

# Global Stage

## Language Book 5

Tracy Traynor

# Scope and Sequence

## Unit

## Vocabulary

## Explore Language

## Global Citizenship

### Language Review

**Vocabulary** *Travel and Trade; Emotions; Art; Friendship; Early Civilizations; Actions and Survival*  
**Grammar** *Tag Questions; First Conditional; Modal Verbs of Obligation; Too and Enough; Present Perfect; Used to*

# 1

## Let's Get Moving

page 10

### Sports and Equipment

*beginner, BMX racing, expert, harness, helmet, pads, rappelling, Rollerblading, rope, skiing, snowboarding, trampolining*

### Fundraising Through Sports

*charity, fun run, get fit, give up, race, raise money, sponsor, take part in, team, train (v)*

**Poem** *Beatnik Rap Back to School Challenge*

Review of Verb Forms: Present, Past, and Future

Indefinite Pronouns: *Everyone, Everything, Everywhere, etc.*

How do sports bring people together?

### Listening Skills

Listening for gist and details

# 2

## Circles of Life

page 22

### Animals and Their Life Cycles

*be born, behavior, die, female, food chain, habitat, male, pouch, pregnant, trunk*

### Controlling Nature

*encourage, endangered, extinct, get rid of, harm, native, pesticide, poison, predator, prey*

**Poem** *Welcome to Our Habitat*

Present Perfect With *Already, Just, and Yet*

Present Perfect With *For and Since*

How do humans affect nature?

### Listening Skills

Listening for gist and details

### Put It Together

Review Units 1 and 2 *I've Just ...*

# 3

## Figure It Out

page 36

### Investigating Crimes

*alibi, clue, commit a crime, criminal, detective, fingerprint, interview, investigate, suspect, suspicious, thief*

### Committing and Preventing Crime

*guilty, opportunity, prevent, report (v), risk (n), solve, steal, track (v), victim, witness (n)*

**Rap** *Ace Detective*

Reported Speech: Statements

Reported Speech: Requests and Commands

Why is it important to be observant?

### Listening Skills

Listening for gist and details

# 4

## When I Grow Up

page 48

### Jobs and Qualifications

*architect, challenging, comedian, creative, degree, party planner, pet psychologist, qualifications, rewarding, stressful, talented, underwater photographer*

### Work and Skills

*ambition, boss, business, experience, independent, inspired, observant, reliable, resourceful, skills*

**Poem** *That's the Job for Me*

Infinitive of Purpose

Tag Questions

Why are all jobs important?

### Listening Skills

Listening for gist and details

### Put It Together

Review Units 3 and 4 *The Detectives Game*

# 5

## Express Yourself

page 62

### Emotions 1

*confused, delighted, determined, disappointed, enthusiastic, furious, optimistic, pessimistic, upset, worried*

### Emotions 2

*confident, fail, frustrating, improve, insecure, make mistakes, negative, positive, succeed*

**Blues Poem** *Expedition Blues*

Modal Verbs of Deduction

Adverbs of Probability

How do our emotions affect our learning?

### Listening Skills

Listening for gist and details


Writing	Speaking	International English	Literacy Book
		<b>Literacy:</b> Predicting; Making Inferences; Points of View; Visualizing Changes; Scanning; Identifying Main Idea and Details; and Identifying Cause and Effect <b>Spelling:</b> Soft g, Soft c and Final -ed	
<b>Paragraph Building</b> Organizing Information <b>Word Study</b> Word Families <b>Product</b> An Instructional Flyer	<b>Conversation</b> Making and Responding to Suggestions <b>Pronunciation</b> Connected Speech: Consonant-Vowel Linking	<b>US</b> <i>rappelling; awesome, give it a try, Good job!; flyer, organize</i> <b>UK</b> <i>abseiling; brilliant, have a go, Well done!; leaflet, organise</i>	<b>Story</b> <i>You're Out!</i> <b>Instructional Text</b> <i>The Ultimate Game</i> <b>Reading Skill</b> Understanding Skimming and Scanning
<b>Paragraph Building</b> Giving Facts, Reasons, and Details <b>Sentence Building</b> Conjunctions <b>Product</b> An Infographic	<b>Presentation</b> Using Rhetorical Questions to Create Interest <b>Pronunciation</b> Sentence Stress: Weak Forms <i>and, of</i> (Schwa)	<b>US</b> <i>behavior; Did you see a baby owl yet?, I just read it.</i> <b>UK</b> <i>behaviour; Have you seen a baby owl yet?, I've just read it.</i>	<b>Fantasy</b> <i>Arthur's Adventures</i> <b>Persuasive Text</b> <i>Fire Ecology</i> <b>Reading Skill</b> Understanding Sequence of Events
<b>Paragraph Building</b> Organizing Elements in a Story <b>Word Study</b> Using Adjectives and Adverbs for Atmosphere <b>Product</b> A Crime Story	<b>Conversation</b> Showing Interest and Responding to What You Hear <b>Pronunciation</b> Word Stress: First and Second Syllable		<b>Informational Text</b> <i>Solving Crime With Science</i> <b>Story</b> <i>The Red-Headed League</i> <b>Reading Skill</b> Drawing Conclusions
<b>Paragraph Building</b> Support Reasons with Facts and Details <b>Word Study</b> Adjective Collocations <b>Product</b> A Biography	<b>Conversation</b> Using Fillers to Buy Time to Think in an Interview <b>Pronunciation</b> Intonation in Incomplete Yes/No Questions	<b>US</b> <i>realized; in college</i> <b>UK</b> <i>realised; at university</i>	<b>Biography</b> <i>The Hero of Lime Rock</i> <b>Story</b> <i>Delivery Dan</i> <b>Reading Skill</b> Understanding Points of View
<b>Paragraph Building</b> Using Expressive Language in Poetry <b>Word Study</b> Similes and Metaphors <b>Product</b> Acrostic Poems	<b>Presentation</b> Offering Encouragement and Dealing with Nerves <b>Pronunciation</b> Sentence Stress: Content Words	<b>US</b> <i>pretty sure; recognize</i> <b>UK</b> <i>quite sure; recognise</i>	<b>Instructional Text</b> <i>Using Your Emotional Toolbox</i> <b>Poems</b> <i>How I Feel</i> <b>Reading Skill</b> Identifying Sensory Details



Unit	Vocabulary	Explore Language	Global Citizenship
<b>6</b> <b>Go Green</b> page 74	<b>Eco-Tourism</b> carbon footprint, conservation, damage (v), eco-friendly, environment, impact (n), pollution, public transportation, tourism, waste (v)  <b>Sustainable Living</b> global, global warming, local, organic, natural resources, recycle, reduce, self-sufficient, sustainable, symbol  <b>Chant</b> A Green World	First Conditional With Modal Verbs: <i>May, Might, and Be able to</i> <i>Too + Adjective + Infinitive;</i> <i>Adjective + Enough + Infinitive;</i> <i>Enough + Noun + Infinitive</i>	How do our lifestyle choices affect the environment?  <b>Listening Skills</b> Listening for gist and details
Put It Together Review Units 5 and 6 Picture Puzzles			
<b>7</b> <b>In Safe Hands</b> page 88	<b>Injuries and First Aid</b> accident, allergic reaction, Band-Aid, burn (n), concussion, cut (n), disinfect, faint, ice pack, injured, rash, swell  <b>Preparing for an Emergency</b> call for help, drill, emergency exit, evacuate, first responder, keep calm, panic, prepare, rescue, sound the alarm  <b>Rap</b> The First Aid Tent	Simple Present Passive Reflexive Pronouns	How do volunteers contribute to our well being?  <b>Listening Skills</b> Listening for gist and details
<b>8</b> <b>Way Back Then</b> page 100	<b>Discoveries and Inventions</b> cross (v), engineering, invent, practical, preserve, printing, record information (v), solution, stone  <b>Developing Knowledge and Ideas</b> assess, civilization, create, culture, develop, discover, knowledge, technique  <b>Poem</b> My Favorite Invention	Past Modal Verbs of Obligation Simple Past Passive	Why do people like to learn about the past?  <b>Listening Skills</b> Listening for gist and details
Put It Together Review Units 7 and 8 Guessword			
<b>9</b> <b>Tell Me a Story</b> page 114	<b>Storytelling</b> brave, characters, cliffhanger, cruel, enemy, hero, heroine, narrator, plot, suspense, terrifying, thrilling, villain  <b>Sharing Stories</b> anecdote, details, empathize, fascinating, imagination, moral, pass on, share, surprising, understand  <b>Poem</b> Tell Us a Story, Storyteller	Second Conditional: Positive Statements Second Conditional: Negative Statements and Questions	How do stories bring people together?  <b>Listening Skills</b> Listening for gist and details
<b>10</b> <b>Why Was It Made?</b> page 126	<b>Design</b> design (v), evolve, heavy, light, man-made, original, portable, useful, useless  <b>Design To Solve Problems</b> adapt, customize, effective, feedback, flexible, material, trial and error, user-friendly  <b>Rap</b> Design's My Line	Reported Speech: Questions Agreeing With <i>Too, So, Either, and Neither</i>	Why do we need design?  <b>Listening Skills</b> Listening for gist and details
Put It Together Review Units 9 and 10 Build a Story			
Process Writing page 140	Generating Ideas Step 1 Planning Step 2	Drafting Step 3 Editing and Publishing Step 4	



Writing	Speaking	International English	Literacy Book
<b>Paragraph and Sentence Building</b> Organizing and Presenting Information to Argue a Case  <b>Product</b> A Persuasive Essay	<b>Presentation</b> Appealing for Help  <b>Pronunciation</b> Word Stress: Third and Fourth Syllable	US <i>public transportation</i> UK <i>public transport</i>	<b>Persuasive Text</b> <i>Not-So-Fantastic-Plastic</i>  <b>Poem</b> <i>A Greener Life</i>  <b>Reading Skill</b> Understanding Author's Purpose
<b>Paragraph Building</b> Researching, Organizing, and Presenting Information  <b>Product</b> An Informational Flyer	<b>Presentation</b> Adding Suspense to a Story  <b>Pronunciation</b> Connected Speech: Consonant-Vowel Linking with /r/	US <i>Band Aid; First Aid Tent; waterwings, first aid kit; pharmacy; sound the alarm, first responder; fire marshal</i> UK <i>plaster; First-Aid Tent; armbands, first-aid kit; chemist; raise the alarm, emergency services; fire warden</i>	<b>Story</b> <i>The Chopper</i>  <b>Instructional Text</b> <i>First Aid for Beginners</i>  <b>Reading Skill</b> Understanding Main Idea and Details
<b>Genre Focus</b> Recognizing Fact and Opinion  <b>Sentence Building</b> Phrases to Link Cause and Effect  <b>Product</b> An Informative Article	<b>Presentation</b> Structuring, Transitioning, and Concluding  <b>Pronunciation</b> Connected Speech: Elision, Dropping the t	US <i>civilization; it's too bad</i> UK <i>civilisation; it's a pity</i>	<b>Fable</b> <i>The Great Race</i>  <b>Informational Text</b> <i>Mysterious Malta</i>  <b>Reading Skill</b> Recognizing Genres
<b>Genre Focus</b> Creating a Narrative Voice  <b>Word Study</b> Suffixes and Prefixes  <b>Product</b> A Story	<b>Conversation</b> Offering Opinions, Agreeing, and Disagreeing  <b>Pronunciation</b> Sentence Stress: Weak Form to (Schwa)	US <i>empathize</i> UK <i>empathise</i>	<b>Informational Text</b> <i>Storytelling Around the World</i>  <b>Folk Tale</b> <i>The Weaver</i>  <b>Reading Skill</b> Understanding Characters
<b>Paragraph Building</b> Letter-Writing Conventions  <b>Sentence Building</b> Formal and Informal Language  <b>Product</b> A Letter of Complaint	<b>Conversation</b> Exploring Options and Reaching Agreement  <b>Pronunciation</b> Connected Speech: Intrusive /w/	US <i>customize; Yours truly</i> UK <i>customise; Yours faithfully</i>	<b>Informational Text</b> <i>Designing Drones</i>  <b>Science Fiction</b> <i>The Restore Key</i>  <b>Reading Skill</b> Making Inferences

 **A** Look and write what Miguel and his friends saw at the Viking Museum. Then listen to Miguel talking to his mom about the trip. Match the names to the people.

honey coins wheat jewelry pottery fur ~~wood~~ leather

Daisy

Anna

Katie

George

Rob



**B** Unscramble the words used to describe pictures and complete the opposites.

1 pselmi simple

$\neq d \quad t \quad d$

3 krad \_\_\_\_\_  $\neq$  \_\_\_\_\_ t

2 durroofgne \_\_\_\_\_  $\neq$  b k

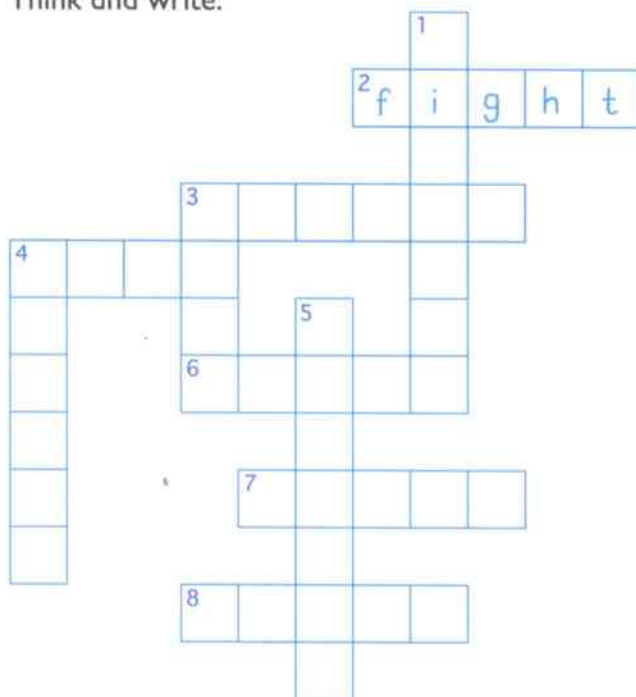
4 tighrb \_\_\_\_\_  $\neq$  p \_\_\_\_\_ e



**C Match. Then answer for you and tell a friend.**

- |  |                                     |
|--|-------------------------------------|
| 1 What do you do if you have a falling | a. in touch with your grandparents? |
| 2 Do you ever tell                     | b. with people?                     |
| 3 Are you good at making friends       | c. out with a friend?               |
| 4 How do you keep                      | d. people who hurt you?             |
| 5 Do you think it's bad to break a     | e. a secret when you shouldn't?     |
| 6 Who do you get                       | f. at you?                          |
| 7 Have people ever laughed             | g. along with best in your family?  |
| 8 Do you find it easy to forgive       | h. promise?                         |

**D Think and write.**



**Across**

- 2 hit or argue with someone  
3 a thing you use to stop someone hitting you  
4 to kill animals for food  
6 to make cloth  
7 plants grown for food  
8 a sharp weapon

**Down**

- 1 a small town in the countryside  
3 vegetables and meat cooked slowly  
4 a hard hat to protect your head  
5 a fighter in the past

**E Read and complete. Write the missing vowels.**

bld    crwl    hmmcks    rp    shltr    srvr

My friend Gus and I went on an incredible adventure yesterday. It's hard to 1 survive in the wild, but we did it! First we had to 2 \_\_\_\_\_ through the jungle. Then we got to a river! We wanted to 3 \_\_\_\_\_ a bridge but we couldn't find any wood. So we had to swing across the river on a 4 \_\_\_\_\_. I fell in! Aaaaaaamgh! Gus had to dive in and save me! "There's going to be a storm!" said Gus. "We must find 5 \_\_\_\_\_!" I've never seen rain like that! At last we got back to our tent. We put up our 6 \_\_\_\_\_ and now we're having a rest ...





A Read and complete the tag questions. Listen and check.



1 You painted the background, didn't you?

2 I don't have to sing, \_\_\_\_\_

B Read and complete. Use the correct first conditional verb forms.

- 1 The audience will leave (leave) if we sing (sing) badly.
- 2 If she \_\_\_\_\_ (fall) off the stage, everyone \_\_\_\_\_ (laugh).
- 3 I \_\_\_\_\_ (tell) you what to say if you \_\_\_\_\_ (forget) your words.
- 4 If you \_\_\_\_\_ (learn) your lines, you \_\_\_\_\_ (not be) stressed.
- 5 If we \_\_\_\_\_ (not work) hard, we \_\_\_\_\_ (not feel) calm.
- 6 People \_\_\_\_\_ (not recognize) you if you \_\_\_\_\_ (wear) a wig.

C Read the dialogue and choose.

- Annabel:** I can dance better than Tina. I think I **1 must / should** be the White Rabbit!
- Director:** But you're such a good singer.
- Annabel:** I know. You **2 don't have to / shouldn't** tell me. Should I sing more loudly?
- Director:** No—more quietly! You're **3 loud enough / too quiet** already.
- Annabel:** Do I have to wear that costume?
- Director:** Yes, it's **4 too late / late enough** to change it. Oh, no! Tom isn't here. We **5 have to / mustn't** start late.
- Annabel:** Why are you yelling? You aren't **6 calm enough / too calm** to be the director!





**D** Put the words in order to make questions. Then answer the questions for you.

1 have / you / many times / on / stage / How / sung / ?

How many times have you sung on stage?

2 been / a / play / you / ever / in / Have / ?

\_\_\_\_\_

3 ever / cleaned / you / Have / windows / the / ?

\_\_\_\_\_

4 you / Did / use / write / to / pencil / in / ?

\_\_\_\_\_

5 last year / next to / Who / sit / you / did / to / use / ?

\_\_\_\_\_

6 did / five / What time / use / you / to / were / you / when / go to bed / ?

\_\_\_\_\_



# UNIT 1

## Let's Get Moving

WELCOME TO THE  
**SPORTS**  
EXPERIENCE

 **A** Listen. Which sports do Nishi and Miguel try?

- ☐ beginner
- ☐ BMX racing
- ☐ expert
- ☐ harness
- ☐ helmet
- ☐ pads
- ☒ 1 rappelling
- ☐ Rollerblading
- ☐ rope
- ☐ skiing
- ☐ snowboarding
- ☐ trampolining


6


7

10

9

11

 **B** Find and number the words in **A**. Then listen and check.

 **C** Close your eyes. Listen, visualize, and say.



rappelling



abseiling





D Look and write. Complete the missing heading.

	Sports equipment	Ability
BMX racing		


E Listen and write. Then watch and say.

### Back to School Challenge

"Isn't that too hard for you?"

"Too hard for me?! Says who?"

Never been on a trampoline?

1  Rollerblading might be more your scene.

Jump up high like a kangaroo.

Climb like a monkey. Try something new!


If 2  \_\_\_\_\_'s the sport for you,

Pick up some 3  \_\_\_\_\_, a 4  \_\_\_\_\_, too.

Just a 5  \_\_\_\_\_? Not for long.

Practice hard—get fit, get strong!

Is it 6  \_\_\_\_\_ that you're into?

You're an 7  \_\_\_\_\_—you know how to!

Hello, new year! Hello, new you!

Find the challenge that you want to do.

F Pronunciation. Listen and say. Copy the linking. Find other examples of linking in the rap.

been on

jump up

like a

**A** Listen and read. What does Jordan learn about being good at sports?



**Miguel:** Wow, that was even faster than last time. I was watching you. You're an expert at skating, Jordan!

**Jordan:** I know.



**Miguel:** Wow, that was awesome! You're an expert at skiing, too, Jordan.

**Jordan:** I know.



**Jordan:** But I'm looking for a new sport. Can I look at your snowboard?

**Miguel:** Oh—yes, of course. Snowboarding's difficult, but a lot of fun. I've done it for about two years.

**Jordan:** I haven't tried snowboarding before. But I'm really good at skating, skateboarding, and skiing. I'll find it easy, I'm sure ...

**Miguel:** Why don't you give it a try?



**Jordan:** Ouch! Maybe snowboarding isn't so easy ...

**Miguel:** Are you going to go back to skiing?

**Jordan:** Oh, no—I love a new challenge! Where can I get some lessons, Miguel?

**Miguel:** Come and meet my snowboarding instructor!



**Instructor:** Good job, Jordan!

**Jordan:** I thought skiing was fun, but this is even better!

**Miguel:** I know!

awesome  
give it a try  
Good job!

brilliant  
have a go  
Well done!



**B** Look at **A**. Complete the table. Which verb forms have two parts?

**Review of Verb Forms**

You	're	an expert at skiing.	That		even faster than last time.
I		for a new sport.	I	was	you.
I					snowboarding before.
Are	you		go back	to skiing?	Yes, I am.
					No, I'm not.
I		find	it easy.		

**C** Think and discuss. Then choose.

- 1 We use the **simple present** / **present progressive** to talk about something happening now and future plans.
- 2 We use the **present perfect** / **simple past** to talk about experiences in the past.
- 3 We use the **simple past** / **past progressive** to talk about something that was already happening in the past when another event occurred.

Verbs must agree with their subjects.

**Remember**

**D** Listen and say.

**E** Complete the sentences with the correct form of the verbs.

- 1 Yesterday I went (go) trampolining.
- 2 No, they \_\_\_\_\_ (not try) BMX racing before.
- 3 \_\_\_\_\_ she \_\_\_\_\_ (play) soccer last weekend?
- 4 Watch out—you \_\_\_\_\_ (crash)!
- 5 We \_\_\_\_\_ (ski) down the mountain when it started to snow.
- 6 Today he \_\_\_\_\_ (wear) sneakers. He's going running after school.



