

CAMBRIDGE

Student's Book

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Cambridge Primary Path 3



Better
Learning

LEVEL 3: Scope and Sequence

1 Big Question: What makes your community special?

Reading	Vocabulary	Grammar
Nonfiction: What Do You Love About Your City? Reading Strategy: Using Background Knowledge Fiction: Old Friends, New Friends Reading Strategy: Using Background Knowledge	Key Words 1: community, special, town, together, market, suburb, downtown, countryside Key Words 2: ancient, modern, amazing, narrow, huge, delicious, perfect Key Words 3: port, ferry, crowd, cable car Key Words 4: hungry, serious, cry, enormous, hide, excited, laugh, explore, angry, afraid	Could/couldn't for Ability with when When I was younger, I couldn't rollerblade. When I was six, I could ride a bike. Tense Review I have some important news. The potatoes are rotting . We arrived in the city of New York.

2 Big Question: What is food for?

Reading	Vocabulary	Grammar
Nonfiction: Breakfast Around the World Reading Strategy: Monitoring Comprehension Fiction: Jan's Birthday Surprise Reading Strategy: Monitoring Comprehension	Key Words 1: energy, balanced diet, fat, nutritious, tasty, protein, unhealthy, mealtime Key Words 2: syrup, soup, butter, lemon, strawberry, popcorn, pumpkin Key Words 3: carbohydrates, grilled, chopsticks, digest Key Words 4: fry, sausage, potato, ingredients, fork, roast, honey, cupboard, frosting, pot	Present Progressive with Future Meaning I'm having chilaquiles for breakfast this weekend. Should/shouldn't, must/mustn't You shouldn't be sad. People must stay indoors.

3 Big Question: Why do we need to take care of nature?

Reading	Vocabulary	Grammar
Nonfiction: Animal Survival in Extreme Habitats Reading Strategy: Identifying the Main Idea Fiction: The Day They Didn't Come Reading Strategy: Using Background Knowledge	Key Words 1: rainforest, habitat, orangutan, endangered, extinct, honeybee, grasslands, pollution Key Words 2: survive, desert, fur, adapt, seal, ice, world Key Words 3: melting, rising, temperature, climate Key Words 4: branch, worried, warn, storm, blow, flood, yell, shine, mud, destroy	Past Progressive The camels were walking slowly. Interrupted Past While Luisa was brushing her teeth, she heard a loud crash.

4 Big Question: What is art?

Reading	Vocabulary	Grammar
Nonfiction: Unusual Art Reading Strategy: Comparing and Contrasting Fiction: The Portrait Reading Strategy: Predicting from Pictures	Key Words 1: painting, photography, architecture, mural, shiny, colorful, ugly, calm Key Words 2: artist, pattern, build, sandcastle, work of art, ceramics, gallery Key Words 3: temporary, ordinary, release, famous Key Words 4: nest, hummingbird, plastic, bottle cap, peacock, sketch, creation, metal, portrait, feather	Comparative and Superlative Adjectives It's taller than a house. Australia has the best beaches. Comparative and Superlative Adverbs Aunt Ruth talked more excitedly than usual. Peacocks were the birds Aunt Ruth liked best .

5 Big Question: Why do we travel?

Reading	Vocabulary	Grammar
Nonfiction: Being a Responsible Traveler Reading Strategy: Identifying Author's Purpose Fiction: The Top of the World Reading Strategy: Comparing and Contrasting	Key Words 1: tourist, culture, camping, cabin, campfire, hiking, souvenir, castle Key Words 2: damage, coast, sightseeing, rescue, canoe, waterfall, tour guide Key Words 3: unspoiled, creature, respect, sanctuary Key Words 4: album, village, slope, jungle, ruin, wall, trail, archaeologist, construction, guest	Comparatives Volunteering is not as relaxing as sightseeing. The beach is less interesting than the city. Gerunds as Subjects and Objects Walking in these mountains is the best thing in the world. I loved learning languages.

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Ground Rules Cue Cards: 1 I agree. 2 I disagree. 3 How about ... ?	Initial Consonant Blends with s: sl, sw, sm, sp, sk, st	Improve Your Writing Titles in Names Process Writing Letter to Nominate Classmate for Award	Report Unusual Communities	How can we make our school a better place?	Preparing What to Say When Lost

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Giving Positive Feedback Cue Cards: 4 Good point! 5 Great idea! 6 That's awesome!	Initial Consonant Blends with l and r: bl/br, fl/fr, cl/cr	Improve Your Writing Before and after + Noun Process Writing Party Invitation	Radio Show Amazing Restaurants	How can we make good choices about food?	Ordering Food from a Food Stand

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Oracy Task
Active Listening Cue Cards: 7 I see. 8 That's interesting. 9 Really?	Vowel Diphthongs: oi and oy	Improve Your Writing Possessive Nouns Process Writing Brochure About an Insect	Interview Animal Habitats	How can we protect the animals around us?	Collaboration Planning a Trip to the Arctic

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Expressing Opinions Cue Cards: 10 I think ... 11 In my opinion ...	Vowel Diphthongs: ow and ou	Improve Your Writing Pronouns Process Writing Diary Entry	Interview Amazing Buildings	How can we learn about different types of art?	Preparing to Do an Art Project

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Asking for Information Cue Cards: 12 Can you repeat that? 13 What's a/an X?	Controlled Vowels: er, ir, ur	Improve Your Writing Because Process Writing Travel Blog	Interview Best Vacations	How can we investigate our travel habits?	Planning a Trip to a Wildlife Park

LEVEL 3: Scope and Sequence

6 Big Question: Why do we play sports?

Reading	Vocabulary	Grammar
Nonfiction <i>The Olympics</i> Reading Strategy Sequencing Fiction <i>The Speedy Squirrels</i> Reading Strategy Sequencing	Key Words 1: stay in shape, compete, win, trampolining, training, climbing, safety, paddle boarding Key Words 2: gymnastics, volleyball, basketball, athlete, sailing, horseback riding, race Key Words 3: disability, world record, limb, medal Key Words 4: captain, player, trophy, ankle, whistle, match, team, score, goalkeeper, goal	Zero Conditional If you exercise a lot, you get in shape. Have to You have to focus! We don't have to do anything at all.

7 Big Question: How can we explore the past?

Reading	Vocabulary	Grammar
Nonfiction <i>Buried Treasure!</i> Reading Strategy Making Inferences Fiction <i>The Champion</i> Reading Strategy Making Inferences	Key Words 1: artifact, headdress, ceremony, meter, statue, stone, languages, translation Key Words 2: buried, treasure, historian, pirate, shipwreck, jewelry, tomb Key Words 3: excavation, sailor, battle, discovered Key Words 4: dusty, drawer, letter, mathematician, weightlifting, journalist, interview, article, gymnasium, footsteps	May and might There might be lots of gold under the sand. The secret room may also be full of treasures. Give, send, take, bring, show Polly showed the letters to Aunt Rachel. She gave Polly the letters.

8 Big Question: How important is electricity?

Reading	Vocabulary	Grammar
Nonfiction <i>Amazing Electricity</i> Reading Strategy Identifying Facts and Opinions Fiction <i>The Big Switch-Off</i> Reading Strategy Identifying Facts and Opinions	Key Words 1: microwave oven, electricity, charge, oil, renewable, non-renewable, save, light bulb Key Words 2: coal, gas, wind power, solar power, hydroelectric power, lightning, burn Key Words 3: alternative, power plant, run out, green Key Words 4: switch off, fridge, blender, battery, hair dryer, vacuum cleaner, washing machine, candle, experiment, waste	Will Fossil fuels will run out in the years to come. I won't use so much electricity next month. Future Plans with going to We're going to do an experiment.

9 Big Question: Why do we have music?

Reading	Vocabulary	Grammar
Nonfiction <i>A World of Music</i> Reading Strategy Visualizing Fiction <i>When Mason Discovered Beethoven</i> Reading Strategy Visualizing	Key Words 1: pop music, classical music, jazz, breath, voice, string instrument, wind instrument, percussion instrument Key Words 2: lullaby, flute, harmonica, double bass, piccolo, musical note, horn Key Words 3: express, wander, relax, bump Key Words 4: sleep in, speech, sign up, electronic music, sheet music, musician, drumbeat, clap, auditorium, curtain	Making Promises or Offers with will I'll teach you how to play the guitar. Past Progressive Parallel Actions with while I was listening to music while I was doing my chores.

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Oracy Task
Participating in a Discussion Cue Cards: 14 I disagree because ... 15 What do you think? 16 That's a good point.	Controlled Vowels: or and ar	Improve Your Writing Sequence Adverbs Process Writing Recipe for Power Snack	Dialogue Dangerous Sports	How can we stay in shape?	Discussion Competing in a Sports Competition

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Projecting Your Voice Cue Cards: 17 This is ... 18 Do you have any questions?	Consonant Blends: tch and nch	Improve Your Writing Capitalization Process Writing News Report	Interview Life in the Past	How can an object teach us about history?	Planning to Go to a Library

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Using Appropriate Body Movements Cue Cards: 18 Do you have any questions? 19 I'm going to talk about ...	Consonant Blends: mp, ft, xt, nd	Improve Your Writing Time Words Process Writing Advertisement for a Green Product	Dialogue Solar Inventions	How can we use less electricity?	Buying Equipment in an Electronics Store

Oracy Skill	Phonics and Spelling	Writing	Listening	The Big Challenge	Oracy Task
Ordering a Talk Cue Cards: 20 First, 21 Next, 22 Then, 23 Finally.	Initial Consonant Blends with s: scr, spr, str	Improve Your Writing Conjunctions Process Writing Music Shape Poem	Interview Youth Orchestras	How can we make music?	Presentation Planning a Music Group



What makes your community special?

- ☐ **Talk** about different types of communities.
- ☐ **Discuss** the ground rules.
- ☐ **Write** a letter to nominate a classmate for a prize.
- ☐ **Give** a presentation on making your school better.
- ☐ **Ask** for directions in a town.

What
can you
see?



What
do the pictures
have in
common?



Where
do you like to go with
your family and friends?



Key Words 1

community	market
special	suburb
town	downtown
together	countryside



1



1:1

Watch the video. Mark ✓ the communities mentioned.

school ☐ town ☐ music group ☐ family ☐



2



1:1

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

AB page 2

Reading Strategy: Using Background Knowledge

Before you read a text, it's useful to think about what you already know about the topic. You can build on this with new information.

- 1 What do you know about the U.S.A.? Make a list in pairs. Use the ideas below.

the food
they eat

famous cities

the sports
they playthe languages
they speak

famous amusement parks

famous sites

- 2 Read and underline anything from your list.

The U.S.A.

The U.S.A. is very big. People from all over the world live here. The main language is English. Some people speak Spanish and Chinese, too.

Two famous cities in the U.S.A. are New York and Los Angeles. New York has many famous sites. The Statue of Liberty and Central Park are very popular sites.

In Los Angeles, you can go to some cool amusement parks. Disneyland and Six Flags are two famous ones.

People play lots of sports in the U.S.A. The most popular sports are American football, basketball, and baseball.

You can eat lots of yummy food, too. Hamburgers, fried chicken, French fries, donuts, and apple pie are favorites in the U.S.A. You can also eat food from other countries. Try Mexican or Chinese food when you visit!



- 3 What do you know about Spain? Complete the graphic organizer.

What I Know Places, People, Food	What I Want to Know What ... ? Where ... ? Which ... ?

1.2

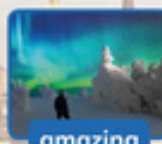
Key Words 2



ancient



modern



amazing



narrow



huge



delicious



perfect

What Do You LOVE
About Your City?

1.3 Two young bloggers from different countries tell us what they love about their cities.

Azra is 10 years old. She writes a blog about her life in Istanbul. Azra loves history and likes to write about it.



My city is Istanbul. Istanbul is an **ancient** city. But it has a lot of **modern** neighborhoods, too. It is an **amazing** place. There is water everywhere. A **narrow** channel of water divides the city. That channel is called the Bosphorus. The Bosphorus also divides two continents—Europe and Asia! Boats can travel from Istanbul to many different places. Istanbul is an important port. **Huge** ships from all over the world come here. They bring many things, such as food, clothing, and cars.



Every day, people in Istanbul cross the water. My dad takes the ferry to work every morning. I love traveling on the ferry with my dad.

The Grand Bazaar is my favorite place in the city. You can buy everything there, like rugs, **delicious** snacks, and even silver and gold! I also love the cable car. You ride up the mountain in a small cabin on cables. From the cable car, you can see the whole city and the water. It's the best!



What Do You LOVE About Your City?

1A Paco writes a blog about sports in Madrid. He is 10 years old. He loves watching sports, playing sports, and reading about sports!



My name is Paco, and I love sports! I live in Madrid. It is the capital city of Spain. It's the **perfect** place to live if you love sports!

There are three great soccer teams in Madrid: Real Madrid, Atlético de Madrid, and Rayo Vallecano. My team is Real Madrid. It's one of the best teams in the world. People come from all over the world to watch my team play. The crowd is huge at every game!



Madrid is amazing to see lots of other sports, too. There are more than 12 professional sports stadiums.

Madrid is also great for outdoor activities. In El Retiro Park, I can ride my bike, or I can row a boat on the big lake. Some people rollerblade in the park. I'm not very good at rollerblading. When I was younger, I tried to learn. But I couldn't do it! I prefer to ride bikes with my friends.

I am proud of my city and its many sports. Come visit Madrid!

Think

How are these places different from your hometown?

Explore the Text

1 Use the sentences to summarize the text.

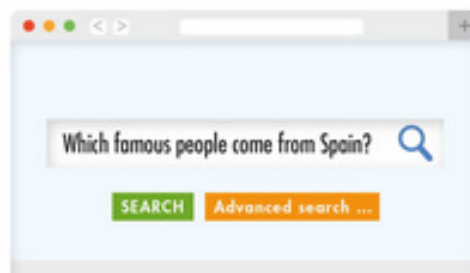
- The bloggers were asked, *What ...?*
- Azra blogs about ...
- Her favorite school subject is ...
- Her favorite things about Istanbul are ...
- Paco blogs about ...
- The outdoor activities he likes are ...
- He's proud of ...

2 Read and write **F** (fact) or **O** (opinion).

- a There's water everywhere in Istanbul. _____
- b The Bosphorus divides the continents of Europe and Asia. _____
- c Ships from all over the world come to Istanbul. _____
- d Madrid is the perfect place to live if you love sports. _____
- e There are more than 12 stadiums in Madrid. _____
- f Madrid is great for outdoor activities. _____

3 Look at the graphic organizer in Activity 3 on page 8, and do the tasks.

- a Which questions can you answer now? Tell your partner.
- b Which questions do you still need information for? Say how you can find the information.



4 **Key Words 3** Find and circle the words in the text. Then, read and match.

- | | |
|-------------|---|
| 1 port | a a big group of people |
| 2 ferry | b a moving cabin that transports people, often up mountains |
| 3 crowd | c a boat that transports people and cars, usually short distances |
| 4 cable car | d a city by the sea where boats arrive |

Where are the best places to take a visitor in your town or city? Why?

1 Read the sentences and do the tasks.

When I was younger, I couldn't rollerblade.

When I was six, I could ride a bike.

- a Underline *when* in the sentences. Find and circle forms of the verb *can*.
- b Do these sentences refer to the past, present, or future?

Grammar: *could/couldn't* for Ability with *when*We use *could* and *couldn't* to talk about abilities in the past.**When I was younger, I *couldn't* rollerblade!****When I was six, I *could* ride a bike.**2 Read and circle *could* or *couldn't*.

- a When Monica tried tennis, she *could* / *couldn't* hit the ball! **X**
- b When she tried basketball, she *could* / *couldn't* run fast. **X**
- c When she tried soccer, she *could* / *couldn't* kick the ball. **X**
- d But, when she tried swimming, she *could* / *couldn't* swim fast! **✓**



3 Play a game.

Imagine you're a grown-up!

When I was young,
I couldn't read.When I was young,
I couldn't read and
I couldn't drive a car.

1 Listen and repeat.



sleep



swim



ski / sport



start



smile

2 Match the pictures with the sounds.



sp

sl

sw

sm

sk

st



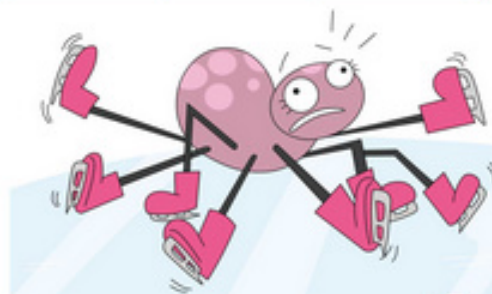
3 Write the words in the correct sound group.

sleep small spoon skate swim stand swan sports skirt star slow smell

sp	sl	sw	sm	sk	st
				skate	

4 Listen to the tongue twister.
Then, say it as quickly as you can.

**Stacey the spider
smiles, swims, skates,
skis, and skips.**



Oracy Skill: Ground Rules

Oracy rules help make our discussions and presentations more effective.

1 Work in small groups to do the tasks.

- Your teacher will assign your group one of the tables below.
- Brainstorm five oracy ground rules for your table and complete it.
- Share your ideas with the class. Discuss which rules are the same and which rules are different.



I'm Kate!



I'm Jack!

Table 1: Oracy Ground Rules for Discussion and Collaboration

1	
2	
3	
4	
5	

Table 2: Oracy Ground Rules for Giving Presentations

1	
2	
3	
4	
5	



I'm Emma!



I'm Liam!

Let's Practice Oracy! 1, 2, 3

- Form groups. Discuss the **Oracy Time!** questions.
- Remember to follow the ground rules.

Oracy Time!

Who are four important people in your school community? Why are they important?

Check Your Oracy!

- | | |
|---|----------------------------------|
| 1 My group followed the ground rules for discussion. | All the time / Sometimes / Never |
| 2 Were there any ground rules you didn't follow? | Yes / No |
| 3 If there were any ground rules you didn't follow, which ones were they? | |

Write a Letter



1 Read the letter and answer the questions.

- Who is Ana writing about?
- Why does Ana think Carla should win the Best Buddy Award?



2 Mark ✓ the features of the letter.

- the sender's address ☐
- the date ☐
- emoticons ☐
- an ending ☐

July 1

Pebblepath Elementary School
15 Front Street, Greenwood

Dear Mr. Thomas,

I want to nominate Carla for the Best Buddy Award. She's in my class, and I always sit next to her.

She's an amazing classmate because she talks to everyone and she's always smiling. Sometimes, she invites the whole class to her house. She has a big backyard, so we can play soccer for hours. She's really good at sports. She always brings a soccer ball so we can play at recess.

Best wishes,

Ana

Improve Your Writing: Titles in Names

Miss, Mrs., Ms., and Mr. are titles in names. We use these when we talk to adults.



Mr.

Miss
Mrs.
Ms.

3 Read and underline an example of a title in the letter.

4 Prepare to write a letter to nominate a classmate for the Best Buddy Award in the Activity Book.



What makes someone a good member of a community?

1 Listen, look, and repeat.



hungry



serious



cry



enormous



hide



excited



laugh



explore



angry



afraid

2 Complete the sentences with a word from Activity 1.

- a I always _____ when I watch sad movies.
 b Are you _____ of spiders?
 c It's your birthday party tomorrow! Are you _____?
 d What's the matter? Your face is bright red! You look _____.
 e Let's _____ in the forest. There are lots of interesting things to see!
 f Rex! It's time for your walk. Don't _____ under the bed!
 g The tree in your backyard is _____. We could build a tree house in it!
 h You look very _____ when you read a book.
 i I'm _____! Do you have anything to eat?
 j I always _____ at Sam's jokes. He's so funny!

3 Play a miming game with the key words from Activity 1.

You're crying!

You're excited!

You're hiding!

Reading Strategy: Using Background Knowledge

Before you read a text, think about what you already know about the topic.

1 Read each statement and mark ✓ Yes, No, or I don't know. Then, compare with a partner.

	Yes	No	Don't Know
a Ireland is in Europe.			
b People of many different nationalities live in New York.			
c In the past, it took a long time to travel from Ireland to New York by boat.			
d New York is a small town.			
e Baseball is an Irish sport.			
f In the past, children played in the street a lot more.			
g People in New York aren't friendly.			

2 Read the questions and guess the answers with a partner. Then, read and check.

- a Who invented baseball? b Where was it first played?
 c When did people start playing it? d Do people play it today?

A Very Short History of Baseball

Baseball is an American sport. It is very old. People started playing it over 150 years ago! We think that Abner Doubleday invented baseball. He was from New York. After he invented the game, it became very popular. Professional teams started to play baseball games. Some of the players became national heroes. The sport is still popular today.

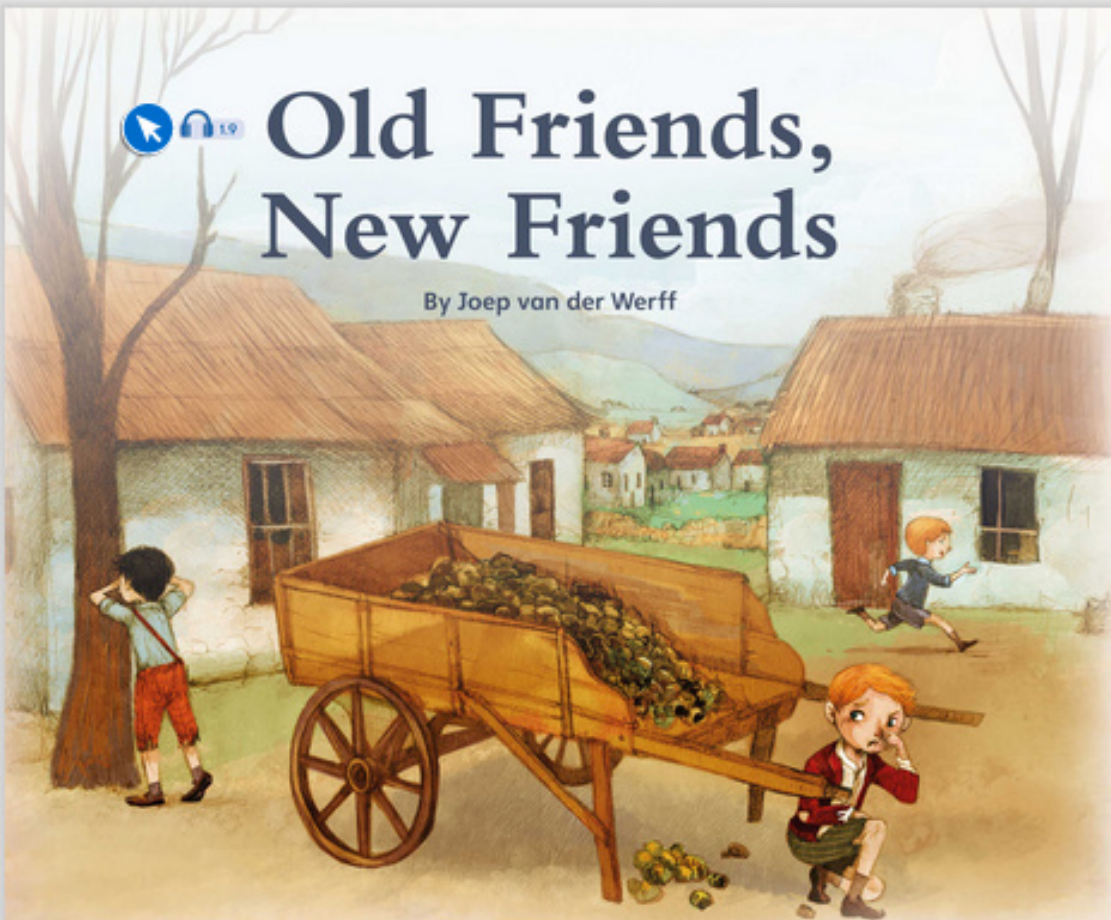


? How do sports bring people together?



Old Friends, New Friends

By Joep van der Werff



In 1847, I was ten years old. My best friends were Colin and Finnian. Our favorite game was hide-and-seek. All the kids in our town played hide-and-seek, but we were the champions!

In one game, I found a hiding place behind a cart full of potatoes. It was a good place to hide. But the smell of rotting potatoes was disgusting!

There were rotten potatoes everywhere in Ireland that year. No one knew why. All the potatoes turned black. We couldn't eat them, so we were **hungry** all the time.

One evening, my father talked to me and Nessa, my younger sister. His face looked very **serious**. What was Dad going to say?

"I have some important news. The potatoes are rotting, and we're hungry. We're leaving Ireland and going to America," said Dad.

"What about Colin and Finnian?" I asked. "Are they leaving, too?"

"I don't know, Brian. Maybe they will go to America someday. But now you need to say goodbye to your friends."

I saw Colin and Finnian the next day. I told them that my family was going to America. They were very quiet. I think they felt sad, like me. We played hide-and-seek, but it wasn't the same.



On July 3, 1847, we left Ireland. My mother started to **cry** when we got on the huge ship. My father didn't say anything, but I knew he was upset, too. The ship was **enormous** and full of people. There wasn't much food. But Nessa and I started playing hide-and-seek. There were so many places to **hide** on the ship!

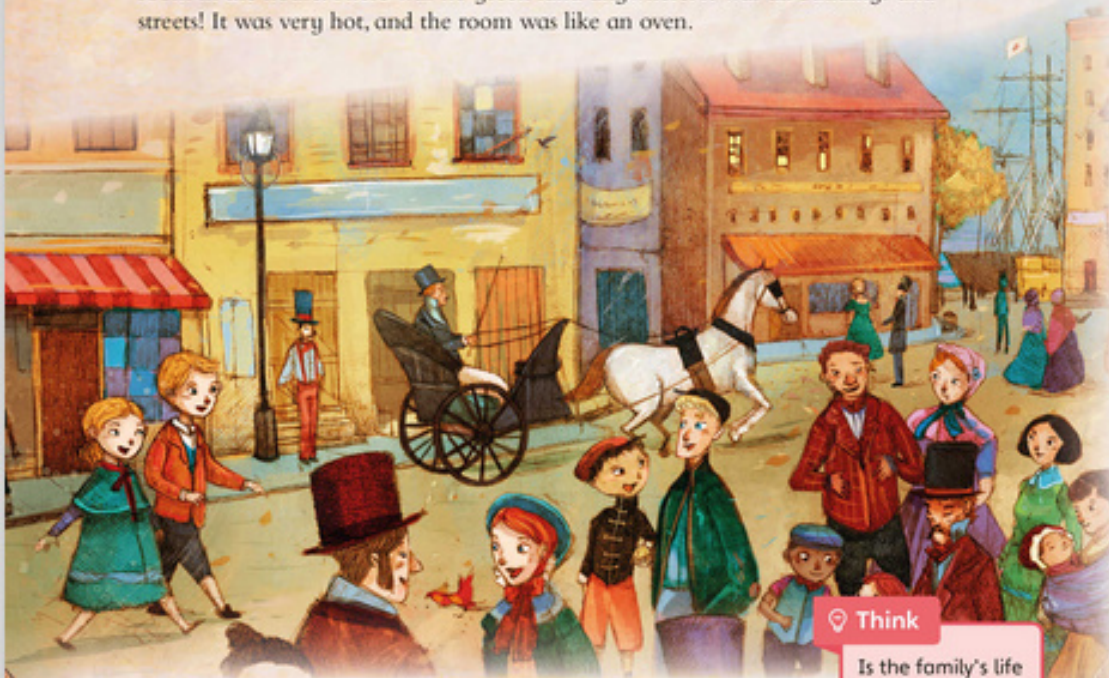
After 30 days, we looked out and saw flat, green land. America!

Think

Why do you think Brian's mother and father were upset about going to America?

1.50 Old Friends, New Friends

We arrived in the city of New York. There were so many people! I was **excited** when I saw our big, new house. But then we discovered that we only had one room in the house. There was no green land anywhere. It was all buildings and streets! It was very hot, and the room was like an oven.



Think

Is the family's life better or worse in New York? Why?

Soon my father started working at a carpenter's shop. My mother started washing clothes for money. My mother was always singing. My father told us jokes and made us **laugh**. We were no longer hungry. There was always food on our table.

