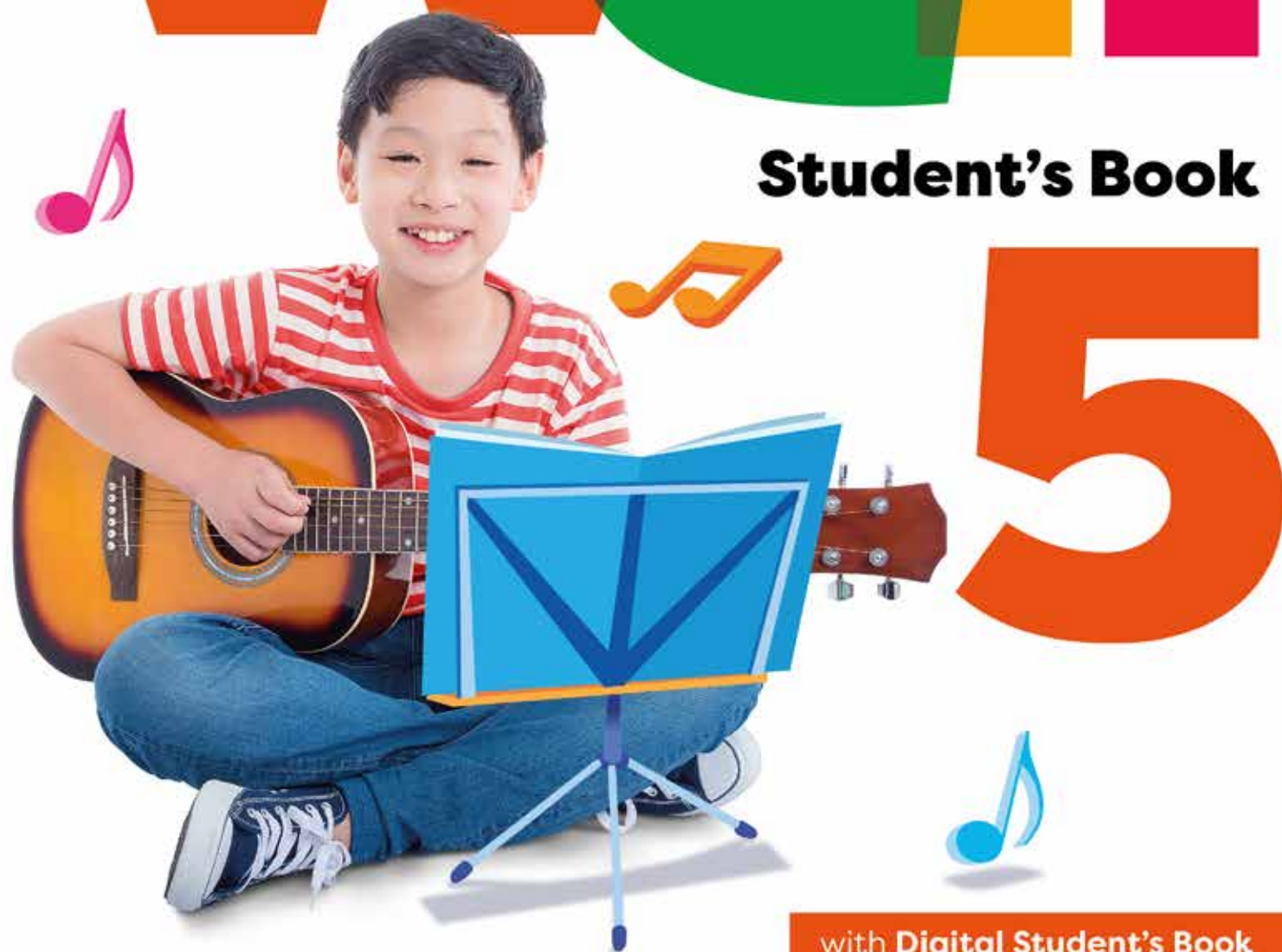


Learning Well

Student's Book



with **Digital Student's Book**



1  **1.01 Listen and look.**

- 1 What do you hear?
- 2 What do you see?
- 3 What's happening?
- 4 What makes you say that?

2  **What do you know?**

- 1 What natural features are there in your country?
- 2 How often do you visit these places?



1 1.02 Match the words (a-l) to the photos (1-12). Then listen, check, and repeat.

- a desert b valley c coast d ocean e rainforest f volcano
g sand dune h stream i coral reef j canyon k path l grasslands

2 Take turns describing a natural feature for your partner to guess.



3 Think. Answer the questions.

- Which of these places would you most like to visit? Why?
- What is the most beautiful natural feature in your country?
- Why are natural features important?

