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# **BIG** **ENGLISH**



**2ND EDITION**  
**STUDENT'S BOOK**

**3**



2ND EDITION

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کتابهای معلم - دانش آموز - ورک بوک







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انواع



# Contents

Unit	Vocabulary	Structures
 <b>Welcome to Class!</b> pp. a–d	<b>Rooms:</b> bathroom, bedroom, kitchen, living room <b>Furniture:</b> couch, dresser, table, sink <b>Clock times:</b> eight o'clock, nine o'clock, seven o'clock, ten o'clock <b>Activities:</b> brush my teeth, do homework, eat lunch, get up, go to bed, school starts, watch TV	I always get up early on school days. I usually eat breakfast with my family.
 <b>Wake Up!</b> pp. 4–15	<b>Daily routines:</b> brush my teeth, do my homework, eat breakfast, feed the cat, get dressed, play soccer, play video games, wake up, wash my face, watch TV <b>Times:</b> seven o'clock, seven ten, seven thirty, seven forty-five	What does he do before/after school? He eats breakfast before/after school.
 <b>A Lot of Jobs!</b> pp. 16–27	<b>Jobs:</b> cashier, chef, farmer, firefighter, mail carrier, nurse, police officer, scientist, teacher, waiter <b>Places:</b> farm, fire station, hospital, laboratory, police station, restaurant, store, school	What does she do? She's a firefighter. Where does he work? He works at a fire station. What do your sisters do? They're chefs.
 <b>Working Hard!</b> pp. 28–39	<b>Chores:</b> clean my room, do the dishes, feed the fish, make my bed, practice the piano, study for a test, take out the trash, walk the dog <b>Adverbs of frequency:</b> always, never, usually, sometimes	What does she have to do? She has to feed the fish. What do you have to do? I have to clean my room. We always/usually/sometimes/never take out the trash.
<b>Checkpoint</b> Units 1–3 pp. 40–43		
 <b>Amazing Animals</b> pp. 44–55	<b>Animals:</b> bear, camel, deer, lizard, owl, penguin, sea lion, shark, toucan <b>Habitats:</b> desert, forest, ice and snow, jungle, lake, mountain, ocean, rain forest	What can a bear do? It can swim. It can't fly. What can owls do? They can fly. They can't climb. Can a penguin jump? Yes, it can./No, it can't. Can lizards swim? Yes, they can./No, they can't.
 <b>Wonderful Weather!</b> pp. 56–67	<b>Weather:</b> cloudy, cold, cool, hot, rainy, snowy, sunny, warm, windy <b>Clothes:</b> boots, coat, gloves, hat, raincoat, sandals, scarf, shorts, sunglasses, sweater, umbrella <b>Times:</b> today, yesterday	What's the weather like today? It's hot and sunny. What was the weather like yesterday? It was windy. Leaves were everywhere.
 <b>Smells Good!</b> pp. 68–79	<b>Verb senses:</b> feels, looks, sounds, smells, tastes <b>Adjectives:</b> awful, bad, beautiful, delicious, good, horrible, nice, soft, sweet, terrible, tight	How does the apple pie taste? It tastes delicious. How do your new shoes feel? They feel tight.
<b>Checkpoint</b> Units 4–6 pp. 80–83		
 <b>Fabulous Food!</b> pp. 84–95	<b>Food:</b> bread, cucumber, green peppers, lettuce, mushrooms, mustard, olives, onions, pizza, sandwich, tomato sauce, turkey	Is there any pizza? Yes, there is some pizza./No, there isn't any pizza. Are there any sandwiches? Yes, there are some sandwiches./No, there aren't any sandwiches.
 <b>Healthy Living</b> pp. 96–107	<b>Healthy living:</b> eat/have breakfast, eat/have a healthy lunch, drink water, get any exercise, get enough sleep, ride a bike	Did you get enough sleep yesterday? Yes, I did./No, I didn't.
 <b>School Trips!</b> pp. 108–119	<b>Places:</b> aquarium, art gallery, concert hall, dairy farm, national park, museum, theater, zoo <b>Verbs:</b> heard, learned, liked, looked, saw, went	Where did you go? I went to an art gallery. What did she see? She saw a play. Did they like it? Yes, they liked it./No, they didn't like it.
<b>Checkpoint</b> Units 7–9 pp. 120–123		
Cambridge Young Learners English: <b>Movers Practice Paper</b> pp. 124–132 <b>Cutouts</b> pp. 133–138		

