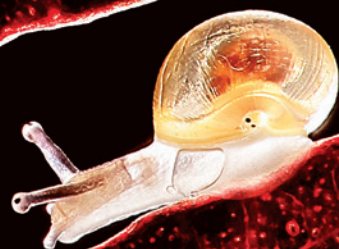


# *Trailblazer*





# spark

## STUDENT RESOURCES

• Online Practice • Audio • Video • eBook • Tests

### SPARK PLATFORM

**1** Get your **Course Key**: \_\_\_\_\_.



Teacher-led: Ask your school or teacher.



Self-Study: Ask for one from [ELTNGL.com/coursekey](https://www.eltngl.com/coursekey)

**2** Scratch off to get your **Access Code**.

**3** Then go here: **[learn.eltngl.com](https://learn.eltngl.com)**

**4** Click **Register**.

**5** Complete the form and **Sign In** with your account.

**6** Download the **Online Practice – NGL** app for offline use.



App Store is a trademark of Apple Inc., registered in the U.S. and other countries and regions. Google Play and the Google Play logo are trademarks of Google LLC.

### Trailblazer on the Cover **Snail moves between leaves**

**Description:** A young snail moves between some dry leaves.

**Location:** Ares, Spain

**Trailblazer Facts:** Snails are a type of gastropod. Gastropods have existed for hundreds of millions of years, making the snail one of the world's earliest known trailblazers. It's also one of the only trailblazers to leave a trail! Snails leave a trail of slime to communicate with other snails and to find their way back to a safe resting place.

© Rubén Perez Novo

# *Trailblazer*

Susannah Reed



# Scope and Sequence



1

## What do we need in a city?

pages 2-23

2

## Why do we have hobbies?

pages 24-47

### Trails to Explore

### Curricular Connection

### Multiple Literacies

### New Words

### Word Work

### Reading

### Grammar

### Listening

### Speaking

### Writing

### Critical Thinking

### Project

Different Cities  
Moving Places  
A Better Community

Social Studies

**VISUAL** Identify what is and isn't shown in an image.

**GLOBAL** Explain why cities and towns have different features and shared spaces.

**SOCIAL** Imagine yourself in another person's situation.

**TEXTUAL** Text Features; Rhyme

**MEDIA** Identify the purpose of different types of media.

airport, hotel, restaurant, skyscraper, theater, transportation, office, amazing, arrive, visit, far, stadium  
pack, study, go away, actor, pilot, university, job, leave, stay, miss, easy, flood  
build, space

Syllables  
Phrasal Verbs with Go

Nonfiction: Welcome to Singapore!  
Genre: Travel Article  
Fiction: Moving Away  
Genre: Poetry

Simple Present and Present Continuous  
Simple Past

Interview about visiting a city  
Strategy: Listen for Reasons  
Description of a picture story  
Strategy: Listen for Sequence

Ask for and Give Directions

Genre: Poetry  
Strategy: Count Syllables and Read Aloud

Photo of a community garden  
Video: Community Projects

Make a Community Library

Fun with Hobbies  
Following Your Dreams  
Different Opinions

Social Studies

**VISUAL** Make personal connections with the subject of an image.

**GLOBAL** Recognize the value of shared interests and clubs.

**SOCIAL** Set personal goals.

**TEXTUAL** Ask Questions; Theme

**MEDIA** Explore reactions to different types of media.

breakdancing, coding, competition, golf, instructor, biking, creative, exercise, get fit, join, club, photography  
player, coach, member, fan, prize, against, international, match, win, cricket, future, goal  
baseball, windsurfing

Suffix -ing  
Suffix -er

Nonfiction: Why don't you try something new!  
Genre: Photo Essay  
Fiction: The Lucky Bat  
Genre: Realistic Fiction

Verb + Gerund  
Verb + Infinitive

Conversation about a club  
Strategy: Listen for Gist  
Interview about future goals  
Strategy: Listen for Frequency

Talk about Hobbies

Genre: Instructions  
Strategy: Use Short Sentences

Painting of a green-winged teal  
Video: Competitions

Have a Class Talent Show



**Trailblazer** IN ACTION

**MALAICA VAZ**  
Storytelling for Change

Episode 1  
**Nature Close to Home**  
Skills Review Units 1 and 2





3

## How does music affect us?

pages 48–69

4

## How do we understand time?

pages 70–93

5

## Why do we invent new things?

pages 94–115

Making Music  
Music and Emotions  
Music in Film

Art

**VISUAL** Recognize emotions in an image.  
**GLOBAL** Evaluate the value of listening to music from different cultures.  
**SOCIAL** Explain the benefits of working together.  
**TEXTUAL** Summarize; Author's Purpose  
**MEDIA** Explain how different types of media can change a response.

