

CAMBRIDGE

Student's Book

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Cambridge Primary Path 4



Better
Learning

LEVEL 4: Scope and Sequence

1 Big Question: How do we express feelings?

Reading	Vocabulary	Grammar
Nonfiction <i>Help! Dealing with Difficult Feelings</i> Reading Strategy Identifying Theme Fiction <i>It's All in the Mind</i> Reading Strategy Identifying Plot, Setting, and Character	Key Words 1: stomp your feet, smile, annoyed, drive someone crazy, apologize, nervous, upset, shake Key Words 2: sweat, tantrum, scream, pout, unhappy, proud, hug Key Words 3: rant, calm down, pull, automatic Key Words 4: embarrassed, stand out, stressful, lucky, strict, shy, courage, lost, relieved, follow	Interrupted Past While I was writing a poem yesterday, I started to feel better. First Conditional If I don't like my teacher, I won't be happy at school.

2 Big Question: What can space exploration teach us?

Reading	Vocabulary	Grammar
Nonfiction <i>Exploring Space</i> Reading Strategy Identifying the Main Idea and Details Fiction <i>Biking Around Space</i> Reading Strategy Predicting from Pictures	Key Words 1: space probe, space station, gravity, scientific experiment, GPS, observe, constellation, Milky Way Key Words 2: solar system, planet, spacecraft, launch, satellite, astronaut, surface Key Words 3: land, atmosphere, on board, orbit Key Words 4: disappointed, float, translate, ring, universe, asteroid, seatbelt, poison, space, galaxy	Reflexive Pronouns Cassini destroyed itself by crashing into Saturn. Comparatives with -er more, less, and than Uranus is colder than Earth. Enceladus is more beautiful than Earth.

3 Big Question: Is technology good or bad?

Reading	Vocabulary	Grammar
Nonfiction <i>How Can Technology Change My Life?</i> Reading Strategy Identifying the Main Idea and Details Fiction <i>ELSA</i> Reading Strategy Identifying the Main Idea and Details	Key Words 1: invention, Internet, allow, connect, search engine, technology, screen, mobile device Key Words 2: smartphone, drone, sensor, software, program, app, animation Key Words 3: image, selfie, display, manufacturer Key Words 4: owner, female, human being, memory, natural, eyebrow, facial expression, react, puzzled, body language	Present Perfect Questions Have you ever lived for a week without technology? Used to / didn't use to I used to be like an answering machine. I didn't use to select any music myself.

4 Big Question: How do we entertain ourselves?

Reading	Vocabulary	Grammar
Nonfiction <i>The World of Blogging</i> Reading Strategy Annotating Fiction <i>Moving Out and Moving On</i> Reading Strategy Identifying Plot, Character, and Setting	Key Words 1: leisure, imagination, drama, play, rehearse, craft, collect, origami Key Words 2: blog, board game, vlog, post, upload, link, click Key Words 3: review, design, express yourself, comment Key Words 4: lonely, excitement, distracted, whisper, move, comforting, shake hands, pay attention, behavior, surroundings	Present Perfect with ever and never Many kids have never tried it. Present Perfect with already, just, and yet We 've just moved here. I ve already been here. No one has spoken to me yet .

5 Big Question: What can history teach us?

Reading	Vocabulary	Grammar
Nonfiction <i>The Story of Chocolate</i> Reading Strategy Identifying a Sequence of Events Fiction <i>Hidden Pictures</i> Reading Strategy Identifying Cause and Effect	Key Words 1: century, document, explorer, civilization, historical site, preserve, thousand, mosaic Key Words 2: bean, pod, cacao tree, vanilla, cinnamon, chili, bitter Key Words 3: fake, flavor, currency, fashionable Key Words 4: basement, chilly, junk, messy, heap, store, scan, rub, reveal, layer	Present Perfect Questions with how long How long has chocolate existed ? For 4,000 years. Present Perfect (for/since) vs. Past Simple I haven't looked in these boxes for a long time. Karen found a mysterious painting.

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Ground Rules Cue Cards: 1 How about ... ? 2 That's important. 3 That's not important.	Vowel Diagraphs: ai, ay, ei, ea	Improve Your Writing Adjectives Writing Task Poem	Interview Children's feelings	How can we show respect for our classmates' feelings?	Preparing to Give Advice to a friend

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Recognizing and Respecting the Feelings of Others Cue Cards: 4 That's a good point! 5 Yes, but ... 6 Do you agree?	Vowel Diagraphs: ee, ea	Improve Your Writing Definite and Indefinite Articles Process Writing Journal Entry	Interview Eclipses	How can we design a machine to explore space?	Preparing to Buy a Book

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Asking Questions to Get Further Information and Clarity Cue Cards: 7 What does X mean? 8 Why? Because ... 9 Can you repeat that?	Vowel Diphthongs: oa, ow, oe	Improve Your Writing Prepositions Following Adjectives Writing Task Email to a friend	Monologue Technology of the Future	How can we imagine the world in 10 years' time?	Collaboration Designing a Robot

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Expressing Opinions Cue Cards: 10 I think ... 11 I agree because ... 12 I disagree because ...	Vowel Diphthongs: oo, ew, ue	Improve Your Writing also, too, either Writing Task A Blog Post	Interview Children's Collections	How can we make entertainment?	Planning to Talk About Your Weekend

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Participating in a Discussion Cue Cards: 6 Do you agree? 13 What do you think?	Spelling patterns for long e, y, ie, igh	Improve Your Writing Why / Why don't ... ? Because ... Writing Task Brochure	Interview Festivals	How can we talk about how life has changed?	Finding Out Information About a Tour

LEVEL 4: Scope and Sequence

6 Big Question: Where does food come from?

Reading	Vocabulary	Grammar
Nonfiction: <i>Food for Thought</i> Reading Strategy: Identifying Author's Purpose Fiction: <i>The Surprising Stowaway</i> Reading Strategy: Open vs. Closed Questions	Key Words 1: livestock, orchard, greenhouse, sugarcane, plantation, dairy product, processed food, saturated fat Key Words 2: import, package, food label, throw away, spoil, fresh, leftovers Key Words 3: go bad, local, fill, store Key Words 4: flyswatter, produce (n), produce (v), bite, inject, pest, quarantine, fang, harmless, cockroach	Indefinite Pronouns Everyone has to make changes. Tag Questions But that's obvious, isn't it ?

7 Big Question: Why is water important?

Reading	Vocabulary	Grammar
Nonfiction: <i>A Story of Water</i> Reading Strategy: Identifying How the Author Supports Points with Reasons and Evidence Fiction: <i>The Man of the Trees</i> Reading Strategy: Sequencing	Key Words 1: valuable, involve, agriculture, irrigation, fresh water, wetland, water shortage, conserve Key Words 2: bridge, canal, ditch, dam, swamp, island, wave Key Words 3: aqueduct, giant, terrace, controlled Key Words 4: erode, water supply, pump, container, wasteland, monsoon, paradise, deer, dirt, roots	Before/after/when/as Clauses When the river overflowed, it flooded the fields. As the farmers worked in the fields, it rained. Had to (Obligation in the Past) We had to walk more than five kilometers.

8 Big Question: How do numbers shape our lives?

Reading	Vocabulary	Grammar
Nonfiction: <i>How to Have Fun with Math!</i> Reading Strategy: Identifying Conclusions Fiction: <i>Captured in Time</i> Reading Strategy: Paraphrasing	Key Words 1: distance, quantity, afford, combination, sequence, preceding, equal, numeral Key Words 2: symmetry, formula, cube, chessboard, trick, multiply, diagonal Key Words 3: doubling, zero, chance, delete Key Words 4: wallpaper, concrete, shadow, foot, inch, measure, sundial, shovel, rusty, socket	Verb + Gerund Does he enjoy playing dominoes? Verb + Infinitive You'll want to see this.

9 Big Question: What makes the natural world so amazing?

Reading	Vocabulary	Grammar
Nonfiction: <i>Discovering the Natural World: Fantastic Fossils!</i> Reading Strategy: Monitoring and Clarifying Fiction: <i>The Tale of Finn MacCool</i> Reading Strategy: Understanding Characters	Key Words 1: harsh, beautiful, unusual, breathtaking, intriguing, incredible, impressive, exceptional Key Words 2: formation, geologist, skeleton, reptile, marine, investigate, armor Key Words 3: herd, related, combined, spike Key Words 4: warrior, tribe, giant, beard, fierce, fist, rival, lurk, tough, thumb	Quantifiers A few months later, Mary found the rest of the skeleton. Relative Pronouns I have some cake that I made this morning.

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Giving Evidence to Support an Argument Cue Cards: 11 I agree because ... 12 I disagree because ... 14 For example, ... 15 I think X is important because ...	Vowel Diagraph: short oo	Improve Your Writing: Adjective Order Writing Task: An Ad	Interview: Foods of the Future	How can we make better decisions about the foods we buy?	Discussion: Designing a Video Game

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Speaking in Front of an Audience Cue Cards: 16 Is everyone ready? 17 Do you have any questions? 18 Can everyone hear me?	Silent Letters at Start: wr, kn	Improve Your Writing: Verbs with Countable and Uncountable Nouns Writing Task: Instructions	Interview: Facts About Water	How can we use water better?	Planning to Make a Complaint by Phone

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Speaking Mission
Speed and Clarity of Delivery Cue Cards: 18 Can everyone hear me? 19 Can you speak more slowly? 20 Can you speak up?	Silent Letters: mb, gn, l, gh	Improve Your Writing: Although Writing Task: A Letter	Interview: Math in Nature	How can we use numbers to make something?	Playing a Game Using Math

Oracy Skill	Word Study	Writing	Listening	The Big Challenge	Oracy Task
Ordering and Structuring a Talk Cue Cards: 21 First of all, 22 Also, 23 Finally.	Homophones: see, sea buy, by	Improve Your Writing: Stative Verbs Writing Task: A Descriptive Paragraph	Monologues: Amazing Activities Underground	How can we explore the natural world?	Presentation: Writing a Story



How do we express feelings?

- ☐ **Talk** about feelings.
- ☐ **Learn** oracy ground rules.
- ☐ **Write** a poem.
- ☐ **Make** a class contract.
- ☐ **Prepare** to give advice to a friend.

How do the children feel?



Can you imagine why the children in the photos feel like this?



When do you feel like this?



Key Words 1

stomp your feet	apologize
smile	nervous
annoyed	upset
drive someone crazy	shake

1 Watch the video and number in order.

- ☐ What do you do when you feel happy?
- ☐ What do you do when you feel angry?
- ☐ What do you do when you feel nervous?

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

Reading Strategy:
Identifying Theme

The theme of a text is the most important message or topic.

THE GREEN-EYED MONSTER

Jealousy is a negative feeling you have about someone. You feel jealous because they have something that you don't. You might be jealous of a friend who has a cool new bike, or your classmate who wins the spelling bee. Sometimes kids get jealous of a brother or sister who is getting special attention from their parents. These situations can feel unfair and can make you angry or upset. The writer William Shakespeare called jealousy the "green-eyed monster" because it can make us behave badly and hurt people.



1 Read and do the tasks.

- a What is the theme of this text?
monsters / family / jealousy
- b How many examples of jealousy can you find in the text?
- c Why is the girl in the photo jealous?

2 Read the poem extract and do the tasks.

I'm angry! I'm angry! I'm mad! I'm upset!

My forehead is red, and I'm starting to sweat.

My feelings are hurt, and I'm jumping around.

I'm having a tantrum and pounding the ground.

- a What do you think the theme of the poem is? _____
- b Underline words you don't know and look them up in a dictionary. Were you correct about the theme?

3 Play a word association game. One person says an emotion, the next says a related word, and so on.

Happy

Smile

Laugh



When you are angry, what happens to your body?



Key Words 2



sweat



tantrum



scream



pout



unhappy



proud



hug

Help! Dealing with
Difficult Feelings

When was the last time you were really, really nervous, or even terrified? Perhaps it was before a test or a school show. What about the last time you felt excited? Maybe it was for a party or a trip.

Read the poem. Do you sometimes feel like this?

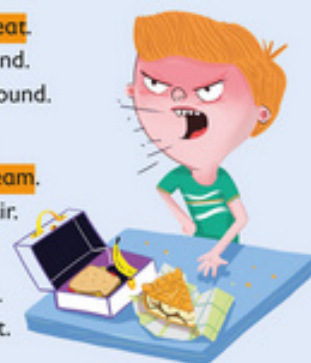
I'm Angry! I'm Angry!

By Kenn Nesbitt

I'm angry! I'm angry! I'm mad! I'm upset!
My forehead is red, and I'm starting to **sweat**.
My feelings are hurt, and I'm jumping around.
I'm having a **tantrum** and pounding the ground.

My temper is rising. My mood is extreme.
I'm ranting and raving and starting to **scream**.
I'm shouting. I'm **pouting**. I'm pulling my hair.
It's obvious life is completely unfair.

It happened today when I sat down to eat.
I opened my lunch, and I took out my treat.
I felt so **unhappy** I thought I might cry.
I wanted some cake, but I only got pie.



What happens to my body when I feel strong emotions?

We have physical reactions to emotions. There's a special part of your brain that reacts to anger. When you are angry, your body makes chemicals like adrenaline that give you extra energy and make you strong. Blood moves to your muscles. Your body is getting ready to fight or run. Your blood pressure and temperature go up. You breathe faster, and your heart beats faster, too. Even your eyes change!

Think

What are some positive things you can do when you're angry?

Help! Dealing with Difficult Feelings

You can't control these changes because they are automatic, but you can change the way you act in response to them. Some people say you should count to ten when you are angry. That will give you time to calm down. Good advice!

What about happiness? Happiness happens in the brain, too. There are two important chemicals that make you feel happy: dopamine and oxytocin.

Dopamine gives you the feeling you get when you are **proud** of something, like if you win a video game. This chemical makes you feel great!

Oxytocin is the reason we feel good when we **hug**. It's really important for new babies to have skin-to-skin contact with their moms and dads because it increases their oxytocin.

What else can I do?

Everyone has difficult emotions sometimes. It is OK to have these feelings! What can I do when I'm angry, sad, or scared?

- Identify the feeling: *I'm scared*. Knowing how you feel can help you decide what to do.
- Talk to someone, like a parent, a teacher, or a friend.
- Write about your feelings in a diary.
- Draw or paint your feelings.
- Write a poem about your feelings.
- Run around or kick a ball really hard. You can even do a crazy dance!
- Shout your feelings at the sky or at the trees. *Raaaah!*
- Imagine your difficult feeling is a big bubble. Now blow it away!



While I was writing a poem yesterday, I started to feel better.

How can I help my friends to deal with their emotions?

- Let them talk. Be a good listener.
- Practice breathing slowly together.
- Tell them that tomorrow is a new day.
- Remind them that you are their friend.
- Give them a hug if they want one.

Think

Do you think it's important to talk about your emotions? Why or why not?



Explore the Text

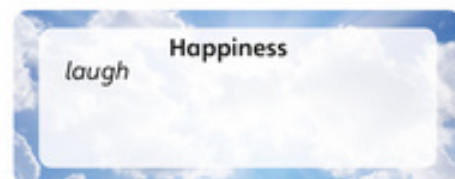
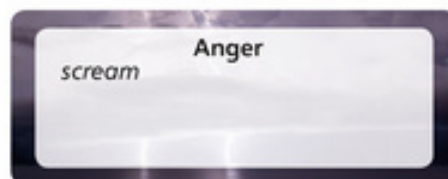
- 1 Which of these themes is not covered by the article? Circle.
- a Things you can do to control your emotions
 - b Your body's response to feelings
 - c How people express feelings differently in different cultures
 - d How to help your friends with difficult emotions



- 2 Complete the chart with details from the text.

Anger	Happiness
Your body makes the chemical called _____.	Your body makes chemicals called _____ and _____.
Your body is getting ready to _____ or _____.	Your body makes dopamine when you are _____ about something.
Blood moves to your _____. You breathe _____.	Your body makes oxytocin when you _____.

- 3 Find and circle words or phrases in the text associated with anger and happiness. Add them to the word clouds.



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

- | | |
|-------------|---|
| a rant | 1 relax |
| b calm down | 2 able to function without the help of a person |
| c pull | 3 shout in an angry way |
| d automatic | 4 move something toward you |

Time to Talk!

What makes you feel jealous? What makes you feel angry? What makes you feel happy?

1 Read the sentences and do the tasks.

While I was writing a poem yesterday, I started to feel better.

While I was watching the movie, I wanted to cry.

- a Underline the verbs in the past simple. Then circle *was* and the verbs in the *-ing* form.
- b Do these sentences refer to the past, present, or future?

Grammar: Interrupted Past

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

While I **was** writing a poem yesterday, I **started** to feel better.

While I **was** watching the movie, I **wanted** to cry.

2 Listen to the song and number the situations in order.



3 Listen again and complete the sentences in the correct tense.

lose eat stay lie

- a While I _____ at the beach, I broke my smartphone.
- b I _____ some ice cream while I was looking out to sea.
- c While I was playing on the beach, I _____ my new shoes.
- d I read my book and finished it while I _____ in the sun.

4 With a partner, complete the sentence and invent a silly story.

I went to the beach last week, and something crazy happened! While I was _____ ing, suddenly ...

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



say



paint



eight



steak

2 Listen and repeat. Then complete the chart.

play weight crayon explain great break sleigh email

ai	ay	ei	ea

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

Spelling Tip

Ai, ay, ei, and ea can all make the long a sound.
say point eight steak

4 Listen and say the tongue twisters.



Eight crazy snails break daisies while they play.



Great Aunt May hates painting on gray, rainy days.

Oracy Skill: Ground Rules

Ground rules help make our presentations and discussions more effective.



1 Work in small groups to do the tasks.

- a Each group is assigned a table below.
- b Brainstorm five oracy ground rules for your table and complete it.
- c Share your ideas with the class. Discuss which rules are the same and which are different.

I'm Kate!



I'm Emma!



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 Liam!



I'm Jack!



Let's Practice Oracy! 1, 2, 3

- 1 Form groups. Discuss the **Oracy Time!** questions.
- 2 Remember to follow the ground rules.
- 3 Present your group's ideas to the class.



Oracy Time!

Prepare to welcome a new student to your class. What do you need to tell the new student? How can you help him or her feel relaxed?

Check Your Oracy!

- 1 My group followed the ground rules for discussion.
- 2 Were any ground rules broken?
- 3 If any ground rules were broken, which ones?

All the time / Sometimes / Never

Yes / No

Write a Poem

1 Read the acrostic poems and answer the questions.

- a What are the hidden words?
- b What is the theme of each poem?



friendship
LAUGHS
Loving Pets
sPECIAL occasions
exciting days out



feeling frustrated
all ALONE
tear Drops fall

Improve Your Writing: Adjectives

When we talk about emotions, we often use **-ed** adjectives.

I felt bored / frightened / excited.

When we describe things such as books, movies, or events, we often use **-ing** adjectives.

The movie was boring / frightening / exciting.

2 Underline the **-ed** and **-ing** adjectives in the poems. How many are there?

3 Choose an emotion. Make a list of all the words and phrases you associate with it.

4 Prepare to write an acrostic poem in the Activity Book.

1 Listen, look, and repeat.



embarrassed



stand out



stressful



lucky



strict



shy



courage



lost



relieved



follow

2 Complete the sentences with the correct word from Activity 1.

- a I have to practice for two hours every day. My violin teacher is so _____!
- b I felt _____ when I got my grade from the test—10/10! Phew!
- c I always get really _____ when I have to sing. My face turns red!
- d I won three games in a row. I'm _____!
- e Let's dance! _____ me—I'll show you what to do.
- f Oh, no! This is the wrong street. We're _____.
- g My mom always takes a long bath after a _____ day.
- h You need a lot of _____ to work with dangerous animals.
- i I _____ among my friends, because I'm the only one with red hair.
- j When I meet new people, I feel nervous and _____.

3 Discuss the questions with a partner.

- a Have you ever been lost? Where? What happened?
- b What is lucky in your culture? Do you believe in lucky objects?
- c How do you relax?



? Is it easy to talk about your feelings? Why or why not?

Reading Strategy: Identifying Plot, Setting, and Character

It helps us understand a text if we can summarize what events happen (the plot), if we know where the action happens (the setting), and if we know who the people are (the characters).

- 1 Look and say what the story pictures tell you about the setting, the plot, and the main character.

- 2 Read and check your predictions. Then, complete the story map.



Ricky to the Rescue

Ricky was in fourth grade. He was very shy and had no friends. One day, Ricky's class went to the park. All the other kids went on boats in the lake. Ricky sat alone on a bench watching the kids having fun. He felt sad. "I'm not good at anything," he thought.

Suddenly, Ricky heard a splash and lots of shouting. A kid had fallen out of his boat and was in the water. He couldn't swim! Ricky ran over to the

edge of the lake. He had learned how to swim when he was very young. He was a strong swimmer and knew he could get close enough to the kid to get him a life preserver. Ricky dove into the lake as his teacher threw a life preserver to him. He swam out quickly toward the drowning kid and reached him with the life preserver just in time! When Ricky got out of the water, everyone was clapping. "What a hero!" someone shouted. Ricky felt proud.

boy Julia forest Ricky sad proud help lake fifteen
boat girl bike danger safety chair bench ten happy furious

Main character: A _____ named _____, aged _____.

Setting: At the _____.

Beginning: He feels _____. He sits on a _____.

Middle: A kid on a _____ falls into the water. He needs _____!

End: He gets the kid to _____ and feels _____.

- 3 Look at the pictures on page 18. What do they tell you about the plot, the setting, and the main character?



It's All in the Mind

By Jeremy Edgar



Hurry up, Olivia! If we don't leave now, you'll be late for your first day at your new school.

Olivia's family has just moved to a new town.



Here. Wear this!

Mom, you can't be serious! Please try to imagine how nervous I'm feeling about meeting my new classmates.

Olivia looked **embarrassed**. The last thing she wanted was to **stand out** in her new school.



I know the first day can be **stressful**, and I can see that you're worried—you're biting your fingernails ... Just try to calm down, honey.



You'll be in Miss Larsson's class. That's her. You're **lucky**. All the kids in her class love her.

Think

Why might starting at a new school be scary?



I think Miss Larsson looks kind of **strict**. I'm not sure I want to be in her class.

I think you're imagining things, Olivia. You heard the secretary say that all her students love her.



Please don't come to my classroom, Mom. It's just over there. I'm fine, honest. I know you want to make sure I'm OK. But I don't want the other kids to think I need someone taking care of me all the time.

OK, Olivia, but please try to calm down, honey. I'll see you at three o'clock.



Ben, I thought I told you that I never want to see you here again! Now, go home and stay there!



Olivia thought it was the wrong moment to meet her new teacher. She was beginning to regret that her mom had left.

Think

Who do you think Miss Larsson is talking to?



Olivia was unsure which classroom was hers. She wanted to ask someone, but she felt too **shy**.



Olivia couldn't believe it when the boy ran off. She felt so alone.



Olivia managed to build up enough **courage** to ask a boy which classroom was Miss Larsson's.



Then a girl walked up and smiled at her. Olivia felt **relieved** to find a friendly face at last.



The girls found out that they were in the same class. Liz took Olivia to their classroom. Miss Larsson was there, but she didn't look angry anymore.



Think

Will Olivia be happy at her new school, in your opinion? Why?



I'm really sorry, Olivia. As soon as I saw your backpack, I remembered I'd left mine in my mom's car. I had to run back to get it before she left.

Olivia was feeling better now, thanks to her new classmates. Maybe her new school wasn't so bad after all.

Explore the Text

1 Complete the story map for *It's All in the Mind*.

Main character: _____
 Other characters: _____
 Where does the action happen? _____
 Beginning: _____
 Middle: _____
 End: _____

2 Read and mark *T* (true) or *F* (false). Correct the false sentences with a partner.

- a Olivia feels embarrassed by her mom. _____
- b Miss Larsson is angry with a student named Ben. _____
- c Olivia is shy about asking for help finding her classroom. _____
- d Gustav runs away from Olivia because he is worried. _____
- e At the end of the story, Olivia feels anxious. _____



3 With a partner, retell the story.



4 Order Olivia's feelings throughout the story. Then, complete the sentences.

happy ☐ nervous ☐ lost ☐ embarrassed ☐ shy ☐

At first she feels ... because ...

Then she feels ... because ...

Remember
the ground
rules for
discussion!



Why do people sometimes hide their feelings?

Grammar in Context

1 Read the sentences and do the tasks.

If we don't leave
now, you'll be late.

If I don't like my teacher, I
won't be happy at school.

- a Circle *if* in the sentences. Underline *will* and *won't*.
- b Do these sentences talk about a real situation in the present, or an imagined situation in the future?

Grammar: First Conditional

We use the first conditional to talk about things that might happen in the future.

If we don't leave now, you'll be late.

We can also write this as: **You'll be late if we don't leave now.**

2 Complete the sentences with *will*, *won't*, or *if*.

- a If it's sunny on Saturday, I _____ go to the park with my friends.
- b _____ I finish my homework in time, I'll watch a movie tonight.
- c We _____ go to the beach if it's too windy.
- d I'll bake a cake _____ we have all the ingredients in the cupboard.
- e If I don't train hard at soccer, I _____ never play really well.

3 Make silly sentences with a partner. Then, do the actions.

If you guess my favorite color,
you count backwards from ten in English,
you clap five times fast and snap your
fingers twice,
you say "hello" in two different
languages,

I will ... mime eating a banana.
sing a song.
balance a book on my head.
hop for a minute.



Time to Talk!

When was the last time you felt ...
sad / happy / excited / nervous / proud / angry?



- 1 Listen and number the pictures in order. Then, label Tessa, Luke, or Lucy.



- 2 Listen again. Number the feelings in the order you hear them.

nervous ☐ frustrated ☐ proud ☐ upset ☐ calm ☐
bored ☐ jealous ☐ embarrassed ☐ annoyed ☐ furious ☐

- 3 Read and write Lucy, Luke, or Tessa.

- Who is jealous of their sister? _____
- Who feels nervous? _____
- Who cooks when they feel upset? _____
- Who gets frustrated sometimes? _____
- Whose neighbors get annoyed sometimes? _____
- Whose dad is teaching them? _____

Ground Rules

- Form groups. Discuss the Oracy Time! topic.
- Remember to follow the ground rules for discussion.
- Each group shares its ideas with the class.
- Complete **Check Your Oracy!** in the Activity Book on page 17.



Oracy Time!

What is the best thing to do when you feel these emotions?

- shy
- nervous
- angry



Values AB page 16

How can we show respect for our classmates' feelings?

Your challenge is to make a class contract.

- Discuss the scenarios. How would they make you feel?
- Brainstorm ideas for a class contract. Think about your role as a student and the teacher's role.
respect support help listen pay attention
share remember congratulate be ...
- Write and illustrate your contract as a poster in groups.
- Present your ideas to the class using your poster.

You are a student.

You work hard on an idea for a project. A friend copies your idea. You both get good grades.

You lose your favorite hat at school. Another student finds it outside and brings it to you.

Your best friend makes a new friend you don't like. They spend a lot of time together at break time. You sit by yourself.

You forget your pencil case. A classmate notices your problem and shares his pens with you.

You are a teacher.

You read the students' work carefully and give them all grades. Some students don't read your comments.

All your students remember to bring their books and homework to class.

While you are explaining something, two students continue talking.

Some of your class are nervous about the school show, but their classmates encourage them and clap loudly afterwards.



Our Class Contract

We will ...

Our teacher will ...

- | | |
|---|--|
| <ul style="list-style-type: none"> share our class supplies with each other. make sure everyone takes turns talking during group discussions. | <ul style="list-style-type: none"> congratulate us when we bring our books and homework. be understanding when we are nervous about the school show. |
|---|--|



How do we express feelings? Look back through the unit. Share your ideas with the class.



AB pages 17-19

SPEAKING MISSION

Before Your Mission

Your friend has a problem and needs your help. Listen carefully to your friend talk about his or her problem and suggest ideas to help.

- 1 1:14 **Key Words** 1:15 Listen and match each feeling to the correct photo.



happy



hurt



frustrated



anxious



jealous



hopeful



embarrassed

- 2 1:56 Listen to the conversation between the school counselor and Ruben. Circle the feelings from Activity 1 that you hear. How many feelings did Ruben experience?

Why is it sometimes hard for us to talk about our feelings?

During Your Mission

- 3 1:17 Listen to Ivy's problem. Then, write advice for her.
Can you _____?
Why don't you _____?
You should / shouldn't _____.
- 4 1:18 Listen to the conversation between Ivy and Charlotte. What advice does Charlotte give Ivy? Was it the same as or different from your advice?
- 5 In pairs, choose one of the following role plays to act out:
a The problem: Your best friend isn't speaking to you anymore.
The role play: A conversation between two students.
b The problem: You have to move to a new house and change schools.
The role play: A conversation between two best friends.



Key Language

What's wrong?
Why are you feeling (sad)?
Can you talk to ... ?
Why don't you ... ?
You should ...



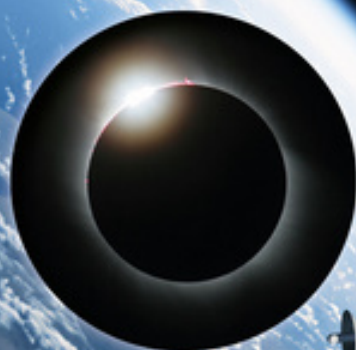
What can space exploration teach us?

- ☐ **Talk** about space.
- ☐ **Learn** to respect the views of others.
- ☐ **Write** a journal entry.
- ☐ **Design** a spacecraft.
- ☐ **Prepare** to buy a book.

What can you see?



How can we see things in space?



What do the pictures have in common?



Key Words 1

space probe	GPS
space station	observe
gravity	constellation
scientific experiment	Milky Way

1 21 Watch the video. Mark ✓ the best title.

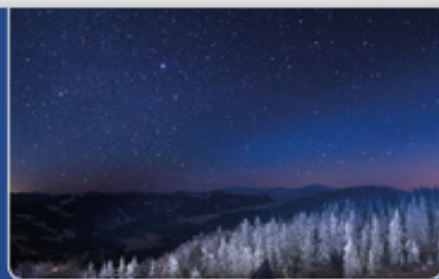
- ☐ How Satellites Send Us Important Information
- ☐ What We Can Learn from Studying Space
- ☐ How Astronauts Live on Spacecrafts

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

AB page 22

Reading Strategy: Identifying the Main Idea and Details

The main idea is what a text is about. The details support the main idea and add extra information.

