

# BACKPACK 6

Second Edition



PEARSON  
Longman

Mario Herrera • Diane Pinkley



SADEGHI HARIRI  
LANGUAGE INSTITUTE



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**Second Edition**



**Mario Herrera • Diane Pinkley**



**PEARSON**  
**Longman**



# 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!





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**Read. Listen and sing.**



### My Amazing Family

Amazing people are all around,  
in every family—  
in your family and mine.

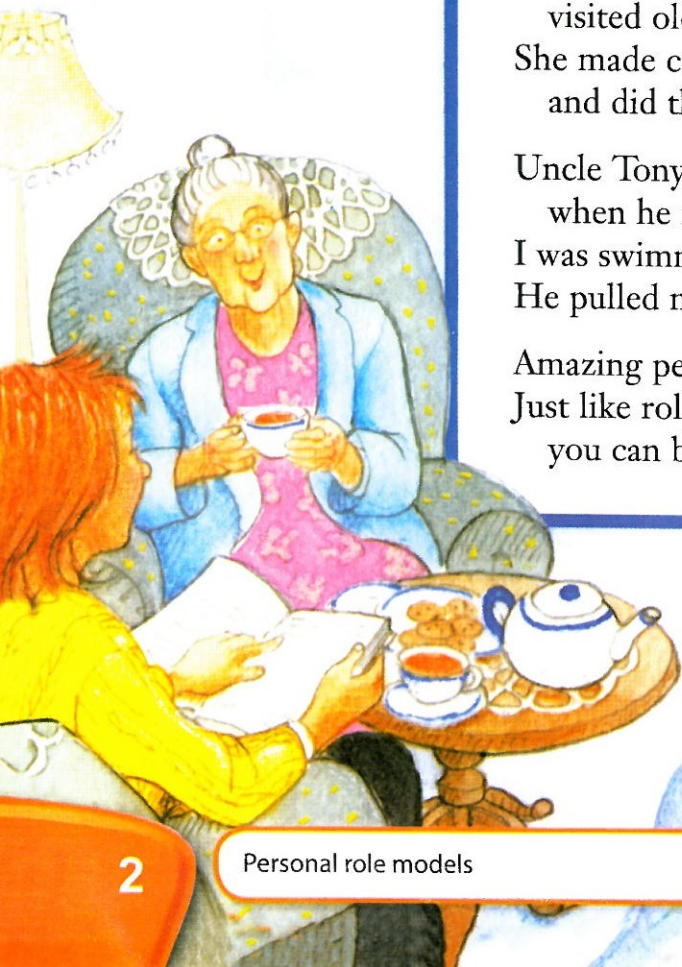
Uncle Presto was a magician.  
He disappeared all the time.  
Have I mentioned my aunt Kim,  
an inventor when she was nine?

Amazing people are all around,  
in every family—  
in my family and yours.

Once a week, my cousin Pat  
visited older neighbors.  
She made cookies and read to them  
and did them many favors.

Uncle Tony became a hero  
when he rescued me.  
I was swimming but sinking fast.  
He pulled me from the sea!

Amazing people are all around.  
Just like role models,  
you can be amazing, too.





**Listen. Read and say.**



**Art:** Frida Kahlo was a painter. She painted colorful pictures.



**Martial Arts:** Bruce Lee was a kung-fu expert. He acted in martial arts films.



**Sports:** Pelé was a soccer player. He scored 1,281 goals.



**Architecture:** Antonio Gaudí was an architect. He built parks, homes, and buildings.



**Science:** Dr. Mae Jemison was an astronaut. She flew in outer space.



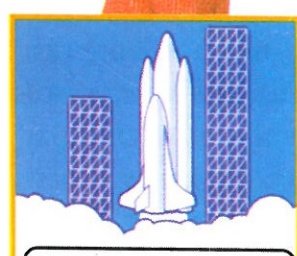
**Music:** John Lennon was a musician. He wrote many hit songs.

**3 Talk and stick.**



Who was Frida Kahlo? What did she do?

She was a painter. She painted colorful pictures.







## 4 Listen. Look and read.

Salma Hayek and Sarah Chang are amazing people.

### A Star in Two Languages

When she was 14 years old, actor Salma Hayek discovered painter Frida Kahlo. "I went to her house in Mexico City, which is a museum now," says Hayek. "Even though Frida died years ago, I knew one day I would make a movie about her." In 2002, Hayek's dream came true. She played the part of the famous artist in a hit film called *Frida*.

Hayek and Banderas  
in *Desperado*



Today, Salma Hayek is a famous star. She has appeared in many Mexican and American movies, including *Desperado* with Antonio Banderas. She also played the lead in *Teresa*, a Mexican TV series. It was the most popular TV show in Mexico for many years. In 2003, Hayek directed her first TV movie, *The Maldonado Miracle*.

Salma Hayek  
as Frida Kahlo



Salma Hayek

Hayek's success is amazing when you realize her parents didn't even want her to become an actress. Born in Mexico in 1966, Hayek was sure of what she wanted to do at an early age. When she was 12, Hayek told her father she would fail all her courses on purpose if he didn't let her go to school in the United States. Years later, she became a student at an acting school in California. She also studied English.







Sarah Chang

## Child Prodigy

Before she was even a teenager, Sarah Chang was already a famous musician. Born in Philadelphia to Korean parents, Chang began to play the violin when she was only four. By the age of eight, in 1988, she was playing with an orchestra in New York. The conductor said Chang's playing was "the most wonderful I ever heard."

Many other people agreed. When Chang was nine, she made her first record. It became a big hit when it was released in 1992. Today, Chang plays with orchestras all over the world. In 1991, she won the Nan Pa Award, Korea's most important music prize. She still gets excited before every performance. "Nothing else can compare," she says, "to being onstage in front of an audience."



**Ask and answer.**

What did Salma Hayek become when she grew up?

She became an actor.



**Ask and answer.**

When did Salma Hayek make a movie about Frida Kahlo?

She made it in 2002.



Question formation; information questions in the simple past

Unit 1

5



Where **was** Sarah Chang born?

She **was** born in Philadelphia.

When **did** Sarah **begin** to play music?

She **began** to play at age five.

What **did** Sarah Chang **win** in 1991?

She **won** the Nan Pa Award.

## 7 Complete the sentences.

act  
be  
begin  
paint  
win

1. Frida Kahlo  painted  *Self-Portrait with Monkey* in 1938.
2. Dr. Mae Jemison \_\_\_\_\_ a doctor and an astronaut.
3. By age nineteen, Daniel Radcliffe \_\_\_\_\_ in six Harry Potter movies.
4. Sarah Chang \_\_\_\_\_ to play the violin at age four.
5. The Beatles \_\_\_\_\_ seven Grammy awards for their music.



## 8 Write a question for each statement in 7.

1. What  did Frida Kahlo paint in 1938?
2. Who \_\_\_\_\_
3. What \_\_\_\_\_
4. When \_\_\_\_\_
5. How many \_\_\_\_\_

## 9 Work with a partner.

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

Student A: Ask questions about Jackie Chan. Complete the chart. Then answer your partner's questions about J.K. Rowling.

### Jackie Chan

where he studied Peking Opera School

what he studied \_\_\_\_\_

when he appeared in *Enter the Dragon* \_\_\_\_\_

how much money *Rush Hour 2* made \_\_\_\_\_



### Best-selling Writer

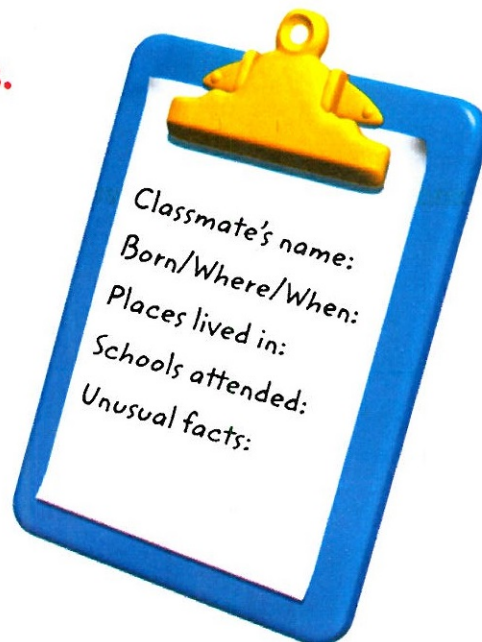
J.K. Rowling wrote her first book when she was about six years old, but she didn't become a famous writer for many years. Rowling was a teacher before she became a writer. She got the idea for her Harry Potter books while she was riding on a train in England. Rowling wrote the first book, *Harry Potter and the Sorcerer's Stone*, in a café in Scotland. It took her five years to write it. When *Harry Potter and the Sorcerer's Stone* came out in 1997, J.K. Rowling became famous.

## 10 Interview a classmate. Take notes.

Introduce that classmate to the class.

Where were you born?

I was born in Guatemala City.



Events in the past; introductions; information questions



# Strange but true!



Michel Lotito is a hungry guy.

Michel Lotito was born in France, the land of gourmet cooking. He must not like the food because his idea of a good meal is a plate of pieces of glass and metal! Yes, he swears he eats glass and metal—in many forms. What do you believe he did?

I believe:

- ☐ Michel Lotito ate at least six glass chandeliers.
- ☐ He finished a metal shopping cart in four and a half days.
- ☐ He snacked on seven TV sets for a little TV snack.
- ☐ He ate a full-sized wood and metal coffin piece by piece.
- ☐ He took apart and ate all the pieces of a small plane.

All these people did amazing things.

Do you know what they did? Match.

- |                          |                                            |
|--------------------------|--------------------------------------------|
| Isilay Davaz ●           | ● walked 870 miles on his hands.           |
| Wolfgang Mozart ●        | ● spent \$12 million for one party.        |
| Bartolomeo Cristofori ●  | ● began flying lessons at age two.         |
| Benjamin Franklin ●      | ● swam the English Channel at twelve.      |
| Apicius, ancient Roman ● | ● constructed the first piano.             |
| Johann Hurlinger ●       | ● wrote a symphony when he was nine.       |
| Marcus Hooper ●          | ● grew a mustache more than six feet long. |
| Paul Miller ●            | ● discovered electricity.                  |





# Our Readers Write Us

Dear Weird World:

A friend told me about a man in Chicago who made very strange green clothes. My friend said his name was Bill something. She couldn't remember his last name, but she thought it started with an "H." Could you help me find out more about him? Thanks!

Ji Hyun Choi

Dear Ji Hyun,

We have your man! If you want these green clothes, you are either weird or amazing yourself! But here goes. Bill Harding had a great idea some years ago. He decided to make all of his clothes out of real grass that was still alive and growing. He developed a way to grow grass between pieces of cloth. Then he designed and made clothes out of the real grass. If you are interested, you can order a full wardrobe of grass clothes: pants, shirts, dresses, and even shoes. Ji Hyun, it's a weird world out there! Enjoy.



This month:

## WORD PUZZLE

(1) Unscramble each of the words. Write the letters in the circles.

iwred

dod

atsgrne

(2) Use the letters in the blue circles above to make a word that completes the sentence below.

These three — — — — — all mean "unusual."







**Listen. Number the sequence of events.**



**Listen. Read and chant.**

## Dreams

I dreamed I was an astronaut and traveled in outer space.  
I visited all the planets to find my favorite place.

I dreamed I was a painter who painted scenery.  
I put my paintings in museums for everyone to see.

I dreamed I was a movie star who drove a fancy car.  
I always wore dark glasses and traveled near and far.

I dreamed I was in business and a well-known VIP.  
I heard my name and I woke up—my teacher called on me.





# An Amazing Person Poster

Make a poster about an amazing person.



Franklin Chang-Diaz  
was born in 1950.

What country does  
he come from?



Costa Rica. He was  
the first Costa Rican  
astronaut and flew  
several missions.



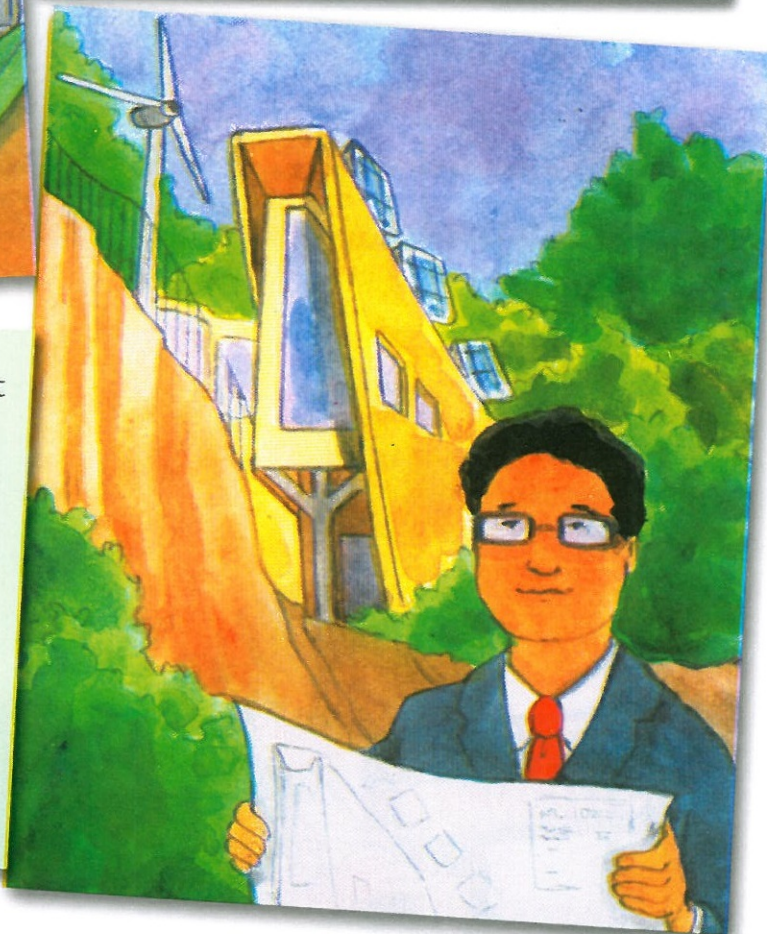
# Have a Role Model

Read and discuss.



Anna's role model is Alejandra Muñoz, the lead singer of the band Greenstar. Alejandra began her singing career when she was just twelve years old. Now she's famous! Last year, she donated money from her concerts to groups that help the environment. Alejandra inspires young people like Anna because she's talented, hard-working, and caring.

Do you have a family member that you admire? That person can be a role model. Chin's uncle Joo-Chan is his role model. His uncle is an architect who helps design beautiful buildings. He designs the buildings to save energy by using heat from the sun and power from a windmill. Chin thinks he'd like to be an architect like his uncle Joo-Chan someday.



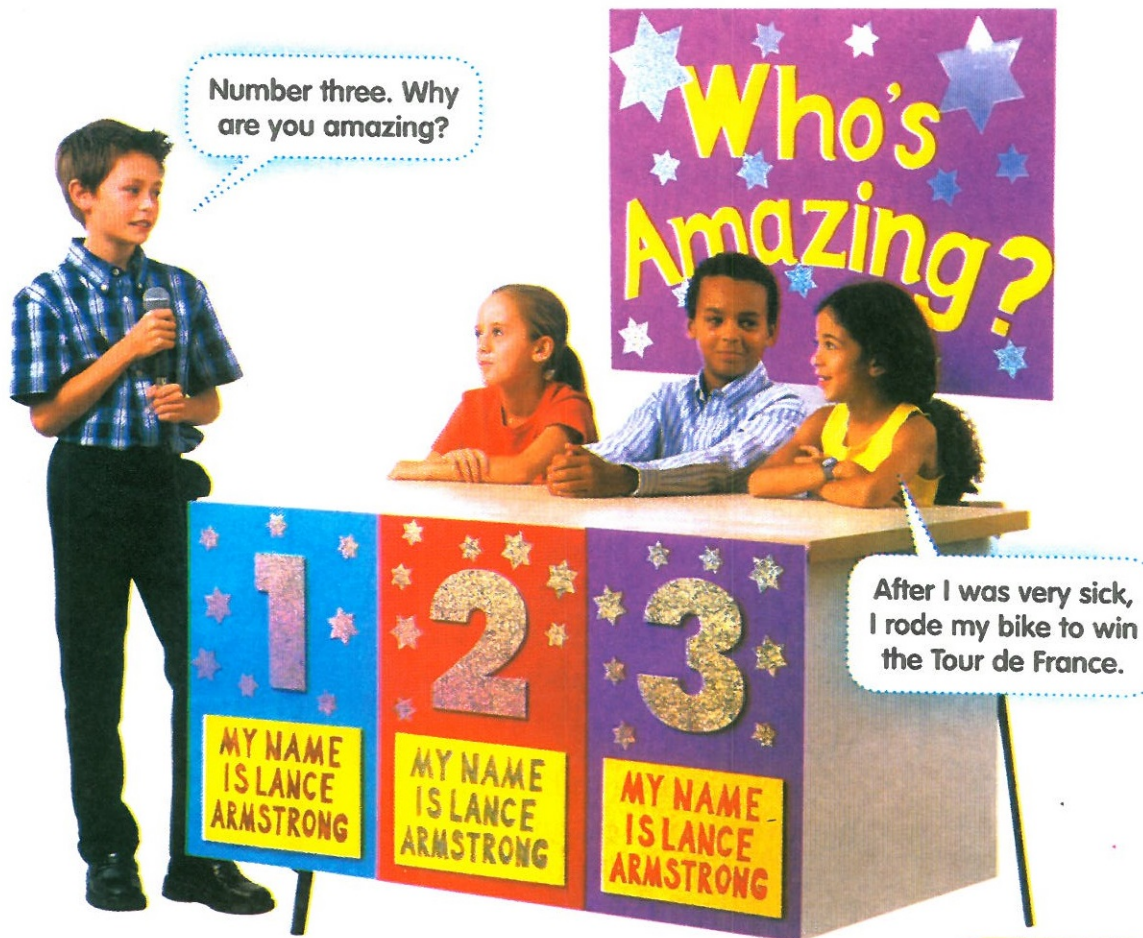
1. What famous person is a role model for you? Why?
2. Who in your family do you admire? How can family members be role models?
3. What makes someone a good role model for young people?
4. Compare your role models with a partner's. Who is the best of all? Why?



# Know It? Show It!

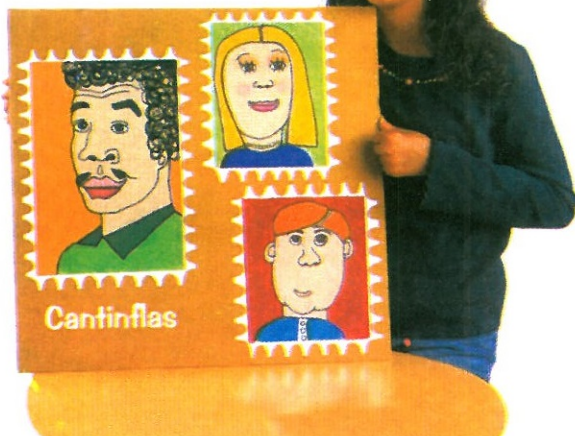
Ask questions. Guess who's telling the truth.  
Use the Cutouts on page 131.

Review



Design a series of stamps with amazing people.

I chose Cantinflas because he was really funny. His acting always made me laugh.



Unit 1

I can do it!



Mahatma Gandhi  
(1869–1948)

Performance assessment  
See Assessment Package pp. 65–68, 71, 80, and 89–90.

Unit 1



TRACK A12

1

Read. Listen and sing.

### All About Me

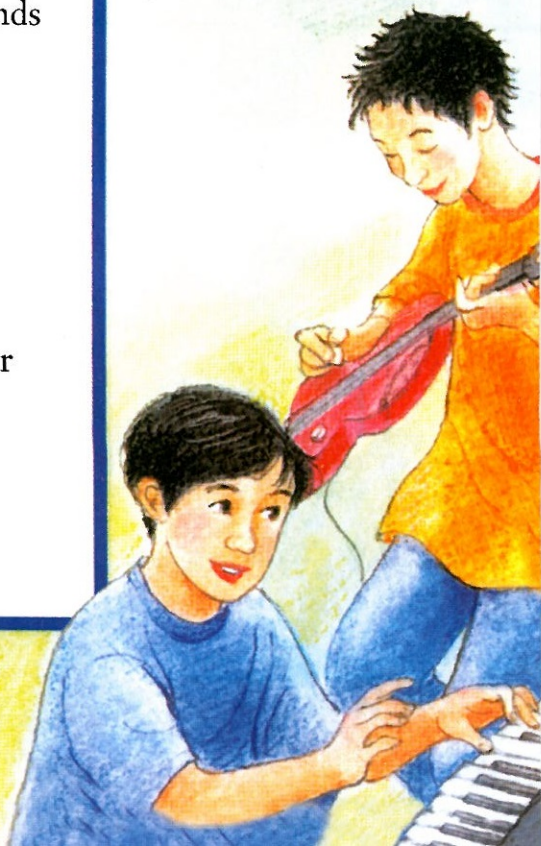
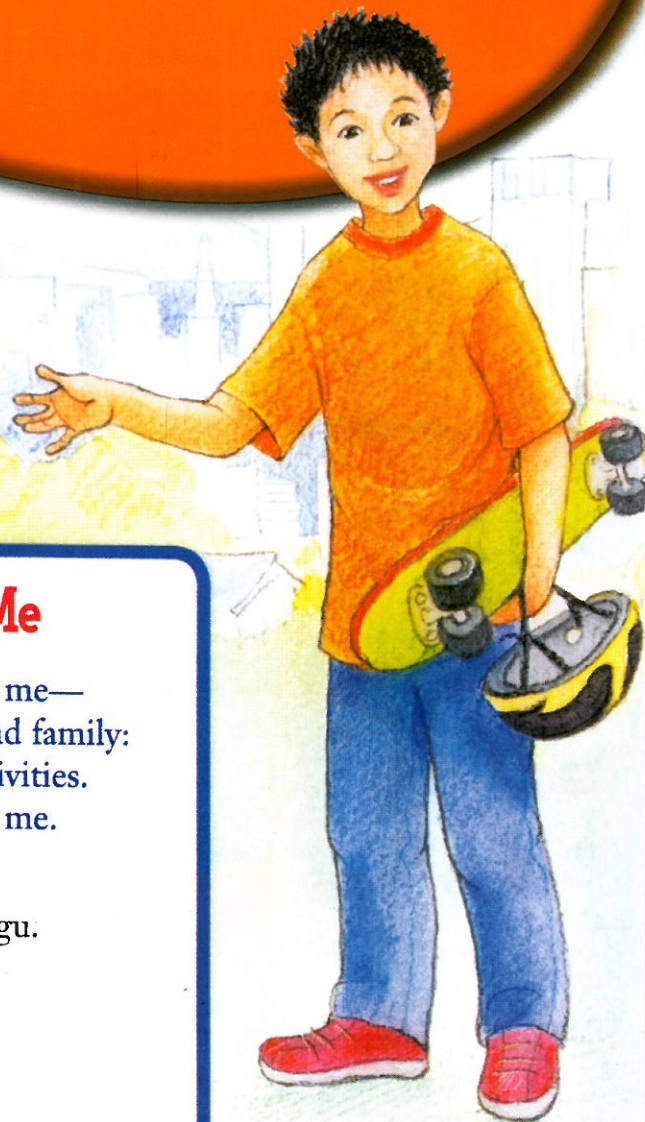
Let me tell you all about me—  
all about my friends and family:  
my adventures, my activities.  
Let me tell you all about me.

My name is Kwan,  
and I was born in Daegu.  
But I've lived in Busan  
since I was just two.  
I can say that I've had  
a cool childhood,  
just hanging out with my friends  
from the neighborhood.

(Chorus)

I've known my friend Shin  
since 2003.  
We've been like brothers.  
We've been like family.  
And we've played music together  
as if we were stars.  
He plays the keyboard,  
and I play the guitar.

(Chorus)





**Listen. Read and say.**

**Paola:** Have you lived here for a long time, Yuki?

**Yuki:** No, I haven't. I've only lived in San Francisco for three months. Before that I lived in Tokyo, Japan. What about you, Paola?

**Paola:** I've lived in San Francisco for five years. Before that, I lived in Porto Alegre, Brazil.

**Yuki:** Have you had that cat for a long time?

**Paola:** Yes. I've had Bootsie for four years. Before that I had some goldfish.

**Yuki:** I don't like fish. I bought a bird. I've had my parakeet for only a few months.

**Paola:** I like birds, too.



Yuki has lived in San Francisco for three months.

**3 Talk and stick.**

Yuki		Paola	
Now	Then	Now	Then

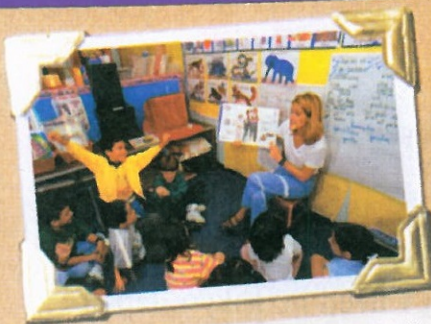




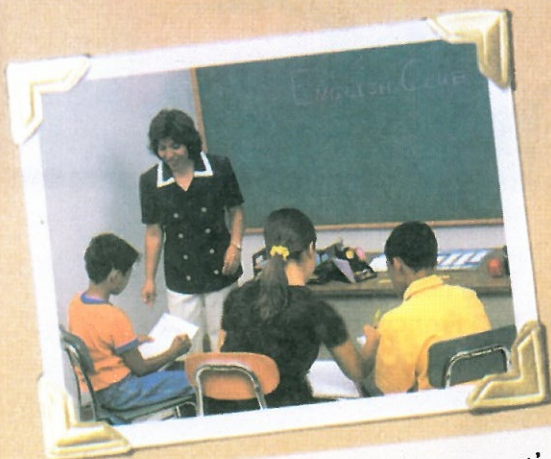
## Listen. Read Carlos's scrapbook.



My dad bought this house in Monterrey, Mexico, when he and Mom got married. I've lived here since I was born.



I started kindergarten in this school. I've been a student here for seven years. I'm in the sixth grade now.



My favorite subject was math, but now it's English. I've studied it for six years. I've been in the English Club since last year. It's fun!



I met Roberto in first grade. He is my best friend. We've been friends for many years. I've played with him every day since I was little.



My favorite sport is soccer. I've played on my school team for four years. Our team has won five games since December. We haven't lost yet!

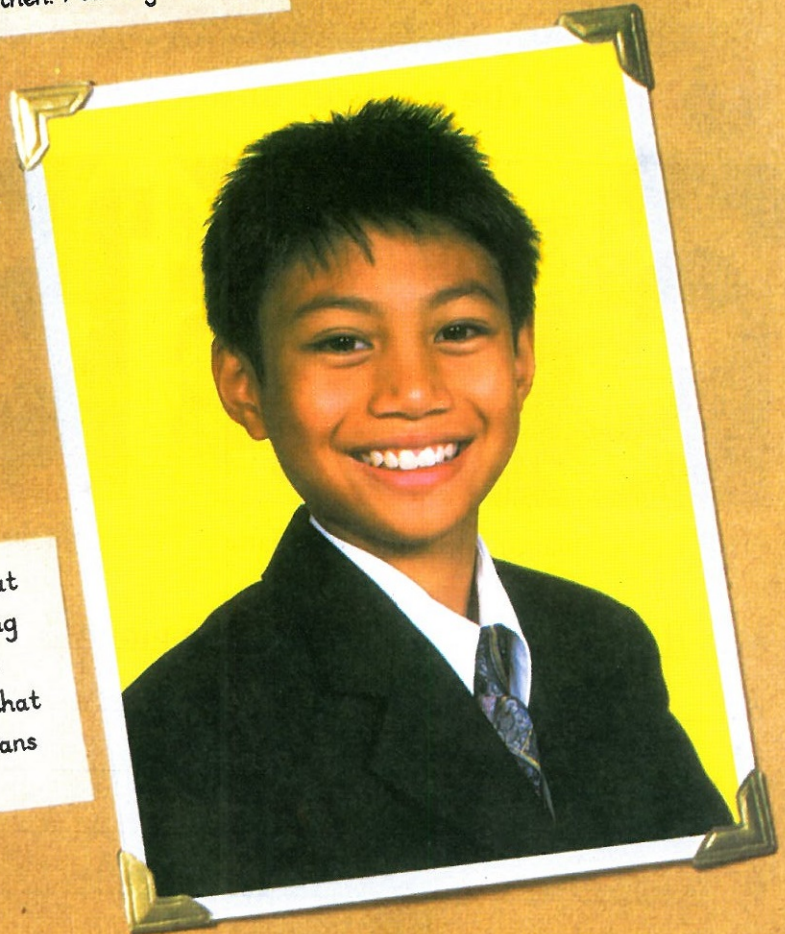


I won this Most Valuable Player trophy last year!





