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Student's Book




# TopGoal 1

Nico Dantaz  Rachel Finnie

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Ministry of Education
2024 - 1446



***Top Goal*, Student Book 1**

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# Scope and Sequence



| UNIT | VOCABULARY | | | GRAMMAR | SAMPLE LANGUAGE |
|---|---|---|---|---|---|
| W Welcome! | **REVISION OF:**<br>beautiful, dirty, fantastic, favorite, great | **TEACHING OF:**<br>• afraid, brilliant, dangerous, different, exciting, naughty, surprised, terrible; ordinal numbers 1st–20th | **EXPOSURE TO:**<br>celebrate, celebration, excellent | **REVISION OF:**<br>Verb *to be*: Simple Past; adverbs of frequency; comparatives and superlatives | |
| 1 Family Events | **REVISION OF:**<br>man, woman | **TEACHING OF:**<br>• aunt, cousin, daughter, granddaughter, grandson, grown-up, parent, son, uncle, chatty, helpful, kind, lazy, strong, tired, weak | **EXPOSURE TO:**<br>ancient, attractive, create, culture, development, huge, husband, gathering, grandparent, kitten, modern, parrot, rabbit, site, tourist, wife, worship | **REVISION OF: (Grammar 1)**<br>*How often* + adverbs of frequency<br>**TEACHING OF: (Grammar 2)**<br>Possessive pronouns with *whose* | **Grammar 1:**<br>• How often do you walk in the park? I always walk in the morning.<br>• I never forget to feed the cat.<br>• It happens very rarely.<br>**Grammar 2:**<br>• Whose dress was that? Was it yours?<br>• It wasn't ours. It was theirs. |
| 2 Chores | | **TEACHING OF:**<br>• catch (the bus), comic book, get dressed, get undressed, get off / get on (a bus), grandparents<br>• get up, leaf / leaves, ride (n), trash can, wake up; clear the table, cut the grass, feed the animals, make the bed, set the table, sweep the floor, take out the trash, wash the dishes | **EXPOSURE TO:**<br>broom, bucket, dustpan | **REVISION OF: (Grammar 1)**<br>Simple Present vs. Present Progressive<br>**TEACHING OF: (Grammar 2)**<br>*Can* – offers and requests | **Grammar 1:**<br>• What are you doing? I'm reading.<br>• I always read comic books.<br>**Grammar 2:**<br>• Can you sweep the floor for me?<br>• Can I take out the trash for you? |
| 3 Stories | **REVISION OF:**<br>clap, jump, nice, old, open, young | **TEACHING OF:**<br>• call, carry, climb, cry, dream, drop, laugh, prefer, score, shout, wait; e-mail, fix, invite, need, plant, rob, stop, water | **EXPOSURE TO:**<br>blessed, business, education, faith, globe, health, leader, mean (adj), nation, polite, population, push, Simple Future, vision, yesterday | **TEACHING OF: (Grammar 1)**<br>Simple Past – affirmative and negative<br>**TEACHING OF: (Grammar 2)**<br>Simple Past – questions and short answers | **Grammar 1:**<br>• He jumped and shouted.<br>• He didn't laugh.<br>**Grammar 2:**<br>• Did you play with your friends? Yes, I did.<br>• Did she win? No, she didn't. |
| 4 After-School Fun | **REVISION OF:**<br>listen to music, play sports, play the piano, read books, run in the park, see a movie, watch TV, write stories | **TEACHING OF:**<br>• catch the ball, dress up, go shopping, hide, inside, make a model, outside, play board games, play video games, take photos, texting, vlogging; badly, carefully, happily, loudly, luckily, quickly, quietly, slowly | | **TEACHING OF: (Grammar 1)**<br>Simple Past – regular and irregular verbs<br>**REVISION OF: (Grammar 2)**<br>Conjunctions: *but, and, because, so, when* | **Grammar 1:**<br>• Did you go shopping? Yes, I went shopping with my sister.<br>• I didn't play soccer. I watched TV.<br>**Grammar 2:**<br>• I went to the mall because I had to buy clothes.<br>• I want to learn to play the guitar, so I'm going to take lessons.<br>• When I need help, I ask my mom. |

S 3b



# Scope and Sequence

| READING | SEL | WORD WORK | LISTENING | SPEAKING | WRITING | INTEGRATED LEARNING | PROJECT |
|---|---|---|---|---|---|---|---|
| • A story about a family photo **(Predicting from pictures)**<br>• A description of a favorite photo **(Understanding a description of a photo)** | • Social awareness: Listening and responding to the needs and wants of others | • Informal words with *-y* | • Interviews about families **(Listening for detail)** | • Asking and answering questions about activities | • Writing a paragraph about your family | • Social Studies: Diriyah | • Creating a family portrait |
| • A story about helping grandparents **(Identifying character actions)**<br>• A text about families' routines **(Reading for detail)** | • Social awareness: Helping around the house | • Words that can function as nouns or verbs | • A conversation about routines **(Listening for general understanding and identifying activities)** | • Talking about your daily routine | • Writing a paragraph about your family routine | • Natural Science: Cleanliness | • Designing a chore chart |
| • A story about children having an adventure in the playground **(Identifying character events)**<br>• A school play **(Completing information about a text)** | • Social awareness: Using verbal and non-verbal cues to know how someone else feels | • Doubling the final consonant in the Simple Past | • A conversation about a story book **(Listening for similarities and differences)** | • Telling your favorite story | • Writing a play for your favorite story | • Language Arts: Mark Twain | • Writing a school play |
| • A story about a memorable trip to the mall **(Identifying and ordering events)**<br>• A blog about hobbies **(Identifying details)** | • Social awareness: Working effectively with others who are different from you and have different viewpoints | • Forming adverbs with *-ly* and *-ily* | • A conversation about a school gardening project **(Listening for details)** | • Talking about your after-school activities | • Writing a blog post about your parents' after-school activities | • Social Studies: Games from the past | • Creating a video game |

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# Scope and Sequence



| UNIT | VOCABULARY | | | GRAMMAR | SAMPLE LANGUAGE |
|---|---|---|---|---|---|
| 5 Outdoor Fun | | **TEACHING OF:**<br>• cave, countryside, desert, Earth, field, forest, hill, island, lake, land, mountain, waterfall; close, deep, far, ground, hard, high, low, snail | **EXPOSURE TO:**<br>decide, fan, fighting sports, finish, forget, martial arts, prefer, ride, roller coaster, safe, scary, show, theme park, try | **TEACHING OF: (Grammar 1)**<br>Verb + *to* infinitive vs. verb + *-ing*<br>**TEACHING OF: (Grammar 2)**<br>*Could / couldn't* for past ability | **Grammar 1:**<br>• I decided to go to the countryside.<br>• We went walking around the lake.<br>**Grammar 2:**<br>• Could you run fast when you were five? Yes, I could.<br>• I couldn't ride a horse when I was five. |
| 6 House Accidents | | **TEACHING OF:**<br>• back, cough, cry, cut, earache, fall, headache, hurt, sick, stomachache, toothache, X-ray, all right, band aid, downstairs, ill, put on, stomach, take off, upstairs | **EXPOSURE TO:**<br>medicine, take care, well (adj, adv), What's the matter?, wrong | **TEACHING OF: (Grammar 1)**<br>Expressing obligation, advice, and prohibition with *have to*, *must*, and *should*<br>**TEACHING OF: (Grammar 2)**<br>Indefinite pronouns | **Grammar 1:**<br>• You have to sit down and wait.<br>• You must stay in a dark room. You mustn't look at any screens.<br>• You should take this medicine. You shouldn't play outside today.<br>**Grammar 2:**<br>• Everything hurts. It hurts everywhere.<br>• I have something in my eye.<br>• I don't see anything in your eye. There's nothing wrong. |
| 7 Wildlife | **REVISION OF:**<br>elephant, giraffe, tiger | **TEACHING OF:**<br>• asleep, cage, danger, fast, frightened, jungle, kangaroo, lion, panda, parrot, polar bear, slowly; brave, careful, friendly, pretty, safe, slow, smart, tall | **EXPOSURE TO:**<br>tortoise, turtle | **TEACHING OF: (Grammar 1)**<br>Restrictive relative clauses: *who, which, that, where, when,* and *whose*<br>**REVISION OF: (Grammar 2)**<br>Comparatives and superlatives with adverbs and long and short adjectives | **Grammar 1:**<br>• That's the vet who works in the zoo.<br>• This is where the pandas live.<br>• This is the tiger that makes me feel frightened.<br>**Grammar 2:**<br>• Cats walk more quietly than horses.<br>• Cats are the most friendly animals in the world. |
| 8 Weather | | **TEACHING OF:**<br>• cloud, cloudy, cold, hot, ice, rain, rainbow, sky, snow, sun, sunny, windy; cool, season, summer, temperature, warm, weather, wind, winter | **EXPOSURE TO:**<br>communicate, community, fall, identity, livability, logo, reflect, technology, shape, spring, sustainability, values | **REVISION OF: (Grammar 1)**<br>Future predictions with *be going to*<br>**REVISION OF: (Grammar 2)**<br>The verb *to be* – Simple Present and Simple Past | **Grammar 1:**<br>• What's the weather going to be like this afternoon?<br>• It's going to be cold, but it isn't going to rain.<br>**Grammar 2:**<br>• What is the weather like today? It is snowy.<br>• What was the weather like yesterday? It was cloudy, but it wasn't rainy. |
| G Goodbye! | **REVISION OF:**<br>cave, draw, go shopping, grandparents, hill, ice, kitten, naughty, walk, weather, wet clothes, windy | | | **REVISION OF:**<br>Future with *be going to*, verb + *to* infinitive vs. verb + *-ing*, Simple Past, restrictive relative clauses | |

S 3d



# Scope and Sequence

| READING | SEL | WORD WORK | LISTENING | SPEAKING | WRITING | INTEGRATED LEARNING | PROJECT |
|---|---|---|---|---|---|---|---|
| • A story set in the forest **(Reading for gist)**<br>• A blog post about a vacation **(Identifying details)** | • Self-management: Dealing with stress | • Word families | • A conversation about vacations **(Listening for gist and details)** | • Talking about outdoor activities | • Writing a blog post about your summer vacation | • Social Studies: Dragon Ball - Qiddiyah | • Making a model of an ancient outdoor activity |
| • A story about a dad who has a house accident **(Identifying details)**<br>• An article about first-aid **(Reading for specific information)** | • Responsible decision-making: Understand the consequences of your actions | • Indefinite pronouns and compound nouns | • House safety advice **(Listening for advice)** | • Talking about accidents at home | • Writing a first-aid procedure for your school | • Natural Science: Good hygiene habits | • Acting out a scene of a house accident |
| • An interview with a vet at an animal shelter **(Identifying setting)**<br>• An online article about wild animals **(Comparing and contrasting)** | • Relationship skills: Identifying relationships that aren't healthy or safe | • Classifying words | • An interview with a vet **(Listening for predictions)** | • Interviewing your partner about their favorite animal | • Writing an animal fact file | • Natural Science: Native animals | • Designing an animal shelter |
| • A story about a visit to a weather dome **(Identifying problems and solutions)**<br>• An article about the weather **(Comparing and contrasting)** | • Responsible decision-making: Identifying choices that may result in problems, and solving these problems | • Adding *-y* to make adjectives from nouns | • An interview with a weather reporter **(Listening for specific information)** | • Describing the weather | • Writing a paragraph about your favorite season | • Art: NEOM | • Making a paper pinwheel |
| | | | | | | | |

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# 6 House Accidents

## You should go to the doctor!

TERM 3

1 6.1 Listen, read, and write the day. 2 6.2 Listen, point, and say.

رابط الدرس الرقمي

www.ien.edu.sa




How often are you sick?



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## 3 Look and write.



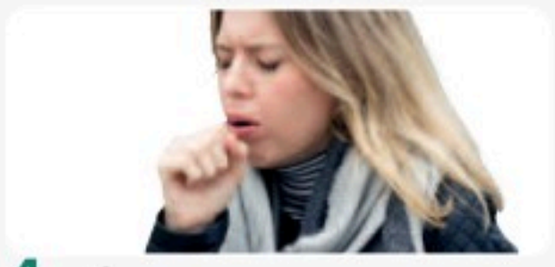
1 e*arache*_____



2 t_____



3 h_____



4 c_____



5 s_____



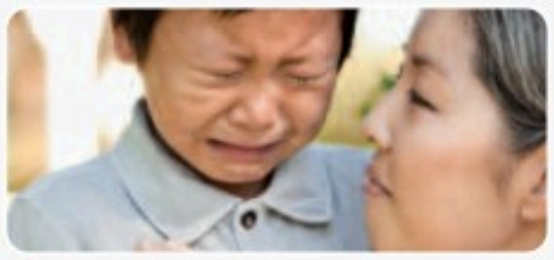
6 X-_____



7 f_____



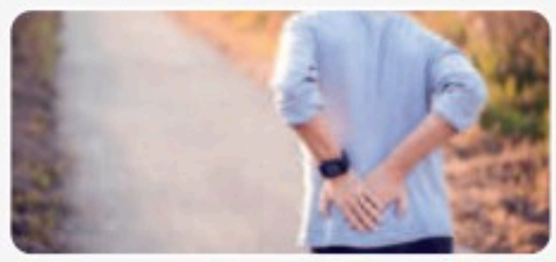
8 s_____



9 c_____



10 c_____

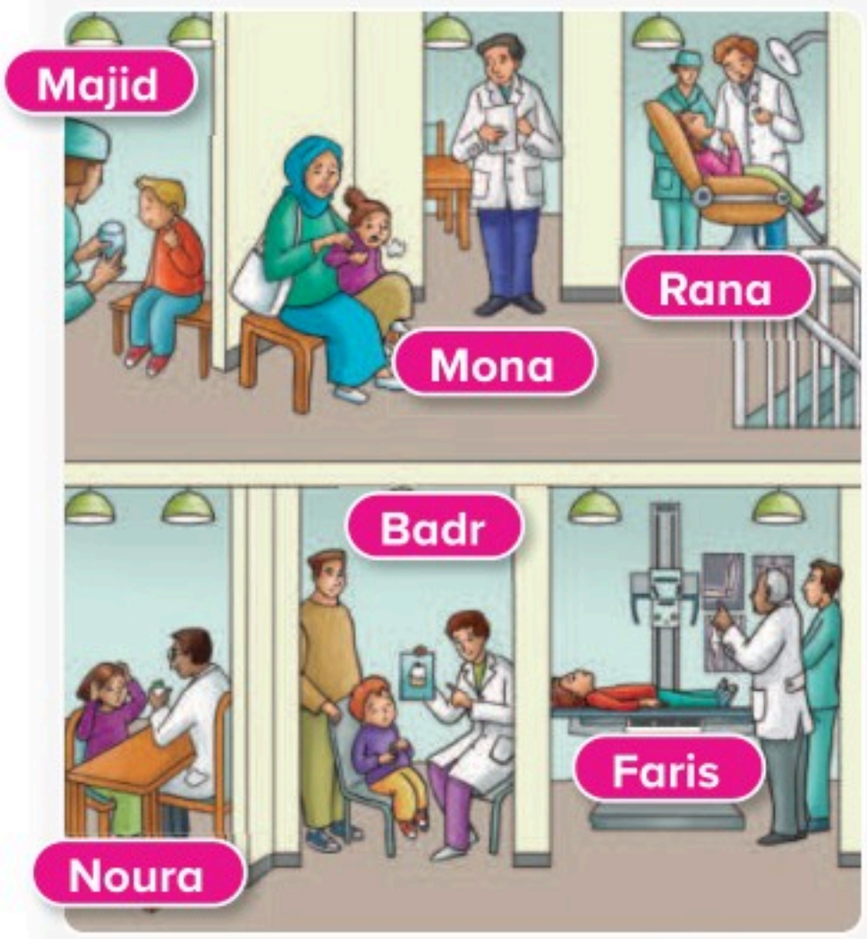


11 b_____



12 h_____

## 4 Look at the picture. Complete the sentences.




1 Mona has a bad *cough*. She is coughing a lot.

2 Majid has a problem with his left ear. He has an _____.

3 Noura's head hurts. She has a bad _____.

4 Badr has a _____ because he ate unhealthy food for dinner.

5 Rana is sitting in the dentist's chair. She has a _____.

6 Faris is getting an _____. The doctor is looking at the screen.

## 5 Mime and answer.






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# Grammar

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## 1 Read and complete.




*have to* *must* *should*

1 We use _____ and _____ to talk about things we need to do.

2 We use _____ to give advice.

## 2 Read and complete the chart.

| | Affirmative | Negative |
|---|---|---|
| **Obligation** | I [1] *have to* wear a helmet to ride a motorbike. | I [2] _____ wear gloves to wash the dishes. |
| **Advice** | You [3] _____ drink a lot of water. It's good for your body. | You [4] _____ eat a lot of candy. You'll get a toothache. |
| **Obligation and Prohibition** | We [5] _____ take our medicine every day to get better. | You [6] _____ play with electricity. |



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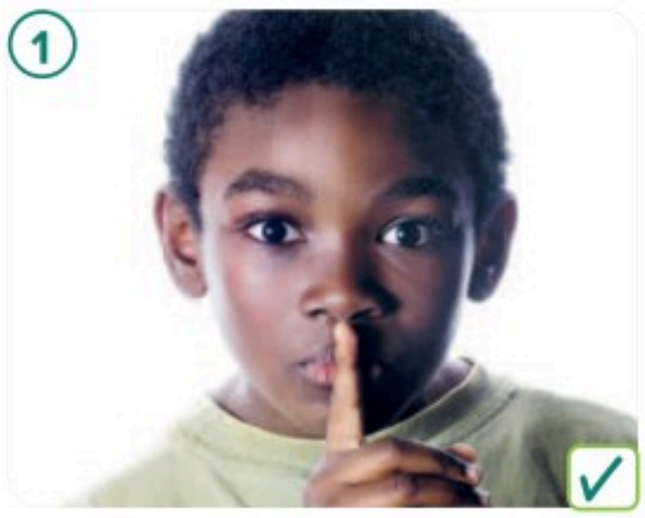
**3 Read and match the problems with the correct advice.**

1 I have a stomachache.
2 I have a cough.
3 I have an earache.
4 I have a headache.
5 I have a toothache.
6 I had a fall, and my leg hurts.

a You shouldn't listen to loud music.
b You should drink a lot of water and juice. It will help your throat.
c You shouldn't eat ice cream. It's bad for your stomach.
d You should go to the dentist.
e You should get an X-ray.
f You should go to an ear doctor.

**4 Look and write *have to*, *don't have to*, *must*, or *mustn't* and a word from the box.**

~~be~~ drink run shout wash wear



You *have to be* quiet in the hospital.



You _____ in the hospital.



You _____ your hands in the hospital.



You _____ in the hospital.



You _____ water if you don't want to.



I _____ a mask in the hospital to avoid catching a disease.

**5 Write and act out a dialogue with your partner.**







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# Story

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**1 Look at the picture and answer with your partner.**

1 What family members can you see?
2 What is happening to Dad?
3 Who is controlling the toy car?



**2 6.3 Listen and read.**

## A Strange Car Accident

Alex and Lisa were playing in the yard with Alex's new toy—a remote-controlled car—when Dad got home from work. "Dad, watch out!" cried Alex. "You mustn't step on the car!" But it was too late. Dad's foot got stuck in the car. He was rolling all over the yard. Alex tried to stop the car, but he couldn't control it. Lisa ran to help Dad. He was heading toward the flowers very quickly!
"Oh, no!" cried Lisa. But Dad fell into the flowers.
"Ow! I hurt my foot. I must get an X-ray," said Dad.

Later, Dad was lying on the couch. The children brought some ice for his foot.
"Here, Dad. You should put ice on your foot," said Lisa.
"No need. I'm actually OK!" said Dad, laughing.
"But," said Mom, "you have to pick up your toys in the yard before someone really gets hurt."

**3 Read again and write *T* (true) or *F* (false). Correct the false sentences.**

1 The children were in the yard. T
2 Dad didn't see the toy car. ____
3 Alex stopped his toy car. ____
4 The children got ice for Dad. ____
5 Dad needed the ice for his foot. ____
6 Mom was angry with Dad. ____

## Social and Emotional Learning

**Read and discuss.**

1 What happens if you don't do something you were asked to do?
2 How do you think it affects other people? Why?
3 What can you do to be better?