**F** Get to know your friends. Write answers for you. Then ask and answer.

- 1 Why do you enjoy your favorite sport or activity?
- 2 When did you start doing your favorite sport or activity?
- 3 What exciting sports or activities have you tried?
- 4 What were you doing yesterday evening?
- 5 What are you going to do on Saturday?

Why do you enjoy your favorite sport or activity?

It's exciting and I meet lots of people.



## How do sports bring people together?

 A Listen to Aida and Rahul talk about helping others. What does Rahul challenge Aida to do?



1 get fit



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

an organization  
that people give  
money to so  
they can help  
other people

8 \_\_\_\_\_

be involved in  
an activity with  
other people

10 \_\_\_\_\_

9 \_\_\_\_\_



**B** Look at the pictures and definitions in **A** and write. Then listen and check.

charity      fun run      ~~get fit~~      give up      raise money  
 race      sponsor      take part in      team      train

**C** Read and complete the website paragraph.

Our class wants to support WaterWater, a 1 charity that helps villages in our country that don't have much water. We've decided to 2 \_\_\_\_\_ a sports challenge to 3 \_\_\_\_\_ for it. We're going to swim 25 km. That's a long way but we'll do it as a 4 \_\_\_\_\_. Our teacher has helped us to 5 \_\_\_\_\_ for it. We won't 6 \_\_\_\_\_—we're going to finish, so we can get as much money as possible. Please 7 \_\_\_\_\_ us!

**D** Now listen to Elsa. How did she challenge herself?




**E** Listen again. Read and choose.

- 1 Elsa felt a little scared / bored when she arrived last summer.
- 2 She wanted to be on her own / meet new friends.
- 3 She used to play on a basketball / soccer team.
- 4 Deciding to play soccer was easy / difficult for her.
- 5 When she started playing, she played well / badly.
- 6 Elsa recommends sport as a good way to feel better about yourself / part of a community.

How can you use sport to help others?  
 Why do people set themselves challenges?



 **A** Listen and read. How does Casey feel about the fun run?



**Casey:** Wow! This is great! Everyone's so colorful! I've never done a fun run before, but I think I'll be fine: no one has trained harder than me! And anyway, there's no chance of me giving up—so many people have sponsored me. Has anyone seen my dad? He has my camera to take pictures of us all, but I can't see him anywhere! Ooh, it's going to be a long race.

**Jordan:** Hey Casey, CASEY! I love your costume!

**Casey:** Thanks, Jordan! Yours too ... I'm glad I had something to eat before we started—I'm going to need a lot of energy! I wonder how fast everyone will be.

**Jordan:** We'll soon find out—it's nearly time to start!

**Everyone:** Five, four, three, two, one!

**Casey:** Let's go, Jordan!



**B** Look at **A**. Complete the table. Which pronoun has two words?

Indefinite Pronouns		
Person	Thing	Place
every <b>one</b>	every <b>thing</b>	every <b>where</b>
some <b>one</b>	_____	some <b>where</b>
_____	no <b>thing</b>	no <b>where</b>
_____	any <b>thing</b>	_____

✓ everyone is  
 ✗ everyone are  
**Watch Out**

**C** Think and discuss. Then choose.

- 1 We use indefinite pronouns to talk about people, things, and places **specifically** / **in general**.
- 2 We use indefinite pronouns with **every-** / **some-** to talk about all people, things, and places.
- 3 We use indefinite pronouns with **some-** / **no-** to talk about the absence of people, things, and places.

 **D** Listen and say.

**E** Read the anecdote and choose.

1 **Someone** / **Anyone** in my soccer club decided to raise money for a charity which helps animals. "We're going to dress up in funny clothes and play a match," he said. "Wear 2 **anything** / **nothing** you like—there are no rules!" I didn't know what to choose. I looked 3 **somewhere** / **everywhere** but I saw 4 **anything** / **nothing** I liked. Then my brother found a big orange hat and some enormous yellow gloves. They were perfect! Lots of people came to see us play in our funny clothes. 5 **No one** / **Everyone** thought that we were really funny, so we raised a lot of money. And 6 **everything** / **something** surprising happened—we played better in our silly clothes than we usually do! Maybe that was because we were all really proud of our team.

**F** Play *Tic-Tac-Toe*. Make sentences to win the squares.

somewhere	anywhere	everyone
nowhere	anyone	everything
something	no one	someone

I choose "anyone."

I haven't seen anyone this morning.

Correct. You win that box.

**A** Read the flyer about a sponsored race. What can't your boat have?

## Float Your Boat Sponsored Race

We're raising money for a charity which helps dolphins. Come and test your skills on the water!

### You will need

- a friend—each team needs to have two people
- a boat—it can be made of any material but it can't have an engine
- sponsors—they have to guess how far your boat will sail

### What to do

- 1 Visit our website ([www.boatfloatfun.org](http://www.boatfloatfun.org)) and tell us you want to take part.
- 2 Download the sponsor form and get as many people as you can to sponsor you.
- 3 Build your boat. If you need ideas, go to the tab called *Boats For All* on the website. Choose an interesting name for your boat.
- 4 Practice sailing your boat. You want to make it go as fast as possible.
- 5 Come to the river on July 6 at 2:00 p.m. for the Float Your Boat Sponsored Race and bring your supporters!
- 6 Be organized. After the race, collect and send your money to us as soon as you can.

If you don't want to build your own boat, come along and support the race. It's always a really enjoyable event!



**B** Look at the structure of the flyer. Read and check (✓) all the correct statements.

1 These features help the reader find the information they need:

- |  |  |
|--|--|
| a. <input type="radio"/> short sections with clear headings      | d. <input type="radio"/> bullet points and numbered lists                                      |
| b. <input type="radio"/> direct speech in speech bubbles         | e. <input type="radio"/> exclamation points  |
| c. <input type="radio"/> language to make you want to buy things | f. <input type="radio"/> words like <i>First</i> or <i>Then</i> to show the order to do things |

2 These verb forms are used:

- |  |  |
|--|--|
| a. <input type="radio"/> the present perfect | c. <input type="radio"/> the present progressive                   |
| b. <input type="radio"/> the imperative      | d. <input type="radio"/> the <i>you</i> form of the simple present |

**C** Look at the language in the flyer. Complete the word families.

Verb		organize	enjoy	
Adjective	sponsored			supported
Noun		organization	enjoyment	

In instructional flyers, we often use different forms of the key words.



**D** Think and discuss. Choose or invent an event. Complete the mind map with lots of ideas.

Process Writing  
Generating Ideas, p140

Chocolate Fun Run

Dance! Dance!! Dance!!!

\_\_\_\_\_

Why?

Who?

How long/far?

What's the event for?

Prizes?

What's special?

**E** Plan your flyer. Look at your ideas in **D** and make notes for these three sections.

Heading and opening sentence

You will need

What to do

**Read and Respond**

Ask your friend to read your flyer.  
Does he/she want to take part in your event?

**F** Now write and design your flyer.



**A** Watch and listen. Do you think Gene gives Lloyd good advice? Why?



**B** Watch again. Match the suggestions to the responses.

**Suggestions**

- 1 Do you want to watch it with me?
- 2 So, why don't you?
- 3 Give it a try.
- 4 How about showing me how to do it?
- 5 Well, maybe I could show you ...
- 6 Let's start tomorrow after school.

**Responses**

- a. I'd really like that.
- b. You really want to try BMX racing?
- c. I'm not fit any more.
- d. That would be great.
- e. Oh, BMX racing ...
- f. I'm not sure.

**C** Imagine you and your friend want to start a new sport. Think about your options.

- Trampolining—fun, jumping
- Water-skiing—outdoors, cold?
- Rollerblading—good at skateboarding, so easy?

**D** Talk with your friend, using phrases in **B**. What advice will you follow?

What kind of challenge are you looking for?

Well, I used to play ...

**Reflect**  
Did I make helpful suggestions to my friend?

How well did you meet the challenge of Unit 1? Read and respond.

# 3 • 2 • 1

**3** things I learned in this unit

1	2	3

**2** questions I have

1	2

**1** thing I struggled with


Hello! Remember me? I'm Casey. I'm so happy I took part in the fun run! Find out what I'm interested in in Unit 2!

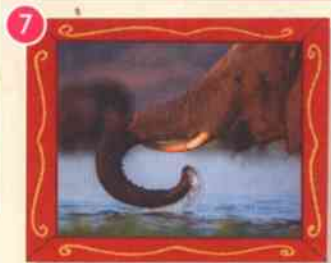




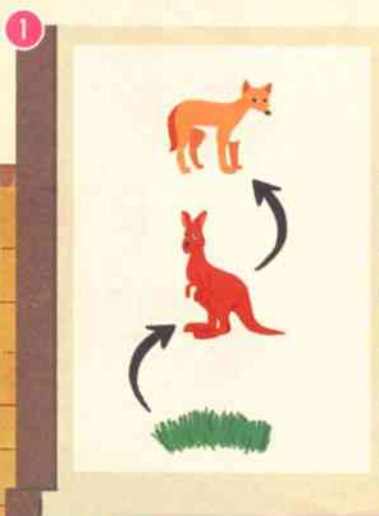
# UNIT 2

## Circles of Life

5 the natural place where animals and plants live



- ☐ be born
- ☐ behavior
- ☐ die
- ☐ female
- 1 ☐ food chain
- ☐ habitat
- ☐ male
- ☐ pouch
- ☐ pregnant
- ☐ trunk



B Find and number the words in A. Then listen and check.

C Close your eyes. Listen, visualize, and say.

behavior behaviour

8

the way  
people or  
animals do  
things in a  
particular  
way



D Look and write.

About animals	Life cycle
	be born

E Listen and write. Then watch and say.

### Welcome to Our Habitat

Welcome to our 1 habitat

It's where we're 2 b \_\_\_\_\_  
and 3 d \_\_\_\_\_.

A lot of lovely things to eat  
Grass and flowers, but no flies.

You might find our 4 b \_\_\_\_\_

A little strange, it's true.

Our feet are big and funny  
So bouncing's what we do.

Got my baby in my 5 p \_\_\_\_\_

But it isn't all carefree.

Got a dingo on my tail—

That's the 6 f \_\_\_\_\_ here,  
you see!

F Pronunciation. Listen and say. Copy the weak forms. Find other examples in the poem.

a lot of /əv/ lovely things

grass and /ən/ flowers



**A** Listen and read. How many parts are there in the food chain Faris describes?

1



**Carmen:** Isn't this field trip great?! I love birds ... it's a pity the owls are asleep though.

**Faris:** Well, of course they are! Most owls are nocturnal so they hunt at night.

**Carmen:** Yeah, I know. Have you seen a baby owl yet? Jon's already seen three!

**Faris:** No, I haven't. And I haven't seen a hawk catch a mouse yet, but I really want to!

**Carmen:** Birds eat mice? Yuck!

**Faris:** Yes, some do. I've just read it on that infographic over there. It's all about the hawk food chain. First, there's the grass. Then, an insect like a grasshopper eats the grass. Then a mouse eats the grasshopper, and when it's feeling full and happy—whooooompf!—out of nowhere the hawk swoops down and catches the mouse ...

**Carmen:** Like that? Ha, ha, ha!

**Faris:** Hey! That hawk's just stolen my hat!



Did you see a baby owl yet?  
I just read it.



Have you seen a baby owl yet?  
I've just read it.

**B** Look at **A**. Complete the table. Which word comes at the end of the question?

**Present Perfect With Already, Just, and Yet**

Jon	's	already	_____	three.
That hawk	_____	_____	stolen	my hat!
I	_____	seen	a hawk catch a mouse	_____.
_____	you	seen	a baby owl	_____?
				Yes,
				No,
				I
				have.
				_____.

**C** Think and discuss. Then choose.

- 1 We use the present perfect to talk about *any time* / *an exact time* in the past.
- 2 We can use *already* / *just* to talk about something that happened sometime before now, and *already* / *just* for something that happened a moment before now.
- 3 In *negative* / *positive* sentences and questions we can use yet.

*It hasn't happened  
already yet.*

**Remember**

 **D** Listen and say.

**E** Put the words in order.

- 1 the / born / babies / been / yet / Have / ? Have the babies been born yet?
- 2 from / We / the / come back / just / bird sanctuary / 've / .  
\_\_\_\_\_
- 3 already / 's / My dad / the fish / fed / .  
\_\_\_\_\_
- 4 about / I / this / read / book / owls / haven't / yet / .  
\_\_\_\_\_
- 5 caught / female / lion / 's / just / the / The / giraffe / !  
\_\_\_\_\_
- 6 finished / Why / you / haven't / yet / your / homework / ?  
\_\_\_\_\_

**F** Play a chain game. Ask and answer with your friends about things you have and haven't done.

Have you had lunch?

I haven't had it yet.  
Have you asked Aisha  
to the party?

Yes, I've already asked her.  
Have you ...?



## How do humans affect nature?

 **A** Listen to Iván and his dad talk about a problem in their garden. What solution do they decide on?



1 pesticide



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

do something  
to stop  
something from  
annoying you

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_





**B** Look at the pictures and definition in **A** and write. Then listen and check.

encourage   endangered   extinct   get rid of   harm  
native   ~~pesticide~~   poison   predator   prey

**C** Read and complete the paragraph.

We sometimes use 1 pesticides to kill insects that hurt us or the plants that we grow.

We need to 2 \_\_\_\_\_ insects that hurt us but we shouldn't 3 \_\_\_\_\_ other animals by breaking their food chain. We need to think carefully about our behavior.

Do we have the right to kill animals just to make our own lives easier? If we don't protect animals, there might be too few of them, so they will become 4 \_\_\_\_\_. They could even die out and become 5 \_\_\_\_\_. To control the animals and insects that might hurt us, it's better to 6 \_\_\_\_\_ natural predators instead of using pesticides.

**D** Now listen to a science program. What do humans do that affects animal habitats?



**E** Listen again. Write *True*, *False*, or *Doesn't Say*.

- 1 It doesn't matter what humans do on Earth.
- 2 When we make our own lives better, we usually improve life for animals too.
- 3 Because of human behavior, it isn't easy for some animals to find enough food.
- 4 Scientists have a plan to stop the ice caps melting.
- 5 Poison can affect a whole food chain.
- 6 Some people think they're more important than the planet.

False

What can you do to help protect nature?  
Why is it important to protect animals and plants?



 **A** Listen to Susie and Carmen and read. What effect have people had on these toads and frogs?

## Toads and Frogs at Home



cane toad

How long have cane toads lived in Australia? Surprisingly, they've only been there since 1935, when an organization introduced around 100 of them, from Hawaii. Farmers wanted a predator to get rid of an insect that was eating their sugar cane crops. The cane toads didn't get rid of the insects and now there are millions, possibly billions, of cane toads, because no predators eat them. The government has tried to control them for many years, but there are just more and more. The toads can be dangerous to animals and humans. It hasn't been a good way to try to deal with the insect.

In contrast, scientists have only just discovered this little yellow-black rain frog in Ecuador and already it's endangered. It's lived in the forest for a long time, but because humans are cutting down the forests where they live, they're quickly losing their habitat.



yellow-black rain frog



Look, here's an article about toads and frogs!

Great!

**B** Look at **A**. Complete the table. Which question word do we use?

**Present Perfect With For and Since**

How long	_____	cane toads	_____	in Australia?
They	've only	_____	there	_____ 1935.
The government	_____	tried	to control them	_____ many years.

*I've lived here since I  
have been was young.*

**Watch Out**

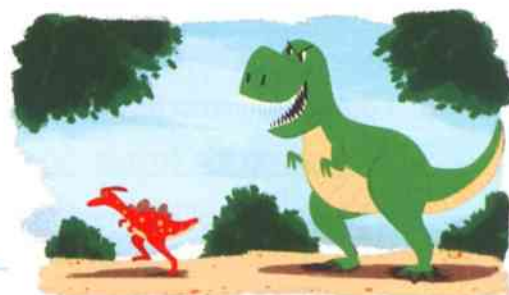
**C** Think and discuss. Then choose.

- 1 We use the present perfect with *for* / *since* to talk about the duration of an activity or event.
- 2 We use the present perfect with *for* / *since* to talk about a point in time, when something started.

**D** Listen and say.

**E** Write full sentences and questions with *for* or *since*.

- 1 Native predators / hunt / here / a long time  
Native predators have hunted here for a long time.
- 2 Dinosaurs / be / extinct / millions of years  
\_\_\_\_\_
- 3 How long / you / live / here ?—last year  
\_\_\_\_\_
- 4 These pesticides / harm / animals / 2014  
\_\_\_\_\_
- 5 How long / she / play / the guitar ?—six months  
\_\_\_\_\_
- 6 I / not visit / the USA / 2015  
\_\_\_\_\_



**F** Play *True or False*. Write a list of activities. Then trade lists and ask and answer.

How long have you  
played tennis?

False! You haven't played  
since you were five!

Since I was five.

You're right. I've played  
since I was eight.



A Read the infographic about an imaginary food chain. Which animal is the prey of two predators?

## A FOOD CHAIN IN ASKNA

A food chain shows which animals eat plants or other animals to get energy. This infographic features a food chain in the cold, snowy climate of Askna.

**Mangin** is a plant that grows in very cold sea water off the coast of Askna. It grows all year round, even in the coldest weather.



**Groobits** are very small and it is impossible for people to see them without a microscope. Millions of them live under the ice around Askna.



**Hamdingers** live in the sea too. Although they can't see anything, they can hear very well and they can swim very fast.



B Look at the structure of the infographic. Read and answer.

- 1 What do the arrows show? \_\_\_\_\_
- 2 What kind of information does the infographic give? \_\_\_\_\_  
\_\_\_\_\_
- 3 Why has the writer used color in the text? \_\_\_\_\_  
\_\_\_\_\_
- 4 How many sentences are in each section? \_\_\_\_\_
- 5 Why is the information arranged in short sections instead of one long paragraph? \_\_\_\_\_  
\_\_\_\_\_

C Look at the language in the infographic. Read and respond.

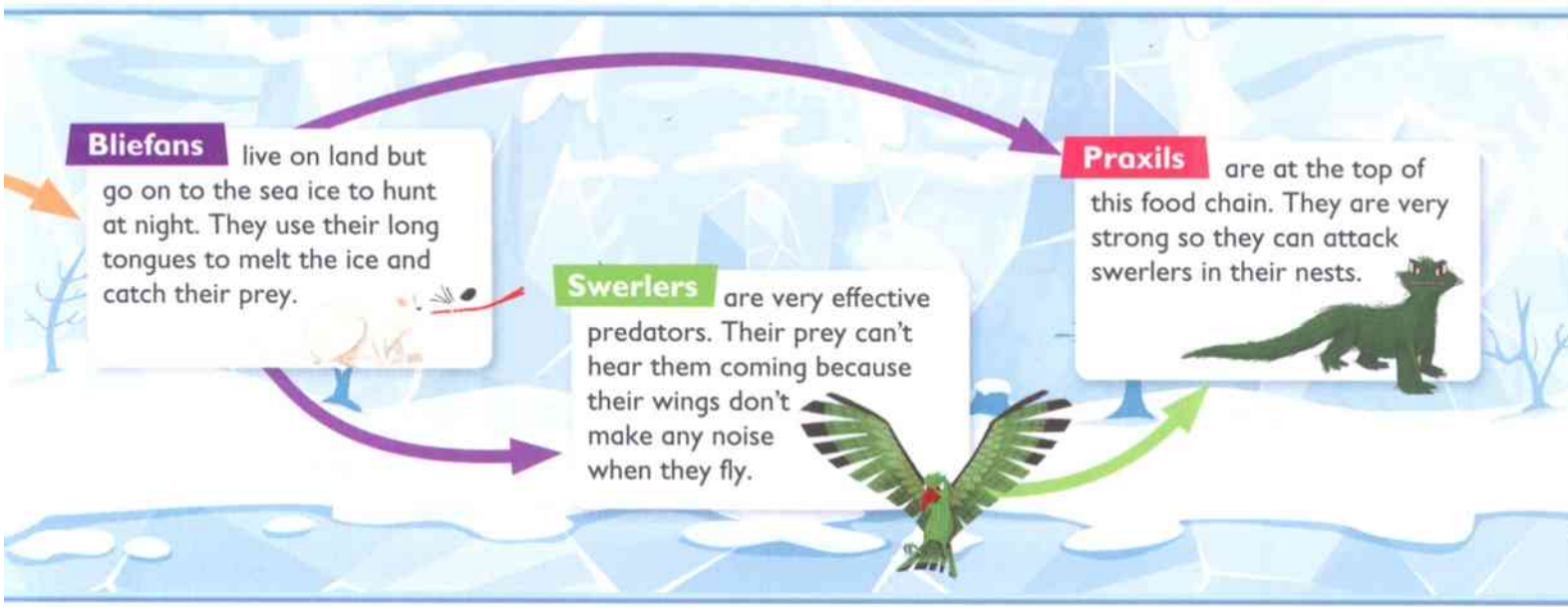
- 1 Cross out the conjunctions the writer doesn't use to make longer sentences.

and but when although because that where so

- 2 How are the conjunctions *because*, *although*, and *so* used?

