



# Oxford Discover

Student Book

3



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Charles Vilina

OXFORD

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UNIVERSITY PRESS

# Scope and Sequence

UNIT	READING	VOCABULARY	GRAMMAR
<b>▶ BIG QUESTION 1</b> How do people have fun? Social Studies: Culture			
<b>1</b> Page 6	<b>Having Fun</b> Photo essay (Nonfiction) <b>Reading Strategy</b> Identify Facts	<b>Reading Text Words</b> festival, folk dance, wedding, family reunion, fair, race, team, winner, score, player <b>Words in Context</b> envelopes, championship, athletes, bands <b>Word Study</b> Word families	<b>Adjectives with -ed and -ing</b> Present and past tense, questions <i>That race was tiring.</i> <i>I'm so tired.</i>
<b>2</b> Page 16	<b>The Red Rubber Ball</b> Story (Fiction) <b>Reading Strategy</b> Main Idea	<b>Reading Text Words</b> kick, tag, skip, bounce, drop, plain, lake, canyon, cliff, stream <b>Words in Context</b> boa constrictor, toss, landing, balance <b>Word Study</b> Verb phrases with get	<b>Gerunds</b> Present tense, questions <i>Jogging is really fun.</i> <i>I enjoy swimming.</i>
<b>▶ BIG QUESTION 2</b> Why do people move to new places? Social Studies: Geography			
<b>3</b> Page 26	<b>Letters to a Friend</b> Letters (Fiction) <b>Reading Strategy</b> Sequence of Events	<b>Reading Text Words</b> packing, moving, meeting neighbors, shopping, ice skating, fishing, raking leaves, dancing, throwing snowballs, sledding <b>Words in Context</b> monsoon, surgeon, curry, classmate <b>Word Study</b> The prefix un-	<b>Can and Could</b> Can for ability, present and past tense, questions <i>Sati can ice skate.</i> <i>Sati couldn't ice skate.</i>
<b>4</b> Page 36	<b>Moving From Here . . . to There!</b> Magazine article (Nonfiction) <b>Reading Strategy</b> Details	<b>Reading Text Words</b> country, suburb, rural area, urban area, shopping mall, university, hospital, factory, clinic, zoo <b>Words in Context</b> belongings, immigrant, move abroad, experiences <b>Word Study</b> Suffixes for countries	<b>Present Real Conditional</b> Statements, wh-questions <i>When another city has good services, people want to move there.</i> <i>If I'm hungry, I have a snack.</i>
<b>▶ BIG QUESTION 3</b> Why do people write poems? Social Studies: Culture			
<b>5</b> Page 46	<b>Three Poets</b> Poems (Fiction) <b>Reading Strategy</b> Theme	<b>Reading Text Words</b> ladybug, cricket, grasshopper, beetle, katydid, bee, butterfly, thicket, kangaroo, raisin <b>Words in Context</b> insect, escaped, shooting star, leaping <b>Word Study</b> Words that end with -le	<b>Past Continuous</b> Past statements, questions <i>Sarah was playing in the park one day.</i> <i>A grasshopper jumped on her head.</i>
<b>6</b> Page 56	<b>You Can Be a Poet</b> Instructional text (Nonfiction) <b>Reading Strategy</b> Visualize	<b>Reading Text Words</b> sentence, rhyming words, verb, noun, adjective, syllable, letter, robin, angelfish, snowflakes <b>Words in Context</b> observe, imagine, describe, exact <b>Word Study</b> Syllables	<b>Past Continuous and Simple Past</b> Past statements, questions <i>I was walking to school this morning when I saw an orange butterfly.</i>
<b>▶ BIG QUESTION 4</b> How do we measure time? Earth Science			
<b>7</b> Page 66	<b>Time and the Earth</b> Internet article (Nonfiction) <b>Reading Strategy</b> Using Diagrams	<b>Reading Text Words</b> second, minute, hour, month, year, noon, spin, orbit, time zone, multiply <b>Words in Context</b> axis, planet, accurate, opposite <b>Word Study</b> Suffix -tion	<b>Future Facts with Will</b> Future statements, questions, contractions <i>In two hours, it will be noon where you live, but on the other side of the world it will be 12:00 at night!</i>
<b>8</b> Page 76	<b>Doctor Molly</b> Story (Fiction) <b>Reading Strategy</b> Problem and Solution	<b>Reading Text Words</b> airport, passenger, passport, destination, sick, earache, headache, fever, doctor, medicine <b>Words in Context</b> washcloth, forehead, sneezing, tissues <b>Word Study</b> Contractions	<b>Future Plans with Going to</b> Future statements, questions <i>I'm going to take care of you all day.</i>

Jay



Meg



Harry



Anna



LISTENING

SPEAKING

WRITING

WRAP UP

**Celebrating a Wedding**

An interview with a wedding couple

**Listening Strategy**

Listening for details about an event

**Favorite Games**

Children share rules of favorite games

**Listening Strategy**

Listening for game rules

**Similarities and Differences**

*In this wedding, everyone is inside.*

**Giving Encouragement**

*You can do it! I know you can!*

**Using Time Words**

*On Monday, I started piano lessons.*

**Writing Practice** Write about an enjoyable event (Workbook)

**Writing Questions**

*What is your favorite game?*

**Writing Practice** Write about how you have fun (Workbook)

• **Writing**  
Write a play (Workbook)

• **Project**  
Act in a play

• **Review**  
Units 1 and 2 (Workbook)  
Big Question 1 Review

**Home and Family**

An interview with a violin player

**Listening Strategy**

Listening for details about nationality

**Asking for Help**

*Can you help me, please?*

**Writing Using But**

*In Korea people often eat rice, but in Germany people often eat potatoes.*

**Writing Practice** Write about why people move to your town (WB)

• **Writing**  
Write a letter (WB)

• **Project**  
Make and share a poster

• **Review**  
Units 3 and 4 (WB)  
Big Question 2 Review

**Interview with Marta**

A woman talks about moving to Brazil

**Listening Strategy**

Listening for answers to "why" questions

**Talk about Opinions**

*I like urban areas the most because I like cities with lots of people.*

**Using Complete Sentences with Because**

*I'm moving to Australia because the weather there is often sunny.*

**Writing Practice** Write about someone who moved to a new place (WB)

**Why Do You Write Poetry?**

An interview with a poet

**Listening Strategy**

Listening for main ideas

**Similarities and Differences**

*Look. There are two ladybugs in this picture.*

**Adjective Order**

*We looked up at the big blue sky.*

**Writing Practice** Write sentences with more than one adjective (WB)

• **Writing**  
Write a poem and a paragraph (WB)

• **Project**  
Present your poem to the class

• **Review**  
Units 5 and 6 (WB)  
Big Question 3 Review

**I Wrote This Poem**

Children share and explain poems

**Listening Strategy**

Listening for rhyming words

**Asking for Opinions**

*Which sport do you like best?*

**Action Verbs**

*The snow is dancing in the air.*

**Writing Practice** Write a descriptive paragraph with action verbs (WB)

**Weather Announcements**

Weather announcements for three cities

**Listening Strategy**

Listening for temperatures and times

**Talking about Time and Weather**

*The sun will rise tomorrow at 5:00 a.m., and it will set at 7:00 p.m. The weather tomorrow will be sunny and windy.*

**Definite Article The**

*She lives in France. He lives in the United States.*

**Writing Practice** Write a paragraph about a trip (WB)

• **Writing**  
Write a report (WB)

• **Project**  
Make and share an ad for a vacation destination

• **Review**  
Units 7 and 8 (WB)  
Big Question 4 Review

**Travel Announcements**

Bus announcements for three cities

**Listening Strategy**

Listening for places and numbers

**Asking For and Giving Directions**

*Excuse me. Which way is the cafeteria? It's down the hall, next to the gymnasium.*

**Capitalization**

*Molly's mother flew from Los Angeles, California, to Tokyo, Japan.*

**Writing Practice** Write about travel time (WB)

UNIT	READING	VOCABULARY	GRAMMAR
<b>BIG QUESTION 5</b> Where does energy come from? Physical Science			
<b>9</b> Page 86	<b>Energy for Today: Wind Power</b> Nonfiction text (Nonfiction) <b>Reading Strategy</b> Paraphrasing	<b>Reading Text Words</b> windmill, sailboat, wind turbine, wind farm, coal, oil, natural gas, pollution, power plant, electricity <b>Words in Context</b> source, fossil fuels, nonrenewable, renewable <b>Word Study</b> Antonyms	<b>May and Might</b> Future statements, negative statements Wind power <i>may</i> be one important source of energy in the future. Renewable energy <i>might</i> also reduce our need for fossil fuels.
<b>10</b> Page 96	<b>Hector the Energy Saver!</b> Fantasy (Fiction) <b>Reading Strategy</b> Ask Questions	<b>Reading Text Words</b> subway, fire engine, carpool, ambulance, escalator, train, taxi, elevator, helicopter, traffic jam <b>Words in Context</b> mask, button, pedal, blades <b>Word Study</b> Prefix re-	<b>Quantifiers</b> Simple present statements, negative statements, questions Hector uses <i>a little</i> energy. There were only <i>a few</i> cars on the road.
<b>BIG QUESTION 6</b> How do people make music? Social Studies: Culture			
<b>11</b> Page 106	<b>Mystery in the Gym</b> Realistic fiction <b>Reading Strategy</b> Making Inferences	<b>Reading Text Words</b> cello, timpani, trombone, bassoon, orchestra, conductor, baton, astronaut, circus trainer, scientist <b>Words in Context</b> mystery, gym, deafening, beekeeper <b>Word Study</b> Suffix -ing	<b>Comparative and Superlative Adjectives</b> Simple present statements, questions This elephant is <i>louder</i> than that one. That elephant is <i>the loudest</i> of the three elephants.
<b>12</b> Page 116	<b>The World of Instruments</b> Informational text (Nonfiction) <b>Reading Strategy</b> Compare and Contrast	<b>Reading Text Words</b> flute, tuba, violin, snare drum, clarinet, didgeridoo, panpipes, erhu, djembe, zummara <b>Words in Context</b> traditional, vibrate, material, pitch <b>Word Study</b> Words with -dge	<b>Comparative Adjectives with As</b> Simple present statements, questions The sound of the didgeridoo is <i>as low as</i> the tuba. The didgeridoo is <i>not as curved as</i> the tuba.
<b>BIG QUESTION 7</b> How do inventions change our lives? Physical Science			
<b>13</b> Page 126	<b>Simple Machines in Our Daily Lives</b> Magazine article (Nonfiction) <b>Reading Strategy</b> Classify and Categorize	<b>Reading Text Words</b> lever, ramp, wedge, screw, wheel and axle, light bulb, doorknob, stairs, axe, hammer <b>Words in Context</b> seesaw, nails, wheelchairs, jar lids <b>Word Study</b> Words beginning with hard g sound	<b>Too and Either</b> Simple present and simple past statements, negative statements, personal pronouns A hammer is a lever. A bottle opener is a lever, <i>too</i> .
<b>14</b> Page 136	<b>Clara's Invention</b> Story (Fiction) <b>Reading Strategy</b> Summarize	<b>Reading Text Words</b> eyeglasses, vase, furnace, wire, workshop, frames, glass, glassblower, glassware, pitcher <b>Words in Context</b> delicate, bump, pound, footsteps <b>Word Study</b> Suffixes -ful and -less	<b>Comparative and Superlative Adverbs</b> Simple present and simple past statements, questions Antonio made his glassware <i>faster</i> than before.
<b>BIG QUESTION 8</b> Why do we need plants? Life Science			
<b>15</b> Page 146	<b>The Life of a Sunflower</b> Science article (Nonfiction) <b>Reading Strategy</b> Cause and Effect	<b>Reading Text Words</b> soil, seeds, roots, stem, leaves, petals, nectar, pollen, oxygen, humans <b>Words in Context</b> sprout, round, flat, important <b>Word Study</b> Words ending in -th	<b>Measure Words</b> Simple present and simple past statements, questions Fill a pot with <i>a bag</i> of soil. Moisten with <i>a cup</i> of water.
<b>16</b> Page 156	<b>The Garden of Happiness</b> Realistic fiction <b>Reading Strategy</b> Plot	<b>Reading Text Words</b> gardener, sweet potato, beans, vines, garden, haze, teenagers, community, crowd, shopping cart <b>Words in Context</b> water, curious, bloom, empty <b>Word Study</b> Synonyms	<b>Adjectives with Prepositions</b> Simple present statements, questions Marisol is <i>curious about</i> her plant.
<b>BIG QUESTION 9</b> Why do we explore? Social Studies: Geography			
<b>17</b> Page 166	<b>My Journey with Captain Magellan</b> Journal (Fiction) <b>Reading Strategy</b> Reading Maps	<b>Reading Text Words</b> island, waterfall, coast, river, windy, clouds, hail, fog, storm, lightning <b>Words in Context</b> healthy, strait, journey, sail <b>Word Study</b> Phrasal verbs with look	<b>Prepositions of Movement</b> Simple present statements Go <i>up</i> to the deck and check the sails. We sailed <i>down</i> the coast of South America.
<b>18</b> Page 176	<b>The Fantastic Undersea Life of Jacques Cousteau</b> Biography (Nonfiction) <b>Reading Strategy</b> Monitor and Clarify	<b>Reading Text Words</b> goggles, kelp, penguin, squid, otter, coral, humpback whale, dolphin, leafy sea dragon, octopus <b>Words in Context</b> hose, tethered, diver, freezing <b>Word Study</b> Compound nouns	<b>Want to / Need To / Have to</b> Simple present and simple past statements, negative statements, questions Cousteau <i>wanted to</i> stay underwater longer.

LISTENING	SPEAKING	WRITING	WRAP UP
<p><b>Energy Facts</b> Children share facts about energy sources</p> <p><b>Listening Strategy</b> Listening for information</p>	<p><b>Asking Using Will</b> <i>When will you get up tomorrow morning? I'll probably get up at 7:00.</i></p>	<p><b>Verbs with Count and Noncount Nouns</b> <i>A wind turbine is used to make energy. Wind turbines are used to make electricity.</i></p> <p><b>Writing Practice</b> Write about sources of energy (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing</b> Write a speech (WB)</li> <li>• <b>Project</b> Have a panel discussion</li> <li>• <b>Review</b> Units 9 and 10 (WB) Big Question 5 Review </li> </ul>
<p><b>Ways to Save Energy</b> Children present ideas for saving energy</p> <p><b>Listening Strategy</b> Listening for gist</p>	<p><b>Share Knowledge</b> <i>I see a bus. A bus can carry a lot of people. That saves energy.</i></p>	<p><b>Indefinite and Definite Articles</b> <i>There is a new Italian restaurant in our town. The restaurant's name is Gianni's.</i></p> <p><b>Writing Practice</b> Write about energy (WB)</p>	
<p><b>Types of Voices</b> Singers introduce themselves and talk about their voices</p> <p><b>Listening Strategy</b> Listening for details about types of voices</p>	<p><b>Comparative Questions</b> <i>Is a soprano voice higher or lower than an alto? It's higher than an alto.</i></p>	<p><b>Possessive Nouns</b> <i>The orchestra's music was beautiful. The two orchestras' music was beautiful.</i></p> <p><b>Writing Practice</b> Write about musical instruments in an orchestra (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing</b> Write a paragraph about an instrument (WB)</li> <li>• <b>Project</b> Make a musical instrument</li> <li>• <b>Review</b> Units 11 and 12 (WB) Big Question 6 Review </li> </ul>
<p><b>Types of Instruments</b> A group of children talk about instruments</p> <p><b>Listening Strategy</b> Listening for details about what each instrument is made of</p>	<p><b>Describing</b> <i>My instrument is shiny. It's as long as my arm.</i></p>	<p><b>Possessive Pronouns</b> <i>The tuba is in the brass family. Its pitch is lower than a trumpet's pitch. The flute is in the woodwind family. It's a small instrument.</i></p> <p><b>Writing Practice</b> Write about traditional musical instruments (WB)</p>	
<p><b>Building a Tree House</b> A father and son build a tree house</p> <p><b>Listening Strategy</b> Listening for sequence of events</p>	<p><b>Talking about Inventions</b> <i>Airplanes make it easier to travel all around the world.</i></p>	<p><b>Compound Subject / Verb Agreement</b> <i>My desk and my chair are important inventions.</i></p> <p><b>Writing Practice</b> Write about an invention (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing</b> Write an opinion essay (WB)</li> <li>• <b>Project</b> Make a commercial</li> <li>• <b>Review</b> Units 13 and 14 (WB) Big Question 7 Review </li> </ul>
<p><b>Favorite Modern Inventions</b> An interview with children about inventions</p> <p><b>Listening Strategy</b> Listening for people's names and reasons</p>	<p><b>Talking about Would and Used to</b> <i>I used to play in the park with my grandmother.</i></p>	<p><b>Before and After</b> <i>Before the invention of eyeglasses, ... After the invention of the airplane, ...</i></p> <p><b>Writing Practice</b> Write about how an invention changed our lives (WB)</p>	
<p><b>Bees and Pollination</b> The narrator explains how bees pollinate flowers</p> <p><b>Listening Strategy</b> Listening for sequence of events</p>	<p><b>Asking for Permission</b> <i>May I borrow your pencil?</i></p>	<p><b>Sequence Adverbs</b> <i>First, you take a small potato ...</i></p> <p><b>Writing Practice</b> Write about growing a plant (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing</b> Write the steps in a process (WB)</li> <li>• <b>Project</b> Create and present a diagram</li> <li>• <b>Review</b> Units 15 and 16 (WB) Big Question 8 Review </li> </ul>
<p><b>The Importance of Plants</b> A teacher and students discuss plants</p> <p><b>Listening Strategy</b> Listening for gist</p>	<p><b>Giving Reasons</b> <i>I chose the banana plant because I like to eat bananas.</i></p>	<p><b>Prepositional Phrases / Location Words</b> <i>Apples and oranges grow on trees.</i></p> <p><b>Writing Practice</b> Write about planting a garden (WB)</p>	
<p><b>Sailing Around the World</b> An interview with a woman about her trip around the world</p> <p><b>Listening Strategy</b> Listening for main idea</p>	<p><b>Giving Congratulations and Compliments</b> <i>Congratulations on winning the race.</i></p>	<p><b>Complex Sentences Using Before and After</b> <i>I took the test after I studied hard.</i></p> <p><b>Writing Practice</b> Write about a trip (WB)</p>	<ul style="list-style-type: none"> <li>• <b>Writing</b> Write an interview (WB)</li> <li>• <b>Project</b> Plan an exploration</li> <li>• <b>Review</b> Units 17 and 18 (WB) Big Question 9 Review </li> </ul>
<p><b>Building a Rocket</b> Boys talk about building a rocket</p> <p><b>Listening Strategy</b> Listening for detail</p>	<p><b>Telling a Story</b> <i>She's on the beach.</i></p>	<p><b>Complex Sentences Using Although</b> <i>Although I lost the game, I was happy.</i></p> <p><b>Writing Practice</b> Write about what explorers do (WB)</p>	

In units  
**1** and **2**  
you will:

**WATCH**  
a video about people  
having fun.

**LEARN**  
about how people  
have fun.

**READ**  
about festivals and  
games.



**WRITE**  
a play about a  
fun day.

**ACT**  
in a play.



**BIG QUESTION 1**

**How  
do people  
have fun?**

- A** Watch the video. 
- B** Look at the picture and talk about it.
- 1 What are the boys doing?
  - 2 Are they having fun? How do you know?
- C** Think and answer the questions.
- 1 How do you and your friends have fun?
  - 2 What is your favorite way to have fun in each season?
- D** Fill out the **Big Question Chart**.



What do you know about fun?  
What do you want to know?



### Words

**A** Listen and read the words. Listen again and say the words.  1:02



festival



wedding



family reunion



fair



race



team



winner

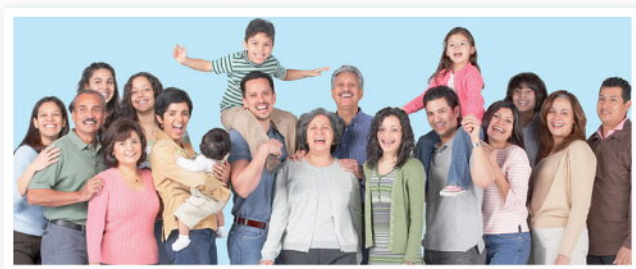


score



player

**B** Circle the correct answer.



1 People visit with aunts, uncles, brothers, and sisters at a \_\_\_\_\_.  
family reunion      race      scores



2 The people on a basketball team are \_\_\_\_\_.  
folk dance      players      festival



3 People who win a race are called \_\_\_\_\_.  
winners      wedding      fair



4 People celebrate holidays with a \_\_\_\_\_.  
team      race      festival

**C** Do you have a favorite sport? Share it with the class.

## Before You Read

**Think** Answer the questions.

- 1 What sports do you like to play with your friends?
- 2 What fun things do you do at your school?
- 3 What do you celebrate with your family?

### D Learn Facts

A **fact** is true. You can check a fact to see that it's true.

**A soccer ball is round.**

Some sentences are not facts. They often start with "I think."

**I think all soccer balls should be yellow.**

Check (✓) the sentences that are facts. Talk about your answers with a partner.

- I think blue is the nicest color.
- Our team colors are blue and white.
- George and I are in the third grade.
- I think jogging is fun.
- I think my team is great.
- The fair is on Saturday.
- I like festivals.

**E Words in Context** Scan the photo essay on pages 10–11 and circle these words. As you read, try to guess what they mean.

envelopes    championship    athletes    bands

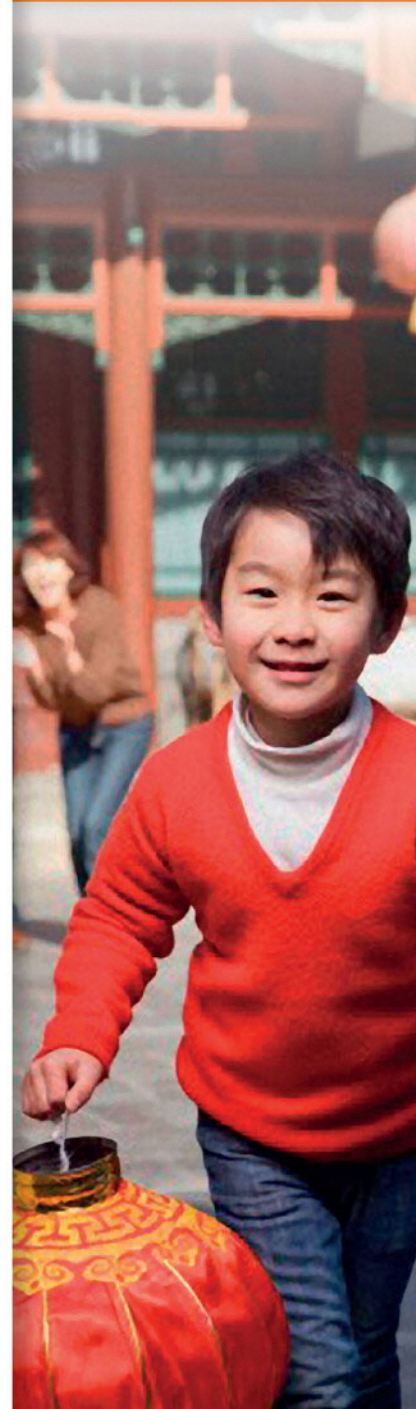
**F** Answer the question before you read.

- 1 Look at the pictures in the photo essay on pages 10–11.
- 2 How do you think the people feel?

## Having Fun

In this *photo essay*, we look at pictures and read about festivals, celebrations, and fun events around the world. Photo essays have pictures to help us understand. As you read, think about which sentences are facts.

### Social Studies: Culture



# Having Fun

It's important to have fun if you want a happy and healthy life. Here are some ways people enjoy life all over the world.



## Festivals

Some people think the Chinese New Year is the most important festival in China. Families clean their homes and then enjoy delicious food. Children often get money in red paper envelopes.

In Korea and Japan, Children's Day is on May 5th. Children and their parents spend the day together and go to zoos and parks. Some families fly kites.

In India, families enjoy Diwali, the festival of lights. Families light candles and decorate their homes with flowers. People give gifts, and there is dancing and music.

### Think

Is the first sentence a fact?



## Sports

These men are playing an exciting game called soccer. Every four years, people watch their favorite players at the World Cup soccer championships. The team that wins the championship game is the best team in the world!

Another popular game is volleyball. People play volleyball in 211 countries. You can play volleyball inside or on the beach. The first team to reach a score of 25 is the winner.

Many people watch the summer and winter Olympic Games. Almost every country in the world sends its best athletes to race and play at these games. Some athletes swim, and others run or jump to see which athletes are the best.



### Think

Is the last sentence a fact?

## Family Celebrations

When a girl turns 15 years old in Mexico, her family and friends often celebrate with food and dancing. This also happens in many parts of Central and South America.

A **wedding** is always a big celebration! In Egypt, dancers and musicians gather around the married couple and dance for up to one hour! Then people eat a special dinner.

People celebrate **family reunions** all over the world. Aunts, uncles, cousins, and grandparents come together to eat and have fun.



## Community Events

**Folk dance** is popular around the world. In Turkey, folk dancers wear colorful costumes and dance at weddings and festivals. People like to watch folk dances, but they also like to dance themselves!



A **fair** is a great place for people to come together and have fun. Many fairs have farm animals, delicious food, fun games, and bands that play music.

# Understand

## Comprehension

**Think**

Which pictures do you like the most? Why do you like them?



**A** Match each word to a sentence.

- |                    |                       |                       |  |
|--------------------|-----------------------|-----------------------|--|
| 1 volleyball       | <input type="radio"/> | <input type="radio"/> | <b>a</b> Teams in this sport play in the World Cup.                                  |
| 2 folk dance       | <input type="radio"/> | <input type="radio"/> | <b>b</b> Children go to parks and zoos with parents.                                 |
| 3 Chinese New Year | <input type="radio"/> | <input type="radio"/> | <b>c</b> There are summer and winter games.  |
| 4 family reunion   | <input type="radio"/> | <input type="radio"/> | <b>d</b> People often wear colorful costumes.  |
| 5 soccer           | <input type="radio"/> | <input type="radio"/> | <b>e</b> This often has games and farm animals.                                      |
| 6 fair             | <input type="radio"/> | <input type="radio"/> | <b>f</b> Winners must reach a score of 25.   |
| 7 Children's Day   | <input type="radio"/> | <input type="radio"/> | <b>g</b> Children often get money in red paper envelopes.                            |
| 8 Olympic Games    | <input type="radio"/> | <input type="radio"/> | <b>h</b> Aunts, uncles, cousins, and grandparents come together to eat and have fun. |

**B** Write one fact from the reading.

Fact: \_\_\_\_\_  
\_\_\_\_\_

**C** **Words in Context** Match a word with a picture.

1 athlete



2 championship



3 band

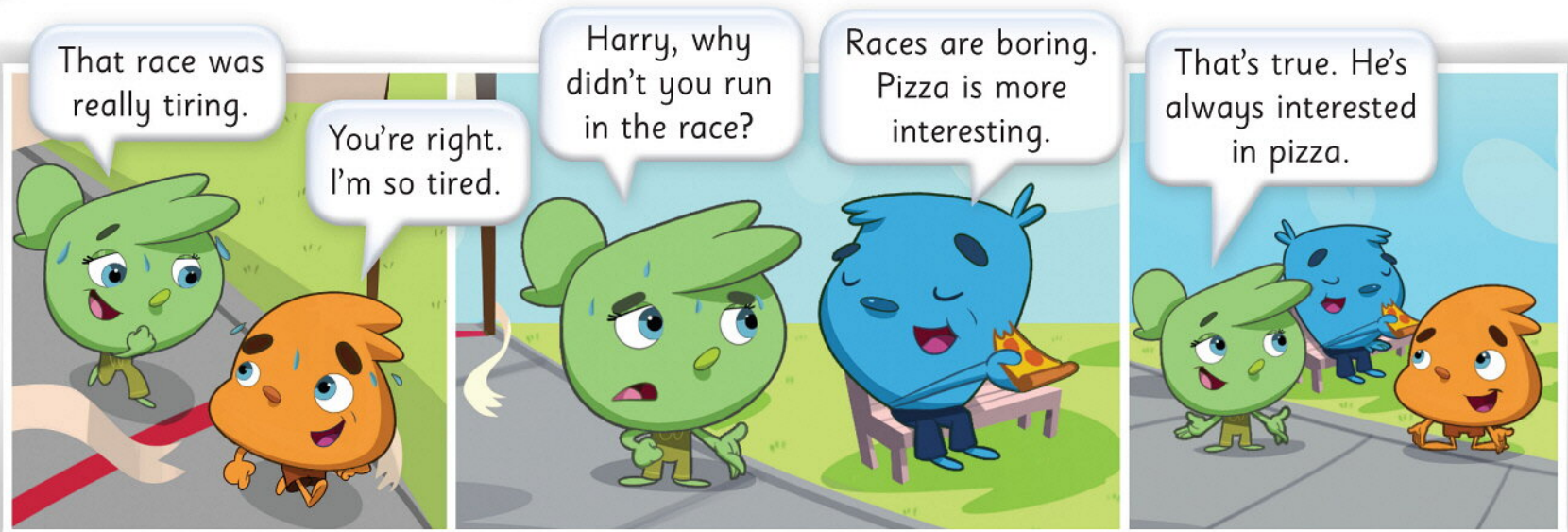


4 envelope



## Grammar in Use

### D Listen and read along. 1-04



### E Read the sentences. Which word tells about the race? Which word tells about Jay?

- a That race was really tiring.
- b I'm so tired.

### F **Learn Grammar** Adjectives with *-ed* and *-ing*

Adjectives that end in **-ed** tell about how we feel.

Adjectives that end in **-ing** usually tell about a thing, such as a game or a movie.

The people are **excited**. The game is **exciting**.

Circle *exciting* or *excited*.

- 1 The kids are **exciting** / **excited** to go to the show.
- 2 The women are playing an **exciting** / **excited** soccer game.
- 3 My brother is reading an **exciting** / **excited** book.
- 4 We are **exciting** / **excited** to go to the festival.

### G Write sentences in your notebook using adjectives with *-ed* and *-ing*. Tell your partner.

**bored boring interested interesting excited exciting**

Animals are interesting.  
I'm interested in horses.



# Communicate

## Listening

**Think** What are weddings like in your country?

**A** Listen. Circle the words you hear.  1-05

- |   |          |         |         |           |
|---|----------|---------|---------|-----------|
| 1 | Egypt    | fair    | wedding | celebrate |
| 2 | drummers | singing | house   | hour      |
| 3 | chicken  | bread   | cake    | exciting  |



**B** Listen again. Circle the correct answer.  1-06

- |   |                                 |          |         |         |
|---|---------------------------------|----------|---------|---------|
| 1 | Where is the wedding?           | Canada   | Egypt   | England |
| 2 | Who makes music at the hotel?   | drummers | doctors | dancers |
| 3 | What will they cut for dessert? | chicken  | bread   | cake    |

**Speaking**  1-07

**C** Talk about the pictures of weddings. What is the same?  
What is different? Find four differences.



In this wedding,  
everyone is inside.

Yes. The colors of the  
dresses are different.

This group has more ...

The man in that  
picture is ...

## Word Study

### D Learn Word Families: Nouns and Verbs

Some words can be both nouns and verbs. They have the same spelling.

The pony **ride** is a fun activity at fairs. Children love **to ride** ponies.

noun

verb



Listen and read the words. Look them up in the dictionary. Then try to use the words as nouns and verbs in sentences. Write two sentences for each word.  1:08

laugh answer paint end show place

 page 186

## Writing Study

### E Learn Time Words

Use time words to write about something you did in the past.

**On Monday**, I started piano lessons.

I ate pizza with my friends **last night**.

Read the sentences. Circle the past tense verbs. Underline when the action happened.

Sarah got a new bicycle for her birthday last week.

- 1 Tom ate breakfast this morning.
- 2 I called Isabel on Sunday.
- 3 Husani studied until 10:00 last night.
- 4 Laura cleaned her cabin on Saturday afternoon.



 **Write** Now practice writing in the **Workbook**.  page 9

Vocabulary: Nouns and Verbs • Writing: Time Words **Unit 1 15**

### BIG QUESTION 1



**How do people have fun?**



People play sports for fun.

What do you think?





### Words

**A** Listen and read the words. Listen again and say the words.  1:09



**kick**



**tag**



**skip**



**bounce**



**drop**



**plain**



**lake**



**canyon**



**cliff**



**stream**

**B** Write the words in the correct boxes.

**Kind of Land**

---

---

---

---

---

**Kind of Water**

---

---

---

---

---

**A Verb**

---

---

---

---

---

**C** Do you have a favorite game? Tell your partner.

## Before You Read

**Think** Answer the questions.

- 1 What games can you play with a ball?
- 2 What traditional games do you play in your country?
- 3 What games do you like to play with your whole family?

### D Learn Main Idea

The **main idea** of a reading tells us what the reading is about. The main idea is usually in the first sentence of a paragraph.

Read each text. Underline the main idea in each.

1 Jumping rope is fun! One person can jump alone with a short rope. If you have a long rope, two people can swing the rope, and one person can jump inside. If the rope is even longer, more people can jump together!

2 Swimming is very good for you. That's why Nicole likes to do it. She swims with her team every Saturday. She likes to race the other people. Swimming will keep her strong. It's fun, too!

3 Wendy likes her tennis lessons. They are very close to her house, so she can walk there from home. Wendy's teacher, Mrs. Hamilton, is very kind and helpful. Wendy loves to practice with her classmates.

**E Words in Context** Scan the story on pages 18–19 and circle these words. As you read, try to guess what they mean.

**boa constrictor   toss   landing   balance**

**F** Answer the question before you read.

Why are games often more fun when you play with other people?

## The Red Rubber Ball

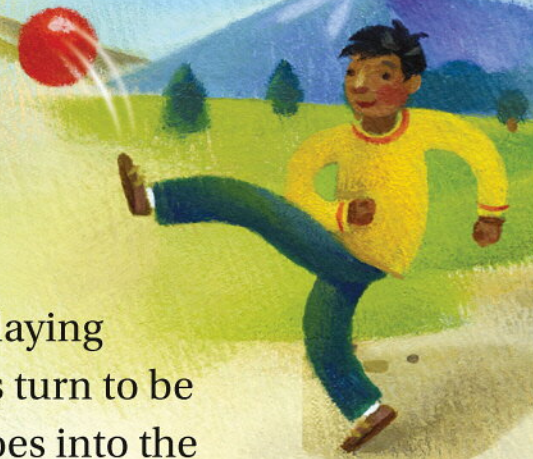
In this story, a boy's red rubber ball travels around the world. We learn about having fun in different countries. As you read, remember to look for the main ideas.




Elizabeth Cody Kimmel is the author of over 30 children's books. She lives near New York City.



# The Red Rubber Ball

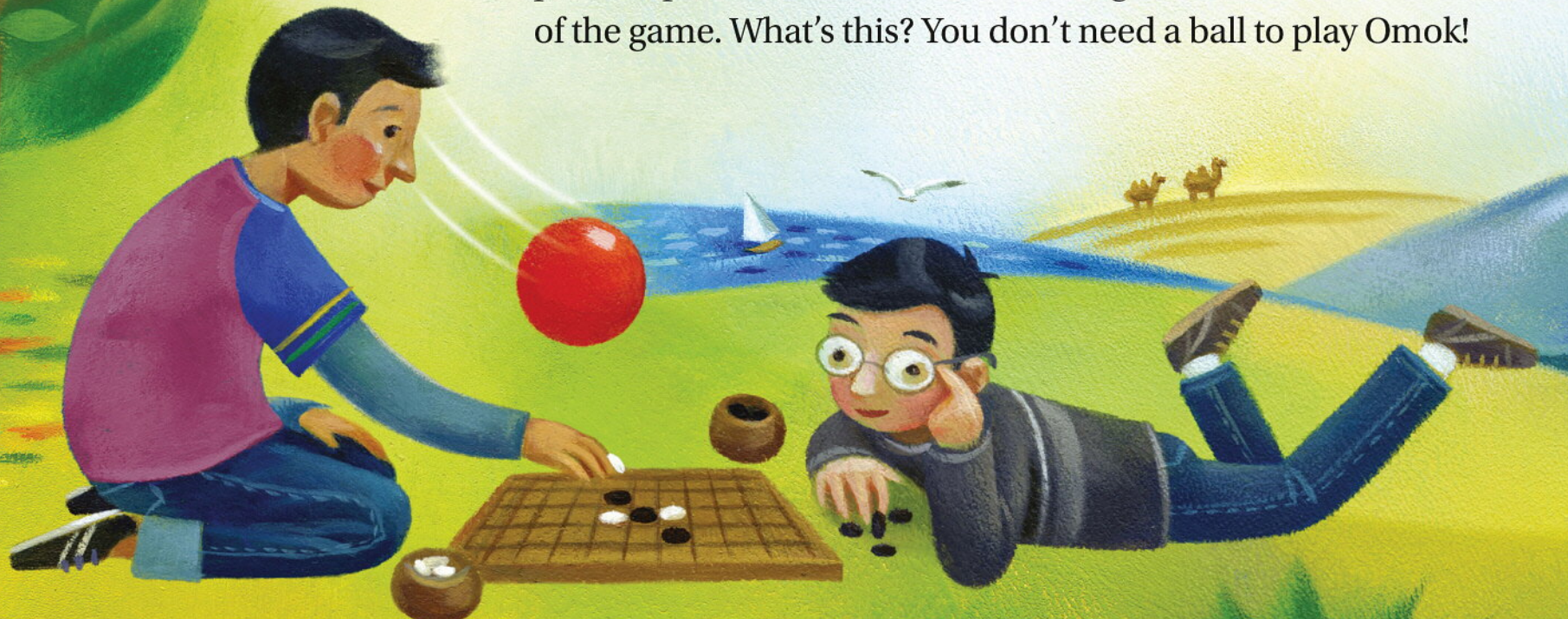


High up on Antuco Mountain, Carlos kicks his red rubber ball so hard that it flies high in the sky like a shooting star.



Far across the world, Ashanti is playing Da Ga with her friends. It's Ashanti's turn to be Da Ga, the boa constrictor, so she goes into the center of the circle. Her friends dance and skip around her while she acts like a snake and tries to tag the next Da Ga. It's fun to catch them. Ashanti is tagging a friend when something red drops out of the sky into the circle. Where did this come from? There is no ball in Da Ga!


Ashanti laughs. She bounces the ball as hard as she can. It flies high and fast across the sky until she can't see it anymore. It flies over a forest, white cliffs, and a big blue ocean.



Far away, Hyo and his brother are playing Omok. Hyo plays with little dark pebbles, and his brother plays with little white ones. Hyo tries to line up five of his stones to win. Winning isn't easy. Hyo is finding the perfect place to put his stone when something red rolls into the middle of the game. What's this? You don't need a ball to play Omok!

## Think

What's the main idea of this paragraph?



Hyo smiles. Then he throws the ball as hard as he can. It flies far into the sky, over plains and seas.

The Fernandez family is playing La Thunkuna. Papa draws boxes in the sand. Mama writes names in the boxes, one for each day of the week. Matias tosses a stone, and Maria jumps over it. She lands in the next box without stepping on the line. Maria likes landing on one foot, and she puts her arms out to keep her balance. Something round bounces on her foot. Hey! What's this? There is no ball in this game!

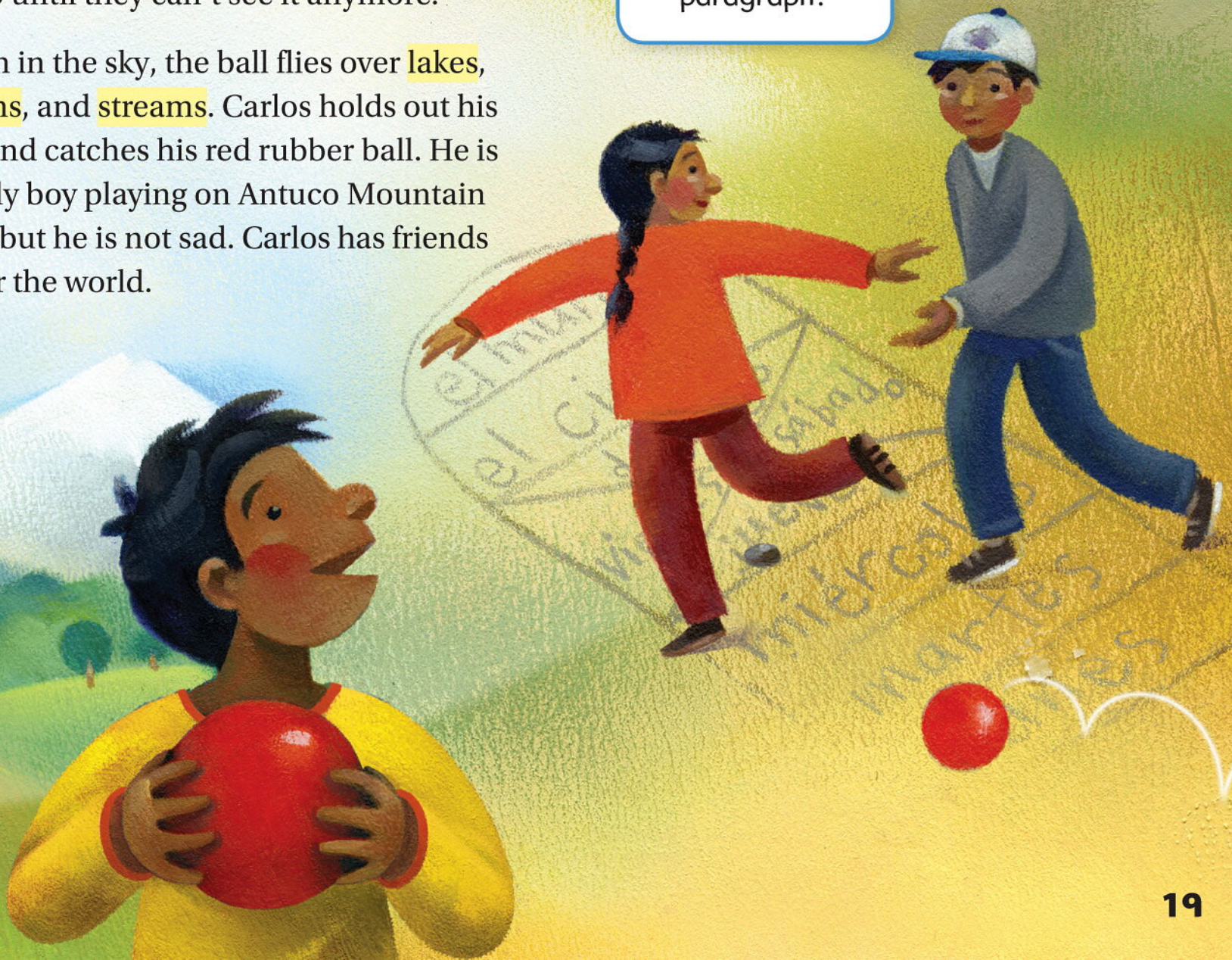
Everyone laughs. Maria tosses the ball in the air, and Matias kicks it up into the sky. The whole family watches the ball goes up and up until they can't see it anymore.