drum, trumpet, violin, singing, instruments, concert, jazz, perform, rhythm, tune, beat, rap  
fast, high, low, soft, relaxed, excited, emotion, feel, memory, sound, orchestra, percussion  
filmmaker, soundtrack

Silent *H*  
Antonyms

Fiction: Talita's Special Talent  
Genre: Drama  
Nonfiction: The Power of Music  
Genre: Magazine Article

Past Continuous  
Past Continuous: Questions

Interview about rap music  
Strategy: Listen for the Speaker  
Podcast about world music  
Strategy: Listen for Speaker Intention

Make Suggestions

Genre: Opinion  
Strategy: Use Verbs and Key Words

Photo for music  
Video: The Power of a Soundtrack

Make and Perform a Soundtrack

Telling the Time  
Changing Times  
How We Spend Time

Social Studies

**VISUAL** Explain techniques used to convey messages in an image.  
**GLOBAL** Identify sources of information about the past.  
**SOCIAL** Explain the benefits of good planning.  
**TEXTUAL** Background Knowledge; Setting  
**MEDIA** Draw conclusions using information from different types of media.

alarm clock, cell phone, midday, midnight, minute, hour, ago, early, shadow, late, summer, winter  
calendar, date, month, museum, fall, spring, century, before, during, after, exhibition, find out  
all the time, first of all

Compound Nouns  
Suffix *-ly*: Noun to Adjective

Nonfiction: A Brief History of Telling the Time  
Genre: History Article  
Fiction: The Wooden Clock  
Genre: Fantasy

Past Continuous for Two Actions in the Past  
Past Continuous with Simple Past

Conversation about a festival  
Strategy: Listen for Times  
Conversation about traveling back in time  
Strategy: Listen for Key Words

Ask About an Event

Genre: Fictional Narrative  
Strategy: Use Narrative Tenses

Infographic about how people spend time  
Video: Free Time

Make an Infographic

Useful Inventions  
Becoming an Inventor  
The Impact of Inventions

Social Studies

**VISUAL** Evaluate ideas presented in images by considering the wider context.  
**GLOBAL** Recognize the impacts of inventions on individuals and communities.  
**SOCIAL** Recognize that people learn from mistakes.  
**TEXTUAL** Main Idea and Details; Problem and Solution  
**MEDIA** Identify the target audience for different forms of media.

hard, light, metal, plastic, scientist, materials, invent, design, test, use, contamination, lead  
bathtub, bucket, pot, string, washing machine, bicycle, wheel, perfect, fill, turn, cookie, dough  
recycle, trash

Suffix *-or*  
Suffix *-ly*: Adjective to Adverb

Nonfiction: The Future of Robotics is Soft  
Genre: Technology Article  
Fiction: Wadida the Wonder Wheel  
Genre: Diary

Predictions with *Will* and *Won't*  
Questions about the Future with *Will*

Newscast about an inventor  
Strategy: Listen for Solutions  
Podcast about inventions made by mistake  
Strategy: Listen for Similarities

Make a Complaint

Genre: Explanatory Text  
Strategy: Use Cause and Effect Words

Timeline about inventions  
Video: Making Greener Choices

Make a Toy or Game with Recycled Materials

# Scope and Sequence



6

## How can we learn about the world?

pages 116–139

7

## How do animals survive?

pages 140–161

### ▶ Trails to Explore

### Curricular Connection

### Multiple Literacies

### New Words

### Word Work

### Reading

### ▶ Grammar

### Listening

### Speaking

### Writing

### ▶ Critical Thinking

### Project

Seeing the World  
Connected Classrooms  
Reliable Resources

Social Studies

**VISUAL** Identify how an image helps us learn about a place.

**GLOBAL** Explain the value of connecting with others around the world.

**SOCIAL** Explain how shared language helps build relationships.

**TEXTUAL** Make Inferences; Fact and Opinion

**MEDIA** Explain how the internet can be used to build understanding.

guesthouse, guidebook, gold, shiny, sightseeing, tourist, language, travel, search, guess, app, dictionary connect, schedule, history, math, science, geography, online, look up, subject, website, drone, local reliable, social media

Silent Vowels  
Phrasal Verbs with *Look*

Fiction: Searching for Gold  
Genre: Graphic Story  
Nonfiction: Virtual Learning  
Genre: Opinion Article

Future Plans with *Be going to*  
*Would like* + Infinitive

Interview about learning new languages  
Strategy: Listen for Opinions  
Ad for a classroom experience  
Strategy: Listen for Topics