- a. \_\_\_\_\_ introduces unexpected information
- b. \_\_\_\_\_ introduces a purpose
- c. \_\_\_\_\_ introduces a reason

Conjunctions connect shorter facts with more details, making the information clear for the reader.



**D** Think and discuss. Research or invent some plants and animals for a food chain. Use a Generating Ideas technique.

**E** Plan your food chain. Use your notes in **D**, decide on the order, and what information you want to highlight.

	Introduction
	Food chain sequence:
	1
	2
	3

**F** Now write and illustrate your infographic.

**Read and Respond**  
Ask your friend to read your infographic. Can he/she add another piece of information?



**A** Watch and listen. What could you do to help bees?

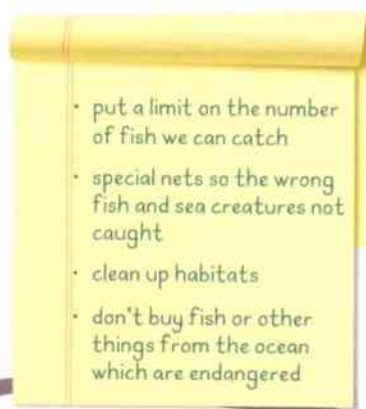


**B** Watch again. Check (✓) the questions Linda and Maria use in their presentation. Who answers these questions?

- 1 ☒ Why do we need bees?
- 2 ☐ Where do bees come from?
- 3 ☐ What has caused this?
- 4 ☐ How many bees are there in the world?
- 5 ☐ Do food producers encourage bees?
- 6 ☐ What can we do to stop bees disappearing?

Maria

**C** Prepare a presentation with a friend called *The Empty Sea*. Think and plan.



**Reflect**

What positive things can I say about my friends' presentations?

**D** Practice with your friends using phrases in **B**. Then share with the class. Make notes.

How well did you meet the challenge of Unit 2? Read and respond.

# Looking Back

My favorite activity was ...

---

---

---

---

One thing I learned is ...

---

---

---

---

The funniest moment this month was when ...

---

---

---

---

---

---

I'll never forget when ...

---

---

---

---

Hello! Remember me? I'm Susie Kloo. I like learning about nature. What do you think I'm good at? Find out in Unit 3!





## I've Just...

## HOW TO PLAY

- 1 Play in pairs.
- 2 Take turns choosing a picture and saying a sentence about it. Answer your partner's questions and have a conversation for 1 minute.
- 3 You win 1 point for a correct sentence or question. You win 2 points if you include one of the **white** words or phrases on the page.
- 4 The player with the most points wins when you have talked about all the photos!

I've just played a game  
with my team.

Has your team ever  
won anything?



9



8



10

already  
somewhere

anything  
no one



7

How long? Who? What? When? Why? How often?



's Points


's Points


everyone  
just  
sometimes



How long? Who? What? When? Why? How often?



# UNIT 3

## Figure It Out



**A** Listen. Who does Mrs. Karpov think stole the Zoomboard?

- ☐ alibi
- ☐ clue
- ☒ 1 commit a crime
- ☐ criminal
- ☐ detective
- ☐ fingerprint
- ☐ interview
- ☐ investigate
- ☐ suspect
- ☐ suspicious
- ☐ thief



3 a person who has done something illegal



**B** Find and number the words in **A**. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.



ACTIVE FUN INC.

**D** What's the order of events when the police investigate a crime? Complete the list. Is your order the same as your friend's?

- |                         |                  |
|-------------------------|------------------|
| 1 <u>commit a crime</u> | 7 _____          |
| 2 _____                 | 8 <u>suspect</u> |
| 3 _____                 | 9 _____          |
| 4 _____                 | 10 _____         |
| 5 _____                 | 11 _____         |
| 6 _____                 |                  |

**E** Listen and write. Then watch and say.

### Ace Detective

I'm an ace 1 detective.

The first one here.

Try to find the 2 \_\_\_\_\_

Look far and near.

At last a 3 \_\_\_\_\_

—one 4 \_\_\_\_\_ I see,

Don't think you can hide from me.

'Cause I'm an ace detective.

Need to 5 \_\_\_\_\_

Have to ask why.

Do a short 6 \_\_\_\_\_

Don't be shy.

Did you really commit the

7 \_\_\_\_\_?

Tell the truth—don't waste my time.


'Cause I'm an ace detective.

**F** Pronunciation. Listen and say. Copy the word stress. Find other examples in the rap.

detective

criminal



 **A** Listen and read. Who had coffee last night?



**Susie:** Mrs. Karpov, please check this out—Paco found a fingerprint with his special glasses!

**Mrs. Karpov:** Hmm, Paco said you were looking for clues. How smart he is!

**Susie:** Yes, and look—it's brown. The thief had coffee on their fingers.

**Mrs. Karpov:** Ah ... interesting! When I said goodbye to Greg last night, he was holding a cup of coffee! I said he was the thief!

**Susie:** That's funny ... I thought you were drinking coffee, Mrs. Karpov. Greg said that you spilled yours. He had to get a cloth from the kitchen and clean up the mess.

**Mrs. Karpov:** He said that? It isn't true. I don't even like coffee ...

**Susie:** Hmm ... Is Greg the thief? The detective said he didn't have an alibi ... There's something I can't figure out. The Zoomboard is big and the window's too small. So I guess the thief carried the Zoomboard out through the door? Why didn't anyone see that?

**Mrs. Karpov:** Aha! Why don't you ask Greg about the trash can?

**B** Look at **A**. Complete the table. How do the verbs change when we use reported speech?

### Reported Speech: Statements

Direct Speech	Reported Speech				
"He's the thief," I said.	I		he	was	the thief.
The detective said, "He doesn't have an alibi."	The detective		he	have	an alibi.
Paco said, "We're looking for clues."	Paco		you	looking for	clues.

He said (that) she looked suspicious.







**Look**

**C** Think and discuss. Then choose.

- 1 We use **direct** / **reported** speech to repeat or quote the exact words someone used.
- 2 We use **direct** / **reported** speech to tell what someone said using similar words.
- 3 We use quotation marks in **direct** / **reported** speech.

 **D** Listen and say.

**E** Look and read. Then complete the reported sentences.

- 1  "The detective has a lot of crimes to solve."  
Susie said the detective **had** a lot of crimes to solve.
- 2  "Greg White's a suspect."  
The detective said that Greg White \_\_\_\_\_ a suspect.
- 3  "Susie's interviewing anyone suspicious."  
Paco said Susie \_\_\_\_\_ anyone suspicious.
- 4  "Mitch and his team are working on a new design."  
Paco said Mitch and his team \_\_\_\_\_ on a new design.
- 5  "I don't have the Zoomboard."  
Mrs. Karpov said she \_\_\_\_\_ the Zoomboard.
- 6  "The coffee cup's a clue."  
Susie said the coffee cup \_\_\_\_\_ a clue.

**F** Interview a friend. Then report your findings. How much do you remember?

family

interests

activities now

job

She said her name was Antonella Gómez.



## Why is it important to be observant?

 A Listen to Kim and Li Yong talk about a suspected crime. What happened to Kim's cell phone?

1 witness

2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

stop something  
from happening

7 \_\_\_\_\_

find the reason  
or explanation  
for something

8 \_\_\_\_\_

the chance to  
do something

10 \_\_\_\_\_

9 \_\_\_\_\_



**B** Look at the pictures and definitions in **A** and write. Then listen and check.

guilty opportunity prevent report risk  
solve steal track victim witness

**C** Read and complete the advice in the blog post. Use the correct form of the words in **B**.

### Don't Let Crime Scare You!

No one wants to be a 1 victim of crime. With a few simple rules, you can help yourself be safe.

- Don't take 2 \_\_\_\_\_. Always go out with a friend, and tell an adult where you're going.
- When you're out, take care of your things. Don't give thieves the 3 \_\_\_\_\_ to steal from you.
- If you see something suspicious, 4 \_\_\_\_\_ it to the police. That might 5 \_\_\_\_\_ a crime happening.
- If you're a 6 \_\_\_\_\_ to a crime, tell the police what you saw. That will help them 7 \_\_\_\_\_ it.

**D** Now listen to police officer Pat Jones talk about a crime prevention program. Has the program worked?

**E** Listen again. Answer the questions.

1 What's the purpose of the Who I Am program?

It encourages young people to join after-school youth clubs.

2 Why did people not want to go into the park in Officer Jones' town? \_\_\_\_\_

3 Which country originally inspired Officer Jones' project? \_\_\_\_\_

4 What are two reasons why young people get involved in crime? \_\_\_\_\_

5 What are two effects the community-based learning opportunities have had? \_\_\_\_\_

6 What does Officer Jones say about parents? \_\_\_\_\_



Are you good at noticing things? Why or why not?  
What can people do to prevent crime?



 **A** Listen and read. Who does Susie think stole the Zoomboard?



**Susie:** Paco and I have solved the crime!

**Detective:** Really?

**Susie:** Yes! Yesterday afternoon Mrs. Karpov spilled her coffee. She asked Greg to clean it up, so he went to the kitchen for a cloth. Later, she said the trash can was full. She told Greg to take it outside. The Zoomboard was inside it.

**Greg:** But I didn't steal it!

**Susie:** No, you didn't! While you were in the kitchen, Mrs. Karpov had the opportunity to hide the Zoomboard in the trash can. That night, she got it out of the trash can and took it home for her son.

**Mrs. Karpov:** What? Nonsense!

**Detective:** It's the Zoomboard!

**Susie:** That's right. Mrs. Karpov doesn't know just how special the Zoomboard is. When Mitch pushes a switch in his office, the Zoomboard comes home! I told him not to use it until now. Detective, you'll find Mrs. Karpov's fingerprints all over the Zoomboard. I believe she's the thief!

**Mitch:** Good job, Susie and Paco!



**B** Look at **A**. Complete the table. What kind of words come after the reporting verb?

### Reported Speech: Requests and Commands

Direct Speech	Reported Speech				
"Greg, please <b>can</b> you <b>clean</b> it up?"	She	<b>asked</b>			<b>clean</b> it up.
" <b>Take</b> it outside, Greg."	She		Greg		<b>take</b> it outside.
" <b>Don't use</b> it yet, Mitch."	I		him	<b>to</b>	<b>use</b> it until now.

**C** Think and discuss. Then choose.

- 1 We use **ask** / **tell** to report a command or instruction.
- 2 We use **ask** / **tell** to report a request.

"Look at us!" → She told her to look at them.

### Watch Out

**D** Listen and say.

**E** Rewrite the dialogue in reported speech.

- Man:** Can you stop that woman?  
**Police officer:** You're not going anywhere!  
**Woman:** Can you tell me what you want?  
**Man:** Don't tell her yet!  
**Boy:** This woman is my favorite teacher.  
**Man:** Give her the flowers!



1 The man asked the police officer to stop the woman.

2 The police officer told the woman \_\_\_\_\_.

3 The woman \_\_\_\_\_.

4 \_\_\_\_\_.

5 \_\_\_\_\_.

6 \_\_\_\_\_.

**F** Do an Inside–Outside Circle. Make requests, give commands, and report them.

Can you give me a pencil, please?

Meli asked me to give her a pencil.

Touch your toes!

Abdel told me to touch my toes.



- A** Read this extract from the middle of a crime story. What do you think happened before and after this?

"Sshhhh!" said Pablo. "There they are!" He quickly pulled Theo down behind the bush. Theo almost fell over. He put his hands out to stop himself, and felt the wet, cold mud stick to his hands. He wished he was at home, safe and warm in bed. Why did Pablo involve him in things like this?



Just then, the moon came out from behind the thick gray clouds.

It shone like a flashlight on the scary old house in the wood, and on the red hair of Gemma Barnes. She was standing at the door. She was carrying a large box and she looked impatient. A man was with her. He seemed nervous. He was hiding under a huge hat, but he was easy to recognize with his long black hair—Bruce Torrington, the famous art thief! The suspects were talking quietly. But Theo heard Bruce ask Gemma about a painting. She told Bruce to hide it in the house.

"Do they have the painting?" Theo asked Pablo. "We should call the police!"

But Pablo wasn't there. Just before the moon disappeared again, Theo saw him on the other side of the silent yard climbing carefully into the house through a window. Theo was scared.

- B** Look at the structure of a crime story. Read and answer.

1 What is the order of the key elements in a crime story?

- a. ☐ the crime is solved      b. ☐ the solution is explained      c. ☐ a description of the suspects      d. ☒ 1 a description of the crime

2 Does a crime story use direct speech or reported speech? Why? \_\_\_\_\_

- C** Look at the language in the extract from the crime story. Read and respond.

1 Words which describe people or things are called:

- a. nouns      b. verbs      c. adjectives

2 Words which describe verbs are called:

- a. adverbs      b. prepositions      c. pronouns

3 Find adjectives in the story which tell us how someone looks. \_\_\_\_\_

4 Find adjectives in the story which tell us how someone feels. \_\_\_\_\_

5 What do the adverbs in the story tell you? \_\_\_\_\_

In crime stories, writers use adjectives and adverbs to give readers clues and make them feel involved.



- D** Think and discuss. Choose a story idea or think of one of your own. Use a Generating Ideas technique and make notes.

### The Missing Parrot

### The Detective's First Crime

#### Crime

What?

Where?

#### Characters

Detective:

Criminals:

#### What happens?

- E** Plan your crime story. What will you say in each paragraph? Use your ideas in **D** and make notes.

#### Paragraph 1



#### Paragraph 2



#### Paragraph 3



#### Paragraph 4



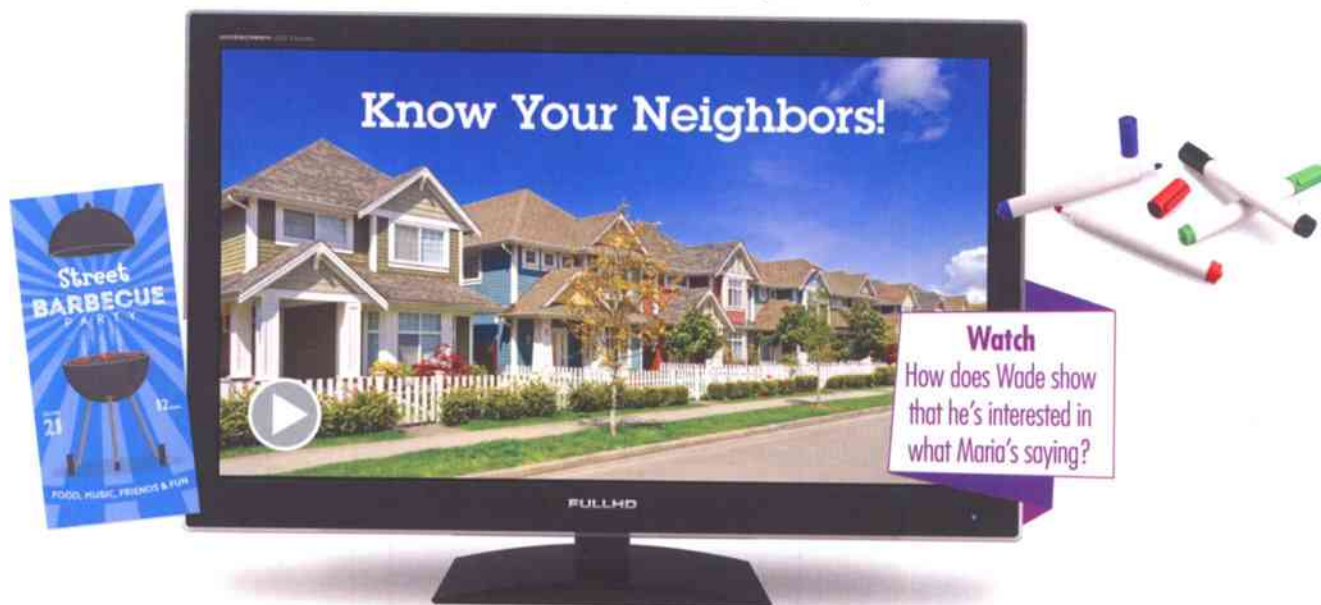
#### Read and Respond

Ask your friend to read your crime story. Can he/she add any other adjectives and adverbs?

- F** Now write and illustrate your crime story.



**A** Watch and listen. Do you think Maria's plan is good? Why or why not?



**B** Watch again. How do Maria and Wade use these words or phrases? Write *Explain* (tell the story) or *Respond*.

1 I'm delivering invitations.

Explain

2 Wow! How exciting.

3 No, I'm not.

4 Really? That's interesting!

5 Well, when people ...

6 Huh! True.

7 We can put it up ...

8 That makes sense.

9 Um, no ...

**C** Think about how engaged you are with your neighborhood. Make notes.

**What I do now**

**What I can do in the future**

**Reflect**

Did I respond to what I heard using different expressions?

**D** Talk with your friends using phrases in **B**.



How well did you meet the challenge of Unit 3? Read and respond.

# TWO STARS AND A WISH

I give  
myself a  
star for ...

because ...

I give  
myself a  
star for ...

because ...

I want to get better at ...

by ...

Hello! Remember me? I'm Mitch Barrow. I'm full of ideas—I'm always making new things! Why am I taking this gadget out of the lab? Find out in Unit 4!



# UNIT 4

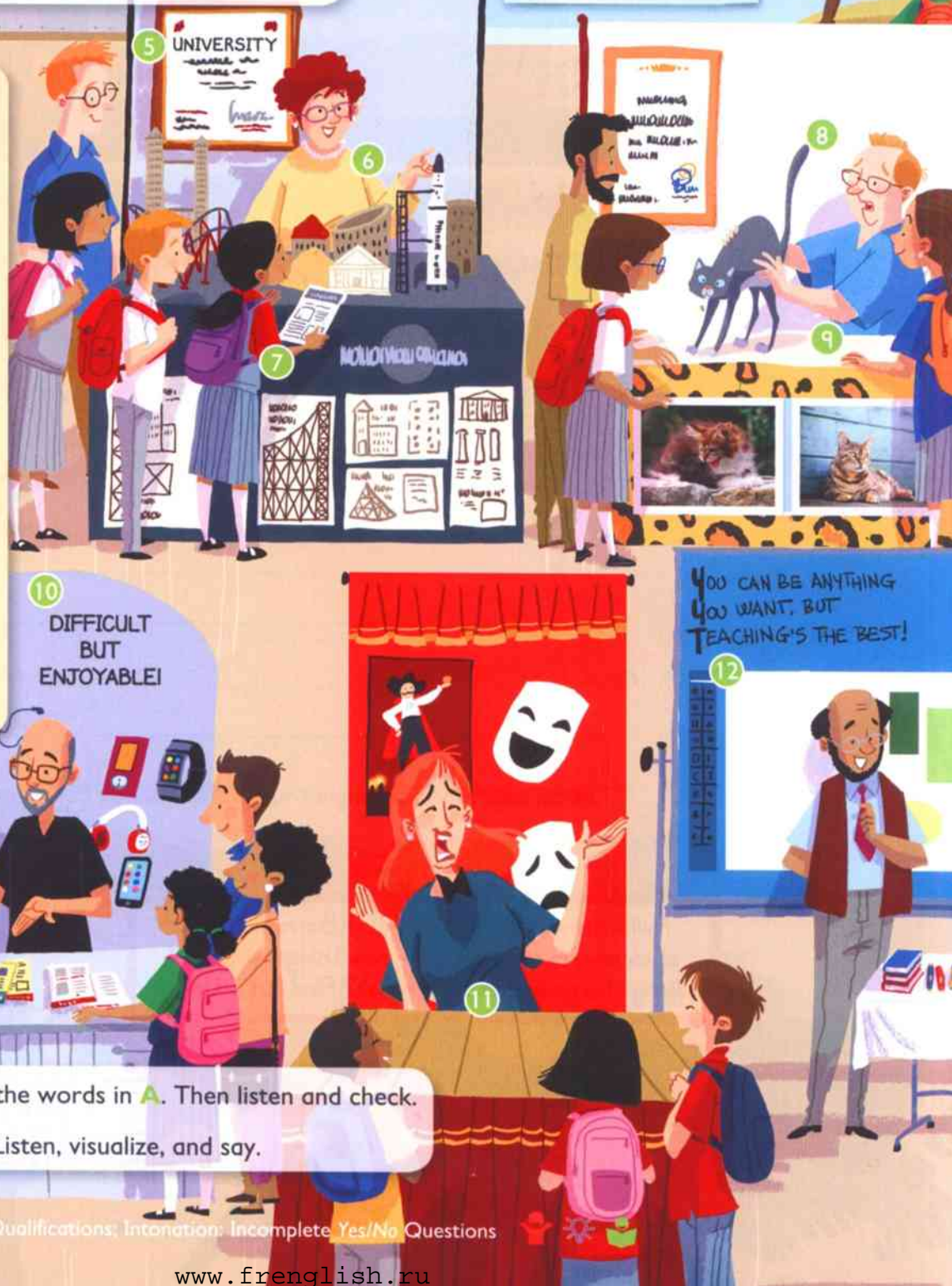
## When I Grow Up



official certificates  
or diplomas you get  
when you finish a  
course of study

**A** Listen. Which job do you think Gina likes best?

- ☐ architect
- ☐ challenging
- ☐ comedian
- ☐ creative
- ☐ degree
- ☐ party planner
- ☐ pet
- ☐ psychologist
- ☐ qualifications
- ☐ rewarding
- ☐ stressful
- ☒ talented
- ☐ underwater
- ☐ photographer



**B** Find and number the words in **A**. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.





**D** Would you like to do any of the jobs when you're older? Complete.

Me	Not me

**E** Listen and write. Then watch and say.

**That's the Job for Me**

Let's talk about jobs  
 What do you want to do?  
 Something that's **1 rewarding** ?  
**2 C** \_\_\_\_\_ too?  
 Want the chance to travel?  
 Try something new?  
 Are you **3 t** \_\_\_\_\_, and  
**4 c** \_\_\_\_\_ ?  
 Imaginative too?

