

CAMBRIDGE

Activity Book  
Niki Joseph

# Cambridge Primary Path 5



with  
Practice Extra

Better  
Learning



## 1

## How can we make a difference?

- 1 Watch the video. Complete the graphic organizer.

By cleaning up her local beach Dr. Jane Tan, International Doctors

By helping sick people and preventing diseases

Mae Powell, Green Team conservation club By inspiring people to play sports

Mark Jackson, volunteer wheelchair basketball coach



Who? Dr. Jane Tan, International Doctors How? \_\_\_\_\_



Who? \_\_\_\_\_ How? \_\_\_\_\_



Who? \_\_\_\_\_ How? \_\_\_\_\_

- 2 Key Words 1 Choose the correct words to complete the sentences.

conservation disease environment inspire  
society talent vaccination volunteers

- You have a v \_\_\_\_\_ so that you don't get a d \_\_\_\_\_.
- People who give their time for free are v \_\_\_\_\_.
- There are many c \_\_\_\_\_ groups that work to protect the e \_\_\_\_\_.
- Everyone has a special t \_\_\_\_\_. What is yours?
- Some people i \_\_\_\_\_ us and make us want to do things better.
- Many people want to make a difference in s \_\_\_\_\_.

## Unit 1A

## Ready to Read: Nonfiction

- 1 Key Words 2 Match the sentence halves.

- A developer \_\_\_\_\_
  - An innovation \_\_\_\_\_
  - When you code a computer \_\_\_\_\_
  - Computers, tablets, and smart phones \_\_\_\_\_
  - An ambassador \_\_\_\_\_
  - When you get paid for doing a job or a sport, \_\_\_\_\_
- you give it instructions.
  - creates new things, for example, new phone apps.
  - is a new way of doing something.
  - represents an organization or a country.
  - you are a professional.
  - are all electronic.

- 2 Choose the correct words to complete the sentences.

invent reacts successful skill

- Deepika's photocatalyst \_\_\_\_\_ with sunlight.
- Let's \_\_\_\_\_ something to take the salt out of seawater.
- That girl is a very \_\_\_\_\_ tennis player—she wins every competition!
- What can you do well? What is your special \_\_\_\_\_?

- 3 Find and circle 10 words that you have learned.

developer professional  
electronic skill  
successful invent  
react innovation  
ambassador code

s	u	c	c	e	s	s	f	u	l	b	k	u
a	d	v	f	x	z	b	i	q	h	f	s	q
q	r	e	a	c	t	m	n	d	h	p	e	r
l	w	l	e	o	t	t	v	y	u	c	v	y
j	h	e	i	d	e	v	e	l	o	p	e	r
o	j	c	x	e	g	l	n	x	w	g	y	h
i	a	t	v	m	k	q	t	c	z	h	p	m
s	p	r	a	m	b	a	s	s	a	d	o	r
k	z	o	b	n	l	g	j	f	w	m	k	a
i	n	n	o	v	a	t	i	o	n	a	o	i
l	s	i	c	e	r	h	d	f	c	h	d	s
l	x	c	v	y	u	p	w	s	s	z	m	p
p	r	o	f	e	s	s	i	o	n	a	l	j



## Reading Strategy: Asking Questions

Asking questions about a text helps you to understand and remember it. You can think of questions to ask before, during, and after reading a text.

1 Look at the photo and the title of the article. Why do you think the girl is sitting alone? Mark ✓.

She doesn't want to talk. ☐ She doesn't have any friends. ☐ She's waiting for her friends. ☐

2 Read the text and answer the questions.

- a Who is Natalie Hampton? \_\_\_\_\_
- b What has she invented? \_\_\_\_\_
- c Why did she do that? \_\_\_\_\_

## Where Can I Sit?



Is lunchtime at school frightening? Do you worry about where to sit? Natalie Hampton used to worry every day. Then, she developed an app to help people who, like her, often sat alone at lunchtime. This is her story!

It began with the words, "You can't sit with us." One day Natalie wanted to sit with some classmates at lunchtime, but they were mean and unfriendly and wouldn't let her. Every day

was the same. She had no friends, and she always had to sit by herself. Natalie became sad, anxious, and unhappy. In the end, she talked to her parents, and they decided that she should change schools.

On Natalie's first day at her new school, a complete stranger asked her, "Do you need help?" That question changed her life. It was the first time that someone at school had spoken kindly to her for a very long time. Later, that girl became one of Natalie's best friends. Natalie started to enjoy school. She made new friends, and she felt happy.

Every day she had lunch with her new friends, but, from the first day, she noticed a girl who always ate lunch alone. Natalie knew exactly what that felt like, so one day she invited the girl to join her for lunch. That girl also became one of her best friends.

Natalie decided to do something more. She invented an app. It's called Sit with Us, and it tells you about lunch tables where people will welcome you. Here's how it works. You download and install the app onto your cell phone, and then you can find "open lunches." An open lunch means that there is a table where you can sit and where people will talk to you. It all happens on your cell phone, so it's private. No one will say, "You can't sit with us."

You can also become a Sit with Us ambassador. You take the Ambassador's Pledge and promise to be kind to everyone, especially people on their own. Then, you can invite students to join you at your own "open lunch" event. By developing this app, Natalie has changed many people's lives.

3 Circle the correct answer.

- a Natalie changed schools because her parents moved / she was unhappy.
- b A complete stranger offered to help her / was mean to her.
- c Natalie made / downloaded an app.
- d The app tells you where there are tables where no one is sitting / open lunches.
- e An ambassador has to make a wish / a promise.
- f Natalie has changed a few / a lot of people's lives.

4 Here are some ideas for the Ambassador's Pledge. Can you add more ideas?  
be friendly to people    talk to new people in a nice way



5 Do you think the Sit with Us app is a good idea? Why/Why not?



## Quantifiers

We use quantifiers to talk about amounts.

**All** the children sat at the tables.

**A few** volunteers work on Saturdays.

**Most** children brought lunch from home. **No** houses had electricity.

**Some** charities are international.

1 Match the underlined quantifiers with the words that have the same meaning.

- |  |                |
|--|----------------|
| 1 I'd like <u>some</u> batteries, please.                    | a none         |
| 2 All the children wanted to take part in the charity event. | b lots         |
| 3 I have <u>a few</u> ideas, but not many.                   | c two or three |
| 4 <u>Most</u> people didn't understand the invention.        | d one or two   |
| 5 We have <u>no</u> fruit to eat.                            | e everyone     |

2 Write the words in the correct order.

- a our / to / few / gave / A / people / money / charity

A few people gave money to our charity.

- b volunteers / Most / work / their / enjoy

- c to travel / car / Some / by / people / like

- d germs / water / this / There / no / are / in

- e children / enjoy / classes / the / the / All

3 Circle the correct words to complete the sentences.

- a **All** / **Some** children joined the Conservation Club, and others joined the Art Club.  
 b **All** / **A few** people are good at recycling, but many people are not.  
 c **A few** / **All** doctors can vaccinate against diseases.  
 d **No** / **Some** developers have invented an app that will do my homework yet!  
 e **Most** / **A few** people have a special talent, but perhaps you don't know what yours is!  
 f There are **some** / **most** drinking fountains around the school.

4 Complete the sentences using *some*, *all*, *most*, *a few*, or *no*.

- a I bought this canvas recently—only a few days ago. I think.  
 b \_\_\_\_\_ the batteries in our home can be charged with sunlight. We don't have to buy batteries anymore.  
 c At the exhibition, \_\_\_\_\_ people just wanted to look at the paintings. Only 1% of the people who came actually bought anything.  
 d I have \_\_\_\_\_ plans for the weekend. There's nothing in my calendar. What are you doing? Should we go to the beach?  
 e It's really hard to get into that school. Only \_\_\_\_\_ kids are successful.

5 Look at the picture. Write sentences using these phrases and the quantifiers *most*, *some*, *all*, *a few*, or *no*.

sitting at tables   eating school lunches  
 eating their food   drinking water   eating sandwiches



## My Life

Complete these sentences so that they are true for you.

- All my \_\_\_\_\_  
 Only a few of \_\_\_\_\_  
 I have some \_\_\_\_\_  
 No \_\_\_\_\_  
 Most \_\_\_\_\_



1 Look at the pictures and mark ✓ the words with the same sound as *niece*.


 ceiling ☐

 eight ☐

 field ☐

 beige ☐

2 Write the words in the correct row according to the sound.

believe brief eighty neighbor receipt weigh

niece

rein

Oracy

1 Which Oracy Time! topic did your group discuss? Mark ✓.

2 Did you agree or disagree with the Oracy Time! topic? Why?

I agreed because \_\_\_\_\_

I disagreed because \_\_\_\_\_

3 Which ground rule is most difficult for you to use or follow? Why?

I think \_\_\_\_\_ is the most difficult ground rule to use or follow because \_\_\_\_\_

Oracy Time!

 You should always tell the truth.  
Talking is more important  
than listening.

I'm Liam.



I'm Emma.

Parentheses

We use parentheses to add extra information to a sentence or to explain the meaning of something. There are always two parentheses ( ).

1 Add the missing parentheses.

- WWF the World Wildlife Fund is also known as the World Wide Fund for Nature.
- The bus will pick the children up or their parents can take them to school.
- I want to donate some money to the ASPCA the American Society for the Prevention of Cruelty to Animals.
- You can do your homework now or you can do it at home.
- We're organizing a three-hour workshop juice and cookies included on Saturday, January 20.
- My sister goes to QES Queen Elizabeth School.
- The doctor a specialist in children's diseases took care of my cousins after the fire.
- The twins 10 years old spent three hours playing computer games last night.

2 Match each picture with one of the sentences in Activity 1.

1



2



3



3 Do you know any organizations with initials for their names? What do the initials stand for? Write sentences that explain the initials. Use parentheses.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_



**1 READ** Read the letter on page 15 in the Student's Book. Answer the questions.

- Who is the letter to?
- What is the event?
- Why are the students organizing it?
- What is KIDS?
- What do the students want people to do?

**2 PLAN** You are going to write a letter to friends and neighbors about an event to raise funds for a charity. Choose a charity. Think of an event. Make notes in the graphic organizer.



About the Event

About the Charity

How Can People Help?

Event Details (Date, Time, Place)

**3 WRITE** Use your notes to write your letter. Remember to start and end correctly.

**4 EDIT** Read your work and mark ✓.

Did you:

- include a greeting and closing? ☐
- include practical information about the event? ☐
- try to persuade your readers? ☐
- use parentheses? ☐

**1 Key Words 4** Complete the sentences with the correct form of the words.

announcement curious get lost hang out with interrupt realize

- I love \_\_\_\_\_ my friends on the weekend.
- Young animals are often really \_\_\_\_\_. They spend a lot of time exploring new things.
- Did you read the \_\_\_\_\_ on the website? Our art teacher is leaving at the end of the year.
- I don't like the first day at a new school because I always \_\_\_\_\_.
- I was looking for the math classroom. But when I heard music, I \_\_\_\_\_ I was in the wrong place.
- I hate it when I'm talking and someone \_\_\_\_\_. It's so rude.



**2 Match the words with the definitions.**

- |               |   |
|---------------|---|
| 1 ignore      | a when you tell someone another person's name when they meet for the first time |
| 2 offer       | b strange, odd  |
| 3 weird       | c when you ask someone if they would like something                             |
| 4 immediately | d now   |
| 5 obviously   | e when you don't talk, listen, or pay attention to someone                      |
| 6 introduce   | f in a way that is easy to see or understand                                    |





## 1 Read the story. Put the pictures in the correct order.



Lou and her older brother Jack were bored, so they decided to walk home from school a different way. They didn't immediately notice that Mrs. Belfour had come out of her front door because they were too busy looking at the seven little puppies running and playing in her front yard.

"Oh, hello, Mrs. Belfour," they both said when they noticed her standing on her front porch.

"Hello, Lou and Jack. Look at all these puppies! My dog had them a month ago!"

Lou said, "They're very cute."

"Do you think so?" asked Mrs. Belfour. "Hmm. Would your family like to adopt one when they are old enough to leave their mother?"

"Really? We'll have to ask our mom and dad first ..." Jack said.

"But I know they will say yes!" Lou interrupted.

"That would be wonderful," said Mrs. Belfour. "I'll still need to find homes for the others, though. I don't know how I'm going to do that. There are too many puppies for me to keep all of them. Obviously, taking care of that many dogs is a lot of work!"

Jack said, "We'll ask our parents about adopting one, Mrs. Belfour. But I don't think they'll let

us have more. Come on, Lou, let's go see what they say!"

As soon as they got home, they asked their mom. She said she'd be happy to adopt one puppy, and their dad agreed when he came home that evening.

"Poor Mrs. Belfour," their mom said, "I hope she can find homes for all those puppies!"

Lou had a weird look on her face, like she was thinking about something funny. "I have an idea, Mom!"

The next day, Jack and Lou went to school dressed up as dogs! They told their classmates about Mrs. Belfour's puppies. "She needs to find homes for six of them. Do you know anyone who'd like to adopt a puppy?" By noon, some of the teachers knew about the puppies, too, and the principal made an announcement to the entire school.

Over the next few weeks, a lot of Jack's and Lou's classmates went to Mrs. Belfour's house to see the puppies. Not only were all the puppies adopted, but Mrs. Belfour was introduced to the children's parents. And Jack and Lou continued to visit Mrs. Belfour, too. They even took their puppy, Biscuits, with them so that it could hang out with its mom!

## Reading Strategy: Cause and Effect

A cause is the reason something happens. The effect is what happens because of this cause. A cause can have more than one effect.

## 2 Match the causes and effects. Remember the order of events.

## Causes

- 1 Lou and Jack were bored.
- 2 They walked home a different way.
- 3 Lou said the puppies were cute.
- 4 Their mom hoped Mrs. Belfour could find homes for all the puppies.
- 5 Lou had an idea.
- 6 They told their classmates about the puppies.
- 7 Lou and Jack took their puppy, Biscuits, to Mrs. Belfour's house.

## Effects

- a so they saw the puppies in Mrs. Belfour's yard.
- b so some of their classmates adopted them.
- c so it could hang out with its mother.
- d so they walked home a different way.
- e so she and Jack went to school dressed as dogs
- f so Mrs. Belfour asked if they'd like to adopt one.
- g so Lou thought of a way to help get the puppies adopted.

## 3 Read the questions and circle the correct answers.

- 1 Why did Lou and Jack go to school dressed as dogs?
  - a It was a dress-up day.
  - b They wanted people to listen to them.
  - c They love dogs.
- 2 What did some of the children in the school do?
  - a They dressed up as dogs.
  - b They made an announcement to the whole school.
  - c They adopted the puppies.
- 3 Mrs. Belfour found homes for
  - a all the puppies and the mother dog.
  - b the mother dog and some of the puppies.
  - c all the puppies.



## 4 What do you think is the best title for the story? Mark ✓.

Lou and Jack Take  
a New Way Home ☐

Happy  
Dogs ☐

Lou and Jack  
Help Out! ☐



Causative Verbs: *have something done*

We use causative verbs to describe actions that we ask someone else to do for us. We use *have* and the past participle of the verb.

Marcia **had** her hair **cut**. (This sentence doesn't tell us who cut Marcia's hair.)

## 1 Match the sentence halves.

- |                         |                         |
|-------------------------|-------------------------|
| 1 She has all her meals | a polished once a week. |
| 2 She has her nails     | b cooked for her.       |
| 3 She has her emails    | c washed every day.     |
| 4 She has her hair      | d read to her.          |



## 2 Write the words in the correct order.

- a cleaned / her / has / house / The rich lady / every day
- b cell phone / had / fixed / my / I
- c cut / month / has / hair / every / Mom / her
- d last year / painted / house / their / had / Our neighbors

## 3 Someone did these things for you!

- a Did your mom clean the windows herself?  
No, she had them cleaned.
- b Did you paint the house yourselves?  
No, we
- c Did you wash the clothes yourself?  
No, I
- d Did you cut your hair yourself?  
No, I
- e Did you take the photos yourselves?  
No, we

## 4 Complete the sentences with the verbs in parentheses.



- a My house was very dirty, so I (clean) I had it cleaned.
- b My yard was full of leaves, so I (clean) \_\_\_\_\_
- c My phone didn't work, so I (fixed) \_\_\_\_\_
- d My hair was long and messy, so I (cut and wash) \_\_\_\_\_

## 5 Rewrite the sentences.

- a Someone cuts the grass in their yard.  
They \_\_\_\_\_
- b The window cleaners clean our windows every month.  
We \_\_\_\_\_
- c The man in the store repaired my computer last week.  
I \_\_\_\_\_
- d The photographer takes our photo every year.  
We \_\_\_\_\_

## My Life



What did you or your family have done last month?

- We \_\_\_\_\_
- I \_\_\_\_\_
- My brother/sister \_\_\_\_\_
- My mom \_\_\_\_\_



- 1 Complete the table about respecting others with these phrases. Some can go in more than one place.

not being mean to your classmates    not littering in the street    sitting still  
not playing very loud video games    keeping your yard clean    playing nicely  
listening to family members    putting your hand up before you speak

In the Classroom	On the Playground
At Home	In the Community

- 2 Add one more idea to each category.

- 3 Complete the sentences.

I respect my parents by \_\_\_\_\_

I respect my friends by \_\_\_\_\_

I respect my teachers by \_\_\_\_\_

I respect the community by \_\_\_\_\_

I respect the world by \_\_\_\_\_

- Check Your Oracy: Ground Rules

1 My group followed the ground rules for discussion.	All the time / Most of the time / Sometimes
2 Were any ground rules broken? If so, which rules?	
3 Are there any ground rules you think need to be added or changed?	

### The Big Challenge

- a What community project did you plan?  
b How well did you do? Color the stars to give yourself a score.\*

I researched the problems in my community.	☆☆☆☆☆☆
I worked with my classmates on planning our project.	☆☆☆☆☆☆
I practiced my presentation before I presented it.	☆☆☆☆☆☆
I gave my presentation to the class.	☆☆☆☆☆☆

\*(5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

- c Which other project did you like best?  
d What could you do better next time?

How can we create a new community project?

### The Big Question and Me

Because of the things I have learned in this unit,

I will \_\_\_\_\_



## 1 Choose the correct words to complete sentences.

announcement code get lost inspire international skills

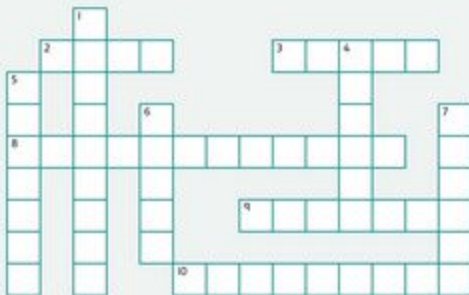
- a I'm learning languages because I want to work for an \_\_\_\_\_ company.  
 b Did you read the principal's \_\_\_\_\_? He's going to work in New Zealand next year.  
 c I'm going to speak more in class because I want to improve my speaking \_\_\_\_\_.  
 d Some people \_\_\_\_\_ us to try harder.  
 e I'm learning how to \_\_\_\_\_, and I understand more about websites and apps now.  
 f I always \_\_\_\_\_ in this shopping mall—it's so big!

## 2 Choose the correct words to complete the crossword.

code conservation disease  
germs ignore interrupt  
society talent  
volunteer weird

## Across

- 2 When you write computer programs, you \_\_\_\_\_.  
 3 When something is strange or unusual, it is \_\_\_\_\_.  
 8 Nature \_\_\_\_\_ means protecting wildlife.  
 9 When you get sick because you have an infection, you have a \_\_\_\_\_.  
 10 If you speak when someone else is speaking, you \_\_\_\_\_ them.



## Down

- 1 Someone who works, but doesn't get paid is a \_\_\_\_\_.  
 4 When you don't listen to someone, you \_\_\_\_\_ them.  
 5 A \_\_\_\_\_ is a large group of people who live in the same country and have the same laws, traditions, etc.  
 6 If there are \_\_\_\_\_ in drinking water, you shouldn't drink it.  
 7 If you have a \_\_\_\_\_ for something, you are very good at it.

## 3 Look at the pictures. Write the words.



c \_\_\_\_\_



g \_\_\_\_\_



e \_\_\_\_\_

## 4 Choose the correct quantifiers to complete the sentences.

all most some a few no

Tina I'm so happy it's Thursday—nearly the weekend! What are you doing on Saturday?

Hayley I don't know. I have 1 \_\_\_\_\_ plans.

Tina 2 \_\_\_\_\_ the volunteers are going to hang out at Emily's—like, everyone's going to be there! The whole class! Do you want to come?

Hayley Sure! That sounds like fun!

Tina Yeah, we're celebrating! 3 \_\_\_\_\_ of us have completed our conservation tasks. 4 \_\_\_\_\_ people, three or four, I think, haven't finished yet, though.

Hayley I know, I think there are about five, including Steve and Maddie, who need to do some more work. But there are still 5 \_\_\_\_\_ days to go. We have to finish by next Monday.

Tina That's true and everyone can help them.

Hayley Let's do that at Emily's!

Tina That's a great idea! See you there!



## 5 Rewrite the sentences. Use causative verbs.

- a The man fixed my bike for me. I had my bike fixed.  
 b The painters painted my grandparents' house. My grandparents \_\_\_\_\_  
 c The hair stylist cut my hair for me. I \_\_\_\_\_  
 d The store printed some photos. I \_\_\_\_\_  
 e Dad put up some bookshelves in my room. I \_\_\_\_\_

## 6 Add parentheses in the correct places.

- a The volunteers will meet you at 10 a.m. or you can drop in the day before.  
 b SAHA Save a Horse Australia is a charity for horses.  
 c The children who were very excited couldn't wait for summer vacation.  
 d The ambulance which had its siren and lights on moved quickly through the traffic.  
 e The teacher who was new at the school asked the children to find out about a charity.



# SPEAKING MISSION

## 1 Match the words with the definitions.

- |               |  |
|---------------|--|
| 1 donation    | a when you collect money for a charity   |
| 2 fundraising | b promise  |
| 3 help out    | c to achieve your goals  |
| 4 participate | d to take part   |
| 5 pledge      | e an objective, or goal  |
| 6 sponsor     | f to do something for someone  |
| 7 succeed     | g money or things given to help an organization or people                      |
| 8 target      | h to give money to someone who is doing something to raise money for a charity |

## 2 What does Carlos say to Dan? Put the dialogue in the correct order.

- Dan Hello, Carlos!
- Carlos 1 c
- Dan Which charity are you supporting?
- Carlos 2 a
- Dan Yes, I would. It sounds good.  
How much money do you want to raise?
- Carlos 3 h
- Dan What time does the walk start?
- Carlos 4 d
- Dan Cool! Where do we meet?
- Carlos 5 f
- Dan I know it. What do we need to bring?
- Carlos 6 b
- a At 10 a.m.
- b Bring some good walking shoes, a hat, and some water.
- c Hi, would you like to join our fundraising event?
- d It's an international charity. It's called FMN (Forgetmenot). It's for children in India, Nepal, and Uganda. Would you like to join us?
- e Near the bridge in the center of town.
- f We're not sure. We're going to do a walk, and we want people to sponsor us.



## Wrap-up

## What can you remember about Unit 1? Do the quiz.

### 1 Which was not a question on page 6 in the Student's Book?

- a How can we help other people?  
b What can we do to help animals?  
c What can we do to improve our neighborhood?

### 2 Which person did you read about on page 9 of the Student's Book?

- a a girl who invented a way of making clean drinking water  
b a boy who created an app for babies  
c a female artist from New Zealand

### 3 How did Courtney "read people's minds" in the story on pages 18-21 in the Student's Book?

- a She was a really nice girl.  
b She could read things very quickly.  
c She looked at the people carefully.

### 4 When are ground rules important?

- a when we are working on our own  
b when we are working with others  
c when we are reading

### 5 Look at the picture. Write the word.



### 6 Choose the correct quantifier to complete the sentence.

Help! What can I do? I don't know. I have \_\_\_\_\_ idea!

### 7 Which word do the underlines letters sound like? Circle *niece* or *rein*.

- a beige b neighbor c weigh d eight

### 8 Look at the picture. Write the word.



### 9 Do we use parentheses to

- a end a letter?  
b make some information more important?  
c give extra information in a sentence?

### 10 Complete the sentence with the verb in parentheses.

My Mom went to the hair stylist yesterday. She \_\_\_\_\_ her hair \_\_\_\_\_ (cut).

Check your answers in the Student's Book. How did you do?  
8-10 ☐ Wow! 6-7 ☐ Good job! 0-5 ☐ Try harder!

## How can we make a difference? Write three things.

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## How can we make our dreams come true?

- 1 Watch the video. Complete the graphic organizer.

has to be creative has to be in good shape is a digital artist  
is in a training program solves problems all day  
wants to be a video game designer wants to design rollercoasters  
wants to play in the World Cup was good at math in school

### Making Their Dreams Come True



- 2 Key Words 1 Choose the correct words to complete the sentences.

ambition college dedicated training program degree creative career

- I want to be a famous singer. That's my \_\_\_\_\_ in life.
- Mackenzie is going to \_\_\_\_\_ next year to study nursing.
- My sister is very \_\_\_\_\_. She always makes the presents she gives.
- My brother got his \_\_\_\_\_ from Harvard.
- The tennis \_\_\_\_\_ is three weeks long.
- What do you need to study if you want a \_\_\_\_\_ as an engineer?
- If you want to be really good at something, you have to be \_\_\_\_\_.



## Ready to Read: Nonfiction



- 1 Key Words 2 Look at the pictures. Write the jobs.

sculptor composer veterinarian instructor astronaut



- 2 Choose the correct words to complete the crossword.

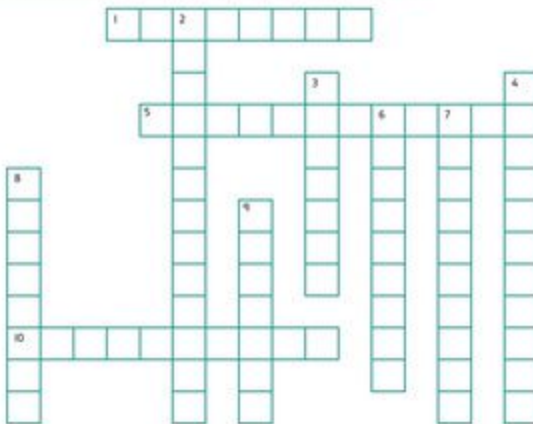
astronaut biology composer emotion inspiration instructor  
sculptor specialize undergraduate veterinarian

### Across

- a person who makes sculptures
- a doctor who works with sick animals
- to spend time studying or learning about one subject

### Down

- a student studying for a degree
- the scientific study of living things
- someone or something that gives you ideas for doing something
- a person who travels into space
- someone who teaches a sport or activity
- someone who writes music
- a strong feeling, (e.g., love, anger)





## Reading Strategy: Author's Purpose

The author's purpose is the reason he/she wrote the text: to inform, persuade, or entertain.

- 1 What is the main purpose of these texts? Complete the table. One can go in more than one place.

story textbook advertisement poem encyclopedia magazine article

To Inform	To Persuade	To Entertain

- 2 Look at the text. What sort of text is it?

## Preparing for the World of Work

Do you have a dream job? Would you like to be a professional soccer player? A brain surgeon? An astronaut?



Several weeks ago, the principal of a U.K. elementary school wrote to the students' parents about the school's World of Work Day. She invited students to come to school in the clothes they would wear for their dream job. She knew that a lot of them would choose to be celebrities (athletes, musicians, etc.), but very few people actually become celebrities. So, the teacher told parents that students could not come dressed as celebrities. Those students who had dreams of being professional athletes or entertainers had to dress up for different careers.

