

Scope & Sequence

Unit	Vocabulary	Grammar	Reading	Social-Emotional Learning (SEL)	CIIL and Literacy	Education for Sustainable Development and Citizenship (ESDC)	Communication Skills
Welcome pages 5-8	Personality Adjectives, Hobbies, Life Experiences	Review: Comparatives and Superlatives Present Perfect	<i>The Amazing Exchange Club</i>				
Unit 1 The Natural World pages 9-22	Natural Features: canyon, coast, coral reef, desert, grasslands, ocean, path, rainforest, sand dune, stream, valley, volcano Adjectives for Natural Features: grassy, muddy, rocky, sandy, steep	Past Progressive + Simple Past The giraffe was drinking water when it saw a lion. Past Progressive + Simple Past Questions What were you doing when ...?	Fable <i>The Ants and the Grasshopper</i> Reading Skill: Identify points of view in a story	Relationship Skills Recognize strengths in others	Science <i>Animals on the Move</i> daylight, instinct, magnetic field, mammal, migrations, wet season Information Literacy Understand the features of a website	Global Citizenship The importance of helping wild animals in their natural habitats Research Project Amazing Migrations	Listening Use pictures to make predictions Speaking Show interest in a story Writing Use story structures to write a short story
Unit 2 Life in the Past pages 23-36	Medieval Times: cart, crops, grain, harvest, hut, knight, merchant, plow, straw, tools, ox/oxen, trade Communication: chat with people, light a fire, message someone, print information, send a messenger, use a smartphone	have to / had to Today, we have to ... In the past, they didn't have to ... could / couldn't In medieval times, you could ... When I was younger, I couldn't ...	Historical Story and Poem <i>The Unlikely Knight</i> Reading Skill: Identify features of stories and poems	Self-Management Present yourself positively to others	History <i>Trade in Medieval Times</i> coastal, connections, expanded, products, trade routes, transported Visual Literacy Recognize why an image is used with a text	Global Citizenship The importance of trade between countries and cultures Creative Project Making a Market	Listening Listen to and understand longer texts Speaking Check for understanding in a talk Writing Understand the features of poetry to write a poem
Unit 3 Try Something New pages 37-50	Free-Time Activities: chess, cooking, drama, fencing, gymnastics, martial arts, photography, pottery, track and field, trampolining, yoga Types of Music: musical, classical music, hip-hop, opera, pop music, salsa	Present Perfect Have you ever seen an opera? How long ... and / since How long have you liked hip-hop? I've liked hip-hop for since I was ten.	Play <i>The Advice Booth</i> Reading Skill: Understand the meaning of new words	Self-Management Identify ways to reduce stress	Health <i>Yoga for Life!</i> balance, breathe, concentrate, energy, focus, form, poses, strength Critical Literacy Identify an author's purpose in a text	Global Citizenship The importance of exercise for personal health and well-being Creative Project Field Day Fun	Listening Listen for specific information Speaking Show emotion during a talk Writing Use paragraphs to organize writing
Unit 4 Outdoor Adventures pages 51-64	Outdoor Equipment: backpack, binoculars, compass, flashlight, hiking boots, map, puffer jacket, rope, sleeping bag, sunblock, sunglasses, tent Outdoor Activities: hiking, mountain biking, rafting, rappelling, rock climbing, windsurfing	Present Perfect We've already put the tent up. We haven't cooked dinner yet. Present Perfect Questions Have you tried rafting yet?	Graphic Novel <i>Small and Brave</i> Reading Skill: Use visual thinking to understand a graphic novel	Responsible Decision-Making Take responsibility for your decisions	Geography <i>Leave No Trace</i> campfires, cares for, conserve, trace Critical Literacy Identify a writer's opinion Critical Literacy Differentiate fact and opinion	Global Citizenship The importance of conserving national parks and natural areas Research Project Protecting Nature	Listening Activate your existing knowledge Speaking Respond to suggestions Writing Use synonyms in your writing
