

Trailblazer



spark

STUDENT RESOURCES

- Online Practice
- Audio
- Video
- eBook
- Tests

SPARK PLATFORM

1 Get your **Course Key**: _____.



Teacher-led: Ask your school or teacher.



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

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

3 Then go here: **learn.eltngl.com**

4 Click **Register**.

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

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



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Trailblazer on the Cover Adélie penguins hide in an iceberg tunnel

Description: Adélie penguin chicks hide in a tunnel system carved into an iceberg.

Location: Antarctica

Trailblazer Facts: Adélie penguins blaze trails where very few living things can—in one of the coldest and most remote places on Earth. They are excellent swimmers and live at sea in the winter. At just nine weeks old, Adélie penguins dive into the sea and start hunting for food on their own.

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Trailblazer

Cheryl Pelteret



Scope and Sequence



1 Which people are important to us? pages 2-23

2 Why is the weather important? pages 24-47

▶ Trails to Explore

Family
Brothers and Sisters
Being a Good Friend

Weather around the World
Feelings about Weather
Living with Changing Weather

Curricular Connection

Social Studies

Earth Science

Multiple Literacies

VISUAL Explain the message in an image.
GLOBAL Describe what families enjoy doing together.
SOCIAL Explain the value of sharing.
TEXTUAL Main Idea and Details; Text-to-Self Connection
MEDIA Support an opinion using information from different types of media.

VISUAL Use information in an image to imagine others' feelings.
GLOBAL Identify how weather affects people in different parts of the world.
SOCIAL Identify different perspectives.
TEXTUAL Categorize; Predict from Pictures
MEDIA Compare processes depicted in different types of media.

New Words

bunk beds, shelf, fridge, roof, balcony, internet, laptop, oven, shower, wash, hide, message
afraid, bored, careful, glad, kind, clever, mean, naughty, serious, worried, messy, tidy
hobbies, miss

dry, frozen, wet, lightning, storm, thunder, lake, mountain, river, waterfall, fire, melt, shine, sky, waves, blow, coat, light, strong, surprised, tired, warm, building, sailing
ice, pipe

Phonics

ow and *ou*
au and *ai*

S Blends: *sc, sn, st*
S Blends: *sk, sp, sw*

Reading

Nonfiction: Our home moves with us!
Genre: Photo Essay
Fiction: Dad's Clever Idea
Genre: Realistic Fiction

Nonfiction: What's the weather like?
Genre: Magazine Article
Fiction: The Sun and The Wind
Genre: Fable

▶ Grammar

People, Places, and Things
Your Things

Questions with *How often*
Be with *-ing*

Listening

Descriptions of Family Activities
Strategy: Listen for Gist
Opinions about Sharing Things
Strategy: Listen for Attitudes

Interview about the Weather in a City
Strategy: Listen for Topics
Podcast about a Windy Place
Strategy: Listen for Key Words

Speaking

Use Polite Language

Ask Questions

Writing

Genre: Descriptive Text (people)
Strategy: Use Words that Describe People

Genre: Descriptive Text (weather)
Strategy: Use *And* and *But*

▶ Critical Thinking

Quiz about being a good friend
Video: All About Friends

Diagram of the water cycle
Video: Finding Water

Project

Make a Friendship Tree

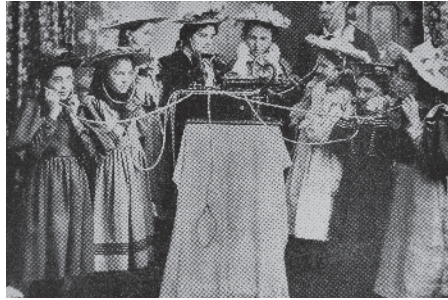
Make a Poster about Water



Trailblazer *IN ACTION*

AGUSTINA BESADA
Unplasticize the World

Episode 1
A New Interest
Skills Review Units 1 and 2



3

What's good about being outdoors?

pages 48-69

4

What can we learn from the past?

pages 70-93

5

What do we celebrate?

pages 94-115

Getting Out
Away from Home
The Great Outdoors

Social Studies

VISUAL Compare opinions about activities in an image.

GLOBAL Identify ways people can appreciate nature.

SOCIAL Recognize the benefits of working together.