One of the parents sent the principal's letter to a national newspaper, and some people reacted badly to the teacher's idea. British athlete Jack Green, who competed in two Olympic Games, posted his thoughts on Twitter. He believes parents should not discourage their children. Every parent should support their child's dream, but they must also make sure the child understands that succeeding will be difficult. But how difficult is it to be a successful athlete, brain surgeon, or composer? Some people might be born with natural talent, but, for other people, it takes a lot of hard work. One popular theory claimed a few years ago that it took 10,000 hours of practice to



become an expert at any skill. And this is true whatever your dream job might be: lawyer, engineer, architect, or ballet dancer. But how long is 10,000 hours? Imagine you want to be a professional soccer player. If you practice for two hours per day, for five days a week, how long would it take to get to 10,000 hours of practice? Well, after a year, you will have practiced about 500 hours. That would mean you had to practice for 20 years! So, whatever your dream job is, if you're like most of us, you're going to have to work hard!

- 3 Read the text. Why didn't the principal let the students come to school dressed as celebrities? Circle the correct answer.
- because few people become celebrities
  - because she thought dressing up as a celebrity would be difficult
  - because celebrities don't work hard
- 4 Read the text again and answer the questions. Circle the correct answers.
- What did the students wear on the World of Work Day?
    - their parents' clothes
    - the clothes of the job they want to do
    - any sports clothes they had
  - What does Jack Green think?
    - It's not difficult to become a professional athlete.
    - Parents should support children's dreams.
    - Education is more important than a good job.
  - What is the 10,000 hour theory?
    - Professional athletes need to practice for 10,000 hours.
    - A professional athlete's career lasts 10,000 hours.
    - It takes 10,000 hours of practice to become an expert at any skill.
  - Why does the author show that it would take 20 years to reach 10,000 hours of practice if you practiced two hours per day?
    - to show how long 10,000 hours is
    - to show how easy becoming an expert is
    - to show that only people with natural talent succeed
  - What is the author's purpose in writing this article?
    - to inform
    - to entertain
    - to persuade
- 5 What is your dream job? What skills will you need to become an expert at the job?

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## Past Tense with ago

We use the past tense with **ago** to say how long before the present moment something happened. **Ago** is always used with a length of time.

Several weeks **ago**, the principal of a U.K. elementary school wrote to the parents ...

One popular theory claimed a few years **ago** that it took 10,000 hours of practice ...

1 These phrases can all be used with **ago**. Put them in order from the shortest to the longest length of time.

a month ☐

three days ☐

a couple of minutes ☐

two weeks ☐

a few years ☐

an hour ☐

2 Write the words in the correct order.

a a week / Maggie / my mom / ago / called

Maggie called my mom a week ago.

b We / ago / years / three / Brazil / visited

c I / games / friends / ago / video / my / An hour / was playing / with

d A week / Tianna / this / ago / was reading / book

e fifteen / email / his / checked / man / The / ago / minutes

3 Write questions with **you**. Then, answer the questions. Use **ago** if necessary.

1 A Have / ever / see / a whale ?

2 A Have / ever / visit / New York City?

B Yes, I !

B Yes, I !

A When / see one?

A When / go?

B I / see / one / a few months

B I / go / there / six weeks



4 The story is in the wrong order! Read it and write the events in the correct order on the time line.

Three days ago, he showed his new car to his best friend. A week ago, he drove his new car to the mountains. Two weeks and six days ago, he drove his new car to the supermarket. Yesterday, Mr. Fredericks took his daughter to school in his new car. Three weeks ago, Mr. Fredericks bought a new car.



1 Three weeks ago, Mr. Fredericks bought a new car.

the past

now



5 Complete the sentences with the past simple of the verbs in parentheses. Add **ago** if necessary.

a Cathy (design) her new website yesterday .

b The instructor (explain) how to pass the ball quickly .

c We (go) on a family vacation a year .

d My parents (fly) to London two days .

e I (see) your friend at the training program this morning .

f I (meet) the scuba-diving instructor a couple of days .



## My Life

Complete these sentences so that they are true for you.

An hour ago, I .

I three days ago.

Six months ago, I .



1 Look at the pictures and write the words. They all have the same sound at the end.



f \_\_\_\_\_



p \_\_\_\_\_



s \_\_\_\_\_



e \_\_\_\_\_



v \_\_\_\_\_



s \_\_\_\_\_

2 Complete the sentences with a word ending in -eer, -ier, -ere, or -ear.

- My mom has a good c \_\_\_\_\_ in banking.
- Next y \_\_\_\_\_, my family and I are going on vacation in the U.S.A.
- Our school is n \_\_\_\_\_ the center of town.
- This isn't your business! Don't i \_\_\_\_\_!
- H \_\_\_\_\_ you are! This is your book, isn't it?
- I like this bank. The c \_\_\_\_\_ is really friendly.

Oracy

1 Which Oracy Time! topic did you and your partner talk about most? Mark ✓.

2 Write three probing questions that you asked or heard.

Oracy Time!

In school, we should only study the subjects we like.  
Kids have more fun than adults.



Adjectives with Prepositions

Some adjectives are followed by prepositions. Remember the prepositions that follow these adjectives:

good **at**    interested **in**    bored **with**

1 Read the sentences and write the missing prepositions.

- My dad is good \_\_\_\_\_ learning new languages.
- Some people are interested \_\_\_\_\_ how we show our emotions.
- I get bored \_\_\_\_\_ video games really easily.
- What are you good \_\_\_\_\_?
- The children were interested \_\_\_\_\_ finding out more about music.
- We never get bored \_\_\_\_\_ going to the beach.

2 Write full sentences to answer these questions for yourself. Say why!

What are you good at?



a I'm good \_\_\_\_\_ because \_\_\_\_\_.

What are you interested in?



b I'm interested \_\_\_\_\_ because \_\_\_\_\_.

What are you never bored with?



c I'm never bored \_\_\_\_\_ because \_\_\_\_\_.





**1 READ** Look at the interview on page 37 in the Student's Book. Answer the questions.

- Who is Jackson Miller? \_\_\_\_\_
- When did he first try skateboarding? \_\_\_\_\_
- What is the name of his new trick? \_\_\_\_\_
- When does he practice? \_\_\_\_\_
- What does he say about the Tampa Pro competition? \_\_\_\_\_

**2 PLAN** You are going to write an interview with a famous person who is good at something. Write his or her name on the graphic organizer. Use the notes to write your questions. Then, make notes for the answers.

### INTERVIEW WITH \_\_\_\_\_

- What / good / at? \_\_\_\_\_
- When / start / ...? \_\_\_\_\_
- How long / take / learn? \_\_\_\_\_
- How often / practice? \_\_\_\_\_
- What / dream / future? \_\_\_\_\_

**3 WRITE** Use your notes to write your interview. Think about how you will begin and end it. Add a photo if you have one.

**4 EDIT** Read your work and mark ✓.

Did you:

- |   |  |
|---|--|
| ● introduce who you're interviewing? <input type="checkbox"/> | ● write appropriate answers? <input type="checkbox"/>        |
| ● ask interesting questions? <input type="checkbox"/>         | ● use adjectives with prepositions? <input type="checkbox"/> |

**1 Key Words 4** Match the words with the pictures.

beat echo crowd gather around tap disappointed



**2** Choose the correct words to complete the sentences.

routine fascinating imitate make sure rhythm transport

- I think hip-hop music is \_\_\_\_\_. I'm really interested in it.
- Jack clapped his hands to the \_\_\_\_\_ of the music.
- \_\_\_\_\_ you have everything you need. Have you checked?
- I don't like people who \_\_\_\_\_ others. They should have their own ideas.
- There was a bus to \_\_\_\_\_ us from the airport to the hotel.
- Some people like to have a daily \_\_\_\_\_. They do the same things at the same time every day!



1 Look at the picture. What do you think the story is about? Mark ✓. Then, read and check.

- a a girl playing the piano with her grandmother ☐
- b a girl taking piano lessons ☐
- c a girl teaching a woman to play the piano ☐



## Piano Keys

As soon as Roberta got off the bus, she realized she was going to be late. She ran down the street and knocked on the door of 11 Preston Drive. She was out of breath!

"Hello! I'm Roberta," she said to the woman who opened the door.

"Please come in!" said the woman, smiling. "I'm Mrs. Lang. Did you run all the way?"

"Hmmm, yes," said Roberta. "I got off the bus at the wrong stop!"

"Don't worry," Mrs. Lang said. "Let's get started."

Roberta was very excited. She and her grandmother visited one of her grandmother's friends on Preston Drive every month, and they often heard someone playing the piano at number 11. Roberta was fascinated. She thought it sounded beautiful.

"I'd love to play the piano," Roberta said to her grandmother. "Then, I could play in the next school concert. Could I take piano lessons?"

"Piano lessons are expensive," her grandmother said, "but I have an idea. Help me with my housework for three months, and I might pay for some lessons."

So every day for three months, Roberta cooked, cleaned, and helped her grandmother.

After three months, her grandmother said, "You've worked very hard. I can see you're serious about

learning the piano. Here's the money for your first lesson. Mrs. Lang, the piano teacher who lives at number 11 Preston Drive, will give you your first lesson at 4 o'clock tomorrow."

And now Roberta was sitting at Mrs. Lang's piano.

"How well can you play, Roberta?" Mrs. Lang asked.

"Not at all," Roberta replied. "But my dream is to play in our school concert next summer!"

"That will take a lot of hard work. You'll have to practice every day."

In their first lesson, Mrs. Lang played a tune, and Roberta had to beat the rhythm with her hand. She did it well—she could feel the rhythm.

Then, Mrs. Lang played another tune, and Roberta copied it.

"You've done well," Mrs. Lang said at the end of the lesson. "I'll see you again next week. Remember to practice!"

And that is exactly what Roberta did. She practiced every day. By the end of the year, she could play beautifully!

At the school concert, she was the star of the show.

After the concert, Roberta hugged her grandmother. "Thank you for making my dream come true!"

2 Read the story again. Put the sentences in the correct order.

- a Roberta wanted to take piano lessons. ☐
- b Roberta practiced until the end of the year. ☐
- c Roberta and her grandmother heard someone playing the piano. ☒
- d Roberta thanked her grandmother. ☒
- e Roberta helped her grandmother with her housework for three months. ☐
- f Roberta was the star of the school concert. ☐
- g Roberta did well in her first piano lesson. ☐

### Reading Strategy: Literary Elements

There are four elements in every story: the theme, the plot, the setting, and the characters.

3 Complete the sentences about the theme, the plot, the setting, and the characters in the story.

- a The theme of the story is how important it is to practice if you want to do something well. like play the \_\_\_\_\_.
- b Roberta is the main \_\_\_\_\_ of the story.
- c Other characters help her. They are \_\_\_\_\_ and \_\_\_\_\_.
- d The \_\_\_\_\_ of the story is how Roberta gets to take lessons with Mrs. Lang and becomes the star of the next school concert.
- e The story is set mainly at \_\_\_\_\_.

4 Why do you think Roberta's grandmother made her wait for three months before she gave her money for the piano lessons? Mark ✓.

- a She didn't have the money at first. ☐
- b She wanted Roberta to learn about the value of money. ☐
- c She wanted to make sure Roberta was serious about learning the piano. ☐



## Might and could for Possibility

We can never be certain what will happen in the future, but, when we use *will*, we are more certain than when we use *might* and *could*.

I **might** pay for some piano lessons.

Then, I **could** play in the next school concert.

Mrs. Lang **will** give you your first lesson at 4 o'clock tomorrow.



1 Freddie has just joined a very good soccer team. Look at the sentences below. Label them AC (almost certain to happen) or P (only possible).

- a He'll be a good soccer player. ☐
- b He might play for his country. ☐
- c He could become famous. ☐



2 Write the words in the correct order. Then, label the sentences AC (almost certain to happen) or P (only possible).

- a later / You / could / study ☐
- b finish / homework / dinner / might / my / before / I ☐
- c be / at / My / will / home / 6 p.m. / sister ☐
- d really / be / could / book / This / interesting ☐
- e tomorrow / rain / might / It ☐
- f next / will / brother / go / My / college / to / year ☐

3 What are the children thinking? Write sentences.

athlete astronaut teacher pilot

a

Ariel



I

b

Zahara



I

c

Omar



I

d

Juan



I

4

What will you do? What might or could you do? Write two sentences for each situation.

- a ... when you have finished your homework?

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- b ... next weekend?

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My Life

Write a verse for the poem "I Could Be Anything" that is true for you.

I could be a \_\_\_\_\_  
 And \_\_\_\_\_  
 Or I might be \_\_\_\_\_  
 And \_\_\_\_\_  
 But I am sure of one thing—  
 I will \_\_\_\_\_







1 Think back to the *Piano Keys* story on page 32 and answer the questions.

- What skill does Roberta want to keep improving?
- How does she do this?
- Can you give her advice?

2 Which of these skills would you like to improve? Mark ✓. Can you think of two more?

spelling <input type="checkbox"/>	handwriting <input type="checkbox"/>	English <input type="checkbox"/>	math <input type="checkbox"/>
SPELLING	Handwriting	English	$2 + 2 =$
swimming <input type="checkbox"/>	skateboarding <input type="checkbox"/>	singing <input type="checkbox"/>	drawing <input type="checkbox"/>
?	?	?	?

3 Write two skills you want to improve in the table. Then, write two ways you can improve each of those skills.

Skills	I can do this by ...
1 I want to improve my _____	
2 I want to improve my _____	

Check Your Oracy: Ask Probing Questions

1 I asked probing questions.	Many / Some / None
2 I used the phrases on the cue cards.	All of them / Most of them / Some of them
3 My questions that got the longest answers were:	

### The Big Challenge

- What skill are you going to learn?
- How well did you do? Color the stars to give yourself a score.\*

I brainstormed new skills to learn.	☆☆☆☆☆☆
I chose a new skill and made a practice schedule.	☆☆☆☆☆☆
I presented my plan to the class.	☆☆☆☆☆☆
I reflected on the feedback.	☆☆☆☆☆☆

\*(5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

- What could you do better next time?

How can we learn a new skill?

The Big Question and

Me

Because of the things I have learned in this unit,

I will



1 Choose the correct words and write the jobs. There are two words you don't need.

sculptor astronaut instructor engineer athlete composer



2 Choose the correct words to complete the table.

ambitions creative dedicated disappointed emotions

People have ...	People are ...

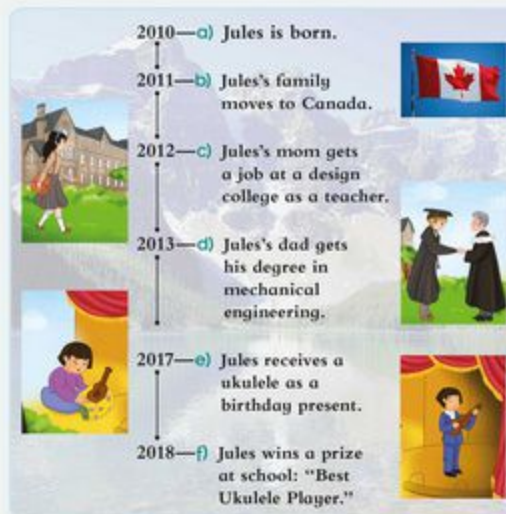
3 Choose the correct words to complete the text.

college curious fascinating patients poison routine specialize

Hi! I'm Lianne, and I'm studying to be a veterinary nurse. I go to classes at my <sup>1</sup> \_\_\_\_\_ three days a week, and I study online at home. I also work part-time at a vet clinic. I have a busy life, so a <sup>2</sup> \_\_\_\_\_ is very important. When I get to work, the first thing I do is check on the <sup>3</sup> \_\_\_\_\_. Many pet owners are very <sup>4</sup> \_\_\_\_\_ about animals, and they ask lots of questions. I want to <sup>5</sup> \_\_\_\_\_ in reptiles, like snakes and crocodiles. I think they are <sup>6</sup> \_\_\_\_\_. I have to be careful because of the <sup>7</sup> \_\_\_\_\_. But if you're careful, it's OK.



4 Look at the information about Jules and his family on the time line. Write sentences using the past simple and ago.



a Jules was born ... years ago.

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

5 Jules is talking to his friend about the things he *might*, *could*, or *will* do in the future. Write his words in the correct order. Then, label the sentences AC (almost certain to happen) or P (only possible).

a Mexico / might / next / We / go / summer / to

b could / we / go / But / the U.S.A. / to

c Saturday / and / help / stay / home / mom / I'll / my / on

6 Add the missing prepositions.

a My friends and I are interested \_\_\_\_\_ horseback riding.

b We never get bored \_\_\_\_\_ practicing.

c I think we're good \_\_\_\_\_ it because we win competitions!



# SPEAKING MISSION

1 Choose the correct words to complete the sentences.

advice curious drama enjoy options recommended suggestion technology

- When you want to know or learn about something, you're \_\_\_\_\_ about it.
- My friend Zoe asked for my \_\_\_\_\_. I said she should talk to her mom about the problem.
- There are two \_\_\_\_\_. You can go to the movies or to the baseball game.
- Jessica was in a play at her high school last week. It was a fantastic \_\_\_\_\_.
- When you like doing something, you \_\_\_\_\_ it.
- The word "\_\_\_\_\_ " refers to knowledge, equipment, and methods that are used in science and industry.
- I have a \_\_\_\_\_. Let's all go to the beach today.
- Jack \_\_\_\_\_ the movie. "It's excellent. You should see it," he said.



What grade are you in?



I'm in the fifth grade.

2 Match the camp adviser's questions with the girl's answers.

- |  |  |
|--|--|
| 1 What grade are you in?                                 | a I love it!                             |
| 2 What are you interested in?                            | b I would love to learn that sport!      |
| 3 So, do you like swimming?                              | c I'm in the fifth grade.                |
| 4 Are you good at biology?                               | d I'm interested in all water sports.    |
| 5 Would you like to learn to scuba dive?                 | e Yes, thank you! I'm excited!           |
| 6 I recommend the adventure camp. Do you like that idea? | f Yes, I'm good at all science subjects. |

## Wrap-up

What can you remember about Unit 2? Do the quiz.

1 Which of these questions about jobs was on page 28 in the Student's Book?

- Which is your favorite job?
- What makes each of these jobs difficult?
- Which job do you want to do when you leave school?

2 Which of these jobs did you not read about in Unit 2 in the Student's Book? Mark ✓.

- |                            |                          |             |                          |
|----------------------------|--------------------------|-------------|--------------------------|
| astronaut                  | <input type="checkbox"/> | artist      | <input type="checkbox"/> |
| composer                   | <input type="checkbox"/> | firefighter | <input type="checkbox"/> |
| professional soccer player | <input type="checkbox"/> |             |                          |
| travel writer              | <input type="checkbox"/> |             |                          |
| zoo veterinarian           | <input type="checkbox"/> |             |                          |

3 Sophia, the reporter, interviewed Jackson Miller. What was the interview about?

- scuba diving
- skateboarding
- art



4 Gamelan music is from \_\_\_\_\_.

5 What is Ava very good at?

- science
- math
- spelling

6 This woman is an \_\_\_\_\_.



7 Write the words in the correct order.

a shark / saw / two years / I / an aquarium / visited / ago / when

8 How many literary elements are there in every story?

9 What oracy skill did you learn to use in Unit 2?

10 Complete the sentence with the correct preposition.

My friend Marnie loves books. She never gets bored \_\_\_\_\_ reading!

Check your answers in the Student's Book. How did you do?  
8-10 ☐ Wow! 6-7 ☐ Good job! 0-5 ☐ Try harder!

How can we make our dreams come true? Write three things.

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# 3

## How can we deal with natural disasters?

1 Watch the video. Complete the graphic organizer.

droughts earthquakes floods hurricanes give national and international aid  
build better and stronger buildings predict when a disaster is going to happen  
find other ways to help tornadoes volcanic eruptions



2 Key Words 1 Complete the words. Then, match them with the pictures.

- 1 v \_ l \_ c \_ n \_ c \_ r \_ u \_ p \_ t \_ \_ n
- 2 \_ \_ r \_ t \_ h \_ q \_ \_ k \_
- 3 h \_ r \_ r \_ c \_ n \_
- 4 d r \_ \_ \_ g \_ h \_ t
- 5 t s \_ \_ n \_ m \_
- 6 t \_ \_ r \_ n \_ d \_

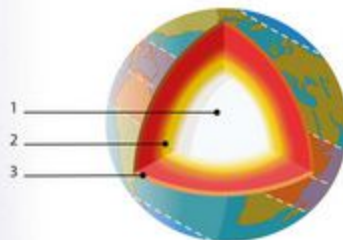


## Unit 3A

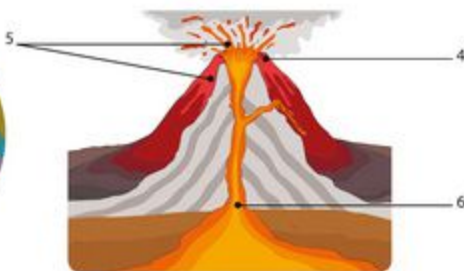
## Ready to Read: Nonfiction

1 Key Words 2 Label the diagrams.

crater lava magma crust mantle core



Inside the Earth



Inside a Volcano

2 Choose the correct words to complete the sentences.

continental plates friction prevent survivors

As you know, there was an earthquake last year. There were many <sup>1</sup> but it was a disaster. Let's think about how earthquakes happen. There are two <sup>2</sup>

When they move against each other, there is <sup>3</sup> . When that is released, an earthquake happens. A disaster!

How can we <sup>4</sup> these disasters?

We must build stronger, safer buildings.



## Reading Strategy: Using Graphic Sources

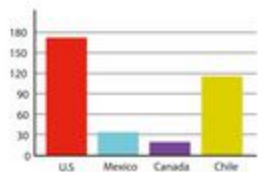
Remember to look at maps, charts, diagrams and their labels and captions when you read. They can help you understand and remember texts better.

## 1 Match the questions with the graphic sources you need to answer them.

- |   |             |
|---|-------------|
| 1 Where are there the fewest historically active volcanoes? | a map       |
| 2 What are the different types of volcanoes in the U.S.A.?  | b bar graph |
| 3 Where is the Ring of Fire?                                | c pie chart |



a Pacific Ring of Fire



b Active Volcanoes in the U.S.A., Mexico, Canada, and Chile



c U.S. Volcanoes by Type

## 2 Read the article. Where are Mount Vesuvius, Mount St. Helens, and Mauna Loa?

Vesuvius: \_\_\_\_\_ St. Helens: \_\_\_\_\_ Mauna Loa: \_\_\_\_\_

Volcanoes are very exciting but also very frightening.

What do you know about them?

## How Many Active Volcanoes Are There in the World?

There are about 500 active volcanoes in the world, and every year there are approximately 50 volcanic eruptions.

## Where Are Most of the World's Volcanoes?

About 75% of the Earth's volcanoes are found around the Pacific Ocean. This

circle of volcanoes is called the "Pacific Ring of Fire."

## How Are Volcanoes Formed?

The Earth's crust has seven major continental plates and many more minor ones. These plates float on top of the magma, which flows under the crust. However, when there is a crack in the crust, the magma comes

up through it in a volcanic eruption.

## Shield Volcano or Stratovolcano?

There are different types of volcanoes. Two common ones are shield volcanoes and stratovolcanoes. Shield volcanoes are wide, and the lava comes out of them slowly when they erupt. Stratovolcanoes are shaped like cones

and have more violent eruptions. They can send ash high up into the atmosphere.

## Three Famous Volcanoes

Mount Vesuvius, in Italy, erupted in 79 CE. It covered the cities of Pompeii and Herculaneum with hot ash. There were no survivors. Vesuvius is a stratovolcano and is active today. It last erupted in 1944. It will erupt again. Smoke comes out of the crater every day. In 1980, Mount St. Helens, in the state of Washington in the northwest of the U.S.A.,

## 3 Read the article again. Match the numbers with their meanings.

- |        |   |
|--------|---|
| 1 75   | a the number of major continental plates on Earth                       |
| 2 1980 | b the approximate number of volcanic eruptions on Earth each year       |
| 3 50   | c the percentage of the Earth's volcanoes in the "Pacific Ring of Fire" |
| 4 500  | d the number of active volcanoes on the planet                          |
| 5 7    | e the last time Mount St. Helens erupted                                |

## 4 Circle the correct words.

- a There are **many** / **a few** volcanoes in the "Pacific Ring of Fire."
- b The text mentions **two** / **five** main types of volcanoes.
- c Mount Vesuvius **will** / **will not** erupt again.
- d The ash from the Mount St. Helens eruption in 1980 went nearly **30** / **50** km into the air.
- e Mauna Loa means **Long** / **Big** Mountain.
- f Mount St. Helens / Vesuvius erupted more recently than Mount St. Helens / Vesuvius.

## 5 Choose the best title for the article. Mark ✓.

- Different Types of Volcanoes ☐ Let's Find Out About ... Volcanoes ☐
- Is There a Volcano Near You? ☐ Volcanoes and Earthquakes ☐

erupted violently. It is also a stratovolcano. The eruption sent lava down the mountain at over 460 kph. At the same time, ash went 26 km into the air. People felt the eruption in the state of

Idaho and over 1,000 km away in the state of Montana. The world's largest volcano is made up of a chain of volcanic islands. Mauna Loa, a shield volcano, is on the Big Island

of Hawaii. It is one of the most active volcanoes on Earth. There have been 33 eruptions since 1843. It is 96 km long and 48 km wide. Its name means 'Long Mountain' in Hawaiian.



Mauna Loa, a Shield Volcano



Mount Vesuvius, a Stratovolcano



## The Present Simple Passive Voice

We use the passive voice when we don't know, or it isn't important, who did an action. We use *is/are* and the past participle. Always check the verb. Should it be *is* (singular) or *are* (plural)?

Passive	Active
Volcanoes <b>are studied</b> in elementary school.	The students <b>study</b> volcanoes in elementary school.
At Woodside Elementary School, the Mount St. Helens volcano <b>is studied</b> in 5th grade.	The students at Woodside Elementary School <b>study</b> the Mount St. Helens volcano in 5th grade.

## 1 Circle the correct verb.

- a French, Italian, and German **is / are** spoken in Switzerland.
- b Children **is / are** educated in schools.
- c Soccer **is / are** played in many countries.
- d Pasta **is / are** made with flour.

## 2 Write the past participle of these verbs. Then, complete the school rules.

clean \_\_\_\_\_ give \_\_\_\_\_  
speak \_\_\_\_\_ wear \_\_\_\_\_

## 3 Write sentences in the present simple passive.

- a The worksheets / print / in the office  
The worksheets are printed in the office.
- b The car / wash / every weekend  
\_\_\_\_\_
- c The horse / ride / every day  
\_\_\_\_\_
- d The store / open / at 8:30 a.m. every day  
\_\_\_\_\_
- e The house / clean / every week  
\_\_\_\_\_



## RULES

Uniforms are \_\_\_\_\_ in class.  
English is \_\_\_\_\_ in class.  
Classrooms are \_\_\_\_\_ after school.  
Homework is \_\_\_\_\_ on the weekends.



## 4 Write these present simple sentences in the passive.

- a The school children practice fire drills every semester.  
Fire drills are practiced every semester.
- b The teachers take the children outside the building.  
\_\_\_\_\_
- c The teachers take attendance.  
\_\_\_\_\_
- d Teachers check the building.  
\_\_\_\_\_



## 5 Complete the text with the correct present simple form of the verbs in parentheses.

This week, Appxpert Annie writes about some great apps that \_\_\_\_\_ (design) for emergencies.

No one wants to be in a disaster, but there are some great apps if you are ever in one.

EmergApp is an app where information about disasters in your area \_\_\_\_\_ (share).  
Posts \_\_\_\_\_ (make) by people when they see or experience something bad or dangerous.

FamApp \_\_\_\_\_ (use) to arrange a meeting place with your family.

CalmApp is a first aid app where important information about emergencies \_\_\_\_\_ (give).



Which do you think is the best app?



## My Life

Design an emergency app for a flood, an earthquake, a tsunami, or a fire. Describe your app. Then, design an icon for it.

