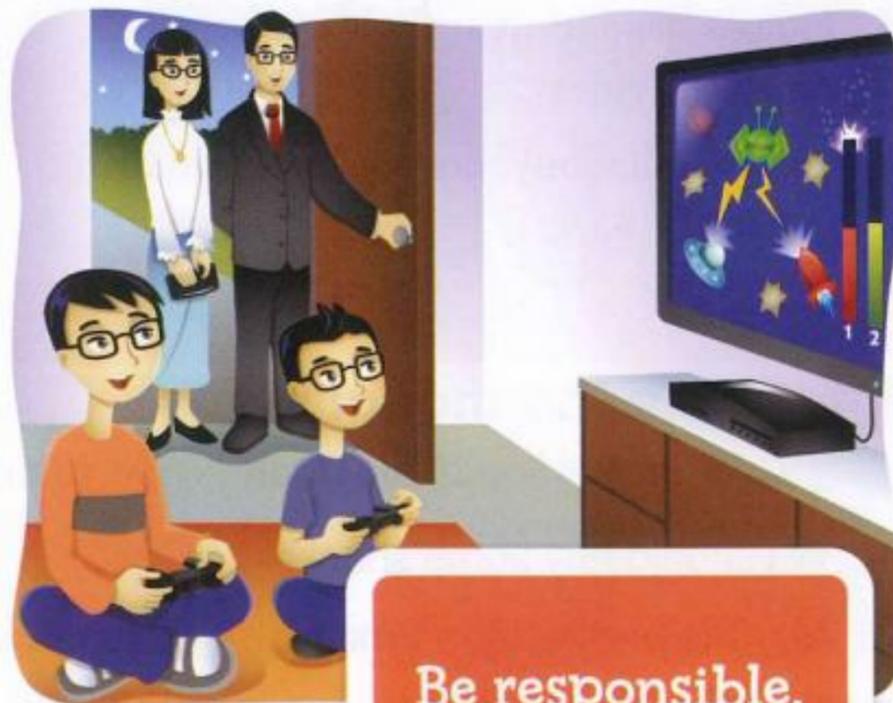
"Really?" asked Danny.

"Yes! I have to babysit Leo today." Mike smiled.

He and Leo played video games for a long time. When their parents came home, Mike told them the good news.

"See?" said Mike's dad. "Everything's fine!"

"Everything's better than fine," Mike said, **grinning**. "Everything's great!"



Be responsible.

B Who said it? Read and circle.

1. "Mom, do I have to?"
 - a. Leo
 - b. Mike
 - c. Mike's mother
 - d. Danny
2. "I want to help you, too."
 - a. Mike
 - b. Leo
 - c. Mike's mother
 - d. Mike's father
3. "Think about it."
 - a. Mike's mother
 - b. Mike
 - c. Danny
 - d. Mike's father
4. "The party will be tomorrow instead."
 - a. Mike's mother
 - b. Mike's father
 - c. Danny
 - d. Mike

C Sing.

Do I Have To?

Do I have to walk the dog?

Yes, I'm afraid you do.

I'm afraid you do.

All right, Dad.

Do I have to feed the cat?

Yes, I'm afraid you do.

I'm afraid you do.

All right, Mom.

Do I have to babysit?

You don't have to, but you should.

OK, I will.

OK, I will.

Do I have to clean my room?

You don't have to, but you should.

OK, I will.

OK, I will.

D Listen and say. Then act.

Do I have to babysit?

You don't have to, but you should.

OK, I will.

Yes, I'm afraid you do.

All right, Mom.

I had to help my mom this morning.



**A** Listen, point, and say.**1** addition**2** something**3** order**4** subtraction**5** multiplication**6** division**B** Listen and read.**Basic Math**

You should use **addition** to help you add **something** to something else. You have downloaded sixteen songs. You add twenty-nine more.

$$16 + 29 = 45 \text{ songs}$$

\neq means "does not equal"

With addition, you can change the **order** of the numbers:

$$16 + 29 = 29 + 16$$

Subtraction is the opposite of addition. You take something away from something else. With subtraction, you cannot change the order of the numbers:

$$70 - 30 \neq 30 - 70$$

Multiplication is a fast way to add the same number many times. You might add $8 + 8 + 8 + 8$, but you can multiply 8 four times. It's faster! Like addition, you don't need to worry about number order.

$$8 \times 4 = 4 \times 8$$

Division helps you separate something into equal groups. There are 55 students, and you want to divide them into five groups.

$$55 \div 5 = 11 \text{ students in each group}$$

To check your answer, just multiply 11×5 . Like subtraction, you must not change the order of the numbers when you use division.

$$55 \div 5 \neq 5 \div 55$$

addition	+
subtraction	-
multiplication	x
division	÷

C Ask and answer.

1. When you use addition, can you change the order of the numbers?
2. What's the opposite of addition?
3. What's a fast way to add the same number many times?
4. What helps you separate something into equal groups?

Skills Tip

When you do a math problem, always check your answer.

D Answer the word problems.

1. *Matt had a birthday party. He invited thirteen friends from school, his six cousins, his three older sisters, and his parents. Everyone came. How many people were at Matt's party?*

Answer: _____ people

3. *At Matt's party, they played volleyball. Matt's mother couldn't play. There were four teams: red, blue, yellow, and green. How many people were on each team?*

Answer: _____ people

2. *At Matt's party, his parents and three of his cousins did not give him a present. All the other people at the party gave him a present. How many presents did Matt receive?*

Answer: _____ presents

4. *Matt's father cooked three pieces of chicken for each person at the party. How many pieces did he cook?*

Answer: _____ pieces

E Talk about the word problems.

What kind of math should you use for the first problem?

Addition. $1 + 13 + 6 + 3 + 2 = 25$

How many days are there in seven weeks?

F What about you? Ask and answer.

1. How many school lunches do you eat in one month?
What kind of math did you use?
2. How many times do you brush your teeth in one week? What kind of math did you use?
3. How old was your father when you were born?
What kind of math did you use?



Review 1



A Listen and circle.

- | | | |
|-----------------------|------------------------|--------------------|
| 1. a. up the street | b. over the bridge | c. down the stairs |
| 2. a. call friends | b. watch a scary movie | c. stay up late |
| 3. a. observe animals | b. honor an emperor | c. open the door |
| 4. a. study for tests | b. read textbooks | c. pay bills |
| 5. a. catch a taxi | b. drive a car | c. take the train |
| 6. a. multiplication | b. subtraction | c. addition |

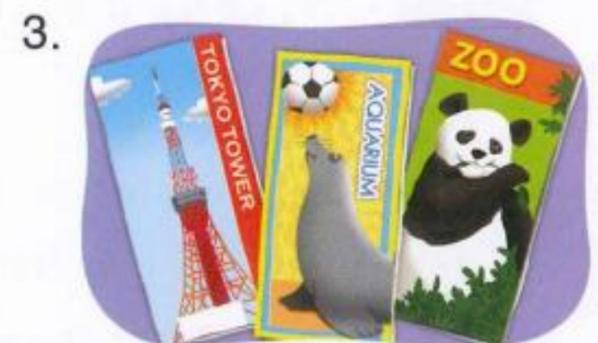
B Talk about these topics.



directions



transportation



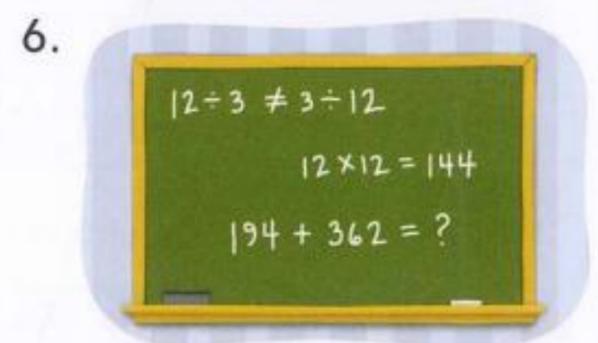
sightseeing



responsibilities



privileges



basic math

C Talk with your partner.

1. We're looking for the _____.

OK. Thanks.

The _____?
It's in that direction.

2. Do I have to _____?

OK, I will.

You don't have to,
but you should.

A Read. Then answer. 

Reading, Writing, Listening, & Speaking

The Busy Millers

Every morning, Mr. and Mrs. Miller walk up the street and take the subway to work. Their sons John and Chris walk along the river and then go over the bridge to school. Every evening, the children have to read textbooks. Mr. and Mrs. Miller have to pay bills and repair the house.

The Millers do things together. They are busy, but they are happy, too. John and Chris help their parents cook dinner. Mr. and Mrs. Miller help their sons study for tests. On weekends, they can stay up late and watch scary movies together. "In our family, we work together and play together," says Mrs. Miller. "It's great!"



1. How do Mr. and Mrs. Miller get to work?
2. How do John and Chris get to school?
3. What can the Millers do on weekends?

B Circle the helping verb. Underline the main verb. Then rewrite.

Can and **could** are helping verbs. The action word that follows the helping verb is the main verb.

1. Marie can cook dinner with her mother, but she can't pay bills.
2. Janelle couldn't sleep, so she read a book.
3. George can watch a scary movie this weekend.

C Listen and number. 



D Talk with your partner. 

1. What activities do you and your family do together?
2. What are some things that you have to do every night?

3 Student Life

Lesson 1 Experiences

A Listen, point, and say. 

- 1 own a laptop
- 2 like mystery novels
- 3 belong to the judo club
- 4 know your best friend
- 5 be class president
- 6 have a smartphone

B Listen and find. Then talk about the picture.  



C Listen and say. Then practice.

CD 1
37

He's owned a laptop since September.
for two years.

He's = He has

Since:	For:
September	two years
2009	ten months
last month	one week

own	→	owned	→	owned	like	→	liked	→	liked
belong	→	belonged	→	belonged	know	→	knew	→	known
be	→	was/were	→	been	have	→	had	→	had

like	→	liked	→	liked
know	→	knew	→	known
have	→	had	→	had

-  September
-  two years
-  2009
-  ten months
-  last month
-  one week

D Listen, ask, and answer. Then practice.

CD 1
38



How long have you owned a laptop? I've owned a laptop since May.
for six months.

-  May
-  six months
-  eight weeks
-  January
-  2010
-  three years

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



Does he belong to the judo club?

Yes, he does. He's belonged to the judo club since September.

How long have you known your English teacher?



Lesson 2 Experiences

A Listen, point, and say. CD 1 39

- 1 live in Paris
- 2 play the saxophone
- 3 build websites
- 4 volunteer at a soup kitchen
- 5 collect comic books
- 6 study ballet

B Listen and say. Then practice. CD 1 40

We've
They've

been **living in Paris**

since

we
they

were **ten.**

for a long time.

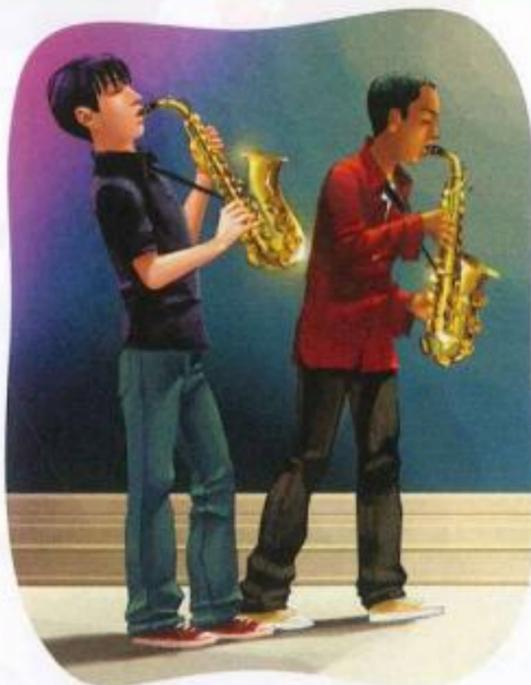
We've = We have
They've = They have

1.



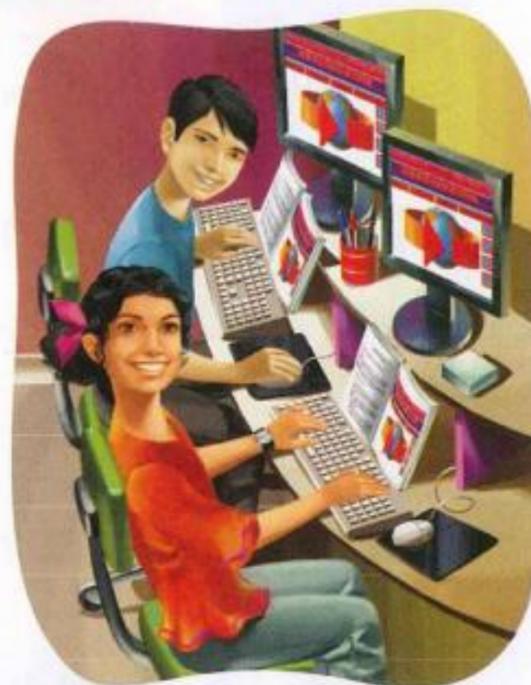
since we were ten

2.



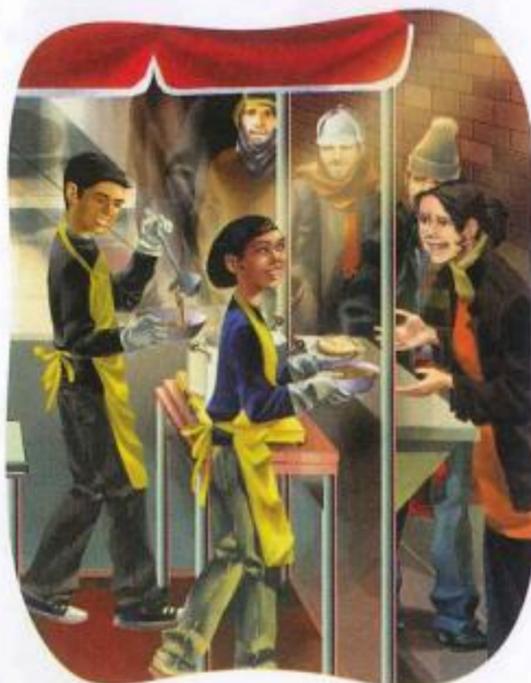
for a long time

3.



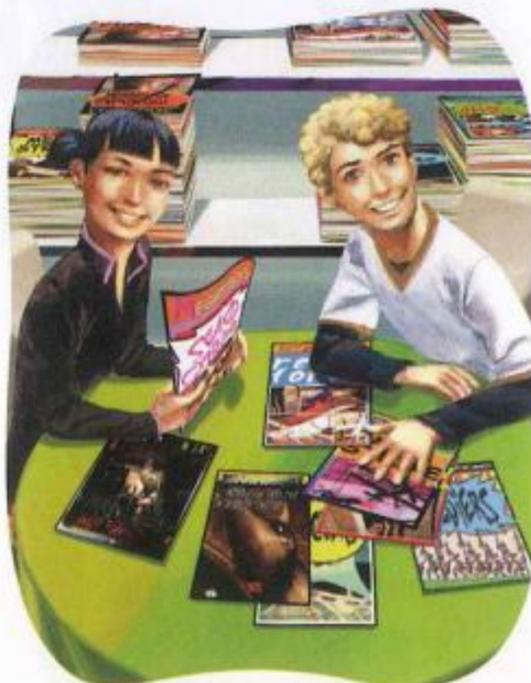
since we were twelve

4.



for a long time

5.



for a long time

6.



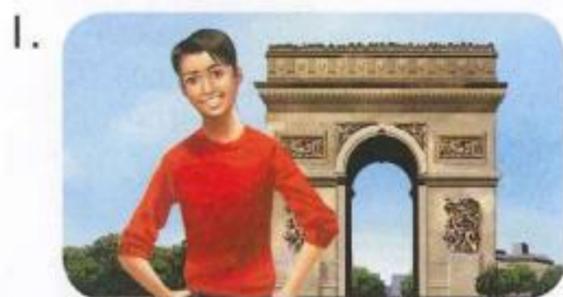
since they were five

C Listen, ask, and answer. Then practice.

CD1
41



How long have you been **living in Paris**? Since I was **ten**.
For **five years**.



five years



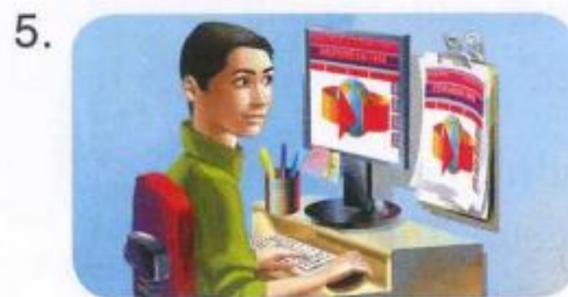
I was ten



I was seven



six years



two years



I was eleven

Skills Listening & Speaking

D Listen. Then answer the questions.

CD1
42

- | | |
|--|---|
| 1. a. For four years.
b. For five months.
c. For two years.
d. For two weeks. | 3. a. For twelve years.
b. Since he was twelve.
c. For ten years.
d. Since Thursday. |
| 2. a. He was thirteen.
b. He was six.
c. He was seven.
d. He was ten. | 4. a. For six weeks.
b. Since she was six.
c. For fourteen years.
d. Since she was fourteen. |

E What about you? Ask and answer.



- How long have you been living in your town or city?
- How long have you been studying English?
- Do you volunteer at your school or in your town or city?
What do you do?
- Do you play an instrument? How long have you been playing it?

I've been living
in Cairo since
I was born!



A Talk about the story. Then listen and read.