High in the sky, the ball flies over lakes, canyons, and streams. Carlos holds out his arms and catches his red rubber ball. He is the only boy playing on Antuco Mountain today, but he is not sad. Carlos has friends all over the world.



**Think**

What's the main idea of this paragraph?



# Understand



## Comprehension

**Think** Which game would you like to play? Why?

**A** Match each game rule to a game.

### Game Rule

### Game

- |   |                 |
|---|-----------------|
| 1 Each player tries to line up five stones. ● | ● a Da Ga       |
| 2 One player has to jump over a stone. ●      | ● b La Thunkuna |
| 3 The player in the middle is the snake. ●    | ● c Omok        |

**B** What is the main idea of "The Red Rubber Ball"? Check (✓).

- How to play Da Ga.
- Carlos kicks the ball high in the sky.
- Kids all over the world like to play games.

**C Words in Context** Write the correct answer.

- 1 A boa constrictor is a \_\_\_\_\_.  
person                  snake                  bird
- 2 When you toss a ball, you \_\_\_\_\_.  
roll it                  hold it                  throw it
- 3 After you jump up, you must land on \_\_\_\_\_.  
the water                  the ground                  the ball
- 4 When you keep your balance, you usually \_\_\_\_\_.  
stand straight                  fall down                  lie down



## Grammar in Use

### D Listen and sing along. **Having Fun** 1-11

We like to run, we like to jump.  
Running and jumping are lots of fun!  
Do you like to bounce a ball?  
Sure! Bouncing a ball is lots of fun!

Do you like to kick the ball?  
Yes! Kicking it high in the sky is fun.  
And when there's music, we dance and dance.  
Dancing to music is definitely fun!



### E Look at D. Which words end in *-ing*?

### F Learn Grammar Gerunds

When you add **-ing** to a verb, it can act like a noun. It's called a gerund.

Verb	Noun	
skip	skipping	Ashanti's friends like <b>skipping</b> .
land	landing	Maria likes <b>landing</b> on one foot.

Fill in the blank with a gerund.

- Clare likes to run. She thinks \_\_\_\_\_ is fun.
- Jeff likes to ski. He goes \_\_\_\_\_ every year.
- Rena loves to dance. \_\_\_\_\_ to music is fun!

Cleaning is hard work. I really like cooking.

### G Make a chart like this one. Write six gerunds. Then talk about your choices with your partner.

What actions are hard work?	What actions do you enjoy doing?
cleaning	cooking
running	dancing



# Communicate

## Listening

**Think** What games did someone teach you to play?

**A** Listen. Write the information.  1-12

	Adam	Grace	Sandra
Name of the game			backgammon
Who taught it?	father		
How many players?		two	
Number of pieces for each player			

**B** Listen again. How do you win the game? Match.  1-13

- |              |                       |                       |   |
|--------------|-----------------------|-----------------------|---|
| 1 chess      | <input type="radio"/> | <input type="radio"/> | <b>a</b> You get all of your pieces off the board first.                |
| 2 checkers   | <input type="radio"/> | <input type="radio"/> | <b>b</b> You catch the other player's king.                             |
| 3 backgammon | <input type="radio"/> | <input type="radio"/> | <b>c</b> You take all of the other player's pieces, or they can't move. |



## Speaking 1-14

**C** **Learn** Giving Encouragement

Sometimes people feel worried or afraid about doing something. We can say things to make them feel better.

**You can do it! I know you can!**  
**Don't give up. Keep trying!**  
**Don't worry. Just do your best!**

Practice giving encouragement with a partner.



I'm worried about tomorrow's game.

Don't worry. ...

Thanks!

I'm afraid to swim in the lake.

You ...

# Word Study

## D Learn Verb Phrases with Get

Use a verb after **get** to make a verb phrase.

It's fun for children to **get together** and play games.



Listen and read the words. Look them up in the dictionary. Then underline each word after *get*. Write each verb phrase in a sentence. Tell your partner.  1-15

get along get by get over get away get around get down

 page 186

# Writing Study

## E Learn Questions

Start a sentence with *who*, *what*, *when*, *where*, or *why* when you want to write a question.

**What** is your favorite game? **Why** do you like to play it?

Write questions about games. Use question words. Then ask your partner the questions.

1 What is your favorite game?

2 \_\_\_\_\_ ?

3 \_\_\_\_\_ ?

4 \_\_\_\_\_ ?

5 \_\_\_\_\_ ?



 **Write** Now practice writing in the **Workbook**.  page 17



## Writing

**A** Read this play about children having fun.



**Title** — **Our Fun Day!**

**List of characters** — **Characters: Marco Jenna Karen Fred**

**What characters do**

**What characters say**

*[The four characters are sitting together in the center of the stage.]*

**Marco:** Hey, everyone. What was your most fun day?

**Jenna:** Oh, that's easy. It was a party. We had a picnic lunch with lots of food. We had a strawberry cake. Then we played games in the yard all day.  
*[Jenna pretends to kick a ball.]*  
What about you, Karen?

**Karen:** My most fun day was when I went to my family reunion last summer. I saw all of my uncles, aunts, and cousins. We played softball and volleyball together.  
*[Karen pretends to hit a ball with a bat.]*

**Fred:** My most fun day was when I went fishing with my grandfather. We got in a small boat, and I caught six fish! I put them all back in the water, but it was really fun!  
*[Fred pretends to be fishing.]*

**Marco:** And my most fun day is today!

**All:** Really, Marco? Why?

**Marco:** I'm with all of my best friends! That's the most fun I can have!  
*[Everybody laughs.]*

**B** Answer the questions.

- 1 What did Jenna eat at the party?
- 2 Who did Karen play with at the family reunion?
- 3 Why is today Marco's most fun day?

### Learn How to Write a Play

- Write a list of characters at the top of the play.
- Choose a title for your play.
- Write what each person says using the characters' names.
- In brackets, write what the characters do.

### WRITING PROCESS STEP 1

#### Brainstorm Ideas

- Write down all the ideas that come into your mind.
- Don't stop to think about what you write. Just keep writing.



Now go to the **Workbook** to plan and write your own play about fun!

## Project: Acting in a Play

### C Act in a play about fun.

- In your group, read your plays aloud.
- Talk about each play and what you liked best.
- Choose one play.
- Choose a character and practice your lines.
- Add simple costumes or props.
- Act out the actions in the play.
- Present your play to the class.
- Remember to speak in a loud, clear voice. Have fun!

Lucy, blow the whistle. Jake, pretend to bounce the ball.

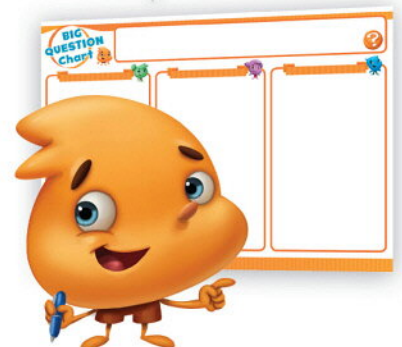


**BIG QUESTION 1**

**How  
do people  
have fun?**

- Watch the video. 
- Think more about the Big Question. What did you learn?
- Complete the Big Question Chart.

What did you learn about fun?



In units  
**3** and **4**  
you will:

**WATCH**  
a video about  
moving.

**LEARN**  
about the reasons people  
move to new places.

**READ**  
about a girl and others  
who move.




**WRITE**  
a friendly  
letter.

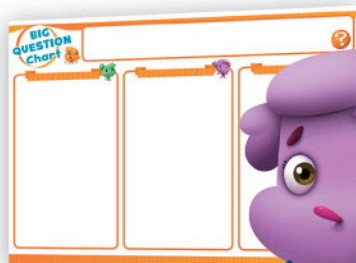
**MAKE**  
a poster about  
moving.



## BIG QUESTION 2

# Why do people move to new places?

- A** Watch the video. 
- B** Look at the picture and talk about it.
- 1 What are they doing?
  - 2 How do they feel?
- C** Think and answer the questions.
- 1 Where were you born?
  - 2 What places would you like to visit?
- D** Fill out the **Big Question Chart**.



What do you know  
about moving?  
What do you want  
to know?

### Words

**A** Listen and read the words. Listen again and say the words.  1-16



packing



moving



meeting neighbors



shopping



ice skating



fishing



raking leaves



dancing

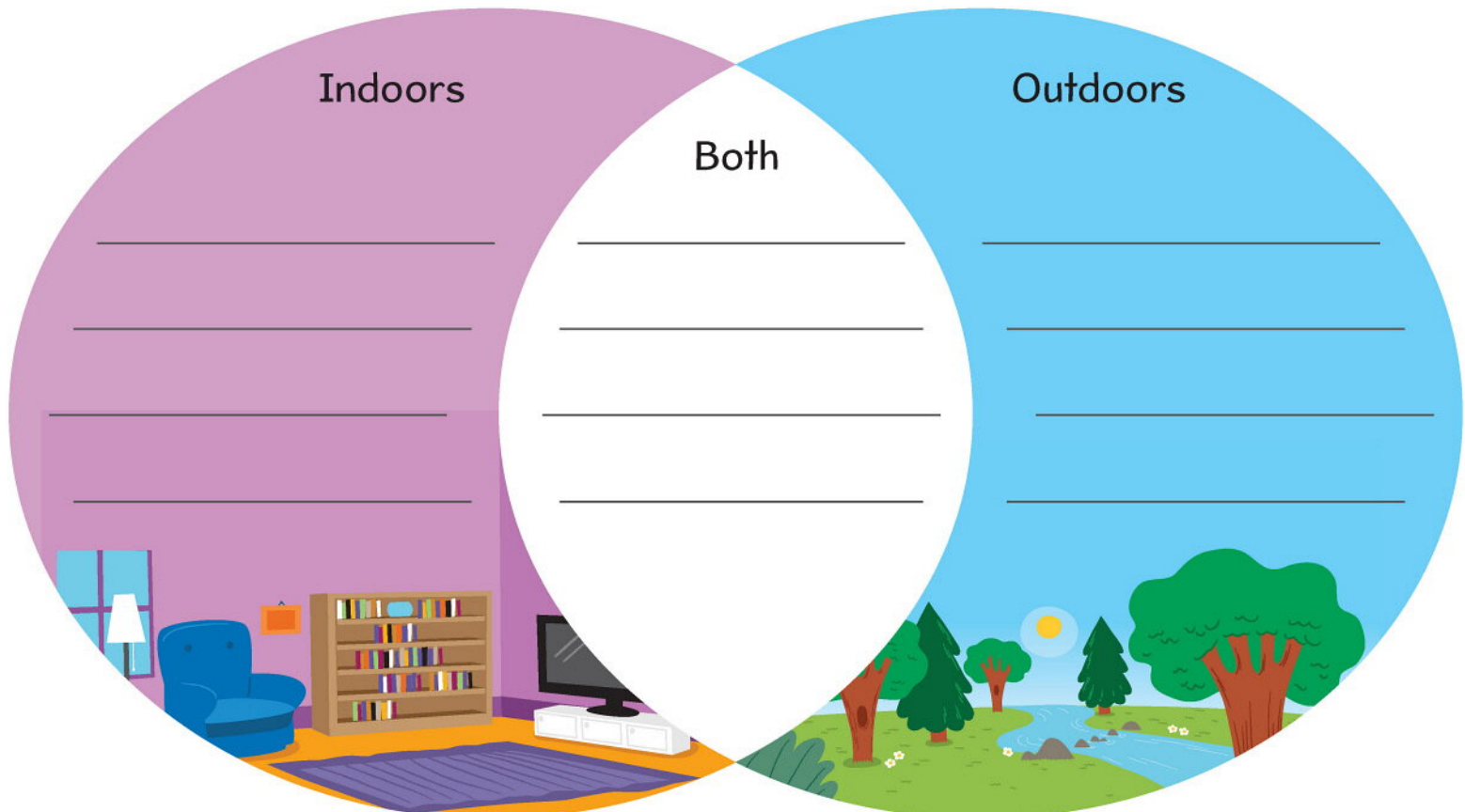


throwing snowballs



sledding

**B** Where do you usually do these activities?



**C** What words about moving do you already know? Share them with the class.

## Before You Read

**Think** Answer the questions.

- 1 What do you like about the city where you live?
- 2 What do you think it's like to move far away?
- 3 Why is it good to move to a new place?

### D Learn Sequence of Events

As you read a story, think about the order in which things happen.

First we packed our boxes. Then we moved to a new house.

1

2

Read the sentences. List the order in which the events happen.

We moved to Brazil one month ago. Before that, we lived in Portugal. Yesterday I went to my new school for the first time.

Order of events:

1st event: We lived in Portugal \_\_\_\_\_.

2nd event: We moved \_\_\_\_\_.

3rd event: I went \_\_\_\_\_.

**E Words in Context** Scan the story on pages 30–31 and circle these words. As you read, try to guess what they mean.

monsoon surgeon curry classmate

**F** Answer the questions before you read.

- 1 Do you like writing letters?
- 2 Who do you write to?
- 3 Who do you receive letters from?

## Letters to a Friend

In this story, we read letters from Sati, a girl who moved from India to the United States. She is writing to Nisha, her best friend in India. As you read Sati's letters, think about the order in which things happen.



# Letters to a Friend

July 25th

Dear Nisha,

Moving is hard work! Mom and I are still unpacking boxes. She and I were packing them just eight weeks ago! Your picture is on my desk. I miss you!

Our new house is in a town called St. Cloud, Minnesota. It's very quiet compared to Mumbai. The weather in July is warm and sunny, and there are no rainy monsoons. Sunil and I can play together, but I don't have any friends here. Meeting neighbors isn't easy for me. School starts in September.

Dad started his new job as a surgeon at the hospital here. He's happy working here. I'm not happy. I just feel lonely.

Please write soon!

Your best friend, Sati

October 15th

Dear Nisha,

I really miss you! The weather is getting much colder. The leaves are falling from the trees. Sunil and I rake leaves every Saturday in our yard. It's hard work.

I go to Maple Hill Elementary School. I'm the only student from India in my class. Today a boy said that my lunch smelled funny. It was my Mom's lentil curry, which is my favorite. I couldn't say anything because I was so angry.

I DON'T LIKE IT HERE! I want to go back to Mumbai.

Your best friend, Sati

**Think**

What happened first?

January 12th

Dear Nisha,

It snowed 30 centimeters last night! Today, Sunil and I **threw snowballs** and went **sledding** with Emily. Emily is my neighbor and my classmate. We went **ice skating** last week on a lake. Someone made a hole in the ice and was **fishing**! It was so cold!

Tonight Emily and I watched one of my favorite Bollywood movies. Mom made curry. Emily liked it!

Your best friend, Sati



**Think**

What is the order of events?



April 5th

Dear Nisha,

 **Happy Birthday!**



I miss you so much! Guess what? I'm taking tap dance lessons with Emily. I'm happy to be **dancing** again.

On Saturday, we went to Minneapolis. Emily came with us. Emily and I went **shopping** for clothes. We ate at a fun restaurant there. We had so much fun!

Emily, Ashli, and Rachel are coming over on Sunday to work on our science project. I'm making some good friends.

Your best friend, Sati

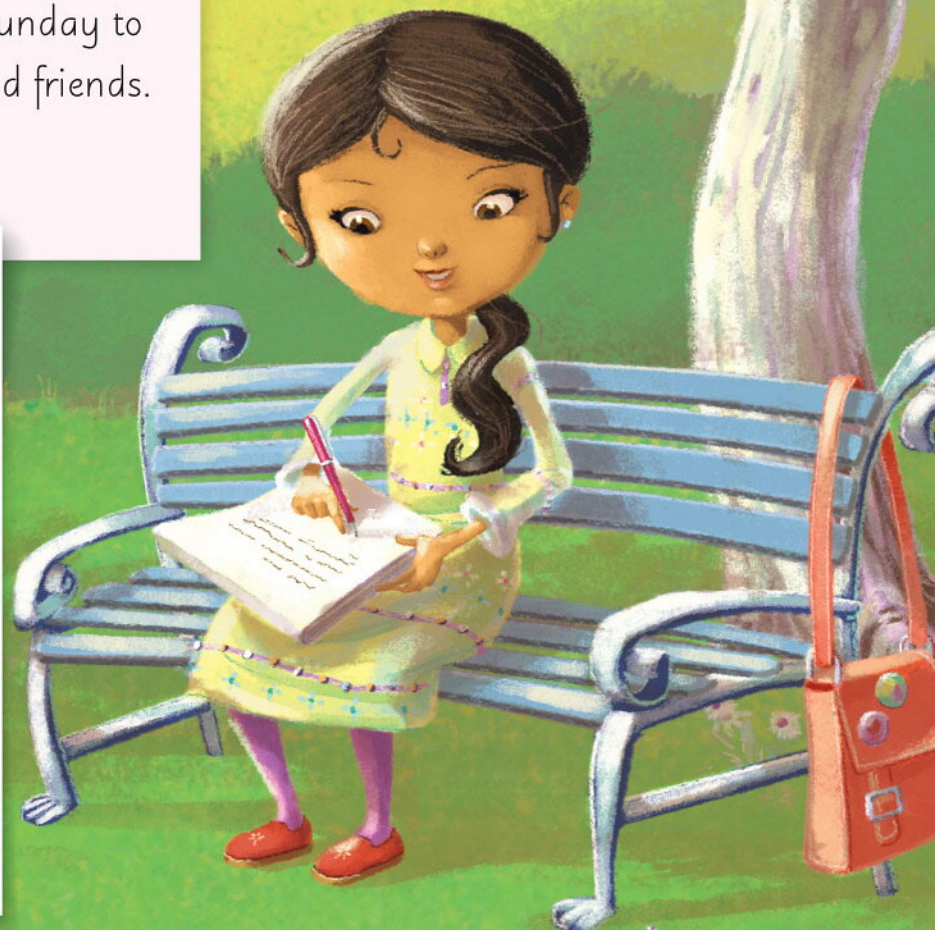
June 20th

Dear Nisha,

School is over, but I'm getting ready to go to summer camp with Emily. We can go fishing, swimming, hiking, and canoeing there. I'm so excited!

The weather is warm and sunny again. When can you visit me in Minnesota? There are so many fun things to do here. My new friends want to meet you, too! Please come!

Your best friend, Sati





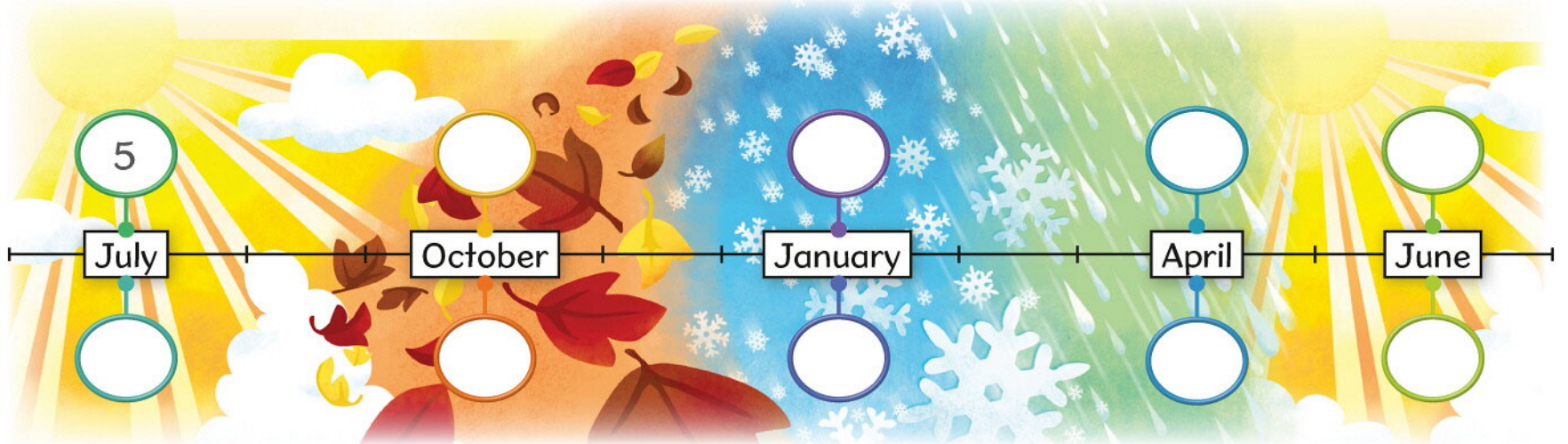
# Understand

## Comprehension

**Think** Think about Sati's letters. Which one is your favorite? Why?



**A** Put the events in order. Write the number for each sentence on the timeline.



- |                             |                         |                  |
|-----------------------------|-------------------------|------------------|
| 1 brought curry to school   | 4 went ice skating      | 7 went sledding  |
| 2 went shopping for clothes | 5 moved to Minnesota    | 8 unpacked boxes |
| 3 went to summer camp       | 6 did a science project | 9 raked leaves   |
|                             |                         | 10 school ends   |

**B** Answer the questions. Share with the class.

- Why is Sati in Minnesota?
- How did her feelings change through the year?
- Why did her feelings change?

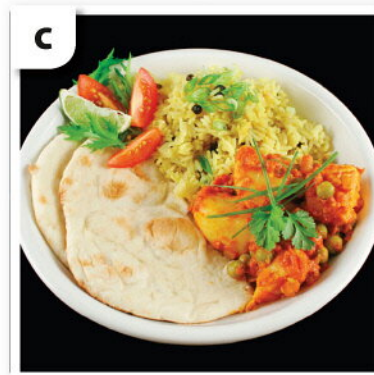
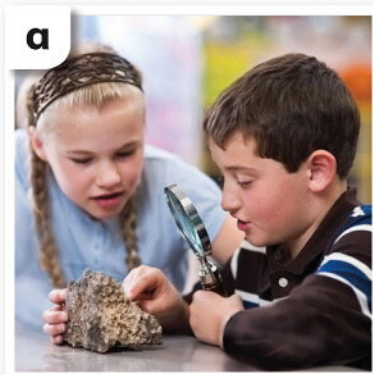
**C Words in Context** Match a word with a picture.

1 monsoon

2 surgeon

3 curry

4 classmate



## Grammar in Use

**D** Listen and sing along. **I Can Ice Skate**  1-18

When I was much younger,  
I couldn't do much at all.  
I couldn't ride a bike,  
And I couldn't catch a ball.  
But now that I am older,  
My life is really great.  
I can ride a bike and catch a ball,  
And I can ice skate!



**E** Read the sentences. Which sentence is about what the person can do now?

- a I couldn't ride a bike.      b I can ride a bike.

**F** **Learn Grammar** *Can and Could*

**Can** tells us what someone knows how to do now, in the present.

**Could** tells us what someone knew how to do before, in the past.

Then	Now
Sati <b>couldn't</b> ice skate.	Sati <b>can</b> ice skate.
Sati <b>could</b> play with Nisha.	Sati <b>can't</b> play with Nisha.

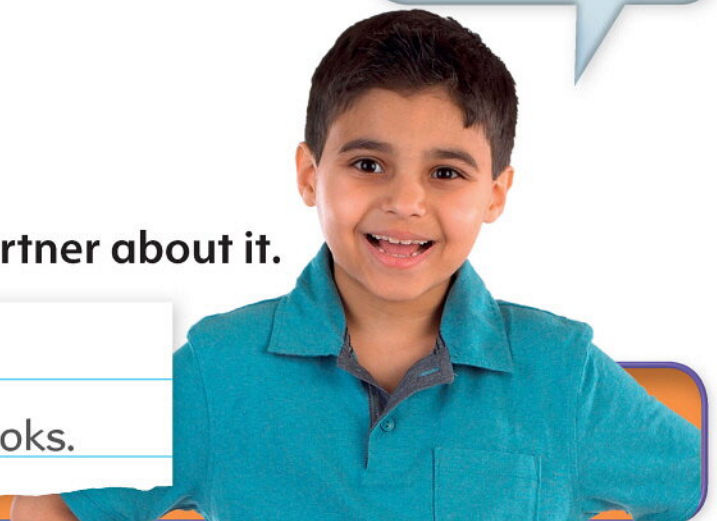
**Circle the correct word.**

- When I was five years old, I **can** / **couldn't** ride a bike.
- Now I'm eight, and I **can** / **could** ride a bike.
- When I was younger, I **can** / **couldn't** catch a ball.
- Now I **can** / **couldn't** catch a ball.

When I was younger, I could read short words. Now I can read a book.

**G** Make a chart like this one. Then talk to your partner about it.

When I was younger	Now
I could read short words.	I can read books.



# Communicate

## Listening

**Think**

Do you know anyone whose parents come from two different countries? What do you think that's like?

**A** Listen. Circle the answer.  1-19

- 1 What language does Mina prefer to speak to her father?  
English                  German                  Korean
- 2 Which composer does Mina prefer to play?  
Beethoven                  Mozart                  Haydn
- 3 What kind of food does Mina prefer to eat every day?  
German                  French                  Korean

People from Korea are **Korean**.

People from Germany are **German**.

**B** Listen again. Circle True (T) or False (F).  1-20

- 1 Mina's parents live in Germany.                  **T**                  **F**
- 2 Haydn created the string quartet.                  **T**                  **F**
- 3 Mina eats German food every day.                  **T**                  **F**



## Speaking 1-21

**C** **Learn** Asking for Help

Here are some ways to ask for help.

Can you help me, please? I'm looking for the post office.

I'm sorry to bother you, but can you help me? I can't find my book!

Ask your partner for help. Then agree to help your partner.

I'm sorry to bother you ...

Sure. I can help you.

Can you help pack this box?

Yes. I can ...



## Word Study

### D Learn The Prefix *un-*

You can add the prefix **un-** to a verb to describe the opposite action.

First they **packed** the boxes in India.

Then they **unpacked** the boxes in Minnesota.



Listen and read the words. Then circle the prefixes. Use each word in a sentence and act it out to a partner.  1-22

unplugged    unwrapped    unbuttoned    untied    uncovered    untangled

A-Z

## Writing Study

### E Learn *But*

We can describe how two things are different in one sentence.

We use the word **but** to separate the things.

In Korea people often eat rice, **but** in Germany people often eat potatoes.

In India the summers are rainy, **but** in Minnesota the summers are sunny.

Read each sentence. Underline two parts separated by *but*.

- 1 I like to play tennis, but my brother likes to play soccer.
- 2 Sati's father is a doctor, but Nisha's father is a teacher.
- 3 Mariam lives in Paris, but her parents live in Tokyo.
- 4 I get up at 6:00 in the morning, but my sister gets up at 7:00.



 **Write** Now practice writing in the **Workbook**.  page 28

Vocabulary: The Prefix *un-* • Writing: *But*    Unit 3    35

### BIG QUESTION 2



**Why do people move to new places?**



Sati moved because of her father's job.

What do you think?



### Words

**A** Listen and read the words. Listen again and say the words.  1-23



country



suburb



rural area



urban area



shopping mall



university



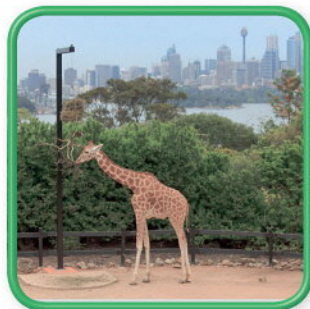
hospital



factory



clinic



zoo

**B** Write the words in the chart below. Some words can be placed under both headings. Talk about your choices.

You can live in a / an ...	You can work in a / an ...
country	zoo

**C** What are some other places in a community? Write them in your notebook and talk about them with the class.

# Before You Read

**Think** Answer the questions.

- 1 Why do people move for hospitals and schools?
- 2 What is difficult about moving to a different place?

**D Learn Details**

Remember that the main idea is the most important thing in a text. As you read, also look for the **details**. Details help you understand the main idea.

**Read. Underline the main idea. Then list some of the details.**

Eduardo’s family lives all around the world. His father works at a university. His older brother works in Spain. His younger brother works in Costa Rica. His two younger sisters study in Canada. His aunt lives in the United States. What about Eduardo? He lives with his parents in Mexico City.

- Main Idea: \_\_\_\_\_.
- Detail 1: His older brother \_\_\_\_\_.
- Detail 2: \_\_\_\_\_.
- Detail 3: \_\_\_\_\_.
- Detail 4: \_\_\_\_\_.

**E Words in Context** Scan the article on pages 38–39 and circle these words. As you read, try to guess what they mean.

**belongings immigrant move abroad experiences**

**F** Answer the questions before you read.

- 1 What is something that would make you want to move?
- 2 Do you know anyone who has moved?

## Moving from Here . . . to There

In this *magazine article*, we read about why people move from one place to another. A magazine article gives us information about the world around us.

As you read, remember to notice what the main ideas are.

### Social Studies: Geography

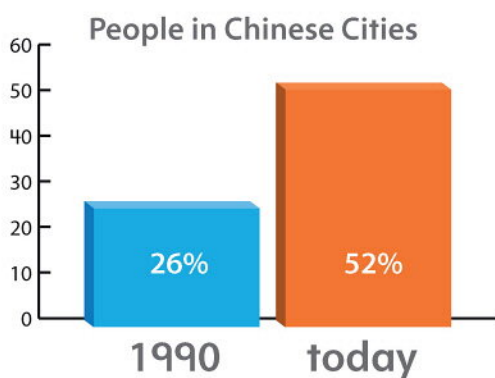




# Moving from Here . . .

**E**very day, people pack their belongings and move to new places. Why do people move? There are many reasons.

Look around you. Do you know someone who has moved? Maybe they came from a rural area, or from a nearby city or town. Perhaps they came from another country. It's possible that you moved to the city that you live in now. Let's look at three important reasons people move.



## Jobs

People move to find jobs and a better life. Sometimes, people move from rural areas to urban areas, such as cities, to get a job. In 1990, about a quarter of the people in China lived in cities. Today, over half of the Chinese people live in cities.

People find a better way of life in other countries, too. In the 1950s, immigrants from Europe moved to Brazil to work in factories. Around the world, people move abroad to find new jobs and a better life.

## Think

What's the main idea? What details help you understand?

## Services

When another city has good services, people want to move



# to There!



there. For example, families want to live in a city with good **hospitals** and schools. A city with good services may also be a cleaner and safer place to live.

Sometimes people move from a city to areas called **suburbs**. Suburbs are near the outside of a city. They are quiet and have wide streets. Suburbs have more space for schools, hospitals, **clinics**, **shopping malls**, and **zoos**. Families with young children like to live in suburbs.

## New Experiences

Finally, people move when they want a change in their lives. Sometimes, older people move to places with better weather. Some students go to **universities** in another country to learn about other places.

Whatever the reason, people often move to find new experiences and a better life.

As you can see, people move for many reasons. Maybe someday you or someone you know will move, too!

### Think

What are the details that help you understand?

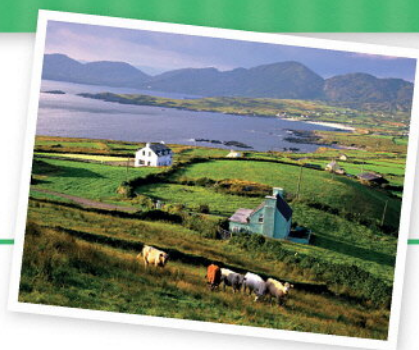
### Think

What are the details?





# Understand

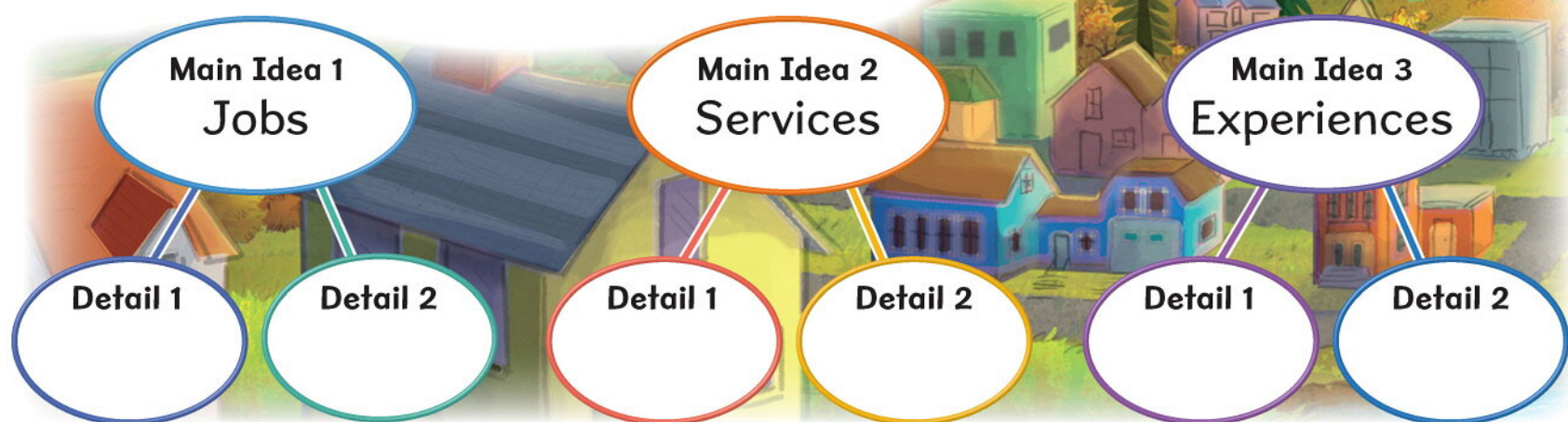


## Comprehension

**Think** Do you think the article listed all of the reasons that people move? Can you think of any other reasons?

**A** Choose two examples for each main idea. Write the numbers in the circles.

- 1 Older people move to places with better weather.
- 2 People move for better hospitals and schools.
- 3 People from Europe moved to Brazil in the 1950s.
- 4 Many Americans move to the suburbs.
- 5 Chinese people moved from rural areas to cities.
- 6 Students study in universities in other countries.



**B** What's the main idea of the article? Check (✓).

- People find new jobs in other countries.
- People move to new places for many reasons.
- Many Chinese people live in cities.

**C Words in Context** Match each word with a definition.

- |               |   |   |  |
|---------------|---|---|--|
| 1 belongings  | ● | ● | a to leave your country and live in another country          |
| 2 immigrant   | ● | ● | b the things that are yours, such as your clothing and books |
| 3 move abroad | ● | ● | c interesting or exciting events that happen in your life    |
| 4 experiences | ● | ● | d a person who moves from one country to another             |

## Grammar in Use

**D Listen and read along.**  1-25



**E Read the sentence. What are the two parts of the sentence?**

If I'm sleepy, I run to the park.

**F Learn Grammar Present Real Conditional**

Something that happens can cause something else to happen. Use *if* or *when* to describe an event that causes a second event.

**If** I'm sleepy, I run to the park.

**When** another city has good services, people want to move there.

**Match.**

- |                     |                       |                       |                                |
|---------------------|-----------------------|-----------------------|--------------------------------|
| 1 If ice gets warm, | <input type="radio"/> | <input type="radio"/> | <b>a</b> you go to the clinic. |
| 2 If you get sick,  | <input type="radio"/> | <input type="radio"/> | <b>b</b> it melts.             |
| 3 When I'm hungry,  | <input type="radio"/> | <input type="radio"/> | <b>c</b> I have a snack.       |

When I'm thirsty, I drink a glass of milk.

**G What do you do when you feel a certain way?  
Make a chart like this one and tell your partner.**

How I feel	What I do
I'm thirsty	drink a glass of milk



# Communicate

## Listening

**Think**

Do you know how you ended up where you live now?  
Did your parents move there?

**A** Listen. Circle the answer.  1-26

- How many sisters does Marta have?  
one                      two                      three
- What language does Marta speak with her sister?  
Portuguese              Italian                      English
- How old was Marta when she visited Italy?  
18                              22                              20

In Brazil, people speak **Portuguese**.  
In Italy, people speak **Italian**.



**B** **Learn** *Why and Because*

Listen for words like **why** and **because** to understand why something happens.

**Why** do you study English? I study English **because** I like to travel.

Listen again. Write the words.  1-27

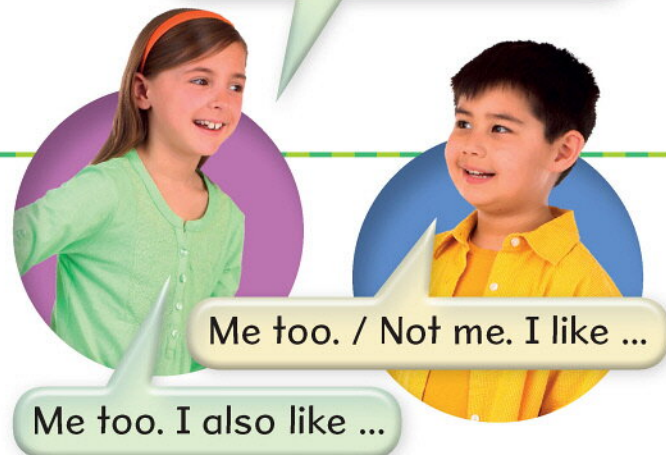
school    job    move

- Why did Marta and her family come to Brazil?  
Her father couldn't find a good \_\_\_\_\_ in Italy.
- Why did Marta and her sister learn to speak Portuguese quickly?  
They went to a Brazilian \_\_\_\_\_.
- Why did Marta's sister \_\_\_\_\_ back to Italy?  
She moved to Italy because she got married there.

**Speaking**  1-28

**C** What kind of community do you like the most? Think of two reasons. Talk about it with a partner. Use *because*.

I like urban / suburban / rural areas because ...



## Word Study

### D Learn Suffixes for Countries

Use the suffixes **-ese**, **-ian**, and **-ish** to identify which countries people come from.



Listen and read the words. Then circle the suffixes. Write the words in three lists: **-ese**, **-ian**, and **-ish**.  1:29

Chinese Japanese Brazilian Australian Swedish Irish

A-Z

## Writing Study

### E Learn Complete Sentences

When you write an answer with **because**, use a complete sentence. It's okay to use incomplete sentences when you speak.

- ✓ I'm moving to Australia because the weather there is often sunny.
- ✗ Because the weather there is often sunny.

My aunt moved to France last year. Why did she move? Because she loves French food. She was a chef here in Toronto for many years. She's now studying at a famous cooking school in Lyons. Because all the great French chefs study cooking in France. She also bought a small car there. Because she likes to drive around and visit French towns.



**Cross out the sentences above that are not complete. Then complete the sentences below.**

- 1 Her aunt moved because she loves \_\_\_\_\_.
- 2 She is studying cooking in Lyons because \_\_\_\_\_.
- 3 She bought a car because \_\_\_\_\_.

 **Write** Now practice writing in the **Workbook**.  page 36

## Writing

**A** Read this letter from Robert to his best friend Patrick.

**Date** — August 5th

**Salutation** — Dear Patrick,

**Body** —

How are you? First let me tell you about our new house. We got here on Monday. We're still unpacking boxes. My old bedroom was big, but my new bedroom is even bigger. It's nice, but it doesn't feel like my house yet.

We moved here for lots of reasons. One reason is because my dad is going to work at a new company. He's happy because he'll be home every Saturday and Sunday. I hope we can play baseball together. There's a baseball field in the park right across the street. I couldn't play baseball near my old house.

I hope you can visit me before school starts. It only takes one hour to get here by car. When we're together, we always have fun.

**Closing** — Your friend,

**Signature** — Robert



**B** Answer the questions. Share with the class.

- 1 What is different in Robert's new home?
- 2 Why did Robert's family move to another city?
- 3 What always happens when Robert and Patrick are together?

### Learn How to Write a Letter

Organize your ideas.

- Write the date, a salutation, and a name.
- Write two or three paragraphs for the body of the letter.
- Include a closing and your signature.

### WRITING PROCESS STEP 2

#### Organize Your Ideas

- Put your ideas into groups. Each group will be a paragraph. A paragraph is a group of sentences that are about one main idea. Remember, the main idea is usually the first sentence in a paragraph.
- Decide what you want to say first, next, and last.

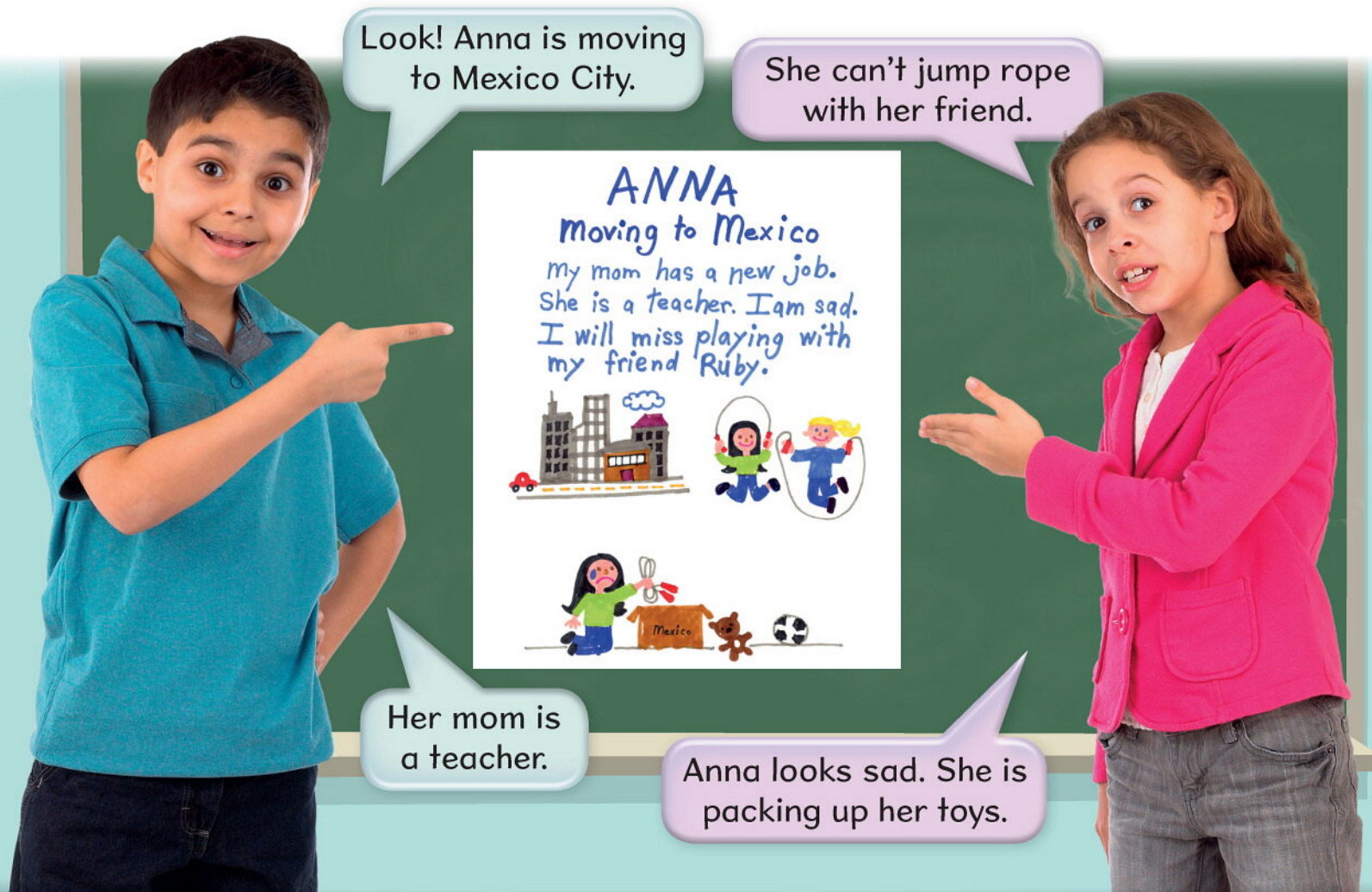
**Write** Now go to the **Workbook** to plan and write your own letter.

page 37

## Project: Making a Poster

### C Make a poster about moving to a new place.

- With your partner, imagine that you are moving. Brainstorm ideas. Then organize your ideas into groups. Why and where are you moving? Are you happy or sad? What will you miss about your old home?
- What will your new home be like?
- Draw yourself on the poster and write your thoughts.
- Display your poster. Talk about the other posters.



