

CAMBRIDGE

Student's Book

Susannah Reed

Cambridge Primary Path 6



Better
Learning

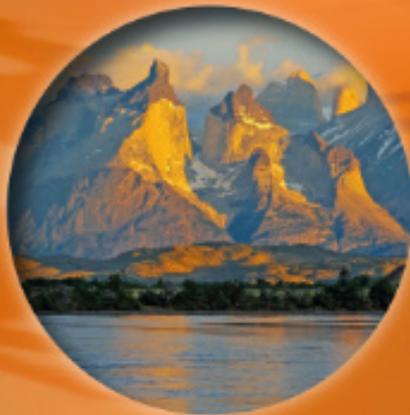


What makes your region unique?

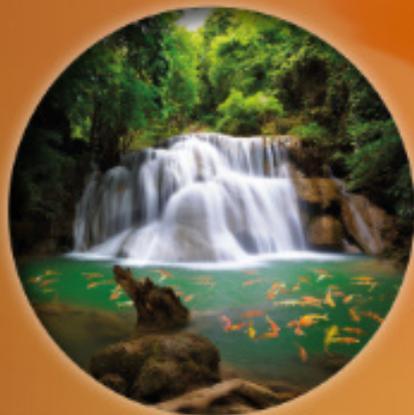
- Explore** what makes different regions unique.
- Discuss** the ground rules for oracy.
- Write** a travel brochure.
- Create** a festival to celebrate your region.
- Practice** ordering food in a restaurant.



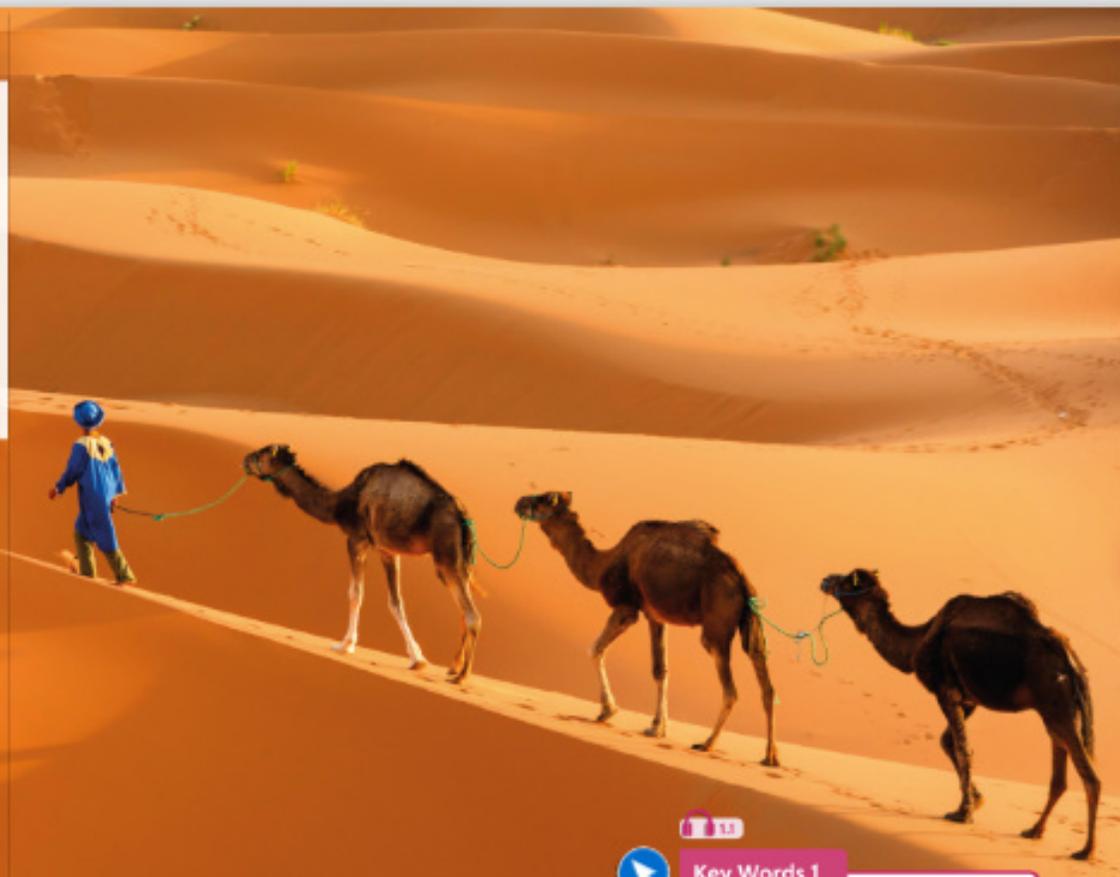
Do any of these places look like the region where you live?



How are the places similar and different?



What would be the advantages or disadvantages of living in these regions?



Key Words 1

feature	temperate	vegetation
landscape	polar	lifestyle
tundra	flora	
tropical	fauna	

- 1 **1:11** What is the correct definition of a region? Watch the video and mark ✓.
 - A part of the Earth's surface that shares similar features.
 - An area inside one country that has unique features.
 - The area inside a country where we live.
- 2 **1:11** Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Compare and Contrast

When we read a text, we can compare and contrast the information we find. Comparing means looking for things that are similar. Contrasting means looking for things that are different.

- 1 Read Zoe's report. Underline things that are similar in **green** and things that are different in **red**.

Tundras and deserts are both areas that receive very little rain. As a result, there is little vegetation and less biodiversity than in other regions, such as forests or grasslands.

Tundras

Tundras are extremely cold areas. They are found in the Arctic, Antarctica, and on the top of very high mountains. Tundras are covered in snow for many months of the year. When the snow melts in the summer, some small plants can grow in the top layers of soil. Trees cannot grow because the deeper layers of soil stay permanently frozen. Animals that live in tundra regions include mice, deer, and the Arctic fox.

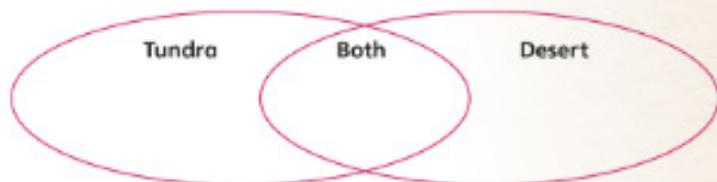


Deserts

Deserts are the driest areas on Earth. The soil is usually rocky or sandy, and there isn't much vegetation. Deserts can be extremely hot, like the Sahara Desert in Africa, or cold, like the Gobi Desert in China. Animals that live in the desert often live underground, and they are usually active at night. They include rats, snakes, lizards, and foxes.



- 2 Copy and complete the diagram with the information you underlined.



- 3 Look at the pictures on pages 9–10. Answer the questions.

- What type of region do you think the people in each photo live in?
- What do you think life is like in each community?



How does your regional landscape compare to and contrast with a tundra and a desert?



Culture Column:



Traditional Communities

What is life like in traditional communities? How are their traditions shaped by the regions they live in? Culture columnist Alice Jones traveled to four different communities to find out.



The Inuit

Temperatures in the freezing Arctic regions from Siberia to Greenland can drop to below -50°C . The Inuit people have made their home here, and their lifestyle has developed to suit their environment.



The Arctic tundra is covered by snow and ice for much of the year, and it isn't possible to farm or grow food. Therefore, the Inuit traditionally found food by hunting or fishing. The skins and furs of the animals they caught were used to make warm clothing and blankets, which helped them survive the long winters.

Hunting is still an important part of Inuit culture. The Inuit respect the animals that they hunt, and they have strict hunting rules that have been passed down through the generations. These help to maintain the balance of nature and protect the natural resources of their region.

Don't Miss:
An Inuit Festival!

Celebrate spring at the Toonk Tyme Festival in Iqaluit. Try dog sledding and igloo building!



Key Words 2

rural
merchant
textile
wool
weaving
dwelling
nomad
livelihood
cultivate
harvesting

The Berbers

Traditional Berber tribes live in **rural** regions across North Africa. Their culture is more than 5,000 years old.

Most traditional Berbers are farmers and **merchants**. They sell products from their livestock, such as milk and cheese, or colorful **textiles**, which are made from

sheep's **wool** and goat or camel hair. **Weaving** is an important Berber tradition. The colors and patterns vary from tribe to tribe. The colors come from local plants and materials.

Some traditional Berber families live in small groups of **dwellings** made from local materials, including clay and adobe (mud brick). Traditional Berbers who live in desert areas are **nomads**. They move to mountainous areas in the summer to find fresh grass for their livestock. Nomadic Berbers live in tents made from sheep's wool and goat hair.





Culture Column:

Traditional Communities



The Maasai

Maasai tribes live along the border between Kenya and Tanzania, in Africa. The Maasai are cattle herders, and cattle are central to their culture and **livelihood**. If a Maasai man has 1,000 cattle or more, he is considered rich. Maasai men call themselves warriors because they protect their cattle from lions and other predators. They wear red clothes to scare predators away.

The Maasai are nomadic; they move when they need to find fresh grass and water for their cattle. They build temporary shelters with branches, grass, mud, and animal dung.

These shelters are built in a circle with a fence of thorns around the outside to keep predators out. The cattle sleep in the middle of the circle so that they are protected. When local vegetation runs out, the tribe moves and builds a new village somewhere else.

Don't Miss: The Maasai Jumping Dance!

This dance is part of a ceremony for young warriors. Each warrior jumps as high as he can to show how strong he is.



The Iban

The Iban are a tribe from Borneo, in Southeast Asia. They have a strong connection to the rainforest around their home. Many Iban are farmers; they **cultivate** rice and fruit, and they also hunt and fish in the forest and rivers around them. Many Iban festivals celebrate the planting and **harvesting** of rice because it is a very important crop.

The Iban are a welcoming people, and tourists are often invited to a traditional Iban longhouse. These are communal homes, where many different families live together. Each family has its own room, and there is one big central room for communal activities. These activities include making crafts from rainforest materials. Men make carvings from wood and bamboo, and women weave textiles from silk, which is colored with dyes from rainforest plants.

Longhouses are often next to a river. They are built above the ground on stilts, so they are protected when the river floods.



Think

Are there any traditional communities in your region? What do you know about their lifestyles and traditions?



What would you like Alice to find out about? Write to her and tell her!

Explore the Text

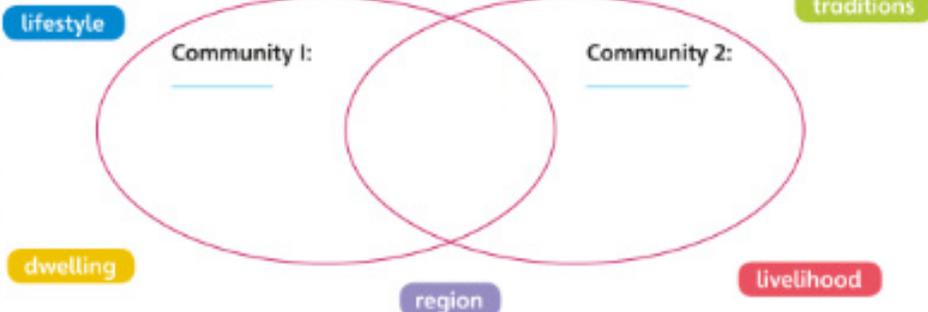


- 1 How do people in the different traditional communities live? Mark ✓ to complete the chart.

	Farmers	Nomads	Hunters and Fishermen	Weavers
Inuit				
Berbers				
Iban				
Maasai				



- 2 Choose two of the communities. Copy the Venn diagram in your notebook and compare and contrast the communities.



- 3 **1.5 Key Words 3** Find these words in the text and circle them. Then, choose the correct words to complete the sentences.

dye stilts border cattle

- _____ are long pieces of wood that support buildings above the ground.
- _____ are cows or bulls that are kept for their milk or meat.
- A _____ is a substance that is used to change the color of something.
- A line that separates one country from another is called a _____.

Time to Talk!

Imagine you moved to a different region. What would be the same and different? What would you miss the most?

Grammar in Context



1 Read the sentences and answer the questions.

- Animal furs were used to make clothes and blankets.
- Hunting rules have been passed down through the generations.
- Shelters are built in a circle.

- a Do these sentences tell us who made the clothes, passed down the rules, or builds the shelters? _____
- b Which sentence refers to: the present _____? the past _____? the time between the past and the present _____?

Grammar: Passive Voice

We use the passive voice when an action is more important than the person who performs or performed it. We use the verb to be and the past participle of the verb.

Shelters **are built** in a circle. (present simple passive)

Animal furs **were used** to make clothes and blankets. (past simple passive)

Hunting rules **have been passed** down through the generations. (present perfect passive)

2 What traditional craft is Barsha learning? Listen and mark ✓.

- a carving b weaving c sewing

3 Listen again and complete the text with the verbs in the passive voice. Use the present simple, past simple, or present perfect passive.

I _____ (be assigned) an interesting homework project.
 I am going to learn to weave. Jamdani muslin _____
 (be made) in my region for thousands of years. It _____
 (be woven) from cotton, which is an important local crop. In the past, the cotton
 _____ (be colored) with dyes from local plants and other
 materials, but now chemical dyes _____ (be used).

? What traditional crafts are made in your region? Why are traditions important?

Spelling Patterns and Word Study

1 Listen. Then, listen again and underline the stressed syllable in each word. Finally, circle the vowel in the unstressed syllable.

tun • dra re • spect pen • cil pro • tect mi • nus

2 Listen again and repeat the words. What sound do the vowels in the unstressed syllables make?

3 Listen and underline the stressed syllable in each word. Then, circle the vowel in the unstressed syllable and complete the chart.

Spelling Tip: /ə/

Vowels in weak or unstressed syllables in words often make the sound /ə/. All five vowels can make this sound.

tundra respect pencil
 protect minus

camel support custom item local cousin survive compare fauna fossil

Weak:	a	e	i	o	u
	tundra	respect	pencil	protect	minus

4 Choose words from this page to complete the poster. Listen, check, and then read the suggestions aloud.

Take Pride in Your Region!

- P _____ your l _____ environment.
- R _____ the flora and f _____ around you.
- Celebrate your c _____ s and traditions.



Oracy



Oracy Morris

Oracy Skill: Ground Rules for Discussions and Presentations
Agreeing to and following oracy ground rules helps make our discussions and presentations more effective.

- 1 Work in small groups to do the tasks.
 - a Brainstorm ground rules for each table below and make preliminary lists.
 - b Decide on the five most important rules for each table and complete them below.
 - c Share your results with the class.



Table 1: Oracy Ground Rules for Discussions

1	_____
2	_____
3	_____
4	_____
5	_____

Table 2: Oracy Ground Rules for Giving Presentations

1	_____
2	_____
3	_____
4	_____
5	_____

Let's Practice Oracy!

- 1 Form small groups. Think about your answers to the **Oracy Time!** question.
- 2 Discuss your ideas and decide as a group on three things to do or see.
- 3 Present your group's ideas to the rest of the class.

Oracy Time!

A foreign friend has one day to spend in your region. What should they do or see?

Check Your Oracy!

1 My group followed the ground rules for discussion.	All the time / Sometimes / Never
2 Were any ground rules broken?	Yes / No
3 What ground rules do you think need to be added or changed?	

Writing

Write a Travel Brochure

- 1 Where is the UNESCO heritage site in the photo? Guess, then read and find out.



Come to the "Cotton Castle"

If you are in the Aegean region of Turkey, don't forget to visit Pamukkale, the famous "Cotton Castle," where you can visit a natural wonder and an ancient city on the same day.

Climb to the top of Pamukkale and admire the snowy-white natural rock pools, which form a strange natural castle on the side of the mountain. Then, explore the ruins of the 3rd-century city of Hierapolis, where you can visit a Roman theater or swim in warm spring water in the Antique Pool.

- Visit in the summer. You can't wear shoes when climbing Pamukkale!
- Travel to the nearby city of Denizli, then take a bus or taxi to the sites.
- Remember to bring a picnic lunch, a swimsuit, and a bag for your shoes.

So what are you waiting for? The people of Pamukkale hope to see you soon!

- 2 Read and order the plan for the travel brochure. Then, circle the sections in the different colors.

- bullet points with practical information for planning a visit
- a conclusion with a welcoming invitation to visitors
- a description of the attraction with interesting facts
- a catchy title

Improve Your Writing: Verbs Followed by Infinitives

Some verbs are followed by the infinitive. These include verbs of thinking or feeling.

Don't forget to visit Pamukkale.

- 3 Find and underline two more verbs followed by infinitives in the text.
- 4 Prepare to write your own travel brochure in the Activity Book.

? Why is it important to protect our natural landmarks?

1 Key Words 4 Read the text. What does the writer like best about winter?

My favorite season is winter. Snow **blankets** the ground, and the landscape is **spectacular**. Our yard is **transformed** into a wonderland with snow-covered trees that **sparkle** in the sun. My brother and I are **astounded** by the change. We run and **swish** through the snow, laughing as our breath turns to **steam** in the cold air. But best of all, we get to build a snowman.

My dad shovels the snow from our driveway into a big pile. Then, my brother and I get to work. We make a body and head, then we **carve** arms into the body. We make eyes and a mouth with pine cones and a nose with a carrot, and we add a hat and a scarf. When it's finished, our dad comes out to **congratulate** us.

Then, our snowman stands in our yard, **defending** our home. When the light **fades** in the evening, we can still see him from our window, **glowing** white in the dark.

Goodnight, Mr. Snowman!



2 Match the words and definitions. Then, check your answers with a partner.

- | | |
|----------------|--|
| 1 blanket | a change something completely, usually to improve it |
| 2 spectacular | b shine with a soft, warm light |
| 3 transform | c protect something or somebody against harm |
| 4 sparkle | d extremely good, exciting, or surprising |
| 5 astonish | e make someone very surprised |
| 6 swish | f move quickly through air or snow, making a soft sound |
| 7 steam | g become less bright or strong |
| 8 carve | h completely cover something |
| 9 congratulate | i make an object or shape by cutting wood, stone, or other materials |
| 10 defend | j the gas that water produces when you heat it |
| 11 fade | k tell someone you are happy because they did something good |
| 12 glow | l shine brightly because of reflected light |

Time to Talk!

What's your favorite season in your region? What do you like best about it?

Reading Strategy: Setting

Setting is where and when a story takes place. The setting sets the tone of a story and helps us decide whether the story is happy or sad, mysterious or a bit frightening.

1 Look at the cover illustration for the folktale *Fox Fires*. What can you guess about the setting? Write your ideas in the chart.

Setting for <i>Fox Fires</i>	
Place (region, urban/rural)	_____
Historical Time (past/present/future)	_____
Season	_____
Weather	_____
Time of Day	_____



2 Read the cover blurb for the story. What can you guess now? Write more ideas in the chart.



Fox Fires

Antsu loved it when winter came to his small village in Finland. He loved the smell of snow on the wet pine trees. He loved sitting by the warm fire on cold evenings. But late one night, Antsu saw something he had never seen before. What had the winter brought this year?

3 Look at the pictures for the folktale *The Song of the Armadillo* on pages 20–21. What can you guess about the setting?

Fox Fires

Folktale Adapted by Kim Milne

Kim Milne is a writer from the U.K. She has published many stories for children.



Antsu couldn't remember the last time he had seen the sunrise. He looked out of the window at the dark, wintery landscape. Everything was **blanketed** in deep snow: the pine trees, the hills, and the little houses in his village. The stars shone brightly in the night sky. There was no moon. His breath was warm against the cold window, coating the glass with a layer of **steam**.

Suddenly, something caught his attention. It was a red glow, like a great fire on the horizon. He cleaned the window with his hand. The red glow was slowly **transforming** into a **spectacular** show of purple and green lights.

Antsu went outside to get a better look. He couldn't believe his eyes. The lights were dancing across the sky, flashing and then **fading**.

Antsu ran back into the house. "Dad," he shouted, "come outside and see this!"

"What is it?" asked his dad. "I'm busy."

"No, please!" pleaded Antsu. "It's something really weird!"

Antsu ran outside again. He was so excited that he left the front door wide open. The lights in the sky were so bright now that Antsu began to feel a bit anxious. He could see everything around him as though it were daytime. He watched in amazement.

Eventually his father appeared in the doorway and exclaimed, "Revontulet!"

"What?" asked Antsu.

"Fox fires. Come inside, and I'll tell you a story about it."

Antsu and his father sat in front of the fire. Antsu listened carefully to every word.

"Long, long ago, there was an Arctic fox who was considered the cleverest and most cunning of all the foxes. Many hunters wanted to trap him because of his warm white fur and his long bushy tail. But he was clever and fast and could easily outsmart any enemy.

"Every year, the foxes had a competition to see who was the smartest. This particular fox had won for the last few years and had to **defend** his reputation.

"However, on this occasion he was running late and decided to take a shorter, but harder, route. He chose to go over the snowy hills. He started to run faster and faster. As he ran faster, his fur got warmer and warmer until it began to **glow** like fire.

"When he reached the last hill, he was so tired that he couldn't keep his tail up in the air. It kept **swishing** against the snowy hills, and, as it touched the snow, it swept **sparkling** lights up into the sky.

"When the fox finally reached the contest, he was **astounded** to see the amazing lights that he had left behind."

Antsu turned his head and looked out of the window. Now he didn't feel afraid. He knew it was just the cleverest Arctic fox running like the wind with its tail brushing against the snowy hills and sweeping sparks into the dark, wintery sky.



In Finland, the aurora borealis, or northern lights, are known as *revontulet*, which means fox fires in English. They are caused when electrons from the sun collide with gases in Earth's atmosphere. These gases emit colors such as red, purple, blue, or green. The northern lights are most likely to be seen between September and March in clear, dark skies.

Think

What part of the Arctic fox causes the northern lights according to the story? Why do you think a fox was chosen for the folktale?

Think

What has Antsu seen in the sky? What do you think has caused the colors?

The Song of the Armadillo

Folktale Adapted by Kim Milne

Once there was an armadillo who lived in the high Bolivian grasslands. After the rain, he would go down to the pond where the frogs were and listen to their beautiful harmonies.

"Oh! How I wish I could sing like you," he sighed.

"Can you teach me?" he asked the frogs.

The frogs looked at each other and burst into laughter.

"He wants to sing like us," they said scornfully.

The armadillo ignored their rude comments and happily continued to listen to their harmonious song.

During the summer, a group of crickets became his neighbors. Every night, he would listen for hours to their sweet tunes.

"Oh, how I wish I could sing like you," he commented to the crickets one day.

Like the frogs, they cried with laughter at the idea.

"Whoever heard of an armadillo singing!" they laughed. "You will never be able to sing like us."

Some of the armadillo's favorite performers were finches, until one day a musician walked by carrying a cage full of canaries. The armadillo had never heard such wonderful sounds. So he went over to the canaries and **congratulated** them.

"What beautiful songs you sing! Can you teach me to sing like that?"

The canaries were offended!

"An armadillo could never dream of producing such tones," they said arrogantly.

When the musician had passed by, the wise llama approached the armadillo.

"Would you really like to be able to sing like the canaries?"

"Oh, yes. It's the only thing I've ever dreamed of," replied the armadillo.

"OK," said the llama. "If you come back when you are very old and about to die, I'll help you. And I promise your beautiful music will be heard all over Bolivia. Until then, continue to enjoy the music around you."

Think

How do you think the llama will help the armadillo to sing?



"Do I really have to wait so long?" asked the armadillo.

"Yes," said the llama.

The armadillo did as the llama suggested and spent the rest of his days enjoying the music of all the creatures around him. When he was very old and about to die, he remembered what the llama had said. So he went to the pond to find her.

The llama told the armadillo to climb on her back and explained that she would take him to the house of the musician. After the armadillo died, the musician would make a beautiful musical instrument, called a *charango*, out of his shell, and he would play it at festivals and celebrations all over the land. This made the armadillo extremely happy, and he passed away with a smile on his face.



The llama carried the armadillo's body to the house of the musician, who found it the next morning. The musician took many months to make the *charango*. He **carved** the neck and headstock lovingly from one piece of the finest red wood. Then, they were attached to the armadillo's shell. Finally, he added ten strings. When the *charango* was played for the first time, it sounded like a colorful, vibrant harp. All the animals of the grasslands were amazed to hear how beautifully the *charango* sang, and they agreed that the armadillo's wish had finally come true. The song of the armadillo was the most harmonious ever heard in Bolivia.

The charango is a traditional Bolivian instrument. It is played at all kinds of festivals, but especially at the Carnival of Oruro. In the past, charangos were made with the shells of armadillos. Nowadays, using armadillo shells is prohibited, and modern charangos are made of wood. The Andean hairy armadillo is endangered and is a protected species.



Think

What traditional instruments are played in your region? What are they made of?

Explore the Text

1 Look back at the chart you completed for *Fox Fires* on page 17. How many guesses did you get right?

2 Complete the chart with details about the setting of *The Song of the Armadillo*.

Setting for *The Song of the Armadillo*

Place (region, urban/rural) _____
 Historical Time (past/present/future) _____
 Season _____
 Sights (plants, animals etc.) _____
 Sounds _____



3 How does the setting set the tone of each folktale? Think and choose the correct words with a partner.



The story *Fox Fires* has a **sad / mysterious / frightening** tone. The setting helps set the tone because the story takes place **at night / during the day**, when it is **light / dark**. The beautiful lights are strange, but also very **colorful / dull and boring / familiar**. The magical idea of a fox brushing sparks of light into the sky from the snow adds to the mystery.

The *Song of the Armadillo* is kind of **sad**, but the tale has a **happy / sad / frightening** tone. This is because the landscape is **empty / full of life** and we can hear the animals talking to each other in an **amusing / a frightening** way. Also, the armadillo is **happy / sad** to die because his dream of making music is going to come true.



Think of a traditional story from your region. What is its setting?

Grammar in Context

1 Read the sentences and answer the questions.

1 You will never sing like us.

2 Your music will be heard all over Bolivia.

- a Do these sentences refer to the present, past, or future? _____
 b Which sentence is in the passive voice? _____

Grammar: Future Passive

We can use the passive voice to talk about the future. We use the future simple of the verb *to be* and a past participle.

Your music **will be heard** all over Bolivia.

2 What is coming soon to Pomona? Listen and complete the news headline.

COMING SOON TO POMONA:

A New _____ !



3 Rewrite the sentences using the future passive.

- a Pomona will hold a new tech expo starting on April 1st.
 A new tech expo _____ .
 b The organizers of the tech expo will invite local residents to the opening ceremony.
 Local residents _____ .
 c Local inventors will show new gadgets.
 New gadgets _____ .
 d The organizers of the tech expo will enter the best designs into a national competition.
 The best designs _____ .

4 In pairs, imagine an expo coming to your town. Brainstorm and describe your idea to another pair.

A skateboarding expo will be opened on July 30! Kids will be invited to try out the new ramps and show off their tricks!

Remember to follow the ground rules when you discuss in pairs and describe your idea.

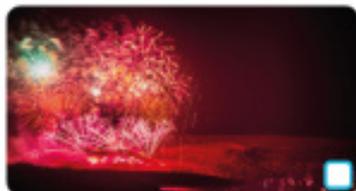


Listening

1 Look at the photos of the four festivals. Guess the answers to the questions with a partner.

- a Where do you think each festival takes place?
- b What does each festival celebrate?
- c What activities does each festival include?

2 Listen and check your answers. Number the pictures as you listen.



Ifestia



The Thousand Camel Festival



The Lemon Festival



Bali Kite Festival

3 Choose two of the festivals. Listen again and complete the fact files.

Festival: _____
 Location: _____
 Date: _____
 Celebrates: _____
 Activities: _____

Festival: _____
 Location: _____
 Date: _____
 Celebrates: _____
 Activities: _____

Time to Talk!

What's your favorite festival? Describe it to a partner.

Values AB page 16

The Big Challenge



Your challenge is to invent a new festival that celebrates your region. Plan the festival to present to the class.

- 1 **Brainstorm** What is special about your region: its landscape, animals, crops, sports, music, etc.? Form groups and make a list of your ideas and choose two or three you'd like to celebrate in a festival.
- 2 **Discuss** What attractions or activities are popular in a festival: songs, performances, games, competitions, food stands? Which of these attractions could you use in your festival?
- 3 **Plan** your festival. Describe the attractions and activities you have chosen and explain what each one is celebrating and how.
- 4 **Present** your festival to the class.
- 5 **Reflect** Listen to feedback from your classmates. Do they have ideas to make your festival better?

Remember to use the ground rules you agreed on for giving presentations. Complete **Check Your Oracy!** in the Activity Book.

Welcome to the Bread Festival!

Wheat is the most important crop in our country, so we're going to have a bread festival! There will be a bread-making competition. Kids will be the judges. We hope you can come!



What makes your region unique? Look back through the unit. Share your ideas with the class.

AB pages 17-19

SPEAKING MISSION

You are going to create a menu for a restaurant that serves food from a different country or region.

1:15

Key Words

starter main course spicy stir-fry
chili fritter special curry

Before Your Mission

- 1 Look at this menu from a Thai restaurant. What ingredients do you think are in each dish?

Starters



Chicken Satay



Tom Yum Soup

Main Courses



Spicy Beef Salad



Tofu Stir-fry with Vegetables and Chili



Pad Thai Noodles

Desserts



Sticky Rice with Mango



Banana Fritters

Special of the Day



Thai Duck Red Curry

- 2 Listen. What does Lucy choose? Listen and mark ✓.
- 3 Look at the highlighted words in the menu. Can you guess what they mean? Compare your ideas with a partner.

During Your Mission

- 4 In pairs, choose another country or region for a new restaurant. Research some popular dishes that come from the place you have chosen. Name your restaurant, and complete the menu with the dishes you have chosen.

Menu

<h4>Starters</h4> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 5px;"></div> </div>	<h4>Main Courses</h4> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 5px;"></div> </div>
<h4>Desserts</h4> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 5px;"></div>	<div style="background-color: #e0f0ff; padding: 5px; border: 1px solid #add8e6;"> <h4 style="margin: 0;">Special of the Day</h4> <div style="border: 1px solid black; width: 80px; height: 80px; margin: 5px;"></div> </div>

- 5 Work with a new partner. Role-play visiting each other's restaurant. Take turns asking questions about the menu and ordering your food.

Key Language

Are you ready to order?
I'm not sure what everything is.
Can I ask you some questions (about the menu)?
What is (Tom Yum)?
Is it spicy?
Does it contain any (nuts)?
I'm allergic to (nuts).
Do you have a vegetarian option?
What do you recommend (for a main course)?
Why don't you try (our special of the day)?

Time to Talk!

What food from your region would you recommend to someone who hasn't tasted it before?



Why do we seek adventure?

- Explore** what adventures are and why we like them.
- Show** respect for the views of others in a discussion.
- Write** a diary entry.
- Plan** a safe camping trip.
- Do** a role play of going through airport immigration.

What kinds of adventures do these photos show?



What's the difference between an experience and an adventure?



What adventure would you most like to go on and why?



Key Words 1

- | | | |
|---------------|-------------|--------------|
| extreme sport | equipment | exhilarating |
| motive | destination | compass |
| adrenaline | reward | |
| location | kayaking | |



1 **2:1** Watch the video. Number the people in order.

sea kayaker ice climber travel blogger



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

Reading Strategy: Point of View

A text can be written in the first, second, or third person. Nonfiction texts are usually written in the third person to convey facts and information. Some nonfiction texts are written in the first or second person to make them more personal.

1 Are these texts written in the first, second, or third person? Circle the personal pronouns in each text. Then, write *first*, *second*, or *third*.

1



Saturday, March 20

_____ person

I woke up very excited today. I was going to meet a dinosaur. Harry met me at the natural history museum at nine o'clock. We ran into the entrance hall, and a gigantic robotic T-rex looked at us and roared. It was awesome!

2

Reaching Great Heights

_____ person

Renata Moran won last week's climbing competition when she scaled the school's new climbing wall in just over 28 seconds. Renata recently joined the climbing club, and now she wants to climb Mount Everest!



3



_____ person

Have you ever wished you could fly? Why don't you try zip-lining? At Zip Line World, you can fly through the trees or over a canyon, or try the new underground zip line in the Zip Line Cave. Come to Zip Line World, where a world of adventure awaits you!

2 Look at the extracts again. Think and answer the questions with a partner.

- a Extract 1 is a diary. Why are diaries written in the first person?
- b Extract 2 is a news story. Why is it written in the third person and not the first person?
- c Extract 3 is an advertisement. Why does it use the second person?

3 Which person does the author use on pages 31–32? Why?

What rewards do we get from adventures? What are the risks?



23

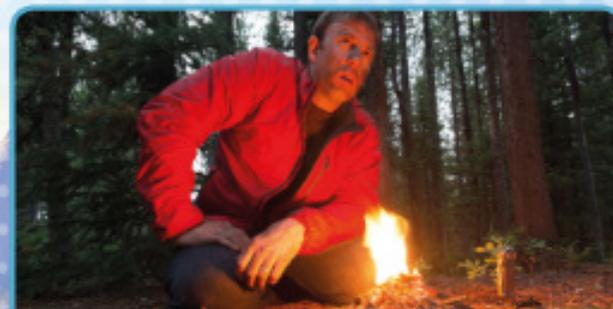
How to Survive in the Wild

Imagine you were shipwrecked or lost in the wild without a tent, sleeping bag, flashlight, or even matches. How would you survive?

Making a Shelter

First of all, you must make a shelter to protect yourself from weather or other dangers. Choose a flat piece of ground near a forest so you will be near wood for a fire. You also want to be near water, but don't camp too close to rivers or lakes. Your camp might get flooded when it rains, and you will also have more trouble with insects.

Build your shelter out of branches, sticks, and other material around you.



Building a Fire

Building a fire is **essential** to survival. You will need a fire to cook your food and boil your water. A fire will keep you warm and protect you from animals and insects. You can also use a fire or **smoke** to make **signals** for help.

Choose a sheltered place, and clear all leaves and plants away. Start your fire with material like dried grass that only needs a small **spark** to catch fire. Then, add **kindling**, small dry sticks that burn easily. Finally, add larger pieces of wood that take longer to burn. Never build a fire too close to trees or your shelter.

22

Key Words 2

essential
smoke
signal
spark
kindling
tracks
tainted
disinfect
zigzag
shady

Finding Water

You will need to find clean water more quickly than food. One way is to follow the animals you see. Grazing animals need to drink water every morning and evening. Follow their footprints downhill to a river, stream, or waterhole.

Meat-eating animals don't drink as much water because they get most of their liquid from eating their prey. So don't follow the **tracks** of predators.

A clean waterhole will usually have plants growing around it. Don't drink water from a pool with no vegetation or with dead animals nearby. The water might be **tainted**. Remember to boil or **disinfect** ALL water before you drink it—this will kill any germs.



Think

Why is it more important to find water quickly than to find food quickly?

