

CAMBRIDGE

Activity Book
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Cambridge Primary Path 6



with
Practice Extra

Better
Learning

1

What makes your region unique?

1 Watch the video. Write the headings in the graphic organizer.

Climate Fauna Flora Landscape

ferns	mountains	tropical	kiwi bird

2 Watch again and write two more items in each column.

3 What features does your region have? Write one word into each column for your region.

4 Key Words 1 Match the words and their definitions.

- | | |
|--------------|---|
| 1 feature | a a very large area of land where trees do not grow because the ground is frozen |
| 2 landscape | b plants, trees, and flowers that are found in a particular region |
| 3 tundra | c a large area of countryside and the way it looks |
| 4 tropical | d animals |
| 5 temperate | e having weather that is not very hot and not very cold |
| 6 polar | f a part of an area that makes it different from other areas, for example, a mountain |
| 7 fauna | g having weather that is often hot and wet |
| 8 vegetation | h a way of living, including the things you do |
| 9 lifestyle | i relating to the North or South poles or areas around them |

Unit 1A

Ready to Read: Nonfiction

1 Key Words 2 Look at the picture. Add the missing vowels.

- m _ rch _ nt
- w _ _ l
- w _ _ v _ ng
- dw _ ll _ ng
- h _ rv _ st _ ng



2 Key Words 2 Read and write the correct word.

rural textile nomad livelihood cultivate

- Prepare the land and look after plants on it _____
- Areas that are in the countryside _____
- Cloth like wool, silk, and cotton, made by hand or machine _____
- A person who moves from one place to another _____
- The way someone makes their money to pay for food, clothes, and so on _____

3 Key Words 2 Answer these questions about you.

- Write the names of three **rural** areas in your country.

- Write the names of three different types of **dwellings** in your area.

- What things do you have in your home that are made of **wool**?

- Find out the **textiles** your favorite clothes are made of.

- Find out when a fruit or vegetable is **harvested** in your country.

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 You are going to read about the golden-eagle hunters of Mongolia in an interview with author Eric Jacobson. Which topics do you think you will read about? Mark ✓.

- ☐ the clothes they wear ☐ their relationships with animals ☐ their future
☐ the meals they eat ☐ children learning traditions



In this issue, we're looking at nomadic communities around the world. We met Eric Jacobson, whose latest book, *Nomadic Tribes in the 21st Century*, will be published later this year.



Your Mag: What motivated you to write about tribes that travel?

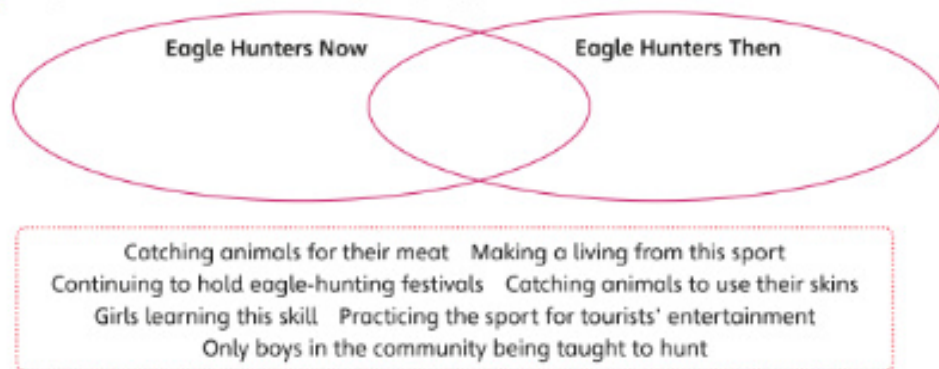
Jacobson: Well, I was interested in how nomadic traditions are changing. For example, the golden-eagle hunters of Mongolia train eagles to hunt with them. This is a tradition that's over 1,000 years old, but it's been changing a lot. In the past, the hunters caught animals for their meat, but now the animals are caught primarily for their skins. In the past, eagle hunting was associated with the elite, and the richer a family was, the more eagles it had in its care. But now the sport is mostly done for the entertainment of tourists. So things are changing, and it's important to document these things.

Your Mag: How do they catch the birds?

Jacobson: The eagle hunters climb into the Altai Mountains. They catch the eagles while they're still small and domesticate them. The birds live with them, eat with them, and are treated like a part of the family. A trusting relationship is cultivated between the hunters and the eagles from a young age.



- 2 Read the text and check your answers to Activity 1.
- 3 Read the sentences. Are they *T* (true) or *F* (false)?
- a Eric Jacobson wrote the book because he was interested in the connection between people and animals. ☐
 - b Eagles develop a friendly relationship with the hunters from the time they are caught. ☐
 - c Golden eagles can fly as fast as many racing cars. ☐
 - d We learn that the traditions are changing for this community. ☐
- 4 Complete the Venn diagram comparing eagle hunters now and then.



- 5 What does the author say about the future of this community?

Your Mag: Can you tell us a little bit about the golden eagle itself?

Jacobson: Yes, the golden eagle is one of the world's largest and most aggressive eagles. These birds are huge. Their wingspans can reach up to two meters, and they can reach speeds up to 300 kilometers per hour. That's faster than most racing cars! They're heavy, too.

Your Mag: What does the future hold for this community?

Jacobson: That's a tricky question. The world is certainly changing. Eagle-hunting is no longer a viable livelihood, but the tradition of eagle-hunting festivals still exists. In the past, eagle-hunting was something that only the boys in the community were taught. But I interviewed a young girl who wants to be an eagle hunter! She is learning an age-old skill that has been passed down through many generations—so this is a definite break with tradition but also continues the tradition!

Passive Voice

We use the passive voice when the action is more important than the person or thing that did it. We form the passive voice with **be + past participle**.

Rice is grown in Thailand. (Who grows the rice? It doesn't matter! The most important information is about rice growing.)

The passive is used in different tenses.

Baby golden eagles are caught. (present simple passive)

Eagle hunting was associated with the rich. (past simple passive)

She is learning a skill that has been passed down through many generations. (present perfect passive)

1 Put the verbs into the sentences in the correct form.

	Tense (verb)	Active	Passive
a	Present (make)	People _____ textiles from sheep's wool.	Textiles _____ from sheep's wool.
b	Past (use)	Traditionally, people _____ animal furs to make clothes.	Traditionally, animal furs _____ to make clothes.
c	Present Perfect (pass down)	People _____ their craft skills.	Craft skills _____.

2 Expand to make passive sentences.

- a Rice / cultivate / every year.

- b Planting and harvesting / celebrate / every year.

- c More vegetables than fruit / grow / in the past.

- d Only recycled paper / use / for crafts / at school these days.

- e Carvings / make / from wood / for many generations.

- f In earlier times, / only / rainforest plants / use / make colors.



3 Rewrite the sentences about festivals in the passive voice.

- a The people of our town have held a festival for many years.

- b Some people sell street food at our festival.

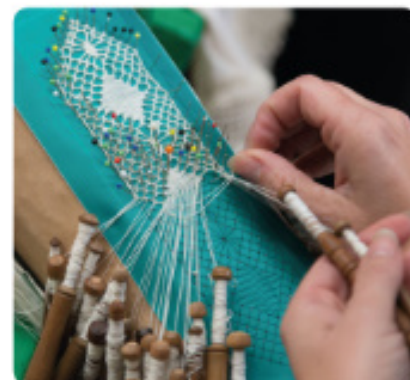
- c Last year, we made huge puppets for our town's festival.

- d People have organized a fireworks display for the end of our festival.

- e Last year, people posted many pictures of our festival online.

4 Complete the text using present, past, or present perfect passive.

Pillow, or bobbin, lace ^a _____ (make) in my region for centuries. At first, lace making ^b _____ (associate) mainly with Venice, Italy, but by 1600, it ^c _____ (do) in many other places as well. The bobbins that lace makers use hang down, and they ^d _____ (cross) over each other. Pins ^e _____ (place) to hold them. Over the years, as fashions have changed, new lace patterns ^f _____ (develop).



My Life

Answer the questions.

- a What plants are cultivated in your region?

- b What festivals were celebrated in your region last year?

- c What traditions have been passed down for generations in your family?

Spelling Patterns and Word Study

1 Look at the pictures and the words. Underline the unstressed syllable in each word.



fos-sil



cam-el



tun-dra



pro-tect



mi-nus

2 Complete the chart with the words in the box.

compare cousin custom fauna local respect support survive

Words with unstressed first syllable	Words with unstressed second syllable

Oracy

1 What things did you suggest for your friend to see and do in Oracy Time?

2 What is your favorite ground rule for discussion?

3 What is your favorite ground rule for giving presentations?

4 What ground rule do you think is hard to follow? Why?



Improve Your Writing

1A

Verbs Followed by Infinitives

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

Don't forget to visit the monuments.

We hope to see you soon!

1 Choose the correct verb and complete the sentences.

lock spend study visit go hear

- My bicycle wheel was stolen because I forgot _____ it up.
- I meant _____ my uncle last week when he was sick.
- The children decided _____ the afternoon at the library doing their homework.
- My parents expect _____ about my day when I get home from school.
- The family chose _____ to the beach instead of the mountains this summer.
- I hope _____ medicine when I'm older.



2 Answer the questions for you. Write full sentences.

- What do you always remember to do?

- What do you sometimes forget to do?

- What do you hope to study in college?

- What do your parents expect you to do at home?

- What do you usually choose to do for fun on weekends?

Writing

1 READ Read the travel brochure on page 15 in your Student's Book. Answer the questions.

- What can you see from the top of Pamukkale?
- When is the best time to visit?
- How can you get there from Denizli?

2 PLAN You are going to write your own travel brochure for an attraction you know. Make notes in the graphic organizer.

3 WRITE Use your notes to write your travel brochure.

4 EDIT Read your work and mark ✓.

Did you:

- include a title? ☐
- describe your attraction and interesting facts about it? ☐
- include practical information for visitors? ☐
- end with a welcoming conclusion? ☐
- use the infinitive after verbs correctly? ☐

A Catchy Title:

A Description of Your Attraction:

Interesting Facts About the Attraction:

Practical Information (What to Wear/Take):

Conclusion—A Welcoming Invitation to Visitors:

Unit
1B

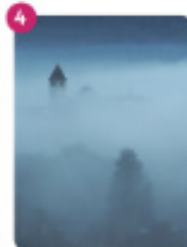
Ready to Read: Fiction

1 Key Words 4 Complete each sentence with the correct word.

- Look at the snow! It's _____ in the sunshine!
 - sparkling
 - swishing
 - defending
- The school would like to _____ you on your hard work!
 - astonish
 - congratulate
 - transform
- We were _____ when we heard the good news!
 - swished
 - transformed
 - astonished
- The pencil _____ in the dark.
 - glows
 - fades
 - carves
- I'm learning tae kwon do so that I can _____ myself.
 - glow
 - carve
 - defend
- Without any rain, the green fields had been _____ into a dusty landscape.
 - transformed
 - swished
 - carved



2 Key Words 4 Look at the pictures. Match the words.



- | | |
|---------------|-------------|
| 1 spectacular | a fog |
| 2 steam | b landscape |
| 3 carve | c leaves |
| 4 blanket | d train |
| 5 swish | e wood |

Reading Strategy: Setting

The setting is where and when the story takes place. The setting can set the tone of the story and help us decide whether the story is happy or sad, mysterious or frightening.

1 Read the first sentence of the story. What genre is it?

- ☐ mystery ☐ romance ☐ science fiction
☐ folktale ☐ biography

Tales from Around the World—Africa



Once upon a time, there was a bush rat named Ogot and a bat named Emiong. They lived in the African savannah and often cooked together because they enjoyed each other's company. They were friends, but Emiong the bat liked to play tricks on other animals.

One day, after many months, the rain finally stopped. It was a bright fall day; the sun was shining. "Hurray! It's a nice day today!" thought Ogot the bush rat as he ran through the forest to meet his friend. It was lunchtime, and from a distance, Ogot could see Emiong standing next to the glowing flames of the fire at their usual meeting place. It was Emiong's turn to cook lunch, and Ogot could already smell a delicious soup.

"Your soup smells so good!" Ogot said to Emiong. "Tell me, why is it that, whenever you cook, the food is spectacular?"

"That's easy," replied the bat. "I always boil myself in the water. I have really sweet flesh. It gives a great flavor to the soup."

"How do you do that?" asked the bush rat, astonished.

"Here, I'll show you."

Emiong jumped into a pot of water. "You see? This water is boiling," Emiong told Ogot. In fact, the water was not boiling at all, but just warm. Then, when the bush rat wasn't looking, Emiong the bat switched the pots with one he'd prepared earlier.

Ogot went home and told his wife that he, too, would cook a wonderful soup. He asked her to prepare a pot of boiling water. When steam was rising from the water, Ogot jumped into the pot. He quickly died. When the bush rat's wife discovered him, she was very angry. "This is the work of Emiong, that troublesome bat!"

The bush rat's wife went straight to the king and told him the news. "That bat will be caught, and he will be thrown into prison!" the king declared.

The next day, all the animals went looking for Emiong the bat. But Emiong had expected trouble and had flown away into the bush to hide. For many weeks, the animals looked. No one could find Emiong anywhere. The clever bat only ever came out at night. Finally, the animals stopped looking. From that day on, the bat stayed in hiding when the sun was out. And that is why you will never see a bat during the day.

2 Read the first paragraph and complete the graphic organizer about the setting.

Place	
Season	
Weather	
Time of Day at the Beginning	

3 Read the story and put the events in order.

- ☐ The bat jumped into the warm water.
☐ The bat came out only when no one could see him.
☐ The forest animals went to look for the bat.
☒ 1 The rat went to meet his friend for lunch.
☐ The rat jumped into the boiling hot water.
☐ The bat prepared a delicious soup.
☐ The rat's wife was very angry.

4 What is the best title for the story? Mark ✓.

- ☐ Why the Bat Flies at Night
☐ How to Make a Delicious Soup
☐ Two Best Friends

Future Passive

We can use the passive in the future. We use the future simple of *be* and the past participle of the verb.

The bat **will be caught**. He **will be thrown** into prison.

1 Put the words in order to make sentences.

- a be / A new science building / will / at / school / built
- b by next year / be / finished / The building / will
- c held / Science classes / be / in the new building / will
- d demolished / be / The old building / will
- e will / equipped / The building / be / with the latest technology



2 Expand to make sentences about a new swimming pool.

- a The new swimming pool / will / be / open / next month
- b Children / will / not / be / charge / an entry fee
- c All schools / in the area / will / be / invite / to a party
- d Swimming competitions between schools / will / be / organize



3 Complete the sentences with the future passive of the verbs in parentheses.

- a The children's song _____ (play) on the radio.
- b Our test _____ (postpone) for a week.
- c All our neighbors _____ (invite) to our party.
- d Most of those books _____ (sell).
- e The money _____ (give) to charity.
- f Your order _____ (deliver) today.



4 What will the future be like? Rewrite the sentences using the future passive.

- a In the future, people will discover many more planets.

- b Soon, someone will program robots to do boring household jobs.

- c In the future, people will find new cures for many diseases.

- d Someday, maybe someone will invent a way of learning languages in your sleep!



5 Choose the verb and complete the text using the future passive.

hold invite lead make post teach



LANTERN PARADE!

The parade ^a _____ on June 25.
Our sister city in Japan ^b _____ to
parade with us. All lanterns ^c _____
in advance and will be ready by June 20. Children
^d _____ how to make lanterns in
special workshops at the library in May. The parade
^e _____ by our mayor.
More information ^f _____ on our
social media sites.



My Life

Answer the questions using full sentences.

- a What is a movie or game that will be released this year?

- b What is an event that students at your school will be invited to?

- c How many people will be invited to a celebration that your family will have?

1 Investigate foods from different cultures. Complete the table.

Food	Main Ingredients	Which country is it from?
lasagna	meat and pasta	Italy

2 Read and match to the correct photo.

a This competition has been held in Wales in the United Kingdom since 1985. Each participant wears a snorkel and flippers and must swim through a peat bog, which has very dirty water.



b This competition takes place every year in Finland. It began as a joke, but now it is a serious competition, and you can win a lot of money. To compete, you must perform two songs each lasting at least one minute.



c For many people, the New Year is a new beginning, and many people celebrate that beginning by swimming in the ocean. In some parts of the world, the water can be very cold.



3 Find out about a traditional celebration from a different country.

When is it held?	
How long does it last?	
What does it celebrate?	
What happens?	
Would you like to participate? Why/why not?	

Check Your Oracy: Ground Rules

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

The Big Challenge

- a What festival did you create? _____
- b What special things about of your region did you celebrate in your festival? _____
- c What attractions and activities did your festival include? _____
- d Color the stars to give yourself a score.*

I researched my ideas.	☆☆☆☆☆
I planned the festival.	☆☆☆☆☆
I presented my festival to the class.	☆☆☆☆☆
I reflected on my classmates' feedback.	☆☆☆☆☆

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

- e What could you do better next time? _____

How can we create a new festival for our region?

The Big Question and

Me

Because of the things I have learned in this unit, I will _____

1 Read and write the correct words to complete the sentences.

- a Much of the land in Siberia is Arctic _____.
- b Pineapples grow in _____ climates.
- c City people often have a busy _____.
- d One geographical _____ of my area is a large lake.
- e The _____ in this area includes about 1,300 bird species.
- f The _____ areas are around the North Pole and South Pole.

2 Read the definitions and write the word.

- a a person in a group that moves from place to place
n. _____
- b in, of, or like the countryside
r. _____
- c a person who buys and sells products in large amounts
m. _____
- d the bringing of crops in from the fields
h. _____
- e a thing you do to make cloth
w. _____
- f a house or place to live in
d. _____

3 Look at the pictures. Write the words.



c. _____



s. _____



w. _____



f. _____

4 Rewrite the sentences in the passive voice.

- a These traditional textiles use natural dyes.
- b People used candles for light in the evenings.
- c We have finished the festival website.
- d We have created a new social media app for our class.
- e We eat fresh food all year long.
- f Someone left a book on my desk.

5 Complete the town news bulletin.

As you may know, an important sports competition
a _____ (hold) in our town in six years.
We'd like to answer questions we've been asked about
the event.

Q: What b _____ (do) to prepare for
the competition?

A: A new stadium c _____ (build).

Q: But local people d _____ (affect)
by this, won't they?

A: Yes, but in a good way! For one thing, lots of new stores
e _____ (open). Even better, a new
tourist attraction
f _____ (create).

Q: What will this new tourist attraction be?

A: An awesome water theme park for everyone to enjoy!



6 Make sentences. Add to in the correct place in four of the sentences.

- a I forgot / write / the homework assignment / down.
- b I / asked / my friend / for help.
- c I expected / get / the information / from her, / but / she didn't / know.
- d I / didn't want / email / my teacher.
- e Then, I remembered / look / at the class website.
- f I hope / all my answers / are correct!

SPEAKING MISSION

1 Key Words Fill in the missing vowels.

St_r_t_r
Vegetable Fr_tt_r with Ch_l_ l
M_n C_rs
Sp_cy Tofu St_r-fry
Sp_c_l of the Day
Chicken C_rry with Rice

2 Complete the dialogue. Choose.

allergic don't order questions recommend sure

Waiter Hello, are you ready to ^a _____?

Customer Well, I'm not ^b _____ what everything is. Can I ask you some ^c _____ about the menu?

Waiter Sure!

Customer What is chicken satay?

Waiter It's chicken cooked in a peanut sauce. It's delicious.

Customer I can't have that because I'm ^d _____ to nuts. What do you ^e _____?

Waiter Why ^f _____ you try the tofu stir-fry with vegetables? It's really good!

Customer OK, thank you!



Wrap-up

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

1 Which question was on page 6 of the Student's Book?

- a How are these places similar or different?
- b Do you live near a tundra?
- c Why do people live in rainforests?



5 Snow bl_____ the fields in this photo.

6 When we breathe against a cold window, the glass _____ up.

7 Complete with the correct tense. Inuit hunting rules _____ (pass down) through generations.

8 At next week's school concert, our favorite music _____ (play).

9 Underline the unstressed syllable in this word. pro-tect

10 Complete the sentence. Don't forget _____ (do) your homework!

2 Which animal, according to Zoe's report, lives in both the desert and the tundra?

- a armadillo b fox c sheep

3 How many communities did Alice Jones travel to?

- a one b three c four

4 Different _____ are used to make clothes.



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

? What makes your region unique? Write three things.

2

Why do we seek adventure?

1 Watch the video. Complete the table according to what the narrator says.

excitement teamwork travel physical fitness learning new things
meeting new people enjoying nature understanding other cultures

Lily Chen	Ben Hubbard	Chloe Jackson

2 Which of the adventures in the video would you most like to try and which would you least like to try? Why?

I'd most like to try _____ because _____

I'd least like to try _____ because _____

3 Match the word to the definition.

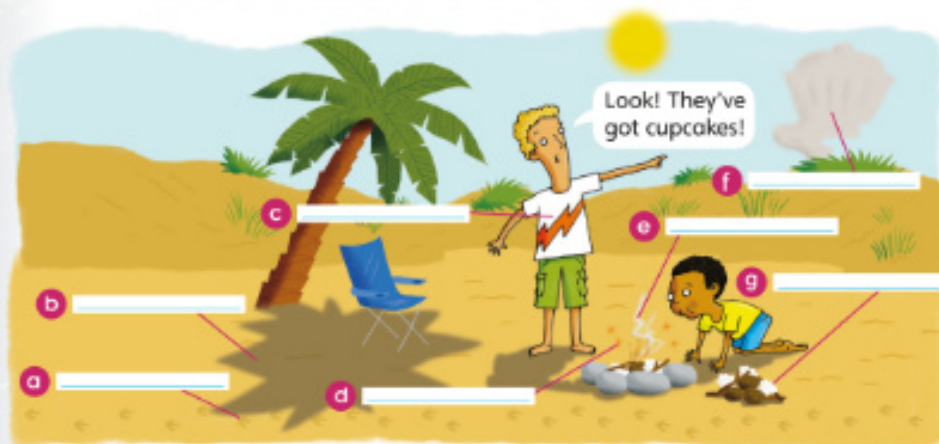
- | | |
|-----------------|---|
| 1 location | a a sport that is very dangerous and exciting |
| 2 reward | b a reason to do something |
| 3 adrenaline | c the activity of traveling in a light narrow canoe |
| 4 equipment | d a place or position within an area |
| 5 kayaking | e very exciting |
| 6 motive | f the place where someone is going to |
| 7 exhilarating | g a benefit; something given for good behavior or work |
| 8 compass | h something that your body produces when you are angry, nervous, or excited |
| 9 extreme sport | i a device that shows which direction you are going |
| 10 destination | j the set of necessary tools and clothing to do something |

Unit 2A

Ready to Read: Nonfiction

1 Key Words 2 Look at the picture. Write the words.

kindling shady signal smoke spark tracks zigzag



2 Key Words 2 Complete the text with the correct word.

disinfect essential kindling spark tainted

Ask Us Anything!

I'm going camping with the school outdoor club in the mountains next week. What should I take?

Eric, age 12

Great question, Eric! There are a few things that are ^a _____ to take with you. You will need water because, for example, the water where you are camping might be ^b _____ if there is a dead animal in the river. Also, take some dry ^c _____ from home with you and a box of matches so that you can light a fire. You just need a ^d _____ to start a fire, but dry matches will help a lot! Do you have a first aid kit? You'll need it if you have to ^e _____ a cut or wound. Have fun!



Reading Strategy: Point of View

We can write a text in the first, second, or third person. Most nonfiction texts are written in the third person because we want to convey facts and information. If we want to make a nonfiction text more personal, we can use the first or second person.

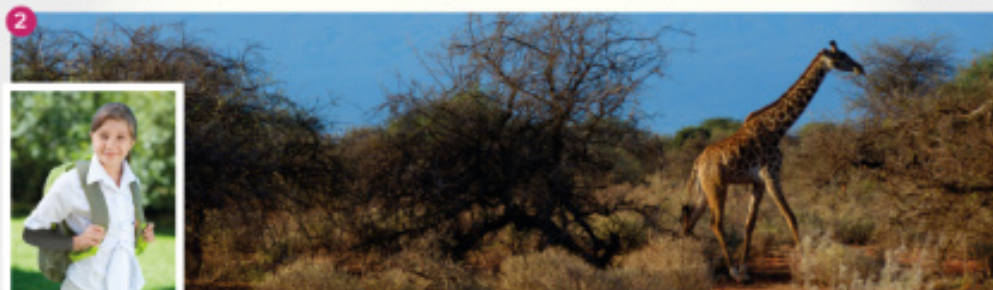
1 Read the three texts. Which person are they written in: first, second, or third?

text 1 _____ text 2 _____ text 3 _____



1 Hi Sam,
I'm writing you from the largest waterfall in the world! It's Victoria Falls, right at the border of Zambia and Zimbabwe. We climbed up to a lookout where you can see it all. The water kicks up so much spray that locals call it 'the smoke that thunders'! It's awesome. I'll be home soon. I can't wait to see you!
Until then, Bees

Sam Philips
45 Lantana Street,
Carlisle
UK



For 11-year-old Olivia Golde, Tanzania's Mount Kilimanjaro wasn't just a famous landmark—it was a challenge she simply had to beat. "The first time I ever saw a picture of Mount Kilimanjaro, I just knew that it was something I had to climb one day," says Olivia, who is from Bethesda, Maryland. At nearly 6,000 meters above sea

level, Mount Kilimanjaro is the highest mountain in Africa. Olivia spent a year training for the climb. She made the hike this past April with her parents. It took her nine days to reach the top. "Standing on the peak was amazing," says Olivia. "Being at a point where you can see the entire landscape is so cool!" Olivia says that she

made the climb in honor of her grandfather, who had diabetes. Diabetes made it hard for her grandfather to walk. "It was a fun adventure, but I also wanted to raise awareness about diabetes and encourage people to donate to diabetes research. More research is essential to finding a cure."

2 Read and write the text number, 1, 2, or 3. Which text mentions ...

- | | |
|--|---|
| a a landscape feature that is the biggest thing of its kind in the world? text _____ | d the requirements to enter a place? text _____ |
| b a personal challenge? text _____ | e a good cause? text _____ |
| c the gear needed for the activity? text _____ | f a special name people give to something? text _____ |

3 Look at these sentences and decide whether they are true or false according to the text. Write T (true) or F (false). Correct the sentences that are false.