Unit 5 Living in the City pages 65-78	Features of City Life: cyclist, bike lane, canal boat, green space, noise, pedestrians, pollution, public transportation, steps, traffic, trash can, wildlife Adjectives for City Life: crowded, noisy, polluted, quiet, safe, unusual	too much, too many, not enough There are too many people. There's too much noise. too and not enough adjectives It's too crowded. It isn't safe enough.	Short Story <i>Everyone's a Winner</i> Reading Skill: Identify the main idea in a section of a story	Self-Awareness Say how you feel and why	Social Studies <i>Victoria: More Than a Name</i> capital, mountain range, surrounded, official language, population, region, parts Visual Literacy Identify the effects of images in a text	Global Citizenship The importance of cities in countries around the world Creative Project Fabulous Festivals	Listening Listen for reasons and explanations Speaking Show respect for others' opinions Writing Use direct speech when writing a story
Unit 6 Protect Our Planet pages 79-92	Environmental Problems: climate change, deforestation, destroy, drought, endangered, extinct, flood, global crisis, habitat, protect, species, survive Plants and Flowers: pesticide, pollen, seeds, soil, weeds, wildflowers	First Conditional If the ice melts, animals will lose their habitats. may (not), might (not), could They may become extinct. We might not have a place to live.	Realistic Fiction Story <i>Wooden Treasure</i> Reading Skill: Understand the characters' feelings in a story	Self-Awareness Understand your effects on the planet	Science <i>The Life Cycle of Trees</i> mature trees, saplings, seedlings, seeds, snags, sprouts Visual Literacy Use an infographic to understand information	Global Citizenship The importance of planting and protecting trees in communities Service Project Planting Trees	Listening Listen for key information Speaking Use hand gestures in a presentation Writing Use blog features to write a blog post
Unit 7 Design Time pages 93-106	Materials: bamboo, cardboard, clay, cotton, glass, leather, metal, plastic, rubber, stone, wax, wood Verbs for Design Processes: dye, harvest, heat, press, print	be made of / be used for It's made of metal. It's used for opening bottles. Present Passive Kiwis are grown in New Zealand.	Science-Fiction Story <i>A New Way Learning</i> Reading Skill: Infer meaning in a text	Self-Awareness Understand that people learn differently	Art: <i>Puzzle Pieces</i> figure out, glued, in half, pushed apart, put into, puzzle, world record Visual Literacy Recognize how images help us understand a text	Global Citizenship The role of games and puzzles across cultures Creative Project Designs for your Desks	Listening Take notes while listening Speaking Discuss options to make a decision Writing Review and edit your work
Unit 8 All About Money pages 107-120	Shopping: bills, cash, change, coins, credit card, customer, discount, price, receipt, sale, sales assistant, wallet Verbs for Money: borrow, donate, earn, lend, save, spend	Review: <i>will</i> , <i>going to</i> We won't use coins in the future. She's going to buy it tomorrow. Simple Present for Future What time does the store open?	First-Person Narrative <i>My Life as a Bill</i> Reading Skill: Understand the main idea of a story	Social Awareness Realize people make different decisions	Math: <i>Ways to Save</i> charity, free, full price, secondhand, stream, tips, used Visual Literacy Get information from charts and graphs	Global Citizenship The roles of saving and donating money in families Service Project Helping Hands	Listening Listen and make inferences Speaking Ask for help politely in a store Writing Write a persuasive advertisement
Unit 9 Let's Eat pages 121-134	Adjectives for Food: bitter, crunchy, delicious, disgusting, hard, juicy, salty, soft, sour, spicy, sticky, sweet Healthy Foods: fresh, frozen, organic, raw, vegetarian, (un)healthy	looks / smells / sounds / tastes / feels It tastes sweet. It looks like a tomato. Tag Questions: <i>be</i> and <i>can</i> You aren't hungry, are you? He can cook well, can't he?	Mystery Story <i>The Mystery of the Missing Cake</i> Reading Skill: Understand the sequence of events	Self-Management Stop and think before you act	Social Studies <i>Eat on the Street</i> affordable, appeal, convenient, cuisines, trend, vendors Critical Literacy Evaluate a text for reliability	Global Citizenship The role of street food in different countries Research Project Eat Around the World	Listening Predict answers to questions Speaking Sound positive when persuading someone Writing Write a report that is clear and easy to follow