How to Survive in the Wild

Looking for Food

You can find food by hunting, fishing, or picking edible plants. But how do you know when things are safe to eat? Eat plants only if you know what they are. You might recognize some fruits, like coconuts or bananas. Don't think that a plant is edible because an animal is eating it. Many plants that animals can eat are poisonous to humans.

Fishing is easiest with a homemade net. Never eat fish or other animals that are already dead. They might carry disease.



Staying Safe

Drinking clean water and avoiding poisonous food are the most important ways of staying safe. You must also protect yourself from insects and small creatures that can bite or sting. Cover yourself at night with an old T-shirt or net. Before you put them on, check your clothes and shoes for snakes, spiders, or scorpions.

Large animals don't usually attack people. If you surprise a large animal, stop and walk backward calmly. If it starts to chase you, depending on the animal, you should run away in a zigzag pattern, climb a tree, play dead, or make a lot of noise.



Finding Your Way Around

You can use natural signs, like the sun, to find your way without a map, compass, or cell phone. Remember, the sun rises in the east and sets in the west. In the Northern Hemisphere, the sun is in the south at noon; in the Southern Hemisphere, it is in the north.

Or climb to a high point where you can see the area below you. Look for landmarks, danger areas, or signs of civilization.



Plants can also show you north and south. Moss likes shady conditions, so it grows on the side of trees that isn't facing the sun. These trees are in the Northern Hemisphere. So the mossy side of the trees must be facing north, because the sun is in the south during the day.



Signaling for Rescue

If you need to be rescued, you can make a fire or smoke signals to attract passing ships or planes. Repeat smoke signals three times or build three signal fires in a triangle.

Explore the Text

- 1 Complete the first sentence below. Then, mark ✓ the effects the text's point of view has on you, the reader.

The author uses the _____ person point of view.

- This makes me feel the writer is addressing me.
 This makes the information easier to understand.
 This helps me to imagine myself in the wild.

- 2 How can you solve these problems in the wild? Discuss with a partner. There may be more than one solution.

Problem

You need to protect yourself from the weather.

You need to protect yourself from insects.

You need to find fresh water.

You need to be rescued.

Solution

You can ...

You must ...

You should ...

You could ...

- 3 Compare your solutions with another pair. Are they the same or different? Can you think of more solutions?

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

- | | |
|-------------|---|
| 1 grazing | a safe to eat and not harmful |
| 2 prey | b animals that are hunted and killed by other animals |
| 3 edible | c when animals are eating grass |
| 4 landmarks | d buildings or natural features that you can easily recognize |

- ? How can we stay safe when we go on adventures?

Grammar in Context

1 Read the sentences and do the tasks.

1 Use **material** that only needs a small spark to catch fire.

2 Protect yourself from **insects** that bite or sting.

3 Climb to a high **point** where you can see below you.

- a Underline the part of each sentence that gives more information about the noun in **red**.
 b Circle the word in each sentence that is used to introduce this extra information.

Grammar: Defining Relative Clauses Using *that* or *where*

Defining relative clauses add essential information about a person or thing. We use *that* to add information about objects or animals and *where* to add information about places. Use **material that** only needs a small spark to catch fire. Climb to a high **point where** you can see below you.

2 Listen and order the pictures. Then, complete the captions with *that* or *where*.



This is the box _____ was under the tree.



This is the farm _____ we went geocaching.



These are the things _____ were in the box.

3 Rewrite the clues using defining relative clauses with *that* or *where*. Then, guess what they are describing.

a It's a machine. You use it for cooking.

b It's an animal. It gives us wool and milk.

c It's a place. You can swim or go fishing there.

Time to Talk!

Think of a fun adventure or activity you have taken part in. Compare your experiences with a friend.

Spelling Patterns and Word Study

1 Listen and repeat the words. What sound do you hear at the end of each word?



spider



alligator



cougar

2 Read and underline the letters that make that sound at the end of each word.

3 Complete the words below with the correct ending: *er*, *or*, *ar*. Listen, check, and complete the chart.

predat____ wat____ sug____ doct____
 simil____ riv____ doll____ col____ dang____

spider	alligator	cougar

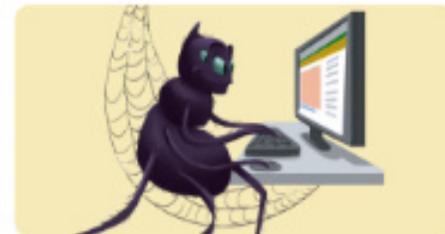
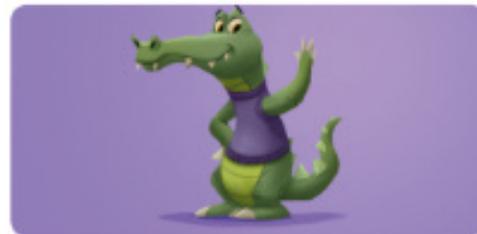
Spelling Tip: /er/

The letters *er*, *or*, and *ar* can all make the sound /er/ when they are used at the end of a word. They usually make this sound when the last syllable of the word is weak.
 spider alligator cougar

4 Complete the jokes. Then, guess the answers, listen, and check.

What do you call an alligator _____ in a vest? An _____!

Why do spider _____s know more about the Internet than cougar _____s? Because they have better _____!



5 Which words on this page are in the text on pages 31–32? Can you find more examples?



Oracy Skill: Respecting and Responding to the Views of Others
When we are having a discussion, it's important to respect the views of others. We show this respect by responding in a way that shows we are listening and interested in their ideas.

1 Watch the video and do the tasks.

a Who are respecting each other's views?



Liam and Jack / Emma and Kate

b Circle the expressions that are used to show we respect other people's views.

That's interesting!

That sounds boring.

Really?

That's a great idea!

I have a better idea.

I don't like the sound of that.

That sounds like fun.

Let's Practice Oracy! 3, 4, 5, 6

- 1 Read the Oracy Time! topic.
- 2 Form pairs and compare your ideas. Show respect for each other's views and respond appropriately, using the cue cards.

Oracy Time!

Imagine you have won a prize to go on an adventure of your choice. What would you choose to do and why?

Check Your Oracy!

1 My partner listened to me.	All of the time / Some of the time / None of the time
2 My partner respected my views and responded appropriately.	All of the time / Some of the time / None of the time
3 My partner used the phrases on the cue cards.	All of them / Some of them / None of them

Write a Diary Entry

1 What did Alex do this weekend? Read the diary entry and answer.

SUNDAY, MAY 23

I had an awesome time this weekend! I went badger watching with Sam and his parents. We camped in the woods near his house. It was really cool.

We got to the campsite on Saturday afternoon. We put the tent up quickly and collected firewood. We cooked ourselves eggs and beans for dinner. Then, we went looking for the badgers. It was dark, so we took our flashlights. We found a badger den; then, we sat behind a big log and waited. We kept very quiet and waited for a long time, but we didn't see a badger.

When we got back to the tent, it was very cold, so I slept in my coat. I kept myself warm that way. But I didn't sleep much anyway. It was raining, and I could hear an animal rustling around our tent. Then, the birds starting singing at five o'clock and woke us up.

We opened up the tent, and guess what we found outside? Badger footprints! We didn't find a badger, but a badger found us!



2 Which of the following are included in a diary entry? Read and mark ✓.

- a a date
- b formal text written in the third person
- c informal text written in the first person
- d main events described in the order they happened
- e main events described in a random order

3 Find and underline two reflexive pronouns in the text above.

4 Prepare to write your own diary entry in the Activity Book.



What can we learn from trying new things?

Improve Your Writing:
Reflexive Pronouns

We use reflexive pronouns when the subject and object of the verb refer to the same person or thing. Reflexive pronouns end in *self* or *selves*. You need to protect **yourself** from the weather.

1 2.30 **Key Words 4** Listen, look, and repeat.



sand dune



binoculars



metal detector



bulldozer



supplies



marshmallow



magnifying glass



pocketknife



shortcut



stepping stone



bush



inflate

2 Complete the sentences using words from Activity 1.

- a A _____ is used for cutting things.
- b A pump can be used to _____ bicycle tires and soccer balls.
- c _____ and a _____ are both used for making objects look bigger.
- d You can eat a _____.

3 Circle the word that doesn't belong. Can you say why?

- a supplies sand dune pocketknife metal detector
- b trail stepping stone path bulldozer
- c binoculars pocketknife marshmallows magnifying glass

4 Look at the items in Activity 1 again. Which of these would you pack for an adventure? Why?

Reading Strategy: Asking Questions

Asking questions about a story helps you understand it. Think of questions using the five Ws: *who*, *what*, *where*, *when*, and *why*. You can ask questions before, during, and after reading a story.

1 Read the text and find the answer to these questions.

- a What was the *San Miguel*?
- b When was it lost?
- c Who is looking for it?
- d Why do they want to find it?
- e Where do they think it might be?

Where Is the *San Miguel*?

The *San Miguel* was one of twelve treasure ships that were shipwrecked in 1715 near the coast of Florida, in the U.S.A. The ships were sailing from the Americas to Spain when they were caught in a hurricane and sank. Thousands of sailors died, and about half of the treasure was lost.

Some treasure and the remains of some of the ships were discovered in the 1960s by a man named Kip Wagner. However, treasure hunters are still looking for the remains of the *San Miguel*, which they think carried treasure worth about \$2 billion. Nobody knows where the *San Miguel* is, but some people think it sank near Amelia Island in Florida.

Would you like to try to find it?



2 Look at the illustrations for the story on pages 40–43. What questions could you ask about the story? Copy and write your ideas in the graphic organizer.

Who?	What?	Where?	When?	Why?

3 Compare your questions with a friend.

Time to Talk!

Would you like to look for buried treasure? What would you do with treasure if you found it?



2:11

The Treasure of Amelia Island

By Joep van der Werff



Albert Dorado and Troy Atlantis had been friends and classmates since first grade. They were also neighbors. They lived next door to each other on Amelia Island in Florida. Albert was a nature lover. He would spend entire afternoons exploring the **sand dunes** near his home, looking for rare birds with his **binoculars** and his bird guide. Troy loved spending time on his tablet, surfing the Internet. These last few weeks, he had been investigating an ancient treasure, and, on Monday morning, he was bursting with excitement.

Walking to school, Troy told Al all about his findings.

"I read a really cool old article on the Internet yesterday—it was from the 1960s! It was about Kip Wagner. He was a man whose family used to come to Florida on vacation. A friend told Kip that he could find silver coins on the beach in Florida after hurricanes. Supposedly, these coins came from a fleet of Spanish ships that had been shipwrecked in 1715. So Kip started exploring the beach with a **metal detector**, and he found some black pieces of metal. He cleaned them at home, and guess what ... ?"

"What? What?" asked Al impatiently.

"They turned out to be silver!"

"Awesome!" said Al.

Troy continued, "So Kip and his friends got all excited and started doing research. Back in the 1960s, they didn't have the Internet, so they had to look up information in a library. They found out that the Spanish had made a camp on some land near the beach. So Kip and his friends decided to look for the camp. First, they got permission from the person whose land it was. They cleared the land using a **bulldozer**, and then they started digging using shovels! But they didn't find what they were looking for."

"Too bad!" said Al.



"Not that time, anyway," Troy continued. "But then, after years of searching for the shipwrecks, Kip and his friends rented a boat, and they finally found the remains of one of the ships at the bottom of the ocean. From 1961 to 1964, they discovered silver and gold worth about \$3 million!"

"Cool!" said Al.

"Yes, but listen to this, Al. Kip knew that the rest of the treasure was still waiting to be found. It is still waiting to be found today, and guess what, it's worth \$2 billion!"

"No way!" Al said.

"Yes, it's true! And what I'm thinking, Al, is that maybe it's waiting to be found by us!"

"Yes, but how?" asked Al.

Troy smiled and showed Al a map he had made on his tablet. "Look at this map of our island. X marks the spot."

Al was amazed. "You know where the treasure is? That's incredible, Troy!"

"Well, I'm pretty sure it's here. Some sailors from the Spanish fleet hid some of the silver on our island. I compared the ancient notes with a satellite map of the river. I think we should look by the Amelia River Campground. The campground is next to a great swamp that was once part of the ocean. The treasure could be in the swamp!"

"Wow! Do you mean in the Fort Clinch State Park?" yelled Al. "I've always wanted to go there. I have an idea! I'll convince my parents to go camping there this weekend!"

"Great idea," agreed Troy. "I'll do some more research, and you find some **supplies**. Don't forget a shovel—this is going to be amazing!"



To the boys, it felt like an eternity before Saturday came. And then, they were there, sitting by a campfire, roasting **marshmallows** beneath the starry sky and the light of the moon. They chatted happily about their treasure hunt the next day, then went to bed early—although they were both too excited to get much sleep.

Think

Do you think the boys will find treasure? What else might they find?

2.12 The Treasure of Amelia Island

The next morning, the boys rose at sunrise and filled their backpacks with supplies: water bottles, snacks, Troy's tablet with the map, binoculars, a **magnifying glass**, a **pocketknife**, and the shovel.

"We're going exploring, Dad," Al said to his father, who was sleeping in the other tent.

"OK, guys, have fun and don't get lost. Remember to stick to the trails." The boys followed the beach, and then, Troy stopped and pointed inland.

"I think it's that way," he said. "But we can take a **shortcut** across this stream. Look, we can use that **stepping stone**."

But Al was looking through his binoculars with excitement. "No, Troy," he said. "That isn't a stepping stone—it's an armadillo—look!"

"An armadillo!" exclaimed Troy. "Lucky I didn't step on it! What's it doing under the water?"

"It's walking across the stream. We shouldn't disturb it. Let's go this way instead." The boys continued down to the bridge and along the trail until they came to a dense forest. Troy took out his pocketknife to make a shortcut through the branches, but Al stopped him.

"You can't do that!" he said anxiously. "We're in a state park! Stick to the trails, remember." Troy followed Al back to the trail. Just at that moment, Troy heard a sound and looked up. He froze in fear. A big green snake was crawling down a tree toward Al. He had to warn his friend.

"Stop! Duck! Run!" yelled Troy, shouting the first words that came into his head. "Snake!"

Al turned his head slowly. "Oh, that's a beauty, isn't it?"

"Are you crazy?" said Troy. "It might kill us!"

"Troy, don't be ridiculous. That's a Florida rough green snake. It isn't poisonous—it's harmless. Look how pretty it is!" Al watched the snake with fascination as it slithered to the forest floor and crossed the trail behind him.

"Come on!" said Troy.



Think

Why is it important not to disturb nature?



The boys continued on their treasure hunt until they reached the swamp on Troy's map.

"Wait!" Troy shouted suddenly. He had seen something on the sand shining in the sun. "Look! There is some silver over there!"

The boys got closer to the round, glittering object. Was it a coin? No, it was just a soda can that people had left. Troy kicked the can, but Al said, "Let's leave the swamp cleaner than we found it."

He picked up the can and put it in his backpack. Troy looked at the map. Then, he smiled excitedly.

"I think we've found the spot where the treasure is, though. Come on! Help me dig."

They took turns digging with the shovel. They dug and dug until they were exhausted.

"So much effort, and all for nothing!" said Troy, disappointed. "We'll never find the treasure!"

Al turned to his friend with a big smile on his face.

"Why are you smiling?" asked Troy. "We've wasted our time here."

"No, we haven't wasted anything," whispered Al. "Look at that beauty!"

Troy turned to look in the direction that Al was pointing. He saw a giant bird in a nearby **bush**.

"Troy, it's a *magnificent frigatebird* sitting on its nest. Look how big it is! I've always wanted to see one, but I didn't think I ever would. These birds are super rare, you know. It's almost impossible to see one."

"Really? Wow! I can't believe how big it is!" Troy responded.

Al nodded. "Yes, it's amazing. Our treasure hunt was successful, Troy. That bird is the *real* treasure!"

Magnificent frigatebirds can be over a meter long. The male frigatebird has a red sac (a bag) that it can **inflate** to attract a mate. Only one nesting area is known in the U.S.A. It looks like Al and Troy might have discovered a second nesting area!



Think

Why was Al less disappointed than Troy that they didn't find the treasure?

Explore the Text

- 1 Look back at your questions on page 39. Which ones were answered?
- 2 Write five new questions about the story for a partner to answer.

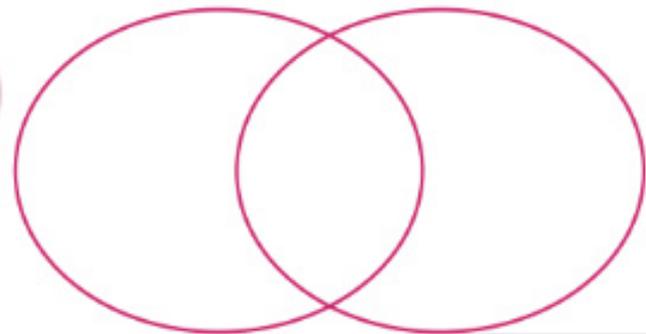
- 1 Who _____ ?
- 2 What _____ ?
- 3 Where _____ ?
- 4 When _____ ?
- 5 Why _____ ?



- 3 With a partner, ask and answer each other's questions.
- 4 Copy and complete the Venn diagram to compare and contrast Al and Troy. Include three details about their interests and personalities. Then, decide which character you are more similar to.



Al



Troy

I'm more like _____ because _____.

Don't forget to respect and respond appropriately to others' views!

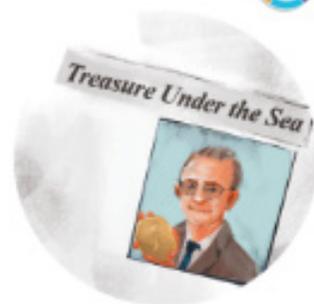


What different reasons do people have for seeking adventure?

Grammar in Context

- 1 Read the sentences and do the tasks.

- 1 He was a **man** who used to come to Florida on vacation.
- 2 They got permission from the **person** whose land it was.
 - a Are the nouns in **red** objects, people, or animals?
 - b Circle the word that links essential information to each noun.



Grammar: Defining Relative Clauses Using *who* or *whose*

We use defining relative clauses to add essential information about a noun. We use *who* to add information about people. We use *whose* to add information about people based on their possessions.

He was a man **who** used to come to Florida on vacation.
They got permission from the person **whose** land it was.

- 2 Who is it? Read and write the names from the story.
 - a The boy whose parents took them camping. _____
 - b The man whose family used to go on vacation in Florida. _____
 - c The boy who found out about the missing treasure. _____
 - d The man who told the boys to stick to the trails. _____
 - e The man who found silver coins on the beach. _____
- 3 Complete the questionnaire with *who* or *whose* and one idea of your own. Then, search for students in your class. How many can you find for each question?
 - a Find a student _____ house is near yours.
 - b Find a student _____ likes spiders.
 - c Find a student _____ favorite movie is the same as yours.
 - d Find a student _____.
- 4 Compare your findings with a partner. Use defining relative clauses.

I found a student whose house is near mine. Zoe lives one block away!



Listening

1 2:13 Which animal has Jon been filming? Listen and check.



snow leopards in India



cougars in Florida



polar bears in Alaska

2 2:13 What are the rewards and challenges of Jon's job? Listen again and complete the chart.

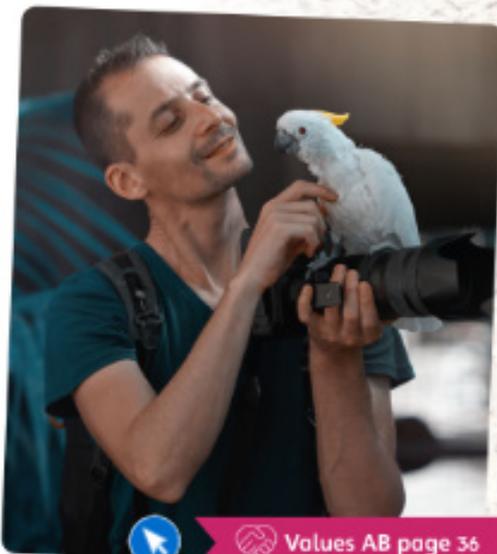
Job: Wildlife Cameraman	
Rewards	Challenges
1	1
2	2
3	3

3 What qualities do you need to be a wildlife cameraman? Complete Jon's sentences with the qualities he describes.

a You need to be _____ to make good documentaries about animals.

b You need to be _____ to live in the wild for long periods of time.

c You need to be _____ to wait around a lot of the time.



Values AB page 36

The Big Challenge

How can we plan a camping trip?

Your challenge is to plan a camping trip and present it to the class.

- 1 Brainstorm** What's the best season to go camping in your country? Where's the best place to go? What is special about the place you like? Which places wouldn't be safe? In groups, brainstorm ideas and choose a location and season for your camping trip.
- 2 Discuss** What supplies do you need? Will you need food and water? What rules do you need to follow during the trip? What do you need to do at the end of your trip? Compare your ideas and make notes.
- 3 Plan** your camping trip. Decide what you will do, how you will get there, and what things you will need to bring.
- 4 Present** your plan to the class.
- 5 Reflect** Listen to feedback from your classmates. Did they think of anything you had forgotten?

We've planned a trip to a campsite near the beach in Chamela. We're going to go in May, when it's warm at night and doesn't rain much. We're taking a tent, sleeping bags ... After the trip, we have to recycle our trash or take it home because there is a sea turtle refuge nearby.



Why do we seek adventure? Look back through the unit. Share your ideas with the class.

Remember to respect and respond appropriately to the views of others during your discussion. Complete **Check Your Oracy!** in the Activity Book.

SPEAKING MISSION

You are visiting an English-speaking country with your family. Prepare to answer the questions you will be asked when you and your family enter the country.

2:14

Key Words

citizen visitor security
 baggage claim check-in arrival form
 immigration X-ray machine

Before Your Mission

1 Use the Key Words to label the different places and things you find at an airport.



2 2:15 Where is Felix's family at the airport? Listen and point.

3 2:15 Listen again and complete Felix's immigration form.

Immigration Form		
Last Name:	First Name:	
Date of Birth:	Passport Number:	Visa: Yes / No
Citizen of:	Country Traveling from:	
Final Destination:	Length of Visit:	
Address During Visit:	Purpose of Visit: Study / Personal / Business	

During Your Mission

4 In pairs, role-play a conversation at an airport immigration desk. Take turns listening and completing the immigration form for your partner.

Immigration Form		
Last Name:	First Name:	
Date of Birth:	Passport Number:	Visa: Yes / No
Citizen of:	Country Traveling from:	
Final Destination:	Length of Visit:	
Address During Visit:	Purpose of Visit: Study / Personal / Business	

Key Language

- Welcome to ...
- Can I see your passport/visa?
- Do you need/Can I have an immigration form?
- What's your last name/first name/date of birth/passport number?
- Where are you from/coming from today?
- Where/How long will you be staying?
- What is your final destination?
- Why are you visiting (Canada)?
- What's the purpose of your visit?

Time to Talk!

If you could take a plane to anywhere in the world, where would you go and why?





How can we understand a work of art?

- Learn** about art and how we can understand it better.
- Participate** actively in discussions.
- Write** a poem.
- Design** a piece of community artwork.
- Plan** a class trip to Australia.



What is a work of art?

Where can you see art in your town?



Which of these works of art do you find most interesting and why?



Key Words 1

genre	figure	background
narrative	still life	interpretation
tapestry	arrangement	
everyday life	realistic	

- 1 3:1 Which sentence summarizes the main idea of the video? Watch the video and mark ✓.
 - There's only one way to understand art.
 - We can understand art in different ways.
 - It's not important to understand art.
- 2 3:1 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Annotating

Annotating means underlining or making short notes on a text while you read it. You can use annotation to identify important information, mark things you don't understand, and write questions to discuss later.

- 1 Read and underline in **blue** the information that answers *who*, *what*, *where*, and *when* about cubism. Then, compare with a partner.



Cubism was developed by Pablo Picasso and Georges Braque at the beginning of the twentieth century in Paris. It is a style of abstract art that uses shapes, such as cubes, triangles, and squares. Objects and figures are broken up into shapes and rearranged so that we look at them from different angles at the same time.

This cubist portrait was painted by Juan Gris in 1916. Gris was a Spanish painter who was born in 1887 and was inspired by Picasso and Braque. His painting shows his wife, Josette, sitting on a chair in front of a wall that has wood paneling on its lower half. The shadow cast on the wall gives the portrait a sense of depth.

Portrait of Madame Josette Gris,
by Juan Gris, 1916

- 2 Read again and circle any words or phrases you don't understand in **red**. Compare with a partner. How can you figure out what the words and phrases mean?
- 3 Think of a *how* or *why* question you would like to discuss with the class. Write your question in **green** at the end of the text.
- 4 Annotate the text on page 53 in the same way. Underline important information, circle things you don't understand, and make notes for new questions to ask.



Do we have to understand art to like it?

The Secret Life of Paintings



Paintings can tell a story or show everyday life. Some paintings express emotion, and others make you think. You don't have to know much about paintings to enjoy looking at them. But understanding them can help you enjoy them even more.

Telling a Story

Narrative paintings tell stories. They might be from history, myths, or legends. Knowing the story can help you to understand the painting.

This painting by Pieter Bruegel the Elder uses the myth of the fall of Icarus. Icarus and his father make wings out of wax so they can escape from the island of Crete. His father warns Icarus not to fly too close to the sun, but Icarus doesn't listen. The sun melts his wings, and Icarus falls into the sea and drowns.

The **moral** of the story is that you will be punished if you are too proud or ambitious. Icarus falls, but Bruegel's painting also suggests that other people don't care or pay attention. The main focus of the painting is the landscape, not Icarus's fall. In the **foreground**, a man and his horse are working on his farm. Behind them, a shepherd is looking away from



Landscape with the Fall of Icarus, by Pieter Bruegel the Elder (ca. 1560)

the sea. Icarus himself is only shown by a small pair of legs in the sea. He is tiny and unimportant, and his fall has no **impact** on the other people in the painting.



Key Words 2

moral
foreground
impact
distorted
curved
blend
skull
symbolize
texture
expressive



The Scream,
by Edvard Munch (1893)

Expressing Emotion

Other paintings express emotion. The painter Edvard Munch had an unhappy life, and he wanted to show human suffering in his paintings, as in *The Scream*. The figure in the foreground is holding its head, with its mouth open in a silent scream. Munch uses color and **distorted** shapes to increase the emotion of the painting. The **curved** shape of the figure **blends** into the lines of the landscape up to the red sky. The scream becomes a scream of the world.

Munch's diary describes his inspiration for the painting: "I was walking along the road with two friends—Then, the sun went down—The sky suddenly turned to blood, and I felt a great scream in nature."



What might have happened to the main figure in *The Scream*?

3.4 The Secret Life of Paintings



The Ambassadors, by Hans Holbein the Younger (1533)

Hidden Clues

Artists often include symbols in their paintings to help you understand them. In *The Ambassadors*, Hans Holbein the Younger gave many clues about the character of the two people we can see: Jean de Dinteville, who was the French ambassador to England, and his friend George de Selve.

The objects on the table show the two men's interests. Musical instruments and books show

a love of music and learning. Scientific instruments show their knowledge of math and science, and two globes show an interest in travel. The luxurious carpet on the table shows that the men are rich and powerful. The **skull** at the bottom of the painting is a reminder of death. It is painted in a distorted way, which draws our attention to it. You can see the skull most clearly if you look at the painting from the bottom left-hand side.

Still Lives with Meaning

Symbols can be found in still life paintings, too. These two chairs are still lifes by Vincent van Gogh. But they also **symbolize** the difference between van Gogh himself and the painter Paul Gauguin.

Gauguin's chair is on the left. It sits in a bright and colorful room with green walls and a flowery carpet. The candle and a lamp provide artificial light. Van Gogh's own chair is on the right. It's a plain wooden chair in a simple white kitchen, which is lit by natural daylight. Chairs are often used as symbolic portraits of the people they belong to. What do you think van Gogh is saying with these two chairs?



Gauguin's Chair, by Vincent van Gogh (1888)



The Chair and Pipe, by Vincent van Gogh (1888)

Think

What objects would you include in a portrait of yourself?



Rhythmus der Bäume, by Paul Klee (1914)

Abstract Art

To understand abstract paintings, you just need your imagination. Abstract artists use colors, lines, shapes, or **texture** to create an **expressive** picture that you can interpret for yourself. What does this painting by Paul Klee suggest to you? A city, the surface of a lake, flowers in a garden? There is no right or wrong answer. Let your imagination run free.

Explore the Text

3A

- 1 Look at what you underlined on page 53. Choose a paragraph and complete the chart with the information you underlined.

Who	
What	
Where	
When	

- 2 Now choose three of the words or phrases you circled. Can you guess their meaning? Copy the words and phrases and complete the chart.

I didn't understand:	Now I think they mean:	I guessed the meanings by:
_____	_____	• looking at the pictures. <input type="checkbox"/>
_____	_____	• reading the text again. <input type="checkbox"/>
_____	_____	• reading the words aloud. <input type="checkbox"/>
		• using clues in the text. <input type="checkbox"/>

- 3 In your notebook, write *how* and *why* questions about the text and discuss them in a group.

Questions	Answers
How _____?	We think _____.
Why _____?	We think _____.

- 4 **3.5 Key Words 3** Find these words in the text and circle them. Then, complete the sentences.

drowns suffering luxurious artificial

- a This poor kitten is sick. I hate to see that it's _____.
- b We stayed in a very fancy and comfortable hotel. It was very _____.
- c If someone _____ in the ocean, it is usually because they can't swim.
- d It looks like real grass, but it isn't. It's _____—it's made of plastic!



Where do artists get their ideas from? How do they express their ideas in their work?

1 Read the sentences and do the tasks.

1 We can see **Jean de Dinteville**, who was the French ambassador to England.

2 The chair is in a **kitchen**, which is lit by natural daylight.

- a Underline the part of each sentence that gives more information about the noun in **red**.
- b Circle the words that are used to introduce this extra information.

Grammar: Non-defining Relative Clauses

We use non-defining relative clauses to add extra information about a noun in a sentence. We always use commas around non-defining relative clauses.

We can see Jean de Dinteville, **who** was the French ambassador to England.

I painted a picture for my mother, **whose** birthday was yesterday.

The chair is in a simple white kitchen, **which** is lit by natural daylight.

This is the Louvre Museum in Paris, **where** you can see many famous pictures.

2 Which sculpture is being described? Listen and mark ✓.



3 Read and complete the art label with the correct pronouns.

This is a sculpture by Fernando Botero, _____ is an artist from Colombia.

Botero, _____ art can be seen around the world, specializes in figures with large features.

This sculpture of a bird, _____ is made of bronze, is a symbol of joy and optimism.

You can see it in UOB Plaza in Singapore, _____ you can also see modernist architecture.

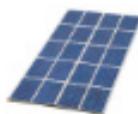
Time to Talk!

Where, besides in a gallery or museum, can you see art? What is your favorite piece of art in the area where you live? Why?

1 Listen and repeat the words. What sound do you hear at the end of each word? Underline the last two letters in each word.



purple



panel



metal



stencil



symbol

2 Which words end with the same spelling? Match and write the words in the chart. Then, listen and check.

pencil table travel total idol musical bundle April camel capitol

purple	panel	metal	stencil	symbol

Spelling Tip: *ie, ei, oi, il, ol*

The letters *ie, ei, oi, il, and ol* can all make the sound /oi/ when they are used at the end of a word.

purple panel metal stencil symbol

3 Read and complete the words with the correct spelling pattern. Then, listen, think, and answer the question.

There are six bund_____s on the met_____ tab_____.

There are three penc_____s in each bund_____: two are purp_____, one is red.

How many purp_____ penc_____s are there in tot_____ in the bund_____s?

4 Can you think of more words with these endings to add to the chart in Activity 2?



Oracy Skill: Participating Actively in Discussions

To have more interesting discussions, it's important to participate in them actively. This includes asking others what they think as well as giving our own opinions.



1 Watch the video and do the tasks.



- a Who asks the others about their opinions of the piece? Jack / Liam / Kate
- b Which expressions do they use to ask the others what they think?

What do you think about ... ?

Who agrees with me?

Why?

Why not?

Do you understand?

Do you agree?

Oracy Time!

What do you think about this sculpture?



Let's Practice Oracy! 7, 8, 9, 10

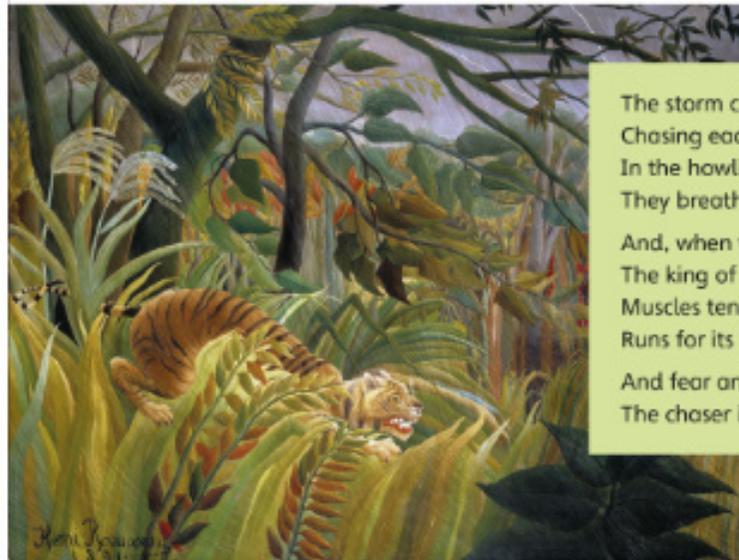
- 1 Look at the sculpture and decide what you think about it.
- 2 Form groups of three and compare your opinions. Participate actively and remember to ask everyone else what they think.

Check Your Oracy!

1 Everyone in my group gave their opinion.	All of us / Some of us / None of us
2 We asked what each other thought.	All of us / Some of us / None of us
3 We all listened to each other.	All of the time / Some of the time / None of the time

Write a Poem

- 1 Listen and read the poem. Do you agree with the poet's interpretation of the painting?



The storm clouds today are angry dragons,
Chasing each other through a purple sky.
In the howling wind and the pouring rain,
They breathe fire on the forest as they fly.
And, when the trees shake, the tiger awakes.
The king of the forest fills up with fear.
Muscles tense as a bow, it jumps up and
Runs for its life like a terrified deer.
And fear and surprise are shown in its face.
The chaser is now the one being chased.

Tiger in a Tropical Storm (Surprised),
by Henri Rousseau (1891)

- 2 Read and answer the questions about the poem.
 - a How many lines are there in each verse?
 - b How many syllables are there in each line?
 - c Which lines rhyme? Circle the rhyming words.
 - d Circle the punctuation and underline the capital letters in the poem. How are the capital letters used?
- 3 Underline another simile and another metaphor in the poem.
- 4 Prepare to write your own poem in the Activity Book.

Improve Your Writing:
Similes and Metaphors

Similes and metaphors are used to compare two things. Similes use the words *as* or *like*.

Muscles tense as a bow, it jumps up.

Metaphors describe one thing as something else.

The storm clouds are angry dragons.