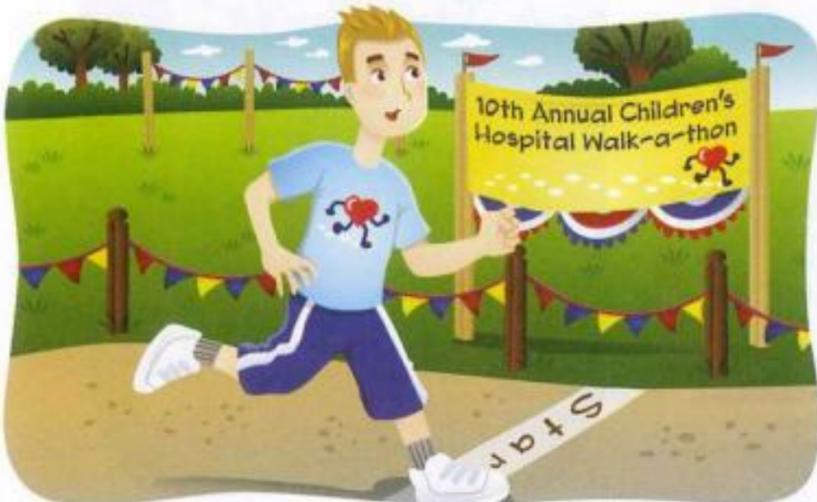
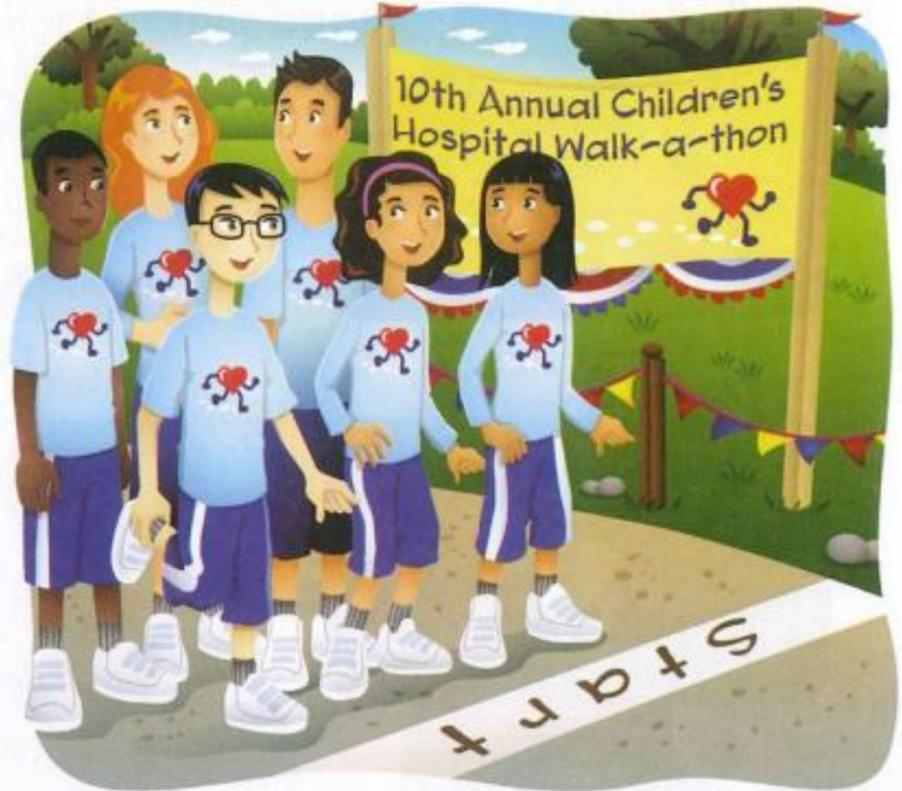
The Walk-a-Thon

It was the morning of the **annual** Children's Hospital **walk-a-thon**. Mike met Julie and Emma at the **starting line** in the park.

"We've been waiting for you, Mike," said Julie. "Where's Danny?"

"He called me. He's going to be late," said Mike. "He can **catch up** to us later."

The walk-a-thon began. Two hundred people walked **cheerfully** in the summer sun. They were happy to help the hospital and have some fun at the same time.



One hour later, Danny arrived at the starting line. "Oh, no!" he thought. "I have to run to catch up to the others." He started to run quickly.

Forty-five minutes later, Julie saw the **finish line**. "Look," she said. "We're almost there."

"And look," said Mike. "Here comes Danny!"

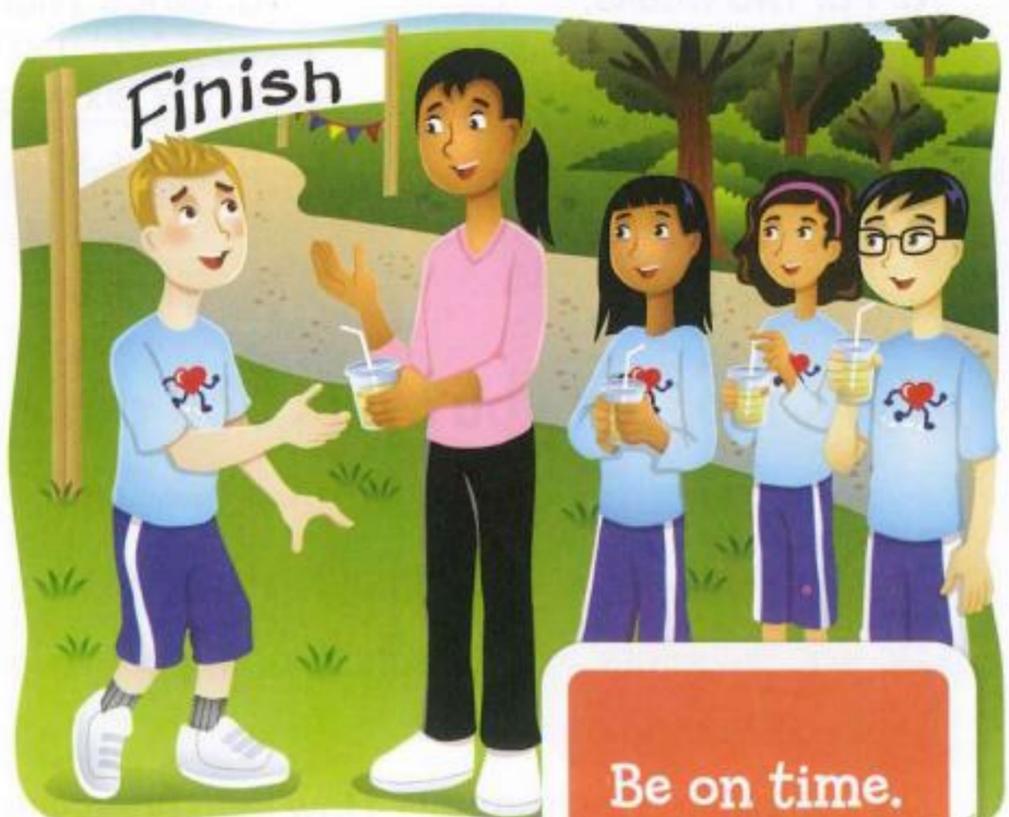
The four friends crossed the finish line together and happily walked over to Julie's parents.

"Great job!" said Julie's father. "You've been walking all morning."

"You must be tired and thirsty," said Julie's mother. "Have some lemonade."

"Thank you, Mrs. Watson," Danny said.

"But Danny," Mike said, "you haven't been walking all morning. You've been running!" Everyone laughed.



Be on time.

B Read and circle.

- | | | |
|---|------|-------|
| 1. Every year, there is a walk-a-thon. | True | False |
| 2. Mike was waiting for Julie and Emma. | True | False |
| 3. Two hundred people walked in the walk-a-thon. | True | False |
| 4. Danny was forty-five minutes late for the walk-a-thon. | True | False |
| 5. Danny crossed the finish line with his friends. | True | False |
| 6. Emma's mother brought lemonade for the walkers. | True | False |

C Sing.

All Day

I've been **running** all morning.

I've been **running** all morning.

You must be tired.

I sure am!

I've been **singing** all afternoon.

I've been **singing** all afternoon.

You should take a break.

I think you're right.

skiing

dancing

D Listen and say. Then act.



Have you been studying all day?

I've been walking all morning.

→ You must be tired.

→ I sure am!

→ You should take a break.

→ I think you're right.




A Listen, point, and say.
CD 1
46

- | | | |
|-----------|------------------|-------------|
| 1 century | 2 papyrus | 3 introduce |
| 4 tool | 5 samurai helmet | 6 edge |

B Listen and read.
CD 1
47

The Art of Paper Folding

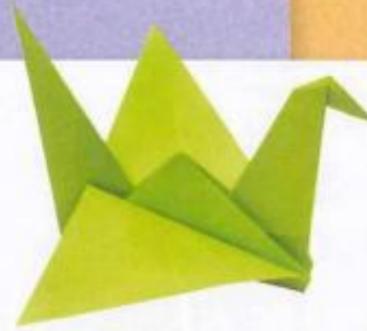
A simple square of paper can be folded into a beautiful object. How? Welcome to the art of paper folding!

Paper folding (called *origami* in Japanese) is not a new art. People have been folding paper into beautiful objects since the first **century**. The Egyptians folded **papyrus** (the first kind of paper) into objects over 2,000 years ago. The Chinese have been folding paper almost as long. In the sixth century, they **introduced** paper folding to Japan and Korea. In the 12th century, paper folding reached Spain. Today, people around the world enjoy origami.

There are different kinds of paper folding, but most objects are made without using scissors or any other **tools**. In Japan, origami is very popular. Some objects, such as a **samurai helmet**, can be made in ten steps. Other objects, such as a clock, can take hundreds of steps. With all paper folding, it is important to remember three things: use the right paper, follow directions, and fold the **edges** carefully!

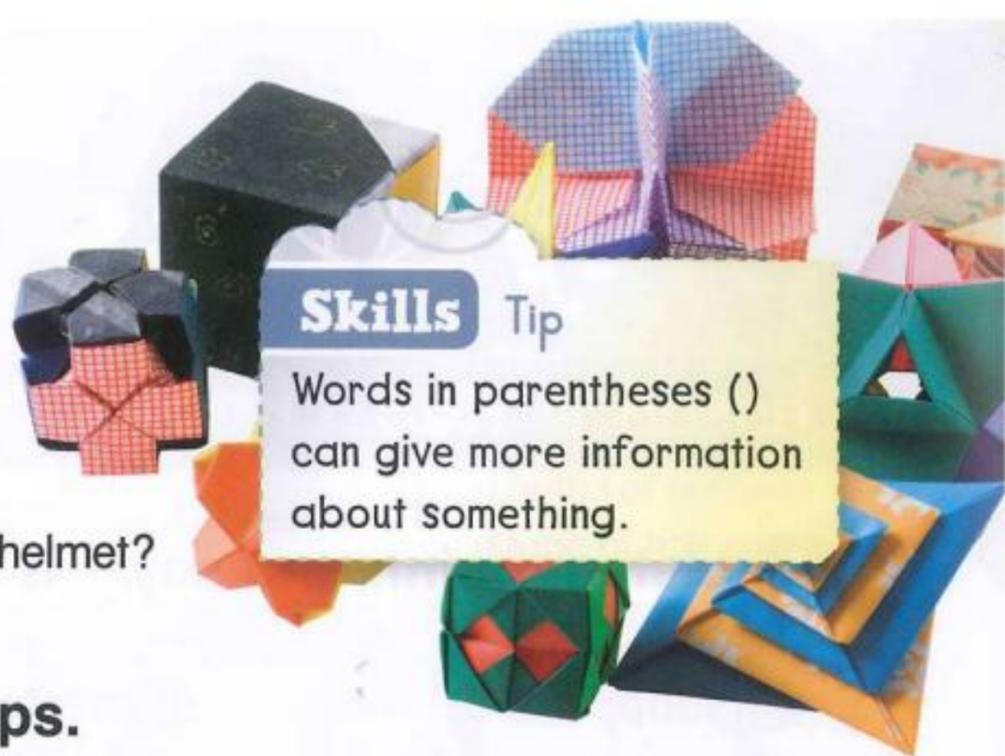


A woman making papyrus in Egypt.



C Ask and answer.

1. Who were the first people to fold paper?
2. When did paper folding come to Spain?
3. What is paper folding called in Japanese?
4. How many steps does it take to make a paper helmet?



Skills Tip

Words in parentheses () can give more information about something.

D Make a sailboat. Follow the steps.



Materials: All you need are a square piece of paper and your hands!

Step 1

First, fold the paper in half to make a triangle. Keep the folded edge close to you.



Step 2

From the folded edge, fold both corners up to the top. Then open to make the triangle again.



Step 3

From the open edge, fold the top corner down to the middle point. Turn it over and fold the top corner to the middle point on the other side.

Step 4

Fold the corners up to the top again. These are the sails. Then, fold the bottom corner up to the opening in the center. This is the stand.



4

Step 5

Finally, turn it around to see the sailboat!



5

E Talk about the steps.

I've finished Step 3. What do I do next?

For Step 4, you should fold the corners up to the top again.

My sister has been doing origami since she was seven.

F What about you? Ask and answer.

1. What object would you like to make out of paper?
2. Is paper folding popular in your country?
3. How long have you been folding paper?



4 Wants and Needs

Lesson 1 Healthy Habits

A Listen, point, and say.

CD1
48

1 soap

2 perfume

3 toothpaste

4 hair gel

5 shampoo

6 cologne

B Listen and find. Then talk about the picture.

CD1
49



C Listen and say. Then practice. 

I went to the store because I needed a bar of soap.
I wanted a bottle of perfume.

- Need:**
a bar of soap
a bottle of shampoo
a tube of toothpaste
- Want:**
a bottle of perfume
a bottle of cologne
a tube of hair gel



D Listen, ask, and answer. Then practice.  

Why is she going to the store? Because she needs a bar of soap.
Because she wants a bottle of perfume.



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

Why is he going to the store?

Because he needs a tube of toothpaste.



Lesson 2 Healthy Habits

A Listen, point, and say. CD 1 52

1 conditioner

2 deodorant

3 mouthwash

4 sunscreen

5 lotion

6 dental floss

B Listen and say. Then practice. CD 1 53

You should use

conditioner after you wash your hair.
deodorant before you go to school.

1.



wash your hair

2.



go to school

3.



brush your teeth

4.



play tennis

5.



shower

6.



brush your teeth

C Listen and say. Then practice. CD 1 54

He ran out of **conditioner** while **he** was at camp, so **he** bought some more.



Skills Reading & Writing

D Listen and read. Then answer the questions. CD 1 55

Tips for Good Hygiene

Here are some easy things you can do to stay clean and look your best.

- After playing sports, take a shower. You can also take a shower in the evening or in the morning before school. Put on deodorant after you finish. 
- Wash your hair while you shower. Use shampoo first. Next, rinse your hair with water. Then, use conditioner. Finally, rinse your hair again. 

- Keep your teeth strong. Brush your teeth every morning and evening. Floss your teeth once a day, and use mouthwash before you go to school! 

- Use some lotion on your body after you shower. It will keep your skin soft. 

1. What should you do while you shower?
2. What should you do after you shower?
3. How often should you floss your teeth?

E Circle the coordinating conjunctions. Then rewrite.

Coordinating conjunctions include **and**, **or**, **so**, and **but**. They connect two or more ideas together.

1. Should I brush my teeth first, or should I floss them first?
2. She likes this shampoo, and she always uses it.
3. I wanted to use some hair gel today, but I ran out!

I use sunscreen when I go to the beach. Do you?



A Talk about the story. Then listen and read.

CD 56



The Talent Show

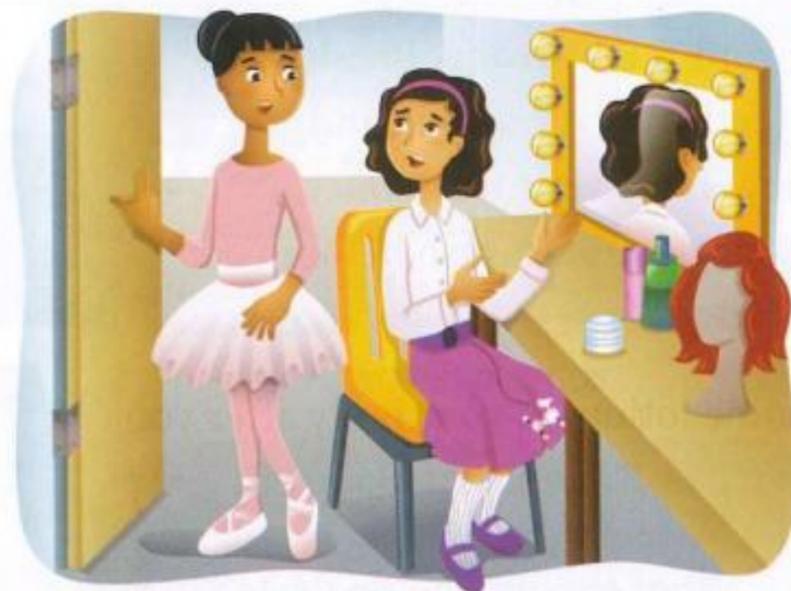
Danny, Mike, Emma, and Julie saw a poster for a **talent show** at their school. They decided to **sign up**.

“I can dance!” said Julie.

“We can sing!” said Mike and Danny.

“My talent is acting,” said Emma.

For two weeks, they practiced every day. They worked hard and had fun, too. They were excited about showing their talents to their families and friends.



Emma and Julie put on their **costumes** and **makeup** in the dressing room. Emma looked nervous.

“Julie, I can’t remember my **lines**,” she said. “I have to practice some more.”

“But the show will start in thirty minutes,” Julie said. “We should be in the auditorium now. Should I wait until you’re ready?”