1 1.03 Listen and read. How many different animals does Sophie talk about?

Sophie: Hi, Mateo. I went camping with my family this weekend. It was really cool!
Mateo: What happened?
Sophie: Well, I **was taking a walk** when I **heard a noise**. I saw a deer on the path, but it ran away.
Mateo: Did you see any other animals?
Sophie: Yes! **My mom and I were having lunch** when an **eagle flew over our heads**.
Mateo: Wow!
Sophie: Later, I went to the stream to look at the fish. **I wasn't paying attention** when I **fell in the water**!
Mateo: Oh, no!
Sophie: It's OK. I didn't get hurt. It was a fun weekend!



2 1.04 Listen, read, and repeat. What verb tense comes after the word *when*?

Past Progressive and Simple Past

I **was taking** a walk when I **heard** a noise.
We **were having** lunch when an eagle **flew** over our heads.
I **wasn't paying** attention when I **fell** in the water.
We **weren't playing** outside when it **started** to rain.

Look

- Use the past progressive for a longer action that was in progress.
- Use the simple past for a short action that interrupts the first action.

3 Read and choose. Then complete the sentences.

- They **was** / **were** looking for some fish when they **found** / **were finding** a frog.
- I **walked** / **was walking** along the path when I **saw** / **was seeing** a snake.
- I **didn't walk** / **wasn't walking** fast when I **fell** / **was falling** on the path.
- We **was** / **were** swimming in the ocean when the rain **started** / **was starting**.
- She **didn't talk** / **wasn't talking** loudly when _____.
- _____ when they **noticed** / **were noticing** a volcano.

4 Talk Partners Make silly sentences together. Use words from Lesson 1.



Before You Read

1 Think and discuss.

- 1 Look at the pictures. What type of story do you think it is?
- 2 What animals can you see? Do you think they have the same personality? Why / Why not?

2  1.05 Listen and read. Check your ideas from Activity 1.

The Ants and the Grasshopper

It was a hot afternoon in the grasslands. All of the birds and animals were enjoying the summer day. A grasshopper was sitting under a bush eating a tasty leaf when, suddenly, he heard a noise. In the distance, he saw a long line of ants moving slowly toward him. They were carrying heavy seeds and fruit.

"I don't understand these ants. Why are they always working?" thought the grasshopper.

One of the ants was passing the grasshopper when it dropped its seed to rest.

"Are you moving somewhere?" asked the grasshopper.

"No," replied the ant. "We're carrying food to our nest."

"Do you have visitors?" asked the grasshopper.

"No," replied the ant. "We're collecting food for the winter."

"Why?" laughed the grasshopper. "Winter is a long time from now. There's a lot of food right now. You should do something more **useful**. Have fun and enjoy the summer!"

"It's important to be prepared," replied the ant.

Summer passed slowly. The ants continued to take food to their nest, and the grasshopper continued to eat, sleep, and play. Finally, winter arrived. The ants woke up one morning to find everything covered in snow.

The grasshopper was cold and hungry. He didn't have any food. He thought about the long summer days when he was warm and happy and there was food everywhere. Then he remembered the busy ants carrying food to their nest all summer.

"Now I understand," thought the grasshopper. He started looking for food, but he was tired and **helpless** and soon he fell over. He was sleeping in the snow when the ants found him.

"We worked hard all summer while you just ate and played," said one of the ants. "You laughed at us, but now we have a lot of food in our nest."

The ants were **helpful**. They carried the grasshopper to their nest and gave him food and water. They let him stay with them until he felt better. When it was time to go, the ants gave him food to take with him.

The grasshopper thanked the ants. "You are kind and generous. Your hard work saved my life. I will remember to plan ahead and not make the mistake of being **useless** again."

After You Read

 Identify Points of View

To understand the different characters' points of view in a story, look for:

- what they say to and about each other: "You are kind and generous."
- their actions toward each other: *The grasshopper thanked the ants.*

 Read the story again and discuss. Find one sentence in the story to support each answer.

- 1 What does the grasshopper think of the ants at the beginning of the story?
- 2 Do the ants agree with this point of view?
- 3 How does the grasshopper's point of view change?



