Hello! / Good-bye!

1 Listen and chant.  

Good Morning!

It’s time to start the day. Hooray!
Good morning!!
Good morning to you!
It’s time to start the day. Hooray!
Hello, friend! How are you?
I’m fine, thanks. I’m fine, thanks!
Good morning!
Good morning to you!

2 Make a finger puppet.  

Hi! How are you?
Hello! I’m fine, thank you.
Good-bye!
Good-bye! See you later!

• Act out the dialogues.
School Supplies

1 Listen and point. (4)

2 Listen and chant.

Rule of Thumb

I see pens. I see glue sticks.

Go to PB p. 4
What’s your name?

1 Listen and sing.

What’s Your Name?

What’s her name?

What’s his name?

My name’s Sue.

Fine, thank you!

How are you today, friend?

What’s her name?

Her name’s Kate.

What’s his name?

His name’s David.

Rule of Thumb

What’s your name? My name’s Nick. What’s her name? Her name’s Kate. What’s his name? His name’s David.

2 Make a name tag.

• Ask and answer with a classmate.

Go to PB p. 5
1 Listen and attach the stickers. Look! A tablet.

- an eraser
- a notebook
- a glue stick
- a pencil
- a tablet

Rule of Thumb: A pencil. An eraser.

2 Look and circle the similar object.

1

2

3

Go to PB p. 6
1 Trace and attach the stickers. 📖

### How Many Pencils Are There?

<table>
<thead>
<tr>
<th>1</th>
<th>one</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>two</td>
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<tr>
<td>3</td>
<td>three</td>
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<td>8</td>
<td>eight</td>
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<tr>
<td>9</td>
<td>nine</td>
</tr>
<tr>
<td>10</td>
<td>ten</td>
</tr>
</tbody>
</table>

2 Play a guessing game.

**Guess how many pencils!**

That’s right!

Five?

---

Go to PB p. 7
1 Count the objects and write.

seven erasers glue sticks crayons
default rulers laptop

Project
Make a class counting book.
1. Draw.
2. Write.
3. Make a cover.

Read the book with your classmates.
1 Listen and chant.

What’s This?

What’s this? What’s this? Tell me, please.

It’s a book! It’s a book! It’s a book! Yippee!

What’s this? It’s a desk.

Rule of Thumb

- Say the chant with these objects.
  - notebook
  - clock
  - chair
  - desk
  - schoolbag

2 Attach the stickers and trace.

What’s this?

It’s a tablet.

It’s a book.

It’s a table.

10 Go to PB p. 9.
Is it a pencil?

1. Listen and attach the stickers.

   - Is it an eraser?

   - Is it a book?

2. Play a guessing game.

   - Is it a notebook? Yes, it is. No, it isn’t.

   - Is it a table? Yes, it is. No, it isn’t.

   - Is it an eraser? Yes, it is. No, it isn’t.

   - Is it a laptop? Yes, it is. No, it isn’t.

Rule of Thumb

Is it a pencil? Yes, it is. Is it an eraser? No, it isn’t.
Sit down!

1 Listen and mark (✔) the correct picture.

1 Sit down!
2 Take out your glue stick!
3 Put away your notebook!
4 Open your book!

2 Play Simon Says.

Simon says, "Clap your hands!"

Rule of Thumb
Stand up! Sit down!

Go to PB p. 11
1 Listen and chant.

The Alphabet Chant

abcdefghijklmnopqrstuvwxyz

Now that we have reached the end,
Let’s go back and do it again!

• Listen to the chant again and complete the alphabet.

    a b c    e f g h i j    l m
    n o p q    s t u v w x    z
Mandy’s First Day at School

Good morning, Mandy!

Hello, Miss Jones!

It’s the first day of school!

Let’s go!

Open your books, please!

Let’s play ball!

Miss Jones
Mandy
Kitty
Mom

14

Go to PB p. 13

1. Listen and follow along.

2. Look and match.
1 Listen and follow along.

What’s this?

It’s my kitty!

What’s that?

Meow!