- | | |
|---|--------------------------|
| a The best places to see gorillas up close are in Zambia and Zimbabwe. | <input type="checkbox"/> |
| b Gorillas live in protected areas so that they can eat a special diet. | <input type="checkbox"/> |
| c When you go to look at gorillas, you need clothes that keep you warm. | <input type="checkbox"/> |
| d A special permit is required to enter the area where gorillas live. | <input type="checkbox"/> |
| e The text suggests that seeing a gorilla for the first time is quite exhilarating. | <input type="checkbox"/> |



4 Which of the activities would you like to do? Why?

3

AN EARLY START

Do you want to see gorillas up close? It is an amazing experience, but here are a few things you should know before you go. First of all, the best places in the world to see gorillas are in Uganda and Rwanda. That's because both Uganda and Rwanda have protected zones where gorillas can walk around freely, safe from poachers (illegal hunters). Gorillas live in rainforests, so prepare to get wet! You will need good hiking boots, long sleeves, and pants. You will want clothes that dry quickly. Remember that you will need to apply for permission to enter the rainforests. You can get a permit through a guide or by applying online. Finally, prepare to be amazed when you actually see a gorilla. It is an unforgettable experience, and it may just spark a lifelong interest in animals.

Defining Relative Clauses Using *that* or *where*

When we use a defining relative clause, we add essential information about a person or thing. We use *that* for things or animals, and we use *where* for places.

You will want clothes **that** dry quickly.

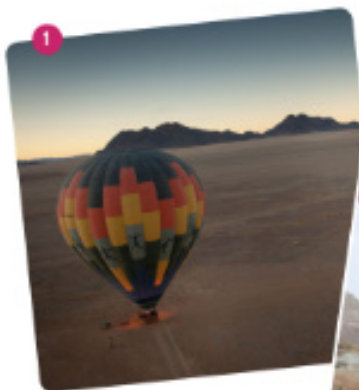
There is a protected zone **where** gorillas can walk freely.

1 Choose the correct word.

- a Africa is a place **that** / **where** Adam has always wanted to go on vacation.
- b She likes to eat sweets **that** / **where** are strawberry flavored.
- c They already bought the books **that** / **where** are needed for the class.
- d This is the garden **that** / **where** my aunt grows tomatoes.
- e He wanted to buy a book **that** / **where** his mom would enjoy.
- f That is the room **where** / **that** I had my piano lessons.

2 Complete the captions for photos from a balloon trip using *that* or *where*. Then match them to the photos.

- a These are the gloves _____ I wore! It was cold! photo _____
- b This is the place _____ we got on the balloon. photo _____
- c This is the basket _____ is used to carry people. photo _____



- 3 Complete the text about horseback archery. Use *that* or *where*.
 High Plains is a ranch ^a _____ you can take some exciting classes, including our new horseback archery class. Horseback archery is a sport ^b _____ is both challenging and fun. Do you enjoy doing things ^c _____ get your adrenaline flowing? Meet us at the entrance to the lower paddock ^d _____ the main road meets Johnstone Drive. We'll provide you with a horse ^e _____ we have trained. We're looking forward to meeting you and to introducing you to this exciting sport!



- 4 Look at the picture. Write definitions for the words using *that* and *where*.



- a whistle A whistle is an object that makes a sound when you blow in it and is used to get people's attention.
- b shower _____
- c diving board _____
- d chair _____
- e swim cap _____
- f goggles _____
- g swimming pool _____
- h ball _____

My Life

Complete these sentences so that they are true for you.

- a My _____ is the thing that I _____.
- b In my town, the _____ is the place where _____.

Spelling Patterns and Word Study

1 Look at the pictures. Complete the words with the missing letters.



a riv ____



doll ____



doct ____



col ____



sug ____



wat ____

2 Underline the words with the same ending sound as *dollar*.

Do you think that a spider or an alligator is a good swimmer in river water?



Oracy

1 What adventure did you talk about in Oracy Time?



2 What other adventures did your classmates talk about?

3 What did you say to show that you respected and were responding to the views of others?

Improve Your Writing

Reflexive Pronouns

We use reflexive pronouns to show that the subject and the object of the verb refer to the same thing or person.

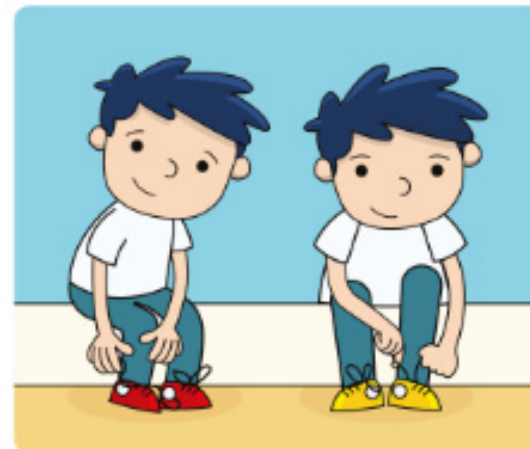
You need to protect **yourself** from the weather.

1 Write the reflexive pronouns.

Subject	Object	Reflexive Pronoun
I	me	
you	you	<u>yourself</u>
he	him	
she	her	
it	it	
we	us	
you	you	
they	them	

2 Complete the sentences with the correct reflexive pronouns.

- Why don't you try to finish this exercise _____?
- My uncle hurt _____.
- The twins can tie their shoelaces _____.
- I looked at _____ in the mirror this morning.
- You can all do this exercise _____, can't you?
- We bought _____ a new TV.



1 READ Read the diary entry on page 37 of the Student's Book and answer the questions.

- a What were the main events Alex describes?
- b When did Alex write his diary entry?
- c Was it a good or bad day? Why?

2 PLAN You are going to write a diary entry. Think of an interesting day or occasion to write about. Make notes in the graphic organizer.

Date: _____

Main Events:

- _____
- _____
- _____

Was it a good day/occasion? Why/why not?

3 WRITE Use your notes to write your diary entry.

4 EDIT Read your work and mark ✓.

Did you:

- include the date? ☐
- describe the main events in order? ☐
- write in the first person? ☐
- use reflexive pronouns correctly? ☐

1 Key Words 4 Look at the pictures and unscramble the letters to make the words.

a



riauslnbco

b



iiymfngag slsga

c



tpcniokfek

d



sdan udne

e



npigtpe etsno

f



suhb

2

Key Words 4 Match the words with the definitions.

bulldozer inflate marshmallows metal detector shortcut supplies

- a This is what you do to a tire with a bicycle pump. _____
- b These are delicious when roasted over a campfire. _____
- c This is a thing that you use to find old coins buried in the ground. _____
- d These are all the things you need to take on a camping trip. _____
- e This is a heavy vehicle used for pushing dirt and stones away to make the ground flat. _____
- f You use this if you want to go a quicker way. _____

Reading Strategy: Asking Questions

Asking questions about a story helps you understand it. Ask yourself questions before you read, while you're reading, and after you read. Use the five Ws: who, what, where, when, and why.

- 1 Read the story and look at the illustrations below. Read the answers. Write questions for the answers.



- a _____
b _____
c _____
d _____
e _____

- At a lake.
During the day.
Because her dad gave it to her.
Its flipper got caught in the fishing line.
Emma and Ethan.

Emma, Quick and Brave

Ethan and Emma dropped their backpacks in the tent. Ethan began searching for his compass.

"Do you think we'll see a deer? Or a snake? Maybe a bear!" Emma's brother said, his voice full of excitement. He was the type of kid who wasn't afraid of anything. Emma wanted to be more like him. But she had to admit she wasn't quite so brave.

Outside, their parents were building a fire. They'd spent the morning hiking to camp.

"Dad?" asked Ethan. "Can we go explore?"

"Sure," he said. "Emma, come here first." He pressed a pocketknife into her hands. "Remember what I showed you," he said. Emma nodded.

Off they went, following a winding path that ran along the lake. The water was quiet. Emma examined the rocks in the lake, wondering if she could use them like stepping stones. Suddenly, Emma heard a scream. She looked up and saw her brother running toward

a girl. The girl was standing on the rocks, tugging at a fishing line and crying. "Help!" A poor turtle had gotten its flipper caught in the hook and was flopping around in a panic.

In a flash, Emma marched over to the turtle and cut the line with her pocketknife. Then, she carefully removed the hook from its flipper. Once free, the turtle sped off into the water.

"Wow!" said the girl, wiping her eyes. "How did you know how to do that?"

"My dad taught me," Emma said proudly. Her heart was racing.

"Nice one, Em!" said Ethan.

Later that night, Ethan, Emma, and their parents joined the girl's family. They all roasted marshmallows together and told the story of Emma and the turtle over and over again, with the turtle becoming bigger and Emma being faster and braver every time they told it!

- 2 Re-read the story and put the events in order.



- 3 Match the questions to the answers.

- | | |
|--|---|
| 1 Why was Emma looking at the rocks in the lake? | a She heard a scream. |
| 2 Why did Emma look up? | b They roasted marshmallows. |
| 3 How did Emma learn to use a pocketknife? | c She wanted to see if she could use them as stepping stones. |
| 4 What were Emma and Ethan's parents doing at the camp? | d Her dad taught her. |
| 5 What did they all do together after rescuing the turtle? | e They were building a fire. |

- 4 Write five new questions about the story. Then, answer the questions.

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

- 5 Have you ever had a camping adventure? Write a few sentences about it. If you haven't had one, write about an adventure you would like to have.

Grammar in Context

Defining Relative Clauses Using *who* or *whose*

A defining relative clause adds essential information. To add information about people, use *who*. To add information about people based on their possessions or on the people that "belong" to them, use *whose*.

There's a girl **whose** videos are all about this kind of adventure.
She was the girl **who** I told you about

1 Read the sentences and choose the correct relative pronoun.

- I know someone **who** / **whose** hates chocolate.
- This is my friend **who** / **whose** parents invited me to go camping.
- The man **who** / **whose** bought the book said he really likes it.
- This is the boy **who** / **whose** grandparents are moving overseas.
- The girl **who** / **whose** bike was stolen last week said someone found it.

2 Complete the sentences using *who* or *whose*.



Martin is the boy _____
binoculars I'm using.



Ashley is the girl _____
is sitting at the desk.



This is the man _____
is our music teacher.



That's the girl _____
parents took her to the new
Italian restaurant.



That's the player _____
scored three touchdowns in
one game.



These are the friends _____
house we went
to last week.



3 The billionaire Conan Franklin was found dead during a dinner party. Read the detective's notes about the suspects. Write a sentence about each person. Use a relative clause with *who* or *whose*.

- Maria Franklin, friend—had an argument with Conan
- Susan Richards, neighbor—sister worked with Conan
- Jordan Blount, gardener—parents never liked Conan
- James Carter, friend—came to dinner last night
- Rachel Goldstein, cook—fingerprints were found on body
- Ned Butcher, cousin—videored scenes at the party



My Life

Write sentences about the following. Use *who* or *whose*.

Julia Grant is a girl in eighth grade whose first name is the same as mine.

- A person whose first name is the same as yours
- A friend who enjoys the same sports as you
- A friend who likes the same music as you
- A friend whose parents do the same work as yours

Values: Respecting Nature

1 How are the children respecting nature? Use each word in a picture caption.

wildlife trash recycling reusing lights trail



staying on the trail



2 Do you think that some of these are more important than others? Why?

I think not feeding wildlife is a very important thing to do. Animals don't need our food, and it's often very bad for them.

3 What other ways are there to respect nature? Write your ideas.

How Did I Do?

Check Your Oracy: Respecting and Responding to the Views of Others

1 I respected the views of others	Yes / No
2 I responded appropriately.	All of the time / Most of the time / Sometimes
3 I used the phrases on the cue cards.	All of the time / Most of the time / Sometimes

The Big Challenge

How can we plan a camping trip?

- Which season and location did you choose for your trip?
- What supplies do you need?
- What rules do you need to follow?
- Color the stars to give yourself a score.*

I helped to brainstorm ideas.	☆☆☆☆☆
I discussed the equipment and rules for the trip.	☆☆☆☆☆
I helped plan the camping trip.	☆☆☆☆☆
I presented our plan to the class.	☆☆☆☆☆
I reflected on my classmates' feedback.	☆☆☆☆☆

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

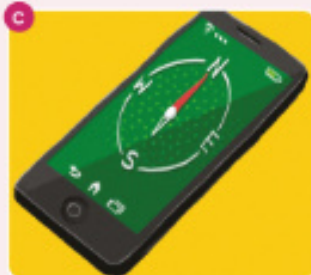
- What could you do better next time?

The Big Question and

Me

Because of the things I have learned in this unit, I will

1 Look at the pictures. Write the words.



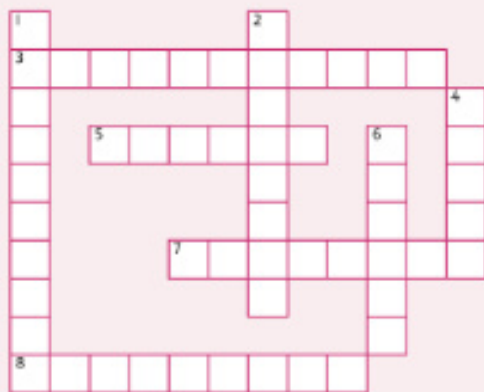
2 Read the clues and complete the crossword.

Across

- 3 the place you are going to
5 a line or pattern that looks like a "z"
7 a building or natural feature that you can easily recognize
8 necessary

Down

- 1 what your body produces when you are scared
2 a sport you do in a light narrow boat
4 a very small, bright piece of burning material
6 something you get when you have worked hard



3 Complete the text with the correct words. There is one word you do not need.

edible grazing prey shady tracks

Yesterday, I went for a walk in the fields. I walked passed some cows that were ^a _____. I noticed that there were animal ^b _____ on the path. Rabbits! I walked on and came to a ^c _____ spot that was perfect for eating my lunch. I took out my lunch but noticed some ^d _____ flowers nearby. Yum! So delicious. I looked up and saw an eagle circling and hunting for ^e _____. I hoped it wasn't looking for me!



4 Complete the sentences with *where* or *that*.

- a Try a new sport _____ you want to learn.
b Join a club _____ you can participate in a variety of sports.
c Make sure you have the equipment _____ you need.
d Go to a place _____ you can have fun!

5 Complete the sentences with *who* or *whose*.

- a Aleksej is the boy _____ I told you about.
b He is the boy _____ parents have the climbing club.
c His dad is someone _____ has lots of knowledge about the outdoors.
d They are a family _____ house I always have fun at.



6 Complete the dialogue with the correct reflexive pronouns.

- A: Jamie, I can make your lunch now.
B: No, it's OK, Mom. I'm making ^a _____ lunch.
A: Are you sure?
B: Yeah, I want to. All my friends at school make ^b _____ lunch. I can too!
A: OK. But that knife is sharp. Be careful. Don't hurt ^c _____.
B: I'm always careful. Don't worry, Mom. My friend Emily cut ^d _____ and had to go to the doctor for stitches. And my friend Ben burned ^e _____ on the stove.
A: Are you really sure you don't want me to make your lunch?

SPEAKING MISSION

1 Key Words These are all places in an airport. Read the definitions and write the words.

- a This is the place where you wait before getting on the plane. _____
- b This is the place where you drop off your bags. You often get your boarding pass here. _____
- c This is where they check that you aren't taking any dangerous items onto the plane. _____
- d This is a machine that can see what you have packed inside your bags. _____
- e When you get off the plane, you go here to collect your suitcase. _____
- f This is the place where your friends and family meet you when you get off the plane. _____
- g This is the place where your bags are examined when you are going into a country. _____
- h This is the place where you have to show your passport. _____



2 Match the questions to the answers.

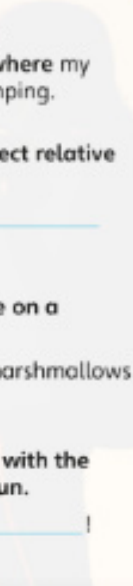
- | | |
|------------------------------------|--------------------------------------|
| 1 Can I see your passport? | a July 30, 2006. |
| 2 Where are you coming from today? | b 45 Duckford Drive, Little Hampton. |
| 3 What's your date of birth? | c Of course; here you are. |
| 4 Where are you staying? | d Three weeks. |
| 5 How long will you be staying? | e To visit my grandparents. |
| 6 Why are you visiting the U.K.? | f Hong Kong. |



Wrap-up

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

- 1** Which question was on page 28 of the Student's Book?
 - a Do you enjoy adventures and experiences?
 - b Have you ever received an experience as a gift?
 - c What's the difference between an experience and an adventure?
- 2** What did Renata Moran win last week?
 - a a kayaking competition
 - b a climbing competition
 - c a snorkeling competition
- 3** What did you learn about where to make a shelter?
 - a It should be far from water.
 - b It should be on a lake's edge.
 - c It should be near water.
- 4** What was the Oracy skill in this unit?
 - a respecting and responding to people's opinions
 - b disagreeing politely with people
 - c listening to other people
- 5** Look at the picture. Write the word.
 
- 6** Complete. This is an alligator _____.
 
- 7** Circle the correct word. This is the place **that** / **where** my friend's family goes camping.
- 8** Complete with the correct relative pronoun. This is the man _____ cat visits our home.
- 9** Circle the things to take on a camping trip.

pocketknife bulldozer marshmallows landmark tent kindling
- 10** Complete the sentence with the correct reflexive pronoun. I did this quiz _____.
 

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

? Why do we seek adventure? Write three things.

3

How can we understand a work of art?

1 **3.3** Watch the video and number the main ideas in the order you hear them. Then, complete the graphic organizer with a heading for each main idea and details using the words from the box.

- ☐ There are different genres, or styles of art.
- ☐ We can understand art in two main ways.
- ☐ There are different forms of visual art.

abstract art portrait photography sculpture still life artist painting

Main Idea 1:

-
-
-

Main Idea 2:

-
-
-

Main Idea 3:

1. what the _____ is trying to say
2. what the art means to you

2 Can you remember any more forms of visual art or different genres from the video?

3 **Key Words 1** Choose the correct words to complete text.

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

A style of art is also called a ^a _____. If there is a story, the art is called ^b _____ art. An example is the famous Bayeux ^c _____, which tells the story of a very important event in English history. Another art style shows scenes from ^d _____—ordinary people doing things like weaving, milking cows, or just walking. Here the whole scene is more important than the individual ^e _____. If you paint a picture of a bowl of fruit, you will have painted a ^f _____. Artists place objects in a careful ^g _____. If objects are also painted to look the same as the objects the artists saw, the paintings are done in a ^h _____ style. In all pictures, you should look at the ⁱ _____, or the scene behind the main figures, because you'll find many interesting details. What does it all mean? Everyone has their own ^j _____!

Unit 3A

Ready to Read: Nonfiction

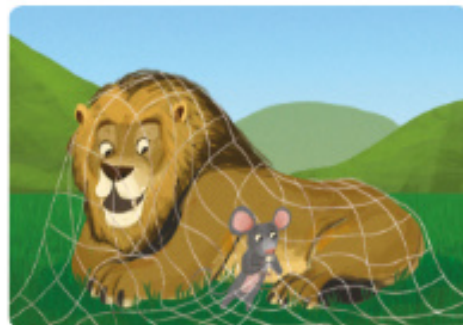
1 **Key Words 2** Match the words to the definitions.

- | | |
|-------------|--|
| 1 impact | a to represent something like an idea |
| 2 distorted | b the part of your head that surrounds the brain and is made of bone |
| 3 skull | c having a strange or unnatural shape |
| 4 symbolize | d the way something feels when you touch it |
| 5 texture | e a powerful effect that something has on a situation or a person |

2 **Key Words 2** Complete the text with the correct words.

blend curved expressive foreground moral

Do you like stories with a ^a _____? They are called fables. This picture is of a scene from Aesop's fable about the lion and the mouse. In the ^b _____, we can see the mouse chewing the net to set the lion free. The artist has made the lion in this picture quite ^c _____—the lion shows surprise that an animal so small is helping it. The artist has drawn a nicely ^d _____ line for the lion's back. In the background, the green fields ^e _____ into each other.



3 **Key Words 1** Do you know this fable by Aesop? What do you think the moral of this story is?



Reading Strategy: Annotating

Annotating means making notes. It's very useful for understanding a text. You can underline important parts, mark things you don't understand, and write down questions you might have.

1 Look at the first and last photo in the blog entry. How many items can you name in each picture? Find and underline the names that are included in the text.

2 As you read the text, make notes about some of the things Zania learned from the tour guide about the exhibition.

https://zaniasblog.com

Zania's Blog

MY BLOG NEW POST

Today, I'm writing about artwork that I saw at an exhibition yesterday.

I went to the art museum yesterday, and I learned so much. I took a tour with an art historian, whose knowledge was inspiring. We did a tour called "Still Life Through the Ages," and I learned that still life, which is a kind of artwork with an arrangement of objects, was very popular over 300 years ago. I also learned that these arrangements don't just look pretty. There is a deeper meaning: the objects in the art symbolize other things, and sometimes the art even has a moral message.



This painting, which is from the 17th century, was my favorite. It's by a Dutch artist named van Steenwyck. I love how the light shines down on the table. Our tour guide told

us that all of the objects on the table were chosen with care. The books symbolize knowledge. The sword and the shell symbolize wealth because shells were used as money. The skull, in the foreground, is a reminder of death.

Here is another still life painting that I saw today. It's also from the 17th century; it's by a Dutch artist



named Balthasar van der Ast (the tour guide told us that the Dutch were master painters). There is so much texture in this painting, which makes it look very lifelike. Our tour guide told us that this image showed things that only wealthy people would have. For example, flowers were really expensive in those times. The flowers and fruit are there because they're beautiful, but also to remind people of the cycle of life.

This one is not a painting. It's a photograph from the time before color photos were invented. This was taken by a British photographer named Roger Fenton. In it, you can see a pineapple, peaches, plums, and grapes. In the middle of the image, a drinking cup—or a tankard—is laying on its side. The tour guide said that, if you look closely, you can see that the fruits are starting to show signs of decay and that the cup forms a kind of black hole in the middle of the photo. So the tour guide explained that this photograph is supposed to remind us that everything is temporary and life is short.



PREVIOUS POSTS

A walk in the countryside

A visit to NYC!

My new watch



3 Read the text again and circle the information in the text that answers these questions.

a Who?—Who wrote the blog? Who was she with? Who were the artists whose works they saw?

b What?—What did she see? What did she learn about it?

c Where?—Where was she?

d When?—When was she there? When was still life popular? When was the artwork from?

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

a Zania wrote about three works of art of different genres. ☐

b One of the pieces is a photograph. ☐

c The guide thought some of the items in the first painting represented wealth. ☐

d There are animals in all the works of art. ☐

e Zania has learned that objects in still lifes can symbolize other things. ☐

5 If you did an artwork with the message that everything is temporary and life is short, what items would you include? How would you symbolize death?

Non-Defining Relative Clauses

If you want to add some extra information about a noun, you can use a non-defining relative clause. We use commas around non-defining relative clauses. We don't need the extra information in a non-defining relative clause to understand the sentence.

I took a tour with an art historian, **whose** knowledge was inspiring.

This painting is by the artist van Steenwyck, **who** was Dutch.

The books, **which** look old, symbolize human knowledge.

Remember: Defining relative clauses add information that we need for understanding a sentence. They use *that* instead of *which*. (The other pronouns are the same as in non-defining clauses.)

1 Put the words in the right order. Add the commas.

- a which / My favorite work of art / by my grandfather / is / that photograph / was taken

- b is in my class / at our school / son / teaches art / My neighbor / whose

- c you can see / many famous pieces / where / This is / the Metropolitan Museum of Art

- d His daughter / lives / art history / who / is studying / in Mexico City

2 Complete the sentences with the correct pronouns: *who*, *which*, *whose*, or *where*.

- a The Uffizi Gallery, _____ is in Florence, has many famous pieces in it.
- b My mom's best friend, _____ mother is French, makes amazing sculptures.
- c The man at the desk, _____ is studying art, can give you more information.
- d I've just been to Rome, _____ Maria lives.

3 Read and complete the information about the painted cup.

This is a tiny ceramic cup, ^a _____ has a chicken painted on it. This cup was made in China, ^b _____ many techniques for ceramics were developed. People believe there are only nineteen genuine chicken cups in the world today. In 2014, this chicken cup was purchased by the art collector Mr. Liu Yiquan, ^c _____ fortune was estimated at \$1.37 billion. Mr. Liu, ^d _____ lives in Shanghai, used to be a taxi driver.



4 Read the sentences. Add the correct pronouns and commas where needed.

- a A pocketknife _____ is very useful to take camping with you is something that you can use to cut things.
- b My new phone _____ my parents gave me last month isn't working right.
- c This restaurant _____ I usually meet my friends is one of the best in town.
- d The movie is about a man _____ cousin gives him a white horse.
- e Adam Smith _____ brother is an artist played a secondary role in this movie.
- f Alfredo's Gelato _____ they have the best ice cream is just around the corner.
- g Michael _____ plays in the local team scored three goals yesterday.
- h My neighbor's friend _____ is nearly 100 rides a bike every day.



5 Use non-defining relative clauses to make single sentences.

- a We went to Madrid for our vacation last year. Madrid is the capital of Spain.

- b This is a small gallery in Madrid. We saw an exhibition by Spanish landscape artists.

- c Antonio López was born near Madrid. He was my favorite artist in the exhibition.

- d López has painted many landscapes of Madrid. His work is shown in galleries all over the world.



My Life

Complete the sentences so that they are true for you.

- a _____, whose birthday is in the same month as mine, _____.
- b _____, which is _____, is my favorite city.
- c _____, who is from _____, can speak _____ and _____.
- d _____, where you can play lots of games, is _____.

Spelling Patterns and Word Study

1 Circle the words that end with the sound /əl/ like *purple*.

middle puzzle metal camel fell whistle Brazil

2 Complete the words with the correct endings from the box.

-al -le -el -il



tab ____



stenc ____



trav ____



music ____

Oracy

1 What did you think about the sculpture you talked about in Oracy Time?

2 Who else in your group shared your opinion?

3 Who had a different opinion than yours?



Improve Your Writing

Similes and Metaphors

We use similes and metaphors when we want to compare two things. A simile has the words *as ... as* or *like*. A metaphor doesn't have these words. A metaphor describes one thing as something else.

1 Decide if each sentence is a metaphor or a simile.

- a He runs as fast as the wind. _____
- b She's a walking dictionary. _____
- c That building is as big as an elephant. _____
- d She has a heart of gold. _____
- e I'm as hungry as a bear! _____
- f There was a white blanket of snow over the land. _____

2 Read the sentences. Use the words in parentheses to create comparisons.

- a Her voice was really nice. (sweet / honey / as ... as)
Her voice was as sweet as honey.
- b Jonathan runs very fast. (deer / like)

- c He isn't very fast. (slow / snail / as ... as)

- d That garden is really beautiful. (pretty / picture / as ... as)

- e The clouds were fluffy. (cotton balls in the sky / like)

- f The drinks were really cold. (ice / like)

- g The man's footsteps were very loud. (thunder / like)



1 READ Read the poem on page 59 of your Student's Book and answer the questions.

a What is the author describing in the first verse?

b Why is the tiger afraid?

c What does the last line mean?

2 PLAN You are going to write one verse of a poem about an animal in a storm. Make notes in the graphic organizer.

animal: _____
Write some words to describe your animal.

storm: _____
Write some words to describe the storm.

What is the animal doing before the storm? Write a simile.

What does the animal do during the storm? Write a metaphor.