TEXTUAL Sequence of Events; Scan for Information

MEDIA Draw conclusions using information from different types of media.

bat, bridge, cave, shell, rock, field, hill, road, village, map, leaves, log
go kayaking, laugh, ride a horse, tent, go camping, countryside, stars, blueberries, ice cream, pie, beautiful, island
high, rope

ck and ch
ng and n

Fiction: Our Class Trip
Genre: Quest
Nonfiction: Why summer camp is for you!
Genre: Persuasive Article

Was and Were
Like and Go with -ing

Conversation about a Summer Camp Activity
Strategy: Listen for Reasons
Podcast about Summer Activities
Strategy: Listen for Specific Information

Make Suggestions

Genre: Trip Report
Strategy: Use Sequence Words

Photo of a field trip
Video: Learning Outdoors

Go on a Nature Hunt

Things from the Past
Life in the Past
Learning about the Past

Social Studies

VISUAL Use information from an image to build knowledge and ideas.

GLOBAL Recognize the importance of inventions to society.

SOCIAL Explain the value of belonging to a group or organization

TEXTUAL Visualize; Beginning, Middle, Ending

MEDIA Identify different types of media for finding information.

alphabet, bowling, honey, toothbrush, toothpaste, ink, makeup, medicine, ship, umbrella, socks, sunglasses
care for, dream, sleep, mat, floor, drop, fish, help, sew, board game, oil, soap
archaeologist, coin

nk and ng
ear and are

Nonfiction: Life in Egypt Long Ago
Genre: Historical Article
Fiction: Was it a dream?
Genre: Fantasy Story

Regular Verbs in the Past
Questions with Regular Verbs in the Past

Podcast about Things from the Past
Strategy: Listen for Solutions
Conversation about the Romans
Strategy: Listen for Details

Use Past Time Expressions

Genre: Historical Text
Strategy: Use Commas

Infographic about ways to explore the past
Video: Everyday Life in the Past

Make a factfile about the Past

Special People
Special Days
Memories

Social Studies

VISUAL Use details in an image to support an opinion.

GLOBAL Identify how festivals bring people together.

SOCIAL Recognize and explain others' emotions

TEXTUAL Make Inferences; Compare and Contrast

MEDIA Connect information in different types of media to own experiences.

party, present, sleepover, pajamas, pillow fight, invite, cake, cupboard, milkshake, pasta, important, lucky
clean, dress up, decorations, celebrate, festival, envelope, feast, fireworks, money, noise, band, costume
cry, walk

R Blends: gr, pr, tr
R Blends: br, dr, fr

Fiction: Anton's Birthday
Genre: Realistic Fiction
Nonfiction: Happy New Year!
Genre: Social Studies Article

Irregular Verbs in the Past
Questions with Irregular Verbs in the Past

Conversations at a Family Event
Strategy: Listen for an Address
Podcast about a Carnival Celebration
Strategy: Listen for Likes and Dislikes

Make Invitations

Genre: Diary Entry
Strategy: Use Exclamation Points

Photo of a kindergarten graduation
Video: My First Day at School

Create a Memory Wheel

Scope and Sequence



6 What does an artist do? pages 116–139

7 What is a community? pages 140–161

▶ Trails to Explore

Anyone Can Be an Artist
How to Make Art
Art Is for Everyone

Things a Community Needs
People in the Community
Helping the Community

Curricular Connection

Art

Social Studies

Multiple Literacies

VISUAL Explain own feelings about the content of an image.
GLOBAL Appreciate similarities and differences in people.
SOCIAL Recognize the benefits of pursuing own interests.
TEXTUAL Predict from Titles and Pictures; Identify Steps in a Process
MEDIA Identify points in one type of media using information from another.

VISUAL Draw conclusions using information in an image.
GLOBAL Identify ways people help communities.
SOCIAL Identify ways people work together to solve problems.
TEXTUAL Author's Purpose; Setting
MEDIA Compare how successfully different types of media communicate ideas.

