

3

# Why do we move to new places?

## Listening

- I can recognize the relationship between a main point and supporting examples.
- I can identify the main points of factual talks.

## Reading

- I can identify supporting details.
- I can understand details in longer texts.

## Speaking

- I can give reasons for a choice or course of action.
- I can give an opinion in a structured discussion.

## Writing

- I can write descriptions of personal experiences.







## 1 Look at the picture and discuss.

- 1 What are the people doing?
- 2 What are they carrying? Why?
- 3 How are the children the same as you? How are they different?

## 2 Read and make notes. Then compare your answers with a friend.

- 1 Do you know anyone who moved to a different country?
- 2 What did they like about it?
- 3 What do you think people miss when they move to a new country?


## 3 Look at the video still and predict. Why are the girls packing a suitcase?



## 4 Watch the video and check your answer from Activity 3. Then watch again and answer the questions.

- 1 Why did Rania and Marwa leave Sudan?  
.....
- 2 What do they think are the biggest differences between Sudan/Egypt and the U.K.?  
.....
- 3 How do the girls react to rain and snow?  
.....

## Pre-reading 1


**1**  Interview a friend about when they moved house or went to stay somewhere different.

- 1 Write three questions to ask them about the experience.
- 2 Ask and then answer with a friend.
- 3 Did you ask each other similar questions?




### Reading strategy

Identify the causes of an event in a factual text.

**2**  Read. What questions do you think Isabel was asked? Underline examples from the text to support your answers.

Hi, I'm Agnes. I'm from Denmark, but I moved to Mexico with my mom, dad, and little sister when I was nine. We moved to Mexico because of my mom's work. My parents really wanted the opportunity for me and my sister to learn a different language as well. They thought we would benefit from all the different experiences. I was really nervous at first. I didn't speak very much on my first day at school! Now, a year later, I'm in Grade 5 and I love it!

**3**  Read *Moving On*. It's an article written from interviews with children. Did all of them move countries for the same reason?

## Reading 1

# MOVING

# ON

Interviews with young immigrants



Yulia, 10

### I'm an immigrant to the United States.

I was born in Nickolaev, Ukraine, but now I live in a town in the state of New Jersey, which borders New York. I moved to the United States with my parents when I was six. I am now in the fourth grade and speak both English and Ukrainian. Our **economic** and **political** situation wasn't good in Ukraine, so my father got a green card and got a job here.

I feel **settled** here in the United States. I **joined** a lot of clubs when I came here and have a lot of friends. Some of my favorite places to go are the ice-skating rink and the gymnasium. The thing I miss most about Ukraine is my grandmother, but we speak every week on Skype. I'd love her to come here, but she doesn't want to **move abroad**.



### I'm from Mexico.

Three years ago, I moved to Austin, Texas, to learn English. I didn't know any English when I got here. My mother, sister, brother, and I packed our baggage and belongings into our car and drove from our ranch in Coahuila to our new apartment in Austin. It's not far from the United States **border**, so the journey only took a day. My dad stayed behind on the **ranch**.

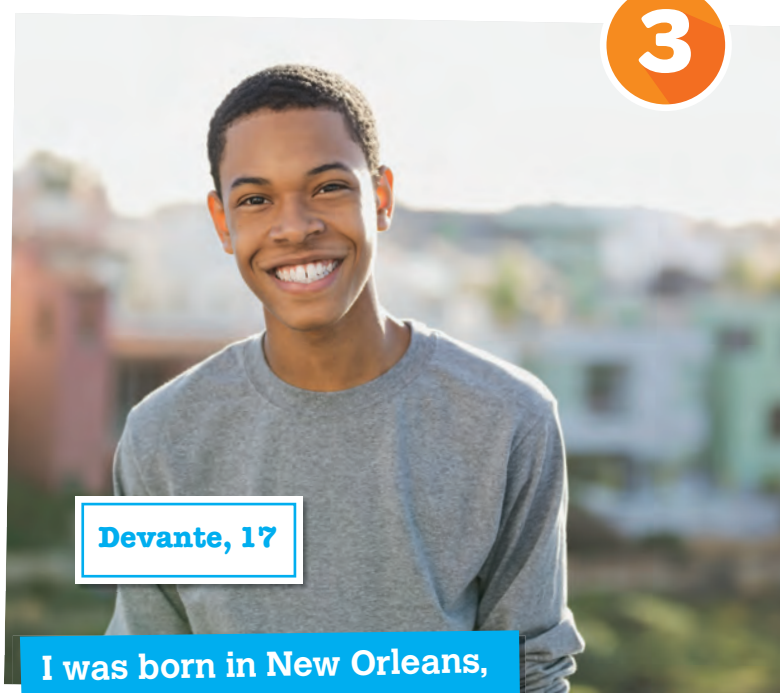
Leaving the ranch in Mexico was the hardest part about the move. I miss my two horses, my dog, and of course my dad! I was worried, but also excited to move. I didn't know anyone. I was really scared at first. My hardest moment was when I started school. At first, homework was really hard because everything was in English, and I didn't understand.