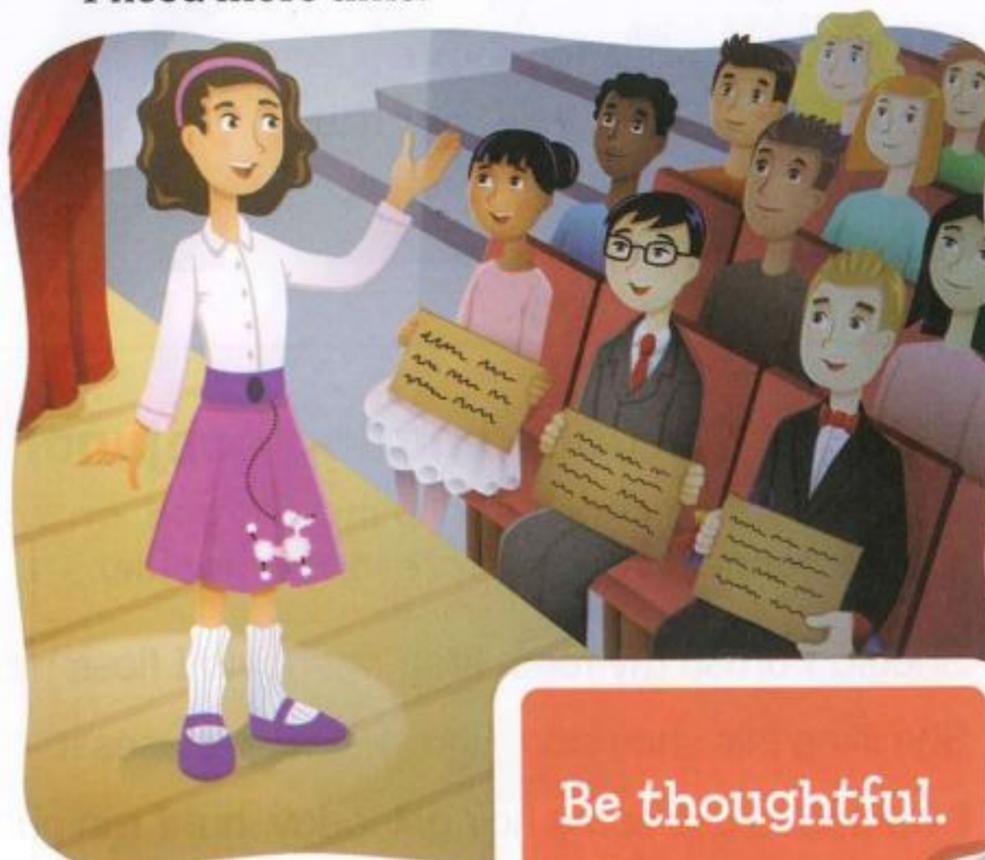
“No, just go without me,” Emma said sadly. “I need more time.”

Julie went to the auditorium. Emma stayed in the dressing room and tried to remember her lines, but she couldn’t.

Ten minutes later, Julie returned with Mike and Danny. They had large pieces of cardboard with them.

“Look!” said Julie. “We wrote your lines on the cardboard. We’ll hold them up in the front row so you can see them!”

Emma was **delighted**. “You are great friends,” she said. “Thank you! I can do it now!”



Be thoughtful.

B Who said it? Read and circle.

1. "I can't remember my lines."

- a. Danny
- b. Mike
- c. Emma
- d. Julie

2. "Just go without me."

- a. Danny
- b. Emma
- c. Mike
- d. Julie

3. "The show will start in thirty minutes."

- a. Danny
- b. Mike
- c. Julie
- d. Emma

4. "We wrote your lines on the cardboard."

- a. Mike
- b. Danny
- c. Emma
- d. Julie

C Sing.  57

Until You're Ready

Let's go to the library.
The library, the library.
Let's go to the library.
Good idea!
Should I wait until you're ready?
Until you're ready, until you're ready.
Should I wait until you're ready?
No, just go without me.
OK. See you there.

Let's go to the baseball game.
The baseball game, the baseball game.
Let's go to the baseball game.
Good idea!
Should I wait until you're ready?
Until you're ready, until you're ready.
Should I wait until you're ready?
Yes, if you don't mind.
No, not at all.

D Listen and say. Then act.  58 

Should I wait until you're ready?

No, just go without me.

OK. See you there.

Yes, if you don't mind.

No, not at all.

Don't worry.
I'll stay and help you!



A Listen, point, and say. 

- | | | |
|-----------------------|------------------------|----------------------|
| 1 cycle | 2 evaporation | 3 water vapor |
| 4 condensation | 5 precipitation | 6 collection |

B Listen and read. 

The Water Cycle

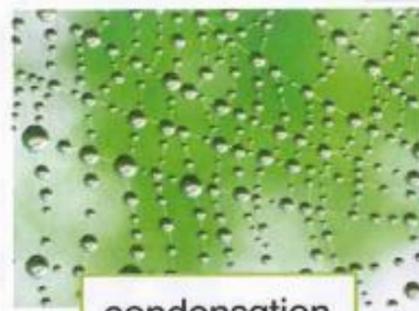
We get fresh water through the water **cycle**. Over and over again, water moves from the oceans and rivers to the clouds. Then it falls on the land as rain or snow, and moves back into the oceans and rivers. Then the cycle begins again.



water vapor

The water cycle has four parts. The first part is **evaporation**. When water is hot, it evaporates. This means it changes from a liquid into a gas called **water vapor** and moves into the air.

The next part of the water cycle is **condensation**. When water vapor gets cold, it turns into small drops of water. These become clouds.



condensation

When the clouds become very heavy, they cause the next part of the water cycle, **precipitation**. Rain and snow are two kinds of precipitation.



precipitation

The final part of the cycle is **collection**. Water from precipitation goes into the earth and into rivers, lakes, and oceans. People use this water for drinking, too.



collection



solid



liquid



gas

C Ask and answer. 

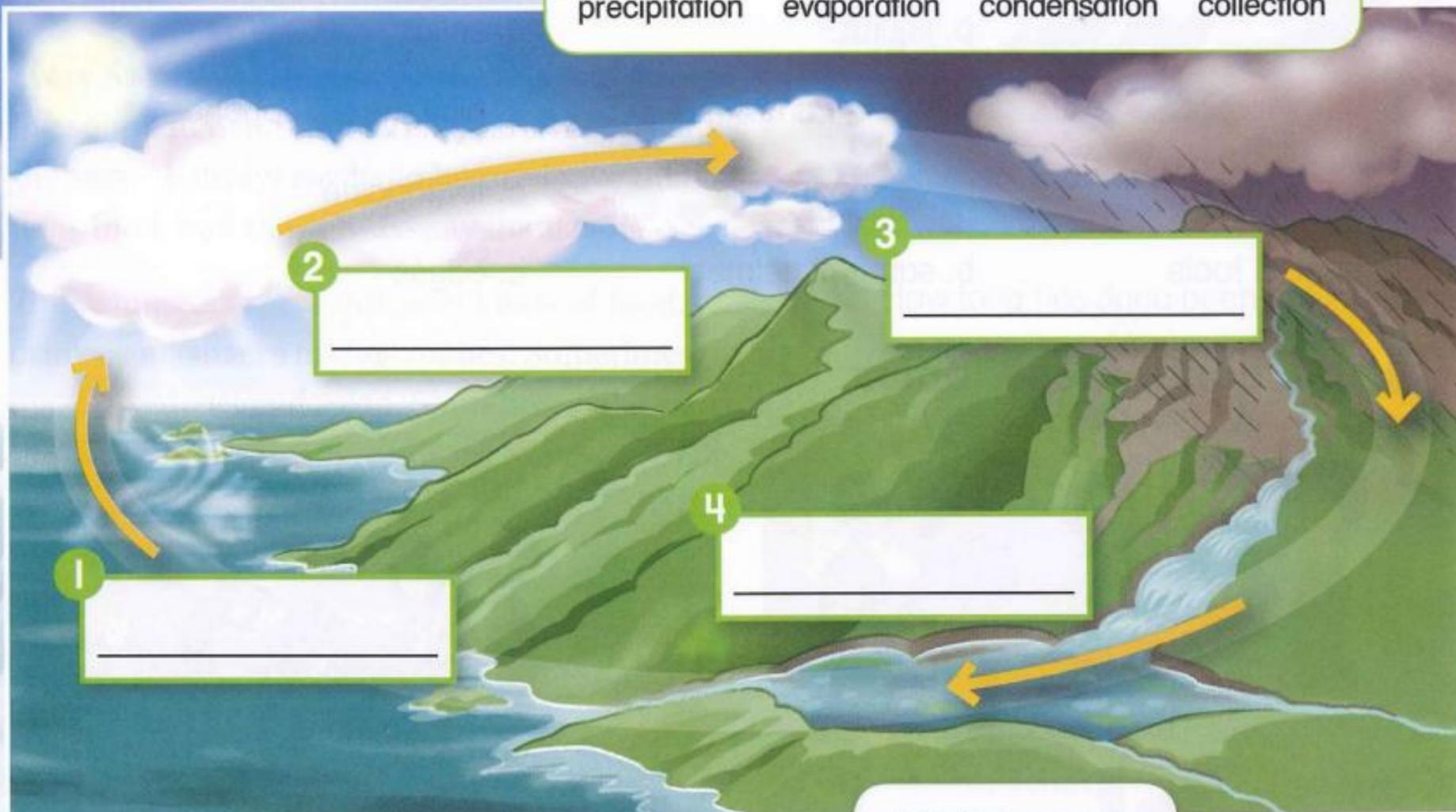
1. What is the water cycle?
2. Which part of the water cycle has water vapor?
3. What are two kinds of precipitation?

Skills Tip

Diagrams help explain specific words and actions.

D Fill in the diagram.

precipitation evaporation condensation collection



What are some liquids you know?

E Talk about the diagram. 

What happens after evaporation?

Condensation.

What is condensation?

It's when the water vapor gets cold and becomes clouds.

F What about you? Ask and answer. 

1. Does it rain a lot where you live? Does it ever snow?
2. Have you ever tasted ocean water? Was it salty?
3. Is there a river near your home?



Review 2



A Listen and circle.

- | | | |
|---------------------|-----------------------|-----------------------|
| 1. a. own a laptop | b. be class president | c. have a smartphone |
| 2. a. sunscreen | b. deodorant | c. conditioner |
| 3. a. gas | b. liquid | c. solid |
| 4. a. study ballet | b. live in Paris | c. play the saxophone |
| 5. a. soap | b. shampoo | c. toothpaste |
| 6. a. special tools | b. samurai helmet | c. edges |

B Talk about these topics.



experiences



origami



healthy habits



water

C Talk with your partner.

1. I've been _____
all morning.

I sure am!

You must be tired.

2. Should I wait until you're ready?

No, just _____
without me.

OK. See you there.

A Read. Then answer. 

Reading, Writing, Listening, & Speaking

Volunteer Day

Jane has been volunteering at the Hillside Soup Kitchen since she was 16. The soup kitchen helps feed hungry families. "I like helping other people," says Jane.

Every Saturday, Jane wakes up early and goes to the soup kitchen. "The families are very friendly," she says. "I always say hello before I give them their food, and they always say thank you."

The volunteers serve different kinds of food, drinks, and snacks to the families. Sometimes, they make spaghetti and salad. Sometimes, the parents drink coffee or tea after they eat dinner. Usually, the children play or read. Everyone is thankful.



1. How long has Jane been volunteering at Hillside Soup Kitchen?
2. Who is very friendly?
3. What do the parents sometimes do after dinner?

B Circle the words after *for*. Underline the words after *since*. Then rewrite.

After an action, *for* shows how long, and *since* shows when it started.

1. I've known Bill since I was five years old.
2. She's been studying English for three years.
3. He's been playing the drums since January.

C Listen and number. 



D Talk with your partner. 

1. What kind of novels do you like to read? How long have you liked them?
2. What do you do when you run out of shampoo?

5 Around Town

Lesson 1 Places to Go

A Listen, point, and say.

CD2
02

1 deli

2 pet shop

3 convenience store

4 jewelry store

5 pizzeria

6 bakery

B Listen and find. Then talk about the picture.

CD2
03



C Listen and say. Then practice.

CD2
04

The

boy
girl

 who is going to the **deli** is my

younger
older

brother.
sister.



D Listen, ask, and answer. Then practice.

CD2
05



Which one is your

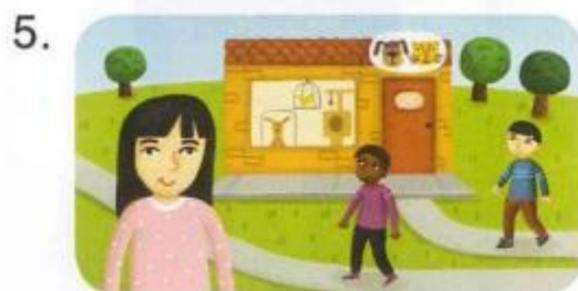
younger
older

brother?
sister?

 He's

She's

 the one who is going to the **deli**.



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



Which one is Danny's older sister?

She's the one going to the pizzeria.

Say hi to the student who sits behind you!



Lesson 2 Places to Go

A Listen, point, and say. CD2 06

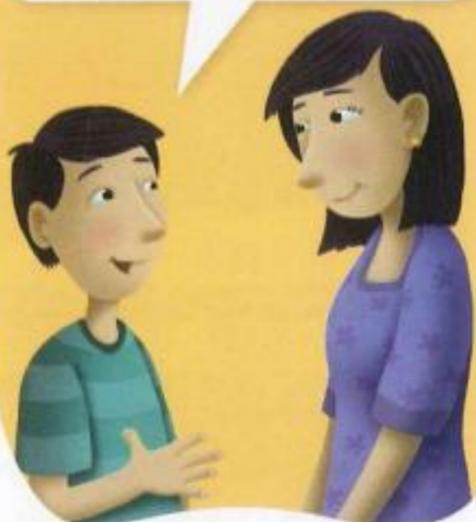
- 1 mall
- 2 skate park
- 3 sports stadium
- 4 science museum
- 5 art gallery
- 6 arcade

B Listen, ask, and answer. Then practice. CD2 07



What did **he** say? **He** said that **he** was going to the **mall**.

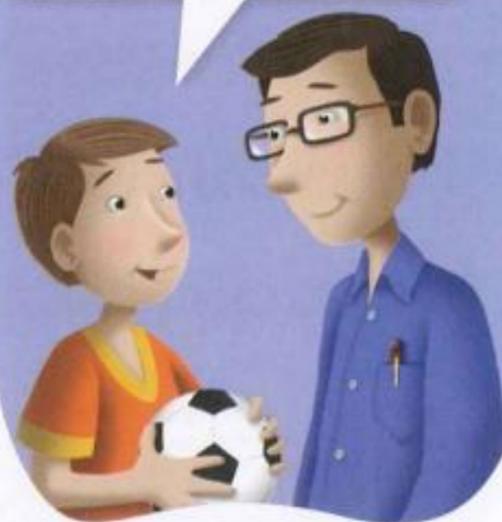
1. Mom, I'm going to the



2. Dad, I'm going to the



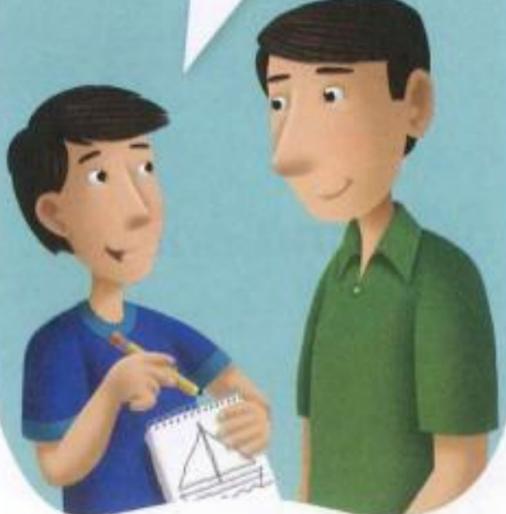
3. Dad, I'm going to the



4. Mom, I'm going to the



5. Dad, I'm going to the



6. Mom, I'm going to the



C Listen, ask, and answer. Then practice.

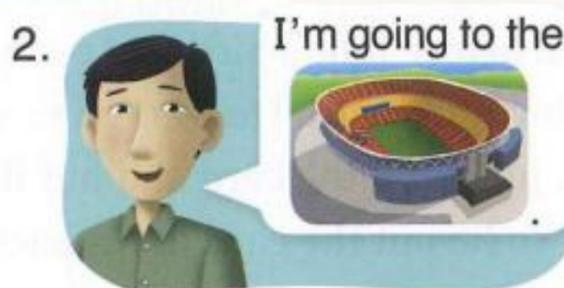
CD 2
08



Did **she** say that **she** was going to the **mall**? Yes, **she** did.
No, **she** didn't.



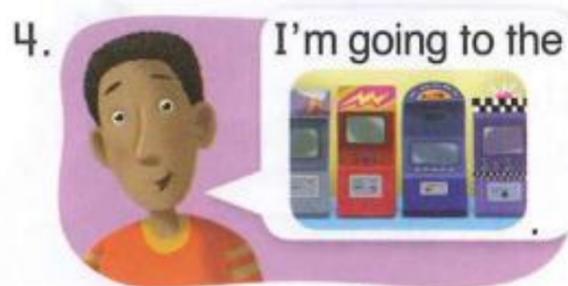
mall



art gallery



sports stadium



arcade



skate park



science museum

Skills Listening & Speaking

D Listen. Then answer the questions.

CD 2
09

1. a. Yes, he did.
b. No, he didn't.
c. Yes, she did.
d. No, she didn't.
2. a. He's going to the science museum.
b. He's going to the arcade.
c. He's going to the skate park.
d. He's going to the art gallery.
3. a. She said that she was going to the deli.
b. She said that she was going to the pizzeria.
c. She said that she was going to the mall.
d. She said that she was going to her friend's house.
4. a. They said that they were going to the bakery.
b. They said that they were going to the sports stadium.
c. They said that they were going to the deli.
d. They said that they were going to the pet shop.

E What about you? Ask and answer.



1. Is there a skate park in your city or town?
2. What sports can you watch at a sports stadium in your country?
3. How often do you go to an arcade?
4. Have you ever been to an art gallery? What did you see?

My friend said that she saw an actor at the arcade!



A Talk about the story. Then listen and read.

