

Trailblazer



spark

STUDENT RESOURCES

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SPARK PLATFORM

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



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Trailblazer on the Cover **Cling goby fish on coral polyps**

Description: A cling goby fish appears to look at the camera as it holds onto coral polyps.

Location: Great Barrier Reef, Australia

Trailblazer Facts: Gobies are small fish, rarely growing longer than two inches. These tiny trailblazers have a unique adaptation that allows them to hold onto rocks using a sucker on its fin. This sucker helps them to avoid being swept away in strong waves.

© Gary Bell/ Oceanwide/Minden Pictures

Trailblazer

Jill Korey O' Sullivan



Scope and Sequence



1 How does food show who we are? pages 2-23

2 What can we learn from nature? pages 24-47

Trails to Explore	Food Traditions Food around the World Food for a Warmer World	Ideas from Nature Lessons from Nature Solutions from Nature
Curricular Connection	Social Studies	Earth Science
Multiple Literacies	<p>VISUAL Describe similarities and differences between an image and own cultural experiences.</p> <p>GLOBAL Identify and explain ways to reduce food waste.</p> <p>SOCIAL Recognize the positive effects of comfort foods.</p> <p>TEXTUAL Visualize; Compare and Contrast</p> <p>MEDIA Draw conclusions using information from different types of media.</p>	<p>VISUAL Use information in an image to build understanding of a topic.</p> <p>GLOBAL Explore ways nature can inspire inventions.</p> <p>SOCIAL Identify personal and social skills humans can learn from animals.</p> <p>TEXTUAL Main Idea and Details; Sequence of Events</p> <p>MEDIA Evaluate claims in one type of media using information from another.</p>
New Words	<p>cook, smell, taste, pizza, yogurt, spices, recipe, sweet, fresh, delicious, comfort food, culture</p> <p>chopsticks, fork, knife, salt, guest, meal, same, rude, polite, celebration, compost, reduce</p> <p>climate change, population</p>	<p>biologist, engineer, bush, invention, seeds, nature, solve, problem, common, inspire, efficient, energy</p> <p>stream, castle, collect, observe, branch, web, project, patient, give up, finish, focus, team player</p> <p>benefit, provide</p>
Word Work	Nouns and Verbs Antonyms (Adjectives)	Suffix <i>-ist</i> Homonyms
Reading	<p>Fiction: The Taste of Home Genre: Realistic Fiction</p> <p>Nonfiction: The World of Dumplings Genre: Travel Article</p>	<p>Nonfiction: Wild Ideas: Inventions from Nature Genre: Science Article</p> <p>Fiction: Marco's Walk Genre: Graphic Story</p>
Grammar	Simple Past and Past Continuous Gerund and Gerund Phrases	Present Perfect Affirmative Present Perfect: Negative and Questions
Listening	<p>Interview about comfort foods Strategy: Listen for Descriptions</p> <p>Lecture about food waste Strategy: Listen for Numbers</p>	<p>Lecture about ideas to produce energy Strategy: Listen for Solutions</p> <p>Podcast about learning from animals Strategy: Listen for Recommendations</p>
Speaking	Describe Food	Make Suggestions
Writing	Genre: Compare and Contrast Text Strategy: Give Examples	Genre: Explanatory Text Strategy: Give Reasons
Critical Thinking	<p>Illustration showing the impact of climate change</p> <p>Video: Feeding People on a Hotter Planet</p>	<p>Illustration about making cities greener</p> <p>Video: A Cool City</p>
Project	Create a Recipe	Make a Plan for a Green Area



Trailblazer IN ACTION

Ariel Waldman
Creative Connections

Episode 1
Journey to Space
Skills Review Units 1 and 2



3 How do we communicate?
pages 48-69

4 What can history teach us?
pages 70-93

5 What part will space play in our future?
pages 94-115

Communicating with Technology
Communicating with Care
Communicating without Words

Social Studies

VISUAL Explain ideas conveyed in an image.
GLOBAL Describe how technology can facilitate communication.
SOCIAL Explore how effective communication can help build relationships.
TEXTUAL Problem and Solution; Make Inferences
MEDIA Use information from different types of media to support or change an opinion.

call, mail, text message, technology, video chat, electricity, communicate, deliver, signal, distance, almost, share argument, conversation, invitation, reply, upset, friendship, misunderstanding, details, avoid, instead, interrupt, repeat meaning, notice

Phrasal Verbs with *Call*
Prefix *mis-*

Nonfiction: Life Before Cell Phones
Genre: Social Studies Article
Fiction: The Invitation
Genre: Drama

Present Perfect with *For* and *Since*
Present Perfect and Simple Past

First-person narrative about communication technology
Strategy: Listen for Reasons
Podcast about communication skills
Strategy: Listen for Adverbs

Confirm Details

Genre: Drama
Strategy: Use Adjectives for Stage Directions

Photos of different body language
Video: Speak with Your Body

Plan and Perform a Silent Drama

Dream Makers in History
Discovering the Past
Unlocking Mysteries

Social Studies

VISUAL Connect information in an image to prior knowledge.
GLOBAL Describe different roles in ancient societies.
SOCIAL Explore how perseverance can help achieve a goal.
TEXTUAL Similes; Scan for Information
MEDIA Develop an understanding of a topic using information from multiple types of media.