I like a lot of things about America. I especially like my teachers. They're really nice here and very helpful. I like the stores and the mall. My favorite music is hip-hop and rock. I want to stay here and become a U.S. **citizen**.

I talk with my friends on my computer and my phone. I get to go home to see my family, my animals, and my friends every school break.



Sofía, 14



Devante, 17

### I was born in New Orleans, in the United States.

As an **environmental refugee**, I haven't moved countries, but I have moved to a different city hundreds of kilometers from my home. There was a huge **natural disaster** in my city – Hurricane Katrina – so we had to leave. I was only four when the hurricane hit, and I moved to Atlanta, which is another city in the United States, with my mom and two sisters. Leaving was chaotic. All I can remember was the wind and rain and water flowing like a river down our street. The floods after Katrina destroyed our home and all of our friends' and neighbors' homes. We went to Atlanta because my mother has a brother there, but all my friends were in different places.

In Atlanta, my sisters and I went to a new school. I missed my friends from New Orleans and I still don't know where some of them are, but I quickly made new friends. I'm in my final year of school now, and I want to be a meteorologist and study natural disasters such as hurricanes.

4



What do you think would be the hardest thing about moving to a new place? Why?



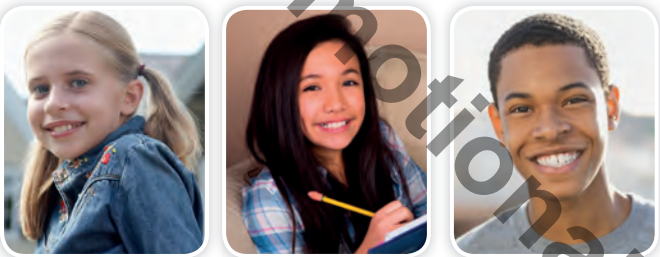
# Comprehension 1

1 Read *Moving On* again. Why did they have to move?



- 1 Yulia: .....
- 2 Sofía: .....
- 3 Devante: .....

2 Read and write Y (Yulia), S (Sofía), and/or D (Devante).



- 1 Who had to learn a new language? .....
- 2 Whose home was destroyed? .....
- 3 Who still visits the place they came from? .....
- 4 Who do you think likes shopping? .....
- 5 Who do you think likes ice-skating? .....

3 Make inferences from *Moving On*. Work in groups of three.

- 1 **Student A:** write the questions you think the interviewer asked Yulia.  
**Student B:** write the questions you think the interviewer asked Sofía.  
**Student C:** write the questions you think the interviewer asked Devante.
- 2 Compare the questions you wrote with your group and with the class.

# Listening 1

4 How would you feel if you had to move to a new country? Discuss with a friend.

**Listening strategy**

Distinguish between main information and extra details in answers.

5 Listen. Whose mom from *Moving On* is speaking?

6 Listen again. What information directly answers the questions and what's the extra detail? Write.

- 1 Why did you and your family migrate to the United States?  
Direct answer: .....  
Extra detail: .....
- 2 Did you speak any English before you arrived?  
Direct answer: .....  
Extra detail: .....
- 3 What do you miss about your home country?  
Direct answer: .....  
Extra detail: .....



# Vocabulary 1

**1** Find these words in *Moving On*. Then write them next to their definitions.

border  
citizen  
economic  
environmental  
immigrant  
join  
move abroad  
natural disaster  
political  
ranch  
refugee  
settled


- 1** a large farm .....
- 2** related to money and the economy .....
- 3** someone who moved from another country .....
- 4** become part of a group/club .....
- 5** related to politics .....
- 6** a person who lives in a particular country .....
- 7** someone who needs to leave their country or region because it's dangerous to stay .....
- 8** related to the environment .....
- 9** feeling that you are at home .....
- 10** a line separating countries .....
- 11** change the country where you live .....
- 12** natural event which causes damage .....



**2**  Listen and say.  
1-18

**3** The word *border* is a noun and a verb. Find and circle both uses in *Moving On*. Which of these other words are both nouns and verbs? Can you add any more to the list?

car cut door dress game  
hand milk play smell tree

**4**  Play Word Association with a friend.

- 1** Start each time with a word from this lesson.
- 2** Take turns saying a word you associate with the previous word (all the words don't have to be from this lesson).
- 3** Continue until one of you pauses or repeats a word.

border,

# Grammar 1



Watch Part 1 of the story video. Read and complete.

