

CAMBRIDGE

Student's Book

Susannah Reed

# Cambridge Primary Path 5



Better  
Learning

## LEVEL 5: Scope and Sequence

### 1 Big Question: How can we make a difference?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> Biography Competition: <i>Whiz Kids!</i></p> <p><b>Reading Strategy</b> Asking Questions</p> <p><b>Fiction</b> <i>Courtney the Mind Reader</i></p> <p><b>Reading Strategy</b> Cause and Effect</p>	<p><b>Key Words 1:</b> international, society, charity, vaccination, disease, inspire, environment, conservation, volunteer, talent</p> <p><b>Key Words 2:</b> react, developer, ambassador, code, successful, skill, professional, electronic, invent, innovation</p> <p><b>Key Words 3:</b> canvas, generator, germs, exhibition</p> <p><b>Key Words 4:</b> introduce, hang out with, curious, interrupt, ignore, weird, offer, obviously, get lost, immediately, realize, announcement</p>	<p><b>Quantifiers</b> All/Most/Some/A few/No houses had electricity.</p> <p><b>Causative Verbs</b> I had my bike fixed last week. I had my hair cut yesterday.</p>

### 2 Big Question: How can we make our dreams come true?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>The Wonderful World of Work</i></p> <p><b>Reading Strategy</b> Author's Purpose</p> <p><b>Fiction</b> <i>A Beating Ambition</i></p> <p><b>Reading Strategy</b> Literary Elements</p>	<p><b>Key Words 1:</b> ambition, design, college, engineer, degree, career, dedicated, training program, athlete, creative</p> <p><b>Key Words 2:</b> veterinarian, undergraduate, biology, specialize, instructor, composer, emotion, sculptor, inspiration, astronaut</p> <p><b>Key Words 3:</b> patient, poison, convey, scuba diving</p> <p><b>Key Words 4:</b> disappointed, make sure, rhythm, echo, fascinating, beat, crowd, tap, imitate, routine, gather around, transport</p>	<p><b>Past Tense with ago</b> Alex Watson <b>biked</b> across the Atacama Desert three years <b>ago</b>.</p> <p><b>Might and could for Possibility</b> I <b>might</b> find something interesting. It <b>could</b> be my lucky day.</p>

### 3 Big Question: How can we deal with natural disasters?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Savage Earth</i></p> <p><b>Reading Strategy</b> Using Graphic Sources</p> <p><b>Fiction</b> <i>A Survivor's Tale</i></p> <p><b>Reading Strategy</b> Visualizing</p>	<p><b>Key Words 1:</b> disaster, volcanic eruption, earthquake, hurricane, tornado, drought, overflow, tsunami, devastation, recover</p> <p><b>Key Words 2:</b> crust, mantle, magma, core, continental plate, lava, crater, friction, survivor, prevent</p> <p><b>Key Words 3:</b> demolish, architect, resistant, drill</p> <p><b>Key Words 4:</b> deadly, panic, spinning, funnel, calm, violent, shelter, hail, howling, shatter, debris, stripped</p>	<p><b>The Present Simple Passive Voice</b> Buildings <b>are demolished</b> because they aren't safe. This bridge <b>is designed</b> to shake in an earthquake.</p> <p><b>Too and enough</b> It was <b>too heavy</b>. There was <b>enough time</b>. I ate <b>too much</b> cake and <b>too many</b> cookies.</p>

### 4 Big Question: What makes going to a show so exciting?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Stages Around the World!</i></p> <p><b>Reading Strategy</b> Summarizing (Nonfiction)</p> <p><b>Fiction</b> <i>The Masked Bandit</i></p> <p><b>Reading Strategy</b> Summarizing (Fiction)</p>	<p><b>Key Words 1:</b> show, concert, live performance, actor/actress, special effect, performer, makeup, costume, fireworks, prop</p> <p><b>Key Words 2:</b> opera, musical, acrobatics, dialogue, tragedy, stage, audience, comedy, puppeteer, mime</p> <p><b>Key Words 3:</b> lighting, elaborate, characteristic, project</p> <p><b>Key Words 4:</b> triplets, attic, disorganized, footprint, scratch, clue, crime, driveway, sneakers, alibi, guilty, bandit</p>	<p><b>Present Simple for Future Events</b> The play <b>starts</b> at six o'clock on Friday evening.</p> <p><b>Subject and Object Questions</b> <b>Who</b> solved the crime? <b>What</b> did Henry solve?</p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<p><b>Ground Rules</b></p> <p><b>Cue Cards:</b></p> <ol style="list-style-type: none"> <li>I think because ...</li> <li>I agree because ...</li> <li>I disagree because ...</li> </ol>	<p><b>Spelling Rule:</b> ie or ei?</p>	<p><b>Improve Your Writing</b> Writing Parentheses Writing Task Letter</p>	<p><b>Project</b> Community Garden</p>	<p><b>How can we create a new community project?</b></p>	<p><b>Organizing a Fundraising Event</b></p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<p><b>Asking Probing Questions</b></p> <p><b>Cue Cards:</b></p> <ol style="list-style-type: none"> <li>What do you think about ...?</li> <li>How?</li> <li>Why?</li> </ol>	<p><b>Spelling Tip:</b> eer, eee, eer</p>	<p><b>Improve Your Writing</b> Adjectives with Prepositions Writing Task Interview</p>	<p><b>Interview</b> Spelling Bee</p>	<p><b>How can we learn a new skill?</b></p>	<p><b>Finding the Best Summer Camp</b></p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
<p><b>Active Listening</b></p> <p><b>Cue Cards:</b></p> <ol style="list-style-type: none"> <li>That's interesting.</li> <li>I see.</li> <li>That's a good idea.</li> </ol>	<p><b>Spelling Tip:</b> oor, ooe, our</p>	<p><b>Improve Your Writing</b> Quotation Marks Writing Task News Story</p>	<p><b>Podcast</b> How to Stay Safe in an Earthquake</p>	<p><b>How can we invent a device to help people after a natural disaster?</b></p>	<p><b>Collaboration</b> Planning an Emergency Kit for Earthquakes</p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<p><b>Expressing Points of View</b></p> <p><b>Cue Cards:</b></p> <ol style="list-style-type: none"> <li>I agree because ...</li> <li>I disagree because ...</li> <li>In my opinion ...</li> </ol>	<p><b>Spelling Tip:</b> oe, ou, ow, o, oo</p>	<p><b>Improve Your Writing</b> Conjunctions Writing Task Movie Review</p>	<p><b>Description</b> Designing a Set for a Play</p>	<p><b>How can we perform a song in English?</b></p>	<p><b>Planning a Trip to an International Arts Festival</b></p>

## 5 Big Question: How can we stay healthy?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>The Incredible Human Machine</i></p> <p><b>Reading Strategy</b> Background Knowledge</p> <p><b>Fiction</b> <i>Finding Your Wings</i></p> <p><b>Reading Strategy</b> Making Inferences</p>	<p><b>Key Words 1:</b> bone, muscle, brain, heart, nervous system, digestive system, windpipe, lung, kidney, skin</p> <p><b>Key Words 2:</b> cell, tissue, organ, system, nutrient, calorie, oxygen, blood, flexible, chemical</p> <p><b>Key Words 3:</b> aerobic, injury, pump, concentrate</p> <p><b>Key Words 4:</b> season, defender, midfielder, field, pass, tackle, foul, jumping jacks, yellow card, push-up, red card, striker</p>	<p><b>Present Perfect Progressive</b> I <b>have been climbing</b> this tree for an hour. I <b>have been riding</b> my bike <b>since</b> this morning.</p> <p><b>Statements with wish</b> I <b>wish we were</b> a good team.</p>

## 6 Big Question: Why is language special?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Language Matters</i></p> <p><b>Reading Strategy</b> Fact and Opinion</p> <p><b>Fiction</b> <i>The Abandoned City</i></p> <p><b>Reading Strategy</b> Analyzing Plot</p>	<p><b>Key Words 1:</b> communicate, unique, sign, complex, abstract, negotiate, cooperate, generation, exchange, global</p> <p><b>Key Words 2:</b> symbol, shape, hieroglyphics, alphabet, common, formal, emoji, bilingual, minority, native speaker</p> <p><b>Key Words 3:</b> transmit, multilingual, population, tradition</p> <p><b>Key Words 4:</b> completely, legally, abandon, mysterious, civilization, inhabit, myth, draw, crave, origin, rumor, distant</p>	<p><b>Reported Statements with said and told</b> She <b>said</b> that she <b>wanted</b> to learn Mandarin. He <b>told</b> my mother that he <b>was</b> learning Spanish.</p> <p><b>Reported Questions with asked</b> I <b>asked</b> the girl where her family was from. I <b>asked</b> her if I could see her pendant.</p>

## 7 Big Question: How do machines help us?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>The Rise of the Robots</i></p> <p><b>Reading Strategy</b> Main Idea and Supporting Details</p> <p><b>Fiction</b> <i>A Lost Journal</i></p> <p><b>Reading Strategy</b> Making Connections</p>	<p><b>Key Words 1:</b> simple machine, pulley, ramp, lever, rollercoaster, Ferris wheel, complex machine, crane, program, drone</p> <p><b>Key Words 2:</b> science fiction, advance, accurately, accident, reach, sensor, temperature, repetitive, chess, experience</p> <p><b>Key Words 3:</b> factory, operation, receptionist, decision</p> <p><b>Key Words 4:</b> sail, coconut, stone, hut, paper, tire, plastic sheet, oil drum, vine, raft, matches, stick</p>	<p><b>Modal Verbs to Describe Future Ability</b> Robots <b>will be able to</b> do more jobs in the future.</p> <p><b>Could and would for Ideas and Advice</b> You <b>could</b> swim for help. I <b>would</b> stay with the boat. I <b>wouldn't</b> do that.</p>

## 8 Big Question: How do we know what happened in the past?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>The History Detectives</i></p> <p><b>Reading Strategy</b> Monitor and Clarify</p> <p><b>Fiction</b> <i>The Metal Detector</i></p> <p><b>Reading Strategy</b> Evaluating</p>	<p><b>Key Words 1:</b> monument, hidden, historian, archeological site, tomb, document, manuscript, remains, gold, discovery</p> <p><b>Key Words 2:</b> detective, pottery, Bronze Age, carbon, decay, date, century, horn, thumb, legend</p> <p><b>Key Words 3:</b> primary, evidence, paleontologist, secondary</p> <p><b>Key Words 4:</b> foundations, Roman, aqueduct, cobblestone, grid, straight, road, villa, column, tile, fountain, fresco</p>	<p><b>The Past Simple Passive Voice</b> The Rosetta Stone <b>was discovered</b> in 1799.</p> <p><b>Modal Verbs of Deduction: must, might, and can't</b> It <b>must be</b> a Roman ring. She <b>might be</b> in a bad mood. You <b>can't be</b> from around here.</p>

## 9 Big Question: Why does biodiversity matter?

Reading	Vocabulary	Grammar
<p><b>Nonfiction</b> <i>Coral Reefs in Crisis</i></p> <p><b>Reading Strategy</b> Paraphrasing</p> <p><b>Fiction</b> Poetry</p> <p><b>Reading Strategy</b> Understanding Poetry</p>	<p><b>Key Words 1:</b> biodiversity, interact, ecosystem, species, reproduction, food chain, producer, consumer, fungi, decomposer</p> <p><b>Key Words 2:</b> snail, algae, shark, crab, filter, tentacle, income, carbon dioxide, pipeline, million</p> <p><b>Key Words 3:</b> crisis, predator, symbiotic, poisonous</p> <p><b>Key Words 4:</b> grasses, cricket, slug, lizard, eagle, coyote, bacteria, plover, rhino, acorn, gray falcon</p>	<p><b>The Second Conditional</b> If we <b>used</b> more renewable energy, we <b>would produce</b> less carbon dioxide.</p> <p><b>Embedded Questions</b> Can you tell me <b>where</b> coyotes live? I wonder <b>if</b> you're free tonight.</p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<p><b>Giving Encouragement</b></p> <p><b>Cue Cards:</b></p> <p>12 That's a great idea!</p> <p>12 That sounds like fun.</p> <p>13 That's a good point!</p>	<p><b>Spelling Tip:</b> ear, air, are</p>	<p><b>Improve Your Writing</b></p> <p>Parallel Structure</p> <p><b>Writing Task</b></p> <p>Instructional Text</p>	<p><b>Interview</b></p> <p>Preparing for an Expedition to the South Pole</p>	<p><b>How can we create a class fitness program?</b></p>	<p><b>Learning How to Make a Healthy Meal or Snack</b></p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
<p><b>Confident Use of Evidence</b></p> <p><b>Cue Cards:</b></p> <p>2 I agree because ...</p> <p>3 I disagree because ...</p> <p>14 I know because ...</p> <p>15 For example, ...</p>	<p><b>Spelling Tip:</b> Long u</p>	<p><b>Improve Your Writing</b></p> <p>Connecting Words</p> <p><b>Writing Task</b></p> <p>Informational Text</p>	<p><b>Review</b></p> <p>Reviewing a Language Learning App</p>	<p><b>How Can We Create Our Own Language Game?</b></p>	<p><b>Discussion</b></p> <p>Planning a Video to Help Friends Visit Your Country</p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<p><b>Projecting Your Voice</b></p> <p><b>Cue Cards:</b></p> <p>16 Can you hear me now?</p> <p>17 Can you speak up?</p>	<p><b>Spelling Tip:</b> ur, ir, or, er, ear</p>	<p><b>Improve Your Writing</b></p> <p>It's and its</p> <p><b>Writing Task</b></p> <p>Report</p>	<p><b>Description</b></p> <p>A Rube Goldberg Machine</p>	<p><b>How can we invent a machine?</b></p>	<p><b>Getting a Broken Electronic Device Repaired</b></p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
<p><b>Using Appropriate Body Movements and Gestures</b></p> <p><b>Cue Cards:</b></p> <p>18 Let me tell you about ...</p>	<p><b>Pronunciation Tip:</b> gh</p>	<p><b>Improve Your Writing</b></p> <p>Non-defining Relative Clauses</p> <p><b>Writing Task</b></p> <p>Biography</p>	<p><b>Discussion</b></p> <p>Family History</p>	<p><b>How can we research our family history?</b></p>	<p><b>Asking About a Lost Item at the Lost-and-Found</b></p>

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
<p><b>Structuring a Talk</b></p> <p><b>Cue Cards:</b></p> <p>19 We're going to talk about ...</p> <p>20 The main point is ...</p> <p>21 Also, ...</p> <p>22 In conclusion, ...</p>	<p><b>Spelling Tip:</b> aw, au, oi, oi</p>	<p><b>Improve Your Writing</b></p> <p>Although</p> <p><b>Writing Task</b></p> <p>Flyer</p>	<p><b>Instructions</b></p> <p>Making a Bug Hotel</p>	<p><b>How can we create a diverse habitat in our playground?</b></p>	<p><b>Presentation</b></p> <p>Making a Time Capsule</p>



## How can we make a difference?

-  **Learn** how we can make a difference to society.
-  **Define** and use ground rules for discussion.
-  **Write** a letter to raise funds for a charity.
-  **Give** a presentation on organizing a community project.
-  **Plan** a fundraising event.

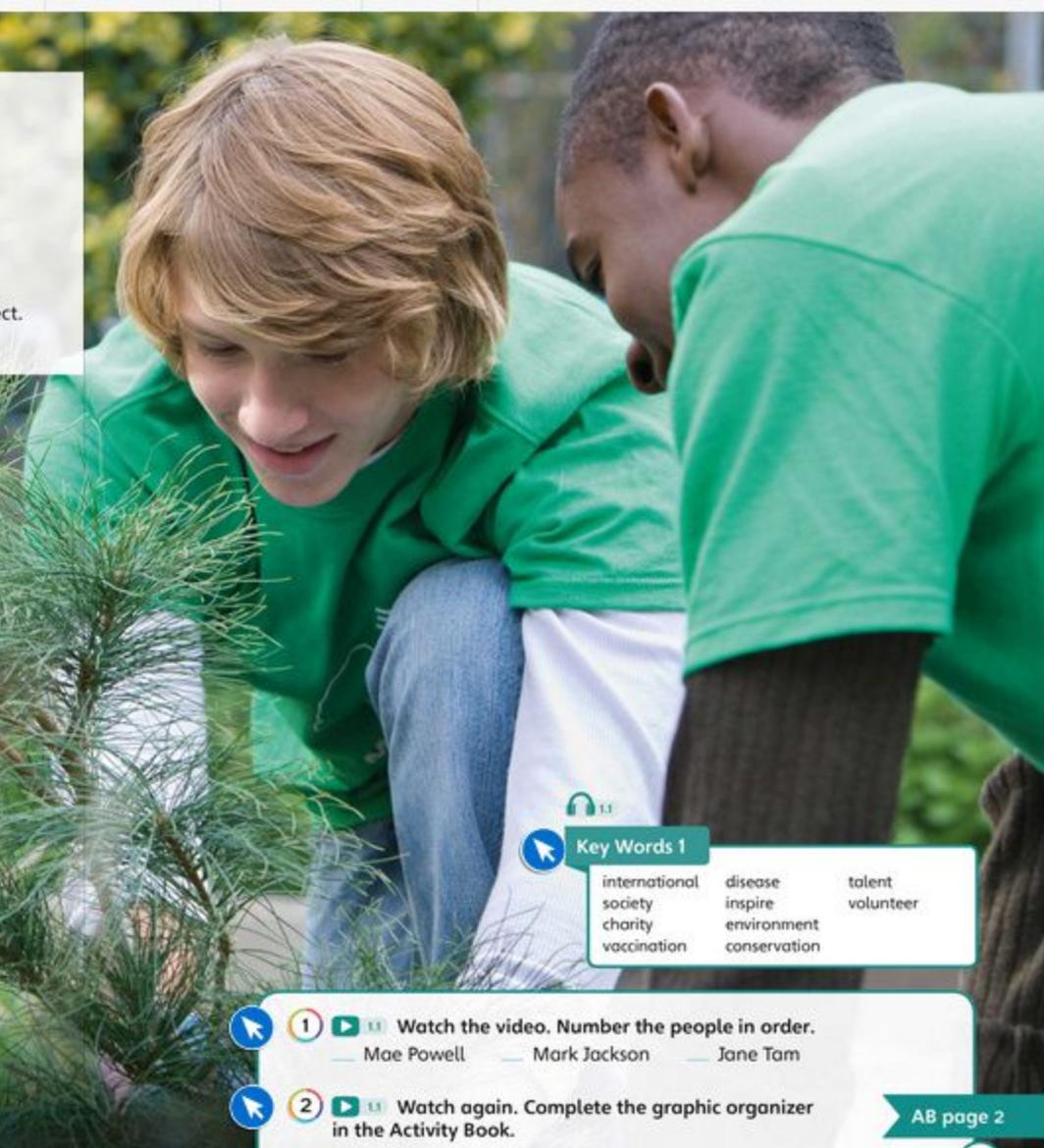
How  
can we help  
other  
people?



How  
are the people in  
the pictures helping?



What  
can we do to improve our  
neighborhood?



1.1



### Key Words 1

international	disease	talent
society	inspire	volunteer
charity	environment	
vaccination	conservation	



**1**  **1.1** Watch the video. Number the people in order.  
— Mae Powell — Mark Jackson — Jane Tam



**2**  **1.1** Watch again. Complete the graphic organizer in the Activity Book.

1 Read the text and answer the questions.

- Why did Louis Braille invent a new writing system?
- How was his writing system better than the one before?
- Who did he help with his invention?

Reading Strategy: Asking Questions

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

## HISTORY OF BRAILLE

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Statue of Louis Braille

**Louis Braille** was born in 1809 near Paris. When he was three years old, he had an accident, and he became blind. When he was ten, he went to a special school for blind people.

Louis's school library had books with letters that the blind students could feel with their fingers. But there weren't very many, because making that kind of book cost a lot of money. Louis quickly read all the books in the library. He wanted to read and learn more. So, he decided to invent a new way to make letters for blind people. He used dots to represent the letters. These dots also stuck up from the pages. Louis's system of letters was

easier to read. It was also cheaper, so people could make more books. Louis's system is now known as Braille. You have probably seen Braille letters and numbers in elevators and other public places.

Can you guess how old Louis was when he invented his system? He was only 15!



2 Write two more questions about the text. Use *who*, *what*, *how*, *when*, *where*, or *why*. Ask a friend.

- 
- 

3 Look at the title and pictures on the next page. Then, answer the questions.

- The biographies are of four "whiz kids." What do you think whiz kid means?
- What do you think each whiz kid did?

## BIOGRAPHY COMPETITION: WHIZ KIDS!

This month's writing competition is about whiz kids: young people who inspire you with their stories.



### DEEPIKA KURUP

**Born:** 1998, U.S.A.

**Occupation:** Scientist and Inventor

Deepika Kurup has invented a simple way of making clean drinking water.

Germs in dirty drinking water can make you sick. Millions of people around the world die because they do not have clean drinking water. Deepika became interested in this problem when she traveled to India. The water in some places wasn't clean. Deepika saw many children drinking dirty water. She wanted to do something to help.

Most methods for cleaning water are difficult or expensive. Deepika's method is simpler and cheaper because it uses solar power. Deepika uses

a special material called a photocatalyst. It **reacts** with sunlight and kills all the germs in dirty water. Her photocatalyst can also be used again and again!

Deepika won a prize for her invention when she was only 14. Now she wants to study medicine and become a doctor. But her invention has already saved many lives around the world.

### JORDAN CASEY

**Born:** 1999, Ireland

**Occupation:** Technology Developer and Youth Ambassador

Jordan Casey knows how to **code** and write computer programs. He learned by reading a book when he was nine years old!

Jordan had no plans to become **successful**. He made a website because he liked to code. A few years later, he wrote his first mobile game app.

Since then, Jordan has developed many other apps.

Now Jordan has his own company. He wants to help other young people become successful. One of his projects is KidsCode. It's an online world that teaches kids programming **skills**. Players create their own characters and world as they play.

The game is very creative and fun. At the same time, it teaches children how to program games.



What is Jordan's advice? "Don't let your age hold you back. So, remember, even if you are just a kid, you can do great things!"

Key Words 2

react  
developer  
ambassador  
code  
successful  
skill  
professional  
electronic  
invent  
innovation

## BIOGRAPHY COMPETITION: WHIZ KIDS!

## Explore the Text



## AELITA ANDRE

**Born:** 2007, Australia  
**Occupation:** Student and Artist

Aelita Andre is the youngest **professional** painter in the world.

Aelita's father is a painter, too. One day, he put a canvas on the floor. Aelita was only nine months old at the time. She crawled over to the canvas and started to paint. She kept on making paintings.

A little while later, she had her first exhibition. An art gallery saw and liked her colorful paintings. The gallery didn't

know that Aelita was only two years old. They wanted to show the paintings because they were so good. Since then, Aelita has had art exhibitions around the world.

Aelita donates some of the money from her paintings to charity. These charities help poor children get new boots and help other children with their problems. That's amazing for an artist who started painting before she could walk!

## KELVIN DOE

**Born:** 1996, Sierra Leone  
**Occupation:** Inventor and Radio DJ

Kelvin Doe is a young inventor. When he was 11, Kelvin started fixing broken **electronic** devices. He took them apart and learned how they worked. Soon he was building his own devices. He also made batteries and a generator because only a few houses had electricity where he lived.

Kelvin thought people in his town needed to talk about their problems. He built his own radio station and created a new program. It had a lot of news and music. People liked discussing their problems on the program, too.

Now Kelvin shares his ideas with people around the world. He has talked to many students about what he learned. Kelvin loves **inventing**. And he wants



to use his ideas to help his country. He says, "I believe that, through **innovation**, we can build our nation Sierra Leone."

Impressive stuff, we're sure you agree! Do you feel inspired? Choose a whiz kid you know and post your biography on our website at Writingforkids [www.writing4kids.mox](http://www.writing4kids.mox)

## Think

Which whiz kid do you think has helped the most? Why?

## Explore the Text

1 Choose one whiz kid and write the answers.

Name of Whiz Kid:

Who does he/she want to help?

Why does he/she want to help them?

How does he/she help them?

2 Complete the table using Deepika Kurup's and Kelvin Doe's biographies.

Problem	Solution
Many people around the world do not have clean drinking water.	Deepika Kurup invented a way of making clean drinking water.
Making clean drinking water is difficult and expensive.	
Most houses in Kelvin Doe's town didn't have electricity.	
People in Kelvin Doe's town needed to discuss their problems.	

3 **Key Words 3** Complete these sentences with the words from the text.

canvas generator germs exhibition

- An \_\_\_\_\_ is a show where you can see an artist's work.
- A \_\_\_\_\_ is a machine that makes electricity.
- A \_\_\_\_\_ is a piece of fabric you can paint on.
- \_\_\_\_\_ are very small organisms that can make you sick.



Pick a problem in the world. How could you solve it? I think we could ... Or what about ...?



## 1 Read the sentences and do the tasks.

All the houses had electricity.    Most houses had electricity.    Some houses had electricity.

A few houses had electricity.    No houses had electricity.

- a Which word in each sentence describes an amount? Circle these words in blue.  
 b Which of the words in blue describes the smallest amount? Which describes the largest?

## Grammar: Quantifiers

We use quantifiers to talk about amounts.  
**Most** methods for cleaning water are expensive.

## 2 Read and complete with the correct quantifiers.

no   a few   some   most   all



How green are you?	Carla	Max	Lola	Ben	Ruby	Lucas
Do you recycle?	✓	✓	✓	✗	✓	✓
Do you always pick up litter?	✓	✗	✗	✓	✗	✗
Do you walk or ride a bike to school?	✗	✓	✓	✓	✗	✗
Do you come to school by car?	✗	✗	✗	✗	✗	✗
Do you turn off lights to save energy?	✓	✓	✓	✓	✓	✓

## How Green We Are

Our group did a survey on how green we are. We are happy because we think we are pretty green! Most students in the class recycle, and students always pick up litter. \_\_\_\_\_ students walk or ride a bike to school. \_\_\_\_\_ students come to school by car. \_\_\_\_\_ students turn off lights to save energy.

## 3 Do a group survey. Use the questions in Activity 2 and add two more questions.

## 4 Tell the class the results of your survey. Use quantifiers.

Some students in our class recycle.

## Time To Talk!

On a scale of 1 to 10 (1 = not green at all and 10 = very green), how green are you? Why did you give yourself that score?

## 1 Listen and repeat the words. What sound does each word pair have in common?



achieve



believe



receive



ceiling



neighbor



eight

## 2 Read the words again and underline ie or ei. Guess the spelling rule.

## 3 Put the words in the correct columns. Listen to check.

beige   foreign   niece   society   brief   rein

long e sound

believe

long a sound

weigh

other sounds

ancient

## 4 Complete the rhyme. Then, listen to check.

If it's *i* before *e*, but not after *c*,  
 EEE's the sound that you rec \_\_\_\_\_ ve.  
 It works most of the time, I bel \_\_\_\_\_ ve.  
 But if it's *e* before *i*, and not after *c*,  
 As in *n* \_\_\_\_\_ ghbar, AAA's the sound that you get.  
 Repeat this rhyme \_\_\_\_\_ ght times, and you'll be set!

## Spelling Rule: ie or ei?

When a word has the long e sound, we write *i* before *e*, except after *c*:  
 achieve   receive  
 When a word has the long a sound, we write *ei*:  
 neighbor   eight  
 There are exceptions to this rule:  
 weird, either, seize



Oracy Morris

**Oracy Skill: Ground Rules**  
Ground rules help us understand how to behave when we are giving a presentation or having a discussion.

### 1 Decide on the ground rules for your class.



I'm Liam.

- a Form small groups. Choose one of the following: ground rules for presentation or ground rules for discussion.
- b Brainstorm ground rules.
- c Choose the five most important ones. Make a list in your notebook.
- d Share with the class.



I'm Kate.

I'm Jack.



I'm Emma.

### Let's Practice Oracy!

- 1 Form groups. Choose an **Oracy Time!** topic.
- 2 Discuss.
- 3 Remember to follow the ground rules.



#### Oracy Time!

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

### Check Your Oracy!

1 My group followed the ground rules for discussion.	All the time / Sometimes / Never
2 Were any ground rules broken? If so, which rules?	
3 Are there any ground rules you think need to be added or changed?	

### Write a Letter

#### 1 Read the letter. Would you like to go to this event?



- #### 2 Read and answer.
- a How does the letter start and end?
  - b How does the letter persuade us to support the event?
  - c What practical information about the event does the letter include?

October 2

Dear friends and neighbors,

Come to our yard sale and concert at Hillford School on October 14!

We are collecting money for KIDS.

KIDS (Kids Involved and Doing Stuff) helps children in our local community. It helps them to buy school supplies and sports equipment. It also provides help with homework and organizes free vaccination days twice a year. It's run by kid volunteers, and it's a great organization!

For our yard sale, we need books, toys, and clothes. Please put them in a bag. Some students will pick them up on October 10 (or you can drop them off at the school).

The yard sale starts at 3 p.m. on October 14. The concert is at 5 p.m. We hope you can all come!

Thank you,

The students of Hillford School



### Improve Your Writing: Parentheses

We use parentheses to add extra information to a sentence.



- #### 3 Underline two examples of text in parentheses in the letter.
- a Which set of parentheses add extra information to the sentence?
  - b Which set of parentheses add an explanation of other words in the sentence?
- #### 4 Prepare to write your own letter to raise funds for a charity in the Activity Book.



#### Time to Talk!

What do you have at home that you could donate to this fundraising event? Make a list with a partner.

1

Key Words 4 Listen and read.

Ask Alice  
for Advice!

Hi Alice,  
My family is moving,  
and I'm going to a  
new school. I'm really  
nervous. Do you have  
any advice for me?  
Becky

Hi Becky,

Don't worry. You'll be fine! **Obviously** the first day at a new school is always **weird**. You won't feel comfortable **immediately**. You'll miss **hanging out with** your old friends. You may feel lonely. You might even think that everyone is **ignoring** you. But your teacher is sure to make an **announcement** that you are new to the school.

Just be friendly and **introduce** yourself. You can take some candy to **offer** to new friends. If you **get lost**, ask other students for directions. People will help you when they **realize** you're new.

Everyone will be **curious**. They will want to find out more about you. Just go up and say hello (but make sure you're not **interrupting** a conversation). Smile and be friendly. Other people will be friendly, too!

Good luck,  
Alice



2 Match the definitions with the phrases. Then, listen to check.

- |   |                 |
|---|-----------------|
| 1 be interested in something                        | a realize       |
| 2 speak when someone else is speaking               | b announcement  |
| 3 become aware of something                         | c get lost      |
| 4 not listen to somebody                            | d hang out with |
| 5 in a way that doesn't need to be explained        | e introduce     |
| 6 spend time with someone/others                    | f immediately   |
| 7 strange or unusual                                | g interrupt     |
| 8 something someone says officially                 | h ignore        |
| 9 not know where you are                            | i be curious    |
| 10 meet another person and find out their name      | j offer         |
| 11 instantly or at once                             | k obviously     |
| 12 ask someone if they would like to have something | l weird         |

## Time to Talk!

When was the last time you made a new friend? How did you meet him or her? What do you like doing together?

## Reading Strategy: Cause and Effect

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

1 What effects will this situation cause? Make a list.

CAUSE	EFFECTS
<p>Courtney's family is moving to a new house.</p>	_____
	_____
	_____
	_____
	_____

2 Listen and compare your answers.

3 Read each situation and choose an action. Then, write one effect of your action.

A new student joins your class.

Do you ...

- a invite them to hang out with you?
- b just say hello?
- c ignore them?

Effect: \_\_\_\_\_

Your teacher forgets to give you homework.

Do you ...

- a remind the teacher?
- b find some extra work to do at home?
- c keep quiet?

Effect: \_\_\_\_\_

Your playground is covered in trash.

Do you ...

- a pick up the trash and help clean up the playground?
- b tell your teachers about it?
- c go and play somewhere else?

Effect: \_\_\_\_\_

4 Look at the pictures on pages 18–21. Does Courtney make new friends?

Should we think about the effects of our actions before we do them? Why or why not?

Can you remember an oracy rule for a class discussion?



## Courtney the Mind Reader

By Joep van der Werff



Joep van der Werff is a teacher and writer. He was born in Holland. Joep likes to travel and take pictures wherever he goes.

A few months ago, our teacher, Ms. Collins, **introduced** Courtney to our class. She said, "Let's make Courtney feel at home with us," and she asked her to sit next to me.

With a smile, I turned to Courtney and said, "Hey, Courtney. You can come and **hang out with** my friends at recess if you like."

Courtney said, "Thanks, Jared."

During recess, Austin, Jessica, and I walked up to Courtney. We were **curious** about her, and we also wanted her to make friends at our school. Courtney was eating her lunch. It was a slice of vegetarian pizza, with tomatoes, green peppers, mushrooms, and black olives.

Austin asked, "Where ...?"

Courtney nodded and **interrupted** him, "Oh, I come from a small town in Ohio." And she asked Austin, "Is your dad a carpenter?"

Austin's mouth dropped. "No, but my mom is! How did you know that?"

Courtney shrugged and **ignored** him. And later Austin said, "Well, that was funny! How did she know that?"

Later, we went back to the classroom. We worked on our art projects. They were animal figures made of paper. Suddenly, Courtney asked Jessica, "What did you paint? Can I see it?" We all looked at Jessica, but she wasn't holding a painting or paintbrush or anything. Jessica was not painting anything at all!

She said, "My dad and I painted the walls in my bedroom last night."

"Cool," Courtney said. "My parents had my room painted blue, too. I love the color blue."