**STORIES ABOUT THE STARS**

Many cultures have old stories about the stars. For example, the Zulu and Ndebele people from Africa thought the stars were the eyes of people from their families. The Paiute people in North America called the stars the children of the sun and the moon. In the Paiute people's story, the sun wanted to eat the stars, so the stars hid during the day! In Central Asia, the Turko-Tatar people said that the sky was a large tent over the earth and the stars were little holes in the tent.

1 Read the title and the text. What do you think the main idea of the text is?

2 Read again, and do the tasks.

- a Find and underline the main idea of the text in **red**.
- b Find and underline details in **black**.
- c Complete the chart.

Main Idea

Many cultures have old _____ about the stars.

Details

- 1 The Zulu and Ndebele people _____
- 2 The Paiute people in North America called the stars the children of the _____
- 3 _____

3 Look at the title and the pictures on pages 31–32 and answer.

- a What do you think the text will be about?
- b What will it have in common with the text on this page? How do you think it will be different?

What ancient sites are there in your country? Do they have a connection with the stars?

Key Words 2

solar system



planet



spacecraft



launch



satellite



astronaut



surface

Exploring Space**WHERE AM I?!**

You are on planet Earth, of course! Earth is traveling around the sun. The sun is an enormous star. It provides all the heat and light in our **solar system**. Light from the sun travels to the Earth in just eight minutes!

The four small planets nearest to the sun are Mercury, Venus, Earth, and Mars. They are made of rock and metal.

The next four planets are Jupiter, Saturn, Uranus, and Neptune. They are enormous, and they are made of gas.

CASSINI: The Mission to Orbit Saturn

Cassini was the first mission to orbit the **planet** Saturn. Cassini was a NASA **spacecraft**, but no astronauts traveled on board.

It was launched from Cape Canaveral, Florida, in the U.S.A., in 1997. After nearly seven years, Cassini arrived in Saturn's atmosphere. Cassini's job was to learn all about the planet, its rings, and its moons. It then sent back lots of scientific data and photos to Earth.

So, what happened on this amazing mission and what did we learn?

**Space Exploration Begins**

1957 Russia **launched** the first **satellite** into space. The same year, the first dog traveled in a spacecraft! She was named Laika.

1961 Yuri Gagarin was the first person in space.

1969 Neil Armstrong was the first person to walk on the moon.

2000 The International Space Station went into orbit, with a team of **astronauts** living on board.

Think

Is it important to study the planets? Why or why not?

Saturn's Moons

More than 50 moons orbit Saturn. Cassini explored many of Saturn's moons and sent fascinating information back to Earth. It sent out a probe, a special instrument, that landed on Titan, Saturn's largest moon. This was the first landing on a moon in the outer solar system. Photos showed that Titan has rivers, lakes, and seas, but these are not made of water! They are made of liquid methane. On another moon, called Enceladus, scientists learned that big jets of water and ice shoot up into its atmosphere. Enceladus could have the right conditions for life, because under its icy surface, there is salt water—like our oceans. Salty waters help life take form.

The Planet Saturn

Cassini also made new discoveries about Saturn and its amazing rings. The rings around Saturn are not solid—they are made of moving ice particles. Cassini took awesome close-up photos of parts of the planet that scientists had never seen before, like its northern pole. There they saw a giant hurricane in the form of a hexagon. The hurricane is more than twice as big as Earth!

Goodbye, Cassini!

Twenty years after its launch, in 2017, Cassini destroyed itself by crashing into Saturn's atmosphere. The explosion was planned by scientists so that the spacecraft didn't leave any trash in space. The mission has helped scientists understand how other planets form and change, and showed that life might be possible on Saturn's moons!

FACTS ABOUT THE CASSINI MISSION

- Cassini traveled almost 8 billion kilometers!
- It orbited Saturn 294 times and took 453,048 pictures.
- In 2011, Cassini discovered the largest storm in the solar system on Saturn. It lasted over 200 days and covered the entire planet!
- The mission cost over 3 billion dollars.

photo taken by Cassini of Saturn's north pole



Think

Would you like to go into space? Why or why not?

Explore the Text

- What is the text about? With a partner, write a list of key words.
- Read the main ideas in the chart. Find these sections in the text and underline three details for each. Then complete the chart using the ideas below.

Main Idea	Detail 1	Detail 2	Detail 3
The Cassini Mission to Orbit Saturn			
Saturn's Moons			
The Planet Saturn			

It was launched in 1997.

Its rings are made of ice.

There is a giant hurricane on the north pole.

The spacecraft took seven years to get to Saturn.

More than 50 moons orbit Saturn.

Titan, the largest moon, has lakes and seas.

The hurricane on Saturn is bigger than Earth!

The moon Enceladus has water.

It sent back data and photos.

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

- | | |
|--------------|---|
| 1 land | a on a boat, airplane, or spacecraft |
| 2 atmosphere | b return a plane or spaceship to the ground |
| 3 on board | c circle around |
| 4 orbit | d the layer of gases around a planet |

Time to Talk!

Many stars and planets have names. What would you name a star? Why?

Don't forget the ground rules for discussion!

1 Read the sentences and do the tasks.

Cassini destroyed itself by crashing into Saturn.

The children shaded themselves from the sun.

- a Circle the words that end with *-self* or *-selves*.
- b Underline the subject of each sentence.

Grammar: Reflexive Pronouns: *myself, yourself, himself, herself, itself, yourselves, ourselves, themselves*

We use reflexive pronouns when the subject and object of the verb are the same.
Cassini destroyed **itself** by crashing into Saturn.
The children shaded **themselves** from the sun.

2 Circle the correct reflexive pronoun.

- a The astronaut hurt **ourselves** / **herself** during training.
- b The asteroid destroyed **itself** / **yourself** when it hit the planet.
- c It's lonely in space. Some astronauts talk to **themselves** / **ourselves**.
- d During a solar eclipse, the sun appears to hide **itself** / **myself**.
- e I'm teaching **himself** / **myself** to speak Russian, like all the astronauts on the International Space Station.

3 Read and say with a partner.

When was the last time you ...
looked at yourself in a mirror? talked to yourself?
hurt yourself? achieved something difficult by yourself?



Time to Talk!

Where would you go if you could travel in space?

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



tea



bee



pea



beach

2 Listen and complete the words with *ea* or *ee*.

- a Can I have some gr___n apples, pl___se?
- b The English test was ___sy!
- c We live on a really cl___n str___t. It's betw___n the town hall and the gym.
- d My f___t often get cold at night, so I sl___p with socks on!
- e My sister has a p___nut allergy. That's the r___son she can't eat these snacks.
- f I hate the taste of coff___. It's so bitter.

3 Listen and check.

4 Listen and circle the sounds like "tea" in the poem.

I eat beans
And I eat cheese
I eat meat
And I eat ice cream.



5 Use the ideas to make a sound poem with a partner.

I eat ...	cheese beans peas
And I eat ...	meat ice cream peaches

I drink ...	tea coffee
But I don't eat ...	trees! bees! jeans!

Spelling Tip

Sometimes long e is spelled with *ea*, and sometimes it's spelled with *ee*.
tea bee

Oracy Skill: Recognizing and Respecting the Feelings of Others
We listen to and respect our classmates' opinions, even when we don't agree.



1 Watch. In which scene do the kids respect each other's opinions?



2 Watch again and circle the phrases you hear.

For example, ... Do you agree? Yes, but ...
In my opinion, ... Also, ... That's a good point.

Oracy Time!

Imagine that you are going on a three-year mission to Mars. You won't have any contact with your friends or family during this time. Which three personal items will you take with you?

Let's Practice Oracy! 4, 5, 6

- Form groups. Discuss the **Oracy Time!** question.
- Remember to recognize and respect the views of your group members.

Check Your Oracy!

1 I participated in the discussion.	Yes / No
2 I listened to and respected my classmates' ideas.	All the time / Sometimes / Never
3 If someone had a different opinion, were the group members respectful?	Yes / No

Write a Journal Entry

1 Read, look at the photos, and say where the astronauts are.

July 21 My Journal



This morning, I went for my first spacewalk. I had to go outside to fix a problem with the space station. Jessica and I went together. I loved being out in space—it was completely quiet. The view of Earth in the sunlight was beautiful! I could see clouds and the ocean. It was amazing. We quickly fixed the problem and came back inside for lunch.

Lunch was dried meat and noodles today. I think I prefer meals on Earth! After that, I did some exercise in the space gym.

It's difficult to stay fit and strong when there is no gravity, so I'm going to do two hours in the gym every day while I'm here.

For the rest of the day, I was working on scientific experiments. We talk to scientists back on Earth by using a satellite phone. It's pretty amazing. Yesterday, I used the satellite phone to speak to my children.

I hope I sleep better tonight. My body clock is confused because the sun rises and sets 16 times a day on the International Space Station! Also, sleeping without a bed is really weird.



2 Mark ✓ the features of the journal.

- a written in the first person ☐ c includes a date ☐
b includes illustrations ☐ d uses adjectives ☐

Improve Your Writing: Definite and Indefinite Articles

We use indefinite articles (*a/an*) when we are talking about something for the first time or something that's not specific. We use the definite article (*the*) when we already know the specific thing we're talking about.

We went for a spacewalk. The spacewalk was pretty amazing.

3 Read the journal and underline an example of a definite article and an indefinite article.

4 Prepare to write a journal entry in the Activity Book.

Why is it difficult to live in space?

Make sure you listen to and respect your classmates' opinions.



1 Listen, look, and repeat.



disappointed



float



translate



ring



universe



asteroid



seatbelt



poison



space



galaxy

2 Read and complete. Then, listen and check.

circle stars travel atmosphere harmful
unhappy surface language rock galaxies

- a **Space** The region beyond Earth's _____, where there is no air.
- b **Galaxy** A group of billions of _____ and planets.
- c **Universe** Everything! All the _____.
- d **Disappointed** Feeling _____ about the result of something.
- e **Ring** It's shaped like a _____.
- f **Asteroid** It's made from _____. It flies around the sun.
- g **Poison** To give someone or something a substance that is _____.
- h **Seatbelt** You put this on before you _____ in a car or spacecraft.
- i **Translate** To change words from one _____ into another.
- j **Float** To stay on the _____ of water or stay in the air.

3 Play a vocabulary game. Take turns drawing pictures of the vocabulary from Activity 1. Your partner guesses the word.

What do you think exists in other galaxies?

Reading Strategy: Predicting from Pictures

We can use pictures to help us predict what a text will be about. This makes it easier to read a new text.

1 Look at the pictures in the text below. What do you think it is about? Circle.

the moon

a planet

scientific experiments

cars

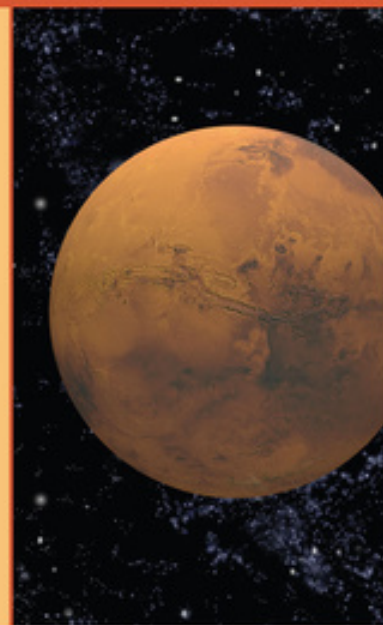
a robot

Learning about the Red Planet



What do you know about Mars? Perhaps you know that it looks red or orange in photographs. But did you know there is a robot car driving around on Mars sending information, videos, and photos to Earth right now? It's true!

The Curiosity Rover is about the same size as a car. It has six wheels and a robotic arm. It can take photos—including selfies!—and fire lasers. It is a mini science laboratory, studying the rocks on Mars. The Curiosity Rover went to Mars to find out if life could exist there. Its job is also to find out more about the environment there.



2 Read and check. Make sentences to give a summary of the text.

The Curiosity Rover is ...

It traveled to ...

It is the same size as ...

Its job is ...

3 Look at the pictures on pages 40–43. What do you think the story will be about? Discuss in pairs.



My name is Io, and I am mad at myself. I had a geography test yesterday, and I got a bad grade. I really like geography, but I didn't study! I always have a million things to do, and I can never find the time to open my books. Anyway, I got a three out of ten on the test! So now I am also worried: I don't want my dad to be **disappointed** in me. I'm going out on my BIKE for a while. I'll take my dog along, too.

My BIKE is the standard "Basic Interplanetary Kids Equipment" that all children here on Enceladus have. It's less bulky, but a little slower, than the orange CARs ("Common Adult Rockets") that the grownups fly. I like to go BIKING with my friends after school and fly circles around Saturn. But today it's just me and my poodle, Albiorix.

When I fly my BIKE, I forget about my problems. Outside Enceladus's atmosphere, I take the dog out of her seat—Albiorix loves to **float** around freely.

"Albiorix, don't you love being out in space?"

"Woof! Woof, woof!"

"What? Oh, I forgot to turn on Poodle **Translate**. Can you repeat that?"

"Yes, I love being with you," Albiorix says wagging her tail.

Think

Why is it important to study at school?

"Oh, you're sweet, Albiorix. Look out the window at Saturn and its **rings** and moons. Every moon is different. Some have water, and some are just rocks. Some have people living on them. Isn't that cool?"

"Woof-woof! The coolest is that moon in front of us. That's Tethys. It's made of ice. I think of Tethys as a giant ice cream moon. I'm hungry!"

"You only think about food, Albiorix. Don't you dream about exploring the **universe**? Wouldn't it be nice to discover a new planet or even an **asteroid**?"

"Woof-woof! But it would be more exciting to sniff a new kind of steak or bite some strange type of hamburger!" Albiorix smiled. (When dogs smile, Poodle Translate shows a 😊 symbol.)

"Io, why did you fail your geography test if you love space travel?"

"I don't know ... I like learning about space, but memorizing more than 50 moons for Saturn is too much work! I think I prefer simpler planets."

"Io, I have an idea. Let's go to Earth. People say it's the most incredible planet you can see from space."

"I always wanted to go there. But isn't it far?"

"Woof-woof! It's only an hour."

"OK, let's go." I buckle the dog in her seat, put on my **seatbelt**, and start the turbo drive.

Think

What can you learn from exploring new places?



Biking Around Space

"Io?" Albiorix asks, "Humans are from Earth, right? Why do humans live on so many different planets and moons?"

"Because Earth got very full. Cities were too big, and people destroyed nature. The oceans were **poisoned**, and the forests all disappeared. Most animals became extinct. So humans moved to other planets and moons, like Mars and Enceladus. This all happened many years ago. I don't remember any of it because I was just a baby, but my mother often tells me about it.

Look, there's Mars in the distance—the red planet!"

"Woof! Mars looks like an orange, and I don't even like oranges. Did you bring any snacks?"

"Oh, Albiorix, you're terrible. Here you go."

"Woof! Thanks, Io! I love Moon Rocks. They taste like potato chips."

"Io, you look sad," the dog said when he finished eating. "What's the matter?"

"Look—we're approaching Earth. It doesn't look like a nice place at all. It looks, well, brown and almost all dried up! It's not blue and green like in all those old pictures."

"Yes, you're right ... Well, we're lucky we live on Enceladus, then! Enceladus is more beautiful than Earth, for sure!"

"Yes, Albiorix, we are. Let's head back home now, or I'll be in even more trouble."

Think

What do you think Earth will be like in the future?



When we get home, I park my BIKE in the garage. My dad is waiting for us outside the front door. He looks disappointed and concerned. I can see he knows about the test. He hugs me and says, "Hi, honey. I got your weekly report; what happened with your test?"

"Oh, Dad, I'm so sorry, but I didn't study enough for the test. We had to learn all the moons of Saturn."

"All of them? Well, honey, it may be hard, but that's when it's even more important to study! What would happen if we gave up learning every time something was hard?"

"You're right, Dad," I smiled.

"Next time I can help you—we can learn together."

"Yes, thanks, Dad. Now I feel much better."

"What else is new, Io?"

"Well, I took a quick trip to Earth, and I was thinking. When I grow up, I want to become a **space** explorer," I say.

"I like that. We need smart girls like you to find new planets and moons. But first you need to study geography."

"Yes, Dad. I'll start after dinner."

"Great. We're having Marsburgers tonight."

"Yummy! The best food in the **galaxy**!"

"Woof!"

"You're not the only one who's hungry, Io!"

Think

Will humans ever live on other planets? Why or why not?



1 Read and circle the correct answers.

- 1 Why are the humans in the story living on other planets? Because ...
 a they destroyed Earth.
 b they wanted a change.
 c they are on vacation.
- 2 Why does Io fail her geography test? Because ...
 a she's forgetful.
 b she didn't go to class that day.
 c she didn't study enough.
- 3 How does Io's dad feel about the test grade?
 a He isn't interested.
 b He's angry and frustrated.
 c He's disappointed and concerned.



2 Think back to your predictions about the story in Activity 3 on page 39. Did you guess correctly? What important events didn't you predict? Discuss in pairs.

3 Who says these phrases? Write *Io*, *Albiorix*, or *Dad*. Then, check your answers.

- a *When I grow up, I want to become a space explorer.* _____
 b *I love being with you.* _____
 c *Next time I can help you—we can learn together.* _____
 d *I love Moon Rocks. They taste like potato chips.* _____
 e *Great. We're having Marsburgers tonight.* _____
 f *I am mad at myself.* _____

4 With a partner, retell the story.



Time to Talk!

Do you think there is life on other planets? Why or why not?

1 Read the sentences and do the tasks.

Uranus is colder
than Earth.

My BIKE is less bulky
than the orange CARS.

Enceladus is more
beautiful than Earth.

- a Underline *more* and *less* and circle the adjectives next to them.
 b Circle the adjective ending in *-er*.
 c Which word comes after the adjectives in these sentences? Circle it.

Grammar: Comparatives with *-er*, *more*, *less*, and *than*

Comparative adjectives compare one person or thing with another.

Uranus is **colder** **than** Earth.

My BIKE is **less** bulky **than** the orange CARS.

Enceladus is **more** beautiful **than** Earth.

2 Complete the sentences using *more* and *less*. Then, listen and check.

- a Earth is _____ than Mars. Earth has more lakes, rivers, and seas. (watery)
 b The weather on Earth is _____ than on Jupiter or Neptune. It's much calmer here. (stormy)
 c Earth is _____ than Venus. People can live here! (habitable)
 d Earth is _____ than Uranus. It's warmer because it's closer to the sun! (icy)
 e From Earth, Venus is _____ than Mars. It's the brightest planet in our sky. (visible)

3 Make sentences about where you live.

My town is	more / less	beautiful peaceful interesting	than ...
My region is		sunnier windier busier	

My town is more interesting than modern cities.



Listening

- 1 Look at the picture. What do you think the girl is looking at? Why?
- 2 Listen and say if your prediction was correct. What is the answer?
- 3 Listen again and complete the fact file.



sun stars farther dog dark Earth singing planets

Fact File: Solar Eclipses

Eclipses happen when the moon is between the _____ and the _____.

The sky goes _____, even in the middle of the day.

Sometimes you can see _____ and _____.

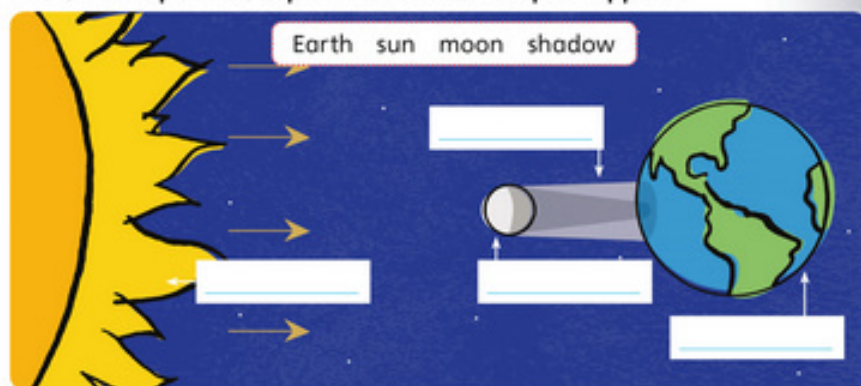
Animals act strangely: birds stop _____.

Some cultures have stories about eclipses: in some cultures, people thought it was a giant frog eating the sun. Others thought it was a _____ eating the sun.

Millions of years into the future, the eclipses will stop because the moon is getting _____ from the Earth.



- 4 Listen again and label the picture with these words. Then, with a partner, explain how a solar eclipse happens.



Values AB page 36

The Big Challenge

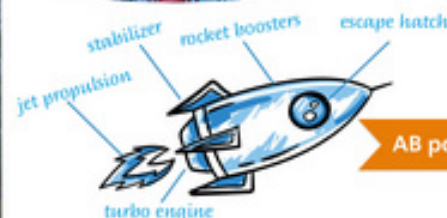
How can we design a machine to explore space?

Your challenge is to design a spacecraft.

- 1 **Brainstorm** what a spacecraft needs in groups. Research some famous spacecrafts online to help you.
- 2 **Design** the perfect spacecraft with your group members. Make a list of five key features it should have.
- 3 **Make** a poster. Include a design of your spacecraft with the parts labeled.
- 4 **Present** your spacecraft design to the class.

Remember to listen to and respect your classmates' opinions. Complete **Check Your Oracy!** in the Activity Book.

- What can space exploration teach us? Look back through the unit. Share your ideas with the class.



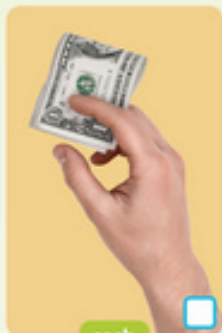
AB pages 37-39

SPEAKING MISSION

You are going to buy a book in an English-speaking country.

Before Your Mission

- 1 2.17 **Key Words** Listen and point. Then mark ✓ the pictures associated with money.



cash



card



discount



author



cover



price



on sale



title

- 2 2.18 Listen and answer the questions.

- a What does Sylvia want books about? _____
- b How many books does Sylvia buy? _____
- c How many books have a discount? _____

During Your Mission

- 3 You have money to buy two books in English. Which books do you want to buy? Research the information online for each book.

Title:
Author:
Subject:
Cost:

Title:
Author:
Subject:
Cost:

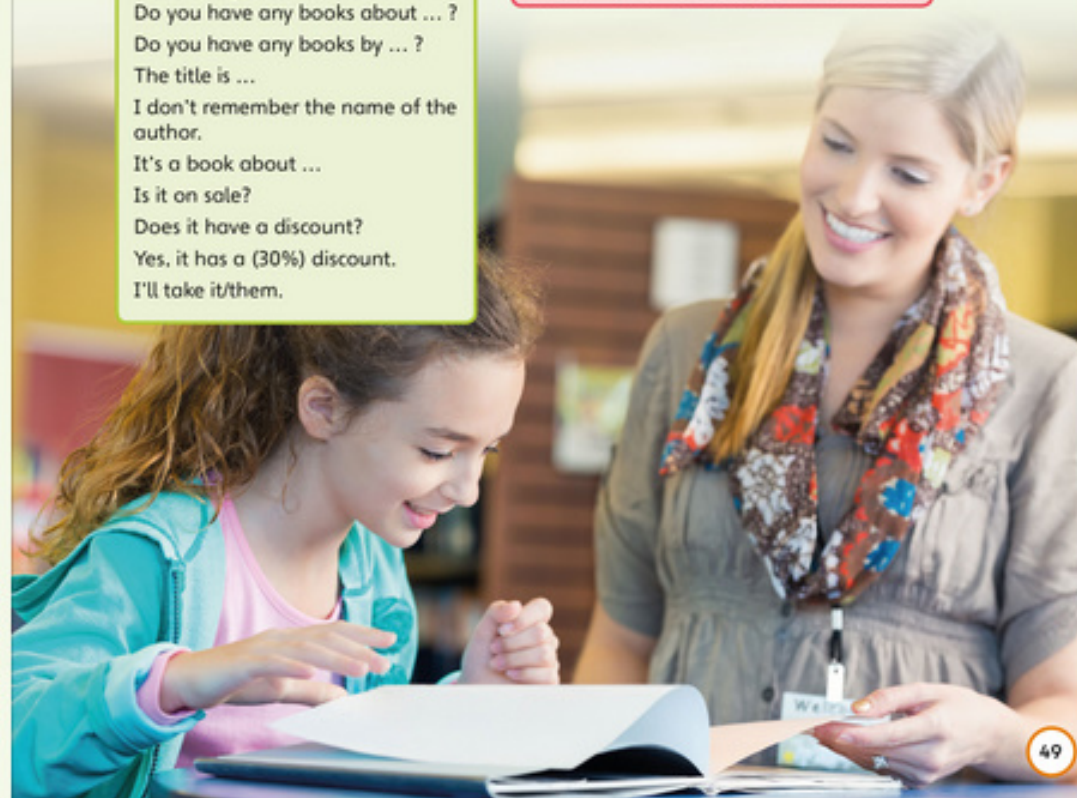
- 4 In pairs, role-play a conversation between a customer and a bookstore sales assistant. Use the information in Activity 3.

Key Language

I'm looking for a book about ...
Do you have any books about ... ?
Do you have any books by ... ?
The title is ...
I don't remember the name of the author.
It's a book about ...
Is it on sale?
Does it have a discount?
Yes, it has a (30%) discount.
I'll take it/them.

Time to Talk!

What kinds of books do you like to read?





Is technology good or bad?

- ☐ **Talk** about technology.
- ☐ **Learn** how to ask questions.
- ☐ **Write** an email.
- ☐ **Give** a poster presentation.
- ☐ **Design** a robot.

What do the pictures have in common?

Which pictures show the technology you use?



Which picture shows the most important use of technology? Why?



31




Key Words 1

invention	search engine
Internet	technology
allow	screen
connect	mobile device




1

 31 Watch the video and mark ✓ the technologies you hear.

- | | | |
|---------------------------------------|--|---------------------------------|
| <input type="checkbox"/> the Internet | <input type="checkbox"/> high-speed trains | <input type="checkbox"/> robots |
| <input type="checkbox"/> spacecrafts | <input type="checkbox"/> driverless cars | |



2

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

AB page 42

Reading Strategy: Identifying the Main Idea and Details

The main idea of a paragraph is normally supported by details. Often, the main idea appears in the first sentence.

- 1 Read the text. Underline the main idea in each paragraph.

Technology and Medicine

Paragraph 1:

Sometimes doctors need to see inside a person to see what's wrong. This is because lots of medical problems are only visible from the inside of a person's body. When they look inside, doctors can identify illnesses and broken bones.



Paragraph 2:

Technology makes it possible to take clear pictures of the inside of our bodies. This helps doctors decide what problem their patients have. Doctors use X-rays and scans to identify problems.



Paragraph 3:

Technology can help us when something goes wrong in the body. For example, when people can't hear well, they can use a hearing aid. If someone's heart is not working well, they can get a pacemaker. Ventilators help people breathe. Technology can also help people who lose a limb—it's possible to get an artificial one.



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

Main Idea in Paragraph	Detail
1 Doctors sometimes need to see _____ inside the body.	When they look inside, doctors can identify _____ and broken _____.
2 We can use technology to take _____ of the inside of our bodies.	Doctors use _____ and _____ to identify what's wrong.
3 Technology can help the _____ to work better.	_____ aids, pacemakers, ventilators, and artificial _____ are all examples of how technology can help when something goes wrong.

- 3 Look at the headings and photos on pages 53–54 and say what you think the main ideas of the text are.

What do you think is the most important thing that technology does for medicine?



Remember to ask questions to check your understanding!

Key Words 2



smartphone



drone



sensor



software



program



app



animation

How Can Technology Change My Life?

Smartphones ... tablets ... Wi-Fi ... Sometimes we think it's impossible to live without these things. Can you imagine your life without technology? Would it be easier or more difficult? Have you ever lived for a week without technology? Now, try to imagine what new technology is coming. What inventions do you want to see? Look at these ideas.

Will drones deliver my shopping?



Maybe! When you buy something online, your things have to travel by truck to get to your house. This takes time (normally two or three days). Soon, people might use **drones**—small flying robots—called octocopters. These drones can carry objects up to two kilograms. They can bring you the items you buy only 30 minutes after you pay for them!

Will cars need drivers?

Maybe not! Some car manufacturers are building cars that drive themselves. These cars use special **sensors**, which can detect other cars and make decisions. You can just sit back and enjoy the ride! Even today, many cars can park without a driver. In some places, you can already catch a taxi with no driver!

Did you know that in the U.S.A. there is a fake city where you can test cars with no drivers?! It's called Mcity. It has fake sidewalks, fake buildings, fake traffic lights, and robots crossing the road! In this environment, the **software** in driverless cars communicates with other cars and with traffic lights. This kind of communication could stop road accidents in the future.



a street in Mcity

Think

Can you think of any problems with drones?

Have you ever been on a bus or train with no driver? Where?

How Can Technology Change My Life?

What's AI?

We can **program** computers to make decisions. A computer can make an "intelligent" decision based on information from past experiences. When a computer can learn from wrong answers, we say it has artificial intelligence (AI).

On our smartphones, we have intelligent personal assistants that do jobs for us. For example, you can ask your smartphone to dial your best friend's number or to check the weather. You might have other smart devices in your home which you can ask to play music, change the room temperature, or even switch on the lights!

Some people think artificial intelligence will have a negative impact on the future. Robots will replace some people's jobs, for example. This is true. But, of course, there will be more jobs programming computers.



Think

Should we limit what intelligent computers can do? Why or why not?



How small will my computer be?

Some computers are now so small that you can wear them! Imagine a tiny computer on your glasses. When you ask, "Where is a park?" the computer searches the Internet and displays a map on your glasses!

Will the way I play games change?



Yes, definitely! In the past, children needed a laptop or game console to play computer games, but now you can run around and play games on your smartphone using augmented reality. For example, you can run around real places in your town and find creatures from a game. The creatures might be located in your yard, or even inside your family car!

Many **apps** use the camera on your phone to change reality by adding

a layer of digital images or **animations**. For example, you can take selfies using special camera filters to make an animated cartoon version of yourself. Augmented reality can bring your coloring to life, too. You can color pictures, photograph them with an app, and then see them animated. Other apps make dinosaurs appear when you look at a place through your camera—scary!