Grammar Booster pages 135-143

The Amazing Exchange Club

1 Natural World

- Talk about natural features
- Talk about interrupted activities
- Read about animal migration
- Read and write a short story

2 Life in the Past

- Talk about life in the past
- Talk about obligation and ability
- Read about trade routes
- Read and write a poem

3 Try Something New

- Talk about free-time activities
- Talk about past experiences
- Read about yoga
- Read and write a biography

4 Outdoor Adventures

- Talk about outdoor adventures
- Talk about recent experiences
- Read about national parks
- Read and write a movie review

5 Living in the City

- Talk about living in a city
- Talk about and compare places
- Read about different cities
- Read and write a short story

6 Protect Our Planet

- Talk about protecting the planet
- Talk about possible future situations
- Read about the life cycle of trees
- Read and write a blog post

7 Design Time

- Talk about materials
- Talk about objects and processes
- Read about jigsaw puzzles
- Read and write an article

8 All About Money


- Talk about shopping and money
- Talk about actions in the future
- Read about budgeting
- Read and write an advertisement

9 Let's Eat!

- Talk about foods and flavors
- Talk about and confirm facts
- Read about street food
- Read and write a report

- 1 Read the profiles. Think. Who is the most similar to you? Why?

ABOUT PHOTOS MESSAGE



Name: Sophie
Age: 10
Birthday: May 20th
Nationality: American
Hometown: Boston, USA
Personality: friendly, curious
Favorite hobby: visiting museums

ABOUT PHOTOS MESSAGE



Name: Mateo
Age: 11
Birthday: September 29th
Nationality: Spanish
Hometown: Madrid, Spain
Personality: helpful, creative
Favorite hobby: cooking for my family

ABOUT PHOTOS MESSAGE



Name: Lucía
Age: 11
Birthday: March 3rd
Nationality: Mexican
Hometown: Puebla, Mexico
Personality: caring, funny
Favorite hobby: taking care of my pet fish

ABOUT PHOTOS MESSAGE



Name: Amit
Age: 10
Birthday: November 16th
Nationality: Indian
Hometown: Jaipur, India
Personality: kind, brave
Favorite hobby: skateboarding with friends

1 Look back at page 5. Ask and answer about the club members.

Where's Sophie from?

She's from Boston in the USA.

What's she like?

She's friendly and curious.

What does she like doing in her free time?

She likes visiting museums.



2 0.01 Listen and write *T* (True) or *F* (False).

- Sophie thinks the Science Museum is the most interesting museum. _____
- Amit thinks riding a bike is more dangerous than skateboarding. _____
- Lucía's fish, Bubbles, is more intelligent than her other fish. _____
- Mateo likes making pizza and salad for his family and friends. _____

3 **Talk Partners** Ask and answer about your hobbies.

What do you like doing in your free time?

I like watching soccer and basketball.
I think they're the most exciting sports.

I like playing the guitar. It's easier than playing the piano. What about you?



1 0.02 Listen and read. Then answer the questions.

- What can you do at the club? Find three examples.
- In what ways can members connect with each other?



THE AMAZING EXCHANGE CLUB

The Amazing Exchange Club is a global online community.

JOIN THE AMAZING EXCHANGE CLUB TO ...

- connect with students all over the world
- find out about other countries and cultures
- share events that you've been to
- work with other students on class projects
- learn about and discuss global problems

HOW CAN YOU EXCHANGE INFORMATION?

- You can send emails and messages to other members or take part in live video chats. Use your smartphone to take photos or make videos to ...
- show us something interesting about your country
 - show us a project you're working on
 - tell us about an event you've been to



REMEMBER TO THINK ABOUT THESE IMPORTANT THINGS:

- Be polite and friendly to members who contact you and always try to help them.
- Make sure the information in any messages or videos you post is true.
- If you want to organize a video call, remember that in some parts of the world, it's a different time of day from your country. Find a time that's good for everyone.

LIKE SHARE



2 Read again and choose.

- Use your smartphone to do schoolwork / post photos or videos of projects.
- If other members contact you, organize a video call / be polite and helpful.
- Don't post information that isn't true / about your interests.
- When you organize a video call, always check the time in the other students' countries / that everyone likes video calls.

3 Think and discuss. Would you like to join this club? Why or why not?



0.03 Listen and read. Which topic is The Amazing Exchange Club going to learn about first?

Lucía: Hi, Mateo. It's great to meet you!

Mateo: Hi, Lucía. It's great to meet you, too! It's so cool that our classes can talk to each other online.

Lucía: Yes! I'm really excited to meet people from different countries.

Mateo: I think it will be fun to learn about different topics together.