Jessica said to me very quietly, "Well, that was strange. How did Courtney know that?"

We all went to the playground for P.E. Jessica asked Courtney, "Hey, do you want ...?" But Courtney interrupted, "No, thanks, I don't like volleyball."



So we played volleyball without her, and I thought, "Well, that was **weird**. How did she know what Jessica was going to ask? Is she super intelligent?"

The next day, Courtney brought candy to class. She went around the class **offering** everyone candies from a big brown paper bag. There were tiny chocolate bars, purple lollipops, bright red cherry hearts, pink chewing gum, and a mysterious blue powder that tasted like bananas. This was her way of saying, "Thanks for being friends with me." But she didn't offer Jada any candy. Jada gave Courtney a friendly smile, and Courtney smiled back.

I thought, "Well, that was strange! Why didn't she offer any candy to Jada?"

### Think

Why should we welcome new students at school?

At lunchtime, Courtney picked up a yellow lunchbox she thought was hers. When she opened the lunchbox, she saw a carrot and raisin salad and a big piece of carrot cake. She walked up to Austin. "Hey, Austin, I have your lunchbox. Do you have mine?" And they exchanged lunchboxes. Both of them were yellow. Austin didn't understand how Courtney knew it was his lunchbox. It didn't have his name on it or anything.

The day after, a puppy appeared in the courtyard. It was the cutest little thing you have ever seen! He barked two times and then sat down and wagged his tail. We all made a circle around the puppy. We tried to get him to go home, but he didn't want to leave. I offered him a bit of my sandwich. The puppy looked happy and healthy, but he had obviously **gotten lost**.

I said, "Hey, little dog, you can't eat my whole sandwich!"

Austin said, "Somebody must be looking for this doggy. We need to find out who he belongs to. What do you think we should do?"

"Maybe there's an address on his collar," said Jessica.

I picked up the puppy carefully to look at the collar. It was red, green and white. Engraved on the name tag was the name **Mozzarella**.

Courtney **immediately** said, "Oh, that helps! Does anyone know a family from Italy that lives around here?"



Jada said, "No, I don't know any Italians. Oh, except the ones who own Pizza Palace a couple of blocks from here!"

Courtney exclaimed, "Of course! Mozzarella must belong to the family that owns the pizza restaurant!"

Jada looked surprised. "How do you know that?" Then, she smiled and **realized** how Courtney knew. "Because Mozzarella is a pizza topping!" Courtney smiled at her.

"Yes, Jada. After school, let's take Mozzarella back to the owners of Pizza Palace."

The next day, Courtney stood up in front of the class. She had an envelope in her hand. From the envelope she took out an invitation. It was a red, green, and white piece of paper, and it had a picture of a pizza at the top. Courtney made an **announcement**: "The whole class is invited for pizza at Pizza Palace at 12 o'clock this Friday!" Ms. Collins asked, "Free pizza? Why..." And the whole class interrupted, "Because of Courtney!"



 Think

Why is it important to return things to their owners?

- Austin had some wood shavings on the sleeves of his sweater and a little bit on his shoes, too. So **OBVIOUSLY** one of his parents was a carpenter.
- Jessica had blue paint on her arm. **UNMISTAKABLE**, right?
- Jessica had a volleyball behind her legs. **SURELY** she was going to ask if I wanted to play volleyball!
- Jada was wearing a bracelet showing she was diabetic. So **OF COURSE** she couldn't eat candy.
- I saw Austin's hands were just a little too orange. He **CLEARLY** loved carrots and ate lots of them.
- The dog was wearing a collar in the colors of the Italian flag. And, with the name **Mozzarella** on his name tag, he **EVIDENTLY** belonged to the owner of Pizza Palace. Simple!

Courtney's Clues

 Think

How does Courtney know so much? Can you guess?



1 What is Courtney's special talent? Read and circle.

- a She can read people's minds.
- b She is very observant.
- c She is kind to her friends.

2 How does Courtney get pizza for the class? Complete the sentences.

- a A lost puppy appeared at \_\_\_\_\_.
- b The puppy had a red, green, and white \_\_\_\_\_ and was called Mozzarella.
- c Courtney guessed the puppy belonged to an Italian \_\_\_\_\_.
- d Jada remembered there was an Italian family who owned the Pizza Palace \_\_\_\_\_.
- e The class took the \_\_\_\_\_ back to the family that owned the restaurant.
- f Pizza Palace invited the \_\_\_\_\_ for free pizza to say thank you.



3 Complete the chart with the clues that caused Courtney to guess.

CAUSE Because ...	EFFECT Courtney guessed that ...
a Austin had wood shavings on his clothes.	one of Austin's parents was a carpenter.
b	Jessica painted her bedroom blue.
c	Jessica wanted to play volleyball.
d	Jada couldn't eat candy.
e	the yellow lunchbox belonged to Austin.

What is your special talent? How can you use it to make a difference? I'm good at ... I could ...

1 Read the sentences and answer the questions.

1 My dad and I painted the walls in my bedroom last night.

2 My parents had my bedroom walls painted blue.

- a Who painted the walls in sentence 1? \_\_\_\_\_
- b Do we know who painted the walls in sentence 2? \_\_\_\_\_
- c Who asked for the walls to be painted in sentence 2? \_\_\_\_\_

Grammar: Causative Verbs

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.

I **had** my bike **fixed** last week.

I **had** my hair **cut** yesterday.

2 Find five differences. Then, listen and check.



Before



After

3 With a partner, say what Marty had done.

fixed painted planted cut built

He had the roof fixed.

4 Match to make sentences. How many are true?

I	car	cut	yesterday
my mom/dad	hair	washed	last week
my friend	photo	taken	last year

I had my photo taken last week.

- 1 1.15 Look and guess. Then, listen to check.

What project are Ben and Ellie starting to improve their school?

- 2 1.15 Listen again. Complete and order the steps.

### Project Plan

- Ask for help from the local \_\_\_\_\_.
- Plan a \_\_\_\_\_ day to get help making the garden.
- Design the garden and make a list of the \_\_\_\_\_ we need.
- Make a \_\_\_\_\_ for taking care of the garden.
- Make a planting \_\_\_\_\_.
- Find a good \_\_\_\_\_ for the school garden.

- calendar
- community
- location
- schedule
- materials
- volunteer

- 3 1.15 How can the local community support the project? Listen to check.

- make sunny weather
- volunteer time
- donate plants and seeds
- donate building materials
- eat the vegetables



#### Ground Rules

- 1 Form groups. Discuss the Oracy Time! topic.
- 2 Remember to use the ground rules.
- 3 Share your three best ideas with the class.
- 4 Complete Check Your Oracy! on Activity Book page 17.



#### Oracy Time!

Our school/town really needs a ...



Values AB page 16

How can we create a new community project?

Your challenge is to create a project to help your community.

- 1 **Brainstorm** Make a list of groups of people or places in your community that need some help. Choose one group or place.
- 2 **Research** What problems does your group or place have? Research and make a list. Which problems can you help with?
- 3 **Brainstorm** What kind of community project might help this group or area? Write some ideas, then choose one.
- 4 **Plan** what you will do. Decide what you need and who is in charge of each activity.
- 5 **Present** your plan to the class.
- 6 **Reflect** Listen to feedback from your classmates. Do they have ideas to make your project better?

Our project is to help elderly people in our community. Some of them don't have family or friends nearby and are lonely. We're going to have a party at the school for them. We're going to meet them and introduce them to each other.

How can we make a difference? Look back through the unit. Share your ideas with the class.



AB pages 17-19

# SPEAKING MISSION

1.56

You and your friends are going to organize a fundraising event. Plan the event and then ask volunteers to sign up for it.

## Key Words

donation fundraising help out participate pledge sponsor succeed target

### Before Your Mission

- 1 Read the bulletin board. Which fundraising event would you be interested in?

Join us and get involved!



Try a sponsored swim!



Karaoke!



A charity run!



Or wash cars!

The choice is yours. Have fun & raise some money, too!

- 2 Listen to the conversation. Which event do these children want to do?
- 3 Listen again. Use the Key Words to complete the letter.

Dear friends and neighbors,

We are holding a \_\_\_\_\_ event on Saturday morning. We are raising money to make a \_\_\_\_\_ to KIDS. Each swimmer will swim 50, 100, or 200 meters. Our \_\_\_\_\_ is \$500. You can be a \_\_\_\_\_ and pledge money for a swimmer. Do you want to help out? Please call this number: 123-4567.

Thank you,  
Sam and Ella Harper



### Time To Talk!

Imagine you can raise money for a charity. Which charity or cause would you support? Why?

### During Your Mission

- 4 In pairs, plan a charity walk, run, or bike ride. Complete the table.

CHARITY WALK / RUN / BIKE RIDE	
To Support the Charity:	Number of Kilometers:
Fundraising Target:	Route:
Date of Event:	Meeting Place:
Time of Event:	Volunteers Need to Bring:



- 5 Change partners. Take turns and role-play a conversation between the organizer and a volunteer for your charity event.

### Key Language

Would you like to join our fundraising ...?  
Which charity are you supporting?  
What does the charity do?  
How much do you want to raise?  
What day is the fundraising ... on?  
What time does it start?  
How many kilometers are we going to ...?  
Where are we going to ...?  
Where do we meet?  
What do we need to bring?

### After Your Mission

- 6 Choose one of the fundraising events to organize with your class.





## How can we make our dreams come true?

- Discuss** how we can reach our goals in life.
- Ask** probing questions to find out what people think.
- Write** an interview for a school magazine.
- Learn** a new skill with your friends.
- Do** a role play about registering for summer camp.

Which of these jobs would you most like to do?



What makes each of these jobs difficult?



Which of these jobs do you think is the most important?



21



### Key Words 1

ambition	degree	athlete
design	career	creative
college	dedicated	
engineer	training program	



1 21 Watch the video. Number the people in order.

- soccer player  video game designer
- mechanical engineer



2 21 Watch again. Complete the graphic organizer in the Activity Book.

## Reading Strategy: Author's Purpose

An author's purpose is the reason for writing a text. This can be to inform, persuade, or entertain the reader.

## 1 Read and match.

- |                              |  |
|------------------------------|--|
| 1 An author informs us by    | a creating a text that is fun and interesting.   |
| 2 An author persuades us by  | b making us believe or want to do something.     |
| 3 An author entertains us by | c giving us information and facts about a topic. |

2 What is the main purpose of each of these texts? Read and mark with *I* (inform), *P* (persuade), or *E* (entertain).

**Do you want to fly a rocket?**  
Or make your own volcano?  
Or what about your own rock candy?  
Yes! Then, come to **Fun Science** on Tuesday afternoons in the library and find out how!

I'm going to build a rocket.  
And fly up to the moon.  
I'll look back at the tiny Earth  
And say, "I'll see you soon."  
And when I come back home again,  
And people say hello,  
I'll think, "I have a secret—  
Something you'll never know!"

- 3 **Rocket** (*noun*) Large, tube-shaped vehicle that can travel very fast through the sky. Rocket engines do not need air to work and can be used for space travel.



## 3 Look at the text on pages 31–32. Answer the questions.

- What do you think the fact files are about?
- Read the title. What does the author want us to think about work?
- Do you think the author wants to inform us, entertain us, or both?

## 21 The Wonderful World of Work

What do you want to be when you're older? Do you worry that grown-up jobs are boring? Well, we don't think so! Here are some amazing jobs. Which one would you like to do?

## Look at Me!

Could you help a snake with sore eyes? You could if you were a **zoo veterinarian** like Claudia Sanders. In addition to snakes, her patients include giraffes, rhinos, camels, and lemurs. Her job is hard work, but she never gets bored!



If you want to be a zoo vet, you should ...

- love animals and be good at science.
- volunteer with your local vet or take care of pets when their owners are on vacation.
- study for an **undergraduate** degree in **biology** in college, and then **specialize** as a Doctor of Veterinary Medicine.



## What about ... ?

Or become a snake milker? Poison from snakes is carefully extracted and used to make medicine.

## A Goal for Goals

If you're good at soccer, you could train to be a professional **soccer player**. Two years ago, Grace Kennedy joined the Golden Girls Soccer Academy. Now she is on the under-12 team. Grace wants to be a goalkeeper when she's older, so she trains with an **instructor** who's a professional goalie!



If you want a career in sports ...

- Love your sport and be prepared to work hard.
- Join a sports training program.
- Keep in shape and eat a healthy diet.



## What about ... ?

Or if you're good at soccer, why not try underwater soccer?

## Key Words 2

veterinarian  
undergraduate  
biology  
specialize  
instructor  
composer  
emotion  
sculptor  
inspiration  
astronaut

## The Sound of Music

Are you excited by music? **Composer** Ben Garrett writes music for movies, TV, and video games. He says, "Composing music for movies is about using music to convey **emotion**." Next time you watch a movie, pay attention to the music in each scene. How does it make you feel?



If you want to be a composer ...

- Learn to play a musical instrument.
- Write your own music. Form a band with your friends or use a music creation app.
- Study music at college.



## What about ... ?

Or if you prefer playing video games, be a video game tester!

# 2.4 The Wonderful World of Work

## Sweet Creation

Are you a talented **artist** and want to do something different? You could be a **chocolate sculptor**.



Chocolate makes a good material for sculpture. This student is making sculptures for a chocolate festival.

If you want to be an artist ...

- Visit galleries and museums for **inspiration**
- Carry a sketchbook with you, and draw, paint, or sculpt every day.
- Study at an art college.



### What about ... ?

Or if you like eating chocolate, be a professional **chocolate taster**!

## Aiming High

If your ambitions are out of this world, become an **astronaut**! Pilot a spacecraft to the International Space Station and work in its laboratory. Or try a spacewalk outside the station in a spacesuit. The view is fantastic!



If you want to be an astronaut ...

- Study science and engineering in college. And practice your English! All astronauts can speak English, and many also speak Russian.
- Go to a space camp during summer vacation.
- Stay in shape, and be prepared to work hard. Astronaut training takes years.



### What about ... ?

Or if you don't want to wear the spacesuit, design it instead. Be a **spacesuit design engineer**!

## The Road to Adventure

Are you good at writing?

### Travel writer

Alex Watson has ridden a bike across the Atacama Desert in Chile. He's climbed glaciers in Iceland. And he's bumped into a shark while scuba diving. He writes articles about his adventures for newspapers, magazines, and travel websites. "Good travel writing tells the story of a place," he says. "And I like exciting stories!"



If you want to be a travel writer ...

- Watch travel shows, and read magazines about places to visit.
- Study foreign languages to help you communicate.
- Practice writing every day. Write for your school newspaper or keep a diary.



### What about ... ?

Or if you're good at poetry, be a **greeting card writer**!

Whatever you're good at or excited by, there is a dream job for you. It might be hard work getting there, but keep dreaming!

### Think

Which job do you think is the most interesting? Why?

## Explore the text



- 1 Reread the text. Find and underline an example of each: where the author informs us, persuades us, and entertains us.
- 2 Look at what you have underlined. Discuss and answer the questions with a classmate.
  - a What does the author want to persuade us to think about jobs?
  - b Which sections in the text give us the most information about each job?
  - c Which sections in the text are the most entertaining?
- 3 In pairs, choose two jobs from the text and complete the table.



Job 1



Job 2

Similar

Different



- 4 **2.5 Key Words 3** Find these words in the text and circle them. Match them with their definitions.

- |                |  |
|----------------|--|
| 1 patient      | a something that can make you sick if you drink it     |
| 2 poison       | b swimming underwater with special breathing equipment |
| 3 convey       | c a person (or animal) who receives medical care       |
| 4 scuba diving | d express a thought, feeling, or idea                  |



Why is it important to follow our interests?

- 1 Read the sentences and answer the questions.

Two years ago, Grace Kennedy joined a soccer academy.

Alex Watson biked across the Atacama Desert three years ago.



- a Which phrase in each sentence describes when something happened?  
b Which of the two events happened first?

Grammar: 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.

Alex Watson biked across the Atacama Desert three years **ago**.

- 2 2.6 Which of these things has Louis done in the past? When did he do them? Listen and complete the questionnaire for Louis.

Have you ever ...	Louis	
a seen a shark?	no <input type="checkbox"/> yes <input checked="" type="checkbox"/> When? <i>two months ago</i>	no <input type="checkbox"/> yes <input type="checkbox"/> When?
b written a song or a poem?	no <input type="checkbox"/> yes <input type="checkbox"/> When?	no <input type="checkbox"/> yes <input type="checkbox"/> When?
c been the goalkeeper in a soccer game?	no <input type="checkbox"/> yes <input type="checkbox"/> When?	no <input type="checkbox"/> yes <input type="checkbox"/> When?
d climbed a mountain?	no <input type="checkbox"/> yes <input type="checkbox"/> When?	no <input type="checkbox"/> yes <input type="checkbox"/> When?
e been on a roller coaster?	no <input type="checkbox"/> yes <input type="checkbox"/> When?	no <input type="checkbox"/> yes <input type="checkbox"/> When?
f _____		no <input type="checkbox"/> yes <input type="checkbox"/> When? _____

- 3 Add one question to the questionnaire. Then, ask and complete the questionnaire for a friend.

Have you ever seen a shark?

Yes, I have.

When did you see a shark?

Two years ago, when I visited an aquarium.

- 1 2.7 Listen and repeat the words. What sound do they have in common?



spear



engineer



sphere



cashier

- 2 Read the words above again. Which three letters in each word make the sound? Underline the letters.

Spelling Tip: *ear, eer, ere, ier*

Words with the /i/ sound followed by the /r/ sound can be spelled in four ways:

*ear engineer sphere cashier*

- 3 2.8 Listen and repeat. Then, match and write the words in the chart.

career pier here frontier year volunteer near interfere

<u>ear</u>	<u>engineer</u>	<u>sphere</u>	<u>cashier</u>

- 4 2.9 Read and complete the words with the correct spelling pattern. Then, listen and answer the question.

How many volunt \_\_\_\_\_ s are  
h \_\_\_\_\_ on the p \_\_\_\_\_  
this y \_\_\_\_\_ ?



- 5 In pairs, take turns saying the words and spelling them aloud.  
6 Competition! You have three minutes. In pairs, circle as many words with these spelling patterns in the unit as you can. Which pair can find the most?



## Oracy Skill: Asking Probing Questions

We ask probing questions to find out more information or to get more detailed answers from someone.

- 1 Watch the video and do the tasks.

- a Write *E* for Emma's questions and *J* for Jack's questions.

- \_\_\_ Do you agree?
- \_\_\_ What do you think about school?
- \_\_\_ How do you feel when there are no classes during summer vacation?
- \_\_\_ Do you like school?
- \_\_\_ Why do you like school?
- \_\_\_ Do you like English class?



- b Whose questions get the longest answers from Liam? **Jack's / Emma's**
- c Questions that get longer answers are called *probing questions*. Read Emma's questions again. Circle the words or phrases that her questions include.  
What do you think about ...? Do you ...? Why ...? How ...?

## Let's Practice Oracy! 4, 5, 6

- 1 Form pairs. Student A chooses an Oracy Time! topic.
- 2 Student B asks questions to find out Student A's opinion. Remember to use probing questions!
- 3 When you finish, discuss which questions got the longest answers.
- 4 Change roles and repeat.

## Oracy Time!

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

## Check Your Oracy!

1 My partner used probing questions.	Many / Some / None
2 My partner used the phrases on the cue cards.	All / Some / None
3 The questions that got the longest answers were:	

## Write an Interview for a School Magazine

- 1 Read the magazine interview. Would you like to try skateboarding?

## Skate to the Stars!

Today, our roving reporter Sophia is with Jackson Miller. He's a skateboarding star of the future.

Hi, Jackson, thanks for talking to me today. When did you start skateboarding?

About three years ago, but I was interested in skateboarding before that. I used to watch the skaters in the skatepark near my house. It looked so exciting, and I wanted to try it! So, I asked for a skateboard for my birthday and started practicing.

How long does it take to learn how to skateboard?

I'm still learning! It takes a long time to get good at all the tricks. There are lots of different skateboarding tricks. You can make up your own tricks, too. That's really cool.

Are skateboarding tricks difficult?

They are more difficult than people think. At the moment, I am learning a new one. It's called a kickflip.

It's a kind of jump, but you twist the board at the same time. I can almost do it, but I still fall sometimes.

How often do you practice?

I go to the skatepark almost every day. During the week, I can only practice after school. On the weekend, I practice for hours. I never get bored with skateboarding. I can always learn something new.

What's your dream for the future?

That's easy. I want to skate in the Tampa Pro competition in Florida. It's one of the most difficult skateboarding competitions in the world. Being the Tampa Pro champion would be a dream come true!

I'm sure you'll succeed. Thanks, Jackson!



- 2 Read and discuss.
- a How does the interview start and end?
  - b Who is asking the questions? Who is answering the questions?

- 3 Read and underline three examples of adjectives followed by prepositions in the interview.

- 4 Prepare to write an interview with a famous person in the Activity Book.

## Improve Your Writing: Adjectives with Prepositions

Some adjectives are followed by prepositions.

Are you **interested in** writing?

If you're **good at** soccer, you could be a professional player.

She's **happy with** her sculpture.

1 Listen and read. What kind of instrument is a *kendang*?



**Gather Around for the Gamelan**

If you visit Indonesia, **make sure** you watch a *gamelan* performance. Just listen to the music **echo** around you. You will not be **disappointed**.

Gamelan is a traditional form of Indonesian music. It's performed by groups of musicians. Each group of gamelan musicians has its own unique sounds and **routines**. So, no group **imitates** another. Instruments in a gamelan performance include gongs, flutes, and *kendang* drums. The *kendang* is a two-sided drum that is played with sticks or your hands. A *kendang* player **beats** both sides of the drum. It makes **fascinating** sounds.

Gamelan performances are popular and always attract a **crowd**. If you get the chance, join the crowd! The music will **transport** you to another place. You will soon **tap** your feet to the **rhythm** of the drums.

2 Complete the sentences with the words.

gathered around transport beat routine make sure

- a \_\_\_\_\_ you practice your musical instrument every day—it's important!
- b The children \_\_\_\_\_ the teacher to listen to a story.
- c If young children have a daily \_\_\_\_\_, they will learn to be organized.
- d Our school uses a bus to \_\_\_\_\_ students from school to the sports fields.
- e Can you \_\_\_\_\_ your pencil on your book like a drum?

3 Find the words in the article. How are they used? Write them in the correct columns.

disappointed echo crowd fascinating tap rhythm imitate

Adjectives	Verbs	Nouns

? Why is it important to work hard?

Reading Strategy: Literary Elements

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

1 Complete each sentence with the correct word.

plot theme characters setting

- a The \_\_\_\_\_ is the big idea of the story.
- b The \_\_\_\_\_ is the sequence of events in the story.
- c The \_\_\_\_\_ is where and when the story happens.
- d The \_\_\_\_\_ are the people or animals in the story.



2 Look at the illustrations for the story on pages 40–43. What can you guess about the story? Write your ideas in the graphic organizer.

Theme		
Plot	Setting	Characters

3 Now read the blurb for the story. What can you guess now? Write more ideas in the graphic organizer.

Time to Talk!

What kind of music do you like? Can you find any students who like the same music as you?



Iman wants to play the *kendang*—a big Indonesian drum—but his parents don't have enough money to buy one. Then, one day, his Uncle Satya comes to the rescue. Playing the *kendang* is more difficult than Iman imagined. Will his dreams come true?

# A Beating Ambition

By Robin Thompson



The day after my 11th birthday, I woke up very early. It was warm, and I kicked the covers off the bed. Outside it was raining softly, and the sky was gray. On the table beside my bed was yesterday's birthday present from my parents. It was a simple stick puppet, a wooden man wearing a long coat. I picked it up and looked at it. I was so **disappointed** when I opened it yesterday. What could I do with a puppet? I was 11, not 5! But I **made sure** my parents didn't realize how I felt. I smiled and thanked them. I knew they had saved hard to buy me a present. It just wasn't the present I was hoping for.

My dream was to learn how to play the big Indonesian drum, the kendang. I knew musical instruments were really expensive, but I still hoped for one. I once tried to use an empty plastic bucket. I turned it over and drummed on its bottom. It wasn't even close to the sound the kendang makes. An empty bucket just sounds like a bucket. With a kendang, you can make music.

I got out of bed, got dressed, and had my favorite breakfast, *bubur ayam*—rice porridge. Then, I took my puppet and left the house to do some exploring. I thought I might find something interesting. It could be my lucky day, as Mom would say. As I walked, I felt the puppet softly banging against my back.

Suddenly, from somewhere nearby I heard the quick **rhythms** of the kendang **echoing** through the streets. I knew immediately who was playing it: my Uncle Satya. He was the best kendang player in the whole area. He liked playing in the streets because he wanted everyone to hear his music.

I turned the corner and there he was, with his three drums. He looked sad. He'd been very lonely since his wife died a few months before. He lived all alone now because they had no children. I felt bad for my uncle and wished I could help him. He looked so sad, and yet the music he made sounded like magic. The rhythm of his playing was **fascinating**, and I wanted to sing and dance.

"Iman!" my uncle shouted, as soon as he saw me. "Come and join me."

I sat down next to him. He looked very happy to see me. As my uncle **beat** the drums, I moved my puppet to follow the rhythm. Soon, we had a small **crowd** of people around us, listening to the music and watching my puppet. They danced and clapped. My uncle began **tapping** his feet.

When it was nearly time for me to go home, my uncle looked at me for a long time. Then, he said, "You keep looking at the kendang. Do you want to try it?"

"Of course I do!" I said. "It's my favorite instrument."



## Think

How will Uncle Satya help Iman's dream come true?



# A Beating Ambition

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## Think

How will Uncle Satya help Iman's dream come true?



## A Beating Ambition



He played a simple beat on one of the drums and asked me to play it back to him on another. It looked so easy, but it wasn't! It took a lot of effort to **imitate** what my uncle was doing. We practiced again and again until I was able to play it back well.

Every day after school for a month, we followed the same **routine**. My uncle played, and I made the puppet dance. Every time, people **gathered around** to enjoy the show. And every day, we stayed for a while, and my uncle would teach me how to play different rhythms on the kendang. Slowly, I got better.

Then, one day after the show, my uncle pulled something out of a cloth bag. It was a kendang! The kendang was old and scratched, but I looked at it with hope.

"Can I play it?" I asked.

"Of course," said my uncle. "It is for you, Iman."

I was so happy that I started jumping up and down in the street like a crazy person. I shouted and laughed. Then, I gave my uncle a great big hug.

"Thank you, Uncle Satya!" I said. "This is the best present in the world. I have always wanted to be like you!"

"You're welcome, but remember that the secret to making good music is to never give up. You must practice and practice and practice some more. Then, you will be a good kendang player. Never give up, Iman," he said. "Never give up."

Think

What kind of people are the best teachers?



I found a special place in my bedroom for my new instrument, right beside my bed. Every day, after practicing with my uncle, I would go home and continue to play. I played on my own, and I played along to music on the radio. When I played, I forgot about everything else. My mother often had to call me to dinner several times! I felt like the music **transported** me to a different place.

I practiced and practiced.

Then, one day, exactly two years after I got my kendang, my uncle and I met on the usual corner to play. But this time, I played the kendang, and he made the puppet dance. The crowd that gathered around us to watch was the biggest one ever. They clapped and clapped. Maybe it was because my uncle made the puppet dance very well.

Or maybe it was because of something else. For the first time in a very long time, I saw a big smile on my uncle's face.

Think

Why do you think there is a big smile on Uncle Satya's face at the end of the story?



1 What is the theme of the story? Read and mark ✓.

- a Music is fun.
- b Practice makes perfect.
- c Giving gifts is important.

2 How does Iman learn to play the kendang? Number the events in the story in order.

- He took the puppet with him when he went exploring in town.
- Then, one day, Uncle Satya gave Iman a kendang of his own.
- Finally, Iman could play the kendang for the crowds in town.
- Iman heard his uncle playing the kendang in town.
- Iman wanted a kendang for his birthday, but he got a wooden puppet.
- Iman practiced playing the kendang every day for two years.
- Iman made his puppet dance while his uncle played the kendang.

3 Complete the sentences with the setting, characters, and the musical instrument from the story.

- a The story is set in \_\_\_\_\_.
- b The main character of the story is named \_\_\_\_\_.
- c He wants to learn to play the \_\_\_\_\_.
- d He is helped by another character named \_\_\_\_\_.

4 In pairs, retell the story in your own words.



Remember to use probing questions when you listen to each other's point of view.



Does "practice make perfect"? Why or why not?

1 Read the sentences. Then, answer the questions and do the task.

- I might find something interesting.
- It could be my lucky day.
- You will be a good kendang player.

- a Which sentence describes something that will certainly happen in the future? \_\_\_\_\_
- b Which two sentences describe something that will possibly happen in the future? \_\_\_\_\_
- c Which two words are used to express possibility? Underline these in green.

Grammar: *might* and *could* for Possibility

We use *might* and *could* to describe future events that are possible but aren't certain. We use both words in front of a base verb.

I might find something interesting. It could be my lucky day.

2 Listen and complete the poem with the correct words. Then, say the poem.

3 What could you be in the future? Compare with a friend.

I could be a composer.

I might be a doctor.



I Could Be Anything

People always ask me,  
"What do you want to be?"  
I don't know for certain.  
There are lots of things I \_\_\_\_\_ be.

I \_\_\_\_\_ be an astronaut  
And travel into space.  
Or I \_\_\_\_\_ be an athlete  
And be the fastest in a race.

I \_\_\_\_\_ be a scuba diver  
And find treasure under the sea.  
But I am sure of one thing—  
I \_\_\_\_\_ always be just me.

What's your goal? What can you do to achieve it?



1 2:35 Which competition did Ava win? Listen and mark ✓.

- a school science fair  
 a state spelling bee  
 a national math challenge

2 2:35 Listen again and circle T (true) or F (false).

### Meet Ava Kelly

- a This is the first time Ava has entered a spelling bee. T F  
 b Ava wants to be a writer when she's older. T F  
 c She has to learn over 2,000 new words for the competition. T F  
 d She sets herself a goal to learn 40 new words a day. T F  
 e She practices spelling in front of her teachers once a month. T F  
 f Ava enjoys participating in the competition. T F



3 How does Ava prepare for the spelling bee? Write three ways in her competition plan.

### State Spelling Bee Competition Plan

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

### Asking Probing Questions

- 1 Form pairs. Discuss the **Oracy Time!** question.  
 2 Make sure to ask your partner three probing questions.  
 3 Complete **Check Your Oracy!** on Activity Book page 37.



### Oracy Time!

Find a competition you want to enter. How could you prepare for it?



Values AB page 36

### How can we learn a new skill?

Your challenge is for your group to learn a new skill.

- 1 **Discuss** the subject areas you are most interested in as a group—for example, art, music, science, sports, languages, information technology. Choose the subject you are most interested in.  
 .....
- 2 **Brainstorm** Write a list of new skills you could learn in that subject area. For example, you could learn a song, a drumming rhythm, or how to play a new musical instrument.  
 .....
- 3 **Plan** Choose the new skill you are going to learn, and make a practice schedule.  
 .....
- 4 **Present** your plan to the class.  
 .....
- 5 **Reflect** Listen to feedback from your classmates. Do they have ideas to help you learn your new skill?  
 .....
- 6 **Demonstrate** Arrange a class talent show in two months' time. Demonstrate the skill your group has learned.

We are interested in music, so we are going to learn to play a new instrument. We're going to learn to play the *djembe*. The *djembe* is a drum from West Africa. Kadi's dad is going to teach us, and we're going to practice every Wednesday. We're going to learn to play the rhythm of our favorite song on the *djembe*.



How can we make our dreams come true? Look back through the unit. Share your ideas with the class.



AB pages 37–39

# SPEAKING MISSION

You are a summer camp adviser. Help your friend find the camp that is best for them.



## Key Words

curious advice option drama enjoy  
technology suggestion recommend



## What are you doing this summer?

There's something for everyone at one of our summer camps.

### At Drama Camp, you can

- write and act in your own play.
- learn to tap dance or sing.

### Or go to Sports Stars and

- train with professional athletes.
- try a watersport like kayaking on our lake.

### Become one of our Techno Kids and

- design your own video game.
- build a robot.

### Or join the Nature Patrol and

- camp under the stars.
- learn to rock climb.



Don't know what to choose? Call us for advice today!

## Before Your Mission

- 1 Read the webpage. Which summer camp would you be interested in? Why?
- 2 Listen to the conversation. Which camp is Harry going to go to?
- 3 Listen again. Use six of the the Key Words to complete the information below.

Harry Davis is ten years old and is \_\_\_\_\_ about summer camp. He is calling an adviser for \_\_\_\_\_.  
Harry is not very interested in \_\_\_\_\_, but he \_\_\_\_\_ playing video games in his free time. So, the adviser's \_\_\_\_\_ is a technology camp. In fact, he \_\_\_\_\_ Techno Kids for Harry.

## Time to Talk!

Have you ever been to summer camp? What did you do there? What were your favorite activities?

## During Your Mission

- 4 In pairs, role-play a conversation with a summer camp adviser. Complete the registration form.

### Summer Camp United Registration Form

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Interested in Art  Drama  Music  Sports  Science   
Nature  Technology  Other

Likes to Do Art: painting  drawing  pottery

#### Drama and Music:

singing  acting  playing an instrument  dancing

Sports: soccer  basketball  other

Science and Nature: doing experiments  hiking  other

Technology: video games  coding  other \_\_\_\_\_

Other: \_\_\_\_\_

Is Good at School Subjects: \_\_\_\_\_ Other: \_\_\_\_\_

Wants to Learn How to: \_\_\_\_\_

Camp Recommendation: \_\_\_\_\_

## Key Language

What grade are you in?  
What are you interested in?  
Do you like (to play sports)?  
Are you good at (math)?  
Would you like to learn how to (make your own video games)?  
I recommend (drama camp).

