Earth’s largest body of water covers an area of 63.8 million square miles or 165.3 million square kilometers. Challenger Deep, the lowest-known point on Earth (almost 7 miles or 11,000 meters deep), can be found there.

What is the name of this body of water?

Topics to explore:
- the seven continents
- cultures around the world
- maps and globes
When I entered the writing contest, I never thought I would win. I had to write about world travel. But I had never even been outside my home state. Still, I did my best to imagine what a trip around the world would be like. I closed my eyes and pictured faraway places. I thought about meeting people from different cultures, seeing beautiful lands, and discovering interesting wildlife. I wrote the best essay I could and sent in my entry.

A month later, I received a letter about the contest. Incredibly, I won! The letter said the grand prize was a trip around the world! I couldn’t believe it. My parents and I packed our suitcases right away. We were going on the best vacation ever!
The first stop on our journey was South America. We went to Rio de Janeiro in Brazil. What a wonderful city! We walked along gorgeous beaches lined with palm trees. We rode in cable cars to the top of Sugarloaf Mountain and enjoyed an incredible view of the city. I wanted to take a ride down the Amazon River, the world’s second-longest river. I was hoping to see the unusual plants and animals that lived in the tropical rainforest, but we did not have time.

Instead, we went to see a game of futebol, which is the Portuguese word for soccer. Futebol is the country’s national sport. Fans at the game were very excited. The only problem was that none of us could understand what they were shouting. We could not speak Portuguese. However, we were lucky enough to find some people who spoke English to help us.

From Brazil we flew to Africa. We landed in Yaounde, Cameroon. We walked by people making marvelous works of art. One man was creating a batik. He used hot wax to stamp symbols on white fabric. Then, he added colorful dyes to the fabric. Next to him, a woman was carving a mask out of wood. She decorated it with paint and shells. I wanted to buy so many souvenirs to take home!

Our next stop in Africa was Morocco. We drove to the Sahara desert where we met people called Berbers. They showed me some of their ancient traditions and dances. During our stay, I had to drink plenty of water. It was very hot and humid. The temperature was over 100°F! Some people gave us thin cloths to cover ourselves. Those cloths made us feel much cooler.
After two days, we traveled to Spain. It is located on the continent of Europe. We went to the city of Seville for the Feria de Sevilla, or the Seville Spring Fair. It is the biggest spring fair held in Andalusia. In the afternoon, we went to see the parade of decorated carriages and horses. The horse riders and the people were dressed in their Andalusian costumes.

That night, we watched flamenco dancers in beautiful dresses with lots of colors. They stomped their feet and clapped their hands to the music. I could not help but clap, too.

The following morning, we took the express train to Paris, France. Boy, was that train fast! Once in Paris, we got to the Louvre in no time. The Louvre is a large museum that was once a king’s palace. We saw hundreds of famous paintings. Then, we visited the famous Eiffel Tower.

We also walked along the Seine River and watched boats go by. I tried some new foods, too. My favorite thing to eat in France was a crepe. It is like a pancake that is filled with cheese or jam. It was really tasty!
The next country we visited was China. I saw part of the Great Wall of China. It is so long that astronauts have seen it from space!

A few days later, we flew to Tokyo, Japan. We went to the Tokyo fish market to buy food for dinner. People were selling tiny yellow fish, big silvery fish, and everything in between. Later, we went to the top of the Tokyo Tower. From the observatory, we could see Mount Fuji, Japan’s highest mountain. It was an amazing sight!

Soon it was time for our next adventure. But I was so tired! I had to take a nap on the plane. When I woke up, we were landing in Asia. First, we went to Agra, India, to see the Taj Mahal. It is a large monument made out of white marble. There are gardens all around the building. My parents told me that a king built the Taj Mahal in honor of his wife who had died. What a shame that the king’s wife, was not alive to see such a beautiful building.
After a good night’s sleep, we took off for Australia. The first thing we did was to go to Sydney and take a tour of the Opera House. The roof looks like it was made with giant seashells.

That afternoon, we decided to ride through the outback. It reminded me of a desert, with all the thick sand on the ground. We visited national parks and saw many different plants and animals. The kangaroos were the funniest. I loved watching them hop around. But to me, the koalas were the cutest.

Finally, it was time to return to our home in North America. We didn’t visit the continent of Antarctica, but that is okay. It is much too cold there!

The flight home seemed to last forever. I did my best to sleep on the plane, but it was no use. I could not stop thinking about our trip. I had seen and learned so much! I met many interesting people. I learned some new words in different languages and discovered delicious foods. I could not wait to show my friends all of the pictures I had taken!
Checking

A. Choose the correct answer.

1. Alisha, the narrator, and her parents traveled around the world because she …
   a. was on vacation with her family.
   b. won an essay contest.
   c. had to write a report for school.
   d. wanted to visit a pen pal.