Nessa and I played in the streets. Sometimes we played hide-and-seek. It wasn't the same without Colin and Finnian. We liked to **explore** our neighborhood. In New York, there were people from all over the world. I liked watching the people and listening to them speak different languages. We often saw kids playing a game with a bat and ball in the street. They called it baseball.



One day in August, Nessa and I were walking by a baseball game. A ball flew toward Nessa. Nessa caught it! One of the boys walked up to us. At first, he looked **angry**, and I was **afraid**. But suddenly he smiled.

"Good catch! Do you want to play?" he asked.

So Nessa and I joined the game!

The boy's name was Jin. He was from China. Nessa and I started exploring the neighborhood with Jin. One day, Jin took us to his home. His mother served us bowls of Chinese rice. It was delicious!

We also made friends with a new boy, Carl. He was from Sweden.

I told Jin and Carl stories about Ireland. I taught them how to play hide-and-seek. We also played baseball every day. We had fun together that summer. It wasn't like Ireland, but America started to feel like my home.

Think

Is it hard to move to a different country? Why or why not?



Explore the Text

- 1 Complete the graphic organizer with the words and phrases.

town hungry hot play games
friends rotting potatoes baseball city

Home in
Ireland

New
York

- 2 Look at the statements in Activity 1 on page 17.
What new information did you learn?

Many people traveled from
Ireland to America.

- 3 With a partner, retell the story.



Time to Talk!

What's your favorite thing to do with your friends?

Remember the ground rules for discussion!



Grammar in Context

- 1 Read the sentences and do the tasks.

We arrived in the
city of New York.

The potatoes
are rotting.

I have some
important news.

- Underline in **blue** one present progressive form of a verb. Underline in **green** one present simple form of a verb. Underline in **red** one past simple form of a verb.
- Which sentence describes something happening at the moment?
- Which sentence describes something that happened in the past?
- Which sentence describes a fact?

Grammar: Tense Review

We use present
simple to talk about
events that happen
every day, things in
general, or facts.
I have some
important news.

We use present
progressive to talk
about events
happening at the
moment.
The potatoes are
rotting.

We use past simple to
talk about events that
happened yesterday,
last week, last year, or
a long time ago.
We arrived in the city
of New York.

- 2 Listen to the song and complete.

Two Places the Ant Lived in the Past

Two Foods It Ate

Two Things It Saw

Where It Is Living Now



- 3 With a partner, make true statements.

- a place you went last week
- something you are doing now
- a fact about yourself
- something you ate yesterday
- something you do every day
- what someone in your family is doing now

I went to my grandma's
house last week.

My mom is working
right now.

1 Listen to the beginning of a report. Mark ✓ the questions.

- a Why are these communities special? ☐
- b Why are these houses special? ☐
- c Why do people visit these communities? ☐

2 Look and read.
What answers can you guess?
Then, listen and complete.

3 Listen and complete.



FACT FILE: Coober Pedy

Country: A _____

• Number of inhabitants: _____

- The caves include houses, a m _____, and a h _____.



FACT FILE: Longyearbyen

Country: Norway

- It has a m _____, a post office, an a _____, and a university.
- Don't get sick there because there's no h _____!
- You can't have a c _____ there because they're not allowed.



Ground Rules

- 1 Form groups. Discuss the Oracy Time! question.
- 2 Remember to follow the ground rules for discussion.
- 3 Complete **Check Your Oracy!** on Activity Book page 17.



Oracy Time!

What are two things that make your community special?



Values AB page 16

How can we make our school a better place?

Your challenge is to make improvements to your school.

1 **Brainstorm** Work in groups. Think about what improvements you can make to your school.

outdoor space buildings food
sports and music facilities classrooms

2 **Make** a poster to display on the wall. You can include pictures or photos.

3 **Prepare and practice** your presentation.

4 **Present** your ideas to the rest of the class.

5 **Reflect** Listen to the other presentations. Ask questions at the end. Which ideas are the best?

We should use the outdoor space to make a vegetable garden. We could eat the vegetables we grow!

How can we make our school a better place?



What makes your community special?

Look back through the unit.
Share your ideas with the class.

AB pages 17–19

SPEAKING MISSION

Before Your Mission

You are lost in an English-speaking country with a parent or friend who doesn't speak English. Prepare what you can say.

- 1 Listen and number the directions.



- 2 Key Words Look, listen and follow. Say where you are.

Where are you?
I'm at the bookstore.



During Your Mission

- 3 Listen to Anita asking for directions. Draw the route she should take.

- 4 Listen again and complete the sentences.

- a Go _____ on Water Street.
- b Turn _____ on Main Street.
- c Turn _____ on Pine Street.
- d It's _____ the street from the hospital.

- 5 Look at the map in Activity 2. With a partner, take turns asking for and giving directions to these places.

the pet store the bookstore the swimming pool
the bank the hospital the supermarket

Time to Talk!

What's your favorite place to go in town? Why?

Key Language

Excuse me, we're lost!
Do you know where the (supermarket) is?
Of course. Turn left/right on ...
Go straight.
It's between the ... and the ...
It's on the corner.
It's across the street from the ...
It's next to the ...
Sorry, I don't know.
Thank you.



What is food for?

- ☐ **Talk** about the reasons we eat food.
- ☐ **Learn** how to give positive feedback.
- ☐ **Write** a party invitation.
- ☐ **Make** a healthy menu.
- ☐ **Do** a role play about ordering street food.

What
can you
see?



What
foods are in
the pictures?



Which
picture is
different and
why?



Key Words 1

energy	tasty
balanced diet	protein
fat	unhealthy
nutritious	mealtimes

- 1 21 Watch the video. Mark ✓ the best title.
 - a Eating in Restaurants ☐
 - b Dinner at My House ☐
 - c Food Culture and Traditions ☐
- 2 21 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Monitoring Comprehension

To understand a text better, ask yourself these questions while reading:
Do I understand the words? Which words do I not understand?

- Look at the flow chart and answer the questions.
 - How many steps are there?
 - What can you do when you see words you don't understand?

people used it
as currency

Step 1:
Underline
words you
don't know.

Step 2: Read the
sentence again
and read the
next sentence.

Step 3: Look
for clues in the
pictures and
the headings.

Step 4: Ask
your teacher
or your partner,
or look it up.

- Read the text and use the flow chart to guess the meaning of the words in blue.

Garlic—The SUPER Food!

Garlic is in the same family as onions. It has a strong smell and taste. In the past, it was very important. People used it as **currency**, instead of money!

You can make paper from garlic **skin**. It's true! Mix lots of white and purple garlic skins with water. Then, press the paper flat and let it dry.

Some people say garlic is good for your health. Since it has a strong flavor, it is an **alternative** to salt. Some people also think garlic can help prevent illness.



Can you think of other foods that help prevent illness?

Don't forget the ground rules for discussion!

- You're going to read a text about breakfast around the world. In your opinion, what's the healthiest thing to eat for breakfast? Why?

Key Words 2



syrup



soup



butter



lemon



strawberry



popcorn



pumpkin

BREAKFAST
Around the World

Everybody knows that breakfast is the most important meal of the day. But what is breakfast? What foods do you think of? Does breakfast mean different things in different places? Let's investigate breakfasts around the world.

The U.S.A.

Hi, I'm Zack. A traditional breakfast in the U.S.A. is pancakes with fruit and **syrup**. Mmm! They're so yummy, but I don't eat them every day, only on special occasions. Usually I have cereal with milk.



Japan

Hello! I'm Tomomi. In Japan, we have lots of different things for breakfast—grilled fish, rice, **soup**, beans. . . . Our breakfasts are delicious! I can use chopsticks. Can you?



chopsticks

Mexico

Hi, I'm Cesar. In Mexico, my family loves to eat **chilaquiles** for breakfast on weekends or on special occasions. They're made from corn chips, tomato sauce, and cheese. We eat them with onions, meat, and beans. Yum! I'm having **chilaquiles** for breakfast this weekend. How about you?



Pakistan

My name's Irum. In Pakistan, we eat a delicious breakfast called **aloo paratha**. It's a special kind of flatbread filled with potatoes. We eat it with **butter** or yogurt. Breakfast is my favorite meal! What's your favorite meal?



Think

Which do you think is the healthiest breakfast? Why?

Ask Doctor Doors



QUESTION: How can I eat healthily?

ANSWER: A balance of foods is important. Your body needs ...

- Protein from meat, fish, eggs, nuts, beans, milk, and cheese. Children need lots of protein.
- Fat from meat, oil, and foods made with milk. Eating some fat is important, but too much is bad for you!
- Carbohydrates from cereal, potatoes, pasta, and rice. They give you energy!
- Vitamins and minerals from fruit and vegetables. You need lots of these!
- Fiber from beans, fruit, vegetables, nuts, whole-grain bread, whole-grain pasta, and brown rice. Fiber helps your body digest food. Most children need more fiber!

You also need to eat three meals every day: breakfast, lunch, and dinner.

QUESTION: What about sugar?

ANSWER: Sugar is a carbohydrate and gives us energy, but the energy doesn't last very long. A little bit of sugar is OK, but most children and adults eat too much sugar. You can find sugar in cake, cookies, and drinks like soda or lemonade.

Fun Food Facts

- ★ Potatoes can grow in space.
- ★ Popcorn has existed for about 6,000 years.
- ★ We eat 200 different types of plants.
- ★ Lemons contain more sugar than strawberries.
- ★ When you cut an onion, it releases a gas into the air. This gas makes your eyes water.
- ★ Tomatoes and pumpkins are fruits, not vegetables!

Think

Does your typical breakfast contain protein?

Explore the Text

1 Read the advice from Doctor Doors. Then, look and label.

fats and sugars protein carbohydrates fiber vitamins and minerals



2 What foods do you need a lot of? What foods do you need a little of? Discuss.

3 Use the flow chart on page 30. Tell your partner three new words you learned, and mark ✓ the strategies you used.

- | | | | |
|----------------------------|--------------------------|---------------------------------|--------------------------|
| guessing picture clues | <input type="checkbox"/> | asking a partner or the teacher | <input type="checkbox"/> |
| reading the sentence again | <input type="checkbox"/> | using a dictionary | <input type="checkbox"/> |
| reading the next sentence | <input type="checkbox"/> | using background knowledge | <input type="checkbox"/> |

4 Key Words 3 Find the words in the article and circle them. Then, read and write the words.

carbohydrates grilled chopsticks digest

- Your body takes hours to _____ food and get the nutrition from it.
- You can find _____ in foods such as pasta and bread.
- In some Asian countries, people use _____ instead of knives and forks.
- It's healthier to eat _____ meat than to cook it in oil or fat.

Think about your last meal. Was it balanced among the five food groups? Why or why not?

1 Read the sentence and do the tasks.

I'm having *chilaquiles* for breakfast this weekend.

- a Underline a form of the verb to be. Circle a verb ending in -ing.
- b Find the sentence in the article. Does it refer to the past, present, or future?

Grammar: Present Progressive with Future Meaning

Sometimes we use the present progressive to talk about our plans for the future.
I'm having chilaquiles for breakfast this weekend.

2 With a partner, talk about your plans. Can you find a time when you are both free?

What are you doing on Tuesday?
 Do you want to come to my house?

I can't. I'm visiting my cousins for dinner.
 What about Thursday?

Student A

Monday	soccer practice
Tuesday	visit Grandma
Wednesday	
Thursday	art club
Friday	Anna's surprise birthday party

Time to Talk!

What do you want for dinner tonight?
 What do you think you're having?

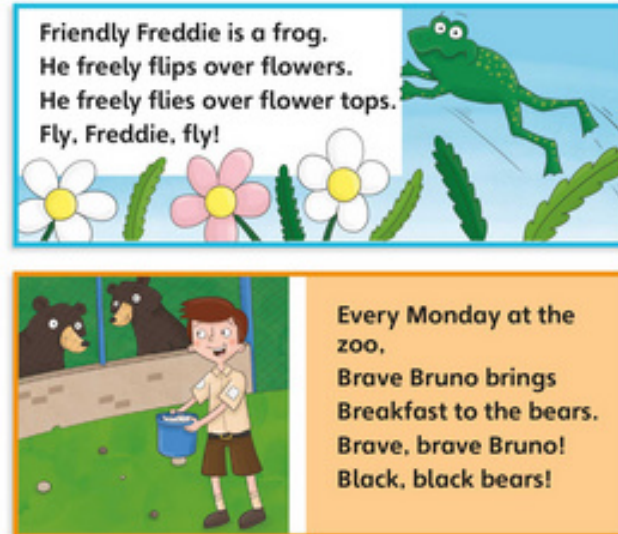
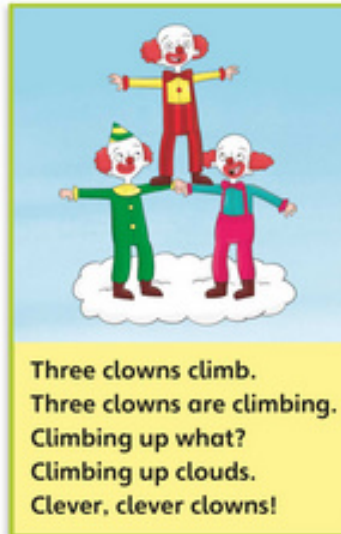
Student B

Friday	picnic in the park
Thursday	shopping with Mom
Wednesday	
Tuesday	dinner with cousins
Monday	swimming lesson

1 Listen and circle the picture that starts with a different sound.



2 Listen and say the poems.



3 Choose your favorite poem. Read it aloud to your partner.



Oracy Skill: Giving Positive Feedback
When someone shares an idea or opinion, we often respond with positive comments.

- 1 22 28 Read and guess which responses match the statements. Then, watch and match.

- | | | |
|---|--|-------------------|
| 1 | I have an idea—let's have a class party on Thursday. | a Good point! |
| 2 | But we can't have the party on Thursday because lots of kids go to soccer practice after school. | b Great idea! |
| 3 | I'll be the DJ! | c That's awesome! |

- 2 Why do we say the phrases from Activity 1? Circle two answers.

- a Because they make the speaker ask more questions.
- b Because they give the speaker confidence.
- c Because they make the speaker feel that others are listening.

Let's Practice Oracy! 4, 5, 6

- 1 Form groups. Plan a class party.
- 2 Complete the party planner.
- 3 Remember to give positive feedback.

Check Your Oracy!

1 I gave positive feedback.	Yes / No
2 I used the phrases on the cue cards.	Yes / No

Our Class Party

Day, Date, and Time:

Place:

Food and Drinks:

Games, Music, and Activities:



Write an Invitation

- 1 Read the invitation. Then, mark ✓ its features.

PARTY INVITATION



To: Jamie

From: Amelia and Jake

Please come to our birthday picnic in the park! It's on Saturday, June 22, from 11a.m. to 2p.m., at Ford Park. Before 11a.m., we will set up the picnic. If you arrive early, you can help!

Please bring your swimsuit. After the picnic, we're all going swimming!



PARTY INVITATION

- | | | | |
|--|--------------------------|------------------------------|--------------------------|
| a information about the place | <input type="checkbox"/> | e information about the day | <input type="checkbox"/> |
| b information about what to wear | <input type="checkbox"/> | f information about the time | <input type="checkbox"/> |
| c information about what to bring | <input type="checkbox"/> | g To and From | <input type="checkbox"/> |
| d information about other people who are going | <input type="checkbox"/> | | |

Improve Your Writing: *before* and *after* + Noun

We use *before* and *after* to explain the order of events. We can use *before* and *after* with a noun.

Before dinner, we wash our hands.

After lunch, we'll play games.

- 2 Read and underline an example of *before* and *after* + noun in the invitation.

- 3 Prepare to make a party invitation in the Activity Book.



AB pages 29–30

1 Listen, look, and repeat.



fry



sausage



potato



ingredients



fork



roast



honey



cupboard



frosting



pot

2 Write eight key words under the correct heading.

Sweet Food	Salty Food	Cooking Equipment	A Way to Cook

3 Have a class competition! In teams, list as many salty and sweet foods as you can in three minutes.

Time to Talk!

Do you like cooking or preparing food? Do you help your family members cook? What food can you make?

Reading Strategy: Monitoring Comprehension

1 Read the nonsense recipe and answer the questions.



HOW TO MAKE DELICIOUS POGGLES

Dig up three small **poggles**. You can find them in forests, under leaves on the ground. Wash them and put them in a pot with sugar and chocolate. Cook them slowly for five hours. Stir often. Add two cups of milk. When the **poggles** are black and smelly, take them out, and keep them under your bed for three years. Decorate your **poggles**. Enjoy!

- What do you think the **blue** words mean?
- Are they nouns, verbs, or adjectives?
- What do you know about them from the rest of the text?
- Can you understand most of the text without knowing all the words?

2 Look at the party invitation. With a partner, read it aloud and guess the missing words.

3 In pairs, discuss how you guessed the missing words.

- Think about the last party you went to, and discuss the questions with a partner.
 - Where was the party?
 - Who were the guests?
 - What was the best thing about the party?



Jan's Birthday Surprise

By Caroline Linse



Jan woke up excited. "It's my birthday. I'm ten today!" But then, he remembered the news from last night. He stopped smiling.

Jan lived in the city of Halle, in Germany. He lived with his mother, father, and his big sister, Anna. Jan loved to celebrate his birthday in the same way every year. His family had a picnic by the river in Peissnitz Park. Mom would always fry sausages and make potato salad. Everyone rode their bikes to the park. Jan's aunts, uncles, and cousins came, too. Aunt Ada always brought her famous chocolate cake. After the picnic, Jan and his cousins went swimming in the river.

But, right now, Jan wasn't happy. He was worried. It rained a lot last night, and it was still raining now. There was no electricity. On the radio, a police officer said that people mustn't go near the river. The water level was too high. He said people must stay indoors. So forget about a picnic next to the river!

Think

Think of how you celebrate your birthday. How are Jan's birthday traditions the same or different from yours?

Jan sat on his bed. He was still in his pajamas. He tried not to cry. He looked forward all year to celebrating his birthday with his family in the park. Now he realized they had to stay in the house!

Suddenly, there was a knock on the bedroom door. It was Mom, Dad, and his sister, Anna.

"We can't go to the park today. Aunt Ada can't bake a cake because she can't go to the store to buy the ingredients. We can't celebrate with any of my birthday traditions!" said Jan sadly. "This is the worst birthday ever!"

"I know!" said Dad. "But you shouldn't be sad. Let's make some new traditions! You should wait here in your bedroom, Jan. You'll have your picnic."

Jan waited in his room for a very long time. He could hear things happening in the rest of the house. He heard doors opening and closing. He heard people walking around. At one point, he could even smell smoke! After a while, Jan got bored. He took out his tablet and started playing a video game.



Think

What do you think Jan's dad is going to do for Jan's birthday? Predict.

Jan's Birthday Surprise

In the meantime, Dad went into the kitchen. He called Anna to come and help him. They were in there for a long time. At last, Dad and Anna came out with a box. They placed it on the table in the living room.

Mom was worried. "What can we have for lunch?"

Dad had an idea. He and Mom built a fire in the fireplace. Mom opened a package of sausages. She placed them on a long metal **fork** and started to **roast** them over the fire.

Think

How do you think Jan's family members feel while they're organizing his birthday party?



At last, Jan's cousins and aunts and uncles, who lived in the house next door, arrived. Aunt Ada didn't bring the usual chocolate cake. She brought some big **honey** cookies instead!

Aunt Ada asked Anna to help her. They found some powdered sugar in the **cupboard**. Anna added milk to the powdered sugar to make **frosting**. Then, they wrote "Happy" on one cookie, "Birthday" on another cookie, and "Jan" on another. They put the three big cookies together on a plate. Instead of a cake, Jan had birthday cookies!

Mom made a sign: "Welcome to Jan's Indoor Birthday Picnic!"

Finally, Dad called Jan to come downstairs. "Happy birthday!" everyone shouted when he appeared. Jan saw his family, the big sign, the birthday cookies, and the sausages over the fire. "Cool!" he said. "Thank you!"

Anna pointed to the box on the table. "Open it, Jan!" she said. Inside it, Jan found lots of delicious pieces of chocolate.

"This year we're going to play Hit the Pot," said Anna. "For this game, you put on the blindfold and crawl around the room. You bang a stick until you find the **pot**. In the pot, there are pieces of chocolate."

"Yay!" shouted the cousins excitedly. They played the game again and again, until there was no more chocolate. Then, everyone sat down to eat the sausages and the birthday cookies.

It was Jan's best birthday ever. "There's always room for surprises and new traditions!" said Dad. Jan realized he was right. Next year, he was going to have a lot of birthday traditions to choose from!

Think

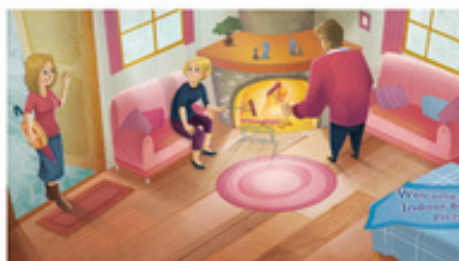
Why do you think it was Jan's best birthday ever?



Explore the Text

- Read and mark ✓ the questions that the story answers. Discuss the answers with a partner.

a How old is Jan? <input type="checkbox"/>	f What does Jan eat for breakfast? <input type="checkbox"/>
b What does Jan do every year for his birthday? <input type="checkbox"/>	g What's Jan's favorite food? <input type="checkbox"/>
c Why can't they do Jan's normal birthday traditions? <input type="checkbox"/>	h What do they have instead of a birthday cake? <input type="checkbox"/>
d How many friends does Jan have? <input type="checkbox"/>	i What game do they play at the birthday party? <input type="checkbox"/>
e What does Jan do for his next birthday? <input type="checkbox"/>	
- Tell your partner three new words you guessed from the story. Which strategies from the flow chart on page 30 did you use to understand them?
- With a partner, retell the story.



? Is food important to the characters in the story? How do you know?

Remember to give positive feedback when your classmates talk!



Grammar in Context

- Read the sentences and do the tasks.

You should wait here in your room.

People **mustn't** go near the river.

People **must** stay indoors.

You **shouldn't** be sad.

- Underline the phrases that give advice.
- Circle the phrases that give orders.

Grammar: *should/shouldn't, must/mustn't*

We use *should* to give advice and make recommendations.
You **shouldn't** be sad.

Must is stronger than *should*. We use *must* to give orders and talk about rules.
People **must** stay indoors.

- 2:12 Listen to the song. Say three things the baby should do and three things he **mustn't** do.



- 2:12 Listen again and sing along.

- Play a guessing game. What's the problem?
You should ...

go to bed earlier drink more water say sorry to the teacher play more sports

You should go to bed earlier!

He's tired!

1 Listen and mark ✓ the pictures of the restaurants mentioned.



2 Listen again and match the phrases with the correct restaurant.

fish swim over
your head

Pizzalicious

Sharky Surprise

an aquarium

seafood

twenty
toppings

takes ten
minutes to cook

sweet and
salty toppings

3 Listen again and mark ✓ or X.

	Pizzalicious	Sharky Surprise
a You make your own meal.		
b You don't feel like you're in a restaurant.		
c There are lots of toppings to choose from.		
d It's a unique experience.		
e You have to be brave.		

4 Take a class vote. Which restaurant do you think has the biggest wow factor? Why?

Do you prefer to eat at home or in a restaurant? Why?

Values AB page 36

How can we make good choices about food?

Your challenge is to create a healthy menu.

- Brainstorm** Imagine you have a restaurant. Make a list of your favorite foods for the restaurant menu.
- Analyze** Share your ideas in groups. Which options are unhealthy? Can you make any changes to make your menu healthier?
- Create** Make the menu. Fold two pieces of paper in half to make a book. Write and illustrate the foods on the menu page. Decorate the cover with the name of your restaurant.
- Present** Display your menus in class.
- Reflect** Give your classmates feedback on their menus. Whose is the healthiest?

Remember to give positive feedback on your classmates' ideas! Complete **Check Your Oracy!** in the Activity Book.



Appetizers
Vegetable soup
Grilled shrimp

Main Course
Chicken and rice
Meat and potato pie

Dessert
Fresh fruit salad
Strawberries in dark chocolate

AB page 37-39

SPEAKING MISSION

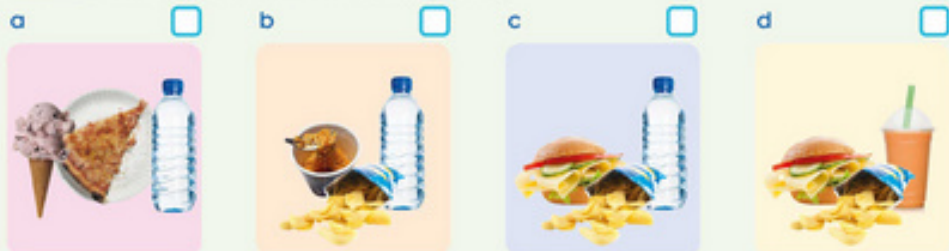
You are going to order some food from a food stand in an English-speaking country. Prepare what to say.

Before Your Mission

- 1 2:34 **Key Words** Listen and point. Then, say which of these you can buy at a food stand in your country.



- 2 2:15 Listen and mark ☒ what the girl buys.



During Your Mission

- 3 2:15 Listen again. What are the missing words?

Can I a sandwich, please?

I'd a bottle of water, too.

Anything ?

How is it?

- 4 Practice buying street food.

Student A

You are the street vendor.

- Decide what food you sell. Write down a menu on a piece of paper.
- Decide how much it costs. Write down the prices.

Student B

You are the customer.

- Decide how much money you have.
- Look at the menu. Decide what you want to eat.
- Ask for the food you want.
- Ask how much it is.

- 5 Change roles.

Key Language

Can I have (a bag of chips), please?
I'd like (a sandwich), too.
Here you go.
Anything else?
That's all, thanks.

How much is it?
That will be (ten) dollars, please.
Can you repeat that?
Thank you!
Here's your change.

- What are the differences between food you can buy in a restaurant and food you can buy from a food stand?



Why do we need to take care of nature?

- ☐ **Talk** about animals and their habitats.
- ☐ **Learn** how to be an active listener.
- ☐ **Write** a brochure about an insect.
- ☐ **Give** a presentation on protecting an animal.
- ☐ **Plan** for an Arctic adventure.

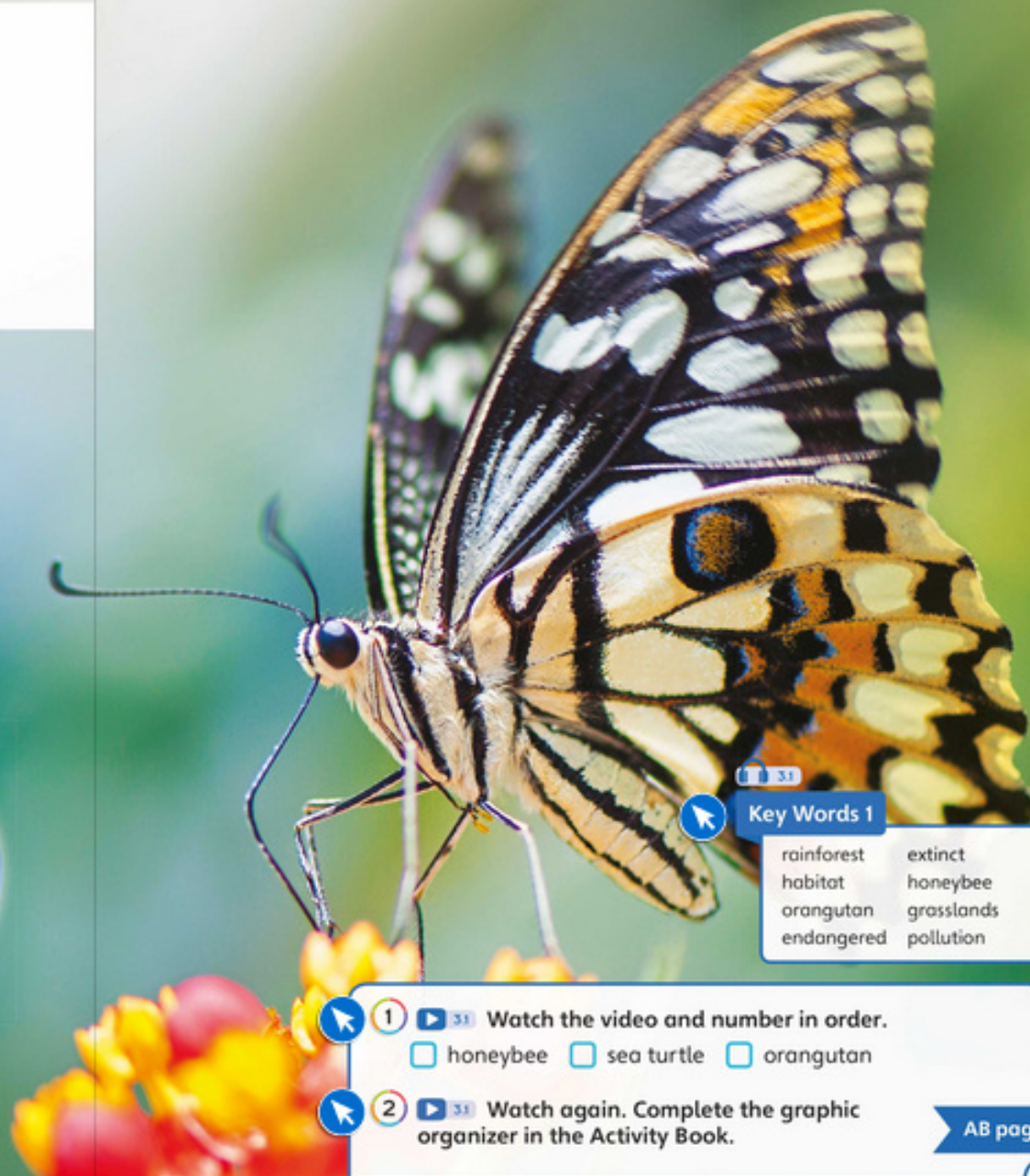
What
can you
see?