CLIL: Content and Culture	Writing	Phonics	Values	I can...
<b>Life Science: Keeping clean</b> bacteria, cough, decay, germs, healthy, sick, sneeze <b>Around the World: Time zones</b> different, map, time zone	Sentence: Subjects and Verbs	<b>a_e, i_e, o_e</b> cake, face, game, shape bike, like, time, ride bone, home, note	Do your chores.	...use words for daily activities. ...use <i>before</i> and <i>after</i> to talk about when things happen. ...talk about what I do every day. ...write sentences with subjects and verbs.
<b>Social Science: Creative jobs</b> create, drawings, galleries, materials, paintings, photo shoot, professional, work of art <b>Around the World: Communities</b> be proud of, collect, community, contest, donate, get lost, trash	Sentence: Compound Subjects and Verbs	<b>sm, st, sp, sk</b> smart, smile, smoke star, stop, storm space, Spain, spoon skates, ski, skin	Respect others.	...use job words. ...use <i>what</i> and <i>where</i> to ask and answer about what people do and where they work. ...talk about what people do and where they work. ...write sentences with compound subjects or verbs.
<b>Math: Pocket money</b> adult, cash, cost, earn, let (someone) know, save, stranger <b>Around the World: Work</b> bucket, fire, forest, handle, lamp, oil, pump, stove, wind, wood	Paragraph: Titles	<b>ay, oy</b> day, May, pay, ray, say, way boy, joy, soy, toy	Always be happy to help.	...use words for chores and other kinds of work. ...use <i>have</i> to talk about how often people do things. ...use <i>always</i> , <i>usually</i> , <i>sometimes</i> , and <i>never</i> to talk about chores. ...use capital letters in titles.
<b>Life Science: Camouflage</b> blend in, bottom of the ocean, hunt, stone, tree bark <b>Around the World: Pets</b> alligators, canaries, geckos, goldfish, parakeets, snakes, tarantulas	Paragraph: Topic Sentences	<b>ea, oi, oe</b> bean, eat, meat peach, sea, tea boil, coin, oil foe, toe	Protect animals and their habitats.	...use words for animals and where they live. ...use <i>can</i> to ask and answer questions about what animals can do. ...talk about what animals can do and where they live. ...write topic sentences.
<b>Geography: Climate</b> average, climate, degrees Celsius, desert, dry, extreme, mild, minus <b>Around the World: Weather</b> average, hot springs, rain forest, rink, sand dunes, temperatures, tropical	Paragraph: Detail Sentences	<b>sc, sw, sn, sl</b> scar, scarf, scout swan, sweet, swim snack, snail, snow sleep, slim, slow	Prepare for the weather.	...use words for the weather and what clothes people wear in different types of weather. ...use <i>is</i> and <i>was</i> to ask and answer about the weather today and yesterday. ...talk about the weather around the world and what people wear. ...write detail sentences.
<b>Life Science: Animal senses</b> avoid, brain, danger, echo, information, senses, sound waves, taste buds, tongue <b>Around the World: Jobs</b> awful, clean, fresh, smelly, stink, take care of, wet	Paragraph: Final Sentences	<b>fl, pl, gl, bl</b> flag, flip-flops, fly plant, play, plum glad, glass, glow black, block, blow	Try new things.	...use words for how things look, feel, taste, smell, or sound. ...use verbs and adjectives to talk about the five senses. ...talk about the five senses. ...write final sentences.
<b>Science: Vitamins</b> blood, bone, brain, energy, healthy, iron, muscle, skin, teeth, vitamin <b>Around the World: Global food</b> bake, boil, dough, fry, oil, pickled, soup, spicy, steam	Paragraphs	<b>br, cr, dr, fr, gr, pr, tr</b> bread, brick cream, cry dream, drive frog, from grass, green train, troll	Try different foods.	...use food words. ...use <i>some</i> and <i>any</i> to ask and answer questions about food. ...ask and answer about food. ...write a paragraph about my favorite meal.
<b>Science: Keeping healthy</b> active, activities, body, burn, calorie, measure, put on weight <b>Around the World: Strange sports</b> contest, net, puck, race, regatta, team	Combining Sentences with <i>and</i> , <i>but</i> , or	<b>all, au, aw</b> all, ball, call, tall, wall haul, Paul claw, draw, law, yawn	Get exercise.	...use words for healthy and unhealthy habits. ...use <i>did</i> and <i>didn't</i> to ask questions about healthy and unhealthy habits. ...ask and answer about healthy and unhealthy habits. ...combine sentences with <i>and</i> , <i>but</i> , and <i>or</i> .
<b>Art: Paintings</b> artist, colorful, happy, impressionist, painter, sad, strange <b>Around the World: Stage performances</b> dramatic, flamenco, open-air theater, performance, play, popular, puppet, show, stage	Sentence: Subjects, verbs, and objects	<b>nt, ld, nd, st</b> ant, plant, tent child, cold, old band, hand, sand chest, fast, nest	Recognize your talents.	...use words for places to visit on a school trip. ...ask and answer questions using the past simple. ...talk about school trips. ...write sentences with a subject, verb, and object.





# Big English Song

From the mountaintops to the bottom of the sea,  
From a big blue whale to a baby bumblebee –  
If you're big, if you're small, you can have it all,  
And you can be anything you want to be!