Remember:
Try to make
the second
and fourth
lines rhyme!

3 WRITE Use your notes to write your verse.

4 EDIT Read your work and mark ✓.

Did you:

- describe the animal and the storm? ☐
- use capital letters and punctuation correctly? ☐
- rhyme the second and fourth lines or use other rhymes? ☐
- use a simile and a metaphor? ☐

1 Key Words 4 Read and write the word.

a Which y do you do when you're tired?

y a w n

b Which s do you do with your eyes when it's very sunny?

c Which m do you do when you feel uncomfortable or complain about something?

d Which f do you do with your face if you're angry or unhappy?

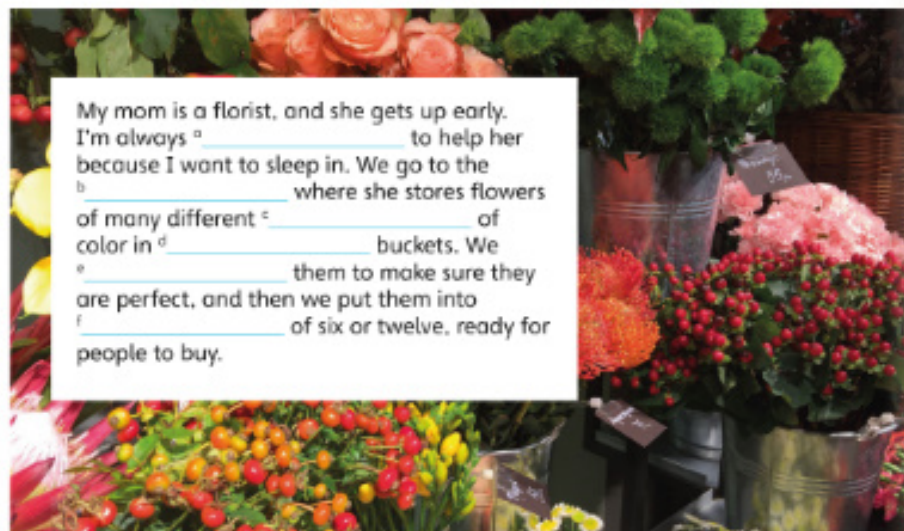
e Which p can you do when the fruit is ripe?

f Which d means "show" or "illustrate"?

2 Key Words 4 Read and complete with words from the box.

barn bunches examine reluctant shades tin

My mom is a florist, and she gets up early. I'm always ^a _____ to help her because I want to sleep in. We go to the ^b _____ where she stores flowers of many different ^c _____ of color in ^d _____ buckets. We ^e _____ them to make sure they are perfect, and then we put them into ^f _____ of six or twelve, ready for people to buy.



Reading Strategy: Analyzing Characters

When you are reading a story, think about what the characters say and do. Many times, characters change because of the events that take place during the story. If you can follow these changes, you will understand the story better.

1 What do you do when you don't feel calm?

- ☐ walk around ☐ try to breathe deeply
☐ think of something different to do ☐ your own ideas: _____

2 Read the story. What does Melissa do when she isn't calm?

Circle of Calm

Melissa sat in the parked car with her seatbelt on, staring out the window. She was so anxious about the weekend that she was picking at her nails.

"It's going to be fun," her mom said from the driver's seat. Melissa frowned. Two whole days away from home? With her busy aunt?

Melissa walked to the front door of her aunt's house, dragging her bag reluctantly behind her. As her mom's car disappeared around the corner, she felt as if she might cry. She could feel hot tears in her eyes. She squeezed them shut just as Aunt Helen opened the door with a huge smile.

"Welcome!" said her aunt happily. Her aunt was an artist who always wore bright, beautiful clothes. At dinner, Aunt Helen explained that she was working on a new piece of art. "It's an installation that's been commissioned for a very large space. This one is so big that I need help putting it together. And I thought of you," Aunt Helen said.

"Me?" said Melissa. She had never helped her aunt before. The thought of working on an important piece of art made her nervous.

The next day Melissa and Aunt Helen went to Aunt Helen's studio. A bunch of other people were there; friends and neighbors had gathered to help. Aunt Helen explained what she wanted everyone to do. Some people had the job of cutting out circles from pieces of colored cardboard. Other people were helping to put the circles on tall wooden posts according to shade of color. Her aunt handed Melissa a pair of scissors and instructed her to cut out perfect little circles.

Melissa sat down at a table with her scissors and the cardboard. The people next to her were all working quietly. She noticed for the first time that there was piano music playing in the studio. Before long, all Melissa was aware of were the scissors in her hand, the satisfying feeling of concentrating on one simple task, and the gentle hum in the room as everyone worked together.

The following week, Melissa and her mom attended the opening of her aunt's art installation. The work featured a series of tall posts covered in her perfectly cut little circles, organized by color, and lit from behind. Melissa had never seen anything so wonderful. Her aunt had called the artwork *Circle of Calm*, and Melissa understood the title perfectly.

3 Read the story and put the pictures in order. Write numbers.



4 Read and answer the questions about the story.

- How did Melissa feel about spending the weekend with her aunt?
 - She thought it was going to be boring.
 - She was nervous about it.
 - She knew she was really going to enjoy it.
- What does Aunt Helen do?
 - She's a photographer and piano player.
 - She's a landscape artist.
 - She's an installation artist.
- Why does Melissa feel nervous at her aunt's?
 - She doesn't want to leave her mom behind.
 - She is going to be involved in working on a piece of art.
 - She has never met the people she is going to work with.
- What happens when Melissa finally concentrates on her task?
 - She stops noticing anything else.
 - She watches the other people working around her.
 - Her aunt gives her instructions.
- What was a reason why Aunt Helen called the work *Circle of Calm*?
 - The work was a large installation in which tall posts filled a room.
 - Melissa and others working on it felt a sense of calm.
 - Aunt Helen was herself an exceptionally calm person.

5 Circle the correct answers.

- Melissa's feeling at the beginning of the story:
 - excited and happy
 - anxious and reluctant
- Event that causes Melissa to change:
 - listening to her aunt
 - cutting out the circles
- Melissa's feeling at the end:
 - calm
 - unhappy

So, such; so ... that, such ... that

We use **so** + adjective or adverb and **such** with a noun phrase. Sentences with **so ... that** and **such ... that** can be used to show causes and their effects.

It was **so** boring!

They always did **such** interesting things!

Melissa was **so** anxious **that** she started picking at her nails.

It was **such** a wonderful art installation **that** Melissa couldn't stop looking at it.

1 Choose the correct words to complete the sentences.

- a The artist has painted **so** / **such** a beautiful landscape.
- b The music is **so** / **such** loud! Can you turn it down?
- c The tickets to the football game were **so** / **such** expensive.
- d It's **so** / **such** a cold day today.
- e This book is **so** / **such** good that I can't put it down!
- f The art exhibition was **so** / **such** a huge success that it's going to be repeated.

2 Rephrase the sentences using **so** or **such that**.

- a It was such a windy day that my hat kept getting blown away.
The day was so windy that my hat kept getting blown away.
- b The sculpture was so beautiful, and everyone wanted to take a photo.
It was _____ everyone wanted to take a photo.
- c The present was such a surprise that I almost fell over!
I was _____ by the present _____ I almost fell over!
- d The suitcases were so heavy that we couldn't lift them.
They were _____ we couldn't lift them.
- e It was such spicy food that I couldn't eat it.
The food was _____ I couldn't eat it.

3 Use the words in parentheses to complete the two captions for each picture. Use **so** for one caption, and use **such** for the other.

It was _____ that we decided to stay inside. (cold)

It was _____ that we decided to stay inside. (cold)



He _____ that he won the race. (fast)

He _____ that he won the race. (fast)

4 Complete the dialogue using **so** or **such**.

Archie Have you seen this new exhibition? It looks ^a _____ good!

Bella I heard it's ^b _____ popular that you have to reserve a ticket two months in advance!

Archie Why don't we visit the main gallery? It has ^c _____ an interesting collection that we should see it too.

Bella Yes, and it will be ^d _____ useful for our art history project.

Archie The new art installation had ^e _____ a good review that I definitely want to see it, though!

Bella Yes, I read that it had ^f _____ heavy pieces that they had to be lifted into place by a crane.



My Life

Complete the sentences so that they are true for you.

- a Today, I am so _____ that _____.
- b _____ was such a fun time that _____.
- c Yesterday, I was so _____ that I _____.
- d Two weeks ago, _____ was such _____ that _____.

1 How flexible are you? Do the quiz. Then add up the numbers next to your answers.

- a You and your friend are looking at a painting of a red square. Your friend looks at it and says "Oh, wow! That's amazing!" You don't think it is. What do you say?
- 1 You're right. The red is a really interesting red!
 - 2 I don't understand it. What do you think it means?
 - 3 Do you think so? I think we see things differently.
- b You're learning a new swimming stroke. It's very hard. You can already swim. What do you think?
- 1 OK. I've seen people doing this. I think it's good to learn new strokes.
 - 2 This isn't easy. I find it hard to swim and breathe, but it must be possible.
 - 3 Why do we have to learn this? It's impossible!
- c You and your friends all watch the same TV show. Last night's episode was really interesting. Your friend is saying what they think about the plot twist, but you have different ideas. What do you say?
- 1 You're right! That could have happened!
 - 2 Do you really think so? I suppose that might have happened.
 - 3 No, that wasn't why it happened. Listen, it was like this ...

Now, turn your book upside down and check what material you are.

2 What do you think being flexible means? Whose comments do you most agree with?

- ☐ "I think it's being open to new ideas."—Yara, age 12
- ☐ "For me, it's when you agree with other people's ideas."—Milan, age 13
- ☐ "I think it's the same as respecting what other people say."—Lisa, age 11
- ☐ "In my opinion, it's when you look at things in a different way."—Josh, age 12

3-4 points: Rubber: You're very flexible! You love learning about new ideas and things. You don't mind if people have different ideas. It's great to hear other opinions!

5-6 points: Plastic: You have your ideas, but you can be persuaded to think differently! You like hearing other people's ideas. Sometimes you agree, sometimes you don't, but that's OK.

7 or more points: Iron: You have strong ideas about what you think. You know what you like and what you don't like. People respect you because you believe in your ideas. But try to listen to other ideas, too!

What Material Are You?

Check Your Oracy: Participating Actively in Discussion

1 I shared my ideas during discussion.	Yes / No
2 I asked others about their ideas.	All of the time / Most of the time / Sometimes
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

- a Which location did you choose for your artwork?
- b What ideas do you want to express in your artwork?
- c What kind of artwork did you choose?
- d Color the stars to give yourself a score.*

I helped to brainstorm ideas.	☆☆☆☆
I helped to design the artwork.	☆☆☆☆
I helped present the design to the class.	☆☆☆☆
I reflected on my classmates' feedback.	☆☆☆☆

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

- e What could you do better next time?

How can we design a piece of community art?

Because of the things I have learned in this unit, I will

Unit Review

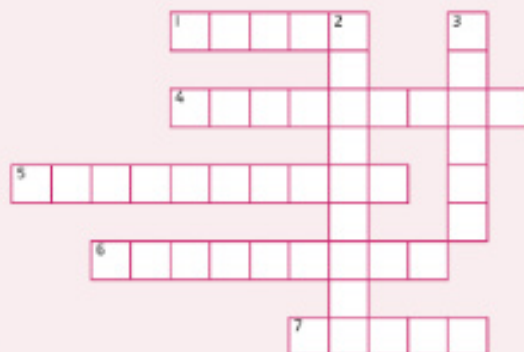
1 Complete the crossword.

Across

- 1 when you move your eyebrows and mouth to show you are unhappy
4 very comfortable and expensive
5 not natural, but made by people
6 to represent something
7 still life, portrait, landscape, etc.

Down

- 2 a story
3 to partially close your eyes to see better



2 Match the words to the definitions.

- | | |
|--------------|--|
| 1 still life | a the area nearest to you in a picture |
| 2 background | b when you open your mouth wide because you are tired |
| 3 foreground | c to look carefully at something |
| 4 moral | d to make a noise or complain about something |
| 5 depict | e a painting of a group of objects, for example, a bowl of fruit |
| 6 examine | f the area behind the main figures in a picture |
| 7 yawn | g a story's message about how people should behave |
| 8 moan | h to represent or show something in a picture or a story |

3 Look at the pictures. Write the words.



t _____



f _____



s _____



b _____ of flowers



b _____

4 Add the correct pronoun to the sentences.

- a Rashid, _____ dad gave me a ride here, says there's room for you in the car going home.
b This is our town's art gallery. _____ you can see the works of local artists.
c The still life in the living room is a copy of van Gogh's "Sunflowers." _____ is my mother's favorite painting.
d My classmate Haruto, _____ is from Japan, is teaching me some words in Japanese.



5 Complete the sentences with so or such.

- a The exhibition was _____ popular that we had to wait in line for an hour.
b It was _____ a beautiful day that we decided to go sailing on the lake.
c The food was _____ hot that I couldn't eat it.
d It was _____ a long trip that we had to stop on the way.
e The boy was _____ tall that everyone thought he was older.
f We were having _____ a good time that we didn't want to leave.



6 Decide whether each statement is a simile or a metaphor. Circle the two things being compared.

- a Harriet ran like the wind. _____
b My mom always says, "Life is a box of chocolates—enjoy it!" _____
c Your hands are icicles! _____
d The traffic was moving as slowly as a snail. _____
e Jake eats like a bird. _____



Oracy Performance Task 1: Collaboration

SB page 70

- 1 You planned a five-day trip to Australia. Which of the five days (first through fifth) do you think will be the most fun? Say why. I think the _____ day will be the most fun because _____.



- 2 What is speaker B doing in each of these dialogues? Circle a or b.

A I think we should start in Sydney. We can visit the opera house.

A I think we should start in Sydney. What can we do?

A I think we should start in Sydney. We can visit the opera house.

B That sounds like fun.

B What do you think about visiting Taronga Zoo or the opera house?

B Should we each say what we think before we decide?

- | | | |
|---|---|--|
| 1 a She's responding to the views of others. | 2 a She's participating actively in a discussion. | 3 a She's giving her opinion. |
| b She's trying to figure out someone's point of view. | b She's giving her opinion. | b She's helping to establish ground rules. |

- 3 Put the words in the correct order.

- a my ? / about / think / you / do / What / idea

 b great / That's / idea / a / !

 c that's / because ... / I / think / important / don't



 d agree / Do / you / me / with / ?

- 4 Write your own examples of ...

- a ground rule. _____
 a phrase to show respect for the views of others. _____
 a phrase to respond to the views of others. _____
 a phrase to show you are participating actively in discussions. _____

Wrap-up

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

- | | |
|--|---|
| 1 Which of these questions is on page 50 of the Student's Book?
a What is a work of art?
b How can we interpret art?
c Why do people spend a lot of money on art? | 5 What helped Melissa to feel calm while she was helping her aunt?
_____ |
| 2 What can we see in the foreground of the painting <i>Landscape with the Fall of Icarus</i> ?
a a man riding his horse
b a man and his horse working on a farm
c a man trying to catch a horse | 6 Look at this _____ of bananas! It's perfect for a still life painting!
 |
| 3 What is the title of this painting?

a <i>The Yell</i>
b <i>The Squint</i>
c <i>The Scream</i> | 7 What is this? a _____
That boy is as slow as a tortoise. |
| 4 How did Melissa feel about the weekend?
a excited
b relaxed
c anxious | 8 Complete.
This sweater is _____ warm that I don't want to take it off. |
| | 9 Complete.
The old woman, _____ best friend lived in the U.S.A., was planning a trip there soon. |
| | 10 How should you participate in discussions?
a slowly
b actively
c reluctantly |

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



How can we understand a work of art? Write three things.



How does information technology shape our lives?

1 Watch the video. Complete the sentences. Then, complete the graphic organizer.

- It connects us to other _____ and _____ around the world.
- It provides us with _____ and _____ at all times.
- It can give us experiences we would never have in _____.
- Like other electronic equipment, IT devices can _____.
- IT can be so exciting that it can become _____.
- Online communication isn't always _____.

Information Technology (IT)	
Benefits	Drawbacks

2 Key Words 1 Match the words to the definitions.

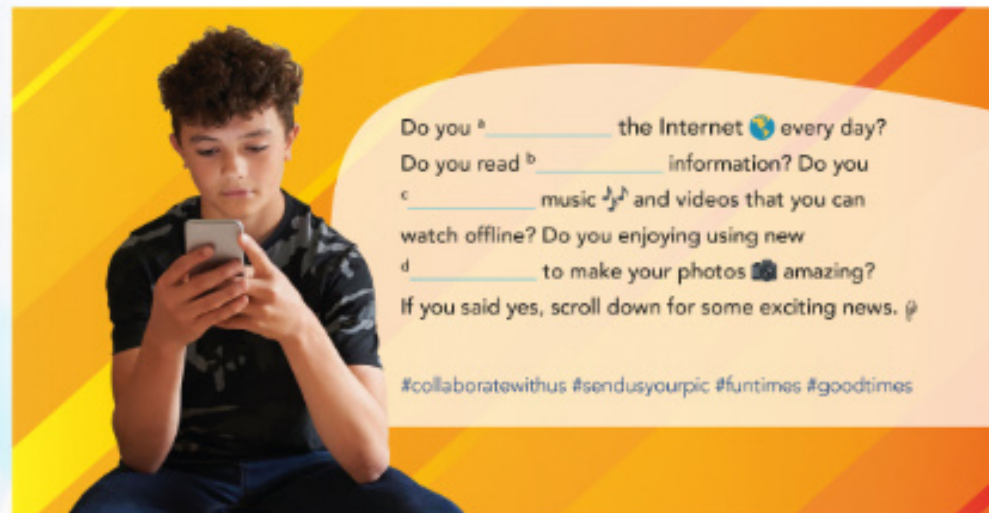
- | | |
|--------------------|--|
| 1 addictive | a something that helps you or gives you an advantage |
| 2 affect | b websites and computer programs that allow people to communicate and share information on the Internet |
| 3 benefit | c when a machine stops working |
| 4 break down | d a person you do not know |
| 5 drawback | e making you want more of something |
| 6 headset | f a secret word that allows you to use a computer |
| 7 password | g cause a change in someone or something |
| 8 social media | h a problem or a disadvantage |
| 9 stranger | i images and sounds produced by a computer that seem to represent a situation that a person can take part in |
| 10 virtual reality | j a set of headphones with a microphone attached |



Ready to Read: Nonfiction

1 Key Words 2 Complete the text with the correct word.

access download tools up-to-date



Do you ^a _____ the Internet every day?
 Do you read ^b _____ information? Do you
^c _____ music and videos that you can
 watch offline? Do you enjoy using new
^d _____ to make your photos amazing?
 If you said yes, scroll down for some exciting news.

#collaboratewithus #sendusyourpic #funtime #goodtimes

2 Key Words 2 Add the vowels to complete the words.

- If you look at a screen for too long, it can affect your _____ g h t.
- My mom is going to p _____ l _____ s h her story as an ebook.
- Looking at other people's photos can make your life seem boring in c _____ m p _____ r _____ s _____ n.
- Some people only post p _____ s _____ t _____ v _____ information about themselves online.
- Do you have more c y b _____ r-friends than real friends?
- Is the Internet our friend or _____ e?



Reading Strategy: Drawing Conclusions

When we draw a conclusion from our reading, we make a judgment—or form an opinion—based on information in a text and our ideas about this information.

1 Do you have lots of apps on your phone? Which categories of apps do you like? Mark ✓.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> education | <input type="checkbox"/> social networking |
| <input type="checkbox"/> games | <input type="checkbox"/> video |
| <input type="checkbox"/> music | <input type="checkbox"/> weather |
| <input type="checkbox"/> photography | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> reference | |

Should Kids Have Smartphones? An Exploration

By Aaron Stauden

My teacher asked us to write about the pros and cons of getting a smartphone. Everyone in my class wants a smartphone. But are smartphones really good for kids? I've looked at both sides of the argument.

First, let's look at the pros, or positive things, about smartphones. There's no doubt that a smartphone is a great way to stay in touch with your parents and let them know you're safe. Another good thing about smartphones is that they can be educational. There are all sorts of apps you can download and use to learn new things like a new language, the rules of a game, or even how to play instruments. When I wanted to learn piano, my friend told me to use an app to learn the keys. I did, and it helped! Educational apps can help you with your homework, too. You can download dictionaries, maps, and other reference tools. Plus, it's fun to watch all your favorite shows on your smartphone. Finally, smartphones can help kids be creative. You can use the camera to take pictures or make fun videos. You can even make your own movies!

On the other hand, there are a lot of downsides to owning a smartphone. Most smartphones are really expensive! If you have a smartphone, you need to protect it. You have to make sure that you have it with you and that you don't lose it or damage it because, if you do, you'll get in trouble with your parents! Another problem with a smartphone is that kids end up spending way too much time online. That can mean they're spending less time getting exercise or playing with friends in real life. Also, studies have shown that kids who get too much screen time don't sleep well. That's because the light from the screen disrupts kids' sleep cycles. And smartphones can also be a major distraction: kids might text their friends when they should be doing homework or even when they should be listening in class!

There are both good things and bad things about owning a smartphone. Everyone is different, and what works for some kids won't work for others. So it's good to do your research before making a decision.

2 Mark ✓ the main argument of the article.

- ☐ Smartphones are good for our everyday lives.
☐ Smartphones are bad for our everyday lives.
☐ There are good things and bad things about smartphones.

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

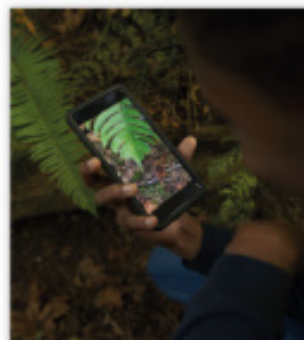
Smartphones are good.

- a _____
 b _____
 c _____
 d _____

Smartphones are not good.

- a _____
 b _____
 c _____
 d _____

My conclusion: I think _____ because _____.



Reported Commands with *tell* and *ask*

When you want to report a direct command, you can use *tell/ask* + direct object + *to*-infinitive.

"Be careful with your new phone. Don't lose it!"

"Download an app for me, please."

My mother **told** me **to be** careful with my new phone. She **told** me **not to lose** it.

My brother **asked** me **to download** an app for him.

Often, we use *tell* to report a strong command and use *ask* to report a command that includes *please*.

- 1 Complete the reported commands using the past simple of *ask* or *tell* and the verb that is in the direct command.

- a Please check the information again. (ask)

My teacher _____ me _____
the information again.

- b Clean up your bedroom!

My mom _____ me _____ my bedroom. (tell)

- c Finish your homework before watching TV. (tell)

My parents _____ me _____ my homework
before watching TV.

- d Please don't interrupt us. (ask)

My parents _____ me _____ them.



- 2 Write the direct commands as reported commands. Use the words in parentheses.

- a Press the start button. (he / tell / me)

- b Please put on your headsets. (They / ask / us)

- c Check the information online. (She / tell / him)

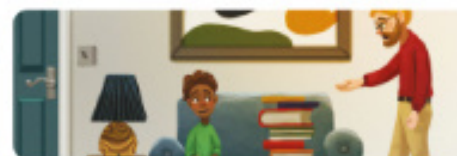
- d Please don't text Mrs. Jones. (Mom / ask / me)

- e Call Mary at 6 p.m. (Mark / tell / me)

- 3 Report what the people said.



- a Mom _____



- b Dad _____



- c She _____



- d Dad _____

- 4 Report the commands of the PE teacher. Decide whether *ask* or *tell* is the better choice.

- a The PE teacher asked the children _____

- b The PE teacher told the children _____

- c The PE teacher _____

d _____

e _____

f _____



My Life

Write down two commands that you gave someone today. Then, report them.

"Please help me complete a form!" I asked my mom.

I asked my mom to help me complete a form.

Spelling Patterns and Word Study

1 Add -tion or -sion to complete the words.

- | | |
|------------------|---------------|
| a communica_____ | d televi_____ |
| b permis_____ | e vaca_____ |
| c imagina_____ | f deci_____ |

2 Write the words with -sion or -tion in the correct column.

communicate compete comprehend discuss divide instruct prepare revise

-sion	-tion

Spelling Tip: -tion, -sion

We use -sion when the original verb ends in s, se, d, or de.

I think ...



Oracy

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

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

2 Did you agree or disagree with the statement? Write two reasons you gave.

I agreed/disagreed because _____

3 Which expressions did you use to express your opinions?

4 What is your most respectful phrase to disagree with someone's opinion?

Improve Your Writing

4A

On the one hand, on the other hand

When we want to contrast two different facts or two different points of view about something, we can use *on the one hand* and *on the other hand*.

On the one hand, technology makes our life easy. *On the other hand*, we may depend on it too much.

1 Write the phrases we use to contrast two different facts or ideas.



2 Write each sentence as two sentences with *on the one hand* and *on the other hand*.

- a Smartphones are convenient, but some people use them too much.

- b Although smartphones are convenient, they can be quite expensive.

- c Smartphones are a useful tool for some school projects. However, students waste a lot of time on them.

3 Decide which two pairs of sentences contrast facts. Write them with *on the one hand* and *on the other hand*.

- a Smartphones are convenient. They are expensive.

- b The Internet helps us access information. It also helps us stay in touch with people.

- c I have a smartphone. All my friends have a smartphone.

- d We can learn a lot from the Internet. It's easy to waste time on the Internet.

1 **READ** Read the text on Page 81 of the Student's Book. Complete the notes.

Benefits	Drawbacks
1 introduce us to new experiences	1 _____
2 _____	2 _____
3 _____	3 _____
Conclusion:	

2 **PLAN** You are going to write a balanced argument. Make notes in the graphic organizer to answer this question: *Should children be allowed to play violent video games?*

Introduction to Topic: _____	
Arguments For:	Arguments Against:
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
My Conclusion:	

3 **WRITE** Use your notes to write your balanced argument.

4 **EDIT** Read your work and mark ✓.

Did you:

- introduce the topic and question? ☐
- include arguments for allowing children to play violent video games? ☐
- include arguments against allowing children to play violent video games? ☐
- write a conclusion? ☐
- use *on the one hand* and *on the other hand*? ☐

1 **Key Words 4** Complete the diary entry with the correct words.

dizzy faint panic attack stammer swallow throat

... our math test. Poor Alsha, she had a ^a _____.
 She said she felt ^b _____ and was going to
^c _____. She tried to speak, but she could only
^d _____. I found a paper bag, and she began to
 concentrate on breathing slowly into the bag. Later, she told me that
 her ^e _____ was really dry, and she wanted to
^f _____, but she couldn't. It was very scary for her.



2 **Key Words 4** Unscramble the letters and write the words.

- a Did Sandra _____ (nenoitm) that it was her birthday tomorrow?
- b Sorry I can't help you. I have so much to do—I'm too _____ (ybus).
- c When someone I don't know asks me a question, I _____ (lsubh). I can't help it!
- d Although you may feel alone, in fact many other people suffer from _____ (nxaitye).
- e Nick had practiced and felt _____ (ctdnioenf) performing his song.
- f By playing on his phone, James managed to _____ (diova) speaking to his classmates.