Where
do these animals
live?



Are
any of these
animals in danger of
extinction?



Key Words 1

rainforest	extinct
habitat	honeybee
orangutan	grasslands
endangered	pollution

- 1 ☐ 3.1 Watch the video and number in order.
☐ honeybee ☐ sea turtle ☐ orangutan
- 2 ☐ 3.1 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Identifying the Main Idea

The main idea is what the text is about. You can often find it in the first and last sentences.

- 1 Read the text and underline the main idea in blue.

Sea
Turtles

Sea turtles are endangered because of humans. Pollution in the ocean is a big problem for sea turtles. One of their favorite foods is jellyfish. People dump plastic bags in the ocean. Plastic bags look like jellyfish. Sea turtles eat the plastic bags by mistake. Sometimes turtles get stuck in pieces of plastic trash. Fishing can be bad for sea turtles, too. Fishing nets catch fish, but they also catch turtles. The turtles can't escape, and they die. We need to work together to protect turtles.

- 2 Read the text again. Underline the details that support the main idea in green.

- 3 Which summary best describes the main idea of the text? Circle.

- a Oceans and rainforests are being damaged by humans.
- b People's actions are endangering sea turtles.
- c Fishing is bad for turtles.

- 4 Look at pages 53–54. Answer the questions.

- a What animals can you see?
- b Where do you think they live?
- c What do you think this text is about?
- d Read the title. What do you think extreme habitats are?

What can we do to protect sea animals?
I think we can ...

32

Key Words 2

survive

desert

fur

adapt

seal

ice

world

ANIMAL SURVIVAL
IN EXTREME HABITATS

- 33 Some animals live in places where it is difficult to survive. Let's look at three extreme habitats and meet the amazing animals that live there.

Case Study: The Desert and the Camel

Hot, hot, hot! In the Sahara Desert, temperatures can go up to 50 degrees Celsius. At night, it gets very cold. And there is another problem: there's almost no water!

Camels are perfect for the desert. They keep fat in their hump to use for food. They can also close their noses to keep sand out of them. Their short fur is cool in the day and warm at night. Plus, they have big feet for walking on the sand.



Case Study: The Deep Ocean and the Anglerfish

Some animals live at 4,000 m underwater, where there is no sunlight! It is hard for animals to see the food they need to catch. And they can't see other animals that want to eat them! It is extremely cold. There is also a lot of pressure from the water above.

Anglerfish have adapted to the pressure. They have spaces in their body filled with gas. This helps them survive. Female anglerfish have a special light on their head. It helps them see in the dark. Male anglerfish have a very good sense of smell. This helps them to find food.

Anglerfish have a huge mouth—good for catching big fish!

This anglerfish was found at 950 m underwater. It was swimming in the dark.





ANIMAL SURVIVAL IN EXTREME HABITATS



Think

How do people survive very cold and hot weather?

Case Study: The North Pole and the Polar Bear

Brrrr! Temperatures in the Arctic regions go down to -50 degrees Celsius! It's very, very cold and windy. Animals here eat meat because there are no plants to eat. In winter, it is dark all day.

Polar bears have huge feet for walking on snow. Their fur is very thick—perfect for keeping warm. They even have fur on the bottom of their feet! White fur helps them to hide in the snow. This is useful when they need to catch seals. Polar bears have oil in their fur, so, when they get wet, they don't need a towel. They just shake off the water, and they're ready!

Adapting Animals

These amazing animals live in a delicate balance with nature. Over thousands of years, they have adapted to their habitats. Camels are happy in the hot desert. Anglerfish don't need light to find food. Polar bears can survive on the ice in the Arctic. But what happens if their habitats start to change quickly? What happens to the animals?

Climate Change: Habitats in Danger

Human activity is quickly changing the world's climate. The Arctic is getting hotter, so the ice is melting. Ice is the polar bears' home. Without ice, the bears can't get close to seals, their food. Hungry polar bears now travel a long way for food. Without food, they cannot survive.

The oceans of the world are changing, too. The temperature of the water is slowly rising. Many ocean creatures eat plankton, tiny animals that are sensitive to the temperature. What happens if the water is too warm and all of the plankton die? Even in the driest deserts, there is a rainy season. Now with climate change, in some deserts, it does not rain at all. How can plants and animals survive without water?

People need to change their ways, or their actions will destroy the natural world.



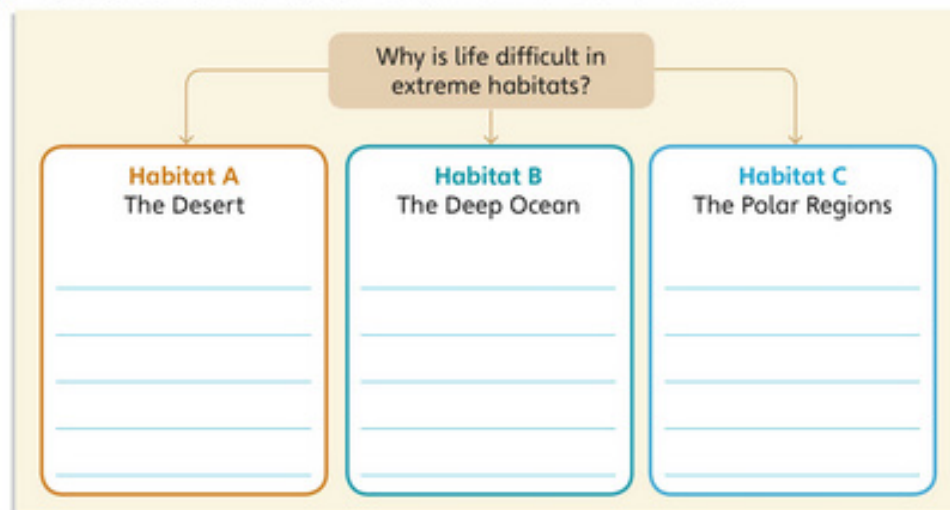
Explore the Text



- Which statement summarizes the main idea of the article?
 - It's difficult to live in very cold or hot habitats.
 - Animals are adapted to suit their habitats. Habitats are changing.
 - Plankton are in danger.



- In groups, complete the graphic organizer with the main ideas.



- Present the main ideas to the class.



- Find and circle the words in the article. Then, read and match.

- | | |
|---------------|---|
| 1 melting | a the general weather conditions |
| 2 rising | b changing from a solid to a liquid |
| 3 temperature | c the measure of how hot or cold something is |
| 4 climate | d going up |



How are we damaging habitats?

Don't forget the ground rules for discussion.



1 Read the sentences and do the tasks.

The anglerfish was swimming in the dark.

The camels were walking slowly.

- a Circle in **blue** *was* and *were*. Circle in **green** the verbs that end in *-ing*.
 b Do these sentences refer to the present, past, or future?

Grammar: Past Progressive

We use the past progressive to describe a continuous action or a state in the past.
 The anglerfish **was swimming** in the dark. The camels **were walking** slowly.

2 Listen to the rap and number the pictures in order.



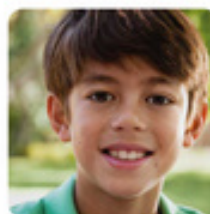
- 3 Tell your partner what each animal in the rap was doing.
 The orangutan was singing. The panda was ...

- 4 In pairs, ask and answer questions about what you were doing last Saturday.

What were you and your family doing at 11 a.m. last Saturday?

At 11 a.m., I was sleeping. My sister was ...

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



boy



oil



toy



coin

- 2 Listen and repeat the words above.

- 3 Listen and repeat. Complete the chart.

voice oyster boil join joy soil soy toil destroy

oy

oi

Spelling Rule

There are two ways to spell this sound.
 boy oil

- 4 In pairs, take turns saying the words and spelling them aloud.

- 5 Listen and say the tongue twister.

Troy the tiger destroyed the toy.

Competition!
 Who can say it the most times without making a mistake?



Oracy Skill: Active Listening

An active listener shows interest, pays attention, and asks questions.



1 Watch the video and do the tasks.

- Who is listening actively to Kate? Liam / Emma
- How do you know if someone is listening actively?
- Watch again and circle the phrases you hear.

I see. Great job! Great idea!
That's interesting. Really?



Let's Practice Oracy! 7, 8, 9

- Form pairs. Choose an Oracy Time! topic and discuss.
- Remember to listen actively. Ask your partner two questions.

Oracy Time!

Let me tell you about ... my pet / my favorite animal.

Check Your Oracy!

1 My partner was looking at me.	All the time / Sometimes / Never
2 My partner asked me questions.	Yes / No
3 My partner used the phrases on the cue cards.	All / Some / None

Make a Brochure

- Read the brochure. Can you think of more ideas?

FACTS About Honeybees

- Bees are important for flowers. They carry pollen from flower to flower. This helps flowers make more flowers.
- Bees are important for humans. They make delicious honey!
- Bees live in hives. Every hive has one queen. She is the biggest bee. The queen's job is important. She is mother to all the bees.

HELP YOUR BEE FRIENDS

- Grow flowers in your garden, in a box outside your window, or at your school. Fruit plants and sunflowers are bees' favorites!
- Don't touch bees or their hives.
- Don't use chemicals in your garden.

- How does the writer make her ideas clear? Look and mark ✓.

- | | | | |
|----------------------------------|--------------------------|-----------------------------------|--------------------------|
| The brochure uses illustrations. | <input type="checkbox"/> | The brochure uses long sentences. | <input type="checkbox"/> |
| The brochure uses lists. | <input type="checkbox"/> | The brochure uses imperatives. | <input type="checkbox"/> |

Improve Your Writing: Possessive Nouns

Possessive nouns show that one thing belongs to another. We add an apostrophe + s to the noun. If the plural noun already ends in s, we just add an apostrophe after the s.

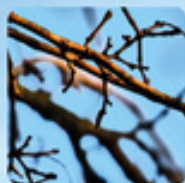
the ladybug's spots the ladybugs' spots

- Read and underline two examples of possessive nouns in the brochure.

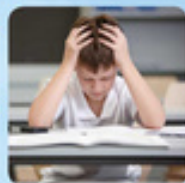
- Prepare to make your own brochure in the Activity Book.



1 Listen, look, and repeat.



branch



worried



warn



storm



blow



flood



yell



shine



mud



destroy

2 Match the definitions with the words.

- 1 to tell someone about possible danger
- 2 unhappy because you are thinking about problems
- 3 very bad weather with rain, wind, or snow
- 4 to glow with light
- 5 to speak in a loud voice
- 6 soil mixed with water
- 7 to move air
- 8 to cover with water
- 9 part of a tree
- 10 to break something into pieces

- a yell
- b flood
- c branch
- d mud
- e worried
- f destroy
- g shine
- h blow
- i warn
- j storm

3 Circle the words that are related to extreme weather.

Time to Talk!

What do you like to do when it's raining outside?



Reading Strategy: Using Background Knowledge

Before you read a text, think about what you already know about the topic.

1 What do you know about butterflies? Complete the first two boxes.

What
I KNOWWhat
I WANT to KnowWhat
I LEARNED

2 Read and circle T (true) or F (false). Then, listen and check your answers.

- | | | |
|---|---|---|
| a Caterpillars change into butterflies. | T | F |
| b Butterflies can live in very cold habitats. | T | F |
| c Butterflies eat other insects. | T | F |
| d Butterflies have mouths. | T | F |
| e Butterflies help plants reproduce. | T | F |

3 Look at pages 62–65 and do the tasks.

- a Look at the pictures of the girl. How is she feeling in each picture?
- b Read the title. What do you think the story is about?

Why are butterflies important to the environment?
Butterflies are important to the environment because ...



Are you being an active listener?




The Day They Didn't Come!

By Kim Milne



Kim Milne is a writer from the U.K. She has published many stories for children. Kim is an English teacher, and she also loves to paint. She has lived in Mexico for 30 years.

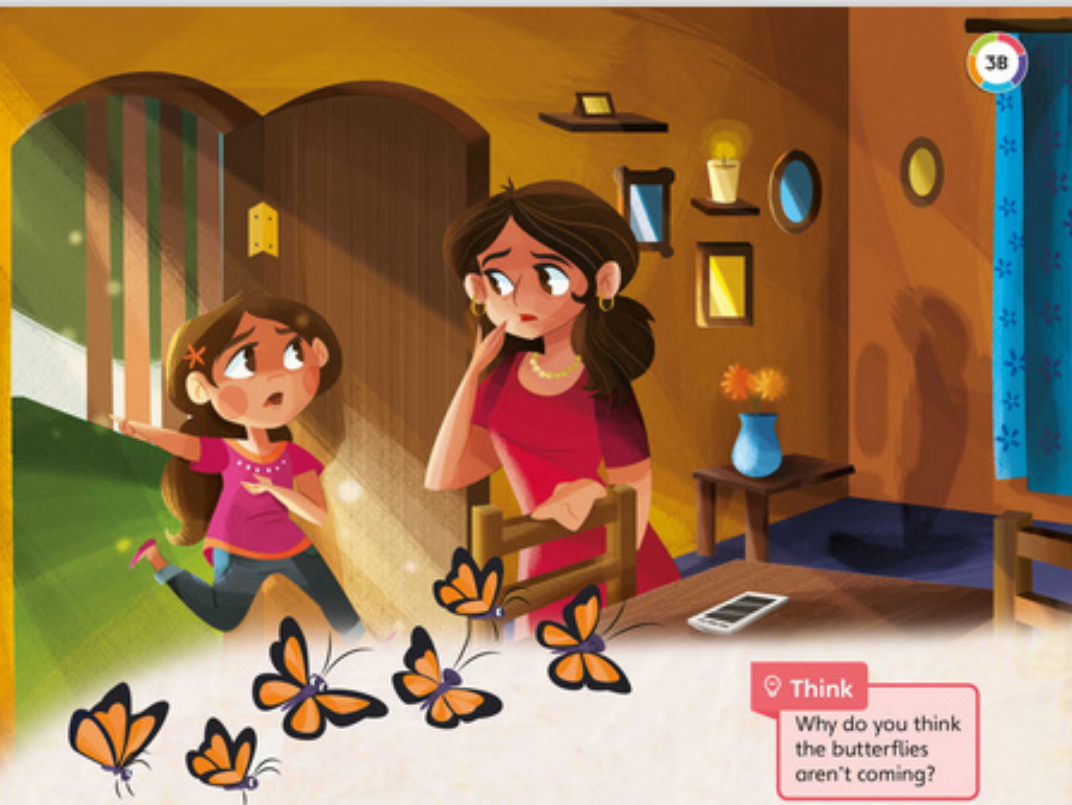
 **3.12** Luisa suddenly realized what day it was. She jumped out of bed and ran out of the house. Soon, she was in the forest. She looked up at the **branches** of the fir trees. She stood still and listened carefully. But she couldn't see or hear anything.


Worried, she ran back home.

"Mom," she cried, "it's already November, and they're still not here!"

"Are you sure?" her mom asked. "Were you looking in the right place?"

"Yes, ... yes. I was! I don't understand."



 **Think**
Why do you think the butterflies aren't coming?

A quiet voice came from the rocking chair in the corner of the room.

It was Luisa's great-grandmother. "It's happening again."

"What do you mean?" asked Luisa.

"Well, when I was a child, a similar thing happened," she explained.

"The butterflies are **warning** us about something!"

Luisa didn't share her great-grandmother's ideas that the butterflies were ancestors returning to Earth to protect them. But she knew something was wrong.

Luisa loved the arrival of the monarch butterflies every fall. Everyone in her tiny Mexican village did. It was a spectacular sight. The butterflies stayed in the forests all winter after flying 4,000 kilometers from Canada and the U.S.A. Then, in the spring, they flew back home. The following year, their great-grandchildren would return to the same trees. How? No one knows for sure.

However, this year was different, and Luisa wanted to know why.

3.5 The Day They Didn't Come!

"Mom, I'm calling Uncle Pablo. I'm sure he can help us!" she said.

Pablo lived in Canada. He was a biologist and part of Monarchwatch, an organization that studies the monarch butterfly.

Luisa explained the problem to him.

"There are fewer butterflies every year," Uncle Pablo explained. "Butterfly larvae feed on milkweed plants. Farmers are destroying milkweed." He paused and then added, "You know, they're very sensitive to environmental changes. Maybe some bad weather is on its way!"



Think

Does nature warn us in other ways? How?

It wasn't the time of year for a **storm**, but Luisa decided to warn the villagers. She told them that bad weather was coming.

"Are you joking? Stop everything?" one of the villagers shouted. "Butterflies predicting the weather!" another laughed.

Luisa was very upset. "Why don't people listen to nature?" she asked herself.

That night, a big storm came. It was raining, and the wind was **blowing** very hard. While Luisa was brushing her teeth, she heard a loud crash. She ran to her bedroom window and saw a big tree lying on the ground. She felt afraid. The river was **flooding**. She heard people **yelling** in the distance.

"Over here! We need more sandbags!"

At that moment, her great-grandmother came into the room and sat on her bed. "Don't worry, dear. Everything's going to be OK," she said and gave her a hug. Luisa covered her head with a blanket and curled up next to her great-grandmother. The storm lasted all night.

The next morning, the sun was **shining**. Luisa opened her window and looked outside. **Mud** and broken branches were everywhere. Fallen trees were lying on the road. Some homes were flooded, and others were **destroyed**.

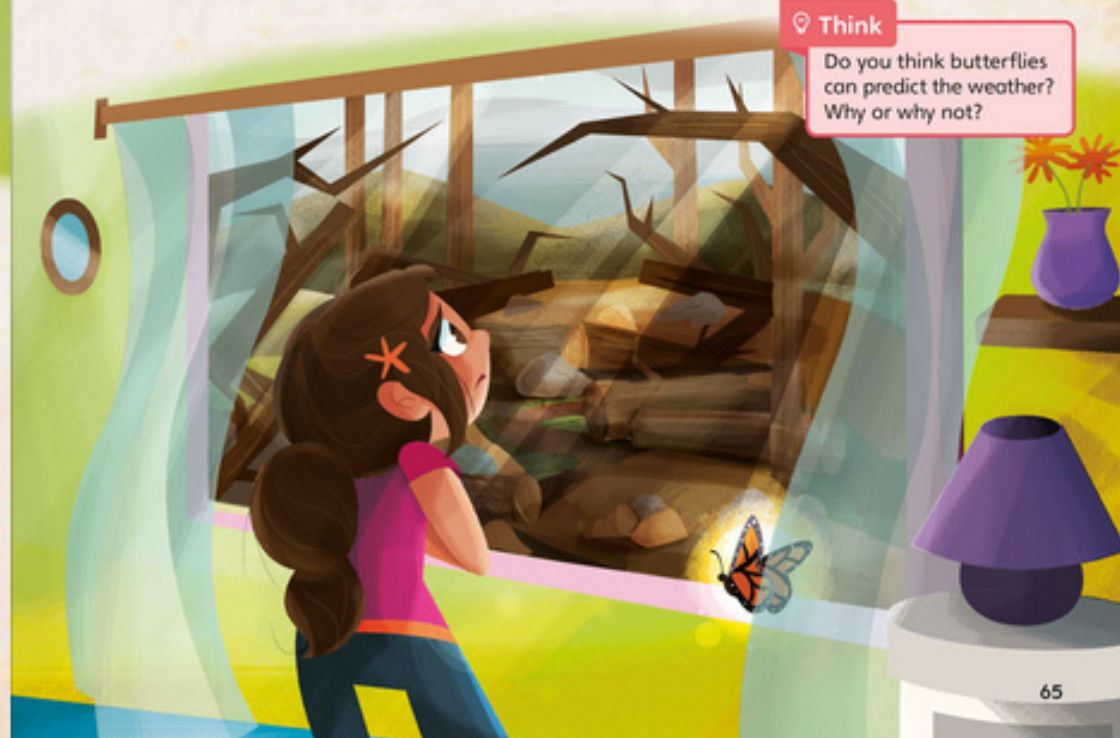
"Why didn't they listen to me?" she asked herself. At that moment, an orange, black, and white butterfly flew through the window and landed softly on her shoulder.

"Mom," she yelled. "They're here!"

Luisa now knew that what her great-grandmother believed about the butterflies wasn't so crazy after all. The butterflies were warning them.

Think

Do you think butterflies can predict the weather? Why or why not?



Explore the Text

1 Complete the third box in Activity I on page 61.

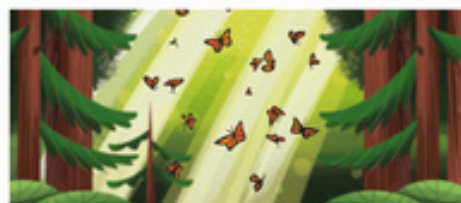
2 Number the sentences in order.

- ☐ Her great-grandmother said the butterflies were warning the village.
- ☐ Luisa ran to the forest to look for the butterflies. They weren't there.
- ☐ Luisa told the villagers about bad weather coming. They didn't listen.
- ☐ A butterfly landed on Luisa's shoulder.
- ☐ That night, the storm came.
- ☐ In the morning, Luisa saw that her village was destroyed.

3 Read and write F (fact) or O (opinion).

- a Butterfly larvae eat the milkweed plant. _____
- b There are fewer butterflies every year. _____
- c The villagers should listen to nature. _____

4 In pairs, retell the story.



Grammar in Context

1 Read the sentence and do the tasks.

While Luisa was brushing her teeth, she heard a loud crash.

- a Underline the verb in the simple past.
- b Underline the verb in past progressive.
- c What was Luisa doing? What happened?

Grammar: Interrupted Past

We use the past progressive and the simple past to indicate that a longer action in the past was interrupted.

While Luisa **was brushing** her teeth, she **heard** a loud crash.

2 Read and circle the correct form of the verb.



Last winter, when my family and I went to Mexico, we visited the monarch butterfly reserve. While we **were driving** / **drove** to the reserve, a deer **was jumping** / **jumped** in front of the car. Luckily, my father stopped in time, and the deer ran away. Then, while we **were walking** / **walked** through the forest, a butterfly **was landing** / **landed** on my nose. My mother **was taking** / **took** a photo of me when she **was dropping** / **dropped** her cell phone! The butterfly flew away, so we didn't get our photo.

While I was doing my homework yesterday, ...

3 Make three silly excuses with phrases from the box.

a camel
my brother / sister
my English teacher
a mosquito

broke my pencil
ate my homework
took my English book
landed on my hand



? Are all animals important? Why or why not?

1 Listen and circle the main idea.

- a Rainforest Reggie was giving an interview about the rainforest and the animals and plants that live there.
- b Rainforest Reggie was answering questions about exotic animals in the rainforest.

2 Read and complete the fact files. Listen and check.

warm smaller global warming
medicine animals most



FACT FILE: Rainforests

- Rainforests have the _____ animals of any habitat.
- Plants from the rainforest are used in _____.
- The rainforest is getting _____.



FACT FILE: Coral Reefs

- Coral reefs grow in _____ water.
- Coral is a colony of _____.
- The biggest problem for coral reefs is _____.



Active Listening

- 1 Form groups. Discuss the Oracy Time! topic. Remember to listen actively.
- 2 Complete Check Your Oracy! on Activity Book page 57.

Oracy Time!

We can't do anything to save the environment.

Values AB page 56

How can we protect the animals around us?

Your challenge is to protect an animal.

- 1 **Brainstorm** Make a list of animals that live in your country. Choose one.
- 2 **Research** What is your animal's habitat? What does it eat? What is an interesting fact about the animal? Are there any threats to the animal?
- 3 **Brainstorm** How can you protect or help the animal?
- 4 **Prepare and Practice**
- 5 **Present**
- 6 **Reflect** Listen to feedback from your classmates. What can you change the next time you give a presentation?

There are jaguars in my country. They live in the jungle. Jaguars eat cows, so many farmers hunt them. We should make a reserve for the jaguars.



Why do we need to take care of nature? Look back through the unit. Share your ideas.

AB pages 57-59

Oracy Performance Task 1: Collaboration

1 Which oracy skills do you remember? Read and match.

- | | |
|---------------------|---|
| 1 Active listening | a help us remember how to behave in a discussion. |
| 2 Ground rules | b encourages others to talk. |
| 3 Positive feedback | c is about listening and responding to others. |

2 In pairs, complete the table.

Good point! That's awesome! Really? How about ... ? I see.
Great idea! That's interesting. I think ...

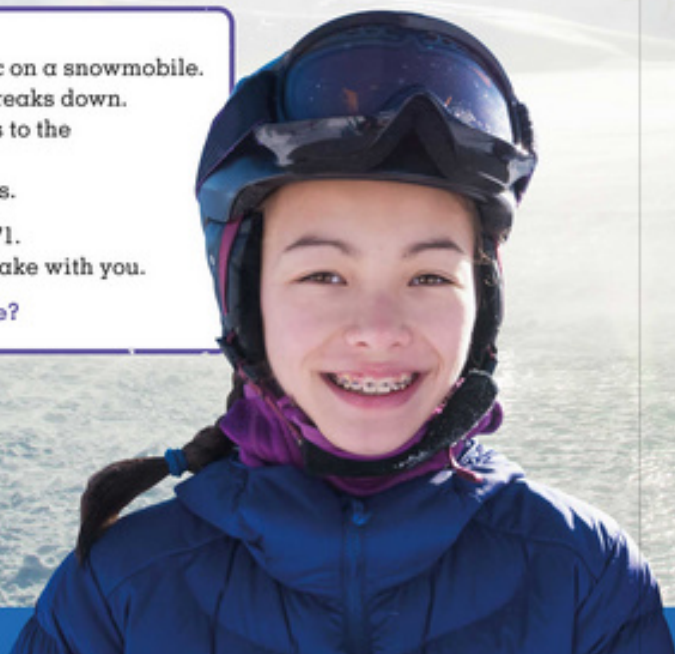
Giving Positive Feedback	Active Listening	Giving an Opinion

YOUR TASK

You are traveling in the Arctic on a snowmobile. Your snowmobile suddenly breaks down. You have to walk for two days to the nearest shelter. You are wearing warm clothes.

Look at the pictures on page 71. You can choose five items to take with you.

Which five items will you take?



fishing net



knife



bottle of water



sleeping bag



flashlight



first-aid kit



rope



pot



chocolate bar



can of beans



spoon



sunglasses



snowshoes



matches

1-3

1 Form groups and circle three ground rules for the task.

- We listen to each other's ideas.
- We stand up when we speak.
- We ask each other, "What do you think?" and "Why do you think that?"
- We try to agree in the end.