Are some kinds of art better than others?



California, by Maxine Albro (1934)

- 1 **Key Words 4** Read the text and point to the details in the mural.

I love this mural. The people and landscape that it **depicts** give me a good idea of a farm in the 1930s. It is painted in bright **shades** of color, but the people don't look happy. Most of them are **frowning**, as if they are **reluctant** to be there. On the right side of the mural, two men are **picking** oranges, **squinting** as they look up into the sun. They put the oranges into **tin** buckets, which are emptied into big crates for sorting. The man in the middle **examines** the oranges carefully, staring at each one to check it isn't squashed. Women hold huge **bunches** of flowers, ready for market. Men in the background are digging up vegetables and storing hay in the **barn**. It's hard work. When I look at this mural, I can imagine the workers **yawning** with tiredness and **moaning** as their bodies ache at the end of a long and busy day.

- 2 Complete the sentences using words from the box.

examined moaned depicted bunch reluctant squinting
yawn shades frowning picked tin barn

- a Brad was obviously _____ to visit the museum. He _____ when I told him we were going, and he was _____ during the entire car ride there.
- b Lucy felt tired and was starting to _____ as she collected eggs from the _____. But, then, she stopped and _____ one of them very closely. It was made of gold!
- c Sam looked up at the banana tree, _____ into the sun. He could see a big _____ of bananas, ready to be _____.
- d Ella painted an old _____ bucket sitting on a table, using _____ of white, gray, and blue. The final painting _____ a very realistic scene.

- 3 Look at the mural again. What do you imagine the people are thinking? Compare your ideas with a friend.

Reading Strategy: Analyzing Characters

What a character says and how they think and act give us clues to their personality. Understanding a character and how they develop can help you understand a story.

- 1 What can you guess about Oliver from the text? Read the text and circle the adjectives that describe Oliver's personality.

"Oliver, can you help me, please?"

"Not now, Dad, I'm busy," Oliver shouted. "I'm in the middle of a really important game."

"You're always busy," grumbled his dad, as he went back downstairs.

"I just know how to have fun," thought Oliver, as he moved his player forward: "Goal! I win. Let's play another game."

"No, I have to go home and set the table for dinner now," said Ben. "But I'll see you tomorrow at the water park."

"Cool—yeah," said Oliver. "I just hope it doesn't rain. If it does, I'll have to go with my mom to her art gallery—and that's so boring."

Oliver took off his headset and looked around the room. "What can I do now?" he wondered. He looked at his school art project lying on his desk. "Not that, for sure," he thought. "I know—I'll get online with Jamie and see if he wants to play ..."



lazy hard working helpful unhelpful kind selfish artistic

- 2 What clues did you use to guess his personality? Read and complete the character analysis chart. Then, compare charts with a partner.

	Example from the Text	What We Can Guess
His Words		Oliver is _____.
His Thoughts		Oliver is _____.
His Actions		Oliver is _____.

- 3 Look at the illustrations on pages 62–65. Guess the answers to the questions.
- a What happens to Oliver during the story?
- b How do you think his personality will develop and why? Write a prediction.

? What can art teach us about our own lives?



A Dotted World

By Edith Stone



The sound of pitter-pattering rain on the **tin** roof woke Oliver up. He frowned and grunted. "This is a disaster!" he thought.

It was summer vacation, and today Oliver was supposed to go to a water park with his best friends. But now it was raining, and that meant ...

"Ollie! Rise and shine!" shouted his mother as she climbed the stairs and opened the bedroom door. "I know you're awake!"

Oliver started to **moan**. "Please don't make me go, Mom. Please, I'm begging you! Let me stay here. I can watch TV and play video games! Please, please, please. If you let me stay, I might even read a book!"

"Oliver Bristow, we've been over this. If it rained today, you promised you'd go to the art gallery with me. Remember, a promise is a promise."

"But you have to work there, and it's sooooo boring. I'm already bored thinking about how bored I'm going to be!"

"There is no such thing as a boring place; there are only boring people. How can a boy from a family of artists find art boring? And there's such a special exhibition on at the moment—I think even you will enjoy it. Now put these clean clothes away for me and come downstairs to help your dad and me make breakfast."

And with these words, Oliver's mother stepped out of the room. Oliver stayed in bed and reached for his cell phone to text his friends. He was still texting when he heard his dad calling him down for breakfast. He sighed and got up **reluctantly**, got dressed slowly, and went down to breakfast.

At the museum, Oliver stood very close to a painting, trying to understand it.

"It just looks like a **bunch** of dots," Oliver sighed.

His mother smiled and told him, "**Squint** your eyes, step back, and now take a look."



Oliver did, and suddenly the dots didn't look like dots anymore. From a distance, they formed a picture. Oliver could see a little boy and his mother washing clothes by a river. "Oh, I see! Who's that little boy?"

His mother smiled. "That's your grandfather, Joseph Bristow," she told him. "These are his paintings. He liked painting himself and his family doing everyday things."

Oliver **frowned** and asked, "But why is he washing his own clothes?"

With a laugh, his mother answered, "Oh, Ollie, they didn't have washing machines back in the 1930s! And children helped their parents more in those days, I guess."

Oliver sat down on a bench, **gawped**, and said, "I guess I can stay here and stare at dots while you work." And with that, his mother kissed him on the cheek and left him in a hurry.

Oliver squinted his eyes at another painting. It **depicted** his grandfather throwing a ball to a girl, who was holding a stick as a bat. Oliver yawned again. He was starting to feel a bit sleepy when suddenly he heard somebody else yawn. Oliver stood up and looked around. "Who's there?" he shouted.

A boy's voice replied, "Didn't anyone ever tell you that yawning is contagious?"

Oliver looked at the picture again and was certain that Joseph, his grandfather, was staring him right in the eye.

"What's wrong, haven't you ever played baseball before?" asked the boy.

Oliver stood still like a frozen ice sculpture. The voice was coming from the painting! "Are the dots talking to me?" he thought.

"He looks like one of those statues in the park," commented the girl in the painting.

"Maybe we turned him into a rock," laughed Joseph.

Before Oliver could respond, his grandfather pitched the ball, and the girl hit it sky-high. It came flying toward Oliver, who caught it just in time.

"Good catch, statue boy!" cheered Joseph.



Think

What will happen next? Can you guess?

A Dotted World



Oliver **examined** the ball in his hands, which was a series of dots in different **shades** of brown. Slowly, the colored dots began to spread all over his arms and legs like a rash. Soon his pale skin was a mixture of red, beige, white, and yellow dots! His shirt was blue, white, and purple. The ground under his feet was a combination of green and yellow.

His face felt like all the color was draining from it. "Am I turning into a painting?" he asked himself.

Joseph slapped him on the shoulder. "Welcome to planet Earth, statue boy! This is Mae, and I'm Joseph. What's your name?"

Oliver felt the color returning to his face and said, "Ollie."

"Do you live around here?" asked Mae.

Oliver frowned. "I think I'm lost," he said.

Joseph looked at Mae, then asked, "Why don't you come to our house, and we'll help you find your way home?"

They walked for kilometers, passing fields full of sheep and cows, until they reached a small wooden house. "Could I please use your cell phone?" Oliver asked politely.

"Our what?" Mae gave him a confused look.

"Or your telephone?"

Joseph snorted. "We'd have to go into town to use a telephone. Maybe we can do that after lunch. Who's hungry? Do you know how to make cornbread?" Oliver knew how to crush candy and drive racecars with a video game controller, but he had no idea what *cornbread* meant.

Joseph and Mae taught him how to collect eggs from the **barn** and get milk from the cow. Then, they showed him how to dig vegetables and **pick** fruit in the garden. It was hard work, but Oliver started to enjoy himself. Mae answered all of his questions as they worked. "We take care of ourselves every Saturday. Our parents work in the town factory. Yes, we go to school. I don't know what a TV is. Bored? We never get bored. There's always something to do!"



Think

Why don't Joseph and Mae have a telephone? What other things are different?

Then, Joseph and Mae showed Oliver how to make cornbread. They mixed cornmeal with butter. Then, they added some eggs and hot milk. Finally, they poured the mixture into a pan and put it into the oven. The result was incredible. Out came a light golden cake that smelled delicious.

The children sat down to eat. Suddenly, Joseph began to cough and gasp for air. He pointed to his throat, as his face changed to pink, then red, then blue. "Quickly," Mae shouted. "He can't breathe! Help him! Do something!"

Oliver remembered something he had seen in a video: the Heimlich maneuver! Oliver stood behind Joseph, wrapped his hands around his stomach, and pushed his hands inward and upward. He lifted Joseph off the ground several times before a piece of cornbread flew out of his mouth. Mae screamed with happiness as her brother breathed in a gulp of air. Joseph hugged Oliver tightly. "Thanks, statue boy. You saved my life."

After lunch, they lay down on the grass and made dinosaur shapes out of the clouds. Oliver was so tired that he fell into a deep sleep.

"Time to go home!" Oliver opened his eyes and saw his mother standing above him.

"Where are Joseph and Mae?" he asked.

His mother looked confused. "How do you know your great-auntie's name?"

On the way home, Oliver told his mother about his adventure with Joseph and Mae. "We had such a fun time," he finished, "that we want to meet again tomorrow!"

His mother smiled. "Finally, you see how art can tell stories!"

Oliver frowned. "Stories? It's the truth!"

Oliver wondered, was it just a dream? It couldn't be—it had seemed so realistic. He had even learned how to bake! Then, Oliver smiled and said, "Mom, I can help you cook dinner tonight, if you like."

His mother stopped the car and stared at Oliver. "Wow! What happened to you?"

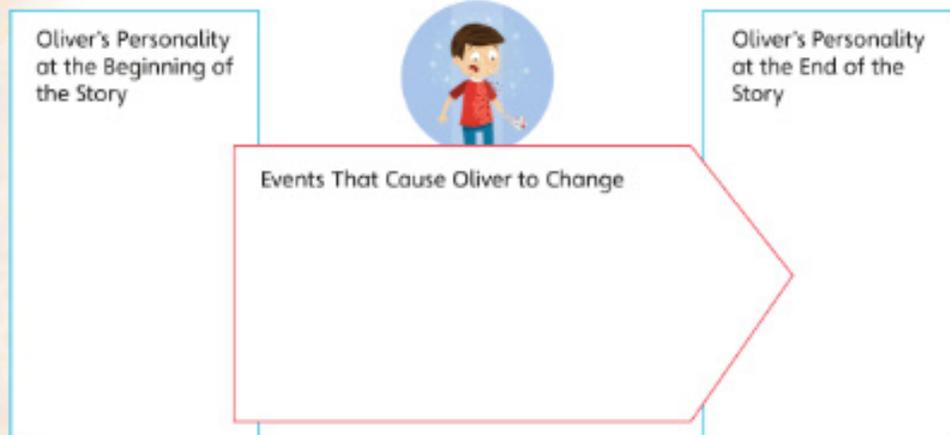


Think

Do you think it was just a dream? Why?

Explore the Text

- 1 Check your predictions from page 61. Were you right?
- 2 How does Oliver's personality develop over the story? What causes this change? Complete the character development map.



- 3 Copy the table in your notebook and write what you could see, hear, and smell. Then, compare with a partner.

	Oliver's World	World of the Painting
What I could see ...		
What I could hear ...		
What I could smell ...		

- 4 Imagine that Joseph and Mae had stepped out of the painting into Oliver's world. What would they find most surprising? Compare your ideas with a partner.

Time to Talk!

If you could explore the world of a painting in this unit, which one would you choose and why?



Remember to respect and respond to others' views!

Grammar in Context

- 1 Read the sentences and do the tasks.

- 1 Oliver was so tired that he fell into a deep sleep.
- 2 We had such a fun time that we want to meet again tomorrow.



- a Underline *so* and *such* in each sentence. Which word is used with an adjective? _____ Which word is used with a noun phrase? _____
- b Look at the sentences again. Which part of each sentence describes a cause? Which describes an effect?

Grammar: *so, such; so ... that, such ... that*

So and *such* often have the same meaning as *very*. We use *so* with adjectives and adverbs and *such* with noun phrases.

It's **so** boring. There's **such** a special exhibition on at the moment.

Sentences with *so ... that* and *such ... that* can be used to describe causes and effects.

Oliver was **so** tired **that** he fell into a deep sleep.

We had **such** a fun time **that** we want to meet again tomorrow.

- 2 Complete the phrases with *so* or *such*. Then, match the cause with the effect.

- 1 The *Mona Lisa* is _____ a valuable painting
- 2 Pablo Picasso is _____ famous
- 3 The Louvre is _____ a great museum
- 4 Fernando Botero's sculptures are _____ heavy

- a that his paintings sell for millions of dollars.
- b that they have to be lifted by a crane.
- c that it is displayed behind special glass.
- d that millions of people visit it every year.



- 3 Complete these sentences with ideas of your own. Then, compare your ideas with a partner.

- a _____ is _____ a funny movie that _____.
- b _____ is/are _____ boring that _____.
- c _____ is _____ a good student that _____.

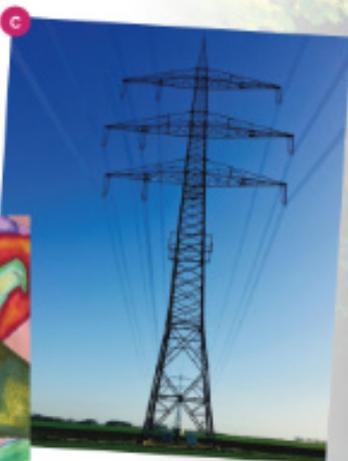
Listening

1 Look at the three entries in an art competition below. What was the theme of the competition?

- cubist still life
- an abstract portrait
- modern landscape

2 Listen and match the artists' names with their entries.

- Ali Olgun Lora Summer Ellie May



3 Choose your favorite landscape from Activity 2. Listen again and complete the entry form for that landscape.

Name of Artist: _____ Name of Picture: _____

Type of Artwork: _____ Location of Landscape: _____

This is a "modern" landscape because _____.

4 Imagine you wanted to enter the competition. What kind of artwork would you produce? How would you make it modern?

What makes a work of art valuable?

The Big Challenge



Your challenge is to design a piece of art for your town. Plan a design to present to the class.

- 1 **Brainstorm** Where can you see artwork in your town? Where would be a good place for a new piece of community art? Your school? The train or bus station? A park? Form groups, list your ideas, and choose one location.
- 2 **Discuss** What ideas do you want to express in your work of art? What kind of artwork would work best? A painting or wall mural? A sculpture? A mosaic? Compare your ideas and choose the one you like the best.
- 3 **Design** your work of art. Divide into two smaller groups: one group draws the design; the other group writes a description of the work of art and its aim.
- 4 **Present** your design to the class.
- 5 **Reflect** Listen to feedback from your classmates. Would you change your design in any way?

Remember to participate actively in discussions and always give your opinion. Complete **Check Your Oracy!** in the Activity Book.

We designed a mosaic for our school entrance. We chose a tree because it's a symbol of growth. The trunk and leaves of the tree are on the wall, and the roots of the tree are on the floor. You can stand on the roots of the tree and look up. And there's a watering can because we all have to take care of the tree!

How can we understand a work of art? Look back through the unit. Share your ideas with the class.

1 With a partner, discuss the questions. Then, write the answers in your notebook.

- a How many ground rules for discussion and presentation can you think of?
- b How can you show someone you respect their point of view?
- c How can you show someone you are actively listening to them?

2 Match the phrases to the oracy skills.

- Do you agree? I think that's important because ... That's a great idea!
- Why not? What do you think about ... ? I don't think that's important because ...
- Really? That sounds like fun. Why ... ? That's interesting!

1 Expressing Your Own Opinion

2 Responding to Someone Else's Ideas

3 Asking About Somebody's Point of View

YOUR TASK

Great news! Your class has won a free trip to Australia! You can do anything you want there because all your expenses and transportation are included. In groups, you need to plan your trip. You must include the following:

- an adventure activity.
- an activity that explores art and culture.
- an activity in which you find out about a specific region in Australia.

Here are some things you may want to investigate on the Internet to find out more about Australia and to help plan your trip:

- aboriginal art and culture
- the Great Barrier Reef
- the Outback
- wombats, kangaroos, and koalas
- Tazmania
- surfing
- the Sydney Opera House
- Uluru (Ayers Rock)
- Taronga Zoo
- the Museum of Contemporary Art Australia
- bungee jumping
- boomerangs



1 Form groups and decide on five ground rules for this task. Write them in your notebook.

2 Do some online research about fun activities to do in Australia. Take notes.

3 Discuss your findings with your group.

4 Plan your trip. Copy and complete the trip planner.

	First Day	Second Day	Third Day	Fourth Day	Fifth Day
Place:					
Activity:					
Why did you chose this?					

5 As a group, present your trip plan to the class.

6 Talk about your talk!

- Did everyone follow the ground rules?
- Did your group members respond to and respect each other's points of view?
- What active listening did you observe?

Check Your Oracy!

- 1 My group followed the ground rules. Most of the time / Sometimes / Never
- 2 Were any ground rules broken? If so, which ones?

What I can do better next time:



How does information technology shape our lives?

- Consider** how IT affects our lives.
- Express** your point of view using reasons.
- Write** a balanced argument.
- Create** an instructional video.
- Do** a role play of a video call.



Which of these electronic devices **do you own?**

Which of them do you **use the most** and how?



What are the **advantages and disadvantages** of these devices?



Key Words 1

virtual reality	break down	password
headset	addictive	effect
benefit	social media	
drawback	stranger	



1 **4:1** What is the main purpose of the video? Watch and mark ✓.

- To teach us how to use IT.
- To discuss the advantages and disadvantages of IT.
- To show us how IT devices can break down.



2 **4:1** Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Drawing Conclusions

When we draw a conclusion, we make a judgment or decision based on the information we have read. We combine evidence from the text with our own ideas to form our own opinion.

- 1 Read the text and discuss the question in the title with a partner. What do you think?

Discussion: Does Smart Technology Make Us Smart, Too?

Are our smartphones, tablets, and laptops making us smart, or are they making us stupid?

On the one hand, IT makes learning exciting. With a mix of short texts, photos, videos, and music, it introduces us



to new information in a way that we really enjoy. Enjoying our learning makes us interested in finding out more. And coming up with questions we want to find the answers to develops our thinking skills, which helps us think smarter.

On the other hand, IT can make things too easy for us. If we can look up everything online, we don't need to remember anything, so we become worse at storing information in our memories. We also don't have to concentrate very hard or think creatively. Processing information from technology is different than processing information from a text. We concentrate more deeply and use our imaginations more when we read long texts without pictures.

Modern IT is certainly smart. But does it make us smart, too? What do you think?

- 2 Complete the table with arguments from the text. Then, draw your own conclusion.

IT makes us smart.	IT makes us stupid.

My Conclusion: I think _____ because _____.

- 3 Look at the article on pages 75–76. Answer the questions.

- Read the title. What is a foe? How would you answer the question before you read the text?
- What arguments for and against the Internet do you think the text will include?



What new experiences does IT help us have?

The Internet: Friend or Foe?



The Internet has changed the way we live. We use it to find out information, communicate with each other, entertain ourselves, and do our shopping. But people often tell us to be careful on the Internet. Why? Is the Internet our friend [✓] or foe [X]?

✓ The Internet is great for doing our homework.

Access to the Internet gives us access to the world. With over a billion websites, it is a great research **tool** for our homework. Whatever we are researching, from astronauts to zebras, there will be some information about it on the Internet. And because websites can be updated easily and quickly, most of the information will be **up-to-date**.



✗ Information on the Internet isn't reliable.

Information on the Internet isn't always reliable. When a nonfiction book is **published**, the publishers check the information it contains. Anyone can post their opinions or write an online article, and no one checks the facts. When researching on the Internet, we always have to make sure the information that we find is true. What ways of checking this information can you think of?

✓ Social media connects us to friends.

Being connected to the Internet means we can use social media, which is a great way of staying in touch with our friends. Social media allows us to post photos and send messages to our friends wherever we are. So even when we're not with them, we know what our friends are doing. Many young people think they are closer to their friends because of this technology.



✗ Social media makes us feel lonely.

However, social media can also make us feel lonely. If we spend too much time online, we don't spend enough time with our friends and family offline. Some people think that **cyber**-friendships aren't as strong as face-to-face friendships. We need to spend time with real friends—talking, laughing, and having fun.



Social media can also make us compare our lives to other people's. People usually only post **positive** information. Our lives seem more boring in **comparison**, and this can make us feel sad.

Key Words 2



foe
access
tool
up-to-date
publish
cyber-
positive
comparison
download
eyesight

Think

Why is it important to connect online only with people we already know in real life?

The Internet: Friend or Foe?

✓ The Internet is an online playground.

The Internet is great for entertainment. We can watch videos, listen to music, and even create our own videos and music. And of course, we can play online games. With so many exciting and creative games to **download** and share with our friends, the Internet is an online playground.

Playing these games might be good for us, too. Some research has shown that children who play computer games for up to one hour a day are happier and more sociable than children who don't. Concentrating and making fast decisions as we play also develops our problem-solving skills.



✗ Online time is bad for our health.



Other research has shown that spending too much time online is bad for our health. We are becoming physically weaker because we don't get enough exercise outside. Outdoor activities like playing soccer and climbing trees build up muscle and keep us healthy and strong. If we spend too much time sitting down, our bodies build up more fat than muscle, so we become less healthy.

Too much screen time can affect our **eyesight**. And overusing keyboards and controllers can cause problems with small hand movements, which we need for writing and other important tasks.

✓ Internet shopping is very convenient.

Whatever we want to buy, we can find it easily and quickly on the Internet. We can buy tickets for a movie, make reservations for a vacation, or find the perfect present for our best friend. We have a greater variety of things to buy, and we can also buy them more cheaply. We can compare products from different online stores to find the best price. We don't even have to travel to the stores—we can just have what we buy delivered to our door.



✗ Internet shopping destroys our towns.

However, if we do all our shopping online, local stores and small companies will go out of business. Our downtowns will be empty, and many people will lose their jobs. In addition, more trucks on our roads delivering our shopping is bad for traffic and the local environment.



So what do you think? Is the Internet a friend or foe, or perhaps somewhere in the middle?

Think

What activities do you like doing online and offline? Do you think you need to reduce the time you spend online?

Explore the Text

1 What is the main argument of the article?

- The Internet is a good invention.
- The Internet is a bad invention.
- There are good and bad things about the Internet.

2 Complete each box with three ideas from the text and one idea of your own. Then, draw and write your own conclusion.

✓ The Internet is a friend.

Ideas from the Text

My Own Idea

✗ The Internet is a foe.

Ideas from the Text

My Own Idea

My Conclusion

I think the Internet is _____ because _____

3 Use your conclusions to take a class vote: The Internet: is it a friend or foe?

4 **Key Words 3** Find these words in the text and circle them. Then, read and choose the correct words.

offline sociable variety company

- a Offline means using / not using the Internet.
- b Sociable is another word for friendly / unfriendly.
- c Variety is another word for advantage / mixture.
- d Company is another word for business / school.



How can we use the Internet wisely?



Remember to respect the views of others!

1 Match the direct and reported commands. Then, read and answer with a partner.

Direct Commands	Reported Commands
Be careful on the Internet.	My teacher asked me to check the facts again.
Please check the facts again.	He told us not to watch too much television.
Don't watch too much television.	My dad told me to be careful on the Internet.

- a Which verbs are used to introduce reported commands?
- b How does the verb change in the reported command?

Grammar: Reported Commands with *tell* and *ask*

We usually use *told* or *asked* to introduce reported commands.
 My dad **told me to be** careful on the Internet.
 My teacher **asked me to check** the facts again.
 He **told us not to watch** too much television.



2 Listen and write the commands in the speech bubbles. Then, write the reported commands.

1 1 He told us _____.

2 2 _____.

3 3 _____.

3 Write three commands for a classmate in your notebook.

4 Use the commands from Activity 3 to play a miming game in groups of three.

- 1 Student A whispers a command to Student B.
- 2 Student B acts out the command, and Student C guesses the command.

He told David to erase the board.



1 Listen and repeat the words. What sounds do the red letters at the end of each word make?

communication information comprehension confusion

2 Find these words in the unit and copy them into the chart with the correct endings. Then, listen and check.

vaca _____ conclu _____ inven _____ imagina _____
 addi _____ deci _____ discus _____ televi _____

-tion	-sion
communication information	comprehension confusion

Spelling Tip: -tion, -sion

We often add -tion to a verb to make a noun:
 communicate – communication, invent – invention
 We use -sion when the original verb ends in s, se, d, or de:
 discuss – discussion, televise – television, comprehend – comprehension, decide – decision

3 Match and complete to make rhyming sentences. Then, listen and check.

- 1 We made a deci _____ a It helps with addi _____.
- 2 Do you have permis _____ b to go on vaca _____?
- 3 This is my inven _____ c let's watch televi _____!

Time to Talk!

Do you prefer watching television or online videos? What are your favorite things to watch?





Oracy Skill: Expressing and Responding to Opinions

When we express our opinions, we give reasons to support them. We also give reasons when we agree or disagree with someone else's opinions.

1 Watch the video and do the tasks.

a Who agrees and who disagrees with the article? Write A or D by the names.

___ Liam ___ Kate
___ Emma ___ Jack

b Who give reasons to support their points of view?

Liam and Emma
 Jack and Kate

c Circle the expressions they use to support their points of view.

- I think it's a silly idea.
- I think ... because ...
- I agree, because ...
- I disagree, because ...
- I don't think so.
- That's a good point, but ...



Let's Practice Oracy! 11, 12, 13, 14

- 1 Choose an Oracy Time! topic.
- 2 Decide if you agree or disagree. Think of reasons to support your opinion.
- 3 Discuss your ideas with your group members for three minutes. Remember to give reasons for your opinions.

Oracy Time!

- Kids under 16 shouldn't have cell phones.
- Virtual reality is dangerous.

Check Your Oracy!

1 I confidently expressed my opinions and gave reasons.	Yes / No
2 I gave reasons when I agreed or disagreed with other group members.	Yes / No
3 I respected everyone's opinions.	Yes / No

Write a Balanced Argument

1 Read the title of the essay and discuss the answer with a partner. Then, read the text.

Should Virtual Learning Replace Schools?

Modern technology is already changing the way we learn at school. With the development of virtual reality, people might start to ask if we need to go to school at all. Should virtual learning replace schools? Let's consider the arguments.

On the one hand, virtual learning can introduce us to experiences we can't find in a classroom. We don't need to learn information from books or teachers because, with a virtual reality headset, we can go and

discover things for ourselves. We could explore the world, explore the universe, or even travel in time. In addition, virtual learning is very flexible because we can take a virtual class any time we like.

On the other hand, virtual learning doesn't provide the social interaction we get at school. When we work together in the classroom, we share our ideas and learn from each other. And, of course, we can ask the teacher when we don't

understand something. We also learn how to make friends at school, which is very important!

Although virtual learning is an exciting technology, there are other benefits that a real school provides. Perhaps we don't have to choose between them. We can learn from both!



2 Read and order the plan for the balanced argument.

- arguments for virtual learning
- conclusion and short summary
- arguments for learning at school
- introduction to the topic and question

3 Find and underline the phrases that introduce the contrasting arguments in the text.

4 Prepare to write your own balanced argument in the Activity Book.

Improve Your Writing: on the one hand, on the other hand

We use the expressions *on the one hand* and *on the other hand* when we are contrasting two different facts or different ways of thinking about something.

On the one hand, IT makes learning exciting.
On the other hand, IT can make things too easy for us.

? How is learning in a classroom different from learning online?

- 1 **Key Words 4** What is Dr. Carl's blog post about?
Read and say.



Dr. Carl's Blog

Today I'm blogging about **anxiety**, which can affect a lot of us. We all feel nervous sometimes, for example, when we start a new school. We don't feel **confident** with new classmates, so perhaps we **avoid** them at recess or pretend we are **busy** doing something else. Or we get embarrassed easily and **blush** when someone talks to us.

Anxiety can make us feel bad, too. When we're very nervous, our heart beats faster, and our **throat** can feel dry. We may find it more difficult to **swallow**, and we **stammer** when we speak because we can't get our words out quickly enough. Sometimes we might even feel **dizzy**—the room may begin to move, and we feel we are going to **fall**. This

can be frightening, but it isn't dangerous. It's called a **panic attack**, and it will pass quickly if you stay calm and breathe deeply.

So, if you suffer from anxiety, just **mention** it to your friends, family, or a teacher. You will find out that you are not alone.

- 2 Underline the three key words that are adjectives in green. Then, answer the questions.

- Which adjective describes someone who has a lot to do? _____
- Which adjective describes someone who knows they can do things well? _____
- Which adjective describes how you feel if you turn around very fast? _____

- 3 Underline the six key words that are verbs in red. Then, use the correct forms of the verbs to complete the sentences.

- Sally felt embarrassed, and she _____. Her mouth felt dry, and she almost _____ her gum.
- Alex used to _____ public speaking because he got nervous and _____ when he spoke. But now he's really good at it!
- Amy didn't _____ the party to Alice when she saw her—she wanted it to be a surprise!
- The room was hot, and Lucas didn't feel very well. Suddenly, he _____ and fell on the floor.

- 4 Underline the three key words that are nouns in blue. Write a sentence for each of these nouns in your notebook.



Reading Strategy: Point of View

Every story is told by a narrator, and narrators have points of view. The all-knowing narrator can tell us all the characters' thoughts. The limited narrator tells us one of the characters' thoughts. The neutral narrator doesn't tell us any of the characters' thoughts.

- 1 Read and match.

- | | |
|--|--|
| 1 A limited narrator focuses on | a the facts and events of the story only—we don't know how anyone feels. |
| 2 An all-knowing narrator can describe | b the thoughts and feelings of all the characters. |
| 3 A neutral narrator describes | c the thoughts and feelings of one character. |

- 2 Which type of narrator is used in these story extracts? Read and label L (limited), AK (all-knowing), or N (neutral).



- Karen's mom had a new job, so the whole family was moving to the city. There was lots to do before they left: selling the house, finding new homes for the chickens, sorting through their things, and packing their bags. But moving day arrived quickly, and they set off for their new home. Life was going to be very different. _____
- Karen hated the idea of moving to the city. The city was noisy and unfriendly, and people pushed and shouted in the street. She tried to tell her parents moving was a bad idea, but they didn't listen. So they moved to the city, and, from the moment they arrived, Karen spent all her time wishing she was back in the countryside. _____
- Karen hated the idea of moving to the city. She tried to tell her parents it was a bad idea, but they were excited about the move. Her mom thought the change would be an adventure, and her dad told Karen she shouldn't worry so much. So they moved to the city, and, while her parents enjoyed settling into their new surroundings, Karen spent all her time wishing she was back in the countryside. _____

- 3 Look at the first paragraph of Karen's story on page 84. What kind of narrator is going to be used?

Time to Talk!

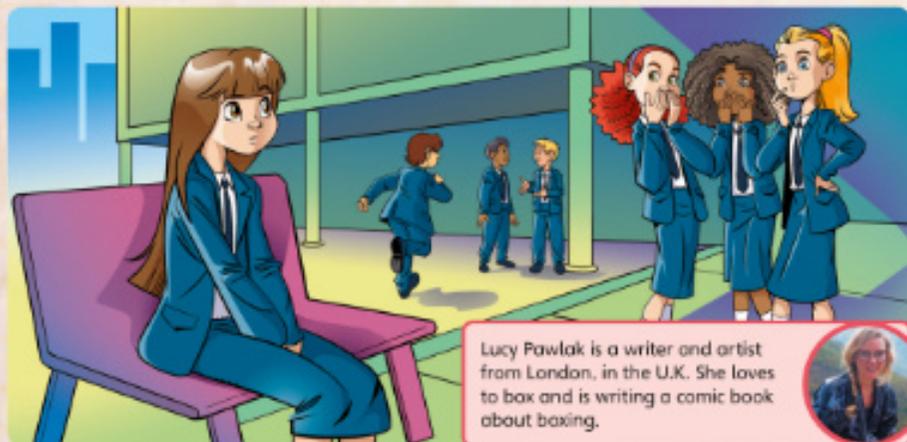
Imagine you are moving to a new town or city. How can information technology help you stay in touch with your friends?



The Old Me

By Lucy Pawlak

When Karen's parents said they were moving to the city, she tried to tell them it was a bad idea. She said that it was noisy and unfriendly, that there was no space, and that people pushed and shouted in the street. But her parents didn't listen. They thought that the change would be an adventure, and they felt that Karen shouldn't worry so much. So they moved to the city, and from the moment they arrived, Karen spent all her time wishing she was back in the countryside. She missed the green fields surrounding their town and the old school with the big oak tree in the playground. She missed their old house and the swing in the backyard. But most of all, she missed her friends.



Lucy Pawlak is a writer and artist from London, in the U.K. She loves to box and is writing a comic book about boxing.



Karen's new school was big, gray, and frightening. It seemed to Karen that everyone already had their friends. So at recess she sat alone and watched the other children playing and laughing. She felt so lonely, but she couldn't seem to get the courage to join in. At her old school, she was **confident** and happy. Everyone liked her, and during recess everyone wanted to play with her because she was great at inventing games and imagining stories. Now, she was a different person, frightened and nervous. Whenever she tried to tell a story or say anything out loud, she became so worried that her words got mixed up, and she **stammered**. The other kids thought she was unfriendly and weird, but really she was just shy. Karen worried all the time about what people thought about her. She grew more and more afraid of having to speak to anyone but felt uncomfortable sitting alone in the playground, too. Karen wished that she could be invisible and that the ground would open up and **swallow** her whole.



Karen tried to talk about how she felt to her parents, but they were happy in their new **busy** city lives and tired of listening to her complaints. Instead, Karen wrote in her diary. She wrote so much that her mom told her to turn it into a blog. That way she could share her writing online, and it would be a good way of staying in touch with her friends back home. Karen discovered she loved blogging—she put all her energy into writing posts that looked back at her past life. She wrote about her hometown, her friends, and the adventures they had in the countryside. Most of all she wrote about her best friend Karla:

When I think of summer vacations, I think of Karla. I think of last summer, when we made an insect collection using our camera phones and ate blackberries from the bushes at the end of the field until our mouths were purple. I can't remember feeling so happy since then. Mom said that after we moved to the city everything would be better; she said it would be like a makeover—"before and after"—but this makeover was a bad idea. Things were perfect before.

Karen's blog was called "The Old Me." Of course, all her friends from her hometown followed her posts, but soon she had many more fans—people from all around the world who loved reading her writing. She posted every day, and during recess she was so busy answering comments that she didn't have time to feel lonely.

Think

Why does Karen's blog make her feel less lonely?