**It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful, and so are we!  
Think big! Dream big! Big English!**

So in every land, from the desert to the sea,  
We can all join hands and be one big family.  
If we love, if we care, we can go anywhere!  
The world belongs to everyone; it's ours to share.

**It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful, and so are we!  
Think big! Dream big! Big English!**

**It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful and waiting for me.  
A one, two, three...  
Think big! Dream big! Big English!**



## Listen and read. What does Luke's uncle do?

When do you usually watch TV?

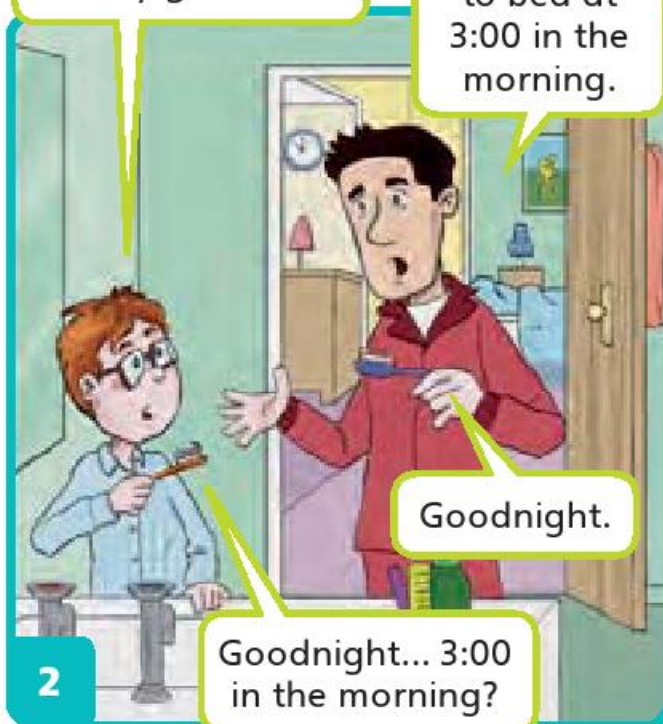


I usually watch TV at 3:00 in the afternoon.

1

It's Saturday. Luke's uncle is visiting from Australia. Luke is happy. He wants to know about his uncle.

When do you usually go to bed?



I usually go to bed at 3:00 in the morning.

Goodnight.

2

Goodnight... 3:00 in the morning?

Good morning. When do you usually get up?



Good morning. I usually get up at 11:00 in the morning.

3

11:00 in the morning?

So when do you usually have breakfast?



I usually have breakfast at 12:00 in the afternoon.

12:00 in the afternoon?

I'm a doctor. I work at night!

4

Oh Luke!



2

**Look at the story. Circle T for true or F for false.**

- |  |          |          |
|--|----------|----------|
| 1 Luke's uncle goes to bed at 3:00.    | <b>T</b> | <b>F</b> |
| 2 Luke's uncle eats breakfast at 9:00. | <b>T</b> | <b>F</b> |
| 3 Luke's uncle watches TV at 6:00.     | <b>T</b> | <b>F</b> |
| 4 Luke's uncle gets up at 11:00.       | <b>T</b> | <b>F</b> |

3

**Read and write.**

couch    dresser    sink    table

- 1 The \_\_\_\_\_ is in the kitchen.
- 2 The \_\_\_\_\_ is in the living room.
- 3 The \_\_\_\_\_ is in the bathroom.
- 4 The \_\_\_\_\_ is in the bedroom.

4

**Look and write do or does. Then answer the question.**

- 1 When \_\_\_\_\_ Luke's uncle usually get up?  
At: \_\_\_\_\_
- 2 When \_\_\_\_\_ Luke's uncle usually eat breakfast?  
At: \_\_\_\_\_
- 3 When \_\_\_\_\_ Luke and his uncle go to bed on Saturday?  
At: \_\_\_\_\_
- 4 When \_\_\_\_\_ Luke's uncle usually watch TV?  
At: \_\_\_\_\_
- 5 When \_\_\_\_\_ Luke and his uncle get up on Sunday?  
At: \_\_\_\_\_

## 5 Listen and number in order.



**a** brush teeth



**b** eat lunch



**c** go to bed



**d** school start



**e** get up



**f** watch TV



**g** do homework

## 6 Listen again. Draw the times.

## 7 Work with a partner. Ask and answer.



When do you  
brush your teeth?

I brush my teeth  
at 7 o'clock.





# Welcome to Class!

7  
8

Listen and number in order. Then say.

a



I always get up early on school days.

b



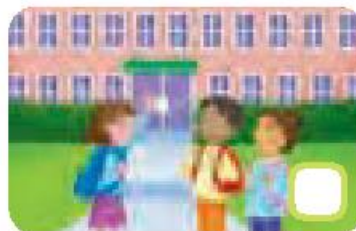
I usually eat breakfast with my family.

c



I usually get my backpack ready the night before school.

d



I always go to school at 8:00.

