UNIT 2

How Long Is It?

A Listen and find. Which ball bounces the highest?

B Listen, say, and number the pictures in A.

C Close your eyes. Listen, visualize, and say.

D Look and write.

Equipment for experiments	Actions	Measurements
		height

E Listen and complete. Then watch and sing.

Measure It!

What's the 1 length (thengl) of a crocodile?
What's the 2 _____ (tehigh) of the tallest tree?
What's the 3 _____ (ightew) of a hippo on a scale?
Is it heavier than you and me?

4 _____ *(sureMae) it,*
5 _____ *(sureMae) it*
Then you'll know for sure.
Do an 6 _____ *(imentrexpe)*
to help you find out more!

How hot is it in the sunshine today?
What does the 7 _____ (motherterme) show?
What's the 8 _____ (dithw) of the widest bridge in the world?
What's the answer? I don't know!

scale | scales

A Listen and read. What are the students measuring?

B Look at **A**. Complete.

Going to* and *Will

We	____	_____	**do** a science experiment.	It	**isn't**	**going to**	float.
The stick	_____		**go** down at one end.	It	_____		**move** at all.

What	____	I	_____	**do**	now?	What	_____	**happen**	next?

It will move. not ~~*It will to move.*~~

Remember

C Think and discuss. Then choose.

1 We use *going to* / *will* to make predictions about the future, when we have information that helps us.

2 We use *going to* / *will* to make predictions about the future when we're guessing.

D Listen and say.

E Read and choose.

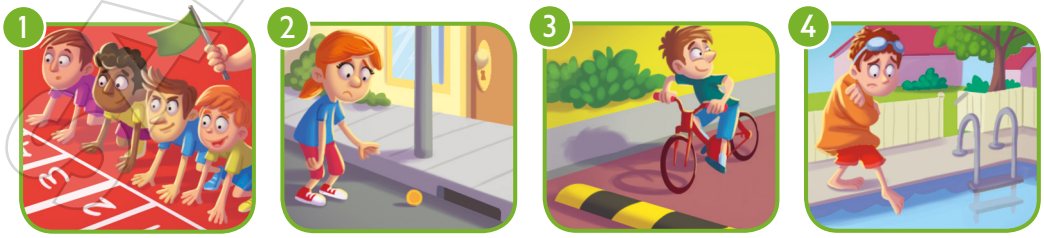
1 Watch out! That jug will / 's going to fall off the table and break!

2 I think we'll / we're going to have robot teachers one day.

3 I don't think they're very good. Maybe they won't / aren't going to win the game.

4 It's sunny, and there are no clouds. It'll / It's going to be a lovely day.

F Look and write your predictions. Then compare.



1 Right! They're going to have a race . (have a race)

2 Maybe she _____ . (stop the coin)

3 He _____ . (fall)

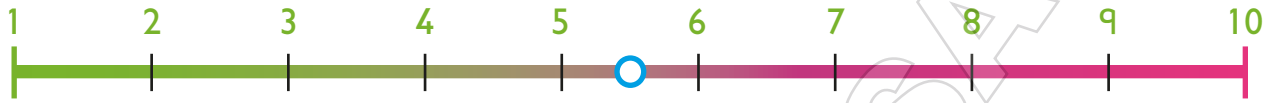
4 I think he _____ . (swim)

Why do we measure time?

A Listen to Anton talk to his dad about time. When did people first use clocks?

B Listen, say, and number the pictures in **A**.

C Complete the timeline. Write the measurements of time in order.



1 second 2 _____ 3 _____ 4 day 5 week

6 month 7 _____ 8 _____ 9 century 10 _____

D Now listen to Salma and Markus. Which clock is older?

Salma, Egypt

Markus, Germany

E Listen again and complete.

1 Long ago, people used the sun to tell the time.

2 To make a sundial, you have to find a _____ place.

3 To know the time, look at the _____ of the stick on the ground.

4 Cuckoo clocks are almost _____ years old.

5 The cuckoo is a kind of _____ .

6 After the cuckoo comes out, the people _____ .

When does time feel slow for you? Why?
How does measuring time help people?