capital, statue, tower, cliff, land, valley, legend, powerful, defend, enemy, decision, die
king, crown, flute, furniture, jewelry, treasure, discover, society, ancient, believe, level, role
complicated, reach

Antonyms (Nouns)
Prefix *dis-*

Fiction: The Legend of the Iron Wolf
Genre: Legend
Nonfiction: A King and a Dream
Genre: History Article

Too and *Enough*
Used to

Podcast about a woman from history
Strategy: Listen for Dates
Lecture about an ancient society
Strategy: Listen for Relationships

Express Opinions

Genre: Biography
Strategy: Use Sequence Words

Photo of an ancient structure
Video: Discovering Nan Madol

Give a Presentation about a Historic Event

Planets Like Ours
Living on Mars
Space Tourism

Earth Science

VISUAL Describe how an image conveys feeling.
GLOBAL Explore ways to take care of Earth and its resources.
SOCIAL Explore how being curious can be beneficial.
TEXTUAL Paraphrase; Character Analysis
MEDIA Identify what information is included in different types of media.

Earth, telescope, temperature, tools, planet, solar system, air, characteristics, impossible, breath, harmful, waste crater, Mars, spacesuit, volcano, spaceship, rocket, dusty, complain, astronaut, explore, adventure, familiar
cost, obvious

Prefix *im-*
Suffix *-y*

Nonfiction: The Search for Goldilocks Planets
Genre: Informational Text
Fiction: Mariana on Mars
Genre: Science Fiction

Will and *Be Going to*
Future Forms

Lecture about Earth's water
Strategy: Listen for Speaker Intention
Conversation about living on another planet
Strategy: Listen for Reactions

Make Invitations

Genre: Friendly Letter
Strategy: Use Salutations

Advertisement for space travel
Video: Traveling to Space

Create a Poster for or against Space Tourism

Scope and Sequence



6 How do we keep our mind and body healthy? pages 116–139

7 Why do we make art? pages 140–161

► **Trails to Explore**
Curricular Connection

Multiple Literacies

New Words

Word Work

Reading

► **Grammar**

Listening

Speaking

Writing

► **Critical Thinking**

Project

Sleep Well
Believe in Yourself
Stress Less

Life Science

VISUAL Explore different ways an image can be interpreted.

GLOBAL Recognize the importance of sleep as a basic human need.

SOCIAL Explore ways to think positively.

TEXTUAL Cause and Effect; Rhyme and Rhythm

MEDIA Apply strategies from one type of media to problems in another.

bone, brain, sleepy, wake up, yawn, muscle, healthy, remember, rest, reason, advice, routine

confident, shocked, shy, idea, secret, voice, happen, choice, negative, positive, effect, improve
strategy, stress

Prefix *un-*
Suffix *-ness*

Nonfiction: Snooze or Lose: Why Sleep is So Important

Genre: Health Article

Fiction: I Used to Be Shy; Bring Sunshine to Your mind; What I Love

Genre: Poetry

Zero and First Conditional
Used to and Simple Past

Podcast about bedtime routines
Strategy: Listen for Advice
Instructions for thinking positively
Strategy: Listen for Sequence

Explain Routines

Genre: Poetry
Strategy: Use Rhyme and Rhythm

Illustration of the effects of stress
Video: How to Reduce Stress

Create a Gratitude Journal

Art for Enjoyment
Art for Expression
Art for Action

Art

VISUAL Connect and compare an image with own and others' experiences.

GLOBAL Explore ways of building community.

SOCIAL Identify ways to develop a positive and healthy mindset.

TEXTUAL Make Connections between Visuals and Text; Text-to-Self Connection

MEDIA Recognize how different types of media might influence people's behaviors.

art, mural, steps, tunnel, tour, tour guide, wonderful, colorful, purpose, proud, experience, without

amazed, embarrassed, spot, stripe, paintbrush, painter, necessary, express, interested, terrible, attitude, sculpture aware, shore

Suffix *-ful*
Adjectives with *-ing* and *-ed*

Nonfiction: Art around the Corner

Genre: Photo Essay

Fiction: Diary of an Artist

Genre: Diary

Infinitives of Purpose
Tag Questions

First-person narrative about an art project
Strategy: Listen for Key Words
Conversation about making a sculpture
Strategy: Listen for Attitudes