Make Invitations

Genre: Field Trip Report  
Strategy: Include Key Details

Quiz game about the world  
Video: Using the Internet

Create a Quiz Game

Animal Adaptations  
Living Together  
A Better World

Life Science

**VISUAL** Explain how an image makes you feel.

**GLOBAL** Understand the role humans play in animal survival.

**SOCIAL** Recognize emotional connections between humans and animals.

**TEXTUAL** Compare and Contrast; Text-to-Self Connection

**MEDIA** Connect problems with solutions across multiple media types.

dig, fur, hole, sand, shade, desert, habitat, adapt, survive, danger, behavior, protect crow, nest, beak, feather, stone, wing, intelligent, stick, strange, frightening, curious, wild pollution, shelter

Suffix *-tion*  
Adjectives with *-ed* and *-ing*

Nonfiction: Desert Animals  
Genre: Magazine Article  
Fiction: Emi and the Crow  
Genre: Realistic Fiction

Comparative and Superlative Adjectives  
Comparative Adjectives with *As*

Lecture about a photography project  
Strategy: Listen for Details  
Lecture about an experience  
Strategy: Listen for Descriptions

Ask Questions

Genre: Descriptive Text  
Strategy: Use Adjectives

Infographic about sharing the sea  
Video: The Blue Planet

Make a Storyboard



**Trailblazer** *IN ACTION*

**MALAIKA VAZ**  
Storytelling for Change

Episode 3  
**Time to Learn**  
Skills Review Units 5 and 6





8

## What can we learn from stories?

pages 162-185

Stories That Teach  
Heroes and Villains  
Story Elements

Art

**VISUAL** Demonstrate understanding of an image using physical action.  
**GLOBAL** Explore lessons from stories from different cultures.  
**SOCIAL** Recognize how considering different perspectives can increase understanding and empathy.  
**TEXTUAL** Cause and Effect; Monitor and Clarify  
**MEDIA** Use information from one type of media to evaluate another.

deer, eagle, moss, net, path, turtle, trick, pond, escape, lesson, right, wrong cartoon, comic book, creature, fairy tale, villain, hero, unusual, character, powers, ending, poor, rich element, plot

Suffix -y  
Prefix un-

Fiction: The Four Friends; Anansi and the Mossy Rock  
Genre: Folktales  
Nonfiction: Not All Heroes Wear Capes  
Genre: Instructional Text

*Should and Shouldn't Have to*

Lecture about folktales  
Strategy: Listen for Examples  
Fiction story  
Strategy: Listen for Cause and Effect

Tell a Story

Genre: First-Person Narrative  
Strategy: Use Pronouns

Infographic about story elements  
Video: Learning From Story Elements

Create a Graphic Story



9

## How do we choose our clothes?

pages 186-207

What We Wear  
Fashion and Style  
Future Fashion

Social Studies

**VISUAL** Connect and compare an image with own and others' experiences.  
**GLOBAL** Explore clothing from different cultures.  
**SOCIAL** Recognize the importance of being true to yourself.  
**TEXTUAL** Paraphrase; Character Analysis  
**MEDIA** Compare how different groups of people might use media messages.

pants, sweatpants, swimsuit, tie, uniform, shirt, cotton, leather, wool, gloves, linen, silk belt, necklace, shorts, sneakers, tights, skirt, knit, put on, sweater, outfit, dye, unique fabric, sustainable

*A pair of*  
Silent K and G

Nonfiction: What will I wear today?  
Genre: Social Studies Article  
Fiction: A Sweater Called Risa  
Genre: Realistic Fiction

*Must and Can't*  
*Can and Could*

Lecture about saris  
Strategy: Listen for Attitudes  
Instructions for a craft  
Strategy: Listen for Instructions

Explain Choices

Genre: Thank-You Letter  
Strategy: Use Key Features of a Letter

Photos of fashion from food  
Video: Reducing Fashion Waste

Have a Sustainable Fashion Show



10

## How can we use energy well?

pages 208-231

Fossil Fuels  
Sun and Wind Power  
Renewable Energy

Earth Science

**VISUAL** Connect information in an image to prior knowledge.  
**GLOBAL** Examine people's responsibility for using sustainable energy.  
**SOCIAL** Explain the relationship between actions and consequences.  
**TEXTUAL** Sequence of Events; Evaluate  
**MEDIA** Explain ideas using information drawn from different forms of media.

coal, gas, oil, heat, mine, power station, fossil fuel, deep, store, million, save, unplug battery, candle, diagram, light bulb, well, wind turbine, dark, turn on, electric, produce, cell, panel advantage, disadvantage

Nouns and Verbs  
Phrasal Verbs with *Turn*

Nonfiction: The Story of a Piece of Coal  
Genre: Descriptive Text  
Fiction: Finding the Light  
Genre: Science Fiction

Zero Conditional  
*Might and May*

Tips to save energy  
Strategy: Listen for Recommendations  
Lecture about solar power  
Strategy: Listen for Dates

Give Advice

Genre: Persuasive Text  
Strategy: Use Questions Effectively

Infographic about renewable energy  
Video: Advantages and Disadvantages of Renewable Energy

Do a Biomass Experiment





1

# What do we need in a city?

## LOOK

1. Describe the photo.
2. Does anything in the photo surprise you? Why?
3. **VISUAL LITERACY** What don't you see in the photo that people need in a city? Share ideas with a partner.