New Words

face, painting, front, middle, side, half, bottom, top, famous, artist, accident, good at
fingers, knees, neck, shoulders, smile, line, above, below, shape, circle, glasses, lovely local, walkway

drive, truck, comic, newspaper, notebook, writer, page, cover, lend, borrow, near, nurse meet, community center, grocery store, post office, bus driver, photographer, firefighter, ladder, police station, police officer, seat belt, sign tile, tire

Phonics

R-controlled Vowels: *ar, ur*
R-controlled Vowels: *ir, or*

Endings *-ge* and *-dge*
ph and Unvoiced *th*

Reading

Fiction: People laughed at Picasso, Too.
Genre: Realistic Fiction
Nonfiction: How to Draw a Cartoon Character
Genre: How-to Article

Nonfiction: The Library in a Truck
Genre: Information Article
Fiction: A Busy Day for Nomsa
Genre: Realistic Fiction

▶ Grammar

Asking and Talking about Time
Asking and Talking about Place

Had and *There was, There were*
Wh- Questions in the Past

Listening

Podcast about Frida Kahlo
Strategy: Listen for Numbers
Conversation about Pictures
Strategy: Listen for Reactions

Podcast about a Nurse's Job
Strategy: Listen for Speaker Intention
Podcast about Community Superheroes
Strategy: Listen for the Speaker

Speaking

Describe a Picture

Ask to Repeat

Writing

Genre: Instructional Text
Strategy: Use Location Words

Genre: Profile
Strategy: Use Correct Subject-Verb Agreement

▶ Critical Thinking

Infographic about public art
Video: Flower Lane

Photo of a playground design
Video: Working Together

Project

Make a Class Wall Painting

Design an Obstacle Course



Trailblazer *IN ACTION*

AGUSTINA BESADA
Unplastic the World

Episode 3
Adventure at Sea
Skills Review Units 5 and 6



8 What can we learn from animals?
pages 162–185

9 How do we learn things?
pages 186–207

10 What's great about food?
pages 208–231

<p>Animal Helpers Animals Working Together Sharing Our Planet</p> <p>Social Studies</p> <p>VISUAL Explain what is surprising about an image. GLOBAL Identify how people appreciate animals. SOCIAL Explain the benefits of working together. TEXTUAL Cause and Effect; Evaluate MEDIA Identify the main message in different types of media.</p>	<p>What We Do Well Lessons We Learn Trips We Take</p> <p>Social Studies</p> <p>VISUAL Compare information in an image with own experiences. GLOBAL Recognize the positive effects of learning about ourselves and the world. SOCIAL Appreciate that people have different interests and talents. TEXTUAL Summarize; Ask Questions MEDIA Compare how information in different types of media relates to own context.</p>	<p>Learning about Food Making Food Choosing Our Food</p> <p>Social Studies</p> <p>VISUAL Connect and compare an image with own and others' experiences. GLOBAL Explain how food habits impact the world. SOCIAL Explain why people are motivated to do things. TEXTUAL Categorize; Take Notes MEDIA Examine own ideas using information from different types of media.</p>
<p>hear, see, smell, dolphin, lamb, rat, donkey, tail, look for, rescue, cute, feed burn, fall, pull, shout, steal, stop, first, last, show, hold, copy, sneeze chase, hunt</p>	<p>chess, volleyball, add, score, skate, smart, test, count, brilliant, difficult, ballet, practice business person, camera, quickly, eat well, serve, work hard, sell, buy, bring, safe, relax, stretch entrance, virtual reality</p>	<p>lemonade, noodles, pancakes, soup, strawberry, tomato, burger, salad, cup, tea, spoon, tasty bowl, glass, plate, flour, hungry, thirsty, menu, waiter, curry, sauce, chef, cooking variety, vitamin</p>
<p>Silent letters <i>b, h, w</i> <i>ai</i> and Short Vowel <i>a</i></p>	<p>Endings <i>-st</i> and <i>-nt</i> Endings <i>-ey</i> and <i>-ly</i></p>	<p><i>L</i> Blends: <i>bl, cl, sl</i> <i>L</i> Blends: <i>fl, gl, pl</i></p>
<p>Nonfiction: Animals that Help Genre: Science Article Nonfiction: Coyote Brings Fire to the Village Genre: Folktale</p>	<p>Fiction: My "Fantastic" Cousin, Bea Genre: Poetry Nonfiction: What do we learn at school? Genre: Social Studies Article</p>	<p>Nonfiction: Fantastic Food Facts Genre: Quiz Fiction: Opening Night Genre: Comic Book Story</p>
<p>Comparing Two Things Comparing More than Two Things</p>	<p><i>Could</i> and <i>Couldn't</i> Adverbs</p>	<p><i>How many...?</i> <i>How much...?</i></p>
<p>Newscast about a Special Horse Strategy: Listen for Descriptions Podcast about Animals that Work Together Strategy: Listen for Similarities Express Opinions</p>	<p>Podcast about Making Dreams Come True Strategy: Listen for Sequence Newscast about Yoga Classes Strategy: Listen and Predict Talk about Abilities</p>	<p>Interview about a Special School Strategy: Listen for Introductions Newscast about a Young Chef Strategy: Listen for Examples Ask for Things</p>
<p>Genre: Captions Strategy: Use Key Words</p>	<p>Genre: Opinion Strategy: Give Reasons</p>	<p>Genre: Poetry Strategy: Brainstorm Ideas</p>
<p>Photo of a leopard in Mumbai, India Video: Sharing Our World with Animals</p>	<p>Photo of a field trip to a national park Video: A Special Class Trip</p>	<p>Infographic about choosing our food Video: Where does our food come from?</p>
<p>Make a Card Game</p>	<p>Make a "How-to" Video</p>	<p>Design a Menu</p>

