

Scope and Sequence

Unit	Vocabulary	Explore Language	Global Citizenship
Language Review			
Vocabulary <i>Travel and Trade; Emotions; Art; Friendship; Early Civilizations; Actions and Survival</i> Grammar <i>Tag Questions; First Conditional; Modal Verbs of Obligation; Too and Enough; Present Perfect; Used to</i>			
1 Let's Get Moving page 10	Sports and Equipment <i>beginner, BMX racing, expert, harness, helmet, pads, rappelling, Rollerblading, rope, skiing, snowboarding, trampolining</i> Fundraising Through Sports <i>charity, fun run, get fit, give up, race, raise money, sponsor, take part in, team, train (v)</i> Beatnik Rap <i>Back to School Challenge</i>	Review of Verb Forms: Present, Past, and Future Indefinite Pronouns: <i>Everyone, Everything, Everywhere, etc.</i>	How do sports bring people together? Listening Skills Listening for gist and details
2 Circles of Life page 22	Animals and Their Life Cycles <i>be born, behavior, die, female, food chain, habitat, male, pouch, pregnant, trunk</i> Controlling Nature <i>encourage, endangered, extinct, get rid of, harm, native, pesticide, poison, predator, prey</i> Poem <i>Welcome to Our Habitat</i>	Present Perfect With <i>Already, Just, and Yet</i> Present Perfect With <i>For and Since</i>	How do humans affect nature? Listening Skills Listening for gist and details
Put It Together Review Units 1 and 2 <i>I've Just ...</i>			
3 Figure It Out page 36	Investigating Crimes <i>alibi, clue, commit a crime, criminal, detective, fingerprint, interview, investigate, suspect, suspicious, thief</i> Committing and Preventing Crime <i>guilty, opportunity, prevent, report (v), risk (n), solve, steal, track (v), victim, witness (n)</i> Rap <i>Ace Detective</i>	Reported Speech: Statements Reported Speech: Requests and Commands	Why is it important to be observant? Listening Skills Listening for gist and details
4 When I Grow Up page 48	Jobs and Qualifications <i>architect, challenging, comedian, creative, degree, party planner, pet psychologist, qualifications, rewarding, stressful, talented, underwater photographer</i> Work and Skills <i>ambition, boss, business, experience, independent, inspired, observant, reliable, resourceful, skills</i> Poem <i>That's the Job for Me</i>	Infinitive of Purpose Tag Questions	Why are all jobs important? Listening Skills Listening for gist and details
Put It Together Review Units 3 and 4 <i>The Detectives Game</i>			
5 Express Yourself page 62	Emotions 1 <i>confused, delighted, determined, disappointed, enthusiastic, furious, optimistic, pessimistic, upset, worried</i> Emotions 2 <i>confident, fail, frustrating, improve, insecure, make mistakes, negative, positive, succeed</i> Blues Poem <i>Expedition Blues</i>	Modal Verbs of Deduction Adverbs of Probability	How do our emotions affect our learning? Listening Skills Listening for gist and details

	Writing	Speaking	International English	Literacy Book
			Literacy: Predicting; Making Inferences; Points of View; Visualizing Changes; Scanning; Identifying Main Idea and Details; and Identifying Cause and Effect Spelling: Soft g, Soft c and Final -ed	
	Paragraph Building Organizing Information Word Study Word Families Product An Instructional Flyer	Conversation Making and Responding to Suggestions Pronunciation Connected Speech: Consonant-Vowel Linking	US <i>rappelling; awesome, give it a try, Good job!; flyer, organize</i> UK <i>abseiling; brilliant, have a go, Well done!; leaflet, organise</i>	Story <i>You're Out!</i> Instructional Text <i>The Ultimate Game</i> Reading Skill Understanding Skimming and Scanning
	Paragraph Building Giving Facts, Reasons, and Details Sentence Building Conjunctions Product An Infographic	Presentation Using Rhetorical Questions to Create Interest Pronunciation Sentence Stress: Weak Forms <i>and, of</i> (Schwa)	US <i>behavior; Did you see a baby owl yet?, I just read it.</i> UK <i>behaviour; Have you seen a baby owl yet?, I've just read it.</i>	Fantasy <i>Arthur's Adventures</i> Persuasive Text <i>Fire Ecology</i> Reading Skill Understanding Sequence of Events
	Paragraph Building Organizing Elements in a Story Word Study Using Adjectives and Adverbs for Atmosphere Product A Crime Story	Conversation Showing Interest and Responding to What You Hear Pronunciation Word Stress: First and Second Syllable		Informational Text <i>Solving Crime With Science</i> Story <i>The Red-Headed League</i> Reading Skill Drawing Conclusions
	Paragraph Building Support Reasons with Facts and Details Word Study Adjective Collocations Product A Biography	Conversation Using Fillers to Buy Time to Think in an Interview Pronunciation Intonation in Incomplete Yes/No Questions	US <i>realized; in college</i> UK <i>realised; at university</i>	Biography <i>The Hero of Lime Rock</i> Story <i>Delivery Dan</i> Reading Skill Understanding Points of View
	Paragraph Building Using Expressive Language in Poetry Word Study Similes and Metaphors Product Acrostic Poems	Presentation Offering Encouragement and Dealing with Nerves Pronunciation Sentence Stress: Content Words	US <i>pretty sure; recognize</i> UK <i>quite sure; recognise</i>	Instructional Text <i>Using Your Emotional Toolbox</i> Poems <i>How I Feel</i> Reading Skill Identifying Sensory Details

Unit	Vocabulary	Explore Language	Global Citizenship
6 Go Green page 74	Eco-Tourism <i>carbon footprint, conservation, damage (v), eco-friendly, environment, impact (n), pollution, public transportation, tourism, waste (v)</i> Sustainable Living <i>global, global warming, local, organic, natural resources, recycle, reduce, self-sufficient, sustainable, symbol</i> Chant A Green World	First Conditional With Modal Verbs: <i>May, Might, and Be able to</i> <i>Too + Adjective + Infinitive;</i> <i>Adjective + Enough + Infinitive;</i> <i>Enough + Noun + Infinitive</i>	How do our lifestyle choices affect the environment? Listening Skills Listening for gist and details
Put It Together Review Units 5 and 6 Picture Puzzles			
7 In Safe Hands page 88	Injuries and First Aid <i>accident, allergic reaction, Band-Aid, burn (n), concussion, cut (n), disinfect, faint, ice pack, injured, rash, swell</i> Preparing for an Emergency <i>call for help, drill, emergency exit, evacuate, first responder, keep calm, panic, prepare, rescue, sound the alarm</i> Rap The First Aid Tent	Simple Present Passive Reflexive Pronouns	How do volunteers contribute to our well being? Listening Skills Listening for gist and details
8 Way Back Then page 100	Discoveries and Inventions <i>cross (v), engineering, invent, practical, preserve, printing, record information (v), solution, stone</i> Developing Knowledge and Ideas <i>assess, civilization, create, culture, develop, discover, knowledge, technique</i> Poem My Favorite Invention	Past Modal Verbs of Obligation Simple Past Passive	Why do people like to learn about the past? Listening Skills Listening for gist and details
Put It Together Review Units 7 and 8 Guessword			
9 Tell Me a Story page 114	Storytelling <i>brave, characters, cliffhanger, cruel, enemy, hero, heroine, narrator, plot, suspense, terrifying, thrilling, villain</i> Sharing Stories <i>anecdote, details, empathize, fascinating, imagination, moral, pass on, share, surprising, understand</i> Poem Tell Us a Story, Storyteller	Second Conditional: Positive Statements Second Conditional: Negative Statements and Questions	How do stories bring people together? Listening Skills Listening for gist and details
10 Why Was It Made? page 126	Design <i>design (v), evolve, heavy, light, man-made, original, portable, useful, useless</i> Design To Solve Problems <i>adapt, customize, effective, feedback, flexible, material, trial and error, user-friendly</i> Rap Design's My Line	Reported Speech: Questions Agreeing With <i>Too, So, Either, and Neither</i>	Why do we need design? Listening Skills Listening for gist and details
Put It Together Review Units 9 and 10 Build a Story			
Process Writing page 140	Generating Ideas Step 1 Planning Step 2	Drafting Step 3 Editing and Publishing Step 4	