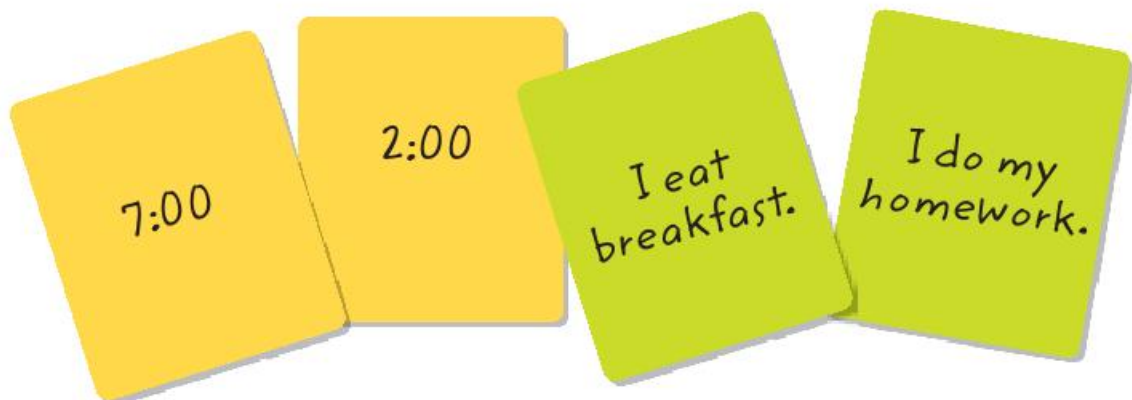
9

Write about you.

- 1 I usually get up at \_\_\_\_\_.
- 2 I have breakfast at \_\_\_\_\_.
- 3 I usually watch TV at \_\_\_\_\_.
- 4 I go to bed at \_\_\_\_\_.

10

Play the game.



1

# Wake Up!

## Vocabulary

I will learn to name daily routines and times.



## Song Time!



Listen, look, and say.

Monday, May 13



1 wake up



2 wash my face



3 eat breakfast



4 get dressed



6 play soccer



7 play video games



5 brush my teeth



8 do my homework



9 feed the cat



10 watch TV

2

Play the time game.



## Song

I will learn to ask and answer about daily routines and times.



Listen and sing. What does Kate do?

## Hurry, Kate!

It's Monday, 7:30.  
Kate has to wake up.  
Her mom sees the clock and says  
Wake up, sleepy head.

**Go, go, go! Hurry, Kate!**  
**Hurry, Kate! You can't be late!**

Kate eats breakfast, she gets dressed.

It's 7:45.  
It's time to go to school.  
And she can't be late!

Chorus

Kate has her **backpack**  
And she has her **lunch**.  
What time is it **now**?  
Oh, no, it's time **to go**!

Chorus



4

**Read, match, and say.**  
**Ask and answer.**

- |        |                           |
|--------|---------------------------|
| 1 7:00 | <b>a</b> seven forty-five |
| 2 7:30 | <b>b</b> seven fifty-five |
| 3 7:45 | <b>c</b> seven o'clock    |
| 4 7:55 | <b>d</b> seven thirty     |
| 5 5:25 | <b>e</b> five twenty-five |
| 6 4:10 | <b>f</b> four fifteen     |
| 7 4:15 | <b>g</b> four ten         |

When does  
she wake up?

She wakes up at  
seven o'clock.



**THINK  
BIG**

Which activities do you do inside?  
Which do you do outside?

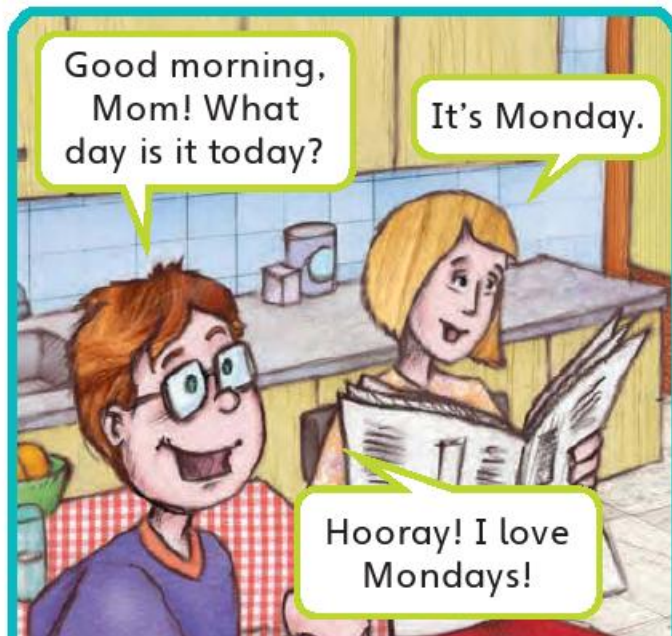


# Story

I will read a story about daily routines and times.