Reading Strategy: Point of View

When we tell a story, there is a narrator. Some narrators have more information than others. Here are the different kind of narrators and what they know and tell us:

The all-knowing narrator knows all the characters' thoughts.

The limited narrator tells us only one character's thoughts.

The neutral narrator doesn't tell us any of the characters' thoughts.

- 1 Read the story. Which kind of narrator is used: limited, all-knowing, or neutral?



Jason, Wade, and Thalia were all hanging out in Thalia's basement. Thalia lay on the rug, staring up at the ceiling and wondering if this time Wade was really planning on helping with the assignment.

She thought about the last time she had had to work with Wade on a project. Wade had spent the whole time glued to his phone, avoiding eye contact. Thalia had had to do it on her own, so she was worried about this one.

"Okay, do you guys want to get started?" she asked.

"Yeah!" said Jason enthusiastically, getting his pencil ready. He was thinking about his weekend plans. He and his dad were planning to do some baking together, and he wanted to do all his work before that.

"Let's get started then," Thalia said.

Jason and Thalia looked over at Wade, who seemed not to have heard them. In fact, he had, but he couldn't take the time to respond. He'd just made it to level 232. At 250, he could stop, he told himself. He'd set himself this goal, and somehow it seemed important.

Thalia asked Jason to get Wade's attention.

"Hey buddy?" said Jason, poking Wade's foot. Nothing.

Wade pushed their voices out of his mind—he was just about to make it to level 233! Then, all of a sudden, his screen was gone. Thalia was holding it. For a split second, he felt dizzy. He could feel a little anxiety creeping up on him.

"Can you hear me now?" Thalia said. At this point, she didn't care if he got mad. She felt like he didn't know how to be a friend anymore.

"You haven't been the same since you got this thing, Wade!" she said. "You just disappear into your phone all the time!" Thalia felt good saying it. Wade knew it was true.

Wade noticed the light coming in from the window behind her as it shone into the room. He realized he'd been missing his friends.

"So, can we get started?" Jason asked, quietly.

"OK," Wade said, watching the dust dance in the light and then looking at the faces of his two friends. "OK, OK," he said, "I'm here," and, for the first time in what seemed like an eternity, he was.



SB pages 83–88

- 2 Read the text and number the events in order.

- ☐ Thalia took the phone from Wade.
- ☐ Wade reached level 232 in his game.
- ☐ Jason tried to get Wade's attention.
- ☐ Wade was ready to work with his friends.
- ☐ Thalia wasn't sure about working with Wade again.

- 3 Read this rewritten paragraph from the story and compare it to the original. If all the story was rewritten this way, what kind of narrator is there now?

"Can you hear me now?!" Thalia said. "You haven't been the same since you got this thing, Wade! You just disappear into your phone all the time!" Wade could see that Thalia was mad at him, and he knew he deserved it—he knew that what she was saying was true.

- 4 Choose the best title for the story. Mark ✓.

- ☐ The Next Level for Wade
- ☐ Wade and Jason
- ☐ Wade Loses a Friend

Reported Statements and Questions

When we report a statement, we can use verbs such as *explain* and *mention*. When we report a question, we usually use the verb *ask*. If it's a *yes/no* question, we say *ask if*.

Thalia **explained** that Wade hadn't been the same.

Thalia **asked** Jason and Wade **if** they were ready to get started.

Remember that in the reported speech the verb tenses go backward in time.

Direct Speech		Reported Speech
present simple	→	past simple
present progressive	→	past progressive
past simple	→	past perfect

1 Put the words in order.

- a The children / had / mentioned / that / they / history homework
- b the field trip / The teacher / on Friday / explained / was / that
- c was / OK / if / Sue / feeling / Michael / asked / she
- d I / me / why / was / sad / Francesca / asked

2 Read the dialogue and choose the correct verb in the reported conversation on the next page.

Tiegan

Do you like watching videos online, Noah?

Noah

Yeah, I really do!

What kind of videos do you like the best?

I like watching videos of people playing computer games. By watching them, I see how the games work ... Hey, I'm watching a really good video like that now. Do you want to see it?



Tiegan **asked / explained** Noah if he liked watching videos online. When Noah answered that he really did, Tiegan **asked / mentioned** what kind of videos he liked the best. Noah said that he liked watching videos of people playing computer games and **asked / explained** that by watching them he saw how the games work. He **asked / mentioned** that he was watching a really good video like that now. Then, he **asked / mentioned** Tiegan if she wanted to see it.

3 Report the statements. Make all necessary changes.

- a "All my friends have smartphones."
Maya said that all her friends had smartphones.
- b "I don't remember my password."
Amir mentioned _____.
- c "Everyone needs to have some time offline."
Mom explained _____.
- d "I'm researching my homework online."
Henry explained _____.
- e "I use my phone to make videos."
Juan said _____.



4 Report the questions. Make all necessary changes. Include a name if it is mentioned.

- a "Are you online, Sophie?" Justin asked. Justin asked Sophie if she was online.
- b "What kind of phone do you have, Maria?" Ana asked.
_____.
- c Mia asked, "Who left their phone on the table?"
_____.
- d "Do you have a new phone, Ali?" Jon asked.
_____.

My Life

Write two statements someone has said to you today and two questions you have been asked today. Then, report them using *ask*, *ask if*, *mention*, or *explain*.

Read the questions and choose the best answer.

The Internet is an amazing place, and you can find lots of information, friends, and things to do on it. But it can also be very dangerous. Do the quiz and find out how much you know about the Internet.

- When you post a photo on the Internet, how long will it stay there?
a one week b six months c forever
- What is the word we use if people are not very nice to you online?
a cyberspace b cyberbullying c cyberposting
- What should you do if someone makes you feel unsafe online?
a Tell an adult. b Do nothing. c Think about why.
- You receive a message from someone who wants to be your friend. You don't know them. They want to send you a big file, saying that it's full of photos of cute animals. What should you do?
a Not accept it.
b Accept it and write an email saying thank-you.
c Not accept it and block the person.
- You receive an email from someone you don't know. You open it, and there's a link. What should you do?
a Click on it because it could be really interesting!
b Delete it immediately.
c Copy/paste it into your browser to see what it is.
- You are online and you find a competition to enter. The site wants to know a lot of information about you.
a You talk to your parents about it.
b You fill everything in because you might win!
c You fill in your friend's personal details.

What other ways can you think of to stay safe online?

- ✓ Do _____
✓ Do _____
✗ Don't _____
✗ Don't _____

Check Your Oracy: Expressing and Responding to Opinions

1 I gave reasons for my opinions.	Yes / No
2 I responded to others' opinions.	All of them / Most of them / Some of them
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

- Which activity did you choose for your instructional video?

- Did you need any props, costumes, or equipment?
What were they?

- How long did it take you to create your video?

- Color the stars to give yourself a score.*

I helped to brainstorm ideas.	☆☆☆☆☆
I helped plan the video.	☆☆☆☆☆
I helped present our group's plan to the class.	☆☆☆☆☆
I reflected on my classmates' feedback.	☆☆☆☆☆

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

- What could you do better next time?

How can we create our own instructional video?

The Big Question and

Me

Because of the things I have learned in this unit, I will _____

Unit Review

1 Complete the sentences with the correct words.

headset password download eyesight virtual reality

- a Put your _____ on and listen to the recording.
- b I want to _____ a movie from this site and watch it later.
- c My _____ is getting worse. I think I need to have my eyes tested.
- d I can't remember my _____. I have to get a new one!
- e _____ can let you visit places you might not visit.



2 Which s ...

- a is a person you don't know? s _____
- b are sites and apps like Instagram and Facebook? s _____
- c means enjoying being with other people? s _____
- d is when you move your throat to make food or drinks go down? s _____

3 Read the sentences and choose the correct words.

- a Do you like the **variety** / **benefit** of apps that are available these days?
- b The teacher saw me checking my phone. I **blushed** / **fainted** because I was so embarrassed.
- c My friend suffers from **anxiety** / **foes**.
- d I **avoid** / **affect** doing things I don't enjoy.

4 Report the commands.

- a "Be careful on the road."
My mom told me _____.
- b "Please check the Internet connection."
My sister asked me _____.
- c "Turn the volume up."
I asked my grandparents _____.
- d "Don't play too many computer games."
My mom told me _____.

5 Report the direct statement or direct question.

- a "The computer won't connect to the Internet," Michael explained.
- b Maria asked me, "Why do you avoid everyone at lunchtime?"
- c "Are you feeling better, Jack?" Sophia asked.
- d "The video call will take 20 minutes," I explained.

6 Read the pairs of sentences. Choose *Contrasting* or *Not contrasting*. Make two sentences for the contrasting pairs using *on the one hand* / *on the other hand*.

- a Children learn certain skills by playing video games. / They sit in front of their computers for too long.
Contrasting ☐ Not contrasting ☐
- b New technologies are exciting. / People are using them more and more every day.
Contrasting ☐ Not contrasting ☐
- c The Internet can be very helpful for students. / It can be a distraction from their schoolwork.
Contrasting ☐ Not contrasting ☐
- d You can easily make friends online. / It seems to be the way young people like to socialize.
Contrasting ☐ Not contrasting ☐

SPEAKING MISSION

1 Key Words Match the words to the definitions.

- | | |
|--------------|--|
| 1 noise | a not moving |
| 2 image | b when a machine or piece of equipment suddenly stops working |
| 3 frozen | c a piece of equipment that you speak into to make your voice louder |
| 4 connection | d how loud a sound is |
| 5 cut out | e a sound that is loud and unpleasant |
| 6 Wi-Fi | f the form of something like a computer program that is slightly different from its previous forms |
| 7 microphone | g a picture |
| 8 volume | h the way that two people can speak to each other by phone or video call |
| 9 version | i a system of accessing the Internet without wires |

2 Put the words in order.

a hear / I / you / can't

b you / Can / me / see

c image / frozen / Your / is

d a / connection / bad / There's

e calling / again / Try / me

3 You are calling your friend in New York City. Look at the picture. What do you say?



Wrap-up

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

1 Which question was not on page 72 in the Student's Book?

- a How many electronic devices do you own?
- b What are the advantages and disadvantages of information technology (IT)?
- c Which of these electronic devices do you own?

2 Complete this Oracy Time! topic.

Children _____ shouldn't have cell phones.

3 What was the conclusion in the sample balanced argument in Writing on page 81 in the Student's Book?

- a Both virtual learning and real schools have benefits.
- b Real schools are more exciting than virtual learning.
- c Virtual learning will replace real schools.

4 Why was Thalia worried about having to work with Wade?

- a He liked to do all the work himself.
- b He was always playing video games.
- c He didn't like to do projects with other students.

5 What is this? It's a ...



6 Report this statement using explain.

Jacob: My sister suffers from panic attacks.

7 What do you need to remember to get into lots of sites?

Your _____

Check your answers in the Student's Book. How did you do?
6-7 ☐ Wow! 4-5 ☐ Good job! 0-3 ☐ Try harder!



How does information technology shape our lives? Write three things.

5

How can we save the planet?

1 Watch the video and complete the chart.

What problems are facing our planet?	How can we live more sustainably?

2 Look at the ideas for sustainable living in the second column. Choose three and decide which problem(s) facing the planet each idea helps.

Walking to school helps global warming and air pollution.

3 Key Words 1 Complete the sentences with the correct words.

compost deforestation global warming ice caps landfills ozone layer

- Sea levels are rising because the _____ are melting.
- "_____" is the term we use when we talk about Earth getting hotter.
- The _____ protects Earth from the harmful effects of the sun.
- There has been a lot of _____ in this area, and there are very few trees left.
- Over 50% of trash in the U.S.A. goes to _____.
- Put the food scraps into the _____ bin.



Unit 5A

Ready to Read: Nonfiction

1 Key Words 2 Add vowels to the words.



This label shows how
_ n _ r g y
_ f f _ c _ n t the
washing machine is.



This picture shows many
w _ n d t _ r b _ n _ s.



This tanks contains material
that will produce
b _ _ f _ _ L.



Our planet is getting hotter,
as a result of the
g r _ _ n h _ _ s
_ f f _ c t.

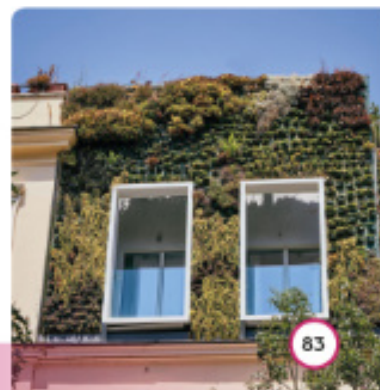


The materials to build this
school include s t r _ _ w.

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

cleanse insulate reliable transportation urban

- _____ gardens can be very imaginative.
- Trees and plants _____ our air in a natural way.
- In cold countries, it's important to _____ houses in order to conserve energy.
- Janice always does what she says she will. She's _____.
- Will flying cars be the _____ of the future?



Reading Strategy: Rereading

If you don't understand a sentence, you can stop, go back, and read it again more slowly. As you do, you can think carefully about the meaning of each word and can look up a word if you can't figure it out. Rereading can help you with vocabulary and comprehension.

- 1 Read the text. When you don't understand something, stop, go back, and reread it. Underline the sentences that you didn't understand.

For the next month, the Exhibition Center will be hosting a show all about imagining the future. Our technology journalist, Pedro Hamilton, lists his five favorite ideas from "Now Is the Future," open until the end of the year.

1 Hollie, the Talking Hologram

She's part laser and part artificial intelligence. This walking, talking computer program looks like a real human until you realize you can put your hand right through her. Ask her a question about anything science-related, and you'll see she knows more than most humans do.

2 Are You Going to Eat That?

In the future we'll all be eating bugs! Scientists have known for many years that some insects are an excellent source of protein, but did you know they can also be delicious? Deep-fried crickets are available to taste at this exhibit. And, when you're done, eat the plate, too. Made from a wheat by-product, edible utensils and plates are an excellent solution to the post-party clean-up problem, not to mention to our urban landfills.

3 The New Dirt Bike

A transportation solution made from recycled materials, these bicycles and scooters are made entirely out of recycled milk jugs and come in a variety of cheerful colors like poppy red or sunny yellow. Bicycles are reliable and energy efficient, and, as a result of this technology, they can be inexpensive, too.

4 Mirror, Mirror on the Wall

Believe it or not, in the future, your mirror might just be able to tell you how healthy you are! So-called "smart mirrors" will read your medical information just by having you stand in front of them. They'll be able to report key information like your heart rate, blood pressure, glucose levels—and even your mood!

5 The Real Deal

The idea of virtual reality has been around for a long time, but new ideas are constantly coming out that would change the way we interact with the world around us. Try on a pair of PHYS-ED goggles to see the world through a health and fitness lens: identify the healthiest foods with calorie counts and get real-time data about the health benefits of taking the stairs instead of the escalator. If you'd like to jog or do some strength training, just set your goggles to "Work Out Mode" for a wide selection of fitness programs and environments.

Now Is the Future opens on September 30 at the Exhibition Center, Carlington.

- 2 You receive this email from your friend Ana. What do the sentences mean? Mark ✓.

... What do these sentences mean?

- Made from a wheat by-product, edible utensils and plates are an excellent solution to the post-party clean-up problem, not to mention to our urban landfills.
- Try on a pair of PHYS-ED goggles to see the world through a health and fitness lens: identify the healthiest foods with calorie counts and get real-time data about the health benefits of taking the stairs instead of the escalator.

Thanks!

Ana

- ☐ The plates are basically wheat, and you can eat them.
☐ The plates look like wheat, and they are easy to clean.
- ☐ These goggles help you decide what is best to eat and whether you need to exercise more.
☐ These goggles show you videos on how to keep in shape and healthy.



- 3 Read the sentences. Are they T (true) or F (false)?

- One of the inventions is supposed to be more intelligent than many humans. ☐
- PHYS-ED goggles can help you with your diet and exercise plan. ☐
- The New Dirt Bike is not only environmentally friendly but also cheap. ☐
- Insects that can be eaten do not taste very good. ☐
- Smart mirrors will be able to tell you what you're thinking. ☐

- 4 Complete the sentence.

I think _____ is the most exciting invention because _____

- 5 What other stands and inventions might be at the exhibition? Write two ideas.

Grammar in Context

Future Progressive

We use the future progressive to talk about actions that will be taking place in the future. We use *will be* or *will not be / won't be* and the present participle of the verb.

Next week, our town **will be hosting** a very exciting exhibition all about the future. With global warming, soon we **will be living** in a completely different environment.

1 Complete the sentences with the future progressive forms of the verbs in the box.

take go study travel use

- a This time next week, I _____ to the movies with my cousins.
- b _____ for math tonight? If not, can I borrow your notes, please?
- c My grandmother's friend _____ her first computer lesson soon.
- d We _____ the tablets next class, so just bring in your notebooks and pens.
- e My cousins _____ to South Carolina on vacation next week.

2 What are the people thinking?



3 Complete the text using the future progressive.

Dr. Morgan ^a _____ (give) a talk to our class next week about the future. She ^b _____ (present) her recent book, *The Future*. She thinks that we ^c _____ (not / use) cars that run on gasoline anymore and that everyone ^d _____ (live) in special eco-houses. In the future, she says, people ^e _____ (take) vacations on different planets, and they ^f _____ (travel) there by rocket.

4 Complete the dialogue. Use the future progressive.

- A What ^a _____ (your family / do) when you get home?
- B It's pretty busy on Tuesdays. Today, Mom won't be home. She'll be at the gym. She ^b _____ (taking) a boxing class there.
- A What ^c _____ (your dad / do)?
- B He ^d _____ (garden). He's an airline pilot, and he loves being outside when he's home.
- A What ^e _____ (your brother / do)?
- B He ^f _____ (study). These days, he's working really hard preparing for his final exams.
- A That's what we ^g _____ (do) in a few years, when we're in high school!
- B I know!

My Life

Answer these questions so that they are true for you.

- a What will you be doing at 5 p.m. tomorrow?
- b What will you be doing at this time next week?
- c What subjects will you be studying next year?
- d What will you be doing in five years?



Spelling Patterns and Word Study

1 Write the ending for these words. Choose *-able* or *-ible*.

- | | |
|--------------|----------------|
| a terr_____ | d sustain_____ |
| b renew_____ | e enjoy_____ |
| c poss_____ | f horr_____ |

2 Look at the pictures. Complete the sentences.



It's OK. It's drink_____.



It's pretty, but is it ed_____?



Be careful! They're break_____.



I hope my ringtone isn't aud_____.

Oracy

1 What energy-free activities did you talk about in Oracy Time?

2 What other ideas did you talk about with your partner?

3 What did you say to show you were listening actively and responding confidently to your partner's ideas?



Improve Your Writing

Because and since

We use *because* and *since* to connect causes with effects. When we want to focus on the cause, we use *because*. When we want to focus on the effect, we use *since*. If *because* or *since* begins the first part of the sentence, put a comma after that part of the sentence.

We throw away a lot less trash now **because** we recycle.
Since my parents want to use less gasoline, they ride their bikes to work.

1 Choose the correct words to complete the sentences.

I bought a new phone we'll wash the dishes Mrs. Watson wants to speak to me
 we'll invite them to our party I'll tell the coach you're sick we'll leave at 5 a.m.

- Because the drive will take about eight hours, _____.
- Since you made dinner tonight, _____.
- Because the Joneses have been so nice to us, _____.
- _____ because my old one doesn't work anymore.
- _____ since there seems to be a problem in her class.
- Since I'm going to football practice, _____.



2 Combine the sentences. Keep them in the same order.
 Use the word in parentheses in the correct place in the sentence.

- Renewable sources of energy are important. They help us avoid fossil fuels. (because)
- Straw can keep out the cold. We can use it to insulate houses. (because)
- Many people move to cities. There are more job opportunities in cities. (because)
- Jackie is crying. She lost the game. (because)
- Marvin helped you with math. You should help him with history. (since)
- She was very hungry. She wanted to eat right away. (since)

1 **READ** Read the explanation of how something works on page 103 of the Student's Book. Answer the questions.

- a Why have the children invented a plastic eater? _____
- b What do people make from PET? _____
- c Why does the plastic eater have warm water inside? _____
- d Do you think this invention is real? _____

2 **PLAN** You are going to write an explanation of how something works. Make notes in the graphic organizer.

What are you going to explain? _____

Introduction: _____

Steps Explaining How It Works:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

3 **WRITE** Use your notes to write your explanation of how something works.

Your Diagram with Labels:

4 **EDIT** Read your work and mark ✓.

Did you:

- write an introduction? ☐
- include numbered steps to explain the process? ☐
- write in the present tense? ☐
- use *since* and *because*? ☐

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

a



b



c



_____ of paper

d



e



f



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

spring copper iron barricade vending machine sprout

- a Let's grab a soda from the _____ over there.
- b Can we drink the water from this _____?
- c The children lay on the ground and hid behind their _____.
- d Coins are often made of _____. The chemical symbol for this metal is Cu.
- e This very strong metal is _____. Its chemical symbol is Fe.
- f I planted the seeds two weeks ago, and today the first _____ has appeared.

Reading Strategy: Predicting and Setting a Purpose for Reading

We use clues to predict what might happen next. Before we start reading, we think about a specific purpose or task for our reading, and that way we become more active readers.

- 1 You are going to read a short story. Look at the pictures in the story. Answer these questions. What do you predict?

Where is the story set? _____

Who are the characters? _____

What is life like for Lisanore? _____

- 2 Complete the sentences to set purposes for your reading.

First of all, I want to read the story to find out _____.

I also want to find out _____ and _____.

Lisanore pulled her gas mask over her face. She hated wearing it. It was tight, and the elastic pulled at her hair. The pollution had caused thick smog, and today visibility was especially low.

"OK, darling," said her father through his own mask. "Let's see what we can find."

They climbed up the ladder and made their way out. Lisanore kept her bow and arrow at the ready. Their last real meal had been over a week ago: a roasted bird. It had been delicious—so much better than the nutrition pills that came from the vending machines. Honestly, no one ever felt full after "eating" one of those. Everyone missed having real meals, like the ones they used to have. Lisanore's mind wandered. What she wouldn't do for some mashed potatoes and a big slice of meatloaf like her dad used to make—and vanilla ice cream!



She and her father moved quietly alongside a stream. The stream used to be full of water, but now there was barely any. They stepped carefully over stones covered with dried moss, careful not to touch the ferns. Everything was polluted, and any plant could be dangerous to touch.

Her father pointed into the distance. She saw it, too. An animal was in the bushes up



- 3 Complete the author's notes about the story

A girl named ^a_____. She loves horses and used to have a horse named ^b_____.

At the start, we learn that the characters must wear ^c_____ because of ^d_____.

Details about society: food, called ^e_____, from vending machine.

Plot: The characters are ^f_____ and want to find ^g_____.

But then, ^h_____ sees ⁱ_____...

- 4 Which title do you think is the best for the story?

- ☐ Misty Comes Home
☐ Pollution
☐ Happy Days

ahead near the edge of the stream, no doubt looking for something to drink. But instead of reaching for her bow and arrow, Lisanore just watched. Looking more closely, she realized that the animal was a horse, a white horse with spotted gray markings, a very familiar-looking horse. Her father slowly placed the arrow on the bow. Lisanore couldn't believe it. Was that Misty? It couldn't be. Why was her horse there?

"Dad, no!" she yelled, just in time. "Stop! It's Misty!" As the horse came toward them, Lisanore reached out her arms to give her horse a giant hug around his neck. The horse would be taken to a sanitation unit. Although the extent to which he'd been polluted was impossible to know, he would certainly have eaten some polluted plants. But Lisanore didn't want to go back just yet. She wanted to stay outside, where she had been reunited with her beloved horse, for a few more minutes.



One, ones, some, and any with Countable and Uncountable Nouns

We can use these words to replace a noun so that we don't repeat it. We use *one* and *ones* with countable nouns. We can use *some* and *any* with countable and uncountable nouns. Generally, we use *some* in positive sentences and *any* in negative sentences.

The vending machines dispensed **nutrition pills**, but no one ever felt full after eating **one**.

Everyone missed real **meals**, like the **ones** they used to have.

They were careful not to touch the **ferns**. They knew that **some** were polluted.

There wasn't much **water**. There hadn't been **any** for a while now.

1 Read the sentences and add *some* or *any* to refer to the underlined noun.

- I know there is metal here, and I'm going to find _____.
- The boy wanted water, but he didn't have _____.
- Let's just have take-out food. We can get _____ at that place on the corner.
- I thought this was a wind farm with turbines, but there aren't _____ here.
- Mom got lots of likes on her social media posts, but dad didn't get _____!
- The detective looked carefully for evidence until he found _____.



2 Match the dialogue halves.

- | | |
|--|---|
| 1 Do you have a cloth bag? | a OK. My red ones are too small for me now. |
| 2 Do you want these pears? | b No, the one on the table is mine. |
| 3 Let's buy some new sneakers. | c Yes, but these ones are made of glass. |
| 4 Is this your pen? | d Not really. That one is better. |
| 5 Are those bottles made of plastic? | e Yes, this is the one I take to the supermarket. |
| 6 Is this refrigerator energy efficient? | f No, those other ones look better. |

3 Read the sentences and replace the underlined nouns with *one* or *ones*.

- Margaret has two cars—a red car and a green car.
- This book doesn't look interesting. I'm going to get a different book.
- These games are really expensive. Are there any cheaper games?
- I'd like two cupcakes. Oh, those cupcakes look good!
- This website is better than that website for your homework.

4 Read the text and choose the correct words.

These days there are a lot of advertisements for bottled water. "Some / Any are better than others, but I like all the **ones** / **one** that tell us something interesting. I was watching **one** / **ones** the other day, and I learned from it that people first put water into bottles for sale in 1767. Those bottles were made of glass, but now, of course, we also use plastic **one** / **ones**. In fact, this advertisement was for water in plastic bottles. It said that, if you bought three bottles of water, you would get the third **one** / **ones** free. But do we really need bottled water? In my opinion, if we remembered our reusable water bottles, we wouldn't need **any** / **some** at all."

5 Complete the dialogue with *one*, *ones*, *some*, and *any*.

- A OK, so let's check that we have everything. Do you have the cream and sugar?
- B Here's the cream but no sugar. We didn't have **a** _____.
- A It's OK. I have **a** _____ in the kitchen cupboard!
- B Cool. What about the salt? Mom didn't have **a** _____ of that either.
- A That's OK. I bought **a** _____ . Here!
- B So let's watch a video and check what we have to do. You looked for videos, didn't you?
- A Yeah. These are the **a** _____ I saved in my favorites.
- B OK. Oh, I like that **a** _____ . I saw that, too. It explains everything clearly.
- A Let's watch it, and then we'll make our no-energy ice cream!