What do you want to do?  
 Want to get yourself a plan?  
 Then work really hard.  
 Be everything you can.  
 Be a **5 p** \_\_\_\_\_ **p** \_\_\_\_\_ with a university  
**6 d** \_\_\_\_\_ .  
 Be a **7 p** \_\_\_\_\_ **p** \_\_\_\_\_ if you're really  
 friendly.  
 But an **8 u** \_\_\_\_\_ **p** \_\_\_\_\_ just might be  
 The job for you—swim down and see!

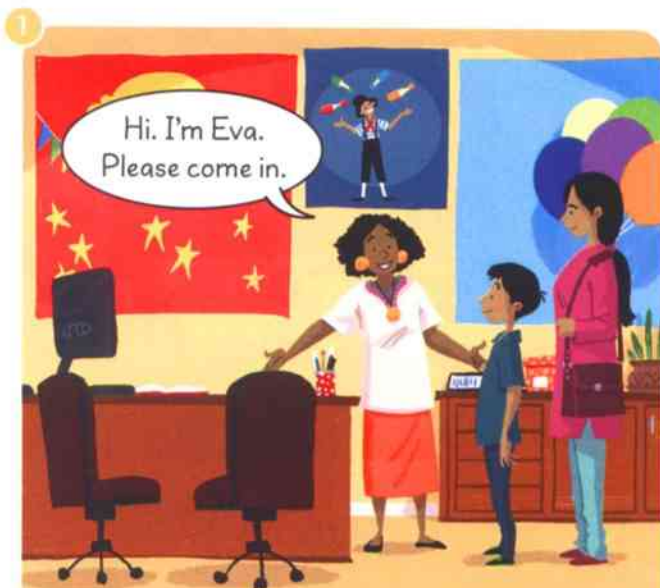
**F** Pronunciation. Listen and say. Copy the intonation. Find two more questions like these in the poem.

Want the chance to travel?

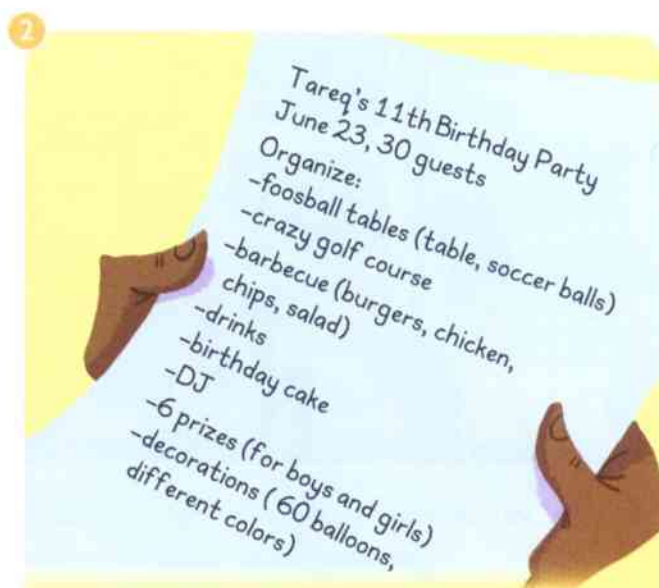
Try something new?



**A** Listen and read. What does a party planner do?



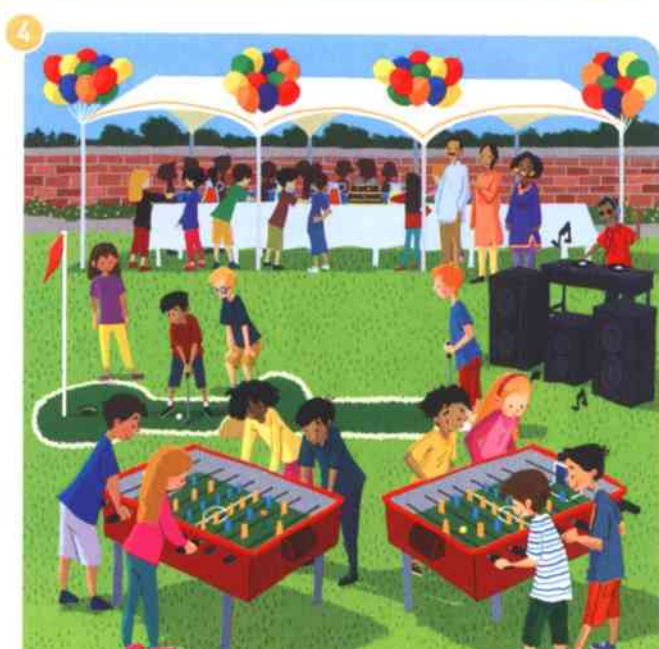
**Eva:** I've been a party planner for ten years and I love my job! Every day is different. And every party starts with a planning meeting. I ask the clients questions to find out what they want. I want to make every party special.



My job is to organize everything. I make a lot of lists! If it's a party to celebrate an 11th birthday, I might have to find a trampoline or crazy golf course. I order all the food and drinks. If the client wants live music, I'll find musicians. I buy the decorations and prizes.



On the day of the party, my team sets everything up. We have a detailed schedule to make sure everything happens on time. Sometimes things go wrong and then it can be stressful.



Party planning's a very rewarding job—it's wonderful to see everyone having a great time.

**B** Look at **A**. Complete the table. What verb form comes after *to*?

**Infinitive of Purpose**

I ask the clients questions

what they want.

We have a detailed schedule

everything happens on time.

**C** Think and discuss. Then choose.

- We use the infinitive of purpose when we want to *give a reason for doing* / *say why we can't do* something.
- Using the infinitive of purpose answers *Why ...?* / *How ...?* questions.

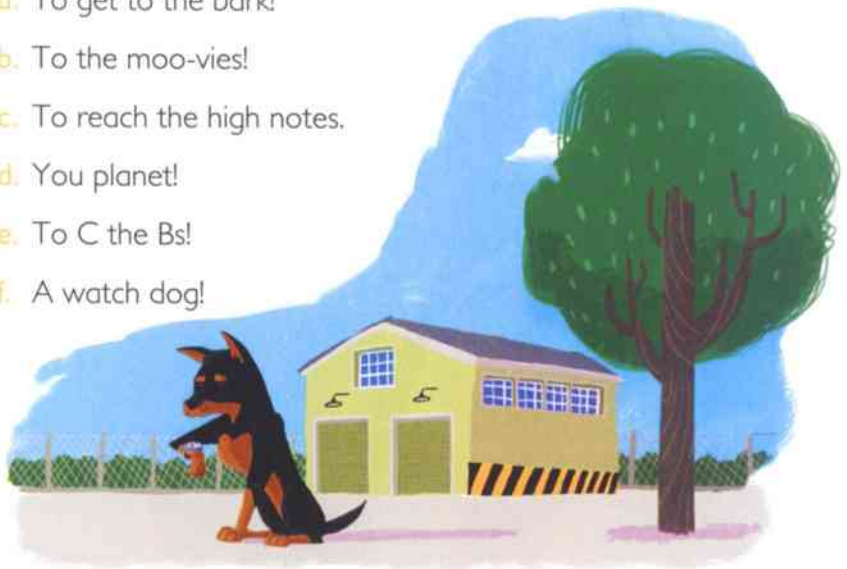
We left early **to be on time.**  
= We left early **in order to be on time.**

**Look**

**D** Listen and say.

**E** Match the questions to the answers to make jokes. Then underline the infinitives of purpose.

- What do you do to organize a space party?
  - To get to the bark!
  - To the moo-vies!
  - To reach the high notes.
  - You planet!
  - To C the Bs!
  - A watch dog!
- Why did the dog cross the road?
- Why did A and D go into the garden?
- What kind of animal do you need to tell the time?
- Where do cows go to have fun?
- Why did the music teacher need a ladder?



**F** Play a chain game in teams. How long can you continue the chain?

ask

go

plan

run

give

buy

need

write

talk to

I bought some chocolate to make a cake.

I bought some chocolate to make a cake and a present to give my sister.

I bought some chocolate to make a cake and a present to give my sister, and I talked to a girl to ask for directions.



## Why are all jobs important?

 A Listen to Tyrone and Cody talk about starting a small business. What are they going to sell?



1 ambition



2 \_\_\_\_\_



3 \_\_\_\_\_

knowledge and  
ability learned  
through doing  
an activity

4 \_\_\_\_\_

get the idea to  
do something  
from somewhere  
or someone else

5 \_\_\_\_\_

doing things  
without the help  
of other people

7 \_\_\_\_\_

can be trusted  
to do a job well

8 \_\_\_\_\_

the abilities to do  
something well,  
usually as a result  
of training and  
practice

9 \_\_\_\_\_

10 \_\_\_\_\_



**B** Look at the pictures and definitions in **A** and write. Then listen and check.

~~ambition~~   boss   business   experience   independent  
inspired   observant   reliable   resourceful   skills

**C** Read and complete the paragraph.

My 1 ambition is be a pet psychologist when I grow up, so I need 2 \_\_\_\_\_ working with animals. Last summer, I started a small pet-sitting 3 \_\_\_\_\_. Pet-sitting means taking care of pets for people while they're on vacation. It's a challenging job. You have to be completely 4 \_\_\_\_\_ —always on time, and 5 \_\_\_\_\_, watching to make sure that you know exactly what each pet needs. Being able to solve problems and staying calm are really useful 6 \_\_\_\_\_ for this job. During my summer of work, I loved being my own 7 \_\_\_\_\_!

Anyway, I have to go! Write back soon!  
Annie :)

**D** Now listen to Nia Cole. What does she do?

**E** Listen again. Put the sentences in order.

- ☐ She realized that she didn't know how to do everything.
- ☐ She asks the people in her business what they think before making important decisions.
- ☒ 1 Nia has had her own business since she was 13.
- ☐ She likes workers who always work hard and can solve problems.
- ☐ Nia understands the importance of making the most of every opportunity to find new customers.
- ☐ She once gave one of her friends a job but it wasn't good for the company.
- ☐ Her family helped her get started.
- ☐ New Zealand is a good place for entrepreneurs.



Would you be a good boss? Why or why not?  
Which are more useful to society: big businesses or small businesses?



 **A** Listen and read. Does Nancy-Yu have qualifications or skills as an underwater photographer?



**Tareq:** That's a cool camera! But you can't take pictures under water with it, can you?

**Nancy-Yu:** Yes, I can. It's a special underwater camera. I was just taking pictures of some sharks over there.

**Tareq:** Sharks? Eeek! That was dangerous, wasn't it?

**Nancy-Yu:** No, I was very careful.

**Tareq:** So, do you have a degree in photography?

**Nancy-Yu:** No, I studied biology in college.

**Tareq:** Oh! How did you learn about underwater photography?

**Nancy-Yu:** My aunt taught me when I was about your age.

**Tareq:** What other skills do you need to have? You need to be observant, don't you?

**Nancy-Yu:** Yes—to find the animals and fish you want to take pictures of. And you also need to be resourceful, to solve problems quickly. Oh, look! Another shark!

**Tareq:** Wait! You'll need your camera, won't you?



**B** Look at **A**. Complete the table. When do we use the verb *do* in the tag question?

Tag Questions			
You	can't	take pictures under water with it,	_____ you?
_____	_____	dangerous,	_____ it?
You	_____	to be observant,	don't _____ ?
You	'll	need your camera,	_____ you?

*I'm the fastest, ~~am~~n't  
aren't I?*

### Watch Out

**C** Think and discuss. Then choose.

- 1 We often use tag questions when we **think** / **are sure** we know the answer.
- 2 Tag questions can help to **stop people talking** / **keep the conversation going**.
- 3 The answer to a tag question usually starts with **yes or no** / **because**.

 **D** Listen and say.

**E** Read and complete the tag questions.

- 1 He gets along well with people, doesn't he ?
- 2 I'm the most reliable person, \_\_\_\_\_ ?
- 3 It will be a great business, \_\_\_\_\_ ?
- 4 We haven't done enough research, \_\_\_\_\_ ?
- 5 There were a lot of customers, \_\_\_\_\_ ?
- 6 You knew what you were doing, \_\_\_\_\_ ?

**F** How well do you know your friend? Ask and answer 20 tag questions. Make a tally chart to keep score of your correct guesses.

family

countries visited

vacations

experiences

hobbies

favorite TV programs

school

friends

You have two sisters, don't you?

Yes, that's right.

You were born in Mexico, weren't you?

No, I wasn't.

|||||



**A** Read the biography. Why do you think the writer chose to write about this person?

## Richard Branson, Entrepreneur

Richard Branson is a billionaire, famous for starting and running successful businesses. His Virgin Group has over 200 companies in more than 30 countries all around the world.

He was born in 1950 in southern England. Surprisingly, he wasn't good at studying. He left school when he was only 16. But he was talented and resourceful. He started a magazine for young people, and a mail order company selling vinyl records (long before you could stream music to an electronic device!). Then in 1971 he opened his first record store in London. That shop made enough money for him to start a recording company, Virgin Records, which became one of the most successful music companies in the world. He sold it for \$1 billion in 1992.



Richard Branson has always been interested in creating businesses. In 1984, he started a new airline, Virgin Atlantic, and in the 1990s a train company, Virgin Rail. In 2006 he started a cell phone and media company, Virgin Media, and a chain of Virgin Active sports centers. Not all of his ideas have been successful, but fortunately such experiences don't stop him. He is proud of his achievements. Probably his most exciting project is Virgin Galactic, a space travel company. Perhaps people will soon go on vacation in space!

People admire Richard Branson because they are excited by his ideas. He is very smart, very imaginative, and he never gives up. That is so important if you want to be successful.

**B** Look at the structure of the biography. Read and check (✓) the features that appear in it.

- |   |  |
|---|--|
| 1 <input checked="" type="checkbox"/> Gives details of the person's main achievements.    | 5 <input type="checkbox"/> Gives reasons why the writer chose this person.         |
| 2 <input type="checkbox"/> Includes facts about the person's life.                        | 6 <input type="checkbox"/> Always presents the information in chronological order. |
| 3 <input type="checkbox"/> Expresses ideas about what the person should do in the future. | 7 <input type="checkbox"/> Mainly uses the present tense.                          |
| 4 <input type="checkbox"/> Includes opinions about the kind of person he/she is/was.      | 8 <input type="checkbox"/> Aims to inspire the reader.                             |

**C** Look at the language in the biography. Read and respond.

1 Which words come after these adjectives? What kinds of words are they?

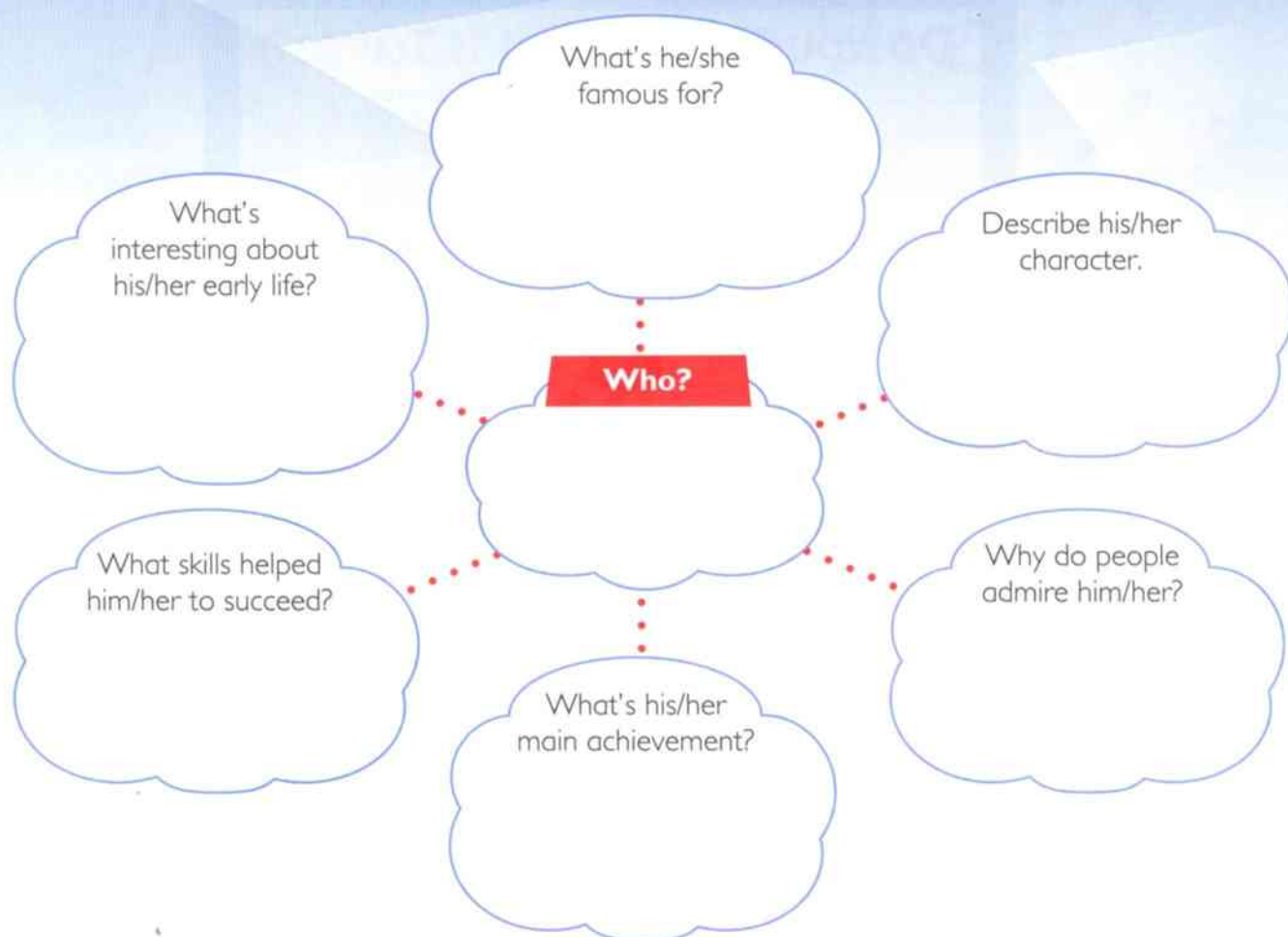
- |                     |                  |
|---------------------|------------------|
| a. good _____       | c. proud _____   |
| b. interested _____ | d. excited _____ |

2 Describe yourself using two of the adjectives and the correct noun or gerund.

In a biography, we often use adjectives to describe a person and their life. Many adjectives have certain prepositions and nouns or gerunds after them.



**D** Think and discuss. Research the life of someone successful whom you admire. Find out as much information as you can using one of the Generating Ideas techniques.



**E** Plan your biography. Look at your ideas in **D** and decide what to include. Make notes in the table.

Information	Supporting facts and details

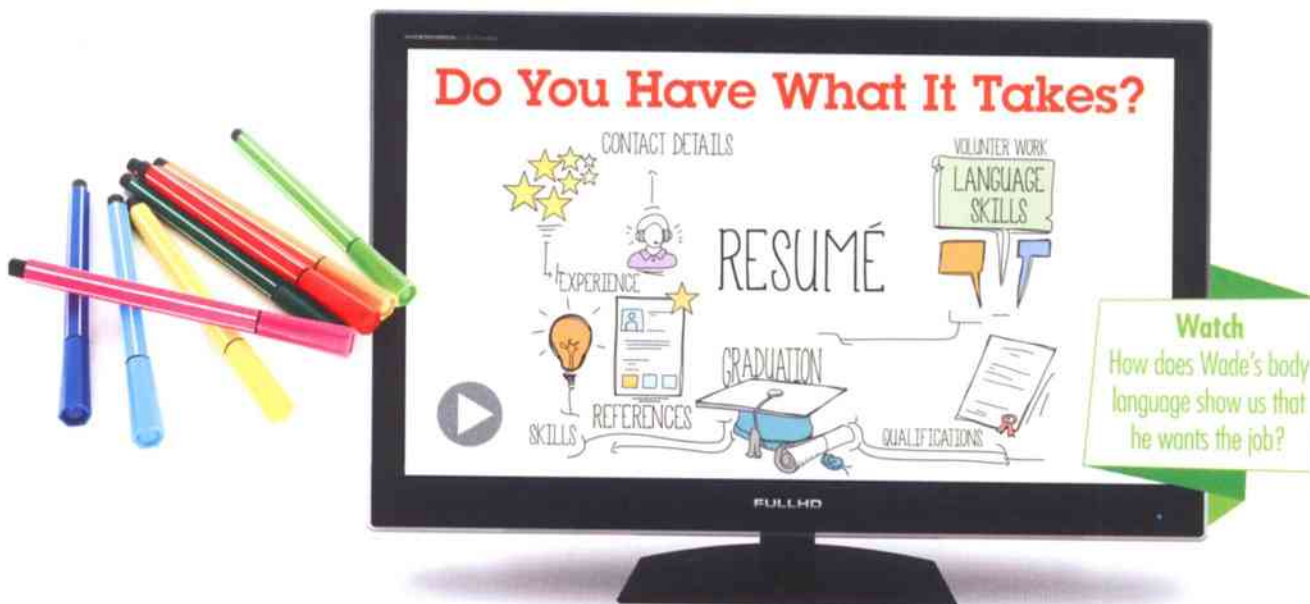
**F** Now write your biography.