<sup>13</sup>  
**5** Listen and read. What does Luke do after school?

## I Love Mondays!



Good morning,  
Mom! What  
day is it today?

It's Monday.

Hooray! I love  
Mondays!

**1** Luke wakes up and goes into the kitchen.



Before lunch, at  
eleven ten, I have  
art. Art is fun!

But...

**2** Before school, Luke always eats breakfast.



We draw  
pictures. We  
paint. It's great!

But today...

**3** After breakfast, he brushes his teeth. Then he washes his face.



After lunch, at two fifteen, we  
have English. I love English!

But Luke...

**4** He gets dressed.





**6 Read and say before school or after school.**

- 1 Luke eats breakfast.
- 2 Luke gets dressed.
- 3 Luke plays soccer.
- 4 Luke puts on his shoes.
- 5 Luke wakes up.
- 6 Luke plays basketball.



Do you like Mondays? Why/Why not?  
What different things do you do on different days?

# Language in Action

I will listen to a dialog about daily routines and times.

14  
**7**

**Listen and read. Then say.**

**Jenna:** Hi, Ethan. Do you want to get together after school today?

**Ethan:** Sorry. I can't. I'm busy on Tuesdays.

**Jenna:** Really? What do you do?

**Ethan:** At 3:30, I have piano lessons. At 4:15, I go to soccer practice. Then I go home.

**Jenna:** Oh. What do you do after that?

**Ethan:** I do my homework, clean my room, and feed the dog. Then at 7:00, we eat dinner.

**Jenna:** Wow! You *are* busy.



**8**

**Look at 5. Ask and answer with a partner.**



What does Luke do before school?

He wakes up, eats breakfast, ...



15  
**9**

**Listen and stick. Number the pictures.**





I will learn to use *before* and *after* to ask and answer about daily routines.

What does he/she do **before/after** school?

He/She eats breakfast **before/after** school.

What do you do **before/after** school?

I do my homework **before/after** school.

## 10 Look at Claudia's schedule. Write **before** or **after**.

Claudia's Schedule			
6:30	wake up	3:15	get home
6:45	get dressed	3:30	watch TV
7:00	eat breakfast	4:45	do my homework
7:15	brush my teeth	5:30	play soccer
7:30	go to school	6:30	eat dinner

- Claudia gets dressed \_\_\_\_\_ school.
- Claudia does her homework \_\_\_\_\_ school.
- Claudia brushes her teeth \_\_\_\_\_ school.
- Claudia plays soccer \_\_\_\_\_ school.
- Claudia eats breakfast \_\_\_\_\_ school.

## 11 Read and match. Make sentences.

- |                            |                                |
|----------------------------|--------------------------------|
| 1 We eat breakfast before  | a at 5:00 in the afternoon.    |
| 2 I wake up at             | b we get dressed.              |
| 3 Paula washes her         | c after school, at 4:15.       |
| 4 Tim does his homework    | d face at 7:50 in the morning. |
| 5 Sandra plays video games | e 6:45 in the morning.         |

## 12 Look at 10. Talk about Claudia's schedule with a partner.



Claudia wakes up at 6:30 in the morning.

She gets dressed at 6:45.



I will learn about keeping clean.

17  
**13**

Listen and read. What are bacteria?

## Keep It Clean!

### CONTENT WORDS

bacteria cough  
decay germs  
healthy sick sneeze

### Take a Shower

When your parents tell you to take a shower, they are giving you good advice. Wash your face, behind your ears, and under your arms. Be sure to wash your whole body well. Use warm water and soap to wash away bacteria. Bacteria are tiny living things that can make you sick.

### Brush Your Teeth

To keep your teeth strong and healthy, be sure to brush them twice a day. Brush in the morning when you wake up. And brush at night before you go to sleep. Brushing your teeth cleans away bacteria that can cause tooth decay. It's important to brush your teeth for at least two minutes at a time.

### Wash Your Hands

Every day, our hands pick up millions of germs that can make us sick. Be sure to wash your hands with soap and water for at least twenty seconds. Wash your hands before you eat, after you visit the bathroom, after you cough or sneeze, and any other time your hands get dirty.

Washing your hands, showering, and brushing your teeth are three easy things you can do every day to keep yourself clean and healthy.

14

Look at 13. Read and circle **T** for true or **F** for false.

- |  |          |          |
|--|----------|----------|
| 1 Bacteria can make you sick.                          | <b>T</b> | <b>F</b> |
| 2 Wash your hands only once a day.                     | <b>T</b> | <b>F</b> |
| 3 Wash your hands after you take a shower.             | <b>T</b> | <b>F</b> |
| 4 Brush your teeth for at least two minutes at a time. | <b>T</b> | <b>F</b> |
| 5 Brush your teeth five times a day.                   | <b>T</b> | <b>F</b> |

**THINK  
BIG**

What other things can you do to stay healthy?  
Where can we learn about staying healthy?