I got my first drum set seven years ago. I've played the drums in our school band since then. I totally rock!



They took this photo at school at the beginning of the year. I haven't worn this suit since that day! I like to wear jeans and T-shirts.



### Point. Ask and answer.

When did Carlos's dad buy the house?

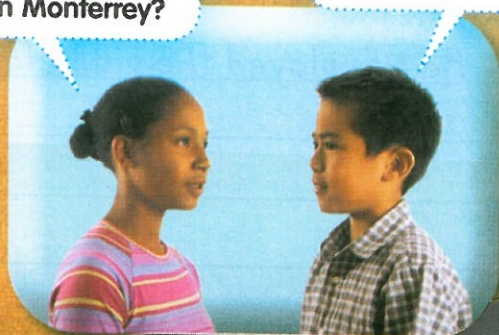
He bought it when he got married.



### Ask and answer.

How long has Carlos lived in Monterrey?

He's lived there since he was born.





## Grammar

When **did** Carlos **meet** Roberto?

He **met** Roberto in first grade.

How long **has** Carlos **known** Roberto?

He **has known** him **since** first grade.

He **has known** him **for** six years.

7

**Look at the pictures and words. Write questions with *how long*.**



Cho (play the piano)



Luz (know Maria)



Mi-jin (have that dog)



Tom (be in Paris)

1. How long has Cho played the piano?

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

3. \_\_\_\_\_

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

5. \_\_\_\_\_



We (study English)

8

**Answer the questions in 7.  
Use *for* and *since* and your own ideas.**

1. He has played the piano for three years. He has played it since 2006.

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

3. \_\_\_\_\_

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

5. \_\_\_\_\_



**9 Work with a partner.**

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

How long has  
Ana lived in  
Vancouver?

For a year  
and a half.



How long . . . ?	Ana	Ken
live in Vancouver		7 and a half years
study English	2000	
play a musical instrument	2002	
write stories for the school newspaper	January	
have a computer		5 weeks
wear glasses		he was 6

**10 Interview your classmates. Find out who, how long, and when.**

How long have you  
lived in this city?

I've lived here  
for nine years.

When did you  
move here?

I moved here  
in 2000.



How long . . . ? When?	Name	Amount of Time / Specific Time
live in this city	Barbara	for 9 years / moved here in 2000
study English		
play a musical instrument		
attend this school		
wear glasses		
have a pet		



# Guest Editor of the Month

Hi there! My name is Samantha Green. I was born in Toronto, Canada, and I've lived here all my life. I've got a really great experience to share with you.

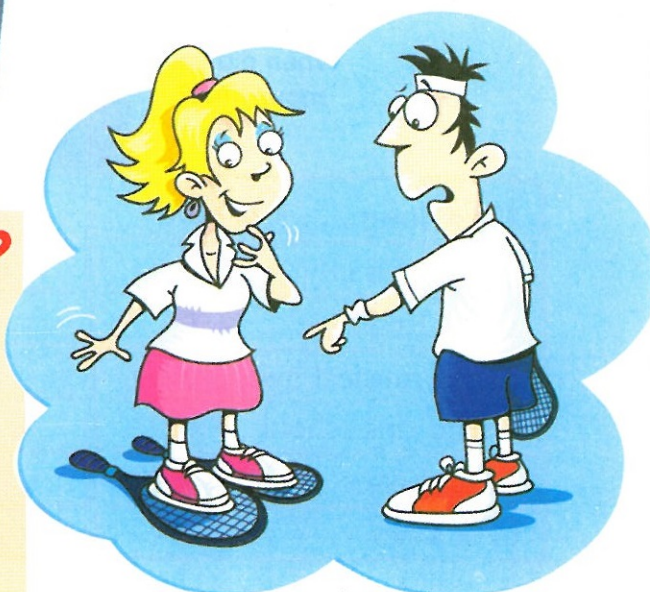
Have you ever gone scuba diving? It's an incredibly exciting experience! A year ago, I spent a month in Panama. I went there with my parents and my sister and brother to learn how to scuba dive. I was nervous and a little scared at first, but I'm proud to say I finished my course for beginners with flying colors! And I took this photo myself while I was scuba diving near the Pearl Islands. Can you believe how blue the water is? And check out that ray! If you've never tried scuba diving, do it soon! You'll love it!



## What is your own experience?

We're interested in sharing stories about these topics with our readers. If you can, check one of the boxes, write about your life, and send us a story!

- |                                                      |                                                      |
|------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> I've lived in a houseboat.  | <input type="checkbox"/> I've been on TV.            |
| <input type="checkbox"/> I've started a business.    | <input type="checkbox"/> I've won a prize or trophy. |
| <input type="checkbox"/> I've learned two languages. | <input type="checkbox"/> I've climbed a mountain.    |
| <input type="checkbox"/> I've met a famous person.   | <input type="checkbox"/> I've saved a life.          |



So how long have you played tennis?

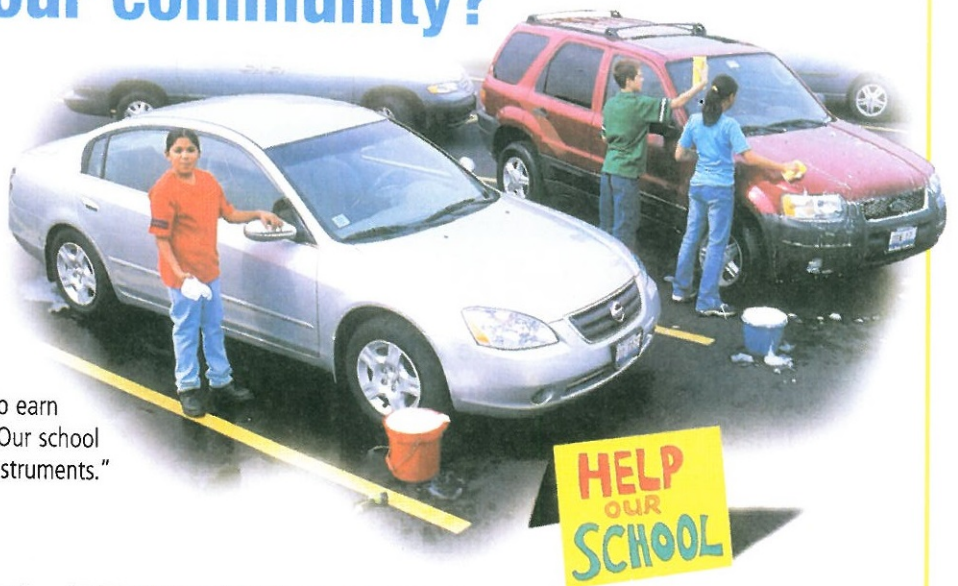


# Kids with Cool Ideas

Stacey Hillman has always loved animals. She especially likes dogs. When she was only 10 years old, she started a special program called Pennies to Protect Police Dogs. How did Stacey get her idea? She read in the newspaper that police dogs sometimes get hurt because their jobs are so dangerous. She decided that these brave dogs needed to wear something to protect them from harm, just like police officers do. As of this issue, Stacey has collected more than \$160,000 to buy protective vests for almost 200 dogs. Congratulations, Stacey, for a cool idea!



## How have YOU helped your community?



"We've washed cars to earn money since October. Our school needs more musical instruments."  
**Bill, Pat, and Dan**



"I've collected newspapers and magazines for a month. I take them to the hospital." **Linda**



"We've cleaned up this park every summer for three years."  
**Maria and Bob**

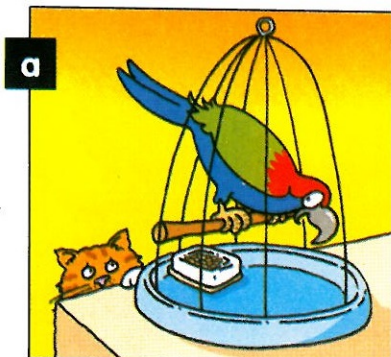


"I've helped my neighbor since she got sick. I visit her every day."  
**Wendy**



**Listen. Write the letter.**

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



**Listen. Read and chant.**

## My So-called Story

I was born in this same town.  
I've lived right here since then.  
I have a typical mother and father  
and a sister who just turned ten.

I have a dog that I named Spot.  
I've had him since I was eight.  
He always follows me to school,  
and sometimes makes me late.

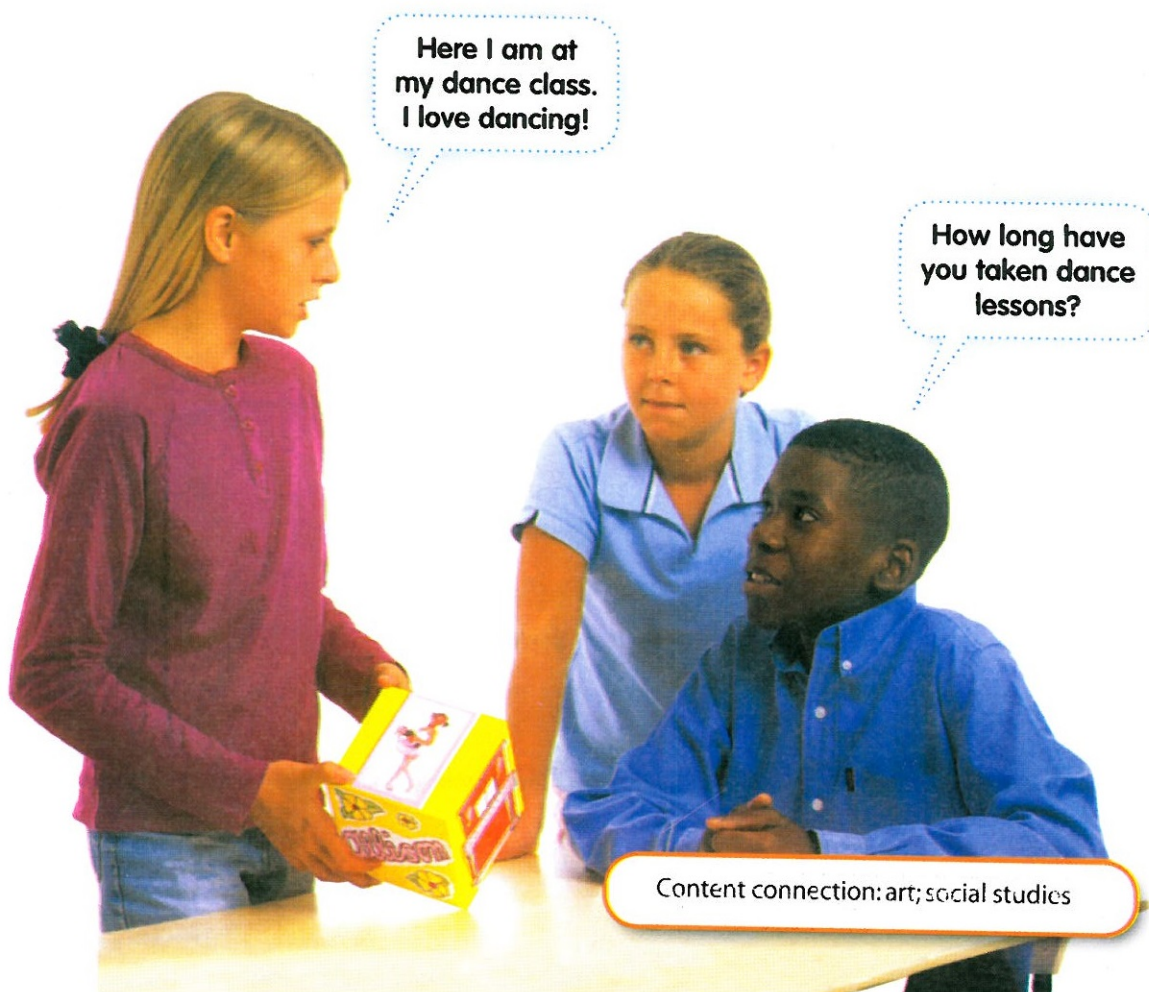
I like to swim and play baseball,  
and I've played soccer for six years.  
I guess my life is just average.  
I'm sorry to bore you to tears!





# Identity Cube

Use the shape on page 133.  
Make a cube about yourself.



Here I am at  
my dance class.  
I love dancing!

How long have  
you taken dance  
lessons?

Content connection: art; social studies

Unit 2

23



# Practice, Practice

Read and discuss.



My brother and I are learning something new. We've taken ski lessons for two months now! We ski every weekend and practice what we've learned. We still fall a lot, but we don't get discouraged. We just get up and try again. Because we practice often, we don't forget what to do. Someday, we'll be really good. We just have to practice!

Maria has taken violin lessons for three weeks now. She wants to play the violin in an orchestra, so she practices for an hour every day. Sometimes, the music she plays sounds very good. Other times, it sounds awful! But she continues to practice. She knows that the more she practices, the better her music will be. Her brother hopes it will sound better, soon!



1. What should you do to be good at something new? Why?
2. Why is it important not to get discouraged?
3. What do you think can happen if you don't practice something new?
4. What about you? Have you or someone you know ever tried to do something new? How does practicing help?



# Know It? Show It!

Spin and move.

Look at the picture. Use *since*, *ago*, or *for* to answer.

Review

She's played basketball since 2006.

START



Go back two spaces



FINISH

Take a paper from the grab bag. Talk about the topic for one minute.

My topic is pets. I've had my cat for about three years. His name is Crazy.

Unit 2



I can do it!

Unit 2

Performance assessment

See Assessment Package pp.65-68, 72, 81, and 89-90.

25



# 3

# Skills and Abilities

TRACK A21  
1

Read. Listen and sing.

## A Working Family

They've got the skills to pay the bills.  
My uncle works with customers.  
He's good at making sales.  
My aunt helps cure sick animals  
from tiny mice to whales.  
They've got the skills to pay the bills—  
skills to pay the bills.

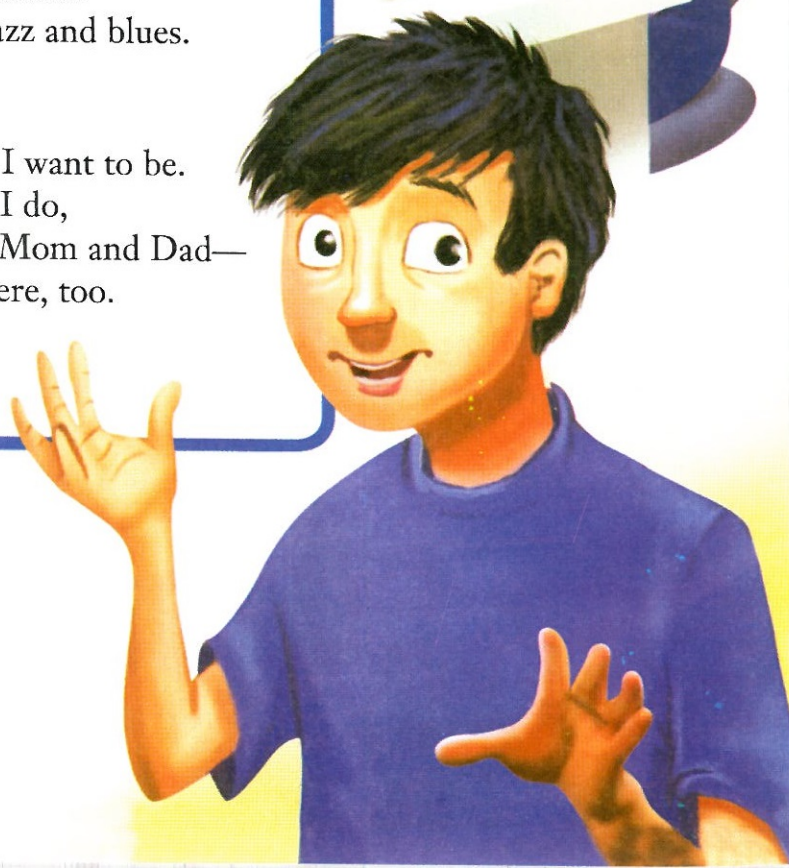
My father is a lawyer.  
He spends time with clients.  
My mother's a biologist.  
She's very good at science.

(Chorus)

My sister's a reporter.  
She enjoys presenting news.  
My brother's a musician.  
He loves playing jazz and blues.

(Chorus)

I don't know what I want to be.  
But one day when I do,  
I'll work hard like Mom and Dad—  
and I will get there, too.  
I'll have the skills  
to pay the bills.







## Listen. Read and say.

**Justin:** I don't know what to write for my report.

**Luz:** The report on what we want to do when we grow up?

**Justin:** Yeah. What can I write about?

**Luz:** Well, you're good at basketball. Why don't you write about that?

**Justin:** Oh, but I like playing soccer much better than basketball. I'll write about soccer.

**Luz:** I love working with kids. Maybe I'll write about becoming a teacher.

**Yumi:** I love reading, so maybe I'll write about becoming a librarian!

**Mark:** I really enjoy writing stories and articles.

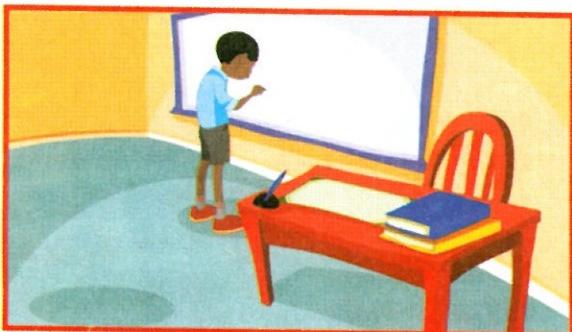
**Yumi:** So why not write about becoming a reporter?

**Mark:** Hey, that's a great idea!



## Talk and stick.

What do they want to be? Why?







## Listen. Look and read.

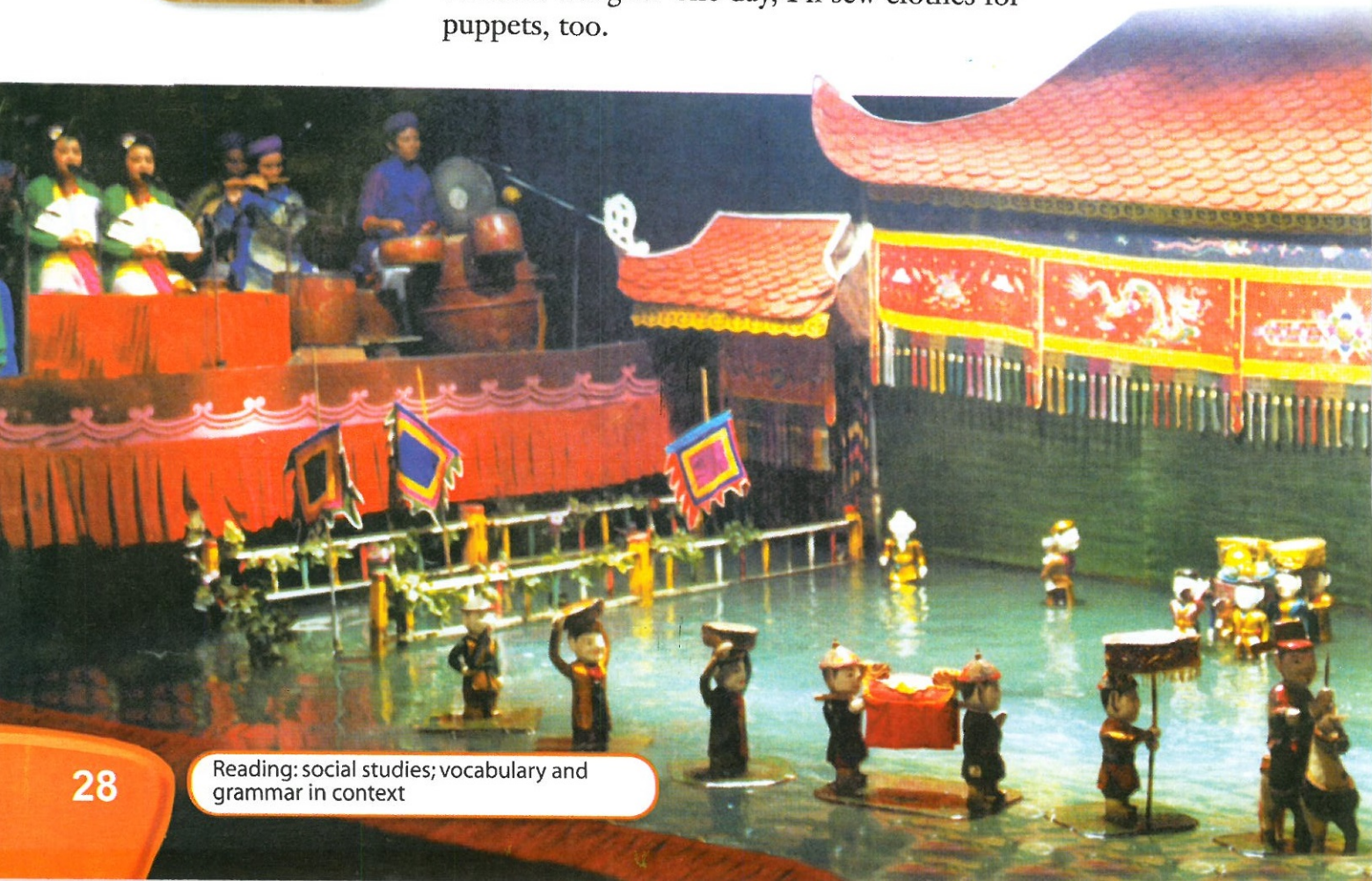


When I have time, I like to walk in the woods behind my house. Sometimes I look for animal tracks. I'm very observant, and I'm

good at identifying what kind of animal made them. Last week, I followed the tracks of a deer! I can't wait to study biology in school. If I become a wildlife biologist, I'll try to save some animals from extinction.



For my birthday, my parents took me to a performance of water puppets. The scenery and the costumes were incredible! I got a big surprise when my parents introduced me to the costume designer. She told me about her job. Now I'm excited about designing and sewing clothes. If I become a costume designer one day, I'll sew clothes for puppets, too.







My family took a trip to Mexico last summer. We saw many famous sights, such as the pyramids at Teotihuacán. I was really interested in learning about the ancient people that lived there so long ago. They had great artistic and mathematical abilities. They used over three million tons of stones to build the pyramids, and they created many beautiful designs and sculptures. If I visit Mexico again, I'll definitely go back to Teotihuacán.



**Point. Ask and answer.**

What is she good at?

She's good at identifying animal tracks.



**Ask and answer.**

What will she do if she becomes a biologist?

She'll try to save some animals from extinction.



Question formation; present true conditional

**Unit 3**



## Grammar

Verbs: like  
love  
enjoy } + verb + **-ing**

My mother **likes helping** people.

Expressions: excited about  
good at  
interested in  
worried about } + verb + **-ing**

She's **good at solving** problems.

## 7 Write sentences.



1. My uncle / enjoy / fix / cars \_\_\_\_\_
2. Linda / good at / work / with people \_\_\_\_\_
3. Kim / interested in / play / music \_\_\_\_\_
4. I / worry about / finish / my homework \_\_\_\_\_
5. My friend / like / learn / languages \_\_\_\_\_

## Grammar

If she **becomes** a wildlife biologist, she'll **try** to save animals from extinction.  
If I **visit** Mexico again, I'll **go** back to Teotihuacán.

## 8 Complete the sentences.

have save study ~~want~~ work

be get ~~need~~ take visit

1. If you want to be an astronomer, you 'll need mathematical skills.
2. If she \_\_\_\_\_ time, she \_\_\_\_\_ the career center.
3. If Roberto \_\_\_\_\_ enough money, he \_\_\_\_\_ an art class.
4. If we \_\_\_\_\_ hard, we \_\_\_\_\_ good jobs someday.
5. If they \_\_\_\_\_ English, it \_\_\_\_\_ easier to work in other countries.



**9 Interview your classmates. Find a different student for each activity.**

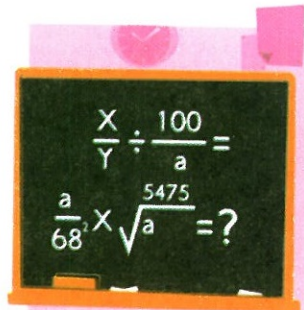
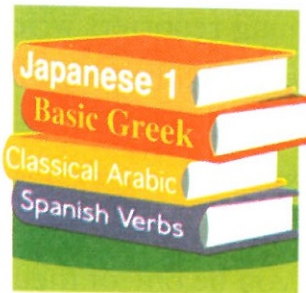


Betty



Betty, do you like drawing pictures?

Yes, I do. I'm artistic.



**10 A. Which words describe you? Make a list with some words from the box and other words.**

**B. Compare your list with a partner's. Which qualities do you share?**

artistic  
caring  
energetic  
outgoing  
shy

athletic  
creative  
funny  
patient  
smart





# Kids Making News!



Have you ever dreamed of working as a reporter? Well, stop dreaming! Young people ages eight to 18 work as reporters for news groups like *Headliners*. *Headliners*, which used to be called *Children's Express*, began in the United States in 1975.

Today it has offices in many cities in Great Britain. At *Headliners*, adult reporters teach kids writing and reporting skills. Then the young reporters write stories on topics such as homeless teens. Sometimes they even travel to other countries to get information for a story. Their articles appear in newspapers, magazines, and on the Internet. Some lucky children even get to report on the radio and on TV. Could you be one of them?



## *Headliners* Wants to Know

Check the box for each ability you have.

- ☐ You like talking to people.
- ☐ You are energetic and creative.
- ☐ You like writing.
- ☐ You are interested in news and current events.
- ☐ You are responsible and always turn assignments in on time.
- ☐ You like working on computers.

If you checked at least three of these skills, you could be a reporter for

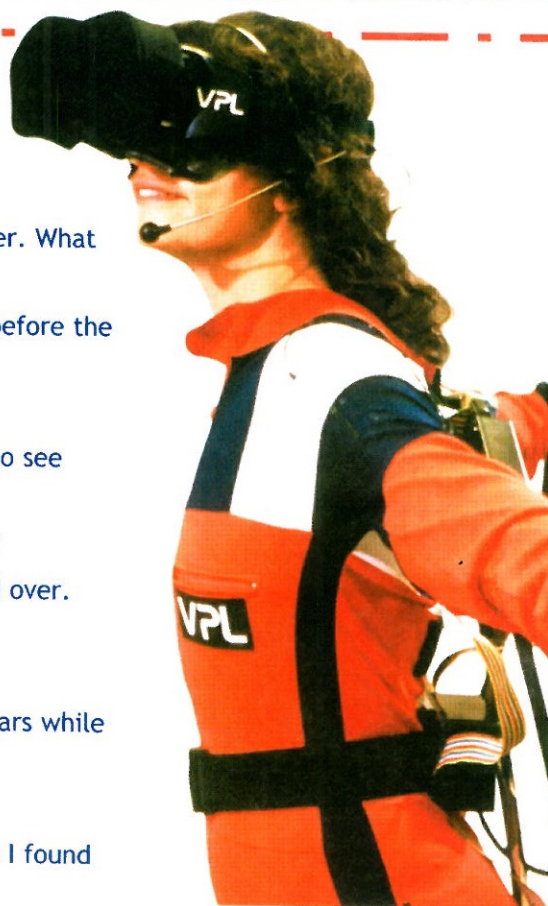
*Headliners*!