## After Your Mission

- 5 Research a real summer camp online to recommend to your partner.





## How can we deal with natural disasters?

- Learn** about natural disasters.
- Demonstrate** that you can listen attentively.
- Write** a news story.
- Invent** a device to help after a natural disaster.
- Decide** what you need for a class emergency kit.



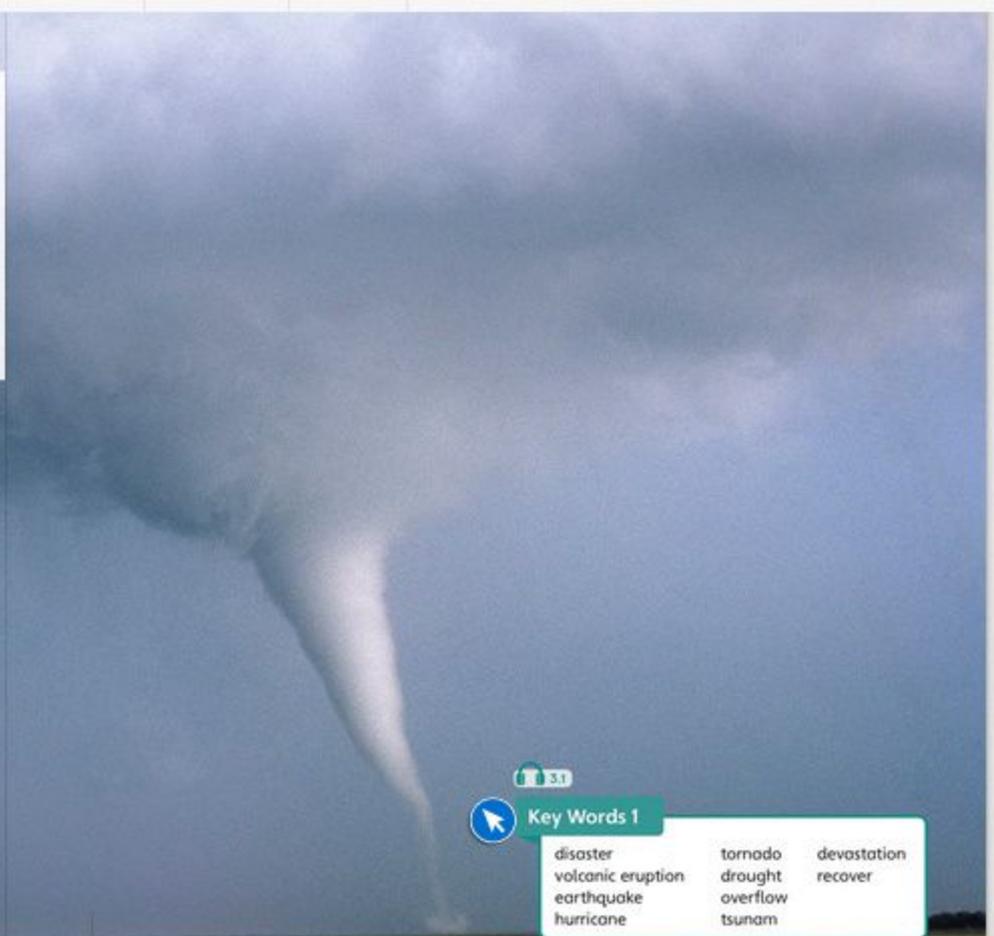
What do you see?



Have you ever experienced one of these events?



How are they similar and different?



31



### Key Words 1

disaster	tornado	devastation
volcanic eruption	drought	recover
earthquake	overflow	
hurricane	tsunami	



1 **31** Watch the video. Mark the best definition of a natural disaster.

- an event that destroys towns or cities
- a natural event that causes a lot of damage and can hurt living things



2 **31** Watch again. Complete the graphic organizer.

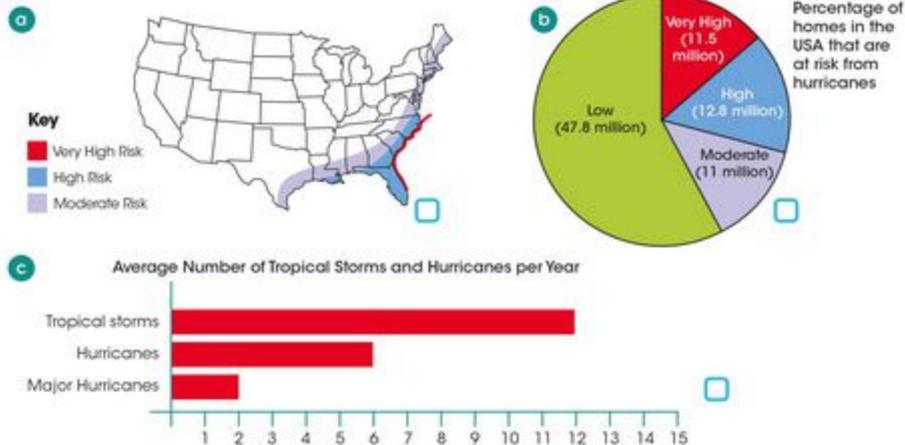
AB page 42

## Reading Strategy: Using Graphic Sources

Graphic sources such as charts, maps, and diagrams make information easy to see and understand. Graphic sources often include labels or captions.

1 Number the graphic sources about hurricanes in the U.S.A.

## Hurricanes in the U.S.A.



1 bar graph  
2 pie chart  
3 map

2 Match the question with the graphic source you need to answer it. Then, write the answers in your notebook.

- |  |                 |
|--|-----------------|
| 1 Which area of the U.S.A. is at the highest risk from hurricanes? | a the bar graph |
| 2 Are tropical storms more or less common than hurricanes?         | b the pie chart |
| 3 Are more homes at high or low risk from hurricanes?              | c the map       |

3 Look at pages 53–54. Answer the questions.

- a What graphic sources are in the article?  
b What kind of information will each graphic source provide?

## Time to Talk!

What kind of extreme weather have you experienced? How did you deal with it?



## Savage Earth:

Why does a volcano erupt? Why do earthquakes happen? What causes a tsunami? To find out, let's take a journey ...

## ... Inside the Earth

The ground we stand on is solid. But did you know that it is part of Earth's thinnest layer, which is called the **crust**? In some places, the crust is only 8 kilometers thick!

Below the crust is the thickest layer of Earth. It is called the **mantle**. The mantle is hotter than the crust and is made of both solid and melted, liquid rock called **magma**.

In Earth's center is the **core**. It is made of metal and is the hottest part of the planet.



## Moving and Shaking

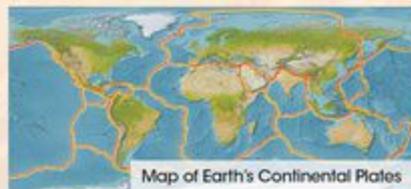
Earthquakes happen when the edges of two plates rub against each other. **Friction** can build up between the two plates. When this friction is released, it causes the ground to move and shake.

An earthquake or volcanic eruption under the sea can cause a tsunami, or a giant wave. The sudden movement of the ocean floor causes waves to form in the water above. The waves can grow and become enormous tsunamis as they travel toward the shore.

## Destruction and Devastation

Scientists understand why these events happen, but that doesn't mean they can stop them. In a strong earthquake, buildings can fall down. A tsunami can destroy everything in its path. A natural event that causes this kind of damage is called a natural disaster.

This was the city of Miyako in Japan after the earthquake and tsunami of 2011.



3.2

## Key Words 2

crust  
mantle  
magma  
core  
continental plate  
lava  
crater  
friction  
survivor  
prevent

The Earth's crust and part of the mantle are divided into several large pieces called **continental plates**. The plates float on top of the hot magma of the mantle.

## A Crack in the Crust

When two continental plates move apart, a crack, or opening, forms in the Earth's crust. A volcano erupts when hot magma, gases, and ash are pushed up through a crack. When magma pours out, it is called **lava**. The lava often causes **craters** to form at the top of volcanoes.



Think

How can a town recover after a natural disaster?



## 3.4 Savage Earth:

Natural disasters can be devastating. Some people may die, and others are hurt. Many people lose their homes. It can be hard to find food or clean water. The **survivors** have to rebuild their homes and their lives. What can we do to prevent suffering like this?

### Rebuilding Lives

The first job after a natural disaster is to rescue people and help survivors. International aid programs often work with local communities. They search for survivors and provide places to stay, food, clean water, and medicine.

The next job is cleaning up. People work together to remove buildings that have fallen down. Sometimes more buildings are demolished because they aren't safe.

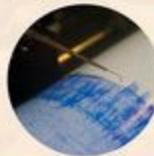
Then, people can start to rebuild their community together. This process can take months or even years.



### Giving Warning

Unfortunately, we cannot **prevent** natural disasters from happening. They are the result of Earth's natural movement and change. However, we can reduce the damage they cause. One way is to predict when and where natural disasters might happen. Then, we can warn the people who live in those areas.

Scientists use seismographs to study activity under Earth's crust. Seismographs record big and small earthquakes.



This data is used for making predictions about future earthquakes.

### Keeping Us Safe

We can also make buildings and other structures safer. Most damage in an earthquake is caused when buildings fall down. Architects and engineers can design buildings and structures that are earthquake resistant. This bridge in San Mateo, California, is designed to shake in an earthquake without falling down.

### Being Prepared

We can also teach communities how to prepare. These students in California are taking part in an earthquake drill. They are taking shelter under their desks at school.



### How Can You Help?

Recovering from a natural disaster takes a lot of time and money. Next time there is a natural disaster, do some research. How can your school raise money to help?

- 1 What information did the graphic sources provide? Complete the organizer with a friend.

Savage Earth	
Diagrams	Map

- 2 What causes volcanoes, earthquakes, and tsunamis? Complete the sentences with information from the text.

#### Volcano:

A 1 \_\_\_\_\_, or opening, forms in the Earth's 2 \_\_\_\_\_. Hot 3 \_\_\_\_\_, 4 \_\_\_\_\_ and ash are pushed up through the volcano.



#### Earthquake:

5 \_\_\_\_\_ can build up between two 6 \_\_\_\_\_. When this 7 \_\_\_\_\_ is released, it causes the ground to move and 8 \_\_\_\_\_.



#### Tsunami:

The sudden movement of the ocean 9 \_\_\_\_\_ causes 10 \_\_\_\_\_ to form in the water above. The 11 \_\_\_\_\_ grow and become enormous tsunamis as they travel toward the 12 \_\_\_\_\_.



- 3 Find these words in the text and circle them. Then, match them with the definitions.

- |              |  |
|--------------|--|
| 1 demolished | a an activity that you do many times to practice a skill             |
| 2 architects | b not harmed or affected by something                                |
| 3 resistant  | c people who design buildings and make sure they are built correctly |
| 4 drill      | d destroyed a building completely.                                   |

- How can we stay safe during natural disasters?

## 1 Read the sentences and answer the questions.

- 1 Scientists use the data for making predictions about future earthquakes.      2 The data is used for making predictions about future earthquakes.

- a Do we know who uses the data in sentence 1? \_\_\_\_\_  
b Do we know who uses it in sentence 2? \_\_\_\_\_

## Grammar: The Present Simple Passive Voice

We use the passive voice when we want to focus on what is happening and not on who or what is doing the action. We use the verb to be and the past participle of the main verb:

Buildings **are demolished** because they aren't safe.

This bridge **is designed** to shake in an earthquake.

## 2 Which disaster aid is being described? Listen and check ✓.



solar cell phone charger



solar refrigerator



solar radio

## 3 Complete the paragraph below with verbs in the present simple passive. Then, listen again and check.

When a town 1 \_\_\_\_\_ (destroy) by a natural disaster, it won't have electricity. As well as to keep food fresh and safe, refrigerators 2 \_\_\_\_\_ (need) to keep some medicines cold. This small refrigerator 3 \_\_\_\_\_ (design) for doctors to use after an emergency. It 4 \_\_\_\_\_ (power) by the sun, so it doesn't need electricity. And it 5 \_\_\_\_\_ (make) of light plastic, so it is easy to carry around. What a good idea!

## 4 Play a game with objects in your classroom. Only use the present simple passive!

It isn't powered by electricity. It's made of wood. It's used for writing.

It's a pencil!

Remember to follow the ground rules for discussion!



## 1 Listen and repeat the words. What sound do they have in common?



oar



door



shore



pour

## 2 Read the words above again. Which three letters in each word make the sound? Underline the letters.

## 3 Listen and repeat. Then, match and write the words in the chart.

before four floor core soar court roar

Spelling Tip: oar, oor, ore, our

Words with /ɔ:/ followed by /r/ can be spelled in four ways:

oar door shore pour

oar	door	shore	pour

## 4 Read and complete the words with the correct spelling pattern. Then, listen and check.

A huge storm like never bef\_\_\_\_\_.  
It is forming quickly over the sh\_\_\_\_\_.  
The wind is r\_\_\_\_ing, and it's going to p\_\_\_\_\_.  
So run inside and close the d\_\_\_\_\_!

## 5 Look back at pages 53 and 54. Which words from this page can you find in the text?



## Oracy Skill: Active Listening

An active listener makes eye contact and responds to show they are interested in what someone is saying.



- 1 Watch the video and do the tasks.



- a Who is listening actively? Circle.  
**Liam and Jack / Jack and Emma / Liam and Emma**
- b How do we know they are listening actively? \_\_\_\_\_
- c Watch the video again. Circle the phrases you hear.

I agree.

That's a good idea.

I guess so.

I see.

Great point!

That's interesting.

## Let's Practice Oracy! 7, 8, 9

- 1 Form pairs. Think about your answers to the Oracy Time! question.
- 2 Discuss your choices and give your reasons. Don't forget to listen actively.

## Oracy Time!

Imagine there's a tornado and you have to leave your house quickly. What one object are you going to take with you? Why?

## Check Your Oracy!

1 My partner looked at me while we were talking.	Always / Sometimes / Never
2 My partner showed interest by asking questions.	Yes / No
3 My partner used the phrases on the cue cards.	All / Some / None

## Write a News Story

- 1 Read the news story. How much did it cost to repair Fleetwood Elementary School?



## Back to School at Last

By Carla Williams



is complete, and students can return to the main building. They will find better classrooms with new equipment and a brand-new library.

Principal Carol Young thanked the local community for its support. "This has been a very difficult time for the school, but we have come through it together," she said. "In addition, many other people across the country have donated money and time to help us."

And what do the students think? We asked fifth-grade student Max. "I'm looking forward to playing on the soccer field again," he replied.

School must go on!

Fleetwood Elementary School is welcoming students back to its main building 15 months after it was damaged by a flood.

Last June, heavy floods destroyed classrooms, furniture, and equipment at Fleetwood Elementary School. The school

was under water for two weeks, and the clean-up operation took many months. When school started again last September, the main building was still not safe enough to use. Students returned to classes in temporary classrooms on the soccer fields.

Now the \$650,000 repair project

- 2 Read and answer.

- a How does the headline (the title) of the news story persuade us to read it?
- b Which sentence summarizes the content of the story?
- c Which paragraphs of the news story contain facts about the flood and repairs?
- d Which paragraphs of the news story contain information from interviews?

## Improve Your Writing: Quotation Marks

We use quotation marks to show words that are spoken.

"The flood caused a lot of damage," Principal Young said.

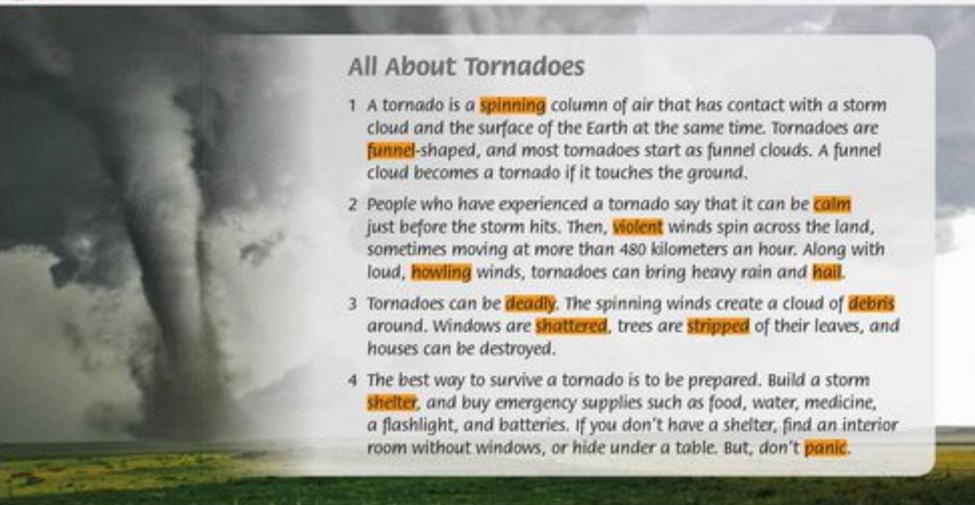
- 3 Read and underline three examples of text in quotation marks in the news story.

- 4 Prepare to write a news story in the Activity Book.

1 Listen and read. How fast can tornadoes move?

### All About Tornadoes

- 1 A tornado is a **spinning** column of air that has contact with a storm cloud and the surface of the Earth at the same time. Tornadoes are **funnel-shaped**, and most tornadoes start as funnel clouds. A funnel cloud becomes a tornado if it touches the ground.
- 2 People who have experienced a tornado say that it can be **calm** just before the storm hits. Then, **violent** winds spin across the land, sometimes moving at more than 480 kilometers an hour. Along with loud, **howling** winds, tornadoes can bring heavy rain and **hail**.
- 3 Tornadoes can be **deadly**. The spinning winds create a cloud of **debris** around. Windows are **shattered**, trees are **stripped** of their leaves, and houses can be destroyed.
- 4 The best way to survive a tornado is to be prepared. Build a storm **shelter**, and buy emergency supplies such as food, water, medicine, a flashlight, and batteries. If you don't have a shelter, find an interior room without windows, or hide under a table. But, don't **panic**.



- 2 Circle the word that doesn't belong.
- a violent calm deadly dangerous
  - b shattered rebuilt stripped destroyed
  - c rain hail snow cloud
  - d fear worry surprise panic
  - e spinning moving howling traveling

3 Label the diagram with the correct words.

shelter debris funnel



**Time to Talk!**  
 What natural disasters might happen where you live?  
 Where's a safe place to take shelter at your school?

### Reading Strategy: Visualizing

Visualizing a story or text means making pictures in your mind when you read. You can use your senses and your previous experience to make a clear picture.

1 As you read, use your senses to visualize this poem about a storm. Complete the chart.

Wind blowing through my hair,  
 The smell of raindrops in the air.  
 Rain beats down against my face,  
 Cold and wet with a salty taste.

Storm clouds grow—the sky turns black,  
 A flash of light and a thunder clap.  
 A crack and then a smashing sound,  
 A tree falls crashing to the ground.



And I run home where it's warm,  
 To find some shelter from the storm.

I Can See	I Can Hear	I Can Feel	I Can Smell	I Can Taste

- 2 Answer the questions with a partner.
- a Which details in the poem could you visualize most clearly in your mind?
  - b Which sense do you think is the most useful in making a vivid picture in your mind?
  - c How does your previous experience of storms help you visualize the one in the poem?
- 3 The story *A Survivor's Tale* is about a tornado. Think and answer with a partner.
- a What do you imagine being in a tornado would be like?
  - b What would you see, hear, smell, or feel?
- 4 Remember to visualize the story as you read it. Which senses help you to picture the details of the story?

**?** What kind of extreme weather do you think is the most dangerous? Why?



3.12

# A Survivor's Tale

By Kim Milne

When I woke up, everything was dark. I could see nothing at all, and for a moment I had no idea where I was. Then, I began to remember what had happened. I tried to move, but something heavy was on top of me. It felt like wood. Using both feet, I pushed and kicked hard against the wooden object, but it wouldn't move. It was too heavy.

"Hey!" I shouted. "I'm here!"

No one answered. There was a **deadly** silence.

I was stuck. I couldn't move my arms or my head. I was also really cold. My clothes were wet, and there was water all around me. My whole body hurt—my stomach, my head, my neck, my back, and even my toes! I was hungry and thirsty, but of course, there was nothing to eat or drink.

I wondered if Mom, Jack, and Amelia were safe. But then, I imagined how mad Mom was going to be. I had really messed up this time.



It all started as a very ordinary day. Mom picked us up from school as usual. Jack and Amelia were arguing in the back of the car about which chocolate bar they wanted. And Mom was singing along to her favorite song on the radio. Bored, I stared out the window.

In the side mirror, beyond the fields, the sky looked very black.

"Looks like a storm," I said. No one was listening to me.

I continued to watch as the clouds slowly changed into a black monster.

"Hey, Mom," I said quietly, not wanting to create **panic**. "I really think you should look behind us."

A **spinning funnel** shape was forming from the center of a huge black cloud and was moving across the landscape. Flashes of blue light were coming from inside. The wind was blowing and shaking the branches of the trees furiously. The birds were screaming and flying away in the distance.

"But there hasn't been any warning about tornadoes!" Mom said in disbelief.

The spinning cloud was still hanging above the ground, so it wasn't a tornado yet, but we knew that as soon as it touched the ground, we were in big trouble.

Mom drove quickly, and we were home in record time. We immediately jumped out of the car. Suddenly, the air was **calm**. The wind stopped, and everything went quiet. We couldn't hear a single sound. It was hard to believe we were only minutes away from **violent** winds.

"OK!" said Mom as calmly as she could. "Grab some food and water!"

"Where's my laptop?" shouted Jack.

"I don't know!" Mom yelled as she threw some food into a backpack.

"Where's Fluffy?" asked Amelia. Fluffy was her pet hamster.

"There isn't enough time to look for anything else," cried Mom, as she led my brother and sister quickly out of the house and into the storm **shelter**.

Heavy **rain** was now falling, and the wind was **howling**. As we entered the shelter, Amelia started crying.

"I want Fluffy," she sobbed.

I was sure there was enough time to get Fluffy before the tornado hit. Without saying a word, I turned back toward the house.

 Think

Do you think Olivia should try to rescue the hamster? Why or why not?



"Get back here now, Olivia!" Mom yelled. "It's too late. It isn't safe!"

I pretended not to hear her and ran back into the house.



Giant hailstones were now falling on the roof, and windows **shattered** around me as the wind threw objects against them. It was blowing so hard that I could hardly breathe. I grabbed Fluffy's cage, and at that moment, a tree came crashing down through the roof. It blocked my exit from the house.

Instructions from the drills we did at school came into my head: safe places, interior rooms, rooms with no windows. Panicking, I ran into the bathroom, climbed into the bathtub with Fluffy's cage and covered myself with a large towel.

I looked at Fluffy. She was running around, trying to get out of her cage. "Don't worry, little one," I told her. "Everything will be OK. We are safe here. This tub is very strong, and it will protect us. Someone will find us soon. Don't worry. Don't worry."

Shaking with fear, I closed my eyes and curled up into a ball. The noise outside was terrifying. It was like lying under a huge waterfall, the water thundering around me. Suddenly, the huge pile of towels from the shelf above came crashing down. Fluffy and I were buried in towels. Everything went black.



Think

Has Olivia chosen a safe place to hide? What will happen now?

When it was over, I tried to get up, but I was stuck, and my legs weren't strong enough. I pulled and pulled, but I couldn't move at all. A long time passed. Fluffy looked OK. She was calmly walking around in her cage. After a while, I heard voices and shouted out, "Hey! I'm here!" But nobody answered. I shouted again and again.

"Hey! I'm here! Help! Help! Help!"

Then, the shelves and towels were lifted and light poured in. I could see the outline of a figure against the sky. It was Dad.

"Olivia!" he cried, tears rolling down his face. He lifted me out and hugged me hard.

Looking around, I saw that the bathtub and two walls around it were all that remained of our house. **Debris** was lying all over the place, and it could smell dust and gas. The tornado had pulled the roofs off houses. The trees, **stripped** of their leaves and bark, looked like giant bones. Our car was lying in a neighbor's tree like a thrown toy. The only sound was the buzzing of loose electrical wires moving like snakes.

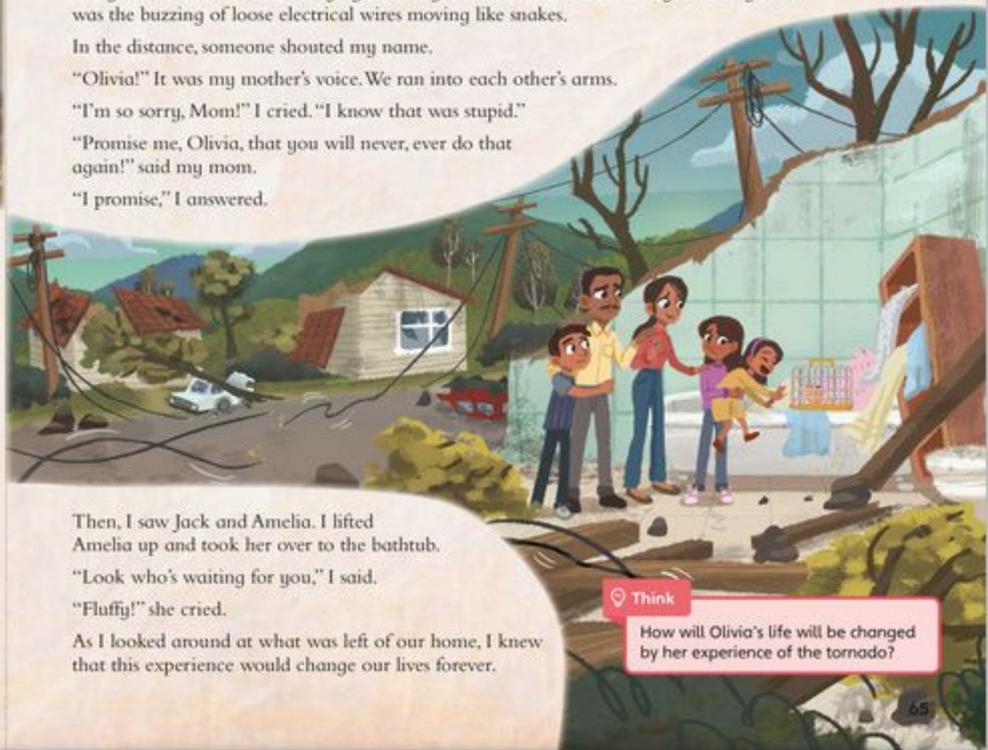
In the distance, someone shouted my name.

"Olivia!" It was my mother's voice. We ran into each other's arms.

"I'm so sorry, Mom!" I cried. "I know that was stupid."

"Promise me, Olivia, that you will never, ever do that again!" said my mom.

"I promise," I answered.



Then, I saw Jack and Amelia. I lifted Amelia up and took her over to the bathtub.

"Look who's waiting for you," I said.

"Fluffy!" she cried.

As I looked around at what was left of our home, I knew that this experience would change our lives forever.

Think

How will Olivia's life be changed by her experience of the tornado?



- 1 How did the tornado in the story compare to what you had imagined before? Was it the same or different? Compare your ideas with a partner.



- 2 Mark ✓ the section of the story that you could visualize the most clearly. Then, mark ✓ the senses that helped you.

I could visualize most clearly ...	I used ...
<input type="checkbox"/> before the tornado.	<input type="checkbox"/> sight
<input type="checkbox"/> during the tornado.	<input type="checkbox"/> sound
<input type="checkbox"/> after the tornado.	<input type="checkbox"/> touch
	<input type="checkbox"/> smell
	<input type="checkbox"/> taste

- 3 Write some of the things you could see, hear, or smell. Then, compare with a partner.

I Could See	I Could Hear	I Could Smell

- 4 How will Olivia and her family rebuild their lives after the tornado? Discuss your ideas with a partner.

I think they'll need to ...

I agree, and ...

They should ...

Yes, and they could also ...



How can people help each other during and after a natural disaster?

- 1 Read the sentences and do the tasks.

It was too heavy. It was heavy enough. It wasn't heavy enough.

- a Underline the sentence that describes something that is more than you want or need.  
b Circle the sentence in which it was the right weight.

Grammar: *too and enough*

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

It was **too** heavy. There was **enough** time. My legs weren't strong **enough**.

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

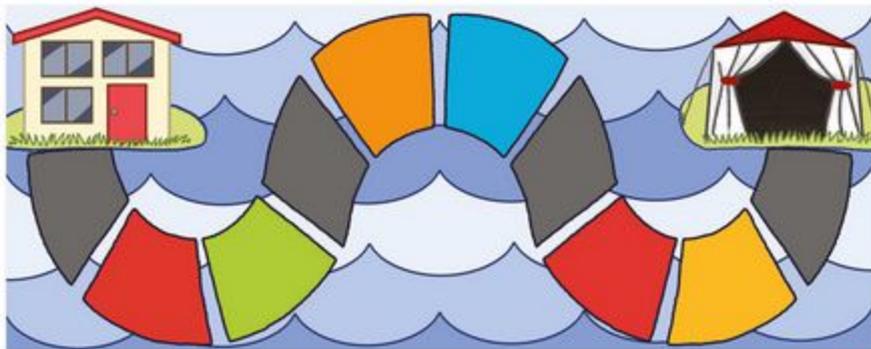
I ate **too much** cake and **too many** cookies.

- 2 In pairs, complete the key for the game with the correct words or phrases.

too enough too much too many enough

- It is \_\_\_\_\_ dark to see anything. Find a flashlight and go forward two spaces.  
You don't have \_\_\_\_\_ clean water. Stop to collect some and miss a turn.  
There are \_\_\_\_\_ people in your boat. Go back two spaces.  
You have \_\_\_\_\_ food for a few days. Go forward two spaces.  
There is \_\_\_\_\_ noise. Go forward one to a quieter space.

- 3 Now play the game with a friend. When you land on a square, read and follow the key.



1 Listen to the podcast. Mark ✓ what Jenny and Jack tell Alex about.

- how to survive an earthquake  
 the causes of an earthquake

2 Listen again and classify the advice for before, during, and after an earthquake.



How to Survive an Earthquake

Before	During	After

- a Take shelter under a heavy piece of furniture.      d Help your neighbors.  
 b Leave the building if it is damaged.                  e Stay where you are.  
 c Make an emergency plan.                                  f Create a home emergency kit.

3 How would this advice be the same or different for another natural disaster? Discuss with a partner and complete the chart.

How to Survive a _____		
Before	During	After



Don't forget to listen actively to your partner!



Values AB page 56

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

Your challenge is to invent a device that can provide emergency aid after a natural disaster.

- Discuss** What do people need the most after a natural disaster? What problems might prevent a community from getting the help it needs?
- Research** What kind of devices exist to help after natural disasters? What problems do they help with? How are they designed? Can they work without electricity? Can they work by remote control?
- Brainstorm** What new disaster aid device can you invent? What help will it provide? How will it work? In groups, make a list of your ideas, and choose one.
- Design** Sketch a design or write a description of your group's device.
- Present** your disaster aid device to the class.
- Compare** your designs with those of other classmates. What do you like best about each idea?

Don't forget to listen actively to your classmates. Complete **Check Your Oracy!** in the Activity Book.

We have invented a flying first aid kit. It works by remote control, so it can fly into dangerous areas without a pilot. The kit is made of waterproof material and is very light. Our invention provides people with medicine and bandages!



How can we deal with natural disasters? Look back through the unit. Share your ideas with the class.



AB pages 57–59

## 1 Do you remember? Match the sentence halves.

- |  |   |
|--|---|
| 1 If you ask probing questions.        | a discussions.  |
| 2 Probing questions work well in       | b making eye contact, showing interest, and asking questions. |
| 3 If you ask yes/no questions.         | c we know how to behave in presentations and discussions.     |
| 4 If we obey the ground rules.         | d you get short answers.                                      |
| 5 We show we are listening actively by | e you get longer, more detailed answers.                      |

## 2 Read and circle ...

- a three probing questions in **green**.  
 b three ways to give your opinion in **blue**.  
 c three expressions to show you are listening in **red**.

I think this because ...

That's a good idea.

Why?

I disagree because ...

I agree because ...

That's interesting.

I see.

How?

What do you think about ...?

Do you have any questions?

Can you repeat that?



## YOUR TASK

Imagine your school is located in an earthquake zone. To prepare for an earthquake, every classroom should have an emergency kit. As a group, discuss and decide on what should go in your emergency kit. You can only include ten items.

Which ten items will go in your kit?

Think about these questions:

- What will you eat and drink? What food will stay fresh?
- If there's no electricity or gas, how will you keep warm? How will you see, if it's dark?
- What tools might you need? What things can help you tell rescuers that you need help?
- Imagine you are in the school after an earthquake, away from your family. How might you feel? What things can you include in the kit that might make you feel better?

## 1 Form groups and underline three ground rules for the task.

- We listen when each person suggests an item to include.
- We get angry if all the items we suggest are not included on the list.
- We ask questions to find out more about a group member's idea.
- We come to an agreement at the end of our discussion.
- We use our tablets to look for items while someone else is talking.

## 2 Write your group's ten items below. Then, report your results to the class.

## Our Group's Emergency Kit

- |         |         |          |
|---------|---------|----------|
| 1 _____ | 5 _____ | 8 _____  |
| 2 _____ | 6 _____ | 9 _____  |
| 3 _____ | 7 _____ | 10 _____ |
| 4 _____ |         |          |

## 3 Talk about your talk!

- Did everyone follow the ground rules?
- What active listening did you observe?
- What probing questions did you hear?