Explore the Text

3A

1 Mark ✓ the best summary of the article.

Technology is changing education. ☐

Technology is changing medicine. ☐

Technology is changing leisure activities and transportation. ☐

2 Tell your partner.

- a Something surprising you read in the article
- b Something new you learned from the article
- c Something you already knew that you read in the article

3 Read and match the details with their main idea.

- 1 Augmented reality is changing the way we play. ☐
 - 2 Computers are already so small that you can wear them. ☐
 - 3 Manufacturers are already building driverless cars. ☐
 - 4 Drones are going to change how we shop. ☐
- a You can wear a tiny computer on a pair of glasses.
 - b In some places, there are already taxis with no drivers.
 - c In some video games and apps, you can find creatures that appear to be in your town.
 - d Some companies will use flying robots to deliver your shopping by air.



4 3.5 Key Words 3 Find the words in the article and circle them. Then match them with the definitions.

- | | |
|----------------|---|
| 1 image | a a person or company that makes things |
| 2 selfie | b a picture or photo of something |
| 3 display | c a photo you take of yourself |
| 4 manufacturer | d to show |

? What is the best invention in the article? Why?

1 Read the sentences and do the tasks.

Have you ever lived for a week without technology?

Have you ever been on a bus or train with no driver?

- a Circle forms of the verb *have*. Underline the past participles of other verbs.
- b Do these sentences refer to the past or to the future?

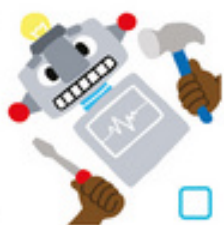
Grammar: Present Perfect Questions (yes/no)

We use the present perfect to talk about past experiences when we are not specific about when something happened.

Have you ever lived for a week without technology?

Have you ever been on a bus with no driver?

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



3 Complete the sentences from the chant. Then, listen and check.

- a Have you ever _____ a plane? (fly)
- b Have you ever _____ an insect? (eat)
- c Have you _____ in a helicopter? (be)
- d Have you _____ up all night? (stay)

4 Make and ask questions with a partner.

Have you ever	been to	kangaroo meat?
	caught	an amusement park?
	eaten	a cake?
	made	a train?
	seen	a dolphin?

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



blow



road



oboe

2 Listen and complete with oa, ow, or oe.

- a I always play the ob____ in our class sh____.
- b I scored the final g____, but I really hurt my t____!
- c "Don't thr____ your c____t on the floor!" my dad always says.
- d I kn____ I'm a sl____ runner, but I'm a fast swimmer.
- e That g____t loves the sn____!

3 Listen and check your answers.

4 Listen to the beginnings of the songs and underline the long o sounds. Then match with the pictures.

- a Row, row, row your boat ...
- b Soap, soap, soap your goat ...
- c Throw, throw, throw the snow ...

5 Write silly sentences using the ideas to help you. Then, draw and label a picture in your notebook.

Throw	the oboe	in	the snow
	the soap		the boat
	the coat		the goal

Spelling Tip

Sometimes long o is spelled with ow, oa, or oe.
slow coat toe



Oracy Skill: Asking Questions to Get Further Information and Clarity
We can ask questions to find out more information or to check our understanding.



1 Watch and do the tasks.

- a Who do you think understands Kate's research better?
Liam / Emma

- b Circle the phrases you hear.

Why? Because
How about ... ?
What does ... mean?
Can you repeat that?
Is that clear? Do you agree?



- c Classify the phrases from the audio in the chart below.

Why did they have balloons?
Can you repeat that? What does Aztec mean?

Questions to Find Out More Information	Question to Check Understanding

Let's Practice Oracy! 7, 8, 9

- Form small groups. You have ten minutes to think of an invention that you can use in your free time. In your notebook, complete the chart and draw the invention.
- Remember to ask questions to get more information and check your understanding.
- Share your group's invention with the class.

Name of Invention	How It Works	Three Special Features

Check Your Oracy!

1 I asked questions to check understanding.	Yes / No
2 I asked questions to get more information.	Yes / No

Write an Email

- 1 Read the email and answer.

- Where did Shamsa go?
- What was the craziest thing she saw? What was the coolest?

From: shamsa457@kidsworld.com

To: babu100@kidsworld.com

Subject: Awesome day at the tech fair! ☐

Hi Babu, ☐

How was your weekend?

Today I went to a technology fair in my city—it was so cool! There was lots of new technology. I was really surprised at some of the inventions. The craziest thing was seeing robots that talk and do other activities, too, like play the piano and play games like chess. I'd love to have a robot in my house! The coolest thing I saw was a pair of high-tech sneakers that change color when you press a button on your smartphone! We learned all about electronics and even took a look inside a computer. You should come to the fair with me next year. I know you are curious about all the new inventions coming out. I'll attach a photo I took. I'm really happy with it.

Take care, ☐

Shamsa



image 1

- 2 Find and number these features of the email.

- a subject
- a greeting
- an attachment
- a closing

- 3 Underline examples of adjectives following prepositions in the email.

- 4 Prepare to write an email to a friend in the Activity Book.

Do you think robots will ever be more intelligent than humans? Why or why not?

Improve Your Writing:
Prepositions Following Adjectives

Some adjectives are followed by a preposition, such as *about*, *with*, or *at*.
be curious about
be happy with
be surprised at

1

Listen, look, and repeat.



owner



female



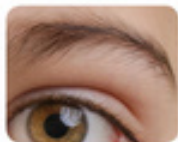
human being



memory



natural



eyebrow



facial expression



react



puzzled



body language

2

Match the words with the definitions.

- | | |
|---------------------|--|
| 1 puzzled | a the opposite of male |
| 2 eyebrow | b something you don't forget, or a place to keep information |
| 3 memory | c a gesture |
| 4 female | d confused |
| 5 human being | e a person who has possession of something |
| 6 body language | f a line of hair on your face, above the eye |
| 7 natural | g a person |
| 8 facial expression | h the opposite of artificial |
| 9 react | i showing emotions through your face |
| 10 owner | j respond to new information or something that happens |

3

Play a vocabulary game. Take turns drawing pictures of the vocabulary from Activity 1. Your partner guesses the word.

Time to Talk!

Which do you prefer? Why? Discuss in groups.
A robot or a dog? A video game or a board game?
A smartphone or a laptop? An email or a letter?

Reading Strategy: Identifying the Main Idea and Details



- 1 Read and underline the main idea of each paragraph in red. Underline some details or examples supporting the main idea in black.

Sci-fi:
Inventing New Worlds!

Paragraph 1: Science fiction (sci-fi) is a type of literature and film. These stories talk about imaginary or future worlds, where crazy things are possible. In sci-fi books, you can read about time travel, technology, space, and other cool things.

rocket



submarine



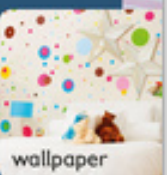
Paragraph 2:

Sometimes, years later, inventors make the ideas from sci-fi real! One of the most famous sci-fi writers is Jules Verne. He wrote more than 150 years ago, before they used electricity and gasoline for transportation. In his books, he predicts submarines and space rockets. What do you think he would say if he could see these inventions now?

Paragraph 3: Many other writers have included ideas for futuristic inventions in their stories. Look at these unusual inventions from literature and movies. Which do you think would be the most useful? Which would be the most fun?

- Something you wear in your ear that allows you understand any language
- Smart wallpaper that makes the color of the walls change to reflect how you're feeling
- A drink that makes you smaller and food that can make you grow into a giant

wallpaper



- 2 Write the paragraph number next to each main idea.

- a Sometimes inventors later on develop ideas from science fiction! ☐
- b "Sci-fi" refers to literature and movies about imaginary worlds of the future. ☐
- c Lots of sci-fi writers write about amazing inventions of the future. ☐



- 3 You are going to read a sci-fi story. Look at the pictures on pages 62–65 and answer the questions.

- a What do you think the story is about?
- b Do you think the world in the story is different from our world now? How?

Time to Talk!

Do you like science fiction books and movies? Why or why not?



3.5

ELSA

By Ivor Williams

**Date:** Monday, February 16, 2036**Time:** 04:53**Location:** 37°25'45"N 122°8'17"W**Status:** At rest**Topic:** File 36js-0027FW/91 (Developing language)

Hello. I'm an ELSA. My full, official name is Experimental Live-in Service Apparatus. I am what people in the past used to call a domestic robot. My **owner**, who is a **female** human, calls me Elsa, like the girl's name. I'm a modern ELSA, which means that a) I look a lot like a **human being**, b) I have a very big **memory** and a lot of computing power, which allows me to do a lot of very complicated jobs, and c) my computer can "grow" through a series of upgrades. To put it in other words, I can learn how to do new things.

Recently, my owner paid for me to have a language upgrade to improve the way I speak. Now, I speak less like a robot and more like a human. For example, I always used to say "I do not" instead of "I don't" or "they are" instead of "they're." This made my voice sound very formal and kind of boring. Now I use contractions all the time, and the result is that my voice now sounds more **natural**—much more like a human voice.

Date: Wednesday, March 11, 2036**Time:** 19:31**Location:** 37°25'45"N 122°8'17"W**Status:** At rest**Topic:** File 36js-0012XB/78 (Answering questions)

Before, when my owner asked me a question, I didn't have many possible answers that I could give. I used to reply with a simple "Affirmative" or "Negative," or I said "Insufficient Data." One day, my owner decided to have my answers changed so that they would be slightly more natural, more "human." I then replied to her questions with a "Yes," a "No," or an "I don't know." She liked that better.

Now, since I had my last upgrade, my computer is more powerful. Now I can answer "It depends" or "Not likely." Today, my owner, who was in a thoughtful mood, looked around her at all the technology in the room and asked, "What's the point of having all of this stuff?"

"Interesting question!" I replied. She was quite impressed. I know this is true because she looked at me and she raised her **eyebrows**. I learned about this movement from a list of Human **Facial Expressions**. These are movements of the mouth, the eyes, the head, etc., that combine in various ways to express a person's emotions without having to use words. How would my owner **react** if one day she asked me a question and I simply replied, "Definitely, maybe"?

Think

Why do we make robots look and sound like humans?



Interesting question!

Date: Monday, April 20, 2036**Time:** 03:47**Location:** 37°25'45"N 122°8'17"W**Status:** At rest**Topic:** File 36js-0027NL/44 (Playing music)

Before, my owner used to program me to play certain songs from an enormous library of files. She has over six thousand songs—6,134 to be exact. I didn't use to select any of the music myself. I just used to play certain music files in a random order.

Recently, I have started making my own playlists. They're similar to my owner's selections, but they also include some of my own personal choices of songs. Yesterday, while some music was playing in the living room, my owner had a slightly **puzzled** look on her face. She stopped what she was doing and looked up. Then, she scratched her head. She didn't say anything, and she didn't look at me. But I knew what was going through her mind. She was thinking, "What's that song? Did I select it? I don't remember choosing that one! How weird!" I knew all this because I have recently been studying the fascinating subject of Human **Body Language**.

My owner is a little confused about what happened with her music. She thinks that maybe she chose those songs, but she's not sure. She can't remember doing it. I didn't tell her that it was me. That's my little secret. I did it as an experiment. I like experimenting. And now I am beginning to understand why humans like to do experiments.

Hmm. Maybe I'll do some more.

**Think**

What can robots do that humans can't? How can robots make our lives easier or more comfortable?

**Date:** Saturday, May 16, 2036**Time:** 10:26**Location:** 37°25'45"N 122°8'17"W**Status:** At rest**Topic:** File 36js-0083HY/59 (Sending messages)

I used to just store messages for my owner and then simply play them back when she asked me for them. I used to be just like an answering machine—the kind that used to answer the telephone so that the caller could record a voice message. Now, I can read, listen to, and understand all of my owner's messages. And I can also write and send my own messages. What if I sent a message myself? I could send messages to other ELSAs. I know for a fact that there are three of them working in this same apartment complex. We could communicate with each other. Maybe the three of us could all get together in secret to talk about our humans and compare notes. I think I would like that! Later, maybe we could figure out a way to take control of our owners! Just imagine a world in which ELSAs controlled everything and humans had to obey our orders!

I'll tell you another secret. My owner doesn't know that I now know how to do these things without receiving any instructions from her.

Perhaps I should tell her that I now have an independent mind of my own. What do you think?

Hmm. Maybe I will tell her.

Or, then again, ... maybe I won't.

**Think**

Do you think robots are dangerous? Why or why not?

Explore the Text

1 Complete the summary about modern ELSAs.

- a They look like _____.
- b They have _____.
- c They can _____.
- d They used to be called _____.



2 Complete the chart with details for each main idea.

Main Idea	Details
ELSA had a language upgrade.	Before: _____ Now: _____
ELSA plays music.	Before: _____ Now: _____
ELSA can store and send messages.	Before: _____ Now: _____

3 With a partner, retell the story.



Time to Talk!

Which of your chores would you like to give to a robot? Why?

Grammar in Context

1 Read the sentences and do the tasks.

I used to be like an answering machine.

I didn't use to select any music myself.

Did you use to have a radio?

- a Underline forms of the verb *use to* in the sentences. Then circle the verb.
- b Do the sentences refer to the past, present, or future?

Grammar: *Used to / didn't use to*

We use *used to* when we refer to habits in the past that are no longer true. It can refer to repeated actions or to a situation.

I used to be like an answering machine.

I didn't use to select any music myself. Did you use to have a radio?

2 Complete with the correct form of *used to*. Then listen and check.

When I was a child, everything was different! We didn't

1 _____ have driverless taxis—we took buses to school. Our classrooms weren't like yours either—we

2 _____ sit on wooden chairs, not on flying chairs! At lunchtime, we 3 _____ eat in the

cafeteria, not in the Space Cafeteria. We 4 _____ surf the Internet, but we didn't play the same video games as you. One thing hasn't changed, though ... We

5 _____ love watching sci-fi movies, just like you!



3 Compare the grandmother's life when she was young with her grandchildren's.

She didn't use to sit on flying chairs. She used to sit on wooden chairs.

4 Answer the questions with a classmate. Say three things.

- a What did you use to do that you don't do now?
- b What didn't you use to do that you do now?

- 1 Read the text. What kinds of technology do you think Dr. Ava Long will talk about?

Have you ever thought about how we can use technology at school? Listen to technology expert Dr. Ava Long tell us about what we can expect in the future.



- 2 Listen and circle the technologies she talks about.

video games smartphones holograms drones smartwatches

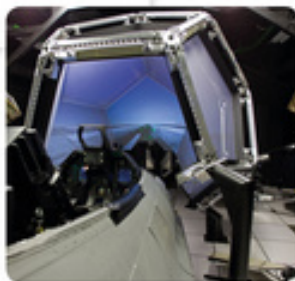
- 3 Read and write *T* (true) or *F* (false). Correct the false sentences.

Video Games

- a Pilots use video games to learn how to fly. ☐
- b Experts changed a popular video game to include lots of information about math. ☐
- c Students learning with the video game don't need a teacher. ☐
- d The video game didn't help students learn science. ☐

Holograms

- a Holograms are used less in schools and universities now than in the past. ☐
- b Holograms are 3D pictures made from paper. ☐
- c Using holograms, you can see things that aren't really there. ☐
- d Holograms only allow you to explore the past. ☐



- Is it better to learn English through a computer game or with a teacher? Why?



Values AB page 56

How can we imagine the world in 10 years' time?

Your challenge is to imagine the future and give a poster presentation about your ideas.

- 1 **Brainstorm** all the ways technology might change our world in the next ten years. Think about: entertainment medicine travel education home
- 2 **Work** together to draw and label a poster showing the ways life might change.
- 3 **Practice** talking about your ideas.
- 4 **Present** your poster to the class.
- 5 **Listen** to the other presentations and ask questions.
- 6 **Reflect** Which are the best ideas? Which changes do you think will happen first?



Remember to ask questions to find out more information and to check your understanding. Complete **Check Your Oracy!** in the Activity Book.



NEW TECHNOLOGY:
TRAVEL



Is technology good or bad? Look back through the unit. Share your ideas with the class.



AB pages 57-59

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

- | | |
|---|---|
| 1 Asking questions to get further information and clarity | a means we listen to and respect our classmates' views, even if we don't agree. |
| 2 Recognizing and respecting the views of others | b remind us how to behave in a discussion and practice good oracy. |
| 3 Ground rules | c means we use questions to find out more information and make sure we understand our classmates. |

2 Imagine you are working with two classmates on a project. What language do you use? In pairs, complete the table.

That's important. Can you repeat that? That's a good point.
Do you agree? Why? What does x mean? Yes, but ...

Your classmates are explaining their views. You want respond to their views and show that you respect them.

You want to ask your classmates questions to get more information and understand better.

YOUR TASK

It is the year 2035. A technology company has asked you to design a robot that can help people in their everyday lives. It's up to you to decide what the robot can do.

Your robot can have a total of **four functions**. What do you want your robot to do?



1 Form groups.

2 Discuss and complete the chart for your robot. Then draw your robot in your notebook.

Name of Your Robot	
What It's Made of	
What It Does	
What Other Special Features It Has	

3 Present your robot to the rest of the class.

4 Talk about your talk!

- Did you respect your classmates' points of view?
- Did everyone participate?
- Did you ask questions to get further information?

5 Complete Check Your Oracy!

Check Your Oracy!

1 I listened to and respected my classmates' points of view.	☆☆☆☆☆
2 I asked questions to get further information.	☆☆☆☆☆
3 I participated in the discussion.	☆☆☆☆☆

What I can do better next time:



How do we entertain ourselves?

- ☐ **Talk** about leisure.
- ☐ **Learn** how to express opinions.
- ☐ **Write** a blog.
- ☐ **Design** a cartoon character.
- ☐ **Plan** to talk about your weekend.



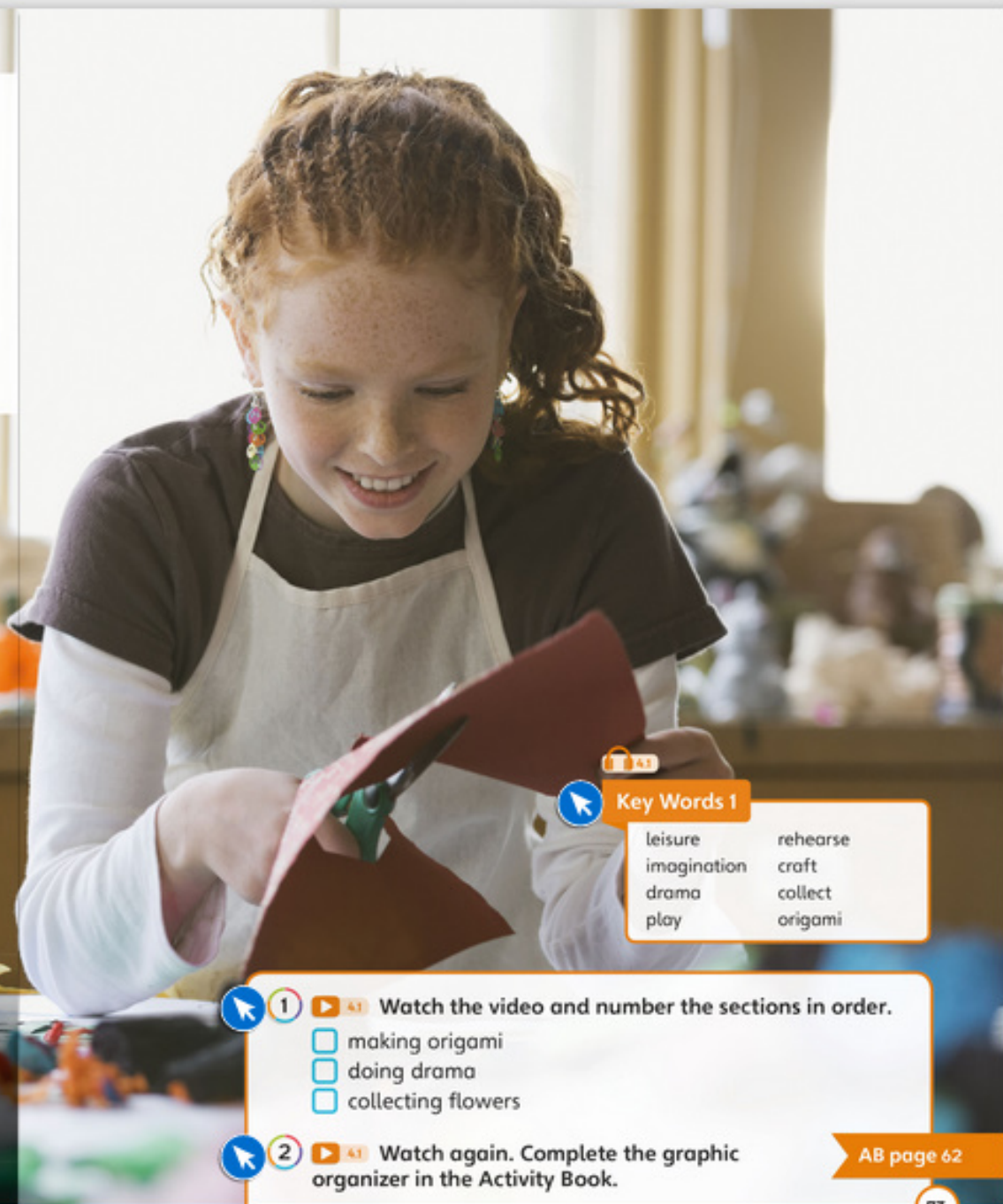
What can you see?



How do you think the kids in the pictures feel?



Which activity do you like doing most in your free time? Why?



Key Words 1

leisure	rehearse
imagination	craft
drama	collect
play	origami



1

41 Watch the video and number the sections in order.

- ☐ making origami
- ☐ doing drama
- ☐ collecting flowers



2

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

AB page 62

Reading Strategy: Annotating: *what, how, where, why, who*

Underlining important information in texts can help us understand them. Finding answers to simple questions with *what, how, where, why, and who* helps identify essential information.

1 Read, then underline and annotate the text with the answers to the questions.

Who is he? What is his favorite activity? How do you learn it?
Where does he do it? Why does he like it?

Hi! I'm Charlie. My favorite activity is called bushcraft. I have bushcraft classes every Saturday. But what is bushcraft? How do you learn it? It's learning to survive in nature without modern technology. We do it in a forest near our town. We practice building shelters. We learn to identify plants and trees, so we know which berries we can eat and which plants we can cook. One week we caught and cooked fish, too! Our leaders also show us how to make campfires safely—that's my favorite part!



I love bushcraft because it's great being outdoors and exploring nature with my friends. I've learned a lot about animals. We're camping out under the stars next month. I'm really looking forward to that.

2 With a partner, ask and answer the questions using the essential information you found.

3 Look at the photos and headings on pages 75–76 and say what you think the text is about. Do you do any of these things? Discuss with a partner.



What makes a hobby fun?

Key Words 2

blog



board game



vlog



post



upload



link



click

The World of Blogging

Meet the Bloggers!

What do most children do in their free time? They play sports, talk to their friends, practice music, play games, and watch videos ... But these kids are different. They spend all their time doing something else: blogging!

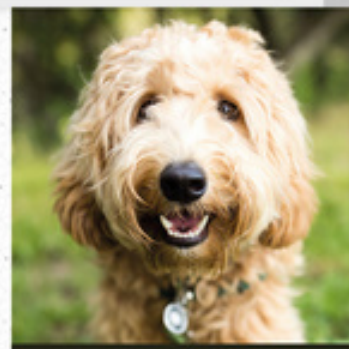
Blogging is writing online. Have you ever written something online? Many kids have never tried it, but blogging can be creative and a lot of fun! Let's find out what these children write about.

BLOG 1: AYDIN'S BOOKS AND MORE

Aydin is 10 years old, and he writes **blog** about the books he reads, the movies he watches, and video games he plays. He wants to share his ideas about the best books, movies, and games with friends online. He makes lots of recommendations. Blogs like this are a great way to find out about books you might like to read, or just to find other kids who like reading the same kind of books as you. What kind of books would you write about?

Blog 2: Rocio's Photos

Rocio is 9 years old. She is a fantastic photographer, and her blog is a kind of photo diary. She takes pictures of what she's doing and posts them online. Her hobbies are swimming and beating her brothers at **board games**. She has two dogs. You will like this blog if you like animals—a lot of her photos include her dogs ... her dogs taking a bath, her dogs sleeping, her dogs playing in the rain.



Teddy playing in the back yard

The World of Blogging

Blog 3: Dylan's Garden Adventures

Dylan is 11 years old. He is crazy about gardening and wildlife. He helps his dad in the garden at home, and he has even planted a garden at his school. In this garden, there are flowers for the bees, a special place for pumpkins, corn plants, and even a bug hotel—a place to attract local insects! The garden makes the school look more beautiful.

When Dylan was 8 years old, he won a competition called the Young School Gardener of the Year! He has a video blog—a **vlog**—where he talks about gardening. He loves helping people with gardening problems and sharing good ideas about what to grow.



How to Get Started

- First, choose a name for your blog.
- Then, set up your blog on a website. You can choose how it looks with photos, text styles, and colors to match your personality!
- Start writing your first **post**.
- Read and re-read what you've written.
- Upload** photos and **links**.
- When you are ready, **click** Publish!

What Can I Write About?

Bloggers write about different things ... photography, gardening, reading, and video games ... Some write travel diaries, recipes, or movie reviews. You can write about anything! What would you like to write about?

Why Do Kids Like Blogging?

There are lots of reasons to blog. Here are some of the things children say:

"I can express myself online! Blogging helps me show my real personality."

"Writing blogs and reading blogs go together. I love being part of a community of bloggers and reading other people's posts!"

"I like getting comments. It's a great feeling when people are interested in what you write."

"I didn't use to think about design and photos. I love creating the design and choosing photos for my blog."

"It's like a diary—I like having a record of everything interesting I've done."

So, bloggers, what's stopping you?



Think

Can blogs help people? How?

Explore the Text

1 Match the bloggers with the statements.

- This is my favorite photo, taken in the rain with Bruno. His fur is soaking wet!
- I give the movie *Coco* five stars. It's a movie about Mexican traditions. It made me laugh and cry.
- My bug hotel has attracted ten different species! Read my tips and try this in your garden.



Aydin



Dylan



Rocio

2 What questions do you need to ask to obtain the information in the fact files? Write the questions, annotate the text, and complete.

- _____
- _____
- _____
- _____

Name: _____	Name: _____	Name: _____
Age: _____	Age: _____	Age: _____
Interests: _____	Interests: _____	Interests: _____
Main focus of blog: _____	Main focus of blog: _____	Main focus of blog: _____

3 Find the words in the article and circle them. Then, match them with the definitions.

- | | |
|--------------------|---|
| 1 review | a to type a short reply about a blog post |
| 2 design | b to say what you feel |
| 3 express yourself | c how something looks: the colors, pictures, text style, etc. |
| 4 comment | d a report about how good or bad something is |

Time to Talk!

Imagine you have a blog. What would you write about?

1 Read the sentences and do the tasks.

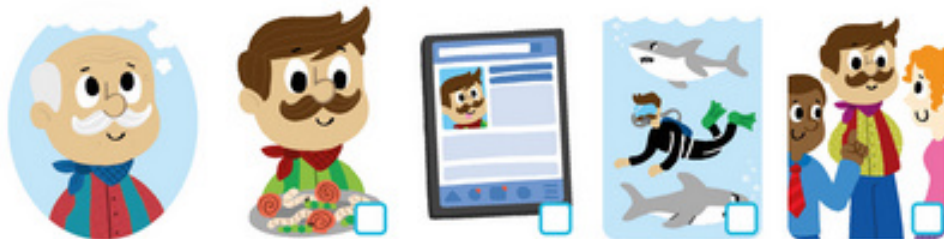
Have you ever written something online?

Many kids have never tried it.

- a Circle **ever** and **never**.
- b Do these sentences refer to the past or to the future?

Grammar: Present Perfect with **ever** and **never**We use questions in the present perfect with **ever** to mean "at any time in the past."**Have you ever written something online?**We make negative sentences using **never** (not ever) with present perfect.**Many kids have never tried it.**

2 Look at the activities in the pictures. Listen and mark ✓ or ✗.



3 With a partner, make sentences about the man.

He has ...

He's never ...

4 Ask a partner questions with *Have you ever ...*? Find out more information.
ridden a camel or a horse? blogged? tried food from another country?
swum in the sea? done something really scary? done something really difficult?

Have you ever ridden a camel?

Yes, I have!

Where were you?



Remember to respect the views of others!

What's more important for kids today: books, blogs, magazines, or newspapers? Why?

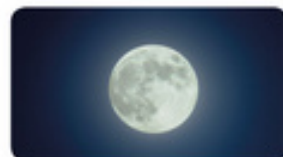
1 Listen and repeat. What sound do the words have in common?



glue



new



moon

2 Listen and complete the words with **ue**, **ew**, or **oo**.

There's a n___ statue outside my
sch___l. It's a statue of a big bl___
m___se. It's really funny! There are
always a f___ birds sitting on it.
Yesterday, when the wind bl___, they all
fl___ away. The vi___ of the
statue from my classr___m is the best.



3 Listen and check.

4 Listen and circle words with the long **u** sound in the tongue twister. Then say it out loud.

**On the roof of our
school, Duke the
kangaroo keeps cool
by the pool.**

Spelling Tip

Sometimes long **u**
is spelled with **-oo**,
-ew, or **-ue**.
zoo flew blue

5 With a partner, make more tongue twisters using the phrases.

In the	pool room school	Duke the kangaroo	looks at the view. eats noodles. watches cartoons. wears boots.
On the	roof moon		

Oracy Skill: Expressing Opinions

It's important to participate in a discussion by saying your opinion and agreeing or disagreeing with others.



1 Watch the video and do the tasks.

a Circle the children who prefer outdoor activities. Jack / Kate / Liam

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

- ☐ He doesn't like watching videos online.
- ☐ He thinks watching movies all the time is more fun.
- ☐ He thinks it's boring to be inside all the time.
- ☐ He thinks it's better for the mind and body to get some exercise.

c Circle the phrases you hear.

I think ... That's awesome! For example, ...
I disagree because ... I agree because ...
Do you have any questions?



Let's Practice Oracy! 10, 11, 12

- 1** Form groups of four. Read the **Oracy Time!** topic. One pair will agree with the statement, and the other pair will disagree.
- 2** You and your partner have five minutes to write your reasons to support your side in your notebook.
- 3** Discuss the topic with the other pair. Use the phrases on the cue cards.