### BIG QUESTION 2

## Why do people move to new places?

- Watch the video.
- Think more about the Big Question. What did you learn?
- Complete the Big Question Chart.

What have you learned about moving?



In units  
**5** and **6**  
you will:

**WATCH**  
a video about  
poetry.

**LEARN**  
about why people  
write poetry.

**READ**  
poems and about  
how to write poems.



**WRITE**  
a poem and  
explain it.

**RECITE**  
your poem.

**A Poem for the Reader**  
by Mary Ann Hoberman

You're on an adventure  
About to start,  
You're going to learn  
Some poems by heart!  
Short ones and long ones,  
Old ones and new,  
Happy ones, sad ones,  
Some silly ones, too.  
You'll pick out your favorites  
From those that you've read  
And invite them to live in  
The house in your head.  
This house is called Memory,  
Everyone knows,  
And the more you put in it,  
The larger it grows.  
The more that you give it,  
The more it will give,  
And your poems will live with you  
As long as you live.



**BIG QUESTION 3**

**Why do  
people write  
poems?**

- A** Watch the video. 
- B** Look at the picture and talk about it.
  - 1 What is she doing?
  - 2 What is the poem about?
- C** Think and answer the questions.
  - 1 What do people write poems about?
  - 2 How is poetry different from other kinds of writing?
- D** Fill out the **Big Question Chart**.



What do you know  
about poetry?  
What do you want  
to know?



### Words

**A** Listen and read the words. Listen again and say the words.  1-30



**ladybug**



**cricket**



**grasshopper**



**beetle**



**katydid**



**bee**



**butterfly**



**thicket**



**kangaroo**



**raisin**

**B** Put the following words in the boxes. A word can go in more than one box. Talk about your choices with your partner.

ladybug grasshopper katydid butterfly  
cricket beetle bee

**Colorful**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Beautiful**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Quick**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Noisy**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Ugly**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C** Put the words in the sentences. Make three different sentences. Which sentence could happen? Which one is the funniest?

raisin kangaroo thicket

- 1 A \_\_\_\_\_ jumped out of a \_\_\_\_\_ and ate a \_\_\_\_\_.
- 2 A \_\_\_\_\_ jumped out of a \_\_\_\_\_ and ate a \_\_\_\_\_.
- 3 A \_\_\_\_\_ jumped out of a \_\_\_\_\_ and ate a \_\_\_\_\_.

## Before You Read

**Think** Answer the questions.

- 1 Why are some poems easy to remember?
- 2 What is your favorite insect? Why do you like it?
- 3 Why are colors often used in poetry?

**D Learn Theme**

The **theme** is the most important thing the writer wants you to understand.  
When you read a poem, think about what the poet is saying.

Read the poem.

### My Soccer Ball

My soccer ball is old and worn, It hardly rolls at all.	You see, it was my father's ball When he was just a boy.
I wouldn't trade it for the world, I love my soccer ball!	That is why I love my ball, It's more than just a toy.

What is the theme of this poem? Check (✓).

- The soccer ball is very old.
- The soccer ball is very special.
- The soccer ball does not roll well.

**E Words in Context** Scan the poems on pages 50–51 and circle these words. As you read, try to guess what they mean.

**insect    escaped    shooting star    leaping**

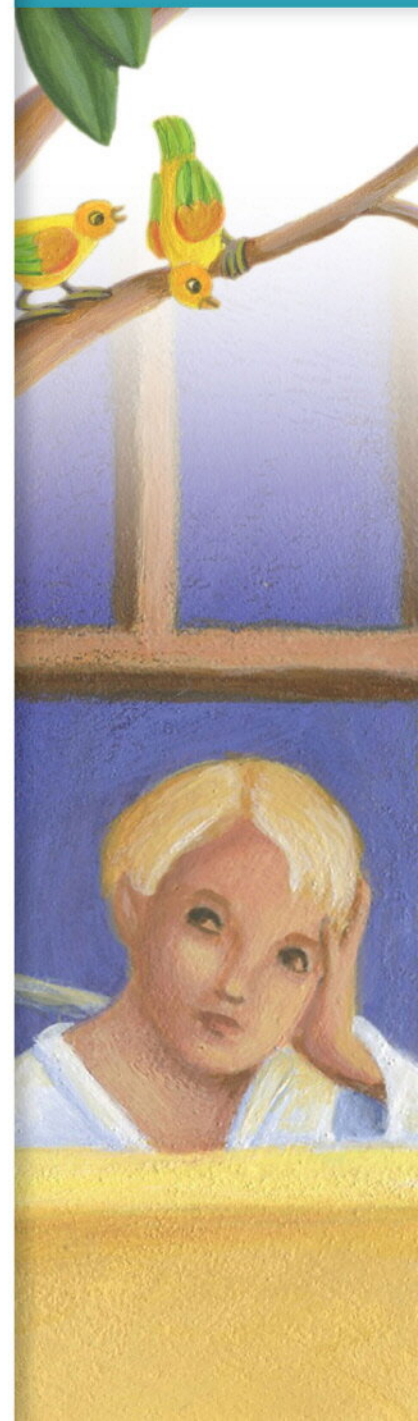
**F** Answer the question before you read.

- 1 Read the titles of the poems.
- 2 Which poem do you think will be most interesting?

## Three Poets

We will read three poems written by poets from the United States and the United Kingdom. Each poem tells about ideas and feelings in a special way. As you read the poems, think about what each poet is saying.

### Social Studies: Culture



# Three Poets

People write poems to share what they see. They want us to feel the joy or sadness that they feel. The following three poets come from two countries, the United States and the United Kingdom. However, the language they use is the same. English!



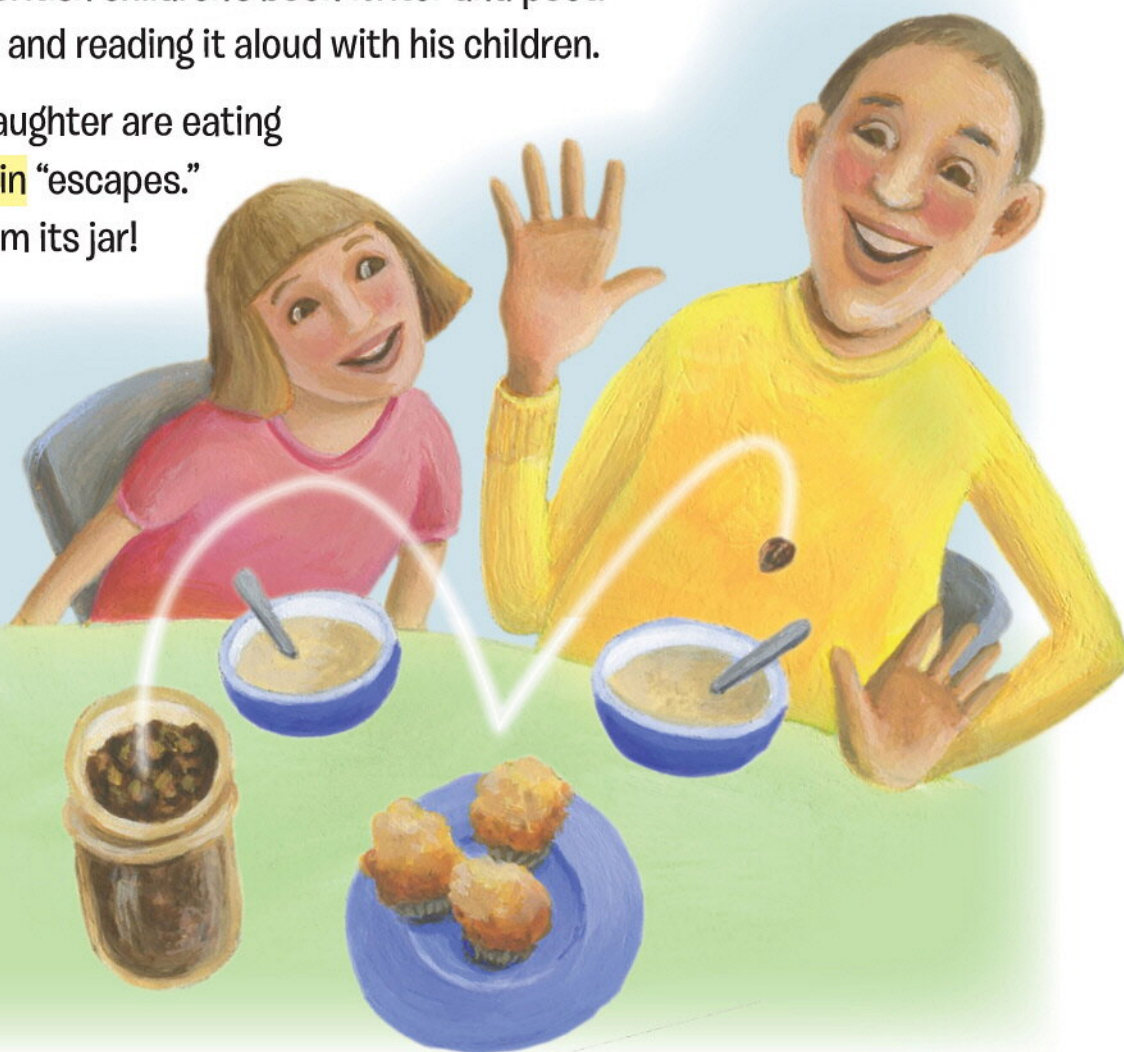
**Michael Rosen** is a British children's book writer and poet. He enjoys writing poetry and reading it aloud with his children.

Michael Rosen and his daughter are eating at a table one day. A **raisin** "escapes." It seems to run away from its jar!

## A Dangerous Raisin (but my daughter Elsie is helpful)

by Michael Rosen

A raisin has escaped  
from the raisin jar.  
It's whooshing across the table  
like a shooting star.  
Now, it's leaping in the air  
like a **kangaroo**.  
"Look out Dad,  
it's coming for YOU!"

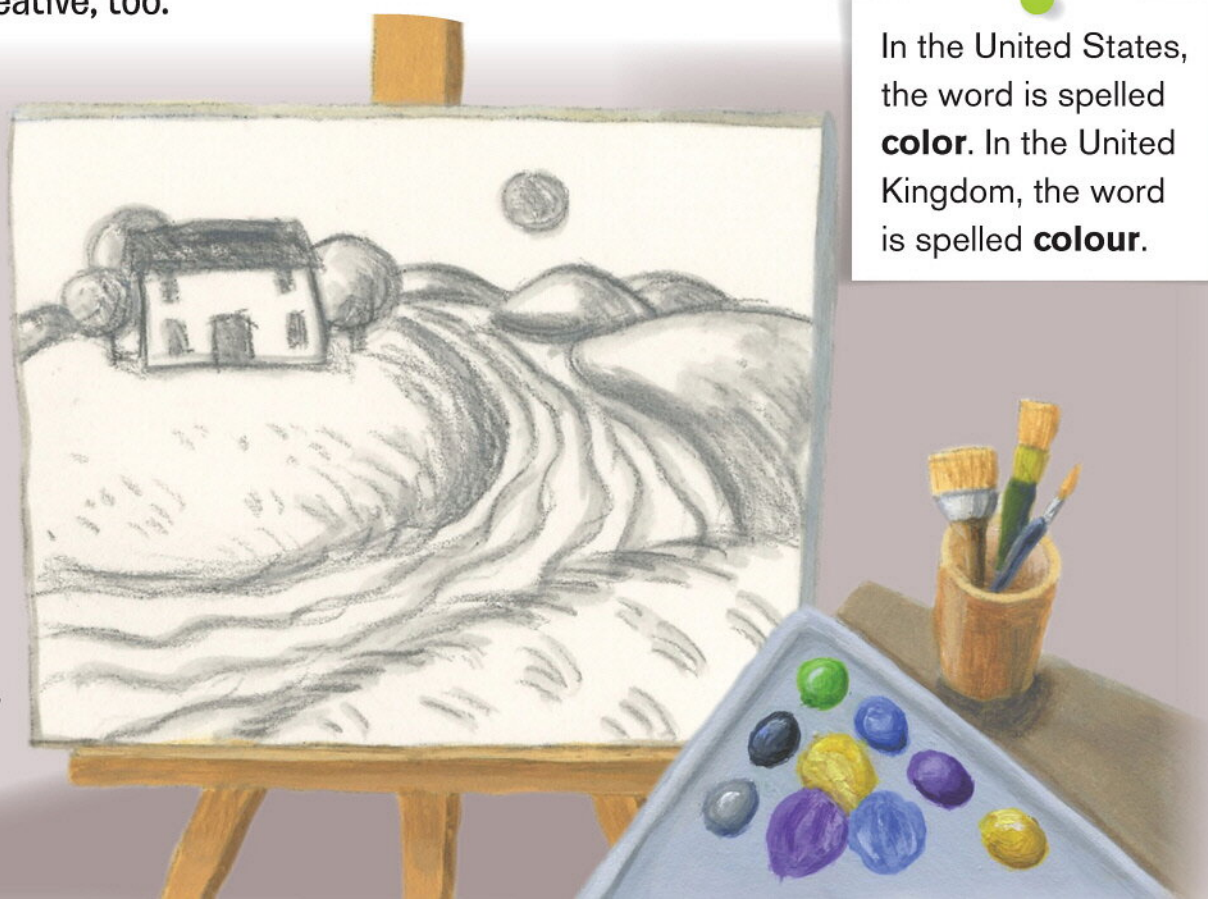


Michael Rosen writes very creative poems. His poem "Colour" encourages children to be creative, too.

## Colour

by Michael Rosen

Take a brush:  
the sky is green  
the grass is blue  
you are purple  
the house is silver  
the sun is black  
the river is gold  
the world has changed.  
Did you do that?



In the United States, the word is spelled **color**. In the United Kingdom, the word is spelled **colour**.

**Aileen Fisher** was an award-winning American children's poet, book writer, and playwright. She loved nature and liked to go hiking and mountain climbing.

Do you like grasshoppers and beetles? Aileen Fisher loved to write about insects.



### But I Wonder ...

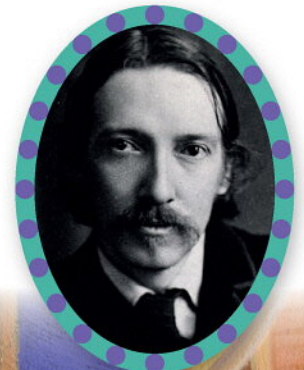
by Aileen Fisher

The crickets in the thickets,  
and the katydids in trees,  
and ants on plants, and butterflies,  
and ladybugs and bees  
don't smell with little noses  
but with feelers, if you please.  
They get along quite nicely,  
but I wonder how they sneeze.



**Robert Louis Stevenson** was a famous Scottish poet and book writer who lived in the 1800s. He wrote many books, including the famous *Treasure Island*.

Do you notice how winter days are short and summer days are long? Robert Louis Stevenson noticed it, too and wrote about it in his poem "Bed in Summer."



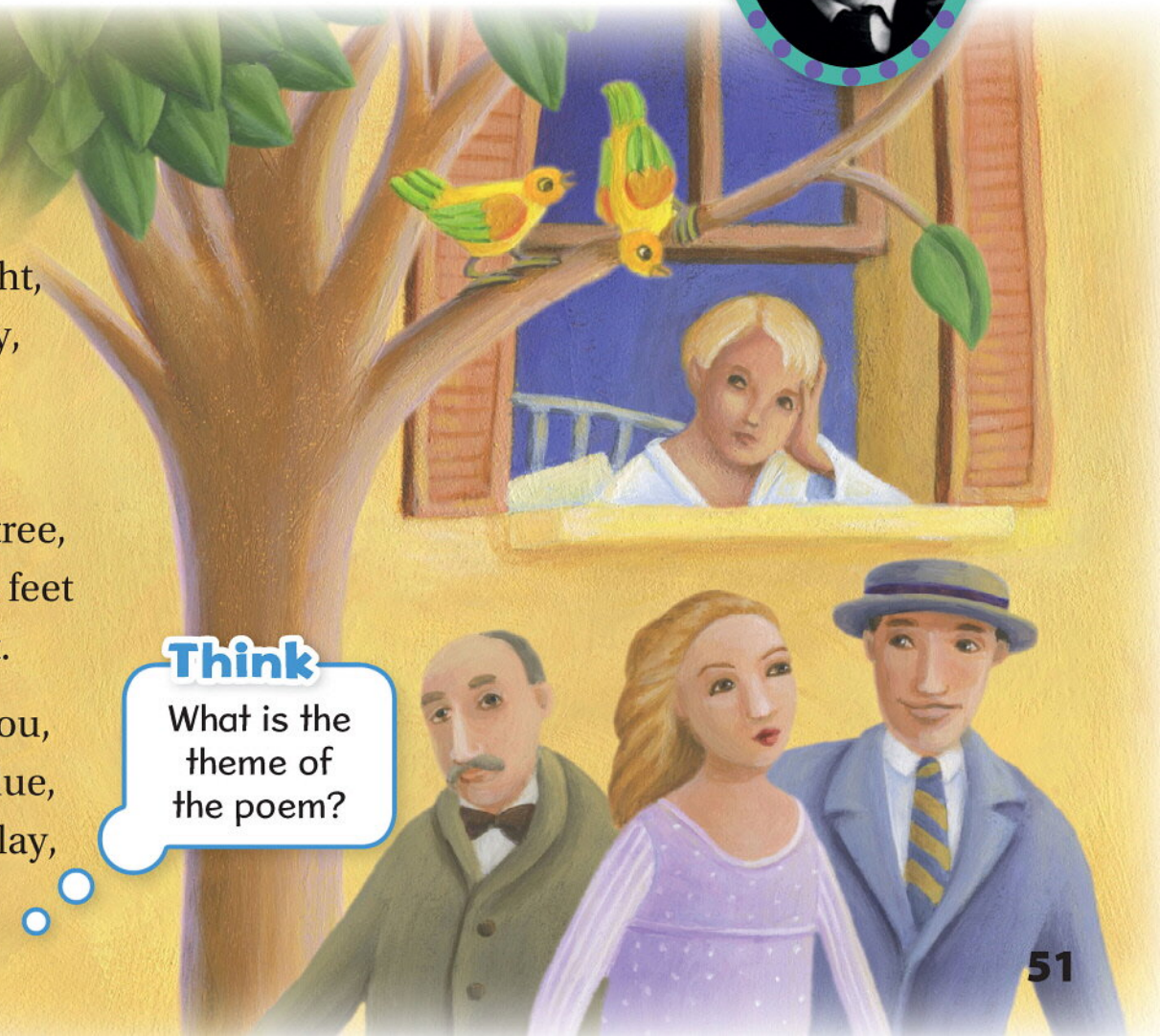
### Bed in Summer

by Robert Louis Stevenson

In winter I get up at night  
And dress by yellow candle-light,  
In summer, quite the other way,  
I have to go to bed by day.  
I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.  
And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

### Think

What is the theme of the poem?



# Understand



## Comprehension

**Think** Which is your favorite poem? Why is it your favorite?

**A** Match each poem with a theme.

- |  |   |
|--|---|
| 1 "Bed in Summer"<br>by Robert Louis Stevenson _____ | a The poet asks about little things in nature.    |
| 2 "But I Wonder . . ."<br>by Aileen Fisher _____     | b The poet is having fun at the dining table.     |
| 3 "A Dangerous Raisin"<br>by Michael Rosen _____     | c The poet wants children to be creative.         |
| 4 "Colour" by Michael Rosen _____                    | d The poet wonders why his bedtimes are so early. |

**B** How does Michael Rosen's poem, "Colour" help you to be creative? Share with the class.

**C** **Words in Context** Connect each word with a sentence.



- |                   |   |
|-------------------|---|
| 1 insects ●       | ● Shooting stars are stars that move fast across the sky. |
| 2 escaped ●       | ● <i>Escape</i> means to get away from a place.           |
| 3 shooting star ● | ● <i>Leaping</i> means jumping up high.                   |
| 4 leaping ●       | ● Ladybugs and grasshoppers are insects.                  |

## Grammar in Use

### D Listen and read along. 1-32



### E Read the sentences below. What was going on at Harry's house at 8 a.m.? Underline the sentence.

- a My dad was frying eggs.      b The bus driver was honking the horn.

### F Learn Grammar **Past Continuous**

The past continuous tells what was going on during a time in the past.  
Use *was* or *were* plus a verb ending in *-ing*.

What were they doing yesterday? They **were sitting** at a table.

Circle the past continuous verb.

- 1 What was Sarah doing yesterday? She **played** / **was playing** in the park.
- 2 What was Thomas doing before school this morning? He **was riding** / **rides** the bus.
- 3 What were you doing after lunch? I **was reading** / **read** a book.

### G Write sentences about your morning. Use the past continuous tense. Talk about it with your partner.

What were you doing this morning?

I was eating breakfast with my mom.

I was riding my bike.

What were you doing this morning?

I was eating breakfast.



# Communicate

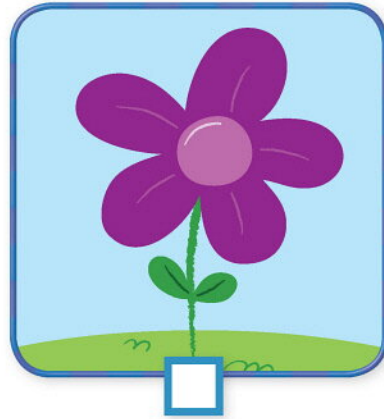
## Listening

**Think** Did you ever write a poem? Why did you write it?

**A** Listen. Check (✓) the reasons Ms. Lee writes poetry.  1-33

- I like to make people laugh.
- I love to share funny stories from my elementary school days.
- I like to write poems about beautiful things in nature.
- I love putting all my ideas together, like a puzzle.

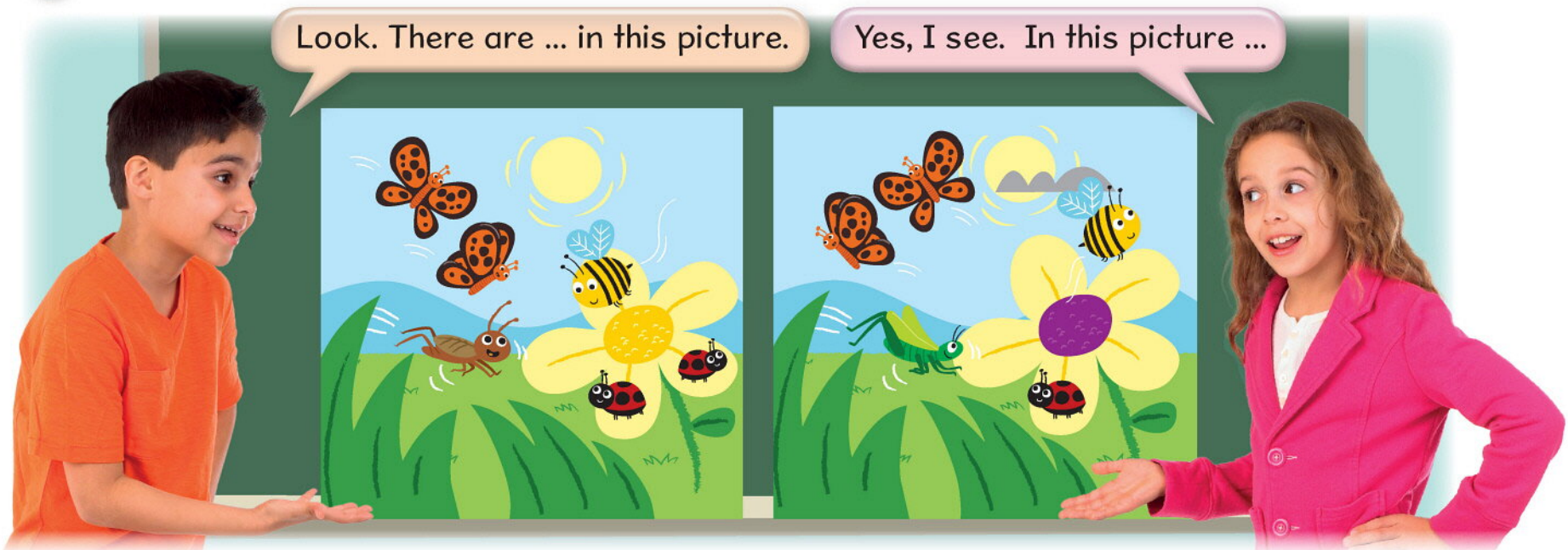
**B** Listen again. Check (✓) the things that are purple in Ms. Lee's poem.  1-34



**C** What color do you think Ms. Lembeck's house is?

## Speaking 1-35

**D** Talk about the pictures. What is different? Find five things with your partner.



## Word Study



### E Learn Words That End with -le

We can combine consonants with **-le** at the end of a word.  
In the word **beetle**, we combine the consonant **t** with **-le**.

Listen and read the words. Then underline the consonant / **-le** combination.  
Find three other words on this page that end the same way.  1:36

staple single article handle gentle bubble

A-Z

## Writing Study

### F Learn Adjective Order

When we use adjectives of size and color together, the size adjective comes first.

My sister is wearing a **little pink** sweater.

We looked up at the **big blue** sky.



Read the sentences. Number the adjectives in the correct order.

- 1 A green <sup>2</sup> large <sup>1</sup> turtle sat on a log near the water.
- 2 A huge black cloud appeared in the western sky.
- 3 When I'm really hungry, I like to bite into a red big apple.
- 4 My mother bought me a silver tiny bracelet for my birthday.

 **Write** Now practice writing in the **Workbook**.  page 47

Vocabulary: Words That End with -le • Writing: Adjective Order Unit 5 55

### BIG QUESTION 3



**Why do people write poems?**

I think people write poems to share their ideas.



What do you think?



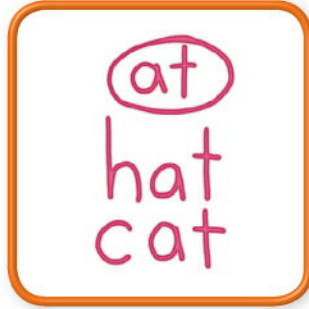


### Words

**A** Listen and read the words. Listen again and say the words.  1:37



sentence



rhyming words



verb



noun



adjective



syllable



letter



robin



angelfish



snowflakes

**B** Write the words in the boxes below.

We can find these in nature.

snowflakes

---



---



---



---



---



---



---

We use these to write poetry.

letters

---



---



---



---



---



---



---

**C** What are some other things we can find in nature? Write them in your notebook and talk about them with the class.

## Before You Read

**Think** Answer the questions.

- 1 What kind of poems do you like to read?
- 2 How do poems make you feel?
- 3 What are some of the things you can write about in a poem?

**D Learn Visualize**

Poets choose words carefully to help readers see a picture in their minds. When you read, notice the words that the poet uses to describe something. Try to see, or **visualize**, what the poem is about.

Read this haiku poem. Write some of the things you see in your mind.

Snow falls to the ground  
Mountains are covered in white  
Winter time is here

- 1 I can see \_\_\_\_\_.
- 2 I can see \_\_\_\_\_.
- 3 I can see \_\_\_\_\_.

**E Words in Context** Scan the instructional text on pages 58–59 and circle these words. As you read, try to guess what they mean.

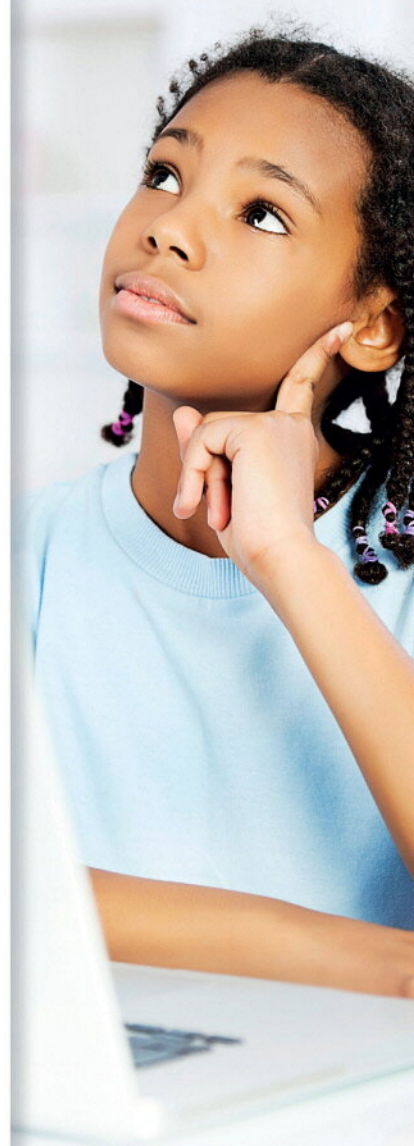
observe imagine describe exact

**F** Answer the question before you read.

Why is it important to notice things around you when you write poetry?

## You Can Be a Poet

In this *instructional text*, we read different kinds of poems and learn what the rules are to write them. An instructional text shows us how to do something. As you read the poems, try to visualize what's happening in them.



# You Can Be a Poet



Poets write about the world in a special way. They want to share the beauty and joy of life. You can be a poet, too. Just remember these three points:

- 1 A good poet observes things carefully. When you were going to school this morning, what did you notice? Many poets write about the things they see around them.
- 2 A good poet has a good imagination. When you imagine, you create something in your mind. Then, when you write about it, others can enjoy your imagination, too!
- 3 A good poet knows how to describe things. How does something look, smell, or feel? Does it make a sound? Writing about these things can make a poem interesting.

There are many different kinds of poems. Here are three examples that you can try right away. They are fun to write and fun to read. Try them, and you can become a poet, too.

## Acrostic

*Acrostic is pronounced ah-cross-stick.*

An acrostic poem uses all the letters of the topic word to describe the topic.

### How to write an acrostic poem:

- Find one topic word that is interesting to you.
- Write the word vertically (up and down).
- Use each letter as the beginning of a new word.
- The new words should tell us something about the topic word.
- They don't have to be rhyming words.

**H**ot  
**A**loha  
**W**aves  
**A**ngelfish  
**I**nteresting  
**I**slands

### Think

What pictures do you see in your mind when you read the poem?

Here's an example of an acrostic poem using the topic word "Hawaii".

# Cinquain

*Cinquain is pronounced sing-cane.*

A cinquain poem has five lines.

## How to write a Cinquain poem:

- Line 1: One **noun** for the topic word
- Line 2: Two **adjectives** that describe the topic word
- Line 3: Three action **verbs** that end in *-ing*
- Line 4: A **sentence** about the topic word.
- Line 5: One new noun that is similar to the topic word.

Snow

Cold, silent

Falling, dancing, glittering

Tiny **snowflakes** kiss my nose.

Crystals

### Think

What words help you think of pictures?

# Haiku

*Haiku is pronounced hi-ku.*

Haiku comes from Japan. Haiku poems use an exact number of **syllables** in each line. Haiku poems are often about nature and one of the four seasons.

## How to write a haiku poem:

- Line 1: Use five syllables

1 2 3 4 5  
Summer sings hello

- Line 2: Use seven syllables

1 2 3 4 5 6 7  
A **robin** hops through the grass

- Line 3: Use five syllables

1 2 3 4 5  
Looking for a worm ○ ○

### Think

What pictures do you see in your mind when you read the poem?

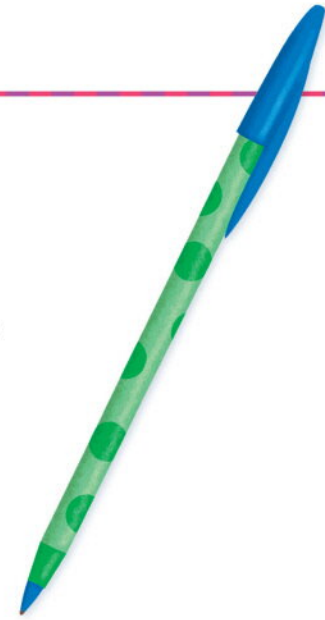
Remember to choose a topic that interests you, and carefully choose your words. Have fun sharing your poems!

# Understand

## Comprehension

**Think**

Which kind of poem did you enjoy the most?  
What kind of poem would you like to write?



**A** Write the number for each sentence in the correct circle.

- 1 This poem is often about nature and the seasons.
- 2 If the topic word is long, the poem will be long.
- 3 The second line of this poem has seven syllables.
- 4 The fourth line of this poem is a sentence.
- 5 You can read the topic word vertically.
- 6 The first and last words of this poem are nouns.



**B** What is the main idea of "You Can Be a Poet?" Check (✓).

- Acrostic poems are fun and easy to write.
- Haiku poems are usually about nature.
- Anyone can write poems if they know how to do it.

**C** **Words in Context** Write the correct word in each sentence.

exact   describe   observe   imagine

- 1 When you \_\_\_\_\_ something, you look at it carefully.
- 2 When you \_\_\_\_\_ something, you can see it in your mind.
- 3 The \_\_\_\_\_ time right now is 10:03 in the morning.
- 4 When you \_\_\_\_\_ something, you explain how it looks, sounds, or feels.

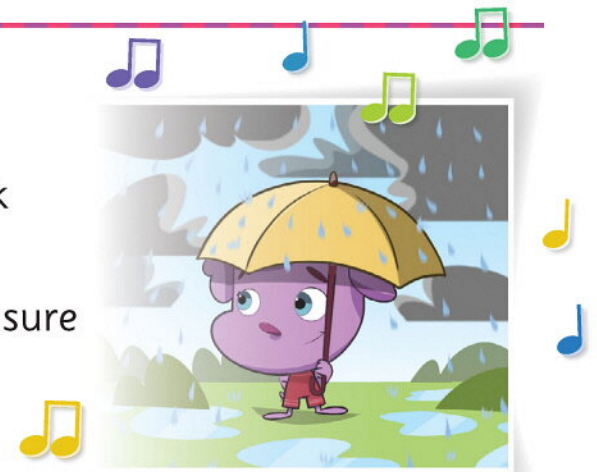


## Grammar in Use

**D Listen and sing along. I Was Dreaming**  1:39

I was dreaming of the ocean  
when the rain came down.  
I was walking to the circus  
when I met a funny clown.

I was searching for my sock  
when I saw my shoe.  
I was looking for some treasure  
when I found you.



**E Read the sentence. Underline the phrase that uses the past continuous.**

I was walking to the circus when I saw a funny clown.

**F Learn Grammar Past Continuous and Simple Past**

You can use the past continuous and the simple past in the same sentence to tell what was going on when something else happened. Remember, the past continuous tells us what was going on during a time in the past.

I was walking to school this morning **when** I saw an orange butterfly.  
(What was going on) (What happened)

**Match the sentence parts.**

- |                               |                       |                       |  |
|-------------------------------|-----------------------|-----------------------|--|
| 1 I was running in the park   | <input type="radio"/> | <input type="radio"/> | <b>a</b> when her phone rang.              |
| 2 Jen was going to the movies | <input type="radio"/> | <input type="radio"/> | <b>b</b> when I saw a beautiful blue bird. |
| 3 Mike was reading a book     | <input type="radio"/> | <input type="radio"/> | <b>c</b> when he fell asleep.              |

**G Think of a time when you were reading or playing and something else happened. Write a list like this one. Talk about it with your partner.**

I was reading a book at home when a fire engine went past my house.

What was going on	What happened
I was reading a book at home	when a fire engine went past my house
I was walking in the park	when I saw a snake.



# Communicate

## Listening

**Think**

When words end with a similar sound, we say that they rhyme. Can you think of two words that rhyme?

**A** Listen. Match the rhyming words.  1:40

- |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 mail                | 2 small               | 3 many                | 4 cake                | 5 fries               | 6 math                | 7 bed                 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| a any                 | b bath                | c ball                | d surprise            | e sail                | f said                | g shake               |

**B** Listen again. Who wrote which poem? Write the number.  1:41

- 1 Miguel
- 2 Isis
- 3 Shannon
- 4 Adem



## Speaking 1:42

**C** **Learn** Asking for Opinions

We can ask people for their opinions in many ways.

Which poem do you like best?

Which do you like better, apples or grapes?

What do you think of that story?

Ask your partner for his or her opinion. Then give your own opinion.



Which sport do you like best?

I like volleyball.

I like ...

What do you think ... ?

I think ...



# Word Study

## D Learn Syllables

Large words can have many **syllables**. When you say each word slowly, you can hear the syllables more clearly. When you say the word normally, the syllables blend together. Here is an example of a four-syllable word.

in • ter • est • ing interesting



Listen and read the words. Then count the number of syllables. List the words by the number of syllables they have.  1-43

television  
calendar

thermometer  
automobile

secretary  
understand



# Writing Study

## E Learn Action Verbs

When you write action verbs in poetry, think of words that make things come to life.

The snow is **dancing** in the air. The snow is **kissing** my nose.

Choose one word from the box on the left and one action word from the box on the right. Then write sentences. Be creative!

snow clouds  
leaves wind  
stars moon  
sun butterflies

winking dancing  
whistling smiling  
sleeping floating  
flying shining



- 1 The butterflies are dancing around the flowers. \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

 Now practice writing in the **Workbook**.  page 55



## Writing

- A** Read this cinquain poem written by Sara. She explains why she wrote the poem and chose the words.

- Topic** — Sun
- 2 adjectives** — Warm, bright
- 3 action verbs using -ing** — Shining, glowing, smiling
- 1 sentence** — I like to play in the sun.
- 1 new noun** — Friend



### Why I Wrote My Poem

**Topic sentence**

I chose the topic word *SUN* because I love to be outside in the warm sun. The sun

**Supporting sentences**

makes our world warm and bright. I love sunlight. I like to know that the sun is always shining and glowing somewhere in the world. Of course, the sun doesn't have feelings, but I wrote that it is "smiling" at me like a friend. A sunny day is always a happy day for me.

- B** Answer the questions.

- 1 Why did Sara choose the topic word *sun*?
- 2 What is the sun doing in the poem that friends often do?
- 3 What kind of day is a happy day for Sara?

### Learn How to Write a Poem

- First choose the type of poem you want to write. Look back at pages 58–59 to review the rules.
- Then write your poem.
- After your poem is written, write a paragraph telling why you wrote it.

### WRITING PROCESS STEP 3

#### Write a Paragraph

- Remember to organize your ideas before you write your paragraph.
- Write your topic sentence first. This tells the reader what your paragraph is about.
- Then write three or four sentences that support your topic sentence.

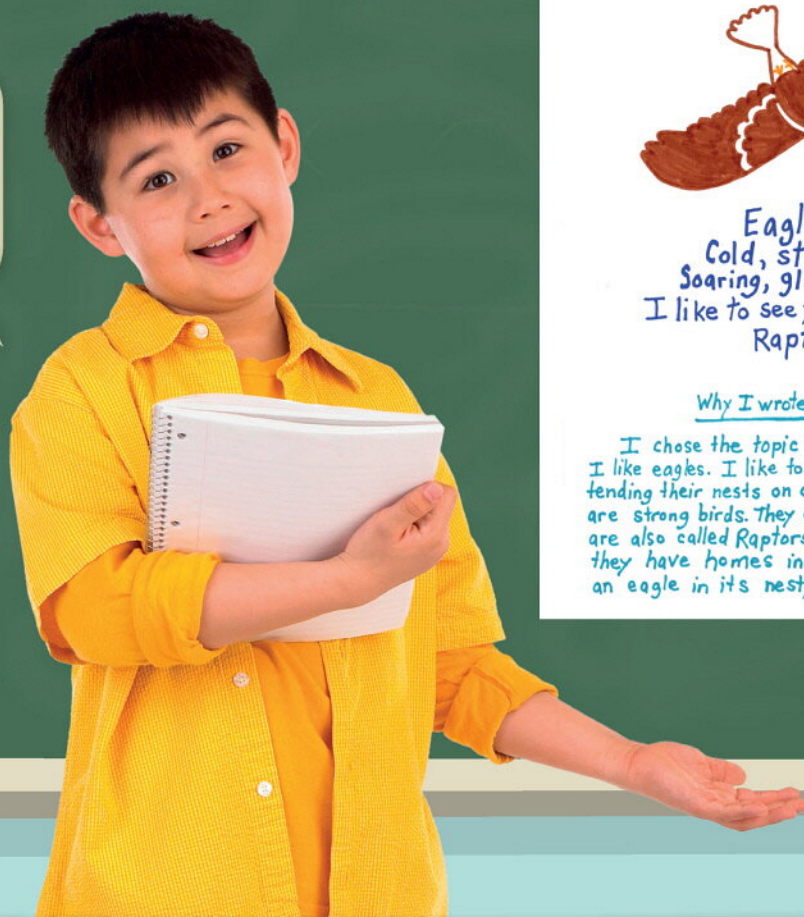


Now go to the **Workbook** to plan and write your own poem and paragraph. page 56

## Project: Illustrating and Reciting Your Poem

- C** Draw pictures for your poem, and read the poem to the class.
- Write or glue your poem onto a large sheet of paper.
  - Draw pictures to illustrate your poem.
  - Practice reading your poem aloud with a partner.
  - Recite your poem. Stand next to your illustration, and read it to the class.
  - Be sure to speak slowly, clearly, and with expression.
  - Then read the paragraph you wrote that explains your poem.

Why I wrote my poem. I chose the topic word "eagle" because ...



Eagle  
Cold, strong  
Soaring, gliding, landing  
I like to see you in your nest.  
Raptor

### Why I wrote my poem

I chose the topic word Eagle because I like eagles. I like to see them flying and tending their nests on cold winter days. They are strong birds. They are hunting birds, which are also called Raptors. I like to know that they have homes in the trees. When I see an eagle in its nest, I feel happy.



