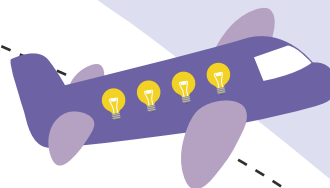


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Dear friend,

Are you ready to be a voyager? Are you ready for eight exciting voyages?

Each voyage is about a different theme or topic and has five stages.

- The first stage is about **Culture**. At this stage, you visit a place and explore how people live.
- The second stage is about **The World Around Us**. At this stage, you explore the fascinating, natural world.
- The third stage is a **Story**. There are lots of different types of stories for you to enjoy.
- The fourth stage is about **Art**. You can explore different art techniques and make something to play with.
- The last stage is a **Log**. Here you record the language for your voyage.

Have fun! Enjoy your voyages.

Best wishes,

Susan and Katharine



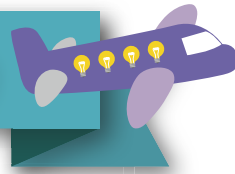
Complete the voyager's ticket with your name and picture.

 **Ticket for a Young Voyager**

Name:



# Scope and Sequence



	Units	Language
	Welcome	Study skills
1	Growing Up	<i>can / could / couldn't</i> <i>was / were</i> <i>When</i> clauses
2	Animals on the Move	Present simple, routines Comparative, superlative Adverbs of frequency
3	Murals	Present simple Past simple Comparative, superlative
4	What will the future be like?	<i>Will / Won't</i> (future for predictions)
5	Healthy Lifestyle	First conditional Modals: <i>can</i> and <i>should</i>
6	Ancient Civilizations	Past continuous Past simple: regular and irregular
7	Ball Sports	Present simple Past simple <i>can / can't</i> (for rules) Relative clauses
8	Making Music	Review of all tenses

Culture

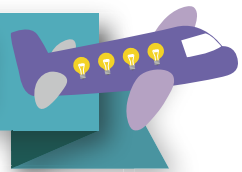
The World  
Around Us

Literacy

Creativity

<b>Friendship Network</b>	<b>Personal Development</b>	<b>Superkid</b>	<b>A Friendship Book</b>
<b>Wildlife Rangers</b>	<b>Migration Routes</b>	<b>Zelda's Herd</b>	<b>A Migration Story</b>
<b>Street Art</b>	<b>Modern and Ancient Murals</b>	<b>The Mystery Artist</b>	<b>A School Graffiti Wall</b>
<b>Tomorrow's World</b>	<b>Imagining the Future</b>	<b>Tomorrow Will Be a Big Day</b>	<b>A School for the Future</b>
<b>My Lifestyle</b>	<b>Health Recommendations</b>	<b>The End of Smallpox</b>	<b>A Radio Advertisement</b>
<b>Ancient Egypt</b>	<b>On a Dig</b>	<b>The Rosetta Stone</b>	<b>A Diary</b>
<b>Sports Fans</b>	<b>Rules</b>	<b>Naismith's Ballgame</b>	<b>A New Ballgame</b>
<b>Types of Music</b>	<b>Musical Instruments</b>	<b>The Band</b>	<b>The End-of-year Chant</b>

# Get ready for your voyages!



Explore your book and write the page number.

Think about your English skills and answer the questions.

## In Unit 1 ...

We sing a song about how we change as we grow. See page \_\_\_\_\_.

What words can you think of to describe your friends?

When Don was born, he had a mystery gift. It was a sandglass. On his first birthday, the top half was empty, and his mom turned it over. She did the same thing every year.



Very soon, Don's mom and dad discovered his amazing talents. He could read and write at two years old, and he could run very fast.



## In Unit 2 ...

We learn about animal migration routes. See page \_\_\_\_\_.

Which wild animals can you name?

I'm a ... and I'm on my way.  
I start in ..., and I finish in ...  
I'm a ..., and I ... a long, long way.



