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# BIG ENGLISH



2ND EDITION  
STUDENT'S BOOK





Unit	Vocabulary	Structures
<b>Welcome to Class!</b> pp. a–d	<b>Describing people:</b> blond, brown hair, cool, funny, blue/green eyes, long, short, tall <b>Activities:</b> make cakes, go to the movie theater, play games, play the drums/ the guitar, play baseball/ basketball, sing, speak Spanish/Chinese <b>Jobs:</b> chef, music teacher, scientist	Does he have short, blond hair? Yes, he does.  He is small. He has brown eyes. Fabia plays the drums really well.
<b>1 Kids in My Class</b> pp. 4–15	<b>Describing people:</b> blond, bright, curly, dark, glasses, light, long, short, straight, tall, wavy, smart, friendly, funny, serious, shy	Chris is taller than Tom. Mary's backpack is heavier than Kim's. mine/yours/his/hers/ours/theirs
<b>2 Our Schedule</b> pp. 16–27	<b>Activities:</b> eat out, go on vacation, go to a wedding, go to the dentist, help clean, play outside, shop for food, watch a movie <b>Expressions of frequency:</b> every day, once a week, three times/twice a week/year	Where is she going after school? She is going to the library. What are you doing tonight? I am going to soccer practice.  How often do you go to the dentist? I go to the dentist twice a year.
<b>3 Food Around the World</b> pp. 28–39	<b>Food:</b> cereal with milk, chicken curry, eggs in tortillas, grilled cheese sandwich, noodle soup, oatmeal, pasta with vegetables, rice and beans, steamed buns, yogurt with fruit <b>Tastes:</b> sweet, sour, spicy, salty	What would you like? I'd like noodle soup.  Would he like to try some curry? Yes, he would./No, he wouldn't.
<b>Checkpoint</b> Units 1–3 pp. 40–43		
<b>4 How Do You Feel?</b> pp. 44–55	<b>Health problems:</b> allergies, cold, cough, cut, fever, headache, sneeze, sore throat, stomachache <b>Remedies/Causes:</b> eat too much candy, get some rest, go to the nurse, take some medicine, stay in bed, stay up late	You should eat healthy foods. They shouldn't stay up late. We should take care of ourselves. myself/yourself/himself/herself/ourselves/themselves
<b>5 Weird and Wild Animals</b> pp. 56–67	<b>Animals:</b> Andean condor, angler fish, coconut crab, tarsier, Tasmanian devil, volcano rabbit destroy, endangered, kill, polluted, population	How many chimpanzees were there 100 years ago? There were more than one million. But now there are only about 200,000. Why are chimpanzees endangered? They're endangered because people are destroying their habitat.
<b>6 Life Long Ago</b> pp. 68–79	<b>Past and present activities:</b> cook in a microwave, drive cars, have a cell phone, have electric lights, listen to an MP3 player, wash clothes in a washing machine, cooked on a coal stove, had a phone with an operator, had oil lamps, listened to the radio, traveled by horse and buggy, washed clothes by hand	Did people have cars in 1950? Yes, they did. Did people have cars in 1900? No, they didn't. They traveled by horse and buggy or by train. Before TV, what did people use to do for entertainment at night? They used to listen to the radio. They didn't use to listen to an MP3 player.
<b>Checkpoint</b> Units 4–6 pp. 80–83		
<b>7 Special Days</b> pp. 84–95	<b>Special Days:</b> Earth Day, Independence Day, my birthday, my parents' anniversary, New Year's Eve/Day, Valentine's Day <b>Ways to celebrate:</b> eat special foods, give/get a card, give/get presents, have a party, watch a parade, watch fireworks	When are you going to watch a parade? We're going to watch a parade on New Year's Day. Is he going to have the party on the eighth? Yes, on the eighth./No, on the eleventh.
<b>8 Hobbies</b> pp. 96–107	<b>Hobbies:</b> coin collection, doll collection, shell collection, toy car collection <b>People:</b> basketball player, chess player, dancer, painter, singer, soccer player, video game player, writer	Chris has a big toy car collection. Mark's collection is bigger than Chris's collection. Kyle has the biggest toy car collection.  Laura is a good/a better/the best dancer. My brother's drawings are bad/worse/the worst.
<b>9 Learning New Things</b> pp. 108–119	<b>Talents:</b> bake a cake, build a robot, dance like a hip-hop artist, draw comic books, make a website, play the guitar, play tennis, sing like a rock star, skateboard, speak Chinese	Do you know how to play the piano? Yes, I do./No, I don't. What would she like to learn? She'd like to learn how to sing like a rock star. What do they think of baking cakes? They think it's a lot of fun.
<b>Checkpoint</b> Units 7–9 pp. 120–123		
Cambridge Young Learners English: Movers Practice Paper pp.124–132      Cutouts pp.133–138		