## LISTEN

1. What sounds do you think you can hear in this city? Make a list.
2. Listen. What sounds did you hear? Add to your list. 🔊 1.1

## WATCH

1. Watch the video. ▶ 1.1
2. Watch the video again. What looks exciting? What questions do you have? ▶ 1.1



# Trails

## in This Unit



Kowloon City in  
Hong Kong, China

### Different Cities

- **READ** about a big city.
- **LISTEN** to someone talk about visiting a city.
- **ASK** for and give directions.



### Moving Places

- **READ** poems about moving to new places.
- **LISTEN** to a story about making a new friend.
- **WRITE** a poem about moving to a new place.



### A Better Community

- **STUDY** a photo of a community garden.
- **WATCH** a video about community projects.
- **CREATE** a community library.



# Different Cities

## Vocabulary

### A NEW WORDS

Listen and look. 🔊 1.2

Listen and say. 🔊 1.3



airport



hotel



restaurant



theater



transportation

skyscraper

### B NEW WORDS Listen and read. 🔊 1.4 Listen and say. 🔊 1.5



One of the tallest buildings in the world is in Dubai in the United Arab Emirates. The Burj Khalifa is over 828 meters (2,716 feet) tall. That's more than half a mile! It has apartments, **offices**, and a hotel. **Visit** the skyscraper for an **amazing** view when you **arrive** at the top. But you don't have to climb the 2,909 stairs. There are 57 elevators inside!

**office**  
**visit**  
**amazing**  
**arrive**

### C Ask and answer the questions with a partner.

- Which two new words are verbs?
- Which word describes cars, buses, trains, and planes?
- Which word describes a very tall building?
- Which word is a synonym for, or means the same as, *special*?

### D Write the places from **A** and **B** in the chart.

Places to Live or Stay	Places to Study or Work	Places to Have Fun	Transportation
hotel			

### E Think about places in your town or city. What is missing from the chart in **D**? Add your own ideas and discuss with a partner.



## Word Work

**F** Listen and read. Count the syllables in the examples and write the numbers. 🔊 1.6

### Syllables

A syllable is a part of a word. Words can have one syllable or more. Each syllable has a different sound.

place  vis-it  sky-scraper  el-e-va-tor

**G** Listen. Write the word and the number of syllables. 🔊 1.7

1.



3

restaurant

2.



3.



4.



## Reading Strategy

### Text Features

Text features help us to find information. Text features include the title, headings and subheadings, photos and pictures, captions and labels, and words in **bold**.

**H** What do these text features do? Match.

- |                             |  |
|-----------------------------|--|
| 1. Titles                   | a. tell us the main idea in each part. |
| 2. Headings and subheadings | b. describe a photo.                   |
| 3. Photos and drawings      | c. show us important words.            |
| 4. Captions and labels      | d. tell us about the whole text.       |
| 5. Words in <b>bold</b>     | e. show us what something looks like.  |

**PREVIEW** Read the title of the travel article on the next page. What do you already know about this city and what do you want to know? Share your ideas with a partner.



# Welcome to Singapore!



Once a small fishing village, Singapore is now a big city. It is famous for its tall **skyscrapers** and beautiful parks, but what is Singapore really like? Let's take a tour and find out.



Visit the world's largest indoor waterfall at Jewel Changi Airport.

## Arrive in Style

Let's start at Changi **Airport**. It's a very busy airport, but there is more to it than **arriving** and leaving. Jewel Changi Airport has shops, **restaurants**, **hotels**, movie theaters, and even an indoor rainforest.

## Walk with Dinosaurs

From the airport, you can walk or bike to the city center along the Changi Airport Connector, one of the many bike paths in Singapore. On part of the bike path, called the Jurassic Mile, you'll see dinosaurs!

## High-Rise Living

Next, take the MRT—Singapore's train **transportation** system—to Marina Bay. Skyscrapers with **offices**, apartments, and hotels reach to the sky. Tall buildings save space in cities like Singapore. They also have **amazing** views from the top!



Watch out for the Tyrannosaurus Rex along the Jurassic Mile.