CD2
10



The Missing Card

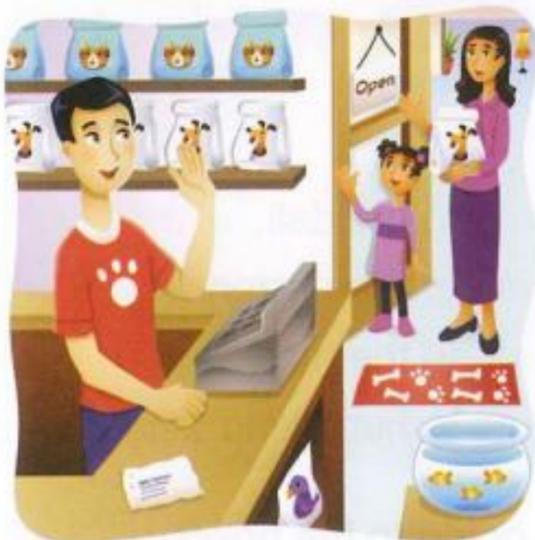


One week before Julie's birthday party, Danny decided to send her an early birthday card. He wanted to surprise her. He wrote "Happy Birthday, Julie!" on the card and put it in the **envelope**. He needed a **stamp**, so he put the card in his back **pocket** and rode his bike to the post office.

On the way to the post office, the card **fell** out of Danny's pocket. Danny arrived at the post office, but the card wasn't in his pocket. "Oh, no!" he thought. "Where's the card?"



Emma's sister, Ann, found the card on the **sidewalk**. "This is for Julie," she thought. "I can give it to her."



Ann took the card to the mall, but she forgot it in the pet shop. The pet shop owner found it, and he put it in his pocket. He went to the convenience store after work. Julie's mother was there, too, so he gave her the card.



On the day of the party, Danny walked to the arcade. He was sad about the **missing** card. Then, Julie ran up to him.

"I really like the card you gave me for my birthday, Danny," she said. "It was a nice surprise!"

Danny was surprised, too. "Really? I'm glad you like it!" he said and smiled. He didn't know how she got the card, but he was happy she did.



Be careful.

B Read and circle.

- | | | |
|--|------|-------|
| 1. Julie's party will be next month. | True | False |
| 2. Danny put the card in his backpack. | True | False |
| 3. Danny lost the birthday card on the way to the post office. | True | False |
| 4. Ann gave the card to the pet shop owner. | True | False |
| 5. The pet shop owner gave the card to Julie. | True | False |
| 6. Danny was surprised that Julie had the card. | True | False |

C Sing.



My Birthday

I really like the **card** you
gave me for my birthday.

For my birthday.

For my birthday.

I really like the **card** you
gave me for my birthday.

Good, I'm glad you like it.

I really like the **watch** you
gave me for my birthday.

For my birthday.

For my birthday.

I really like the **watch** you
gave me for my birthday.

I'm happy to hear that!

book

shirt

D Listen and say. Then act.



I really like the card you
gave me for my birthday.

Good. I'm glad you like it.

I'm happy to hear that.

I really like the
book my sister gave
me for my birthday!



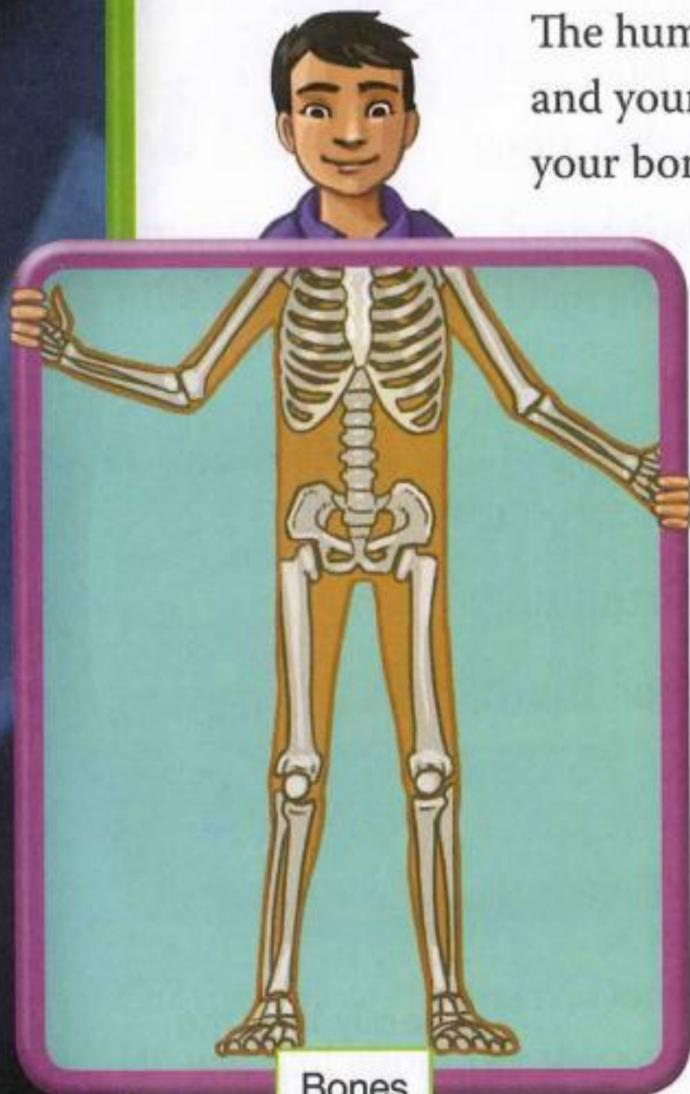
A Listen, point, and say.

- | | | |
|-----------|-----------|------------|
| 1 bone | 2 muscle | 3 ligament |
| 4 support | 5 protect | 6 tendon |

B Listen and read.

Healthy Bones and Muscles

The human body has many parts that work together. Your **bones** and your **muscles** are very important for good health. What do your bones and muscles do? How can you keep them healthy?



Your Bones

There are 206 bones in your body. Your hands and feet have over half of those bones. **Ligaments** connect your bones together. Bones **support** and **protect** your body.

Your Muscles

Did you know that your body has over 650 muscles? Muscles help your body move. **Tendons** attach your muscles to your bones.



People who exercise and eat healthy foods are helping their bodies. Walking, running, and playing tennis keep bones strong and healthy. Jumping rope is also good for your bones. Most sports are good for your muscles, too. People who swim, skate, or ride bicycles are keeping their muscles healthy. The next time you have a free afternoon, turn off the television and get some exercise. Your bones and muscles will become stronger and healthier.

C Ask and answer. 🗣️

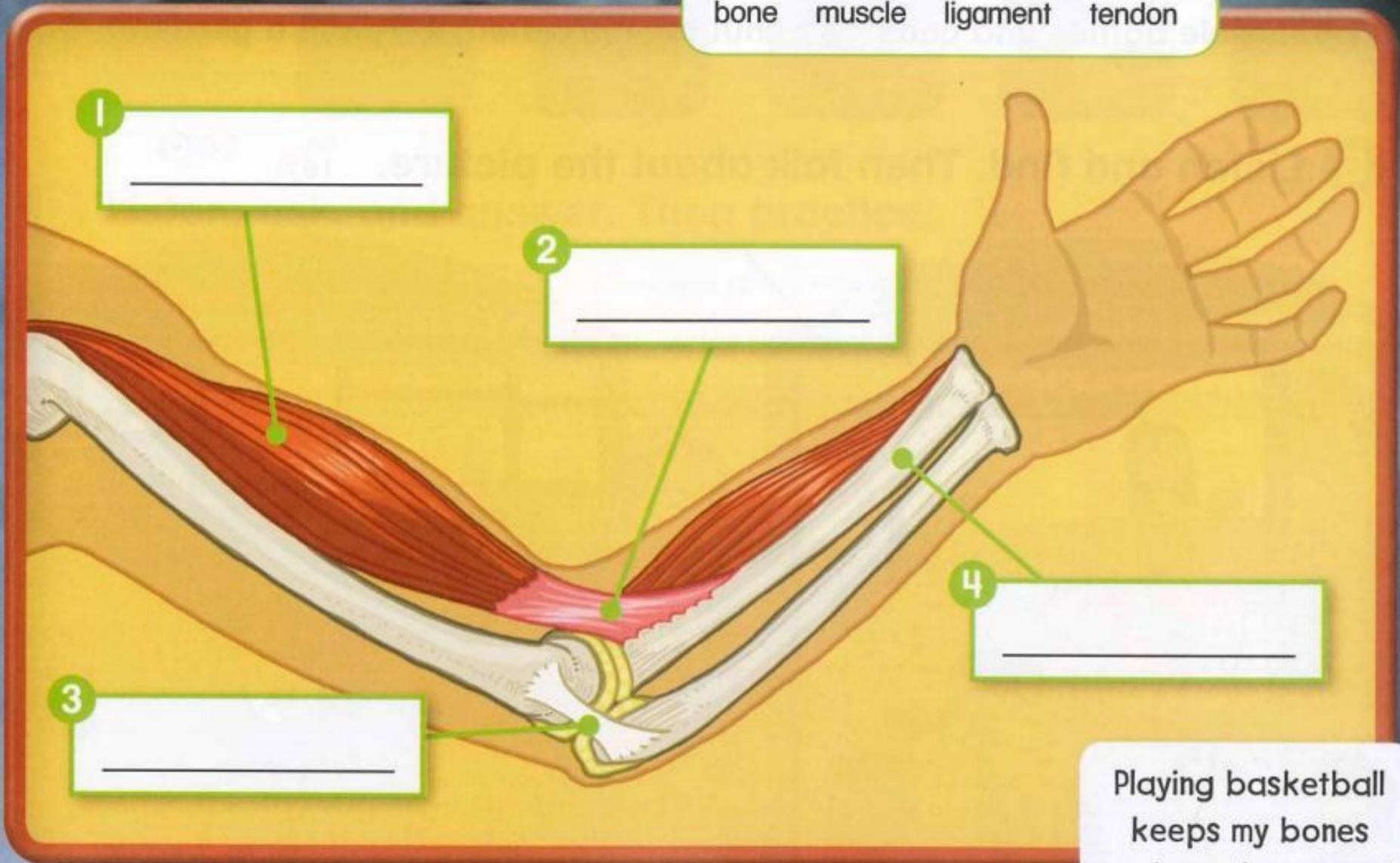
1. How many bones are in your body?
2. Does your body have more bones or muscles?
3. What part of your body connects your bones?
4. What part of your body attaches muscles to bones?

Skills Tip

Looking up a word in a dictionary helps you to remember it better.

D Label the diagram.

bone muscle ligament tendon



E Talk about the diagram. 🗣️

What do bones do?

They support and protect your body.

F What about you? Ask and answer. 🗣️

1. Do you like to jump rope?
2. Which do you like better, walking or jogging?
3. What sports do you play to stay healthy?

6 Our Planet

Lesson 1 Conservation

A Listen, point, and say. 

- 1 reuse paper
- 2 turn off the lights
- 3 start a compost pile
- 4 recycle bottles and cans
- 5 shut off the water
- 6 plant a garden

B Listen and find. Then talk about the picture.  



C Listen and say. Then practice. CD2 17

If you want to help the environment, **reuse paper**.



D Listen, ask, and answer. Then practice. CD2 18

If you want to help the environment, what can you do? I can **reuse paper**.



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

What can he do if he wants to help the environment?

He can plant a garden.

Do you reuse paper at your school?



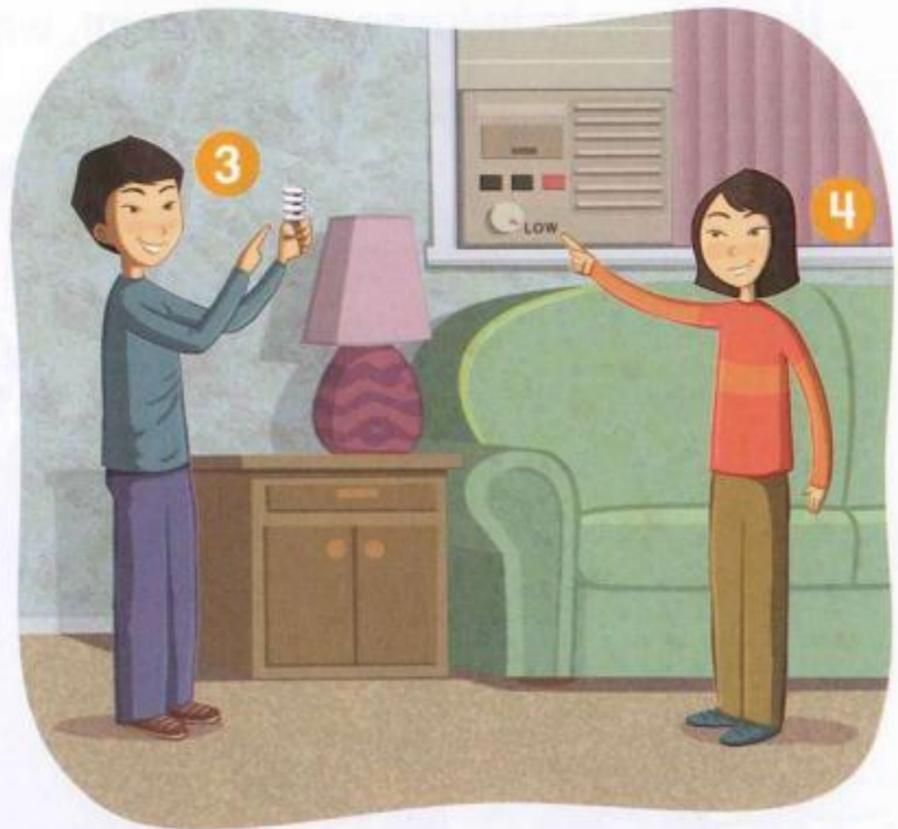
Lesson 2 Conservation

A Listen, point, and say. CD2 19

- 1 take public transportation
- 2 take reusable shopping bags
- 3 use energy-saving light bulbs
- 4 keep the air conditioner on low
- 5 grow your own vegetables
- 6 dry your clothes outside

B Listen and say. Then practice. CD2 20

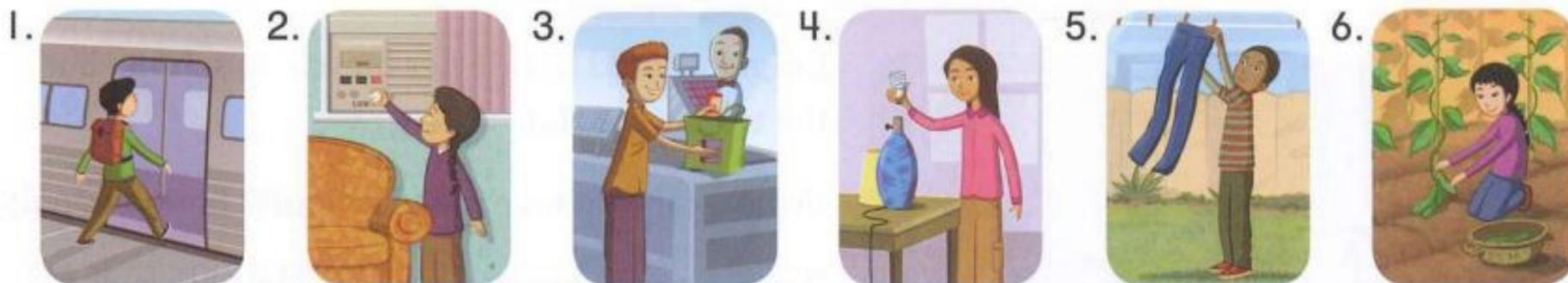
If we **take public transportation**, we'll conserve energy.



C Listen and say. Then practice.

CD2
21

He'll conserve energy if he takes public transportation.



Skills Reading & Writing

D Listen and read. Then answer the questions.

CD2
22



An Interview with Dr. McMann

Reporter: What do you do, Dr. McMann?

Dr. McMann: I'm an environmental scientist. My job is to find ways to conserve energy at school, at home, and at work.

Reporter: What can we do to conserve energy?

Dr. McMann: If you plant a garden and grow your own vegetables, you can conserve energy. You can also recycle bottles and cans after you use them.

Reporter: What about conserving electricity?

Dr. McMann: If you use energy-saving light bulbs and turn off the lights when you leave a room,

you'll conserve electricity. You'll also conserve energy if you take a bus, a train, or a subway. Remember, you don't have to drive your car everywhere!

Reporter: Thank you, Dr. McMann.

Dr. McMann: You're welcome.

1. What's Dr. McMann's job?
2. What does she say can conserve energy?
3. What does she say can conserve electricity?

E Add commas. Then rewrite.

Use a comma to separate the clauses when the sentence begins with *if*.

1. If you ride your bike you will conserve energy.
2. If people recycle more the Earth will be cleaner.
3. If your family plants a garden you will have vegetables and conserve energy.

How do you conserve energy?



A Talk about the story. Then listen and read.

CD2
23



A New Bicycle



Emma wanted to ride her bicycle to school, but the **tires** were **flat**.

“Mom, can you take me to school?” Emma asked.

“Sure, Emma,” her mother said, “but I thought you were going to ride your bike.”

“I was,” said Emma, “but it needs to be **fixed**.”

“Oh, I see,” said her mother.

“Can I have a new bicycle? If I had a new bicycle, I would use it all the time,” said Emma.

“Are you sure?” her mom asked.