2. Which of these activities did Alisha do in Europe?
   a. She went to the Seville Spring Fair.
   b. She toured the Opera House.
   c. She rode through the outback.
   d. She visited a fish market.

3. After Alisha and her parents visited India, they …
   a. flew to Yaounde, Cameroon.
   b. traveled to Seville, Spain.
   c. took a train to Paris, France.
   d. saw the Great Wall of China.

4. Alisha and her parents traveled to …
   a. three countries.
   b. four cities.
   c. five continents.
   d. six towns.

B. Answer the Critical Thinking question in complete sentences.

What challenges do you think Alisha and her parents might have faced during the trip? Explain.

Summarizing

Use the Sequence graphic organizer to summarize what Alisha and her parents did in each place they visited.

1. Brazil: In Rio walked along beaches, rode a cable car, and watched a soccer game.

2.

3.

4. Australia: Visited the Opera House, the outback, and national parks.

Reflecting

Alisha and her parents saw many new places and had new experiences on their trip. Think about a time when you traveled to a new place. How was your experience like Alisha’s? How was it different? Write at least one paragraph to answer these questions.
Spotlight on Language

Connecting

A Listen to the passage about a person’s travels through Australia.

B Answer the questions in complete sentences.
1. When something is not safe, what is it?
2. If your friend told you to watch out for sharks in the water, what did he do?
3. What can you always keep to remember your vacation?
4. Where could you spot a crocodile?

Key Words
dangerous memories plains sights spotted warned

Focusing

Complete each sentence with a word that describes the action.
carefully immediately slowly early quickly
1. When a crocodile followed them, the pilot moved them away _____.
2. The pilot drove the boat _____.
3. They arrived late and went to sleep _____.
4. They drove _____ through Kakadu National Park.
5. In the morning, they woke up _____.

Applying

Many people in different places were helpful during Alisha’s trip around the world. They told Alisha about things she should see and do and gave her useful advice.

A Imagine tourists from another country are visiting your community, and you are chosen to be their guide. Ask yourself the following questions:
1. Where would you take them?
2. What should they see and do?
3. What advice would you give them?

B Write two or three paragraphs describing what the tourists would see and do in your community. Try to use some of the describing words you have learned.
The train ride from Madrid to Paris was fun. We boarded the express train and sat beside a window. The scenery was wonderful. I saw beautiful fields, valleys, and hills.

Later we went to a special car to eat dinner. The inside of the car was set up like a restaurant. A food server came and took our order. Then, he brought our meals. The food was delicious!

After dinner we looked at the stars from a railcar that had a clear-glass ceiling. Then we got tired, so we went to our sleeping car. Each of us slept in a bunk. I got the top bunk, and my brother got the bottom one. It was strange sleeping above someone.

During the night, the train traveled through the mountains and crossed the border into France. When I woke up, we were passing through green valleys. Our train stopped in the Loire Valley. This was a great place to take a tour of some old castles. After seeing all that we could, we boarded the train again and left for Paris. I could not wait to discover other amazing sights we would pass on our next train ride!
Connecting

A Read the passage.

When I visited Japan, I stayed with the Sato family in Tokyo. Tokyo is the largest city in Japan. It is also very crowded. Mr. and Mrs. Sato share a small apartment with their two children, Aiko and Yoshi. Every day, Mr. Sato rides the train to work very early in the morning. He comes home very late at night. Aiko and Yoshi ride the train to school. Mrs. Sato stays home. She said it is her job to take care of the house and the older members of the family.

The Satos do not have beds like the ones we have in the United States. At night, Mrs. Sato takes some futons out of a closet. The futons are thick cotton mattresses. She puts each futon on a tatami, or straw mat. Then, Mrs. Sato puts pillows and blankets on the futons to make them comfortable. In the morning, everyone rolls up the futons and tatamis. Then, the bedding is stored in a closet. When it is time to eat, the Satos put a low table in the middle of the room. Instead of sitting on chairs, they sit on pillows. The table and pillows can be put away after eating. I really learned a lot about Japanese culture during my visit.

B Answer the questions in complete sentences.

1. Why do you think Tokyo is such a crowded city?
2. What types of things do you store in your closet?
3. How are the beds in Japan different from those in the United States?

Focusing

Choose the correct word to complete the sentences.