## Check Your Oracy!

1 I made eye contact with members of my group.	Most of the time / Sometimes / Never
2 I asked members of my group probing questions.	Two questions / One question / None
3 Our group followed the ground rules.	Most of the time / Sometimes / Never
4 Were any ground rules broken? If so, which ones?	

What I can do better next time:



## What makes going to a show so exciting?

- Learn** about shows around the world.
- Express** your point of view using reasons.
- Write** a movie review.
- Present** a plan for a performance.
- Do** a role play about asking about a show.



**How** are the shows in the photographs **similar** and **different**?



**Which** show looks most exciting? **Why**?



**What** kind of show would **you** want to **perform** in?



4.3



### Key Words 1

show	special effect	fireworks
concert	performer	prop
live performance	makeup	
actor/actress	costume	



1 **4.3** Watch the video. What kinds of shows are there in the video?

- a play
- an enhanced movie
- an art exhibition
- a football game
- a dance performance
- a musical on ice
- a pop concert
- a magic show



2 **4.3** Watch again. Complete the graphic organizer in the Activity Book.

AB page 62



## Reading Strategy: Summarizing (Nonfiction)

A summary of a nonfiction text is a short description. When you summarize, you should: 1) underline the main ideas and important words, 2) retell the main ideas in your own words, 3) not include details that are unimportant.

1 Read the article. Then, look at the highlighted words and mark ✓ the best summary.

## The Theater in Ancient Greece

Theater started in **Ancient Greece** more than 2,000 years ago. It was very popular. Most **cities** had very **big outdoor theaters**. They were bowl-shaped and could hold more than 15,000 people, like our modern football stadiums.

There were two kinds of **plays**: comedies and tragedies. **Tragedies** were serious plays with sad endings. **Comedies** were funny plays with happy endings. If the audience liked the play, they didn't clap, but stamped their feet. The best actors were awarded prizes, just like at the Hollywood Oscars.

All the **actors** were **men or boys**. They **wore masks**. The mouth hole was like a megaphone to make the actors' voices louder. The masks showed the audience if the character was sad, happy,

or angry. Wigs and high shoes were used to make the actors look taller. Actors wore padded **costumes** to make them look stronger or fatter. Two **props** were used, one to lift an actor into the air and another to make a sound like thunder.



Theater in ancient Greece was very popular, and most cities had large outdoor theaters. Plays called comedies and tragedies were performed by actors, who were men or boys. They wore masks and costumes and used a few props.

Theater started in ancient Greece over 2,000 years ago. The theaters were shaped like a bowl. The audience members stamped their feet instead of clapping. Tragedies had sad endings. If actors were good, they won prizes.

2 Look at the internet article on the next page. Answer the questions.

- Read the title. What do you think the text is about?
- Look at the photos and headings. What is each section about?



How are sporting events similar to and different from shows?

# Stages Around the World

Throughout history, people around the world have loved watching shows. Shows can make you laugh or cry. They can fill you with excitement, scare you, or make you see things in a different way.

What types of shows can we see? Let's take a tour of the colorful world of shows.

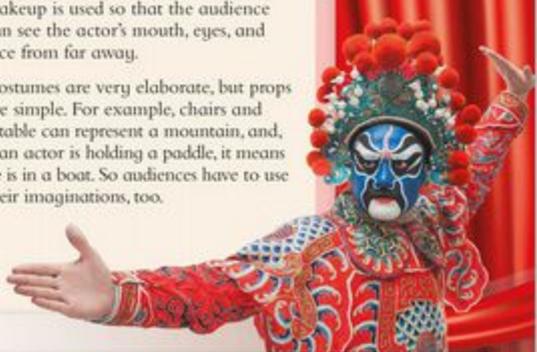
## Beijing Opera

Beijing opera is a type of **musical** theater. It combines singing, dance, **acrobatics**, and martial arts. It has a lot of music and is called **opera**, but the actors tell the story in **dialogues**. The stories in Beijing opera are taken from Chinese history, mythology, and literature. The plays are sometimes light, but they can also be serious like ancient Greek **tragedies**.

When an actor appears on **stage**, the **audience** knows immediately if the character is smart, stupid, or the bad guy because of his face paint.

For example, white is evil. A lot of makeup is used so that the audience can see the actor's mouth, eyes, and face from far away.

Costumes are very elaborate, but props are simple. For example, chairs and a table can represent a mountain, and, if an actor is holding a paddle, it means he is in a boat. So audiences have to use their imaginations, too.



## Key Words 2

opera  
musical  
acrobatics  
dialogue  
tragedy  
stage  
audience  
comedy  
puppeteer  
mime

## Ballet

Ballet is a form of dance. It started in Italy in the 15th century. In early ballet, dancers wore masks and heavy costumes, and they were all male. The king of France loved ballet and danced many

times in performances. The first female dancer appeared about 200 years later.

Some ballets use dance to tell a story. They can also include colorful costumes and dramatic set design and lighting. Two famous story ballets are *Swan Lake* and *Peter Pan*.

Both male and female ballet dancers have to be in very good shape and strong. One ballet performance can take 5,000 hours of practice, and during a performance a male dancer often has to lift a lot of ballerinas.

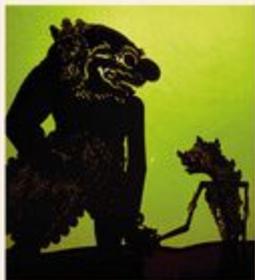


## Wayang Kulit

Wayang kulit is from Indonesia and is the oldest form of puppet theater in the world. It uses shadow puppets to tell a story. The stories are legends and folk stories that everyone in the audience knows. Some are comedies, and others include lots of battles, which the heroes always win.

There are two types of puppets, 3-D wooden ones and flat leather ones. The puppets are all different sizes and have different characteristics. The biggest ones are the bad guys, and the heroes are usually thin

puppets with long pointed noses. They are also beautifully painted, even though you only see their shadows.



The audience sits in front of a screen of white cloth. The puppeteers sit behind the screen with the puppets. A light behind the puppets projects their shadows onto the screen. The puppeteers tell the story with different funny voices and move the puppets on the screen at the same time. As part of the performance, singers and musicians, also behind the screen, perform songs.

Wayang kulit performances are still very popular at weddings and parties, and you can even watch them on TV in Indonesia.

## Street Theater

Street theater is really fun, and it is the oldest form of theater. Jugglers and acrobats performed outdoors on the streets of ancient Egypt. But after indoor theater was invented, street theater became less popular.

Nowadays, street theater is popular again. You can see it in shopping centers and on street corners in many cities of the world. The performers do all kinds of things like juggling, acrobatics, dancing, singing, and mime. Part of what makes street theater so exciting is that anyone can stop to watch it. And it's free!

### Think

What kinds of traditional shows can you see in your country?

### Want to Get Involved?

Find out more about shows near where you live. Or why not ask a teacher and set up a theater club at school and put on a show of your own?

## Explore the Text

1 Read and underline the main ideas and important words in the text.

Beijing opera is a type of musical theater. It combines singing, dance, acrobatics, and martial arts. It has a lot of music and is called opera, but the actors tell a story in dialogues.



The stories in Beijing Opera are taken from Chinese history, mythology, and literature. The plays are sometimes light, but they can also be serious like ancient Greek tragedies.

When an actor appears on stage, the audience knows immediately if the character is smart, stupid, or the bad guy because of his face paint. For example, white is evil. A lot of makeup is used so that the audience can see the actor's mouth, eyes, and face from far away.

Costumes are very elaborate, but props are simple. For example, chairs and a table can represent a mountain, and, if an actor is holding a paddle, it means he is in a boat. So audiences have to use their imaginations, too.

2 Complete the summary below.

\_\_\_\_\_ is a type of \_\_\_\_\_ that uses song, dance, acrobatics, and martial arts to tell a \_\_\_\_\_. The stories are from Chinese \_\_\_\_\_, mythology, and literature. The audience knows about the character's personality because of his \_\_\_\_\_. Costumes are elaborate, but the \_\_\_\_\_ are simple. Audiences have to use their \_\_\_\_\_.

3 **4.5 Key Words 3** Find these words in the text and circle them. Match them with the definitions.

- |                  |   |
|------------------|---|
| 1 lighting       | a something that defines a person or thing      |
| 2 elaborate      | b makes light or shadows show on a screen       |
| 3 characteristic | c the lights used to show performers on a stage |
| 4 projects       | d fancy with a lot of details                   |



Which type of show discussed in the article would you most like to see? Why?

1 Read and answer the questions.

- What day is the play on?
- What time does it start?
- What time does it end?

Grammar: Present Simple for Future Events

We use the present simple to talk about future events that have a timetable.

The play **starts** at six o'clock on Friday evening.



2 Listen and write the times in the schedule. Then, compare with a partner.

Schedule for Field Trip to See the Play *My Parrot Pete* on November 4

Bus leaves.	Lunch in Belle Isle Park.
Bus arrives at theater.	Bus leaves theater.
Play starts.	Bus arrives back at school.

What time does the bus leave?

At 9:30.

That's right.

3 With a partner, make a schedule for your ideal field trip.

Schedule for \_\_\_\_\_

4 Now work with a different partner. Compare your schedules. Whose trip sounds more interesting?

We're going to watch a baseball game.

What time does the game start?



Don't forget to listen actively!

1 Read the words. What sound do they have in common?



hoe



boulder



shadow



photo



coat

2 Listen and check your answer.

Spelling Tip: oe, ou, ow, o, oo

3 Put the words into groups with the same spelling pattern. Then, listen and check your answers.

There are many ways to spell the /oa/ sound.  
hoe boulder shadow photo coat

although go show goes piano toe shoulder boat below road

hoe	boulder	shadow	photo	coat

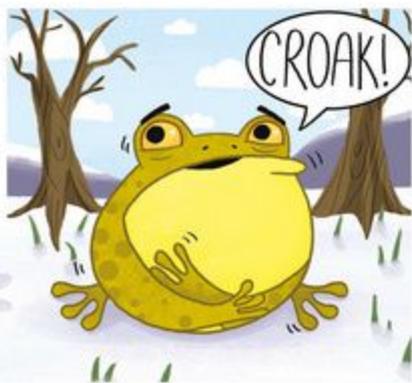
4 Read and complete the words with the correct spelling pattern. Then, listen and say the rhyme.

One old yell\_\_\_ toad

G\_\_\_s croaking down a snowy r\_\_\_d

With a c\_\_\_ld throat and frozen sh\_\_\_lders,

Poor old cold toad.





## Oracy Skill: 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.

1 Watch the video and answer the questions.

a Mark ✓ the reasons Jack gives for saying *Star Wars* is the best movie ever.

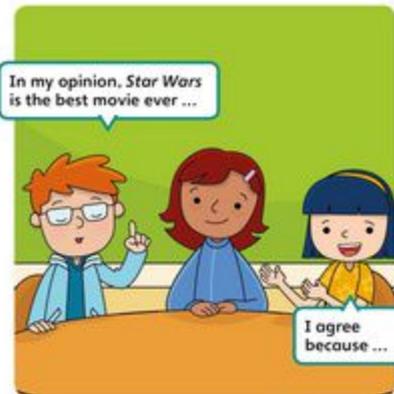
- It's funny.  The robots look real.  
 The characters are like normal people.  
 Princess Leia is the best.  
 The battle scenes are exciting.

b Mark ✓ the reasons Kate gives for disagreeing with Jack.

- Princess Leia's hair looks funny.  
 It feels like you're flying in a spaceship.  
 The special effects are not very good.  
 The costumes look ridiculous.

c Circle the expressions Jack, Emma, and Kate use to express their points of view.

I'm right! In my opinion, ... I agree because ... You're wrong! I disagree because...



## Let's Practice Oracy! 2, 3, 10

- Choose an **Oracy Time!** topic and think of three reasons to support your point of view.
- Form small groups. Take turns presenting your point of view and agreeing and disagreeing with each other.
- Remember to give reasons for your point of view.

## Check Your Oracy!

1 I confidently expressed my point of view and used reasons.	Yes / No
2 I listened actively when others expressed their points of view.	Yes / No
3 I gave reasons when I agreed or disagreed with my group.	Yes / No

## Oracy Time!

Pick a movie, musical group, singer, athlete, or actor/actress you think is great. Then, say why you think they are the best ever.

I think *Star Wars* is the best movie ever!



## Write a Movie Review

1 Read the movie review. Does the writer like the movie?

## OUR REVIEW

### *Pirates of the Caribbean: On Stranger Tides*



*On Stranger Tides* is the fourth movie in the *Pirates of the Caribbean* series. Captain Jack Sparrow is back! This time, he is looking for the Fountain of Youth. First, he finds a ship, so now he can start his adventure. Then, he meets his old enemy, Captain Barbossa, and they have a race to see who can find the fountain first.

Johnny Depp is Jack Sparrow, and there is a new female pirate, named Angelica. Jack also meets Blackbeard, who is very scary.

The movie is very funny. My favorite part is when Jack has to escape by swinging on palm trees. Sometimes the story is difficult to follow because you don't know who is chasing who.

I really like this movie, but it's not as good as the first three movies in the *Pirates of the Caribbean* series.



2 How does the writer structure the movie review? Read and order the plan.

- Describes what the story is about (but doesn't tell you the surprises or the end of the story). \_\_\_\_\_
- Says what is good and bad about the movie. \_\_\_\_\_
- Tells you who is in it. \_\_\_\_\_
- Summarizes what the writer's opinion of the movie is. \_\_\_\_\_

## Improve Your Writing: Conjunctions

We use connecting words (or conjunctions) to join two sentences together.

I saw the movie yesterday, **so** I can review it.

The theater was comfortable, **and** the popcorn was delicious.

The special effects were great, **but** the movie was too long.

We use *and* for adding information and *but* for contrasting information. We use *so* to show the consequence of something.

3 Read and underline examples of *and*, *but*, and *so* in the movie review.

4 Prepare to write a movie review in the Activity Book.

1



Key Words 4

Listen, look, and repeat.



triplets



attic



disorganized



footprint



scratch



clue



crime



driveway



sneakers



alibi



guilty



bandit

2 Read the description of a whodunit and fill in the blanks with the Key Words.

The curtain goes up. There has been a robbery. A \_\_\_\_\_ has stolen an expensive painting from a fancy house. There is a \_\_\_\_\_ in the mud outside the back door. There is a \_\_\_\_\_ in the wooden frame around the door. Are these \_\_\_\_\_ to help us find out who committed the \_\_\_\_\_? No, because one of the guests inside the house did it. Each seems to have an \_\_\_\_\_, but one of them is lying. We only find out who's \_\_\_\_\_ in the last scene. That's when we discover whodunit (who did it)!

## Time to Talk!

What's your favorite kind of story? Compare your ideas with a partner.

## Reading Strategy: Summarizing (Fiction)

A summary of a fiction text is a short description of the story. The summary can include the main characters, the problem, and how the problem is solved.



1

Listen to the story of *Mulan*. Complete the graphic organizer.young heroine soldier *Mulan* old man brotherSummary Chart: *Mulan*

<b>Somebody</b> Who is the main character?	_____
<b>Had a Problem</b> What was the problem?	The emperor needed a _____. Her father was too _____ and sick, and her brother was too _____ to fight.
<b>So</b> How did she try to solve the problem?	She pretended to be a young _____ and went in place of her father and _____.
<b>Then</b> How did the story end?	She became a great warrior and _____.



2 Look at the play on pages 84–87. Answer the questions and make predictions.

- Read the title. What do you think the play is about?
- Read the cast list. Who is the main character?
- Who are the other characters? Who do you think the masked bandit is?



Who is the main character in your favorite movie or play? Why are they so interesting?

# The Masked Bandit

## Scene 1

(Henry and Wendy are walking home from school. They see Mr. Taylor standing in front of his house, scratching his head and looking up at his roof.)

**Wendy:** Hi, Mr. Taylor.

**Mr. Taylor:** Oh, hi, guys. How's school?

**Henry:** Good, thanks. Is everything OK? You look a little worried.

**Mr. Taylor:** Well, a very strange thing happened today. I was getting something from the attic when I came across pieces of colored aluminum foil, some coins, some earrings, and an old watch of mine lying all over the **attic** floor.

**Wendy:** Oh! Do you think there was a thief in the attic?

**Mr. Taylor:** No. It seems like someone is collecting these things, but it's a real **disorganized** mess.

**Wendy:** That is strange.

**Henry:** Well, have a good evening, Mr. Taylor.

**Mr. Taylor:** Yes, you too. *(lost in his thoughts)*

*(Henry turns to Wendy)*

**Henry:** Hmm .... Look at these **footprints** here in the mud, Wendy! I wonder who or what made them?

## Characters

**Henry Holmes:** an 11-year-old boy

**Wendy Watson:** Henry's best friend, a 10-year-old girl

**Mrs. Gardener:** owner of the candy store

**Tom, Tim, and Tristan Taylor** (10-year-old **triplets**)

**Mr. Taylor:** the triplets' dad



## Scene 2

*(Henry and Wendy go to the candy store across the street. Mrs. Gardener is outside and also looks a little upset.)*

**Wendy:** Hello, Mrs. Gardener. What's the matter?

**Mrs. Gardener:** Oh, hello, dear. Nothing really. It's just that all my chocolate samples are gone.

**Wendy:** The ones you leave outside the candy store for customers?

**Mrs. Gardener:** Yes, that's right. I know it's not stealing, exactly, but it's not right! You should only take one! And look, there are **scratches** on my table, too!

**Henry:** Scratches! Did you see anyone in the store?

**Mrs. Gardener:** No, but before I went into the back of the store, the bowl was full, and when I came out, it was empty.

**Wendy:** How about in the street?

**Mrs. Gardener:** Yes, one of the Taylor triplets, but I don't know which one. He was wearing a sweatshirt with a hood and sunglasses. They look so alike!

**Henry:** Don't worry, Mrs. Gardener. I'm sure there's a simple explanation.



## Scene 3

*(Henry and Wendy start walking away from the candy store.)*

**Henry:** Look at this! A chocolate! Exactly like the ones in the candy store!

**Wendy:** It's a **clue**! And, look, another two over there!

**Henry:** I bet the thief dropped these while he was running away from the scene of the **crime**. But if the thief dropped them, why don't they have their wrappers on?

**Wendy:** I don't know, but look where they lead to ...



Do you think one of the Taylor triplets stole the chocolates? Why?

### Scene 4

(Henry and Wendy inside the Taylors' house.)

**Henry:** Hi, Tom. Did you hear what happened at the candy store today? Mrs. Gardener is really upset!

**Tom:** Umm ... No, I was playing the drums all day. Tim! Tristan! Do you know anything about the chocolate taken from the candy store?

**Tristan:** No. I've been here all day, I was washing Dad's car.

**Wendy:** How about you, Tim?

**Tim:** No! I was weeding the garden. Look! We got \$5 each!

(Henry and Wendy look at each other.)

**Henry:** Yeah, I can see you've been busy. When I arrived, I noticed that the driveway was wet, and it hasn't rained this afternoon. I also saw that the garden is really neat, and you have mud on the bottom of your sneakers, Tim. But I didn't say anything about missing chocolate. So, Tom, how did you know that there was chocolate missing from the candy store?

**Tom:** Oh, no ... I only took three chocolates, I promise. I felt really hungry after all the drumming I did. I'm so sorry! Mrs. Gardener's not going to call the police, is she?

**Henry:** No, don't worry, but I think you owe her an apology.



Think

Why do you think Henry told the triplets to tell their dad to check the roof?

(Henry and Wendy walk out of the house and the triplets follow.)

**Wendy:** But if Tristan and Tim have alibis and Tom only ate three chocolates, who took the other chocolates?

(Henry doesn't answer. He is staring up into a tree.)

**Henry:** Did you see that in the tree?

(Wendy looks up into the tree.)

**Wendy:** What?

**Henry:** Wow! I think I know who did it!

(Henry shouts back at the twins.)

**Henry:** You should tell your dad to check his roof. There might be a hole in it.

### Scene 5

(Henry and Wendy are inside Mrs. Gardener's candy store.)

**Wendy:** Come on, Henry. Tell us who did it? Who's guilty?

**Mrs. Gardener:** It was Tom, right?

**Henry:** Well, he took some of the chocolates, but ...

**Mrs. Gardener:** I knew it!

**Henry:** But only three. It was the masked bandit!

**Mrs. Gardener:** The masked bandit?

**Henry:** (laughing) The masked bandit, also known as ... a raccoon.

**Mrs. Gardener:** Really?

**Henry:** Yes. Raccoons love anything shiny: aluminum foil, like the chocolate wrappers, jewelry, you name it. They take all kinds of things. And then, they store them in their dens.

**Wendy:** Really? And how did you know it was a raccoon?

**Henry:** When I saw the raccoon in the Taylors' tree, I remembered what Mr. Taylor told us this morning about the shiny objects lying all over his attic floor. And I also saw raccoon prints in the mud.

**Wendy:** Yeah, that's right! Raccoons often live in people's attics.

**Henry:** And, then, Mrs. Gardener told us about the missing chocolates from the candy store. Look at the chocolate wrappers; they are made of shiny foil. And the scratches on the table were obviously made by raccoons.



**Wendy:** Oh, yeah! And the chocolates without their wrappers led to the Taylors' house!

**Henry:** See! Put all the clues together, and it was obviously a raccoon!

**Mrs. Gardener:** I'm so glad it was a raccoon and not Tom! Thank you, Henry. Please take these chocolates as a special thank-you.

(Mrs. Gardener gives them a big box of chocolates each.)

**Henry and Wendy:** Wow! Thanks!

Think

What clues helped Henry discover the real thief?



- 1 How did the play compare to your predictions in Activity 2 on page 83? Discuss with a partner.

- 2 Complete the graphic organizer for *The Masked Bandit*.

Summary Chart: <i>The Masked Bandit</i>	
<b>Somebody</b> Who is the main character?	
<b>Had a Problem</b> What was the problem?	
<b>So</b> How did he solve the problem?	
<b>Then</b> How did the story end?	

- 3 Use your notes to summarize *The Masked Bandit*. Then, compare with a partner.



What is a story you know that would make a good play?

- 1 Read the sentence and do the tasks. The raccoon stole the chocolates.
- Underline the subject in the sentence in blue.
  - Underline the object in the sentence in green.

- 2 Read and answer the questions. Which question asks about the subject of the sentence in Activity 1? Which question asks about the object?
- Who stole the chocolates? \_\_\_\_\_
  - What did the raccoon steal? \_\_\_\_\_

### Grammar: Subject and Object Questions

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

**Who solved the crime?**    **What made that sound?**

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

**What did Henry solve?**    **Who did Henry talk to?**

- 3 4:15 Max and Maisie are rehearsing a scene in a play. Listen and answer.



What is Max eating?

Who's wearing shoes?

- 4 Cover the picture and test your partner. Make two more subject questions and two more object questions. Who remembers the most about the scene?

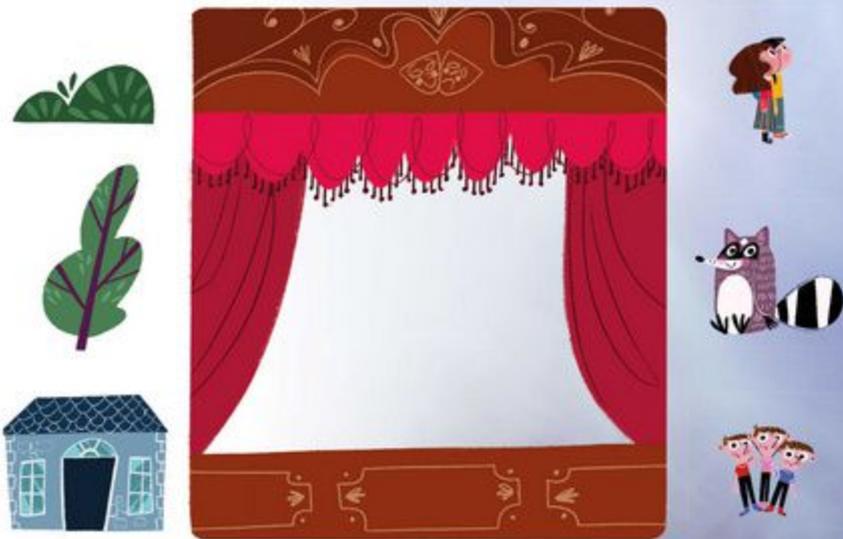
Who is ... ?

What is ... ?

What does ... ?

Who does ... ?

- 1 **4.10** Listen to the two children describing their design for one of the scenes from *The Masked Bandit*. Which of the scenes are they describing?
- 2 **4.10** Listen to the conversation again. Where should the props and characters go on the stage? Draw a line from each to its correct place on the stage.



## Expressing Points of View

- 1 Form pairs. Read the **Oracy Time!** topic.
- 2 Discuss what scene you will use and how you will design the set. Remember to give reasons when you express your point of view.
- 3 Sketch your design, and present it to another pair.
- 4 Complete **Check Your Oracy!** on Activity Book page 77.

 **Oracy Time!**

Pick a different scene from *The Masked Bandit*. What is a good design for the scene?

Values AB page 76

How can we perform a song in English?

Your challenge is to do a karaoke performance of a song in English.

- 1 **Plan** Decide if you want to perform with a partner or in a small group. Choose the song in English you will perform and have your teacher approve it. What do you need for your performance? Do you need costumes or props?
- 2 **Assign Roles** Choose what each person will do in the performance.
- 3 **Practice** your performance and prepare your costumes and props.
- 4 **Perform** your song in front of the class.
- 5 **Give feedback** to the other groups on their performances. Tell them what they did well, and suggest how they can improve next time.

During feedback, remember to give reasons when you express your point of view!



We're going to perform a song called "This Land Is Your Land." It was written in 1940, so we're dressed up in clothes from that time. It was originally played on the guitar, so we'll use a guitar, too!

What makes shows so exciting? Look back through the unit. Share your ideas with the class.

AB pages 77–79

# SPEAKING MISSION

You are planning a trip to an international arts festival. Research and select a festival to visit.

4.17

## Key Words

festival event entertaining expensive admission fee workshop program schedule

### Before Your Mission

- 1 Which of these street acts would you like to see? Mark ✓ the two most interesting ones. Explain why.



puppet show



magician



parade



street circus



acrobats

### Visit the Cervantino Festival

When: \_\_\_\_\_

Are there shows for kids? Yes / No

Cost: All free events / Some free events / No free events

Kinds of Shows:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2 Listen to the conversation about the Cervantino Festival and complete the brochure.

- 3 Match the Key Words with their meanings.

- |                 |   |
|-----------------|---|
| 1 event         | a the price you pay to go to a show               |
| 2 admission fee | b a fun class where you learn to do something     |
| 3 workshop      | c a small book that gives information about shows |
| 4 program       | d a show  |

### During Your Mission

- 4 Find an international street festival or theater festival on the Internet. Design a logo for the festival and complete the form.



When: \_\_\_\_\_

Kinds of Shows:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are there shows for kids? Yes / No

Cost: All free events / Some free events / No free events

- 5 Role-play a conversation where you ask your partner about their arts festival.



### Key Language

- |                            |                             |
|----------------------------|-----------------------------|
| Can you tell me about ...? | When is it?                 |
| Where is it?               | How long does it last?      |
| What can you see there?    | Do you have to buy tickets? |
| Is it fun for kids?        | How much does it cost?      |

### After Your Mission

- 6 Present your festival to the rest of the class. Which festival is the most popular with the class?





## How can we stay healthy?

- Learn** about the human body and how to stay healthy.
- Give** constructive feedback to classmates.
- Write** an instructional text.
- Present** a plan for a balanced fitness program.
- Do** a role play about cooking a healthy meal.



Why is it important to be healthy?



What healthy habits are shown in the photos?



What does having a healthy body and mind mean?



5.1

### Key Words 1

bone	nervous system	kidney
muscle	digestive system	skin
brain	windpipe	
heart	lung	

- 5.1** Watch and mark ✓ the main purpose of the video.
  - giving an example of a healthy lifestyle
  - explaining how the human body works
  - giving advice for when to see a doctor
- 5.1** Watch again. Complete the graphic organizer in the Activity Book.

## 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 What do you know about staying healthy? Discuss the questions with a partner.

- 1 Why do we need breakfast?
- 2 How many servings of fruit and vegetables should we eat each day?
- 3 Why do we need foods such as rice, bread, and cereal?
- 4 Do we need sugar or fat in our diet?
- 5 How much physical exercise should we do each day?
- 6 How much sleep do we need each night?



## 2 Listen and check your answers.

## 3 Look at the health information brochure on the next page and do the tasks.

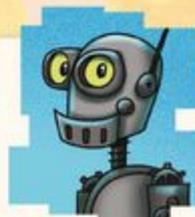
- a What advice is included in the brochure? Read and mark ✓.
- diet
  - exercise
  - sleep
- b What do you want to know about staying healthy? Write one question each about:
- diet \_\_\_\_\_
- exercise \_\_\_\_\_
- sleep \_\_\_\_\_

What things are good and bad for our health?

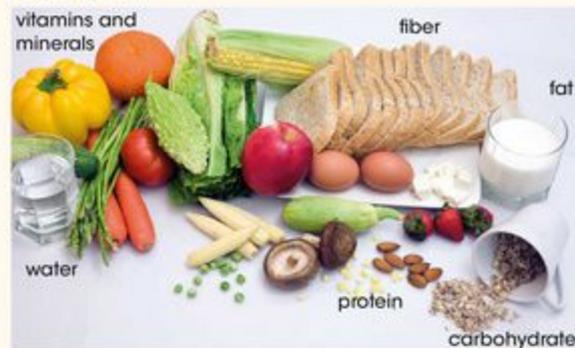


## The Incredible Human Machine

Did you know that your body is made of trillions of **cells**? These cells form the **tissues, organs,** and **systems** of our body. They all work together, just like a machine! How can we take care of our incredible human machine?



## Food Is Fuel



Vitamins and minerals keep our systems healthy and protect us from disease. They help us grow and make our bones, muscles, and organs strong. They also help us concentrate and make good decisions. Vitamins and minerals are in fresh fruit and vegetables as well as in fish, milk, nuts, and seeds.

Fruit, vegetables, and cereals also give you plenty of **fiber**. We need fiber to keep our digestive system healthy.

Approximately 60% of our whole body is made of **water**, as are 70% of our brains and 90% of our lungs. We lose water from our bodies all the time. We have to replace it with water in our food and drinks to survive.

The **nutrients** in a balanced diet provide the right amounts of fuel for a human machine.

**Carbohydrates** give us most of the energy we need. About 45–65% of the **calories** in our diet should be from foods with carbohydrates, like rice, potatoes, and pasta.

We need **protein** to grow and keep healthy. Proteins play an important part in every function in our bodies. We need them to

make new cells, build muscle, and to digest our food. About 10–35% of our daily calories should come from foods high in protein, like meat, fish, and nuts.

**Fat** is a good source of energy, and it is very good for our brains. It also keeps our skin and other tissues healthy. Too much fatty food is bad for our hearts, so only about 20–35% of our daily calories should come from foods with healthy fat. Find healthy fat in nuts, olive oil, and avocados.

This banana, pear, and broccoli smoothie is full of vitamins!



## Key Words 2

cell	calorie
tissue	oxygen
organ	blood
system	flexible
nutrient	chemical

## Think

Do you have a balanced diet?  
How could you improve your diet?

## 5.5 The Incredible Human Machine



### Keep Moving

A human machine needs exercise to stay physically fit, strong, and flexible.



Have you ever been riding your bike or running and started breathing faster? That is because you are doing aerobic exercise. During aerobic exercise, our muscles need a lot of oxygen to keep moving. We breathe faster to take in more oxygen from the air. Then, our hearts pump more blood around our bodies and deliver the oxygen to our muscles. An hour of aerobic exercise a day gives us a healthy heart and lungs and strong muscles.

Have you ever climbed a tree? That's a strength-training activity. It makes your muscles stronger. Strong muscles make strong bones, too. Muscles and bones push and pull against each other as they move. This pushing and pulling makes both stronger.

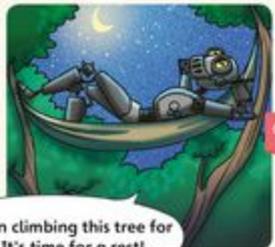


Can you touch your toes easily? This means you have flexible muscles and can move your body easily. Stretching activities, such as gymnastics or ballet, make our muscles more flexible.

Exercise is also good for our minds. When we exercise, our brains produce chemicals called endorphins. These natural chemicals make us feel happy and full of energy. They can also help us relax. If you're in a bad mood, what sport makes you feel better?

### And Then Slow Down

A human machine needs time to recharge its batteries!



I've been climbing this tree for an hour. It's time for a rest!

Find time to relax, and get enough sleep. Our bodies use the time we are asleep to fight sickness and repair injuries. When we are asleep, a chemical called human growth hormone is released. This chemical helps repair damaged tissue. It also causes our muscles, bones, and skin to grow. So, sleeping more might make you taller!

Sleep is essential for a healthy mind, too. Our brains process and store information while we sleep. Have you ever woken up in the night with a good idea? That's because your brain has been working while you're asleep!



Young people need between 9 and 11 hours of sleep each night. Are you getting enough?



Think

What is the connection between getting enough sleep and doing well at school?