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# Listening and Speaking

**1** Look at the photos. Say which of these things you do.

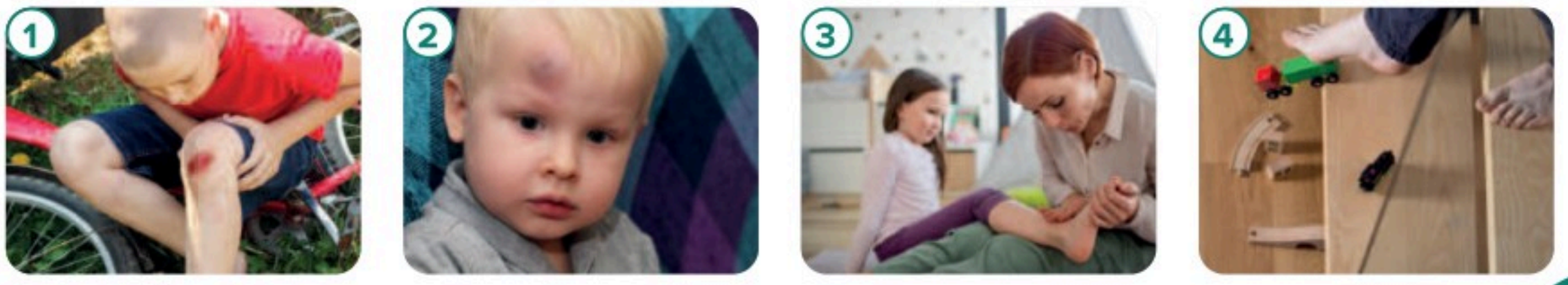



**2** 6.4 **Listen and number.**

**3** 6.5 **Listen again and check (✓) or cross (✗).**

1 You don't have to clean up all your toys. ✗
2 You should close and lock the front door to be safe. ___
3 You should leave dangerous products alone. ___
4 You shouldn't play outside. ___
5 You mustn't touch cables with electricity. ___

**4** **Look and talk with your partner.**




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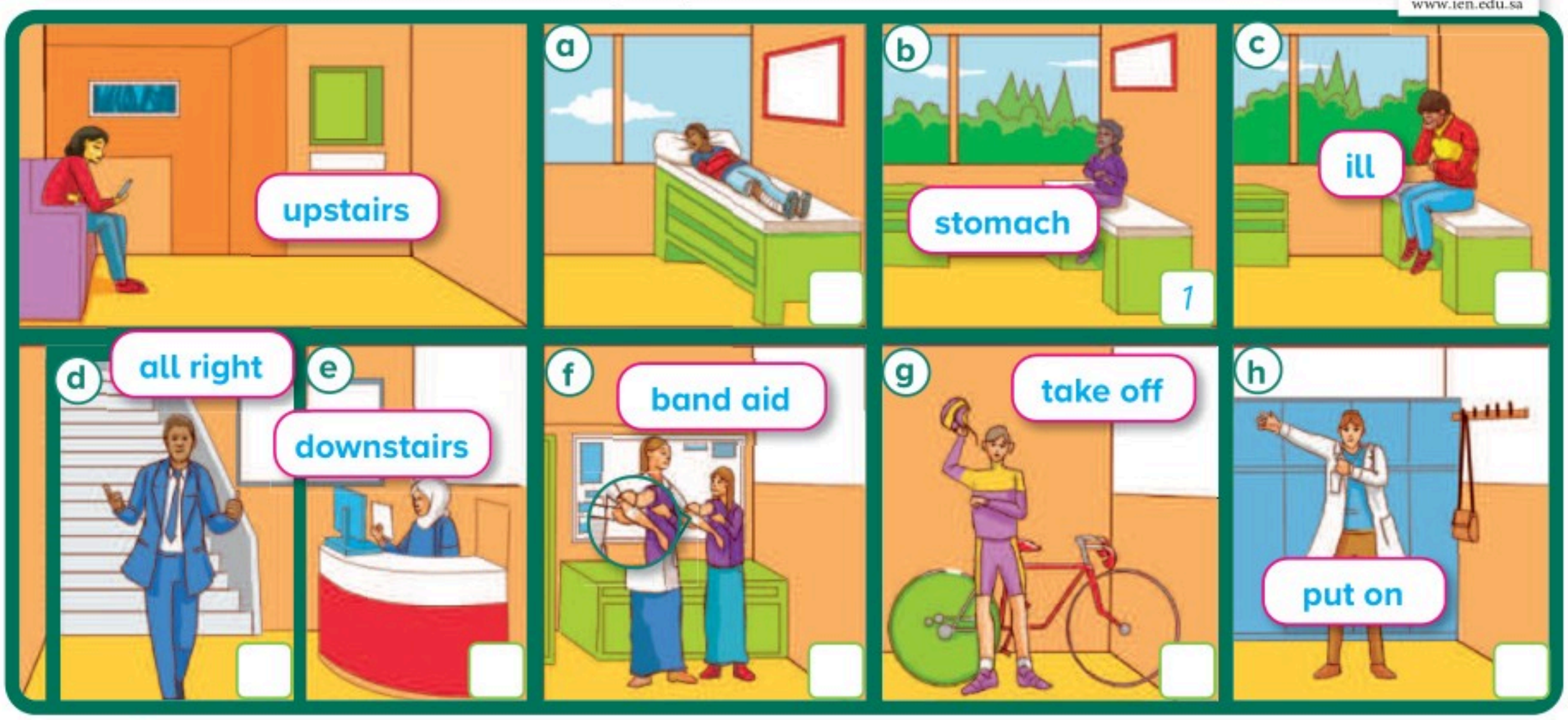
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# Vocabulary

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**1** 6.6 **Listen and number the people.**




**2** 6.7 **Listen, point, and say.**

**3** **Read and choose the correct words.**

1 I cried because I fell downstairs / upstairs and hurt my arm.
2 I feel sad and tired. I'm not all right / ill.
3 The ball hit me in the stomach / head, and now I have a stomachache.
4 Remember to put on / take off your helmet when you go cycling.
5 Please put on / take off your boot. I have to take an X-ray of your foot.

**4** 6.8 **Listen and complete.**

*Chorus*
What's the matter?
What's wrong?
Are you [1] *all right*?
Try to be strong!

I went [2] _____
and took a fall.
I fell down the stairs
and ended up in the hall.

I [3] _____ my sock
and looked at my foot.
I had a bad cut,
so on it a [4] _____
I put!

*Chorus*

I ate a big pizza.
I felt very [5] _____.
My [6] _____ hurt a lot,
so I had to take a pill.

I [7] _____ my helmet
and got on my bike.
But I shouldn't go cycling
late at night.

I fell off my bike
and hurt my leg.
When I got home,
I had to go to bed.

*Chorus*

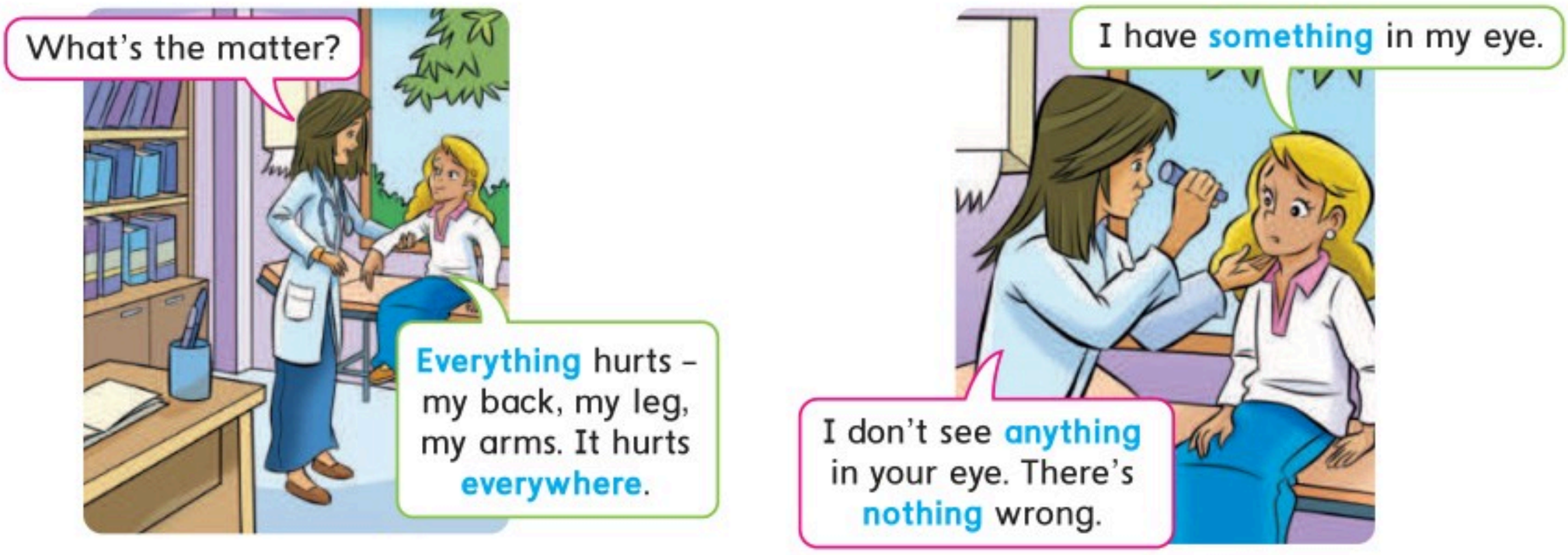
**5** 6.9 **Listen again and chant.**



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# Grammar

## 1 Read and choose the correct words.




1 We use *every* / *any* / *some* / *no + thing* to talk about specific / indefinite things, objects, or concepts.

2 We use *every* / *any* / *some* / *no + body* or *one* to talk about a specific / an indefinite person or group of people.

3 We use *every* to talk about one / all.

4 We use *any* in affirmative / negative and interrogative sentences.

## 2 Read and complete the chart.

| *no-* | *any-* | *some-* | *every-* |
|---|---|---|---|
| There's [1] *nothing* wrong with you. You aren't sick. | I have a headache and I can't see [2] _____. | My stomach hurts. I think I ate [3] _____ bad yesterday. | Do we have [4] _____ we need for the first aid kit? |
| The doctor's office was quiet. There was [5] _____ there. | Does [6] _____ have a band aid? I cut my finger. | I think there's [7] _____ at the door. I heard a knock. | The food was bad, so [8] _____ has a stomachache now. |

## 3 Read and complete the text with the correct indefinite pronouns.

One night, Saeed woke up. He heard [1] *something* downstairs. He was afraid there was [2] _____ in his house. He got up and slowly opened his bedroom door. He couldn't see [3] _____ at first. He walked quietly downstairs. There was [4] _____ on the stairs. His cat jumped up. Saeed was surprised and fell down. He hurt his leg. He took out his phone to call the hospital. When the paramedics came, they asked, "Do you live with [5] _____?" "Yes, but [6] _____ is away for the weekend," said Saeed.

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# Reading

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**1 Look at the photo. Ask and answer with your partner.**

1 What's the problem?
2 What should you do?
3 How can you help?
4 Did it ever happen to you?



**2 Read and order.**

www.firstaid.com

## FIRST AID

When **someone** has an accident, you have to help him or her. There's always **something** you can do to help. There are different steps that you should follow with different accidents. Here you will learn about first aid for a cut.

### Cut

**1** First, you should cover the cut. You should use a clean cloth or towel. You must press down because this will stop the blood. But you shouldn't press too hard.

**2** Next, you must clean the cut. This sometimes hurts, so you should use clean water on a clean cloth and try to be careful. You should clean the cut slowly.

**3** Now, you must take a new cloth. You have to dry the cut. Move around the cut to dry it.

**4** Finally, you should put a band aid on the cut. Don't forget to put the dirty cloths in the trash!

**5** If the cut is on your head, you can get a headache. In that case, you should see your doctor.




**ALWAYS REMEMBER:**

Cover | Clean | Dry | Band aid

**3 Read again and choose the correct words.**

1 First, you should cover / clean a cut to stop the bleeding.
2 Then you must / mustn't wash the cut with water.
3 You should clean it with a clean / dirty cloth.
4 You should / shouldn't dry the cut.
5 You should dry the cut quickly / slowly.
6 Finally, you need to use a band aid / some medicine.

**4 Talk with your partner and say in your own words how to clean a cut.**



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# Word Work and Writing

**1** Read, match, and write.




## Indefinite Pronouns

| | | | |
|---|---|---|---|
| 1 | *anybody* | 2 | |
| 3 | | 4 | |
| 5 | | 6 | |
| 7 | | 8 | |
| 9 | | 10 | |
| 11 | | 12 | |

**2** Look and write compound nouns.

| | | | | |
|---|---|---|---|---|
| 1 | ear | | *ache* | earache |
| 2 | | + | | band aid |
| 3 | | | | headache |
| 4 | | | | upstairs |
| 5 | tooth | | ache | |
| 6 | X- | | ray | |

**3** Look and choose one picture. Answer the questions.






1 What do you need?
2 What should you do?
3 What shouldn't you do?
4 Do you need a doctor?

**4** Now write a first-aid procedure for your school.

**FIRST-AID PROCEDURE FOR** _____

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# Integrated Learning: Natural Science

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**1 Read and check (✓) the correct behavior.**

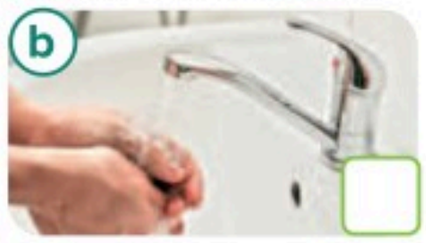
1 Eat healthy food and drink water.

a  ☐

b  ☐

2 Wash your hands before you eat.

a  ☐

b  ☐

**2 Read the *Good Hygiene* poster. Then write *do* or *don't* after each sentence.**

## Some Good Hygiene Habits

**We all want to be healthy. No one likes to feel sick. So here are some ideas on how to take care of yourself and keep healthy.**



You should always wash your hands before you eat.



You should sleep for ten hours every night. You shouldn't play on a computer or tablet at bedtime. You should read a book so you will sleep better.



Whenever you use a digital device like a tablet, you should rest your eyes. Doctors say for each hour of use, you should rest your eyes for ten minutes!



You must cover your mouth with your elbow or a tissue when you cough. You must wash your hands after because you might make someone else sick.



You should get regular exercise outside. You can play a sport or just play outside with friends. But be careful so that you don't get hurt.

NOW REMEMBER TO FOLLOW THESE PRACTICES AND YOU WON'T FEEL SICK.

1 Wash your hands before you eat. *do*

2 Sleep for ten hours a night. _____

3 Play on a tablet before you sleep. _____

4 Rest your eyes from time to time. _____

5 Cover your mouth when you cough. _____

6 Get regular exercise. _____

7 Stay inside all day. _____

**3 Write about a healthy Saudi habit. Tell your partner.**

# Unit Review

## 1 Play and answer.

**Start / Finish**

**1** Complete.

You _____ wear a scarf if it's cold. You can get sick.

**2** Complete.

Faiz has a bad _____ today.



**3** Complete.

You _____ be quiet in a hospital.

**4** Complete.

You _____ run in the halls of the hospital.

**5** Complete the words.

band _____
tooth _____
up _____
ear _____

**6** Circle.

*Everyone* / *Anyone* in the hospital waiting room is sick.

**7** Why shouldn't you touch dangerous products?

**8** Say.

This is a machine we use to see inside our bodies.

**9** Complete.

_____ aid means helping someone when they have an accident or are sick.

**10** Circle.

Sabah fell over and *hurt* / *put on* her leg.

**11** True or false?

We should use our cell phones before going to sleep.

**12** What happened to Dad in the yard?

**13** What happens if you don't cover your mouth when you cough?

**14** Say.

This is what we do when we remove shoes or clothes.

**Return**

## Project

**Act out a scene of a house accident.**

Work in groups and:

- decide what happens in your scene.
- decide each team member's role.
- write your scene.
- rehearse the scene in your groups.
- act out your scene for the rest of the class.



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# 7 Wildlife

## Seth and his Sister Emma Visit the Zoo

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**1** 7.1 **Listen and number.**

**2** 7.2 **Listen, point, and say.**















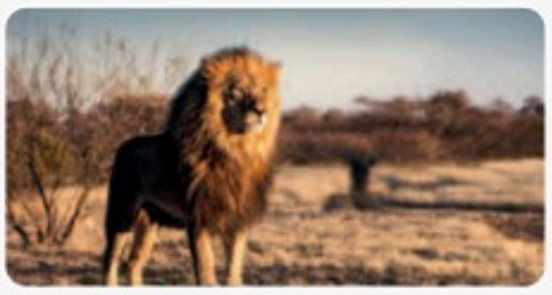



What's your favorite animal?



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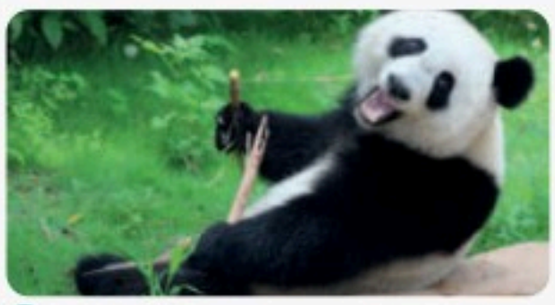
## 3 Look and complete. Then say.



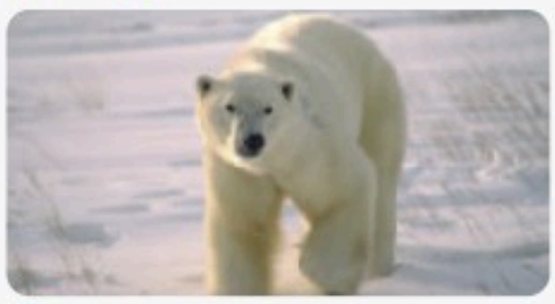
1 L*ion*_____



2 p_____



3 p_____



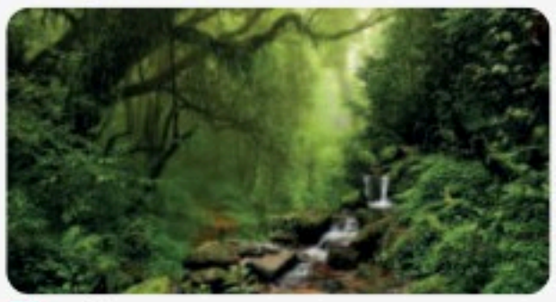
4 p_____ _____



5 k_____



6 c_____



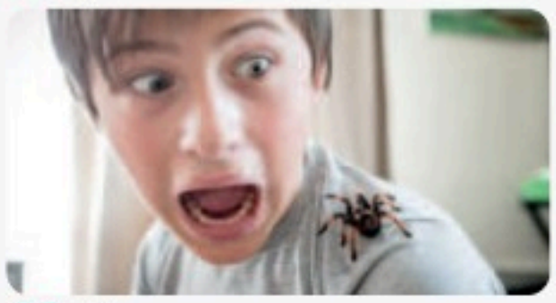
7 j_____



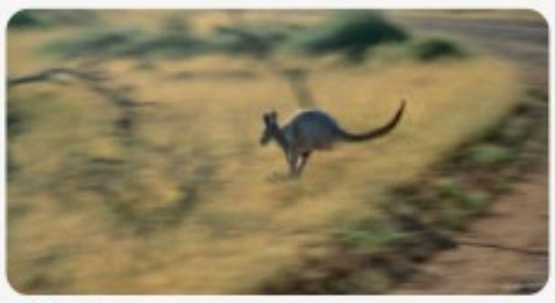
8 a_____



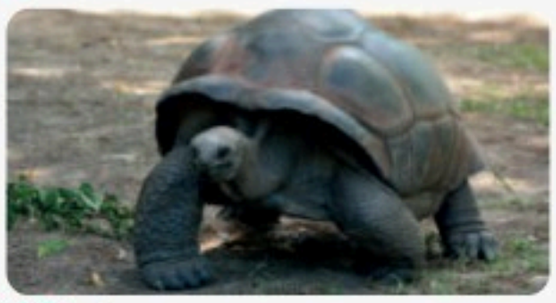
9 d_____



10 f_____



11 f_____



12 s_____

## 4 Look and complete the sentences.
















1 His favorite animal is a ___*parrot*___.

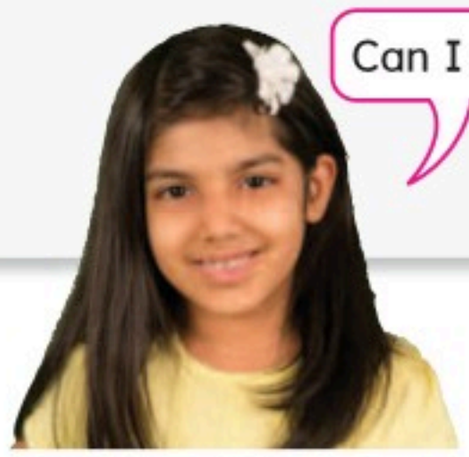
2 She likes _____.

3 The parrot is in a _____.

4 The _____ are moving fast.

5 There are many _____ in the zoo.

## 5 Draw and tell your partner about your zoo animals.



Can I see your zoo?

Sure. Here are the lions. Here is the polar bear. It's in a cage.



# Grammar

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## 1 Look, read, and answer the questions.




1 Look! This is **when** we arrived at the zoo!




3 This is the woman **whose** cat wanted to play with the kangaroos!



5 This is **where** the pandas live.

2 And this is the parrot **which** talked to people!

4 And that's the vet **who** works in the zoo.

6 And this is the tiger **that** makes me feel frightened!

**a** Which sentence is talking about a person? ☐

**b** Which sentence is talking about a time? [1]

**c** Which sentence is describing a place? ☐

**d** Which sentence is expressing a possession? ☐

**e** Which sentences are talking about an animal or thing? ☐ ☐

## 2 Read and choose the correct words.

**1** We use *that* and *which* / *where* when we refer to people, animals, and things.

**2** We use *who* and *whose* / *that* only when we refer to people.

**3** We use *who* / *where* when we refer to places.

**4** We use *where* / *when* to refer to time.

**5** We can use *whose* / *that* to substitute for *who*, *which*, *where*, and *when*.

**6** We use *what* / *whose* to refer to something that belongs to someone.

## 3 Read and complete the chart.

**when** **where** **which** ~~**who**~~ **whose**

| | | |
|---|---|---|
| This is the scientist | that / [1] *who* | works at the zoo. |
| This is the tiger | that / [2] _____ | is living in the zoo now. |
| That was the day | [3] _____ | my cat had kittens. |
| This is the zoo | [4] _____ | the vet works on Fridays. |
| This is the woman | [5] _____ | parrot speaks English. |



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**4 Read and choose the correct words.**

1 This is the cat that / where had kittens.
2 That is the teacher who / whose helped the kittens on the street.
3 This is the girl whose / who horse was in the competition.
4 That is the park where / whose we saw the parrots.
5 The museum that / who I want to visit is near the zoo.
6 This is the day where / when we help at the animal shelter.
7 That was the jungle in which / whose the man saw the tiger.