Oracy Time!

We shouldn't have any homework so that we have more time for our hobbies.

Check Your Oracy!

1 We listened to the opinions of the other pair.	Yes / No
2 My partner and I gave reasons for agreeing or disagreeing.	Yes / No
3 We used the phrases on the cue cards.	Yes / No

Write a Blog

- 1** Read and say what Tomoko's blog is about.

Tomoko's Soccer Adventures

Welcome to my world of soccer!

SUNDAY, NOVEMBER 26

Today was incredible! Dad took me to watch the best soccer team ever! I was really excited to watch my favorite team.

"Come on, Reds!" we cheered.

I was wearing my team T-shirt, and Dad also had his team scarf on. When the game started, the boys next to me started singing—I joined in, too!

Our team played really well, but they didn't score in the first half, or the second half, either. I was pretty disappointed, but after the game, something amazing happened! We were in the parking lot, and suddenly we saw my favorite soccer player, the



goalkeeper for the Reds. Then, guess what? I told him I was a fan, and he gave me a professional soccer ball and signed it!

I'm going to be watching the next game on December 10th on TV. Maybe we'll have better luck then.



- 2** Mark ✓ the features of the blog.

- ☐ It is written in the first person.
- ☐ It includes the day and date.
- ☐ It only includes facts, not opinions.
- ☐ It includes information about what the writer has been doing.

- 3** Circle examples of **also**, **too**, and **either** in the blog post.

Improve Your Writing: also, too, either

After an affirmative statement, we use *also* and *too* to add extra information. *Too* is more common than *also* in informal contexts.

She likes soccer, and she likes singing, too.

We use *either* after a negative verb.

He doesn't like baseball, and he doesn't like tennis, either.

- 4** Prepare to write a blog post in the Activity Book.

1 Listen, look, and repeat.



lonely



excitement



distracted



whisper



move



comforting



shake hands



pay attention



behavior



surroundings

2 Match the words with the definitions.

- | | |
|-----------------|---|
| 1 comforting | a feeling of adventure; looking forward to something |
| 2 lonely | b not focused |
| 3 whisper | c a gesture to say hello in many countries |
| 4 behavior | d listen or watch carefully |
| 5 distracted | e when someone feels alone |
| 6 move | f the way people act |
| 7 pay attention | g leave the home where you live and go to live in another one |
| 8 excitement | h the things around you |
| 9 shake hands | i talk very quietly |
| 10 surroundings | j relaxing, calming |

Time to Talk!

Which do you think is better? Why?
Tablets or books? The Internet or a library?
Stories about real people or imaginary people?



Reading Strategy: Identifying Plot, Character, and Setting

The plot means the events of the story. The characters are the people in the story. The setting means the place it happens.

1 Look at the picture and discuss the questions with a partner. Then, read and check.

- Where are the children?
- What do you think the relationship is between the children?
- Why do you think they are arguing?

2 Write P (plot), C (characters), or S (setting) next to the phrases.

- One day, Lena and her brother have a fight about the computer. ☐
- The fight with her brother happens at home. ☐
- Samuel is Lena's older brother. ☐
- Lena is very artistic. ☐
- Lena enters a national competition. ☐
- Some of the story happens in the library. ☐

3 Look at the pictures in the story on pages 84–87. What information do they give you about the characters and the setting?



Lena loves drawing digital comics. But there's a problem: in Lena's house, there's only one computer, so Lena and her brother, Samuel, have to share.

One Saturday, Lena is working on an new character named Star Girl.

"My turn," says Samuel.

"What?" shouts Lena. "No, I'm still ..."

"Samuel needs the computer for his homework," interrupts their mom. "You've been using it all day, Lena."

Lena runs to her room, slamming her door so hard that a pile of library books falls onto the floor. It gives her an idea. "That's it!" thinks Lena. "The library has computers!"

From then on, Lena spends all her free time in the library, working on her digital comics. One day, she sees an ad for a competition. "Design a comic character," it says. Lena has an idea. She works on her design and enters the competition. The judges love it. She wins the competition and the prize—a brand new laptop!

"Well done, Sis!" says Samuel. "Who is the winning character? Show me."

"He's called Silly Sam," says Lena, smiling. "He's Star Girl's annoying big brother."

Think of two creative activities you can do by yourself and two that you can do with a friend.



Moving Out and Moving On

By Robin Thompson

Jason stared at the row of books in the school library. He didn't know which one to choose. All he could think about was his friends back in Saltmyre and how **lonely** he felt in this new town. He needed something fun to do, but none of the books in front of him gave him the feeling of **excitement** that he usually felt when he entered a library. Reading and music were Jason's favorite things, but since the move, neither of them helped him feel happier.

The librarian appeared behind him and pointed toward a book in the middle of the shelf.

"Have you read that one?" she asked. "I think you'll like it." She went off to another part of the library. Jason pulled the book free, causing the one next to it to fall onto the floor. He picked it up and read the title: *Moving Out*.

He read the summary on the back cover and couldn't believe it. The story reflected exactly what he was experiencing with his own family—a new home, a new school, all because of his father's new job. Jason felt he *had* to read the book.



Think

How do you think Jason feels when he finds the book?



Think

Where do you think Jason has gone?

He sat down at a table and began to read.

"Hi. You're the new boy, Jason, right?"

Jason looked up at the girl who approached him. "That's right," he said, but without much enthusiasm.

"I'm Becky ... Hey, do you know if the Internet is working again?" she asked. "I tried it earlier, but it was really slow."

Jason was too **distracted** by his book to pay much attention.

"I don't know. You should ask the librarian, Becky," he replied, and he continued to read as Becky walked off to find help.

Suddenly, his head began to hurt, and the print on the page became blurred. Jason closed his eyes, but when he opened them again, the library was gone.

He caught his breath as he felt a soft breeze against his cheeks. He was sitting on the grass in front of a row of houses. The street seemed familiar.

"I'm sure I've already been here," **whispered** Jason to himself.

A young boy sat crying nearby. Jason turned away from the bright sun.

Moving Out and Moving On

"What's wrong?" he asked, forgetting how strange this all was.

The boy spoke as he cried. "We've just **moved** here from out of town, and I feel so lonely. I don't know anyone at school. I'm never going to be happy here!"

Jason understood immediately how the boy was feeling. He felt exactly the same. "I know how you feel," he said. "I live in a new town, too. No one's spoken to me yet, and I feel weird starting conversations with people I don't know."

The boy looked at Jason. "You don't know me," he said, "so why did you talk to me?"

The boy's answer surprised Jason. He thought about it and, after a moment, said, "That's a good point. You look sad. I wanted to try to help you feel better."

"Maybe it's you who feels sad," said the boy. "Perhaps you also need someone to talk to."

Jason smiled, even though the boy was right—Jason did feel sad. He didn't need to say anything else. He saw from the **comforting** smile that formed on the boy's face that he already knew.

"Well," said the boy, "it looks like I have a new friend, then. My name's Peter."

They **shook hands**.

"I'm Jason. Nice to meet you."

Peter suddenly seemed a lot more positive. "I'm sure you'll make friends in your new town," he said. "Doesn't anyone at school talk to you?"

Jason remembered Becky asking him about the Internet—the first person to talk to him at school, and he didn't **pay attention** to her. He felt bad about his **behavior** back in the library ...

The library!

Jason's head began to hurt again, and he closed his eyes against the sun. When he opened them, the breeze was gone, and he was surrounded by the smell of books.



Think

Where do you think they are? Is Peter real?



Becky appeared again in front of Jason. "I'm really sorry to disturb you," she said, "but could you help me with the Internet, please? I want to find some information about New Orleans. My dad just got a new job offer, so it looks like we're going to move there."

"Wow! New Orleans!" said Jason. "I'd love to visit there one day. It's famous for jazz music."

"Really?" said Becky. "I didn't know that."

"Yes, New Orleans is where all the great jazz musicians started. Come on, I'll show you."

Jason stood up to follow Becky to the computer.

"Don't forget your book," she said.

Jason thanked her and picked it up from the table. Then he noticed something strange. The book's title was different—instead of *Moving Out*, it now read *Moving On*—and he recognized the happy-looking boy on the cover.

He smiled as he remembered his strange experience, and he felt happy that Becky was giving him a second chance. Jason couldn't explain how he ended up talking to an imaginary boy from a fictional story, but it made him think about his own life. And helping Becky when she needed a friend also helped Jason as he settled into his new **surroundings**.

Think

Would you like to be able to travel into a book like Jason in the story? Why or why not?

Explore the Text

1 Match each plot summary to the corresponding character.



a I was trying to use the Internet in the library. I asked a boy to help me, but he was distracted. Later, I asked for his help again. This time he showed me information about New Orleans on the computer. I'm happy about moving there now.

b I was sitting on the grass crying when a boy asked, "What's wrong?" He's been sad and lonely, too. Talking to me helped him, too.

c I opened a book in the library, and it took me to a new place! I helped a boy feel better. Then, back in the real world, I made a new friend. I helped a girl learn more about the city that she's going to live in.

2 Complete the story map.

Setting: _____

Characters: _____

Plot: At the beginning, Jason feels _____.

At the end, Jason feels _____ because _____.

3 With a partner, retell the story.



Time to Talk!

Imagine you can travel in time. Where would you go? Who would you meet? Why?

Grammar in Context

1 Read the sentences and do the tasks.

I've already been here.

We've just moved here from out of town.

No one has spoken to me yet.

- Circle *already*, *just*, and *yet* in the sentences.
- Which sentence is about something that happened very recently?
- Which sentence is about something that happened in the past?
- Which sentence is about something that hasn't happened?

Grammar: Present Perfect with *already*, *just*, and *yet*

We use *already* with the present perfect to talk about something that happened before now.
I've already been here.

We use *just* with the present perfect to talk about recently completed events.
We've just moved here.

We use *yet* with the present perfect to talk about things that haven't happened.
No one has spoken to me yet.

2 Look and complete with *yet*, *already*, or *just*.

Oh no, Laura! I've cleaned the floor!



Have you done your homework _____?



No, not _____.

I forgot about Mom's birthday!



Don't worry. I've bought her a present.

Dad, can you drive me to soccer practice now?



I've driven across town!

3 Read, think, and tell your partner.

- Say three things you've already done today.
- Say something you've just done.
- Say three things you haven't done yet today.

- 1 Look at the photos and discuss the questions with a partner.
- a What do the children collect?
 - b Does anyone you know have a collection? What do they collect?

- 2 Listen and complete the notes about each collector.

The Stick Insect Collector

Name: _____
 Has _____ stick insects.
 Stick insects look like _____.
 He likes _____.



The Teddy Bear Collector

Name: _____
 Has more than _____ teddy bears.
 Has teddy bears from around _____.
 Favorite teddy: _____
 Biggest problem: _____

The Beachcomber

Name: _____
 Collects _____, stones,
 and _____ from the beach.
 Takes her _____ with her
 to walk on the beach.
 Best find: a starfish
 Wants to be an _____.



Oracy Time!

What is the best thing to collect? Why? Think about: Is it expensive to buy? Will it be valuable in the future? Can you play with it? Is it easy or difficult to find? Do you have space for it?

Expressing Your Opinion

- 1 Form groups and discuss the Oracy Time! topic.
- 2 Complete Check Your Oracy! in the Activity Book on page 77.



Values AB page 76

How can we make entertainment?

Your challenge is to create a new cartoon character.

- 1 Think about your favorite cartoon characters. What are they like?
- 2 Imagine a new cartoon character. Think about:
 its name what it wears where it lives
 what it does characteristics that make it special
- 3 Draw and label your character.
- 4 Present your character ideas in groups.
- 5 Listen to the other cartoon character ideas. Which cartoon would you like to watch the most?



How do we entertain ourselves?
 Look back through the unit.
 Share your ideas with the class.

AB pages 77-79

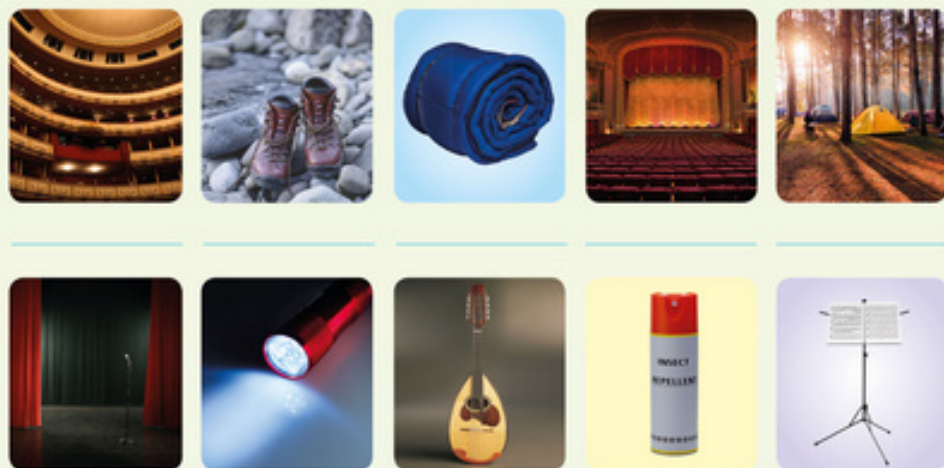
SPEAKING MISSION

You are going to talk to a friend about what you did last weekend.

Before Your Mission

- 1 4.16 **Key Words** Look and write the words below the pictures. Then listen and check.

balcony flashlight sleeping bag stage bug spray
campground main floor hiking boots music stand mandolin



- 2 Complete with the words from Activity 1.

Camping	Music

- 3 4.17 Listen to the dialogues and check your answers.

During Your Mission

- 4 4.17 Listen again and fill in the chart.

	Kalil	Akira
What did he/she do?		
Where did he/she go?		
Who did he/she go with?		
What did he/she wear?		
What did he/she take?		

- 5 Fill in the chart about your weekend.

What did you do?	
Where did you go?	
Who did you go with?	
What did you wear?	
What did you take?	

- 6 With a partner, talk about your weekend. Then, swap roles.

Key Language

Did you have a good weekend?
What did you do?
Where did you go?
Who did you go with?
Did you like (the beach / performing)?
What did you take with you?
What did you wear?

Time to Talk!

What do you like to do in your free time after school?



What can history teach us?

- ☐ **Talk** about history.
- ☐ **Participate** in a discussion.
- ☐ **Write** a brochure.
- ☐ **Make** a time capsule.
- ☐ **Find out** information about a tour.

What can you see?



What connects the photos?



Which photo do you think shows the oldest object? Why?



Key Words 1

century	historical site
document	preserve
explorer	thousand
civilization	mosaic

1 51 Watch the video and number in order.

- ☐ preserved towns
- ☐ documents and artifacts
- ☐ food in the past

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

AB page 82

Reading Strategy: Identifying a Sequence of Events

The sequence is the order of events in an article or story. Knowing when things happen helps us understand a text.

- 1 Look at the pictures. Are these toys and games still popular? If not, what has replaced them? Then, read and check.

Have Toys Changed?

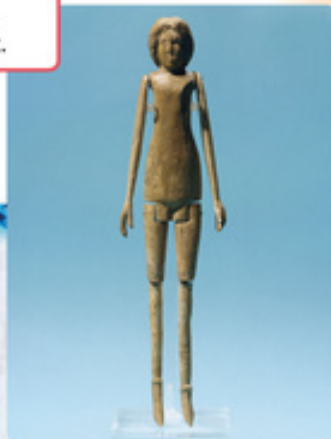
Some toys haven't changed very much in thousands of years. Children from long ago played with toy animals and dolls. Look at this doll, which was made by the ancient Romans!



You can often tell how old a toy is by the material it is made from. Children have played with marbles for thousands of years. At first, marbles were made from clay, stone, or even nuts! Historians have found lots of toy marbles at ancient Egyptian sites. In the 1850s, people started making marbles from glass.

Did you know teddy bears are over 100 years old? The first teddy bear was made in 1903. Before that, there weren't any teddy bears to play with!

Hula hoops first became popular in the 1960s. They were made from a new kind of flexible plastic. Have you ever played with a hula hoop?



- 2 Read again and number the events in order. Underline information that helps you.

- a Children began playing with glass marbles. ☐
- b In ancient times, children played with dolls and toy animals. ☐
- c Children began playing with hula hoops after the invention of plastic. ☐
- d Children started playing with teddy bears. ☐

- 3 Look at the photos on pages 97–98. What do you think the text is about?

Were toys more fun or less fun in the past? Why?

Remember to express your opinion!



Key Words 2



bean



pod



cacao tree



vanilla



cinnamon



chili



bitter

The Story of Chocolate

Chocolate cake, chocolate ice cream, chocolate cookies, chocolate bars ... Everybody loves delicious chocolate. But how long has chocolate existed? We know that people drank hot chocolate 4,000 years ago in North America! The evidence? Historians found pieces of dried chocolate in cups in ancient tombs in southern Mexico. Now that is really old chocolate!

What Do You Need To Make Chocolate?

The essential ingredient in chocolate is the cacao **bean**. These beans come from **pods** that grow on the **cacao tree**. To make chocolate, you need cacao beans, sugar, cocoa butter, and milk. Sometimes people add **vanilla**, **cinnamon**, honey—or even **chili** to make it spicy! What's your favorite flavor?

Chocolate in History

The Mayans

Drinking chocolate was an important part of the culture of the Mayan people in Mexico. Cacao beans were used in religious ceremonies. At Mayan weddings, the bride and groom gave each other a gift of cacao beans. The beans were so important that they were used instead of money. With ten beans, you could buy a rabbit! Archeologists have even found fake cacao beans made from clay. That means people tried to trick others by buying things with the clay beans!

Only rich and important people drank chocolate because the beans were very valuable.

The Aztecs

After the Mayans, the Aztec people in Mexico also started drinking chocolate. Sometimes they drank it cold, too. They didn't add any sugar, so it tasted **bitter**. Then, the Spanish arrived in Mexico in the sixteenth century. They tried the drink but didn't like it. Historians know this because the Spanish invaders wrote letters and diaries about their experiences.



The Story of Chocolate

Chocolate Travels to Europe

Over time, the Spanish tried adding sugar to the chocolate drink. Mmmm! Slowly, people in Europe started drinking chocolate, too. The Spanish brought cacao beans back in ships from the Americas. At first, people thought chocolate was like medicine! People believed that chocolate helped with pain, fevers, and stomachaches. What do you think?

But in fact, it was the first time people in Europe had tried caffeine. Caffeine is a chemical in chocolate, coffee, and tea which affects our brains. It makes us feel more awake. Too much caffeine makes it hard to sleep.

Drinking chocolate became popular all over Europe. King Louis XIV in France drank chocolate at his palace. Chocolate became very fashionable. In 1657, a chocolate house opened in London. Men went there to chat and taste the delicious new drink. Soon, there were chocolate houses everywhere.



Chocolate Facts

- Cacao beans were used as currency in parts of Latin America until the 1800s. Yummy money!
- Two countries are very famous for their chocolates: Belgium and Switzerland.
- A person who makes chocolate is called a chocolatier.

Chocolate Around the World

How long have we had chocolate bars? For about 170 years. The first solid chocolate bar was made in England in the 1850s. Historians study advertisements to learn more about the history of chocolate.

Today, people eat lots of chocolate. About 50 kilos of chocolate is eaten in the U.S.A. every second! That's a lot of chocolate! To make enough beans, cacao trees were planted in warm regions near the equator in Asia, South America, and Africa. About 70% of all the cacao we use today is grown in Africa, not North America.

Think

Have you ever used play money for currency in a game? Do you think cacao beans make a good currency? Why or why not?



Explore the Text

1 Mark ✓ the main theme of the text.

- a recipes for using chocolate to make cakes and desserts ☐
- b the history of chocolate ☐
- c how chocolate is made ☐
- d the history of the best chocolate stores ☐



2 Read and number the events in order.

- a The first solid chocolate bar was made in England. ☐
- b When the Spanish arrived in Mexico, they tasted chocolate for the first time. ☐
- c The Mayan people drank chocolate. They used cacao beans in religious ceremonies and even as currency. ☐
- d People in Europe began drinking chocolate. They added sugar to change the taste. Chocolate became very fashionable and special cafés called chocolate houses opened. ☐
- e Cacao beans traveled to Europe with the Spanish explorers. ☐

3 Key Words 3 Find the words in the article and circle them. Then, match them to their definitions.

- | | |
|---------------|--|
| 1 fake | a money |
| 2 flavor | b not real, false |
| 3 currency | c very popular; often used to describe clothes |
| 4 fashionable | d the taste of something |

Why do we study history at school?

1 Read the sentences and do the tasks.

How long has chocolate existed? For 4,000 years.

How long have we had chocolate bars? Since the 1850s.

- a Circle the question words.
- b Underline *for* in red. Underline *since* in blue.
- c Circle a date in blue. Circle a period of time in red.

Grammar: Present Perfect Questions with *How long*

We use *How long* and the present perfect to ask questions about something that started in the past and is still happening.

We use *for* and *since* to answer *How long ... ?* questions.

After *for*, we use a period of time.

After *since*, we use a date or a particular point in time.

How long has chocolate existed? For 4,000 years.

How long have we had chocolate bars? Since the 1850s.

2 Read and complete the questions with the correct form of the verbs. Then, guess the answers and write them in your notebook.

- a How long have people _____ with pens and paper? (write)
- b How long have people _____ burgers? (eat)
- c How long have children _____ cartoons? (watch)
- d How long have people _____ bicycles? (ride)



3 Listen and check your answers. Correct any incorrect guesses.

4 Make questions with *How long*. Ask and answer in pairs.

live in your home
know your best friend
have your schoolbag

be able to read
be able to ride a bike
be able to swim

have the same hairstyle
attend this school
be able to speak English

How long have you been able to speak English?

Since I was six years old.

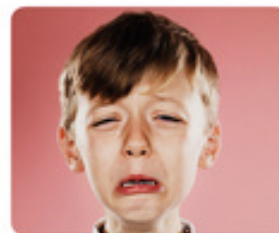
1 Listen and repeat. What sound do the words have in common?



fries



night



cry

2 Complete with *y*, *ie*, or *igh*. Then, listen and check.

- a Last n____t, I ate the whole p____!
- b The firef____ter had to climb up h____. But he saved a boy.
He didn't d____!
- c I always tr____ hard in sc____nce class, but I never get all the answers r____t.
- d Wh____ do you l____? Tell me the truth!
- e I wish I could fl____ h____ in the sk____ over our town!

3 Listen and read the poem. Underline the long *i* sounds.

The red kite flies in the bright sky,
Soaring high,
Why, Kite, why?



red kite

4 Say four funny sentences with a partner. Then, write them in your notebook.

The	black and white	magpie	writes	in July.
shy			bites fries	at night.
light			says bye-bye	in the sky.
			cries	
			flies	



Spelling Tip

There are many ways to spell the long *i* sound.
fries night cry

Oracy Skill: Participating in a Discussion and Eliciting Contributions from Others

When we have a good discussion, we ask others for their opinions and invite them to talk too.



1 Watch and do the tasks.

- a In which discussion do all children contribute? 1 / 2
- b In which discussion do the children ask more questions? 1 / 2



c Watch again and circle the questions you hear.

Is that clear? Do you agree? Why?
What do you think? Can you speak more slowly?

Let's Practice Oracy! 6, 13

- 1 Form groups. Discuss the Oracy Time! topic.
- 2 Remember to ask questions to encourage other group members to participate.

Oracy Time!

Your friend from another country is coming to visit your town for the first time. Plan a day out. Where are the best places to take your friend to help him or her understand the history of your region? Decide on the most important sites.

Check Your Oracy!

1 I used the phrases on the cue cards.	All of them / Some of them / None of them
2 I participated in the discussion.	Yes / No
3 If other members of my group didn't participate, I encouraged them to do so.	Yes / No

Write a Brochure

1 Read. In pairs, say what you can do at the museum.

2 Mark ✓ the features of the brochure.

- ☐ includes the address
- ☐ includes information about other museums
- ☐ includes the price
- ☐ includes what you can do there

Improve Your Writing:

Why / Why don't ... ? Because ...

We usually answer *Why* questions with *because*, followed by the reason.

Why do you want to visit the museum? Because I love dinosaurs!

Why questions can also be used as suggestions.

Why don't you try this chocolate?

3 Find and underline examples of *Why* and *because* in the brochure.

4 Prepare to write a brochure for a museum in the Activity Book.

Are museums a good way to explore the past? Why? Why not?

Travel Back in Time at Our Amazing Museum!

There's so much to explore at the National History Museum. Why visit us?

Because ...

- You can follow the footprints and spot the dinosaurs hiding in our prehistoric park. Learn about the archeology of our region with our robot guides.
- You can discover the history of planes and trains and make your own airplanes in our transportation room.
- You can learn about the history of computers in our technology room. Why not try writing a simple computer program?
- In our 3D movie theater, you can watch movies about the history of the region. It's like stepping into the past!



Why should you come? Because you will love it!

Where to find us: 21 Broad Street, Portland

Price: Children \$8 Adults \$12

1 Listen, look, and repeat.



basement



chilly



junk



messy



heap



stare



scan



layer



rub



reveal

2 Match the words with the definitions.

- | | |
|------------|--|
| 1 basement | a show something |
| 2 chilly | b part of a house that is underground |
| 3 heap | c a pile of something |
| 4 stare | d press or scratch at something with repeated movements |
| 5 scan | e look carefully at something for a long time |
| 6 rub | f use a machine to put a picture of a document into a computer |
| 7 reveal | g a little cold |

3 Read and complete the text with words from Activity 1.

I don't like going downstairs to the 1 _____. It's
 2 _____ down there because there is no heat.
 Also, it is hard to walk around because it's so
 3 _____. There is 4 _____ everywhere!
 Even my old tricycle is still down there! And there's
 a big 5 _____ of dirty clothes, too!



Time to Talk!

Where can you see very old buildings or objects in your country? What can you say about them?

Reading Strategy: Identifying Cause and Effect

When we read, we think about why something happened. We can see what events (causes) make other things happen (effects).

1 Read the story. How did Charlie get interested in his family's history?

How Charlie Got Into His Family History

"Come on, it's time to go!" said Charlie's dad.
 "But I don't want to visit the place where you grew up," said Charlie quietly.

They drove up to an attractive house. "My father built this place," said Dad proudly.

"Woah. That's pretty cool that Grandpa built this," thought Charlie, who suddenly wanted to see inside.

"Let's check if my cousin is home," said Dad, knocking on the door.

A gray-haired woman opened the door.

"Charlie, meet my cousin Martha! Martha, would it be OK to show Charlie around?" he asked.

"Of course!" she said.

Charlie's eyes wandered all over the room.

"Hey! There's something I want to show you," Dad whispered. He walked toward the

fireplace and lifted a heavy tile that lay on the floor. Under it was a small handprint and some messy letters. Charlie was fascinated.

"It says *Danny* ... That's your name, Dad!" he said. "But whose handprint is that?"

"Whose do you think it is?" Dad replied with a big smile.

The next day, Dad called Charlie into the backyard. "I need to fix this wobbly step," he said. "But first, I think you should make your mark."

With his dad's help, Charlie pressed his hand into the soft cement and then used a stick to write his name.

"You can show your kids that one day!" said Dad, laughing.



2 Match the causes with the effects.

Cause

- When Charlie's dad takes him to the place where he grew up.
- When he finds out who built the house.
- Many years ago his dad made a handprint.
- Feeling inspired by his father's story.

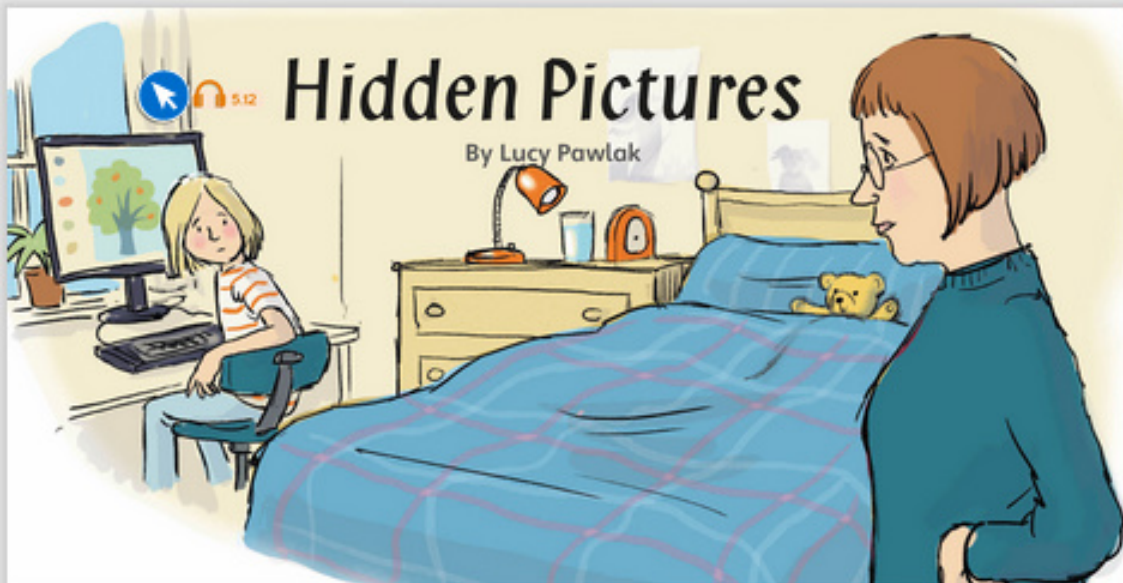
Effect

- Charlie wants to see inside.
- Charlie doesn't want to go.
- Charlie makes a handprint in the backyard at home.
- which is still there, under the floor.

3 Look at the title of the story on page 106. What do you think it's about?

Time to Talk!

What do you know about your family's history?



Hidden Pictures

By Lucy Pawlak

Karen had spent most of her summer vacation on the computer. Her mom was upset because she stayed in her bedroom for hours and hours, even when it was sunny outside.

"Karen, all you do is play on the Internet!" said her mom. "When I was your age, I played outside in the fresh air!"

"But Mom, I'm not on the Internet. I'm painting!" said Karen.

In fact, Karen was telling the truth. She was using a special drawing program to make a collection of imaginary landscapes, but Karen's mom didn't care.

"Karen, turn off that computer right now! Do something useful instead! You can clean up the **basement**, and after lunch we can go on a trip into town to the museum."

Karen managed to save her painting just in time before her mom turned off the machine.