1 This evening, we're going to see \_\_\_\_\_ show.

2 We each have a map for \_\_\_\_\_ theater.



2 Look at the grammar box and read.

## Grammar

### Articles

#### Indefinite article: a/an

There's **an** elementary school and **a** junior high in my town.

#### Definite article: the

**The** bus of our school is yellow.

#### Zero article

My brother goes to school in Manila.

3 Read *Moving On* again. Circle the articles and their related nouns.

4 Read the rules for using articles and write *the*, *a/an*, or *0* (zero).


- 1 Use it when there's only one of something (including rivers, deserts, and superlative adjectives).
- 2 Use it to say what someone is or what job they do.
- 3 Use it when we have already mentioned the thing.
- 4 Use it with some places, e.g. school, home.
- 5 Use it with a singular noun to say something about all things of that kind.
- 6 Use it the first time you mention a single noun.
- 7 Use it before names, cities, and most countries.





**5** Complete the sentences with *a/an* or *the*. If the sentence uses the zero article, don't write anything. Then number each sentence with the rules from Activity 4.

- 1** ..... Amazon river is ..... longest in the world. ....
- 2** ..... lion sleeps most of the day. ....
- 3** My mom's ..... immigrant to the United States. She's ..... paramedic.  
.....
- 4** My school is on ..... Cedar Road. I enjoy ..... school. ....
- 5** The teacher gave each group ..... map of the New York metro. ....  
map she gave our group was really old. ....

## Speaking 1

**6**  **Work with a friend. Prepare an interview with an immigrant to your country.**

**7**  **Work with another friend. Take turns interviewing each other.**

- **Interviewer:** Ask the questions you prepared; make the interview more spontaneous by asking questions you haven't prepared in response to answers given.
- **Interviewee:** Take the role of an immigrant to your country; give imaginative, realistic answers.

### Speaking strategy

Try to read other people's body language. Are they feeling happy or uncomfortable?



#### Prepared question

What made you move to this country?

#### Answer


Because this country needed workers with my skills and qualifications, and I wanted to travel.

#### Spontaneous question

Oh, really? So what skills and qualifications do you have?



## Pre-reading 2

**1**  Think about your perfect way to spend a day.


Discuss with a friend.

- 1 Describe where you are.
- 2 Talk about who you are with and what happens.




### Reading strategy

Make inferences from details provided in a text.

**2**  Read. Who's the main character? Where is she?

They called it the motherland, but the only mother I wanted was the one I'd left behind in Trinidad. And there was no land to be seen in London, only grey buildings matching the grey skies. After only a few weeks in London, I could hardly believe that the huge blue Caribbean sky even existed. I was always cold. Even in August I was cold!

I'm Dominique Joseph and this was 1950s London. Britain needed us: welcomed us, in fact. They'd called out for nurses like me and workers to help their economy. Some of my friends and I answered Britain's call. We worked hard and made our home in Britain. We had a job to do, and we did it!

**3**  Read *Big Apple, Small World*. What are the different settings in the story? Who is the main character?

## Reading 2

### BIG APPLE SMALL WORLD



Margaret ran out of the **wake** with tears pouring down her cheeks. She headed straight for her favourite place, the beach. She gazed out across the sea all the way to America. It seemed so, so far away. And so different from the little Galway town of Inverin where she'd grown up. That made her cry all over again. She was startled when a woman asked her, "Whose funeral is it?"

"Mine!" sobbed Margaret.

She told the **stranger** that she had run from her own wake.

"Well," said the woman, "you don't look dead to me. In fact, it looks like you've got your whole life ahead of you."

Margaret explained it was her American Wake. Most of her friends and family members were gathered at her home today. She would probably never see them again because, in two short days, she was setting sail for a new life in America where she would have to **integrate** into a new **society**. "I don't know when I'll see my family again!" she said.

"My son went to America last year," the woman said sadly. "There's nothing for young folk here. No work, no money, no future. We miss him, but he's happy there. If you want a friendly Galway lad to chat to when you're there, look up my son. His name's Patrick ..." At that moment a huge wave crashed over Margaret and the kind woman, soaking them from head to toe.

"Oh," said Margaret, "I must go. My mum will think I jumped in the water," she added, looking at her wet clothes and laughing.