**5 Read and write the sentences.**

1 Julie / kangaroo / has / a long tail. (that)
*Julie is the kangaroo that has a long tail.*
2 Manny / elephant / ears / are big. (whose)
3 Australia / place / kangaroos / live (where)
4 Ahmed / vet / helps / the polar bear. (who)
5 Saturday / we / help animals / in the shelter. (when)
6 This / animal book / we / got / for our little brother. (which)

**6 7.3 Listen, read, and choose.**

This is the gray elephant [1] who / whose ears are big.
That is the big panda [2] that / when is black and white.
This is the small monkey [3] who / whose teeth are dirty.
That is the giraffe that has a loooong neck, that's right.

*Chorus*
At the zoo, at the zoo.
We are having so much fun
here at the zoo.

Is that the green parrot [4] that / whose can say hello?
Is that the brown kangaroo [5] that / where jumps and never falls?
I think that's the tiger [6] whose / that is brave and strong.
And that is the vet who takes care of them all.

*Chorus (x2)*

**7 7.4 Listen again and chant.**

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# Story

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**1 Look at the picture and say where the people are.**

**a** an animal shelter **b** a zoo

**2 Check (✓) all the animals that you see.**

| | | | |
|---|---|---|---|
| ☐ horse | ☐ monkey | ☐ parrot | ☐ mouse |
| ☐ tortoise | ☐ cat | ☐ rabbit | ☐ panda |

**3** 7.5 **Listen and read.**

## A Visit to the Animal Shelter



Seth and Emma are at the local animal shelter. They're interviewing Dr. Sullivan. She is a vet who is a volunteer there.

**Seth:** What do you do here, Dr. Sullivan?

**Dr. Sullivan:** I work with other vets who help animals that are sick, like Pinky here.

**Emma:** What happened to Pinky? He looks frightened.

**Dr. Sullivan:** Pinky is a rabbit who came here with a broken leg. I operated on him this morning.

**Seth:** Poor Pinky!

**Emma:** Do you have people who take care of some of the animals here?

**Dr. Sullivan:** Yes, we do, but animals are a big responsibility!

**Seth:** Can I take care of Pinky when he's better? I think Pinky will be happy at my house.

**Parrot:** No, he won't! No, he won't!

**Seth:** Who said that?

**Parrot:** Not me! Not me!

**Dr. Sullivan:** Oh, that's a parrot who has been here a long time. He's always unhappy and mean.

**Parrot:** I'm not mean! Take care of me!

**Dr. Sullivan:** Don't worry about him. He needs people to love him and help him feel safe, too!

**Emma:** Then he can come home with me!

**Dr. Sullivan:** That's great! Children who want to help animals are the best!

**4 Read again and choose the correct words.**

1 Dr. Sullivan is a volunteer / lives at the local shelter.
2 Seth wants to take care of the cat / rabbit.
3 People who take care of pets need to be responsible / happy.
4 The parrot wants / doesn't want someone to take care of him.
5 Dr. Sullivan thinks the parrot needs / doesn't need a home.
6 The story is about how people can make animals feel safe / frightened.

## Social and Emotional Learning

**Read and complete for you. Then discuss.**

1 When you take care of an animal, you must _____
2 Not all animals can be pets because _____
3 If you take care of an animal, you must _____



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# Listening and Speaking

**1 Emma is interviewing Dr. Sullivan. Check (✓) the questions you think Emma is going to ask her. Talk to your partner.**



- 1 What do you do? ☐
- 2 Why did you decide to become a vet? ☐
- 3 How many animals do you have? ☐
- 4 What is your favorite part of your job? ☐
- 5 Where do you work now? ☐
- 6 Why do you like to work at the zoo? ☐
- 7 What is your favorite animal? ☐

**2 7.6 Listen to the conversation. Check your answers for Exercise 1.**

**3 7.7 Listen again and match.**

| | | | |
|---|---|---|---|
| 1 | The interview is going to be in the | a | panda. |
| 2 | Dr. Sullivan decided to become a vet | b | at the zoo. |
| 3 | Dr. Sullivan's cat | c | lion. |
| 4 | Dr. Sullivan works | d | school newspaper. |
| 5 | Dr. Sullivan's favorite animal is the | e | when she was a little girl. |
| 6 | Emma's favorite animal is the | f | was very sick. |

**4 Interview your partner and write the answers. Answer your partner's questions.**

***Interview questions***

***My partner's name:*** _____

*What is your favorite animal?*

_____

*What does your favorite animal eat?*

_____

*Where can you see it?*

_____

*What color is your favorite animal?*

_____

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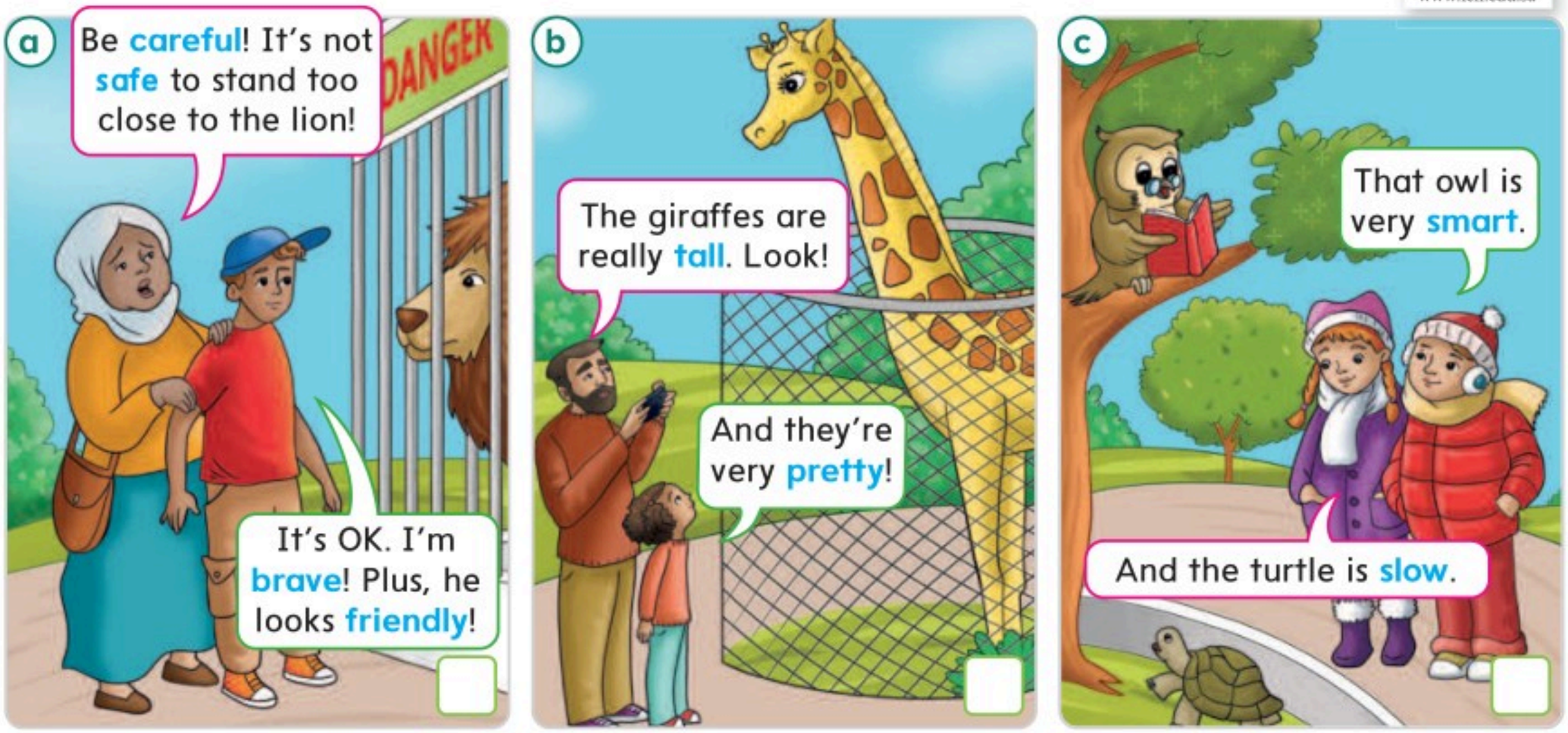
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# Vocabulary

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## 1 7.8 Listen and number.




## 2 7.9 Listen, point, and say.

## 3 Read and complete the words.

1 Elephants and giraffes are t a l l.
2 My cat is very s _ _ _ _. It knows a lot of tricks.
3 Dr. Sullivan says we have to be c _ _ _ _ _ _ with animals.
4 Gorillas are b _ _ _ _. They are not afraid of people.
5 The fish in the tank are colorful and p _ _ _ _ _.
6 Snails are s _ _ _.
7 My parrot is chatty and f _ _ _ _ _ _ _ _.
8 It is not s _ _ _ to cross the busy street when the lights are red.

## 4 Act out and guess with your partner.

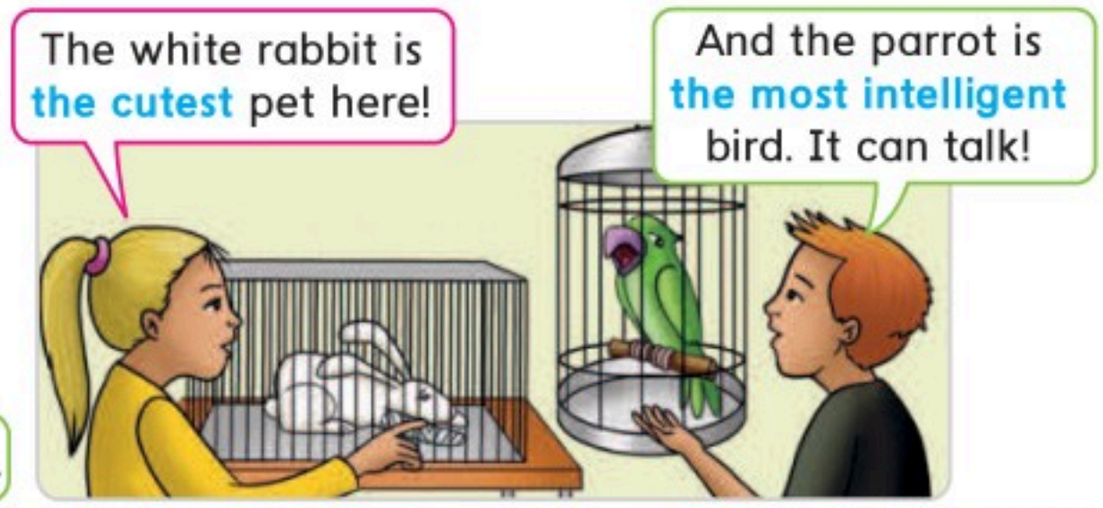





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## 1 Read and complete the chart.




**Long and Short Adjectives / Adverbs**

| | | |
|---|---|---|
| Horses are **friendly**. | Horses are [1] *more friendly than* cats. | Horses are **the most friendly** animals in the world. |
| Cats are **quiet** animals. | Cats are [2] _____ horses. | Cats are [3] _____ pets. |
| Rabbits are **cute**. | Rabbits are **cuter than** parrots. | Rabbits are [4] _____ animals in the animal shelter. |
| Tortoises walk **slowly**. | Tortoises walk [5] _____ cats. | Tortoises walk [6] _____. |

## 2 Look and write a comparative sentence.

1 

*The mouse is faster than the frog.* (fast)

2 

_____ (slowly)

3 

_____ (cute)

4 

_____ (friendly)

5 

_____ (brave)

## 3 Complete with the superlative forms.

1 Giraffes are the *tallest* animals on the planet. (tall)
2 What do you think the _____ animal is? (friendly)
3 This monkey is the _____ animal in the zoo. (smart)
4 Aisha is the student who is the _____ in the class. (intelligent)
5 Lions are one of the _____ animals in the world. (quick)

## 4 Write your own sentences about different animals with the words given.

careful smart friendly safe

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# Reading

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**1** Look at the pictures. Guess where the animals are from.

**2** Read the text and check your answers in Exercise 1.

www.animalfactfiles.com

Australia is a place that has many unique animals. It is the only place in the world where you can find kangaroos and king parrots.



Kangaroos are big brown or gray animals with strong legs and long tails. Kangaroos are mammals that live in grasslands. They eat plants or grass. They can be dangerous if they are frightened, so people must be careful around them. Kangaroos use their tails to jump when they want to move. They can live for more than ten years.



King parrots are pretty birds that live in trees in jungles in small groups. They have beautiful blue, red, and green feathers. They eat fruits, seeds, and leaves. They are friendly animals and more intelligent than kangaroos. They can also learn some words, and some people like to have them as pets. They can live for more than 20 years.

**3** Complete the fact file. Compare both animals.

| | Kangaroo | King Parrot |
|---|---|---|
| Size and Color | | |
| Habitat | | |
| Food | | |
| Life Span | | |
| Other Interesting Facts | | |

**4** Read and discuss.

1 What other animals from Australia do you know?

2 How are they different?



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# Word Work and Writing

## 1 Complete the chart with the words.

~~careful~~ danger frighten helpful interesting

| Verb | Adjective | Noun |
|---|---|---|
| care | 1 careful | care |
| interest | 2 _____ | interest |
| endanger | dangerous | 3 _____ |
| 4 _____ | frightening | fright |
| help | 5 _____ | help |

## 2 Read and choose the correct words.

1 We need to careful / care for the animals.
2 Australia has many interest / interesting animals.
3 Lions can be danger / dangerous when they are hungry.
4 Don't frighten / frightening the birds. Walk quietly.
5 The vet needed some helpful / help yesterday at the shelter.
6 We must be careful / care with our pets at home.
7 Pollution can endanger / dangerous the animals in the jungle.

## 3 Read and write.

- Think of two animals you like or know about.
- Write a fact file like the one on page 90 about each one.
- Mention:
  - size and color,
  - the food they eat,
  - which is faster or slower, and
  - any other differences.

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## 1 Look at the pictures and answer the questions with your partner.

1 What do you know about each animal?
2 How are they different?

## 2 Read and write *T* (true) or *F* (false). Correct the false sentences.



**Tigers are animals that live in Asia.**

They are orange and brown and have long tails.
They are the largest wild cats in the world. They aren't friendly and don't like groups.
Tigers can live for about ten years.

**Did you know?**
There is a white spot behind each tiger's ear.



**African elephants are animals that live in Africa.**

They are gray or brown and have long trunks.
African elephants are the largest land animals in the world and can live more than 50 years.
They live in small family groups.

**Did you know?**
An elephant's trunk is part of its nose.



**Reindeer are animals that live in different parts of the world.**

There are a lot of reindeer in Europe.
They are brown or gray and have white fur around their necks.
Reindeer run fast and can live for about 20 years.

**Did you know?**
Reindeer live in very large groups called herds.

1 Tigers live longer than elephants. F
*Elephants live longer than tigers.*

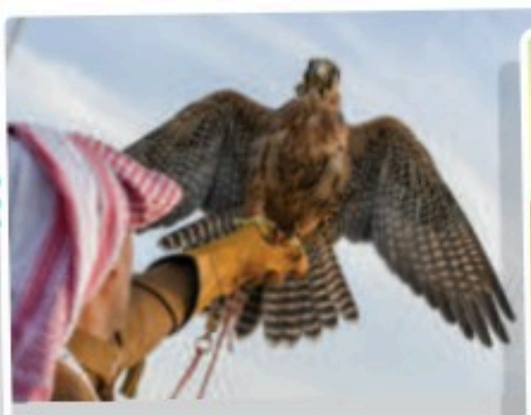
2 African elephants are bigger than any other land animals. ____

3 Reindeer live in bigger groups than tigers. ____

4 Tigers are the smallest cats in the world. ____

5 African elephants live in smaller groups than reindeer. ____

## 3 Research and present a native animal from Saudi.





*What animal is it?*
*Where does it live?*
*What color is it?*
*How long can it live?*
*Does it live with other animals?*
*What is special about it?*



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# Unit Review

## 1 Play and answer.

| | | | |
|---|---|---|---|
| Start / Finish | 1 What is Dr. Sullivan's favorite animal? Why? | 2 Name the animals.  | 3 Where doesn't Emma like to see animals? |
| 7 Circle.<br>This is the zoo *where* / *who* you can see kangaroos. | 6 Talk about your favorite animal. | 5 Circle.<br>Don't *frighten* / *frightening* the animals. Speak quietly. | 4 Compare horses and cats. Use "friendly". |
| 8 Add two more adverbs.<br>slowly<br>_____<br>_____ | 9 Which animal is mean and unhappy in the story? | 10 Circle.<br>Khalid is the boy *who* / *whose* parrot talks. | 11 How are kangaroos and king parrots different? |
| Return | 14 Complete.<br>My cat is s_____.<br>It can do tricks! | 13 Which animal do you think is brave? Why? | 12 Complete.<br>The elephant is the _____ land animal that lives in Africa. |

## Project

### Design an animal shelter.

Work with a partner and:

- imagine you are designing an animal shelter for your town.
- plan your animal shelter.
- make a model of your animal shelter.
- present your animal shelter to the class.



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# 8 Weather

## Jack and his Sisters Enjoy the Four Seasons

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**1** 8.1 Listen, read, and number.

**2** 8.2 Listen, point, and say.

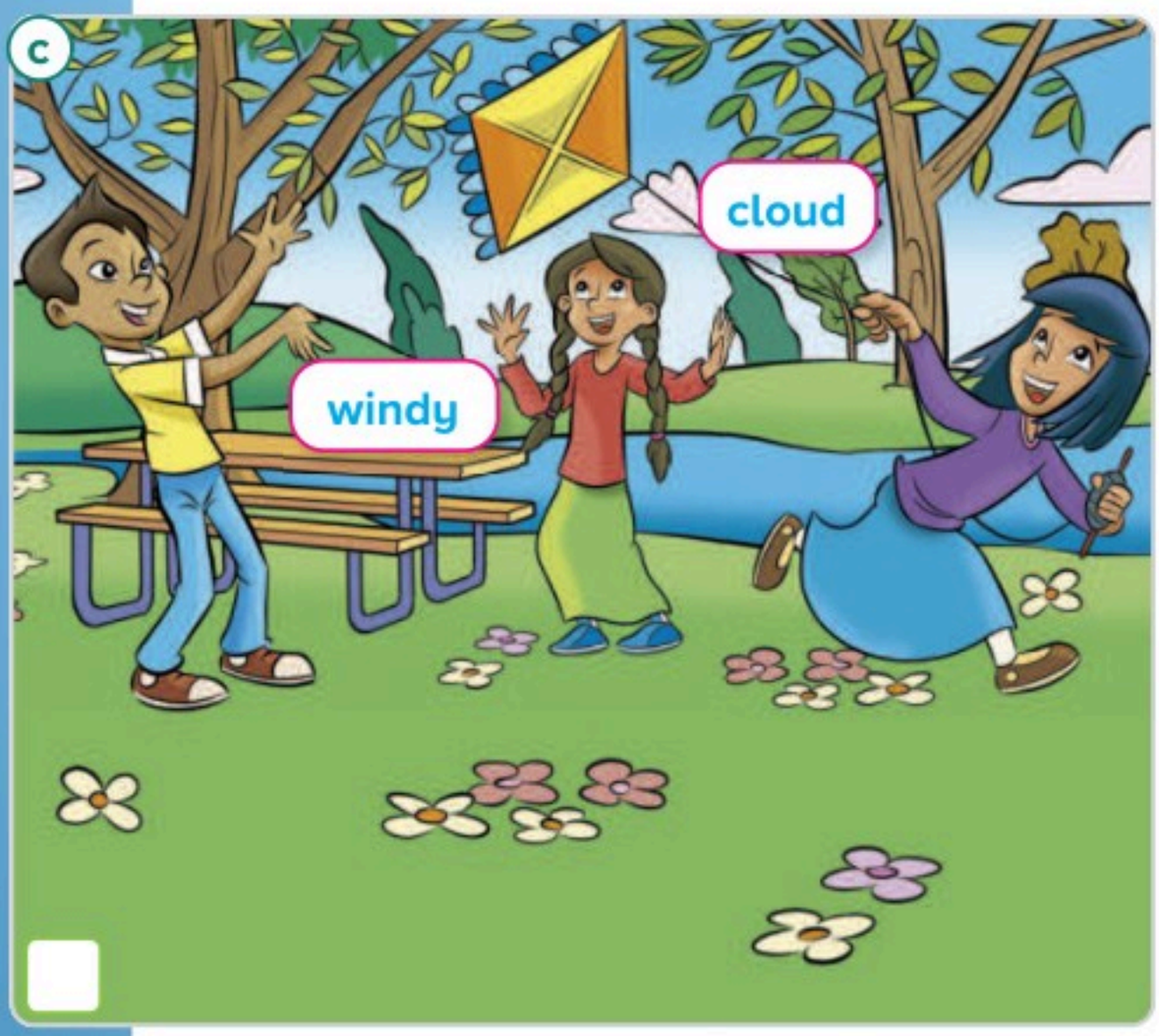
a




b




c




d






What weather do you like?