My Life

Answer the questions so that they are true for you. Use *one*, *ones*, *some*, and *any*.

- What books have you read at school? Write about ones you've especially liked.

- Do you have a favorite movie? Write about one you really like.

- When was a time that you needed money but didn't have any?

- When was the last time that you asked your parents for some?

Values: Being Responsible

- 1 Complete the sentence in your own words.

Being responsible is _____.

- 2 Read these ideas about being responsible. Put them in order of how important they are for you.



- 3 What responsibilities do you have at school?

- 4 What are the good things about being a responsible person?

How Did I Do?

Check Your Oracy: Listening Actively and Responding Confidently

1 I listened actively.	Yes / No
2 I responded confidently.	All of the time / Most of the time / Sometimes
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

- a What eco-friendly materials did you use?

- b What were the key features of your map or poster?

- c Which idea(s) from your design could you use in your school today?

- d Color the stars to give yourself a score.*

I helped brainstorm ideas.	☆☆☆☆☆
I helped design our eco-school.	☆☆☆☆☆
I helped present our design to the class.	☆☆☆☆☆

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

- e What could you do better next time?

How can we design an eco-school?

The Big Question and

Me

Because of the things I have learned in this unit, I will _____

1 Write the words under the photos.



2 Choose two words to complete each sentence.

dwellers energy-efficient global warming household
insulate ozone layer straw sustainable

- a Some city _____ already live in _____ houses.
b In order to fight _____, people in every _____ will need to change some of their habits.
c Various materials, including _____, can be used to efficiently _____ houses.
d Two steps we can take are to use _____ energy and to avoid products that contribute to the thinning of the _____.

3 Choose the correct options to complete the text.

Our world is in danger. The ^agas mask / **greenhouse effect** is causing the planet to get hotter and hotter. The ^bsandstorm / **ozone layer** is getting thinner. We need to stop the ^csprout / **overuse** of ^dbarricade / **natural resources**. Many believe that ^ealuminum / **transportation** use is a major part of the problem. Could ^fbiofuel / **straw** be the answer to this problem? What other ideas do you have? Write to us with your best idea at savetheplanetnow.com

4 Complete the sentences with the future progressive.

- a Next week, my twin brother and sister _____ (celebrate) their birthday.
b In two weeks, we _____ (lie) on the beach in the sunshine.
c Tomorrow afternoon, my parents _____ (play) golf.
d I can't come to your house later because I _____ (study).
e This summer my family _____ (visit) the U.S.A. for the first time.
f I _____ (swim) in our pool all weekend!

5 Add *some, any, one, or ones* to the sentences.

- a You can borrow a book. Which _____ do you want?
b There's ice cream on the menu. Let's get _____.
c There are lots of books here. Which _____ are Kaitlin's?
d I wanted to buy some jewelry, but I couldn't find _____ that I liked.

6 Combine the two sentences. Keep them in the same order. Use *since* or *because*.

- a We stayed indoors. It was raining heavily. (since)

b Gabi was really tired. She went to bed early. (since)

c Louis didn't arrive in time. He missed the bus. (because)



SPEAKING MISSION

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



a _____



b _____



c _____



d _____



e _____



f _____

- 2 Put the dialogue in order. Write numbers.

- 5 Great. What types of plastic do you accept?
☐ Yes, it is. How can I help you?
 10 Bye!
☐ We're open from 8 a.m. to 4 p.m., Monday through Friday.
 1 Hi. Is this the recycling center?
☐ Both PET and non-PET.
☐ Do I have to sort them?
☐ Can you tell me what time you open, please?
☐ OK, thank you. Bye!
☐ No, that isn't necessary. Our equipment does that.

- 3 What things on your recycling detective list could be reused or recycled instead of thrown away? What did you do with them?
- _____

Wrap-up

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

- 1 Which question was in the unit introduction on page 94 of the Student's Book?
 a What problems does the planet face?
 b How can other people make the planet a better place?
 c What can scientists do to help the planet?
- 2 What should we do if we have something made of plastic?
 Try to _____ it. In other words, use it more than once.
- 3 Complete the sentence.
 Trees and plants improve air quality by absorbing _____ and releasing oxygen.
- 4 In *The Seeds*, what was Eva's sister's name?

- 5 What was the Oracy skill?
 Listening _____ and Responding _____
- 6 What is this?

- 7 Complete the sentence.
 At this time next week, I _____ (ride) my bike in the mountains.
- 8 Write the missing word.
 We saw a lot of wind turbines, but _____ weren't working properly.
- 9 Write the correct ending for the word.
 Is this ed _____? I mean, can you eat it?
- 10 Combine the sentences with *because*.
 Many people use their own water bottles. They don't want to use plastic.



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

- ? How can we save the planet? Write three things.
- _____
- _____
- _____



What makes a good story?

- 1 Watch the video and write three facts and three opinions that you hear.

Facts	Opinions
_____	_____
_____	_____
_____	_____

- 2 Compare your chart with a partner. Are your answers the same or different?

- 3 Look at the facts column again. Which fact did you find the most interesting and why?

I found _____ the most interesting because _____.

- 4 **Key Words 1** Complete the sentences with the words in the box.

broaden the mind engage fable fantasy graphic novel literature

- a My favorite _____ is the one about the tortoise and the hare.
 b I enjoy reading _____ stories, which usually have unusual settings.
 c A _____ tells a story using drawings like a comic book does.
 d Reading about different people and places can help to _____.
 e A good story should _____ the reader from start to finish!
 f _____ means all types of stories, including adventure, mystery, and fantasy stories.

Unit
6A

Ready to Read: Nonfiction

- 1 **Key Words 2** Match the sentence halves.

- | | |
|--|--------------------------|
| 1 I learned some traditional nursery rhymes | <input type="checkbox"/> |
| 2 Good descriptions of characters | <input type="checkbox"/> |
| 3 In the story, there are two children, but I'm not sure if the children | <input type="checkbox"/> |
| 4 The main character's personality | <input type="checkbox"/> |
| 5 There are many versions of this folktale, | <input type="checkbox"/> |
| a is just like my uncle's—friendly and generous! | |
| b but the wolf is thrown down a well in all of them. | |
| c make them come alive for the reader. | |
| d are siblings or friends. | |
| e when I was younger. | |



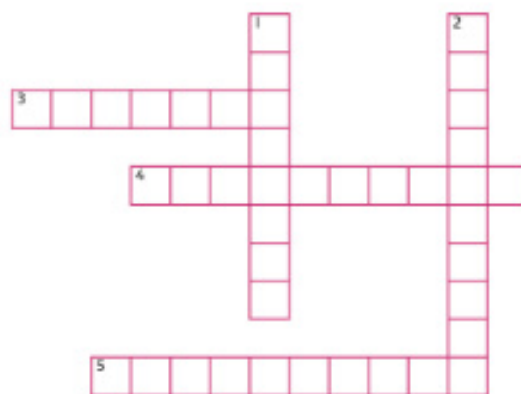
- 2 **Key Words 2** Complete the crossword.

ACROSS

- 3 the character in a story who harms other people
 4 seeming possible or true
 5 the reason a character has for doing something

DOWN

- 1 in a way that has good reasons for happening
 2 the end of a story when a problem is solved



Reading Strategy: Text Structure

If you understand how a text is structured, you will be able to understand it more easily. Common text structures include sequence, description, cause and effect, compare and contrast, and problem and solution.

1 Read the text. What is its structure?

Author Rita Washington Answers Questions About Writing

Dear Ms. Washington,

You are my favorite author! I love all of your books. I think *Laurie R. King's One Thousand Beasts* is the best. I want to be a writer, too, but every time I try to write, I get nervous. I start thinking about how to create a good character or how the story should go, and then I lose my motivation. Can you help?

Thank you, Jaime



Dear Jaime,

I'm so happy that you like my books. When I was young, I wanted to be a writer, too. And, just like you, I doubted if I could become one. I should have asked a successful writer for help. It could have saved me a lot of frustration. Here is what I learned that should help you become a successful author, too.

Most importantly, get yourself a notebook, and, from now on, every morning when you wake up, write for twenty minutes. You can write about anything at all. The only thing is that you must not stop—even if all you do is record your dreams, or what you had for dinner, or the way your siblings look when they get mad. Do it every day, and don't wait for inspiration.

Another tip I can give you is this: carry your notebook around with you everywhere. Whenever you observe an interesting person in real life, write a description down in your notebook. Doing this will help you create believable characters.

Also, I want you to read—a lot. When you enjoy something that you're reading, think about what you like about it. Reading good literature will give you the motivation you need to write your own story.

And here's my last piece of advice: the end of the story, or the resolution, can be the trickiest. Don't spend too much time worrying about it, and don't let your writing stop you from doing other things: dancing, building model airplanes, or learning about Bhutan. Whatever you do or are interested in will feed your creativity. One day, you'll find you have an idea for the resolution. Then, sit down and write it; don't worry about how good it is. Just write it like you write every single morning.

That is what worked for me. I hope it works for you.

Good luck!
Rita Washington

2 Read the sentences. Are they *T* (true) or *F* (false)?

- a When she was young, Rita doubted if she could become a writer. ____
- b She said it was OK not to write every day. ____
- c She gives advice on how to write exciting adventure stories. ____
- d She mentions that it's a good idea to do other things in addition to writing. ____
- e She suggests trying not to worry about the quality of your own writing. ____

3 Complete the table with Rita's solutions and your own ideas.

Problem	Rita's Solution	My Ideas
You're waiting for inspiration.		
Your characters aren't believable.		
You lack motivation to write your own story.		
You don't have ideas for a resolution.		

4 Imagine you could ask Rita two questions about writing a story. Write your questions.

5 Match the other text structures to the examples.

- | | |
|------------------------|---|
| 1 sequence | a a diary entry about a friend's party |
| 2 description | b an article comparing two apps |
| 3 cause and effect | c instructions for building a model airplane |
| 4 compare and contrast | d an article about how burning fossil fuels affects the environment |

Could have and should have

We can use *could have* + past participle to talk about a possible action in the past.

It **could have saved** me a lot of frustration.

We use *should / shouldn't have* + past participle when we are giving advice about an action in the past.

I **should have asked** a successful writer for help.

1 Do the sentences give advice about an action in the past or describe a possible action in the past? Then, match the sentences to the best reply.

- | | |
|--|---|
| 1 We could have played soccer in the park yesterday afternoon. | a I know. I might have passed the test if had. |
| 2 You should have done your homework on Sunday. | b You're right. I made mistakes because I couldn't concentrate. |
| 3 You shouldn't have done your homework on the bus. | c I know, but playing video games at Ben's house was fun, too. |

2 Read the sentences and choose the correct words.

- a You **should** / **could** have started studying earlier. It's too late now.
- b We **could** / **should** have gone to the movies, but we decided to stay home instead.
- c Mikaela **could** / **should** have bought the book, but she decided to borrow one from the library.
- d Arlo and Jake **should** / **could** have washed the dishes. Mam wasn't happy that they didn't!



3 Use the words in bold to write a sentence that follows each sentence below.

- a I totally forgot that it was Mark's birthday. **should** / **buy** / him / a present
- b I feel sick now. **shouldn't** / **eat** / so much cake
- c I didn't know your Internet wasn't working. **could** / **work** / at my house
- d Her clothes are completely wet! **should** / **bring** / an umbrella
- e I wish we had gone bowling. **could** / **be** / fun

4 Rewrite each sentence replacing the words in italics. Use *could* / *should* / *shouldn't have*.

- a *Perhaps* the ticket fell out of your pocket.
- b *My advice was* to practice before your lesson.
- c *Maybe* you left your phone in the car.
- d *It wasn't a good idea* to watch that scary movie before going to bed.

5 What are the people thinking? Write sentences using *should have* / *shouldn't have*. Choose from these verbs.

check go set study



My Life

Think about your last test or project for school and write sentences that are true to you.

- a I should have _____
- b I shouldn't have _____

Spelling Patterns and Word Study

- 1 Look at the pictures. Choose the correct prefix: *pre-*, *mis-*, *re-*, or *sub-*.



_____ marine



_____ school



_____ take



_____ cycle

- 2 Complete the sentences with the correct prefix: *pre-*, *mis-*, *re-*, or *sub-*.

- a We went to the _____ view of the exhibition.
- b Mom told the kids to stop _____ behaving in the car.
- c Do you take the _____ way when you're in New York?
- d I think you have to _____ do this assignment and hand it in later.
- e That plastic can be _____ cycled!
- f Dinosaurs were _____ historic animals.

Oracy

- 1 What character from a story or movie did you talk about in Oracy Time?

- 2 What characters did your classmates talk about in Oracy Time?

- 3 Which cue cards did you use to ask probing questions?



Improve Your Writing

Colons and Semicolons

If you want to introduce a list, an example, or a piece of information, use a colon (:).

Don't let your writing stop you from doing other things: dancing, building model airplanes, or learning about Bhutan.

If you want to join two parts of a sentence that are linked, you can use a semicolon (;). The two parts that are linked can be written as separate sentences.

Sit down and write it: don't worry about how good it is.

- 1 Add a colon or semicolon to each sentence.

- a The story is set in 15th-century England it is very modern, though.
- b I'd like to invite the following people to my party Anthony, Julia, Faustine, and Rocco.
- c She was breathing very fast, and she knew it could only be one thing an anxiety attack.
- d There was so much noise she couldn't hear herself think.

- 2 Add colons and semicolons to the paragraph below.

Alan sat down at his desk to write the true story it would explain everything. He took out what he needed his pen, his pencil, and his notepad. He considered a few ways to begin "It all started last Thursday." "As I walked in the door," "I knew immediately something was wrong." They all seemed wrong. He needed to start the story the right way this story had to explain just how his chocolate bar was stolen.



- 3 Write your own sentences by changing the words in bold. Don't forget the colons and semicolons.

- a Everyone was **there**: his friends, his family, and even his cousins from the U.S.A.
- b We went to the **movies**; we **saw the movie** based on my favorite book.
- c I went to the **store**, and I **bought** several things: a carton of milk, a bag of flour, and a **dozen** eggs.
- d Everyone in that family is really **athletic**; they all **play** something.

1 **READ** Read the micro-story on page 125 of the Student's Book. Put the events in order.

- | | |
|--|---|
| <input type="checkbox"/> Ellie went downstairs to the kitchen. | <input type="checkbox"/> Ellie woke up. |
| <input type="checkbox"/> Ellie called out for her parents. | <input type="checkbox"/> Ellie looked in the twins' room. |
| <input type="checkbox"/> Her family shouted, "Happy Birthday!" | <input type="checkbox"/> Ellie opened the basement door. |

2 **PLAN** You are going to write a micro-story. Complete the details in the graphic organizer below.

1 Begin with some action or a problem.

2 Include some details about the main character and setting.

3 Introduce more characters (but not too many!).

4 Move the plot forward with an unexpected twist.

5 Show the "Ah-ha!" moment for the main character (the resolution of the story).

BOOM

BANG

AH-HA!

3 **WRITE** Write your micro-story in no more than 100 words.

4 **EDIT** Read your work and mark ✓.

Did you:

- | | |
|--|---|
| <input type="checkbox"/> include the five parts in your notes? | <input type="checkbox"/> use colons and semicolons? |
| <input type="checkbox"/> write 100 words or fewer? | |

1 **Key Words 4** Choose the correct form of the verbs to complete the sentences.

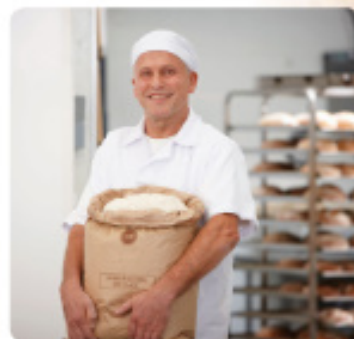
convince deceive defeat escape lock outwit

- a No one has ever _____ my grandfather in a chess game.
- b I remembered to _____ the door when I left home.
- c He completely _____ me with his moves on the chess board.
- d Marcos wanted to _____ his parents to let him have a party.
- e That online seller often _____ buyers with false claims.
- f In this game, I have to help the hero _____ from the forest.



2 **Key Words 4** What is the word? You have the first letter.

- a an animal like a wild dog: w _____
- b a large bag: s _____
- c clever at planning things to get what you want: c _____
- d a feeling of unhappiness and disappointment: d _____
- e the ability that allows people or animals do things without thinking: i _____
- f kind, generous, and likable: s _____



3 **Read about the types of literature these students like reading. What genre are they?**

fable poetry fairy tale mystery science fiction



Cristina

I really enjoy writing that has rhythm and rhyme. I like to read it aloud because you can hear the rhythm of the words. I'm reading some now that is set in Portugal.



Edwin

I guess I'm really interested in the future. I like imagining our world in the future, and these stories give me lots of ideas. My favorite story is about a boy who lives on a different planet.



Arthur

I enjoy reading stories where you have to work something out, find out who committed the crime or who really knew the truth. My next book is called *The Yellow Rose*. I can't wait to read it.

a _____

b _____

c _____

Reading Strategy: Literary Genres

Knowing the genre, or the type of literature, of a piece of writing can help you to follow what is happening and also to predict what might happen next.

1 Read the story. Have you ever heard or read another version of this story?

Once upon a time, there were three billy goat brothers named Little, Middle, and Oldest. They lived on a dirty old rock and had very little to eat: dry grass, cans, wet socks. One day they heard a new pizza place had opened in town. The pizzas were covered in a chili sauce and extra cheese.

"Let's get pizza!" said Oldest. His brothers enthusiastically agreed.

To get there, they had to cross a bridge, and under the bridge lived a troll named Michael the Troll. Every time the billy goats encountered him, he threatened to eat them. Michael was scary, but he wasn't very cunning, so the brothers decided to risk it.

Little crossed the bridge first. Michael the Troll had already jumped up onto the bridge by the time Little tried to pass.

"Where are you going?" Michael demanded.

"To eat pizza," whispered Little quietly.

"Why don't you stay here and I'll eat YOU instead?" laughed the troll.

"No, thank you," said Little, who was very sweet. "But my brother is coming along behind me. He is much bigger. You should eat him!"

The troll thought about this.

"Perhaps you are right," he finally said, and off Little went.

When Middle came along, Michael the Troll stopped him and yelled, "Where are you going?"

"To eat pizza with my brother," said Middle.

"I see," said Michael the Troll. "Well, why don't I just eat you instead?"

"You could," shrugged Middle. "But my big brother is coming along behind me, and he's the biggest and has the most meat on his bones." He added convincingly, "My brother is covered with meat!"

The troll thought about this. "Perhaps you are right," he said.

So Michael agreed to let Middle pass.

Oldest was next.

"You there!" boomed Michael the Troll. "Stop, so I can eat you for lunch!"

"But, Michael," said Oldest, sounding confused and dismayed. "Why would you want to eat me? I'm a tough and chewy old billy goat."

Michael the Troll considered this.

"Listen," said Oldest. "I'm going to get pizza. Wait here, and I'll bring you back a slice or two."

Michael thought about this, and then he kicked the bridge with his toe. "All right," he said.

So the three billy goats ate to their hearts' content. Oldest kept his word and brought Michael the Troll two slices, and Michael was so happy with the pizza that he promised never to try to eat billy goats again.



2 What is the literary genre of the story?

3 Answer the questions.

- a Why did the billy goats decide to cross the bridge even though they knew Michael the Troll would see them?
- b How did Little and Middle convince Michael not to eat them?
- c Why was Michael the Troll convinced Oldest was the best billy goat to eat?
- d What reason does Oldest give for being confused when Michael said he was going to eat him?
- e Do you think Oldest is cunning? Why or why not?

4 What does the story teach us?

- ☐ how to help people ☐ how to be nice to people ☐ how to deal with problems

5 What is the best title for this story?

- ☐ Michael the Troll's Instincts ☐ A Modern Fairy Tale ☐ A Cunning Troll

Past Perfect Simple

We use the past perfect simple to talk about an action that happened before a specific time in the past. We use *had* + past participle.

One day they heard a new pizza place **had opened** in town.

The Troll **had** already **jumped** up onto the bridge by the time Little tried to pass.

1 Complete the sentences with the past perfect simple of the verb in parentheses.

- a We were late for school because we _____ (miss) the bus.
- b The villain _____ (steal) the painting before the alarm went off.
- c When we got to the theater, the movie _____ (start).
- d Bianca opened the door soon after her cousin _____ (ring) the doorbell.

2 Read the situations. Write sentences about what had happened before, using the words in parentheses.

- a You arrived at the party, but Ben wasn't there. (He / go home / half an hour ago)
- b You went to a store in town, but its door was locked. (It / close down / last week)
- c You invited your friend to go out, but she couldn't go. (She / make other plans)
- d You went to your grandparents' house, but they weren't there. (They / leave / already)

3 Use the pictures to complete the sentences.



- a By the time the girl arrived, the boy _____ for school.



- b When the family _____ their lunch, they sat in the yard.



- c After he _____ up the ladder, the boy dove into the pool.

4 Complete the dialogue with the past perfect simple form of the verbs.

- A Did you have a good weekend?
 B It was amazing. Before I got home on Friday, my dad _____ (call) from New York City.
 A Oh, how come?
 B He _____ (go) there for work on Monday, but he said he had to stay there for the weekend.
 A So what _____ (happen) that stopped him from coming back?
 B Nothing, it turns out. Before he left, he _____ (buy) tickets for us to visit him.
 A Oh, wow! So he _____ (plan) it a while ago.
 B I think so, because it was Mom's birthday. She _____ (not / visit) New York before, so he thought it would be a great present.



5 Choose the correct options.

Last week, I ^ahad / had had an awful day. First, I ^bwoke / had woken up late, and by the time I ^cgot / had gotten to the bus stop, I ^dhad missed / missed the bus. My friend's mom ^edrove / had driven past and she offered me a ride. When I got to school, the class ^fstarted / had started without me. Fortunately, the teacher was understanding because I ^gfinished / had finished all the homework.

My Life

Complete the sentences with past perfect verbs so that they are true for you.

- a When I got home yesterday, _____ . (What had happened?)
- b When my parents got home, I _____ . (What had you done?)
- c When _____ , _____ .

Values: Be Creative

- 1 What does *being creative* mean? Read these ideas from young people. Who do you agree with most? Why?

☐ **Phoebe:** I think being creative is when people paint, draw, or write music. To be creative you have to make something beautiful.

☐ **Meghan:** I think that being creative means thinking of something that no one has thought of before. Being creative is the same as being original.

☐ **Sami:** Everyone can be creative. You are being creative when you use your imagination.

☐ **Zack:** In my opinion, being creative is using your ideas to solve problems.



- 2 Read this problem. What solutions can you think of?



A man has to take a goat, a wolf, and a cabbage across the river. In his boat, there is only enough room for the man to take the cabbage or one of the animals when he makes the trip across the river. If he leaves the goat and the wolf on the shore, the wolf will eat the goat. If he leaves the goat and the cabbage, the goat will eat the cabbage. He must transport himself, all the animals, and the cabbage across the river. How can he do it safely?

- 3 Some people find it difficult to be creative. Which of the following ideas do you think can help them? Mark ✓, and add an idea of your own.

- ☐ Start drawing or painting.
- ☐ Read lots of stories.
- ☐ Spend time playing video games.
- ☐ Start learning a musical instrument.
- ☐ Your own idea: _____

How Did I Do?

Check Your Oracy: Asking Probing Questions

1 I asked some probing questions.	Yes / No
2 I responded to my partner's probing questions.	All of them / Most of them / Some of them
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

- a Which literary genre did you choose for your piece of fiction? _____
- b How many characters were in your piece of fiction? _____
- c What was the setting for your piece of fiction? _____
- d Color the stars to give yourself a score.*

I planned my piece of fiction.	☆☆☆☆☆
I presented my detailed plan to the group.	☆☆☆☆☆
I reflected on my classmates' feedback.	☆☆☆☆☆

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

- e What could you do better next time? _____

How can we write our own piece of fiction?

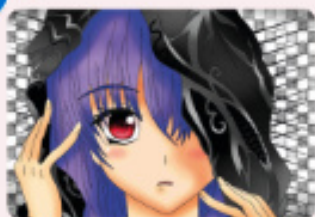
The Big Question and

Me

Because of the things I have learned in this unit, I will _____

Unit Review

1 Write the word.



The boy is reading a _____.



Superman is the _____ in a comic book series.



Stories with animals that teach us how to behave are called _____.

2 Match the words to the definitions.

- | | |
|---------------|---|
| 1 literature | a the qualities that make someone the type of person they are |
| 2 personality | b something that is slightly different from other forms of the same thing |
| 3 childhood | c a story with an unusual setting, magic, or imaginary animals |
| 4 fantasy | d stories and poems |
| 5 motivation | e the early period of a person's life |
| 6 version | f a reason or need for doing something |

3 Complete the sentences with the correct words.

broaden the mind deceive defeat outwit relate to tumble

- Learning new things from reading literature will help to _____.
- I enjoy books in which I can _____ the main character.
- Through careful thinking, the detective was able to _____ and capture the criminal.
- It's not true. That person is trying to _____ you. Be careful!
- In the end, the good guys managed to _____ the bad guys in the final battle.
- Jack tripped and started to _____ down the hill.



4 Read the sentences and use *could have*, *should have*, or *shouldn't have* with the verbs in parentheses.

Adam I don't know where Martha is. She was supposed to be here an hour ago.

William She ^a _____ (get) lost.

Adam That's true, or she ^b _____ (forget) about our meeting.

William We ^c _____ (send) her a message while we still had a signal on our cell phones.

Adam We ^d _____ (check) to make sure she knew where to go.

William And we ^e _____ (choose) a place to meet with no signal!

Adam Oh, look, here she comes!

5 Read and write the verbs in parentheses in the past perfect simple.

The day before, Peter and Sarah ^a _____ (disagree) about what they had to do for homework. Sarah ^b _____ (explain) that the homework was to write a micro-story, but Peter ^c _____ (insist) that it was to write a mystery. Peter ^d _____ (leave) Sarah's house feeling very annoyed with her. But, after looking at the homework again, he realized that Sarah ^e _____ (be) right, as usual. This morning, he sent her a text message saying he was sorry.



6 Add a colon or a semicolon to each sentence.

- This is my family my parents, my brother, and my grandparents.
- The movie is set in the past the characters and costumes are from the 18th century.
- Our class has read so many different genres fantasy, myths, fables, and mysteries.
- As I approached the door, I realized one thing opening it would change my life.
- David lives near the beach he goes surfing every day.
- Our hero enjoys two things peanut butter sandwiches and watching TV.

Oracy Performance Task 2: Discussion

- 1 You and your team worked together to protect an egg! In a sentence, write how well you protected your egg.

How successful was your idea?

- ☐ Very successful! The egg only broke when we dropped it from a great height.
☐ Fairly successful. The egg broke when we dropped it from a medium height.
☐ Not that successful. The egg broke when we dropped it from a low height.

- 2 What is the second speaker doing in each of these dialogues?