Episode 4
Discovery in the Sea
Skills Review Units 7 and 8

Episode 5
Unplastify in Action
Skills Review Units 9 and 10



1

Which people are important to US?

LOOK

1. Describe the photo.
2. What do you think the children do together every day?
3. **VISUAL LITERACY** What does the photo tell you about brothers and sisters? Tell a friend.

LISTEN

1. Look at the photo. Imagine the sounds you can hear. Share your ideas.
2. Listen. What sounds can you hear? 🎧 1.1

WATCH

1. Watch the video. ▶ 1.1
2. Watch the video again. What do you see? ▶ 1.1

Brothers and their
sister pose for a photo

Trails

in This Unit



Family

- **READ** about a different kind of home.
- **LISTEN** to children talk about things they do as a family.
- **TALK** politely with friends and family.



Brothers and Sisters

- **READ** a story about sharing a room.
- **LISTEN** to children talk about brothers and sisters.
- **WRITE** about someone special.



Being a Good Friend

- **STUDY** a quiz about being a good friend.
- **WATCH** a video about friends.
- **CREATE** a friendship tree with pictures.

Family

Vocabulary

A **NEW WORDS** Listen and look. 🎧 1.2

Listen and say. 🎧 1.3



bunk beds



shelf



fridge



roof

balcony



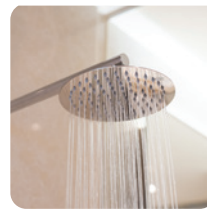
internet



laptop



oven



shower



wash

B Match.

- | | |
|------------------------------------|-----------|
| 1. It's in the bathroom. | a. roof |
| 2. You cook food in it. | b. laptop |
| 3. You can look at websites on it. | c. shower |
| 4. It's on a house. | d. fridge |
| 5. It keeps food cold. | e. oven |

C Complete the sentences.

1. I use the _____ to look at websites.
2. We _____ our clothes in cold water.
3. My books are on a _____.
4. My sister and I sleep in _____.
5. We grow flowers on the _____ of our apartment.

balcony
bunk beds
internet
shelf
wash

D Work with a friend. Describe where you live. Use three or more of the new words.

My house has a red roof and a balcony. I don't have bunk beds.

Phonics ow and ou

E Listen and say.  1.4



shower



house

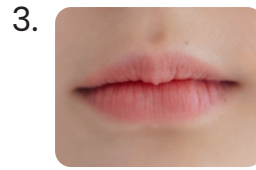
F Listen and say. Circle the ow sound in each word.  1.5