### BIG QUESTION 3

# Why do people write poems?

- A** Watch the video. 
- B** Think more about the Big Question. What did you learn?
- C** Complete the Big Question Chart.

What did you learn about poetry?

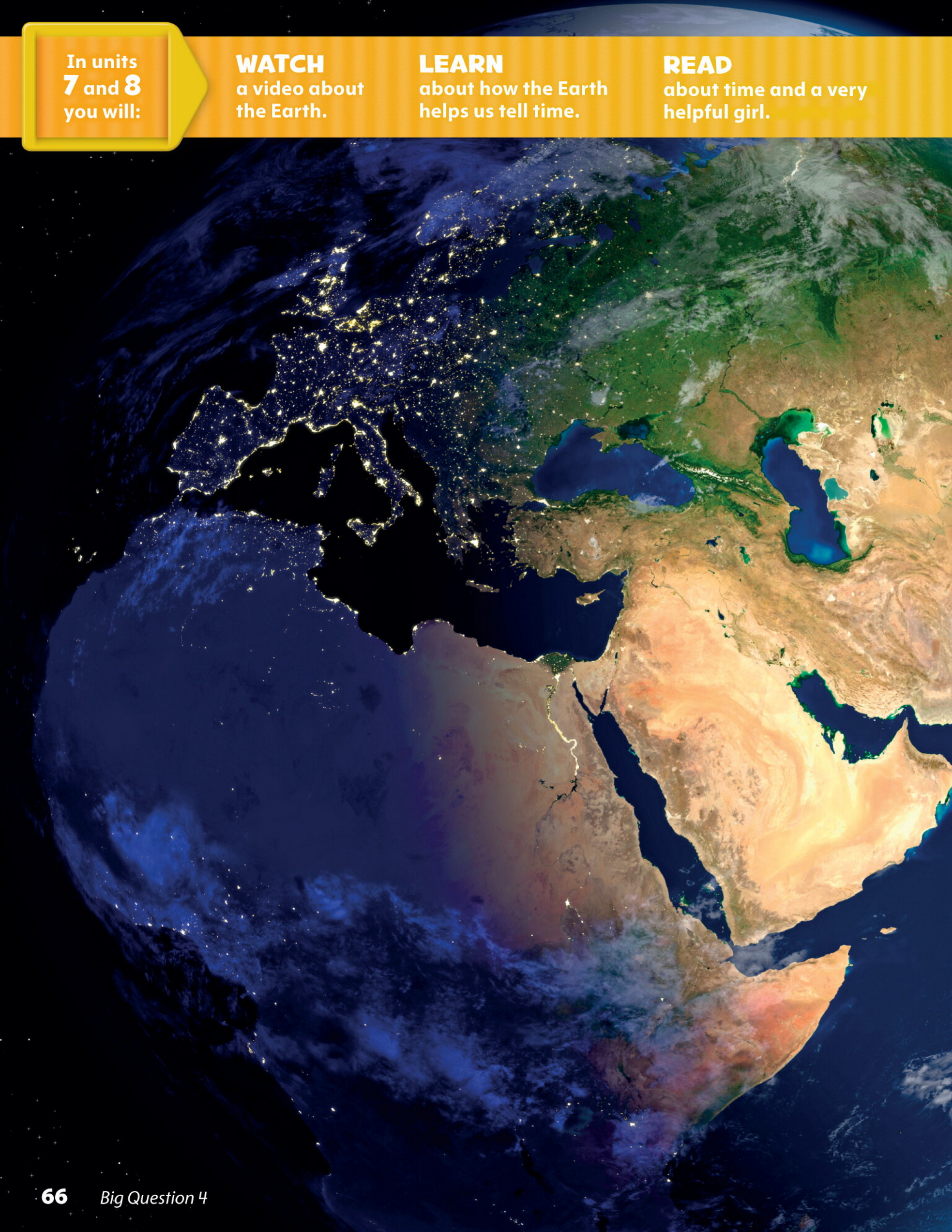


In units  
**7** and **8**  
you will:

**WATCH**  
a video about  
the Earth.

**LEARN**  
about how the Earth  
helps us tell time.

**READ**  
about time and a very  
helpful girl.




**WRITE**  
a report about  
the solstices.

**MAKE**  
a travel ad.



**BIG QUESTION 4**

**How do  
we measure  
time?**

- A** Watch the video. 
- B** Look at the picture and talk about it.
- 1 What do you see in this picture?
  - 2 Can you name a place in the picture? Is it light or dark there?
- C** Think and answer the questions.
- 1 What time is it right now in other places in the world?
  - 2 How long does it take for you to get to school in the morning?
- D** Fill out the **Big Question Chart**.



What do you know  
about measuring time?  
What do you want  
to know?

### Words

**A** Listen and read the words. Listen again and say the words.  1-44



second



minute



hour



month



year



noon



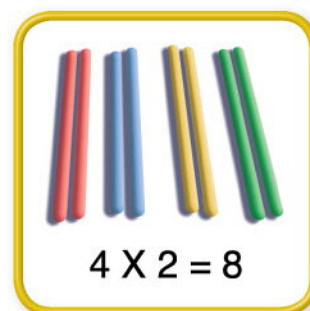
spin



orbit



time zone



multiply

**B** How much time do these activities take? Write the time words. Talk about your choices with your partner.

60 seconds = 1 minute  
60 minutes = 1 hour  
12 months = 1 year

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1 Say "good morning" <u>3 seconds</u> | 4 Learn to play the piano well _____ |
| 2 Do your homework _____              | 5 Read a book _____                  |
| 3 Call a friend _____                 | 6 Brush your teeth _____             |

**C** Match each sentence to a word.

- |   |                       |                      |
|---|-----------------------|----------------------|
| 1 You are in one of these.                  | <input type="radio"/> | <b>a</b> multiplying |
| 2 You can do this by walking around a tree. | <input type="radio"/> | <b>b</b> spinning    |
| 3 This is faster than adding.               | <input type="radio"/> | <b>c</b> noon        |
| 4 You can do this by turning in a circle.   | <input type="radio"/> | <b>d</b> time zone   |
| 5 Many people eat lunch at this time.       | <input type="radio"/> | <b>e</b> orbiting    |

## Before You Read

**Think** Answer the questions.

- 1 What time did the sun set last night?
- 2 What different ways do you use to tell the time?
- 3 How many hours are there in one day?

### D Learn Diagrams

A picture or a **diagram** in a text can help you understand important ideas. Before you read, look at the diagrams in the reading. Notice their labels and titles. As you read, look at them again to help you understand.

Look at the diagram. Then circle the best answer for each question.



- 1 How does light from the sun move to Earth?
  - a in curvy lines
  - b in straight lines
  - c the diagram doesn't tell me
- 2 How much of Earth is dark?
  - a none of Earth
  - b half of Earth
  - c all of Earth
- 3 How much of Earth is in daylight?
  - a all of Earth
  - b none of Earth
  - c half of Earth

**E Words in Context** Scan the article on pages 70–71 and circle these words. As you read, try to guess what they mean.

axis planet accurate opposite

**F** Answer the question before you read.

Look at the diagrams in the reading. What information do they show us?

## Time and the Earth

In this *Internet article*, we learn how the movement of Earth helps us tell time. An Internet article gives us information about the world around us. As you read, use the diagrams to help you understand.

### Earth Science



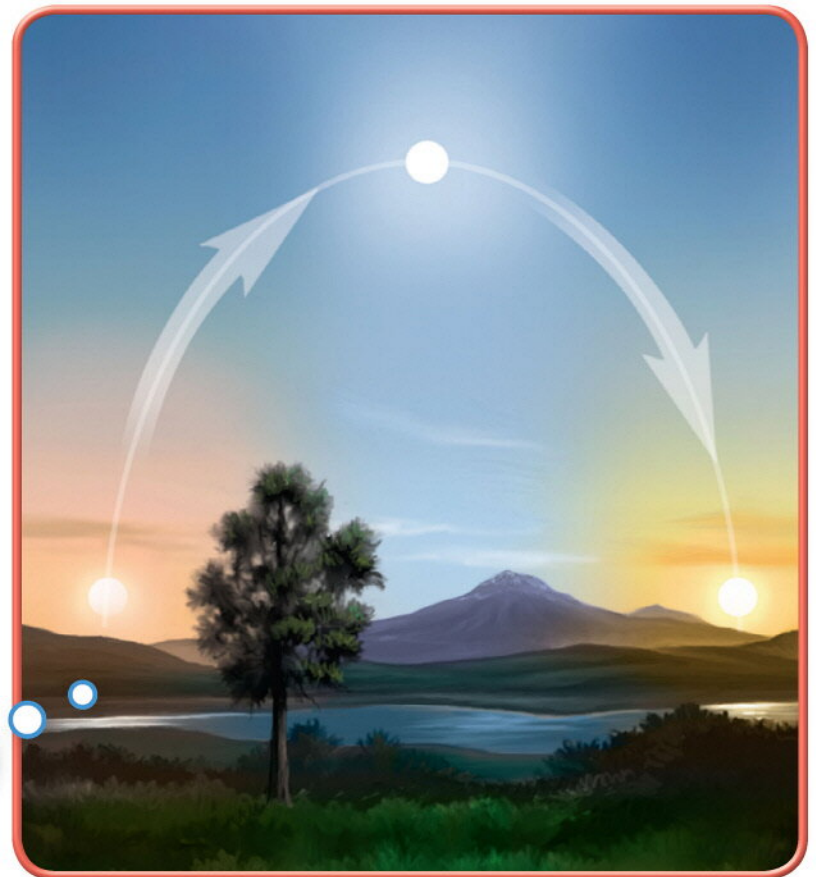
# Time and the Earth

**W**hat time is it? That's a very good question! From morning until night, clocks help us to plan our day. They tell us when things begin and when they end.

Before clocks, people told time by watching the sun move across the sky. They started work when the sun came up in the east. At **noon**, when the sun was very high, they ate and rested. When the sun disappeared in the west, they went to bed.

## Think

Point to where the sun is when people wake up, and at noon, and when people go to bed.



## Think

Point to the axis. Which way is the Earth turning?

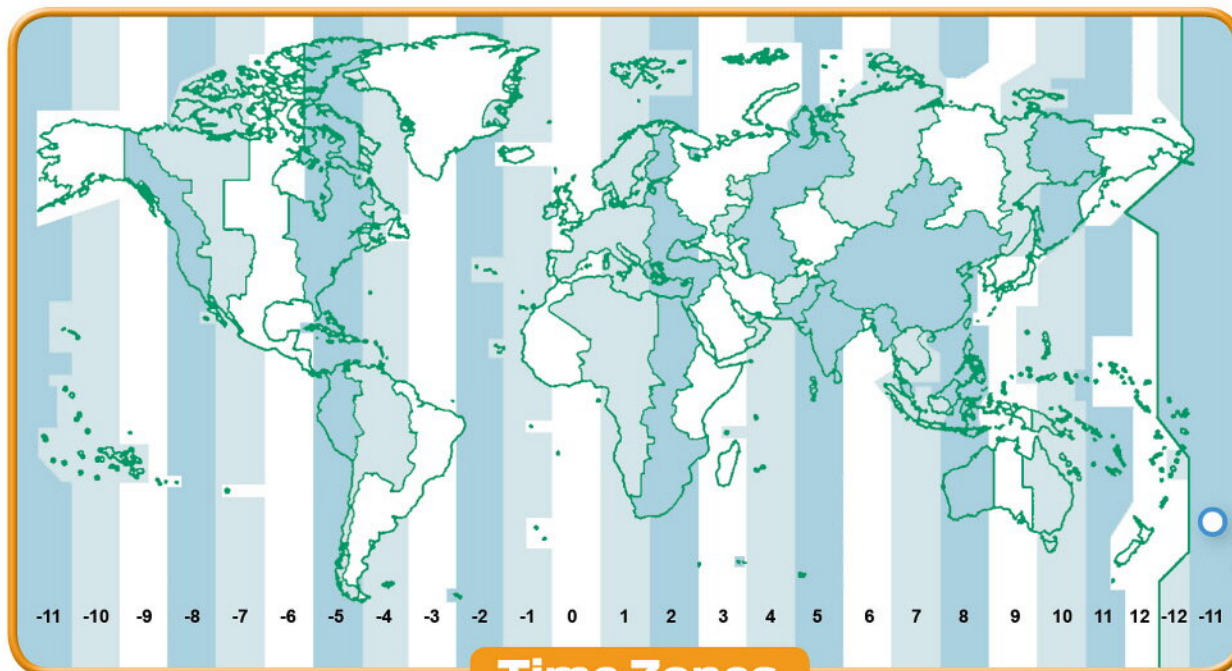
Today, we know that the sun doesn't move around the Earth. The Earth turns, or **spins**, on an imaginary line called an axis. As the Earth turns, the sun seems to be moving across the sky. The time it takes for the Earth to make one complete turn is called a day.

A day is divided into **hours**, **minutes**, and **seconds**. There are 24 hours in a day. There are 60 minutes in an hour. How many minutes are there in a day? **Multiply** 24 hours times 60 minutes to get the answer.  $24 \times 60 = 1,440$ . There are 1,440 minutes in one day!



## The Planets

We measure time by other movements, too. The Earth travels around, or **orbits**, the sun. The time it takes for the Earth to go around the sun once is called a **year**. One year is equal to **12 months**, or just over 52 weeks. To be very accurate, it takes the Earth 365 days, 5 hours, 49 minutes, and 12 seconds to go around the sun.



## Time Zones

We divide the Earth into 24 **time zones**. Each time zone is one hour apart from the next time zone. For example, when it is 10:00 a.m. where you live, it is 10:00 p.m. on the opposite side of the world. In two hours, it will be noon where you live, but on the other side of the world, it will be 12:00 at night!

Thanks to clocks and calendars, we can measure time very easily. However, it is the movement of the Earth that really allows us to measure time.

**a.m. = morning**  
**p.m. = afternoon**

### Think

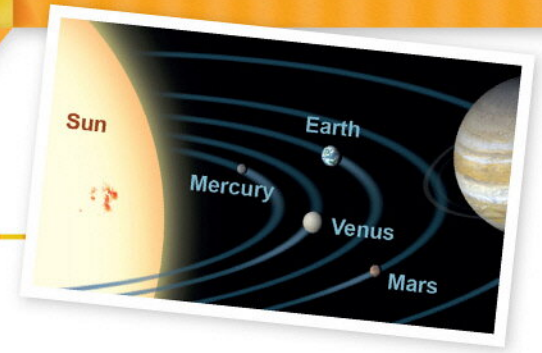
Why do you think it takes the Earth so long to travel around the sun?

### Think

Point to where you live. What other places are in your time zone?



# Understand



## Comprehension

**Think** Think about the article. What was most interesting?  
What did you learn?

**A** Multiply to find the amount of time. Talk about your answers with your partner.

4 minutes	_____ 240 _____	seconds
2 hours	_____	minutes
3 days	_____	hours
3 weeks	_____	days
4 years	_____	months

1 minute is 60 seconds  
1 hour is 60 minutes  
1 day is 24 hours  
1 week is 7 days  
1 year is 12 months

**B** If you didn't have clocks or computers, how would you tell time?

**C Words in Context** Read these sentences from "Time and the Earth." Then circle the correct answer.

1 Today, we know that the sun doesn't move around the Earth. The Earth turns, or spins, on an imaginary line called an axis. As the Earth turns, the sun seems to be moving across the sky.

An *axis* is: a planet an imaginary line the sun

2 To be very accurate, it takes the Earth 365 days, 5 hours, 49 minutes, and 12 seconds to go around the sun.

*Accurate* means: correct not correct funny

3 When it is 10:00 a.m. where you live, it is 10:00 p.m. on the opposite side of the world. In two hours, it will be noon where you live, but on the other side of the world, it will be 12:00 at night!

The *opposite side* is the same as: the morning the evening the other side



## Grammar in Use

**D** Listen and sing along. **On the Plane to Spain** 1:46

It's ten o'clock in the morning,  
I'm sitting on a plane.  
In four hours, it will be two o'clock  
And I will be in Spain!  
I'll be with my cousin Bobby,  
We'll have a lot of fun.  
We'll go to the beach and swim in the sea,  
And then we'll sit in the sun.



**E** Read the sentences. Which sentence is a present fact?  
Which sentence is a future fact?

- a It's ten o'clock in the morning.      b In four hours, it will be two o'clock.

**F** **Learn Grammar** Future Facts with Will

Use **will** to talk about future facts. Remember, a fact is something that is true.

In two hours, it **will be** noon where you live. On the other side of the world it **won't be** noon. It **will be** 12:00 at night!

3:45 is pronounced  
three-forty-five

6:09 is pronounced  
six-oh-nine

Fill in the blanks to make future facts.

- 1 It's 8:00 p.m.      In two hours, \_\_\_\_\_ 10:00 p.m.  
2 Now it's 7:00 a.m.      In four hours, \_\_\_\_\_ 11:00 a.m.  
3 Now it's 7:00 a.m.      In eight hours, \_\_\_\_\_ 11:00 a.m.

Now it's 1:45 p.m.  
In two hours, it  
will be 3:45 p.m.

**G** Make a chart like this one. Then talk about time with your partner.

The time right now	In 2 hours	In 4 hours	In 7 hours	In 10 hours	In 24 hours



# Communicate



## Listening

**Think** What is the weather like at this time of year where you live?  
What will it be like in three months?

**A** Listen. Write the high and low temperatures for each city.  1:47

Ankara, Turkey

HIGH TEMP  LOW TEMP



Stockholm, Sweden

HIGH TEMP  LOW TEMP



Santiago, Chile

HIGH TEMP  LOW TEMP



**B** Listen again. Write the times.  1:48

Ankara, Turkey

SUNRISE  SUNSET



Stockholm, Sweden

SUNRISE  SUNSET



Santiago, Chile

SUNRISE  SUNSET



## Speaking 1:49

**C** Pick a city. Decide what time the sun will rise and set tomorrow. Decide what the weather will be like tomorrow. Tell a partner.



## Word Study

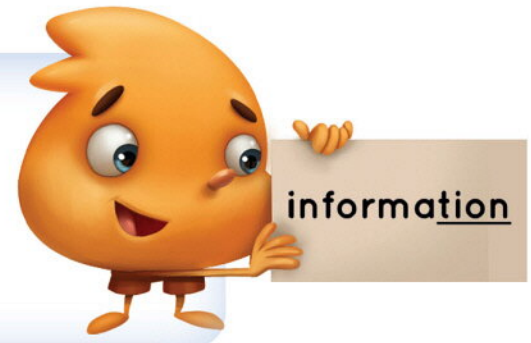
### D Learn Suffix *-tion*

When we add **-tion** to a verb, it becomes a noun.

The article **informs** you about time. You get **information**.

verb

noun



Listen and read the words. Then circle *-tion*. Use each word in a sentence.  1-50

prepare → preparation    celebrate → celebration    suggest → suggestion



## Writing Study

### E Learn Definite Article *The*

We use **the** before a country name:

- when the country name is plural, such as **the** United States
- when the country name has the word *Kingdom* or *Republic*, such as **the** United Kingdom or **the** Republic of South Korea

She lives in France. He lives in **the** United States.

We live in **the** United Kingdom.



Read the sentences. Insert the word *the* when it is needed.

1 I grew up in <sup>the</sup> ↑ United Kingdom.

2 We traveled to Republic of Ireland.

3 I think that New Zealand is a beautiful country.

4 She lives in Philippines.

5 I want to visit Bahamas one day.

6 Our class is studying about United Arab Emirates.

 **Write** Now practice writing in the **Workbook**.  page 66

Vocabulary: Suffix *-tion* • Writing: Definite Article *The*    **Unit 7**    **75**

### BIG QUESTION 4



**How do we measure time?**



We use seconds, minutes, and hours.

What do you think?



### Words

**A** Listen and read the words. Listen again and say the words.  1-51



airport



passenger



passport



destination



sick



earache



headache



fever



doctor



medicine

**B** Write the following words in the chart below. Talk about your choices with your partner.

medicine   airport   destination   nurse   passenger   passport

A Person	A Place	A Thing

**C** Match the sentences with the words.

- |  |                       |  |                       |            |
|--|-----------------------|--|-----------------------|------------|
| 1 When you have this, your ear hurts.  | <input type="radio"/> |  | <input type="radio"/> | a headache |
| 2 The opposite of well.                | <input type="radio"/> |  | <input type="radio"/> | b fever    |
| 3 When you have this, your head hurts. | <input type="radio"/> |  | <input type="radio"/> | c earache  |
| 4 When you have this, you feel hot.    | <input type="radio"/> |  | <input type="radio"/> | d sick     |

## Before You Read

**Think** Answer the questions.

- 1 Do you know anyone who lives in another country?
- 2 What is the time difference between their home and your home?

### D Learn Problem and Solution

A **problem** is something that causes trouble for a character in a story. The **solution** is how that character fixes the problem.

Problem	Solution
Mike is late for school. He was supposed to be there at 7:00 a.m.	The next day, Mike left for school on time.

Read the short story. What's the problem? What's the solution? Write.

Chris moved to a new town. For weeks, he had no friends. One day, Patrick, a boy at school, asked Chris to help him fly a kite. Chris helped him, and they had a great time. The next day, they played basketball in the park. They became good friends. Now they spend all of their time together.

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

**E Words in Context** Scan the story on pages 78–79 and circle these words. As you read, try to guess what they mean.

washcloth forehead sneezing tissues

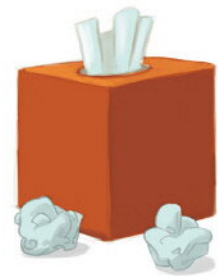
**F** Answer the questions before you read.

- 1 How do you help your parents when you are at home?
- 2 Why is it important to help your parents?
- 3 What do your parents do when you are sick?

## Doctor Molly

In this realistic fiction, a nine-year-old girl takes care of her sick father while her mother is in Japan on a business trip. Realistic fiction is a story that could happen in real life. The main character faces a problem and then does something to solve the problem. As you read, try to find the problem and the solution.





Molly's mother was worried. As she packed for her business trip to Japan, Molly stood beside her with a notebook and a pencil.

"Do you have your **passport**, Mom?" she asked.

"I do."

"Good," said Molly. "Your **destination** is Tokyo, so you should be at the **airport** two hours early. Remember, **passengers** can only check two bags."

"Molly, thanks for trying to help, but I'm worried about your father," replied her mother. "He isn't feeling well, and I have to go on this trip. Please take good care of him while I'm gone."

"I'll be a good **doctor** and look after him, Mom. Just like you look after me," Molly said.

"Thank you," said her mother.

Soon, Molly's mother left for the airport.

**Think**

What's the problem in this story?

The next morning, Molly's father came to the breakfast table. He didn't look well.

"How do you feel, Dad?" Molly asked.

"I have a bad **earache**. I think I'm **sick**," her father answered.

"Then you should take some medicine and go back to bed," said Molly. "I'm going take care of you all day."

"I don't think so, Molly. I've got things to do," replied her father.

"Dad!" said Molly. "Mom put me in charge. I'm the doctor."

"OK, you win. Thank you, Molly," replied her father.

Molly looked at the kitchen clock. It was 9:00 a.m. Should she call her mom? What time was it in Japan? She remembered what her mother told her the day before. Tokyo is sixteen hours ahead of Los Angeles.

Molly added some numbers in her notebook. It was 1:00 in the morning in Tokyo! Her mom was asleep. Molly sent a text message to her mother.



Saturday, 9:00 a.m.

Hi Mom! Dad is sick now. He has an earache, so I put him to bed and gave him **medicine**. Don't worry! I know you're sleeping. Love, Doctor Molly



Molly's messages continued through the day.

Saturday, 11:00 a.m.

Hi Mom. Now Dad has a **headache** and a **fever**, so I'm giving him LOTS of water to drink. I also put a cold washcloth on his forehead. I know it's 3:00 in the morning in Tokyo. Don't worry! Love, Doctor Molly



Saturday, 2:00 p.m.

Hi Mom. Dad has a cold now. He's sneezing a lot. He's very noisy. I gave him lots of tissues. It's 2:00 p.m. here, so I know it's 6:00 in the morning in Tokyo. Love, Doctor Molly



At 5:00 in the afternoon, the phone rang. Molly picked it up.

"Hello. This is Doctor Molly speaking."

"Molly, it's Mom. How's your dad?"

"He's just fine, Mom. His fever is gone, his headache is gone, his earache is gone, and his sneezing is almost gone. He's watching TV and drinking orange juice."

"That's great! I was so worried. Good job, Molly," replied her mother.

"You're welcome, Mom. And the cell phone says that it's 5:00 p.m. here, so it's 9:00 a.m. in Tokyo. You should eat some breakfast."

"Ha! Thank you, Molly, and maybe you should study for that science test tomorrow," replied her mother.

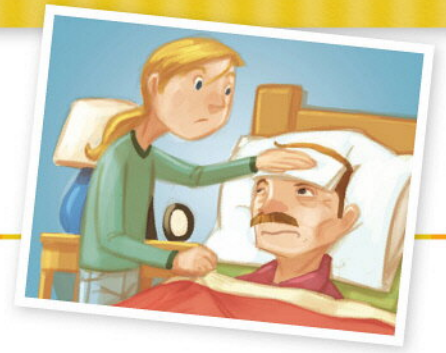


**Think**

What's the solution in this story?



# Understand



## Comprehension

**Think** Would you help your father or mother the way Molly did?

**A** What other problems and solutions happen in the story? Write them below.

Problem	Solution
Molly's father has an earache.	He takes some medicine.

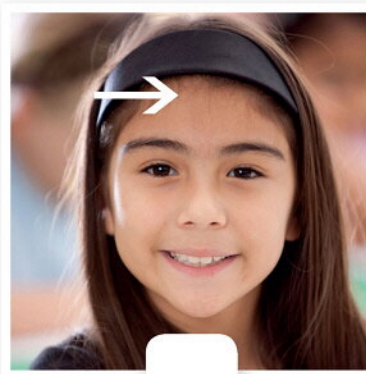
**B** Why didn't Molly call her mother when her father was sick? Share an idea with the class.

**C Words in Context** Match each word with a definition. Write the letter.

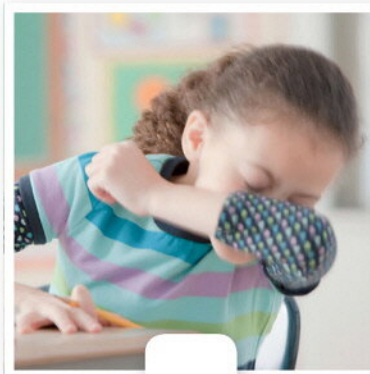
1 washcloth



2 forehead



3 sneezing



4 tissue



- a the part of your face above your eyes
- b a thin piece of soft paper that you use to clean your nose
- c a small, square piece of cloth that you use to wash your face and body
- d making air come out of your nose and mouth with a sudden loud noise

## Grammar in Use

**D** Listen and read along.  1-53



**E** Read the sentences. Which sentence uses *will*? Which sentence uses *going to*? Underline.

- a My mom is going to give me a present.      b You will be 8 years old tomorrow!

**F** **Learn Grammar** Future Plans with *Going to*

You can use **going to** to talk about a plan for the future. The plan was made before the speaker talks about it.  
**I'm going to** take care of you all day.

Change the sentences to future plans.

- I am drinking some water. I'm \_\_\_\_\_ drink some water.
- You ate breakfast. You are \_\_\_\_\_ eat breakfast.
- I like to play basketball. I'm \_\_\_\_\_ play tomorrow.

**G** Make a chart like this one. Write your plans for the future. Then talk about them with your partner.

Buy	a new pair of shoes
Read	a good book
Study	
Talk To	
Play	

I'm going to buy a new pair of shoes.



# Communicate

## Listening

**Think** Do you ever listen to announcements? Where do you hear them? What are the announcements about?



**A** Listen. Write the bus number and the time that the bus leaves in each announcement. 1-54

**FRANCE**



Bus number: \_\_\_\_\_  
Time leaving: \_\_\_\_\_

**AUSTRALIA**



Bus number: \_\_\_\_\_  
Time leaving: \_\_\_\_\_

**Saudi Arabia** 

Bus number: \_\_\_\_\_  
Time leaving: \_\_\_\_\_

**B** Listen again. Match the city with the country. 1-55

- |          |                       |                       |                |
|----------|-----------------------|-----------------------|----------------|
| 1 Paris  | <input type="radio"/> | <input type="radio"/> | a Australia    |
| 2 Sydney | <input type="radio"/> | <input type="radio"/> | b Saudi Arabia |
| 3 Jeddah | <input type="radio"/> | <input type="radio"/> | c France       |

## Speaking 1-56

**C Learn** Asking For and Giving Directions

Asking for directions:

**Which way is the airport?**

**Excuse me. Where is the doctor's office?**

Giving directions:

**The airport is across from the sports stadium.**

**The doctor's office is next to the department store.**

Ask your partner for directions.  
Next, give directions to your partner.



Excuse me.  
Which way is the cafeteria?

It's down the hall,  
next to the gymnasium.

Thank you.

Where is the ... ?

The ... is ...

## Word Study

### D Learn Contractions

**I'll** and **I'm** are called contractions.

**I'll** give her a souvenir.

**I'll** → I will

**I'm** going to give her a souvenir.

**I'm** → I am



Listen and read the words. Then write the two words for each contraction in your notebook. Read the words to your partner.  1-57

**I'm**   **he's**   **she's**   **you're**   **they're**   **we're**  
**I'll**   **he'll**   **she'll**   **you'll**   **they'll**   **we'll**

## Writing Study

### E Learn Capitalization

City, state, and country names always begin with a capital letter.

Molly's mother flew from **L**os **A**ngeles, **C**alifornia, to **T**okyo, **J**apan.

Read the sentences. Capitalize the cities, U.S. states, and countries.

- 1 I was born in **B**ursa, **T**urkey.
- 2 Welcome to Korean Airlines flight 246. Our destination today is fukuoka, japan.
- 3 He rode in a bicycle race from concepción to santiago in chile.
- 4 Wolfgang Amadeus Mozart was born in salzburg, austria.
- 5 Before 1873, budapest, hungary, was actually two cities—buda and pest.
- 6 My uncle lives in buenos aires, argentina.

Flight Number	Destination	Counter	Gate
SK 3212	Munich	145-152	B05
SU 296	Moscow SVO		A07
TP 7953	Frankfurt	145-152	B07
MS 748	Cairo	079-082	A01
OR 269	London LHR	102	A23
EY 090	Abu Dhabi	011-015	A03
A3 990	Istanbul	118-142	A21
DL 7452	Limnos	079-100	B22
LH 5968	Thes/niki	126-128	B15
A3 224	Kos	118-136	B29
LH 5942	Larnaca	118-136	A22
DL 7450	Chania	079-100	B13

 **Write** Now practice writing in the **Workbook**.  page 74

## Writing

- A** Read Rachel's report about the winter and summer solstices in Vancouver, Canada.

**Summer solstice** is the longest day of the year.

**Winter solstice** is the shortest day of the year.



### My Summer and Winter Solstices

#### Clear topic sentences

I live in Vancouver, Canada. Vancouver is on the west coast of Canada, and it is on the Pacific Ocean. We are also north of the United States. Vancouver is a beautiful city with many things to do. Let me tell you about our summer and winter solstices.

#### Supporting sentences

Vancouver is north, so our summer solstice is a long day. It will happen on June 20th this year. The sun will rise at 5:07 a.m., and it will set at 9:22 p.m. Everybody enjoys this day. It's usually warm and sunny. People play tennis, or they go sailing. Some people run in local races. On June 20th, I'm going to invite my friends to my house to play volleyball.

Our winter solstice is a very short day. It will happen on December 21st this year. The sun will rise at 8:05 a.m., and it will set at 4:16 p.m. Sometimes it's cold, and it often rains in the winter in December. Sometimes it snows. On December 21st, I'm going to go skiing with my friends in the mountains. I hope there's a lot of snow this year.

- B** Answer the questions.

- 1 Where is Vancouver?
- 2 What time will the sun set on December 21st in Vancouver?
- 3 What is Rachel going to do on June 20th?

### Learn How to Write a Report

- Decide what your topic will be.
- Brainstorm supporting details.
- Write clear topic sentences in the first paragraph.
- Write supporting sentences that give more details about your topic sentences.
- Revise your paragraphs.

### WRITING PROCESS STEP 4

#### Revise Your Work

- After you write your paragraphs, read them again.
- Are your topic sentences clear?
- Are your supporting sentences strong and in the correct order?
- Are your grammar and spelling correct?



Now go to the **Workbook** to plan and write your own report.

page 75

## Project: Making a Travel Ad

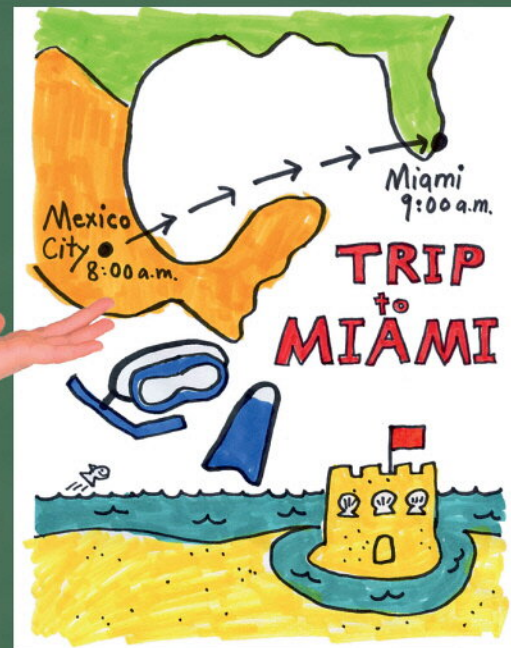
**C** You are taking people on vacation! Make an ad for this trip.

- Decide where you want to go.
- Draw a simple map on a big sheet of paper.
- Show the path of your plane.
- Draw pictures of the exciting things you can do on vacation.
- The flight leaves at 8:00 a.m. Use the Internet to find out what time it is in the city that you are flying to. Label the cities and write the times.
- Use your map to tell the class about your trip.
- Remember to smile and speak clearly.

Our flight will leave at 8:00 a.m.


The time difference is one hour.

There are sandy beaches and swimming.



**BIG QUESTION 4**

**How do we measure time?**

- A** Watch the video. 
- B** Think more about the Big Question. What did you learn?
- C** Complete the Big Question Chart.

What did you learn about time?



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

**WATCH**  
a video about  
energy.

**LEARN**  
about sources  
of energy.

**READ**  
about wind energy and  
an energy hero.




**WRITE**  
a speech about  
energy use.

**HAVE**  
a panel  
discussion.



## BIG QUESTION 5

# Where does energy come from?

- A** Watch the video. 
- B** Look at the picture and talk about it.
- 1 What things in the picture are sources of energy?
  - 2 What things use energy?
- C** Think and answer the questions.
- 1 What items in your classroom use energy?
  - 2 What do cars and trucks use for energy?
- D** Fill out the **Big Question Chart**.



What do you know  
about energy?  
What do you want  
to know?



### Words

**A** Listen and read the words. Listen again and say the words.  2-02



windmill



sailboat



wind turbine



wind farm



coal



oil



natural gas



pollution



power plant



electricity

**B** Write the words below the correct sentence. Only *natural gas* is used twice. Read your lists to a partner and explain your choices.

You can't see it.

\_\_\_\_\_

\_\_\_\_\_

People built it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Energy

It's in the ground.

natural gas

\_\_\_\_\_

\_\_\_\_\_

It's bad for us.

\_\_\_\_\_

**C** Choose a word and write a sentence in your notebook. Share your sentence with the class.

## Before You Read

**Think** Answer the questions.

- 1 How do sailboats use the wind to move across water?
- 2 Why do you think people are interested in wind energy?
- 3 Why do we say that wind energy is clean?

### D Learn Paraphrasing

#### New Information

When you read new information, it can be hard to remember what you learn. It's a good idea to repeat or write the information using your own words.

#### Paraphrase

Put new information into your own words to help you remember.

Read the paragraph. Write what you read in your own words.

A bicycle is an Earth-friendly way to move around when we don't have a car. Bicycles don't use any oil or gas, and they don't make any pollution. When we ride a bicycle, our bodies get the exercise they need. Bicycles are quieter than cars, too.

---



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**E Words in Context** Scan the text on pages 90–91 and circle these words. As you read, try to guess what they mean.

source fossil fuels nonrenewable renewable

**F** Answer the question before you read.

- 1 What are some things that you like about a windy day?
- 2 What are some things that use wind to move?

### Energy for Today: Wind Power

This text is from a *nonfiction book* about wind power. Nonfiction gives us information about a topic.

As you read, remember to put things in your own words to help you remember.

### Physical Science

Tea Benduhn is the author of many books for children. She lives in the United States with her two cats.





# Energy For Today:

## What is Wind Power?

Do you like to fly a kite on a windy day? The kite lifts off the ground and goes high in the sky. A pinwheel spins in the wind. Wind blows the seeds from a dandelion. The kite, the pinwheel, and the seeds are all moved by wind power.

Wind power is a source of energy. Getting power from wind is nothing new. People used wind power long ago. They made **sailboats**. Later, they built **windmills**. Wind turns the blades on a windmill. People used windmills to pump water or turn grain into flour. Today, we can use wind power to make **electricity**. Electricity powers many things in our homes, such as lights and refrigerators.

## Sources of Energy

Wind blows all over the world. Today, however, very little of our energy comes from wind. Where does our energy come from? Most of it comes from **oil**, **natural gas**, and **coal**. These energy sources are called fossil fuels.

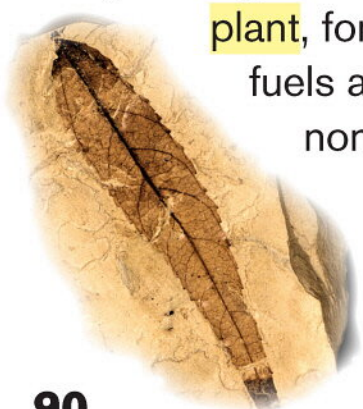
Fossil fuels are made from the remains of things that lived millions of years ago. People burn fossil fuels to make energy. A **power plant**, for example, burns coal to make electricity. After fossil fuels are used up, they are gone forever. Fossil fuels are nonrenewable resources. They cannot be replaced.

Wind power is a clean source of energy. It does not cause **pollution**. We will not run out of wind. It is a renewable resource. Wind does not stop blowing after it is used for energy.



### Think

Put what you've learned about windmills in your own words.





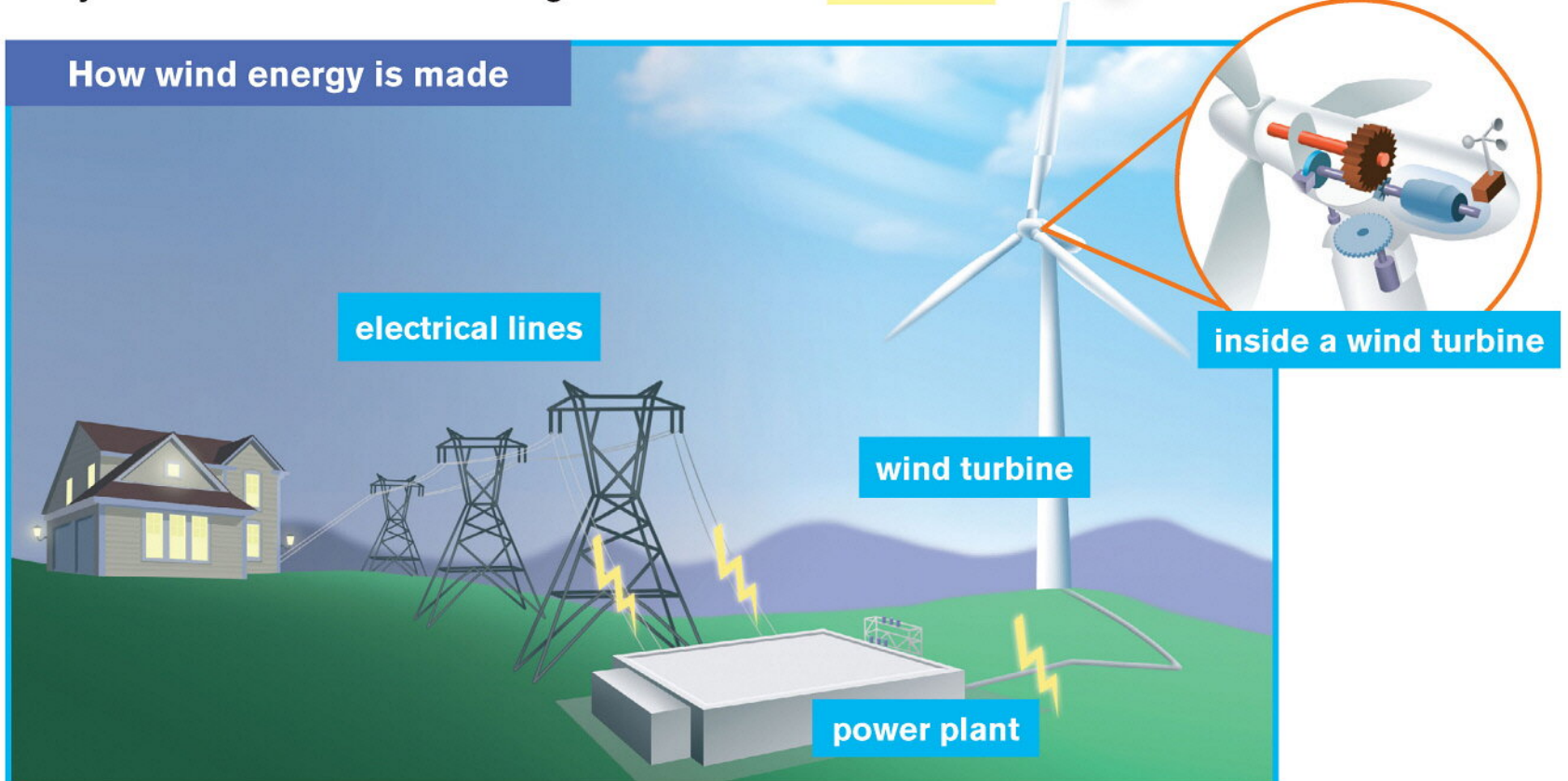
# Wind Power

## How Wind Power Works

Today, modern windmills called **wind turbines** make electricity. A turbine looks different from the old type of windmill. Its blades look like airplane propellers. The tall part is usually hollow and made of metal instead of wood. Most turbines have three blades. Often, many turbines are built close together to form a **wind farm**.

### Think

Write or say what you learned in your own words.



## Wind Power in the Future

Today, we get most of our energy from fossil fuels. Wind power, however, is the fastest-growing renewable energy source. Wind may be one important source of energy in the future. Energy from water and the sun might also help reduce our need for fossil fuels. Using these renewable energy sources will help make our planet a cleaner, greener place to live!