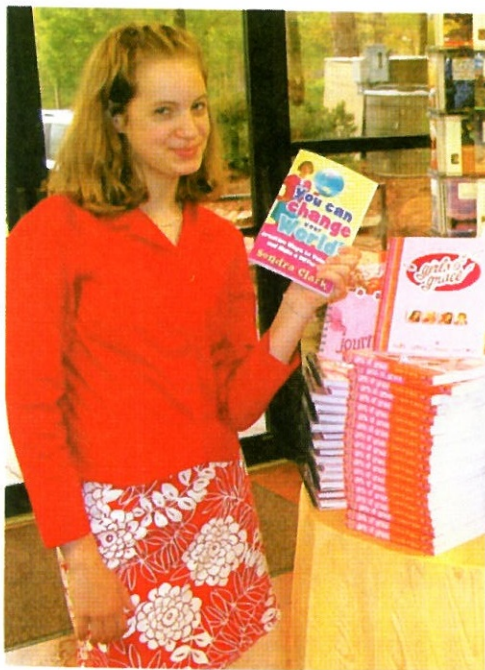
# How Cool Is This?

## Occupation: Games Tester

- CKM:** We're talking to Lea Sims, a computer-games tester. What do you do, Lea?
- LS:** I play computer games to find bugs, or mistakes, before the company sells the games.
- CKM:** What do you like about testing games?
- LS:** I like playing new games before other people get to see them. That's the coolest part of this job.
- CKM:** Are there things that you don't like about the job?
- LS:** Sure. I don't like playing the same games over and over. Sometimes it's boring!
- CKM:** What kinds of bugs do you find?
- LS:** Sometimes the art or the sound of a game disappears while I'm playing it.
- CKM:** I see. What do you do when you find a mistake?
- LS:** I write a report. I describe the problem and where I found it in the game.



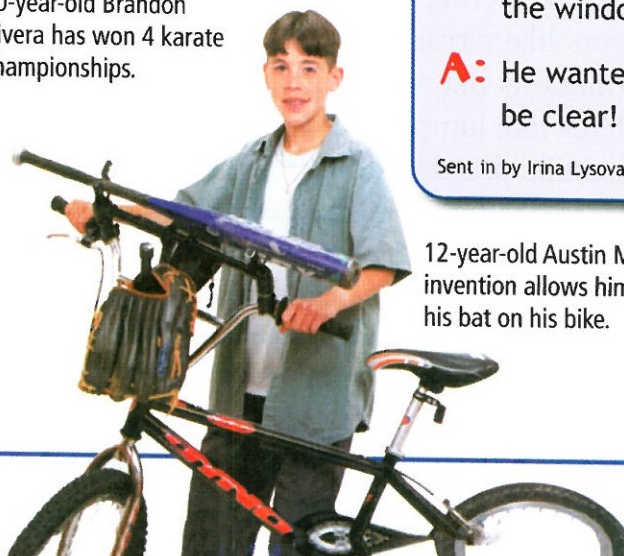
## Cool Kids with Cool Skills



12-year-old Sondra Clark published her own book.



10-year-old Brandon Rivera has won 4 karate championships.



12-year-old Austin Meggitt's invention allows him to carry his bat on his bike.

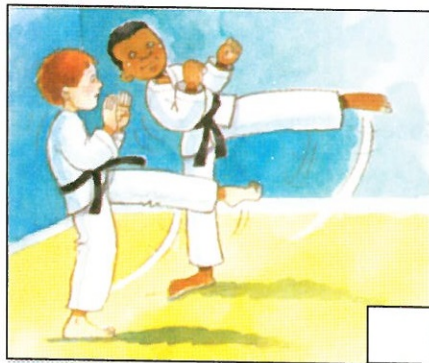
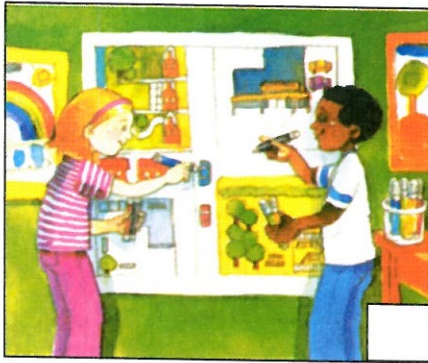
## YOUR JOKES

- Q:** What do lawyers wear to court?
- A:** Lawsuits!
- Q:** Why did the teacher write the lesson on the window?
- A:** He wanted it to be clear!

Sent in by Irina Lysova



Listen. Write the number.



Listen. Read and chant.

## Everyone Works

Mechanics and plumbers like working with tools.  
Teachers and counselors like working in schools.  
Actors like acting on stages and screens.  
Writers like writing for news magazines.  
Accountants like working with numbers and facts.  
Athletes like jumping and running 'round tracks.  
Artists like drawing and painting on easels.  
Doctors like helping children with measles.  
Dancers like dancing around on a stage.  
And all of us want to earn a good wage!





# Class Careers Book

Make a class book about interesting jobs.



I think dancers are so athletic and graceful. If I continue my lessons, I'll be a ballet dancer one day!



Content connection: social studies; art

Unit 3



# Think Before You Act

Read and discuss.



Belle and Peter enjoy swimming and sailing. They are in a hurry to go sailing before it starts to rain. They know they should take water and find their life preservers, but they don't have much time. It will take time to get the water and put on the life preservers. They know they're both good swimmers, and they'll only go out for a short time. What should they do?

Wendy likes working with numbers, and she's good at math. She has a big math test tomorrow, but her favorite show *Big Mystery* is on TV tonight. She knows if she studies hard and gets enough sleep, she'll get a good grade. But she really wants to find out what will happen next on the show. What should she do?



1. What do you think Belle and Peter should do? Why?
2. What will probably happen if Wendy watches *Big Mystery*?
3. Why is it important to think about the consequences of decisions?
4. What about you? What are some good and bad decisions you've made?



# Know It? Show It!

Move. Look, read, and make a sentence.

Review



**MOVE FORWARD**  
ONE SPACE



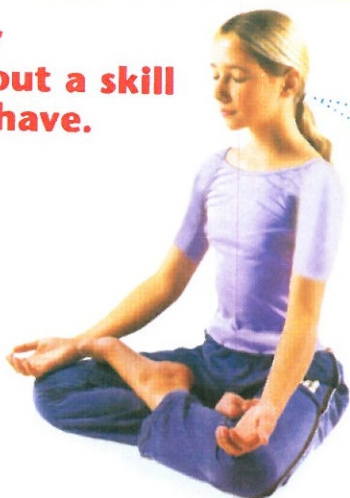
**MOVE BACK**  
TWO SPACES



If she saves enough money, she'll take music lessons.

- save money / take music lessons
- send an e-mail / read it tonight
- like looking at stars / need a telescope
- be a famous actor / have to work hard
- practice every day / win a prize
- study hard / get good grades
- have time / take ballet lessons
- find my dog / finish painting

Talk with your classmates about a skill or ability you have.



I enjoy doing yoga. It's very good for your mind and body.

Unit 3



I can do it!

Performance assessment  
See Assessment Package pp. 65–68, 73, 82, 89–90, and 91–92.

Unit 3



### In Our Future

What will be in our future?  
We can only try to guess.  
It could be something really cool,  
or it could be a total mess!

For our future fashions,  
E-clothes may be the news.  
I'll wear a video jacket,  
and you'll wear electric shoes.

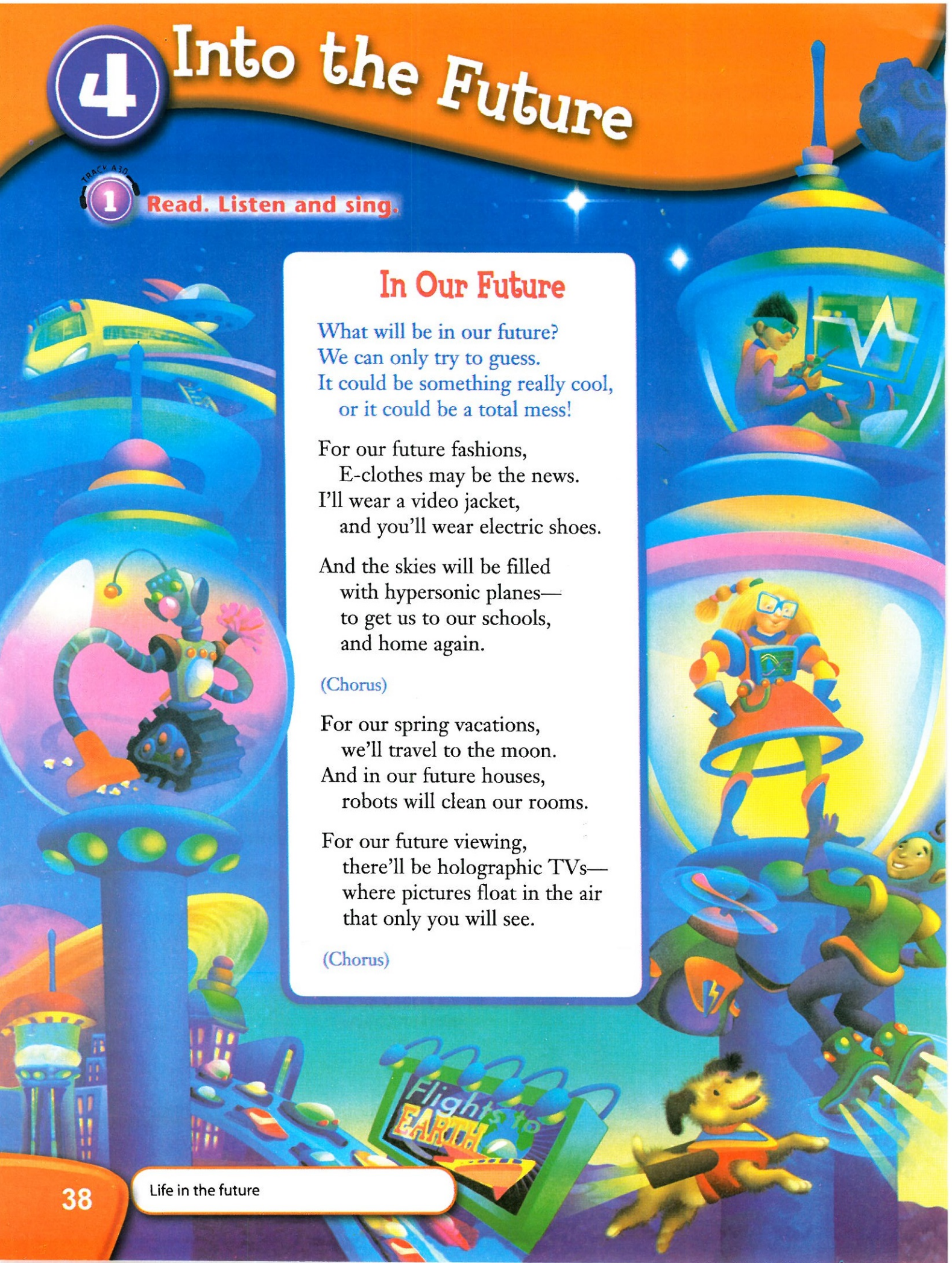
And the skies will be filled  
with hypersonic planes—  
to get us to our schools,  
and home again.

(Chorus)

For our spring vacations,  
we'll travel to the moon.  
And in our future houses,  
robots will clean our rooms.

For our future viewing,  
there'll be holographic TVs—  
where pictures float in the air  
that only you will see.

(Chorus)





## Listen. Read and say.

**Maria:** What do you think life will be like in 2050?

**Jason:** All our cars will run on solar power. That way, they won't cause air pollution.

**Soo-Ji:** I think books will disappear from schools.

**Jason:** Yeah! We'll download everything from the Internet.

**Soo-Ji:** And people will wear clothing with built-in computers.

**Jason:** I think robots will do most of our work.

**Maria:** Cool! I'll have a robot clean my house.

**Soo-Ji:** And I'll have a robot help my future kids with their homework!

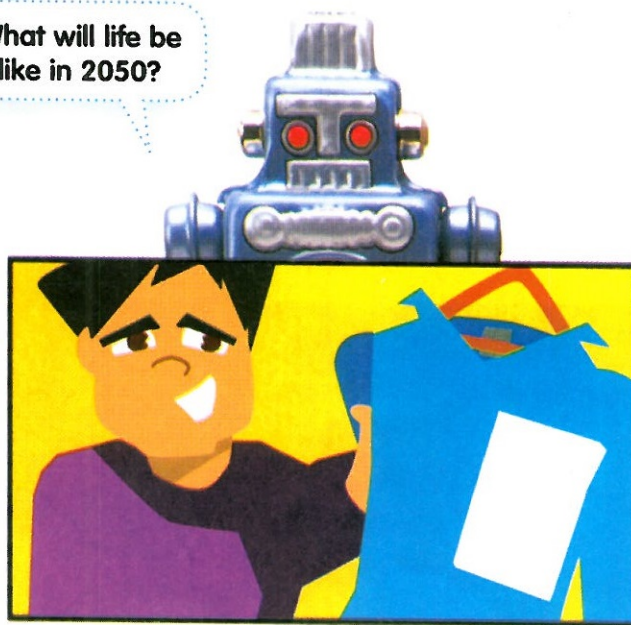
**Jason:** So what will we do with all our free time?

**Maria:** We'll take vacations in space, of course!



## 3 Talk and stick.

What will life be like in 2050?







## Listen. Look and read.

In the future, our lives will be easier.

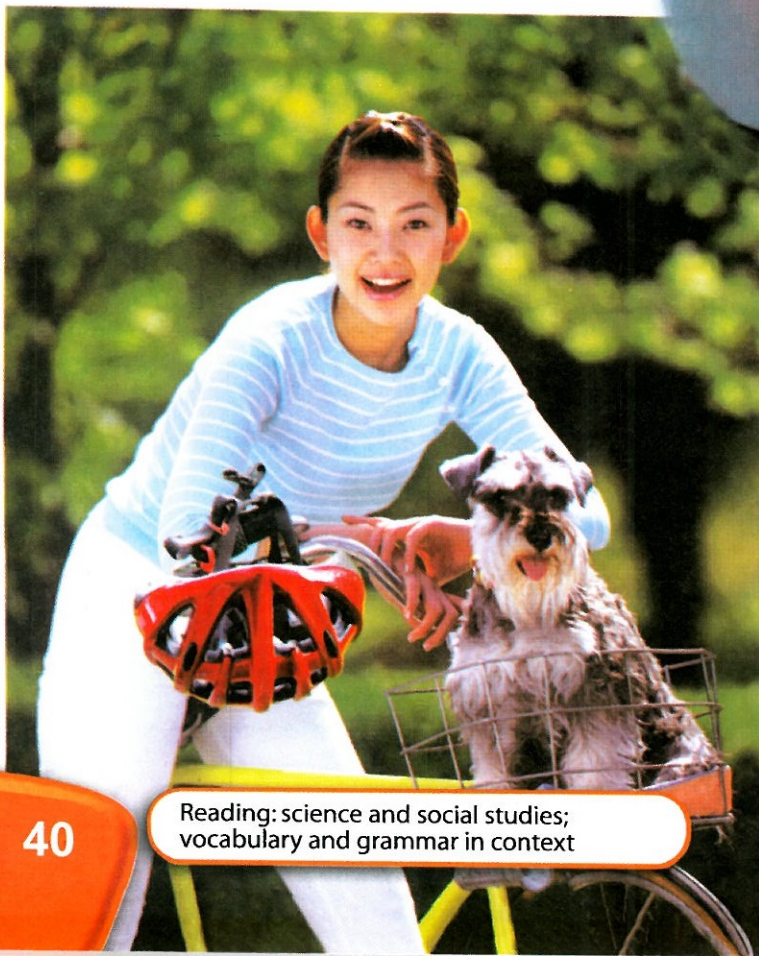
### Getting from Here to There

Most people agree that our means of transportation will be faster and safer in the future. Hypersonic planes will fly more than five times faster than the speed of sound. Computers will pilot our planes and drive our cars for us. Some experts think we may use personal jetpack systems for individual travel in the air. Others think we might have cars that can fly or navigate under water. What do you think?



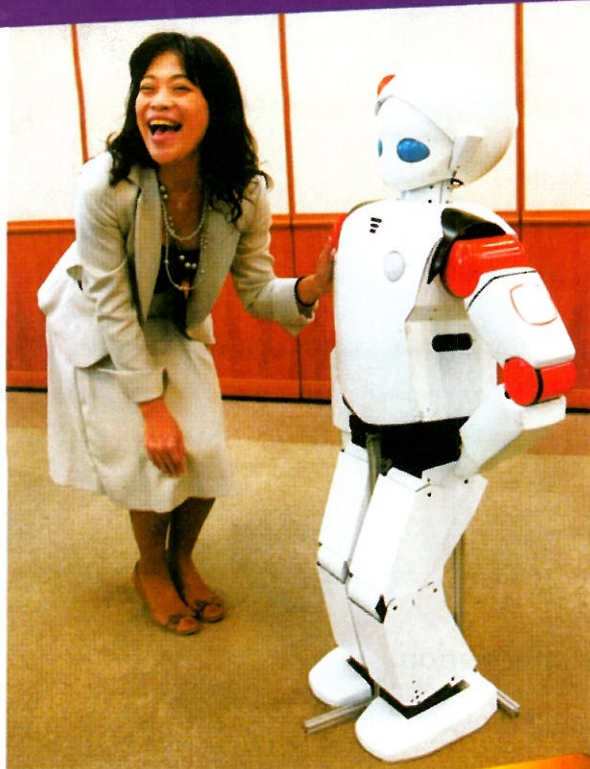
### Never Lose Anything Again

Some scientists think everyone and everything will have a special GPS (Global Positioning System) chip inside. This special computer chip can tell a satellite high in the sky where a person or object—even a pet—is at any time. This means you could always find your dog or your bike.



Reading: science and social studies;  
vocabulary and grammar in context





## Let George the Robot Do It

Today's robots look more like odd boxes or sculptures moving around, and they don't seem like something you would want at home. But the robots of the future will be very welcome, as they will cook your meals, wash your dishes, do your laundry, and clean your home. Because you won't be spending time cleaning your house, you'll have a lot more free time. We may have these robots in the next 20 or 25 years.



## Good-bye Money

Will money as we know it disappear? In the future, people will use plastic "smart" cards to buy everything they need. The card will know how many work credits a person has. It will contain a voice print, a photo, and personal information about the owner so that no one else can use it. It might have medical information for an emergency, too.

TRACK A34

5

**Point. Ask and answer.**

How will the future be different?

Transportation will be faster and safer.



TRACK A35

6

**Ask and answer.**

Do you think we'll have flying cars in the future?

We might. I'm not sure.



Question formation; will/won't; might

Unit 4

41



- We **will** find life on another planet. } (I'm very sure about this.)  
 We **won't** find life on another planet. }  
 We **may** find life on another planet. } (I'm not very sure. It's possible.)  
 We **could** find life on another planet. }  
 We **might** find life on another planet. }

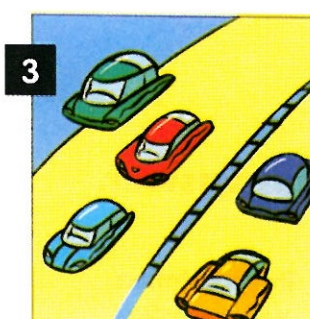
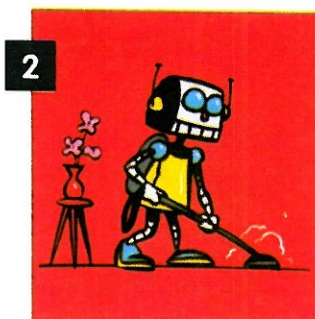
## 7 Read and circle the answer.

1. We **will** / **could** all be one year older next year.
2. Solar cars **might not** / **won't** cause air pollution.
3. Smart cards **will** / **might** contain the user's medical information.
4. Hypersonic airplanes **will** / **may** fly faster than the speed of sound.
5. There is a 50% chance of rain tomorrow. It **will** / **could** rain.

## 8 Write a prediction about the future for each picture.

Use *will*, *could*, *may*, or *might* and the words in the box.

clean  
disappear  
lose  
run on  
visit



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





## 9 Make predictions.

Fill in the chart about your life in 20 years.  
Then interview a classmate. Are your ideas similar?

	You	A Classmate
How old will you be?		
Where will you live?		
What job will you have?		
How will you travel to work?		
What new inventions will you have?		
What will you do in your free time?		

## 10 Read the predictions and give your opinions.

Write the number that matches your opinion.  
Talk about your ideas with a group.

**3** = This will happen. **2** = This may happen. **1** = This won't happen.

1. Scientists will find life on other planets. \_\_\_\_
2. People will live in cities under the ocean. \_\_\_\_
3. Schools will disappear, and everyone will learn at home with the Internet. \_\_\_\_
4. International borders and passports won't exist; we will all be citizens of the world. \_\_\_\_
5. People will drive cars at age 10 and above. \_\_\_\_
6. Our food will be made into pills—we won't spend time cooking food. \_\_\_\_



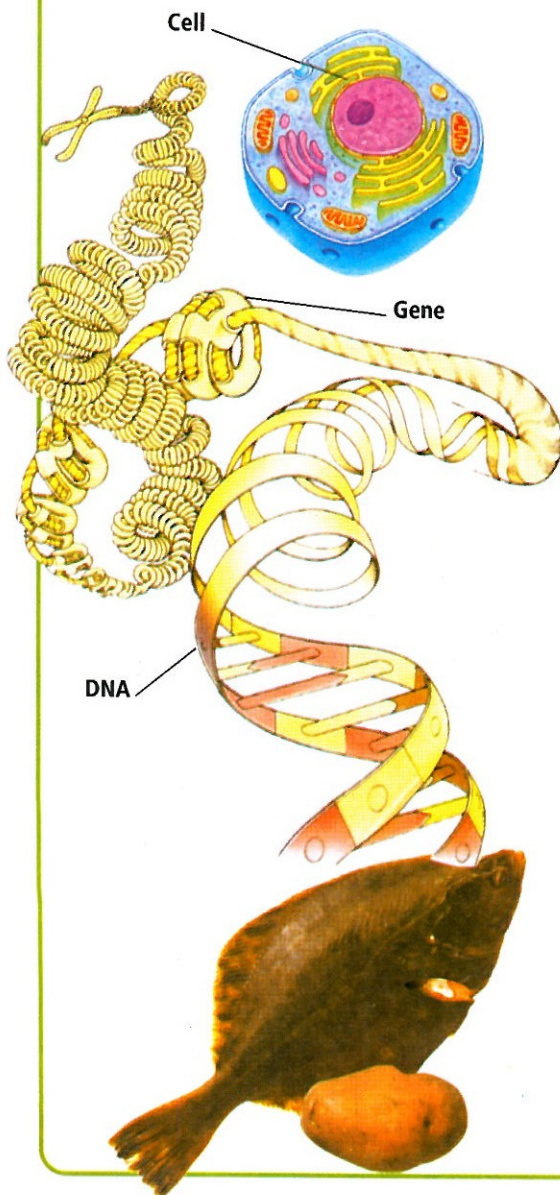


# Foods in Our Future

How about chocolate milk—straight from the cow? Or an onion that won't make you cry when you cut it? How about spinach that tastes like strawberries or french fries?

These foods may be in our future, thanks to scientists who work with the DNA and genes found in the cells of any living thing. These tiny genes control what we look like and how we grow. We can work with genes to change living things, such as fruits, vegetables, and animals.

In the future, the world will have a much bigger population. We may need to make changes in animals and plants to grow more food. For example, potatoes cannot grow in very cold places. Some fish have genes that allow them to live in very cold water. Scientists might take this fish gene for cold tolerance and transfer it to a potato. Then potatoes could grow in very cold places, and help feed people around the world.



## OUR READERS RESPOND

### Foods of the Future I'd Actually Try:

- chocolate-flavored broccoli
- hamburger-flavored fish
- pizza-flavored gum
- candy spaghetti



## Robots Win the World Cup!

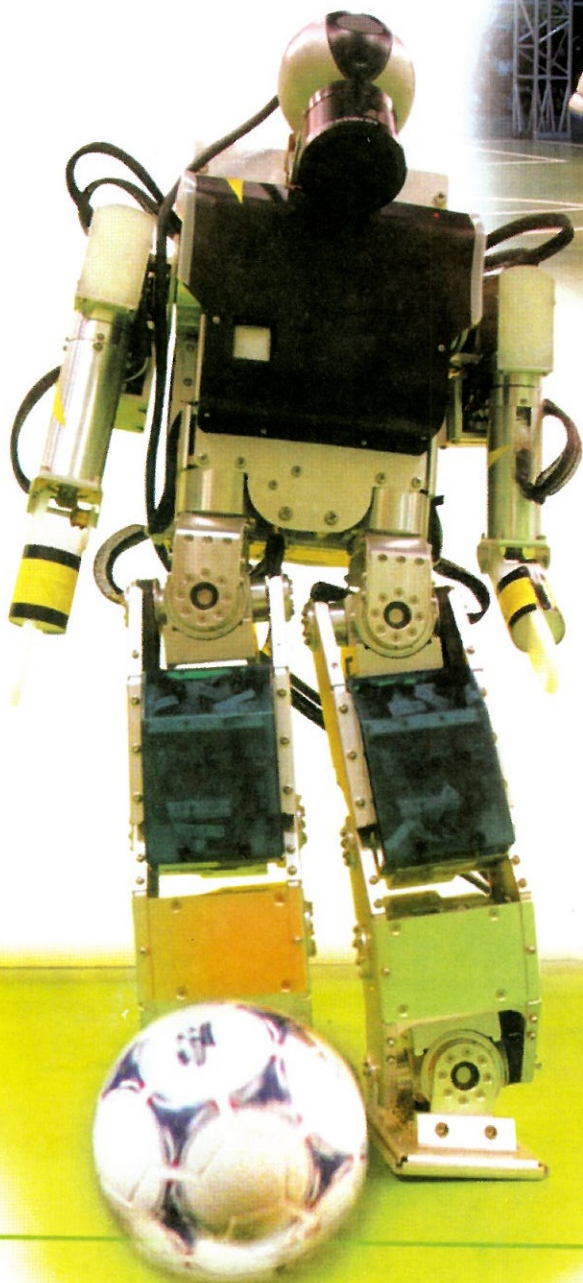
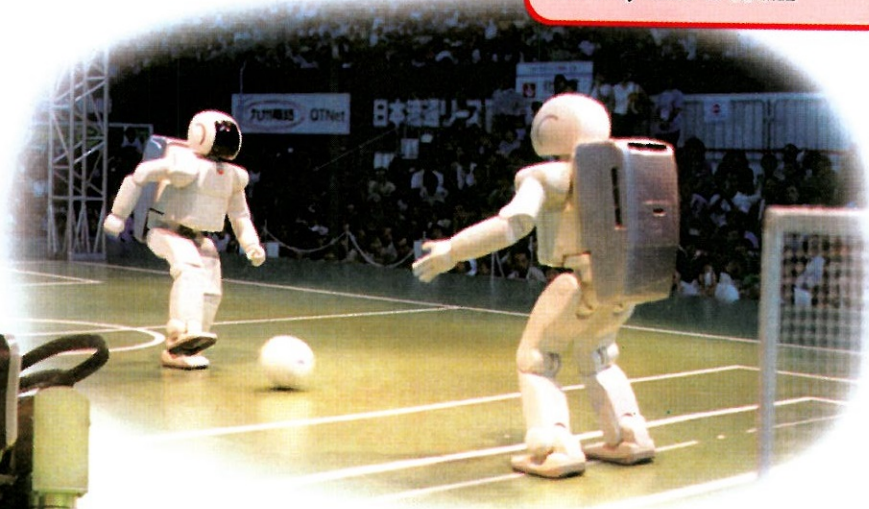
You may see this headline one day. In the future, a team of robots will play a human team in the World Cup, and win! This is the dream of Korean computer scientist Jong-Hwan Kim. Professor Kim is the founder of FIRA (Federation of the International Robot-Soccer Association). Every year, teams of robots from around the world play in the Micro-Robot World Cup Soccer Tournament. Professor Kim started this tournament in 1996. He thinks a robot team could be ready to play humans in 40 to 50 years.