My app is called \_\_\_\_\_.

It is used to \_\_\_\_\_.

It has a special feature that is used for \_\_\_\_\_.





1 Look at the pictures and write the words. They all have the same or sound.

roar shore pour floor



2 Look at the pictures. For each picture, circle the letters that make the or sound.



our oar ore oor



our oar ore oor



our oar ore oor



our oar ore oor

### Oracy

1 Which one object did you talk about in Oracy Time? Why?  
I talked about my \_\_\_\_\_. I want to take it because \_\_\_\_\_.

2 Which one object did your partner talk about? Why?  
My partner talked about his/her \_\_\_\_\_. He/She wants to take it because \_\_\_\_\_.

3 Were you an active listener? What did you say? What did you do?  
\_\_\_\_\_.



### Improve Your Writing

#### Quotation Marks

Quotation marks are used to show that the words are spoken. You put marks like these " at the beginning and like these " at the end of someone's actual words. Put a capital letter at the beginning of the first word inside quotation marks. Remember the punctuation (exclamation marks, periods, etc.) goes **inside** the quotation marks.  
Carol said, "That's a really great idea!"

1 Read the short story. Color the words that are spoken.

"Come on!" shouted Jake. "It's a really sunny day. Let's play soccer."

"Great idea," said Beatriz. "Mom? Where are my shoes?"

"Where you left them!" laughed Mom.

Then, Beatriz remembered her shoes were in her room. She ran upstairs and quickly put them on.

"Coming, Jake!" she shouted.



2 Write these sentences with quotation marks and capital letters. Add punctuation where necessary.

a Jake shouted that was a goal!

b Beatriz replied no, it wasn't.

c Markus said this is the best movie I've ever seen.

d I can't find my books anywhere cried Maria.

e I'm so tired said Mom.



**1 READ** Look at the news story on page 59 in the Student's Book. Circle the correct answer.

- a There was a flood in June / September last year.
- b The school lost chairs and tables / the roof.
- c The floodwater took two weeks / many months to go away.
- d It has taken a long / short time to clean up after the flood.
- e The school has a new library / classroom.
- f Only local people / People from many places gave money to help the school.

**2 PLAN** You are going to write a news story. Make notes in the graphic organizer.

HEADLINE (Make it interesting!)

WHERE?

WHAT?

WHO?

WHEN?

WHO SAW IT HAPPEN, AND WHAT DID THEY SAY?

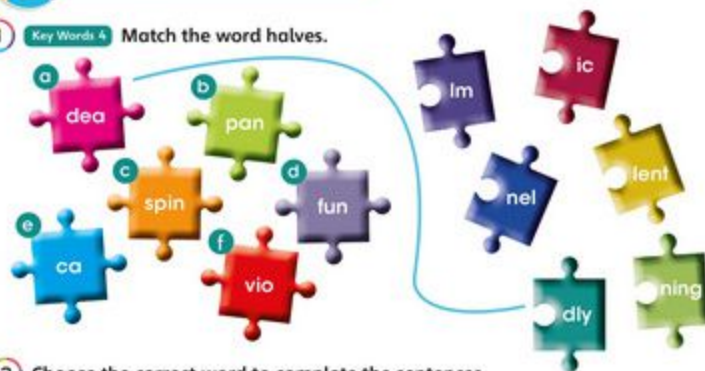
**3 WRITE** Use your notes to write your article.

**4 EDIT** Read your work and mark ✓.

Did you:

- write an interesting headline? ☐
- write a summary sentence to open? ☐
- answer all the questions? ☐
- use quotation marks? ☐

**1 Key Words A** Match the word halves.



**2** Choose the correct word to complete the sentences.

debris hail howling shattered shelter stripped

- a During the storm, everyone went into the \_\_\_\_\_.
- b Balls of ice that fall from the sky are called \_\_\_\_\_.
- c The wind was \_\_\_\_\_ around the house during the storm.
- d During a big weather event, windows are sometimes \_\_\_\_\_.
- e There was a lot of \_\_\_\_\_ in the streets after the tornado.
- f Trees lose their leaves in the fall—they are \_\_\_\_\_ by winds and storms.

**3** Circle the correct words.

- a A tornado is a spinning / shattered column of air.
- b It is funnel- / debris-shaped.
- c In an emergency, try to panic / stay calm.
- d After a natural disaster, there is often a lot of shelter / debris to clean up.
- e The people in the shelter heard the wind howling / hailing.
- f During a tornado, trees are stripped / spinning of their leaves.





1 Read the story. The children watched two TV programs. What were the programs about?

## Remi the Bear Goes on a Long Trip

Maggie ran into the family room. "Good morning, Jackson!" she shouted to her older brother. "What are we going to do today? Let's go outside and play."

"No, it's too cold to play outside," Jackson replied. "Let's watch TV."

"Oh, OK," said Maggie. She sat down on the sofa next to her brother. She was holding her favorite toy, a very old teddy bear called Remi. The children watched a TV program about animals. They both loved animals. Then, the program changed, and there was a news report.

"OK," said Jackson, getting up from the sofa. "This is really boring."

But Maggie was interested. "Wait," she said. "Look at those children. What happened?" Jackson sat down again. They watched the news together. It was about a natural disaster.

"A deadly tornado hit this beautiful Pacific island yesterday and destroyed everything in its path. Many people didn't reach the shelters in time. There is debris everywhere," said the reporter.

Jackson said, "Those children look scared."

"Yes," Maggie said. "We have to do something. But what can we do?"

The reporter continued, "Clothes, toys, and books are needed here. Please help. The supermarket Food4U will deliver everything to the island. Go online to find your nearest Food4U. Anything you can give will be welcome."

The children ran up to their bedrooms. They collected lots of clothes, toys, and books for the children on the island. Mom heard them.

"What's happening up there?" she asked.

Jackson explained, and Maggie said, "We have too many clothes and toys. We want to give some



to those children, Mom. Can you take us to the Food4U in town, please?"

The supermarket was very busy. A tall, friendly man came up to them.

"Did you bring things for the survivors of the disaster?" he asked.

"Yes, we did," said Jackson.

"That's great," the man said. "Thank you very much. Please put them over there."

"Do you have enough things for the children now?" Maggie asked.

"Well, there are enough things for older children, but we don't have enough toys for younger children," the man replied.

Maggie looked at Remi. "Goodbye, Remi," she said.

She gave the man her teddy bear and said, "This is Remi. He wants to help the children."

Jackson looked at his sister. "You're very generous, Maggie," he said quietly.

She smiled and said, "I really want to help those children."

2 Read the story again. Put the events in order.

- The children went up to their bedrooms.
- Maggie gave the man at the supermarket her favorite toy, Remi the Bear.
- The reporter on the news talked about a natural disaster.
- The children watched a program about animals.
- It was a very cold day.
- The children's mom drove them to the supermarket.

### Reading Strategy: Visualizing

When you visualize, you see a picture in your head. This helps you to understand, remember, and enjoy the story.

3 Visualize the Food4U supermarket and answer the questions. Then, add more information to the story.

1 What do you think Maggie and Jackson can:

- hear? \_\_\_\_\_
- smell? \_\_\_\_\_
- see? \_\_\_\_\_

2 How do you think they feel?

---



---



---



---

### MAGGIE AND JACKSON AT THE SUPERMARKET

There are lots of people at the Food4U supermarket. They are giving clothes, books, toys, and food.

---



---



---



---

4 Why do you think Maggie gave her teddy bear to the man at the supermarket?

---



---



## Too and enough

We use **too** and **enough** to suggest comparative amounts.

It's **too** cold to play outside.

It was warm **enough** in the classroom.

Before nouns, we use **enough**, **too much**, or **too many**.

We have **too many** clothes and toys.

There are **enough** things for older kids, but there aren't **enough** toys for younger kids.

1 Look at the pictures. Circle the correct words.

a Is that OK? No, that's enough / too much ketchup.

b There are too many / too much cars on the roads!

c Would you like a pencil? No, thanks. I have enough / too much pencils.

d Try this shoe! That one is too / enough small.

2 Write the words in the correct order.

- a too / It's / hot / outside \_\_\_\_\_
- b money / have / We / enough / don't \_\_\_\_\_
- c I / food / enough / have \_\_\_\_\_
- d too / There / many / are / people \_\_\_\_\_
- e cake / I / sugar / much / in / this / too / put \_\_\_\_\_
- f chairs / The / enough / room / has \_\_\_\_\_

3 Match the pairs of sentences.

- 1 It's too dark in here. a It costs too much money.
- 2 It's too cold outside. b There isn't enough light to see.
- 3 This watch is very expensive. c She isn't old enough to go on the rollercoaster.
- 4 She is very young. d There are too many things broken on it.
- 5 My bicycle can't be fixed. e Our clothes aren't warm enough.

4 Choose the correct words to complete the sentences. Some are used more than once.

too enough too much too many

- a He has \_\_\_\_\_ toys.
- b He got \_\_\_\_\_ presents. When will he play with them all?
- c There's \_\_\_\_\_ food. He can't eat it all!
- d There are \_\_\_\_\_ drinks. He can't drink them all!
- e The bag is \_\_\_\_\_ heavy. I can't lift it.
- f Can we do this later? I don't have \_\_\_\_\_ time to finish it now.



5 Answer the questions. Use the words in parentheses.

- a Why can't the horse jump over the gate? (too)  
The gate \_\_\_\_\_.
- b Why can't the boy lift 200 kg? (enough)  
He \_\_\_\_\_.
- c Why can't the cat catch the mouse? (enough)  
It \_\_\_\_\_.
- d Why can't the boy wake up? (too)  
He \_\_\_\_\_.



## My Life

Complete the sentences so that they are true for you.

- I have too many \_\_\_\_\_.
- I have too much \_\_\_\_\_.
- I have enough \_\_\_\_\_.
- I don't have enough \_\_\_\_\_.



1 How do you help at home? Mark ✓.

Do you:

wash the dishes? <input type="checkbox"/>	cook? <input type="checkbox"/>	sweep the floor? <input type="checkbox"/>	water plants in the yard? <input type="checkbox"/>

2 How are the people helping? Write five sentences.

collect / shopping carts   sell / hot dogs to help earthquake survivors  
call / ambulance   pick up / baby's toy   buy / hot dog to help earthquake survivors



- a A man is calling for an ambulance.  
b Another man \_\_\_\_\_  
c A girl \_\_\_\_\_  
d Two girls \_\_\_\_\_  
e Jen \_\_\_\_\_

3 When was the last time you helped someone? What did you do? Write a sentence.

Check Your Oracy: Active Listening

1 I looked at my partner while we were talking.	All the time / Most of the time / Sometimes
2 I showed interest by asking questions.	Yes, a lot. / Yes, sometimes.
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

a What device did you invent?

b How well did you do? Color the stars to give yourself a score.\*

I researched different devices.	☆☆☆☆
I brainstormed new ideas	☆☆☆☆
I designed my device.	☆☆☆☆
I presented my disaster aid device to the class.	☆☆☆☆

\*(5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

c Which other device did you like best?

d What could you do better next time?

How can we invent a device to help people after a natural disaster?

The Big Question and

Me

Because of the things I have learned in this unit,

I will \_\_\_\_\_



## 1 Match the words with the pictures.

- 1 drought
- 2 earthquake
- 3 hurricane
- 4 tornado
- 5 tsunami
- 6 volcanic eruption



## 2 Unscramble these words. Then, label the diagrams.

a aamgm

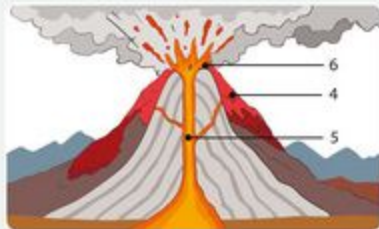
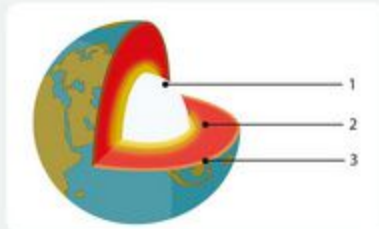
c alva

e sutcr

b acrtre

d erco

f atemln



## 3 Choose the correct words to complete the sentences.

architect demolish drill resistant

- a An \_\_\_\_\_ is a person who designs buildings.
- b In some places, buildings have to be earthquake-\_\_\_\_\_.
- c You have to \_\_\_\_\_ damaged buildings when you can't rebuild them.
- d Many schools have a fire \_\_\_\_\_ several times a semester.

## 4 Complete the paragraphs with the present simple passive of the verbs in parentheses.

In some parts of the world, when a tornado or a hurricane is coming, a bell <sup>1</sup> \_\_\_\_\_ (ring). In schools, children <sup>2</sup> \_\_\_\_\_ (teach) emergency drills. Storm shelters <sup>3</sup> \_\_\_\_\_ (build) in the backyards of houses to protect people.



When there is a natural disaster, many emergency services <sup>4</sup> \_\_\_\_\_ (involve). Here, a doctor <sup>5</sup> \_\_\_\_\_ (need) to treat people who are injured. Survivors <sup>6</sup> \_\_\_\_\_ (find) by the fire department.

5 Complete the sentences with *too* or *enough*.

- a I don't understand. You're speaking \_\_\_\_\_ quickly.
- b We don't need to buy any more food. There's \_\_\_\_\_ food here.
- c Let's stay inside. It's \_\_\_\_\_ hot outside.
- d I don't have \_\_\_\_\_ time now. Can we talk about this later?
- e There are \_\_\_\_\_ many people here. Let's go home.
- f I can buy this. I have \_\_\_\_\_ money.

## 6 Put quotation marks in the correct places in these sentences.

We're ready to talk about our emergency device, said the children.  
What do you think? asked Janice.  
What a great presentation! said the teacher. Well done!



- 1 What were the five most important items your group chose for your emergency kit? Which was the most important of all? Say why.

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

I think \_\_\_\_\_ is the most important of all because \_\_\_\_\_.



- 2 What is the second speaker (B) doing in these dialogues? Mark ✓.

A I think we should take a flashlight.

B Why do you think that?

- 1 a She's asking a probing question. ☐  
 b She's giving her opinion. ☐

A I think we should take a flashlight.

B That's a good idea.

- 2 a She's asking a probing question. ☐  
 b She's listening actively. ☐

- 3 Write the words in the correct order.

a because ... / this / think / I

b repeat / Can / that / you

c about ... / think / you / do / What

d questions / any / have / you / Do

- 4 Write your favorite ...

ground rule. \_\_\_\_\_

probing question. \_\_\_\_\_

phrase to show you are actively listening. \_\_\_\_\_

## What can you remember about Unit 3? Do the quiz.

- 1 What three graphic sources did you use when you read the text about volcanoes?

- 2 What is this?



- 3 What is the missing word?

This picture shows the core, the mantle, and the \_\_\_\_\_.



- 4 What are the missing words?

When there is an earthquake, the \_\_\_\_\_ move.

- 5 What natural disaster was Fluffy the hamster involved in?



- 6 Write the missing word.

The information \_\_\_\_\_ used to help us understand natural disasters.

- 7 Rewrite this sentence using the present simple passive.

People design many earthquake-resistant buildings these days.

- 8 Circle the correct word.

I can't buy that phone. It's too / enough expensive.

- 9 What oracy skill did you learn in Unit 3?

- 10 Put the quotation marks in the correct place.

Hey! I'm here! Help me! shouted Olivia. I can't see the door. It's very dark.

Check your answers in the Student's Book. How did you do?  
 8-10 ☐ Wow! 6-7 ☐ Good job! 0-5 ☐ Try harder!



How can we deal with natural disasters? Write three things.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## 4

## What makes going to a show so exciting?

- 1 Watch the video. Complete the graphic organizer with the characteristics of four of the shows.

wear 3D glasses and seat belts live actors and actresses physical sensations  
listen to your favorite artists gigantic video screens acrobats  
lots of makeup on a stage in a theater



Play

Outdoor Concert



Enhanced Movie

Circus



Shows and Their Characteristics

- 2 Key Words 1 Choose the correct words to complete the sentences.

props actors costume show fireworks makeup live performances special effects



a This woman is putting on a lot of \_\_\_\_\_.



b These \_\_\_\_\_ are amazing!



c She's wearing a great \_\_\_\_\_ and her \_\_\_\_\_ are good, too.



d Look at the \_\_\_\_\_! I love \_\_\_\_\_!



e Wow! Look at the \_\_\_\_\_! The \_\_\_\_\_ is starting!

## Unit 4A

## Ready to Read: Nonfiction



- 1 Key Words 2 Write the words in the correct places.

puppet theater audience musical opera puppeteers stage



- 2 Circle the correct words to complete the paragraph.

I saw a new play at the theater last week. It was really good, but it was very sad. It was a 'tragedy / comedy. At times, no one spoke. That's 'mime / stage. When the people were speaking, the 'stage / dialogue was interesting! Next week we're going to see a different show. It's a 'comedy / musical, so there will be lots of singing! My friend has seen it. It starts with an empty 'stage / opera, and then lots of people come on and do 'acrobatics / audience. My friend said the 'stage / audience clapped for a long time when she saw it!



1 What types of dancing can you see in the photos? Read the article and write the names.



a



b



c



d

## Dancing Around The World: A Must-see Movie

Did you know that there are cave paintings in India that are over 9,000 years old, and they show people dancing? Over the centuries, there have been many different types of dance. *Dancing Around the World* will show you four exciting kinds that may be new to you: Capoeira, tap, Bollywood, and Cossack dancing.

**Capoeira** is from Brazil. It began in the 16th century, and it mixes acrobatics, dance, martial arts, and

music. The dancers have to be in very good shape. They are more like athletes than dancers. They "fight" each other. The audience stands in a circle around the dancers, and people clap out the rhythm of the dance.

Have you seen the film *Happy Feet* with its **tap dancing** penguins? Tap dancing became popular in the 19th century, but it probably began long before that. In the middle of the 20th century there was a lot of tap dancing in movies,

but it isn't so popular now. Like Capoeira dancers, tap dancers often used to dance in pairs to "fight" each other. Tap dancers wear special shoes with metal "taps" on them to make a noise on the floor. Tap dancers can move their feet really fast!

**Bollywood dancing** comes from India. You can see it in many Bollywood movies. It mixes traditional and modern Indian dances and sometimes dances from other countries, too, like R&B, jazz, and funk.

2 Read the text again and write the answers.

- Which dancers wear special shoes?
- What do these shoes do?
- Which dance gets quicker and quicker?
- Which dance is from India?
- Who first did Cossack dancing?
- In which two dances do the dancers "fight" each other?

### Reading Strategy: Summarizing (Nonfiction)

A summary is a short description. When you summarize a nonfiction text, you should: underline the main ideas and important words in the text, retell the main ideas in your own words, and only include important details.

3 You read about *Dancing Around the World* on your phone. Your teacher asked you to write a summary of the part about Bollywood dancing. Circle the correct words.

Bollywood dancing is from India / Ukraine. You can see it in many operas / movies. It mixes traditional and modern Indian dancing with dances from other countries, such as jazz / ballet. The dancers wear gray / beautiful costumes. It's boring / fun to watch.

4 Complete the sentence so that it is true for you.

I would like to see \_\_\_\_\_ dancing because \_\_\_\_\_

Bollywood dancing is a lot of fun to watch, and the costumes are always beautiful and colorful.

**Cossack dancing** began in Ukraine in the 16th century. When soldiers won a battle,

they celebrated by dancing and jumping high in the air. Some of them played musical instruments, and others danced. The music has a very strong beat, which gets faster and faster. It's very exciting

to watch. Like Capoeira performers and tap dancers, the people who do Cossack dancing have to be in very good shape. Perhaps you've seen Cossack dancing in one of the *Indiana Jones* movies.



## Present Simple for Future Events

We use the present simple to talk about future events that have a timetable. We are very certain that they will happen.

*Dancing Around The World* starts at 12:30 on Wednesday.

## 1 Write the words in the correct order.

a Chicago / The / at / train / 5:28 p.m. / leaves / to

b comes / bus / next / The / minutes / ten / in

c day / tomorrow / What / is / it?

d in / starts / party / Harry's / minutes / five

e new class / the / end of January / at / starts / The

## 2 Complete the sentences about the future. Write the correct form of the verbs in parentheses.

a The music festival \_\_\_\_\_ (end) next Sunday.

b The play \_\_\_\_\_ (start) in two minutes.

c My sister's birthday \_\_\_\_\_ (be) on Friday.

d The train \_\_\_\_\_ (arrive) in London at 10:35 tomorrow morning.

e What day \_\_\_\_\_ (open / the new show) next week?

f What time \_\_\_\_\_ (open / the library) tomorrow?

## 3 Which sentences are about the future? Mark ✓.

a I'm reading an interesting book at the moment. ☐

b The bus leaves at 10 a.m. tomorrow. ☐

c My math class finishes at 3:30 this afternoon. ☐

d I studied all day. ☐

e Our field trip was to the city museum. ☐

f The exam starts at 9 a.m. on Friday. ☐



## 4 Read the dialogue and complete the poster.

Mom What day is your play on?

Ed On Saturday.

Mom What time does it start?

Ed At 6 p.m.

Mom And what time does it end?

Ed At about 7:30 p.m.

Mom I'm really looking forward to it!



Grade 5 presents

Lakeview School

This Is Our Time

On <sup>1</sup> \_\_\_\_\_, March 3

At <sup>2</sup> \_\_\_\_\_ in the school theater

Running Time: <sup>3</sup> \_\_\_\_\_ minutes



## 5 Read the email. Write questions and answers in the dialogue.

Dear Parents,

Here is the information about the field trip to see the musical *Aladdin* next Tuesday.

- The bus leaves school at 10 a.m.
- We arrive at the park for lunch at 12 o'clock.
- The show starts at 2 p.m.
- The bus leaves the theater at 4:30 p.m.
- We arrive back at school at 6:30 p.m.

If you have any questions, please email me.

Sincerely,  
Sheila Jones  
Principal

a What time / bus / school?

At \_\_\_\_\_

b When / they / have lunch?

At \_\_\_\_\_

c What time / musical / start?

At \_\_\_\_\_

d When / bus / leave the theater?

At \_\_\_\_\_

e What time / they / arrive back at school?

At \_\_\_\_\_



## My Life

Find out about a show or movie in your town.  
What time does it start?

When does it finish?

What day is it on?



1 Look at the pictures and write the words. They all have the same sound.

shadow piano shoulder road



2 Look at the pictures. Circle the correct spelling pattern for the word.

- |   |  |    |    |    |   |    |   |  |    |    |    |   |    |
|---|--|----|----|----|---|----|---|--|----|----|----|---|----|
| a |  | ow | oe | ou | o | oa | c |  | ow | oe | ou | o | oa |
| b |  | ow | oe | ou | o | oa | d |  | ow | oe | ou | o | oa |

### Oracy

1 Which Oracy Time! topic did your group discuss? Mark ✓ and write the name.

- |                                 |  |
|---------------------------------|--|
| movie <input type="checkbox"/>  | musical group <input type="checkbox"/> |
| singer <input type="checkbox"/> | athlete <input type="checkbox"/>       |
| actor <input type="checkbox"/>  | actress <input type="checkbox"/>       |



2 What reasons did you give when you expressed your point of view?

3 What did you say when you agreed or disagreed with the people in your group? Mark ✓ the phrases you used and write complete sentences.

- ☐ In my opinion, \_\_\_\_\_
- ☐ I agree because \_\_\_\_\_
- ☐ I disagree because \_\_\_\_\_

### Conjunctions

We use connecting words (or conjunctions) to make two sentences into one sentence.

I like musicals. I love operas. = I like musicals, **and** I love operas.

I like musicals. I don't like plays. = I like musicals, **but** I don't like plays.

I like musicals. I'm going to see a musical. = I like musicals, **so** I'm going to see a musical.

1 Match the conjunctions with their meanings.

- |       |                                      |
|-------|--------------------------------------|
| 1 so  | a adds information                   |
| 2 and | b contrasts information              |
| 3 but | c shows the consequence of something |

2 Read the dialogue and circle the correct conjunction.

- David What are you doing this weekend?
- Juliana I don't have any fun plans. I have a lot of homework. <sup>1</sup> **and / so** I have a test next week. <sup>2</sup> **but / so** I have to study.
- David Look at this! It's a new play. I'm going on Saturday night. <sup>3</sup> **and / but** my parents have invited you to come along with us.
- Juliana That's great! I'd love to! I can come if I work hard during the day on Saturday.
- David OK. It will be my parents, you, and me. <sup>4</sup> **so / and** my cousin, Billie, is coming, too.
- Juliana Sounds good. Thanks, David. Now it's time for my bus. <sup>5</sup> **so / but** I have to go. Bye!
- David See you on Saturday!



3 Write the best conjunction.

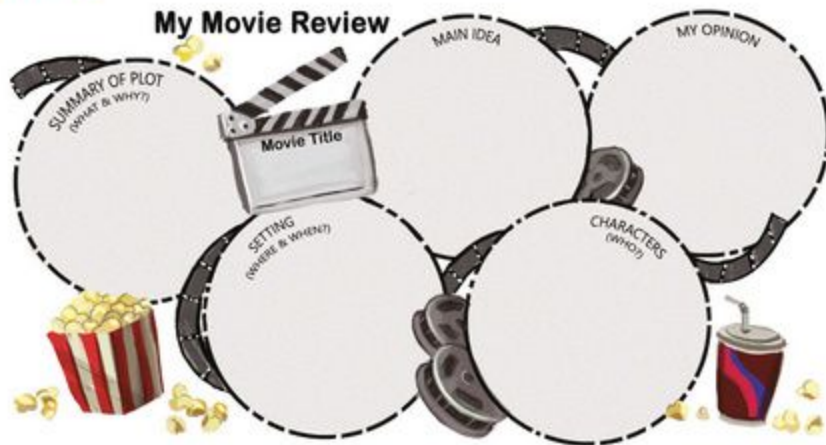
- a I enjoy watching movies, \_\_\_\_\_ I prefer playing video games.
- b I enjoy opera, \_\_\_\_\_ I enjoy ballet.
- c I was hungry, \_\_\_\_\_ I ate a big sandwich!
- d My sister is great at soccer and basketball, \_\_\_\_\_ she isn't good at tennis.
- e We wanted to buy some tickets, \_\_\_\_\_ there weren't any left!
- f We were very late, \_\_\_\_\_ we had to run to catch the train.



**1 READ** Look at the movie review on page 81 in the Student's Book. Answer the questions.

- What is the title of the movie?
- Who are the main characters?
- What does the author like about the movie?
- What does the author dislike about it?

**2 PLAN** You are going to write a movie review. Make notes in the graphic organizer.



**3 WRITE** Use your notes to write your review.

**4 EDIT** Read your work and mark ✓.

Did you:

- describe the movie and characters? ☐
- give your opinion? ☐
- say what's good and bad about it? ☐
- use conjunctions? ☐

**1 Key Words 4** Choose the correct words to complete the sentences.

attic bandits crime driveway guilty scratch

- Look at this \_\_\_\_\_ on the table! Who did it?
- The \_\_\_\_\_ up to Mr. Bartlett's house is very long.
- Some \_\_\_\_\_ wear masks so that you can't see their faces.
- The part of the house under the roof is called the \_\_\_\_\_.
- "I know you took the chocolates! You look very \_\_\_\_\_!"
- Which police officer solved the \_\_\_\_\_?

**2** Complete the puzzle. What is I down?

Across

- Three people born on the same day who have the same mother.
- This proves that a person was not in the place where a crime happened, so he or she cannot be guilty of that crime.
- This is a piece of information that helps you solve a problem or answer a question.
- A mark on a smooth, flat surface that makes it look bad.
- The mark you make with your foot.
- When something or someone is messy or doesn't make good plans.
- You can wear these on your feet.

Down

- This is a \_\_\_\_\_.





1 Read the story. Put the pictures in the correct order.



## Learning Your Lines

Madison, Michael, and Matt, the Mills triplets, were talking about the last rehearsal of *This Is Our Time*.