1. The Satos _____ a small apartment in Tokyo. (shares/share)
2. The Sato family _____ in Tokyo. (lives/live)
3. Aiko and Yoshi _____ the train to school. (rides/ride)
4. Alisha _____ that Tokyo is a very crowded city. (says/say)
5. The Sato family _____ on pillows instead of chairs while eating. (sits/sit)
6. In Japan, people do not use beds. Instead, they _____ comfortable futons. (has/have)
7. We _____ our meals at a table. (eats/eat)
8. Mr. Sato _____ two children. (has/have)

Applying

Imagine that Aiko and Yoshi Sato will be visiting you from Japan. Write them a letter explaining what it would be like to spend time in your home. Tell your friends about the members of your family and the responsibilities each family member has.
Informative Writing

A Tour of Grand Central Terminal

New York City’s Grand Central Terminal is an amazing building. This famous train station opened in 1913. It has a huge sculpture on top of the entrance. It is 50 feet high and 60 feet wide. It shows three mythological characters: Minerva, who represents wisdom; Hercules, who represents strength; and Mercury, who represents speed.

The main concourse is a beautiful space to walk through. The inside is 120 feet wide and 275 feet long. It has stone and marble walls. These walls are 125 feet high. The floors are also made of marble. The arched windows are 60 feet tall. In the middle of the concourse, there is an information booth. It has a four-sided brass clock on top. Gold chandeliers hang from the ceiling. Also, there are two grand staircases. One was built when the terminal first opened in 1913. The other was added during the 1990s.

The arched ceiling in Grand Central Terminal is called the Sky Ceiling. There is a mural of the night sky painted on it. The sixty largest stars in the mural light up to show the constellations. Thousands of people visit Grand Central Terminal every year to admire this incredible building.

Answer the questions in complete sentences.
1. What is this story about?
2. Give one reason why Grand Central Terminal is an amazing building.
3. What is the author’s purpose for writing this story?

Informative writing is writing that tells about or describes something. It is made up of paragraphs with main ideas and details. The main idea is what a paragraph is about. Supporting details are pieces of information that tell more about the main idea.

In the first paragraph of the passage, the author says that Grand Central Terminal is “an amazing building.” This is the main idea of the story. The author describes the sculpture on top of the building. The author also describes the main concourse inside the terminal and the ceiling. These details support the main idea by telling more about this famous terminal.

Use the graphic organizer below to describe your home. List one important fact about your home. This will be your main idea. Then, list three facts that tell about the main idea. These will be your supporting details.

A Using the information in your graphic organizer, write at least one paragraph about your home.

B Key Words
informative writing main idea supporting details

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail
There are four types of sentences:

- A **declarative** sentence states an idea. It ends with a period.
  
  - We have math class at the end of the day.

- An **interrogative** sentence asks a direct question. It ends with a question mark.
  
  - What time does the bus come?

- An **imperative** sentence gives an order or a direction. It usually ends with a period.
  
  - Sasha, put your coat on.

- An **exclamatory** sentence expresses strong feeling or volume. It ends with an exclamation mark.
  
  - Ouch! You stepped on my toe!

**Tell whether each sentence is declarative, interrogative, imperative, or exclamatory.**

1. Grand Central Terminal is in New York City.
2. Do you see the sculpture?
3. Look at the ceiling.
4. Those windows are really tall!
5. Have you ever been on a train?
6. The chandeliers are made of gold.
7. There is so much to see!
8. Please follow me.

**Revising**

**A** Review the informative writing about your home that you completed in the previous lesson. Ask yourself these questions:

- Does my writing include at least one of each type of sentence?
- Did I write capital letters at the beginning of sentences?
- Did I use correct punctuation at the end of sentences?
- Is there a main idea in each paragraph?
- Are there supporting details for each main idea?

**B** Mark your writing with any necessary corrections. Then, rewrite the paragraphs on another sheet of paper.

**C** Write five sentences about a special place to visit. Include at least one example of each type of sentence.

**Copy the following sentences, adding the correct end punctuation to each.**

1. Where does this train go
2. This train goes to Grand Central Terminal
3. I am so excited about my trip
4. Watch your step when leaving the train platform
5. How long will it take to reach the next stop

**Key Words**

- declarative
- exclamatory
- imperative
- interrogative
Systems of Measurement

There are two common systems of measurement: the U.S. customary system and the metric system. Each system uses basic units to measure length or distance.

In the U.S. customary system, **inches** are used to measure small objects. One **foot** is equal to 12 inches. One **yard** is equal to 3 feet, or 36 inches. One **mile** is equal to 1,760 yards, or 5,280 feet. You can measure distances between cities or countries in miles.