Lucía: I agree! Our first topic is outdoor activities.

Mateo: Awesome! I love nature and outdoor activities.

Lucía: Me, too! I like riding bikes and swimming. I've been snorkeling, too. I've never tried scuba diving, but I'd like to learn.

Mateo: I've never tried snorkeling, but I've visited an island and slept in a hammock. It was a lot of fun!

Lucía: Cool! I'm excited about our exchange trip. My class is going to fly to the USA at the end of the year!

Mateo: My class is going to visit the USA, too. I can't wait for all of us to be together!



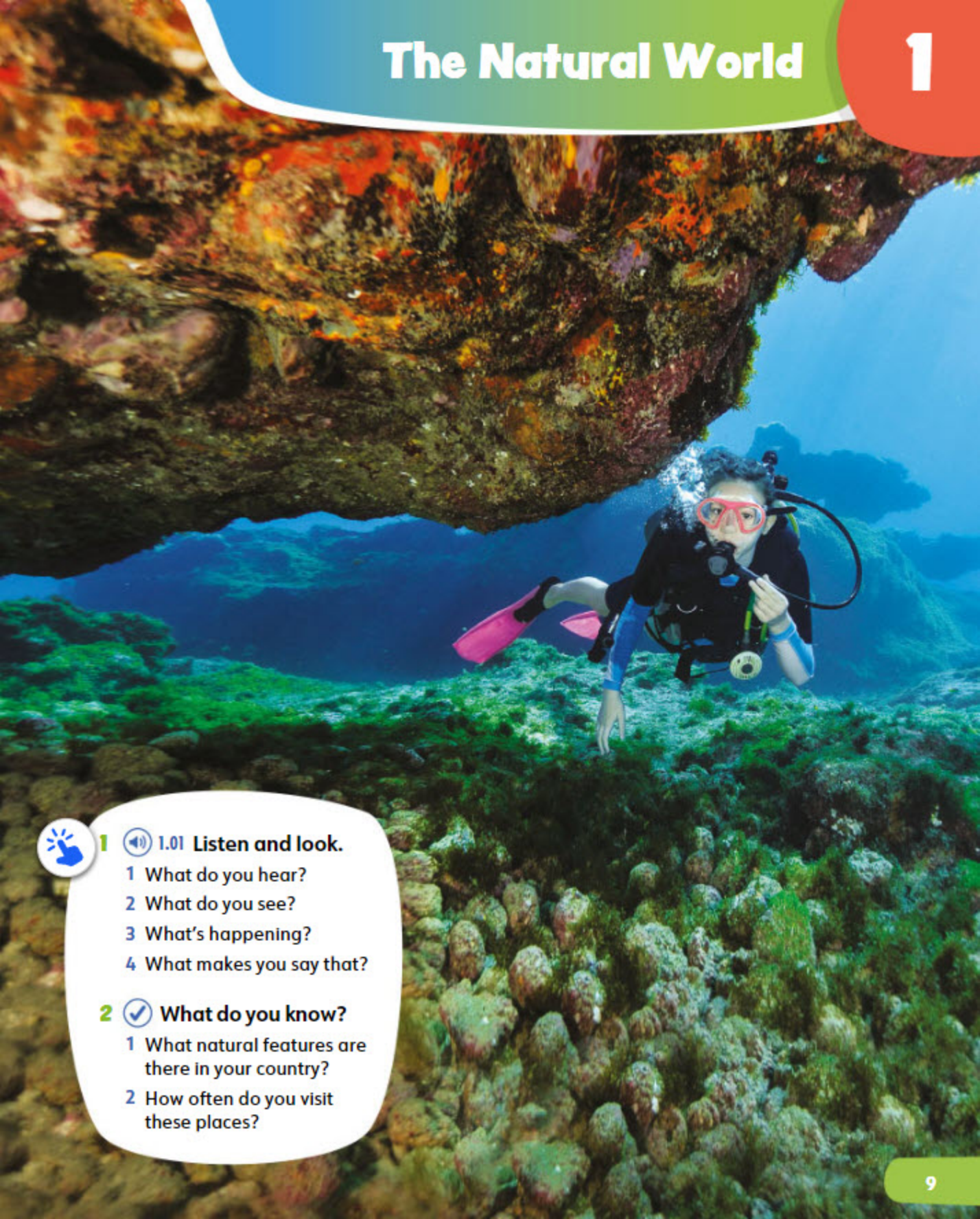
2 Answer the questions with L (Lucía), M (Mateo), or B (Both). Who ...