# Understand



## Comprehension

**Think** What do you think about wind power?

**A** Check (✓) the boxes below. Talk about your choices with your partner.

	wind	fossil fuels
We will never run out of it.		
When it's used up, it's gone forever.		
It can make electricity.		
It comes from plants and animals.		
It gives power to wind turbines.		

**B** Choose a paragraph from "Energy for Today: Wind Power." Paraphrase the paragraph. Remember to use your own words.

Handwriting practice area with six horizontal lines on a yellow background.



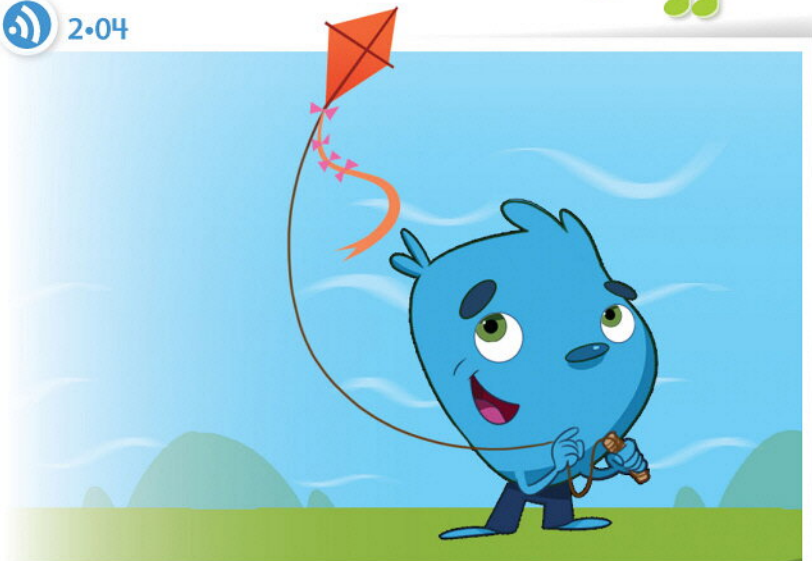
**C Words in Context** Match each sentence with a paraphrased sentence.

- |  |   |   |  |
|--|---|---|--|
| 1 Fossil fuels and wind power are sources of energy. | ● | ● | a A lot of our energy comes from fuels formed millions of years ago. |
| 2 Much of our energy comes from fossil fuels.        | ● | ● | b We will never run out of wind energy.                              |
| 3 Fossil fuels are nonrenewable.                     | ● | ● | c We get energy from fossil fuels and wind power.                    |
| 4 Wind energy is renewable.                          | ● | ● | d Fossil fuels are gone forever when they're used up.                |

## Grammar in Use

### D Listen and sing along. **Wind Power** 2:04

There's a lot of wind today.  
Hooray, wind power!  
Wind power creates energy  
That turns to electricity.  
In the future, wind power might  
Help the Earth stay green and bright.  
It may be the cleanest way  
To light the world night and day.



### E Read the sentences. Which sentence is about something we know will happen? Circle.

- a We will learn about wind power in school today.
- b We might have more electric cars soon.

### F **Learn Grammar** *May and Might*

You can use **may** or **might** to talk about something when you are not sure it will happen.

Wind **may** be one important source of energy in the future.  
Renewable energy **might** also reduce our need for fossil fuels.

Change the sentences to show you are not sure it will happen. Use *may* or *might*.

- might**
- 1 I ~~will~~ visit my aunt on Sunday.
  - 2 My family will see a movie this weekend.
  - 3 I will go to soccer practice on Saturday.

I may get up early and go jogging.

### G Write sentences in your notebook about what you may or might do this weekend.

I may get up early and go jogging.

I might do my homework on Sunday afternoon.



# Communicate

## Listening

**Think** What items use electricity in your home?  
Which room has the most electric items?

**A** Listen and number the pictures. 2-05



1 coal



2 oil



3 power plant



4 electricity



5 wind turbines

**B** Listen again. Fill in the missing word. 2-06

- 1 Coal can be black or brown, hard or \_\_\_\_\_.
- 2 \_\_\_\_\_ is a fuel like coal, but it is a liquid.
- 3 Power plants turn fuel into \_\_\_\_\_.
- 4 Electricity goes from the \_\_\_\_\_ to our homes through wires.
- 5 Large turbines often have three \_\_\_\_\_.

oil  
power plant  
electricity  
blades  
soft

## Speaking 2-07

**C** **Learn** Asking Using Will

Use **will** to ask questions about the future. Use contractions with **will** such as *I'll* and *he'll* to answer. Use *probably* if you're not sure something will happen.

What **will** you do after school?

**I'll** do my homework.

When **will** he call me?

**He'll** probably call you soon.

Ask your partner questions about the future using *will*.



## Word Study

### D Learn Antonyms

Antonyms are opposites. **Hot** and **cold** have opposite meanings. So do **reduce** and **increase**.

Energy from the sun will **reduce** our need for fossil fuels. The use of wind turbines will **increase** in the future.



Listen and read the words. Then draw lines to connect the words that are opposites. Read the words to your partner.  2-08

harvest harm waste plant shield conserve

A-Z

## Writing Study

### E Learn Verbs with Count and Noncount Nouns

Use a singular or plural verb with something you can count (turbines):  
A wind turbine **is** used to make energy.

Wind turbines **are** used to make electricity.

Use a singular verb with something you can't count (electricity):  
Electricity **is** necessary to keep our city lights shining.

Read the sentences. Underline the subject. Then circle the correct verb.

- 1 Oil **is** / **are** an important fossil fuel that is needed for cars.
- 2 Windmills **was** / **were** used around the world to grind grain.
- 3 Pollution **creates** / **create** many problems in our world today.



 **Write** Now practice writing in the **Workbook**.  page 85

Vocabulary: Antonyms • Writing: Verbs with Count and Noncount Nouns

Unit 9 95

### BIG QUESTION 5



Where does energy come from?



Some energy comes from wind farms.

What do you think?





### Words

**A** Listen and read the words. Listen again and say the words.  2:09



subway



fire engine



carpool



ambulance



escalator



train



taxi



elevator



helicopter



traffic jam

**B** Two of the three answers are correct. Cross out the wrong answer.

1 It uses flashing lights when it drives on busy streets.

taxi      fire engine      ambulance

2 You have to pay money to use it.

subway      escalator      taxi

3 It can move up and down.

fire engine      helicopter      elevator

4 The doors close after you go inside it.

elevator      train      escalator

**C** Write the words in the correct spaces.

traffic jams      carpools

We need more \_\_\_\_\_ because we have too many \_\_\_\_\_.



## Before You Read

**Think** Answer the questions.

- 1 What kinds of public transportation are there in your area?
- 2 How often do you use public transportation?

**D Learn Ask Questions**

As you read, ask yourself questions. Then continue to read to find the answers. Some questions have a yes-or-no answer.

**Did she eat breakfast?**

Other questions may ask who, what, when, where, or why.

**Who did they see?**

Read the paragraph. Write questions about something you want to know.

Wind energy is good, but you have to know where to put wind turbines. Wind farms are built on areas that are flat. You also have to put turbines in areas where there is probably going to be enough wind. It takes a lot of turbines to make a wind farm that will supply enough energy for people.

- 1 How do you know what places have wind?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**E Words in Context** Scan the story on pages 98–99 and circle these words. As you read, try to guess what they mean.

mask   button   pedal   blades

**F** Answer the questions before you read.

- 1 Which superhero do you like the best?
- 2 What kind of superhero would you like to be?
- 3 What do you think a superhero would do to save energy?

## Hector the Energy Saver!

In this story, we read about a nine-year-old boy who saves energy and helps the people in his city with his amazing bicycle. This story is a *fantasy*. A fantasy is a made-up story that could not really happen. As you read the story, ask yourself questions. Then continue to read to find the answers.



# Hector the Energy Saver!

Hector Morales was not your normal nine-year-old boy.

Hector, come and eat your breakfast!

But Mom, I have to go out and help people save energy!

Eat your breakfast first, young man.

The phone rang. It was Mr. Big from the Big Company.

Hector, our company needs to find ways to save energy. Can you help us?

Yes, sir! I'll be there right away.



After breakfast, Hector quickly put on his mask and cape, made from old curtains from Uncle Jack's bedroom. He ran outside to his bicycle, Lightning. Lightning was not an ordinary bicycle. It had bells, recycled whistles, and fancy buttons. It had pedals made out of old potato mashers, and a seat made from an ironing pad.

Let's help Mr. Big save energy, Lightning!



The boy and bicycle sped off into the city.

On the way, Hector noticed that something was wrong. A long line of cars, trucks, and taxis stood still on the road. It was a traffic jam! Hector saw an ambulance stuck among the cars. He rode Lightning along the bicycle path and up to the ambulance.

My wife is going to have a baby!

Have no fear! I can help you!



**Think**

Ask two questions about the story.

Hector pressed a button on Lightning. Bang! Wham! Lightning was now a **helicopter**! He connected a cable from Lightning to the ambulance. Hector jumped on the bike and began to pedal. The blades that once held an umbrella together were spinning up in the air. The helicopter went high into the sky, carrying the ambulance with it. As they went over the cars, Hector shouted to the people below.

**Carpools** reduce traffic jams and save fossil fuels! You can also take the **train** or the **subway**!



Thank you, Hector!



## Think

Ask two questions about the story.

After he dropped off the ambulance at the hospital, Hector rode Lightning to the Big Company. **Elevators** and **escalators** were everywhere, carrying people up and down.

Thank you for coming, Hector. My company needs lights and elevators, but they use a lot of energy.

Let's go to the roof, Mr. Big.

But there's nothing on the roof.

Exactly.

The roof was hot and sunny.

The sun gives us lots of heat and energy. You can put solar panels on your roof. They'll make electricity to help run your lights and elevators. Solar water heaters can give your company hot water for washing and cleaning. You can be an energy saver, too.

Excellent ideas, Hector! You're a hero!

I'm just happy to help our planet. And now I must go to help others save energy. Goodbye, Mr. Big!

# Understand



## Comprehension

**Think**

Talk about the story with your partner. What did you like or dislike about the story? Which scenes were funny?

- A** Write three new questions about “Hector the Energy Saver!” Write your answers. Then ask your partner the questions. Compare your answers.

Question	Answer

- B** Why does Hector save energy? Check (✓) one reason below. Talk about your choice.

- He likes riding his bicycle.
- He wants to help the planet.
- He enjoys being a hero.

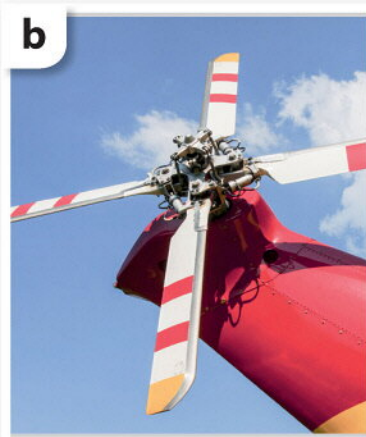
- C Words in Context** Find the words you circled in the story. Look at the words around them. What do the words mean? Match the words below with the pictures.

mask

button

pedal

blades



## Grammar in Use

### D Listen and read along. 2-11



I'm going to build this huge tree house in my backyard.

Really? You're going to need a lot of wood and lots of nails.

Hmm. I only have a little wood and a few nails.

(later ...)

Well, it is a house, and it is in a tree.

### E Read the sentences. What do the underlined words tell us?

- You're going to need a lot of wood and lots of nails.
- I only have a little wood and a few nails.

### F Learn Grammar **Quantifiers**

Use **a little** to describe a small amount of something you cannot count, such as energy.  
 Use **a few** to describe a small amount of something you can count, such as cars.  
 Use **a lot of** or **lots of** to describe a big amount of something we can or cannot count.

Hector uses **a little** energy. There were only **a few** cars on the road.  
 Mr. Big uses **a lot of** energy. There were **lots of** cars in the traffic jam.

### Circle the correct answer.

- I have **lots of** / **a few** glue.
- I have **a little** / **a lot of** pencils.
- I have **a little** / **a few** notebooks.
- I have **a little** / **lots of** nails.

### G What is in your desk or book bag? Make a list using the quantifiers below. Then talk about it with your partner.

I have a lot of / lots of ...	I have a little ...	I have a few ...
books	paper	pencils
glue	tape	stickers

I have a few pencils and a little paper.



# Communicate

## Listening

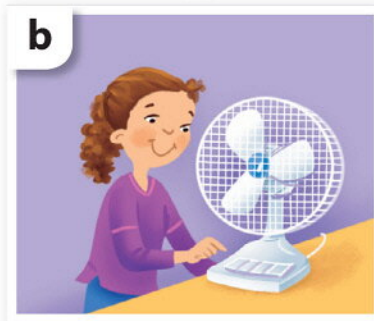
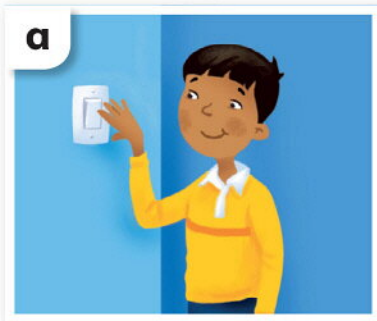
**Think** What are some ways that you and your family save energy? What do you do in your school to save energy? What else could you do?

**A** Listen and match each name to a picture. 2-12

Dina

Paul

Talya



**B** Listen again. Circle True (T) or False (F). 2-13

- |  |          |          |
|--|----------|----------|
| 1 Small electric fans use too much energy.                 | <b>T</b> | <b>F</b> |
| 2 Classrooms are sometimes empty during the school day.    | <b>T</b> | <b>F</b> |
| 3 Leaves can keep the sun from shining into the classroom. | <b>T</b> | <b>F</b> |

## Speaking 2-14

**C** Look at the picture. What kinds of transportation do you see? Which ones are helping to save energy? How do they save energy? Talk about it with a partner.



## Word Study

### D Learn Prefix re-

The prefix **re-** means *again*. **Recycle** means to make something new out of something that has been thrown away.

Hector's bicycle had **recycled** whistles.



Listen and read the words. Then circle the prefixes. Work with your partner to use each word in a sentence.  2-15

rewrite replanted recharged repaints rebuilt retake



## Writing Study

### E Learn Indefinite and Definite Articles

Use the indefinite articles **a** and **an** when you write about something for the first time. The next time you write about it, use the definite article **the**.

Some special words always use *the*, such as **the sun** and **the moon**.

There is **a** new Italian restaurant in our town.

**The** restaurant's name is Gianni's.

I found **an** umbrella on the way to school today.

**The** umbrella has blue and red stripes.

Read the paragraph. Write *a*, *an*, or *the* in the space provided.

Once there was \_\_\_\_\_ old farmer who lived by himself in \_\_\_\_\_ old house in the countryside. \_\_\_\_\_ farmer liked living alone. \_\_\_\_\_ old house was very comfortable, and he had ducks and chickens to keep him company. There was also \_\_\_\_\_ small river that ran through his farm. \_\_\_\_\_ river had many fish in it, so \_\_\_\_\_ old farmer often went fishing there.



 **Write** Now practice writing in the **Workbook**.  page 93



## Writing

**A** Read Simon's speech to his class about wind energy.



## Wind Energy

**Opening question or statement**

Do you notice how hard it is to walk against the wind on a windy day? That's because the wind has a lot of energy. Today I am going to talk about wind energy and why it is good to use.

**Clearly stated main points**

Wind energy isn't new. Many years ago, people used windmills to do jobs such as grinding grain for bread. Today, big wind turbines make electricity for us.

There are three reasons wind power is important.

First, we will always have wind, so wind energy won't run out. It's a renewable energy.

Next, wind energy doesn't cause any pollution. It's good for the Earth.

Finally, wind is everywhere, so many countries can use wind energy.

**Summary**

I hope the use of wind energy will grow in our world. It's clean, it's everywhere in the world, and we will always have it! Thank you.

**B** Answer the questions.

- 1 What were windmills used for many years ago?
- 2 Why is wind energy good for the Earth?
- 3 Why is it good that wind is everywhere?

**Learn** How to Write a Speech

- Start your speech with an interesting question or statement. Then tell the audience what you are going to talk about.
- Be clear about your main points as you speak.
- At the end, write a summary of the main points of your speech.

**WRITING PROCESS REVIEW**

- Brainstorm your ideas and write them down.
- Organize your ideas into groups.
- Take your ideas and put them into paragraphs.
- Revise what you wrote.



Now go to the **Workbook** to plan and write your own speech.

page 94

## Project: Having a Panel Discussion

### C Discuss saving energy in a panel discussion.

- Brainstorm ways to save energy.
  - Write a few sentences about a way to save energy.
  - One at a time, stand and read what you wrote.
  - Talk to the entire class and speak loudly and clearly.
- When you are done, ask the class if they have any questions. Take turns answering the questions.
  - Now it's time for the next panel to talk!

In a *panel discussion*, a group of people speaks to an audience about an issue.

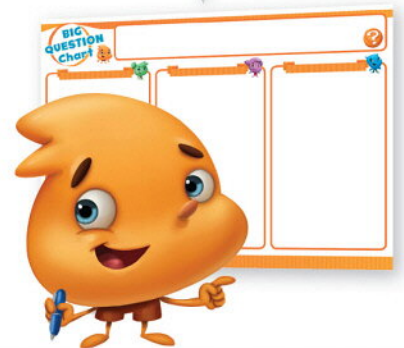


### BIG QUESTION 5

# Where does energy come from?

- Watch the video.
- Think more about the Big Question. What did you learn?
- Complete the Big Question Chart.

What did you learn about energy?



In units  
**11** and **12**  
you will:

**WATCH**  
a video about  
music.

**LEARN**  
about music.

**READ**  
a mystery and an article about  
musical instruments.



## WRITE

a report about an instrument.


## MAKE

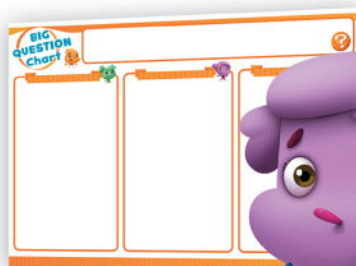
your own musical instrument.



## BIG QUESTION 6

# How do people make music?

- A** Watch the video. 
- B** Look at the picture and talk about it.
  - 1 What are they doing?
  - 2 How are they making sounds with the instruments?
- C** Think and answer the questions.
  - 1 How are music and noise different?
  - 2 What is your favorite instrument to listen to?
- D** Fill out the **Big Question Chart**.



What do you know about music?  
What do you want to know?

### Words

**A** Listen and read the words. Listen again and say the words.  2-16



cello



timpani



trombone



bassoon



orchestra



conductor



baton



astronaut



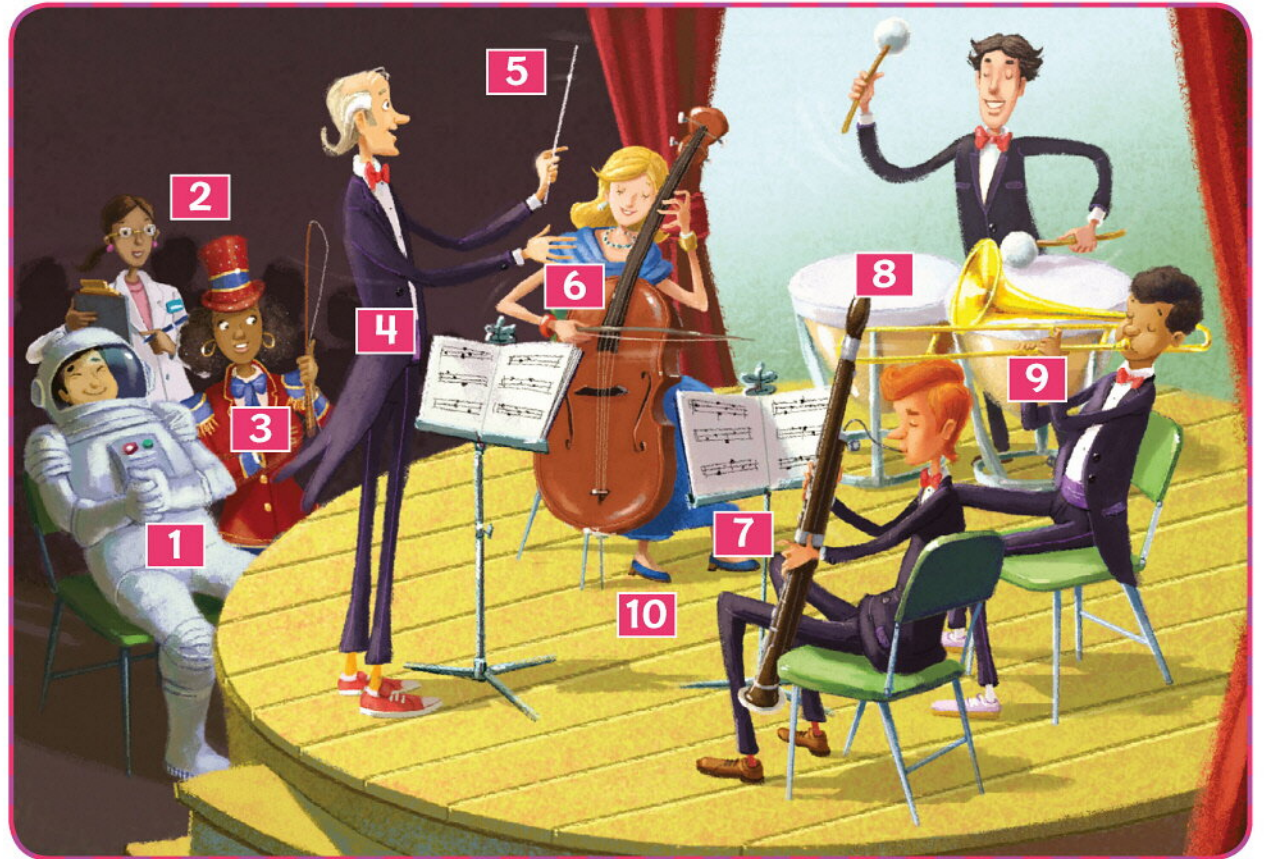
circus trainer



scientist

**B** Look at this picture. Write the words on the lines below.  
Talk about your choices with your partner.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



**C** What other instruments do you know about? Share with the class.

## Before You Read

**Think** Answer the questions.

- 1 What musical events do you have at your school?
- 2 What does the conductor of an orchestra do?

**D Learn** **Making Inferences**

When we read, we can make a good guess about something if we have enough information. This guess is called an **inference**. We use information from the story plus our own knowledge to make inferences.

**Read the paragraphs. Make an inference.**

George walked by the local music shop on his way to school. He always stopped and looked at a shiny trombone that hung in the window. George started saving his money.

Inference: **George wants to buy the trombone.** \_\_\_\_\_

From her bedroom window, Sandra heard the most beautiful music. It was a bird singing. She watched the mother robin build her nest. Later, Sandra noticed three blue eggs in the nest. She watched the baby birds hatch, and she watched the father robin feed the babies. When they finally started to fly away, Sandra cried, "Stay, little birds! You're too little to fly!"

Inference: \_\_\_\_\_

**E Words in Context** Scan the story on pages 110–111 and circle these words. As you read, try to guess what they mean.

**mystery gym deafening beekeeper**

**F** Answer the questions before you read.

- 1 What kinds of guessing games do you like to play?
- 2 Who do you like to play them with?

## Mystery in the Gym

In this *realistic fiction*, two students try to guess what is going on in the school gym. As you read, use what you know plus information from the story to make inferences.



Elizabeth Cody Kimmel is the author of over 30 children's books. She lives near New York City.

**SURPRISE GUEST**  
TODAY at 2:00 in the GYM!



# Mystery in the Gym

There is a poster on the wall at school.

“Lisa, who do you think it could be? I think it’s an **astronaut**,” says Marco.

“You don’t know who it is,” I say. “Nobody knows who it is because it’s a mystery.”

Marco blows bubbles into his milk through a straw. I try hard not to laugh. He makes a face at me, and when I’m sure he is looking, I cross my eyes.

“I read in a magazine that if you close your eyes, you can hear things more clearly. If we close our eyes, maybe we can hear things in the next room,” I tell Marco. “The gym is next to the lunch room, so I’m going to listen and find out who the special guest is.”

Surprise Guest  
Today at 2:00 in the Gym!

## Think

Make an inference.  
How does Lisa feel  
about Marco?

I close my eyes. I hear a low, deep booming sound, but I have no idea what it could be.

“It sounds like thunder,” I tell Marco. “Maybe it’s a scientific machine for making thunderstorms or something. The mystery guest must be a **scientist**.”

“I want to listen,” Marco says. He closes his eyes and tries to listen, too.

“I hear the sound of a loud trumpet call,” Marco tells me with confidence. “There is an elephant in the gym. The mystery guest is obviously a **circus trainer**.”

“A trumpeting elephant is more deafening than that,” I tell Marco. I like to use big words like *trumpeting* and *deafening* in front of Marco. I listen again.



There is a humming, buzzing sound that makes me feel warm right down to my toes.

"I hear a hum," I exclaim. "It sounds like lots of bees. The mystery guest is a beekeeper!"

"No, it isn't," Marco declares. He closes his eyes even tighter.

"I'm positive this time," he tells me. "I hear an enormous hungry cow. The mystery guest is a farmer and his giant cow."

"What are you talking about? There is no hungry cow noise."

"Yes, there is," Marco argues. He takes a deep breath and shouts, "Moooooooooooo!"

Suddenly the school bell rings, and we both realize that it is already 2:00. It's time to see the special guest! Marco and I race each other to the gym and look inside the door.



"Wow! This is so cool!" Marco yells.

"How exciting!" I agree, smiling.

There is no machine that makes weather, no elephant, no bees, and no hungry cow. We see a man in a long, fancy black jacket holding a thin white baton. All around him are musicians playing **timpani drums, bassoons, cellos, trombones,** and many more instruments.

"They're musical instruments!" Marco and I say at the same time.

The **conductor** hears us. He turns around and says, "Welcome to the **orchestra!**"



### Think

Make an inference. How do Lisa and Marco feel about orchestra music?



# Understand

## Comprehension

**Think** What did you like about this story?

Surprise Guest  
Today at 2:00 in the Gym!

- A** Fill in the chart below. What did the students in the story infer? What do you think it really was? Talk about your answers with your partner.

What the students heard	What the students inferred	What it was
a low, deep boom	a machine for thunderstorms	timpani
a humming sound		
a loud trumpet call		
a sound like "mooooo"		

- B** Where did Lisa learn about closing your eyes to hear things better?

- C Words in Context** Read each sentence. Then choose an inference about the underlined word.

1 "You don't know who it is," I say. "It's a mystery."

A mystery is probably

- a something strange that you cannot understand or explain
- b something that nobody is interested in
- c something that everybody knows about

2 "The gym is next to the lunch room."

A gym is probably

- a a person who cooks in a school
- b a large room in a school
- c a loud sound

3 "A trumpeting elephant is more deafening than that."

Deafening probably means

- a a sound you can't hear
- b a sound like a trumpet
- c a sound so loud that you can't hear anything else

4 "It sounds like lots of bees. The mystery guest is a beekeeper!"

A beekeeper is probably

- a a person who cleans the gym
- b a person who makes a sound like a buzzing bee
- c a person who raises bees for their honey

## Grammar in Use

**D Listen and read along.**  2-18



**E Read the sentence. Who is smarter? Is it Harry or the guys in the magazine?**

The guys in this magazine are smarter than I am.

**F Learn Grammar** **Comparative and Superlative Adjectives**

Adjective	Comparative Adjective	Superlative Adjective
loud	louder than	the loudest
beautiful	more beautiful than	the most beautiful

Use comparative adjectives to talk about **two things**.

Use superlative adjectives to talk about **three or more things**.

Complete the chart.

Adjective	Comparative adjective	Superlative adjective
interesting	more _____	the most _____
_____	funnier _____	the funniest
smart	_____ than	_____

**G Write adjectives (with two or more syllables) that describe good things about your partner. Then compliment your partner!**

You're funnier than other students.

Thanks! You're the most interesting person I know.

My partner is ...

funny interesting



# Communicate

## Listening

**Think**

What songs do you like to sing?

Where do you sing, and who do you sing with?

**A** Listen. Match each name with a voice.  2-19

- |           |                       |                       |            |
|-----------|-----------------------|-----------------------|------------|
| 1 Anna    | <input type="radio"/> | <input type="radio"/> | a alto     |
| 2 Justine | <input type="radio"/> | <input type="radio"/> | b baritone |
| 3 Ken     | <input type="radio"/> | <input type="radio"/> | c tenor    |
| 4 Roberto | <input type="radio"/> | <input type="radio"/> | d bass     |
| 5 Thomas  | <input type="radio"/> | <input type="radio"/> | e soprano  |



**B** Listen again. Match each word with a definition.  2-20

- |            |                       |                       |   |
|------------|-----------------------|-----------------------|---|
| 1 soprano  | <input type="radio"/> | <input type="radio"/> | a also a female voice, but lower than a soprano |
| 2 alto     | <input type="radio"/> | <input type="radio"/> | b the lowest male voice                         |
| 3 tenor    | <input type="radio"/> | <input type="radio"/> | c the most common male voice                    |
| 4 baritone | <input type="radio"/> | <input type="radio"/> | d the highest female voice                      |
| 5 bass     | <input type="radio"/> | <input type="radio"/> | e the highest male voice                        |

## Speaking 2-21

**C** **Learn** Comparative Questions

There are many ways to ask how two things are different or the same.

**Is the trombone as big as the cello?**

**No, it isn't.**

**Is a soprano voice higher or lower than an alto?**

**It's higher than an alto.**

Think about two things at school that you want to compare. Ask and answer questions with your partner.



## Word Study

### D Learn Suffix -ing

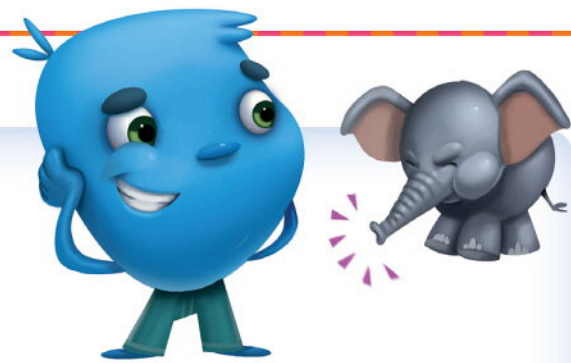
Many verbs can become adjectives by adding **-ing**.

**deafen** is a verb

**deafening** is an adjective

A trumpeting elephant can **deafen** you if you're close by.

A trumpeting elephant is more **deafening** than a trumpet player.



Listen and read the words. Then circle the suffixes. Write a sentence for each word. Read them to a partner.  2:22

amaze challenge relax amazing relaxing challenging

A-Z

## Writing Study

### E Learn Possessive Nouns

If a noun is singular, add **'s** to show it owns something.

The **orchestra's** music was beautiful.

If a noun is plural and ends in *s*, add **'**.

If the plural noun does not end in *s*, add **'s**.

The two **orchestras'** music was beautiful.

The **children's** voices were beautiful.

*singular* is one thing  
*plural* is more than one thing

Read the sentences. Circle the correct possessive noun.

- 1 All teacher's / teachers' classes start on time.
- 2 An apple's / apples' shape is similar to an orange's shape.
- 3 Four astronaut's / astronauts' space suits are at the museum.

 **Write** Now practice writing in the **Workbook**.  page 104

Vocabulary: Suffix -ing • Writing: Possessive Nouns **Unit 11 115**

### BIG QUESTION 6



**How do people make music?**



I sing in the choir at school.

What do you think?



### Words

**A** Listen and read the words. Listen again and say the words.  2-23



zummara



flute



djembe



tuba



panpipes



violin



didgeridoo



snare drum



erhu



clarinet

**B** Write the words in the chart below. Talk about your choices with your partner.

Instruments you often see in an orchestra	Instruments from around the world

**C** Look at the instruments. Choose two pairs of instruments that might sound the same. Fill in the sentences below.

1 The \_\_\_\_\_ is like the \_\_\_\_\_.

2 The \_\_\_\_\_ is like the \_\_\_\_\_.

## Before You Read

**Think** Answer the questions.

- 1 What traditional instruments are there in your country?
- 2 What are some of the materials that instruments are made of?
- 3 Do large instruments have a higher or lower sound than small instruments?

### D Learn Compare and Contrast

Some texts are about how things are alike (**compare**) and different (**contrast**).

**Compare:** As you read, look for words such as *like*, *alike*, *similar*, and *the same*.

**Contrast:** As you read, look for words such as *different*, *unlike*, and *not the same*.

Read the paragraphs. Underline the compare words and circle the contrast words.

Some instruments are similar to each other. For example, the violin and the viola are alike in many ways. They have similar shapes and sounds. We play them in the same way.

Some instruments are different from each other. For example, the piano and the drum are not the same. They have different shapes and sounds, and we play them in different ways. However, they're alike in one way. They're both percussion instruments!

**E Words in Context** Scan the text on pages 118–119 and circle these words. As you read, try to guess what they mean.

traditional vibrate material pitch

**F** Answer the question before you read.

Look at the pictures of instruments. In what regions of the world do you think these instruments are played?

## THE WORLD OF Instruments

This *informational text* compares orchestra instruments with traditional instruments from around the world. Informational texts give us information about the world around us. As you read, look for the words that compare and contrast.

### Social Studies: Culture



# THE WORLD OF Instruments

All around the world, people play musical instruments. Some instruments are known everywhere. Other instruments are known in certain parts of the world. One thing is the same for all instruments. They make music!

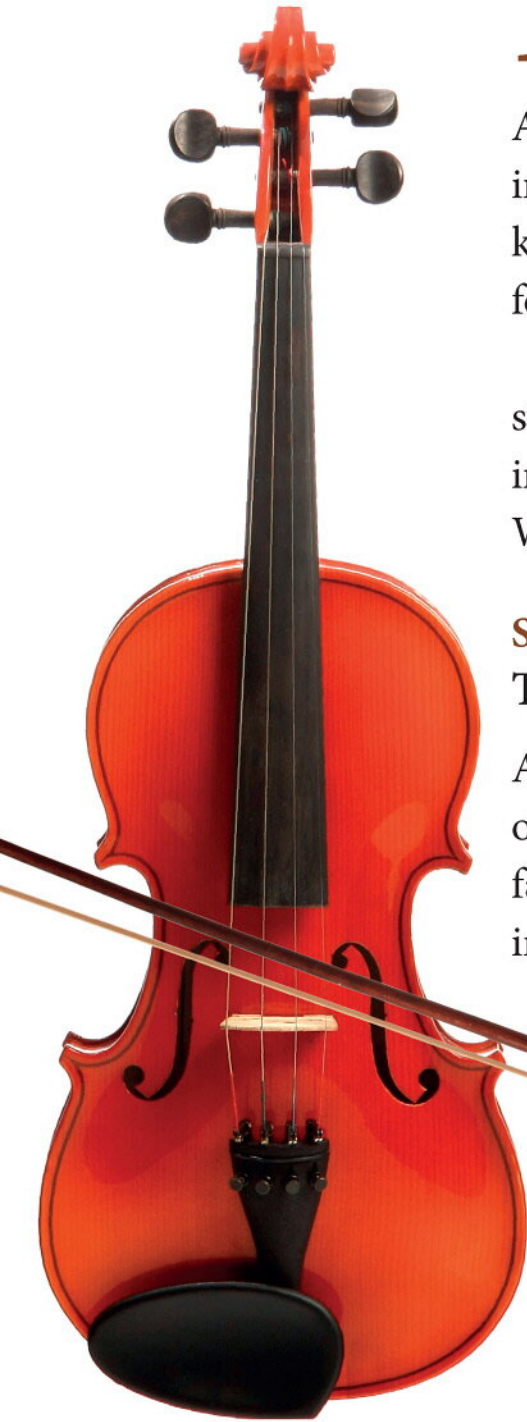
Most instruments fall into one of four families: strings, woodwinds, brass, and percussion. Let's compare instruments from the orchestra with traditional instruments. We will see how they are alike and different.

## STRINGS:

### The Violin and the Erhu

A string instrument makes music when its strings vibrate, or move very quickly from side to side. The **violin** is in this family. The erhu is also in this family. It is a traditional string instrument from China. The shape of the violin and the **erhu** are alike. However, the instruments are different in one way.

Most violins have four strings. The erhu only has two strings.



violin



erhu



flute



panpipes

## WOODWINDS:

### The Flute and the Panpipes

A woodwind instrument makes music when air vibrates in a tube. The **flute** is a woodwind instrument. So are the **panpipes**, a traditional instrument played in Peru and other parts of South America. The two instruments make similar sounds, but they are different in other ways.

Flutes have one tube, while panpipes have many tubes. Flutes are usually made of metal.

Panpipes are usually made of a different material such as bamboo or cane.

### Think

What is similar about the instruments?  
What is different?

## BRASS:

### The Tuba and the Didgeridoo

Brass players make music by vibrating their lips as they blow air into the instrument. The **tuba** is a brass instrument. The pitch, or sound, of the tuba is low when you hear it. The **didgeridoo** is from Australia. The sound of the didgeridoo is as low as the tuba's sound. However, unlike the metal tuba, the didgeridoo is made of wood. Also, the didgeridoo is not as curved as the tuba.



### Think

What is similar about the instruments?  
What is different?

## PERCUSSION:

### The Snare Drum and the Djembe

Percussion instruments vibrate and make a sound when something hits them. An orchestra **snare drum** and the West African **djembe** are both drums. However, they are different in some ways. Snare drummers use drumsticks to make a sound, but djembe drummers use their hands. An orchestra snare drum is usually 15 centimeters deep, but a djembe can be over 60 centimeters deep.





# Understand



## Comprehension

**Think** Talk about the reading with your partner. Which instruments are you most interested in?

**A** Compare the instruments. Write things that are only true for each instrument, and things that are the same for both instruments. Use information from the reading.

violin

both

erhu

flute

both

panpipes

tuba

both

didgeridoo

snare drum

both

djembe

**B** Which instrument would you like to try? Why? Tell a partner.

**C Words in Context** Match the words with the definitions.

- |               |   |   |  |
|---------------|---|---|--|
| 1 traditional | ○ | ○ | <b>a</b> to move quickly back and forth          |
| 2 vibrate     | ○ | ○ | <b>b</b> what something is made of               |
| 3 material    | ○ | ○ | <b>c</b> how high or low a sound is              |
| 4 pitch       | ○ | ○ | <b>d</b> used for a long time in a certain place |

## Grammar in Use

### D Listen and sing along. **As Loud As Rain** 2:25

The drum is as loud as the falling rain.  
The flute is as sharp as a whistle from a train.  
The djembe is as steady as my own heartbeat.  
The tuba is as low as the traffic in the street.  
When the music fills the air and the sound is everywhere,  
Then I'm as happy as my dancing feet.



### E Read the sentences. Circle the things that are being compared.

The djembe is as steady as my own heartbeat.

### F Learn Grammar **Comparative Adjectives with As**

#### as + adjective + as

Use this to compare things that are the same in one way.

The sound of the didgeridoo is **as low as** the tuba's sound.

#### not + as + adjective + as

Use this to compare things that are different in one way.

The didgeridoo is **not as curved as** the tuba.

Which is correct, *is not as* or *is as*? Underline.

- 1 A rainy day is **not as** / **is as** sunny as a sunny day.
- 2 The race is tied. Nick is **not as** / **is as** fast as Anita.
- 3 An ant is **not as** / **is as** big as a dog.

### G Make a chart like this one to compare three items from your pencil case with your partner. Talk about your comparisons.

Item	Mine	My Partner's
pencil	long	short



# Communicate

## Listening

**Think** What kind of instrument would you like to make?

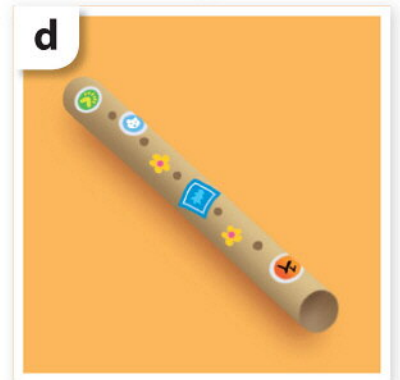
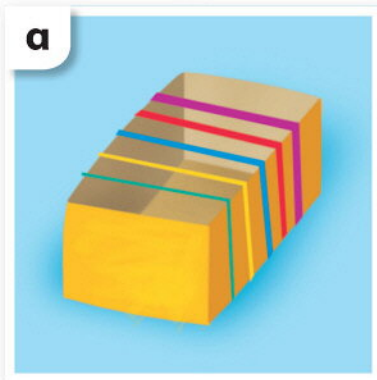
**A** Listen to students talk about the instruments they made. Match each word to the picture of the homemade instrument. 2-26

first

second

third

fourth



**B** Listen again. What is each instrument made of? Circle the answer. 2-27

- |                     |           |         |              |            |
|---------------------|-----------|---------|--------------|------------|
| 1 First instrument  | long tube | bottles | rubber bands | strong box |
| 2 Second instrument | long tube | bottles | rubber bands | strong box |
| 3 Third instrument  | long tube | bottles | rubber bands | strong box |
| 4 Fourth instrument | long tube | bottles | rubber bands | strong box |

## Speaking 2-28

**C** Describe an instrument to your partner. Describe how it looks and how it sounds. Your partner tries to guess what it is. Then switch roles.



## Word Study

### D Learn Words with -dge

The **didgeridoo** is a traditional instrument from Australia.  
The **-dge** in **didgeridoo** is pronounced like the soft **g** in giraffe.



Listen and read the words. Then circle **-dge**.  2:29

dodgeball bridge badge hedge partridge edge

A-Z

## Writing Study

### E Learn Possessive Pronouns

**Its** is a possessive pronoun that means belonging to it.

The tuba is in the brass family. **Its** pitch is lower than a trumpet's pitch.

**It's** = it + is.

The flute is in the woodwind family. **It's** a small instrument.

Many people get **its** and **it's** mixed up. Be careful!

Read the sentences. Circle **it's** or **its**.

- 1 I have a pet turtle. **It's** / **Its** name is Sheldon.
- 2 I love that violin. **It's** / **Its** a beautiful instrument, but **it's** / **its** too expensive for me.
- 3 The didgeridoo is not easy to play, but **it's** / **its** sound is very interesting.
- 4 Listen to this instrument. **It's** / **Its** a piano! **It's** / **Its** keys are black and white.



 **Write** Now practice writing in the **Workbook**.  page 112

## Writing

**A** Read this descriptive paragraph about the concert flute.

**Title** ————— **The Concert Flute**

**Topic sentence** — To me, the flute is the most interesting instrument. It is very shiny and pretty. The flute is in the woodwind family. It's about 67 centimeters long. It looks like a long tube, but it usually has three sections. It can be made of many materials, but the best flutes are made of silver and are very expensive. You play a flute by blowing air over a hole on the closed end. The notes change when you open and close the keys that cover other holes in the flute. There are usually 16 holes that you can open and close. The sound a flute makes is very beautiful, like a bird singing. It's my favorite instrument!