2 Discuss and report your group's results to the class.

3 Talk about your talk!

- What positive feedback did you hear?
- What active listening did you observe?
- Did your group follow the ground rules?

4 Complete Check Your Oracy!

Check Your Oracy!

	1	2	3
1 I listened actively.			
2 I followed the ground rules.			
3 I gave positive feedback.			
4 I gave an opinion.			

What I can do better next time:



What is art?

- ☐ **Talk** about different kinds of art.
- ☐ **Learn** how to express your point of view.
- ☐ **Write** a diary entry.
- ☐ **Give** a presentation about art and artists.
- ☐ **Discuss** and plan what you need for an art project.

What
can you see?



Which
picture do you like most?
Why?



Are all of
these art?



4.1



Key Words 1

painting	shiny
photography	colorful
architecture	ugly
mural	calm



1 **4.1** Watch the video. What is it about? Discuss.

- a different types of art
- b art from one time in history
- c painting



2 **4.1** Watch again. Complete the graphic organizer in the Activity Book.

AB page 62

Reading Strategy: Comparing and Contrasting

Many texts talk about differences between people or things. By finding similarities and differences, you can compare texts better.

- 1 Read the text and questions. Complete the graphic organizer.

Object A is an outdoor sculpture. It was made in memory of Nelson Mandela (a South African president). The sculpture is big, and it's made of metal. Metal is a strong, heavy material.



Object A

Object B

heavy



Object B is an enormous, colorful vase. It's about four hundred years old. It comes from China. It's very delicate because it's pottery and made of baked clay.

Is it light or heavy? What's it made of? Is it big or small? Is it delicate or strong? Is it indoors or outdoors?

- 2 With a partner, discuss the similarities and differences.

Object A is made of metal, but Object B is ...

Objects A and B are both ...

- 3 Look at the art on pages 75 and 76. Read the questions in Activity I and answer them for each object.

Is it light or heavy?

I think it's heavy.

Key Words 2



artist



pattern



build



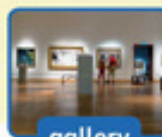
sandcastle



work of art



ceramics



gallery

UNUSUAL ART

Art or Not?

When is something art? Who decides what art is? What do you think? To help us with these questions, let's look at some examples.

Wood

This sculpture, representing a chair and table, is probably the biggest you will ever see! It is made of wood and metal and is called *The Writer*. It's taller than a house—nine meters tall! The **artist** is Giancarlo Neri. He's from Italy.



Sometimes people have a picnic under the sculpture or use the table legs to play soccer! Why do you think this sculpture is called *The Writer*? The artist says people love it or hate it. What do you think?

You decide! Is this art? Yes or no? How is it different from chairs and tables in your house? Are they art, too?

Sand

Some people make art from sand. Look at the picture. What can you see?

This colorful piece of art comes from Asia. First, the artists draw a picture of the **pattern** they want. Then, they use sand in different colors to fill it in.

This art is temporary. The artists always destroy it afterwards. They put the sand in a big jar and take it to a river. They always throw the sand back into the river. It is released back into nature.



UNUSUAL ART

Can you see the city sculpture? All of the buildings are made of sand! This is a model of Dubai, in the United Arab Emirates. It's very detailed. The artist is Jenny Rossen. Her job is to **build sandcastles** on the beach every day! Jenny started building sandcastles when she was very young. She grew up in Australia, which has some of the best beaches in the world.

Her sculptures have a much shorter life than ordinary sculptures. The sea always comes in and washes them away. But it doesn't matter to Jenny. She thinks that making art is more important than keeping it. **You decide! Is this art?** Yes or no? Do you build sandcastles at the beach? Are they art, too?

Photography

What can you see in this picture?



The artist, Pablo Picasso, made it with a camera and a flashlight. While taking photos at a very slow speed, he drew pictures in the air with a flashlight. In this picture, Picasso drew only one line, without stopping.

Pablo Picasso was born in Malaga, Spain, in 1881. Picasso made thousands of paintings, but his favorite subjects were people, horses, bulls, and guitars. He is one of the most famous artists of the 20th

century. In his life, he made thousands of **works of art**, including paintings, sculptures, and **ceramics**. In Spain, there are now two Picasso museums, and lots of **galleries** around the world have Picasso pictures, too. **You decide! Is this art?** Yes or no? How is it different from the photographs you take?



Think

Which of the works in the article could be in a museum? Explain your reasons.

Explore the Text

- 1 Complete the chart to compare the artworks.



permanent outdoors sand
big sculpture wood and metal
temporary small one color



Jenny Rossen's Sandcastles	Both	Giancarlo Neri's The Writer

- 2 In groups, answer the questions for one work of art from the text. Then, join a new group and compare.

What do you need to make it?

Do you like it?

How big is it?

What is it?

What adjectives can you use to describe it?

Where is it?

Sand pictures from Asia are colorful, but the Picasso photographs are black and white.

- 3 **Key Words 3** Find the words and phrases in the text and circle them. Then, match them with their opposites.

- | | |
|-------------|--------------------------|
| 1 temporary | a unknown |
| 2 ordinary | b keep or hold something |
| 3 release | c permanent |
| 4 famous | d special |

- 4 Do you think your textbook is art? How about other objects in your classroom? Why or why not?

Don't forget to listen actively!



1 Read the sentences and do the tasks.

This sculpture is the biggest.

It's taller than a house!

Making art is more important than keeping it.

He is the most famous artist.

Australia has the best beaches.

- a Circle *more* and an adjective ending in -er.
- b Underline *most*, *best*, and an adjective ending in -est.
- c Which are comparatives? Which are superlatives?

Grammar: Comparative and Superlative Adjectives

We use comparative and superlative adjectives to compare things.

There are irregular adjectives as well: *better* and *best*, *worse* and *worst*.



short shorter shortest

2 Read and say *true* or *false*. Correct the false statements.

- a Sand sculptures have a longer life than metal sculptures.
- b Jenny Rossen thinks that making art is more important than keeping it.
- c The record for the tallest sandcastle is 5 meters tall.
- d Some of the world's ugliest beaches are in Australia.



3 Listen. With a partner, use comparatives and superlatives to describe the big cake.

4 Listen again and chant.

1 Listen. What sound do these words have in common?



mouse



house



cow

2 Listen. What sound do these words have in common?



toe



bow



window

3 Match the rhyming words. Then, underline words that rhyme with cow in blue. Underline words that rhyme with toe in red.

hound house brown throw

town snow mouse ground

4 Listen to the tongue twisters. Underline the words that sound like cow, and circle the words that sound like snow.



Wow! That brown mouse
makes loud sounds now!



Flo's potatoes grow slowly
in the snow. Go, go, go!

Spelling Tip

Be careful! Words spelled the same don't always sound the same. Think about *slow* and *cow*, for example.

Oracy Skill: Expressing Opinions

We can express our opinions in class. We respect other people's opinions.



- 1 Watch and circle the painting Kate likes best.



Berthe Morisot



Wassily Kandinsky

- 2 Watch again. Circle the phrases Kate uses to express her opinion.
In my opinion, ... I agree. That's a good point. I think ...

- 3 Why is it important to express our opinion? Circle one answer.
So that people know what we think.
So that people can argue with us.
So that everyone has a turn.



Oracy Time!

What do you think about this artwork?

Let's Practice Oracy! 10, 11

- Form groups. Look at the artwork and answer the question.
- Do you agree or disagree with your classmates? Remember to respect their opinions.



Check Your Oracy!

1 I expressed my opinion.	Yes / No
2 I listened to and respected everyone's opinion.	Yes / No

Write a Diary Entry

- 1 Read the diary entry about William's school trip. What did he like seeing most?

Monday, December 3

Today, I went with my class to an art museum. At first, I didn't understand what we were looking at. Then, my teacher, Ms. White, asked me what I could see and which paintings I liked best. I pointed to some. She said they were by a German artist named Franz Marc. His idea was to express different feelings with different colors. I like that idea.

Most of his paintings are of animals, and I love animals! There was a painting of some blue horses. They didn't look like horses when I first looked at them—they just looked like big blue shapes. But, when I looked again, I saw the shapes of three horses. Now, I want to paint my two cats, Tiger and Snowy. I will paint Tiger green and Snowy purple.



- 2 Mark ✓ the things a diary entry should include.
- a adjectives to describe what you saw ☐
 - b what you did ☐
 - c how you felt or what you thought ☐
 - d your signature ☐
 - e the day and date ☐
 - f illustrations ☐

Improve Your Writing: Pronouns

We can use pronouns like *he*, *she*, *it*, and *they* instead of the name of the person or thing.

Clarissa writes in her diary every night. She never forgets.

There's an interesting painting at the museum. It only has two colors—red and orange.



- Read and find more pronouns in the diary entry. Say which nouns they refer to.
- Prepare to write a diary entry in the Activity Book.



Is art important to your family?
Do you have any art at home?

1



Key Words 4

Listen, look, and repeat.



nest



hummingbird



plastic



bottle cap



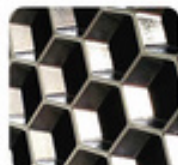
peacock



sketch



creation



metal



portrait



feather

2

Write the words from Activity 1 in the correct groups.

Nature Words	Trash and Recycling Words	Art and Materials Words

3

Read and complete the text.

plastic feathers creations nests metal

HOME SWEET HOME

Different birds build different kinds of _____. This is a bowerbird. It lives in Australia. Some have green or brown _____, and some are black. This bird is famous for recycling! Bowerbirds collect _____ and _____. They use this trash to decorate their enormous nests. The nests look like amazing _____.



Reading Strategy: Predicting from Pictures

Pictures give us lots of information. You can use pictures to help you understand a text. Before you read, you should look at the pictures and see what clues there are.

1

Read the questions and mark ✓ the ones you can answer from the picture.

- a Are the people old or young? ☐
- b What are their names? ☐
- c How are they feeling? ☐
- d What are they doing? ☐
- e Are they brother and sister? ☐
- f Where are they from? ☐
- g Are they boys or girls? ☐
- h Are they inside or outside? ☐



2

Now, read and check. Ask and answer all the questions.

Saskia and Robert are best friends. They're from Germany. They are both six years old, and they are in the same class at school. Today is a busy day. This morning, they were in the school garden learning about plants, and now they are doing art inside. Their teacher, Mr. Becker, asked them to paint a picture of a flower. Saskia and Robert love painting—it's their favorite activity.

3

Look at the picture on page 84. Read the statements and mark ✓. Discuss with a partner.

	Yes, I agree.	No, I disagree.	I don't know.
a The boy in the story has lots of friends.			
b He's sitting in the school gym.			
c He always pays attention to the teacher.			
d He's interested in nature.			



The Portrait

By Ivor Williams



It was Monday morning assembly. Mr. Dawson, the principal, was making announcements to the school:

"Congratulations to the girls' volleyball team. Great job, girls! You collected \$300 for charity. Excellent!"

Jake was sitting at the back of the gym. He knew he should be listening to Mr. Dawson, but he was looking out the window at the olive tree. He could see a hummingbird's nest in the tree, with the mother hummingbird flying to the nest with food for the baby birds.

Jake had some friends, but mostly he liked to hang out on his own. He didn't like what others liked. He hated sports. He thought painting and drawing were more interesting than going to a birthday party. A lot of kids thought he was weird.

Then, Mr. Dawson said something that made Jake stop looking out the window and start paying attention.

"... The deadline for the Recycled Art Competition is in ten days. ..."

Ten days! Oh, no! That wasn't much time. Jake wanted to enter the competition. He had lots of ideas, but he hadn't begun working yet. He had to get started!

"I should start today!" Jake said loudly. Jake did that sometimes. He forgot where he was, and he expressed his ideas out loud. Everyone turned to look at Jake.

At lunchtime, Jake saw a plastic bottle cap on the floor. He picked it up and put it in his pocket. At the playground, he found three more. On his way home, he found two more bottle caps. He picked them up and continued on his way.

That afternoon, Jake visited his Aunt Ruth. Aunt Ruth lived in a small house next to a forest. Aunt Ruth loved to sit on her porch and watch the birds. As soon as Jake arrived, she talked more excitedly than usual. She told Jake about a peacock she'd seen in her yard the day before; to Aunt Ruth, it was the most beautiful of all birds.



Suddenly, Jake asked, "Aunt, can I sketch you?"

"Sketch me? But why?"

"Oh, ... I have to do a project for school," replied Jake.

"Yes, of course," she said.

So that's what Jake did for the next few days—he visited Aunt Ruth and made sketches of her.

Think

What do you think Jake is going to do with the bottle caps? Predict.

4.13 The Portrait

At school, kids were getting ready for the competition. Some had lots of plastic bottles. Others collected old plastic bags and newspapers. Some had old computers or phones. Some students spent a lot of money.



Meanwhile, Jake kept collecting his bottle caps. Every time he saw one, he would pick it up. Some students started giving him bottle caps, and soon everyone was giving him their bottle caps. It became a kind of joke. They would say, "Here, Jake, take this for your 'work of art'!"

The day of the competition was getting closer and closer. Jake now had hundreds of bottle caps. He stayed up later and later every night. His parents said he worked the hardest and the most carefully of anyone they knew. Jake was exhausted! What was he making?

Finally, all the students turned in their **creations**. Jake was happy that he finished his artwork on time, but now he was nervous. All he could think about was winning a prize. Was his artwork good enough?

On the day of the awards ceremony, Principal Dawson stepped forward on the stage. Next to Mr. Dawson were three big shapes, each covered with a blanket. Jake sat nervously in the back of the gym. Everyone went quiet.

Think

Is winning the most important thing when you enter a competition?

"I'm very happy to announce the finalists of the Recycled Art Competition!"

"Third place goes to ... Eric Richards for his scrap **metal** sculpture of a fish!" Mr. Dawson uncovered the sculpture, and everyone clapped.

"Second place goes to ... Megan Brown for her plastic bottle elephant!" Everyone clapped again.

Then, silence fell. Jake held his breath. He knew he had made something good, but would the judges agree that his art was better than the rest?

Mr. Dawson continued, "And first place in this year's Recycled Art Competition goes to ..."—Mr. Dawson uncovered the final work of art—"Jake Mellor!"

Everyone gasped. Jake had created an incredibly life-like **portrait** of a woman's face out of bottle caps. Everyone in the room began to clap excitedly. They clapped and cheered, then they stood up and



clapped and cheered some more. Jake gestured to his aunt to stand up. It was clear to everyone that the portrait was of her. In the portrait, his aunt was holding a **feather** from a peacock—the bird she liked best.

As Jake collected his prize, the cheering continued. At that moment, Jake felt happier and more excited than he had in his entire life.



Think

Why do you think Jake won the competition?

Explore the Text

- 1 Circle the best subtitle for the story.
 - a Aunt Ruth and the Peacock
 - b Jake Learns About Recycling
 - c Jake and the Art Competition
- 2 Look again at your answers for Activity 3 on page 83, and do the tasks. Then, with a partner, discuss your answers.
 - a Were your answers correct? Correct the wrong answers.
 - b What evidence do you have for your answers? Underline sentences in the story.
- 3 With a partner, retell the story.



How can we turn trash into art?



Remember to give your opinion!

Grammar in Context

- 1 Read the sentences and do the tasks.

Aunt Ruth talked more excitedly than normal.

Jake stayed up later and later every night.

Peacocks were the birds Aunt Ruth liked best.

Jake's parents said he worked the hardest and the most carefully of anyone they knew.

- a Underline the comparative adverbs (*more* + *-ly*, *-er*).
- b Circle the superlative adverbs (*the* + *-est*, *the most* + *-ly*, *best*).

Grammar: Comparative and Superlative Adverbs

Comparative and superlative adverbs describe an action in comparison with other actions.

Most of these adverbs end in *-er* or *-est* or use *more* or *most* and end in *-ly*. There are some irregular adverbs, such as *better/best* and *worse/worst*.

- 2 Play Spot the Difference. Compare what the people are doing.

faster more slowly more carefully better worse higher



In Picture A, she is riding her bike more carefully.
In Picture B, she is riding her bike more dangerously.

- 3 Class awards! Decide which classmate wins the prize for each category.
 - talks the loudest
 - dances the best
 - works the most carefully
 - draws the most beautifully
 - runs the fastest
 - laughs the loudest

1 Listen and number in order.



The Egg House



The Taj Mahal

The House in
El Borbollon

The Burj Khalifa

2 Look at the buildings. Which one does not have people living in it? Listen again and check.

3 Listen again. Then, read and write the letters in the correct columns.

- | | |
|---|--|
| a It's in India. | e It's in a village in El Salvador. |
| b It is made out of recycled materials. | f It includes a hotel. |
| c It's made from a plant called bamboo. | g It's in China. |
| d It has 57 elevators. | h It's built in the shape of a letter Y. |
| | i It was built for a princess. |

El Borbollon	The Burj Khalifa	The Taj Mahal	The Egg House

Time to Talk!

Imagine you are going to build a house with recycled materials. What would you use and why?



Values AB page 76

How can we learn about different types of art?

Your challenge is to learn about a famous artist.

- 1 **Brainstorm and Research** List famous artists in your country and around the world. Think about different artists for different art forms.

sculpture painting photography
architecture drawing

- 2 **Plan** In small groups, choose an artist. Decide how you can research your artist.

Internet library books magazines
interviewing people going to a museum

- 3 **Research** Collect information and pictures for your presentation. Each person should research one of these areas:

- interesting information about the artist's life
- famous works of art they created
- what kind of art form they made
- important museums, galleries, or places where you can see their artworks

- 4 **Prepare and Practice**

- 5 **Present**

- 6 **Respond** Display your presentation on the wall. Walk around and talk about the artwork.

Van Gogh is a very famous painter. He often painted plants and portraits of people.



Don't forget to give your opinion! Complete Check Your Oracy! in the Activity Book



What is art? Look back through the unit. Share your ideas with the class.



AB page 77-79

SPEAKING MISSION

Before Your Mission

You are preparing to do an art project. Plan what you are going to make and what art materials you will need.

- 1 4:15 **Key Words** Look at the objects. Circle the ones you have at home.

watercolor paints

chalk

modeling clay

poster board

easel

glitter

paintbrushes

Time to Talk!

What are your favorite art materials? What do you make with them?

- 2 4:36 Listen to the children making a list. Say three objects from Activity 1 that Salma needs.

- 3 What is Salma making for her art project? Can you guess?



Shopping List
poster board

During Your Mission

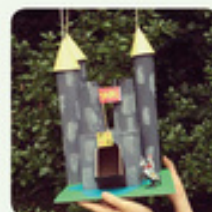
- 4 4:37 Listen. Circle what Salma makes.



a house



a picture



a castle



some jewelry

- 5 Discuss and plan what you're going to make. Discuss in pairs what you need.

Key Language

What are we going to make?	We need a ...
Let's make a ...	Do we need ... ?
What do we need?	Yes, we do.
What else?	No, we don't.
We need some ...	

- Is the art you planned to make different from the art in the unit? How?





Why do we travel?

- ☐ **Talk** about travel.
- ☐ **Learn** how to ask for information.
- ☐ **Write** a travel blog.
- ☐ **Do** a class questionnaire and analyze the results.
- ☐ **Plan** to visit a wildlife park in another country.

What can you see?



Which trip do you want to go on? Why?



Do you like to travel?



Key Words 1

tourist	campfire
culture	hiking
camping	souvenir
cabin	castle



- 1 51 Watch the video. Why do we travel? Mark ✓.
- | | |
|--|--|
| to see nature <input type="checkbox"/> | to learn about different cultures <input type="checkbox"/> |
| to save money <input type="checkbox"/> | to learn new skills <input type="checkbox"/> |
| to watch TV <input type="checkbox"/> | to take a vacation <input type="checkbox"/> |



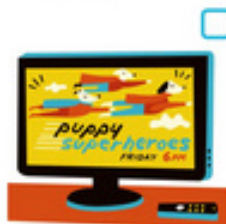
- 2 51 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Identifying Author's Purpose

Texts and pictures sometimes have a specific message. When we identify this message, we can understand what the author or artist wants to say.

1 Look at the pictures and number.

- 1 They want you to watch something.
- 2 They want you to buy something.
- 3 They want you to know the rules.
- 4 They want to give you directions.



2 Read the text. Which phrase best describes its purpose? Circle.

- a to give you information about vacations
- b to persuade you to use their travel company
- c to describe a vacation

3 Look at pages 97 and 98, and answer the questions.

- a Where are the vacations in the pictures?
- b What do you think the text is about?

Time to Talk!

What's your favorite place to visit?

Come Backpacking and See Mountain Gorillas!

Gorillas are some of Africa's most special and most endangered animals. Join us on an adventure to see these wild animals in their natural habitat. Our tour guides will take you through the rainforest in Uganda, teaching you about this magical place and the animals living there.

For more information, see our website: rainforesttrips.com




RAINFEST TRIPS

52

Key Words 2


 damage



 coast


 sightseeing


 rescue


 canoe


 waterfall


 tour guide

Being a Responsible Traveler

53 WHAT'S ECOTOURISM?

Ecotourism means to travel and respect nature at the same time. Sometimes, tourists **damage** the environment. For example, big hotels on unspoiled parts of the **coast** can pollute the water and create problems with trash. They don't respect the plants or animals, and they use too much water! Ecotourism cares more about nature.

Some tourists like to volunteer. Volunteering is when you work for free to help. Volunteering is not as relaxing as **sightseeing**, but you can learn a lot!

VACATIONS WITH A DIFFERENCE!

Do you want to see the world, learn new skills, and meet interesting people? Check out these fun ecotourism ideas!

WELCOME TO SAM'S SLOTH SANCTUARY!

Do you want to help endangered animals? **Sam's Sloth Sanctuary**, in the rainforest of Costa Rica, is a safe place for endangered sloths.

What can you do?

- Learn about sloths and take care of them at the sanctuary.
- Meet sloths that were **rescued** from the wild.
- Ride in a **canoe** down the river.

What do our visitors say?

Andy, 11, U.K.: "This was a perfect trip. I had an awesome time learning about sloths. They are so cute and peaceful!"

Carla, 9, Italy: "Sloths are so intelligent. I'm sad that people are destroying their habitat. Come and help the sloths in Costa Rica!"

Email: sam@samsanimals.net



Horseback Riding in the Pyrenees

Experience the great outdoors on our horseback-riding adventure. You can see Spain's beautiful, unspoiled mountains while you ride.

There are magical **waterfalls**, snowy mountains, and green hills.

Check out our website: www.horsebackvacations.com



Being a Responsible Traveler

Join Our Sea Turtle Conservation Project!

Sea turtles need our help. Every year, people catch turtles and take eggs from their nests on beaches. Some turtles are also hurt by fishing boats. Help us to help the turtles in Mexico!

What do we do?

- We study endangered turtles and collect information.
- We protect turtles' nests. Sometimes, we move their eggs to special beaches where the eggs can hatch safely.

What do our volunteers say?

Amy, 10, Canada: "My family volunteered for a week in the summer. It was hard work, but amazing! I learned a lot. Sea turtles are wonderful creatures. We must take care of them!"

Make your reservation now! Email: seaturtleconservation@mex.net



Rainforest RESERVE



At our rainforest reserve in Brazil, we protect nature. Every year, the rainforest gets smaller and smaller. But we work very hard planting new trees for the future. Our scientists study the trees, the plants, the insects, and many other animals in the rainforest. We also teach people how to protect this habitat. It's a lot of work, but you can also have fun. You can try whitewater rafting when you're here, or you can go hiking through the rainforest with our **tour guides**. It's the experience of a lifetime!

For more information, see our website:

amazonrainforestreserve.com



Think

Why do people choose ecotourism vacations?

Explore the Text

- 1 Complete the graphic organizer with information from the text.

Main Idea	Where?	Detail	Detail
Sloth Sanctuary	Costa Rica	ride in a canoe	meet animals rescued from the wild
Horseback Riding			
Sea Turtle Conservation Project			
Rainforest Reserve			

- 2 What do all the texts want you to do? Mark ☒ more than one answer.

- a go to Spain ☐
- b choose an ecotourism vacation ☐
- c protect endangered animals ☐
- d visit the rainforest ☐
- e contact the company or visit their website ☐
- f go on vacation with them ☐

- 3 **Key Words 3** Find the words in the article and circle them. Then, match them with the definitions.

- 1 unspoiled a a safe place
- 2 creature b still naturally beautiful; not developed by people
- 3 respect c animal
- 4 sanctuary d value; take care of something

What makes a vacation fun?

Don't forget to give your opinion!



1 Read the sentences and do the tasks.

Volunteering is not as relaxing as sightseeing.

The beach is less interesting than the city.

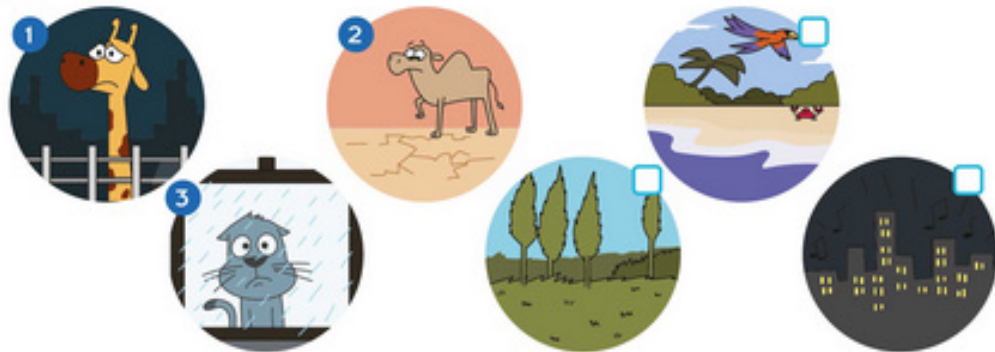
Skateboarding is more exciting than swimming.

- a Circle **as** in blue. Circle **more** in green. Circle **less** in red.
b Do these sentences talk about one thing or compare two things?

Grammar: Comparatives

We use comparatives to talk about how things are the same and different.
Volunteering is not **as** relaxing **as** sightseeing.
The beach is **less** interesting **than** the city.
Skateboarding is **more** exciting **than** swimming.

2 Listen and match the animals with their dream vacation.



3 Listen again. Talk about what the animals want.

exciting green interesting fun hot noisy quiet tall wet

The camel wants to go somewhere more ...

4 Line up from the tallest to the shortest child in your class. Talk about yourself.

I'm as tall as Hannah. I'm shorter than Peter.

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



nurse



shirt



teacher

2 Listen and repeat. Then, complete the chart.

skirt tiger nurse shirt sweater curly bird fur
Thursday picture circle girl summer birthday teacher

-er	-ir	-ur

3 Listen and say the tongue twister. Clap when you hear a sound like girl.

Peter the purple bird gets dirty every Thursday.



4 With a partner, make sentences.

Roberto Bert	painter teacher nurse	Choose a verb!	birthday	Saturday Thursday
			skirts	
			shirts	
			circus	

Roberto the painter wears shirts on Thursdays!

Bert the nurse has a birthday on Saturday!



Oracy Skill: Asking for Information

If you don't understand something, you can ask follow-up questions.

1 Watch and do the tasks.

- a Who asks questions? Kate / Jack
b What questions does he ask? Circle.

Do you agree? What's a ... ?
Sorry, can you repeat that?
Really?

c How do the questions help him?

He understands better what Emma is saying. /
He decides where to go on vacation.

Some stingrays swam next to me.

Stingray?

1



Some stingrays swam next to me.

2



What's a stingray?

Let's Practice Oracy! I2, I3

- 1 Form groups. Plan a dream vacation. Complete the Oracy Time! table.
- 2 Ask your group members follow-up questions.
- 3 Present your dream vacation to the class.

Oracy Time!

Our Dream Vacation to

Where do we stay?	
What do we eat?	
What do we do?	

Check Your Oracy!

1 We participated in the discussion.

All of us / Most of us /
Some of us

2 We asked follow-up questions.

Yes / No

Write a Travel Blog



- 1 Read the travel blog. Which techniques does this writer use? Mark ✓.
- uses attractive photos ☐
 - includes quotes from people who have been there ☐
 - uses adjectives ☐
 - gives reasons to visit ☐

Improve Your Writing: because

We use *because* to show why things happen or why people feel or think something.