The **meter** is the basic unit in the metric system. Meters can be used to measure a person’s height or the length of a table. A **centimeter** is equal to 1/100 of a meter. Centimeters are used to measure smaller objects. A **kilometer** is equal to 1,000 meters. You can measure distances between cities or countries in kilometers.

In the metric system, prefixes are added to the word **meter** to form other units for measuring length. For example, centimeter, decimeter, kilometer.

---

**Conversion Table**

(From the metric system to the U.S. customary system)

<table>
<thead>
<tr>
<th>Metric Unit</th>
<th>U.S. Customary Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 centimeter</td>
<td>0.39 inch</td>
</tr>
<tr>
<td>1 meter</td>
<td>3.28 feet</td>
</tr>
<tr>
<td>1 meter</td>
<td>1.09 yards</td>
</tr>
<tr>
<td>1 kilometer</td>
<td>0.62 mile</td>
</tr>
</tbody>
</table>

---

**Key Words**

- centimeter
- foot
- inch
- kilometer
- measurement
- meter
- mile
- units
- yard

---

A: Which U.S. customary units (inches, feet, or miles) are most appropriate for measuring the items below?

1. the length of a pencil
2. the height of a door
3. the distance across your state
4. the length of a car
5. the width of a textbook
6. the length of the Mississippi River

B: Which metric units (centimeters, meters, or kilometers) are most appropriate for measuring the items below?

1. the length of a postage stamp
2. the width of a postcard
3. the length of a bus
4. the distance from Brazil to Cameroon
5. the width of a classroom

C: Answer the questions in complete sentences.

1. Alisha and her parents took the train from Madrid, Spain, to Paris, France. Now Alisha wants to know how far she traveled. One person told her that the two cities are 1,050 kilometers apart. However, Alisha’s guidebook says the distance from Madrid to Paris is 652 miles. Alisha is confused. Can you explain the difference to her?

   - Alisha's guidebook uses the U.S. customary system, while the distance given is in the metric system. The difference in distances is due to the different units used in each system.

2. Pretend that you are redecorating your room with a new carpet. You need to know the length and width of your floor. The carpet comes in meters. However, to measure you only have a customary inch ruler. How could you estimate the amount of carpet you will need?

   - Measure the floor in inches using the inch ruler. Then, convert the measurements to meters using the conversion table. This will give you an estimate of the carpet needed.
Latitude and Longitude

Earth is round like a sphere. A sphere can be divided into halves. These halves are called hemispheres. To get from North America to South America, you would have to cross the equator. The equator is an imaginary, horizontal line. It runs around the center of Earth. It divides Earth into the Northern and Southern Hemispheres.

When traveling from South America to Africa, you would cross the prime meridian. This is an imaginary, vertical line. It divides Earth into the Western and Eastern Hemispheres.

The equator and the prime meridian are not the only imaginary lines on Earth. Lines of longitude are vertical lines. They measure distances east or west of the prime meridian. Lines of latitude are horizontal lines. They measure distances north or south of the equator. Above and below the equator are other important imaginary lines called tropics. Just above the equator is the Tropic of Cancer. Just below the equator is the Tropic of Capricorn.

Latitude and longitude lines have numbers called degrees. The equator is zero degrees (or 0°) latitude. The prime meridian is zero degrees (or 0°) longitude.

At the top and bottom of Earth are the poles. The North Pole is at 90° N latitude and the South Pole is at 90° S latitude.

Lines of longitude and latitude are used to find the coordinates of any location on Earth. These coordinates are shown in degrees. They can be found on a map or a globe. Try it. Look at a globe. What location is at 6° N, 12° E? That’s right – Cameroon!

A Answer the questions in complete sentences.
1. What are the names of the four hemispheres? In which two hemispheres do you live?
2. How many different hemispheres did Alisha and her parents visit during their trip?
3. In which direction do lines of latitude run?
4. In which direction do lines of longitude run?
5. Why are lines of latitude and longitude important?

B Use lines of latitude and longitude to find locations on a globe.
1. Find Beijing, China. Trace Beijing’s line of latitude around the globe. Name two other cities found at the same latitude.
2. Find Morocco on the continent of Africa. What is the longitude of Rabat, the capital of Morocco?
3. Think of a place in the world that you have visited or would like to visit. What are the coordinates of this place?