	Writing	Speaking	International English	Literacy Book
	Paragraph and Sentence Building Organizing and Presenting Information to Argue a Case Product A Persuasive Essay	Presentation Appealing for Help Pronunciation Word Stress: Third and Fourth Syllable	US <i>public transportation</i> UK <i>public transport</i>	Persuasive Text <i>Not-So-Fantastic-Plastic</i> Poem <i>A Greener Life</i> Reading Skill Understanding Author's Purpose
	Paragraph Building Researching, Organizing, and Presenting Information Product An Informational Flyer	Presentation Adding Suspense to a Story Pronunciation Connected Speech: Consonant-Vowel Linking with /r/	US <i>Band Aid; First Aid Tent; waterwings, first aid kit; pharmacy; sound the alarm, first responder; fire marshal</i> UK <i>plaster; First-Aid Tent; armbands, first-aid kit; chemist; raise the alarm, emergency services; fire warden</i>	Story <i>The Chopper</i> Instructional Text <i>First Aid for Beginners</i> Reading Skill Understanding Main Idea and Details
	Genre Focus Recognizing Fact and Opinion Sentence Building Phrases to Link Cause and Effect Product An Informative Article	Presentation Structuring, Transitioning, and Concluding Pronunciation Connected Speech: Elision, Dropping the t	US <i>civilization; it's too bad</i> UK <i>civilisation; it's a pity</i>	Fable <i>The Great Race</i> Informational Text <i>Mysterious Malta</i> Reading Skill Recognizing Genres
	Genre Focus Creating a Narrative Voice Word Study Suffixes and Prefixes Product A Story	Conversation Offering Opinions, Agreeing, and Disagreeing Pronunciation Sentence Stress: Weak Form to (Schwa)	US <i>empathize</i> UK <i>empathise</i>	Informational Text <i>Storytelling Around the World</i> Folk Tale <i>The Weaver</i> Reading Skill Understanding Characters
	Paragraph Building Letter-Writing Conventions Sentence Building Formal and Informal Language Product A Letter of Complaint	Conversation Exploring Options and Reaching Agreement Pronunciation Connected Speech: Intrusive /w/	US <i>customize; Yours truly</i> UK <i>customise; Yours faithfully</i>	Informational Text <i>Designing Drones</i> Science Fiction <i>The Restore Key</i> Reading Skill Making Inferences

Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Literacy Review Predicting; Making Inferences; Points of View; Visualize Changes; Soft g and Soft c Scanning; Identifying Main Idea and Details; Identifying Cause and Effect; Final ed							
1 Let's Get Moving page 8	Fiction <i>You're Out!</i> Play Literary Term idiom	Nonfiction <i>The Ultimate Game</i> Instructional Text	Understanding Skimming and Scanning	Social Studies: Sports and Recreation	Relationship Skills: Exhibit cooperative learning and working toward group goals	Why are rules important for sports?	Vocabulary sports and equipment, and fundraising through sports Grammar review of verb forms: present, past, and future indefinite pronouns
2 Circles of Life page 24	Fiction <i>Arthur's Adventures</i> Fantasy Literary Term antonym	Nonfiction <i>Fire Ecology</i> Persuasive Text	Understanding Sequence of Events	Science: Biology	Self-awareness: Possess self-efficacy and self-esteem	How do life cycles represent change?	Vocabulary animals and their life cycles, and controlling nature Grammar present perfect simple with <i>already</i> , <i>just</i> , and <i>yet</i> , and <i>for</i> and <i>since</i>
3 Figure It Out page 40	Nonfiction <i>Solving Crime With Science</i> Informational Text	Fiction <i>The Red-Headed League</i> Story Literary Term closed compound	Drawing Conclusions	Science: Forensics	Self-awareness: Accurately recognize own strengths and limitations	How do we use clues to solve problems?	Vocabulary investigating, committing, and preventing crimes Grammar reported speech: statements, requests, and commands
4 When I Grow Up page 56	Nonfiction <i>The Hero of Lime Rock</i> Biography Literary Term synonym	Fiction <i>Delivery Dan</i> Story	Understanding Points of View	Social Studies: Careers	Self-management: Set plans and work towards goals	Why do we work?	Vocabulary jobs, qualifications, work, and skills Grammar infinitive of purpose tag questions
5 Express Yourself page 72	Nonfiction <i>Using Your Emotional Toolbox</i> Instructional Text	Fiction <i>How I Feel</i> Poems Literary Term metaphor	Identifying Sensory Details	Science: Psychology	Self-awareness: Label and recognize own and others' emotions	How do we identify emotions?	Vocabulary emotions Grammar modal verbs of deduction adverbs of probability

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
6 Go Green page 88	Nonfiction <i>Not-So-Fantastic Plastic</i> Persuasive Text Literary Term word choice: variety	Fiction <i>A Greener Life</i> Poem	Understanding Author's Purpose	Science: Ecology	Self-awareness: Identify own needs and values	What can we do in our own lives to help the environment?	Vocabulary eco-tourism and sustainable living Grammar first conditional with modal verbs <i>too</i> and <i>enough</i> with infinitives
7 In Safe Hands page 104	Fiction <i>The Chopper</i> Story Literary Term simile	Nonfiction <i>First Aid for Beginners</i> Instructional Text	Understanding Main Ideas and Details	Science: Medicine	Self-management: Manage personal and interpersonal stress	What can we do to help in an emergency?	Vocabulary injuries and first aid, and preparing for an emergency Grammar simple present passive reflexive pronouns
8 Way Back Then page 120	Fiction <i>The Great Race</i> Fable Literary Term transition words	Nonfiction <i>Mysterious Malta</i> Informational Text	Recognizing Genres	History: Archaeology	Social Awareness: Appreciating diversity	How do we explain the mysteries from ancient civilizations?	Vocabulary discoveries and inventions and developing knowledge and ideas Grammar past modal verbs of obligation simple past passive
9 Tell Me a Story page 136	Nonfiction <i>Storytelling Around the World</i> Informational Text	Fiction <i>The Weaver</i> Folk Tale Literary Term word choice: adverbs of intensity	Understanding Characters	Social Studies: Traditions	Self-management: Monitor progress toward personal and academic short- and long-term goals	Why do we tell stories?	Vocabulary storytelling and sharing stories Grammar second conditional positive statements, negative statements, and questions
10 Why Was It Made? page 152	Nonfiction <i>Designing Drones</i> Informational Text	Fiction <i>The Restore Key</i> Science Fiction Literary Term word choice: degrees of intensity	Making Inferences	Science: Engineering	Relationship Skills: Manage and express emotions in relationships, respecting diverse viewpoints	How can design solve problems?	Vocabulary design and design to solve problems Grammar reported speech: questions and agreeing with <i>too</i> , <i>so</i> , <i>either</i> , <i>neither</i>