I will learn about time zones.

19  
**15**

**Read and complete. Then listen and check.**



## Time Zones

### Do You Know What Time It Is?

- Is it the same time everywhere in the world? No, it's not.
- That's because the world is divided into time zones. Look at the map of the United States. It has four different time zones.



**New York**

### 1:00 in the afternoon

It's 1:00 in New York, and Manuel and his friends are finishing their lunch.



**Texas**

In Texas, it's 12:00, and Maria is just finishing math class.



**Montana**

John, in Montana, is hungry and is thinking about lunch. He looks at the clock. It's only 11:00 in the morning!



**California**

And for Kara, in California, it's only 10:00 in the morning.

### two hours later

Now it's \_\_\_\_:00 in New York, and school is over. Manuel is playing soccer.

In Texas, it's \_\_\_\_:00, and Maria is still in school.

It's \_\_\_\_:00 in Montana, and John is finishing his lunch.

Kara, in California, looks at the clock, and it's \_\_\_\_:00. Hooray! It's lunchtime!

### five more hours later

It is \_\_\_\_:00 at night now in New York, and Manuel is finishing his homework.

In Texas, it's \_\_\_\_:00, and Maria is eating dinner.

In Montana, it's now \_\_\_\_:00, and John is making dinner with his dad.

In California, Kara is playing with her sister. It's \_\_\_\_:00.

**16**

**Work with a partner. Ask and answer.**

- When it's 6:00 in the evening in Montana, what time is it in California?
- Manuel wakes up at 7:00 in the morning. What is Kara doing when Manuel wakes up?
- How many time zones does your country have?



It's ten o'clock in the morning where you are. Find out what time it is in Buenos Aires, Cairo, and Sydney.

I will learn to write sentences with subjects and verbs.

A sentence has a **subject** and a **verb**.

**She eats** breakfast before school.  
*She is the subject. Eats is the verb.*

**I ride** my bike to school.  
*I is the subject. Ride is the verb.*

## 17 Find the **subjects** and **verbs**. Compare with your partner.

- 1 I watch TV at 5:15.
- 2 Marcia brushes her teeth at 7:45.
- 3 We play soccer in the afternoon.
- 4 They do their homework at 4:30.
- 5 You eat dinner with your family in the evening.



## 18 What's missing, **subject** or **verb**? Complete the sentences and compare with a partner.

brother    cleans    She    Tom    wakes

- 1 Bridget \_\_\_\_\_ up at 6:45 in the morning.
- 2 \_\_\_\_\_ eats breakfast at 7:00.
- 3 Her \_\_\_\_\_ gets dressed at 7:15 in the morning.
- 4 Bridget \_\_\_\_\_ her room before school.
- 5 \_\_\_\_\_ plays video games after school.

## 19 Write three sentences about your day. Read them to a partner.

---

---

---



I will learn to use the sounds a\_e, i\_e, and o\_e.

<sup>21</sup>  
**20** Listen, read, and repeat.

1 a\_e

2 i\_e

3 o\_e

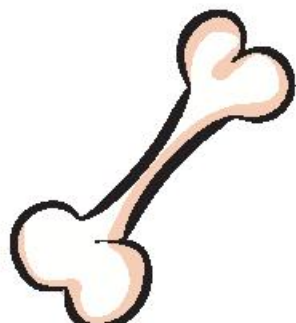
<sup>22</sup>  
**21** Listen and find. Then say.



face



bike



bone

<sup>23</sup>  
**22** Listen and blend the sounds.

1 g-a-me game

2 c-a-ke cake

3 t-i-me time

4 n-o-te note

5 h-o-me home

6 sh-a-pe shape

7 r-i-de ride

8 l-i-ke like

<sup>24</sup>  
**23** Read aloud. Then listen and chant.

What time is it?  
It's time to play a game.  
What time is it?  
It's time to eat cake.  
What time is it?  
It's time to ride a bike.  
What time is it?  
It's time to go home.



I will learn to talk about chores.

## 24 Look, listen, and point.

a



I feed the dog before school.

b



I clean my room after school.

c



I wash the dishes after dinner.

## 25 Look at 24. What might happen if they don't do their chores?



### Project

## 26 What chores do you do at home? Copy the chart in your notebook and ✓. Then ask three classmates about their chores.

### CHORES

Chore	Me	1	2	3
feed pet				
clean my room				
wash the dishes				



## 27 Read and circle.

Mia likes Fridays! She <sup>1</sup>**wakes** / **wake** up on Fridays at seven fifteen. She washes her <sup>2</sup>**face** / **TV**, gets dressed, eats breakfast, and brushes her teeth <sup>3</sup>**before** / **after** school. Mia likes school on Fridays. <sup>4</sup>**Before** / **After** lunch, at 10:30 she has art class. She likes to draw! At 4:45 she <sup>5</sup>**play** / **plays** video games with her friends – they always play <sup>6</sup>**before** / **after** school. At 7:00 she <sup>7</sup>**eat** / **eats** pizza with her family. She loves pizza!