### OUR READERS' JOKES

**Q:** Why will tomorrow never come?

**A:** Because when it gets here, it's today!

Sent in by Hector R. Sanchez



## Your Fashion Future

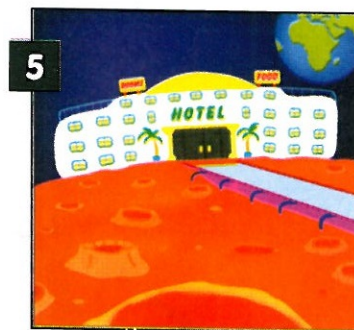
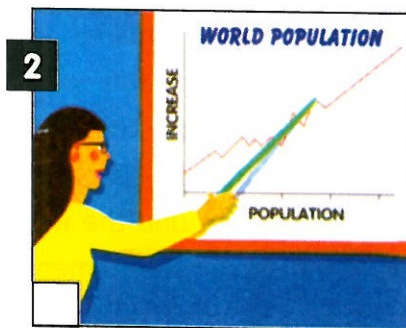
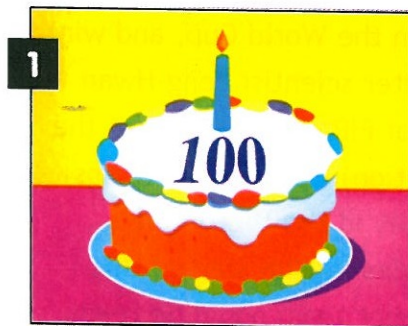
German scientists have developed clothing fibers that generate electricity from the energy of the sun. The clothes you will wear in the future will power your cell phone, your portable music player, and your mini-computer. Your clothes might even heat up a quick snack, much like a microwave oven does today.





Listen. Check T for true and F for false.

- |    | T                        | F                        |
|----|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> |



Listen. Read and chant.

## Predictions

I'd like to know what the future holds,  
but it seems so far away.  
How will I get to my future job—  
by jetpack every day?  
Or maybe my work will come to me,  
and I'll never leave my home.  
I might work and shop and chat  
by computer and videophone.  
Or maybe I'll go beneath the sea  
to spend an exciting day.  
I can't wait to see what the future brings,  
but it's still so far away!





# Products of the Future

Work in groups. Design an advertisement.



This skateboard will change the sport forever. Skateboarders will go faster and farther.



Content connection: art; social studies

Unit 4



# Plan for the Future

**Read and discuss.**



No one knows what the future will bring, but it's always a good idea to start thinking about it, sooner rather than later. Would you like to be a teacher, a singer, a doctor, or an architect one day? Not sure? To get some ideas, think about some things you really enjoy or feel strongly about. Do you enjoy being outdoors and hiking? You could work for a national park

or an environmental group. Are you good at playing the trumpet? You could be in a musical group. Do you love talking? You could become a public speaker and run for public office. Even if you don't know exactly what you want to be, you can get a good start by reading about your dream jobs and asking people for advice.

1. Why do you think it's always a good idea to think about your future?
2. What do you really love doing? How can your passions help you with your future?
3. How can role models give you ideas about what you'd like to do someday?
4. What can you do right now to help you with your future?



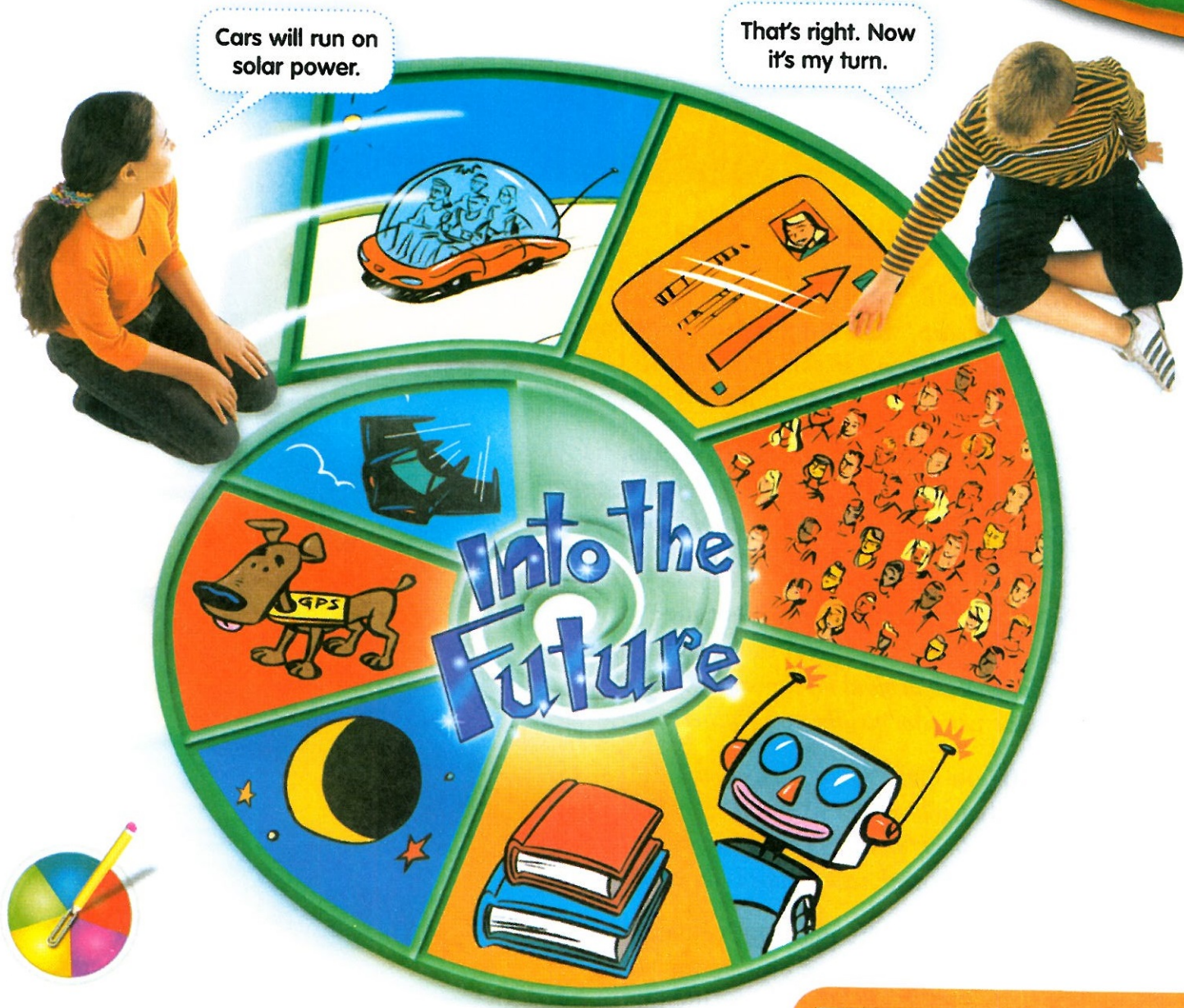
# Know It? Show It!

Spin. Talk about life in the future.

Review

Cars will run on solar power.

That's right. Now it's my turn.



Make a time capsule for future generations to open.



People in the future will see we traveled in planes like this one.

Unit 4  
I can do it!

Performance assessment  
See Assessment Package pp. 65–68, 74, 83, and 89–90.

Unit 4





Read. Listen and sing.

## House for Sale!

Would you like to live on Mercury?  
In a spaceship, we could go there right away.  
*No thanks, Mercury is closest to the sun.  
It's burning hot all night and day.*

Well, now, how about living on Venus,  
where the clouds spin all around like crazy?  
*No, I'd cough and cough in the atmosphere—  
which is cloudy, thick, and hazy.*

Would you like to live on Neptune?  
I would! We could travel there together.  
*No, we'd blow around all day and night  
in the windstorms like two feathers.*

Would you like to live on Pluto?  
I hear that it's cozy and small.  
*No, it's a dwarf planet, way far away,  
just a little dark rock, shaped like a ball.*

If you don't like the planets I've named—  
maybe our Earth is the place for you.  
There's still space to build a really nice  
house for you and your family, too.

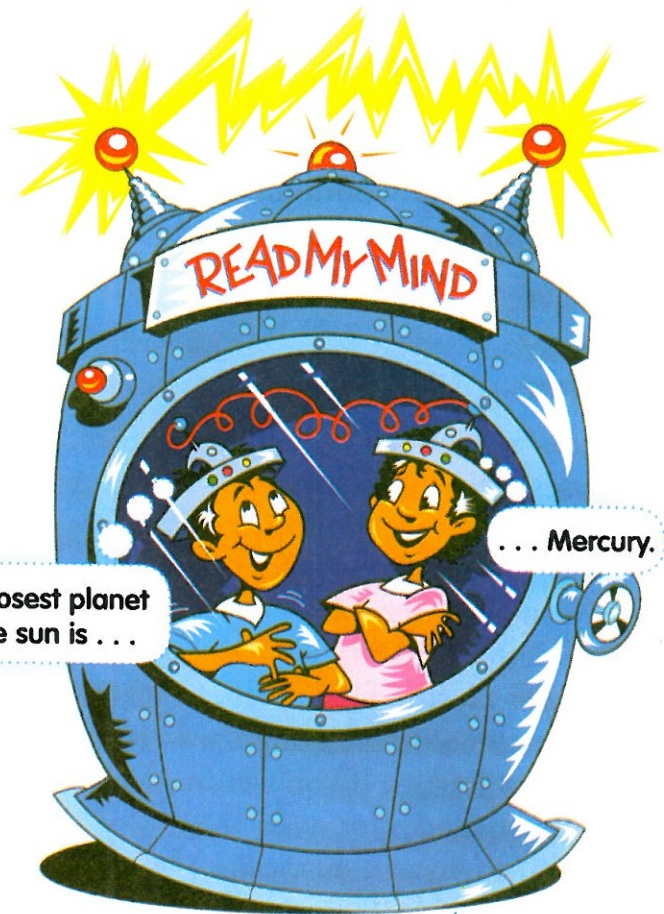




**Listen. Read and say.**

1. The closest planet to the sun is . . .
2. The windiest planet is . . .
3. The farthest planet from the sun is . . .
4. The planet with the most rings is . . .
5. The planet with the most moons is . . .
6. The planet with the most English speakers is . . .

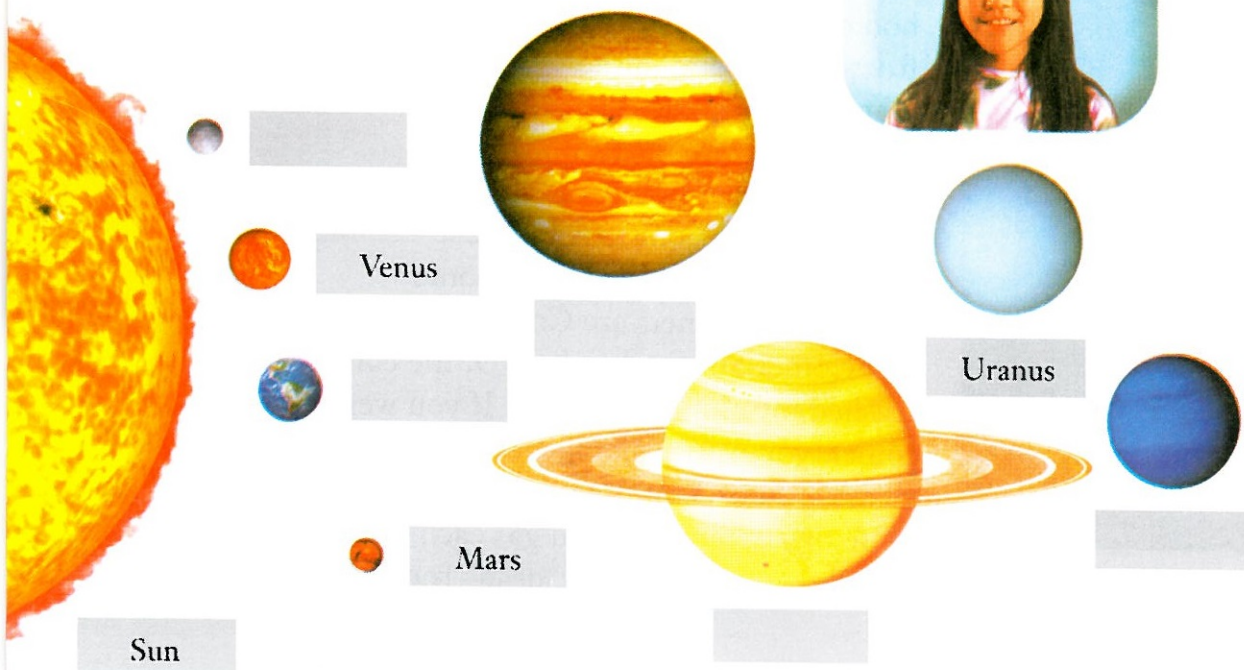
1. Mercury 2. Neptune 3. Neptune 4. Saturn 5. Jupiter 6. Earth



**3**

**Talk and stick.**

Which planet is closest to the sun?







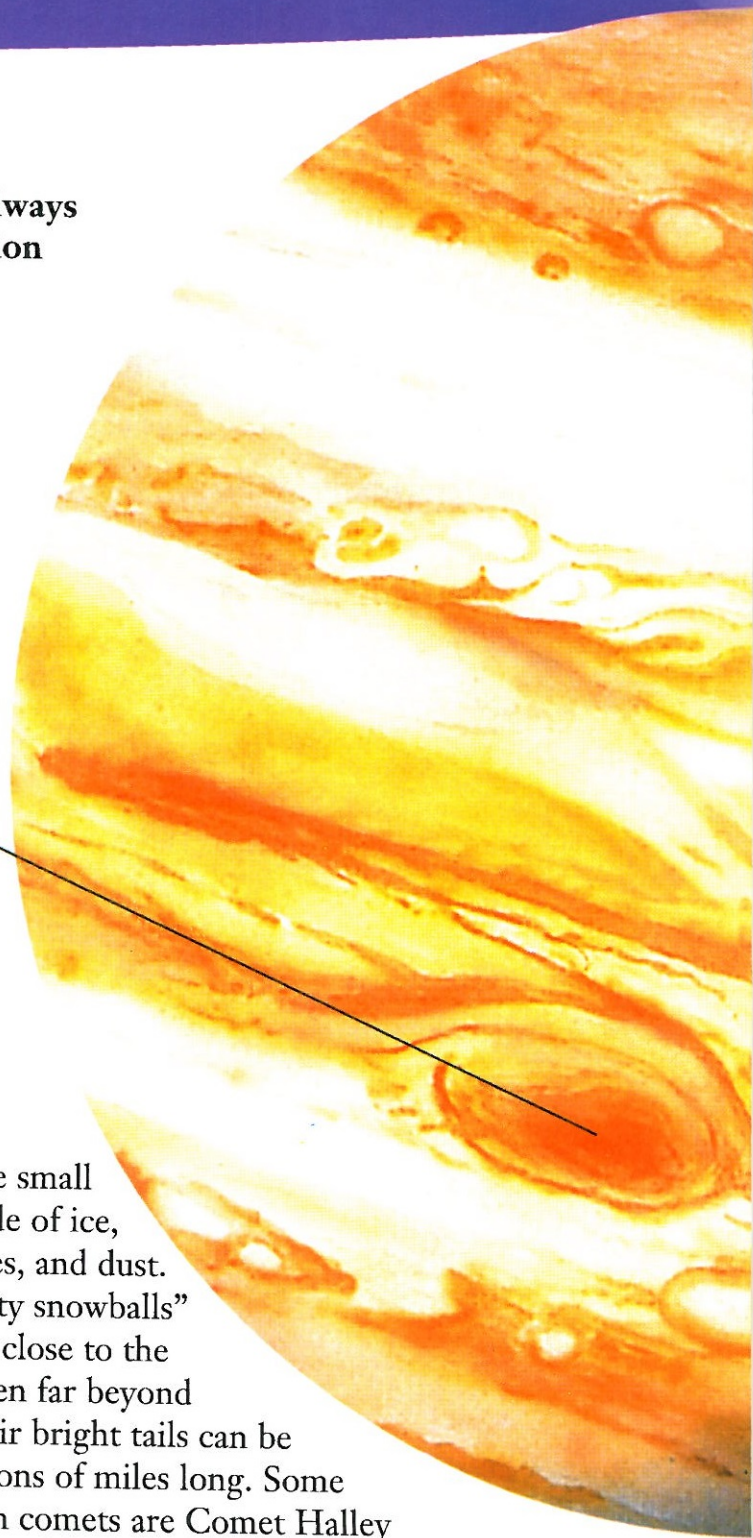
## Listen. Look and read.

Space has many wonders. Scientists are always discovering new and fascinating information about the universe.

### Jupiter

Jupiter is a giant ball of liquids and gases. It has the most moons of any planet—more than 60. It is the largest of eight planets in our solar system, and it is 318 times bigger than Earth. The Great Red Spot alone is big enough to hold two Earths. If you went to the Great Red Spot, you would be caught in a hurricane that has lasted for 300 years.

The Great Red Spot



Comet Hyakutake

### Comets

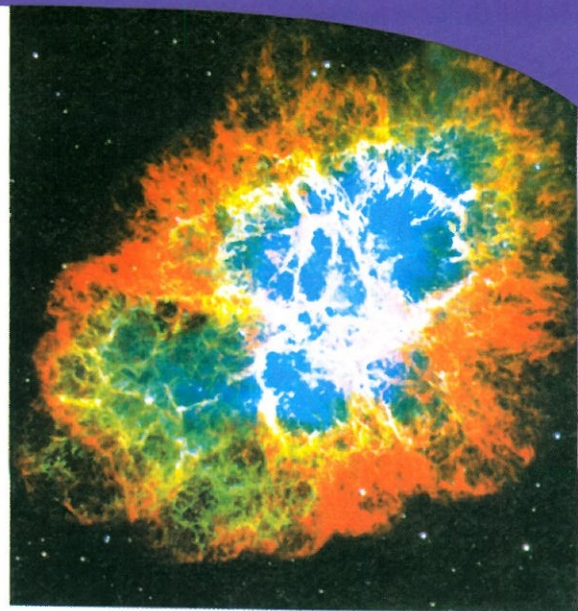
Comets are small bodies made of ice, frozen gases, and dust. These “dirty snowballs” travel very close to the sun and then far beyond Pluto. Their bright tails can be many millions of miles long. Some well-known comets are Comet Halley and Comet Shoemaker-Levy 9, the comet that crashed into Jupiter in 1994. If you were a comet, you would disappear after about 500 trips near the sun. Why? Because the sun takes away some of a comet’s ice and gas each trip. The comet finally becomes a “dead” rocky object.



## Supernovas

Supernovas are enormous exploding stars. The light of a supernova can be brighter than the light of millions of stars in a galaxy. In fact, in 10 seconds a supernova uses much more energy than our sun will use in its whole life!

Some supernovas collapse in on themselves. A collapsed supernova is called a black hole. Because of gravity, anything that falls into a black hole cannot get out—not even light. If you fell into a black hole, you would stretch out like a very long piece of spaghetti before you disappeared!



The Crab Nebula used to be a supernova.

TRACK A43

5

**Ask and answer.**

What would happen if you went to the Great Red Spot?

I'd be caught in a hurricane.



TRACK A44

6

**Ask and answer.**

If you traveled in space, where would you go?

I'd fly near Saturn. I'd like to see the rings.



Question formation; untrue conditionals in the future



## Grammar

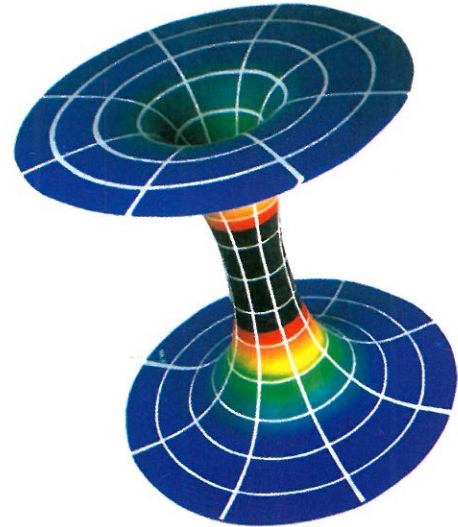
**Real situation:** I'm not a comet. I won't disappear after many trips around the sun.

**Unreal situation:** If I **were** a comet, I'd **disappear** after many trips around the sun.

I'd = I would

## 7 Read and circle R for real or U for unreal.

1. If I fell into a black hole,  
I'd never get out. .... **R** **U**
2. If I lived on Mercury,  
I'd be very close to the sun. .... **R** **U**
3. I can look up in the sky  
and see the Crab Nebula. .... **R** **U**
4. If the library had that new book  
about Jupiter, I'd read it. .... **R** **U**



Model of a  
black hole

## Grammar

What **would** happen if you **went** to the Great Red Spot?  
If I **went** to the Great Red Spot, I'd **be caught** in a hurricane.

## 8 Complete the sentences.

1. If I had a telescope, \_\_\_\_\_
2. If I traveled in space, \_\_\_\_\_
3. If I were an astronaut \_\_\_\_\_
4. If \_\_\_\_\_, you'd see Jupiter's many moons.
5. If \_\_\_\_\_, you'd disappear after 500 trips  
near the sun.
6. If \_\_\_\_\_,  
you'd learn about stars.





## 9 Write questions or answers.

1. If you had a telescope, what would you see?

---

2. If a supernova collapsed, what would happen?

---

3. 

---

I'd go near Saturn to see the rings.

4. 

---

I'd become an astronaut.

## 10 Work with a partner. Complete the chart.

Student A uses this information.

Student B turns to page 111.

A Trip to Mars and Saturn  
Chart A

	Saturn	Mars
What do I need to wear?	a spacesuit	
How long is the trip?		7 to 10 months traveling at 49,710 miles (80,000 km) per hour
How long is a day there?	10 hours, 40 minutes	
How long is a year?	29½ Earth years	
What will I see?		polar ice caps, red dust, valleys and mountains, desert
What's the weather like?		windy and cold
How many moons will I see?	31	



> OUT  
THERE

Our magazine  
is the place for  
Space

## Hubble Fact File

- The Hubble Telescope is named after astronomer, Edwin P. Hubble (1889-1953).
- The body of the Hubble is about the size of a large school bus.
- The telescope tube is as tall as a five-story building.
- In space, the telescope weighs nothing, but on Earth it weighs more than 25,000 pounds (11,339 kg).

## YOUR JOKES

**JILL:** If you were an astronaut, where would you go?

**BILL:** I'd go to the sun.

**JILL:** But your spaceship would burn up!

**BILL:** No it wouldn't, silly! I'd go at night!

Sent in by M. Fernandez

# Hubble Trouble? Time for a Tune-up

The Hubble Space Telescope, designed in the 1970s and sent into space in 1990, has changed our understanding of the universe. But how could a telescope continue to function after years in space? Space mechanics!

The Hubble was especially designed so that astronauts could take out old and broken equipment and put in new instruments with the latest technology. Each new piece of equipment increases the telescope's scientific power. So far, the Hubble's space mechanics have worked in three separate missions to make changes and improvements. If you were a mechanic, would you spacewalk 373 miles (600 km) above Earth to fix something?





# Ask Dan the Science Man



Solar eclipse

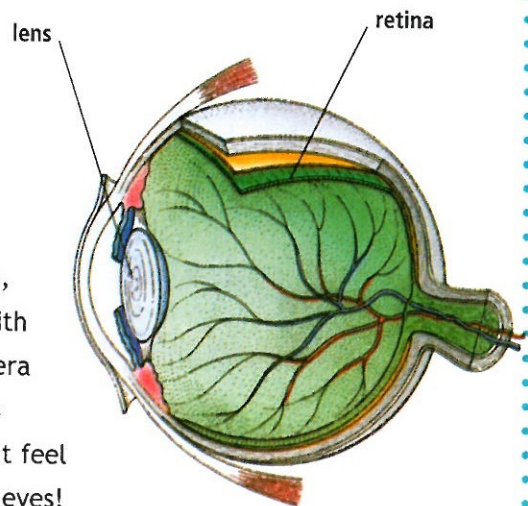
Dear Dan,

Why can't I look directly at an eclipse of the sun? After all, the sun is covered up!

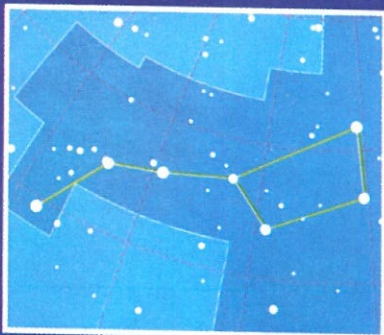
Thanks,  
Becky Martin

Dear Becky,

A solar eclipse is a beautiful and exciting thing to see, but it can be very dangerous. NEVER look at an eclipse with the naked eye. Why? Your eye has a lens, just like a camera does. The lens focuses the sun's light on your retina. This concentrated light can cause blindness. The retina doesn't feel pain, so you won't even know when you are burning your eyes!



## Name the Constellation!



- ☐ Orion's Belt
- ☐ Big Dipper
- ☐ Cassiopeia

## CONTEST

Movie production company  
seeks alien designs for a  
new science-fiction movie!

Write for complete  
contest details and then  
send your alien drawing to:

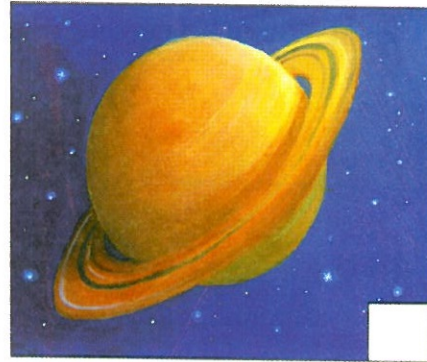
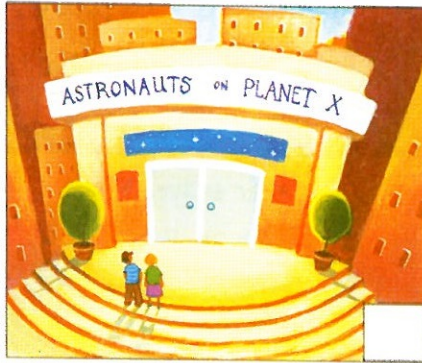
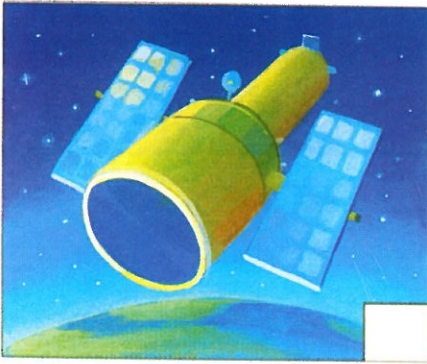
Mr. S. Spillbeans  
914 Fort Washington St.  
Office Suite 43  
Seattle, Washington  
98008







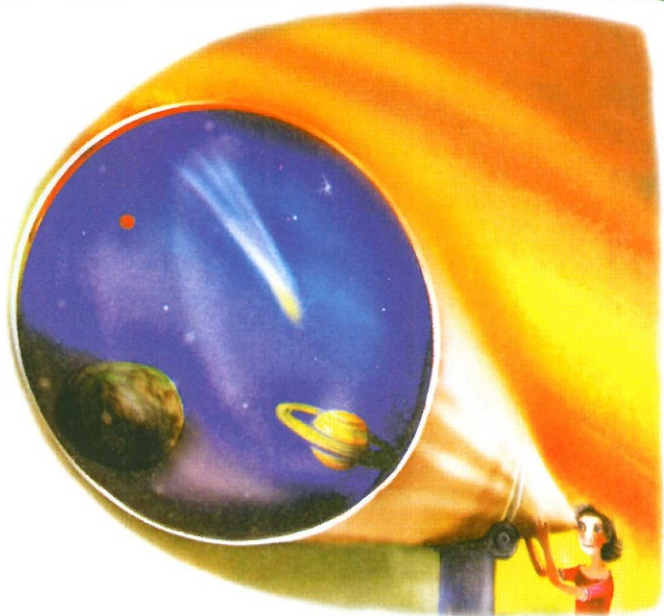
**Listen. Number the pictures in order.**



**Listen. Read and chant.**

## Through the Lens

If I had a giant telescope,  
this is what I'd see—  
millions of shining stars  
in a faraway galaxy.  
I'd see a comet streaking by  
with its tail so bright,  
or a mass of rock and iron  
that could be a meteorite.  
So if I had a telescope,  
I'd be in just one place—  
with my eye pressed to the lens  
exploring outer space.