Caribou: North Alaska-South Alaska



Whale: Ant- arctica-Costa Rica



Dragonfly: USA-Mexico



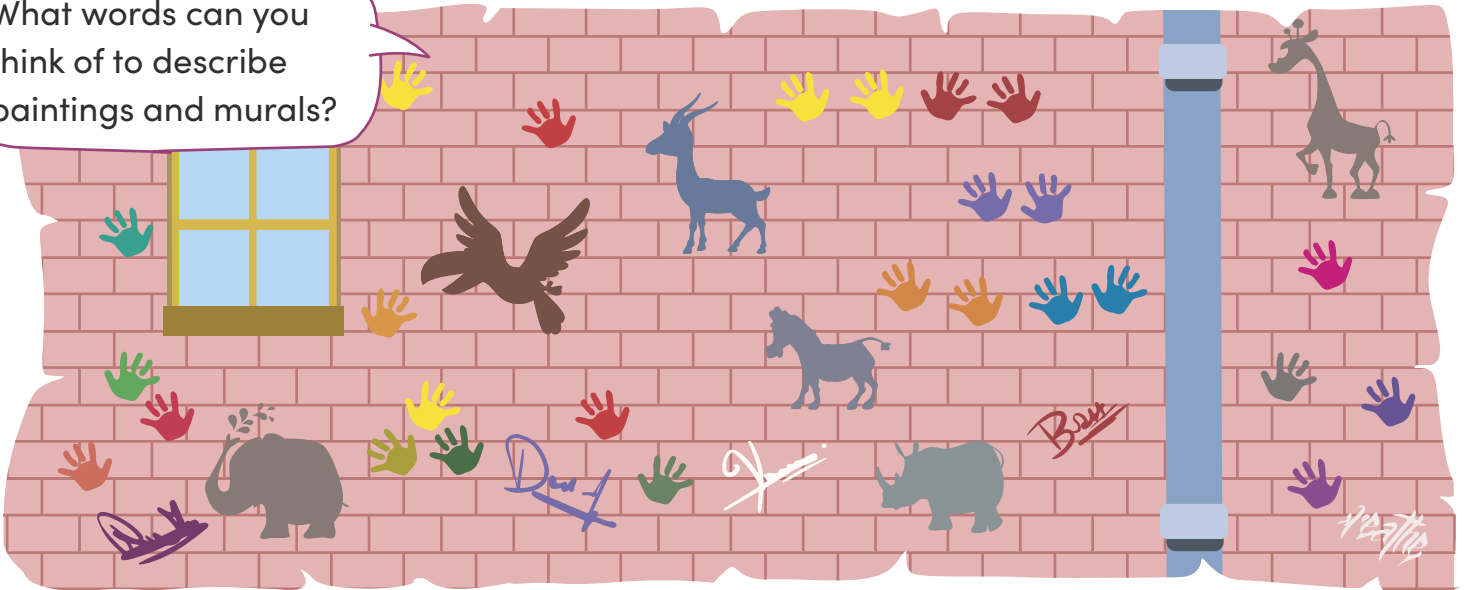
Hawk: Cana- da-Argentina



### In Unit 3 ...

We explore street art in different cities around the world. See page \_\_\_\_\_.

What words can you think of to describe paintings and murals?



### In Unit 4 ...

We design a school for the future. See page \_\_\_\_\_.

What machines can you name that didn't exist 100 years ago?



Next month, our school magazine will be about a city for the future.



**Green spaces!**

The houses and schools will be in parks. Plants and wildlife will be all around.

**Community hubs!**

The neighborhoods will be beautiful and safe. Everything will be nearby.

**Pedestrianization!**

The streets will be places to play and walk. We will hear the sound of the children talk.

**Electrification!**

The city will be green and full of trees. We will all use electric transportation.

## In Unit 5 ...

We sing a song about keeping healthy. See page \_\_\_\_\_.

Can you say three things that are important for keeping healthy?



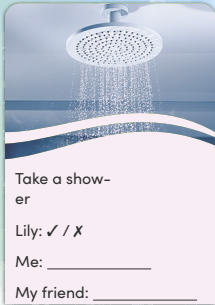
Hi! I'm Lily and I live in California. Is my lifestyle the same as yours?



Get up  
Lily: 6:30 a.m. / 7:30 a.m.  
Me: \_\_\_\_\_  
My friend: \_\_\_\_\_



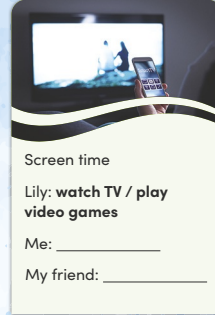
Have a ... breakfast  
Lily: big / small  
Me: \_\_\_\_\_  
My friend: \_\_\_\_\_



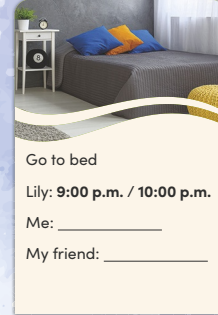
Take a shower  
Lily: ✓ / X  
Me: \_\_\_\_\_  
My friend: \_\_\_\_\_



Exercise  
Lily: go by bike / walk / go swimming / dance  
Me: \_\_\_\_\_  
My friend: \_\_\_\_\_



Screen time  
Lily: watch TV / play video games  
Me: \_\_\_\_\_  
My friend: \_\_\_\_\_



Go to bed  
Lily: 9:00 p.m. / 10:00 p.m.  
Me: \_\_\_\_\_  
My friend: \_\_\_\_\_

## In Unit 6 ...

We read a story about a very important archeological find. See page \_\_\_\_\_.