## 28 Play the Silly Sentences game.

6:15 in the evening

eat breakfast

Jack eats breakfast at six fifteen in the evening.

That's silly!



## I Can

- use words for daily activities.
- use *before* and *after* to talk about when things happen.
- talk about what I do every day.
- write sentences with subjects and verbs.



# 2

# A Lot of Jobs!

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## Vocabulary

I will learn to name jobs.



## Song Time!



Listen, look, and say.

### Different Jobs



1 firefighter



2 chef



3 police officer



4 cashier



5 farmer



6 nurse



7 waiter



8 scientist



9 teacher



10 mail carrier



Play the speed game.





**3 Listen and sing. How many jobs are in the song?**

## Working Together

There are many people  
In our community.  
So many jobs to do,  
So many places to be.

**Working together, working hard.  
Nurse, farmer, teacher, and chef.**

Where does she work?  
What does she do?  
She's a nurse,  
And she always helps you.

### Chorus

Where does he work?  
What does he do?  
He's a firefighter,  
And he's very brave, too.



**4**

**Match the jobs in 1 with the places. Make sentences.**

**a**



at a hospital

**b**



at a store

**c**



at a fire station

**d**



at a school

**e**



at a laboratory

**f**



at a police station

**g**



at a restaurant

**h**



on a farm



**Which job is the most important?**

A teacher works at a school.

A scientist works at a laboratory.





Listen and read. What does Luke's mom do?

## Is She a Doctor?

Excuse me! Do you work at this hospital?

Yes, I do.



1

Luke and his dad are at the hospital.

Oh, good. Can you help us?

I'm looking for my mom.



2

They want to find Luke's mom.

Oh! I'm sorry. Is she sick?

No, she isn't sick. She's at work.



3

Luke's mom is at work.

Oh! Where does she work?

She works here, at the hospital.



4

Luke's mom works at the hospital.





**6 Read and complete the sentences. Then say.**

- 1 Luke is looking for his \_\_\_\_\_.
- 2 Luke's mom works at the \_\_\_\_\_.
- 3 Luke's mom isn't a doctor or a \_\_\_\_\_.
- 4 Luke's mom is a \_\_\_\_\_.
- 5 Today it's Luke's mom's \_\_\_\_\_.



What other people work in a hospital?  
 What do they do?  
 What do you think makes a good nurse?

# Language in Action

I will listen to a dialog about jobs.

33  
7

**Listen and read. Then say.**

**Emma:** Where does your mom work?

**Will:** She works at a television station.

**Emma:** What does she do?

**Will:** She's a reporter.

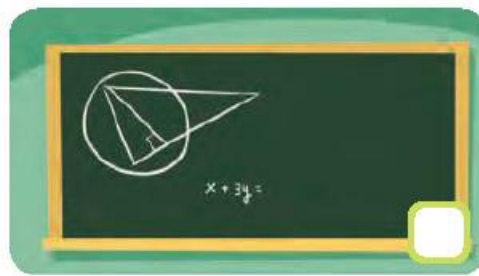
**Emma:** That's really cool. I want to be a newspaper reporter someday. I love to write.

**Will:** You do? I don't. I want to be an artist. I love to draw!



34  
8

**Listen and stick. Number the pictures.**



9

**Look at 8. Ask and answer.**



What does he do?

He's a barber.





# Grammar

I will learn to use *what* and *where* to ask and answer about what people do and where they work.

**What does** he/she **do**?

He/She's (He/She **is**) a firefighter.

**Where does** he/she **work**?

He/She **works** at a fire station.

**What do** your sisters **do**?

They're (They **are**) chefs.

## 10 Complete the dialogs.

1 **A:** What does your dad \_\_\_\_\_?

**B:** He's a chef.

**A:** Where \_\_\_\_\_ he work?

**B:** He \_\_\_\_\_ at a restaurant.

2 **A:** What \_\_\_\_\_ your sisters Melanie and Patricia do?

**B:** \_\_\_\_\_ firefighters.

**A:** Where do they work?

**B:** They \_\_\_\_\_ at a fire station.

## 11 Number in order. Make a dialog.

**A:** What does your mom do?

**B:** She works at a school.

**A:** Where does she work?

**B:** She's a nurse.


## 12 Ask and answer questions like the ones in 10.



What does your dad do?

He's a farmer.



**I will learn about creative jobs.**

**CONTENT WORDS**

create drawings  
galleries materials  
paintings photo shoot  
professional work of art

37  
**13**

**Listen and read. Which of these people sell their work to magazines?**

**THE WORK FILES:**

**Creative Jobs**

People spend a big part of their lives at work, so it's very important to choose the right job. When you do something you really enjoy, you feel happy. Today we're taking a look at creative jobs. Would you like to do one of them?