Two days later, Margaret was waving frantically at her family from the deck of the ship that was carrying her to New York. She stood there waving long after her family was out of sight, her sadness **increasing**. Margaret was 18 years old, had a one-way ticket to New York and only 25 cents in her pocket. Her only **luggage** was a small suitcase holding all her **belongings**.

Like most immigrants, Margaret **reunited** with family when she got to America. Her older sister, Mary, was waiting for her outside Ellis Island Immigration Station. Mary's friendly, familiar face was a welcome sight for the weary Margaret. As was the pleasant face of the Statue of Liberty rising above her. She felt a rush of excitement – she'd finally arrived!

Finding **employment** was **essential** and Margaret was working hard from day one. She washed floors on her hands and knees, she cooked, and she cared for other people's children. Her family in Ireland **benefited** from her wages because she sent a large part home.

One day Margaret was walking between jobs, looking in awe at the skyscrapers growing up around her. Suddenly she fell. Her shoe had completely **fallen apart**. She hopped and limped, carrying her shoe, to a nearby cobbler's stand.

She handed her shoe to the man at the stand. "It's been falling apart since it got soaked by a wave back in Ireland before I left," laughed Margaret.

"Was that on Inverin beach?" asked the young man, in a Galway accent. Margaret was shocked. She didn't know how he knew that. Then she remembered the woman on the beach. This was her son, Patrick! He knew all about the meeting from his mother's long letters to America. "My mother mentioned a girl," he said, "but I never thought I'd ever find you!"

Margaret and Patrick got married soon after and the rest, as they say, is history! Or, at least, my family history; for they were my grandparents all the way from Ireland. We still have family out there. In fact, we're having a family reunion in Inverin next month!



4



Do you think Margaret's story is different to migrant experiences today? How does it differ from the stories in *Moving On*?





# Comprehension 2

1 Read the first half of *Big Apple, Small World*. Think about the settings.

- Close your eyes and think about the setting at the beginning of the story.
- Share your ideas with a friend. What details in the text helped you imagine the setting?

2 Read *Big Apple, Small World* again. Circle T (true) or F (false).

- 1 Margaret ran away from her own wake. T F
- 2 Margaret knew the woman on the beach. T F
- 3 Margaret's sister was already in New York. T F
- 4 Margaret had one job. T F

3 Complete the information about the characters. Circle the passages in the text that support your answers.



Margaret

What I know about her

What I can guess about her



Patrick

What I know about him

What I can guess about him

4 Compare and discuss your answers from Activity 3. Then role-play a scene as Margaret and Patrick.

# Listening 2

5 Why do you think people traveled so far to get to America? Discuss with a friend.

## Listening strategy

Listen for key factual information, such as dates, numbers, and quantities.

6 Listen. Which setting from *Big Apple, Small World* is the listening about?



7 Listen again and answer.

- 1 How many immigrants passed through Ellis Island from 1892 to 1924?
- 2 Who was the first immigrant to come through Ellis Island?
- 3 How long were the inspections?

8 Discuss why Ellis Island was nicknamed both *Island of Hope* and *Island of Tears*.




## Vocabulary 2

**1** Find these words in *Big Apple, Small World*. Then match the words to their definitions.

- |                          |  |
|--------------------------|--|
| <b>1</b> baggage (n)     | <b>a</b> when friends and family get together after someone dies |
| <b>2</b> belongings (n)  | <b>b</b> a body of individuals living as members of a community  |
| <b>3</b> benefit (v)     | <b>c</b> to have or use something to your advantage              |
| <b>4</b> employment (n)  | <b>d</b> to get together again after a separation                |
| <b>5</b> essential (adj) | <b>e</b> someone you have never met before                       |
| <b>6</b> fall apart (v)  | <b>f</b> the suitcases you travel with                           |
| <b>7</b> increase (v)    | <b>g</b> to become part of a community                           |
| <b>8</b> integrate (v)   | <b>h</b> something that's necessary                              |
| <b>9</b> reunite (v)     | <b>i</b> to break into pieces                                    |
| <b>10</b> society (n)    | <b>j</b> to go up in number                                      |
| <b>11</b> stranger (n)   | <b>k</b> a job/occupation  |
| <b>12</b> wake (n)       | <b>l</b> possessions   |



**2**  Listen, check your answers, and say.

1-22



British

luggage



American

baggage

**3** Use the prefixes to write opposites.

anti    de    in    non    un


**1** essential → inessential

**4** integrated → \_\_\_\_\_

**2** increase → \_\_\_\_\_

**5** social → \_\_\_\_\_

**3** employment → \_\_\_\_\_

**4**  Complete the word clouds with words you associate with them. Compare with a friend.

belongings

baggage

benefit

reunite



## Grammar 2

1  3-1



Watch Part 1 of the story video. Which word completes these three sentences? Read and complete.