**Read and Respond**

Ask your friend to read your biography. Does he/she think this person is interesting, too?



**A** Watch and listen. Do you think Wade will get the job?



**B** Watch again. Check (✓) to answer the questions.

1 How does Wade use *Um* ...?

- a. ☐ to disagree
- b. ☒ to give himself time to think
- c. ☐ to make a comparison

2 *Um* ... is called a "filler." Which other three fillers does he use?

- |                                   |                                    |   |
|-----------------------------------|------------------------------------|---|
| a. <input type="radio"/> Well ... | c. <input type="radio"/> So ...    | e. <input type="radio"/> Let me think ... |
| b. <input type="radio"/> Oh ...   | d. <input type="radio"/> Right ... | f. <input type="radio"/> And ...          |

3 What does he say to get more information before he answers a question?

- |   |  |
|---|--|
| a. <input type="radio"/> Can you repeat the question, please?   | c. <input type="radio"/> What did you say?                 |
| b. <input type="radio"/> I'm sorry. I'm not sure what you mean. | d. <input type="radio"/> I don't understand what you mean. |

**C** What job can you do in your school? Plan what you will say at your interview. Then plan some interview questions.

Why am I interested in this job?

Experience?

Skills?

Questions to ask?

## Reflect

Did I use fillers to give myself time to think?

**D** Take turns interviewing each other. Use the fillers in **B**.



How did you meet the challenge of Unit 4? Read and respond.

# My Planning Sheet

We're all good at some things.  
I'm good at ...

And we all need to improve some things.  
I need to work on ...

We can always work to improve. Even when we are good at something, we can get better!

My plan to improve is ...

If my plan works, then I'll ...

I'll know my plan is working when ...

Hello! Remember me? I'm Nancy-Yu. Our planet is so great! I love helping animals and people. Where do you think I'm going? Find out in Unit 5!



# The Detectives Game

**FINISH**

The crime is solved!

## HOW TO PLAY

- 1 Play in pairs or groups.
- 2 Make counters. Use your spinner to move around the board.
- 3 Answer one of the questions correctly or give a correct response to move on.
- 4 If another player lands on a square, he/she should answer a different question or give a different response.
- 5 The first player to the *Finish* wins!



The crime is discovered ...

**START**

Complete with a tag question.

- "You did it, ...?"  
 "She figured it out, ...?"  
 "It was her, ...?"



24

Unscramble.

Detective Nelly is very ...  
 lufseeourc  
 bleerali  
 tanbsovre



23

"They're behaving suspiciously."  
 "Mr. Slim doesn't understand."  
 "I'm starting to figure it out."

"Go to the library!"  
 "Tell me the truth!"  
 "Don't leave!"

Say one thing Detective Nelly told the suspects to do.

13

Choose one picture and complete.

The thief used this/these to ...



14

Describe one thing that happened and say why.

What's her job?  
 Would you like to do it?  
 If so, why and if not, why not?

Jo the Joker



12

Andy the Architect



Luke the Cook

Seb and Cindy Slim



Report an alibi.

11

What's his job?  
 Say something you need to do it

Andy the Architect

Explain what you think has happened.

Mr. Slim and Mrs. Slim, the victims



1

Describe how the victims feel.



2

Complete with a question tag.



Report what  
Detective Nelly  
said.

22

You're good at  
investigating.

21

**Move one  
space forward!**



Complete with  
a tag question.

20

"You can't go out this way, ...?"  
"But we can go back, ...?"  
"The thief won't get away, ...?"



"Don't look in there!"

19

"Don't call my children  
suspects!"

"Don't waste my time!"

What did Mrs. Slim say  
to Detective Nelly?

15

"I'm interviewing  
the gardener."

"I don't believe the cook."

"The driver knows everything!"

Report what  
Detective Nelly said.



16

What does Gracie the  
gardener use these for?

I wear a hat ...

I wear boots ...

I use a spade ...



17



You don't have  
an alibi.

18

**Miss a turn!**



10

You found a clue.

**Move one  
space forward!**



9

"Luke the Cook is  
a witness."

"Dinah the Driver isn't  
in the garage."

"I'm talking to the suspects."

Report a sentence  
Detective Nelly said.

8

Complete with  
a tag question:

Those are the thief's, ...?

They aren't yours, ...?

I haven't seen them  
before, ...?



7

3

Complete.

You use this to ...



4

You look suspicious.

**Miss a turn!**

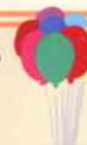


5

What's his job?

Say a skill you  
need to do it.

6



Peter the  
Party Planner



Detective Nelly,  
you'll find my special  
necklace, ..."

Try another  
tag question  
Mrs. Slim asked.

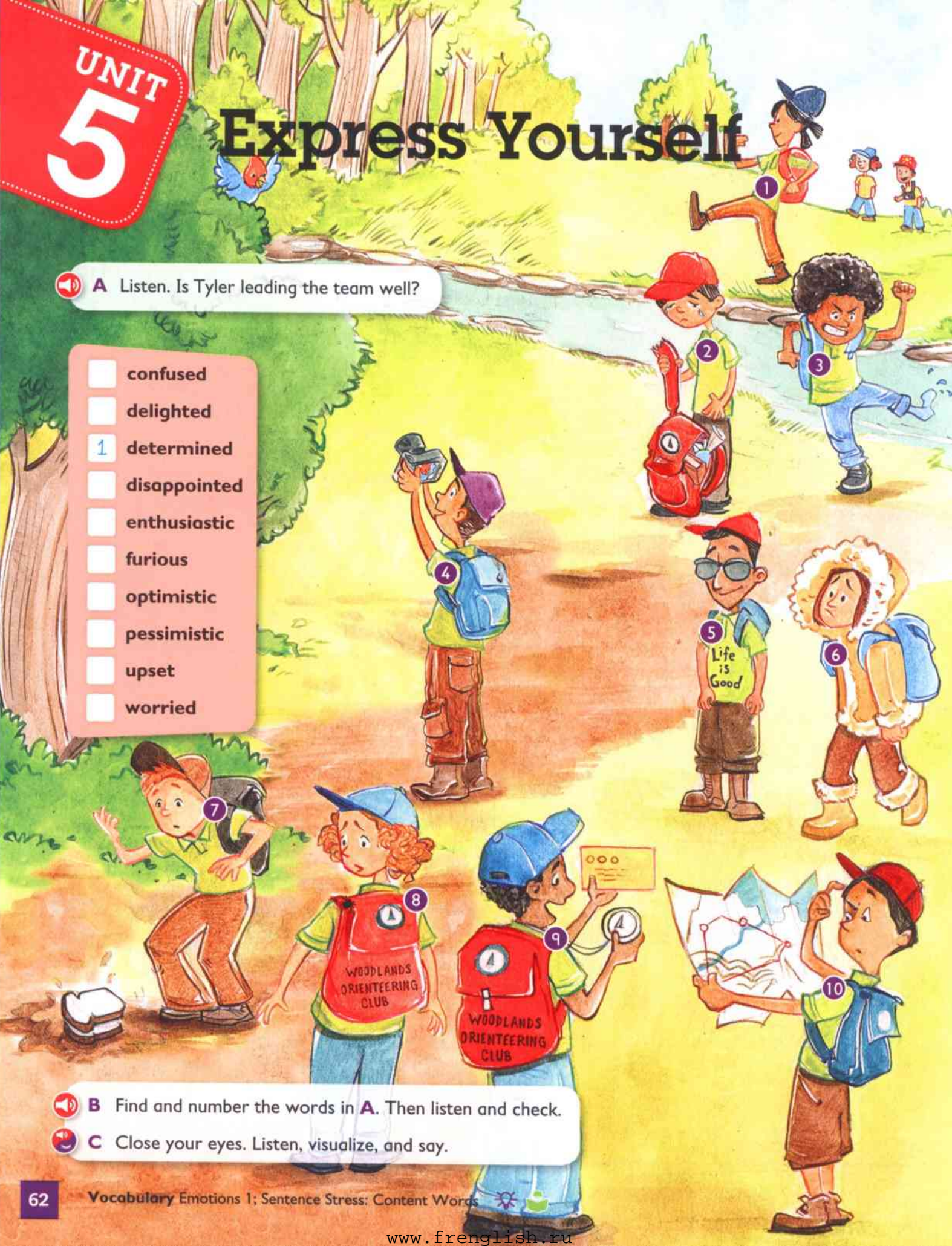


# UNIT 5

## Express Yourself

**A** Listen. Is Tyler leading the team well?

- ☐ confused
- ☐ delighted
- ☒ 1 determined
- ☐ disappointed
- ☐ enthusiastic
- ☐ furious
- ☐ optimistic
- ☐ pessimistic
- ☐ upset
- ☐ worried



**B** Find and number the words in **A**. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.



**D** Look and write. Then write three more adjectives in each category.

Adjectives for  
positive emotions

delighted

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adjectives for  
negative emotions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**E** Listen and write. Then watch and say.

### Expedition Blues

I'm feeling 1 😞 pessimistic —I'm feeling quite 2 😞 \_\_\_\_\_

I want to do my best but it's hard—who knew?

My compass broke, I lost my way,

3 😞 \_\_\_\_\_ a raccoon stole my shoe.

Feeling down with those expedition blues.

I started off 4 😡 \_\_\_\_\_ —don't know what happened then.

Some noises made me 5 😟 \_\_\_\_\_ —I wondered what they meant.

Why are the woods so dark and scary?

Will I ever get home again?

Just can't beat those expedition blues.

Hello, Mom and Dad! Is it really time to go?

So much fun! I've had the best time ever even though

To start I wasn't 6 😊 \_\_\_\_\_,

Was down and didn't know

With my team I'd beat those expedition blues!

**F** Pronunciation. Listen and say. Copy the sentence stress. Find other sentences in the poem and notice the stress patterns.

I'm feeling quite confused.

Some noises made me worried.



**A** Listen and read. What was making the scary noise in the forest?

**1**

What's that noise, Yukiko?

GRRRI!

What noise, Katie?

That grrr, it's coming from the forest. It can't be a person, can it?

**2**

A bear! It must want our food. Help!

It could be a bear.

**3**

Don't panic, Katie! It might be a wild animal, but I'm sure it's not a bear.

Are you sure? Really sure?

Well, pretty sure ... It may be a raccoon or something.

**4**

Hello! Well, what do you think of my animal noises? I'm practicing for the school play!

Oh, Mason, you scared me! I thought you were a bear!

Disappointed? No, I'm not—I was worried!

pretty sure  
quite sure



**B** Look at **A**. Complete the table. Which verb form comes after the modal verb?

Modal Verbs of Deduction							
It	can't		a person.	It			a bear.
			a raccoon.		might		a wild animal.
You			disappointed.		must		our food.

**C** Think and discuss. Then choose and complete.

- 1 We can use modals of deduction to talk about things we **know** / **believe** to be true or not true.

- 2
- 
- sure it's true
- possibly true
- sure it isn't true
- may,

- ✓ It must be a bear.
- ✗ ~~It can be a bear.~~
- ✓ It can't be a bear.
- ✗ ~~It mustn't be a bear.~~

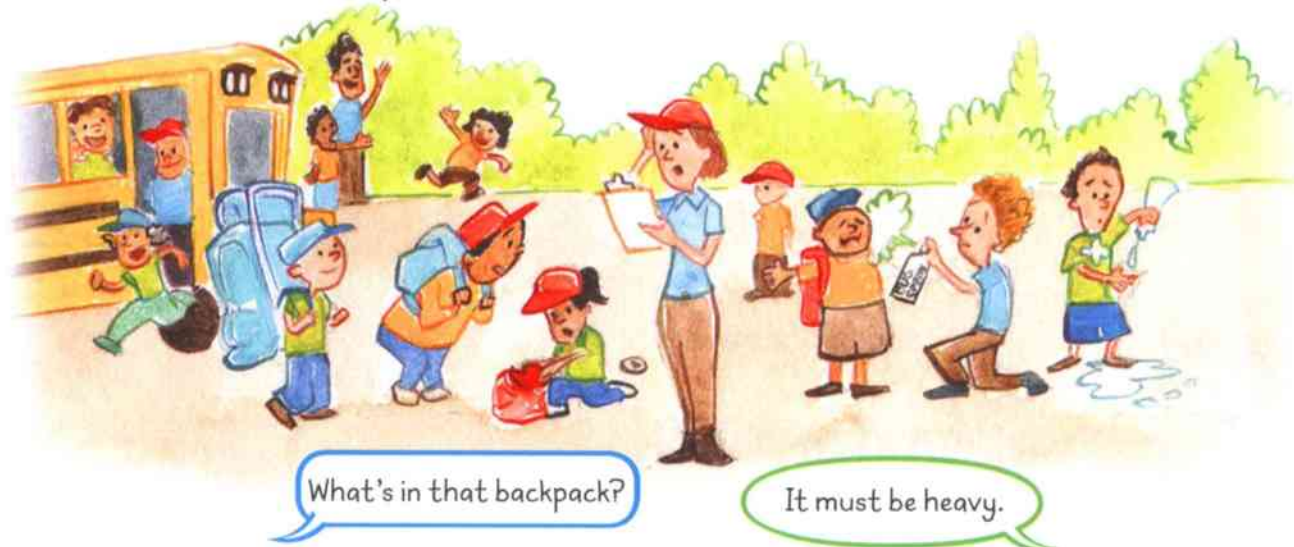
## Watch Out

 **D** Listen and say.

**E** Complete the deductions. Sometimes more than one answer is possible.

- 1 This can't be the way—I think we're lost!
- 2 What a great race! You look so hot. You \_\_\_\_\_ want a drink.
- 3 You finished the whole box of cookies? You \_\_\_\_\_ be hungry again now!
- 4 I'm putting on my jacket because I think it \_\_\_\_\_ rain.
- 5 Will we do it? I don't know, but if we work hard we \_\_\_\_\_ succeed.
- 6 Mom says we have to leave early because there \_\_\_\_\_ be a lot of traffic.

**F** Make deductions about the picture. Ask and answer.





## How do our emotions affect our learning?

 **A** Listen to an interview with Dr. Hernández, a child psychologist. What problem does he talk about?

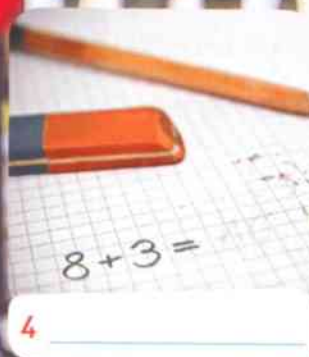
1 succeed



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

make something  
better

6 \_\_\_\_\_

not confident  
about yourself

7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_





**B** Look at the pictures and definitions in **A** and write. Then listen and check.

**confident**    **fail**    **frustrating**    **improve**    **insecure**  
**make mistakes**    **negative**    **positive**    ~~**succeed**~~

**C** Read and complete the letter asking for advice.

Dear Manisha,

I have a friend who had a really 1 negative experience. Amira cares a lot about doing things well and is afraid of making any 2 \_\_\_\_\_. We're both on the school trampolining team and last week we had a competition. I was really excited and optimistic. We both practiced a lot. Some days we didn't 3 \_\_\_\_\_ but we didn't stop trying. We were determined to 4 \_\_\_\_\_. And of course, we were also nervous! Amira had trouble on the first jump. It wasn't a bad mistake, but she didn't want to 5 \_\_\_\_\_. She was so upset with herself that she got off the trampoline. I didn't know what to tell her. How can we both find a 6 \_\_\_\_\_ way to deal with difficult situations? How can I help Amira keep feeling 7 \_\_\_\_\_ when something goes wrong?

Best wishes,  
 Fran

**D** Now listen to Erik. What disadvantage of living in Tromsø in Norway does he mention?


**E** Listen again. Choose the correct answer.

- 1 A Polar Night lasts 24 hours / 16 hours.
- 2 In Tromsø, the sun doesn't appear for 60 days in the summer / winter.
- 3 SAD is an illness which makes you feel very tired / stay away from the sun.
- 4 Some SAD sufferers don't want to see their / have many friends.
- 5 To avoid SAD, you should / shouldn't exercise.
- 6 You can improve your mood by staying indoors / talking to people.
- 7 Positive / Negative thoughts about winter help to stop you getting SAD.



**Have you ever felt frustrated? Why? How did you change that feeling?  
 Why is it important to understand how we learn?**



 **A** Listen and read. How does Mason feel?



- Jalen:** Santiago looks so happy! How are you feeling, Mason?
- Mason:** Of course I'm delighted for him. He's really looking forward to moving back to Mexico.
- Jalen:** But you'll miss him, won't you?
- Mason:** No! What? I'm not insecure! I'll find a lot of other friends. I'll probably forget about him in a week ...
- Jalen:** Are you sure? You've been friends for a long time.
- Mason:** Since we were five. Maybe I'll miss him a bit ...
- Jalen:** Santiago's definitely going to miss you.
- Mason:** Really?
- Jalen:** Of course. He's very confident, but he's also scared about moving. And you're not going to be there to support him.
- Mason:** I didn't think of that. I'll email him every week. Perhaps we can do video chats, too.
- Jalen:** Great idea!
- Santiago:** Come on, Mason! I want to get a picture of everyone.
- Jalen:** Obviously you should be in the picture, too, Santiago. Let me take it for you, so you'll remember all your friends. OK, everyone—say CHEESE!



- B** Look at **A**. Complete the table. Which adverb can come at the beginning of the sentence or before the main verb?

### Adverbs of Probability


I	'll	probably	forget	about him in a week.
Santiago	's	_____	_____ to	miss you.
_____	I	'll	_____	him a bit.
_____	we	_____	do	video chats, too.
_____	you	_____	_____	in the picture, too.
You	should	obviously	_____	

maybe = perhaps

**Look**

- C** Think and discuss. Then choose and complete.

1 We use adverbs of probability to show how **sure** / **worried** we are about something.

2 **not sure**  **very sure**  
perhaps, definitely,

-  **D** Listen and say.

- E** Read and choose.

- I can **probably** / **maybe** come to your house—I'll tell you tomorrow.
- Mel's eaten all the chocolate! She **probably** / **obviously** liked it!
- It was **definitely** / **perhaps** Rob I saw. I recognized his jacket.
- Obviously** / **Perhaps** we could go tomorrow. The weather might be better.
- I'll **probably** / **definitely** be home in time for lunch. We're on the train now.
- Maybe** / **Definitely** you're right. I'll ask my dad.

  
recognize

  
recognise

- F** Play *What's the Chance?* Discuss with a friend.

next year

when you grow up

if you get the chance

if you have enough money

while you're still at school

Will you go skiing next year?

Perhaps I'll go skiing next year.





## A Read the acrostic poems. What six things does the writer compare himself to?

### Feeling Good

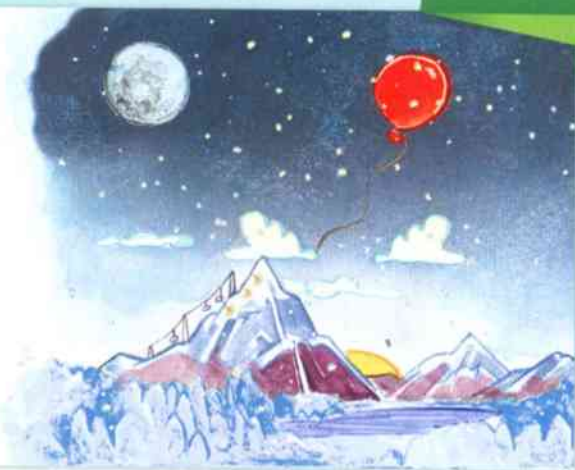
Raft floating, my hands pulling through the water like a duck.  
 Eating ice cream.  
 Lying on the sofa, curled up like a kitten.  
 After-school snack with my sister.  
 X from my dad, when I'm in bed, as sleepy as a bear in winter.  
 Everyone reading, as quiet as mice.  
 Dreaming in the sun.



x = kiss  
 xoxo = kiss hug kiss hug

### Looking at the Best

Orange sun and I live  
 Positive.  
 Today I'm a balloon,  
 In the sky near the moon.  
 Mountains below,  
 Inviting snow  
 Skiers racing like the four winds—  
 Together they sparkle like sequins.  
 I'm a snowflake,  
 Carefree. Watch as I melt into the silvery lake.



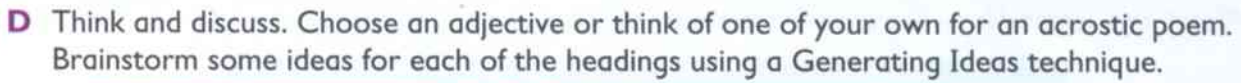
## B Look at the structure of the acrostic poems. Read and answer.