**Photographer**



Photographers travel a lot and take pictures of people and places all over the world. Their work is sometimes difficult or dangerous, like when they take pictures of

wild animals. They sell their pictures to websites, newspapers, magazines, and television news shows. They also sell books with their pictures.

**Artist**



Professional artists usually go to art school. They learn to use different materials to create a work of art. They use pencils to make drawings, oil paints, acrylics, or water colors to make paintings, and metal or wood to make other works of art. Artists show their work in art galleries. A work of art can be very expensive.

**Fashion Designer**

Fashion designers create the clothes we wear. First, they draw sketches with their ideas. Then they cut patterns to make dresses and many more things. Designing clothes can be a lot of fun. Fashion designers show their work in fashion shows or do photo shoots for magazines.



**14**

**Interview a partner. Take notes in your notebook. Share with the class.**

- 1** Do you like art? Do you have a favorite work of art?
- 2** What kinds of pictures do you like to look at (people, fashion, etc.)?
- 3** Do you like fashion? What kinds of clothes do you usually wear?

**THINK  
BIG**

**What other creative jobs can you think of?  
What talents do you need to do a creative job?**



## CONTENT WORDS

be proud of collect community contest donate get lost trash



**Listen and read. Who helps tourists in their city?**

## Making Communities Better

Here are three stories of kids working hard to make their communities better.



Lalana lives in Chiang Mai, Thailand. She knows that many schools in her city don't have money to buy books. Lalana and her friends ask people to donate books. They collect the books and take them to schools in their city.



Lalana



Marcus

Marcus lives in a small town near Melbourne, Australia. Every morning he walks to school. He sees a lot of trash along the road. He and his friends have a contest. They pick up the trash, and they see who can collect the most.



Carla lives in Barcelona, Spain. A lot of tourists visit her city every year, and they often get lost. Carla likes helping people, and she's proud of her city. On the weekends, she and her big sister help tourists find the places they're looking for.



Carla

**16**

**Look at 15. Correct the mistakes. Make new sentences.**

- 1 In Chiang Mai, schools donate books to people.
- 2 Barcelona doesn't have many tourists.
- 3 Marcus rides his bike to school.



**Talk to your friends. How can you help your community?**

I will learn to write sentences with two subjects or two verbs.

A sentence can have a compound subject.

Al is a farmer. Pat is a farmer. → **Al and Pat are** farmers.

A sentence can have a compound verb.

I live in Rome. I work in Rome. → I **live and work** in Rome.

17

**Use **and** to make sentences with compound subjects or compound verbs.**

1 Lily is a scientist. Tom is a scientist.

---

2 My mother is a teacher. My father is a teacher.

---

3 I work at the restaurant. I eat at the restaurant.

---

4 My sister lives on a farm. My brother lives on a farm.

---

5 My grandfather lives in an apartment building. My grandfather works in an apartment building.

---

18

**Complete the sentences for you. Then say.**

1 Before school, I \_\_\_\_\_ and \_\_\_\_\_.

2 After school, I \_\_\_\_\_ and \_\_\_\_\_.



Before school, I eat breakfast and get dressed.



After school, I play soccer and do my homework.



I will learn to use the sounds *sm, st, sp, and sk*.

<sup>40</sup>  
**19** Listen, read, and repeat.

1 **sm**

2 **st**

3 **sp**

4 **sk**

<sup>41</sup>  
**20** Listen and find. Then say.



**smile**



**stop**



**spoon**



**skates**

<sup>42</sup>  
**21** Listen and blend the sounds.

1 s-m-ar-t smart

2 s-k-i-n skin

3 S-p-ai-n Spain

4 s-m-o-ke smoke

5 s-k-i ski

6 s-t-or-m storm

7 s-t-ar star

8 s-p-a-ce space

<sup>43</sup>  
**22** Read aloud. Then listen and chant.

Stop and look.  
Look at the stars,  
The stars in space,  
And smile!



I will learn to talk about respecting others.

## <sup>45</sup> 23 Look, listen, and point.



## 24 Look at 23. Role-play with a partner.



### Project

## 25 Make a class book about respecting others.





## 26 Complete the sentences. Use the words from the box.

cashier    farm    laboratory    nurse    police station    teacher

- 1 I'm a farmer. I work on a \_\_\_\_\_.
- 2 My brother is a \_\_\_\_\_. He works at a school.
- 3 My dad is a police officer. He works at a \_\_\_\_\_.
- 4 My grandmother is a \_\_\_\_\_. She works at a store.
- 5 My grandfather is a scientist. He works in a \_\_\_\_\_.
- 6 My uncle is a \_\_\_\_\_. He works at a hospital.

## 27 Play the **Jobs** game.



### I Can

- use job words.
- use *what* and *where* to ask and answer about what people do and where they work.
- talk about what people do and where they work.
- write sentences with compound subjects or verbs.