## A Garden City

Now let's walk in one of the city's many parks. Parks and green spaces are important in all cities. Trees and plants clean the air. They create a cool space to get out of the sun and can be a home for birds and other animals.

The trees in Supertree Grove are tall gardens made by people. Each supertree has more than 150,000 plants inside its trunk. The trees collect energy from the sun and rainwater to use in the park.

In Jurong Lake Gardens, you can play in the Forest Ramble playground. Jurong Lake Gardens is a fun place for a family day out. It has lots of playgrounds and an outdoor skate park.

## Showtime

It's getting late, so let's **visit** the Esplanade. With a big concert hall and **theaters** inside, we can watch shows and plays from around the world. From pop music to puppet shows, it's all at the Esplanade.

The roof of the Esplanade building is very special. The metal window covers move with the sun to keep people cool inside the building. The building also collects rainwater to use in the city.

## Flying High

Let's end our tour at the Singapore Flyer. It's one of the tallest observation wheels in the world. We can look out over the city at night. All aboard!



See a light show in Supertree Grove. These lights are using energy from the sun.



Ride the Singapore Flyer and see the city at night.



Take a swim at the top of a hotel!



# Comprehension

**A** What place from the travel article do you want to visit? Explain to a partner.

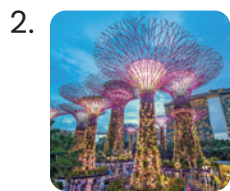
**B** Find the answers to these questions in the text. Compare with a partner.

1. Where can you visit an indoor rainforest?
2. How many plants are there inside each tree in Supertree Grove?
3. Where can you play at an outdoor skate park?

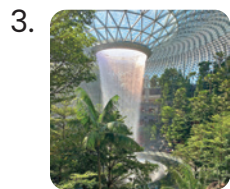
**C** **TEXTUAL LITERACY Text Features** Match the photos with the captions. Then write the subheadings from the text.



a. Visit the world's largest indoor waterfall at Jewel Changi Airport.



b. Ride the Singapore Flyer and see the city at night.



c. See a light show in Supertree Grove. These lights are using energy from the sun.



d. Watch out for the Tyrannosaurus Rex along the Jurassic Mile.

**D** Circle the correct answers.

A travel article includes <sup>1</sup>**facts** / **opinions** and interesting <sup>2</sup>**drawings** / **information** about <sup>3</sup>**a place** / **a person**. A good travel article makes readers want to <sup>4</sup>**visit** / **leave** the place.

**E** **GLOBAL LITERACY** Why does a city like Singapore need to have trees and plants?

**F** Do all cities and towns need the same things? Discuss with a partner.



# Grammar

- A** Listen and read. Underline the verbs in the simple present. Circle the verbs in the present continuous. 🔊 1.9



This is the tallest skyscraper in Hong Kong. People live, work, and shop here.



People are eating in a restaurant inside the skyscraper.

## Simple Present and Present Continuous 🎵 1.2

Use the simple present to talk about things that are always true or happen regularly.  
Use the present continuous to talk about things that are happening right now.

- B** Complete the message with the simple present and the present continuous.

Hi!

We are (have) <sup>1</sup> \_\_\_\_\_ a great time in Hong Kong. It (be) <sup>2</sup> \_\_\_\_\_ an amazing city with skyscrapers and other tall buildings. Our friends (live) <sup>3</sup> \_\_\_\_\_ in an apartment. Their apartment building (have) <sup>4</sup> \_\_\_\_\_ a lot of restaurants nearby, but we are not (eat) <sup>5</sup> \_\_\_\_\_ in a restaurant today. We are (walk) <sup>6</sup> \_\_\_\_\_ in the mountains and (look) <sup>7</sup> \_\_\_\_\_ at the view of the city. Isn't it beautiful?

See you soon!



- C** Play a game. In groups, make a list of actions. Take turns to act out an action. The other students use the present continuous to guess.

You're walking to school.

- D GRAMMAR IN USE** Reread the photo captions in the travel article. Underline the sentence with a verb in the present continuous. Rewrite that sentence in the simple present.

# Listening

- A** Look at the photos of two places in Mexico. Which is a city? Explain to the class.

**B NEW WORDS**

Listen and read. 🔊 1.10

Listen and say. 🔊 1.11

far stadium



- C** Listen and circle. 🔊 1.12

I live in a <sup>1</sup> **city / town** called Tepoztlán.

It isn't far from <sup>2</sup> **Mexico City / Guadalajara**.

I go to the city every <sup>3</sup> **day / week**. My favorite building there is the <sup>4</sup> **library / stadium**.

## Listening Strategy

When you listen for reasons, listen for the word *because* or infinitive verbs like *to see* and *to visit*.