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# Vocabulary

## 3 Look and write. Use the words from Exercise 1.



1 cloud



2 _____



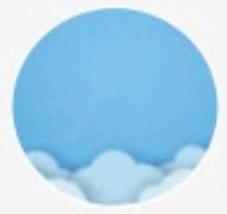
3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

## 4 8.3 Listen, read, and circle the weather words.

Look outside and up at the sky.
What can you see up high?
I see low clouds, so there's rain today.
Take an umbrella, that's what I say.
When you're outside. (x2)

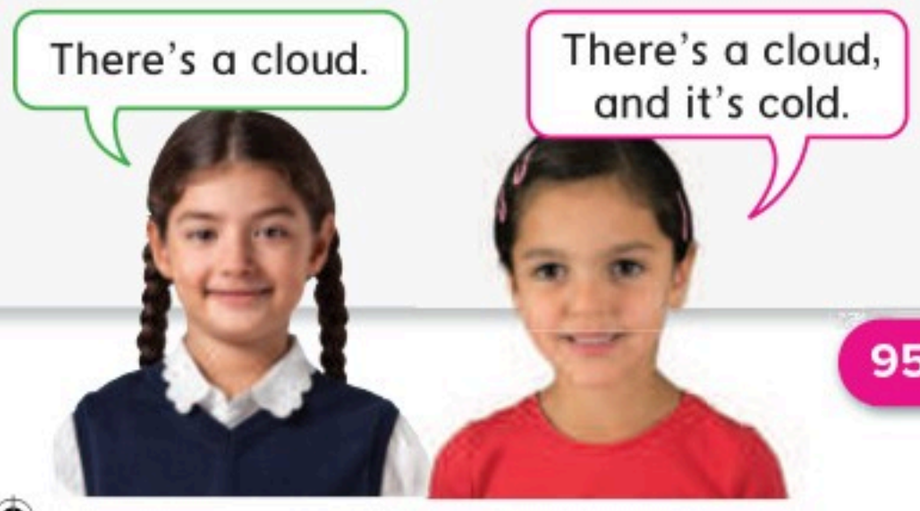
Look outside and up at the sky.
What can you see up high?
I see gray clouds, so there's snow today.
It's cold and there's ice, that's what I say.
Walk slowly outside. (x2)

Look outside and up at the sky.
What can you see up high?
I see sun and rain today.
There's a rainbow, that's what I say.
There's a rainbow outside. (x2)

## 5 8.4 Listen again and chant.

## 6 Play a game. Say with a partner.






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# Grammar

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## 1 Read and choose the correct answer.




1 We use *be going to* to talk about the past / present / future.

2 We use *be going to* to talk about ideas / predictions / offers.

## 2 Read and complete the chart.

| Future with *be going to* | | |
|---|---|---|
| **Question** | **Affirmative** | **Negative** |
| Is it [1] *going to be* sunny tomorrow? | It [2] _____ sunny tomorrow. | It [3] _____ cloudy tomorrow. |
| Are you [4] _____ swimming next summer? | Yes, I [5] _____. | No, I [6] _____. |
| Is he [7] _____ skiing next winter? | Yes, he [8] _____. | No, he [9] _____. |
| [10] _____ they going to go skiing next winter? | Yes, they [11] _____. | No, they [12] _____. |



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## 3 Read and complete with the correct form of *be going to*.




It *'s going to* be sunny tomorrow. It _____ rain.




It _____ snow next week. It _____ hot.




It _____ windy next Saturday. It _____ sunny.




I _____ swimming next week. I _____ skiing.




I _____ cycling tomorrow. I _____ skateboarding.

## 4 Look, read, and complete.



This is the weather for tomorrow on the island.
In the mountains, it's going to snow.
It [1] *'s going to be* very cold. It [2] _____ sunny.
On the beach, it's going to be sunny, and it [3] _____ hot.
Over the city, it's going to be cloudy, and it's going to rain. So, take your umbrella.
And in the forest, it [4] _____ windy. It isn't going to be hot.
That's what the weather [5] _____ like tomorrow.

## 5 Order the words to make questions. Then write answers for your city.

1 going / hot / to be / Is / Monday / it / on / ?
*Is it going to be hot on Monday?*

2 sunny / going / it / Is / to be / Tuesday / on / ?

3 on / Wednesday / the / weather / What's / like / going / to be / ?

4 Thursday / on / What's / weather / the / be / going to / like / ?

5 Is / it / snow / Friday / going to / on / ?

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# Story



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**1** **Look at the pictures and say what you think Layla and her brothers are doing.**

**2** 8.5 **Listen and read.**



## The Weather Dome

The children are going to visit the weather dome. They meet at the entrance.

**Mateo:** You're late, Zack.
**Zack:** Sorry. I wanted to prepare my backpack.
**Layla:** You aren't going to need it.

First, they visit the wet climate.

**Layla:** I don't like rain.
**Mateo:** It's cold, too. I'm going to get wet!
**Zack:** Here's an umbrella.
**Mateo and Layla:** Thanks, Zack!

Then, they visit the hot climate.

**Mateo:** It's very hot.
**Layla:** There aren't any clouds. The sun is so strong!

**Zack:** I like the sun. I have my sunglasses and hat.

Next, they visit the snowy, cold climate.

**Zack:** It's going to snow a lot here.
**Layla:** I can't see anything!
**Mateo:** Me neither. Zack! Help!

The children come out of the snowy climate.

**Layla:** Luckily, Zack had a flashlight.
**Mateo:** Look, the exit!
**Zack:** Did you have fun?
**Layla:** Yes, I did.
**Zack:** Are you hungry? I have some snacks.

**3** **Read again and answer.**

1 Why does Zack arrive late? *Because he wanted to prepare his backpack.*
2 What's the weather like in the wet climate? _____
3 Who's happy in the hot climate? Why? _____
4 What's the problem in the cold climate? _____
5 How does Zack help his brother and sister? _____
6 Why was Zack's backpack important? _____

**4** **Think and group items under the correct heading. Talk with your partner.**

| hot, sunny weather | cold, snowy weather |
|---|---|
| *sun hat* | |

## Social and Emotional Learning

**Read and discuss.**

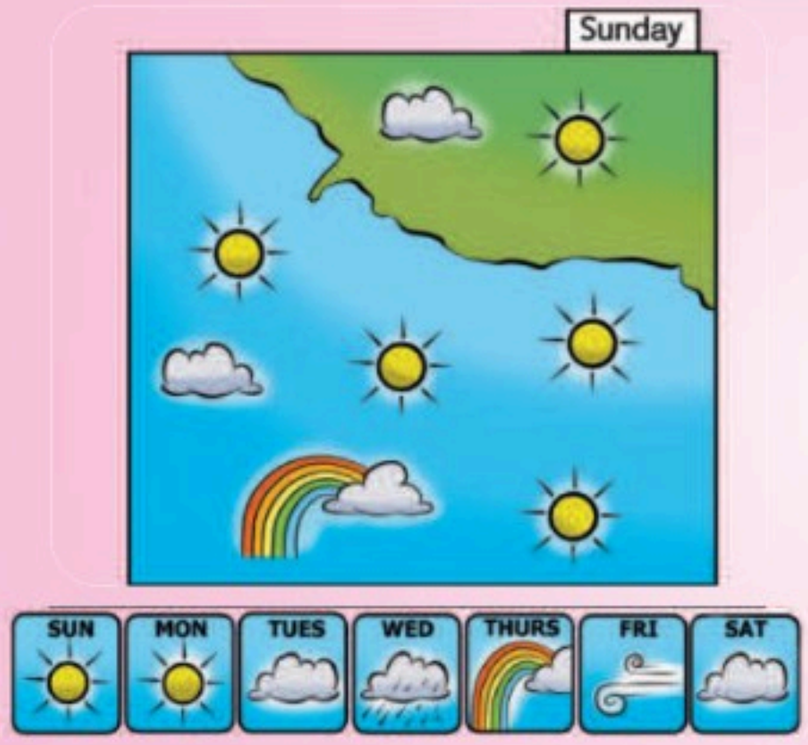
1 What choice did you make that resulted in a problem?
2 How did you solve it?
3 How can you find solutions for problems?



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# Listening and Speaking

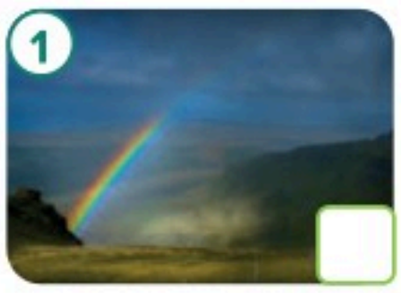
## 1 Look and discuss the weather with your partner.







## 2 8.6 Listen and write the letter.















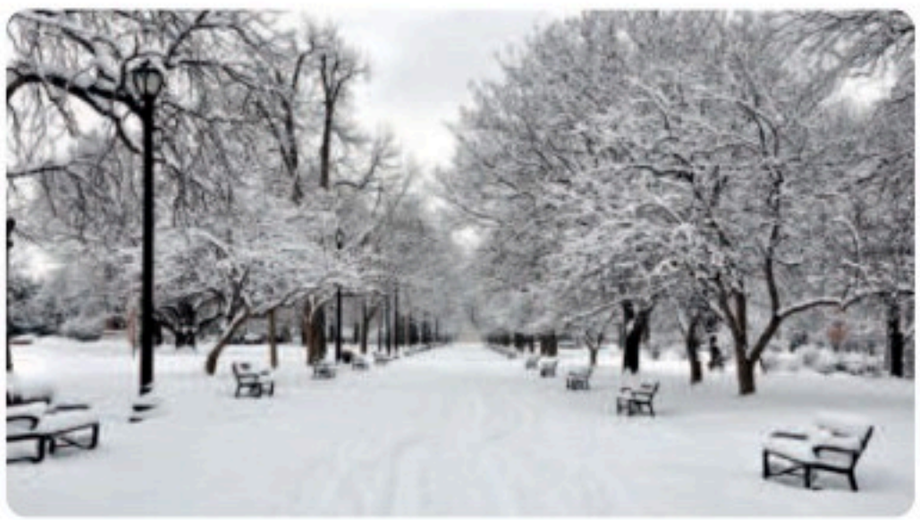

**a** Sunday **b** Monday **c** Tuesday **d** Wednesday **e** Thursday

## 3 In pairs, look and describe the photos and the weather in them.









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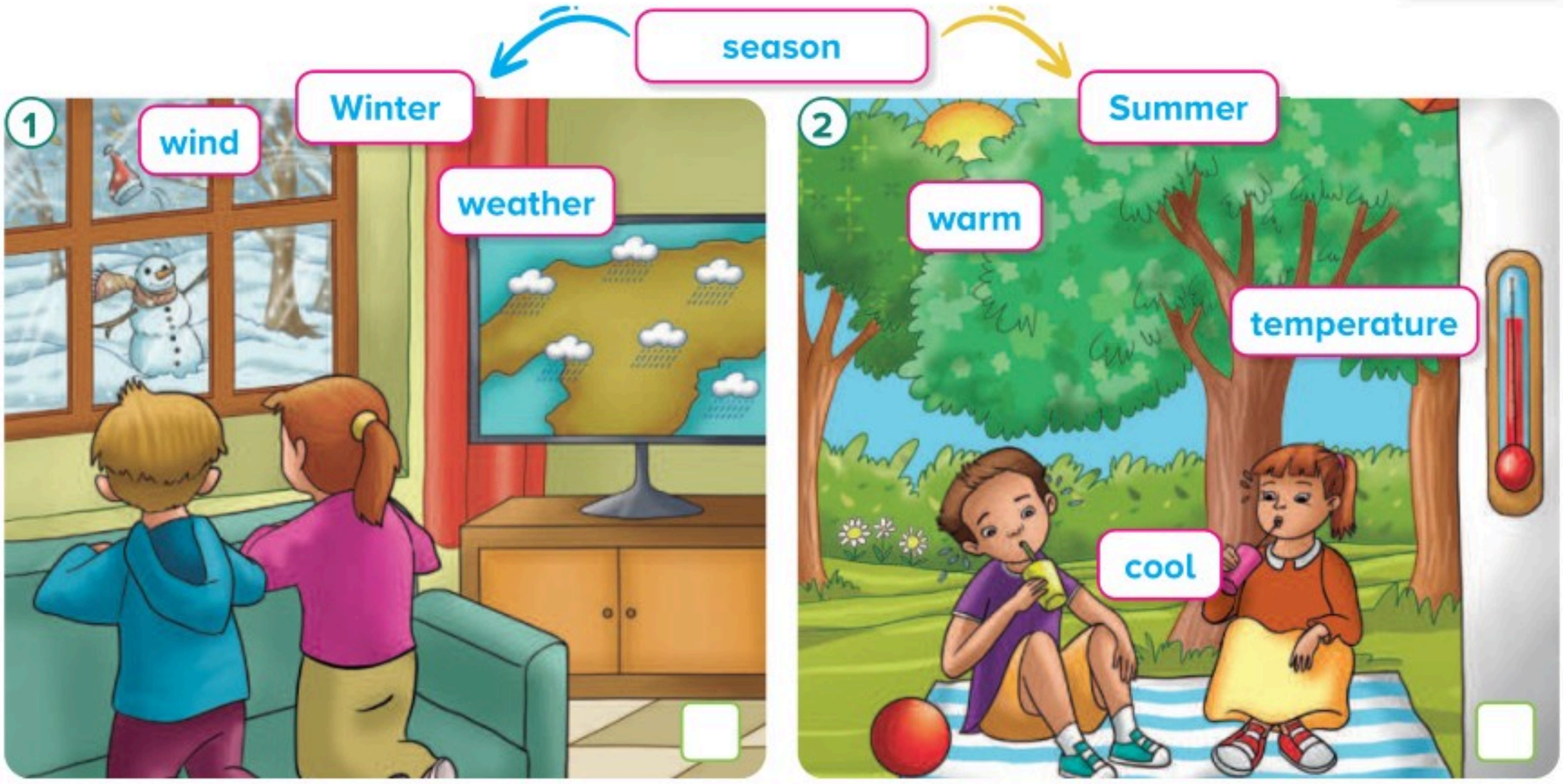
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# Vocabulary

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## 1 8.7 Listen, read, and check (✓) the correct picture.




## 2 8.8 Listen, point, and say.

## 3 Look, read, and write. Use the words in Exercise 1.



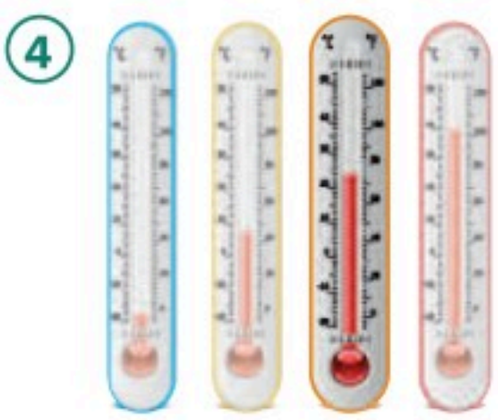
There are four *seasons* in the year: winter, spring, summer, and fall.



It's cold and cloudy during the _____ here.



The _____ is very strong today. It's almost blowing the trees away!



It's not cold today. The _____ is actually nice and _____.



I like the _____ in the _____. It's hot and I can go to the beach.

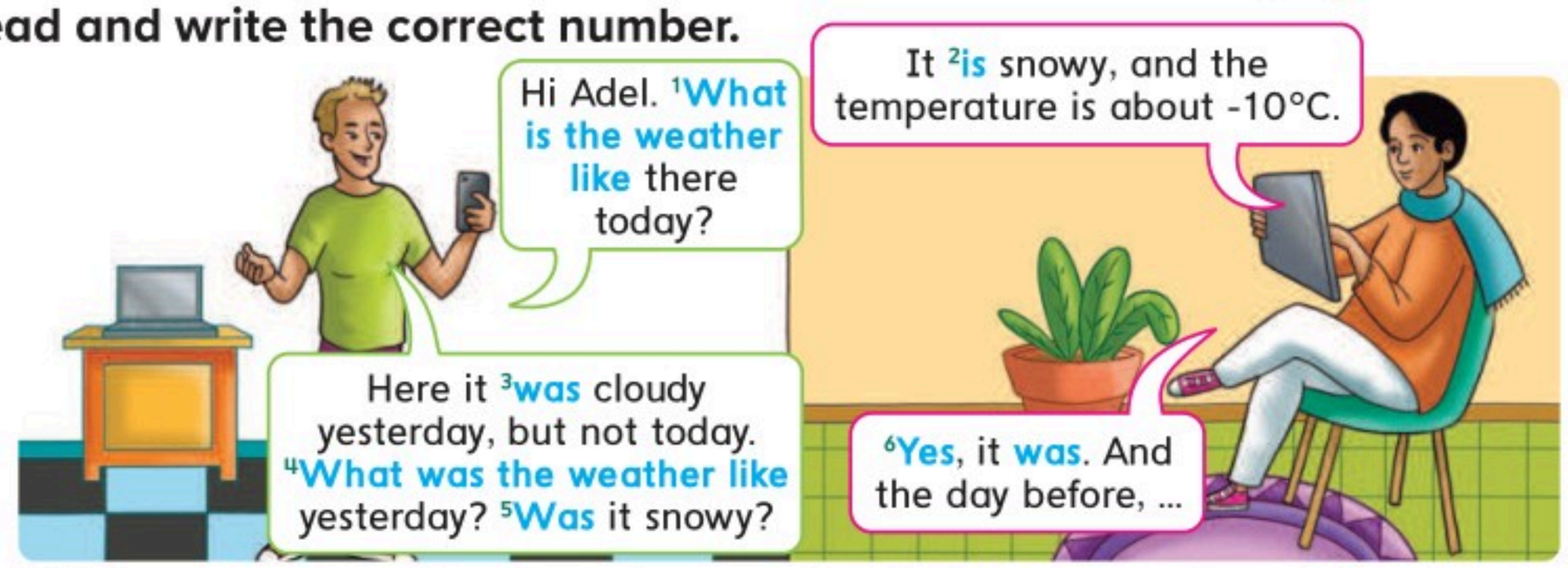


It's going to be _____ today. You need to wear a sweater.



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## 1 Read and write the correct number.




**a** Which sentence asks about the weather in the present? 1

**b** What action word is used to talk about the present? ____

**c** What phrase is used to ask about the present? ____

**d** Which sentences ask about the weather in the past? ____ ____

**e** What action word is used to talk about the past? ____

**f** What phrase is used to ask about the past? ____

## 2 Read and complete the chart.

| | Question | Affirmative | Negative |
|---|---|---|---|
| **Present** | What [1] *is* the weather like today? | It [2] _____ sunny. | It [3] _____ hot. |
| **Past** | What [4] _____ the weather like yesterday? | It [5] _____ cloudy. | It [6] _____ windy. |

## 3 Order the words to make questions. Then ask and answer with your partner.




1 today / What / the weather / is / like / ?
*What is the weather like today?*

2 What / weather / like / was / the / on Monday / ?
_____

3 Tuesday / What / was / like / the / weather / on / ?
_____

4 Was / Wednesday / it / warm / on / ?
_____

5 Was / sunny / on / it / Sunday / ?
_____

6 Is / weather / the / today / rainy / ?
_____

## 4 Answer the questions in Exercise 3 with a partner.

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# Reading



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## 1 Look and match.

1 global warming
2 coastal
3 glacier
4 melting
5 habitat



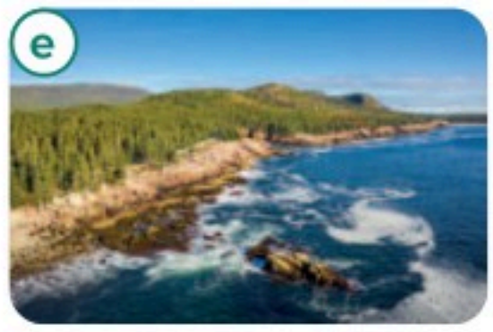













## 2 Read and answer the questions.

www.alaska.com

**ALASKA IS IN THE U.S.A., NEAR THE ARCTIC.**
**IT HAS A COLD, DRY, POLAR CLIMATE,**
**BUT IT IS CHANGING**
**BECAUSE OF GLOBAL WARMING.**




In the past, the weather was very cold, and the ground was completely covered in **snow** in the north. There was also a lot of coastal sea **ice** and large glaciers.

But now, the weather is warmer. The temperatures are going to be rising, and, as a result, the sea ice is going to be melting. It's also not very **snowy** anymore in Alaska. The snow and ice are melting, so polar bears are losing their habitat.

The temperatures today are around -20 °C in January and 10°C in July. The weather is still cold in the winter, but warmer than in the past compared to the last 50 years.

Experts say that Alaska is going to get two degrees hotter by the year 2050.

In the past, the weather was cool in the forests in the south, but now there are more hot, **sunny** days. This can cause forest fires which destroy habitats and harm animals.