1	I think we should wrap the egg in newspaper.	I agree because we have to protect it.	<p>a She's responding to the opinion of others.</p> <p>b She's not participating actively.</p>
2	I think we should wrap the egg in bubble wrap.	That sounds like a great idea.	<p>a She's participating actively in a discussion.</p> <p>b She's giving reasons for her opinion.</p>
3	I think we should wrap the egg in Scotch tape.	Why do you say that?	<p>a She's asking a probing question.</p> <p>b She's breaking a ground rule.</p>

- 3 What did you say when your team discussed how to protect the egg?

When you gave your opinion:	
When you wanted to show you were listening actively:	
When you were asked a probing question:	



Wrap-up

What can you remember about Unit 6? Do the quiz.

- 1 Complete this question from the first page of the unit.
 What are your _____ kinds of stories?
- 2 What was the title of the nonfiction text on pages 119–20?
 a So You've Written a Story?
 b So You Want to Write a Story?
 c So You Think You Have a Story?
- 3 Jack and Jill are two characters in what kind of story?
 a _____ rhyme
- 4 Why kind of questions did you ask in Oracy Time?
 _____ questions
- 5 Insert a colon or semicolon in the sentence.
 Sarah likes writing all genres of literature _____ mysteries, short stories, and poems.

- 6 What is the animal in this story?



- 7 Which word means brother or sister?

- 8 Complete the sentence.
 The teacher told me to read the story. I didn't read it and failed the test on it.
 I _____ read the story!

- 9 What's this?



- 10 Complete the sentence using the correct form of leave.
 I was too late. By the time I reached the bus stop, the bus _____.

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

- ? What makes a good story? Write three things.



Why do we need medicine?

1 Watch the video and write the information in the graphic organizer.

a virus that gets into our bodies a healthy diet anti-malarial medicines
a parasite found in the blood of some mosquitoes taking insulin every day
medicines for the symptoms vaccines to prevent getting the virus
not enough insulin produced by the body

Problem	Caused By	Medical Solution
malaria		
polio		
diabetes		

2 Do you know about another medical condition? Fill in the details about it in the chart.

3 Key Words 1 Fill in the vowels to complete the words.

- a an animal, plant, or other organism that lives on or in another animal or plant and feeds from it: p _ r _ s _ t _
- b a disease you can get from the bite of a particular kind of mosquito: m _ l _ r _
- c an extremely small agent that causes disease: v _ r _ s _
- d a disease that can affect the nervous system: p _ l _
- e a feeling or change in your body that shows you have a disease: s _ m p t _ m
- f to make someone with a disease healthy again: c _ r _
- g a disease in which the body cannot control sugar levels in the blood: d _ b _ t _ s
- h a chemical in the body that controls the amount of sugar in the blood: _ n s _ l _ n
- i to give medicine to or do other things to make a sick person healthy: t r _ _ t



Ready to Read: Nonfiction



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



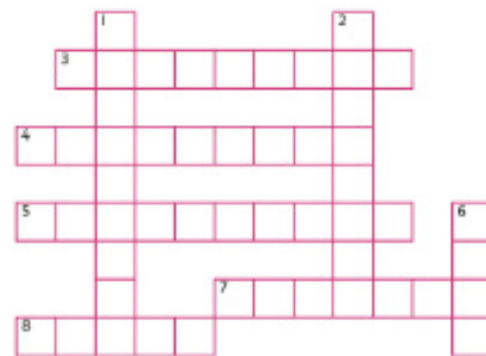
2 Key Words 2 Complete the crossword.

Across

- 3 to stop something from happening in the way it should
- 4 a serious illness that causes your lungs to become filled with liquid
- 5 a medicine that kills small living things called bacteria
- 7 able to hurt or damage someone or something
- 8 not very bad, serious, or important

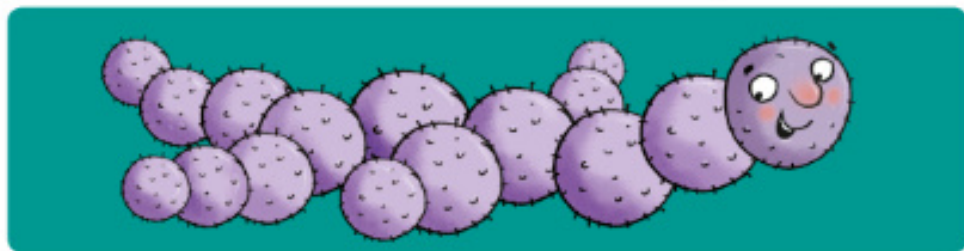
Down

- 1 a disease in a part of your body that is caused by bacteria or viruses
- 2 a living thing, e.g., an animal or plant
- 6 a small living thing that grows on old food or on things that are warm and wet



Reading Strategy: Cause and Effect

When we are reading texts, it can be useful to identify causes and effects. Sometimes a cause can result in a sequence of effects. When this happens, it is called a chain of causes and effects.



1 Read the text. What disease does Jonathan have?

CASE HISTORY:

Jonathan is an 11-year-old boy who hasn't had symptoms in the past. He came to the emergency room with severe pain near a cut on his arm. He had a high fever. His mother said that Jonathan had been playing at a nearby park with friends that morning. He had fallen off a swing and scraped his arm, but it was a minor cut. She did not give him any medication. Jonathan seemed fine, but a couple hours later, his mother noticed that Jonathan felt dizzy. She saw blisters and black spots on the skin near his cut. Jonathan vomited and felt very tired. At this point, his mother called an ambulance, and he was taken to the emergency room.

DIAGNOSIS AND TREATMENT:

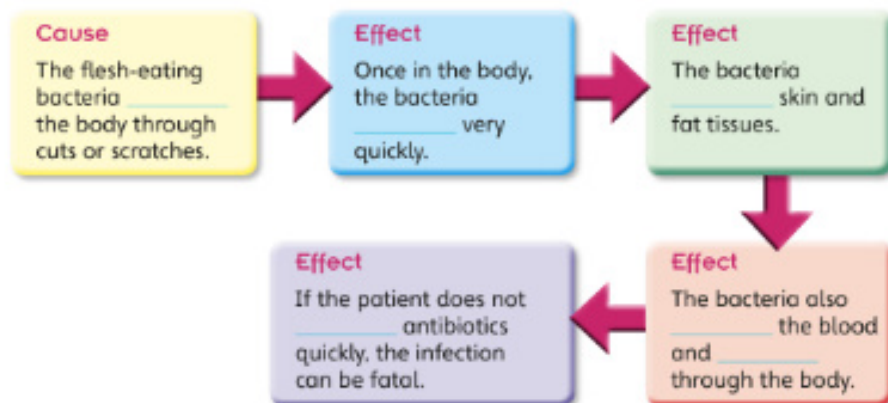
The emergency room doctors worked fast and took a tissue sample, called a biopsy. They looked at the sample under a microscope. They took blood samples, too, but they did not wait for the results from the laboratory before they started treatment. Doctors suspected that Jonathan had been infected with dangerous bacteria called "flesh-eating bacteria." These bacteria enter the body through cuts or scratches. Once in the body, the bacteria grow very quickly. These bacteria kill skin and fat tissues. The bacteria also enter the blood and spread through

the body. If the patient does not receive antibiotics quickly, the infection can be fatal. Doctors do not wait for test results if they think a patient has flesh-eating bacteria. Jonathan received a lot of very powerful antibiotics. Jonathan stayed in the hospital for three weeks, but he was very lucky. He did not suffer any serious problems. He was released from the hospital. Unfortunately, although it is a very rare condition, there is no vaccine to prevent flesh-eating bacteria, but washing your hands often and keeping cuts and scratches clean may help prevent the disease.

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

- a Jonathan hurt himself while he was playing. ☐
- b Jonathan was driven to hospital by his mother. ☐
- c He had been infected by dangerous bacteria. ☐
- d The doctors waited until the results came back from the laboratory before they gave Jonathan treatment. ☐
- e Jonathan was given some very strong antibiotics. ☐

3 Complete the graphic organizer about the chain of causes and effects in a flesh-eating bacteria infection.



4 Hand washing is very important for preventing diseases. Put these instructions in the right order.

- ☐ Turn off the faucet. Apply soap to your hands.
- ☐ Dry your hands with a towel or an air dryer.
- ☐ Rinse your hands thoroughly under clean water. Turn off the faucet.
- ☐ 1 Turn on the faucet and wet your hands with clean water.
- ☐ Rub your hands together. Make sure you clean the backs of your hands and between your fingers.
- ☐ Continue to rub your hands together for at least 20 seconds.



Past Perfect Progressive

We use the past perfect progressive to talk about an event or action in the past that was happening when another past event happened. We use *had been* + the present participle of the verb.

Jonathan **had been playing** in the park that morning when he got a cut on his arm.

1 Match the sentence halves.

- | | |
|---|---|
| 1 I had been sleeping for ten hours | a before he saw a kiwi bird. |
| 2 My uncle had been living in New Zealand for three years | b she had been working on the project for four hours. |
| 3 The boy had been feeling very sick | c before they took him to the hospital. |
| 4 By the time I saw my friend, | d when my mom woke me up. |

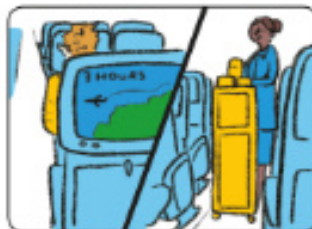
2 Complete the sentences with the verbs in the past perfect progressive.

- a Jonathan _____ (laugh) with his friends when he fell off the swing.
- b The boys _____ (play) basketball for two hours before they realized how thirsty they were.
- c The scientist _____ (research) bacteria for many years before he made his discovery.
- d Mikaela _____ (practice) the piano for six years when she was invited to join the orchestra.

3 What had been happening? Fill in the blanks using the verbs in parentheses.



She _____ (hike) for three days when she saw a snake.



We _____ (fly) for seven hours by the time that they served us a meal.



The boy _____ (swim) for an hour before his friends joined him.

4 Change the verb in the past perfect simple to the past perfect progressive in each sentence.

- a Sarita had run for two hours before she drank any water.
- b The children had gotten ready for bed when their parents got home.
- c By the time Alif landed in New York, he had flown six hours.
- d Markus had looked for his keys for two hours before he found them.
- e Melanie had studied biology all morning when I saw her in the library.

5 Complete the short story using the past perfect progressive.

As soon as the doctor entered the examination room and saw the exhausted girl, she asked what had happened. Emily's mother explained that her daughter ^a _____ (finish) her training when she had suddenly fainted. Only mildly interested, the doctor continued by asking what Emily ^b _____ (do) before she fainted. Emily's mother replied that she ^c _____ (run) for an hour, like she did every day. Now the doctor became more interested and asked if Emily was preparing for some kind of race. Emily's mother explained that Emily ^d _____ (train) to run a marathon but that she had decided to do a triathlon instead. Then, Emily's mother commented that Emily had also looked a bit pale when she ^e _____ (ride) her bike before her run. The doctor seemed more surprised by this news and asked how long Emily had ridden her bike. Emily's mom guessed about an hour and half because that was Emily's typical bike ride during the week. Then, Emily's mom recalled that Emily had mentioned that she ^f _____ (feel) a little tired even before her early morning swim. That was all the information the doctor needed. She said, "Emily, I know what's wrong. You're over-training! I prescribe a few days of complete rest."



My Life

Think about a minor accident you have had at school recently. What had you been doing before you had the accident? Write two or three sentences.

Spelling Patterns and Word Study

1 Make words with the opposite meaning by matching the prefixes to the words on the right.

- | | |
|-------|------------|
| 1 dis | a like |
| 2 im | b well |
| 3 ir | c possible |
| 4 in | d regular |
| 5 un | e complete |

2 Write words with the opposite meaning using the prefixes *un*, *dis*, *ir*, *im*, and *in*.



a replaceable	_____
b visible	_____
c mobile	_____
d happy	_____
e safe	_____
f appear	_____



Oracy

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

- ☐ how to play your favorite sport
- ☐ how to make your favorite healthy snack
- ☐ your own idea: _____

2 What did you say to introduce your topic clearly?

3 What questions did you use to involve the class in what you were saying?

Improve Your Writing

Before and after

When we are talking about the order of events, we use *before* and *after*. We can use *before* and *after* when talking about the past, the present, or the future.

1 Read the sentences and choose *before* or *after*.

- We had already returned our books to the library **before** / **after** we went to Grandmother's house.
- The family will go to the ice-cream parlor for dessert **before** / **after** they have dinner.
- Dad had forgotten to close all the windows until **before** / **after** he left the room.
- Before** / **After** she became famous, she used to play on our high-school soccer team.
- Before** / **After** we finish our final exams, everyone will be on summer break.
- Remember to brush your teeth **before** / **after** you go to bed.

2 Complete the quiz questions with *before* or *after*. Then, answer the questions.

How good is your medical knowledge?

Do the quiz and find out!



1 You're in a tropical country. It's sunset and the mosquitoes are out. What should you do **before** / **after** you go outside?

- put on sunscreen
- put on insect repellent
- nothing because mosquitoes can't harm you

2 What should you do **before** / **after** you sneeze?

- cover your nose and mouth with your arm
- cover your mouth with your hand
- put your finger under your nose

3 You have been on vacation in a different country. On the airplane on the way back, you feel sick. What should you do **before** / **after** you get home?

- visit the doctor
- call the airport
- write an email to the hotel

4 What can you do to reduce swelling and pain **before** / **after** you twist your ankle?

- put a warm cloth on your ankle
- drink a can of soda
- put a bag of frozen peas or ice on your ankle

5 Your friend hurts their knee while you're playing basketball together. What do you do as a first step, even **before** / **after** putting ice on their knee?

- tell them to continue playing
- help them to sit down and elevate their knee
- upload a photo of the injury to social media

Correct answers to quiz: 1 b 2 a 3 a 4 c 5 b

- 1 **READ** Read the informational report on page 147 of the Student's Book. Answer the questions.

- What health problems can be discovered with an X-ray?
- When were X-rays discovered?
- When were X-ray machines invented?
- How have X-rays changed medicine?
- Why can X-rays be dangerous?

- 2 **PLAN** You are going to write an informational report about brushing and flossing teeth. Make notes in the graphic organizer.

- 3 **WRITE** Write your informational report.

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

Did you:

- | | |
|---|---|
| include an introduction to the topic? <input type="checkbox"/> | write in the third person? <input type="checkbox"/> |
| organize the information into paragraphs with subtitles? <input type="checkbox"/> | use <i>before</i> and <i>after</i> ? <input type="checkbox"/> |

- 1 **Key Words 4** Complete the sentences with the words in the box.

cough fatal influenza outbreak spread injection

- The man began to _____ and was unable to stop, so he left the theater.
- The nurse told me to roll up my sleeve, and then she gave me an _____.
- Vaccinations can stop the _____ of deadly diseases.
- There was a sudden _____ of malaria in the region.
- Although sometimes serious, the disease is never _____.
- _____ is caused by a virus that is different from the virus that causes colds.



- 2 **Key Words 4** Complete the dialogue at the doctor's office.

shot respiratory system risk epidemic sneeze tissue

- A Hello, Dr. Fuentes, we're here for our annual flu ^a _____.
- B OK. First, I need to just check your ^b _____—your lungs.
- A Sure.
- B OK, everything looks good. Now, you understand that there's still a small ^c _____ of catching influenza even with the vaccine, right?
- A Yes, but this vaccine will protect against the most common flu viruses, won't it?
- B Yes, but sometimes a new strain of the virus can cause an ^d _____ like it did last year!
- A Uh-oh, I think I'm going to ^e _____; could you pass me a ^f _____, please?
- B Sure! Here you are!



Reading Strategy: Synthesizing (Fiction)

Synthesizing means combining what we already know with information that we learn in a text. In that way, we can form new ideas, and we might even change our ideas about a topic.

1 Answer the questions.

a What is this? If you don't know, make a guess.

b Why do people use it? If you don't know, make a guess.

c Why is it important to have with you? If you don't know, make a guess.



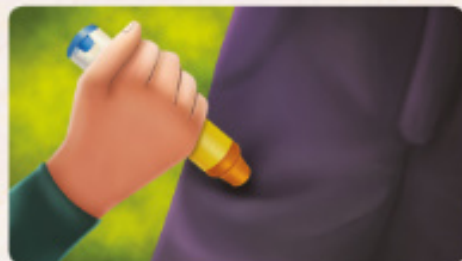
2 Read the story and check your answers.

Sylvia's Secret

In preparation for their big hike, Sylvia and Aria had been watching first-aid videos. Their "Adventure Kit" had been packed already—including with Band-Aids, tissues, and an injection pen. Sylvia wanted the two of them to watch a video about how to use the pen.

"This is an injector pen filled with epinephrine," said the man in the video. "To use it, hold it in a fist grip, remove the cap, and then press the orange part of the pen into the big muscle in the thigh."

Aria covered her eyes with her hands.



"Yikes!" she said. "I do *not* like shots!"

"Aria," said Sylvia. "Watch! Please. This is important!"

Sylvia hadn't told her friend that she had allergies so severe they could be fatal, but she wanted Aria to know how to give her the injection just in case.

The man in the video went on. "Hold the pen there for 10 seconds. Remember, blue to the sky, orange to the thigh," he said, referring to the side of the pen that went into the leg.

"Wow," Aria said. "I don't know if I could do that!"



3 Put the events from the story in order.

- ☐ Aria and Sylvia went on a hike.
- ☐ Sylvia heard Aria cry out.
- ☐ Aria walked on ahead, up to a tree stump.
- ☐ Sylvia pressed the injector pen into Aria's leg.
- ☐ The girls watched a video about how to use an injector pen.

4 How is what happened in the story surprising?

5 Do you think that Sylvia should have told Aria about her allergies before the hike? Why didn't she tell her?

6 Look at the questions in Activity 1 on page 132. How would you answer them now?

- a _____
- b _____
- c _____



After breakfast, the two friends set off into the forest. They had been taken there many times by their parents, but this was their first solo hike. Aria wanted to go to the top of the hill where you could see the entire valley.

They had been trekking for about an hour when Sylvia stopped.

"Just want to make sure we have everything," she said. She began going through her backpack, checking everything.

"I'm just going to go a little way ahead!" Aria said full of energy. "Catch up when you're done!" She walked up the hill toward the biggest tree stump she'd ever seen.

"Sylvia! This is awesome!" Aria yelled.

Aria wanted to jump on top of it, but then something buzzed toward her. Suddenly, she felt a sharp pain in her neck. Hearing her friend yell

out, Sylvia raced up the hill and saw Aria on the ground. Aria couldn't breathe, and she had red spots all over her face. Sylvia had never expected to have to give the injection to someone else.

Remembering what the man in the video had said, she pressed the pen firmly into Aria's thigh.

"Thank you," said Aria, sitting up. "A bee stung me. I didn't realize I had an allergy to bee stings. I think you saved my life by giving me that shot."

"You may have to do that for me one day," said Sylvia. "I actually have pretty bad allergies, too."

Aria was breathing more easily now.

"Sure, anytime," she said.



Past Perfect Passive

We use the passive voice when the action is more important than the person who performed it or when we don't know who performed it. The past perfect passive is formed by using *had been* + past participle.

Their "Adventure Kit" **had been packed** already.

- 1 Complete the sentences by putting the verbs in parentheses in the past perfect passive.



- a The vaccines _____ (give).
- b The tables _____ (clean).
- c The windows _____ (open).
- d The problem _____ (solve).
- e The laboratory _____ (close).

- 2 Change the sentences from past perfect active to past perfect passive.

- a She had decorated the room with flowers.
The room had been decorated with flowers.
- b Someone had cleaned the tables.

- c They had lost their front door key.

- d They had not noticed me.

- e He had organized the books in alphabetical order.

- 3 Put the verbs in parentheses in the past perfect passive or past perfect active.

- a The blood test results _____ (send) in time for our appointment.
- b By the time we arrived, Ana _____ (put up) most of the decorations for the party.
- c Mom was happy when she saw that Sam and Susannah _____ (wash) the car.
- d We got to the party late, and all the food _____ (eat).
- e The zookeeper made sure she _____ (feed) all the animals before she went home.
- f We moved into a new house, and everything looked great except that the windows _____ (not/clean).



- 4 Complete the text with the past perfect active or passive of the verbs in parentheses.



Last week, an international group of young doctors arrived in New Zealand for a couple of months of training in our hospital. They ^a _____ (tell) that working in a different country would be a very valuable experience for them. One of the young doctors ^b _____ (invite) to train at a hospital in Canada, but she ^c _____ (choose) to come to New Zealand instead. Before they arrived, all their questions about the work ^d _____ (answer). Travel plans ^e _____ (make) so that they all ^f _____ (arrive) at the same time. As soon as they landed, they ^g _____ (take) to the hospital to meet our doctors and nurses. We would like to say "Welcome," or "Haere mai," to our new international friends!

My Life

What three things had already been done when you got home yesterday?

1 Read the situation below. How do you feel? Mark ✓.

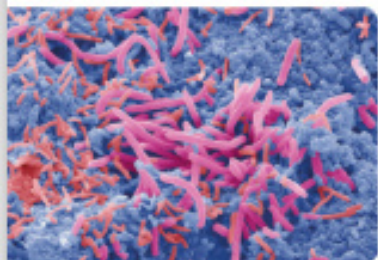
Raquel has diabetes, so she has to take insulin. In the past, she used to have to give herself insulin injections three to four times per day. Sometimes, she found it difficult to give herself the right amount of insulin. Now, her doctor has just surgically implanted a tube into her body so that she can use an insulin pump. It automatically releases the insulin into her blood, which means she doesn't have to give herself injections.

- ☐ Wow! That sounds really interesting. Where can I find out more?
- ☐ I wonder if there are pumps for other medical conditions.
- ☐ That's useful, but it doesn't affect me because I don't have diabetes.
- ☐ That's uninteresting to me.

2 Curious people ask questions. It's always good to ask questions; it's how you find out more information. Raquel's friend Zac wants to know about the pump. Write three questions he might ask her.

- a How do you know _____
- b _____
- c _____

3 Read the paragraph below. Then, write three questions that you could ask to find out more information.



Did you know that there are more bacterial cells in your body than there are human cells? The estimates range from 1.3 to 10 times as many bacterial cells as human cells in each of us! Most of these bacteria live in the human digestive system, but some bacteria are found in all parts of the body. Scientists are discovering that the mixture of the different types of bacteria and other microorganisms (what scientists call our microbiome) might contribute to the diseases we get. So, in the future, doctors might treat human diseases by adjusting the mixture of bacteria found in our bodies!

4 Why is it important to be curious about new ideas?



Check Your Oracy: Engaging an Audience

1 We introduced our topic clearly.	Yes / No
2 We asked questions to involve the class in what we were saying.	Yes / No
3 We used the phrases on the cue cards.	All / Some / None

The Big Challenge

- a Which medical treatment, device, or discovery did you find most interesting? _____
- b What medical problems will your invention treat? _____
- c How will it treat them? _____
- d Color the stars to give yourself a score.*

I researched my ideas.	☆☆☆☆☆
I wrote clearly about my invention.	☆☆☆☆☆
I presented my invention to the class.	☆☆☆☆☆
I reflected on my classmates' feedback	☆☆☆☆☆

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

- e What could you do better next time? _____



Because of the things I have learned in this unit, I will _____

Unit Review

1 Which disease or symptom is it? Choose.

cough diabetes influenza malaria pneumonia polio sneeze

- a This is also known as the flu. _____
- b This tropical disease is caused by a tiny parasite. _____
- c This is when air suddenly comes out of your nose and mouth. _____
- d This is a serious illness affecting your lungs. _____
- e This disease affects the nervous system. _____
- f This is when air is forced out of your lungs through your throat with a short, loud sound. _____
- g With this disease, your body can't control the level of blood sugar. _____

2 Complete the paragraph with the correct words.

cure harmful infection laboratory outbreak symptoms vaccine virus

There is a ^a _____ named Zika that can be transferred to humans from mosquitoes. Have you heard of it? From time to time, the news will report an ^b _____, usually in a tropical region. The virus is the most ^c _____ to unborn children whose mothers are infected. Most people, however, do not even know they have an infection. Children and adults often do not have any ^d _____ of the disease. A correct diagnosis can only be confirmed by tests done in a ^e _____. Unfortunately, there is no ^f _____ to protect against ^g _____ by this virus, nor it is possible to ^h _____ the disease. The best advice is to avoid being bitten by the Aedes mosquitoes that carry it!

3 Unscramble the words and write them in the correct sentences.

euqr suiets prcrsmeooi inegsl-lecdle iantliactrabe uirzlovneoiet

- a Don't overuse _____ soap.
- b Can you pass me a _____? I have to sneeze.
- c Look at these microorganisms under the _____!
- d Did Dr. Fleming realize that his discovery of penicillin would _____ medicine?
- e Yeast is a type of fungus and is a _____ organism.
- f Will there ever be a _____ for cancer?



4 Complete the sentences with the correct form of the verbs in parentheses. Use the past perfect progressive or past perfect passive.

- a The children were tired because they _____ (play) all day.
- b The amusement park _____ (close) by the city for repairs.
- c Leo _____ (wait) for Dan for three hours.
- d The window _____ (break) and was letting in rain.
- e Julia _____ (paint) the house all day before she took a break.
- f The fire in the house _____ (put out) by the firefighters.

5 Use the past perfect progressive or past perfect passive of the verbs in parentheses to complete the paragraph.



During the 19th century, a young scientist, William Perkin, ^a _____ (try) to discover a cure for the fatal disease malaria. He had been working in his father's house, where a very basic laboratory ^b _____ (build). Perkin ^c _____ (experiment) with an organic compound called aniline. Many other people ^d _____ (investigate) plants that could cure malaria. But the plants were all in South America, so Perkin hoped to produce an artificial cure. One day, he realized that a substance with a very strong purple color somehow ^e _____ (create) during his experiments. When he dipped a piece of cloth in the substance, it permanently dyed the cloth a purple color. By accident, a synthetic dye ^f _____ (produce)!

6 Choose *before* or *after* to complete the sentences.

- a James went to the gym **after** / **before** he'd been at school all day.
- b **After** / **Before** she went to the park, Stefani packed her injector pen.
- c Oscar visited his grandmother **after** / **before** he'd finished his homework.
- d The teacher told us to read the text **after** / **before** we answered the questions.



SPEAKING MISSION

1 **Key Words** Read the definitions and write the body part names.

- a one of the curved bones in your chest _____
- b one of the two places where your arms join your body _____
- c one of the five separate parts at the end of your foot _____
- d one of the joints between your foot and your leg _____
- e one of the parts of your body between your hand and your arm _____
- f one of the two places where your legs join your body _____
- g the joint in the middle of your arm where it bends _____
- h the joint in the middle of your leg where it bends _____

2 Put the dialogue in order.

- ☒ 10 Yes, he does.
- ☐ Of course. What happened?
- ☐ He fell and hurt himself.
- ☒ 1 Hi. Can I help you?
- ☐ OK, he will need an X-ray.
- ☐ How much will that cost?
- ☐ I'll find out for you. Does your grandfather have medical insurance?
- ☐ Where is he hurt?
- ☒ 6 He hurt his wrist. He thinks it might be broken.
- ☐ Yes. Could you help my grandfather?