"The play starts tomorrow. Do you think Jake has learned his lines yet?" Madison asked her brothers on the way to the theater.

"He said he knew them yesterday ...," Michael said.

"... but he didn't," Matt added. Matt always finished Michael's sentences. "Ms. Black won't be happy if he hasn't learned them."

When they got to the theater, all the actors and actresses were on stage warming up. The beginning of the rehearsal was going well. Everyone seemed to know their lines. But suddenly, there was silence. Everyone looked at Jake, and Jake looked embarrassed.

"Jake, you have to learn your lines!" Ms. Black wasn't happy. "Everyone needs to know their lines for tomorrow!"

Jake stared at the floor. "I know," he said quietly. "I've tried to learn them, but I just can't."

As everyone was leaving, the triplets ran up to Jake.

"Jake," Madison said, "we can help you. We'll come over to your house, OK?"

"Uh, sure," said Jake.

"Don't worry ...," Michael said.

"... we have a trick. It works every time," Matt continued.

Soon after, Jake met the triplets in his driveway, and they all headed up to his room in the attic.

"OK, what's the trick?"

"First, we need some paper—three sheets,"

Madison said.

Jake looked surprised, but he took three pieces of paper out of his desk.

"OK, here's the paper. What do I do with it?"

"You make a footprint with your sneakers on each sheet ..." directed Michael.

"... and write your lines on the footprints," said Matt.

"Then, read each set of lines and step on them when you finish," said Madison.

Jake practiced all night long: left foot, right foot, left foot ... And, what do you know? It worked! The next day, he didn't forget a single word! Ms. Black even said he was one of the best in the show. Thrilled, he ran up to the triplets. "Thank you so much! But I don't get it. How does the trick work?"

"It's simple," said Michael. "You connect each step you make ..."

"... with each set of lines," Matt interrupted.

Jake was glowing with pride when saw his parents after the show. They congratulated him on his performance. "Well done, Jake, you were fantastic!" his mom said.

2 Read the story again. Put the events in order.

- a Jake remembered all his lines.
- b The triplets went to Jake's house.
- c Ms. Black was angry with Jake.
- d The beginning of the rehearsal went well.
- e Jake wrote his lines on the footprints.
- f The triplets talked about Jake's problem before the rehearsal.
- g Jake made three footprints on the paper with his sneakers.
- h Jake was silent on the stage.

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

### Reading Strategy: Summarizing (Fiction)

A summary of a fiction text is a short description of the story. It tells us about the main characters, the problem, and how the problem is solved.

3 Complete the table for the story.

Summary Chart: Learning Your Lines	
<b>Somebody</b> Who is the main character?	
<b>But</b> What was the problem?	
<b>So</b> How was the problem solved?	
<b>Then</b> How did the story end?	

4 How do you remember new words? Mark ✓. If you can, add one of your own ideas.

Do you ...

draw a picture? ☐

say the words lots of times? ☐

write the words in a book? ☐

I sometimes \_\_\_\_\_



## Subject and Object Questions

We use subject questions to find out who or what does something.

**Matt** always finished Michael's sentences.

**Who** always finished Michael's sentences? } SUBJECT  
**Matt** did.

We use object questions to find out about what someone or something does.

**What** did Matt finish? } OBJECT  
**Michael's sentences.**



## BOOK REVIEW

The new book by the world-famous author P.S. Mason is set in Japan. The main character,

Kimiko, lives in Tokyo. She is an elementary school teacher. She teaches eight-year-old children.

- 1 Look at the book cover and read the beginning of the book review. Match the questions with the answers. Which are subject questions (S)? Which are object questions (O)? Write S or O.

- 1 Who wrote this book?  
 2 What did P. S. Mason write?  
 3 Who lives in Tokyo?  
 4 Who does Kimiko teach?

☐  
☐  
☐  
☐

- a Eight-year-old children  
 b Kimiko  
 c P. S. Mason  
 d A book about Japan

- 2 Read the sentences and write a subject and an object question for each one. Use **Who** or **What**. Then, answer the questions.

- a The triplets helped Jake.

Who helped Jake?

The triplets did.

\_\_\_\_\_ did the triplets help?

- b Jake wrote his lines in the footprints.

\_\_\_\_\_ wrote his lines in the footprints?

\_\_\_\_\_ did Jake write in the footprints?

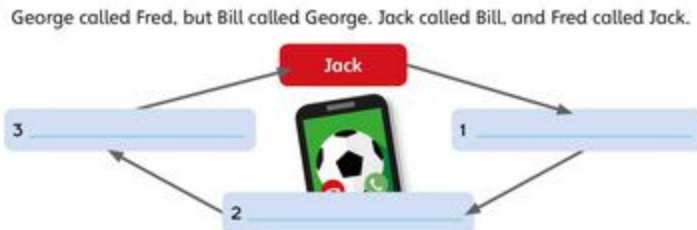
- c Jake thanked Madison, Michael, and Matt.

\_\_\_\_\_ thanked Madison, Michael, and Matt?

\_\_\_\_\_ did Jake thank?



- 3 Read and complete the puzzle. Then, write two questions for the sentences.



- a George called Fred.

Who called Fred?

Who did George call?

- b Bill called George.

- c Jack called Bill.

- d Fred called Jack.



- 4 Write questions about the underlined words.

- a Mike ate the chocolates.

- b Susie talked to Rafaello.

- c Margot made her own lunch.

- d The earthquake damaged the house.



## My Life

Write about yesterday.

What happened to you?

Who did you talk to?

Who talked to you?

What did you see?



1 Think back to the *Learning Your Lines* story on page 72. Circle the correct answer to the questions.

- 1 What did Jake have to do?
- a sing a song
- b learn his lines for a play
- 2 Which was more successful?
- a when he tried to learn them by himself
- b when the triplets helped him and they worked as a team

2 Look at the pictures. Which activities are better when you work as a team? Which are better when you work by yourself? Write *As a team* or *By myself* and say why.



because \_\_\_\_\_ because \_\_\_\_\_ because \_\_\_\_\_ because \_\_\_\_\_

3 Why do you think working as a team is good? Mark ✓ the points you agree with and add your own ideas.

- You can share ideas. ☐
- It can be more fun. ☐
- Different people have different talents. ☐
- My ideas: \_\_\_\_\_

4 Do you usually prefer to work by yourself or as a team? Why?

Check Your Oracy: Expressing Points of View

1 I confidently expressed my point of view and used reasons.	All the time / Most of the time / Sometimes
2 I listened actively when others expressed their points of view.	All the time / Most of the time / Sometimes
3 I gave reasons when I agreed or disagreed with my group members.	All the time / Most of the time / Sometimes

### The Big Challenge

- a Which song did you perform?
- b How well did you do? Color the stars to give yourself a score.\*

I planned my performance	☆☆☆☆☆
I practiced my performance.	☆☆☆☆☆
I performed my song in front of the class.	☆☆☆☆☆
I gave feedback to other singers with my reasons.	☆☆☆☆☆

\*(5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

- c Which other performance did you like best?

- d What could you do better next time?

How can we perform a song in English?

The Big Question and

Me

Because of the things I have learned in this unit,

I will \_\_\_\_\_



## 1 Match the words with the pictures.

driveway puppeteer costumes props fireworks scratch



## 2 Choose the correct words to complete the paragraph.

show live performances elaborate special effects actors

I went to a fantastic <sup>1</sup> last week. It was a new musical. The costumes were very <sup>2</sup>, and the <sup>3</sup> (especially the smoke and the snow) were amazing. I prefer <sup>4</sup> to TV shows or movies because you really feel the energy from the <sup>5</sup>! It was so good. I'd really like to see it again!

## 3 Find and circle ten words that you have learned.

show concert acrobatics  
sneaker tragedy alibi lighting  
project opera comedy

M	J	C	C	N	C	X	W	N	N
A	C	R	O	B	A	T	I	C	S
L	O	P	M	P	S	H	O	W	N
I	N	X	E	R	E	I	P	T	E
B	C	V	D	O	Z	R	V	R	A
I	E	H	Y	J	P	C	A	A	K
P	R	V	K	E	K	G	Y	G	E
A	T	Q	C	C	H	H	A	E	R
L	I	G	H	T	I	N	G	D	J
Y	I	A	P	Q	L	T	J	Y	C

## 4 Complete the email with the correct form of the verbs in parentheses. Use the present simple for future events.

Grade 7: Field Trip Next Tuesday  
Dear Parents,

The 7th grade class is going to the theater to see an Indonesian puppet show next Tuesday.

The bus <sup>1</sup> (leave) at 10:30 a.m. We <sup>2</sup> (arrive) in town for lunch at 12 noon.

The performance <sup>3</sup> (start) at 2 p.m. The bus <sup>4</sup> (leave) the theater at 5:30 p.m., and we <sup>5</sup> (get) back at to school at 7 p.m.

Any questions? Please email me.  
Mrs. Turner

## 5 Write questions about the underlined words.

a The dancers arrived at the theater at 3 p.m.  
Who

b The dancers arrived at the theater at 3 p.m.

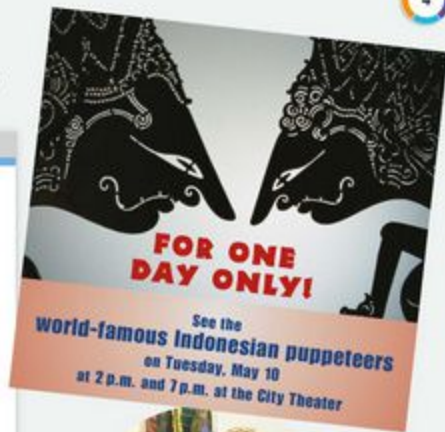
c The dancers put on their makeup.

d The dancers put on their beautiful costumes.

e The dancers put on their beautiful costumes at 4 p.m.

## 6 Complete the sentences with the best conjunction: and, but, or so.

- a The theater has just opened, \_\_\_\_\_ you can buy your tickets now.  
b They have sold most of the tickets, \_\_\_\_\_ there are still a few left.  
c I saw the show last night, \_\_\_\_\_ I know you will enjoy it.





# SPEAKING MISSION

1 Choose the correct words to complete the email.

admission fee events expensive festival program workshop schedule

Hi Pip,

Have you seen the information about the music <sup>1</sup> \_\_\_\_\_? There are lots of different <sup>2</sup> \_\_\_\_\_ over the three days. The <sup>3</sup> \_\_\_\_\_ and the full <sup>4</sup> \_\_\_\_\_, including all the times, are on the town website.

I want to take a drumming <sup>5</sup> \_\_\_\_\_. It isn't <sup>6</sup> \_\_\_\_\_.  
—I think the <sup>7</sup> \_\_\_\_\_ is only \$10 for students.

Let's go! I'll call you tomorrow,  
Toby



2 Match the questions with the answers.

- |                                |   |
|--------------------------------|---|
| 1 Where is the festival?       | a It's in July.   |
| 2 When is it?                  | b Three days.   |
| 3 How long does it last?       | c It's at Parklands.                                      |
| 4 What can you see there?      | d Yes, you do.  |
| 5 Do you have to buy tickets?  | e Yes, there's a special program for children.            |
| 6 Is it entertaining for kids? | f It's an arts festival, so there is a lot to see and do! |

3 Answer the questions about the festival you talked about on pages 92 and 93 in the Student's Book.

When is your festival?

What can you see at your festival?

How much does it cost?

Do I have to buy tickets?

## Wrap-up

What can you remember about Unit 4? Do the quiz.

1 What type of show is this?



2 How many hours of practice can a ballet take?

- a 50 b 500 c 5,000

3 Where is Wayang Kulit from?

4 What is this?



5 What was the title of the play that this animal was a character in?



6 Complete with the correct form of *leave*.

I've just looked at the website. It says the plane \_\_\_\_\_ at 9 a.m. tomorrow.

7 Write a question about the underlined word.

Henry solved the crime.

8 Write a question about the underlined word.

Henry solved the crime.

9 Three of these words are similar. Circle the word that is different.

event program schedule timetable

10 Your friend has an idea for a play. You think it's a good idea. What do you say?

- a I'm right. b I agree because ...  
c You're wrong. d I disagree because ...

Check your answers in the Student's Book. How did you do?  
8–10 ☐ Wow! 6–7 ☐ Good job! 0–5 ☐ Try harder!

What makes going to a show so exciting? Write three things.

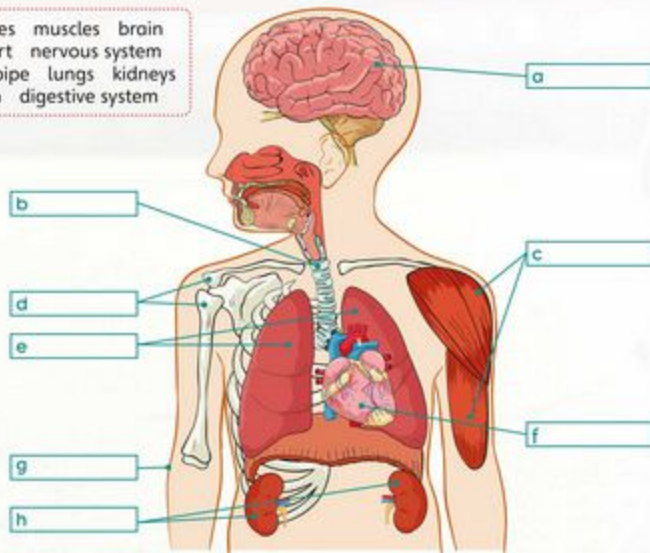


# 5

## How can we stay healthy?

1 Watch the video. Complete the graphic organizer. Two items are not needed.

bones muscles brain  
heart nervous system  
windpipe lungs kidneys  
skin digestive system



2 Complete the sentences.

- Your nervous system, including your \_\_\_\_\_, controls your body.
- Your stomach and the rest of your \_\_\_\_\_ convert your food into nutrients for your body.
- When you breathe, your \_\_\_\_\_ and \_\_\_\_\_ take in air.
- Your \_\_\_\_\_ remove the waste from your body.
- Your \_\_\_\_\_ and bones work together so that you can move.

## Unit 5A

## Ready to Read: Nonfiction



1 Choose the correct words to complete the crossword.

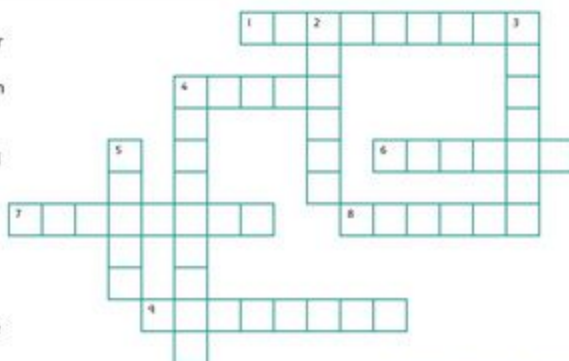
oxygen blood cells systems chemicals calories flexible nutrients organs tissue

Across

- The things in your food your body needs.
- There are trillions of these in your body.
- One of the gases in air.
- These are the things in food that give us energy.
- Your heart and kidneys are two of these.
- If you can touch your toes, you are this.

Down

- This is made up of the same type of cells.
- Nervous and digestive \_\_\_\_\_.
- Endorphins are examples of these.
- The red liquid in your body,



2 Complete the dialogue with words from the crossword.

- Anna That was an interesting class, but what a lot of information!
- Jack OK, I'll test you. What are the heart, kidneys, and lungs?
- Anna That's easy; they're all <sup>1</sup> \_\_\_\_\_!
- Jack Good. What do we take in when we breathe?
- Anna <sup>2</sup> \_\_\_\_\_! OK, now me. What is red and is pumped around our bodies?
- Jack <sup>3</sup> \_\_\_\_\_! OK, diet. What does a good diet have a balance of?
- Anna <sup>4</sup> \_\_\_\_\_, I think.
- Jack You're right! Now what are there trillions of in our body?
- Anna <sup>5</sup> \_\_\_\_\_, That's easy! Now a question for you. Do you know the name of two systems in our body?
- Jack The <sup>6</sup> \_\_\_\_\_ system and the <sup>7</sup> \_\_\_\_\_ system!
- Anna Well, I think we know all about the human body now!





## Reading Strategy: Background Knowledge

When we read a text, we can use previous knowledge about the topic and our personal experience to help us understand it.

## 1 When do you drink lots of water? Mark ✓.

On a hot summer's day? ☐Before you do a sport? ☐When you're doing a sport? ☐In class? ☐

## 2 Which of the following sentences applies to you? Mark ✓.

People say it's important to drink water. I don't know why. ☐I think I know why we have to drink water, but I'm not 100% sure. Can you tell me? ☐I know all about sweat, hydration, and dehydration. I can explain it to you. ☐

## 3 Read the web page. Why do we have to drink water when we are hot?

Home

News

Problems

Contact Us

I want to know why ... I sweat!



Does your face get red when you have been exercising for a while? Do you feel hot? Is there sweat on your forehead? Have you ever wondered why that happens? Read on and find out!

What do we do when the weather is hot? In the 21st century, we turn on the air conditioning or an electric fan. We know they will help us cool down. But the human body has known how to cool itself down since long before there were electric fans or air-conditioning systems. It has its own cooling system. How does it work?

First, try this experiment. Put a drop of water on the back of your hand, blow on it for a few minutes, and it will disappear—or evaporate. How does the place where the water was feel now? It feels cooler. Why? Because when the water on our skin evaporates, it takes the heat away from that place, and we feel cooler.

Our bodies do something similar. When we exercise and get hot, our blood carries the heat away from our muscles and tissues and distributes it throughout our bodies. The rise in temperature causes the part of our brain that regulates our body temperature to send a signal to the sweat glands in our skin. These glands then produce sweat, which is about 90% water, and it comes out of tiny holes, or pores, in our skin.

Like the drop of water on the back of your hand, the sweat from our pores evaporates and cools the

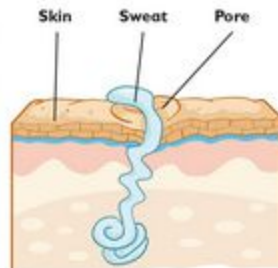
skin. There are between 2 and 4 million sweat glands in the human body. The only places where there are no sweat glands are on our fingernails and toenails, our ears, and our lips.

We sweat all the time, but we sweat a lot more when it's hot and when we are doing physical exercise. When we sweat, we lose a lot of water from our bodies. If we lose too much, we can become dehydrated. In extreme cases, dehydration can be dangerous. It's very important to replace the water that we lose through sweating. If we don't, we might get sick. So always remember to drink lots of water on hot days and when you are exercising.



## 4 Read the sentences. Are they true (T) or false (F)?

- a Our bodies can cool themselves down. ☐
- b When you blow on water on the back of your hand, the place feels hotter. ☐
- c Sweat from our sweat glands evaporates. ☐
- d There are sweat glands on all parts of our body. ☐
- e We sweat most when it's cold. ☐
- f If you drink water when you exercise, you will feel sick. ☐



A Human Sweat Gland



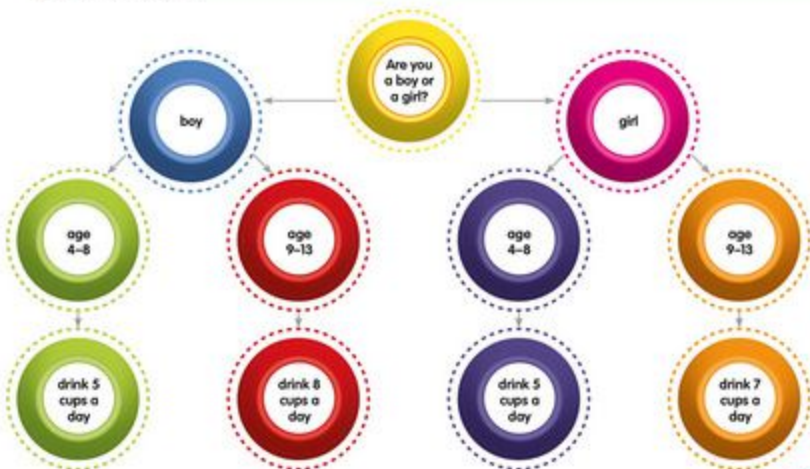
## 5 Choose the best title for the article. Mark ✓.

- a Drink Water If You Can ☐
- b How Our Body Works: Sweat ☐
- c Why Our Skin Is Important ☐



## 6 Look at the diagram and answer the questions.

- a How much water should you drink every day? \_\_\_\_\_
- b How much water did you drink today and yesterday? \_\_\_\_\_
- c Was it enough? \_\_\_\_\_





## Present Perfect Progressive

We use the present perfect progressive to describe something we started doing in the past and are still doing now. We use *have been* or *has been* and the *-ing* form of the verb. We can use the present perfect progressive with *for* (a period of time) or *since* (the beginning of a period of time).

Does your face get red when you **have been exercising** for a while?

Our class **has been using** Activity Book 5 **since** the beginning of the school year.

## 1 Read the sentences. Which things are still happening now? Mark ✓.

- a I'm so bored! I want to play outside, but it has been raining for hours. ☐
- b Mark's face is very red. He has been exercising since 8 a.m.! ☐
- c Mom has washed the car. It's clean now. ☐

## 2 Complete the sentences with the correct form of the verb in parentheses.

- a My friend has been writing (write) a story for over an hour.
- b I \_\_\_\_\_ (look) at my social media pages since I finished breakfast.
- c The children \_\_\_\_\_ (watch) some interesting programs on TV this week.
- d We \_\_\_\_\_ (practice) some new dance steps at school this semester.

3 Look at the pictures. Write sentences using the present progressive form of the verbs in parentheses and *for* or *since*.

(paint / 2 o'clock) \_\_\_\_\_



(swim / 10:30 this morning) \_\_\_\_\_



(play the piano / 3 hours) \_\_\_\_\_



(make a cake / an hour) \_\_\_\_\_

4 Write sentences using the present perfect progressive and *for* or *since*.

- a Frank went to live in Australia two years ago. He's still living there.  
Frank has been living in Australia for two years.
- b The snow started an hour ago. It's still snowing now.  
\_\_\_\_\_ an hour.
- c Timothy and his mom went shopping at 8:30 this morning. They are still at the mall.  
\_\_\_\_\_ 8:30 this morning.
- d Eveline started building a model airplane on May 1st. She hasn't finished it.  
\_\_\_\_\_ May 1st.



## 5 Choose the correct verbs to complete the dialogue. Use the present perfect progressive.

learn jump do x2 dance go run work out go

Alexandra Your face is very red, Bruno! What <sup>1</sup> have you been doing?

Bruno I <sup>2</sup> \_\_\_\_\_ at the gym with an instructor.

Alexandra What <sup>3</sup> \_\_\_\_\_ to do?

Bruno Lots of new things. Today, I <sup>4</sup> \_\_\_\_\_ on the treadmill. I go to the gym twice a week. I'm trying to do a lot of aerobic activity.

Alexandra What else <sup>5</sup> \_\_\_\_\_?

Bruno I <sup>6</sup> \_\_\_\_\_ . I go to a really great hip-hop class!

Alexandra That sounds like fun!

Bruno But what about you, Alex? What have you been up to?

Alexandra Lots of things! I <sup>7</sup> \_\_\_\_\_ to the gym, too.

And I <sup>8</sup> \_\_\_\_\_ rope. It's great exercise.



## My Life

Read and answer the questions.

What have you been reading? \_\_\_\_\_

What have you been practicing? \_\_\_\_\_

What have you been learning? \_\_\_\_\_



1 Look at the pictures and write the words. They all have the same sound.

hair bear stare



2 Complete the sentences with a word ending in *-ear*, *-are*, or *-air*.

- We can sh \_\_\_\_\_ the colored pencils.
- Do you like fruit? Would you like a p \_\_\_\_\_ ?
- The table is broken. Let's rep \_\_\_\_\_ it.
- I want to w \_\_\_\_\_ my red dress today.
- Please shut the window. Too much cold \_\_\_\_\_ is coming in!
- Do you agree? I really c \_\_\_\_\_ what you think.

Trampolining is awesome.

And it's good exercise, too!



### Oracy

1 Which fun activity to make a sad friend feel better did you talk about in Oracy Time?

My fun activity was \_\_\_\_\_.

2 Which fun activity did your partner talk about?

My partner's fun activity was \_\_\_\_\_.

3 How did you give your partner encouragement? What did you say? What did you do?

This is what I said:

This is what I did:

### Parallel Structure

We use parallel structure to make sentences easier to read. Parallel structure means using the same grammar pattern, for example, in lists, which often have words like *and*, *but*, and *or*. We can use only verbs in the same form or only nouns, only adjectives, or only adverbs.

Parallel	Not Parallel
The children like swimming, running, and sailing. (all -ing forms)	The children like swimming, to run, and sailboats. (-ing form, to verb, noun)
My dad likes concerts, musicals, and live performances. (all nouns)	My dad likes going to concerts, musicals, and watching live performances. (-ing form + noun, noun, -ing form + noun)

1 Read and label the sentences *P* (parallel structure) or *NP* (not parallel structure).

- Eating healthy foods helps you feel healthier, good, and stronger. ☐
- Vegetables, fruit, and cereals give us plenty of fiber. ☐
- You should try to eat slowly, to be careful, and having small portions. ☐
- For breakfast, I eat yogurt, fruit, and cereal. ☐

2 Rewrite the sentences to give them parallel structure.

- Margot spent the weekend doing her homework, playing tennis, and she went to the café.  
\_\_\_\_\_
- I can relax by having a cup of tea or if I take a quick brain break.  
\_\_\_\_\_
- That store is a good place for vegetables, meat, and to buy fruit.  
\_\_\_\_\_

3 Complete the sentences with a parallel structure.

- Before his run, Steve put on his sneakers and \_\_\_\_\_ and picked up his \_\_\_\_\_.
- My mom can draw, paint, and \_\_\_\_\_.
- I'd love to go to a movie, the zoo, or \_\_\_\_\_.
- My friend likes playing tennis, riding her bike, and \_\_\_\_\_.





- 1 **READ** Choose the correct words to complete the paragraph. Then, underline one example of parallel structure in the paragraph.

five nose quiet smell smile work

A brain break gives your brain a quick, <sup>1</sup> \_\_\_\_\_-minute rest. You should do it somewhere <sup>2</sup> \_\_\_\_\_—you don't want noise! When you start, try to breathe in and out through your <sup>3</sup> \_\_\_\_\_. Keep your mouth closed. Imagine a calm place, for example, the ocean. As you imagine the ocean, you can use your senses—sight, touch, sound, and <sup>4</sup> \_\_\_\_\_. <sup>5</sup> \_\_\_\_\_ gently to yourself at the same time. Brain breaks are a good way to relax for a short time. Your <sup>6</sup> \_\_\_\_\_ will be better after you've had one!

- 2 **PLAN** You are going to write an instructional text using some parallel structures. Use one of these ideas or your own. Make notes in the graphic organizer.

- 3 **WRITE** Use your notes to write your instructional text.

- 4 **EDIT** Read your work and mark ✓.

Did you:

- include a title? ☐
- include parallel structure? ☐
- use all your notes? ☐

- 1 **Key Words 4** Look at the pictures and write the words.

field jumping jacks pass push-ups striker red card



- 2 Circle the correct word to complete the sentences.

- The soccer season / defenders in the U.S.A. starts in March.
- Defenders / Midfielders try to stop the other team from scoring a goal.
- If a player kicks another player deliberately, it is a foul / tackle.
- If a player wants to get the ball from another player, he or she strikes / tackles.
- If a player gets a red / yellow card, he or she must leave the game immediately.
- Strikers / Midfielders play mainly in the central part of the field.



- 3 Answer the questions.

- How many push-ups can you do? \_\_\_\_\_
- How many jumping jacks can you do? \_\_\_\_\_
- Which position in soccer would you like to play/do you play? \_\_\_\_\_



## Reading Strategy: Making Inferences

Inferences are guesses that we make about what an author wants to say. We combine clues from the text with our knowledge and experience to make inferences.