CLIL: Content and Culture	Writing	Phonics	Values	I can...
<b>Life Science: Twins, triplets, and quadruplets</b> exactly, fingerprint, fraternal, identical, look alike, rare, relationship, survive <b>Around the World: Hairstyles</b> beard, braids, court, dyed, judge, powdered, wealthy, wig, wool	Parts of a paragraph	<b>ear, air</b> dear, fear, hear, near, year chair, fair, hair, pair, stairs	Be considerate of others.	...describe people. ...use the comparative to compare people. ...use <i>mine, yours...</i> ...write parts of a paragraph.
<b>Social Science: Advertising</b> advertisement, attractive, billboard, bright, catch your eye, character, jingle, product, slogan, tool, tune <b>Around the World: Superstitions</b> action, belief, bucket, connection, fan, fingernail, groundhog, lucky, shadow, superstition	Sequence words	<b>ir, ur</b> bird, girl, sir, shirt, skirt curl, fur, hurt, surf, turn	Practice good habits.	... use words for activities people often do. ...use <i>What, Where, and How often</i> to ask about activities. ...ask and answer about what people do and when/how often. ...use sequence words, <i>First, Next, Then...</i>
<b>Science: Healthy eating</b> balanced diet, dairy, fat, grains, protein, salty, sugary, whole-grain <b>Around the World: School lunches</b> cafeteria, nshima, organic, risotto, sauces	Conjunctions: <i>because, so</i>	<b>le, el, al, il</b> apple, bubble, uncle camel, towel, travel local, medal, sandals April, pencil, pupil	Choose healthy foods.	...use words for foods and how they taste. ...use <i>would like</i> to talk about food. ...ask and answer about what I like/would like to eat. ...write sentences with <i>so</i> and <i>because</i> .
<b>Science: Germs</b> bacteria, disease, fever, fungi, germ, malaria, microscope, protect, protozoa, spread, virus, vomit <b>Around the World: Home remedies</b> cure, herbal, massage, painkiller, remedy, relax, rub, stress	Using commas	<b>kn, wr</b> knee, knight, knock, knot, know wrap, wreck, wrist, write, wrong	Don't spread germs.	...use words for illnesses and health problems. ...use <i>should/shouldn't</i> and <i>myself, yourself...</i> to talk about staying healthy. ...ask for and offer advice for health problems. ...write sentences with commas.
<b>Science: Endangered animals</b> cave, endangered, extinct, fur, in the wild, polluted pond, predator, protect, trap <b>Around the World: Dragons</b> creature, extinction, evil, fairy tale, habitat, monster, myth, mythical	End marks	<b>ph, wh</b> dolphin, elephant, phantom, phone, photo whale, wheat, wheel, when, white	Protect endangered animals.	...use words for weird animals and where they live. ...use <i>How many, there + be</i> and <i>why/because</i> to talk about endangered animals. ...talk about endangered animals. ...write sentences with end marks.
<b>Math: Multiplication</b> average speed, distance traveled, multiply, number of, per hour <b>Around the World: Traditional cultures</b> ancestors, dialect, nomadic, reindeer, surfing the Internet, technology, tundra	Quotation marks	<b>ge, dge</b> age, cage, large, page, sponge badge, bridge, edge, fridge, hedge	Solve problems.	...use words to talk about life in the past and in the present. ...use <i>have and used to</i> to talk about the past. ...talk about life in the past and in the present. ...write sentences with quotation marks.
<b>Geography: World festivals</b> attraction, celebrate, feast, fight, powder, take place, unusual <b>Around the World: Leap years</b> calendar, divided, extra, leap year	Emails	<b>ue, u_e, ure</b> blue, glue, true cube, cute, duke, huge nature, picture, treasure	Celebrate traditions.	...use words for special days/dates and how we celebrate them. ...use <i>be going to</i> and <i>first, second...</i> to ask and answer about special days. ...talk about special days and plans to celebrate them. ...write an email.
<b>History: Hobbies from the past</b> creativity, croquet, embroidery, employers, handmade, imagination, insect, needle, net, sewing, spare time, thread <b>Around the World: Unusual museums</b> lock of hair, marine life, potter, research, snorkeling, weird	Informal letters	<b>y, igh</b> by, fly, my, sky, try fight, high, light, night, right	Be a good sport.	...use words for hobbies and collections. ...use the comparative and superlative to talk about hobbies. ...talk about and compare hobbies and collections. ...write an informal letter.
<b>Life Science: Body movement</b> bone, brain, contract, flexible, joint, motion, muscle, nerves, organs, precision, relax, skeleton, support <b>Around the World: Unique talents</b> attract, championship, competition, competitor, measure, release, spit, talent	Reviews	<b>ew, ay, e_e</b> dew, few, new, stew gray, hay, pray, say eve, gene, these	Learn new things.	...use words for skills and talents. ...use <i>how to</i> and <i>think of</i> to ask and answer about skills and talents. ...talk about skills and talents and about trying new activities. ...write a review of a movie or book.



# 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!**



# Welcome to Class!



Listen and read. Who are the girls reading about?

Oh, look at this! There's an awesome picture of *The Teens*!

Who are they?

What! You don't know them?  
*The Teens* is my favorite band!



1

Christina and Maria are looking at a music magazine.

I like Natalia. She has pink hair. She plays the guitar and speaks Spanish and Chinese.

Is she tall?

No, that's Fabia. She plays the drums, and she plays basketball really well.



2

Christina is telling Maria about the band.

Who's that?

That's Ed. He's my favorite band member.

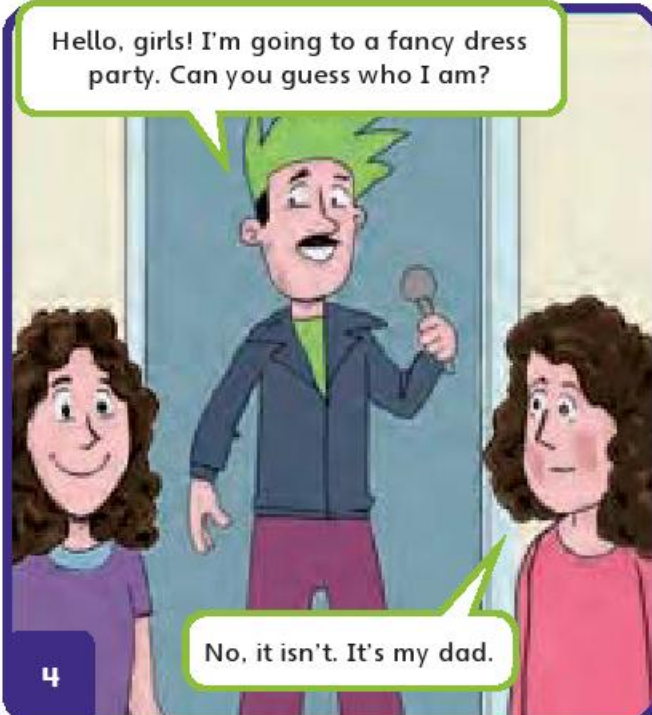
I like his short, green hair. He's very cool and very tall! Who's that?! Is it Ed?