## Explore the Text

5A

1 Look at your questions in Activity 3 on page 96. Were they answered?

2 Write two more questions for a partner. Use the information in the text.

- a \_\_\_\_\_  
b \_\_\_\_\_

3 In pairs, complete the graphic organizer with information from the text. Then, compare with another pair.

	Things I Knew	Things I Learned
Diet		
Exercise		
Sleep		

4 Find these words in the text and circle them. Then, complete the sentences.

aerobic injuries pump concentrate

- a When it's quiet in the classroom, we can \_\_\_\_\_ on our work more easily.
- b When we do \_\_\_\_\_ exercise, our lungs take in more oxygen.
- c I fell off my bike and hurt my knee and arm, but they weren't bad \_\_\_\_\_.
- d She needs to \_\_\_\_\_ air into her bicycle tires.

Remember to listen actively as you compare ideas.



In addition to eating well, getting enough sleep at night, and exercising, what else can you do to be healthy?

1 Read the sentences and answer the questions.

1 I've climbed lots of trees.

2 I've been climbing this tree for an hour.

- a In which sentence is the speaker still climbing the tree? \_\_\_\_\_  
 b In which sentence do we know when he/she started climbing the tree? \_\_\_\_\_

Grammar: Present Perfect Progressive

We use the present perfect progressive to describe something we started doing in the past and are still doing now. We can use the present perfect progressive with *for* or *since*.

**I have been climbing this tree for an hour. I have been riding my bike since this morning.**

2 Listen and write the names.

Jody Kim Ken Roy



3 Complete the sentences with the name and verbs in the present perfect progressive.

- a \_\_\_\_\_ is taking tennis lessons. She \_\_\_\_\_ lessons for six months.  
 b \_\_\_\_\_ is playing soccer with friends. They \_\_\_\_\_ since noon.  
 c \_\_\_\_\_ is learning to play golf. He \_\_\_\_\_ since his birthday.  
 d \_\_\_\_\_ is practicing gymnastics. She \_\_\_\_\_ for an hour.

4 What are you learning to do? How long have you been learning to do it? Ask and answer with a partner.

1 Listen and repeat the words. What sound do they have in common?



bear



chair



square

2 Read the words above again. Which three letters in each word make the sound? Underline the letters.

Spelling Tip: *ear, air, are*

There are three common ways to spell words with /e/ followed by /r/:

**bear chair square**

3 Listen and repeat. Then, match and write the words in the table.

repair pear hair tear stare care air wear share

bear	chair	square

4 In pairs, practice saying and spelling the words aloud.

5 Complete the words with the correct spelling pattern. Then, listen and say the tongue twister.

Take c \_\_\_\_\_ and don't st \_\_\_\_\_  
 at the b \_\_\_\_\_ with a p \_\_\_\_\_ on  
 the ch \_\_\_\_\_.





## Oracy Skill: Giving Encouragement

When we listen to other people's ideas, we can give encouragement by sounding interested and making positive comments.

- 1 Watch the video and do the tasks.



- a Who is giving more encouragement to Liam?  
Jack / Kate
- b Which expressions are used to give encouragement? Watch again and circle.

That's a great idea!

I guess so.

That sounds like fun.

That's a good point!

Really?

## Let's Practice Oracy! 11, 12, 13

- Form pairs. Think of an activity for Oracy Time!
- Change partners. Take turns describing your idea to each other. Don't forget to give encouragement!

## Oracy Time!

What can you do to make a sad friend feel better? Think of an idea for a fun activity.

## Check Your Oracy!

1 My partner sounded interested.	All the time / Sometimes / Never
2 My partner gave me encouragement.	All the time / Sometimes / Never
3 My partner used the phrases on the cue cards.	All the time / Sometimes / Never

## Write an Instructional Text

- Read the instructions. How long does a brain break take?
- What do you need in an instructional text? Read and mark ✓. Then, point to each feature in the text.
  - a title
  - an introduction
  - quotations
  - numbered instructions
  - a summary of the instructions
  - a short conclusion

Improve Your Writing:  
Parallel Structure

When we use parallel structure, we repeat a grammar pattern in a sentence. This makes it easier to read.

**Exercise makes your muscles strong and flexible.**  
(parallel)

**Exercise makes your muscles strong and have flexibility.**  
(not parallel)

- Read and find two examples of parallel structure in the text.
- Prepare to write your own instructional text in the Activity Book.

Why is it important to relax?

## How to Take a Brain Break

Do you have too much homework? Is school giving you a headache? Give your brain a five-minute break!

- Find a quiet and comfortable space. Then, sit down and close your eyes.
- Place your hands over your stomach. Breathe in slowly through your nose. Count to five, and then breathe out slowly. Continue breathing in and out deeply as you move on to step 3.
- Now imagine you are in a calm and relaxing place. For example, imagine you are on a beach on a sunny day. You can feel warm sunshine on your face. Breathe in the warm air. You feel warm and relaxed.
- Listen to the sounds on the beach. You can hear the ocean. The sound of the water is calm and peaceful. You can hear children playing and laughing. Smile as you listen. You feel calm and happy. You want to join in. Now open your eyes!

How are you feeling? Better? Regular brain breaks make us happier and healthier. What a good way to spend five minutes!



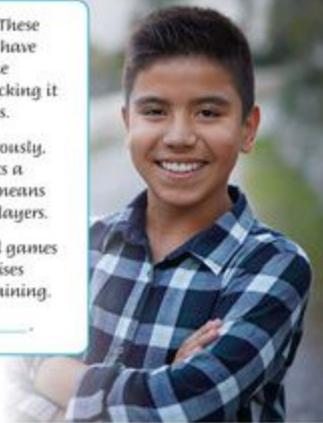
1 **5.12 Key Words 4** Read and guess Luke's favorite game.

My favorite game is a team sport. There are 11 players on each team. These players include **strikers**, **defenders**, **midfielders**, and a goalkeeper. You have to get a ball into the other team's goal. The strikers score goals, and the defenders and goalkeeper try to stop them. Players **pass** the ball by kicking it to each other with their feet. They can't touch the ball with their hands.

There are lots of rules in this game. If players **tackle** each other dangerously, that is called a **foul**. If there is a bad foul during a game, a player gets a **yellow card** or a **red card**. A yellow card is just a warning. A red card means they leave the **field** immediately and the team has to play with ten players.

Each game lasts for one hour and thirty minutes, and there are several games in a **season**. Players have to be in very good shape. Good training exercises include **jumping jacks** for aerobic exercise and **push-ups** for strength training.

Can you guess my favorite game? That's right! It's \_\_\_\_\_.



## 2 Write the words in the correct columns.

score jumping jacks midfielder push-ups pass striker tackle defender

Soccer Players	Actions in a Soccer Game	Training Exercises

## 3 Complete the sentences with the correct words.

foul yellow card season red card field

- a A soccer game is played on a \_\_\_\_\_.
- b A series of soccer games is called a \_\_\_\_\_.
- c A deliberate mistake by a player is called  
a \_\_\_\_\_.
- d A \_\_\_\_\_ is a worse punishment than  
a \_\_\_\_\_.

## Time to Talk!

What's your favorite game? Describe it without saying its name. Can your partner guess what the game is?

## 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 situation and answer the question.

I went to see my friend Jackie today. When she opened the door, she was already in her sweatsuit and sneakers.

"Did you bring the balls?" she asked.

"Yes, of course," I said. "But can I borrow a racket?"



What sport are Jackie and her friend going to play? \_\_\_\_\_

## 2 How do you know? Complete the graphic organizer.

What sport are they going to play?			
Clue in the Text	+	My Knowledge or Experience	= My Inference

## 3 Look at the story on the next page. Answer the questions and make predictions.

- a Read the title and look at the pictures. What do you think the story is about?
- b Is the story going to be funny or serious? How can you tell?

## Time to Talk!

What do you do to stay in shape?

# Finding Your Wings

By Mary C. Brooke

When I was ten years old, I lived in England for a year. It was the best year of my life. England is an amazing country. It is part of an island that also includes Scotland and Wales. In England, it rains a lot. England is famous for its red double-decker buses, Big Ben, fish and chips (yum!), and of course, Harry Kane—an incredible soccer player!

That year I learned how to play the most exciting game of all—soccer—what British people call *football*.



Paul, Peter, and Matt were my best friends. We all went to the same school, and we all played on the same team. Our team was called the Flyers. And we were terrible. We were easily the worst team in history. Every Monday, Wednesday, and Friday afternoon, we were supposed to practice. We kind of practiced for a while, making passes and trying to score goals, but we never did it for more than 15 minutes. Then, we would go and play soccer on our game consoles. That was much easier than doing it in real life! Anyway, we had lost all the games in the **season** so far. And I mean really lost—not one-zero or two-zero—but FIVE or SIX-zero. We were a disaster.

But everything changed after our sixth game.

The game was against the Tottenham Tigers, the most famous team in our league. They were a girls' team, and they were famous for having the best **defenders** and for **midfielders** that could run all day long. We really tried hard. We huffed and puffed down the **field** trying to **pass** the ball and get it into the goal. But it was useless. The Tigers **tackled** us again and again, and we lost the game, as usual. It was a spectacular defeat: SEVEN-ZERO.

After the game, we walked to Matt's house as usual to play our favorite soccer video game. We usually played every afternoon for at least four hours. We'd eat chips (which English people call crisps), chocolate bars, and donuts, and we'd drink soda. We often thought it was weird that these foods, all high in sugar, just didn't seem to give us the energy we needed to win a game. That day, on the way to his house, Matt said in a very grumpy voice, "This is no fun. We're a terrible team. I wish we were better. I'm tired of losing! I wish we could win at least once ..."

Nobody answered. We were too depressed to say anything. So Matt continued, "We should change. Let's do something!"

Total silence. We didn't know what to say. And anyway, it had started to rain (it rains a lot in England, remember?), and we were getting soaked.

When we arrived at Matt's house, his mom, Mrs. Bradley, opened the door. She is the coolest mom ever because she is a coach. The moment I saw her, I had a great idea. "Hey, guys," I said, "Matt's mom is a coach, a SPORTS COACH! Let's ask her for advice!"

They all agreed.

Mrs. Bradley told us to sit down at the kitchen table. Since we were really thirsty, she made us her "special" drink—it was made with coconut water, orange juice, a bit of sea salt, and a bit of raw honey. I was scared to try it, but after the first sip, I really liked it—it was actually delicious. Mrs. Bradley told us the drink would hydrate us.



### Think

What are the Flyers doing wrong?  
What should they do instead?



Mrs. Bradley told us we should eat a healthier diet, including lots of fruits and vegetables and lots of protein. She said we should exercise regularly and play soccer every day. She said we should practice passing the ball, running, and scoring goals. We had to stop eating junk food, get lots of sleep, and move more.

Paul, Peter, Matt, and I looked at each other. Mrs. Bradley's plan was radical! We had to change lots of things! Everyone looked depressed.

"Come on, guys," I said, "We want to win a game. Let's try this. We can do it!"

"OK," my friends said. But they didn't sound very convinced. So we made the following fitness program:

**FITNESS PROGRAM**

**Menu Plan (Every Day)**

**Protein**

**2 sardines for breakfast**

**1 egg for lunch**

**tuna salad for dinner**

**Fruit and Vegetables**

**1 raw tomato**

**2 raw carrots**

**3 leaves of lettuce**

**2 apples**

**1 orange**

**Training Plan**

**practice one hour every day from 3 to 4 p.m.**

**training activities every day  
go to bed at 9 p.m.**

For the training activities, we decided that our video game would make the rules:

For every virtual goal, we had to run up and down the stairs 20 times.

For every virtual foul, we had to do 50 jumping jacks.

For every virtual yellow card, we had to do 30 push-ups.

For every virtual red card, we had to run around the yard for 10 minutes.

**Think**

How will the Flyers' new training program help? What else could the team do?



The first day was not a great success. We managed to eat most of the right things, and we also practiced our soccer moves, but we could only run up and down the stairs five times. We did ten jumping jacks and only seven push-ups. And when we ran around the yard, we were really walking, not running. We knew we weren't supposed to eat donuts, but we all had one anyway.

But we slowly got better. Each day we ran a little faster and did more exercise. We began to feel different, too.

"I'm starting to feel like Harry Kane," said Paul.

The next game came along. This time, we were playing against the Robins, a team that had red and gray soccer uniforms. Still, they had good strikers, and we were nervous. Were all our efforts going to make a difference?

The game started ...

Paul ran like a cheetah. Peter defended the goal like a panther. Matt passed the ball like a pro. And I scored seven goals!

We won the game seven-zero! We were so happy that we ran around the field cheering and shouting.

"Having our soccer video game make the rules for our real soccer training was the best idea ever!" said Matt.

**Think**

Imagine you are one of the Flyers. Would you do anything differently?



1 What is the main message of the story? Discuss with a partner.

2 Complete the graphic organizer and answer the questions.

Clues in the Text	+	My Knowledge or Experience	=	My Inferences
Why did the Flyers keep losing their soccer games at the beginning of the story?				
	+		=	
Why did the Flyers win their game at the end of the story?				
	+		=	

3 What health advice does the story give? Find three pieces of advice for each column.

Health Advice	
Do	Don't

4 Can you think of more advice? Discuss your ideas with a partner and write them in your notebook.

Don't forget to listen actively!



Why is it important to choose exercise we enjoy?

1 Read the sentences and do the tasks.

We're a terrible team.  I wish we were better.  I wish we could win at least once.

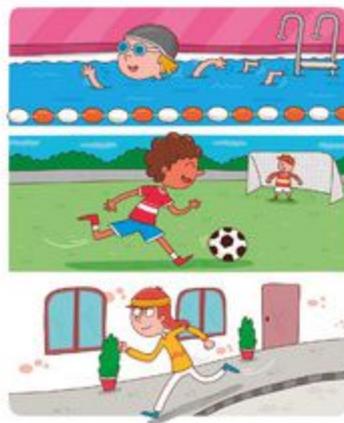
- Which sentence describes something that is true now? Mark with a ✓.
- Which two sentences describe something the speakers would like to be true? Mark with Xs.
- Which word means to *want something different*? Underline in red.

Grammar: 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 the word *wish*.  
**I wish we were a good team.** (We're not very good at the moment.)  
**I wish we could win at least once.** (We can't win at the moment.)

2 5:15 Read and circle the correct words in the song. Then, listen and check.

I wish I **can** / **could** swim like Susie.  
 She wins every race at school.  
 I wish I **lived** / **live** in a house like hers  
 And **have** / **had** a swimming pool.  
 I wish I **was** / **been** like Oliver,  
 And **play** / **played** soccer for the team.  
 I wish I **could** / **can** score goals like him.  
 That would be my dream.  
 I wish I **am** / **was** better at sports.  
 I could have a lot of fun.  
 I think I'll start to get in shape—  
 I'll go out for a run!



3 Make wishes for yourself and compare with a friend.

I wish I had ...

I wish I was ...

I wish I could ...

I wish I lived ...

1 Listen to the interview and circle the correct answers.

- 1 Where is Cooper planning to go? a Mount Everest b the South Pole  
2 How long will the expedition take? a three months b three weeks

2 Listen again and complete Cooper's training program.

### Training Program

#### 1 Exercise (Weekly Plan)

Monday, Wednesday, Friday	lift weights, gymnastics, and _____
Tuesday, Thursday	cycling or _____
Saturday	_____
Sunday	_____ in the mountains

#### 2 Diet (Every Day)

Number of Calories	_____
Carbohydrates	brown rice and _____
Protein	meat, _____, and _____
Snacks	_____, protein bars, and _____



3 With a partner, compare Cooper's training program with your own lifestyle. How are they similar and different?

I eat more ...

I don't ...

I go/do ... too

Why do we have to eat more if we train a lot?

Values AB page 96

How can we create a class fitness program?

Your challenge is to create a class fitness program for a week.



Don't forget to give encouragement to your classmates. Complete **Check Your Oracy!** in the Activity Book.

- 1 Brainstorm Make three lists: healthy foods, physical activities, and relaxation activities.
- 2 Divide into seven groups, one for each day of the week. Make a plan for a balanced diet and exercise program for your day. Remember to include foods with different types of nutrients and a mix of physical exercise and relaxation activities for each day.
- 3 Present your plan for the day to the rest of the class.
- 4 Discuss the plans and decide if you need to change anything.
- 5 Combine the revised plans into a week's fitness program for your class. Display this in the classroom where everyone can see it.
- 6 Follow your fitness program for the next two weeks. Then, check your progress. Do you feel any healthier?

On Monday, we're going to have fruit, cereal, and an egg for breakfast. Then, we're going to have tuna salad for lunch, and chicken, broccoli, and brown rice for dinner. That gives us a good, balanced diet. Our physical exercise is 20 minutes skipping rope at lunchtime and a game of soccer after school. To relax, we're going to paint a picture together. Also, we're going to go to bed early.

How can we stay healthy? Look back through the unit. Share your ideas with the class.

AB pages 97-99

# SPEAKING MISSION

You are going to learn how to make a healthy meal or snack. Find a recipe for a healthy meal or snack online. Then, prepare to ask questions as you learn to make each other's recipes.

5.17

## Key Words

bake peel drain wash  
chop cut mix slice

### Before Your Mission

- 1 Look at these healthy meals or snacks from around the world. Which ones have you tried before?



pasta primavera



Mediterranean salad



fish tacos



hummus



fried rice



shish kebabs

- 2 Listen. Which meal are Louis and Ben making?

- 3 Listen again and mark  the ingredients they use.



cucumbers



tomatoes



chickpeas



olives



feta cheese



lettuce



pepper



tuna



olive oil



vinegar

### During Your Mission

- 4 In pairs, find a recipe for a healthy meal. Complete the recipe card with the ingredients and instructions.

Recipe for \_\_\_\_\_

Ingredients

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Instructions

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

- 5 Work with a new partner. Role-play making a meal together in the kitchen. Take turns asking how to make each other's recipes.

### Key Language

What are we going to make?  
What do we need?  
How much/many ... do we need?  
Where's/Where are the ...?  
Do we need anything else?  
How do we make it?  
What do we do first/now?  
How long do we cook the ... for?  
What do I do with the ...?  
Is it ready?

### After Your Mission

- 6 Make a class recipe book. Then, take the recipes home and try to make them with your family.



## Why is language special?

- Learn** about language and why it's important.
- Use** evidence to support an argument.
- Write** an informational text.
- Create** a new language-learning game.
- Plan** a video for students visiting your country.

How many languages can you speak?



How many different languages can you name?



Why is it good to learn another language?



### Key Words 1

communicate	abstract	exchange
unique	negotiate	global
sign	cooperate	
complex	generation	

- 1  61 Which two statements are true? Watch the video and mark ✓.
- Only humans have language.
  - Most animals have language.
  - Language gives advantages to human society.
- 2  61 Watch again. Complete the graphic organizer in the Activity Book.

## Reading Strategy: Fact and Opinion

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

- 1 Which of these statements about learning English are facts and which are opinions? Read and mark them with **F** (fact) or **O** (opinion).



Thinking about learning English?  
Here are six reasons why it is a good idea ...

- Learning a language is one of the most important things you can do. \_\_\_\_\_
- English is an official language in 54 countries around the world. \_\_\_\_\_
- English is an easy language to learn. \_\_\_\_\_
- Learning English is fun, and you will enjoy it. \_\_\_\_\_
- One in five people around the world can speak or understand some English. \_\_\_\_\_
- Many international movies, songs, and websites are written in English. \_\_\_\_\_

- 2 Why should people learn your language? Think of two facts and two opinions and complete the chart.

Facts About My Language	My Opinions About My Language
1 _____	1 _____
2 _____	2 _____

- 3 Before you read the text on pages 119–20, guess the answers to these questions. Then, scan the text to see if your guesses are correct.

- How many years ago did language first develop?
- How many languages are there in the world?



Do you think it's difficult for a speaker of another language to learn your language? Why or why not?



## Language Matters

All human societies have language. The words and **symbols** are different in different languages, but we use them to communicate in the same way. Language might be humans' most important tool. In other words, language is amazing!

## How Did Language Develop?

Nobody knows for sure, but spoken language probably developed between 160,000 and 200,000 years ago with the first humans (*Homo sapiens*) in Africa. Different languages developed as humans moved across Africa and to other continents.

The ability to use language **shaped** human society. Members of a group could discuss ideas and learn from each other. They could also pass down information and ideas to the next generation. The knowledge of each generation grew, and communities developed a culture.



## Keeping a Record

Writing was invented around 4500 BCE. Written records helped people to transmit their culture across generations and around the world.

Many early writing systems used pictures and symbols. These **hieroglyphics** help us understand life in Ancient Egypt.

Most modern writing systems use an **alphabet**. There are 46 different alphabets in use around the world today.

The most **common** alphabet is the Latin alphabet, which is used in English and other languages. The Khmer alphabet from Cambodia has the most letters—74. Does your language have an alphabet? How many letters are in it?



6.2

## Key Words 2

symbol  
shape  
hieroglyphics  
alphabet  
common  
formal  
emoji  
bilingual  
minority  
native speaker

## Changing Words

A language doesn't stay the same—it continues to grow. Words are invented to describe new experiences. Modern technology has given us words such as Internet, email, and online. Can you think of more?

Written language changes, too. How are this letter and text message different?

Emails and text messages are less **formal** than letters. **Emoji** and other pictures are also useful for international communication because speakers of all languages can understand them. What does this message mean?

July 14

Dear Sam,

Thank you so much for your letter. It really made me laugh.

## Think

When do we need to use more formal language?



## Language Matters

### Two (or More) Is Better than One

Can you speak two or more languages? If so, great! You are **bilingual** or multilingual. The languages you speak can help you make friends and communicate with people around the world. Speaking another language can help you get a good job when you are older.

But did you know that speaking other languages is also good for your brain? When we learn another language, we have to think more flexibly. So bilingual children can be more creative and better at solving problems.

More than half of the people in the world are bilingual or multilingual. Everyone should know at least two languages!

Hola - Hello  
Gracias - Thanks  
Por Favor - Please  
De Nada - You're Welcome

### Disappearing Words

Many minority languages are endangered because fewer people are learning them. Around 25 languages die out every year, so over 2,500 languages might be extinct in 100 years. That would be terrible! When a minority language dies, some of the traditions of the community are lost, too.

Different languages have unique words and expressions to describe the local environment. Endangered Sami languages have more than 180 words to describe

snow and ice and around 1,000 for reindeer. It would be terrible to lose this information because these words disappeared.



### A World of Different Languages

If you want to learn a new language, there are around

7,000 living languages to choose from! Many of these are **minority** languages. This means they are spoken by less than half of the population of a country or region. The country of Papua New Guinea has the most minority languages in the world—it has more than 800!

No language is more important than any other, but some languages have more **native speakers** than others. Mandarin is the most common native language in the world, followed by Spanish and then English.

### Secret Languages

Have you ever thought of speaking a secret language with your friends? It can be fun! Egg language adds the word *egg* before every vowel in a word. Can you read and answer this question? (Clue: the answer is on page 119.)

Wheggen wegkas  
wreggitteggig  
eggineveggentegged?

#### Think

Are any minority languages spoken in your country? If so, what are they and are any of them endangered?



## Explore the Text

1 Read these statements and write **F** (fact) or **O** (opinion).

- Everyone should know at least two languages. \_\_\_\_\_
- There are more than 7,000 living languages in the world. \_\_\_\_\_
- Languages spoken by less than half the population of a country are called minority languages. \_\_\_\_\_
- In other words, language is amazing! \_\_\_\_\_

2 Choose two more facts and two opinions from the text and complete the chart.

Facts		Opinions	
1	_____	1	_____
2	_____	2	_____

3 How could you check the facts in Activities 1 and 2 to prove they are true? Compare your ideas with a partner.

Remember to give encouragement when your partner speaks!

4 **6.5 Key Words 3** Find these words in the text and circle them. Then, match them with their definitions.

- |                |  |
|----------------|--|
| 1 transmit     | a using or speaking more than two languages            |
| 2 multilingual | b something a group of people has done for a long time |
| 3 population   | c when you send or give something to someone           |
| 4 tradition    | d the number of people in a particular area            |

### Time to Talk!

Apart from your own language and English, which language would you most like to learn and why?



## 1 Read and answer the questions.

## Original Speech:

"I want to learn Mandarin."

## Reported Speech:

She said that she wanted to learn Mandarin.  
She told me that she wanted to learn Mandarin.

- a Which two reporting verbs are used in the reported speech? Underline them in red.  
b How do the pronouns and verb tenses change in the reported speech?

Grammar: Reported Statements with *said* and *told*

We can use *said* or *told* to report what someone else has said. In the reported statements, we change the pronouns and usually use past tense forms of the verb. "I want to learn Mandarin." **She said that she wanted** to learn Mandarin.

We have to add an object after the verb *told*.

She **told my mother** that she wanted to learn Mandarin.

## 2 What are they saying? Listen and complete the sentences.

- a I speak \_\_\_\_\_ languages.  
b I want to visit my online friend in \_\_\_\_\_.  
c We're learning \_\_\_\_\_ and \_\_\_\_\_ at school.



## 3 What did the children in Activity 2 say? Read and complete the reported statements.

- a Omar said that \_\_\_\_\_ languages.  
b Clara told us that \_\_\_\_\_.  
c They said \_\_\_\_\_.

## 4 Play Telephone in groups. Report what you hear.

Jake said that he wanted to find an epol.



Why is it important to communicate with people around the world?

1 Listen and repeat the words. Underline the letters that make the long *u* sound in each word.

tube



glue



jewel

## 2 Listen and complete the chart with these words.

use view continue few flute cube blue new barbecue

u_e	ue	ew
tube	glue	jewel

Spelling Tip: Long *u*

Three ways to spell the long *u* sound are *u\_e*, *ue*, and *ew*.

tube glue jewel

## 3 Use the correct spelling patterns to complete the tongue-twister. Then, listen and say.

...s a f... t... b... s of gl...  
on the n... bl... barbec...

4 Look for other words in the unit that follow the long *u* spelling patterns.

## Oracy Skill: 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.



1 Watch the video and do the tasks.

- a Who disagrees with the article?
- b What evidence do Emma and Liam use to support their points of view? Mark ✓.
- their own experience
- experience of friends or family
- facts they learned at school
- facts from books or magazines
- facts from the Internet
- c Circle the phrases you hear.



I agree because ...

I disagree because ...

I don't know ...

I know because ...

For example, ...

Let's Practice Oracy! 2, 3, 14, 15

- Form pairs. Choose an **Oracy Time!** topic.
- Decide if you agree or disagree. Think of reasons and evidence to support your opinion.
- Discuss your ideas with your partner for 3 minutes. Remember to use your evidence to support your argument.

## Oracy Time!

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

## Check Your Oracy!

1 My partner used evidence to support his/her argument.	Always / Sometimes / Never
2 My partner used the phrases on the cue cards.	All / Some / None

- 1 Read the text. Underline the three facts that you think are the most interesting.

## Can You Read the Signs?

Signers use their hands, faces, and other parts of their bodies to communicate. Sign language is often used by deaf communities because it is understood with the eyes instead of the ears.

There are more than 130 sign languages, and each one is different. Like spoken languages, sign languages have complex rules. Each sign language has its own grammar and different handshapes for words.

In addition, countries that speak the same language might have different sign languages. For example, English is spoken in the U.K. and the U.S.A., but British Sign



help



friend



time

is completely different from American Sign. Therefore, signers from those two English-speaking countries can't understand each other!

The native sign language of a country can't be used for international communication. However, there is also International Sign. It has fewer words than native sign languages and is simpler to learn.

There are more than 70 million signers in the world. You can learn to sign, too!

- 2 Read and complete with the words in the box.

- a An informational text contains \_\_\_\_\_ about a subject.
- b An \_\_\_\_\_ explains the topic to the reader.
- c Key facts are organized into \_\_\_\_\_.
- d A \_\_\_\_\_ ends the text and speaks to the reader.

conclusion paragraphs introduction facts

- 3 Find and underline the words *In addition*, *However*, and *Therefore* in the text.

- 4 Prepare to write your own informational text in the Activity Book.

## Improve Your Writing: Connecting Words

*In addition*, *however*, and *therefore* have similar meanings to the connecting words *and*, *but*, and *so*.

*In addition*, English speakers from different countries use some different words. *However*, they use many of the same words. *Therefore*, they can usually understand each other.



What's the best way to learn another language?

- 1 Listen to and read the blurb about the story.



Leanne had always been **drawn** to the ancient city far outside her town. People said it was once **inhabited** by a great **civilization**, but nobody lived there now. It was **completely empty**—**abandoned** long ago. There were **rumors** that Leanne's own people had their **origins** there, but nobody knew if these stories were true. Most people believed they were **myths**.

Leanne had always wanted to visit, but the **distant** hills could only be reached by plane and nobody would take her there. Now that she was a pilot, she could fly by herself **legally**. What would she find in the **mysterious** city? Would she find the answers about the past she **craved**? There was only one way to find out ...

- 2 Match the words and definitions. Then, check your answers with a partner.

- |                |  |
|----------------|--|
| 1 draw         | a where something begins or comes from   |
| 2 inhabit      | b strange and unknown, or not understood   |
| 3 civilization | c pull something or someone in a particular direction                                |
| 4 abandon      | d doing something that the law allows  |
| 5 rumor        | e the culture and way of life of a society at a particular period of time            |
| 6 origin       | f far away in space or time  |
| 7 myth         | g want something very much   |
| 8 distant      | h leave someone or something, sometimes never returning to it                        |
| 9 legally      | i a very old story, often about an event in history, that people don't think is true |
| 10 mysterious  | j live in a place  |
| 11 crave       | k something a lot of people talk about but don't know if it's true                   |

**Time to Talk!**

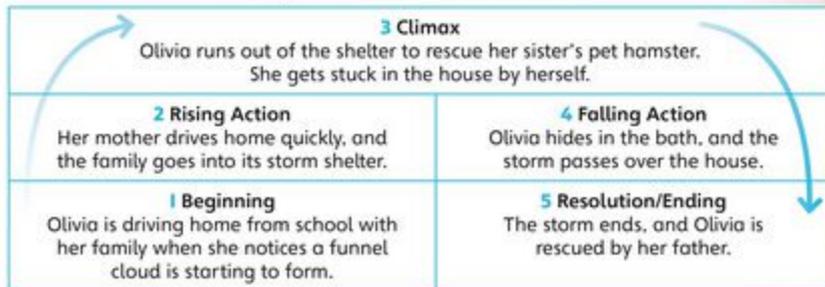
If you were a pilot and could fly to any place in the world, where would you go and why?

**Reading Strategy: Analyzing Plot**

Plot is the sequence of events within a story. Usually there is a problem in the middle of the story that the characters have to resolve by the end.

- 1 Which story in your Student Book matches this plot diagram? Read and label the diagram.

Plot Diagram for \_\_\_\_\_



- 2 Read and match the plot elements with the correct definition.
- |  |   |
|--|---|
| 1 The <b>beginning</b> of a story          | a the problem is solved (or not solved) and the story ends.                                 |
| 2 <b>Rising action</b> means that          | b the most exciting part of the story, usually when there is a problem the characters face. |
| 3 The <b>climax</b> of a story is          | c introduces the characters and suggests what is going to happen.                           |
| 4 <b>Falling action</b> means that         | d the events in the story start to get less exciting.                                       |
| 5 The <b>resolution</b> of a story is when | e the events in the story start to get more exciting.                                       |
- 3 Look at the story on the next page. Answer the questions and make predictions.
- This story is a graphic novel. How is a graphic novel different from other novels?
  - What can you predict about the characters and the story's plot from the pictures?



My life changed **completely** in the year 2050. It was my 18th birthday, which meant I could finally fly outside of the city **legally** ...



# The Abandoned City

By Robin Thompson



... and there was only one place I wanted to go.

## The Abandoned City!



No one ever visited the Abandoned City. They said there was no reason to go there. However, it has always fascinated me ...



Who had lived there? Why had they abandoned it? Why were there so many stories about it? Somehow, I knew I'd find the answers I **craved** within the city walls.

Something  **drew**  me to the entrance of the ancient building.



That looks so out of place with everything else.

I had to see what was inside!



It turned out I wasn't the only one looking for answers that day.

I tried to use my translator, but there was no signal.

I'm sorry, I don't understand you. My translator's not working in here. Do you speak English?

No Signal

We tried to speak to each other again ...

...cg.

My name is Leanne. What's your name?

... but that didn't help either of us at all!

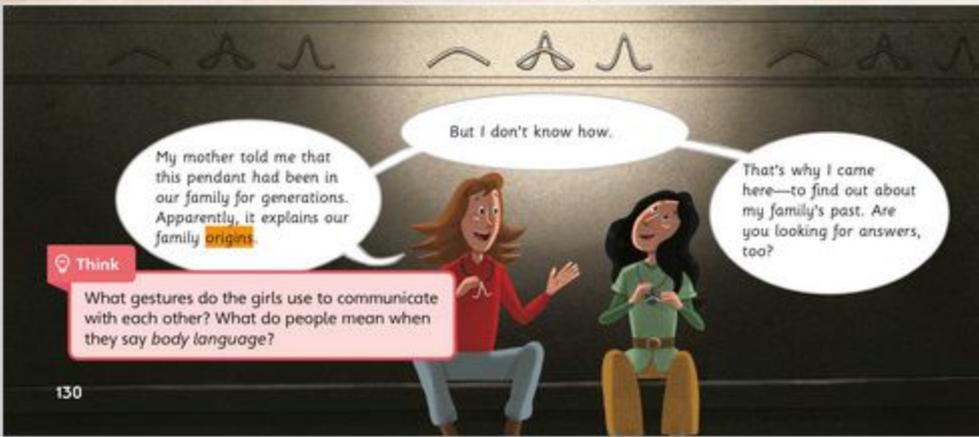
I decided to look more closely at the room. I reached for my light rod.