Cape Town is great because the landscape is beautiful.



- 2 Read and underline two examples of *because* in the blog.

- 3 Prepare to write a travel blog about an exciting vacation in the Activity Book.

June 5, 2020

5A

Marco's Travel Blog

One Day in Cape Town

Today, we arrived in a city called Cape Town, in South Africa. In the morning, we went up to Table Mountain in a cable car. It's called Table Mountain because it's flat at the top like a table. The coolest thing about being at the top was seeing some really cute, funny animals. They are called dassies, and they look like huge hamsters!



Later, we went to Cape Point. This is an awesome place to visit because it's the place where two oceans meet—the Atlantic and Indian Oceans. The color of the water is incredible. Our guide told us that there are lots of sharks here. We didn't see any.

But we saw lots and lots of baboons—even babies! They are so cute. But if you're eating, you need to be careful that they don't try to take the food out of your hands!



AB pages 89–90

1 Listen, look, and repeat.



album



village



slope



jungle



ruin



wall



trail



archeologist



construction



guest

2 Write the word next to the definition.

- a a group of houses where people live _____
- b a kind of book to keep pictures in _____
- c a hill _____
- d someone who visits you _____
- e an old building that isn't used _____
- f building work _____
- g a kind of historian _____
- h a forest in a tropical place _____
- i a path in the countryside _____
- j a tall structure that divides things _____

Time to Talk!

Are there any famous ruins or sites in your country?
Where are they? Why are they important?

Reading Strategy: Comparing and Contrasting

Many texts have contrasts. There might be two very different characters or places. Some texts include different styles of writing, too.

1 Compare and contrast the two pictures. What's the same? What's different?



2 Read the text and check your answers. Underline information about the past in red. Underline information about the changes in blue.

Fifty years ago, this was a quiet village no one visited. There was nothing here except for a cafe. There weren't many jobs, but fishing was very common. Then, they built an airport nearby, and everything changed. Lots of tourists started coming. Suddenly, there were hotels everywhere and a lot more noise. But the changes weren't all bad. The tourists spent money in the new stores and restaurants. There were more jobs and new opportunities for local people. I started a boat trip business for tourists.

3 Answer the questions.

- a Why did the village change?
- b What do you think are the best things about the changes?
- c What do you think are the worst things about the changes?

? What effect does traveling have on the natural world?

Don't forget to ask follow-up questions!





The Top of the World

By Aaron Burkholder

Aaron Burkholder is from Ohio, in the U.S.A. He has worked as a writer and editor for many years. His interests include writing, creative arts, traveling, languages, and technology.



"Grandma!" the little girl said. "Tell me about these photos."

"Where did you find that photo album? Oh, all right. Look—this is the village when I was a little girl ..."

I grew up on the slopes of the mountain, close to the forgotten city of Machu Picchu. In those days, the jungle covered the old city. Everyone in the village knew about the ruins, but we never thought much about them.



My father was a farmer, and he grew food here on the mountain. I explored while he worked, climbing on the ruins and walls of the old city and hiding between the vines.

Look at this photo. It's the view from high up on the mountain. See, there is our village far below. It looks tiny! It has changed a lot. It's much bigger now. In those days, the only way to get there was by walking for a day through the forest.

One time, I was walking along a trail near my village with my father, and he told me, "Walking in these mountains is the best thing in the world. You can see the whole world from here."

"The whole world! It's beautiful," I smiled.

But I knew there was more. And I wanted to go and see it all.

Ah, look! This is a picture of me with an archeologist. One day, I saw Father talking with this strange man. The man explored the ruins in the forest, like I always did when I was a girl. But he was very slow and made drawings in his notebook. Of course, I watched him. He was the first person from outside our village who I had ever seen.

"Can I go exploring with you?" I asked the man.

He and my father laughed. "Don't worry, Sisa," the man said. "I will be back."

A few years later, the archeologist returned to Machu Picchu with many other men. They cut the jungle away from the walls. Here's a picture I took of them. Many of the men were from Lima, the capital of Peru.



Think

Why do you think the archeologist comes to the village?

"You wouldn't believe it," they told me. "In Lima, there are big roads with cars. And there are tall buildings. There are banks and stores and schools. And there are so many people, they couldn't all fit in a picture!"

"Schools?" I asked. "I want to go to school."

The men looked surprised. "There's no school here? Then, we will build you one."

A year later, there was a new school in my village. And that's how I started to study. At school, we studied math, science, writing, and history. But my favorite subject was languages. I loved learning languages. The first languages I studied were English and French.



The Top of the World

At this time, many of the villagers stopped farming and started to help visitors visit the ruins. My father opened a hotel. I practiced speaking with the visitors; taking them up the mountain to see the ruins was good practice.

Here's a picture of me at the hotel in my last year of school. I wanted to go to college, but my father got very sick, so I stayed to help him with the hotel.

When my father was an old man, he liked to sit at the front of the hotel and watch the **construction** of the new railroad. After he died, I stayed at the hotel. It didn't seem right to sell it.



When the railroad was finished, we started getting more and more visitors. Our hotel was always full. The village grew bigger and bigger, and much of the old community was lost. Some villagers felt sad about this. But I was always happy to talk to new people. At our dinners, I talked to all the **guests**—English, French, German, Italian, Russian—I loved it!

One of the guests from Italy asked me to a dance. This was your grandfather. He loved me and Machu Picchu so much, he decided to stay. Here's a picture of us when we got married.



Think

What can you learn from meeting new people?



We were happy for many years with our guests and our children and our plans to travel the world. We imagined visiting different countries in Europe, where I could practice speaking all my languages.

Your grandfather often spoke about his family in Italy. He missed his mother and father very much. He wrote them letters almost every day. He wanted me to meet them. When your mother was a girl, he told her stories about his childhood in Italy. Those stories made your mother laugh! But, then, your grandfather got sick, and now he is gone. The world is a very big place, and I'm old now. I don't think I can travel alone.

"Grandma," asked the little girl, "how many languages do you speak?"

"What, dear? Oh, many."

"And how many friends do you have from other countries?"

"Many, many friends, dear child."

"So you didn't have to go see the world," the girl said. "The world came to you."

Sisa hugged her granddaughter, and they watched the moon rise over the whole world.

Think

Can you learn a lot living only in one place? How?

Explore the Text

1 Complete the graphic organizer with information from the story.

Beginning	Middle	End
	a	

- a The archeologist came back with other men. They cut the jungle away from the ruins.
- b Sisa explored and played on the mountain where her father grew food.
- c One of the hotel guests fell in love with Sisa and decided to stay.
- d Sisa's husband died. She didn't want to travel alone.
- e Sisa's father opened a hotel.
- f An archeologist came to see the hidden ruins of Machu Picchu.

2 Complete the graphic organizer to contrast the village now and in the past.

In the Past	Now
ruins were covered by plants village was tiny no school got there by walking through the forest no visitors Sisa wanted to travel the world	

3 With a partner, retell the story.



How can we protect tourist sites for the future?

Grammar in Context

1 Read the sentences and do the tasks.

Walking in these mountains
is the best thing in the world.

I loved learning
languages.

- a Circle the words ending in *-ing*.
- b Which one is a subject? Underline it in blue.
- c Which one is an object? Underline it in green.

Grammar: Gerunds as Subjects and Objects

A gerund is a noun made from a verb. Gerunds end in *-ing* and can be the subject or the object of a sentence.

Walking in these mountains is the best thing in the world.
I loved learning languages.

2 Read. Complete the paragraph with the gerunds.

kayaking sparkling going swimming seeing

¹ _____ to Fajardo in Puerto Rico was my favorite vacation ever. We enjoyed ² _____ in the ocean and ³ _____ through the mangrove forests. ⁴ _____ all the wildlife was cool, too—there were lots of iguanas! When we were at the beach at night, I couldn't believe my eyes! The water was sparkling with light. The ⁵ _____ was from plankton in the water!

3 Make sentences that are true for you.

Swimming	is	boring.
Reading		fun.
Chatting with friends		interesting.
Playing video games		relaxing.
I	love	cooking.
		... <i>ing</i> .

Traveling is the best thing in the world!

1 Listen and match the children to the pictures.



Carlos



Jemima



Mehmet



a



b



c

2 Listen again. Write C, J, or M for the speaker.

- a Who practiced speaking a new language on vacation? _____
- b Who learned about building fires? _____
- c Who learned about animals? _____ and _____
- d Who went on vacation with their mom? _____
- e Who is taking their sister on the same vacation again this year? _____

3 Which vacation would you like most and why? Discuss in pairs.

Is it important to travel to different places in the world? Why or why not?

Values AB page 96

How can we investigate our travel habits?

Your challenge is to do a class questionnaire and analyze the results.

- 1 **Brainstorm** Think of questions you can ask your classmates about traveling.
- 2 **Write** your questionnaire.
- 3 **Ask** Talk to your classmates to find out the answers.
- 4 **Analyze** Look at their answers. What conclusions can you make?
- 5 **Present** Tell the class your findings.
- 6 **Reflect** Listen to your classmates' reports.
- 7 **Compare** Which conclusions are the same as yours? Which are different?

In my class, most people go on vacation once a year. Most people go by car. Traveling by bus is more popular than traveling by train in my country.

Don't forget to ask follow-up questions! Complete **Check Your Oracy!** in the Activity Book.

Travel Questionnaire

	Federica	Imogen	Yussef
1. How often do you travel to a different region?			
2. Where do you go?			
3. Why?			
4. How do you get there?			

Why is it important to travel? Look back through the unit. Share your ideas with the class.

SPEAKING MISSION

You are planning a trip to a wildlife park in an English-speaking country. Prepare to visit the park and ask the guide questions.

Before Your Mission

eagle

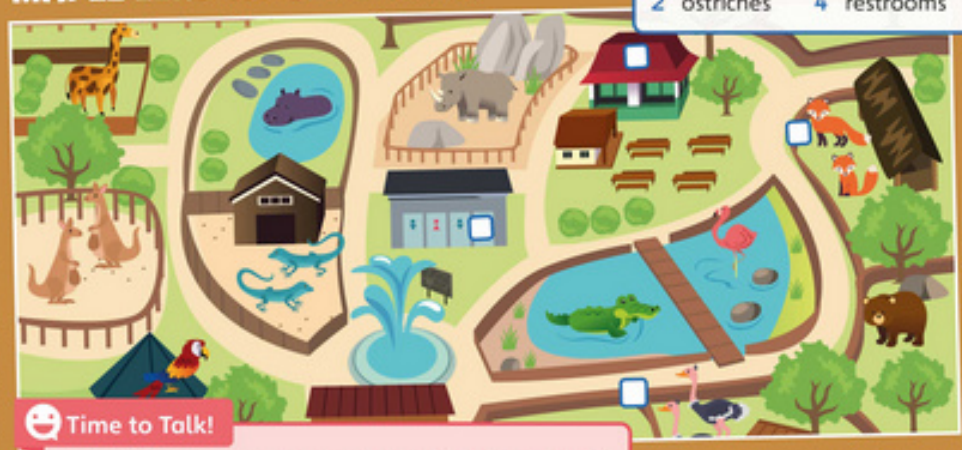


- 1 5.34 **Key Words** Look and circle two animals that you don't find in a wildlife park.



- 2 5.35 Listen and number the places in the wildlife park.

MAPLE LEAF WILDLIFE PARK



Time to Talk!

Which animals do you most want to see at the park? Why?

During Your Mission

- 3 Find a wildlife park website and complete the table.

Name of Wildlife Park		
Country		
Ticket Prices	Adults:	Children:
Park Hours	Opening Time:	Closing Time:
Interesting Animals or Exhibits You Can See		
Special Activities or Events		

- 4 5.36 Listen to a conversation between a guide and a visitor at a wildlife park.

- 5 In pairs, role-play a conversation with a guide at the wildlife park. Use the information in Activity 3.

Key Language

Welcome to (Maple Leaf Wildlife Park).
 Can I see your tickets?
 Where's the ticket office?
 How much does it cost?
 Are there any special activities today?
 What time does the park close?
 What is there to see?
 Can I please have a map?





Why do we play sports?

- ☐ **Learn** about sports and why you play them.
- ☐ **Participate** in a discussion.
- ☐ **Write** instructions for making a sports snack.
- ☐ **Make** a PE program for your school.
- ☐ **Choose** your team's name, colors, and mascot, and write a team cheer.

Which sports can you see?



Which of these sports do you do?



Which sport do you think is the most fun? Why?



Key Words 1

stay in shape	training
compete	climbing
win	safety
trampolining	paddle boarding

- 1 6.1 Watch the video and number the sports in order.
☐ paddle boarding ☐ climbing ☐ trampolining
- 2 6.1 Watch again. Complete the graphic organizer in the Activity Book.

Reading Strategy: Sequencing

Thinking about the order in which things happen is important to help us understand a text. The order is called the sequence.



The Making of a Star

Simone Biles is one of the best gymnasts of all time. She's won four Olympic gold medals. So, what's her story?

Simone was born in the U.S.A. in 1997. When Simone was three years old, her grandfather adopted her. Simone first tried gymnastics when she was six. She loved it. When she was eight, she started a training program. She was in her first national competition when she was only 14 years old. She trained for about 20 hours a week! It was hard to train and go to school. So, when she was 15, she started homeschooling. Then, she started training for 32 hours a week. That's a lot of gymnastics! She is famous for saying, "You make your own luck. You make it in training."

Her first international competition was in 2013. She was only 17. What an inspiration!

- a She tried gymnastics for the first time. ☐
- b She started to participate in national competitions. ☐
- c She began homeschooling so she could spend more time training. ☐
- d She was adopted by her grandfather. ☐
- e She started competing at an international level. ☐
- f She started a training program. ☐
- g She was born. ☐



2 Look at pages 119–120 and answer the questions.

- a What sports can you see in the photos?
- b What do you think this text is about?

Do you think you need luck to win a sport? Why or why not?

6.2

Key Words 2



gymnastics



volleyball



basketball



athlete



sailing



horseback riding



race

6.3

THE OLYMPICS

Every four years in the summer, the biggest sports competition in the world takes place. It is called the Summer Olympics. Men and women from all over the world participate in the Olympics. They compete for medals. You can win a bronze medal (3rd place), a silver medal (2nd place), or a gold medal (1st place). Everyone wants to win a gold medal!

The first Olympic Games were in Ancient Greece. The prize was a crown made of olive leaves. Only men could compete in these games. Nearly 1,500 years later, the first Summer Olympics began. Women were allowed to participate in 1900, but only in some sports.

The most popular Olympic sports include swimming, running, **gymnastics**, **volleyball**, diving, wrestling, beach volleyball, **basketball**, soccer, and the high jump. New sports are added all the time. For example, golf was introduced in 2016.

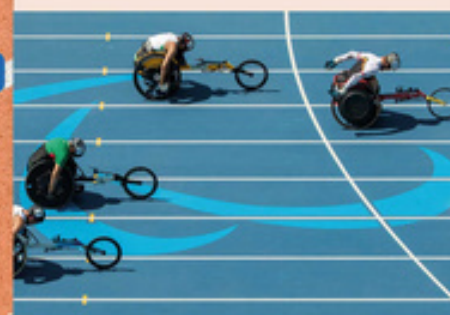
Paralympic Power!

If you have a disability, you can still compete in an event. The Paralympic Games started in 1960. These games are for **athletes** with disabilities. Athletes with similar disabilities compete together. For example, a swimmer who is missing a limb, such as an arm, will compete against swimmers with similar disabilities. A blind runner will have a pilot runner to guide her. The Paralympics include sports such as cycling, **sailing**, swimming, basketball, table tennis, volleyball, judo, **horseback riding**, and track.



Did you know ... ?

- The Olympic symbol is yellow, blue, red, green, and black rings. These represent the colors on the flags of every country in the world.
- The gold medals are really made from silver, with a little bit of gold on top!



THE OLYMPICS

The Best of the Best!

Dimitrios Loundras was just 10 years old when he won a bronze medal in gymnastics—the youngest Olympian ever! He was from Greece and competed in the 1896 Athens Olympics.

Larisa Latynina is a gymnast from Ukraine who holds the women's world record for the most medals in gymnastics—18! She competed in three Olympic Games, in 1956, 1960, and 1964.



Usain Bolt is the fastest man on Earth! He can run 37 kilometers per hour! Whoooooosh! He's from Jamaica. He won the 100 m and 200 m sprints in three Olympic Games, in 2008, 2012, and 2016.



Michael Phelps has won nearly 30 medals, over 20 gold! He is a swimmer from the U.S.A. and competed in his first Olympic Games when he was only 15 years old!

It's Not Just About Winning!

In 2016, runners **Nikki Hamblin** and **Abbey D'Agostino** didn't win their race, but they got a special prize called the Fair Play Award. During the race, Nikki fell down, and Abbey went down, too. Disaster! Abbey was OK, but she didn't continue running. She stopped and helped Nikki Hamblin, who was injured. The athletes finished the **race** together.



Think

Which of the athletes from the text are the most inspiring to you? Why?

The athletes who will compete in the Olympics and Paralympics in 2028 are children today. Maybe in 2028 it will be you!



Explore the Text

1 Read the headings. Which of these does the text not include information about? Circle.

The First Olympic Games

The Paralympic Games

The Asian Games

The Olympic Medals

The Soccer World Cup

The Fastest Man on Earth

2 Number the Olympic events in order.

- a The first Paralympic Games started. ☐
- b Nikki Hamblin and Abbey D'Agostino got a Fair Play Award. ☐
- c Runner Usain Bolt won his first Olympic gold medals in the 100 m and 200 m sprints. ☐
- d Gymnast Larisa Latynina competed in her final Olympic games. ☐
- e The first Summer Olympic Games started in the nineteenth century. ☐
- f The Olympic Games started in Ancient Greece. ☐



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

disability world record limb medal

- a You can win a gold, silver, or bronze _____ at the Olympics.
- b A _____ is an arm or a leg.
- c Someone with a _____ can compete in the Paralympic Games.
- d He holds the _____ for swimming because he's the fastest swimmer in the world.

Do you think the Olympics and Paralympics are important? Why or why not?

Remember to ask follow-up questions!



1 Read the sentences and do the tasks.

If you exercise a lot, you get in shape.

If you go swimming, you need a towel.

- a Underline *if* in each sentence.
- b Circle the comma in each sentence.
- c Underline the verbs in each sentence. What tense are they in?

Grammar: Zero Conditional

We use the zero conditional to talk about something that is the result of something else.

If you exercise a lot, you get in shape. This can also be written: **You get in shape if you exercise a lot.**

2 Listen and clap every time you hear *if*. Then, listen again and complete.

_____ you think you can win, you _____ !
 If you want to be a winner, then _____ !
 _____ you practice and practice and practice
 some more,
 Then the first-place trophy can be yours!

3 Read and write *T* (true) or *F* (false). Correct the false statements in your notebook.

- a If you feel tired, you run faster.
- b If you practice sports, you get better.
- c If you win a race in the Olympics, you get a silver medal.
- d If you exercise regularly, you get a stronger body.

☐
☐
☐
☐

4 With a partner, make sentences using the ideas in the box.

If you	eat healthily, sleep less, do your homework,	you feel tired, you get a sticker, you have more energy.
--------	--	--

1 Look, listen, and repeat.



car



sports



arm



fork

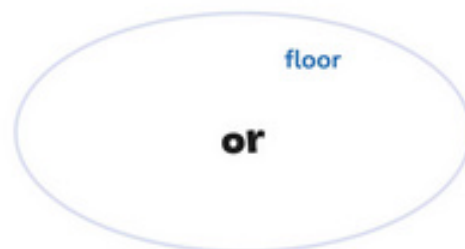
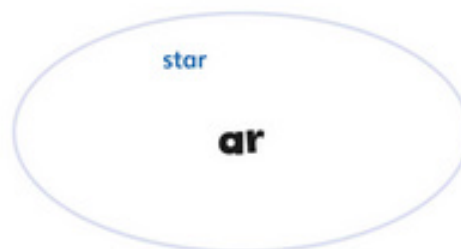


farm

2 Listen again. Point up to the stars if the sound is like *star*. Point down to the floor if the sound is like *floor*.

3 Write the words in the categories. Then, listen and check.

are store short dark farm more party horse storm art



4 Listen and say the tongue twisters.



Charlie the shark starts
a party in the park.



George the horse wears
shorts for sports.

Spelling Tip

Look for words
inside other
words to help you
remember how to
spell them.

farm – arm
sport – port
party – art



Oracy Skill: Participating in a Discussion

For a good discussion, everyone should take turns talking. Invite other people to speak, and listen to what they say.

1 Watch and do the tasks.

- a In which discussion do all the children share ideas? Mark ☒.

1

I think we should bring burgers and fries.

OK. Sure. Well, I disagree because ...

2

I think we should bring burgers and fries. What do you think, Jack?

Well, I disagree because ...

- b What does Emma say to invite Jack into the discussion? _____

2 Watch again and circle the expressions you hear.

I disagree because ... That's awesome! Really?
What do you think? It's your turn. That's a good point.

Let's Practice Oracy! I4, I5, I6

- Form groups. Discuss the Oracy Time! topic for 10 minutes.
- Be sure to participate in the discussion.

Check Your Oracy!

1 Everyone participated in the discussion.	Yes / No
2 I invited another student to participate.	Yes / No
3 Everyone took turns speaking.	Yes / No

Oracy Time!

In your opinion, what is the best way to stay in shape? Think about exercise, diet, and other healthy habits.

Write Instructions

- 1 Read the text and say how many steps there are in each recipe.

SPORTS POWER SNACKS

Power snacks give you the energy you need to play sports. If you eat a power snack at least one hour or more before you exercise, you can run faster, jump higher, and swim farther!

SPORTS POWER SNACK:
Ants on a Log

First, wash the celery. Second, cut the celery sticks in half. Third, spread peanut butter inside each celery stick. Fourth, sprinkle raisins or chocolate chips on top of the peanut butter. Finally, eat your delicious power snack!

SPORTS POWER SNACK:
Fruity Smoothie

First, put a banana in the blender. Second, add two cups of frozen strawberries. Third, add a cup of milk. Fourth, add half a cup of vanilla yogurt. Fifth, add two spoons of honey and blend. Finally, pour the smoothie into a tall glass and enjoy!

- 2 Mark ☒ the features you can see in the instructions.

- a Instructions use long, complex sentences. ☐
- b Instructions use imperative forms. ☐
- c Instructions use words like *first*, *second*, *third*, and *finally*. ☐

- 3 Find and circle all the sequence adverbs in the recipes.

- 4 Prepare to write a recipe for another sports power snack in the Activity Book.

Improve Your Writing: Sequence Adverbs

We use sequence adverbs to talk about the order in which things happen. Examples of sequence adverbs are *first*, *second*, *third*, *fourth*, *fifth*, and *finally*.

First, wash the potatoes.
Second, cut them into pieces.
Finally, enjoy your dinner!

1



6.11

Key Words 4

Listen, look, and repeat.



team



captain



player



trophy



ankle



whistle



match



score



goalkeeper



goal

2

Read the definitions and write the words from Activity 1.

- a group of players _____
- b soccer game _____
- c something you blow that makes a loud noise _____
- d part of your body near your foot _____
- e score a point in soccer _____
- f the player who stands in the goal to protect it _____
- g a cup you can win _____
- h the leader of the team _____
- i someone on the soccer team _____
- j kick the soccer ball into the net _____



What sports or activities do you compete in?
Do you like to compete? Why or why not?

Reading Strategy: Sequencing

Looking for words that organize a text, such as *first*, *then*, *next*, *suddenly*, *the next day*, and *finally*, helps us identify the main events of a story. Thinking about the order of events in a story can also help us understand why things happen.

1

Look at the pictures. They tell a story. With a partner, number the pictures in order.



2

Retell the story using the words and the phrases in the box.

First, ... Then, ... Next, ... Finally/In the end, ...

3

Look at the pictures on pages 128–131. Make predictions and mark ✓.

	Yes	No	I Don't Know
a The story is about a girls' baseball team.			
b One of the girls gets injured.			
c The girls play as a team.			
d The coach is unhappy with her team.			
e The story has a happy ending.			

Make sure you participate in the discussion!



Do we play sports only to stay healthy?
What are some other reasons we play sports?





The Speedy Squirrels

By Kim Milne



Angie ran down the field and took control of the ball. She kept running, never losing the ball and keeping away from the defense. There was no stopping her. She kicked the ball, and it went straight into the goal. "Gooooaaal!"

The crowd jumped to its feet and cheered. It was another victory for the Speedy Squirrels soccer team. Angie did a victory dance, but the rest of the team was not so happy.

"She never passes the ball. We don't have to do anything at all," said Isabel, the captain. "She wants all the glory for herself."

"Great game, wasn't it?" said Angie.

Nobody answered.

Angie was an extremely talented soccer player. Soccer was her passion. She played for an important club outside of school, and they predicted a great future for her in professional leagues. Angie lived with her mom and her two younger brothers. She had bright red hair. She liked being in charge and telling them what to do. They called her "the Boss." In her bedroom, Angie had soccer posters on the walls, a soccer bedspread, and, on a shelf, a row of all her soccer trophies.

The next day, the team arrived early, and they were surprised that Angie wasn't there. She never missed a practice.

"Angie fell off her bike and broke her ankle," said the coach. "This means she won't be playing in the final."

The team looked at each other wide-eyed.

"Oh, no!" said Isabel.

They knew they were only in the final because of Angie.

Soon, the day of the final arrived. Everyone was nervous. Angie was sitting on the bench. The referee blew the whistle, and the match started. The rival team attacked. They scored three goals in a row.

"We're going to lose! You have to focus!" screamed Angie.



It was halftime, and the Speedy Squirrels walked over to the coach, looking down at the ground. She encouraged them as much as she could. They were a good team, but they didn't have enough confidence without their star player.

Think

Do the Speedy Squirrels work well as a team? Why or why not?

Isabel, the Squirrel's goalkeeper, was tossing the ball up in the air when she suddenly got an idea.

"Look! We're always complaining that Angie doesn't let us play," said Isabel. "We have to show everyone!"

"You're right," said Liz.

"We must not give up!" Lu added.

"Let's go out there and show them!" yelled Isabel.

"Yeah!" everyone shouted.

They ran onto the field with renewed confidence and attacked aggressively right from the start. The crowd was now standing and cheering them on.

"Pass the ball to Lu. Shoot!" shouted the coach.

They scored their first goal. The whole team ran up to Lu and celebrated with her.

During the rest of the game, they scored two more amazing goals. When the final whistle blew, it was a tie. The team ran around the field, jumping up and down with excitement.

Angie looked on from the bench. They never celebrated like that with her.

Think

How do you think Angie is feeling? Why?



Suddenly Angie realized the horrible truth. They had never really worked as a team. She had only thought about herself, about her individual success, and not the success of her team.

She knew what she had to do and walked over to the girls.

"The second half was incredible! You're all great players. You have to believe you can do it! I'm sorry I've never said that before now."

The other girls looked at each other and smiled.

"Who should take the penalties, Angie?" asked Isabel.

Angie couldn't believe they were asking for advice. They usually never spoke to her.

That day Angie learned a hard lesson. Angie has recovered from her broken ankle. She still plays for the Speedy Squirrels team. She is the team captain, and she makes sure everyone plays a part. And the Speedy Squirrels? They went on to win match after match!

Think

What's more important than winning a game?



Explore the Text

1 What is the story about? Circle.

- a how to play soccer really well
- b what Angie learns about sports
- c why soccer is a great sport



2 Number the sentences in order.

- a Then, Angie's team scores three goals without her in the second half. They celebrate.
- b Angie realizes she never works as part of a team. She says sorry.
- c In the first half of the final, the rival team scores three goals.
- d Angie falls off her bike and breaks her ankle. She can't play soccer.
- e After a match, Angie's teammates aren't happy. They say she never passes the ball.
- f Angie is the team captain. The Speedy Squirrels play as a team and go on to win many matches.

☐
☐
☐
☐
☐
☐

3 Look at Activity 3 on page 127. Discuss each statement in pairs, and make corrections.

4 With a partner, retell the story.



Time to Talk!

Which sport is the most fun? Why?

Grammar in Context

1 Read the sentences and do the tasks.

Angie never passes the ball. We don't have to do anything at all.