Share Ideas

Genre: Response to Art
Strategy: Use Graphic Organizers

Photo of an artwork
Video: Bringing Attention to Ocean Pollution

Create Awareness through Art



Trailblazer *IN ACTION*

Ariel Waldman
Creative Connections

Episode 3
To Mars and Beyond
Skills Review Units 5 and 6



8 How can we understand and manage feelings?
pages 162–185

9 How does shopping affect us and our environment?
pages 186–207

10 What makes a community?
pages 208–231

<p>Seeing Emotions Calming Down Laughing Out Loud Life Science</p> <p>VISUAL Explore your own emotional responses to an image. GLOBAL Examine humans' responsibilities in caring for animals. SOCIAL Describe ways for dealing with anger. TEXTUAL Summarize; Point of View MEDIA Understand reactions to one type of media using information from another.</p>	<p>Shopping for Clothes Buying Less The Power of Ads Social Studies</p> <p>VISUAL Use questions to explore the message in an image. GLOBAL Explore the environmental impacts of fashion choices. SOCIAL Describe how peers can have both positive and negative impacts on behavior. TEXTUAL Make Predictions; Author's Purpose MEDIA Evaluate the effectiveness of the techniques used in media.</p>	<p>Teamwork Belonging Sharing Social Studies</p> <p>VISUAL Connect the context of an image to personal experience. GLOBAL Explore the positive social effects of being part of a community. SOCIAL Explore the benefits of working together. TEXTUAL Moral of a Story; Ask Questions MEDIA Develop an understanding of one type of media by using information from another.</p>
<p>calm, scared, unhappy, scream, shake, feelings, human, particular, situation, react, terrified, vet friendly, peaceful, mad, nervous, apologize, forgive, mood, fair, regret, promise, by accident, cycle joke, laughter</p>	<p>credit card, price, save, spend, magazine, advertisement, seem, popular, style, expensive, fit in, sneakers factory, mall, pay, sweatshirt, throw away, trash can, convenient, cheap, environment, reuse, broken, repair convince, influence</p>	<p>curtains, gate, alone, together, woods, cottage, skill, plan, useful, comfortable, protect, warn neighbor, ski, underground, vehicle, outdoor, indoor, condition, belong, support, depend on, challenge, trust nearby, network</p>
<p>Synonyms Homophones</p>	<p>Shortened Words Prefix <i>re-</i></p>	<p>Suffixes <i>-ful</i> and <i>-less</i> Prefix <i>under-</i></p>
<p>Nonfiction: Do animals have emotions? Genre: Magazine Article Fiction: The Angry Snake Genre: Fable</p>	<p>Fiction: The Plan to Be Popular Genre: Realistic Fiction Nonfiction: Do you really need it? Genre: Science Article</p>	<p>Fiction: Building a Home Together Genre: Folktale Nonfiction: Extreme Communities Genre: Magazine Article</p>
<p><i>May, Might, Could</i> for Possibility <i>Should</i>: Affirmative and Questions</p>	<p>Comparative and Superlative Adverbs The Passive Voice</p>	<p>Subordinate Time Clauses Defining Relative Clauses with <i>That</i> or <i>Who</i></p>
<p>Conversation about taking care of pets Strategy: Listen for Similarities Podcast about managing anger Strategy: Listen for Steps in a Process</p>	<p>Conversation about a new fashion trend Strategy: Listen for Positive and Negative Answers Lecture about shopping and the environment Strategy: Listen for Ideas</p>	<p>Lecture about animal teamwork Strategy: Listen for Characteristics Podcast about communities in space Strategy: Listen for Gist</p>
<p>Ask for Help</p>	<p>Make Returns and Exchanges</p>	<p>Express Agreement and Disagreement</p>
<p>Genre: Personal Narrative Strategy: Use Quotes</p>	<p>Genre: Persuasive Text Strategy: Use Linking Words</p>	<p>Genre: Descriptive Text Strategy: Use Correct Adjective Order</p>
<p>Photo of a funny scene Video: The Power of Laughter</p>	<p>Advertisement for sneakers Video: Advertising Techniques</p>	<p>Infographic about different communities Video: Communities around Us</p>
<p>Create a Cartoon</p>	<p>Make an Advertisement</p>	<p>Create a Club and Make a Poster</p>


1

How does food show who we are?



LOOK

1. Describe the photo.
2. What do you think is happening in the photo?
3. **VISUAL LITERACY** Does this look like food in your country? How is it similar or different? Tell a partner.

LISTEN

1. What sounds do you think you can hear in this place? Make a list with a partner.
2. Listen. What else did you hear? Add to your list.  1.1

WATCH

1. Watch the video.  1.1
2. Watch the video again. What looks exciting? What questions do you have?  1.1





Trails

in This Unit



Food Traditions

- **READ** about a girl bringing food to school.
- **LISTEN** to friends talk about their favorite foods.
- **TALK** about your favorite food.



Food around the World

- **READ** about one food that is different around the world.
- **LISTEN** to how people are saving food.
- **WRITE** about a special holiday meal.



Food for a Warmer World

- **STUDY** an infographic about climate change and food.
- **WATCH** a video about a different kind of food.
- **CREATE** a recipe.

Food Traditions

Vocabulary

A NEW WORDS Listen and look. 🎧 1.2 Listen and say. 🎧 1.3



cook



smell



taste



pizza



yogurt



spices

B NEW WORDS Listen and read. 🎧 1.4 Listen and say. 🎧 1.5



All around the world, people use the same food in different ways. For example, there are some **recipes** for rice with milk, and some for rice with beans. In Thailand, people sometimes eat rice with sugar. This kind of rice is **sweet**. People often have it with **fresh** mangoes. It's **delicious**!

recipe
sweet
fresh
delicious

C Match.