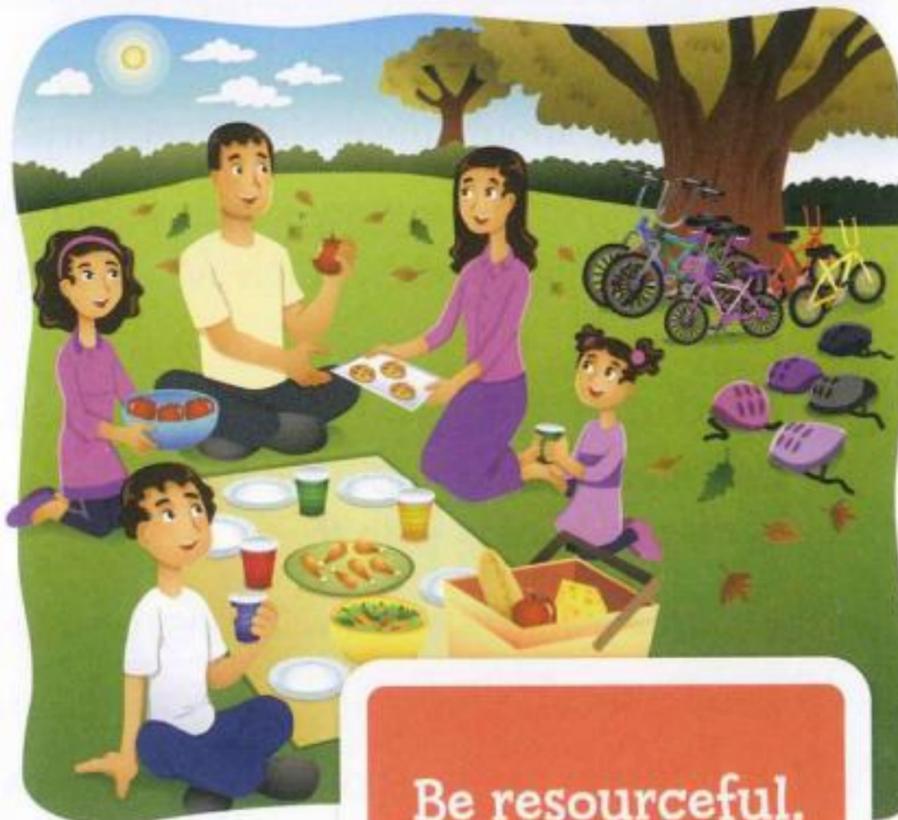
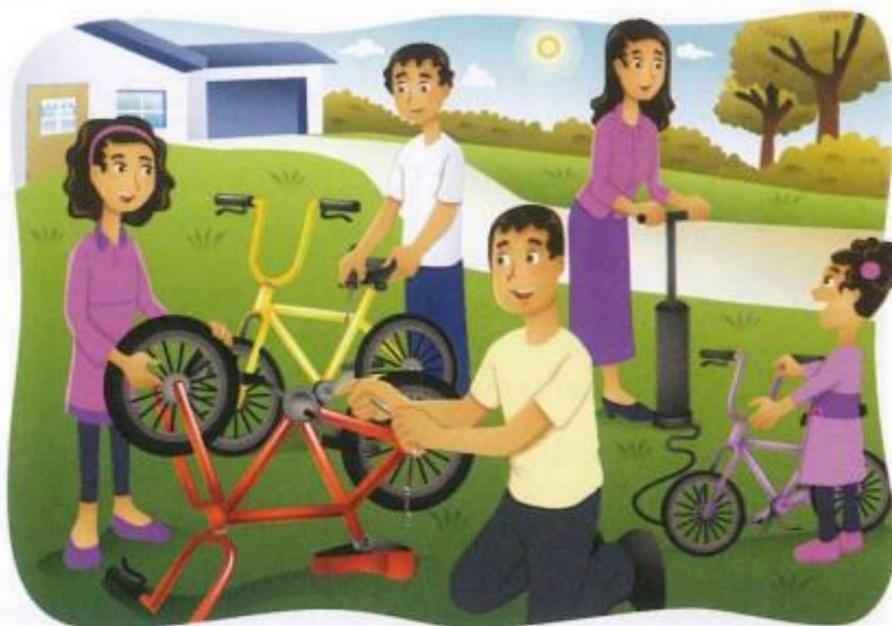
“Definitely,” Emma said. “If I had a new bicycle, we would save time, gas, and money. I would get more exercise, too.”

“That’s true,” said Emma’s mother, “but bicycles are expensive. Is there a way to **reduce** how much we would have to **spend**?”

“I have an idea,” said Emma’s father. “How about we repair all our bikes? Then the whole family could ride together.”

Emma smiled. “Sure! Let’s fix them this weekend!”

That weekend, Emma’s family worked hard to repair their bikes. When they were finished, they all rode to the park and had a picnic to celebrate. They were happy to get exercise and help the environment, but most of all, they were happy to spend time together.



Be resourceful.

B Who said it? Read and circle.

1. "Can I have a new bicycle?"
 - a. Emma's mother
 - b. Emma's father
 - c. Emma
 - d. Julie
2. "I have an idea."
 - a. Emma's mother
 - b. Emma's father
 - c. Emma
 - d. Julie
3. "Bicycles are expensive."
 - a. Emma's mother
 - b. Emma's father
 - c. Emma
 - d. Julie
4. "Let's fix them this weekend!"
 - a. Emma's mother
 - b. Emma's father
 - c. Emma
 - d. Julie

C Sing.

I Would Use It All the Time

If I had a new **bicycle**,
I would use it all the time.
You would?
Yes, of course. Yes, of course.
I would use it all the time.

soccer ball

cell phone

If I had a new **skateboard**,
I would use it all the time.
Are you sure?
Definitely. I would use it all the time.
I would use it after dinner.
I would use it after school.
I would use it all the time.

D Listen and say. Then act.

If I had a new
bicycle, I would
use it all the time.

You would?

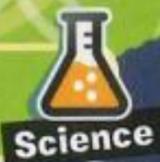
Yes, of course.

Are you sure?

Definitely.

If I had a
garden, I would
grow tomatoes!





A Listen, point, and say.

- | | | |
|--------------------|----------------------|------------------|
| 1 plastic | 2 chemical | 3 harmful |
| 4 pollution | 5 power plant | 6 factory |

B Listen and read.

Pollution in Our World



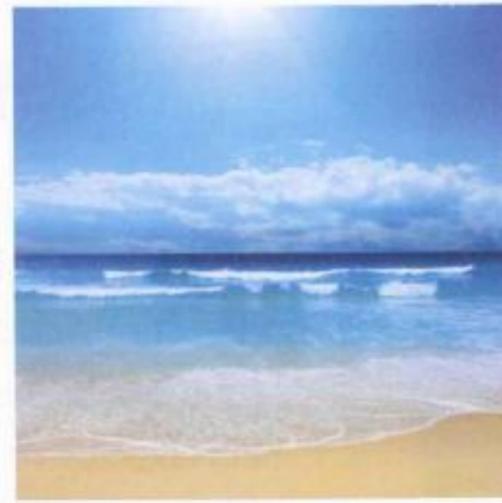
Land Pollution

If we don't recycle **plastic** and glass, they stay in the ground for a long time. Dangerous **chemicals** can also go underground, where they are **harmful** to plants and animals. Whenever we recycle bottles and cans, we reduce land **pollution**.



Air Pollution

Some **power plants** and **factories** put pollution into the air. Cars, trucks, and planes can also cause air pollution. Whenever we ride a bike or keep the air conditioner on low, we reduce air pollution.



Water Pollution

The same plastics and chemicals that are harmful to our land can also be found in our oceans, rivers, and lakes. Whenever we recycle garbage or shut off the water, we reduce water pollution.

Our world is a beautiful place, but we have to work hard to keep it beautiful. Talk to your teachers, families, and friends about how you can work together to reduce pollution.

C Ask and answer. 

1. What stays in the ground for a long time?
2. Which things put pollution in the air?
3. What can be found in our oceans, rivers, and lakes?

Skills Tip

A large topic such as pollution is often arranged into categories (example: land, air, and water).

D Label the diagram.

- | | |
|--|---|
| a. We ride a bike. | f. We recycle bottles and cans. |
| b. We throw away chemicals. | g. We shut off the water. |
| c. We keep the air conditioner on low. | h. We use cars, trucks, and planes. |
| d. Factories put pollution in the air. | i. Power plants put pollution in the air. |
| e. We throw away plastic and glass. | j. If it is safe, we pick up garbage. |

Causes of Pollution

Reducing Pollution



E Talk about the diagram. 

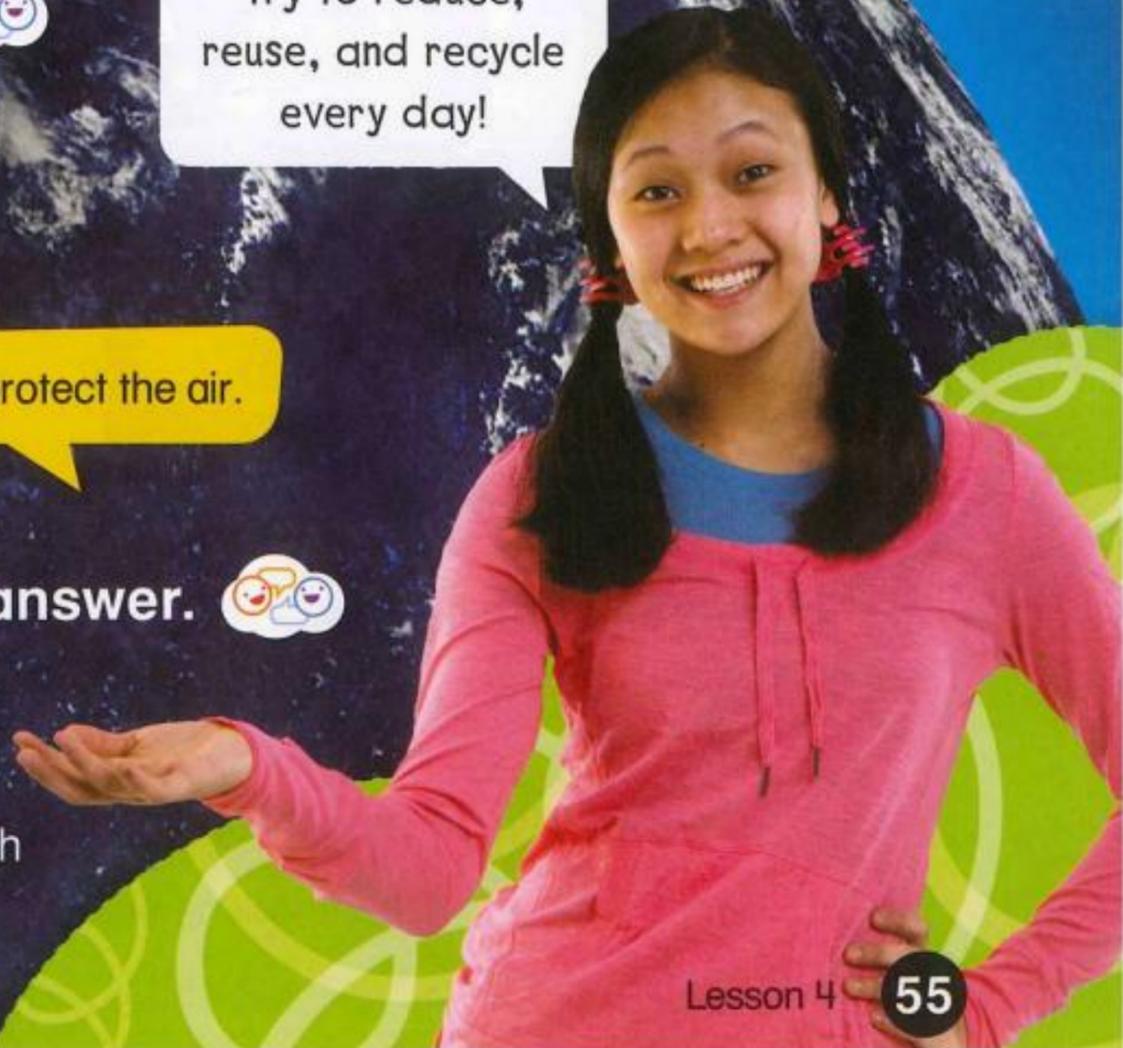
Whenever we throw away chemicals, we pollute the land and the water.

Whenever we ride a bike, we protect the air.

Try to reduce, reuse, and recycle every day!

F What about you? Ask and answer. 

1. Do you recycle bottles and cans?
2. Do you ride your bike to school?
3. Do you shut off the water when you brush your teeth?



Review 3



A Listen and circle.

1. a. convenience store b. deli c. bakery
2. a. tendons b. ligaments c. muscles
3. a. shut off the water b. start a compost pile c. both a and b
4. a. science museum b. art gallery c. arcade
5. a. plastic b. chemicals c. pollution
6. a. take reusable shopping bags b. take public transportation c. both a and b

B Talk about these topics.



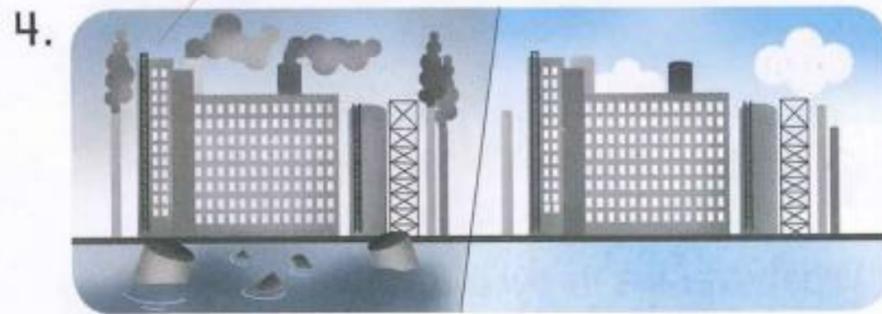
places to go



the human body



conservation



pollution

C Talk with your partner.

1. I really like the _____
you gave me for my birthday.

Good. I'm glad you like it.

2. If I had a new _____,
I would use it all the time.

Yes, of course.

You would?

A Read. Then answer.

CD2
29

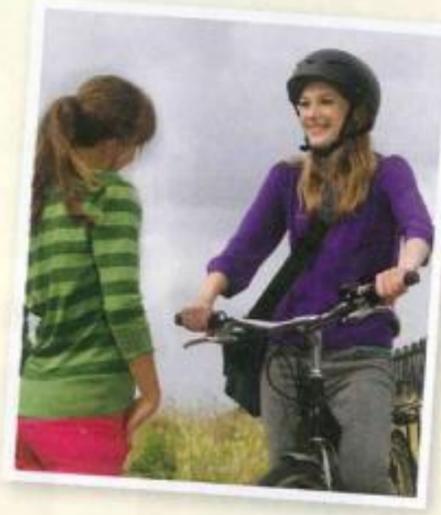
Reading, Writing, Listening, & Speaking

A Healthy Club

Kelly and Jackie are good friends. They have started a club called "The Healthy Shoppers Club." Their club has three rules:

1. Walk, ride your bike, or take public transportation to the supermarket.
2. Take reusable shopping bags to the supermarket.
3. Plant a garden and grow your own vegetables at home.

"People buy food every day. If we all do these three things," Jackie said, "we'll conserve energy and help the environment."



"Last Saturday, my mom said that she was going to ride her bicycle to the supermarket," said Kelly. "Here's a picture of her. She's the one who is wearing the bicycle helmet!"

1. What should people take to the supermarket?
2. What can people do at home to help the environment?
3. What did Kelly's mother say?

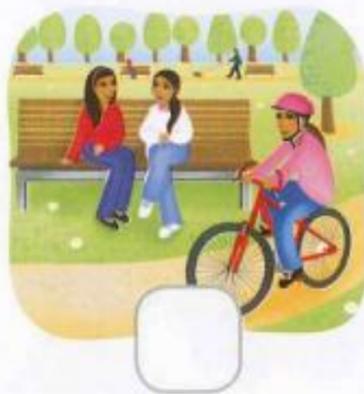
B Underline the word *who*. Draw an arrow from *who* to the name.

In these sentences, *who* represents the person doing the action.

1. Tanya is the one who grows her own vegetables.
2. Bobby is the one who goes to the skate park every Saturday.
3. Jan is the one who started a compost pile at school.

C Listen and number.

CD2
30



D Talk with your partner.

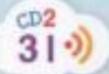


1. Do you grow your own vegetables? Where do you grow them?
2. What do you do to conserve energy and help the environment?

7 Achievements

Lesson 1 The Arts

A Listen, point, and say.



- 1 Verdi's operas
- 2 Picasso's paintings
- 3 Shakespeare's plays
- 4 Beethoven's symphonies
- 5 Michelangelo's sculptures
- 6 Balanchine's ballets

B Listen and find. Then talk about the picture.



C Listen and say. Then practice.

CD 2
33

Verdi's **operas** are performed here.
Picasso's **paintings** are displayed here.

Perform: an opera a play
 a symphony a ballet

Display: a painting a sculpture

perform → performed → performed display → displayed → displayed



D Listen, ask, and answer. Then practice.

CD 2
34



Whose **operas** are performed here?
Verdi's **operas** are performed here.

Whose **paintings** are displayed here?
Picasso's **paintings** are displayed here.



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



Are Shakespeare's plays performed here?

Yes, they are.

No, they aren't.

Have you seen Shakespeare's play *Hamlet*?



Lesson 2 Engineering Projects

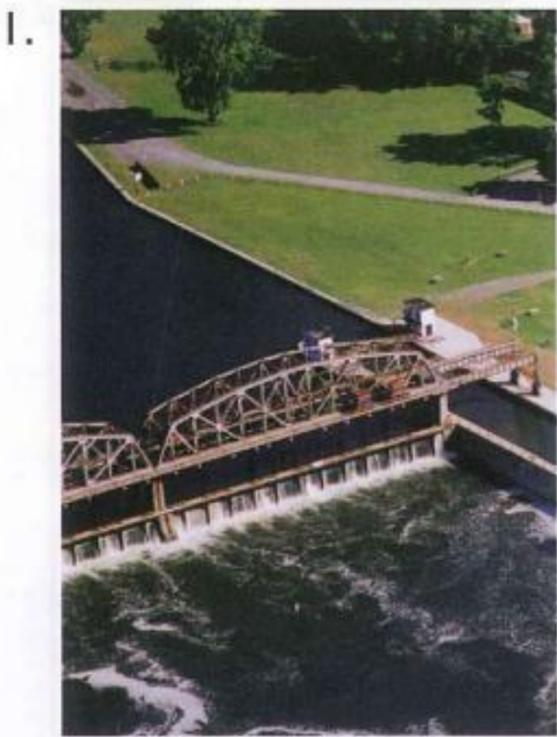
A Listen, point, and say. CD2 35

- 1 Erie Canal 2 Trans-Siberian Railway 3 Hoover Dam
- 4 Seikan Tunnel 5 Taipei 101 Building 6 Oliveira Bridge

B Listen and say. Then practice. CD2 36

The **Erie Canal** was completed in **1825**.