We're going to lose! You have to focus!

- a Underline *have to* in the sentences and circle the other verbs.
- b Circle the sentence in which Angie's teammates need to do something in **blue**.
- c Circle the sentence in which Angie's teammates don't need to do anything in **red**.

Grammar: *have to*

We use *have to* to describe an obligation or something that we need to do. We use *don't have to* when we don't need to do anything.

We're going to lose! You **have to** focus! We **don't have to** do anything at all.

2 Read and number the pictures. Then, complete with *have to* or *don't have to*.

- 1 School is out. Relax! You _____ do anything!
- 2 You _____ help in the back yard today.
- 3 Don't forget, you _____ help Grandpa cook dinner tonight.
- 4 You _____ clean out the hamster's cage because your sister already did it!



3 Describe a sport for the class to guess. Use *have to*.

You have to run. You have to kick the ball. You can't touch the ball with your hands.

Is it soccer?

Time to Talk!

Tell your partner what you have to do this week.

1 Listen and number the sports in order.

You have to be healthy and in good shape to be a professional athlete. You need discipline and determination, too. But for some sports you need to be brave! Are you tough enough?



snowboarding



ice hockey



skiing



bobsledding

2 Listen again. Then, read and match.

- | | |
|---|---|
| 1 Skiers and snowboarders are similar because | a the teams go downhill at 150 km per hour. |
| 2 Skiing and snowboarding are different because | b ice hockey. |
| 3 Bobsledding is dangerous because | c they both race down mountains. |
| 4 The most dangerous sport is | d they use different equipment. |

Participating in a Discussion

- Form groups. Look at the pictures and discuss which sport is more dangerous.
- Remember to include everyone in the discussion.
- Complete **Check Your Oracy!** on Activity Book page 117.

parachuting



rock climbing



Values AB page 116

How can we stay in shape?

Your challenge is to design a fun and effective PE program for your school.

- Brainstorm sports, games, and fun activities that help you stay in shape.
- Complete the table with ideas for your sports program. Warm-up activities should total 5 minutes, and activities should total 50 minutes.

Time (minutes)	Program	Day 1	Day 2	Day 3
	Warm-up			
	Activities			

- Design a poster using the information in the table.
- Present your poster to the class.
- Reflect Give your classmates feedback on their sports programs. What do you like best about their programs? Do you think they will help kids get in shape?

Our warm-up for day one is a jumping game. You have to ...



Our P.E. program

warm up activities
5 minutes



Why do we play sports? Look back through the unit. Share your ideas with the class.

AB pages 117–19

1 Which oracy skills do you remember? Read and match.

- | | |
|---------------------------------|---|
| 1 Participating in a discussion | a helps us understand better what someone is talking about. |
| 2 Expressing opinions | b means that everyone listens and takes turns talking. |
| 3 Asking for information | c lets others know what we think. |

2 In pairs, complete the table. Some phrases can fit in more than one category.

I disagree because ... In my opinion, ... What's a ... ? I think ...
Can you repeat that? What do you think? That's a good point.

Expressing Opinions	Asking for Information	Participating in a Discussion

YOUR TASK

Your school is going to compete in a national sports competition against other schools in the country. You are going to play on the school team. Before you can enter the competition, you need to work with your classmates to make decisions about your team.

You can compete in ONE of the following sports:



soccer



swimming



track



basketball



volleyball



cycling

Which sport will you compete in?

1 Form groups. You are going to have a group vote to decide which sport your team will play.

2 Discuss each category and complete the following table for your team.

Your Team Name	
Your Team Colors	
Your Team Mascot	

3 Work together to create a team cheer in your notebook. Use the phrases to help you.

We're the ... We're the best! We always ... We never ... Go team!

4 Present your team and cheer to the rest of the class.

5 Talk about your talk!

- Did everyone agree? What opinions did you hear?
- Did everyone participate?
- Did you ask follow-up questions?

6 Complete Check Your Oracy!

Check Your Oracy!

	😊	😐	😞
1 I expressed my opinion.			
2 I asked questions.			
3 I participated in the discussion.			

What I can do better next time:





How can we explore the past?

- ☐ **Talk** about the past.
- ☐ **Learn** how to project your voice.
- ☐ **Write** a news report.
- ☐ **Give** a presentation about an object.
- ☐ **Prepare** to go to a library in an English-speaking country.

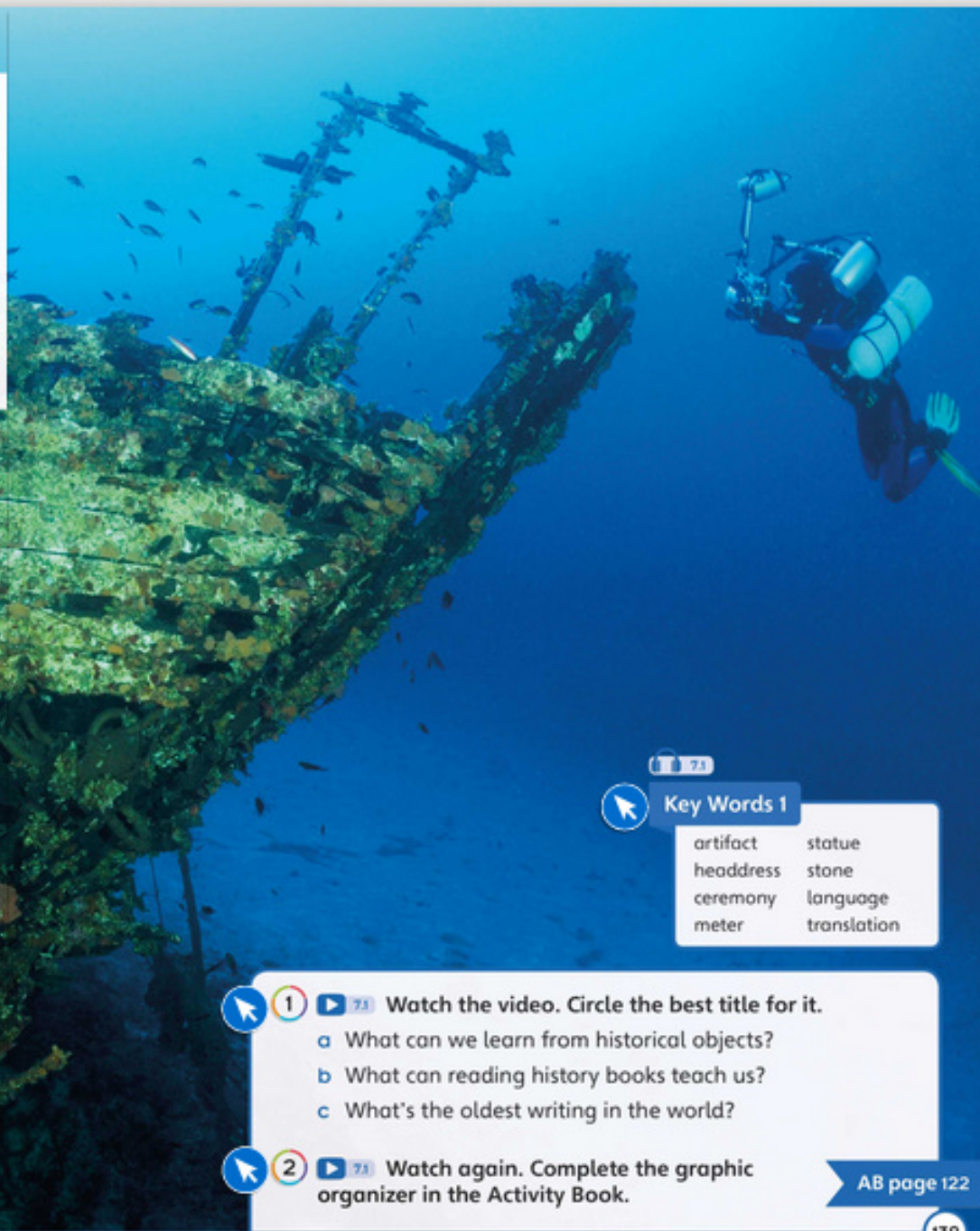
What can
you see in the
pictures?



What
do the objects have
in common?



Which object
do you think is the
oldest?



7.1

Key Words 1

artifact	statue
headdress	stone
ceremony	language
meter	translation

- 1** **7.1** Watch the video. Circle the best title for it.
 - a What can we learn from historical objects?
 - b What can reading history books teach us?
 - c What's the oldest writing in the world?
- 2** **7.1** Watch again. Complete the graphic organizer in the Activity Book.

AB page 122

Reading Strategy: Making Inferences

When we read information in a text, we can make our own conclusions. For example:
I didn't have any breakfast. → Conclusion: You are probably hungry.

- 1 Read the text. Why did Edith Pretty want to see inside the hill?



A long time ago, in 1939, a woman named Edith Pretty dreamed that there was treasure hidden in a hill near her house. The hill was called Sutton Hoo. One day, archeologists began to dig in Sutton Hoo. Guess what they found? An enormous wooden ship! And it was full of treasure—Edith Pretty was right! They were the treasures of a king. And the objects were 1,300 years old! There was a helmet in the king's ship and a lot of gold. There were treasures from all over Europe. There were gold coins from France and silver from Turkey. There were even jewels from India! The helmet is very detailed. There are similar helmets in Sweden.



- 2 Match the sentences with the inferences. Draw lines.

- There were treasures from all over Europe inside the ship.
- There was a lot of gold in the king's ship.
- The helmets on the ship are similar to helmets in Sweden.
- The helmet is very detailed.

We can infer that ...

- the helmet was made by a talented artist.
- the king was very important and had lots of money.
- the king had connections to Sweden.
- the ship traveled far.

Remember to listen carefully to your classmates!



- What can treasures tell us about the past?

Key Words 2



buried



treasure



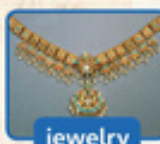
historian



pirate



shipwreck



jewelry



tomb

Buried Treasure!

History has many secrets. Artifacts can be found almost anywhere in the world. Buried treasures are fascinating for historians and archeologists. Imagine finding ancient gold or something that was stolen by pirates! Let's look at some of the world's best examples of lost gold.

Shipwreck!

What? a ship full of treasure

Where? the Caribbean Sea, near the coast of Colombia

What's the story? In 1708, the British and the Spanish were fighting in South America. A large ship, called the San Jose, was carrying gold, silver, and jewelry from Peru. It was traveling to Spain to take the treasure to the Spanish king. The British attacked, and the ship exploded! Most of the sailors died, and the ship sank to the bottom of the sea!

What do we know? In December 2015, the ship was found. Now scientists need to explore it. The treasure might be worth one billion dollars! Wow!

You decide ...

Who should keep the treasure?

- the people who found it
- the government of the country where it was found
- the place it came from originally
- no one—it should stay at the bottom of the sea!



Buried Treasure!

The King's Gold

What? King John's treasure

Where? East Anglia, England

What's the story? King John of England didn't care about his people, but he loved money and jewelry. He fought many battles with France. His people were very angry with him. In the end, he left in a horse-drawn wagon with all the royal treasures. He wanted to cross The Wash, a dangerous area where four rivers meet the sea. The tide came in and washed away all the treasure!

What do we know? No one has found the king's treasure ... yet! There might be lots of gold under the sand! So, watch your step!



Rich Mummies!

What? the tomb of Queen Nefertiti

Where? the Valley of the Kings, Luxor, Egypt

What's the story? Nefertiti was an important queen. She was a queen from 1353 to 1336 BCE! She ruled Egypt with her husband, the pharaoh. The pharaoh's son was Tutankhamun.

What do we know? In 1922, archeologists discovered Tutankhamun's tomb. It was full of gold! Many years later, in December 2015, an archeologist discovered a door behind Tutankhamun's tomb by using a laser. This door led to a secret room! This might solve the mystery of where Queen Nefertiti's tomb is. It will take many years of excavation and analysis before we know for sure what's inside. The secret room may also be full of treasures!



Think

If you found a treasure, what would you do?

Explore the Text

1 What do the three parts of the text have in common? Mark ✓ two things.

- a They all talk about rivers or seas. ☐
- b They all talk about lost treasure. ☐
- c They are all about events in Africa. ☐
- d They all include a reference to kings or queens. ☐
- e They all talk about treasures now in museums. ☐



2 Read the phrases and circle the inference we can make.

What the Text Says	What I Can Infer
1 The ship sunk to the bottom of the sea.	<ul style="list-style-type: none"> a The British took the treasure. b The Spanish king got the treasure. c The treasure is still in the ship.
2 King John loved money and jewelry.	<ul style="list-style-type: none"> a He had lots of beautiful treasures. b He gave all his money to the poor. c He had lots of pets.
3 The Wash is a dangerous area where four rivers meet the sea.	<ul style="list-style-type: none"> a It's not a good place to cross. b The water is deep there. c It will be easy to find the treasure.
4 Nefertiti was an important queen.	<ul style="list-style-type: none"> a She probably had a small tomb. b We'll never find her tomb. c She probably had an important tomb with lots of treasures.

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

- | | |
|--------------|--|
| 1 excavation | a someone who works on a ship |
| 2 sailor | b removing dirt that is covering old artifacts underground |
| 3 battle | c found |
| 4 discovered | d a fight between two countries or groups of people |

Time to Talk!

Have you ever seen any treasures? Which treasures have you seen? Where?

1 Read the sentences and do the tasks.

There might be lots of gold under the sand.

There is lots of gold under the sand.

The secret room may also be full of treasures.

The secret room is full of treasures.

- a Underline *may* and *might*.
- b Underline the sentences that tell us that something is certain.
- c Circle the sentences that tell us something is not certain.

Grammar: *may* and *might*

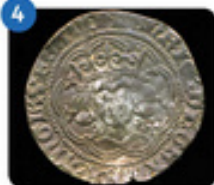
We use *may* and *might* when we don't know something for sure. You can use either word. They have the same meaning.

There **might** be lots of gold under the sand.

The secret room **may** also be full of treasures.

2 Rewrite the sentences using *may* or *might* in your notebook.

- a King John's treasure is definitely in a place called The Wash.
- b The treasure is buried under the sand.
- c The secret room behind Tutankhamun's tomb is full of treasure.
- d Archeologists will find Nefertiti's tomb in the future.

3 Look at the objects. What are they? What are they for? Make suggestions using *may* and *might*.

It might be a cup! It might be for drinking.

1 Look and listen. Then, write the words in the correct group.



lunch



catch



branch



match



watch



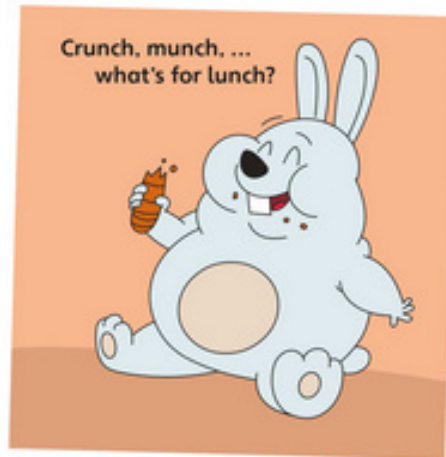
bench

-tch

-nch

2 In pairs, take turns saying the words and spelling them aloud.

3 Listen to the slogans. Then, say them aloud.



Oracy Skill: Projecting Your Voice

When you speak in front of an audience, speak loudly and clearly, but don't shout. Look up at your audience.



1 Watch and do the tasks.

- a Whose presentation is easier to understand? Emma's / Kate's
b Why is it easy to understand her presentation?

Mark ✓ two answers.

- 1 She shouts at the audience ☐
2 She projects her voice. ☐
3 She looks up at the audience. ☐
4 She looks down at the floor. ☐

1



2



2 Watch again and circle the phrases you hear.

Is that clear?
Do you have any questions?

This is ...
Can you repeat that?

Let's Practice Oracy! 17, 18

- 1 Imagine you find an old artifact. Complete the Oracy Time! table.
2 Draw a picture of your artifact in your notebook.
3 Present your artifact to the class.

Oracy Time!

Our artifact is a	
Where is it from?	
How old is it?	
What is it made of?	
Why is it special?	

Check Your Oracy!

1 I spoke loudly enough.	Most of the time / Some of the time
2 I looked up when speaking.	Most of the time / Some of the time
3 I spoke clearly.	Most of the time / Some of the time

Write a News Report

1 Read the news story and give a summary.

A Secret Hidden in the Music Classroom

By Jim Shamrock

An amazing treasure was discovered in December. In fact, it's the biggest treasure find in British history, ... and it was discovered inside a school piano! Mr. and Mrs. Hawkins had the old piano in their house for more than 30 years. When they moved, they gave it to a school. They wanted to help the students there to learn music. But, the piano wasn't working very well. William Doors came to fix it.

"I looked inside the piano and saw some old brown bags," said Mr. Doors. "I didn't know what they were. Then, I opened the bags. I've never seen so much gold in my life!" There were six kilograms of gold hidden in the piano!

The coins were from the time of Queen Victoria. We don't know who put them there or why they hid them. It's a mystery. Experts think the gold was hidden in about 1930 because they found a cereal package from that time with the gold!



2 Which of these techniques does this news story use? Mark ✓.

- a a title ☐
b dates or time words ☐
c names ☐
d website links ☐
e phrases that people said ☐

3 Read the news report and circle the capital letters.

4 Prepare to write a news story about the discovery of an ancient treasure in the Activity Book.

Improve Your Writing: Capitalization

We use capital letters for titles, for the beginning of new sentences, and for the names of people, nationalities, and months of the year.

Turkish

January

James Green

Experts think it's 300 years old.

1



7.9

Key Words 4

Listen, look, and repeat.



dusty



drawer



letter



mathematician



weightlifting



journalist



interview



article



gymnasium



footsteps

2



Match the words with the definitions.

- | | |
|---|-----------------|
| 1 a sport | a gymnasium |
| 2 a person who does math for their career | b journalist |
| 3 dirty | c mathematician |
| 4 a message written on paper | d article |
| 5 a person who writes for newspapers or magazines | e weightlifting |
| 6 a kind of meeting when someone asks questions | f letter |
| 7 a track left by someone | g interview |
| 8 a text you find in a newspaper | h drawer |
| 9 a place where you can exercise | i dusty |
| 10 a space in a desk where you can store things | j footsteps |

3



Choose a word from Activity 1, and describe it for your partner to guess.

You need to be strong to do this. You have to lift something heavy.

Weightlifting!

?



What can we learn from old letters and photos?

Reading Strategy: Making Inferences

1

Read the story sections, and answer the questions about inferences. Mark ✓.

Aydin was holding his grandpa's collection of toy cars as he walked home. He wasn't looking for cars when he stepped into the street.

Why?

- a He was thinking about something else. ☐
b He was a very careful person. ☐

He was thinking about a fight he had with this best friend Deniz about which car was best.

How was he feeling?

- a sad or angry ☐
b happy ☐

The bus driver stopped suddenly in front of Aydin. The bus almost hit him! She ran out, shouting. "Are you OK?" Aydin jumped. "Um, yes, I think so. Sorry!" he said.

How did Aydin feel then?

- a surprised, embarrassed ☐
b proud ☐

Deniz saw everything from across the street. He came running over. "Aydin!" he said. "You're OK!" He put his arm around Aydin. They started picking up the toy cars together. "We need to take care of these!" said Deniz, smiling.

What kind of friend is Deniz?

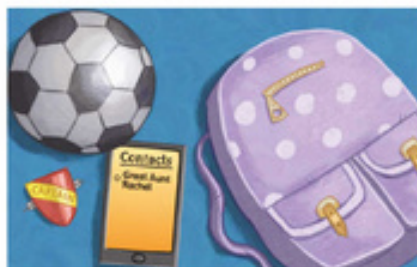
- a caring ☐
b lazy ☐

2

Circle the words that helped you answer each of the questions.

3

These objects belong to the characters from the story on pages 150–153. What can we infer about the characters from their objects?



This person might be interested in sports.



The Champion

By Lucy Pawlak



7.10 The desk was old, dusty, dirty, and had lots of drawers; cleaning it was hard work! Polly was cleaning the desk for Great-Aunt Rachel.

"If you can get this cleaned up, we could sell it. You could make some money," said Great-Aunt Rachel to Polly.

Cleaning the desk was tiring, but Polly enjoyed making it look like new. She took out each drawer and carefully cleaned it. When she pulled out the last drawer, she was surprised to find some letters behind it. The letters were addressed to Rachel. Polly showed them to her great-aunt.

"Look what I found!" said Polly. Great-Aunt Rachel took the letters from her and smiled.

"Ah, yes! These letters are from Mary!"

Mary was Great-Aunt Rachel's oldest friend, but she died when Polly was ten. Mary was a famous mathematician and lived in a different state, but she often visited Rachel. Polly always loved Mary's visits. Mary was lively and funny, and she always helped Polly with her math. Polly was excellent at sports. She was captain of the girl's soccer team at her school, but she always found math hard. Mary sat with her and helped her solve math problems.

So, these letters were from Mary! Great-Aunt Rachel explained: "Mary and I were studying at universities in different cities—we lived very far away from each other. We were about 19, I think, when we wrote these letters." She smiled and gave Polly the letters. "Sit down and read them. You can learn more about her."

So, Polly sat down and began to read.



March 10, 1950

Cambridge, Massachusetts

Dear Rachel,

I'm so excited that you're coming to visit! I can't wait to show you around the university. Cambridge is such a great place. You might find it a little strange at first because it's so different from California. But, I know you'll love it.

How is your tennis? When is your next competition? I hope your training is going well.

I have some great news. Last week, I won the State Weightlifting Championship! I'm now a famous Strong Woman. Two journalists came to interview me, and my story was in the newspapers. Here's one of the articles.

I'm training even harder now. I want to enter the U.S. National Championships in October. Isn't that exciting?! Lots of people think I'm crazy, but I love it. I know that you understand; you love your tennis just as much as I love my weightlifting.

Just two more weeks until you arrive! I can't wait.

Love,

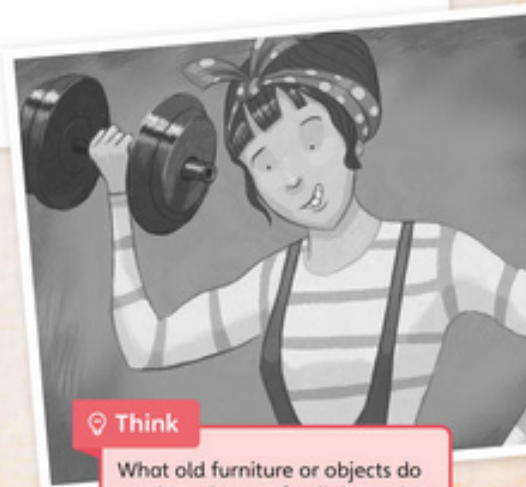
Mary

Mary Threader, Strongest Woman in State.

Yesterday Mary Threader of Los Angeles, California, won the State Weightlifting Championship in Boston, Massachusetts. She beat nine other strong women to win the state title. Mary is 19 years old and a student at Harvard University in Cambridge.



Threader, Mary, 19, of Los Angeles, California, won the State Weightlifting Championship in Boston, Massachusetts. She beat nine other strong women to win the state title. Mary is 19 years old and a student at Harvard University in Cambridge.



Think

What old furniture or objects do you have in your family? Are they important to you? Why?



May 15, 1950

Cambridge, Massachusetts

Dear Rachel,

How was your trip home? It was so good to see you—we had so much fun. I miss you.

I'm so happy about your news. You're a tennis champion now! Great job.

My weightlifting training isn't going well at the moment. I fell off my bike last week and hurt my shoulder. It's painful, but I'm still training hard. I'm dreaming of the National Championships in October.

I'm coming home in a month for the summer—can't wait to see you.

Lots of love,

Mary

Think

Imagine you find an old letter in your house. The envelope is sealed shut. What do you do?

Sept 28, 1950

Cambridge, Massachusetts

Dear Rachel,

What an amazing summer. It was so much fun spending time with you back at home! And doing my training on the beach was incredible.

Sorry I didn't write sooner—September's been so busy with all the training. I can't write much now because I'm on my way to the **gymnasium**. Only three days to go until the National Championships. But, I'm a little worried because my shoulder is really hurting. I may not be in shape for the National Championships.

No, I can't think that. I'm here and nothing can stop me!

Lots of love,

Mary



October 2, 1950

Cambridge, Massachusetts

Dear Rachel,

It's over. I'm out of the National Championships. My shoulder hurt too much, and I couldn't lift. I can't believe it. Everything I worked for, all my hopes ... finished. I cry all the time. I don't know what to do now.

Love,

Mary

March 10, 1951

Cambridge, Massachusetts

Dear Rachel,

It's five months since the National Championships. Coach Thomas came to see me three weeks ago. He asked me to help with coaching the new weightlifting team. I didn't want to, but I decided to help out. Guess what? It was fun. I felt happy again for the first time since October. I think I'll do more coaching!

Love,

Mary

Great-Aunt Rachel folded the letters.

"Mary became the university team coach, and her team became one of the greatest women's weightlifting teams ever. She was an amazing teacher."

"I know," said Polly. "She was great at teaching math, too!"

Polly looked through the newspaper reports and photos. She felt lucky that she knew Mary. She felt proud, too, of her Great-Aunt Rachel's tennis skills! She decided to train hard and continue in Mary's and Rachel's **footsteps**.

Think

How are Polly and Mary different? How are they similar?



Explore the Text

1 Choose the best summary of the story.

- a When cleaning some drawers, a girl finds an old photo album. She asks her great-aunt to tell her about the pictures. ☐
- b A girl writes a letter to her great-aunt about training for a national soccer championship. She replies with advice. ☐
- c A girl finds the old letters of a family friend. She finds out more about the woman from reading the letters and decides to follow in her footsteps. ☐

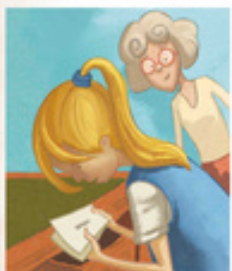


2 Look again at Activity 3 on page 149. Were you right about the characters? What were you wrong about?

I thought ..., but in the story ...

I was right about ...

3 With a partner, retell the story.



Time to Talk!

Whose footsteps do you want to follow in? Why?

I want to be like the best runner ever—Usain Bolt!

I want to be like my Great-Uncle Daniel. He was a musician.



Grammar in Context

1 Read the sentences and do the tasks.

Polly showed the letters to Aunt Rachel.

Aunt Rachel took them from her.

She gave Polly the letters.

- a Circle a verb in each sentence.
- b Underline the subject of each sentence in red.
- c Underline two objects in each sentence in blue.

Grammar: give, send, take, bring, show

Verbs such as *give, send, take, bring, and show* take a direct object and an indirect object.

Verb + direct object + indirect object:
Polly **showed the letters** to Aunt Rachel.

Verb + indirect object + direct object:
She **gave Polly the letters**.

2 Listen and complete. Then, sing.

sea cold castle past gold

I ran from the _____
With all the precious gold.
I ran across the country
In the rain and the _____.
I took the _____ and silver.
I needed to run fast.
I almost dropped the treasure—
The secret from the _____!



I showed it to the seabirds.
I brought it to the _____.
They looked at it closely
And took it all from me!

3 In small groups, choose a sentence starter and tell a silly story.

I bought a ... for my ...

I gave a ... to my ...

1 Look at the pictures and answer the questions.

- a What can you see? Where do you think these photos were taken?
- b How old do you think these photos are?



2 Listen and write *J* (Julia) or *T* (Tom) next to each picture.

3 Listen again. Write *Julia* or *Tom*.

- a Who visited castles on the weekend? _____
- b Who went to dance school? _____
- c Who lived in the capital city? _____
- d Who talked about their black and white TV? _____
- e Who played outside a lot? _____
- f Who listened to music on a record player? _____

4 Use the phrases to make sentences about Julia and Tom.

Julia	lived in ... played in the street.	went to dance school. danced at Carnival.
Tom	watched black and white TV. listened to music on a record player.	had a big car.

How was life different when your parents were your age? If you don't know, ask your parents and report back to your class tomorrow.

Values AB page 136

How can an object teach us about history?

Your challenge is to give a presentation about an object from your region.

