

# BACKPACK 5

Second Edition



Mario Herrera • Diane Pinkley

CD-ROM  
Included





# BACKPACK 5

**Second Edition**



**Mario Herrera • Diane Pinkley**





# Contents

<b>1</b> The Family Circle .....	2
<b>2</b> What's on TV? .....	14
<b>3</b> Hands On .....	26
<b>4</b> I'll Take It! .....	38
<b>5</b> Travel Trouble .....	50
<b>6</b> In Touch .....	62
<b>7</b> Put on Your Thinking Cap .....	74
<b>8</b> Product and Process .....	86
<b>9</b> And the Beat Goes On .....	98
Information Gap Activities .....	110
Grammar Handbook .....	113
Writing Handbook .....	123
Cutouts .....	129
Stickers	
Completion Certificate	



# Backpack Song

It's time to open **Backpack**  
and see what we can see.  
We'll have lots of adventures.  
Explore **Backpack** with me!

**Backpack** is full of fun things  
we use each day in school.  
Stories, puzzles, songs, and games—  
**Backpack** is really cool!

It's time to open **Backpack**  
and see what we can see.  
We'll have lots of adventures.  
Explore **Backpack** with me!

**Backpack** is full of fun and facts,  
projects and pictures, too.  
We're learning English, we're never bored.  
There are great new things to do!

It's time to open **Backpack**  
and see what we can see.  
We'll have lots of adventures.  
Explore **Backpack** with me!





## 1

## The Family Circle



Read. Listen and sing.

Who's there?

### A Surprise Visit

It was just about a quarter to four,  
when I heard a knock on my front door.  
I looked outside and what did I see?  
Ten pairs of eyes looking back at me!

My favorite cousins all were there,  
and Grandma Jones with her long gray hair;  
my uncle Tito and auntie Ru  
with all their kids, including Sue.

Angela's taller than Ben, I see,  
and curly-haired Pat is as cute as can be.  
Uncle Mark is letting his beard grow longer.  
David looks so much bigger and stronger.

Everyone ate and drank and stayed until ten,  
gave me a hug and said, "See you again!"  
And I don't mind at all, you see,  
because they're my loving family.



Dear Jenny,

We had a wonderful family reunion in the park. I was so sorry to hear that you were sick and couldn't come! I missed my favorite niece, and everyone says hello. Well, now for the details. Grandpa and Grandma Jones brought presents for all the grandchildren. Your uncle Mark now has a beard. Your auntie Ru got new glasses. When it was time to eat, Uncle Tito cooked veggie burgers and hot dogs on the grill. Aunt Gina made that horrible broccoli salad, and as usual, no one ate it! Most of the kids played soccer or listened to your cousin Jack play his guitar. And, of course, we laughed a lot, told stories, and took lots of pictures!

Love,  
Aunt Sophie

We had  
a wonderful time!



**3 What was in the letter? Talk and stick.**







## Listen. Look and read.

Here's Liliana's scrapbook about the Cyrus family.



Miley Cyrus is my favorite singer. I am totally her biggest fan! Here she is in her "Best of Both Worlds" concert. I even saved my ticket! She's so pretty and talented.



Miley is also the star of my favorite TV show in the whole world, *Hannah Montana*. These are pictures of some of her TV family and friends. It's so cool that her real-life dad, Billy Ray Cyrus, plays her TV dad.



Miley's dad, Billy Ray, is a popular singer and songwriter. (My mom LOVED his song, "Achy Breaky Heart.") He's handsome and has straight, brown hair. He acted in several movies, and had his own TV show for a while, too.



Here's Miley with her real family—her mom and dad, her brother Braison, and her sister Noah. Miley is the oldest of the three and Noah is the youngest. Braison is actually two years younger than Miley. I think he's cute.



Here I am with my cousins. We waited in line for hours to see Miley Cyrus' new movie. I was so excited! We had a great time.



**Point. Ask and answer.**

What does she look like?

She's pretty, with long brown hair.



**Ask and answer.**

Who's the youngest, Miley, Braison, or Noah?

Noah is the youngest.



My grandparents are the best! They gave me the latest Hannah Montana CD for my birthday.

Question formation; what and who; adjective comparisons



## Grammar

See Grammar Handbook

p. 114

Braison is older than Noah.  
Miley is older than Braison.  
Miley is the oldest of the three.

### 7 Write complete sentences.

Eric, 10



Monica, 12



Carlos, 15



1. Who is shorter than Monica?

Eric is shorter than Monica.

2. Who is the oldest?

\_\_\_\_\_

3. Who is younger than Monica?

\_\_\_\_\_

4. Who is older, Monica or Carlos?

\_\_\_\_\_

5. Who is the tallest?

\_\_\_\_\_

6. Who is older, Carlos or you?

\_\_\_\_\_

## Grammar

There **was** a long line for the concert.  
I **waited** in line for a long time.  
I **had** a wonderful time at the concert.

### 8 Complete the sentences. Use the simple past.

1. Miley Cyrus was born in Franklin, Tennessee, USA.

2. She \_\_\_\_\_ up in Nashville, Tennessee.

3. She \_\_\_\_\_ acting in 2003.

4. She \_\_\_\_\_ her first solo album in 2008.

5. She \_\_\_\_\_ some of the songs used on her show, *Hannah Montana*.

be  
grow  
make  
start  
write



**9 What does your family look like? Ask and answer.**

aunt brother cousin grandfather  
grandmother nephew/niece sister uncle

Hair	Eyes	Body	Face	Appearance
curly	black	average	freckles	beautiful
long	blue	heavy		good-looking
short	brown	thin	beard	handsome
straight	green	short	mustache	pretty
wavy		tall		
	glasses			
black	contacts	strong		
blond				
brown				
gray				
red				

What does your aunt look like?

She's tall and thin. She has wavy brown hair and freckles. She wears contacts.



Aunt Rose

**10 Talk about yourself and your family. Ask and answer.**

1. When and where were you born?
2. Where did you grow up?
3. How many brothers and sisters do you have?
4. In your family, who is the youngest?
5. In your family, who is older than you?

Where were you born?

I was born in Puebla, but I grew up in Monterrey.



Information questions; descriptive adjectives



# E-Pals International

The Magazine for Electronic Pen Pals Around the World

**IN THIS ISSUE:**  
**Focus on Our**  
**Readers**



Chi-young Park was born in the port city of Busan, Korea, but she grew up in Seoul with her grandparents, mother, father, brother, and sister. Chi-young wanted to be a musician until last year, but now she wants to be a computer engineer like her father. She spends a lot of time at her computer, sending messages to Alberto and other e-pals around the world. Chi-young loves dancing, music, and her mother's delicious moon cakes!



## Chi-young Park

### Today's E-Joke

**Student:** Teacher, would you please e-mail my exam results to my parents?

**Teacher:** But your parents don't have a computer.

**Student:** Exactly!

Chi-young sent Alberto an e-mail at 7:00 A.M. on Tuesday, but Alberto got it at 5:00 P.M. on Monday, the day before she sent it! How is this possible?





# Alberto Valenzuela

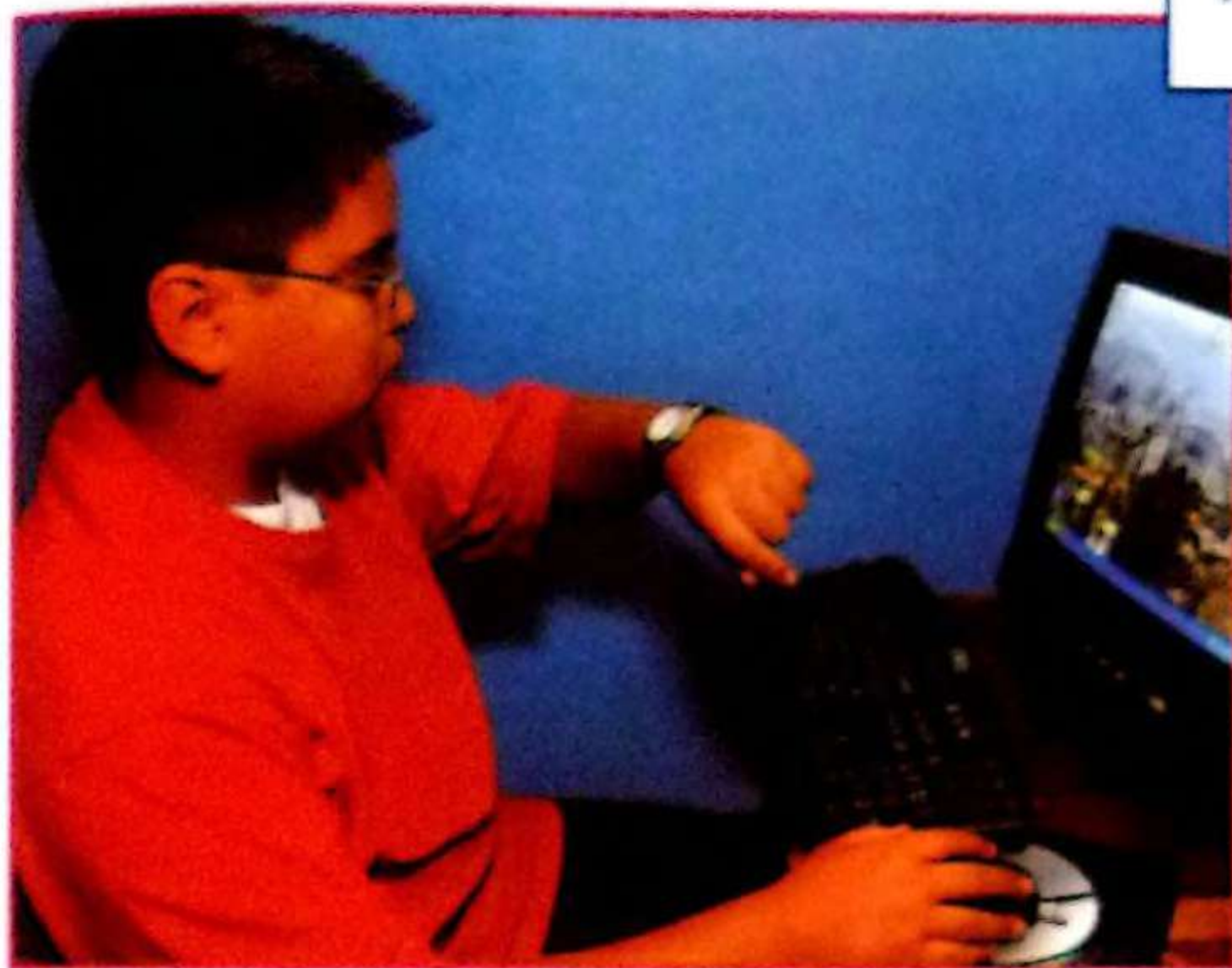
Visit these websites  
with your teacher.

[www.epals.com](http://www.epals.com)

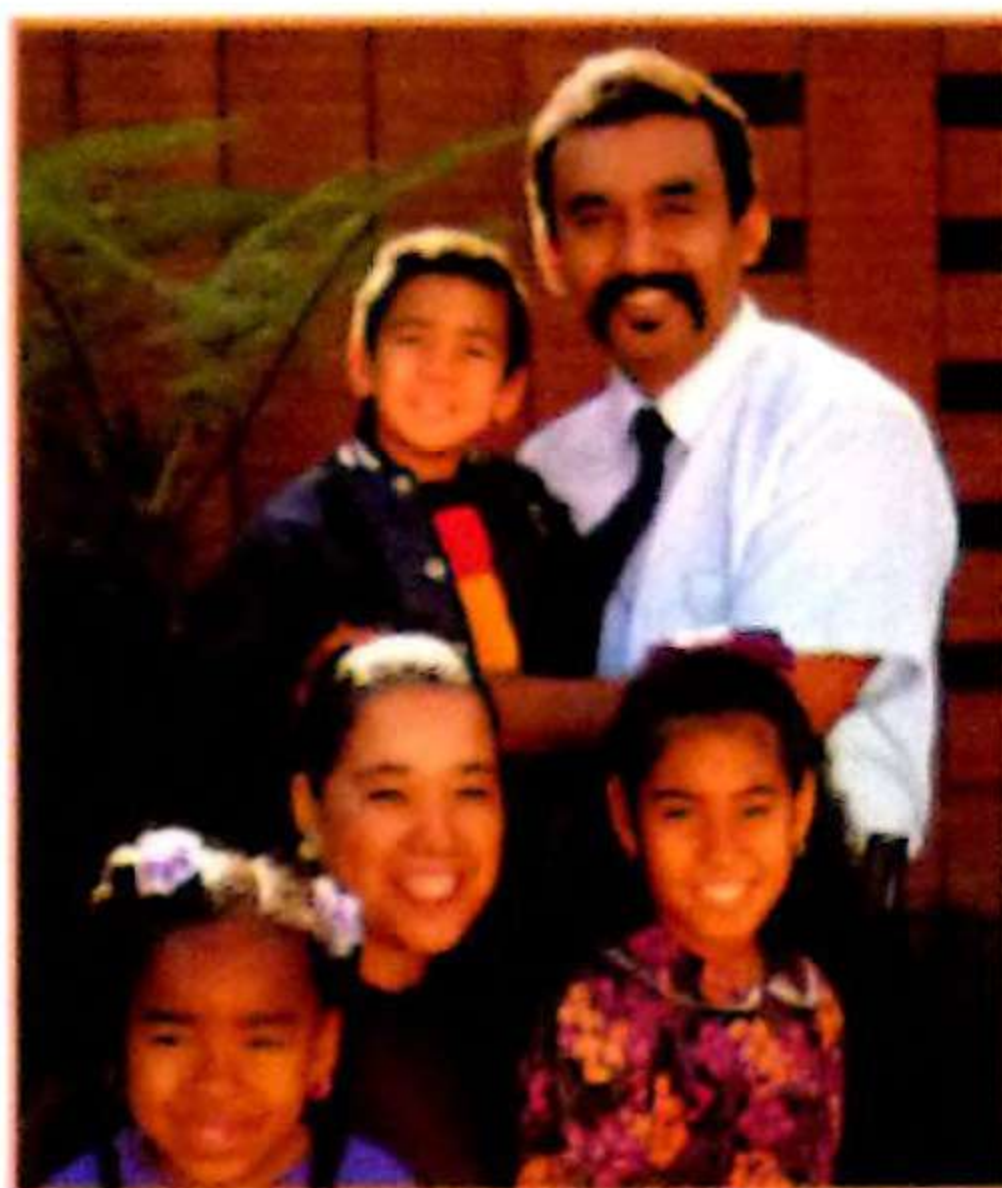
[www.iecc.org](http://www.iecc.org)

**Be an  
Electronic  
Pen Pal!**

Make new  
friends all over  
the world.



Alberto Valenzuela was born in Guadalajara, Mexico. He lives there with his uncle, aunt, and three cousins. Right now, Alberto thinks he wants to be an art teacher, like his aunt Dolores. He loves to play soccer and draw pictures of his family and friends. At school, Alberto's favorite subject is computer science. That's when he gets to send e-mails and find out all the news from Chi-young and his other pen pals around the world.



*This is me!*

Alberto

## Learn a new language!

English	Spanish	Korean	Esperanto
mom	mamá	umma	patrino
dad	papá	appa	patro
brother	hermano	hyung	frato
sister	hermana	nunah	fratino

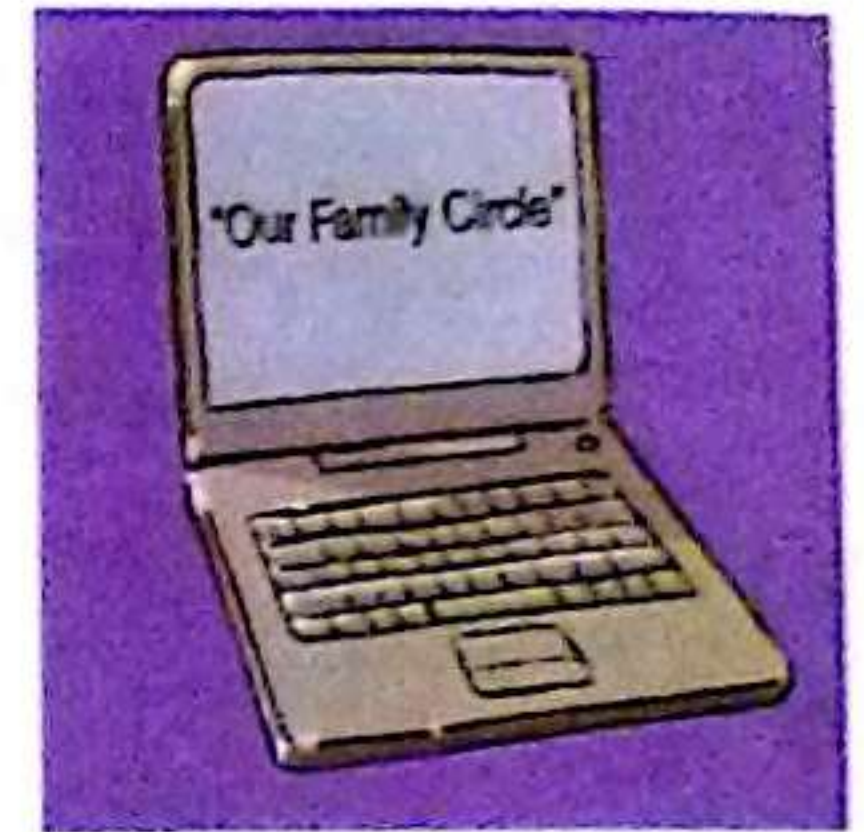






**Listen. Write the letter.**

1. Emma e
2. Kirk \_\_\_\_\_
3. Joan \_\_\_\_\_
4. Sammy \_\_\_\_\_
5. Gloria \_\_\_\_\_



**Listen. Read and chant.**

## Family Album

I love to take a certain album  
from its special shelf,  
brush it off and open it up  
to photos of myself.  
There I am with my parents  
when I was only three.  
And here I am with cousin Ken,  
in the tallest apple tree.  
And there I am on my first bike,  
riding really fast,  
and here's the photo my uncle took—  
my left arm is in a cast.  
Here's the day I made the goal  
for our soccer victory.  
And there I am with my dad,  
who was so proud of me.





# Family History

Make a poster about your grandparents.

social studies  
Project



And this is my Grandma Hisako.  
She was born in Kobe, Japan.  
She met my grandfather at school.  
They were teachers there.



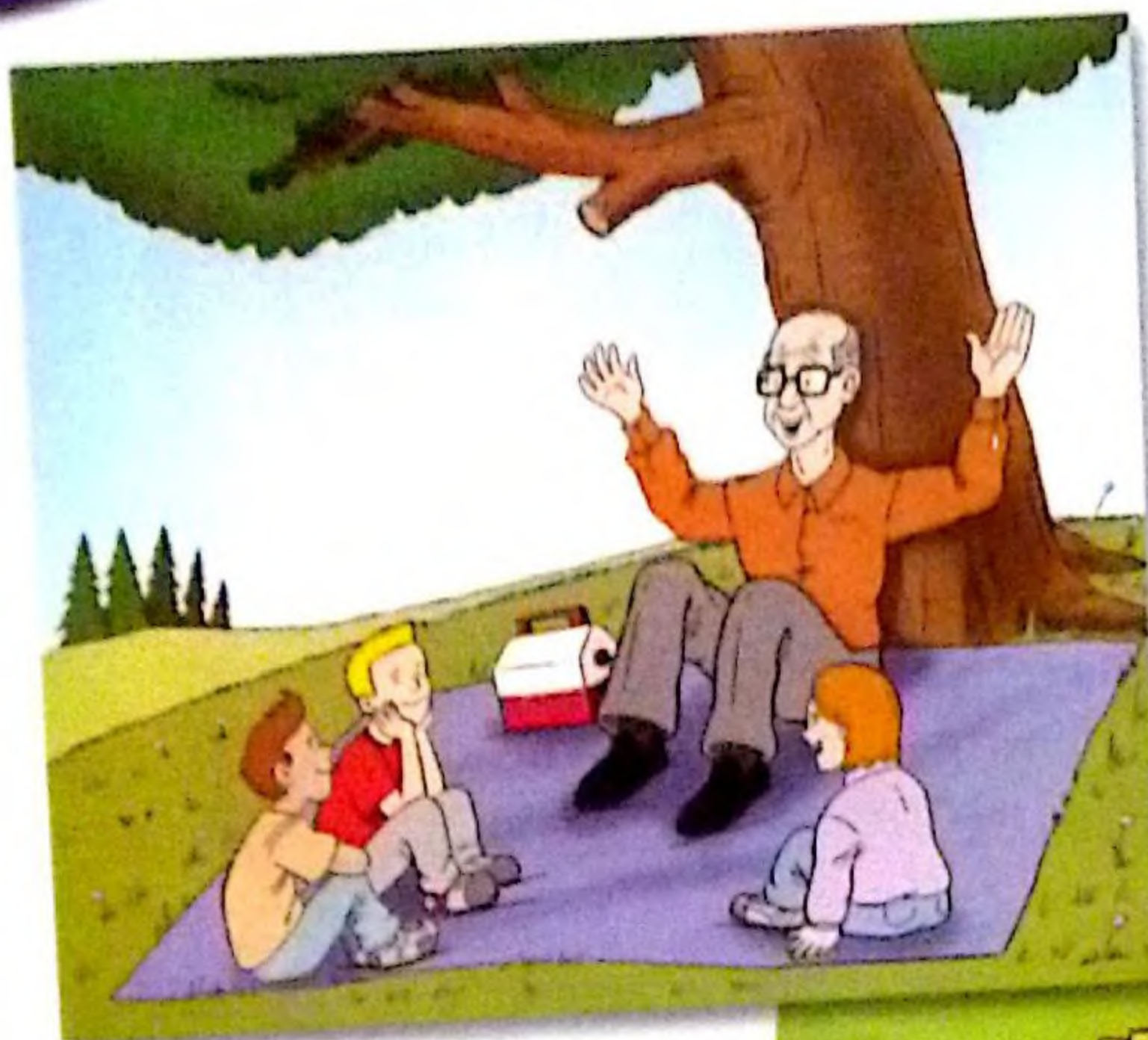
Content connection: social studies; art

Unit 1



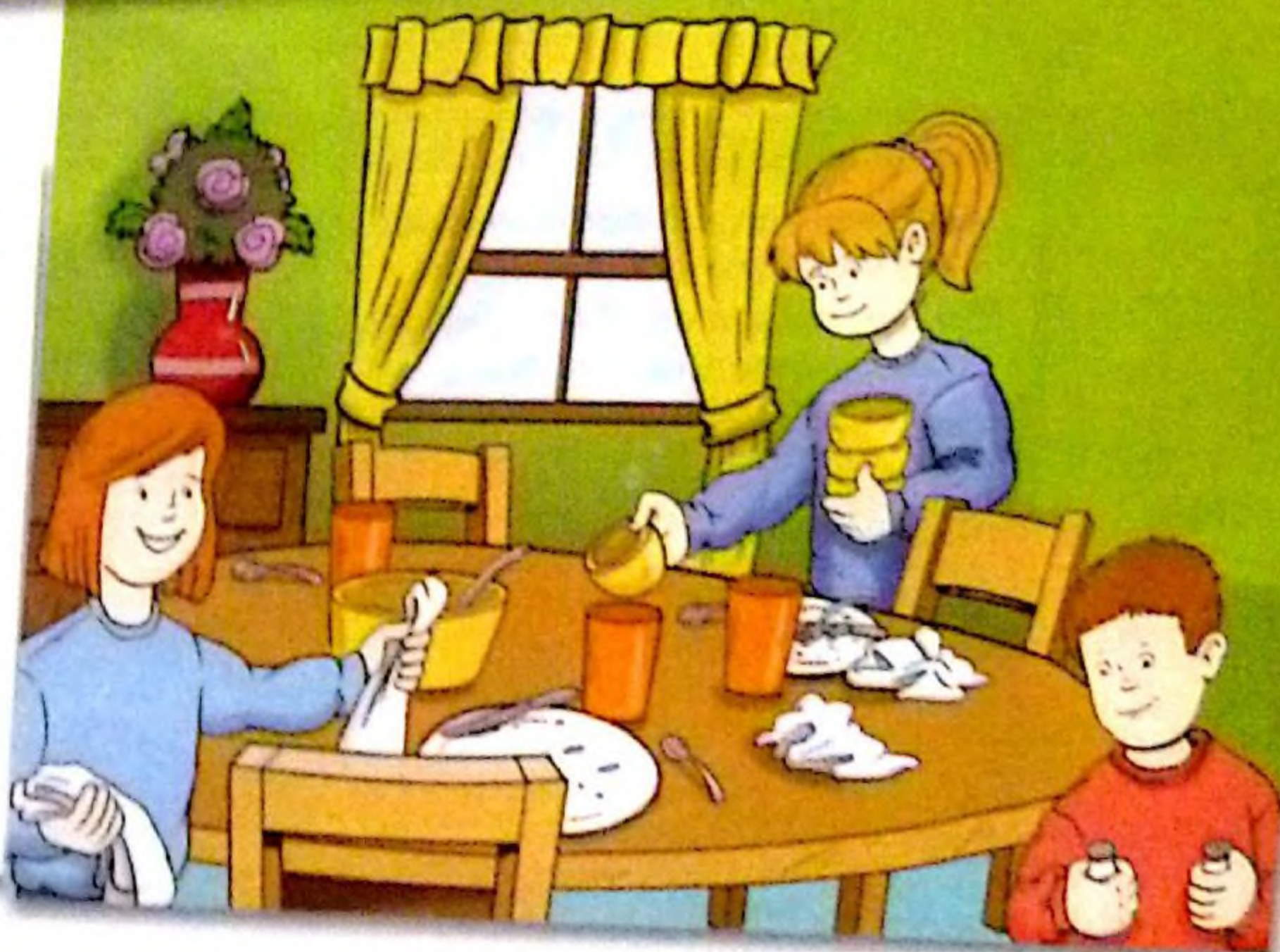
# Appreciate Time with Your Family

**Read and discuss.**



You can learn family stories from your older relatives. Family stories are about special events and experiences that happened in your family. Your grandparents, parents, aunts, and uncles all have stories to tell about how they grew up.

You can be a role model for younger members of your family. Offer help when you see your parents working in the house. Your brothers and sisters will see you helping and they will want to help, too. Then your family can work together as a team.



1. Why is it important to know your family history?
2. Do you know any family stories? Tell your classmates.
3. What can you do to help your family?
4. Why is it important to help your family?



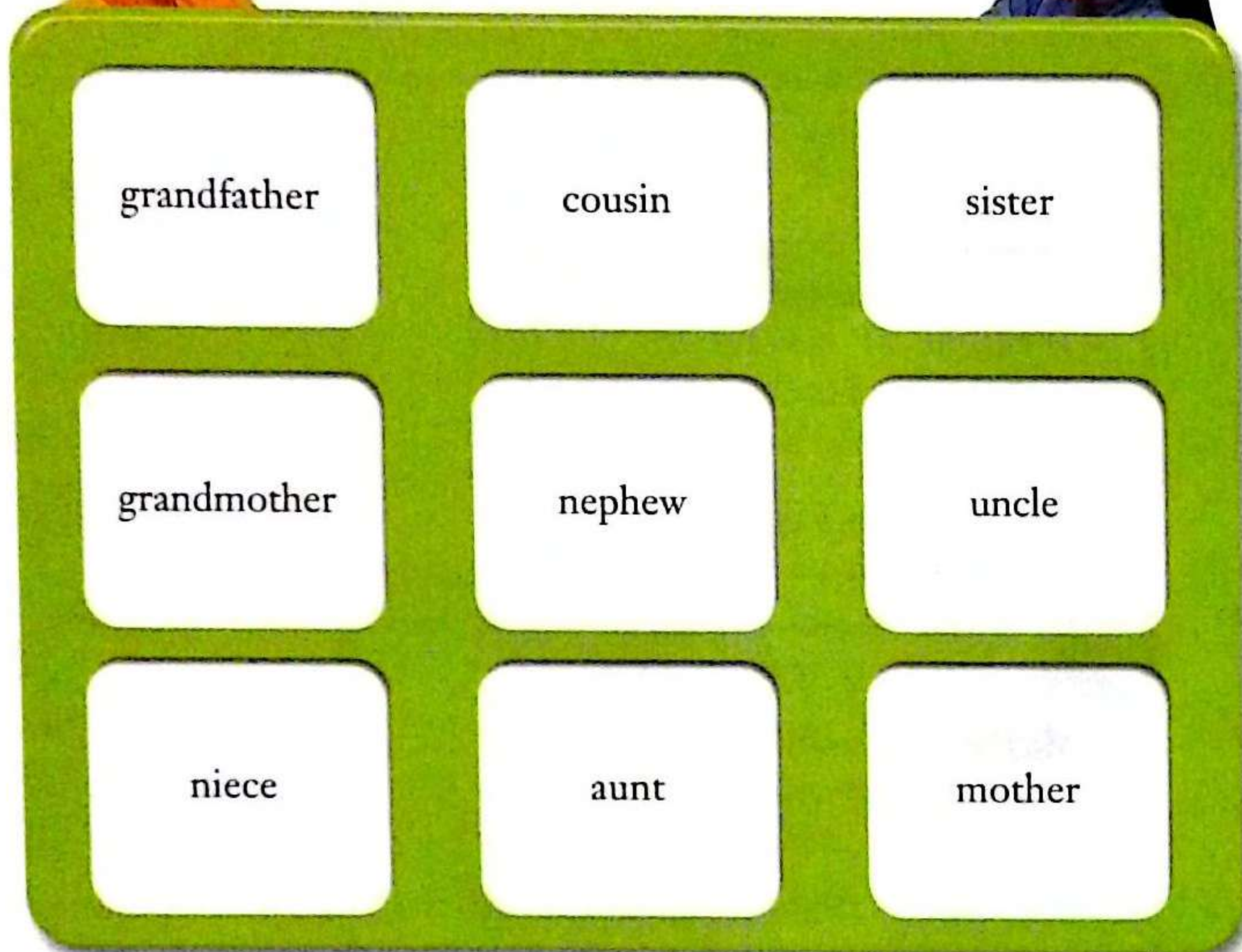
# Know It? Show It!

Cut out the cards on page 129. Put the cards facedown on the table. Take turns giving clues and answering. Make Xs on the board.



This is your  
father's father.

I know this one!  
Grandfather.



Talk about your  
family circle.

And last is Uncle Amir.  
He always has a good  
story to tell.



Performance assessment  
See Assessment Package pp. 33-36, 39, 48, and 57.

Unit 1



# 2

# What's on TV?

TRACK A12

1

Read. Listen and sing.

## TV Time

*What's on TV tonight?  
Does anybody know?  
What's on TV tonight?  
Is there a good show?  
'Cause I feel like watching TV tonight!*

I could watch a documentary.  
I could watch a soccer game.  
I like drama, and I like comedy.  
And I want to be entertained!

Maybe with some science fiction,  
doesn't that sound like fun?  
'Cause I like many types of movies.  
The evening's just begun!

*(Chorus)*

I could watch the cooking channel  
to learn some recipes.  
I could watch some music videos,  
or romance, or mysteries.

Sometimes I really like action.  
Sometimes I prefer cartoons.  
Now I could watch any movie  
that starts really soon!

*(Chorus)*

What's your  
favorite show?





## Listen. Read and say.

TV3: Do you watch a lot of TV?

Dan: Yeah. I watch TV every day. I usually watch cartoons and sports.

TV3: And what about you?

Pat: I like to do other things, like play outside and ride my bike. I watch TV about once a week.

TV3: Just once? What do you watch?

Pat: I always watch the Friday night mystery movie on channel 7 with my family.

TV3: And you? How much TV do you watch?

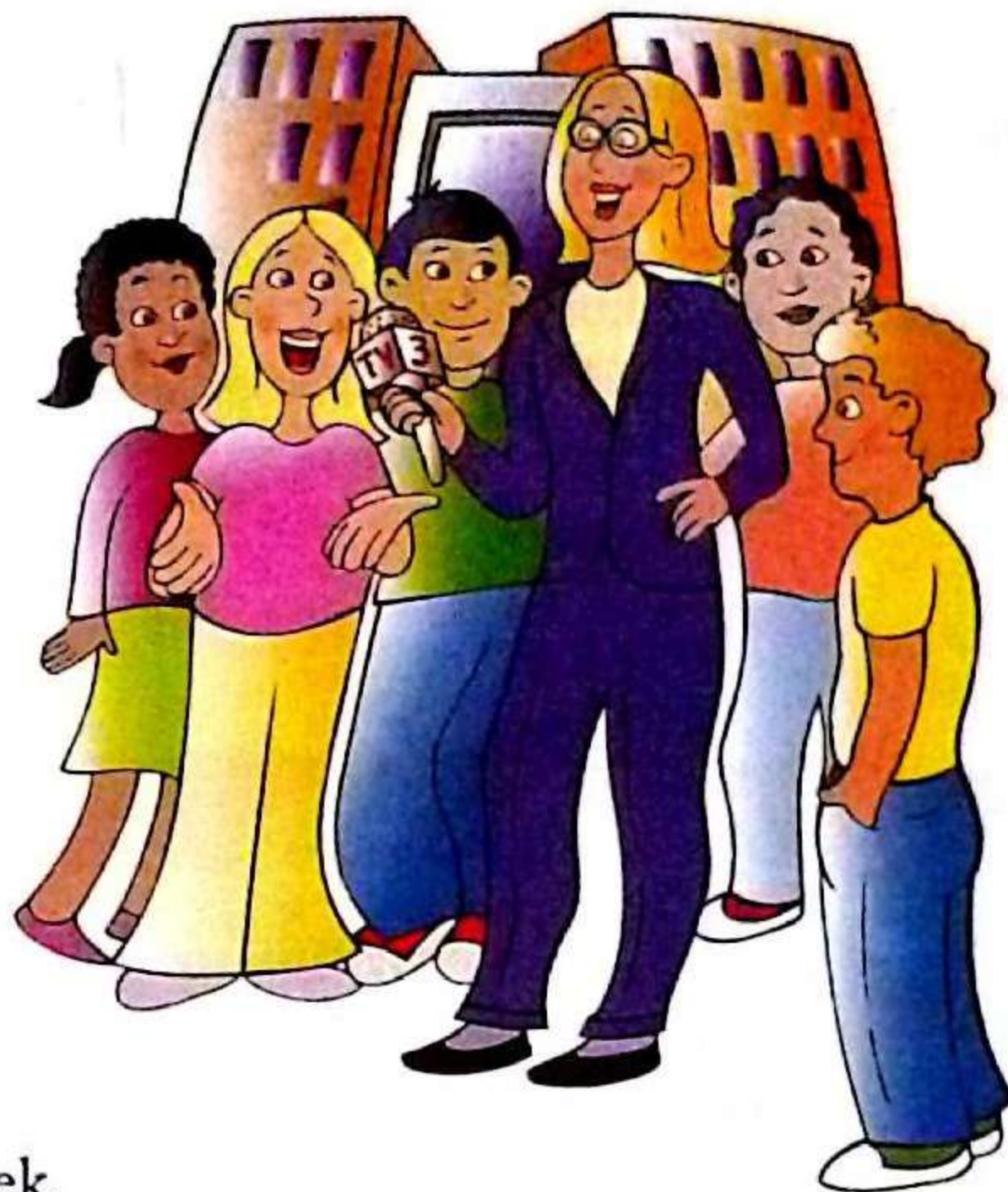
Bill: I watch a lot of sports, but only on weekends. I don't watch TV during the week.

TV3: OK, your turn. Do you like to watch TV?

Kim: Yes. I watch my favorite comedy show twice a week, on Tuesday and Thursday.

TV3: How often do you watch TV?

Sue: About three times a month, when I visit my aunt.  
We don't have a TV at home!



## Talk and stick.

S	M	T	W	Th	F	S
		X		X		

S	M	T	W	Th	F	S
					X	

S	M	T	W	Th	F	S
						X
X						

S	M	T	W	Th	F	S
		X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X					

S	M	T	W	Th	F	S
					X	
						X
						X





## Listen. Look and read.

Television is a favorite form of entertainment around the world. TV networks show different types of programs on their channels.

### REALITY SHOWS

In the newest kind of reality program, young people enter competitions to become famous models, actors, dancers, or singers. These shows are very popular. In other reality shows, TV cameras film live events as they happen. The people in the program are not actors, and they do not follow a written script or story. Some reality shows film teenagers living away from home or people surviving on an isolated island. Other reality shows film firefighters, police officers, or emergency medical teams as they answer calls for help. Reality shows can be very exciting and dramatic.



### TALK SHOWS



On some talk shows, a host and several guests discuss serious topics such as politics, health, or the environment. On other talk shows, different people from daily life explain their personal problems to the program host and audience. The host and the people in the audience often give advice or make comments. The problems and the comments can be sad, funny, or shocking, but they are always interesting.



## SOAP OPERAS



These daytime and nighttime dramas can be exciting, sad, romantic, suspenseful, and funny—sometimes all in the same episode! The characters are usually members of large families, and TV viewers follow everything that happens to them as they leave home, get jobs, fall in love, and get into different kinds of trouble.

## NEWS



Most people like to watch an evening news program to find out what happened during the day in their town, in their country, and around the world. They can also learn about local weather and sports. News programs are usually interesting and informative.

TRACK A16

5

**Point. Ask and answer.**

What kind of TV shows do you like?

I like reality shows. I think they're exciting.



TRACK A17

6

**Ask and answer.**

How often do you watch reality shows?

About three or four times a week.



Question formation; *like*; *how often*



## Grammar

See  
Grammar  
Handbook

p. 115

What kind of TV shows do you like?

Dan doesn't like talk shows.

I like reality shows.

I think they're exciting.

He thinks they're boring.

### 7 Look and write. Use *like* and *think*.



cartoon



nature show



game show



sports

1. I like . I think .
2. Anne \_\_\_\_\_ . \_\_\_\_\_ .
3. I \_\_\_\_\_ . \_\_\_\_\_ .
4. Luke \_\_\_\_\_ . \_\_\_\_\_ .

## Grammar

How often do you watch reality shows? I watch reality shows **once a week**.

My sister watches them  
My friend Julia watches them  
My brother watches them



**twice a week.**  
**four times a week.**  
**on weekends.**

### 8 Write questions and answers.

1. How often do you watch the news on TV?

\_\_\_\_\_

2. \_\_\_\_\_

I never watch science fiction shows.

3. How often do you watch game shows?

\_\_\_\_\_

4. \_\_\_\_\_

Jennifer watches talk shows twice a month.



**9 Work with a partner.**

Student A uses this information.  
Student B turns to page 110.

What's on TV  
at 10:00?

A game show  
called *Your Turn*.  
It's on Channel 4.  
I think it's a fun show.



TV This Week			
	Channel 2	Channel 4	Channel 6
10:00 A.M.	<i>Kids Can Cook</i> cooking show (30 min.)	<i>Your Turn</i> game show (60 min.)	(30 min.)
10:30 A.M.	(30 min.)		<i>Crazy Daisy</i> comedy (60 min.)
11:00 A.M.	<i>News for Kids</i> news show (60 min.)	(30 min.)	
11:30 A.M.		<i>In the Money</i> game show (60 min.)	(30 min.)
12:00 P.M.	(2 hrs.)		<i>Space Wars</i> science fiction (2 hrs.)

**10 Write. Then talk about your favorite TV shows in a group.**

Show Title	Time	Channel	Show Type	Characters
1.				
2.				
3.				



# TV Talk

*The Magazine All About TV*

## Our Readers Report

### Fifth-grade Students Learn TV Production

The Japan Broadcasting Corporation (NHK) helped over 600 lucky fifth and sixth graders learn all about the basics of producing television programs. The program is called "You Take the Lead!" Students from nine schools visited the Osaka TV station to learn how to operate cameras, lights, and sound equipment. Students also wrote scripts and produced their own videos about their school districts.

The videos show news programs about local school and community events. Some of the children acted as newscasters, others as floor directors, and others as technicians. They all enjoyed the experience and learned a lot. Check your local TV station to see if there are programs for you!



## Are YOU a Couch Potato?

Send us your answers and find out.

1. How many hours do you watch TV each week?
2. How often do you say *no* to friends to stay home and watch your favorite programs?
3. How often do you eat your meals with the TV on?
4. How often do you fall asleep with the TV on?
5. How often do you turn on the TV right after you get home from school?



A couch potato watches too much TV.



# The Science Corner

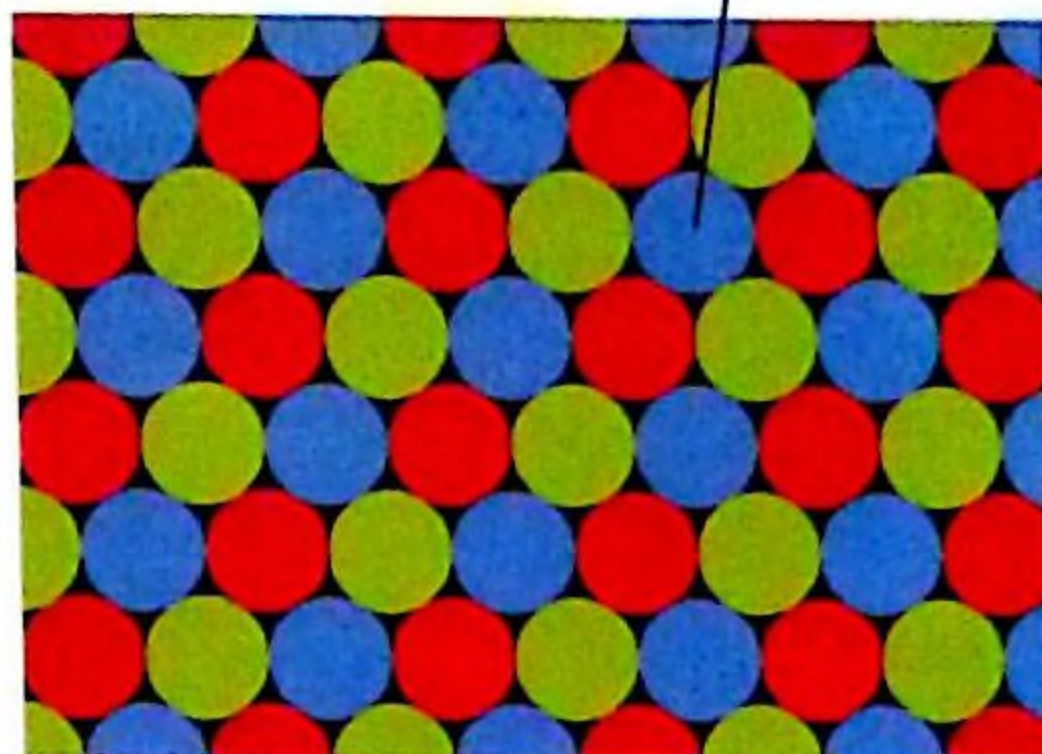
## How Do Televisions Work?

Inside your TV is a special "gun" that "shoots" a constant stream of electrically charged particles like bullets. When the particles hit the TV screen, they make it glow. The TV picture is made up of many thousands of glowing dots.

Three guns create colors—red, blue, and green.

Small holes in a mask guide each gun's "bullets" so that they can only hit the correct color dot on the TV screen.

Each gun hits the right red, blue, or green dot and makes it glow.



## Take the TV Challenge!

Complete the puzzle with TV-related words.

r	e	m	o	t	e
		v			
t					
y					
				i	
h				o	
				n	
w					

c	o	n	t	r	o	l
				m		
c			l			
h					d	
p			s			
a						

### Are You Joking?

**Q:**

How can I get on TV?

**A:**

Sit on the TV set!