What ancient civilizations can you name?

Arturo was taking pictures.



Blanca was digging a hole.



Jenny was drawing a map.



Henry was analyzing the soil.



María and Hector were cleaning pots.

## In Unit 7 ...

We invent a new ball game. See page \_\_\_\_\_.

What ball games can you name?

James Naismith had a problem. He was the P.E. teacher at a college in the north of the US. It was very cold in the winter and his students couldn't train outdoors.



James Naismith

There was an indoor gym at the college, but the students didn't like exercising and they didn't work hard. When the athletics season started in the spring, they were never in good form.

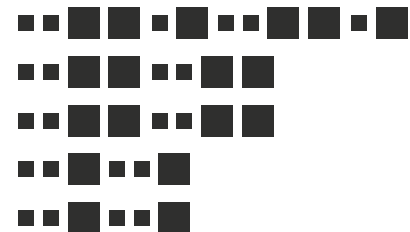
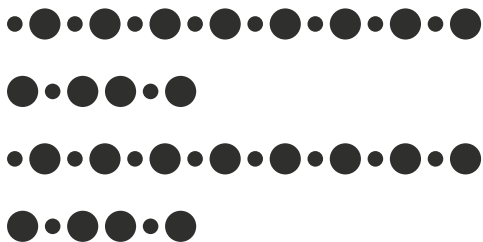
In 1891, the director of the college said to Dr. Naismith, "I want a strong team this season." "But how?" Dr. Naismith asked. "Find a way!" the director ordered.



## In Unit 8 ...

We invent a school chant. See page \_\_\_\_\_.

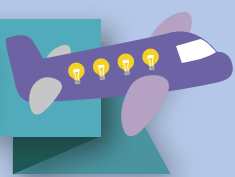
What types of music can you name?





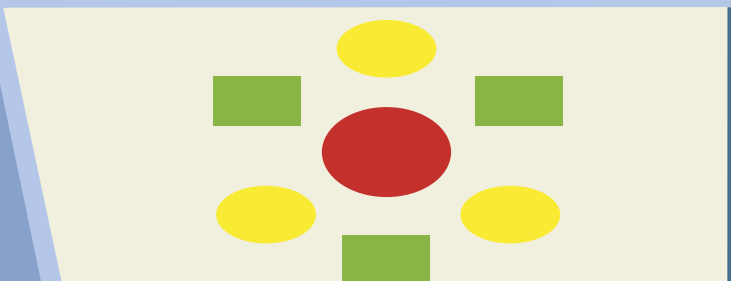


# Welcome!



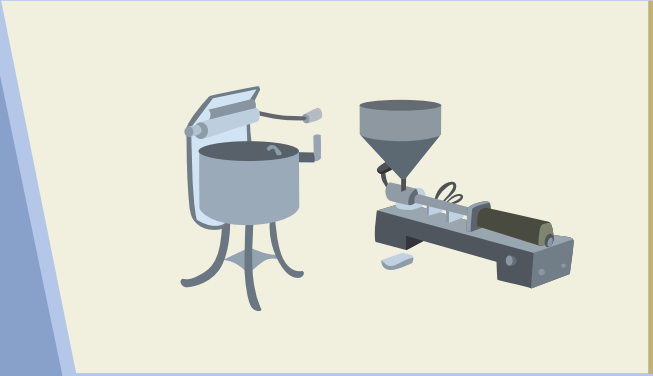
We're going to learn to take notes.

We're going to interview our friends.



We're going to investigate the past.


We're going to make models.




**1. Listen and check (✓) the actions. Say the chant.**

A new learning voyage is about to start.  
 What are we going to do?  
 What are we going to do?  
 We're going to learn; we're going to play  
 With our books and anchor charts!

**2. Check (✓) or cross (X) the actions for yourself. Tell a friend.**

 I'm good at taking notes.  
I don't like investigating the past.