1 Read the story again. Then choose.

- 1 At the beginning of the story, the grasshopper noticed the ants were _____.
 - a carrying seeds and fruit
 - b playing in a bush
 - c eating leaves
- 2 When the grasshopper saw the ants working, he thought the ants should be _____.
 - a working harder
 - b having fun
 - c helping him
- 3 When the grasshopper was cold and hungry, the ants _____.
 - a laughed at him
 - b played games
 - c had food in their nest
- 4 In the winter, the grasshopper remembered that the ants _____ in the summer.
 - a moved
 - b worked hard
 - c ate a lot
- 5 At the end of the story, the grasshopper thanked the ants when they _____.
 - a woke him up
 - b built him a home
 - c gave him food

2 Read sentences 1–5 in Activity 1 again.

Which sentence shows characters being kind and generous?

Sentence _____

3 Read and discuss.

- 1 What strengths did the grasshopper see in the ants by the end of the story?
- 2 How did the grasshopper say he will change?

4 Imagine it's the next summer. What do you think the grasshopper will do?



5 Are items 1–4 strengths? Check (✓) Yes or No. Then add two more strengths to the list.

	Yes	No		Yes	No
1 useless	<input type="checkbox"/>	<input type="checkbox"/>	2 hardworking	<input type="checkbox"/>	<input type="checkbox"/>
3 not prepared	<input type="checkbox"/>	<input type="checkbox"/>	4 helpful	<input type="checkbox"/>	<input type="checkbox"/>
5 _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6 _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6 Think about people you know. Name someone who ...

- 1 plans for the future and works hard. _____
- 2 is kind and thinks about how other people feel. _____
- 3 is generous to other people. _____
- 4 is helpful to other people. _____



7 Work in small groups. Take turns telling each person a strength you think they have. Give a reason. When you hear a strength about you, say how it makes you feel.

Carla, you are very generous. You let me borrow your tablet.

Thanks, Barry. That makes me feel good.

You are really good at math, and you always help me when I'm confused.

I'm happy I can help you, Sandra.

SEL Go to Wellness Book pages 2–7

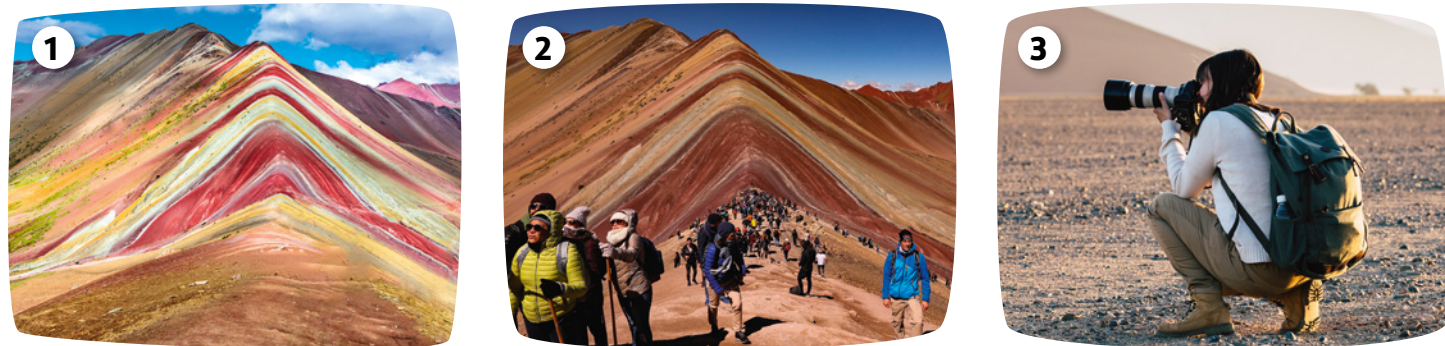
1 1.06 Match the words to the photos. Then listen, check, and repeat.

- a grassy b sandy c muddy d rocky e steep f flat



2 Look at the photos and answer the questions.

- 1 What can you see in photo 1? Where do you think it is?
- 2 How is photo 2 different? What problems can occur when this happens?
- 3 Who can you see in photo 3? What is she doing? Why?



Use Pictures to Make Predictions
Before you listen, look at the pictures carefully. Think about the **place (where)**, the **people (who)**, and the **action (what)**. This information can help you prepare for the listening activity.

3 1.07 Listen and check your ideas from Activity 2.

4 1.07 Listen again. Write *T* (True) or *F* (False).

- 1 Jane didn't enjoy her walk up the mountain. _____
- 2 Rainbow Mountain is 5,200 meters high. _____
- 3 It's difficult to climb the mountain when it rains. _____
- 4 The mountain always looks busy in photos. _____
- 5 There are up to 4,000 visitors a day. _____

5 What message does Jane want to give with her photos? Discuss.

1 1.08 Listen and read. What animal did Lucía see?