**NEXT MONTH!**

**Satellite Dish or Cable?**





**Listen. Write T for true and F for false.**



1. —

2. —

3. —

4. —

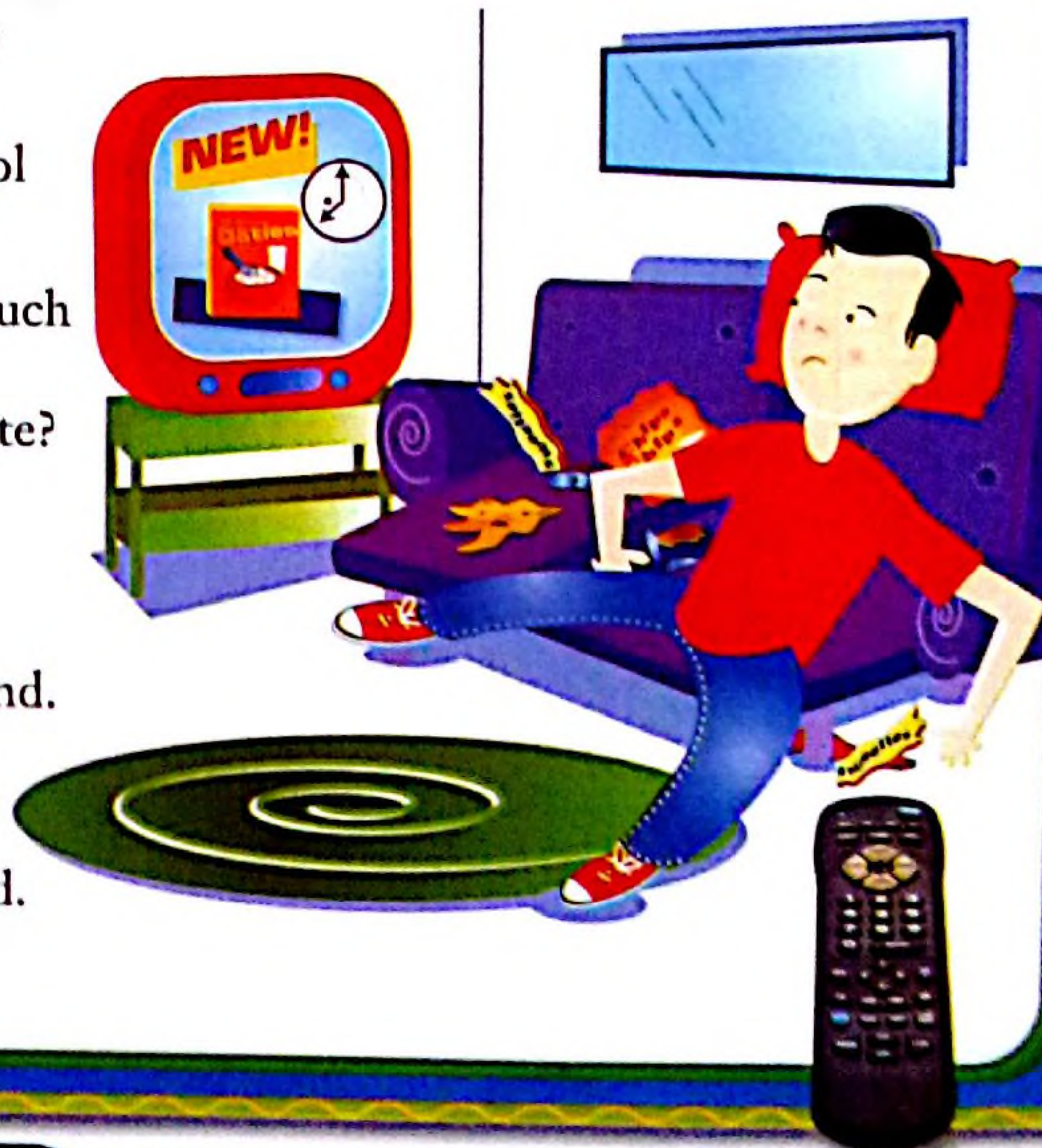
5. —



**Listen. Read and chant.**

## The Remote

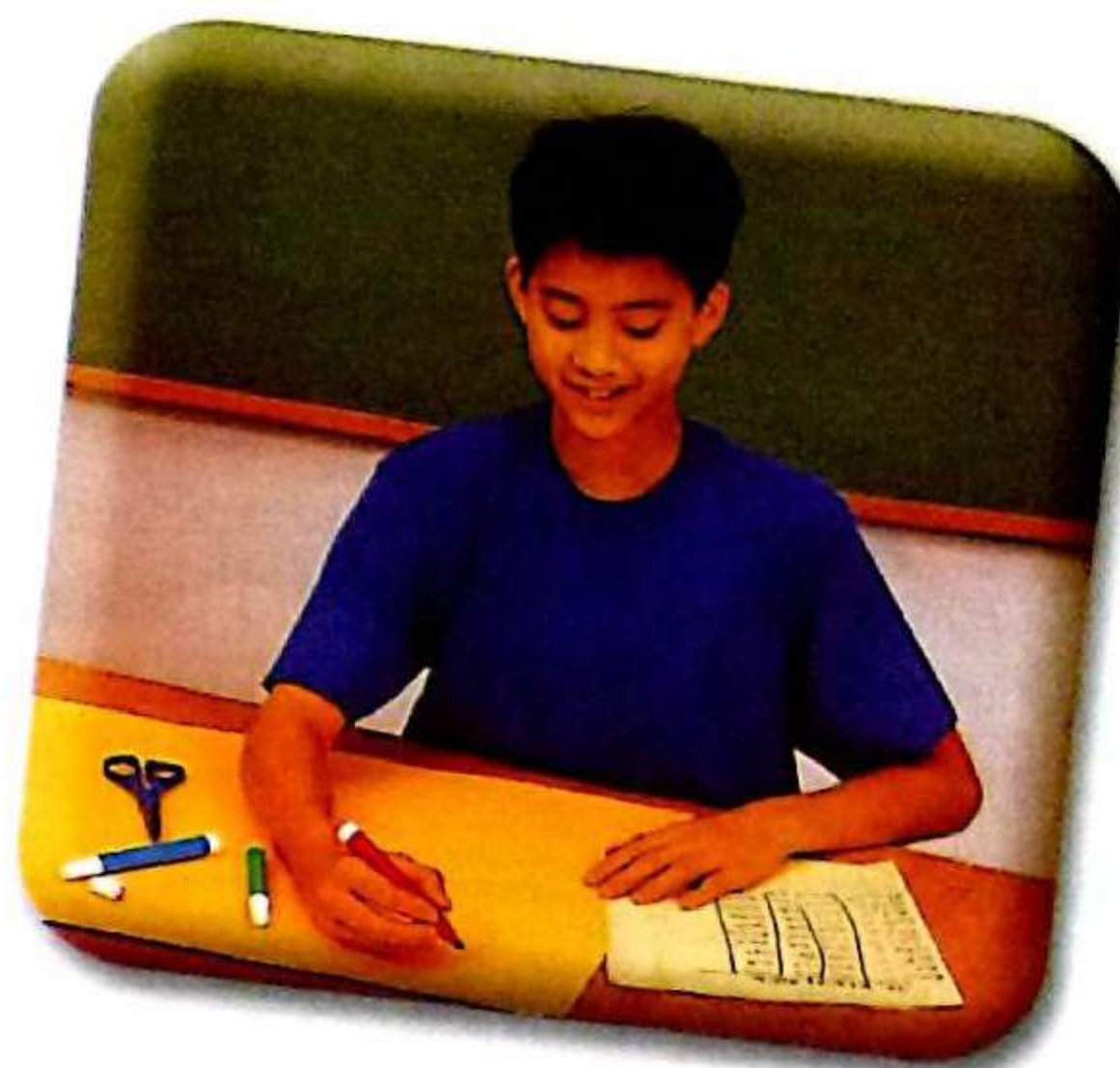
Oh, no, how could this happen?  
My program starts at three.  
I need to find the remote control  
and change channels on TV.  
Will I be forced to leave this couch  
and look around the room?  
Where in the world is my remote?  
The game's beginning soon!  
It's not between the cushions,  
or buried in the crack.  
My program's starting in a second.  
I want my clicker back!  
Now I'm feeling something  
in the pillow behind my head.  
There it is! I'm saved at last!  
Oh, no, the battery's dead!





# TV Survey

Take a survey. Make a chart.



I interviewed 10 people.  
All of them watch some TV  
every day. They usually watch  
more TV on weekends.

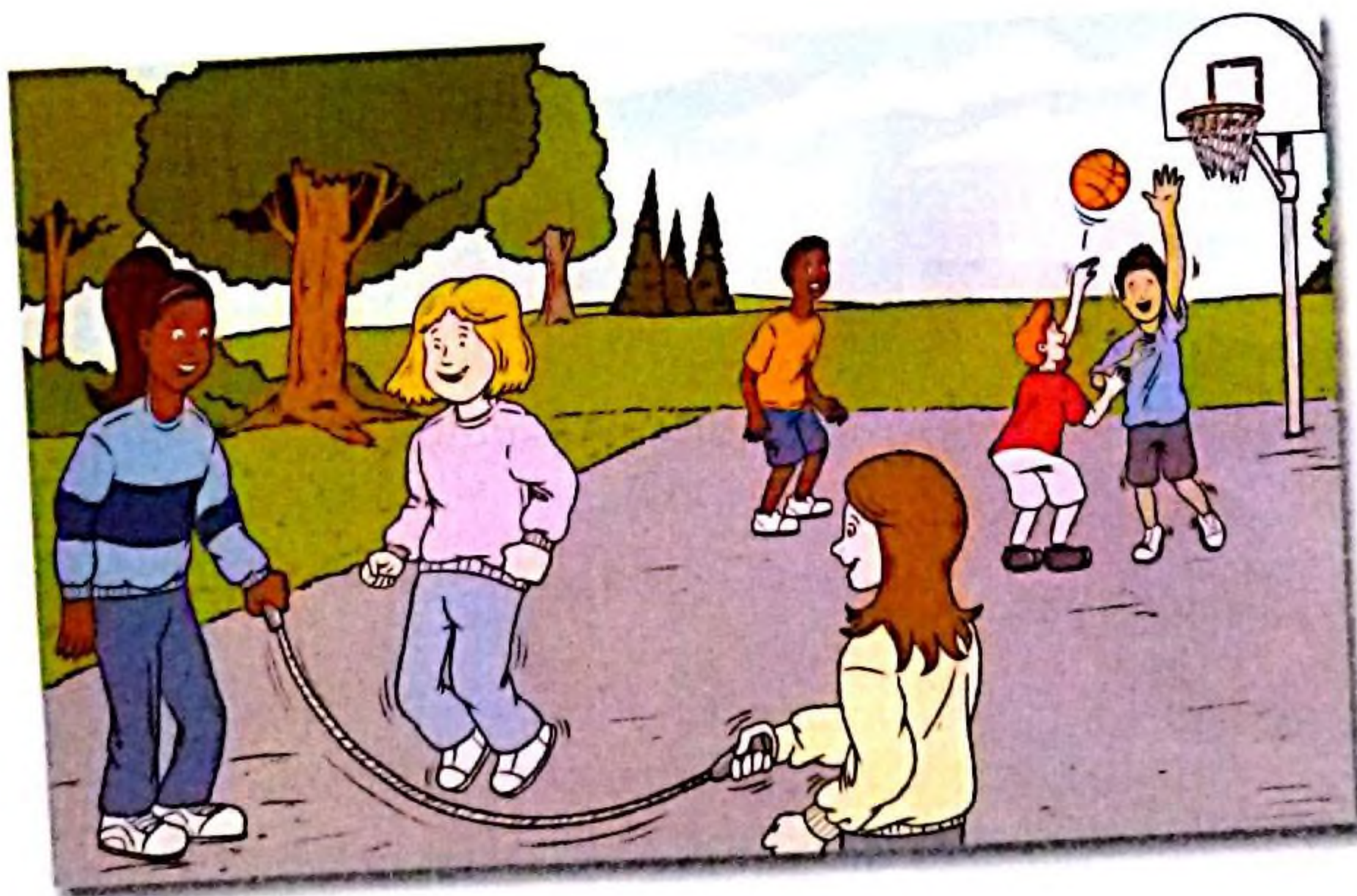
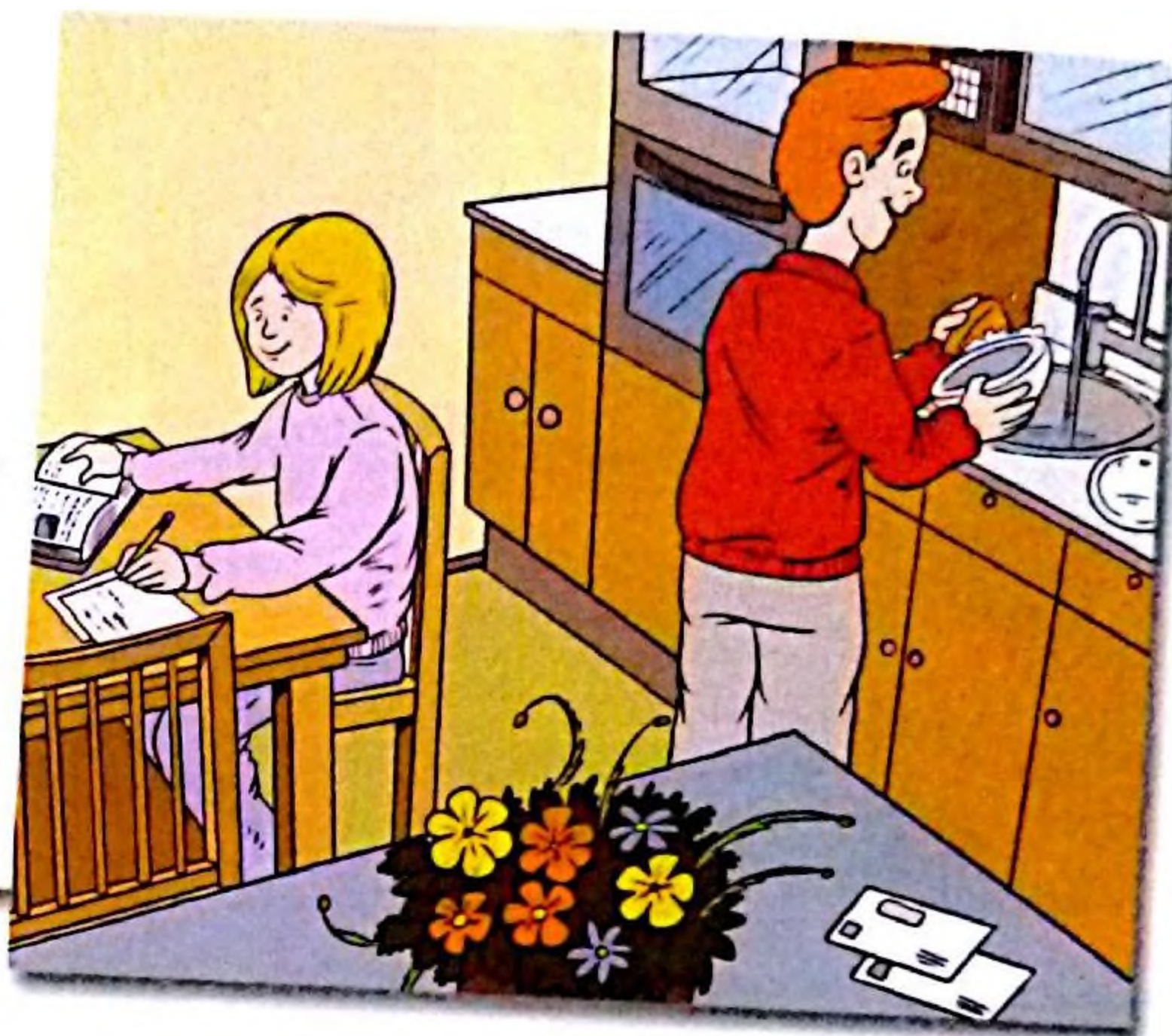




# Balance Work and Play

**Read and discuss.**

In life, it is important both to work and to play. Plan your time, take responsibility, and do your work every day. Right now, going to school, studying, and doing homework is your work. Helping around the house with chores is another kind of work you do.



Just as work is important, so is relaxation. Plan some time to play or relax every day. After you finish your homework and your chores, spend some time doing something you enjoy. Play video games and watch TV, but not too much. It's good to do something physical—ride a bike, play sports, or jump rope.

1. Why is it important to plan your time?
2. What work do you do every day?
3. What do you do to relax every day?
4. Do you work too much or play too much?



# Know It? Show It!

Cut out the pictures on page 131 and arrange them on your game board. Take turns giving clues and answering.



In this show, you learn about local events, weather, and sports.



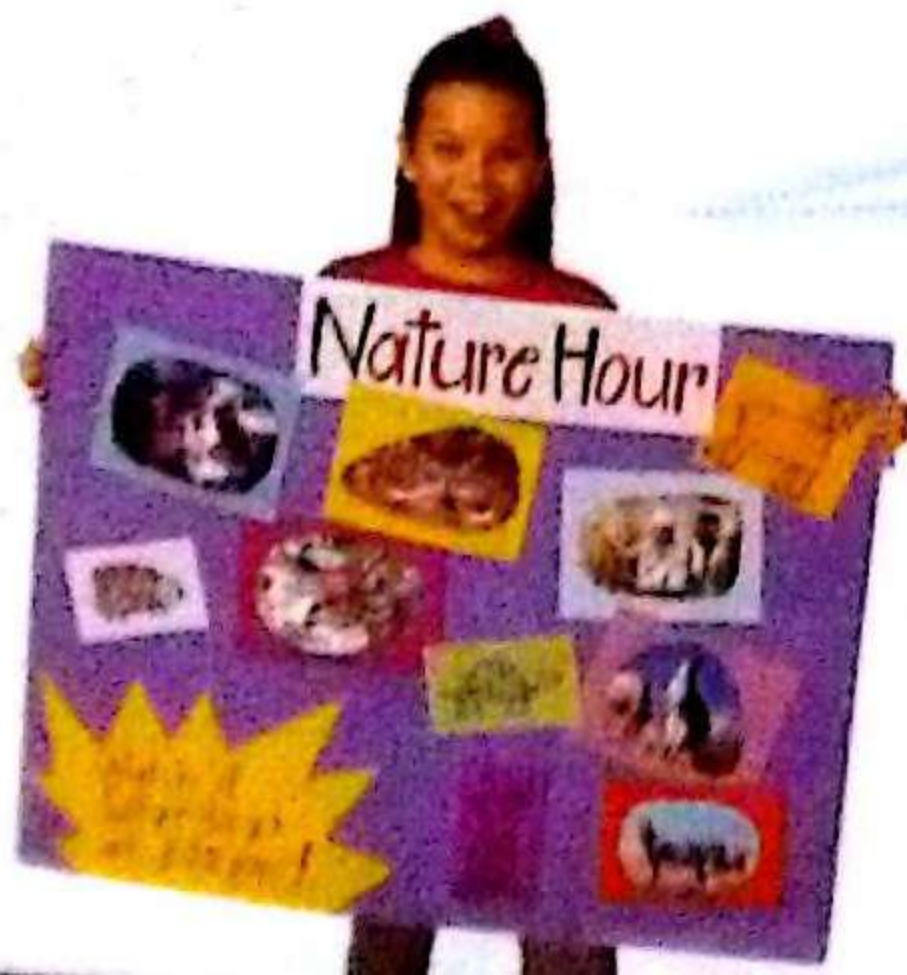
The news!



Yes! It's your turn.



Make a collage about your favorite TV show.



My favorite show is *Nature Hour*. It's on Channel 9 at 3:00 every Saturday afternoon. I think it's exciting, especially when they show snakes.



Performance assessment  
See Assessment Package pp. 33–36, 40, 49, and 57

Unit 2

25





**Read. Listen and sing.**

## Handmade

I could take a lump of clay  
and make it into a crocodile.  
I would give it bumpy skin  
and a scary smile.

I could take a brush and paint  
a scene that's sure to please—  
of bushes, grass, and flowers,  
and blooming cherry trees.

*I could use my hands to make  
anything—it's true.  
Making things is lots of fun.  
You should try it, too!*

I could take some blocks of wood  
and build a solid wooden bench.  
I would need a screwdriver,  
a hammer, and a wrench.

I could take some cotton cloth  
and make something to wear.  
I would make a pair of pants  
and sew them up with care.

*(Chorus)*





## Listen. Read and say.

**Chin:** Hi, Fran. What are you going to make for your art project?

**Fran:** I'm not sure. I have two ideas.

**Chin:** What's the first idea?

**Fran:** I could set up an easel outdoors and paint a picture of the school.

**Chin:** That sounds like fun.

**Fran:** Or I could carve a design on a block of wood and make block prints.

**Chin:** Oh, that idea's even better.

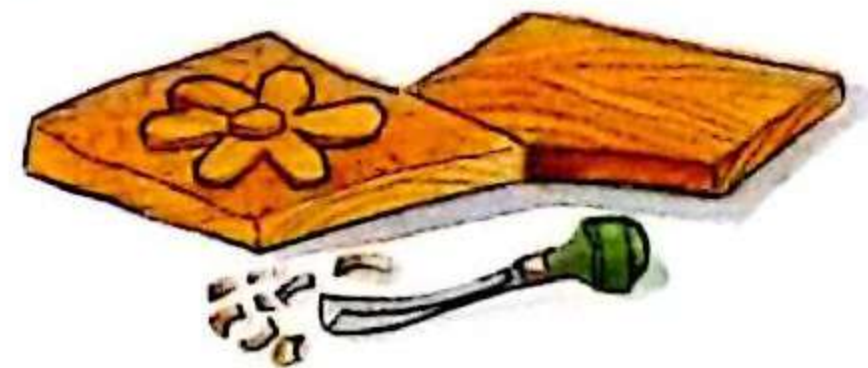
**Fran:** I can't decide what to do.  
What are you going to do?

**Chin:** I could make a sculpture out of wire.  
My father has a lot of copper wire that he doesn't need.

**Fran:** That sounds interesting.

**Chin:** Or I could make a model of a bridge out of wood.

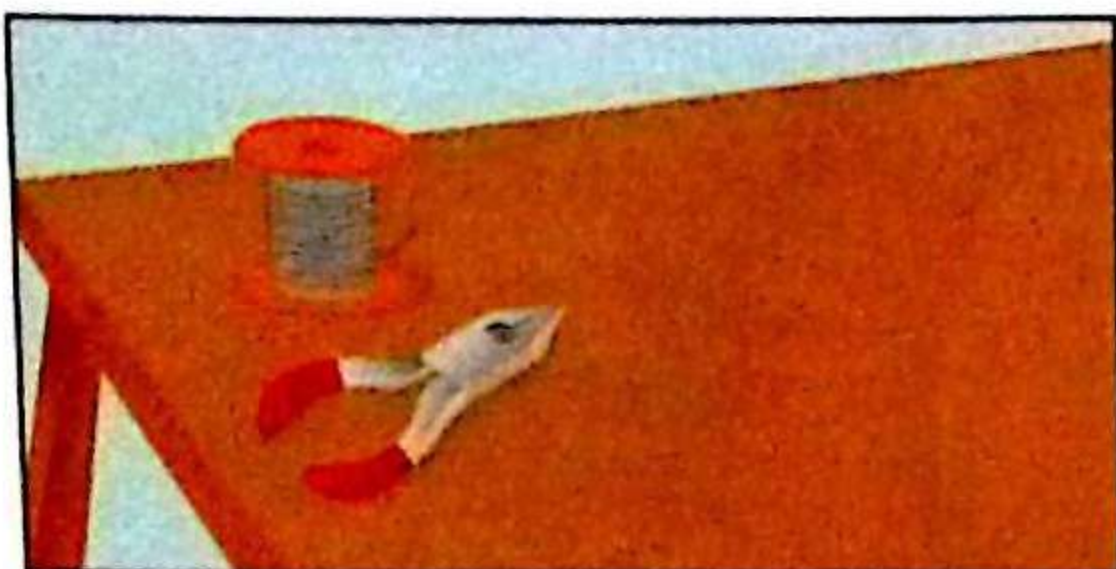
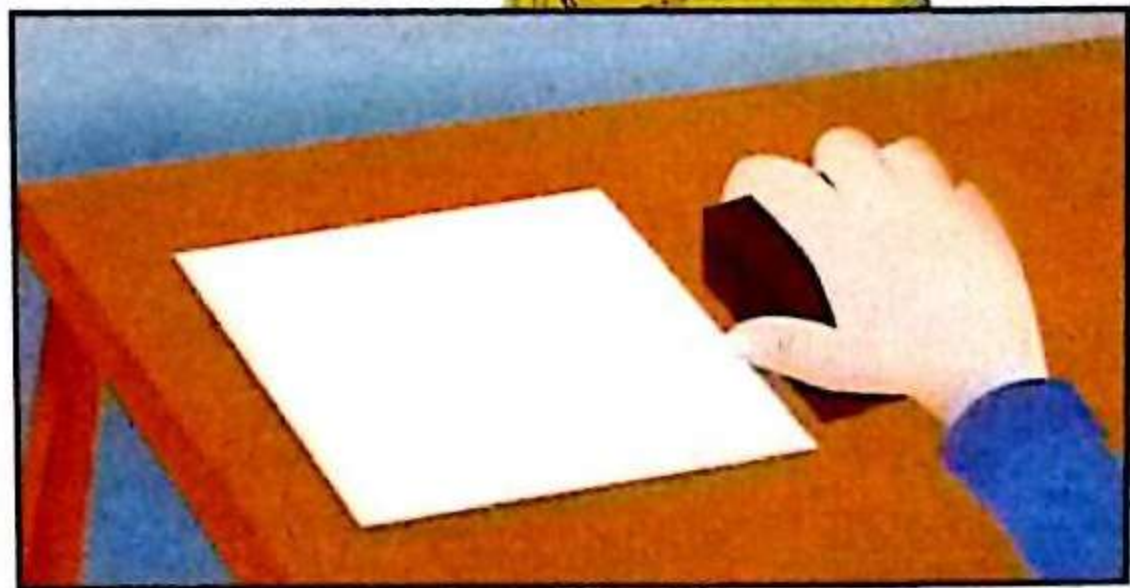
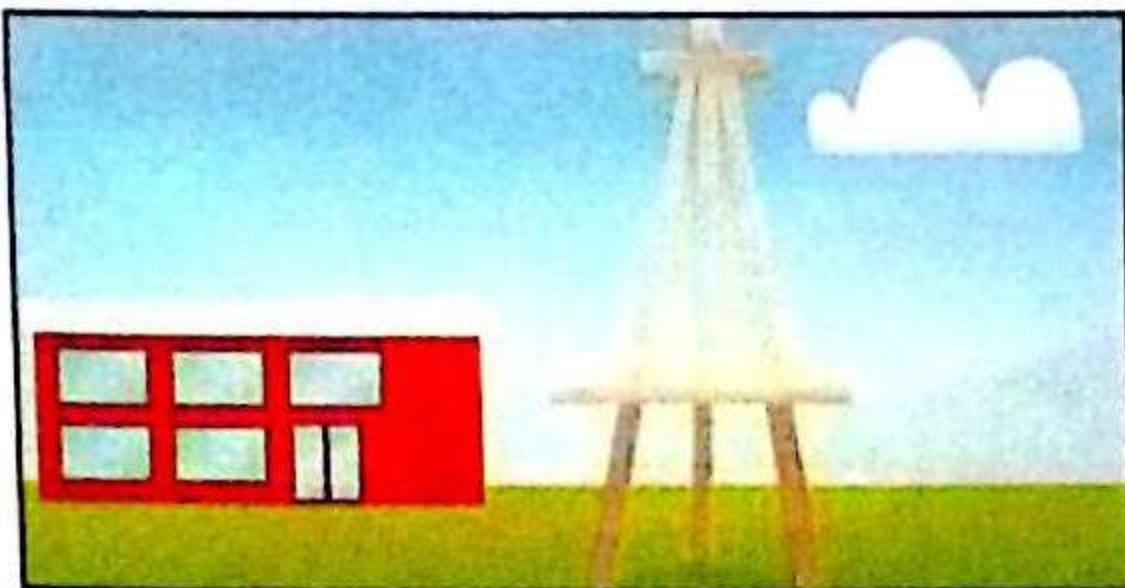
**Fran:** Those are both great ideas!



What could Fran and Chin make?



## Talk and stick.



Arts and crafts; could + verb; going to + verb





## Listen. Look and read.

People around the world enjoy arts and crafts.

Mercedes enjoys weaving. Her grandmother taught her how to weave when she was just seven years old. Mercedes weaves by hand, using the traditional

Guatemalan loom that her mother and her grandmother used. Mercedes uses brightly colored yarns to make beautiful cloths. Weaving is an important Guatemalan tradition, and Mercedes is proud to be part of that tradition.



Liang likes painting. He paints in the traditional Chinese style, using special brushes, ink, and paper. He practices his brushstroke by painting the same thing, such as a rooster, again and again. In this style of painting, a few simple brushstrokes have to suggest a lot of detail. The wrong brushstroke could ruin a picture. Traditional Chinese painting is not easy, but it's exciting.







Lorenzo loves carving. He carves animals and imaginary creatures out of wood and paints them bright colors. This style of carving is called *alebrije*, a Zapotec Indian word meaning “fantastic” or “imaginary.” Lorenzo learned how to carve from his father, an *alebrije* artist. *Alebrije* carving isn’t an old tradition. It is recent. It’s only about 40 years old, yet it is already popular in many different parts of the world.

Ramona enjoys knitting. She makes socks, hats, and sweaters using a soft yarn made from alpaca wool. Alpacas are animals that look like llamas. Most of the alpacas in the world live in Peru, where Ramona lives. Knitting clothes is one way Peruvian women can make a living.



**Point. Ask and answer.**

What craft does Mercedes enjoy?

Mercedes enjoys weaving.



**Ask and answer.**

What do you know about weaving?

Weaving is an important Guatemalan tradition.



Question formation; simple present; gerunds



**Grammar****Gerund Subject**

Sewing your own clothes saves you money.

Drawing is Jin's favorite hobby.

**Gerund Object**

Anita enjoys **sewing** her own clothes.

Jin likes **drawing** pictures of imaginary creatures.

**7 Write complete sentences.**

- \_\_\_\_\_ with a loom is an important business in Japan and other countries.
- Don likes \_\_\_\_\_ animal figures out of wood.
- \_\_\_\_\_ with watercolors is a lot of fun.
- I enjoy \_\_\_\_\_ pairs of mittens for people in my family.

carve  
knit  
paint  
weave

**Grammar**

What could Rita and Marcos do for their mother's birthday?  
They could bake a cake for her.

**8 Answer the questions.**

- How could Lisa spend a rainy Saturday? (sew her jeans)  
She could sew her jeans.
- What could we cook for dinner? (make spaghetti)  
\_\_\_\_\_
- How could you fill an empty sheet of paper? (draw a picture)  
\_\_\_\_\_
- What could Maya do with yarn? (knit a hat)  
\_\_\_\_\_
- What could Diego do with these fresh vegetables? (make a salad)  
\_\_\_\_\_



**9 Interview your classmates.**  
Find a different student for each picture. Write a name on the line.

Ken, do you enjoy painting pictures?



Yes. Painting with watercolors is a lot of fun.



Ken



**10 Talk to your classmates.**

What crafts do you like?

I like woodworking because you use tools like saws, drills, hammers, and screwdrivers.



Question formation; simple present; gerunds



## This Kid Can Cook!

Lauren Assayag, a fifth grader from California, won \$10,000 in a kids' recipe contest. Lauren's recipe for Mango Avocado Salsa Chicken Strips won the grand prize out of 403 entries. The judges liked Lauren's recipe best because it was the tastiest,

healthiest, and easiest to make of all the recipes in the contest. Lauren was proud because she made up the recipe herself. What will she do with the \$10,000? She loves cooking, so she plans to go to cooking school. Lauren could be a famous chef one day!



## Look, Mom, No Hands!

Painting may be a hands-on activity, but some elephants do very well with their trunks! Why are these elephants painting? Believe it or not, painting is their new job. Long ago, people used elephants to carry logs from rain forests. After too many rain forests were destroyed, logging was stopped. No one needed the elephants anymore. When artists Vitaly Komar and Alex Melamid heard about these unwanted elephants, they decided to teach the animals how to paint. People began to buy the elephants' paintings. The money from the paintings helps support the elephants.





# Weaving with Paper

Make a place mat!

**Step 1:** Fold a sheet of paper in half.

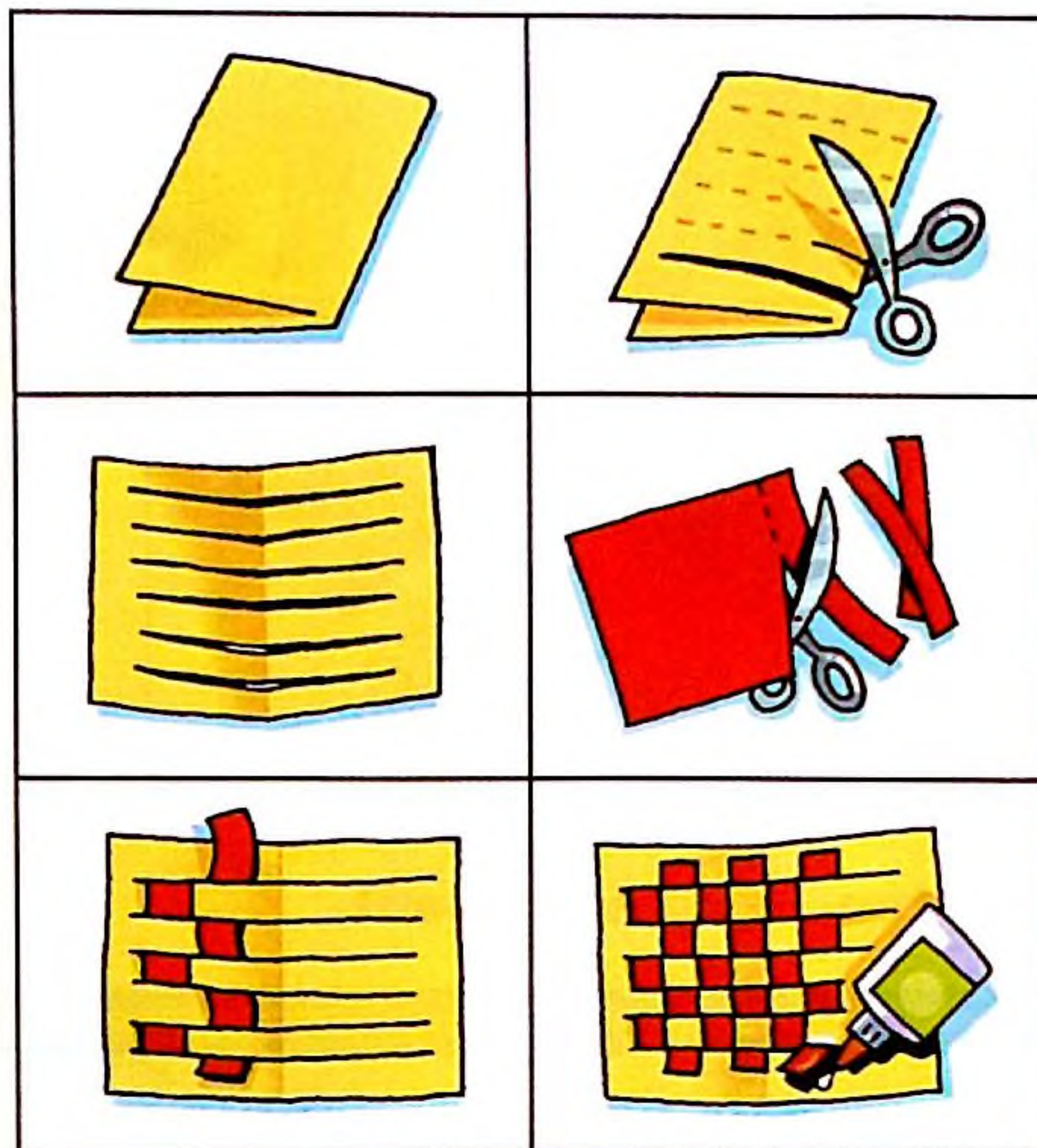
**Step 2:** Make cuts from the fold to the edges. Leave about an inch (2.54 cm) between each cut and stop cutting about two inches (5.0 cm) from the edge. Your cuts can be straight or curved.

**Step 3:** Unfold the paper.

**Step 4:** Cut strips of colored paper.

**Step 5:** Weave the paper strips into the paper with the cuts. Be sure to alternate the over and under motion for each strip.

**Step 6:** Glue the ends of the strips to the edges of the paper.



## Word Search

brushes  
drawing  
sewing

carving  
knitting  
weaving

clay  
loom  
wood

cooking  
paints  
yarn

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

**JUST FOR LAUGHS**  
What can you make  
with your hands that  
no one can see?

A noise

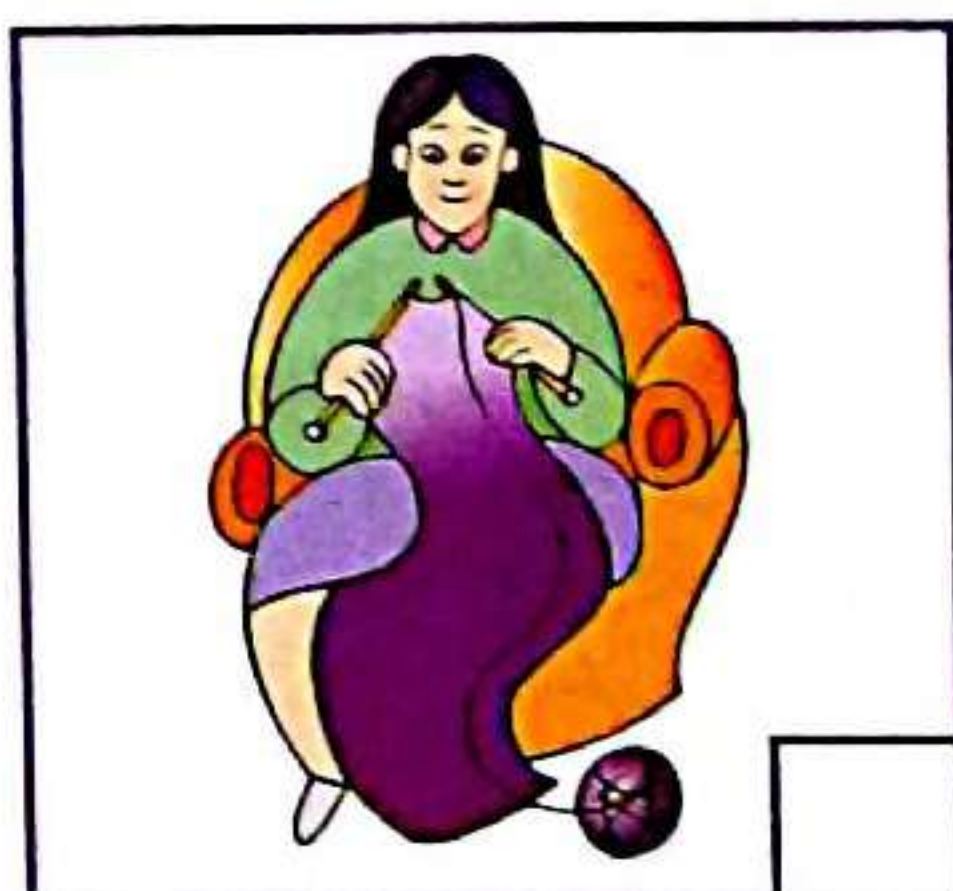
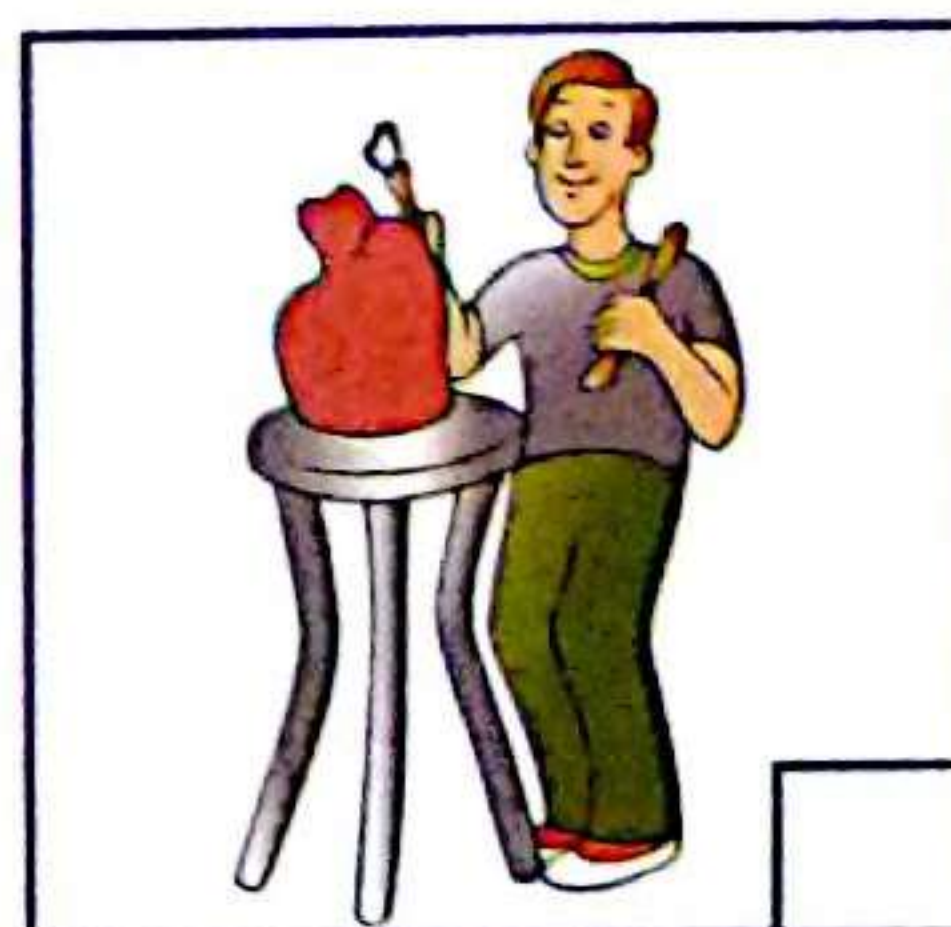
**NEXT WEEK**

**Making  
Model Cars**





**Listen. Write the number.**



**Listen. Read and chant.**

## Crafty Kids

Carla has new watercolors.  
She likes painting cats.  
Pat loves knitting woolly things  
like sweaters, socks, and hats.

Nardo's always busy with his  
potter's wheel and clay.  
Making clothes is fun for Kim.  
It's how she spends each day.

Marisol likes carving things  
out of soap or wood.  
Playing music on his flute  
makes Anthony feel good.

You could choose an art or craft—  
something right for you.  
Just as long as you enjoy  
doing what you do.





# Craft Book

Find crafts from around the world. Make a book.

Social Studies  
Project



I love folding paper  
into animal shapes.

Folding paper into  
shapes takes practice.



Content connection: social studies; art

Unit 3

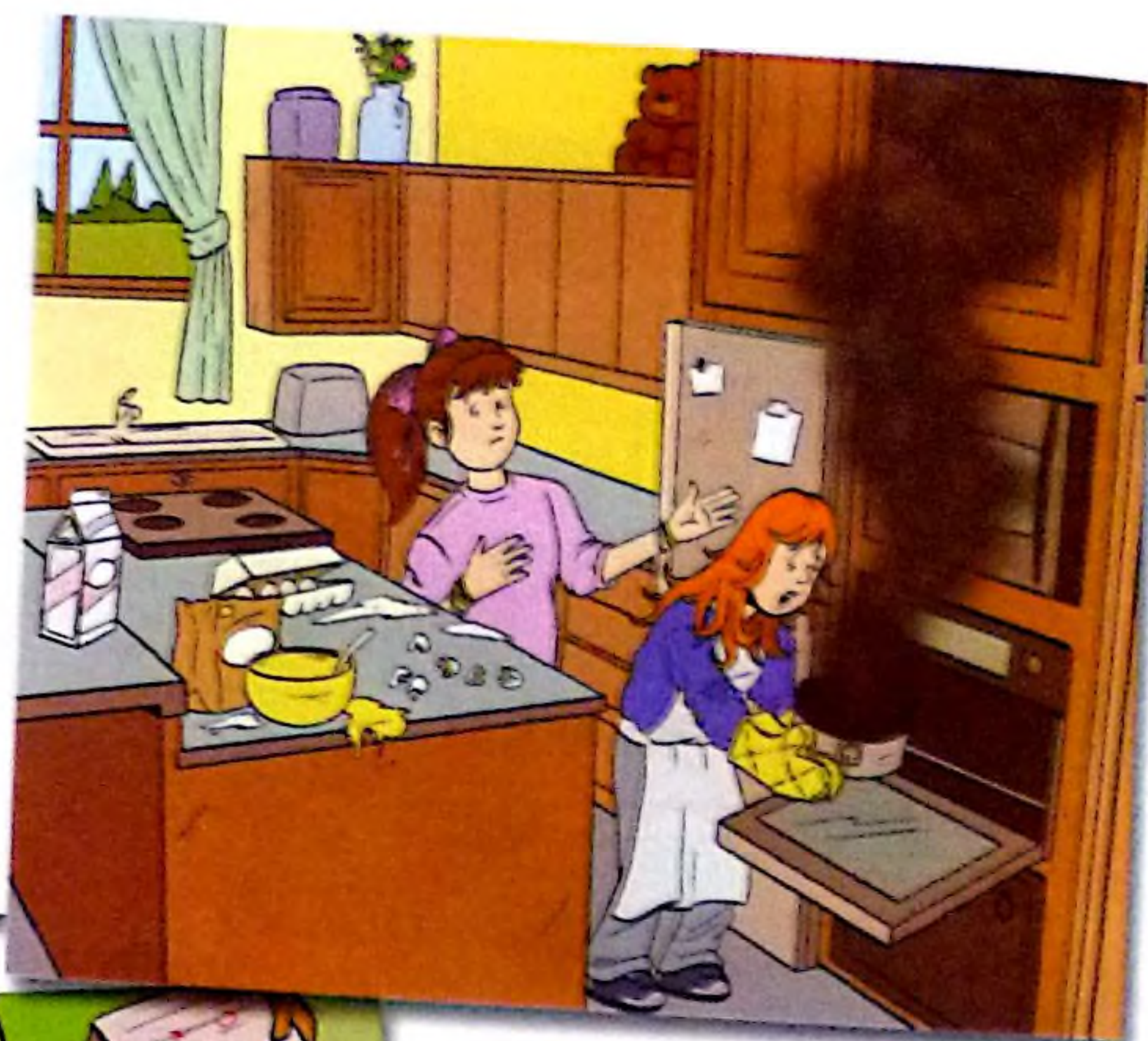
35



# Work Carefully

Read and discuss.

Before you try to do something, especially something new, be sure to read the instructions. When you read instructions carefully and do things one step at a time, your chances of success are much better. That is true if you're baking a cake, learning a new video game, building a bookcase, taking a test, or doing anything else.



Don't try to finish a task too quickly. Take the time to check your work carefully. When you are in a hurry, it is easy to miss part of an assignment, skip an important step in a task, or forget to check your answers before you turn in a test.

1. Why is it important to listen to and read instructions?
2. Do you like to work slowly or quickly? Why?
3. Describe a time you didn't work carefully. What happened?
4. Describe a time you did work carefully. What happened?



# Know It? Show It!

Cut out the cards on page 133. Put the cards facedown. Take turns asking and answering.

Review

What could you make with yarn?

I could make a sweater.



Talk with your classmates about a craft you enjoy.

I like making pot holders. It takes a lot of patience.



Unit 3



Performance assessment

See Assessment Package pp. 33–36, 41, 50, and 57.

Unit 3

37



## At the Outdoor Market

*Anything we want, anything we need  
is on sale in a stall.*

*From food to clothes to new CDs,  
the outdoor market has it all.*

When Mom and I go shopping,  
it's a very exciting day.  
We visit an outdoor market  
that runs along the bay.

One stall has delicious fruit,  
the next has the most colorful clothes,  
with flowers, stripes, and checks—  
hanging up high in rows.

*(Chorus)*

I love the brand new music stall—  
hip-hop, rock and roll, and pop.  
Mom loves hunting bargains—  
it's "Shop until you drop."

The next time Mom goes shopping,  
I'll be right there any day.  
I love the outdoor market  
that runs along the bay.