3

Hello, girls! I'm going to a fancy dress party. Can you guess who I am?

No, it isn't. It's my dad.



4

# Welcome to Class!




## 2 Read and say True or False.

- 1 In the music magazine, there is a picture of Christina's favorite band. \_\_\_\_\_
- 2 Maria doesn't know who the band is. \_\_\_\_\_
- 3 Natalia is Christina's favorite band member. \_\_\_\_\_
- 4 Ed is in Christina's house. \_\_\_\_\_
- 5 Christina's Dad looks like Ed for a party. \_\_\_\_\_

## 3 Read and write.

- 1 Fabia plays the \_\_\_\_\_ and is good at \_\_\_\_\_.
- 2 Ed has short, green \_\_\_\_\_.
- 3 Maria thinks Ed is \_\_\_\_\_.
- 4 Natalia plays the \_\_\_\_\_ and speaks \_\_\_\_\_.

## 4 Read and write.

			
	Natalia	Fabia	Ed
height	short		
hair length	long		
hair colour			

## 5 Work with a partner. Talk about the band.



# Welcome to Class!



Listen and read. Who has short, blond hair?



To: Win a Family Holiday!

Cc:

Subject: Tell us about your family to win a dream holiday to Thailand!

My Family

Hi there, I'm Diana. I'm twelve. I have long, brown hair. My family is small, but it's awesome!

I have one brother. His name is Marcus and he's ten. He has short, blond hair and big, blue eyes. He likes music and is always singing.

My mother's name is Julianna. She's a chef. Her hair is long and blond. She has brown eyes and a big smile. She makes amazing cakes!

My father is Ted. He's a scientist. He's tall, and he has short, brown hair and brown eyes. He's very funny. He always plays games with us and helps us with our homework.

In this photo, we're on holiday in the mountains.

Thank you!  
Diana



Read and write.

1 Does Diana have short black hair? \_\_\_\_\_

2 Does Marcus have blue eyes? \_\_\_\_\_

3 Does Juliana have long blond hair? \_\_\_\_\_

4 Does Ted have blue eyes? \_\_\_\_\_



Work with a partner. Ask and answer about Diana's family.



Does he have short,  
blond hair?

Yes, he does. It's Marcus!



# Welcome to Class!



Read and complete. Listen and check.

- 1 I \_\_\_\_\_ one brother. He \_\_\_\_\_ small. He \_\_\_\_\_ brown eyes. He likes baseball, but he \_\_\_\_\_ like soccer very much.
- 2 My sister \_\_\_\_\_ tall. She \_\_\_\_\_ brown hair. She loves sport, and she \_\_\_\_\_ basketball on the weekends.
- 3 My mom \_\_\_\_\_ green eyes. She \_\_\_\_\_ the guitar very well. She \_\_\_\_\_ a music teacher and \_\_\_\_\_ always singing.
- 4 My dad \_\_\_\_\_ so funny. He \_\_\_\_\_ brown hair, and he loves movies. He \_\_\_\_\_ to the movie theater every Saturday.



Match the pictures with the people in 9. Write 1-4.

☐☐☐☐

Write about your family.

My Family

Hi there, I'm \_\_\_\_\_.

I'm \_\_\_\_\_ years old.

I have \_\_\_\_\_ hair.

My family is \_\_\_\_\_!

I have \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Play a guessing game.



## 1

## Kids in My Class

## Vocabulary

I will learn to describe people.



## Song Time!



1 Listen, look, and say.



1 Trish is **tall** and has **long light** brown hair. She plays the guitar.



2 Darren is **short**. He has **straight** black hair and glasses. He's **shy**.



3 Sylvia has brown hair. She carries a **bright** pink backpack.



4 Natalie has **wavy** **blond** hair. She's **smart** and likes to read.



5 Brian has **dark** brown hair and glasses. He's **serious**.



6 Larry has **light** brown hair. He's **friendly** and very **funny**.



2 Play the game.

# Song

I will learn to ask and answer about how people look.

**3** Listen, look, and sing. Which girl is Marie?



## Who's That Girl?

It's the first day of school.  
We're back in our classes.  
Everybody looks different,  
And I have new glasses!

Who's that girl  
Standing over there?  
She's taller than me.  
She has curly dark hair.

In my class are the same friends I know.  
But we all change. We all grow. (x2)

It's the first day of school,  
And I'm back in my chair.  
Everybody looks different.  
Now I have straight hair.

Who's that girl?  
Oh, wait, that's Marie!  
Last time I saw her,  
She was shorter than me!

Chorus



**4** Look at the people in 1 and say **True or False**.

- |                          |                              |                   |
|--------------------------|------------------------------|-------------------|
| 1 Sylvia has brown hair. | 2 Natalie wears glasses.     | 3 Larry is shy.   |
| 4 Brian is serious.      | 5 Trish plays the saxophone. | 6 Darren is tall. |

**5** Ask and answer about people in your class.



She's tall and has long black hair. Who is she?

It's Sarah.



Do people in the same family always look the same?  
Do they sometimes look different?



I will read a story about making comparisons.

<sup>12</sup>  
**6** Listen and read. Who's taller? Amanda or Christina?