1 Where is Alaska? *It is near the Arctic.*
2 What was the weather in the north like before? _____
3 What is the weather in the north like now? _____
4 Are the temperatures going to rise in the future? _____
5 What was the weather in the forests like before? _____
6 What is the weather in the forests like now? _____

## 3 Look and describe the pictures. Say how the climates are different.















In picture D, the leaves are brown. And it's cloudy.



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# Word Work and Writing

**1 Read and match.**

| Nouns | | Adjectives |
|---|---|---|
| 1 | sun | a rainy |
| 2 | rain | b cloudy |
| 3 | snow | c snowy |
| 4 | wind | d sunny |
| 5 | cloud | e windy |

**2 Look, read, and write.**




1 The *sun* (n) is in the sky. It's *sunny* (adj) today.

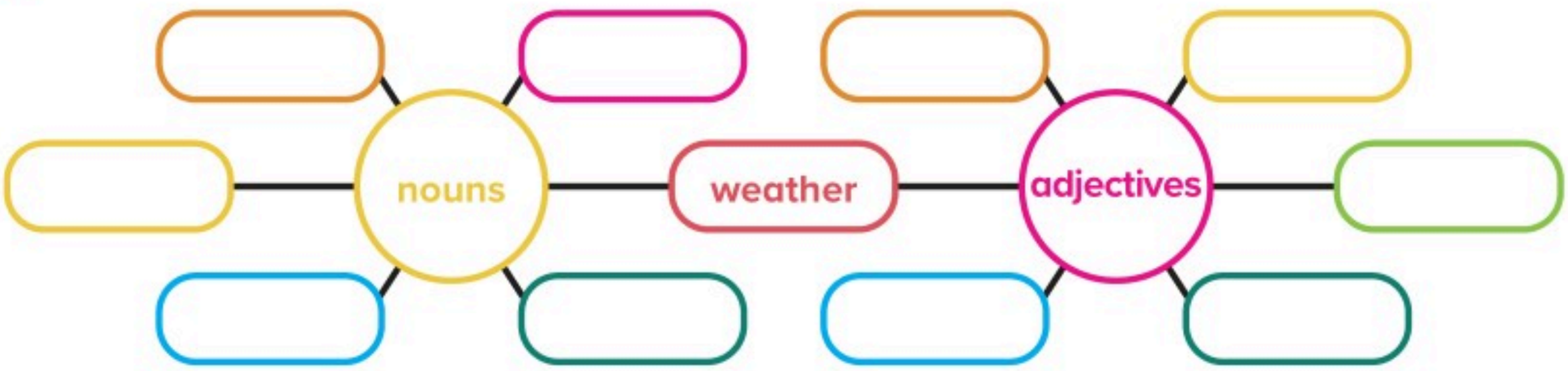
2 The _____ (n) is blowing in the trees. It's going to be _____ (adj) tomorrow.

3 There were lots of _____ (n) in the sky. It was very _____ (adj) yesterday.

4 The _____ (n) is falling in the streets. It's very _____ (adj) today.

5 There's _____ (n) everywhere. It's very _____ (adj) today.

**3 Think and write weather words.**




**4 Write about your favorite season.**
**Use the questions to help you.**

1 What's your favorite season?

2 Why do you like winter, spring, summer, or fall?

3 What changes do you see in nature?

4 What's the weather like?

5 What activities do you do in this season?

My Favorite Season

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# Integrated Learning: Art

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## 1 Look at these logos. Do you know them?

القدية Qiddiya

الدرعية DIRIYAH

RIYADH KINGDOM OF SAUDI ARABIA EXPO 2030

رؤية VISION 2030 المملكة العربية السعودية KINGDOM OF SAUDI ARABIA

## 2 Read. Underline the words that say what logos do.

**What is a logo and what does it do?**

A logo uses images, words, or shapes. It is usually a simple design. Logos give your project an identity. They have a meaning. They tell stories or communicate messages. Logos can also reflect your vision and your values. They help people remember you.

## 3 Do you know this logo? What does it represent?

### NEOM: Global Identity




NEOM is a new project on the Red Sea coast of Saudi Arabia. There are going to be lots of different habitats in the project to help with global warming. The NEOM logo is beautiful and uses lots of colors. It also has a lot of meaning.



Each part of the logo shows a different part of the NEOM project: technology, nature, community, sustainability, and livability. All these things are important for everyone in the world. The NEOM logo has a global identity. The five parts are in a circle and represent the Saudi vision for a new future.

## 4 Write the words in the correct place.



T _____
C _____
N _____
S _____
L _____

Nature
Sustainability
Livability
Technology
Community

## 5 Design a logo for your school. Explain your logo.



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# Unit Review

## 1 Play and answer.

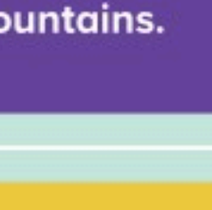
**Start / Finish**

**1** Complete.

It's _____ hot and sunny tomorrow.

**2** Complete.

It's _____ today.



**3** Complete.

What _____ you _____ to do tomorrow?

**4** Complete.

I'm _____ to go shopping tomorrow.

**5** Change the nouns to adjectives:

sun _____
rain _____
wind _____
cloud _____

**6** Circle.

It's *windy* / *rainy*.



**7** Complete.

What's the _____?
It's very hot.



**8** Answer.

How is the weather different today from previous years in Alaska?

**9** Complete.

A _____ uses images, words, or shapes.

**10** Circle.

There's a lot of *snow* / *snowy* on the mountains.

**11** True or false?

NEOM is a new project on the Red Sea coast of Saudi Arabia.

**Return**

**12** Complete.

What _____ the weather like yesterday?

**13** Answer.

What does Zack have in his backpack?

**14** Say.

This is what we see when there's rain and sun together.

## Project

### Make a paper pinwheel.

- Get all your materials together.
- Use a square piece of construction paper.
- Draw four diagonal lines to the center.
- Cut two thirds along the lines.
- Fold the corners into the middle.
- Attach the corners to a straw or stick.
- Blow and make your finished pinwheel move.



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# Goodbye!

1 G.1 Read and listen.

## Getting Ready







## The Red Helicopter









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## On the Island—The Scary Tiger







**2 Read and answer.**

1 Why are they going to go on vacation?
2 Who invited them to the island?
3 How do they get to the island?
4 What does Tang see from the helicopter?
5 Why is Bud frightened on the island?
6 What does Uncle Joe tell them about the animal?

**3 Complete for you.**

1 I love vacation time because ...
2 My family and I usually spend our vacations in ...
3 When I am on vacation, I like ...

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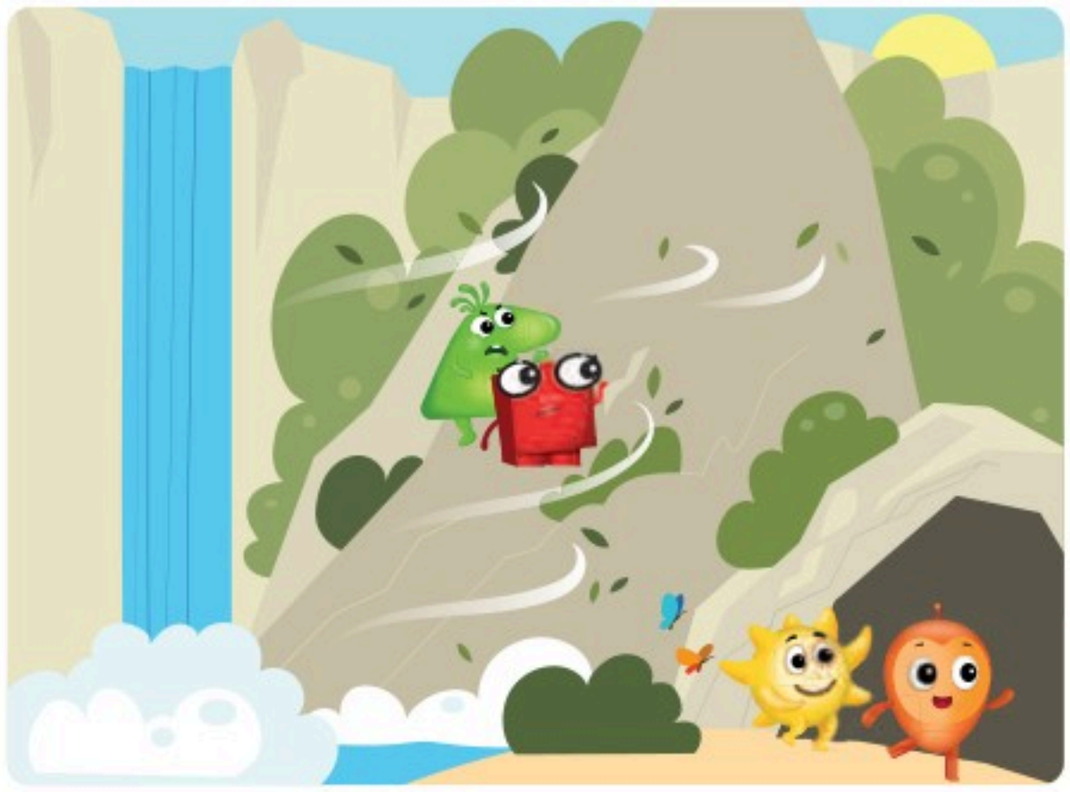
## 4 G.2 Listen, look, and choose the correct picture.



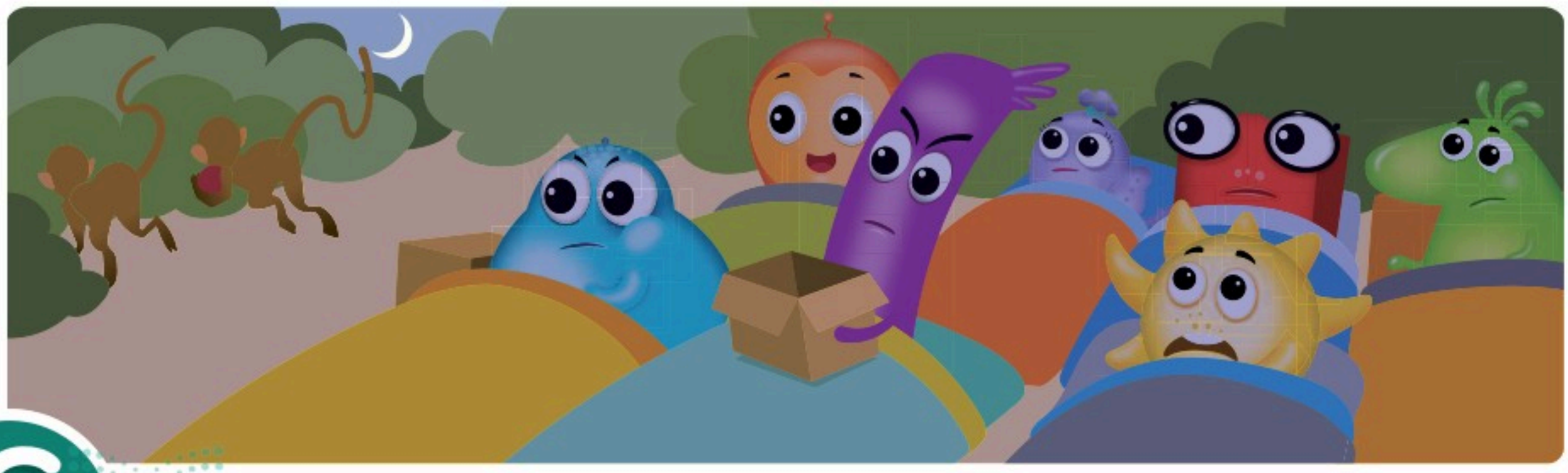

## 5 Look and tell the rest of the story.

What did the *All Sorts* do on the island the next day?

The next day, Tang and Bud climbed the hill. Glo and Fizz ...









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## 6 Look and match.

1 hill ☐

2 windy ☐

3 wet clothes ☐

4 cave ☐

5 walk ☐

6 monkeys ☐

7 naughty ☐

8 draw ☐

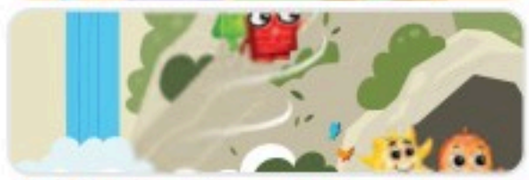
a 

b 

c 

d 

e 

f 

g 

h 

## 7 Look and write the story in Exercise 5.

**First, ...** *Tang and Bud climbed the hill.*

**Then ...**

**After that, ...**

**Finally, ...**



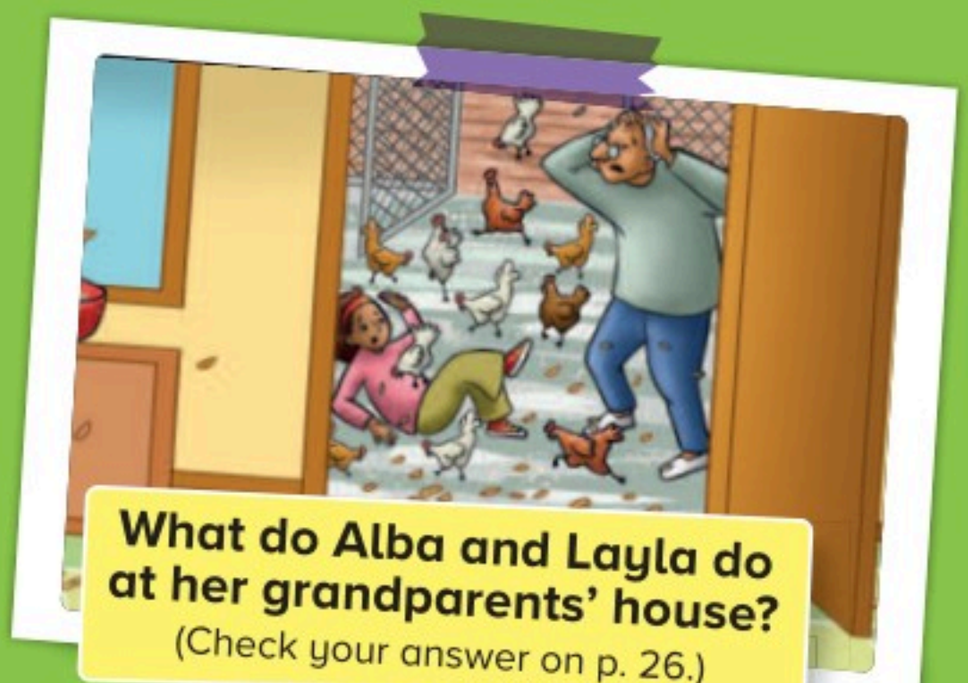
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# Do you remember?

**8** **Look, read, answer, and play the game.**



**What does Ahmed like to do with his family?**
(Check your answer on p. 15.)



**What do Alba and Layla do at her grandparents' house?**
(Check your answer on p. 26.)



**What is Samantha doing when the children see her on the playground?**
(Check your answer on p. 38.)

**Why did Peter and Daisy go shopping?**
(Check your answer on p. 50.)

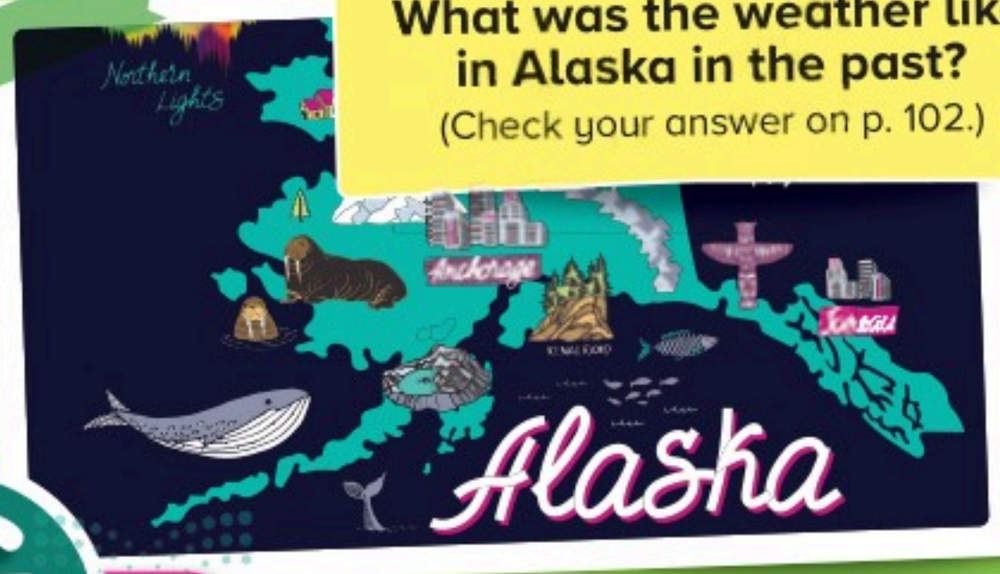




**What did the game consist of?**
(Check your answer on p. 62.)



**Why did Dad need ice on his foot?**
(Check your answer on p. 74.)




**What was the weather like in Alaska in the past?**
(Check your answer on p. 102.)



**What animal does Dr. Sullivan like? Why?**
(Check your answer on p. 87.)



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**9** **Read the poem.**





*We love our vacations!*
*Vacations are fun!*
*They're exciting and fun for everyone!*

*Goodbye, Grandma and Grandpa,*
*Aunt Sally and Uncle Tom, too.*
*Goodbye, kitten and monkey.*
*We won't forget any of you!*
*We're going on vacation.*
*We're going far away.*
*Our bags are packed. It's time to leave.*
*We're ready to go today!*







*We love our vacations!*
*Vacations are fun!*
*They're exciting and fun for everyone!*

*We're going to sleep on a mountain.*
*We're going to an island, too*
*We'll shop for Rana and Mona.*
*So many fun things to do!*
*We're going on vacation!*
*We're not going to school!*
*We'll have fun with Omar and Faiz.*
*It's going to be so cool!*





*We love our vacations!*
*Vacations are fun!*
*They're exciting and fun for everyone!*

**10** **Read the poem aloud as a class.**

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# Vocabulary

TERM 1

## Welcome!

Afraid *p 6, 7*
Back to school *p 5*
Beautiful *p 5*
Brilliant *p 6, 8*
Celebrate *p 4*
Celebration *p 5, 9*
Dangerous *p 6*
Different *p 6*
Excellent *p 6*
Exciting *p 6, 7*
Naughty *p 6, 7*
Surprised *p 6, 7*
Terrible *p 6, 7*

## Unit 1

Ancient *p 20*
Attractive *p 20*
Aunt *p 10, 11, 13, 14, 16, 17, 18, 19, 20, 21*
Chatty *p 16, 18, 19, 20, 21*
Cousin *p 10, 13, 15, 16, 18, 19, 20*
Create *p 20*
Culture *p 20*
Daughter *p 10, 11, 14, 15, 18*
Development *p 20*
Fantastic *p 19*
Favorite *p 18, 21*
Gathering *p 13*
Granddaughter *p 10, 11, 14, 18*
Grandparents *p 13, 14, 15, 17, 19, 20*
Grandson *p 10, 11, 14*
Grown-ups *p 10, 14*
Helpful *p 16, 18, 19, 20*
Huge *p 20*
Husband *p 15, 19*
Kind *p 16, 18, 19, 20, 21*
Kitten *p 14*
Lazy *p 16, 20, 21*
Man *p 16, 18*
Modern *p 20*
Parents *p 10, 11, 13, 15, 17, 18, 19, 20*
Parrot *p 14*
Rabbit *p 14*
Shy *p 16, 18, 19, 20*
Site *p 20*
Son *p 10, 11, 14, 18*
Strong *p 16, 19, 20*
Tired *p 16*
Tourist *p 20*
Uncle *p 10, 11, 13, 14, 18, 19, 20*
Weak *p 16, 19, 21*
Wife *p 19*
Woman *p 16, 18*
Worship *p 20*

## Unit 2

Broom *p 33*
Bucket *p 26*
Catch (the bus) *p 22, 24, 25, 26, 30, 31*
Clear the table *p 28, 33*
Comic book *p 22, 24, 25*
Cut the grass *p 23, 28*
Dirty *p 32*
Dust *p 32*
Feed the animals *p 28*
Get dressed *p 27*
Get off (the bus) *p 22*
Get on (the bus) *p 22, 25, 33*
Get undressed *p 22*
Get up *p 22, 23, 25, 27*
Great *p 23*
Leaves *p 22, 26, 31*
Make the bed *p 28*
Ride (on the bus) *p 23, 25, 29, 30*
Take out the trash *p 28, 29, 30*
Trash can *p 22*
Set the table *p 28, 30*
Sweep the floor *p 28, 29*
Wake up **23, 25, 30, 31**
Wash the dishes *p 28, 30, 33*

TERM 2

## Unit 3

Call *p 34, 36, 37*
Carry *p 34, 35, 37*
Clap *p 43*
Climb *p 34, 35, 37, 38, 39, 41, 43, 44, 45*
Cry *p 34, 35, 38, 39*
Drop *p 34, 37, 38, 39, 45*
Dream *p 34, 44*
E-mail *p 40, 41*
Fix *p 40*
Invite *p 39, 40, 41*
Jump *p 34, 35, 36, 37, 38*
Laugh *p 34, 35, 36, 37, 38, 39, 44, 45*
Mean *p 43*
Need *p 40, 43*
Nice *p 38, 39*
Old *p 34, 43, 44*
Plant *p 40, 41*
Polite *p 39*
Prefer *p 34, 35, 43*
Push *p 37*
Rob *p 40, 43*
Score *p 34, 35, 36, 37, 38, 41*
Shout *p 34, 35, 36, 37, 38, 43*
Stop *p 40, 42, 43*
Wait *p 34, 37*
Water *p 40, 41*
Yesterday *p 36, 37, 40, 45*
Young *p 43, 44*