*(Chorus)*







**Listen. Read and say.**



**Lucia:** So what do you think of this jacket? Are the sleeves too short?

**Paolo:** Yes. They aren't long enough.

**Carlos:** And what about this shirt? How do you think it fits?

**Lucia:** The colors are great, but I think it's too tight.

**Paolo:** Yeah. I like the stripes, but that shirt isn't big enough.

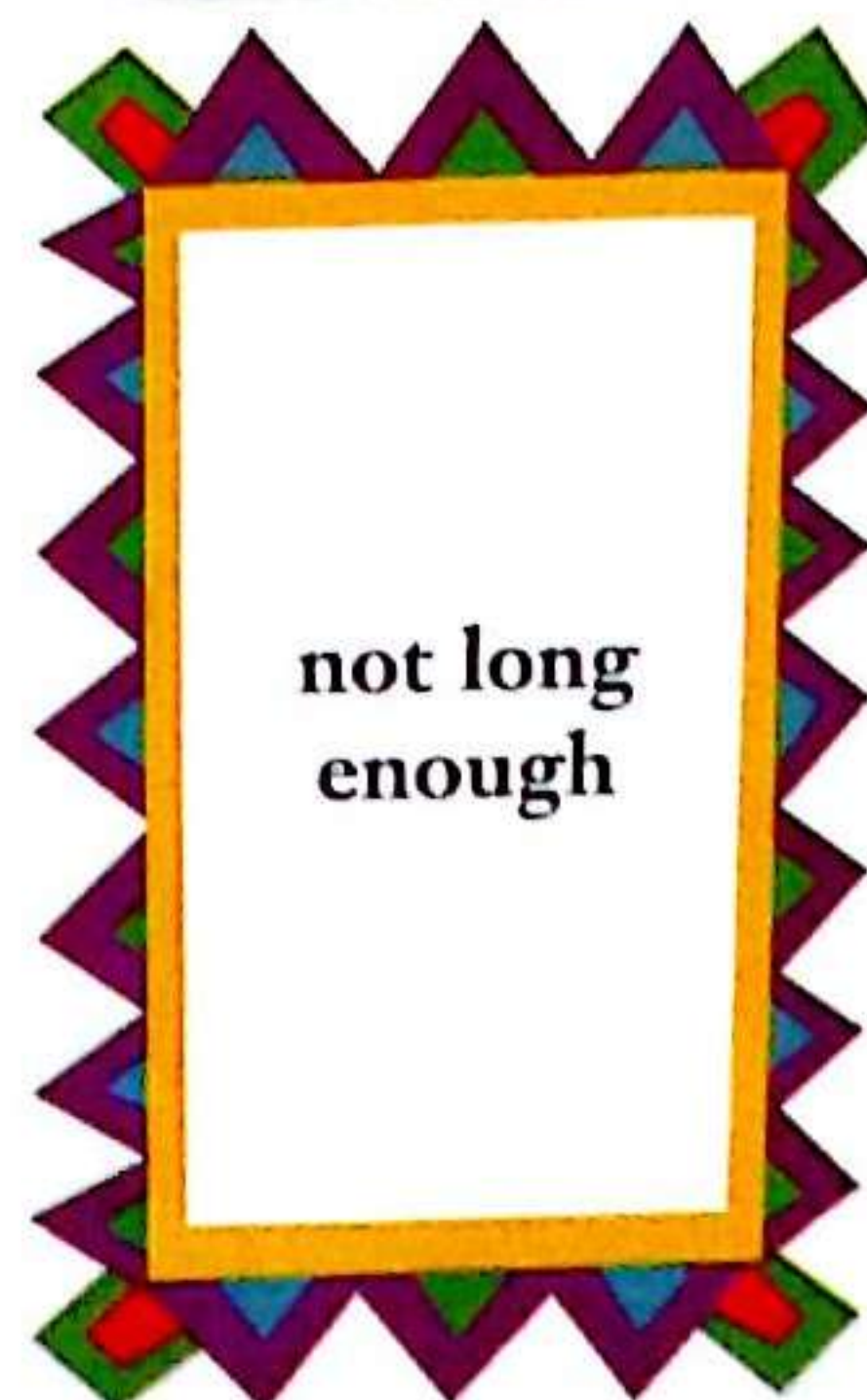
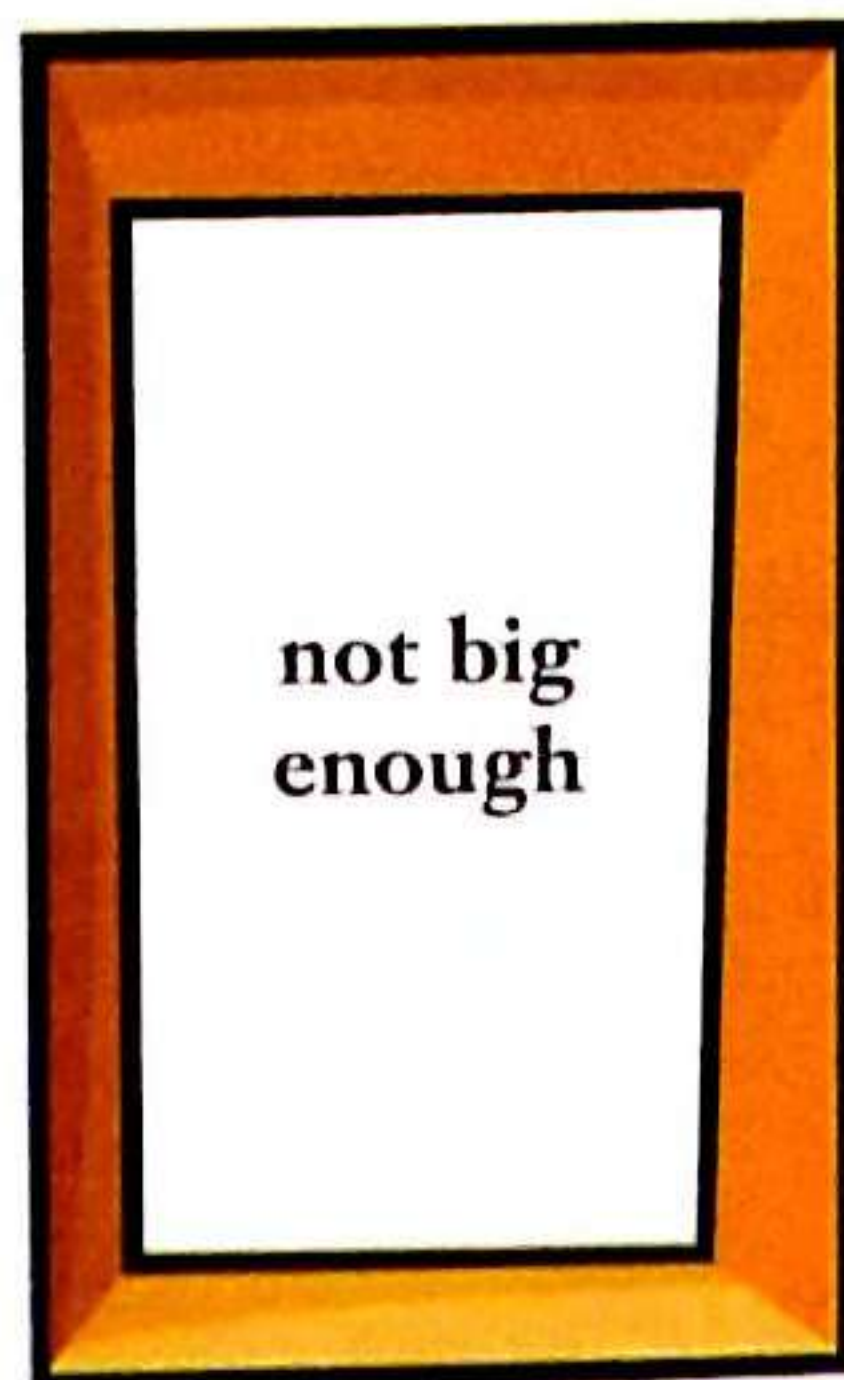
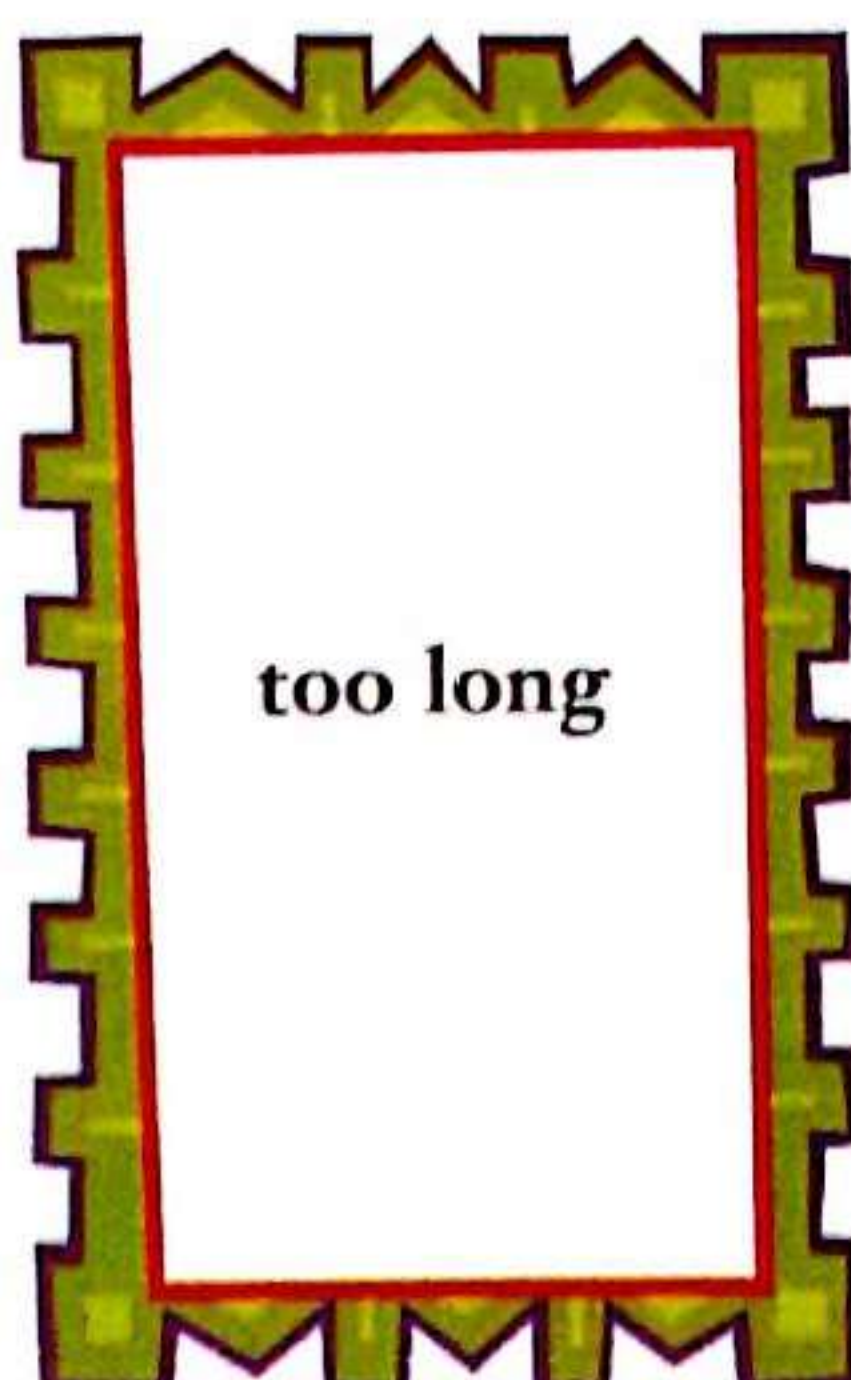
**Carlos:** OK. I'll look for a larger size.

**Paolo:** And this cap is just right. I'll take it!

How does it fit?



**3 Talk and stick.**







## Listen. Look and read.

Every country in the world has outdoor markets, sometimes called street markets.

Do you go to a supermarket or to an open-air market to do your shopping? In an outdoor market, you can find the most amazing merchandise right next to typical everyday items. Outdoor markets are exciting places full of noise, color, smells, and busy shoppers. Sometimes the crowds are too big, but everyone enjoys shopping just the same.



The bird section of an outdoor market is colorful and noisy. You can find all kinds of birds for sale. The birds with the most beautiful songs are more expensive than the birds that sing just a few notes. Bird owners take their birds out of their cages and walk them around the market. You can see them feed the birds meals of insects and small worms!







At a floating produce market, you can buy fresh fruit and vegetables right off a boat. The produce from an outdoor market is less expensive than the produce from a supermarket, and is usually fresher, too.



### Point. Ask and answer.

Which markets are more exciting—supermarkets or outdoor markets?

Outdoor markets.



### Ask and answer.

What is the most interesting section of the market?

For me, the clothing section, because I like comparing styles and prices.



Question formation: *what, which*;  
comparisons: *more, most* + adjective



In the jewelry section of a market, you can find necklaces, bracelets, earrings, rings, and even gemstones. Gold jewelry is more expensive than silver jewelry. If you see something you want, name a price a little lower than you want to pay, and keep bargaining until the price is not too high. Getting a good bargain is the most exciting part of all!





**Grammar**

Outdoor markets are **interesting**.

Outdoor markets are **more interesting than** supermarkets.

Outdoor markets are **the most interesting** places to shop.

**7 Complete the sentence. Use *more . . . than* or *the most*.**

- The silver jewelry is \_\_\_\_\_ the beaded jewelry.  
(beautiful)
- Outdoor markets have \_\_\_\_\_ clothes of all.  
(colorful)
- Birds with beautiful songs are \_\_\_\_\_ of all.  
(expensive)
- The items at an outdoor market are often \_\_\_\_\_ the items in a supermarket.  
(unusual)
- Getting a good bargain is \_\_\_\_\_ part of shopping at an outdoor market.  
(exciting)

**Grammar**

The price of that necklace is **too** high.

The price isn't low **enough**.

These shoes are **too** small.

These shoes aren't big **enough**.

beautiful	big	colorful	expensive	high
long	low	new	small	unusual

birdcage  
CDs  
jacket  
necklace  
shirt  
shoes

**8 Write sentences. Use *too* or *enough* and a word from each box.**

- The price of that birdcage isn't low enough.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**9 Work with a partner.**

Student A uses this information to ask and answer questions.  
Student B turns to page 110.

## Discount Dave's

\*\*\*

*We have everything!*  
*Check out these low, low prices!*



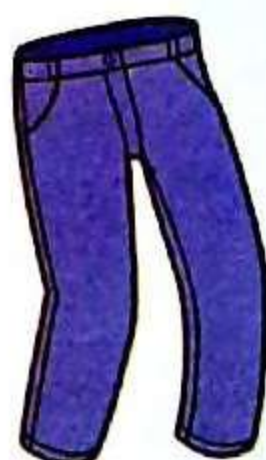
**\$45.00**



**\$129.95**



**\$8.50**



**\$17.00**

*Super discounts every Thursday!*

## Stacy's Department Store

BIG SALE \_\_\_\_\_

Jewelry

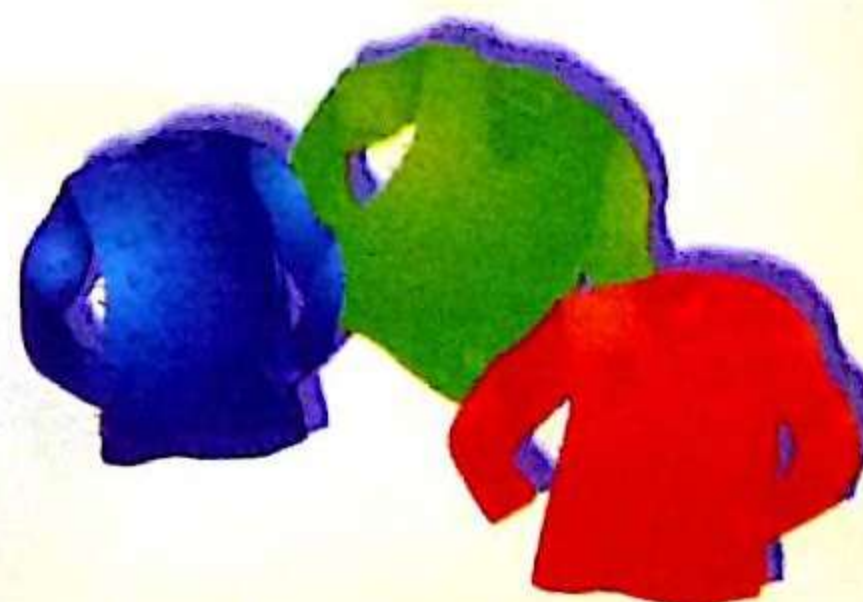
\$ \_\_\_\_\_



**\$135.00**

Sweaters

\$ \_\_\_\_\_



Footwear

**\$89.95**

**10 Talk to your classmates about the ads.**

Those are the most popular sneakers now. And the price isn't too high.

I like the red sweater. It's more fashionable than the others.

That gold necklace is too expensive.



Questions with *which, what; more, most + adjective*; expressing opinions



# The Shopper's Stall

the magazine all about shopping

*The Shopper's Stall Presents . . .*

a short story by our reader Graciela Hernandez

## After Hours

Grace stood by the door of the dressing room holding a pile of clothes. "I don't believe this!" she finally said out loud. The store was closed. How long was she trying on clothes in the dressing room this afternoon? What time was it now? Why didn't anyone find her?

She left the clothes on a counter and then checked her backpack. Her cell phone was not inside. Grace walked to a pay phone near the store entrance, but it was out of order. Then she sighed and looked around her. The store was quiet and empty.

Hey, she thought suddenly. This doesn't have to be a *bad* thing. Someone will find me. Until they do, the whole store is *mine*. I can try on all the clothes I want!

Grace went upstairs where the most expensive clothes were sold. She smiled as she saw the rows of designer jeans, dresses, and leather jackets.

Then, all of a sudden, she heard the sound of breaking glass on the first floor. Was someone in the store? Grace hid behind a row of coats. She almost screamed as every light in the store went out.

*continued in next week's issue . . .*

Is it more fun  
to be in a store  
when it is open  
or closed?

Read and  
decide!





# Spotlight On:

## Flashing Light Jewelry

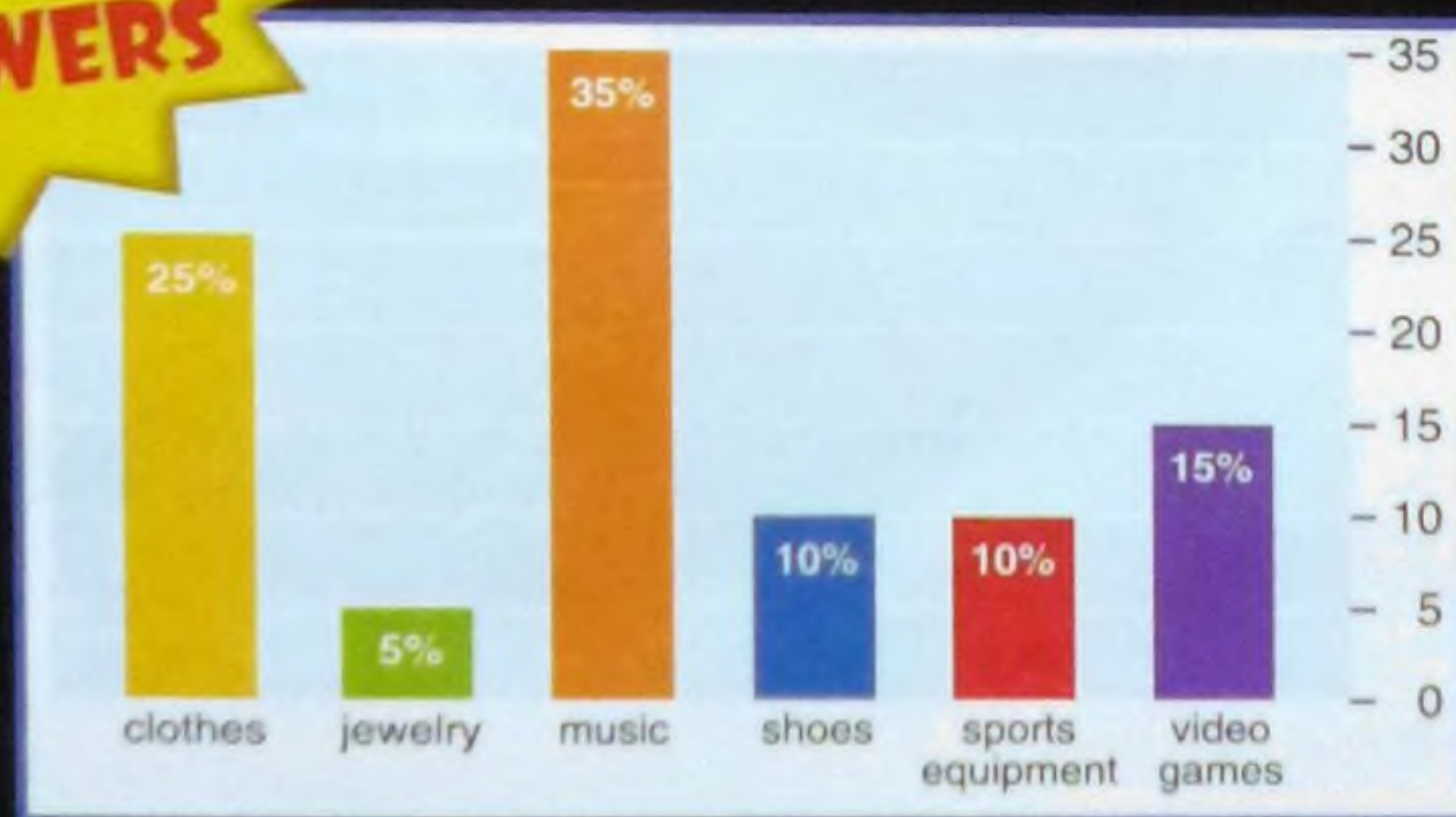


Do you want people to notice you? Then you might want to buy earrings, necklaces, or rings that light up and flash on and off!

How is this possible? It's all due to a phenomenon called electroluminescence, but you don't have to be a scientist to understand it. All you need to know is that small batteries provide the energy needed to make the jewelry light up and blink on and off. Wear this fashionable jewelry to parties, or even every day. We promise you will amaze your friends!

**100 QUESTIONS  
and  
100 ANSWERS**

**This week we asked 100 ten- and eleven-year-old kids what they enjoy shopping for.**



**The Customer  
Is Always  
Right**

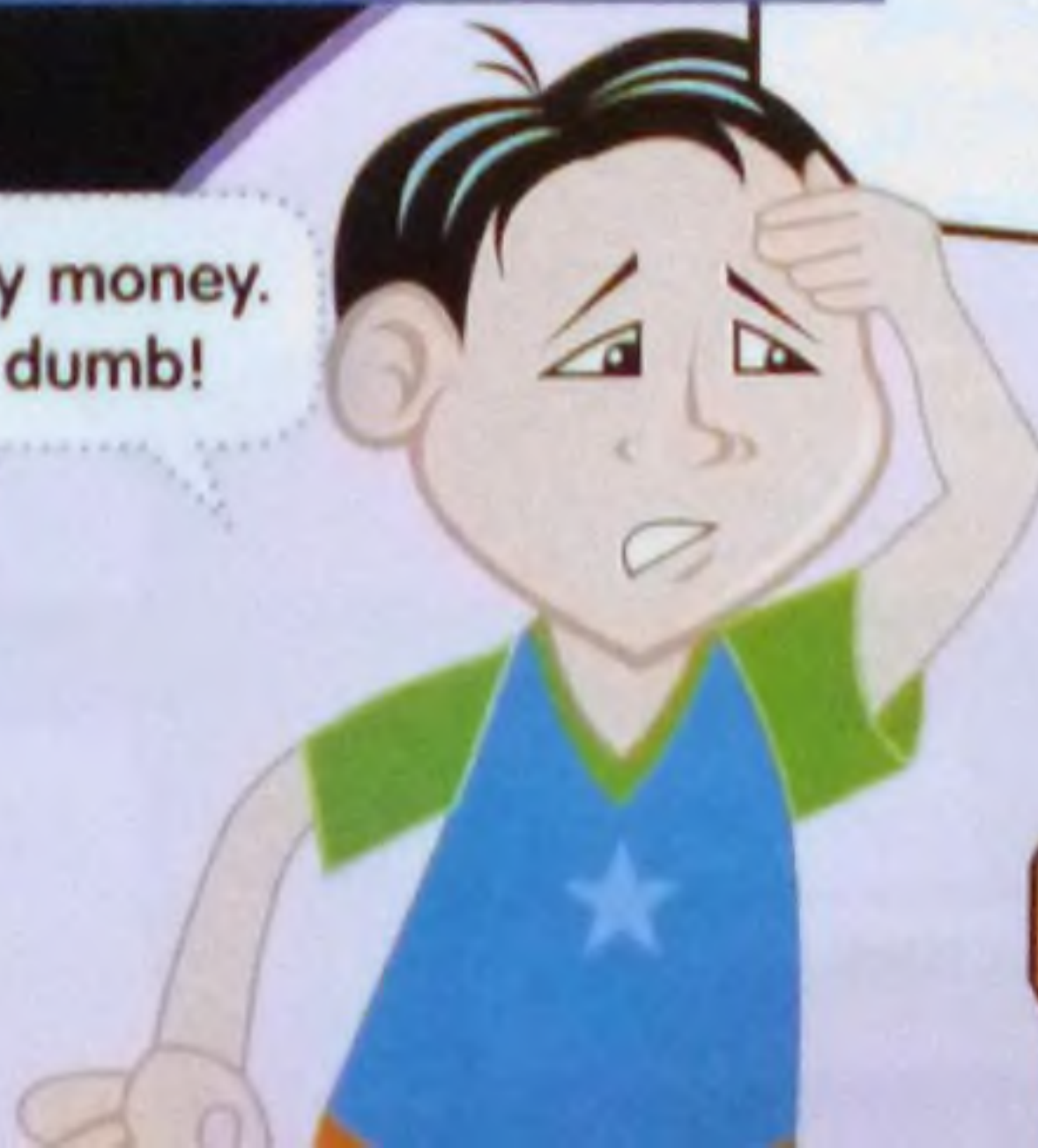
**Laugh It Up!**

**JOKE OF  
THE WEEK**

**Q:** What did the tie say to the hat?

**A:** You take off, and I'll hang around.

I forgot my money.  
I am so dumb!





**Listen. Write the letter.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



**Listen. Read and chant.**

## Shop 'Til You Drop

We love shopping at the mall.  
It really is the best.

There are so many stores to see—  
there's never time to rest.

Look inside that clothing shop  
at all those leather jackets.

We want to buy some video games,  
and find some tennis rackets.

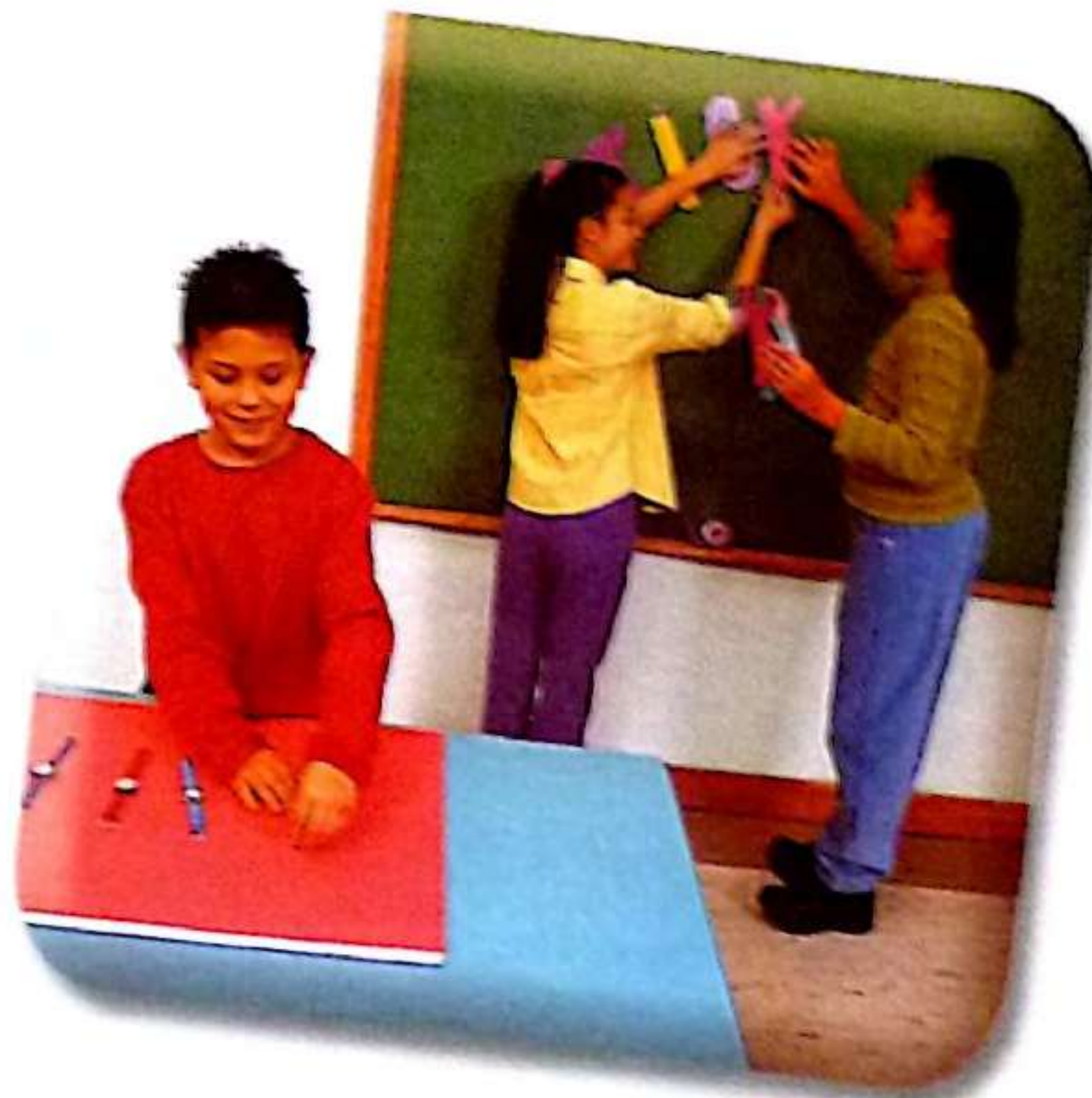
We love shopping at the mall  
for it has everything,  
from books and shoes,  
to rock and blues,  
or even a diamond ring.





# A Commercial

Make a commercial for a product.



Tick Tock watches  
are the most popular watches  
for kids. If you want to be in style,  
get a Tick Tock watch today!



Content connection: language arts; art

Unit 4



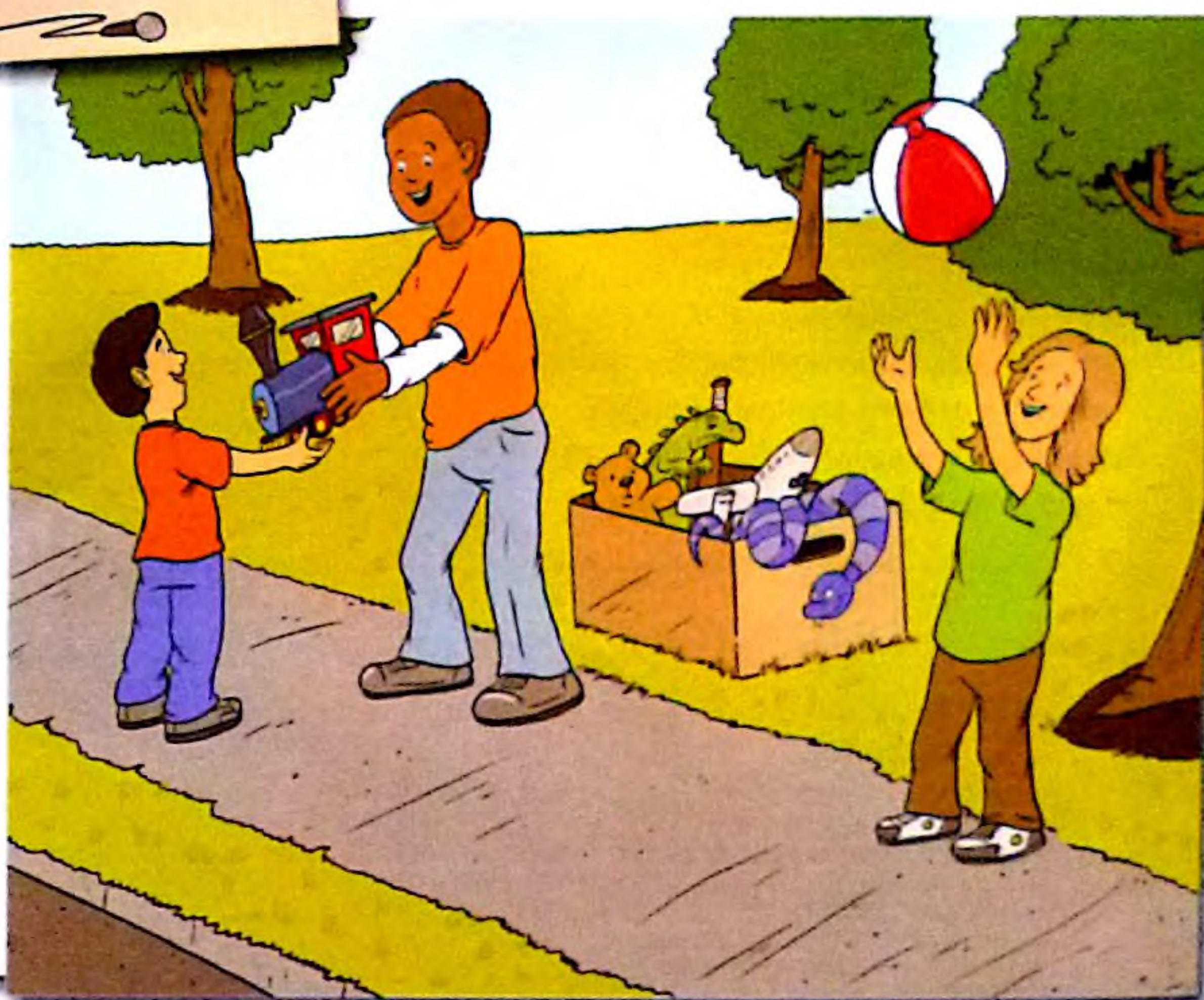
# Giving Is Better than Getting

Read and discuss.



Having more things does not automatically mean more happiness in your life. Enjoying activities with your friends and family can bring more meaningful satisfaction and real happiness than getting more and more things. Spend time with people you care about to have good memories that will always stay with you.

Sharing what you already have brings happiness. What are these things you already have? They include physical objects, such as clothes, games, books, and toys. You will feel good about giving things you no longer want to others. You can also share your time with others by making things to give, and helping other people.



1. How can having too many clothes, toys, and other things be bad?
2. How can you share things you have that you don't need anymore?
3. What are your special "gifts" that you can share?
4. What is the difference between needing and wanting?



# Know It? Show It!

Cut out the cards on page 135. Arrange them in rows and describe the order to your partner.

Review

Now take the red and blue checked shirt and put it under the brown leather jacket.

Did you say 'next to' or 'under'?



Take an object from the grab bag.  
Name a price and bargain.

\$15.00 is too expensive.  
I only have \$5.00.



That's not enough  
for the necklace. It's  
very beautiful.



Performance assessment  
See Assessment Package pp. 33-36, 42, 51, and 57.

Unit 4



# 5 Travel Trouble



**Read. Listen and sing.**

## A Wet Weekend

We went on a trip last weekend.  
It was such a beautiful day.  
We left the city to see the country,  
but got lost along the way.

We drove for endless hours—  
up dirt roads and down,  
with no idea where we were going.  
There wasn't even a town!

*It was the worst weekend,  
the worst weekend,  
an awful trip to the countryside!*  
*It was the worst weekend,  
the worst weekend,  
a horrible trip, and a horrible ride!*

Then the clouds grew dark and heavy.  
A strong wind began to blow.  
We could see a storm was coming.  
It was time for us to go!

We tried to turn the car around,  
but it was all in vain.  
Thunder clapped and lightning flashed,  
and down came pouring rain.

*(Chorus)*







## Listen and read.

Sunshine Travel Agency

Dear Sir or Madam:

My family and I were driving to the airport at 6:00 A.M. last Saturday when it started to rain. There was terrible traffic on the highway. We called the airline to change to a later flight. Ten minutes later, all traffic stopped and we didn't move an inch for two hours! We finally got to the airport at 9:45 A.M. We missed both flights! We were waiting for a third flight when the same thunderstorm hit the airport. The storm closed down the airport for hours. We had to cancel our plans. Can we change our tickets?

Yours truly,

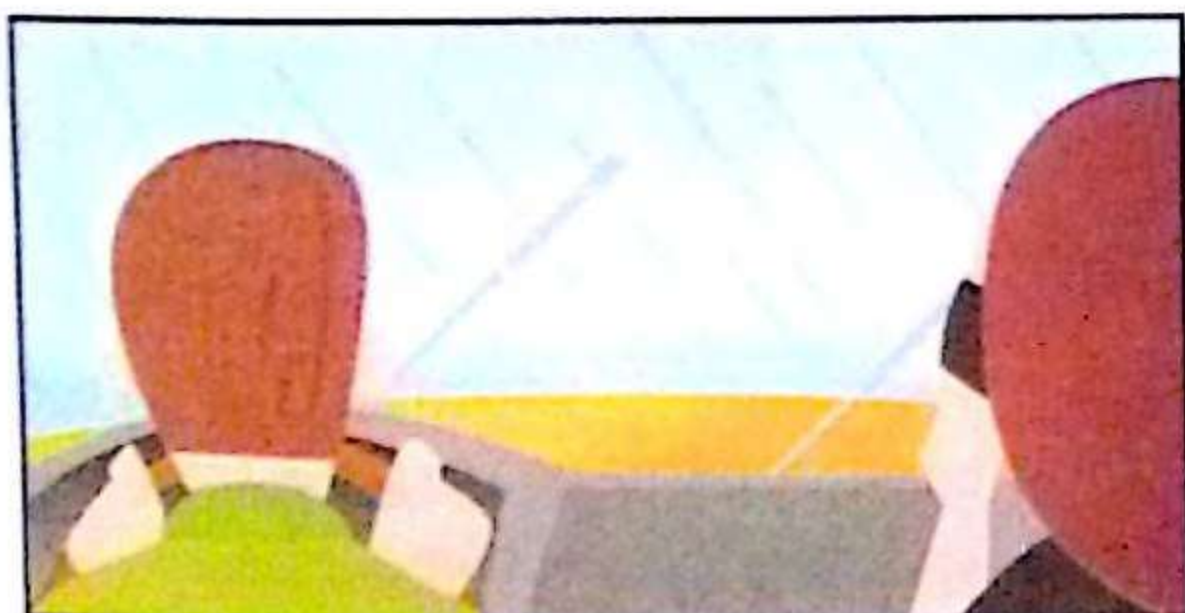
*Alex Gordon*



What happened?



## Talk and stick.



Travel vocabulary; simple past; past progressive





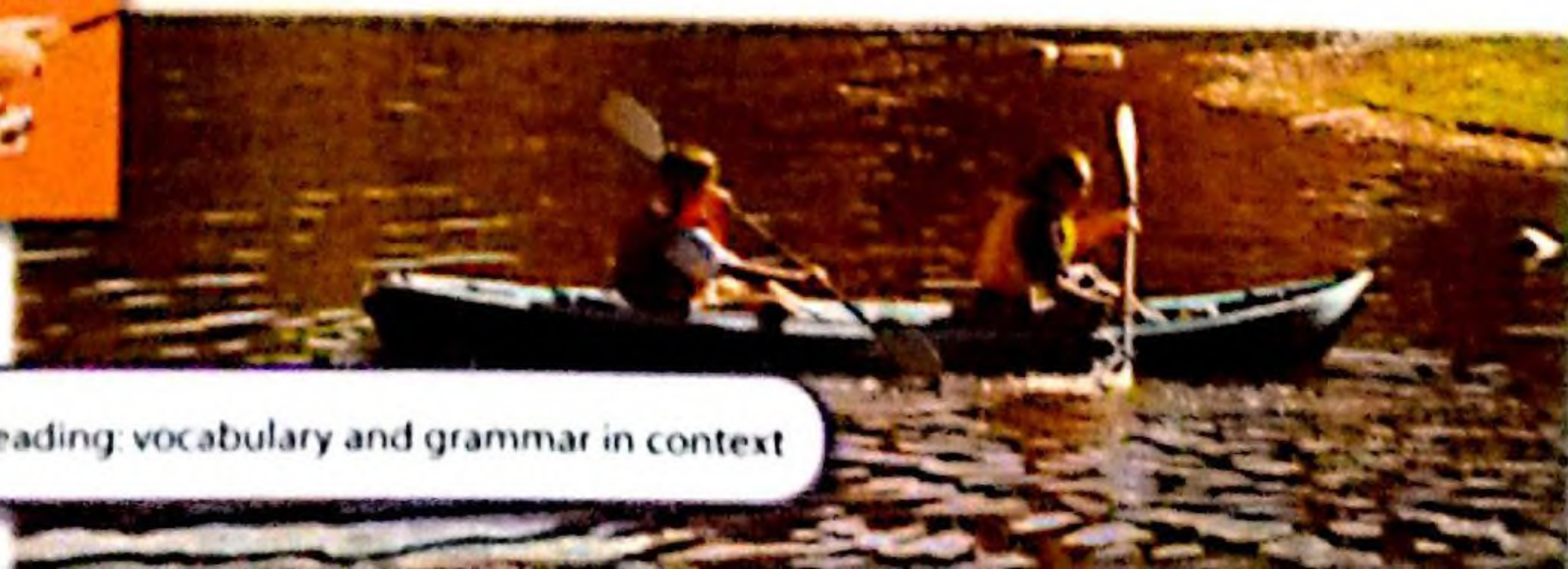
**Listen. Look and read.**



Here is my best picture of the Golden Gate Bridge in San Francisco. It was so foggy that I couldn't take any good photos! The one day it was sunny I forgot my camera. While I was running back to the hotel to get it, I fell and broke my ankle! It was the worst vacation of my life!



My sister and I love to go on fishing trips. Last year, we were fishing on our favorite lake when it suddenly got very windy. The wind was blowing and waves were crashing over our canoe when another fisherman in a big boat rescued us. We were lucky!







When I went to the beach, the sun was shining. Then it got cloudy. I was swimming when it began to rain. Soon it was pouring! I had to go back to our hotel. It was rainy and chilly for the rest of my vacation! I was very disappointed.



We wanted to go skiing but we couldn't! While we were driving, it got very cold and snowy. We got stuck in the snow! I took this photo while we were waiting for help.



**Point. Ask and answer.**

What was she doing when she fell?

She was running.



**Ask and answer.**

What happened while she was running?

She fell.



Information questions; simple past; past progressive with *while*, *when*



**Grammar**

Was he swimming when it began to rain?

Yes, he was.

No, he wasn't.

Were they waiting at the airport all day?

Yes, they were.

No, they weren't.

**7 Complete the sentences.**

1. \_\_\_\_\_ Jane \_\_\_\_\_ (take) photos when it began to rain?

Yes, \_\_\_\_\_.

2. \_\_\_\_\_ Joe and Ed \_\_\_\_\_ (walk) to school at 8:15 this morning?

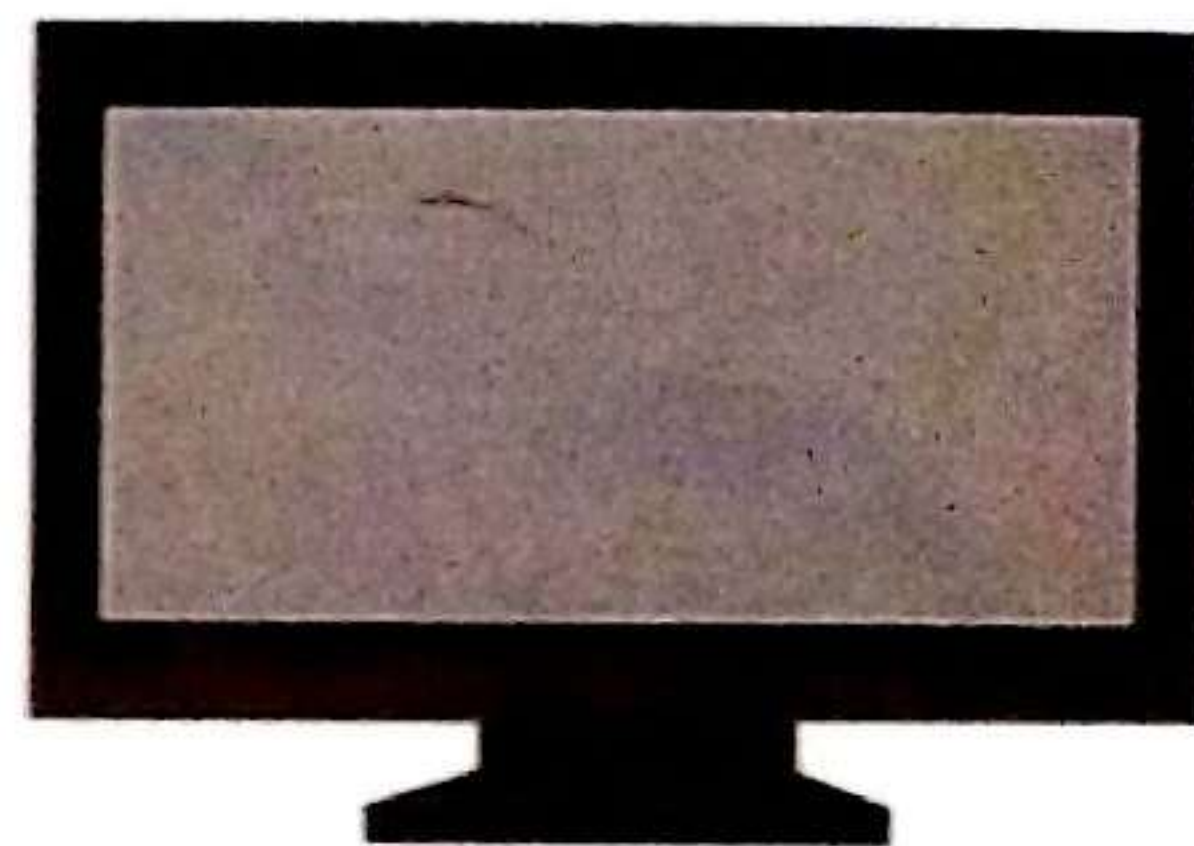
Yes, \_\_\_\_\_.

3. \_\_\_\_\_ Grace \_\_\_\_\_ (do) her homework  
at 9:00 P.M.?

No, \_\_\_\_\_.

4. \_\_\_\_\_ Tony and Nick \_\_\_\_\_ (watch)  
TV when the lights went out?

No, \_\_\_\_\_.

**Grammar**What was she doing when it began to rain?She was **walking** the dog when it began to rain.What happened while they **were riding** their bikes?It began to rain while they **were riding** their bikes.**8 Write questions or answers.**

1. What was Bill doing when the telephone rang?

\_\_\_\_\_

2. \_\_\_\_\_

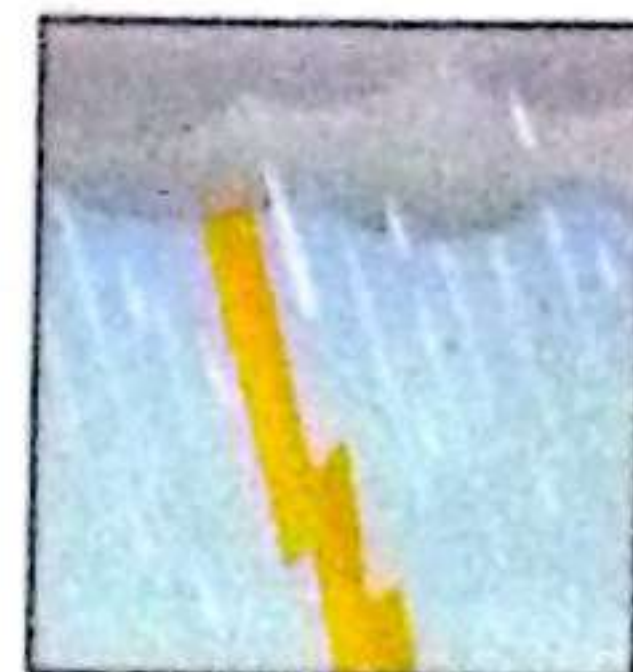
Mary was reading a book when the lights went out.