 I'm not good at making models.  
I like interviewing friends.

We're going to  
imagine the future.



We're going to  
perform role plays.



### Personal Skills

- Working together.
- Listening to classmates.
- Organizing my work.
- Sharing ideas.
- Cleaning up.

### My Aims for this Year

I want to ...

- chat online in English.
- understand my favorite songs in English.
- make English-speaking friends.
- play a video game in English.
- watch a movie in English.
- read a book in English.

**3. Read and number the personal skills in order of importance from 1 to 5. Talk to a friend.**



I think sharing ideas is number 1.  
It's the most important thing.



I don't agree. I think it's number 3. It's quite  
important, but not the most important.

**4. Check (✓) three aims for this year and compare with a friend.**

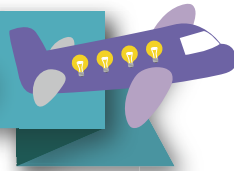
I want to **watch a movie in English.**



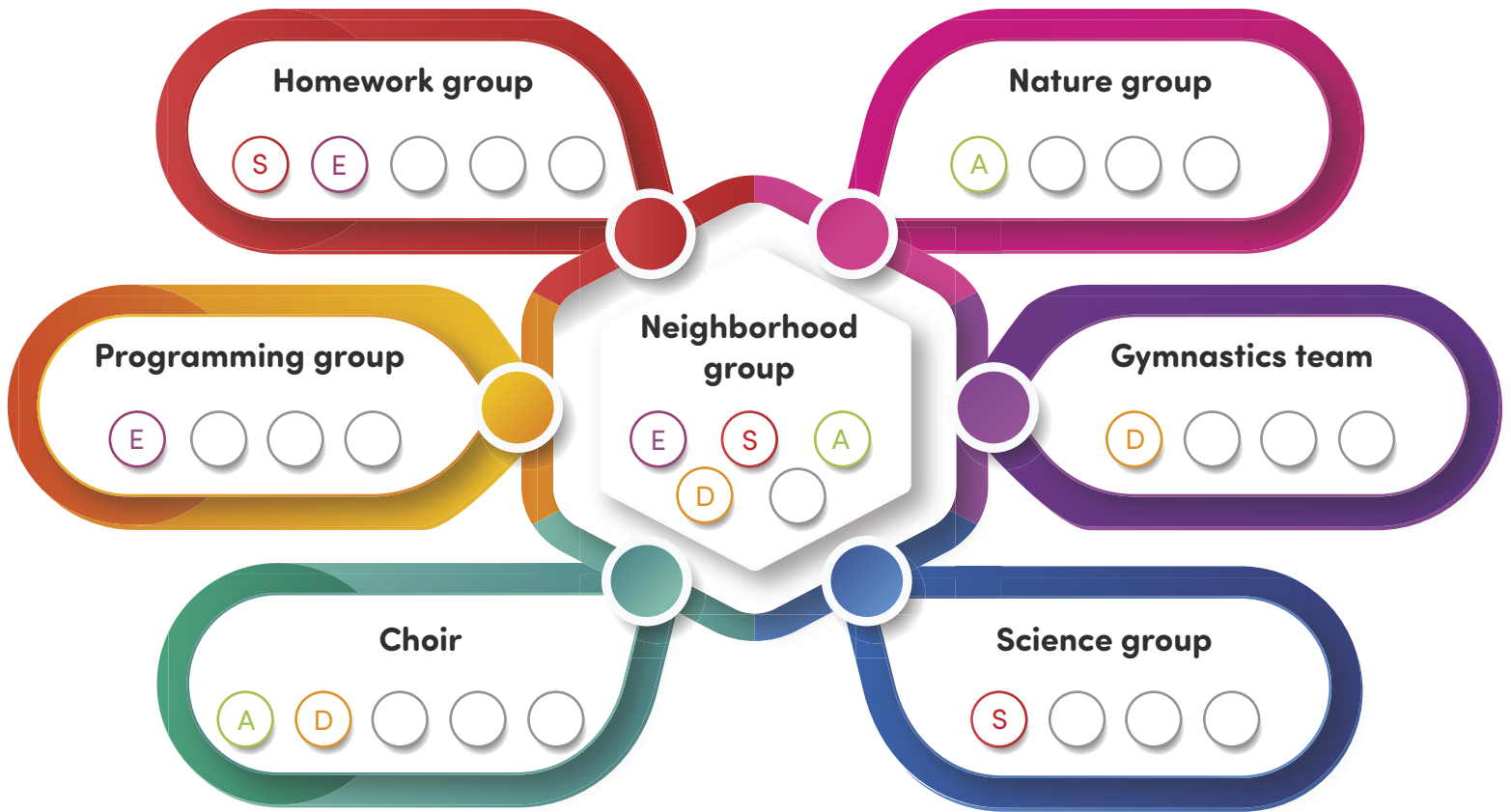
Me too! And I want to **read a book in English.**

# 1

## Growing Up



All my friends from the neighborhood have other groups of friends.