The basement was **chilly** and dusty and full of **junk**.

"You can start by sorting out everything in these boxes," said Karen's mom, pointing to a **messy** **heap**. "They are full of things from my childhood. I haven't looked in them for a long time; maybe you will find something exciting!" Karen was feeling grumpy. She thought to herself that the most exciting thing she would find in the boxes would be spiders.



Think

What do you think Karen will find?

However, near the bottom of the heap, she found a mysterious painting. It was made from layers of thick paint and looked like the landscape of another planet. There was a strange black rectangle floating in the center that seemed like a doorway leading to another world. She wondered who had made the artwork and what it was doing in the basement. Just then her mother called down, "Karen, that's enough for today. Come up; let's go to the museum!" Karen didn't really want to go to the museum. She wanted to keep on examining the painting in front of her, and more than anything, she wanted to know what the black rectangle was covering up. Propping the painting up carefully against a pile of junk, she got up and ran upstairs.

At the museum, there was a show about an artist named Henry Van Antonen, who had made a painting of a beach called *Shevegen Sands*. The painting had been in the museum for many years. People had always wondered why there was a crowd of people in the picture who were all **staring** at nothing. Then, one day, a researcher who had been cleaning the painting was surprised to uncover a man floating in the air. She cleaned a bit more and discovered that the floating man was actually standing on a huge whale that had been washed up on the beach. The whale had been hidden under the paint for 140 years. Now, finally, people could see what the crowd had been looking at.

Think

Why do you think artists might change their pictures?



Hidden Pictures

Now that the whale had been uncovered, everyone wanted to see it. Karen found the artwork fascinating.

"Why was the whale erased, Mom?" she asked.

"Maybe the artist just didn't like it!" replied Karen's mom.

The exhibition explained how works of art could be **scanned** in special machines to show the **layers** of a painting. Lots of famous artists had painted over their own pictures.

"The secret stories of paintings are exciting because they let us see into the past. Paintings hidden under paintings can make history come alive, because they show how artists have changed their minds while they paint," said Karen's mom, but Karen wasn't listening. She was thinking of the black rectangle in the picture in the basement. She felt sure that there was something under the rectangle.



Think

Why do you think the whale was erased from the painting?



When Karen got home, she raced downstairs to the basement. She looked at the black rectangle on the painting, curious.

"Mom!" she shouted up the stairs. "I want to know what's underneath the black rectangle!"

Karen's mom had no idea what her daughter was talking about, so she went downstairs to hear her explanation. Karen's mom was happy that Karen was inspired by the trip to the museum and the old painting in the basement. She said they could try to see what the painting was hiding.

First, they **rubbed** the surface of the rectangle very gently with sandpaper; then, they scratched it carefully with a knife. Slowly, the rectangle began to disappear, but nothing was **revealed** below. Karen looked disappointed.

"You see, people have to use special equipment to look beneath the layers of paintings ... but I have an idea," said Karen's mom, suddenly inspired.

She asked if Karen would like to paint something new onto the painting in the place where the rectangle had been. Karen gladly accepted the challenge and spent the rest of the summer working on the painting.

"Now the painting is by two artists! You've made history!" said Karen's mom, smiling.

Think

What do you think was behind the black rectangle?

1 Read and circle the best summary of the story.

- a Karen finds a painting in the basement. She thinks it looks like a painting from a gallery in her town. She shows it to her mom and they discover who the artist was.
- b Karen finds a painting in the basement. She rubs the surface because she's curious about what is underneath a strange black rectangle. In the end, she paints over the rectangle.
- c Karen finds a painting in the basement. She decides to paint over the picture, and this makes her mom happy.



2 What else can you remember? Add more details to the summary above.

She sees a painting in the museum. It tells an interesting story about a whale.

3 Match the causes with the effects.

Cause

- 1 Sometimes famous artists didn't like things they had drawn.
- 2 Karen was inspired by the story of the painting with the hidden whale.
- 3 Karen and her mom couldn't reveal the picture under the layers of paint.

Effect

- a She and her mom rubbed the surface of the painting in the basement with sandpaper to see what was under the rectangle.
- b Her mom had an idea. She asked if Karen wanted to paint something new onto the painting in the place where the rectangle had been.
- c They painted over their pictures.

4 With a partner, retell the story.



What can we learn about the past from art?

Remember to participate and to ask others for their ideas!



1 Read the sentences and do the tasks.

I haven't looked in these boxes for a long time.

Karen found a mysterious painting in her basement.

- a In the first sentence, underline the verb *have*. Underline a past participle.
- b In the second sentence, circle a verb in the past simple.
- c Which sentence refers to a single event at a particular time?

Grammar: Present Perfect (*for/since*) vs. Past Simple

We use the present perfect to refer to events in the past which connect to the present.

I **haven't looked** in these boxes for a long time.

We use the past simple to talk about a definite time in the past.

Karen **found** a mysterious painting.

2 Listen to the song and circle the correct picture. Say why.

a



b

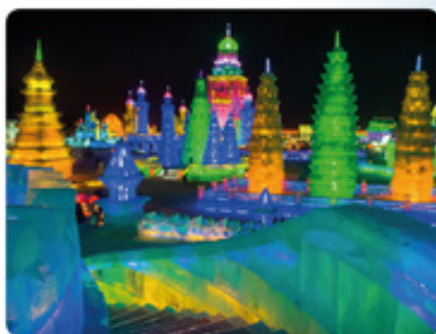
3 Listen again. Complete the sentences with *for* or *since*.

- a I've been here _____ 23 years.
- b I have worn the same old T-shirt _____ I arrived.
- c I've had fish to eat for every meal _____ ages and ages.
- d I haven't seen my cat _____ years.
- e I haven't watched TV _____ I came to the island.

4 Imagine you are shipwrecked. Role-play a dialogue with a sailor.

When did you ...	arrive here? / leave home?
How did you ...	survive / eat / bathe?
How long has it been since you ...	had a bath / ate chocolate / went to the movies / ate fish / saw the stars?

- 1 Look at the pictures. What do these festivals have in common?



- 2 Listen and complete the information for each festival. Then, in pairs, ask and answer the questions.

January have a water fight Thailand China make sculptures
tradition to visit relatives tradition to make ice lanterns April

Songkran Water Festival

Where? _____

When? _____

What do they do? _____

What tradition did it start with? _____

Snow and Ice Festival

Where? _____

When? _____

What do they do? _____

What tradition did it start with? _____

- What special days does your country or your region have? What traditions do they include?

Values AB page 96

How can we talk about how life has changed?

Your challenge is to choose three things that explain our time.

- 1 **Imagine** you are traveling back to the time of the Aztecs. You can take three things with you that will show the Aztecs how life has changed.
- 2 **Brainstorm** important inventions and objects that tell people something about your life now. Think about:
leisure home food clothes technology
- 3 **Discuss** your ideas in groups. Choose three ideas. Give reasons.
- 4 **Present** your ideas to the class.

Remember to invite others to join in the discussion. Complete **Check Your Oracy!** in the Activity Book.



- What can history teach us? Look back through the unit. Share your ideas with the class.

AB pages 97-99

SPEAKING MISSION

Before Your Mission

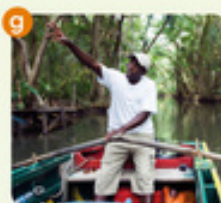
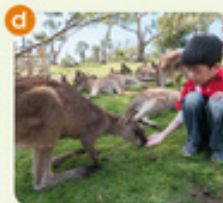
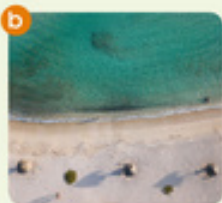
You are in Australia on a family vacation.
You are going to make a phone call to find out information about a tour.

1 5.16 **Key Words** Label the pictures. Then, listen and check your answers.

tour guide group tour private tour low season
itinerary attraction **schedule** high season



schedule



2 5.17 Listen to the conversation and circle the correct answers.

Terrific Tours Australia

Attractions	Bondi Beach / SEA LIFE Sydney Aquarium / Taronga Zoo / Whale Watching / Luna Park
Type of tour	walking tour / walking tour with ferry ride / ferry tour / bus tour
Package	private tour / group tour
Season and cost	high / low \$629 / \$359
Duration	six hours / seven hours / eight hours
Language	Chinese / English / Spanish

During Your Mission

3 Investigate a tour online in an English-speaking country. Complete the chart with the information about the tour.

Name of Tour Company:

Attractions

Type of tour

Package

Cost

Duration

Language

4 Practice calling a tour company.

Student A: The tour agent who works for the tour company.

Student B: The person making the phone call to ask about a tour.

In pairs, use Student A's tour information to do the role play. Then, switch roles and use Student B's tour information to do another role play.

Key Language

Hello. Can you please give me information on tours of ... ?

What attractions are you interested in?

Do you want a walking tour or a bus tour?

How much does it cost?

How long does the tour last?

Do you prefer a private tour or a group tour?

What language would you like the tour in?



How can visiting a new place teach you about history?



Where does food come from?

- ☐ **Talk** about the origin of food.
- ☐ **Learn** to give evidence to support an argument.
- ☐ **Write** an ad.
- ☐ **Give** a poster presentation.
- ☐ **Design** a video game.

What do the photos have in common?



How could you order these photos?



Tell the story of the apples' journey.



61



Key Words 1

livestock	plantation
orchard	dairy product
greenhouse	processed food
sugarcane	saturated fat



1



61 Watch the video and number in order.

- | | | |
|--|------------------------------------|--------------------------------------|
| <input type="checkbox"/> plantations | <input type="checkbox"/> livestock | <input type="checkbox"/> open field |
| <input type="checkbox"/> processed foods | <input type="checkbox"/> orchard | <input type="checkbox"/> greenhouses |



2



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

AB page 102

Reading Strategy: Identifying Author's Purpose

When you read a text, it's important to identify the author's message.

1 Read the article. What do you think the writer's purpose is?


WHY SHOULD I GROW MY OWN FOOD? Home About Posts Subscribe

Have you ever tried growing your own food? It's cheap, easy, and fun! You can grow fruits and vegetables such as tomatoes, potatoes, carrots, and zucchini in a garden. And if you don't have much space, why not try growing chilies or herbs on your kitchen windowsill? Growing your own food is good for the environment. Lots of people think food they grow themselves tastes better, too!

Ready to get started? Follow our guide to growing an avocado plant.

EASY AVOCADOS IN FOUR STEPS!

- 1 Take out the avocado pit and wash it. You can eat the avocado!
- 2 Carefully insert four toothpicks into the pit.
- 3 Balance the pit over a jar. Fill the jar with water.
- 4 Put the jar next to the window in a sunny place, and wait about six weeks for the plant to grow.



2 Read again and circle the writer's purpose.

- a The writer wants you to eat more vegetables.
- b The writer wants you to cook more often.
- c The writer wants you to try growing your own food.

3 Underline the evidence in the text that supports the writer's purpose. Compare with a partner.

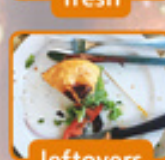
4 Look at the labeled pictures on page 119. What do you think the text will be about?

What are the advantages and disadvantages of growing your own food?

Remember to ask others for their opinion!



Key Words 2



Food for Thought

What decisions do we make when we buy food? You might think about how much food you need, or particular ingredients you need for a recipe. But have you ever thought about the environment when you go to the supermarket? How do the decisions everyone makes at the store affect the wider world?



Food Miles

When we talk about food miles, we mean the distance food has traveled between the field where it grew and the store where someone buys it.



Take strawberries, for example. Strawberries only grow in warm weather, so it's not possible to buy local strawberries in winter in Europe. Where do the strawberries in the supermarkets come from then? They travel across the world from countries with a warmer climate, such as Mexico.

Food Mile Facts

- Experts think that a typical meal in the U.S.A has traveled 1,500 miles between the farm and the dinner table. Gulp!
- In the U.K., 95% of fruits and 50% of vegetables are imported from other countries.
- The food that travels most is red meat.

What's the effect on the environment? When we transport food by air or by road, we use fuel. Fossil fuels will run out someday. Also, trucks and airplanes release carbon dioxide into the atmosphere, which is bad for our planet.

Look at the foods in your kitchen. Some of them will have labels or information on the packages about where they came from. Find the places on a map. Which foods came from furthest away?

What can we do?

- Buy food from local farmers if possible.
- Always check your food labels to find out where food is from.
- Grow your own fruits and vegetables!
- Don't buy summer fruits in winter if they must be transported from another part of the world.



Think

Which foods grow in your country? When do they grow?

Food for Thought

Do the quiz!

How much food do you waste?

- How often do you finish the food on your plate?
always sometimes never
- Do you like eating leftovers?
Yes No
- When your family cooks pasta or rice, do you usually prepare ...
the right amount? too much? too little?
- Does your family have a meal plan for the week?
Yes No
- How often do you read the dates on food labels?
always sometimes never

Think

What can we change to make the biggest difference in food waste?



Food Waste

Experts think that between 30% and 50% of all the food grown every year for humans is thrown away. What a waste!

In the U.S.A., enough food is wasted every year to fill the Empire State Building 91 times! And the amount is growing.

Why do we waste so much? There are two main reasons.

- Sometimes we cook too much and **throw away** the food we don't eat.
- Sometimes the food gets too old and **spoils** before we eat it.



31% of tomatoes are thrown out in the U.S.A. That's 21 tomatoes a year for every person!

Food Waste Facts

Supermarkets, grocery stores, schools, and restaurants also throw away food, but do you know who wastes the most? Families at home! In the U.K., a typical family wastes about £700 (\$900) every year on food they don't eat!

The foods we throw away most often are **fresh** foods like vegetables and salad, and cakes and bread. Potatoes, milk, and soft drinks also go in the trash.

Everyone has to make changes—but how?

Here are some ideas ...

- Plan our family meals carefully for the week.
- Buy only what we need.
- Not cook more than we need.
- Store food correctly. There is usually information on food labels.
- Love **leftovers**! If you have extra food after dinner, eat it the next day for lunch!
- After shopping, make a list of anything that will go bad quickly. Put the list on the fridge, so you don't forget to eat everything on time!



1 Mark **X** the purpose that's **not** true for the text.

The writer wants to ...

- educate you about food waste and food miles. ☐
- give you ideas to help you waste less food. ☐
- show you how to cook his or her favorite recipes. ☐
- make you think about the wider world when you go shopping. ☐
- encourage you to buy food that has not traveled too far. ☐



2 Circle who you think wrote the text. Why do you think that?

- a farmer a supermarket owner
a journalist a student someone who cares about the environment

3 With a partner, summarize the author's purpose.

The text argues that we should ...

The text argues that we shouldn't ...



4 **6.5 Key Words 3** Find and underline the words from the box in the article. Then, complete the advice with the correct word.

go bad local fill store

Try to buy food from _____ farmers.

Only buy what you need. You don't have to _____ your fridge.

After shopping, make a list of foods that will _____ quickly.

Read information on the package about how to _____ foods: in the fridge or in the cupboard.



Time to Talk!

What can you do in your family to waste less food?

1 Read the sentences and do the tasks.

Someone needs to clean the kitchen!

Everyone has to make changes.

Make a list of anything that will go bad.

Don't forget to eat everything on time!

- a Circle words ending in **-one** in red.
- b Circle words ending in **-thing** in blue.
- c Which words refer to people? Which refer to objects?

Grammar: Indefinite Pronouns

We use indefinite pronouns to talk about people or things without saying who or what they are. We use pronouns ending in **-one** for people, and pronouns ending in **-thing** for things.

someone, anyone, no one, everyone **something, anything, nothing, everything**
Everyone has to make changes. Make a list of **anything** that will go bad.

2 Look at the picture and listen to the chant. What's the problem? What happens next?



3 Listen again. Circle the indefinite pronouns you hear.

someone no one anyone something
 anything everything nothing

4 Complete the phrases from the chant.

anything nothing something anyone no one

- a I look in the cupboards, but there's _____ there to eat!
- b Is there _____? Help!
- c I need _____ to munch!
- d There's _____ here to help us.
- e I'm so hungry, _____ will do!

Time to Talk!

Take turns talking for a minute about one of the topics:
 something you bought recently
 something you like to eat
 something you like to do
 someone you love

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



book



could



wolf

2 Listen and circle the other word in each set with the same sound.

- a book should cold room c good could food door
- b wood school foot floor d wool cool took pool

3 Listen and check.

4 Which words rhyme? Draw matching lines. Listen and check.

good	book	pull
took	full	should
wool	put	look
foot	could	soot

5 Listen and read the tongue twister. Underline the words with the u sound.



What should the wolf in the wood cook that's good?

Spelling Tip

Sometimes words with different spellings have the same sound.
good, could
 Sometimes words with the same spellings have a different sound.
wool, cool

Oracy Skill: Giving Evidence to Support an Argument

To make a strong argument, it's important to give information supporting your opinion.



1 Watch the video and do the tasks.

- a How do Jack and Liam support their opinions?

Mark ✓.

- ☐ They use examples.
- ☐ They use evidence from their own experience.
- ☐ They use evidence from books.
- ☐ They use evidence from the Internet.

- b Circle the phrases they use.

In my opinion, ... For example, ... Is that clear? I agree because ...
I think it is important because ... I disagree because ...



Let's Practice Oracy! II, I2, I4, I5

- 1 Form groups. Discuss the Oracy Time! topic.
- 2 Remember to support your opinions with evidence.
- 3 Share your plans with the class.

Oracy Time!

Imagine your school has a new garden. What would you like to grow there? Why? Plan your garden.

Check Your Oracy!

1 I participated in the discussion.	Yes / No
2 I supported my arguments with evidence.	All the time / Sometimes / Never
3 I used the phrases on the cue cards.	All of them / Some of them / None of them

Write an Ad

- 1 Read the ads. Which product do you like best? Why?

1

Gemma's Juice
Bringing you the best fruits from local farms

These healthy juices will wake you up in the morning!

Our delicious new Green Kiwi juice is on sale—20% off!

2

Fred's Bread
It's freshly baked and tastes great!

We have breads in all shapes and sizes. They're baked in the store every day. Come and try our tasty new peanut loaf now!

- 2 Which features do the ads include? Mark ✓.

- a a logo ☐ c adjectives ☐ e a slogan ☐
b contact info ☐ d a picture ☐ f a website ☐

Improve Your Writing: Adjective Order

When more than one adjective comes before a noun, the adjectives are normally in a particular order.

1 opinion 2 size 3 physical description 4 age 5 color
amazing big heavy old red

But you don't normally use five adjectives!

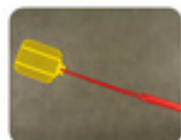
An amazing new pink juice!

- 3 Find and circle adjectives in the ads.

- 4 Prepare to design a product and write an ad in the Activity Book.

What food choices can you make that help protect the environment?

1 Listen, look, and repeat.



flyswatter



produce (n)



produce (v)



bite



inject



pest



quarantine



fang



harmless



cockroach

2 Read and number the definitions.

- 1 produce (n) ☐ make
- 2 inject ☐ a period of time when people or animals can't go out, to stop a disease from spreading
- 3 pest ☐ food, such as crops or dairy products, grown or made on a farm
- 4 produce (v) ☐ not causing hurt or damage
- 5 quarantine ☐ an insect or small animal that causes problems
- 6 harmless ☐ force a liquid into something

3 Underline all the words in Activity 1 associated with insects.

4 Look at the pictures and answer the questions.



bananas

coffee
beans

cheese



dates



milk



apples

- a Where do you think this produce is from?
- b Are any of these produced in your country?
- c Which of them do you eat?

I like eating dates. They are very sweet. I think they come from hot countries.

Reading Strategy: Open vs. Closed Questions

Open questions are questions that can't be answered with yes or no. Open questions usually start with *Why*, *How*, *Who*, *When*, *Where* or *What*.

1 Read the fun food facts. Which ones surprise you?

Food Facts

- Honey is the only food in the world that will not go bad. You can keep a jar of honey for 3,000 years ... and still eat it!
- Strawberries are the only fruit with seeds on the outside.
- Pineapples are a symbol of welcome in some parts of the world. You often see sculptures or pictures of pineapples on gates and doors for this reason.
- Apples are 25% air. That's why they float in water.
- In the past, carrots were all purple! The first orange carrots were grown by farmers in Europe in the 17th century.
- Apples, pears, strawberries, and cherries are in the same family as roses.
- A group of bananas is called a "hand."

2 With a partner, say if these questions are open or closed. Then answer them.

- a How are cherries and roses connected?
- b Do apples float?
- c What do you call a group of bananas?
- d Why do you see pineapple sculptures outside houses?

3 Look at the facts again. In pairs, write more open and closed questions about them. Change partners. Ask and answer.

What ... ? When ... ? Who ... ? How ... ? Is/Are ... ? Was/Were ... ? Do/Did ... ?

4 Look at the picture on page 128. What do you think happens at the beginning of the story?

What produce is produced in your region?



The Surprising Stowaway

By Kim Milne



Think

Where do you think the spider has come from?

Pedro was reaching for an apple when the uninvited guest appeared. It was climbing over the bananas in the fruit bowl.

"Awesome!" he said softly. Then, he shouted at the top of his lungs, "Mom! You've got to see this!"

When Pedro's mother saw his new friend, her face turned white.

She told him to stay away from it and walked into the yard shaking her head.

Quickly, Pedro grabbed an old marmalade jar, imprisoned the spider, and covered the top with a plastic film filled with holes.

"Beautiful," he said looking inside and observing it closely.

Its brown body was large and flat. It had eight long, hairy legs with black spots on them. It also had eight eyes, which seemed to stare back at him.

In no time, Pedro's mom came back. She was heavily armed with a broom in one hand and a **flyswatter** in the other.

"OK, where is it?" she asked aggressively.

"Wait, Mom, please!" Pedro pleaded. "I want to find out which species it is first. Then we can decide what to do."

Biting her lip, she stood in silence staring at Pedro's new friend.

"OK, but do it quickly," she said as if she would change her mind at any moment.

Pedro set to work at once. First, he googled "banana spiders," and then, he asked his mom where she got the bananas. She said that they were from Fairways, a supermarket that sold fair-trade **produce**.

Pedro was curious. "What's fair trade, Mom?"

"Well, it's all about giving the people who **produce** the things you buy—in this case, our bananas—a fair price for their work."

"But that's obvious, isn't it, Mom?" said Pedro sounding surprised.

His mom explained that sometimes only a bit of the money we pay for something goes to the person who produced it and that this especially happens when the producers are in poorer countries.

"OK, then, Fairways' fair-trade bananas," he said under his breath as he typed the words into the search engine.

"Wow! They came all the way from somewhere in Ghana!" he exclaimed.

He also found out that the bananas were from a small family plantation and traveled all the way to Spain in refrigerated ships before being sold in the supermarkets. As he continued to scan the website, photographs of a very dangerous stowaway popped up.

"Oh no!" said Pedro in horror. "The Brown Recluse!"

Think

Do you think fair trade is important? Why or why not?





He showed his mom the picture, and she began to read the description aloud: "The Brown Recluse is a shy spider and lives in the darkest and smallest places. If you touch it, it will **bite** and **inject** you with poison that could make you very sick or even kill you ...—What!"

She ran and got her cell phone, called the supermarket, and explained the situation. When she hung up, she told Pedro that the supermarket was sending over a specialist in **pest** control.

The more Pedro read, the more worried he became.

"Mom, it says that if they find any spiders on ships that carry bananas, they have to shut them down, collect the spiders, and then have them identified. And while they are doing that, the bananas just have to sit there and often spoil."

"Really! That's terrible!" his mom exclaimed in disbelief.

Just then the doorbell rang. It was the pest control specialist. Pedro was disappointed when he saw him. He had imagined someone dressed in blue plastic from head to toe, but this man was just in scruffy overalls.

"Are you putting us in **quarantine**?" Pedro asked hopefully.

"No, no one is going into quarantine," he answered laughing and asked where the little guest was.



Think

What do you think will happen to the spider?

Pedro excitedly showed him his new friend.

"Ah ...," said the expert examining it closely. "Looks like a Huntsman, sometimes called the banana spider."

"A Huntsman!" echoed Pedro.

"It isn't the deadly Brown Recluse, then?" he asked, sounding disappointed.

The specialist explained that many people falsely identified the Huntsman as the Brown Recluse. He pushed the container closer to Pedro's face.

"See here! There are no markings like the shape of a violin on its body, are there? And it has big **fangs**, doesn't it? Don't worry—it's completely **harmless**!"

Pedro's mom was a little worried, but the specialist reassured her that this species of spider was no danger to humans. In fact, he pointed out, people in tropical countries even welcomed it into their homes because it ate domestic pests like **cockroaches**.

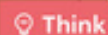
"Can we keep it?" Pedro asked.

"Her!" said the specialist. "Look at the sack of eggs on this banana. Of course, you'll have to keep them in a heated tank. They hate the cold. That's why she isn't moving very quickly."

Pedro begged his mom. She turned to the expert seeking his approval. He smiled and nodded!

"OK, but *you* have to take care of them," she insisted.

"Promise!" said Pedro, delighted with his new friends.



Think

Would you have the same response as Pedro at the end of the story? Why or why not?



Explore the Text

1 Does the story have a happy ending or a sad ending? Why?

2 Complete the questions. Then, write the answers.

Who What How Why What

- a _____ does Pedro find?
- b _____ comes to investigate?
- c _____ kind of spider is it?
- d _____ isn't the spider moving?
- e _____ does Pedro feel at the end of the story?



3 Write open questions about something in the story you want to know more about. Then, read and invent answers to the questions with a partner.

Why ... ?

How ... ?

Who ... ?

What ... ?

What is life like on the banana plantation?

4 With a partner, retell the story.



How can we make good decisions when we go shopping? Use the ideas box to help you.

fair-trade produce food waste
food miles the environment

Grammar in Context

1 Read the sentences and do the tasks.

But that's obvious,
isn't it, Mom?

There aren't any
apples, are there?

It has big fangs,
doesn't it?

- a Underline all the verbs.
- b Circle the commas.

Grammar: Tag Questions

In spoken English, we often add short questions at the end of a sentence to check information, emphasize a point, or ask if someone agrees with us.

But that's obvious, **isn't it**, Mom?

There aren't any apples, **are there**?

It has big fangs, **doesn't it**?

2 Complete the sentences and add the correct punctuation.

are there? did she? do you? have you? isn't he?

- a He's really good at baking _____
- b There aren't any cookies left _____
- c You don't like bananas _____
- d You haven't packed your swimsuit _____
- e She didn't eat that piece of cake _____

3 Form pairs with someone you don't know well. Tell them what you know and find out more about them. Make tag questions using the prompts.

have a brother/sister like playing sports be good at art
enjoy English lessons live near school play a musical instrument

You don't have a sister, do you?

No, I don't.

You like playing basketball, don't you?

That's right! Yes.

4 Think of three more tag questions that you can ask your partner.

What foods can you think of that grow on farms?
What foods can we make from these ingredients?



- 1 Why should we eat less red meat? Discuss with a partner. Then, read the text.

Experts say that we should all eat less red meat. Why? Because eating too much red meat is not healthy, and it's bad for the environment, too. Every year, rainforests are cut down to make space for cows. Why do we need so many cows? Because the world's population is growing. We're eating more red meat every year. But what can we eat instead? Let's find out about some alternatives ...



- 2 Read the fact files about alternative foods. Guess the missing words. Then, listen and complete.

scientists steak grow desserts water vitamins Japan protein Africa

Insects

People in some parts of Latin America, _____, and Asia already eat insects all the time.
Insects need less space, food, and _____ than cows and sheep, so farming them is better for the environment.
Bugs have a lot of _____ and not much fat.



a grasshopper

Seaweed

Seaweed is already a popular food in some countries, such as _____.
It's very healthy. Seaweed includes _____ and minerals.
Seaweed is already used as an ingredient in lots of foods, including many _____. !



seaweed

Lab Meat

_____ are starting to grow meat in laboratories using cells taken from animals.
In the right environment, the cells can _____ into muscles.
Soon it will be possible to have a _____ from a factory or a laboratory, not a farm.



cells growing in a lab

Values AB page 116

The Big Challenge

How can we make better decisions about the foods we buy?

Imagine some foreign friends are visiting your region. Your challenge is to research local foods and plan a special meal for them.

- 1 **Research** the foods produced in your region, using the Internet. Make a list.
- 2 **Discuss** and plan a traditional meal using only local produce. Make sure the foods you select reflect the best of your culture's cuisine. Include an appetizer, main dish, a drink, and a dessert.
- 3 **Make** a shopping list for each dish.
- 4 **Prepare** and practice a presentation of your ideas.
- 5 **Present** your ideas to the class.



Remember to support your opinions with evidence! Complete **Check Your Oracy!** in the Activity Book.

We're going to make guacamole with local avocados, tomatoes, and onions from the farmers' market.

- ? Where does food come from? Look back through the unit. Share your ideas with the class.



AB pages 117–119

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

- | | |
|---|---|
| 1 Expressing opinions | a helps us to make an argument stronger. |
| 2 Participating in a discussion and eliciting contributions from others | b means we say what we think, agreeing and disagreeing with each other. |
| 3 Giving evidence to support an argument | c means we ask others for their opinions and invite them to talk. |

2 In pairs, complete the chart.

I think ... For example, ... What do you think? I agree because ...
I disagree because ... Do you agree? I think ... is important because ...

Expressing Opinions and Giving Evidence to Support an Argument	Eliciting Contributions from Others

YOUR TASK

Your team will enter a video game competition. You need to design a new video game that will help kids in fourth grade learn about a school subject. It needs to be fun but also teach kids something. The winning idea will be made into a video game by an entertainment company!



1 Form teams and brainstorm. Use the questions to help your team design a game.

- What does your video game teach?
- For someone who's playing the game, explain how it works.
- Are there any special effects?
- What design features make your game interesting for fourth-graders?
- How many levels does your game have? How does the game change with the levels?
- How does the game measure progress? Is there a score?
- What's the name of your video game?

2 In order to explain your game clearly to the class, make drawings of the screens, special effects, or design features.

3 Present your video game to the class.

4 The class votes on the best video game idea.

5 Talk about your talk!

- Did you express your opinion when working in your team?
- Did you participate and elicit contributions from your team members?
- Did you give evidence to support your arguments?

6 Complete Check Your Oracy!

Check Your Oracy!

1 I expressed my opinions.	☆☆☆☆☆
2 I participated in the discussion and elicited contributions from others.	☆☆☆☆☆
3 I gave evidence to support my arguments.	☆☆☆☆☆

What I can do better next time:



Why is water important?