4.3 The Old Me

The school year passed quickly after that, and soon it was final exam time, when all the students had to make a presentation in front of the class. On presentation day, Karen was very nervous—her **throat** felt dry, and she was worried she was going to stammer and look stupid. She felt her heart beating faster, and it seemed like it was being squeezed. She looked around nervously, but no one seemed to notice. Then, the teacher called out her name. When she stood up, her breathing was very loud, and it seemed like everyone was staring at her. The room seemed to be getting smaller, and she felt **fizzy**. Karen sat down suddenly on the floor and closed her eyes—she felt as if she was going to **faint**.



When Karen opened her eyes, one of her classmates, Jess, was at her side. Jess had realized that Karen was having a **panic attack**. She asked her to breathe slowly and softly, to just listen to her voice and think about the room around her. Jess could tell that Karen was frightened, but she knew that everything would be OK because panic attacks didn't last more than 20 minutes.

Afterward, Jess and Karen sat together outside. Jess asked if Karen was feeling better.

"Yes, thanks. But how did you know what to do?" Karen asked. Jess explained that her brother suffered from **anxiety**. Then, she asked Karen why she **avoided** everyone at recess. Karen said it felt more like everyone avoided her.

"Now they'll avoid me even more," said Karen sadly.

Jess gave Karen a big smile and told her not to worry. "Everything will be OK, Karen. Just you wait and see."



Think

Do you agree with Jess that everything will be OK for Karen now? Why or why not?

When Karen got home, she sat down to write her blog as usual. But this evening was different. For the first time, she wrote about her day at school instead of her memories from the past.

I feel invisible in this big gray city, but today someone saw me and helped me. Her name is Jess, and I want to thank her. I had a panic attack in school, and I didn't know what was happening. But she brought me back down to earth and made me feel calm. It made me realize I want things to change. I spend all my time wishing for my past life or worrying about my new life. I want to be able to enjoy myself again. It's time to start living in the present!



The next day at school, Jess came over to Karen at recess. They chatted for a while, and then Jess **mentioned** that she knew Karen wrote a blog. She had guessed when she read Karen's post the day before. Karen **blushed** when Jess told her that she was a big fan of "The Old Me." Jess felt proud to have been mentioned in it.

"I think I'm going to call it The New Me from now on," said Karen, and the two girls smiled at each other.

"Come on, Karen," said Jess. "I want you to meet my friends!" By the end of recess, Karen was chatting happily with a new group of girls. And she laughed as she promised to write about all of them in her blog.

Think

Why does Karen decide to change the name of her blog? How will her life as "The New Me" be different?

Explore the Text

1 Look at the story on pages 84–87. Answer the questions.

a Which characters have their thoughts and feelings described by the narrator?

b Why do we only find out about Jess's thoughts and feelings at the end of the story? Discuss with a partner.



2 This extract from the story has been rewritten. What point of view is used?



On presentation day, Karen tapped her foot loudly and looked around the room. Then, the teacher called out her name. When she stood up, her breathing was very loud. Karen sat down suddenly on the floor and closed her eyes—about to faint.

3 Find the original paragraph in the story and underline it. What details are included that are not in the rewritten paragraph? Discuss with a partner.

4 Read the original paragraph again. What additional details could you include, such as the thoughts and actions of Karen's classmates? Discuss with a partner.

5 Use your ideas to rewrite the original paragraph in your notebook.

Remember to use reasons when expressing and responding to opinions!



Does social media help us or stop us from making friends? Why?

Grammar in Context

1 Read and answer the questions.

Jess explained that her brother suffered from anxiety.

Jess mentioned that she knew Karen wrote a blog.

Jess asked Karen why she avoided everyone at recess.

Jess asked if Karen was feeling better.

a Which sentences are reported statements and which are reported questions?

b Underline the verbs used to introduce the reported statements.

c Circle the verb used to introduce the reported questions.

Grammar: Reported Statements and Questions

We can use different verbs to introduce reported statements.

Jess **explained** that her brother suffered from anxiety.

Jess **mentioned** that she knew Karen wrote a blog.

We usually use asked to introduce reported questions.

Jess **asked** Karen why she avoided everyone at recess.

With yes/no questions, we used *asked if*.

Jess **asked if** Karen was feeling better.

2 4.3% Read and order the conversation. Then, listen and check.

Cody: Yes, I love them!

Cody: I like adventure games. They're the most fun.

Beth: Do you like computer games, Cody?

Beth: What kind of games do you like the best?



3 Complete the reported conversation. Then, underline the different verbs used to introduce reported statements.

Beth _____ Cody if she _____ computer games, and Cody replied that she _____ them. Then, Beth _____ what kind of computer games she _____ the best. Cody said that she _____ adventure games. She explained that they _____ the most fun.

4 Interview your partner about their favorite type of computer game. Then, report the conversation in your notebook.

1 4:15 What kind of rap did Ben and Josh create? Listen and mark ✓.

- a spelling rap
- a grammar rap
- a math rap



2 4:35 How did they make the video? Listen again and order.

- They watched the completed video to check that it was OK.
- They transferred the video to a laptop to edit it.
- They recorded themselves rapping the song with a microphone.
- First of all, they wrote the rap song and practiced it.
- They added pictures and sound to the video.
- Then, they made a video of themselves rapping.

3 4:36 Listen and complete the advice the boys give for uploading a video online.

think don't upload be world report

_____ very carefully before
you _____ something online.

_____ upload anything
unless you are happy for the whole
to see it.

_____ prepared for negative
comments, but _____ any
that are really bad.



Expressing and Responding to Opinions

- 1 Form small groups. Read the Oracy Time! question.
- 2 Remember to give reasons when you express your opinions or respond to others' opinions.
- 3 Complete Check Your Oracy! on Activity Book page 77.



Oracy Time!

How can we stay safe online?



Values AB page 76

How can we create our own instructional video?

Your challenge is to create a video that shows your classmates how to do something.

- 1 **Brainstorm** As a group, make a list of things you know how to do. Choose one activity that would make a good instructional video.
- 2 **Discuss** how you can use a video to teach people how to do your activity. What instructions will you need? Will you need any special props or costumes? What equipment will you need?
- 3 **Choose** what each person in your group will do. Who will write the script? Who will find the props and costumes? Who will perform in the video, and who make the video? Who will edit it?
- 4 **Present** your plan to your classmates and listen to their feedback.
- 5 **Create** your video and show it to the class.

We are going to teach people how to play our favorite online game. We'll write some instructions and tips for playing the game first. Then, Spencer is going to record a video of Matt playing the game on his laptop. All we need is the game, our laptops, and a cell phone!



How does information technology shape our lives? Look back through the unit. Share your ideas with the class.



AB pages 77-79

SPEAKING MISSION

You are making a video call to a friend using an app you both have on your tablets. Your friend has lots of problems with the connection, and you make suggestions to solve them.



Key Words

noise	Wi-Fi
image	microphone
frozen	volume
connection	version
cut out	

Before Your Mission



1 Who is Tom making a video call to and why? Guess, then listen and check.

2 What problems do Tom's grandparents have during the call? Listen and mark ✓ in the first column of the chart.

Problems	Solutions
<input type="checkbox"/> Tom can't hear them.	
<input type="checkbox"/> They can't hear Tom.	
<input type="checkbox"/> Tom sounds very quiet.	
<input type="checkbox"/> There's too much background noise.	
<input type="checkbox"/> They can't see Tom.	
<input type="checkbox"/> Tom can't see them.	
<input type="checkbox"/> Their image is frozen.	
<input type="checkbox"/> There's a bad connection.	
<input type="checkbox"/> The call keeps cutting out.	

3 Listen again and write solutions that Tom suggests in the second column.

- Check your Wi-Fi connection.
- Try calling me again.
- Turn on your video.
- Turn on your microphone.
- Turn up the volume.
- Download the new version of the app.
- Use some headphones.

During Your Mission

4 Write four problems you are going to have during your video call.

Problems	
1	
2	
3	
4	

5 Role-play having a video call with a partner. Take turns being the one having the problems and the one offering the solutions.

6 Complete the chart with the solutions your partner suggested.

Solutions	
1	
2	
3	
4	

Key Language

I can't hear/see you.
 Can you hear/see me?
 Your image is frozen.
 There's a bad connection.
 The call keeps cutting out.
 There's too much background noise.
 Turn on/off your video.
 Turn on your microphone.
 Turn up the volume.
 Check your Wi-Fi connection.
 Try calling me again.
 Do you have an old version of ...
 Download the new version of ...



Time to Talk!

Do you make video calls? Who do you call? How are video calls better than telephone calls?



How can we save the planet?

- Learn** how we can help the planet.
- Listen** actively and respond confidently to others.
- Write** an explanation of how something works.
- Design** a futuristic eco-school.
- Practice** calling a recycling center.

What problems does the planet face?



What do you do to help the environment?



What more could you do?



Key Words 1

natural resource	landfill	compost
global warming	deforestation	aluminum
ozone layer	overuse	
ice cap	sustainable	



1 **5:1** Listen and order the eco-projects from the video.

- make a bird box
- measure your carbon footprint
- clean the local park



2 **5:1** Watch again. Complete the graphic organizer in the Activity Book.

AB page 82

Reading Strategy: Rereading

When you don't understand part of a text, reread it more slowly and think about the meaning of each word. Rereading will improve your vocabulary and comprehension.

- 1 Read the flyer. When you don't understand something, stop, go back, and reread it. Underline the sentences you reread in red.

I'll Pass on the Plastic, Thanks!



Consider your cell phone, your computer, or even some of your clothes; they're all made of plastic. Although a useful invention because of its versatility, durability, and low cost, plastic has very serious drawbacks. Because people use and throw away billions of tons of

plastic every year, plastic pollution now poses a serious threat to our environment. Due to the fact that plastic isn't biodegradable, all the plastic waste that we create stays around. It pollutes our beaches, and it threatens the ecosystems of our oceans. Millions of sea birds

and other marine animals, even giant whales, are killed each year by plastic pollution. If we are not careful, we will have a plastic planet. So we need to act now!

There are a number of things we can do to reduce our demand for plastic. For example, we can minimize the amount of plastic we discard. Instead of buying water in a plastic bottle, use a refillable water bottle, and choose biodegradable packaging in the supermarket. Also, we can reuse plastic bags, containers, and cups; half the plastic we throw away is used only once. And last but not least, recycle your plastic waste by using it to make other things, like this polar bear! So next time you go shopping, just say, "I'll pass on the plastic, thanks!"

- 2 Which sentences did you reread? What do you think the sentences mean now? Compare with a partner.

- 3 Imagine a city of the future. What do you think it will look like? Write your ideas in your notebook.

- 4 While you read the text on pages 97–98, mark any passages you reread in red.



Why is it important to think about what we buy?



Is This the City of the Future?

What will life be like in the future? We're certainly going to have to live more sustainably than we do now. What will a sustainable city of the future look like? Take our guided tour and find out.



Key Words 2

reliable
greenhouse effect
transportation
biofuel
urban
cleanse
energy efficient
wind turbine
insulate
straw



A Renewable Energy

All cities need a **reliable** source of energy. Energy gives us heat and light and powers our homes and businesses. But most of the energy we use today comes from fossil fuels, which pollute the air and will run out one day. A clean, sustainable city of the future will use renewable energy.

Renewable energy comes from resources that the Earth can replace. These include solar energy, wind energy, and hydroelectric power.

The panels in this road are collecting renewable energy from the sun. Solar energy is also a clean energy because it doesn't pollute the air with carbon dioxide and other gases that cause the **greenhouse effect**.



B Clean Transportation

Transportation of the future will also be more sustainable. It might be powered by **biofuels**, which are more environmentally friendly than fossil fuels. Or it might not be powered by fuel at all.

There is already technology for electric cars, which are powered by solar energy. There have even been some solar planes. Will we be traveling in solar-powered flying cars one day?



How many forms of renewable energy can you name?

Is This the City of the Future?

C An Urban Forest

Parks and roof gardens will turn future cities into **urban** forests, which will use the natural power of plants to **cleanse** the air. Trees and plants improve air quality by turning carbon dioxide into oxygen. Trees also save energy because they shade our homes and streets. And of course, they provide habitats for birds and other animals.

Growing food will reduce our carbon footprint because we won't need to transport food from other places. Or perhaps we'll be growing plants for biofuels. How about an algae farm in your backyard?



D Reducing Waste



Just as now, cities of the future will need recycling centers and other ways of reducing their waste.

Recycling old materials such as aluminum, wood, and paper reduces waste and conserves the Earth's natural resources. These chairs and tables are made from recycled cardboard instead of new wood from trees. How many trees has that saved?

Waste can also be used to make biofuels. One day, will we be using our household waste to power our homes or cars?

F Work, Rest, and Play

Finally, every city needs a center with stores, offices, schools, and places of entertainment. Just as now, people of the future will need to work, rest, and play. That won't change, but the jobs and entertainment might be different. How? We'll have to wait and see!

E Eco-Homes

Future city dwellers will be living in eco-homes, which will be designed to be **energy efficient**. These homes may include solar panels, small **wind turbines**, or other devices to create renewable energy. And they will be **insulated** to save energy, using natural materials such as **straw** or recycled paper. Eco-homes will also conserve water—with systems to collect rainwater and recycle waste water to be used again.

Since building homes vertically saves space, many eco-homes will be apartments. Other eco-homes may be built underground to use geothermal energy (the natural warmth of the Earth). Will we all be living in caves one day?



Think

What new types of entertainment might there be in the future? What kinds of new buildings or other equipment might we need for this entertainment?

Explore the Text

1 Which sentences did you reread? What do you think these sentences mean now? Compare with a partner.

2 Reread each section of the text and answer the questions with a partner.

Section A: Why is renewable energy better than energy from fossil fuels?

Section B: How can we make transportation environmentally friendly?

Section C: Why are trees and plants good in a city?

Section D: How does recycling protect natural resources?

Section E: How are eco-homes energy efficient?

Section F: What does a city need to provide?



3 How does the city in the text compare to the city you imagined? Compare and contrast with a partner.

Same	Different

4 **5.5 Key Words 3** Find these words in the text and circle them. Then, choose the words with the most similar meanings.

- | | | | |
|--------------|-----------|----------|-----------|
| a dwellers | residents | farmers | relatives |
| b household | family | teachers | workers |
| c vertically | flat | downward | upright |
| d warmth | cold | heat | smell |

? What could you do to make your home or neighborhood greener?

Remember to respect the views of others!



Grammar in Context

1 Read the sentences and do the tasks.

City dwellers will be living in eco-homes.

Will we be traveling in solar-powered cars one day?

- a Do these sentences refer to the present, past, or future?
- b Circle in blue the future form of the verb to be. Circle in green the verbs which end in -ing.

Grammar: Future Progressive

We use the future progressive to describe actions that will be taking place at a time in the future. We use *will be* and the present participle of the verb.

City dwellers **will be living** in eco-homes.

Will we **be traveling** in solar-powered cars one day?

2  5.6 Complete the lines from the song with verbs in the future progressive. Then, listen and check.

When I get home this afternoon,

My family _____ (do) different things.

My dad _____ (paint) the kitchen.

My mom _____ (write) her talk.

Mae _____ (do) her homework.

Sam _____ (learn) to walk.

And at 5.00, I _____ (read) my book!



3 What will be happening when you get home this afternoon? Complete the sentences with predictions. Then, check your answers at home!

- a _____ will be _____
- b _____ will be _____
- c _____ will be _____

Time to Talk!

Would you like to be able to predict the future? What would you most like to find out and why?

Spelling Patterns and Word Study

5A

1  5.7 Listen and repeat the words. What sound do the highlighted letters at the end of each word make?

renewable

enjoyable

possible

terrible

2 Look at the words again. Which ones are still words if you take off their endings?

Spelling Tip: -able, -ible

The letters *able* and *ible* both make the sound /əbəl/ when they are used at the end of a word:

renewable sustainable possible terrible

If the rest of the word is still a real word, the spelling is usually *able*: renew/able. If not, the spelling might be *ible*: poss/ible.

3  5.8 Guess the spelling at the end of these words. Copy and complete the chart. Then, listen and check.

ed _____

sustain _____

vis _____

horr _____

drink _____

break _____

aud _____

laugh _____

-able	-ible

4  5.9 Read the riddle. Complete the words with the correct spelling patterns. Then, listen and check. Can you solve the riddle?

It's renew _____ and sustain _____.

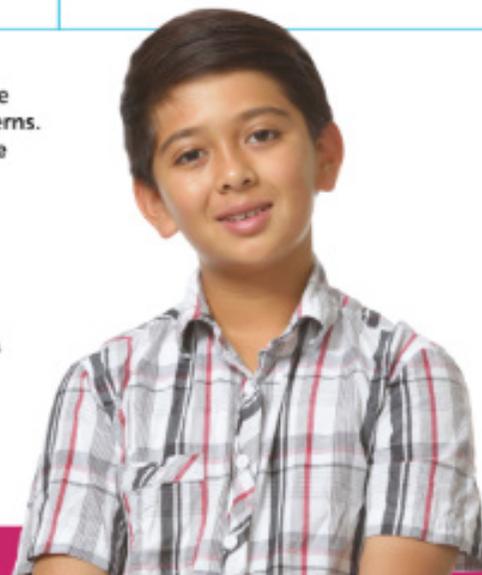
It's vis _____ and aud _____ when

it's moving. It isn't ed _____, but it's

drink _____. It's poss _____ to swim

in it, which is usually enjoy _____

but horr _____ when it's cold!





Oracy Skill: Listening Actively and Responding Confidently
An active listener shows interest in what someone is saying and responds confidently to what the other person has said.

1 Watch the video and do the tasks.

- a Who are listening actively and responding to each other confidently? Circle.
Kate and Jack / Kate and Emma / Jack and Emma
- b Circle the phrases they use.

That sounds ... !

That's a great idea!

I'm not sure.

I agree because ...

Yes, but ...

I don't know.

- c Which of these phrases show interest, and which are used to respond confidently with additional ideas?



Let's Practice Oracy!

- Form pairs. Think about ideas and suggestions for the **Oracy Time!** question.
- Share your ideas and make suggestions. Don't forget to listen actively and respond confidently.

Oracy Time!

Imagine you are planning an energy-free fun day for a group of friends. What activities would you choose and why?

Check Your Oracy!

1 My partner showed interest in what I was saying.	Yes / No
2 My partner responded confidently and gave additional ideas.	Yes / No
3 My partner used the phrases on the cue cards.	All / Some / None



How can we save energy?

Write an Explanation of How Something Works

- 1 What does this invention do? Look and guess. Then, read and check.

The Plastic Eater

We have invented a product to reduce plastic pollution. It is called the Plastic Eater because that is what it does—it eats plastic bottles! How does it work? Read and find out.

- The Plastic Eater consists of a metal box with warm water inside.
- A special type of bacteria lives in the warm water. The bacteria eat a type of plastic called polyethylene terephthalate (PET).
- Plastic bottles are put into the box and fall into the water. Since they are made of PET, it's dinnertime for the bacteria!
- When the bottles have degraded, more can be added. Then, the process starts again!



- 2 Which of the following are included in an explanation of how something works? Read and mark ✓.

- a an introduction to a product or process
- b numbered steps explaining the product or process
- c text written in the present tense
- d text written in the past tense
- e connectors such as *when*, *then*, *since*, and *because*
- f a diagram to help understanding

Improve Your Writing: *because* and *since*

Because and *since* connect causes with effects. We use *because* when we want to focus on the cause. We use *since* when we want to focus on the effect.

Solar energy is a clean energy **because** it doesn't pollute the air.
Since building vertically saves space, many eco-homes will be apartments.

- 3 Find and underline the phrases beginning with *because* and *since* in the text.
- 4 Prepare to write your own explanation of how something works in the Activity Book.



What would you invent to help the environment?

1 Listen, look, and repeat.



scrap



moss



fern



spring



copper



sandstorm



gas mask



iron



barricade



vending machine



sprout



squash

2 Write the words from Activity 1 in the correct columns. Then, circle the items in column 1 that are living things.

Natural Items	Human-made Items

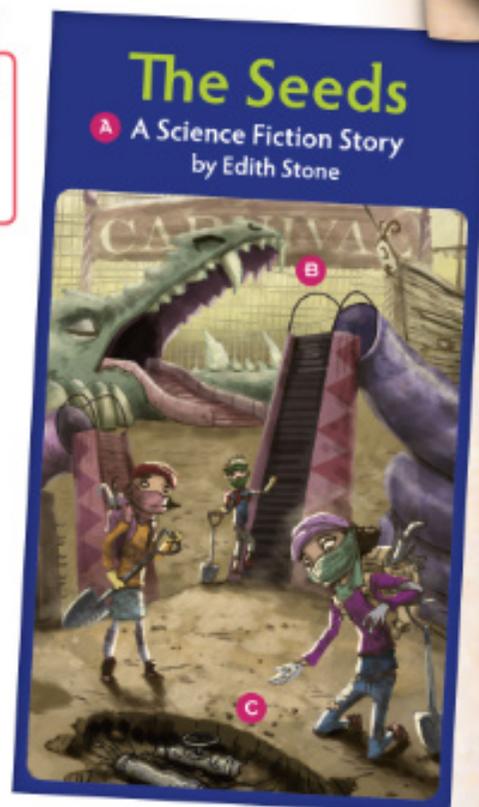
3 Complete each sentence with one of the human-made items in column 2.

- a A _____ is put up to stop people from going someplace.
- b A _____ is used to protect you from dangerous gases in the air.
- c You can buy food and drinks from a _____.
- d A _____ is a very small piece of something that isn't wanted anymore.

Reading Strategy: Predicting and Setting a Purpose for Reading

We use clues to predict what might happen next in a story or text. Before reading, we can also set ourselves a specific purpose or task to make us more active readers.

- 1 Look at the cover of *The Seeds*. What clues can you use to predict what will happen in the story?
 - A What does science fiction mean? Are these stories usually set in the past, present, or future?
 - B Where do the characters live? Do they have an easy or difficult life? What's going to happen to them in the story?
 - C What are the seeds in the story title? Do you think the story is going to have a happy or sad ending? Why?



2 Use your ideas to write predictions for the story.

- a Setting: _____
- b Characters: _____
- c Plot: _____

3 Now set three purposes or specific tasks for your reading.

- First, I want to find out _____
- Then, I want to find out _____
- Finally, I want to find out _____

4 Compare your answers with a partner. How are they similar and different?

5.12 The Seeds

By Edith Stone



Eva sat with her brother and sister, warming their hands by the fire. They watched the shadows flicker across the entrance to the Dragon's Mouth. "Come on," Eva said as she pushed her curly red hair behind her ears. "It's time to sleep."

Sam pulled at Eva's sleeve and pleaded, "Not yet. Can you tell us the story again first? I want to know what it was like before the sand and dust."

Smiling, Eva said, "Why do you always want to hear the same story? Why don't I tell you a new one?"

Violet lay down on the ground and answered, "Because we want to imagine a life before we had to trade metal scraps for food and water. And where we didn't live in an old theme park like this one."

Eva took a deep breath and stared into the fire. "A long, long time ago, before you were both born," she began, "the world was covered in forests. It was a place full of birds and deer, moss, and ferns. There were fresh springs to drink from and oceans to swim in. There were lakes to sail on and rivers to row down. People lived in homes where water came from a faucet and light came from a switch on the wall. But we got greedy. We started to chop down the forests, and the animals had nowhere to live. The ice sheets began to melt, and the cities flooded. That's when the earthquakes started ..."

Eva heard snoring, and when she looked down, Sam and Violet had already fallen asleep. She picked each of them up and put them carefully inside the rusty car of the Dragon's Mouth rollercoaster.



The bright sun beat down on Eva's back as she dug in the dirt around the plastic waterslides the next morning. Her head felt heavy with heat. Sweat poured down her face. The dry ground beneath her feet cried for water, but she didn't have any to give it. They couldn't spare water for dirt.

"Keep your face covered! You'll burn out here!" she shouted to Sam and Violet, who were digging around the theme park entrance. Suddenly, Eva's shovel hit something. It was the sound of metal. "I have something here! Hurry!" she called out. The others ran over and started to dig desperately with their shovels. They uncovered long lines of metal.

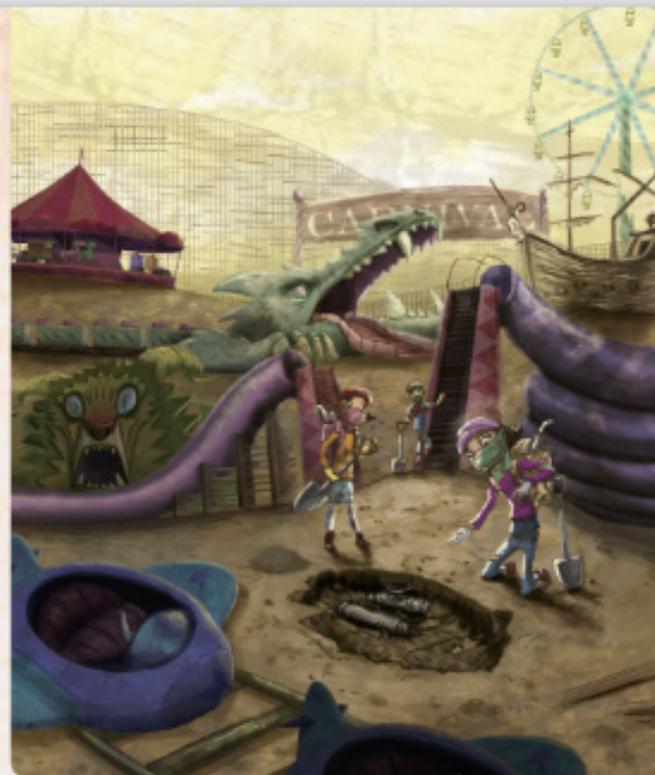
"What are they?" Violet asked as they stared down into the hole.

"They're pipelines," Eva replied. "Water used to run through here." Eva knelt down and touched the pipes. "They're made of copper," she said. "It's worth a week's food. We need to dig them out so we can trade them."

But Sam and Violet weren't listening. They were looking down at the sand, which was jumping up and down around their feet. "Quick, Sam, check the horizon!" Eva called out.

Sam climbed to the top of the slides to look out to the east. His eyes widened in alarm and he yelled, "**SANDSTORM!** Get to the shelter!"

They ran to the wooden pirate ship and crawled inside. Eva strapped on their gas masks as clouds of billowing sand rolled across the desert, swallowing the theme park whole. The children held each other's hands as everything turned red.



Think

Why do the children live in a theme park? What happened before the story began?



Hours later, covered in orange sand, they made their way to the city—broken pipes hidden inside their backpacks. The streets were lined with gray and decaying houses, their yards full of dirt and ash. Every building, bus, or car was crowded with the children of the city. There wasn't one doorway that didn't have a child sleeping in it.

Sam turned to Eva and asked, "Where will we live when we run out of metal to trade, Eva? There's no room here."

Eva looked at the ground. "Keep moving, Sam," she said. "It's getting late, and we have to get back before nightfall."

They reached the **iron** gates of the City Tower. One of the robots around the tower said to Violet as they approached, "Register your number."

Frowning, Violet said, "732145."

The robot began to flash green and asked, "What do you have to trade, 732145?"

Violet emptied her backpack at the feet of the robot. "Copper," she answered. The gates opened.

Violet picked up her broken pipes, and they all made their way past the metal **barricades** to the tower—a giant spire of silver covered in mirrors, reaching as far as the eye could see. Inside the tower, they went straight to the **vending machines** and searched for the ones marked **copper**. They emptied the metal into a machine, and in exchange, a food and water pack fell into the bin below.

As the children started the long walk back to the theme park, the sky began to get darker and darker. "I'm hungry," complained Sam.

Eva looked around and said, "I think we're going to have to stay here tonight."

Violet groaned, "But all the houses are full!"

Eva shrugged her shoulders, "We'll have to find a swimming pool to sleep in, then."



Think

What do you think the metal the kids collect will be used for?

In the morning, Eva woke up before the others. She looked at the already dug up yard around the swimming pool. Maybe there was metal hidden somewhere—she decided to dig to see if she could find some. To her surprise, she found a small metal container. Inside was a letter, which read:



Dear April,

I kept these seeds for you. One day, the government will control our food and water, but at least you will have what is left of our garden. I hope the Earth survives what is to come.

Plant these seeds and help them grow.

All my love,

Bill

Eva looked inside the container and found some small brown and black egg-shaped objects. She imagined these must be **seeds**. Eva placed a seed into the hole where the container had been and watered it with her water pack. Then, she woke the others. They planted seeds all the way back to the theme park, watering each one as they went, telling passing children to look after them and keep them alive.

That night, the seeds grew roots, and the roots spread beneath the soil. By the new moon, they had pushed their **sprouts** above the ground. By the following month, they were a meter tall. Day by day, the gray and dry land turned green. Ripe pumpkins, **squash**, and juicy watermelons appeared in the fields—foods that the children had forgotten ever existed.

Then one day, the rain came for the first time in fifty years. Eva, Violet, and Sam danced in the downpour, laughing as raindrops splashed across the Dragon's Mouth.



Think

Why is the rain so important? Why is it important to conserve water?

Explore the Text

1 Look at your predictions in Activity 2 on page 105. In your notebook, state whether each prediction was correct or incorrect. Then, give evidence from the text.

2 Now look at the purposes you set for reading in Activity 3 on page 105. What did you find out? Complete the sentences.

I found out _____

I didn't find out _____

3 Complete and order the sentences to summarize the story.

- One day, they find some old _____ that are made of copper.
- The children _____ the seeds and water them, so plants grow again and _____ starts to fall.
- Every day, the children have to dig up _____ to trade for food and _____.
- The next morning, Eva finds a metal container with some _____ inside.
- Eva, Violet, and Sam live in an old _____ where there are no plants and no water.
- They take the copper pipes to the _____ and deposit them in the vending _____.
- It's late when they leave the tower, so the children have to stay the night in an empty _____.

4 What will happen next in the story? How will the characters' lives change? Discuss your ideas with a partner.

I think they'll ...

I agree, and/but ...

They might also ...

Time to Talk!

Think of an outdoor area near you that needs to be cleaned up. What could you do to transform it into a healthy habitat?

Don't forget to show respect for your partner's views!



Grammar in Context

5B

1 Read and match. Then, look at the blue and red words. With a partner, figure out the rule for using the red words.

- 1 Why do you want the same **story**?
- 2 The dry ground needed **water**.
- 3 They went to the **vending machines**.
- 4 Eva found a container with **seeds**.

- a but she didn't have **any**.
- b She decided to plant **some**.
- c and found the **ones** for copper.
- d Why don't I tell you a new **one**?



Grammar: *one, ones, some, and any* with Countable and Uncountable Nouns

We can avoid repeating ourselves by using *one, ones, some, and any* to replace a noun in a sentence. We can use *one* and *ones* with countable nouns and *any* and *some* with countable and uncountable nouns.

Why do you want the same **story**? Why don't I tell you a new **one**?

They went to the **vending machines**, and found the **ones** for copper.

Eva found a container with **seeds**. She decided to plant **some**.

The dry ground needed **water**, but she didn't have **any**.

2 Listen and mark ✓. What present does Flo make for her mom?



3 Complete the story with *one, ones, some, or any*. Then, listen again and check.

Flo's mom loved her garden. Her favorite pot was the big yellow _____. One night there was a big storm, and the yellow pot broke. Flo wanted to buy a new _____, but she needed money and didn't have _____. So she decided to make _____ instead. She could use clay, but she didn't have _____. Suddenly, Flo had a great idea. She could use her old yellow boots—the _____ that were in the closet! She just needed soil, so her dad gave her _____. Then, they replanted the sunflowers. "What a good way to use old boots!" her mom said.

Listening

1 5:15 Which eco-project are Maria and Josie taking part in? Listen and mark ✓.

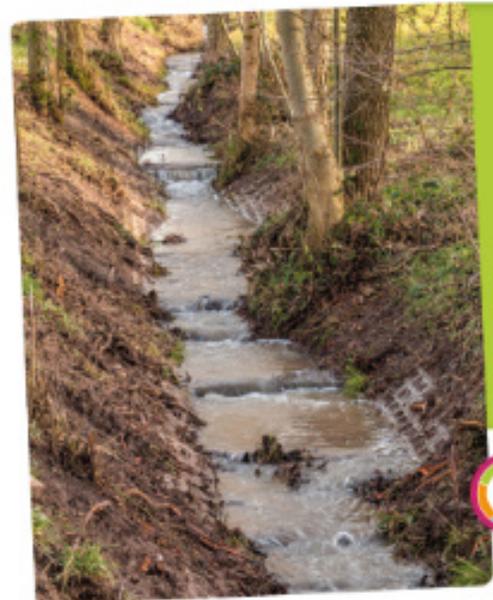
- Adopt a Beach
- Adopt a Stream
- Clean Up a Lake



2 5:15 Listen again and write the cause of each problem.

Cause	Problem in the Water
1 _____	The water is green.
2 _____	The water is dirty and muddy.
3 _____	The water is orange or red.
4 _____	The water has a shiny film on top.

3 What actions can the girls take to help the stream? Read and mark ✓.



- Clean weeds from the stream.
- Get rid of the trash in the stream.
- Remove oil and chemicals from the water.
- Report oil, chemicals, or waste to an adult.
- Plant more plants next to the stream.

Why is keeping streams and rivers clean important?

The Big Challenge



Your challenge is to design an ideal eco-school for the future. Plan your design and give a guided tour to the class.



Remember to listen actively and respond confidently during your discussion. Complete Check Your Oracy! in the Activity Book.

- 1 **Discuss** What would a new school building need to make it sustainable and eco-friendly? What would it be made of? How would it save energy? How would it conserve water? How would it be waste efficient? Discuss the questions in groups and write down your ideas.
- 2 **Brainstorm** the equipment and supplies a school needs. Then, discuss how they can be eco-friendly. For example, what can the playground equipment be made of?
- 3 **Design** your eco-school. Draw a map or poster of your eco-school. Then, write a list of its key features.
- 4 **Present** your design. Give your classmates an imaginary tour of your eco-school.
- 5 **Choose** ideas from your design that you could change in your school today. How could you make those changes?

We have designed a floating school. It's made out of recycled wood and plastic bottles. Our school will use hydropower for most of its energy. The power will come from the river under the school. We will also collect rainwater and have a special filter system so we can use water from the river. The outside of the school is covered with recycled rubber tires.



How can we save the planet? Look back through the unit. Share your ideas with the class.

SPEAKING MISSION

You have a variety of trash, but you don't know how much of it can be recycled. Call your local recycling center and find out what its hours of operation are, where it is, and what it accepts.

5.16
Key Words
 soda can tray jar
 container utensils rubber
 steel polystyrene

Before Your Mission

1 What are these trash items made of? Look and match.

soda can	tray	jar	container	utensils	gloves
					
	rubber plastic	glass	aluminum	steel	polystyrene

2 **5.17** Which of the trash items can be recycled? Guess, then listen and check.