3. What happened while they were waiting at the airport?

\_\_\_\_\_

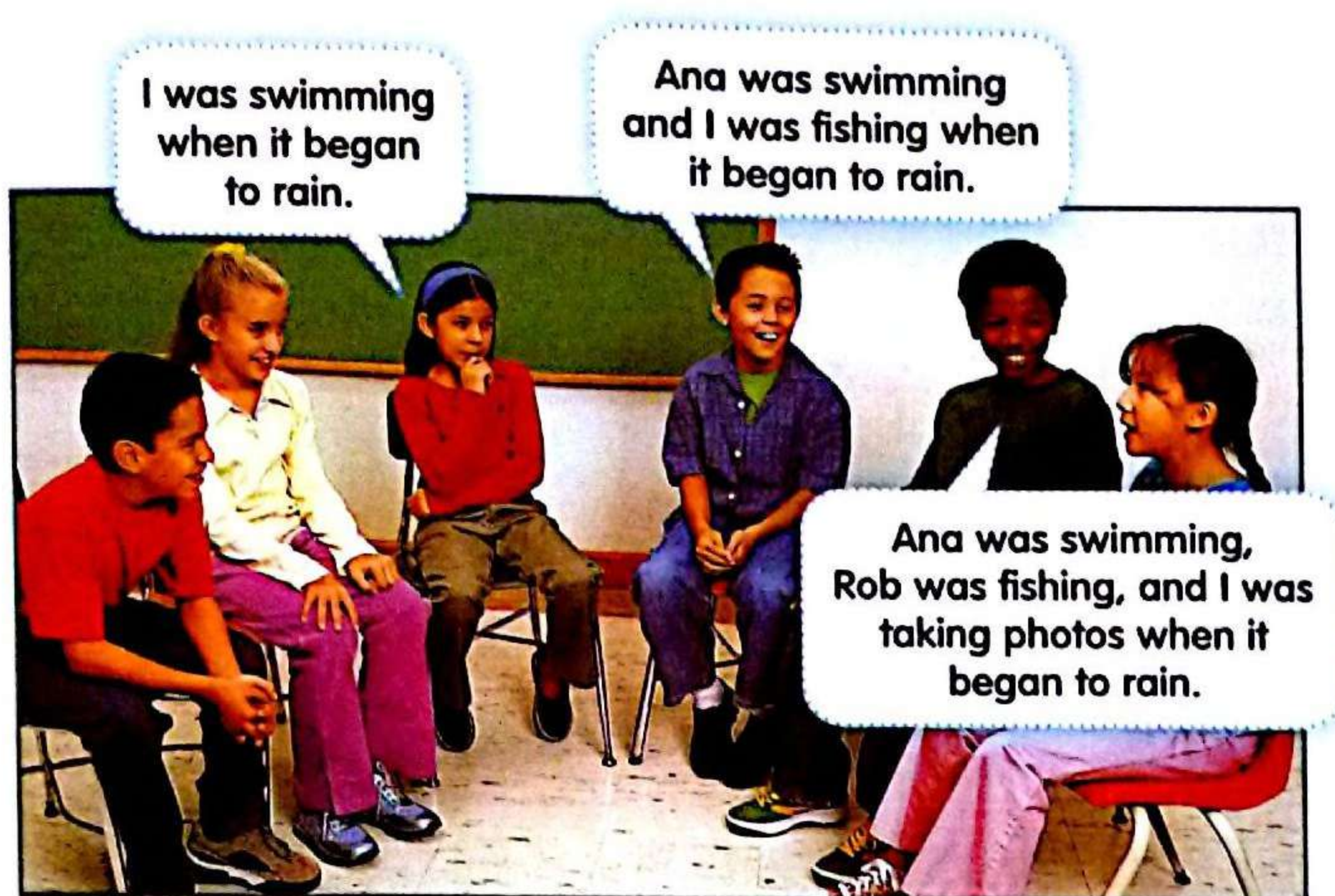
4. \_\_\_\_\_

It began to snow while they were walking home.





**9 How's your memory? Take turns making sentences.**



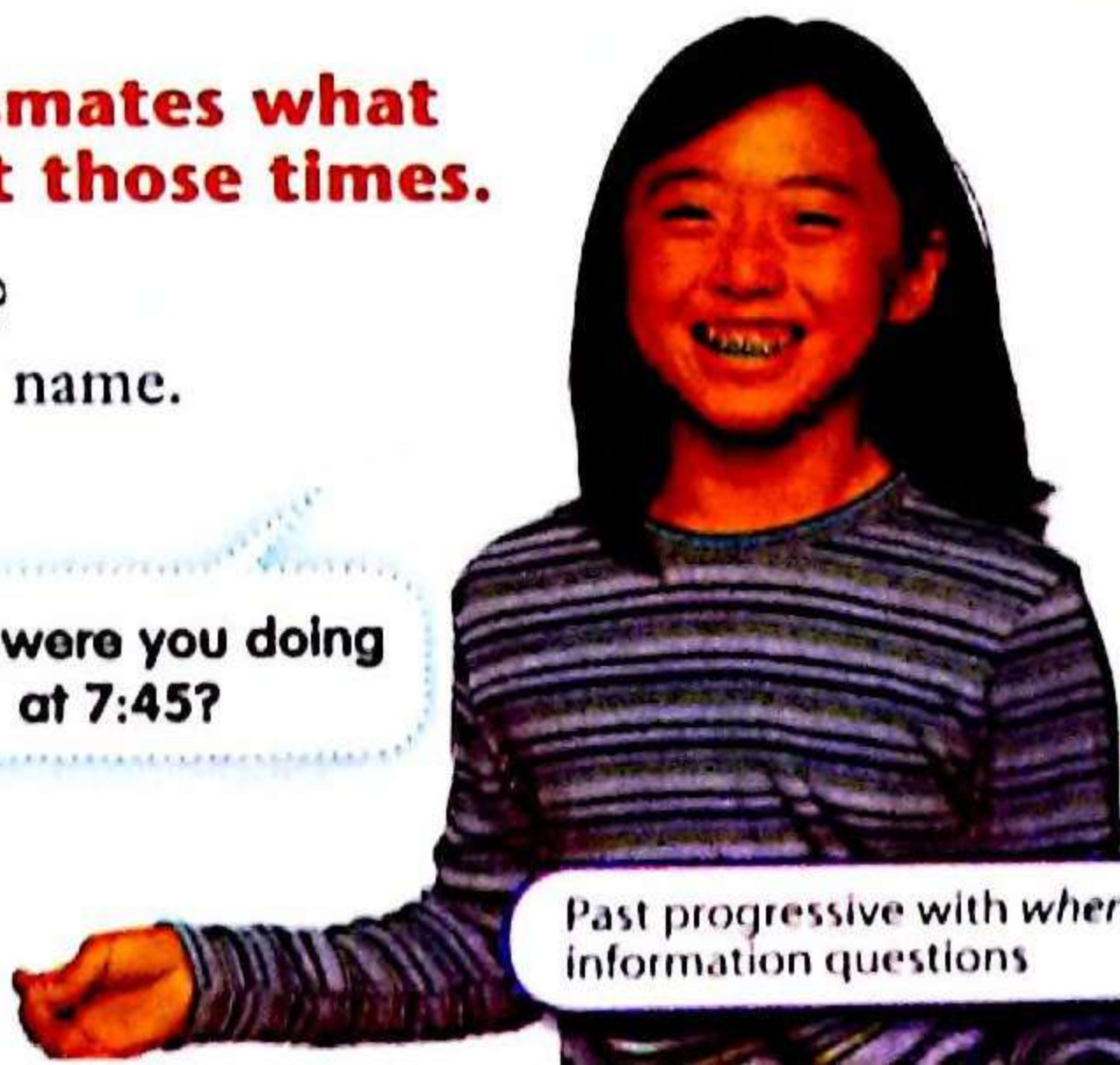
**10 Write the names of three classmates. Complete the sentences about them.**

Names	What you think they were doing
<u>Angela</u>	<u>She was eating breakfast</u> at 7:45 this morning.
1. _____	_____ at 8:30 this morning.
2. _____	_____ when the teacher came in.
3. _____	_____ when the teacher asked a question.

**Now ask your classmates what they were doing at those times.**

Did you guess correctly?  
If so, put a check by the name.

What were you doing  
at 7:45?



Past progressive with *when*, *while*;  
information questions



# Travel Tales Magazine

.....

## Tips for a Great Trip!

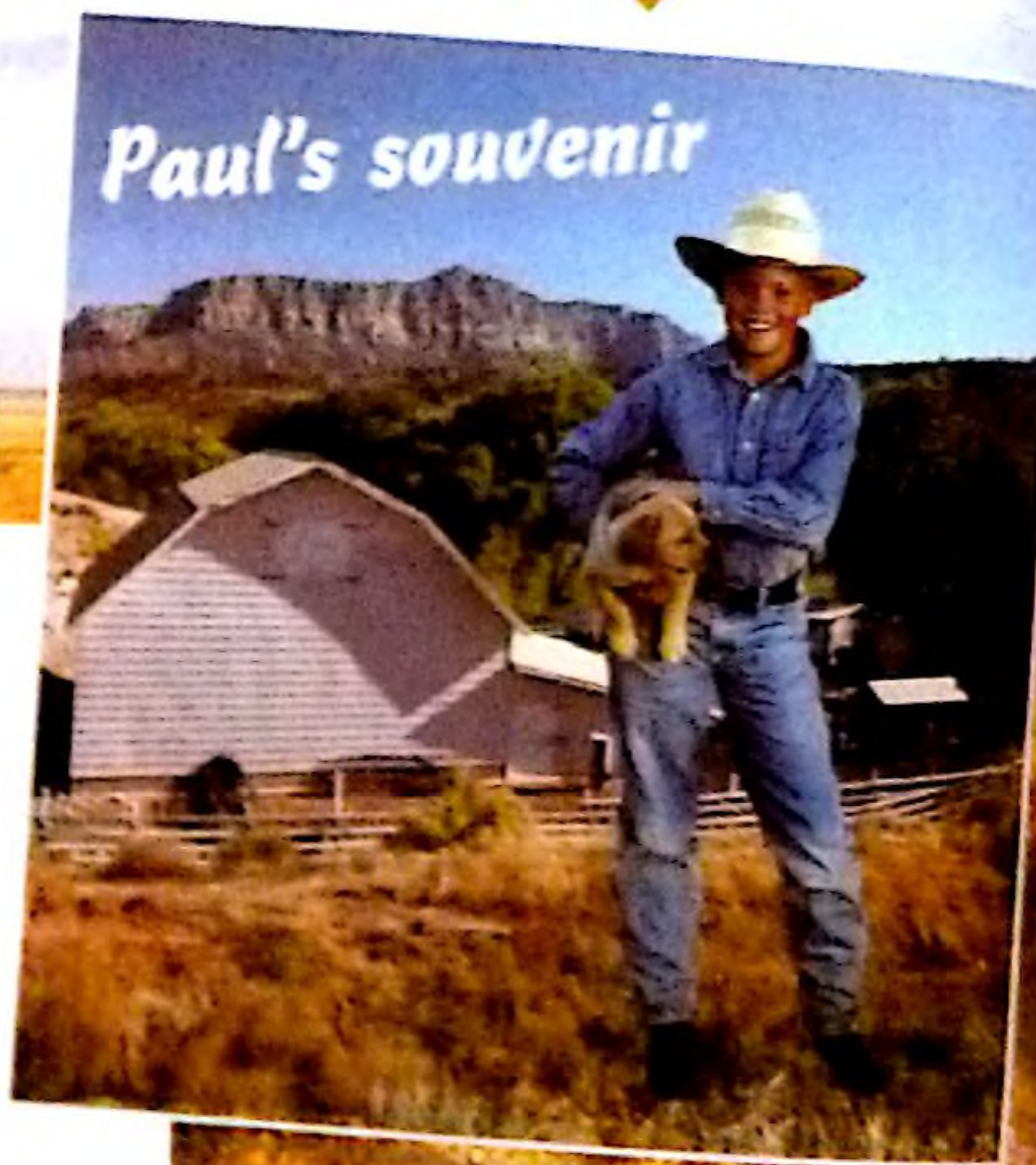
- Take some books, magazines, and video games for those long waits.
- Take bottled water and some snacks.
- Take extra film for your camera.
- Keep photocopies of your travel papers in two different places.

NEXT MONTH  
*My best  
travel  
experience*

## Our Readers Write Us

### My Worst Travel Experience by Paul Roberts

Last year my parents decided to take my brother Billy and me to a real cowboy ranch for our vacation. I was happy and excited. Soon after I got to the ranch, I went out to see the beautiful horses. I really wanted to learn to ride a horse, and so I climbed on one right away when no one was looking. While I was sitting in the saddle, the horse started moving! I didn't know how to stop it. I held on tightly as the horse began to run. It was so scary! We were running through a field of cactus when the horse saw a snake on the ground. The horse jumped back, and I fell off—right into a big bunch of cactus! I spent hours pulling out cactus thorns. My parents felt so bad that they let me get a puppy. That was the worst experience I ever had! But at least I got a puppy!





## OUR READERS' JOKES

**Q:** How should you dress  
on a cold and snowy day?

**A:** Very quickly!

Sent in by G. Brandreth

**Q:** Is the weather always nice  
in Mexico?

**A:** Yes, it's never Chile.

Sent in by E. Jones

Did you  
know  
?

## Murphy's Law

When you run into trouble as you travel, you are obeying Murphy's Law! Murphy's Law says:

**If anything can go wrong, it will.**

When everything goes wrong at school or even on vacation, you know that Murphy's Law is at work. And who is Murphy? Edward A. Murphy worked with engineers on many projects. He always planned ahead and tried to think of all the problems that could happen. One day, while he was working, he made a comment about one of his workers, "If there is any way to do it wrong, he will find it." A manager on the project wrote down Murphy's idea and called it Murphy's Law. Now there are many sets of "Murphy's Laws" for different circumstances.

**Here are some Murphy's Laws about travel . . .**

- If the airline loses only one suitcase, it will be yours.
- If you get sick only once a year, it will be during your vacation.

**. . . and here are some Murphy's Laws about school.**

- When you're late for school, you'll meet the principal in the hall.
- The test that doesn't count is the one you got the best grade on.

**Can you think of any other Murphy's Laws?**

**Unscramble the sentence:**

anything / you / When / are / to / happens / for / happen /  
prepared / nothing





**Listen. Write T for true and F for false.**



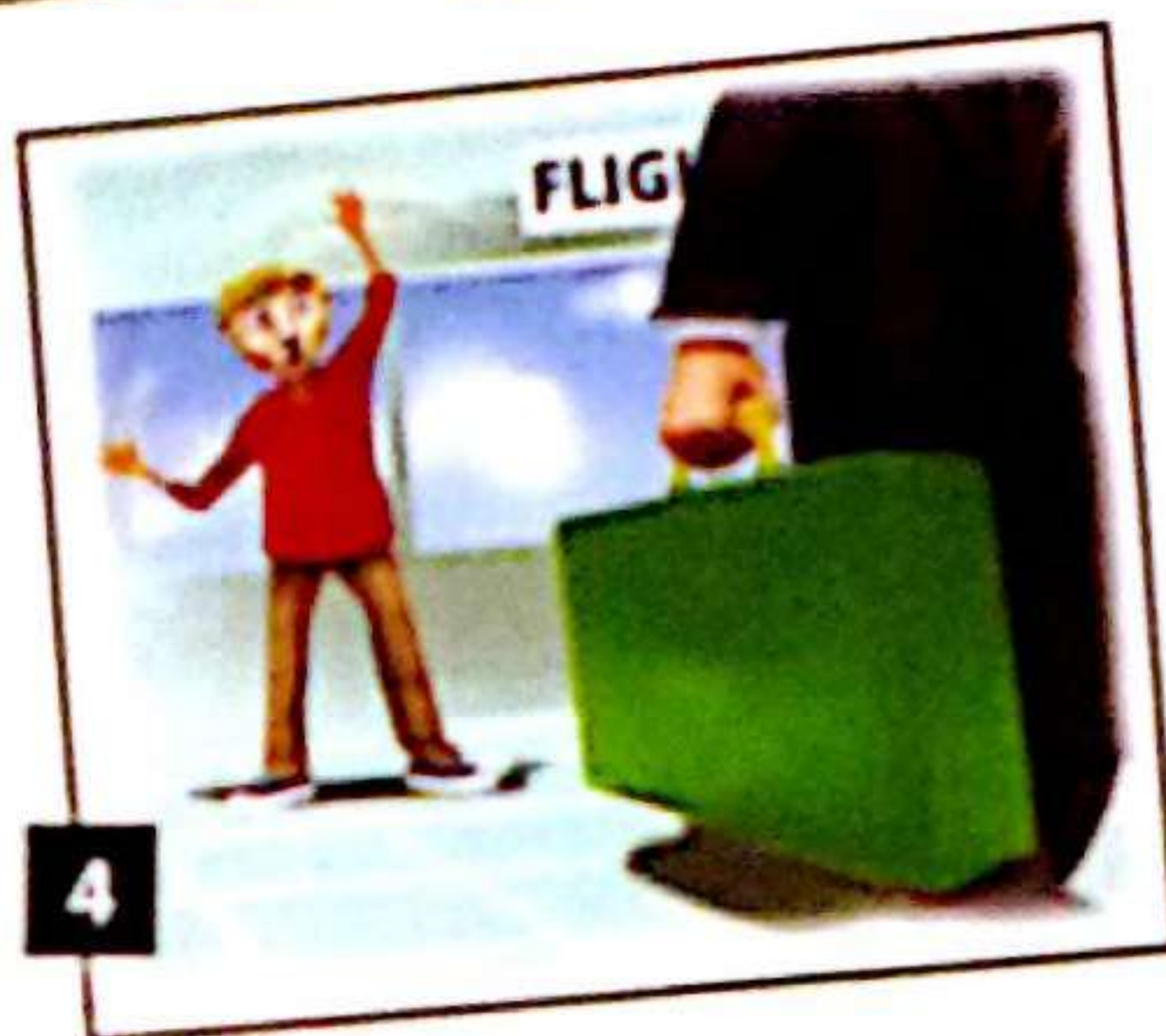
1. —

2. —

3. —

4. —

5. —



**Listen. Read and chant.**

## Murphy's Trip

We went on a trip to rest and relax,  
but I'm sorry to say these are the facts.  
Because of the traffic, we arrived late.  
And while we were running out to the gate,  
our plane took off without a care,  
leaving us and our suitcases there.  
When we finally got to our hotel,  
we had some problems there as well.  
While Dad was trying to pick up the key,  
someone grabbed his cash and I.D.  
So we slept in the lobby until half-past ten,  
and then went right back home again.

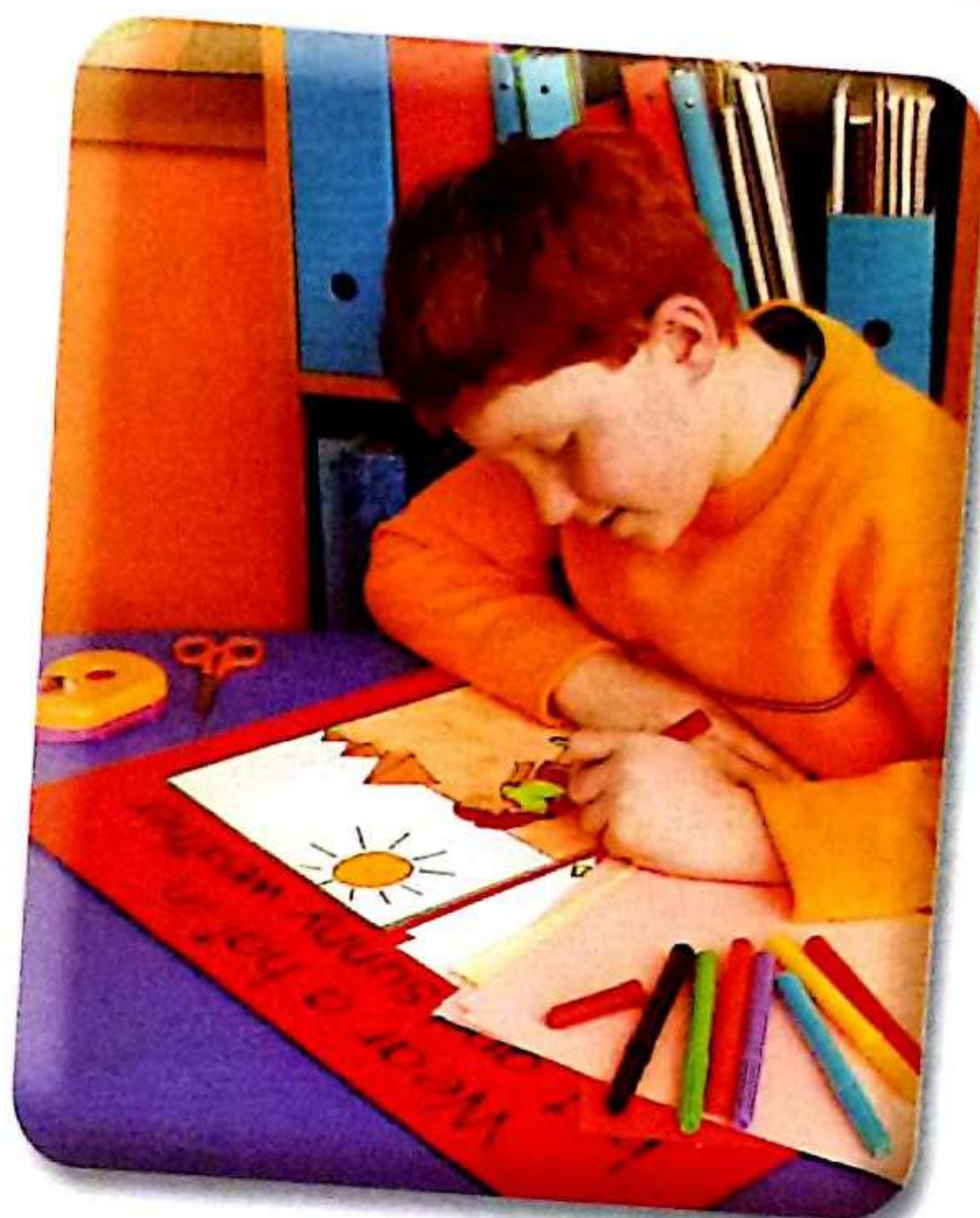
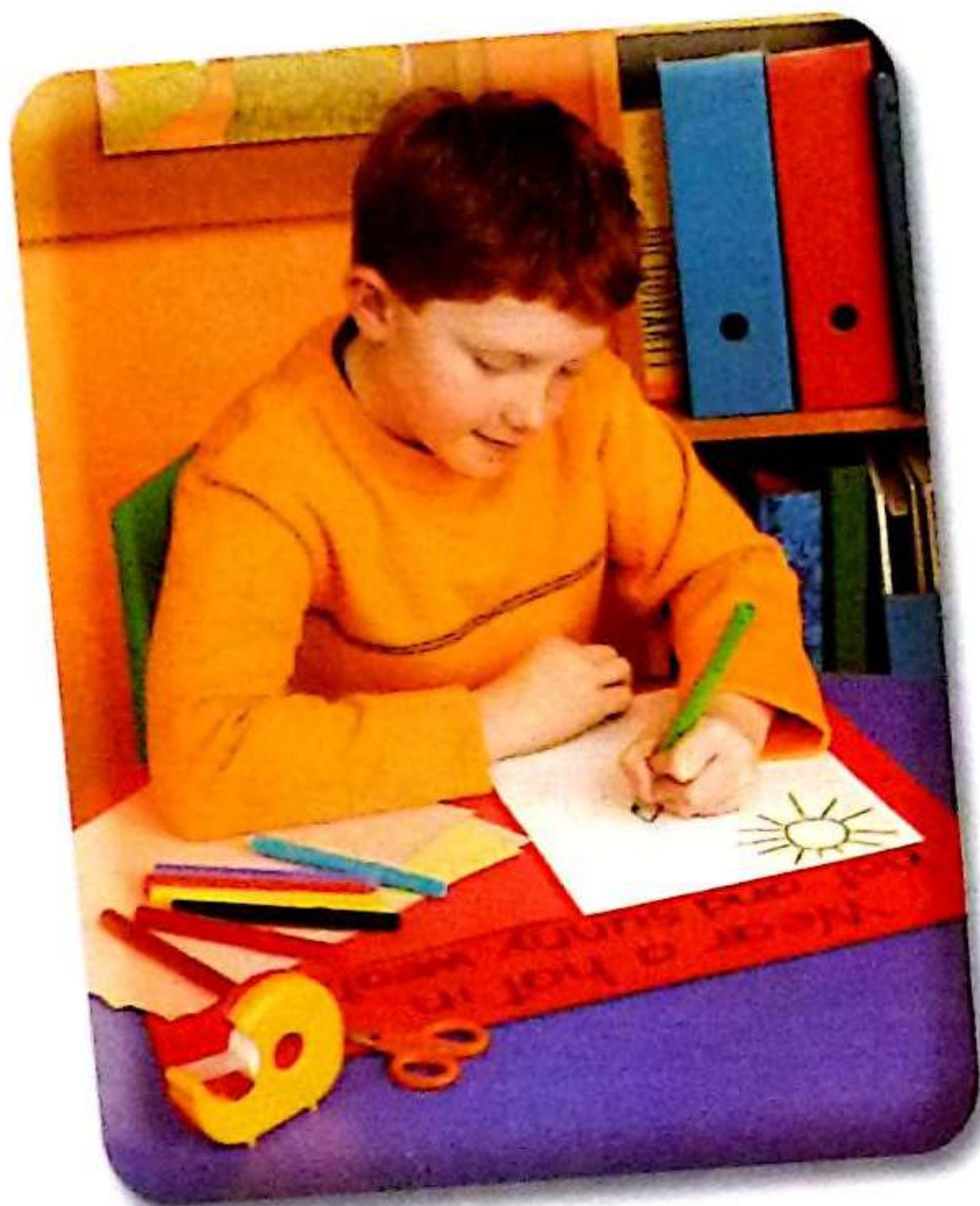




# Safe Travel Poster

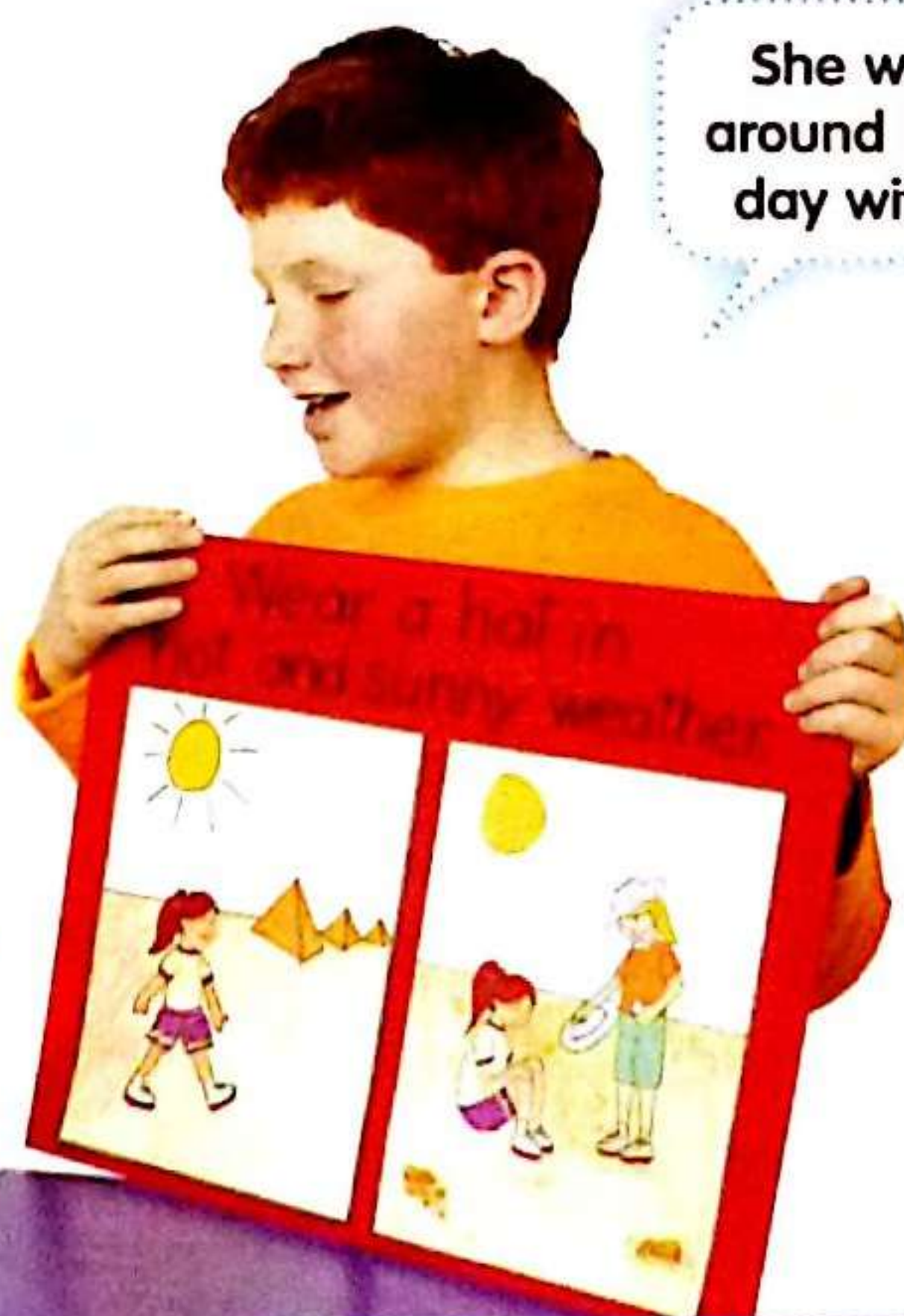
Make a poster. Draw a story to show an important tip for safe travel.

Health  
Project



What happened to her?

She was walking around in the sun all day without a hat.



Content connection: health; art

Unit 5



# Be Prepared

Read and discuss.



When you are planning an adventure, it is important to think of safety first. Think ahead about what you will need for your activity. Will you need to take food and water? Extra blankets or clothing? A first-aid kit? Maps? A compass? A flashlight? A radio to check the weather? A cell phone for emergencies? When you are planning to be away, always make sure you have all the equipment you need with you. There is another important safety rule, too. Never go on an adventure alone. Have at least one adventure buddy with you. And always make sure that some adults are either with you or know where you are.

1. Why is it important to have at least one other person with you?
2. What do you need in a first-aid kit? Why?
3. How did these children prepare for their camping trip? What did they bring?
4. Do you like outdoor adventures? Why or why not?



# Know It? Show It!

Take turns making sentences.



What were you doing when it began to rain?

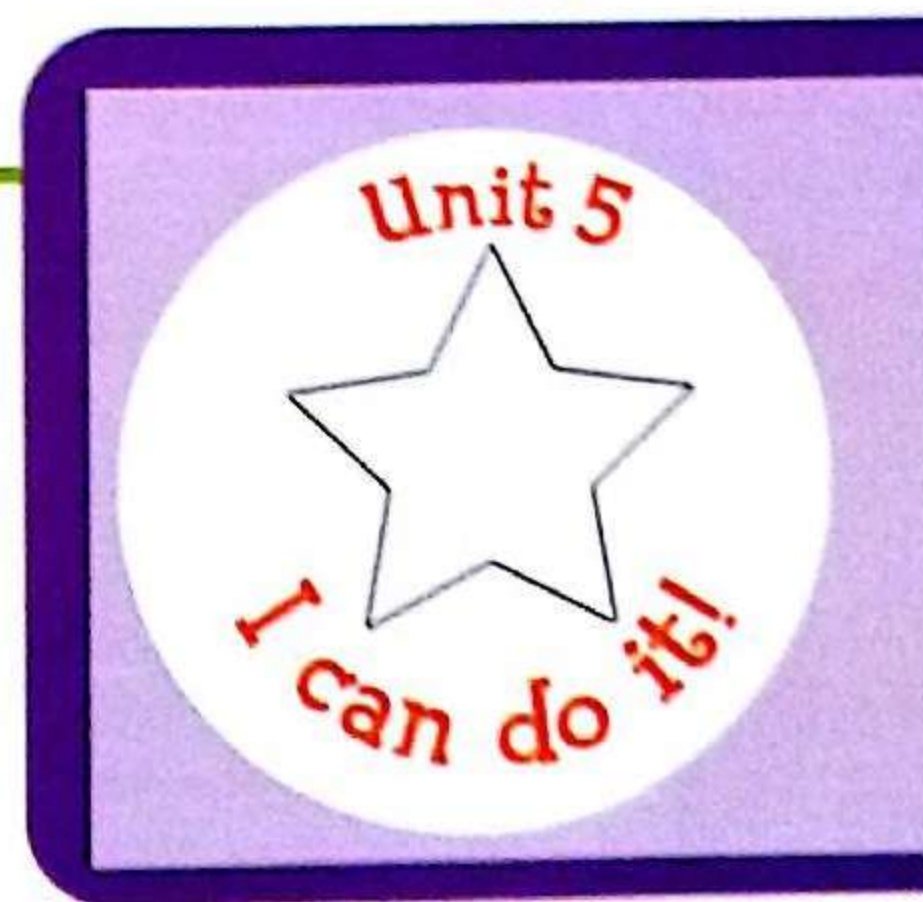
I was flying my kite.



What was the weather like last month?  
Make a weather calendar.



It was raining when I came to school that day.



Performance assessment  
See Assessment Package pp. 33-36, 43, 52, and 57.

Unit 5



# 6 In Touch

TRACK B1

1

Read. Listen and sing.

## Out of Touch

*Out of touch  
all across the nation—  
you can't do much  
with no communication.*

I decided to write  
my best friend a letter.  
But then I decided that  
e-mail was better.

I typed out my message.  
But when I clicked *SEND*,  
it bounced back to me.  
It won't reach my friend!

(Chorus)

The next thing I tried  
was my mobile phone.  
There was no answer—  
maybe no one was home.

So I checked out the forecast  
on the news station.  
Uh oh! There was a bad storm  
in his part of the nation.

Well, his phone line is dead,  
and the modem's no better.  
So while there's a blizzard,  
I'll just write a letter!

(Chorus)







## Listen. Read and say.

Charles: I'm here with Ms. Rivera, the organizer of last week's science fair. Ms. Rivera, did the science fair have a theme?

Ms. Rivera: Yes. The theme was communication. Everyone did a project about that topic.

Charles: Did anyone do a project about the Internet?

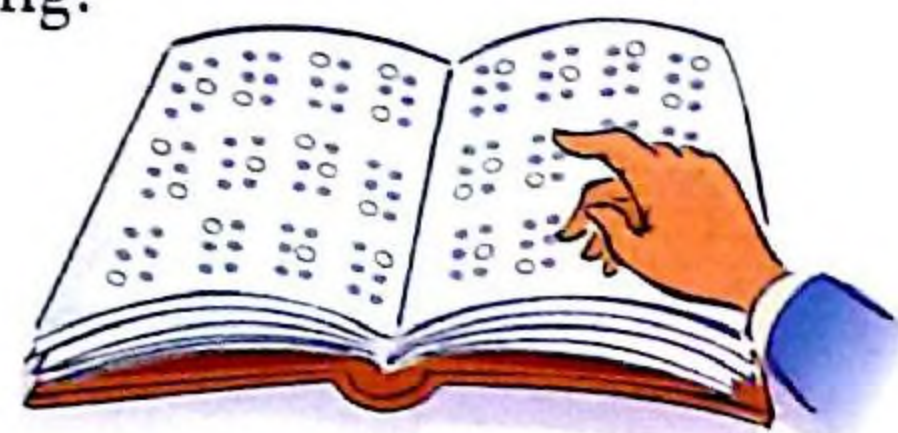
Ms. Rivera: Actually, no one did. But someone researched the invention of e-mail.

Charles: What was your favorite project?

Ms. Rivera: Someone did a presentation on Braille. I liked that project a lot. It was very interesting.

Charles: Did anyone win a prize?

Ms. Rivera: Yes, there was a grand prize for the best project.



## Talk and stick.

Use *anyone*, *everyone*, *no one*, and *someone*.







## Listen. Look and read.

Not all communication depends on spoken language. Here are some ways we communicate without speaking.

### Body Language Around the World

Body language is a way to communicate using gestures, not words. Everyone uses body language all the time. Why? It helps us communicate. What do you think it means when someone puts his or her thumb up? What does it mean when you nod your head up and down? If you live in the United States, you will understand that this movement means *yes*. But in parts of Europe it doesn't. Gestures for greeting people will certainly be different depending on where you are at the moment. How do you greet someone in your country?



Gymnast Mirna Tamiche gives a thumbs-up sign at the Special Olympics.



#### A thumb pointing up means . . .

- everything's OK (U.S.A.)
- the number five (Japan)
- looking for a ride (Canada)
- the number one (Germany)

### Sign Language

How do you communicate if you can't hear or speak? Well, using your voice isn't the only way to communicate! Most deaf people use sign language. It is a way to communicate using special gestures instead of talking. There are different sign languages, just like there are different spoken languages. What do you think will happen if you use British Sign Language in China? People won't understand you! Many deaf people can also read lips and speak. Some experts think that all deaf people should learn how to read lips and speak so that they'll be able to communicate with hearing people. What do you think?







**Point. Ask and answer.**

Who uses body language?

Everyone uses body language.



**Ask and answer.**

Do you think people will continue to use body language?

Yes, I think they will. Body language will always help us communicate.



## International Marine Signal Flags

Sailors use international signal flags to communicate with each other and with people on land. There are 40 flags in all. Signal flags will always be useful because people can see them from far away and everyone at sea understands them. Each flag has a special meaning. If a ship shows the X flag, it means that it needs help.

Question formation; simple present; future with *will, won't*



## Grammar

What is she doing?  
Where is the fax machine?  
When was the science fair?  
Who will be at the library?  
How do blind people read?  
How many signal flags are there?  
How much does the newspaper cost?

She's using the computer.  
It's in the office.  
It was last week.  
Our class will be there.  
They use Braille.  
There are 40.  
It costs one dollar.

### 7 Look at the picture. Write questions. Ask your partner.

1. What is the woman doing?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Grammar

Will people continue to use mobile phones?

Yes, they **will**. People **will** always use phones.

No, they **won't**. There **will** be a better way to communicate.

### 8 Write questions or answers.

1. Will people continue to use e-mail?

Yes, \_\_\_\_\_

2. \_\_\_\_\_

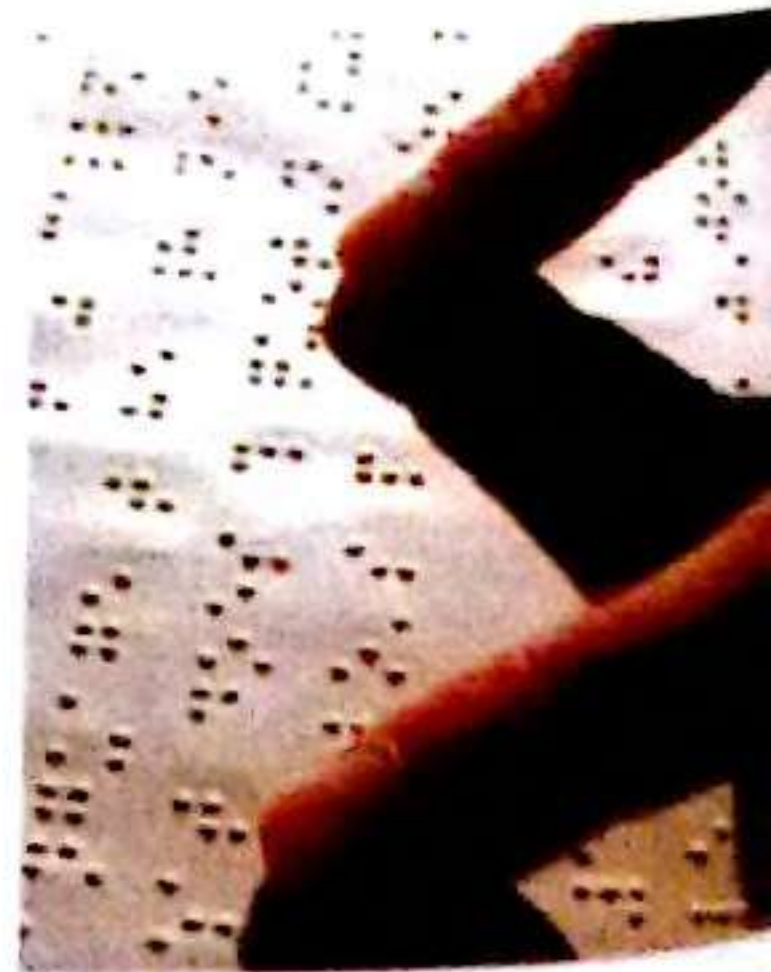
Yes, they will. People will continue to use Braille.

3. Will people continue to use stamps?

No, \_\_\_\_\_

4. \_\_\_\_\_

No, they won't. People won't watch television.





**9 Work with a partner. Ask about a school event in the near future.**

What school event can you tell me about?

The school play.



What is the event?	
When will it take place?	
Where will it take place?	
Who will come to the event?	
How long will it last?	

In the future, there will be flying cars.



**10 Write predictions. Use these topics.**

health

transportation

school

communication

food

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Share your predictions with a group. Rank them.**

(1 = will definitely happen, 5 = will definitely not happen)

Information questions; future with *will*, *won't*; making predictions





Click **HERE**  
for

Catalan

Chinese

English

French

German

Japanese

Korean

Portuguese

Russian

Spanish

Thai

# IN TOUCH

an online magazine for kids

## CHECK IT OUT!

Talking gorillas? You bet! Koko the gorilla can use Gorilla Sign Language (GSL).

**Who is Koko?** Koko is an African gorilla. A scientist named Dr. Patterson taught her sign language.

**What is GSL?** Dr. Patterson wanted to teach Koko American Sign Language (ASL). But gorilla hands are not like human hands, so Koko had to change some of the signs. Also, gorillas use some of their own gestures to communicate with each other. GSL is a mixture of ASL and gorilla gestures.

**Where does Koko live?** Koko lives in California in a special forest with other gorillas. Scientists watch them to learn about gorillas.

**When does Koko use GSL?** She uses it when she wants to communicate.

Pretty cool! But if you go to a zoo tomorrow, the gorillas you'll see won't use GSL. Only Koko and her trained friends know this special language.



Koko makes the sign for "love."

## THIS WEEK'S OPINION: Good-bye to Snail Mail!

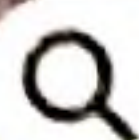


In the future, no one will use "snail mail." Why not?

- Everyone will want to use the fastest method of mail. That's e-mail!
  - No one will want to spend money on paper, envelopes, or stamps.
  - Everyone will use a computer. It'll be easier to check your e-mail than the mailbox.
  - The best reason: No one will have to practice handwriting in school!
- What do you think?

Click here to chat.





RETURN  
TO HOME

INSTANT  
CHAT

TAKE  
A QUIZ

FUN  
FACTS

GO  
SHOPPING

FUN AND  
GAMES

## FUN AND GAMES

What's black and white and read all over?  
Unscramble the letters to answer the riddle.

P A R N W F E S P A

a newspaper

### Secret Communications

## LEARN TO SPEAK IN CODE

A code is a great way to share secret conversations with your friends.  
Here's how:

1. Take the first sound in a word and put it at the end.

word → ordw

2. Add -ay to the end.

ordw → ordway



At'sthay oolcay!

## BE A CODE BREAKER!

HOW? Read on to find out!

Now you can write secret letters with your friends!

1. Write out the alphabet.
2. Under it, write the alphabet again, starting with the letter C. Make sure each letter on top lines up with a letter on the bottom. The bottom is your code alphabet.
3. To write a message, use the code alphabet letters that line up with the real letters. The word *hide* will be *jkfg*.
4. Use the code to read a message. *Agu* means *yes*.

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



11

Listen. Write the number.












12

Listen. Read and chant.

## We All Communicate

Exploring on the Internet

And having conversations

Learning from the media

Like news and TV stations

Calling on the telephone

Or sending out an e-mail

Mailing letters far away

Maybe using Braille

Using gestures all the time

Noting down a message

Introducing friends to friends

Creating a new language

And the list goes on and on

That no one can debate

Everywhere around the world . . .