- ☐ **Talk** about water.
- ☐ **Learn** how to speak in front of an audience.
- ☐ **Write** instructions.
- ☐ **Give** a presentation about water.
- ☐ **Plan** to make a complaint by phone.



What can you see?



What do the pictures have in common?



Are there any problems with water where you live? What are they?



Key Words 1

valuable	fresh water
involve	wetland
agriculture	water shortage
irrigation	conserve



1 **71** Why is there a water crisis? Circle.
people are drinking too much water
populations are expanding water is wasted
water is polluted there is not enough rain



2 **71** Watch again. Complete the graphic organizer in the Activity Book.

AB page 122

Reading Strategy: Identifying How the Author Supports Points with Reasons and Evidence

To make points clearly and make arguments stronger, writers include evidence to support their ideas.

- 1 Read and match the main points to the evidence that supports them.

The Driest Place on Earth

When you think of deserts, you probably think of sand and sun. And when you think of Antarctica, you probably think of snow. But believe it or not, parts of Antarctica are the driest places on the planet! In a place called the Dry Valleys, there is no rainfall. Incredibly, it's the largest ice-free region on Earth.

The conditions there are very unusual. Mountains stop flowing ice from reaching the valleys. At the same time, powerful, cold winds blow through the valleys. These winds are called katabatic winds. They make all the water, ice, and snow dry up. And they can blow 300 kilometers per hour!

In fact, the place most similar to the Dry Valleys is not on this planet at all. It's on Mars! Scientists study the Dry Valleys in Antarctica so that they can understand more about our neighboring planet.

Main Points

- Parts of Antarctica are the driest places on the planet.
- The particular conditions in the Dry Valleys are not found anywhere else on Earth.
- Katabatic winds are strong.
- The Dry Valleys are similar to the surface of another planet.

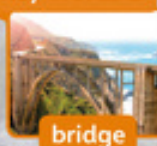
Evidence

- Scientists study this region in Antarctica in order to learn more about Mars.
- They can blow 300 kilometers per hour.
- In the Dry Valleys, there is no rainfall at all!
- The unique conditions are caused by the mountains, which stop the ice, and the strong winds, which dry up the water.

- 2 Underline the main points in the article in blue. Underline the evidence in red.

- 3 Look at the title and subheadings in the text on pages 141–42. What places is it about? What do you already know about them?

What's the wettest place you've been to? What's the driest?

Key Words 2

bridge



canal



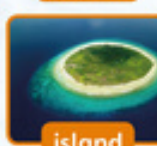
ditch



dam



swamp



island



wave

A Story of Water

For thousands of years, people have tried to control water. We need it to drink and to grow our food. Our animals need it, too! The plants in our fields can't grow without water.

Rivers have always been the most important source of water. Many towns were built near rivers. Is your town near a river?

**Case Study: The Ancient Romans**

The ancient Romans built special **bridges**, called aqueducts, to carry water to the fields. Look at this enormous aqueduct in Segovia, Spain. Do you think it was difficult to build an aqueduct with no trucks or machines?

Case Study: The River Nile and the Ancient Egyptians

Egypt, in north Africa, is a very hot, dry country. It rarely rains. The River Nile runs through Egypt. It's the longest river in the world! The fields next to the river have enough water to grow food. Look at this satellite photo. Can you see the sandy desert? Where do you think the River Nile is? The green parts of the picture are the fields. Only the places next to the river are green. They grow all the food for the country here. Amazing!

For thousands of years, people in Egypt have dug **canals** and **ditches**



to take water to their fields next to the river. They also use the river for transportation and for fishing, of course!

Every summer, the water of the Nile used to rise. When the river overflowed, it flooded the fields. This was very good for the fields, but the flooding was dangerous.

In the 20th century, an enormous **dam** was built in the south of Egypt. This stopped the flooding and controlled the river.



A Story of Water

Case Study: Mexico and the Aztecs

In Mexico City, the Aztec people had a different problem—too much water! Mexico City was built on a **swamp**, so it was very wet. The Aztecs invented a system of *chinampas*. A *chinampa* is an **island** built on a lake. On these islands, the Aztecs grew food, especially maize, tomatoes, and chilies. They grew lots of flowers there, too.



Case Study: Peru and the Incas

In Peru, high in the mountains, the Inca people needed to grow food. But what does water do on mountains? It runs down to the bottom!

Look at the pictures to see what the Incas did. They built giant steps! The steps were their farms. You can still see lots of these steps, or terraces, in Peru today.

In the south of the country, you can see holes in the ground. They are even older than the terraces in the mountains. For a long time, the holes were a mystery. Now we know that people used them for keeping water in the desert. Very clever!

Case Study: Changing Coasts

Water is very powerful. Look at the picture of the houses. What is happening?

The houses are falling into the ocean! The **waves** and the rain are slowly changing the shape of the coast.

In the U.K., a town called Dunwich used to be one of the biggest and most important in the country. But you can't visit it now, because it's under the sea! Every year, rocks fell and the coast changed. One day, there was a very big storm, and the waves were very strong. When the waves hit the coast, the rest of the town fell into the sea.

Some people say you can still hear the church bells ringing under the water. It's a local myth.



Think

What can we do to protect towns on the coast from waves?

Explore the Text

- What is the article about? Circle.
 - a problems caused by flooding
 - b how people have tried to control water
 - c why farms need water
- Find and underline evidence in the case studies supporting these points. Compare examples with a partner.

Point	Evidence
For thousands of years, people have tried to control water.	Example: _____
Rivers were always the most important place to get water.	Example: _____
The plants in our fields can't grow without water.	Example: _____

- Read the case study on the River Nile and the ancient Egyptians again. Give evidence to support these statements. Ask and answer.

- a Egypt is very dry.
- b Food grows next to the River Nile.
- c You can find food in the river.
- d The dam stopped the river from being dangerous.

Egypt is very dry.

How do we know?

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

- | | |
|--------------|---------------------------------|
| 1 aqueduct | a very big |
| 2 giant | b contained; limited |
| 3 terrace | c a raised canal to carry water |
| 4 controlled | d a step in a hillside |

Don't forget to ask others for their opinions!

Why do you think rain is important?



1 Read the sentences and do the tasks.

When the river overflowed,
it flooded the fields.

Before the Aztecs built *chinampas*,
they couldn't grow crops.

After the river flooded, they built a dam.

As the farmers worked in the fields, it rained.

- a Underline *before*, *after*, *as*, and *when*. b Circle the commas in the sentences.
c In which sentence do two past events happen at the same time?

Grammar: *Before/after/when/as* Clauses

We can use *before*, *after*, *as*, and *when* to connect two parts of a sentence. If the *before/after/as/when* part of the sentence comes first, we use a comma.

When the river overflowed, it flooded the fields.

Before the Aztecs built *chinampas*, they couldn't grow crops.

After the river flooded, they built a dam.

As the farmers worked in the fields, it rained.

2 Listen and complete the sentences.

when after as before
carried listened turned heard

- a _____ I combed my hair,
I _____ the radio on.
b _____ I combed my hair,
I _____ to this song.
c _____ it finished, I _____ Dad shout, "Come on!"
d But _____ I switched off the radio, the song _____ on!



3 Complete and say the sentences. Compare with a friend.

Before I went to school this morning. As I walked into my home.
When I got home. After I ate dinner, ...

Time to Talk!

Have you ever planted anything? What did you grow? How often did you water it?

1 Listen and read. Which letters are silent? Underline them.



knife



wrap



knit



write

2 Listen and complete the words with *n*, *r*, *kn*, *k*, *wr*, or *w*. Circle the silent letters.

- a My ew ighbor ocked on the door very late last ight.
b My mother was ight! I rote to the rong email address, so my email got lost in cyberspace!
c No one nows that I love my dog's little ose!
d My grandma always its me the same onderful sweater for my birthday, with little hite ites on it. She gives it to me all apped up and ites me a birthday card.

3 Listen and check.

4 Listen and read the tongue twisters. Circle the silent letters and say.



**Naughty knights know
how to knit, you know.**



**Ricky! You wrapped the red
rollerskates all wrong!**

Spelling Tip

Sometimes letters can be silent in English. They can be at the beginning of a word.

wrap **k**nife

Oracy Skill: Speaking in Front of an Audience

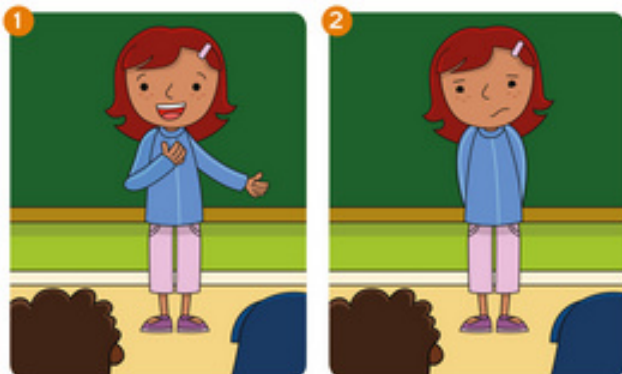
When you speak in front of an audience, it's important to make eye contact. Good speakers often ask their audience questions during a presentation and thank them, too.



1 Watch the video and do the tasks.

- In which scene does Kate interact with the audience? 1 / 2
- What does she do?
- Which presentation do you like better? Why?
- Circle the phrases you hear.

Do you have any questions?
What do you think?
Can everyone hear me?
Can you repeat that?
Is everyone ready?



Let's Practice Oracy! 16, 17, 18

- Read the **Oracy Time!** topic and prepare a two-minute presentation.
- Give your presentation to the class. Remember to make eye contact and involve your audience.
- Vote on the most creative way to spend a rainy day.

Oracy Time!

What's the best way to spend a rainy day?

Check Your Oracy!

1 I used the phrases on the cue cards.	All of them / Some of them / None of them
2 I interacted with the audience during my talk.	Yes / No
3 I made eye contact during my talk.	All the time / Some of the time / Never

Write Instructions

- Look at the photo, read the list of materials, and predict the steps of the instructions.

- Read and mark ✓ the features of the instructions.

- The steps are numbered. ☐
- They include imperatives. ☐
- They include a photo. ☐
- They include a list of the materials you need. ☐
- They include diagrams. ☐

Improve Your Writing:
Verbs with Countable and Uncountable Nouns

When you write, think about whether or not you can count the nouns. Countable nouns can be singular or plural:

A tornado in a jar is cool.

Tornadoes in a jar are cool.

Most uncountable nouns do not have a plural form:

Fill the jar with **some water**.

Add **some glitter**.

- Find and circle the countable nouns and underline the uncountable nouns.
- Prepare to write instructions in the Activity Book.

How to Make a Tornado in a Jar

Materials:

a jar water
soap food coloring
vinegar glitter (optional)

What do you need to do?

- Fill the jar with water, so that it is $\frac{3}{4}$ full.
- Pour some soap into the jar, and add a few drops of food coloring.
- Add a teaspoon of vinegar to the mix. (You can also add some glitter if you want.)
- Screw the lid back on the jar.
- With both hands, hold the jar tight and move it around in circles as fast as you can. After a short time, you will see a tornado form!



AB pages 129-130

1



Key Words 4 Listen, look, and repeat.



erode



water supply



pump



container



wasteland



monsoon



paradise



deer



dirt



roots

2

Match the words with the definitions.

- | | |
|----------------|---|
| 1 erode | a an area of land where nothing grows |
| 2 paradise | b to wash or wear away over time |
| 3 monsoon | c a season when there's a lot of rain |
| 4 water supply | d a perfect place |
| 5 pump | e the amount of water that is available |
| 6 wasteland | f a device that moves water |

3

Circle six words in Activity 1 that are related to water. With a partner, explain their relationship with water.

How is *monsoon* related to water?

In the monsoon season, it rains a lot.



Remember to give evidence to support your point of view.



Where do you think the water in your faucets comes from?

Reading Strategy: Sequencing

When we read, it's important to understand the order (sequence) of events in a story. Look for sequence words and time expressions that may help.



1 Read and circle the sequence words and time expressions in the story. Then, number the story in order.

- ☐ Then, suddenly, snow started falling. Lily and Hugo rushed outside, excited.
- ☐ One day while Lily and Hugo were staying at their grandparents' house, the sky grew darker and darker. It was strange. Clouds hung like a heavy gray blanket over the garden.
- ☐ The next morning, the sun was shining. "What a beautiful day!" said Grandpa. But Lily and Hugo weren't listening. They were both looking at the puddle where their snowman used to be.
- ☐ That night, they went to bed tired but happy. "I can't wait to play in the snow again tomorrow," said Hugo after brushing his teeth. "Goodnight, snowman!" whispered Lily as she closed the curtains.
- ☐ They started making a snowman. He had two snowballs for his body and one for his head. He had arms made from sticks and eyes made from stones. Hugo got a carrot for his nose and a hat for his head. Lily said, "He's the best snowman ever!"

2 Listen and check. Then, with a partner, retell the story in your own words with your book closed.

3 How do the children's feelings change during the story? Why?

At the beginning, they feel ... because ...

Then, ...



4 Look at the pictures in the story on pages 150–53. Where do you think the story takes place? Why?



What happens when it snows too much?



The Man of the Trees

By Isabelle Christie



Isabelle Christie is a Mexican author who lives in Mexico City. She loves reading and writing stories for children. She also loves going to the theater, dancing, and traveling. She has two big dogs.

My sister Riya and I met the Man of the Trees last year when we were visiting our uncle Jita. Those were difficult times. People were cutting down our forest, and there was often flooding that caused our land to **erode**. Sometimes our **water supply** was dirty. When our **pump** did have clean water, one of us had to stand in line for ages to fill up the **containers** for cooking and bathing. When the pump wasn't working, we had to walk more than five kilometers to the closest stream.

But Riya and I were happy. It was the summer, and we were going to see our favorite uncle. Uncle Jita was a photographer. He always carried his camera and took pictures of many things.

The day of the trip finally arrived. We packed our suitcases and drove to our uncle's house. We stayed with our uncle Jita for eight weeks.

One night, before turning off the lights in our bedroom, he said to me, "Tomorrow, we're going on an adventure, Clara. We're going to explore a new place. Here is my old camera. You can take photos of the things you see. Rest well. We have a long walk ahead of us tomorrow."



The following day, we woke up early, prepared our lunches, and left. To get to our destination, we had to take a boat. It was exciting. The boat ride took two hours. But when we got off the boat, we were disappointed. In front of us, there was ... nothing.

"This is it," Uncle Jita announced.

"Are we in the right place?" Riya asked. "I don't want to take pictures of this."

Uncle Jita laughed and said, "You won't have to. Start walking. I promise you'll be surprised."

After walking for some time, I could see the outline of a forest in the distance. A little closer, there was a man standing. When my uncle saw the man, he waved.

"That is Kabir," he told us. "The forest you see back there is his, in a way. He planted every single tree."

As we walked towards Kabir, my uncle explained that many years ago, the whole area was a **wasteland**, like the one around us. Men had cut down part of the forest, and the river eroded the rest during the **monsoon**. The water supply was always dirty, and most of the animals left, too. But one day, more than thirty years ago, his friend decided to change all that. He started planting trees.



Think

What effect do you think Kabir's actions have had on the local environment?



7.14 The Man of the Trees

"He does it every day, and thanks to him, part of the wasteland is now a **paradise**."

Uncle introduced us to Kabir, who had gray hair and a determined face.

"Jita told me you like animals. Are you ready to see some?" he asked.

"Of course!" Riya and I said.

We walked on a grassy patch, and finally, we were under the trees. Before we went into the forest, I turned my head and was amazed to see the difference between the two places. All because of the efforts of one man.

Like my uncle said, Kabir's forest was magical. The sound of insects buzzing and birds calling surrounded us. Kabir pointed out trees and told us their names: "silk tree, cotton tree, Pride of India ..." And we didn't have to wait long to see animals.

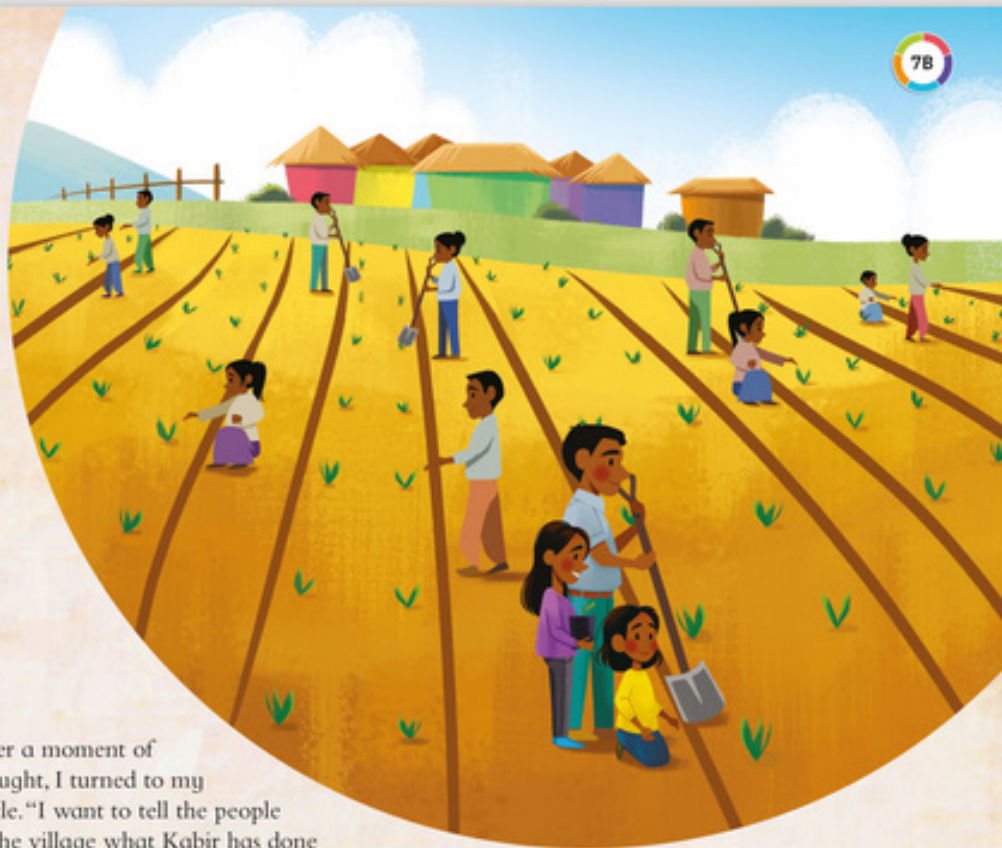
We saw a **deer**, rhinos, and even tigers. Kabir showed us how to collect seeds from the trees. He taught us how far apart to plant them by making a hole in the **dirt** using a stick.

He knew many things about trees, and he shared them with us while we were eating. Kabir explained that by planting a particular kind of tree that stores water in its **roots**, it was possible to stop the land from eroding, and to create a small paradise.



Think

How has the habitat in the story changed for the animals?



After a moment of thought, I turned to my uncle. "I want to tell the people in the village what Kabir has done here. I want to convince them to plant trees. Will you come with me, Uncle?"

A week later, my uncle, Riya, and I were in front of the village council. Riya and I explained what we had seen. We showed them the pictures of both the wasteland and the forest. The council discussed this and finally agreed to follow our plan.

Since that day ten years ago, our community has planted hundreds of native trees along the borders of the corn crops and surrounding the village. At first, we had to bring water from the faraway stream to keep the plants alive, but now we don't need to. There are several streams, and we keep them clean. Our forest is still small, but it's getting bigger and more beautiful all the time.

Think

Do you think one person can make a difference in the environment? Why or why not?

Explore the Text

- 1 Circle the sequence words and time expressions. Then, number the events in order.

The people in the community work together to plant more trees. ☐

The next day, the children travel by boat. ☐

Uncle Jita gives the children his camera. ☐

One day, the children arrive at their uncle's house. ☐

A week later, Uncle Jita and the children talk to their village council. ☐

Then, Kabir shows Uncle Jita and the children the forest he planted. ☐

The children meet Kabir for the first time. ☐

- 2 Which words describe Kabir? Why?

clever hardworking angry friendly
patient determined disappointed



- 3 Compare and contrast Kabir's home.

a paradise a wasteland no trees a forest streams
no animals a habitat for wildlife a dirty water supply

Before

After

- 4 With a partner, retell the story.



- How do trees help humans, animals, and plants?

Grammar in Context

78

- 1 Read the sentences and do the tasks.

We had to walk more than five kilometers.

He didn't have to water the big trees every day.

To get to our destination, we had to take a boat.

- Circle *had to* and *didn't have to* in the sentences. Underline the verbs.
- Do the sentences refer to the past or the present?
- Which sentences mean something was necessary?
- Which sentence means something wasn't necessary?

- Grammar: *Had to* (Obligation in the Past)

We use *had to* to talk about obligations, or things we needed to do, in the past.

We **had to** walk more than five kilometers.

He **didn't have to** water the big trees every day.

- 2 Match the sentences. Then, complete them with the correct form of the verb.

- | | |
|--|---|
| 1 There was no bread for sandwiches, so we ... | a _____ miss baseball practice. (have to) |
| 2 I missed the bus, so I ... | b _____ buy lots of pet food. (not have to) |
| 3 The test that week was canceled, so she ... | c _____ eat pasta. (have to) |
| 4 He forgot his uniform, so he ... | d _____ study. (not have to) |
| 5 Their rabbit ate grass, so they ... | e _____ pay a fine. (have to) |
| 6 She forgot her library books, so she ... | f _____ take a taxi home. (have to) |

- 3 Discuss in pairs.

- Say three things you had to do yesterday at home.
- Say three things you had to do last week at school.
- Say three things you didn't have to do last weekend.

Time to Talk!

Imagine you are going to adopt a new pet. What animal would you adopt? What would you have to do to prepare for its arrival?



1 Listen to the interview and number the facts in the order you hear them.

2nd ☐ 3rd ☐ 1% ☐ 70% ☐ 75% ☐ 6-8 ☐ 37 ☐



Dr Laura Banks, marine biologist

2 Can you remember what the numbers refer to? Listen again and check.

3 Read and circle *T* (true) or *F* (false). Listen again and check. Correct the incorrect sentences.

- | | | |
|---|---|---|
| a The largest ocean is the Pacific Ocean. The second largest is the Atlantic Ocean. | T | F |
| b Trees and the human brain contain the same percentage of water. | T | F |
| c People can live for two weeks without water. | T | F |
| d Children over nine years old should drink four glasses of water every day. | T | F |
| e Only 1% of the world's water is drinkable. | T | F |
| f About 80% of the Earth's surface is covered in water. | T | F |

4 Discuss in pairs.

- Which of the facts about water are the most surprising?
- Which did you already know?
- What do you want to know more about?



Imagine there is no more water in the faucets at home or at school. How will life change? What will you do?



Values AB page 136

How can we use water better?

Your challenge is to give a presentation on how we can use water better at home.

- Think** about the problems with water in your region in groups. Is there enough? Where does it come from?
- Research** online how much water a person typically uses for the following activities: brushing teeth taking a shower or bath washing hands watering house plants using the toilet washing clothes
- Brainstorm** ideas for conserving water at home and at school. How can you collect, recycle, and reuse water?
- Imagine** you only have 1,000 liters of water per week for all your needs. What solutions can you think of to use your water best? Design a house that uses water efficiently.
- Plan** a presentation to show your ideas to the class.
- Practice** your presentation.
- Present** your ideas to the class.



Remember to interact with your audience to check understanding! Complete **Check Your Oracy!** in the Activity Book.

In the house we designed, there's a tank for rainwater. We use rainwater to water the plants and for cleaning.



Why is water important? Look back through the unit. Share your ideas with the class.



AB pages 137-139

SPEAKING MISSION

Before Your Mission

You are on a family vacation in an English-speaking country. You are going to call the hotel receptionist to make a complaint.

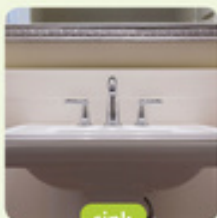
- 1 7.16 **Key Words** Listen and point. Then, circle the words that are objects.



faucet



drain



sink



pipe



shower



flooded



blocked



leaking

- 2 7.17 Listen to the conversations and match the speakers with their complaint.



Chloe in room 504



Danvir in room 303



Edith in room 201



There is no hot water.



The drain is blocked.



The bathroom is flooded.



The faucet is leaking.

During Your Mission

- 3 7.17 Listen to the dialogues again. Choose a complaint from the list below. Then, complete your conversation.

The drain is blocked. The bathroom is flooded.
The faucet is leaking. There is no hot water.



Receptionist: Reception. How can I help you?

You: I have a complaint to make.

Receptionist: Sure. What's the matter?

You: _____

Receptionist: I'm sorry about that. What's your room number?

You: _____

Receptionist: The plumber is on his way.

You: _____

- 4 Use the information in Activity 3 to do a role play.

Student A: The receptionist

Student B: The person making the complaint

Key Language

I have a complaint to make.
What's the matter?
The faucet is leaking ...
I'm sorry. The plumber isn't available now.
The bathroom is flooded.
There seems to be a problem with ...
There's no hot water.
The drain is blocked.
Would you mind ... ?
The plumber will be there in ten minutes.

Time to Talk!

Have you ever had a problem with water in your house? What happened?



How do numbers shape our lives?

- ☐ **Talk** about numbers and math.
- ☐ **Learn** how to give a clear presentation.
- ☐ **Write** a letter.
- ☐ **Invent** a message in code.
- ☐ **Play** a game using math.

What can you see?



What connects the pictures?



Do you like math?
Why or why not?



Key Words 1

distance	sequence
quantity	preceding
afford	equal
combination	numeral



1 8.1 Watch the video and label the statements **T** (true) or **F** (false).

- ☐ We use numbers every day.
- ☐ The Fibonacci series can be found in nature.
- ☐ The ancient Maya did not know how to count.



2 8.1 Watch again. Complete the graphic organizer in the Activity Book.

AB page 142

Reading Strategy: Identifying Conclusions

The conclusions are the most important part of the text. They summarize the key points and appear at the end.

1 Read the text. Mark ✓ the correct conclusion.

Big Birthdays

Coming of age, or becoming an adult, is a change celebrated by many cultures.

The Sateré-Mawé tribe lives in the Amazon rainforest. When boys there turn 12, they have a special ceremony to show their strength. They put their hands in gloves full of poisonous ants! It's very painful. Do you think this is brave? Would you do it?



In Japan, the second Monday in January is called Seijin-no-Hi. People celebrate the year of their 20th birthday together. It's an important age in Japanese culture, and 20 is a lucky number. The people celebrating wear traditional clothes, attend a ceremony, and receive presents. The tradition started 1,200 years ago!



Girls in Latin America often have a big celebration for their 15th birthday. Traditionally, this birthday marks the age when a girl is considered a woman. Friends and family come together to celebrate the girl's birthday at a big party with special food and music. Often, the girl will dance with her father. She wears a special dress.

All over the world, people celebrate coming of age. Although the ages and ceremonies are different, many cultures have particular traditions to celebrate children becoming adults. ☐

Birthdays all over the world are often celebrated with cake, parties, presents, and singing. ☐

In Latin America, when girls turn 15, they have a big celebration to mark their entering into womanhood. ☐

2 Look at the title and subheadings of the article on pages 163–64. What do you think it's about? What do you already know about the topic?

Which birthdays are important in your culture? How do you celebrate?

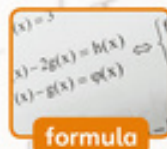
Remember to show interest by asking questions!



Key Words 2



symmetry



formula



cube



chessboard



trick



multiply



diagonal

How to Have Fun with Math!

Math is all around us. It's not just about doing math problems for homework! Math can be for fun, too. Puzzles, **symmetry**, and computer programming are all kinds of math. Math is even part of winning games that depend on luck. There are lots of different areas of mathematics! If you didn't think math was interesting before, read on to find out some amazing math facts.

Math Around Us

Can you imagine living in a world without patterns, shapes, or numbers? Math plays an important role in many aspects of our lives. The computer programs we use every day involve mathematical **formulas**, for example. Math is also a factor in all kinds of decisions we make—such as how many seconds a traffic light should stay green or how many people and bags an airplane can carry. People who study the weather use math, too. It helps them to warn us that there is a 90% chance it will rain and that we need to take an umbrella with us today.

Math Games

Lots of hobbies involve math. Let's take a look at a few games.

Rubik's cubes were really popular in the 1980s. Have you ever seen one? To play, you have to twist the **cube** until all the sides have only one color on them. It's really difficult! Some people enjoy entering competitions to see who can solve the Rubik's cube puzzle the fastest! A computer could use a formula to solve it very quickly.

Dominoes is a game using small wooden or plastic rectangles with a number of dots on each end. People of all ages play dominoes, and there are lots of different ways to play.



In the easiest version of the game, players take turns matching numbers on the rectangles. In some games, you must

add up the numbers on the dominoes to see who scored the most points.

Do you enjoy playing dominoes?

Lots of people think **chess** is the ultimate game for mathematicians. Did you know there are 400 different possible ways to make the first move?



There is a legend that the inventor of chess showed his new game to the King of Persia (now Iran). The king asked what he wanted as a prize for inventing the brilliant game. The inventor said, "Just one grain of wheat for the first square of the **chessboard**, two grains of wheat for the second square, four grains for the third square, and so on, doubling the amount for each square." The king said, "No problem." (Perhaps he wasn't very good at math!) But then he calculated how many grains of wheat the inventor needed for all 64 squares—over 18 quintillion ... that's 18 with 18 zeros!!! 18,000,000,000,000,000,000!

Think

Which games do you play that use math?



How to Have Fun with Math!



Puzzle time!

Imagine you have to do household chores every day next month. Would you rather have:

Option A: 10 dollars (1 dollar = 100 cents) a day or

Option B: one cent on the first day, two cents on the second day, four cents on the third day, (and keep doubling the amount each day)?

Think about it!

Answer: You should go for option B. You'll have more than 5 million dollars after 30 days!

Math Tricks

Math **tricks** can be lots of fun. Your friends and family will be very surprised when you show them this trick!

Step 1: Tell your friends to pick their favorite number between 1 and 9. They have to keep it secret! They can write down the number.

Step 2: Tell them to **multiply** their number by 2.

Step 3: Tell them to multiply that number by 5. Ask them the answer they got.