3 **5.17** Listen again and classify the materials as recyclable or not recyclable.

plastic (PET) plastic (non-PET) glass (bottles and jars) iron
 other glass (lightbulbs, mirrors, etc.) aluminum rubber paper
 cardboard stainless steel copper polystyrene paint oil brass

Recyclable	Not Recyclable

During Your Mission

4 In pairs, find a recycling center online and complete the form.

Recycling Center: 

Address:	Hours of Operation
Items Accepted:	
Items Not Accepted:	
Other Advice:	

5 Work with a new partner. Role-play a conversation in which you call the recycling center. Take turns being the receptionist at the center and the person who is recycling. Use the Key Language.

Key Language

- Can you tell me what time you open/close?
- What's your address?
- What materials do you accept?
- What type of ... do you accept?
- Can I recycle ... ?
- What can I do with ... ?
- Do I have to clean/sort ... ?
- Do you accept anything else?



After Your Mission

6 Be a recycling detective! Make a list of the things you throw away at home over the next week. What are the things made of? Which can be reused or recycled instead?



What makes a good story?

- Explore** literature and compare favorite types of stories.
- Ask** probing questions.
- Write** a micro-story of 100 or fewer words.
- Plan** and write a piece of fiction.
- Discuss** and create a way to protect an egg.



What kinds of stories can you see in the illustrations?

What are your favorite kinds of stories?



Why do you read stories?



6.1

Key Words 1

literature	magical	relate to
hero	fable	graphic novel
prove	engage	
fantasy	brood the mind	

1 6.1 Which sentence summarizes the main idea of the video? Watch the video and mark ✓.

- Realistic fiction is easier to relate to than fantasy fiction.
- Traditional stories teach us more than modern stories.
- There are many different types of literature.

2 6.1 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Text Structure

Understanding how a text is structured can help you understand it. Common text structures include sequence, description, cause and effect, compare and contrast, and problem and solution.

1 Label each definition with one of the common text structures.

- _____ describes an order of events or gives a list of numbered instructions.
- _____ explains how two things are similar and different.
- _____ describes a problem and offers an answer or possible answers to it.
- _____ provides detailed information to give reader a mental picture of a topic.
- _____ describes an event and the effect it has on something else.

2 Which text structure would be used in each text? Read and number.

- a review comparing a movie to a book with the same story
- a travel brochure about your region
- an article about plastic pollution and what we can do about it
- an article about how using the Internet affects memory
- a recipe

3 Read the book review and identify the text structure that is used.



My favorite book is *Anne of Green Gables*. It's the story of an orphan named Anne who goes to live on a farm. The stories are all about Anne's settling into her new home and making new friends at school. I like this book because Anne reminds me of myself. She is very imaginative, and she talks too much sometimes—just like me!

4 Look at the text on pages 119–20. What text structure will the author use? Why?

What makes people want to read a story?

So You Want to Write a Story?



Have you always wanted to write a story but not known where to start? Do you have lots of ideas in your head but find it hard to write them down? Children's story writer Alexander Powell is here to help. Follow his six simple steps for success.

1 Get the Idea

People often ask me where I get my ideas from. And the honest answer is from anywhere and everywhere! Some ideas come from my own childhood memories—like being scared that a prehistoric dinosaur lived in my yard. Sometimes I write about funny things that happen to me in real life. And some ideas come from stories or movies I like that I want to write my own **versions** of. In my story *The Adventures of Jack and Jill*, I wanted to explore the background story of the **nursery rhyme** "Jack and Jill."

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.



Key Words 2

version
nursery rhyme
come alive
sibling
personality
motivation
villain
resolution
believable
sensibly

2 Invent Your Characters and Setting

Once you have your idea, you can start to plan the story. First of all, you have to think about the characters and setting. Who is the story about?

Where do they live? Where does the story take place? Give your characters names, and make them **come alive** by imagining more details about them. Are they children or adults? Are they friends or **siblings**? Are they rich or poor? You can use people you know to help you picture your characters. In my story, Jack and Jill have the **personalities** of my younger brother and sister, who are twins; they misbehave sometimes and don't do what they are told!



3 Start at the Beginning

Every story needs a good plot. The beginning of the story introduces your characters and explains the **motivation** for their actions. It's important to have an exciting beginning so that your readers want to find out what happens. So my story starts with Jack and Jill being told never to go to the well at the top of the hill, but they've already decided to go there anyway. This makes the reader interested to know why they aren't allowed to go there and what they will find.



6.4 So You Want to Write a Story?

4 Add a Problem

Once you have an exciting beginning, the action of a story builds and rises until it reaches a climax. This is the main action of the story, and it is usually a problem that the characters have to solve before the story can end. A story is more interesting when the characters have difficult problems to solve or a bad guy, or **villain**, to defeat. So use your imagination to make as much trouble for them as possible! I like to make a What goes wrong? mind map when I'm planning this part of the story. I don't use all of the ideas I think of—but I might reuse some of them in another story!



5 Find a Resolution

The **resolution** is how your characters deal with the problem. They might find the resolution themselves because of their own personalities and abilities. Or someone else might help them. In *The Adventures of Jack and Jill*, Jill realizes the dinosaur is lonely because it is crying, and they decide to take care of it, but they have to persuade their parents to take care of it, too. And remember that a resolution doesn't always have to be a happy one! Sometimes things might turn out badly. Your characters might get what they want, or they might have to learn to live without it. In my story, the dinosaur becomes Jack and Jill's pet, but it could have eaten them, too!



6 Choose a Good Ending

Your story can have a happy ending or a sad ending, but you want it to be **believable**. The ending should follow **sensibly** from the resolution in the story. Ask yourself how your characters feel, too: Are they happy and excited? Are they sad or disappointed? Or are they relieved? Have they all done the right things? What should they have done? What will they all do next?

Happy writing!

Think

Should all stories have a happy ending? Why or why not?

Explore the Text

- 1 Check your prediction in Activity 4 on page 118. Was it correct?
- 2 Do you remember the instructions? In pairs, write them in the correct sequence. Then, check with the text. How many did you get right?

How to Write a Story

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

- 3 Where did the author get his ideas? Read and complete.
 - a The story was based on a famous _____.
 - b The personalities of his characters were based on his _____.
 - c The idea of the dinosaur came from his _____.
- 4 **6.5 Key Words 3** Find these words in the text and circle them. Then, complete the sentences.

prehistoric misbehave tumbling childhood

- a Our _____ is the time of our life when we are growing up.
- b _____ creatures, paintings, or remains come from a time in the past before records were kept.
- c When children _____, it means they are being naughty and not doing what they are told.
- d If you are _____, it means you're falling quickly in a way that's out of control.



Where do authors get their ideas?

Grammar in Context

1 Read the sentences and answer the questions.

- The dinosaur could have eaten them.
- The dinosaur should have eaten them.
- The dinosaur shouldn't have eaten them.

- Which sentence suggests a possible action in the past but isn't giving advice?
- Which two sentences are giving advice about an action in the past?
- Which sentence suggests the dinosaur has already eaten the children?

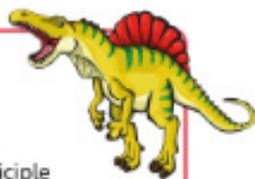
Grammar: could have and should have

We can use *could have* followed by the past participle to suggest a possible action in the past.

The dinosaur **could have eaten** them.

We can use *should have* or *shouldn't have* followed by the past participle to give advice about an action in the past.

The dinosaur **should have eaten** them. The dinosaur **shouldn't have eaten** them.



2 Listen and complete Lucy's opinions. Use *could have*, *should have*, or *shouldn't have*.

What Happened to Isabel	Lucy's Opinion
Isabel lost her cell phone at the shopping mall.	"It _____ fallen out of your pocket when you were trying on clothes."
Isabel got in an argument with her little brother.	"You _____ argued with him."
Isabel's brother was making so much noise that she couldn't study for her math test.	"He _____ been quiet so you could study."
Isabel did badly on her math test.	"Maybe you _____ started studying earlier."
Isabel was late for school because she had lost her cell phone.	"You _____ told me you lost your cell phone!"

3 What do you think Isabel could have, should have, or shouldn't have done? Write your opinions in your notebook. Then, discuss them with a partner.

Remember to give reasons when you express your opinions!



Should story characters always be well behaved?

Spelling Patterns and Word Study

1 Listen and repeat the pairs of words. How do the prefixes change the meaning of each word?

historic / prehistoric take / mistake
use / reuse title / subtitle

2 Add the correct prefix to the beginning of each word and complete the chart. Which word can have two of these prefixes? Then, listen and check.

_____ behave	_____ marine
_____ view	_____ cycle
_____ way	_____ do
_____ understand	_____ school

pre-	mis-	re-	sub-
prehistoric	mistake	reuse	subtitle

3 Read and complete the words with the correct spelling pattern. Then, listen, check, and say the nonsense rhyme.

Did _____ historic kids go to _____ school?
Did they _____ understand things and _____ behave,
Do their homework on the prehistoric _____ way,
And have to _____ do it back in their cave?

4 In pairs, think of more words beginning with the prefixes on this page.

Time to Talk!

Do you have a funny childhood memory you could write a story about? Compare with a partner.

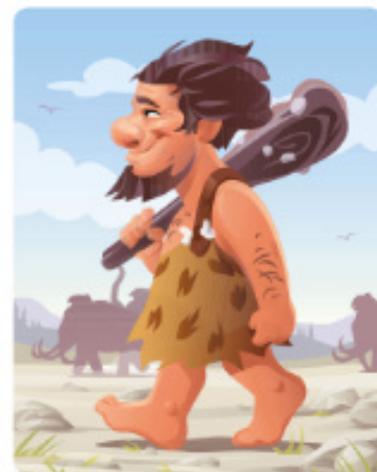


Spelling Tip: pre-, mis-, re-, sub-

Prefixes are groups of letters that can be added to the beginning of words. Prefixes change the meaning of the word.

prehistoric mistake reuse subtitle

Some prefixes have specific meanings: sub- (under), mis- (wrong), pre- (before), and re- (again).



Oracy Skill: Asking Probing Questions

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



1 6:2 6:10 Watch the video and do the tasks.

- a Whose questions get the longest answers from Jack?

Liam's Kate's

- b Questions that get longer answers are called *probing questions*. Complete the questions with the missing question words.

Who What Where When How Why

- _____ is that character your favorite?
 _____ did it get its special powers?
 _____ does super sonic barking mean?
 _____ does it live?
 _____ does it live with?
 _____ did you first learn about it?



Let's Practice Oracy! 8, 17, 18

- Form pairs. Think about your answers to the Oracy Time! question.
- Take turns describing your choice. Don't forget to ask your partner probing questions.

Oracy Time!

If you could be any character from any story or movie, who would you be and why?

Check Your Oracy!

1 My partner asked probing questions.	Many / Some / None
2 My partner used the question words on the cue cards.	All / Some / None
3 In your notebook, write another probing question your partner could have asked.	

Write a Micro-story

- 1 How many words are there in this story? Count and say.

The Missing Family

As soon as Ellie woke up, she knew that something was wrong.

The house was totally silent; she couldn't hear a sound. She called out for her parents, but there was no reply. She poked her head around the twins' bedroom door; their beds were empty. She ran down to the kitchen; there was no one around.

Where was everyone? Had they forgotten her? Just then, Ellie heard a noise coming from the basement. She crept downstairs and opened the door. And there they were: her parents, the twins, even her grandparents!

"Happy Birthday, Ellie!" they shouted.



- 2 Read the story and answer.

- How does the writer make the beginning of the story exciting?
- Which section of the story shows the action building and rising?
- Which section shows the resolution of the story?
- How does the story end?

Improve Your Writing: Colons and Semicolons

We use colons to introduce a list, an example, or a piece of information.

Ideas for stories can come from anywhere: memories, dreams, or other stories.

We use semicolons to join two parts of a sentence that are linked in some way. These two parts could also be written as two separate sentences:

The twins misbehave sometimes; they don't do what they're told.

The twins misbehave sometimes. They don't do what they're told.

- 3 Find and circle examples of colons (:) and semicolons (;) in the story.

- 4 Prepare to write your own micro-story in the Activity Book. Try not to use more than 100 words.



What kinds of stories make the best movies?

1  Key Words 4 Do fairy tales have happy or sad endings? Read and check.

Many traditional stories and fairy tales are about the dangers of talking to strangers. They have heroes who seem **sweet** and innocent but are often smarter than they look, and villains who want to **deceive** the heroes. In fairy tales, the villains are often animals that are associated with being clever and **cunning**, such as a **wolf** or a fox.

Fairy tales usually have a happy ending, so the story is about how the hero manages to **outwit** and finally **defeat** the villain. Usually, the hero has good **instincts** and quickly realizes what the villain is trying to do. The hero hides his or her **dismay** and pretends that nothing is wrong. This **convinces** the villain that the trick is working. Then, when the villain is distracted, the hero **escapes**. Often the hero traps the villain by



locking him or her in a room or, with an animal villain, by putting it in a big **sack** and throwing it down a well!

2 Match the verbs with their definitions.

- | | |
|------------|--|
| 1 deceive | a win against someone in a fight or competition |
| 2 outwit | b fasten something with a key |
| 3 defeat | c use your intelligence to get an advantage over someone |
| 4 convince | d fool or cheat someone |
| 5 lock | e get away from a place where you don't want to be |
| 6 escape | f persuade someone to believe or do something |

3 Read and circle *T* (true) or *F* (false).

- | | | |
|--|---|---|
| a A cunning person may try to trick you into doing something you don't want to do. | T | F |
| b A wolf is a kind of wild cat. | T | F |
| c Someone who has a sweet nature is usually kind and thoughtful. | T | F |
| d Following your instincts means acting without thinking. | T | F |
| e "Dismay" is similar in meaning to "pleasure." | T | F |
| f A sack is a large bag you can use to store things. | T | F |

 Time to Talk!

What traditional stories or fairy tales do you know? Do you have a favorite fairy tale? What do you like about it?

Reading Strategy: Literary Genres

There are many different genres or types of literature. Identifying the genre will help you follow the story as you are reading and also predict what might happen next.

1 Read and match these literary genres with their descriptions.

- 1 Fable 2 Poetry 3 Fairy Tale 4 Mystery 5 Science Fiction

tells a story about life in the future or in another part of the universe

uses sound, rhythm, and sometimes rhyme to tell a story or to convey ideas or experiences

tells a story about solving a crime or discovering a secret



tells a short story that uses animal characters to teach people how to behave

tells a story, often for children, that uses imaginary characters or magic

2 Which of the genres in Activity 1 are realistic and which are fantasy? Mark the genres with *R* (realistic), *F* (fantasy), or *E* (either). Compare your answers with a partner.

3 Look at the two versions of "Little Red Riding Hood" on pages 128–31 and answer the questions.

- Which literary genre do you think each version belongs to?
- What do you think will be different in the two versions?
- What kind of event do you think won't happen in the two versions?

  Are some genres more enjoyable than others? Why or why not?



Little Red Riding Hood

Retold by Kim Milne

My real name is Blanchette, but everyone calls me Little Red Riding Hood. It all started when my grandmother gave me a red cape—one with a shiny red hood.

"It'll protect you from the wind and storms," she said lovingly. But it was hideous. It attracted far too much attention, and people would laugh and shout, "Look! There goes Little Red Riding Hood!"

Oh, how I hated it! Well, that is, until the day it actually saved my life!

Not long ago, Mom asked me to take some cake to Grandma. "Now spend some time with her, but remember, don't dilly-dally on the way," she said. "And don't forget to put on your cape. Grandma likes to see that you use it."

Grandma's house is in a small village on the other side of the woods, so it was much quicker to go through the woods than around them. I was walking along, minding my own business, when a **wolf** suddenly appeared out of nowhere.

"Hello, Little Red Riding Hood!" it said. "Where are you going?" While I was telling it about my grandma, we heard the voices of lumberjacks in the distance.



"Oh, well! Nice chatting with you, but I have to run," the wolf said. What a nice, polite wolf, I remember thinking. Anyway, I got a little distracted and went off the main path. There were some blackberry bushes in the woods, so I picked some blackberries for Grandma.

It was around noon when I finally arrived at her cottage. The door wasn't **locked**, so I looked inside and shouted, "Grandma, are you there?"

"Yes, dear, I'm in the bedroom. Do you have any food?" she asked.



The room was dark, so I opened the shutters. I couldn't believe my eyes. Grandma looked exactly like the wolf I had just seen. She was ugly and all hairy. In a panic, I dropped the blackberries and cake on the floor. "There's no way that's my grandma," I thought. It was the **cunning** wolf trying to **deceive** me, I was **convinced**. I wanted to scream, but I kept calm and went along with the wolf's trick.

"Grandma, you don't look like yourself," I said.

"Nothing to worry about. I have a cold; that's all, dear," the wolf answered in a deep voice. And it pulled the covers up to its nose.



As I turned to pick up the blackberries and cake, something jumped on my back. The wolf! We wrestled and tussled and finally fell on the floor. Luckily, its teeth got caught in my hood, and I wriggled free. Just then, Grandma appeared at the door. She was carrying an empty **sack**.

The wolf was running around in circles like it was crazy. It was blind as a bat because my cape was twisted around its head. Seizing the opportunity, Grandma opened the sack, and the wolf jumped right inside. We tied it up, then raced to the well and tossed the sack into the bottomless depths. The wolf howled as it fell.

"I'm so glad you're OK," said Grandma. "I knew your cape would come in useful one day." She winked and gave me a hug. "Now, let's have some cake. Oh, what delicious blackberries ..."

The next time I visited Grandma, I went straight to her house. No dilly-dallying in the woods this time. I had learned my lesson. When I got there, she was sitting in the garden sewing a new red cape for me. I tried it on. "Thank you, Grandma. It's perfect," I said. And from that day forward, I never complained about wearing my cape again.

Think

Do you know another version of the story "Little Red Riding Hood"? How is it different from this version?

Riding Hood, Gran, and the Wolf

By Kim Milne



There once was a girl called Riding Hood,
Who was smart and **sweet** and usually good.
But one day in the forest while she was out walking,
She forgot mother's rules about not stopping and talking.

She was a curious girl and easily distracted,
So when a mean wolf appeared, she naturally chatted.
"Where are you going?" it asked Riding Hood.
"To my grandmother's house; she's not feeling so good."

"Ah, that's a pity; why not pick her some flowers?"
"That's a great idea. I have a few hours."
They said their goodbyes, but the wolf had a plan.
It would get there first and eat poor old Gran.

But when it arrived, much to its **dismay**,
Gran had left early for the market that day.
It searched through the house and put on Gran's clothes,
Then jumped into bed with the shutters well closed.

Think

Is the main character's personality the same or different in the two versions?

Soon Riding Hood came and knocked on the door.
"Come in," said the wolf, just like Gran had before.
"What's that smell? Are you all right?"
She flung open the shutters and let in the light.

She stared at her Gran, and what a surprise!
She was hairy and smelly and had grown in size.
Hood realized at once that things weren't right,
So, following her **instincts**, she quickly took flight.

The wolf had to act and leapt straight at her throat,
But its teeth got all tangled and stuck in her coat.
Leaving her cape, she **escaped** from the room
And bumped into Gran, who was returning at noon.

"What on earth is the matter?" exclaimed her Gran.
"There's a wolf in your house with a terrible plan!"
As the villain appeared from the room at the back,
Gran spread open her arms, and it jumped straight in a sack.

She tied it up quickly and flung it over her shoulder.
"Did you really think you'd **outwit** someone older?"
She carried the sack to the well and let go,
And that's how Gran **defeated** their foe.



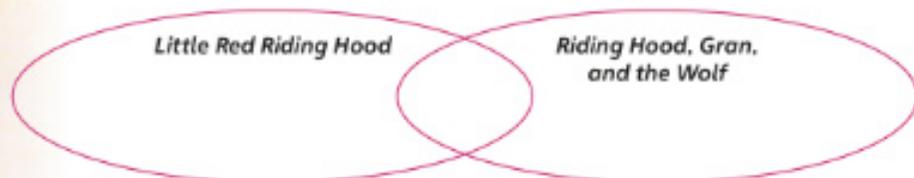
Think

Do you think Gran and Riding Hood should have thrown the wolf down the well? What could they have done instead?



Explore the Text

- Which genres did the two versions belong to? Were your predictions in Activity 3 on page 127 correct or incorrect? Compare your ideas with a partner.
- How were the two versions similar and different? Copy and complete the graphic organizer. Then, say which version you liked better and why.



I liked _____ better because _____.

- Complete the plot diagram for the version you liked better.

Plot Diagram for _____



- What are the morals of these two versions of "Little Red Riding Hood"? Discuss with a partner.

? Should fairy tales always have a moral? What is the moral of fairy tales you know?

Don't forget to respect and respond to your partner's ideas!



Grammar in Context

- Read the sentences and do the tasks.

1 When the wolf arrived, Grandma had left for the market.

2 When the wolf arrived, Grandma left for the market.

- One sentence has one more word than the other. Circle the word.
- In which sentence has Grandma left before the wolf arrives at her house?

Grammar: Past Perfect Simple

We use the past perfect simple to describe an action that takes place before a certain time in the past. We use *had* and the past participle of the verb.

When the wolf arrived, Grandma **had left** for the market.

- Listen and order the events from the story *The School Trip*.

- | | |
|--|---|
| <input type="checkbox"/> Max got up and went downstairs. | <input type="checkbox"/> Max arrived at school. |
| <input type="checkbox"/> Max's parents went to work. | <input type="checkbox"/> His class left for the trip. |
| <input type="checkbox"/> Max arrived at the bus stop. | <input type="checkbox"/> The class waited for Max. |
| <input type="checkbox"/> The bus left the bus stop. | |

- Complete the story with verbs in the past perfect simple.

go miss see oversleep leave

It was nine o'clock. Max hadn't heard the alarm, and he _____ . Max got up and went downstairs, but his parents _____ to work already. He ran to the bus stop, but he _____ the bus, so he had to walk. When Max got to school, his class _____ for the museum. But his friends _____ him, and his class was waiting for him around the corner.



- Play a game of Yesterday Backwards. How many true sentences can you make about what your partner did yesterday, starting with when they went to bed?

When you went to bed yesterday, you had already had dinner.

That's right.

When you had dinner, you had already taken a shower.

Wrong! I took a shower after I'd had dinner.

Listening

- 1 6.15 Listen to the interview and say if each author writes mysteries, picture books, or short stories.



Helena Benn



Luke Kennedy



Polly Fraley

- 2 6.15 Listen again. Write the correct name next to each piece of advice.

Name	Advice	Effect
1 _____	Write about things you know.	_____
2 _____	Don't be scared to use your imagination.	_____
3 _____	Use dialogue in your stories.	_____
4 _____	Use a variety of words.	_____
5 _____	Write what you want to write.	_____

- 3 6.15 What effects will following this advice have on your writing? Listen again and write the letters in the third column of the chart in Activity 2.

- a This will make your characters come alive.
- b This will make your writing unique.
- c This will make your writing more believable.
- d This will make your writing more unusual.
- e This will make your descriptions more interesting.



- 4 Can you think of any more advice? Discuss your ideas with a partner.

How can we make our stories more exciting?

Values AB page 116

The Big Challenge

How can we write our own piece of fiction?

Your challenge is to plan and write a piece of fiction of your own.

- 1 **Brainstorm** as a class and make a list of all the literary genres you know.
- 2 **Choose** the genre that you like best.
- 3 **Plan** your piece of fiction. Let your imagination run wild. Will it be a piece of prose, a poem, or a play? Will it be a fantasy or realistic piece of fiction? Write down ideas for your characters and setting.
- 4 **Write** a detailed plan for the plot for your piece of fiction. Describe an exciting beginning, the problem and climax of the story, a resolution, and a believable ending.
- 5 **Present** your plan to other students who are writing in the same genre. Listen to feedback and make changes to your plan if necessary.
- 6 **Use** your plan to write your piece of fiction. Then, read it to the class or make a class storybook.



Remember to ask probing questions when giving feedback on other students' story plans. Complete **Check Your Oracy!** in the Activity Book.

I am going to write a piece of prose. It's going to be a mystery story because that's the kind of story I like the best. The main characters are going to be based on my sister and me, and the mystery is going to take place at our school. It's going to be called *The Mystery of the Missing Teacher!*



What makes a good story? Look back through the unit. Share your ideas with the class.

AB pages 117–19

1 How well do you remember the oracy skills? Read and match.

- | | |
|--|---|
| 1 When we express and respond to opinions. | a we show interest and respond confidently. |
| 2 When we listen actively. | b we get longer and more detailed answers. |
| 3 When we ask probing questions. | c we give reasons to support what we say. |

2 In pairs, label the phrases based on when and how you use them. Some phrases may have more than one use.

- | | | |
|--|--|---|
| a I say this to express and respond to opinions. | b I say this to show I am listening actively and to respond confidently. | c I say this to ask a probing question. |
|--|--|---|

- | | |
|---------------------------------|--------------------------------------|
| 1 I think ... because ... _____ | 6 Why ... ? _____ |
| 2 How ... ? _____ | 7 I disagree because ... _____ |
| 3 I agree because ... _____ | 8 That's a good point, but ... _____ |
| 4 That's a great idea! _____ | 9 That sounds ... ! _____ |
| 5 Yes, but ... _____ | 10 What does ... mean? _____ |

YOUR TASK

You and your team members will work together to protect an egg! You will be provided with a raw egg that will be dropped from a high place. Before you drop it, you and your team members must figure out a way to make sure that the egg will land safely and not break. You can use any materials that you want (except for boxes and packing/shipping materials) to protect your egg. The team whose egg is dropped from the highest point without breaking is the winner.



1 Form small groups and brainstorm ideas to protect your egg. Make sketches of your top three ideas and complete the chart.

Idea for Egg Protection	Materials Needed	Advantages and Disadvantages
1		
2		
3		

2 Collect materials from home and then work together to develop your best idea.

3 Test your idea by dropping the egg from a high place. For the eggs that remain unbroken, increase the height and drop again. The last egg to remain unbroken is the winner.

4 Talk about your talk!

- When brainstorming ideas to protect your egg, did you and your team members express your opinions and respond to the ideas of others?
- Did you listen actively to each other during your discussion?
- Did you ask each other probing questions?



Check Your Oracy!

1 I gave my opinion and responded to my team members' opinions.	Most of the time / Sometimes / Never
2 I listened actively and responded confidently.	Most of the time / Sometimes / Never
3 I asked my team members probing questions.	Most of the time / Sometimes / Never

What I can do better next time:



Why do we need medicine?

- Explore** how medical discoveries help us.
- Engage** an audience during a presentation.
- Write** an informational report.
- Invent** a new medical treatment.
- Help** a relative at a hospital.

What kinds of medicines can you see in the photos?



Have you ever taken medicines like these?

Do we always need to take medicine when we are sick?



Key Words 1

malaria	polio	diabetes
parasite	symptom	insulin
treat	cure	
virus	vaccine	

- 1 7.1 Which two statements are true? Watch the video and mark ✓.
 - We always need to take medicine when we get sick.
 - Different types of medicines treat different diseases.
 - Vaccines prevent diseases instead of curing them.
- 2 7.1 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Cause and Effect

A cause can have more than one effect. Sometimes an event causes a sequence of effects, which is known as a chain of causes and effects.

- 1 Read the question in the title of the text below. Do you know the answer? Then, read the text and check.

Ask the Expert: How Do You Catch a Cold?

A cold is caused by a virus, often a rhinovirus. To catch a cold, you have to come into contact with someone who has a cold. When this person breathes out, coughs, or sneezes, the cold virus spreads out into the air around them. The virus then enters your body through your nose or mouth. This might happen when you breathe in or when you touch objects that have the virus on them and then touch your nose or mouth. When it's inside your body, the virus multiplies and makes you sick.

You can help stop a cold virus from spreading by:

- covering your mouth and nose when you cough or sneeze.
- washing your hands and cleaning the surfaces around you.
- staying away from other people when you are sick.



- 2 Complete the chain of causes and effects diagram.

Cause

You come into _____ with someone who has a _____.

Effect

You _____ in air that contains the cold virus or _____ objects that have the virus on them.

Effect

The virus enters your _____ through your _____ or _____.

Effect

The virus _____ and makes you _____.

- 3 Read the title of the text on the next page. What are superbugs? And why should we be concerned about them? Discuss with a partner.

Remember to ask probing questions when you discuss with your partner!



BEWARE THE SUPERBUGS

Key Words 2

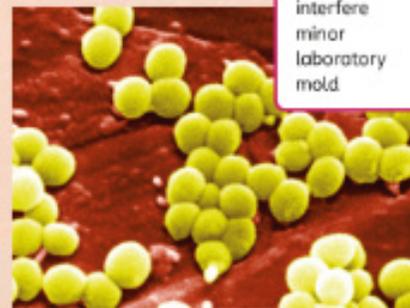
antibiotic
organism
microscope
harmful
infection
pneumonia
interfere
minor
laboratory
mold

"Superbugs" are bacteria that cannot be killed by **antibiotics**. Why do we need to worry about superbugs, and what can we do to fight them?

How Do Bacteria Make Us Sick?

Bacteria are single-celled **organisms**. They are so small, it's impossible to see them without a **microscope**. But they live everywhere around us: in our homes, on the food we eat, in water, on our bodies, and even inside our bodies.

Most bacteria inside our bodies do useful jobs: they help us digest our food, make vitamins, and fight disease. However, some bacteria are **harmful**. When these bacteria get inside our bodies, they can give us **infections**, such as **pneumonia**, ear infections, food poisoning, or blood poisoning from an infected cut on our skin. When we get these types of bacterial infections, we might need to take antibiotics.



The bacteria *Staphylococcus aureus* seen here can cause pneumonia and other infections.

What Are Antibiotics?

Antibiotics are a type of chemical. They help our bodies fight infection by killing bacteria or **interfering** with their growth.

Antibiotics are one of the most important discoveries in modern medicine. Before they were discovered, doctors had no medicine to treat bacterial infections. Many people died from infections that antibiotics now treat. Antibiotics have saved many lives.



Do We Always Need Antibiotics When We're Sick?

Antibiotics do not work on illnesses that are caused by viruses, such as the common cold. Viruses also cause infections inside the body. But antibiotics only kill bacteria, not viruses, so we can't use them to treat viral infections.

In addition, we don't always need antibiotics for **minor** bacterial infections. If we take care of ourselves when we are unwell, we can recover from most illnesses by ourselves. Our body has its own immune system, which fights infections from both bacteria and viruses. We only need to take antibiotics when we have a serious bacterial infection.



The common cold is caused by a virus. You do not need antibiotics to recover from it.

Think

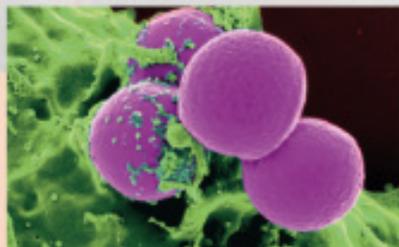
How can you take care of yourself when you are sick?



BEWARE THE SUPERBUGS

How Do Bacteria Become Superbugs?

If we use antibiotics too often or in an irresponsible way, bacteria learn to defend themselves against them. They become resistant to the antibiotics and are not killed by them anymore. Bacteria that are resistant to many different antibiotics become superbugs. Superbugs cause serious health problems around the world because they are difficult to treat.



The superbug MRSA is an antibiotic-resistant version of *Staphylococcus aureus*.

Scientists are always looking for new antibiotics to fight superbugs, but there are many ways we can help.

- Don't take antibiotics if you don't need to. And don't use antibacterial soap or other antibacterial products. Superbugs develop more quickly if we use too many antibiotics.
- Always finish antibiotics when you have to take them even if you dislike the taste. You must kill all the harmful bacteria; any bacteria that survive may become stronger and more resistant.
- Keep clean to avoid infection. Always wash your hands before eating. If you cut yourself, keep the cut clean.
- Bacteria can grow in your food, too. Store, prepare, and cook food carefully.
- Don't forget your pets! Animals can be given too many antibiotics, too.



The Story of Penicillin

Penicillin was the world's first antibiotic. It was discovered in 1928, when scientist Alexander Fleming returned to his laboratory after a two-week vacation.

Fleming's laboratory was often messy. He had been growing bacteria for his experiments, and he hadn't cleaned his dishes properly when he went away. He had also left his laboratory windows open. A common mold had blown into his laboratory, landed on the bacteria in the dishes, and started growing.

When he returned, Fleming noticed something unusual. Although there were lots of bacteria in the dishes, there were no bacteria around the spots of mold. Something in the mold had killed the bacteria. Fleming had discovered penicillin!

Fleming once said, "One sometimes finds what one is not looking for. When I woke up just

after dawn on Sept. 28, 1928, I certainly did not plan to revolutionize all medicine by discovering the world's first antibiotic, or bacteria killer. But I guess that was exactly what I did."

What a lucky accident!



Alexander Fleming in his laboratory



Think

Why was penicillin an important discovery?

Explore the Text

1 What is the main idea in the text? Read and mark ✓.

- Antibiotics are useful medicines.
- We shouldn't overuse antibiotics.
- Antibiotics don't treat all illnesses.

2 Read and write three effects from the text.

Cause

- a Harmful bacteria get inside our bodies.
- b We use antibiotics too often.
- c Bacteria become superbugs.

Effect

→ _____

→ _____

→ _____

3 Complete the chain of causes and effects diagram to answer the question.

How did Alexander Fleming discover penicillin?

Cause: When he went on vacation, he hadn't cleaned his bacteria dishes and left his laboratory windows open.

Effect: A common mold blew _____ and landed _____.

Effect: The mold started _____ and killed _____.

Effect: Fleming realized that something in _____ could kill bacteria.

4 7.5 **Key Words 3** Find these words in the text and circle them. Then, complete the sentences.

single-celled immune system antibacterial revolutionize

- a _____ soap contains chemicals that can kill bacteria.
- b _____ organisms only have one cell. They include bacteria and some types of algae and fungus.
- c When you _____ something, you change it in a big way for the better.
- d Your body uses its _____ to fight infections when you are sick.

Time to Talk!

Penicillin was a very important discovery. What are some other discoveries you know about?

1 Read the sentences and answer the questions.

1 Alexander Fleming had grown bacteria before he went on vacation.

2 Alexander Fleming had been growing bacteria when he went on vacation.

- a Which sentence suggests that Fleming had finished growing the bacteria when he went on vacation?
- b Which sentence suggests that he was still growing the bacteria when he went on vacation?

Grammar: Past Perfect Progressive

We use the past perfect progressive to describe an event or action in the past that was still continuing when another event happened. We use *had been* and the present participle of the verb.

Alexander Fleming **had been growing** bacteria when he went on vacation.

2 Look at the picture and guess. What had these children been doing when they had their accidents?



George Alice Oscar Mia

3 Listen and check. Complete the sentences with what each child had been doing when they had their accidents.

- a George had been _____.
- b Alice _____.
- c Mia _____.
- d Oscar _____.

4 With a partner, use the past perfect progressive to discuss an accident you've had.

I hurt my ...

How did that happen?

I had been ...

When do we need to go to the doctor and when can we treat ourselves?