**Researched facts** —



**Conclusion** —

**B** Answer the questions.

- 1 What does a flute look like?
- 2 What adjectives in the paragraph describe the concert flute?
- 3 What is the length of a flute?

### Learn How to Write a Descriptive Paragraph

- Tell which musical instrument you are writing about in the first sentence.
- Write five or more sentences describing the item.
- Research your instrument on the Internet. Include a few researched facts in your writing.
- Remember to answer questions about the instrument you write about. For instance: What does it look like? What is it made of? How do you play it?
- Remember to put the facts into your own words.
- Complete the paragraph with a personal sentence about the item.



Now go to the **Workbook** to plan and write your own paragraph about an instrument. [page 113](#)

## Project: Making a Musical Instrument


### C Make your own musical instrument.

- Make the instrument you wrote about, or choose a new instrument.
- Build your instrument and name it.
- Use snack containers, paper towel tubes, rubber bands, ribbon, or other materials to make your instrument.
- Talk about your instrument. Tell about the materials you used and how to play it.
- Group the class's instruments into woodwind, string, brass, or percussion families.
- Which instrument family was the most popular? Why?



### BIG QUESTION 6

**How do people make music?**

- Watch the video. 
- Think more about the Big Question. What did you learn?
- Complete the Big Question Chart.

What did you learn about music?



In units  
**13** and **14**  
you will:

**WATCH**  
a video about  
inventions.

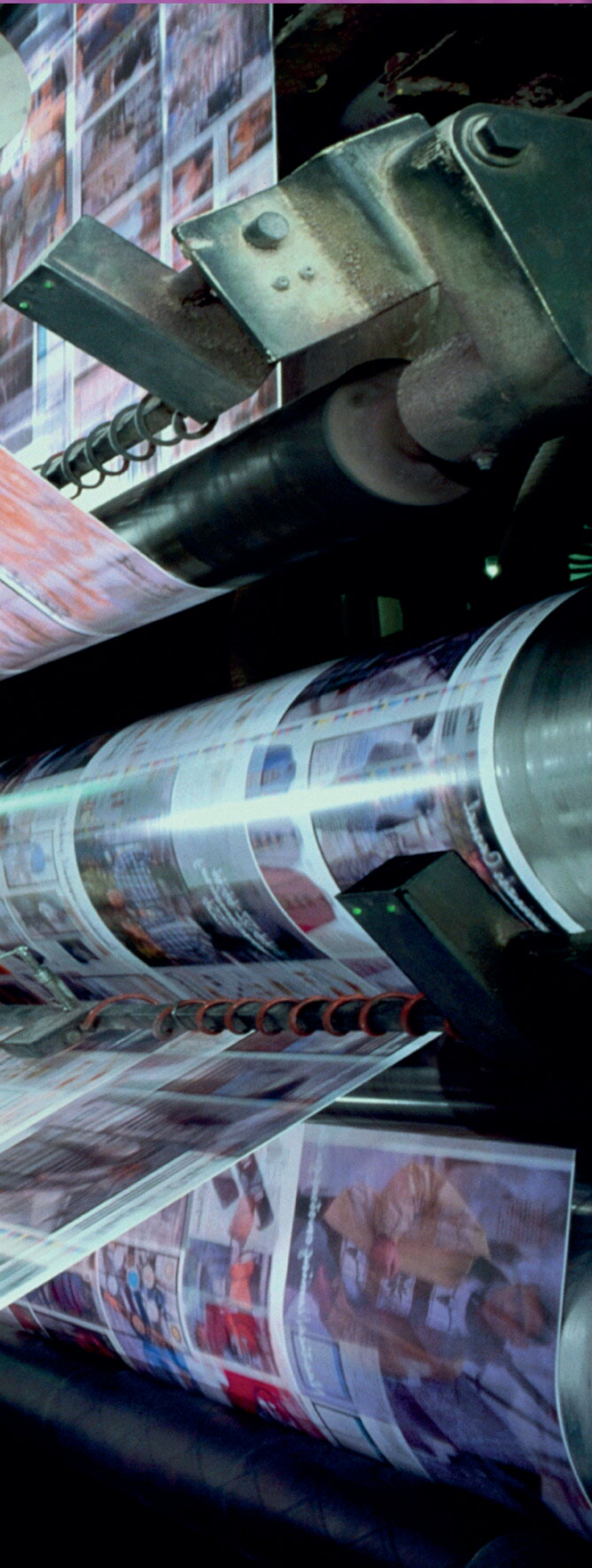
**LEARN**  
about simple  
machines.

**READ**  
about early inventions  
and a young inventor.




**WRITE**  
an opinion  
essay.

**MAKE**  
a commercial.



## BIG QUESTION 7

# How do inventions change our lives?

- A** Watch the video. 
- B** Look at the picture and talk about it.
- 1 What does this machine do?
  - 2 What did people do before this invention?
- C** Think and answer the questions.
- 1 What tools do people use to build houses?
  - 2 How did people communicate before the telephone was invented?
- D** Fill out the **Big Question Chart**.



What do you know about inventions?  
What do you want to know?



### Words

**A** Listen and read the words. Listen again and say the words.  2-30



lever



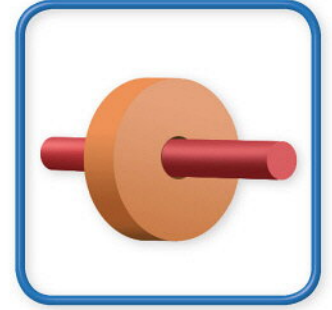
ramp



wedge



screw



wheel and axle



light bulb



doorknob



stairs



axe



hammer

**B** Write the words in the boxes. Talk about your choices with a partner.

I use these every day.	I sometimes use these.	I never use these.

**C** Circle the correct answer.

- You turn this around and around.                      ramp                      screw
- You push down on this.                                      lever                      wheel and axle
- A bicycle has two of these.                                  wheel and axle                      lever
- It is easy to walk up this.                                      lever                      ramp
- You push something apart with this.                      wedge                      screw

## Before You Read

**Think** Answer the questions.

- 1 Is it easier to climb stairs or to climb a ladder? Why?
- 2 What wheels do you see in your home or classroom?
- 3 Why are knives sharp?

**D Learn** **Classify and Categorize**

Classify and categorize to group things that are similar.

When you read, put the items you read about into groups. The items in each group should be similar in some way. This will help you to remember them later.

**Read the paragraph. Organize the inventions into two groups.**

The 1800s were a very busy time for inventors. One important invention was the sewing machine, which made it easier to make clothing. Thomas Edison invented the electric light bulb, and Alexander Graham Bell invented the telephone.

Inventing continued in the 1900s. The Wright brothers invented the airplane, and John Logie Baird invented the television. The cell phone was invented by Martin Cooper.

Inventions in the 1800s	Inventions in the 1900s

**E Words in Context** Scan the article on pages 130–131 and circle these words. As you read, try to guess what they mean.

seesaw    nails    wheelchairs    jar lids

**F** Answer the question before you read.

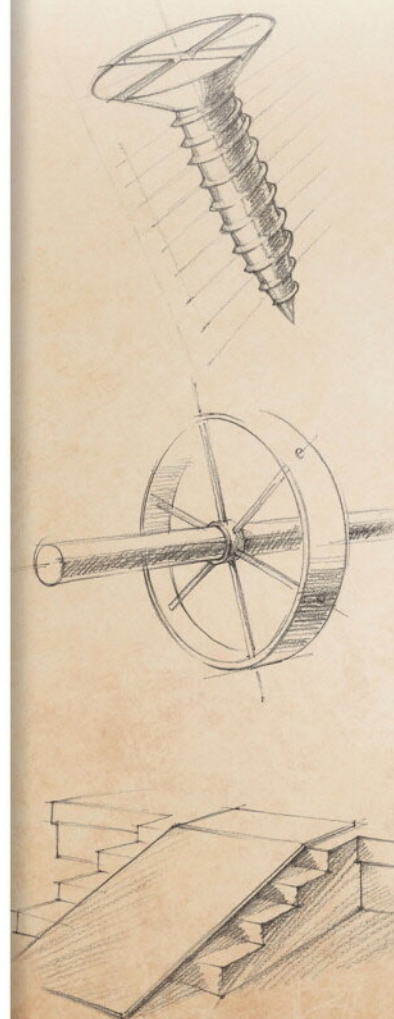
What are some inventions that you use in your daily life?

## Simple Machines

### IN OUR DAILY LIVES

In this *magazine article*, we read about modern inventions that come from simple machines. This magazine article gives facts about simple machines. As you read, remember to put information into groups.

### Physical Science



# Simple Machines

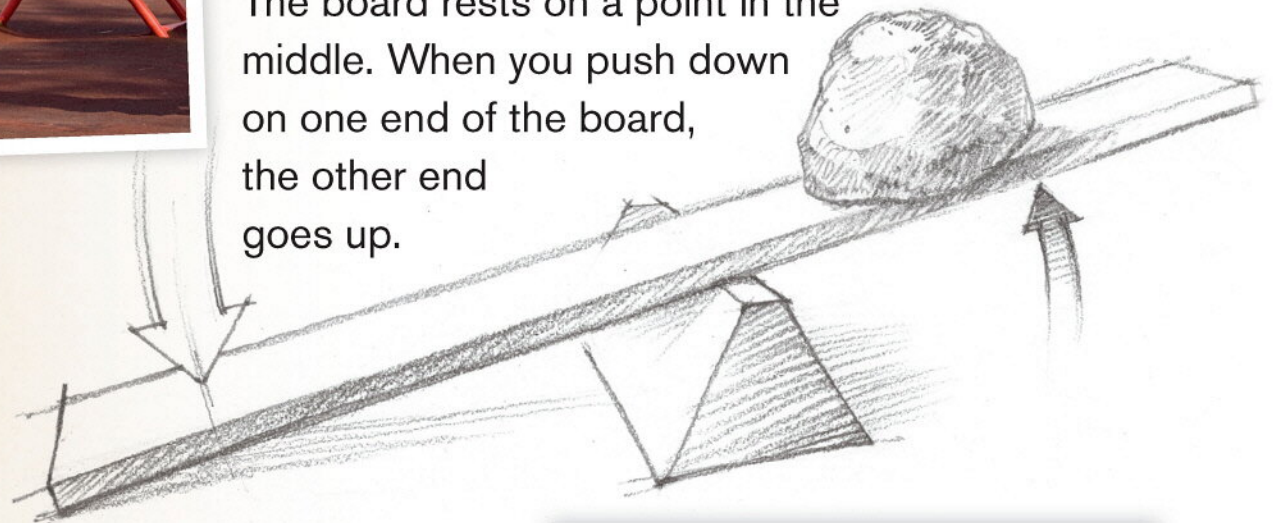
## IN OUR DAILY LIVES

What are simple machines? They are inventions that people thought of thousands of years ago to make their lives easier. Did you know that we use those same simple machines every day in our modern world? Let's look at some of our modern inventions that are actually simple machines!



### The Lever

There are many modern inventions that are levers. A hammer is a lever that you use to pull out nails. A bottle opener is a lever, too. You use it to take off bottle caps. When you ride on a seesaw in the playground, you're using a lever. The board rests on a point in the middle. When you push down on one end of the board, the other end goes up.



### The Ramp

A ramp is a flat surface that has one high end and one low end, making it easier for us to climb. Do you know that you use a ramp at school or at home every day? You use the stairs! People in wheelchairs and cars also use ramps. Of course, there are many ramps in nature. They are called hills and mountains!



### Think

Which inventions are levers?  
Which inventions are ramps?

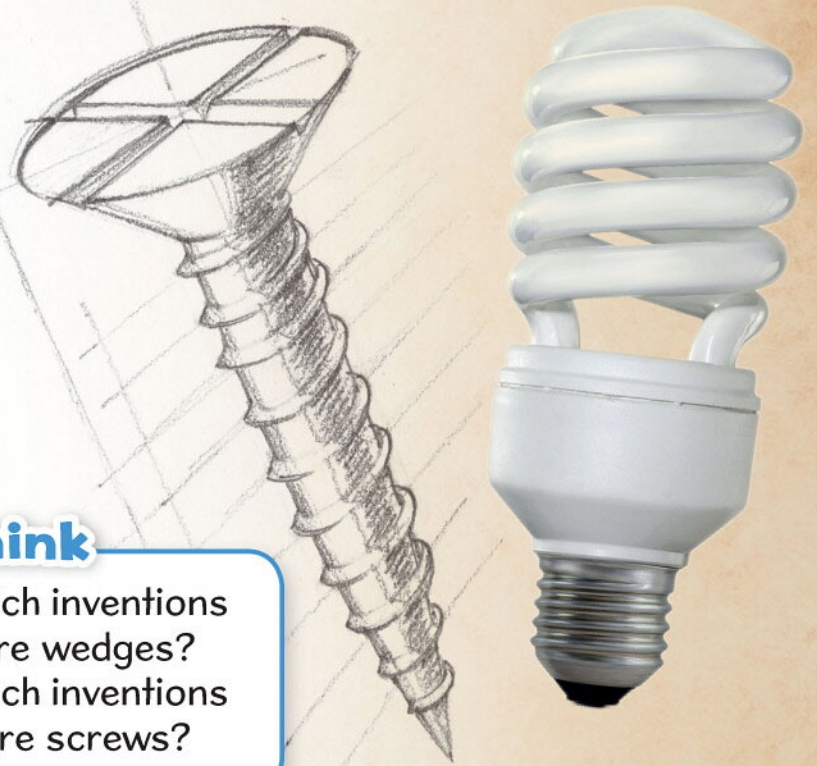


## The Wedge

A **wedge** is like two ramps put together, so that one edge is sharp. You might ask, "When would I need a wedge?" If you enjoy eating, you need one almost every day! A knife and a fork are both wedges, which cut into food. So is an **axe**, which people use for chopping wood. We use this sharp edge to push things apart.

## The Screw

A **screw** is a ramp that winds around and around in a circle. When you turn the screw, it moves and pushes against something else. If you use **light bulbs**, you are using a screw to put them tightly into lamps. Jar lids are also screws. Without the screw, it would be very difficult to hold things together tightly.

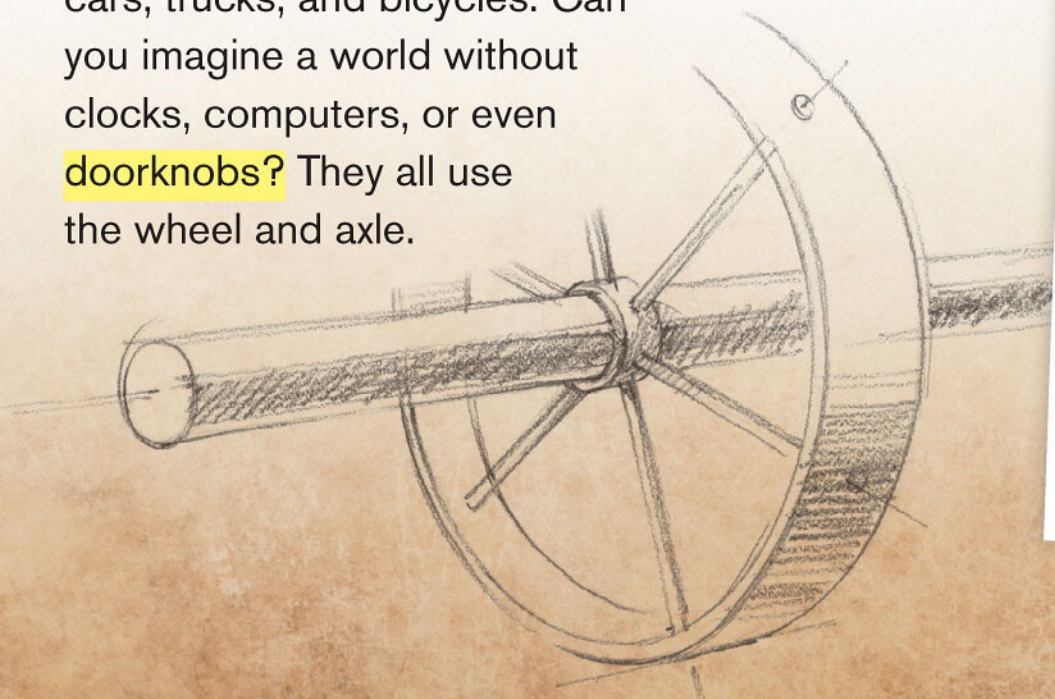


### Think

Which inventions are wedges?  
Which inventions are screws?

## The Wheel and Axle

A **wheel and axle** is a very simple machine, but important for many modern inventions. An axle goes into the middle of a wheel, making it easy to turn. We use the wheel and axle on many of our vehicles: cars, trucks, and bicycles. Can you imagine a world without clocks, computers, or even **doorknobs**? They all use the wheel and axle.



# Understand



## Comprehension

**Think** What is the most interesting thing that you learned?

**A** Put the following inventions from the reading in the correct groups. Talk about your choices with your partner.

stairs	jar lid	light bulb	truck	bottle opener
knife	fork	computer	hammer	car
axe	doorknob	seesaw	bicycle	clock

lever	ramp	wedge	screw	wheel and axle

**B** Which inventions in the reading do you think are necessary in your life? Which inventions are just for fun? Talk about it with a partner.

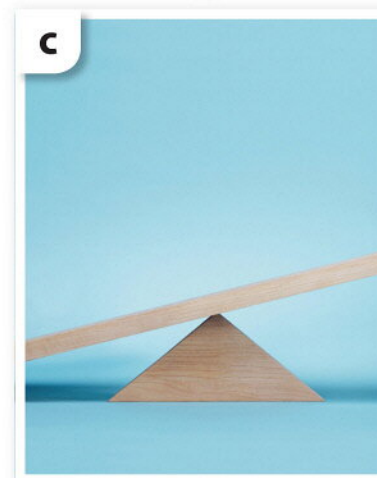
**C Words in Context** Match each word to a picture.

1 seesaw

2 nail

3 wheelchair

4 jar lid



## Grammar in Use

**D** Listen and sing along. **On the Seesaw**  2:32

Harry and Jay are playing on a seesaw,  
Harry's having fun and Jay is, too.  
Up and down, down and up. Oh, no!  
Harry falls off and Jay does, too.  
Harry and Jay are back on the seesaw,  
Harry is careful and Jay is, too.  
Harry doesn't fall off and Jay doesn't, either.  
Harry likes the seesaw and Jay does, too.



**E** Read the sentences. Which one is positive and which one is negative?

- a Harry is careful.      b Harry doesn't fall off.

**F** **Learn Grammar** *Too and Either*

Use **too** to agree with something positive (for example, with *is*).

**A hammer is a lever. A bottle opener is a lever, too.**

Use **either** to agree with something negative. (for example, with *isn't*)

**The wedge isn't a new invention. The ramp isn't, either.**

Write *too* or *either* to finish the sentences.

- 1 I climbed up the stairs.      I did, \_\_\_\_\_.
- 2 I didn't do well on the test.      I didn't, \_\_\_\_\_.
- 3 I loved that movie!      I did, \_\_\_\_\_.

I didn't swim across the ocean this morning.

I didn't, either!

**G** Write three silly sentences about yourself. Then say the sentences to your partner. Your partner has to agree with you!

I didn't swim across the ocean this morning.

I jumped over a big building yesterday.



# Communicate

## Listening



Think about something that you made at school or at home. What materials did you use? What tools did you use to make it?

**A** Listen. Match each word with a simple machine. 2-33

1 crowbar

2 wagon

3 nails

4 stairs



a ramp

b wedge

c wheel and axle

d lever

**B** Listen again. Write the numbers. 2-34

crowbar \_\_\_\_\_

wagon \_\_\_\_\_

nails \_\_\_\_\_

stairs \_\_\_\_\_



## Speaking 2-35

**C** Think of two inventions. Talk with your partner about how inventions make our lives better.



Airplanes make it easier to travel all around the world.

That's true. I was thinking about cell phones. We can use cell phones to ...

That's a good one. I was also thinking about ...



## Word Study

### D Learn Words Beginning with Hard g Sound

The **letter g** in *glass* and *gold* has a hard **g** sound, as in *go*.

People invented **glass** thousands of years ago.

**Gold** is a metal.



Listen and read the words. Then practice saying the words aloud.  2:36

glasses globe glider gum gramophone garbage bag



## Writing Study

### E Learn Compound Subject / Verb Agreement

One subject = singular verb.

My desk **is** an important invention.

Two subjects = plural verb.

My desk **and** my chair **are** important inventions.

Brianna **and** her brother **aren't** talking.



Read the sentences. Underline the word *and* between the subjects. Circle the plural verb.

- 1 Orville and Wilbur Wright **was** / **were** the first men to fly an airplane.
- 2 The screw and lever **are** / **is** simple machines.
- 3 Danny and Shikhar **use** / **uses** their computers in English class.
- 4 A knife, a fork, and a nail **is** / **are** all wedges.

 **Write** Now practice writing in the **Workbook**.  page 123

Vocabulary: Words Beginning with Hard g Sound • Writing: Compound Subject / Verb Agreement **Unit 13 135**

### BIG QUESTION 7



**How do inventions change our lives?**



A jet helps us travel faster.

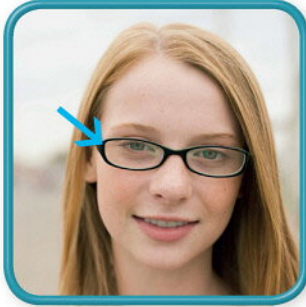
What do you think?





### Words

**A** Listen and read the words. Listen again and say the words.  2-37



eyeglasses



vase



furnace



wire



workshop



frames



glass



glassblower



glassware



pitcher

**B** Put the following words in the correct boxes. Some boxes may have more than one answer.

glassware   vase   glassblower   glass   workshop   pitcher   furnace

A clear material used to make things	glass
What are items made of glass called?	
Who makes glassware?	
What does a glassblower need to make glassware?	
What are two glassware items?	

**C** Complete the sentences using the following words.

wire   eyeglasses   frames

- 1 If you can't see the words clearly, you may need \_\_\_\_\_.
- 2 People who wear eyeglasses can choose from many different \_\_\_\_\_.
- 3 Some frames are made from a very thin \_\_\_\_\_.

## Before You Read

**Think** Answer the questions.

- 1 Do you own any items that were made by hand?
- 2 What are some things that you use that are made of glass?
- 3 Who in your family wears eyeglasses when they read?

**D Learn Summarize**

After we read a part of a text or story, we can summarize what we read. This means that we can write or talk about the main points in a sentence or two.

**Read the paragraphs. Summarize what you read in a sentence.**

1 Sandra had her sleeping bag, backpack, and camera packed in the car. Sandra's father came out of the house with two fishing poles. "Are you ready for our fishing trip, Sandra?" he asked. "Yes, Dad!" replied Sandra. "I can't wait to catch tonight's dinner!"

Summary: Sandra and her dad are \_\_\_\_\_.

2 Fred helped his mother take the sandwiches and drinks out of the car. Fred's father spread the picnic blanket out on the grass. Fred couldn't wait to eat their picnic lunch. Suddenly, dark clouds appeared in the sky. In a few minutes, it began to rain. Fred used his umbrella and got his parents back to the car.

Summary: \_\_\_\_\_  
\_\_\_\_\_.

**E Words in Context** Scan the story on pages 138–139 and circle these words. As you read, try to guess what they mean.

delicate bump pound footsteps

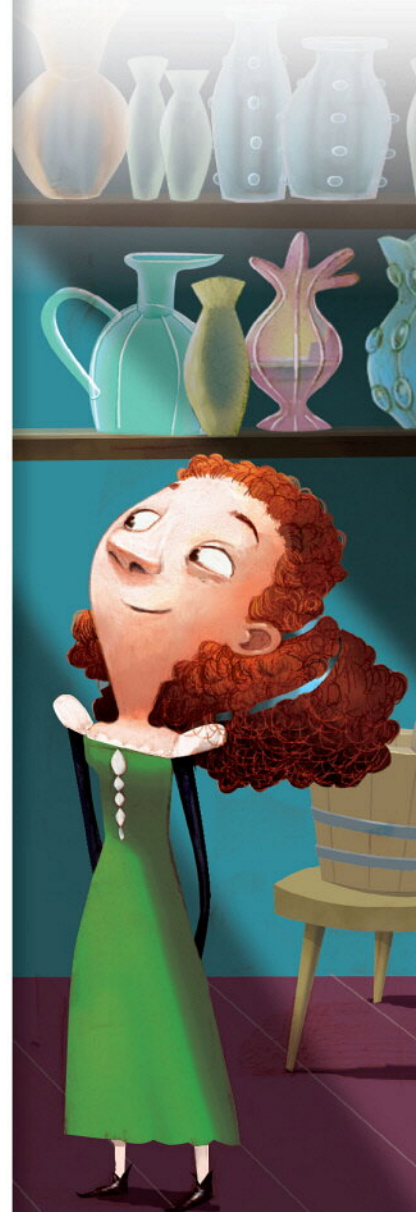
**F** Answer the question before you read.

What do you think life was like in Italy over 700 years ago?

## Clara's Invention

In this story, a nine-year-old Italian girl from long ago makes a wonderful discovery in her father's workshop.

This story is *fiction*. The story is not true. The characters and events are set in a real time in history. As you read, try to summarize what you read.





# Clara's Invention

Many people in Venice knew who Antonio Rossi was. Like his father, Antonio was a very talented **glassblower**. He made many beautiful glass items such as vases and water **pitchers**. With his new **furnace**, Antonio now made his popular **glassware** faster than before.

Antonio's daughter Clara liked her father's **workshop**. She loved to look at all of the beautiful and colorful items he created. One day, she walked into the workshop and her father was there, standing beside two delicate glass **vases**.

"Do you like them, Clara?" he asked proudly. "I have made them for Mr. Lombardi, the great writer here in Venice."

"They're beautiful, Father," Clara said.

"I must go and get Mr. Lombardi," said her father. Then, he left the workshop.

Clara looked at the vases. Beside them was a note. Clara read the note and smiled. As she turned, she bumped the vases.

## Think

Summarize the first part of the story in one or two sentences.

*Mr. Rossi,  
Please make  
two beautiful  
vases for my  
wife.  
S. Lombardi*

"No!" she gasped.

She tried to catch them, but it was too late. They fell to the ground and broke into many pieces. Only the round bases at the bottom were not broken.

Clara reached down and picked up one of the round bases. "What will I tell Father?" she thought. She held the piece in front of her as big wet tears fell down her cheeks.



It was then that she saw Mr. Lombardi's note as she looked through the glass. The letters were ... BIG!

Clara looked at the base. It was flat on one side and curved on the other. She picked up the other base and looked through it. It worked, too! The words looked bigger!

Clara thought quickly. She found a length of **wire** and pounded it flat, then carefully wrapped it around the two glass pieces.

As Clara finished, she heard footsteps. Mr. Lombardi and her father walked in.

"Now let me show you the ... Clara!" Clara's father stopped, and stared at the broken vases on the floor.

"I'm so sorry, Father," Clara whispered.

Mr. Lombardi looked at the two pieces of glass in a wire **frame** in Clara's hand. "What do you have there?" he asked.

"I made it from the broken pieces," said Clara. "Look through them." She held up the note for him to see.

Mr. Lombardi's eyes opened wide. "The words! They're big!" He looked at Clara's father. "My wife can't read my books because of her eyes. This will be my gift to her! It will be the greatest gift ever!"

Clara's father smiled. "I don't know how you did it, Clara," he said, "but you made something very useful."

Clara had made something very useful indeed. She had invented **eyeglasses**.



### Think

Summarize the middle part of the story in one or two sentences.

### Think

Summarize the end of the story in one or two sentences.



# Understand



## Comprehension

**Think**

How did Clara turn a problem into a solution?  
What would you have done in the same situation?

- A** Summarize the story, "Clara's Invention," by filling in the chart below. Write one or two sentences.

What happened in the story?	<u>A nine-year-old girl named Clara invented eyeglasses.</u>
Who was there?	_____
Why did it happen?	_____
When did it happen?	_____
Where did it happen?	_____

- B** How do you think Clara's father felt about the broken vases? Why?

\_\_\_\_\_

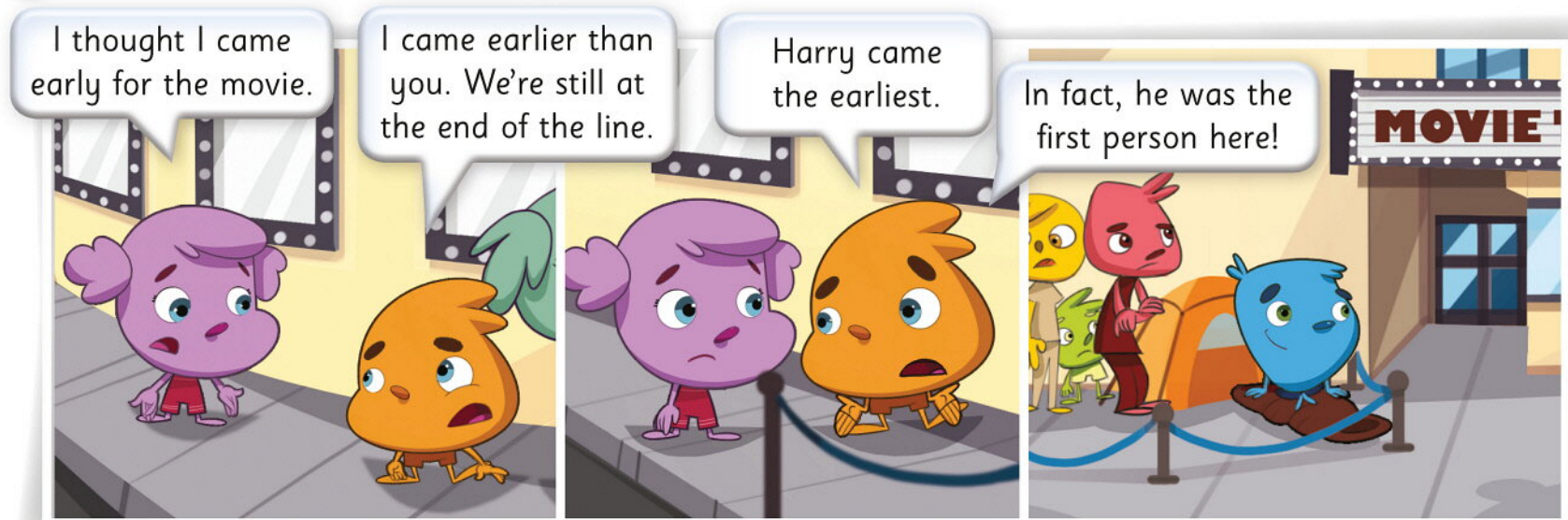
\_\_\_\_\_

- C Words in Context** Match each word to a part of speech and then to a definition.

Word	Part of Speech	Definition
1 bump	<input type="radio"/> a verb	<input type="radio"/> e the sounds made when someone is walking
2 footsteps	<input type="radio"/> b verb	<input type="radio"/> f to hit something with a hard object
3 delicate	<input type="radio"/> c noun	<input type="radio"/> g to knock or run into something by accident
4 pound	<input type="radio"/> d adjective	<input type="radio"/> h very light and easy to break

## Grammar in Use

### D Listen and read along. 2:39



### E Look at D. Who came the earliest?

### F Learn Grammar Comparative and Superlative Adverbs

Use comparative and superlative adverbs to compare the same action. Remember, an adverb describes an action.

Adverb	Comparative Adverb	Superlative Adverb
fast	faster <b>than</b>	the fastest
carefully	<b>more</b> carefully <b>than</b>	<b>the most</b> carefully

Antonio made his glassware **faster** than before.

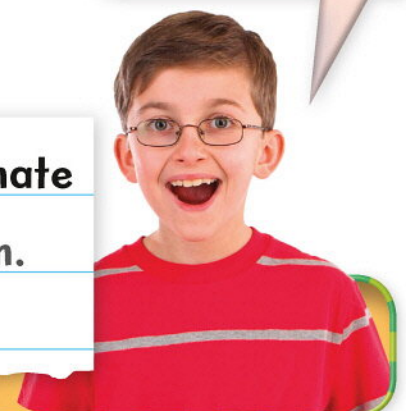
Circle the correct words.

- 1 He ran **faster than** / **the fastest** in the race.
- 2 I jumped **higher** / **the highest** than Rick.
- 3 Our class walked **quietly** / **more quietly** than their class.

### G Make a chart to compare yourself with two other students. Talk to your partners.

	Me	Classmate	Classmate
Who sleeps the latest?	9 a.m.	8 a.m.	7 a.m.
Who can reach the highest?			

I sleep later than you on Saturday mornings.



# Communicate

## Listening

**Think** What is your favorite invention? Why is it your favorite?

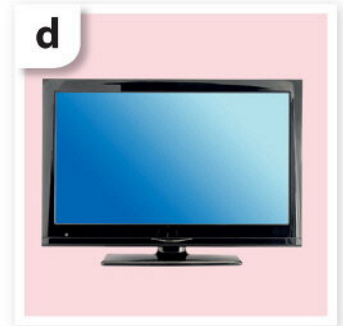
**A** Listen. Match each name with an invention.  2-40

Deniz \_\_\_\_\_

Hana \_\_\_\_\_

Eduardo \_\_\_\_\_

Akila \_\_\_\_\_



**B** Listen again. Match each invention with two reasons.  2-41

**Favorite Inventions**

**Reason**

**Reason**

1 computer \_\_\_\_\_

**a** I can e-mail my friends.

**e** My parents can call me.

2 cell phone \_\_\_\_\_

**b** I can watch movies.

**f** I can travel quickly.

3 airplane \_\_\_\_\_

**c** I can call my friends.

**g** I can listen to music.

4 television \_\_\_\_\_

**d** I can travel to other countries.

**h** I can watch soccer games.

**Speaking**  2-42

**C Learn** *Used to and Would*

Use **used to** or **would** to talk about things you did in the past, but not anymore.

When I was little, I **used to** sleep with a teddy bear.

Now I don't sleep with a teddy bear.

When I was five, I **would** color pictures with crayons.

Now I paint pictures with watercolors.

Talk about things you used to do, but don't do anymore.



## Word Study

### D Learn Suffixes *-ful* and *-less*

The suffix **-ful** means to be full of something.  
Use **ful** means full of uses.

The suffix **-less** means to be without something.  
Use **less** means to be without a use.

Clara had made something very **useful** indeed.



Listen and read the words. Then circle the suffixes. Work with a partner to use each word in a sentence.  2:43

harmful fearful careful fearless harmless careless



## Writing Study

### E Learn *Before and After*

**Before** the invention of eyeglasses, many people couldn't see well.

**After** the invention of the airplane, the world became a smaller place.

Read the sentences. Circle *before* or *after*.

- 1 **After** / **Before** dinner, we cleared the table and washed the dishes.
- 2 The tennis player received his trophy **before** / **after** the game.
- 3 Chris studied for many hours **before** / **after** the test.
- 4 Marisa felt very tired and stiff **before** / **after** the ten-hour flight.
- 5 The girls went home **after** / **before** school.



 **Write** Now practice writing in the **Workbook**.  page 131



## Writing

**A** Read Ashley's opinion essay about a useful modern invention.

### I Love My Cell Phone

**Opinion** — In my opinion, the most useful modern invention

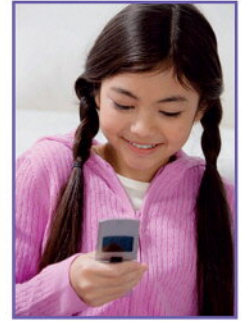
**Topic sentence** — is the cell phone. It is useful for many reasons. First,

**Reasons** — you can call someone wherever you are: at home, at school, or at a ball game. Second, people can call you to see where you are. For example, my parents can call me anytime to be sure that I am okay. Next, I can send short text messages to my friends without talking on the phone. This is very convenient. Finally, cell phones are small and easy to carry. I can keep my cell phone in my backpack or in my pocket when I am at school.

**Different view** — Some people say that cell phones are noisy and disturb others.

**Solution** — It is important that people learn how to use cell phones politely. When cell phones are used in the right way, they are a wonderful

**Ending idea** — invention. They give us instant communication when we need it.



**B** Answer the questions.

- 1 How can Ashley communicate with her friends without talking on the phone?
- 2 What is one problem with cell phones?
- 3 What is a solution to this problem?

### Learn How to Write an Opinion Essay

- Write your opinion at the beginning.
- Give reasons why you have this opinion.
- Remember to use a topic sentence at the beginning of each paragraph that says what the paragraph will be about.
- Write about one view that is different from yours, and then write a solution to that view.
- Write a short conclusion to your opinion essay.



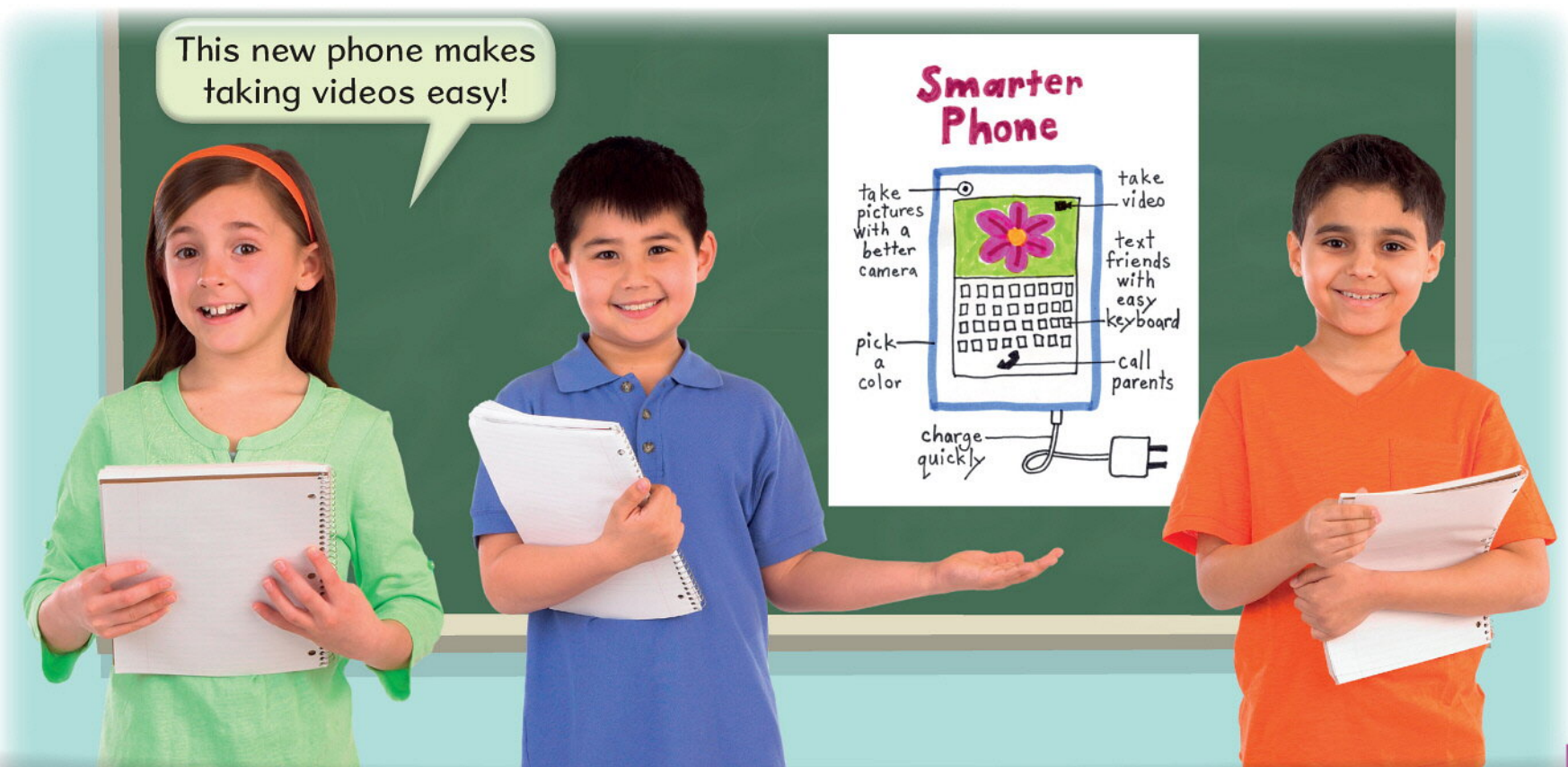
Now go to the **Workbook** to plan and write your opinion essay.

page 132

## Project: Making a Commercial

### C Make a commercial about an invention we use now.

- With your team, decide what you want to make a commercial about.
- Choose an invention you already know about.
- Imagine that you are telling people about it for the first time.
- Write down what the invention does, how it is used, and where you buy it.
- Research the invention to add exciting information to your commercial.
- Decide what each student will say, and practice your commercial.
- Present the commercial to the class.
- Remember, you are trying to sell this invention!



**BIG QUESTION 7**

**How do inventions change our lives?**

**A** Watch the video. 

**B** Think more about the Big Question. What did you learn?

**C** Complete the Big Question Chart.

What did you learn about inventions?



In units  
**15** and **16**  
you will:

**WATCH**  
a video about  
plants.

**LEARN**  
about what plants  
need to live.

**READ**  
about the plant life cycle  
and a special garden.



**WRITE**  
an essay.

**MAKE**  
a diagram  
about food.



## BIG QUESTION 8

# Why do we need plants?

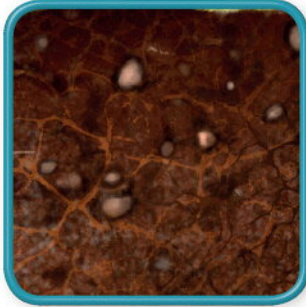
- A** Watch the video. 
- B** Look at the picture and talk about it.
- 1 What are they holding?
  - 2 Where are they?
- C** Think and answer the questions.
- 1 What part of your breakfast came from plants?
  - 2 What are some things that trees give us?
- D** Fill out the **Big Question Chart**.



What do you know about plants?  
What do you want to know?

### Words

**A** Listen and read the words. Listen again and say the words.  2-44



soil



seeds



roots



stem



leaves



petals



nectar



pollen



oxygen



humans

**B** Two of the three words are correct. Cross out the wrong answer.

- 1 It's difficult to see on a plant.  
nectar                      petal                      pollen
- 2 It has color.  
petal                      leaf                      oxygen
- 3 They stand straight up.  
leaves                      stems                      humans
- 4 A plant makes these.  
seeds                      roots                      soil



**C** What do you already know about plants? Write two things below and share them with a partner.

---



---

## Before You Read

**Think** Answer the questions.

- 1 Do you think plants grow faster or slower than people?
- 2 In what months do flowers appear in your country?
- 3 What animals eat seeds? What seeds do you eat?

### D Learn Cause and Effect

A **cause** happens first. An **effect** happens next, because of the cause.



As you read, think about what's happening. What happens first (the cause)? What happens next (the effect), because of the cause?