## Unit 4

Badly *p 52*
Carefully *p 52, 54, 56*
Catch a ball *p 46, 55*
Dress up *p 46*
Go shopping *p 46, 48*
Happily *p 52, 54*
Hide *p 46, 49*
Inside *p 46, 49, 57*



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Listen to music *p 49*
Loudly *p 52, 54, 57*
Luckily *p 52, 54*
Make a model *p 46*
Outside *p 46, 49, 53, 55, 56*
Play board games *p 46, 49, 54*
Play sports *p 49*
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Workbook



# TopGoal

Nico Dantaz Rachel Finnie

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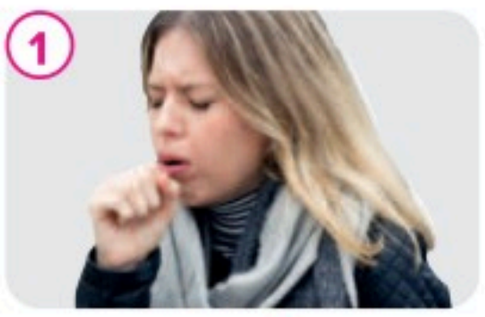
# 6 House Accidents

## You should go to the doctor!

TERM 3

**1 Look and find. Circle.**

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| H | E | A | D | A | C | H | E | E | O | S |
| A | T | T | Y | U | J | K | L | A | J | T |
| G | O | R | F | A | L | L | B | R | M | O |
| H | O | D | C | U | T | Q | C | A | N | M |
| C | T | E | E | R | H | A | D | C | B | A |
| V | H | X | H | U | R | T | S | H | V | C |
| C | A | G | T | G | K | D | X | E | G | H |
| O | C | S | I | C | K | F | W | H | F | A |
| U | H | H | A | S | L | C | R | Y | D | C |
| G | E | B | A | C | K | E | A | V | S | H |
| H | J | I | O | X | R | A | Y | C | V | E |



*cough*

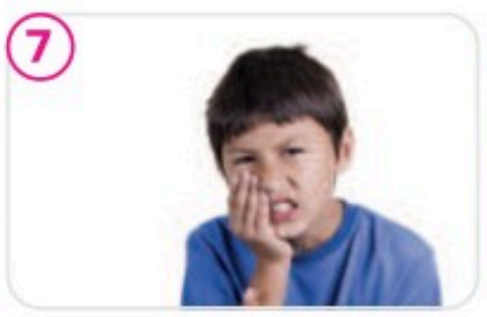








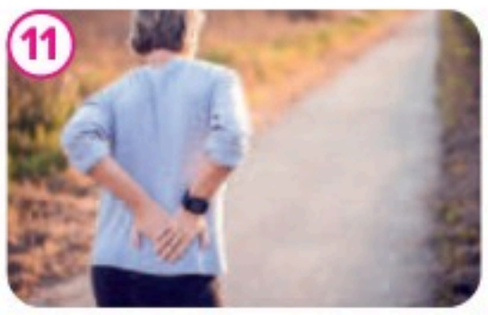


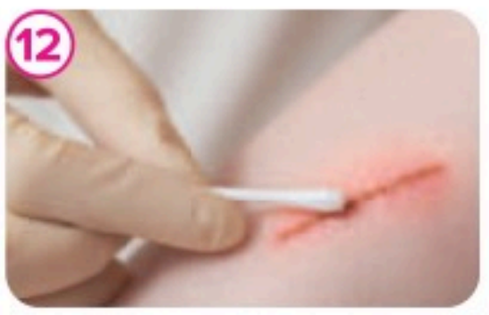










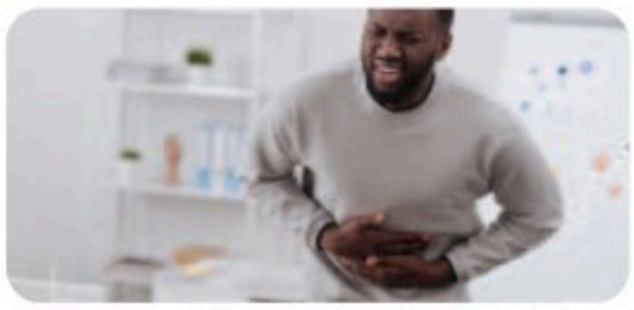


**2 Use the words in Exercise 1 and label the pictures.**



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## 3 Look and complete.



1 Jim ate a lot of food, and now he has a *stomachache*.



2 Tim played a lot of video games, and now he has a _____.



3 Aisha has a _____ on her finger after making a fruit salad.



4 Ryan had a fall and _____ his leg.



5 Melody is not very well; she feels _____.



6 Parker is _____, and his friend is talking to him.

## 4 Look and write what is the matter with the children.




*He is having an X-ray.*
















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## Grammar

**1 Read and choose the correct option.**

1 I have a headache. You should / shouldn't watch TV.
2 I am in a hospital's corridor. You don't have to / have to be quiet.
3 I want to get better. You must / mustn't take your medicine.
4 He has a cold. He shouldn't / should play outside.
5 I have a toothache. You shouldn't / should go to the dentist.
6 I had a fall climbing a tree. You don't have to / have to be careful.

**2 Read and complete with *must*, *mustn't*, *should*, *shouldn't*, *have to*, and *don't have to*.**

**Ashraf:** Majid! That was a bad fall. You [1] *must* be careful.
**Majid:** Yes, I know! Ouch, my leg.
**Ashraf:** You [2] _____ walk. I can call the nurse for help.
**Majid:** You [3] _____ ... I'm OK.
**Ashraf:** No, it's fine. You [4] _____ stay calm if you can.
**Majid:** OK. I [5] _____ run that fast!
***Later . . .***
**Nurse:** What's the matter, Majid?
**Majid:** My leg hurts.
**Nurse:** You [6] _____ stay very still and you [7] _____ move at all! I [8] _____ call an ambulance.



**3 Complete with the phrases in the box. Then match.**

| don't have to go | have to cover | must see | ~~must wear~~ |
|---|---|---|---|
| shouldn't walk | should stay | | |

1 I want to ride my new bike.
2 I have a cough.
3 Fatima has a terrible headache.
4 I had a fall and my leg hurts.
5 I'm feeling sick.
6 I have a terrible toothache.

a You _____ your mouth with your hand.
b You _____ to school.
c You _____ a dentist.
d She _____ in a dark room.
e You *must wear* a helmet.
f You _____ or stand up.



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**4** **Read and complete the text. Use the words in the box.**

don't have to | had to | have to stay | must call | mustn't move | ~~should be~~

*Last week, I had an accident at home. I know I* [1] *should be* *more careful. I was in the kitchen. I had a knife in my hand because I wanted to make a salad. The knife fell and cut my finger. I* [2] _____ *quickly wash my finger, but got a lot of water on the floor. I wasn't careful and had a bad fall. I hurt my back. Luckily, I had my cell phone. "You* [3] _____ *an ambulance," I thought to myself. When help arrived, they said, "You* [4] _____ *your back." They took me to the hospital. They had to do an X-ray on my back. The doctor said, "You* [5] _____ *in bed for week!" "Too bad!," I thought, "but I* [6] _____ *go to school!"*



**5** **Read and write what the person *must* / *mustn't* or *should* / *shouldn't* do.**

1 Your friend falls over and gets a cut on her knee.

_____

2 Your friend looks like she's going to be sick.

_____

3 Your friend gets a toothache every week.

_____

4 Your friend is coughing a lot.

_____

5 Your friend hurts his head and gets a headache.

_____

6 Your friend is always tired at school.

_____

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# Story

## 1 Look and choose the correct option.

Dad's fall is caused by ...

**a** a remote-controlled car. **b** a skateboard. **c** cookies and juice.

## 2 Look and order the pictures.

a *Dad is fine! Let's play again.*



1

b



c



d



e



## 3 Match the titles with the pictures.

1 Oh, no!

2 I'm fine. Thank you.

3 ~~Dad is fine! Let's play again~~.

4 Poor Dad ... let's take him some ice!

5 Hey kids! Cookies and juice for you!

## 4 Use the pictures in Exercise 2. Write the story. Use the words in the box.

| | | | |
|---|---|---|---|
| toy | play in the yard | cookies and juice | step on the skateboard |
| fall in the flowers | bring ice | Dad's foot | OK |



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# Listening and Speaking

## 1 6.1 Listen and check (✓).

**1** What's the matter with Violet?

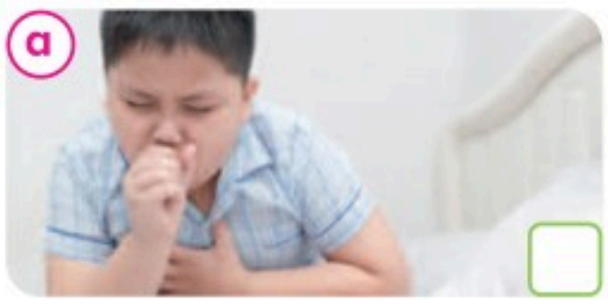


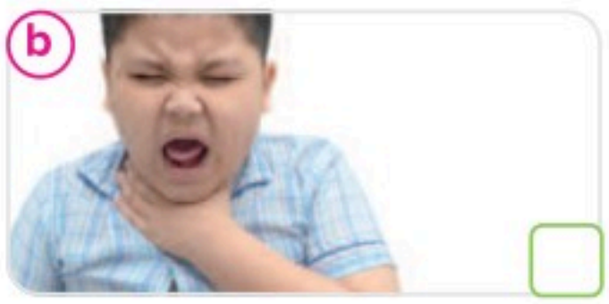







**2** What does Kai have?







**3** Where should Luna go?










**4** What X-ray did Ana have?










**5** What must Mia wear?










## 2 6.2 Listen again and answer *yes* or *no*.

**1** Violet ate lots of pizza. *yes*

**2** Kai doesn't feel sick. _____

**3** Luna's at the nurse's office. _____

**4** Ana's leg hurts. _____

**5** Mia doesn't have a helmet. _____

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# Vocabulary

**1 Order the letters and write the words on the lines.**

bdna dia  lil  ~~staupisr~~  tpu no  stadoirsnw  tsmocha  kate fof  lal ghtri

1 The top part of a building. *upstairs*

2 The lower part of a building. _____

3 The part of your body where food goes. _____

4 The same meaning as "sick." _____

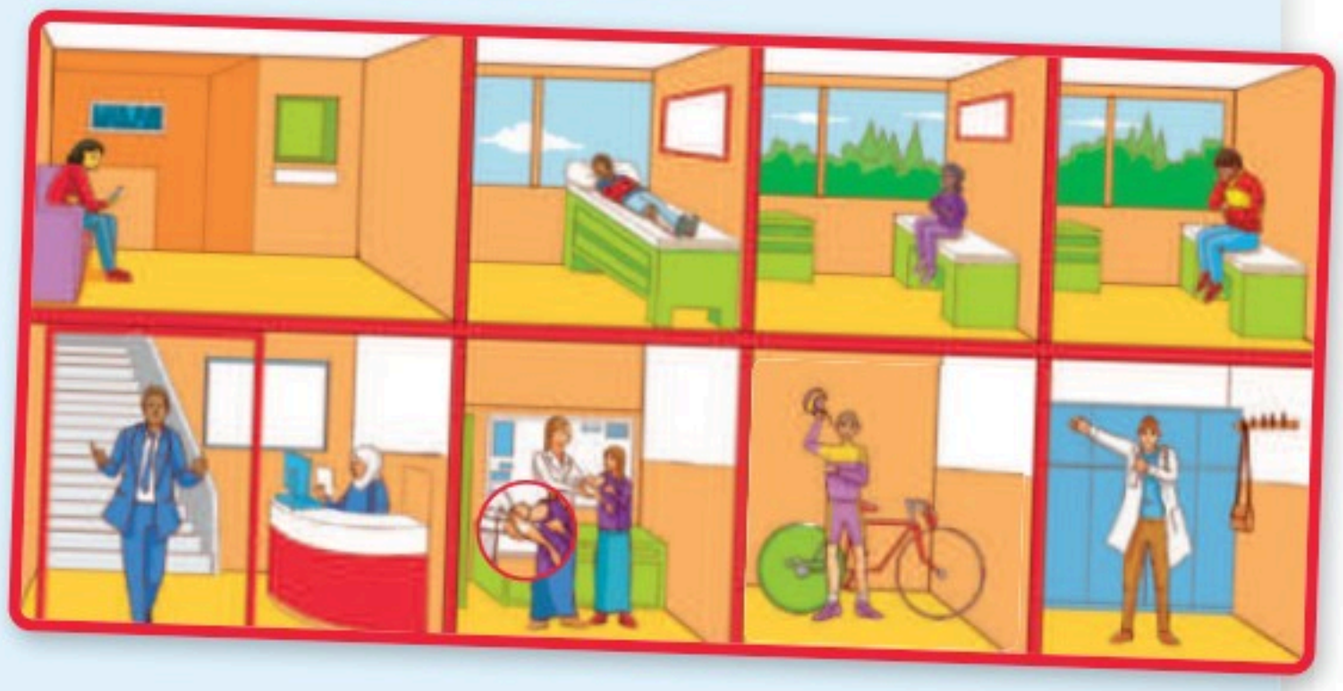
5 You can say "I'm OK" or "I'm ..." _____

6 The thing you can put on a cut. _____

7 When you get undressed, you ... clothes. _____

8 ... clothes is the same as "get dressed." _____

**2 Look at the picture. Write the correct form of the words from Exercise 1.**



*This is a hospital.*
*[1] Upstairs , there's a boy who hurt his leg this morning. There's a 12-year-old girl. Her [2] _____ hurts. She doesn't feel very well. There's a boy with a green face. He feels [3] _____ and is going to be sick. [4] _____ , there are a lot of people. There's a doctor at the door. There's a man who feels [5] _____ now and he can leave the hospital. A little girl is crying because she has a cut on her arm. A nurse is putting a [6] _____ on it. The man who is [7] _____ his helmet has a problem with his arm. And there's a nurse who is [8] _____ her coat and leaving. It's the end of her day.*



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## 1 Read and choose the correct option.

1 I have a cut on my leg. Is there everywhere / anywhere I can sit down?
2 Are you all right? Is there something / nothing I can do to help?
3 Your leg is OK. I don't feel nothing / anything.
4 Does anyone / everyone have some medicine? I can't stop coughing.
5 My leg hurts, my arm hurts, and my back hurts. I think I need an X-ray of everything because it hurts nowhere / everywhere.
6 There's someone / something in my eye. I can't see at all!

## 2 Read and complete. Use the words in the box.

| anyone | ~~anyone~~ | anything | Everyone | someone |
|---|---|---|---|---|



**Doctor:** Is there [1] *anyone* in the waiting room, nurse?
**Nurse:** Yes, doctor. Look at the list! [2]_____ is very sick.
**Doctor:** Oh, dear.
**Nurse:** There's [3]_____ with a bad cough.
**Doctor:** OK. Is there [4]_____ who needs an X-ray?
**Nurse:** Yes, there's a boy who had a bad fall. He says his back hurts.
**Doctor:** That's bad. We should see him first.
**Nurse:** Is there [5]_____ we can give him?
**Doctor:** Yes. Send him in.

## 3 Read and complete with the correct form of *any-*, *every-*, *no-*, and *some-*.

Saeed lived in a small apartment. He had [1] *nowhere* to play, so he went to the park every day. One day, he decided to ride his bike in the park. [2]_____ was all right at first and he enjoyed cycling near the lake. But suddenly, there was [3]_____ wrong with his bike, and he couldn't stop. Splash! Saeed and his bike went into the lake! Oh, no!
A boy asked, "Are you all right?" "I think so," replied Saeed, "but my leg hurts." "I'm going to ask [4]_____ to call an ambulance," said the boy. By now there were a lot of people next to the lake, but [5]_____ had a phone. "Oh, no," said Saeed. He tried to get up. Luckily, there was [6]_____ wrong with his leg – he was OK The only problem was he was VERY wet and cold!

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# Reading

**1 Look at the pictures in Exercise 2 and predict what the accident is.**

**a** a stomachache **b** a bad cut **c** a headache

**2 Read and number the pictures.**

## FIRST-AID PROCEDURE

**What to do if someone falls over and hurts their knee or leg!**

**1** First, the person should lie still and shouldn't move their knee.

**2** Then, you should put some ice or a cold cloth on the knee. You mustn't press too hard because the knee hurts.

**3** After that, you must clean the knee with water and cotton. Put a band aid on the cut to keep the dirt out.

**4** You should then help the person to stand and walk. They shouldn't stand on their leg. You must take them to get help from a doctor or nurse.

**a**



**b**



1

**c**



**d**



**3 Complete the sentences. You can use one, two, or three words.**

1 When someone has a fall, they should *lie still*.
2 Put some ice or _____ on the knee, but don't press too hard.
3 _____ the knee with water and cotton.
4 Then, put on a _____ to keep the cut clean.
5 You should help your friend to _____.



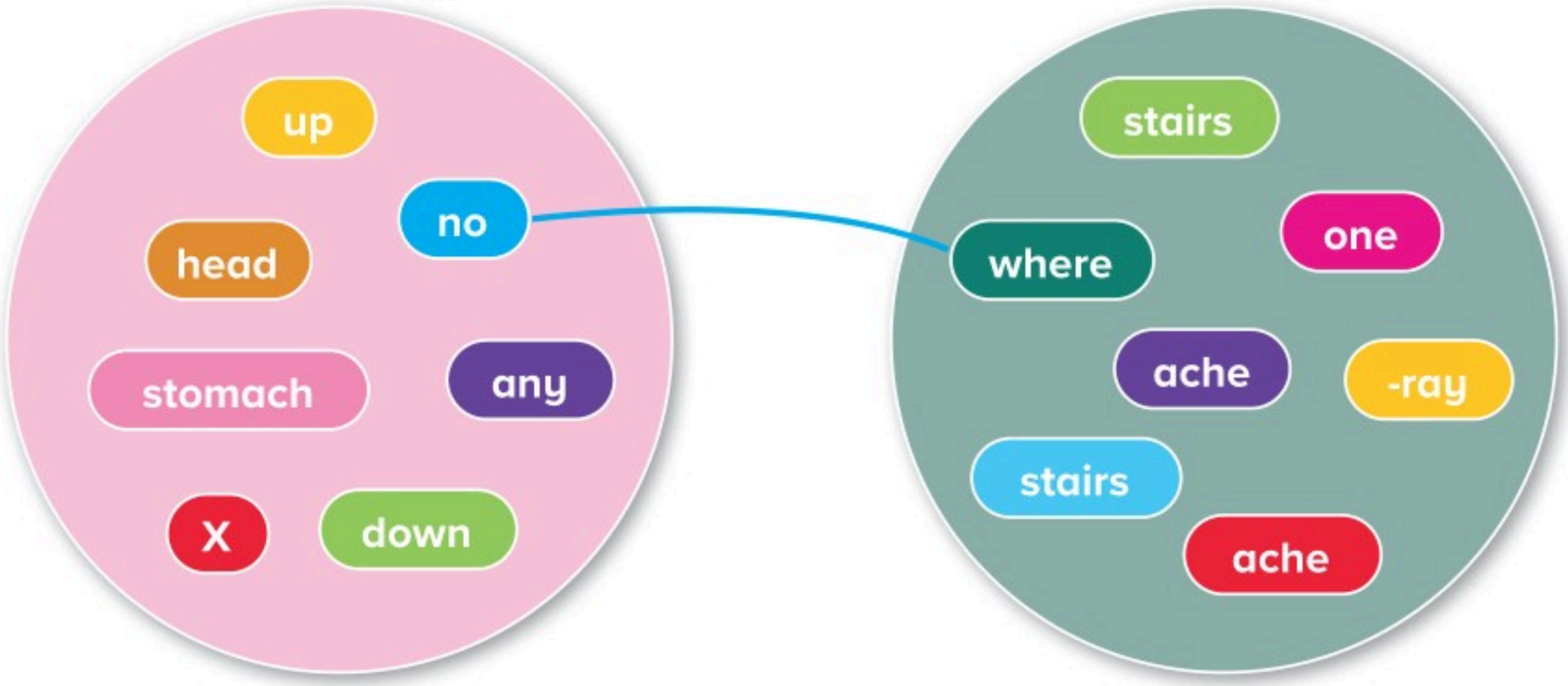
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# Word Work and Writing

**1** Look and color the two parts of the word in **blue** and **red**.

earache something everyone nowhere upstairs headache

**2** Match the halves.




**3** Write a first-aid procedure for when someone falls down the stairs.

**FIRST-AID PROCEDURE**

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# Integrated Skills Review



## 1 6.3 Listen and choose the correct option.

*Chorus*
What's the matter?
What's wrong?
Are you [1] all right / ill?
Try to be strong!

I went upstairs
and took a fall.
I fell down the stairs
and ended up in the hall.

I took off my sock
and looked at my foot.
I had a bad cut,
so on it a [2] pill / band aid
I put!

*Chorus*

I ate a big pizza.
I felt very [3] ill / band aid.
My stomach hurt a lot,
so I had to take a pill.