Step 4: Delete the zero from the answer they gave you. Now you have their original number! Tell them what it is, and ask them to show you the paper where they wrote the number. It's the same!

Example

Favorite number = 4

$2 \times 4 = 8$

$5 \times 8 = 40$

40—delete the zero = 4!

Think

Which of the games in the article do you think is the most fun? What about the most difficult? Why?

Magic Squares

What's special about these squares – can you tell?

1

8	1	6
3	5	7
4	9	2

2

2	7	6
9	5	1
4	3	8

All the rows and columns add up to the same number! Even the **diagonal** lines! These are called magic squares. What is the number you always get for the answer in Square 1? What about Square 2?

In ancient times, people thought magic squares like these were very special. The earliest evidence of magic squares is from China in about 2200 BCE. In a Chinese legend, Emperor Yu saw a magic square on the back of a tortoise in the Yellow River.



Can you make a magic square?

So, you see, you can find math almost everywhere, even in the games we play. There are patterns, shapes, and numbers all around us. We can have lots of fun doing math.

Explore the Text



- 1 What is the article about? Circle.
math at school math in nature
games using math sports using math



- 2 Look back at the article and circle the points the writer does not make in the conclusion.

- a You can amaze your family and friends with math tricks.
- b You can have fun doing math.
- c Life is full of patterns, shapes, and numbers, even in the games we play.
- d People studied math in ancient times.



- 3 Read and match the main points with the evidence that supports them.

Main Points

- 1 You can have fun with math, even if you don't like it at school!
- 2 Chess is a complex mathematical game.
- 3 People have studied math for thousands of years.
- 4 You can see math all around you.

Evidence

- a There are lots of patterns in nature.
- b The earliest evidence of magic squares is from China in about 2200 BCE.
- c There are 400 different ways to make the first move.
- d Lots of games, such as Rubik's cubes, dominoes, and chess, involve math.



- 4 **Key Words** Find and circle the words in the text. Complete the sentences with the correct word.

doubling zero chance delete

- a The _____ of rain today is 95%.
- b _____ a number means you multiply it by two.
- c _____ is the number that means "nothing."
- d I spelled your name wrong! I'll _____ it and start again.



Time to Talk!

Practice telling math jokes with your friends. Which is the funniest?

What did zero say to eight?
Nice belt.

Why was six afraid of seven?
Because seven ate nine.

Why was the math book sad?
Because it had too many problems.

Why are circles hot?
Because they are 360 degrees.



8A

1 Read the sentences and do the tasks.

Does he enjoy playing dominoes?

Can you imagine living in a world without numbers?

I remember studying fractions in math last year.

- a Underline the gerunds (verb + -ing) in blue.
- b Underline the main verb in red.

Grammar: Verb + Gerund

Some verbs can be followed by a gerund. For example: *recommend, enjoy, remember, imagine, suggest, and avoid.*

Does he **enjoy playing** dominoes?

Can you **imagine living** in a world without numbers?

I **remember studying** fractions in math last year.

2 Listen and complete the sentences. Use the correct form of the verb.

spin listen dance swim try

- a I enjoy _____. Watch me dive!
- b I recommend _____ it, again and again!
- c I remember _____. It was great.
- d I suggest _____. It's so much fun.
- e Did you enjoy _____ to my song?



3 In pairs, make sentences about your likes and dislikes. Ask more questions.

I enjoy running!

Why?

Because I feel strong and fast!

I avoid eating too many sweets.

Why?

Because they're unhealthy.

Time to Talk!

What videos do you recommend watching online? What music do you recommend listening to at a party? What activity do you recommend doing to give you energy?

1 Listen. Underline the silent letters.



lamb



sign



frightened



calf

2 Read, listen, and circle the words with silent letters. Then, listen and check.

- a I talked to my mother as she was combing my hair.
- b He was writing on the sign as I walked by.
- c I hurt my knee and my thumb yesterday.
- d She designed a new light bulb. It's really bright!

3 Listen and complete. Circle the silent letters. Then, listen and check.

A Crazy Climb up the Mountain!

My dau_____ter and I went for a cli_____ the other day.
 A la_____ and a ca_____f started to follow us, and that made
 us lau_____. We followed the si_____ to the top, which was
 very hi_____. Ha_____fway there, there was a snake on the trail!
 The la_____ and ca_____f got fri_____tened and wa_____ked back
 down. Luckily, we are not afraid of snakes, and we stayed ca_____m.

Spelling Tip

Sometimes letters can be silent in English. Silent letters can be in the middle or at the end of a word.

frigh**t**ened **t**humb
half **s**ign

4 Read, listen, and say. Underline the silent letters.

Don't be frightened! Stay calm!
The sign says the climb is fine!



Oracy Skill: Speed and Clarity of Delivery

When you give a presentation, it's important to think about how fast and how clearly you speak. Try to speak clearly and not too fast so that people can understand you more easily.



- 1 Watch the video and do the tasks.

- a Who speaks more clearly? Kate / Jack
- b Mark ✓ the presentation that is easier to understand.
- c Circle the phrases you hear.

Can you speak more slowly?
Do you agree?
Can everyone hear me?
Do you have any questions?
Can you speak up?

**Let's Practice Oracy!** 18, 19, 20

- 1 Choose an **Oracy Time!** topic.
- 2 Prepare to make a two-minute presentation.
- 3 Give your presentation to the class.
- 4 When you give your presentation, make sure your audience can hear you. When you're listening to a presentation, remind the speaker to speak up or speak more slowly if necessary.

Oracy Time!

your favorite number
your favorite year
your favorite date
your favorite day of the week

Check Your Oracy!

1 I spoke clearly and at a good pace.	Yes / No
2 I made eye contact with my audience when speaking.	All of the time / Sometimes / Never
3 I used the phrases on the cue cards when appropriate.	All of them / Some of them / None of them

Write a Letter

- 1 Read and say what Lottie did at school.

- 2 Mark ✓ the features of a letter.

- a It includes a greeting, such as *Dear ...* ☐
- b It ends with a closing, such as *Love, ...* ☐
- c It includes headings and subheadings. ☐
- d It includes a date. ☐
- e It includes an address. ☐

Improve Your Writing:
Although

We can use *although* at the beginning or in the middle of a sentence. It contrasts two different ideas. We use a comma to separate the two ideas.

Although I like butterflies, some insects are scary.

- 3 Find and circle examples of *although* in the letter.

- 4 Prepare to write a letter in the Activity Book.

396 High Street, Santander
September 16

Dear Grandma,

How are you? It's fun being home again, although I miss you a lot!

I want to tell you about a project I did this week at school with my new science teacher, Ms. Barros. It's a really cool wildlife survey. You can join in, too! You have to go to the website bugcount.com and enter your location. Then, you spend a few hours counting butterflies near where you live. Butterflies can tell us a lot about changes in the environment. Scientists use the information we collect to learn more about where different kinds of butterflies live and how the number of butterflies is changing. Although it takes a while, it's really important.

I found:

4 green caterpillars

3 small brown and orange butterflies

2 big white butterflies

1 beautiful bright blue butterfly



I took some photos, and Ms. Barros helped me identify the species on the internet.

Let me know what you find in your garden!

Love,
Lottie



Where have you seen numbers today?

1 Listen, look, and repeat.



wallpaper



concrete



shadow



foot



inch



measure



sundial



shovel



rusty



socket

2 Match the words with the definitions.

- | | |
|-------------|---|
| 1 wallpaper | a very hard material used to construct buildings |
| 2 concrete | b check the exact size of something |
| 3 shadow | c a measurement that is 12 inches, about 30 cm |
| 4 foot | d darkness caused by an object blocking light |
| 5 inch | e patterned paper to decorate a room |
| 6 measure | f metal that has oxidized and turned red or brown |
| 7 rusty | g a measurement that is about 2.5 cm |

3 Read and complete.

shadow rusty shovel inches

As a gardener, Jen often found old objects. Once, when she was digging, her _____ hit a metal box about four _____ long. It was old and _____. Lifting it up, she moved out of the _____ of a big tree and into the sunshine to see the object in her hand more clearly.

Time to Talk!

Have you ever written a secret message? Who did you write it to?



Reading Strategy: Paraphrasing

Paraphrasing is putting sentences into your own words. Paraphrasing shows you understand what you read.

1 Read the text and paraphrased sentences below. Then, underline the corresponding sentences in the text in the correct color.

Secret Messages

For thousands of years, people have used codes to write messages. Here are two kinds of code:

The Caesar Shift

Julius Caesar was a Roman emperor. He used a code to keep his military messages secret.

How Do You Do It? You rearrange the alphabet by moving all the letters forward by a specific number. So if the number is +1, then the normal alphabet:

1	2	3	4
A	B	C	D

changes to:

1	2	3	4
A	B	C	D
Z	A	B	C

Nowadays we can break this code very quickly and easily.

Alberti's Disk

This code is much harder to break. In 1467, architect Leon Battista Alberti developed a special code machine made from two circles.

How Do You Do It? The alphabet is written on the circle on the outside, in order. On the inside circle, the same alphabet appears, but not in order. By moving the rings, you can make lots of different codes.



- a You put the letters in a new position. 🌊
- b Julius Caesar sent military messages in code. 🌿
- c People have written secret messages for a long time. 🌳
- d It's easy to break this code now! 🌞

2 Choose a code from Activity 1. Read it again. Then close your book and explain how the code works to your partner.

3 Look at the picture in the story on page 172. What is the boy looking at? How is he feeling?

When do people use codes? Why are they useful?



Captured in Time

By Robin Thompson



Robin Thompson is an English teacher, editor, and published author. He currently lives in Mexico with a pair of cats. He spends his time writing, editing, and playing in a rock band.

Titch didn't like his new bedroom. The wallpaper was old and ugly. His family had moved into their new house a week ago, and they were still unpacking. But the wallpaper had to go!

Titch pulled off a strip of wallpaper. He could see the gray concrete wall behind. He saw numbers scratched into the concrete: 101477-02:00-4.5ft.

Titch wondered what the numbers meant and who had written them. The first group of numbers looked like the way some people write the date. "That makes sense," thought Titch, as he looked at the last two numbers—77. The wallpaper could easily be from 1977.

Just then, Titch's dad called to him from the backyard. "Titch, come down here. You'll want to see this!"

Titch ran downstairs and out into the backyard. His dad was in the middle of the yard, which was overgrown with long grass. He was looking at a stone column about half a meter high. It had a round, flat top with gold markings around the edges, like an old clock. There was a metal triangle in the middle, which stood up on one side.

"A sundial!" said Titch.

The sun made a shadow from the triangle across the sundial.

"It works!" said Dad. "Look, it's almost two o'clock."

Titch looked thoughtful for a moment, and then he shouted, "Time! Of course!"

He ran off toward the house. His confused dad followed him.

"What's going on?" asked Dad as they entered Titch's bedroom.

Titch pointed at the numbers on the wall. "It's some kind of code," he said excitedly. "I think the first part is a date: October 14, 1977... How weird! Today is October 14!"

"It could be a code," said Dad, looking interested.

"And look at my alarm clock," said Titch. It read 01:57. "I think maybe the second group of numbers represents time ... But I don't understand the last part."

Titch's dad smiled. "If you're right about the date, I think I can explain the last part," he said. "Back in the 1970s, they used feet and inches to measure things. That was before we started to use the metric system—centimeters and meters."

"So what does it mean?" asked Titch.



Think

What do you think the code means?





His dad turned toward the open window and pointed down at the **sundial** in the yard. "Let's see what we find four-and-a-half feet from the sundial in the direction of the two o'clock mark."

Titch led the way to the backyard.

The sun made a shadow on the dial—two o'clock exactly.

Titch followed the line of the shadow and pointed past the dial in the same direction.

"That way," he said.

"I prefer to measure distances the old-fashioned way. You can just take steps," said Dad. "Each step is about a foot." He walked through the grass in the direction indicated by the shadow.

Titch counted the steps: one ... two ... three ... four ...

"Do you think somebody buried a treasure there?" asked Titch excitedly.

"There's only one way to find out," said Dad.

They cleared away the grass and used shovels to dig a hole. Suddenly, Titch's **shovel** hit something hard.

They stopped digging. Titch knelt down and pulled out a **rusty** metal box. He shook it. He could hear there was something inside.

"Let's take it inside and open it," said Dad.

"What's that?" asked Titch's mom when they entered the kitchen.

Titch explained about the code on the wall, and the sundial, and the buried treasure in the garden.

Think

Who do you think buried the box? Why?

They all sat around the kitchen table, and Titch opened the box. There was something sealed in a plastic bag. He ripped it open. Inside, there was a small, plastic rectangular case with two holes in the middle.

His mom looked excited. "Oh, it's a cassette!"

There was a label on the side. It read "1977."

"I knew it!" said Titch.

"Do you still have that old tape recorder?" Dad asked Mom.

"Yes, it's upstairs in the desk drawer," she replied.

She left the kitchen and returned a few minutes later. In her hands, she held a strange-looking machine. It had an electrical cord, which she plugged into a wall **socket**. She inserted the cassette into the machine and pressed play.

After a few seconds, a young girl started speaking.

"Hello, I'm Stacey. I'm 10 years old. It's October 14, 1977, and this is my time capsule. I hope somebody finds it one day to enjoy the music of the 1970s!"

Music suddenly filled the kitchen.

"I remember this song from when I was a kid!" shouted Mom.

Titch started laughing as his mom began to sing.

When the song finished, Titch said, "I'm going to bury my own time capsule in the garden, just like Stacey did. I'll record my favorite songs onto a USB."

"That's a great idea," said Dad, "but first you can help me clean up the rest of the yard."

Think

Exactly how old is Stacey now?



1 Circle the best alternative title for the story.

Buried Gold

Music Hiding Underground

New Wallpaper for Titch

2 How could you paraphrase these sentences? Circle the best option.

1 His family had moved into their new house a week ago, and they were still unpacking.

- a They were in the middle of packing because they were going to move to a new house.
 b They hadn't emptied all their boxes yet because they only arrived a week ago.

2 The wallpaper had to go!

- a The wallpaper was awful, and Titch wanted to change it.
 b His mom told Titch to decorate his room nicely.

3 Titch wondered what the numbers meant and who had written them.

- a Titch wasn't interested in the strange numbers on the wall.
 b Titch was curious to know more about the code and the code-maker.

4 Just then, Titch's dad called to him from the backyard.

- a As Titch was thinking, he heard a sound.
 b Titch's dad yelled to Titch from outside.



3 With a partner, paraphrase the sentences from the story.

- a Back in the 1970s, they used feet and inches to measure things. That was before we started to use the metric system—centimeters and meters.
 b When the song finished, Titch said, "I'm going to bury my own time capsule in the garden, just like Stacey did. I'll record my favorite songs onto a USB."

4 With a partner, retell the story.



Time to Talk!

What would you put in a time capsule? Why?

1 Read the sentences and do the tasks.

I prefer to measure with a ruler.

You'll want to see this.

- a Circle *prefer* and *want* in the sentences.
 b Underline the word that comes after *prefer* and *want*.

Grammar: Verb + Infinitive

Some verbs, such as *want*, *need*, *decide*, *agree*, *hope*, *forget*, and *plan*, can be followed by the infinitive form of another verb:
 You'll **want to see** this.

Some verbs, such as *like*, *love*, *prefer*, *try*, and *hate* can be followed by either the infinitive or the gerund of another verb:
 I **prefer to measure with a ruler**.
 I **prefer measuring with a ruler**.

2 Complete the dialogue. Write the correct form of the verb. Listen and check.

Celeste: What are you going to make?

Amber: I want _____ a palace. (build)

Celeste: OK, cool! How big is it going to be?

Amber: I need _____ it big enough so that there's space for lots of windows. (make) Oh, no! I forgot _____ a door! (include)

Celeste: Well, I hope _____ it when you finish! (see)

3 Say four sentences about yourself.

Last night	I	needed to ... decided to ...
Tonight		can't forget to ... want to...

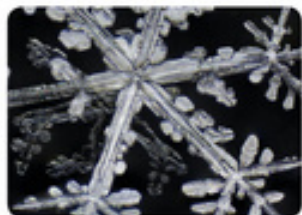
Tonight I can't forget to pack my soccer uniform for the game!

When do we use numbers in our everyday lives? Give examples.



1 0:15 Read the phrases. Guess which definitions match them. Then, listen and check.

- | | |
|--------------------------|---|
| 1 a pineapple | a the total: a number + a number |
| 2 the Fibonacci sequence | b a kind of tropical fruit |
| 3 the sum | c a shape that starts with a line in the middle that goes around and around, getting bigger. |
| 4 a spiral | d a mathematical pattern. Each number in the sequence is the total of the two numbers before. |



snowflake



pinecone



nautilus shell

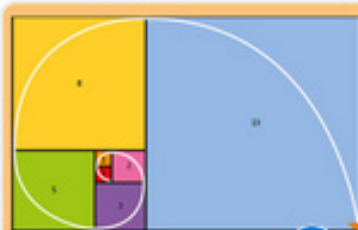
2 0:15 Listen again and complete the graphic organizer.

shell leaves snowflake pineapple pinecone spider's web sunflower butterflies

Examples of
Symmetry

Examples of the
Fibonacci Sequence

3 Can you think of other examples of symmetry in nature?



The Fibonacci
Sequence

0, 1, 1, 2, 3, 5, 8,
13, 21, 34, 55

Values AB page 156

How can we
use numbers
to make
something?

Your challenge is to invent a number code and write a secret message.

- 1 **Invent** a code with a key in pairs. You can use the ideas on page 171 or your own ideas.
- 2 **Write** a coded message using your key.
- 3 **Exchange** coded messages with another pair of students.
- 4 **Break** the code. If necessary, ask for the key. Then, read the message.
- 5 **Write** a coded reply.
- 6 **Tell** the class about your messages.

- Were you and your partner able to break the code?
- How does the code work?
- What did the message say?



Remember to speak clearly and at a good pace. Complete **Check Your Oracy!** in the Activity Book.

Ana and I broke the code! It took us 15 minutes to break it! We figured out that ...



How do numbers shape our lives? Look back through the unit. Share your ideas with the class.

AB pages 157–159

SPEAKING MISSION

Before Your Mission

You are going to play a game to find a hidden object by using math.

- 1 8.19 **Key Words** Decode the words. Then, listen and match.

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

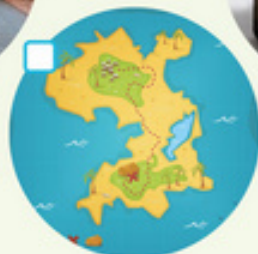
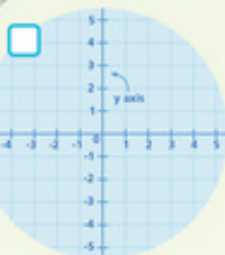
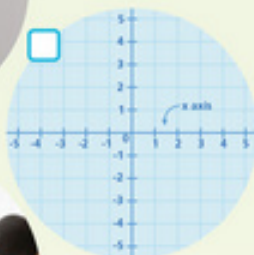
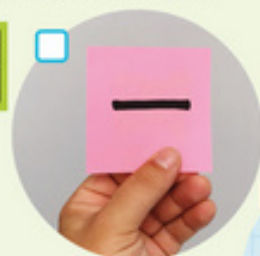
1	z	n	c	2	k	-	n	k	v	f

3	z	v	a	h	f	4	b	o	f	g	n	p	y	r

5	g	e	r	n	f	h	e	r	6	g	h	e	a

7	p	b	b	e	q	v	a	n	g	r	f

8	l	-	n	k	v	f
	-					



During Your Mission

- 2 8.20 Listen and move your finger on the map following the coordinates. Then, find and write the coordinates for the treasure.



- 3 Follow instructions to prepare to play the game.

Work in pairs. Copy the map from Activity 2 on graph paper. Without showing your partner, plot five obstacles on your island at different coordinates. Place one item of treasure on the map. Make sure it has a path that the obstacles don't block.

- 4 Write your obstacles and their coordinates in your notebook. Do the same for your treasure.

Obstacle 1 pirate (-1, 2)

- 5 Practice looking for a hidden object.

Student A: The explorer

Student B: The captain

Student A starts on zero and can move one square in any direction. If Student A hits an obstacle, it is Student B's turn. The winner is the first player to find the other player's treasure.

Key Language

It's your turn ...
Can I move (four) on the x-axis and (three) on the y-axis?
No, there's an obstacle there. There's a/an ...
What about x (one), y (one)?
Can I move to x (minus 3), y (minus 2)?
Can you give me a clue?

- When are coordinates helpful?



What makes the natural world so amazing?

- ☐ **Learn** about amazing natural things.
- ☐ **Structure** a talk so that it is clear.
- ☐ **Write** a descriptive paragraph.
- ☐ **Present** a plan for a caving trip.
- ☐ **Prepare** to tell a story.

What can you see in the photos?



What makes these so amazing?



What is the most amazing natural place you know?
Why is it amazing?



91



Key Words 1

harsh	intriguing
beautiful	incredible
unusual	impressive
breathtaking	exceptional



1

91 Watch the video and complete the sentence.

An amazing natural place ...

- ☐ must be extreme.
- ☐ has interesting plants and animals.
- ☐ can be impressive in many different ways.



2

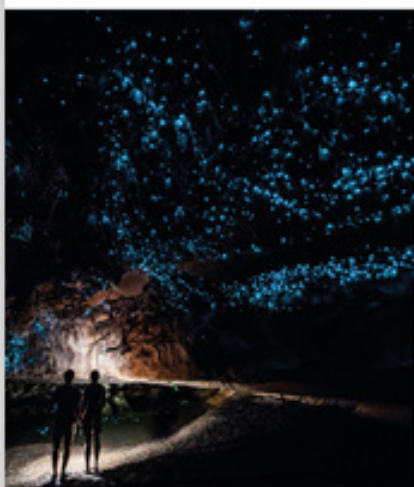
91 Watch again. Complete the graphic organizer in the Activity Book.

AB page 162

Reading Strategy: Monitoring and Clarifying

Sometimes when we read a text, there are words that we don't understand. When you can't figure out what the words mean from the rest of the text, you can look them up in a dictionary.

- 1 Read the text and circle any words that you don't know.



One of the most incredible natural wonders in the world is in New Zealand. It's called the Waitomo Caves. When you first get there, the caves don't seem that unusual. You can find limestone chambers like them in many places. But when you go further inside the caves, things get really interesting. Look up! You'll think you are staring at a starry sky. That's because thousands of glow-worms live on the ceiling! These glow-worms live exclusively in New Zealand. They are not much bigger than mosquitoes. They attach themselves to the ceiling by making a silk nest. They also dangle silk threads below them to snare other insects to eat. But the beautiful soft blue light they give off is their most impressive characteristic. You should go see them. They're breathtaking!

- 2 Look at the words you circled. Which ones can you figure out from the context? Write them in the chart below. Then write the words you looked up in the dictionary.

Words I Can Figure Out from Context	Words I Had to Look Up in the Dictionary

- 3 As you read the text on pages 185–86, circle any words that you don't know.



Can you name another habitat that has unusual animals?



Key Words 2



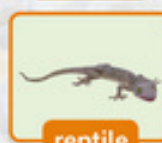
formation



geologist



skeleton



reptile



marine



investigate



armor

Discovering the Natural World: Fantastic Fossils!

Mary's Amazing Find

What's the most unusual thing you've ever found on a beach? A girl named Mary Anning made a very exciting discovery on the beach in 1811, when she was only 11.

Mary lived in Lyme Regis, on the south coast of England. The cliffs in the area are part of an amazing **formation** of limestone and shale that contains a lot of fossils. Mary and her family were always looking for fossils on the beach. They sold them to tourists and **geologists**.

One day, her brother Joseph found a skull. A few months later, Mary found the rest of the **skeleton**. It turned out that they were the bones of a **reptile** called an ichthyosaur

from 90 million years ago! A lot of people at the time thought the pieces of skeleton were shells or bones from fish or dolphins. Her discovery was incredibly important because it helped us learn about an ancient animal that is now extinct!

Ichthyosaurs were **marine** reptiles. They had big eyes, which was probably an adaptation to help them see in the deep ocean, where there is very little light. They had pointed heads and lots of sharp teeth. They were carnivores that probably ate fish and small reptiles. Scientists also think ichthyosaurs lived together in herds. We know much of this thanks to the fossils discovered by people like Mary!



Mary Anning

DID YOU KNOW ... ?

There's a funny tongue twister some people think is about Mary Anning. Can you say it?

She sells seashells by the seashore.
The shells that she sells are seashells, I'm sure.

DIEGO'S DINOSAUR DISCOVERY

In 2004, Diego Suárez was in the Andes mountains in Chile with his parents, who were both geologists. While his parents studied the rocks nearby, Diego started to **investigate** on his own. He found some ancient dinosaur bones! They were from a dinosaur that lived about 145 million years ago. It was about the same size as a horse, and scientists think it was a herbivore. Diego was only seven years old, but he was the first person ever to find this type of dinosaur. Scientists didn't have any idea what to call it. So they named it after him. They called it the *Chilesaurus diegoarezi*.



DID YOU KNOW...?

Scientists think that many dinosaurs were probably covered in soft feathers, like a baby chicken. Can you see the fluffy feathers on this dinosaur fossil?



EXTREME DINOSAURS

The biggest dinosaur bone ever discovered was in Argentina. Scientists think it came from a dinosaur that was 40 meters long and 20 meters tall and that weighed more than 14 elephants combined!

Not every dinosaur was big. There were many small ones, too. These small dinosaurs are related to animals we know today ... birds! One of the smallest dinosaurs ever found was only about 60 centimeters long. And guess what? It had four wings!

Some dinosaur fossils show fantastic **armor** for protection against other dinosaurs. Look at the many horns and spikes the ankylosaurus had!



ankylosaurus

THE NATURAL WORLD'S AMAZING PAST

Fossils can tell us a lot about extinct animals: how they moved, how old they lived to be, and how fast they grew. Some bones show signs of injuries that give clues about how the animal died. Sometimes fossils even show us what food was in the dinosaur's stomach, so we know what it liked to eat, too!

Mary was only 11 when she discovered the first ichthyosaur's skeleton ever found. Diego was only 7 when he discovered fossils of an unknown dinosaur! Would you like to be a fossil hunter, too? Who knows what fantastic fossils are still out there waiting to be found!

Think

What can fossils tell us about the natural world?

Explore the Text

- With a partner, choose one section from the text on pages 185–86. Write the main idea and two details. Then, share your ideas with the class.



Make sure you speak clearly and at a good pace!

Section Title:		
Main Idea:	Detail:	Detail:

- Find and circle the words *limestone* and *shale* in the text. Look them up in the dictionary and write how they are different in your own words.
- What words did you circle in the text? If you can't guess their meaning from the context, look them up in the dictionary. Then, write their definitions in your notebook and compare with a partner.

- Find these words in the text. Then, match them with their definitions.

- | | |
|------------|---|
| 1 herd | a joined together |
| 2 related | b a long, pointy thing |
| 3 combined | c a group of animals that live and eat together |
| 4 spike | d to be connected to something or someone |

Time to Talk!

What fossils have you seen? Where did you see them?

- What can we learn about the natural world by studying extinct animals?



1 Read the sentences and do the tasks.

There were many small dinosaurs.

There is very little light.

It contains a lot of fossils.

- a Circle the words that give you information about amounts.
- b Underline the countable nouns in **blue**. Underline the uncountable noun in **green**.

Grammar: Quantifiers

We use quantifiers to talk about amounts of things. We use *many* and *a few* to talk about countable nouns.

A few months later, Mary found the rest of the skeleton.

We use *much* and *little* to talk about uncountable nouns.

There wasn't **much** information about ichthyosaurs.

We can use *a lot of* and *any* to talk about both countable and uncountable nouns.

Scientists didn't have **any** idea what to call it.

2 Circle the correct options to complete the paragraph.

Even though they had ¹ **many / much** things in common, ichthyosaurs and dinosaurs were not the same. They were both large reptiles, but there are ² **little / a few** things that make ichthyosaurs different. First, ichthyosaurs were marine animals. There weren't ³ **any / much** dinosaurs that lived their whole lives in water. Second, ichthyosaurs' fins were fully adapted to swimming. There would have been ⁴ **a few / little** use for them on dry land. Third, ichthyosaurs gave birth to their offspring, but dinosaurs laid eggs. As you can see, ichthyosaurs were different from dinosaurs, even though ⁵ **a lot of / much** people think they were the same.



- 3 Imagine you have a dinosaur or ichthyosaur as a pet. In your notebook, describe the kinds of things you need to keep it healthy. Don't forget to use quantifiers!

My ichthyosaur needs a lot of water to swim around in.

- 1 Underline the words that sound the same. Use a different color for each set of sounds. Then, listen and check your answers.

- a Mom went to the store by the station to buy two steaks for dinner, and Dad went, too.
- b They're in their shiny new car over there.
- c I looked my sister in the eye while she was talking. I know she told no lies.
- d He is left-handed, but he is learning to write with his right hand.
- e She was the only one in the class who won a prize in the spelling bee.
- f I ate eight cookies and drank four cups of milk for dessert.



- 2 Read and complete the dialogue with the correct words. Then, listen and check your answers.

where/wear sun/son knew/new see/sea they're/there

Ahmed: The _____ is so strong!
_____ are my sunglasses? I was going to _____ them today. Rats! I _____ I would lose them.
_____ brand _____! I just bought them last week.

Peggy: Can you _____ my _____ Jason over _____?
He's splashing and playing in the _____, and he's wearing your sunglasses! That little rascal!



- 3 In teams, play Homophone Tic-Tac-Toe.

I/eye know/no where/wear sun/son knew/new see/sea two/to meet/meat four/for eight/ate one/won they're/there/their by/buy/bye hear/here

The dog ate the bone.

Ate. A-T-E.

That's right! Your team marks a square.



Spelling Tip

Homophones are words with different spellings that sound the same.

Oracy Skill: Organizing and Structuring a Talk

To make it easy to understand a talk or presentation, organize your ideas and use sequence words.



1 Watch the presentations and do the tasks.

- Whose presentation is easier to follow?
Kate's / Jack's
- Mark ✓ the main objective of Kate's talk:
 - ☐ to describe her experience at Ngorongoro Conservation Area
 - ☐ to convince her classmates to visit Ngorongoro Conservation Area
 - ☐ to discuss animals in Tanzania, Africa, that are endangered
- Watch Kate's presentation again and circle the phrases you hear.



First of all, For example, Also, In my opinion, Finally.