1 Listen and repeat the pairs of words. How does the prefix change the meaning of each word?

well / **un**well like / **dis**like
 responsible / **ir**responsible possible / **im**possible
 complete / **in**complete



Spelling Tip: Prefixes for Opposite Meanings

Some prefixes can be added to a word to give it the opposite meaning:

unwell **dis**like **ir**responsible **im**possible **in**complete

The usual prefix for words starting with *r* is *ir*. The usual prefix for words starting with *m* or *p* is *im*.

2 Which prefixes give these words the opposite meaning? Add a prefix to each word and complete the chart. Then, listen and check.

- agree
- safe
- regular
- mobile
- correct
- visible
- patient
- replaceable
- happy
- appear

un-	dis-	ir-	im-	in-
unwell	dislike	irresponsible	impossible	incomplete

3 Read and complete the words with the correct prefixes. Listen and check. Then, say the nonsense rhyme.

It's _____ possible to be _____ visible
 And _____ appear in front of everyone.
 And it might also be _____ responsible
 And an _____ safe way to have fun!



4 Can you think of more words in which these prefixes make the meaning the opposite? Add them to the chart in Activity 2.



Oracy Skills: Engaging an Audience

When we give an informal presentation, we can engage our audience by introducing our topic clearly and by asking questions to involve our audience.

1 **7.2** Watch the video and answer the questions.

- a How do Emma and Jack involve their audience in the presentation?
- They ask their audience questions.
 - They begin the presentation by discussing why games are fun.
 - They answer the audience's questions.
 - They introduce their topic clearly.
- b Which questions do Emma and Jack use to involve the audience in what they are saying?
- Can anyone tell me ... ?
 - Whose turn is it?
 - Why do you think ... ?
 - Is that clear?
 - Do you have any questions?



Let's Practice Oracy! 19, 20, 21

- 1 Form pairs. Choose one of the **Oracy Time!** ideas and write notes for your instructions.
- 2 Take turns introducing and presenting your instructions to the class. Engage your audience by asking questions.
- 3 Allow time at the end of the presentation for your audience to ask you questions.

Oracy Time!

What is a fun way of staying healthy? Choose and prepare some instructions for:

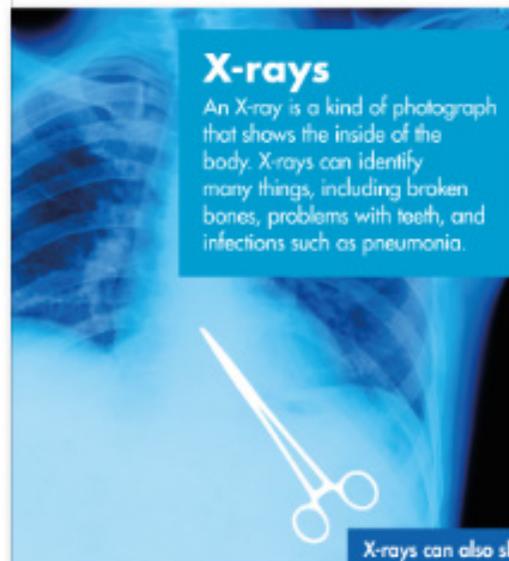
- how to play your favorite sport.
- how to make your favorite healthy snack.
- your own idea.

Check Your Oracy!

1 We introduced our topic clearly.	Yes / No
2 I asked questions to involve the class in what we were saying.	Yes / No
3 I used the expressions on the cue cards.	All / Some / None

Write an Informational Report

- 1 How much do you know about X-rays? Compare with a partner, then read the text.



X-rays

An X-ray is a kind of photograph that shows the inside of the body. X-rays can identify many things, including broken bones, problems with teeth, and infections such as pneumonia.

When Were X-rays Discovered?

X-rays were discovered by the scientist Wilhelm Röntgen in 1895, and X-ray machines were invented in the early 1900s.

How Have X-rays Changed Medicine?

X-ray machines have saved many lives. Before they were invented, doctors could only see inside a human body by cutting it open. This put patients at risk, and doctors didn't always find what they were looking for. After the invention of the X-ray, it was easy to see what and where the problem was.

Are X-rays Safe?

X-rays are safer than being cut open to see what is wrong! But X-rays should only be used when they are really needed. X-rays use a type of radiation that can damage the body if it is overused.

X-rays can also show unusual problems. How did these scissors get inside this body?

- 2 What is included in an informational report? Read and mark ✓.

- a an introduction to the topic
- b information organized into paragraphs with subtitles
- c events described in the order they happened
- d the author's personal opinions
- e formal text written in the third person

- 3 Find and underline examples of sentences with *before* and *after* in the text above.

- 4 Prepare to write your own informational report in the Activity Book.

 Improve Your Writing:
before and after

We use *before* and *after* to talk about the order of events in the past or future.

Before antibiotics were discovered, doctors had no medicine to treat bacterial infections.

Alexander Fleming returned to his laboratory **after** a two-week vacation.

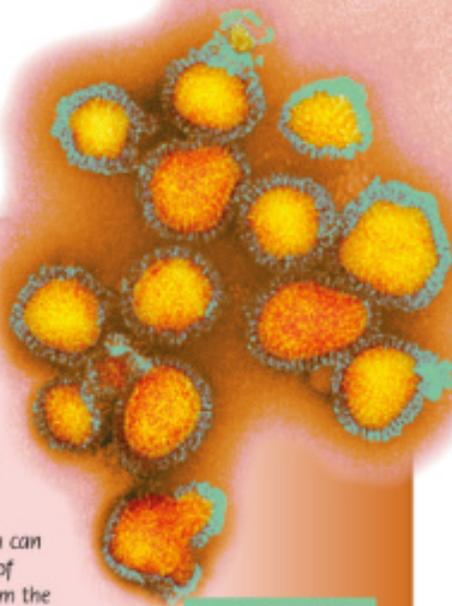
- What should we do in a medical emergency?

- 1 7.10 **Key Words 4** Is influenza caused by a viral or bacterial infection? Guess, then read and check.

What is influenza?

Influenza, or the flu, is an illness that attacks the lungs and **respiratory system**. It is caused by a virus. Symptoms include fever and aches and pains, as well as others like **sneezing** and a bad **cough**. The flu is a more serious illness than a common cold, and it lasts longer. Some very serious **outbreaks** of the flu can even be **fatal**. In 1918, a terrible flu **epidemic** killed 50 million people around the world.

Luckily, epidemics like this don't happen very often, and you can usually recover from the flu easily if you rest and take care of yourself. Young children and old people are more at **risk** from the virus and can also have a flu **shot**, or an **injection** of the flu vaccine. This vaccination can prevent people from getting the virus in the first place. You can also prevent the further **spread** of the virus by covering your nose and mouth when you cough and sneeze and by throwing used **tissues** in the trash.



The influenza virus

- 2 Match the words that have the same or a similar meaning.

1 influenza

2 injection

3 fatal

4 risk

a danger

b deadly

c the flu

d shot

- 3 Match the two halves of each sentence.

- | | |
|----------------------------------|---|
| 1 Use a tissue | a when you cough or sneeze. |
| 2 Cover your mouth | b when we breathe in or out. |
| 3 An outbreak of an illness | c when you blow your nose or sneeze. |
| 4 An illness becomes an epidemic | d when a large number of people catch it. |
| 5 We use our respiratory system | e to prevent the spread of influenza. |
| 6 Throw used tissues away | f is when it appears in a community. |

How do vaccinations help us?

Reading Strategy: Synthesizing (Fiction)

When we synthesize, we combine what we already know with what we learn in a text to come up with new ideas. Synthesizing might change our way of thinking about a topic.

- 1 What do you know about orangutans? Read and choose with a partner.

- a Orangutans are a type of monkey / great ape.
- b They live in the **deserts** / **rainforests** of Borneo and Sumatra.
- c The name *orangutan* means "person / giant of the desert / forest" in the Indonesian and Malay languages.
- d They eat fruit / cheese / leaves / candy / bark / honey / insects / eggs / pizza.
- e Orangutans are a common / threatened / critically endangered species.



- 2 7.11 Listen and check your answers.

- 3 The story *People of the Forest* contains true information about orangutans. Mark the statements you think are true.

- They get bored sometimes.
- They can read and write.
- They need to eat a lot of sugar.
- Over 90% of their genetic material is the same as humans' genetic material.
- They can draw and paint.
- They like human food.
- They can catch human diseases.
- They can learn human languages.

- 4 Compare your ideas with a partner. Remember to check your answers when you read the story.

Don't forget to listen actively and respond confidently to your partner!





People of the Forest

By Lucy Pawlak

Bakti takes care of orangutans in a rehabilitation center in Borneo. Lucas volunteered for a year at the center after finishing his degree in zoology, and he and Bakti became friends. Although Lucas now works far away, taking care of the orangutans in the San Diego Zoo, they have remained in touch. They love to exchange stories and share advice about their experiences working with their animals. Lucas cares for Sir Rowan (meaning *red head*). Bakti takes care of Raksasa Lembu (which is Indonesian for *gentle giant*).



From: Lucas Jones

To: Bakti Lie

April 21, 5:15 p.m.

Subject: Hello!

Hey Bakti!

How are you? How is Raksasa Lembu?

We've been experimenting! I'd been told that orangutans love to paint, so last week I gave Sir Rowan some paints and paper and he gave it a try. He loves it and spends time making abstract works in eye-catching colors. Unfortunately, he finds the colors so appealing that he sometimes eats the paint ...

Actually, I'm a little worried. For the past week, he has not seemed like himself: he has lost weight and sleeps much more than usual. I don't think it is the paint (the ones we use are non-toxic). I think it might be Sir Rowan's diet in general: he eats anything he can get his hands on. Yesterday, I found out he had been given candy. He had been looking at visitors with sad and hungry eyes, and they couldn't resist him. I know something is wrong because, in spite of all the food he eats, he only seems to get thinner. We are doing some tests to see what the problem is.

Email back and tell me your news!

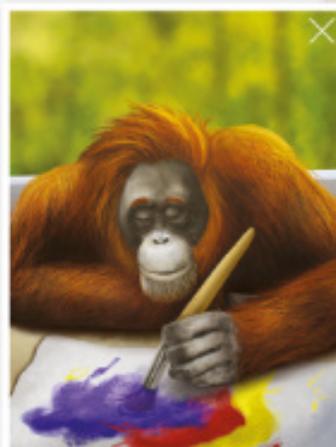
Until then,

Lucas

Lucas Jones
San Diego Zoo,
U.S.A.

Think

What do you think is wrong with Sir Rowan?



Sir Rowan making his first painting

From: Bakti Lie

To: Lucas Jones

April 22, 6:05 p.m.

Re: Hello!

Dear Lucas,

Receiving your email cheered me up. We have had a difficult time at the center over the past weeks. There has been an **outbreak of influenza**: several of our orangutans have been infected, and now they are seriously ill.

How did they catch it? Probably from the visitors. It's pretty gross, but if a visitor with the flu drops a used **tissue**, our orangutans gobble it up without a thought. Just like Sir Rowan, they eat everything. It's sad that the visitors aren't more careful, but many of them just don't realize orangutans can catch many of the same diseases as humans. Maybe if there had been some signs explaining the **risks**, then this wouldn't have happened.

We will probably give the rest of the orangutans a flu vaccination so that the outbreak doesn't turn into an **epidemic**. Raksasa has been **sneezing** a bit, but she is strong, so hopefully she won't be badly affected.

Tell me more about Sir Rowan's interest in painting. I had been wondering for a while about whether Raksasa would enjoy something like that—she gets a bit bored sometimes. I think I will give her some charcoal sticks to see how she responds!

Have you discovered what is making Sir Rowan ill?

Best wishes to you both,

Bakti

Bakti Lie
Orangutan Rehabilitation Center
Ketapang, Borneo



Raksasa Lembu has been sneezing.

Think

How can the rehabilitation center stop the spread of the flu to more orangutans?

7.13 People of the Forest

From: Lucas Jones
Re: Hello!

To: Bakti Lie

April 26, 8:30 a.m.

Hello again Bakti,

It sounds like you are having a hard time. We gave all our orangutans a flu **shot** this year, too, because there had been a lot of anxiety about an epidemic at our zoo. Orangutans can catch it so easily, can't they? I suppose that's one problem with sharing 97% of their genetic material with humans, isn't it? It's easy for them to get our diseases.

Sadly, we've just discovered that Sir Rowan has diabetes. It's lucky we did the tests; otherwise, it could have been **fatal**. Of course, this explains why he had been so tired and had lost weight. At least, now that we know, we can start treating it. Sir Rowan is so cooperative about his insulin **injection**—he even turns onto his side for us so that we can give him the shot safely and quickly. He has to have a strict diet that is low in sugar, calories, and fat. And we must make certain that visitors don't feed him snacks anymore.

How is Raksasa Lembut doing? I'd love to see some of her drawings.

Regards,
Lucas



Sir Rowan will need insulin every day.

From: Bakti Lie
Re: Hello!

To: Lucas Jones

May 3, 7:20 p.m.

Dear Lucas,

I am so sorry to hear that Sir Rowan has diabetes. I hope the insulin injections help get him back to normal soon.

Here in Ketapang, we've been monitoring the orangutans, listening to their lungs, and checking that they are OK and their **respiratory systems** are working well. Luckily, there have been no new cases of influenza. It seems the vaccine has worked.

We are all very relieved,

Bakti



All our orangutans are healthy.

Think

What do you think a healthy diet for Sir Rowan includes?

From: Bakti Lie

To: Lucas Jones

May 15, 6:15 p.m.

Subject: Amazing News from Ketapang!

Dear Lucas,

An amazing thing has happened. I had been worried about how visitors would react to being told they could not enter if they are sick. They travel such long distances to reach us, and they often don't understand that the orangutans can get sick, too. But then, yesterday, we had a visitor from New York with a bad **cough**. We explained why we couldn't let her close to the orangutans and offered her some of Raksasa's new charcoal drawings as compensation. She was delighted and said that she was a gallery owner. She wants to use Raksasa's drawings in a fundraising art exhibition in New York! Perhaps you could donate some of Sir Rowan's paintings?

By the way, Raksasa loves drawing. I don't think she cares much about how it looks; she just enjoys moving the charcoal around the page.

Kind regards,

Bakti



one of Raksasa's creations

From: Lucas Jones

To: Bakti Lie

May 26, 8:30 a.m.

Re: Amazing News from Ketapang!

Hey Bakti!

I love the idea of the fundraising exhibition! Sir Rowan's energy has fully returned, and he has done a great series of colorful blue and pink paintings. I will send you some for the exhibition.

I'm so glad your new rules to prevent the **spread** of diseases are working. Here at the zoo, we have put up signs explaining that Sir Rowan is diabetic and that feeding him candy would put his life in serious danger. So far, it seems to be working.

Actually, Sir Rowan has become something of a celebrity—a foundation supporting diabetes has taken him on as a poster boy. Perhaps we could ask if some money from the exhibition could be donated to them. It's all for a good cause!

Regards,

Lucas

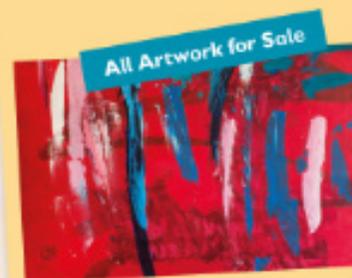
Think

How has educating visitors helped the orangutans?

Art Exhibition

To Raise Funds for the Ketapang Orangutan Rehabilitation Center and Diabetes International

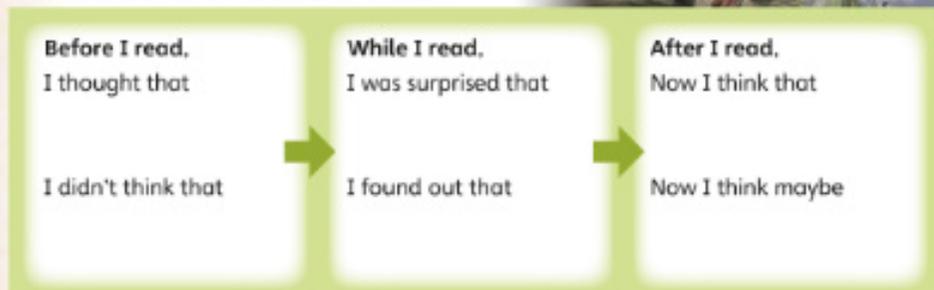
Featuring Artwork by the Orangutans Raksasa Lembut and Sir Rowan



Explore the Text



- 1 Look back at the statements you marked as true in Activity 3 on page 149. Were you right?
- 2 Which two ideas did you find the most surprising? What new ideas did they make you think of? Complete the graphic organizer.



- 3 Compare and contrast your new ideas with your partner.
- 4 What will happen next? Read and write an email to continue the story.

Imagine you are Bakti and have visited the fundraising exhibition with the orangutans' drawings. Write a short email to Lucas and tell him how it went.

From: Bakti Lie

To: Lucas Jones

Subject: _____

Bakti

Time to Talk!

What interesting information or facts do you know that might surprise other students? Work with a partner to make a fun facts quiz for the class.

Grammar in Context

- 1 Read the sentences and answer the questions.

1 I had been told that orangutans love to paint, so last week I gave Sir Rowan some paints.

2 A zoologist had told me that orangutans love to paint, so last week I gave Sir Rowan some paints.

- a In which sentence do we know who told the speaker that orangutans love to paint?
- b When was the speaker told this information? last week before last week

Grammar: Past Perfect Passive

We use the passive voice when an action is more important than who or what performs it. For the past perfect passive, we use *had been* and the past participle of the verb.

I had been told that orangutans love to paint.

- 2 Listen and number the problems Professor Atom found in her laboratory.



- 3 Complete the police officer's report with verbs in the past perfect passive.

throw use break eat open drink

Professor Atom returned to her laboratory at 1:40 p.m. She found that:

- a Her window had been _____ .
- b Her cabinets _____ .
- c Her books _____ on the floor.
- d All of her tissues _____ .
- e Her water _____ .
- f Her lunch _____ .

- 4 What was the cause of the problems in the laboratory? Look and find the culprit.

1 What will these new medical inventions treat? Guess with a partner.

	Medical Nanobots		3D Printed Limbs
	Digital Lollipop		Crocodile Antibiotics

2  7:15 Listen and check your answers.

3  7:15 Listen again, match, and complete the sentences.

diabetes resistant blood quickly sugar
diseases problems limbs sweet superbugs

- a Medical nanobots
- b 3D printed limbs
- c Digital lollipops
- d Crocodile antibiotics

- will be good for people with _____
- will be able to cure many _____
- can be effective against _____
- will help children who need artificial _____

- because they can be made _____ and cheaply.
- because they kill bacteria that are _____ to penicillin.
- by traveling inside our _____ and fixing any _____ they find.
- because they will be able to taste _____ flavors without eating _____.

4 Which invention is the most useful? Compare ideas with a partner, and then vote as a class.

  Why do we need new medical discoveries?



Your challenge is to invent a new medical treatment or device.



Remember to engage your audience when you and your partner are describing your invention. Complete **Check Your Oracy!** in the Activity Book.

- 1 **Discuss** the medical treatments, devices, and discoveries you've read about in this unit with a partner. Which one did you find the most interesting and why?
- 2 **Brainstorm** ideas with your partner for a new medical treatment and choose one. What medical problems will your invention treat? What advantages will it have over existing treatments for this problem?
- 3 **Write** a description of your new treatment or device. Include a description of a medical problem and how your treatment will help.
- 4 **Present** your invention to the class. Listen to feedback, and improve your ideas if necessary.

We have invented an X-ray app that you can use on your cell phone or tablet. When people have an accident, they often need to go to the hospital to check they haven't broken any bones. This can waste a lot of time, and X-rays are expensive. With our X-ray app, they can check their bones right away, and they only need to go to the hospital when they see a break.



  Why do we need medicine? Look back through the unit. Share your ideas with the class.

SPEAKING MISSION

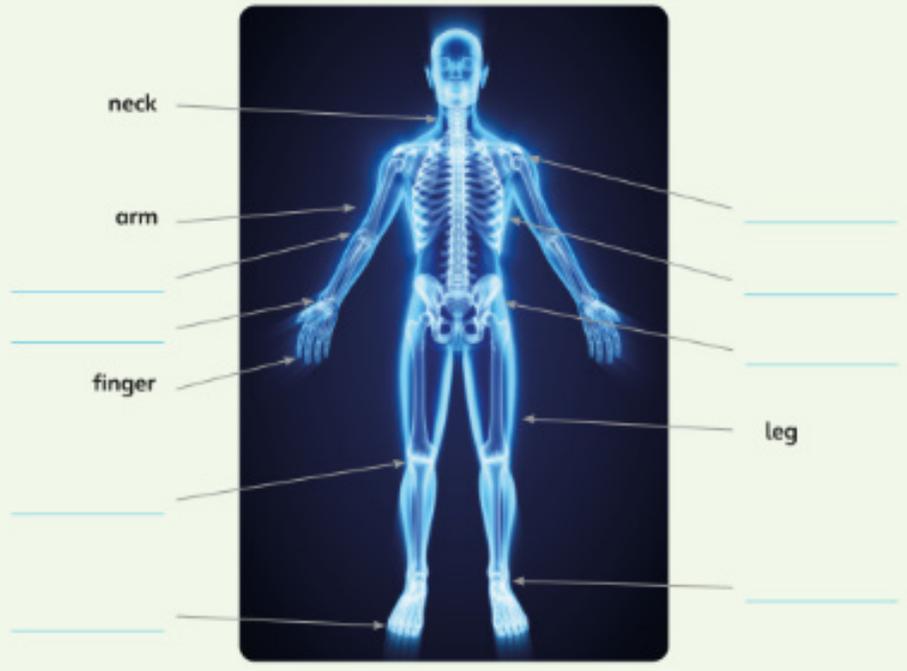
You are on vacation in an English-speaking country when one of your relatives has a minor accident. Go to the hospital with them to ask for an X-ray.

7.16

Key Words
ribs shoulder knee hip
elbow wrist ankle toe

Before Your Mission

1 Label the parts of the body with the Key Words.



2 Listen and answer the questions.

- a What did Lily's grandmother hurt? _____
- b Does she need an X-ray? _____
- c How much will the X-ray cost? _____
- d Does Lily's grandmother have medical insurance? _____



During Your Mission

- 3 Imagine a relative has had a minor accident. Decide what caused the accident and what part of the body they've hurt.
- 4 In pairs, role-play the conversation at the hospital with the doctor. Take turns being the doctor and the person with the injured relative.
- 5 When you are the doctor, fill out the X-ray request form for your partner's relative.

Central Hospital: Emergency Room X-ray Request

Name of Patient: Age:

Problem:

Cause of Accident:

X-ray Needed for:

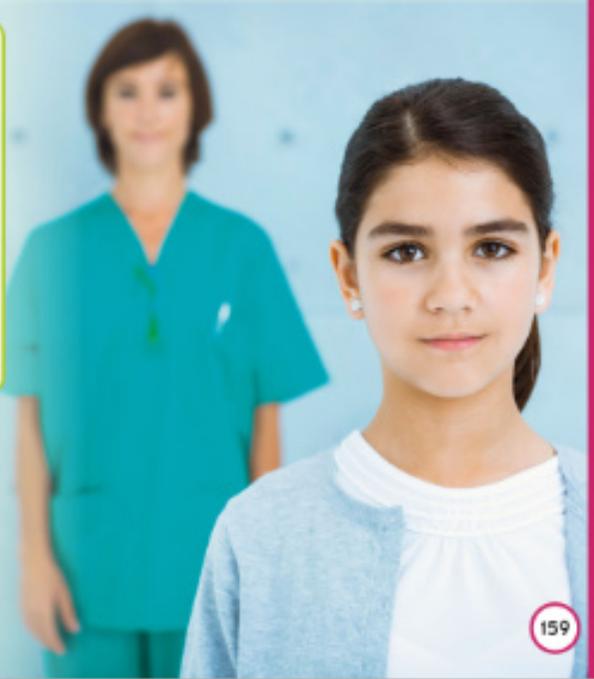
Cost of X-ray: Insurance Number:

Key Language

What's the matter?
 (My grandmother) had an accident.
 (She) hurt (her) ...
 She thinks ... might be broken.
 Where does it hurt?
 Can (she) move/bend (her) ...?
 How did (she) have the accident?
 I think (she) needs an X-ray.
 How much will it cost?
 Does (she) have medical insurance?
 What's (her) insurance number?

After Your Mission

6 Have you ever had to go to an emergency room? What happened? How can you avoid having minor accidents?





How do we use money?

- Learn** about money and how we use it.
- Organize** and structure a talk clearly.
- Write** a comparison report.
- Create** a plan for a new business.
- Do** a role play about buying a gift.



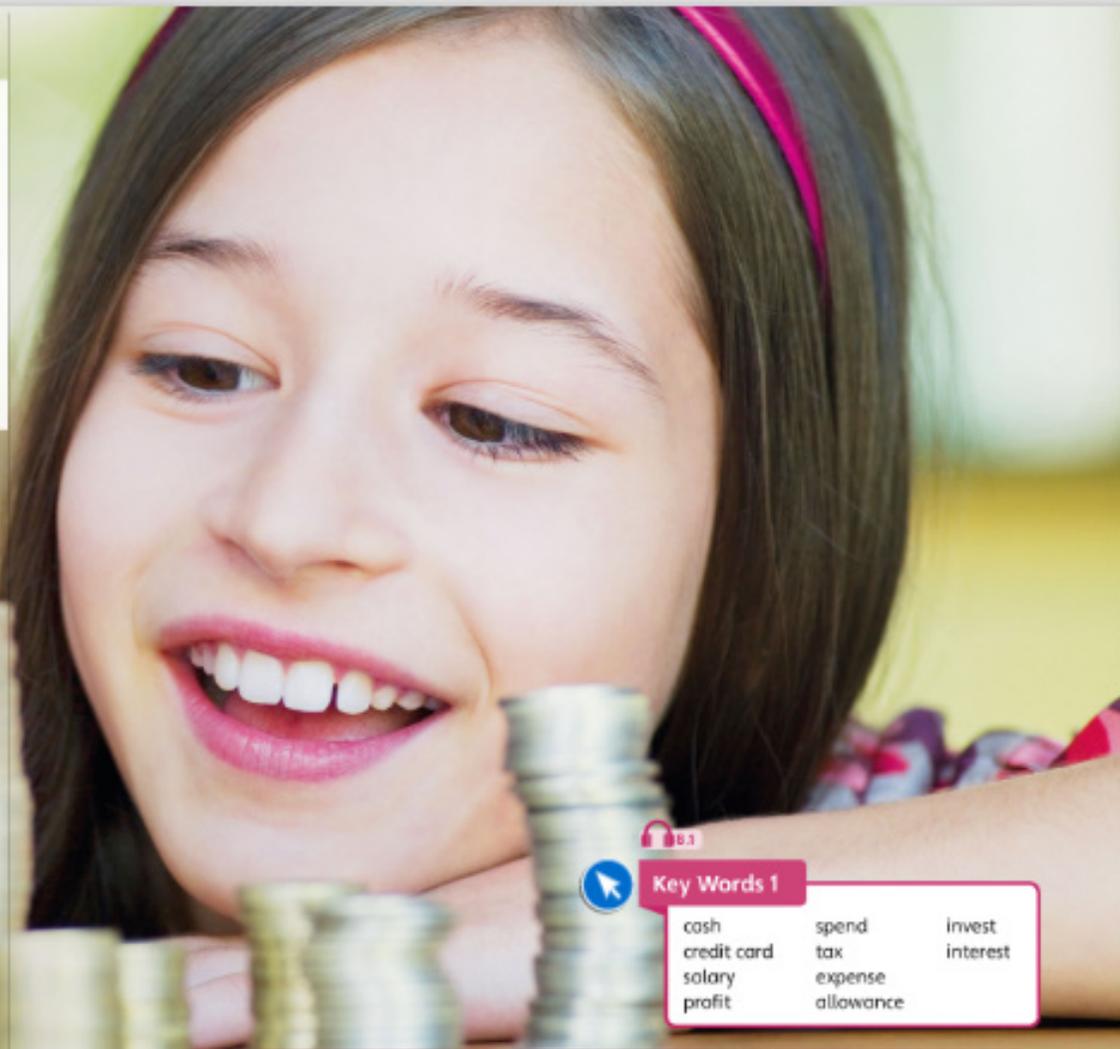
Why do we need money?



What can kids do to make money?



What are the things that money can't buy?



8.1



Key Words 1

cash	spend	invest
credit card	tax	interest
salary	expense	
profit	allowance	

- 1 8.1 Write a question about money. Then, watch the video and see if it's answered.

My Question	Was it answered?
	Yes / No



- 2 8.1 Watch again. Complete the graphic organizer in the Activity Book.

AB page 142

Reading Strategy: Quoting from a Text

When we want to answer questions about a text, we can sometimes find the information we need directly in the text. To answer our questions, we can quote the text's exact words. Other times, however, the information is only suggested; we infer, or guess, it from what the author says.

1 Which of these questions are answered directly in the text below? Mark ✓ the questions and underline the answers.

- a What cause are the girls fundraising for?
- b What kinds of projects does the foundation support?
- c Who made the baked goods for the sale?
- d Is a bake sale a good fundraising activity? Why or why not?



Bake for Better Lives

Students Stacey Cunningham and Beth Reynolds organized a bake sale this week to support the Better Lives Foundation (BLF).

BLF provides education, training, and medical support in rural areas in India and West Africa. The foundation supports projects such as building hospitals, helping students go to college, and training people to run their own small farms. The foundation is run by

volunteers, and donations are always appreciated! Visit www.betterlivesfoundation.org for more information.

Stacey and Beth had a busy day on Tuesday! They sold over 100 cakes, cupcakes, and cookies! The baked goods were all made by students from the school and their families. The girls made over \$250! Good work, girls, and thank you to everyone for your donations!

2 With a partner, ask and answer the questions you have marked in Activity 1. Quote the exact words from the text to support the answers you give.

It/The text/The author says, "..."

3 Now look at question d. What does the author think? Complete the sentences using a clue from the text and your own knowledge.

I think the author thinks _____. He/She says, "_____," and I know that _____.

4 Look at the text about four charitable foundations on pages 163–64. What do you think each foundation does?

How can we use money to help other people?

Fundraising Club: May Campaign

Here are the four charitable foundations the club is **supporting** for our May **campaign**. All of them are great, so start fundraising with your friends now!

WaterAid

Lack of access to clean water is a global health problem. Every day, about 900 children die from diseases caused by dirty water or poor sanitation. WaterAid is an international foundation that works with local communities to bring them clean water. Read Noella's story.



Noella and her friends had to collect water from an open well that wasn't clean. The children drank the water, and sometimes they got sick and couldn't go to school. Noella wants to become a doctor, so she didn't

want to miss school.

Noella goes to school in Madagascar, which is a very hot country. Noella often feels thirsty during the day. But two years ago, there was no water in her school. The children had to bring their own.

WaterAid and the local community built a new facility with **running water** at Noella's school. Now the school has clean water and good sanitation. Noella and her friends are happier and healthier.

How Can You Help?

Donate to WaterAid today. Just 7 **dollars** a month for a year can buy a clean water tank for a school; \$15 trains a person to maintain a water pump.

A handpump brings clean water easily to a village.



Key Words 2

support
campaign
running water
dollar
toolkit
improve
increase
out-of-date
fund
breeding program

Think

Imagine you had \$50 to donate to WaterAid and Shivia. What would you buy? Why? How much would you have left over?

Shivia

"Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime." (Maimonides, 1135–1204)

This is the idea behind Shivia, which works with poor communities in India. Among other projects, Shivia helps families to start poultry-farming businesses in their own backyards.

Shivia provides families with "poultry **toolkits**." Each toolkit contains ten one-day-old chickens or ducks, feed for two weeks, and medicine. The families buy the toolkits at a low price and receive training on how to raise healthy poultry. They

keep any profit they earn from selling the eggs and other produce. They can then use this money to **improve** their lives.



How Can You Help?

Just \$24 will buy a poultry toolkit for a family.

1.84 Fundraising Club: May Campaign

Book Aid International

Reading is an important part of our learning and development. Books teach us about the world and feed our imagination. They make us think, and they **increase** our vocabulary.

But ask yourself this: If your town or school didn't have many books, how would you learn to read? This is the problem for many students in poorer communities around the world. Some primary students learn in classrooms with only a few, mostly **out-of-date** textbooks. This makes it difficult for children to develop reading skills.

Book Aid International wants to give every child the opportunity to read and study. One of its projects, the Inspiring Readers program, supplies book box libraries to schools in Africa. Each school receives 1,250 brand-new books, including picture books, stories, and nonfiction. Training is provided for teachers to help their students get the most from their new books.

Brand-new books from Book Aid International in Ethiopia

How Can You Help?

Just \$9 a month for a year sends 36 books to a school library.



Adopt a Snow Leopard

Snow leopards live in mountainous regions of Southeast Asia. They are some of the most endangered animals in the world. Adopting a snow leopard is a great way of protecting this beautiful animal as well as supporting the other international work of the WWF (World Wide Fund for Nature).

WWF works with local communities to protect animals and, at the same time, help people. One way it does this is by conserving an animal's natural habitat. Local people

benefit from this conservation, since they, too, need the natural resources the habitat provides, including food, wood, and medicine.

Another way that WWF protects snow leopards is by **funding breeding programs** of animals that are prey for the leopards. If the leopards have enough wild animals to eat, they won't kill local livestock. Then, farmers won't have to kill the leopards to protect their animals. WWF also gives money to farmers who have lost their livestock to snow leopards.

How Can You Help?

You can adopt a snow leopard from \$4 per month for a year. You'll get news and information about the animal you adopt.

Think

At WWF, you can also adopt a giant panda, Bengal tiger, or black rhino as well as many other animals. What animal would you choose?

Explore the Text

- 1 Which questions were answered directly in the text and which did you have to infer the answers to? Complete the chart.

Question	Answer	Direct or Inferred?
a How did WaterAid bring clean water to a school in Madagascar?		
b How does Shivia help families to improve their own lives?		
c Why is reading important?		
d Why is it important to protect endangered animals?		

- 2 Compare your answers with a partner. When possible, quote from the text to support your answers.
- 3 Choose one of the charitable foundations. Write two questions that your partner can answer by quoting from the text. Then, ask your partner your questions.

Question 1

Question 2

- 4 **8.5 Key Words 3** Find these words in the text and circle them. Then, match them with their definitions.

- | | |
|--------------|---|
| 1 lock | a keep something like a building, area, or machine in good condition |
| 2 sanitation | b birds, like chickens and ducks, that are kept for their meat and eggs |
| 3 maintain | c when you don't have enough of something |
| 4 poultry | d a system that keeps people healthy by removing dirt and waste |

Time to Talk!

How could you raise money for a charitable foundation? Plan a fundraising activity and present it to the class.

Remember to engage your audience by asking questions during your presentation!