mouse



cow



mouth



town

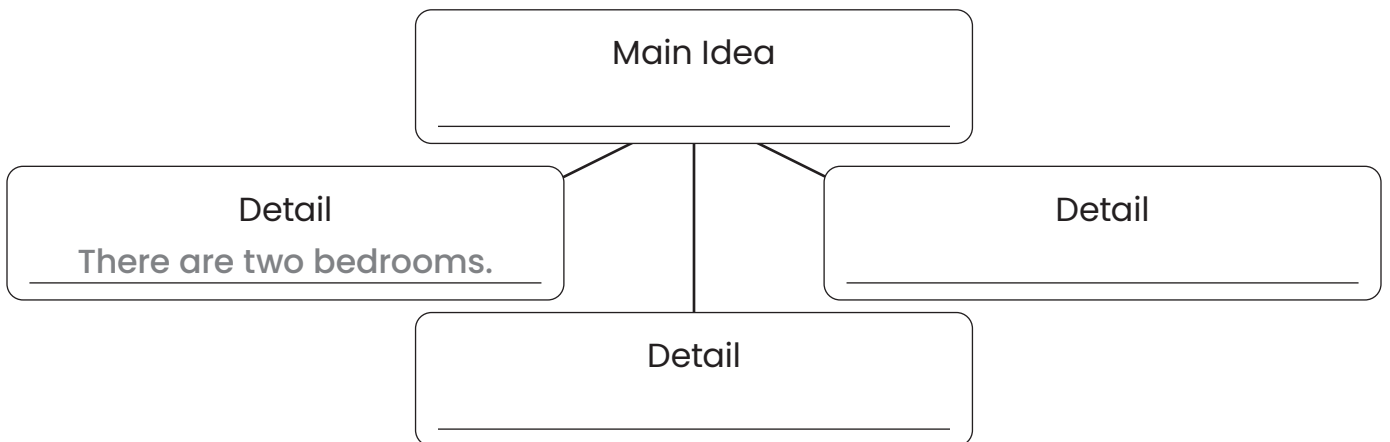
Reading Strategy

Main Idea and Details

When you read, look for the main idea in the first sentences. Details tell us more about the main idea.

G Read. Complete the chart.

I live in a house. There are two bedrooms. The kitchen is downstairs. We don't have a yard, but we have a balcony.



PREVIEW Look at the photos in the photo essay on the next page. What is special about this family's home? Share your ideas with a friend.



Genre Photo Essay

Reading Strategy As you read, think about the main idea and details.

Our home *moves* with us!

1.6

It's 2011. The Giffords have three children. Their names are Niall (9), Mairen (6), and Siobhan (4). The family's home has a **roof**, a door, and windows. It doesn't have a **balcony**, and their home isn't a house. Their home is a boat. It moves on water. The Giffords move with the boat—it takes them around the world.



Downstairs, there's a living room and a small kitchen. There's a **fridge** and an **oven**. There's no space for a washing machine, so the Giffords **wash** their clothes in a bucket! The kids do boat-schooling at a big table. They use books, **laptops**, and the **internet**. There's no TV on the boat!



There are three bedrooms. Niall has a **bunk bed**. He has a guitar. Mairenn shares her room with her sister.

The girls love Harry Potter movies. They watch them on the laptop on family movie nights.

The kids have games and a lot of books on the **shelf**. They love reading, drawing, and writing.

There are two bathrooms. The **shower** has cold water! For the Giffords, it's not important to have a hot shower. Family is important. Together, they travel in their boat. They learn about other countries. But it's also important to have friends. They meet up with friends on other boats.



Now it's 2023. Niall and Mairenn want to go to college. The kids' life on the boat is over, and a new life begins for them.



Comprehension

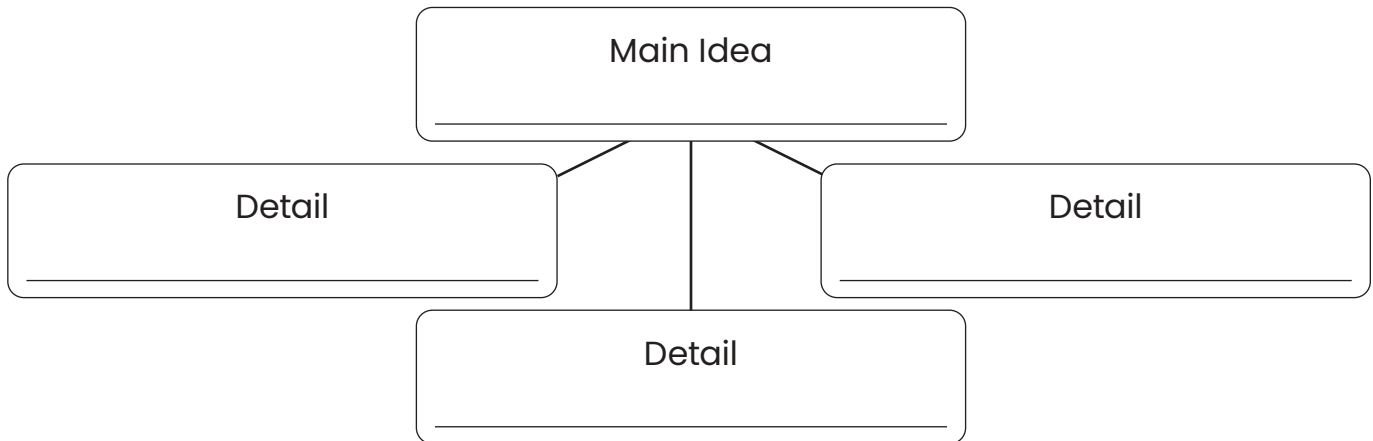
A Think about the photo essay. Would you like to live on a boat with your family? Share your ideas with a friend.