## 1 Read the first paragraph. Answer the questions and complete the table

	Clue in the Text	My Knowledge or Experience	My Inference
a What time of day was it?	_____ + _____	_____ = _____	_____
b What did Jason do when he arrived home? Why?	_____ + _____	_____ = _____	_____

## The Park Run

Jason arrived home from school just before dark, and he sat down at the kitchen table. His mom asked him about his day, but he wasn't really listening. He was thinking about all the homework he had to do. Final exams were starting in six weeks, and he was worried.

"What's the matter?" his mom asked. "You've been staring at your plate for the last ten minutes, but you haven't eaten anything!"

Jason let out a moan and said, "Mom, I can't eat. I feel sick."

He told his mom about the homework and his worries about his final exams. "I have so much to do," he said. "I wish I had more time."

"OK," she said. "This is stress. It's not good for you, so we're going to do something about it. You've been studying too much. It's time for bed now, but we'll start tomorrow."

The next day, they went to the park. It was busy. One group of children was doing jumping jacks, another group was kicking a ball, and another group was carrying rackets and balls.

"Mom, what are we doing here?" Jason complained. "You know I hate soccer!"

"We're going to run in the park!"

So, they ran five kilometers together, and Jason

ran like the wind! At the end, they were sweating, but they were also smiling.

"Well, now that we've done some aerobic exercise," Jason's mom said, "let's do some relaxation exercises."

They joined a group that was sitting on blankets on the grass. The instructor told them to close their eyes and imagine they were walking on a beautiful beach. At the end of the relaxation, Jason felt very calm.

After that, Jason and his mom went home and ate a salad for lunch.

"I feel really great!" said Jason. "But why?"

His mom explained that it was important to take care of yourself and not just study. She told him he needed to exercise, eat healthy food, and do relaxation exercises every day.

"You'll feel better and happier," she said. "But, most importantly, always tell me when you're feeling worried."

"Thanks, Mom, you're the best!" said Jason, smiling.

For the next six weeks, Jason followed his mom's advice, and he got the highest grades in his class on all of his final exams.



## 2 Read the whole story. Put the pictures in the correct order.



## 3 Read the story again. Circle the correct words to complete the sentences.

- a Jason was worried about his soccer game / his homework.
- b His mom noticed he wasn't eating his dinner / doing his homework.
- c The next day the park was very busy / quiet.
- d After the relaxation exercise, Jason felt stressed / relaxed.
- e His mom explained the importance / the meaning of looking after his body and his mind.
- f At the end of the story, Jason felt much better / worse than at the beginning.

## 4 Answer the questions and complete the table.

	Clue in the Text	My Knowledge or Experience	My Inference
What activities were happening in the park?	_____ + _____	_____ = _____	_____
Why do you think Jason got his best grades ever?	_____ + _____	_____ = _____	_____

## 5 Is there a park near your home? What activities can you do there to exercise your body and mind?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Statements with *wish*

We use *wish* to describe things we want to be different from how they are at the moment. We use the past simple after *wish*, but we are talking about the present, not the past.

**I wish I had more time.** (Jason doesn't have much time.)

**I wish I didn't have so much homework.** (Jason has a lot of homework.)

## 1 Circle the correct form of the verb to complete the sentences.

- a I wish I **can** / could play rugby.
- b I wish I **live** / lived in a bigger house.
- c I wish I **am** / was rich.
- d I wish I **have** / had a pet rabbit.

## 2 Complete the sentences with the correct forms of the verbs in parentheses.

- a I wish I \_\_\_\_\_ (can / do) more push-ups. I can only do four.
- b I wish we \_\_\_\_\_ (not / have) a test tomorrow. I don't like tests!
- c I wish I \_\_\_\_\_ (live) closer to the mountains. I love climbing.
- d I wish we \_\_\_\_\_ (can / go) to a theme park today, but my sister wants to go shopping. Boring!
- e I wish these exercises \_\_\_\_\_ (not / be) so hard. I'd like to do something different.

## 3 Look at the pictures. What do the people wish? Complete the sentences. Use the correct form of the verbs in parentheses.



I wish I \_\_\_\_\_



I wish I \_\_\_\_\_



I wish I \_\_\_\_\_



I wish I \_\_\_\_\_

(be). \_\_\_\_\_ (live in Australia). \_\_\_\_\_ (have). \_\_\_\_\_ (can play).

## 4 Read about these situations. What could you say?

- a Your laptop doesn't work.
- b You don't live close to your school.
- c It's raining. You don't have your umbrella.
- d You are at a party. Everyone is having fun. They can dance, but you can't.

## 5 Look at the song on page III in the Student's Book. Who do you wish you were? Think of a friend. What can they do that you can't? What do they have that you don't? Write your own verse for the song. Try to make it rhyme!

I wish I could \_\_\_\_\_  
like \_\_\_\_\_  
I wish I \_\_\_\_\_  
and \_\_\_\_\_



## My Life

Complete the sentences so that they are true for you.

- I wish I had \_\_\_\_\_
- I wish I lived \_\_\_\_\_
- I wish I could \_\_\_\_\_
- I wish I was \_\_\_\_\_





1 Think back to the story *The Park Run* on page 92 and answer the questions.

- What did Jason do to be physically healthy?
- What did he do to be mentally healthy?
- How did Jason feel at the end of the story? Why?

2 Look at the activities. Decide if they can help you to keep physically or mentally healthy or both. Mark ✓.

	To Keep Physically Healthy	To Keep Mentally Healthy
go for a run		
take a brain break when you are studying		
eat fruit		
get a good night's sleep		
do yoga		
join a gym and do regular exercise		
play outside		
drink water		
leave your cell phone in the kitchen at night		

3 Can you add two more ideas to the table above?

4 Answer the questions for yourself.

What activities do you do to keep physically healthy?

What activities do you do to keep mentally healthy?

Check Your Oracy: Giving Encouragement

1 I tried to sound interested.	All the time / Most of the time / Sometimes
2 I gave my partner encouragement.	All the time / Most of the time / Sometimes
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

### The Big Challenge

- Which day of the week did you make a plan for? What was the exercise for the day? What was the relaxation?
- How well did you do? Color the stars to give yourself a score.\*

I made three lists: healthy foods, physical activities, and relaxation activities.	☆☆☆☆☆
I made a plan for my day.	☆☆☆☆☆
I presented the plan for my day to the class.	☆☆☆☆☆

\*(5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

- Which other plan did you like best?
- What could you do better next time?

How can we create a class fitness program?

Because of the things I have learned in this unit,

I will



1 Look at the pictures and write the words.

muscles heart bone brain lungs kidneys



2 Match the words with the definitions.

- |            |   |
|------------|---|
| 1 flexible | a Your heart does this with the blood in your body.       |
| 2 aerobic  | b We measure the energy in food in these.                 |
| 3 pump     | c If your muscles are this, you can touch your toes.      |
| 4 calories | d This connects your nose and mouth to your lungs.        |
| 5 oxygen   | e Running and riding a bike are this type of exercise.    |
| 6 windpipe | f This is in the air. Plants and animals need it to live. |

3 Choose the correct words to complete the paragraph.

field foul injuries passes striker red card



And welcome back to this exciting game. Out on the  
1 \_\_\_\_\_, both teams are playing well. Number 8  
2 \_\_\_\_\_ the ball to number 9—number 9 is our  
3 \_\_\_\_\_. Is he going to score a goal? Oh, no!  
What's happening now? The referee is holding up a  
4 \_\_\_\_\_. There has been a \_\_\_\_\_  
but who committed it? Was it number 9 from the blue  
team ... or number 10 from the red team?  
Both players are holding their legs. Are there  
any serious \_\_\_\_\_? No, both  
players are OK.



4 Look at the pictures. What have they been doing? Write sentences.



5 Write sentences with these words and *I*. Use the correct form of the verbs.

- wish / have / a better tablet
- wish / live / Canada
- wish / be / good at sports
- wish / can / meet a famous person

6 Rewrite these sentences using parallel structure.

- While we were in the U.S.A., we visited a famous theme park, eating in diners, and took photos of amazing places.
- My aunt decided to paint her office, to buy some new furniture, and that the rug needs to be cleaned.
- Leonardo da Vinci was an inventor, a sculptor, and he painted things.
- My teacher plans lessons, grading homework, and to go to important meetings.



# SPEAKING MISSION

1 Look at the pictures and write the verbs.

bake chop cut drain mix peel slice wash



2 What does Joe say to Dan? Put the dialogue in the correct order.

Dan What are we going to make?

Joe 1. b

Dan OK. What do we need?

Joe 2. c

Dan Do we need anything else?

Joe 3. a

Dan How do we make it?

Joe 4. d

Dan That's easy!

Joe 5. e

Dan Good idea!

- a OK, first, we chop the garlic. Then, we mix the chickpeas, olive oil, and lemon juice.
- b Let's make hummus. It's easy, and it's healthy!
- c Oh, yes! Some lemon juice.
- d Chickpeas, olive oil, and some garlic.
- e But we have to mix it a lot! It has to be smooth. Let's use a machine!



3 What is your favorite food? Can you make it?

Wrap-up

What can you remember about Unit 5? Do the quiz.

1 Which of these is *not* a healthy habit?

- a going to bed early
- b eating a big plate of French fries
- c playing outside

2 Where can you find healthy fat?

- a in avocados b in milk c in meat

3 During aerobic exercise, do you breathe faster or more slowly?

4 How long does a brain break take?

- a 10 minutes b 30 minutes c 5 minutes

5 What did the boys in *Finding Your Wings* use to make the rules for the training program?

- a a book b a video game c an app

6 What are these?



7 What is the boy thinking?

I wish I

soccer better.

8 Complete the sentence with the present perfect progressive form of play.

I'm tired! I basketball for nearly two hours!

9 What is this?

It's a .



10 Complete the sentence.

Some easy exercises are short runs, push-ups, and



Check your answers in the Student's Book. How did you do?  
8-10 ☐ Wow! 6-7 ☐ Good job! 0-5 ☐ Try harder!

How can we stay healthy? Write three things.

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## Why is language special?

- 1 Watch the video. Complete the graphic organizer.

cooperate with people learn from the past share different and interesting ideas  
solve complex problems understand other cultures

### Human Communication

Causes	Effects
a Human language has a huge variety of words and meanings.	We can _____
b Humans can talk about abstract ideas.	We can understand and _____
c Language allows us to negotiate and reach agreement with other people.	We can _____ outside our own family or community.
d Human language is passed down to future generations.	We can _____
e We learn different languages.	We can _____

- 2 Key Words 1 Match the words with the definitions.

- |             |   |
|-------------|---|
| 1 unique    | a (verb) to work together   |
| 2 abstract  | b (adjective) involving a lot of different but related parts in a way that is difficult to understand |
| 3 complex   | c (adjective) relating to ideas and not real things   |
| 4 cooperate | d (verb) to try to reach an agreement about something by discussing it                                |
| 5 negotiate | e (adjective) different from every other person or thing  |



## Ready to Read: Nonfiction

- 1 Key Words 2 Look at the pictures. Write the words.

shapes alphabet emoji hieroglyphics symbol



- 2 Choose the correct words to complete the sentences.

bilingual common formal minority native speakers

- Mandarin has more \_\_\_\_\_ than any other language.
- The country with the greatest number of \_\_\_\_\_ languages is Papua New Guinea.
- An example of \_\_\_\_\_ writing is a business letter.
- If you speak two languages, you are \_\_\_\_\_.
- The most \_\_\_\_\_ alphabet is the Roman alphabet.

- 3 Choose the correct words to complete the paragraph.

emojis formal hieroglyphics shapes



### Written Language: A Project by Bernardo Rosa

The Ancient Egyptians had one of the oldest ways of recording language. They used <sup>1</sup> \_\_\_\_\_: pictures and <sup>2</sup> \_\_\_\_\_ that had meanings. They started to use this system around 5,000 years ago. Over the centuries, as more people needed to write, written languages became more complex and <sup>3</sup> \_\_\_\_\_. However, in the 21st century, because we now communicate by texting and emailing, our writing is becoming more informal again, and we use <sup>4</sup> \_\_\_\_\_ a lot.



## 1 Read the blog. Match the numbers with the facts.

- 1 7,000      a a historical event in the U.S.A.  
 2 2,000      b the number of Native American languages that are still spoken in California  
 3 2016      c the number of minority languages in the world with 1,000 speakers or fewer  
 4 1848      d the number of languages in the world  
 5 50      e when the last speaker of Wichita died

## Why Do Languages Disappear?

I wanted to know how a language just disappears! I learned that, in 2014, the University of Cambridge published a report on exactly this question. It said that there are many complex reasons languages disappear, but an important one relates to economic growth. People move from the country to the city to earn more money and give their children a better education. Children who are born in the city grow up speaking the language of the city, which may be different from the language of their parents and grandparents. And so that language is forgotten.

## What Is Lost When a Language Disappears?

To me, language is more than words. A society's language is also its culture. People use their language to organize their society and to build relationships with each other. When parents don't talk to their children in their native language, the link between those children and previous generations is broken. When a language disappears, a society's culture, traditions, and history are lost forever.

## What About the Future?

There are now projects in many parts of the world that are trying to keep minority languages alive, and some governments have passed laws to keep them safe. For example, in Wales in the U.K., the minority language, Welsh, is an official language. Similar changes are happening in other countries. Did you know that Spain now has five official languages? Spanish covers the whole country, but Catalonia, Aragon, Galicia, and the Basque region now have their own official languages as well. I hope that fewer languages will disappear in the future.

How can we make sure minority languages don't disappear? Post your comments.

## LANGUAGES FOREVER?

The other day, I came across this photo of a family in front of their house in Chile. Nothing special, right? Wrong! The old woman in the middle is the last speaker of her native language, Yagán. It got me thinking about disappearing languages.

## Are Languages Disappearing?

Did you know that according to UNESCO (the United Nations Educational, Scientific, and Cultural Organization) there are about 7,000 languages in the world today? However, many of these are described as "minority languages." A recent report said that more than 2,000 of these minority languages had 1,000 or fewer speakers. They also said that 90% of Native American languages are not passed on to the next generation. At the time of the California Gold Rush (1848), there were around 100 Native American languages in California. Today there are only 50. The last speaker of Wichita, one of the native languages of Oklahoma, died in 2016. These are all examples of minority languages. I believe that the disappearance of these languages is a tragedy.

## 2 Read the blog again. Label the sentences T (true) or F (false).

- a There are about 10,000 different languages in the world. ☐  
 b Over 2,000 of the 7,000 languages spoken in the world today have 1,000 or fewer speakers. ☐  
 c There are the same number of Native American languages in California today as there were in 1848. ☐  
 d There is no one alive now who is a native speaker of the Wichita language. ☐  
 e Economic growth is one of the reasons languages disappear. ☐  
 f When a language disappears, the traditions and culture of that society may also disappear. ☐

## Reading Strategy: Fact and Opinion

A fact is something that is true for everyone. An opinion is what a person feels or believes about something.

## 3 Read the sentences from the blog. Write F (fact) or O (opinion).

- a There are about 7,000 languages in the world today. ☐  
 b 90% of Native American languages are not passed on to the next generation. ☐  
 c I believe that the disappearance of these languages is a tragedy. ☐  
 d To me, language is more than words. ☐  
 e I hope that fewer languages will disappear in the future. ☐

## 4 The blogger invites your comments on the final question in her blog. What would you write?

We can make recordings of people speaking the language.



A Stop Sign Written in Inuktitut, an Inuit Language in Northern Canada.



Reported Statements with *said* and *told*

We can use *said* or *told* to report what someone said. We usually change the verb tense and the pronouns. When we use *told*, we need an object. The use of *that* is optional. We use quotation marks around direct speech, but not around reported speech.

"More than 2,000 minority languages have 1,000 or fewer speakers," the report said.

The report **said (that)** more than 2,000 minority languages **had** 1,000 or fewer speakers.

"I'm losing my native language," she told us.

She **told us (that)** she **was losing** her native language.

## 1 Complete the table. Then, circle the correct words in the rule and complete it.



I like ice cream!

Original Tense	Original Speech	Reported Speech
Present Simple	"I like ice cream," said Thomas.	Thomas said _____.
	"My mom <sup>2</sup> a red car," said Thomas.	Thomas said his mom drove a red car.



Jason is playing soccer outside.

Original Tense	Original Speech	Reported Speech
Present Progressive	"Jason is playing soccer outside," said Judy.	Judy said Jason <sup>3</sup> soccer outside.
	" <sup>4</sup> the new TV show," said Judy.	Judy said she was enjoying the new TV show.

## Rule

When we report statements the verb tenses usually **change** / **stay the same**, for example, from present simple to \_\_\_\_\_.

2 Complete the sentences with *said* or *told*.

- a The children \_\_\_\_\_ they were cold.
- b Our teacher \_\_\_\_\_ us that she spoke four languages.
- c My grandfather \_\_\_\_\_ it was important to speak clearly.
- d My dad \_\_\_\_\_ me that he wanted to eat Japanese food.

## 3 Report what the people say.

- a "I like the photos," said the girl.  
The girl said she liked the photos. \_\_\_\_\_
- b "I have lots of homework, Mom," Tom said.  
Tom told his mother \_\_\_\_\_.
- c "I want to learn to ride a horse," said Freddie.  
Freddie said \_\_\_\_\_.
- d "I'm making dinner," said Rachel.  
Rachel said \_\_\_\_\_.
- e "We're enjoying the book," said Nick and James.  
Nick and James told their teacher \_\_\_\_\_.

## 4 Complete the sentences with the correct pronouns for the reported speech.

- a "I like learning languages."  
Michael said he liked learning languages.
- b "We play basketball on Saturdays."  
Johnny and Franklin told me that \_\_\_\_\_ played basketball on Saturdays.
- c "My dad is Japanese."  
Stephanie told me that \_\_\_\_\_ dad was Japanese.
- d "I love my hamster."  
Toby told me that he loved \_\_\_\_\_ hamster.

## My Life

Write two sentences you heard today. Then, report them.

- " \_\_\_\_\_ "
- My brother said \_\_\_\_\_.
- " \_\_\_\_\_ "
- My mom told me \_\_\_\_\_.



1 Look at the pictures and write the words. They all have the same long u sound.

- a gl \_\_\_\_\_  
b fl \_\_\_\_\_  
c v \_\_\_\_\_

a



b



c



2 Read the three words under each picture. Circle the word that has the long u sound.

a



tube brush teeth

b



red jewel expensive

c



meat dinner barbecue

d



car new fast

e



yellow eight cube

f



blue paint pot

## Oracy

1 Which topic did you and your partner talk about in Oracy Time? Mark ✓.

### Oracy Time!

English is the most important language in the world. ☐  
Learning another language is not important. ☐

2 Did you agree or disagree with the topic? Mark ✓.

I agreed. ☐ I disagreed. ☐

3 What evidence did you use to support your argument? Write two things you said.



## Improve Your Writing

### Connecting Words

We can use these words to connect our ideas.

**In addition = and**

**However = but**

**Therefore = so**

We use a comma after these words.

**In addition, I speak Spanish.**

1 Read the text and circle the correct connecting words.

Did you know that people who live in Wales often speak more than one language? Almost everyone speaks English. <sup>1</sup>Therefore / In addition, they might speak Welsh. There are many people who speak Welsh. <sup>2</sup>However / In addition, monolingual speakers of Welsh are not very common. Almost all children have Welsh lessons at school up to the age of 16. <sup>3</sup>However / Therefore, most children understand some Welsh.



2 Complete the sentences with the best connecting words (Therefore, In addition, However).

- a My parents speak Japanese. \_\_\_\_\_, my dad speaks French.  
b It's easy for children to learn a new language. \_\_\_\_\_, it can take quite a long time.  
c Classes only take place Monday through Friday. \_\_\_\_\_, children don't have classes on weekends.  
d The test doesn't start till 10 a.m. \_\_\_\_\_, the teacher wants us to be there by 9:30 a.m.  
e One of our teachers can teach Chinese. \_\_\_\_\_, you can learn Chinese at our school with her.  
f My friend speaks German and English. \_\_\_\_\_, he speaks a little Dutch.



**1 READ** Look at the text on page 125 in the Student's Book. Match the sentence halves.

- |   |                                |
|---|--------------------------------|
| 1 Sign language is often used                   | a from American Sign Language. |
| 2 In the world there are more than              | b for each sign language.      |
| 3 There are grammar rules                       | c over 70 million.             |
| 4 British Sign Language is completely different | d when people can't hear.      |
| 5 The number of people who sign is              | e 130 unique sign languages.   |

**2 PLAN** You are going to write an informational text about learning a language in your school. Make notes in the graphic organizer.

Paragraph 1 Introduction Explain the topic to the reader.

Paragraph 2 Key Fact Why do students learn this language?

Paragraph 3 Key Fact How do students learn this language?

Paragraph 4 Key Fact What is difficult/easy about this language?

Paragraph 5 Conclusion Mention a fact about the language and say something to the reader.

**3 WRITE** Use your notes to write your informational text.

**4 EDIT** Read your work and mark ✓.

Did you:

- include the five parts from your notes? ☐
- include connecting words? ☐
- organize the key facts into paragraphs? ☐

**1 Key Words 4** Choose the correct words to complete the sentences.

abandon crave drawn inhabit legally

- a \_\_\_\_\_, the school has to test the fire alarm every week.
- b I was \_\_\_\_\_ to the lion's cage by the sounds of his roar.
- c Komodo dragons \_\_\_\_\_ some volcanic islands in Indonesia.
- d After the tsunami, the people had to \_\_\_\_\_ their village and go to live in the city.
- e Most young children \_\_\_\_\_ affection.



**2** Choose the correct words to complete the crossword.

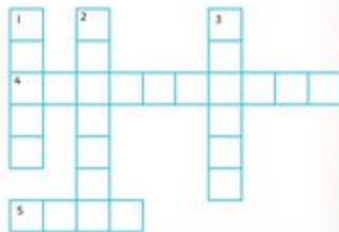
origin rumor myth mysterious distant

Across

- 4 strange and unknown or not understood
- 5 a very old story from history that people don't think is true

Down

- 1 something people talk about a lot but don't know if it's true
- 2 far away in space or time
- 3 where something begins or comes from



**3** Answer these questions.

- a Name an animal that **inhabits** the ocean.
- b What food do you **crave** most often?
- c What kinds of movies are you **drawn** to?
- d What is your favorite **myth**?



1 Read the story. Which pictures are in the story? Mark ✓.



## The Message

Zahara and her cousin Amir were wandering home after school.

"I really enjoyed our history class today," Zahara said. "It was fun to learn about Egyptian hieroglyphics. I can't wait for the next class because Mrs. Peters told us we could try to decipher some. I'm really drawn to them." She paused and said, "I think I'm going to do my history project on hieroglyphics in Ancient Egypt. What are you going to do?" she asked.

"I have absolutely no idea," said Amir. "But tonight we have to do that math homework!"

"I know," said Zahara, who found math difficult.

"Call me if you need help. Remember the signs," Amir said in a mysterious voice as he walked up his driveway.

"Wait ...," shouted Zahara, but Amir didn't hear her.

She took out her phone and put on her favorite music. "I wonder what Amir meant when he said 'Remember the signs?'" she asked herself.

At home in her bedroom, Zahara opened her math book and began the exercises. "I wish this was history homework!" she thought to herself. Her phone beeped, and she picked it up.

"Whoa!" she thought. "What's this?"

She immediately called Amir.

"Hey, I just got this completely weird mess ..."

"A weird message? Me, too!" said Amir at the same time. "Someone told me about this at school. It's a secret code."

"But what does it say?" Zahara asked. "Can you understand it? Who sent it?"

"No, but ... wait ... I just got another message ... It says HELLO!" And here's the rest of the message.

"Do you understand the message?" Zahara asked. "If we look at ...," she continued excitedly.

"Yes," Amir replied. "Let's see who can decipher it first! Talk to you soon! Bye!"

Zahara quickly worked out what the message said. She loved codes and puzzles.

"Now I get it!" she thought.

She took a photo and sent it to Amir. At the exact moment the message left her phone, there was a knock at her front door.

"Who can that be?" she wondered, smiling to herself.

"Surprise!" Amir said. "Well done! You worked out my message."

"And now we're going to do the math homework!" Zahara laughed.

"I thought, if you can work out the code, you can work out the math!" Amir said. "And I've come to help you!"



2 Read the story again. Label the sentences T (true) or F (false).

- a At the beginning, Zahara is happy about doing her math homework. ☐
- b She listened to some music on her way home. ☐
- c Zahara began to do her history homework. ☐
- d Zahara enjoyed working out the message. ☐
- e Amir wanted Zahara to think math was fun. ☐

### Reading Strategy: Analyzing Plot

Plot is the sequence of events within a story. Stories generally have a problem in the middle that the characters have to solve by the end.

3 Complete the plot diagram about the story with these sentences.

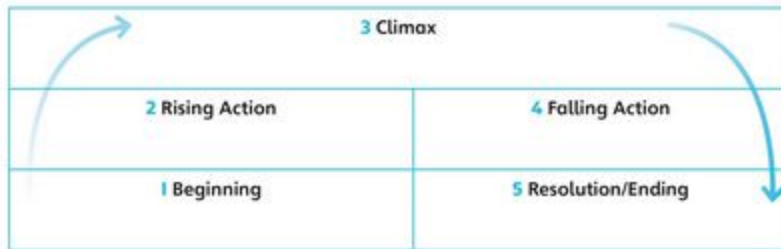
Zahara received a text message in hieroglyphics.

The children did their math homework together.

Zahara worked out the meaning of the code.

The children walked home from school.

Zahara understood her cousin was helping her.



4 Why do you think Amir sent the message in hieroglyphics? You can choose more than one answer. Mark ✓. Can you add your own idea?

- a He knew that Zahara loved everything about Egypt. ☐
- b He knew she liked solving problems. ☐
- c He wanted her to see that math is also about solving problems. ☐
- d He thought she read hieroglyphics better than English. ☐
- e My idea: \_\_\_\_\_



## Reported Questions with asked

When we report a question, we usually use *ask*, change the pronouns, and use the past tense. We do not use question marks in reported questions. In reported questions with question words, we change the word order.

"What **are you going** to do, Amir?" Zahara asked.

1 2 3

Zahara **asked** Amir what **he was going** to do.

2 1 3

With *yes/no* questions, we use *asked if*.

"Do you understand the message?" Zahara asked Amir.

Zahara **asked** Amir **if he understood** the message.

## 1 Read and circle the correct answers.

- a "Do you like ice cream?" She asked me if I liked / that I like ice cream.
- b "Can Petra speak Mandarin?" He asked him if Petra could speak / can Petra speak Mandarin.
- c "What is Fabio doing?" Mike asked me what is Fabio doing / what Fabio was doing.
- d "Where do your grandparents live?" She asked me where my grandparents lived / did my grandparents live.

## 2 Write the words in the correct order.

- a color / I / your / was / asked / favorite / what / you  
I \_\_\_\_\_.
- b if / Janine / You / asked / animals / liked / she  
You \_\_\_\_\_.
- c when / My parents / vacation / me / summer / started / asked  
My parents \_\_\_\_\_.

3 Look at the picture and write the reported questions. Begin with *She asked me ...*

a "Do you speak English?"

b "Where is your family from?"

c "What's your favorite myth?"



## 4 Read the report. Write the police officer's four direct questions and the mystery man's three direct questions.

The police officer's direct questions:

a Do you want to

b Can

c

d

The mystery man's direct questions:

e Can I have

f

g

## Police Report

The mystery man arrived at 9 a.m. I asked him if he wanted to sit down. He had to wait for the detective who was investigating the murder. So I gave him a pen, and I asked him if he could fill out a form. After an hour, I asked him if he wanted something to eat, but he didn't. He asked me if he could have some more paper, and he continued writing. I asked him if he was thirsty. After three hours, he asked me if he could have another pen. Finally, he finished, and he asked me if I knew who the murderer was. I told him I just worked at the front desk.