We both looked up. What we saw next left us speechless.



# 6.13 The Abandoned City



**Think**  
What gestures do the girls use to communicate with each other? What do people mean when they say *body language*?

We had found a new connection through ancient symbols from a *distant* past ...

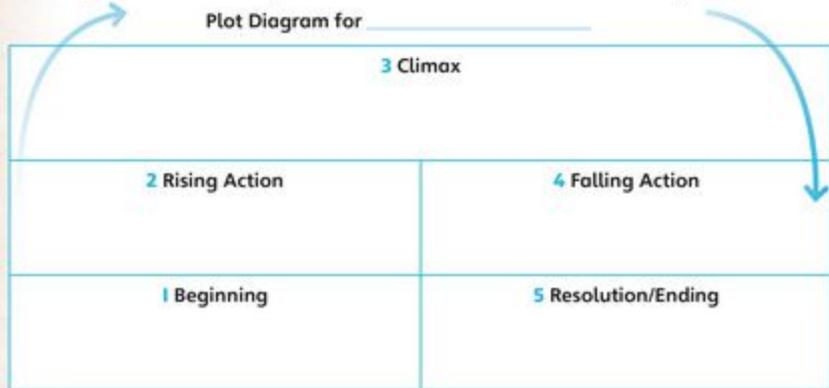
... and a chance for our long-lost families to find each other again.

1 Order the events from the story. Then, choose and circle the climax.

- Leanne and the girl found symbols on the walls matching their pendants.
- Leanne and her new friend returned home.
- Leanne flew to the Abandoned City.
- Leanne and the girl realized their families were from the city.
- Leanne met a stranger in an old, dark building.



2 Complete the plot diagram for the story. Use the phrases from Activity 1 and additional information from the story.



3 Imagine what happens after Leanne and her new friend return home. Write a one-paragraph story in your notebook.



Don't forget to give your classmates encouragement!



How can we communicate if we don't share the same language?

1 Match the direct questions and reported questions. Then, read and answer with a partner.

Direct Questions	Reported Questions
Do you speak English?	<ul style="list-style-type: none"> <li>• I asked (her) if she spoke English.</li> <li>• I asked (her) if I could see her pendant.</li> <li>• I asked (her) where her family was from.</li> </ul>
Where is your family from?	
Can I see your pendant?	

- a Which verb is used to introduce reported questions?
- b How does the punctuation change in the reported questions?

Grammar: Reported Questions with *asked*

We usually use *asked* to introduce reported questions. We usually change the pronouns and use the past tense. I **asked** (the girl) where her family was from.

With yes/no questions, we use *asked if*: I **asked** (her) if I could see her pendant.



2 Read these reported questions and write the direct questions. Then, find the questions in the story on pages 129–32.

- a I asked her what her name was. \_\_\_\_\_
- b I asked if she was looking for answers, too. \_\_\_\_\_
- c I asked if she thought it was possible. \_\_\_\_\_

3 Think of two interesting questions to ask your partner. Write them below.

- a \_\_\_\_\_
- b \_\_\_\_\_

4 Answer your partner's questions. Then, write them below.

Reported questions: 1 _____ asked	2 _____ asked
me _____	me _____
_____	_____

1 Listen to the review of a language app. Mark ✓ what the app practices.

- grammar  vocabulary  spelling  pronunciation

2 Listen again and order the pictures.



3 Listen again and complete the blurb.

reaction memory dictionary vocabulary 16

Expand your \_\_\_\_\_ with  
English Supercharger!

- Have fun with matching and \_\_\_\_\_ games.
- Improve your \_\_\_\_\_ speed in the fast river game.
- Build a picture \_\_\_\_\_ for each word set.
- Search for and collect \_\_\_\_\_ puzzle pieces.

What are you waiting for? Supercharge your English today!

Confident Use of Evidence to Support an Argument

- 1 Form pairs.
- 2 Discuss the Oracy Time! topic.
- 3 Don't forget to use evidence to support your argument.
- 4 Complete Check Your Oracy! on Activity Book page 117.



Oracy Time!

In the future, computer apps will replace English teachers. Do you agree or disagree?

Values AB page 116

How can we create our own language game?

Your challenge is to make a game to help you practice your English.

- 1 Discuss What are some games that you like? What makes them fun? Are they puzzles, memory games, mime games? How could you use games like that to learn English?
- 2 Brainstorm What ideas do you have for a new language game? In groups, make a list of your ideas and choose the one you like the best.
- 3 Create What materials will you need to play the game? What are the rules? Is it a competitive game? How will you know who is the winner?
- 4 Present your game idea to the class.
- 5 Reflect Listen to feedback from your classmates. Do they have ideas to make your game more fun or more educational?

We made a spelling game. It's called Score for More. It combines spelling and basketball. You need a box and a foam ball. The referee reads a word out loud. Then, the player on the first team tries to spell it. If they get it right, they get to take a shot. If they get the ball in the box, the next person on their team takes a turn. If they don't score, it's the other team's turn!



Why is language special? Look back through the unit. Share your ideas with the class.

AB pages 117-19

## 1 Do you remember? Match the sentence halves.

- |   |  |
|---|--|
| 1 We can give encouragement when someone is speaking        | a our experiences or things we've learned about.       |
| 2 When we express our point of view.                        | b by sounding interested and making positive comments. |
| 3 The evidence we use to support our argument can come from | c we give reasons to support it.                       |

## 2 Match the key phrases to the situations. Some phrases may be used more than once

That sounds like fun,    I agree because ...    For example ...    I disagree because ...

That's a great idea!    That's a good point!    I know because ...    In my opinion ...

You and your friends are discussing the best way to stay in shape.	Your best friend is telling you about her plans for her brother's surprise party.	You are giving a presentation on why everyone should learn a second language.

## YOUR TASK

Your English class has linked up with an English class from another country. You are going to make and send a five-minute video to your new friends abroad to teach them what they should know so they can feel comfortable in your country and can get around easily.

Work together in small groups to decide the content of the video and organize your ideas into an outline.

## Make Your Outline

- Form groups and discuss the topics in the graphic organizer in Activity 2 on the next page.
- Decide which information from the organizer should go in your video.
- Discuss whether any other information should be included.
- Decide how to start and end your video and what images to use at the beginning and end.
- Present your outline for the video to the class.

## 1 Form groups and underline three ground rules for the task.

- We should encourage our group members when they are speaking.
- We should all participate equally in the discussion.
- We can leave the group if we disagree with the group's decision.
- It's OK to agree or disagree with someone if we are respectful.
- We should ignore opinions we don't agree with.



## 2 Complete the table with your group. Include the results in the outline.

Three Most Important Phrases to Know	Three Things That They Should Never Do	Three Foods They Should Try	Three Things They Should Definitely See
1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____

## 3 Talk about your talk!

- Did you use reasons to support your point of view or to agree or disagree with other points of view?
- Did you give encouragement to your classmates when they spoke?
- Did you use evidence to argue what should be included in your group's outline?



## Check Your Oracy!

I gave reasons why I thought something should be included in the video.	Most of the time / Sometimes / Never
I used reasons when I agreed or disagreed with other points of view.	Most of the time / Sometimes / Never
I encouraged other people while they were speaking.	Most of the time / Sometimes / Never
What I can do better next time: _____	



## How do machines help us?

- Learn** about machines and how they help us.
- Project** your voice clearly in a presentation.
- Write** a report about a field trip.
- Invent** a new machine.
- Ask** to have a broken device repaired.

What machines can you see?



What different jobs can these machines do?



What makes robots different from other machines?



73

### Key Words 1

simple machine	rollercoaster	program
pulley	Ferris wheel	drone
ramp	complex machine	
lever	crane	

1 73 Watch the video. Number the machines in order.

rollercoaster  drone  lever

2 73 Watch again. Complete the graphic organizer in the Activity Book.

AB page 122

## 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 and underline the main idea.



We use machines all day and every day, and we don't even notice. Did the alarm on your cell phone wake you up? Did you get some milk out of the fridge for breakfast? Did you use an electric toothbrush? That's three machines already—and that's just in the morning! We also use them to get around. Did you go to school by bike or car? Those are two more machines! And of course, we use them to communicate. Imagine you wake up one day and all your machines have disappeared—even your cell phone. What would you do then? How would you contact your friends?

## 2 Read the text again. Underline three details that support the main idea in green.

## 3 Write the main idea and the supporting details in the graphic organizer.

Main Idea		
Supporting Detail	Supporting Detail	Supporting Detail

## 4 Look at the magazine article on pages 141–42. Answer the questions.

- Look at the photos. What is the article about?
- Read the title. What does the word "rise" mean?
  - become more important
  - stay the same
  - become less important
- What do you think the main idea of the article is going to be?

How would our lives be different without machines?

## The Rise of the Robots

Robots have always fascinated people. Leonardo da Vinci made drawings of a robotic man over 500 years ago. Today, robots often appear in **science fiction** and movies. You may not realize it, but we use robots every day. And the science of making robots is **advancing** quickly. What will robots be able to do in the future? Should we be excited, or should we be worried?

## How Do Robots Help Us?

Robots are designed to help people. They can do the same job over and over again. These jobs would take a human much more time to do. Robots can also do these jobs more **accurately** than humans.

Some robots work in factories. This robot is making parts of a car.



Other robots work in hospitals. This da Vinci robot is used for difficult operations.



## Key Words 2

science fiction	sensor
advance	temperature
accurately	repetitive
accident	chess
reach	experience

Robots can also do dangerous jobs. After an **accident** or disaster, a robot can be the first rescuer on the scene. It can search for survivors in areas that are dangerous or hard to **reach**.



## Helping in the Home

Robots can also take care of people who are sick. Sota is a talking robot from Japan. It can work as a nurse in people's homes. The sick person wears a **sensor**. Sota connects to the sensor and measures the person's **temperature**. If their temperature is too high, Sota can tell them to drink some water. Sota can also turn down the heat in the room.

## Exploring and Educating

Robots make good explorers, too. They can go where people cannot. Robots can go deep under the



ocean or way out into space. They can send back information about what they find there. The Curiosity rover has been on Mars since 2012. It has shown that Mars once had water on its surface.



## Think

What other ways do robots help us? Can you think of other examples of helpful robots?

## The Rise of the Robots

### Why Worry?

Some people worry robots are replacing people at work. There are many jobs that only robots do now. What if robots take over too many other jobs? People won't be able to find work. How will they make money for their families?



Some hotels in Japan have robot receptionists.

Other people think robots will give us more freedom. If robots do the **repetitive** jobs, people can concentrate on other things. We can do the things that need creativity and critical thinking. These are things robots can't do right now. But could robots also learn to do them?

### Artificial Intelligence

Sometimes robots seem to be smarter than humans. They can do math problems faster than we can. They can beat us at games of **chess**. They can store more information in their memory. And they can find information more quickly.



But they are not more intelligent than we are ... yet! Robots cannot make decisions that are not in their programs. We decide what their programs will be. Humans can learn from their **experiences** and mistakes. But maybe robots will be able to learn in the same way someday.

In California, in the U.S.A., scientists are training their robot Darwin to walk. Darwin's program is designed to act like a human brain. First, Darwin tries to take some steps.



Think

Would you like a robotic teacher? Why or why not?

Then, it learns from its mistakes. That's the same way we all learned to walk!

If robots can learn like humans do, will they be as intelligent as us one day? Those kinds of robots only exist in science fiction at the moment. If they really existed, they could help us in new ways. But would they be dangerous in new ways, too?

Intelligent robots might be able to think for themselves. Would they start telling humans what to do? They might develop emotions, too. They could feel happy, sad, or angry. Would this be exciting ... or frightening?

### Over to You

So what do you think? Are you excited by or worried about robots? Will we use them to make our lives better? Or will they start to replace us?

## Explore the Text

- 1 Read and mark ✓ the main idea of the article.
  - a Robots can do dangerous jobs.
  - b Robots will be dangerous to us in the future.
  - c Robotic science is advancing quickly.
- 2 Which pages of the article have these main ideas? Read and write the page numbers. Some people worry that more advanced robots might cause problems. \_\_\_\_\_ Robots are used in lots of ways. \_\_\_\_\_
- 3 Now, look at page 141. Complete the chart with the main idea and three supporting details.

Main Idea		
Supporting Detail	Supporting Detail	Supporting Detail

- 4 **7.5 Key Words 3** Circle these words in the text. Then, complete the sentences.

factories operations receptionists decisions

- a \_\_\_\_\_ work at the front desk of hotels or apartment buildings.
- b \_\_\_\_\_ are big buildings where large amounts of different products are made.
- c During \_\_\_\_\_, doctors cut into your body to repair part of it.
- d When we make \_\_\_\_\_, we choose between different possibilities.

Don't forget to ask probing questions!



Will robots replace humans? Why or why not?

## 1 Read the sentences and do the tasks.

Robots will be able to learn in the same way as humans.

People won't be able to find work.

- a Which words mean *can* in the future? Underline these words in **green**.  
 b Which words mean *can't* in the future? Underline these words in **red**.

## Grammar: Modal Verbs to Describe Future Ability

We use modal verbs of ability to describe what we can and can't do. To describe ability in the future, we use *will* and *won't be able to*.

Robots **will be able to** do more jobs in the future. People **won't be able to** work.

## 2 Work with a partner. Look at the pictures and guess the predictions for the future. Then, listen, order, and check.

- a People will be able to ...    b Cars will ...    c Robots will ...    d People won't be able to ...



## 3 What will we be able to do in the future? Complete the first column of the chart with your predictions.

Name: _____	_____	_____	_____
People will _____	_____	_____	_____
People won't _____	_____	_____	_____

## 4 Now work in a group of four. Who agrees with your predictions? Complete the chart with ✓ or ✗ for each person in the group.

How will robots and machines be able to help us in the future?

## 1 Listen and repeat the words. What sounds do they have in common?



purse



bird



worm



fern



search

## 2 Read the words above again. Which letters in each word make the sounds? Underline the letters.

Spelling Tip: *ur, ir, or, er, ear*

These five spelling patterns can be found in words with /ɜ:/ followed by /r/:  
 purse bird worm fern search

## 3 Match and write the words in the chart. Then, listen and check.

perfect word hurt dirt heard turn germ worse shirt learn

purse	bird	worm	fern	search

## 4 Use the correct spelling patterns to complete the rhyme. Then, listen and say.

Nurse rhymes with p\_\_\_\_se and also with w\_\_\_\_se.

Shirt rhymes with d\_\_\_\_t and also with h\_\_\_\_t.

Word rhymes with b\_\_\_\_d and also with h\_\_\_\_d.

Learn rhymes with f\_\_\_\_n and also with t\_\_\_\_n.

Isn't it funny, though spellings change,

That different letters sound the same!

## 5 Look back at pages 141 and 142. Which words from this page can you find in the text?





## Oracy Skills: 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.

1 Watch the video and do the tasks.

- a Mark ✓ the expression that Kate uses to check that everyone can hear.

- Does everyone have a seat?  
 Can you hear me now?  
 Can you speak more slowly?  
 Can you speak up?

- b Underline the expression that Liam uses when Kate is not projecting her voice.



## Let's Practice Oracy! 16, 17

- Form pairs. Read **Oracy Time!** Write a list of six things your robot can do.
- Take turns presenting your robot to the class. Student A presents three things the robot can do. Student B is the robot and acts them out. Then, change roles.
- Remember to project your voice and to ask other presenters to speak up if you cannot hear them.

## Oracy Time!

Imagine you have an amazing new robot. What can it do?

## Check Your Oracy!

1 I made sure everyone could hear me.	Yes / No
2 I had to speak more loudly during the presentation.	Yes / No
3 I asked presenters to speak up when I couldn't hear them.	Yes / No



Would you like to have your own robot? Why or why not?

## Write a Report

- 1 Read the report on a field trip. What was Sam's favorite invention?

Name: Sam Shiley

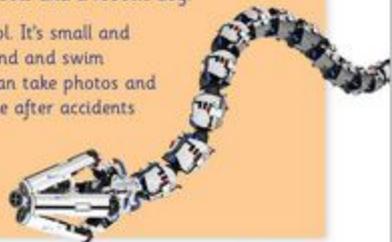
Report Topic: Technology Show

Last Friday, my class went to the Technology Show in Danford. It was a very interesting trip.

The Technology Show presents new inventions from around the world. We saw drones and a car that can talk to its driver. There were space robots and a robotic dog.

My favorite invention was this robotic snake. It's very cool. It's small and flexible, so it can reach difficult places. It can move on land and swim through water. It has a video camera on its head, so it can take photos and make videos. And I found out that it's searched for people after accidents and disasters!

A robotic snake is a very useful invention. But it would also make a fantastic pet!



- 2 Read and order the plan for Sam's report. Write the correct paragraph numbers.

- a description of a favorite object in the show  
 the date and location of the trip and an overall comment  
 an opinion about the favorite object  
 a description of the show

- 3 Read and circle *it's* and *its* in the text. Then, say if each one is a contraction or the possessive form.

- 4 Prepare to write a report in the Activity Book.

## Time to Talk!

If you could have a robotic pet, what would it be? What helpful jobs could it do?

Improve Your Writing:  
*it's* and *its*

*It's* is short for *it is* or *it has*. We use an apostrophe to show that some letters in *is* or *has* are missing.

*It's* very flexible. (It is)  
*It's* been very useful during disasters. (It has)

*Its* is the possessive form of the pronoun *it*. We do not need an apostrophe.

The robot uses *its* tail to swim in water.

1 Listen, look, and repeat.



sail



coconut



stone



hut



paper



tire



plastic sheet



oil drum



vine



raft



matches



stick

2 Write the words from Activity 1 in the correct columns.

Natural Items	Human-made Items

3 Read and choose the items you could use.

- Which two items could you use to make a swing?
- Which item could you use to light a fire?
- Which items could you use to make a shelter?

**Time to Talk!**

Imagine you are on a desert island. Which three objects above would be the most helpful? Why?

**Reading Strategy: Making Connections**

Making connections means linking what we are reading to our own experiences, like things that have happened to us or things we've read about or seen on TV.

1 Read this letter to a newspaper. What does the letter writer want to know?



To the Editor of *The Solomon Times*:

I am hoping that you can help me solve a mystery. While I was kayaking around the Solomon Islands, I found this journal on an uninhabited island. Someone was shipwrecked there, completely alone. I spoke to the local police, but there is no record of anyone lost at sea. Who was the person who wrote these journal pages? When did the shipwreck happen? Is he or she still alive? Did he or she leave the island?

I would really like to know the answers, and I hope your readers can help.

2 Put these connections in the correct column of the graphic organizer. Write *a*, *b*, or *c*.

- The letter reminds me of something I saw on the news.
- The letter reminds me of the book *Treasure Island*.
- The letter reminds me of a time when I found a backpack on the playground.

Making Connections		
Connection to Someone's Own Experience 	Connection to Another Story 	Connection to the World 

3 Look at the pictures on pages 150–53. What does the journal writer do to get off the island?

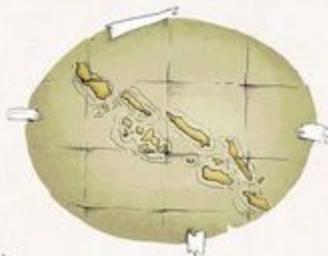
# A Lost Journal

By Holly Silverway

## Day 3

I can't believe this is happening. Am I really stranded on a desert island?

I remember my sailboat, a storm, a ripped **sail**, water, more water, and then my boat, flooded... I was sailing to Papua New Guinea... But where am I now? It must be one of the Solomon Islands, but there are over 900 islands in the Solomon chain. Which one is it?



I have been on this tiny uninhabited island for two days. I awoke on the beach, battered and bruised, and desperately thirsty. The sun was scorching hot, and there wasn't a single cloud in the sky. My skin was red, probably burned by the strong sun. All around me was sand, the ocean, and a few tiny crabs. Behind me I could see some trees. I needed to get out of the heat. I crawled up the sand into the shadow of the jungle. I felt so weak, but I knew I had to drink something, or I would die. I walked unsteadily, pushing my way through the dense jungle. It was such hard work, but eventually I found some **coconuts** on the ground. I worked for hours with a big **stone** to crack one open. Then, I drank the coconut water.



The next day, I found an abandoned **hut**. It looked very old. The walls were made of branches, and the roof was a rusted sheet of metal. Inside, I found some old broken pens, a few paints, and a pile of old **paper**, which I am now writing on. So people did visit here, but I can't find any sign of people having been here recently. At least I can sleep in this hut now.

But I can hear strange sounds in the jungle around me. I'm so scared, and I'm hungry, too.

How will I get off this island? I want to go back home and see my family. I want to eat warm food and sleep in a bed. I want to take a shower. I keep thinking about my sailing instructor, Chris, and the things he taught me. "If you get into trouble on the water, stay with the boat. You could swim for help, but I wouldn't do that. That can be more dangerous. I would always stay with the boat." But my boat is gone. What would Chris do in this situation?

Building a raft and sailing away alone would be very dangerous. What should I do?

Think

What do you think the journal writer should do? Why?



## Day 4

I think it's past noon because the sun is high in the sky. I am resting in the shade because it's so hot. I have decided that I am going to try to escape. This morning I walked along the beach for over an hour and found lots of garbage that had washed up. There were lots of empty plastic bottles, a **tin**, a big **plastic sheet**, and two large **oil drums**. It gave me an idea. The only problem is that the oil drums are half-buried in the sand and are too heavy to lift.

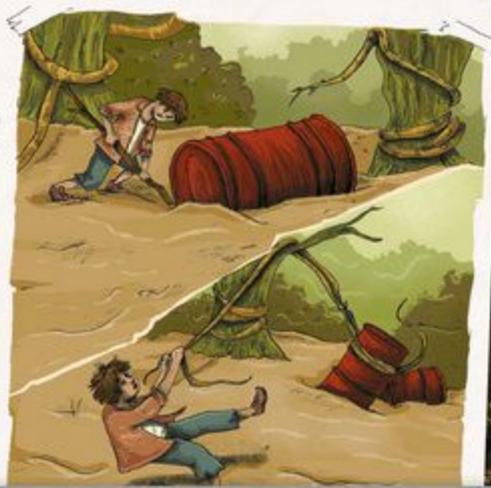
## Day 5

So I solved the problem! I used a big branch as a lever to get the oil drums out of the sand. There were **vines** hanging from the tree above. So, I tied some to the drums. I pulled on the vines to move the drums up the beach. It worked! The drums are now ready. Tomorrow I can start working on a **raft**.

It rained heavily today, and my clothes got wet. I found an old box of **matches** in the hut. There were only four matches left, but I was able to build myself a fire to keep warm.

## Think

How will the journal writer use the oil drums? Can you guess?



## Day 6

I didn't build anything today. I felt too weak. I know I should eat more protein. I can't get enough energy from coconut meat. I made a fishing line out of a **stick** and a vine. I tried fishing in the ocean, but I didn't catch anything. I went back to my hut and made a fire. I used my second match. As I was sitting by the fire, I saw a beetle in the sand around my feet. I caught it, and cooked it on the fire. It was disgusting. However, it didn't make me sick, so I caught five more beetles and ate them, too.



## Day 7

I did it! I built a raft! I used the vines to tie branches together. Then, I put the two big oil drums under them to make a sturdy raft. I made a small sail using a branch and the plastic sheet.

This afternoon, I finally caught a fish! I was so excited. I used my third match to make a fire and roasted the fish. It was the most delicious thing I have ever tasted in my life. My stomach is full for the first time since I landed here. Tomorrow, I need to collect food and coconut water for my journey.



## Day 8

I just woke up. It's very early in the morning, and it is still dark. The waves are crashing loudly, and the wind is howling. I feel sick to my stomach. When I set sail, where will I go? I know there will be lots of islands close by, but are there any with people on them? The ocean is enormous, and I won't survive long on my raft. This is all useless. I feel so lost. Should I set sail tomorrow or not?

## Think

Did the journal writer sail away? How do you know? What do you think happened next?

- 1 What connections can you make from the story? Complete the graphic organizer with your own ideas.

Making Connections		
Connection to My Own Experience	Connection to Another Story	Connection to the World
		
When I read the words	This story reminded me of the book/movie	In this story I read about
it reminded me of	because	It reminded me of

- 2 Compare your connections with a partner.

- 3 How did the journal writer solve his problems on the island? Read and complete the solutions from the story.

Problem	Solution
He had to drink something.	He used a _____ to open a _____.
The oil drums were half-buried.	He used a _____ as a lever to get them out of the _____.
He needed to catch some fish.	He used a _____ and a _____ to make a fishing line.
He needed to get away from the island.	He used _____, _____, and _____ to make a _____.



What other machines could you make on a desert island? What materials could you use?

- 1 Read the sentences and do the tasks.

You could swim for help. I wouldn't do that. I would stay with the boat.

- Is the speaker of these sentence stating facts or giving advice?
- Circle the subject in each sentence in green.
- What modal verb is used with you?
- What modal verb is used with I?

- Grammar: *could* and *would* for Ideas and Advice

We use *You could* to suggest possible solutions to a problem.

*You could swim for help.*

We use *I would* or *I wouldn't* to make a stronger suggestion and give advice.

*I would stay with the boat. I wouldn't do that.*

- 2 Scan and match the problems with the advice. Then, complete the advice with *could*, *would*, or *wouldn't*.



- I \_\_\_\_\_ find something to eat. You \_\_\_\_\_ catch a fish, or you \_\_\_\_\_ look for coconuts or other plants. I \_\_\_\_\_ eat berries—they can be poisonous.
- I \_\_\_\_\_ build a shelter. You \_\_\_\_\_ use sticks or branches. I \_\_\_\_\_ use the plastic sheet because it's waterproof.
- I \_\_\_\_\_ build a raft. You \_\_\_\_\_ tie branches or sticks together with vines. I \_\_\_\_\_ also use the oil drums because they float.

- 3 Listen and check your answers.

- 4 Write a problem of your own in your notebook. Then, work in a group of three. Suggest ideas or give advice for each other's problems.

1 7.15 What kind of machine is this? Guess, then listen and check.

- a a helicopter    b a remote control    c a crane



2 7.15 How does the machine work? Read and guess the order. Then, listen and check.

- a  The ball falls on the left-hand side of the seesaw and pushes it down.  
 b  The weight of the sand pulls the rope over the pulley and lifts the book.  
 c  The car moves across the table and turns on the fan.  
 d  The ball rolls down the ramp and falls off the table.  
 e  The boy drops the bag of sand on the floor.  
 f  The drum on the right-hand side of the seesaw lifts up and pushes the car.



Don't forget to use evidence when making an argument!

3 Is this machine a good idea? Discuss with a partner.

Which machines in your home are the most and least useful?



Values AB page 136

How can we invent a machine?

Your challenge is to invent a machine of your own.

- 1 **Discuss** What jobs would you like a machine to do for you? In groups, make a list and choose one.
- 2 **Brainstorm** What kind of machine could do this job for you? Brainstorm and sketch some rough ideas.
- 3 **Design** Choose one idea and draw a design for your machine.
- 4 **Present** your design to the class. Remember to project your voice as you make your presentation.
- 5 **Compare** your designs. What do you like best about each machine?



Remember to project your voice and check that everyone can hear you. Complete Check Your Oracy! in the Activity Book.

We have invented a homework machine. Our machine can help you with English or math homework. You put your homework assignment into the left-hand side of the machine ...



How do machines help us? Look back through the unit. Share your ideas with the class.



AB pages 137–39

# SPEAKING MISSION

You have a problem with an electronic device and need to take it back to the store. Think about a problem you might have and prepare some questions to ask the salesperson.

7.15

## Key Words

device portable media player  
game console recharge warranty  
repair screen memory

### Before Your Mission

- 1 Which of these electronic devices is your favorite? Why?



smart phone



portable media player



laptop



tablet



game console

- 2 7.17 Which of Lara's devices is broken? Listen and point.

- 3 7.17 Listen again and complete the repair form for Lara.

### ELECTROMART Repair Form

Name: Lara Bonilla

Device: \_\_\_\_\_

Problem:

It won't turn on.



The screen is broken.



The memory is full.

It won't connect to the Internet.



### During Your Mission

- Choose an electronic device and decide what problem it has.
- In pairs, role-play taking the device back to the store and talking to the salesperson.
- Fill in the customer repair form for your partner.

### ELECTROMART Repair Form

Name: \_\_\_\_\_

Device: \_\_\_\_\_

Date Bought: \_\_\_\_\_

Warranty? Yes / No

Problem:

Did the customer ... drop it? Yes / No ... get it wet? Yes / No

Time for Repair: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

### Key Language

I have a problem with my ...  
What's wrong?  
It/My ... won't turn on/connect to the Internet.  
The screen/memory on my ... is broken/full.  
Have you recharged the battery?  
Did you drop it?  
Did you get it wet?  
When did you buy it?  
Do you have a warranty?  
How much will it cost to fix it?  
How long will it take?  
It should be ready in ...

### Time to Talk!

What problems have you had with your electronic devices? How can you take care of your electronic devices and keep them safe?





## How do we know what happened in the past?

- Learn** how archeologists investigate the past.
- Use** appropriate body movements when talking.
- Write** a biography of a person from the past.
- Research** your own family history.
- Ask** about a missing item at a lost and found.



What do these things have in common?



What can these things tell us about life in the past?



How else can we find out about the past?



### Key Words 1

monument	document	archeological site
hidden	manuscript	discovery
historian	remains	
tomb	gold	



1 **0.1** Watch the video and answer the question. What does an archeologist study? Mark  the correct answer.

- deserts and the animals that live in them
- dinosaurs from bones and other fossils
- human history from objects people have used



2 **0.1** Watch again. Complete the graphic organizer in the Activity Book.

## Reading Strategy: Monitor and Clarify

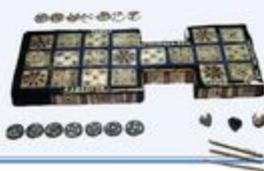
When we monitor and clarify, we check we've understood what we've just read. We identify what we don't understand, and we use different strategies to work it out.

- 1 Mark ✓ the strategies that can help you understand words, phrases, or sentences you don't understand. Then, compare with a partner.

- look at the pictures    read the text again slowly    read the words aloud  
 look for clues in the text    ask yourself questions

- 2 Read the description of an ancient artifact. Underline any words or phrases you don't understand.

My favorite artifact is the Royal Game of Ur. It's a board game from Iraq, and it's ancient. It was made around 2600 BCE—that's over 4,500 years ago! It was discovered in the Royal Tombs of Ur by the archeologist Leonard Woolley in the 1920s.



Archeologists aren't sure how the Royal Game was played, but it appears to be a game for two players. There are twenty squares on the board and markers and dice. The board is made of wood and shells. The counters are round, and all of them have five dots. The dice are in the shape of a pyramid.

I like this artifact because it's beautiful and because I like playing games!

- 3 Which strategies from Activity 1 can help you understand the words and phrases you've underlined? Choose two words or phrases and complete the chart.

## Monitor and Clarify

Monitor and Clarify		
I didn't understand:	I used these strategies:	Now I think it means:

- 4 Look at the explanatory text on pages 163–64. Who are the history detectives? Can you guess?

What's the oldest artifact you have ever seen? What does it tell you about the past?



## The History Detectives

Historians and archeologists are like **detectives**. They look for clues about life in the past. Then, they use these clues to figure out what happened. How do they do it?

## Digging Up the Past

Some clues can be seen above the ground. But many clues about the past are hidden underground. Archeologists dig up these clues and study them. The clues can be objects, human and animal remains, or whole towns and cities.

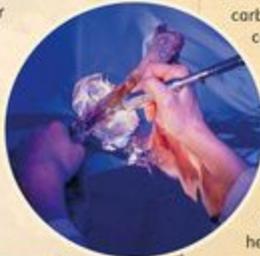
Like all good detectives, archeologists have to be very careful with their evidence.

This Mochea **pottery** from Peru is nearly two thousand years old. It is very fragile and could break easily. The archeologist has to dig it up very carefully.



## Finding a Site

Some archeological sites are found by accident, like when construction workers dig for a new building. Usually, historians find sites after careful research. They study old maps for names of places that don't exist today. Then, they visit these locations and look for more clues.



## Putting a Date on It

Before archeologists can use their clues, they have to figure out how old they are. How do they do that?

Archeologists can figure out how old a site is by how far it is under the ground. The deeper layers of dirt are older than the top layers. Archeologists working in Sinop, Turkey, found a site in a **Bronze Age** layer of dirt. That means it is over three thousand years old!

**Carbon** dating is used with bones and other remains of living things. These contain a special kind of carbon atom called carbon 14. Archeologists can measure the amount of carbon 14 in the remains. Older remains have less carbon 14 because it **decays** over time.

Artifacts also give clues about their age. Ancient coins might have a date or a picture of a ruler of the time. Some artifacts can be dated by their designs. Archeologists can also **date** pottery by heating it gently. Older pieces of pottery glow more brightly when heated than newer ones.



## Key Words 2

detective	date
pottery	century
Bronze Age	horn
carbon	thumb
decay	legend

## Think

Why is it important for archeologists to know how old their clues are?

## 1.8.A The History Detectives

### Using Sources

Historians use many clues to solve the mysteries of the past. The clues from archeological sites are **primary sources**. Primary sources are old things that come from the actual time in the past. They can be objects such as jewelry, paintings, maps, or written documents and manuscripts.

The paintings and hieroglyphics from this tomb in Thebes in Egypt are primary sources. They tell us about life in Ancient Egypt.

**Secondary sources** are written or made after the events they are describing. These include magazine articles, books, movies, and television programs. The history textbook you use in school is a secondary source.