A Look and write what Miguel and his friends saw at the Viking Museum. Then listen to Miguel talking to his mom about the trip. Match the names to the people.

honey coins wheat jewelry pottery fur ~~wood~~ leather

Daisy

Anna

Katie

George

Rob



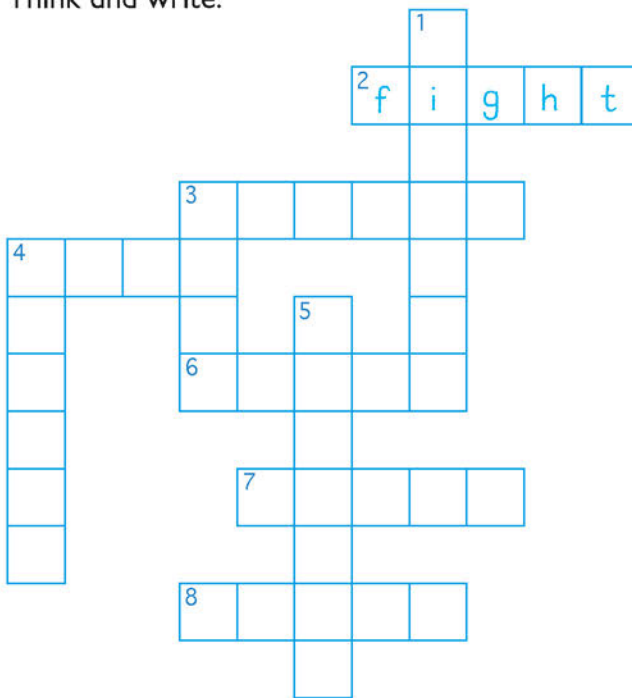
B Unscramble the words used to describe pictures and complete the opposites.

- 1 pselmi simple ≠ d _ t _ _ d 3 krad _____ ≠ _ _ _ t
 2 durroofgne _____ ≠ b _ _ k _ _ _ _ 4 tighrb _____ ≠ p _ _ e

C Match. Then answer for you and tell a friend.

- | | |
|--|-------------------------------------|
| 1 What do you do if you have a falling | a. in touch with your grandparents? |
| 2 Do you ever tell | b. with people? |
| 3 Are you good at making friends | c. out with a friend? |
| 4 How do you keep | d. people who hurt you? |
| 5 Do you think it's bad to break a | e. a secret when you shouldn't? |
| 6 Who do you get | f. at you? |
| 7 Have people ever laughed | g. along with best in your family? |
| 8 Do you find it easy to forgive | h. promise? |

D Think and write.



Across

- 2 hit or argue with someone
- 3 a thing you use to stop someone hitting you
- 4 to kill animals for food
- 6 to make cloth
- 7 plants grown for food
- 8 a sharp weapon

Down

- 1 a small town in the countryside
- 3 vegetables and meat cooked slowly
- 4 a hard hat to protect your head
- 5 a fighter in the past

E Read and complete. Write the missing vowels.



My friend Gus and I went on an incredible adventure yesterday. It's hard to 1 survive in the wild, but we did it! First we had to 2 _____ through the jungle. Then we got to a river! We wanted to 3 _____ a bridge but we couldn't find any wood. So we had to swing across the river on a 4 _____. I fell in! Aaaaaarrgh! Gus had to dive in and save me! "There's going to be a storm!" said Gus. "We must find 5 _____!" I've never seen rain like that! At last we got back to our tent. We put up our 6 _____ and now we're having a rest ...

A Read and complete the tag questions. Listen and check.



1 You painted the background, didn't you?

2 I don't have to sing, _____

B Read and complete. Use the correct first conditional verb forms.

- 1 The audience will leave (leave) if we sing (sing) badly.
- 2 If she _____ (fall) off the stage, everyone _____ (laugh).
- 3 I _____ (tell) you what to say if you _____ (forget) your words.
- 4 If you _____ (learn) your lines, you _____ (not be) stressed.
- 5 If we _____ (not work) hard, we _____ (not feel) calm.
- 6 People _____ (not recognize) you if you _____ (wear) a wig.

C Read the dialogue and choose.

- Annabel:** I can dance better than Tina. I think I 1 must / should be the White Rabbit!
- Director:** But you're such a good singer.
- Annabel:** I know. You 2 don't have to / shouldn't tell me. Should I sing more loudly?
- Director:** No—more quietly! You're 3 loud enough / too quiet already.
- Annabel:** Do I have to wear that costume?
- Director:** Yes, it's 4 too late / late enough to change it. Oh, no! Tom isn't here. We 5 have to / mustn't start late.
- Annabel:** Why are you yelling? You aren't 6 calm enough / too calm to be the director!





3

He should finish that later,

5

We're all ready,

4

She won't do that tonight,

D Put the words in order to make questions. Then answer the questions for you.

1 have / you / many times / on / stage / How / sung / ?

How many times have you sung on stage?

2 been / a / play / you / ever / in / Have / ?

3 ever / cleaned / you / Have / windows / the / ?

4 you / Did / use / write / to / pencil / in / ?

5 last year / next to / Who / sit / you / did / to / use / ?

6 did / five / What time / use / you / to / were / you / when / go to bed / ?

UNIT 1

Let's Get Moving

WELCOME TO THE
SPORTS
EXPERIENCE

A Listen. Which sports do Nishi and Miguel try?

- beginner
- BMX racing**
- expert
- harness
- helmet
- pads
- 1 rappelling**
- Rollerblading**
- rope
- skiing**
- snowboarding**
- trampolining**



B Find and number the words in **A**. Then listen and check.

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

 rappelling  abseiling



D Look and write. Complete the missing heading.

	Sports equipment	Ability
BMX racing		


E Listen and write. Then watch and say.

Back to School Challenge

"Isn't that too hard for you?"

"Too hard for me?! Says who?"



Never been on a trampoline?


1  Rollerblading might be more your scene.

Jump up high like a kangaroo.

Climb like a monkey. Try something new!

If 2  _____'s the sport for you,

Pick up some 3  _____, a 4  _____, too.

Just a 5  _____? Not for long.

Practice hard—get fit, get strong!

Is it 6  _____ that you're into?

You're an 7  _____—you know how to!

Hello, new year! Hello, new you!

Find the challenge that you want to do.

F Pronunciation. Listen and say. Copy the linking. Find other examples of linking in the rap.