- 1 **Brainstorm** What historical objects, artifacts, or monuments are important for your country or region?
- 2 **Research** one object from your region. Use the library and the Internet to find out more information.
- 3 **Brainstorm** your findings on a poster, with pictures of the object.
- 4 **Prepare and Practice**
- 5 **Present**
- 6 **Reflect** on the presentations. Which object do you think is the most interesting? Why?

Remember to project your voice. Complete **Check Your Oracy!** in the Activity Book.

The Romans lived in my country. In some places, we can still see their houses and roads. This is a mosaic—it's a picture made from stones. This was made by the Romans. The mosaic is very big and beautiful. It tells us that important people lived here.

How can we explore the past? Look back through the unit. Share your ideas with the class.

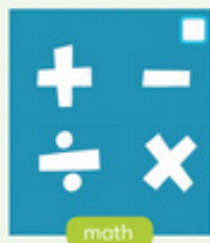
AB page 137–39

SPEAKING MISSION

You are planning to go to a library in an English-speaking country. Prepare what you need to say to find the right books.

Before Your Mission

- 1 7.94 **Key Words** Look and order the subjects from your favorite (1) to your least favorite (8). Talk about which subjects you like and don't like. Say why.



- 2 7.95 Listen to the dialogue and answer the questions.

- a Which subject does the boy need books for?

- b Where is he going? _____

Time to Talk!

What do you do when you need to find out information for a school project?

During Your Mission

- 3 7.16 Listen and circle the things that are mentioned.



- 4 Choose a subject you need to research. Role-play a conversation in the library.

- 1 What do you need? Books? Internet access?
- 2 Which subject do you need information for?
- 3 Do you need to sign up for a library card or do you have one?
- 4 Do you have any books to return?

Key Language

Can I sign up for a library card, please?
I'm looking for information for my (history) class.
Where are the (history) books?
How many books can I check out?
I'll take these, please.
When do I need to bring them back?

How can libraries teach us about the past?





How important is electricity?

- ☐ **Talk** about electricity.
- ☐ **Use** appropriate body movements when presenting.
- ☐ **Write** an advertisement.
- ☐ **Give** a presentation about saving electricity.
- ☐ **Plan** to ask for equipment in an electronics store.



What
can you
see?



What is man-made?
What is found in nature?



What do the
pictures have in
common?



8.1



Key Words 1

microwave oven	renewable
electricity	non-renewable
charge	save
oil	light bulb



1



8.1

Watch the video. Say three things that use electricity.



2



8.1

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

AB page 142

Reading Strategy: Identifying Facts and Opinions

Writers can include facts (things that are true) and opinions (things that they think). Understanding the difference helps you understand the text and the writer's message.

1 Read the text. What is lightning?

Electricity in Nature: Thunderstorms

I love thunderstorms! They are so exciting! Lightning is a powerful burst of electricity in the rain clouds. Thunder is the loud noise you hear afterward. Thunder always comes second because light travels faster than sound. Lightning can happen inside clouds, between clouds, and from clouds to the ground. Earth is hit somewhere by lightning every second! Lots of people think thunderstorms are scary—do you?

2 Read again. Underline facts in blue and opinions in red.

3 Do you associate these words and phrases with facts or opinions? Complete.

I see I think I have I like
fantastic interesting green sunny ugly natural boring

Facts

Opinions

4 Look at pages 163–164. Answer the questions.

- a Look at the pictures. What kinds of energy can you see?
- b What facts do you know about them? What opinions do you have about them?

? Where does the electricity in our houses come from?

Key Words 2



burn



coal



gas



wind power



solar power



hydroelectric power



lightning

AMAZING ELECTRICITY

Why Do We Need Electricity?

Every time we switch on a light, watch TV, or use a computer, we use electricity. Your fridge uses electricity to keep food cold. Many homes use electricity to stay cool in hot weather. Cars need electricity, too. Imagine your life without electricity. What can you do? What can't you do?

How Do We Make Electricity?

So, where does electricity come from?

In the past, we got electricity from power plants that **burned coal** or **gas**.

Now, there are new ways to make electricity. These methods use energy from the sun, water, and wind. They're better for the environment because they are clean, and these energy sources will never run out. We know that coal and gas—also known as fossil fuels—will run out in the years to come, so it's important to use these alternative sources. Energy that uses the sun, water, or **wind power** is called renewable or green energy. Look at the pictures. What kind of renewable energy do you think they are using?

Are there any problems with renewable energy? Yes. We can only use the sun and wind's energy on sunny and windy days. Also, some people think that farms that make wind and **solar power** are ugly.

Hydroelectric power (water energy) can also damage natural habitats, so not everyone agrees that this is a green way of making electricity.

Think

Why is it important to use less electricity?



AMAZING ELECTRICITY

Can I See Electricity?

Have you ever seen **lightning** during a thunderstorm? It comes from electricity in the clouds. There's usually very noisy thunder, too! Ka-boooooom!

Normally, we can't see electricity. We can only see the effects of electricity. Try out these electricity experiments to see for yourself.

Think

What can you do to use less electricity?



Static Electricity Experiments

YOU NEED:

- two balloons
- your hair
- a sweater



INSTRUCTIONS

Experiment 1: Blow up the balloons. Rub one balloon quickly on the sweater. Put the balloon against a wall, and let go. Does it stick?

Experiment 2: Rub the two balloons on the sweater. Now try moving the balloons close together. Do they pull together or push apart?

Experiment 3: Rub one balloon on your hair, then slowly pull it away. Look in a mirror or take a picture. What can you see?

ELECTRICITY FACTS

- Did you know there is electricity in your body? It makes your heart beat.
- Lesotho, a small country in southern Africa, gets all of its electricity from only one water power plant. It even has extra electricity to give to other countries!
- Costa Rica is one of the greenest countries in the world. At least 98% of the energy the country uses is renewable. Fantastic!
- It's possible to make electricity by burning plants and cow manure.
- Electric cars are becoming more and more popular and can travel around 200 km/h.
- Electric eels can give a strong electric shock! They use the shocks to hunt and to protect themselves.



Explore the Text

8A

1 Categorize the types of energy.

coal hydroelectric power
solar power wind power gas

Fossil Fuels

Renewable Energy

2 Read and write F (fact) or O (opinion).

- Every time we switch on a light, watch TV, or use a computer, we use electricity. _____
- There are different ways to make electricity. _____
- Learning facts about electricity is interesting. _____
- Renewable energy will never run out. _____
- Doing experiments with electricity is fun. _____
- Your body uses electricity. _____
- Wind and solar farms are ugly. _____

3 Key Words 3 Find the words in the article and circle them. Then, match them with the definitions.

- | | |
|---------------|-------------------------------------|
| 1 alternative | a a place where electricity is made |
| 2 power plant | b finish; use up |
| 3 run out | c environmentally friendly |
| 4 green | d different |

4 Imagine your life without electricity. How would it be different? Use the ideas below. Discuss.

food and cooking

hobbies

keeping warm or cool

1 Read the sentences and do the tasks.

Renewable energy sources
will never run out.

Fossil fuels will run out
in the years to come.

I won't use so much
electricity next month.

- a Underline *will* and *won't* in the sentences.
b Do these sentences refer to the past, the present, or the future?

Grammar: *will*

We use *will* and *won't* to make predictions and to state facts about the future. *Won't* means *will not*. We also use *will* and *will not* to talk about our intentions.

Fossil fuels **will** run out in the years to come.

I **won't** use so much electricity next month.

2 Listen and number the pictures.



solar power



wind power



fossil fuel



hydroelectric power

3 Look at the pictures and predict what energy we will use in the future.

We will use ...

4 With a partner, make predictions about technology in the future.

There will be flying cars! There won't be ...

1 Listen and write the words in the correct sound group.

next wind jump camp sand lift text theft

Group 1 mp	Group 2 ft	Group 3 xt	Group 4 nd

2 Listen and say which sound group the words belong to.

3 Listen and mark ✓ the correct picture. Then, say the sentence.

On Sundays, Andy the panda eats a thousand sandwiches.



4 Look at the other pictures. Make more sentences.

Andy the panda is camping on the sand.

**Oracy Skill: Using Appropriate Body Movements**

When we give a presentation, we stand up straight and keep still. We look out at our audience as much as possible when talking.

1 Watch the video and do the tasks.

- Which presentation is easier to understand? 1 / 2
- Why is it important to use appropriate body movements? Mark ☒ one thing.
 - It makes the audience pay attention and helps them follow the presentation. ☐
 - It makes the audience feel more relaxed. ☐
- Circle the phrases Emma uses.

Do you have any questions?
I don't understand.
Today I'm going to talk about ...

**Let's Practice Oracy!**

- Form pairs. Each person chooses a different **Oracy Time!** topic.
- Write a 2-minute presentation on your topic.
- Give your presentation to your partner.
- Pay attention to your partner's body movements while they are speaking.

Oracy Time!

It's better to use a bike than a car.
It's easy to save electricity.

Check Your Oracy!

1 My partner stood still during the presentation.	Most of the time / Some of the time / Not at all
2 My partner was looking up.	Most of the time / Some of the time / Not at all
3 My partner spoke clearly.	Most of the time / Some of the time / Not at all

Write an Advertisement

- Read the advertisements. Do you want to buy these things? Why or why not?

The Video Games of Tomorrow

Tired of wires? This green video gaming kit uses only solar power! You can take it anywhere.

Special offer:
\$199.00

**A Green Energy Boost!**

Save your legs with our new wind-powered bike! You can sit back and relax while the weather does the work. It's how everyone will travel to school in the future!

Only \$135.99!



Offer is valid through this weekend!

- How does the writer try to sell the products in these advertisements? Look and mark ☒.

- includes a picture ☐
- gets the reader's attention with a heading ☐
- talks about why the product is special ☐
- uses quotations from customers ☐
- includes a price ☐
- includes long difficult words ☐

- Read and underline three examples of time words in the advertisements.
- Prepare to write an ad for a green energy product in the Activity Book.

Improve Your Writing: Time Words

We use time words to add detail to our writing about when things happen.

on Monday
this morning next week
tomorrow afternoon
last year today
yesterday in the future
this weekend



Which everyday objects in your life do you think will use green energy in the future?



Don't forget to give your opinion!

1



Key Words 4 Listen, look, and repeat.



switch off



fridge



blender



battery



hair dryer

vacuum
cleanerwashing
machine

candle



experiment



waste

2

Complete each sentence with a word from Activity 1.

- a I had ten _____ on my birthday cake.
- b You can mix food in the _____.
- c Yesterday, I did an _____ in science class.
- d Please put your dirty clothes in the _____.
- e Every year, we _____ about a third of the food we buy.
- f We should _____ the lights when we leave a room.
- g I don't need to use a _____ because my hair is very short.
- h Our rugs are dirty because the _____ is broken.
- i My computer _____ only lasts two hours!
- j Some people put chocolate in the _____, but I don't like it cold!

3

Play the vocabulary game. Student A describes a word without saying it!
Student B guesses what it is.

You put things like milk and cheese
in here. It keeps things cold.

Fridge!

Reading Strategy: Identifying Facts and Opinions

Phrases such as *I think*, *in my opinion*, and *I believe* show us that a statement is an opinion, not a fact. Adjectives can also help us identify opinions. For example, if someone says something is beautiful or delicious, we know that is their opinion.

1

Read and underline the facts in blue and the opinions in red.

- a I think we use too much electricity.
- b Electricity is part of our daily lives.
- c Lightning can be very dangerous.
- d Life in places without electricity is worse.
- e The United States is the country that uses the most energy in the world.
- f I would hate to live without electricity.
- g I believe that people were happier in the past before homes had electricity.
- h In China, solar and wind power are becoming more common.

2

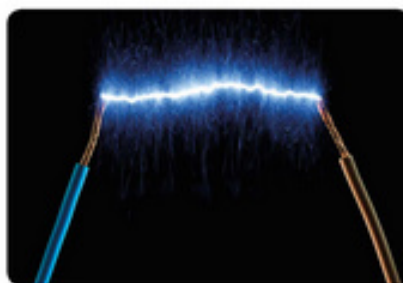
Write down two facts and two opinions
about your school. Read them in pairs.
Say fact or opinion.

Our English class is fun!

Opinion!

3

Look at the pictures and the title on page 172.
What do you think the story is about? Circle.



- a life in the past
- b the dangers of electricity
- c an experiment involving electricity



Which activities in your home
use the most electricity?



The Big Switch-Off

By Ivor Williams



In science class, Mrs. Larson told us about electricity. We discovered how it is generated, how it arrives at our homes, and how it provides energy for SO many things every day.

At the end of the class ...



OK. So, let's try it.



So, we tried it! Mrs. Larson sent a letter to all the parents, and my mom and dad—and my little sister—agreed to take part in The Big Switch-Off.



We noticed changes immediately!



There was no electricity in the kitchen ...

Ew! Without a fridge, the milk goes bad pretty quickly!



So we need to buy things like milk and yogurt more often and use them the same day.

We can't make milkshakes because the blender doesn't work!



And the microwave oven doesn't work, so there's no popcorn when we watch a movie!

But, we can't watch movies, remember?



Tom, wait a minute. That means there's no TV either!



... or in the bathroom ...



Think

Why is it difficult to stop using electricity?

8.12 The Big Switch-Off

It was the same everywhere in the house. There was no vacuum cleaner ...



We have to sweep the floor.

... and no washing machine ...

And we have to wash all the clothes by hand!



Mom, we're going to need more candles!

There was no phone, no TV, no radio, no computers, and no Internet! Imagine that!

We can read, or draw, or paint, or make things.

Instead of video games, we can play board games.



And we can play outside more.

We have to think of other ways to have fun.

Luckily, it gets dark later these days.



We can spend more time visiting people—starting with our grandparents. It's going to be fun!

Think

Is it important to have hobbies that don't need electricity? Why or why not?

When the five days were over, we talked about how the experiment had gone with Mrs. Larson.

Living without electricity for five days made me appreciate how much we depend on it.

Also, it made me think that maybe we depend on it too much.



And sometimes we waste it.

I learned that there are lots of fun things we can do without using electricity.

At that moment, I made a decision.

In the future, I'm going to do more things that don't need electricity. I'm going to play outside more. I'm going to visit my grandparents more. I'm going to paint and draw and make things ...

Think

Would you like to do this experiment? Why or why not?



It was like a "light bulb" moment. Well, more like a "candle" moment!

Explore the Text

- 1 What did the children in the story learn? Mark ✓ two things.

- a Electricity is expensive. ☐
- b They don't need electricity to have fun. ☐
- c Normally, they use electricity for lots of everyday activities. ☐



- 2 Categorize these activities from the story.

play board games watch movies make popcorn in the microwave
use candles sweep the floor play video games

Before the Big Switch-Off	During the Big Switch-Off

- 3 Find these sentences in the story. With a partner, say if they are facts or opinions.

- a It's going to be interesting!
- b Without a fridge, milk goes bad pretty quickly!
- c It takes longer to dry my hair.
- d There are lots of fun things we can do without using electricity.
- e We can't make milkshakes because the blender doesn't work.

- 4 With a partner, retell the story.



How was life different before people had electricity at home?

Grammar in Context

- 1 Read the sentences and do the tasks.

We're going to do an experiment.

I'm going to use less electricity.

- a Underline *going to* in the sentences.
- b Are these sentences about the past, the present, or the future?

- Grammar: Future Plans with *going to*

We can use *going to* to talk about our plans for the future.

We're *going to* do an experiment.

I'm *going to* use less electricity.

- 2 Read and circle the correct verbs.



When I'm older, I *am going to be* / *was* a mathematician like my hero, Ada Lovelace. Ada lived a long time ago, in the 1800s. She *made* / *is going to make* the first ever computer. I'm going to invent new kinds of computers—they *are going to be* / *were* powered by green energy! Imagine a wind-powered tablet or a solar-powered smart phone! I *built* / *am going to build* solar-powered robots to help with homework. I like the idea of flying cars. Ada Lovelace *didn't build* / *is going to build* those!



- 3 What are you going to do to save electricity?



I'm going to switch the lights off when I leave the room.

After my show is over, I'm going to switch off the TV.

Time to Talk!

What activities do you do with your friends that don't use electricity?

- 1 Look, and with a partner, say which inventions you think already exist. Then, listen and mark ✓ the inventions that already exist.



solar paint



solar-powered bike



solar-powered cell phone



solar-powered clothes



hydro-powered train



wind-powered fridge

- 2 Listen again and complete.

- a With solar paint, you can get _____ for free!
- b Inventors are using _____ to power cell phones.
- c Look at this solar bike. You can ride it _____ per hour.
- d Solar-powered clothes! They charge your _____.

- 3 Listen again and complete.

Dylan's favorite invention:

Why? Because it's _____

Katy's favorite invention:

Why? Because it's _____

- 4 What's your favorite invention and why? Tell your partner.

Which of the inventions do you think we will use in ten years' time? Why?



Values AB page 156

How can we use less electricity?

Your challenge is to give a presentation about how we can save electricity.

- 1 List all the things you use electricity for.
- 2 Research Which appliances use the most electricity?
- 3 Brainstorm In pairs, think about how you can use less electricity at home and at school.
- 4 Prepare and practice your presentation.
- 5 Present your ideas to the class.



Remember to use appropriate body movements. Complete **Check Your Oracy!** in the Activity Book.

Our topic today is saving electricity. We are going to save electricity by playing video games less.



How important is electricity? Look back through the unit. Share your ideas with the class.



AB page 157-59

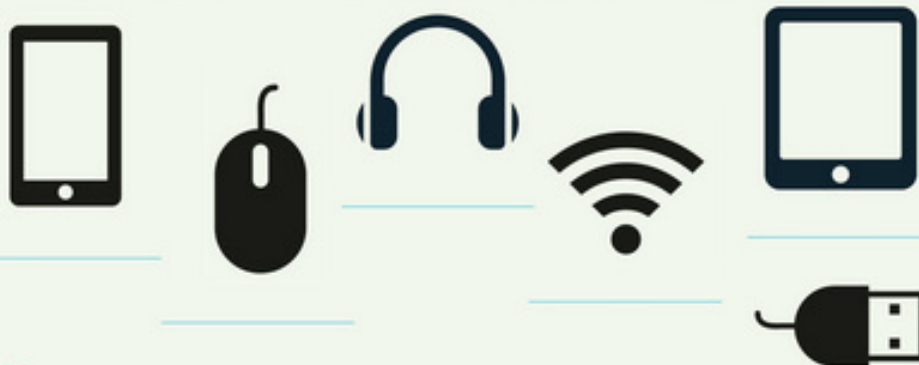
SPEAKING MISSION

Before Your Mission

You are on vacation in an English-speaking country. You need to go to an electronics store to buy some equipment.

- 1 8.14 **Key Words** Label the pictures with the words.

tablet mouse headphones charger cell phone Wi-Fi



- 2 8.15 Listen and match the lost objects with the places.



a lost and found b electronics store c library

Time to Talk!

Do you think kids should have cell phones? Why or why not?

During Your Mission

- 3 Look up a cell phone or tablet online. Complete the form.

Brand	
Model	
Color	
Special Features	
What Is the Problem?	
How Much Is a New One?	

- 4 8.16 Listen to a conversation between a customer and a store assistant in an electronics store.
- 5 In pairs, role-play a conversation between a store assistant and customer in an electronics store. Use the information in the table above.

Key Language

Hello, can I help you?
 What happened?
 My (charger) isn't working.
 My (laptop) is broken.
 I need to buy a new one.
 Do you know what model it is?
 How much does it cost?
 Sorry, could you repeat that?
 Do you want a receipt?

Time to Talk!

How often do your family members use their cell phones? Does it ever bother you? If so, why?





Why do we have music?

- ☐ **Talk** about types of music and musical instruments.
- ☐ **Use** sequence words to order a presentation.
- ☐ **Write** a poem.
- ☐ **Perform** a song or chant.
- ☐ **Present** ideas for a musical group to the class.

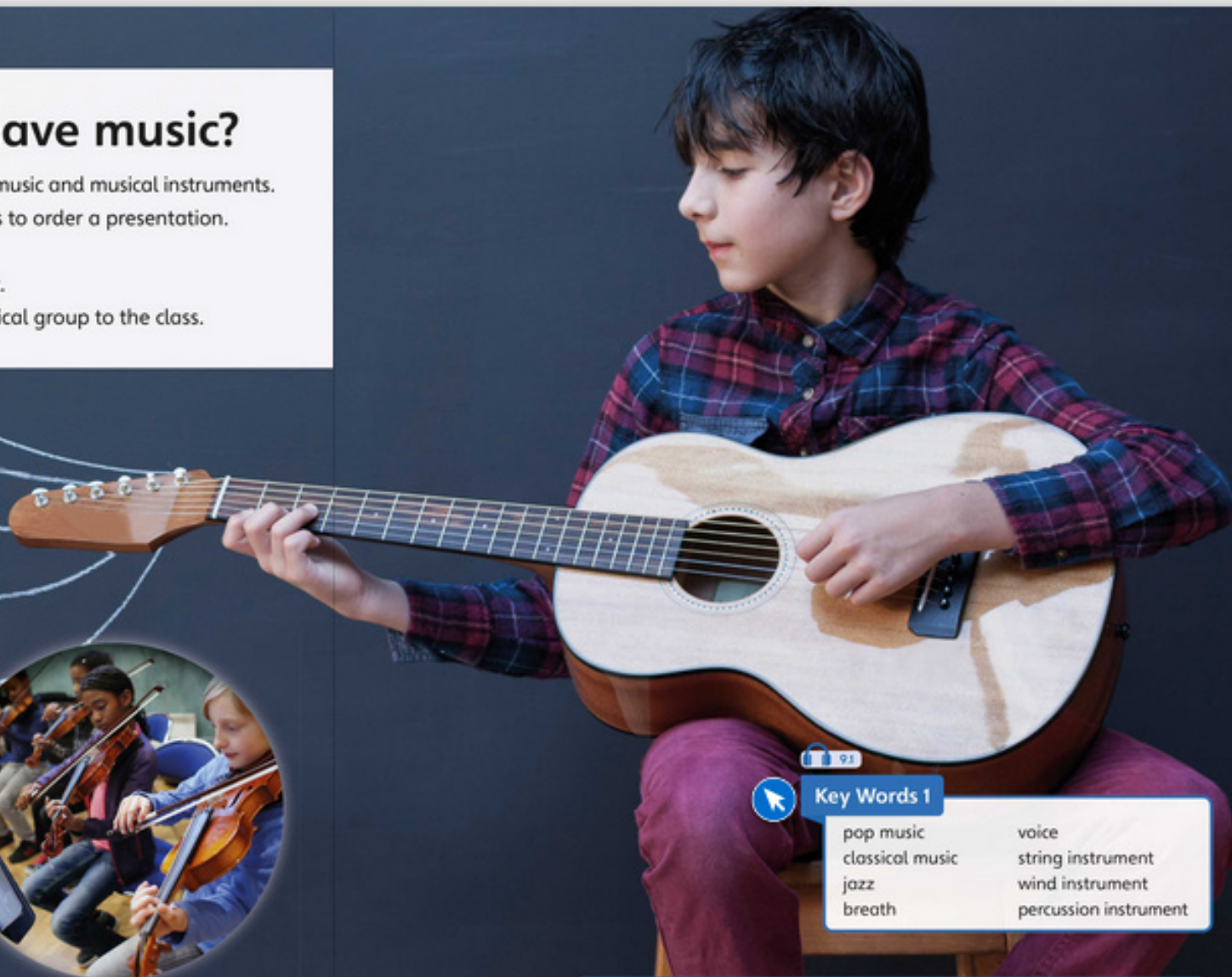
What can
you see?



Which
instruments have
you heard?



What is
your favorite
instrument?



Key Words 1

pop music	voice
classical music	string instrument
jazz	wind instrument
breath	percussion instrument

- 1 91 Watch the video and number in order.
classical music ☐ pop music ☐ jazz ☐
- 2 91 Watch again. Complete the graphic organizer in the Activity Book.

AB page 162

Reading Strategy: Visualizing

When you read, it's helpful to create pictures in your mind. This is called visualizing. You can use your background knowledge to help you visualize.



1 Listen and do the tasks.

- a Close your eyes. What do you visualize? Tell the class.
- b Write about what you visualize in the sky. Give details.

- c Imagine what happens next. Share with a partner.

2 Read the text and draw what you visualize. Underline the words in the text that helped you.

The rain stick is a musical instrument from South America, but similar instruments also exist in Asia, Australia, and Africa. It's a brown stick that is hollow like a tube. The stick is filled with small stones or beans. Both ends of the stick are covered so that the stones or beans can't fall out. It is decorated with pictures of birds, turtles, or snakes. It makes a noise when you turn it upside down. It sounds like rain.



3 Look at the pictures on pages 185–186. What can you see? Have you ever heard someone play these instruments? Which ones? Where did you hear them played?

What objects can we use as musical instruments?

Don't forget to express your opinion!



93

Key Words 2



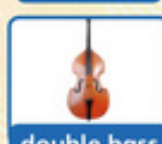
lullaby



flute



harmonica



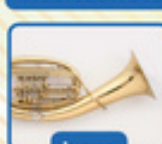
double bass



piccolo



musical note



horn

94

A World of Music

Who Plays Music?

Throughout history, people have always made music. We know that the oldest societies on earth sang songs and used musical instruments. It is something all cultures have in common. Look at the pictures. Which of these types of music do you know? Which do you like? Where do you think they come from?



Why Is Music Important?

Music helps people express their feelings. Some people sing songs on happy occasions. For example, they sing "Happy Birthday!" to celebrate with their family

and friends. Some music is played on sad occasions. Many songs and pieces of music help people relax and feel calm. Some music makes people laugh, and some songs tell a story. Other songs are silly. Do you know any funny songs you can sing to your class?

Music is also a way we show that we care about each other. We sing quiet songs called lullabies to small children to help them sleep. Some people who go to sporting events sing loudly! They sing to support their teams. Do you sing at sporting events in your country?





A World of Music

Read and listen to these popular songs. Why do you think we sing them? What kinds of songs are they, and how do they make you feel?

Five Little Monkeys

Five little monkeys jumping on the bed.
One fell off and bumped his head.
Mama called the doctor, and the doctor said,
"No more monkeys jumping on the bed!"
Four little monkeys ...
Three little monkeys ...
Two little monkeys ...
One little monkey jumping on the bed.
He fell off and bumped his head.
Mama called the doctor, and the doctor said,
"No more monkeys on that bed!"

Happy Birthday

Happy birthday to you,
Happy birthday to you,
Happy birthday dear Anna,
Happy birthday to you!

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky,
Twinkle, twinkle, little star,
How I wonder what you are.

Think

What popular songs do you know?

I'll teach you how to play the guitar.

Cool! And I'll give you singing lessons.

Music Facts

- The **flute** is the oldest instrument in the world. Before the invention of metal, people played flutes made from bones!
- The oldest piece of written music ever discovered is from 408 BCE. That's more than 2000 years ago! The music was a song in an ancient Greek play.
- The best-selling musical instrument in the world is the ... **harmonica**!
- The instrument with the lowest notes is a stringed instrument called the **double bass**.
- The instrument with the highest notes is the **piccolo**.
- A piano can play all the **musical notes** played by all the instruments in an orchestra.
- Horns** are the loudest instruments. In the past, they were made from big shells or animal horns, not metal!
- Scientists think that learning a musical instrument can make you better at other school subjects, too!



Explore the Text



1 What's the article about? Circle the best summary.



The article is about different types of traditional music around the world.

The article is about life as a professional musician.

The article is about how we use music on different occasions, for different purposes.

2



Listen to the song again, and draw a picture showing how you visualized it.



3

Compare your pictures in groups. Discuss which words in the song helped you.



4



Key Words 3 Find the words in the article and circle them. Then, match them with the definitions.

1 express

2 wonder

3 relax

4 bump

a hit; bang

b talk about something, especially feelings

c think; question

d feel happy and comfortable because you are not worried



How does music bring people together?

1 Read the sentences and do the tasks.

I'll teach you how to play the guitar.

I'll practice the violin every day.

- a Circle the letters that mean *will* in the sentences.
- b Do these sentences refer to the past, the present, or the future?

