

In units
9 and **10**
you will:

WATCH
a video about people
getting along.

LEARN
about rules.

READ
poems about how to
get along with people.



WRITE
about rules
at home.

MAKE
a rules
poster.



BIG QUESTION 5

How do people get along with each other?

- A** Watch the video. 
- B** Look at the picture. What do you see?
 - 1 What are the girls doing?
 - 2 Where are they?
- C** Think and answer the questions.
 - 1 How can you help your teacher?
 - 2 What do your parents do for you?
- D** Fill out the **Big Question Chart**.

What do you know
about how people get
along with each other?



Words

A Listen and point to the words. Listen again and say the words.  2-10



traffic light



take turns



polite



clean up



litter



librarian



crossing guard



principal



lifeguard

B One of the words is incorrect. Cross out the wrong answer.

1 She works in a school. She helps the students find books.

a **librarian** b ~~principal~~

2 We see these on streets. They're red, yellow, and green.

a **litter** b **traffic lights**

3 The bus is full. A boy stands up so an old woman can sit down.

a **polite** b ~~patient~~

4 The library is messy. The student puts the books away.

a **clean up** b **take turns**

5 He works at a swimming pool.

a **crossing guard** b **lifeguard**

Before You Read



What things can you do at home? What things can't you do at school?

C Learn Categorize

When we categorize, we put things that are similar into groups. After you read, think of the things you read about. How are they similar? Can they be put in one group? This helps you to remember them later.

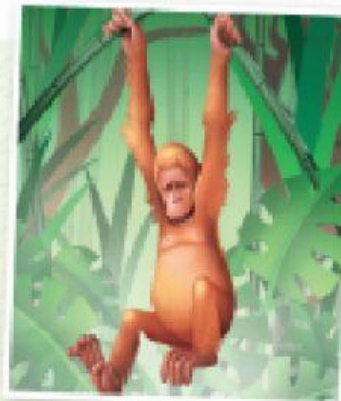
Pasta, vegetables, and salad are in the food group.

Jackets, shorts, and T-shirts are in the clothes group.

Read the text. Complete the chart.

A reserve worker talks to some children. "Those are orangutans. They're mammals, and their bodies are covered in hair. They have two arms and two legs."

"Those orange-and-red tree frogs are amphibians and live in trees. They have wet skin on their bodies. They have long legs so they can jump high."



Animals	Body Coverings	Body Parts
1 mammals		
2 amphibians		

D Look at the title and pictures on pages 90–91. What do you think the text is about?

Following Rules

This text is an *informational* text. Remember, informational texts tell us about our world.

Social Studies: Community



Following Rules

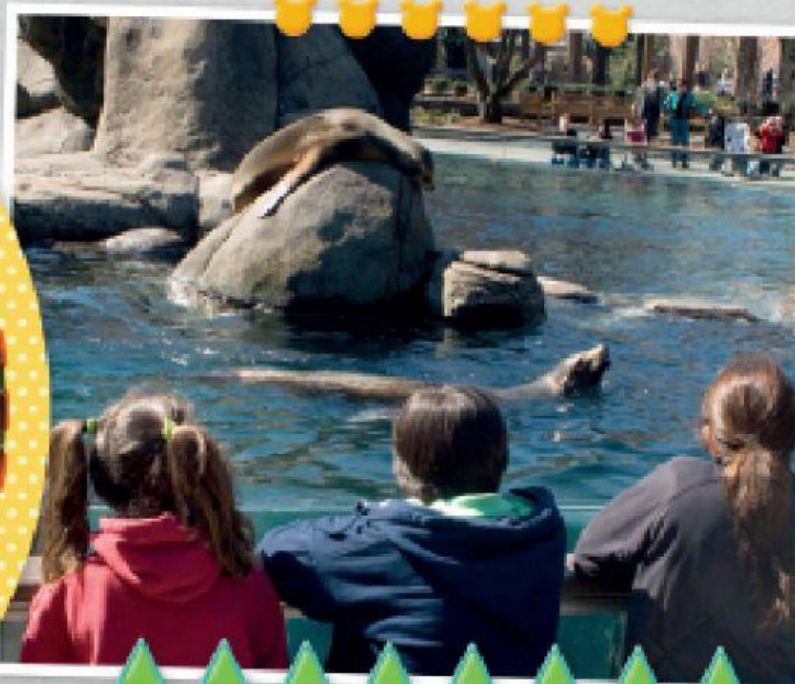
We follow rules every day. There are rules for things we do at home, at school, and in a lot of other places.