2 1. Listen and complete the friendship network.

**Key**

Sam	Eva	Ana	David	Leo	Karen	Mark	Grace

2. Choose a group and write your initials. Find your friend's group.



Are you in a group with Sam?  
Are you in the Homework group?  
Ah, you're in the Science group!



Yes, I am.  
No, I'm not.  
That's right!

### 3. Read and complete with names and groups.

- A \_\_\_\_\_ is in the \_\_\_\_\_ group with Mark but she doesn't like Science. She lives near Sam and Eva but she doesn't go to school with **them**.
- B \_\_\_\_\_ is in the \_\_\_\_\_ group with Grace but he doesn't sing with her and he doesn't like gymnastics or nature groups.
- C \_\_\_\_\_ is in the \_\_\_\_\_ group and the \_\_\_\_\_ group with Karen but she doesn't do gymnastics with her. She lives near Ana and David but she doesn't sing with **them**.
- D \_\_\_\_\_ is in the \_\_\_\_\_ group with Leo but she doesn't go to school with **him** and she likes Science.

### 4. Draw your friendship network.

#### Instructions

- Get into groups of five and give your group a name.
- Draw the middle circle and write your names.
- Draw circles for other groups your friends and you are in.
- Write the names of the new groups and the friends in the groups.

### 5. Ask about friends in the other groups.

from another school      from my neighborhood  
my brother      my cousin      my sister

Who else is in your dance group?

I don't know **her**.

I don't know **him**.

I don't know **them**.



**Ana López** is in the group.

She's from another school.  
And **Pablo Pérez** is in the group.







He's my cousin.  
And **Lucy and Sam Pastor** are in the group.

They're from my neighborhood.



# Personal Development

3  1. Listen and check (✓) or cross (X) the chart. Sing the song.

	Grade 1	Grade 3	Grade 6
Read 			
Ski 			
Swim 			
Write 			
Dive 			
Program 			

Oh, yes, he could! He really could!

Oh, yes, he can! He really can!  
He can do all those things!

Oh, no, he couldn't! He really couldn't!  
He couldn't do those things!

2. Choose a grade and complete the text. Sing your verse.

When I was in Grade \_\_\_\_\_, I could \_\_\_\_\_ and I could \_\_\_\_\_.  
But when I was in Grade \_\_\_\_\_, I couldn't \_\_\_\_\_ and I couldn't \_\_\_\_\_.

3. Compare Sam's abilities and your abilities.

 When I was in Grade 1, I couldn't read but Sam could.

 When I was in Grade 3, I could ski but Sam couldn't.

**4. Check (✓) or cross (X) the abilities. Discuss with a friend.**

Could most children ... when they were 10?

- |                |                          |               |                          |              |                          |      |                          |
|----------------|--------------------------|---------------|--------------------------|--------------|--------------------------|------|--------------------------|
| cook a chicken | <input type="checkbox"/> | invent a code | <input type="checkbox"/> | cook a pizza | <input type="checkbox"/> | surf | <input type="checkbox"/> |
| program        | <input type="checkbox"/> | dive          | <input type="checkbox"/> | ride a bike  | <input type="checkbox"/> | ski  | <input type="checkbox"/> |
| ride a horse   | <input type="checkbox"/> | waterski      | <input type="checkbox"/> | sail         | <input type="checkbox"/> |      |                          |



I think most of my friends could dive when they were 10.



I don't agree! I don't think they could.

**5. Complete the class survey.**

- Choose and write the age.
- Choose and write four abilities.
- Write the names of four friends.
- Ask your friends and check (✓) or cross (X) the chart.

Could you ... when you were _____?				
Abilities	_____	_____	_____	_____

Could you **make hot chocolate** when you were **10**?



Yes, I could.