- D LISTEN FOR REASONS** Listen again. Complete the sentences. 🔊 1.12

- Juan is staying with his grandpa \_\_\_\_\_
- He goes to Azteca Stadium \_\_\_\_\_
- He likes Club América \_\_\_\_\_
- He loves Azteca Stadium \_\_\_\_\_
- He doesn't watch soccer in his town \_\_\_\_\_

- E GLOBAL LITERACY** Work with a partner. Complete the chart.

Places To Have Fun	
Town	City

- F** Do you live in a town or city? Make notes about some places to visit there. Share with a partner.



# Speaking

**A** **ASK FOR AND GIVE DIRECTIONS** Listen and read. Label the restaurant on the map. 🔊 1.13

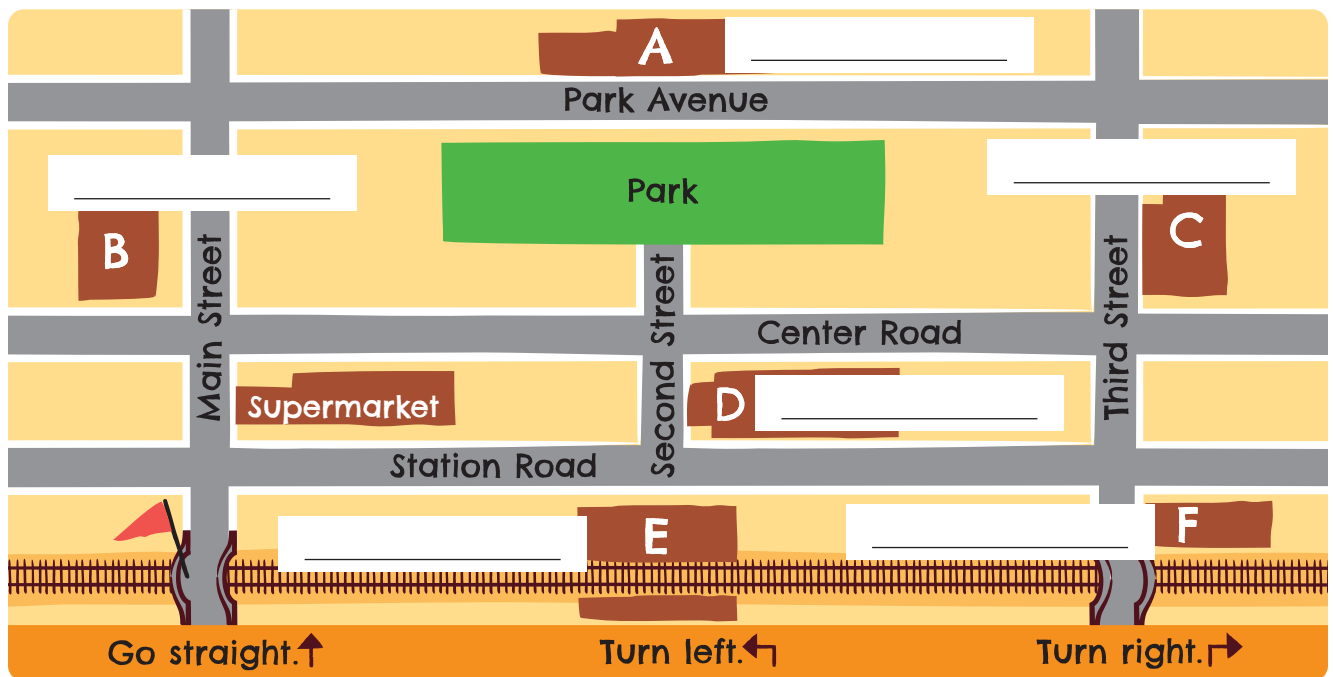
How do I get to the restaurant?

Go straight up Main Street and turn right after the supermarket. Go straight and turn left on Third Street.

What side is the restaurant on?

The restaurant is on the right.

Thank you.



**B** Work with a partner. Label the other places on the map however you want. Take turns to ask for and give directions.

hotel   library   railway station   stadium   theater

**C** Draw a simple map of streets around your school. Label the places.

**D** Work with a new partner. Using your new maps, take turns to ask for and give directions.

## Speaking Tip

Use direction words like *right*, *left*, and *straight*. Speak slowly and use hand gestures when you're giving directions to a place.

## What do we need in a city?

Think about what you know about different cities. Write an answer to the question.