## My Life

Think of two interesting questions to ask people in your family. Write them here.

\_\_\_\_\_

\_\_\_\_\_

Ask your questions. Then, report the questions and answers here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1 Which of the following do you think are important parts of culture? Mark ✓.

	What I Think	What Michael Thinks		What I Think	What Michael Thinks
Traditions			Clothes		
Food			Meal Times		
Movies			Music		
Special Days			Books		
Cell phones			Sports		
Language			Your Ideas		

2 What does Michael think? Read what he says about culture. Mark ✓ the things that he talks about.



I think the most important parts of a culture are the traditions. In my class, there are students from lots of different cultures. That means they sometimes say, do, and eat different things because they are typical in each of their cultures. For example, David's mom is Irish, so he celebrates on March 17, which is an important day in Ireland. He brings in Irish flags to decorate the classroom and Irish food so that we can all celebrate together. Language is part of culture, too. So David calls his mom "mom." We made a poster with all the words the students in our class call their moms. There are ten different words, but they all mean "mom!" What do you do at your school to respect people from other cultures?

3 Find out about a different culture. Complete the fact sheet and draw a picture.

Country	
Languages Spoken	
An Important Festival in This Culture	
An Interesting Place to See	
A Famous Dish from This Culture	
Something Else That I Know About This Culture	



Check Your Oracy: Confident Use of Evidence to Support an Argument

1 I used evidence to support my argument.	All the time / Most of the time / Sometimes
2 I used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

- What was the name of your game?
- What type of game was it?
- How well did you do? Color the stars to give yourself a score.\*

I brainstormed ideas for a new language game and made a list.	☆☆☆☆☆
I created a new language game.	☆☆☆☆☆
I presented my game to the class.	☆☆☆☆☆
I listened carefully to my classmates' feedback about my game.	☆☆☆☆☆

\* (5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

- Which other game did you like best?
- What could you do better next time?

How can we create our own language game?

The Big Question and

Me

Because of the things I have learned in this unit,

I will



1 Put the letters in the correct order and write the words.

a m o j i e



b h s p a e



c g n i s



d m b l o s y



e e r i s g l p h i c o h y



2 Choose the correct word to complete the sentences.

alphabet bilingual minority multilingual native speakers population

Bragança is a district in northern Portugal, close to Spain. There is a <sup>1</sup> language called Mirandese that is spoken by about 10% of the <sup>2</sup> of Bragança. Mirandese speakers are also <sup>3</sup> of Portuguese, so they are <sup>4</sup>. Some people also speak Spanish, so they are <sup>5</sup>. There is a written form of Mirandese, which, like Portuguese and Spanish, uses the Roman <sup>6</sup>.



3 Write the correct words to complete the sentences.

- There are many ancient c\_\_\_\_\_ to learn about in history.
- There's a r\_\_\_\_\_ that we will have a new teacher next semester.
- This book is about the o\_\_\_\_\_ of names. My name is Felicity, and it means happy.
- L\_\_\_\_\_, all new stores and restaurants in the U.S.A. must be accessible for people with disabilities.
- What is the best way to c\_\_\_\_\_ with your friends?
- Some ideas are very a\_\_\_\_\_. They are sometimes difficult to understand.

4 What did Amir tell his mom about his conversation with Zahara?



a Zahara said \_\_\_\_\_

c She said \_\_\_\_\_

b She told \_\_\_\_\_

d She told \_\_\_\_\_



5 Your friends asked you lots of questions. Now, report them.

- "Do you have any brothers or sisters?"  
He asked me \_\_\_\_\_.
- "What's your favorite food?"  
She asked me \_\_\_\_\_.
- "Do we have any homework?"  
She asked me \_\_\_\_\_.
- "Can you play the piano?"  
He asked me \_\_\_\_\_.

6 Choose the correct connecting words to complete the paragraph.

in addition however therefore

My friend is French, so he speaks French. <sup>1</sup> \_\_\_\_\_, he speaks English. <sup>2</sup> \_\_\_\_\_, I don't think he can write English very well. <sup>3</sup> \_\_\_\_\_, he sends me emails to practice. It's fun!



1 Answer the questions about the things your group chose.

- a The most important phrase to know is \_\_\_\_\_
- b The thing we should never do is \_\_\_\_\_
- c The food we should definitely try is \_\_\_\_\_
- d The thing we should definitely see is \_\_\_\_\_

2 What is the second speaker doing in each of these dialogues?

1 A visitor to our country has to know we have school on Saturdays.	I agree because it might be confusing.	a He's giving a reason to support his point of view. b He's disagreeing.
2 A visitor to our country has to know we have school on Saturdays.	That's a good point! Tell me more.	a He's giving a reason because he doesn't agree. b He's encouraging someone to speak.
3 A visitor to our country has to know we have school on Saturdays.	In my opinion, there are more important things to know.	a He's expressing his point of view. b He's encouraging someone to speak.

3 Put the words in the correct order.

- a opinion / In / my \_\_\_\_\_
- b disagree / I / because \_\_\_\_\_
- c a / point / good / That's \_\_\_\_\_
- d because / I / know / read / it / about \_\_\_\_\_

4 Write the phrase you most like to use when you want to:

- encourage someone to speak. \_\_\_\_\_
- express your point of view. \_\_\_\_\_
- disagree with evidence. \_\_\_\_\_

What can you remember about Unit 6? Do the quiz.

1 When was writing invented?

- Around a 4500 BCE  
b 500 BCE c 45 BCE

2 How many languages disappear each year?

- a 25 b 250 c 2500

3 What could Leanne legally do at the beginning of the story on page 126 in the Student's Book?



4 Which of these is in *The Abandoned City* story?



5 Who did Leanne meet in *The Abandoned City*?

6 What are these?



7 People who can speak two languages are \_\_\_\_\_

8 Report this statement.  
She said she \_\_\_\_\_



9 Report this question.  
I asked him \_\_\_\_\_



10 How do you spell this? \_\_\_\_\_



Check your answers in the Student's Book. How did you do?  
8-10 ☐ Wow! 6-7 ☐ Good job! 0-5 ☐ Try harder!

Why is language special? Write three things.

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# How do machines help us?

1 Watch the video. Complete the graphic organizer.

move heavy objects lever travel from one place to another  
drone crane do our work bike pulley solve problems  
communicate with each other ramp helicopter robot

Machines Help Us To



Simple Machines



Machines and How They Help Us



Complex Machines



Machines That Can Be Programmed

2 Key Words 1 Match the words with the pictures. Label the pictures S (simple machine) or C (complex machine).

- 1 pulley 3 lever 5 Ferris wheel  
2 crane 4 rollercoaster 6 ramp



Unit 7A

Ready to Read: Nonfiction



1 Look at the picture. Complete the text with the correct words.

accident temperature reached chess



Mr. Ersoy and Mr. Kenter were playing <sup>1</sup> \_\_\_\_\_ in a café when there was an <sup>2</sup> \_\_\_\_\_ on the street in front of them. Mr. Kenter immediately called for an ambulance, which <sup>3</sup> \_\_\_\_\_ the scene very quickly. No one was badly injured, but one of the drivers said he was very hot. The ambulance driver took his <sup>4</sup> \_\_\_\_\_. It was very high, so they took him to the hospital. Then, Mr. Ersoy and Mr. Kenter continued their chess game.



2 Choose the correct words to complete the sentences.

accurately advancing experience repetitive science-fiction sensors

- a I love \_\_\_\_\_ stories.  
b Information technology is \_\_\_\_\_ all the time.  
c It's important to use words \_\_\_\_\_.  
d That story we read last month was too long and \_\_\_\_\_.  
e Do you have any \_\_\_\_\_ of working with robots?  
f There are different types of \_\_\_\_\_ that give us information about many things, including temperature and light.



## Reading Strategy: Main Idea and Supporting Details

The main idea is the most important idea in a text. Supporting details explain the main idea or give examples. Each section or paragraph of a text usually has its own main idea and supporting details.

## 1 Read the text. Choose the best photograph to illustrate it. Mark ✓.



## Read of the Day

## Gadgets &amp; Tech

## Games &amp; Fun

## More Cool Stuff

# DRONES

We caught up with drone operator Louis McKennie in Silicon Valley, in California. He told us all about drones and what they can do.

**CS:** Can you tell us something about drones, Louis? Are they robots?

**LMcK:** That's a really good question because some people think that drones aren't robots. However, both robots and drones use complex computer software and can operate on their own. When many people hear the word "robot," they think of big machines that perform boring, repetitive tasks that people used to do. They also think robots have to look like humans, but they don't! Robots are everywhere, and drones are simply robots that can fly. Their scientific name is "Unmanned Aerial Vehicles" (UAVs), which means they are aircraft

that do not need pilots to fly. They use sensors and GPS (the Global Positioning System). Drones have many uses. They search for oil, help farmers check their crops, and find survivors after natural disasters. Perhaps your readers know that some pizza companies now use drones to make deliveries! And with Internet shopping becoming more popular, other companies are planning to use drones for their deliveries, too.

**CS:** I've heard about drones delivering pizzas, but a drone hasn't delivered one to me yet! Drones can also deliver more important things, can't they?

**LMcK:** Absolutely! In parts of Africa, drones deliver blood to doctors working a long way from big cities. In some places, delivering blood by car used to take many hours, but drones can reduce

that delivery time to just 45 minutes!

**CS:** How does it work?

**LMcK:** First, the doctor sends a text message to ask for blood. A drone is loaded with the blood, and it flies directly to its destination at speeds of up to 100 kph. A minute before the drone reaches its destination, the doctor gets a message. The drone then drops the blood, which has a parachute to help it land safely. And then it flies back to where it came from.

**CS:** What's the future of drones, do you think?

**LMcK:** I think they will be able to do a lot more in the future, but they won't be able to do some tasks for many years. But perhaps one day they'll be able to transport us to wherever we want to go—just like in science-fiction movies!

## 2 Read the text again. Circle the correct answers.

- What is true about robots now, according to the text?
  - They can do jobs that no one wants to do.
  - They always look like humans.
  - They can take us wherever we want to go.
- What is one of the key features of a drone?
  - It can fly accurately.
  - It doesn't have a pilot.
  - It looks for things.
- What important job do drones now do in some parts of Africa?
  - They can quickly replace blood.
  - Hospitals no longer have to keep blood.
  - They deliver blood to doctors who are working a long way from big cities.
- What do we learn about the time it takes drones to deliver blood?
  - It is about the same as before, when blood was delivered by car.
  - It takes longer than it used to.
  - It is much quicker than it used to be, when blood was delivered by car.
- What happens to the drone after it has delivered the blood?
  - The doctor sends it back to the main hospital.
  - The drone returns on its own.
  - People collect the drones later in the day.
- What does Louis think drones might be able to do in the future?
  - Deliver pizzas.
  - Take us anywhere.
  - Put us in science-fiction movies.

## 3 Complete the table with three supporting details for this main idea.

Main Idea: How Drones Deliver Blood in Africa		
Supporting Detail 1	Supporting Detail 2	Supporting Detail 3

## 4 What do you think drones will be able to do in the future? Write your ideas.

I think drones will be able to fly to the moon.

I think drones will be able to collect trash.

I think drones will be able to \_\_\_\_\_.

I think drones will be able to \_\_\_\_\_.



## Modal Verbs to Describe Future Ability

We use modal verbs of ability to talk about what we can or can't do. When we are talking about the future, we use *will be able to* and *will not/won't be able to* and a verb.

Perhaps drones **will be able to transport** us to wherever we want to go.

They **won't be able to do** some tasks for many years.

## 1 Which sentences are about the future? Mark ✓.

- a People will be able to travel to Mars. ☐
- b Robots are able to clean houses. ☐
- c Robots won't be able to understand feelings. ☐
- d People aren't able to remember as much as computers. ☐

## 2 Write the words in the correct order.

- a able / my homework / to do / Robots / will / be  
\_\_\_\_\_
- b to eat / be / able / food / won't / Robots  
\_\_\_\_\_
- c take / to / my temperature / Robots / be / will / able  
\_\_\_\_\_
- d won't / be / to laugh / Robots / able  
\_\_\_\_\_
- e able / our grocery shopping / to / will / be / Robots / do  
\_\_\_\_\_

3 Look at the pictures. Complete the sentences using *will be able to* or *won't be able to*.

- a  Robots ride horses. \_\_\_\_\_
- b  Robots pick up trash. \_\_\_\_\_
- c  Robots drink juice in a café. \_\_\_\_\_
- d  Trains fly in the sky. \_\_\_\_\_
- e  Animals speak English. \_\_\_\_\_
- f  We smell through computers. \_\_\_\_\_
- That smells so good!

4 Read and complete the letter with *will* or *won't be able to* and the verbs in parentheses.

March 24, 2120

Dear Parents,

Next year, Class 6A <sup>1</sup> \_\_\_\_\_ (visit) the school star, Planet XYZ. However, younger brothers and sisters <sup>2</sup> \_\_\_\_\_ (go) on this trip because they are too young. Also, please note that parents <sup>3</sup> \_\_\_\_\_ (come along) because there isn't enough room in the school rocket this year.

On the trip, children <sup>4</sup> \_\_\_\_\_ (attend) all classes as usual. However, they <sup>5</sup> \_\_\_\_\_ (play) regular sports. Parents <sup>6</sup> \_\_\_\_\_ (speak) to their children through the school space portal each evening.

For more information, please go to the school star website.

Sincerely

Charlotte Dwyer  
Principal



## 5 Complete the sentences. Use two of the three verbs given.



- a change / have / repair
- 1 Sophia won't be able to change her bicycle tire herself because she is too young.
- 2 Her cousin Pedro \_\_\_\_\_ it because he knows a lot about bikes.



- b come / reply / help
- 1 Fiona \_\_\_\_\_ to your house today because she is sick at the moment.
- 2 She is sorry, but she \_\_\_\_\_ you with your homework.



## My Life

Complete the sentences with your ideas.

In the future, I think people \_\_\_\_\_.

When I'm 16, \_\_\_\_\_.

By this time next year, I \_\_\_\_\_.



1 Look at the pictures and write the words. They all have the same sound.

germs heard shirt nurse words



2 Match the pictures with the correct spellings of the word pictured.



- a ir
- b ur
- c or
- d er
- e ear

Oracy

1 In Oracy Time! you talked about your robot. Write the three best things it can do.



2 Which phrase(s) did you use to check that everyone could hear you?

3 Did you use these phrases when other people were presenting? Mark ✓.  
Can you speak more slowly? ☐ Can you speak up? ☐

It's and its

It's = It is or It has.

It's cute! = It is cute.

It's swum in the ocean. = It has swum in the sea.

Remember *its* is the possessive form of the pronoun *it*. There is no apostrophe.

The animal has a big head, but *its* body isn't very long.



1 Circle the correct words to complete the sentences.

- a Look at that cute robotic dog! *It's* / *Its* playing a game with *it's* / *its* owner!
- b Put the book back in *it's* / *its* place.
- c I can't see the hummingbird any more. I think *it's* / *its* flown away.
- d *It's* / *Its* time for bed.
- e Our city is famous for *it's* / *its* beautiful old buildings.
- f Many people think *it's* / *its* nice to have a cat.

2 Complete the sentences with *it's* or *its*. Where you write *it's*, is it short for *it has* or *it is*? Write the full form after each sentence.

- a It's my pen, not yours! It is
- b The school is flooded, and it has canceled all \_\_\_\_\_ classes today.
- c Look at this book! \_\_\_\_\_ pages are different colors! \_\_\_\_\_
- d \_\_\_\_\_ been a long time since I saw my piano teacher. \_\_\_\_\_
- e \_\_\_\_\_ difficult to do this exercise. \_\_\_\_\_
- f \_\_\_\_\_ been raining all day! \_\_\_\_\_



**1 READ** Look at the report on page 147 in the Student's Book. Answer the questions.

- What is the topic of Sam's report?
- Did he enjoy it? What word tells you?
- Why can his favorite invention reach difficult places?
- What does it have on its head?
- What other use does Sam suggest for it?

**2 PLAN** You are going to write a report about a show or market you have been to recently. Write the name of the show or market in the middle of the graphic organizer, and then make notes.

LOCATION

DATE

DESCRIPTION

MY FAVORITE PART  
AND WHY I LIKED IT

**3 WRITE** Use your notes to write your report.

**4 EDIT** Read your work and mark ✓.

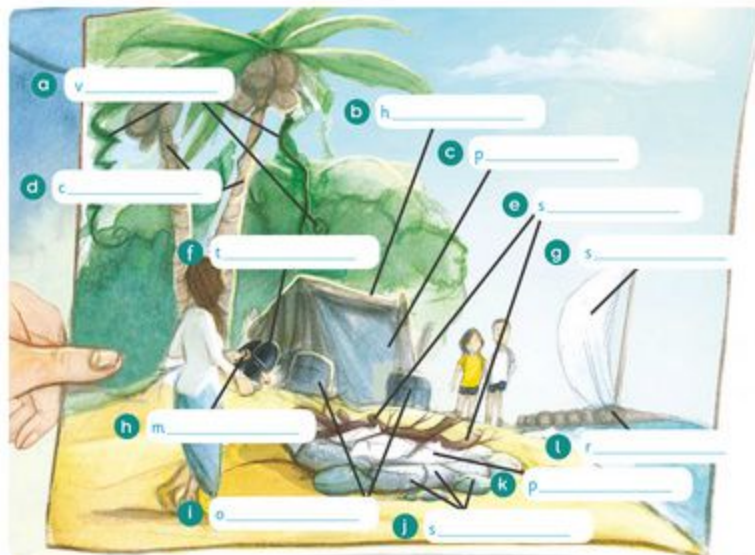
Did you:

- include the date, the place, and a description?
- say what you liked best and why?
- use *its* and *it's* correctly?

☐  
☐  
☐

**1 Key Words 4** Look at Jackie's photo. Label the things.

coconut palms hut matches oil drums paper plastic sheet  
raft sail sticks stones tires vines



**2** Complete Jackie's sentences with the correct words from Activity 1.

- Lots of \_\_\_\_\_ and \_\_\_\_\_ grow on our tropical island.
- Our oil is stored in \_\_\_\_\_.
- Yesterday we made a fire with \_\_\_\_\_ and \_\_\_\_\_ and lit it with \_\_\_\_\_.
- We put \_\_\_\_\_ around the fire.
- The \_\_\_\_\_ stops our things from getting wet in the rain.
- When we arrived, the \_\_\_\_\_ only had an old table inside it.
- I made a \_\_\_\_\_ with some old car \_\_\_\_\_.
- The \_\_\_\_\_ is made from very strong material.



## Reading Strategy: Making Connections

When you read, try to link what you are reading about to your own experience. It might be something that has happened to you, something you read in a book or saw in a movie, or perhaps something that happened to other people.

## 1 Read the story. What are the two names of the knot the children learn?

a \_\_\_\_\_ or \_\_\_\_\_ knot

CHAPTER 5  
Maeve, Robert, and Sam Go to Camp

"Hi, I'm Julie, head camp counselor," said the smiling woman as she welcomed Maeve, Robert, and Sam.

It was Friday evening, and the three children were going to spend the weekend camping outdoors.

"Come and meet the other children," Julie continued. "Dinner's ready!"

Maeve, Robert, and Sam sat down to eat around the campfire with nine other children, all looking excited and happy.

"Welcome again, everyone," Julie said as they were eating. "OK. The highlight of the weekend is the raft race across the river on Sunday."

"WOW!" Maeve exclaimed. "Are we going to build the rafts?"

"Yes, we are!" Julie replied.

The next morning, the children gathered around Julie on the riverbank.

"How are we going to build the rafts, Julie?" Sam asked. "I've never done anything like this before."

"First, you need to learn how to tie special knots. Do any of you know how to tie a reef knot?"

"Are reef knots the same as square knots?"

Robert asked. "If they are, then I can tie them."

"And I can, too," said Maeve.

"Great," Julie said. "You can help teach the others. Give everyone a piece of blue and a piece of red string, Robert. Maeve, can you show us how to tie a reef knot?"

"Take your two pieces of string," Maeve began. "First, cross the red piece over the blue piece and under, and then cross them again, the blue over the red and under this time. Pull the ends tight, and you have your reef knot."

"Thanks, Maeve," Julie said. "Now, let's all practice tying reef knots."

"You could put us into two groups, Julie," Sam suggested. "Robert can work with one group, and Maeve with the other."

"That's a great idea," said Julie. Soon they could all tie reef knots.

"Great," Julie said. "Let's start building the rafts! Here are some plastic sheets, some wood, and some old car tires. Don't forget to make a sail for your raft. I would plan the rafts very carefully. I wouldn't build them too fast."

Both groups worked hard for the rest of the day. They tied branches together with reef knots. Maeve's group made a sail from a plastic sheet, and Robert's group put some old tires under the branches of their raft to make it float better. Then, the children tried out their rafts on the river before dinner.

"Today has been awesome!" Sam said.

"I wonder which raft will win the race across the river tomorrow," Julie said.



How to Tie a Reef Knot

## 2 Read the story again. Put the sentences in the correct order.

- a Sam asked how they were going to build the rafts. ☐
- b Julie took Maeve, Robert, and Sam to eat dinner around the campfire. ☐
- c Both groups tested their rafts on the water. ☐
- d The children practiced tying reef, or square, knots. ☐
- e Julie, the head camp counselor, welcomed Maeve, Robert, and Sam. ☐
- f Julie said the highlight of the weekend was the raft race on Sunday. ☐

## 3 Read the story again. Who said ... ?

- a "Welcome again, everyone!" \_\_\_\_\_
- b "I've never done anything like this before." \_\_\_\_\_
- c "Are reef knots the same as square knots?" \_\_\_\_\_
- d "Can you show us how to tie a reef knot?" \_\_\_\_\_
- e "Pull the ends tight." \_\_\_\_\_
- f "Today has been awesome!" \_\_\_\_\_
- g "You could put us into two groups." \_\_\_\_\_

## 4 Look at these knots. Which ones can you tie? Mark ✓.



## 5 Have you ever gone to camp? If so, where did you go? What was the best thing about it? If not, would you like to go? Why?

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## Could and would for Ideas and Advice

We use *You could* to suggest possible solutions to a problem.

*You could* put us into two groups.

We use *I would* or *I wouldn't* to make a stronger suggestion and give advice.

*I would* plan the rafts very carefully. *I wouldn't* build them too fast.

## 1 Complete the sentences giving advice. Then, match the advice with the problems.

- You \_\_\_\_\_ read your book.
- I \_\_\_\_\_ look at a screen after 9 p.m.
- I \_\_\_\_\_ order a pizza.
- You \_\_\_\_\_ go to bed earlier.



## 2 Circle the correct word to complete Ben's advice to you.

- You** It's raining. The matches are getting wet.  
**Ben** I could / would / wouldn't put them in the hut.
- You** The raft needs a sail.  
**Ben** You could / would / wouldn't use a plastic sheet.
- You** I can't open this coconut! I'm really thirsty.  
**Ben** I would / could / wouldn't use a stone to open it!
- You** There's a large black spider on your book.  
**Ben** Urgh! How horrible! I would / wouldn't / could touch it.
- You** I'm hungry. Can I eat these berries?  
**Ben** I could / would / wouldn't eat them because they are poisonous.

3 Complete the sentences with *could*, *would*, or *wouldn't*.

- I \_\_\_\_\_ buy that coat. It's too big for you.
- I \_\_\_\_\_ call your mom. She's probably worrying about you.
- You \_\_\_\_\_ do your homework after dinner if you don't have time now.
- I \_\_\_\_\_ study hard for your test. It's going to be difficult!

4 Read the letters. Complete Aunt Esmeralda's reply with *would*, *could*, or *wouldn't*.

Dear Aunt Esmeralda,

I want to ride my bike to the drugstore in town to buy candy and ice cream on Saturdays, but my mom and dad won't let me. They say I'm too young—but I'm 12, and all my friends meet at the store on Saturdays. It's not fair. I don't want to do anything bad. I just want to hang out with my friends and eat some candy and ice cream!

Please give me some advice.

Melanie

Dear Melanie,

First of all, put yourself in your parents' place. I

<sup>1</sup> \_\_\_\_\_ think about why they won't let you go to the drugstore with your friends. Perhaps they worry when you're away from the house for a long time. I

<sup>2</sup> \_\_\_\_\_ suggest that you make a plan, and

then you <sup>3</sup> \_\_\_\_\_ talk about it with your parents. I <sup>4</sup> \_\_\_\_\_ go out for very long the first few times. Then, your parents will see that you are

sensible. Do you think your parents are worried about the candy and ice cream? If so, perhaps you <sup>5</sup> \_\_\_\_\_

say you'll only eat a little ice cream. I <sup>6</sup> \_\_\_\_\_

say anything about candy because everyone knows it's bad for you! Good luck!

Aunt Esmeralda



## 5 Look at the picture of Billie and his brother Ryan. Billie wants to play soccer after school. Complete Ryan's suggestions.

**Billie** Who will pick me up?

**Ryan** I \_\_\_\_\_ ask mom or get a ride with a friend.

**Billie** I can't play soccer very well.

**Ryan** I \_\_\_\_\_ worry. You'll learn soon.

**Billie** My shoes are too small.

**Ryan** You \_\_\_\_\_ ask mom to buy you some new ones.

**Billie** I don't know where my friends are playing today.

**Ryan** I \_\_\_\_\_ ask someone.



## My Life

What would you say to your friend in these situations? Use *You could*, *I would*, or *I wouldn't*.

**Your friend** I share my bedroom with my little sister. It's hard to study because she is always so noisy.

**You** \_\_\_\_\_

**Your friend** I want to get on to the soccer team.

**You** \_\_\_\_\_



1 Think back to the story *A Lost Journal* on page 150 in the Student's Book. Answer the questions.

a What problem(s) did the writer have at the beginning of his time on the island?

b Why did he make a lever from a branch and vines?

c What problem did the writer solve by eating beetles?



2 Was the writer resourceful? Look at the infographic. Did he follow the three steps?

3 In which of these situations is it important to be resourceful? Mark ✓.

- a when you do your homework ☐
- b when you are watching a movie ☐
- c when you have a problem ☐

4 Look at this list of situations. Choose one and decide how you can be resourceful. Make notes on the paper.

- a You have to make dinner for your family, but have no gas or electricity. You do have \$15.
- b You have to think of three different ways to use a yogurt container.
- c You are lost in a foreign city, you don't speak the language, and you don't have your phone.

Check Your Oracy: Projecting Your Voice

1 I tried to project my voice.	All the time / Most of the time / Sometimes
2 I asked if people could hear me.	At the beginning / During my presentation
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

- a What jobs did you want a machine to do for you?
- b How well did you do? Color the stars to give yourself a score.\*

I thought of ideas for my machine.	☆☆☆☆☆
I drew a design for my machine.	☆☆☆☆☆
I gave my presentation to the class.	☆☆☆☆☆
I projected my voice during my presentation.	☆☆☆☆☆

\*(5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

c Which other idea did you like best?

d What could you do better next time?



The Big Question and

Me

In this unit, I learned how machines help us.

I learned that \_\_\_\_\_

I learned that \_\_\_\_\_



1 Look at the picture and label the things.

crane Ferris wheel drone rollercoaster ramp



2 Choose the correct words to complete the sentences.

sticks sensors simple sails stone science

- \_\_\_\_\_ machines help us to move things.
- My sister enjoys watching \_\_\_\_\_-fiction movies. I prefer drama.
- Many cars have \_\_\_\_\_ that make them easy to park.
- Some boats have very big \_\_\_\_\_.
- If you want to make a fire, you need some \_\_\_\_\_.
- Some houses are made of \_\_\_\_\_.