- 1 What words do the first letters of the poems' lines spell? \_\_\_\_\_
- 2 What do the images in each poem have in common? \_\_\_\_\_
- 3 Is every line a full sentence? Why or why not? \_\_\_\_\_
- 4 Are all the beginning words nouns or adjectives? \_\_\_\_\_
- 5 What is special about how the letter X is used in the first poem? \_\_\_\_\_

## C Look at the language in the acrostic poems. Read and respond.

- 1 Find and underline two ways of comparing things using similes in *Feeling Good*.
- 2 Similes compare things using *like* with:
  - a. a verb
  - b. a noun
  - c. a preposition
- 3 In similes, we use *as ... as* with:
  - a. a pronoun
  - b. a verb
  - c. an adjective
- 4 Find and underline the two ways of comparing things using metaphors in *Looking at the Best*.
- 5 Metaphors compare by saying something:
  - a. wants to be another thing
  - b. is like another thing
  - c. is another thing

Poets use similes and metaphors to create interesting images for the reader.



upset

## Metaphors

**E** Plan your 'acrostic poem. Use your notes in **D** and a Planning technique.

**F** Now write your acrostic poem.

7 Ask your friend to read your poem. Can he/she think of another simile or metaphor for your word?



**A** Watch and listen. Have you ever felt nervous about giving a presentation?



**B** Watch again. Check (✓) the expressions Linda uses to encourage her audience.

- |  |   |
|--|---|
| 1 <input checked="" type="checkbox"/> You'll be fine.                              | 6 <input type="checkbox"/> If you're really enthusiastic, your audience will be, too. |
| 2 <input type="checkbox"/> Don't worry.  | 7 <input type="checkbox"/> I'm feeling much more positive.                            |
| 3 <input type="checkbox"/> You're interested so your audience will be interested.  | 8 <input type="checkbox"/> Everyone is on your side.                                  |
| 4 <input type="checkbox"/> They know what it feels like. They want you to do well. | 9 <input type="checkbox"/> Tell yourself you're going to be great!                    |
| 5 <input type="checkbox"/> It's probably true.                                     | 10 <input type="checkbox"/> Go for it!  |

**C** Think of a time when you were nervous. Research and prepare a presentation to encourage people who are in a similar situation.

- 1 What was the situation?
- 2 Why were you nervous?
- 3 What were you nervous about?
- 4 What advice did someone give you?
- 5 What personal story can you tell?

**D** Practice with your friends using phrases in **B**. Then share with the class. Make notes.

## Reflect

What encouraging phrases can I use about my friends' presentations?

How well did you meet the challenge of Unit 5? Read and respond.

# My Favorite Mistakes

**M** means  
**I**  
**S** tart  
**T** o  
**A** cquire  
**K** nowledge  
**E** xperience  
**S** kills

Two mistakes I made in this unit that moved my learning on are ...

---

---

---

---

Two things (knowledge) I learned about emotions are ...

---

---

Two things (experience and skills) I learned to say or do in English are ...

---

---

---

One thing I want to work on next month is ...

---

---

**This is your goal.**

**Next month, you'll think about how well  
your plan worked.**

Hello! Remember me? I'm Santiago. I never go anywhere without my camera. What does my family do in Mexico? Find out in Unit 6!



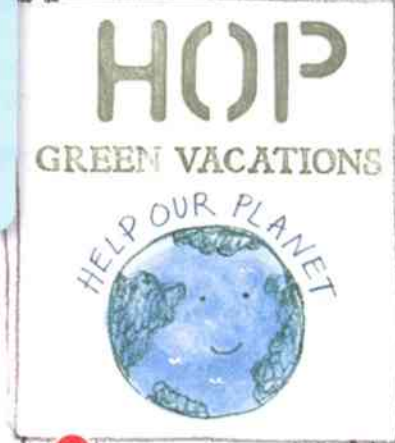
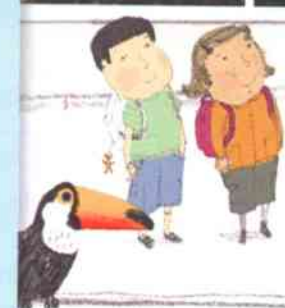


# UNIT 6

## Go Green

 **A** Listen. What is HOP?


- ☐ carbon footprint
- ☐ conservation
- ☐ damage
- ☐ eco-friendly
- ☐ environment
- ☐ impact
- ☐ pollution
- ☐ public transportation
- ☒ 1 tourism
- ☐ waste




**9** the natural world, including the land, water, air, plants, and animals

EXCURSIONS  
SIGN UP  
HERE  
←



 **B** Find and number the words in **A**. Then listen and check.

 **C** Listen and say. What do you think of when you hear these words? Talk with your friend.



4

effect or  
consequence  
actions have  
on something

3

designed  
to cause as  
little harm  
as possible to  
the planet

## WHY HOP NEEDS YOU

5



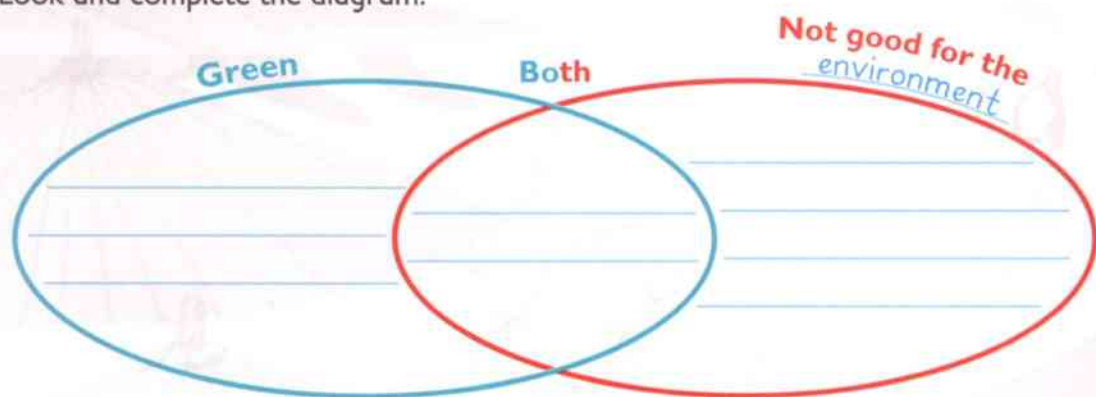
6



7



**D** Look and complete the diagram.



**E** Listen and write. Then watch and say.

### A Green World

1 Pollution (onullopti) in the ocean,  
Poison in the air.

We 2 \_\_\_\_\_ (aagemd) our  
3 \_\_\_\_\_ (teennvriomn)

When we travel anywhere.

The explanation's clear—

4 \_\_\_\_\_ (aronocsvniet) is what  
we need.

5 \_\_\_\_\_ (oce-ynlfired) projects help  
To keep our planet green.

So don't 6 \_\_\_\_\_ (stewa) what we have.

7 \_\_\_\_\_ (mirostu) needs a plan.

Keep your 8 \_\_\_\_\_  
(bonrac tofoniptr) small.

Protect our precious land.



**F** Pronunciation. Listen and say. Copy the word stress. Think of other words with three or four syllables. Where's the stress?

pollution

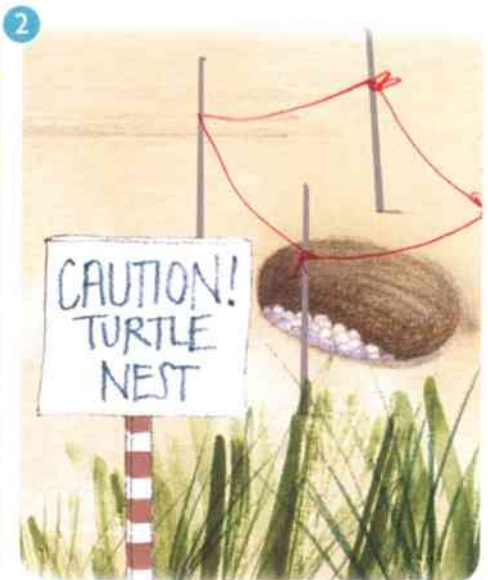
environment

explanation

conservation



**A** Listen and read. What activity is the group going to do?



**Javier:** Thousands of sea turtles start life on this beach, but tourism can have a negative impact on their habitat. Turtles may become extinct if we don't protect them.

**Adele:** Oh, no, that'll be terrible! But why is tourism a problem?

**Javier:** Well, sea turtles spend most of their lives in the ocean, but they lay their eggs in the sand on beaches like this one. When too many people stay in hotels near the beach, they can disturb the turtles' nests before the eggs hatch. Hotel lights are a problem, too. They shine on the beach at night and confuse the turtles when they're looking for places to nest. They can also confuse the baby turtles when they hatch and are looking for the water.

**Adele:** What can we do to help?

**Javier:** If we protect the turtles' nests, there might be more babies. We're going to look for a nest, and if we find one that isn't marked, we'll call the conservation experts. They'll move it to a safe place.

**Adele:** Sounds great! If we see some baby turtles, will I be able to take a photo?

**Javier:** Sure—but remember not to use the flash!

**B** Look at **A**. Complete the table. When do we use a comma?

First Conditional With Modal Verbs							
Turtles	may	become	extinct	_____	we	don't protect	them.
_____	we	_____	the turtles' nests,	there	_____	be	more babies.
_____		see	some baby turtles,	_____	I	_____	take a photo?

can (present) =  
will be able to (future)

**Look**

**C** Think and discuss. Then choose.

- 1 We use the first conditional to predict the result of **possible** / **impossible** situations in the future.
- 2 We use *may* and *might* to talk about something we're **sure** / **not sure** will happen in the future.

 **D** Listen and say.

**E** Complete the first conditional sentences with your own ideas.

- 1 If we buy too much food, we might waste it.
- 2 If they clean up the trash, \_\_\_\_\_.
- 3 \_\_\_\_\_ if we go on an eco-friendly vacation.
- 4 \_\_\_\_\_, it might have a negative impact.
- 5 We'll be able to take great photos \_\_\_\_\_.
- 6 If people on HOP vacations plant more trees, \_\_\_\_\_.

**F** Think and discuss. Where do you want to go on vacation? Predict what might happen.



If we go to the rainforest,  
we'll be able to see a lot of  
cool animals.

But we might  
get lost if we don't  
have a guide.

If we go to the beach, ...



## How do our lifestyle choices affect the environment?



**A** Listen to Sandra and Ekaterina talk about being green. What two things does Ekaterina say she's going to do?

1 sustainable



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

8 \_\_\_\_\_







**B** Look at the pictures in **A** and write. Then listen and check.

global    global warming    local    natural resources    organic  
recycle    reduce    self-sufficient    ~~sustainable~~    symbol

**C** Read and complete the poster.

- Try to stop 1 global warming by finding a more 2 \_\_\_\_\_ way to live.
- Don't waste 3 \_\_\_\_\_ like water and fuel.
- Grow 4 \_\_\_\_\_ food.
- Don't buy too much at the grocery store and try to be as 5 \_\_\_\_\_ as possible.
- Check the 6 \_\_\_\_\_ on packaging to buy eco-friendly products.
- 7 \_\_\_\_\_ the amount of trash you throw out.
- 8 \_\_\_\_\_ the things you don't want any more.



**D** Now listen to an interview with Lorena Rossi. What issue does she talk about?




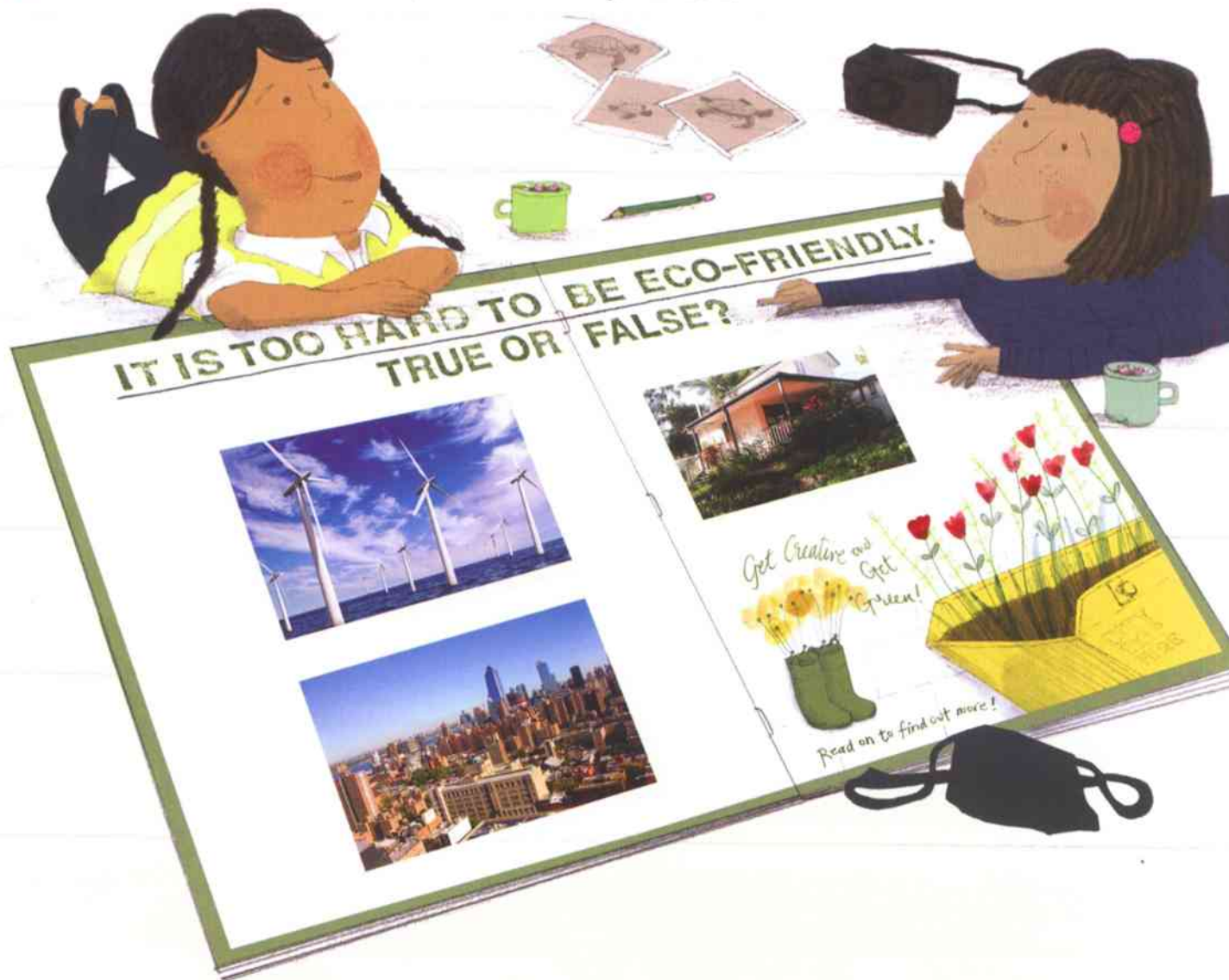
**E** Listen again. Answer the questions.

- 1 What everyday things is palm oil used in? Pizzas, cakes, cookies, soap, make-up, and shampoo.
- 2 How does cutting down rainforests affect everyone? \_\_\_\_\_
- 3 Why are animals hurt by rainforests being cut down? \_\_\_\_\_
- 4 What does Lorena think we can do to make things better? \_\_\_\_\_
- 5 How can we know when a company has produced the palm oil a sustainable way? \_\_\_\_\_

**What can you do to reduce your impact on the environment?  
Why is it important to look after the environment?**



 **A** Listen and read. What kind of quiz is Adele doing with Lola?



- Lola:** Let's do this quiz on sustainable living. It's called "It's too hard to be eco-friendly. True or False?" Are you ready, Adele?
- Adele:** Yes, I am!
- Lola:** Number 1. The wind is always strong enough to make electricity. True or false?
- Adele:** Hmm. The wind can be a good source of clean energy, but it's not always very windy around here ... so, false!
- Lola:** Yes, you're right. Wind turbines make enough electricity to power entire buildings but only in places where it's windy. Next. Urban areas are too crowded to use clean energy.
- Adele:** That's false! All the apartment buildings in my neighborhood have solar panels which make electricity from the sun. They're on top of the buildings, so they don't take up much space.
- Lola:** Great! Last one. Most families can't grow enough food to be self-sufficient.
- Adele:** That's hard. Our garden isn't big enough for us to grow everything we need, but ...
- Lola:** You're right. Not everyone can grow everything they need, but the next page has some creative ways to grow food even in small spaces.

**B** Look at **A**. Complete the table. Which word can we use with a noun or an adjective?

**Too and Enough + Infinitive**

It	's		hard		eco-friendly.
Urban areas	are			to use	clean energy.
Our garden	isn't		enough	for us	everything we need.
Wind turbines	make			to power	entire buildings.
Most families	can't grow		food		self-sufficient.

*It's too small (for us) to grow everything we need.*

**Look**

**C** Think and discuss. Then choose.

- 1 We use *too* + adjective to say something is *the right amount* / *more than is needed*.
- 2 We use adjective + *enough* or *enough* + noun to say something is *more than is needed* / *the right amount*.
- 3 We use the infinitive after *too* and *enough* to give *a reason* / *advice*.

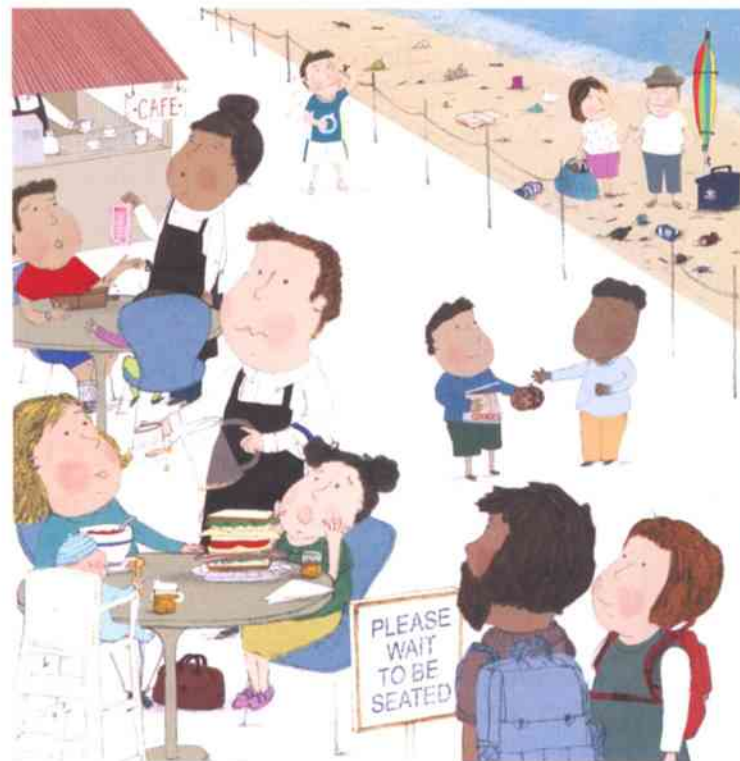
**D** Listen and say.

**E** Look and complete the sentences with *too* or *enough*.

- 1 It's too hot to run.
- 2 There isn't enough juice for all of them to have a drink.
- 3 The sandwich is too big for her to eat.
- 4 He has enough cookies to share with his friend.
- 5 The beach is too dirty for them to sit on.
- 6 Does the customer have enough money to pay?

**F** Play a memory game. Close your book. Talk with your friend. Who remembers the most?

The man's too hot to run.





- A** Read the persuasive essay entry for the Green Living Competition. How many changes does the writer suggest we make?



## EATING GREEN

Antarctica is melting. Many animals are almost extinct. We are running out of natural resources. And it is our fault! We need to find eco-friendly ways of living—fast! In my opinion, the first thing we need to look at is what we eat.

Our food choices often have a negative effect on the environment. For example, we want to eat healthily so we buy pineapples and other delicious fruit at the grocery store. On the one hand, a pineapple is healthy. But on the other hand, it has a very large carbon footprint. Did you know that producing one kilo of pineapple creates one kilo of carbon dioxide?

We also need to reduce the amount of trash we throw out. There is too much packaging on our food. All that plastic is bad for the environment. Here is another shocking fact: some plastic bottles will still be around as trash 450 years from now.

I strongly believe that it is time to eat green to be green. Choose local produce, not global. Choose foods which don't come in plastic packaging. And grow your own food! Most of us don't have large enough yards to grow all our own food, but we can grow some of the things we need. If we make even small changes, we can change the future of the world. Is that too difficult to do?

- B** Look at the structure of the persuasive essay. Read, discuss, and answer.

1 What's the purpose of each paragraph? Put them in order.

- |   |  |
|---|--|
| a. <input type="checkbox"/> first point in argument | c. <input type="checkbox"/> conclusion               |
| b. <input type="checkbox"/> introduction            | d. <input type="checkbox"/> second point in argument |

2 Look at the first sentence in each paragraph. What effect do these sentences have?

3 Find and underline two examples of statistics in the text. What effect do these have?

- C** Look at the language in the persuasive essay. Read and respond.

1 Which verb forms are used most in the essay? Why?

2 Find the beginnings of two sentences which give the two sides of an argument.

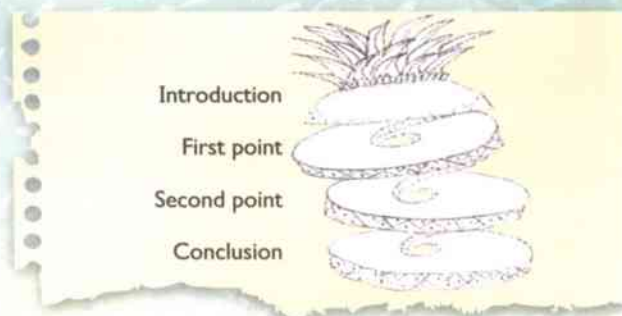
3 Find two examples of phrases the writer uses to introduce what he/she thinks.