1 Read the sentences and answer the questions.

- 1 If I have \$10, I will give it to Shivia. 2 If I had \$1,000, I would give it to Shivia.

- a Which of these two sentences describes a situation that is a real possibility?
 b Which sentence uses the present tense and *will*? Which sentence uses the past tense and *would*?

2 8.5 Grace has started saving her money. Read and complete. Then, listen and check.

If I save \$1 a week, I _____ have \$5 in _____ weeks.



If I _____ \$10 a week, I would have _____ in five weeks.

Grammar: First and Second Conditionals

We use the first conditional to describe things that are real possibilities in the future.
If I have \$10, I will give it to Shivia.
 We use the second conditional to describe things that are unlikely to happen in the present or future.
If I had \$1,000, I would give it to Shivia.

3 Look at the yard sale. Circle the correct word and answer each question. Then, check your answers with a partner.

- a If Grace **has** / **had** \$1, what will she be able to buy? _____
 b If Grace **saves** / **saved** \$1 a week, how much will she have after four weeks? _____
 What will she be able to buy then? _____
 c If Grace **has** / **had** \$10, what would she be able to buy? _____
 d If Grace **saves** / **saved** \$10 a week, how much would she have after four weeks? _____
 What **will** / **would** she be able to buy then? _____



4 What do you want from the yard sale? How much money do you need? How long will or would you have to save up for it?

If I had ... I'd buy ...

If I save ... I will be able to ...

If I saved ... I would be able to ...

Why is it important to save money?

1 8.7 Listen and repeat the pairs of words.

- beauty / beautiful end / endless expense / expensive
 nature / natural easy / easily

2 8.8 Guess the suffix at the end of these words. Complete the chart and then listen and check.

- play _____ act _____ sleep _____ music _____ quick _____
 education _____ tear _____ invent _____ count _____ cost _____

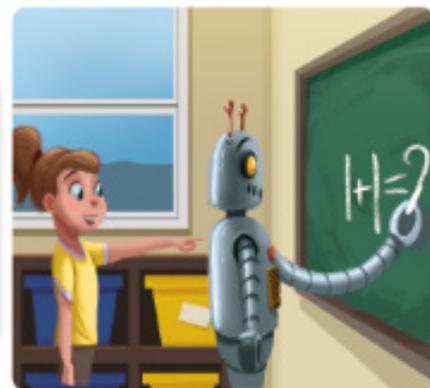
-ful	-less	-ive	-al	-ly
beautiful	endless	expensive	natural	easily

Spelling Tip: Suffixes

Suffixes are groups of letters that can be added to the ends of words. Some suffixes can change a noun or verb into an adjective.
beautiful **endless** **expensive** **natural** **friendly**
 The suffix *-ly* can change an adjective into an adverb.
quickly **easily**

3 8.9 Read and complete the words in the ad with the correct suffix. Then, listen and check.

This invent _____ and friend _____ homework-helper robot is not expens _____ and can help us easi _____ and quick _____ complete our end _____ assignments. You should get one, too! Order one today!



4 What are some other words that end with the suffixes on this page? Add them to the chart in Activity 2.



Oracy Skill: Organizing and Structuring a Talk Clearly
Organizing our ideas and structuring a talk clearly makes the talk easier for our audience to understand. A well-structured talk includes an introduction, clearly expressed main points, and a conclusion.

1 8:2 8:30 Watch the video and do the tasks.

- a What are Kate and Jack doing in their talk? Choose and mark ✓.
- presenting one opinion about the topic and giving reasons for this opinion
 - comparing and contrasting different opinions about the topic, then giving their own opinion
- b How do they structure their talk? Order the sections 1 to 4.
- arguments against needing money to be happy
 - introduction to the topic
 - conclusion
 - arguments for needing money to be happy
- c Which expressions do they use to introduce each section? Match and number 1 to 4.
- On the one hand, ...
 - We're going to talk about ...
 - In conclusion, ...
 - On the other hand, ...



Let's Practice Oracy! 22, 23, 24, 25

- 1 Form pairs. Choose an **Oracy Time!** topic.
- 2 Brainstorm some contrasting ideas about the topic and decide what you think.
- 3 Organize and structure your talk with an introduction, contrasting ideas, and a conclusion.
- 4 Present your talk to another pair.

Oracy Time!

- Do we need money to be happy? Why or why not?
- Could we live without money? Why or why not?
- Should children be given an allowance? Why or why not?

Check Your Oracy!

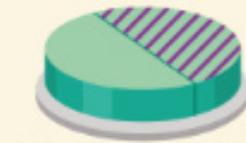
1 We organized and gave our talk a clear structure.	Yes / No
2 We introduced each section of the talk clearly.	Yes / No
3 We used the expressions on the cue cards.	All / Some / None

Write a Comparison Essay

- 1 What chores do you do at home? Compare with a partner. Then, read the text.

The Chore Survey

We did a group survey about chores at home. There were ten people in our group. We wanted to find out what chores we have to do and how these chores affect our allowance.



● Receive Full Allowance Every Week
● Receive Full Allowance if Do Chores

We found out that all of us have to do chores at home. We all make our own beds every day, and most of us clean our rooms, too. Six of us do the dishes, and four of us take out the garbage. One of us also has to wash the car.

The main difference was how these chores affect our allowance. Half of us only receive our full allowance if we do all our chores. If we don't help out, we get a smaller allowance that week. The other five people in our group always get their full allowance.



In conclusion, each of us does chores, but some of the chores are different. In addition, only some of us have to do chores to receive our full allowance.

- 2 Read the comparison essay again. Pay attention to the structure. Number the parts in order.

- key difference in the survey
- introduction to the survey
- conclusion with short summary
- key similarities in the survey

- 3 Find the quantifiers (*all*, *most*, *some*, *one*, *each*) in the text. Are they singular or plural?
- 4 Prepare to write your own comparison essay in the Activity Book.

Improve Your Writing: Quantifiers and Subject-Verb Agreement

Quantifiers are words that indicate an amount. Some quantifiers can be either singular or plural.

All of them are great! / All of it is great!

Other quantifiers can only be singular, and others are only plural.

Each toolkit contains ten one-day-old chickens or ducks.

One of the projects supplies books to schools.

Many students do chores around the house.

- Should your allowance be linked to chores you do at home? Why or why not?

1 Listen, look, and repeat.



beekeeper



sterilize



bill



watercolor



easel



outline



date



fig



cluster



apiary



pearl



necklace

2 Use the correct form of the words from Activity 1 to complete the story.

Ella's grandmother was a _____, and Ella wanted to give her a special present. She wanted to buy her a _____ that was made of beautiful white _____, but it was too expensive. She only had a ten dollar _____ in her wallet. Then, she had an idea. She would paint her a picture. Ella picked some wildflowers that grew near her grandmother's _____ and arranged them on the table with some fruit from the kitchen: red cherries, sweet _____, and ripe purple _____. Then, she set up her wooden _____ and started to sketch the _____ of the flowers and fruit. When she had finished, she got out her set of _____ and started to paint.

3 Write the two words that are not used in Activity 2.

Time to Talk!

Imagine you had a thousand dollars. How much money would that be in your country? What would you do with it? Compare your ideas with your classmates.



Remember to respect the opinions of your classmates by responding with interest to what they say!

Reading Strategy: Theme

The theme of a story is its central idea. Themes aren't usually stated directly. We have to figure them out from the topic of the story, from what the characters say and do, and from what happens throughout the story.

1 Read and match these story extracts with the themes they imply.

1 It wasn't fair! No matter how hard she tried, Lara would never be as good at soccer as Casey.

a bravery

2 "Here you go!" said Caleb. "You can share mine." Heather smiled happily and sat down to eat.

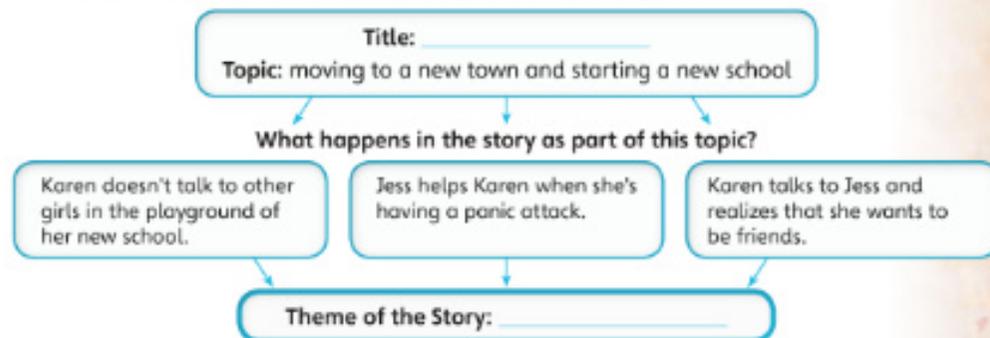
b kindness

3 Although he was scared of the dark, Aziz led his friends into the cave to look for the next clue.

c jealousy



2 Which story in your Student's Book matches this theme diagram? Read and complete the diagram. Compare your answers with a partner.



3 Look back at the diagram. Circle all the possible themes of the story. Compare your answers with a partner.

friendship

jealousy

heroism

shyness

teamwork

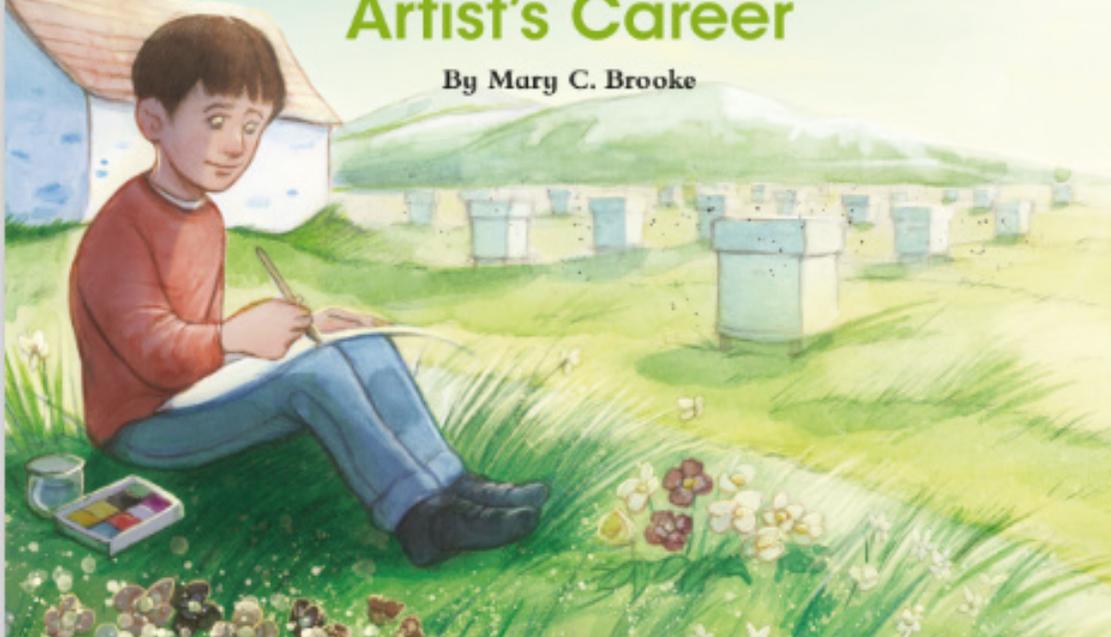
kindness

4 Look at the story on pages 172–75. What can you guess about its theme from the title and pictures?

What is the difference between things we want and things we need?

A Sweet Start to an Artist's Career

By Mary C. Brooke



Since he was a young boy, Alim Akar had always wanted to be an artist. He began his art career when he was just 12 years old and living with his mother and father in a small village just outside Ankara. Alim and his parents lived in a small house close to a small farm that belonged to his Uncle Bora.

Uncle Bora was an apiarist, a **beekeeper**. His fields were full of white wooden beehives with thousands of bees that produced delicious honey. Uncle Bora was very proud of his honey: "Our family has been producing the best honey in the region for more than a hundred years!" he used to say. He believed that the secret to his honey was the many different types of wildflowers that grew in his fields. Turkey is famous for its wildflowers. There are more than 9,000 species—from snowdrops to multi-colored wind flowers to blue starflowers. Uncle Bora loved them all. Every spring, he would travel around the country, looking for new types of flowers to plant in his fields.

Alim used to love visiting the farm and painting the lush green grass and colorful flowers in the fields around it. Alim loved painting; he dreamed of it; it was all he'd ever wanted to do. But at that time, he only had an old set of watercolors and cheap paper that didn't hold the paint well. He knew he would need something better if he wanted to be a real artist.

So Alim decided to work on his uncle's farm to earn and save some money. He worked in what they called the honey house, the place where all the equipment for collecting and storing the honey was kept. Alim was in charge of washing and **sterilizing** the glass jars and filling them with fresh honey. Every day, he worked from four to seven in the evening, and every day his uncle gave him two crisp **bills**. Alim would take the bills and put them in a small box he kept under his bed. He was saving for a set of good-quality **watercolors**, a block of thick watercolor paper, and a wooden **easel**.



Think

Why does Alim hide his paintings?

Alim saved and saved. Every day he counted his bills. "I've been saving for weeks," he thought to himself. "But I still don't have nearly enough money." No matter how hard he worked, it would take him months to save enough to buy the materials he needed. But he kept working, and he kept saving. Eventually, after many months, he had saved enough money for the materials.

At last, Alim was happy. In the early morning before school, he sketched the **outlines** of the things he saw around him. Then, every evening, once he'd finished his work in the honey house, he painted. He painted the bees and the flowers in the fields. He painted the cherries, **dates**, and **figs** in the market. He painted the mountains he saw from his house. He painted the sky and the birds and the trees in the yard. He even painted portraits of his family. But he did not show his paintings to anyone. He didn't think they were good enough yet. He told his mother he was doing schoolwork in the evenings in the honey house, and he kept his paintings hidden behind the cupboard with the honey jars.



A Sweet Start to an Artist's Career

Many weeks passed. Then, one day, Alim's mother asked him to help his uncle more. "Uncle Bora has been taking care of the bees since he was a small boy, and now he's getting older and needs more help," she said. Alim needed to work from four until eight every afternoon after school, and all day Saturday and Sunday. Alim politely said, "Of course, I will help my uncle." But inside he was horrified that he would not have any more time to paint.

Alim became a quiet worker. In his eyes was a look of distance. He dreamed of painting, of running his paintbrush along the paper filling it with color, but in the evenings he was too tired to paint.

"What is the matter, my child?" his uncle would ask. But Alim did not want his uncle to worry, so he said nothing.

Then, early one morning, when the first snow of the year came and the bees were inside their hives, all **clustered** together to stay warm, Alim's uncle decided to look around the honey house. As he was looking behind the honey-jar cupboard, he found Alim's paintings. Uncle Bora was amazed; the paintings were extraordinary; full of color and life and utterly unlike the work of a 12-year-old. Uncle Bora called Alim into the honey house and asked him if he could show the paintings to a friend who was an art dealer. Alim was still worried the paintings might not be good enough, but he agreed.

Think

What do you think the art dealer will think of Alim's paintings?



When the art dealer saw the paintings, he agreed immediately that Alim must have an exhibition. But where could they have it? Then, Uncle Bora had an idea—they could have it in the honey house! Together, they made a plan. The art dealer took the paintings away to put them into frames while Uncle Bora and Alim cleaned and prepared the honey house. Uncle Bora sorted and took away some of the honey jars and old materials. Alim dusted all the shelves and swept and washed the floors. Then, they both cleaned the walls and painted them a bright white color. The honey house was now spick and span, with fresh white walls.

Two days later, the paintings had been framed and were ready to hang. When they had finished, Alim felt very proud to see his work up on the newly painted walls. Then, Uncle Bora sent all his friends an invitation:

Honey and Art Show



Discover a new artist.
Taste our finest honey.
Place: Akar's **Apiary**
Date: October 20
Time: 6:00 p.m.

The exhibition was a huge success. Dozens of people came, and everyone praised Alim's work. To his surprise and delight, every single painting was sold. With the money, Alim bought his mother a new **pearl necklace**. He bought his uncle a comfortable chair where he could rest his legs in the afternoons. And he bought the biggest and most beautiful watercolor set in the whole store.

Alim went on to become a great watercolor painter and sold his work all over the world. But he never forgot the help of his kind uncle. When he was rich and famous, he started an art school in his old village, which offered free art lessons to young hopeful artists. As he once said, "I have worked hard all my life. But if I hadn't had help at the start of my career, I wouldn't have become the artist I am today."

Think

Why did Alim decide to start an art school?



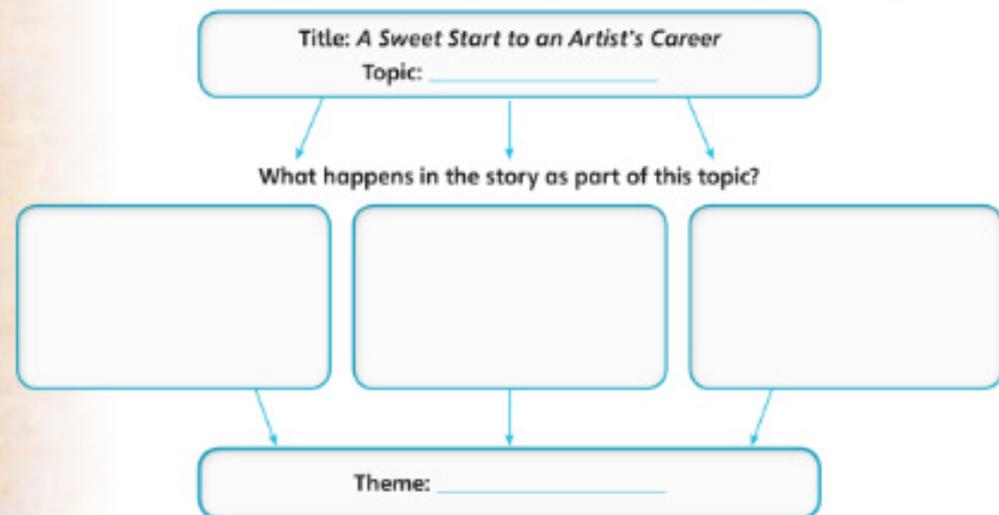
Explore the Text

1 What are the themes of the story? Choose and mark ✓.

- | | |
|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> friendship | <input type="checkbox"/> bravery |
| <input type="checkbox"/> hard work | <input type="checkbox"/> kindness |
| <input type="checkbox"/> success | <input type="checkbox"/> jealousy |

2 Read the list again and circle what you think the most important theme is. Then, compare with a partner.

3 Discuss the theme diagram for the story with a partner. Then, complete the diagram.



4 How did Alim become successful? Choose and write two causes from the story. Then, compare with a partner.

Cause 1	Cause 2

Do you have to make money to be successful? Why or why not?



Grammar in Context

1 Read the sentence and do the tasks.

- | | |
|---|---|
| 1 If I had more help, I would become a successful artist. | 2 If I hadn't had help, I wouldn't have become a successful artist. |
|---|---|

- a In which sentence is the speaker a successful artist now?
- b Which of the sentences describes:
a possible future? a series of events different from what actually happened?

Grammar: Third Conditional

We use the third conditional when we imagine a different past, where something did or didn't happen, and we imagine a different result.

If I hadn't had help, I wouldn't have become a successful artist.
(I did have help, so I did become a successful artist.)

If I had had help, I would have become a successful artist.
(I didn't have help, and I didn't become a successful artist.)

2 Listen and order the events in Lina's life.

- She saved some money and invested it in a new business.
- Her business grew, and she became a successful businessperson.
- She went to college and got a degree.
- Lina worked hard in high school and did well on all her exams.
- She got a good job and earned some money.



3 What might have been different? Use the third conditional to complete the sentences.

- a If Lina hadn't worked hard in high school, she _____ done well on her exams.
- b If Lina _____ to college, she wouldn't have gotten a degree.
- c If Lina _____ a good job, she wouldn't have earned any money.
- d If Lina hadn't saved any money, _____.
- e _____, she wouldn't have become a successful businessperson.

4 Write about one thing that might have been different in your own life.

If _____,

1 8.15 Which business has Alex set up?

Listen and mark ✓.

- car washing
 dog walking
 digital art

2 8.15 Listen again and complete Alex's business plan.

Business Plan

Name of Business: _____

Type of Business: _____

Selling Place: store / online / friends

Advertising: online / email / posters

Start-up Costs:

Laptop: \$ _____

Photoshop: \$ _____ per month

Website: \$ _____

Products and Prices:

YouTube Logos: \$ _____ each

YouTube Banners: \$ _____ each

Target Sales:

_____ logos per month

_____ banners per month

Target Profit:

Sales: \$ _____ per month

Costs: \$ _____ per month

Profit: \$ _____ per month

Financial Plan for Profit (per month):

Reinvest in Business: \$ _____

Save: \$ _____



Zoo Channel Art

3 Does Alex have a good business plan? In pairs, discuss what you would do differently.

How can we invest our money wisely?

Values AB page 156

How can we set up our own business?

Your challenge is to create a plan for a small business of your own.

- 1 Brainstorm** In groups, think of ideas for a small business you could set up. Could you make things, sell things, repair things, or offer other services? Make a list of your ideas and choose one.
- 2 Discuss** ideas for your business. Where are you going to set it up? What do you need to buy? How many things are you going to make, sell, or be able to repair? What will your costs be?
- 3 Create** a business plan. Don't forget to think about the profits of your business. How much can you sell your products or services for? How many products or services do you need to make or provide to make a profit? What will you do with the profit?
- 4 Present** your business plan to the class. Listen to feedback and improve your plan if necessary.
- 5 Vote** as a class for the small business you would invest in if you had the money.

When presenting your plan, remember to organize your ideas and structure your talk clearly. Complete **Check Your Oracy!** in the Activity Book.

Our company is going to be called Freshen Up! We are going to sell fresh lemonade at our school. We'll have a stand near the school entrance. We need to buy lemons, sugar, pitchers, and biodegradable cups. We want to make enough lemonade for 50 cups a day, and we will sell the lemonade for \$1 a cup. We hope to make \$40 profit every day. We are saving to buy new sports equipment.

How do we use money? Look back through the unit. Share your ideas with the class.

AB pages 157-59

SPEAKING MISSION

You want to buy a gift for a friend. You have \$50, and you visit a department store to buy a gift.

8.56

Key Words

bracelet earrings
 gift certificate expensive
 discount change
 receipt gift wrap

Before Your Mission

1 In pairs, discuss which of these things you would give as a gift. Then, close your book. How many of the items can you remember?



During Your Mission

3 Choose an item you want to buy. In pairs, role-play buying the item from the department store. Take turns being the customer and the salesclerk who fills out the receipt.

RECEIPT

.....

Date: _____

Item Sold: _____

Description: _____

Price: _____

Discount: _____

Payment Method: _____

cash / debit card / credit card

Gift Wrapped: Yes / No

.....

Key Language

How much is the ... ?
 That's kind of expensive.
 It's on sale.
 It's (15%) off.
 I'll take this one/those, please.
 That will be ...
 Do you accept (debit/credit cards)?
 Do you have change for a (\$50) bill?
 Can I have a receipt?
 Here you are.
 Can I have it gift wrapped?

After Your Mission

4 If you could choose any gift to give a friend, what would it be? Compare your ideas with your partner.



2 **8.57** Listen and answer the questions.

a What did Emily buy? _____

b What was the original price? _____

c How much did Emily pay? _____

d How much change did she receive? _____



How can we increase our brain power?

- Explore** how our brains can work better.
- Deliver** a clear presentation at the right pace.
- Write** a memoir.
- Create** a schedule for a brain gym.
- Design** and present a game show.



What activities are the kids doing in each photo?



Why are these activities good for your brain?



What do you do when you want to remember something important?



9.1

Key Words 1

control	base	automatic
cerebrum	lobe	function
brain stem	logic	
	process	

- 9.1** Watch and mark ✓ the main purpose of the video.
 - comparing how intelligent different people are
 - explaining how the brain works
 - describing activities that are good for the brain
- 9.1** Watch again. Complete the graphic organizer in the Activity Book.

AB page 162

Reading Strategy: Synthesizing (Nonfiction)

Remember that synthesizing means combining what we already know with what we learn in a text to come up with new ideas.

- 1 Read the title of the article and discuss possible answers you know already with a partner. Then, read and check.

How Can You Improve Your Memory?

Try our top tips and start improving your memory today.

Think Visually: Pictures can be easier to remember than words. So next time you go to the store, visualize the items on your shopping list!

Make It Colorful: Your brain likes things to be bright and colorful. So use colored highlighters to mark important details in a text!

Break It Down: Numbers can be harder to remember than words or pictures. Next time you have to remember a long telephone number, break it down into smaller sets of numbers and say them aloud a few times!

Do you have trouble remembering the order of the planets? Try using the sentence *My Very Easy Method Just Speeds Up Naming Planets* to remember Mercury, Venus, Earth, Mars, etc.



Think in Rhyme: Simple rhymes have a rhythmic pattern that makes them easy to say and remember. They are a great way to remember names, numbers, or other information, like the spelling rule *I before E, except after C*.

- 2 Read the article again. Copy and complete the graphic organizer.

How Can You Improve Your Memory?		
Before I read the article, I knew that ...	When I read, I learned that ...	This gave me this idea:

- 3 Look at the scientific article on pages 185–86. What do you already know about the brain? What do you want to find out?

? What is a “photographic memory”? Do you know anybody with a photographic memory?



Your Fantastic, Plastic Brain



The brain is the most complex organ in the human body. It controls everything you do: your thoughts, your movements, your memories, and your decisions. But do you have any control over the development of your brain? Is it possible to change your own brain?

Key Words 2

- neuron
- network
- fiber
- purpose
- plastic
- respond
- strengthen
- commit
- boost
- permanent

How Does Your Brain Control Your Body?

Your brain is constantly taking in messages from the world around you and deciding what to do. Everything you see, hear, smell, touch, or taste sends a message from nerve cells (or **neurons**) in your body to parts of your brain, which then send messages back to your body and to other parts of your brain. These messages are sent using the human nervous system, which is a complex **network** of neurons and their nerve **fibers**.



The nervous system is made up of the brain, the spinal cord, and nerve fibers that reach all parts of your body.

How Are Messages Sent by the Nervous System?

Messages are sent by the billions of neurons in the human nervous system, which have evolved for this **purpose**. Neurons have special connections to each other, called synaptic connections. When you sense or do anything, these synaptic connections pass chemical and electrical signals from one neuron to another. Messages travel along these neural pathways.

New experiences set up new neural pathways, and this process creates memories that are stored in your brain. Each neuron can connect to thousands of other neurons, to make different neural pathways. That’s how you are able to store so many memories in your brain!



What Does It Mean to Say the Brain Is “Plastic”?

When scientists describe the human brain as being “**plastic**,” they mean it can keep changing. Although you have most of your neurons when you are born, the synaptic connections between the cells change throughout your life. Every time you have a new experience, your brain **responds** by making new connections. So each human brain is unique because we all have different lives and experiences.



Your brain is the most plastic during childhood. This is when synaptic connections increase most quickly. When babies are born, each of their neurons has about 2,500 connections on average. By the time they are just three years old, children have an average of 15,000 connections per neuron.

If only I had more synaptic connections ...



Think

Why do synaptic connections grow most quickly during childhood?

Your Fantastic, Plastic Brain



Can You Make Your Brain Work Better?

Because your brain responds to your experiences, you have the power to make it work better. You do that when you learn a new skill, for example, playing the guitar. When you first learn to play the guitar, your brain makes new connections and new neural pathways, which are then stored as memories. When you practice playing the guitar, you use these neural pathways again and **strengthen** the memories. The more times you use the same pathways, the stronger the connections become and the better you become at playing the guitar. This also works when you are **committing** other things to memory—so practice your English as often as you can!

What Happens as You Get Older?

A child's brain has twice as many synaptic connections as an adult's brain. But many of these connections disappear over time because they do not get used. This is also why you forget things, since you don't use all your memories.



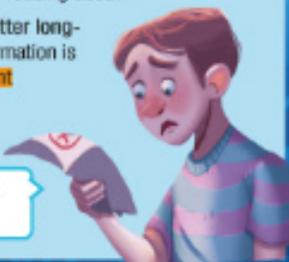
Although your brain becomes less plastic as you get older, it never stops changing. So an older brain can still respond to new experiences. All age groups can improve their brain power by learning new things and keeping their brains active.

If only I hadn't lost my glasses ...



Keep Your Plastic Brain Fantastic!

- **Dance, go trampoline, or do any other sport you enjoy:** exercise and physical fitness increase the plasticity of your brain.
- **Eat healthily.** Berries, leafy green vegetables, nuts, fish, and beans are all great foods to **boost** your brain power.
- **Keep mentally active by learning new things.** Or why not try logic puzzles or other brain-training activities?
- **Read.** This produces the same synaptic connections as doing the activity you are reading about.
- **Get enough sleep for better long-term memory.** New information is moved to more **permanent** memory storage areas of your brain while you are asleep.



If only I had gotten more sleep last week ...

Think

What would happen to your brain if you didn't forget anything?

Explore the Text

1 Read and mark ✓ the main idea of the article.

- a Your brain controls everything you do.
- b Your brain can change with your experiences.
- c Your brain is a very complex organ.

2 Complete the graphic organizer for the article.

Your Fantastic, Plastic Brain		
Before I read the article, I knew that ...	When I read, I learned that ...	This gave me this idea:

3 Compare and contrast your new idea from Activity 2 with your classmates. Then, choose and write the two most interesting new ideas.

- 1 _____
- 2 _____

4 **9.5 Key Words 3** Find these word phrases in the text and circle them. Then, complete the sentences.

spinal cord synaptic connections neural pathways brain-training

- a _____ activities are designed to make your brain work better in different ways.
- b Your _____ is made up of the nerves inside your spine, which connect your brain to other nerves in your body.
- c _____ allow chemical and electrical signals to pass from one nerve cell to another.
- d Series of connected nerves make _____ for signals to travel to and from the brain.



Think of a good experience that you will always remember. Compare your memory with a partner.



Remember to ask probing questions when you compare memories!



Grammar in Context

1 Read and match so that the sentences make sense. Then, answer the questions.

- If only I had more synaptic connections,
- If only I hadn't lost my glasses,
- If only I had gotten more sleep last week,
- I could read my book.
- I would have done better on the math test.
- I would be able to build a tower of blocks.

- a Do the speakers describe things as they are or things they would like to be different?
 b Which sentences describe results in the present? Which describes a result in the past?

Grammar: *if only*

We can use *if only* to describe situations that we would like to be different. We use the past simple or past perfect after *if only*. The situation can be in the present:

If only I had more synaptic connections, I would be able to build a tower of blocks.

If only I hadn't lost my glasses, I could read my book.

Or the situation can be in the past:

If only I had gotten more sleep last week, I would have done better on the math test.

2 Guess and complete the speech bubbles. Then, listen and check.



If only I _____ a flying machine, I _____ be able to fly.



If only I'd _____ flying lessons, it _____ be easier to control the machine.



I _____ have crashed the machine, if only I'd _____ lessons.

3 What would you like to be different? Compare your ideas with a partner.

If only I was ...

If only I had ...

If only I hadn't ...

How can we learn from our mistakes?

Spelling Patterns and Word Study

1 Listen and repeat the pairs of words.

- fit / fitness
- develop / development
- store / storage
- guitar / guitarist
- child / childhood

2 Guess the suffixes at the end of these words. Complete the chart. Then, listen and check.

- art
- equip
- neighbor
- journal
- kind
- entertain
- good
- wreck
- adult
- pack

-ness	-ment	-age	-ist	-hood
fitness	development	storage	guitarist	childhood

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

Music is good for our develop____,
 Offering a pack____ of skill and entertain____.
 So for mental fit____ from child____ to adult____,
 Look for a guitar____ in your neighbor____.

4 Can you think of more words ending with the suffixes on this page? Add them to the chart in Activity 2.



Spelling Tip: Suffixes

Some suffixes can change an adjective or verb to a noun, **fitness development storage**. Other suffixes give a noun another meaning, **guitarist childhood**.



Oracy Skill: Delivering a Clear Presentation at the Right Pace
When you give a presentation, it's important to speak clearly and at a good pace.



1 9:2 9:30 Watch the video and do the tasks.

a Which two expressions do Jack and Kate use when they are trying to understand Emma? Watch and mark ✓.

- Can you speak up?
- Can you speak more slowly?
- Do you have any questions?
- Can you repeat that?
- Is that clear?

b Underline the two expressions that Emma and Liam use to check the others have understood.



Let's Practice Oracy! 21, 26, 27, 28

- 1 Form pairs. Read the **Oracy Time!** topic. Choose an activity and write some instructions.
- 2 Take turns teaching your activity to another pair. Student A gives the main instructions. Student B demonstrates the activity and adds additional instructions.
- 3 Remember to speak clearly and at a good pace.

Oracy Time!

Think of an activity you would like to teach to another pair.

Check Your Oracy!

1 I spoke clearly and at a good pace during my presentation.	Yes / No
2 I had to adjust the pace of my presentation.	Yes / No
3 I asked presenters to slow down or repeat themselves when I didn't understand them.	Yes / No

Why is playing music good for our brain?

Write a Memoir

1 What experience is the writer describing? Guess, then read and check.

I'll always remember the summer my friend Sammy taught me to fish. He had invited me to spend two weeks on his grandparents' farm. I agreed to go immediately.

We had fun playing in the fields and helping with the animals. Then, Sammy announced that he had a surprise. We went down to the small river behind the farm, and Sammy handed me a fishing rod. He showed me how to hold the rod high and cast the line, and we sat down to catch some fish.

The river was full of wild trout, but fishing was harder than it looked. I was getting bored, but Sammy promised that we would catch something if we were patient. Then, suddenly I felt a tug on my line. It was a trout. We had it for dinner with vegetables from the farm. It was delicious!

I had learned to fish, and I had learned something else—to be patient. And I'll always have Sammy to thank for that!



2 Read and answer the questions.

- a Is the writer describing his own life or inventing a story?
- b Does the writer write about the past, present, or future?
- c Which point of view does the writer use? First, second, or third person?
- d What's the difference between a diary entry and a memoir?

Improve Your Writing: Reporting Verbs

There are many different verbs we can use to report what someone has said, for example, *say, tell, agree, suggest, announce, promise, invite, explain, and reply*. Different reporting verbs are followed by different structures, for example:
verb + *that* + past tenses: I **announced that I had** a fish on my line.
verb + infinitive: He **said to come** immediately.
verb + object + infinitive: She **told me to finish** my dinner.

3 Find and underline examples of reporting verbs in the text.

4 Prepare to write your own memoir in the Activity Book.

How do we learn new things?

- 1 **Key Words 4** Read and guess what the message in the bottle says. Then, check your answer at the bottom of the page.



I have always found puzzles **intriguing**. My favorite kind of stories are mystery stories, and my favorite kinds of school **assignments** are **riddles** or any activity where you have to study clues and **figure out** the answer.