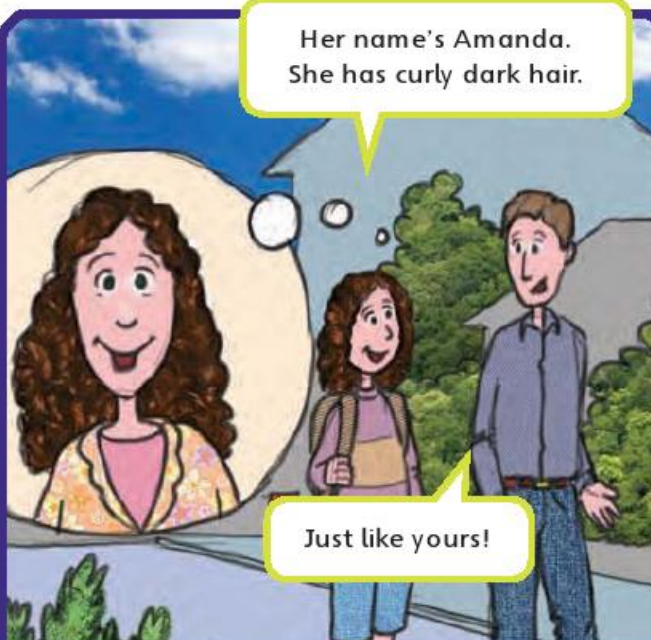
## She's Just Like You!



There's a new girl in our class.

Oh, really? What's she like?


**1** Christina tells her dad about the new girl at school.



Her name's Amanda. She has curly dark hair.

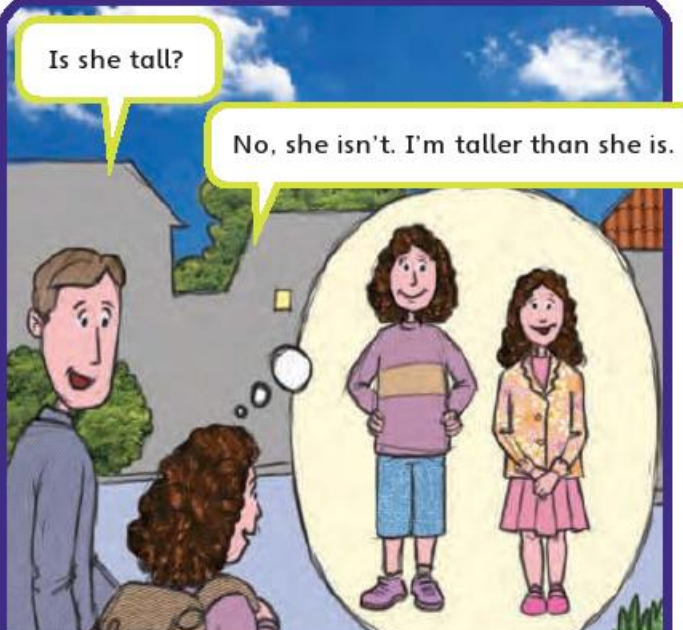
Just like yours!

**2** Christina and the new girl have some things in common.



Yes... but my hair is curlier than hers. And her hair is longer than mine.

**3** But Christina and Amanda are different in some ways, too.



Is she tall?

No, she isn't. I'm taller than she is.

**4** Amanda is shorter than Christina.



7 Copy the chart. Then read and check (✓) or put a ✗.

	Christina...	Amanda...
1 has curly dark hair.		
2 has long hair.		
3 is tall.		
4 is shorter than the other.		
5 is nice and smart.		
6 is shy.		



Think of a friend. How are you the same and how are you different?



I will listen to a dialog about making comparisons.

<sup>13</sup>  
8

Listen and read. Then say.