# Moving Places

## Vocabulary

### A NEW WORDS

Listen and look. 🔊 1.14

Listen and say. 🔊 1.15



go away



pack



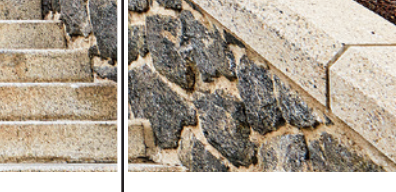
study



actor



pilot



university

### B NEW WORDS Listen and read. 🔊 1.16 Listen and say. 🔊 1.17



Being a pilot is an interesting **job**, and flying to different cities around the world is exciting. But it's hard work, too. Pilots often have to **leave** their families and **stay** overnight in different places. Some pilots spend 12 to 15 nights a month away from home, and they **miss** their families.

**job**  
**leave**  
**stay**  
**miss**

### C Write words from A and B in the chart.

Nouns	Verbs
job	go away

### D Complete the sentences with new words.

- The verbs \_\_\_\_\_ and *go away* have the same meaning.
- The nouns *pilot* and \_\_\_\_\_ are both jobs.
- A \_\_\_\_\_ is a place where people study.
- When we go on vacation, we \_\_\_\_\_ a suitcase.

### E Tell a partner about a place in the world you want to visit and why.

I want to go to...



## Word Work

**F** Listen and read. Underline the words used with *go* in each example. 🔊 1.18

### Phrasal Verbs with Go

Use the word *go* with other words to make a phrasal verb.

Phrasal verbs often have the same meaning as other verbs.

**go away** → leave

**go back** → return

**go on** → continue

**G** Use phrasal verbs with *go* to replace the words in parentheses.

1. Sydney is a beautiful city. I want to (return) \_\_\_\_\_ one day.
2. Have a good time on vacation! When are you (leaving) \_\_\_\_\_?
3. The talk about London was interesting, but it (continued) \_\_\_\_\_ for hours.

## Reading Strategy

### Rhyme

Rhyming words have endings that sound the same, like *sing* and *king*. The pattern of rhyme in a poem can tell you the type of poem it is.

**H** Read the poem with a partner. Find the lines that rhyme.

### First Day of School

There was a young boy named Abdul  
who had his first day at our school.  
He got lost at the gate  
and was ten minutes late,  
but everyone thought he was cool.



**PREVIEW** Look at the poems on the next page and read the title. What are the poems about? Share your ideas with a partner.



# Moving Away

1.19

## Grandpa Tiq

Once upon another time,  
Very long ago,  
Grandpa Tiq lived far away  
Among the ice and snow.

Home was a little cabin  
Right beside the sea.  
He spent his time with his dogs,  
His friends and family.

Then one day he **went away**  
To a big city.  
He went to **study** drama  
At **university**.

Then he became an **actor**  
And met Grandma Viv,  
So he **stayed** here in Boston,  
The city where we live.

"Do you **miss** your childhood home?"  
I asked him one day.  
Grandpa shook his head and said  
"I think of it this way."

"Life can change in many ways,  
But one thing is true.  
Your home is where your heart is  
And now my heart's with you."

## Moving Day

moving day is here  
so it's time to pack our things  
say goodbye and leave

## A New School

walking to school on  
the first day of my new life  
I hope it goes well





## June's Job

There was a young woman named June,  
who wanted to live on the moon.  
She got work as a  
**pilot** at NASA,  
now she's flying there very soon!

## Moving Back

We're **going back** to India,  
my family and me.  
My mother and my father moved here  
when I was three. Now Nani Brinda  
isn't well, and Mom wants to see her.  
So we're selling our apartment  
and moving to Sirsa.  
We are all excited, but of  
course a bit sad, too.  
So do come and  
see us. We want  
to see you,  
too!



# Comprehension

**A** Which is your favorite poem? Tell the class why.

**B** Read the poetry genre definitions. Fill in the title only for each poem in the chart.

	<b>Haiku</b> Has three lines with a regular syllable pattern	<b>Limerick</b> Has five lines and is often funny	<b>Narrative Poem</b> Tells a story	<b>Shape Poem</b> Shaped like what it describes
<b>Poem Title</b>	<u>Moving Day</u>	_____	_____	_____
<b>Rhyming Words</b>	yes / no	yes / no	yes / no	yes / no

**C TEXTUAL LITERACY Rhyme** Look for rhyming words in each poem and complete the chart in **B**. Say the rhyming words with a partner.

**D** Answer the questions with a partner.

1. Why is the family in the poem *Moving Day* saying goodbye?
2. Which three poems give reasons why people move?
3. What shape do you think the shape poem makes? Why?
4. Why did each of these people move? Write the letter and complete the sentences.




- ☐ Grandpa Tiq went away to \_\_\_\_\_.
- ☐ June has a new \_\_\_\_\_.
- ☐ Nani Brinda's family wants to \_\_\_\_\_ her.

**E SOCIAL LITERACY** Read the poem *A New School* again. How do you think the writer feels about going to a new school? Why?