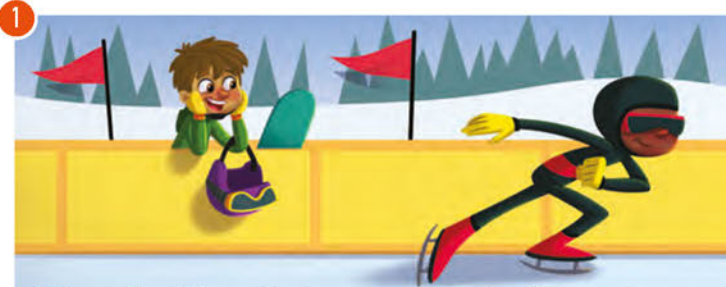
been on

jump up

like a

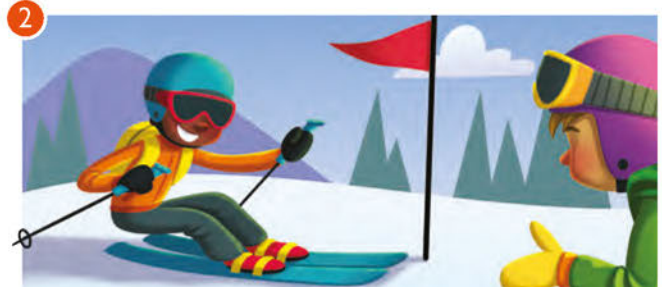
Explore Language

 **A** Listen and read. What does Jordan learn about being good at sports?



Miguel: Wow, that was even faster than last time. I was watching you. You're an expert at skating, Jordan!

Jordan: I know.



Miguel: Wow, that was awesome! You're an expert at skiing, too, Jordan.

Jordan: I know.

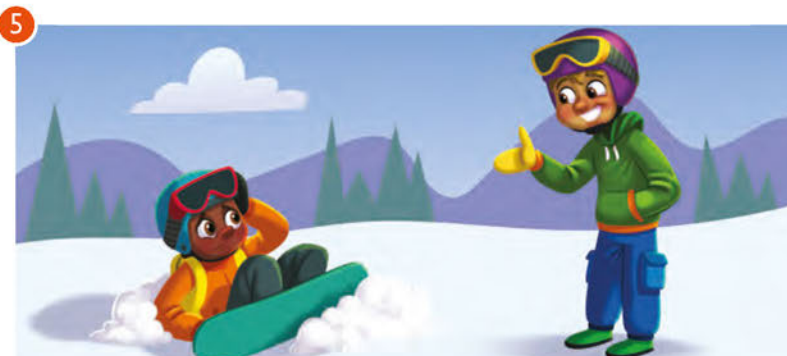


Jordan: But I'm looking for a new sport. Can I look at your snowboard?

Miguel: Oh—yes, of course. Snowboarding's difficult, but a lot of fun. I've done it for about two years.

Jordan: I haven't tried snowboarding before. But I'm really good at skating, skateboarding, and skiing. I'll find it easy, I'm sure ...

Miguel: Why don't you give it a try?



Jordan: Ouch! Maybe snowboarding isn't so easy ...

Miguel: Are you going to go back to skiing?

Jordan: Oh, no—I love a new challenge! Where can I get some lessons, Miguel?

Miguel: Come and meet my snowboarding instructor!



Instructor: Good job, Jordan!

Jordan: I thought skiing was fun, but this is even better!

Miguel: I know!


awesome
give it a try
Good job!


brilliant
have a go
Well done!



B Look at **A**. Complete the table. Which verb forms have two parts?

Review of Verb Forms								
You	're	an expert at skiing.			That	_____	even faster than last time.	
I	_____	_____	for	a new sport.	I	was	_____ you.	
I	_____	_____			snowboarding before.			
Are	you	_____	go	back	to skiing?	Yes,	I	am.
						No,		'm not.
I	_____	_____		find	it easy.			

C Think and discuss. Then choose.

- 1 We use the **simple present** / **present progressive** to talk about something happening now and future plans.
- 2 We use the **present perfect** / **simple past** to talk about experiences in the past.
- 3 We use the **simple past** / **past progressive** to talk about something that was already happening in the past when another event occurred.

Verbs must agree with their subjects.

Remember

D Listen and say.

E Complete the sentences with the correct form of the verbs.

- 1 Yesterday I went (go) trampolining.
- 2 No, they _____ (not try) BMX racing before.
- 3 _____ she _____ (play) soccer last weekend?
- 4 Watch out—you _____ (crash)!
- 5 We _____ (ski) down the mountain when it started to snow.
- 6 Today he _____ (wear) sneakers. He's going running after school.



F Get to know your friends. Write answers for you. Then ask and answer.

1	Why do you enjoy your favorite sport or activity?
2	When did you start doing your favorite sport or activity?
3	What exciting sports or activities have you tried?
4	What were you doing yesterday evening?
5	What are you going to do on Saturday?

Why do you enjoy your favorite sport or activity?

It's exciting and I meet lots of people.

How do sports bring people together?

 A Listen to Aida and Rahul talk about helping others. What does Rahul challenge Aida to do?



1 get fit



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

an organization that people give money to so they can help other people

8 _____

be involved in an activity with other people

10 _____

9 _____



B Look at the pictures and definitions in **A** and write. Then listen and check.

charity fun run ~~get fit~~ give up raise money
race sponsor take part in team train

C Read and complete the website paragraph.

Our class wants to support WaterWater, a 1 charity that helps villages in our country that don't have much water. We've decided to 2 _____ a sports challenge to 3 _____ for it. We're going to swim 25 km. That's a long way but we'll do it as a 4 _____. Our teacher has helped us to 5 _____ for it. We won't 6 _____—we're going to finish, so we can get as much money as possible. Please 7 _____ us!

D Now listen to Elsa. How did she challenge herself?



E Listen again. Read and choose.

- 1 Elsa felt a little scared / bored when she arrived last summer.
- 2 She wanted to be on her own / meet new friends.
- 3 She used to play on a basketball / soccer team.
- 4 Deciding to play soccer was easy / difficult for her.
- 5 When she started playing, she played well / badly.
- 6 Elsa recommends sport as a good way to feel better about yourself / part of a community.

How can you use sport to help others?
Why do people set themselves challenges?

 A Listen and read. How does Casey feel about the fun run?



Casey: Wow! This is great! Everyone's so colorful! I've never done a fun run before, but I think I'll be fine: no one has trained harder than me! And anyway, there's no chance of me giving up—so many people have sponsored me. Has anyone seen my dad? He has my camera to take pictures of us all, but I can't see him anywhere! Ooh, it's going to be a long race.

Jordan: Hey Casey, CASEY! I love your costume!

Casey: Thanks, Jordan! Yours too ... I'm glad I had something to eat before we started—I'm going to need a lot of energy! I wonder how fast everyone will be.

Jordan: We'll soon find out—it's nearly time to start!

Everyone: Five, four, three, two, one!

Casey: Let's go, Jordan!

B Look at **A**. Complete the table. Which pronoun has two words?

Indefinite Pronouns		
Person	Thing	Place
every one	every thing	every where
some one	_____	some where
_____	no thing	no where
_____	any thing	_____

- ✓ everyone is
- ✗ everyone are

Watch Out

C Think and discuss. Then choose.