**Lisa:** Is that your cousin?

**Marcy:** Yes, that's Alan.

**Lisa:** Is he older than you?

**Marcy:** No, he's younger than me.

**Lisa:** Oh. He's taller than you.

**Marcy:** I know. He's taller than my brother David, too.

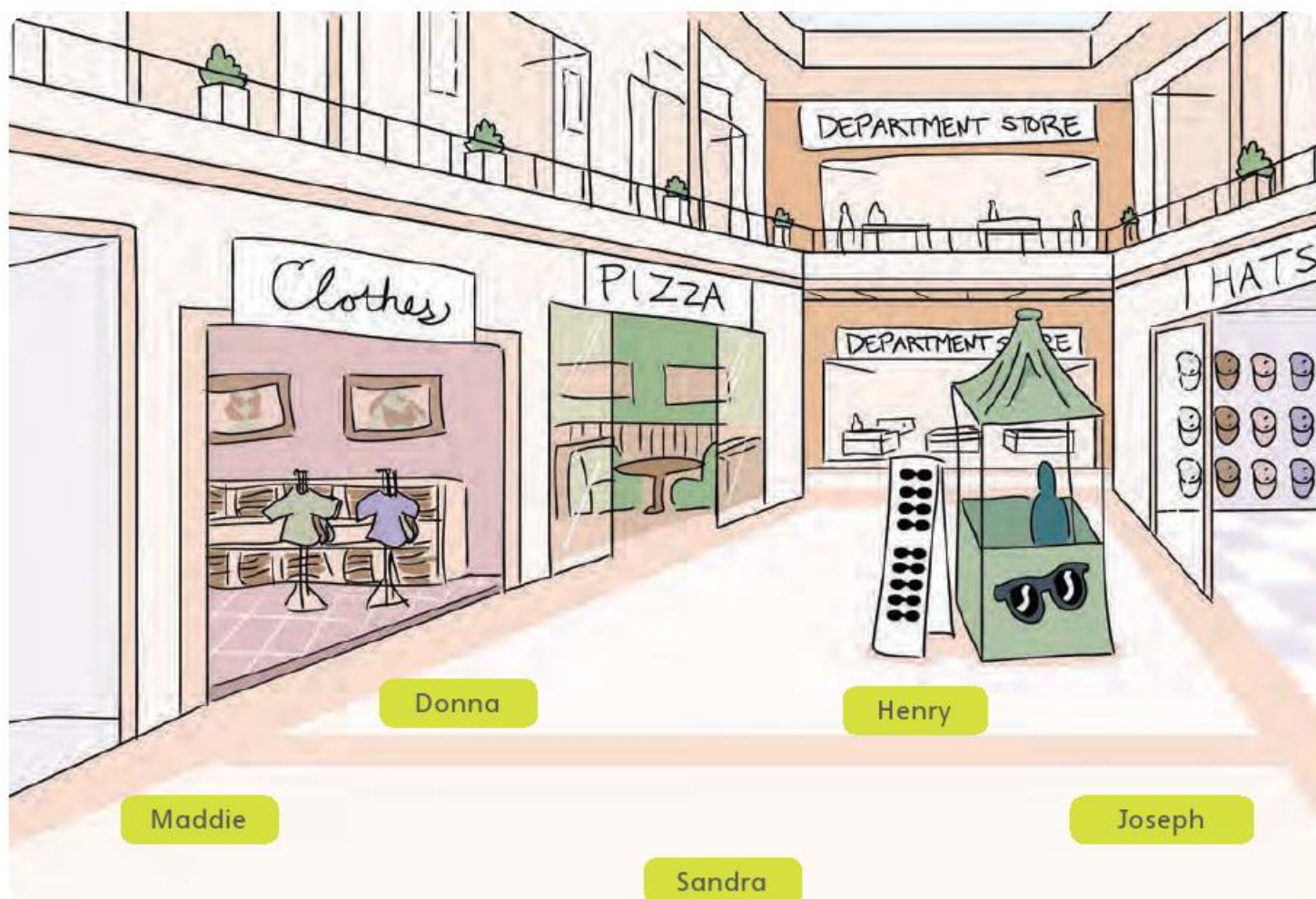


<sup>9</sup>

Practice the dialog in 8 with a partner.

<sup>14</sup>  
10

Listen and stick.



# Grammar

I will learn to use *-er than* and *mine, yours...* to describe people.

Who is **bigger**, Chris or Tom?

Chris is **bigger than** Tom.

old	→	older
big	→	bigger
heavy	→	heavier

**11** Look at the picture. Complete the sentences.

big heavy long small

- Juan is bigger than Mia.
- Mia is \_\_\_\_\_ than Juan.
- Mia's hair is \_\_\_\_\_ than Juan's.
- Juan's backpack is \_\_\_\_\_ than Mia's.



My sister's hair is longer than **my hair**.

My sister's hair is longer than **mine**.

My sister's hair is longer than **your hair**.

My sister's hair is longer than **yours**.

My sister's hair is longer than

**mine.**

**yours.**

**his/hers.**

**ours.**

**theirs.**

**12** Rewrite the sentences.

hers mine ours yours

- My sister is younger than **your sister**. My sister is younger than yours.
- His book is heavier than **her book**. \_\_\_\_\_
- Annette's hair is shorter than **my hair**. \_\_\_\_\_
- Their car is bigger than **our car**. \_\_\_\_\_

**13** Describe things in your class with a partner.



Lisa's glasses are darker than Kim's.

Hakan's backpack is brighter than John's.





I will learn to talk about twins, triplets, and quadruplets.



**14** Listen and read. What are two types of twin?

## CONTENT WORDS

exactly fingerprint fraternal  
identical look alike rare  
relationship survive

## Twins and More!

- 1 Are your brothers and sisters older than you or younger than you? Sometimes brothers and sisters are exactly the same age. This happens when a mother has more than one baby at the same time. If there are two babies at the same time, we call them twins. Triplets means three babies, and quadruplets means four babies!



- 2 One out of every 32 births is a pair of twins. One birth in every 625 is triplets, and quadruplets (four babies) and larger groups are quite rare. Only 1 in every 9,000 births is quadruplets. This is because it is more difficult for quadruplet babies to survive.



- 3 Do twins always look the same? The answer is no. There are two types of twin. Identical twins look exactly alike, but other twins are called fraternal: they don't look alike. Fraternal twins are much more common than identical twins: only 30% of all twins are identical, and 70% are fraternal. In larger birth groups, identical babies are very rare. For example, only 8% of triplets are identical, and 92% are fraternal. And there is only a 1% chance of identical quadruplets, so more than 99% of them are fraternal.

- 4 So are identical babies completely identical? Again, the answer is no. The hair, eyes, character, and even foot size for identical babies can be the same. However, they have different fingerprints. Also, sometimes twins can be like a mirror, for example, when one twin is left-handed and the other twin is right-handed.
- 5 In 2010, researchers in Padova, Italy, showed images of twins growing inside their mother. These images tell us that twins really do have a special relationship. The twins touched each other more than they touched themselves. These little brothers and sisters begin to love each other even before they are born.



**15**

Look at 14 and say **True or False**. Correct the sentences that are false.

- 1 Twins, triplets, and quadruplets are the same age.
- 2 There are more quadruplets than triplets.
- 3 Identical twins are more common than fraternal twins.
- 4 Identical twins have the same fingerprints.



What are some good and bad things about having an identical twin?

# Culture Connection | Around the World

I will learn about hairstyles around the world.