Let's Practice Oracy! 21, 22, 23

- Read **Oracy Time!** and do the task. Then, prepare a 2-minute talk to convince your classmates to visit this natural wonder.
- Remember to organize your talk around the main idea with three supporting ideas. Use sequence words such as *first of all*, *also*, and *finally*.
- Present your talk to your classmates.

Oracy Time!

Choose a natural wonder in your country or anywhere in the world. It can be an amazing place or a natural phenomenon.

Check Your Oracy!

1 I structured my talk around a main idea.	Yes / No
2 I used sequence words.	Yes / No
3 I spoke clearly at a good pace.	All of the time / Most of the time / Sometimes

Write a Descriptive Paragraph

1 Read the paragraphs. Can you guess what amazing animals they describe?

a This animal has two wings, but it is not a bird. It sees, but many people think it is blind. It makes high-pitched sounds and uses the echoes to locate its food. It likes to fly at night. There are many types of these animals around the world. Some types eat insects, and some eat fruit. Some of these animals sense which direction is north and which is south. The largest has wings that measure 1.5 meters from tip to tip. But the smallest one is the smallest mammal on Earth! It only weighs about 2.5 grams. These animals hang upside down when they sleep.

b This animal is a mammal, but it doesn't have fur. Some kinds live in the ocean, and others live in rivers. Occasionally they swim next to ships and boats and jump high into the air. They find the fish they eat by using echoes underwater. They make high-pitched clicking sounds. Then, the sounds bounce back from the fish. When the sounds bounce back, these animals hear them in their throats! The most common types are gray, but all types are very intelligent.



2 Mark ✓ the features of the descriptive paragraphs.

- ☐ It gives information about the animal's appearance.
- ☐ It rhymes.
- ☐ It gives information about the animal's actions.
- ☐ It describes what is unusual about the animal.

3 Underline five stative verbs in **green** and three action verbs in **blue** in the first descriptive paragraph.

4 Prepare to write a descriptive paragraph in the Activity Book. Then, see if someone can guess what animal you're describing.

Improve Your Writing: Stative Verbs

Stative verbs describe a state that lasts for a while instead of an action. Stative verbs are not usually used in progressive forms.

The cliffs are steep. (stative verb)

I have two sisters. (stative verb)

She thinks the waterfall is impressive. (stative verb)

He is riding his bike. (action verb)

1 Listen, look, and repeat.



warrior



tribe



giant



beard



fierce



fist



rival



lurk



tough



thumb

2 Match the words and the definitions.

- | | |
|-----------|---------------------------------------|
| 1 tough | a someone who fights against others |
| 2 rival | b wait in secret in a place |
| 3 warrior | c aggressive and powerful |
| 4 fierce | d very strong |
| 5 lurk | e someone you compete against |
| 6 tribe | f a group of people who live together |

3 Categorize the words from Activity 1. Which word doesn't fit in the table?

Nouns for People	Nouns for Body Parts	Adjectives for People

_____ doesn't fit in the table because it is a _____.



Time to Talk!

Are there any traditional tales about your region? Tell your partner your favorite one.

Reading Strategy: Understanding Characters

As you read a story, ask yourself questions about the characters. Ask: *What words can I use to describe the characters? What does this person do and why?*

1 What can you guess about Paul Bunyan from this story? Read and circle the words that describe his personality.

curious helpful unhelpful kind selfish careless



Statue of Paul Bunyan and Babe the Blue Ox

In the northeast of the United States, people tell stories of a giant lumberjack named Paul Bunyan. When he was a baby, he drank the milk from a whole herd of cows every morning. As he got older, he got bigger and stronger. He always used his great size to help the other lumberjacks.

One day, it snowed so much that all the trees in

the forest were buried in snow. Paul found a baby ox that was stuck in the snow. "Poor fellow, I'll take you home and warm you up!" Paul said. When the ox warmed up, his fur stayed blue, and Paul named him Babe. Babe the Blue Ox grew to be a giant, too, and never left Paul's side!

One day, Paul heard about the giant redwoods in California and thought to himself, "I should go see these giant trees." It was a long walk, and Paul started to drag his axe behind him. He wasn't very careful, and people say that's how the Grand Canyon was created!



Grand Canyon

2 What clues did you use to guess Paul's personality? Read and complete the chart. Then, compare charts with a partner.

	Example from the Text	What We Can Guess About the Character (Paul)
His Words/Thoughts		He is _____.
His Actions		He is _____.

3 Look at the illustrations on pages 194–97. Guess the answers to the questions.

- a What happens to the main character, Finn MacCool, during the story?
- _____
- b What do you think his personality is like?
- _____



The Tale of Finn MacCool

Adapted By Kim Milne

Long, long ago, there was a huge **warrior** named Finn MacCool. He lived in northern Ireland and was the leader of the Fianna **tribe**. One day, he heard loud shouting from Scotland, which lies across the sea from Ireland. It was Benandonner, a **giant** from Scotland, who was also called the Red Man because of his long red hair and **beard**. He was jumping up and down and waving his hands in the air.

"I'm the strongest, and I'm the **fiercest**," Benandonner laughed.

This made Finn very angry, so he picked up some dirt and threw it at him.

"Missed!" laughed Benandonner.

The huge lump of dirt landed in the Irish sea and made a little island.* Benandonner continued to make fun of Finn.

The Irish giant could take no more and shook his **fist** in the air. "Just you wait, Benandonner. I'll show you who is best!" he shouted.

*The little island is the Isle of Man, according to the myth.



Think

Why didn't Finn MacCool realize how big Benandonner was before he built the causeway?



Finn came up with a plan. He decided to build a causeway—a land bridge—to connect Ireland and Scotland.

"With a causeway, Benandonner won't even have to get his feet wet. He won't have any excuse not to come and fight me. Then, we'll see who's the strongest and fiercest," Finn thought.

He worked for many days and nights on the causeway. He carried thousands of rocks from far away and fit them tightly together. It looked very impressive, like a bee's honeycomb.

As soon as he finished, he started walking to the Scottish coast, where he knew his **rival** was **lurking**. As he got closer, he saw Benandonner looming high above the trees and rocks. Finn realized Benandonner was gigantic—far bigger than Finn himself!



"What did I do?" thought Finn in a panic. And he turned around and ran home quickly. On the way, he lost one of his giant boots.* But it was too late to go back for it because Benandonner was already on the causeway.

*Finn MacCool's giant boot can be seen at Port Noffer.



The Tale of Finn MacCool



Arriving home exhausted, Finn explained to his wife, Oonagh, that he was being chased by another giant. She was a very practical, wise giant, and she soon came up with a plan. She pushed Finn into a cradle, which was behind a curtain. Then, she covered him with a blanket, and put a baby bonnet on him.

"Don't worry. I'll fix it!" she said.

As Benandonner approached, the house shook. Soon, he was banging on the door, and Oonagh opened it.

"Where's the coward MacCool?" he roared.

Oonagh stayed calm and explained that her husband would be home soon. She invited the giant in for a cup of tea. He was so tall that he had to bend over to get in.

Oonagh offered him a seat at the dining table and handed him a huge cup of tea. "Would you also like a bite to eat? I have some delicious cake that I made this morning. It's really no trouble at all."

Benandonner accepted the offer because he was feeling a little hungry after his walk from Scotland. Oonagh gave him a piece of cake with stones in it. He took one bite and broke some of his teeth.

"MacCool must be **tough** to eat cake like this," he thought to himself.

Think

What do you think Oonagh's plan is?



As Benandonner pulled out his broken teeth, Oonagh pulled back the curtain covering where Finn was hiding.

"I was just going to feed the baby," she said.

At that moment she pointed to Finn in the cradle, who was sucking his **thumb** and making sounds like a baby.

"If that gigantic baby is Finn's son, how big is Finn himself?" thought Benandonner. He began to worry!

The giant jumped up quickly and hurried outside. Oonagh followed and continued to play tricks on him.

"Finn plays with those," she said, pointing to some enormous rocks in her garden.

"He throws them into the air and then runs to catch them," she added, smiling.

"Oh, no! He's really strong, too," thought Benandonner.

He didn't wait to hear any more. He ran immediately to the causeway and broke it up behind him so Finn couldn't follow.

When they saw that, Finn and his wife were very relieved. "I don't think we'll be seeing him again!" they laughed.

To this day, you can still see parts of the causeway on the Irish coast. Some people even say that Finn is sleeping in a nearby cave and will wake up if the Irish ever need his help.

Think

Who is the hero of the story?



The Giant's Causeway is an area of about 40,000 rock columns that formed after an ancient volcanic eruption. Most of the tops of the rocks are hexagonal and lead into the ocean like tall stepping stones. The tallest are about 12 meters high! Today it is one of the most popular tourist attractions in Northern Ireland.

Explore the Text

- 1 Check your predictions from page 193. Were you right about Finn MacCool?

- 2 Look back at the story and complete the chart for Benandonner and Oonagh.



	Example from the Text	What We Can Guess About the Character
His Words/Thoughts		
His Actions		
Her Words/Thoughts		
Her Actions		

- 3 How are Finn and Benandonner similar? How are Finn and Benandonner different from Oonagh? Complete the table.

How Finn and Benandonner Are Similar	How Finn and Benandonner Are Different from Oonagh

- 4 With a partner, retell the story.



- Why do people tell stories with giants in them about natural wonders?

Grammar in Context

- 1 Read the sentences and do the tasks.

He walked to the Scottish coast, where his rival was lurking.

I have some cake that I made this morning.

It was Benandonner, who was also called the Red Man.

- a Circle *where*, *who*, and *that* in the sentences.
b Which circled word is about a person? _____
Which circled word is about a place? _____
Which circled word is about a thing? _____

Grammar: Relative Pronouns

Relative pronouns like *who*, *where*, and *that* introduce clauses that give us extra information. We use *where* for places, *that* for things and *who* for people.

He walked to the Scottish coast, **where** his rival was lurking.

I have some cake **that** I made this morning.

It was Benandonner, **who** was also called the Red Man.

- 2 Use *who*, *where*, and *that* to complete the rap. Listen, check, and write the name of each giant underneath her picture.



Come on, everybody.
I would like you to meet
My three giant neighbors
_____ live right down the street.

The first one is Bertha,
_____ has hair _____ is blue.
She has the giant shack
Held together with glue.

The second is Rita.
She has short hair _____'s red.
Her house is a brick one,
_____ she bakes giant bread.

The third one is Patty.
She has hair _____ is pink.
She lives in a treehouse
_____ doesn't have a sink!

- 3 Think of a famous thing, a famous place, and a famous person. Write riddles for each one in your notebook. See if your partner can guess the answers.

On top of a hill, there is a place where a king lived a long time ago ...

- 1 Look at the pictures. You are going to listen to two children talking about what you can find and do underground. Predict which words you will hear.

swim climb crawl dive waterfall rock cave tunnel scary dark
bat snorkeling surfing tourist water mud helmet flashlight cell phone



- 2 Read the sentences. Guess whether they are T (true) or F (false). Then, listen and check your answers.

- | | |
|--|---|
| a Cenotes are underground swimming holes in Mexico. ____ | e You will enjoy caving if you like keeping clean. ____ |
| b No animals live in the cenotes. ____ | f You need boots, a helmet, and a flashlight. ____ |
| c The stalactites are only a few years old. ____ | g You can see waterfalls underground. ____ |
| d You can go snorkeling in some cenotes. ____ | h You can see amazing caves only in the United States. ____ |

- 3 Listen again and correct the false sentences in your notebook.

Time to Talk!

Would you rather swim in a cenote or go caving? Why? Discuss in pairs.



Values AB page 176



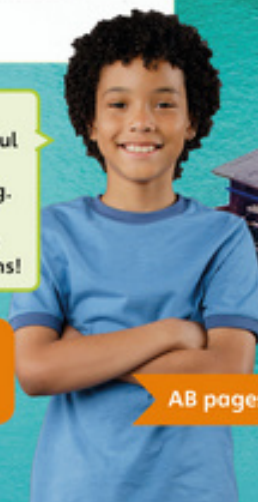
Your challenge is to research a natural wonder and make a digital presentation or poster for a three-day trip to it.

- Brainstorm** Work with a partner. Which natural wonder would you like to visit? You can choose one of the natural wonders discussed in this unit or think of your own.
- Research** How would you reach this natural wonder, and what would you want to do and see when you visit it? What makes this natural wonder unique?
- Plan** Make a plan for a three-day trip to this natural wonder.
- Present** Create a digital presentation or make a poster that outlines your trip and describes what is amazing about the natural wonder you chose. Then, present your trip to your classmates.
- Reflect** Listen to feedback from your classmates. What are the best ideas in your plan?



Remember to organize your ideas and to use sequence words when you give your presentation. Complete **Check Your Oracy!** in the Activity Book.

We want to visit Ha Long Bay in Vietnam. First of all, it is really beautiful and has thousands of small islands. Also, it's a great place to go snorkeling. You can explore the ecosystem of the coral reef inside the bay! Finally, there are caves with amazing rock formations!



What makes the natural world so amazing? Look back through the unit. Share your ideas with the class.



AB pages 177–179

1 How well do you remember the oracy skills? Read and match.

- | | |
|--|--|
| <p>1 To effectively speak in front of an audience.</p> <p>2 Speaking clearly and not too slowly or quickly</p> <p>3 When you structure a talk, be sure to</p> <p>4 Good presenters interact with their audience by</p> | <p>a asking questions and thanking them for listening.</p> <p>b you should look up at your audience and make eye contact.</p> <p>c ensures that the audience can understand and engage with your presentation.</p> <p>d organize your ideas around the topic and use sequence words.</p> |
|--|--|

2 In pairs, classify the phrases.

Can you speak more slowly? Finally. Is everyone ready? First of all, Can everyone hear me? Do you have any questions? Also, Can you speak up?

Interacting with the Audience	Interacting with the Presenter	Organizing Your Talk

YOUR TASK

You will enter a fiction story competition! Work together in small groups to write a story based on the illustrations. Each member of your group will present part of your group's story to the class. Awards will be given for the best story and for the best group presentation.



1 Form small groups and brainstorm using the illustrations. Use the points below as a guide.

- Define the main character or characters of your story.
- Define the setting or settings.
- Make sure the story has a clear plot with a beginning, middle, and end. The illustrations are not in any order, so you can change the order as needed or add illustrations as necessary.
- Use sequence words when appropriate to organize your story.

2 To tell your story more effectively, draw additional illustrations or plan out and practice gestures or body movements.

3 Practice telling your story with your group. Aim to be expressive, make eye contact with your audience, and speak clearly.

4 Present your story as a group to the class.

5 The class votes on the best group presentation and the best story.

6 Talk about your talk!

- Did you and your team members tell your story effectively? Did the audience understand and respond well?
- Was your story structured clearly? Was it easy for the audience to follow?
- Did your group interact with the audience?

Check Your Oracy!

1 I told my part of our story clearly and with expression.	☆☆☆☆☆
2 I spoke up so that the audience could understand me.	☆☆☆☆☆
3 I made eye contact with the audience.	☆☆☆☆☆

What I can do better next time:



afford *verb* to have enough money to be able to buy what you want or need

agriculture *noun* farming and raising crops and animals for food

allow *verb* to make people able to do something

animation *noun* pictures or drawings that move

annoyed *adjective* a little bit angry

apologize *verb* to tell someone that you are sorry for something bad or wrong that you have done

app *noun* a computer program that does a particular job, for example a game or program that lets you put pictures on your messages

aqueduct *noun* a structure for carrying water across land, like a raised canal

armor *noun* a strong layer of hard material that protects the body

asteroid *noun* a large rock that moves around the sun

astronaut *noun* someone whose job is to go into space

atmosphere *noun* the layer of gases around planet

automatic *adjective* able to function without the help of a person

basement *noun* a part of a house or other building that is under the ground

bean *noun* a seed of some plants, especially coffee or cacao plants

beard *noun* the hair that some men grow on their face

beautiful *adjective* very pretty to look at

behavior *noun* the way that someone acts and what he or she does

bite *verb* to hurt you by making a small hole in your skin

bitter *adjective* having a strong, sharp taste, like coffee without milk or chocolate without sugar

blog *noun* a page on the Internet where you put your writing, especially writing about your life or things you like or do

board game *noun* a game where you move small pieces on a board with a pattern or pictures on it, for example chess

body language *noun phrase* the way you move your body, that expresses what you think or feel

brehtaking *adjective* extremely exciting, beautiful, or surprising

bridge *noun* a structure that is built over a river or road so you can go from one side to the other

cacao tree *noun* a tree that has the seeds that chocolate is made from

calm down *phrasal verb* to relax and stop being angry or upset

canal *noun* a kind of river that people make, so boats can travel along or water can be taken from one area to another

century *noun* a time period of 100 years

chance *noun* the possibility that something will happen

chessboard *noun* a square board used for playing the game of chess

chili *noun* the fruit of a plant that is used to give a hot taste to food

chilly *adjective* a little bit cold

cinnamon *noun* a brown powder that gives a special taste to foods, and that is made from part of a tree

civilization *noun* a society that is organized and has leaders and a special way of living

click *verb* to push a button on a mouse or on the keyboard to make a computer do something

cockroach *noun* a brown or black insect sometimes found in the home

collect *verb* to get and keep one kind of thing, such as stamps or coins

combination *noun* a set of numbers in a particular order that can be used to open a lock

combined *verb* joined together or thought of as a group

comforting *adjective* relaxing and making you feel calm and less sad or worried

comment *verb* to say or write what you think or feel about something, for example as a reply on a blog or on social media

concrete *noun* a hard material that is used to make buildings

connect *verb* to make it possible for you to talk or write to someone else

conserve *verb* to keep something and use it carefully so you do not waste it

constellation *noun* a group of stars that seem to make a pattern and that have names

container *noun* something like a box or a bottle that you put things inside to carry or keep them

controlled *verb* contained or limited so something does what you want or need

courage *noun* the feeling of not being afraid and willing to do something dangerous or difficult

craft *noun* the activity of making things using your hands

cube *noun* a shape with six square sides of equal size, like a box

currency *noun* the money that is used in a country

dairy product *noun phrase* foods that are made from milk, such as cheese or ice cream

dam *noun* a wall built across a river that makes a lake, stops floods, and provides water for an area

deer *noun* a large animal with four legs that eats grass and leaves, and that often has horns on its head

delete *verb* to remove or draw a line through something, especially something written

design *noun* the way that something is planned to look, for example what colors or shapes it has

diagonal *noun* a straight line that joins two opposite corners of a four-sided flat shape, such as a square

dirt *noun* the brown substance on the ground that plants grow in

disappointed *adjective* unhappy because the result of something was not what you wanted

display *verb* to show something, for example words or pictures on a screen

distance *noun* the amount of space between two places or how far it is between two places

distracted *adjective* not listening to or watching the things you should listen to or watch, so not focused on the right things

ditch *noun* a long hole that is dug into the ground for water to be taken to or away from an area of land

document *noun* a paper with information on it, especially an important paper

doubling *verb* making something twice the amount or twice as big; multiplying a number by two

drama *noun* plays and acting

drive someone crazy *idiom* to make someone feel a little bit angry

drone *noun* a small aircraft controlled by a computer or by someone on the ground

embarrassed *adjective* feeling shy or worried that people will have a bad opinion about you

equal *verb* to be the same in amount as something else

erode *verb* to wash or wear away over time, so that something becomes smaller or there is less of it

exceptional *adjective* very unusual and very special

excitement *noun* a feeling of being excited about something that is going to happen, and looking forward to it

explorer *noun* someone who travels to places where no one has been before to find out what is there

express yourself *verb phrase* to say what you think and feel

eyebrow *noun* the line of short hairs above your eye

facial expression *noun phrase* the look on your face that shows what you feel

fake *adjective* not real, but made to look or seem real

fang *noun* a long, sharp tooth

fashionable *adjective* very popular at a particular time, often used to describe clothes

female *adjective* relating to women or girls

fierce *adjective* aggressive and powerful

fill *verb* to put things into an empty space

fist *noun* a hand with the fingers held tightly together

flavor *noun* the taste of something

float *verb* to stay on the top of water or stay in the air

flyswatter *noun* a thing you use to kill flies or other insects, that has a handle and a flat part at the top

follow *verb* to go behind someone or something and go where he, she, or it goes

food label *noun phrase* an area on a package where there is information about the food inside

foot *noun* a measurement that is equal to twelve inches or about 30 centimeters

formation *noun* the shape of something that has formed over a long time

formula *noun* a rule in math that is written as a set of numbers and letters

fresh *adjective* recently picked or made

fresh water *noun phrase* water that you can drink, that is not salty and comes from lakes and rivers

galaxy *noun* a group of millions of stars and planets

geologist *noun* someone who studies the Earth, rocks, and soil

giant *adjective* very big

giant *noun* a person who is very tall and strong, especially in stories

go bad *verb phrase* to become no longer good to eat, because of being too old

GPS *noun* a system that can show exactly where someone or something is, by using signals from satellites in space; GPS is an abbreviation for global positioning system

gravity *noun* the force that makes things and people stay on the ground, and that makes things fall when you drop them

greenhouse *noun* a glass or plastic building used to protect growing plants from wind and cold

harmless *adjective* not causing hurt or damage

harsh *adjective* very severe and difficult, for example because of being very hot, dry, cold, etc.

heap *noun* a pile of things that are not neat

herd *noun* a large group of animals that live and eat together

historical site *noun phrase* a place where something happened or where people lived in the past

hug *verb* to put your arms around someone and hold him or her close to your body

human being *noun* a person

image *noun* a picture or photo of something

imagination *noun* the ability to think of new ideas, stories, or pictures in your mind

import *verb* to bring things from another country into your country to sell them

impressive *adjective* special and important

inch *noun* a measurement that is about 2.5 centimeters

incredible *adjective* very good, beautiful, unusual, or impressive

inject *verb* to put a liquid into a person's body, using something sharp like a needle

intriguing *adjective* very interesting because of being unusual or hard to understand

invention *noun* a machine or other thing that is new and has never been made before

investigate *verb* to carefully do things or ask questions to find out about something

involve *verb* to be a part of an activity, event, subject, etc.

irrigation *noun* the process of sending water to plants in the fields

island *noun* an area of land with water all around it

junk *noun* things that are old and not useful or good any more

land *verb* to make a plane or spacecraft return to the ground

launch *verb* to send a vehicle into space

layer *noun* an amount of a substance, such as rock or a gas, that is different from the substance above or below it

leftovers *noun* food that was not eaten during a meal, and that you can keep and eat later

leisure *noun* the time when you are not working or are not doing things you must do

link *noun* a place on a website that you click on to go to another website

livestock *noun* animals and birds that are kept on a farm, such as cows, sheep, or chickens

local *adjective* from an area near where you are

lonely *adjective* not happy because you are not with other people

lost *adjective* not knowing where you are and how to get to a place

lucky *adjective* having good things happen to you by chance

lurk *verb* to wait in secret in a place, especially because you are going to attack someone

manufacturer *noun* a person or company that makes things

marine *adjective* living in or belonging to the ocean

measure *verb* to find out or check the exact size of something

memory *noun* the part of a computer where information is kept so it can be used easily

messy *adjective* not neat, and having many things that are not in the right places

mobile device *noun* a phone or small computer that you can use in different places

monsoon *noun* a season when there is a lot of rain

mosaic *noun* a picture or pattern made using many small pieces of colored stone or glass

move *verb* to leave the house where you live and go to live in another one

multiply *verb* to add a number to itself a particular number of times, for example, 2×4 means $2 + 2 + 2 + 2$.

natural *adjective* not made by people, and like what is in nature

nervous *adjective* worried and a little bit scared

numeral *noun* a number like 1, 2, 3, etc., that is not written in words

observe *verb* to watch something carefully, especially so you can learn more about it

on board *verb* on a boat, airplane, or spacecraft

orbit *verb* to move in a circle around a planet or star

orchard *noun* an area of land where fruit trees are grown

origami *noun* the activity of folding paper to make things such as animals or cups

owner *noun* the person that something belongs to

package *noun* a box or other container in which things are sold

paradise *noun* a perfect place that is very beautiful

pay attention *verb phrase* to listen or watch something carefully

pest *noun* an insect or small animal that causes problems such as damaging crops

planet *noun* a very large, round thing that moves around the sun or another star; for example Earth is the planet we live on

plantation *noun* a farm, especially in a hot part of the world, where a particular crop is grown

play *noun* a story that people act out in a theater

pod *noun* a part of some plants that has the seeds inside.

poison *noun* to give someone or something a substance that is harmful and can make them ill or kill them

post *noun* writing or a picture that you put onto a website or on social media

pout *verb* to move your lower lip forward to show you are a little bit angry or sad

preceding *adjective* coming or happening before something

preserve *verb* to keep something as it is and not let it be damaged or destroyed

processed food *noun phrase* foods that have been made in a factory, and that often have other foods or chemicals added to them

produce *noun* food that is grown or made on a farm, such as fruit or milk

produce *verb* to make or grow something

program *noun* to put instructions into a computer so it will do something

proud *adjective* feeling happy because you or someone you like has done something good

pull *verb* to move something towards yourself

pump *noun* a machine that moves water from one place to another

puzzled *adjective* confused because you do not understand something

quantity *noun* the amount or number of something; how many of something there is

quarantine *noun* a period of time when an animal or person cannot go out, so a disease cannot spread

rant *verb* to shout and say a lot of things in a loud, angry way

react *verb* to respond to something by acting in a particular way

rehearse *verb* to practice a play or music before performing it for people

related *adjective* connected to something or belonging to the same family or group

relieved *adjective* happy that something bad has not happened or has ended

reptile *noun* an animal that uses the heat of the sun to keep its blood warm, and usually lays eggs, for example, snakes and lizards are reptiles

reveal *verb* to show something that was hidden

review *noun* a report about how good or bad something is, for example something like a new book

ring *noun* something that is shaped like a circle

rival *noun* someone you compete against

root *noun* the part of a plant or tree that grows down into the earth

rub *verb* to press against or scratch something with a repeated movement

rusty *adjective* covered with red or brown material made when the metal has oxidized (been wet for too long)

satellite *noun* a machine in space that sends signals and information to Earth as it goes around the Earth

saturated fat *noun phrase* a type of fat that is in meat and milk

scan *verb* to use a machine to put a picture of a document into a computer

scientific experiment *noun phrase* something you do to learn about something or to find out if an idea will work

scream *verb* to make a sound or say something in a very loud, high voice, especially because you are afraid, excited, or angry

screen *noun* the part of a television, computer, or phone that you look at to see pictures or words

search engine *noun phrase* a computer program you use to help you find information on the Internet

seat belt *noun* a belt that you put around you when you travel in a car, plane, or spacecraft

selfie *noun* a photo that you take of yourself

sensor *noun* a small machine that can see, smell, taste, hear, or feel something around it.

sequence *noun* a set of numbers that are in a particular order

shadow *noun* an area of darkness caused by an object that is blocking the light

shake *verb* to move quickly, especially when you are nervous or scared

shake hands *verb phrase* to take someone's hand in your hand and move them up and down, as a way of saying hello in many countries

shovel *noun* a tool that you dig with, that has a flat, metal bottom and a handle

shy *adjective* nervous about meeting and talking to people

skeleton *noun* all the bones inside a person or animal's body, that give the body its shape

smartphone *noun* a phone that lets you use the Internet

smile *verb* to make your face look happy by curving up your mouth

socket *noun* the place on a wall where you can get electricity for a machine, tool, etc.

Glossary

software *noun* the programs that tell a computer what to do

space *noun* the area beyond Earth's atmosphere, where there is no air, and where the planets and stars are

space probe *noun phrase* a vehicle that goes into space to get information, but that does not have people in it

space station *noun phrase* a place in space where people live and work

spacecraft *noun* a vehicle used for travel in space

spike *noun* something that is thin and has a sharp point at one end

spoil *verb* to become no longer good to eat, because of being too old

stand out *phrasal verb* to be too easy to notice because of being different

stare *verb* to look at something for a long time with your eyes wide open

stomp your feet *verb phrase* to put your feet down very hard on the ground and make a noise

store *verb* to put and keep things in a place so you can use them later

stressful *adjective* making you feel worried and nervous

strict *adjective* making people obey the rules and punishing them if they do not obey

sugar cane *noun* a plant from whose tall thick stems we can get sugar

sundial *noun* a kind of clock that uses a shadow from the sun to show the time

surface *noun* the outside or top part of something

surroundings *noun* the place where someone or something is and all the things that are in it

swamp *noun* an area of very wet land

sweat *verb* to have water come through your skin, because you are hot, scared, or exercising

symmetry *noun* the quality of having two or more sides that are exactly the same

tantrum *noun* a time when you show that you are very angry by shouting, moving your feet, or hitting things

technology *noun* machines, especially machines that use new scientific ideas

terrace *noun* an area of land like a step on a hill, used for growing crops

the solar system *noun* the Sun and the planets that move around it

the Milky Way *noun* the white strip made up of millions of stars that you can see in the sky at night.

the Internet *noun* the system of connected computers around the world that let people find information and talk to each other

thousand *noun* 1,000

throw away *phrasal verb* to put things in the garbage

thumb *noun* the short, thick finger on the side of your hand, that you use to hold and pick things up

tough *adjective* very strong

translate *verb* to change words from one language into another

tribe *noun* a group of people who live together, especially in wild places, and have the same language and way of living

trick *noun* an action that surprises people because they cannot understand how you did it

unhappy *adjective* not happy or not pleased with something

universe *noun* everything that exists, including all the stars, planets, and galaxies in space

unusual *adjective* different from other things in a way that is surprising, interesting, or pretty

upload *verb* to send writing or pictures to another computer or to the Internet

upset *adjective* sad, worried, and angry

valuable *adjective* very helpful or important

vanilla *noun* a substance used in sweet foods like ice cream, that comes from the seeds of a plant that grows in hot, wet places

vlog *noun* a page on the Internet where you put videos that you make, especially videos about your life

wallpaper *noun* thick patterned paper used for covering the walls of a room

warrior *noun* someone who is good at fighting against enemies, especially in the past

wasteland *noun* an area of land where nothing grows, or where there is nothing useful

water shortage *noun phrase* a time when there is not enough water for people or plants

water supply *noun phrase* the amount of water that is available for people to use

wave *noun* a long, high line of water that moves across the top of an ocean

wetland *noun* a large area of land covered with water and plants

whisper *verb* to talk very quietly

zero *noun* the number 0; nothing