- We use indefinite pronouns to talk about people, things, and places **specifically** / **in general**.
- We use indefinite pronouns with **every-** / **some-** to talk about **all** people, things, and places.
- We use indefinite pronouns with **some-** / **no-** to talk about the absence of people, things, and places.



D Listen and say.

E Read the anecdote and choose.

1 **Someone** / **Anyone** in my soccer club decided to raise money for a charity which helps animals. "We're going to dress up in funny clothes and play a match," he said. "Wear 2 **anything** / **nothing** you like—there are no rules!" I didn't know what to choose. I looked 3 **somewhere** / **everywhere** but I saw 4 **anything** / **nothing** I liked. Then my brother found a big orange hat and some enormous yellow gloves. They were perfect! Lots of people came to see us play in our funny clothes. 5 **No one** / **Everyone** thought that we were really funny, so we raised a lot of money. And 6 **everything** / **something** surprising happened—we played better in our silly clothes than we usually do! Maybe that was because we were all really proud of our team.

F Play *Tic-Tac-Toe*. Make sentences to win the squares.

somewhere	anywhere	everyone
nowhere	anyone	everything
something	no one	someone

I choose "anyone."

I haven't seen anyone this morning.

Correct. You win that box.

A Read the flyer about a sponsored race. What can't your boat have?

Float Your Boat Sponsored Race

We're raising money for a charity which helps dolphins. Come and test your skills on the water!

You will need

- a friend—each team needs to have two people
- a boat—it can be made of any material but it can't have an engine
- sponsors—they have to guess how far your boat will sail

What to do

- 1 Visit our website (www.boatfloatfun.org) and tell us you want to take part.
- 2 Download the sponsor form and get as many people as you can to sponsor you.
- 3 Build your boat. If you need ideas, go to the tab called *Boats For All* on the website. Choose an interesting name for your boat.
- 4 Practice sailing your boat. You want to make it go as fast as possible.
- 5 Come to the river on July 6 at 2:00 p.m. for the Float Your Boat Sponsored Race and bring your supporters!
- 6 Be organized. After the race, collect and send your money to us as soon as you can.



If you don't want to build your own boat, come along and support the race. It's always a really enjoyable event!



B Look at the structure of the flyer. Read and check (✓) all the correct statements.

- 1 These features help the reader find the information they need:
 - a. short sections with clear headings
 - b. direct speech in speech bubbles
 - c. language to make you want to buy things
 - d. bullet points and numbered lists
 - e. exclamation points
 - f. words like *First* or *Then* to show the order to do things
- 2 These verb forms are used:
 - a. the present perfect
 - b. the imperative
 - c. the present progressive
 - d. the *you* form of the simple present

C Look at the language in the flyer. Complete the word families.

Verb		organize	enjoy	
Adjective	sponsored			supported
Noun		organization	enjoyment	

In instructional flyers, we often use different forms of the key words.

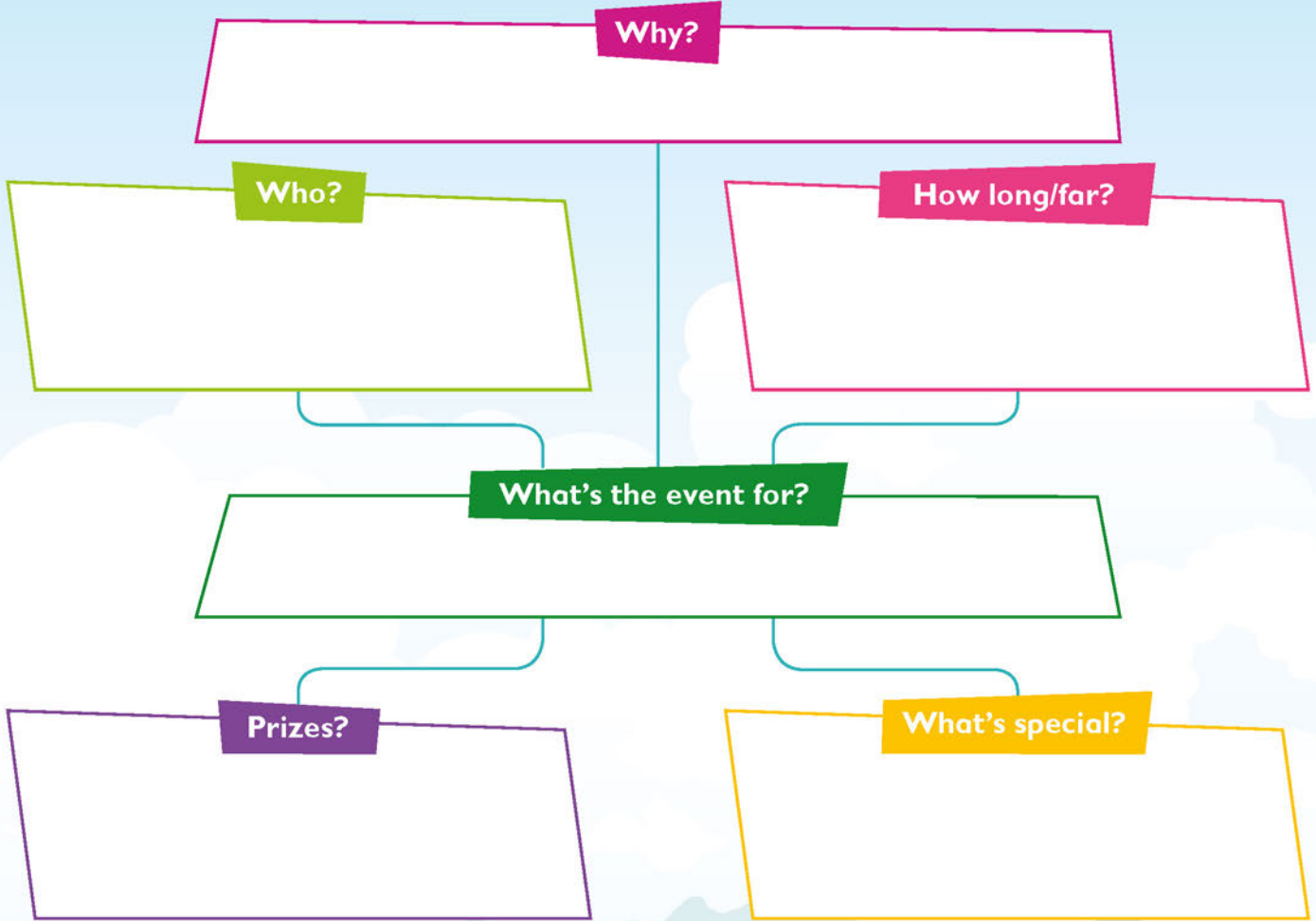




D Think and discuss. Choose or invent an event. Complete the mind map with lots of ideas.

Chocolate Fun Run

Dance! Dance!! Dance!!!



E Plan your flyer. Look at your ideas in **D** and make notes for these three sections.

Heading and opening sentence	You will need	What to do

Read and Respond
Ask your friend to read your flyer.
Does he/she want to take part in your event?