### Solving Puzzles

Good history detectives have to be patient. Ancient Egyptian hieroglyphics were a mystery for **centuries** because no one could read the hieroglyphic symbols.

Then, the Rosetta Stone was discovered in 1799.

### Could YOU be a history detective?

Some mysteries of history haven't been solved. How would you solve this one?

#### The Lost City of Atlantis

The **legend** of Atlantis is one of the oldest mysteries in the world. Plato wrote about it in 355 B.C.E. He described a beautiful city, which was near Gibraltar at the tip of Spain. In his story, the city fell into the ocean after an earthquake and disappeared. In the story true? Nobody knows for sure. There isn't enough proof—yet!

On it, the same text was written in three different languages, including ancient Greek and hieroglyphics. Because historians could read ancient Greek, they could figure out the hieroglyphics. Then, they could read the hieroglyphics on monuments and learn much more about Ancient Egypt.

### A Changing Process

History has taught us many things. But understanding history is a changing process. Historians don't always get it right the first time. As they find new clues, the history detectives have to change their conclusions.

This model of an *Iguanodon* was made in 1853. At that time, paleontologists thought the dinosaur had a **horn** on its nose. Then, more *Iguanodon* bones were found. Now paleontologists know that the horn was its **thumb**!



## Explore the Text

1 How are historians and archeologists similar to detectives?

- They look for clues and evidence.
- They use clues and evidence to figure out things that have happened.
- They have to protect and take care of their evidence.
- All of these reasons.

2 How did you monitor and clarify your understanding of the text? Choose three words or sentences you didn't understand at first and complete the chart.

Monitor and Clarify		
I didn't understand:	I used these strategies:	Now I think it means:

3 Compare your chart with a partner. Did you use the same strategies? Which strategies do you think are the most helpful?

4 **8.5 Key Words 3** Circle these words in the text. Then, complete the sentences.

primary evidence paleontologists secondary

- Archeologists use clues and other \_\_\_\_\_ to work out what happened in the past.
- True stories from history are called \_\_\_\_\_ sources if they are written after the time of the story.
- An artifact or written document from the time a historian is studying is called a \_\_\_\_\_ source.
- \_\_\_\_\_ are history detectives who study dinosaur bones or fossils.



What clues are there in your town or region about life in the past?



Don't forget to listen actively!

## 1 Read the sentences and do the tasks.

The Rosetta Stone was discovered in 1799.

More *Iguanodon* bones were found.

- a Do these sentences tell us who found the Rosetta Stone or *Iguanodon* bones? \_\_\_\_\_  
 b Do these sentences refer to the present, past, or future? \_\_\_\_\_

## Grammar: The Past Simple Passive Voice

We use the past simple passive voice when an action in the past is more important than the person who performed it.

The Rosetta Stone **was discovered** in 1799. More *Iguanodon* bones **were found**.

## 2 Complete the sentences with verbs in the past simple passive and number the pictures. Listen and check your answers.

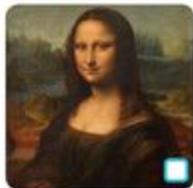
- 1 It \_\_\_\_\_ (paint) by Leonardo da Vinci.  
 2 It \_\_\_\_\_ (discover) in Egypt in 1925.  
 3 They \_\_\_\_\_ (make) by dinosaurs.  
 4 They \_\_\_\_\_ (build) around 100 BCE.



The Mask of  
Tutankhamun



The Pyramids of  
Teotihuacan



Mona Lisa



Theropod Tracks

## 3 In pairs, choose a historical object and describe it to another pair. Can they guess what it is?

It was made in/by It was built in/by It was painted in/by It was discovered in/by

Look around you. Which objects might be treasures in the future?

1 Underline *gh*, then listen and repeat the words. In which word can you hear a sound for these letters? What sound do they make?

eight



light



dough



laugh

## 2 Listen and repeat. Then, add the words to the chart.

thought enough rough bright cough high taught tough

<i>gh</i> is silent	<i>gh</i> sounds like /f/
eight, light, dough	laugh

3 Complete the sentences. Choose a *gh* word from the chart in Activity 2 that rhymes with the word in red. Then, listen to check.

- a It's half past \_\_\_\_\_? It's getting **late**.  
 b Your new **light** is very \_\_\_\_\_.  
 c Is this good \_\_\_\_\_? It's very **rough**.  
 d My kite's flying \_\_\_\_\_ in the **sky**.  
 e Can you **show** me how to make \_\_\_\_\_?  
 f Don't take your scarf **off**! You'll get a \_\_\_\_\_!

Pronunciation Tip: *gh*

The letters *gh* are often silent:  
**eight thought bright**  
 Sometimes the letters *gh* make  
 the sound /f/:  
**laugh enough**

4 Look back at pages I63–64. Can you find the six words with *gh* in the text? In which word do the letters make the sound /f/?



**Oracy Skill: Using Appropriate Body Movements and Gestures**  
Pay attention to your body movements and gestures. Stand up straight and look at your audience when you speak.

1 8.2 Watch the video. What is Jack doing during his first presentation? Mark ✓.

- |  |   |
|--|---|
| <input type="checkbox"/> looking at the audience   | <input type="checkbox"/> rocking from side to side                  |
| <input type="checkbox"/> staring down at his notes | <input type="checkbox"/> touching his face or playing with his hair |
| <input type="checkbox"/> standing up straight      | <input type="checkbox"/> using movement to act out a story          |

2 8.2 Watch the video again. What is Jack doing during his second presentation? Mark ✗.

3 Which presentation is better? Why? Discuss with a partner.

4 How does Jack introduce his story? Complete the sentence.

Let \_\_\_\_\_ tell \_\_\_\_\_ about the time \_\_\_\_\_ went to the beach.



Let's Practice Oracy! 18

- Select a topic in **Oracy Time!** Write notes about the story you will tell.  
.....
- Form groups. Take turns telling your stories. You have 3 minutes to tell your story.  
.....
- Remember to look at your audience and use appropriate body movements when you're telling your story.

**Oracy Time!**

Think of a time when you:

- found something interesting.
- went to an interesting place for the first time.
- tried something new.

**Check Your Oracy!**

1 I stood up straight and looked at the audience when I was speaking.	All the time / Some of the time / None of the time
2 I used appropriate body movements.	All the time / Some of the time / None of the time
3 I used the phrase on the cue card.	Yes / No

## Write a Biography

1 What do you know about Leonardo da Vinci? Compare your ideas with a friend, then read the biography and check.

Leonardo da Vinci was one of the most creative people in history. He was a famous painter and sculptor, but he was also an inventor, an architect, and an engineer.

Leonardo was born in 1452 near the town of Vinci in Italy. He lived with his uncle and grandparents when he was a child. He moved to Florence when he was about 14 and studied drawing, painting, and sculpture. He became a master artist in 1472, when he was 20. He worked for many important families and rulers in Italy and France. He died in France in 1519.

One of his most famous paintings is the *Mona Lisa*, which he painted between 1503 and 1519. Some people think this is a picture of Lisa del Giocondo, who was the wife of a rich businessman, but nobody knows for sure.

Leonardo is most famous for his paintings, but I think his inventions are more interesting. Historians have found thousands of sketches in his notebooks. These include designs for a bicycle, an airplane, and a helicopter. These machines weren't invented until 500 years later!



2 What is in a biography? Read and mark ✓. Then, find each feature you marked in the text above.

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | an opinion about the person            |
| <input type="checkbox"/> | an interesting detail about their life |
| <input type="checkbox"/> | instructions for how to do something   |
| <input type="checkbox"/> | key dates in the person's life         |
| <input type="checkbox"/> | an introduction to the person          |

3 Read and underline two examples of non-defining relative clauses in the biography.

4 Prepare to write a biography in the Activity Book.

**Time to Talk!**

What famous person from history would you like to meet? What questions would you ask them?

**Improve Your Writing:**  
Non-Defining Relative Clauses

We use non-defining relative clauses to add extra information to a sentence.

Leonardo was a famous artist, **who** was born in 1452.

Leonardo designed many inventions, **which** are very interesting.

- 1 **Key Words 4** Read the information. How long ago was this house built?

## A House from History

These are the **foundations** of a house from the time of the **Roman** Empire. It was built around 100 CE. At that time, the Roman Empire included most of the countries in Western Europe.

The Romans were good at building. Many Roman cities were built in a **grid**, with **straight roads** made of **cobblestones** in between blocks of houses. They were also good engineers. They built bridges, public baths, and **aqueducts** to carry water to their cities. They are famous for their long straight roads, which people still use today. They even invented an under-floor heating system, which was used in many of their houses.

Some large Roman houses were called **villas**. They were very beautiful. Some villas had big stone **columns** at the entrance and water **fountains** in the garden. Inside, there were **frescoes** painted on the walls, and many floors were made of little **tiles** arranged to make patterns or pictures.



- 2 Write the letters to match the words to the picture.

fresco   
 column   
 foundations   
 tiles   
 fountain



- 3 Circle the word that doesn't belong.
- a large straight cobblestones beautiful  
 b fresco column engineer fountain  
 c bridge road empire aqueduct



### Reading Strategy: Evaluating

Evaluating means giving our opinion on a text or story. We can say why we enjoy it, what we learn from it, and what it makes us think about.

- 1 Read the story review. Which story in your Student's Book is Zoe describing?

### Story Club



### Review of the Story

By Zoe

#### Story Summary:

This story is about a girl who starts a new school and wants to make friends. The other children are surprised she knows so much about them. What is her secret?

#### What I Liked Best:

This story was funny, and I liked working out the clues that Courtney used. She was like a detective!

#### I Didn't Like:

Some of the clues were very easy.

#### I Learned That:

You can learn a lot about other people by watching them closely.

#### It Made Me Think About:

When new students join our school, it's good to be friendly to them.

#### You should / shouldn't read this story because:

you will enjoy it and you can learn how to be a detective and look for clues.

Star Rating: ★★★★★

Difficulty: too easy just right too difficult



- 2 Do you agree with Zoe's review of the story? Compare with a partner. What would you change?
- 3 Choose your favorite story from this book and complete the review with your opinion.

Title of Story: \_\_\_\_\_

What I Liked Best: \_\_\_\_\_

I Didn't Like: \_\_\_\_\_

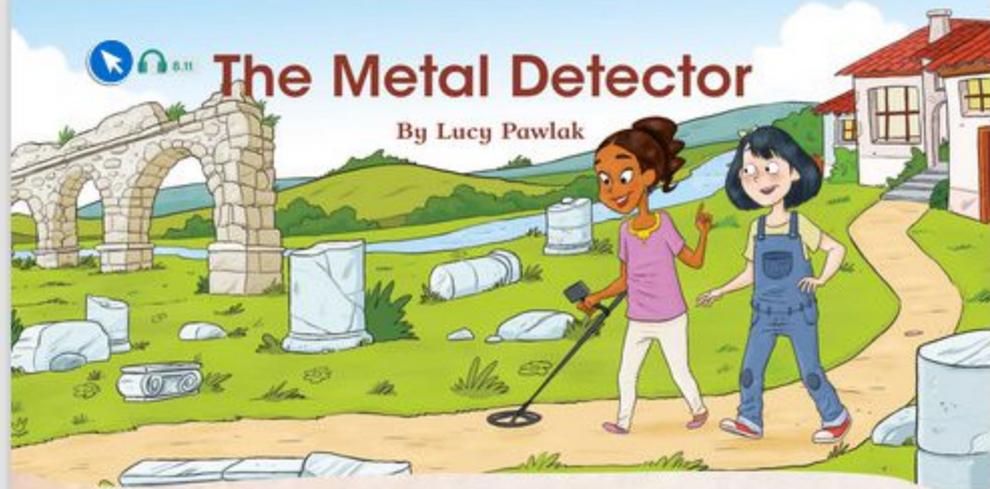
Star Rating: ☆☆☆☆☆

- 4 Look at the pictures on pages 172–75. What is a metal detector? What do the children in the story find with their metal detector?



# The Metal Detector

By Lucy Pawlak



Julia and Octavia were 11 years old. They lived in a small village in Italy, and they were friends. They both liked to swim, they both liked strawberry ice cream, and they both LOVED old treasures.

One Saturday, the girls ran down the village main street toward Coria Fields, where they were going to hunt for treasure. It seemed the perfect place to look because, long ago, the large stones there had formed the foundations of an important Roman town. They were sure they would find lots of things because Julia's grandpa, who was an archeologist, had lent them his metal detector. He said that they had to promise to give anything they found to a museum.

"Of course we will," Julia had said.

Three hours later, the girls were getting a little tired of searching. They had used the metal detector around every tree and large stone they could find. They had carefully looked along the bank of the river for any signs of metal. They had searched around the old aqueduct looking for clues. They had found nothing.

"Everything has already been found," said Julia sadly.

"Well, there's another kind of treasure ..." said Octavia, pointing to a beautiful butterfly on a flower. The girls stopped to take a closer look. At that very moment, the metal detector let out a beep.

"It's beeping!" cried Julia. "Do you think we should dig next to the flower?"

"Yes. Let's try it!" answered Octavia.



Think

Why does Julia's grandpa want Julia and Octavia to give the things they find to a museum?



The butterfly flew away as Julia and Octavia got down on their knees and began to dig. They worked as a team, sometimes using the detector to check they were on the right path. They found some old twigs and used them to break up the dirt, carefully looking all around the hole in case there was anything shiny. They worked for more than an hour until ...

"Here it is!" cried Octavia. She had found a simple golden band. "It must be a Roman ring! I wonder who it belonged to ... You can show it to your grandfather, and then we will take it to the museum," she added, remembering their promise.

"OK, sure," Julia said. "I'm late for dinner. I'd better get home."

At dinner, Julia didn't say anything about the ring. Afterward, she ran up to her room to look at it under her desk lamp; she wished the ring could speak and tell her its secret history. She put it on her finger, and, to her surprise, it fit perfectly.

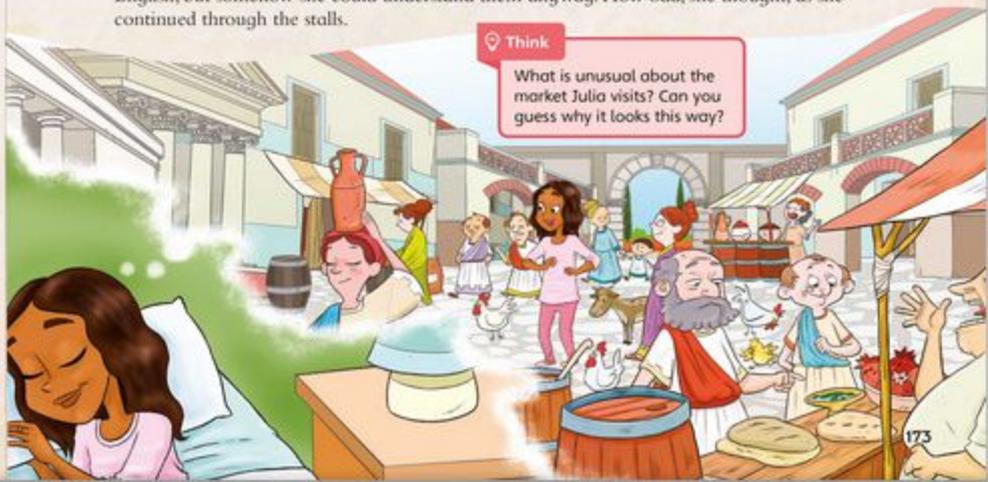
"Julia! It's bedtime!" Her mother called up the stairs.

"OK, Mom!" Julia replied, and she climbed into bed still wearing the ring.

As she fell asleep, she thought, I'll tell Grandpa about the treasure in the morning. Then, a strange feeling came over her. It was like she was walking on cobblestones. The feeling continued, and a landscape started to grow around her. She heard sounds of animals: goats, chickens, and sheep, and found herself surrounded by a market. People in long robes were calling out, selling flowers and vegetables in baskets. Julia knew they were not speaking English, but somehow she could understand them anyway. How odd, she thought, as she continued through the stalls.

Think

What is unusual about the market Julia visits? Can you guess why it looks this way?



## The Metal Detector

The town was built in a neat **grid** of **straight roads**. Julia seemed to know where she was going, even though she had never been there before. Finally, she entered a large **villa**, and the sound of crying echoed among the stone **columns**. Julia followed the crying until she found a young girl.

"What's the matter?" Julia asked, kneeling down.

"My mistress lost it! She blamed me, and I don't know what to do," the girl cried. "Oh! She's so angry!"

"Lost what?" Julia asked, but she already knew the answer.

Julia pulled the golden ring off her finger and placed it in the girl's hand. "Is this what you were looking for?"

"Oh! Yes, it is!" said the girl. "It's my mistress's ring! You have saved me—thank you so much! How can I repay you?"

"Oh, I don't want anything," smiled Julia, "but maybe you could tell me a little about this place before I go on my way?"



The girl, whose name was Cornelia, showed her around the Roman villa where she worked.

Julia was amazed at the fine **tiles**, the kitchen filled with mountains of fresh food, and the **fountains** in the garden. Cornelia showed her the colorful **frescoes** and explained the under-floor heating system. "It's called a **hypocaust**—the floor is raised and hot air flows around the space below. In the future, everyone will have under-floor heating," said Cornelia.

"Well, we certainly don't!" laughed Julia.

### Think

What does Julia discover about Cornelia's world? How is it different from her own?

"Where are you from?" asked Cornelia. "You can't be from around here. You speak Latin in a way I've never heard. And I've never seen clothes like yours before, either."

"Oh, in fact I live here too, but ... later on ... it's complicated."

Just at that moment, there was a loud shout from outside. "Cornelia! Cornelia! Where are you? Come here, now!"

"That's my mistress," said Cornelia. "She might be angry—you must go!"

When they said goodbye, Cornelia asked again if she could give Julia a gift.

"You've already given me a wonderful gift by showing me your life—a favor for a favor," Julia answered in Latin.

Suddenly, Julia had a strange feeling. The floor under her feet was turning back into bed sheets, and the sounds of the villa were slipping away. It was morning, and she was in her room with her toys lined up on her desk. Then, she felt her finger—it was exactly as she thought: the ring was gone.

"Well, did you find anything with the detector?" her grandfather asked at breakfast.

"Yes, I found a Roman ring made of gold," said Julia.

"Oh, really?" said her grandfather smiling.

"Yes, but then last night I went back in time," said Julia, "and I gave it to the girl who had lost it. In return, she told me about her life: *quid pro quo*."

Julia's grandfather looked surprised: "That means a favor for a favor ... Since when do you know Latin?"

"Since I visited the Roman Empire," said Julia, smiling!



### Think

Did Julia visit the Roman Empire or was she dreaming? What evidence is there in the story?

- 1 What star rating would you give the story? Color, then compare with your partner. Can you say why? ☆☆☆☆☆

- 2 Complete the story review chart to evaluate the story. Then, compare with a partner. What do you agree about? What do you disagree about?

**Story Club**

 Review of the Story *The Metal Detector*

By \_\_\_\_\_

 Story Summary: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 What I Liked Best: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 I Didn't Like: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 I Learned That: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 It Made Me Think About: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 You should / shouldn't read this story because: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Difficulty:    too easy    just right    too difficult

- 3 How was life in the Roman Empire similar to and different from life today? Use the pictures to compare ideas with a partner.

People wore ...

Now they wear ...



- 1 Read the sentences and do the tasks.

It must be a Roman ring.

She might be in a bad mood.

You can't be from around here.

- a Which words in each sentence suggest the speaker is guessing? Circle these words in blue.  
 b Which of the words in blue is used for a guess that the speaker thinks is almost certainly true? possibly true? almost certainly not true?

- Grammar: Modal Verbs of Deduction: *must*, *might*, and *can't*

We use modal verbs of deduction when we're making guesses based on facts. We use *must* when we are sure about something because there is strong evidence: **It must be a Roman ring.**

We use *might* when we think something is possible, but we are not at all sure: **She might be angry.**

We use *can't* when we think something is not possible: **You can't be from around here.**

- 2 Look at the picture. Read and complete the sentences with *must*, *might*, or *can't*.

- a It \_\_\_\_\_ be made of metal. It \_\_\_\_\_ be made of wood.  
 b It \_\_\_\_\_ be Chinese, because the writing is Chinese.  
 c It \_\_\_\_\_ be a ring, because the hole in the middle is too small.  
 d It \_\_\_\_\_ be a coin because some old coins were this shape.  
 e It \_\_\_\_\_ be made of gold, but I think it's made of copper.



This object was found with a metal detector. What can we guess about it?

- 3 8.13 Which object is it? Listen and say.



- 4 Play a guessing game with your partner.

It isn't made of ...

It can't be ...

It's made of ...

It might be ...

You use it for ...

It must be ...

What kinds of treasure can you find with a metal detector? What things can't you find? Why not?

1 8.14 What can you guess about Lola's grandmother from these objects? Guess, then listen and check.



2 8.14 Listen again and complete the information about Lola's grandmother.

world 40 British artist 14 dancer competitions

My grandmother is \_\_\_\_\_.  
She was born in London. She was a \_\_\_\_\_ when she was young. She traveled all around the \_\_\_\_\_, and she won lots of \_\_\_\_\_. Her family moved to the U.S.A. when she was \_\_\_\_\_. Her father was an \_\_\_\_\_, and they lived in Boston. Now she lives in New York. She's lived here for \_\_\_\_\_ years.



Remember to give your partner encouragement!

3 Does your family have a special object or picture from the past? Describe it to your partner. Why is it important?

How can we research our family history?

Your challenge is to make a research document and use it to interview someone in your family.

- 1 Brainstorm** What would you like to know about your family history? Which relatives are the best people to ask about it? What questions can you ask them? Compare your ideas in a group.
- 2 Create** Think of a list of questions to ask the relative you have chosen and create a questionnaire.
- 3 Discuss** Do you have photos or other objects at home that could tell you more about your family history? Add a checklist of objects to look for to your questionnaire.
- 4 Interview** Take your questionnaire home and interview someone in your family. If possible, find one family object that you can bring to class and show your group.
- 5 Present** Choose some of your findings to present to your group.
- 6 Reflect** Listen to feedback from your classmates. Do they have further questions about your family?

Remember to maintain eye contact and use appropriate body movements and gestures when you're presenting. Complete **Check Your Oracy!** in the Activity Book.

How do we know what happened in the past? Look back through the unit. Share your ideas with the class.

I found out about my great-grandfather. He was born in 1935. He was from India, but he moved here when he was young. He was a journalist. I found some photos of him and this article that he wrote in a newspaper.

# SPEAKING MISSION

You have lost something on the bus on the way to school. You need to ask the person in charge of lost-and-found if your item has been found.

8.15

## Key Words

wallet purse umbrella  
phone charger passport  
memory stick glasses  
keys headphones gloves

### Before Your Mission

- 1 Which of these things do you own? Compare with your partner. Then, close your book. How many of the items can you remember?



- 2 Listen and point to the item that Alex has lost. Does the item in the picture belong to Alex?

### Time to Talk!

Have you ever lost something important to you? What was it? Did you find it again? Did someone return it to you?

### During Your Mission

- 3 Choose an item you have lost. In pairs, role-play asking if it has been found. Take turns listening and completing the lost and found form for your partner.

#### Bus Station Lost and Found Form

Name: _____	Item lost: _____
Date lost: _____	Place lost: _____
General description: _____ _____	
Item found? Yes / No	Address: _____ _____ Telephone number: _____

### Key Language

I lost my ...  
I'll get the form.  
What does it look like?  
Where did you lose it?  
When did you lose it?  
Let me take your name and telephone number.  
I'll call you if someone finds it.

### After Your Mission

- 4 Think of your most valuable possession. How can you take care of it and keep it safe? Discuss your ideas with your group.





## Why does biodiversity matter?

- Learn** about biodiversity and how it's under threat.
- Structure** a talk so that it is clear.
- Make** a flyer for an eco-campaign.
- Present** a plan to create a biodiverse habitat.
- Design** and present a time capsule.



What different habitats can you see?

How are the habitats similar and different?



How do plants and animals depend on each other?



### Key Words 1

biodiversity	reproduction	fungi
interact	food chain	decomposer
ecosystem	producer	
species	consumer	



- 1  Watch the video and choose the best definition of an ecosystem.

In an ecosystem,

- a different species of animals interact.
- b animals and plants interact.
- c living and non-living things interact.



- 2  Watch again. Complete the graphic organizer in the Activity Book.

## Reading Strategy: Paraphrasing

When we paraphrase, we rewrite a text in our own words. Paraphrasing can help us understand a text and remember the information in it.

- 1 Read this paraphrased sentence. Then, find and underline the original sentences in the text.

The reserve is in the Pacific Ocean and is bigger than 1.2 million square kilometers.

## Make More Marine Reserves!

The Pacific Remote Islands Marine National Monument is the largest marine reserve in the world. It covers more than 1.2 million square kilometers of the Pacific Ocean. That's enormous! The reserve includes tropical islands and coral reefs and is very biodiverse. It is home to dolphins, turtles, whales, and tropical fish as well as millions of sea birds. Deep-sea fishing and dumping pollution are not allowed inside the reserve. That's good news! It means its animals and plants are protected from the damage these activities can cause. But 99% of our oceans and sea creatures are not protected in this way. Let's make some more marine reserves!

- 2 Copy one sentence from the text into the chart. Then, paraphrase it in your own words.

Sentence from the Text	Paraphrased Sentence

- 3 Look at the science article on pages 185–86. Think and answer the questions.

- a Which ecosystem is the article about? What kinds of animals live there?  
 b Read the title. What does *in crisis* mean?  
 getting better    staying the same    in trouble

Why is it important to have different species in an ecosystem?

## CORAL REEFS IN CRISIS

Coral reefs grow near the coast in warm, tropical oceans. They are built by tiny creatures that attach themselves to rocks under the water. Gradually, the coral grows into beautiful shapes and colors.

Coral reefs are the most biodiverse ecosystem in the ocean. Thousands of different species of sea creatures live in them. Living in a varied community is important because the different species all do different jobs. This protects the community and makes it stronger. This is called a balanced ecosystem.

Every creature plays a part in this balance. Fish and sea snails eat algae on the coral and keep it clean. The coral provides shelter and spaces for creatures to hide from predators. Sharks and other predators control the numbers of smaller sea creatures. Crabs eat and clean the waste from the ocean floor. And creatures like marine worms clean and filter the ocean water. Each species is essential to the ecosystem. If one species dies out, it affects many other species.

A sea sponge does many different jobs. It provides a habitat for small sea creatures, like marine worms. It cleans and filters ocean water. And it feeds other species—like this hungry turtle!



Some creatures, like clownfish and sea anemones, have a symbiotic relationship. This means they each benefit from living together. Clownfish aren't hurt by the poisonous tentacles of the sea anemone. They can hide from predators inside the anemone's tentacles. In return, the clownfish attract other fish the anemone can eat. They also keep the anemone clean by eating its waste.

## Key Words 2

snail	filter	carbon dioxide
algae	tentacle	pipeline
shark	income	million
crab		

## Think

How would the coral reef community be affected if one species died out? Why?

People benefit from this variety of life, too. Coral reefs provide the people who live near them with food and income from fishing. The creatures on the reefs also provide ingredients for important medicines. And the beauty of the reefs attracts visitors and generates income from tourism.



194

# CORAL REEFS IN CRISIS

Coral reefs are an essential ocean ecosystem—but they are in crisis. If we don't protect them, they may disappear by the end of the century. What dangers do they face and how can we protect them?

### Think

Can you think of human activities that affect the coral reef?

## GLOBAL WARMING



Global warming means that the temperature of the Earth's surface is increasing. This causes the temperature of the seas and oceans to rise, too. Warmer water causes coral to turn white and become less healthy. If the coral dies, the other species on the reef also die.

### What Can We Do?

Global warming is caused by too much carbon dioxide in the air. If we used more renewable energy like solar or wind power, we would produce less carbon dioxide.



A solar-powered car does not produce carbon dioxide.

## POLLUTION



Coral cannot survive in dirty, polluted water. Water pollution includes waste from factories and our homes or oil from ships and pipelines. It also includes garbage like these plastic bottles. If sea creatures eat plastic instead of their natural food, they become sick and die.

### What Can We Do?

If our rivers were less polluted, dirty water wouldn't flow into the ocean. The ocean would be cleaner, and the coral reefs would be healthier. Factories and ships shouldn't dump waste into rivers and seas, but we can also reduce water pollution at home. We shouldn't pour oil, paint, or other chemicals into our drains.



We can reduce waste by recycling.

## TOURISM



Millions of tourists visit the coral reefs every year. Tourism provides income for people in local communities. However, some tourist resorts are built too close to the reefs and can cause damage to them. The tourists at the resorts can cause damage, too. People on diving trips touch and break the coral.

### What Can We Do?

If we planned tourist resorts more carefully, it would protect the coral reefs near them. We should be responsible tourists, too. Always go diving with a guide and never touch the coral!



Never buy coral as a souvenir. It's much more beautiful on the reef!



1 Read this paraphrased paragraph. Then, find and circle the original section in the article on pages 185 and 186.

We should reduce water pollution and make our rivers and oceans cleaner. Then, the coral reefs will be cleaner and healthier, too. Factories and ships shouldn't pollute rivers and oceans with their waste. There are things we can do at home, too. Never pour chemicals such as oil and paint down the drain. And we can make less garbage by recycling some of it!



2 Choose a section from the article. Paraphrase it in your own words.

Blank lined area for writing a paraphrase of a selected section from the article.

3 Show your paragraph to a friend. Can they find the original section?

4 Key Words 3 Circle these words in the text. Then, match them with their definitions.

- 1 crisis
  - 2 predators
  - 3 symbiotic
  - 4 poisonous
- a animals that kill and eat other animals
  - b containing substances that can cause sickness or death
  - c a situation or time that is extremely dangerous
  - d a relationship between two creatures that depend on each other equally

Remember to use evidence.



Why is it important to take care of nature?

## 1 Read the sentences and do the tasks.

If we used more renewable energy, we would produce less carbon dioxide.

If our rivers were less polluted, dirty water wouldn't flow into the ocean.

- Do these sentences describe real situations or imagine how things might be different?
- Underline the verbs in the past simple in **blue**. Underline *would* and *wouldn't* in **green**.

## Grammar: The Second Conditional

The second conditional can describe situations in the present or future that are hypothetical, unlikely, or impossible.

If we **used** more renewable energy, we **would produce** less carbon dioxide.  
If our rivers **were** less polluted, dirty water **wouldn't flow** into the ocean.

## 2 Listen and read the picture story. In pairs, guess the answer to Sam's question.



## 3 Read and circle the correct words in the sentences. Then, listen and check.

- If there **were** / **weren't** any spiders, there **would** / **wouldn't** be more flies and other insects.
- If there **was** / **were** more flies, people **would** / **wouldn't** get sick more often.
- If insects **ate** / **eaten** more crops, there **would** / **wouldn't** be enough food for people.

## 4 Discuss these questions with your partner.

What would happen if ...

... snakes disappeared? ... dinosaurs were still alive? ... there wasn't a sun?

## Time to Talk!

Are there any animals you don't like or are scared of? Why? Can you think of reasons we need these animals?

## 1 Listen and repeat the words. What sound do they have in common?



claw



author



chalk



ball

## 2 Read the words above again. What other vowel can make this sound?

Spelling Tip: *aw, au, al, all*

We can use these different spelling patterns with *a* for the /ɔ:/ sound.  
**claw author chalk ball**

## 3 Match and write the words in the chart. Then, listen and check.

draw walk small also dinosaur jaw cause tall

claw	author	chalk	ball

## 4 Use the correct spelling patterns to complete the rhyme. Then, listen and say.

What do we know about dinos\_\_\_\_\_rs?  
Some were sm\_\_\_\_\_, and some were t\_\_\_\_\_.  
They had long cl\_\_\_\_s and scary j\_\_\_\_s.  
Some could fly, and all could w\_\_\_\_k.  
How do we know this? Well, because  
Of fossils we find in rocks like ch\_\_\_\_k.



## 5 Look back at pages 185 and 186. Which words from this page can you find in the text? Can you think of any more words with the same sound?

## Oracy Skill: 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.



1 Watch the video and do the tasks.

a Which phrases do you hear?

Listen and mark ✓.

- The main point is ...
- Also, ...
- That's a good idea.
- In conclusion, ...
- We're going to talk about ...
- I see.

b Answer the questions with the correct phrase.

- 1 Which phrase does Emma use to introduce the topic? \_\_\_\_\_
- 2 Which phrase does Kate use to summarize the main point? \_\_\_\_\_
- 3 Which phrase does Kate use to add more information? \_\_\_\_\_
- 4 Which phrase does Emma use to wrap up the talk? \_\_\_\_\_



## Let's Practice Oracy! 19, 20, 21, 22

- Form pairs. Choose an **Oracy Time!** topic.
- Plan a 2-minute talk with your partner. Remember to structure it clearly with an introduction, organized points, and a conclusion.
- Practice your talk with your partner.
- Join another pair. Each pair takes turns giving its talk.

## Oracy Time!

Give a talk on:

- how to use less plastic.
- how to save water.
- how to use less gasoline.

## Check Your Oracy!

1 Our talk had a clear structure.	Yes / No
2 Our audience understood our talk.	All of it / Some of it / None of it
3 We used the phrases on the cue cards.	All / Some / None

## Make a Flyer

1 Read the title and subtitle. Guess what the flyer is about. Then, read and check.



The raccoons like going through tourists' trash and sharing their picnics—and this is part of the problem. Potato chips and sandwiches aren't healthy foods for raccoons, although they like them a lot. Non-native species, such as dogs, cats, and snakes, also prey on the raccoons and have brought new diseases and parasites to the island.