Kitty! What are you doing here?

Kittens are not allowed at school!

What’s this?

Good-bye, Miss Jones!

Good-bye, Mandy!

Good-bye, Kitty!

2 Circle the school activities.

1

2

3
1 Listen and draw.

2 Look and compare.

Box A, a pencil.
Box A, a book.

Go to PB pp. 15 & 16
1 Listen and chant.

The School Supplies Chant

What’s in the pencil case? Let me see!

I see school supplies just for me!

Is it a pencil? Can it be?

Yes, it’s a pencil, just for me!

- Trace the words.

2 Write the words and color.

1 Is it ________?  
Yes, it is!

2 Is it ____________?  
Yes, it is!

3 Is it ____________?  

4 Is it ____________?  

Go to PB p. 17
Vocabulary

1. Listen and number.

2. Match the sentences with the pictures.

   Please don’t throw trash.

   Please don’t run.

   Please don’t make noise.

   Please don’t stand up, be careful!

3. Look at the picture and complete the sign.
Please don’t run.

1 Read and attach the stickers.

1. ART GALLERY
2. AQUARIUM
3. PLANETARIUM
4. ZOO
5. CARNIVAL
6. THEATER
7. BOOKSTORE
8. SCIENCE MUSEUM
9. BOOKSTORE

• Listen and check your answers.

Rule of Thumb
Please don’t scare the fish at the aquarium.

Go to PB p. 4
Can I go to the gift shop?

1 Read and circle.

1. Can I bring my camera?

2. Can we go to the gift shop?

2 Unscramble and write the questions.

1. snack / I / can / buy / a ____________________________?
2. we / pet / the / can / monkey ____________________________?
3. take / can / we / pictures ____________________________?
4. I / to / go / can / bathroom / the ____________________________?
5. can / have / I / apple / an ____________________________?

• Look and number the pictures.

Go to PB p. 5
It’s ours.

1. Listen, attach the stickers and chant. ( ) 3 18

It’s ours! It’s theirs!

It’s our school! Whose bus is it? Whose bus is it? Whose bus is it?

Mine, yours, his, hers, Whose bus is it? Whose bus is it?

2. Look and write T (true) or F (false).

1. Whose bus is it?

2. Whose uniforms are they?

3. Whose backpack is it?

4. Whose school is it?

5. Whose tennis shoes are they?

6. Whose mascot is it?

It’s ours. ___

They’re theirs. ___

It’s hers. ___

It’s ours. ___

They’re mine. ___

It’s ours. ___

Rule of Thumb

Whose backpacks are they?

They’re ours. They’re theirs.
1 Read and attach the stickers.

**Ants**
They live in colonies. There are worker ants and a queen ant in a colony. Queen ants lay eggs. The worker ants feed the queen. Ants communicate through chemicals. When a worker ant finds food, it emits a chemical trail. Other worker ants smell the chemical and can find the food. A worker ant lives for one to three years, but a queen ant can live for thirty years!

**Dragonflies**
They have long bodies and four transparent wings. They can fly in six directions: up, down, forward, backward and side to side! Dragonflies lay their eggs in the water, and young dragonflies live in the water. They leave the water when they are adults. They eat flies, ants, mosquitoes and butterflies!

**Crickets**
They have long antennae, wings and thick back legs. They can jump and fly. Male crickets can also sing or “chirp.” They chirp to attract female crickets. To make this sound, they rub their wings together. When it is hot in the summer, crickets chirp louder. In Japan, some people keep crickets as pets!

**Fireflies**
They live in hot and humid places and are active at night. Their bodies are brown, but they can produce red, green and yellow light! Fireflies make light from special chemicals in their abdomen. They use the light to find other fireflies at night.

**Read and match.**
- They can fly in six directions.
- They can produce light.
- Males chirp to attract females.
- They communicate through chemicals.
- They are pets in Japan.
- The workers feed the queen.
- They are active at night.
- They eat flies and mosquitoes.
Caterpillar, Caterpillar

Caterpillar, caterpillar, up in the tree.
Where do you come from? Please tell me.