# A Brochure About Space Travel

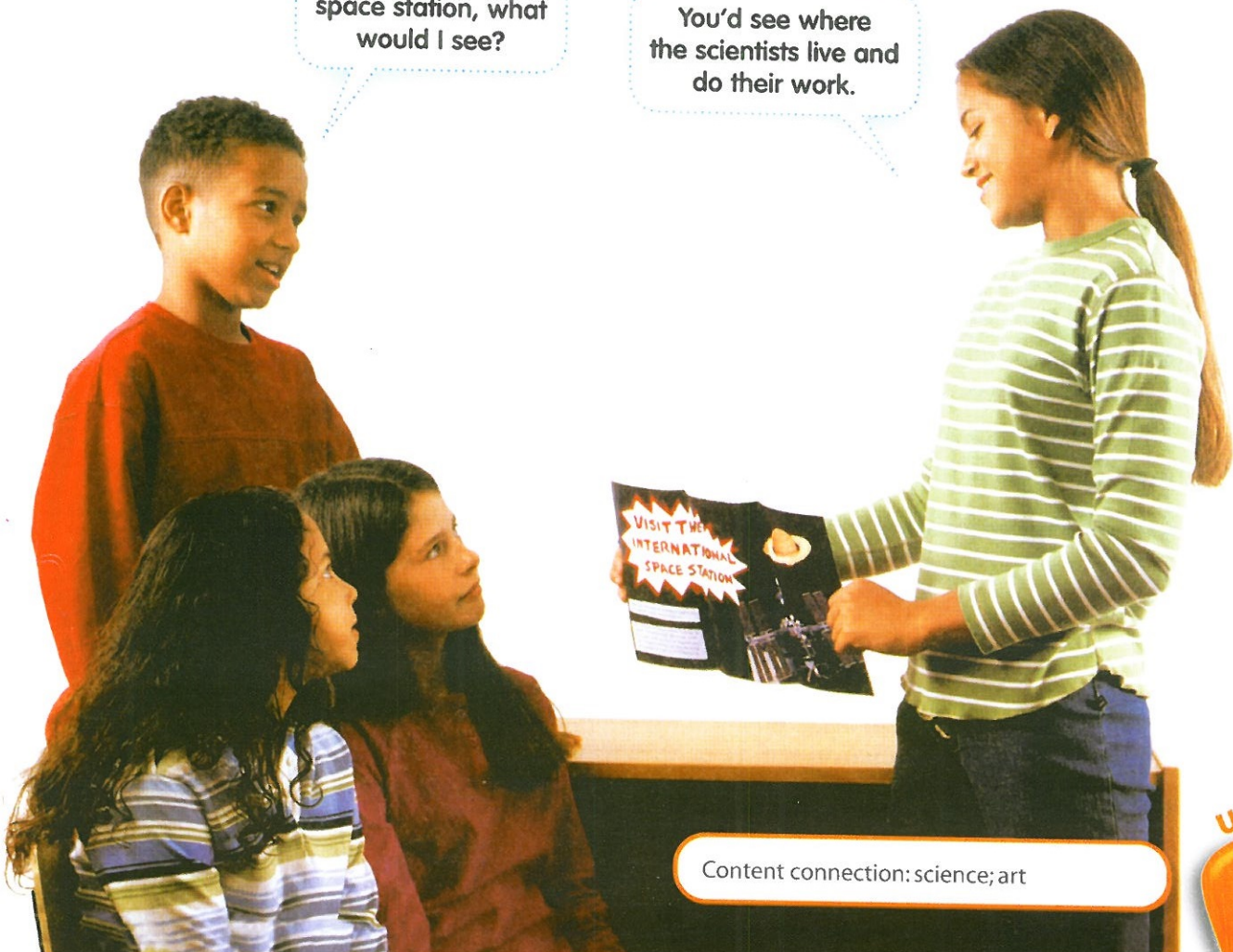
Make a brochure for a vacation in space.

Science  
Project



If I visited the  
space station, what  
would I see?

You'd see where  
the scientists live and  
do their work.



Content connection: science; art

Unit 5

59



# Use Your Imagination

Read and discuss.



Have you ever wondered what the world would be like if people didn't dream big and use their imaginations? There might not be missions to outer space to explore the unknown. There might not be inventions that make our lives easier, more fun, or more interesting, such as washing machines, computers, or cars. There might not be the technology and medicines that improve our health today.

But imagination isn't just for big things. Did you know that using your imagination in your own life can help you solve problems? If you have trouble getting up in the morning, visualizing a pleased parent or a teacher happy to see you on time for class can actually help you do it. And using your imagination to fix your alarm clock so that you hear it better can help you, too!

1. How have people used their imaginations to make the world a better place?
2. How can using your imagination help you every day?
3. What do you imagine future space travel will be like?
4. Why do you think it's important to dream and use your imagination?



# Know It? Show It!

Cut out the cards on pages 135 and 137.  
Put the cards facedown.  
Take turns reading and answering.

Review

If you lived on  
Mercury, would you  
be hot or cold?

I'd be hot,  
very hot.



Make an accordion book.

Venus is the closest  
planet to Earth.



Performance assessment  
See Assessment Package pp. 65–68, 75, 84, and 89–90.

Unit 5



## Unit 1, continued from page 7, Student B

### Work with a partner.

Answer your partner's questions about Jackie Chan.  
Then ask questions about J.K. Rowling. Complete the chart.

#### J.K. Rowling

what job she had before she became a writer

\_\_\_\_\_

where she wrote her first Harry Potter book

\_\_\_\_\_

how long it took her to write the book

\_\_\_\_\_

when it appeared

\_\_\_\_\_



#### International Star

Jackie Chan was born in Hong Kong in 1954. He studied singing, acting, and martial arts at the famous Peking Opera School in Hong Kong. In 1973, Chan appeared in *Enter the Dragon*, a famous kung-fu film with Bruce Lee. He made many hit films in Hong Kong. In 1998, he appeared in the Hollywood film *Rush Hour*. *Rush Hour* was a big success, so he made *Rush Hour 2*. It came out in 2001 and made more than \$200 million.



## Information Gap Activities

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

#### Work with a partner.

Answer your partner's questions.

Then ask questions to complete your chart.

How long . . . ?	Ana	Ken
live in Vancouver	a year and a half	
study English		1999
play a musical instrument		8 years
write stories for the school newspaper		6 months
have a computer	last August	
wear glasses	she was ten	

### Unit 5, page 55, Student B

#### A Trip to Mars and Saturn Chart B

	Saturn	Mars
What do I need to wear?		a spacesuit
How long is the trip?	7 years	
How long is a day there?		24 hours, 30 minutes
How long is a year?		687 Earth days
What will I see?	rings around the planet, lots of gas, no solid surface to land on	
What's the weather like?	extremely windy (up to 1,118 miles [1,800 km] per hour) and cloudy	
How many moons will I see?		2



## Grammar Words

<b>Adjective</b>	<p>A word that describes a noun or pronoun.</p> <p>John Lennon was a <b>popular, talented</b> musician.</p>
<b>Adverb</b>	<p>A word that describes a verb, adjective, or other adverb, and tells <i>how, where, or when</i>.</p> <p>At age nine, Sarah played the violin <b>brilliantly</b>.</p>
<b>Article</b>	<p>A word used before a noun to show the singular, or to show a particular or general example: <i>a, an, the</i>.</p> <p>There's <b>an</b> article in <b>the</b> newspaper about <b>a</b> new invention.</p>
<b>Conjunction</b>	<p>A word that connects parts of sentences, phrases, or clauses, such as <i>or, and, or but</i>.</p> <p>He'd rather read <b>or</b> listen to music than watch TV.</p>
<b>Gerund</b>	<p>A noun formed with <i>-ing</i> from the present participle of a verb.</p> <p><b>Collecting</b> coins is fun, but I like <b>playing</b> chess more.</p>
<b>Infinitive</b>	<p>The base form of a verb and the preposition <i>to</i>.</p> <p>Angela wants <b>to become</b> a wildlife biologist one day.</p>
<b>Noun</b>	<p>A word that represents a person, place, animal, or thing.</p> <p><b>Jupiter</b> is a <b>planet</b> with over fifty <b>moons</b>.</p>
<b>Object</b>	<p>The person or thing affected by the action of the verb.</p> <p>Susan climbed the <b>mountain</b> with a guide.</p>
<b>Predicate</b>	<p>A word or phrase that follows the subject and describes a state or action related to the subject.</p> <p>The Cambodian alphabet <b>has seventy-four letters</b>.</p>
<b>Preposition</b>	<p>A word used before a noun, pronoun, or verb to show place, time, or purpose.</p> <p>David got up <b>at</b> 8:30 <b>to</b> help his mom <b>in</b> the garden.</p>
<b>Pronoun</b>	<p>A word that substitutes for a noun.</p> <p>Frida Kahlo was a famous painter. <b>She</b> was a famous painter.</p>
<b>Subject</b>	<p>A noun or pronoun that comes before the verb in a sentence and tells who or what is doing the action.</p> <p><b>Michel Lotito</b> eats metal and glass.</p>
<b>Verb</b>	<p>A word that describes an action or state.</p> <p>Bill <b>is</b> upset because he <b>lost</b> his MP3 player.</p>



## The Simple Past

### Regular Verbs in the Past

I acted	we acted
you acted	you acted
he/she/it acted	they acted

### Irregular Verb in the Past

I won	we won
you won	you won
he/she/it won	they won

- All affirmative regular verbs have the same past ending **-ed**.  
If the verb ends in **-e**, just add **-d**. If the verb ends in **-y**, change the **-y** to **-i** and then add **-ed**.  
direct → directed      rescue → rescued      study → studied  
Bill Harding **decided** to make clothes from real, living grass.
- Affirmative irregular verbs have different past forms.  
get → got      become → became      ride → rode      write → wrote  
J.K. Rowling **got** the idea for her first Harry Potter book on the train.
- The negative of verbs in the past is formed with **did + not + verb**. It is the same for regular and irregular verbs, and for all three persons.  
Sam **didn't study** for the test.      We **didn't go** to the movies after all.
- In questions with the verb **be**, information questions and *yes/no* questions are formed with **was** and **were**.  
Who **was** Antonio Gaudi?      **Was** he a writer or an architect?  
Where **were** you at 4:00?      **Were** you at the movies?
- In questions with other verbs, **did + verb** is used.  
Where **did** they **go**?      **Did** they **go** to the mall?  
Who(m) **did** you **e-mail**?      **Did** you **e-mail** Sandra?
- The past describes a single, completed action at a particular time in the past.  
It often appears with words that signal the past, such as *yesterday*, *last week*, and *ago*. It also appears with specific times and dates.  
*after*   *ago*   *at 3:45*   *before*   *in 2004*   *in the morning*   *last year*   *yesterday*  
Rosa **sent** the letter four days **ago**.  
Marco **received** it **at 2:30** in the afternoon.
- If a sentence has a **when** clause and the past is in both clauses, the action in the **when** clause is the one that happened first.  
When I **spilled** soda on the keyboard, my computer **stopped** working.  
(1) I spilled soda.   (2) My computer stopped working.



## The Present Perfect with *for* and *since*

### Simple Past

I lived	we lived
you lived	you lived
he/she/it lived	they lived

### Present Perfect

I have lived	we have lived
you have lived	you have lived
he/she/it has lived	they have lived

- The past form describes a single, **completed** action at a particular time in the past.  
 Yuki **lived** in Tokyo for ten years. (She doesn't live there now.)  
 I **met** my friend Jack six years ago. (My sister introduced us.)  
 Roger **arrived** at 11:00. (He appeared at the office at a specific time.)
- The present perfect can describe an action that began in the past but **continues** into the present.  
 Yuki **has lived** in San Francisco for three months.  
 (Yuki left Tokyo three months ago. She came to San Francisco to live, and she lives there now.)  
 I **have known** my friend Jack for six years.  
 (I met him in the past, and I continue to know him and have him as a friend.)  
 Roger **has been** here for two hours.  
 (He arrived at the office at 11:00. It is now 1:00, and he is still here.)
- The present perfect is formed with **have/has + the past participle** of the verb.  
 I've **had** my cat Bootsie for four years.  
 She's **had** her bird for a few months. (Note: 's = *has*, not *is*, here)
- Use **how long** to ask about time in a question. Use *for* and *since* to talk about time.  
**How long** have you studied English?  
 I've studied English **for** five years. (I continue to study English.)  
**How long** has Hank played basketball?  
 He's played basketball **since** October. (He still plays basketball.)
- Use *for* to refer to **duration** of time.  

for thirty seconds	for two weeks	for many years
for two minutes	for a month	for millions of years
for three days	for ten years	for a long time
- Use *since* to refer to a **particular** time.  

since 4:00	since Monday	since last week
since this morning	since August	since last year
since lunch	since 2006	since I was a child



## Gerunds

- Gerunds are formed with **-ing** from the present participle of the verb. Like nouns, they function as subjects, objects, and objects of prepositions.

as subject:

**Reading** is my favorite hobby.

as object:

I love **reading**.

as object of a preposition:

I'm thinking **about becoming** a librarian.

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

appreciate	enjoy	go	quit
avoid	finish	keep	stop
consider	give up	mind	suggest
be bad at	be interested in	apologize for	
be excited about	be opposed to	insist on	
be good at	be worried about	succeed in	

## Present True Conditionals

- A conditional sentence usually consists of an **if** clause that presents a condition, and a result clause that describes the effect of the condition.

If it's cloudy, I'll take my umbrella.

**condition**

**result**

- One type of conditional expresses true, factual ideas in the present or future.

Fact: I may have time to watch the soccer game tonight.

Fact: I want to watch the soccer game.

In other words: **If** I have time, I'll watch the soccer game tonight.

Fact: Bob isn't studying very much.

Fact: Studying more is necessary for good grades.

In other words: **If** Bob doesn't study more, he won't get good grades.

- The **present** is used in the **if** clause. The **future** is used in the result clause.

**If I have** time, I'll **watch** the soccer game tonight.

**If Bob doesn't study** more, he **won't get** good grades.

- The **if** clause can go first or it can go second. The meaning is the same.

**If we visit Korea again**, we'll definitely go back to Busan.

We'll definitely go back to Busan **if we visit Korea again**.



## Expressing Certainty

- When you make a prediction about the future, you can feel very sure about it or you can feel you don't really know.

When you are sure of something, use **will** (**'ll**) and **won't + verb** to express your certainty.

We **'ll have** personal robots in the future. (I'm sure of it. I'm convinced.)

We **won't fly** around in personal jet packs. (I'm sure of it. Of course not!)

When you aren't sure of something, use **may**, **could**, or **might + verb**.

We **may live** in colonies on the ocean floor. (I'm not sure.)

We **could live** on the moon. (I don't really know.)

We **might live** in orbiting space stations. (Maybe.)

- In questions, the modals **will**, **won't**, **may**, **could**, and **might** go before the subject.

**Will** we have personal robots?

**Might** we live in space stations?

When **could** we live on the moon?

How **may** robots help us?

## Causative *have*

- The verb **have** has many meanings and functions. It is an auxiliary verb, a verb meaning possession, and a verb with **to** + a verb meaning necessity or obligation. It is also a part of many expressions.

auxiliary verb: I **have** lived here all my life.

possession: We **have** a new car.

necessity: I can't go. I **have to** do my homework.

lack of necessity: You **don't have to** move. I'll sit over there.

expression: We're **having** a wonderful time!

- Another idea that **have** can express is causation, the idea that X causes Y to do something.

Julia **had** the waiter bring her another glass of juice.

In this Meaning: Julia didn't get the juice herself. She asked the waiter to do it.

We **have** a gardener cut our grass and take care of the garden.

In this Meaning: the family doesn't do the work—the gardener does the work.

Jason: I think robots will do most of our work.

Maria: Cool! I **'ll have** a robot clean my house.

In this Meaning: Maria's robot will do her cleaning for her. Maria won't have to do it.



## Superlatives + Nouns

- Superlative forms of adjectives are formed by adding *the* + the ending *-est* to the adjective or by adding *the* + *most* before the adjective.

John is **the tallest** of all the boys.

Frida is **the most** athletic of all the girls.

- A noun can follow the superlative form of the adjective.

The windiest **planet** is Neptune.

The planet with the greatest **number** of moons is Jupiter.

In the second example above, *the greatest number* can be replaced with *the most*.

The planet with **the most** moons is Jupiter.

## Present Untrue Conditionals

- One type of conditional expresses true, factual ideas in the present or future.

**If I have** the time, **I'll read** that book about Jupiter.

(You may have the time to read later on. You want to read about Jupiter.)

- Another type of conditional expresses untrue, contrary-to-fact ideas in the present or future.

**If I had** the time, **I'd read** that book about Jupiter.

(You **don't** have the time. You want to read about Jupiter, but you can't.)

- The **past** is used in the *if* clause. *Would* ('d) + the verb is used in the result clause.

**If I had** my wallet with me, **I'd give** you the money.

(You don't have your wallet with you. You can't give the person any money.)

**If Judy planned** her time better, she'd **finish** her work on time.

(Judy doesn't organize her time. She can't finish her work on time.)

- The *if* clause can go first or it can go second. The meaning is the same.

**If we went to Peru**, we'd visit Machu Picchu.

We'd visit Machu Picchu **if we went to Peru**.

**If you went to Peru**, would you visit Machu Picchu?

Would you visit Machu Picchu **if you went to Peru**?





Unit  
**1**

<p><b>Ruth Lawrence</b></p> <p>Lawrence won a math contest and entered Oxford University when she was ten years old.</p>	<p><b>Ruth Lawrence</b></p> <p>Make up something! Use the past tense.</p>	<p><b>Ruth Lawrence</b></p> <p>Make up something! Use the past tense.</p>
<p><b>Roy Blackwell</b></p> <p>Blackwell broke a record. He played 24 instruments at one time.</p>	<p><b>Roy Blackwell</b></p> <p>Make up something! Use the past tense.</p>	<p><b>Roy Blackwell</b></p> <p>Make up something! Use the past tense.</p>
<p><b>John S. Pemberton</b></p> <p>In 1886, Pemberton made up a medicine at home. He called it "coca-cola."</p>	<p><b>John S. Pemberton</b></p> <p>Make up something! Use the past tense.</p>	<p><b>John S. Pemberton</b></p> <p>Make up something! Use the past tense.</p>
<p><b>Patty S. Hill</b></p> <p>Hill wrote a famous song with her sister, Mildred. They called the song "Happy Birthday."</p>	<p><b>Patty S. Hill</b></p> <p>Make up something! Use the past tense.</p>	<p><b>Patty S. Hill</b></p> <p>Make up something! Use the past tense.</p>



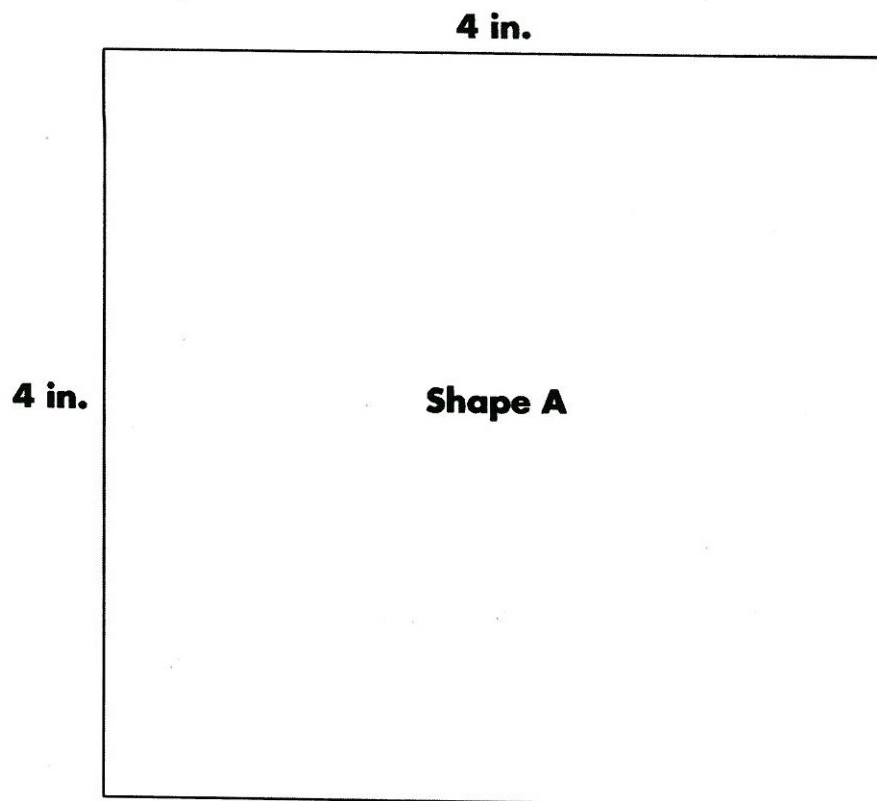






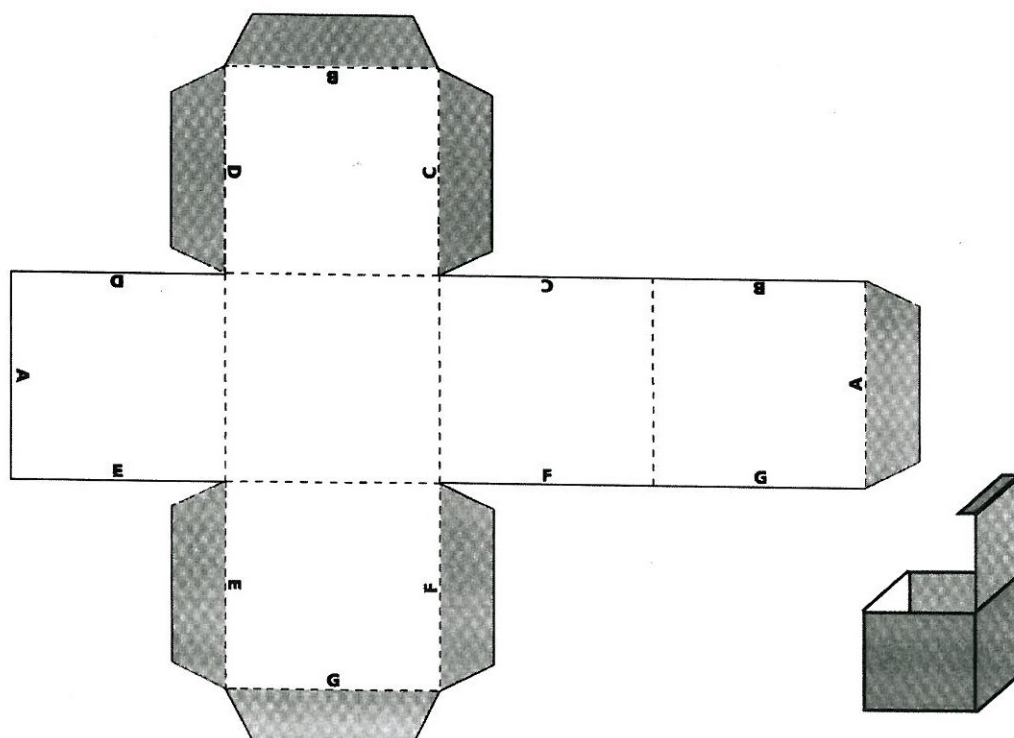
## Project: Identity Cube

Choose one way to make a cube.



You can duplicate shape A. six times and tape the sides together.

Or, you can enlarge the diagram on a copy machine, cut it out, and fold it to make a cube.











The Crab Nebula  
was once a ...

If you lived on Pluto, would you  
be hot or cold?

The atmosphere on  
Venus is ...

If you lived on Mercury,  
would you be  
hot or cold?

The planet that is closest to the  
sun is ...

What is Jupiter  
made of?

Jupiter is a planet that has ...  
moons.

Comets are small  
bodies that are  
made of ...

Nothing can get out  
of a ...

Enormous exploding  
stars are called ...









Unit  
5

If you rode a comet, how many orbits would you make around the sun?

When a supernova collapses, it becomes a ...

A comet missed you.  
Take one of your partner's cards.

You lost your helmet.  
You lose a turn.

You saw a shooting star.  
Take an extra turn.

You are lost in space.  
Give your partner one of your cards.

---

---

Write your own question.

---

---

Write your own question.

---

---

Write your own question.

---

---

Write your own question.







# BACKPACK 6

**Second Edition**



**Mario Herrera • Diane Pinkley**





# Contents

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# 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!







**Read. Listen and sing.**

### Top This!

Have you ever ridden a mountain bike,  
gone up and down a trail?  
*Yes, I've already done that—  
it's quite a crazy tale!*

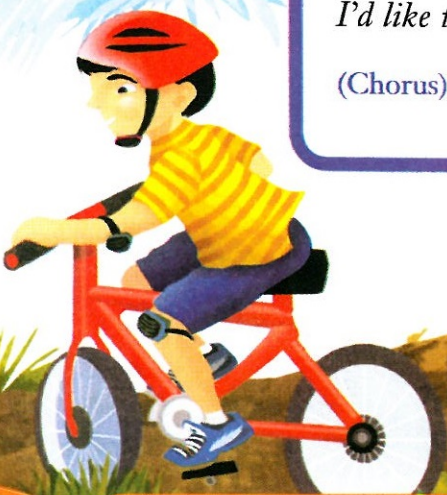
Have you ever gone in an airplane,  
jumped with a parachute?  
*Yes, I've jumped from an airplane.  
I wore a diving suit.*

Top this!  
It's a thrill like you've never had before!  
Top this!  
These adventures will make your spirit soar!

Have you ever crossed some rapids,  
alone and on a raft?  
*Yes, I've already tried that.  
I paddled really fast!*

Is there anything you haven't done  
and would like to try soon?  
*I haven't gone to space yet.  
I'd like to go to the moon!*

(Chorus)







## Listen and read.

Great Adventure Travel Company

Dear Sir or Madam:

I saw your ad in the newspaper. I'm interested in adventure travel, but things always seem to go wrong when I try something new. For example, I have been skydiving—once. My parachute opened, but a strong wind blew me into a lake! After that, I decided to stay out of the sky. I have also been horseback riding—once. I fell off the horse and broke my leg! And I have also gone diving in the ocean—once. I was chased by a shark! Now I'm thinking about other trips I could take. I have never taken a raft down a river and would like to try it. I would also like to try a photo safari someday. Please send me your brochures.

Yours truly,

*Diana Morse*



## Talk and stick.

What adventures has Diana had?



What adventures is Diana planning?

Done	To Do





## Listen. Look and read.

Life is full of adventures.

### Mountain Climber

Would you ever try to climb a mountain? How about five or six mountains? Eric Wiehenmayer has already done all of that, and he has been blind since he was 13! At 16, he knew he wanted a life of adventure. He climbed rocks, hiked, skied, and skydived. But that wasn't enough.

Eric decided he wanted to climb the highest mountain in each of the seven continents.