B What do the Giffords have on their boat? Check (✓).

- | | | | |
|----------------------------------|---------------------------------|---------------------------------|--|
| <input type="checkbox"/> balcony | <input type="checkbox"/> fridge | <input type="checkbox"/> guitar | <input type="checkbox"/> the internet |
| <input type="checkbox"/> laptop | <input type="checkbox"/> oven | <input type="checkbox"/> roof | <input type="checkbox"/> two hot showers |

C **TEXTUAL LITERACY** **Main Idea and Details** Complete the chart.

A special home!	Spaces on the boat.
Things the Giffords do.	Things the Giffords have.



D Check (✓) two features of a photo essay.

- Photos help to give information.
- It's a children's story.
- The information is true.

E **GLOBAL LITERACY** What do the Giffords like doing together?

F What questions do you have for the Gifford children? Share your questions with a friend.

The Giffords' boat, *Totem*, sailing at sea



Grammar

- A** Listen and read. Underline *him*, *her*, and *them*. Circle the people these words describe. 🔊 1.7

I have a brother. Look at him!
 He loves me. I love him!
 We have a sister. Look at her!
 She loves us. We love her!
 My mom and dad. Look at them!
 They love us. We love them!



People, Places, and Things 🎧 1.2

Sara has two brothers. **She** has two brothers.
 Sara likes to play with **her brothers**. Sara likes to play with **them**.
 This is **Sara's scooter**. **It** is pink and white.

- B** Read. Complete the new sentences.

~~he~~ her it she them they

- Niall has a guitar. He plays _____ on the boat.
- The children have books. _____ put _____ on the shelf.
- This is Mairen's sister. _____ shares a room with _____.

- C** Work with a friend. Play Tic-Tac-Toe. Choose a word and make a sentence.

I	him	it
you	them	she
we	us	me

She is my sister.

- D** **GRAMMAR IN USE** Read the first paragraph of the photo essay. Circle two words that replace words for people and a thing.

Listening

A Look at the photo. What is this family doing?

B **NEW WORDS** Listen and read. 🗣️ 1.8
Listen and say. 🗣️ 1.9

hide message

C Listen. Number the photos in order. 🗣️ 1.10



A family enjoys time together



D **LISTEN FOR GIST** Listen again. What are all the conversations about? Check (✓) the correct answer. 🗣️ 1.10

- family games
- favorite family movies
- things families do together

Listening Strategy
When you listen for gist, you listen to understand the main idea.

E **GLOBAL LITERACY** What do the speakers in **C** and **D** enjoy doing? Which of the activities do you like? Why?

F Work with a friend. Talk about an activity you do with your family. Why is this activity important to you and them?

Every Friday, we...

On the weekend, my mom...

Speaking

A USE POLITE LANGUAGE Listen and read.
Complete the conversations.  1.11

please sorry Sure!
thank you You're welcome!



Mom, ¹ _____ for making lunch!

² _____



Can you help me, ³ _____ ?

⁴ _____



Do you have a pencil for me, please?

No, ⁵ _____.

Speaking Tip

Use words like *please* and *thank you* so that you don't sound rude when you speak.

B Match. Then listen and check.  1.12

1. Do you know where my school bag is?
2. I have a present for you.
3. Thank you for sharing your pizza!
4. Would you like some candy?
5. Can I use the internet, please?

- a. Sure.
- b. No, sorry.
- c. Yes, please!
- d. Thank you.
- e. You're welcome!

C Practice the conversations in B with a friend.
Then change some of the words to make new conversations.

D Practice the conversations with another friend.
Can you reply without looking at your book?



**Which people
are important
to US?**

Think about ways your family is important to you. Write an answer to the question.

Brothers and Sisters

Vocabulary

A **NEW WORDS** Listen and look. 🎧 1.13
Listen and say. 🎧 1.14



afraid



bored



careful



glad

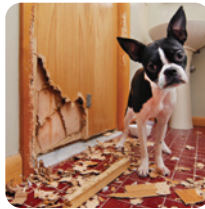
kind



clever



mean



naughty



serious



worried

B Match the opposites.

- | | |
|----------|------------|
| 1. glad | a. naughty |
| 2. brave | b. quiet |
| 3. good | c. unhappy |
| 4. loud | d. kind |
| 5. mean | e. afraid |

C Circle the correct words.