So imagine my excitement one day when I became involved in a mystery of my own. I was going for a run with my mom, **huffing** and puffing and getting **out of breath** as I tried to **keep up** with her. As we **approached** the **section** of the beach near the gift shop, we stopped for a rest, and I looked out at the ocean. There was a bottle floating in the water a short distance from me. And inside the bottle there was a message!

At first, I thought it was map **coordinates**, but it wasn't. It was in a number code that I recognized. Each number from number 1 to 26 **represented** a letter of the alphabet. I read the message out loud, and my mom's face **lit up** with excitement. Then, we both headed for the gift shop!

3,15,14,7,18,1,20,21,12,1,20,9,15,14,19 15,14 19,15,12,22,9,14,7 20,8,5 3,15,4,5. 25,15,21 8,1,22,5
23,15,14 1 16,18,9,26,5 1,20 20,8,5 7,9,6,20 19,8,15,16.

- 2 Match the verbs with their definitions.

- | | |
|--------------|--|
| 1 figure out | a breathe loudly, for example, after physical exercise |
| 2 huff | b for a face to look happy or a light bulb to come on |
| 3 keep up | c come nearer to someone or something |
| 4 approach | d be a sign or symbol of something |
| 5 represent | e understand or solve something |
| 6 light up | f stay level or equal with someone or something |

- 3 Match the words that have the same or a similar meaning.

1 section

2 assignment

3 riddle

4 intriguing

a puzzle

b fascinating

c homework

d part

- 4 Choose the correct Key Words to complete the sentences.

We were racing to reach the _____ on the map before the other teams did.
So we were all huffing and puffing and completely _____!



How do puzzles improve our brain power?

Congratulations on solving the code.
You have won a prize at the gift shop.

Reading Strategy: Monitoring and Clarifying

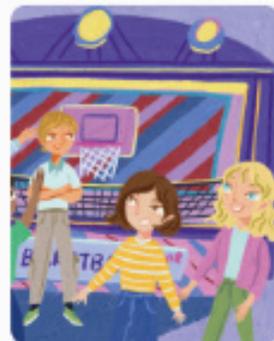
When we monitor and clarify, we check that we've understood what we've just read. We identify what we don't understand, and we use different strategies to figure it out.

- 1 Read the description of two best friends. Underline the three most difficult words or phrases to understand.

Hannah and Alice were best friends. They were very different. People used to say they were like night and day, but it didn't matter. They were inseparable, and they liked to do everything together.

Hannah was very good at math, especially logic problems. She was exceptional, and her teacher, Mr. Frey, used to say that she would be teaching the class one day. But Hannah only had one ambition: she longed to take part in the biggest puzzle-solving competition of them all, the National School Conundrum.

Alice was imaginative. She wanted to be a writer when she was older. In fact, she already was a poet. She wrote poems in a notebook that she carried around with her everywhere. But she never dared to show them to anyone—except Hannah!



- 2 What strategies can help you understand the words and phrases you underlined? Complete the chart and then compare with a partner.

reread the text read the words aloud look for clues in the sentence
use a dictionary other

Monitor and Clarify: Two Best Friends

I didn't understand:	I used these strategies:	Now I think it means:

- 3 Read the title of the story on the next page. Can you guess what the story is about?



Time to Talk!

How are you similar to and different from your friends? Why is it good to have some differences from as well as similarities to each other?

A Problem Solved

By Robin Thompson



"Please hand in your **assignments** on the way out, and don't forget that tomorrow I'll be announcing the candidate for the National School Conundrum."

The students rushed out of the classroom, putting their assignments on the math teacher's desk as they left.

"Hurry up, you two. I have plans this evening."

"Sorry, Mr. Freg," said Hannah as she quickly finished her assignment and added it to the papers on the teacher's desk. Alice waited as Hannah returned and put her books into her bag. They were about to leave when a small piece of paper floated from Hannah's desk to the floor. "What's this?" Hannah asked, picking it up.

The note read:

3 B5 G

"Is it a code?" asked Alice.

"Yes, but what's it doing here?" asked Hannah.

"It must have fallen out of your books," replied Alice.

Hannah put the paper into her pocket. "Come on," she said. "My mom's taking us to the shopping mall."

At the mall, Hannah and Alice followed Hannah's mom to a large screen, which had a map of all the stores on it.

"I'm just going to the shoe store," said Hannah's mom.

"And I'll see you girls in the food court. Look, it's on the third floor."

The girls looked at a large open **section** on the map, next to some small squares, which **represented** the different stores on Level 3.

"Come on," said Alice. "Let's look around!"

But Hannah was still staring at the map. "Level 3, B5 ..." Her face **lit up** with excitement. "Alice! Look!" Hannah pulled out the note from her pocket. "They're **coordinates**—3, B5, G. Three means Level 3. B5 is the section on the map, and G is the store. Come on! Let's go and look!"



The girls ran up excitedly to the right store on the top floor, but Hannah's smile faded as they arrived. On the front of the store was a big sign that read: OUT OF BUSINESS. Around the sign, the store was covered in various posters. There was one advertising a local gym and another advertising a carnival that was in town.

"Those numbers can't have been coordinates," said Alice with a sigh.

Hannah turned away, disappointed, and bumped into a boy who was running past her.

"Careful, Hannah!" said the boy.

"Joe ... hi! I'm sorry. What are you doing here?"

"I'm going to the new Sherlock Holmes movie. I love a good mystery. Don't you?"

"I ... Yes, actually—"

"Sorry," said Joe. "I can't stop. The movie's about to start."

He ran off toward the movie theater at the other end of the mall.

At that moment, Hannah's phone beeped in her pocket. As she pulled it out, a small piece of paper fell to the floor. Hannah picked it up, and her mouth fell open.

The note read:

What goes up and
around and down
But never ever
touches the ground?

"Another one!" said Hannah. "What's going on?"

Hannah stared at the posters on the storefront as she tried to solve the **riddle**.

Then, she saw the poster for the carnival, which showed various rides and attractions. She smiled.

"It's a Ferris wheel!" That goes up and around and down again, but it never touches the ground because the cars hang down."

"You're a genius!" said Alice.

"But what does the carnival have to do with me?" Hannah's smile disappeared.

"Perhaps it's dangerous."

"Come on, Hannah, it's **intriguing**. Let's ask your mom if we can go tonight."

Think

How did the clue get into Hannah's pocket? Can you guess?



9.13 A Problem Solved

The Ferris wheel towered over the rest of the rides. Hannah ran straight for it, with Alice close by her side and Hannah's mom trying to **keep up**.

"Slow down, girls!" she shouted.

"Hannah! Alice! Hey!"

The girls stopped in front of the huge wheel and stared up at the car at the top. Two kids were waving excitedly as the car began to move down again. Hannah recognized them as Kate and Kevin, the twins from school.

Hannah and Alice ran to meet them as the Ferris wheel stopped and the twins left the ride.

"You should take a ride. The view at the top is amazing!"

"Can we?" asked Hannah as she turned to face her mom, who was slightly **out of breath** now.

"Of course. I need a rest."

Hannah and Alice climbed into the car that the twins had just left.

"You're sitting on something," said Alice as the Ferris wheel started to move.

Hannah found a small piece of paper on the seat underneath her. This one read:

LLABTEKSAB

"This is all so weird," said Hannah. "I suppose Kate and Kevin might have left this here, but why?"

"What do you think the clue means?" asked Alice.

They were at the top of the wheel now, and could see all of the carnival's attractions below. Hannah's brain was working overtime trying to **figure out** the strange trail of clues.

Alice pointed into the distance as the ground drew closer again. "Can we go there afterward?"

"The Hall of Mirrors?" said Hannah. "You seriously want to ... " She suddenly stopped and looked at the note again. "That's it!"

"That's what?" asked Alice.

"The word is written backwards! It should read ... BASKETBALL."

"Like a mirror—of course!"

Think

Who do you think organized the trail of clues for Hannah? How will the story end?



The Ferris wheel couldn't stop quickly enough for Hannah. As soon as they reached the ground, she jumped out of the car and began to search for a basketball game.

"Hannah, where are you going?" cried her mom, as she once again chased the girls through the crowd.

The basketball game was easy to miss. Unlike the other attractions at the carnival, there were no lights to attract people to the stall. In fact, it hardly looked like a real stall at all. A few children stood in front of a man, who was standing in front of an old basketball hoop. Everyone was hidden in the darkness.

As Hannah **approached** the hoop nervously, somebody handed her a basketball. Hannah threw the ball into the hoop. As she did so, light bulbs came on and lit up the faces of everybody there.

Hannah gasped. "Mr. Freg!"

Alice was smiling, and so was everyone else around the hoop.

"Joe ... Kate ... Kevin ... what—"

Hannah's mom had finally caught up and was **buffing** loudly, although she also had a big smile on her face.

"Open your letter, Hannah," said her math teacher, pointing to a small envelope that had fallen onto the ground. Hannah took out a piece of paper. She unfolded it and read the written message silently.

Hannah couldn't believe it, so she read it again, this time out loud:

You have been chosen to represent your school at the National School Conundrum problem-solving contest. Congratulations!

"Congratulations!" echoed everyone else.

Hannah was amazed. "How did you know I'd solve the clues?"

Mr. Freg looked pleased. "I knew you could do it, Hannah. That's why I picked you. I knew that if you solved all the clues, you would be the right person to represent the school. Great job!"

Think

Who knew about Mr. Freg's trail of clues for Hannah? How do you know?



Explore the Text

1 Why did Mr. Frey organize the trail of clues for Hannah?

- a He knew she was good at math and liked solving puzzles.
- b He wanted to test if she was good at solving puzzles.
- c He wanted to prove she was the best person for the National School Conundrum.



2 How did you monitor and clarify your understanding of the story? Choose three words or sentences you didn't understand at first and complete the chart.

Monitor and Clarify: A Problem Solved		
I didn't understand:	I used these strategies:	Now I think it means:
1		
2		
3		

3 Compare and contrast your chart with a partner.

4 Are you a good problem-solver? Answer the questions and compare with a partner.

- a Which clues from the story did you figure out by yourself? _____
- b Which was the easiest clue? _____
- c Which was the most difficult? _____

5 Work with a partner to make a trail of three clues for another pair in the class to follow. Then, swap clues and see who can solve their clues faster.

Remember to give reasons when you express your opinions about which clues to choose!



Grammar in Context

1 Read the sentences and do the tasks.

It must have fallen out of your books.

Kate and Kevin might have left this here.

Those numbers can't have been coordinates.

- a Circle the phrases in each sentence that show the speaker is guessing about the past.
- b Which of the circled phrases is used for a guess that the speaker thinks almost certainly happened? possibly happened? isn't true?

Grammar: Modal Verbs of Deduction

We use modal verbs of deduction followed by past participles to make guesses about the past. We use *must have* when we are almost sure about something.

It **must have** fallen out of your books.

We use *might have* when we think something is possible but we are not completely sure.

Kate and Kevin **might have** left this here.

We use *can't have* when we think something is not possible.

Those numbers **can't have** been coordinates.

2 Listen and complete the song with *must have*, *might have*, and *can't have*.

When I went up to my bedroom,
There was a present on my chair.
But this is the strange little mystery:
Who had put it there?

It _____ been my mom because
She's been at work all day.
And it _____ been my brother—
He's been out watching a play.

It _____ been my dad, I suppose—
He's downstairs watching TV.
But wait, this is Oscar's writing.
He _____ left it here for me.



3 Imagine you have been left a mystery present. Write a new version of the song.

Listening

1 Which of these activities are good for your brain? Discuss and mark ✓. Do you know why?

- coding learning the trumpet
 line dancing cooking
 painting and drawing

2  9:15 Scott has joined a local brain gym. Listen and complete the second column of the schedule with the activities they offer each day.



Newton Brain Gym		
Day	Activity	Benefit to Brain
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

3  9:15 How do each of these activities benefit the brain? Listen again and write the correct letters in the third column of the schedule above.

- a combines physical and mental exercise because you have to concentrate and learn the steps
- b gives you practice in breaking down and solving problems
- c practices hand-eye coordination and improves your fine motor skills
- d uses the senses—sight, smell, taste, and touch—which use different parts of the brain
- e combines sight, sound, and touch, improves concentration skills, and makes you happy

 Even though your brain is not a muscle, why is it important to exercise your brain?

 Values AB page 176

The Big Challenge

How can we create our own brain gym?

Your challenge is to plan activities for a brain gym for your class.

- 1 **Brainstorm** different activities that are good for your brain in groups.
- 2 **Research** and discuss why these activities are good for your brain. Do they use a combination of different senses? Do they combine physical and mental exercise? Will they improve your memory? Will they make you a better problem-solver?
- 3 **Create** a brain gym schedule. Choose a range of activities that exercise your brain in different ways for each day of the week.
- 4 **Write** a detailed description of each activity in your brain gym schedule. Don't forget to include an explanation of why it's good for your brain.
- 5 **Present** your brain gym schedule to the class. Listen to feedback and improve your schedule if necessary.



When presenting your schedule, remember to speak clearly and adapt the speed of your delivery. Complete **Check Your Oracy!** in the Activity Book.

In our brain gym schedule, we have chosen to teach the class some new words in Mandarin on Mondays. I am going to be our teacher because I speak Mandarin fluently. I'm going to teach us words for classroom objects on the first Monday. We have chosen Mandarin because learning a foreign language is very good for your brain, and Mandarin is very different from Western languages. It's a tonal language, so you have to sharpen your sense of hearing to understand the meaning.

 How can we increase our brain power? Look back through the unit. Share your ideas with the class.



 AB pages 177–79

Oracy Performance Task 3: Presentation

1 How well do you remember the oracy skills? Read and match.

- | | |
|--|--|
| 1 We can engage our audience during a presentation | a by checking with our audience and adjusting how fast we are speaking. |
| 2 We can organize our ideas and structure a talk clearly | b by introducing our topic clearly and by asking questions. |
| 3 We can deliver a clear presentation at the right pace | c by including an introduction, clearly expressed main points, and a conclusion. |

2 In pairs, label the phrases based on when and how you use them. Some phrases may have more than one use.

a I say this to engage an audience during a presentation.

b I say this to help organize my ideas and structure a talk.

c I say this to check the speed of my presentation or to help someone adjust their speed.

- | | |
|------------------------------------|--|
| 1 On the other hand, _____ | 6 Why do you think ... ? _____ |
| 2 In conclusion, _____ | 7 Can you speak more slowly? _____ |
| 3 Can you repeat that? _____ | 8 On the one hand, _____ |
| 4 Do you have any questions? _____ | 9 Can anyone tell me ... ? _____ |
| 5 Is that clear? _____ | 10 We're going to talk about ... _____ |

YOUR TASK

You and your classmates will design a game show that uses the material you have learned in your Student's Book. In small groups, brainstorm and design a game show in which other members of your class can participate. Then, prepare a short presentation that explains your game show to the rest of the class. Prepare everything needed for some of your classmates to play a round of your show. Once every group has presented its game show and had other students play a round, take a class vote on the best shows.



1 Form small groups and brainstorm ideas for your game show.

2 As a group, decide which idea is the best and design your game show. Answer these questions in your notebook:

- What is the name of your show?
- What kind of show is it: a quiz show, a puzzle-solving show, one with physical challenges, or something else?
- Does your host need assistants?
- Do you need any props?
- What are the rules of your game show?
- Who will be the host of your game show?
- What materials do you need?

3 Create a clear and engaging three-minute presentation to explain your game show to the class.

4 Present your game show to the class.

5 Then, invite your classmates to play a round of your game show.

6 Talk about your talk!

- Did you engage your audience by introducing your game clearly and by asking questions?
- Did you organize and structure your presentation clearly?
- Did you present your show clearly and talk at the right pace?



Check Your Oracy!

1 We asked the audience questions to engage them in our presentation.	Some / A few / None
2 We organized our ideas and gave our presentation a clear structure.	Mostly / A little bit / Not at all
3 We spoke clearly and at the right pace during our presentation.	Most of the time / Sometimes / Never

What I can do better next time: _____

access noun a way or chance to use or have something

addictive adjective making you want to keep doing something and not stop

adrenaline noun a chemical made by the body that makes your heart beat faster and your body ready to move quickly

affect verb to have an influence on what someone or something does

allowance noun money that your parents give you each week or month, usually for doing chores

aluminum noun a silver-colored metal that is very light

antibacterial adjective having chemicals that can kill bacteria

antibiotic noun a medicine that kills small living things called bacteria

anxiety noun a strong feeling of being nervous or scared about something

apiary noun a place where people keep bees

approach verb to come nearer to someone or something

arrangement noun the way a group of objects has been put into an order or position

artificial adjective made by people and not natural

assignment noun work that is given to you to do

astonish verb to make someone feel very surprised

automatic adjective happening or done without needing to think about it

avoid verb to stay away from someone or something

background noun the things that can be seen behind the main things or people in a picture

barn noun a large building on a farm in which animals, animal food, and grain are kept

barriade noun a fence that stops people from going somewhere

base noun the bottom or lowest part of something

beekeeper noun someone who takes care of bees

believable adjective seeming possible, real, or true

benefit verb to get something helpful or good from a thing or situation

bill noun a piece of paper money

binoculars noun something with two tubes and glass lenses that you look through to see things that are far away

biofuel noun plants or food waste that can be burned to make energy

blanket verb to cover something completely

blend verb to mix together so that it is hard to see the edges of different things

blush verb to become pink in the face, usually because you are embarrassed

boost verb to make something better or bigger

border noun the line that separates one country from another

brain stem noun a part of the brain that controls the things that our bodies do without thinking

brain-training noun activities that make your brain better at thinking or doing things

break down phrasal verb to stop working

breeding program noun phrase a plan to help animals have babies

broaden the mind idiom to help you know more things and understand people, situations, or countries better

bulldozer noun a big vehicle used for moving dirt and stones and for making the ground flat

bunch noun several things of the same kind that are held together in a group

bush noun a plant with many small branches that usually grows in a round shape

busy adjective doing something or having a lot to do

campaign noun a lot of activities that a group of people do to try to achieve something

carve verb to cut wood, stone, or another material to make an object or shape

cash noun money when it is paper money and coins

cattle noun cows and bulls that are kept for their milk or meat

cerebellum noun a large part at the back of the brain that mainly controls movement

cerebrum noun the biggest part of the brain, which we use for thinking, making decisions, and feeling emotions

childhood noun the time in your life when you are growing up

cleanse verb to make something clean

cluster verb to move together into a close group

come alive idiom to make something seem real and interesting or exciting

commit verb to make sure that you do something or remember something

company noun a business

comparison noun the act of saying how people or things are the same or how they are different

compass noun a tool you use for finding out which direction you should go. It has a needle that always points north.

compost verb to keep vegetable waste until it rots and can be used to make the soil better for growing plants

confident adjective believing that you can do things well and that you are a good person

congratulate verb to tell someone you are happy because they have done something well

control verb to make something or someone do what it should or what you want

convince verb to persuade someone to believe or do something

coordinate noun one of two numbers or letters that together show where something is on a map or graph

copper noun a red-brown metal often used for making coins

cough verb to make air come out of your lungs through your mouth with a short, loud sound

credit card noun a small plastic card that you can buy things with and pay for them later

cultivate verb to grow and take care of something, for example, a plant

cunning adjective smart at planning to get what you want, especially by tricking other people

cure verb to make someone who has an illness healthy again

curved adjective bent like part of a circle

cyber- prefix done on or using the Internet

date noun a sweet fruit that grows on a palm tree in hot countries and is often dried

deceive verb to fool or cheat someone, especially by telling him or her something that is not true

defeat verb to win against someone in a fight or competition

defend verb to protect someone or something against harm

deforestation noun the cutting down of all the trees in a large area

depict verb to show or draw something in a picture or story

destination noun the place where someone is going

diabetes noun a disease that makes your body not able to control how much sugar is in your blood

disinfect verb to clean something using chemicals that kill very small living things that cause illnesses

dimmy noun a feeling of being unhappy because something bad has happened

distorted adjective made into a strange shape that is very different than usual

dizzy adjective feeling as if everything is turning around and that you might fall down

dollar noun a unit of money used in the U.S.A., Canada, Australia, New Zealand, and some other countries

download verb to copy something into your computer from the Internet or from another computer

drawback noun a problem or bad part of a thing or situation

drawn verb to die by going under the water and not being able to breathe

dweller noun someone who lives in a city, town, or other type of place

dwelling noun a house or other thing that you live in

dye noun a substance used to change the color of something, especially cloth or hair

easel noun a thing that holds up a picture while an artist is painting or drawing it

edible adjective safe to eat and not harmful

energy efficient adjective using little electricity, gas, etc. and not wasting it

engage verb to make someone feel very interested in something and want to know more about it

epidemic noun a time when very large numbers of people or animals get an illness at the same time

equipment noun the tools, clothing, etc. that you use for doing something

escape verb to get away from a place where you do not want to be

essential adjective very important and needed

everyday life noun phrase the activities that people do every day, such as cooking or working

examine verb to look at something carefully

exhilarating adjective making you feel very excited and happy

expense noun money that you spend on things you need, for example, to live or do your job

expressive adjective showing what someone thinks or feels

extreme sport noun a sport that is very dangerous and exciting

eyesight noun the ability to see

fable noun a short story that teaches you something about how to behave or what life is like

fade verb to become less bright or strong over a period of time

faint verb to suddenly become not awake for a short time and fall down

fantasy noun a story about people and situations that are very different from real life, for example, a story that has magic and imaginary animals

fatal adjective causing death

fauna noun all the animals that live naturally in an area

feature noun a part of an area of land that makes it different from other areas

fern noun a green plant with long stems, leaves like feathers, and no flowers

fiber noun a kind of thin thread inside your body

fig noun a sweet, soft, purple or green fruit with many seeds

figure noun the shape of a person, especially in a painting or drawing

figure out phrasal verb to understand or solve something

flora noun all the plants that grow in an area

foe noun an enemy; someone or something that wants to harm you

foreground noun the main people or things that seem nearest to you in a picture

frown verb to show you are angry or unhappy by moving your eyebrows together and the edges of your mouth down

function noun the action or job that something does

fund verb to give the money that is needed to pay for an event or activity

gas mask noun something you put over your face to stop you from breathing in dangerous gases or dust

genre noun a type or style of art, music, writing, or movies

global warming noun an increase in how hot Earth is, caused by gases that stop heat leaving Earth's atmosphere

glow verb to shine with a soft, warm light

graphic novel noun a book for older children or adults that tells a story using a lot of pictures and only some writing

grazing adjective eating grass

greenhouse effect noun the warming of Earth caused by an increase in the amount of pollution in the air

harmful adjective able to hurt or damage someone or something

harvesting noun the activity of cutting or picking the plants, fruits, etc. that you have grown

headset noun something you wear over your eyes, and sometimes ears, so that you can see pictures or hear sounds made by a computer

hero noun someone who has done something very brave or great

household noun a group of people who live together, usually a family

huff verb to breathe loudly, for example, after physical exercise

ice cap noun thick ice that covers the land and oceans at the North and South Poles

immune system noun the parts of your body that work together to protect you against illnesses

impact noun the strong effect that something has on a situation or person

improve verb to make something better

increase verb to make something bigger

infection *noun* a disease in a part of your body that is caused by bacteria or viruses

inflate *verb* to fill something with air and make it bigger

influenza *noun* a viral illness that gives you a fever, makes your body hurt, and can make it difficult to breathe

injection *noun* an action of putting a medicine or a vaccine into someone's body using a special needle

instinct *noun* things you do without having to think or learn about them

insulate *verb* to cover something with a substance that stops heat from going in or out

insulin *noun* a substance your body makes that controls how much sugar is in your blood

interest *noun* extra money that a bank gives you when you keep it in the bank

interfere *verb* to stop something from happening in the way it should

interpretation *noun* your ideas or opinions about what something means

intriguing *adjective* very interesting because of being strange or mysterious

invest *verb* to buy things or spend money on things so you can make more money in the future

iron *noun* a gray-black metal that is strong

kayaking *noun* the activity of moving on water in a small boat for one or two people that is called a kayak

keep up *phr verb* to stay level or equal with someone or something

kindling *noun* small dry sticks that burn easily, used to start a fire

laboratory *noun* a room or building that scientists use and that has a lot of special equipment

lack *noun* when you do not have something or do not have enough of something

landfill *noun* a place where garbage is put under the ground

landmark *noun* a building or natural object that you can easily recognize, especially one you use to find out where you are

landscape *noun* a large area of countryside and the way it looks, for example, if there are mountains

lifestyle *noun* the way that a person or group lives, for example, the activities they usually do and the kinds of houses they live in

light up *phrasal verb* to look happy, or to make a light bulb come on

literature *noun* stories in books, especially ones that are of high quality

livelihood *noun* the way someone earns the money needed to pay for food, a place to live, clothing, etc.

lobe *noun* a part of the brain that is separate in some way from the rest

location *noun* the place where something is or where something is done

lock *verb* to fasten something with a key

logic *noun* a way of thinking that is very careful and uses good reasons for making decisions or solving problems

luxurious *adjective* very comfortable and expensive

magical *adjective* made by or using magic

magnifying glass *noun* a round piece of glass on a handle that makes objects look bigger

maintain *verb* to keep something like a building, area, or machine in good condition

malaria *noun* a serious disease that makes you have a fever and feel very cold

marshmallow *noun* a soft, sweet candy that is usually white

mention *verb* to talk about something, usually without giving a lot of details

merchant *noun* a person whose job is to buy and sell things

metal detector *noun* a machine that you move over the ground to find metal objects

microscope *noun* a thing that makes very small objects look bigger, used by scientists

minor *adjective* not very bad, serious, or important

misbehave *verb* to behave badly, be naughty, and not do what you are told to do

moan *verb* to make a long sound that shows you are in pain or very unhappy

mold *noun* a small living thing that grows on old food or on things that are warm and wet

moral *noun* a lesson in a story that tells you how you should or should not behave

moss *noun* a very small plant that grows in wet soil or on rocks, walls, and tree trunks

motivation *noun* the reason you have for doing something

motive *noun* a reason for doing something

narrative *noun* a story or a description of something that happened

natural resources *noun* things such as water, forests, oil, etc. that are on or in the Earth and can be used by people

necklace *noun* a piece of jewelry that you wear around your neck

network *noun* a system that has many different parts that are connected and work together

neural pathway *noun phrase* many neurons that pass information from one to another along synaptic connections

neuron *noun* a kind of cell that sends information between the brain and other parts of the body

nomad *noun* someone who belongs to a group of people who often move from one place to another

nursery rhyme *noun* a short poem or song for very young children

offline *adjective* not using or not connected to the Internet

organism *noun* a living thing

out of breath *adjective phrase* to have difficulty breathing because you have been exercising

out of date *adjective* old and not useful or correct

outbreak *noun* a time when people or animals in an area suddenly start becoming sick

outline *noun* a line that shows the main shape of something

outwit *verb* to use your intelligence to take advantage of someone, especially using a trick

overuse *noun* the action of using something too often or using too much of it

ozone layer *noun* a region in Earth's atmosphere that has a gas called ozone that stops a harmful part of sunlight from reaching Earth

panic attack *noun* when you feel so nervous or scared that your heart beats fast, you have trouble breathing, and you feel like you might faint

parasite *noun* a living thing that lives on or in an animal or plant

password *noun* a secret word that you put into your computer or a computer program so that only you can use it

pearl *noun* a small white ball used in jewelry. Pearls form inside the shells of oysters.

permanent *adjective* lasting for a long time or forever

personality *noun* the kind of person you are and how you behave, feel, and think

pick *verb* to take flowers or fruit off a plant or tree

plastic *adjective* able to change

pneumonia *noun* a serious illness that makes it hard to breathe because your lungs become filled with liquid

pocketknife *noun* a small knife that folds and can be carried in your pocket

polar *adjective* from or in the part of the world where it is always very cold, near the North or South Pole

polio *noun* a serious disease that can make you unable to move all or some of your body

positive *adjective* good, happy, and hopeful

poultry *noun* birds, like chickens and ducks, that are kept for their meat and eggs

prehistoric *adjective* from a time in the past before records were written and kept

prey *noun* an animal that is hunted and killed for food by another animal

process *verb* to deal with or use information in a particular way

profit *noun* the money that a company makes after it has paid for the things it needs, such as workers or materials

prove *verb* to show that something is true

publish *verb* to do all the things that make a book, magazine, newspaper, etc. available for people to buy

purpose *noun* the thing that is being done, or the reason it is done

realistic *adjective* showing things or events like they really are

relate to *phrasal verb* to understand someone else and think that they are the same as you in some way

reliable *adjective* always working correctly or doing what you need

reluctant *adjective* not wanting to do something and showing this by doing things slowly

represent *verb* to be a sign or symbol of something

resolution *noun* the end of a situation that happens by solving a problem

respiratory system *noun* all the parts of your body that you use to breathe

respond *verb* to say or do something because of something else that has been said or done

revolutionize *verb* to change something a lot so that it is much better

reward *noun* something good that you get, especially for doing something good or working hard

riddle *noun* a kind of question or puzzle that describes something in a difficult way and has a smart or funny answer

risk *noun* the possibility that something bad will happen

running water *noun* water in a building that goes through pipes and comes out of the faucet

rural *adjective* in or from the countryside and farm areas, not cities

sack *noun* a large bag that you can use to store things

salary *noun* money that a company pays to someone who works for them, usually every month

sand dune *noun* a hill of sand made by the wind

sandstorm *noun* a strong wind that blows a lot of sand

sanitation *noun* a system that keeps people healthy by removing dirt and waste

scrap *noun* a small piece of something, especially one that has come from a larger piece

section *noun* a part of something

sensibly *adverb* in a way that has good reasons for happening or doing something

shade *noun* a color, especially one that is lighter, darker, or brighter than another example of the same color

shady *adjective* darker and cooler because there is something that stops sunlight from shining on it

shortcut *noun* a way of going from one place to another that is not as long as the usual way

shot *noun* an action of putting a medicine or a vaccine into someone's body using a special needle

sibling *noun* a brother or sister

signal *noun* an action, sound, or something else that gets someone's attention or tells someone to do something

single-celled *adjective* having only one cell. A cell is the smallest living part of an animal or plant.

skull *noun* the bones of a person or animal's head

smoke *noun* the gray or white gas made by something that is burning

sneez *verb* to suddenly make air come out of your nose and mouth in a way you cannot control

sociable *adjective* friendly and liking to spend time with other people

social media *noun* websites and computer programs that let you talk and share pictures and video on the Internet

spark *noun* a very small piece of fire that can start other things burning

sparkle *verb* to shine brightly with a lot of small points of reflected light

spectacular *adjective* very good, exciting, or surprising

spend *verb* to use money to buy things

spinal cord *noun* the neurons and nerve fibers inside the bones along the middle of your back that connect the brain to other neurons in the body

spread *noun* the action of an illness going from one person or animal to another and making more of them sick

spring *noun* a place where water comes out from the ground

sprout *noun* a part of a plant that is just beginning to grow

squash *noun* a large vegetable that is hard until it is cooked, for example, a pumpkin

squint *verb* to partly close your eyes in order to see more clearly

stammer *verb* to repeat sounds when you talk or be unable to say words

Glossary

- steam** *noun* the gas that water produces when you heat it
- stepping stone** *noun* a large stone that you put your foot on to walk over water
- sterilize** *verb* to make something completely clean
- still life** *noun* a painting or drawing of objects that do not move, such as flowers or fruit
- stilts** *noun* long pieces of wood that support buildings above the ground or above water
- stranger** *noun* someone you do not know
- straw** *noun* the dried stems of plants such as wheat
- strengthen** *verb* to make something stronger or better
- suffering** *noun* when a living thing is very sick or in a lot of pain
- supplies** *noun* food and other things you need
- support** *verb* to help someone or a group, especially by doing things or giving money
- sustainable** *adjective* able to continue for a long time without harming the environment
- swallow** *verb* to make a movement in your throat that makes food, drinks, or the water in your mouth go down your throat to your stomach
- sweet** *adjective* kind, nice, and thoughtful
- swish** *verb* to move quickly through air or snow, making a soft sound
- symbolize** *verb* to represent something such as a person or idea
- symptom** *noun* something that shows you have an illness, such as a fever or spots on your skin
- synaptic connection** *noun phrase* a connection between neurons that lets them pass information to each other
- tainted** *adjective* dirty and likely to make you sick
- tapestry** *noun* a large piece of cloth with a picture on it that is made by sewing or weaving different colored threads
- tax** *noun* money that you pay to the government, which the government spends on things such as schools or roads
- temperate** *adjective* from or in the part of the world that is warm in the summer and cold in the winter, but never very hot nor very cold
- textile** *noun* a cloth used to make clothes, rugs, blankets, or other things
- texture** *noun* the way something feels, such as being rough or smooth, or soft or hard
- throat** *noun* the part inside your neck that food and air go through
- tin** *noun* a silver-colored metal
- tissue** *noun* a piece of soft paper that you use to clean your nose
- tool** *noun* something useful that helps you to do an activity
- toolkit** *noun* all the tools and things you need to do something
- tracks** *noun* the marks that an animal leaves on the ground with its feet
- transform** *verb* to change something a lot, usually to improve it
- transportation** *noun* the vehicles that people use to travel from one place to another, such as buses, trains, and airplanes
- treat** *verb* to do something for someone who is sick or hurt to make him or her feel better
- tropical** *adjective* from or in the part of the world that is usually hot and where it rains a lot
- tumble** *verb* to fall quickly in a way that is out of control
- tundra** *noun* an area of land where there are not many plants because it is always cold, and the ground is often frozen
- up-to-date** *adjective* having the information or technology that is the newest
- urban** *adjective* relating to a city or town
- vaccine** *noun* a substance that stops you from getting a disease caused by a virus
- variety** *noun* many different types of things or people
- vegetation** *noun* plants that are in a particular area
- vending machine** *noun* a machine that you put coins in to buy things like candy or drinks
- version** *noun* something that is like another thing, story, situation, etc., but a little bit different from it
- vertically** *adverb* in a way that is straight up
- villain** *noun* the person in a book, play, movie, etc. who is bad or harms other people
- virtual reality** *noun* pictures and sounds made by a computer that make you feel like you are in a real place or experiencing real events
- virus** *noun* a very small organism that can make humans, animals, and plants sick. Viruses are not fully living things.
- warmth** *noun* heat; a temperature that is hot but not too hot
- watercolor** *noun* a paint that is mixed with water before you use it
- weaving** *noun* the activity of making cloth by putting threads or yarn over and under other threads
- wind turbine** *noun* a tall structure with parts at the top that the wind turns around to make electricity
- wolf** *noun* a wild animal like a big dog
- wool** *noun* the soft, thick hair that grows on sheep and some other animals
- yawn** *verb* to open your mouth wide and take in a lot of air, usually when you are tired or bored
- zigzag** *adjective* like the shape made by the letter Z