- | | |
|--|-----------|
| 1. a food made from milk | a. sweet |
| 2. directions for making something with food | b. fresh |
| 3. having a lot of sugar | c. yogurt |
| 4. not old, frozen, or from a can | d. pizza |
| 5. a food that usually has cheese and tomatoes | e. recipe |

D Complete the sentences with words from A and B.

1. A lot of people like the _____ of popcorn in movie theaters.
2. My dad taught me how to _____ eggs all by myself!
3. I don't _____ any sugar in the lemonade. It's so sour!
4. One of the _____ we have in our kitchen is black pepper.
5. Yum! This chicken is _____.

E Draw your favorite meal. Tell a partner about it. Use at least three new words from A and B.

Word Work

F Listen and read. Circle the verbs and underline the nouns in the example sentences.  1.6

Nouns and Verbs

A noun is a word that is a person, an animal, a place, a thing, or an idea. A verb is a word that describes an action or a state. Some words can be both a noun and a verb.

The cook will cook a special meal tonight.

Smell the milk. I don't think it's fresh because it has a bad smell.

G Read the sentences and look at the underlined words. Circle *Noun* or *Verb*.

- | | | |
|---|------|------|
| 1. The <u>cook</u> is making a special recipe tonight. | Noun | Verb |
| 2. My parents like to <u>cook</u> Greek food. | Noun | Verb |
| 3. The milk must be old because it has a bad <u>smell</u> . | Noun | Verb |
| 4. I have a cold, so I can't <u>smell</u> anything. | Noun | Verb |

Reading Strategy

Visualize

When you visualize, you make pictures in your mind as you read. You also think about what you hear, taste, smell, and feel.

H Read the paragraph. What do you see, hear, taste, smell, and feel as you read? Make a list.

It was freezing outside. As Marco walked into the pizza shop, the doorbell rang. At first, Marco enjoyed the heat from the pizza ovens. But soon, he started to sweat in his heavy winter coat. Then, he heard the pizza oven door opening. Marco watched as the extra large pizza came out. The tomatoes, cheese, and fresh herbs on the pizza smelled delicious!



PREVIEW Look at the pictures in the realistic fiction on the next page. What do you think you can hear and smell? Tell a partner.



Genre Realistic Fiction

Reading Strategy As you read, think about what you see, hear, taste, smell, and feel.

The Taste of Home

1.7

Afrah was reading upstairs in her sunny bedroom when she noticed a **delicious smell**. Nani, her grandmother, was **cooking** dinner. As Afrah ran down the stairs of their new home, she called out, “Nani, when will dinner be ready?” Nani laughed and said, “Soon!”

At dinner, Dad asked, “Afrah, are you excited about tomorrow? It’s your first day at your new school!” Afrah was excited but also nervous.

After dinner, Nani said, “Afrah, dear, I packed *khichdi* for your lunch tomorrow.” Afrah shouted, “Yay!” and gave Nani a big hug.



The next day at school, Afrah’s teacher greeted her with a warm smile, and Afrah’s nervousness melted away. When Ms. Ferguson placed the students in pairs for a science experiment, Afrah’s partner was a friendly and funny girl named Livy.

While they were working, Afrah’s stomach rumbled noisily. She couldn’t wait for the lunch Nani packed. Thinking about the nutty rice, salty soup, and the soft, warm *naan* made Afrah even hungrier!

As she entered the large cafeteria with its high ceilings and bright lights, Afrah’s nervousness returned. It was full of kids shouting and laughing. As she worried about where to sit, she saw Livy smiling and waving at her to join her group.

The new friends talked and laughed as they ate. A boy walked over to the table. He looked at Afrah’s lunch with confusion and said, “What is that?” Livy said, “Not everyone eats cheese sandwiches for lunch every day like you, Derek!”

Derek went to the end of the table and unwrapped his cheese sandwich. Afrah stopped eating and looked around. People were eating **yogurt**, sandwiches, and **pizza**. Nobody’s lunch looked like hers. She put her lunch away. Livy said, “What’s wrong, Afrah?” “I’m just not hungry anymore,” Afrah said, giving her friend a weak smile.





That night at dinner, Afrah asked, “Can I have a plain lunch tomorrow? Maybe a sandwich with jam and butter?” Afrah’s mother and Nani looked at each other. Nani said, “Of course, dear.” Afrah thought Nani looked a bit sad.

The next day at lunch, Afrah opened her lunchbox and took out her sandwich. The jam was nice and **sweet**, but the bread was soft and stuck to her teeth. She suddenly noticed some foil in her bag. She opened it and found her favorite mini-samosas! Nani’s special **recipe** had lots of **fresh** vegetables and **spices**.