- 16** Read quickly. Match the hairstyles (a–d) with the paragraphs (1–4).

a powdered wigs

b braids

c dyed wigs

d fan-shaped hairstyle

## CONTENT WORDS

beard braids court dyed fake judge powdered wealthy wig wool

## What Does Your Hairstyle Mean?

There are many different hairstyles around the world. Some of the hairstyles are simple, and others are not simple at all! Today, most people choose a hairstyle just because they like the way it looks, or because it is easy to take care of. But in some cultures, hairstyles have a special meaning.

1 If you look at paintings from ancient Egypt, you can see women wearing thick wigs. Ancient Egyptians sometimes dyed the wigs different colors, like blue, green, or gold. Men in Ancient Egypt didn't usually have beards, but sometimes wealthy men wore fake beards made of metal.



2 In Japan, sumo wrestlers have a special hairstyle. It's an old hairstyle called *chonmage*. Long hair is pulled up to the top of the head, and the end is made into a shape of a fan. When a famous sumo wrestler retires, this piece of hair is cut off.

3 Many cultures in Africa use braids to tell something about their age, such as whether they are married or not, or what community they belong to. This kind of hairstyle is popular around the world. It's easy to find a hip-hop musician or a famous athlete with braids.



4 Across Europe in the 1700s, many men and women wore powdered wigs. Some people had a special room in their house for putting powder on the wigs. Many of the hairstyles at this time tried to copy the styles of rich or famous people. Today, judges in the U.K. wear white wigs made of wool for some of their work in the courts.

- 17** Listen and read. Then choose the correct answer.

- 1 Part of a sumo wrestler's hair is cut off when he **becomes famous** / **retires**.
- 2 Wigs in Ancient Egypt were sometimes **dyed different colors** / **made of metal**.
- 3 For some groups in Africa, braids show if a person is **married** / **a good singer**.
- 4 Judges in the U.K. sometimes wear **wool** / **powdered** wigs in court.



What kind of hairstyles are popular now where you live?



# Writing | Parts of a paragraph

I will learn to write a paragraph.

**18** Read. Then find the **title**, **topic sentence**, **detail sentences**, and **final sentence**.

A **title** says what you are going to read about.

A **topic sentence** gives the main idea of a paragraph.

**Detail sentences** give us more information.

A **final sentence** talks about the subject in a different way.



## My Best Friend

My best friend's name is Anita.

She's taller than I am, and her hair is longer than mine. Anita is smart,

and she's funny, too. We like playing computer games at the weekend.

I'm happy to have a friend like Anita.

**19** Read and say **title**, **topic sentence**, **detail sentence**, or **final sentence**.

- 1 She is very nice and a lot of fun.
- 2 I'm always happy to see Aunt Elsie.
- 3 She likes making cookies with my sister and me.
- 4 My favorite aunt is Aunt Elsie.
- 5 My Aunt Elsie
- 6 She also likes playing games with us.

**20** Look at 19. Order the sentences to make a paragraph.

## Writing Steps

**21** Write about a friend or relative.

- 1 Think of a friend or relative.
- 2 Make a list of what they are like and why you like him/her.
- 3 Write a title.
- 4 Write a topic sentence.
- 5 Write three detail sentences.
- 6 Write a final sentence.

I will learn to use the sounds ear and air.

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

1 ear

2 air

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



hear



chair

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

- |   |       |      |
|---|-------|------|
| 1 | f-ear | fear |
| 3 | h-air | hair |
| 5 | f-air | fair |
| 7 | n-ear | near |

- |   |           |        |
|---|-----------|--------|
| 2 | y-ear     | year   |
| 4 | p-air     | pair   |
| 6 | d-ear     | dear   |
| 8 | s-t-air-s | stairs |

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

A boy with big ears and fair hair  
Hears the twins on the stairs.  
A boy with big ears and fair hair  
Hears the twins sit on their chairs.





# Values | Be considerate of others.

I will learn to be considerate and helpful.

24  
26

Listen and complete the sentences.

dropped first help turn



1 You can have a \_\_\_\_\_.



2 Can I \_\_\_\_\_ you?



3 You can go \_\_\_\_\_.



4 You \_\_\_\_\_ something.

27

Practice being considerate with a partner.



You can go first.

Thank you!



## Project

28

Make **Good Manners** award ribbons. Your teacher can give them to students who are considerate and have good manners.



# Review

- 29** Make cards with the words in the box. Then play a game.



friendly  
funny  
glasses  
hair  
long  
nice  
old  
short  
tall  
young

- 30** Complete the dialog. Use the words from the box.

he    serious    older    blond    darker    taller    yours

**A:** Is that your brother?

**B:** Yes, that's Max. We're not the same. We're very different.  
He's more <sup>1</sup> \_\_\_\_\_ than I am. He's quite shy.

**A:** Is he <sup>2</sup> \_\_\_\_\_ than you?

**B:** Yes. I'm 10, and he's 11. But I'm a little <sup>3</sup> \_\_\_\_\_ than he is.

**A:** His hair is <sup>4</sup> \_\_\_\_\_ than <sup>5</sup> \_\_\_\_\_.

**B:** Yes. I have <sup>6</sup> \_\_\_\_\_ hair. His hair is brown.

**A:** Is he friendly?

**B:** Yes, <sup>7</sup> \_\_\_\_\_ is very friendly. Just like me!

**I Can**

[www.majazionline.ir](http://www.majazionline.ir)

• describe people.

• use the comparative to compare people.

• use *mine, yours...*

• write parts of a paragraph.





## 2

## Our Schedule

## Vocabulary

I will learn to name activities people do.



## Song Time!



Listen, look, and say.



1 go to the dentist



2 go on vacation



3 help clean



4 shop for food



5 go to a wedding



6 eat out



7 play outside



8 watch a movie

2 Play the game.

# Song

I will learn to ask and answer about what people do and when.