F Now write and design your flyer.

Talk About It

A Watch and listen. Do you think Gene gives Lloyd good advice? Why?

Watch
What can you tell about how Gene and Lloyd feel from how they move?

B Watch again. Match the suggestions to the responses.

Suggestions

- 1 Do you want to watch it with me?
- 2 So, why don't you?
- 3 Give it a try.
- 4 How about showing me how to do it?
- 5 Well, maybe I could show you ...
- 6 Let's start tomorrow after school.

Responses

- a. I'd really like that.
- b. You really want to try BMX racing?
- c. I'm not fit any more.
- d. That would be great.
- e. Oh, BMX racing ...
- f. I'm not sure.

C Imagine you and your friend want to start a new sport. Think about your options.

- Trampolining—fun, jumping
- Water-skiing—outdoors, cold?
- Rollerblading—good at skateboarding, so easy?

D Talk with your friend, using phrases in **B**. What advice will you follow?

What kind of challenge are you looking for?

Well, I used to play ...

Reflect

Did I make helpful suggestions to my friend?



How well did you meet the challenge of Unit 1? Read and respond.

3 • 2 • 1

3 things I learned in this unit

1	2	3

2 questions I have

1	2

1 thing I struggled with

Hello! Remember me? I'm Casey. I'm so happy I took part in the fun run! Find out what I'm interested in in Unit 2!



- A** Look at the pictures and the title. What do you think the story is about? Write your prediction. Then listen, read, and check.

A Shaky Start

Suddenly, Barry and Bella heard a loud crack and then a rumble from inside the volcano. The ground started shaking. Barry panicked. He turned back to the eggs, just in time to see one of them rolling down the side of the volcano. Barry chased after it as it rolled faster and faster down the dangerous path, to the sea below.

“Hurry! You have to save it!” shouted Bella, flapping her wings wildly over the nest. Barry flew even faster. The volcano rumbled again. More black sand and rocks fell around him.

Our nest wasn't in a safe place! The egg won't survive in the cold water, he thought as he flapped his wings. Then the egg rolled off the side of the volcano and into the sea.

Barry flew up high and then dived straight down into the water.



- B** Think and write. What do you think happened to Barry and Bella next? Make an inference.

- C** Answer the questions. Then discuss.

1 Where was Barry and Bella's nest?

2 Why did Barry panic?

3 Why did the egg fall?

4 Why was the water dangerous for the egg?

5 Why did Barry dive into the water?

D Draw and discuss. Visualize the past and the future. How did the nest look in the past? How will it look in the future?

Past



Present



Future



E Imagine you are Barry. Rewrite the story from a first-person point of view. How do you feel?

Suddenly, we heard _____

Find the words in the puzzle.
Then check (✓) words with soft g.

Spelling Patterns Soft c and Soft g

P H P L Q F E O K Q S N C
 L E Y X P A S S E N G E R
 H E N E R G Y T X X N L M
 T I V C Q H R T L X N D Z
 R Z K Q I E S B L G M W E
 W E G M H L I P C H S C L
 O D C B U Q J S K M N E N
 B E T B I I M A G I N E U
 I X E O J C G V R E P W U
 W H I C T G Y P X H V E S
 D N H X F V M C C W G P W
 R Q R R V Y J Z L S Q Z I
 N F A E N G I N E E R Q V
 G P A L A C E X A T P L V

- bicycle**
- energy**
- engineer**
- imagine**
- palace**
- passenger**
- pencil**
- prince**

Now find more words in the reading with soft c and soft g.

A Scan *Welcome to the Galápagos Islands* and answer the questions. Then listen and read.

- 1 What is it about? _____
- 2 Which animals are in the reading? _____
- 3 What kind of book do you think it is from? _____

Welcome to the Galápagos Islands

Off the coast of Ecuador in South America are the Galápagos Islands. These volcanic islands are a UNESCO World Heritage Site. They are home to some wonderful animals. Many of these animals do not live anywhere else on earth!

Marine Iguana

These are the only sea lizards in the world. When they arrived on the islands millions of years ago, there wasn't enough food on land so they learned to swim and started eating seaweed from the salty seawater!



Galápagos Penguin

Most penguins live in Antarctica, but Galápagos penguins live at the Equator. They survive there because cold water from Antarctica flows north past the islands. They spend the day in the sea hunting for fish and return to the land at night.



Blue-Footed Booby

This funny-looking bird has bright blue feet and its name comes from the Spanish word *bobo*, meaning fool. It can dive from up to 100 meters in the air into the sea to catch fish.



B Write *True* or *False*. Then rewrite the false sentences to make them true.

- 1 Most of the world's lizards live in the sea. _____

- 2 Marine iguanas eat fish from the salty sea water. _____

- 3 Most penguins live at the Equator. _____

- 4 The blue-footed booby can fly. _____

C Choose an animal from the reading. Write the details about it.

D Match the cause and effect.

- | | |
|---|--|
| <p>1 Wonderful animals live in the Galápagos Islands ...</p> <p>2 There wasn't enough food on land ...</p> <p>3 Cold water flows north past the islands ...</p> <p>4 These birds look funny ...</p> | <p>a. so penguins can survive there.</p> <p>b. so the islands are now a UNESCO World Heritage Site.</p> <p>c. so they are named after the Spanish word for fool.</p> <p>d. so the iguanas learned to swim and eat seaweed.</p> |
|---|--|

My Reading Journal

One thing I learned from the reading is _____

Listen and write. Complete the table.

Spelling Pattern Final ed

grab
move
decide
learn
slip
hug
point
recognize
wait

-d	-ed	Double Letter -ed

Now find more words in the article ending with *ed*.

UNIT
1

Let's Get Moving



See, Think, Wonder



A Look at the picture. What do you see?

I see ...

I see ...

B What do you think?

I think ...

I think ...

C What do you wonder?

I wonder ...

I wonder ...

D Think and write. How many different sports do you know? Make a list.

_____	_____
_____	_____
_____	_____

E Read and write. Skim *You're Out!* and write the answer.
What do you think the story is about?

F Read and write. Read the question. Then scan *You're Out!* and write the answer.

What's the name of one of the teachers?

Now read *You're Out!*



YOU'RE OUT!



Luis



Victoria



Principal

Mr. King
(Team Captain)Sara
(Team Captain)

Camilo



Ms. Ruiz

Additional Characters: Max, Ryan, Josh, Erica, Mr. Martin, Ms. Sanchez, Mr. Nuñez, Ms. Era



(On the court. A group of students and teachers are stretching.)

Luis: (as a sports announcer) Hello, and welcome to the students-versus-teachers dodgeball game. I'm Luis.

Victoria: (as a sports announcer) And I'm Victoria. We're your hosts for this exciting game today. The referee is our principal and the whole school is here, waiting for the game to begin.

(Mr. King and Sara are each whispering to their team to make a plan.)

Victoria: Last year, the teachers won easily, but it's going to be a much tougher game today. The students trained a lot!

Luis: These are not beginners, Victoria, and there's a big reward for the students if they win: a pizza and movie party.