Tiny little eggs under a leaf,
Oh so difficult for me to see!

Then you are a caterpillar, long and green,
With one goal in life—to eat, eat, eat!

Build a little house called a cocoon.
Sleep a little while. I’ll see you very soon!

Wake up now. I can’t believe my eyes!
Leaving your cocoon. What a big surprise!
Now you are a butterfly with wings so new.
Fly far away, up into the blue!

---

Project

Make a bug exhibit.

This is a cockroach. I don’t like cockroaches. They can run very fast!

- Present your exhibit to the class.
He’s listening to the guide.

1 Listen and number.

• Look and circle T (true) or F (false).
  1. She’s looking at souvenirs. T / F
  2. They’re listening to the guide. T / F
  3. She’s taking a picture. T / F
  4. He’s eating a snack. T / F
  5. He’s buying a souvenir. T / F
  6. It’s posing for a picture. T / F
  7. She’s explaining the exhibit. T / F

• Correct the false statements in your notebook.

Rule of Thumb

What’s he doing?
He’s taking a nap.
What are they doing?
They’re buying a snack.

Go to PB p. 9
He isn’t eating a snack.

1 Look and underline the correct option.

Field Trip to the Reptile and Dinosaur Museum

He’s listening to the guide.  He isn’t listening to the guide.  It’s eating a bird.  It isn’t eating a bird.  They’re standing in line.  They aren’t standing in line.

2 Point, ask and answer with a classmate.

I’m holding a dinosaur!  We’re watching a movie.  I’m taking a nap.  It’s sleeping.  We’re sitting down.  I’m riding a horse.  I’m buying candy.  We’re drinking milk.  Are they drinking milk?  No, they aren’t.  They’re drinking soda.

Rule of Thumb

I’m not listening to the radio.  Is he buying candy?  No, he isn’t.
Can I have a ticket, please?

1 Read and circle the answers.

The City Aquarium
Marine Life Exhibit

Cost: $8
Time: 2 pm

1. What type of event is it?  a) It’s an IMAX 3D movie.  
   b) It’s a marine life exhibit.
2. Where’s the event?   a) It’s at the City Zoo.  
   b) It’s at the City Aquarium.
3. How much does it cost? a) It’s eight dollars.  
   b) It’s eleven dollars.
4. What time does it start? a) It starts at two o’clock.  
   b) It starts at twelve o’clock.

• Choose an event and make a ticket.

Piano Concert  Puppet Play
Space Movie
Children’s Art Show  Bug Exhibit

2 Listen and practice with a classmate.

Can I please have a ticket for the dinosaur exhibit tour at six o’clock?

Sure. Ten dollars, please.

Here you are.

Thank you. Here’s your ticket. Enjoy the tour!

• Role-play buying a ticket.

Go to PB p. 11
1 Listen, color the objects and recite the poem.

**Messy Marvin**

I’m Messy Marvin. I’m looking for my *sink*. I’m sure it’s under here. What do you think? It must be in this mess, under all the junk. Phew! Can you smell that? It stinks… it’s a *skunk*!

Hey, can you hear that? Can’t you hear it sing? That’s my pet parakeet. Can you find its *wing*? Oh, no! In all this mess, I’ve lost another thing! Please help me find my favorite golden *ring*!

2 Listen, repeat and circle.

1. sing / sink  
2. sing / sink  
3. wing / wink  
4. wing / wink  
5. junk / young  
6. junk / young  
7. skunk / song  
8. skunk / song  
9. thing / think  
10. thing / think  
11. ring / wrong  
12. ring / wrong

- Read and attach the stickers.
It's a hot day in August in Lakeville. The trees are thirsty and the grass is brown. Many months have passed since the last rain.

Megan and Paul are at a book fair. The fair is located next to a lake that is almost dry. There are many stands and tents full of books. There’s a blue tent with colored lights that looks interesting. Megan and Paul want to go inside, but they can’t find a door.