Persuasive essays use certain phrases to guide the reader and explain the writer's opinions.

- D** Think and discuss. Brainstorm some ideas for an eco-friendly city using one of the Generating Ideas techniques.



- E** Plan your persuasive essay. Use your ideas in **D** and one of the Planning techniques.



- F** Prepare to write a first draft for your persuasive essay. Complete the plan. Then think about the language you used and revise it.

### Introduction

Topic Sentence \_\_\_\_\_

Supporting Points \_\_\_\_\_

### First Point

Topic Sentence \_\_\_\_\_

Supporting Points \_\_\_\_\_

### Second Point

Topic Sentence \_\_\_\_\_

Supporting Points \_\_\_\_\_

### Conclusion

Topic Sentence \_\_\_\_\_

Supporting Points \_\_\_\_\_

### Read and Respond

Ask your friend to read your persuasive essay.  
Does he/she agree with your argument?

- G** Now write your persuasive essay.



**A** Watch and listen. What problem do Maria and Wade describe?

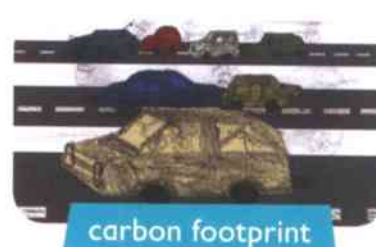


**Watch**  
How do Maria and Wade use visuals?

**B** Watch again. Complete the sentences Maria and Wade use to ask for help.

- 1 We're here today to ask for your help.
- 2 Maria and I can't do this \_\_\_\_\_.
- 3 We're \_\_\_\_\_ for people to be \_\_\_\_\_ of our project.
- 4 With your \_\_\_\_\_, we can really make a \_\_\_\_\_.
- 5 Please \_\_\_\_\_ come and \_\_\_\_\_ us!

**C** Choose a topic or use one of your own. Research and prepare visuals for a presentation. Think and plan.



Issue?	
How bad?	
Ideas?	
Future?	

## Reflect

Give feedback to your friends on their presentations and about their visuals.

**D** Practice with your friends using phrases in **B**. Then share with the class. Make notes.



How well did you meet the challenge of Unit 6? Read and respond.

# MONTHLY GOAL REFLECTION

My goal from Unit 5 was to ...

---



---



---

Overall, I rate my effort  
towards my goal as ...



To achieve my goal I ...

---



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---

## Next month

☐ I will continue to work on this goal.

☐ I will set myself a new goal.

My plan now is to ...

---



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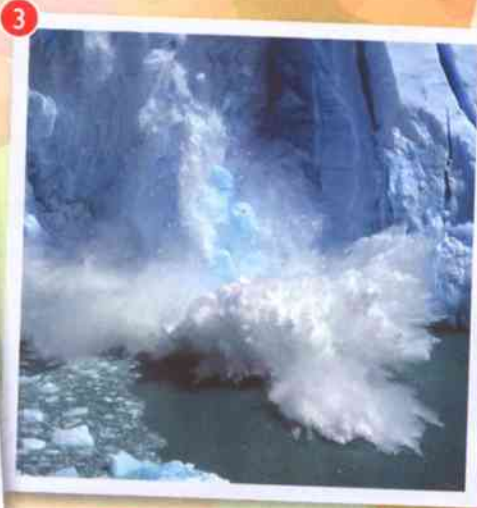
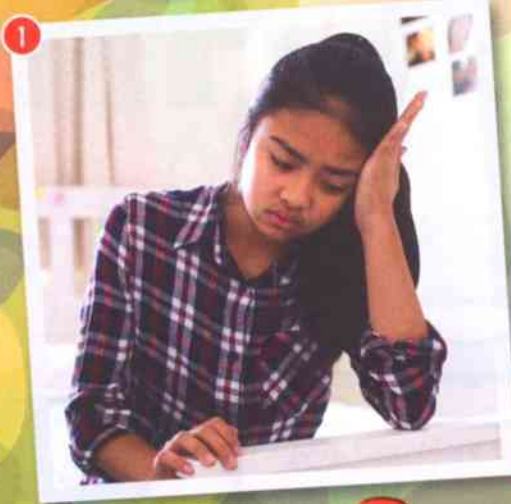
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Hello! Remember me? I'm Lola. It's  
fun to be eco-friendly! Find out  
what I do in my free time in Unit 7!





# Picture Puzzles



probably

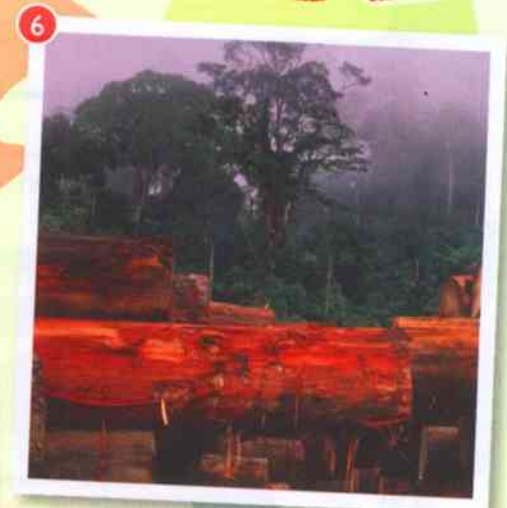
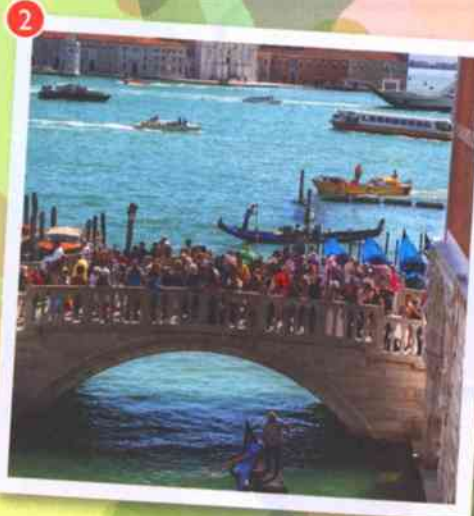
could

may

obviously

too

maybe



\_\_\_\_\_'s Points



## HOW TO PLAY

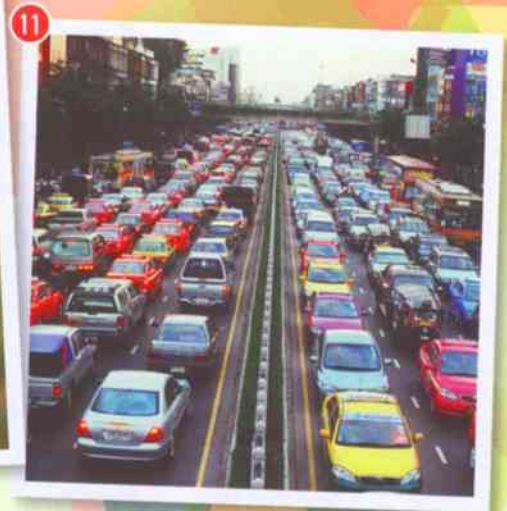
- 1 Play in pairs.
- 2 Player A says a sentence about one of the pictures, using one of the prompt words. Player B identifies the picture.



It's too dry to  
grow plants.

Picture 12!

Correct!



must

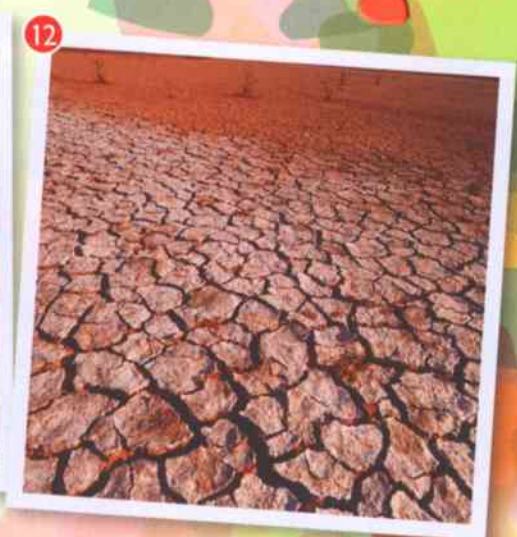
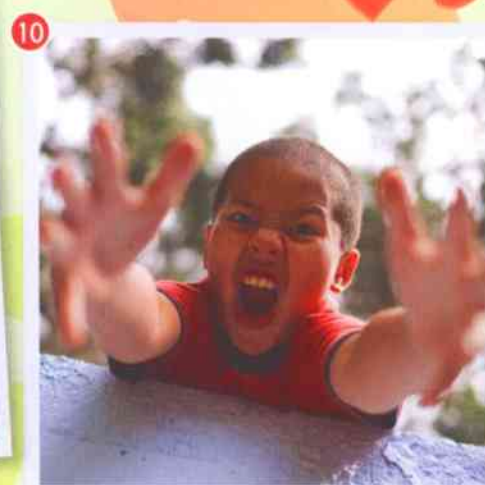
perhaps

might

if

definitely

(not)  
enough



- 3 Player B says a sentence about a different picture, using a different prompt word. Player A identifies the picture.
- 4 A correct answer wins 1 point. When all the pictures have been identified, the player with the most points wins.

's Points





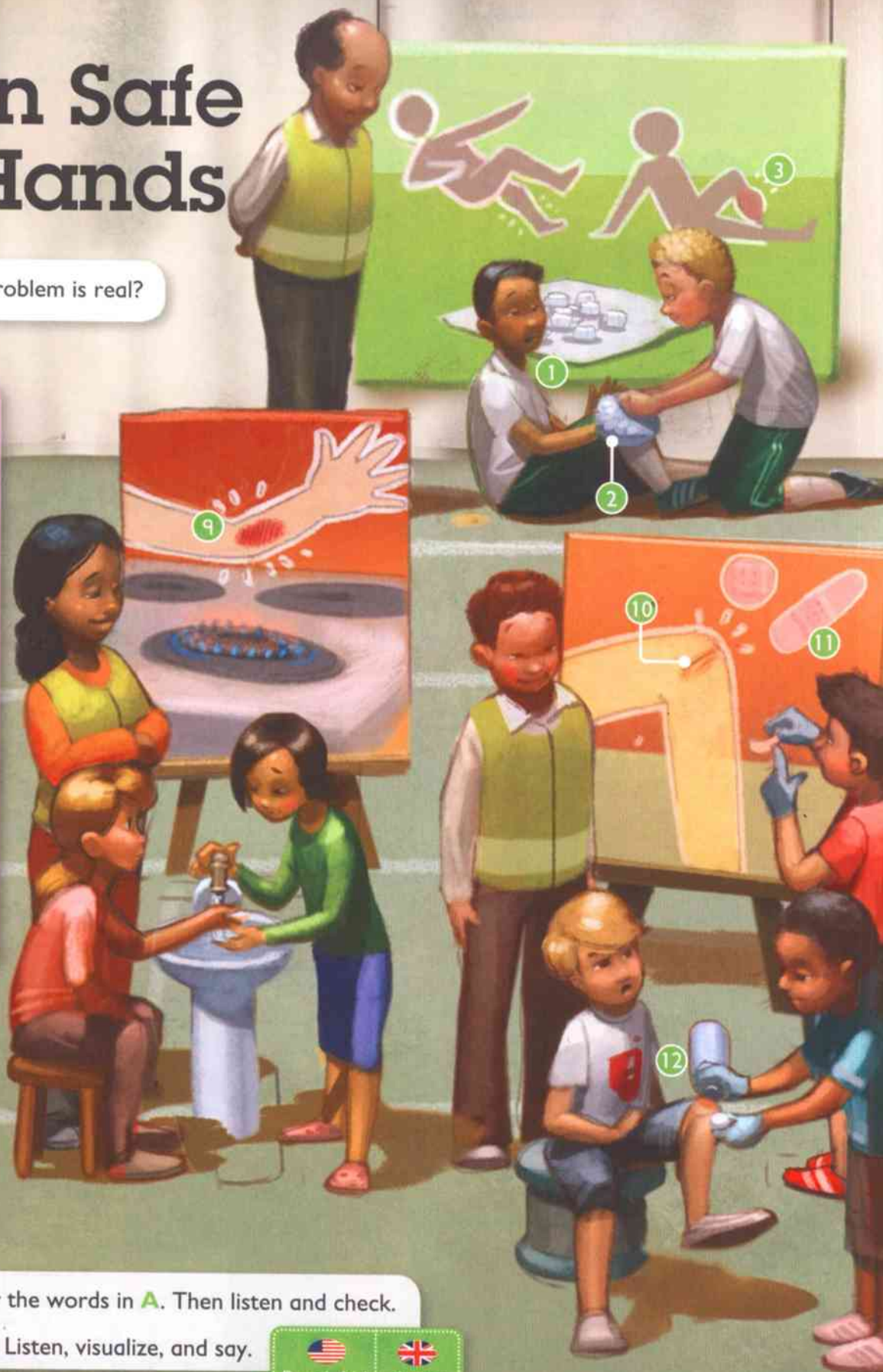
# UNIT 7

## In Safe Hands



A Listen. Which problem is real?

- ☐ accident
- ☐ allergic reaction
- ☐ Band-Aid
- ☐ burn
- ☐ concussion
- ☐ cut
- ☐ disinfect
- ☐ faint
- ☐ ice pack
- ☒ 1 injured
- ☐ rash
- ☐ swell



B Find and number the words in A. Then listen and check.



C Close your eyes. Listen, visualize, and say.



Band-Aid



plaster







D Look and write.

What's wrong?	Things that help
accident	

E Listen and write. Then watch and say.

### The First Aid Tent

If you're 1 injured,

We'll check it out.

A 2 c or a 3 b

Just give us a shout.

At the First Aid, First Aid, First Aid Tent

We're here when there's an 4 a.

Hurt your ankle climbing a tree?

Need an 5 i

For your knee?

Want a 6 B?

Need a rest? Or just lie down

Till you feel your best.

F Pronunciation. Listen and say. Copy the linking. Think of other phrases like these.


you're injured

or a burn

your ankle





 **A** Listen and read. Are Neerav and Alex well prepared?



**Neerav:** So, as the lifeguards for my sister's pool party, it's our job to keep everyone safe.

**Alex:** Yes—if there's an accident, we'll be ready!

**Neerav:** Lola told me to make the rules very clear. No one's allowed in the water if we're not here. People who can't swim must wear waterwings. And to avoid cuts, drinking glasses aren't allowed around the pool. That rule and others about jumping, running, and pushing are shown on that poster. My dad made it!

**Alex:** What happens if anyone breaks the rules?

**Neerav:** They're told to leave the pool.

**Alex:** And if there is an accident? Where's the first aid kit kept?

**Neerav:** It's over there, under the umbrella.

**Alex:** And are Band-Aids kept in the first aid kit?

**Neerav:** Yes, they are. But the ice packs are in the fridge. And if anything serious happens, we need to get help. My parents are in the house.

**Archie:** Hey, Neerav! Alex! Watch me dive! ... Whoah!

**Neerav:** Archie, be careful!



waterwings  
first aid kit



armbands  
first-aid kit

**B** Look at **A**. Complete the table. What verb form comes after the auxiliary verb (be)?

Simple Present Passive					
No one	's				in the water if we're not here.
Glasses					around the pool.
Where		the first aid kit	kept?		It's over there.
	Band-Aids		in the first aid kit?	Yes, they	
				No, they	aren't.

- ✓ Yes, they are kept.
- ✗ No, they aren't kept.

**Look**

**C** Think and discuss. Then choose.

- We use the passive when we want to focus on the action / the person doing the action.
- The action in the simple present passive is a routine or repeated process / happening now.

**D** Listen and say.

**E** Read and complete the dialogue.

use call buy ~~keep~~ write disinfect

**Noha:** Let's test each other for the first aid exam.  
Do you remember where the ice packs  
1 are kept?

**Rona:** Cold ones are in the freezer—and new ones  
2 \_\_\_\_\_ at the pharmacy.

**Noha:** Great! What if someone has a cut?

**Rona:** First the cut 3 \_\_\_\_\_ and  
then a Band-Aid 4 \_\_\_\_\_.

**Noha:** What if it's a more serious accident?

**Rona:** Then the parents 5 \_\_\_\_\_. The phone numbers  
6 \_\_\_\_\_ on that list by the phone.

**Noha:** Great work! I think you'll pass the exam easily! Now ask me ...



**F** Think and discuss. Make some rules for a class camping trip. Whose rules are the best?

food

clothes

fire

drink

singing

hammocks/tents

Food is kept in a box,  
away from animals.

Lighting fires  
isn't allowed.



How do volunteers contribute to our well-being?

 A Listen to Mary and Isaac talk about volunteer roles. Why do you think the colored jackets are important?



1 emergency exit



2



4



5



6



7

suddenly feeling  
very worried and  
unable to think  
clearly



8

a way of training  
people so they  
know what to do  
in an emergency

9

leave a place  
because it is  
unsafe

10

 sound the alarm  
first responder  raise the alarm  
emergency services



**B** Look at the pictures and definitions in **A** and write. Then listen and check.

call for help   drill   ~~emergency exit~~   evacuate   first responder  
keep calm   panic   prepare   rescue   sound the alarm

**C** Read and complete the blog post.

fire marshal

fire warden

Hello! I'm the senior fire marshal in our school. I've been a fire warden for five years and now I help train the new class fire marshals. At first they can be nervous, but this is the advice I give them.

1 Prepare well. Study the maps carefully and make sure you know where the  
 2 \_\_\_\_\_ are. It's your job to ensure the routes are kept clear of obstruction—that means checking that no bags or coats are blocking the pathway. During a practice  
 3 \_\_\_\_\_, you'll need to 4 \_\_\_\_\_—you shouldn't shout or run around. If someone starts to 5 \_\_\_\_\_, speak to them quietly and calmly—make sure they have someone to walk with. Don't be surprised if you see a 6 \_\_\_\_\_ coming into the building: the ambulances and fire departments have to practice, too, so that they're able to  
 7 \_\_\_\_\_ and save people. Real fires don't happen often, but if you see or smell smoke, 8 \_\_\_\_\_ immediately and put on your yellow jacket so everyone can see you.

**D** Now listen to a podcast about the origins of the first aid kit. What was the happy accident?

**E** Listen again. Choose the correct answer.

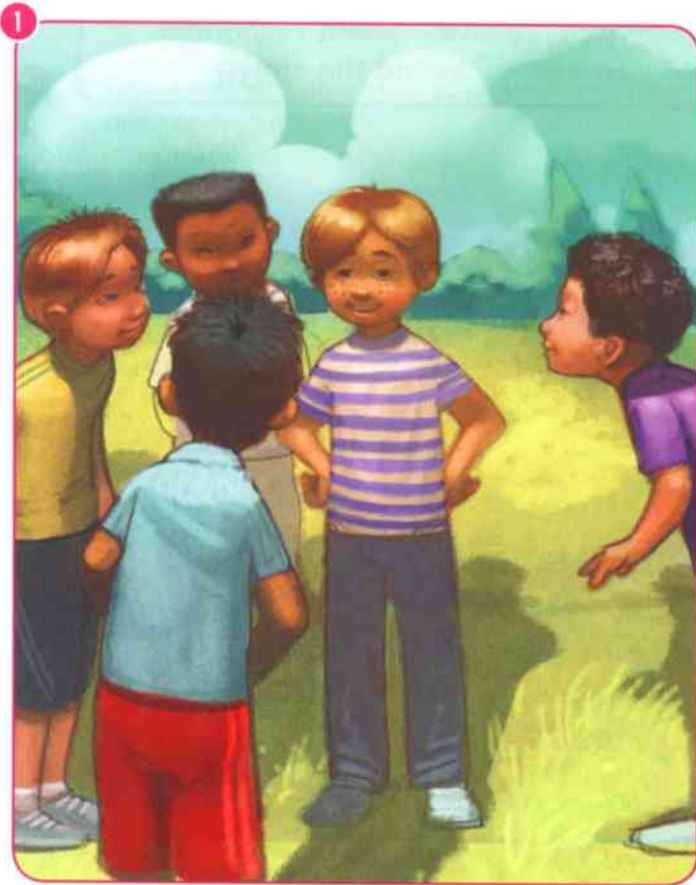
- 1 The story starts in 1880 / 1818 in the USA.
- 2 In those days, doctors were / weren't able to get to injured railroad workers quickly.
- 3 Mr. Robert Wood Johnson was a business person / scientist.
- 4 The first aid kit meant other railroad workers could disinfect an injury / talk to a doctor if there was an accident.
- 5 First aid kits are the same / have been adapted for different places, including schools and homes.
- 6 People today are careful to be clean before / after touching a patient, thanks to Mr. Johnson and his team.



What can you do to help others?  
 How can local solutions affect global problems?