Livy said, “That smells good!” Afrah gave her one. “Yum!” Livy said. Afrah handed them out to the group. Everyone loved them. Afrah felt proud. Derek watched from the end of the table. He put down his sandwich and asked, “Hey, can I **taste** one?” Afrah passed one to him. Derek took a bite and said, “Wow! That’s amazing!” Livy jumped in and said, “It’s also amazing to see you eating something that’s not a cheese sandwich!” Everyone laughed.

Khichdi is a thick Indian soup that people make with rice, lentils, and spices.

Naan is a soft, round bread people eat in India.

People make **samosas** by filling them with potatoes, peas, and sometimes meat.

Comprehension

A What was your favorite part of the realistic fiction story? Why?

B Read the sentences. Circle the correct answers.

1. Afrah's **mother** / **grandmother** made her lunch on the first day of school.
2. **Livy** / **Derek** became Afrah's friend on the first day of school.
3. Afrah felt **nervous** / **hungry** as she entered the cafeteria.
4. Derek eats cheese **pizza** / **sandwiches** every day.
5. Afrah wanted **a jam and butter sandwich** / **food from home** for lunch the next day.
6. Afrah felt **surprised** / **proud** when her friends liked the samosas.

C **TEXTUAL LITERACY Visualize** What did you visualize while reading the story? Tell your partner one thing you could see, hear, smell, taste, or feel. Circle the words in the story that helped you visualize.

D Check (✓) the sentences that are true about realistic fiction.

- It's a story about a real person.
- It's a made-up story.
- It has the author's opinions
- The things that happen in the story could happen in real life.



E **SOCIAL LITERACY** Discuss the questions with a partner. Then work with another pair of students. Are your answers the same?

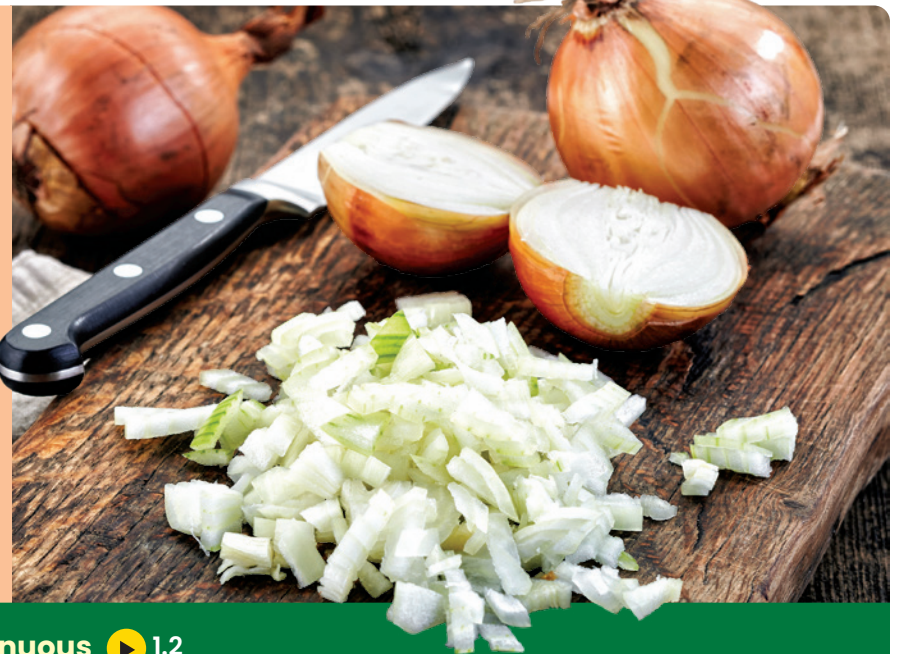
1. How did Afrah feel when Nani told her about the lunch she made for her? Why?
2. Why do you think Afrah asked for a sandwich with jam and butter for her next lunch?
3. How did you think Afrah felt about taking Nani's food to school by the end? Why?

F Think about something from your family that makes you feel good. Write a paragraph and explain why it makes you proud. Share your paragraph with a partner.

Grammar

- A** Listen and read. Underline the sentences with both the simple past and the past continuous. Which form describes a continuing action? 🔊 1.8

I was studying when my dad called me to the kitchen. He was making chili. He asked me to chop an onion. I was chopping the onion when my eyes started to water. My mom walked in and asked, "Jack! What's wrong?" My dad and I laughed. "I wasn't crying, Mom," I said. "I was just chopping onions!"



Simple Past and Past Continuous 🎧 1.2

Use the simple past and the past continuous together to describe an action or event that began in the past and was continuing when another event happened.

- B** Complete the sentences with the simple past or the past continuous form of the verbs. Complete the last sentence with your own idea.

1. I was washing dishes when he (call) _____.
2. They (have) _____ a picnic when a dog ran over.
3. She (eat) _____ an orange when the phone rang.
4. He was cooking when he (burn) _____ his finger.
5. I _____ when it started raining.

- C** Play a game. Work in a group of four. Two students write an action in the past continuous. The other two students write an action in the simple past. The group combines the two actions into one sentence. The group then acts out the sentence for the whole class. The class guess what happened.