**6. Write the results of your survey and tell your friends.**

When they were \_\_\_\_\_,  
 \_\_\_\_\_ friend\_ could \_\_\_\_\_  
 \_\_\_\_\_ friend\_ could \_\_\_\_\_  
 \_\_\_\_\_ friend\_ could \_\_\_\_\_  
 \_\_\_\_\_ friend\_ could \_\_\_\_\_

When they were seven, three friends in my group could ride a bike.



# Superkid

1. Look at the pictures and identify the main character. Answer the question.

Does he look friendly?

4  2. Listen and read the story.

When Don was born, he had a mystery gift. It was a sandglass. On his first birthday, the top half was empty, and his mom turned it over. She did the same thing every year.



Very soon, Don's mom and dad discovered his amazing talents. He could read and write at two years old, and he could run very fast.



He was the star of his school. He could do Math in his head, and he could remember everything. In P.E., he was faster than all the other children.



Don wasn't friendly with the other children. One day, Carol and Pablo asked, "Do you want to play a game?" "No!" he said. "I don't like your games." He didn't smile at them.

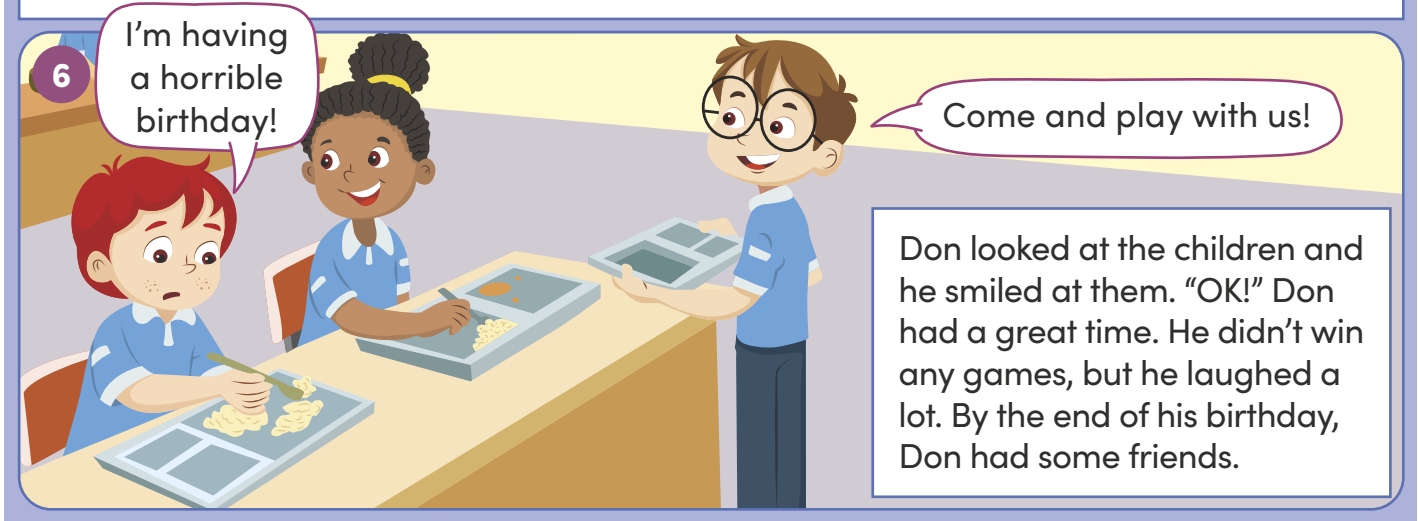


Don's birthday was on October 17. His mom made a special breakfast. "Happy Birthday, darling!" she said. "Turn over your sandglass, please. I'm busy now." But Don didn't move the sandglass carefully and, suddenly, there was a smash.



"It doesn't matter," Don said. "It wasn't very special." But Don was wrong. It was a special sandglass.

At school, everybody said, "Happy Birthday," but nobody had a gift for him. Then they had a History test. To his surprise, Don couldn't remember the dates. In P.E., there was a basketball competition, but Don didn't win. For the first time, he couldn't run the fastest. At lunchtime, he looked very sad. "I feel sorry for him," Carol said to her friends. "Let's sit with him. It is his birthday!" "Hey!" she said. "Are you all right?" "Not really," Don answered. "I don't know why, but I don't have amazing talents now."



Don looked at the children and he smiled at them. "OK!" Don had a great time. He didn't win any games, but he laughed a lot. By the end of his birthday, Don had some friends.