As time passed, Eric

managed to climb six of them, including

Mount Everest in May, 2001. Has he climbed the

seventh peak? Yes, he has. He climbed Mount

Kosciusko in Australia in September of 2002. In 2004,

Eric trained a group of blind students and led them

up a glacier on Mount Everest. Another record! The

teenagers climbed up 21,500 feet—higher than any

team of blind people in history! As if that's not enough,

Eric has published two books about his life and work. His

first book, *Touch the Top*, was made into a film in 2006. And

in 2007, he published his latest, *The Adversity Advantage*:

*Turning Everyday Struggles into Everyday Greatness.*



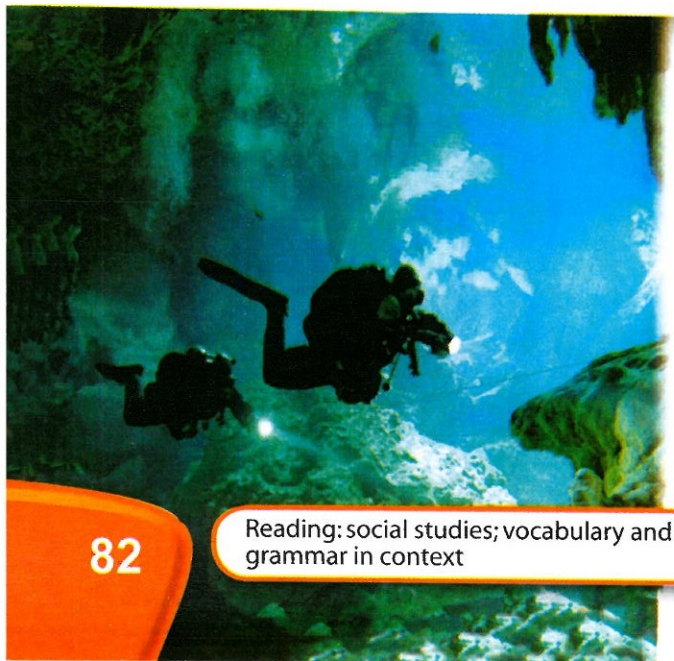
"When I finally sat on the top, I knew I could do almost anything I set my mind to."



Racing in the Junior Iditarod is hard work for the racers and the dogs!

### Cave Explorers

Jill and Paul Heinerth always wanted to explore the underwater caves of the Yucatan Peninsula in Mexico, and now they have. At the bottom of some of the underwater caves, divers found bones. Now the Heinerths want to solve the mystery of the bones. They have asked the Mexican government to allow them to study the skeletons to find out what happened. Would you dive into an underwater cave to examine old bones?



Reading: social studies; vocabulary and grammar in context





## Sled Dog Racers

Would you ever compete in a 160-mile sled dog race in icy, cold conditions? Teenagers age 14–17 have done just that every year since 1978 in the Junior Iditarod race! The participants are called mushers (travelers who drive with sled dog teams). It takes a lot of hard work and training. Mushers don't just have to care for themselves, they have to care for and train their dogs. At the halfway point, mushers have to care for their sled dogs (7–10 of them) and camp overnight for 8 to 12 hours before resuming the race. Micah Degerlund knows how much training and practice it takes. He raced three times before winning the Junior Iditarod in 2006. He finished in just 22 hours, 59 minutes. Has a girl ever won the race? Yes, *girls* have won the race more than once—actually, for four years in a row from 2002–2005! Cali King won in 2002, Ellie Claus in 2003, Nicole Osmar in 2004, and Melissa Owens in 2005.



**Point. Ask and answer.**

Has Eric climbed Mount Everest yet?

Yes, he already has. He climbed it in May, 2001.



**Ask and answer.**

Would you ever try to climb a mountain?

No, I wouldn't. I think it would be too dangerous.



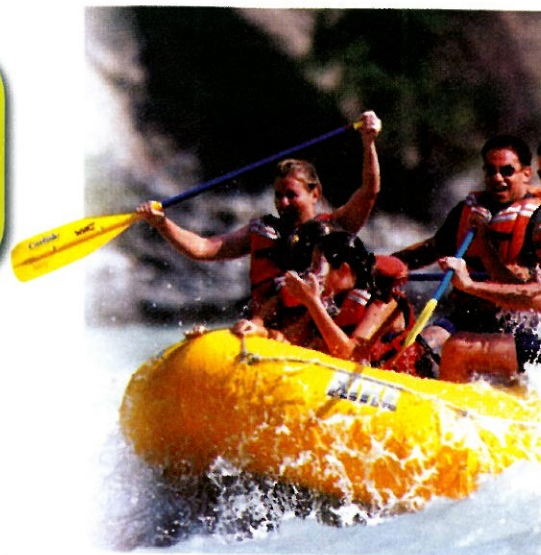
Question formation; present perfect with already/yet; would/wouldn't



**Grammar**

**Has** Mariko **raced** in the Iditarod yet?  
Yes, she already **has**. She raced with her dogs last year.

**Has** Alan **raced** in the Iditarod yet?  
No, he **hasn't**. He's planning to race next year.



**7 Answer the questions.**

1. Has Ken climbed Mount Fuji yet?

Yes, he already has. He climbed  
Mount Fuji in 2003. (2003)

2. Have you gone white-water rafting yet?

Yes, \_\_\_\_\_ (last month)

3. Have Linda and Hector gone horseback riding yet?

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

4. Has Ana parachuted from a plane yet?

Yes, \_\_\_\_\_ (last week)

**Grammar**

**Would** you ever **sled** in a snowstorm?  
No, I **wouldn't**. I think it would be crazy!

**Would** you ever **go** white-water rafting?  
Yes, I **would**.



**8 Write the question. Then write your answer.**

1. Would you ever ride a hot air balloon?

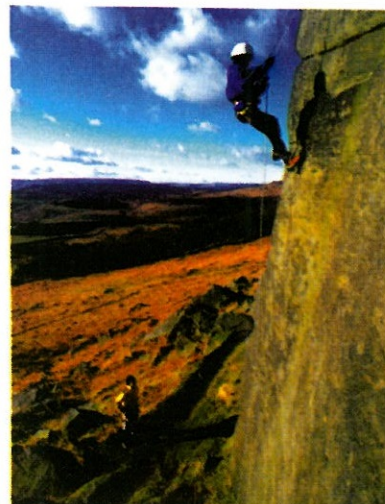
\_\_\_\_\_

2. Would you ever \_\_\_\_\_

\_\_\_\_\_

3. Would you ever \_\_\_\_\_

\_\_\_\_\_





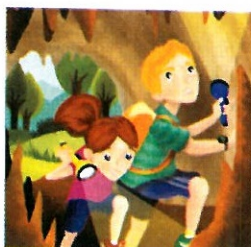
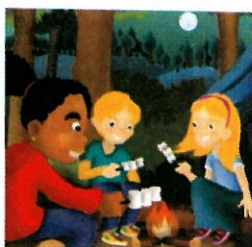
**9 Interview your classmates.**  
Find a different student for each activity.



Shoji, have you ever climbed a mountain?



Yes, I've already climbed mountains near Nagano.



**10 Write your answers. Tell the truth.**

1. Have you had a real adventure?  
\_\_\_\_\_
2. Have you cleaned your room today?  
\_\_\_\_\_
3. Have you studied for your English test yet?  
\_\_\_\_\_
4. Have you done your English homework?  
\_\_\_\_\_

Yes/no questions; present perfect with ever/already/yet





## A Rumble in the Jungle

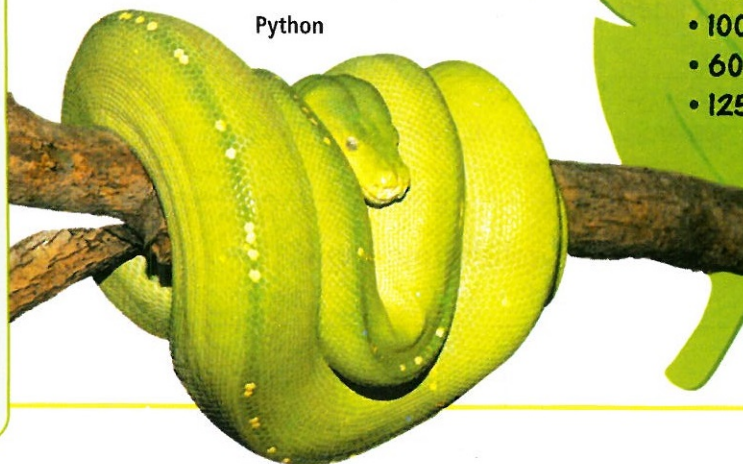
Ready for fun? Try a canopy adventure tour! This trip through the treetops of part of a tropical rain forest allows you to see things from a bird's point of view. If you haven't yet experienced the amazing beauty of rain forest plants and animals, this is the adventure for you. You'll see many species of plants and animals, both on the ground and in the trees. And if you haven't photographed a snake—up close and personal—beside you in a tree, then you just aren't as adventurous as you think!

**YOU SEND  
IT. WE  
PRINT IT**

**Q:** Why did the mountain biker leave the trail?

**A:** He was forced to re-tire.

Sent in by Youssef Amudi



Python

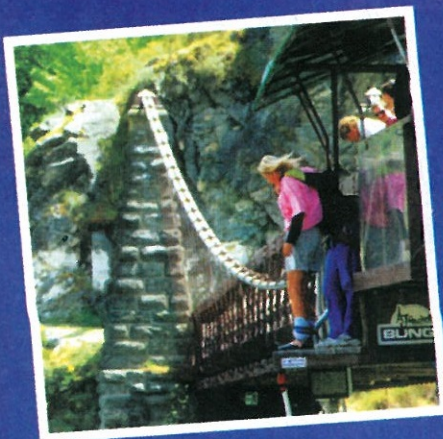
### Jungle Fact File

In the rain forest, you might find some of these species:

- 750 kinds of trees
- 1,500 kinds of plants
- 150 kinds of butterflies
- 400 kinds of birds
- 100 kinds of reptiles
- 60 kinds of amphibians
- 125 kinds of mammals



AAAAAAAAAAAAAAAAUUUUUUUGGGGGGGHHHHHHH!



First, your heart begins to pound as you look over the edge of the bridge. Your toes are hanging over a 300-foot (91.4 m) drop to the river below. Then you hear the other jumpers behind you. They begin to chant the countdown. "FIVE, FOUR, THREE, TWO, ONE!" You

think, *OK, here we go, this is it!* Suddenly, you feel more alert and alive than ever before. Then . . . **BUNGEE!** You leap off the bridge and dive to the river below. All of a sudden the river comes rushing up in front of you. You start thinking, *Oh, no! I'm going to hit the water!* Then a pull from the bungee cord slows you down. You come to a stop just above the surface of the river.

Stephen Su, a teenager from Taiwan, still remembers his first time. "The most memorable seconds were right before and right after I jumped. Would I go bungee jumping again? Yes! It's thrilling!"

Today, people searching for adventure go bungee jumping all over the world, from the United States to New Zealand.

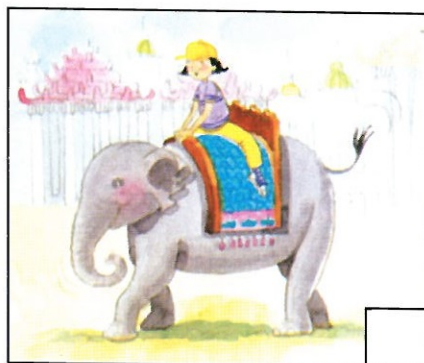
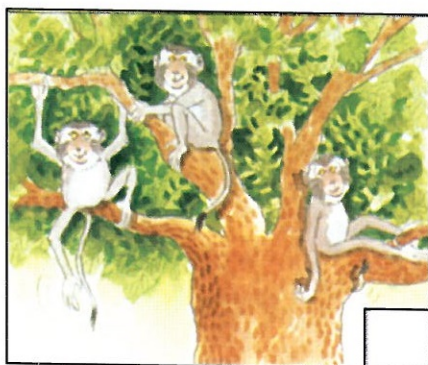


#### DID YOU KNOW?

The sport we now call bungee jumping began in the Penecoste Islands in the South Pacific. People there have jumped off cliffs with vines tied to their legs for thousands of years. England's Oxford Sports Club started the modern version of the sport in 1979 from a bridge.



Listen. Number the pictures in order.



Listen. Read and chant.

## Adventures?

Would you ever scale a wall?

*No, I wouldn't. I might fall.*

Would you ever bungee jump?

*No way! I'm sure I'd get a bump.*

Would you ever scuba dive?

*No, I'd rather stay alive.*

Would you ever explore a cave?

*No, not me. I'm not that brave.*

Would you ever mountain bike?

*No, that's something I don't like.*

So adventure's not for you?

*Right, there's too much I wouldn't do.*

Then I'll give you some free advice:

for you, a video would be nice!





# Adventure Park

Work with a group. Design your own adventure park.

Art  
Project



I've already been on the jungle boat ride. What should I do now?

Have you done the bungee jump yet? If not, I would go there.



Unit 6

Content connection: art



# Safety First

Read and discuss.



Always think about your own safety and the safety of others when you go on an adventure. Cave exploring, scuba diving, dog sledding, bungee jumping, parachuting, and mountain climbing are very exciting. But all of these adventures can be dangerous, too. You'll have a more enjoyable time if you remember safety first. If you're not sure where to begin, you can ask experienced people, read books, or

go online. Do you need a helmet, sunscreen, kneepads, or goggles? What will the weather be like? What kind of special training or skills do you need to have? Before you set off on your adventure, be sure to let someone know where you will be and how long you will be there. Take water, food, and a first-aid kit with you. Whatever adventure you're planning, be sure you *never* go alone. Safety first!

1. What should you always do when you go on an adventure? Why?
2. What should you do before going on an adventure?
3. Should you follow the same safety rules for all adventures?
4. What do you think is the most important safety rule? Why?



# Know It? Show It!

Spin. Ask and answer.

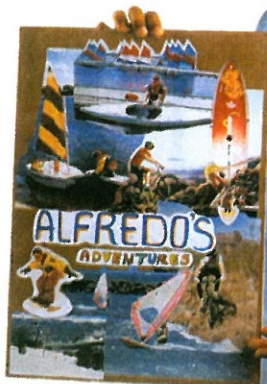
Review

Have you ever ridden a horse?

No, I haven't.  
I don't like horses.

I haven't gone scuba diving yet, but I'd love to try.

Make an adventure collage of some things you have done or would like to do.



Unit 6

I can do it!

Performance assessment

See Assessment Package pp. 65–68, 76, 85, 89–90, and 93–94.

Unit 6





**Read. Listen and sing.**

# Ask the Expert



87

Answers Right!

## Ask the Expert

Ask the expert—  
you'll be surprised at what you learn.  
Ask the expert.

*Which alphabet has the most letters?*  
Cambodian—74!

*Are most movies from Hollywood?*  
No, India makes even more!

*Who scored the greatest soccer goals?*  
Pelé—the best of all time!  
*Which driver has the fastest land speed?*  
Andy Green made supersonic time.

(Chorus)

*Where's the world's highest waterfall?*  
Venezuela makes that claim.  
*Who was the tallest person?*  
Robert Wadlow was his name.

*Which planet has the most moons of all?*  
Jupiter has 63.  
*Which animal has the most eyelids?*  
A camel has six to see.

(Chorus)

*Which town has the fewest people?*  
It's Valley Park—that's the one.  
*And when will the singing be over?*  
Right now: the verses are done!



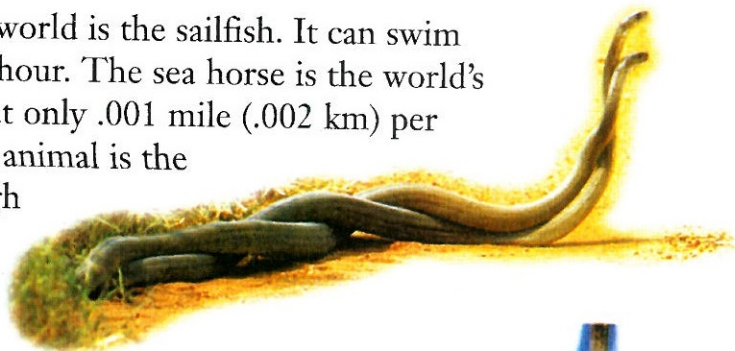




## Animal Records

### *In the water . . .*

The fastest fish in the world is the sailfish. It can swim 68 miles (109 km) per hour. The sea horse is the world's slowest fish. It moves at only .001 mile (.002 km) per hour. The heaviest sea animal is the blue whale. It can weigh more than 143 tons.



### *And on land . . .*

The world's deadliest snake is the black mamba. The poison from one bite can kill more than ten humans! The biggest spider is the Goliath birdeater. It can grow to be 11 inches (28 cm) long. The tallest animal is the giraffe. It can grow to be 18 feet (5.5 m) tall. The sleepiest animal is the koala. It sleeps about 20 hours each day.



What is the fastest fish?

The sailfish.

How fast can it swim?

It can swim 68 miles per hour.

## **3** Talk and stick.

Sailfish	Koala	Whale	Giraffe
Spider	Snake	Sea horse	





## Listen. Look and read.

There are all kinds of world records.

### Shopping Malls

Countries around the world compete to have the largest, best, and most unusual shopping malls. So far, China has the two largest in the world. The biggest yet is being built in Dubai, which already boasts one of the world's largest—Mall of the Emirates. Inside this mall, Ski Dubai features a snow park complete with a bobsled ride and a ski slope with five runs! The two largest malls in North America include the West Edmonton Mall in Edmonton, Canada, and the Mall of America, in Minnesota. The West Edmonton Mall has more than 800 shops and services, including a water park, an amusement park, and a golf course! More than a million shoppers visit the mall every week. The Mall of America has about 300 fewer stores.



Mall of America



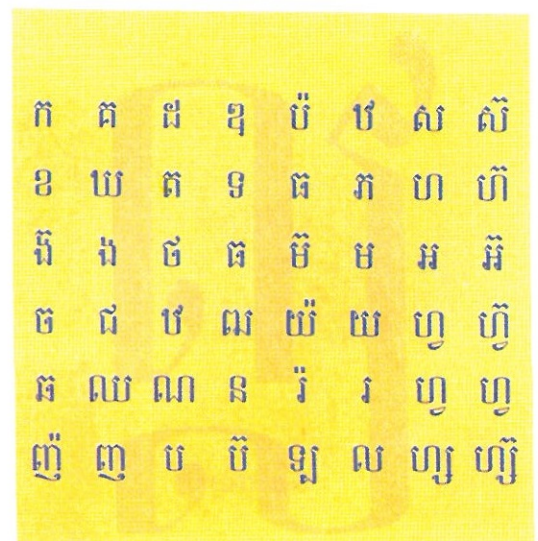
Mall of the Emirates

### Alphabets

The Cambodian alphabet has 74 letters, the most letters of any alphabet in the world. Rotokas, a language from the Solomon Islands, has the fewest letters in its alphabet—only 11. English has 26 letters in its alphabet.

A E I K O P R S T U V

Rotokas alphabet



Letters from the Cambodian alphabet



## Languages

English has about one million words. It has the most words of any language. (Some of these words were borrowed from other languages, and became part of English.) As a language, Mandarin Chinese has the most speakers. More than one billion people speak it! That's about 500 million more speakers than English has, even though many people around the world use English for international business communication.



Mandarin Chinese speakers

## Stadiums

Strahov Stadium in the Czech Republic is the second-largest sports arena in the world, holding about 220,000 people—only the Indianapolis Motor Speedway in Indiana holds more. Maracanã Municipal Stadium in Brazil used to be the next largest. It used to hold 205,000 people, until it was renovated. It now holds 95,000 people, which is 110,000 fewer people than it once held.



Strahov Stadium



Indianapolis Motor Speedway



**Point. Ask and answer.**

Which has more stores,  
West Edmonton Mall or  
Mall of America?

West Edmonton  
Mall does.



**Ask and answer.**

Which shopping mall in  
North America has the  
most stores?

West Edmonton  
Mall does.



Question formation; questions with *which*



**Grammar**

West Edmonton Mall has **more shoppers** than Mall of America.  
Mall of America has **fewer stores** than West Edmonton Mall.

**7 Complete the sentences. Use *more* or *fewer*.**

1. Jeanne Longo of France won 12 women's World Cycling Championships. Koichi Nakano of Japan won 10 professional World Cycling Championships. Longo won \_\_\_\_\_ cycling championships than Nakano.
2. Mars has two moons. It has \_\_\_\_\_ moons than Neptune, which has 13.
3. One year, India made about 850 movies, and the United States made about 570. India made \_\_\_\_\_ movies than the United States.

**Grammar**

Mandarin Chinese has **the most speakers** of any language.  
Rotokas has **the fewest letters** of any alphabet.

**8 Complete the sentences. Use *the most* or *the fewest*.**

1. At one point, New York City had about 140 skyscrapers, Chicago had about 68, and Houston had about 36. Houston had \_\_\_\_\_ skyscrapers of these cities.
2. Saturn has from 500 to 1,000 rings, Uranus has 11 rings, and Jupiter has four. Jupiter has \_\_\_\_\_ rings.
3. Ashrita Furman holds many world records, such as jumping the longest distance on a pogo stick. In fact, he holds \_\_\_\_\_ Guinness World Records of any one person.
4. Thailand exports about 9 million tons of rice a year, Vietnam exports about 4.6 million tons, and India exports about 4.5 million tons. Thailand exports \_\_\_\_\_ rice of these three countries.





9

**A. How well do you know your classmates?**  
**Make predictions. Write a name on each line.**

_____	_____	_____
lives the most kilometers from school.	travels the fewest kilometers to school.	has the most brothers and sisters.
_____	_____	_____
has the fewest brothers and sisters.	has the most pets.	has the fewest pets.
_____	_____	_____
has the most letters in his or her full name.	has the fewest letters in his or her full name.	has the most CDs.
_____	_____	_____
has the fewest CDs.	knows the most songs.	knows the fewest songs.

**B. Check your predictions.**



**C. Who had the most correct predictions in the class?**  
**Who had the fewest?**

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# What's in a Name?

LLANFAIRPWLLGWYNGYLLGOGERYCHWYRNDROBWLLELANTYSILIOGOGOGOCH

Llan-vire-pool-guin-gill-go-ger-u-queern-drob-ool-llandus-ilio-gogo-goch

## RIDDLE OF THE WEEK

**Q:** What is the longest word in the English language?

**A:** "Smiles" because there is a "mile" between the S and s!

The word above is the name of a village in Wales. In the Welsh language, this name means "Saint Mary's Church in the hollow of white hazel near a rapid whirlpool and the Church of Saint Tysilio near the red cave." Many people believe it is the world's longest place name. It has 58 letters!

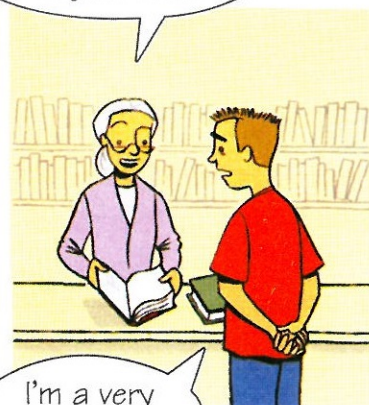
## ENTER OUR CONTEST!

Can you knit a scarf from cooked spaghetti? The scarf with the most noodles wins!

Send in a photo of your finished scarf and its measurements by April 1.



This book is over a year late!



I'm a very slow reader.

## The Latest Library Book Ever!

Have you ever returned a library book late? Did you have to pay money for returning the book late? In 1668, Robert Walpole borrowed a book from a school library in England. A teacher named John Plumb found the book 288 years later. He returned it, but he did not have to pay a fine!



# Speaking of Sports



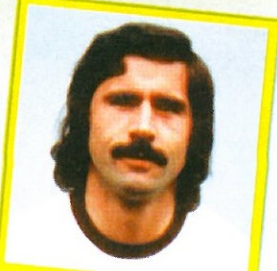
**Ronaldo**



Just Fontaine



Pelé



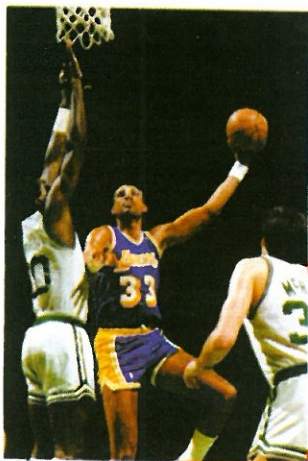
Gerd Müller

For many years, Gerd Müller of Germany held the record for the most goals in World Cup history—a total of 14 goals in the 1970 and 1974 World Cups. Just Fontaine of France had one fewer goal, for a total of 13. Two Brazilians, Pelé and Ronaldo, were tied with 12 goals each. But in 2006, Ronaldo broke the record, scoring three more goals—one more goal than Müller—for a total of 15!



Larissa Latynina

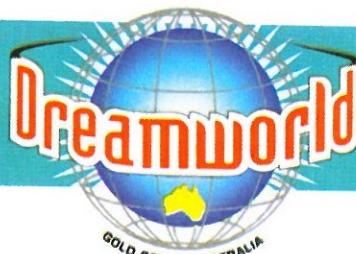
The record for the most Olympic medals goes to Larissa Latynina — an incredible total of 18 medals!



Kareem Abdul-Jabbar

Kareem Abdul-Jabbar scored the most points in his 20-year basketball career—an amazing total of 38,387 points!

VISIT



- Take **Giant Drop**, the ride with the most thrills ever!
- Fall 120 meters in 5 seconds at speeds of 135 km per hour!
- Australia's Best Adventure Park!





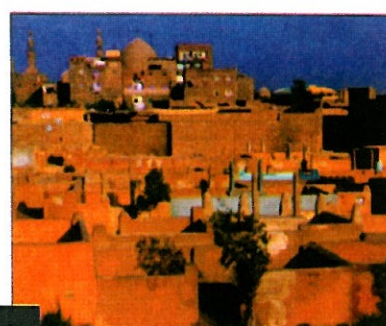
**Listen. Write the letter.**



**a**



**b**



**c**

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



**d**



**e**

**Listen. Read and chant.**

## Daydream Record

I want to set a world record,  
see my name in first place,  
diving down in the ocean deep,  
spending the most time in space!

I want to set a school record  
with every test I take—  
getting the most answers right,  
making the fewest mistakes!

I want to hold all the records  
and always win first prize!  
No one will break my records—  
I'll beat whoever tries!





# Class Bar Graphs

Ask your classmates about one of the categories of records. Graph the results and present them to the class.

Math  
 $1+2=3$   
Project

- plays the most sports
- is the oldest or youngest person
- plays the most musical instruments
- speaks the most languages
- is late to class the fewest times
- receives the most e-mail messages
- reads the most books in a month
- makes the fewest mistakes on an English test
- spends the most time surfing the Internet
- has the fewest absences
- spends the most hours talking on the phone
- (your own idea)

Miguel plays fewer instruments than Paula but more than Linda.

In our group, Olga had the most absences from school this year and Kwan-su had the fewest.



Content connection: math

Unit 7



# Set Goals for Yourself

Read and discuss.



Particular things you want to achieve for yourself are called goals. For example, you may want to make better grades, be more physically fit, or please your parents by regularly cleaning your room. Setting goals is important because it provides a sense of direction, a series of steps to follow, and a sense of satisfaction and accomplishment when the goals are achieved.

Goals can be short-term or long-term. A short-term goal may

be as simple as finishing a homework assignment before watching TV, or as hard as saving up all your money for a gift. A long-term goal may require a lot of dedication and work, such as gaining in physical strength or getting into a particular university one day. Whatever your goals, be realistic. If you set your goals too high, it is more probable that you will give up and stop working towards them.

1. Do you set goals for yourself? Why or why not?
2. Why is it important for goals to be realistic?
3. Give some examples of useful goals for young people.
4. What is a goal you could set for yourself right now?