Key Words
coordinates  degrees  equator  globe  hemispheres  horizontal  latitude  longitude  poles  prime meridian  sphere  tropics  vertical
Weathering, Erosion, and Deposition

The Grand Canyon is a deep valley in Arizona, a state in the southwestern part of the United States. It took millions of years for this canyon to form. There are three natural processes that helped form the Grand Canyon. The first is weathering. Weathering is the process of breaking down large rocks into smaller pieces. Erosion is another natural process. It is the movement of soil and small pieces of rock from one place to another. As the Colorado River flows through the Grand Canyon, it breaks off small pieces of the rock and carries these pieces downstream. Wind and ice can also cause weathering and erosion. Deposition is the third natural process. It happens when water or wind drops soil and small rocks in a new place. Deposition often takes place at the mouth of a river. The mouth is where the river meets the ocean.

A Match the terms with their definitions.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>weathering</td>
<td>A. Small pieces of rock are carried from one place to another.</td>
</tr>
<tr>
<td>erosion</td>
<td>B. Small pieces of rock are dropped in a new place.</td>
</tr>
<tr>
<td>deposition</td>
<td>C. Rock is broken into small pieces.</td>
</tr>
</tbody>
</table>

B Identify which natural process each description represents and write it on a sheet of paper.

1. A river chipping off pieces of rock from its banks as it flows.
2. Little pieces of rock carried along by a river.
3. Little pieces of rock being deposited at the end of a river.

C Imagine that you are in Arizona giving a tour of the Grand Canyon to your friends from Japan. Explain to them how the Colorado River created the Grand Canyon through the natural processes.
Sing Along

A  Listen to the song.

I Still Call Australia Home
by Peter Allen

I’ve been to cities that never close down,
From New York to Rio and old London Town.
But no matter how far or how wide I roam,
I still call Australia home.
I’m always traveling—I love being free,
And so I keep leaving the sun and the sea,
But my heart lies waiting over the foam,
I still call Australia home.

B  Sing the song.

C  Answer the questions in complete sentences.

1. Why do you think the composer wrote this song?
2. Are the cities in the song on the same continent?
3. How is a country the same as a home?

African Masks

Masks are an important part of African culture. They can be carved from wood, or made of clay. The people of Africa make masks to tell stories. They also use masks to show their beliefs and to honor people.

Artists use different materials to give their masks texture. Texture is the way that something looks and feels. A mask can have a smooth or rough texture. And it can have a soft or a hard texture. Artists can add shells or yarn. Some put real hair or fabric on their masks, too. The masks can be decorated with paint. The artists can make patterns on the masks. Patterns help tell a mask’s story or meaning. Lines painted under the eyes can represent tears. These lines would help show a person’s sadness.

A  Make an African mask.

1. Draw a plan for your mask. Decide what colors and patterns to use.
2. Cut out the mask. Then, color and decorate your mask. Add feathers, beads, or other items.
3. Cut two holes on the sides of your mask. Loop yarn through the holes. Tie the yarn ends together to wear your mask.

B  Write sentences to compare and contrast your mask and the mask above.

Supplies

• cardboard or heavy art paper
• feathers, beads, or other decorative items
• paint or markers
• yarn
• glue
• scissors
Climates in the United States vary with their distance from the Tropic of Cancer and the equator. For example, Florida is the state closest to the Tropic of Cancer. It has a warm climate. States like North Dakota and Maine are much farther north. They are closer to the Arctic Circle, so they have a much colder climate. The states in between, such as Nebraska and Kentucky, are considered to have mild climates.

Other factors also affect climates in the United States. The weather patterns and types of landforms can cause changes in climates. For example, states like Arizona and Nevada are desert climates. There is not much rainfall because of the nearby landforms and wind patterns. Other states, such as Kansas and Oklahoma, experience many thunderstorms and tornadoes. These storms develop with changes in the air and wind patterns at different times of the year.

Imagine that you could visit any country in the world. Create a travel brochure describing the country you would choose to visit.

- On which continent and in which hemisphere is this country located?
- What are the coordinates in latitude and longitude?
- What is the climate of that country?
- What is the distance you would travel?
- What would you do and see?
- What food would you eat?

Write at least three paragraphs about the country you chose. Then, add pictures or drawings to your brochure. Include a map of the country, including its continent.

Answer the questions in complete sentences.
1. Why is North Dakota colder?
2. What factors affect the climate in Arizona?

Compare the climate in the United States with the climate in your family’s country of origin.

The Writing Process

Remember, the writing process includes a series of steps:
- Developing Ideas Use the Internet, visual elements, or other references to help you gather and develop ideas.
- Organizing Choose the ideas you want to use. Put them in order, connect them, or discard the least important ones.
- Drafting Use the ideas you organized to write paragraphs.
- Revising Read your paragraphs again and correct your writing, keeping in mind what you learned in this unit.
- Rewriting Produce a clean copy of your piece, applying all the corrections, to display in class.

Remember, you can always repeat a step if you need to.