**F** Imagine you are moving to a new town or city. What is exciting about the move? What is scary? Compare your ideas with a partner.



# Grammar

- A** Listen and read. Underline the verbs in the simple past. Which verbs are regular and which are irregular?  1.20

The city of Machu Picchu is a place of mystery. The Incas built the city in around 1450 but lived there only a short time. They left the city in around 1572 and never returned. Nobody knows for sure why they went away or where they moved to.



## Simple Past 1.3

Use the simple past to talk about things that already happened. For regular verbs, add *-d*, *-ed*, or *-ied*. Some verbs are irregular.



- B** Write the simple past of these verbs. Then use the verbs in the simple past to complete the paragraph.

Regular Verbs	Irregular Verbs
move _____	build _____
use _____	fit _____
study _____	

The Incas <sup>1</sup> \_\_\_\_\_ Machu Picchu high in the Andes Mountains. Some people think they <sup>2</sup> \_\_\_\_\_ the stars from there. The Incas <sup>3</sup> \_\_\_\_\_ stones from the river below to make the buildings. They <sup>4</sup> \_\_\_\_\_ the stones up the mountain without wheels. They <sup>5</sup> \_\_\_\_\_ the stones together perfectly!



- C** Play a game. Use the simple past to write three sentences about a city you visited. Read the sentences to a partner. Can they guess the city?
- D** **GRAMMAR IN USE** Find examples of verbs in the simple past in the poems. Underline the regular verbs and circle the irregular verbs.

# Listening

**A** Look. What do you think is happening in each picture? Share your ideas with a partner.



**B NEW WORDS** Listen and read. 🔊 1.21 Listen and say. 🔊 1.22

easy flood

**C LISTEN FOR SEQUENCE** Listen. Number the pictures in **A** in order. 🔊 1.23

**D** Listen again. Circle the correct answers. 🔊 1.23

1. Why did Elaf move from Mehar?
  - a. It was very hot.
  - b. There was a flood.
2. What did he miss from Mehar?
  - a. his home, his school, and his friends
  - b. his pets and the food
3. Why wasn't it easy for Elaf to make friends?
  - a. He was shy.
  - b. Nobody talked to him.
4. What activity helped him make friends?
  - a. soccer
  - b. chess

**E SOCIAL LITERACY** Imagine you are living in a new city. Answer with a partner.

1. What do you miss from your old town or city?
2. How can you make new friends?
3. What can other students in the school do to help you?

**F** Write a list of things you can do to welcome a new student.

## Listening Strategy

When you listen for sequence, look at the pictures or read the sentences first and think about the order. Write down key words for each picture and listen for those to help you.



## Writing

- A** Look at *June's Job*. How many syllables are in each line? Which lines rhyme?
- B** **COUNT SYLLABLES AND READ ALOUD** Read *Our Move to New York*. Count the number of syllables in each line. Then read it aloud with a partner and discuss. Do the syllables give it rhythm?

### Genre Poetry

Most poems have a regular rhythm. This means that some lines have the same number of syllables. Some poems use rhyming words.

**Strategy** Count the syllables in each line. Then read it. Do the words sound good together?

### Our Move to New York

Once upon another life,  
We all lived in Macau.  
Then we left for New York  
And we still live here now.

I started at a new school.  
I made some great new friends.  
Mom and Dad got new jobs  
And there our story ends!

- C** Answer the questions with a partner.
1. What genre of poem is *Our Move to New York*? Explain.
  2. How many syllables are there in each line?
  3. Which words rhyme?
- D** Write a poem about moving. Use the writing model to help you. Remember to plan, draft, review, and revise your work. Work with a partner to check your writing.

**What  
do we need  
in a city?**

Think about what people need in the place they live. Write a new answer to the question.



# A Better Community

## Critical Thinking

**A** Answer the questions with a partner.

1. What green spaces are there where you live?
2. What do you use green spaces for?

**B** Look at the photo and read the caption. Do you think the community garden is a natural space or did people make it? Explain.

**C** What are the good things about a community garden like this? Make a list and share your ideas with a partner.

**D NEW WORDS** Listen and read. 🔊 1.24  
Listen and say. 🔊 1.25

build space

**E** Watch the video. Number the steps for turning a waste ground into a community garden. ▶ 1.4

- ☐ They find a good place for the garden.
- ☐ They move plants they don't want.
- ☐ They dig the ground and build the garden.
- ☐ They move the trash.
- ☐ They plant trees, flowers, or vegetables.
- ☐ They put good soil into the ground.

**F** Watch the video again. Then look at your list of good things from **C**. Can you add to your list? ▶ 1.4

**G MEDIA LITERACY** Think about the photo and the video. What do you think the photographer and the people who made the video want you to think or do?