“Can I help you?” asks a voice. Megan and Paul turn around and see a thin old man with thick glasses. The man isn’t wearing shoes, but he’s wearing bright yellow and orange socks. The kids laugh.


“Follow me,” says the old man, as he opens the tent. The kids follow him inside. There are books everywhere. “Here you are,” says the man. “It’s the Magic Rain Book.”

He gives a heavy purple book to Paul. It smells old. Paul and Megan say “Thank you,” but then they notice that the old man is no longer there. They look at each other, surprised. Paul opens the book, and a purple light comes out of the pages.

Suddenly, Paul and Megan are riding on the back of a beautiful purple dragon. They are flying high in the air. Below they see rivers, lakes and forests.

---

1. Read and match the questions with the answers.

1. What’s the weather like?  
   - It’s sunny, hot and dry.

2. What are Paul and Megan looking for?  
   - Yellow and orange socks.

3. Who speaks to them?  
   - A thin old man.

4. What’s the old man wearing?  
   - A purple dragon.

5. What are the kids riding after they open the book?  
   - A book about rain.
“Welcome to the Kingdom of Waters,” says the dragon. The dragon is flying toward a large blue lake. In the middle of the lake, there is an island with an enormous house. There are gardens with flowers and fruit trees around it.
“What’s that?” Megan asks pointing downward.
“It’s the king’s island,” says the dragon. There are people working in the gardens, collecting baskets of fruit. Horses pull carts of strawberries and apples.
“Look!” shouts Paul. “Those aren’t horses. They’re unicorns!”
The dragon lands in a field near the king’s house.
“Come with me,” says the dragon. The kids follow the dragon to the doors of the great house. Two guards open the heavy wooden doors. Inside they can see the king. He looks familiar.
“It’s the old man from the book fair!” Megan whispers to Paul. It is the old man, but now he’s wearing elegant robes and has a gold crown on his head.
“Thank you, Amedrah,” says the king. “Welcome, children! Please, come in. It’s almost time for lunch.”
The dragon bows to the king and leaves. Megan and Paul look out of the window and see the dragon flying away. Megan whispers to Paul, “How do we get home now?” Paul shrugs his shoulders.
The king smiles kindly at them and says, “Let me give you a tour of my home!”

1 Read and circle T (true) or F (false).  

1. Paul and Megan fly on a dragon to the Kingdom of Waters.  
2. They see horses pulling carts of fruit.  
3. Amedrah invites them into the house.  
4. The old man from the book fair is the king.  
5. The dragon eats lunch with the kids and the king.
1 Listen and number.

• Listen again and label with the names.

2 Look at the picture for a minute. In pairs, take turns asking and answering questions. Use the examples below.

Are the children walking in the museum?
Is the teacher taking photos?
What are the monkeys doing?
What is the lion doing?
What are the kids drinking?

Go to PB pp. 15 & 16
1 Read the captions and number the pictures.

Our Trip to the Amusement Park
1. I’m eating a hot dog. Delicious!
2. My friends are riding the roller coaster.
3. Here, I’m playing games.

2 Choose and attach the stickers.

Our Field Trip to the ____________________________

• Complete the title and write the captions.
1 Listen and label the pictures.

- grassland
- lighthouse
- driveway
- TV crew
- herd
- backyard
- hyena
- dawn

2 Think of answers to the following questions.

1. What animals are you likely to see in each of the two places?
2. What activities can you do there?
3. Which of the activities do you consider “high adventure”?
4. Which place is more fun to go to? Why?

3 Share your answers with other students.
Hi guys,

This is the best vacation ever! I’m staying with my uncle Alan on his farm in Kenya. Yesterday we went on a balloon trip! We had to start really early in the morning. We saw a beautiful sunrise and lots of wild animals before we got stuck in a tree! Take a look at my amazing pictures!

Nathan

• Match the sentence halves.
  1. Uncle Alan was blowing up the balloon
     a. when the balloon got stuck in a tree.
  2. I was taking pictures of some zebras
     b. when a lion attacked one of them.
  3. We were floating over a river
     c. when a giraffe appeared and stared at us.
  4. We were descending
     d. when we saw a herd of elephants.
  5. We were climbing down the tree
     e. when my mother called.