**Read the sentences. What does Greg do first? What happens next, because of it?**

Greg enjoyed taking care of the tomato plants on the farm. He gave them plenty of water every day. In a few weeks, they grew tall and had many red tomatoes.

Cause (first): \_\_\_\_\_

Effect (next): \_\_\_\_\_

**E Words in Context** Scan the article on pages 150–151 and circle these words. As you read, try to guess what they mean.

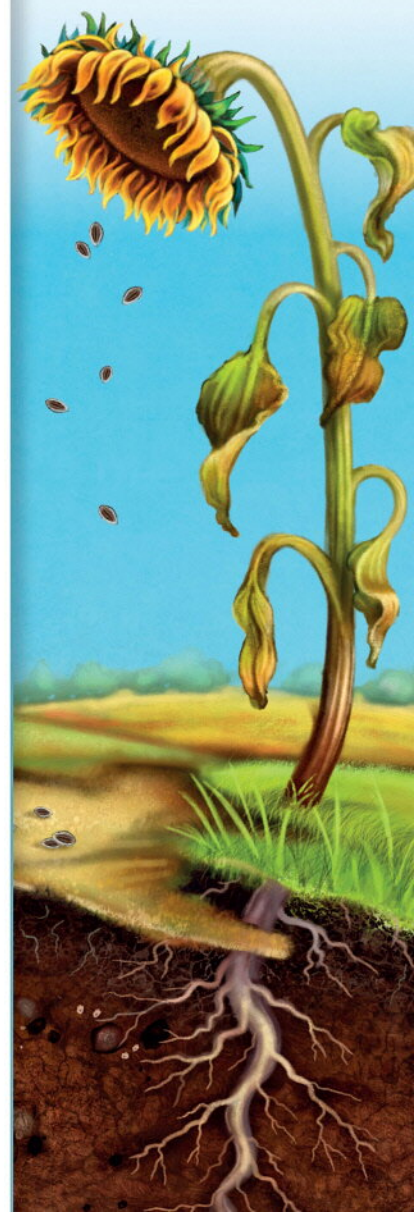
**sprout   round   flat   important**

**F** Answer the question before you read.  
What do living things need to live and grow?

## THE LIFE OF A SUNFLOWER

In this *science article*, we read about how a sunflower lives, grows, and starts all over again. A science article is an informational text. It gives us information and facts about a topic. As you read, look for causes and effects.

### Life Science



# THE LIFE OF A SUNFLOWER

A sunflower's life begins with a **seed**. To turn that seed into a plant, we first need to fill a pot with a bag of **soil**. Plant the seed about one or two centimeters under the soil. Moisten the soil with a cup of water. With the right amount of water and warmth, the seed will sprout in about one week.

As the sunflower grows up out of the soil, its **roots** grow down. These roots get water and food from the soil, helping the sunflower to grow. A single smooth **stem** grows higher and higher above the ground, with wide **leaves** growing out of the stem along the way. Water and food go up through the roots, through the stem, and into the leaves.

Thirty days after the plant comes out of the ground, the flower of the sunflower plant begins to grow. The flower is round and flat, with bright yellow **petals** that grow around it. When bees come to get **nectar** from the flower, they bring **pollen** with them from other flowers. This pollen helps new sunflower seeds to grow in the flat part of the flower.



flower



soil

seed




leaves

stem

roots

## Think

What happens when you plant and water a sunflower seed?



**Did you know that a sunflower always turns toward the sun?**

The sunflower, like all plants, uses sunlight in a special way. The leaves of the sunflower turn sunlight into energy for the plant. When leaves make this energy, they make oxygen, too.

**Think**

What happens when leaves make energy from sunlight?

**Think**

What happens after bees bring pollen to the sunflower?

**A**s the sunflower comes to the end of its life, the sunflower seeds dry up. Some of them fall into the soil, where they will grow into new sunflowers the next year. Birds eat some of the seeds. People take the sunflower seeds and eat them, too. The seeds also have sunflower oil in them, which people use for cooking.

**L**ike all plants, the sunflower is very important for life on Earth. It gives us oxygen, it provides food for humans and animals, and it brings color and beauty to our planet. We must remember to take care of the plants in our world because they take care of us!

seeds



# Understand

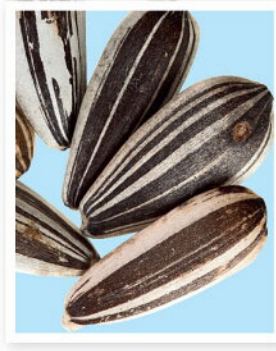


## Comprehension

**Think** What's most interesting to you about the life of a sunflower?

**A** Write the correct word under each picture.

leaves      seeds      roots      stem      petals



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B** Match each cause with an effect. Write the letters.

### Cause

- 1 The sunflower seed is planted and watered. \_\_\_\_\_
- 2 Water and food come up through the roots and stem. \_\_\_\_\_
- 3 The leaves of the sunflower use sunlight to make energy. \_\_\_\_\_
- 4 The bee brings pollen to the sunflower. \_\_\_\_\_

### Effect

- a The stem grows higher.
- b New sunflower seeds grow on the flower.
- c The seed starts to grow in one week.
- d They make oxygen, too.

**C Words in Context** Match each word to a part of speech, and then to a definition.

- |             |   |   |             |   |   |                                |
|-------------|---|---|-------------|---|---|--------------------------------|
| 1 sprout    | ● | ● | a adjective | ● | ● | e smooth, with a level surface |
| 2 round     | ● | ● | b verb      | ● | ● | f something you must have      |
| 3 flat      | ● | ● | c adjective | ● | ● | g having the shape of a circle |
| 4 important | ● | ● | d adjective | ● | ● | h to begin to grow             |

## Grammar in Use

### D Listen and sing along. **In Your Shopping Bag** 2:46

What do you have  
In your shopping bag?  
I have a big loaf of bread.  
What else do you have  
In your shopping bag?  
A jar of strawberry jam.  
What else do you have

In your shopping bag?  
A bottle of fresh, cold milk.  
And a box of raisins,  
And cookies in a pack,  
Time for my afternoon snack!



### E Read the sentences. Can you count the underlined things?

- a A loaf of bread.      b A jar of strawberry jam.

### F **Learn Grammar** **Measure Words**

Use measure words to count noncount nouns, such as bread and jam. Also use them to count larger numbers of count nouns, such as apples and pencils.

Fill a pot with a **bag** of soil. Moisten the soil with a **cup** of water.

I bought a **box** of seeds and a **kilogram** of apples.



Circle the correct measure words for each food item on the shopping list.

- a jar / a bag of jam
- a bottle / a bag of potatoes
- a box / a loaf of candy

What's on your shopping list?

I need a loaf of bread and a jar of jam.

### G Make a shopping list like this one. Tell your partner what you're going to buy.

a loaf of bread

a jar of jam



# Communicate

## Listening

**Think** Do you have bees near your home? Where do you see them?  
What do you like or dislike about them?

**A** Listen for sequence words such as *first, second, third, and finally*.  
Number the steps in the order in which they happen.  2.47

- \_\_\_\_\_ The bee lands on the second flower, dropping pollen from the first flower.
- \_\_\_\_\_ The bee lands on the first flower and starts to gather nectar.
- \_\_\_\_\_ Pollen from the first flower sticks to the bee's legs and stomach.



**B** Listen again. Circle the correct answer.  2.48

- |   |   |        |               |        |
|---|---|--------|---------------|--------|
| 1 | What attracts the bee to the flower?      | honey  | bright colors | seeds  |
| 2 | What sticks to the bee's body?            | nectar | seeds         | pollen |
| 3 | What can begin to grow after pollination? | honey  | pollen        | seeds  |

## Speaking 2.49

**C** **Learn** Asking for Permission

There are many ways to ask to use something.

**May I borrow your pencil?**

**Sure. Here you are.**

**Are you using those scissors?**

**No, I'm not. Here, you can use them.**

**Are you almost finished with the glue?**

**Yes, I just finished. Go ahead and use it.**

Think about the things your partner may have in a backpack or desk. Ask for permission to use two or three items.



## Word Study

### D Learn Words Ending in -th

When something is warm, it has **warmth**. The **-th** ending turns the adjective *warm* into the noun *warmth*.

#### Adjective

warm

#### Noun

warm**th**



With the right amount of water and **warmth**, the seed will sprout.

Listen and read the words. Then draw a line connecting the noun and adjective forms of the words.  2:50

strong width length long strength wide



## Writing Study

### E Learn Sequence Adverbs

When you write a list of steps, use sequence adverbs such as **first**, **second**, **third**, and **finally**. Use the word *finally* to introduce the last step.



Read the paragraph. Underline the sequence adverbs.

It isn't hard to plant potatoes. **First**, you take a small potato and cut it into four pieces. Be sure each piece has one or two "eyes" where it will begin to grow. **Second**, put the pieces in water for one day. **Third**, plant each potato piece two centimeters under the soil. **Fourth**, water the soil two or three times a week. **Finally**, pull out any weeds in the area. Your new potatoes will be ready to dig up and eat in about two months.

 **Write** Now practice writing in the **Workbook**.  page 142

### BIG QUESTION 8



**Why do we need plants?**



Plants give us food.

What do you think?



### Words

**A** Listen and read the words. Listen again and say the words.  2-51



gardener



sweet potato



beans



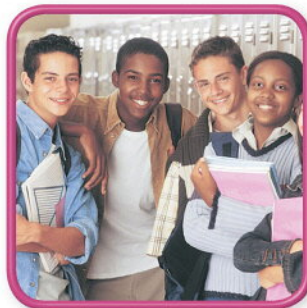
vines



garden



haze



teenagers



community



crowd



shopping cart

**B** Write the words in the boxes below.

Plants

---

---

---

---

In the air

---

---

---

---

People

---

---

---

---

Made by people

---

---

---

---

**C** Talk about your choices with your partner.

# Before You Read

**Think** Answer the questions.

- 1 What vegetables do people plant in gardens in your area?
- 2 Why do people like to have gardens?

**D Learn Plot**

The *plot* is the description of things that happen in a story.

Beginning	Middle	End
Important things happen that lead to the most exciting part of the story.	The most exciting part of the story. It tells about a big problem the character has.	How the problem is solved.

Read. What important things happened so far? Circle.

It was a beautiful summer morning. The birds were chirping loudly, and the sun was shining brightly. Mrs. Chin was unhappy. She sat on the porch steps and stared at the apple trees. She needed help picking the apples for the school festival. Suddenly, the phone rang. It was Mrs. Chin’s son, Philip!

- 1 The birds were chirping loudly because it was summer.
- 2 Mrs. Chin was unhappy, and then her son called.
- 3 It was a beautiful morning.

**E Words in Context** Scan the story on pages 158–159 and circle these words. As you read, try to guess what they mean.

water   curious   bloom   empty

**F** Answer the questions before you read.

- 1 How does a garden bring happiness to people in the summer?
- 2 What happens to a garden as the summer ends?

## The Garden of Happiness

In this story, we read about a girl’s summer with her neighbors in a city garden. This story is *realistic fiction*. Remember, realistic fiction is a story that could happen in real life. As you read, notice the beginning, middle, and end of the story.



Erika Tamar is an award-winning author of many picture books and novels. She lives in New York City.



# The Garden of Happiness

A young girl named Marisol plants a single seed in the Garden of Happiness, a small community garden in her city. She waters it daily, and it grows and grows. Marisol is curious about her plant. What kind of plant is it? Meanwhile, a group of teenagers wants to paint a mural nearby. They aren't sure what to paint.

One morning, Marisol saw an amazing sight from halfway down the block. She ran the rest of the way. Standing higher than all the plants and vines in the garden was a flower as big as a plate! Her bud had turned into petals of yellow and gold.

“A sunflower!” Mrs. Anderson exclaimed as she pushed her shopping cart by. “Reminds me of when I was a girl.”

The flower was a glowing circle, brighter than a yellow taxi. A flower of sunshine, Marisol thought, the happiest plant in the Garden of Happiness.

All summer long, it made the people on the street stop and smile.

Soon the air became cool and crisp with autumn. Mr. Castro picked the last of his tomatoes. Mr. Singh carried away a basket full of beans.

## Think

What important things happened in the beginning?

Mrs. Willie Mae Washington dug up orange potatoes. “I can almost smell my sweet potato pie.” She winked at Marisol. “I’m gonna save an extra big slice for a good little gardener I know.”

But something terrible was happening to Marisol’s flower. Its leaves were turning brown and dry.

“My flower of sunshine is sick,” Marisol cried. “What should I do?”

“Oh, child,” Mrs. Willie Mae Washington said. “Its season is over. There’s a time to bloom and a time to die.”

“No! I don’t want my flower to die!”

“*Mi cariño*, don’t cry,” Mrs. Rodriguez said. “That’s the way of a garden. You must save the seeds and plant again next spring.”

Marisol was too sad to go to the empty lot anymore. For a whole week, she couldn’t even look down the block where her beautiful flower used to be.

Then one day, she heard people calling her name.

“Marisol! Come quick!”

“Marisol! ¡*Apúrate!* Hurry!”

A golden haze shone on the street. There was a big crowd, like on a holiday. Music from the *bodega* was loud and bright. And what she saw made Marisol laugh and dance and clap her hands.

### Think

What happened at the end?

### Think

What important things happened in the middle?

**mi cariño:** my dear, my darling    **¡Apúrate!:** Hurry!    **bodega:** a small store



# Understand



## Comprehension

**Think** What did you like or dislike about the reading?

- A** Fill in the plot chart below. Write only the important things that happened. Then retell the story to your partner.

Plot: "The Garden of Happiness"

Beginning	
Middle	
End	



- B** What did Marisol see that made her laugh and dance at the end of the story? Why did it make her happy?


- C Words in Context** Match the sentences.

- |  |                       |                       |  |
|--|-----------------------|-----------------------|--|
| 1 Marisol <b>waters</b> her plant daily.                     | <input type="radio"/> | <input type="radio"/> | <b>a</b> When a sunflower is young, it has beautiful flowers. Weeks later, the plant dies. |
| 2 Marisol is <b>curious</b> about her plant.                 | <input type="radio"/> | <input type="radio"/> | <b>b</b> Marisol puts water on her plant every day.  |
| 3 There's a time to <b>bloom</b> and a time to die.          | <input type="radio"/> | <input type="radio"/> | <b>c</b> Marisol was sad because there were no plants or people in the garden anymore.     |
| 4 Marisol was too sad to go to the <b>empty</b> lot anymore. | <input type="radio"/> | <input type="radio"/> | <b>d</b> Marisol wants to know more about her plant.                                       |

## Grammar in Use

**D Listen and read along.**  2-53



**E Read the sentence. Which word describes how the teacher feels?**

I'm very happy with your essay.

**F Learn Grammar** **Adjectives with Prepositions**

Adjectives with prepositions tell how we feel about something.

Marisol is **curious about** her plant.

She was **surprised at** the big sunflower.

She was very **happy with** the mural.

Circle the correct preposition.

1 I'm curious **at** / **about** gardening.

3 Deidre is curious **about** / **at** space travel.

2 Harry is happy **at** / **with** his painting of his grandmother.

4 I'm surprised **with** / **at** you!

**G What are you curious about or happy with? Make a chart like this. Then talk with your partner.**

I'm curious about rain forests.

Me, too. I'm also curious about life on other planets.

What I'm curious about / happy with	What my partner is curious about / happy with
curious about rain forests	life on other planets



# Communicate

## Listening

**Think** What do we get from plants?

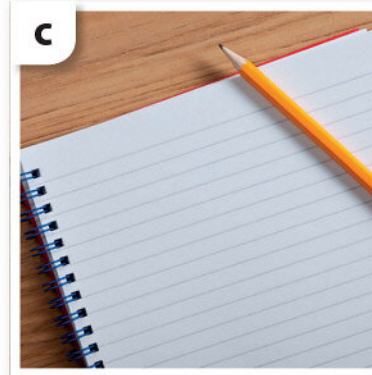
**A** Listen. Match each name with a picture.  2-54

Mariah

Santiago

Abdul

Louisa



**B** Listen again. Circle the correct answer.  2-55

- |   |             |               |               |
|---|-------------|---------------|---------------|
| 1 Linen comes from                      | flax plants | cotton plants | trees         |
| 2 People can make chairs from trees and | flowers     | bamboo        | cotton plants |
| 3 People also use trees to make         | bamboo      | flax plants   | paper         |

## Speaking 2-56

**C** Think of three plants that are important to you. Explain to your partner why they are important.



## Word Study

### D Learn Synonyms

**Empty** and **vacant** mean the same thing.

Marisol was too sad to go to the **empty** lot anymore.

Some cities have **vacant** lots, where there are no buildings.



Listen and read the words. Look the words up in the dictionary.

Then draw arrows to connect the words that have the same meaning.  2•57

unafraid raw mature ripe uncooked brave



## Writing Study

### E Learn Prepositional Phrases / Location Words

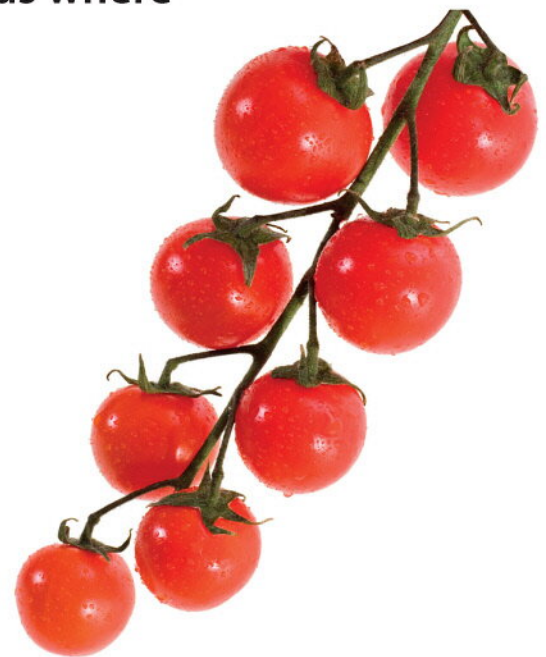
The underlined words below tell us **where** something happens.

Apples and oranges grow on trees. Carrots and potatoes grow in the ground.

Pumpkins and cucumbers grow on vines.

Read the sentences. Underline the words that tell us where something happens.

- 1 The children were playing in the yard.
- 2 The Millers decided to grow their basil plants in pots, rather than in the ground.
- 3 It's best to keep your tomato plants off the ground.
- 4 My family spent the morning picking wild raspberries and putting them in baskets.
- 5 We put the vegetables on the table.
- 6 The boys played basketball in the park.



 **Write** Now practice writing in the **Workbook**.  page 150

## Writing

**A** Read the steps you take to grow a vegetable.



**Topic with steps**

### How to Grow Spinach in Your Garden

**Introduction**

Spinach is a delicious leafy vegetable that is very good for you. You can grow spinach in your garden in six easy steps.

**Include words like *first*, *next*, *then*, *finally***

**First**, loosen the soil 30 centimeters deep, so that the roots can grow easily.

**Second**, plant the spinach seeds 1 centimeter down and 5 centimeters apart from each other.

**Third**, water the seeds twice a day in warm weather. The seeds should begin to grow in about one week.

**Next**, when the small plants have at least two leaves, remove some of the

plants so that the spinach plants are 10 to 15 centimeters apart.

**Next**, put straw or cut grass around the spinach plants, so that weeds can't grow. Continue to water the plants every day.

**Finally**, you can harvest the spinach leaves in 6 to 8 weeks. This means that you can cut the outside leaves to eat. More leaves will grow, so you can harvest more each week.

**Conclusion** — Spinach grows very well in cool places. Enjoy growing your spinach and eating it, too.

**B** Answer the questions.

- 1 How far down do you plant spinach seeds?
- 2 Why do you put straw or cut grass around the spinach plants?
- 3 Do you harvest the spinach leaves just once?

### Learn How to Write the Steps in a Process

- Choose a topic you know well. If you don't know your topic well, research the topic in order to explain the steps correctly.
- Begin with an introduction so that the reader understands what the steps are about.
- Use words such as *first*, *second*, *third*, *fourth*, *next*, and *finally* to introduce the steps.
- Finish with a short conclusion.



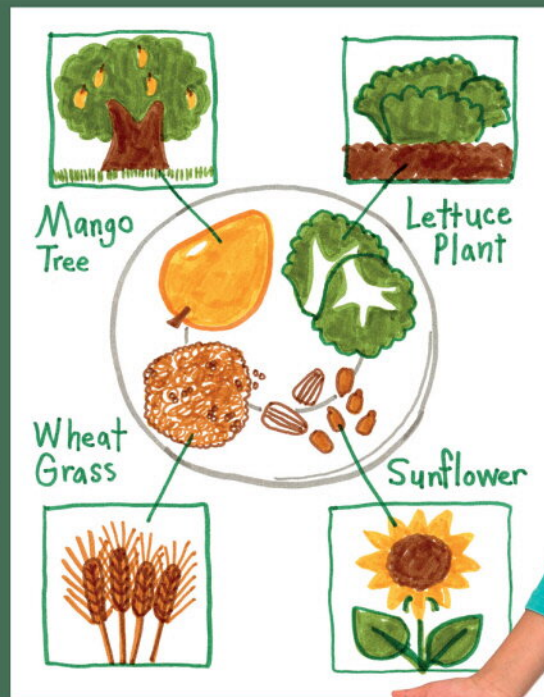
Now go to the **Workbook** to plan and write your essay with steps.

## Project: Creating and Presenting a Diagram

### C Create a diagram of the foods you eat.

- On a big sheet of paper, draw a circle. This will be your plate.
- On the plate, draw four fruits, vegetables, grains, or seeds that you eat.
- Draw four squares near the plate. Draw a line from each food on the plate to each square.
- In the squares, draw and label the plant that produces that food.
- Talk with a partner about one of the foods on your plates. Change partners and talk about a different food.
- Keep going until you've talked about all of your foods.

Is that mango? I like that.



Me too. It comes from a tree.



**BIG QUESTION 8**

**Why do we need plants?**

- Watch the video.
- Think more about the Big Question. What did you learn?
- Complete the **Big Question Chart**.

What did you learn about plants?



In units  
**17** and **18**  
you will:

**WATCH**  
a video about  
exploration.

**LEARN**  
about why we look  
for new things.

**READ**  
about an explorer  
and sea exploration.




**WRITE**  
an  
interview.

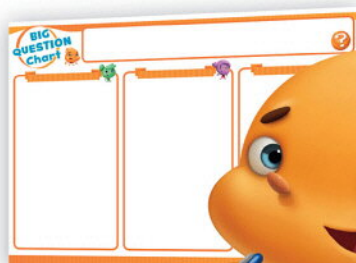
**PLAN**  
an  
exploration.



## BIG QUESTION 9

# Why do we explore?

- A** Watch the video. 
- B** Look at the picture and talk about it.
- 1 What are the girls doing?
  - 2 Where are they? What do you think they will see?
- C** Think and answer the questions.
- 1 What do explorers do?
  - 2 How do people explore the ocean or space?
- D** Fill out the **Big Question Chart**.



What do you know about exploring?  
What do you want to know?



### Words

**A** Listen and read the words. Listen again and say the words.  3-02



island



windy



waterfall



clouds



hail



coast



fog



storm

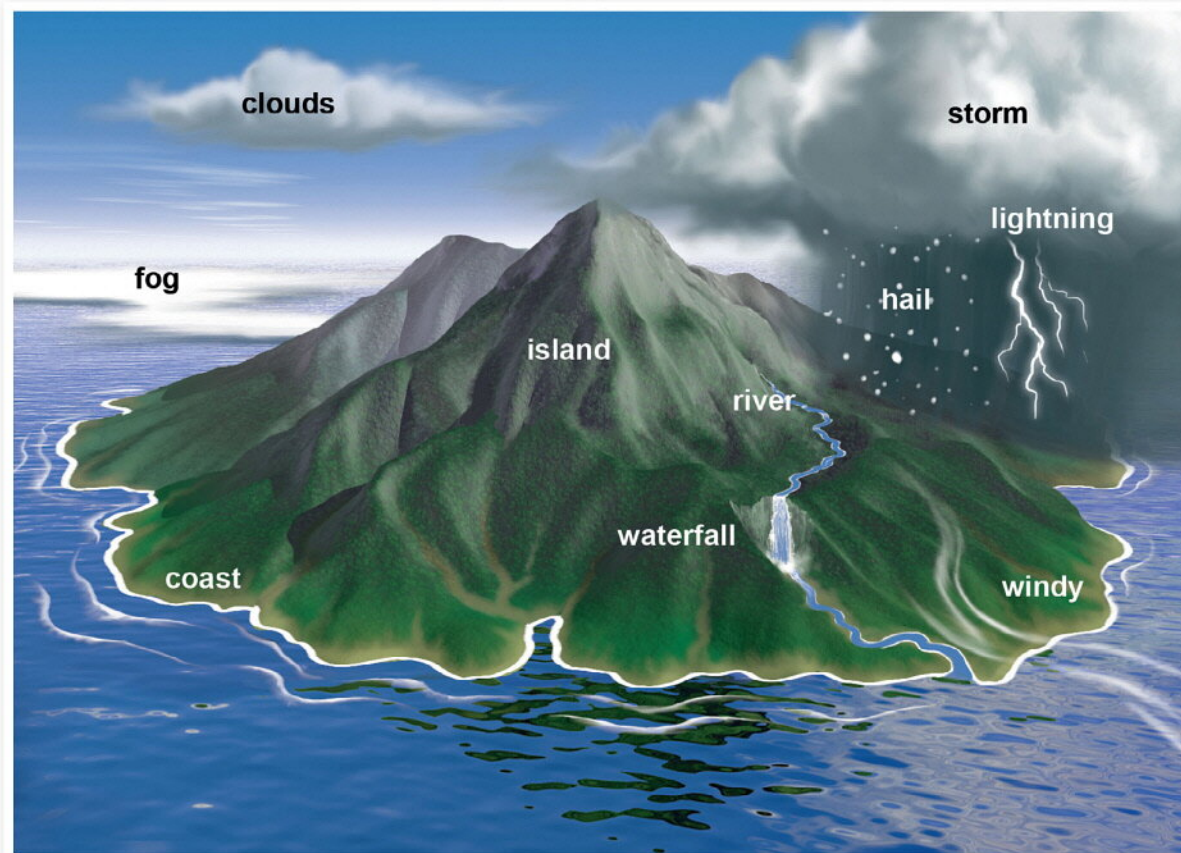


lightning



river

**B** Which words are about weather? Which words are about landforms?  
Talk about your choices with your partner.



**Weather**

---

---

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---

---

---

---

---

**Landforms**

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---

---

**C** What other words do you know about weather? Share them with the class.

# Before You Read

**Think**

Answer the questions.

- 1 What do people explore in the world today?
- 2 Where do you like to explore?
- 3 Why do you think exploration is important?

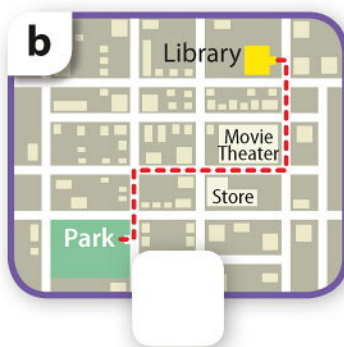
**D Learn Reading Maps**

A map is a flat drawing of an area. Maps can help us to see the shape of landforms and understand where something is.



Match the sentences to the correct map. Write the numbers.

- |   |  |   |
|---|--|---|
| <p>1 Melissa walked from the library to the city park. It took fifteen minutes.</p> | <p>2 Mikko's family drove from Helsinki to Kuopio. It took five hours.</p> | <p>3 Marco Polo traveled on the Silk Road from Italy to China. It took three years.</p> |
|---|--|---|



**E Words in Context** Scan the story on pages 170–171 and circle these words. As you read, try to guess what they mean.

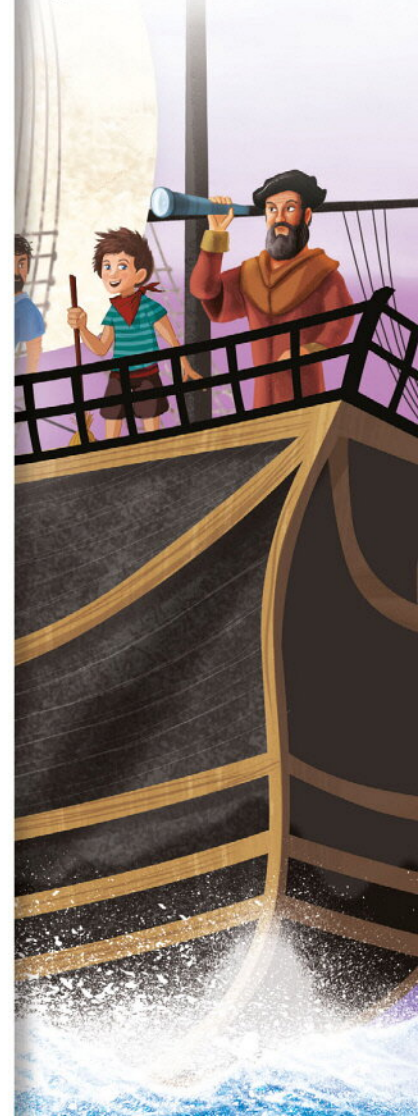
healthy    strait    journey    sail

**F** Answer the questions before you read.

- 1 Do you remember taking a long trip to a new place?
- 2 How did you feel at the beginning of the trip?
- 3 How long did the trip take?

## My Journey with Captain Magellan

In this *journal*, we read about a boy named Juan who travels around the world. A journal tells us what happened in a person's life. *Historical fiction* tells a story in which fictional characters take part in real events from the past. As you read, look at the maps to understand where Juan traveled.



# My Journey with Captain Magellan



*Juan is a ten-year-old boy traveling on Ferdinand Magellan's ship, the Trinidad. Magellan is an explorer from Portugal who wants to sail west to find a new route to Indonesia. Europeans go to Indonesia to trade for spices. Juan writes about his trip in his journal.*

*Juan is pronounced hwahn*

September 20, 1519

*We sail from Spain today, with 250 men and five ships! The sky is blue, and the clouds are white. I am not afraid. Captain Magellan is a brave man. I brought him his dinner of salted beef and beans. He gave me a coin.*

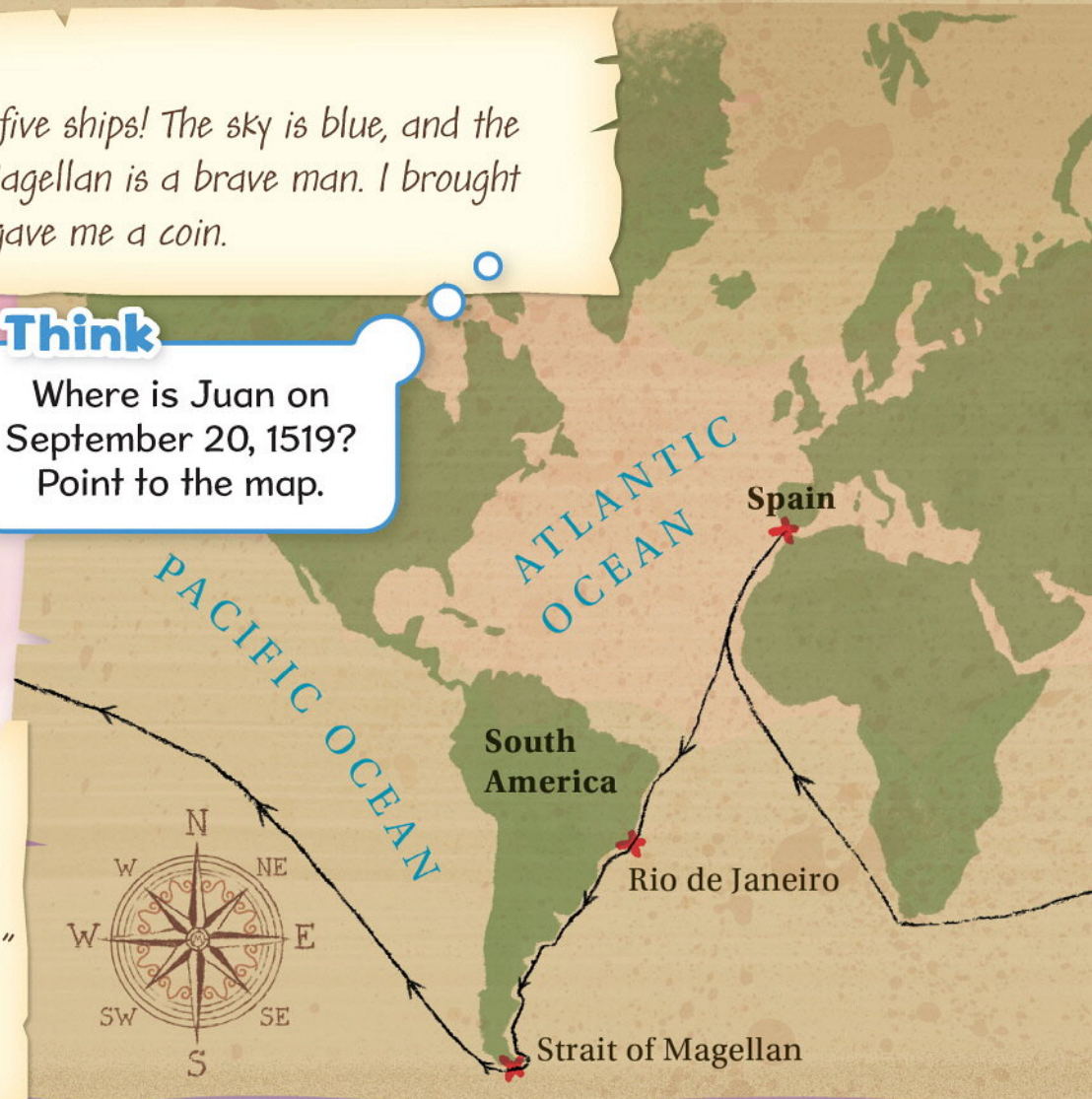
The five ships sail toward South America. The journey is long. There are many storms with thunder and lightning. In November, the ships can't move because there is no wind to fill the sails.

## Think

Where is Juan on September 20, 1519?  
Point to the map.

November 10, 1519

*The ocean is different today. It looks like glass. Every day, Captain Magellan says, "Juan, go up to the deck and check the sails." I always go up and look around and bring back the same news. There is no wind.*



The ships reach the coast, of South America in December 1519. They stay there for one year. Then they sail through a narrow area of water called a strait and reach the Pacific Ocean. They lose one ship in a storm. Another ship sails back to Spain.

November 27, 1520

*We are in a new ocean! Captain Magellan calls it the Pacific Ocean. I am sad to leave this land. Winter was cold and windy, with fog and hail but I saw many rivers and beautiful waterfalls. Now it is spring. It is time to sail west again.*

## Think

Where is Juan on November 27, 1520?  
Point to the map.

The trip is long. There is very little food and water. The men are not healthy, and some men die. The three ships reach the island of Guam on March 6, 1521. Then they sail west to other islands.

April 27, 1521

Captain Magellan died today in a battle on the island of Mactan. We have lost a great man, but I must be strong. We must get back to Spain.

Two ships remain. The men get to Indonesia on November 6, 1521. They fill the ships with spices. The *Trinidad* is damaged and can't sail. Only one ship sails back to Spain. Over 250 men started the journey, but only 18 men come home.

**Think**

Where is Juan on April 27, 1521? Point to the map.

INDIAN OCEAN

September 6, 1522

We are home today, after three long years. I am now 13 years old. I will never forget Captain Magellan. I really looked up to him. I have sailed around the world. I have seen many new places and learned so much. I'm excited to tell everyone about my travels.

# Understand

## Comprehension

**Think**

What did you learn from Juan's journal? What was the most interesting part of Juan's journey?



**A** Look at the world map. Number the sentences.



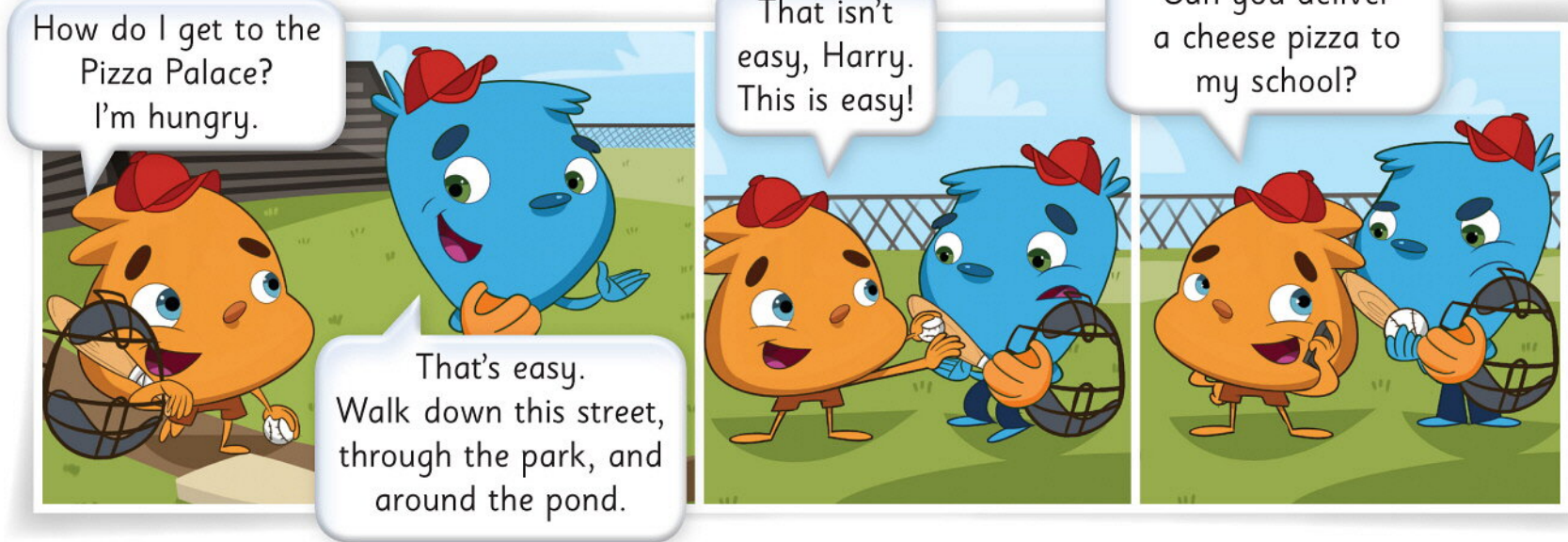
- \_\_\_ Juan sailed across the Pacific Ocean from South America to Guam.
- \_\_\_ Juan sailed through the Strait of Magellan to the Pacific Ocean.
- \_\_\_ Juan sailed across the Atlantic Ocean from Spain to South America.
- \_\_\_ Juan sailed around the coast of Africa to Spain.
- \_\_\_ Juan sailed down the coast of South America.

**B Words in Context** Match each sentence with a word.

- |   |                       |                       |                  |
|---|-----------------------|-----------------------|------------------|
| 1 This is the opposite of sick.                               | <input type="radio"/> | <input type="radio"/> | <b>a</b> strait  |
| 2 It has a beginning and an end, and it can be short or long. | <input type="radio"/> | <input type="radio"/> | <b>b</b> healthy |
| 3 You always need wind to do this.                            | <input type="radio"/> | <input type="radio"/> | <b>c</b> journey |
| 4 Ships sail through this from one ocean to another.          | <input type="radio"/> | <input type="radio"/> | <b>d</b> sail    |

## Grammar in Use

### C Listen and read along. 3-04



### D Read the sentence. Circle the words that tell where to go.

Walk down this street, through the park, and around the pond.

### E Learn Grammar Prepositions of Movement

Use prepositions of movement to give directions.

Go **up** to the deck and check the sails.

We sailed **down** the coast of South America.

up            down  
into         out of  
to            around  
through

How does Juan get to the deck? Number the actions. Tell your partner.

- \_\_\_ into the kitchen
- \_\_\_ out of bed
- \_\_\_ up the ladder
- \_\_\_ around the pole
- \_\_\_ through the box
- \_\_\_ down the stairs



# Communicate

## Listening

**Think** What would it be like to sail around the world alone?



**A** Use ordinal numbers such as *first*, *second*, *third*, and *fourth* to say dates. Listen and repeat.  3-05

**B** Listen and write the dates as you hear them.  3-06

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

**C** Listen and answer the questions.  3-07

- 1 Why was Sarah excited as she started her journey?
- 2 What did Sarah see when she explored the Galapagos Islands?
- 3 Why was Sarah happy when she finished her journey around the world?

## Speaking 3-08

**D Learn** Giving Congratulations and Compliments

When we congratulate or compliment someone, we say something nice.

**Congratulations on winning the race.**

**You did a great job!**

**We're very proud of you.**

**Congratulate or compliment your partner on something. Then let your partner congratulate or compliment you.**



Congratulations on winning the contest.

Thank you! Great job on your math test!

Thank you!



## Word Study

### E Learn Phrasal Verbs with Look

We can use **look** with prepositions to make phrasal verbs.

I go up and **look around**.

**Look around** means that Juan looks in all directions.



Listen and read the phrasal verbs. Use each one in a sentence.  3:09

look around look through look for look up look after look out



## Writing Study

### F Learn Complex Sentences Using Before and After

Remember: **Before** is what happens first. **After** is what happens second.

In a sentence, where you put the events changes if you use **before** or **after**.

1<sup>st</sup> I studied hard.      2<sup>nd</sup> I took the test.

1<sup>st</sup>

2<sup>nd</sup>

2<sup>nd</sup>

1<sup>st</sup>

**I studied hard** before **I took the test**.      **I took the test** after **I studied hard**.

Read the sentences. Circle *before* or *after*.

- 1 I brushed my teeth **before** / **after** I went to bed.
- 2 I ate an apple in our kitchen **before** / **after** I got home.
- 3 It's dark and cloudy. Please come inside **before** / **after** it rains.
- 4 The plant grew faster **before** / **after** I gave it water every day.

 **Write** Now practice writing in the **Workbook**.  page 161

Vocabulary: Phrasal Verbs with Look • Writing: Complex Sentences Using Before and After **Unit 17 175**

### BIG QUESTION 9



**Why do we explore?**



To find new places.

What do you think?





### Words

**A** Listen and read the words. Listen again and say the words.  3-10



**goggles**



**kelp**



**penguin**



**squid**



**otter**



**coral**



**humpback  
whale**



**dolphin**



**leafy sea  
dragon**



**octopus**

**B** Put the vocabulary words in the circles below. Talk about your choices with a partner.

Things I have seen

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Things I have never seen

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**C** Why do people use goggles? Talk about it with the class.

## Before You Read

**Think** Answer the questions.

- 1 Which ocean is nearest to where you live?
- 2 What would you like to see under the ocean?
- 3 How is exploring underwater different from exploring on land?

**D Learn Monitor and Clarify**

As you read, stop and ask yourself, "What's not clear?" Use a dictionary to look up words you don't understand. Then read the sentences again.