I [4] took off / put on my helmet
and got on my bike.
But I shouldn't go cycling
late at night.

I fell off my bike
and [5] ill / hurt my leg.
When I got home,
I had to go to bed.

*Chorus*

## 2 Read and complete. Use the words in the box. Then do the quiz.

| cut | cough | ~~headache~~ | hurt | stomachache | toothache |
|---|---|---|---|---|---|

### Are you good at first aid?

1 What should you say to someone who has a *headache*?
You should ... a go to a dark room. b play video games. c listen to loud music.

2 What should you say to someone who has a _____?
You should ... a brush your teeth. b go to the dentist. c eat lots of candy.

3 What should you say to someone who has a _____?
You should ... a put on a band aid b clean the cut. c not wash the cut.

4 What should you say to someone who has a _____?
You should ... a drink lots of water. b cover your mouth. c sing very loudly.

5 What should you say to someone who has a _____?
You should ... a go to the doctor. b lie down. c eat lots of pizza.

### Can you help someone who is sick?

6 What should you say to someone who _____ their leg?
You should ... a get an X-ray. b stand up immediately c not move.



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## 3 Read and find. Circle.

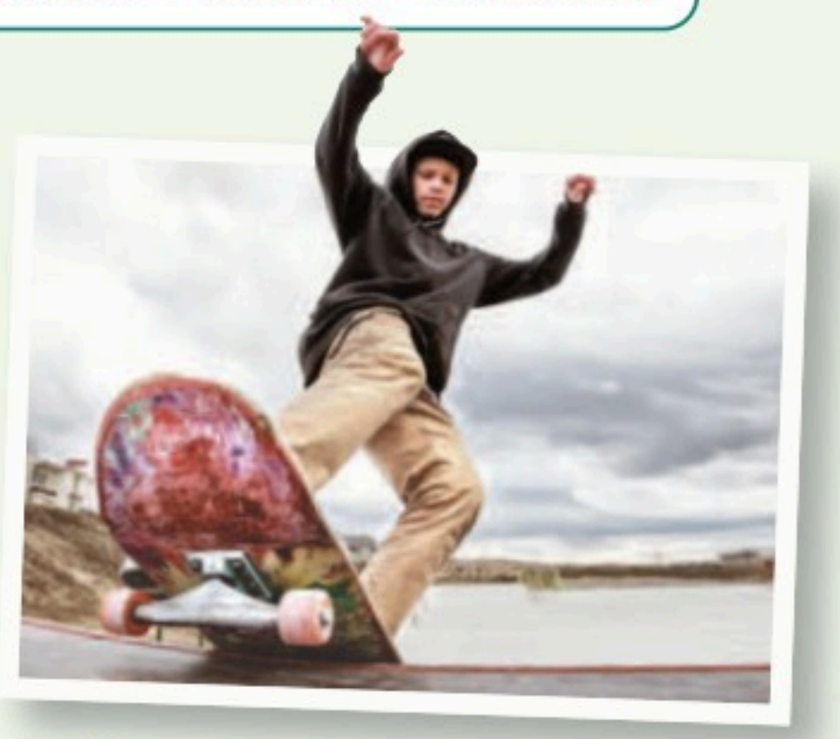
| T | O | O | T | H | A | C | H | E |
|---|---|---|---|---|---|---|---|---|
| O | B | M | A | C | C | R | E | A |
| O | C | N | E | E | H | O | A | L |
| T | H | O | I | H | E | P | D | L |
| H | G | P | O | E | J | R | A | R |
| A | X | A | U | A | L | S | C | I |
| C | R | Y | Y | D | M | T | H | G |
| B | A | N | D | A | I | D | E | H |
| A | Y | N | B | B | N | A | S | T |
| E | Y | P | C | C | D | E | S | T |

1 Something you put on a cut.
2 Something you use to see inside your body.
3 Something you say that means OK.
4 Something you do when you are sad.
5 Something you have when your tooth hurts.
6 Something you have when your head hurts.

## 4 Read and complete. Use the words in the box.

a band aid  a cut  all right  ~~fall~~  hurt  must  mustn't  should  shouldn't

**Nasir:** What a [1] *fall*! Are you [2]_____, Omar?
**Omar:** No, I'm not. My arm and leg [3]_____ when I move.
**Nasir:** You [4]_____ keep still. You [5]_____ try to move.
**Omar:** OK. It hurts a lot. I have [6]_____ on my hand, too.
**Nasir:** I have [7]_____ for your cut. I'm going to call your parents. I think you need an X-ray.
**Omar:** Thanks, Nasir. I can hear my dad now, Omar, you [8]_____ be more careful! You [9]_____ go so fast.'
**Nasir:** Yes, good advice, and you should wear a helmet.
**Omar:** I know.



## 5 Read and color for you.

| | | | |
|---|---|---|---|
| I can name all sorts of accidents and illnesses. | 😀 | 😐 | ☹ |
| I can use all sorts of words to ask and answer about accidents and illnesses. | 😀 | 😐 | ☹ |
| I can read all sorts of texts about accidents and illnesses | 😀 | 😐 | ☹ |
| I can write about accidents and illnesses using all sorts of forms. | 😀 | 😐 | ☹ |
| I can listen to all sorts of conversations about accidents and illnesses. | 😀 | 😐 | ☹ |
| I can speak about all sorts of accidents and illnesses. | 😀 | 😐 | ☹ |

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# 7 Wildlife

## Seth and his Sister Emma Visit the Zoo

**1** Look and write. Use the words in the box.

asleep cage danger fast frightened jungle kangaroo lion
panda ~~parrot~~ polar bear slowly

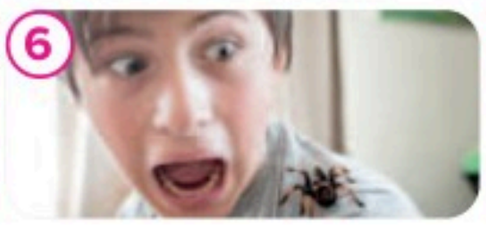

1 *parrot*


2 _____


3 _____


4 _____

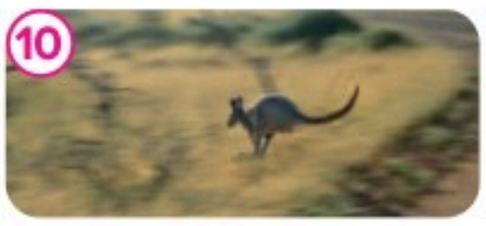

5 _____


6 _____


7 _____


8 _____

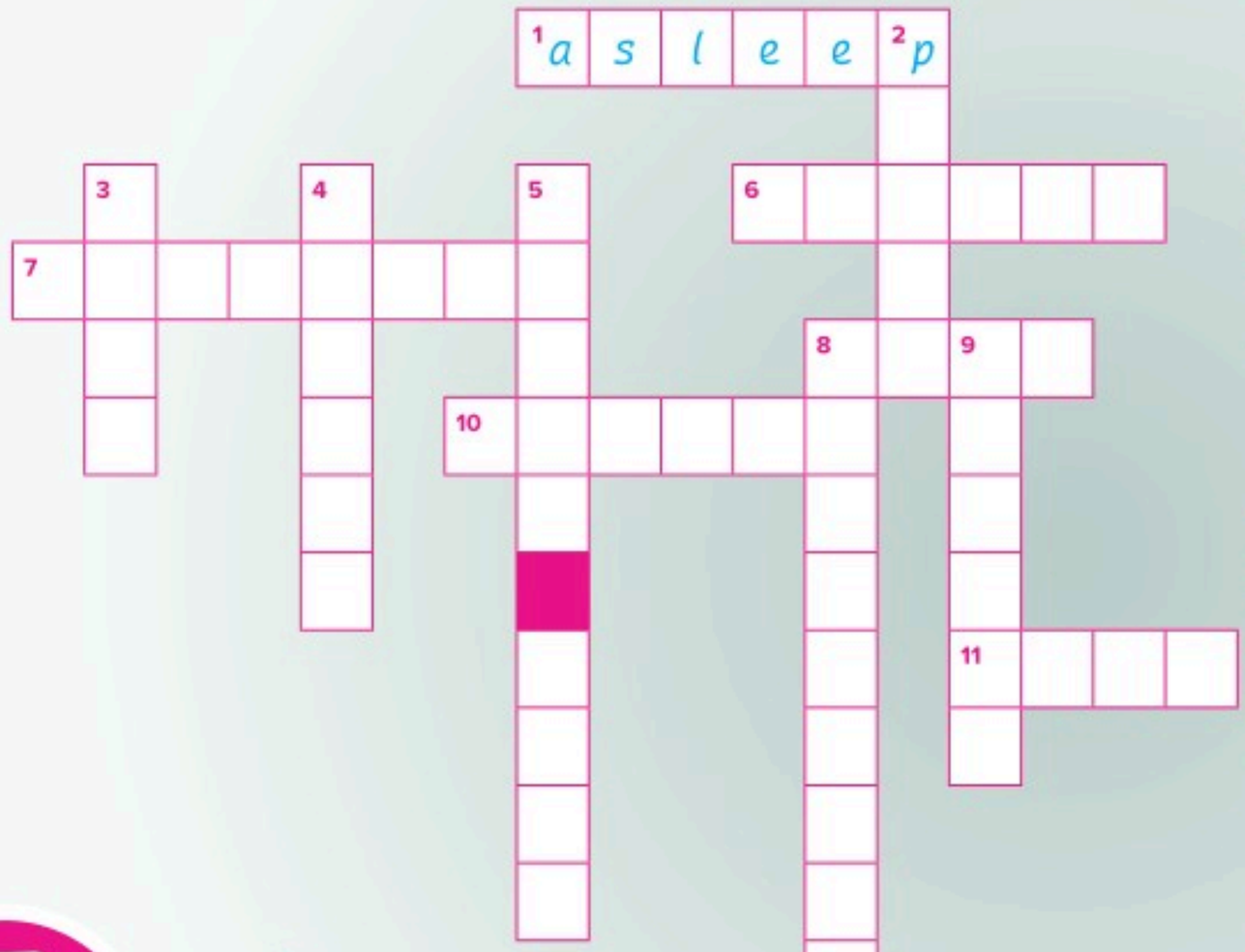

9 _____


10 _____


11 _____


12 _____

**2** Read and complete.




**Across**

**1** When you are sleeping.
**6** A place where wild animals live.
**7** This animal jumps and has big legs.
**8** A tortoise is slow and a lion is ...
**10** When something can hurt you.
**11** A big brown animal that can run fast.

**Down**

**2** This animal is black and white.
**3** In zoos, some birds often live in this.
**4** This bird can talk.
**5** This is a white bear that lives in cold places.
**8** When you feel nervous and in danger.
**9** This is the opposite of fast.



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## 3 Look and answer the questions.



1 Which animal is running fast?

*The lion is running fast.*

2 How is the tortoise moving?

3 Which animal is asleep?

4 How many polar bears can you see?

5 Which animal is drinking water?

6 Which animal is eating fruit?

## 4 Use the words to write your own sentences about the animals in Exercise 3.

1 *The parrot lives in a cage at the zoo.* (cage)

2 (fast)

3 (jungle)

4 (frightened)

5 (pandas)

6 (danger)

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# Grammar

## 1 Match to make sentences.

| | | | |
|---|---|---|---|
| 1 | A zookeeper is a person | a | that live in rivers and lakes. |
| 2 | This is the place | b | when I want to visit the animal reserve. |
| 3 | Hippos are animals | c | who helps animals. |
| 4 | August is the month | d | where animals live. |
| 5 | A vet is a person | e | who works in a zoo. |

## 2 Read and choose the correct option.

1 This is not the animal who / (that) I wanted.
2 The jungle is where / who tigers live.
3 This is the man whose / that daughter works in the zoo.
4 Maya is the giraffe that / whose lived in a different zoo.
5 This is the teacher whose / who has a blue parrot.
6 This is the day when / where my cat had kittens.

## 3 Complete the sentences. Use the words in the box.

when ~~where~~ where who that that



1 This is the park *where* we can see the rabbits.
2 That is the lion _____ was sick.
3 That is the vet _____ helped the polar bears.
4 Is that the polar bear _____ likes to eat ice cream?
5 China is the country _____ pandas live.
6 Saturdays are the days _____ I visit the animal shelter.



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## 4 Order the words to make sentences.

1 is / the zoo / where / . / likes / Noura / to go / This
*This is the zoo where Noura likes to go.*

2 parrots / This / my friend / who / is / loves / .

3 bananas / . / doesn't / the lion / like / Mayo / that / is

4 the woman / were / kittens / is / This / . / whose / sick

5 the zoo / where / This / we / is / the polar bears / . / can see

6 visited the / when / the day / That / was / zoo / we / .

## 5 Read and write one sentence.

1 Sully is a kangaroo. Sully likes to jump high.
*Sully is the kangaroo that likes to jump high.*

2 This is the zoo. A lot of animals live here.

3 This is the parrot. It can talk to people.

4 Saturday is the day. We want to see the pandas.

5 Dr. Badr is a vet. He works at the zoo.

6 Adel is the zookeeper. His hair is black.









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# Story

**1 Look at the pictures. Match the words with the correct pictures.**

animal shelter [1] danger [ ] friend [ ] [ ]

parrot [ ] [ ] frightened [ ]

**2 Look and write about what happens to Pinky in pictures 1–5.**




*Seth is taking Pinky home with him today. Dr. Sullivan tells Seth where Pinky can live and what food he needs.*













6

Seth is with Pinky at home.

Pinky _____.

Mom and Dad _____.

**3 Look at Exercise 2 again. Draw the end of the story and write about it.**



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# Listening and Speaking

**1 Read and predict the answers. Do you think they are *T* (true) or *F* (false)?**

1 Rabbits are animals that like to live in groups. ____

2 Rabbits are animals that only eat meat. ____

3 Rabbits are animals that never get frightened. ____

4 Rabbits are animals that usually live in the jungle. ____



**2 7.1 Listen to Seth talking to Dr. Sullivan. Check your answers in Exercise 1.**

**3 7.2 Listen again and complete the notes.**



## Rabbits

1 Rabbits usually live in *groups*.

2 They eat _____, _____, and wildflowers.

3 They can _____ and hop.

4 When they are frightened, they can _____.

5 You can find rabbits in grasslands like _____ or _____.

6 A pet rabbit needs _____ and _____.

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# Vocabulary

## 1 Read and find. Circle.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| F | R | I | E | N | D | L | Y |
| C | A | R | E | F | U | L | P |
| S | E | B | R | E | V | E | R |
| M | R | O | I | T | R | B | E |
| A | T | T | A | L | L | R | T |
| R | A | L | N | P | O | A | T |
| T | S | L | O | W | S | V | Y |
| B | G | R | S | A | F | E | S |

~~brave~~
careful
smart
friendly
pretty
safe
slow
tall

## 2 Read and choose the correct option.

1 This bird has beautiful colors. It's very pretty / brave.
2 Lions are not frightened of other animals. This is because they are tall / brave.
3 You need to be careful / slow when you see a crocodile. They can be dangerous.
4 It's not safe / friendly to touch big animals like elephants or tigers.
5 I think parrots are smart / tall because they can learn to talk.
6 Cats love being with people. They are friendly / careful animals.
7 Giraffes have long necks and legs. They are tall / smart animals.
8 Snails can't run or walk fast. They are very careful / slow.

## 3 Write sentences about you. Use the words in the box.

careful friendly safe smart



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## 1 Order the words to make sentences.

1 big / cats / are / cuter / Kittens / and / more / than / friendly / .
*Kittens are cuter and more friendly than big cats.*

2 Cats / beautifully / walk / . / more / than / rabbits

3 Dolphins / than / jellyfish / are / . / more / intelligent

4 than / . / Kangaroos / are / tigers / taller

5 We / be / more / need / with / a / polar / bear / to / careful / . / a / kangaroo / than / with

## 2 Read and complete with a superlative adjective.

1 One of the *largest* (large) animals in the world is the elephant.
2 Lions are _____ (not intelligent) animals in Africa.
3 I think crocodiles are _____ (big) animals in the rivers.
4 My sister says kittens are _____ (cute) animals.
5 Lions aren't _____ (tall) animals in the world.
6 My teacher says hippos are one of the _____ (dangerous) animals on our planet.

## 3 Write sentences with the Comparative form of the adjective.

1 *The polar bear is taller than the lion.* (tall / polar bear / lion)
2 _____ (brave / lion / rabbit)
3 _____ (friendly / kitten / snake)
4 _____ (slowly / tortoise / kangaroo)
5 _____ (smart / dolphin / kangaroo)
6 _____ (small / snail / bear)

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## Reading



**1 Look at the text and picture and choose the best option.**

a The story is about students in a school.
b The story is about different animals.
c The story is about pandas.

**2 Choose the correct option and write.**

*Badria loves animals. Every week, she* [1] ___reads___ *about different animals in the school library.*
*On Thursday, Badria's teacher asked the class to find pictures of different animals. "Can you work with a partner? Look for an animal* [2] _____ *is very strong and fast. Talk about your different* [3] _____*."*
*Badria and Maha looked for pictures together.*
*"Polar bears are strong and* [4] _____*," said Maha. "We can find a picture of a polar bear on ice. Or a lion, they're one of the* [5] _____ *animals in the world. People are* [6] _____ *of them. They can run fast, too. Let's find a picture of a lion with its mouth open! I like seeing its big teeth."*
*"What about kangaroos, they're strong and fast, too!" said Badria. "They have* [7] _____ *and stronger legs than bears or lions. Did you know their tails make them really good at* [8] _____*!" Maha looked at Badria. "OK!" She said. "I think you have the best ideas."*

| | | | |
|---|---|---|---|
| 1 | reads | reading | read |
| 2 | whose | where | that |
| 3 | ideas | idea | things |
| 4 | big | bigger | biggest |
| 5 | strong | stronger | strongest |
| 6 | frightened | fright | frightening |
| 7 | long | longer | longest |
| 8 | jump | jumped | jumping |



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## 1 Read and choose the correct option.

1 We really need to care / careful for polar bears; they are in danger of becoming extinct.

2 Polar bears are in dangerous / danger because they can't find the food they need.

3 I think lions are one of the most frightening / fright animals because they are big and dangerous.

4 Scientists say some African lions are disappearing, and we need to help / helpful them to survive.

5 My teacher says there is a lot of interest / interesting to learn more about how kangaroos use their tails for jumping.

6 I don't think kangaroos are very interest / interesting animals. I prefer bears or lions.

## 2 Find information about a strange animal. Draw and complete the fact file.

**A Strange Animal**

Name: _____

Color: _____

Size: _____

Food: _____

Characteristics (strong, fast, slow, etc.): _____

Life span: _____

Comparison to other animals:

_____

Other interesting facts: _____

## 3 Use your information to write about a strange animal.

_____

_____

_____

_____

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# Integrated Skills Review



## 1 7.3 Listen and complete. Use the words in the box.

| parrot | who | that | ~~whose~~ |
|---|---|---|---|

This is the gray elephant whose ears are big.
That is the big panda that is black and white.
This is the small monkey [1] *whose* teeth are dirty.
That is the giraffe that has a loooong neck, that's right.

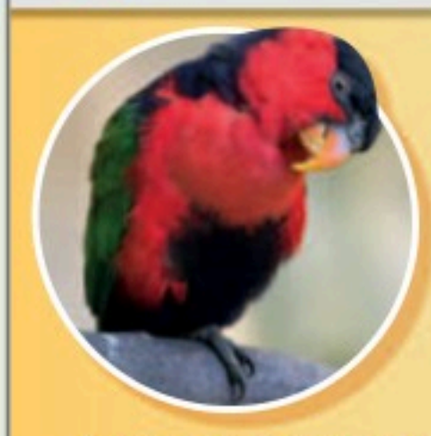
*Chorus*
At the zoo, at the zoo.
We are having so much fun here at the zoo.

Is that the green [2] _____ that can say hello?
Is that the brown kangaroo that jumps and never falls?
I think that's the tiger [3] _____ is brave and strong.
And that is the vet [4] _____ takes care of them all.

*Chorus (x2)*

## 2 Read and choose the correct option.

www.animalsworld.com



**Parrots are one of the most interesting birds in the world.**
They are birds that are very intelligent. They are more intelligent than cats and rabbits. Parrots can say words. They hear the sounds humans make and they copy these sounds. Parrots can also do basic math and tricks. Parrots are birds that can live as long as humans — some for more than 70 years. There are more than 300 different kinds of parrots. Parrots eat flowers, fruit, and insects. They use their feet like hands to eat their food. Many parrots have beautiful feathers which are different colors like red, blue, green, and yellow. They are very friendly birds and get sad when they feel alone.

1 Parrots are less intelligent than cats / more intelligent than some animals / not smart.
2 Parrots live longer than other birds / for a short time / less than ten years.
3 Parrots repeat what other animals do / words they hear / tricks.
4 Parrots can move faster than rabbits / sound like other animals / use their feet to eat.
5 Parrots like to be with people / be sad / eat meat.



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## 3 Write the words. Then write sentences.