Think about rules at home. Parents usually make these rules, and they make sure we follow them. Parents can ask us to wash our hands and **clean up**. They make other rules about eating unhealthy food, watching TV, or bedtime. What rules do you follow at home?



There are rules at school, too. Teachers and the **principal** make the school rules. We should always be **polite** and **take turns** when we play games. **Librarians** help us follow the rules in the school library. We can't eat, drink, or be noisy there. Outside school, the **crossing guard** helps us cross the road safely, and we should pay attention to the **traffic light**. These rules help keep us happy and safe. Can you think of more rules at school? 😊





at the zoo, don't feed
the animals 😊

Zoos and other fun places have rules, too.
At the zoo, you can't touch or feed the
animals. You should never throw things
at the animals.

Think

How do these rules
help the animals?

Swimming pools are fun places, too. These rules help
make it safe for everyone there. You shouldn't run
near the water and you can't eat, drink, or litter near
the pool. You must always listen to the lifeguards
because lifeguards make sure we follow the rules
and that we are safe in and near the water.

Think

How can these rules help us have fun?

Rules tell us what we should and
shouldn't do, and they help keep
us safe, happy, and healthy. What
rules do you think are important?



Understand



Comprehension

Think What do you like about the text? Check (✓). Why? Give one reason.

1 Rules at home

☐

☐

☐


2 Rules at school

☐
☐
☐

3 Rules at fun places

☐
☐
☐

A Ask and answer the question.



What's your favorite part?

Rules at the zoo help to keep animals safe. That's good!



B Complete the chart. Write the words from the text.

These people help keep us safe.	These places have rules.
1 parents	1
2	2
3	3
4	4
5	5

C Answer the questions.

- Who make rules at school? _____
- What should we do when we play games? _____

Think What do you think?

- Are rules only for children?
- Can we follow rules and have fun, too?

Grammar in Use

D Listen and sing along. **Whose Shoes Are These?** 2-12

Oh dear, whose shoes are these?
Help me clean up, please.
These are mine and those are yours.
Are these Layla's? Yes, of course.
They are Layla's shoes.



No, no, that isn't right,
No, no hers are white.
These are mine and those are yours.
Are these Layla's? Yes, of course.
They are Layla's shoes.



E Learn Grammar Possessive Pronouns

Those are your things. Those things are **yours**.

They aren't my toys. They aren't **mine**.

Whose book is this? It's **hers**.

Whose pencils are these? They're **his**.

Ask questions about what people in your group have.

Whose pencils
are these?

They're his.



Whose
notebook
is this?

It's mine!



F Walk around the room with your partner. Point to three things in the classroom and ask questions about who they belong to.

Communicate

Words

- A** Listen and point to the words. Listen again and say the words.  2-13



kitchen



living room



cafeteria



classroom



swimming
pool



crosswalk

- B** Think about the words in **A** and add them to the chart.

Only at School	Only at Home	Both
1 cafeteria	1	1
2		2
3		

Listening



Is there a crossing guard at the crosswalk at your school?

- C** Listen. Where is it dangerous to run around?  2-14
- D** Listen again and circle the correct places.  2-15

These are rules for the ...	
1 cafeteria	crosswalk
2 living room	kitchen
3 zoo	swimming pool
4 library	cafeteria
5 kitchen	living room
6 classroom	library