A Listen and read. When are the children going to start their project?

Amelia: We have to find time to do our science project. What are you doing on Saturday?

Ben: I'm playing soccer in the morning.

Amelia: My parents are taking us to the circus in the afternoon.

Muna: Let's do it at lunchtime on Saturday.

Ben: I don't know. How long is it going to take?

Mr. Sim: You aren't doing anything in the rest of this lesson. Start it now and finish it on Saturday.

Muna: Yes, Mr. Sim.

Ben: What's our project about?

Amelia: How to use time in the best way!

B Look at **A**. Complete.

Future Plans

What	_____	you	doing	on Saturday?
I	_____	_____	soccer	in the morning.
My parents	_____	_____	us to the circus	in the afternoon.

Not ~~*I will play soccer on Saturday.*~~

Watch Out

C Think and discuss. Then choose.

1 We use the present progressive to talk about predictions / future arrangements.

D Listen and say.

E Read Sara's schedule and complete.

1 On Monday, Sara is practicing her music for an hour.

2 On Tuesday, Sara's grandma and grandpa _____ to stay for a week.

3 Sara and Miriam _____ on Wednesday, because Miriam _____ on vacation.

4 Aunt Alma _____ to the US on Friday.

5 Aunt Alma's train _____ at 2:05 p.m.

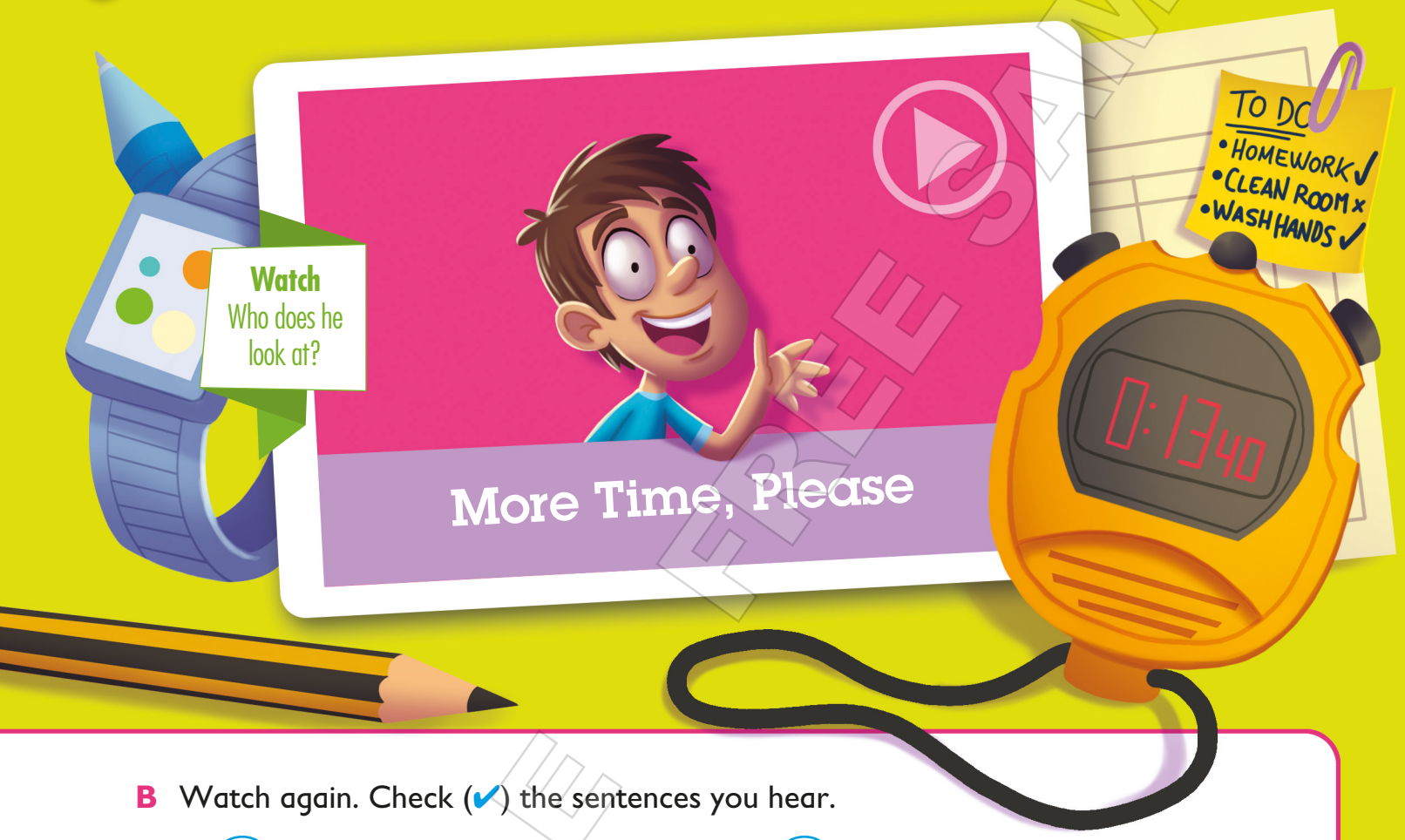
F Write your schedule for Saturday. Then compare. Who is busier?

