

School Life



MY GOALS



UNIT 1

- Listen to the conversation *A Busy First Day*
- Listen for the main idea



UNIT 2

- Listen to the story *Guess What?*
- Listen for details



SPEAK

- Make requests

A Look at the picture. What do you see?

1. Where are the children? What are they doing?
2. Is your classroom like this? Why or why not?

FUN FACT

Listen



Classrooms Around the World



B Listen to the Fun Fact. Then answer the questions.  2

1. Where is the school?
2. What do you like about the school?
Why?



Think, Pair, Share

What is your favorite thing about your school?
Why?

Get Ready to Listen



Let's learn the key words.

A Listen, point, and say. Write the words in your picture dictionary. 3



classmates



decorations



drawing



sticker

B Listen and color. 4



C Listen and write. 5

1. _____ decorations _____

2. _____

3. _____

4. _____

Listen

LISTENING GOAL: Listen for the Main Idea

The main idea gives more information about the topic. Listen for the main idea in the first sentence.

A Listen. Then complete the sentences.  6

1. This is a picture of the boy's _____ cat.
2. The girl is talking about her _____
3. The boy is at _____

A Busy First Day

B Listen to the conversation *A Busy First Day*. What is it about? Choose the correct picture.  7



Now put the sentences in order.

- a. Zoe draws a guitar.
- b. Jon puts stickers on his dinosaur.
- c. Ann puts paper flowers on the tree.

What is the
main idea?

Think!

Do you make decorations at school?
What do you like to make?

Understand

A Think about **A Busy First Day**. What is the main idea?

- a. The students are making a learning tree on the first day of school.
- b. The students are drawing pictures of a tree on the first day of school.

Remember!
Listen for the **main idea** in the first sentence.



B Listen to **A Busy First Day** again. Choose the correct answer.  8

1. Zoe and Jon are **at home** / **at school**.
2. Ann's decorations are **flowers** / **flags**.
3. The decorations are **orange** / **pink**.
4. Jon makes a **dinosaur** / **flower**.
5. Zoe makes a **drawing** / **some stickers**.

C Listen. Complete each sentence with a key word. Then match.  9

1. They are my favorite _____ classmates. _____
2. Those are our _____
3. We have a lot of _____
4. You can see my _____ on my desk.

a. _____



b. 1



c. _____



d. _____



D Listen to **A Busy First Day** again. Work with a partner.
Complete the diagram.  10

decorations ~~drawing~~ pencil stickers

1. drawing

3. _____

that

those

2. _____

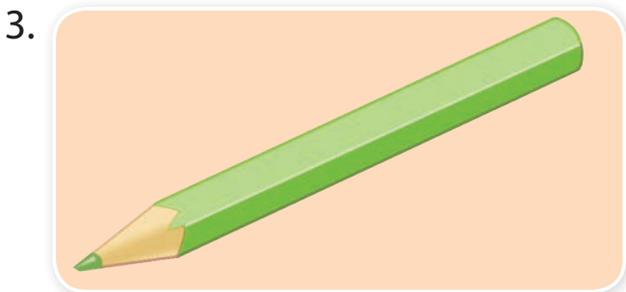
4. _____

E Look at **D**. Write. Use *that* or *those*.



Is that your drawing?

_____ are my friend's stickers.



_____ is my green pencil.

What are _____

MY LISTENING GOALS

- I can listen to the conversation.
- I can listen for the main idea.



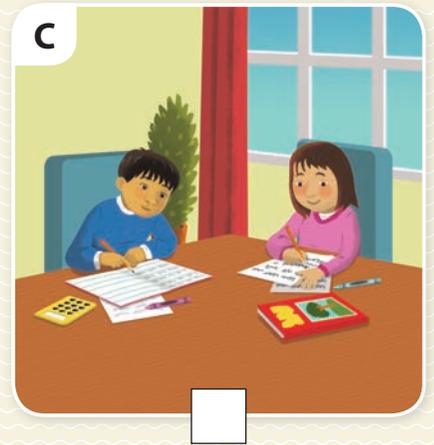
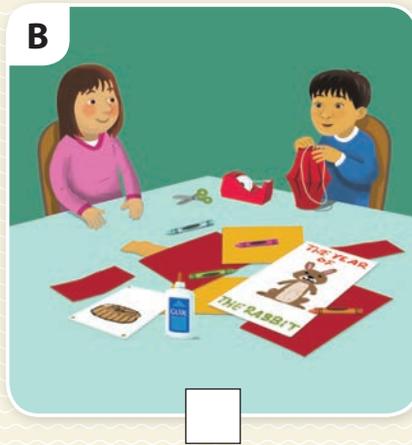
Listening Check

Remember!

Listen for the **main idea**. What is the main idea? Listen for the **details**. What do they tell you?



A Listen to the conversation **Happy New Year**. What is it about? Choose the correct picture. 19



B Do the sentences have the main idea? Choose or .

- | | | |
|--|-------------------------------------|--------------------------|
| 1. Amy has a party for Lunar New Year. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Amy and her classmate are making decorations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Lee tells Amy how to make a lamp. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Amy makes a New Year cake. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

C Do the sentences have the details? Choose or .

- | | | |
|---------------------------------|-------------------------------------|--------------------------|
| 1. Amy is at home. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Lee makes a paper lamp. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Amy's poster is on the wall. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Lee's drawing is a cake. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

D Listen to **Happy New Year** again. Choose the correct answer.  20

- Why are Amy and Lee making decorations?
 a. for her birthday b. for a special day c. for art class
- What decorations does Lee make?
 a. a paper lamp b. a drawing c. a picture
- What animal is on the poster?
 a. a dog b. a cat c. a rabbit
- What does Lee do first to make the decoration?
 a. cuts lines b. gets paper c. opens paper
- What is Lee's drawing?
 a. a cake b. some fruit c. an animal

E Listen to **Happy New Year** again. Complete the sentences.  21



Amy and Lee are (1) classmates. They make
(2) _____ for Lunar New Year. Lunar means *moon*.

Amy: What are those decorations, Lee?

Lee: They're paper lamps.

Amy: How do you make them?

Lee: First, get some paper. Then, cut some lines.
Next, open the paper. Last, glue the paper
together.

Amy: Wow! I like it! Is that your rabbit
(3) _____, Lee?

Lee: Yes, it is. It's the Year of the Rabbit!

Amy: Nice! What's the (4) _____

Lee: It's a cake. I love New Year's cake! Yum!

Get Ready to Speak

SPEAKING GOAL: Make Requests

A request is a kind of question. It asks for something in a nice way.

A Read and listen to the conversation. Underline the requests.  22



Speaking Tip

Use *can* to make requests. The word *can* is at the start of the question.

What Do You Want?

Liam: Let's make decorations for the school party.

Dina: Good idea! I have some crayons, pencils, and stickers.

Liam: Can I have some crayons?

Dina: What colors do you want?

Liam: Can you give me the red and green crayons, please?

Dina: Sure. Here they are.



B Look at **A**. What are Liam and Dina's requests? Complete the table.

Requests	
Can I ... ?	Can you ... ?
1. _____ _____	2. _____ _____

Speak

C Think about something you want. How can you ask for it?
Complete the table.

Requests	
Can I ... ?	Can you ... ?
_____	_____
_____	_____

D Now write your requests. Use your ideas from **C**.
Choose new words, too. Then draw the things you need.

Can I _____ ?
_____ ?

Can you _____ ?
_____ ?

Can I _____ ?
_____ ?

Can you _____ ?
_____ ?



Make requests to your partner. Then listen to your partner's requests.



MY SPEAKING GOAL

I can make requests.