- D** **GRAMMAR IN USE** Underline sentences with both the simple past and the past continuous in the realistic fiction story. Then write a new sentence with both the simple past and the past continuous to describe an action or event from the story.

Listening

A Look at the photos. Do you know these foods? How do you think they are similar and different?

B NEW WORDS

Listen and read. 🎧 1.9

Listen and say. 🎧 1.10

comfort food culture



Naengmyeon



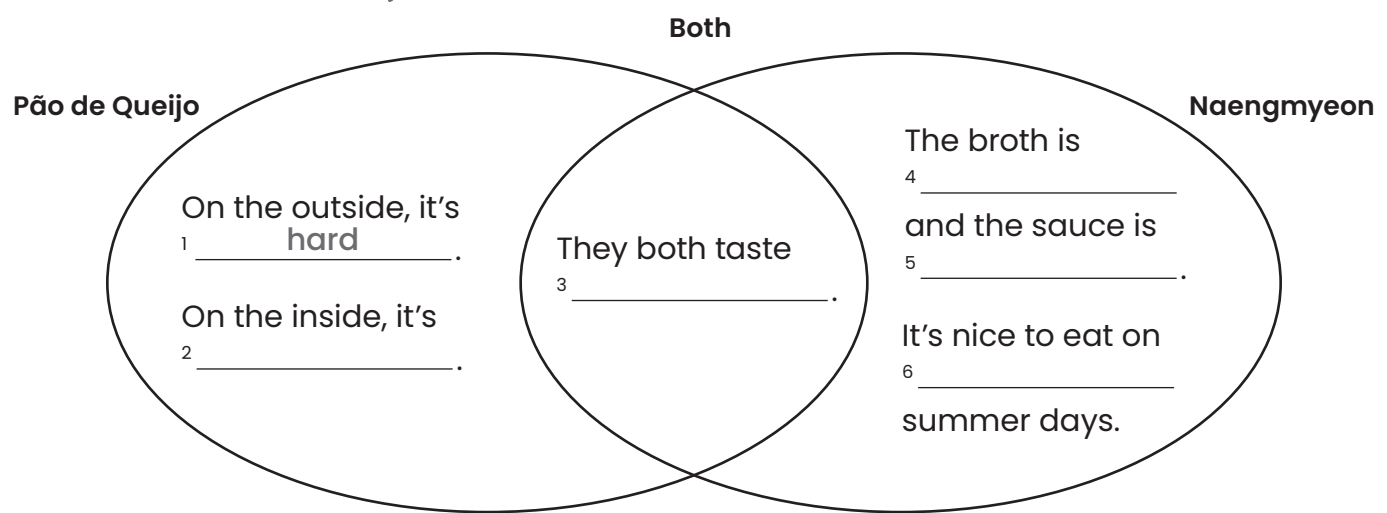
Pão de Queijo

C Listen. Circle the correct answers. 🎧 1.11

1. Comfort food is food that reminds people of **home** / **vacations**.
2. Different cultures have **the same** / **different** comfort foods.
3. Elena's favorite comfort food is a kind of **bread** / **sandwich**.
4. Joon says he loves to eat his comfort food on **hot** / **cold** days.

Listening Strategy
When you listen for descriptions, listen for adjectives that come before people, places, animals, and things.

D LISTEN FOR DESCRIPTIONS Listen again. Complete the Venn diagram with words that describe the foods. 🎧 1.11



E SOCIAL LITERACY Why are Elena and Joon's comfort foods special to them? Discuss with a partner.

F Think about your favorite comfort food. What are some other reasons that comfort foods are important to people? Discuss with a partner.

Speaking

A DESCRIBE FOOD Listen. Complete the description of a comfort food. 🎧 1.12

My favorite ¹ _____ is ramen.
It is warm and ² _____.
It has noodles and a salty broth.
The noodles ³ _____ long and curly.
The broth ⁴ _____ salty.
It ⁵ _____ delicious.

Speaking Tip
Describe food by talking about its ingredients, as well as how it looks, smells, and tastes.



Japanese boy eating ramen

B Think of your favorite comfort food. Complete the sentences.

My favorite comfort food is _____
It is _____
It has _____
It looks _____
It smells _____
It tastes _____

C Play a guessing game with a partner. Describe your favorite comfort food to each other, but don't say what it is. Use the sentences in **B**. Guess what your partner's favorite comfort food is.

D Share your partner's comfort food with the class. Which food is the most popular? Which one would you want to eat? Why?

How does
food show
who **we** are?

Think about how food connects people to where they are from. Write an answer to the question.

Food around the World

Vocabulary

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



chopsticks



fork



knife



salt



guest



meal

B NEW WORDS Listen and read. 🎧 1.15 Listen and say. 🎧 1.16



Not all families celebrate the Chinese New Year in the **same** way, but there is always plenty of food! People eat fruits and nuts throughout the day as snacks. When it's time for the big dinner, it's **rude** to start eating before everyone is at the table. Being **polite** and respectful is important to the **celebration**, too!

same
rude
polite
celebration

C Complete the sentences with words from the box.

celebration guests polite rude same

1. My family will invite _____ to our house for my mom's birthday.
2. In some countries, it's _____ to make loud noises when you eat.
3. A big _____ is a part of New Year's Day for his family.
4. He always greets everyone with a smile. He's very _____.
5. Foods from different cultures are usually not the _____.