Grammar: Making Promises or Offers with *will*

We use *will* to make promises about what we're going to do in the future.
I'll teach you how to play the guitar. **I'll** practice the violin every day.

2 Listen to the song and mark ✓ the promises the children make.



3 Make three promises to your teacher.

I'll arrive on time tomorrow!

1 Listen and repeat.



screen



spring



string

2 Listen and circle the correct starting sounds.

- | | | | | | | | | |
|-------|-----|-----|-------|-----|-----|-------|-----|-----|
| a scr | spr | str | c scr | spr | str | e scr | spr | str |
| b scr | spr | str | d scr | spr | str | f scr | spr | str |

3 Listen, repeat, and match the sounds.



scr



spr



str

4 Read and say with a partner. Underline *scr*, *spr*, and *str*. Then, match with the answers.

- 1 A strong animal with stripes.
 - 2 Bees spread this in spring.
 - 3 It makes you scream and scratch your arm.
- a pollen
 - b mosquito bite
 - c tiger

Spelling Tip

Look out for these sounds in the middle of words as well as at the beginning.

astronaut **instrument**
describe **skyscraper**



Oracy Skill: Ordering a Talk

Sequence words, such as *first* or *next*, help us organize information so it is easier to understand.



1 Watch and do the tasks.

- a Which presentation is easier to understand? 1 / 2
- b Why is it easier to understand? Mark ✓.
- He speaks more loudly. ☐
 - He organizes the information more clearly. ☐
 - He receives positive feedback. ☐
- c Watch again and circle the expressions you hear.



Next, How about ... ? Then, This is ... First, Finally.

Let's Practice Oracy! 20, 21, 22, 23

- Think about a party you went to and complete the Oracy Time! table.
- With a partner, talk about the party using the table. Remember to use sequence words.

Oracy Time!

What happened first at the party?	
What happened next?	
Then, what happened?	
Finally, what happened?	

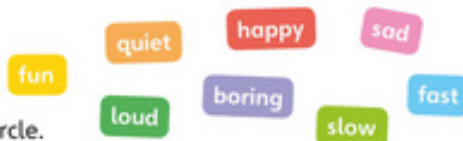
Check Your Oracy!

1 I organized my ideas in order.	Most of the time / Some of the time
2 I spoke clearly.	Most of the time / Some of the time
3 I used the phrases on the cue cards.	All of them / Some of them / None of them

Write a Poem

1 Listen and do the tasks.

- a How does the music make you feel?
- b Which adjectives describe the music? Circle.



2 Listen again. Then, read the poems and answer the questions.

- a How many adjectives can you find? Circle them.
- b How many verbs? Underline them.
- c Why do the poems have these shapes?



Improve Your Writing: Conjunctions

We use conjunctions to join two parts of a sentence together. We use *and* for two similar ideas. We use *but* for two contrasting ideas.

I like pop music, and I think rap music is good, too.

I like playing the guitar, but I don't like playing the violin.



3 Read and circle two examples of conjunctions in the poem.

4 Listen and prepare a shape poem in the Activity Book.

1

9.15

Key Words 4 Listen, look, and repeat.



sleep in



speech



sign up



electronic music



sheet music



musician



drumbeat



clap



auditorium



curtain

2 Complete the sentences with the correct form of a word from Activity 1.

- a I need a folder to keep my _____ in.
 b Can you open the _____? It's too dark in here.
 c There's a concert in the _____ this weekend.
 d I love _____ because it relaxes me. I don't like rock music!
 e Let's _____ for music camp this summer.
 f I like to _____ on weekends. I need a lot of sleep!
 g The president is giving a _____ on TV.
 h Everyone _____ a lot after the show if they like the performance.
 i My father is a professional _____. He plays the violin.
 j This music has a fast _____.

Time to Talk!

Which do you like better? Why?
 Classical music or pop music?
 Fast music or slow music?
 Loud music or quiet music?

Reading Strategy: Visualizing

1 Read the text. Why is the girl scared?

Ada lay in bed under the blue blanket. The curtains were closed, the room was dark, and everything was quiet. But, Ada wasn't sleeping. She lay with her eyes open. She had a funny feeling. Something wasn't right. Then, she heard it. A loud bang. What was it? BANG! She grabbed her flashlight and went to look.

2 Imagine and draw what happens next.

3 Read the story extract. What do you visualize? Discuss with a partner.

Today was my first day at music camp. I was really scared. I didn't know this camp was for classical music. I don't know anything about classical music. I only know about electronic music. When I arrived, everyone was carrying an instrument: guitars, tubas, violins, ... you name it! Suddenly, the boy next to me asked me which composer I liked. Composer? I don't know any composers. I mentioned my favorite electronic musician. The boy looked really surprised.

Nobody was talking. Then, John, the music teacher, asked everyone to play a piece of music. All the kids played classical music. Then, it was my turn.



4 What do you think happens next? Write.

5 Look at the title and the pictures on pages 194–197. Do you think your visualization is correct?

Why do people enjoy playing musical instruments?

Don't forget to listen actively to your classmates!





When Mason Discovered Beethoven

By Kim Milne

JULY 3

I can't believe it! My summer vacation is ruined. No **sleeping in**, no video games, no Internet! Mom and Dad gave me a big **speech**. They told me I spend too much time on my computer. I'm really upset. I don't think four hours a day is too much! But, they said I should play outside, make new friends, and try different things. They **signed me up** for music camp. Help!

JULY 4

Today was my first day at music camp. I was really scared. I didn't know this camp was for classical music. I don't know anything about classical music. I only know about **electronic music**. When I arrived, everyone was carrying an instrument: guitars, tubas, violins, ... you name it! In class, the kids were reading their **sheet music**. Nobody was talking. Suddenly, the boy next to me asked me which composer I liked. Composer? I don't know any composers. I mentioned my favorite electronic **musician**. The boy looked really surprised.

Then, John, the music teacher, asked everyone to play a piece of music. All the kids played classical music. Then, it was my turn. I stood up in front of everyone with my computer. I pressed a key on the computer and my composition blasted out. It was an electronic remix (a mix of different songs) I made. At first, nobody said anything. Then, John told me it was good, but I wasn't sure. Maybe he was just being nice.



JULY 8

This is the worst week of my life! I tried all the instruments in the orchestra, and I'm no good at any of them. When I tried the violin, the noise I made sounded like a crying cat! When I tried the tuba, I felt like I couldn't breathe, and no sound came out at all. John told me that it takes time and a lot of patience to learn an instrument. He said he could teach me, but I feel like I'll never be as good as the other kids. The kids are always laughing at me. I don't think I'll survive the rest of camp! I can't believe Mom and Dad signed me up for this.

JULY 11

Today during lunch, I was sitting on a bench with my laptop. I was moving to my music while John was secretly listening in. He asked me what I was listening to, so I shared my secret: remixing. Then, John played some incredible music for me. It was amazing. I asked him who wrote it. He told me the composer was Beethoven.

Then, John had a great idea. He suggested doing a remix of a classical Beethoven piece and presenting it to the other kids. I accepted the challenge, but now I'm very nervous. What if the other kids don't like it?

Think

How do you think Mason feels on July 8? Why?



9.17 When Mason Discovered Beethoven



Think

What can you learn from participating in music camp besides music?

JULY 12

What a surprise! Everyone loved my remix! I combined some electronic **drumbeats** with Beethoven's Fifth Symphony. I also made it a little faster. I was so nervous before I started, and I was worried that the kids would laugh and say that my remix wasn't "real music." But, I was wrong! The kids loved it. After the performance, they all sat there with their mouths open, looking very surprised. Then, suddenly, they stood up and started **clapping** and cheering really loudly. I was so excited! I am still smiling now. With John's help, I chose another classical piece of music, and we're going to remix it together.

JULY 28

What a crazy two weeks—no time to write! We're practicing every day, even on weekends. It's really fun. My friends are incredible musicians. They are not boring at all! We're learning a lot from each other. One kid even gave me a piano lesson. He showed me how to play a simple tune, and, after an hour, I could play it pretty well! I showed him how to do some simple remixing. He really enjoyed it and said we should keep on teaching each other. Tomorrow is our end-of-camp show. I am a little nervous because Mom and Dad will finally see what John and I have been doing. I hope they like it!

JULY 29

Today was awesome! It was our performance for the parents in the **auditorium**. We all sat behind the **curtain** while the camp director announced us. Then, the curtain lifted. I felt my heart beating fast. There were so many faces in the audience. It was completely silent.

We walked onto the stage and took our places. John walked out after us and stood on a podium in the middle of the stage. The kids tuned their instruments. I took a deep breath and put my headphones on. Then, John gave us the signal to start. I began the remix, and the other kids started playing their instruments. The sound filled the auditorium. It sounded incredible! John had a huge smile on his face the whole time. He was moving his hands and body to the rhythm of the drumbeats. We played Mozart, then, Beethoven, and, finally, Tchaikovsky!

When we finished playing, everyone stood up, clapping and cheering. Dad was smiling, and Mom was crying! I think Beethoven and electronic music are a great match! My new friends are pretty cool, too. We're going to hang out for the rest of the summer. Who knows, maybe I'll learn the piano or violin now, and, next year, someone else can do the remixing. I guess music really does help you make new friends!

Think

Imagine that this story was John's diary instead of Mason's. What would be different?



Explore the Text

1 Where would you find this text? Mark ✓.



2 Look at Activity 4 on page 193. Compare your visualizations with a partner. Discuss the questions.

- Which things in the story did you visualize the same way?
- Which things in the story did you visualize differently?
- What actually happened in the story?

3 With a partner, retell the story.



Think

Do you prefer making music or listening to it? Why?

Grammar in Context

1 Read the sentences and do the tasks.

I was moving to my music while John was secretly listening in.

I was listening to music while I was doing my chores.

- Circle *while* in the sentences. Underline verbs that end in *-ing*.
- Do these sentences refer to the present, past, or future?
- Do the sentences describe actions that happened one after another or actions that happened at the same time?

Grammar: Past Progressive Parallel Actions with *while*

We use *while* to talk about two things happening at the same time in the past.

I was moving to my music *while* John was secretly listening in.

I was listening to music *while* I was doing my chores.

2 Read and say what the children were doing yesterday.



Sachiko

08:00 AM

When it is 8 o'clock in the morning in Tokyo, Japan, it is 7 o'clock in the evening in New York, U.S.A. Sachiko lives in Tokyo. Tom lives in New York. Using the information, say what they were doing at the same time yesterday.

8:00 a.m. wake up
8:15 a.m. eat breakfast
8:30 a.m. pack school bag

7:00 p.m. eat dinner
7:15 p.m. read a book
7:30 p.m. do homework



Tom

07:00 PM

Sachiko was waking up while Tom was eating dinner.

3 Think of more activities that Sachiko was doing at the same time as Tom.



- 1 Look. What can you say about these children? What do you think they will talk about?



Eduardo



Kat

- 2 Listen. Then, read the questions and circle the correct names.

- a Who plays in the Simon Bolivar Orchestra? Eduardo / Kat
- b Whose favorite composer is Beethoven? Eduardo / Kat
- c Whose orchestra is called The Big Noise? Eduardo / Kat
- d Who has recorded music albums? Eduardo / Kat

- 3 Listen again and discuss the questions.

- a What kind of music does the Simon Bolivar Orchestra play?
- b Where did the Simon Bolivar Orchestra and The Big Noise play together?
- c Can Kat speak Spanish?
- d Would Kat like to collaborate with the Simon Bolivar Orchestra again? Why?



Orchestra Plays the First Part of Concert

Ordering a Talk

- 1 Form groups.
- 2 Look at the **Oracy Time!** topic and prepare a short talk. Use sequence words.
- 3 Give your talk to the rest of your group.
- 4 Complete **Check Your Oracy!** on Activity Book page 177.



Oracy Time!

Describe a real or an imaginary experience of a performance (dance, music, theater, etc.) you went to or performed in.



Values AB page 176

The Big Challenge

How can we make music?

Your challenge is to perform a song in English.

- 1 **Research** In small groups choose a song that you like with English lyrics. Find the lyrics online.
- 2 **Ask** your teacher to check the lyrics and approve your song.
- 3 **Practice** performing and acting out the song in your group.
- 4 **Present** your song. It can be recorded on video.
- 5 **Reflect** Listen and give feedback to your classmates. What did you like most about their performance?



Why do we have music? Look back through the unit. Share your ideas with the class.



AB page 177-79

1 Which oracy skills do you remember? Read and match.

- | | |
|--|---|
| 1 Projecting your voice means | a we stand up straight and still, and we look out at our audience. |
| 2 Using appropriate body movements means | b we use sequencers (<i>first, next, then, last</i>) to organize the information in our talk. |
| 3 Ordering a talk means | c we speak loudly and clearly. |

2 In pairs, complete the table.

This is ... Next, Do you have any questions?
First, Finally, I'm going to talk about ... Then,

Beginning of Presentation	
Middle of Presentation	
End of Presentation	

YOUR TASK

You are going to form a music group with your classmates. You need to make decisions about your music group before you can perform.

1 Form small groups. Discuss each category and complete the following table for your music group.

Name of Group	
Kind of Music You Play	
Who Will Play What?	
What Will You Wear?	
Where Will You Perform?	
What Other Special Features or Effects Will You Have?	

2 Each person in the group chooses a different category to talk about. Present your musical group to the rest of the class.

- 3 Talk about your talk!
- Did everyone speak loudly and clearly?
Did everyone stand straight and still?
Did you order your talk?

4 Complete Check Your Oracy!

Check Your Oracy!

	😊	😐	😞
1 I projected my voice.			
2 I stood up straight and still.			
3 I ordered my talk.			

What I can do better next time:



adapt verb to change over a long time in order to be able to live in a particular place

afraid adjective feeling fear and worried that something bad will happen

album noun a book with pages that you put things on, for example, photographs

alternative adjective different

amazing adjective very good and special

ancient adjective very old and built or made a very long time ago

angry adjective feeling mad and wanting to shout at or hurt someone

ankle noun the part of your body near your foot

archeologist noun someone who studies the people who lived a very long time ago by looking at the buildings and other things these people made

architecture noun the way that a building is made and how it looks

article noun a text you find in a newspaper or magazine

artifact noun an object that was made a long time ago

artist noun someone who paints, draws, or makes things using his or her skill and imagination

athlete noun someone who is good at sports

auditorium noun a large room where people can sit to watch and listen to something, for example, a play or band

balanced diet noun the different kinds and amounts of foods that you should eat to be healthy

basketball noun a sport in which two teams try to get points by throwing a ball through a high ring

battery noun an object that stores electricity that you put in things like cell phones, toys, or cars to make them work

battle noun a fight between two countries or groups of people

blender noun a machine that mixes soft foods like fruit and liquids together to make drinks

blow verb to move air

boring adjective not interesting, so you do not want to know more about something

bottle cap noun the round cover for a bottle

branch noun a part of a tree

breath noun the air that you make go into and out of your body

build verb to make something by putting many things together

bump verb to hit or bang

burn verb to make something be on fire

bury verb to put something into the ground and cover it

butter noun a yellow food made from milk that you spread on bread or use in cooking

cabin noun a small house often made of wood, usually in the mountains

cable car noun a moving cabin that transports people, often up mountains

calm adjective peaceful, quiet, and not worried

campfire noun a fire you make outside to keep warm or cook food on when you are camping

camping noun the activity of staying outdoors in a tent, especially in a place like the mountains or the beach

candle noun a stick of wax with a string in it that you burn to make light

canoe noun a small, light boat that you move through the water using a stick with a flat end

captain noun the leader of the team

carbohydrates noun substances in some foods that give you energy. Carbohydrates are in foods such as bread, potatoes, and rice.

castle noun a very old stone building with high walls around it. Castles were built for kings.

ceramics noun things that are made with clay that becomes hard when it is baked

ceremony noun an important event where people often must do or say special things

charge verb to put electricity into a battery, for example, in a cell phone or tablet

chopsticks noun two sticks that are used for eating food in countries such as China or Japan

clap verb to hit your hands together, especially to show you like something

classical music noun an old kind of music, usually played in large groups on instruments like violins and trumpets

climate noun the general weather conditions

climbing noun the sport of using your hands and feet to go up rocks or mountains

coal noun a hard, black substance from under the ground that can be burned to make electricity or heat

coast noun the land next to the ocean

colorful adjective having a lot of bright colors

community noun all the people who live in the same area; all the people who belong to the same group

compete verb to take part in a race or competition and try to win

construction noun the work of building something, for example, buildings and roads

countryside noun land that is not in towns or cities that is used for farms or is natural

creation noun something that someone has made

creature noun an animal

crowd noun a big group of people

cry verb to make tears come out of your eyes because you are sad or hurt

culture noun the way people live in a particular place, for example, what they eat, what they do with their families or friends, or what their homes are like

cupboard noun a piece of furniture where you keep things such as food or dishes. A cupboard looks like a box with a door.

curtain noun cloth that hangs across a window or across the front of a stage

damage verb to harm or break something

delicious adjective tasting very good

desert noun an area of land where it does not rain often and there are not many plants

destroy verb to break something into pieces

digest verb to change food in your stomach into substances that your body can use for energy or health

disability noun a condition of the body or brain that makes it difficult for someone to do the things that other people do

discover verb to find

double bass noun a big string instrument with a low sound. It looks like a large violin, and you play it standing up.

downtown adjective in the central part of a city, where there are many stores and offices

drawer noun a thing like a box in a piece of furniture, where you can store things

drumbeat noun a hit on a drum that is repeated many times

dusty adjective dirty and covered in a light, gray substance

electricity noun a kind of energy that is used to make things work, for example, lights, cell phones, or televisions

electronic music noun a kind of music played using computers and electric instruments

endangered adjective likely to not be alive anymore anywhere in the world because not many are alive now

energy noun the ability to be very active without feeling tired

enormous adjective extremely big

excavation noun the act of removing dirt that is covering old artifacts underground

excited adjective feeling happy and interested in something

experiment noun a time when you try something to find out what happens

explore verb to move and look around a place and find out about it

express verb to talk about something, especially feelings

extinct adjective not living anywhere in the world anymore

famous adjective known about by many people

fat noun a substance in some foods that gives you energy. Fats are in foods such as meat, cheese, and milk.

feather noun one of the soft, light things that cover a bird's body

ferry noun a boat that transports people and cars, usually for short distances

flood verb to cover with water

flute noun a wind instrument with many holes that you cover with your fingers as you blow air into it

footsteps noun the route a person takes in order to achieve something

fork noun a tool that you use to pick up food to eat that has three or four points and a handle

fridge noun a machine that keeps food cold

frosting noun a sweet food made with sugar that is put on cakes and cookies to make them look nice

fry verb to cook food in hot oil

fur noun the hair that covers the bodies of some animals

gallery noun a room or building where people can look at and sometimes buy works of art

gas noun a substance like air that comes from under the ground and can be burned to make electricity or heat

goal noun a time when the ball goes into the right place to get a point in a sport

goalkeeper noun the player who stands in the goal to protect it

grasslands noun a large area of land covered with long grass

green adjective environmentally friendly

grilled adjective cooked over a fire on a frame made of metal bars

guest noun someone who is staying in a hotel or in the home of a friend

gymnasium *noun* a place where you can exercise

gymnastics *noun* an indoor sport in which you do many different exercises, for example, walking and jumping on a narrow bar

habitat *noun* an area where an animal or plant lives

hair dryer *noun* a machine that blows out hot air that you use for drying your hair

harmonica *noun* a small musical instrument with holes along the side. You play it by blowing and sucking air through it.

headdress *noun* something that you wear on your head as a decoration

hide *verb* to go somewhere where other people cannot see or find you

hiking *noun* the activity of taking long walks in a place like the mountains

historian *noun* someone who writes about or studies history

honey *noun* a sweet yellow liquid that is thick and sticky. Honey is made by bees.

honeybee *noun* a flying insect that makes a sweet sticky food called honey

horn *noun* a wind instrument that is small at the end you blow into and much wider at the other end

horseback riding *noun* the sport of riding a horse

huge *adjective* very big

hummingbird *noun* a very small, brightly colored bird with a long, thin beak, whose wings move very fast

hungry *adjective* needing to eat food

hydroelectric power *noun* electricity that is made by using water that moves fast to turn large objects

ice *noun* water that has frozen and become hard

ingredients *noun* the different foods that you use to make something to eat, for example, butter and sugar in a cake

interview *verb* to ask someone questions about himself or herself

jazz *noun* a kind of music that is often made up by the players as they play

jewelry *noun* things such as rings and necklaces that you wear because they are beautiful

journalist *noun* someone who writes for newspapers or magazines

jungle *noun* a forest in a warm place where trees and plants grow very closely together

language *noun* the sounds, words, and grammar that people use to talk and write to each other

laugh *verb* to smile and make sounds with your voice when something is funny

lemon *noun* a fruit that has a thick, yellow skin and tastes sour

letter *noun* a message written on paper

light bulb *noun* a glass thing that produces light when electricity goes through it

lightning *noun* a bright light in the sky that is made by electricity during a storm

limb *noun* an arm or a leg

lullaby *noun* a quiet song that helps children go to sleep

market *noun* a place or event where people go to buy and sell things, especially fruit and vegetables

match *noun* a game in tennis and certain other sports

mathematician *noun* someone who does math for his or her career

mealtimes *noun* the times when you eat a meal, such as breakfast, lunch, and dinner

medal *noun* a flat, round piece of metal you can win

melt *verb* to change from a solid into a liquid

metal *noun* a strong, hard substance that comes from rocks in the Earth. Iron, steel, and copper are metals.

meter *noun* a unit for measuring the length or height of something. A baseball bat is about a meter long.

microwave oven *noun* an electric oven that cooks food very quickly

modern *adjective* new and built or made near the present time

mud *noun* soil mixed with water

mural *noun* a large picture that is painted on a wall

musical note *noun* one musical sound; a picture that means a particular musical sound

musician *noun* someone who is good at playing a musical instrument

narrow *adjective* having a small distance from one side to the other

nest *noun* the place that a bird makes to live in and lay its eggs

non-renewable *adjective* having none left after all of something has been used

nutritious *adjective* having many substances that help you stay healthy

oil *noun* a black liquid from under the ground that can be burned to make electricity or heat

orangutan *noun* a large animal with red-brown hair and long arms that lives in rainforests in Asia

ordinary *adjective* usual and not different or special

paddle boarding *noun* a sport in which you stand on a long board and move across water using a long stick with a flat end

pattern *noun* a design made from many lines, shapes, or colors that are repeated

peacock *noun* a large bird. A male peacock is blue and has very long and colorful tail feathers.

percussion instrument *noun* something that you hit with your hand or a stick to make music, for example, a drum

perfect *adjective* very good and suitable for someone or something

photography *noun* the activity of taking pictures with a camera

piccolo *noun* a wind instrument like a small flute that makes a high sound

pirate *noun* someone who attacks ships and steals from them

plastic *noun* a strong, light substance made from chemicals. Plastic is used to make things such as bottles and toys.

player *noun* someone who plays a sport

pollution *noun* dirty things in the air, water, or land that can harm people, animals, and plants

pop music *noun* a kind of music that many young people like and that is usually easy to dance to

popcorn *noun* a kind of corn that breaks open and gets bigger when you heat it. It is light and white-colored and is usually eaten with salt and butter on it.

port *noun* a city by the water where boats arrive

portrait *noun* a picture of a person

pot *noun* a round container that you put food inside to cook, usually on top of the stove

potato *noun* a round vegetable that has light brown, red, or pink skin that grows underground

power plant *noun* a place where electricity is made

protein *noun* a substance in some foods that helps your body grow and be strong. Protein is in foods such as meat, cheese, fish, and eggs.

pumpkin *noun* an orange fruit that is large, round, and hard and is cooked and eaten as a vegetable

race *noun* a competition to see who can do something fastest, for example, running

rainforest *noun* a forest where it rains a lot

relax *verb* to feel happy and comfortable because you are not worried

release *verb* to let something go from somewhere and not keep or hold it

renewable *adjective* always making more of something so that it never runs out

rescue *verb* to save someone or something from danger

respect *verb* to value and take care of something

rise *verb* to go up

roast *verb* to cook food in an oven or over a fire

ruin *noun* the broken walls and buildings that are left from an old building or town

run out *phrasal verb* to finish or use up

safety *noun* the state of being safe and not in danger or not likely to hurt yourself

sailing *noun* a sport in which you use the wind to make a boat move quickly across water

sailor *noun* someone who works on a ship

sanctuary *noun* a safe place

sandcastle *noun* a small building made with sand, usually by children

sausage *noun* meat and spices inside a thin skin shaped like a finger

save *verb* to use less of something so you do not waste it

score *verb* to get a point in a sport or competition

seal *noun* a large animal that swims well, lives in the ocean and on land, and that eats fish

serious *adjective* not joking or being funny because something is important

sheet music *noun* music that is written on paper

shine *verb* to glow with light

shiny *adjective* bright and sending back light

shipwreck *noun* a ship that has been destroyed and has gone down to the bottom of the ocean

sightseeing *noun* the activity of visiting interesting places when you are on a vacation

sign up *phrasal verb* to write your name on a list so you can do an activity

sketch *verb* to draw a picture quickly and without a lot of details

sleep in *phrasal verb* to sleep until a later time than you usually do

slope *noun* the side of a hill or mountain

solar power *noun* electricity that is made by using the light and heat from the sun

soup *noun* a hot liquid food made with water that usually has vegetables, meat, or fish in it

souvenir *noun* something you buy or keep to help you remember a vacation or special event

special *adjective* different from other things and better than them in some way

speech *noun* a talk about something important

statue *noun* an object that looks like a person or animal, usually made from stone or metal

Glossary

stay in shape *idiom* to exercise to keep your body healthy

stone *noun* a hard, solid substance found in the ground; a piece of this substance

storm *noun* very bad weather with rain, wind, or snow

strawberry *noun* a small red fruit that tastes sweet and has small brown seeds on the outside

string instrument *noun* something with strings that you play to make music, for example, a guitar or violin

suburb *noun* an area not near the middle of a city where many people live and there are not many offices

survive *verb* to continue to live, especially when living is difficult

switch off *phrasal verb* to make something that uses electricity stop working, for example, a light

syrup *noun* a very sweet liquid that is thick and sticky

tasty *adjective* tasting good when you eat it

team *noun* a group of players

temperature *noun* the measure of how hot or cold something is

temporary *adjective* lasting for only a short time and not permanent

together *adverb* with each other

tomb *noun* a large room where someone is put after he or she has died

tour guide *noun* someone whose job is to take you through a place you are visiting and talk about it

tourist *noun* someone who visits a place, usually on a vacation

town *noun* a place where people live and work that has houses, stores, schools, and other buildings. A town is smaller than a city.

trail *noun* a path made of dirt that you walk on in a place like the mountains

training *noun* the action of practicing a sport or skill

trampolining *noun* the sport of jumping up and down on a piece of equipment that helps you jump high

translation *noun* something written or spoken that has been changed into another language but means the same thing

treasure *noun* things that are worth a lot of money, for example, gold coins or jewelry

trophy *noun* a cup you can win

ugly *adjective* not nice to look at

unhealthy *adjective* not good for your health

unspoiled *adjective* still naturally beautiful and not developed by people

vacuum cleaner *noun* a machine used to clean floors

village *noun* a very small town

voice *noun* the sound that you make when you speak or sing

volleyball *noun* a sport in which two teams use their hands to hit a large ball over a high net

wall *noun* the side of a room or building; a thing built of stones that goes around an area

warn *verb* to tell someone about possible danger

washing machine *noun* a machine used to wash clothes

waste *verb* to use more of something than you need or to throw something away without using it

waterfall *noun* water in a river that falls from a high place to a lower place

weightlifting *noun* a sport in which you lift heavy objects

whistle *noun* something you blow to make a loud noise

win *verb* to be first or best in a race or competition

wind instrument *noun* something that you blow air into to make music, for example, a flute or trumpet

wind power *noun* electricity that is made by using the wind to turn large objects

wonder *verb* to think or question

work of art *noun* a painting, drawing, sculpture, or other thing that an artist makes using skill and imagination

world *noun* Earth and all the people, places, and things on it

world record *noun* the best or fastest someone has ever done

worried *adjective* unhappy because you are thinking about problems

yell *verb* to speak in a loud voice