3 Listen and sing. Find the nine activities Sam does.

## Things We Do!

There are a lot of things  
That I do every day,  
Like go to school, watch a movie,  
Stay up late, and play!

But there are a lot of other things  
I don't want to do so much,  
Like go to the dentist, do the dishes,  
Make my bed, and such.

How often do you do these things?  
Every day? Once a week? Once a year?

I take out the trash  
On Tuesdays before school.  
And I feed our funny cat,  
But I don't mind – she's cool.

Chorus



4 Listen and complete.

- 1 I usually \_\_\_\_\_ to the dentist twice a year.
- 2 They \_\_\_\_\_ every winter.
- 3 She \_\_\_\_\_ with her parents every Friday.
- 4 We \_\_\_\_\_ four times a month.



5 Look at 1. Tell your partner what activities you do. Use the words in the box.

once    twice    three times    every day/week/month/year/summer



I go to the dentist  
three times a year.



I help clean  
once a week.



What activities should you  
do once a day? Explain.



# Story

I will read a story about weekend plans.



Listen and read. Where is Christina going this weekend?


## A Lot of Weddings!



What are you doing this weekend, Amanda?

I'm going to my grandma's house.


1 Christina and Amanda are talking about their weekend plans.



How often do you see your grandma?

Every Saturday.

2 Amanda sees her grandma once a week.



How about you? What are you doing this weekend?

I'm going to my cousin's wedding.

3 Christina isn't happy about her weekend plans.



Oh! Do you like going to weddings?


No, I don't because I have to wear a dress.

4 Christina doesn't like wearing dresses.



How often do you go to weddings?


About three times a year. I have a lot of cousins!



5 Christina has to go to a lot of weddings.

Wow! That's a lot of weddings!

And a lot of dresses for me!



6 Christina is thinking about all the dresses she has to wear to her cousins' weddings.

**7 Find the mistakes and correct the sentences.**

- 1 Amanda is going to her friend's house this weekend.
- 2 Amanda visits her grandma every Sunday.
- 3 Christina is going to her uncle's wedding.
- 4 Christina is happy about her weekend.
- 5 Christina goes to weddings three times a week.
- 6 Christina likes wearing dresses.



Do you like wearing different clothes for special occasions?  
How often do you see your cousins?



# Language in Action

I will listen to a dialog about how often people do things.

32  
8

Listen and read. Then say.

**Logan:** Oh, no! It's Tuesday.

**Brian:** What's the matter?

**Logan:** I have a guitar lesson today.  
I don't really like guitar lessons.

**Brian:** How often do you have them?

**Logan:** Twice a week, on Tuesdays and Thursdays.

**Brian:** Hey, I have an idea. Let's trade schedules.

**Logan:** Why? What are you doing today?

**Brian:** I'm going to the dentist.

**Logan:** Uh, no thanks!



9

Practice the dialog in 8 with a partner.

33  
10

Listen and stick. Number the pictures.



# Grammar

I will learn to use *Where...?*, *What...?*, and *How often...?* to ask about activities.

<b>Where is</b>	he/she	going after school?	He/She	is going to soccer practice.
<b>What are</b>	you	doing tonight?	I	am watching a movie at home.
	they		We	are watching a movie at home.
			They	

## 11 Complete the questions. Then match questions and answers.

- b** 1 What are they doing after school?
- 2 \_\_\_\_\_ is your sister going?
- 3 \_\_\_\_\_ are we going after dinner?
- 4 \_\_\_\_\_ is Mr. Lee doing after class?
- a** She's going to the bookstore.
- b** They're going shopping.
- c** He's helping in the school garden.
- d** We're going to Grandma's house.

How often does	he/she	have guitar lessons?	Once a week. Twice a year. Every Friday. On Sundays. Once a month. Every summer.
How often do	you	go to the dentist?	
	they		

## 12 Answer the questions.

- 1 How often do you go to the dentist?  
\_\_\_\_\_
- 2 How often do you play sports?  
\_\_\_\_\_
- 3 How often does your English teacher give tests?  
\_\_\_\_\_

## 13 Work with a partner. Ask and answer questions about the activities on pages 16–17.



How often do you clean your room?

I clean my room every weekend.





# Content Connection | Social Science

I will learn about ads and how they work.

- 14** Listen and read. Which four tools do advertisers use?

## CONTENT WORDS

advertisement attractive billboard  
bright catch your eye character jingle  
product slogan tool tune

**1** Companies put advertisements everywhere. They're all around you – on TV and websites, in newspapers, in magazines, and on the radio. They're even on billboards along the side of the road. Why are they there? That's simple! Companies want you to buy things, and advertising makes you want to buy those things. How? Advertisements tell you that a product is going to make you happier or more popular. They even tell you the product is going to make you look more attractive, older, or younger. Usually these messages aren't true. The company just wants your money!

**2** When companies are making an advertisement, they think: "Who's going to buy this product? What do they like? What do they want to see or hear?" They use the answers to make the advertisement. There are four special tools that advertisers often use. Watch out for them!

**3**

- a** A character or cartoon can help to sell food. Advertisers put them on boxes of cereal and children's food. Children see the characters, and they want to buy that cereal or food.
- b** Famous people can also help to sell a product. When a famous person uses a product, we want to use it, too. For example, famous athletes can sell sneakers, and famous actors can sell coffee, perfume, and beauty products.
- c** Slogans and jingles are a great way to sell. These are words or tunes that you remember all day. In fact, you can't forget them! When you see a product, you think of that tune or slogan.
- d** Bright colors and interesting images catch your eye and sell things, too.

**Of course, advertisements are fun, but the next time you see a great advertisement, just ask yourself: "What's it trying to sell? Do I really want or need this product?" That way, you're deciding, not the advertiser.**

- 15** Look at 14. Read and match.