*We all communicate!*

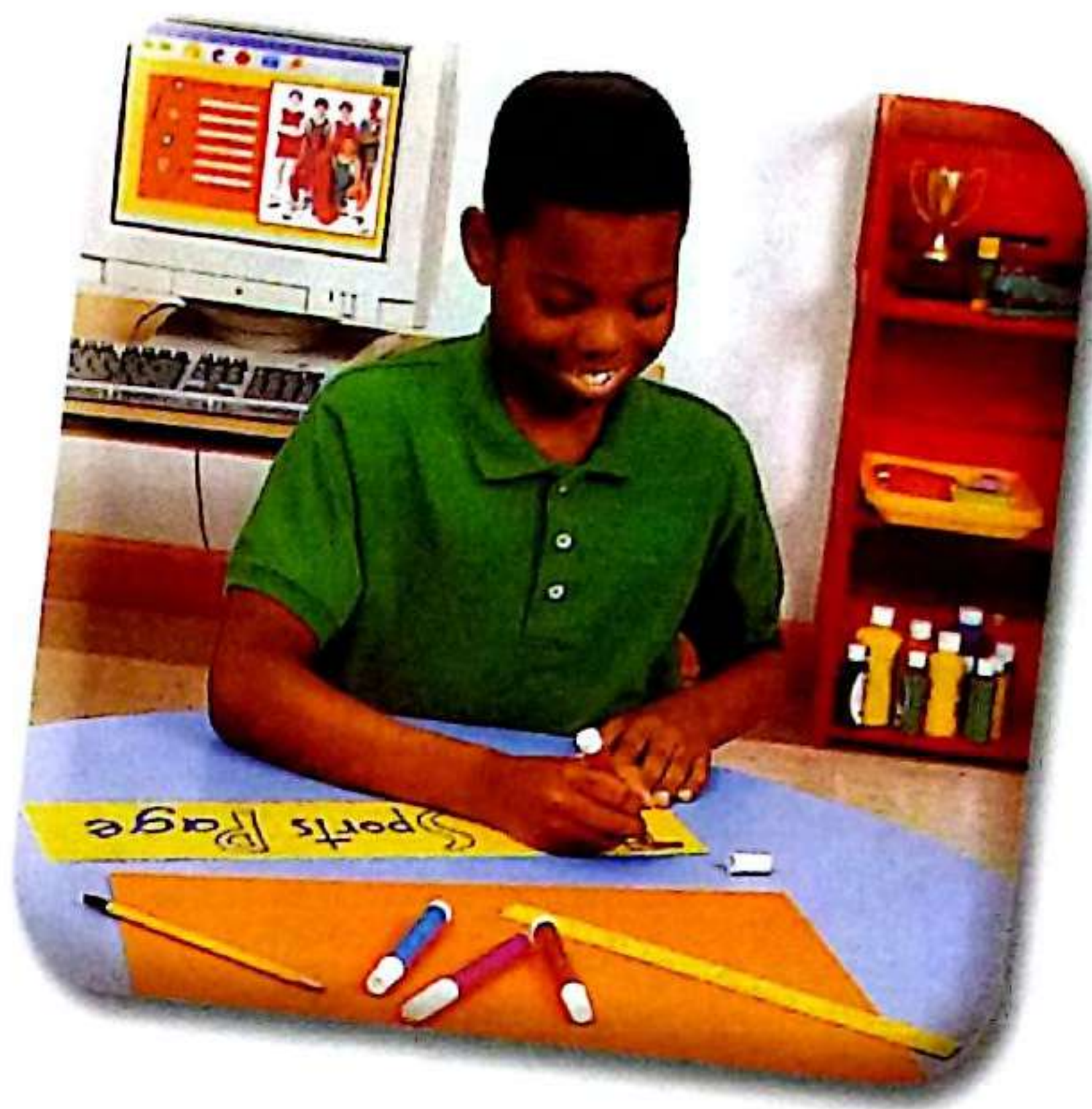
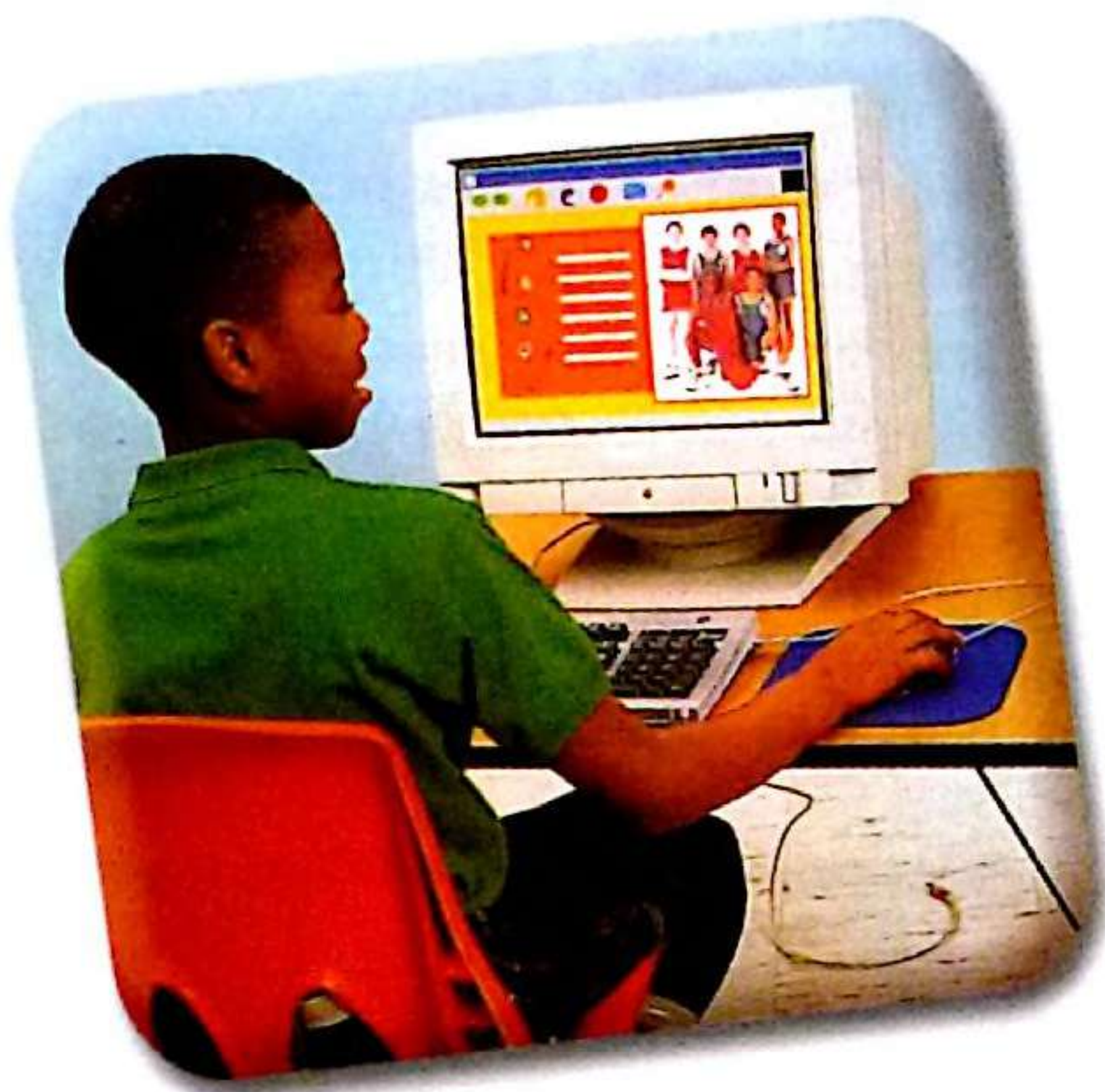




# Online Magazine

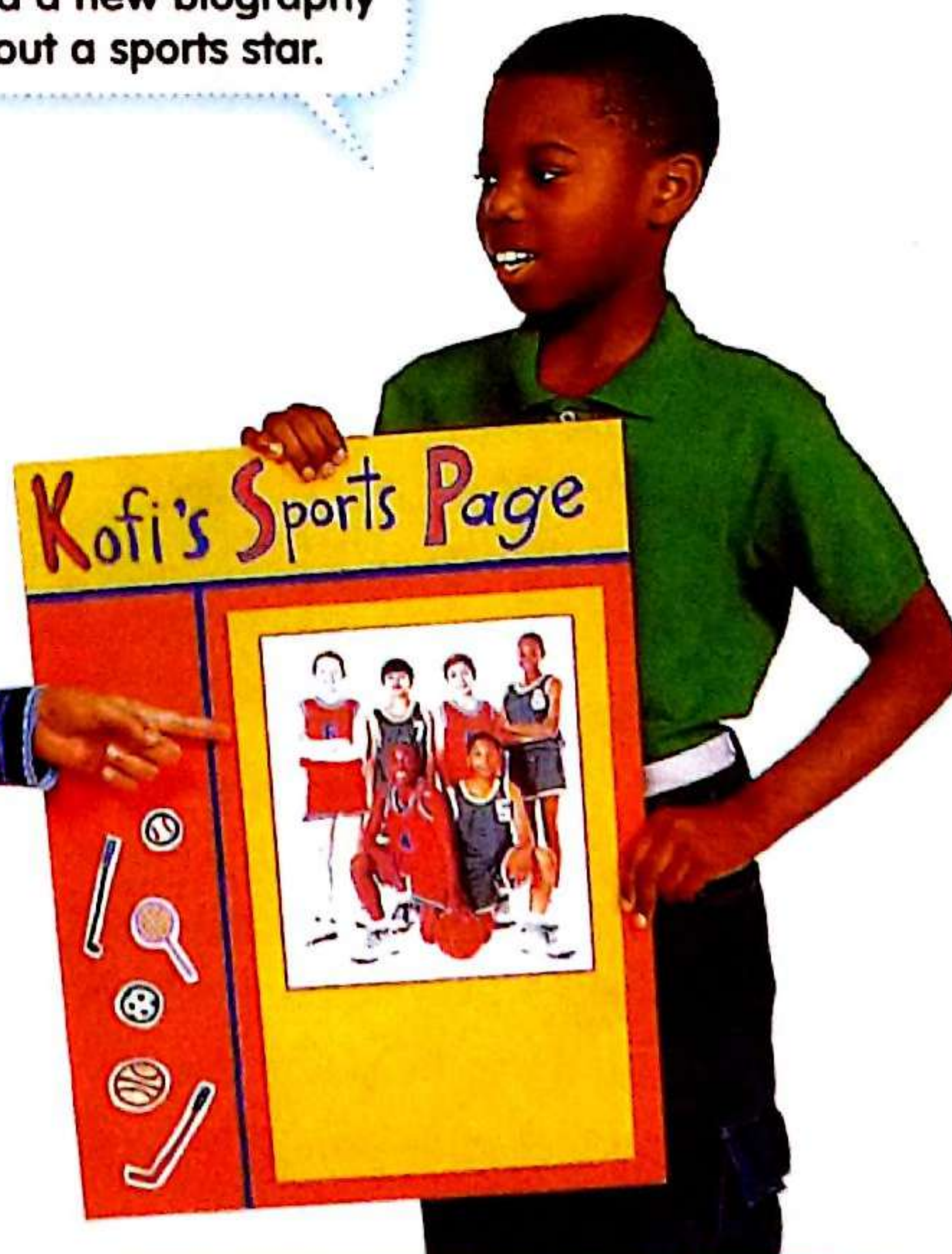
Plan a magazine for the Internet.

Language Arts  
Project



Will your magazine  
have sports  
biographies?

Yes, it will. Each week,  
I'll add a new biography  
about a sports star.



Content connection: language arts;  
computers; art

Unit 6



# Be Helpful

Read and discuss.



You can help people in your neighborhood. Sometimes people don't want to ask for help. But when you offer to help them, they are very happy to accept. Look around you and see who needs help. For example, you can help elderly neighbors by doing chores for them, or you can help people on crutches by carrying things for them.

You can help people at school. Ask your teacher if there are little things you can do to help out around the classroom, for example, giving out papers, organizing the bookshelves, or erasing the board. Holding the door for other students and school staff is very polite and helpful, too.



1. Do you notice when people need help?
2. Why don't some people ask for help even when they need it?
3. What do you do to help people?
4. How do you feel after you help someone?



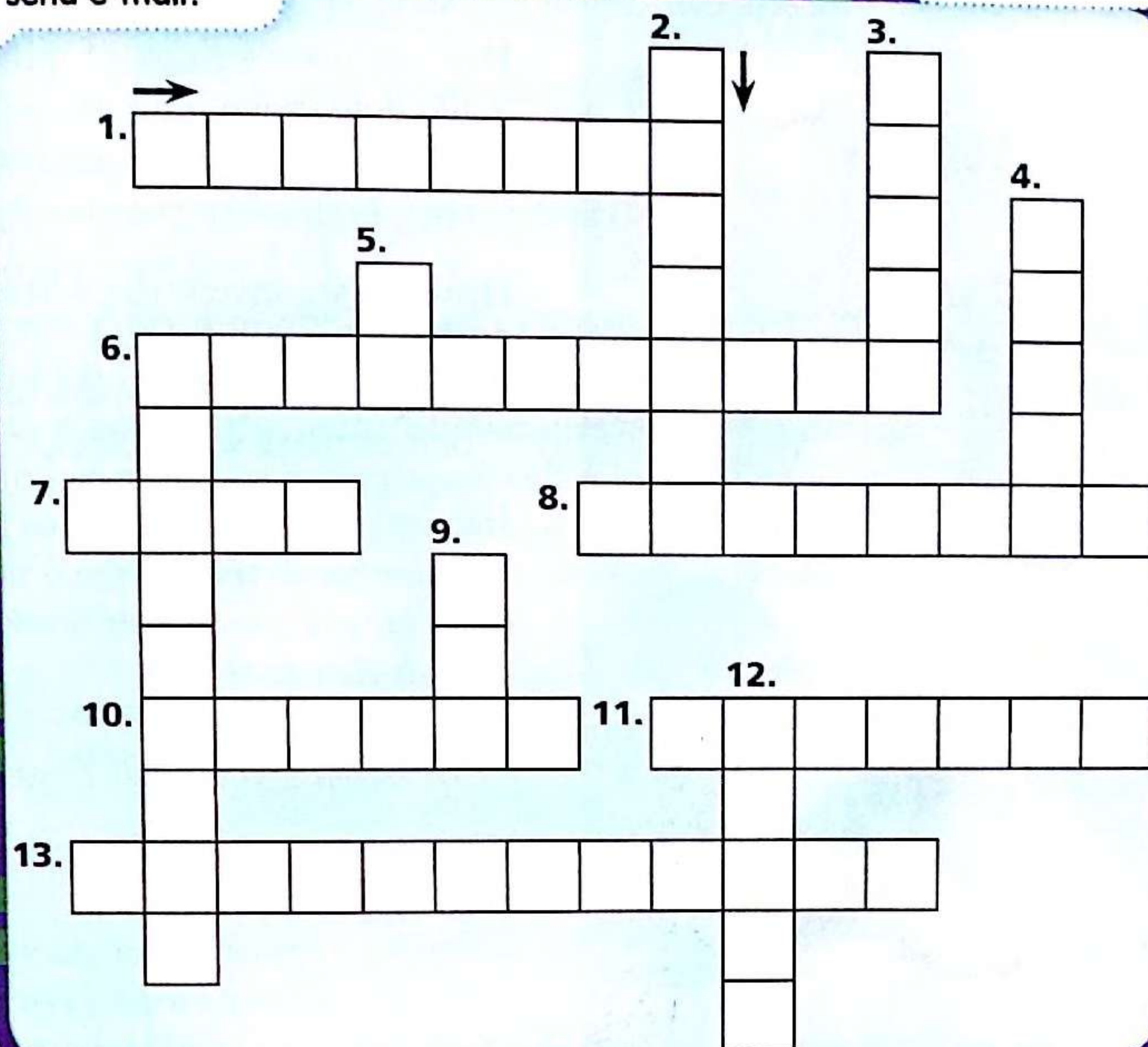
# Know It? Show It!

Work with a partner. Student A turns to page 111. Student B turns to page 112. Give clues to your partner.

Review




One across.  
What do you use to  
send e-mail?

A computer.  
Two down. How do  
blind people read?



Talk about  
communication in  
the past, present,  
and future.  
Make a chart.

People won't need to  
use sign language because  
scientists will make a hearing  
machine for deaf people.

Communication		
Past	Present	Future
 drums	snailmail e-mail	mind mail 
 smoke signals	sign language	hearing machines

Unit 6  
I can do it!

Performance assessment  
See Assessment Package pp. 33-36, 44, 53, and 58.

Unit 6

73



# 7 Put on Your Thinking Cap

1

Read. Listen and sing.

## How Do They Do That?

How do people think of things  
like telephones and twine?  
How do they get such ideas  
with brains like yours and mine?

How did we invent the wheel?  
And was it made of rock?  
How did people know the time  
before there was a clock?

*How do they do that?  
How can we do that?  
Come on and put on your thinking cap!  
How do they do that?  
How can we do that?  
Come on and put on your thinking cap!*

Who invented bars of soap?  
That guy was pretty wise.  
How did someone ever guess  
hot air balloons would rise?

Who invented glasses  
and then the contact lens?  
Who came up with crayons  
or thought of ballpoint pens?

(Chorus)



TRACK 811  
**2**

**Listen. Read and say.**

**Grace:** Look at that thing! What do you think it is?

**Mitch:** The front looks familiar. It might be some kind of television.

**Grace:** But look at the top. It's made of plastic and metal. And it looks like it's used to cook something.

**Mitch:** Well, it may be some kind of stove. Maybe it's a popcorn maker!

**Grace:** It might be. But look on the side. That part is made of metal, and it looks like a soda machine.

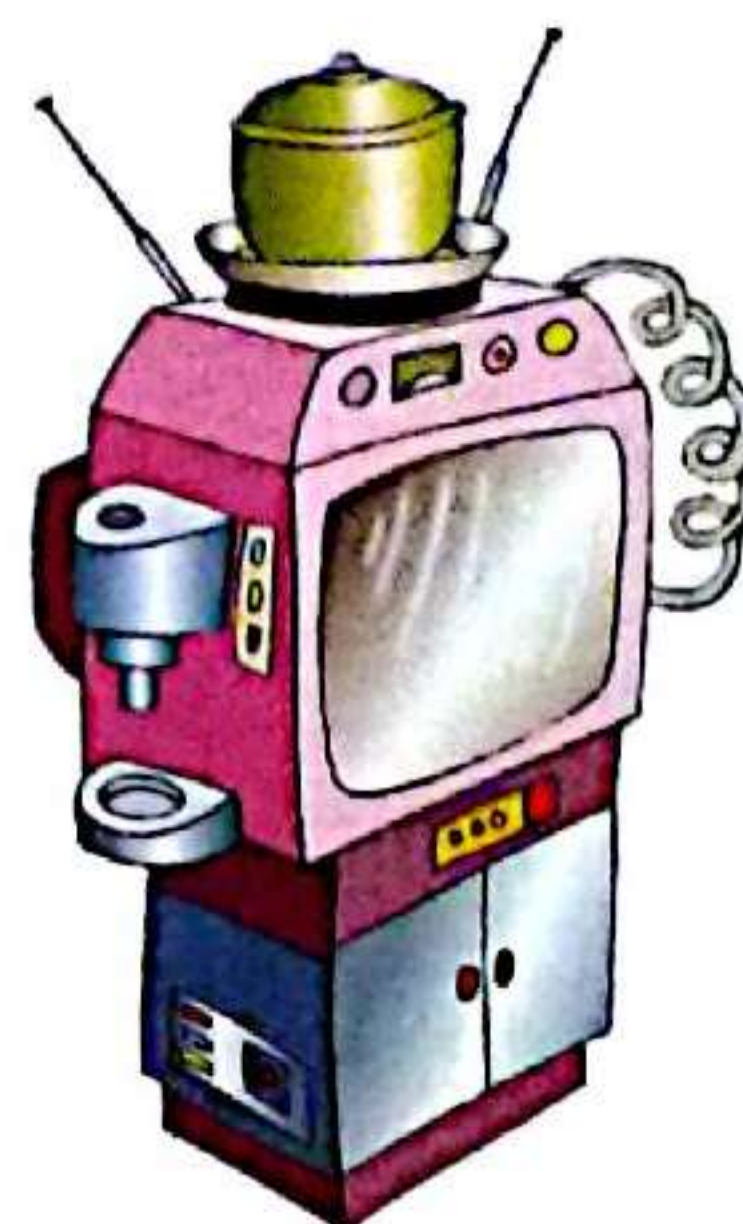
**Mitch:** You're right. This is really strange. I don't know what it's used for.

**Grace:** Do you think it might be used to do everything?

**Mitch:** What do you mean?

**Grace:** Well, it may be the perfect home-entertainment device. I think it might be a television with a built-in popcorn maker and soda machine!

**Mitch:** I bet you're right! What a cool invention!

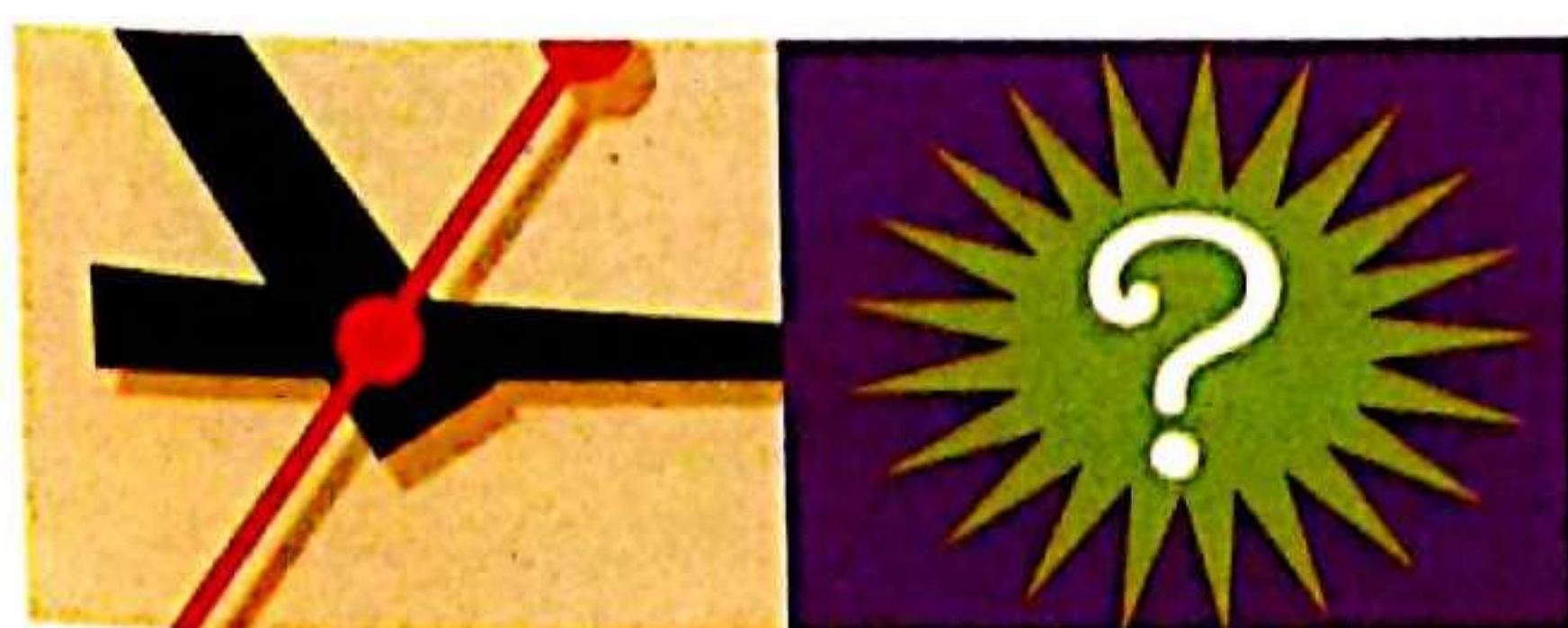
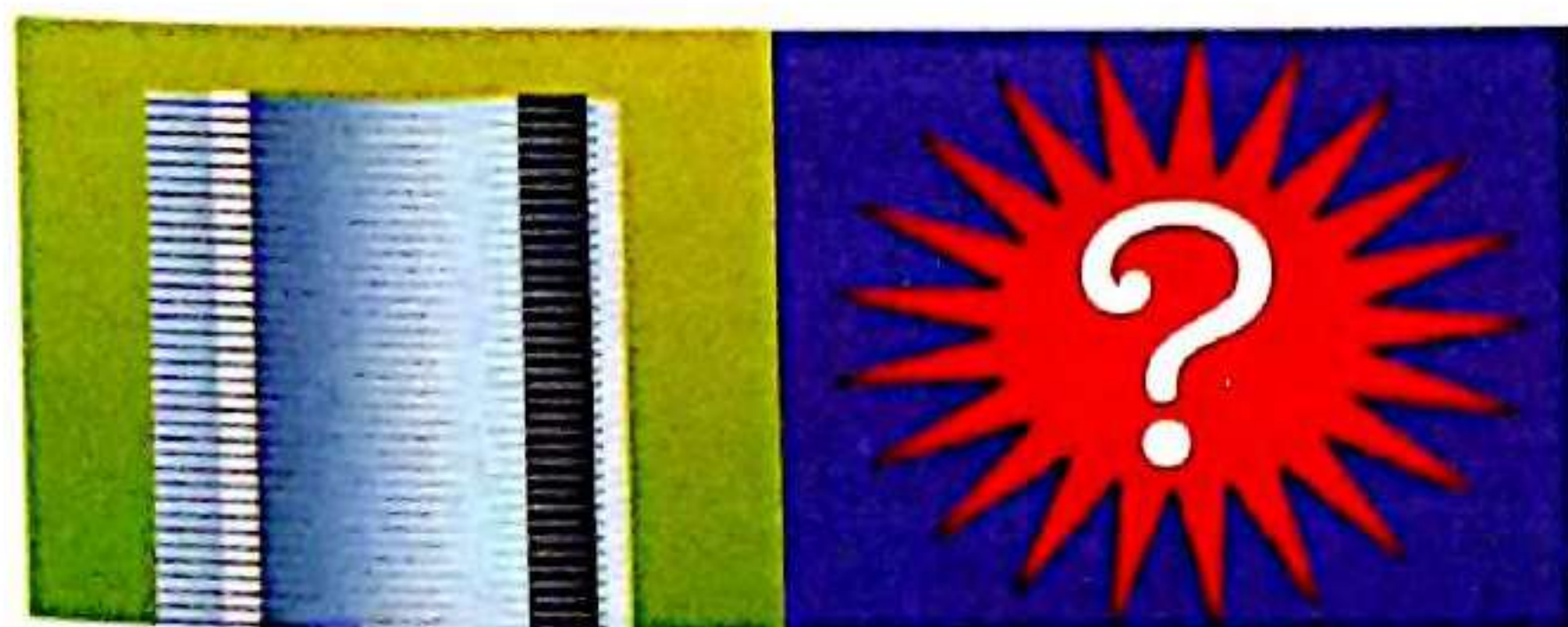


What in the world is that?



It might be . . .

**3** **Talk and stick.**



Materials; modals of speculation: *may, might; be made of; be used for*



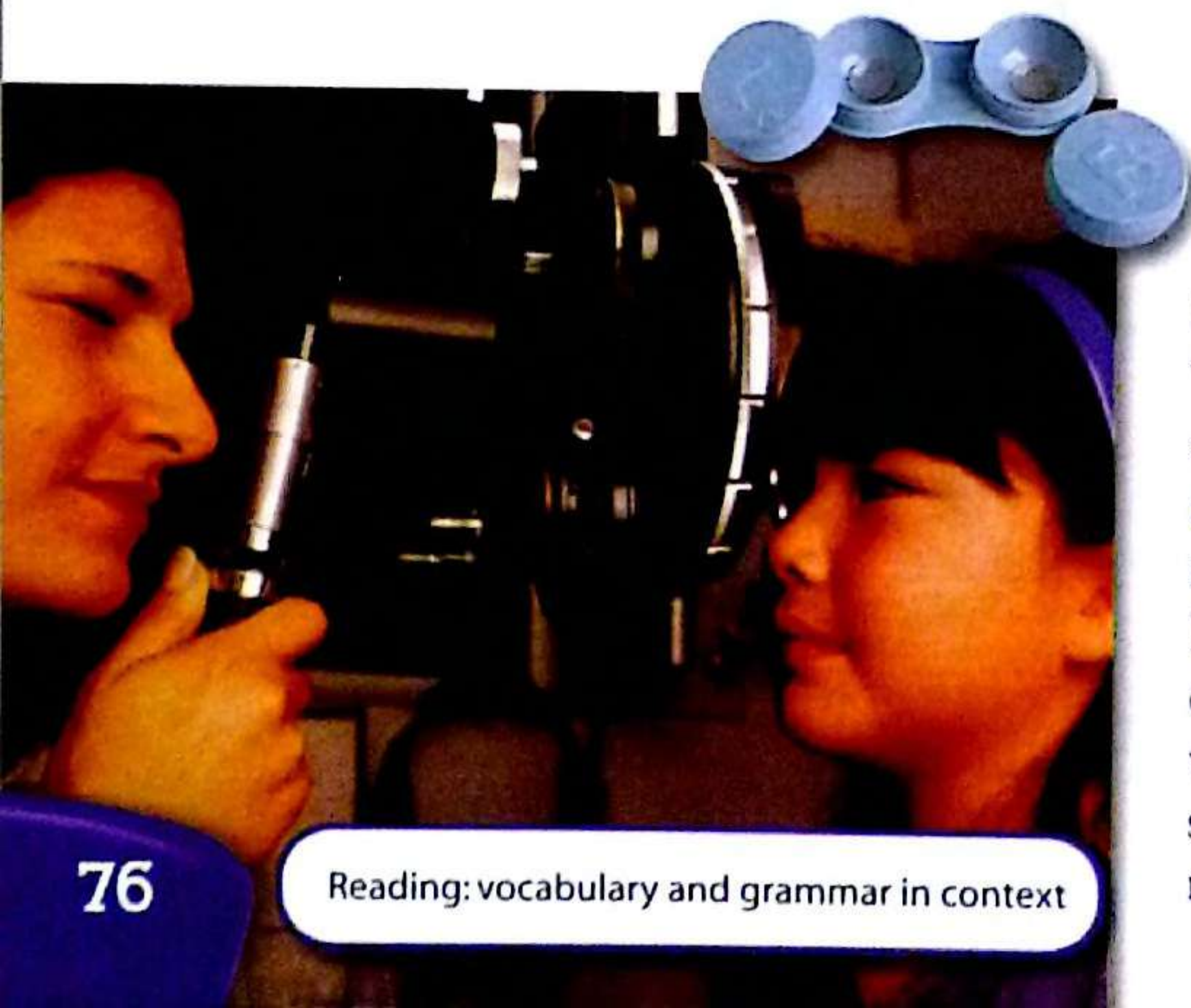


## **Listen. Look and read.**

Learn about some interesting inventions.

### **Hot Air Balloons**

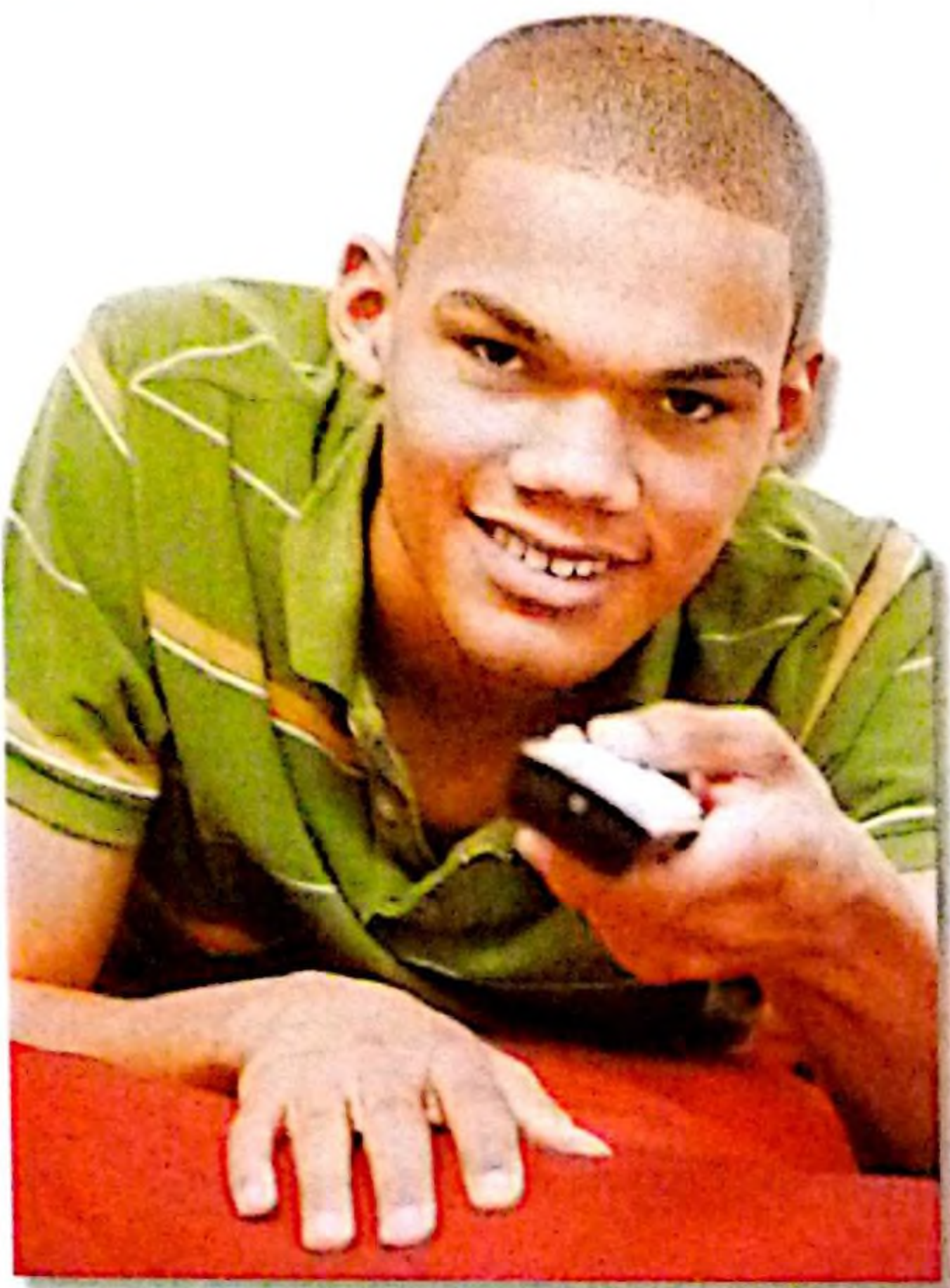
The Montgolfier brothers launched the first hot air balloon in 1782. It was made of paper. A year later, the Montgolfier balloon carried its first passengers—a rooster, a sheep, and a duck! Hot air balloons are still used to travel, to sightsee, and even to race. But today, they're made of cloth or rubber instead of paper. And they're certainly not used to transport farm animals!



### **Contact Lenses**

Today, we use contact lenses to see better, and some people use them to change their eye color. The first contact lenses were made of heavy, dark glass. Then, in 1948, Kevin Tuohy made a breakthrough in contact lens technology, but his contacts were still thick and stiff. In the 1970s, scientists created the soft plastic lenses that many people wear today.





## The Remote Control

You use this plastic device every day to turn the television on and off and to change the channels. But the first remote control wasn't that convenient. It attached to the television with a big cable. People tripped over the cable, so no one liked this remote. In 1955, Eugene Polley invented a wireless remote. He solved the problem of the big cable, but his remote control had a new problem. It used light to control the television, and it didn't work very well on sunny days! Today's remote controls are much more advanced. In fact, some remotes can control several electronic devices at the same time.



**Point. Ask and answer.**

What are hot air balloons made of?

They're made of cloth or rubber.



## Rubber Bands

What a useful creation! In 1845, Stephen Perry made the first rubber band. Rubber bands are made of a special kind of elastic rubber. We use rubber bands to hold together papers, books, and other things. They have another great use, too! If you can't open a jar, wrap a rubber band around the top and then turn. The top will come off right away!



**Ask and answer.**

What are hot air balloons used for?

They're used to travel, sightsee, and race.



Question formation; material vocabulary; be used for; be made of; infinitives of purpose



## Grammar

What do you think it is? I'm not sure. It **may** be something for the kitchen.  
It **might** be a sewing machine.

**7** What do you think it is? Write two ideas in each box.



1.

2.



3.

4.

**8** Write sentences. What's it used for?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





**9 Work with a partner.**

Student A uses this information. Student B turns to page 111.

What's it made of?	What's it used for?	What might it be?
metal		
	to have fun	
wood		
	to keep you warm	
glass		
	to communicate	

**10 Work with a partner. What different uses might each item have?**



plastic fork

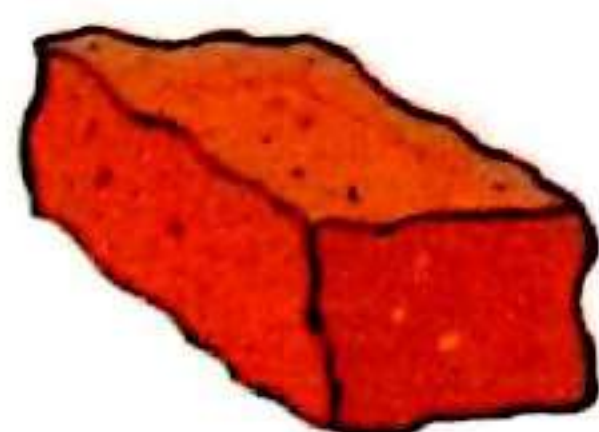
---



---



---



brick

---



---



---



paper plate

---



---



---

It might be used to  
protect your head  
from the sun.



Information questions; *may, might; be used for*; infinitives of purpose

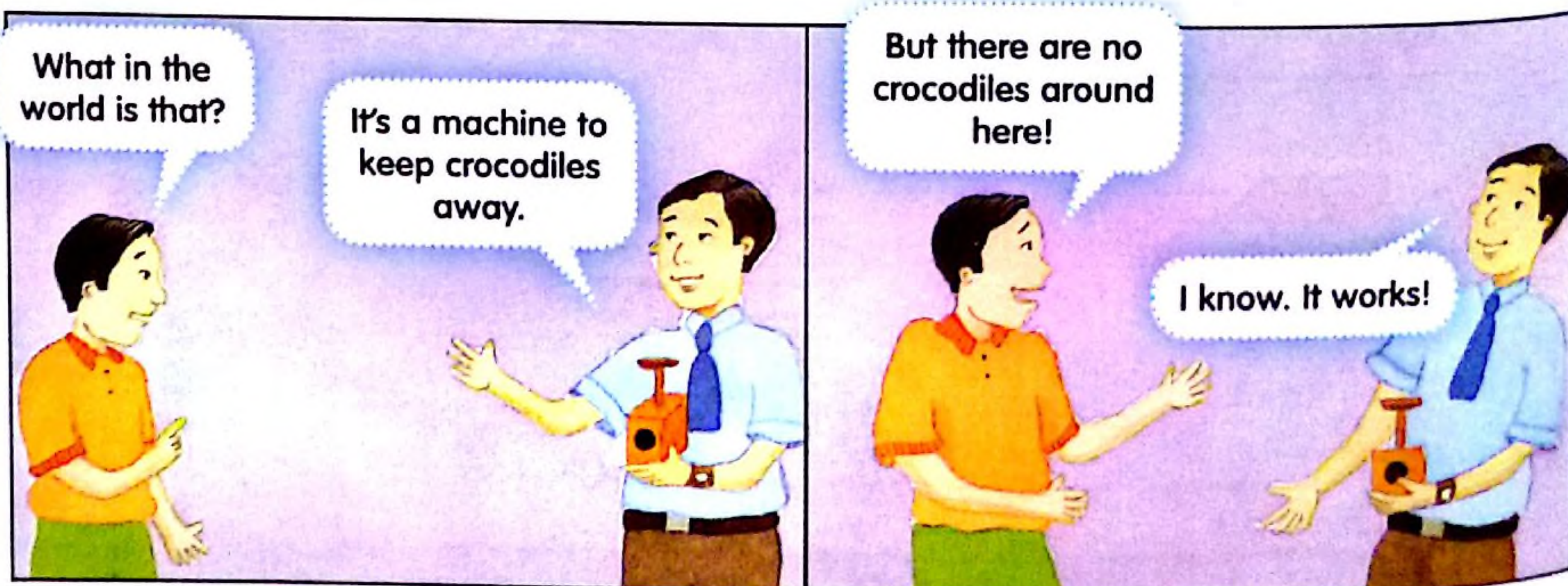


# THINKING CAP

The Magazine for  
Creative Kids

## Eleven-Year-Old Boy May Have the Solution!

How do you feel when you see an oil spill reported on television? Miro Keil, an eleven-year-old German boy, felt badly. After watching a big oil spill on the news, Miro came up with the idea to use liquid nitrogen to freeze the oil. He researched the subject and did experiments. Then he entered his idea in a science competition and won first prize. The judges thought Miro's solution was great. They told Miro to patent the idea! Who knows? Scientists may use Miro's idea to clean up the next oil spill disaster. Good job, Miro!





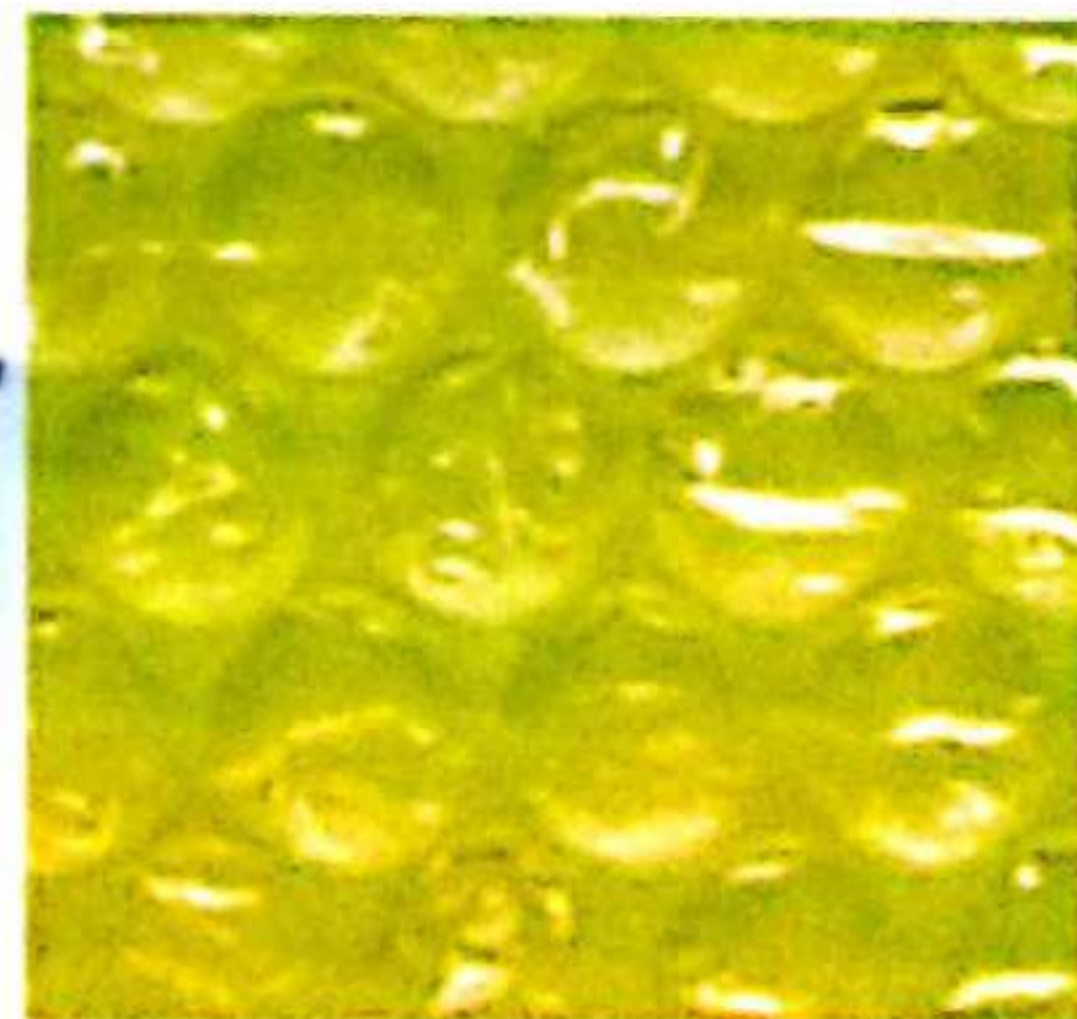
## A Happy Accident

### *A Delicious Discovery Becomes a Patented Invention*

Popsicles are those frozen treats on a stick that we all love. An 11-year-old named Frank Epperson invented the popsicle by accident in 1905. One cold night, he left a fruit drink outside. The drink had a spoon in it. The liquid froze, and in the morning he had a new treat. In 1923, Epperson got a patent on his invention. Now, we enjoy popsicles that are made of fruit juice, cream, and chocolate.



## A Contest for Young Inventors



Do you know about Bubble Wrap®—those little plastic bubbles that we love to pop? Bubble Wrap® is really used to cushion and protect packages that we send around the world. But what else might you use it for?

Sealed Air Corporation of New Jersey, the maker of Bubble Wrap®, holds a contest each year to encourage fifth to eighth graders to think “outside the box” and invent new uses for Bubble Wrap®. Here are some examples from their recent competition:

- A kit to make kites
- A bubble bank to save and show coins
- A counting game for children
- Touch Wallpaper
- A tool for learning Braille

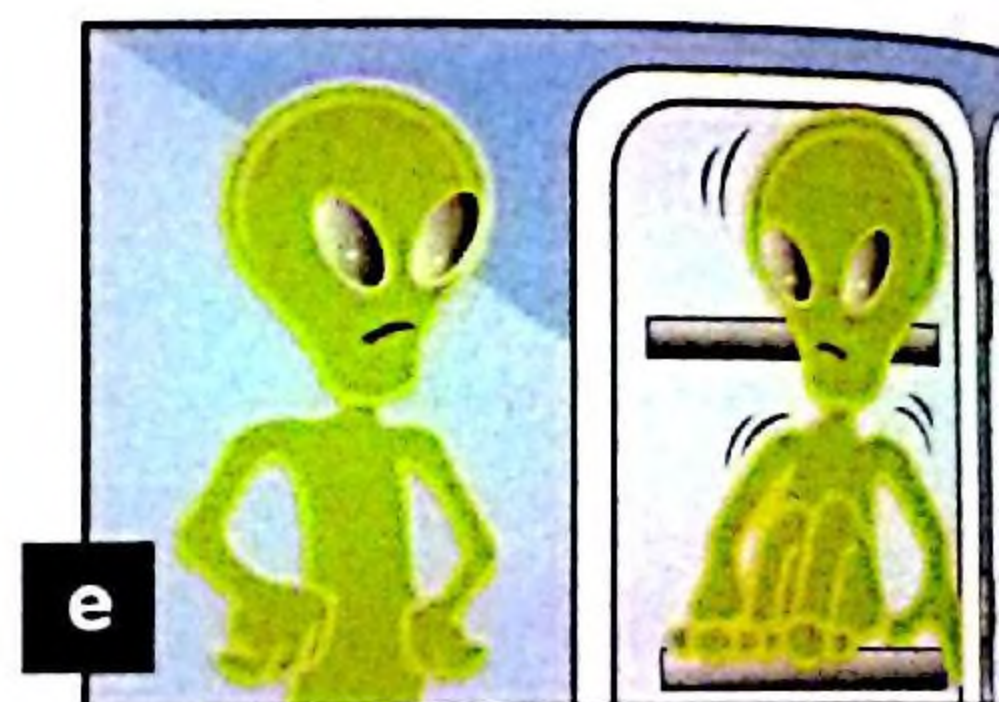
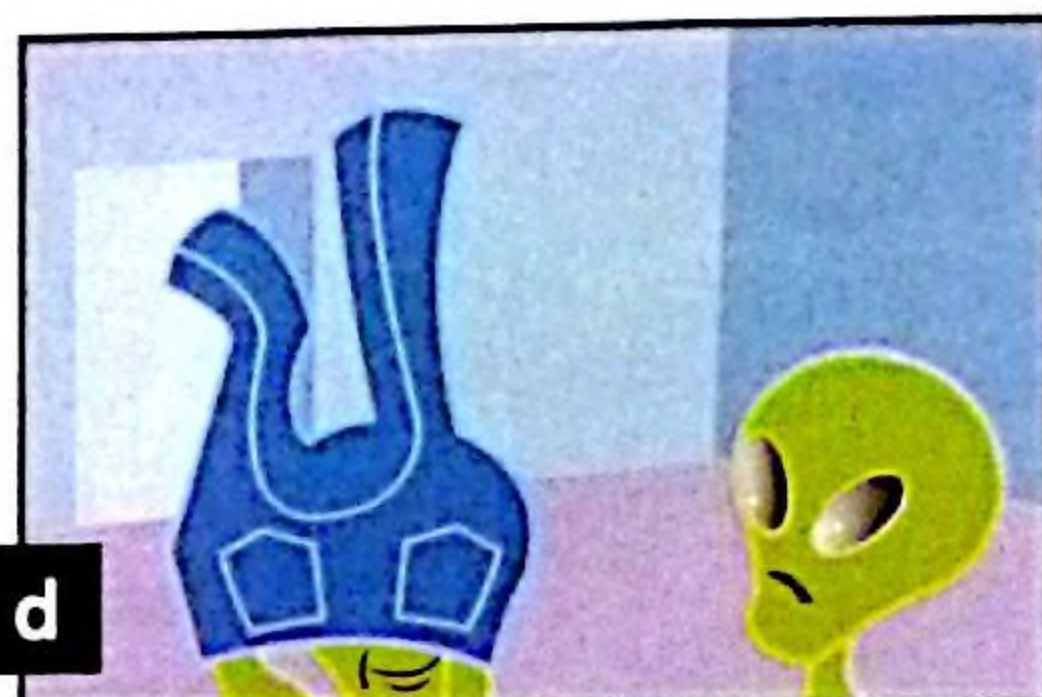
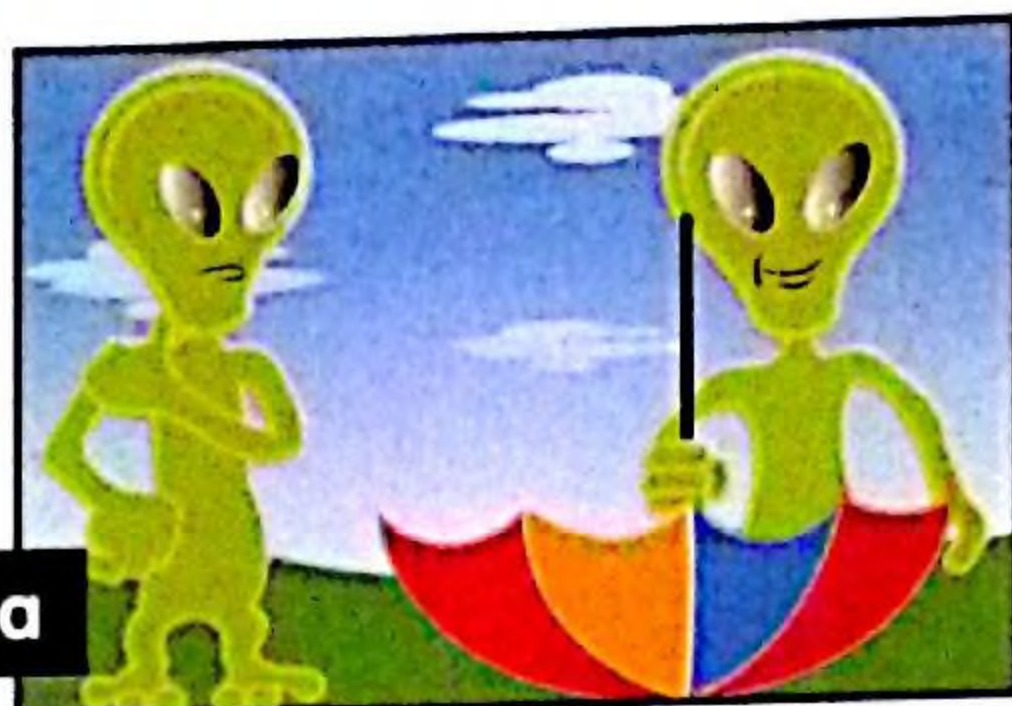
What creative invention can you think of to use those plastic bubbles? E-mail the National Museum of Education at [info@nmoe.org](mailto:info@nmoe.org) for information about entering the contest.