3 Look at the pictures. What can you see through the key holes? Write the words.



4 Complete the sentences with *will be able to* or *won't be able to*.



a Robots \_\_\_\_\_ wash the dishes.



b People \_\_\_\_\_ fly.



c Cars \_\_\_\_\_ park in cities.



d Robots \_\_\_\_\_ clean up our oceans.

5 Your friend has to do some homework about a machine. You have some ideas and advice. Complete the sentences with *could*, *would*, or *wouldn't*.

- I \_\_\_\_\_ find out about the factory where they make the devices.
- You \_\_\_\_\_ ask the receptionist at the office for help.
- I \_\_\_\_\_ trust all the information you find on the Internet. It isn't always correct.
- You \_\_\_\_\_ ask your friends if they have any information.
- I \_\_\_\_\_ use too many pictures. The teacher wants us to write a lot.

6 Complete the text with *it's* or *its*. Circle the one that means *it has*.

"What a machine! The new driverless car is amazing! <sup>1</sup> \_\_\_\_\_ not for everyone. But if you have physical disabilities, or if you just don't enjoy driving, <sup>2</sup> \_\_\_\_\_ the car for you. <sup>3</sup> \_\_\_\_\_ sensors turn on the lights if <sup>4</sup> \_\_\_\_\_ dark, and <sup>5</sup> \_\_\_\_\_ parking skills are superb! The car does <sup>6</sup> \_\_\_\_\_ work, and you can do yours! <sup>7</sup> \_\_\_\_\_ changed my life!"

Li Lang, driverless car owner





# SPEAKING MISSION



1 Put the letters in the correct order and write the words.

- |                         |             |
|-------------------------|-------------|
| a aptebrol idaem lyarpe | c rgecahre  |
| _____                   | d tnrrarawy |
| _____                   | e eprrai    |
| _____                   | f ecnres    |
| b mage conlsoe          | g myemor    |
| _____                   | h ecdiev    |



2 Complete the sentences with the correct words from Activity 1.

- a I usually \_\_\_\_\_ my cell phone battery overnight.  
 b When you buy something new, it's important to keep the \_\_\_\_\_.  
 c My favorite \_\_\_\_\_ is my cell phone.  
 d We have a \_\_\_\_\_ for long car trips to watch movies, play games, and listen to music.  
 e My phone doesn't work, so I'm going to get someone to \_\_\_\_\_ it.  
 f My friend has broken the \_\_\_\_\_ on her cell phone!  
 g The \_\_\_\_\_ is full. I can't save these photos.  
 h I love playing on my \_\_\_\_\_.



3 What does Lisa say to Joey? Put the dialogue in the correct order.

- |  |   |
|--|---|
| Joey Hello. How can I help you?                                  | a Hmmm. Yes. I did.                           |
| Lisa 1 _____   | b Two years ago. I think.                     |
| Joey What's wrong?   | c The screen is broken.                       |
| Lisa 2 _____   | d OK, thank you. How long will it take?       |
| Joey Oh, no. Did you drop it?                                    | e Hello. I have a problem with my cell phone. |
| Lisa 3 _____   |   |
| Joey When did you buy it?  |   |
| Lisa 4 _____   |   |
| Joey OK, I can fix it for you, but it isn't under warranty.      |   |
| Lisa 5 _____   |   |
| Joey It should be ready in about 30 minutes. It will cost \$150. |   |



## Wrap-up



What can you remember about Unit 7? Do the quiz.

1 Who made drawings of a robotic man over 500 years ago?



2 What very difficult game can robots beat us at?

3 Where does a robot store information?  
In its \_\_\_\_\_.

4 Where was the author of *A Lost Journal* sailing to?

- a Papua New Guinea  
 b The Solomon Islands c Fiji

5 Which food did the author of *A Lost Journal* not eat?

- a fish b beetles c crab

6 What is this?

It's a \_\_\_\_\_.



7 Which of these things can you use to tie branches together?

- a coconuts b vines c sticks

8 Complete the sentence.

We \_\_\_\_\_ go on vacation to the moon in the near future.



9 Your friends haven't finished their homework. What do you say?

You \_\_\_\_\_ ask your teacher to give you more time.

10 What was the oracy skill for this unit?



Check your answers in the Student's Book. How did you do?  
 8-10 ☐ Wow! 6-7 ☐ Good job! 0-5 ☐ Try harder!



How do machines help us? Write three things.



# How do we know what happened in the past?

1 Watch the video. Complete the graphic organizer.

workplaces documents houses art jewelry the Valley of the Kings  
gold death mask theaters tombs manuscripts tools

## Archeological Sites

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

The Past  
Is All  
Around Us



## Artifacts

- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_



2 Match the words with the definitions.

- |              |  |
|--------------|--|
| 1 monument   | a a person who writes about or studies the past  |
| 2 historian  | b a valuable yellow metal  |
| 3 discovery  | c a book, musical composition, or document written by hand   |
| 4 tomb       | d bones and teeth are examples   |
| 5 document   | e a building or structure that is built to make people remember an event in history or a famous person |
| 6 manuscript | f a piece of paper with official written information on it   |
| 7 remains    | g when someone finds something for the first time  |
| 8 gold       | h a place where a dead person is buried  |



1 Key Words 2 Choose the correct words to complete the sentences.

Bronze Age carbon century date decay legend

- a Some people think that the Beaker People brought bronze to Britain during the \_\_\_\_\_.
- b When archeologists \_\_\_\_\_ objects, they find out how old they are.
- c They can measure the amount of a type of \_\_\_\_\_ in the remains of humans, animals, and plants to see how old they are.
- d Weather makes objects \_\_\_\_\_ over time.
- e My grandmother was born in the 20th \_\_\_\_\_.
- f One of my favorite stories is a medieval \_\_\_\_\_ about a king and a princess.



2 Look at the pictures. Write the words.

detective horn pottery thumb



3 Answer the questions.

- a How long is your thumb? \_\_\_\_\_
- b Which century are we living in? \_\_\_\_\_
- c What can cause teeth to decay? \_\_\_\_\_
- d Can you name two fictional detectives? \_\_\_\_\_ and \_\_\_\_\_





- 1 Read Jordie's text message. Look at the underlined words. Which photo did she send? Mark ✓.



Hey! At the museum with school. Cool! These are grinding stones. Awesome! Two stones—a lower stone and an upper stone. The lower stone is long! I think I could hold the upper stone in my hand, but the lower stone looks very heavy. What do you think they're for?



- 2 Read Jordie's report. What were the stones used for?

## OUR FIELD TRIP



Last week, our class went on a field trip to the local museum. There's an interesting exhibition on at the moment about the Bronze Age. We started studying objects, or artifacts, from that time last semester. Our teacher, Mr. Martinez, thought this exhibition would be perfect for us, and it was!

Before we went, Mr. Martinez put the class into groups. Each group had to think of a question to find the answer to in the museum. "You're going to be history detectives!" he said.

I was in a group with Thomas, Edward, and Emily. We all love food, so we wanted to know what Bronze Age people ate. Edward thought they probably ate vegetables, but we

weren't sure. So our question was: What did Bronze Age people eat?

When we arrived at the museum, the director, Mrs. Williams, took us on a tour of the Bronze Age exhibition. It was fascinating. She explained that the artifacts in the exhibition were over 3,000 years old. The archeologists and historians who put together the exhibition had to be very careful because the objects are primary sources—they were used by real Bronze Age people!

After the tour, we had an hour to explore by ourselves and find the answer to our group's question. We looked at two parts of the exhibition in particular: farming and life at home. We learned that wheat, barley, and other grains were grown by farmers. Then, the "heads" of grain were dried in pots near fires in the houses. After that, they were

ground into flour on grinding stones. There were some grinding stones in the exhibition. The flour was used to make bread, and yeast was added to make the bread rise.

There was a model of the inside of a Bronze Age house in the exhibition, and we could see pottery and cups made of horn. We also saw loaves of bread, vegetables, and fruit. We had the answer to our question! Before we left, we checked it with Mrs. Williams. She explained that people in the Bronze Age also ate meat, but not very often.

By Jordie Allen



### Reading Strategy: Monitor and Clarify

It's important to check that you understand what you have just read. You can do this by monitoring—thinking about what you do and don't understand—and by clarifying—finding out or checking.

- 3 Jordie's friend Kevin, who did not go on the school trip, has just read her report. He didn't understand everything. He had to monitor and clarify. Complete his table.

Monitor and Clarify		
I didn't understand:	I used these strategies:	Now I think it means: 😊
explore	I looked for clues in the text.	It means looking around to see new and interesting things.
a Yeast was added to make the bread rise.	I asked myself questions about bread. I read the text again slowly.	Yeast _____
b _____	I looked for clues in the text.	It's the past participle of grind.

- 4 Match the questions with the answers.

- Which historical period is Jordie learning about in school?
  - What happened at the beginning of the visit to the museum?
  - What were the primary sources?
  - How old were the primary sources?
  - What was the answer to Jordie's group's question?
- The students were shown around the exhibition by the director.
  - the Bronze Age artifacts
  - Bronze Age people mainly ate bread, vegetables, and fruit. They sometimes ate meat.
  - the Bronze Age
  - over 3,000 years old

- 5 Read the information about a new exhibition. Imagine you are going to the exhibition. What would your question be?

### New Exhibition Pottery from the Bronze Age

Come and find out about pottery from 3,000 years ago!  
Open Tues.–Sun. 9 a.m.–5 p.m.  
CLOSED ON MONDAYS.





## The Past Simple Passive Voice

We use the past simple passive voice for actions in the past when we don't know who did the action or it isn't important who did the action. We form the past simple passive with *was/were* + past participle. If we want to say who did the action, we use *by*.

Yeast **was added** to make the bread rise.

Wheat, barley, and other grains **were grown** by farmers.

1 Read the sentences and complete with *was* or *were*.

- a The grinding stones \_\_\_\_\_ used to make flour.
- b Water and yeast \_\_\_\_\_ added to the mixture.
- c The bread \_\_\_\_\_ cooked on an open fire.
- d The artifact \_\_\_\_\_ exhibited in a museum.

## 2 Put the words in the correct order to make sentences.

- a at school / The photographs / were / shown  
\_\_\_\_\_
- b ancient stone / found / An / on / farm / the / was  
\_\_\_\_\_
- c all parents / to / sent / was / An email  
\_\_\_\_\_
- d were / All flights / bad weather / because of / canceled  
\_\_\_\_\_

## 3 Rewrite these sentences using the past simple passive.

- a People decorated documents.  
Documents were decorated.
- b In prehistoric times, people ate bread.  
\_\_\_\_\_
- c The author wrote the book in Spanish.  
\_\_\_\_\_
- d Archeologists made important discoveries.  
\_\_\_\_\_

## 4 Complete the text. Use the past simple passive of the verbs in parentheses.

## How Were Books Made in the Past?

The first people to make books were the Ancient Egyptians. Papyrus "paper" <sup>1</sup> \_\_\_\_\_ (make) from the stems of the papyrus plant. Then, individual sheets of paper <sup>2</sup> \_\_\_\_\_ (glue) together to make scrolls. In India, palm leaves <sup>3</sup> \_\_\_\_\_ (put) together, and then pieces of wood <sup>4</sup> \_\_\_\_\_ (place) on either side of them. These methods took a long time because all the work <sup>5</sup> \_\_\_\_\_ (do) by hand.

In the 15th century, the printing press <sup>6</sup> \_\_\_\_\_ (invent) in Germany, and after that, books <sup>7</sup> \_\_\_\_\_ (produce) more quickly.



## 5 Write sentences about the pictures using the past simple passive. Use the information to help you.



The Gateway Arch / open / in 1967



These pieces of pottery / find / in Greece



A rocket / launch / into space

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

## My Life

Find out about a historical object in your house, school, or city. Draw and write about it.

This is a writing box. It was made in Victorian times in England. It was used by people who wrote lots of letters. Pens and ink were stored in it. Also, a photo was kept in this writing box.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





1 Label the pictures. Circle the words where *gh* makes the sound *f*.

high cough bright rough



2 Circle the words where the *gh* is silent.

eight light laugh thought enough taught tough dough

1 Which Oracy Time! topic did you choose for your story? Mark ✓.

### Oracy Time!

Think of a time when you:

- found something interesting.
- went to an interesting place for the first time.
- tried something new.



2 What sentence did you use to begin your story?

3 Did you look at your audience and use appropriate body movements when you were telling your story?

### Non-defining Relative Clauses

We use non-defining relative clauses when we want to add extra information to a sentence. We use commas to show that the information is extra.

My friend Lisa, who lives in Australia, is 12 years old.

I visited the KidsHistory website, which Lisa told me about.

who = people, which = things, places

We cannot use *that* in a non-defining relative clause.



1 Read the pairs of sentences. Then, combine them to make one sentence with a non-defining relative clause.

- a Howard Carter discovered the tomb of Tutankhamun. He was born in 1874.  
Howard Carter, who discovered the tomb of Tutankhamun, was born in 1874.
- b These grinding stones were used to make flour. They are thousands of years old.
- c I went to my cousin Susannah's party. I really liked it.
- d My Uncle Stuart is a vet. He lives in London.
- e Madrid is the capital of Spain. It's one of my favorite cities.
- f The Pyramids of Teotihuacán are in Mexico. They were built around 100 BCE.

2 Complete the sentences with *who* or *which*.

- a Jake's grandparents, who are on vacation, called him last night.
- b Mexico City, which has a population of nearly 9 million, is one of the largest cities in the world.
- c My neighbor Jean Claude, who lives on a farm, is a really nice person.
- d My cousin Sam, who lives in Hong Kong, has just been accepted to City College.
- e Amsterdam, which has many canals, was a very important city in 17th-century Europe.
- f The White House, which has 132 rooms, is the official residence of the president of the U.S.A.





**1 READ** Look at the biography on page 169 in the Student's Book. Answer the questions.

- How many different jobs did Leonardo have? What were they?
- Do we know who the woman in the *Mona Lisa* was?
- What does the author think is more interesting: Leonardo's paintings or his inventions?

**2 PLAN** You are going to write a biography about a famous person. Make notes in the graphic organizer.

An introduction to the person:		An interesting detail about their life:
Key dates in the person's life:		Your opinion about the person:

**3 WRITE** Use your notes to write your biography.

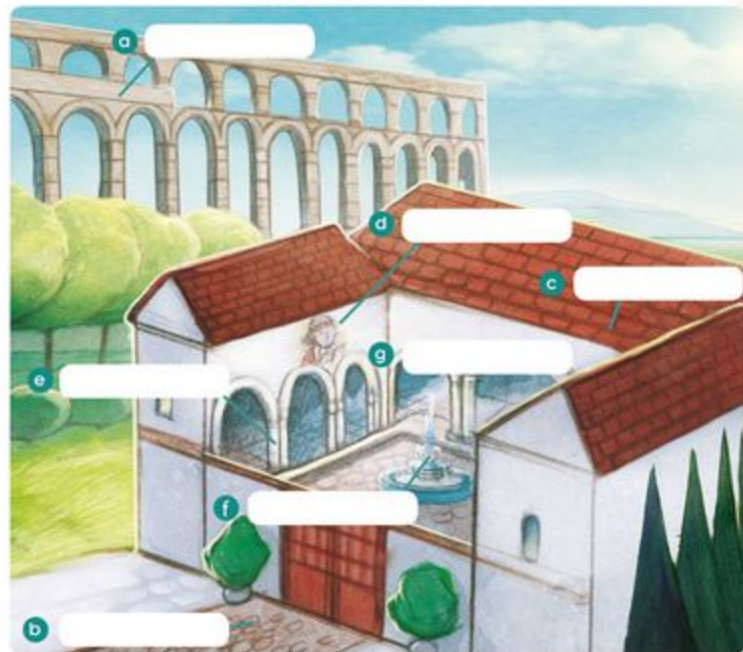
**4 EDIT** Read your work and mark ✓.

Did you:

- introduce the person?
- include key dates and interesting details?
- express your opinion?
- use non-defining relative clauses?

**1 Key Words 4** Choose the correct words to label the picture.

fountain villa aqueduct cobblestones column tiles fresco



**2** Choose the correct words to complete paragraph.

foundations grid roads straight

As well as beautiful villas, aqueducts, and theaters, the Romans built excellent <sup>1</sup>\_\_\_\_\_. Many of them are still used today. Like Roman buildings, these roads had strong <sup>2</sup>\_\_\_\_\_. They were very <sup>3</sup>\_\_\_\_\_ and, in the towns and cities, they were built on a <sup>4</sup>\_\_\_\_\_ pattern.



## 1 Read the story. What does Hunter want to be when he's grown up?

## A Place Called Mérida

"How was school?" asked Hunter's mom. She asked him the same question every evening. He hated answering her because he didn't like school much. The only class he really liked to talk about was history. He loved history.

"We had a great history class today," he said. "We learned about the Roman Empire."

"That's good," said his mom, who didn't share his love of history. "By the way, I have a video call later with Auntie Rita."

Auntie Rita was his mom's best friend. She lived in Spain with her husband, who was an archeologist, and their three cats. After dinner, Hunter went to his room to do his science homework. He was putting on his headphones when he heard his mom talking in the kitchen. "So it's nearly 40°C, but your visitors want to explore Mérida! They must be crazy!"

When Hunter heard the name Mérida, he started to listen carefully. His history teacher had talked about a place in Spain called Mérida in class that morning. "It must be the same place," he thought. He knew that there were two Méridas—one in Europe and one in Mexico. "It can't be the Mérida in Mexico because Auntie Rita lives in Spain."

He opened his history book and started to read the part about Mérida.

Mérida was founded in 25 BCE by the Emperor Augustus for Roman soldiers who were at the end of their career in the army. In those days, it was called Emerita Augusta.



Then, Hunter heard Auntie Rita's voice. "And now they want to close the Roman bridge ..."

Hunter ran into the kitchen.

"Sorry to interrupt, Mom, but do you live in Mérida, Auntie Rita—Mérida with the amazing Roman aqueduct?"

"Yes, I do! Why?"

Hunter spent the next hour asking Auntie Rita questions about Mérida. She showed him a piece of pottery that her husband had found on an archeological site in the city.

"He brought it home to clean," she explained. "What do you think it is?"

Hunter looked at the screen. "It might be made of stone, but I think it's pottery. It's a beautiful pitcher. It was probably for water."



"You're right, Hunter!" said Auntie Rita.

"That's awesome!" said Hunter, who was having the best history lesson ever.

His mom looked at him proudly. "Wow! I had no idea you knew so much history!"

Hunter smiled. "You know I want to be an archeologist when I grow up, Mom."



## 2 Read the text again. Circle the correct answers.

- How did Hunter feel when his mom asked him about his day at school?  
a happy b angry c fascinated
- Who is an archeologist?  
a Auntie Rita's husband b Auntie Rita c Hunter's history teacher
- What did Hunter do when he heard the name Mérida?  
a He wondered about it. b He ignored it.  
c He went and talked to his mom and Auntie Rita immediately.
- What did Hunter already know about Mérida?  
a There was more than one place with the same name.  
b It was always called Mérida. c It was a small town.
- What did Auntie Rita show him?  
a a manuscript b a secondary source c a primary source
- How did Hunter's mom feel when she heard him talking about history with Auntie Rita?  
a bored b angry c surprised and happy

## Reading Strategy: Evaluating

Evaluating is saying what we think about a text or a story. We say why we like it, what we learn from it, and what it makes us think about.

## 3 Evaluate the story. Complete the review and give the story a star rating.

Story Club



Review of the Story A Place Called Mérida

Star Rating:



By \_\_\_\_\_

Characters: How many? \_\_\_\_\_ What are their names? \_\_\_\_\_

Story Summary: \_\_\_\_\_ comes home from school and has dinner with his \_\_\_\_\_. Then, he goes to do his \_\_\_\_\_ homework. He hears his mom talking to her friend, his \_\_\_\_\_, on a video call. She lives in Mérida in \_\_\_\_\_. He goes to talk to her, and she shows him a Roman \_\_\_\_\_. They talk for an \_\_\_\_\_. It was his best \_\_\_\_\_ lesson ever!

What I Liked Best: \_\_\_\_\_

What I Didn't Like: \_\_\_\_\_

What It Made Me Think About: \_\_\_\_\_

You should/shouldn't read this story because: \_\_\_\_\_



Modal Verbs of Deduction: *must*, *might*, and *can't*

When we are making guesses based on facts, we use modal verbs of deduction. When we're sure about something, we use *must*.

It **must** be the same place.

When we think something is possible, but we aren't sure, we use *might*.

It **might** be made of stone.

When we think something is not possible, we use *can't*.

It **can't** be the Mérida in Mexico.

## 1 Match the sentences. Underline the modal verbs.

- |  |                                    |
|--|------------------------------------|
| 1 It must be very hot outside.             | a It isn't heavy enough.           |
| 2 She might like your present.             | b The architecture is wrong.       |
| 3 He must be the new teacher.              | c The temperature is 35 °C.        |
| 4 It might be a fresco from a Roman villa. | d He's carrying our science books. |
| 5 That can't be a Roman building.          | e I think she likes candles.       |
| 6 That ring can't be gold.                 | f The paint looks really old.      |

## 2 Circle the correct modal verb.

- a The box **must** / **can't** / **might** be heavy because Jo can't lift it.
- b The café **must** / **can't** / **might** be open. I think I saw a light inside, but I'm not sure.
- c The phone call **must** / **can't** / **might** be from my mom because the number isn't her cell phone.
- d This pendant **must** / **can't** / **might** be made of gold, but I'm not sure.

3 How sure are you? Rewrite the sentences with *must*, *might*, or *can't*.

- a I'm sure Yana is happy about her test results.  
Yana must be very happy with her test results.
- b Perhaps Yana is Russian.  
\_\_\_\_\_
- c Perhaps Yana has a pet cat.  
\_\_\_\_\_
- d I'm sure this isn't Yana's book. It has Alex's name in it.  
\_\_\_\_\_



4 You are a history detective! Look at the pictures and write sentences. Use *must*, *might*, or *can't*.



a



b



c



d



e



f



## 5 Complete the text with the correct modal verbs.

In 1545, the *Mary Rose*, a warship, sank off the south coast of England. Hundreds of years later, some fishermen were catching fish in the same area. Their nets caught on something underwater. "What are the nets caught on?" they wondered. "They <sup>1</sup> \_\_\_\_\_ be on rocks at the bottom of the ocean because the nets can't reach down there. The water is too deep."

Many more years passed, and in the 1970s, divers found something buried in the sand. "We think this <sup>2</sup> \_\_\_\_\_ be a warship, but we aren't sure yet," they said. Later, with carbon dating and other techniques, they said, "It <sup>3</sup> \_\_\_\_\_ be the *Mary Rose*. We're sure now! It <sup>4</sup> \_\_\_\_\_ be any other ship!"



## 6 Look at the picture. What do you think it is? Write sentences.

It can't be \_\_\_\_\_ because \_\_\_\_\_.

It might be \_\_\_\_\_ because \_\_\_\_\_.

It must be \_\_\_\_\_ because \_\_\_\_\_.







1 How are historical monuments damaged? Look at the photograph. What do you think damaged this monument?

2 Damage to historical monuments can have many causes. Match the causes with the effects.

**Causes**

- 1 Pollution from cars
- 2 Earthquakes cause
- 3 Space is needed for new buildings,
- 4 Tourists litter,
- 5 Visitors climb on monuments,

**Effects**

- a so the appearance of monuments is spoiled for other visitors.
- b so parts of the monuments are damaged.
- c makes monuments look dirty.
- d so monuments are demolished.
- e monuments to fall down.

3 Which problem in Activity 2 is not caused by people?

4 Look again at the damage caused by people in Activity 2. What can we do to prevent that damage in the future?

5 Do you think we should take care of historical monuments? Who do you agree with most? Mark ✓. Why?

Monuments are an important part of our history. We have to protect them for future generations.



Repairing historical monuments is very expensive. It's cheaper to build new buildings, so I think we should do that.



I love old buildings and monuments. They're more beautiful than modern buildings!



I don't like ancient monuments. I prefer modern architecture!



Check Your Oracy: Using Appropriate Body Movements and Gestures

1 I stood up straight and looked at the audience.	All the time / Most of the time / Sometimes
2 I used appropriate body movements.	All the time / Most of the time / Sometimes
3 I used the phrase on the cue card.	Yes / No

**The Big Challenge**

- a What questions did you have about your family history?
- b Who did you interview?
- c How well did you do? Color the stars to score yourself.\*

I prepared questions for my interview with my relative.	☆☆☆☆☆
I chose an object that told me more about my family history.	☆☆☆☆☆
I prepared and gave my presentation to the class.	☆☆☆☆☆
I maintained eye contact and used appropriate body movements and gestures while I was presenting.	☆☆☆☆☆

\* (5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

d Which other presentation did you like best?

e What could you do better next time?

How can we research our family history?

**The Big Question and Me**

Because of the things I have learned in this unit, I will



## 1 Look at the pictures. Write the words.

detective monument tomb document archaeological site gold



## 2 Do the history quiz.

carbon column foundations Bronze frescoes villa paleontologist

- Which age started around 2300 BCE in Europe? the \_\_\_\_\_ Age
- What do you call someone who studies bones and fossils? a \_\_\_\_\_
- What do you call something that supports a ceiling? a \_\_\_\_\_
- What do you call the paintings on walls that you've learned about in this unit? \_\_\_\_\_
- What is another word for a big house with a big garden? a \_\_\_\_\_
- What are under a house, but you can't see them? \_\_\_\_\_

## 3 Read and circle the correct words.

In Rome, the first 'aqueduct / villa, the Aqua Appia, was built in 312 BCE to bring water to the city. 'Roman / Archeological people used a lot of water. There were 'fountains / tiles in the middle of squares with water, and there were public baths where people would go to relax. Roman roads were often 'straight / hidden because armies needed to travel quickly. Sometimes roads were covered with 'cobblestones / horns, which protected them. We know a lot about those times from 'secondary / grid sources.



The Aqua Appia Today

## 4 Rewrite these sentences using the past simple passive.

- They found the Rosetta Stone in 1799.
- In 1939, they discovered an old ship at Sutton Hoo.
- In 2018, our principal opened a new building at our school.
- The team designed a very fast car last year.
- They finished the exercises by lunchtime.



The Rosetta Stone

5 Complete the sentences with the correct modal verb. Use *must*, *might*, or *can't*.

- I can't see very well, but I think that \_\_\_\_\_ be your friend Chung over there.
- This pen isn't mine. It's blue, and mine is red. It \_\_\_\_\_ be Julia's because she's the only student in the class who has a blue pen.
- That \_\_\_\_\_ be her brother because she only has a sister.
- That coin \_\_\_\_\_ be from the Bronze Age—they didn't have coins back then!
- This thumb print \_\_\_\_\_ be yours. Let's check! I'm not sure.
- This \_\_\_\_\_ be my mother's favorite song. She listens to it at least ten times a day!

## 6 Use the information in parentheses, and write sentences with non-defining relative clauses. Don't forget the commas.

- His daughter (acrobat) lives in Sydney.  
His daughter, who is an acrobat, lives in Sydney.
- My grandmother (70 years old) plays tennis every day.
- Winnie the Pooh (write / by A. A. Milne) is my favorite children's book.
- The new phone (a huge memory) costs \$250.
- The historian (lived in Brasilia) hosted a TV show for children.



# SPEAKING MISSION



1 Match the words with the definitions.

1 headphones	a You hold this above your head when it's raining.
2 gloves	b You need this when the battery in your phone, tablet, or laptop is low.
3 memory stick	c An official document you need to leave or enter a country.
4 passport	d You wear these on your hands when it's cold.
5 keys	e A small folding case for carrying paper money and credit cards.
6 purse	f You put this into your computer to copy and store information.
7 glasses	g You need these to lock or unlock a door.
8 charger	h A small bag that women carry their money, keys, and other small things in.
9 umbrella	i You wear these in front of your eyes to help you see better.
10 wallet	j You can put these over your ears when you want to listen to your music.