- |   |   |
|---|---|
| <b>1</b> Companies make advertisements        | <b>a</b> you'll be happier if you buy something.  |
| <b>2</b> Advertisements tell you that         | <b>b</b> because they want to sell things.        |
| <b>3</b> Advertisers use                      | <b>c</b> because you can't forget them.           |
| <b>4</b> Jingles or slogans are a clever tool | <b>d</b> four tools when making an advertisement. |



Where do advertisements sell more things? Why?

on TV on websites in magazines and newspapers on the radio

# Culture Connection | Around the World

I will learn about superstitions around the world.

- 16** Read quickly.  
What are superstitions?

## CONTENT WORDS

action belief bucket connection fan fingernail  
groundhog lucky shadow superstition

## Do You Really Believe It?

You can easily find superstitions in cultures around the world. For example:

- 1 In India, cutting your hair on Tuesday, or cutting your fingernails in the dark could bring bad luck.
- 2 In Chinese, the number four sounds similar to the word for death, so many buildings in China don't have a fourth floor. Many people believe it is unlucky.
- 3 In South Korea, sleeping in a closed room with a fan running could kill you.
- 4 In Russia, if you see a person carrying an empty bucket, you might have bad luck.
- 5 In Spain, many people eat 12 grapes at midnight on New Year's Eve, because it's supposed to bring them good luck.
- 6 In the United States, every year on February 2, people wait for a famous groundhog to come out of its home. If the groundhog sees its shadow, there might be six more weeks of cold winter weather.

Do you believe in superstitions? Superstitions are beliefs that there's a connection between two actions, even though the two actions are not connected at all. For example, some people might believe that if they wear a "lucky" hat, their favorite sports team will win. Or if they listen to a "lucky" song, it will help them pass a test.

- 17** Listen and read. Match the photos with the correct superstitions.

a



b



c



d



**THINK BIG**

Do you know any superstitions?  
Do you believe them? Why/Why not?



I will learn to write a paragraph using sequence words.

## 18 Read. Then find the sequence words.

Sequence words tell the order in which things happen. Here are some examples:

### My Day at School

**First**, we have a math class.

**Next**, we have a spelling test.

**Then** we have lunch.

**After that**, we have English class.

**Finally**, we have P.E.

Use **first** for the first activity. Use **finally** for the last activity. For the activities in between, you can use the sequence words in any order.



Every weekend, I go to visit my grandparents. First, we go to the park to fly kites. Next, we go to the zoo to feed the animals. Then we go home for lunch. After that, we play basketball outside. Finally, we go to watch a movie and eat pizza!

## 19 Complete with sequence words.

My family and I always go to the beach on Saturdays in the summer. <sup>1</sup> \_\_\_\_\_, we go swimming in the ocean. <sup>2</sup> \_\_\_\_\_, we have a picnic under our big yellow umbrella. <sup>3</sup> \_\_\_\_\_ my mom and dad read magazines, and my brothers and I go swimming again all afternoon. <sup>4</sup> \_\_\_\_\_, we all get in the car to go home. <sup>5</sup> \_\_\_\_\_, we stop for ice cream!

## 20 Write a list of things you do on Saturdays. Then number them in the correct order.

## 21 In your notebook, write a paragraph about what you do on Saturdays. Use sequence words. Share your paragraph with the class.

# Phonics | *ir, ur*

I will learn to use the sounds *ir* and *ur*.

38  
22

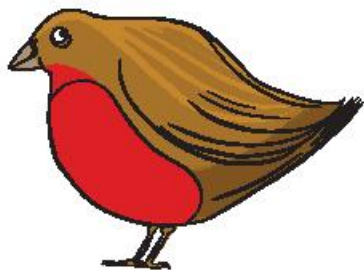
Listen, read, and repeat.

1 *ir*

2 *ur*

39  
23

Listen and find. Then say.



bird



surf

40  
24

Listen and blend the sounds.

1 g-ir-l girl

3 f-ur fur

5 s-k-ir-t skirt

7 c-ur-l curl

2 sh-ir-t shirt

4 h-ur-t hurt

6 s-ir sir

8 t-ur-n turn

41  
25

Read aloud. Then listen and chant.

Two girls with red curls,  
Two cats with black fur,  
Two boys with white shirts  
Are watching birds!





# Values | Practice good habits.

I will learn to talk about good and bad habits.

26

Listen and read. Choose the happy face for good habits or the sad face for bad habits.



1 I make my bed every day. 😊 😞



2 I eat vegetables only once a week. 😊 😞



3 I do my homework and watch movies at the same time. 😊 😞



4 I help do the dishes every day. 😊 😞

27

Talk about your habits with a partner.



I exercise three times a week.

That's a good habit!



## Project

28

Work with your classmates to make a **Good Habits** mural. Hang it on a wall in your school.

## GOOD HABITS



Exercise often.



Eat vegetables every day.



Do your homework every day.

## 29 Play the Silly Sentences game.



## 30 Complete the dialogs. Write answers using the pictures.

1



A: What do you do before school?

B: I help...

2



A: What do you do after school?

B: \_\_\_\_\_

3



A: What do you do on weekends?

B: \_\_\_\_\_

4



A: What are you doing this summer?

B: \_\_\_\_\_

## 31 Circle the correct words.

A: How **often** / **many** do you visit your grandparents?

B: We see them **once** / **times** a week. We go **on** / **every** weekend.

A: That's nice. My grandma **always** / **twice** makes a big pie. It's delicious!

B: Cool. I see my grandparents only **once** / **sometimes** a year.

## I Can

• use words for activities people often do.

• use *What, Where, and How often* to ask about activities.

• ask and answer about what people do and when/how often.

• use sequence words, *First, Next, Then...*