- | | |
|---|--|
| 1 is really excited to meet people? _____ | 2 loves outdoor activities? _____ |
| 3 likes riding bikes and swimming? _____ | 4 has never tried snorkeling? _____ |
| 5 has slept in a hammock? _____ | 6 is going to travel to the USA? _____ |

3 Work in pairs. Discuss the questions.

- Have you ever done any of the activities that Lucía and Mateo talk about?
- If yes, did you enjoy them? If no, which of these activities would you like to try?
- Which character from Lesson 1 would you like to visit? Why?





1 1.01 Listen and look.

- 1 What do you hear?
- 2 What do you see?
- 3 What's happening?
- 4 What makes you say that?

2 What do you know?

- 1 What natural features are there in your country?
- 2 How often do you visit these places?



- 1 1.02 Match the words (a-l) to the photos (1-12). Then listen, check, and repeat.
- a desert b valley c coast d ocean e rainforest f volcano
g sand dune h stream i coral reef j canyon k path l grasslands

- 2 Take turns describing a natural feature for your partner to guess.

It's underwater. It's colorful.

Is it a coral reef?

Yes, it is!

- 3 Think. Answer the questions.

- Which of these places would you most like to visit? Why?
- What is the most beautiful natural feature in your country?
- Why are natural features important?

- 1 1.03 Listen and read. How many different animals does Sophie talk about?

Sophie: Hi, Mateo. I went camping with my family this weekend. It was really cool!
Mateo: What happened?
Sophie: Well, I was taking a walk when I heard a noise. I saw a deer on the path, but it ran away.
Mateo: Did you see any other animals?
Sophie: Yes! My mom and I were having lunch when an eagle flew over our heads.
Mateo: Wow!
Sophie: Later, I went to the stream to look at the fish. I wasn't paying attention when I fell in the water!
Mateo: Oh, no!
Sophie: It's OK. I didn't get hurt. It was a fun weekend!



- 2 1.04 Listen, read, and repeat. What verb tense comes after the word when?

Past Progressive and Simple Past

I **was taking** a walk when I **heard** a noise.
We **were having** lunch when an eagle **flew** over our heads.
I **wasn't paying** attention when I **fell** in the water.
We **weren't playing** outside when it **started** to rain.

Look

- Use the past progressive for a longer action that was in progress.
- Use the simple past for a short action that interrupts the first action.

- 3 Read and choose. Then complete the sentences.

- They **was / were** looking for some fish when they **found / were finding** a frog.
- I **walked / was walking** along the path when I **saw / was seeing** a snake.
- I **didn't walk / wasn't walking** fast when I **fell / was falling** on the path.
- We **was / were** swimming in the ocean when the rain **started / was starting**.
- She **didn't talk / wasn't talking** loudly when _____.
- _____ when they **noticed / were noticing** a volcano.

- 4 Talk Partners Make silly sentences together. Use words from Lesson 1.

I was walking in the rainforest ...

... when a monkey jumped on my head.



Before You Read

1 Think and discuss.

- 1 Look at the pictures. What type of story do you think it is?
- 2 What animals can you see? Do you think they have the same personality? Why / Why not?

2  1.05 Listen and read. Check your ideas from Activity 1.

The Ants and the Grasshopper

It was a hot afternoon in the grasslands. All of the birds and animals were enjoying the summer day. A grasshopper was sitting under a bush eating a tasty leaf when, suddenly, he heard a noise. In the distance, he saw a long line of ants moving slowly toward him. They were carrying heavy seeds and fruit.

"I don't understand these ants. Why are they always working?" thought the grasshopper.

One of the ants was passing the grasshopper when it dropped its seed to rest.

"Are you moving somewhere?" asked the grasshopper.

"No," replied the ant. "We're carrying food to our nest."

"Do you have visitors?" asked the grasshopper.

"No," replied the ant. "We're collecting food for the winter."

"Why?" laughed the grasshopper. "Winter is a long time from now. There's a lot of food right now. You should do something more **useful**. Have fun and enjoy the summer!"

"It's important to be prepared," replied the ant.