**Listen. Write the letter.**

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_



**Listen. Read and chant.**

## In Trouble Again

I am an inventor and this much is true.  
I invent things. How about you?

Once I invented a washing machine  
that washed all my clothes until they were clean.

The best thing about this convenient device  
was washing my clothes while riding a bike.

I liked my machine. I thought it was fine.  
But I used some things that weren't really mine.

Don't use others' things, unless they agree,  
or there will be trouble. Take it from me!





# An Invention

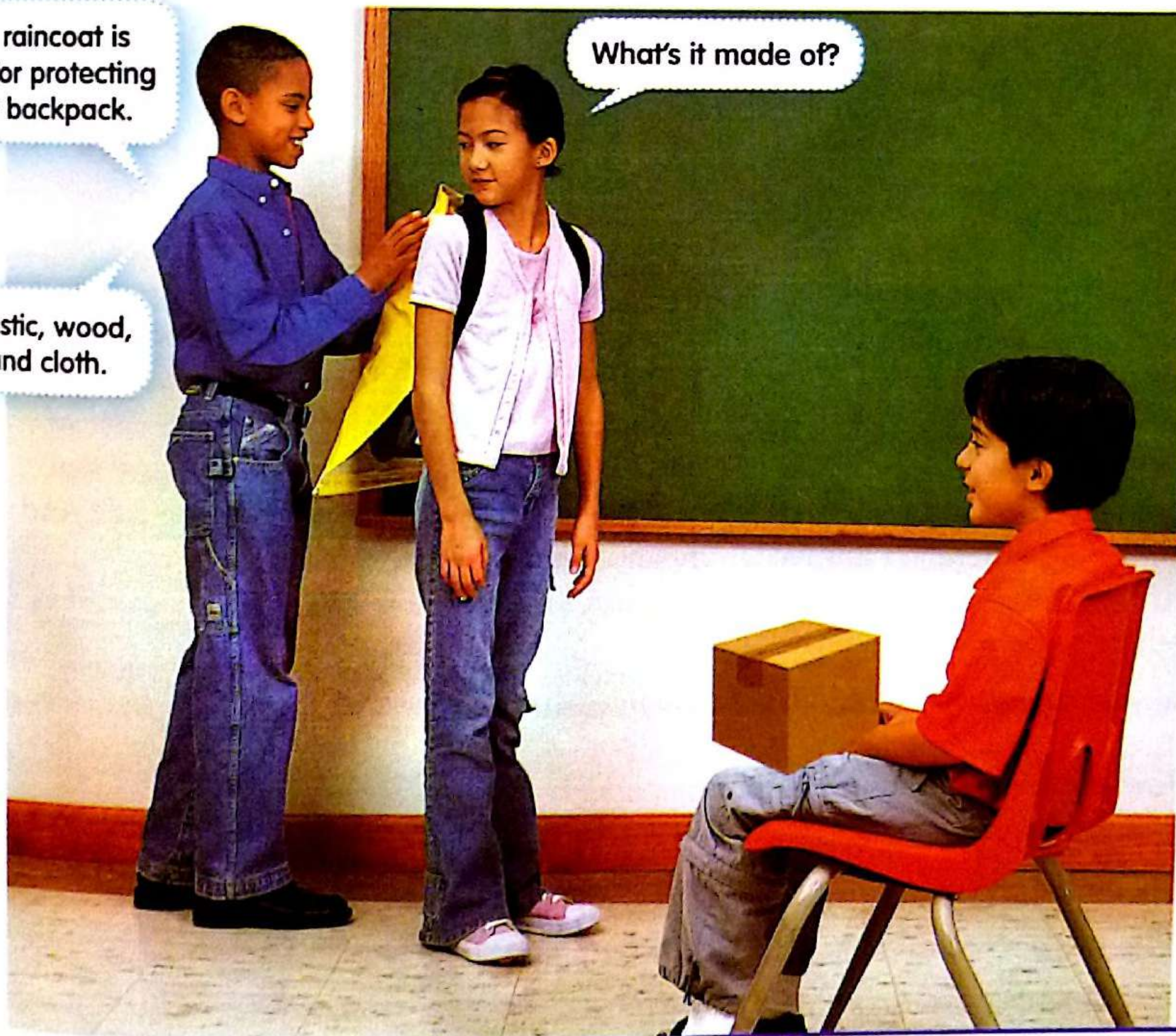
Use different materials to create an invention.  
Explain your invention to the class.



This raincoat is  
used for protecting  
your backpack.

Plastic, wood,  
and cloth.

What's it made of?



Content connection: art; science



# Be a Creative Problem-solver

Read and discuss.



In daily life, there are different kinds of problems to solve. Most of the time they are small problems, such as bringing the wrong textbook home for a homework assignment, or losing your gloves (again!) on the school bus. You can often solve small problems quickly, simply by using your brain and your own sense of creativity, as the children in the pictures above did. With practice and experience, you will enjoy thinking of creative solutions to problems. It can even be fun! And remember that there are always family and friends to share your problems with, too. If the problems are too big and you can't think of a solution, you can always ask others to help you.

1. How are the children in the pictures creative?
2. Do you think you are creative?
3. Describe something creative you or a family member did.
4. Who can you ask to help you with a big problem?



# Know It? Show It!

Cut out the cards on page 137. Put the cards facedown. Take turns giving clues and answering.

It's made of plastic.  
Some parts are metal. It's  
very useful in summer.

Is it a refrigerator?

Review

Take an object from the grab bag.  
Describe three ways it might be used.

It might be used to  
hold up your pants.

Unit 7  
I can do it!

Performance assessment  
See Assessment Package pp. 33-36, 45, 54, and 58.

Unit 7



# 8 Product and Process

TRACK 819

1

**Read. Listen and sing.**

## Stuff

Have you ever wondered  
about all the stuff we use?  
How we produce plastic  
or get leather for our shoes?

Some things come from animals.  
Some are made of stone.  
Some things we produce ourselves,  
and some things are grown.

Silk is made by little worms,  
and honey's made by bees.  
Diamonds come from diamond mines,  
and rubber comes from trees.

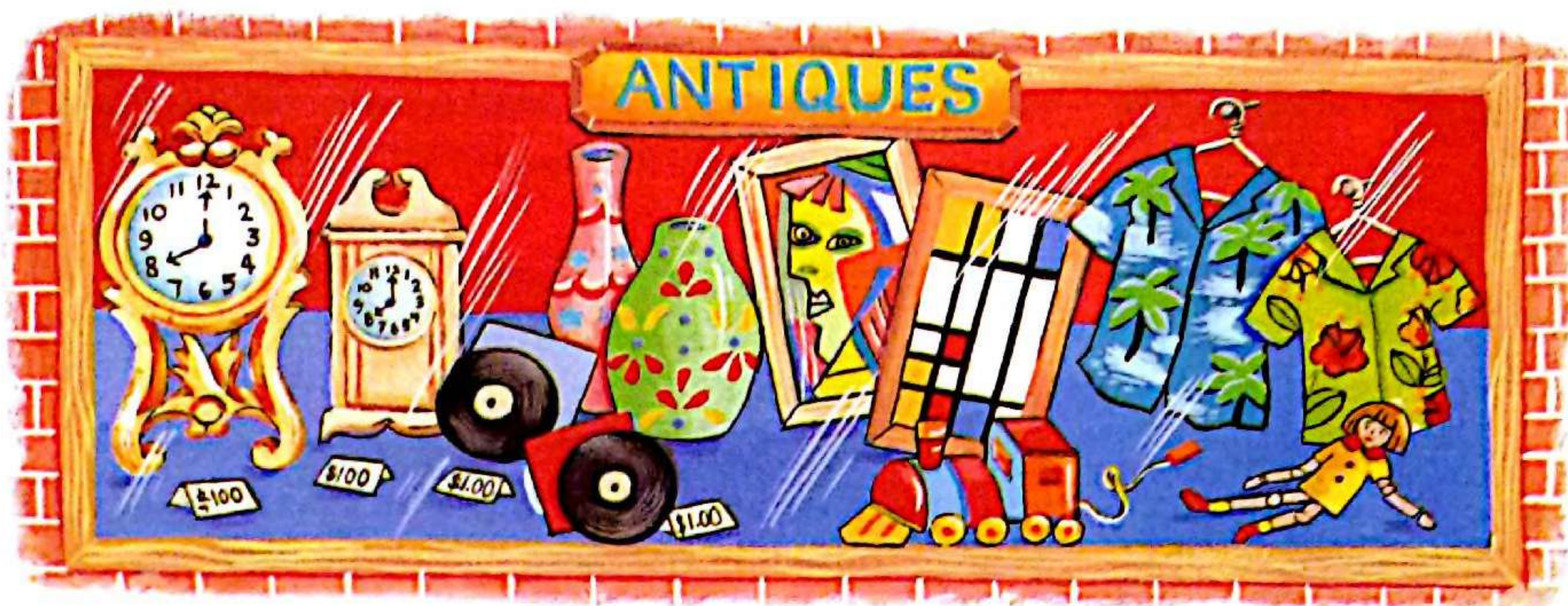
Wool is cut from fuzzy sheep,  
and cotton comes from plants.  
But both are things that we turn into  
blankets, skirts, and pants.

Whether things come from  
Russia or Peru—  
things are made of other things  
made into something new.



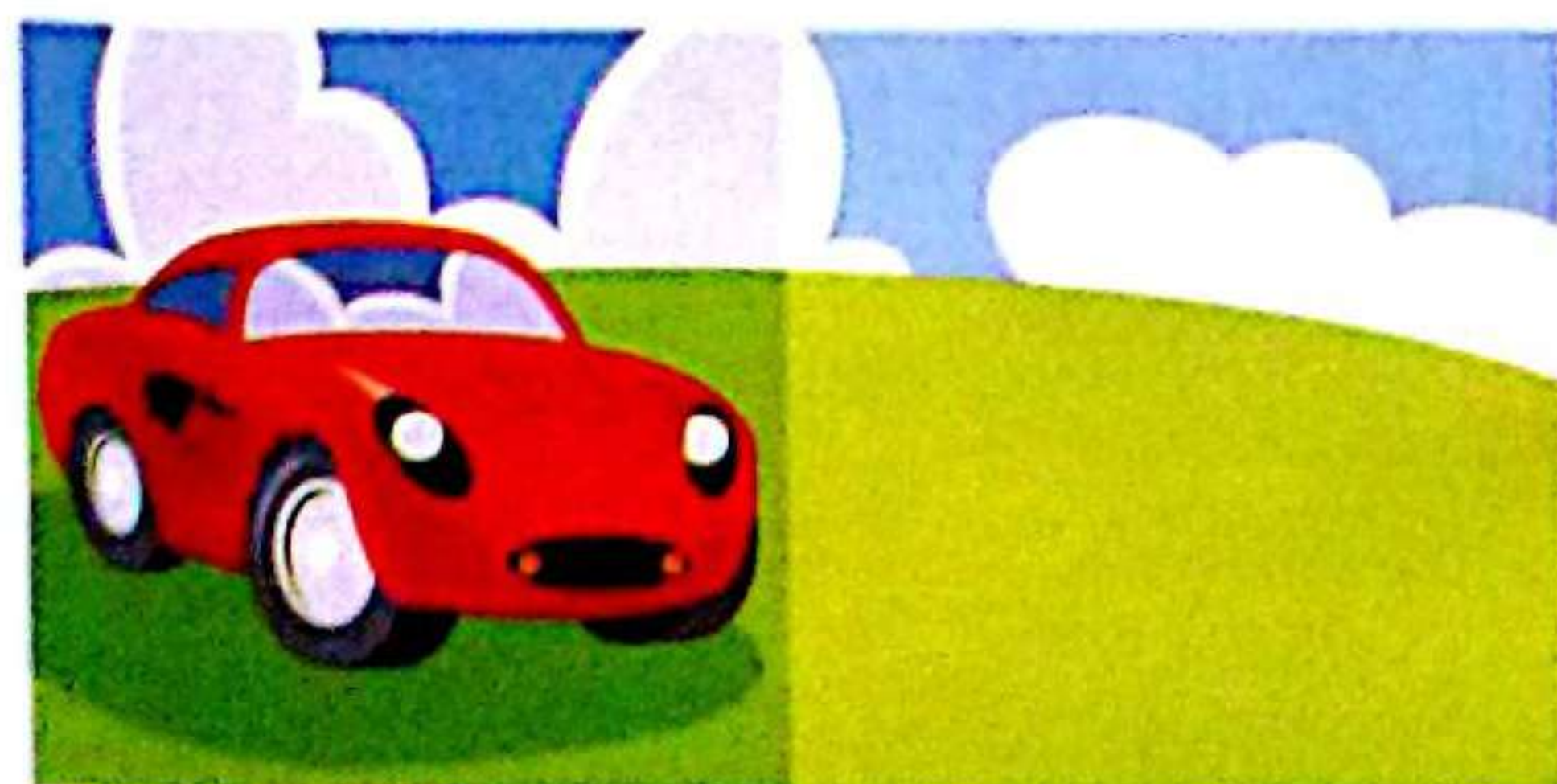


**Listen. Read and say.**



1. The small clock is as expensive as the tall clock.
2. The blue album is as cheap as the red album.
3. The pink vase is as beautiful as the green vase.
4. The painting on the right is as modern as the painting on the left.
5. The small shirt is as colorful as the big shirt.
6. The doll is as old-fashioned as the toy train.

**3 Talk and stick.**





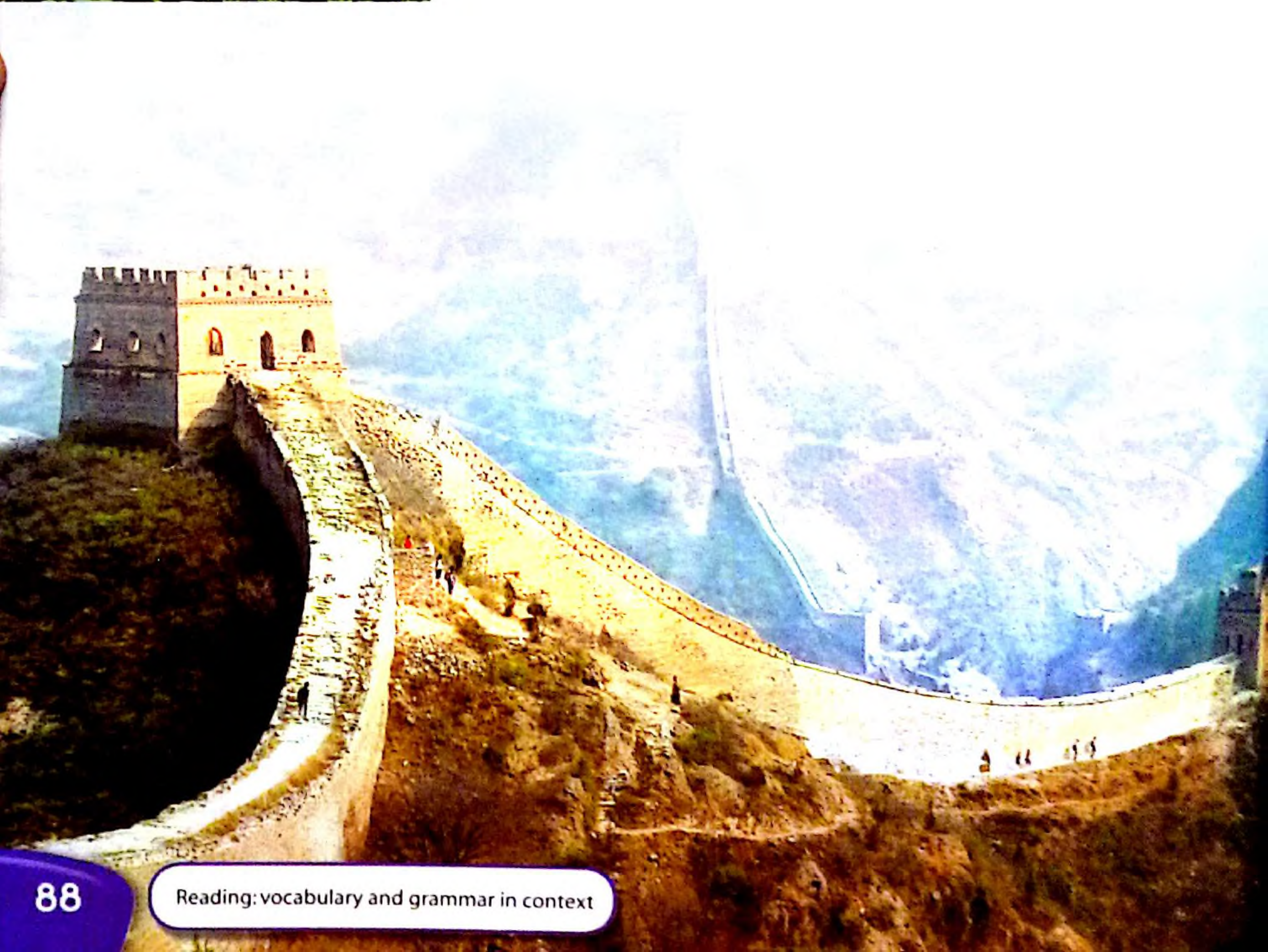


## Listen. Look and read.

Most countries in the world are known for both natural resources and man-made products.

### Costa Rica (Central America)

Costa Rica is known for its beautiful rain forests. They cover about a third of the country. Much of this land is protected by a land conservation program. Rare and beautiful wildlife, plants, and trees are found in the Costa Rican rain forests. But Costa Rica isn't only for scientists and tourists! Agricultural crops, such as coffee and bananas, are grown there and exported to other countries. Also, salt is produced from seawater.







## China (Asia)

China is known for its many products, its large population, and its long history. More rice is grown in China, more steel and textiles are produced in China, and more people live in China than in any other country in the world. It is also a very big exporter of tea. The Chinese are known for inventing many useful and common things we use today, such as paper, gunpowder, silk, and the compass. One of China's most famous attractions is the Great Wall. It is located in northern China.



## Italy (Europe)

Italy is known for many things, including fashionable clothing, modern furniture, beautiful glasswork, marble, and many historical and cultural attractions. Tourists come to Italy every year to see the sites and go shopping for popular Italian products like shoes and pottery. Foods such as olive oil, wine, and cheese are produced in Italy and exported abroad. Also, plenty of fish are caught and processed in the coastal areas of the country.



**Point. Ask and answer.**

What is Costa Rica known for?

Costa Rica is known for its beautiful rain forests.



**Ask and answer.**

Are there any well-known products from Costa Rica?

Costa Rican coffee is well-known.



Question formation; present passive voice; countries and products



**Grammar**

Indian tea is **as delicious as** Chinese tea.

The green vase is **as expensive as** the pink vase.

The green vase **isn't as expensive as** the red vase. (The green vase is cheaper.)

**7 Write sentences.**

1. Chinese cotton / soft / Italian cotton.

\_\_\_\_\_

2. Dark chocolate / sweet / white chocolate.

\_\_\_\_\_

3. Chinese gold / beautiful / South African gold.

\_\_\_\_\_

4. Colombian coffee / popular / Costa Rican coffee.

\_\_\_\_\_

5. Silk clothing / not / warm / wool clothing.

\_\_\_\_\_

**Grammar**

Hollywood is **known** for its movies.

Italy and China **are known** for their delicious food.

know → known

**8 Complete the sentences.**

catch → caught    grow → grown    know → known  
design → designed    mine → mined

1. Emeralds \_\_\_\_\_ in Colombia.

2. China \_\_\_\_\_ for the invention of fireworks.

3. Rice \_\_\_\_\_ all over the world.

4. Fish \_\_\_\_\_ in the ocean.

5. Modern furniture \_\_\_\_\_ in Italy.









## 9 Work with a partner.

Student A uses this information. Student B turns to page 112.

What product is  
Canada known for?



Canadian lumber  
is well-known.

Country	Product	What is it?
Canada		Canadian lumber
Venezuela		Venezuelan emeralds
France		
Germany		a German car
Japan		
Mexico		Mexican weaving
Russia		
South Africa		South African diamonds
Turkey		

## 10 Work in a group.

What natural resources and  
products is your country  
known for? Make a list.





# Do It Yourself Magazine

When you want the job done right, do it yourself!

## Make Delicious Ice Cream at Home!

1. You need 2 cups of cream, 1 egg, 1/2 cup of sugar, and 1 teaspoon of vanilla.



2. All the ingredients are placed in a small coffee can. The top of the can is taped shut so nothing can spill.



3. The small can is put inside a larger can with ice and one cup of salt. The top of the larger can is also taped shut so nothing spills.



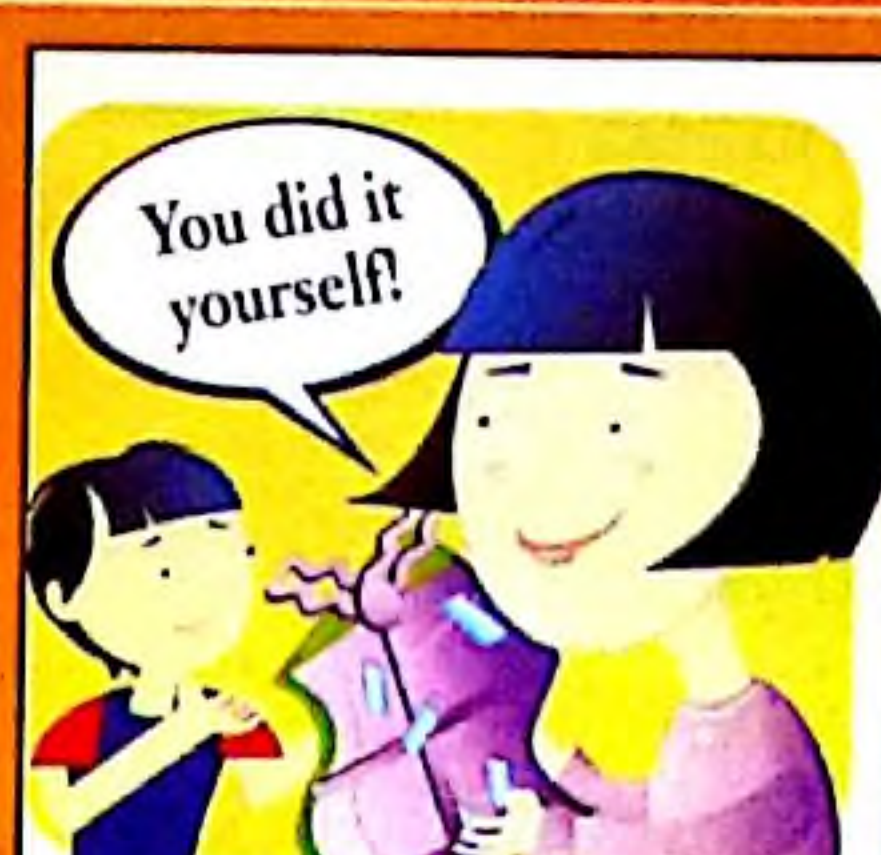
4. The large can is rolled back and forth for 15 minutes.



5. The large can is opened and the ice is poured out. The small can is opened and the cream mix is stirred. Then the whole process is repeated again.



6. Finally, the ice is poured out and the small can is opened. Serve the fresh homemade ice cream right away!

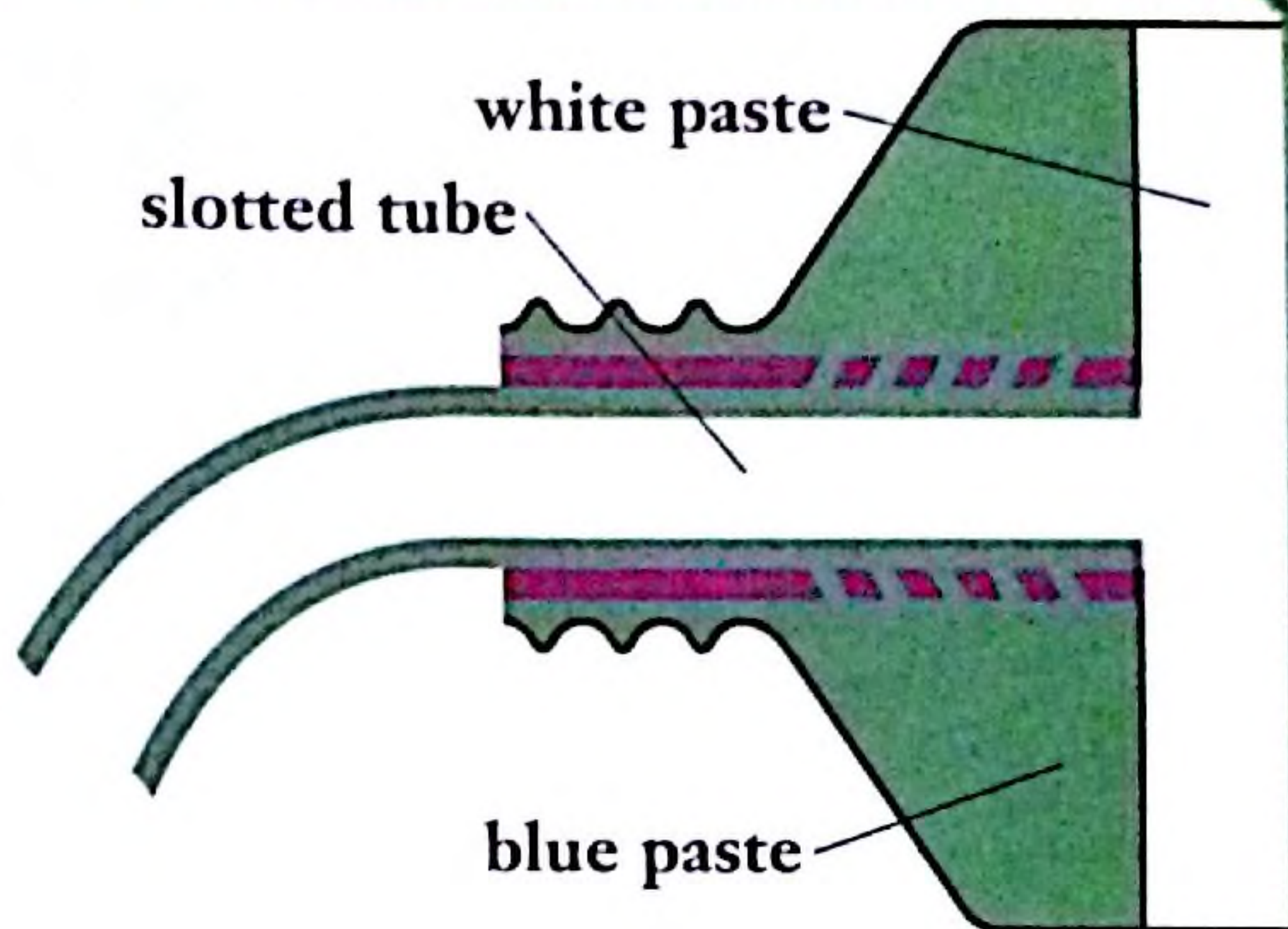




# Did You Ever Wonder?

## How do they get the stripes into striped toothpaste?

1. A small slotted tube is placed in the opening of a larger tube.
2. The long part of the tube is filled from the back with white paste.
3. The small tube is filled with colored paste.
4. The tube is squeezed and pressure is applied to the white paste.
5. Pressure is applied on the colored paste by the white paste.
6. As the white paste comes out of the tube, the colored paste is forced onto the white paste through the slots.



## Make Your Own Toothpaste

- ✓ It tastes as good as the toothpaste you buy at the store!
- ✓ It isn't as expensive as commercial toothpaste!
- ✓ Here's how to make it!

6 teaspoons baking soda  
1/3 teaspoon salt

4 teaspoons glycerin  
15 drops peppermint extract

Mix ingredients well to the consistency of toothpaste.  
Store in a container. Your mouth will feel very fresh!

## WORD PUZZLE

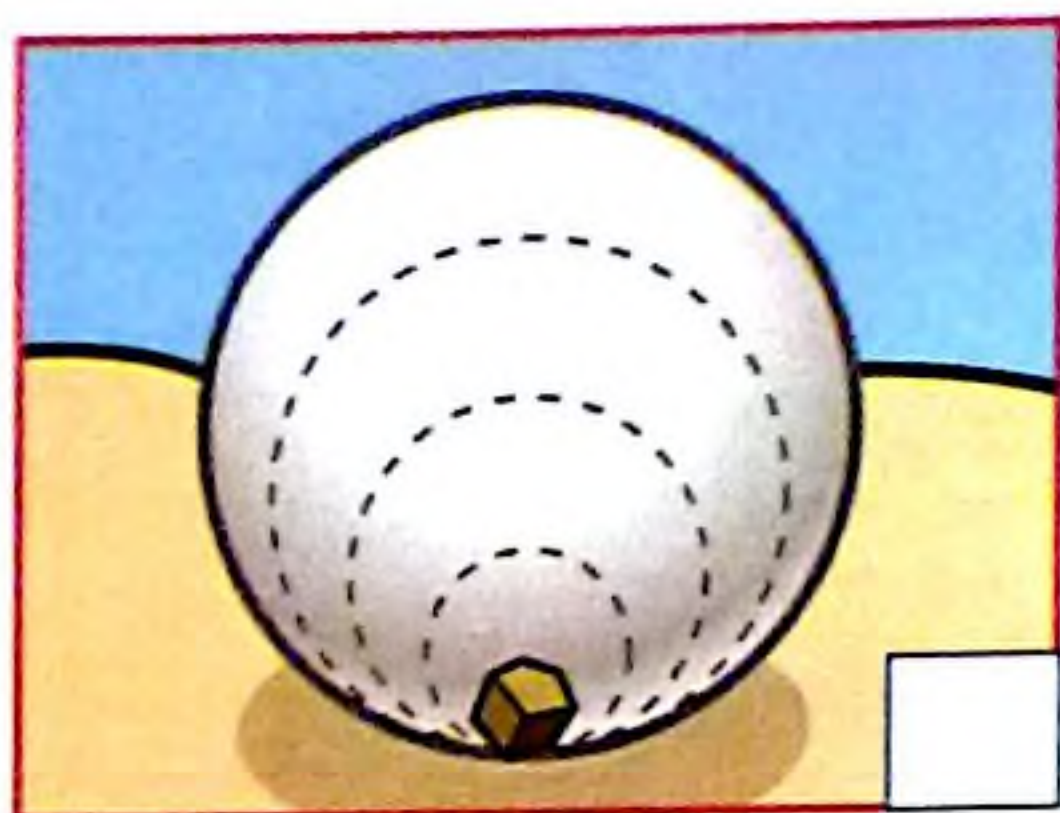
Why should we give you the words? Find 12 more products yourself!

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





**Listen. Write the number of each step in the box.**



**Listen. Read and chant.**

## From Around the World

Where do we get it? Where is it sold?  
From China and Russia come silver and gold.

How do we get it? Where does it grow?  
It's Mexican coffee, didn't you know?

How do we make it? What's it made of?  
Leather from Italy makes a fine glove.

Where does it come from? How is it used?  
A Chinese toy keeps children amused.

Where do we grow it? What's it used for?  
We can buy Indian tea at the store.

How is it played? Where is it from?  
Show me that wooden Nigerian drum.

We make and export products to share.  
And those we import come from everywhere.





# poster Presentation

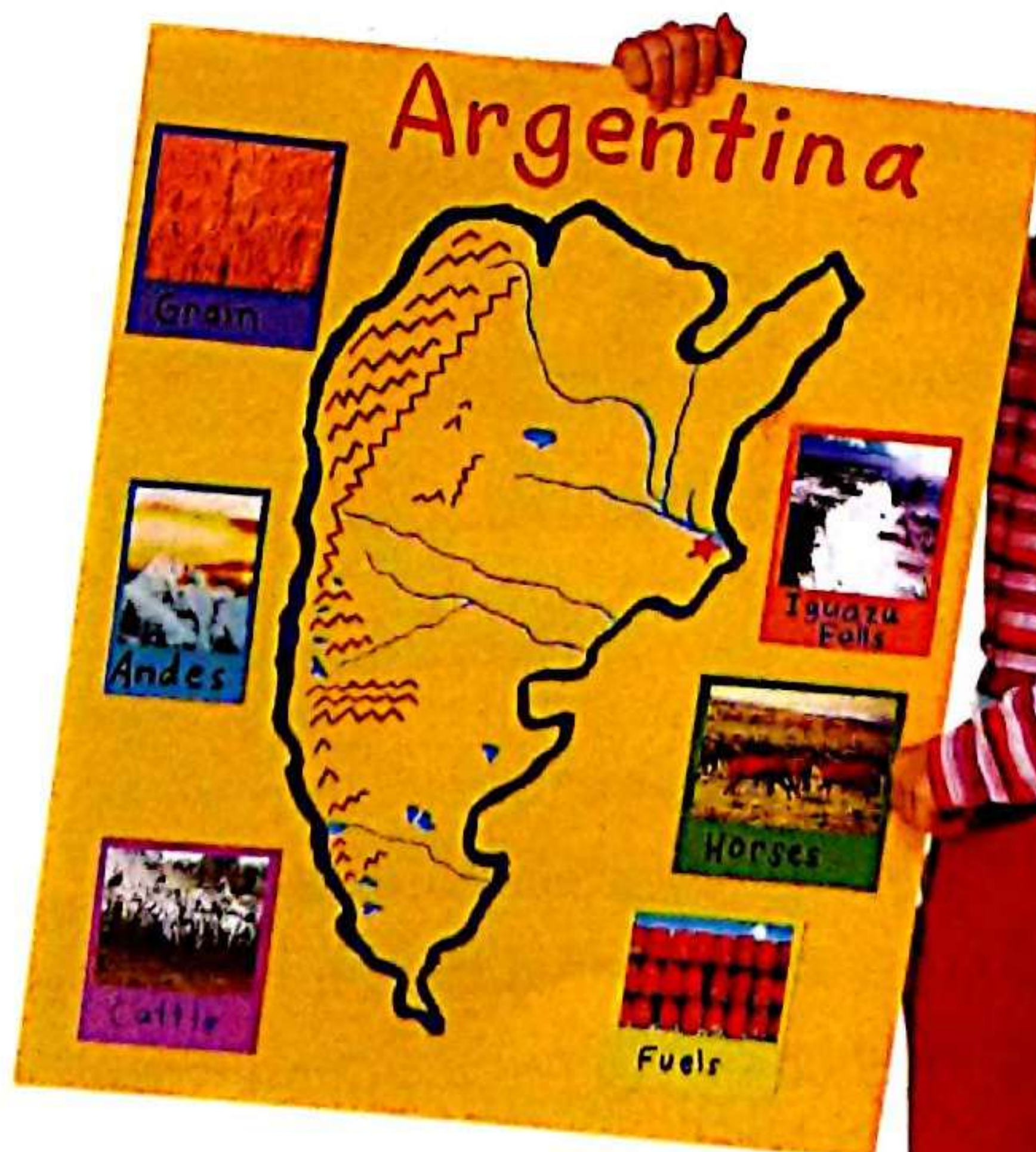
Prepare a poster presentation about a country and what it is known for.

Social Studies  
Project



What product is  
Argentina famous for?

Argentina is known for  
its beef. Grain is produced  
there, too.



Content connection: social studies; art

Unit 8

95



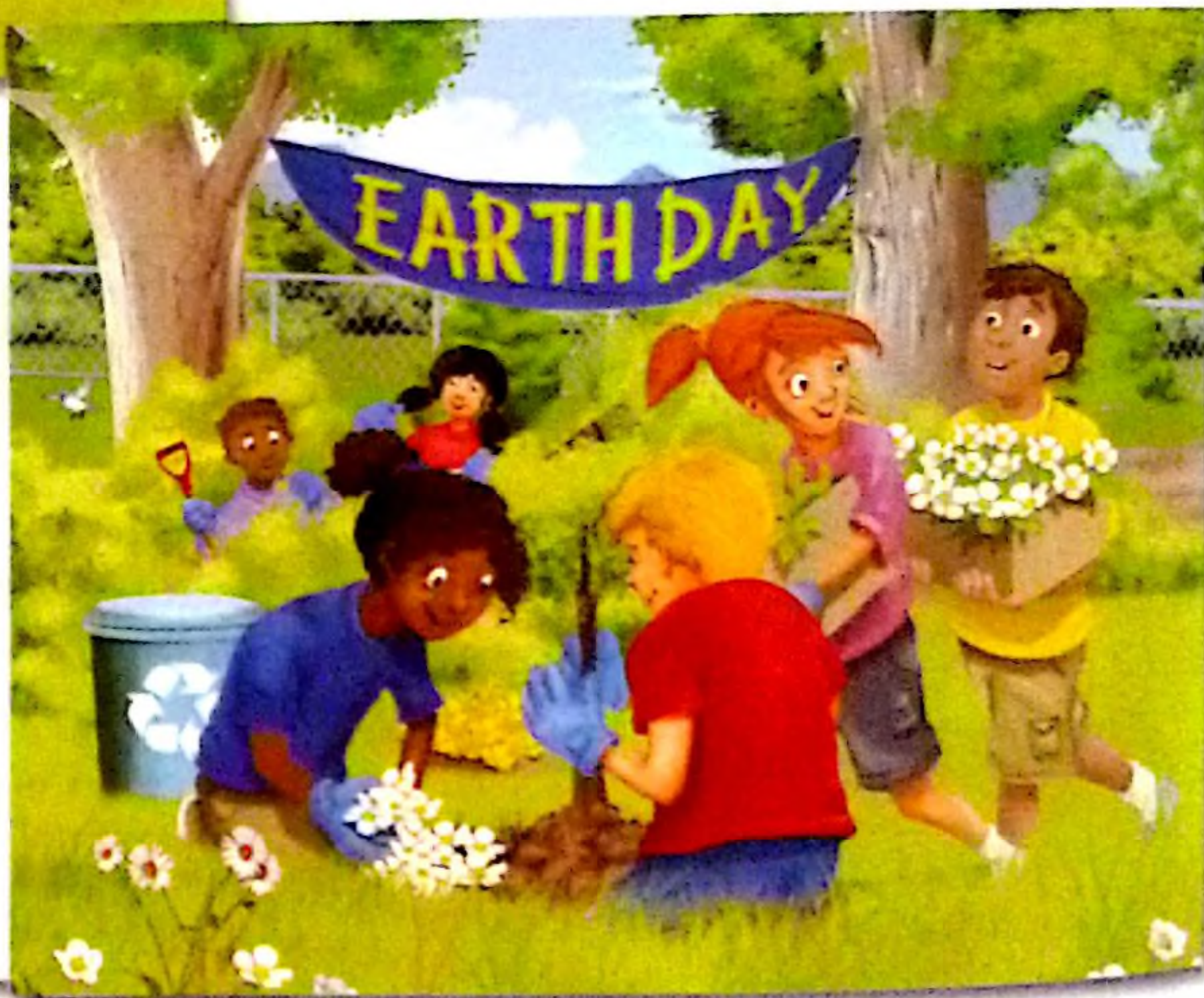
# Appreciate Other Cultures

**Read and discuss.**



People around the world live in different ways and have different beliefs. It is important to respect those differences and understand that, while cultures are different, people are also similar in many ways. You can learn a lot by getting to know people from other cultures. In the process, you learn more about yourself, too.

In today's complex world, it is important to be a world citizen. This means that you learn about and appreciate cultures different from your own. It also means that you learn to identify problems in your own country that are similar to problems in other parts of the world. Working with others, there are many things you can do to help the planet and its people.



1. Why is it important to appreciate other cultures?
2. How can you learn more about other cultures?
3. Do you enjoy meeting people from different countries? Why or why not?
4. What are some things you can do to be a good world citizen?



# Know It? Show It!

**Move.** Take turns making statements of equal comparison.

Clara is as friendly  
as Barbara.

Review

Start

the names of  
two friends

your shoes  
and your  
partner's shoes

the names of two  
sports teams

the titles of  
two movies

the names of  
two singers

two school  
subjects

your hair and  
your partner's  
hair

the names of  
two movie stars

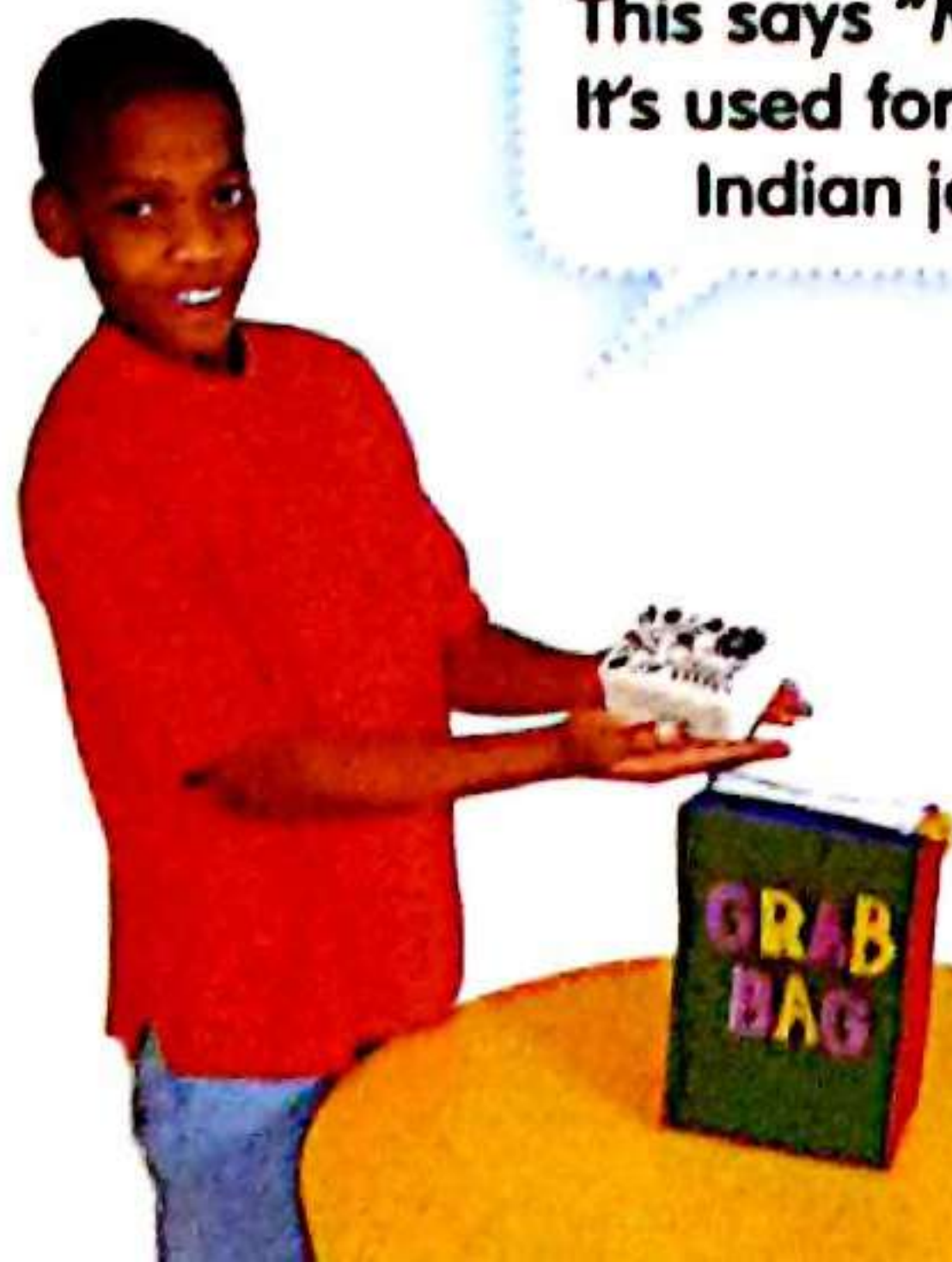
the names of  
two cities

your English  
and your partner's  
English

End

**Take an item from the grab bag.**  
**Talk about it.**

This says "Made in India."  
It's used for jewelry. It's an  
Indian jewelry box.



Unit 8



Performance assessment  
See Assessment Package pp. 33-36, 46, 55, and 58.

Unit 8





**Read. Listen and sing.**

## Sampling

Some people like country western.  
Some people prefer rock and roll.  
Some people listen to merengue,  
opera, rap, or classical.

I would rather play the steel drum  
on a lazy afternoon—  
softly drumming to the rhythm  
of a nice, slow reggae tune.

*Can you feel the beat of the reggae song?  
If you like it too, you can play along.  
Singing, drumming, dancing—you can't go wrong.  
Can you feel the beat of the reggae song?*

Some people like country western.  
Some people prefer rock and roll.  
Some people listen to merengue,  
opera, rap, or classical.

But if you like reggae music,  
you can grab the microphone.  
You can join my live performance  
so I don't have to play alone.

*(Chorus)*





## Listen. Read and say.

Andrea: Did you watch the *International Talent Show* on TV last night?

David: Yeah, I did. Did you see those two piano players? Weren't they terrible?

Andrea: Yeah, they played pretty badly.

David: I liked the guitar player though. His fingers moved so quickly! I hope I can play that well one day.

Andrea: I also liked the drummer with the green hair. She rocked!

David: Oh, yeah. She played so loudly!

Andrea: That was cool.

David: You're right. But the best was the duo that sang the love song.

Andrea: I know. They sang so beautifully. Some people in the audience even started to cry.



How did they perform?



## 3 Talk and stick.







## Listen. Look and read.

People in all cultures love music.  
There are many types of music.