3 Have you ever had an X-ray? Which part of your body was X-rayed?
My _____

Wrap-up

What can you remember about Unit 7? Do the quiz.

- 1 Which question was on page 138 of the Student's Book?
 - a Do we always need to take medicine when we are sick?
 - b Have you ever taken any medicine?
 - c Do you like taking medicine?
- 2 How can you catch a cold?
 - a You get very hot.
 - b You come into contact with someone who has the virus.
 - c You get bitten by a mosquito.
- 3 What was the world's first antibiotic?

- 4 What kind of animal is Sir Rowan?
_____ an _____

- 5 These injuries are not major; they are _____.
- 6 Your lungs, nose, and mouth are parts of your _____ system.
- 7 Complete the sentence with the past perfect progressive.
The patient _____ (wait) for three hours before the doctor arrived.
- 8 Complete the sentence with the past perfect passive.
The patient _____ (tell) to sit down and wait.
- 9 What was the Oracy skill for this unit?
_____ an Audience
- 10 Write the correct prefix to make words with the opposite meaning.
_____ well
_____ regular
_____ possible

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

? Why do we need medicine? Write three things.



How do we use money?

- 1 **Key Words 1** Complete the questions with the words in the box. Then, watch the video and answer the questions.

Who What When Where Why Which How

Question	Answer
1 _____ can we pay for things?	a with cash, credit or debit cards, or virtual currency.
2 _____ does <i>profit</i> mean?	b
3 _____ can't we just spend money on things we want?	c
4 _____ washes cars to earn extra money?	d
5 _____ does she wash cars?	e
6 _____ does Josie keep her money to earn interest?	f
7 _____ charity is she giving money to this month?	g

- 2 **Key Words 1** Complete the sentences with the correct word pairs.

spending / profit cash / credit card allowance / expenses taxes / salary

- a You can pay with _____ or a _____.
- b My dad's _____ are taken out of his _____.
- c Not _____ all your _____ is good business sense!
- d This month, Josie had to use some of her _____ to pay for her car washing _____.



Ready to Read: Nonfiction



- 1 **Key Words 2** Match the words to the definitions.



- 1 campaign
2 running water
3 dollar
4 toolkit
5 out-of-date
- a unit of money used in the U.S.A., Canada, and other countries
b a set of equipment or materials to complete a job
c water supplied to a building by pipes
d old, not current
e a planned group of activities to achieve a particular aim



- 2 **Key Words 2** Add the missing vowels to the words.

- a s _ p _ r _ t
b _ m p r _ v _
c _ n c r _ _ s _
d f _ n d
e b r _ _ d _ _ n g p r _ g r _ m



- 3 **Key Words 2** Complete the sentences with the correct words.

- a This information isn't correct any more; it's _____.
- b Do you have a hammer in your _____?
- c The charity is working to _____ children's health.
- d If we invest some more money in our business, the profits will _____.

Reading Strategy: Quoting from a Text

Sometimes, when you want to answer a question about a text, you'll find the answer directly in the text and you can repeat the exact words that are in the text. This is called quoting, and you put quotation marks around the words you quote. Other times, the answer is not there in the text for you to quote; you have to make an inference based on the text.

1 Look at the headline. What do you think the article is going to be about? Mark ✓.

- ☐ a girl who doesn't want to pay for presents
☐ a girl who doesn't want to give any presents
☐ a girl who wants to support charities

A Different Kind of Present

Ashley Wilkinson, age 12, has a new idea for presents—she doesn't want any! Ashley told *The Weekly News*, "I'm lucky because I have pretty much everything I want. My parents give me a generous weekly allowance. However, I know that there are many children who are not as fortunate as I am, so I thought that, this year, if I have some money to give, I will support some charities. That's when I decided to only ask for money for my birthday."

Ashley set up a funding page where her family and friends who wanted to give her a present could donate some money instead. Ashley has chosen three charities and each one will benefit from this initiative.

The first is a charity called Read Now! It helps children in developing countries. Ashley found out about this charity after her school sent them some

textbooks. Ashley felt that the textbooks were out-of-date, so she and her friends raised \$1,000 to buy new, up-to-date textbooks.

The second is an organization that helps animals in Africa. It's called Animal Rescue, and Ashley has seen firsthand how the volunteers were improving the lives of animals that are suffering because their natural habitats are being destroyed. Ashley's parents adopted a baby elephant, but the family wanted to do more. The Wilkinson Animal hospital opened a couple of months ago and has all the latest veterinary equipment.

The last charity is in her hometown. Mealtime provides meals to the elderly, many of whom live on their own. Ashley's grandmother benefits from this service. Many of her family members have already donated to this charity. "I think it's because my grandma's photo



is on charity's website," laughs the young girl.

Ashley is like many others who are asking for people to give donations to charities instead of traditional birthday presents. "Like other people, I want to make a difference. If I have something to give, then I'll give it gladly," said Ashley.

2 Read and answer the questions. Quote the answers that are directly in the text and infer the others.

	Answer	Found Directly or Inferred?
How did Ashley learn about Read Now?		
How did she learn about Animal Rescue?		
What did her family give to Animal Rescue?		
How is Ashley similar to other people?		

3 Imagine you wanted to help Ashley. Which of the three charities would you donate to and why?

I would donate to _____ because _____.

5 Read the paragraph and quote from it to complete the sentences below.

Did you know that chewing gum used to be made from a plant product named *chicle*, which was collected from trees in Mexico? Most gum today is made with an artificial gum base, but the owners of RealGum are trying to bring back chicle-based gum and help traditional communities in Mexico at the same time. The owners of the business work with Mayan groups in the Yucatan Peninsula who collect the chicle sap from trees. The Mayan chicle collectors are paid fair prices for the chicle, and RealGum donates some of its profits to their communities so they can set up schools and improve their villages. RealGum and the Mayan groups both win. And we get to enjoy real chewing gum!



- a RealGum is different from most gum made today, which "is _____."
- b RealGum is "trying _____."
- c Some of RealGum's profits are donated to Mayan communities "so _____."

First and Second Conditionals

We use the first conditional to talk about real possibilities in the future.

If I **finish** my homework before 7 p.m., I **will call** you.

If I **have** something to give, then I'll **give** it gladly.

We generally use *if* + present simple in one clause and the future simple in the other clause.

We use the second conditional to talk about things that are unlikely to happen in the present or future.

If I **had** some money to give, then I **would support** some charities.

If I **won** a scholarship, I **wouldn't worry** about paying for college.

We use *if* + past simple in one clause and *would* + the infinitive without *to* in the other.

1 Put the verbs in parentheses in the correct tense to make first conditional sentences.

- If you _____ (save) up, you _____ (have) enough to buy that smartphone.
- If my brother _____ (pass) all his exams, he _____ (not/need) to take any more classes.
- If I _____ (see) your mom, I _____ (tell) her you need a ride home.
- If it _____ (rain) this weekend, we _____ (not/go) camping in the mountains.

2 Put the words in order to make second conditional sentences.

- If / to my favorite charity / I earned / some of it / a lot of money / I would give _____
- If / I would ride / a bicycle / with my friends / I had / to school _____
- If / you / would speak / lived / you / French / in France _____
- If she / she would stay / in bed all day / to school today / didn't have to go _____



3 Look at the pictures. What are the people thinking? Use the words in the box to write sentences in the second conditional.

go to Australia have enough money not finish last
visit the Sydney Opera House run faster buy the bicycle



a



b



c



4 Choose the correct option to complete each sentence.

- If you clean the car,
a I'll give you \$10. b I'd give you \$10.
- If I went to New Zealand,
a I will visit a movie location. b I would visit a movie location.
- If she finishes the book,
a she'll lend it to you. b she'd lend it to you.
- If he didn't like you,
a he won't text you. b he wouldn't text you.
- If you had a pet,
a you will have to take care of it. b you would have to take care of it.
- If you need some help with your homework,
a Margie will help you. b Margie would help you.



My Life

Complete the sentences so that they are true for you.

- If a relative gave me a lot of money, _____.
- If I didn't have to, _____.
- If it rains this weekend, _____.

Spelling Patterns and Word Study

1 Match the words to the suffixes.

- | | |
|-------------|---------|
| 1 tear | a -less |
| 2 sleep | b -ful |
| 3 education | c -ive |
| 4 act | d -ly |
| 5 cost | e -al |

2 Complete the sentences by adding the correct suffixes.

- a The act _____ boy ran the race quick _____.
- b The play _____ child watched the music _____ count _____ times.
- c The expens _____ store sold beauti _____ natur _____ products.



Oracy

1 Which topic did you discuss in Oracy Time? Mark ✓.

Oracy Time!

- Do we need money to be happy? ☐
- Could we live without money? ☐
- Should children be given an allowance? ☐



2 Write the contrasting ideas you presented in your talk.

3 Did you include an introduction, clearly expressed main points, and a conclusion in your talk?

Yes / No

4 What could have been clearer or better organized in your talk?

Improve Your Writing

8A

Quantifiers and Subject-Verb Agreement

When you use a quantifier (a word or phrase that indicates an amount), you need to check if it's singular or plural. Then, check that you have the verb in the correct form.

One of the businesses **was** successful. Some of the businesses **were** successful.

1 Is the quantifier S (singular) or P (plural)?

- | | |
|-------------------|----------------------|
| a all of it _____ | e most of it _____ |
| b each _____ | f some of them _____ |
| c one of _____ | g all of them _____ |
| d many _____ | |

2 Choose the correct verb form in each sentence.

- a All of the students wear / wears a school uniform at my school.
- b Many phones last / lasts only a couple of years.
- c One of my brothers live / lives in Boston.
- d Most of the cake was / were eaten by my friends.
- e Each person donate / donates as much as they want to.
- f Some people read / reads lots of books.
- g Most of my friends are / is the same age as I am.



3 Write the verbs in parentheses in the correct present simple form.

- a All of it _____ (be) great!
- b Every ATM _____ (accept) this kind of debit card.
- c Many children _____ (receive) an allowance.
- d One of my friends _____ (ski) in Canada every year.
- e Each game _____ (come) with the instructions.
- f Most people _____ (enjoy) eating chocolate!
- g Some students _____ (do) their homework too quickly.



- 1 **READ** Read the comparison essay on page 169 of the Student's Book. Answer the questions.

- a What did the authors want to find out?

- b Which chores are mentioned?

- c What conclusion is made about a full allowance?

- 2 **PLAN** You are going to write a comparison essay about chores. Write notes in the graphic organizer.

Write and do a survey about chores.

Introduction to survey: _____

Key Similarities:

- _____
- _____
- _____

Key Differences:

- _____
- _____
- _____

Conclusion: _____

- 3 **WRITE** Write your comparison essay.

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

Did you:

- | | | | |
|-----------------------------|--------------------------|--|--------------------------|
| • write an introduction? | <input type="checkbox"/> | • write a conclusion? | <input type="checkbox"/> |
| • include key similarities? | <input type="checkbox"/> | • check subject-verb agreement with quantifiers? | <input type="checkbox"/> |
| • include key differences? | <input type="checkbox"/> | | |

- 1 **Key Words 4** Match the words to the pictures.

fig dates necklace pearl beekeeper easel



- 2 **Key Words 4** Choose the correct word to complete each sentence.

apiary bill cluster outline sterilize watercolor

- a The students always _____ around the bulletin board to read the announcements.
- b There are 45 beehives in the farm's _____.
- c Once you have finished the _____ of the drawing, you can fill it in with color.
- d Mom's making some jam, but first she has to _____ the jars.
- e Grandpa gave me a \$10 _____ for my birthday.
- f I don't like _____ paintings; I prefer oils.

- 1 Read the title of the story. What do you think it will be about? Then, read the story and check.

Comfortable in His Own Shoes



Michael looked up and noticed that once again the Kid was wearing another new pair of sneakers. He had something new practically every day—sneakers, a hoodie, a laptop. Michael looked down at his own faded sneakers and thought about the red and white ones he was saving up for. If his parents hadn't put so much money in the bank for his college tuition, they would have bought him the shoes for his birthday. He knew they were not buying things for themselves, even though they never said anything about it to him. He suspected that his mom had even sold the beautiful pearl necklace Dad had given her when they got married.

As the Kid walked past him, he wondered how he had all those new clothes. It seemed like every day, he was wearing a new outfit. Michael's thoughts stopped abruptly as he realized a group of boys had clustered around him. He felt as though he couldn't breathe.

"What are you looking at?" asked the tallest one.

Michael looked up and felt as though he'd been kicked in the stomach. These boys seemed to pick on a different person every day. He'd overheard someone say that if Mrs. Bridges, the French teacher, hadn't intervened the other day, they would have thrown Bobby Brown's backpack into the river.

"This is our table," the shortest of the bunch said. "You're weird. Find somewhere else to sit."

Michael started to gather up his things as quickly as he could, secretly wondering who was weirder—him with his old sneakers and hand-me-down clothes or these kids who seemed to enjoy creating chaos and confusion.

"Hey," whispered a voice behind the boys. "Stop what you're doing. Go find another place to sit. I'm sitting here with my friend Michael."

Michael looked up and saw the Kid had sat down across from him.

The group of boys moved slowly away from the table and the Kid looked at Michael.

"You have to stop staring; people don't like it, including me."

"I was just looking at your sneakers," said Michael. "I like them. They're cool. But you've worn a new pair every day this week."

"Well, they aren't cool, and they're actually too small. They hurt my feet! And they are the fifth package containing something too small my parents have sent me this week. They've been working overseas for the past year."

The two boys looked at each other for a minute, and then, Michael asked quietly, "Don't they even know your shoe size?" Michael had the strangest feeling. Suddenly, he felt he wasn't as unlucky as he had thought. Mom and Dad were there for him—he could see that now. And he realized that his old sneakers were exactly the right size.

Reading Strategy: Theme

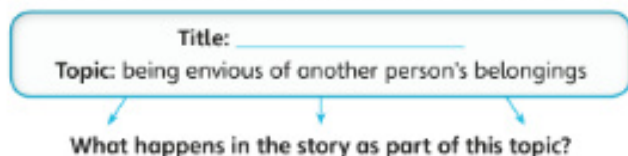
The theme is the central idea of a story. Usually you have to work out the theme from the topic of the story and the actions and thoughts of the characters.

- 2 Read and match the themes to the story extracts.

cowardice friendliness loneliness bullying

- a Cote walked home from school. She hadn't spoken to anyone all day. Being the new girl was harder than she thought.
- b Giorgio read the text he wrote to Jody again. He knew he should have spoken to her, but he was afraid of what she might say. So he just sent the text anyway.
- c We were all standing around waiting for the teacher to arrive. A boy walked over to me and started talking. His name was José, and it was so nice to meet someone else from Spain.
- d Michael looked up and felt as though he'd been kicked in the stomach. These boys seemed to pick on a different person every day.

- 3 Complete the graphic organizer for *Comfortable in His Own Shoes*.



- 4 Mark ✓ the possible themes of *Comfortable in His Own Shoes*.

- ☐ envy ☐ teamwork ☐ gratefulness
- ☐ friendship ☐ kindness ☐ overcoming adversity

Third Conditional

The third conditional lets us talk about a different, imagined past in which something that happened *didn't* happen or something that didn't happen *did* happen and about the result.

If Mrs. Bridges **hadn't intervened** the other day, they **would have thrown** Bobby Brown's backpack into the river.

If his parents **hadn't put** so much money in the bank, they **would have bought** him the shoes.

If Michael **had told** the bullies to leave, they **wouldn't have listened** to him.

1 Put the words in order to make sentences that use the third conditional.

- a the boys had eaten / they wouldn't have felt / all of their lunch / hungry in the afternoon / If _____
- b a half of a kilogram of chocolate / If / hungry in the afternoon / they hadn't felt / they wouldn't have bought _____
- c some money / If / left over / the half of a kilogram of chocolate / they would have had / they hadn't bought _____
- d they had had / If / some money / bus tickets home / they would have bought / left over _____
- e they wouldn't have walked home / If / bus tickets home / they had bought / in the dark _____

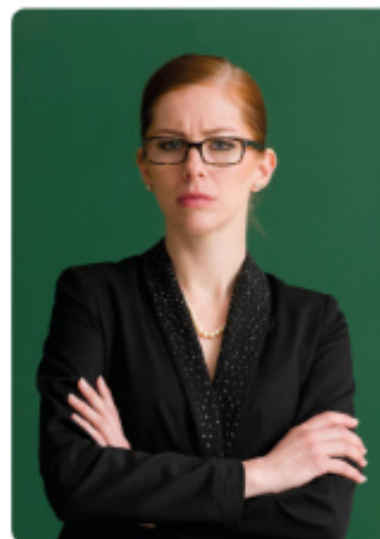


2 Put the verbs in parentheses in the correct form to make third conditional sentences.

- a If I _____ (remember) your birthday, I _____ (buy) you a present.
- b If you _____ (pay) us the money, we _____ (wash) your car.
- c If you _____ (lend) me the money, I _____ (give) it back to you the following week.
- d If the children _____ (not eat) all the ice cream, they _____ (not feel) sick.
- e If she _____ (not look) at the label, she _____ (not notice) the mistake.

3 Choose the correct phrase to complete each sentence.

- 1 If we hadn't been late for class,
a the teacher will be angry.
b the teacher wouldn't have been angry.
c the teacher would be angry.
- 2 If you had done your homework,
a you will know the answer.
b you don't know the answer.
c you would have known the answer.
- 3 If I had saved some money every week,
a I would have been able to buy the baseball bat.
b I was able to buy the baseball bat.
c I will be able to buy the baseball bat.
- 4 If we had bought the tickets earlier,
a we will pay less.
b we are going to pay less.
c we would have paid less.



4 Use the third conditional to combine the sentences describing each situation.

- a Yuri went to bed late. He didn't wake up at 8 a.m.

- b Maddie didn't write down the homework assignment. She didn't do it.

- c Su Yin ran slowly in the race. The coach didn't choose her for the team.

- d Ali didn't put his money in a savings account. He didn't earn any interest.

My Life

Think of a choice you made recently. How might things have been different if you had made a different choice? Write three third conditional sentences.



How wise are you with your money? Take the quiz to find out.

- 1 You want to buy a new pair of sneakers.
a You buy the first pair you see that you like.
b You compare prices in two different stores.
c You look at prices online and in several stores.

- 2 You are shopping online and about to buy a new game. The website offers several additional games for half price.

- a You buy all of the additional games because you are getting them for half price.
b You don't buy any of the games because you just want the first one you looked at.
c You look at the additional games and consider buying the ones that look interesting and that you can afford.

- 3 You get an allowance every week from your parents to buy things you want. You want to buy a new skateboard.

- a You want it now, so you ask your parents to buy it for you.
b You decide to buy roller skates instead because you can afford them now.
c You work out how many weeks it will take you to save up for it.

- 4 Your school wants to have a party to raise money for a local charity. You are in charge of determining an entrance fee.

- a You think of a fee that makes sense and decide that that is the entrance fee.
b You decide not to have an entrance fee—people will donate money if they want to.
c You work out a budget to use in order to figure out an entrance fee.

- 5 You want to buy a new T-shirt for soccer practice. Which is the best buy?



- 6 You want to change your phone plan because you want free music streaming.

- a You ask your mom and dad to change your plan for you.
b You go into the store with your friend and leave with a new 24-month plan.
c You look at what you need for your phone and then talk to your parents.

Turn the page upside down to check your answers. How did you do?

Answers: 1 c It's always a good idea to look at different products and to compare prices. 2 c Sometimes you can get a good deal on something if you buy more than one thing. 3 c You want a skateboard, so you need to save up for it. We think that learning to save and to buy if yourself will help you to value it more. 4 c When you plan an event like this, a budget is really important because you can see what expenses you will have (food, music, etc.), how much you should charge, and then how much money you will make for the charity. 5 c You want a T-shirt for practice, so does it need to be colorful and expensive? After all, a T-shirt is a T-shirt. 6 c Phone plans can be very hard to understand. Do your research and check with your parents. In the store, they might try to sell you more than you need!

Check Your Oracy: Organizing and Structuring a Talk Clearly

1 We began with a clear introduction.	Yes / No
2 We structured our talk clearly.	All of it / Most of it / Some of it
3 We used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

- a What was your idea for a small business?
b What did you include in your business plan?
c Did you forget to include anything in your business plan? If so, what?
d Color the stars to give yourself a score.*

I shared my ideas for the business.	☆☆☆☆☆
I helped create the business plan.	☆☆☆☆☆
I helped to present the business plan to the class.	☆☆☆☆☆
I reflected on my classmates' feedback.	☆☆☆☆☆

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

- e What could you do better next time?

How can we set up our own business?

The Big Question and

Me

Because of the things I have learned in this unit, I will

Unit Review

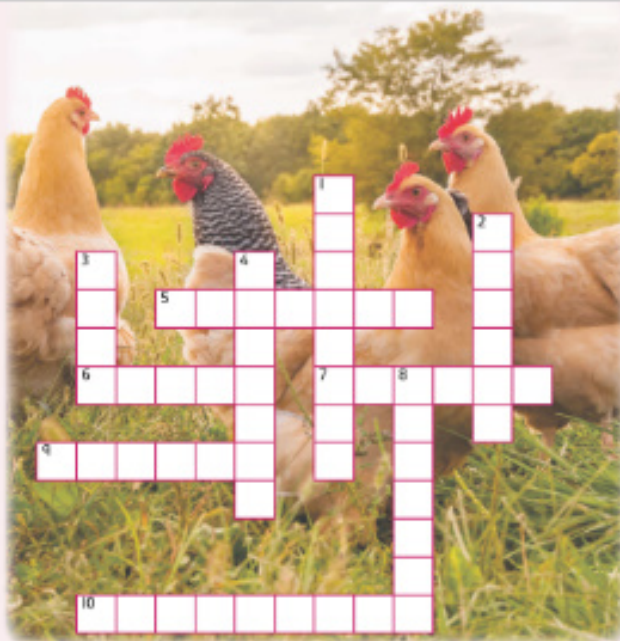
1 Complete the crossword.

Across

- 5 a set of equipment or materials to complete a job
- 6 a wooden frame that holds a painting or drawing that an artist is working on
- 7 a place where people keep bees
- 9 a unit of money used in the U.S.A., Canada, Australia, and other countries
- 10 money that parents give children regularly, usually for doing chores

Down

- 1 a piece of jewelry worn around the neck
- 2 money that a company pays to a worker
- 3 a sweet fruit that grows on a palm tree
- 4 birds that are kept for their meat and eggs
- 8 to make something better



2 Choose the correct word to complete each sentence.

campaign cash cluster figs out-of-date running water

- a Sorry, the credit card machine isn't working. You will have to pay with _____.
- b Can we get some _____ to eat? They're my favorite fruit.
- c These _____ textbooks don't have any of the latest information.
- d In places where there isn't any _____, people have to collect water daily.
- e The fans are going to _____ around their favorite soccer player!
- f There is a _____ to stop our school from serving soda in the cafeteria.

3 Match the words to the definitions.

- | | |
|---------------|--|
| 1 credit card | a money that you pay to the government |
| 2 tax | b a small white ball that is formed in oysters and used in jewelry |
| 3 fund | c a small plastic card that lets you buy things and pay for them later |
| 4 sanitation | d to make something completely clean |
| 5 pearl | e a system that keeps people healthy by removing dirt and waste |
| 6 sterilize | f to give the money that is needed to pay for an event or activity |

4 Write the verbs in parentheses in the correct tense.

- a If my parents give me \$10, I _____ (buy) a new T-shirt.
- b If my parents had enough money, they _____ (purchase) more equipment for their business.
- c If my parents pick me up in time, I _____ (be) at your place by 5 p.m.
- d If I had a different phone plan, I _____ (call) my grandparents in Australia more often.
- e If it's sunny tomorrow, I _____ (go) to the beach.
- f If my friend had a bike, we _____ (go) on bike rides together.



5 Combine the two sentences into one sentence using the third conditional.

- a My mother didn't go to college. She didn't study archaeology.

- b My grandfather didn't visit Egypt. He didn't see the pyramids.

- c I spent all my money. I didn't buy a present for my sister.

- d I didn't read the story. I didn't know the answers for the test.

6 Put the verbs in parentheses into the correct form—singular or plural.



Our school is having a fundraiser, and all of the students ^a _____ (support) the idea. In fact, many students ^b _____ (want) to help Creature Comforters, which helps wild animals that have been injured. One of the students ^c _____ (think) a bake sale is a good idea, but most students ^d _____ (prefer) the idea of a yard sale. Whatever we do, all of the money ^e _____ (go) to the charity.

SPEAKING MISSION

- 1 **Key Words** Rearrange the letters to make words you might use at a department store.

relbctoe _____
 aiegsrrn _____
 tigf rtcteficeia _____
 esnvixep _____
 tcdunsoi _____
 nechag _____
 triepce _____
 tgif pawr _____

- 2 Put the dialogue in order.

- ☐ 8 Yes, please!
☐ Do you have change for a \$50 bill?
☐ It's usually \$9.50, but today it's on sale. It's 20% off!
☐ 1 Hello. May I help you?
☐ Sure. Now, would you like it gift wrapped?
☐ So, with the discount, it will be \$7.60.
☐ Great! I'll take one, please.
☐ Yes, thanks. How much is the bracelet?





- 3 Complete the dialogue with the words in the box.

accept discount gift wrapped much take

Boy Hi. Could you tell me how ^a _____ this necklace is?
Salesclerk It's \$10 today. There's a 50% ^b _____ on that necklace.
Boy Excellent. It's a present for my mother. I'll ^c _____ it, please.
Salesclerk Would you like it ^d _____?
Boy Yes, please. Do you ^e _____ debit cards?
Salesclerk Yes, we do.
Boy Great. Thanks a lot!

Wrap-up

What can you remember about Unit 8? Do the quiz.

- 1 Which question was on page 160 of the Student's Book?
 a Why do we need money?
 b How can we make more money?
 c Why should kids receive money?
- 2 Why did Stacey and Beth organize a bake sale?
 to _____ the Better Lives Foundation
- 3 What is in the toolkit that Shivia gives to poor communities?
 a animals b tools c books
- 4 What did Uncle Bora do for a living?
 He was a _____.
- 5 How can you pay?
 Payment: cash / debit card / 
- 6 What are these?  _____ and Structuring a Clearly
- 7 Which two fruits did you learn about in this unit?
 _____ and _____
- 8 Add a suffix to these words.
 sleep _____ play _____ quick _____
- 9 Complete the sentences by putting the verbs in parentheses in the right form.
 a If I see your mom, I _____ (give) her the message.
 b If I _____ (have) a stronger Wi-Fi signal at home, I _____ (chat) with you online every day.
 c If I _____ (get) better grades last year, I _____ (go) to a computer camp last summer.
- 10 What was the Oracy skill for this unit?
 _____ and Structuring a Clearly

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

? How do we use money? Write three things.