2 Choose the correct phrases to complete the dialogue.

I'll call you if someone finds it What does it look like I lost my memory stick  
I'll get a form Let me take your name and phone number When did you lose it

- Attendant** Good morning, this is the Middletown Lost and Found. How can I help you?
- Girl** Yes, <sup>1</sup> \_\_\_\_\_.
- Attendant** Just a minute. <sup>2</sup> \_\_\_\_\_.  
OK, so <sup>3</sup> \_\_\_\_\_?
- Girl** I'm not sure. I had it at school yesterday, but I don't have it now.
- Attendant** OK, so sometime in the last 24 hours. <sup>4</sup> \_\_\_\_\_?
- Girl** It's a red plastic memory stick. It has my name on it.
- Attendant** OK. <sup>5</sup> \_\_\_\_\_.
- Girl** Sure. It's Joana Márquez. My phone number is 875-9693.
- Attendant** OK. <sup>6</sup> \_\_\_\_\_.
- Girl** Thank you very much.



## Wrap-up



What can you remember about Unit 8? Do the quiz.

- 1 Historical clues can be objects, human and animal remains, or even whole \_\_\_\_\_.
- 2 Which country is the royal game of Ur from? \_\_\_\_\_
- 3 What is this?  \_\_\_\_\_
- 4 Who are historians and archeologists similar to? \_\_\_\_\_
- 5 What were the names of the three girls in *The Metal Detector* story? Julia, Cornelia, and \_\_\_\_\_
- 6 Is there an *f* sound in the word *dough*? Circle the correct answer. Yes / No
- 7 What do we call the story of a person's life? \_\_\_\_\_



- 8 Complete the sentence.  
The mask of Tutankhamun \_\_\_\_\_ (discover) in 1925.
- 9 What's this?   
I know! It \_\_\_\_\_ be a comb.
- 10 You lost your headphones. Complete the Lost and Found Attendant's question.  
What \_\_\_\_\_ like?

Check your answers in the Student's Book. How did you do?  
8-10 ☐ Wow! 6-7 ☐ Good job! 0-5 ☐ Try harder!



How do we know what happened in the past? Write three things.

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# Why does biodiversity matter?

1 Watch the video. Complete the graphic organizer.

protection zebras extinction grasses fungi lions reproduction food

Animals and plants in all ecosystems depend on each other for:

a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_

Why does biodiversity matter?

Changes in the balance of an ecosystem can lead to species h \_\_\_\_\_.

The food chain in all ecosystems have:

producers, e.g.,

d \_\_\_\_\_



primary consumers, e.g.,



secondary consumers, e.g.,



decomposers, e.g.,

g \_\_\_\_\_



2 Key Words 1 Choose the correct words to complete the text.

interact producers decomposers food chain biodiversity fungi ecosystem consumers

We call the huge variety of animal and plant life in our world <sup>1</sup> \_\_\_\_\_. All animals and plants need each other to survive, and they also have to <sup>2</sup> \_\_\_\_\_ with air, sun, water, and soil. When living and non-living things exist together, it is called on <sup>3</sup> \_\_\_\_\_.

Everything in an ecosystem needs food. What eats what is called the <sup>4</sup> \_\_\_\_\_. It starts with <sup>5</sup> \_\_\_\_\_ like grasses and other green plants, which make their own food. Then, there are primary <sup>6</sup> \_\_\_\_\_, which eat plants, leaves, and grasses, and secondary consumers, which eat other animals.

Lastly, there are the <sup>7</sup> \_\_\_\_\_ like <sup>8</sup> \_\_\_\_\_, which turn dead plants and animals back into nutrients in the soil.

Unit 9A

Ready to Read: Nonfiction

1 Key Words 2 Look at the pictures. Then, write the words.

tentacle snails crab algae



a \_\_\_\_\_



b \_\_\_\_\_



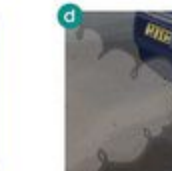
c \_\_\_\_\_



d \_\_\_\_\_

2 Match the words with the pictures.

- 1 carbon dioxide
- 2 filter
- 3 income
- 4 pipelines



3 Choose the correct word from Activity 2 to complete the sentences.

- a Tourism near coral reefs provides many people with an \_\_\_\_\_.
- b Some animals \_\_\_\_\_ the water in the ocean and keep it clean.
- c There are huge \_\_\_\_\_ on the ocean floor.
- d In many parts of the world, there is too much \_\_\_\_\_ in the air, and this is causing global warming.



- 1 Look at the photographs and read the interview. Choose the correct words to label the photographs.

shell tentacle eye

## All You Ever Wanted to Know About

# Snails



A Land Snail



A Freshwater Snail



A Marine Snail

What do you know about snails? I interviewed Jonathan Hedley-Smith, a malacologist, or snail expert, to find out more about these fascinating creatures.

**Interviewer** Could you tell our readers about all the different snails that live on Earth?

**Jonathan** I'll try, but there are literally thousands of different species of snails. They live on land, in freshwater rivers and lakes, and in the oceans. Snails that live in the oceans are called marine snails. Some snails are absolutely amazing, but others are so small and uninteresting, you hardly notice them!

**Interviewer** How do land snails fit into the food chain?

**Jonathan** They are primary and secondary consumers and decomposers. They eat living plants and invertebrates (animals that don't have a backbone), but they also eat dead plants and animals.

**Interviewer** Ah, now I understand why gardeners don't like land snails. They eat the plants in our yards.

**Jonathan** Yes, snails eat anything and everything! So if you grow flowers or vegetables in your yard, they are dinner for your snails!

**Interviewer** What can gardeners do to protect their plants?

**Jonathan** First of all, we should remember that snails are useful for their ecosystems, so we don't want to kill them all. We just want them to go somewhere else! However, if I had a big snail problem, I would try to protect my plants. I'd put crushed eggshells around them. Snails have very soft bodies, which the crushed eggshells can hurt, so snails won't go over them to reach the plants. You can also put coffee around your favorite plants because snails have an excellent sense of smell, and they hate the smell of coffee!

**Interviewer** Can you tell me something I don't know about snails?

**Jonathan** OK—do you know where their eyes are?

**Interviewer** Hmm, on their heads?

**Jonathan** Yes, but not exactly! Snails' eyes are on the ends of one of the pairs of tentacles on their heads, the longer pair. The shorter pair of tentacles helps snails to smell and to find their way around.

**Interviewer** I didn't know that! And a final snail thought?

**Jonathan** Snails are fascinating animals, and they aren't as slow as people think. Scientists have discovered that they can travel up to 1 meter per hour!

**Interviewer** Thank you!

*Jonathan Hedley-Smith writes a weekly blog, Snail Thoughts.*

- 2 Read the text again and answer the questions.

- Where are snails found?
- What is the role of land snails in the food chain?
- Why do crushed eggshells stop snails from eating plants?
- Why does coffee protect plants from snails?
- Where are snails' eyes?

### Reading Strategy: Paraphrasing

When you read a text, it's a good idea to write it again in your own words. This is called paraphrasing. It's a useful way to check that you understand the text.

- 3 Read this paraphrased sentence. Then, find and underline the sentence in the text that says the same thing.

Snails won't go over crushed eggshells because they have soft bodies.

- 4 Underline the important words in these sentences. Then, paraphrase the sentences. Remember to use your own words.

- You can also put coffee around your favorite plants because snails have an excellent sense of smell, and they hate the smell of coffee!
- Snails' eyes are on the ends of one of the pairs of tentacles on their heads, the longer pair. The shorter pair of tentacles helps snails to smell and to find their way around.



## The Second Conditional

We use the second conditional to describe things in the present or future that are hypothetical, unlikely, or impossible.

If I **had** a big snail problem, I **would try** to protect the plants.

If the producers **died**, there **wouldn't be** food for primary consumers.

We use the past simple in the *if* clause and *would/wouldn't* and the base form of the verb in the other clause. We sometimes use the contraction 'd for *would*. We use a comma after the *if* clause if it is at the beginning of the sentence.

## 1 Read the questions about the sentence in the grammar box and circle the correct answer.

- a Does the speaker have a big snail problem? Yes / No  
b Does the speaker know what to do about snail problems? Yes / No

## 2 Circle a or b to complete the sentences.

- 1 If I had a test tomorrow,  
a I didn't go to Jim's party tonight.  
b I wouldn't go to Jim's party tonight.
- 2 If I received a text message in English,  
a I have replied in English.  
b I would reply in English.
- 3 If I saw some friends arguing in school,  
a I would tell a teacher.  
b I have told a teacher.
- 4 If I went to the U.S.A.,  
a I would visit New York.  
b I will visit New York.
- 5 If there were no more bees,  
a many ecosystems would change.  
b many ecosystems will change.

## 3 Complete the sentences with the correct form of the verbs in parentheses.

- a If we \_\_\_\_\_ (use) more solar energy, we \_\_\_\_\_ (produce) less carbon dioxide.
- b If fishermen \_\_\_\_\_ (not use) nets, other animals and fish \_\_\_\_\_ (not die).
- c If our rivers \_\_\_\_\_ (be) cleaner, more fish and animals \_\_\_\_\_ (survive) in them.
- d If we \_\_\_\_\_ (cut) down fewer trees, there \_\_\_\_\_ (be) more forests.
- e If there \_\_\_\_\_ (be) more forests, fewer species of plants and animals \_\_\_\_\_ (be) at risk of extinction.

## 4 Put the words in order to make sentences.

- a give a presentation in class / I / primary consumers / I had to / would / If / talk about
- b swim / would / I / near the ocean / lived / I / If / every day
- c I / If / a samba show / go to / would / I / Rio de Janeiro / visited
- d would / more things / If / I / earlier / I / do / got up / before school
- e would / was / older / she / be able to drive / If / my sister / a car

## 5 What are the people really thinking? Complete the sentences using the words in parentheses.



- a If I didn't have a lot of homework, I would play soccer this evening. (not have) (play)



- b If I \_\_\_\_\_ enough money, I \_\_\_\_\_ (have) (buy / that phone)



- c If I \_\_\_\_\_, I \_\_\_\_\_ (run / faster) (win / the race).



- d If I \_\_\_\_\_, I \_\_\_\_\_ (be / taller) (be / good at basketball).

## My Life

Complete the sentences so that they are true for you.

- If I had to talk about an ecosystem, I \_\_\_\_\_.
- If I went to a rainforest, I \_\_\_\_\_.
- If I found some snails in my yard, I \_\_\_\_\_.



1 Look at the pictures and complete the words. They all have the same vowel sound.



a dinos \_ \_ \_ r



b b \_ \_ \_ \_



c s \_ \_ \_ \_



d w \_ \_ \_ k

2 Circle the letters that make the same vowel sound.

a claw      b author      c chalk      d draw      e small

## Oracy

1 Which Oracy Time! topic did you and your partner give a talk about? Mark ✓.

## Oracy Time!

how to use less plastic ☐  
 how to save water ☐  
 how to use less gasoline ☐

2 Did you structure your talk clearly? Did it have an introduction, organized points, and a conclusion? Circle the correct answer.

Yes / No

3 Which phrases from the cue cards did you use?



## Although

*Although* is a connecting word. It means *in spite of something*. When we use *although*, we follow it with a subject and a verb.

**Although** I was really tired, I couldn't sleep.

I talked about saving water, **although** my plan was to talk about using less gasoline.

Remember to use a comma **after** the *although* clause if *although* comes first in the sentence. Use a comma **before** *although* if it comes at the beginning of the second clause in the sentence.

1 Rewrite the sentences using *although*.

a It was very early and very foggy, but Dad and I still went fishing.

b I know I have some homework, but I can't remember what the homework is!

c We made a lot of noise, but the baby didn't wake up.

d I missed your birthday yesterday, but I made you a card.

e My friend Sally didn't like the restaurant, but the food was delicious.

f There was a bus at 5 p.m., but Emily wanted to walk home.



2 Circle the correct connecting word.

a He lives in a very small apartment, **and** / **although** / **so** he is a millionaire.

b **Although** / **So** / **But** it was raining, we had a great time.

c My friend is quite small, **but** / **in addition** / **so** he can still run really fast.

d It is cold and snowy, **although** / **so** / **but** I plan to wear my heavy coat.

e I liked the food. **In addition** / **Therefore** / **However**, my friends didn't.

f My grandpa is visiting us soon. **So** / **Although** / **However**, we don't know exactly when.



**1 READ** Look at the flyer on page 191 in the Student's Book. Answer the questions.

- Where do pygmy raccoons live?
- What foods are bad for them?
- Why are they endangered?
- What should people do with their trash?

**2 PLAN** You are going to write a flyer about an endangered animal. Make notes in the graphic organizer.

Animal Name:	Picture of Animal
Where does it live?	
How big is this animal and what does it look like?	What does this animal like to eat?
What's the problem?	What can we do?

**3 WRITE** Use your notes to write your flyer.

**4 EDIT** Read your work and mark ✓.

Did you:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>describe your animal and why it's endangered?</li> <li>encourage your reader to take action?</li> </ul> | <ul style="list-style-type: none"> <li>give practical advice about what we can do?</li> <li>include <i>although</i>?</li> </ul> |
|--|---|

**1 Key Words 4** Look at the pictures and write the words.

gray falcon lizard coyote plover slug whole acorns eagle cricket



**2** Read and write the correct words.

- Plants that have narrow leaves and grow close to the ground. g \_\_\_\_\_
- Very small living things that sometimes cause disease. b \_\_\_\_\_
- An African animal with one big horn in the middle of its forehead. r \_\_\_\_\_



1 Read the story and look at the photographs. Which two are dandelions? Mark ✓.



### Homework

"What do you want to do first—math or English language arts?" Leo asked his cousin Charlie.

"Let's do language!" Charlie replied. "We have to read a poem and answer some questions. Thanks for helping me, Leo."

"I'm happy to help, Charlie. I love poetry," Leo said.

"I do, too," Charlie replied. "I really liked the poem about the plover and the crocodile that we read in school today, but I don't understand the one we have to read for homework."

"If we read the poem out loud, perhaps we'll understand it better," said Leo.

"OK, that's a good idea," Charlie answered. They read the poem out loud, line by line.

### O Dandelion

"O dandelion, yellow as gold,

What do you do all day?"

"I just wait here in the tall green grass

Till the children come to play."

"O dandelion, yellow as gold,

What do you do all night?"

"I wait and wait till the cool dews fall

And my hair grows long and white."

"And what do you do when your hair is white

And the children come to play?"

"They take me up in their dimpled hands

And blow my hair away!"

Then Charlie asked, "Do you know what a dandelion is, Leo?"

"No, I don't," said Leo. "But we need to find out. It's the first question."

1 What is a dandelion?

a) an animal b) a tree c) a flower

2 What is the dandelion's day like?

3 What does *dimpled* mean?

"Well, it can't be an animal because you can't blow an animal's hair away!" said Charlie.

"True. And a tree would be too big. So it's probably a flower. Yes, look! Here's a picture of a dandelion on my phone."

"Oh, I know what those are!" Charlie replied.

"They grow in the grass in my grandpa's yard.

OK, what's the next question?"

"What is the dandelion's day like?"

"Hmmm, boring! No, seriously, OK, this is cool.

It's like the dandelion is a person waiting for

children to come and play," said Charlie.

"Yes, that's called *personification*," Leo said.

"It's when a plant or animal is represented as a person."

"Great. The next question is about ... *dimpled*. I wonder what it means."

"It's something to do with hands," Leo suggested.

"I'll look it up," said Charlie. She got the dictionary and found the word. "Yes, *dimples* are small hollow places in your skin. I wonder if they are those hollow places where children's fingers join their hands."

"Yes, they must be," said Leo.

"Thanks a million, Leo. I understand the poem much better now," Charlie said.

### Reading Strategy: Understanding Poetry

Poems use imaginative language to talk about ideas. Sometimes they can be hard to understand, so here are some things that can help:

- Visualize the scene in your mind.
- Try to guess the meaning of the words from the context.
- Try to paraphrase the poem.

2 Read the story and circle the correct answers.

- Why did Leo suggest they read the poem out loud?
  - to understand the poem better
  - to check the meaning of unknown words
- How did they figure out the meaning of the word *dandelion*?
  - They guessed the meaning from the context.
  - They visualized the action.
- Why did Leo look for a photo of a dandelion on his phone?
  - He didn't believe Charlie.
  - He wanted to check their idea.
- What is *personification*?
  - a word used to describe flowers in poetry
  - when we talk about something as if it's a person
- Which picture shows a *dimpled* hand?

a



b



3 Paraphrase the first and last verses of the poem.

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## Embedded Questions

An embedded question is a question inside another question or statement. We often use them when we want to be polite. We use a question mark in embedded questions that start with *Can you tell me* and *Do you know*. We do not use a question mark after *I wonder*. Like reported questions, the order of the words is different from normal questions.

Do you know what a dandelion **is**? What **is** a dandelion?

I wonder if they **are** those hollow places where children's fingers join their hands.

**Are** they those hollow places where children's fingers join their hands?

## 1 Write the words in the correct order to make embedded questions.

- a you / Can / live / you / where / me / tell  
 \_\_\_\_\_
- b wonder / I / is / color / favorite / your / what  
 \_\_\_\_\_
- c means / Do / know / dimpled / you / what  
 \_\_\_\_\_

## 2 Complete the embedded questions.

- a Can \_\_\_\_\_ where gray falcons live?
- b I \_\_\_\_\_ how many different species of bird there are in the world.
- c Do \_\_\_\_\_ how big an eagle is?

## 3 Write embedded questions with these words. Add more words and make any other changes if necessary.

- a you / know / where / the Ecology Club / meet  
 Do you know where the Ecology Club meets?
- b wonder / if / you / busy / tonight  
 \_\_\_\_\_
- c you / know / where / eagles / live  
 \_\_\_\_\_
- d you / tell / me / what / gray falcons / eat  
 \_\_\_\_\_
- e wonder / if / your sister / have / homework / tonight  
 \_\_\_\_\_

## 4 Complete the embedded questions.

- Girl <sup>1</sup> \_\_\_\_\_ if you could help me.
- Ranger Yes, of course.
- Girl <sup>2</sup> \_\_\_\_\_ know where I can see bald eagles in the wild?
- Ranger You can see them here and in every state of the U.S.A. except Hawaii.
- Girl Oh, why not in Hawaii?
- Ranger Well, the climate there is very different from the rest of the U.S.A.
- Girl <sup>3</sup> \_\_\_\_\_ tell me what they eat?
- Ranger Eagles eat mainly fish and small birds and animals. They also like eating meat from dead animals—what we call *carion*.



## 5 Rewrite the questions in a polite form. Add a question mark if necessary.

- a Where is our teacher?  
 Do you know \_\_\_\_\_
- b Which poem do you like best in this unit?  
 I wonder \_\_\_\_\_
- c How many children are there in your school?  
 Can you tell me \_\_\_\_\_

## My Life

Write three embedded questions to ask someone in your family who you don't know very well. Next time you see them, ask your questions. Then, write their answers.

I wonder \_\_\_\_\_

Can you tell me \_\_\_\_\_

Do you know \_\_\_\_\_



- 1 Look at the picture. How can we reduce our waste? Complete the table with the things we should do (Dos) and thing we shouldn't do (Don'ts).



Dos	Don'ts

- 2 What are the best ways to reduce waste? Number the boxes. 1 is the best. Then, write some of your own ideas.

- a Don't use plastic bags. ☐
- b Learn to repair things. ☐
- c Don't use disposable plastic plates and knives and forks. ☐
- d Eat everything on your plate. ☐
- e Learn the rules of recycling where you live. ☐
- f My ideas: ☐

- 3 Choose one way to reduce waste and write about it here.

I'm going to \_\_\_\_\_

I'm going to check this in \_\_\_\_\_ months' time.

## Check Your Oracy: Structuring a Talk

1 My talk had a clear structure.	Yes / No
2 My audience understood my talk.	All of it / Most of it / Some of it
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

## The Big Challenge

- a Which animals, birds, or insects did you want to attract to your playground?
- b What did you do to attract them?
- c How well did you do? Color the stars to give yourself a score.\*

I researched my ideas.	☆☆☆☆☆☆
I planned the wildlife stations in the playground.	☆☆☆☆☆☆
I presented my plan to the class.	☆☆☆☆☆☆
I reflected on my classmates' feedback.	☆☆☆☆☆☆

\* (5 = Awesome! 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

- d Which of your classmates' ideas did you like best?
- e What could you do better next time?



## The Big Question and Me

Because of the things I have learned in this unit,

I will \_\_\_\_\_



## 1 Choose the correct words to complete the crossword.

bacteria predator species ecosystem  
filter producer consumer decomposer

## Across

- 1 a group of animals or plants that share similar characteristics and can produce young animals or plants  
4 It gets its food from dead plants and animals.  
5 It eats food produced by plants and other animals.  
6 When plants and animals exist together, they form an \_\_\_\_\_.  
7 Before you drink the water in some places, you should \_\_\_\_\_ it.  
8 These can cause diseases.

## Down

- 2 It makes its own food.  
3 An animal that kills and eats other animals is a \_\_\_\_\_.

## 2 Look at the pictures. Write the names of the animals.



## 3 Choose the correct word to complete the sentences.

food chain millions pipelines biodiversity symbiotic

Today I'm going to talk about the world's oceans.

The <sup>1</sup> \_\_\_\_\_ of the oceans is amazing. <sup>2</sup> \_\_\_\_\_ of different plants and animals live in them. There are many examples of <sup>3</sup> \_\_\_\_\_ relationships. That is when living things, animals and/or plants, depend on each other to survive. In the oceans, we can also see how the <sup>4</sup> \_\_\_\_\_ works, with the biggest fish at the top, of course! However, when <sup>5</sup> \_\_\_\_\_ are built on the ocean floor, they can damage the ecosystem very badly.



## 4 Complete the sentences using the second conditional.

- a If I \_\_\_\_\_ (have) enough money,  
I \_\_\_\_\_ (travel) around the world.  
b If I \_\_\_\_\_ (travel) around the world,  
I \_\_\_\_\_ (visit) Australia.  
c If I \_\_\_\_\_ (visit) Australia, I \_\_\_\_\_  
(go) to the Great Barrier Reef.  
d If I \_\_\_\_\_ (go) to the Great Barrier Reef,  
I \_\_\_\_\_ (go) snorkeling.  
e If I \_\_\_\_\_ (go) snorkeling, I \_\_\_\_\_ (see) amazing fish.  
f If I \_\_\_\_\_ (do) that, I \_\_\_\_\_ (not / touch) the coral.



## 5 Write these questions politely.

- a What time is it?  
I wonder \_\_\_\_\_  
b Where do you live?  
Can you tell me \_\_\_\_\_  
c How old is that boy?  
Can you tell me \_\_\_\_\_  
d Why are bees so important?  
Do you know \_\_\_\_\_

6 Rewrite these sentences using *although*.

- a I like peaches, but I prefer strawberries.  
\_\_\_\_\_  
b She has a bike, but she never rides it to school.  
\_\_\_\_\_  
c It looks like a dangerous shark, but it isn't.  
\_\_\_\_\_  
d She speaks a lot, but she doesn't always listen.  
\_\_\_\_\_  
e He loves going to musicals, but he doesn't go very often.  
\_\_\_\_\_  
f They have lots of books, but they haven't read all of them.  
\_\_\_\_\_



- 1 What were the five most important items your group chose for the time capsule?

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

I think \_\_\_\_\_ is the most important of all because \_\_\_\_\_.

- 2 Match the sentences with the parts of the talk.

1 I'm going to talk about our time capsule.

a End of the Talk

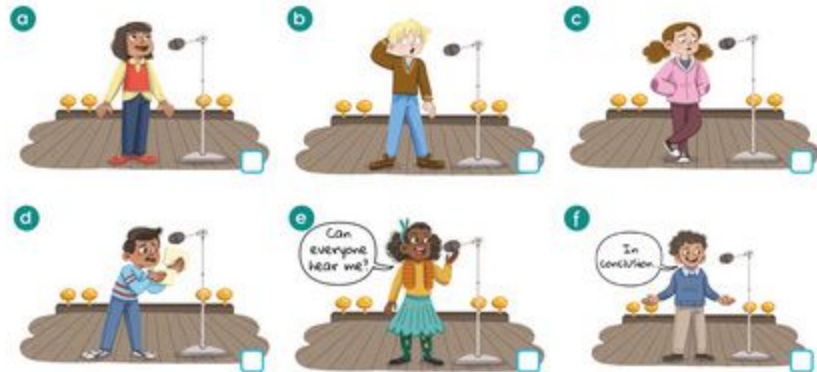
2 The main point is that people in the future will see how we live now.

b Beginning of the Talk

3 In conclusion, I think that people in the future will like our time capsule and find it interesting.

c Middle of the Talk

- 3 Look at the pictures. What three things you should do during a presentation? Mark ✓.



## What can you remember about Unit 9? Do the quiz.

- 1 How big is the Pacific Remote Islands Marine National Monument, which you read about on page 184 in the Student's Book?

a 1 million square km  
 b 1.2 million square km  
 c 1.5 million square km

- 2 Which ecosystem was the nonfiction text on pages 185 and 186 in the Student's Book about?

a coral reefs b rainforests  
 c rivers and waterways

- 3 Who called the crocodile?



- 4 How can we produce less carbon dioxide?

a By using more energy  
 b By using more renewable energy  
 c By using more water

- 5 What animal was the flyer on page 191 in the Student's Book about?



- 6 Many coral reefs today are in \_\_\_\_\_.

- 7 Complete the sentence using the verb in parentheses.

If I visited Los Angeles, I \_\_\_\_\_ (go) to Hollywood.

- 8 You can't eat these fungi because they are \_\_\_\_\_.



- 9 When might you use an embedded question?

a talking to your friend  
 b talking to someone you don't know well  
 c talking to your brother or sister

- 10 What was the oracy skill for this unit?

Check your answers in the Student's Book. How did you do?  
 8-10 ☐ Wow! 6-7 ☐ Good job! 0-5 ☐ Try harder!

Why does biodiversity matter? Write three things.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## All About Oracy!

### Unit 1: Ground Rules

Ground rules help us understand how to behave when we are giving a presentation or having a discussion.

1 I think ... because ...

2 I agree because ...

3 I disagree because ...

### Unit 2: Asking Probing Questions

We ask probing questions to find out more information or to get more detailed answers from someone.

4 What do you think about ...?

5 How?

6 Why?

### Unit 3: Active Listening

An active listener makes eye contact and responds to show they are interested in what someone is saying.

7 That's interesting.

8 I see.

9 That's a good idea.

### Unit 4: Expressing Points of View

When we express our point of view, we give reasons to support it. We also give reasons when we agree or disagree with someone else's point of view.

In my opinion, Star Wars is the best movie ever ...



2 I agree because ...

3 I disagree because ...

10 In my opinion, ...

### Unit 5: Giving Encouragement

When we listen to other people's ideas, we can give encouragement by sounding interested and making positive comments.



11 That's a great idea!

12 That sounds like fun.

13 That's a good point!

### Unit 6: Confident Use of Evidence to Support an Argument

When we argue for or against something, we use evidence to support what we are saying. This evidence might be things from our own experience or things we have learned or heard about.



2 I agree because ...

3 I disagree because ...

14 I know because ...

15 For example, ...

### Unit 7: Projecting Your Voice

When you give a presentation, it's important to project your voice confidently so that everyone can hear you. Check with your audience and speak more loudly if necessary.

16 Can you hear me now?

17 Can you speak up?

Note: "Can you speak up?" is a way that someone in the audience can encourage a speaker to project their voice.

### Unit 8: Appropriate Body Movements and Gestures

Pay attention to your body movements and gestures. Stand up straight and look at your audience when you speak.



### Unit 9: Structuring a Talk

We can help people understand what we are saying by making sure our talks are clearly structured. Provide an introduction, organized points, and a conclusion.



19 We're going to talk about ...

20 The main point is ...

21 Also, ...

22 In conclusion, ...



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