**3. Read and classify the sentences.**

**Key**

S = start of the story    M = middle of the story    E = end of the story    A = after the story

- |   |  |
|---|--|
| <b>A</b> Don couldn't run the fastest. <input type="checkbox"/>           | <b>B</b> Don didn't have a sandglass. <input type="checkbox"/>           |
| <b>C</b> Don couldn't make friends. <input type="checkbox"/>              | <b>D</b> Don had a sandglass. <input type="checkbox"/>                   |
| <b>E</b> Don didn't smile at the other children. <input type="checkbox"/> | <b>F</b> Don invited some friends to his house. <input type="checkbox"/> |
|   | <b>G</b> Don had a birthday party. <input type="checkbox"/>              |

**5** **4. Listen and underline the words. Complete the words.**

**Key**

October    school    book    done

      me                     k            D         n            g                     M                  n




# A Friendship Book

## 1. Read and complete the headings.

Friendship Groups  
Personal Information  
School  
Special Abilities

**ELENA KORSI**



My friend Elena was born on April 12, 2012. She lives in the Mariscal neighborhood in Quito, Ecuador.

Elena goes to Hill School, but it isn't in her neighborhood. She's in Grade 6. Her class teacher is Miss Diaz, and her favorite subject is Math.

Elena has lots of groups of friends. She's in a homework group at school and she sings with a choir. She has lots of friends in a nature group and in her chess club.

Elena is really good at chess. She could play chess when she was five.

My friend Elena was born on April 12, 2012. She lives in the Mariscal neighborhood in Quito, Ecuador.

Elena goes to Hill School, but it isn't in her neighborhood. She's in Grade 6. Her class teacher is Miss Diaz, and her favorite subject is Math.

Elena has lots of groups of friends. She's in a homework group at school and she sings with a choir. She has lots of friends in a nature group and in her chess club.

Elena is really good at chess. She could play chess when she was five.

## 2. Answer the questions about Elena with a friend.

- |   |  |
|---|--|
| <b>A</b> Where does she live?                       | <b>B</b> When was she born?              |
| <b>C</b> What's her favorite school subject?        | <b>D</b> Where does she go to school?    |
| <b>E</b> Who's her class teacher?                   | <b>F</b> What groups does she belong to? |
| <b>G</b> What could she do when she was very young? |  |



She lives in Quito, Ecuador.

### 3. Interview a friend and make notes.

Address: \_\_\_\_\_

Date of birth: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Favorite subject: \_\_\_\_\_

Friendship groups: \_\_\_\_\_

Special abilities: \_\_\_\_\_



Where do you live?



In the Alto neighborhood in Puebla, Mexico.

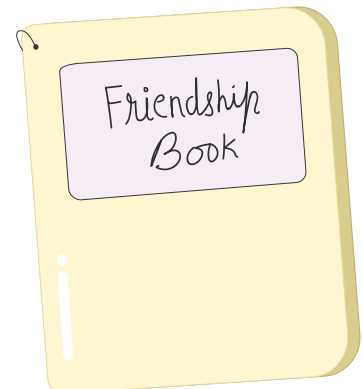
### 4. Make your page for the friendship book.

#### Instructions

- Use a photograph or draw a picture of your friend.
- Glue it to a piece of colored paper.
- Write a title for the page.
- Use your notes and write four paragraphs about your friend.
- Glue the text around the photograph.
- Decorate the page.

### 5. Play *Guess the Person*. Put the pages into a friendship book.

This person was born in **March**.  
She really likes **computers**. She  
could **program** when she was five.



# The Log

## 1. Read the instructions and match the words.






Underline the names. Circle the pronouns. Match the names and the pronouns.

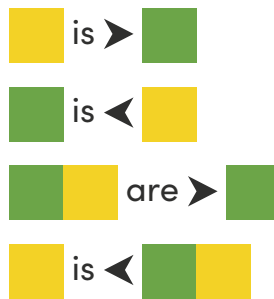
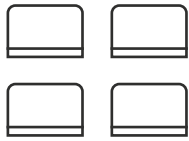
- A Ana lives near Tom and Mary. She doesn't go to school with them.
- B Mary goes to school with Tom. He doesn't sit next to her.
- C Tom and Ana are in a choir with Bobby. They don't live near him.

## 2. Crack the codes and read them to a friend.

Mary, Leo, Eva, and Bobby are in the same class.

### Key

 = a boy    = a girl    = children    = in front of    = behind



He is in front of her.