2 Play Story Starters in groups.
1 Listen and complete the chart.

The North Pole Marathon

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Entry Fee</th>
</tr>
</thead>
</table>

Have you won a race yet?
1. Yes, he has. 2. No, he hasn’t. 3. Yes, he has. 4. No, he hasn’t. 5. Yes, he has.

Guess the answers in pairs.


Check your guesses in the key below.

Role-play an interview with Ted.

Have you won a race yet? No, I haven’t.

A True Life Story

One of this year’s runners is Ted Jackson. Ted is a British athlete who was born in Surrey in 1973. He has had a very interesting life! He has worked as a house builder and has taught English. And—believe it or not—Ted is also an opera singer! He hasn’t recorded a CD yet, but he has sung with the Royal Philharmonic Concert Orchestra in London. Ted has already run in the London and New York marathons, although he hasn’t won a race yet. He has cycled the Tour de France race, and he has also swum across the English Channel, from England to France! To prepare for the North Pole Marathon, Ted ran inside a huge freezer in a meat shop! In 2015 he ran seven marathons, on seven continents, in seven days!

Read and mark (√ or ×).

He hasn’t recorded a CD yet.

Rule of Thumb

Ted has already run in London. He hasn’t recorded a CD yet.

Go to PB p. 5
Present Perfect vs Past Simple

1. Listen and match the questions and answers.

1. Have you ever run in a marathon?
2. When did you start running?
3. How did you prepare for the cold weather today?
4. How long did today’s marathon take you?
5. What was the worst moment?
6. Have you made friends with any of the other runners?
7. Have you decided about next year’s marathon?
8. How do you feel now?

- Oh yes, I _______ ________ good friends with three other runners.
- Well, I _______ just ________ the world’s coldest marathon, so I feel cold and tired.
- Yes, I _______. I’m definitely coming back!
- About five years ago, I ________ in a marathon in New York.

- Yes, I _______. In fact, I ________ in a marathon last January.
- Eighteen and a half hours. I think I ________ in last!
- Well, at one point, I ________ I saw a polar bear.
- I ________ three layers of thick clothes! But I’m still cold!

2. Interview a classmate.

Have you ever...

- participated in a race?
- eaten insects?
- stayed up all night?
- swum in cold water?
- slept in a tent?
- climbed a tree?
- ridden a horse?
- won a prize?

- Choose a question and get more details from your classmate.

When...? Where...? How...?

- Present your results to the class.

Angie has eaten insects. She ate some crickets last year in Mexico.

Rule of Thumb

Have you ever won a marathon?
Yes, I have. / No, I haven’t. / Not yet.
When did you win it? Last year.
Have you heard of any of the following places: The Grand Canyon, Stonehenge, Machu Picchu, The Great Barrier Reef, the Taj Mahal or the Great Wall of China? These amazing places are unique and they all belong to the peoples of the world. They are UNESCO World Heritage sites. UNESCO protects them for future generations to explore and enjoy. The World Heritage emblem represents its values. The square symbolizes the creations of humankind and the circle represents the gifts of nature. The emblem is also round, like the world, and this shows that our global heritage should be protected for everyone. The words around the circle are in English, French and Spanish. There are 890 World Heritage sites around the world. Italy, with 44 sites, has more than any other country, and there are 29 sites in Mexico, including downtown Mexico City and the whale sanctuary in Baja California. One the first places to be designated a World Heritage site was the Galapagos Islands. These islands are located 1,000 kilometers off the coast of Ecuador. This great distance has given rise to unique animal life there, including the giant tortoise and the land iguana, which were studied by Charles Darwin on his famous trip in 1835. One of the most recently designated sites is the Tower of Hercules in Spain. This lighthouse, originally built by the Romans, has been a landmark for nearly 2,000 years!