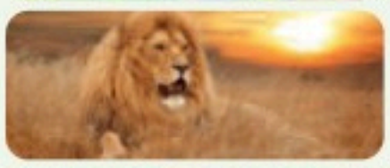
1 f a s t — *Zebras are very fast.*



2 _ u _ _ l _ — _____



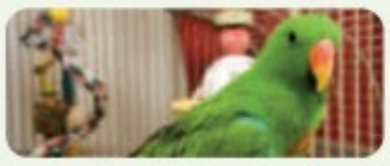
3 p_ n d _ — _____



4 _ _ a v _ — _____



5 _ r i _ _ _ l y — _____



6 _ _ rr_ _ — _____

## 4 Read and complete the sentences.

1 The zoo in my city is the *biggest* (big) one in our country.
2 The vet *who* works at the zoo is famous.
3 Last week, we studied ten of _____ (dangerous) animals in the world.
4 I think the jungle is the place _____ many of these animals live.
5 Monday is the day _____ my pet rabbit comes home.
6 My brother says baby sheep are _____ (cute) animals.

## 5 Read and color for you.

| | | | |
|---|---|---|---|
| I can use all sorts of words to talk about animals and compare them. | | | |
| I can identify all sorts of words to talk about people, things, places, possession, and time. | | | |
| I can read all sorts of texts about animals. | | | |
| I can complete a fact file with all sorts of information about an animal. | | | |
| I can listen to people giving all sorts of information about animals. | | | |
| I can ask for all sorts of information about people's favorite animals. | | | |

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# 8 Weather

## Jack and his Sisters Enjoy the Four Seasons

**1 Look and match.**

a  ☐

c  1

e  ☐

g  ☐

i  ☐

k  ☐

1 rain
2 windy
3 sky
4 cold
5 sun
6 ice
7 cloud
8 snow
9 cloudy
10 rainbow
11 sunny
12 hot

b  ☐

d  ☐

f  ☐

h  ☐

j  ☐

l  ☐

**2 Look and write.**




1 s u n n y
2 r _ i n _ o _
3 r _ _ n
4 s _ o _
5 h _ _
6 c _ _ d
7 w _ _ d y
8 c _ _ _ _ y



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## 3 Read the text and choose the correct option.





The weather changes every day. It can be [1] *sunny* and warm or cloudy and cold. When it's [2]_____, there are many clouds in the sky, and it might rain.
In [3]_____ weather, wear warm clothes like a jacket, hat, and gloves. You might feel the [4]_____ blowing, which can make you feel colder. On windy days, hold onto your hat!
After it rains, you might see a [5]_____. They happen after rain. So if you see a rainbow, it means the rain stopped and the [6]_____ is shining again!





| | | | |
|---|---|---|---|
| 1 | **a** sunny | **b** sun | **c** shining |
| 2 | **a** cloud | **b** clouds | **c** cloudy |
| 3 | **a** warm | **b** cold | **c** hot |
| 4 | **a** wind | **b** windy | **c** sun |
| 5 | **a** cloud | **b** rainbow | **c** sky |
| 6 | **a** sunny | **b** sky | **c** sun |



## 4 Look and write.

I took this photo this morning. It was very early, and it was very [1] *cold* ,but I decided to walk to the lake. You can see that the [2]_____ is low in the sky. It is coming up over the lake. The lake is deep, but it has [3]_____ on it. The [4]_____ looks pink, and there are a lot of [5]_____.
There's snow at the edge of the lake. I like snow and [6]_____ days.

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# Grammar

## 1 Look and order the words to make sentences.

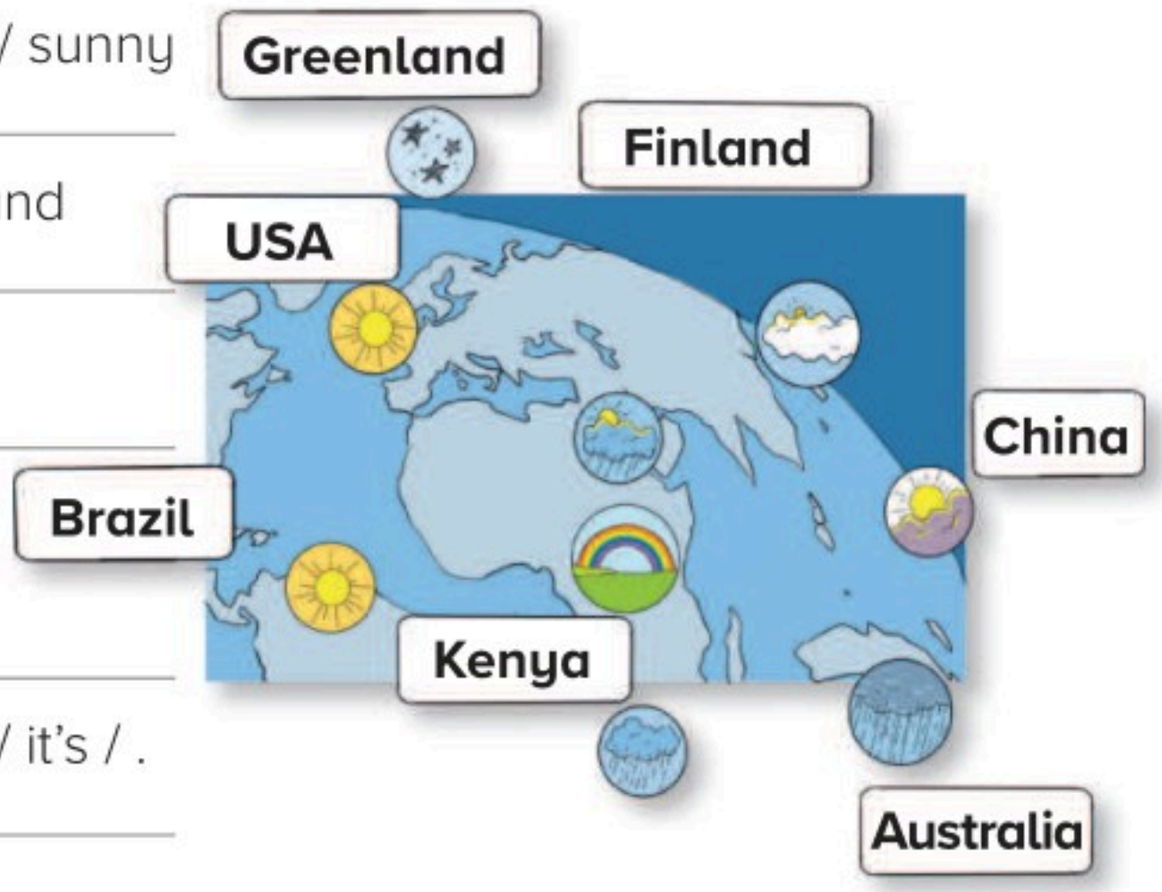
1 it's / to be / In / going / . / USA, / the / sunny
*In the USA, it's going to be sunny.*

2 in / . / going to / It's / snow / Greenland

3 Kenya, / In / rain / . / it's / going to

4 very sunny / In / China, / going to / hot and / it's / . / be

5 cloudy / In / to be / going / Finland, / it's / .




## 2 Look at the map in Exercise 1 and answer the questions.

1 Is it going to be sunny in the USA? *Yes, it is.*

2 Is it going to rain in Kenya?

3 Is it going to snow in Australia?

4 Is it going to be sunny in Brazil?

5 Is it going to rain in Greenland?

## 3 Look, read, and answer.



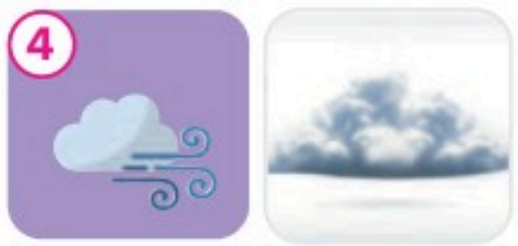

What's the weather going to be like?
*It's going to be sunny. It's not going to rain.*




Is it going to be windy?




What's the weather going to be like next Saturday?




What's the weather going to be like on the weekend?



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## 4 Read the answers and write the questions.

1 *What are you going to do this afternoon?*

I'm going to ride my bike this afternoon.

2 _____

Adel is going to travel to the mountains with his family next winter.

3 _____

They are going to visit their cousin next winter.

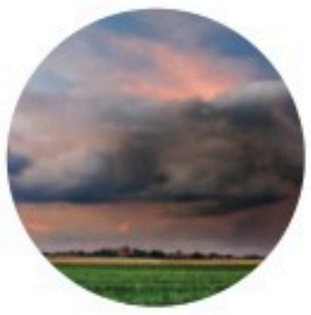
4 _____

She is going to go with Fatima on vacation next summer.

5 _____

I'm going to wear my new swimsuit next summer.

## 5 Look and write.





1 *It's going to be cloudy. The girl is going to ride her bike.*





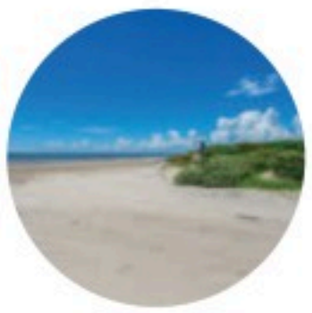
2 _____





3 _____





4 _____

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## Story



**1 Look at Exercise 3 and choose where Layla and her brothers are.**

**a** in a zoo **b** in a weather dome **c** in a lake

**2 Look at the pictures and write the climate.**

1 Zack is in the _____ climate.

2 Mateo is in the _____ climate.

3 Layla is in the _____ climate.

**3 Match what the children need.**






**4 Look and match the pictures to what the children are saying.**

**a** It's very hot, and there aren't any clouds. The sun is so strong! ☐

**b** It's going to snow a lot here. I can't see anything, and it is very cold! ☐

**c** It's cold, too. I'm going to be very wet! ☐



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# Listening and Speaking

**1** 8.1 **Listen about this family's vacation and color.**

Miles

Alice



Zoey

Zack

**2** 8.2 **Listen again and draw lines.**

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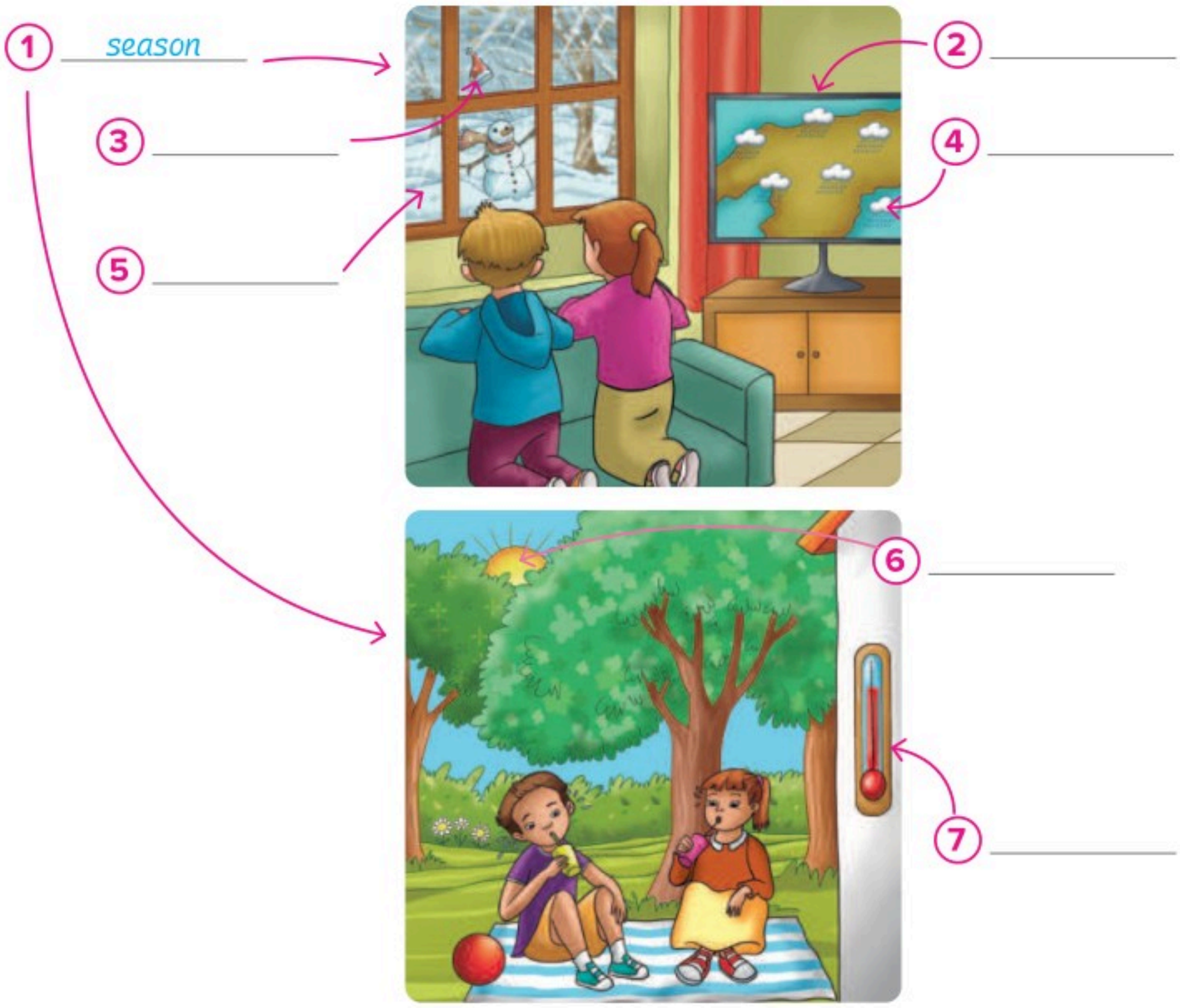


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# Vocabulary

## 1 Look and label. Use the words in the box.

rain ~~season~~ snow temperature warm weather wind




## 2 Look and write. Use the words in the box.

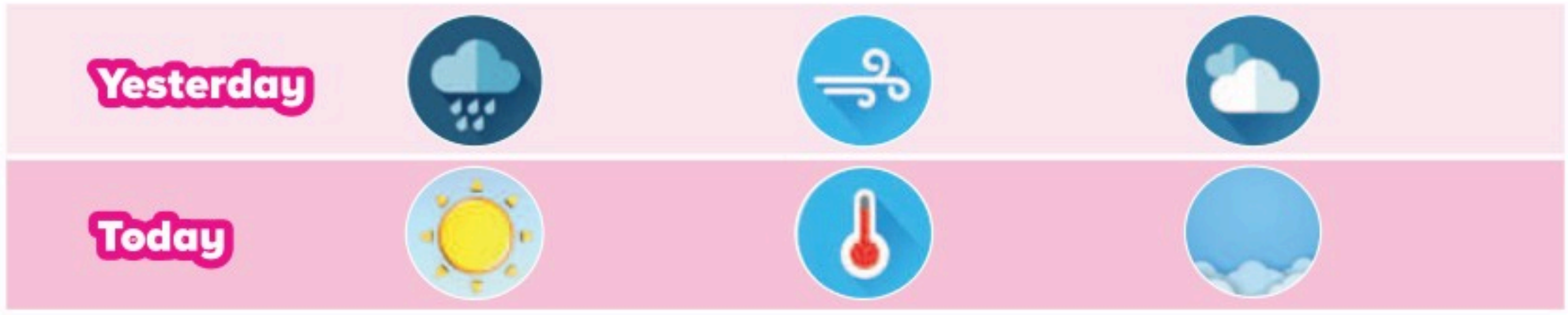
cool rain ~~season~~ snows temperatures warm weather wind

**Asma:** What's your favorite [1] *season*, Mona?
**Mona:** I love the summer. I like [2] _____ weather and hot [3] _____.
**Asma:** Do you? I prefer [4] _____ temperatures. I don't like to be hot.
**Mona:** What's your favorite season, Asma?
**Asma:** I like the fall. I like the [5] _____ when it rains, and I like the wind.
**Mona:** Because you like flying a kite in the [6] _____?
**Asma:** Yes, I do. I don't like the weather in the winter when it [7] _____ because it's very cold.
**Mona:** It's a perfect day for you, today: cool and windy.
**Asma:** Yes, and it's going to [8] _____ later. Love it!



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## 1 Read and answer the questions.




1 What was the weather like yesterday? *It was rainy.*

2 Was it cloudy? _____

3 Was it hot? _____

4 What's the weather like today? _____

5 Is it windy? _____

6 Is it hot? _____

## 2 Look and complete.

**Yesterday**



**Today**



Yesterday, the weather [1] *was* cold. The temperatures [2] _____ very low. There was snow on the ground. There was snow on the trees. The sky was blue. It [3] _____ cloudy. The sun was low in the sky, but it [4] _____ sunny. Today, the weather [5] _____ cold, too. The sky [6] _____ blue. [7] _____ very cloudy, and it [8] _____ sunny. It's snowing a lot.

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# Reading



## 1 Look and choose the correct option.

What are Ali and Omar talking about?

**a** a summer vacation **b** a ski resort vacation **c** a vacation by a lake

## 2 Choose the correct words and write them on the lines.

**Ali:** Did you have a good vacation, Omar?
**Omar:** Yes, we did. We went to a ski resort. We [1] *went* to the Rocky Mountains.
**Ali:** What was the [2] _____ like? Was there a lot of snow?
**Omar:** No, there [3] _____. There was no snow on some of the slopes. They were green, not white. Last year, it snowed a lot every day, but not this year.
**Ali:** Was it [4] _____?
**Omar:** Yes, it was very rainy. We couldn't go skiing.
**Ali:** Oh, dear.
**Omar:** [5] _____ are getting hotter, and there is less snow.
**Ali:** Is that because of global warming?
**Omar:** Yes, it is. Last year it was cold, but this year it was warm. The climate is changing.
**Ali:** What did you do on your vacation?
**Omar:** We went walking in the mountains. It was [6] _____, and the sky was blue. It wasn't cloudy.
**Ali:** That sounds nice.



| | | | |
|---|---|---|---|
| **1** | went | go | going to go |
| **2** | weather | climate | sky |
| **3** | weren't | wasn't | was |
| **4** | rain | rainy | sunny |
| **5** | Weather | Temperatures | Climate |
| **6** | sun | raining | sunny |



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# Word Work and Writing

## 1 Match the nouns with their adjectives.

| | | | |
|---|---|---|---|
| 1 | sun | a | windy |
| 2 | rain | b | rainy |
| 3 | snow | c | cloudy |
| 4 | cloud | d | sunny |
| 5 | wind | e | snowy |

## 2 Read and choose the correct option.

1 The sun / sunny is in the sky today.
2 I'm glad it's rain / rainy today!
3 There are lots of clouds / cloudy today.
4 The strong windy / wind broke the window.
5 It's snowy / snow in the mountains.
6 It's a windy / wind day and the trees are moving.
7 Look at the rain / rainy falling on the lake!
8 I don't go to the beach on a clouds / cloudy day.
9 You need fresh snowy / snow to make a snowman.
10 I love sun / sunny summer days.

## 3 Look at the pictures and the dialogue on page 216 and write about a vacation. Use the words in the box.

beach coral reef colorful diving global warming hot sea swimming sunny temperatures warm white




Last year, we went to the beach ...




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# Integrated Skills Review



## 1 8.3 Listen and complete.

Look outside and up at the sky.
What can you see up high?
I see low clouds, so there's
[1] *rain* today.
Take an umbrella, that's what I say,
When you're outside. (x2)

Look outside and up at the sky.
What can you see up high?
I see gray clouds, so there's
[2] _____ today.

It's cold and there's [3] _____, that's
what I say.
Walk slowly outside. (x2)

Look outside and up at the sky.
What can you see up high?
I see [4] _____ and rain today.
There's a rainbow, that's what I say.
There's a rainbow outside. (x2)

## 2 Read and write the season. Then draw.

1 *In this season, it snows, and it is cold. There is snow on the ground. There are no leaves on the trees, and there aren't any flowers. A lot of animals like bears and squirrels sleep in this season.*

*winter*

2 *In this season, it's windy and rainy. It can be cool or cold. The leaves on the trees are brown and red. A lot of animals go to warm places in this season.*

3 *In this season, it is sunny and cloudy. It can be windy. There are small leaves on the trees and flowers on the ground. There are a lot of baby animals.*

4 *In this season, it is hot and sunny. There are lots of green leaves on the trees. It isn't rainy or cloudy.*



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## 3 Order the letters and write the weather words.

| | | | | | |
|---|---|---|---|---|---|
| 1 nsu | sun | 2 nwso | | 3 ssnoea | |
| 4 bwaniro | | 5 kys | | 6 tpeuretemra | |
| 7 tho | | 8 loco | | 9 nynus | |
| 10 eic | | 11 yidnw | | 12 anir | |
| 13 dlcuo | | 14 rewthea | | | |

## 4 Look, read, and write questions and answers.




1 What's the weather like today?

It's rainy and cold.

2 Is it sunny today?

3 _____

It's going to be warm and cloudy.

4 Is it going to snow on Thursday?

5 _____

It was cool and windy.

6 Was it windy yesterday?

## 5 Read and color for you.

| | | | |
|---|---|---|---|
| I can name all sorts of weather. | | | |
| I can use all sorts of words to ask and answer about the weather. | | | |
| I can read all sorts of texts about the weather. | | | |
| I can write about the weather using all sorts of forms. | | | |
| I can listen to all sorts of conversations about the weather. | | | |
| I can speak about all sorts of weather. | | | |

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# Goodbye!



### Creating Your *All Sorts* Vacation Photo:

- Choose one action for each *All Sorts* character on pages 223 and 225.
- Cut it out and glue it onto the vacation scene.
- Write a description of the *All Sorts* vacation photo.
- Present your vacation photo to the class, and display it in the classroom.



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