- 1 I don't know ..... it is.
- 2 I know ..... the theater is.
- 3 Did you see ..... I put my red trainers?

2 Look at the grammar box and read.

### Grammar

#### Sentences containing question words

**Where** is a question word that is used in a sentence in Activity 1.

**Who, which, when, what, why**, and **how (much/many/old)** can all be used in similar sentences with expressions like:

*I (can't) believe ... , I (don't) know ... , I (don't) see ...*

3 Read *Big Apple, Small World* again. Circle sentences with **wh-** words that are used outside of questions.

4 Read and complete.

**where   who   what   when   why   how**

- 1 I don't see ..... we can resolve this problem.
- 2 I can't believe ..... he said.
- 3 Can you believe ..... they went on vacation?
- 4 She doesn't know ..... gave her the gift.
- 5 I don't see ..... they would do such a thing.
- 6 I really don't know ..... that happened.



## 5 Write the words in order.

1 didn't / I / where / see / went / she

.....

2 the / left / do / why / know / they / you / movie theater

..... ?

3 moved / he / I / abroad / when / couldn't / it / believe

.....

4 how / candy / see / I / didn't / took / they / much

.....

5 she / to / who / talking / was / could / believe / you

..... ?

6 went / they / I / way / know / which / don't

.....

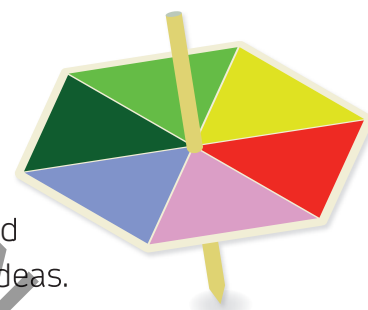
## 6 Make a spinner. Play the game in pairs.

1 Make a six-sided spinner.

2 Write one of the question words on each side.

3 Start questions with *Do you know ...* then spin the spinner and complete the question with the word you get plus your own ideas.

4 Answer each other's questions.



## 7 Watch Part 2 of the story video. Who got lost?

## Speaking 2

## 8 Work in groups. Discuss how you would create a tour of your town.

**Group A:** discuss how to create a tour for a student from a different country.

**Group B:** discuss how to create a tour for a student who is sight or hearing impaired.

Compare your ideas with other groups.



# Writing

## 1 Scan the personal narrative. Answer the questions.

1 Which person from this unit wrote this narrative?

2 How do you think she felt on her first day at a new school?

## 2 Read and check your answers from Activity 1.

### My First Day

I walked into a class full of strangers for the first time and wanted to be invisible. That's how I felt on my first day at school in Mexico. The teacher was telling the rest of the class all about me, but I didn't understand much of what she was saying. I spoke very little Spanish, so I only understood when she said my name and age. Some of the children smiled and waved, but others looked at me and whispered to each other. After what seemed like hours, I took my seat. That's when a girl leaned over and said, "Hola, soy Ines." I smiled at her and tried to remember what my Spanish teacher taught me, and after a moment's pause I said, "Hola, soy Isabel. ¿Qué tal?" Ines smiled. That was my first conversation in Spanish. Ines and I are still friends a year later, and I'll never forget her kindness that first day.



## 3 Read the narrative again. Answer the questions.

1 Which verb comes before the direct speech in the narrative?

2 Which other verbs can we use with direct speech?



### Writing strategy

Use quotation marks to show direct speech in a text.

*"Hello!" she said.*

## 4



Think about the first time you did something. Then go to the Workbook to do the writing activity.

## Now I Know

1



Why do we move to new places? Look back through Unit 3, remember what you learned, and write.



2

Choose a project.



### Create a welcome message to an immigrant to your city.

- 1 Work in groups and look at your ideas for p49 Activity 8.
- 2 Decide on the media to deliver your welcome message.
- 3 Create your welcome message on your chosen media.

or



### Research immigration to your country.

- 1 Find out about the immigrants who come to your country.
- 2 Record your findings using different charts and graphs.
- 3 Present the results of your research to the class.

## Self-assessment

Check (✓) or cross (x) for you.



x

I can't do this yet.



✓

I can do this.



✓✓

I liked doing this.

I can recognize the relationship between a main point and supporting examples.

☐

I can identify the main points of factual talks.

☐

I can identify supporting details.

☐

I can understand details in longer texts.

☐

I can give reasons for a choice or course of action.

☐

I can give an opinion in a structured discussion.

☐

I can write descriptions of personal experiences.

☐