Victoria: The students' team has a new captain, Sara Lopez. (Sara waves at the crowd.) Sara is a dodgeball hotshot. Bay Elementary has never seen a player catch so well, or throw so fast.

Luis: Sara's the player to watch today.

Do you like competitions?





(Both teams move to their lines and get ready to run.)

Victoria: Everyone looks ready to step up to the plate!

(The principal blows the whistle. Both teams run to center court.)

Luis: Everyone dashes towards the balls.



(Ms. Ruiz throws a ball at Max.)

Victoria: Oh! The librarian, Ms. Ruiz, gets the first out.

Max: *(walks off court sadly)* Aw, man.

Luis: Max did NOT see that coming.

(Sara shoots the ball like a cannon. It hits Mr. Martin.)

Victoria: Out! Mr. Martin, the math teacher, is gone.

Words in Context

 Find these words in the reading. What do you think they mean?

hosts

tougher

strikes

shakes

sportsmanship



(Camilo throws a ball at Mr. Nuñez.)

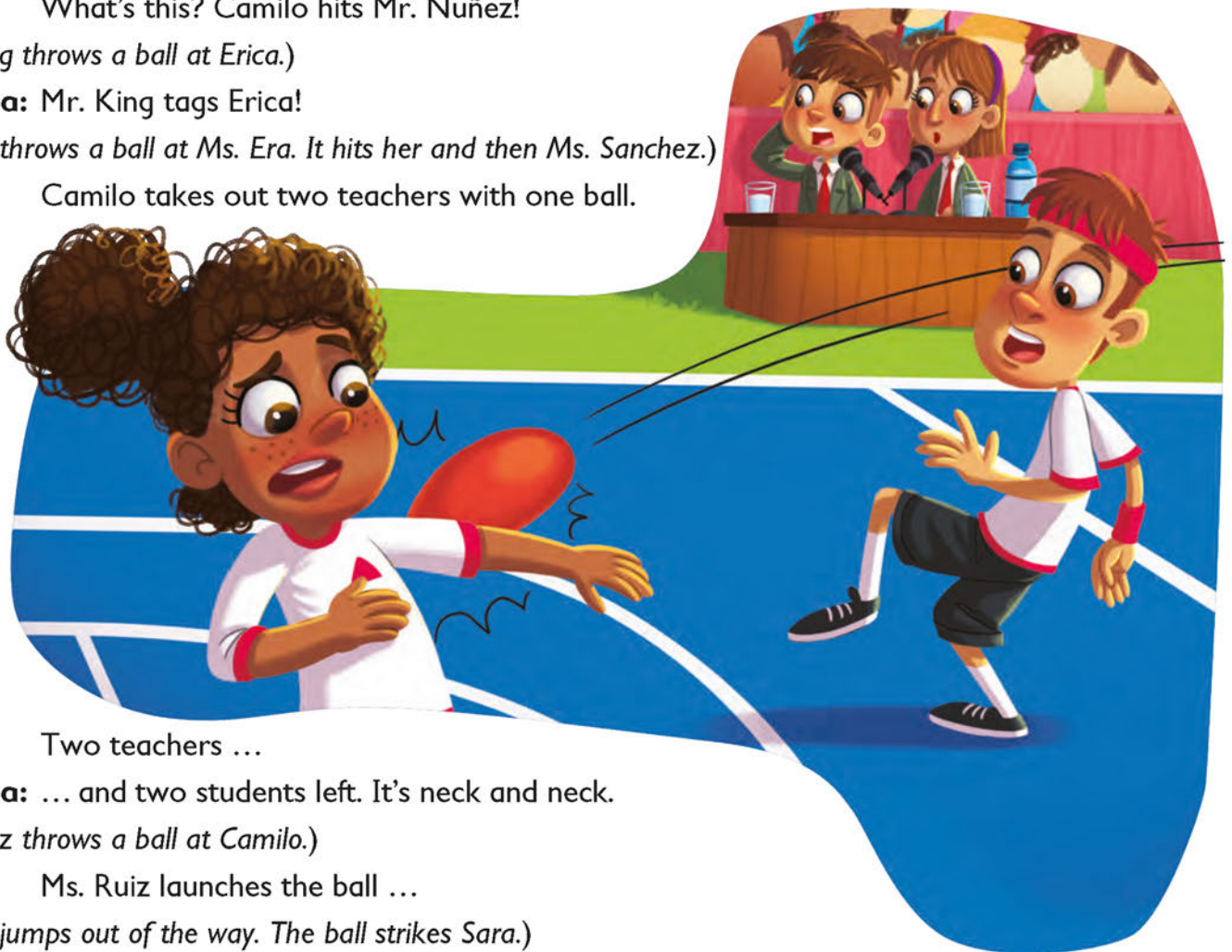
Luis: What's this? Camilo hits Mr. Nuñez!

(Mr. King throws a ball at Erica.)

Victoria: Mr. King tags Erica!

(Camilo throws a ball at Ms. Era. It hits her and then Ms. Sanchez.)

Luis: Camilo takes out two teachers with one ball.



Luis: Two teachers ...

Victoria: ... and two students left. It's neck and neck.

(Ms. Ruiz throws a ball at Camilo.)

Luis: Ms. Ruiz launches the ball ...

(Camilo jumps out of the way. The ball strikes Sara.)

Victoria: ... it barely misses Camilo ...

Luis: ... and Sara, the students' team captain, is out!

Sara: You've got this, Camilo!

Victoria: It's two against one.



Why is playing fair important?

(Mr. King reaches for a ball that is near the announcers' table. He steps over the line.)

Principal: (blows whistle) Mr. King, you're out of bounds. You're out!

Mr. King: (falls on his knees, pretends to be mad) Nooooo!

Luis: It's just Ms. Ruiz and Camilo now! There hasn't been a game this close since first grade.



(Ms. Ruiz runs up to the line and throws a ball at Camilo's feet.)

Victoria: It's heading straight for him.

(Camilo reaches for the ball.)

Luis: ... and he catches it! Ms. Ruiz is out!

(Camilo shakes his head no.)

Luis: Wait, is he saying no?

Camilo: I didn't catch the ball in the air. It bounced first.

Principal: Oh, Ms. Ruiz is NOT out!



Luis: What great sportsmanship from Camilo! He looks tired. Can he go the distance?

(Ms. Ruiz runs to the line and throws the ball straight at Camilo.)

Victoria: Ms. Ruiz throws the ball ...

(Camilo steps back with his arms out and catches the ball.)

Luis: ... and he's caught the ball! This time Ms. Ruiz really is out!

Luis and Victoria: The students win!

(Everyone cheers.)



Principal: Both teams played with great energy and sportsmanship. You look like you were really enjoying yourselves!

Victoria: It's pizza and movies for everybody!

Luis: What an unexpected performance from Camilo! Wow, what a game! I'm Luis ...

Victoria: And I'm Victoria. Thanks for watching, and see you next year!

What sports do you enjoy?

Explore the Reading

A Read and answer.

- 1 Who are the two hosts? _____
- 2 Which team won the match the year before? _____
- 3 What is the reward for the students if they win the game? _____
- 4 What job does Ms. Ruiz do at the school? _____
- 5 Where does Mr. King step? _____
- 6 Who wins the game? _____

B Think and discuss. Camilo showed great sportsmanship during the game. What did he do?