Lucía: Hi, Amit! I went hiking with my friends yesterday. We saw a lot of animals. My favorite was the rabbit.

Amit: **What were you doing when you saw the rabbit?**

Lucía: We were sitting in the grass and having lunch. My friend Sandra tried to take a photo, but the rabbit was too fast.

Amit: **Where was the rabbit going when she tried to take a photo?**

Lucía: I think it was looking for the other rabbits. It ran away quickly. Later, we saw a big group of rabbits. They were really cute!

Amit: That sounds like a fun day!



2 1.09 Listen, read, and repeat. Which verb form comes after the question word?

Past Progressive and Simple Past Questions

- What **were** you **doing** when you **saw** the rabbit?
- Where **was** the rabbit **going** when she **tried** to take a photo?
- Where **were** they **hiking** when it **started** to rain?
- What **were** they **eating** when they **ran** away?

Look
Use the past progressive to answer the questions:
Q: *What were you doing when you saw the bear?*
A: *I was having a picnic.*

3 Complete the sentences.

- 1 What were you doing when you _____ (find) the muddy pool?
- 2 What _____ (they / do) when they saw the lizard?
- 3 Where _____ (your dad / go) when he _____ (fall) on that steep path?
- 4 What _____ (your mom / look at) when she _____ (take) the photos?
- 5 Where were you going when _____?
- 6 _____ you found the rocky stream?

4 **Talk Partners** What was your family doing this weekend?

What was your sister doing when it started to rain?

She was walking our dog in the park.



- 1 Look at the text quickly. Find the four hyperlinks. What do they do?
- 2 1.10 Listen and read. What do all of the animals have in common?

www.amazing-animals.com


Animals on the Move

Search...


What is migration, and why do some animals migrate?
 Every year, some animals travel long distances to a new home on land, in the water, or in the air. These trips are called **migrations**. The main reasons that animals migrate are to find more food, warmer weather, or a safer place to have their babies. For example, the [humpback whale](#) moves from the warmer tropical ocean to find food in the north. These whales have the longest migration of any **mammal**, swimming over 9,800 kilometers every year. The [red crab](#), which lives on Christmas Island near Indonesia, migrates from the forest to the coast to give birth. At the start of the **wet season** in October, the whole community of red crabs moves together. After the babies are born, the parents travel back to the forest, even though the babies are only five millimeters long. The whole trip is around ten kilometers and takes about nine days.

How do animals know when and where to migrate?
 Animals know to migrate because of changes in the weather, the number of hours of **daylight**, or how much food there is. For example, the [monarch butterfly](#) lives in the United States and Canada during the summer months. As it gets colder, these beautiful butterflies fly south to Mexico. They travel around 4,800 kilometers in about two months, flying around 160 kilometers each day. Most scientists believe animals are born with the **instinct** to migrate, but they aren't completely sure how animals know where to go.


How do they find their way?
 Different animals have different ways of finding their way around the world. These include using the sun, the stars, and the wind, or natural features such as mountains and rivers. Some animals, such as birds, use the Earth's **magnetic field** to know which direction to go in. [Arctic terns](#) use the Earth's magnetic field to fly from the northern Arctic all the way to Antarctica in the south. Then, six months later, they go all the way back to the Arctic. The distance there and back is around 35,000 kilometers. Terns have the longest migration of any animal. They are strong and fast, so they get there in about 40 days.




Humpback whales



Red crabs



Monarch butterflies



Arctic terns

- 3 Complete the facts with numbers in the box.

5 2 40 160 9,800 35,000

- 1 The length of the humpback whale's migration: _____ kilometers
- 2 The size of a baby red crab: _____ millimeters
- 3 The distance a monarch butterfly can travel each day: _____ kilometers
- 4 The time the monarch butterfly takes to migrate to Mexico: _____ months
- 5 The time the Arctic tern takes to migrate to Antarctica: _____ days
- 6 The length of the Arctic tern's migration: _____ kilometers



Understand the Features of a Website

Hyperlinks are words in blue text. You can click on hyperlinks to get more information from another web page.



Do any animals migrate to your area? Where do they migrate from?

- 4 1.11 Listen to Ahmad talk about helping an amazing animal on Christmas Island. Then write **T (True)** or **F (False)**.

- 1 Ahmad doesn't like red crabs. _____
- 2 All crabs that leave the forest make it to the ocean. _____
- 3 People made tunnels to help crabs on Christmas Island. _____
- 4 The red crabs can't climb up the bridge people made for them. _____
- 5 Ahmad thinks it's important to help crabs during migration, so they can have babies. _____

- 5 Watch the video about red crabs. Then work in pairs and discuss.