D Sort the words in **A** and **B**.

Things You Can Eat

Things You Use to Eat

E Think of a special meal you eat at celebrations. Tell a partner about it. Use at least three new words.

Word Work

F Listen and read. Circle the antonyms in the example sentence.  1.17

Antonyms (Adjectives)

Antonyms are words that have opposite meanings. Antonyms can be adjectives.

full/hungry

polite/rude

hot/cold

I was full after I ate breakfast, but by dinnertime, I was hungry again!

G Complete the second sentences with the antonyms of the underlined words.

1. It is polite to say “thank you” when you get a gift.

It is _____ to take the gift without saying “thank you.”

2. My friend and I have the same favorite food: ice cream!

But I like chocolate, and she likes vanilla, so we like _____ flavors.

3. Your food was in the oven, so it is hot.

Her food was in the fridge, so it is _____.

Reading Strategy

Compare and Contrast

When you read, compare things that are similar and contrast things that are different.

H Read about churros and youtiao. Look at the photos. Talk to a partner about how they are similar and different.



Churros are a sweet snack from Spain. To make them, people fry them and then roll them in cinnamon and sugar. People also dip them in chocolate.



Youtiao is a kind of breakfast food from China. People make it by frying it in hot oil. People like to dip it in soy milk. It's usually a little salty, not sweet.

PREVIEW Read the title of the travel article on the next page and look at the photos. What do you think the article is about? Tell a partner.



Genre Travel Article

Reading Strategy As you read, think about how dumplings can be the same and different.

The World of Dumplings

🔊 1.18

No two cultures are exactly the **same**. People from different cultures speak different languages, wear different kinds of clothes, and eat different kinds of food. But did you know that almost every culture has their own dumplings?

Dumplings are like little envelopes. People make them by wrapping *dough* around fillings. A lot of things can make dumplings from different cultures special. The dough, the ingredients, the shape, and how people cook them can all be different. But two things are always the same: they are delicious, and they are popular! Let's take a look at some of the most famous dumplings around the world!



In Japan, you can find *gyoza* at almost every traditional restaurant. People roll the dough so that it is very thin. Then they fill the thin piece of dough with meat or vegetables. They also add spices and **salt** to make the dumplings taste even more delicious. Eating gyoza with your hands is okay, but some people might think it's **rude**. Eating them with **chopsticks** is more **polite**.



In the Middle East, *shish barak* is a favorite. People traditionally make the dough by hand even though it takes a long time. Then they fill the dough with meat, like beef or lamb, and spices. These dumplings are unique because people cook them in a delicious yogurt sauce. You should enjoy them while they are still hot! People often have them as part of a big **meal** at special **celebrations**.



Momos are a type of dumpling that you can find in Northern India. Filling them with meat, vegetables, and cheese is traditional. People usually make them in a steamer or fry them in a pan. If you ever visit India, you should try some momos with a very special spicy tomato sauce!



Pierogi is very popular in Poland. The filling usually has fresh meat, potatoes, and onions. But you can also have pierogi for dessert! Sweet pierogi have fruits in them, like strawberries and blueberries. And dipping them in sour cream makes them even better. People make pierogi by boiling them in a pot. Unlike gyoza, people usually eat pierogi with **forks** and **knives**. Each year, there is a pierogi festival in Kraków, a city in Poland. **Guests** at this festival eat many thousands of pierogi!







There are many other kinds of dumplings around the world, such as wontons from China and tortellini from Italy. Cooking dumplings can even be a useful way to save food. Instead of throwing away extra food, people use the food as ingredients for the fillings. So, dumplings are not just delicious and important to many cultures. They also help the Earth! Next time you travel, don't forget to try some dumplings!

People make **dough** when they mix flour and a liquid, like milk or water.

Comprehension

A The travel article describes four kinds of dumplings. Which would you like to try? Why? Tell your partner.

B Complete the chart with information from the text.

	Common Ingredients	How to Make	How to Eat
Gyoza 	meat or vegetables	roll the dough so that it is very 4 _____	with chopsticks
Shish barak 	meat, like 1 _____ beef _____ or lamb, and spices	cook them in a 5 _____ sauce	as part of a big 7 _____ at celebrations
Momos 	meat, vegetables, or 2 _____	steam them or fry them in a pan	
Pierogi 	fruit, like 3 _____ and blueberries	6 _____ them in a pot	with forks and 8 _____

C **TEXTUAL LITERACY Compare and Contrast** Work with a partner. Choose two kinds of dumplings from the text. Discuss how they are the same and different. Use the chart in **B** and your own ideas.

D Check (✓) the sentences that are true about travel articles.

- Their purpose is to give information.
- They are about different places in the world.
- The writing style is usually very serious.
- They often have unusual and interesting information.