C Complete the table. What examples of sportsmanship can you give from your life, from books, and from movies?

Your Life	Books	Movies

Literary Term Idiom

An **idiom** is a phrase or saying that has a different meaning than the individual words. Its meaning is not literal.

Read. Then think and write. What do you think the idiom means?

- 1 The firefighter has to be ready to go to the fire station at *the drop of a hat*.

- 2 Let's *call it a day* and go home now.

- 3 I passed the math test *by the skin of my teeth*.

- 4 I'm going to home. It's time to *hit the road*.

Now find more idioms in the reading.



- A** Read and write. Skim *The Beginnings of Judo* to find the answer to question 1. Scan to find the answer to question 2.

The Beginnings of Judo

Kanō Jigorō started the modern sport of Judo.

As a young man, Kanō learned the skills of *jujitsu*, an ancient Japanese martial art. But he added different throws, and made the sport safer. Kanō wanted judo to be a way of staying fit, and for learning self-control. *Judo* means the gentle way. In 1882, Kanō began his own school. Today, judo is practiced all around the world, and is an Olympic sport.



- 1 What is the purpose of this text? _____
- 2 What year did Kanō Jigorō start his own school? _____

When we **skim**, we read quickly and look for the main ideas. We want a quick overview of the whole reading. To do this, we look at titles, headings, and pictures.

When we **scan**, we search for a specific fact or piece of information. To do this quickly, we don't read every word. For example, when we're looking for a specific date or time, we scan for numbers.

- B** Read and choose. Then skim or scan *The Ultimate Game* and answer.

- 1 What is the reading about? **skim** / **scan** _____
- 2 What are two things you need to play ultimate Frisbee? **skim** / **scan** _____

- C** Think and discuss. What are the benefits of playing a team sport? Which team sport do you like to play?

Now read **The Ultimate Game**



THE ULTIMATE GAME

The History of Frisbee

It all started with a pie tin.

Many years ago, a group of students in the USA discovered that the empty tins from the Frisbie Pie Company flew really well when thrown. They shouted “Frisbie!” while they were throwing the pie tins, and a sport was born.



Have you ever played Frisbee?



Today, people around the world play with Frisbees for fun, but there are Frisbee sports, too. One of the most popular is ultimate Frisbee.



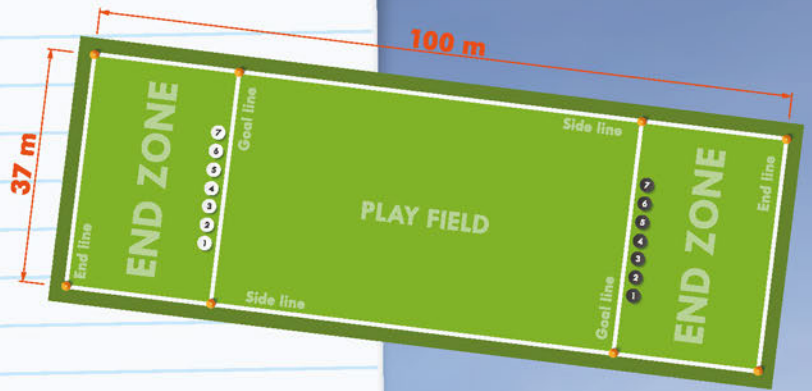
More than 300 million Frisbees have been sold in the last 40 years.



Ultimate for Beginners

You Need: Subheadings help organize related information so it is easier for us to read and understand.

- A Frisbee
- Two teams of at least seven players each
- A field about the same size as a soccer field—100 meters long, and 37 meters wide
- Two end zones



How to Play:

1. One team stands in one end zone and defends it, keeping the other team from scoring points. The other team stands in the other end zone and defends it. The teams face each other.
2. To start, the teams flip a coin to see which team throws the Frisbee first. This throw is called the pull.
3. The team with the Frisbee is the team on offense. The players try to pass the Frisbee up the field from one player to another. To score a goal, they must catch the Frisbee in the other team's end zone.
4. The team on defense has to try to stop the other team from scoring.
5. The winning team is the first to score 15 goals. Another way to play is with a time limit. The team with the most goals at the end of the time wins.



soccer field
flip a coin
on offense
on defense



football pitch
toss a coin
attacking
defending



Words in Context



Find these words in the reading. What do you think they mean?

defends flip a coin on offense substituted referee foul

Basic Rules:

- Don't run with the Frisbee.
- Don't hold the Frisbee for more than 10 seconds.
- Don't make contact with other players.
- Don't grab or knock the Frisbee from another player's hands.
- If two players catch the Frisbee at the same time, it goes to the team trying to score a goal.
- The Frisbee goes to the other team if:
 - the Frisbee hits the ground;
 - a player throws the Frisbee out of bounds;
 - a player on the defending team catches the Frisbee.
- When a team scores, its players stay in that end zone and start the game again with a pull. Now they have to defend. This means that after every goal, the scoring team plays in a different direction.
- A player can be substituted, or replaced, after a goal or if a player is hurt.



Ultimate is played in more than 80 countries by about 7 million people.

Playing Fairly

In many sports, the referee, or umpire, controls the game. They decide when goals are scored or if there has been a foul. In ultimate, there is usually no referee. The players organize the game. If there is a problem or a foul, they talk about it calmly and decide what to do.



Sportsmanship is a key part of ultimate. Teams do their best to win, but fair play is as important as winning.

So, grab a Frisbee and take part in the ultimate game.



Will you and your friends try ultimate? Why or why not?

Explore the Reading

A Write *True* or *False*. Then rewrite the false sentences to make them true.

- 1 When a team catches the Frisbee in the other team's end zone, they score a goal. _____
- 2 When a player drops the Frisbee, they have to leave the field. _____
- 3 When two players grab the Frisbee at the same time, they have to dance. _____
- 4 When one team gets 15 goals, they win. _____
- 5 When a player throws the Frisbee out of bounds, it goes to the other team. _____
- 6 When there is a problem, the players check with the referee. _____

B Think and write. Why do you think ultimate Frisbee is so popular around the world?

C Complete the table. Think of two sports or activities. Then discuss their similarities and differences.

Activity	Equipment	Location	Players	Referee



Why are rules important for sports?

A Read and check (✓). Is the rule for dodgeball, ultimate Frisbee, or both?

	Dodgeball	Ultimate	Both
1 Players start on opposite sides of the field or court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Players are out when a ball hits them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Players cannot run with the Frisbee for more than 10 seconds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 Players have to get to the other side to score a goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 Players are out if they step out of bounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 The team that gets all the other players out first wins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 Players must act with good sportsmanship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 The team that gets 15 goals first wins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 If the ball bounces before hitting a player, that player isn't out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



B Invent a new sport your class could play. What do you need to play it?
Do a Rally Robin.

C Write instructions and share your sport with the class.

My Reading Journal

Look back at the unit. Which part did you find the most interesting? What did you learn?

The most interesting part was _____

I learned _____

Imagine you are an author. What sport or activity would you write about?

I would write about _____

Go back to page 9. What new things do you see, think, or wonder?