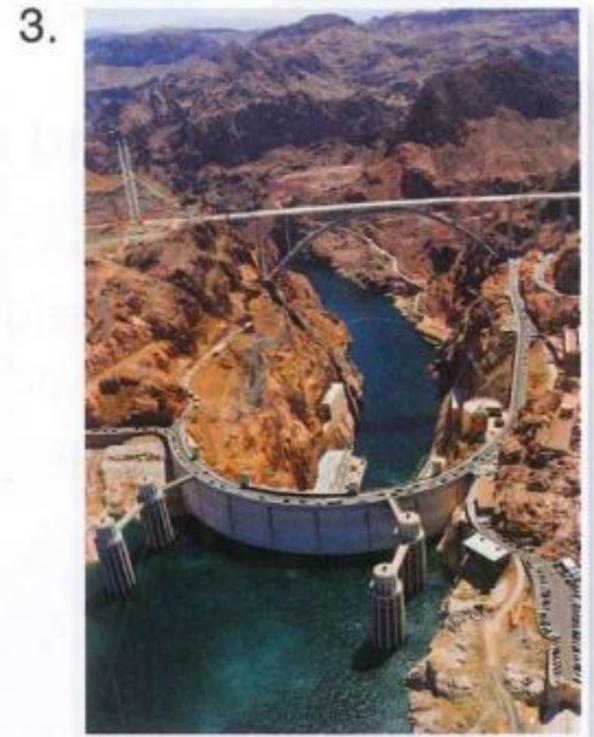
complete → completed → completed



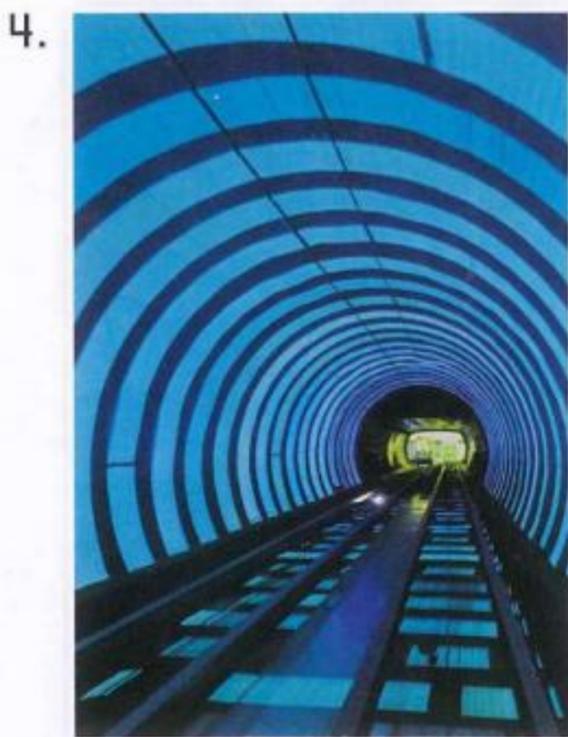
1825



1916



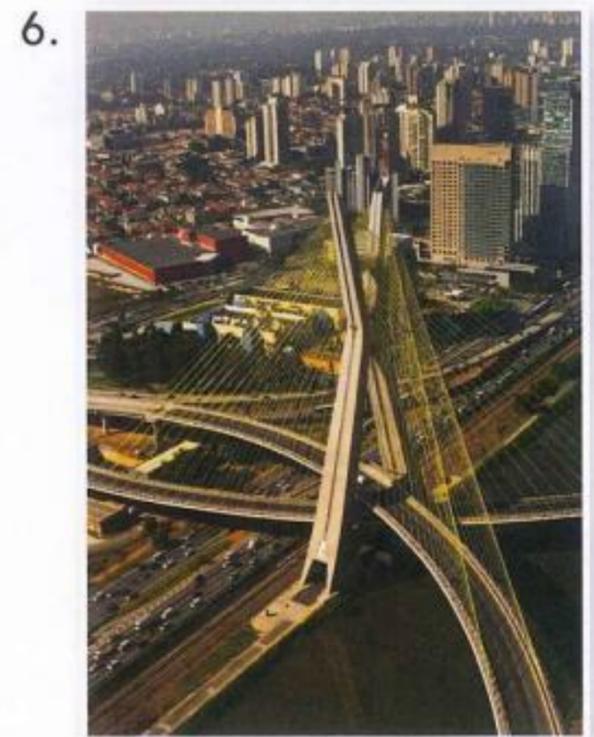
1936



1988



2004



2008

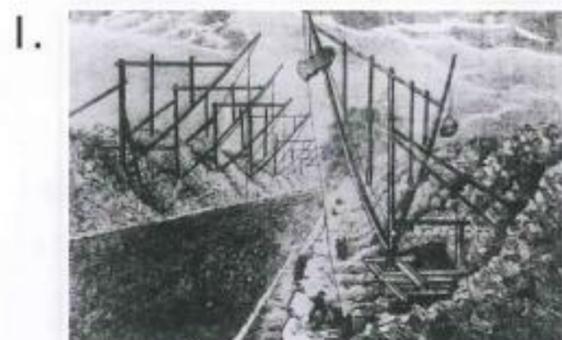
C Listen, ask, and answer. Then practice.

CD 2
37



When was the **Erie Canal** constructed?

It was started in **1817**, and it was finished in **1825**.



1817–1825



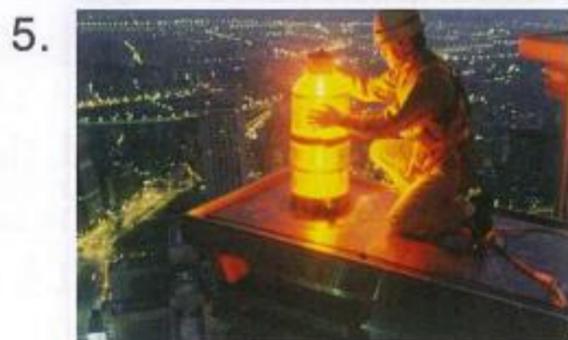
1891–1916



2003–2008



1931–1936



1999–2004



1971–1988

Skills Listening & Speaking

D Listen. Then answer the questions.

CD 2
38

- | | | | |
|------------------------|----------------|---------------------------|--------------------------------|
| 1. a. He was 36. | 2. a. In 1825. | 3. a. It took 101 days. | 4. a. It is in Rio de Janeiro. |
| b. He was 19. | b. In 1890. | b. It took 101 weeks. | b. It was finished in 2008. |
| c. He was six. | c. In 1925. | c. It was never finished. | c. It is an old bridge. |
| d. He wasn't born yet. | d. In 1990. | d. It took five years. | d. It was finished in 2003. |

E What about you? Ask and answer.



- Do you have a river in your city or town? Does it have bridges?
- What is the tallest building in your city or town?
- When was your school constructed? Is it old or new?
- Do you have tunnels in your country? Do they go through mountains or under oceans?

I've been on the Trans-Siberian Railway!



A Talk about the story. Then listen and read.

CD2
39



An Afternoon at the Opera

Mike, Danny, Emma, and Julie were excited. They were going with their class to the City Opera House.

“Which opera are we going to see?” asked Mike.

“One of Verdi’s operas,” said Emma.

“It’s called *Aida*.”

“I’ve never seen an opera before,” said Danny.

“I’m excited.”



When they arrived, they were **greeted** by a man with gray hair. “My name is Mr. Franco,” he said. “I will be your **guide** today. Do you have any questions?”

“When was Verdi’s *Aida* first performed?” asked Julie.

“In 1871,” said Mr. Franco. “Many of Verdi’s operas were first performed at the La Scala opera house in Milan, Italy. Did you know that *Aida* was first performed in Egypt?”

“I didn’t know that,” said Julie.

It was time to watch the opera. When the singing began, Danny looked confused.

“They’re singing in Italian, Emma,” he said.

“I can’t understand what they’re saying.”

“Shh! It’s OK,” **whispered** Emma. “That’s what this **translation screen** is for.” She pushed a **button** and the words appeared in English. “Now you can really enjoy Verdi’s opera!”

“Oh! Sorry. Thanks, Emma!”

whispered Danny.



Be polite.

B Read and circle.

- | | | |
|--|------|-------|
| 1. The students are going to see a ballet. | True | False |
| 2. Mr. Franco sings in the opera. | True | False |
| 3. <i>Aida</i> was first performed in Egypt. | True | False |
| 4. The La Scala opera house is in Milan. | True | False |
| 5. <i>Aida</i> is sung in Italian at the City Opera House. | True | False |
| 6. Julie helps Danny with the translation screen. | True | False |

C Sing.

CD2
40

Did You Know That?

Did you know that? Did you know that? Did you know that?

Aida was first performed in Egypt.

I didn't know that. I didn't know that. I didn't know that.

Did you know that? Did you know that? Did you know that?

Shakespeare's first play was written in 1589.

Yes. Yes, I knew that. Yes, I knew that. Yes, I knew that.

The Hoover Dam was completed in 1936.

Michelangelo's first sculpture was made in Florence, Italy.

D Listen and say. Then act.

CD2
41



Did you know that *Aida* was first performed in Egypt?

I didn't know that.

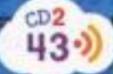
Yes, I knew that.

Did you know that Verdi was born in Italy?



A Listen, point, and say. 

- 1** modern
- 2** body of water
- 3** daily
- 4** height
- 5** width
- 6** underwater

B Listen and read. 

Over and Under the Sea

Thanks to **modern** technology, bridges and tunnels now go over and under large **bodies of water**. They are used **daily** by many people. Here are two examples:

The Golden Gate Bridge



The Golden Gate Bridge is one of the most famous bridges in the world. It goes over the body of water in California known as the Golden Gate and connects the city of San Francisco with Marin County. The bridge was started in 1933, and it was finished in 1937. The bridge has a **height** of 227 meters, a **width** of 27 meters, and a length of 2,737 meters. About 100,000 cars and trucks go over the bridge every day.



The Channel Tunnel



The Channel Tunnel is the longest **underwater** tunnel in the world. It goes under the English Channel, connecting the United Kingdom and France. The tunnel was started in 1988, and it was finished in 1994. The two rail tunnels in the Channel Tunnel have a height of 7.6 meters, a width of 7.6 meters, and a length of 50.5 kilometers. About 20,000 people travel through the Channel Tunnel every day.



C Ask and answer. 

1. How long did it take to build the Golden Gate Bridge?
2. How many vehicles cross the Golden Gate Bridge in a day?
3. What two countries are connected by the Channel Tunnel?
4. How long is the Channel Tunnel?

Skills Tip

Scan the reading for numbers and dates.

D Look at B. Fill in the chart.

227 meters 100,000 vehicles 1937 7.6 meters 1994 50.5 kilometers
 20,000 people 1933 27 meters 7.6 meters 1988 2,737 meters

	Construction Started	Construction Finished	Height	Width	Length	Daily Use
Golden Gate Bridge						
Channel Tunnel						

E Talk about the chart. 

Which is higher, the Golden Gate Bridge or the Channel Tunnel?

The Golden Gate Bridge is higher.

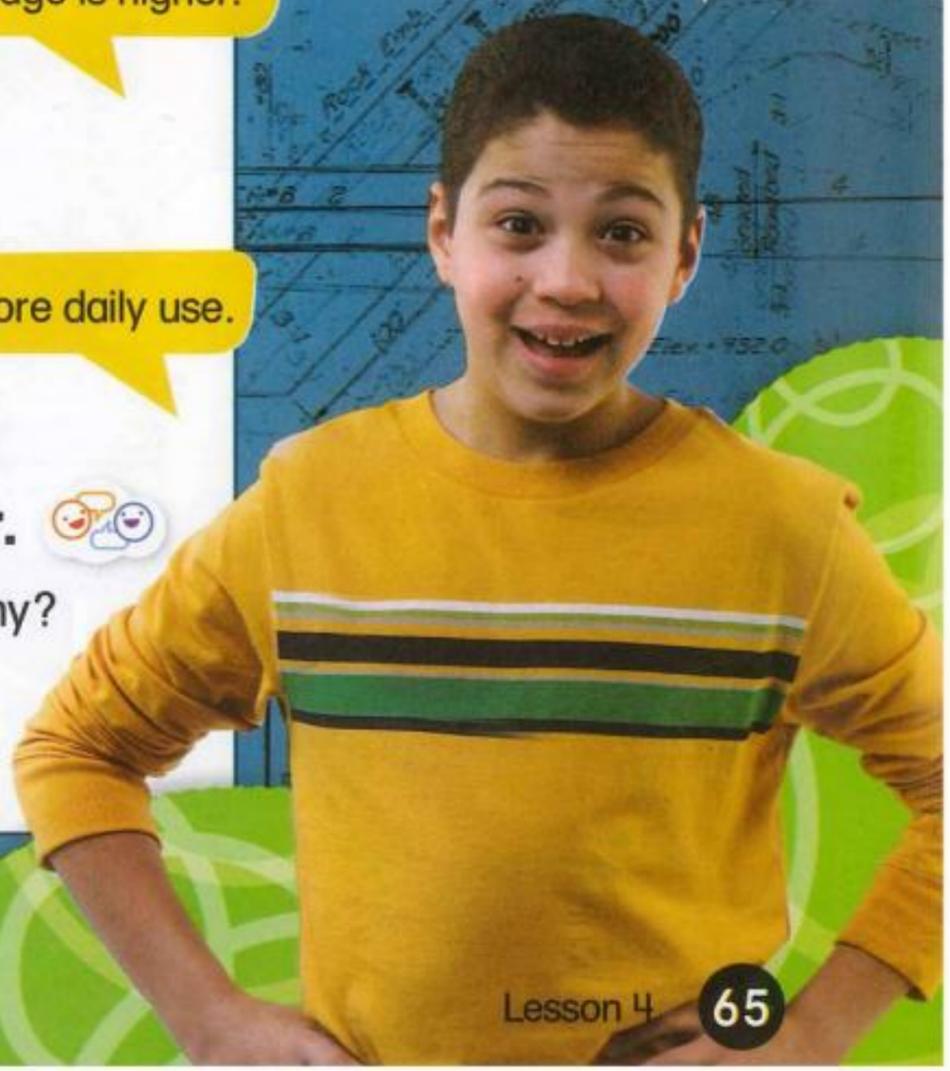
Which has more daily use, the Golden Gate Bridge or the Channel Tunnel?

The Golden Gate Bridge has more daily use.

I've walked over the Brooklyn Bridge in New York City!

F What about you? Ask and answer. 

1. Which do you like better—tunnels or bridges? Why?
2. What bridges have you gone over?
3. What tunnels have you gone through?



8 Graduation Day

Lesson 1 Adjectives

A Listen, point, and say.  CD2 44

1 boring speech

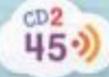
2 bored audience

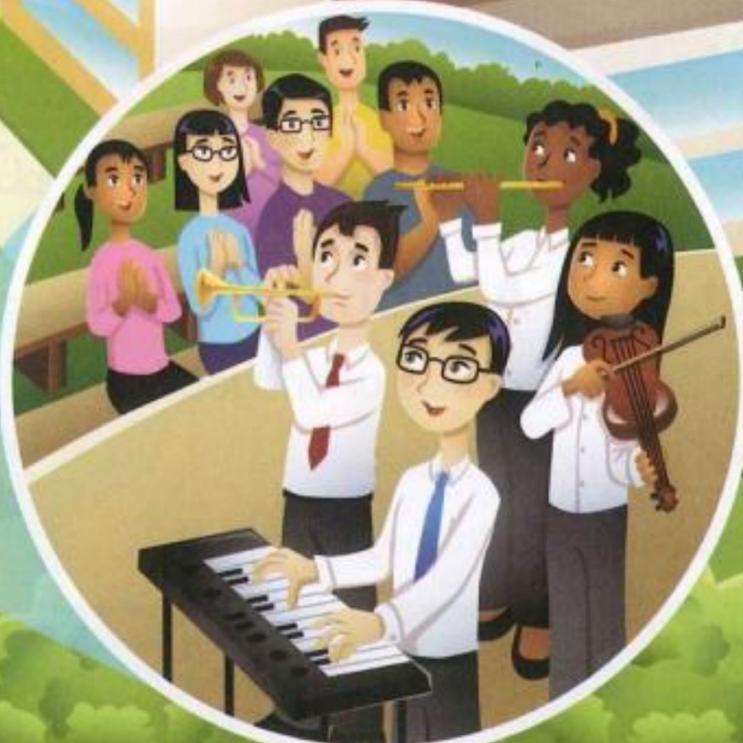
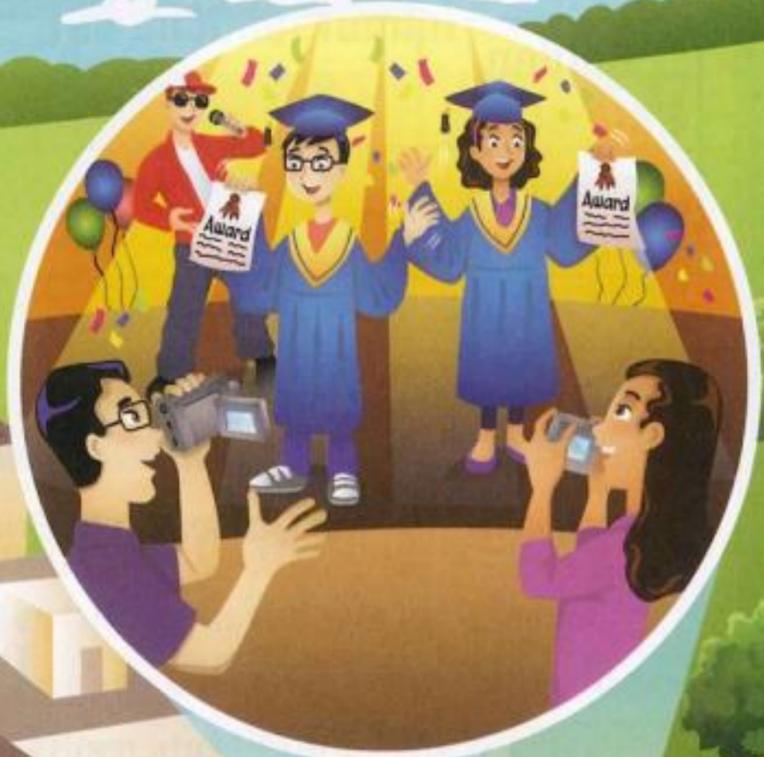
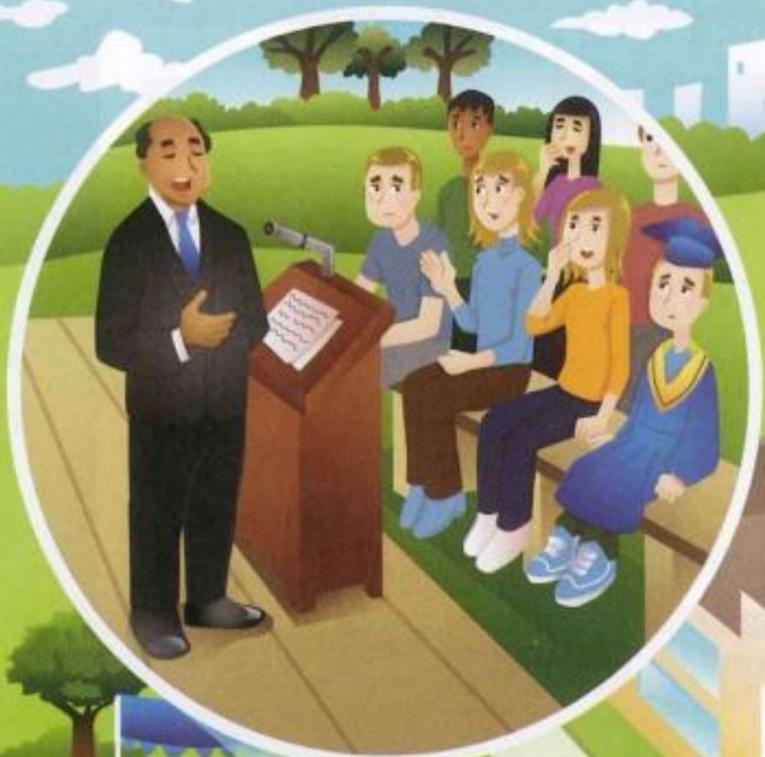
3 exciting award ceremony