# Know It? Show It!

Cut out and put the Q cards from page 139 in a pile.  
Cut and lay out the A cards from page 141 facedown.  
Take a Q card and form a question. Then try to remember  
where the A card with the matching answer is.

Review

Which alphabet has  
the most letters?

Do you remember  
where the answer is?



Act out a TV commercial for  
a favorite place.

The Café Luna has  
the most flavors  
of ice cream, and  
it has lower prices  
than other cafés.  
Come visit us!



Unit 7  
I can do it!

Performance assessment  
See Assessment Package pp. 65–68, 77, 86, and 89–90.

Unit 7

103



## A World of Mystery

The world is full of mysteries.  
It's such an exciting place!  
Could Unidentified Flying Objects  
really come from outer space?

And who carved the statues of Rapa Nui  
and placed them in a tidy row?  
Does a monster named Nessie really live  
in Loch Ness—  
and, if not, what do the photos show?

And what of mysterious Stonehenge,  
that circle of massive stones?  
What happened in the Yucatan  
where wells hold ancient bones?

If Atlantis existed, as Plato said—  
where is that city beneath the sea?  
And does Bigfoot, the Yeti, really roam around?  
That would be something to see.

In the ancient city of Machu Picchu,  
where did its people go?  
The world has so many mysteries—  
whose secrets we'd love to know!



## Listen and read.

- Ken:** Those look mysterious. What are they?  
**Ana:** Different kinds of picture writing from ancient cultures.  
**Ken:** What do the pictures mean?  
**Ana:** Some of them are easy to figure out, like this one.  
**Ken:** That must be a symbol for mountains. I'm sure of it.  
**Ana:** Right! What about this picture?  
**Ken:** I'm not sure. It could mean "moon," or maybe "sun."  
**Ana:** You're close. It means "day." Try this one.  
**Ken:** That must be an animal. It has legs.  
**Ana:** Yeah. It means "horse." OK, what about these?  
**Ken:** Easy. They must be symbols for "man" and "woman."  
**Ana:** Right! One more. What do you think this one means?  
**Ken:** I don't know. It could mean "peace," or maybe "death."  
**Ana:** You were right the first time. It's the symbol for peace.



## 3 Talk and stick.

It could mean "road."

I don't think so.  
It must mean "water."







## Listen. Look and read.

Our world is full of mysterious places.  
Here are a few of them.

### Angkor Wat

Angkor Wat is a huge temple in Cambodia. Archaeologists think it was probably built between 1113 and 1150 C.E. After the temple was constructed, the walls were decorated with beautiful stone sculptures by skilled artists.

Angkor Wat was abandoned around 1431 C.E. For years afterward, travelers were told stories about “temples built by gods or giants” that were lost in the jungle. Most of them thought these stories were folktales. Then, in 1860 C.E., Angkor Wat was rediscovered by the scientist Henri Mahout.



### Altamira Cave

In 1875, animal bones and ancient black-wall paintings were discovered by a Spanish nobleman named Marcelino de Sautuola in Altamira Cave in Spain. Years later in 1879, he returned with his twelve-year-old daughter Maria. She noticed colorful paintings of bulls and other animals on the ceiling. Human handprints were also discovered on the walls of the cave. Today archaeologists think the paintings and prints were made by hunters who lived about 16,000 years ago. But no one is sure exactly why they were placed there.



## Machu Picchu

Five hundred years ago, Machu Picchu was a vibrant city high on a mountain top in Peru. Archaeologists think it was built by the Incas around 1460 C.E. Then, in the early 1500s, Machu Picchu was deserted. Thick jungle plants covered the city. It was forgotten for hundreds of years. The city was rediscovered in 1911 by the explorer Hiram Bingham. But why did the Incas leave the city? Was there a war or some terrible disease? No one knows. The full story of Machu Picchu remains a mystery.

### 5 Point. Ask and answer.

When was Angkor Wat probably built?

It was probably built over 800 years ago.



### 6 Ask and answer.

Why do you think some people desert places?

It could be disease. But I think it must be war.



Question formation; passive voice in the past; *could, must*



## Grammar

**Active voice**

The Incas **built** Machu Picchu between 1460 and 1470 C.E.

Someone **made** cave paintings at Altamira about 16,000 years ago.

**Passive voice**

Machu Picchu **was built** by the Incas between 1460 and 1470 C.E.

The cave paintings at Altamira **were made** about 16,000 years ago.

## 7 Rewrite the sentences. Use the passive voice.

1. People forgot the city of Machu Picchu for hundreds of years.  
\_\_\_\_\_
2. Hiram Bingham rediscovered the lost city in 1911.  
\_\_\_\_\_
3. A Spanish nobleman discovered bones in Altamira.  
\_\_\_\_\_
4. Years later, his daughter found colorful paintings in the cave.  
\_\_\_\_\_
5. Artists decorated the walls of Angkor Wat with stone sculptures.  
\_\_\_\_\_

## 8 Use the pictures to complete the sentences with *could* or *must*.

I'm sure.	I'm not sure.	I don't know.
100%	50%	0%
must	could	may might



1. I'm not sure what that is. It \_\_\_\_\_ be a weather balloon.
2. There are five lines like fingers. It \_\_\_\_\_ be a hand.
3. This ancient crown is gold. It \_\_\_\_\_ belong to the king.
4. Maybe it means "bridge." Or it \_\_\_\_\_ mean "rain."



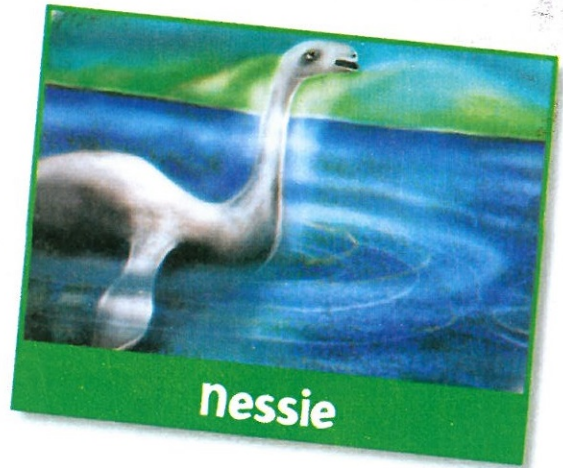
**9 Work with a partner. Discuss the mysteries.**

Say what you think. Are your ideas similar or different?



**What?**

**Who?**



**Where?**

**Why?**






**When?**

**How?**

**10 Work with a partner. Can you guess what the picture writing means?**

Write down the message. Compare your message with another pair's.

1. 
2. 
3. 

Questions; degrees of certainty with  
*must, could*



# Mystery

## M A G A Z I N E

*Montserrat Fernandez, author of this month's winning story, was born in Barcelona, Spain. She wants to write a newspaper column one day.*



*Our Winning  
Story Writer*

# The Secret of Crystal Cave

## PART ONE

Jesse was worried. Where was Nick? He said he would meet her at the entrance to the cave. It was already 5:30 P.M., and the sun was beginning to drop behind the hills. They wouldn't have much time to follow the path they had marked on their last visit to the cave. Jesse sighed and checked once again the contents of her backpack. The water bottle was full, and her apple and sandwich were packed in a plastic container. The flashlight was loaded with new batteries, and extras were in a zipper pocket, along with matches, a knife, and an envelope of old, rusty keys she had taken from the attic of her grandfather's house. Jesse took out the envelope—yellow with age—and looked at it carefully. Her grandfather's shaky writing spelled out only the words *Crystal Cave*. What could it mean?

Suddenly Jesse heard a strange noise. Had it come from the cave? Jesse left her

backpack on the ground and stepped inside the shadow-filled entrance. In the fading light she could make out something on the ground. Nick's jacket! Where was he? Could he be looking for her in the cave?

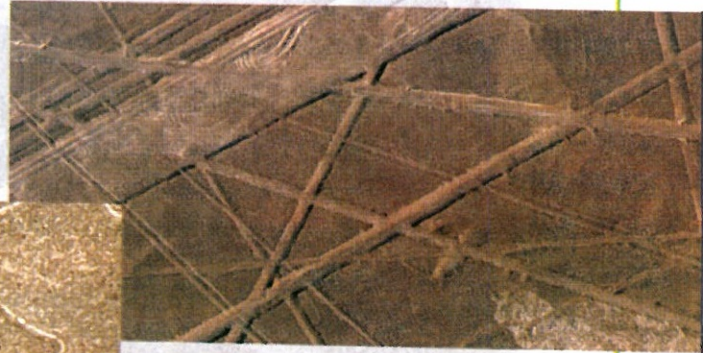
*Continued in next month's issue . . .*





# THE MYSTERIOUS NAZCA LINES

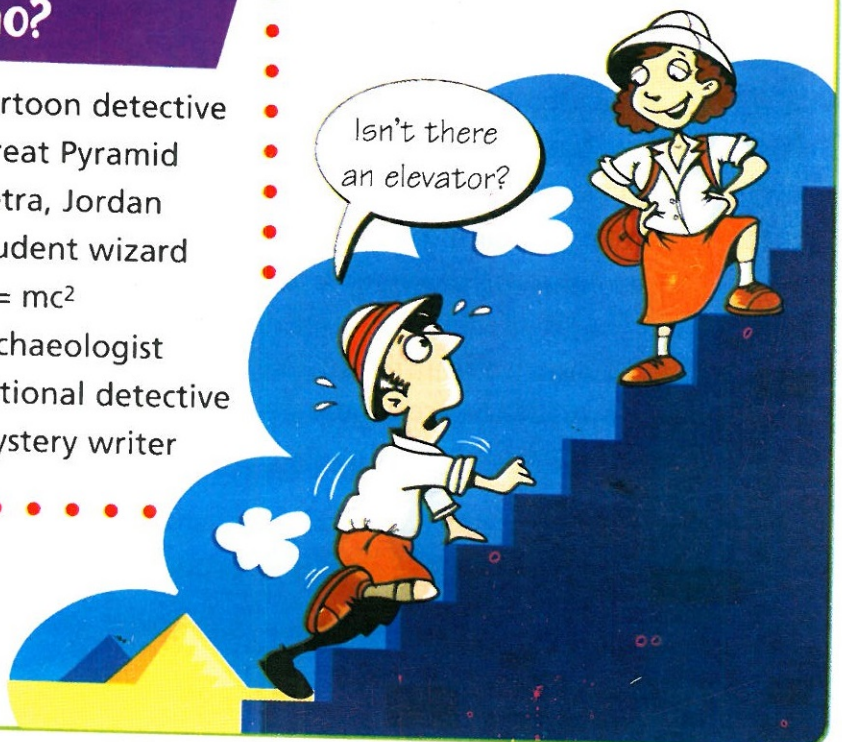
The Nazca lines are huge images that were carved in the ground in Peru centuries ago. Many of these images are animals, and others are enormous geometric shapes. Scientists believe that the lines were created by ancient Nazca people between 200 B.C.E. and 600 C.E. Why the lines were made is still a mystery. Some astronomers think the lines could be a star map. Some archaeologists think the lines were probably used for religious or magical purposes. No one knows for sure!



All these people are related  
in some way to mysteries.

Who is who?

- |                     |                       |
|---------------------|-----------------------|
| • Johann Burckhardt | • cartoon detective   |
| • Sherlock Holmes   | • Great Pyramid       |
| • Indiana Jones     | • Petra, Jordan       |
| • Khufu             | • student wizard      |
| • Agatha Christie   | • $e = mc^2$          |
| • Harry Potter      | • archaeologist       |
| • Albert Einstein   | • fictional detective |
| • Inspector Gadget  | • mystery writer      |

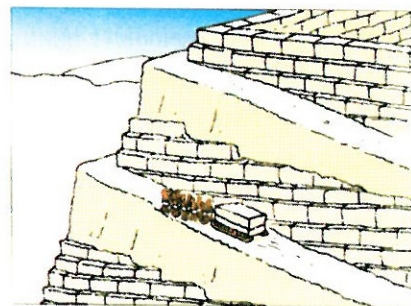
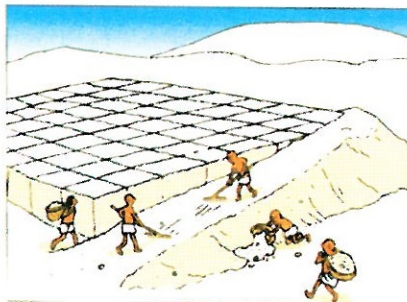
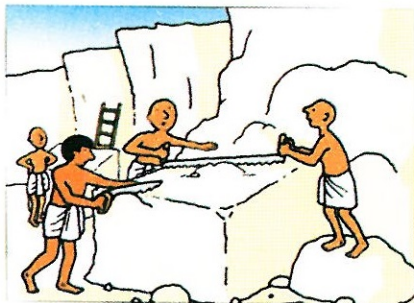






**Listen. Write T for true and F for false.**

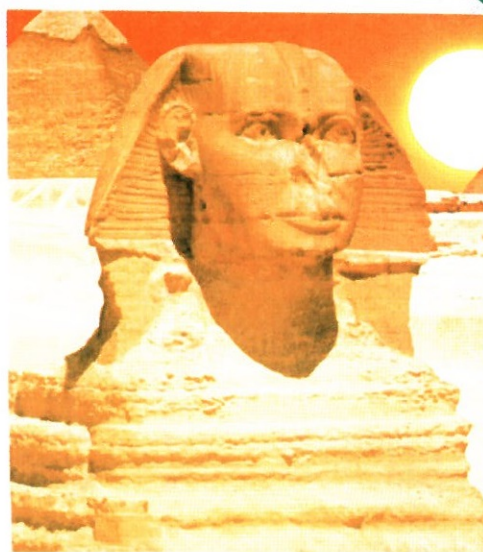
- \_\_\_ 1. To build the Great Pyramid, the Egyptians cut enormous stone blocks.
- \_\_\_ 2. Elephants were used to drag the huge cut stones across the desert.
- \_\_\_ 3. At the building site, elephants pushed the first stones into place.
- \_\_\_ 4. A long ramp was built as a path to take stones to each new level of the pyramid.
- \_\_\_ 5. Archaeologists think the pyramid was finished in about twenty years.



**Listen. Read and chant.**

## The Riddle of the Sphinx

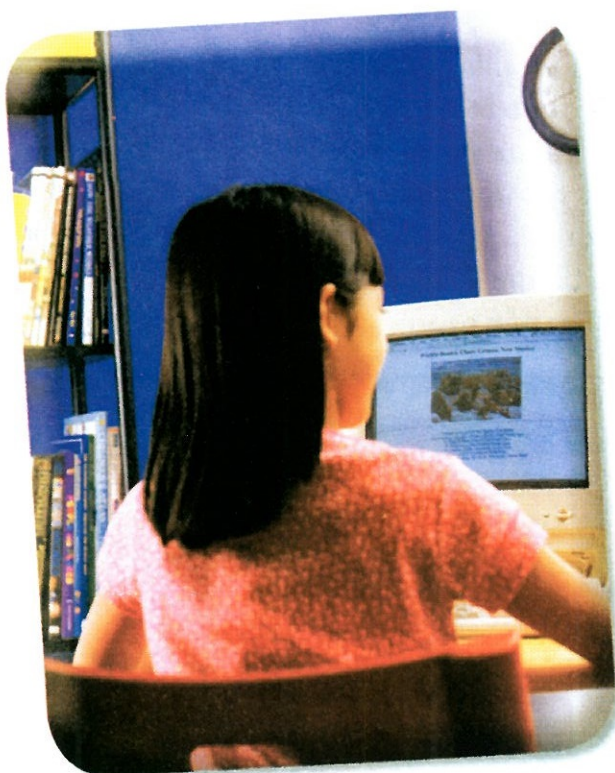
For five thousand years the Sphinx has sat  
resembling both a man and a cat.  
It crouches and stares as the sun climbs high,  
and when the sun disappears from the sky.  
For five thousand years travelers have come  
searching for answers, leaving with none.  
Why was it made? Who put it there?  
The Sphinx itself just continues to stare.  
Sand and silence are all the Sphinx knows.  
With the passing of time, its mystery grows.



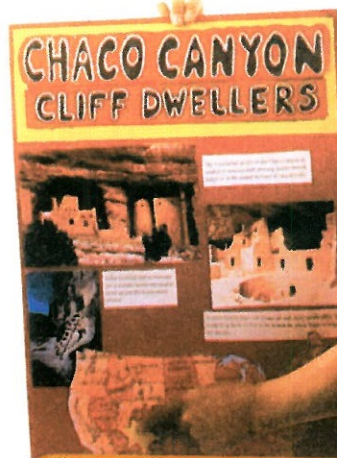


# Research Report

Present a report on a mysterious place.



No one knows exactly why the cliff dwellings were abandoned.



Content connection: social studies;  
language arts

Unit 8



# Focus on Details

**Read and discuss.**



It is important to pay attention to details. Why? Careful observation can save time and effort, and help you solve problems. For example, when something is wrong, take time to consider each detail that might contribute to the cause of the problem. Go over the details in your mind and then check them one by one. Noticing one simple detail can be the solution to a problem that seems impossible to solve. Keep your eyes open!

Paying attention to details also helps you make a good impression. In both the world of school and in the world of work, people judge you by your organization and attention to detail. The person who plans ahead and makes sure that all details are taken care of is the person who is seen as a success. The person who is careless about details often reduces the chance of success, and risks making a bad impression.



1. Why is it important to pay attention to details?
2. Are you good at noticing details? Why or why not?
3. Describe how paying attention to details helped you or someone else.
4. What professions require paying close attention to detail?



# Know It? Show It!

Spin. Take turns guessing what each object is.

Review

It could be a remote control.



FINISH

Make a world mystery map.

The Sphinx was built near present-day Cairo.



Unit 8  
I can do it!

Performance assessment  
See Assessment Package pp. 65–68, 78, 87, and 89–90.

Unit 8

115



# 9 The Movies

TRACK 828  
1

Read. Listen and sing.

## How About a Movie?

How about a movie?  
We can invite all of our friends.  
With some popcorn and some candy,  
we'll enjoy ourselves till the film ends!

What about seeing *Love Lost* at three  
or *Return of the Mummy* at four?

*Jeff said 'The Mummy looked scary.  
Jane said she saw it before,  
and Love Lost sounds like such a bore!*

(Chorus)

I saw *Robot Teacher* plays at six,  
and *The Brothers from Mars* plays at eight.

*Tom said that comedies were silly,  
and sci-fi wasn't so great.  
I say we choose before it gets too late!*

How about seeing an action film?  
*Spy Teens 2* starts at ten.

*Jim said the first one was fantastic,  
so let's get tickets and go right in!*

(Chorus)



## Listen and read.

**Julia:** How about going to a movie tonight?

**Alice:** Great idea! Why don't we see *Students from Saturn*?

**Julia:** Uh, maybe not. Science fiction films are too scary. What about *Louis Loves Louisa*?

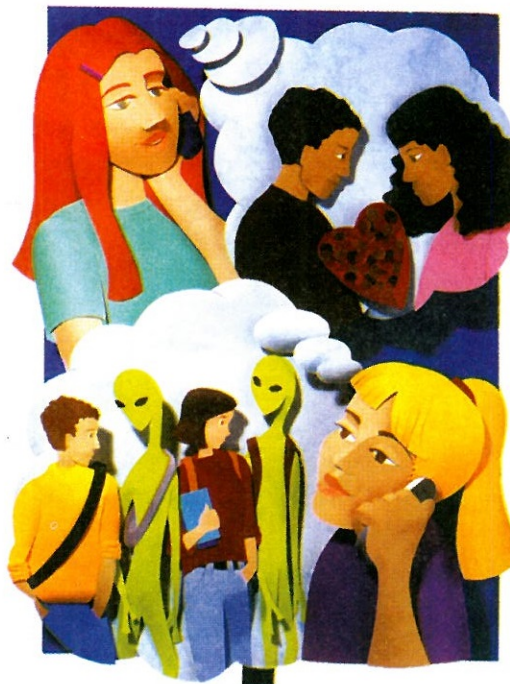
**Alice:** Well, I think love stories are boring. How about seeing *The Dog Ate My Homework*? It's a comedy.

**Julia:** I don't think so. That sounds silly. How about *Dancing in the Park*?

**Alice:** Gee, I hate musicals. Why don't we see *Mystery of the Cyber Café*?

**Julia:** Mysteries are confusing. Let's see the new action film, *Spy Teens 2*.

**Alice:** OK, that sounds like fun! I'm glad we can agree on something.



## 3 Talk and stick.

How about going to a musical?

Sure. How about seeing "Dancing in the Park"?



a musical

an action film

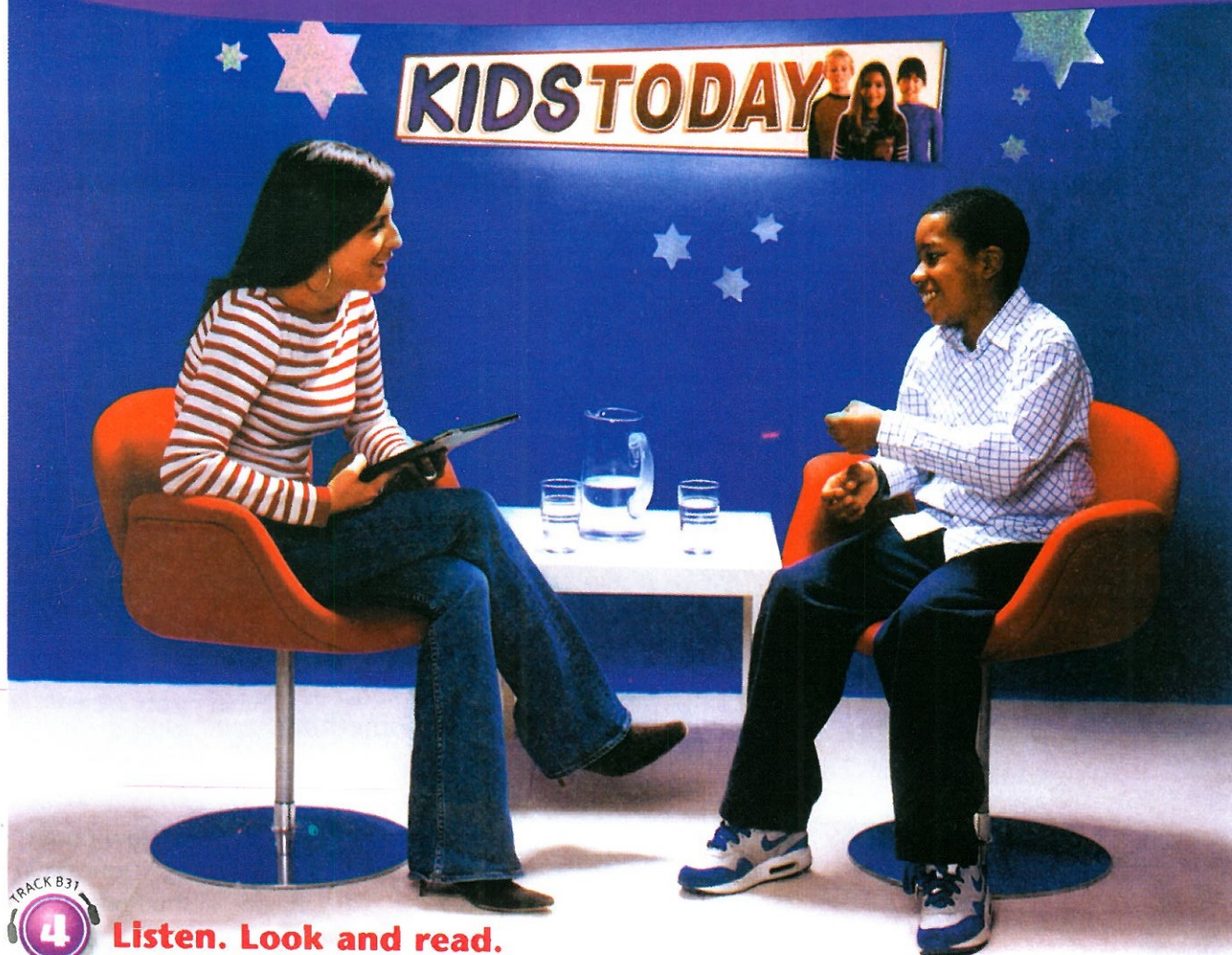
a mystery

a love story

a comedy

a science fiction movie





## 4 Listen. Look and read.

**Kids Today:** So, Rob, congratulations! You won our contest, and now you are a student intern on a real movie set!

**Rob:** Yes. I'm very lucky!

**Kids Today:** What do you like best about your work?

**Rob:** I like everything! But I really love seeing them create the special effects.

**Kids Today:** How do they do those special effects?

**Rob:** The effects are usually a combination of computer images, actors, and a special blue background screen.

The actors perform in front of the screen, and then the computer images are projected onto the screen.

**Kids Today:** What else do you like about being on a movie set?

**Rob:** Well, I enjoy watching the director. He tells the actors how to say their lines. If he doesn't like a scene, the actors have to do it again. That's called a "take."

**Kids Today:** I see. Is there anything else you'd like to tell our viewers?

**Rob:** All the gadgets in the movie are very cool! There are tiny spy cameras and even remote-controlled electronic insects.

**Kids Today:** Do you think you would like working in the movies one day?

**Rob:** I think so. But I don't know if I want to direct or design special effects!

**Kids Today:** Well, it sounds like you have enjoyed your experience so far.

**Rob:** Yes, I've loved every minute of it!



# Local Boy Wins Contest

continued from page 4

think he would win. In his TV interview, Rob said he was very lucky. When he was asked what he liked best, Rob said he liked everything, but that he really loved the special effects. He said that the effects were a combination of computer images, actors, and a special blue background screen. He said the actors performed in front of the screen, and then



Dramatic special effects are a feature of the *Spy Kids* movies.

the computer images were projected onto the screen. When he was asked what else he liked, Rob said he enjoyed watching the director. He explained that the director told the actors how to say their lines, and that repetitions of scenes were called "takes."

Rob said all the gadgets in the movie were very cool. Among the gadgets he liked were tiny spy cameras and electronic insects. When Rob was asked if he would like to work in the movies one day, he said yes, but he didn't know if he wanted to direct or design special effects. At the end of his interview, Rob said he had loved every minute of his experience so far.



## Ask and answer.

What did Rob say in his TV interview?

He said he was very lucky.



## Ask and answer.

What do you like about the movies?

I like the music and the photography.



Question formation; reported speech; preferences



## Grammar

## Original Statement

Rob: "I am very lucky."

Ken: "I love action movies."

Pam: "I don't like comedy films."

## Reported Speech

Rob said he **was** very lucky.Ken said he **loved** action movies.Pam said she **didn't** like comedy films.

## 7 Write sentences in reported speech.

1. Julia: "I like the special effects in movies."

Julia said she liked the special effects in movies.

2. Alex: "I want to see
- Spy Kids 3*
- ."

3. Wanda: "I don't have a ticket for the movie."

4. Greg: "I need a ticket for my cousin."

5. Lily: "I enjoy musicals."



## Grammar

## Original Statement

Rob: "I **have loved** every minute so far."Ken: "I **have seen** that movie twice."Pam: "I **haven't seen** *Spy Teens 2* yet."

## Reported Speech

Rob said he **had loved** every minute so far.Ken said he **had seen** that movie twice.Pam said she **hadn't seen** *Spy Teens 2* yet.

## 8 Write sentences in reported speech.

1. Carlos: "I have lost my ticket."

Carlos said he had lost his ticket.

2. Donna: "I have been in this ticket line for an hour."

3. Alex: "I haven't seen
- Spy Kids 2*
- ."





## 9 Work with a partner.

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

### Student A

Answer your partner's questions.  
Ask what the movie reviewer said.

What did the  
reviewer say about  
"Police Dogs 2"?

He said the movie  
was terrible.



### Movie

### Reviewer's Comment

*Love Lost*

"This movie is very sad."

*Return of the Mummy*

*Robot Teacher*

"The special effects are fantastic."

*Twin Brothers from Mars*

*Who Took My Lunch?*

"The actors don't know how to act."