### Rap

Rap music started with African Americans in the United States, but these days it's popular throughout the world in countries as different

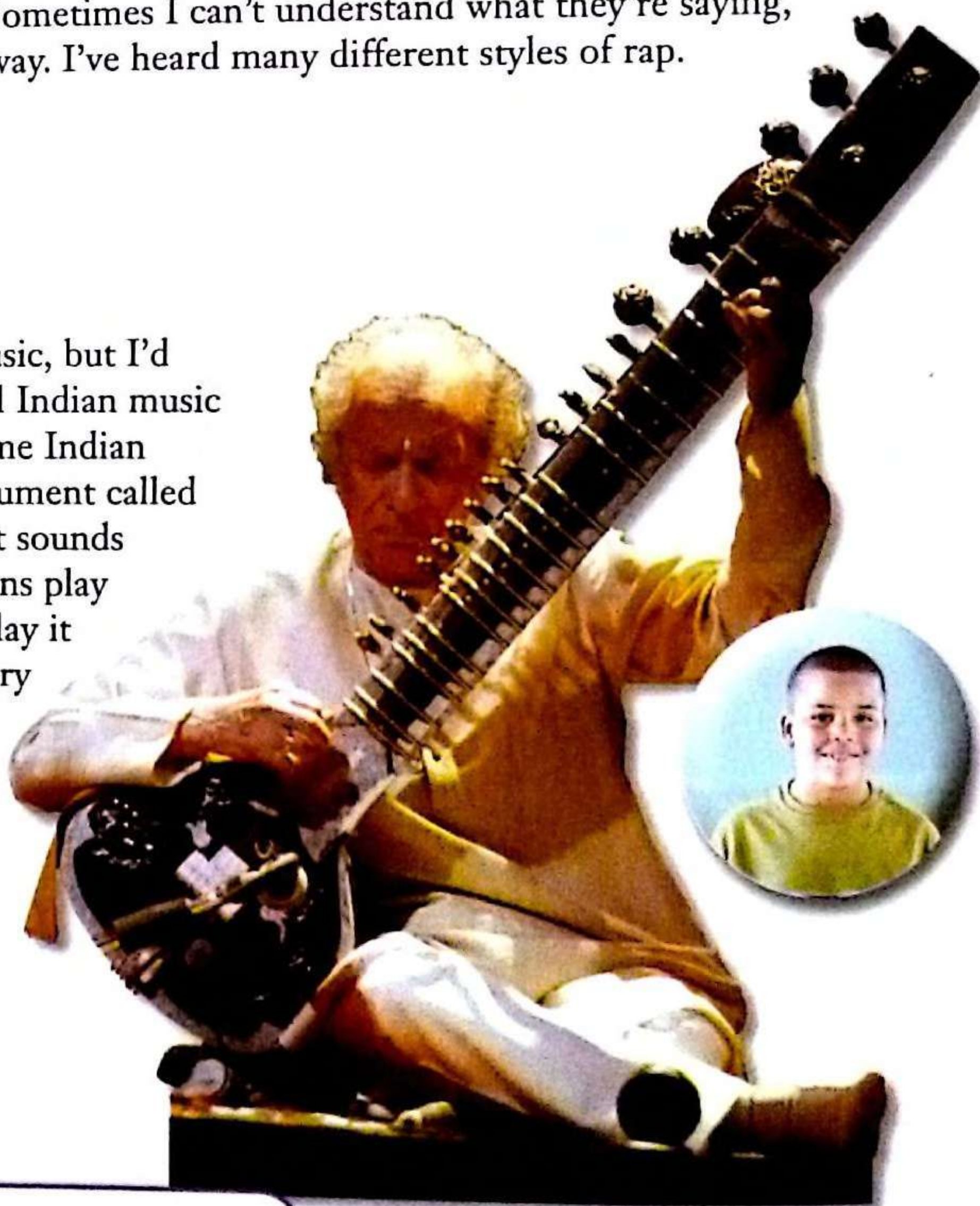
as Spain, Japan, Saudi Arabia, and Korea. In rap music, performers talk to the rhythm of a beat.

Sometimes they use rhyming words to make the rhythm clearer. I like it when rappers talk quickly to match or contrast the background beat. Sometimes I can't understand what they're saying, but it sounds cool anyway. I've heard many different styles of rap.



### Classical Indian

I like most kinds of music, but I'd rather listen to classical Indian music than anything else. Some Indian musicians play an instrument called a sitar. This instrument sounds beautiful when musicians play it slowly. When they play it quickly, the music is very exciting and lively.







## Steel Drums

Have you ever seen a steel drum band? They play all kinds of music, like jazz, reggae, and classical. Steel drums come from Trinidad in the Caribbean. A long time ago, people there used metal objects like pots and pans to make simple drum music. In the 1940s, a 12-year-old boy named Winston Simon made a pan that could play different notes. Other musicians quickly copied and improved his instrument. Pretty soon, steel drums were known all over the world.



## Salsa

My favorite kind of music is salsa. Salsa is a dance rhythm that has roots in the musical styles of Cuba and Puerto Rico. It's the kind of music that makes you want to dance, especially when you listen to Celia Cruz. I live in Japan where, believe it or not, we have several hot salsa bands. Some of us would rather listen to salsa than to traditional Japanese music.



**Point. Ask and answer.**

Have you ever heard rap music?

Yes, I have.



**Ask and answer.**

Would you rather listen to rap music or steel drums?

I'd rather listen to steel drums.



Question formation; present perfect with *ever*; *would...rather*



## Grammar

Have	you they	ever heard salsa music?	Yes, I have. Yes, they have.	No, I haven't. No, they haven't.
Has	he she	ever been to a concert?	Yes, he has. Yes, she has.	No, he hasn't. No, she hasn't.

**7 Complete the questions. Then answer with your own information.**

gone    heard    listened    played

1. Have you ever listened to rap music? Yes, I have.
2. \_\_\_\_\_ your friends ever \_\_\_\_\_ to a concert? \_\_\_\_\_
3. \_\_\_\_\_ you ever \_\_\_\_\_ drums? \_\_\_\_\_
4. \_\_\_\_\_ your teacher \_\_\_\_\_ of reggae music? \_\_\_\_\_

## Grammar

Would	you he she they	rather listen to opera or jazz?	I He She They	'd rather listen to jazz.
-------	--------------------------	---------------------------------	------------------------	---------------------------

**8 Write answers.**

1. Would you rather go to a concert or buy a CD?

I'd rather buy a CD.

2. Would Luis rather sing songs or write songs?

3. Would they rather listen to music or dance?

4. Would she rather play the guitar or the violin?





**9 Interview your classmates.**  
Find a different student for  
each picture. Write a name  
on the line.

Have you ever  
played drums?

No, I haven't.



**10 Work in a group. Which singers or  
groups would you rather listen to?**

I love pop music. I'd rather  
listen to the Jonas Brothers  
than anyone else.

Really?

Me, too.

Yes/no questions; present perfect with ever;  
would...rather



# Teen Times

*The Music Lover's Magazine*

Spotlight on . . .

## SHAKIRA

*The Colombian Dynamo*

Today, she's one of the hottest pop stars around. But how does this talented songwriter and musician make such great music? Shakira says that her music is a mixture of the things that are important to her and experiences she has had. This superstar sings in Spanish and English, and she performs incredibly well.

Shakira was born and raised in Colombia, South America. Her father is Lebanese and her mother is Colombian. She wrote her first song when she was 8 years old. She had her first recording contract when she was 13.

Shakira admits that while growing up she preferred music by the Beatles and



Led Zeppelin. Now she would rather write her own songs. Some might say her music is a mixture of Latin pop, traditional Arabic music, and rock and roll. Not only does she create great music, she also helps children in need. She created the Pies Descalzos Foundation to help children troubled by violence and poverty.

One thing is for sure: This spotlight star likes to help people and continually makes excellent music that becomes popular around the world!

### How Much Do You Know About Music?

Match the artist and genre.

- |                      |                 |
|----------------------|-----------------|
| ♪ Johnny Cash        | Pop             |
| ♪ Louis Armstrong    | Rap             |
| ♪ Placido Domingo    | Country Western |
| ♪ Eminem             | Salsa           |
| ♪ Yo-Yo Ma           | Reggaetón       |
| ♪ Celia Cruz         | Rock and Roll   |
| ♪ Sun Ho             | Jazz            |
| ♪ The Rolling Stones | Classical       |
| ♪ Daddy Yankee       | Opera           |

### NAME THAT TUNE!

THIS WEEK'S LYRICS

"They may say  
I'm a dreamer,  
but I'm not the  
only one . . . ."

Send in your response.  
Win a concert ticket.



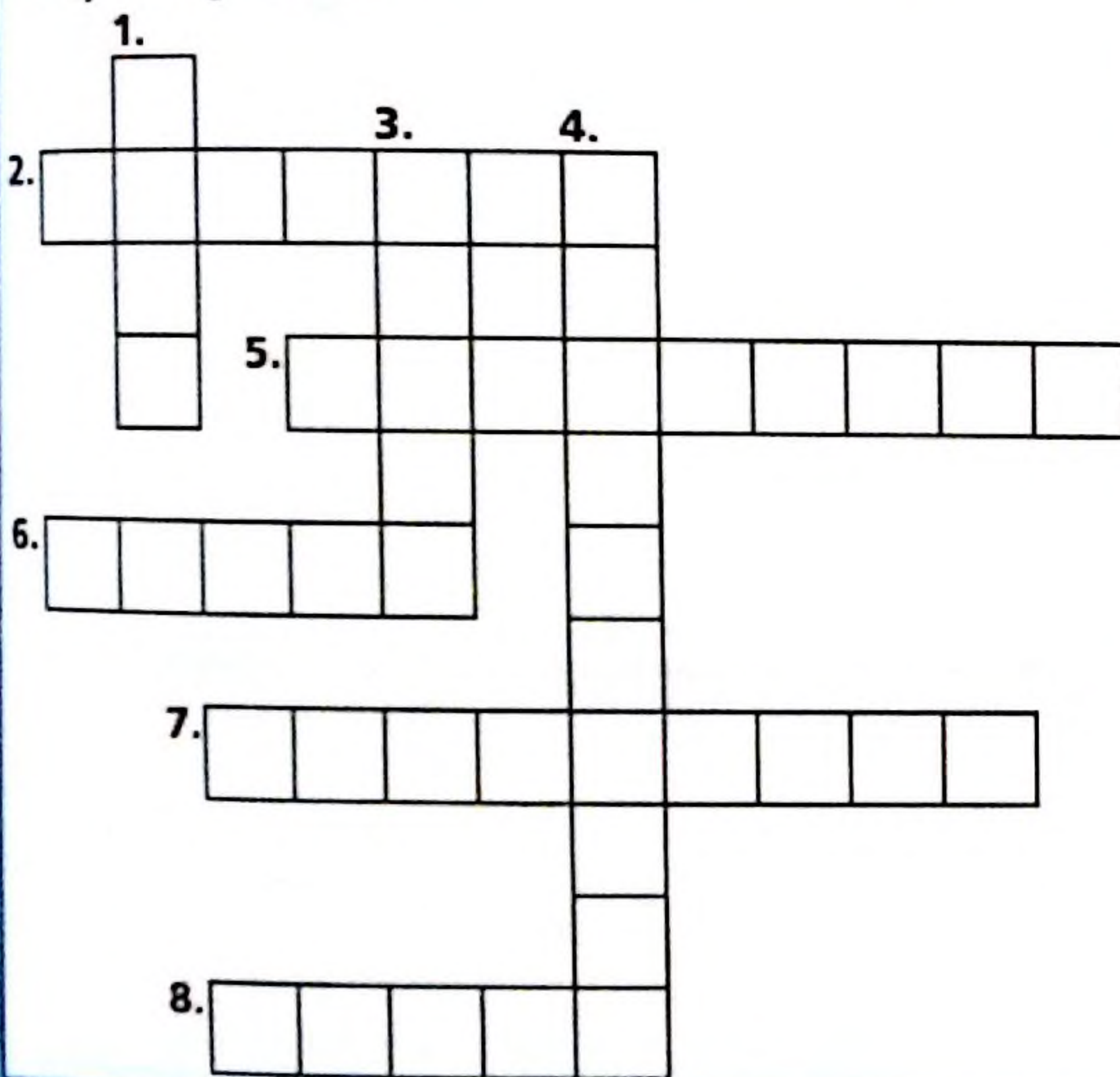
## AROUND THE WORLD: KOREAN DRUMMERS

Korean drumming is one of the most exciting varieties of music. In ancient times, drumming traditionally happened at farming festivals to celebrate planting and harvesting. Nowadays, drummers also perform on stage. They perform enthusiastically, with lots of movement and noise. Some of the drummers wear special hats with ribbons on them. While they are playing the drums, they dance around in circles and twirl the ribbons.



### How is your musical intelligence?

Try our puzzle!



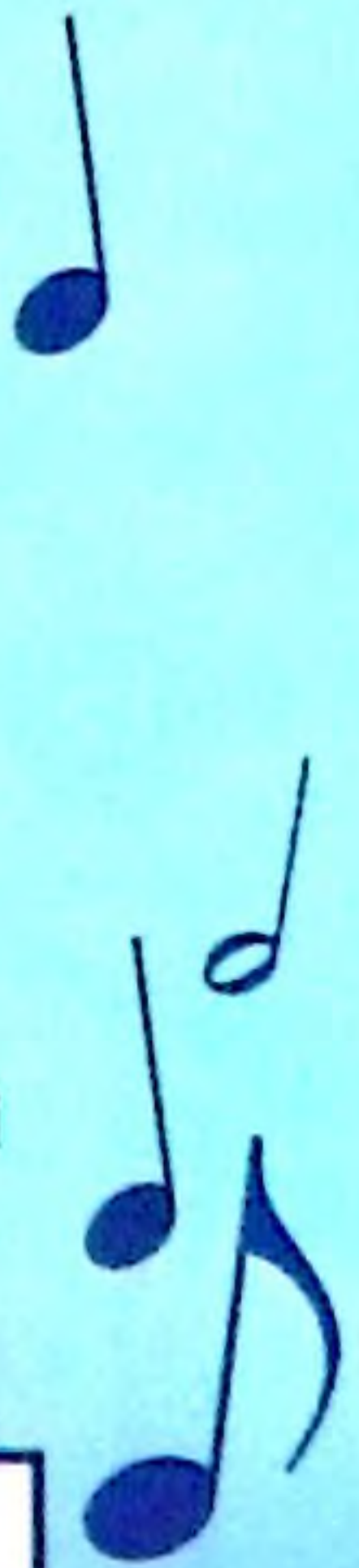
#### Across

2. Louis Armstrong's instrument
5. a mouth organ
6. a stringed instrument that stands on the floor
7. It has buttons and folds.
8. a tube-shaped instrument held to the side

#### Down

1. Bang on the \_\_\_\_\_.
3. instrument with black and white keys
4. It's shaped like a circle, and you shake it to make noise.

accordion	harmonica
cello	piano
drum	tambourine
flute	trumpet



Dear Teen Tunes,  
I bet my older brother that reggae and reggaetón are the same kind of music. He says they're not. Who's right?  
Sincerely,  
John Zhang

Dear John,  
The names sound the same, but reggae and reggaetón are different. Reggae has its roots in Jamaica and the most famous singer was Bob Marley. Reggaetón has its roots in Panama and Puerto Rico. It's a kind of hip-hop music with the lyrics usually in Spanish. Daddy Yankee is one popular reggaetón singer. Thanks for asking.  
DJ Monique at Teen Tunes





**Listen. Write T for true and F for false.**

1. \_\_\_\_
2. \_\_\_\_
3. \_\_\_\_
4. \_\_\_\_
5. \_\_\_\_



**Listen. Read and chant.**

## Have You Heard?

Aki plays the bongos.  
Have you heard? Have you heard?  
Aki plays so loudly that no one can hear a word!

Paula plays the piano.  
Have you heard? Have you heard?  
Paula plays so softly that a microphone's preferred.

Mei-Li plays the flute.  
Have you heard? Have you heard?  
Mei-Li plays so sweetly that it's like a singing bird.

Gary plays the guitar.  
Have you heard? Have you heard?  
Gary plays so terribly—it really is absurd!





# Musical Instrument

Make and talk about a musical instrument.

Social Studies  
Project



I made a pair of maracas. Have you ever heard of maracas?



People in Mexico, Cuba, and Venezuela have played them for years.

No, I haven't. Play them for me.



Content connection: social studies; art; music

Unit 9

107



# Try New Things

**Read and discuss.**



The world is full of wonderful experiences and different things to try. So don't be afraid to try new things! Some new things you will like, and some new things you won't like, but at least you will have the experience to decide. Keep your mind open to new ideas. Just make sure that the things you try are safe.

Did you know that new skills and experiences make you a more interesting person? And that's not all. Scientists say they can even increase the number of nerve endings and connections in your brain! Learning new skills is a lifelong process that you never finish. That old saying from long ago is right: the more you know, the more you need to know.



1. Do you like to try new things? Why or why not?
2. What are some new things you have tried?
3. What are some new things that you plan to try in the future?
4. Why are some new things easy and some new things hard?



# Know It? Show It!

Cut out the cards on pages 139 and 141. Put the card facedown and take turns making sentences with adverbs.



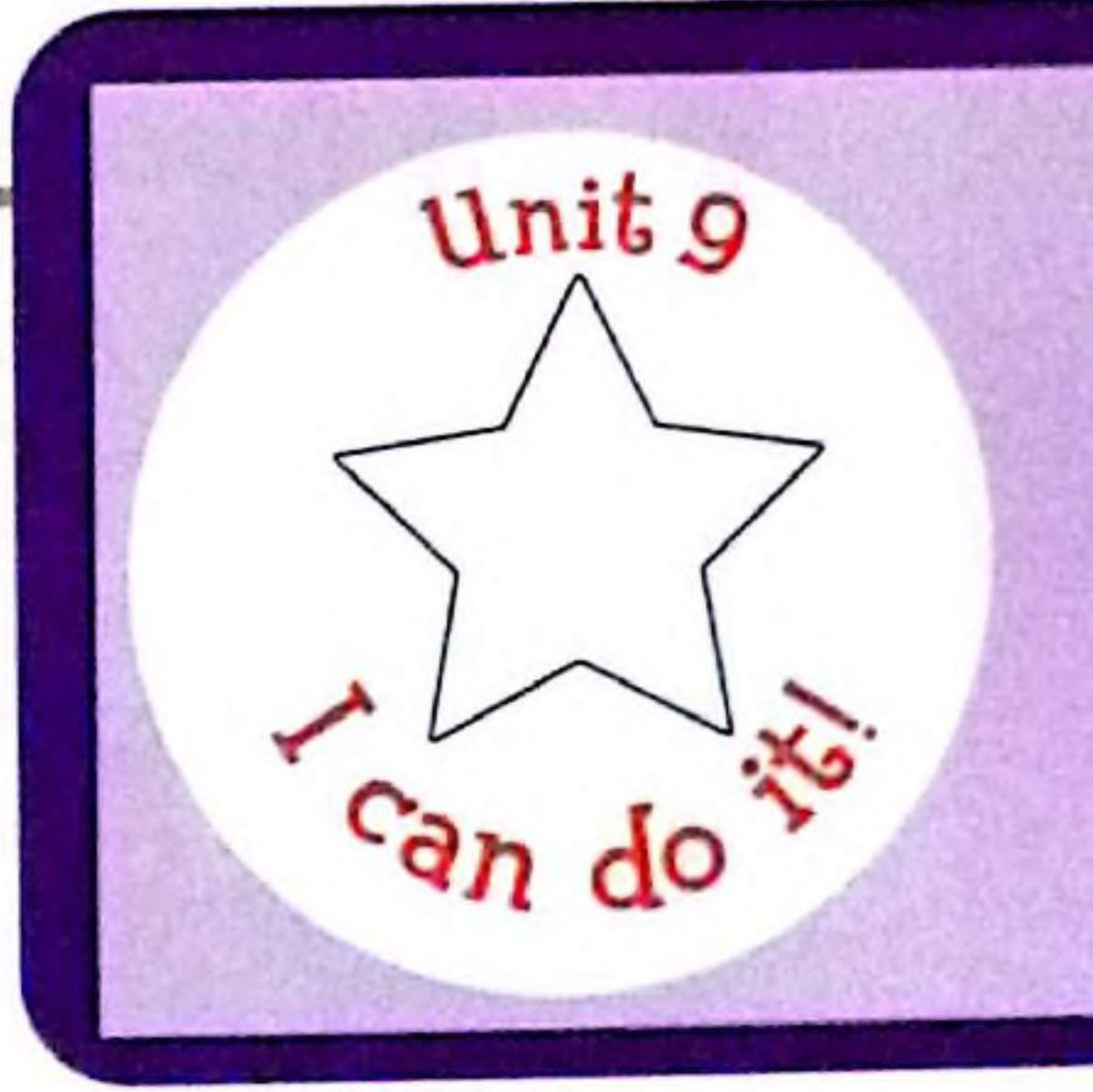
## Take a survey. Make a chart.

Most 13- to 19-year-olds would rather listen to rap.



Do people of different ages like different music?

Ages	Classical	Rap	Reggae	Rock & Roll	Jazz
6-12				I	
13-19			I	II	
20-26	I	I	II	II	I
27-33	I				
34+	I	I			



Performance assessment  
See Assessment Package pp. 33-36, 47, 56, and 58.



# Information Gap Activities

## Unit 2, continued from page 19, Student B

Work with a partner.

TV This Week			
	Channel 2	Channel 4	Channel 6
10:00 A.M.	(30 min.)	<i>Your Turn</i> game show (60 min.)	<i>Superduck</i> cartoon (30 min.)
10:30 A.M.	<i>Teen Talk</i> talk show (30 min.)		(60 min.)
11:00 A.M.	(60 min.)	<i>Amazing Animals</i> nature show (30 min.)	
11:30 A.M.		(60 min.)	<i>Children's Chorus</i> music (30 min.)
12:00 P.M.	<i>Spy Teens 3</i> action movie (2 hrs.)		(2 hrs.)

## Unit 4, continued from page 43, Student B

Work with a partner.

**Discount Dave's**  
\*\*\*  
*We have everything!*  
*Check out these low, low prices!*

 \$ \_\_\_\_\_

 \$ \_\_\_\_\_ **\$129.95**

**\$8.50**

*Super discounts \_\_\_\_\_!*

**Stacy's**  
Department Store

BIG SALE this weekend!

Jewelry  
\$295.00 

\$135.00 

Sweaters  
\$38.50 

Footwear  
\$89.95 



# Information Gap Activities

## Unit 6, continued from page 73, Student A

### ACROSS

1. Used to send e-mail
6. How sailors communicate on the ocean
7. When having a conversation, you \_\_\_\_\_ and listen.
8. Hand and body movements used to communicate
10. The kind of phone that travels with you
11. Leave a \_\_\_\_\_ and I'll call you back.
13. Gestures that deaf people use are called \_\_\_\_\_.

## Unit 7, continued from page 79, Student B

What's it made of?

What's it used for?

What might it be?

plastic

to eat food

cloth

to keep things in

paper

to hold drinks



## Information Gap Activities

### Unit 6, continued from page 73, Student B


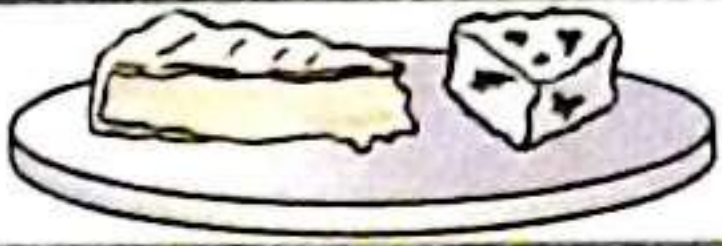



#### Do A Puzzle!

#### DOWN

2. Blind people read using \_\_\_\_\_.
3. Secret ways to communicate in writing
4. There aren't any people in the room. \_\_\_\_\_ is there.
5. You can't use the phone now. I'm \_\_\_\_\_ the line.
6. The traditional mail system is called \_\_\_\_\_.
9. Gorilla language
12. Electronic mail on the computer

### Unit 8, continued from page 91, Student B

#### Work with a partner.

Country	Product	What is it?
Canada		Canadian lumber
Venezuela		
France		French cheese
Germany		
Japan		Japanese computers
Mexico		
Russia		Russian coal
South Africa		
Turkey		Turkish carpet



## Grammar Words

- Adjective** A word that describes a noun or pronoun.  
Aunt Rose has **wavy, brown** hair.
- Adverb** A word that describes a verb, adjective, or other adverb, and tells *how*, *where*, or *when*.  
Grace finishes her homework **quickly**.
- Article** A word used before a noun to show the singular, or to show a particular or general example: *a, an, the*.  
**An** apple **a** day keeps **the** doctor away.
- Conjunction** A word that connects parts of sentences, phrases, or clauses, such as *or*, *and*, or *but*.  
Do you want to watch TV **or** go shopping?
- Gerund** A noun formed with *-ing* from the present participle of a verb.  
**Sewing** is fun, but I like **knitting** better.
- Infinitive** The preposition *to* and the base form of a verb.  
George likes **to watch** reality shows and sports.
- Noun** A word that represents a person, place, animal, or thing.  
My **brother** broke the **remote control**.
- Object** The person or thing affected by the action of the verb.  
Luke built a wooden **bench** for his little sister.
- Predicate** A word or phrase that follows the subject and describes a state or action related to the subject.  
Margaret **shopped for shoes at the mall**.
- Preposition** A word used before a noun, pronoun, or verb to show place, time, or purpose.  
Let's meet **at** 4:00 **in** the mall **to** have a snack.
- Pronoun** A word that substitutes for a noun.  
Steve Perry invented the rubber band. **He** invented the rubber band.
- Subject** A noun or pronoun that comes before the verb in a sentence and tells who or what is doing the action.  
**Tom** speaks a little Esperanto.
- Verb** A word that describes an action or state of being.  
Ana **is** happy because she **got** 100% on her math test.



## The Simple Past

### Regular Verb in the Simple Past

I missed	We missed
You missed	You missed
He/she/it missed	They missed

### Irregular Verb in the Simple Past

I brought	We brought
You brought	You brought
He/she/it brought	They brought

- All affirmative regular verbs have the same simple past ending **-ed**.  
 cook → cooked      name → named      try → tried  
 I **tried** to hide from Aunt Gina and her broccoli salad.  
 Uncle Tito **cooked** hot dogs on the grill, but they **tasted** raw.
- Affirmative irregular verbs have different simple past forms.  
 eat → ate      go → went      do → did      have → had  
 I **ate** a veggie burger and **drank** some juice.  
 We **went** to the family reunion in the park. We **had** a wonderful time.

## Comparisons with Adjectives: **-er**, **-est**

- Use the comparative form **-er** to compare **two** people, places, or things.  
 Use the superlative form **-est** to compare **three** or more people, places, or things.
- Adjectives with one syllable add **-er** and **-est**.  
 A syllable is each part of a word that has a single vowel sound.  
 Examples of one-syllable words are *short*, *red*, *sad*, *tall*, *straight*, and *old*.  
 tall → tall**er** → tall**est**      old → old**er** → old**est**  
 When a one-syllable adjective has one consonant, one vowel, and another consonant, **double** the last consonant.  
 big → big**ger** → big**gest**      sad → sad**der** → sad**dest**
- Adjectives with two syllables that end in **-y** add **-er** and **-est** also. When an adjective ends in **-y**, change the **-y** to **-i**, and then add **-er** and **-est**.  
 pretty → prett**ier** → prett**iest**      curly → curl**ier** → curl**iest**
- Use **than** after the comparative adjective. Use **the** before the superlative adjective.  
 Jake is **taller than** David, but Phil is **the tallest** of all.



## Simple Present of *Like*

I like	We like
You like	You like
He/she/it likes	They like

- *Like* can have an object.

I like **reality shows**.

Karen doesn't like **talk shows**. She thinks they're boring.

- *Like* can have an infinitive and an object.

I like **to watch** TV.

My brothers like **to change** the channel every couple of minutes.

## Habit in the Present

- The simple present can describe what people usually or habitually do.

What **does** Carol **do** in her free time?

She **watches** TV.

- Use *how often* in questions to find out the frequency of an action.

**How often** do you watch TV?

- Use adverbs and expressions of frequency to tell *how often*.

How often does your brother watch the news?

He **never** watches the news!

How often do you watch TV?

I watch it for a couple of hours **on weekends**.

How often do they watch sports?

They watch sports **three or four times a week**.

## Word Order: Adverbs and Expressions of Frequency, Adjectives

- Adverbs of frequency come before the verb.

Examples of adverbs of frequency are *always*, *never*, *usually*, and *sometimes*.

Sandra **always** watches TV at 5:00.

- Expressions of frequency come at the end of the sentence.

Examples are *every day*, *on Sundays*, *once a month*, *twice a week*, and *three times a year*.

Julia watches that *Your Idol* show **twice a week**.

- Adjectives can come before a noun or after a linking verb.

*Your Idol* is an **exciting** show.

Maria thinks *Your Idol* is **fantastic**.



## Could

- **Could** has different meanings. Like **can**, it can mean possibility or ability.

- **Could** + verb

You can talk about possibility in the future with **could**.

I **could paint** a picture of the school. = It's one possible idea.

You can describe an ability in the past with **could**.

When I was little, I **could run** really fast. = I had the ability.

- In questions, **could** goes before the subject.

**Could** you run fast when you were little?

## Gerunds

- Gerunds are formed with **-ing** from the present participle of the verb. They function as nouns.

The verb **sing** + the present participle ending **-ing** → the gerund **singing**

- Like nouns, gerunds can act as subjects.

**Painting** is my favorite hobby.

**Swimming** is great exercise.

- Like nouns, gerunds can act as objects.

I love **woodworking**.

My sister enjoys **knitting**.

- Like nouns, gerunds can act as objects of prepositions.

I'm **interested in learning** how to knit.

We **talked about taking** dance lessons.

- There are certain verbs and expressions that typically go with gerunds. Here are a few.

**go** + gerund:

go bowling	go camping	go dancing
go fishing	go hiking	go mountain climbing
go sailing	go shopping	go sightseeing

Some verbs followed by gerunds:

admit	allow	can't help	can't stand
discuss	dislike	enjoy	feel like
like	love	miss	practice

Some expressions followed by gerunds:

be accused of	be excited about	be responsible for
be tired of	be used to	be worried about
believe in	dream of	look forward to



## Too and Enough

- **Too** can express the idea of excess or more than necessary.

This backpack is **too** expensive. (The cost is higher than necessary.)

Do you think this coat is **too** long? (Maybe it's the wrong size for me.)

I'm **too** tired to play soccer. (I don't have the energy now.)

- **Enough** can express the idea that something is sufficient or just right.

This backpack is big **enough** for all my things. (Everything fits.)

Are you strong **enough** to lift that box? (Do you have the strength?)

These shoes are big **enough**. (They're the correct size.)

## Comparisons with Adjectives: *more*, *the most* + adjective

- Use the comparative form **more** to compare **two** people, places, or things.  
Use the superlative form **most** to compare **three** or more people, places, or things.

- Adjectives with three or more syllables follow **more** and **the most**.

(A syllable is each part of a word that has a single vowel sound.)

Examples of multi-syllable words are *expensive*, *intelligent*, and *surprising*.

expensive → **more** expensive → **the most** expensive

intelligent → **more** intelligent → **the most** intelligent

surprising → **more** surprising → **the most** surprising

- Many adjectives with two syllables follow **more** and **the most**.

careful → **more** careful → **the most** careful

nervous → **more** nervous → **the most** nervous

patient → **more** patient → **the most** patient

- Some two-syllable adjectives can take either form.

handsome → handsom**er** → handsom**est**

handsome → **more** handsome → **the most** handsome

- Use **than** after the comparative adjective. Use **the** before the superlative adjective.

Judy is **more** outgoing **than** Lydia.

Angel is **the most** talented musician I know.

- **Never** use double comparative or superlative forms together.

incorrect: Sandra is **more friendlier** than Lucy.

incorrect: That is the **most funniest** story I ever heard.



## Simple Past

I walked	We walked
You walked	You walked
He/she/it walked	They walked

## Past Progressive

I was walking	We were walking
You were walking	You were walking
He/she/it was walking	They were walking

- The simple past refers to a completed action at one particular time in the past.  
I **studied** for our math test yesterday.  
Andy **lived** in Peru for two years.
- The past progressive refers to an action in progress during a particular time in the past. It is formed with *was/were* + the *-ing* form of the verb.  
I **was playing** video games all afternoon.  
Where were you? We **were waiting** for hours!  
**Was** he **doing** his homework at 5:00?
- The past progressive is often used with a *when* clause. This use draws attention to the idea of one action in progress interrupted by another past action. The simple past is used in the *when* clause.  
I **was practicing** the piano **when** the electricity **went out**.  
They **were walking** their dog **when** lightning **struck** a tree next to them.  
What **was** she **doing** **when** the accident **happened**?
- The *when* clause can go first or it can go second. The meaning is the same.  
**When** the accident **happened**, she **was riding** her bike.  
She **was riding** her bike **when** the accident **happened**.
- The past progressive is also often used with a *while* clause. This use also focuses on the idea of an action in progress interrupted by another past action. But in this case, the past progressive is used in the *while* clause.  
**While** I **was taking** a shower, the telephone **rang**.  
**While** Dan and David **were playing** basketball, it **began** to rain.
- The *while* clause can go first or it can go second. The meaning is the same.  
**While** Dan and David **were playing** basketball, it **began** to rain.  
It **began** to rain **while** Dan and David **were playing** basketball.  
What **happened** **while** they **were playing** basketball?



## Indefinite Pronouns

With <i>one</i> :	anyone	everyone	no one	someone
With <i>body</i> :	anybody	everybody	nobody	somebody
With <i>thing</i> :	anything	everything	nothing	something

- When you aren't referring to a known, particular person or persons, use the indefinite pronouns with *one* or *body*. They refer to unknown, nonspecific people.

definite:	I didn't see John.	(a known person)
indefinite:	I didn't see <b>anyone</b> .	(an unknown person or unknown persons)
	I didn't see <b>anybody</b> .	(an unknown person or unknown persons)

- Use the indefinite pronouns with *thing* to refer to things, not people.

definite:	Did you hear that bell ringing?	(a particular noise)
indefinite:	Did you hear <b>something</b> ?	(an unknown noise)
	Did you hear <b>anything</b> ?	(an unknown noise)

- In formal English, indefinite pronouns take singular verbs and possessive adjectives. If the gender of the person is not known, traditionally the masculine form is used. Today, however, many people use *his or her* for equal gender representation.

**Somebody** left **his** glasses in the library.

**Everyone** has **his or her** own favorite place to study.

- In everyday informal English, a plural possessive adjective is usually used.

**Somebody** left **their** glasses in the library.

**Everyone** has **their** own favorite place to study.

## Information and Yes/No Questions

- Question words begin questions that ask for information. The most commonly used words are *what*, *where*, *when*, *who*, *why*, *how*, *how many*, and *how much*.

<b>What</b> did you do yesterday?	<b>Where</b> do you live?
<b>When</b> does she play soccer?	<b>Who</b> called you?
<b>Why</b> did she leave early?	<b>How</b> are you going to finish in time?
<b>How many</b> books did you buy?	<b>How much</b> money does he have?

- *Will* can be used in yes/no questions. *Will* and *won't* can refer to future predictions.

**Will** people **have** television in the future? Yes, I think they **will**.

**Will** people **use** jet packs to fly around? No, they **won't**.



## Speculation with *May* and *Might*

- Use *may* and *might* + verb to show you aren't sure about something. You're guessing.

What do you think it is?

I'm not sure. It **may be** a new kind of MP3 player.

I don't really know. It **might be** a calculator.

- Be careful with *maybe* and *may + be*.

What do you think it does?

Who knows? **Maybe** it takes photos. (one word)

I'm not sure. It **may be** a video recorder. (two separate words)

## Made of + material

- Describe substances and materials used to make things with *be + made of + material*.

What **is** that plate **made of**? Is it glass or plastic?

It's **made of** plastic.

What material **is** that coat **made of**?

It's **made of** wool.

What **are** those white sculptures **made of**?

I can't believe it. They're **made of** soap!

- Common words for materials include *brick, cloth, cotton, fur, glass, ivory, leather, metal, paper, plastic, rubber, silk, stone, straw, wood, and wool*.

## Purpose with *Used for* in Questions and *Used + Infinitive of Purpose* in Answers

- Use *be + used for* in questions about the purpose or utility of something.

What's that machine **used for**?

What **are** those round things **used for**?

I don't know what that stuff **is used for**. Do you?

- Describe a purpose or use with *be + used + infinitive*.

That machine **is used to make** chocolate chips for cookies.

Those metal clips **are used to hold** stacks of paper together.

- When you aren't sure of a purpose, you can show you're guessing by using *may* or *might* with *used + infinitive*.

That straw **may be used to make** baskets. (Maybe.)

That liquid **might be used to make** soap. (I'm not sure.)



## Equative Comparisons with *as* + adjective + *as*

- One way to make comparisons with adjectives is to add **-er/-est** endings or use **more/most** + adjective.

Judy is **taller** than Lisa.

Laura is **the tallest** of all.

Ken is **more helpful** than Larry. Billy is **the most helpful** of all.

- Another way to make comparisons between **two** people, places, or things is to use **as + adjective + as**. This indicates the people, places, or things are equal.

The black jacket is **as expensive as** the brown jacket. (The price is the same.)

My cat is **as big as** your cat. (Their size is the same.)

Sam's grades are **as good as** Mario's grades. (They both have good grades.)

- You can use the negative form to show a difference.

The red sandals **aren't as expensive as** the brown sandals. (The price is different.)

Your hair **isn't as curly as** my hair. (Our hair isn't the same.)

My dog **isn't as old as** your dog. (They are different ages.)

- In this kind of comparison, the number of syllables the adjective has doesn't matter. All adjectives, from one syllable to multi-syllable, follow the same system.

## Principal Parts of Verbs

- All verbs, regular and irregular, have a base form, a past form, and a past participle.

Base Form	Simple Past	Past Participle
buy	bought	bought
grow	grew	grown
know	knew	known
produce	produced	produced

## The Passive Voice in the Present

- The passive voice is formed with the simple present of **be** + the **past participle** of the verb.

Hollywood **is known** for its movies and movie stars.

Switzerland and Germany **are known** for their fine watches.

- We usually use the passive voice when it is not important to know exactly who performs the action. We want to focus attention on the subject of the sentence.

That house **is made of** brick. (We don't know who put the bricks on the house.)

Rice and tea **are grown** in China and India. (We don't know the farmers.)

Salt **is produced** from seawater. (It isn't important exactly who does it.)

- To change a sentence in the active voice to the passive voice, make the **object** in the active sentence the **subject** of the passive sentence.

active: China grows **rice**.    passive: **Rice** is grown in China.



## Adverbs of Manner

- Adverbs describe a verb, an adjective, or another adverb. Adverbs that answer the question *how* are called adverbs of manner.

How did he speak? He spoke **quietly**.  
How did she sing? She sang **very well**.

- Most adverbs of manner are formed with an adjective and end in *-ly*.

*badly beautifully intelligently loudly slowly quickly quietly*

Exceptions are: *fast, hard*

## Present Perfect with *ever*

### Regular Verb

I have listened	We have listened
You have listened	You have listened
He/she/it has listened	They have listened

### Irregular Verb

I have been	We have been
You have been	You have been
He/she/it has been	They have been

- The present perfect is formed with *have/has* + the **past participle** of the verb.

Base Form	Past Participle
be	been
go	gone
have	had
meet	met

I **have listened** to that song a million times! (in my life)

Johnnie **has been** to several live concerts. (He has experience with concerts.)

- When you want to ask about someone's life experience, use *ever* in your question.

Have you **ever** listened to rap music? = In your life up to now, do you have experience with rap?

- For short answers to questions with the present perfect and *ever*, use *have/has*.

**Have** you ever **been** to a live concert? Yes, I **have**.  
No, I **haven't**.

Has Jack ever **listened** to reggae music? Yes, he **has**.  
No, he **hasn't**.

## Would rather + verb

- Use *would rather* + verb to describe a preference for one of two possible alternatives.

**Would** you **rather listen** to rap or jazz? = Which one do you prefer?

**I'd rather listen** to rap. = I like to listen to rap more than to jazz.



## Steps in the Writing Process

1

### Prewriting

1. Decide what you want to write about.
2. Collect information about your topic.
3. Generate ideas about your topic.
4. Focus on a form and one main idea to write about.

2

### Writing the First Draft

1. Relax, write freely, and get all your ideas on paper.
2. Think of your readers as you write.
3. Write a beginning, middle, and end.
4. Don't stop to check things or correct mistakes now.

3

### Revising

1. Read your writing aloud to see if your ideas make sense.
2. Ask someone to read and comment on your writing.
3. Make changes in information and organization if necessary.
4. Use a checklist to help you revise.

4

### Editing and Proofreading

1. Check for errors in grammar, punctuation, and spelling.
2. Work with a classmate or the teacher to look for errors.
3. Style: Use interesting words and a variety of sentences.
4. Write a new, clean, and corrected final draft.

5

### Publishing

1. Give your final draft to your teacher, if required.
2. Print out your work to post in your classroom or in a class book.
3. Perform or read your work aloud for an audience.
4. Put your best writing pieces in your writing portfolio.



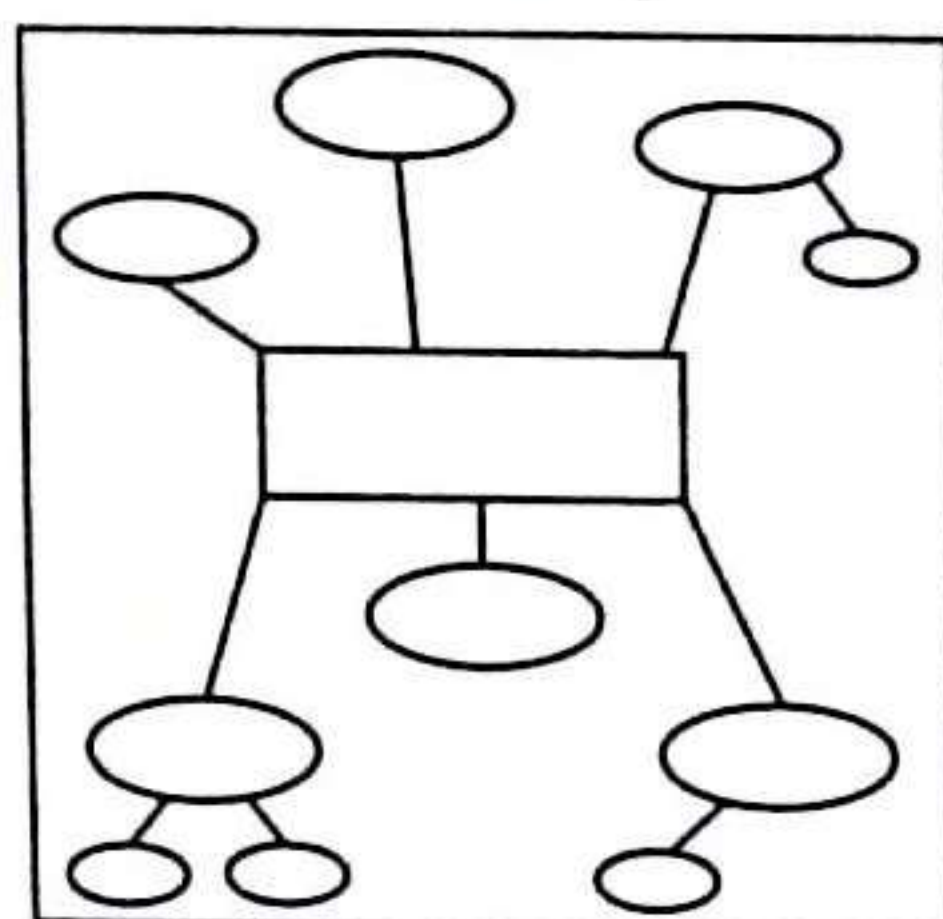
## Prewriting

Some teachers tell you what topic to write about. Others want you to decide by yourself.

### 1. How can you choose a topic?

1. You can talk about it with classmates or your teacher.
2. You can use a graphic organizer, such as a word map.
3. You can make a list of topics that come into your mind.
4. You can use a ready-made ABC list of possible topics.
5. You can use sentence starters and writing prompts as helpers.

a word map



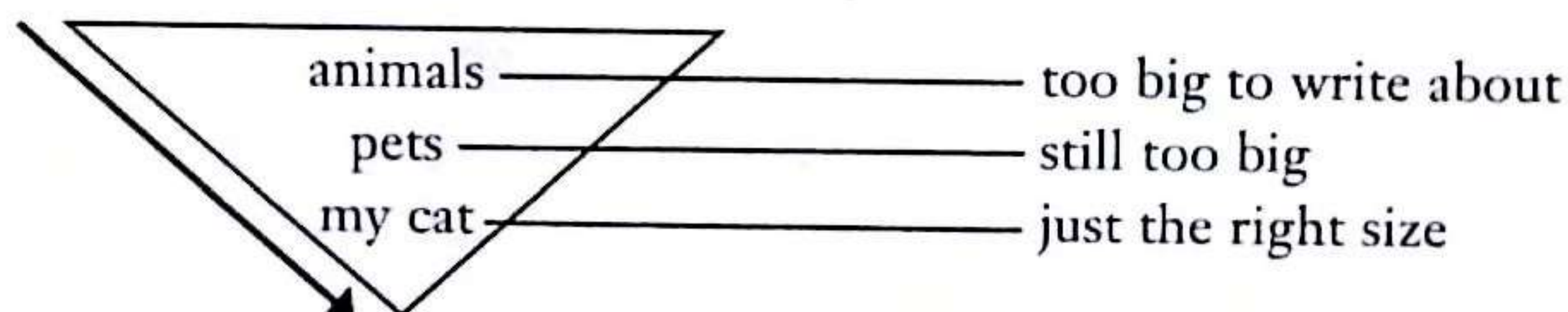
an ABC list

animals	parks
buildings	pets
chores	plants
environment	play
family	robots
inventions	skating
money	tests
museums	TV

writing helpers

The first time I . . .  
 I get angry when . . .  
 Education is . . .  
 I wonder how . . .  
 A great experience  
 My role model  
 Making mistakes  
 Helping others

2. Let's say you decide to write about animals. This topic is a good one, but it's too big. You could never write all the information there is about animals! You need to focus, or narrow, your topic so that it is the right size for writing about.



3. Decide how you are writing about your specific focus, your cat.
  1. Are you going to explain? Describe? Compare or contrast?
  2. Are you going to write a paragraph? A poem? A play?
  3. Are you writing for your classmates? Your teacher? The school newspaper? A web site on the Internet?
  4. How should your writing sound? Serious? Funny? Sad?
4. Let's say you decide to describe your cat's appearance and personality. You can use a graphic organizer or an outline to organize your details.

appearance	<i>Fluffy</i>	personality
soft, white fur		friendly
one black spot		very lazy

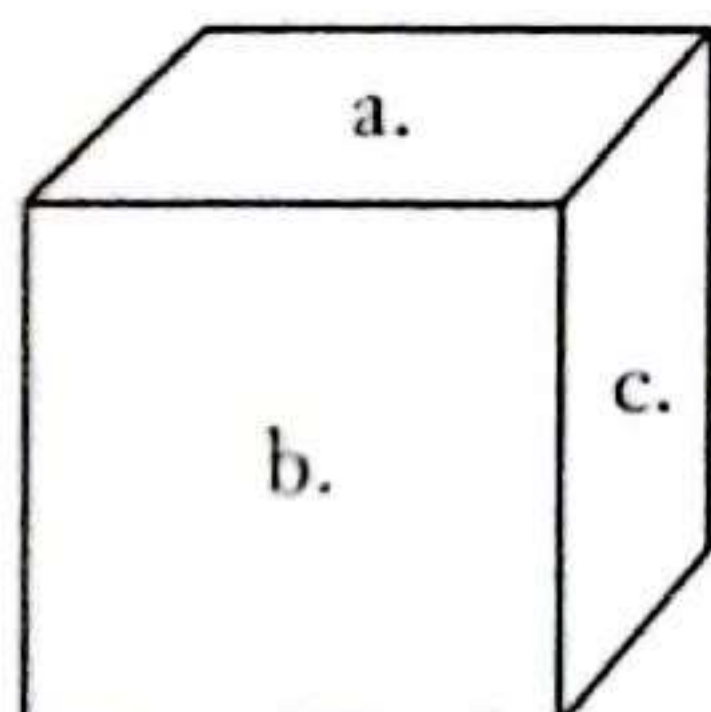


## Writing the First Draft

You're ready to write. Relax! The first draft is a first try that isn't graded. You just need to write all your ideas on paper to get started. You can change and correct things later.