Summer passed slowly. The ants continued to take food to their nest, and the grasshopper continued to eat, sleep, and play. Finally, winter arrived. The ants woke up one morning to find everything covered in snow.

The grasshopper was cold and hungry. He didn't have any food. He thought about the long summer days when he was warm and happy and there was food everywhere. Then he remembered the busy ants carrying food to their nest all summer.

"Now I understand," thought the grasshopper. He started looking for food, but he was tired and **helpless** and soon he fell over. He was sleeping in the snow when the ants found him.

"We worked hard all summer while you just ate and played," said one of the ants. "You laughed at us, but now we have a lot of food in our nest."

The ants were **helpful**. They carried the grasshopper to their nest and gave him food and water. They let him stay with them until he felt better. When it was time to go, the ants gave him food to take with him.

The grasshopper thanked the ants. "You are kind and generous. Your hard work saved my life. I will remember to plan ahead and not make the mistake of being **useless** again."


After You Read



Identify Points of View

To understand the different characters' points of view in a story, look for:

- what they say to and about each other: "You are kind and generous."
- their actions toward each other: *The grasshopper thanked the ants.*

3  Read the story again and discuss. Find one sentence in the story to support each answer.

- 1 What does the grasshopper think of the ants at the beginning of the story?
- 2 Do the ants agree with this point of view?
- 3 How does the grasshopper's point of view change?



1 Read the story again. Then choose.

- At the beginning of the story, the grasshopper noticed the ants were _____.
 - a carrying seeds and fruit
 - b playing in a bush
 - c eating leaves
- When the grasshopper saw the ants working, he thought the ants should be _____.
 - a working harder
 - b having fun
 - c helping him
- When the grasshopper was cold and hungry, the ants _____.
 - a laughed at him
 - b played games
 - c had food in their nest
- In the winter, the grasshopper remembered that the ants _____ in the summer.
 - a moved
 - b worked hard
 - c ate a lot
- At the end of the story, the grasshopper thanked the ants when they _____.
 - a woke him up
 - b built him a home
 - c gave him food

2 Read sentences 1–5 in Activity 1 again. Which sentence shows characters being kind and generous?

Sentence _____

3 Read and discuss.

- What strengths did the grasshopper see in the ants by the end of the story?
- How did the grasshopper say he will change?

4 Imagine it's the next summer. What do you think the grasshopper will do?



5 Are items 1–4 strengths? Check (✓) Yes or No. Then add two more strengths to the list.

	Yes	No		Yes	No
1 useless	<input type="checkbox"/>	<input type="checkbox"/>	2 hardworking	<input type="checkbox"/>	<input type="checkbox"/>
3 not prepared	<input type="checkbox"/>	<input type="checkbox"/>	4 helpful	<input type="checkbox"/>	<input type="checkbox"/>
5 _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6 _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6 Think about people you know. Name someone who ...

- plans for the future and works hard. _____
- is kind and thinks about how other people feel. _____
- is generous to other people. _____
- is helpful to other people. _____



7 Work in small groups. Take turns telling each person a strength you think they have. Give a reason. When you hear a strength about you, say how it makes you feel.

Carla, you are very generous. You let me borrow your tablet.

Thanks, Barry. That makes me feel good.

You are really good at math, and you always help me when I'm confused.

I'm happy I can help you, Sandra.

SEL Go to Wellness Book pages 2–7



1 1.06 Match the words to the photos. Then listen, check, and repeat.

- a grassy b sandy c muddy d rocky e steep f flat



2 Look at the photos and answer the questions.

- 1 What can you see in photo 1? Where do you think it is?
- 2 How is photo 2 different? What problems can occur when this happens?
- 3 Who can you see in photo 3? What is she doing? Why?



3 1.07 Listen and check your ideas from Activity 2.

4 1.07 Listen again. Write T (True) or F (False).

- 1 Jane didn't enjoy her walk up the mountain. _____
- 2 Rainbow Mountain is 5,200 meters high. _____
- 3 It's difficult to climb the mountain when it rains. _____
- 4 The mountain always looks busy in photos. _____
- 5 There are up to 4,000 visitors a day. _____

5 What message does Jane want to give with her photos? Discuss.

Use Pictures to Make Predictions
 Before you listen, look at the pictures carefully. Think about the **place (where)**, the **people (who)**, and the **action (what)**. This information can help you prepare for the listening activity.