9

How can we increase our brain power?

1 Watch the video. Write the correct part of the brain next to its definition.

left hemisphere cerebrum brain stem right hemisphere cerebellum lobes

- a _____: the brain's largest part, which is divided into two hemispheres
- b _____: the four sections of the cerebral hemispheres
- c _____: controls the right-hand side of our body
- d _____: controls the left-hand side of our body
- e _____: sits under the cerebrum and is important for our movement and balance
- f _____: sits at the base of the brain and controls automatic functions like breathing and sleeping

2 Key Words 1 Choose the correct word to complete each sentence.

process control functions logic automatic

- a We don't have to think about sleeping and breathing because they are _____.
- b Our brain is able to _____ everything we do.
- c Puzzles and _____ problems are good for our brain.
- d Our brains are responsible for many _____ like memory.
- e One part of our brain will _____ information; another will store it in our memory.

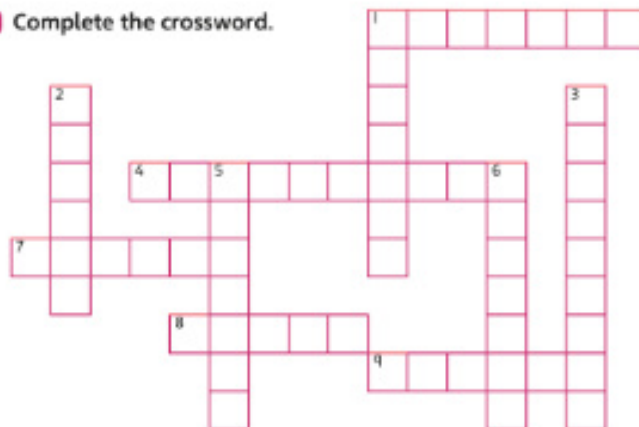


Unit 9A

Ready to Read: Nonfiction



1 Key Words 2 Complete the crossword.



Across

- 1 an intended use, or the reason for which something is done
- 4 to make something stronger
- 7 thin threads inside your body, for example, in your nervous system
- 8 to make something better or bigger
- 9 a kind of cell that sends information between the brain and the body

Down

- 1 able to change
- 2 to make sure that you remember something: _____ it to memory
- 3 lasting for a long time or forever
- 5 to say or do something because of something else that has been said or done
- 6 a system with many different parts that are connected and work together



2 Key Words 2 Complete the text with the correct form of the words in the crossword.

Our brains are ^a _____, which means they can change throughout our lives. Our nervous system has evolved for this ^b _____, and, each time we have a new experience, the cells that make up our nervous system, our ^c _____, undergo a change.

For example, when we hear or see something, a message is sent through the complex ^d _____ of neurons and nerve ^e _____ that make up our nervous system. Your brain will ^f _____ to the message by making new connections between neurons. We can ^g _____ these connections by repeating the experience. This is exactly how someone ^h _____ something to memory.

Some people also claim that eating certain foods ⁱ _____ our brain power and improves our memory. Scientists haven't confirmed this claim, but they have shown that humans need adequate sleep for their brains to function properly. When you sleep, your brain processes the day's experiences and moves some information to ^j _____ memory storage areas. So, if you want to increase your brain power, sleep on it!

Reading Strategy: Synthesizing (Nonfiction)

When we synthesize, we put together information that we already know with information from a text. Sometimes we might come up with new ideas!

- 1 What can you do to remember things better? Write three things in the first column of the chart in Activity 2 on page 165. Then, read the article.



Imagine this situation: you're at a boring party, and you want to call your mom to come and get you. But you left your phone at school. If only you remembered your mom's phone number, you'd be able to call her using your friend's phone. Most of us no longer know our friends' or family's phone numbers. And how do you remember all the PINs and passwords for your favorite websites? Increasingly, we actually don't need to use our brains to remember because our phones or computers remember for us. But maybe we should try to remember more of these things ourselves. Here are some ways to strengthen your memory.

Memory Game

Look at the drawing for 20 seconds, and then, cover it with a piece of paper and write down as many items as you can remember. How did you do? If you remembered all ten items, you did really well because it's very hard for our brains to remember more than about seven items in short-term memory. If you can develop a story that connects all the items, then you will have a better chance of remembering more.

I'm Sorry? What's Your Name Again?

People really don't like it when you can't remember their names. So how can you make sure you don't fail in this important life skill? This is a case where repetition is important. When you are first introduced to someone, try to use their name when you talk to them. Then, add an image in your mind—perhaps you know someone with the same name. Try to connect the name to the image. The more associations you can make, the greater the chance you have of remembering.

Loci Method

Let's pretend you need to remember this shopping list:



Think of a place you know really well, for example, your house. Then, visualize a logical path through the place. In each room, place one item from your shopping list. For example, you get to the front door and you place a loaf of bread on the doorstep. Then, you go into the living room, and you put a carton of milk on the floor, and so on. When you are in the store, you can remember the things you need to buy by mentally going through your house.

So, next time that you have to remember something, try not to use your phone but to use your brain instead!

- 2 Fill in the second column of the chart with three things you learned while reading the article.



Before reading the article, I knew the following:	While reading the article, I learned the following:	This has given me these new ideas:
1 _____	1 _____	1 _____
2 _____	2 _____	2 _____
3 _____	3 _____	3 _____

- 3 What new ideas do you have about how to remember things? Write them in the third column of the chart.
- 4 Write down a list of five things to take on your next vacation, and then use the loci method. Write the place where you will put each item.

Vacation list

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- 5 What are some things that you find easy to remember? What things do you find difficult to remember? Write one way that can you remember the difficult things better.

Easy to remember: _____

Difficult to remember: _____

Way to remember: _____

If only

We use *if only* when we talk about situations that we would like to be different than they are. After *if only*, we use the past simple if we are referring to the present, or we use the past perfect if we are referring to the past. In the other part of the sentence, for the present, we often use *would/could* and the infinitive without *to*, and for the past, we often use *would/could have* and the past participle of the verb.

If only I remembered my mom's phone number, I would be able to call her using my friend's phone.

If only I hadn't lost my phone, I could have called her.

1 Match the sentence halves.

- 1 If only I had remembered all the answers,
- 2 If only I could ski,
- 3 If only I had enough money,
- 4 If only I lived in an English-speaking country,
- 5 If only my parents weren't so interested in everything I do,
- 6 If only I had played soccer better last year,



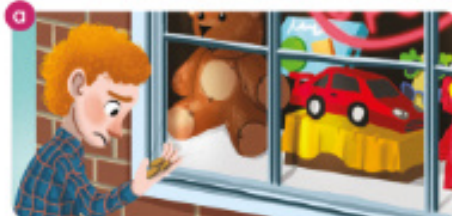
- a I would be able to buy a new computer game.
- b I wouldn't have to answer so many questions!
- c I would have gotten 100 on the test.
- d I would enjoy a vacation in the mountains.
- e I would be on the team.
- f I would be fluent in English!

2 Complete the sentences with the correct form of the verbs in parentheses.

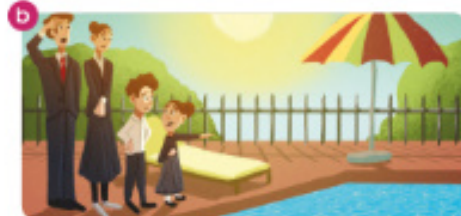
- a If only I _____ (have) more money, I would be able to buy some new sneakers.
- b If only I _____ (leave) the house earlier, I would have caught the bus.
- c If only my parents _____ (eat) dinner later, I wouldn't need to be home so early.
- d If only my friend _____ (read) the book, we could have talked about it together.
- e If only the computer _____ (not break) down, we would have been able to surf the Web.
- f If only I _____ (find) my glasses, I could have enjoyed the movie more.

3 Use *if only* to combine each pair of sentences into a single sentence.

- a I didn't remember the man's name. I embarrassed myself by calling him Mr. Smith.
- b I didn't charge my phone. I wasn't able to call my dad for a ride home.
- c He didn't listen to our teacher during class. He forgot there was a test the next day.
- d It rained all day yesterday. They weren't able to go to the beach.
- e We didn't remember the combination to the lock. We weren't able to unlock our bikes.
- f You didn't bring your tablet. You didn't play me the song you recorded.

4 What are the people thinking? Write sentences with *if only*. Use the words in parentheses as clues.

(money / car)



(bathing suits / swim in pool)



(umbrella / clothes not wet)



(taller / go on ride)



My Life

Write about three situations that you wish were or had been different.

- a If only _____
- b If only _____
- c If only _____

If only I had practiced more, I would have been able to play the song better.

Spelling Patterns and Word Study

1 Match the words to the suffixes.



2 Write the correct suffixes.

- a equip _____
- b kind _____
- c pack _____
- d journal _____
- e adult _____



Oracy

1 Which activity did you teach the other pair?

2 How many steps were there in your instructions?

3 What did you demonstrate?

4 What questions did you ask to make sure your presentation was clear?



Improve Your Writing

9A

Reporting Verbs

When we want to report what someone said, we can use many different verbs. Different verbs are followed by different structures:

verb + *that* + past tense: She **explained that** she **did** brain-training exercises. (e.g., *explain, reply*)

verb + infinitive: They **agreed to get** at least eight hours of sleep every night. (e.g., *agree, promise*)

verb + object + infinitive: He **invited me to participate** in the memory study. (e.g., *invite*)

1 Match each sentence to the best verb to use when reporting it.

- 1 I have an idea; let's go to the aquarium on Monday.
- 2 Mom and Dad, I have some big news.
- 3 OK, sure. Working on our homework together sounds like a good idea.
- 4 I will definitely put some credit on your phone tonight.
- 5 No, I didn't know that, but it's very interesting.
- 6 Would you like to come over and see my new kitten?

- a announce
- b reply
- c promise
- d suggest
- e agree
- f invite

2 Write the statements as reported speech using the verbs in parentheses.

a "You can get a new skateboard if you do well on the math test."

Mom _____ (reply)

b "Aunt Jaqueline is getting married!"

Fareed _____ (announce)

c "I will never do that again."

Kevin _____ (promise)

d "Would you and your sister come to my party next Friday?"

Margarida _____ (invite)

e "We have to do Activities A, B, and C on page 44."

Daniel _____ (explain)

f "Visit several of the islands if you go to Hawaii on vacation."

Uncle Bill _____ (say)

g "I'll help you learn how to fish."

Stephen _____ (agree)



1 READ Read the memoir on page 191 of the Student's Book. Answer the questions.

a What experience does the author describe?

b Why did the author get bored?

c What two things did the author learn?

and

2 PLAN You are going to write a memoir. Write notes in the graphic organizer about your special memory.

What?	Who?	Where?	When?
How did it start?	What happened next?	How did it end?	
What are your concluding thoughts, feelings, or lessons?			

Tip: Remember to write in the first person!

3 WRITE Use your notes to write your memoir.

4 EDIT Read your work and mark ✓.

Did you:

• include all your notes?

☐

• write in the past tense?

☐

• describe the events in order?

☐

• use reporting verbs?

☐

1 Key Words 4 Use the correct form of the words in the box to complete the sentences.

approach huff intriguing keep up light up represent out of breath

- a Let's race! See if you can _____!
- b As Michael _____ the corner, he put the brakes on to slow down.
- c The mountain was very high, and everyone was exhausted. They were completely _____.
- d Our class president _____ all the students in the sixth grade.
- e When the results were announced, the winner's face _____.
- f My parents really like modern art; they think it's _____.
- g The horse was _____ loudly as it galloped down the beach.



2 Key Words 4 Complete the dialogue with the words in the box.

assignment coordinates figure out riddle section

- A Let's go online and find out the GPS ^a _____ for somewhere in our town.
- B Sure, but should we choose a ^b _____ of town or a specific address?
- A How about the school's address? Once we have that, then we can finish the rest of the homework ^c _____.
- B But how are we going to write a ^d _____ that gives clues to the location we've chosen?
- A Hmm, I don't know, but let's make the clues hard to ^e _____ so that Peter doesn't guess the answer right away.



Reading Strategy: Monitoring and Clarifying

When we read a text, we should monitor ourselves and make sure we understand what we're reading. When we don't understand something, we can clarify, or figure out, what it means by using different strategies.

- 1 Read the story. Underline any words or sentences you don't understand.

The Winner



Li Wei had never expected to enjoy it as much as he did. Lying on his bed, he reflected on the day's events.

A phone call from his teammate, Wayne, had begun the day. "Hi, Li Wei. Sorry, I'm really sick. I must have caught a virus at school. You can do this. Good luck!"

It felt like a cold fish had started to flap around in Li Wei's stomach. He would have to represent the team—alone.

A couple of hours later, as he was entering the packed auditorium, he realized he couldn't find his lucky charm: a cat on a keyring. "I can't have forgotten it," he murmured angrily to himself, and then he wondered if he might have

put it in his bag. A quick rummage through the bag, and he breathed a sigh of relief.

The host explained the game. "These amazing brains will be shown 50 objects. They will then individually recall the objects. This is the final round to find out who is this year's Cerebrum Supreme!" The auditorium exploded with clapping. Li Wei tried very hard to breathe in through his nose and out through his mouth, as his mom had taught him. It was his turn first.

The objects flashed on the screen. He scanned them quickly but was unable to quickly weave a story to tie them together. Remembering the loci method, he rapidly put each object in a classroom in his school and a couple on the school gate.

The screen went black, and Li Wei began to recall the objects. Visiting each room, he mentally retrieved each object. He looked up and saw the time: 23.47 seconds. "I can't have finished that quickly!" Li Wei thought. "That's faster than Wayne's fastest time!"

He was shown backstage, where he waited anxiously as three other kids attempted to recall their objects in a faster time. Suddenly his name was announced; someone patted him on the shoulder; someone else hugged him; and, in a blur, he ran out onto the stage that now looked like there was a party going on. Glitter was raining down; the music thumped loudly; and through the crowd, he glimpsed his parents standing up and clapping. Their faces were lit up with joy, and tears streamed down his mom's face! It was the happiest moment of his life.

- 2 Look at these strategies to clarify the words and sentences you have underlined. Try one or more to figure out what they mean. Mark ✓ the strategies that you use.
- | | |
|---|--|
| <input type="checkbox"/> reread the text | <input type="checkbox"/> look for clues in the text |
| <input type="checkbox"/> read the words or sentences out loud | <input type="checkbox"/> look up the words in a dictionary |
| <input type="checkbox"/> look at the sentences that come before and after | <input type="checkbox"/> another way _____ |

- 3 Write another word for or way to say three of the things you underlined in the text.

- 4 Answer the questions about the text.

- Why did Wayne call Li Wei?
 - to invite him to his house
 - to ask him about a memorizing method
 - to tell him he was sick
- How did Li Wei feel after he talked to Wayne?
 - excited
 - nervous
 - happy
- How did Li Wei remember the objects?
 - by making up a story about them
 - by remembering their number
 - by mentally putting them in different places
- Why was his mom crying?
 - She was disappointed with her son.
 - She was proud of her son.
 - Someone was standing on her foot.
- Why do you think this was "the happiest moment" of Li Wei's life?

- 5 Would you like to take part in a competition like this? Why or why not?

Modal Verbs of Deduction

We can use *must have*, *might have*, and *can't have* + past participle when we are guessing about the past.

We use *must have* when we are almost sure about something.

I must have caught a virus at school.

We use *might have* when we think something is possible but we are not completely sure.

He wondered if he might have put it in his bag.

We use *can't have* when we think something isn't possible.

I can't have finished that quickly!

1 Read and match the two sentences that have the same meaning.

- | | |
|-------------------------------------|---|
| 1 It must have been my cousin Taj. | a Maybe that was my cousin Taj. |
| 2 It can't have been my cousin Taj. | b I am sure that was my cousin Taj. |
| 3 It might have been my cousin Taj. | c That definitely wasn't my cousin Taj. |

2 Choose the correct modal verbs of deduction to complete the sentences.

- a Pedro didn't study for the test at all. He **can't have** / **must have** passed it.
- b I think I know who gave me the card. Only Sasha has writing like this. It **must have** / **can't have** been her.
- c Sam was seen near the crime scene. He **must have** / **might have** committed the crime.
- d Rachel just asked where her book was. She **can't have** / **must have** taken it with her.

3 Look at the pictures. Then, complete the sentences with *must have*, *might have*, or *can't have*.

- a Jim _____ taken a lot of notes.
- b Lacey _____ forgotten her books.
- c Ruth _____ played tennis before class.
- d Mr. Julian _____ gotten little sleep.
- e Tom _____ hurt his left hand.
- f Shelly _____ gotten a bad grade.



4 Use modal verbs of deduction to expand and write a sentence for each situation.

- a Jason / break / his leg / because / he's playing basketball now
- b I / leave / my sneakers / in the car / or / maybe / at school
- c The team / lose / the game / because / the other team is celebrating
- d It's impossible; you / eat / all three boxes of cookies that quickly



5 Complete the detective's speech to the family with the correct modal verbs of deduction.



Thank you for coming. I now know the identity of the person who broke Mrs. Jones's priceless vase. It ^a _____ (be) Dr. Jones because he was in his office seeing patients at the time the vase was broken. I wondered if young Tom Jones ^b _____ (break) the vase, but he was able to provide an alibi. Then, I remembered Jenny Jones. I know that she ^c _____ (hate) that vase ever since her mother made her clean it as part of her weekly chores starting at the age of eight. So she is the one who had a motive. There is only one possibility: Jenny Jones, you ^d _____ (destroyed) the vase!



6 Read each situation. Use a modal verb of deduction to guess what had happened.

- a You are at home, and you are looking for your favorite pen. You can't remember if you lent it to your friend or not.
- b You are waiting for the bus, and it starts raining. You look in your backpack for your umbrella, but it isn't there.
- c You are in class, and the teacher asks who forgot their backpack yesterday. You weren't in school yesterday.



My Life

Think of a time when you were looking for something that you couldn't find. Use modal verbs of deductions to make guesses about what had happened.

- 1 Read the beginning of an article about being challenged. What does the author encourage the reader to do? Why?

ARE YOU BEING CHALLENGED ENOUGH?

Have you ever been given a task that was really easy—too easy—to do? Did you start feeling bored? Or have you ever had to do something so difficult that it felt impossible? Did you want to give up?

It's all about the level of challenge. In life, we want things to be slightly hard because that keeps us interested, but we don't want things to

be so hard that we can't do them. This isn't true just for school or work; it's also true for what we do outside of the classroom. It's really important to do some things that are just a little bit hard. Challenge is about the next level, and that means that we have to work a little bit harder. By doing that, we will be more engaged, and that will mean we'll enjoy the task more.

**CHALLENGE
ACCEPTED**

- 2 Who do you think is challenging themselves the most? Why do you think so?



Hi! I'm Ricardo, and I'm learning to play the piano. I like it, and my

teacher is really cool. I practice the day before my lesson. I've been playing the same piece for nearly four months now. It is a bit boring, but I can't play it all the way through yet.



Hello! I'm Ebony, and I love running. I started a few months ago, and now I can

comfortably run 4.5 km. I feel really good. I try to go for a run with one of my friends about three times a week. We want to run a 5-km race together at the end of the month.



Hi! I'm Andre, and I'm teaching myself Norwegian, because my favorite computer game was

designed by a Norwegian. I became interested in all things Norwegian. Also, I love languages; I want to learn Russian next! There are videos online, and I got a language app on my phone. I'm not very good yet, but I think I can say some things!

- 3 How can you challenge yourself in your daily life? What goals do you have?

I'm taking piano lessons, and I'm going to practice every other day because I want to be able to play three new pieces of music by the end of the year.

Check Your Oracy: Delivering a Clear Presentation at the Right Pace

1 We delivered a clear presentation.	Yes / No
2 I spoke at the right pace.	All of the time / Most of the time / Some of the time
3 I used the phrases on the cue cards.	All of them / Most of them / Some of them

The Big Challenge

- How many activities did you plan for your brain gym?
- Which activity did you plan for Wednesdays?
- On which days did you have activities that included physical exercise?
- Color the stars to give yourself a score.*

I helped research ideas.	☆☆☆☆☆
I helped plan the schedule.	☆☆☆☆☆
I presented the schedule to the class.	☆☆☆☆☆
I reflected on my classmates' feedback.	☆☆☆☆☆

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

- What could you do better next time?

How can we
increase our
brain power?

The Big Question and

Me

Because of the things I have learned in this unit, I will

Unit Review

1 Choose the correct words to complete the sentences.

coordinates riddle out of breath automatic lobes plastic

- Scientists describe our brains as _____ because they change throughout our lives.
- Our brain controls many _____ functions, like breathing, that we don't even think about.
- Our cerebrum is divided into four sections, or _____.
- Look on the map and try to find the _____ of the country's capital city.
- To solve a _____, you often have to think about the words in a different way.
- By the time he got to the end of the race, the runner was completely _____.



2 Match the words to make word phrases.

- | | |
|------------|--------------|
| 1 spinal | a out |
| 2 synaptic | b cord |
| 3 neural | c training |
| 4 brain | d pathway |
| 5 keep | e connection |
| 6 figure | f up |

3 Use the words in the box to complete the text.

boost purpose permanent respond strengthen assignment

November Homework: English

By Emily Laurence

For this _____, I'm going to briefly describe the benefits of mindfulness for our brain. The main _____ of practicing mindfulness is to deal with anxiety and depression, but brain scans are showing that mindfulness can affect the way we think on a _____ basis. Only a few weeks of mindfulness practice can _____ neural pathways in areas of the brain that are linked to concentration. Mindfulness can also _____ our ability to deal with pain. Most people _____ positively to even the smallest amount of daily mindfulness practice.

4 Combine each set of sentences into a single sentence that begins with *If only*.

- I don't have my warm coat with me. I'm cold.
If only _____
- I don't know the answer. I can't finish my homework.
If only _____
- I didn't have fun. My cousins didn't come on vacation with us.
If only _____
- I can't remember the French verb tenses. I won't pass my test.
If only _____



5 Complete each sentence with *might have*, *must have*, or *can't have* and the past participle of the verb in parentheses.

- They _____ (arrive) there yet because they only just left the house!
- She _____ (take) some photos in class last week—I can't remember if she did or not.
- My dad _____ (forget) to pick me up or maybe there is a lot of traffic.
- The team _____ (win) the championship because every player is really happy!



6 Write sentences that report what the people said using the verbs in parentheses.

- "I want to go to the movies," said Maria. (say)

- "I'm going to study really hard next year," said Noah. (promise)

- "Roger, would you like to play tennis with me next week?" Johnny asked. (invite)

- "The game is played with 12 pieces," said Tess. (explain)

Oracy Performance Task 3: Presentation

1 Complete the fact file about your game show.

Name of Game Show:

Kind of Show: Puzzle Physical challenges Other

Assistants? Yes / No If yes, what are they?

Props? Yes / No If yes, what are they?

Other Important Information

2 What is the speaker doing with each of these statements?

1	Why do you think doing jumping jacks might be a good way to start the day?	<p>a He's engaging the audience by asking questions.</p> <p>b He's organizing his talk.</p>
2	On the one hand, everyone has to clap. On the other hand, too much clapping makes a lot of noise!	<p>a She's responding to the views of others.</p> <p>b She's structuring her talk clearly by presenting contrasting ideas.</p>
3	So those are the rules of our game show. Is that clear?	<p>a She's asking a question to make sure her presentation is clear.</p> <p>b She's expressing her opinion.</p>

3 What do you think is the most important when giving a presentation? Number the items from 1 (most important) to 4.

- | | |
|---|--|
| <input type="checkbox"/> asking probing questions | <input type="checkbox"/> organizing and structuring a talk clearly |
| <input type="checkbox"/> engaging an audience | <input type="checkbox"/> delivering a clear presentation at the right pace |

Wrap-up

What can you remember about Unit 9? Do the quiz.

- What topic did you explore in this unit?
 - a how our brains can work better
 - b why we forget things
 - c how we can control our thoughts
- What did you learn about a child's brain compared to an adult one?
 - a An adult's brain has many more synaptic connections than a child's.
 - b A child's brain has no synaptic connections.
 - c A child's brain is more plastic than an adult's brain.
- What did you learn to write in the Writing section?
 - a diary entry b a biography
 - c a memoir
- What part of the brain controls automatic functions like breathing and digesting food?

the _____
- What kind of puzzle is this? Can you figure out the answer?

a _____
- What is the person thinking? Use *if only*.

_____ to bring my swimsuit, I would be able to swim in the ocean.
- Complete the sentence with the correct modal verb of deduction.

I can't find my phone. I _____ (leave) it at home, or maybe it's in Mom's car.
- Add the correct suffix.

develop _____

guitar _____

fit _____
- Complete with the correct reporting verb.

Maria _____ me to her party next week.
- What was the oracy skill for this unit?

Delivering a _____ Presentation at the Right

What goes up when the rain comes down?

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

How can we increase our brain power? Write three things.



All About Oracy!

Unit 1: Ground Rules for Discussion and Presentations

Agreeing to and following oracy ground rules help make our discussions and presentations more effective.

1 I think that's important because ...

2 I don't think that's important because ...

Unit 2: 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.

3 Really?

4 That sounds like fun.

5 That's a great idea!

6 That's interesting!

Unit 3: 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.

7 What do you think about ...?

8 Why ...?

9 Why not?

10 Do you agree?

Unit 4: 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.

11 I agree because ...

12 I disagree because ...

13 I think ... because ...

14 That's a good point, but ...

Unit 5: 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.

5 That's a great idea!

11 I agree because ...

15 Yes, but ...

16 That sounds ...!



Unit 6: Asking Probing Questions to Opinions

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



8 Why ...?

17 How ...?

18 What does ... mean?

Unit 7: Engaging an Audience

When you speak in front of an audience, you can keep them interested in what you're saying by asking questions for them to think about or respond to.

19 Can anyone tell me ...?

20 Why do you think ...?

21 Do you have any questions?

Unit 8: Organizing and Structuring My Talk to Convey Clear Meaning

When you give a talk, make it easy for the audience to follow along. Start by saying what you are going to talk about it. Then use sequencers (*first, next, etc.*) to talk about it in a logical order. Finally, give a conclusion.

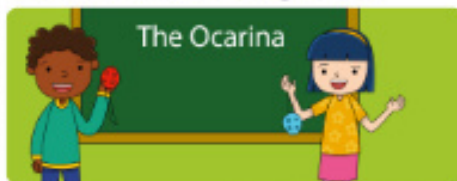
22 We're going to talk about ...

23 On the one hand.

24 On the other hand,

25 In conclusion.

Unit 9: Delivering a Clear Presentation at the Right Pace



When you speak in front of an audience, speak loudly and clearly, but don't shout. Speak slowly. Check that your audience understands and is following along by pausing to ask or answer questions.

21 Do you have any questions?

26 Can you speak more slowly?

27 Can you repeat that?

28 Is that clear?