4 excited award recipients

5 interesting performance

6 interested guests

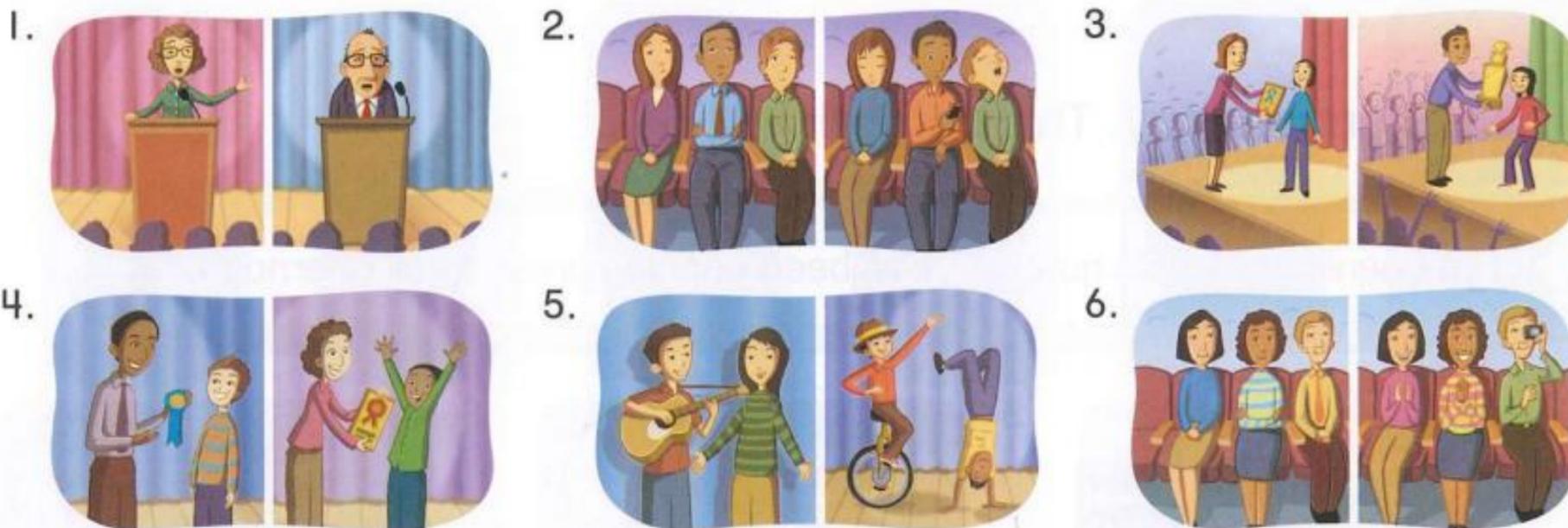
B Listen and find. Then talk about the picture.  CD2 45 



C Listen and say. Then practice.

CD2
46

This year the **speech is boring,** **audience is bored,** but last year **it was even more boring.** **they were even more bored.**

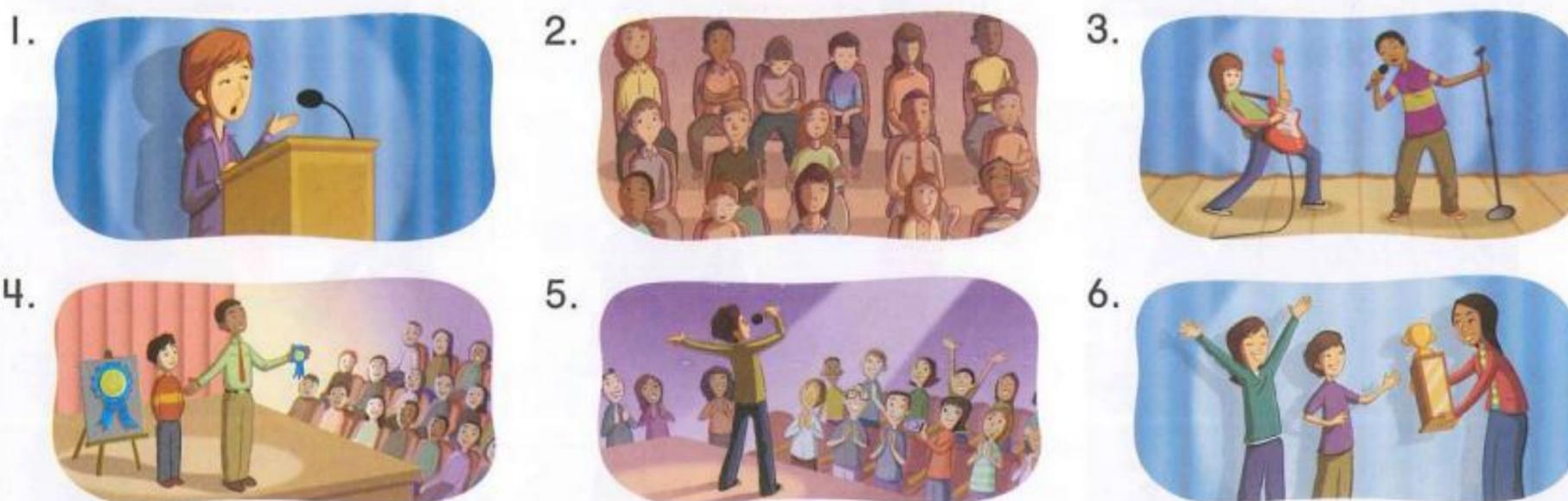


D Listen and say. Then practice.

CD2
47

The **speech is boring** **audience is bored** this year, and **it they** will be just as **boring** **bored** next year.

This Year



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



Is the speech boring?

Yes, it is. It's boring every year.

This year my English is good. Next year it will be even better.



Lesson 2 Things to Do

A Listen, point, and say. CD2 48

- 1 open presents
- 2 write thank-you cards
- 3 send text messages
- 4 hang out with friends
- 5 visit relatives
- 6 pose for pictures

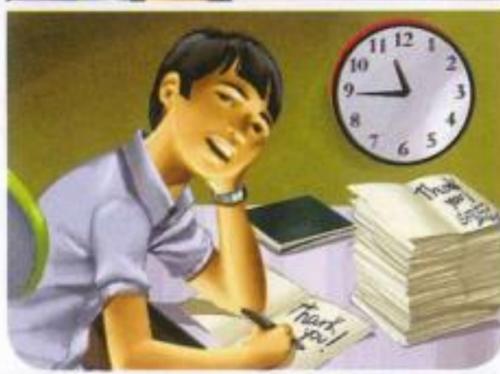
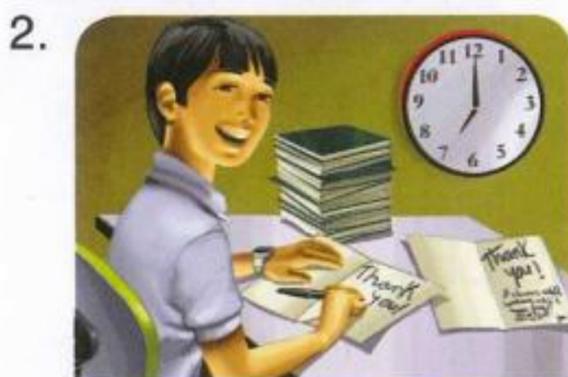
B Listen and say. Then practice. CD2 49

I'm **opening presents** now.

I've been **opening presents** all **afternoon**.



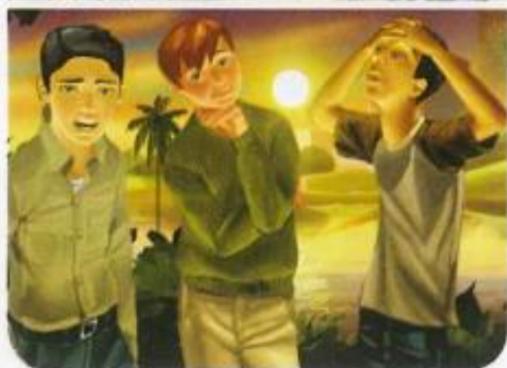
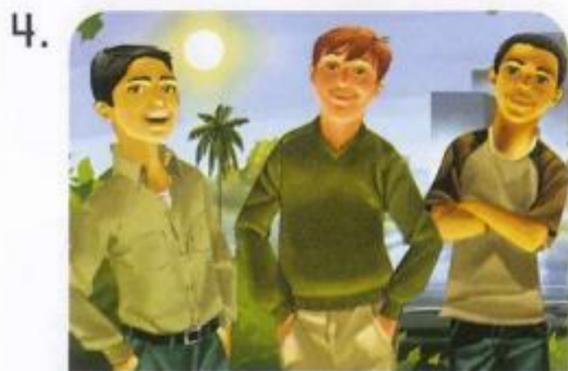
afternoon



morning



evening



day



weekend



night

C Listen, ask, and answer. Then practice.

CD2
50



What are you doing now?
I'm **opening presents**.

What have you been doing all **day**?
I've been **opening presents**.

1. 	2. 	3. 	4. 	5. 	6. 
					
day	morning	night	weekend	afternoon	evening

Skills Reading & Writing

D Listen and read. Then answer the questions.

CD2
51

Allison's Journal

Graduation day is tomorrow. I'm so excited. There are so many things the students and parents have to do. We have to be on time for the ceremony, of course. After that, we can celebrate! The party will be really interesting. Everyone will have cake, hang out, and pose for pictures. I hope there aren't too many pictures because I might get bored.

A band will play music there, too. I think their performance will be exciting. The guests can dance and have fun. I can't wait!



1. What's happening tomorrow?
2. What will everyone do after the ceremony?
3. Why might Allison get bored?

E Circle. Then rewrite.

Adjectives that end in **-ed** are used for people, while ones that end in **-ing** are for things and places.

1. The paintings at the art fair were **amazed** / **amazing**.
2. We were so **bored** / **boring** at the award ceremony.
3. That mystery novel was really **interesting** / **interested**.
4. My brother and I are **exciting** / **excited** about going to the beach.

How many text messages have you sent today?



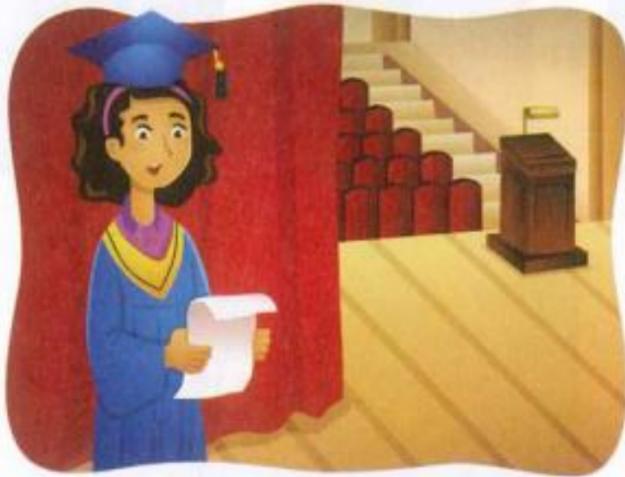
A Talk about the story. Then listen and read.

CD2
52



Behind the Curtains

Emma was nervous about the ceremony. She was the **valedictorian** for their class, and she was worried about speaking in front of such a large audience. Emma wanted to practice her speech one more time with Julie.



But where was Julie? Emma looked everywhere, but she couldn't find her. She called Julie's cell phone and sent her a few text messages, but Julie didn't answer. Emma didn't have much time, so she practiced her speech behind the **curtains** in the auditorium. **Nobody** saw her.

When it was time to line up for the ceremony, Emma finally saw Julie. "Where have you been?" Emma asked Julie. "I called you five times!"



"Sorry, I didn't hear my phone," **replied** Julie. "Where have *you* been? I was looking for you, too." "I was in the auditorium, practicing my speech," said Emma.

"Where? I didn't see you there," said Julie. "I was behind the curtains," Emma said and laughed. "That's why you couldn't find me!"

Julie laughed, too. "Don't worry. You'll do a great job!" They took their seats. Emma sat in the front row. She was still really nervous. Then, someone handed her a piece of paper. It was a **note** from Julie! It said, "Good luck! You can do it!" Emma felt better and smiled.



"Sometimes paper is the best technology!" she thought.

B Read and circle.

- | | | |
|--|------|-------|
| 1. Emma wasn't nervous at all. | True | False |
| 2. Emma was looking for her teacher. | True | False |
| 3. Emma practiced her speech before the graduation ceremony. | True | False |
| 4. Julie didn't hear her phone ring. | True | False |
| 5. Julie found Emma behind the curtains. | True | False |
| 6. Emma got a note from her parents. | True | False |

C Sing. CD2 53

Where Have You Been?

Where have you been? Where have you been?

I was at **my grandmother's birthday party**. Sorry! Sorry!

It's OK. What are you doing now?

Where have you been? Where have you been?

I was at **my sister's award ceremony**. Sorry! Sorry!

It's OK. What are you doing now?

my friend's house listening to music

D Listen and say. Then act. CD2 54



I've been posing for pictures all day. What about you?

Where have you been?

I was at my brother's graduation ceremony. Sorry!

It's OK. What are you doing now?

Sorry, I didn't hear my phone.

Don't worry about it.



A Listen, point, and say.CD2
55

- | | | |
|-------------|---------------|------------|
| 1 physicist | 2 discover | 3 graphene |
| 4 flake | 5 transparent | 6 carbon |

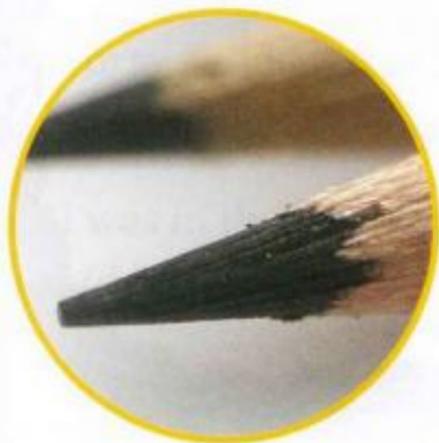
B Listen and read.CD2
56

A New Material

After two **physicists**, Andre Geim and Konstantin Novoselov, did many experiments together, they **discovered** a new material called **graphene**. In 2010, they won the Nobel Prize for it. The physicists have worked together for a long time. They studied together in Russia, and then they worked together in the Netherlands. Now, they are working in the United Kingdom. Both physicists believe that science experiments should be fun.



Andre Geim (left) and
Konstantin Novoselov (right)

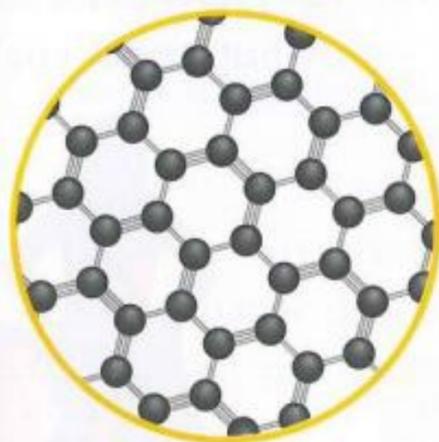


Graphite in a pencil

Graphene comes from graphite, which is the material inside a pencil. Geim and Novoselov took a piece of graphite, put tape on it, and took a very thin **flake** from it. That flake is graphene, which is the thinnest and strongest material in the world. It's also 97.3% **transparent**, which means you can see through it. Graphene is made of **carbon**. All life is made of carbon.