1. The World Heritage sites belong ________________________________
2. The square and circle in the emblem represent ________________________________.
3. The words that surround the circle are in ________________________________.
4. One of the first World Heritage sites was ________________________________.
5. The isolation of the Galapagos Islands led to ________________________________.
6. The Tower of Hercules in Spain has been ________________________________.

Amazing Places

1. How many of these places can you name?
2. Where are they?
3. What else can you say about them?

- Read the text Amazing Places and complete the sentences below.
1 Think of adjectives to describe the pictures on page 9.

2 Read the text and circle the adjectives.

**The Lost City of the Incas**

Machu Picchu is the most mysterious city in Peru. It became a World Heritage site in 1983. This remote city lies 2,430 meters above the sea, in the middle of the rainforest. The Incas built the city around 1460, but they lived there for only 100 years. Was it a retreat for the Incan kings, a sacred center or a mausoleum like the Pyramids of Egypt? And why was it abandoned? Nobody knows. Approximately 1,200 people once lived in or around this ancient city. It was made up of about 200 buildings constructed from stone. The Incas were amazing architects and engineers. Even today, many of the buildings are in fantastic condition, and the fountains and aqueducts still work! So now, over 500 years later, we can wander through Machu Picchu and visit its ancient temples, palaces, plazas and observatory, and imagine what life was like in this fascinating city.

Project

**Make a World Heritage site model.**

- Research and choose a site. It could be in your country or anywhere else in the world.
- Brainstorm ideas for visually representing your site. What are the most interesting facts?
- Present your model to the class and convince your classmates to visit your site!
1. **Read and number the pictures.**

   1. We’re on a school trip to Florida and we've been visiting all kinds of places. I've been taking lots of photos. Today we're at the beach near Miami.

   2. Today we're visiting the Kennedy Space Center! Marian has been pretending to be an astronaut. Don't worry! She still hasn't left for the moon.

   3. Today we're visiting Sea World. Rachel has been swimming with a beluga whale all afternoon. It's so cool!

   4. We've been camping in the Everglades for three days. Luke has been making dinner every night. He's a great cook!

2. **Unscramble and match one sentence to each picture.**

   - surfing / has / Lucas / for hours / been
   - learning / rockets / been / I've / about
   - been / afternoon / he's / cooking / all
   - I've / pool / next / sitting / the / been / to

   1. ____________________

   2. ____________________

   3. ____________________

   4. ____________________

3. **Play What Have I Been Doing? in groups.**

   I feel hot and very tired. Have you been running?

4. **Rule of Thumb:**

   He's been surfing for two hours. Have you been surfing?
Present Perfect Continuous (negative)

1. Listen and solve the riddles.

- Jake
- Mark
- Dakota & Natalie
- Ryan & Sean
- Faith & Kayla
- David

- Write two more riddles in your notebook.

2. Look, read and correct the blog.

We've been camping in Everglades National Park for five days now. There are 10,000 islands here—and more than 2,000 alligators! I love sleeping in a tent, but I miss my bed back home! Here are my latest photos.

- We've been reading books all day.
- A snake has been crawling around my tent!
- We haven't been snowing all morning.
- I've been diving in the river.
- It hasn't been snowing all morning.

Rule of Thumb

Everglades National Park

Go to PB p. 10
1 **Read the article and add the questions.**

How do you make a cache?  What do you do when you find it?
How does Geocaching work?  How do you start?  What is GPS?

---

**Geocaching—Explore Your Own Neighborhood**

You don’t have to climb mountains to have adventures. You can discover things in your own backyard with Geocaching! The word Geocaching comes from “geo” (the Earth) and “cache” (a safe place). So a geocache is something that is hidden somewhere on the Earth.

Geocaching is like a treasure hunt. You hide something (the cache) outdoors and use a GPS receiver to record its coordinates. Then you post the coordinates on a website so people know where to look for the cache. You can add clues, too. With Geocaching you can find out about new places and have fun at the same time!

GPS stands for Global Positioning System. A GPS receiver is like a car satellite navigation system. It uses 24 satellites that are orbiting the Earth. When you enter the coordinates in your GPS, it works out the location.