Let's help to save the pygmy raccoon!

## What Can We Do?

- Don't feed the raccoons when you picnic on Cozumel Island.
- Take your trash home with you.
- Don't bring pets to the island.



With fewer than 300 pygmy raccoons left in the wild, there is no time to lose. Join our campaign today!

Improve Your Writing: *although*

*Although* means in spite of something. After *although*, we use a subject and a verb:

**Although** pygmy raccoons are endangered, we can help save them. Dogs prey on pygmy raccoons, **although** dogs are not native to Cozumel.

2 Read, answer, and do the task.

- Which section of the flyer describes why the raccoon is endangered?
- Which section of the flyer gives the reader practical advice?
- Underline where the flyer encourages the reader to take action.

3 Find and underline two examples of *although* in the flyer.

4 Prepare to make a flyer to protect an endangered animal in the Activity Book.

1 9.12 **Key Words 4** Listen, look, and repeat.



grasses



cricket



slug



lizard



eagle



coyote



bacteria



plover



rhino



whale



acorn



gray falcon

2 Write the words from Activity 1 in the correct columns. Some words may go in two columns.

Producers	Consumers	Decomposers

3 Complete the food chain with words from the box.

cricket grasses coyote lizard

sunlight → → → →

**Time to Talk!**

What's your favorite wild animal and why?

### Reading Strategy: Understanding Poetry

Poems use imaginative language to express ideas. Visualizing, guessing words in context, and paraphrasing can help us understand a poem.

- 9.13 Close your eyes and listen to the opening of the poem "The Plover and the Crocodile." What picture do you see in your mind?
- Now read these parts from the poem with a partner. Can you guess what the words and phrases in red mean?



#### Part 1:

The plover phoned the crocodile and asked, "How do you do? I wonder if you're **free** tonight? I'd like to **dine** with you."

#### Part 2:

The plover **headed over** to the crocodile's **abode** beside the Nile, about a **mile** away, just down the road.

3 Read and complete the paragraph that paraphrases Part 2.

kilometers house far went next to

The plover \_\_\_\_\_ to the crocodile's \_\_\_\_\_, which was \_\_\_\_\_ the Nile River. It wasn't \_\_\_\_\_ away, less than two \_\_\_\_\_.

4 Look at the poems on pages 194–97. Read the titles of the other poems. What do you think they are about?

## Life Is a Circle



Life is a circle that cycles around. It starts with the sun as it shines on the ground. The sunlight provides for the energy needs of **grasses** and plants as they spring from their seeds. The grasses and plants become food for the bugs that live in the soil, such as **crickets** and **slugs**. The insects, in turn, are the food that it takes to feed larger creatures, like **lizards** and snakes. Then, lizards and snakes become nourishing feasts for **eagles**, **coyotes**, and other such beasts. And all of these creatures will one day pass on. The body remains, though the life may have gone. And worms and **bacteria** then decompose the body, and back to the soil it goes, providing the chemical nutrient needs of grasses and plants as they spring from their seeds and grow in the sun as it shines on the ground. Life is a circle that cycles around.

**Kenn Nesbitt**



Kenn Nesbitt lives in Spokane, Washington, in the U.S.A. He has written poetry for children for over 20 years and was named Children's Poet Laureate by the Poetry Foundation in 2013.

**Think**

Which organisms are the producers, consumers, and decomposers in the poem?



## The Plover and the Crocodile

The **plover** phoned the crocodile and asked, "How do you do? I wonder if you're free tonight? I'd like to dine with you."

The crocodile replied, "I'm glad you called, my dear friend, plover. I have no plans at all tonight. Why don't you come on over?"

The plover headed over to the crocodile's abode beside the Nile, about a mile away, just down the road.

She landed lightly on his nose and said, "You're looking ill, as if you have a stomachache, a fever, or a chill."

The crocodile then shed a tear and gave a tiny pout. He cried, "Some meat's stuck in my teeth. I cannot get it out."

The plover knew just what to do. She gave a cheerful tweet, then jumped inside his open jaws, and pecked out all the meat.

The plover sighed, so satisfied by all the meat she ate. The crocodile just gave a smile and said, "I'm feeling great!"

So now these two are best of friends, the crocodile and plover. When he has meat stuck in his teeth, she always comes right over.

**Kenn Nesbitt**



**Think**

What kind of relationship do the plover and the crocodile have? Can you think of other creatures that have this type of relationship?

## What Is One?

One is the sun,  
a **rhino's** horn;  
a drop of dew,  
a lizard's tongue.

One is the world,  
a lonely **whale**;  
an elephant's trunk,  
a monkey's tail.

One is an **acorn**,  
one is a moon;  
one is a forest,  
felled too soon.

Judith Nicholls



Judith Nicholls lives in the U.K. She is an internationally known poet who writes for children and has published over 50 books.

### Think

What happens to the animals that live in a forest when it is felled (cut down)?

## Gray Falcon Wood

A little beyond our neighborhood,  
lies a field once called Gray Falcon Wood.  
My friends and I always wondered why—  
it is full of garbage, dead and dry.

My grandmother said it used to be  
a forest alive with towering trees.  
All kinds of birds had nested there,  
like the **gray falcon**, now so rare.

The trees were chopped down till there  
were none.  
The ground dried out in the scorching sun.  
Nowhere to perch, the forest now cleared,  
the rare gray falcons all disappeared.

Plastic bags, tires, broken toys, and clothes,  
smelly garbage made us hold our nose—  
we picked it all up, took it away,  
and all that we did helped clear the way.

Then, each one of us planted a tree.  
And in coming years, we hope to see,  
tall trees weaving a dense forest mat,  
bringing life back to this habitat.

We wanted to do all that we could  
to revive the name, Gray Falcon Wood.

Erin Ferris



### Think

The children replanted Gray Falcon Wood. What other animals might come back in the future?

- 1 Which was your favorite poem? Which one could you visualize most clearly? Discuss your ideas with a partner.
- 2 Read your favorite poem again. Choose three difficult words and guess what they mean. How can you check them?

My favorite poem was _____.	
I didn't understand:	Now I think it means:
1 _____	_____
2 _____	_____
3 _____	_____

- 3 Paraphrase an extract from your favorite poem into a paragraph.

\_\_\_\_\_

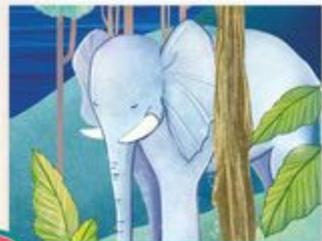
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4 Now read the paragraph to your classmates. Can they guess the poem and/or verse?



Remember to use appropriate body movements and gestures!



- ? What can we do to improve the environment in our neighborhood?

- 1 Read and complete the sentences on the right.
- Are you free tonight?
  - I wonder if \_\_\_\_\_ free tonight.
  - Where do coyotes live?
  - Can you tell me \_\_\_\_\_ coyotes \_\_\_\_\_?
- 2 Which two ways of asking are more polite? Circle the expressions that make them more polite.

### Grammar: Embedded Questions

An embedded question is a question inside another question or statement. We use them when we want to be polite.

Can you tell me **where coyotes live?**

Do you know **where Sally is?**

I wonder **if you're free tonight.**

- 3 9.18 What bird is this? Guess, then listen and check.
- parrot  parakeet  falcon



- 4 9.18 Listen again and complete the embedded questions with the correct phrases.

a \_\_\_\_\_ what those birds are?

b \_\_\_\_\_ if they're parrots or parakeets.

c \_\_\_\_\_ where you bought the birdfeeder?

- 5 Use these phrases to write embedded questions in your notebook.

a I wonder ...

b Can you tell me ...?

c Do you know ...?



- ? What animals are native to your country?  
Why is it important to protect these animals?

1 9:59 What are the children making? Listen and mark ✓.



bird feeder



bug hotel



plant pots

2 9:59 Listen again and complete the instructions.

ground string bottles plastic scissors tubes tree sticks leaves

### Make a \_\_\_\_\_

You need two \_\_\_\_\_ bottles, \_\_\_\_\_ string, \_\_\_\_\_, and leaves.

- 1 First of all, cut the ends off the \_\_\_\_\_.
- 2 Next, put some sticks and \_\_\_\_\_ into each tube.
- 3 Then, tie some \_\_\_\_\_ around one plastic tube.
- 4 Now hang one tube on a \_\_\_\_\_ and put the other one on the \_\_\_\_\_.
- 5 After two days, look inside the \_\_\_\_\_. What can you see?



### Structuring a Talk

- 1 Form groups and discuss **Oracy Time!**
- 2 Structure a 2-minute talk with your group.
- 3 Complete **Check Your Oracy!** on Activity Book page 177.



### Oracy Time!

Think of three more creative ways to reuse plastic bottles.

Values AB page 176

How can we create a diverse habitat in our playground?

Your challenge is to plan wildlife stations to attract animals, birds, or insects to your playground.

- 1 **Brainstorm** Which wild animals are common in your neighborhood or around your school? In groups, make a list. Then, choose the animals you want to attract to your playground.
- 2 **Research** Which of the following would be useful to attract the animals you have chosen? A birdfeeder? A butterfly feeding station? A bug hotel? A nesting box? Write down your ideas and research the materials you will need.
- 3 **Plan** Where is the best place for each wildlife station in your playground? Sketch a map of your playground. Then, draw and label your wildlife stations.
- 4 **Present** your plan to the class.
- 5 **Reflect** Listen to feedback from your classmates. What are the best ideas in your plan? Which ideas won't work so well?

We want to attract butterflies to our playground. We're going to make a butterfly garden. We're going to use old plant pots and old boots. We'll plant flowers that butterflies like. We're going to put the garden in the sunny corner of the playground. Butterflies like the sun!

Why is biodiversity important? Look back through the unit. Share your ideas with the class.

AB pages 177–79

1 Do you remember? Match the sentence halves.

- |  |  |
|--|--|
| 1 A good presentation  | a can distract our audience.                               |
| 2 We should project our voice                                  | b has an introduction, organized points, and a conclusion. |
| 3 Some body movements and gestures, such as twisting our hair. | c so that everyone can hear us.                            |

2 Put these phrases in the correct column.

Let me tell you about ...

Can everyone hear me?    Am I speaking loudly enough?    Can you hear me now?    Why?

I'm going to talk about ...    The main point is ...    Also ...    In conclusion ...

Beginning of Talk	Middle of Talk	End of Talk	Any Time During Talk

**YOUR TASK**

Imagine your class is going to make a time capsule that will be opened in 100 years. The time capsule should contain things that show what life is like right now.

As a group, discuss and decide what should go in your time capsule. You can only include ten items. Which ten items will you include?

Your group will give a presentation on its time capsule. Prepare and practice your presentation.

Think About These Questions:

- What do you want people in the future to know about life on Earth right now?
- What do you think will change in the future? How will technology be different? How will the environment change? Will schools be the same? What about the things we eat?
- What do you think people in the future will want to know about your time period?



1 Form groups and circle three ground rules for the presentation.

- We shout if people say they cannot hear us.
- We project our voices so that everyone in the audience can hear.
- We are careful not to make body movements or gestures that are distracting.
- We correct a group member if they forget to say something.
- We structure our talk so that it is clear.

2 Write your group's ten items for the time capsule below.

Our Time Capsule

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |



3 Talk about your talk!

- Did everyone project their voice?
- Did everyone use appropriate gestures?
- Was your talk structured well? Was it clear?

Check Your Oracy!

I projected my voice.	Most of the time / Sometimes / Never
I used appropriate body movements and gestures.	Most of the time / Sometimes / Never
I was careful not to make distracting gestures.	Yes / No
Our talk was well structured and clear.	All of it / Most of it / Some of it
What I can do better next time:	_____

**abandon** verb to leave someone or something, sometimes never returning to it

**abstract** adjective describing something like an idea or feeling that you cannot see or touch

**accident** noun something bad that happens that is not expected and that causes damage or injuries

**accurately** adverb correctly and without making mistakes

**acorn** noun a hard nut that has the seed of an oak tree inside it

**acrobatics** noun movements such as jumping and turning over in the air, walking on your hands, or other difficult things

**actor/actress** noun someone who plays a character in a movie, play, or television or radio show. An actor can be a man or woman, but an actress is a woman.

**advancing** adjective improving so that something keeps getting better

**aerobic** adjective using and moving oxygen around the body

**algae** noun small plants that grow in or near water and do not have leaves or roots

**alibi** noun something that shows that someone could not have done a crime because he or she was in another place

**alphabet** noun the letters that are used for writing a language

**ambassador** noun someone who talks or does things so that more people know about something important

**ambition** noun a strong feeling that you want to do or be something

**announcement** noun something that someone says officially that gives information about something

**aqueduct** noun something that is built to carry water over land. An aqueduct often looks like a bridge.

**archeological site** noun a place that people lived in, worked in, or used for other activities a very long time ago

**architect** noun someone who designs buildings and makes sure they are built correctly

**astronaut** noun someone whose job it is to go into space

**athlete** noun someone who is very good at sports and often takes part in races or games

**attic** noun the room at the top of a house, under the roof, often used for storing things

**audience** noun the people who are watching or listening to a performance

**bacteria** noun living things with only one cell that are so small you cannot see them

**bandit** noun someone who steals things

**beat** verb to hit something many times so it makes sounds

**bilingual** adjective able to speak two languages well

**biodiversity** noun the many different kinds of plants and animals that live in a place or in the world

**biology** noun the science in which you study living things such as plants and animals

**blood** noun the red liquid that your heart sends around your body. Blood carries oxygen and important substances to the parts of your body and takes away waste.

**bone** noun one of the hard white parts inside your body that support it and protect the soft parts inside

**brain** noun the part of your body that is inside your head and that makes you able to think and feel

**Bronze Age** noun the time in the past when people made tools and weapons from a metal called bronze, which is a mix of the metals copper and tin

**calm** adjective without wind

**calorie** noun a unit for measuring how much energy a food gives you

**canvas** noun a piece of fabric that you can paint on

**carbon** noun a chemical element that is in all plants and animals and in substances such as diamonds or oil

**carbon dioxide** noun a gas that is a mixture of carbon and oxygen. It is produced when things like gasoline or coal are burned or when people or animals breathe out.

**career** noun the kind of work that you do during your life

**cell** noun a very small part of a plant or animal that works with other cells to do a particular job or form a part of the body

**century** noun a period of 100 years

**characteristic** noun something that defines a person or thing

**charity** noun an organization that gives help such as money or food to people who need it

**chemical** noun a substance made of molecules that are joined together that can be made naturally or by people

**chess** noun a game played by two people on a board with small squares on it. Each player has 16 pieces that can be moved on the squares in different ways.

**civilization** noun the culture and way of life of a society at a particular period of time

**clue** noun information that helps you to find the answer or the truth about something

**cobblestone** noun a round stone used to make roads in the past

**coconut** noun a large round nut with a brown shell that has liquid and a white food inside

**code** verb to write instructions for a computer so it does a particular thing

**college** noun a school that you go to after high school, where you study a particular subject

**column** noun a tall stone post that supports part of a building

**comedy** noun a funny play, movie, or book that usually has a happy ending

**common** adjective used, happening, or done very often

**communicate** verb to give someone information, for example, by speaking, writing, or moving your body

**completely** adverb in every way

**complex** adjective having a lot of different ideas, details, or parts

**complex machine** noun a machine that is made of simple machines so it has many parts

**composer** noun someone who writes music

**concentrate** verb to think only about what you are doing and not think about other things

**concert** noun a music performance by a band or singer in front of many people who have come to see them

**conservation** noun the things people do to protect natural or important places from damage

**consumer** noun an animal that eats plants or other animals as food

**continental plate** noun one of the large pieces of the surface of Earth that move separately on top of the magma in the mantle

**convey** verb to express a thought, feeling, or idea

**cooperate** verb to work together with other people to do something

**core** noun the center of Earth

**costume** noun the clothes that an actor or performer wears for a performance

**coyote** noun a wild animal like a dog that lives in North America

**crab** noun an animal with ten legs and a round, flat body covered by a shell that lives in the ocean

**crane** noun a tall metal machine with a long arm across the top that is used for lifting and moving heavy objects

**crater** noun the hole at the top of a volcano

**crave** verb to want something very much

**creative** adjective thinking of new, different, and interesting ideas

**cricket** noun a small brown or black insect that makes a noise by rubbing its wings together

**crime** noun an action that is not allowed by the law

**crisis** noun an extremely difficult or dangerous point in a situation

**crowd** noun a large group of people

**crust** noun the part of Earth that forms its surface

**curious** adjective be interested in something and want to find out more about it

**date** verb to say how old something is or when it was made

**deadly** adjective likely to cause death

**debris** noun broken pieces of things that are left after a disaster or accident

**decay** verb to be slowly destroyed over a long period of time

**decision** noun the act of choosing between different possibilities

**decomposer** noun a living thing that eats dead plants and animals so that they become nutrients in the soil

**dedicated** adjective willing to work very hard at something

**defender** noun a player on a team who tries to prevent the other team from making points or goals

**degree** noun something that shows you have successfully finished a course of study at a college

**demolish** verb to completely destroy a building

**design** verb to draw a plan that shows how something should be made or built, for example, clothes or buildings

**detective** noun someone who finds information about crimes and uses this to find out what happened or who did it

**devastation** noun a lot of very bad damage

**developer** noun someone who has ideas for and makes new things, especially for computers

**dialogue** noun the words that a character uses to talk to other characters in a play, movie, or book

**digestive system** noun the parts inside your body that break down food into the things that your body needs to be healthy. The digestive system includes your mouth and stomach.

**disappointed** adjective feeling a little bit sad because something has not happened in the way you wanted or something is not as good as you hoped

**disaster** noun something that causes a lot of damage, injuries, or death

**discovery** noun something that has been found or learned that was not known about before

**disease** noun a dangerous illness

**disorganized** adjective not neat and not arranged in a useful way

**distant** adjective far away in space or time

**document** noun a paper with information on it

**draw** verb to pull something or someone in a particular direction

**drill** noun an activity that you do many times to practice a skill

**driveway** noun a short road that goes from the street to a house

**drone** noun a small flying machine that is controlled by someone on the ground

**draught** noun a long time when there is not enough rain

**eagle** noun a big, strong bird with a curved beak that eats small animals

**earthquake** noun a sudden movement of the ground

**echo** verb if a sound echoes, you hear it again because it hits a hard surface like a wall

**ecosystem** noun the environment in an area and all the living things there, and the way they affect each other

**elaborate** adjective fancy with a lot of details

**electronic** adjective using electricity that is controlled by very small pieces of equipment inside something

**emoji** noun a small picture that expresses an idea or feeling, which you use in a phone message or email

**emotion** noun a feeling such as love or anger

**engineer** noun someone whose job is to design or build things such as machines, buildings, or roads

**environment** noun the land, water, and air where people, animals, and plants live

**evidence** noun something that gives you a reason to believe that something is or is not true

**exchange** verb to give something to someone and receive something from him or her

**exhibition** noun a show where you can see an artist's work

**experience** noun something that happens to you or that you do

**factory** noun a big building where large amounts of different products are made

**fascinating** adjective having someone's complete interest or attention

**Ferris wheel** noun a big wheel with seats on it. As the wheel turns, the seats go up into the air. People ride on Ferris wheels for fun.

**field** noun an area of land used for playing sports

**filter** verb to remove substances from water, especially dirty substances

**fireworks** noun bright colored lights in the sky that are made when a small container filled with chemicals is set on fire and sent into the sky

**flexible** adjective able to move and bend easily

**food chain** noun the way living things are connected by what they eat. A food chain shows that a plant is eaten by an animal. That animal is then eaten by a different animal.

**footprint** noun a mark made by a person's or animal's foot

**formal** adjective suitable for you to use or do in important or official situations

**foul** noun something a player does that is against the rules of a sport

**foundations** noun the walls that are built under the ground to support a building

**fountain** noun an object that sends water into the air or has water flowing down its side, used as a decoration

**fresco** noun a picture made by painting on a wall or ceiling when the substance used to make the wall is still wet

**friction** *noun* the force that makes it hard for one thing to move past another thing because they are rubbing against each other

**fungi** *noun singular fungus* living things that eat dead plants and animals

**funnel** *noun* something that has a wide round opening at the top and a narrow round opening at the bottom, used for pouring something into a container with a small top

**gather around** *phrasal verb* to come together in one place, especially to watch or listen to something

**generation** *noun* a group of people in a family who are about the same age. Grandparents, parents, and children are three different generations.

**generator** *noun* a machine that produces electrical power

**germ** *noun* a very small organism that can make you sick

**get lost** *verb phrase* to not know where you are

**global** *adjective* involving the whole world

**gold** *noun* a yellow metal that is very expensive

**grasses** *noun* plants that have thin green leaves and that grow on the ground in many places all over the world

**gray falcon** *noun* a bird with a long tail that hunts and eats small animals and other birds

**grid** *noun* a pattern made of lines that cross each other to make squares

**guilty** *adjective* responsible for doing something that is a crime

**hail** *noun* hard balls of ice that fall from the sky like rain

**hang out with** *phrasal verb* to spend time with someone or with a group

**heart** *noun* the part of your body that is inside your chest and that sends blood around your body

**hidden** *adjective* put somewhere that is not easy to find

**hieroglyphics** *noun* a way of writing that uses pictures instead of words, used especially in Egypt a very long time ago

**historian** *noun* someone who studies history and writes about it

**horn** *noun* a hard pointed thing that grows on the top of the head of some animals

**howling** *adjective* blowing very hard and making a loud sound

**hurricane** *noun* a very bad storm with a lot of rain and very strong winds that move in a circle

**hut** *noun* a small house that is not strongly made and that usually has only one room

**ignore** *verb* to not listen or pay attention to someone

**imitate** *verb* to do something in the same way as someone else

**immediately** *adverb* instantly or at once

**income** *noun* money that someone earns from doing work

**inhabit** *verb* to live in a place

**injury** *noun* damage to a part of your body

**innovation** *noun* the use of a new idea, thing, or way of doing something

**inspiration** *noun* someone or something that gives you ideas for doing or making something

**inspire** *verb* to make someone feel that he or she wants to do something and can do it

**instructor** *noun* someone whose job is to teach a skill

**interact** *verb* to affect something that also affects you

**international** *adjective* involving more than one country

**interrupt** *verb* to speak when someone else is speaking

**introduce** *verb* to meet another person and tell him or her your name and find out his or her name

**invent** *verb* to make something new that has never been made before

**jumping jacks** *noun* an exercise in which you jump into the air and move your arms over your head and your feet apart. Then you jump again and move your arms down and your feet back together.

**kidney** *noun* one of the two small parts inside your body that take away waste from your blood

**lava** *noun* hot liquid rock that comes out of Earth through a volcano, or the rock this makes when it cools

**legally** *adverb* doing something that the law allows

**legend** *noun* a very old story about a person or event. The story might have some parts that are true, but no one knows for sure.

**lever** *noun* a long piece of metal or wood that you use to lift something by putting one end under it and pushing down on the other end

**lighting** *noun* the lights used to show performers on a stage

**live performance** *noun* a performance such as a play or music that you see while it is happening

**lizard** *noun* a small animal that has a long body, four short legs, a long tail, thick skin, and no fur

**lung** *noun* the parts inside your body that fill with air when you breathe

**magma** *noun* hot liquid rock below the surface of Earth

**make sure** *verb phrase* to do something so that you know something is definitely true or definitely happens

**makeup** *noun* colored substances that people put on their faces to change the way they look or make themselves look better

**mantle** *noun* the part of Earth that is between the center and the surface

**manuscript** *noun* an old piece of paper or a book that was written by hand in the past

**matches** *noun* short sticks of wood that have a chemical at one end that burns when you rub it against a rough surface

**midfielder** *noun* a player in soccer who plays in the middle of the field and both tries to stop the other team from making goals and tries to help his or her own team to make goals

**million** *number* the number 1,000,000

**mime** *noun* the act of using your hands and body to tell a story without talking

**minority** *adjective* used by, done by, or belonging to a small part of a larger group of people

**monument** *noun* something that is built so people will remember a person or event

**multilingual** *adjective* using or speaking more than two languages

**muscle** *noun* one of the parts inside your body that make you able to move

**musical** *adjective* using or playing music in a performance

**mysterious** *adjective* strange and unknown, or not understood

**myth** *noun* a very old story, often about an event in history, that people do not think is true

**native speaker** *noun phrase* someone who speaks a language that he or she learned as a baby from his or her parents

**negotiate** *verb* to talk about the things you want with another person until you agree and you both get some of what you want

**nervous system** *noun* the parts inside your body that make you able to feel things and control your movements. The nervous system is made of your brain, the part inside the bones in the middle of your back called the spinal cord, and all the thin things like string that are called nerves.

**nutrient** *noun* a substance in food that your body needs in order to live, grow, and stay healthy

**obviously** *adverb* not needing to be explained because you know something already or it is easy to notice

**offer** *verb* to ask someone if he or she would like to have something

**oil drum** *noun* a very large can used to hold oil. Oil is the black liquid from under the ground that is used to make gasoline.

**opera** *noun* a play in which the actors sing all the words instead of talking

**operation** *noun* an occasion when a doctor cuts into your body to repair part of it

**organ** *noun* a part of the body that does a particular job. Your brain, heart, skin, and lungs are organs.

**origin** *noun* where something begins or comes from

**overflow** *verb* to come over the sides of a container because it is too full

**oxygen** *noun* a part of the air that is needed by animals and plants to live. Oxygen is a gas that has no color.

**paleontologist** *noun* someone who studies dinosaur bones or fossils. Fossils are animals or plants from a very long time ago that have become rock.

**panic** *verb* to suddenly feel so worried or scared that you cannot think clearly

**paper** *noun* the thin flat thing that you write or draw on

**pass** *verb* to make a ball move to someone else on your team

**patient** *noun* a person or animal who receives medical care

**performer** *noun* someone who acts, sings, dances, plays music, or does other things for people to watch

**pipeline** *noun* a very long, large tube that oil, water, or gas can flow through from one place to another

**plastic sheet** *noun* a large, thin piece of plastic that can fold easily. Plastic is a strong, light substance made from chemicals.

**plover** *noun* a bird with a short tail and long legs that lives by the sea or in areas covered with grass

**poison** *noun* something that can make you sick if you eat or drink it

**poisonous** *adjective* containing substances that can cause sickness or death

**population** *noun* the number of people in a particular area

**pottery** *noun* objects that people make from clay, which is a substance found in the ground that becomes hard when it dries or is baked

**predator** *noun* an animal that kills and eats other animals

**prevent** *verb* to stop something from happening or someone from doing something

**primary** *adjective* written or made in the time that someone is studying, or written or made by someone who was involved in an event

**producer** *noun* a plant that makes its own food by using sunlight and the substances in the soil

**professional** *adjective* doing a sport or activity as your job and being paid for it

**program** *noun* the instructions that are put into a computer to tell it what to do

**project** *verb* to make light or shadows show on a screen

**prop** *noun* an object that actors use when they are performing in a play or movie

**pulley** *noun* a machine for lifting heavy objects up or down. A pulley has a rope that goes over a small wheel. When you pull on the rope, you can lift or lower something heavy on the other end of the rope.

**pump** *verb* to make a liquid or a gas move somewhere

**puppeteer** *noun* someone who uses puppets to tell a story

**push-up** *noun* an exercise in which you lie with your face toward the floor and push up your body with your arms while keeping your legs and your back straight

**raft** *noun* a flat boat with no sides, usually made by tying wood or other things together

**ramp** *noun* a flat surface that is high at the top and low at the bottom so that things can easily be rolled up or down it

**reach** *verb* to arrive at a place, especially when this is difficult

**react** *verb* to change because of being affected by light, heat, or a substance

**realize** *verb* to become aware of something

**receptionist** *noun* someone who works at the front desk of a hotel or office building

**recover** *verb* to get better after something bad has happened so that that something is like it was before the bad event

**red card** *noun* in soccer, a small red card that is shown to a player who must leave the game because he or she has not obeyed a rule

**remains** *noun* the body of a dead person or animal, or the parts of it that are left after a long time has passed

**repetitive** *adjective* doing the same thing many times

**reproduction** *noun* the act of having babies, producing young animals, or producing new plants

**resistant** *adjective* not harmed or affected by something

**rhino** *noun short for rhinoceros* a large gray animal with one or two horns on its nose that lives in Africa or Asia

**rhythm** *noun* the pattern of sounds that is made by the beat in music

**road** *noun* the hard surface that cars, trucks, and bicycles travel on

**rollercoaster** *noun* a fast train that goes up and down and around on a special track. People ride rollercoasters for fun.

**Roman** *adjective* belonging to the people who lived in or came from the city of Rome in the past

**routine** *noun* a usual way of doing things, in which you do the same things at the same time every day or week

**rumor** *noun* a fact that a lot of people talk about but do not know if it is true

**sail** *noun* a large piece of cloth on a boat that fills with wind to make the boat move

**science fiction** *noun* stories and movies about things that happen in the future or about life on other planets

**scratch** *noun* a thin cut on a surface made by something sharp

**scuba diving** *noun* the sport of swimming underwater with special breathing equipment

**sculptor** *noun* someone who makes a work of art from wood, metal, or other substances

**season** *noun* a series of games in a particular sport

**secondary** *adjective* written or made after the time someone is studying, or written or made by someone who was not involved in an event

- sensor** *noun* a small machine that is able to notice something, for example, light or heat
- shape** *verb* to have an effect on what something is like and help to make it the way it is
- shark** *noun* a large fish that has sharp teeth and lives in the ocean
- shatter** *verb* to break into very small pieces or to make something break like this
- shelter** *noun* a place or room that protects you from bad weather or danger
- show** *noun* a performance, for example, a concert, play, or television program
- sign** *verb* to use your hands and other parts of your body to make movements that have meaning so that you can talk to someone who cannot hear
- simple machine** *noun* a machine that does not have many parts and that helps us to move things
- skill** *noun* an ability to do something well because you have learned and practiced it
- skin** *noun* the outer layer that covers your body and protects it
- slug** *noun* a small, wet animal with a long, soft body and no arms or legs, like a snail but with no shell
- snail** *noun* a small animal with a soft, wet body and a round shell, that moves very slowly and eats plants
- sneakers** *noun* soft shoes that are good for playing sports
- society** *noun* the people who live in a country or area and have a particular way of living
- special effect** *noun* a light, sound, or picture that is unusual and is added to a performance or movie to make it more interesting or make it seem real
- specialize** *verb* to spend most of your time studying only one subject so you know a lot about it
- species** *noun* a group of animals or plants of the same kind that can produce young animals or plants
- spinning** *adjective* turning very fast around in a circle
- stage** *noun* the area in a theater where the actors perform
- stick** *noun* a thin piece of wood that has come from a tree
- stone** *noun* a piece of the hard, solid substance that is in the ground; a rock
- straight** *adjective* not bending or curving, but going in only one direction
- striker** *noun* a player in soccer who tries to make goals
- stripped** *adjective* made bare because parts have been pulled off the places where they belong
- successful** *adjective* achieving what you tried to do
- survivor** *noun* someone who is still alive after a very bad event like a disaster or war
- symbiotic** *adjective* describing a relationship between two creatures that depend on each other equally
- symbol** *noun* a picture, sign, shape, or thing that is used to mean something
- system** *noun* a set of connected things that work together to do a particular job
- tackle** *verb* to try to take the ball from a player on the other team
- talent** *noun* something that you are able to do very well, especially without anyone teaching you how to do it
- tap** *verb* to hit something lightly several times and make a noise
- temperature** *noun* the amount of heat in a place or in your body
- tentacle** *noun* a long, thin part like an arm that some sea animals have
- thumb** *noun* the short, thick finger on the side of your hand that you use to pick things up and hold them
- tile** *noun* a flat, square piece of pottery that is used to cover floors, walls, or roofs
- tire** *noun* the black round thing that fits over a wheel on something like a car or bicycle
- tissue** *noun* a group of connected cells in an animal or plant that do the same job or are used to form the same part of the body
- tomb** *noun* a building or room where the dead body of a person is kept
- tornado** *noun* a very strong wind that moves very fast in a circle along the ground
- tradition** *noun* something a group of people has done for a long time
- tragedy** *noun* a serious play, movie, or book that usually has a sad ending
- training program** *noun phrase* a set of activities that help you learn and practice the skills you need to do something
- transmit** *verb* to send or give something to someone
- transport** *verb* to take someone or something from one place to another
- triplets** *noun* three children who were born at the same time and have the same mother
- tsunami** *noun* an extremely big wave caused by the ground moving under the ocean
- undergraduate** *adjective* relating to the course of study at a college that allows you to get your first degree
- unique** *adjective* being the only thing of its kind and different from all other people or things
- vaccination** *noun* the action of putting a substance into someone's body that stops him or her from getting a dangerous illness
- veterinarian** *noun* someone whose job is to be a doctor for animals
- villa** *noun* a large house in the country. Roman villas were usually square, with an open area in the middle.
- vine** *noun* a plant with long stems that climbs up trees or walls or grows along the ground
- violent** *adjective* sudden and very strong and dangerous
- volcanic eruption** *noun phrase* a time when a volcano sends smoke and burned rock into the sky and melted rock goes down the volcano's side
- volunteer** *noun* someone who does something to help without being paid to do it
- weird** *adjective* very strange and unusual
- whale** *noun* a very large animal that lives in the ocean and breathes air through a hole at the top of its head
- windpipe** *noun* the tube in your body that carries air from your nose and mouth to your lungs
- yellow card** *noun* in soccer, a small yellow card that is shown to a player when he or she has not obeyed a rule

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