1 1.08 Listen and read. What animal did Lucía see?

Lucía: Hi, Amit! I went hiking with my friends yesterday. We saw a lot of animals. My favorite was the rabbit.

Amit: What were you doing when you saw the rabbit?

Lucía: We were sitting in the grass and having lunch. My friend Sandra tried to take a photo, but the rabbit was too fast.

Amit: Where was the rabbit going when she tried to take a photo?

Lucía: I think it was looking for the other rabbits. It ran away quickly. Later, we saw a big group of rabbits. They were really cute!

Amit: That sounds like a fun day!



2 1.09 Listen, read, and repeat. Which verb form comes after the question word?

Past Progressive and Simple Past Questions

- What **were** you **doing** when you **saw** the rabbit?
- Where **was** the rabbit **going** when she **tried** to take a photo?
- Where **were** they **hiking** when it **started** to rain?
- What **were** they **eating** when they **ran** away?

Look

Use the past progressive to answer the questions:
 Q: What were you doing when you saw the bear?
 A: I was having a picnic.

3 Complete the sentences.

- 1 What were you doing when you _____ (find) the muddy pool?
- 2 What _____ (they / do) when they saw the lizard?
- 3 Where _____ (your dad / go) when he _____ (fall) on that steep path?
- 4 What _____ (your mom / look at) when she _____ (take) the photos?
- 5 Where were you going when _____?
- 6 _____ you found the rocky stream?

4 **Talk Partners** What was your family doing this weekend?

What was your sister doing when it started to rain?
 She was walking our dog in the park.



1 Look at the text quickly. Find the four hyperlinks. What do they do?

2 1.10 Listen and read. What do all of the animals have in common?

www.amazing-animals.com

Animals on the Move

Search... GO

What is migration, and why do some animals migrate?
 Every year, some animals travel long distances to a new home on land, in the water, or in the air. These trips are called **migrations**. The main reasons that animals migrate are to find more food, warmer weather, or a safer place to have their babies. For example, the [humpback whale](#) moves from the warmer tropical ocean to find food in the north. These whales have the longest migration of any **mammal**, swimming over 9,800 kilometers every year. The [red crab](#), which lives on Christmas Island near Indonesia, migrates from the forest to the coast to give birth. At the start of the **wet season** in October, the whole community of red crabs moves together. After the babies are born, the parents travel back to the forest, even though the babies are only five millimeters long. The whole trip is around ten kilometers and takes about nine days.

How do animals know when and where to migrate?
 Animals know to migrate because of changes in the weather, the number of hours of **daylight**, or how much food there is. For example, the [monarch butterfly](#) lives in the United States and Canada during the summer months. As it gets colder, these beautiful butterflies fly south to Mexico. They travel around 4,800 kilometers in about two months, flying around 160 kilometers each day. Most scientists believe animals are born with the **instinct** to migrate, but they aren't completely sure how animals know where to go.

How do they find their way?
 Different animals have different ways of finding their way around the world. These include using the sun, the stars, and the wind, or natural features such as mountains and rivers. Some animals, such as birds, use the Earth's **magnetic field** to know which direction to go in. [Arctic terns](#) use the Earth's magnetic field to fly from the northern Arctic all the way to Antarctica in the south. Then, six months later, they go all the way back to the Arctic. The distance there and back is around 35,000 kilometers. Terns have the longest migration of any animal. They are strong and fast, so they get there in about 40 days.

Humpback whales

Red crabs

Monarch butterflies

Arctic terns

3 Complete the facts with numbers in the box.

5 2 40 160 9,800 35,000

- The length of the humpback whale's migration: _____ kilometers
- The size of a baby red crab: _____ millimeters
- The distance a monarch butterfly can travel each day: _____ kilometers
- The time the monarch butterfly takes to migrate to Mexico: _____ months
- The time the Arctic tern takes to migrate to Antarctica: _____ days
- The length of the Arctic tern's migration: _____ kilometers

Understand the Features of a Website
 Hyperlinks are words in blue text. You can click on hyperlinks to get more information from another web page.

Do any animals migrate to your area? Where do they migrate from?

4 1.11 Listen to Ahmad talk about helping an amazing animal on Christmas Island. Then write T (True) or F (False).