It’s easy! Many schools set up Geocaching activities, or you can do it with your family or friends. You can find out where local geocaches are on the Internet.

---

To make a cache you put together a collection of small things, such as toys, key rings, coins, messages or photos and place them in a waterproof container. You should include a logbook and a pencil, and maybe a disposable camera.

When you find a cache, you must fill out the logbook and write your name or code name, the date and the time. If there is a camera, you take a photo of yourself. You can also take away something. But if you do that, you must leave a new item behind!

---

**Circle phrasal verbs that mean:** remove, discover, search, organize, calculate, complete, mean

**2 Match and complete the statements. Use the correct tense.**

1. He wasn’t listening, so his teacher ____________ his cell phone.  
2. I’m ____________ my glasses. I can’t find them anywhere!  
3. Guess what? I ____________ that my great-grandfather was a pirate!  
4. What does www ____________?  

---

**Rule of Thumb**

Many schools set up geocaching activities.
1 Listen and say the poem. 

**Hopping for the Girl**

I've always dreamed about a girl.  
Her name is Ann Marie.  
I've entered the school potato sack race  
Because I want her to notice me.

I've decided I have to win the race,  
So I've worked hard for many days.  
I've jumped and stretched and trained.  
I've lifted weights a hundred ways.

Now the day of the race has arrived,  
And I'm ready to begin.  
Ann Marie is hopping next to me,  
So I have to let her win!

They've all applauded Ann Marie,  
But oh, what do I see?  
Her happy, shining, pretty face,  
Smiling just at me!

They've all applauded Ann Marie,  
But oh, what do I see?  
Her happy, shining, pretty face,  
Smiling just at me!

1. worked /t/  
2. dreamed /d/  
3. decided /ɪd/
The Visitors

Episode 1

My name is Melau. This is the story of what happened to me when I was 13 and my life changed forever.

I live in Tanzania in East Africa. Have you ever heard of Mount Kilimanjaro or Lake Victoria — Africa’s largest lake? Well, they’re in my country. My grandparents were Maasai tribesmen. They used to wander freely with their animals all over the wide plains of Tanzania, but times have changed for my family. Now our home is in a small village, and we don’t travel very often. However, when I was 13, my little sister Naipaipai and I still kept up the tradition of traveling! Every day we had to walk twenty kilometers... twice! Why? To go to school! You might find this difficult to believe, but I love school. And I’ve always loved studying English. In fact, I’ve written this story in English. Not bad, eh?

One day our mother woke us up, as usual, before dawn. By the time we got up, breakfast was already on the table. We ate in silence—who wants to talk at four o’clock in the morning?—then put our lunch in our bags. When we left home, the moon was hanging in a sky crowded with stars.

On the long walk to school, I always carried my sister’s bag. Sometimes, when she got too hot and tired, I carried her, too! We used to meet friends from other villages along the way and tell jokes or sing. That morning, Naipaipai was sitting on my shoulders when she said, “Shhh!”

We stopped suddenly. The sun was rising over the distant trees, casting long shadows over the grasslands. The only sound was our breathing. Then we heard a howl. Hyenas! There were three of them. They looked hungry, and they were coming closer. But we knew what to do. Without a word, we picked up stones and threw them at the hyenas. I made a direct hit! The hyenas yelped and ran away.

We got to school at eight o’clock that morning, but immediately I sensed something was different. There were three strangers there—two men and a woman. They were talking to our teachers and looking around. I felt nervous. In fact, they made me more nervous than the hyenas! What did they want? And what were they doing at our school?

1 Read the story and make a story map. ❘ 8

<table>
<thead>
<tr>
<th>The Characters</th>
<th>The Setting</th>
<th>The Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Who is the main character?</td>
<td>- Where does the story take place?</td>
<td>- What happens?</td>
</tr>
<tr>
<td>- What is he like?</td>
<td>- When does the story take place?</td>
<td></td>
</tr>
</tbody>
</table>

Go to PB p. 13
The three visitors were standing in front of the school with our teacher, Mr. Nairiamu. They were wearing city clothes, and my first impression was that they were European or American. One of the men was holding some kind of map. They were all looking at it, then pointing here, there, everywhere. Mr. Nairiamu was nodding. But what did those nods mean?