**E** Read the paragraph. Circle words that you don't understand, look them up in a dictionary, and read the paragraph again. Write the definition for one word below.

Calvin's favorite pastime is bird watching. When his friends go to play baseball on Saturday morning, Calvin goes exploring in the city arboretum. He draws pictures of many of the birds he sees. He reads about the birds he sees at home. Calvin wants to be an ornithologist when he grows up.

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**F Words in Context** Scan the biography on pages 178–179 and circle these words. As you read, try to guess what they mean.

**hose tethered diver freezing**

**G** Answer the questions before you read.

- 1 Why do you think people explore the ocean?
- 2 How do people explore the ocean?
- 3 How can people breathe underwater?
- 4 What kinds of things are in the ocean?

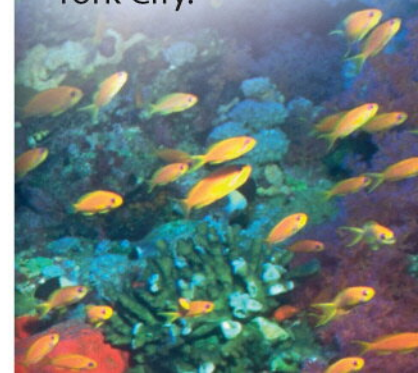
### The Fantastic Undersea Life of Jacques Cousteau

In this *biography*, we read about the life of Jacques Cousteau. A biography is the story of a person's life that another person writes. A biography is non-fiction because it uses real facts. As you read, stop to clarify any words you don't understand.

#### Social Studies: Geography



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# The Fantastic Undersea Life of Jacques Cousteau



Jacques Cousteau loved the sea. He spent his whole life exploring it. He wanted to share its beauty with the world.

Growing up in France, little Jacques was weak and sick. Doctors encouraged him to swim to build up his strength. He discovered that he loved the water.

A friend gave him a pair of **goggles** so that he could see underwater. Those goggles changed his life forever.

"Sometimes we are lucky enough to know that our lives have been changed. It happened to me that summer's day when my eyes opened to the world beneath the surface of the sea."

Cousteau wanted to stay underwater longer to see even more. The diving suits of his day were heavy and big. They didn't allow much freedom of movement, and an air hose tethered the diver to a boat.

Cousteau and his friend Emile Gagnan created a breathing device they called the Aqua-Lung. It was the first machine that would let a diver breathe underwater for a long time.

"I flew without wings."

Now Cousteau was free to explore. A silent world opened up to him.

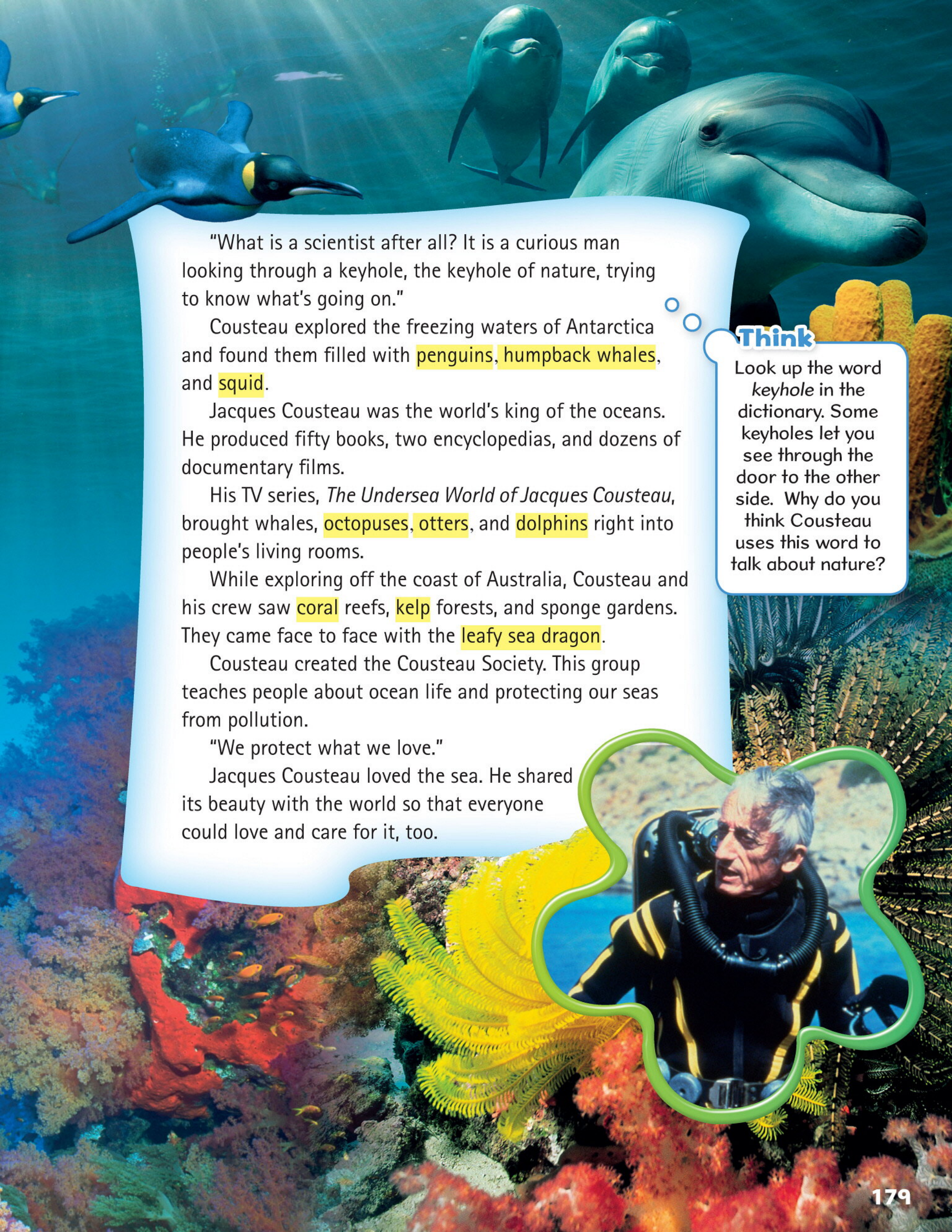
Cousteau bought a boat and turned it into a research lab and film studio. He sailed all over the world.



## Think

Look up the words *aquatic* and *lung* in the dictionary. Does it help you to understand what an Aqua-Lung does?





"What is a scientist after all? It is a curious man looking through a keyhole, the keyhole of nature, trying to know what's going on."

Cousteau explored the freezing waters of Antarctica and found them filled with **penguins**, **humpback whales**, and **squid**.

Jacques Cousteau was the world's king of the oceans. He produced fifty books, two encyclopedias, and dozens of documentary films.

His TV series, *The Undersea World of Jacques Cousteau*, brought whales, **octopuses**, **otters**, and **dolphins** right into people's living rooms.

While exploring off the coast of Australia, Cousteau and his crew saw **coral** reefs, **kelp** forests, and sponge gardens. They came face to face with the **leafy sea dragon**.

Cousteau created the Cousteau Society. This group teaches people about ocean life and protecting our seas from pollution.

"We protect what we love."

Jacques Cousteau loved the sea. He shared its beauty with the world so that everyone could love and care for it, too.

### Think

Look up the word *keyhole* in the dictionary. Some keyholes let you see through the door to the other side. Why do you think Cousteau uses this word to talk about nature?



# Understand



## Comprehension

**Think**

Which ocean animal in the reading is the most interesting to you?

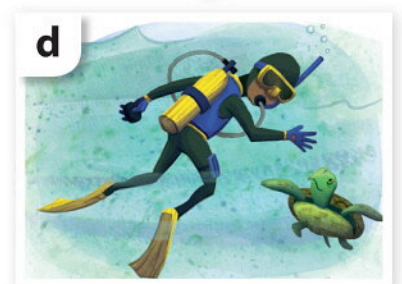
**A** Remember that a problem is something that causes trouble. A solution is how the problem is fixed. Match the problems with their solutions.

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 1 | Cousteau was a weak and sickly boy.                 | ● | ● | a | Cousteau and his friend Emile created the Aqua-Lung. |
| 2 | Cousteau couldn't see underwater.                   | ● | ● | b | Cousteau created the Cousteau Society.               |
| 3 | Cousteau wanted to stay underwater longer.          | ● | ● | c | Cousteau's friend gave him a pair of goggles.        |
| 4 | Cousteau wanted to protect the seas from pollution. | ● | ● | d | Doctors encouraged him to swim.                      |

**B** Jacques Cousteau's boat, *Calypso*, was a floating research lab and film studio. What do you think *floating*, *research lab*, and *film studio* mean? Look up the words in a dictionary. Why is a floating research lab important for exploring the ocean? Tell the class.

**C Words in Context** Match each sentence with a picture.

- |   |   |   |   |   |  |   |   |
|---|---|---|---|---|--|---|---|
| 1 | Phillipa <b>tethered</b> her horse to the post. | 2 | An air <b>hose</b> goes from the tank to the diver's mouth. | 3 | The two <b>divers</b> explored the coral reef. | 4 | The <b>freezing</b> ocean water made Adam shiver. |
|---|---|---|---|---|--|---|---|



## Grammar in Use

**D** Listen and sing along. **I Want to Swim**  3:12

I want to swim  
underneath the waves,  
I want to look  
in the ocean's caves,  
I want to see  
where the sponges grow,  
until I need to breathe,  
then up I go.

I want to swim  
at a penguin's side,  
I want to take  
a dolphin ride,  
I want to dive  
to the kelp below,  
until I need to breathe,  
then up I go.



**E** Look at **D**. What does she want to do? What does she need to do?

**F** **Learn Grammar** *Want to / Need to / Have to*

Use **want to** when you have a choice to do something.

Use **need to** or **have to** when you don't have a choice. You must do it.

Cousteau **wanted to** stay underwater longer.

He **needed to (had to)** use the Aqua-Lung to stay underwater.

Circle *want to, need to, or have to*.

- 1 I **want to** / **need to** exercise to stay healthy.
- 2 She **wants to** / **has to** eat ice cream.
- 3 He **wants to** / **needs to** be six feet tall.
- 4 They **want to** / **need to** be on time for school.

**G** Make a chart like this. Write two actions for each word. Talk about it with your partner.

Two things I want to do	Two things I need to do
get a new bicycle	study hard
go swimming	clean my room

I want to get a new bicycle.

I need to study hard to get good grades.



# Communicate

## Listening

**Think** Would you like to be a space traveler?  
Where would you like to go?



**A** Listen and write. 3-13

- 1 Names of the boys: \_\_\_\_\_
- 2 Where they are going: \_\_\_\_\_
- 3 Food they'll bring: \_\_\_\_\_
- 4 Drinks they'll bring: \_\_\_\_\_
- 5 When they'll go: \_\_\_\_\_
- 6 When they'll return: \_\_\_\_\_

**B** Listen again. Check (✓) the correct boxes. 3-14

Diego Nick

He first started building the rocket.

He wants to help build the rocket.

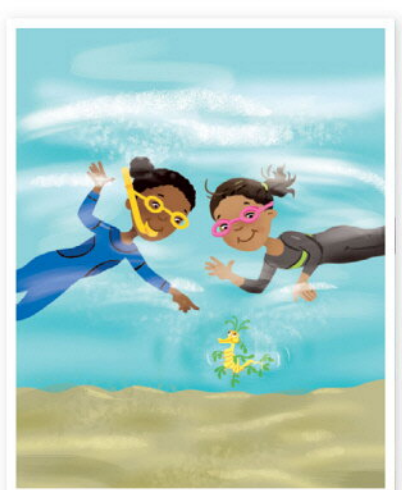
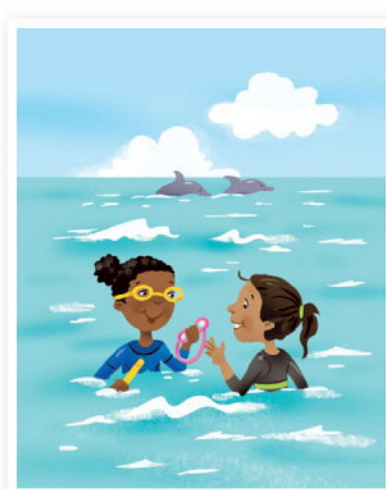
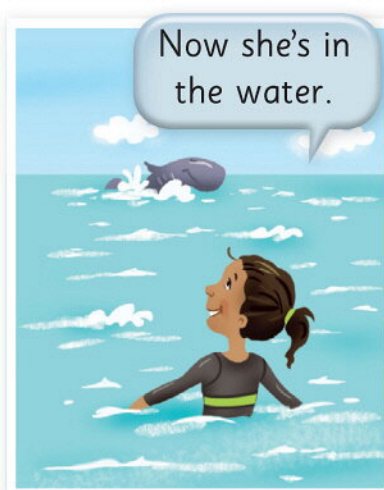
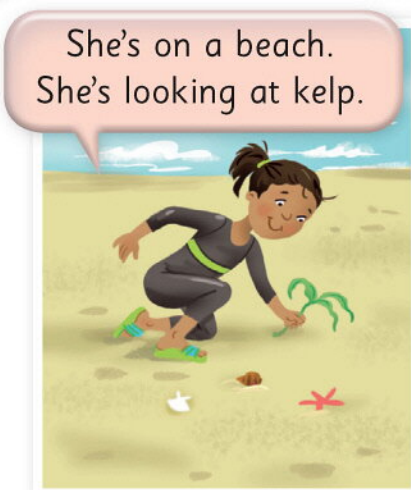
He wants to be the first person to explore Mars.

He will take water and orange juice.

He has a soccer game on Sunday.

## Speaking 3-15

**C** Isabella is an explorer. Look at the pictures. Take turns telling the story with a partner.



## Word Study

### D Learn Compound Nouns

Two nouns can combine to form one compound noun.

Kelp is a **seaweed**. A **seagull** is a bird.

sea + weed = seaweed

sea + gull = seagull



Listen and read the words. Then circle the two nouns in each compound word.  3-16

clownfish seagull swordfish seafloor sandcastles shipwreck

A-Z

## Writing Study

### E Learn Complex Sentences Using *Although*

Sometimes two things that we write don't agree with each other. You can put those two things together in one sentence using the word **although**.



I lost the game. I was happy.

**Although** I lost the game, I was happy.

### F Underline the two parts of the sentence that don't agree with each other.

- 1 Although it was hot outside, the children played tag in the park all afternoon.
- 2 Although John is a better tennis player than me, we like to play tennis together.
- 3 Although it's very late, I want to stay up and watch a movie.
- 4 Although I like to have fun, I know it's important to work hard.



 **Write** Now practice writing in the **Workbook**.  page 169



## Writing

**A** Read Shakir's fictional interview with the 13th-century explorer Marco Polo.

Choose an explorer

### An Interview with Marco Polo

**Shakir:** Mr. Polo, what part of the world did you explore?

**Marco:** I traveled along a trading route connecting Europe to Asia called the Silk Road. I went with my father and my uncle.

**Shakir:** Why did your father and uncle go with you?

**Marco:** They came with me because I was very young and they had traveled to other places before.

**Shakir:** Where were you trying to go?

**Marco:** We wanted to go to China to see the ruler there, Kublai Khan.



**Shakir:** When did you go to China?

**Marco:** We left Italy to go to China in 1271. It took four years to get there.

**Shakir:** What did you see when you were there?

**Marco:** I saw the great marble palace of the Chinese ruler, who was also called the Great Kahn.

**Shakir:** Why did you want to go to China?

**Marco:** No one in Italy knew about China. We wanted to explore the trade route and tell others about it.

Include facts

Ask who, what, when, where, why questions

**B** Answer the questions.

- 1 How long did it take for Marco Polo to reach China from Italy?
- 2 Who was the ruler of China when Marco Polo was there?
- 3 Why did Marco Polo go to China?

### Learn How to Write a Fictional Interview

- Use the Internet to research an explorer.
- Choose an explorer that interests you. It could be an explorer on land, sea, or space.
- Write down details of the explorer's journey.
- What would you want to ask an explorer like Marco Polo? Brainstorm questions you'd like to ask the explorer and write them down.
- Remember to use the 5 Ws: *who*, *what*, *when*, *where*, and *why*.
- Think about what your explorer's answers would be, and write them down.



Now go to the **Workbook** to plan and write your own interview.

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## Project: Planning an Exploration

### C Create a presentation about a place you want to explore.

- In teams, decide:
  - What place do you want to explore?
  - Why do you want to explore there?
  - What do you need to take with you?
  - What do you want to do there?
- Have each team member answer at least one of the questions.
- Make maps or pictures to share in your presentation.
- Share your plan with the class.
- Take turns answering questions from the class.

We want to explore the Galapagos Islands in the Pacific Ocean.

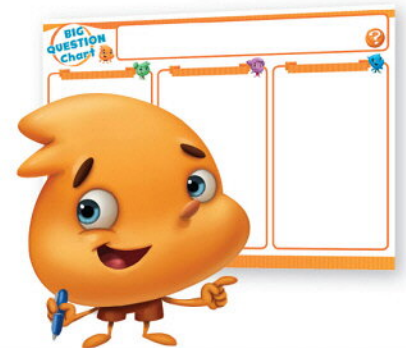
We want to study the animals and plants there.



**BIG QUESTION 9**  
**Why do we explore?**

- Watch the video. 
- Think more about the Big Question. What did you learn?
- Complete the **Big Question Chart**.

What did you learn about exploring?



Definitions based on the *Oxford American Dictionary for Learners of English*.

**A**

**accurate** *adj.* exactly right; with no mistakes

**adjective** *noun* a word you use with a noun that tells you more about it

**airport** *noun* a place where people get on and off airplanes, with buildings where people that are going to ride on the plane can wait

**amaze** *verb* to surprise someone very much, or to be difficult for someone to believe

**amazing** *adj.* if something is amazing, it surprises you very much and is difficult to believe

**ambulance** *noun* a special type of car that takes people who are sick or hurt to the hospital

**angelfish** *noun* a small fish with bright colors that some people keep as pets

**answer** *noun* something that you say back to someone after they ask you a question; *verb* to say something back when someone has asked you something

**aquatic** *adj.* living or taking place on, in, or near water

**article** *noun* a piece of writing in a newspaper or magazine

**astronaut** *noun* a person who travels in space

**athletes** *noun* people who are good at running and jumping, especially ones who compete in sports and games

**Australian** *noun* a person from Australia

**automobile** *noun* a car

**axe** *noun* a tool that you use to cut wood

**axis** *noun* a line we imagine through the middle of something. The object turns around the line.

**B**

**badge** *noun* a small piece of metal, cloth, or plastic with a design or words on it that you wear on your clothes

**balance** *verb* to keep steady and not fall over

**bands** *noun* groups of people who play music together

**bassoon** *noun* a musical instrument that you blow into, which makes a very deep sound

**baton** *noun* a short, thin stick used by the person who is in control of a group of musicians, in order to direct the music

**beans** *noun* seeds from a plant that you can cook and eat

**bee** *noun* a black and yellow insect that flies and makes a sweet food that we eat (called honey)

**beekeeper** *noun* a person who owns and takes care of bees

**beetle** *noun* an insect with hard wings and a shiny body

**belongings** *noun* the things that you own

**blades** *noun* the flat, wide parts that spin around on a windmill, a plane, etc.

**bloom** *verb* if a plant or tree blooms, flowers appear on it

**boa constrictor** *noun* a large snake that kills animals by squeezing them

**bounce** *verb* when a ball bounces, it falls to the ground and touches it, then comes back up again

**brave** *adj.* ready to do dangerous or difficult things without fear

**Brazilian** *noun* a person from Brazil

**bridge** *noun* a thing that is built over a road, railroad, or river so that people, trains, or cars can move across it

**bubble** *noun* a small ball of air or gas inside a liquid

**bump** *verb* to hit someone or something when you are moving; to hit a part of your body against something hard

**butterfly** *noun* an insect with big wings that usually have bright colors

**button** *noun* a small thing on a machine that you push

**C**

**calendar** *noun* a list of the days, weeks, and months of one year

**canyon** *noun* a deep valley with steep sides that are made of rock

**careful** *adj.* thinking about what you are doing so that you do not make a mistake or have an accident

**careless** *adj.* not thinking enough about what you are doing so that you make mistakes

**carpool** *noun* a group of people who travel to work or school in one car together and share the costs

**celebrate** *verb* to do something to show that you are happy, for a special reason or because it is a special day

**celebration** *noun* a time when you enjoy yourself because you have a special reason to be happy

**cello** *noun* a large wooden musical instrument with strings. You sit down to play it and hold it between your knees.

**challenge** *verb* to ask someone to play a game with you or fight with you to see who wins

**challenging** *adj.* difficult but fun and interesting

**championship** *noun* a competition to find the best player or team in a sport or game

**Chinese** *adj.* someone who is from China is Chinese

**circus trainer** *noun* a person in a circus who teaches animals to do something

**clarinet** *noun* a musical instrument made of wood with holes in it. You play it by blowing into it.

**classmate** *noun* a student who is in the same class as you at school

**cliff** *noun* a high area of rock by the ocean, with one side that is steep

**clinic** *noun* a place where you can go to get help from a doctor about a medical problem

**clouds** *noun* white or gray shapes in the sky that are made of small drops of water

**clownfish** *noun* an orange fish with white stripes that some people keep as pets

**coal** *noun* a hard black thing that comes from under the ground and gives out heat when you burn it

**coast** *noun* the part of the land that is next to the ocean

**community** *noun* all the people who live in a place; the place where they live

**conductor** *noun* a person who stands in front of a group of musicians and controls what they do

**conserve** *verb* to use only a little bit of something so that you do not waste it

**coral** *noun* a hard thing that forms in the ocean from the bones of very small animals

**country** *noun* an area of land with its own people and government

**cricket** *noun* a small, brown insect that jumps and makes a loud noise

**crowd** *noun* a lot of people together

**curious** *adj.* if you are curious, you want to know about something

**curry** *noun* an Indian dish that is made of meat or vegetables cooked with spices. You usually eat curry with rice

## D

**dancing** *verb* moving your body to music

**deafening** *adj.* so loud that you cannot hear anything else

**delicate** *adj.* easy to break or damage

**describe** *verb* to say what someone or something is like

**destination** *noun* the place where someone or something is going

**didgeridoo** *noun* an instrument from Australia made of wood that you blow into and that makes very deep sounds

**diver** *noun* a person who goes underwater using special equipment

**djembe** *noun* a drum from Africa that you play by hitting it with your hands

**doctor** *noun* a person whose job is to make sick people well again

**dodgeball** *noun* a game between two teams of players that try to hit each other with a large ball

**dolphin** *noun* a smart animal that looks like a fish and lives in the ocean

**doorknob** *noun* a round thing on a door, which you use to open and close it

**drop** *verb* to fall

## E

**earache** *noun* pain inside your ear

**edge** *noun* the part along the end or side of something

**electricity** *noun* power that comes through wires. Electricity can make heat and light, and makes machines work.

**elevator** *noun* a machine that takes people and things up and down in a high building

**empty** *adj.* with nothing or no one inside or on it

**end** *noun* the farthest or last part of something *verb* to stop or to finish something

**envelopes** *noun* paper covers for letters

**erhu** *noun* an instrument with two strings that comes from China. You play it by moving a stick (called a bow) across the strings.

**escalator** *noun* moving stairs that carry people up and down

**escaped** *verb* got away from someone or something

**exact** *adj.* completely correct

**experiences** *noun* things that have happened to you

**eyeglasses** *noun* two pieces of glass or plastic in a frame, which some people wear over their eyes to help them see better

## F

**factory** *noun* a place where people make things, usually with machines

**fair** *noun* a place outside where you can ride on big machines and play games to win prizes

**family reunion** *noun* a meeting of people from the same family who have not seen each other for a long time

**fearful** *adj.* afraid or worried about something

**fearless** *adj.* not afraid of anything

**festival** *noun* a number of special events, for example concerts and shows, in one place

**fever** *noun* if you have a fever, your body is too hot because you are sick

**fire engine** *noun* a special type of truck that carries people and their equipment to a fire so they can stop it

**film studio** *noun* a place to make a movie about an event or story with a camera

**fishing** *verb* trying to catch fish

**flat** *adj.* smooth, with no parts that are higher or lower than the rest

**float** *verb* to stay or move gently on the surface of a liquid and not sink

**flute** *noun* a musical instrument that you hold out to the side and play by blowing

**fog** *noun* thick cloud that is close to the ground, and that is difficult to see through

**folk dance** *noun* a type of dance that the people of a particular country or community have been doing for a long time

**footsteps** *noun* the sound of a person walking

**forehead** *noun* the part of your face above your eyes

**fossil fuels** *noun* fuels like gas or oil that comes from the ground. Fossil fuels were formed over millions of years from dead animals or plants.

**frames** *noun* the metal or plastic around the edge of a pair of glasses

**freezing** *adj.* very cold

**furnace** *noun* a closed container with a fire inside it

## G

**garbage bag** *noun* a bag that you put garbage in

**garden** *noun* a piece of land by your house where you can grow flowers, fruit, and vegetables

**gardener** *noun* a person who works in a garden

**gentle** *adj.* quiet and kind

**get along** *phrasal verb* if you get along with someone, you are friendly with each other

**get around** *phrasal verb* to move from place to place

**get away** *phrasal verb* to escape from a person or a place

**get by** *phrasal verb* to have just enough of something so that you can do what you have to do

**get down** *phrasal verb* to move your body to a lower position

**get over** *phrasal verb* to become well or happy again after you have been sick or sad

**glass** *noun* hard material that you can see through. Bottles and windows are made of glass.

**glassblower** *noun* a person who blows into a tube to make glass into a specific shape

**glasses** *noun* two pieces of glass or plastic in a frame, which some people wear over their eyes to help them see better

**glassware** *noun* things that are made of glass

**glider** *noun* an airplane that does not have an engine

**globe** *noun* a round thing with a map of the world on it

**goggles** *noun* big glasses that you wear so that water, dust, or wind cannot get in your eyes

**gramophone** *noun* a machine that you can play a record (a thin, round piece of black plastic) on so that you can listen to music

**grasshopper** *noun* an insect that can jump high in the air and makes a sound with its back legs

**gum** *noun* a sweet, sticky candy that you bite many times but do not swallow

**gym** *noun* a room or building that has equipment that you can use to do physical exercise

## H

**hail** *noun* small hard balls made of ice that fall from the sky like rain

**hammer** *noun* a tool with a handle and a heavy metal part, which you use for hitting nails into things

**handle** *noun* the part of a thing that you hold in your hand

**harm** *verb* to hurt or damage someone or something

**harmful** *adj.* something that is harmful can hurt or damage people or things.

**harmless** *adj.* not dangerous

**harvest** *verb* to cut and bring in plants like fruit or vegetables from a field

**haze** *noun* air that is difficult to see through because of heat, dust, or smoke

**headache** *noun* a pain in your head

**healthy** *adj.* well and not sick

**hedge** *noun* a line of small trees that are planted close together

**helicopter** *noun* a vehicle with long metal parts on top that turn to help it fly. A helicopter can go straight up or down in the air.

**hose** *noun* a long soft tube that water can move through. You can use a hose to put water on plants or on a fire.

**hospital** *noun* a place where doctors and nurses take care of people who are sick or hurt

**hour** *noun* a measure of time. There are 60 minutes in an hour.

**humans** *noun* people

**humpback whale** *noun* a very large sea animal with a back that is curved

## I

**ice skating** *verb* moving on ice using special boots (called skates), which have sharp pieces of metal on the bottom

**imagine** *verb* to make a picture of something in your mind

**immigrant** *noun* a person who comes to another country to live there

**important** *adj.* powerful or special

**insect** *noun* a very small animal that has six legs

**Irish** *adj.* related to Ireland

**island** *noun* a piece of land with water all around it

## J

**Japanese** *adj.* related to Japan

**jar lids** *noun* the top parts of glass containers which cover them and which you can take off

**journey** *noun* a long trip from one place to another

## K

**kangaroo** *noun* an animal from Australia that jumps on its strong back legs and carries its babies in a pocket on its front

**katydid** *noun* a large, green insect, which makes a noise that sounds like "katydid" when it rubs its wings together

**kelp** *noun* a plant that comes from the ocean

**keyhole** *noun* the hole in a lock where you put your key

**kick** *verb* to hit someone or something with your foot

## L

**ladybug** *noun* a small red or orange insect with black spots

**lake** *noun* a big area of water with land all around it

**landing** *verb* if a plane is landing, it is coming down to the ground from the air

**laugh** *verb* to make sounds to show that you are happy or that you think something is funny; *noun* the sound you make when you are happy or when you think something is funny

**leafy sea dragon** *noun* a small fish from the ocean that has a head that looks like the head of a horse. It has green things that stick out of its body that make it look like a plant.

**leaping** *adj.* (leap) jumping high or a long way

**leaves** *noun* the flat parts that grow on a plant or tree that are usually green

**length** *noun* how long something is

**letter** *noun* a sign in writing that you use to write words

**lever** *noun* a handle that you pull or push to make a machine work

**light bulb** *noun* the glass part of an electric light that gives light

**lightning** *noun* a sudden bright light in the sky when there is a storm

**long** *adj.* far from one end to the other; You use "long" to talk about how far something is from one end to the other

**look after** *phrasal verb* to take care of someone or something

**look around** *phrasal verb* to visit a place

**look for** *phrasal verb* to try to find someone or something

**look out** *phrasal verb* to pay attention and try to see or find someone or something

**look through** *phrasal verb* to read something quickly

**look up** *phrasal verb* to try to find information in a book

**lung** *noun* one of two parts of the body that are inside your chest and are used for breathing

## M

**mask** *noun* a thing that you wear over your face to hide or protect it

**material** *noun* what you use for making or doing something

**mature** *adj.* completely grown or completely developed

**medicine** *noun* a special substance that helps you to get better when you are sick

**meeting neighbors** *phrasal verb* speaking to the people who live near you for the first time

**minute** *noun* a measure of time. There are 60 seconds in a minute.

**monsoon** *noun* the season when very heavy rain falls in southern Asia

**month** *noun* one of the twelve parts of a year. A month is about four weeks.

**move abroad** *phrasal verb* to go to another country to live

**moving** *verb* going to live in another place

**multiply** *verb* to add a number to itself a certain number of times

**mystery** *noun* something strange that you cannot understand or explain

## N

**nails** *noun* small, thin pieces of metal with one sharp end, which you hit into wood (with a tool called a hammer) to attach things together

**natural gas** *noun* a gas that comes from under the ground and that you can use for heating and cooking things

**nectar** *noun* the sweet liquid that bees get from flowers to make honey

**nonrenewable** *adj.* nonrenewable sources of energy like gas or oil cannot be replaced after they are all used

**noon** *noun* twelve o'clock in the middle of the day

**noun** *noun* a word that is the name of a person, place, thing, or idea

## O

**observe** *verb* to watch or see someone or something

**octopus** *noun* an animal in the ocean that has a soft body and eight long arms

**oil** *noun* a thick liquid that comes from under the ground or the ocean. We use oil for energy and to make machines work smoothly.

**opposite** *adj.* as different as possible

**orbit** *verb* to move around something

**orchestra** *noun* a big group of people who play different musical instruments together

**otter** *noun* an animal found in rivers that has brown fur and eats fish

**oxygen** *noun* a gas in the air. Animals and plants need oxygen to live.

## P

**packing** *verb* putting things into a bag or box before you go somewhere

**paint** *noun* a liquid that you put on things with a brush, to change the color or to make a picture; *verb* to put paint on something to change the color; to make a picture of someone or something using paint

**panpipes** *noun* a musical instrument that is made up of a number of pipes of different lengths that are connected together. You play it by blowing across the top.

**partridge** *noun* a brown bird with a round body

**passenger** *noun* a person who is traveling in a car, bus, train, or airplane but not driving or flying it

**passport** *noun* a small book with your name and photograph in it. You must take it with you when you travel to other countries.

**pedal** *noun* a part of a bicycle that you move with your feet; *verb* to push the pedals on a bicycle with your feet to make it move

**penguin** *noun* a black and white bird that lives in very cold places. Penguins can swim but they cannot fly.

**petals** *noun* the parts of a flower that give it color

**pitch** *noun* how high or low a sound is

**pitcher** *noun* a container with a handle that you use for holding or pouring liquids

**place** *noun* a particular area or position; *verb* to put something somewhere

**plain** *noun* a large piece of flat land

**planet** *noun* a large round object in space that moves around the sun or another star

**plant** *verb* to put plants or seeds in the ground

**player** *noun* a person who plays a game; a person who plays a musical instrument

**pollen** *noun* a powder that flowers make. Insects or the wind take pollen to other flowers so that they can make new seeds.

**pollution** *noun* the action of making the air and water dirty and dangerous

**pound** *verb* to beat something with a heavy tool to make it soft or like powder

**power plant** *noun* a place with machines that make electricity

**preparation** *noun* making something ready; what you do to get ready for something

**prepare** *verb* to make someone or something ready; to make yourself ready

## R

**race** *noun* a competition to see who is the fastest to do something

**raisin** *noun* a dried grape

**raking leaves** *phrasal verb* moving leaves using a special tool with a long handle

**ramp** *noun* a path that you use instead of steps to go up or down

**raw** *adj.* not cooked

**rebuilt** *verb* built again

**recharged** *verb* charged again (or "filled with electrical power again")

**relax** *verb* to rest and be calm; to become less worried or angry

**relaxing** *verb* resting and being calm

**renewable** *adj.* renewable sources of energy will always exist because they can be replaced after they are used

**repaints** *verb* paints again

**research lab** *noun* a place to study something carefully to learn new things about it

**replanted** *verb* planted again

**retake** *verb* to take a picture with a camera again

**rewrite** *verb* to write something again in a different or better way

**rhyiming words** *noun* words that have the same ending sound

**ripe** *adj.* fruit that is ripe is ready to eat.

**river** *noun* a long, wide line of water that flows into the ocean or a lake

**robin** *noun* a small brown bird with a red front

**roots** *noun* the parts of a plant that are under the ground

**round** *adj.* having the shape of a circle or a ball

**rural area** *noun* land that is far from a city

## S

**sail** *noun* a big piece of cloth on a boat, which catches the wind and moves the boat along; *verb* to travel on water; to control a boat with sails

**sailboat** *noun* a boat that uses one or more sails to catch the wind

**sandcastles** *noun* piles of sand that look like castles that you can make on a beach

**scientist** *noun* a person who studies science or works with science

**score** *noun* the number of points that you get in a game or competition

**screw** *noun* a small metal thing with a sharp end, which you use for joining things together. You push it into something by turning it with a special tool.

**seafloor** *noun* the ground at the bottom of the sea

**seagull** *noun* a big gray or white bird that lives near the ocean and makes a loud sound

**second** *noun* a measure of time. There are 60 seconds in a minute.

**secretary** *noun* a person who types letters, answers the telephone, and does other things in an office

**seeds** *noun* small, hard parts of a plant. You put the seeds in the ground and then new plants grow.

**seesaw** *noun* a piece of equipment for children to play on. It is made of a long board, which moves up and down when a child sits on each end.

**sentence** *noun* a group of words that tells you something or asks a question. When you write a sentence, it always begins with a capital letter and usually ends with a period.

**shield** *verb* to keep someone or something safe from danger or from being hurt

**shipwreck** *noun* an accident on the ocean when a ship is destroyed in bad weather or on rocks

**shooting star** *noun* a long, thin line of light in the night sky that looks like a star that is falling

**shopping** *adj.* buying things from stores

**shopping cart** *noun* a thing on wheels that you push around in a store. You put the things you want to buy inside the shopping cart.

**shopping mall** *noun* a large building that has a lot of stores and restaurants inside it

**show** *verb* to let someone see something; *noun* something that you watch on television or at the theater

**sick** *adj.* not well

**single** *adj.* only one

**skip** *verb* to move along quickly with little jumps from one foot to the other

**sledding** *verb* moving over snow in a small vehicle

**snare drum** *noun* a small drum with metal strings on one side. When you hit the drum, the strings shake against it.

**sneezing** *verb* making air come out of your nose and mouth with a sudden loud noise, for example because you have a cold

**snowflakes** *noun* pieces of falling snow

**soil** *noun* what plants and trees grow in

**source** *noun* a place where something comes from

**spin** *verb* to turn around quickly; to turn something around quickly

**sprout** *verb* to start to grow

**squid** *noun* an animal that lives in the ocean. It has a soft body and ten long arms.

**stairs** *noun* steps inside a building that you walk on to go from one level to another

**staple** *noun* a small piece of metal that you use for fastening pieces of paper together. You press the staples through the paper, using a tool called a stapler.

**stem** *noun* the long, thin part of a plant that the flowers and leaves grow on

**storm** *noun* very bad weather with strong winds and rain

**strait** *noun* a thin area of water that connects two seas or oceans

**stream** *noun* a small river

**strength** *noun* how strong or powerful you are

**strong** *adj.* a strong person can carry heavy things

**suburb** *noun* an area where people live that is outside of a city

**subway** *noun* an underground train system in a city

**suggest** *verb* to say what you think someone should do or what should happen

**suggestion** *noun* an idea that you have for someone else to think about

**surgeon** *noun* a doctor who cuts your body to take out or repair a part inside

**Swedish** *adj.* related to Sweden

**sweet potato** *noun* a vegetable that looks like a red potato, but that is orange inside and tastes sweet

**swordfish** *noun* a large fish that lives in the ocean and has a long, thin jaw

**syllable** *noun* a part of a word that has one vowel sound when you say it. "Play" has one syllable and "player" has two syllables.

## T

**tag** *verb* to touch another player in a children's game

**taxi** *noun* a car that you can travel in if you pay the driver

**team** *noun* a group of people who play a sport or a game together against another group

**teenagers** *noun* people who are between 13 and 19 years old

**television** *noun* a piece of electrical equipment with a screen that shows moving pictures with sound

**tethered** *adj.* tied to something with a rope or chain

**thermometer** *noun* an instrument that shows how hot or cold something is

**thicket** *noun* a group of bushes or small trees that are growing closely together

**throwing snowballs** *phrasal verb* throwing balls that are made of snow

**time zone** *noun* one of the 24 areas that the world is divided into. Each area has its own time.

**timpani** *noun* a set of large metal drums

**tissues** *noun* thin pieces of soft paper that you use to clean your nose

**tosses** *verb* throws something quickly and in a gentle way

**traditional** *adj.* related to the things that a particular group of people have done or believed for a long time

**traffic jam** *noun* a long line of cars and other vehicles that cannot move or can only move slowly

**train** *noun* a number of vehicles that are pulled by an engine along a special track

**trombone** *noun* a large musical instrument. You play it by blowing and moving a long tube up and down.

**tuba** *noun* a large musical instrument that makes a low sound when you blow through it

## U

**unafraid** *adj.* not afraid

**unbuttoned** *adj.* not buttoned

**uncooked** *adj.* not cooked

**uncovered** *adj.* removing the cover from something

**understand** *verb* to know what something means or why something happens

**university** *noun* a place where people go to study more difficult subjects after high school

**unplugged** *adj.* not connected to the electricity supply

**untangled** *adj.* not twisted together

**untied** *adj.* not tied

**unwrapped** *adj.* not wrapped

**urban area** *noun* land that is in a city

## V

**vase** *noun* a pot that you put cut flowers in

**verb** *noun* a word that tells you what someone does or what happens. "Go," "sing," "do," and "be" are all verbs.

**vibrate** *verb* to move very quickly from side to side or up and down



**vines** *noun* the plants that climb a surface as they grow

**violin** *noun* a musical instrument that you hold under your chin and play by moving a special stick across the strings

## W

**washcloth** *noun* a small, square piece of cloth that you use to wash your face and body

**waste** *verb* to use too much of something or not use something in a good way

**water** *verb* to give water to plants

**waterfall** *noun* a place where water falls from a high place to a low place

**wedding** *noun* a time when a two people get married

**wedge** *noun* a piece of wood or other material, with one thick and one thin, pointed end

**wheel and axle** *noun* a type of machine that is made up of a rope or chain that is wrapped around a bar that is attached to a wheel. When you pull on the rope or chain, you turn the bar and the wheel.

**wheelchairs** *noun* chairs with wheels for people who cannot walk

**wide** *adj.* far from one side to the other

**width** *noun* how far it is from one side of something to the other; how wide something is

**wind farm** *noun* an area of land with a lot of wind turbines on it that are used to make electricity

**wind turbine** *noun* a special type of windmill that is used to make electricity

**windmill** *noun* a tall building with long, flat parts that turn in the wind

**windy** *adj.* with a lot of wind

**winner** *noun* a person or an animal that wins a game, race, or competition

**wire** *noun* a long piece of very thin metal

**workshop** *noun* a place where people make or fix things

## Y

**year** *noun* a period of 365 or 366 days from January 1 to December 31. A year has twelve months and 52 weeks.

## Z

**zoo** *noun* a place where wild animals are kept, and people can go to look at them

**zummara** *noun* a musical instrument from the Middle East that is made of two pipes that are joined together. You play it by blowing into the pipes and covering and uncovering the holes on them with your fingers.

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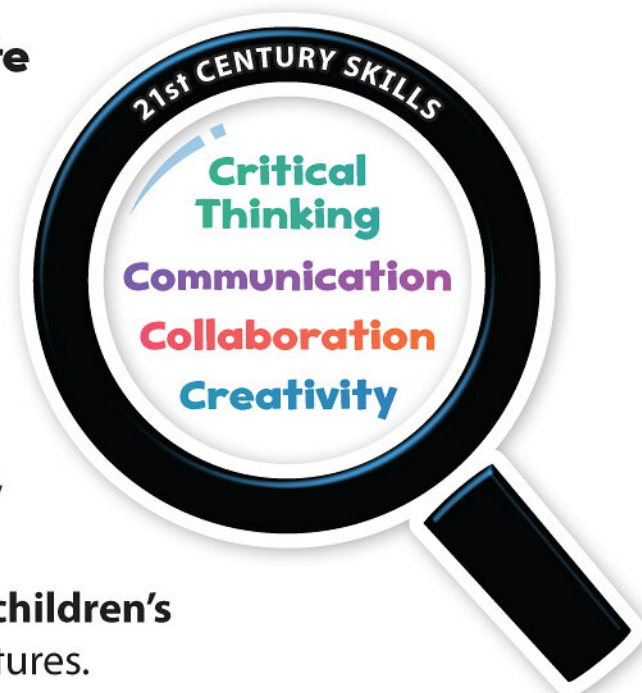
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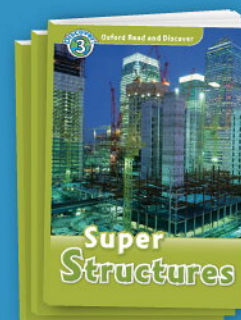
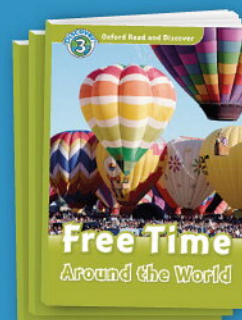
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