1. Good job! You're very **serious** / **clever**!
2. Please be **careful** / **bored** on your bike!
3. I can't find my school bag! I'm **kind** / **worried**.
4. Sam isn't laughing. Why is he so **serious** / **glad**?
5. I'm **clever** / **bored**. Let's play something!



D Read and draw.

1. I can't climb that big tree.
I'm afraid!



2. I have nice friends!
I'm glad.



Phonics *au* and *ai*

E Listen and say.  1.15



August



naughty



afraid



train

F Listen and say. Circle the one that sounds different.  1.16

- | | | | |
|---------|-------|----------|-----------|
| 1. rain | paint | daughter | snail |
| 2. wait | sauce | pause | astronaut |

Reading Strategy

Text-to-Self Connection

When you read a story, think about things that are similar to your own life.

G Look at the picture and read. What connections can you make to your own life?



My big brother and I like milk. We sit on the balcony. We play a game: Who can finish their milk first? It's usually my brother!

PREVIEW Look at the girls in the realistic fiction story on the next page. Are they sisters or friends? Share your ideas with a friend.



Genre Realistic Fiction

Reading Strategy As you read, think about things that are similar in your life.



Dad's Clever Idea 1.17

1 I'm Amari. This is my room. Well, it's not only mine. That's the problem. I share it with my little sister, Imani. Her friends play in our room. They are so **naughty!** They take my dolls, and they play with them without asking. "That's not **kind**. It's **mean**. They're my dolls. You need to ask first," I say. But Imani and her friends think it's funny. "Oh, come on, Amari!" they say.



2 Another day, Imani is **bored**, so she draws pictures—in my school book. I am NOT happy!



3 I run to my parents. "I don't want to share a room with Imani!" I tell them. "I'm **serious!**" My mom looks **worried**. She says, "But we don't have another bedroom." Then my dad says, "I have an idea." Now I'm worried. Dad's ideas aren't always great.



4 But this time, he has a very **clever** idea! He makes some shelves in our room. "This side of the room is yours," says Dad, "and that side is Imani's!"



5 Imani wants to help me move my things. "Be **careful!** That's my favorite picture," I say. "It's okay. I can carry it..."



6 Crash! "Go to your side. This side is **MINE!**" I say.



7 That night, the room is quiet. I can't see Imani, and I'm sad. Then Imani says, "Where are you, Amari? I'm **afraid.**"



8 Now I have a clever idea. I move some books from one of the shelves. "Imani! Look! I'm here. This side is mine, and that side is yours, but this bedroom is ours, and I'm **glad** we share it!"

Comprehension

A Think about the realistic fiction story. Do you like Dad's idea? Why?

B Circle the correct answers.

1. At the beginning, Amari **wants / doesn't want** to share a room with her sister.
2. Imani and her friends **ask / don't ask** before taking Amari's dolls.
3. Imani draws in Amari's school book, because she is **clever / bored**.
4. **Amari / Mom** is worried about Dad's idea.
5. At the end, the girls are **glad / sad** that they still share a room.



C **TEXTUAL LITERACY Text-to-Self Connection** Are there any parts of the story that are similar to your life? Share your ideas with a friend.

D Read about realistic fiction stories. Circle the correct word.

Realistic fiction stories are about people, things, and places from everyday life. The events in the story **can / can't** happen in real life.

E **SOCIAL LITERACY** What do both Amari and Imani enjoy about sharing a bedroom? How could they enjoy it even more? Share ideas with a friend.



They like sleeping in the same bedroom. It makes them feel safe.

They could have five bedroom rules.

F Describe your room. Do your sisters, brothers, or friends play there? Do you like that? Why? Tell a friend.

Grammar

A Listen and read. Circle the words that show who things belong to. 🎧 1.18



Your Things 🎧 1.3

This is Amari's room. It's **her** room. This room is **hers**.

Is this **your** doll? No, this is Imani's doll, but the dollhouse is **mine**.

B Circle the correct words.

1. Is this **your** / **yours** pen?
2. Yes, it's **my** / **mine**.
3. They're with **theirs** / **their** parents.
4. That isn't **John's** / **Johns** bag.
5. That's Carlos and **his** / **he** sister.

C Work with a friend. Play a game. Put some things on the desk. Point to an object and guess who it belongs to.

Is this Pablo's pen?