*The Dog Ate My Homework*

*Dancing in the Park*

"This is my favorite film of the year."

*Mystery of the Cyber Café*

## 10 Make a list of five movies you want to see.

Find a partner. Take turns suggesting different movies.  
Then agree on a movie you both like.

How about  
a movie?

Good idea!  
How about seeing  
"Spy Kids"?

I've already  
seen it. How about  
seeing "Shrek"?

I've already seen  
it. How about . . .



Reported speech; invitations



# STAR WARS

## Inside C3PO & R2D2

Anthony Daniels and Kenny Baker are British actors who have played famous characters in six *Star Wars* movies—but no one has seen their faces! Daniels has played the android C3PO, a robot that looks human. Baker has appeared as the mini-robot R2D2. Daniels says that no one knows he's in *Star Wars* because the filmmakers wanted people to believe that C3PO was a real robot. "They didn't want people to know C3PO is an actor in a suit," he said. Daniels can act in his C3PO costume, but Baker can't walk inside R2D2. He must use remote controls to move around. Sometimes, people on the set must use ropes to move him!



### WHO DOES WHAT ON A MOVIE SET?

Can you match the words and pictures?

a. actors

b. lighting technician

c. camera operator

d. director

e. makeup artist

f. sound technician





## HOW DO SUPERHEROES FLY?

To make a superhero fly, two pieces of film are used. On one piece of film, the actor is filmed hanging from a very strong but almost invisible cable against a blue screen. On the other piece, sky or the skyline of a city is filmed. When the two pieces of film are combined, the superhero appears to fly!



## Our Readers' Mail

Dear MM:

*I'm writing to find out how to become a child actor. Any advice for me?*

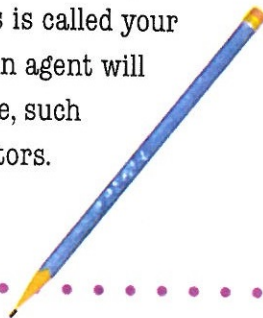
Sheila



Dear Sheila,

You don't say how old you are, but to be a child actor, you have to start young. You need to take as many lessons as you can—singing, dancing, and acting lessons. It is important to try to get work as a child model for photographs in magazines, newspapers, and catalogues. Ask your parents to take you to a good photographer for a series of pictures. Take several different changes of clothes with you, and change your look and your hair in some of your photos. This collection of your photos is called your "book." Take your book to an agent. An agent will show your photos to important people, such as magazine editors and movie directors.

Good luck!



## MOVIE QUIZ

- ★ What movie has been seen by the most people around the world?
- ★ What country has the most moviegoers?
- ★ What character has appeared in the most movies?

Send us the 5-letter **mystery word** and win two free tickets to the movies!

1. Dad in Spy Kids 1, 2, and 3


2. Special . . .

--	--	--	--	--	--	--	--

3. Tells actors what to do

--	--	--	--	--	--	--	--

4. Films with singing actors

--	--	--	--	--	--	--	--

5. Makeup . . .

--	--	--	--	--	--	--	--



**Listen. Write the letter.**

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



**Listen. Read and chant.**

## Pretty Good, Don't You Think?

You've got to be kidding! What did I hear?  
 We clearly just saw the worst film of the year!  
 The lighting was poor and the acting was bad.  
 The story was dull and the music was sad.  
 The "teenager" actor looked 60 years old.  
 The "action hero" was boring, not bold.  
 My popcorn was stale and my soda was warm.  
 The man sitting near me kept bumping my arm.  
 My seat was uncomfortable, lumpy, and small,  
 and too far away to see things at all.  
 But I don't complain; that just isn't me,  
 'cause you bought my ticket, and I got in free!





# Act It Out!

Act out a movie scene from page 113.  
Or create your own scene!



We have to get out of here fast!

There is a cave nearby. We can hide in it.



Excuse me. What did he say?

He said they had to get out of there fast.

What did she say?

She said there was a cave nearby. She said they could hide in it.



# Be a Good Listener

**Read and discuss.**

It's not difficult to be a good listener. When you are having a casual conversation, listen carefully to the person talking. Show that you are interested by looking at the speaker directly in the eyes every few seconds. Listen for details. Nod your head and make sounds (*ummm*) to show that you are paying attention. Ask questions to show interest and to keep the conversation going.



It's important to be a good listener in the classroom as well. When your teacher is explaining something to the class, pay attention. Listen carefully, and show that you are listening by looking your teacher directly in the eyes every few seconds. Nod your head to show that you are paying attention—this is a way to show respect for your teacher. Another way to show that you are listening is to ask questions. You can also write down what your teacher is saying in your notebook.

1. Do you think you are a good listener? Why or why not?
2. Why is it important to be a good listener?
3. In conversation, what are some things good listeners do?
4. In the classroom, what are some things good listeners do?



# Know It? Show It!

Spin and move. Ask and answer.

Review



What did Mary say?

She said she was at the library on Oak Street.

Start

Mary: "I am at the library on Oak Street."

Bob: "The movie starts at 7:30."

Julia: "I haven't talked to Pat about our project yet."

Jack: "I have an extra ticket for the basketball game."

Father: "I want you to clean your room."

Sister: "The new Harry Potter movie is great!"

Brother: "Jim has invited me to stay at his house. OK?"

Mother: "I have to stay late for a meeting."

Ken: "I need to borrow your math book."

Ana: "I'm going to the beach on Sunday."



Review a movie you have seen for the class.



The acting and the special effects are great!

SPY KIDS 3



Unit 9



Unit 9

Performance assessment

See Assessment Package pp. 65-68, 79, 88, 89-90, and 95-96.



## Unit 9, continued from page 103, Student B

### Work with a partner.

Ask what the movie reviewer said.

Answer your partner's questions.

Movie	Reviewer's Comment
<i>Love Lost</i>	
<i>Return of the Mummy</i>	"This movie is really scary."
<i>Robot Teacher</i>	
<i>Twin Brothers from Mars</i>	"The special effects are silly."
<i>Who Took My Lunch?</i>	
<i>The Dog Ate My Homework</i>	"I want to see this one again!"
<i>Dancing in the Park</i>	
<i>Mystery of the Cyber Café</i>	"This movie doesn't have a good ending."



## Unit 9, page 107

### Act It Out!

Act out one of the movie scenes below. Or create your own scene!

**SCENE 1:** (from the movie *Dance! Dance! Dance!*)

**David:** You're a wonderful dancer.  
**Rosa:** You're really good, too.  
**Robert:** Rosa, I want to dance with you!  
**David:** She's dancing with me!  
**Rosa:** Oh, Robert. Yes!  
**David:** In that case, I'm leaving!  
**Rosa:** I'm sorry you're angry.



**SCENE 2:** (from the movie *Police Story 3*)

**Police Officer 1:** I want you to come out with your hands up!  
**Bank Robber 1:** You have to come and get us!  
**Police Officer 2:** We're coming in there now!  
**Bank Robber 2:** We have guns!  
**Police Officer 1:** Our guns are bigger.  
**Bank Robber 1:** We're coming out now!



**SCENE 3:** (from the movie *My Classmate Is an Alien*)

**Teacher:** I want to introduce a new student, Velkro.  
**Velkro:** I'm very happy to be in your school this year.  
**Student 1:** He's purple and has three eyes!  
**Velkro:** Everyone on my planet is purple and has three eyes.  
**Student 2:** You speak English really well!  
**Velkro:** Actually, I speak 23 languages really well.





## The Present Perfect with *already*, *ever*, *never*, and *yet*

- The present perfect is formed with *have/has* ('ve/'s) + the past participle of the verb.  
I've **lived** here all my life.  
He's **had** a hard time in math class. (Note: 's = *has*, not *is*, here)
- The present perfect can express the idea that something happened (or never happened) up to now, at an unspecified time in the past. The exact time isn't important.  
Sally's dad **has bought** a new red sports car.  
(The exact time he bought the sports car isn't important.)  
If the exact time **were** important, we would use the simple past.  
Sally's dad bought a new red sports car yesterday.
- The adverbs *already*, *ever*, *never*, and *yet* are frequently used with the present perfect. They are often used to refer to a person's life experience.

Have you **ever** acted in a school play?

(Up to now in your life, what is your experience with acting in plays?)

Yes, I've **already** been in two school plays.

(Up to now in my life, I have acting experience in two plays.)

No, I've **never** acted in a school play.

(Up to now in my life, I don't have any acting experience.)

No, I haven't acted in a school play **yet**.

(Up to now, I don't have any acting experience, but I'd like to act one day.)

## Would in Hypothetical Situations

- You can use *would* + *ever* + verb to ask and talk about possible future situations.

**Would** you **ever jump** off a bridge?

(In your life, is it possible you will want to do this one day?)

No, I **wouldn't**. That would be dangerous.

(No, that is a stupid and dangerous thing to do.)

**Would** you **ever explore** the rain forest?

(In your life, is it possible you will want to do this one day?)

Yes, I **would**. What a great experience to have!

(Yes, maybe one day it will be possible.)



## Approximation

- Sometimes, using an exact number for accuracy is important.  
The sailfish can swim **68 miles (109 km) per hour**.  
Giraffes can grow to be **18 feet (5.5m)** tall.
- Sometimes, using an approximate number is enough for a general idea.  
The koala sleeps **about 20 hours** each day.  
The blue whale can weigh **more than 143 tons**.
- Words and expressions that indicate approximation include *about, approximately, around, fewer than, give or take, less than, more or less, and more than*.  
As I remember, that coat costs **around** \$2,000.  
His salary is \$35,000 a year, **give or take**.

## Comparisons with *more/fewer* and *the most/the fewest*

- You can use **more + noun** or **fewer + noun** to compare **two** people, places, or things.  
Hanako has **more pets** than Lucinda. (Hanako has 4 pets. Lucinda has 2.)  
Lucinda has **fewer pets** than Hanako. (Lucinda has 2 pets. Hanako has 4.)  
Pat plays **more instruments** than I do. (Pat plays the piano, guitar, and flute. I play the piano and violin.)  
I play **fewer instruments** than Pat does. (I play the piano and violin. Pat plays the piano, guitar, and flute.)  
Use **than** after **more + noun** and **fewer + noun** and before the second item compared.  
Angela studies more hours per week **than** Kim does.  
Kim studies fewer hours per week **than** Angela does.
- You can use **the most + noun** or **the fewest + noun** to compare **three** people, places, or things.  
Keisha has **the most rings** of all the girls. (Keisha has 3 rings, Sue 2, Penny 1.)  
Penny has **the fewest rings** of all the girls. (Penny has 1 ring, Sue 2, Keisha 3.)  
Pat plays **the most sports** of all the boys. (Pat plays 5 sports. No one else plays 5.)  
Ken plays **the fewest sports** of all the boys. (Ken plays 1. No one else plays just 1.)
- In questions, you can use **which** when making comparisons.  
**Which** alphabet has more letters—English or Cambodian?  
The Cambodian alphabet has more letters.  
**Which** alphabet has the fewest letters?  
Rotokas has the fewest letters—11 in all.



## Expressing Certainty with *must*

- When you draw a conclusion about something, you can feel very sure about it or you can feel you don't really know.

When you are very sure of your thinking, use **must + verb** to express your certainty.

That package <b>must be</b> for me.	(It's my birthday.)
That Catalan word <b>must mean</b> "key."	(There's a picture of a key.)
Jane's late. She <b>must be</b> lost.	(She doesn't know the way.)

To express the negative of *must*, use **can't be**. (*Mustn't* means prohibition.)

No money in my account? That **can't be** right. There must be a mistake.

- When you aren't sure of something, use *may*, *could*, or *might* + verb.

That letter <b>may be</b> for me.	(I'm not sure. Let me see.)
Those dollar bills <b>could be</b> fake.	(I don't know, but they look strange.)
I think it <b>might snow</b> tomorrow.	(Maybe. The conditions seem right.)

## The Passive Voice in the Past

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

My great-grandfather **was known** for his crazy inventions.

Those boots **were made** in Spain.

**Was** that picture of you **taken** last year?

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

Those cave paintings **were created** 16,000 years ago.

Their house **was built** in less than a year.

All the ingredients for the soup **were chopped up** and **added** to the pot.

- When we do want to mention who performed the action, we use *by* + agent (the person or thing performing the action).

The lost city of Machu Picchu was discovered in 1911. (no mention of agent)

Machu Picchu was discovered in 1911 **by Hiram Bingham**. (mention of agent)

- 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.

The flood covered **the houses**. **The houses** were covered by the flood.





## Invitations

- There are many informal ways to invite someone to do something. Different grammatical structures are used.

**Would** you **like to go** to the movies?

**Do** you **want to go** to the movies?

**Let's go** to the movies.

**Why don't** we **go** to the movies?

- **How about** is another phrase used for invitations. It can be followed by a noun or by a gerund.

**How about** a **movie** tonight?

**How about going** to a movie tonight?

## Reported Speech

- In quoted speech, someone's exact words are repeated. Quotation marks enclose his or her words.

Mary: "I love science fiction movies."

Bill: "My sister Ana likes science fiction movies, too."

- In reported speech, someone's words are described using **said**. No quotation marks are used. Some changes are made.

Mary **said** she loved science fiction movies.

Bill **said** his sister Ana liked science fiction movies, too.

- If the original statement is in the present, the verb is changed to the past. Pronouns or possessive adjectives change person.

Sue: "**I like** romantic comedies." → Sue said **she liked** romantic comedies.

Joe: "**My** brother **likes** action films." → Joe said **his** brother **liked** action films.

- If the original statement is in the past, often the verb is **not** changed. (In very formal speech, it can change to the past perfect.) Pronouns or possessive adjectives change person.

Ken: "**I hated** that comedy." → Ken said **he hated** that comedy.

Pat: "**My** friends **loved** that comedy." → Pat said **her** friends **loved** that comedy.

- If the original statement is in the present perfect, the verb changes to the past perfect. Pronouns or possessive adjectives change person.

To change the present perfect to the past perfect, change **have/has** to **had**.

Pam: "**I have seen** that movie 3 times." →

Pam said **she had seen** that movie 3 times.

Tim: "**I haven't seen** that movie yet." →

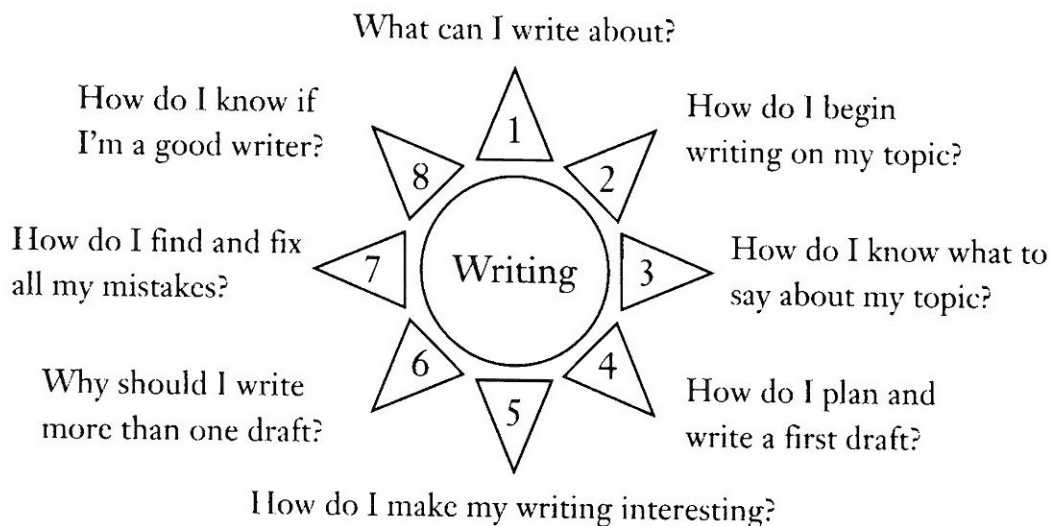
Tim said **he hadn't seen** that movie yet.

Dad: "**We haven't gone** to the movies in years." →

Dad said **they hadn't gone** to the movies in years.



## Important Questions About Writing



### Answers

1. Some teachers tell you what to write about. Others want you to decide. It's a good idea to write about a topic you know, or a topic you can learn about. The topic you write about also depends on *why* you are writing and *who* your readers are.
2. How much information do you know about your topic? If you need more information, look in books and magazines, or go on the Internet. You can do interviews, too.
3. Nobody can write everything about a topic. There's just too much information! That is why it is important to decide on one particular focus, or main idea.
4. A good plan helps you decide these things before you begin your draft: Why am I writing? To explain? To describe? To compare? Do I want to write a poem? A paragraph? A play? Who are my readers? How should my writing sound?
5. Use strong, descriptive words. Your own special way of talking about your ideas and feelings helps your readers "see" who you are as a writer.
6. Nobody writes something perfectly the first time! Even famous writers have pages and pages of first tries, or drafts. A first draft is relaxed writing in which you work on getting out your ideas. You can change words and fix mistakes later. Just write!
7. You don't always know you *have* mistakes. That's why it's important to use a dictionary to check word meanings, spelling, and punctuation. Show your work to a classmate or to your teacher when you aren't sure about something.
8. Use checklists or ask yourself questions to help you: Is my topic important enough to write about? Is it interesting? Is my writing organized in a logical way? Does my personal way of writing come through? Are the words I use strong, specific, and descriptive? Is there sentence variety? Is my writing neat and correct?



## Prewriting

Prewriting includes choosing a topic, focusing the topic, choosing a main idea, and deciding on the kind of writing you want to do.

1. As you know, you can talk about topics with classmates or your teacher. You can make a list or use a ready-made list. You can use a word map, T-chart, or other graphic organizer. You can use sentence starters and writing prompts as helpers. And, finally, you can freewrite.

**Freewriting** is writing quickly for three to five minutes, *without stopping*, to find new ideas. You can't stop to check spelling, grammar, or anything else. Even if you can't think of anything to write about, you have to keep on writing! When you come to the end of a sentence and you don't have another sentence ready in your mind, write the last sentence again! *You can't stop*. Eventually, an idea or two will work its way into your sentences. Look at the example.

Here I am, writing as fast as I can to find an idea to write about.  
But I don't have an idea and I never have ideas. But I don't have an idea  
and I never have ideas. I always ask other people for ideas. Why can't  
I ever think of my own ideas? I don't know. I don't know. I don't know.  
Maybe it's because I think my own ideas will be stupid and everyone will  
laugh at me. I wonder if that's why I'm afraid of writing. And this thing  
I'm doing now seems silly to me. How is this going to help? How is this  
going to help? If I were a teacher, I'd always give my students big long lists  
so they wouldn't have to worry like I do. But then they would never get  
the practice they need to get better at thinking of ideas. . . .

The writer didn't stop. He had to repeat sentences a few times before he could go on writing, but he continued to write. There are at least two ideas in his sentences that he could develop to write about. One is why students are afraid of writing. Another is how practice is necessary to do anything well.

2. Focusing a topic means to narrow it down to a manageable size for writing. Then you decide on one main idea about the focused topic to write about.

Topic: inventions → ancient inventions → ancient inventions we use today → toothpaste

Main idea: Though its ingredients have changed over time, we still use toothpaste.

3. Choosing a form appropriate for writing about toothpaste depends on how the writer is feeling. Maybe the piece will be a funny poem. But it will probably be a serious, informational paragraph or essay.



## Writing the First Draft

Your first try at writing about your topic, the first draft, doesn't have to be perfect. The most important thing is to get your ideas down on paper without worrying about mistakes. You can change and correct things later.

1. Before writing, collect information about your topic and have it nearby. Decide *why* you are writing, *who* you are writing for, and *what type* of writing you will do.

Purpose: to describe a scary experience

Purpose: to inform

Audience: my classmates and teacher

Audience: my classmates and teacher

Form: personal narrative

Form: paragraph of contrast

2. Create a strong beginning that will attract your readers' attention and make them want to continue reading.

*Even though I was hiding in a dark closet, I could hear the footsteps coming closer.*

*You may think zebras are just horses in striped pajamas, but there are several important differences.*

Add more information and details to make your readers feel the experience is happening to them. Use time words to make the sequence of events clear. Use descriptive words that appeal to the senses to help readers visualize.

3. The middle part of your writing includes additional, specific details about your topic. Each sentence should relate to and support your main idea. There are different ways you can develop your supporting sentences.

1. explain

3. convince

5. compare

2. define

4. describe

6. contrast

Use **transition words** to help the flow of your ideas:

To explain and add information: *also, and, another, besides, for example, for instance*

To define: *is called, is defined as, means, refers to*

To convince: *because, because of, clearly, due to, for this reason, in fact, so*

To describe location: *above, among, behind, between, in front of, next to, under*

To describe sequence: *after, at, before, during, finally, first, meanwhile, as soon as*

To compare: *as, in the same way, just as, like, similar to, similarly*

To contrast: *although, but, even though, however, in contrast, on the other hand, yet*

4. Create a good ending that helps your readers remember your writing. Remind your readers of your most important point. Use a memorable quotation. Ask a question or call for action on the part of your audience.

*As you can see, an overactive imagination can almost scare you to death!*

*Everyone should join the Endangered Animals Club to support its good work.*



## Revising

After you finish your first draft, put it away for a little while. This will help you see it with fresh eyes when you take it out to revise it. Revising means rethinking and rewriting your draft, making any necessary changes to improve ideas and organization.

1. Read your draft aloud to yourself. How does it sound? Does the main idea stand out? Do your ideas follow each other in a logical way? What do you like about your draft? What do you think needs more work?
2. Work with a writing partner. Read your draft aloud as your partner listens carefully. Then let your partner read your work silently and make comments. You may have specific questions you want your partner to answer, such as the following:
  1. Does my title work for this piece of writing?
  2. Does the beginning get your attention?
  3. Is my main idea clear?
  4. Do I have enough details and examples?
  5. Does anything confuse you?
3. Look at the first draft below. The writer's partner wrote comments in red.

### And Bingo Is My Name

Visiting my grandmother for a week every summer was very special. First of all, she invited just me—not my mother, father, or baby brother. Second, I loved that she treated me like an adult. We would dress up for dinner and have juice in cocktail glasses before our meal. Music played softly in the background, and candles glowed as we ate from her best china. (Nothing this sophisticated ever happened at home!) Third, on Wednesday and Saturday afternoons, we would go to the community center to play Bingo. Every year, I was the only child present, but I felt like one more grown-up. Grandmother would let me wear her special lucky bracelet, and I would listen carefully to the numbers and mark each one on my card with growing excitement. The summer I was nine, I finally won a game. I was so excited that I jumped up and yelled out Gingbo. Everyone laughed, but they clapped, too, as I got my prize. And from that summer on, my grandmother and the rest of my family has called me Bingo. It is a special memory and a special name to me.

I don't understand the title. How does it relate to the first sentence? Is the first sentence your main idea?

I like how you list 3 reasons your summer visits were special.

What prize did you win?

Why did she invite just you? I want to know!

Maybe you need to explain how to play Bingo for people who don't know?

I ♥ this story! Can I call you Bingo, too?

OK, now I understand how the title relates to the story. But you waited until the very end to explain the connection! That's a little confusing. Maybe make the connection earlier? (But I kind of like the surprise at the end, too.)



## Editing and Proofreading

After you revise for ideas and organization, you can check for problems with style, grammar, punctuation, capitalization, and spelling.

1. Edit for sentence variety. Use some short sentences (simple sentences with one subject and verb), and some long sentences (two simple sentences joined with *and*, *or*, or *but*; a simple sentence combined with a phrase or dependent clause).

Simple sentence: My cat has black and orange stripes.

Compound sentence: My cat thinks she's a tiger, and she sometimes acts like one!

Complex sentence: Because my cat has black and orange stripes, she thinks she's a tiger.

2. Edit for parallelism. Check that words, phrases, and clauses are parallel in structure.

A balance of two or more of these items adds a smoother flow to your writing.

Not parallel: Mary likes to dance, *tennis*, and *swimming*.

Parallel: Mary likes to dance, *to play tennis*, and *to swim*.

Not parallel: He likes people *with a sense of humor* and who think for themselves.

Parallel: He likes people *who have a sense of humor* and who think for themselves.

Not parallel: Whether we like or dislike advertisements, *you* see hundreds every day.

Parallel: Whether we like or dislike advertisements, *we* see hundreds every day.

3. Edit for word choice. Check that you are using the right word.

I *except* your apology. → I *accept* your apology.

(*Except* means *other than*; *accept* means *to receive*.)

My favorite *desert* is ice cream. → My favorite *dessert* is ice cream.

(*Desert* refers to the hot, dry habitat; *dessert* refers to the food at the end of a meal.)

4. Proofread for mistakes in grammar, punctuation, capitalization, and spelling.

Incorrect: *People they* just don't understand me.

Correct: People just don't understand me. / People! They just don't understand me.

Incorrect: Skateboarders need safety equipment; helmet, elbow guards, and knee guards.

Correct: Skateboarders need safety equipment: helmet, elbow guards, and knee guards.

Incorrect: I love *Fall* because *october* is my favorite month.

Correct: I love fall because October is my favorite month.

Incorrect: The rain ruined all the books. Not one was *useable*.

Correct: The rain ruined all the books. Not one was usable.



## Publishing

You write to communicate your ideas. Publishing your writing is the final step. When you publish your writing, other people read and listen to your ideas.

1. There are many ways to publish your writing. Giving your writing to your teacher is publishing. Adding your writing to a class book is publishing. Posting your work on the classroom wall or in the hallway is publishing. Writing in your school newspaper is publishing. Posting your writing on the Internet is publishing, too.
2. Some kinds of writing can be read aloud or performed. You can read a poem to your class. You can act out a play or do a puppet show. You can write and perform a chant, song, radio commercial, or TV commercial.
3. Keeping a writing portfolio is a special kind of publishing. A writing portfolio has examples of your writing from the beginning of the school year to the end. It is a kind of history of your writing progress. A writing portfolio can have different sections.

New Ideas	Important Drafts	For My Eyes Only	Finished Writing	My Best Writing

- The *New Ideas* section is a collection of interesting thoughts, descriptions, examples, and quotations you have seen.
- The *Important Drafts* section has writing pieces that aren't finished. They can be prewriting activities, graphic organizers, and first drafts.
- The *For My Eyes Only* section has writing you may not want to publish, such as personal letters and cards, poems, homework, or journal pages.
- The *Finished Writing* section contains finished examples of your writing from the beginning of the school year to the end.
- The *My Best Writing* section is the work *you* think is your best effort. You decide which pieces of writing go into this section to show other people.





Unit  
**7**



the tallest person

the slowest fish

the deadliest snake

the tallest animal

the largest shopping mall in  
North America

the language with the most words

the language with the most  
speakers

the world's second-largest  
stadium

the most Olympic medals

the greatest soccer goals





Q

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Unit  
**7**



<b>Robert Wadlow</b>	<b>sea horse</b>
<b>black mamba</b>	<b>giraffe</b>
<b>West Edmonton Mall</b>	<b>English</b>
<b>Mandarin Chinese</b>	<b>Strahov Stadium, Czech Republic</b>
<b>Larissa Latynina</b>	<b>Pelé</b>



**A**

**A**

**A**

**A**

**A**

**A**

**A**

**A**

**A**

**A**



## Unit 1

Frida Kahlo

Pelé

Antonio Gaudí

Bruce Lee

John Lennon

Dr. Mae Jemison

## Stickers for Level 6

## Unit 2



## Unit 3



## Unit 5

Mercury

Earth

Jupiter

Saturn

Neptune

## Unit 4







## Unit 7



## Unit 8



## Unit 9

*Louis Loves Louisa*

**MYSTERY OF THE  
CYBER CAFE**

**Dancing in the Park**

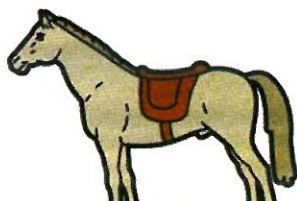
**Students from Saturn**

***SpyTeens 2***

**The Dog Ate My Homework**



## Unit 6





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- 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

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