- Ahmad doesn't like red crabs. _____
- All crabs that leave the forest make it to the ocean. _____
- People made tunnels to help crabs on Christmas Island. _____
- The red crabs can't climb up the bridge people made for them. _____
- Ahmad thinks it's important to help crabs during migration, so they can have babies. _____

5 Watch the video about red crabs. Then work in pairs and discuss.

- What type of video is this? How do you know?
 a science fiction b documentary c advertisement
- What new information about red crabs did you learn from the video?
 a the number of babies a crab has b the size of the babies
 c the time the babies stay in the ocean d the length of the trip
- How does the video help you understand the text on page 18?

Why is it important to understand animals' behavior?



1 Look at the photos of the elk. What do you think is happening?



2 1.12 Watch Jack tell Olivia a story. Check your ideas from Activity 1.

3 1.12 Watch again. Match the parts of the story (1-4) with the phrases (a-d).

Parts of a Story

- 1 Introduce the story.
- 2 Give background information.
- 3 Introduce a dramatic event.
- 4 Tell the main events.

- a You'll never guess what happened!
- b Did I tell you about the time ...
- c At first ..., Suddenly ..., Eventually ...
- d We were hiking in the mountains.



Show Interest

Ask questions and repeat short phrases to show that you're paying attention and interested in a story:

- What happened?
- Broke his leg?

4 Plan your story in your Workbook on page 14.

5 **Talk Partners** Take turns telling your story. Use phrases from Activity 3 and show interest when you listen.

Did I tell you about the time I went to the water park with my cousins?

I don't think so.

You'll never guess what happened!

6 **Reflect.** Discuss your story with your group.

1 1.13 Listen and read. Who saw the seals? Why?

The Waiting Game

It was a winter morning on the coast. Jamal and Lin were sitting on top of a sand dune. They were waiting to see the seals that sometimes came to the beach. Lin was getting bored.

"Let's go home," she said. "The seals aren't coming today."

But Jamal really wanted to see the seals, so he decided to wait. Lin went home, leaving Jamal alone. He waited for another hour, but the seals didn't come.

He was getting ready to leave when he saw something in the ocean. It was a little black nose. He smiled and kept very still. He was looking at the ocean when a seal swam to the beach. Then another seal arrived and they started playing together. The next day, Jamal told Lin about the seals.

"I'm sorry I left you!" she said. "I wasn't patient and I missed something really special."



2 Answer the questions.

1 Where and when does the story take place?

2 What are the characters doing?

3 What does Lin decide to do? Why?

4 What does Jamal do? Why?

5 What happens in the end?

6 How do you think Lin feels? Why?

3 Find examples of the story structure. Discuss.

4 Plan and write a story in your Workbook on page 15.

Story Structures

Beginning

- Say when and where the story takes place.
- Explain what the characters are doing.

Middle

- Introduce a problem.
- Describe what happens next.

End

- Say how the characters solved the problem.
- Explain the lessons the characters learned.



Research an amazing animal migration.
What can you do to protect this animal?

1

Plan

Find out about an animal that migrates.

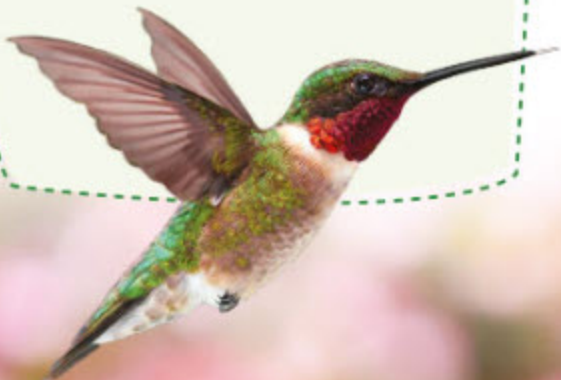
- When does it migrate?
- Why does it migrate?
- What dangers does it face during migration?
- What can people do to help this animal migrate safely?

2

Prepare

Answer the questions to help you plan your presentation.

- What information do you want to share with your class?
- How will you show the animal's migration pattern?
- Why is this animal important?
- Do you know any other interesting facts about this animal?



3

Show and Tell

Share your presentation with the class.
Include interesting facts about the animal.

The ruby-throated hummingbird migrates in the late summer or the fall ...

**What do you know now?**

- ✓ Review Unit 1 in your Workbook.