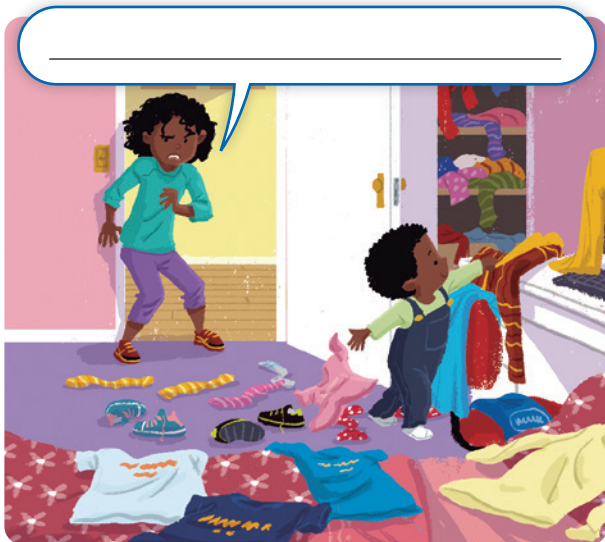
Yes, it's his pen.

D GRAMMAR IN USE Read the last sentence of the realistic fiction story again. Circle the words that show who things belong to.

Listening

A Look at the pictures. Complete the speech bubbles.

I feel angry. I feel bored. I feel glad.



B NEW WORDS Listen and read. 🔊 1.19 Listen and say. 🔊 1.20

messy tidy

C Listen. Circle *True* or *False*. 🔊 1.21

- | | | |
|---|------|-------|
| 1. Ethan doesn't want to share a room. | True | False |
| 2. Amelie's brothers and sisters aren't tidy. | True | False |
| 3. Noah gets bored with his brother. | True | False |

D LISTEN FOR ATTITUDES Listen again. Match. 🔊 1.21

- | | |
|---|-----------------------------------|
| 1. Ethan is glad because he | a. isn't careful with his things. |
| 2. Amelie isn't happy because she | b. doesn't share a room. |
| 3. Noah isn't happy because his brother | c. doesn't like a messy room. |

Listening Strategy
When you listen for attitudes, think about how the speakers feel.

E SOCIAL LITERACY What things do you share with your brothers and sisters, or friends? How does it feel to share? Compare with a friend.

F What can you say to someone if something is important to you, and you don't want to share it? Tell a friend.

Writing

A Look at the photo. Describe one of the children to a friend.

B USE WORDS THAT DESCRIBE PEOPLE

Read the text. Underline the words that describe people.

My best friend's name is José. He's tall, and he has dark hair. He has dark eyes, too. He is very clever and funny!



Genre Descriptive Text (people)

A description of a person describes what they look like and what they are like.

Writing Strategy Use words that describe people to explain what they look like and what they are like.

C Use the underlined words in **B** to complete the chart.

What does he look like?

tall

What is he like?

D Write a description of someone special. Use the writing model to help you. Remember to plan, draft, review, and revise your work. Work with a friend to check your writing.



Which people are important to US?

Think about the people you live with and the things you do together. Write a new answer to the question.

Being a Good Friend

Critical Thinking

A Read and circle *Yes* or *No*. Compare with a friend.

A good friend...

- | | | |
|---------------------------------|-----|----|
| 1. likes the same things as me. | Yes | No |
| 2. shares things with me. | Yes | No |
| 3. is the same age as me. | Yes | No |
| 4. is careful with my things. | Yes | No |
| 5. lives near me. | Yes | No |

B Do the quiz. Read each situation and decide what to say. Compare your answers with a friend.

C Circle the answers in the quiz that show a good friend.

D **NEW WORDS** Listen and read. 🎧 1.22
Listen and say. 🎧 1.23

hobbies miss

E Watch the video. What do friends do together? Check (✓) the activities you see. ▶ 1.4

- | | | | |
|----------------|--------------------------|---------------------|--------------------------|
| They cook. | <input type="checkbox"/> | They play outside. | <input type="checkbox"/> |
| They are loud. | <input type="checkbox"/> | They send messages. | <input type="checkbox"/> |
| They watch TV. | <input type="checkbox"/> | | |

F Watch the video again. What is the same for all friends? ▶ 1.4

G **MEDIA LITERACY** Think about the quiz and the video. Do you agree with the sentence? Why?

A friend is the same as me.

START HERE



5

A classmate wants to use one of your crayons.

No! It's mine.

Sure! But be careful with it.