I'm going to the sports center at 10 o'clock.

What are you doing at 2 o'clock in the afternoon?

I'm watching a soccer game for two hours.

A Watch and listen. What did Lewis do while he was practicing his talk?



B Watch again. Check (✔) the sentences you hear.

1 ✔ Today I'm going to talk about something very important.
2 ◯ Here are some tips.
3 ◯ Always do the things you have to do first.
4 ◯ My advice is make a list.
5 ◯ Something else to remember is don't make your list too long.
6 ◯ My next tip is about watching TV.
7 ◯ Finally, try to do two things at the same time.
8 ◯ Thank you for listening.

7231 *VISIT Grandma!

Pronunciation Word Stress 1

Listen and say.

something important homework remember

What other words do you know with these patterns?

C Plan. Think about advice for using time in the best way. Then complete.

Using Time

At Home	At School	Free Time
make a list		read at the bus stop

D Prepare your presentation. Use your ideas from **C** and phrases from **B**.

Introduction

Today I'm going to talk about ...

Middle (Advice)

At home,

At school,

In your free time,

Ending

Finally,

Reflect

Did I look at the audience and speak clearly?

Yes / No

E Practice with a friend. Then share with your class.

Write About It

A Read the instructions. Circle the three adjectives describing the ice cubes.

1 To do this experiment, you need four glasses, four ice cubes that are 3 cm. wide, 3 cm. long, 3 cm. high, a teaspoon, some salt, sugar, and sand.

2 Put an ice cube into each glass.

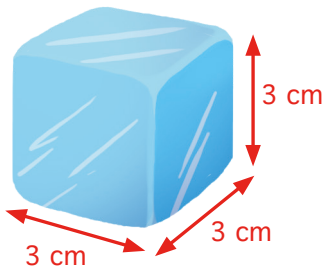
3 Now, pour a teaspoon of salt on top of the ice cube in glass **A**. Pour a teaspoon of sugar on top of the ice cube in glass **B**, and a teaspoon of sand on top of the ice cube in glass **C**. Don't pour anything on top of the ice cube in glass **D**.

4 Put the glasses in a sunny place.

5 Set a stopwatch and wait 30 minutes.

6 Check the ice cubes. Which ice cube melted first?

Results: The ice cube in glass _____ melted first. _____ makes ice melt faster.



B Look at **A**. Complete.

Noun	Adjective
width	
	high
length	

C Plan. Look at the experiment and think about these questions.

1 How many steps are there in the experiment?

2 What equipment do you need?

3 How big are the ice cubes?

4 What are you measuring?

5 What are the results of the experiment?

Reflect
Did I write enough steps?

D Write the instructions and results for the experiment.

Read the questions and draw or write your answers.

What did I do?

What did I learn?

What was my favorite part?

How well did I do?

What can I do next?

- Watch
- Share
- Sing
- Find Out

Hello! I'm Mr. Sim. What's under my table in my classroom? Find out in Unit 3!