Then Mr. Nairiamu looked at us and said, “Hey kids, don’t just stand around. It’s time for your lessons.” He walked into one of the classrooms, and my sister and friends followed him. But I held back. I was sure these strangers had big plans, and I was worried. I walked up to the woman—my heart was in my mouth!—and I said, “Please don’t take our school away.”

She looked at me in surprise. “Hey, you speak English very well,” she said. I ignored her compliment.

“Our school is important to us. We want to learn. You can’t survive in this world without an education!”

She smiled. I didn’t trust her smile, but the woman said, “We don’t want to take away your school. In fact, we want to make it better. And make it easier for you to study.”

The visitors were from an international foundation, and even though I doubted them at first, they were true to their word. A month later work started. They worked with us, and together we built three dormitories—one for the boys, another for the girls, and even one for the teachers. And they helped us build a kitchen, too, where we ate our meals. Maybe you don’t like the idea of living away from home, but for us, it was like staying in a five-star hotel. We could start the day without feeling tired. It was fantastic! And we still went home on the weekends.

Six months later, we got some news from the visitors. A TV crew was coming all the way from the United States! They wanted to film the school. And Mr. Nairiamu said they wanted to interview me!

The night before the interview, I was so excited that I couldn’t sleep. But early the next morning, before the film crew arrived, Mr. Nairiamu came into the dormitory to talk to me. “Are you awake, Melau?” “Yes, sir.” “Then get up now. You have to go home. Your mother is very sick.”

1 Read the story and write who or what the words refer to.

1. **They** were wearing city clothes. _______________
2. They were all looking at **it**... _______________
3. Then Mr. Nairiamu looked at **us**... _______________
4. She looked at **me** in surprise. _______________
5. I ignored **her** compliment. _______________
6. **They** wanted to film the school. _______________
1 Ask questions to complete the cards with names of your classmates.

2 people who like outdoor activities

__________________________

__________________________

2 people who don’t like camping

__________________________

__________________________

2 people who like campfires

__________________________

__________________________

2 people who like spooky stories

__________________________

__________________________

2 Listen to the conversation and circle the correct option. (10)

1. Amelia went / didn’t go to the camping trip.
2. Amelia’s dad hurt his knee / crashed his car.
3. On the first day at the camp, the children went canoeing / surfing.
4. Jack had an accident at the beginning / the end of the canoeing competition.
5. In the evening, the children went to the forest / lit campfires.
6. Mrs. Miller finished / did not finish telling the children the spooky story.

3 Match the sentence halves.

1. Amelia’s dad was driving the car
   fell into the water.
2. Jack was finishing the race when he
   heard strange noises coming from the forest.
3. Mrs. Miller was telling the campers
   a spooky story when they
   when a dog crossed the street in front of him.

4 Make a crazy chain story using the pictures.

I was swimming in the river when...
1. Look and mark (✔) the imaginary trip you choose.

- A jungle adventure in Costa Rica
- A scientific trip to Antarctica
- A camping trip to Australia

2. In your notebook, make a timeline of four crazy events during your trip.

<table>
<thead>
<tr>
<th>Day / Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 10 am, walking to the airport</td>
<td>a giant snake bit me</td>
</tr>
<tr>
<td>Monday, 11 am, riding in an ambulance</td>
<td>a wild monkey attacked the driver</td>
</tr>
<tr>
<td>Tuesday, 11 am, leaving the hospital</td>
<td>there was an earthquake</td>
</tr>
<tr>
<td>Wednesday, 2 pm, arriving at the airport</td>
<td>a thief stole my passport</td>
</tr>
</tbody>
</table>

3. Draw the four events.

4. Write a description of each event.

I had a wonderful trip to Costa Rica, but I was ready to go home! I was walking along the road to the airport when suddenly a giant snake bit me! I started to cry and yell...