- 1 What type of video is this? How do you know?
 a science fiction b documentary c advertisement
- 2 What new information about red crabs did you learn from the video?
 a the number of babies a crab has b the size of the babies
 c the time the babies stay in the ocean d the length of the trip
- 3 How does the video help you understand the text on page 18?

Why is it important to understand animals' behavior?



1 Look at the photos of the elk. What do you think is happening?



2 1.12 Watch Jack tell Olivia a story. Check your ideas from Activity 1.

3 1.12 Watch again. Match the parts of the story (1-4) with the phrases (a-d).



Parts of a Story

- 1 Introduce the story.
- 2 Give background information.
- 3 Introduce a dramatic event.
- 4 Tell the main events.

- a You'll never guess what happened!
- b Did I tell you about the time ...
- c At first ..., Suddenly ..., Eventually ...
- d We were hiking in the mountains.

Show Interest
Ask questions and repeat short phrases to show that you're paying attention and interested in a story:

- What happened?
- Broke his leg?

4 Plan your story in your Workbook on page 14.

5 **Talk Partners** Take turns telling your story. Use phrases from Activity 3 and show interest when you listen.

Did I tell you about the time I went to the water park with my cousins?
I don't think so.
You'll never guess what happened!

6 Reflect. Discuss your story with your group.

1 1.13 Listen and read. Who saw the seals? Why?

The Waiting Game

It was a winter morning on the coast. Jamal and Lin were sitting on top of a sand dune. They were waiting to see the seals that sometimes came to the beach. Lin was getting bored. "Let's go home," she said. "The seals aren't coming today." But Jamal really wanted to see the seals, so he decided to wait. Lin went home, leaving Jamal alone. He waited for another hour, but the seals didn't come. He was getting ready to leave when he saw something in the ocean. It was a little black nose. He smiled and kept very still. He was looking at the ocean when a seal swam to the beach. Then another seal arrived and they started playing together. The next day, Jamal told Lin about the seals. "I'm sorry I left you!" she said. "I wasn't patient and I missed something really special."



2 Answer the questions.

- 1 Where and when does the story take place?

- 2 What are the characters doing?

- 3 What does Lin decide to do? Why?

- 4 What does Jamal do? Why?

- 5 What happens in the end?

- 6 How do you think Lin feels? Why?

3 Find examples of the story structure. Discuss.

4 Plan and write a story in your Workbook on page 15.

Story Structures

Beginning

- Say when and where the story takes place.
- Explain what the characters are doing.

Middle

- Introduce a problem.
- Describe what happens next.

End

- Say how the characters solved the problem.
- Explain the lessons the characters learned.



15
LIFE
ON
LAND

Research an amazing animal migration.
What can you do to protect this animal?

1

Plan

Find out about an animal that migrates.

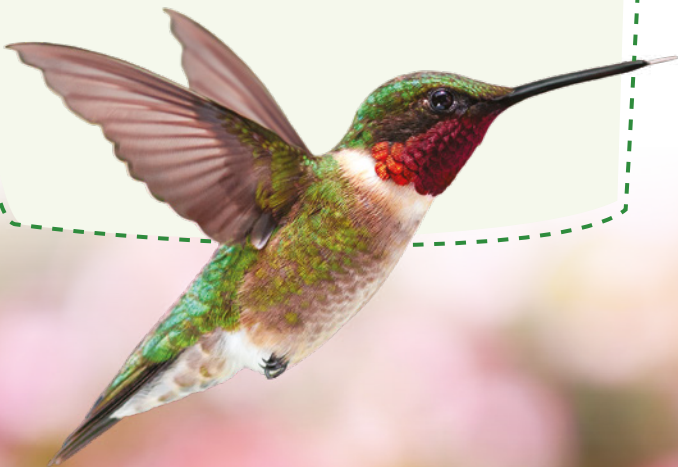
- When does it migrate?
- Why does it migrate?
- What dangers does it face during migration?
- What can people do to help this animal migrate safely?

2

Prepare

Answer the questions to help you plan your presentation.

- What information do you want to share with your class?
- How will you show the animal's migration pattern?
- Why is this animal important?
- Do you know any other interesting facts about this animal?



3

Show and Tell

Share your presentation with the class.
Include interesting facts about the animal.

The ruby-throated hummingbird migrates in the late summer or the fall ...



What do you know now?

✓ Review Unit 1 in your Workbook.