## 3. Write names of friends.

Names: \_\_\_\_\_ and \_\_\_\_\_



Names: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_



This code is about  
... and ...



He sits in front of her.  
She sits behind him.

6  4. Listen to the interview and write the age.



# When could John Bigger ...

read?

dive?

write?

ski?

program?

make his bed?

swim?

cook lunch?

5. Read the school report and underline the differences with the interview.

**Grade:** 2

**Age:** 8

**Name:** John Bigger

**Reading and writing:** John finds some words very hard.

**Sports:** John is scared of water, and he doesn't like the swimming classes.

**Skiing excursion:** At the end of the week, John could ski with help.

**General comments:** John needs more tasks at home.

6. Do a role play: An interview with a famous person.

Role 1. You are a famous ...

Check (✓) a job.

Imagine your early abilities.

actor

cook

inventor

movie director

singer

TV presenter

Role 2. You are the journalist.

Ask questions about the person's early abilities.

Hello! I'm with the famous **actor** Carlos Velasco.

What could you do at school when you were **eight**?



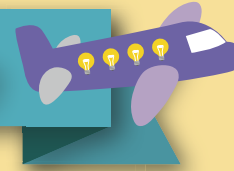
Hi!

I could **sing** all the songs in my English book.



# 2

# Animals on the Move



I'm Dev. My mom, Sita, is a ranger at the wildlife sanctuary.

A



Teach people about the animals.



B



Build watchtowers.



7 1. Listen and use the key to classify the actions.

### Key



always



sometimes



never

2. Speculate about Sita's job and write *sometimes*, *always*, or *never*.

Does she ever ...	
take animals home?	
fix fences?	
catch poachers?	
take pictures of the animals?	
plant trees?	
look after sick animals?	



She sometimes takes animals home.



I don't agree. She never takes animals home.

C



Look after orphaned animals.



D



Track dangerous poachers.



E



Build watering holes for the animals.



F



Track animals.



3. Look at the pictures and classify the activities. Check with a friend.

looking after the sanctuary    protecting the animals    working with visitors



In Picture A, the rangers are working with visitors.



And in Picture B, they are ...

4. Write a weekly routine.

Instructions

- Imagine you are ranger at a wildlife sanctuary.
- Choose three actions and make a note of how often you do them.

I always \_\_\_\_\_, I sometimes \_\_\_\_\_, I never \_\_\_\_\_.

5. Compare with a friend.

Do you ever **fix fences**?

Do you ever **catch dangerous poachers**?



Yes, sometimes.

No, never.






# Migration Routes

8  1. Listen to the song and color the routes. Sing the song.

## Key

- humpback whale
- caribou
- hawk
- dragonfly

 I'm a ... and I'm on my way.  
 I start in ..., and I finish in ...  
 I'm a ..., and I ... a long, long way.



Caribou: North  
Alaska-South  
Alaska



Whale:  
Antarctica-  
Costa Rica



Dragonfly:  
USA-Mexico



Hawk: Canada-  
Argentina

2. Write the starting and the finishing points and use the distances to estimate.

- 2,000 km
- 3,350 km
- 11,250 km
- 11,700 km

	Start	Finish	Distance (approx.)
Caribou			
Hawk			
Dragonfly			
Humpback whale			

3. Talk about the migration routes.



Humpback whales travel from Antarctica to Costa Rica.



They travel around 11,700 kilometers.

4. Read and say the names of the animals. Underline the reasons why they migrate.

? migrate from Antarctica to Costa Rica. We are not sure why they migrate, but probably because they need to find food and they reproduce in warmer waters. ? are mammals not fish.

? migrate from northern USA to Mexico. Like many insects, ? migrate to warmer places because they need food. ? don't always migrate every year, sometimes they migrate every two years.

? migrate in a circle all the way around Alaska. ? migrate because they move to warmer places. ? have the longest land migration of all mammals.

? migrate from Canada to Argentina. ? breed in the north and travel south in the winter. ? migrate because they need food.



Why do humpback whales migrate?



They migrate because ...

5. Choose an animal and make an index card.

Instructions

Work in groups of four. Choose an animal (different for each group) and make an index card. Include:

- a picture, the name, and the category of the animal
- the starting and finishing points, and the distance of the migration
- the reason for the migration
- other interesting information

6. Ask friends in your group about their animals.

What is your favorite animal?

What do you know about it?



It's a **whale**.

It's a mammal and it sings! You can hear it from hundreds of kilometers away.