E **GLOBAL LITERACY** Read the last paragraph of the text again. How do you think dumplings can help the Earth? Discuss with a partner.

F Think of dumplings you eat often. How are they the same as the ones in the text? How are they different? Share with the class.

Grammar

- A** Listen and read. Circle the verbs with *-ing*. Then underline the ones that act as nouns.  1.19



Traveling is fun. It lets you talk to people from different cultures. This helps you learn about the world. It also gives you a chance to try new food. Trying new food is one of the best parts of traveling!



Gerund and Gerund Phrases 1.3

A gerund is a verb that ends in *-ing*. Use a gerund with other words to form a gerund phrase. A gerund can act as a noun in a sentence. A gerund or a gerund phrase can act as the subject of a sentence.

- B** Rewrite the sentences. Replace the underlined parts of the sentences with gerund phrases.

1. To run to the ice cream truck is fun.

2. To travel around the world is exciting.

3. To eat with forks and knives is more common in the UK.

4. To share food with friends gives you a good feeling.

- C** Tell a partner about your favorite things to do when you travel and why you like them. Use gerunds or gerund phrases to start as many sentences as you can. Do you and your partner like the same things?

- D** **GRAMMAR IN USE** Read the travel article again. Underline the gerunds and gerund phrases that act as the subject of a sentence. Then write a new sentence about dumplings using the gerund or a gerund phrase as the subject.

Listening

A Look at the photo. What do you see?
How does it make you feel?
Discuss your answers as a group.



A person throwing food away

B NEW WORDS Listen and read. 🔊 1.20
Listen and say. 🔊 1.21

compost reduce

C Listen. Circle the correct answers. 🔊 1.22

1. Food waste is food that people **take home** / **leave behind** after a meal.
2. Countries are trying to deal with the problem in **the same way** / **different ways**.
3. In France, people deal with food waste by **giving the food away** / **paying for the food**.
4. In South Korea, people **pay for** / **keep** the food they waste.

D LISTEN FOR NUMBERS Listen again. Complete the sentences with the numbers you hear. 🔊 1.22

1. Every year around the world, people waste about _____ billion tons of food.
2. People have saved a lot of food in South Korea in just _____ years.
3. In South Korea, people are saving _____ tons of food a day. That's _____ percent of food a day!

Listening Strategy

When you listen for numbers, listen for the units like *percent*, *ton*, and *degree*. Speakers use numbers to talk about percentages, weights, and temperatures.

E GLOBAL LITERACY Work with a partner. Think about how much food waste you have in a day. Write three ideas to reduce food waste.

F Share the list you made in **E** with the class. Talk about the ideas on your lists. Vote for the best idea to reduce food waste.

Writing

A Look at the photo in **B**. How is it similar or different to your family meals? Discuss with a partner.

B GIVE EXAMPLES Read the text. What is the writer comparing and contrasting? Discuss with a partner.

Genre Compare and Contrast Text
A compare and contrast text focuses on how two things are the same and how they are different.

Writing Strategy Give specific examples that help your readers understand how the two things are the same and different.

My family lives in Puebla, Mexico. *Cinco de Mayo* is a special holiday here! Usually at dinner, there is just my mom, my dad, and my little brother. We wear regular clothes, and there are three or four dishes on the table.

Cinco de Mayo dinner is very different! I still eat dinner with my family, but we always eat in the backyard of my grandmother's house. We all get dressed up. The table is filled with different kinds of delicious food because everyone brings their best dishes. The dinner is always four to five hours long. Eating chocolate churros is the second-best part of *Cinco de Mayo*. Seeing my cousins is the best part!



C Read the text again. Answer the questions.

1. How is a regular meal the same as *Cinco de Mayo* dinner for the writer?

2. What is one example of something that is different at *Cinco de Mayo* dinner?

3. What are two antonyms in the text?

D Write a compare and contrast text about a special holiday meal. Explain how it is the same as regular meals and how it is different. Use the writing model to help you plan, draft, review, and revise your work. Work with a partner to check your writing.

**How does
food show
who we are?**

Think about special foods and traditions of different cultures and write a new answer to the question.

Food for a Warmer World

Critical Thinking

- A** Work with a partner. Answer the questions.
1. Do you think there will be more or fewer people on Earth in 50 years? Why?
 2. Where does the food people eat come from?

- B** Look at the picture. What do you see?
Make a list with a partner.

- C** Look at the picture again. What problems can make growing food difficult? Make a list as a group.

- D** **NEW WORDS** Listen and read. 🔊 1.23
Listen and say. 🔊 1.24

climate change population

- E** Watch the video. Choose the reasons for eating insects from the video. ▶ 1.4

- It can help feed a growing population.
- Nobody wants to eat meat anymore.
- Eating insects is healthy.

- F** Watch the video again. Complete the sentences. ▶ 1.4

1. Climate change makes it difficult for farmers to grow enough food for the growing population because _____.
2. Eating insects can help us solve this problem because _____.

- G** **MEDIA LITERACY** Work with a partner. Use what you know from the picture and the video to discuss how eating insects would help to feed a growing population.