1. You now have your topic and your main idea. Collect all the information you have about it and put it on your desk for easy reference.
2. Think about your topic. Plan a good beginning for your writing. There are different ways to write a beginning.
  1. You can begin with an interesting fact.
  2. You can introduce one of the main points you plan to write about.
  3. You can begin with a quotation from someone.
  4. You can begin with a question.
  5. You can tell a little story or even a joke.
3. Plan the middle part of your writing. The middle part of your draft contains interesting, specific details about your topic. It helps to imagine a **cube**. Each one of the six sides shows one way you can write your middle part.

- a. explain
- b. define
- c. convince



- d. describe
- e. compare
- f. contrast

- a. To explain, support your main idea with information.
  - b. To define, give the meanings of important words.
  - c. To convince, use facts and examples to prove you are right.
  - d. To describe, use specific words that help the reader "see".
  - e. To compare, use examples that show two things are alike.
  - f. To contrast, use examples that show two things are different.
4. Plan the ending of your draft. A good ending helps your reader understand and remember your ideas. A good ending usually expresses your main idea in a different way. End with something to keep your reader thinking about your topic.
    - a. You can repeat your most important idea in different words.
    - b. You can end with a quotation from someone.
    - c. You can end with a question.
    - d. You can end with a call to action on the reader's part.



## Revising

After you finish your first draft, read it to one or two classmates. Do they have any comments or questions about your writing? If they do, then you can decide if you need to make changes.

1. Revising simply means to change parts of your draft to make it a better piece of writing. At this point, you can think about the following.
  1. You can decide to add different details or more details.
  2. You can change the order of your sentences or paragraphs.
  3. You can take out information you don't need.
  4. You can rewrite sentences that are confusing.
2. You can use a revising checklist by yourself or with a classmate. Ask yourself questions about your writing.

### My Checklist

- ☐ 1. Do I have a clear purpose for this piece of writing?
- ☐ 2. Do I know who my readers are?
- ☐ 3. Do I have a good topic sentence that expresses the main idea?
- ☐ 4. Do I have details that support my main idea and help the reader understand what I'm trying to say?
- ☐ 5. Do I have too much information?
- ☐ 6. Do I repeat the same information?
- ☐ 7. Do I have sentences that don't relate to my topic?
- ☐ 8. Do I need to rewrite some parts because my ideas aren't clear?
- ☐ 9. Do I need to reorder any parts to make things more logical and organized?

3. You and your classmates can help each other. Read each other's writing and share your comments. Good writing partners give useful information.
  1. When you listen to a partner's draft, be sure to listen carefully.
  2. Say what you like about the writing, even if it is a small detail.
  3. Ask about anything you don't understand. This can be the meaning of a word, or a sentence that doesn't seem clear.
  4. Be kind and polite, but honest.
  5. Make suggestions in a sensitive and thoughtful way.



## Editing and Proofreading

When you revise, you pay attention to ideas and organization. When you edit and proofread, you pay attention to style, grammar, punctuation, capitalization, and spelling.

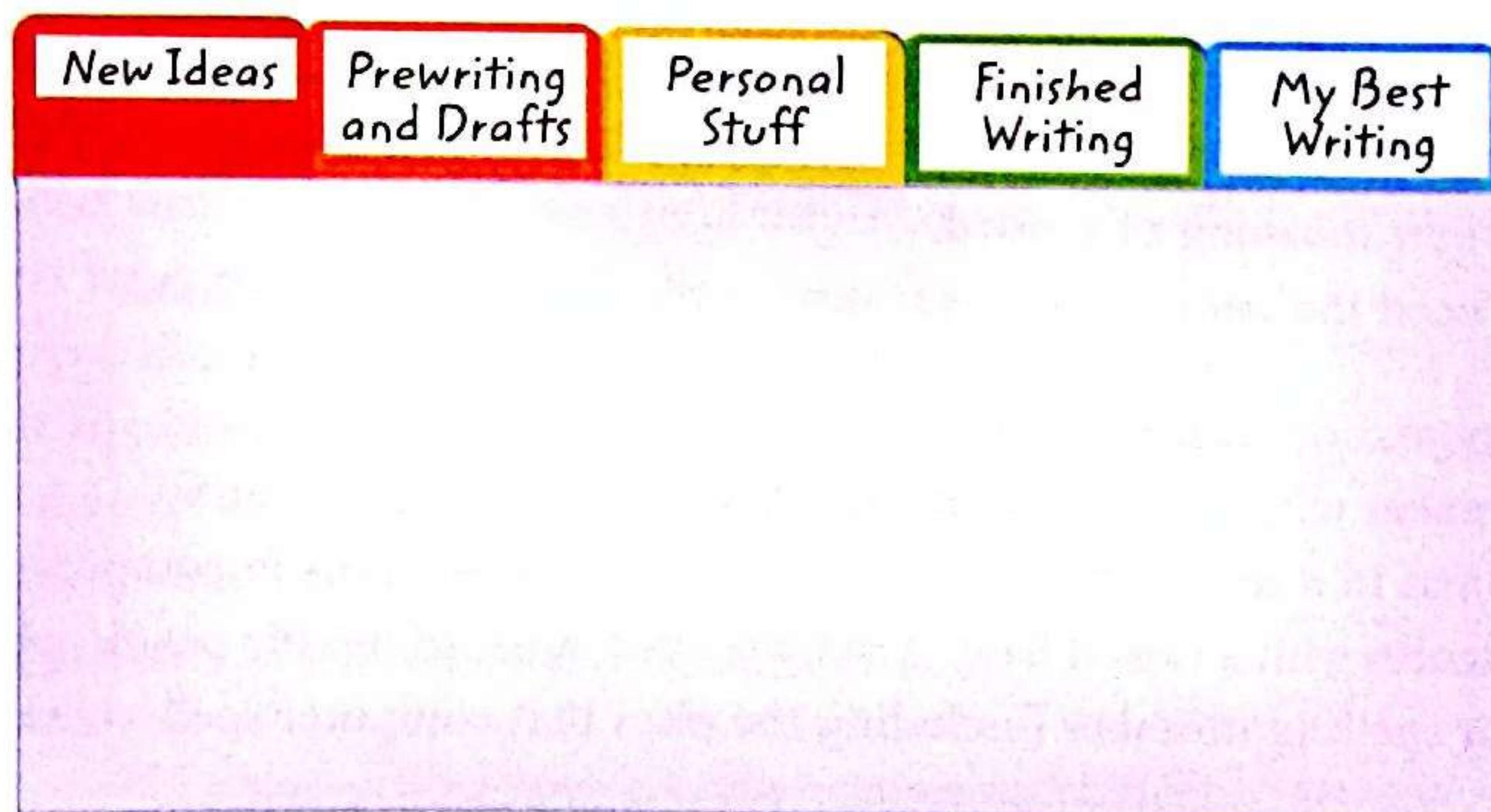
1. Check for style. Do you have a lot of short sentences that sound the same? Too many short sentences break up the rhythm of your writing. They can be boring, too!
  1. You can take two short sentences and combine them into one longer one by using *and*, *or*, or *but*.
  2. You can add in a question or exclamation after a few sentences.
  3. You can change the beginning of sentences that all begin with *I* or *There is*.
  4. You can look for and correct three common sentence errors.
    - a. A sentence fragment is an incomplete sentence. It doesn't have a subject or it doesn't have a verb. (A complete sentence always has a subject *and* a verb.)
    - b. A run-on sentence doesn't know when to stop! It goes on and on. It happens when two sentences are connected without punctuation or a conjunction.
    - c. A rambling sentence is a collection of too many short sentences connected by *and*.
2. Check for word choice. Are you choosing words that make your writing come alive? Are you using specific words rather than general words? Are you using the right meaning of a word that may have different meanings?
  1. Use energetic, powerful verbs.  
(He *went* to school. → He *skipped* and *hopped* his way to school.)
  2. Use specific nouns for clearer writing.  
The *flowers* were pretty. → The *tulips*, *roses*, and *daisies* were pretty.)
  3. Use colorful descriptive words.  
(She was *happy*. → She *smiled widely* and gave a *little joyful jump*.)
  4. Use the right meaning of a word.  
(Do you need the *can* that means ability or the *can* that contains food?)
3. Check for punctuation, capitalization, and spelling.
  1. End sentences with periods, question marks, or exclamation points.
  2. Use commas in a series. Put commas before the conjunctions in compound sentences.
  3. Start sentences with a capital letter. Capitalize the names of specific people, places, and things.
  4. Check for spelling mistakes (including the ones that computer spell-checkers miss).



## Publishing

The final step in the writing process is publishing. You can communicate your ideas in many different ways.

1. Publish by appearing in print.
  1. Give your finished work to your teacher.
  2. Add your writing to a class book.
  3. Post your work on the classroom wall or bulletin board.
  4. Submit your writing to the school newspaper.
  5. Post your work on the Internet.
2. Publish by performing.
  1. Read aloud your work at a poetry reading or in another setting.
  2. Act out a play, radio commercial, or TV commercial.
  3. Sing or chant your work.
3. A special kind of publishing is that of the writing portfolio. A writing portfolio is a collection of your written work from the beginning of the school year to the end. It is a kind of history of your writing development.
4. A writing portfolio can have different sections.
  1. A section for collecting new ideas, thoughts, descriptions, models, examples, and quotations
  2. A section for work in progress, including prewriting activities, graphic organizers, and unfinished first drafts
  3. A section for personal writing you may not want to publish, such as personal letters and cards, poems, experiments, or homework
  4. A section for collecting your finished writing assignments from the the beginning of the school year to the end
  5. A section for your very best work that you decide to share with others





Unit  
**1**

**grandfather**

**cousin**

**sister**

**grandmother**

**nephew**

**uncle**

**niece**

**aunt**

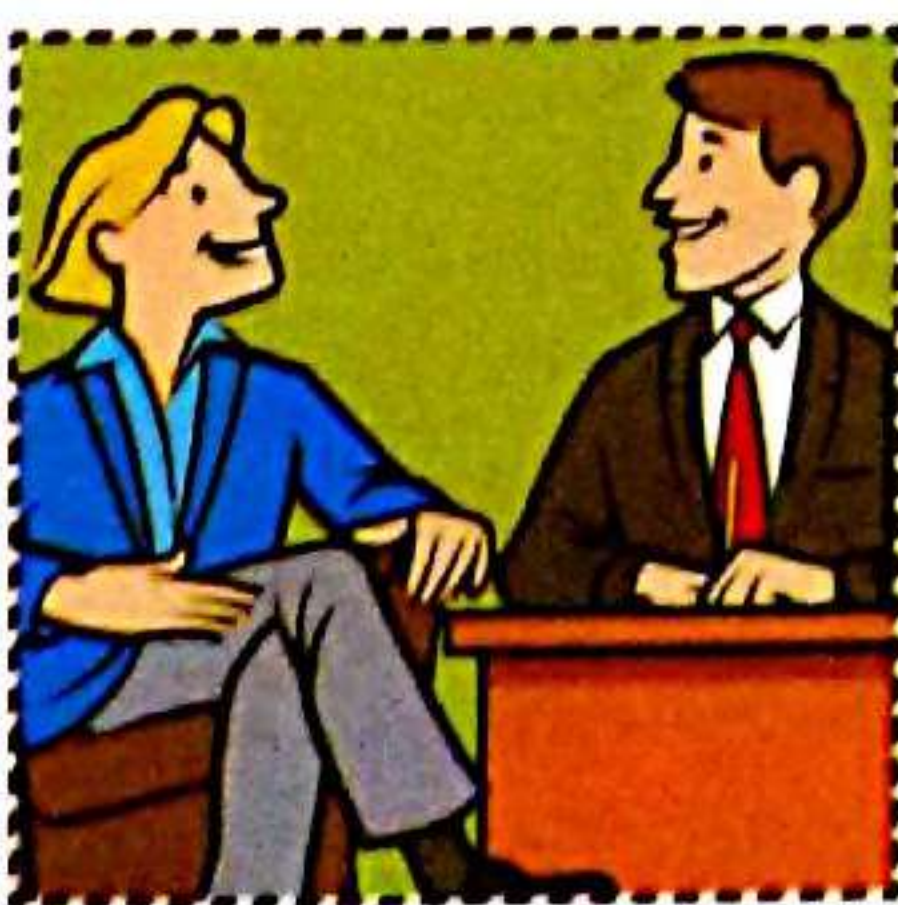
**mother**







Unit  
2









Unit  
**3**



**yarn**



**paint**



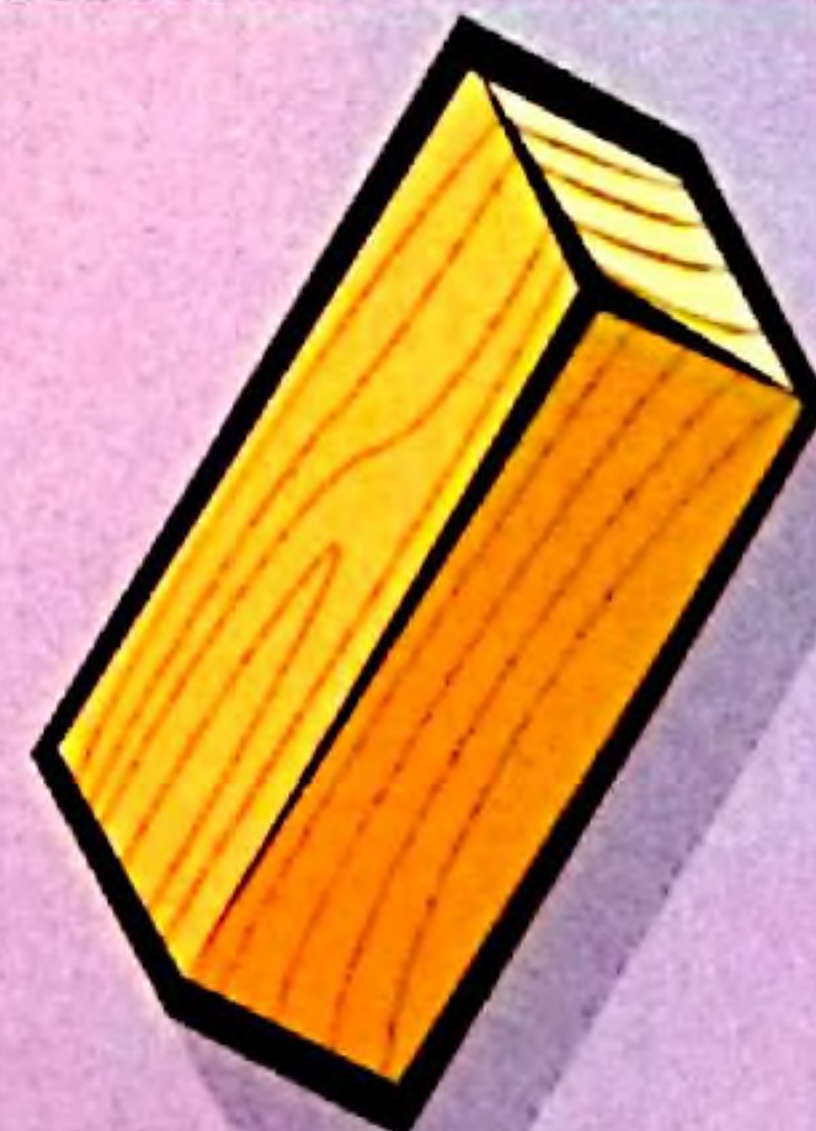
**cloth**



**clay**



**pencils**



**wood**



**paper**



**crayons**



**wire**

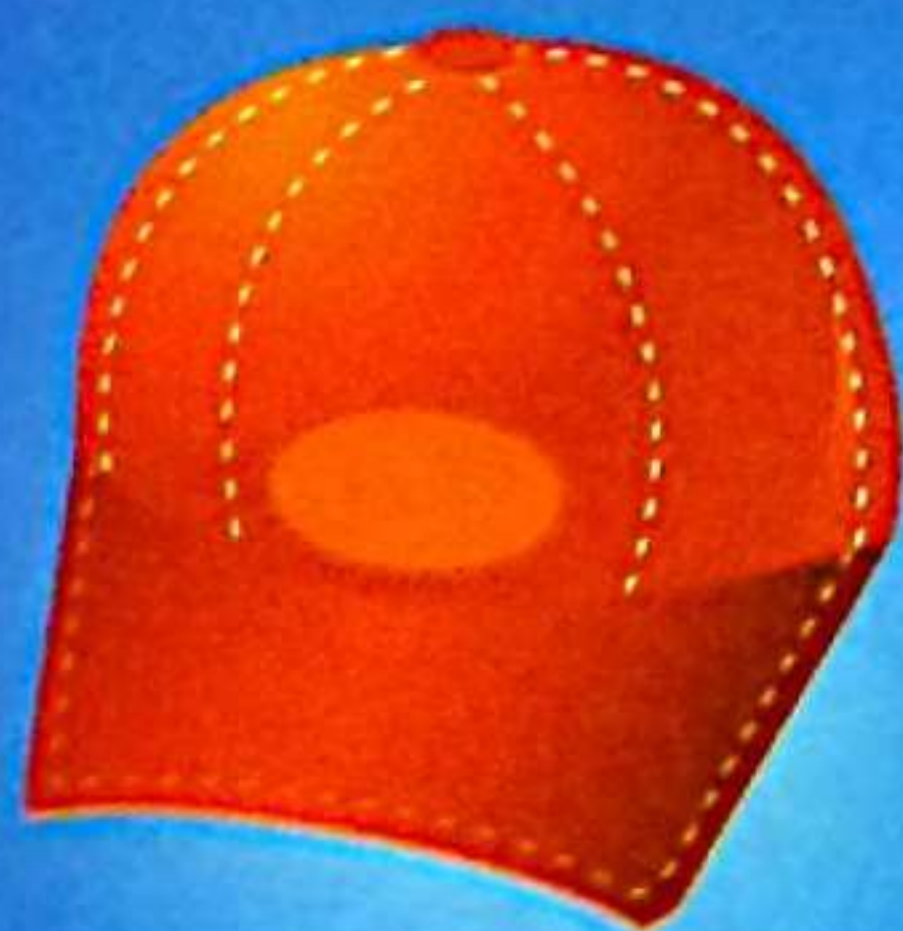








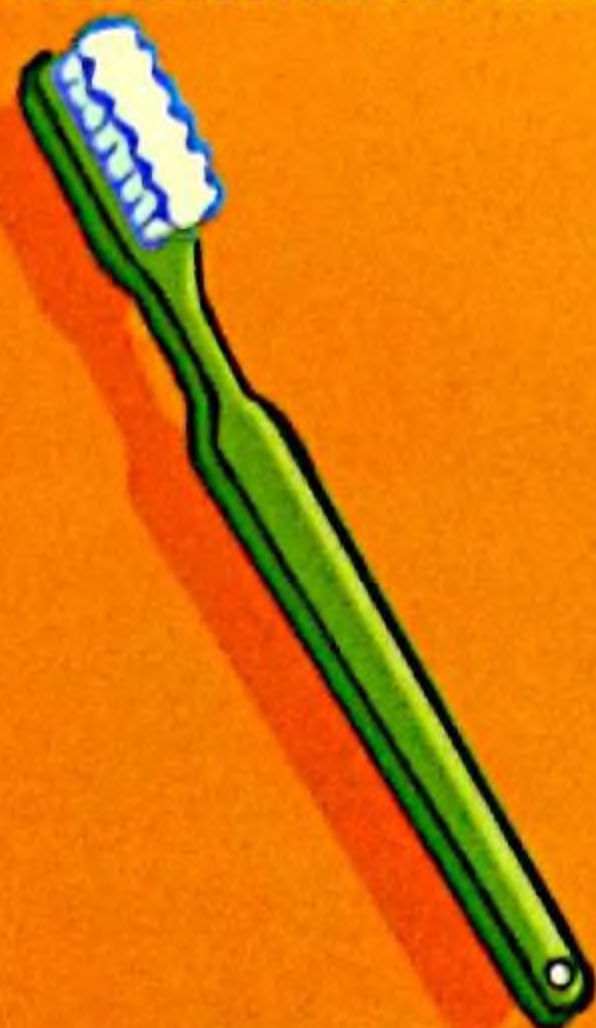
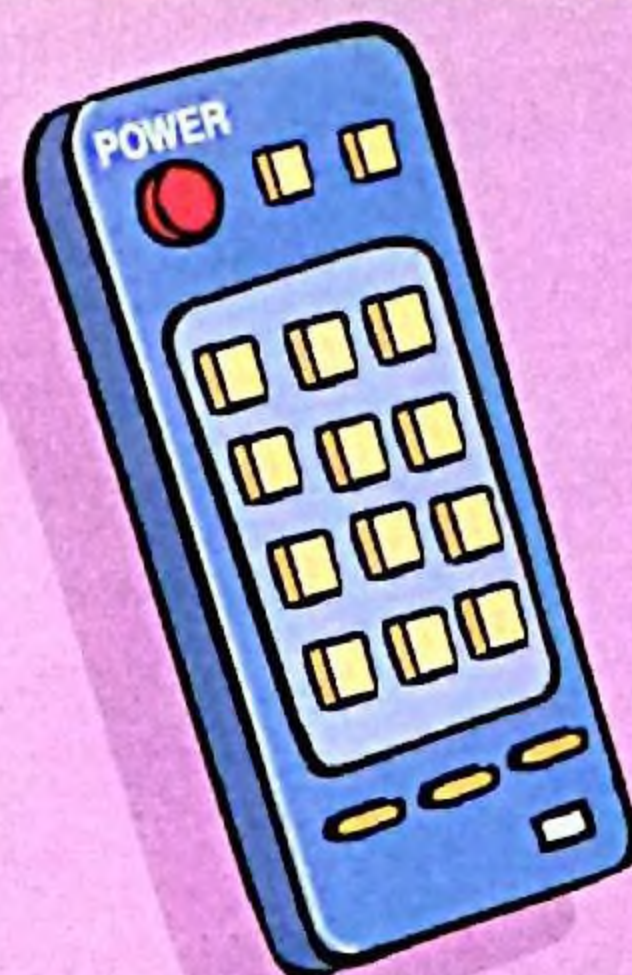
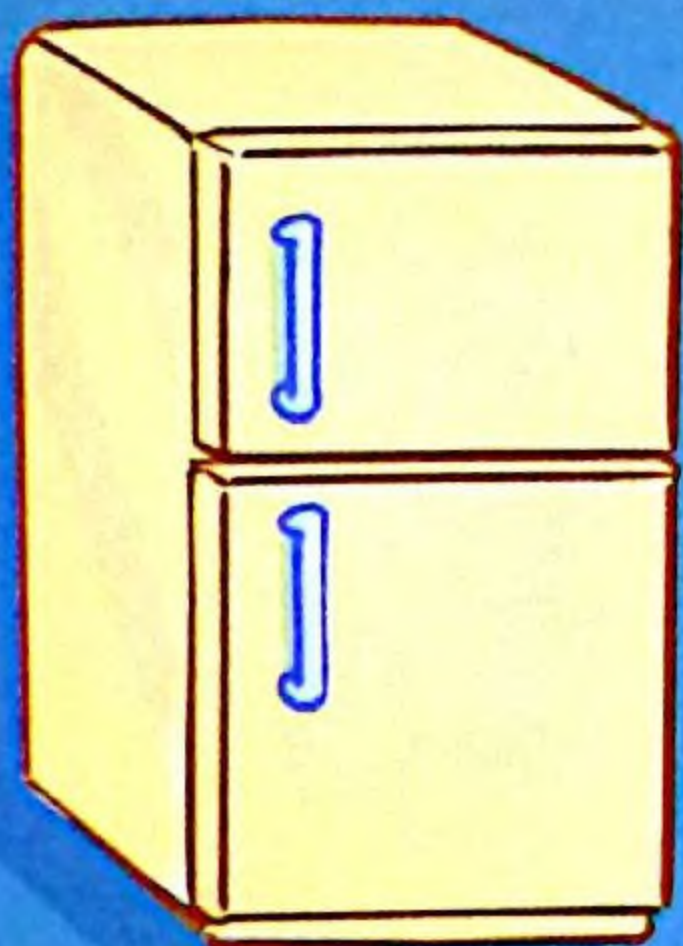
Unit  
4

















Unit  
9



loud → loudly



careful → carefully



beautiful → beautifully



bad → badly



quick → quickly










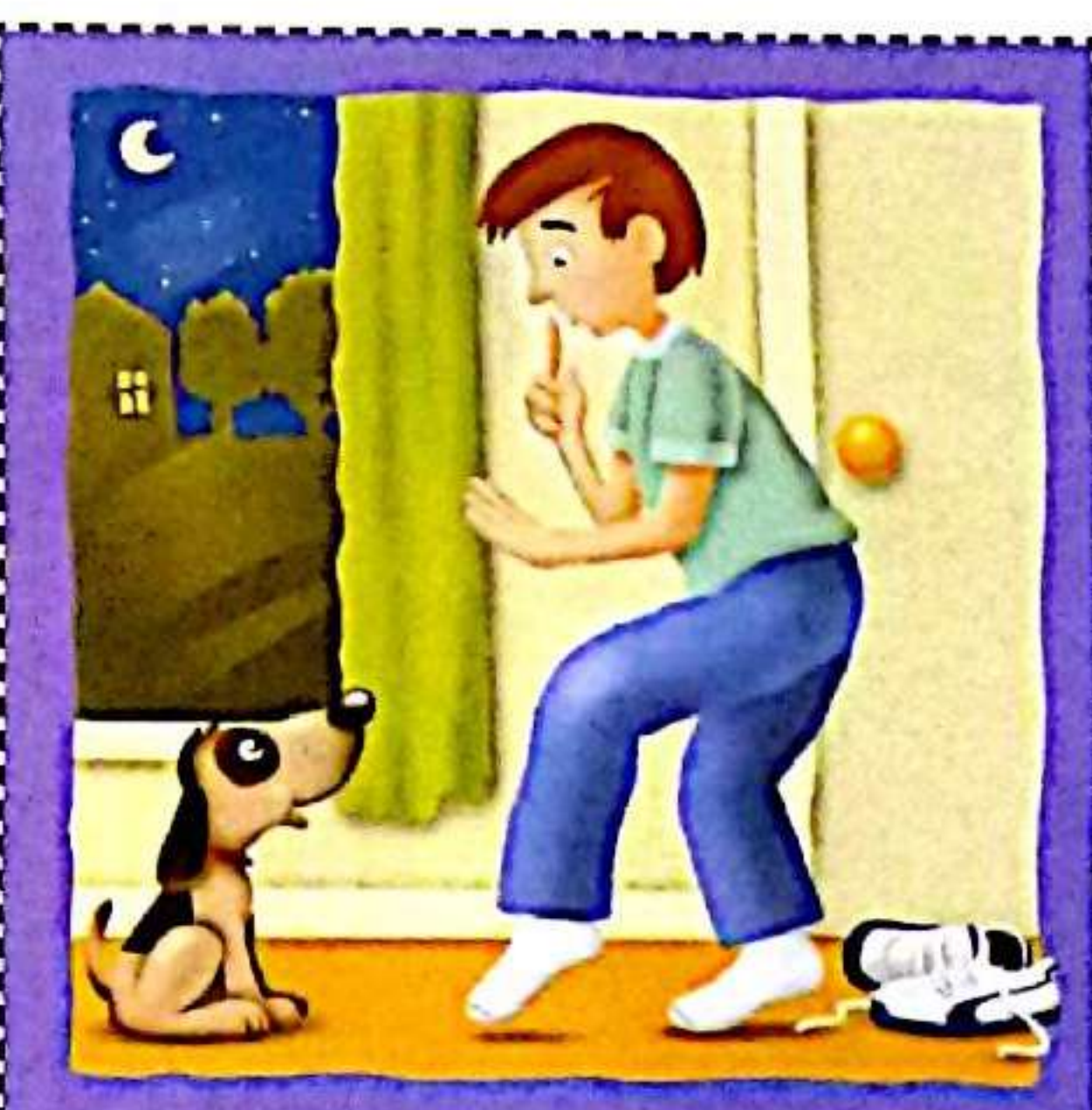
Unit  
**9**



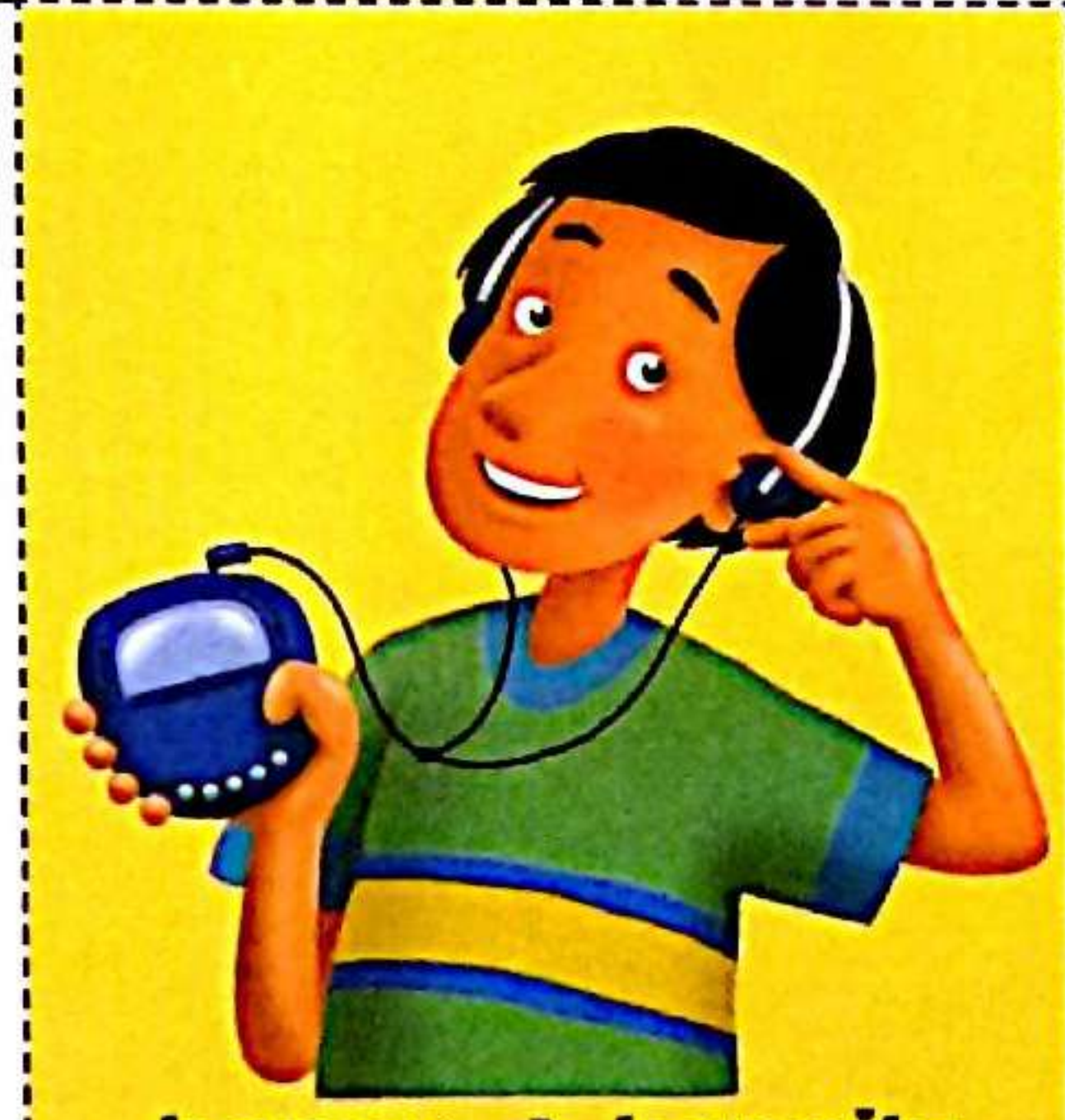
**terrible → terribly**



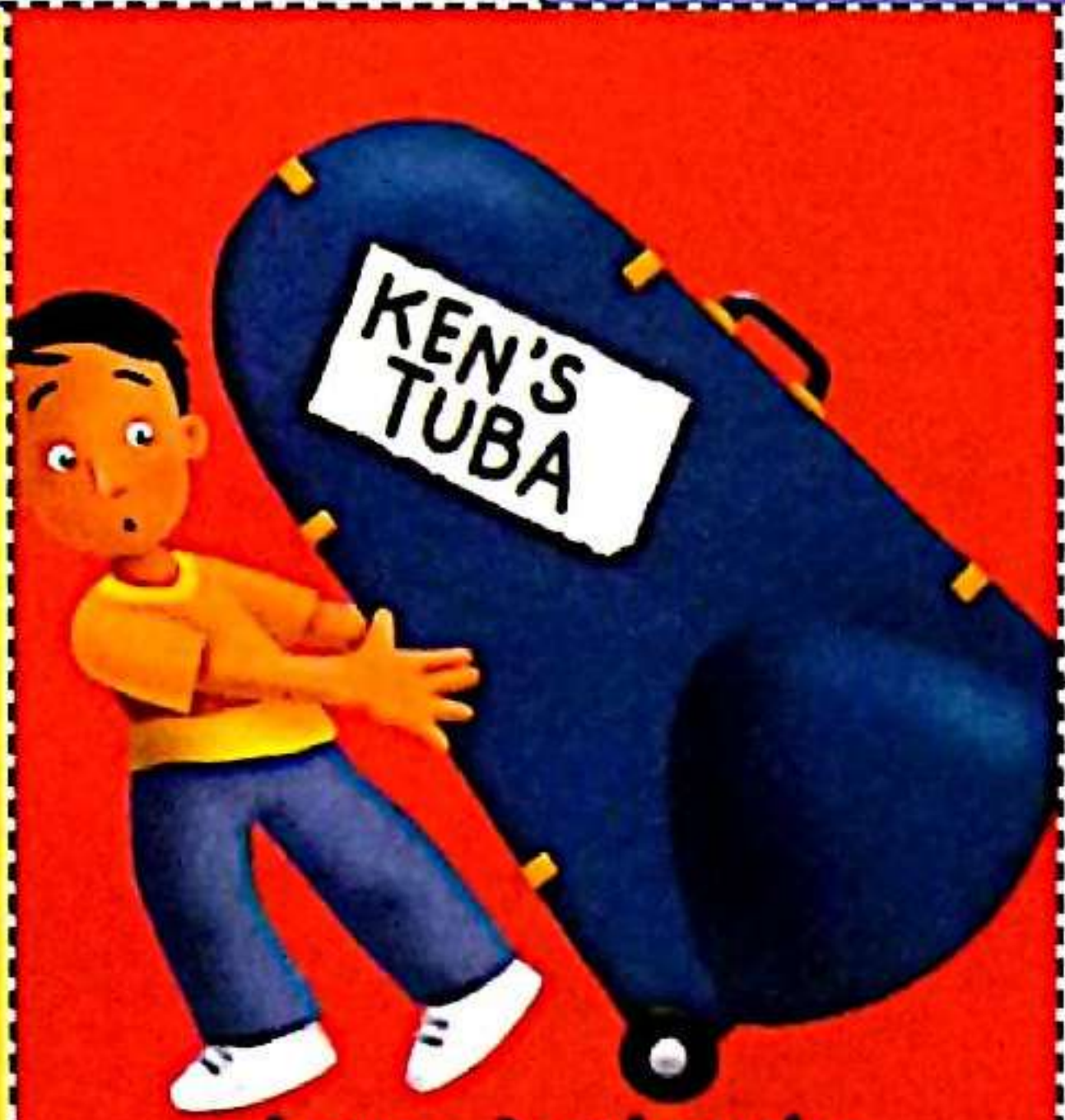
**angry → angrily**



**quiet → quietly**



**happy → happily**



**slow → slowly**







# Stickers for Level 5

## Unit 1



## Unit 2

Kim

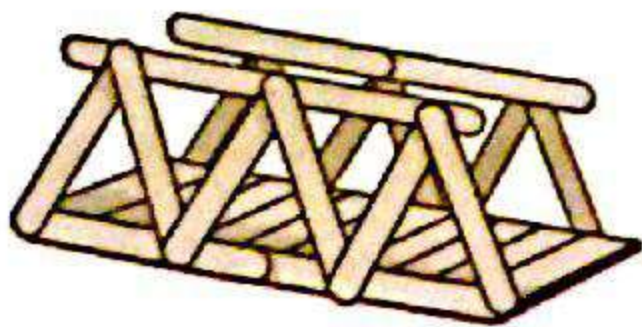
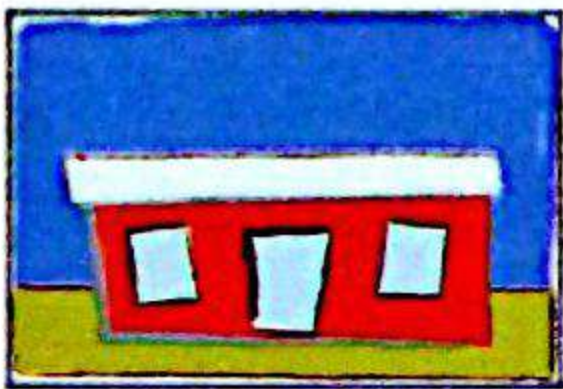
Pat

Bill

Dan

Sue

## Unit 3



## Unit 4





## Unit 5



FLIGHT 287  
CANCELLED

## Unit 6

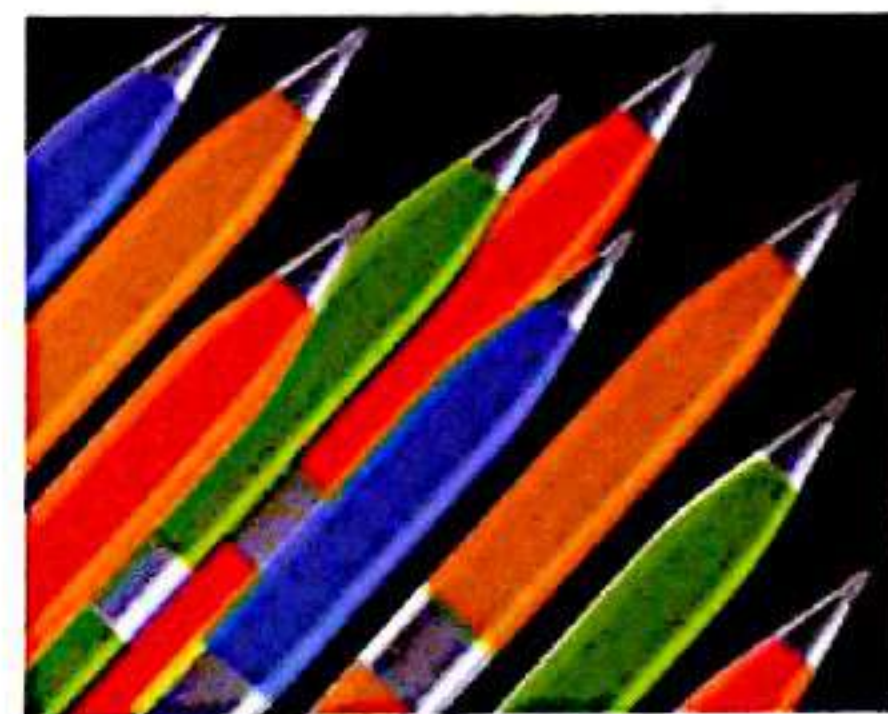
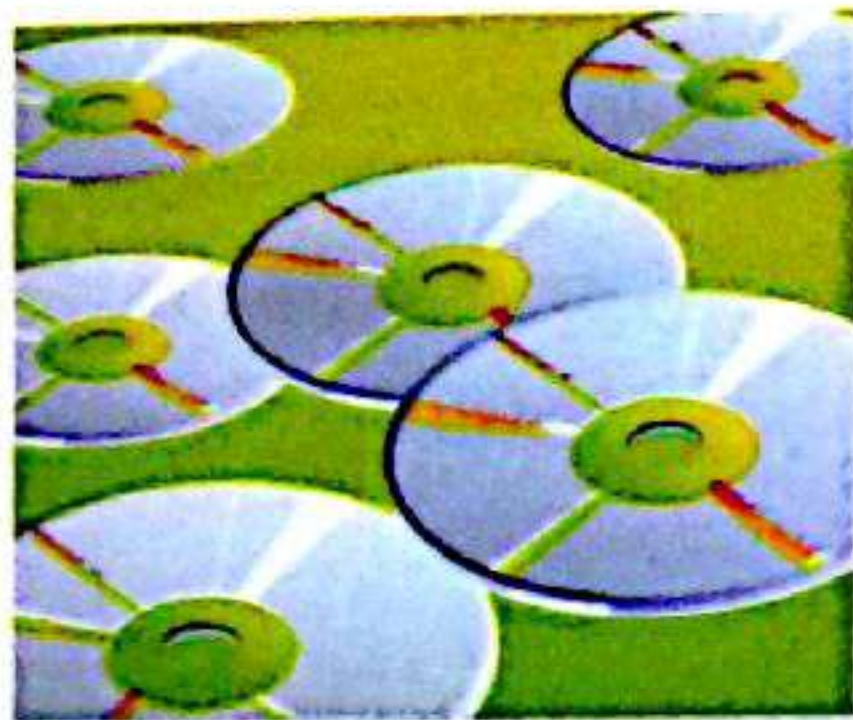
everyone

someone

no one

anyone

## Unit 7



## Unit 8



## Unit 9

badly

beautifully

loudly

quickly

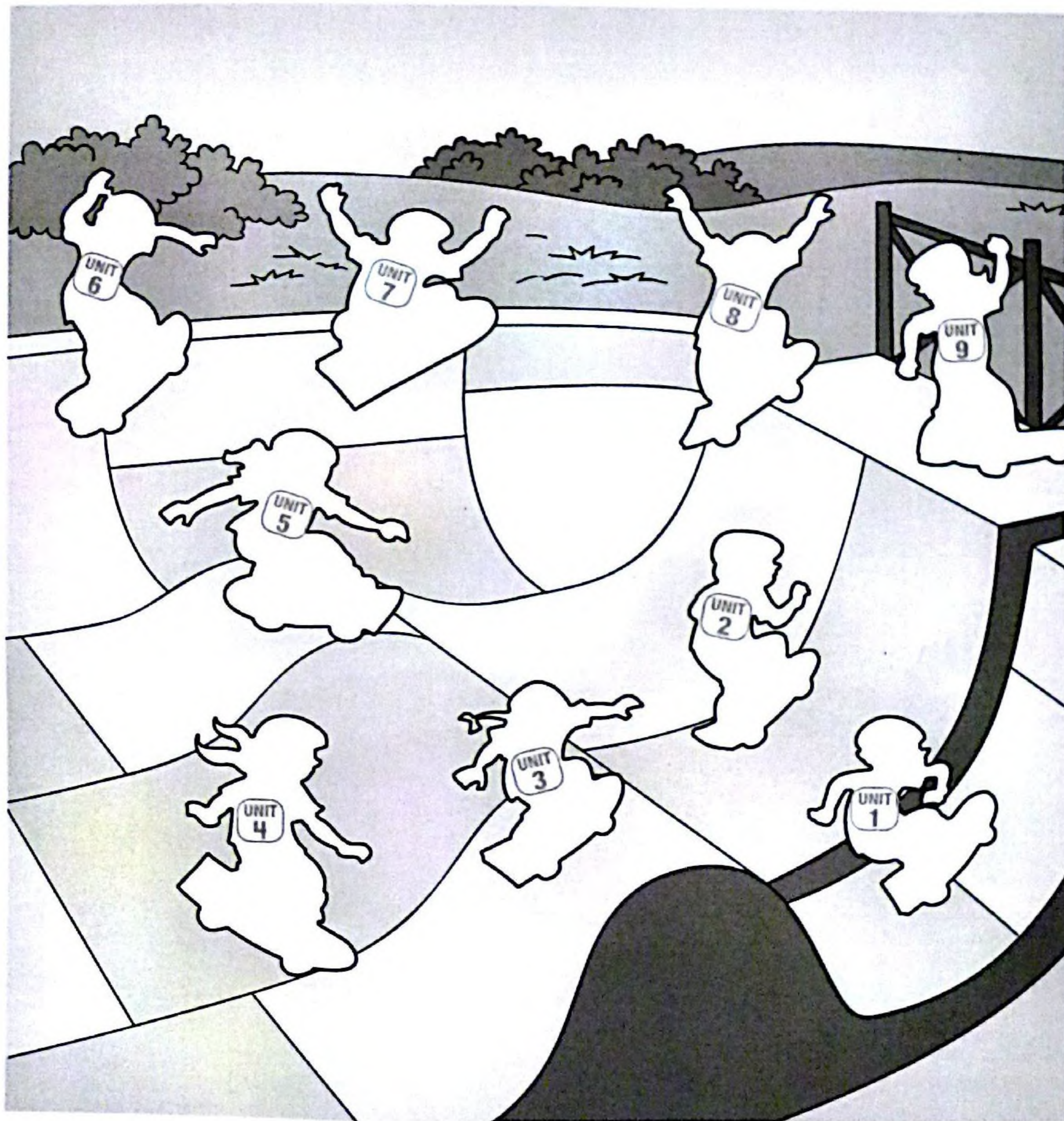


# Completion Certificate Stickers





# BACKPACK 5 Certificate



\_\_\_\_\_ has successfully completed Level 5.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal



# BACKPACK

**Second Edition**

Reach into **Backpack, Second Edition** for a richly illustrated, seven-level communicative program that motivates primary learners and supports teachers. *Backpack* is packed with kid-friendly topics, catchy songs and chants, stickers, games, stories, hands-on projects, and TPR activities. Young learners will succeed with *Backpack*!

## **NEW Features**

- All-NEW music engages students with a catchy, pop sound
- NEW values curriculum provides character education and strengthens the home-school connection
- NEW Picture Dictionary (Starter), Sound and Spelling Handbooks (Levels 1–3), and Grammar and Writing Handbooks (Levels 4–6) in the Student Books and Workbooks provide support and practice
- NEW Assessment Package offers teachers' tips, techniques, tests, and a test generator
- Content Readers with Teacher's Manuals (Levels 1–6) provide reading practice and content connections
- NEW Interactive Whiteboard Software engages students and helps sustain motivation

## **Components**

- Student Book with Sound and Spelling Handbook and CD-ROM
- Workbook with Workbook CD
- Interleaved Teacher's Edition
- Class Audio CD
- Assessment Package
- Large-format Picture Cards
- Large-format Posters
- Teacher's Resource Book
- Video (DVD) with Guide
- Interactive Whiteboard Software
- Companion Website



Backpack Companion Website  
<http://www.pearsonlongman.com/backpack>