A flake of graphene



Sheets of carbon
make graphene

There will be more experiments to find new uses for graphene. One idea is to use it to make plastics stronger. Plastics are used for many different things, including airplanes, cars, computers, and cell phones. Scientists believe that people will be able to use graphene for many new materials, technology, and products.



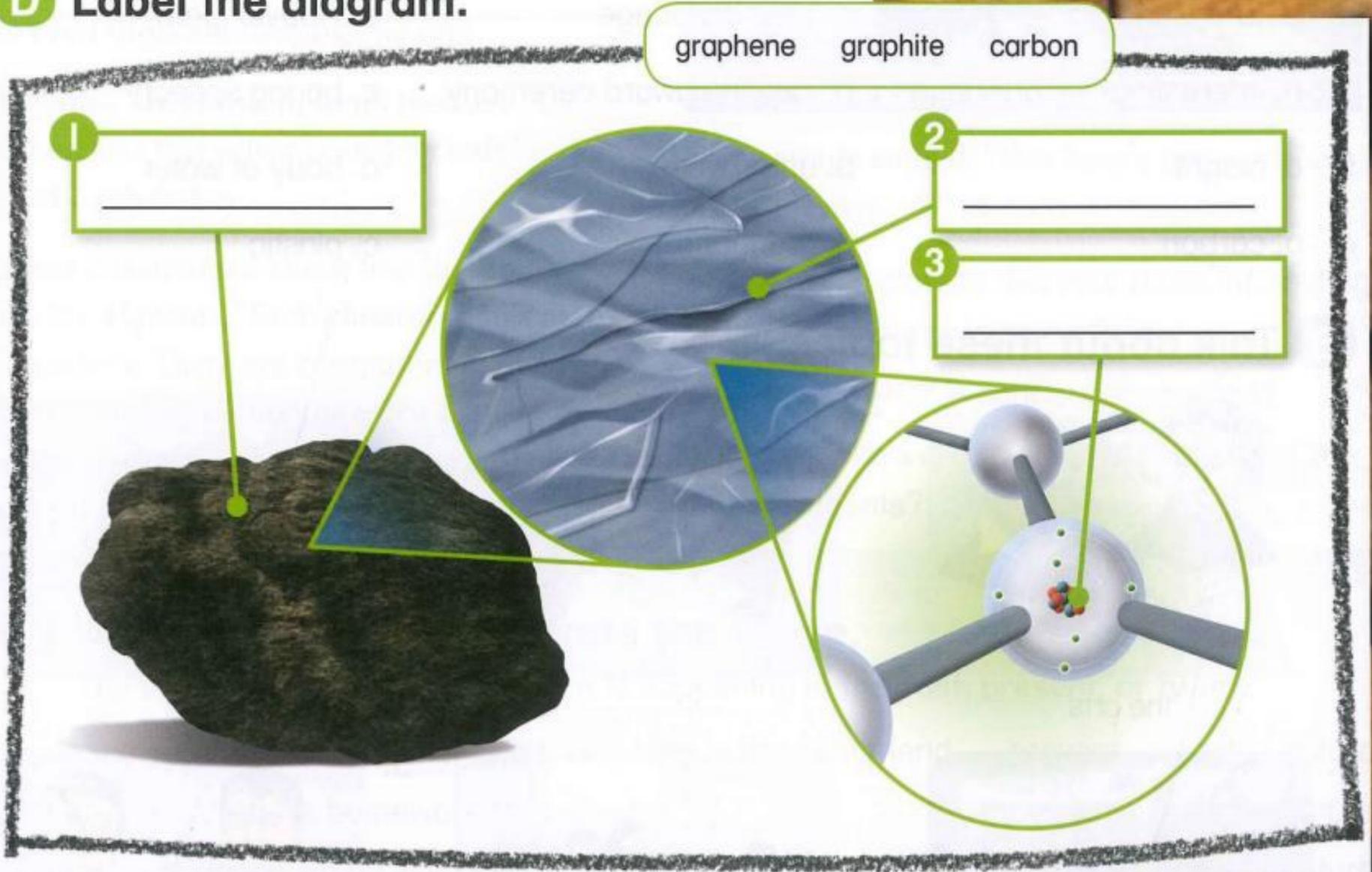
C Ask and answer. 

1. Who discovered graphene?
2. Is graphene thick or thin?
3. Where does graphene come from?
4. In what year did the physicists win the Nobel Prize?

Skills Tip

A question and its answer will have the same verb tense (past, present, or future).

D Label the diagram.



E Talk about the diagram. 

Where can you find graphite?

You can find it in a pencil.

Carbon is in all living things!

F What about you? Ask and answer. 

1. Do you like to perform experiments?
2. Would you like to discover something?
3. What would you do with graphene?



Review 4



A Listen and circle.

CD2
57

1. a. Balanchine's ballets b. Picasso's paintings c. Shakespeare's plays
2. a. writing thank-you cards b. opening presents c. visiting relatives
3. a. Erie Canal b. Oliveira Bridge c. Hoover Dam
4. a. interesting performance b. exciting award ceremony c. boring speech
5. a. height b. underwater c. body of water
6. a. carbon b. graphene c. plastic

B Talk about these topics.



the arts



engineering projects



adjectives



things to do



discovery

C Talk with your partner.



1. Did you know that _____?

I didn't know that.

2. Where have you been?

Sorry, _____.

Don't _____.

A Read. Then answer. CD 2 58

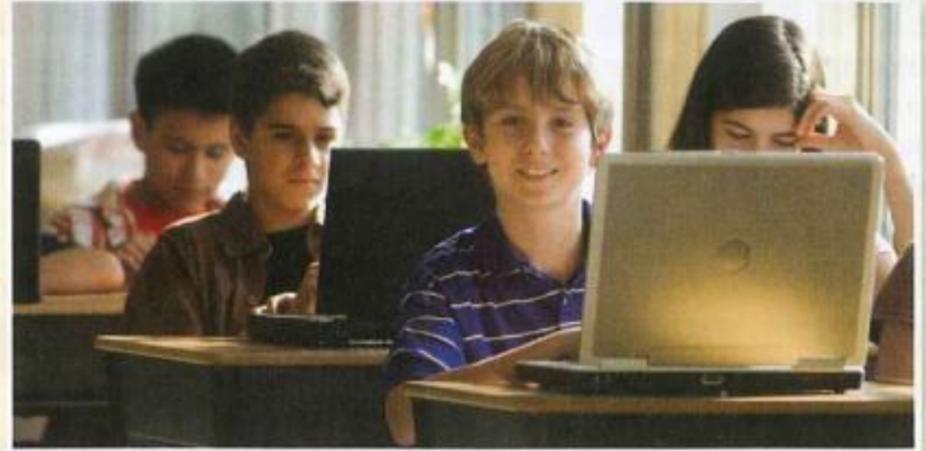
Reading, Writing, Listening, & Speaking

A Great School

Ken's school had a special day when parents could visit. Ken was excited to show his parents his classroom and his desk. "Last year my classes were interesting, but this year they are even more interesting," he said.

They met Mr. Hanson, Ken's teacher. "When was this school constructed?" asked Ken's father.

"It was constructed about five years ago," said Mr. Hanson. "Each classroom has many computers. There are computers in our library, too. Our students learn and do many things. For example, Shakespeare's plays are performed here every year by our students."



Ken's parents smiled. "You have a great school, Ken," they said.

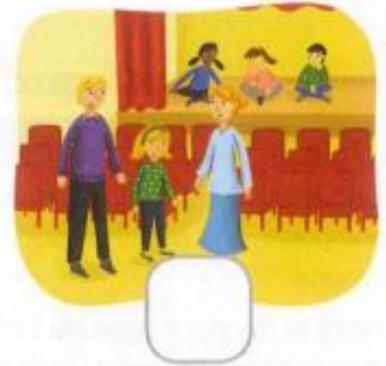
1. Are Ken's classes this year more interesting than his classes last year?
2. When was Ken's school constructed?
3. Whose plays are performed every year by the students?

B Underline the verbs. Circle the tense.

The verb tense shows if the action is happening in the past, present, or future.

- | | | | |
|--|---------|------|--------|
| 1. Jenna is the president of her class, and Mari is her best friend. | present | past | future |
| 2. Craig will finish his homework after dinner. | present | past | future |
| 3. Fred was sleepy, so he went to bed early. | present | past | future |

C Listen and number. CD 2 59



D Talk with your partner.

1. What's your favorite class in school? Why?
2. When was your school constructed? Talk about your school.

Syllabus

Welcome

What language do people speak in Egypt?
They speak Arabic.

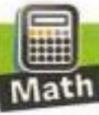
Classroom Language:

How do I get to the auditorium?
Which units will be on the exam?
Will you be my partner for the project?
When is the report due?

Unit 1 Getting Around

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Directions: up the street, over the bridge, under the train tracks, around the fountain, along the river, down the stairs</p> <p>Walk up the street and turn right/turn left/go straight.</p> <p>How do I get to the hotel? First, walk up the street and turn right. Then, walk over the bridge and turn left.</p>	<p>Transportation: catch a taxi, ride the ferry, take the subway, ride the bus, take the train, drive a car</p> <p>What did they do this morning? They caught a taxi to the zoo.</p> <p>How did you get to the museum? We caught a taxi.</p>	<p>Reading: Finding the Fair</p> <p>Conversations: We're looking for the art fair. The art fair? It's in that direction. OK. Thanks./ The art fair? Sorry, I don't know where it is. Thanks, anyway.</p> <p>Be prepared.</p>	<p>Sightseeing: capital, busy, similar, giant panda, honor, observe</p> <p>I'm going to Meiji Shrine on Friday afternoon. How will you get there? I'll take the train to Harajuku Station and walk to the shrine entrance.</p> <p> Social Studies</p>

Unit 2 Family Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Responsibilities: read textbooks, pay bills, go to bed early, repair the house, type a report, scrub the sink</p> <p>I have to read textbooks, but my parents have to pay bills/and my parents do, too.</p> <p>I don't have to read textbooks, but my son/daughter does. I don't have to pay bills, but my parents do.</p>	<p>Privileges: call friends, stay up late, invite a friend over, watch a scary movie, sing karaoke, have a party</p> <p>I can call friends on weekends, but I can't call friends on weekdays.</p> <p>My dad could call friends when he was my age, but my mom couldn't.</p>	<p>Reading: Babysitting</p> <p>Conversations: Do I have to babysit? You don't have to, but you should. OK, I will./ Yes, I'm afraid you do. All right, Mom.</p> <p>Be responsible.</p>	<p>Basic Math: addition, something, order, subtraction, multiplication, division</p> <p>What kind of math should you use for the first problem? Addition. $1 + 13 + 6 + 3 + 2 = 25$</p> <p> Math</p>

Review 1 Units 1 and 2

Skills The Busy Millers

Unit 3 Student Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Experiences: own a laptop, like mystery novels, belong to the judo club, know your best friend, be class president, have a smartphone</p> <p>He's owned a laptop since September/for two years.</p> <p>How long have you owned a laptop? I've owned a laptop since May/for six months.</p>	<p>Experiences: live in Paris, play the saxophone, build websites, volunteer at a soup kitchen, collect comic books, study ballet</p> <p>We've/They've been living in Paris since we/they were ten/for a long time.</p> <p>How long have you been living in Paris? Since I was ten/For five years.</p>	<p>Reading: The Walk-a-Thon</p> <p>Conversations: I've been walking all morning. You must be tired. I sure am!/ You should take a break. I think you're right.</p> <p>Be on time.</p>	<p>Origami: century, papyrus, introduce, tool, samurai helmet, edge</p> <p>I've finished Step 3. What do I do next? For Step 4, you should fold the corners up to the top again.</p> <p> Art</p>

Unit 4 Wants and Needs

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Healthy Habits: soap, perfume, toothpaste, hair gel, shampoo, cologne</p> <p>I went to the store because I needed a bar of soap/wanted a bottle of perfume.</p> <p>Why is she going to the store? Because she needs a bar of soap/wants a bottle of perfume.</p>	<p>Healthy Habits: conditioner, deodorant, mouthwash, sunscreen, lotion, dental floss</p> <p>You should use conditioner after you wash your hair/deodorant before you go to school.</p> <p>He ran out of conditioner while he was at camp, so he bought some more.</p>	<p>Reading: The Talent Show</p> <p>Conversations: Should I wait until you're ready? No, just go without me. OK. See you there./Yes, if you don't mind. No, not at all.</p> <p>Be thoughtful.</p>	<p>Water: cycle, evaporation, water vapor, condensation, precipitation, collection</p> <p>What happens after evaporation? Condensation. What is condensation? It's when the water vapor gets cold and becomes clouds.</p> <p> Science</p>

Review 2 Units 3 and 4

Skills Volunteer Day

Unit 5 Around Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
<p>Places to Go: deli, pet shop, convenience store, jewelry store, pizzeria, bakery</p> <p>The boy/girl who is going to the deli is my younger/older brother/sister.</p> <p>Which one is your younger/older brother/sister?</p> <p>He's/She's the one who is going to the deli.</p>	<p>Places to Go: mall, skate park, sports stadium, science museum, art gallery, arcade</p> <p>What did he say? He said that he was going to the mall.</p> <p>Did she say that she was going to the mall? Yes, she did./No, she didn't.</p>	<p>Reading: The Missing Card</p> <p>Conversations: I really like the card you gave me for my birthday. Good. I'm glad you like it./ I'm happy to hear that.</p> <p>Be careful.</p>	<p>The Human Body: bone, muscle, ligament, support, protect, tendon</p> <p>What do bones do? They support and protect your body.</p>

Unit 6 Our Planet

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
<p>Conservation: reuse paper, turn off the lights, start a compost pile, recycle bottles and cans, shut off the water, plant a garden</p> <p>If you want to help the environment, reuse paper.</p> <p>If you want to help the environment, what can you do? I can reuse paper.</p>	<p>Conservation: take public transportation, take reusable shopping bags, use energy-saving light bulbs, keep the air conditioner on low, grow your own vegetables, dry your clothes outside</p> <p>If we take public transportation, we'll conserve energy.</p> <p>He'll conserve energy if he takes public transportation.</p>	<p>Reading: A New Bicycle</p> <p>Conversations: If I had a new bicycle, I would use it all the time. You would? Yes, of course./ Are you sure? Definitely.</p> <p>Be resourceful.</p>	<p>Pollution: plastic, chemical, harmful, pollution, power plant, factory</p> <p>Whenever we throw away chemicals, we pollute the land and the water.</p> <p>Whenever we ride a bike, we protect the air.</p>

Review 3 Units 5 and 6

Skills A Healthy Club

Unit 7 Achievements

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
<p>The Arts: Verdi's operas, Picasso's paintings, Shakespeare's plays, Beethoven's symphonies, Michelangelo's sculptures, Balanchine's ballets</p> <p>Verdi's operas are performed here.</p> <p>Whose paintings are displayed here? Picasso's paintings are displayed here.</p>	<p>Engineering Projects: Erie Canal, Trans-Siberian Railway, Hoover Dam, Seikan Tunnel, Taipei 101 Building, Oliveira Bridge</p> <p>The Erie Canal was completed in 1825.</p> <p>When was the Erie Canal constructed? It was started in 1817, and it was finished in 1825.</p>	<p>Reading: An Afternoon at the Opera</p> <p>Conversations: Did you know that Aida was first performed in Egypt? I didn't know that./ Yes, I knew that.</p> <p>Be polite.</p>	<p>Engineering Projects: modern, body of water, daily, height, width, underwater</p> <p>Which is higher, the Golden Gate Bridge or the Channel Tunnel? The Golden Gate Bridge is higher. Which has more daily use, the Golden Gate Bridge or the Channel Tunnel? The Golden Gate Bridge has more daily use.</p>

Unit 8 Graduation Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
<p>Adjectives: boring speech, bored audience, exciting award ceremony, excited award recipients, interesting performance, interested guests</p> <p>This year the speech is boring, but last year it was even more boring. This year the audience is bored, but last year they were even more bored.</p> <p>The speech is boring this year, and it will be just as boring next year. The audience is bored this year, and they will be just as bored next year.</p>	<p>Things to Do: open presents, write thank-you cards, send text messages, hang out with friends, visit relatives, pose for pictures</p> <p>I'm opening presents now. I've been opening presents all afternoon.</p> <p>What are you doing now? I'm opening presents. What have you been doing all day? I've been opening presents.</p>	<p>Reading: Behind the Curtains</p> <p>Conversations: Where have you been? I was at my brother's graduation ceremony. Sorry! It's OK. What are you doing now?/ Sorry, I didn't hear my phone. Don't worry about it.</p> <p>Be patient.</p>	<p>Discovery: physicist, discover, graphene, flake, transparent, carbon</p> <p>Where can you find graphite? You can find it in a pencil.</p>

Review 4 Units 7 and 8

Skills A Great School

Word List

1817 61
1825 60

A
a bar of soap 31
a bottle of perfume . . . 31
addition 18
afternoon 68
along the river 4
anniversary 16
annual 26
Arabic 3
arcade 42
around the fountain . . . 4
art gallery 42
audience is bored 67

B
babysitter 16
bakery 40
Balanchine's
ballets 58
be class
president 22
been 23
Beethoven's
symphonies 58
belonged 23
belong to the
judo club 22
bodies of water 64
body of water 64
bone 46
bones 46
bored 67
bored audience 66
boring 67
boring speech 66
build websites 24
busy 10
button 62

C
call friends 14
capital 10
carbon 72
catch a taxi 6
catch up 26
caught a taxi 6
century 28
cheerfully 26
chemical 54
chemicals 54
Chinese 3
collect comic books . . . 24
collection 36
cologne 30
complete 60
completed 60
condensation 36
conditioner 32
construct 61
constructed 61
convenience store 40
costumes 34
curtains 70
cycle 36

D
daily 64
day 69
deli 40
delighted 34
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