**A** Listen and read. How has Archie helped his sister?



**Aziz:** Hi, Archie! We haven't seen you at the park for ages. Where have you been?

**Archie:** I've been with my sister. She's broken her leg and can't move around much. She hurt herself on a ski trip.

**Paul:** Oh, no! That must be really difficult—I can't imagine not being able to move!

**Archie:** It's not that bad, Paul! And it's only for a few weeks, while the bones heal.

**Aziz:** So, how did she do it?

**Paul:** Did she have to go to the hospital? Were there lots of doctors and nurses?

**Aziz:** Was there lots of blood?

**Paul:** Will she be able to ski again?

**Archie:** Stop, stop! I can't hear myself think! No, Aziz, there wasn't any blood, and yes, she did go to the hospital, and yes, she'll be skiing again very soon!

**Aziz:** So, what have you been doing?

**Archie:** I've been keeping her company. We've played some of our old games from when we were younger and recently, we've been teaching ourselves to play the guitar.

**Paul:** The guitar? Wow!

**Archie:** I know! You should try it yourself. It's so much fun! And the doctor says I've been doing an important job helping my sister to heal mentally as well as physically.

- B** Look at **A**. Complete the table. How does the spelling of the reflexive pronoun change in the last sentence? Why?

### Reflexive Pronouns

I	can't	hear		myself	think!
You	should	try	it	_____	
She	hurt			_____	
We	've been	teaching		_____	to play the guitar.

- C** Think and discuss. Then choose.

- We use reflexive pronouns when the subject and the direct object of the verb are **the same** / **different**.
- All** / **Not all** verbs can be used with a reflexive pronoun.

I washed **myself** quickly  
because I got **myself** up late.

### Watch Out

- D** Listen and say.

- E** Read and choose.

- The alarm clock turns **myself** / **itself** off after five minutes.
- I'm making this cake **myself** / **yourself**.
- We enjoyed **ourselves** / **themselves** very much.
- Pravat wants to teach **myself** / **himself** to play the flute.
- Oh, Ana, your hand's bleeding. Have you cut **yourself** / **herself**?
- My cousins introduced **themselves** / **myself** to my friends.
- Ahmed and Sun Li, be careful! You might hurt **yourself** / **yourselves**.



- F** Play Tic-Tac-Toe. Make sentences to win the squares.

hurt	cut	enjoy
introduce	teach	feed
burn	turn on/off	hear

I choose "enjoy."



José and Idris  
enjoyed themselves  
at the party.

Correct! You  
win the square.



A Read the flyer about helping people. What are the three points to remember?

## How to Help a Friend in Need

Knowing when to use the first aid kit  and when to just lend an ear is the sign of a good first responder.  We often think about medical treatment as something physical, but sometimes an injury is on the inside. Would you know what to do?

### Look

- If you see someone in need, it's very important to look before you do anything.
- Check for **visible injuries** such as blood, scrapes, or broken bones.
- Get a **first-aider** quickly. He/She will have the correct training.
- Follow any instructions the first-aider gives you and **keep calm**.

### Listen

Sometimes, there are no physical injuries, but if you take the time to listen, you'll find out what's wrong.

- **Ask questions.**
- Let the person talk as much as they want to and **don't interrupt**.
- Don't try to provide solutions for everything. Making suggestions can be helpful, but it's **often better if the person thinks of their own solutions**.

### Follow Up

It's easy to move on to the next problem or moment in your life, but a lot of injuries take time to heal.

- Let the person know you're available.
- **Visit them** if you can and help with any jobs they need to do.
- **Call** or meet them after school for a soda and a chat.

**Remember**, a Band-Aid  can come in all shapes and sizes, and some people need it **on the inside!**

B Look at the structure of the flyer. Why does the writer use these features?

- 1 headings \_\_\_\_\_
- 2 bullet points \_\_\_\_\_
- 3 colored text \_\_\_\_\_

C Look at the language in the flyer. Why does the writer use these features?

- 1 Which verb form is used most of the time in the flyer?
  - a. past forms
  - b. imperative
  - c. future forms
- 2 Why is this verb form used?
  - a. To give you different options.
  - b. To describe how everything will feel.
  - c. To tell you very clearly what to do.
- 3 How does this verb form make you feel?
  - a. That it's important to act quickly.
  - b. That it's too late to change things.
  - c. That you need to do more research.

An informational flyer uses very clear language to tell you what you need to know as quickly as possible.

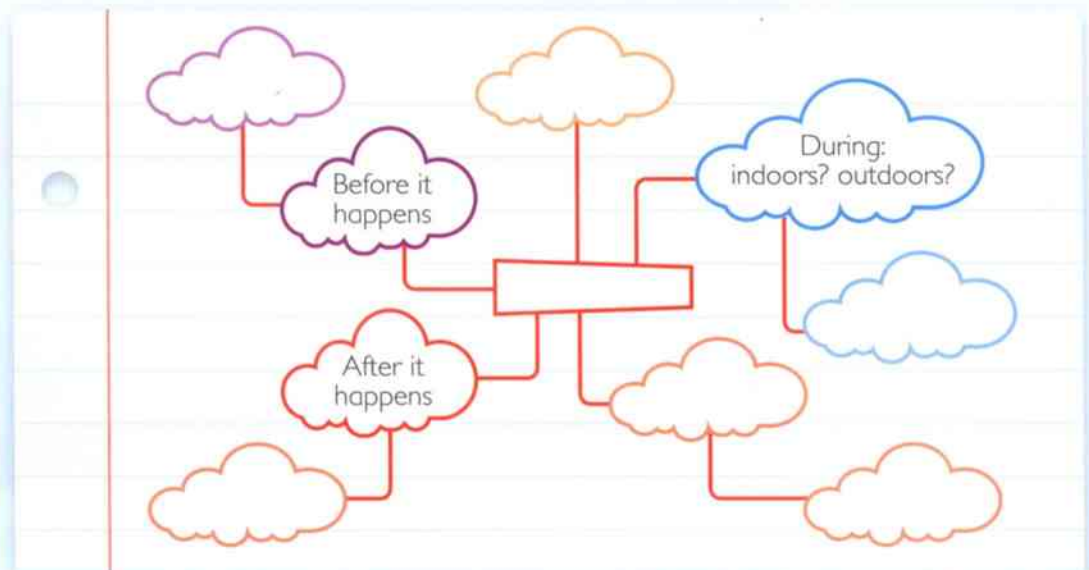
- D** Think and discuss. Choose one of these situations. Brainstorm lots of ideas using one of the Generating Ideas techniques.

How to prepare for an exam

How to treat a cut

What to do in an emergency

What to do in a natural disaster



- E** Plan your flyer. Use some of your ideas in **D** and one of the Planning techniques.

Introduction	
Point 1	
Point 2	
Point 3	
Reminder	

- F** Do a fast-writing draft of your flyer. Then think about how you've organized the information and revise it.

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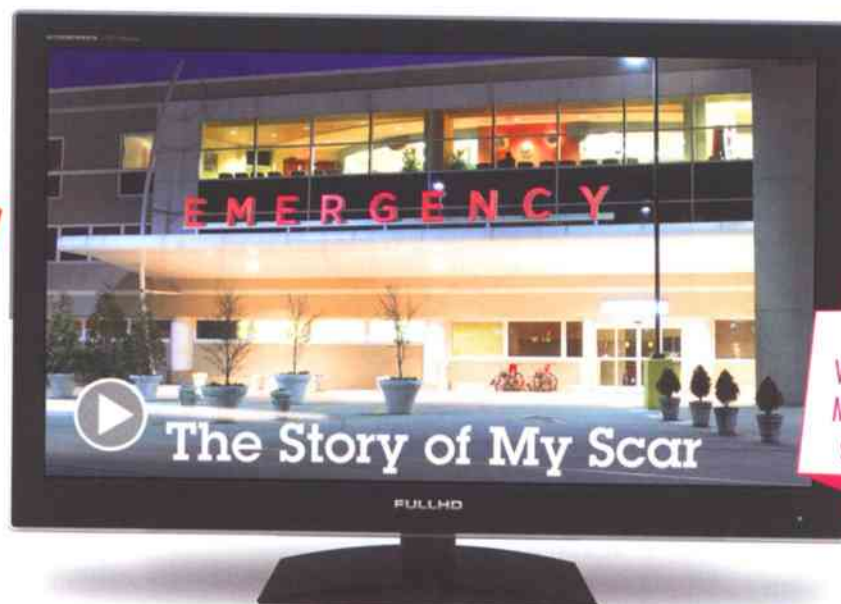
- G** Now write and design your flyer.

#### Read and Respond

Ask your friend to read your flyer. Can he/she make any suggestions to improve it?



**A** Watch and listen. What was Maria's accident?



**B** Watch again. Check (✓) the phrases Maria uses to involve the listeners in her story.

- |   |  |
|---|--|
| 1 <input type="radio"/> Once upon a time ...              | 6 <input type="radio"/> It was then that ...             |
| 2 <input checked="" type="radio"/> That reminds me of ... | 7 <input type="radio"/> Suddenly, ...                    |
| 3 <input type="radio"/> Did I ever tell you about ...?    | 8 <input type="radio"/> All of a sudden ...              |
| 4 <input type="radio"/> That was when ...                 | 9 <input type="radio"/> What do you think happened next? |
| 5 <input type="radio"/> You won't believe this but ...    | 10 <input type="radio"/> Guess what?                     |

**C** Think of an accident you had or a scar you have now. Plan how you can tell the story.

Setting	What happened	Details to build suspense

## Reflect

Give feedback to your friends. Did they keep to the point and make their stories interesting?

**D** Practice with your friends using phrases in **B**. Then share with the class. Make notes.

How well did you meet the challenge of Unit 7? Read and respond.

# 3 • 2 • 1

**3** things I learned in this unit

1	2	3

**2** questions I have

1	2

**1** opinion I now have


Hello! Remember me? I'm Aziz. I have lots of energy but I can keep calm, too. Where do you think I like going on weekends? Find out in Unit 8!





# UNIT 8

## Way Back Then

**A** Listen. How did the Ancient Chinese improve their lives?

- ☐ cross
- ☐ engineering
- ☐ invent
- ☐ practical
- ☐ preserve
- ☐ printing
- ☐ record information
- ☐ solution
- ☒ 1 stone

千马牛龙狗

4 way to fix a problem or find a better way of doing something

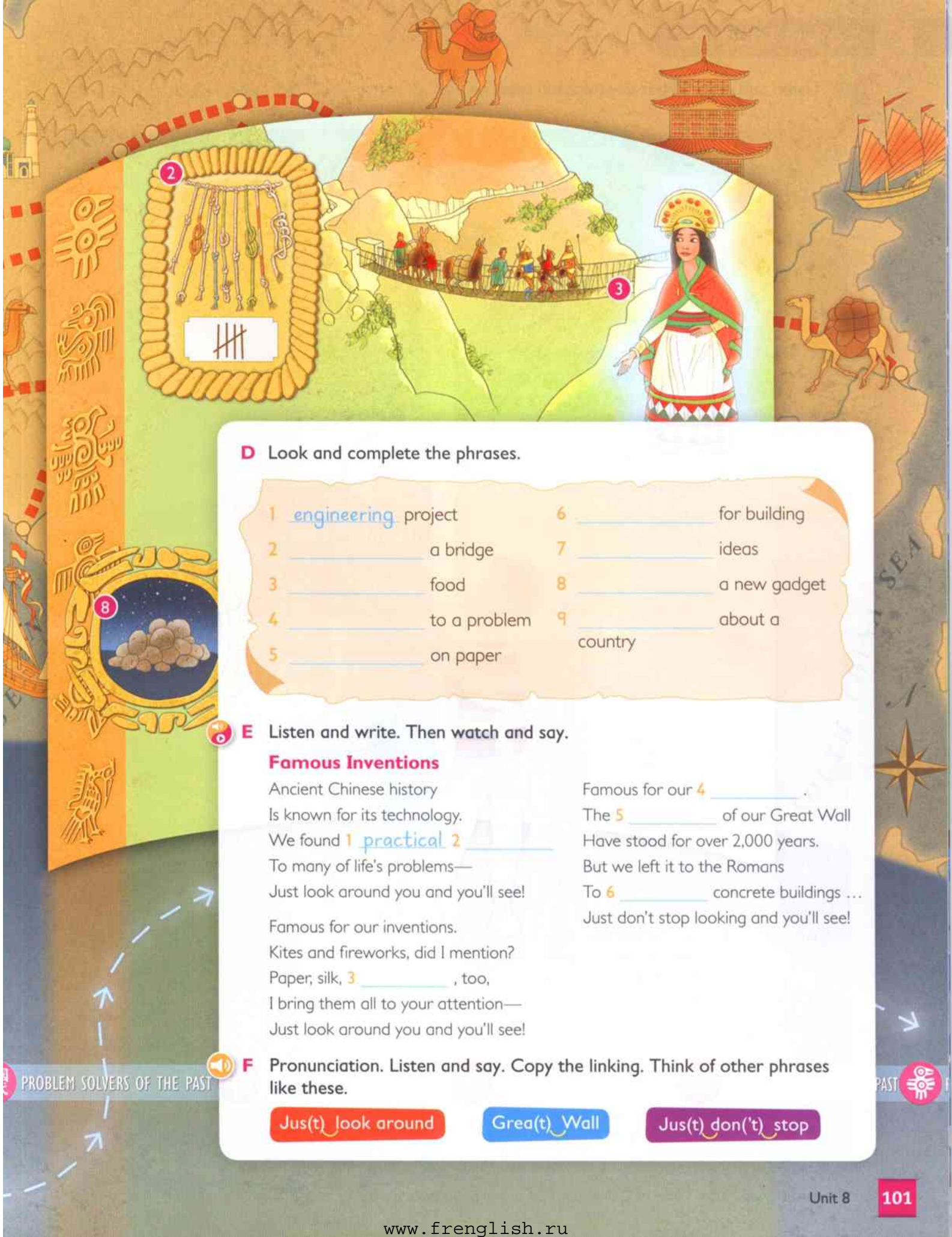
5 making sensible decisions that help solve a problem and will be useful

9 design and create something which didn't exist before

**B** Find and number the words in **A**. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.





**D** Look and complete the phrases.

- |                              |                      |
|------------------------------|----------------------|
| 1 <u>engineering</u> project | 6 _____ for building |
| 2 _____ a bridge             | 7 _____ ideas        |
| 3 _____ food                 | 8 _____ a new gadget |
| 4 _____ to a problem         | 9 _____ about a      |
| 5 _____ on paper             | country              |

**E** Listen and write. Then watch and say.

### Famous Inventions

Ancient Chinese history  
Is known for its technology.  
We found 1 practical 2 \_\_\_\_\_  
To many of life's problems—  
Just look around you and you'll see!  
Famous for our inventions.  
Kites and fireworks, did I mention?  
Paper, silk, 3 \_\_\_\_\_, too,  
I bring them all to your attention—  
Just look around you and you'll see!

Famous for our 4 \_\_\_\_\_.  
The 5 \_\_\_\_\_ of our Great Wall  
Have stood for over 2,000 years.  
But we left it to the Romans  
To 6 \_\_\_\_\_ concrete buildings ...  
Just don't stop looking and you'll see!

**F** Pronunciation. Listen and say. Copy the linking. Think of other phrases like these.

Jus(t) look around

Grea(t) Wall

Jus(t) don't stop



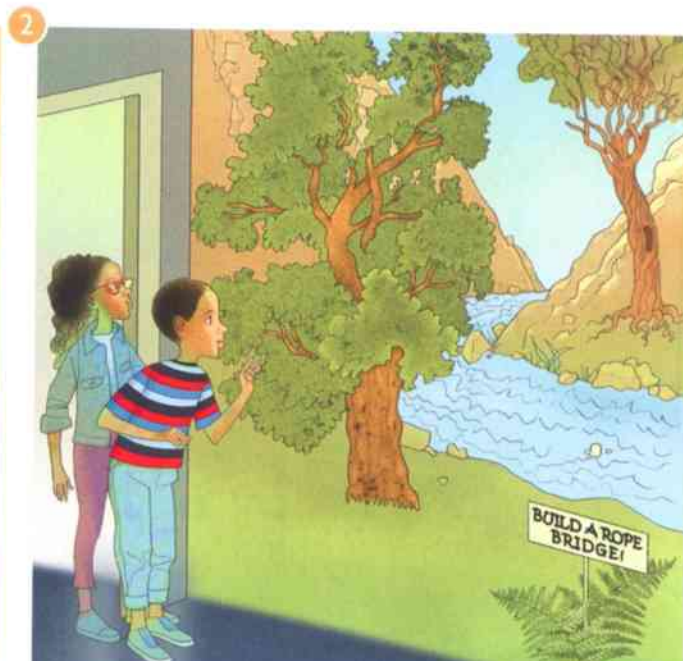
**A** Listen and read. What does Jasmin want to do?



**Jasmin:** The Incas lived in the Andes in South America from the 12th century to the 16th century. Their empire grew big and powerful because they had very good engineers who built around 39,000 km. of roads. They also built amazing bridges.

**Caleb:** I didn't know the Incas were so good at engineering!

**Jasmin:** I know—it's fascinating, isn't it, Caleb?



**Jasmin:** Look! We can build a bridge like the Incas.

**Caleb:** Cool! So what did they have to do?



**Caleb:** I wonder how the Incas carried the stones for the bridges. I couldn't do that!

**Jasmin:** No! They didn't have to carry stones. They made the bridges out of rope.

**Caleb:** Rope? Were they safe?

**Jasmin:** Oh, yes. The bridges had to be strong enough for people and animals. The Incas didn't use vehicles with wheels.

**Caleb:** OK. But the bridges look dangerous. Did the people have to be careful?

**Jasmin:** Yes, they did—of course! They had to use the bridges in the mornings because it was often too windy later in the day.



**Jasmin:** Come on, Caleb. Let's get started.

**Caleb:** Yes! So first we have to tie the rope to the tree. Oooof!

**Jasmin:** What's wrong?

**Caleb:** This rope is so heavy!

**B** Look at **A**. Complete the table. When do we use *did*?

### Past Modal Verbs of Obligation

What	did	they	_____	do?
They	_____	carry	stones.	
The bridges	_____	be	strong enough for people and animals.	
_____	the people	_____	be	careful?
				Yes, they _____ No, they <b>didn't</b> .

Did they ~~had~~ have to be strong?

**Remember**

**C** Think and discuss. Then choose.

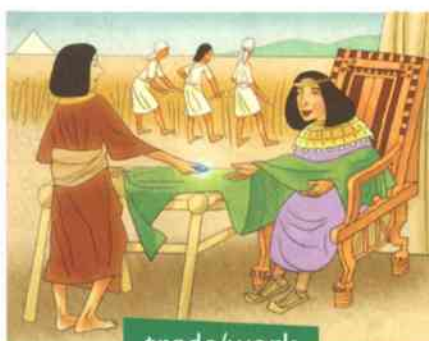
- 1 We use the modal *have to* to talk about **obligations** / **ability**.
- 2 We use *had to* / *didn't have to* when there is no obligation in the past.

**D** Listen and say.

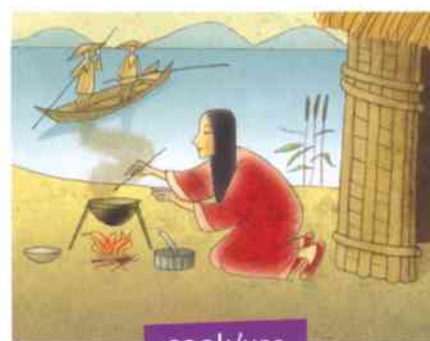
**E** Look and complete the sentences.



carry/dry



trade/work



cook/use

- 1 The Inca workers didn't have to carry water from the river because they had a good irrigation system.
- 2 They \_\_\_\_\_ their food to preserve it.
- 3 Ancient Egyptians \_\_\_\_\_ with people from other villages to get things they didn't have.
- 4 Rich Egyptians \_\_\_\_\_ in the fields.
- 5 Ancient Chinese women \_\_\_\_\_ outside.
- 6 They \_\_\_\_\_ bridges to cross rivers. They used boats.

**F** Imagine you traveled back to ancient times with your family. What did or didn't you have to do?

What did you have to do when you traveled back to Ancient Egypt?

My dad had to drive a chariot!

I didn't have to go to school!



## Why do people like to learn about the past?

 **A** Listen to Umeko and her dad talk about their yard. What solution do they find for their problem?

1 assess

2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

ideas, beliefs,  
and ways of  
behaving of an  
organization or  
group of people

6 \_\_\_\_\_

successfully  
create and use a  
new product or  
method

7 \_\_\_\_\_

a society which  
has developed its  
own culture and  
organizations

8 \_\_\_\_\_







**B** Look at the pictures and definitions in **A** and write. Then listen and check.

**assess civilization create culture develop discover knowledge technique**

**C** Read and complete the blog post. Use the correct form of the words in **B**.

Learning about how people used to live and how each 1 civilization solved its everyday problems is fascinating! The more I read, the more my 2 \_\_\_\_\_ of them is growing. Recently, I 3 \_\_\_\_\_ that the Romans had some very smart building 4 \_\_\_\_\_. They 5 \_\_\_\_\_ a system of underfloor heating for houses—that's incredible and so modern! They also built long straight roads and 6 \_\_\_\_\_ large public spaces like the Colosseum and Forum for everyone to use. It was clearly important in Roman 7 \_\_\_\_\_ that people had beautiful and practical places to live in. Having learned all this, I'm going to 8 \_\_\_\_\_ our lives now and try to predict what people will say about our civilization in the history books of the future.

 civilization  civilisation

**D** Now listen to historian Dr. Abbas. Why do you think she's fascinated by the Ancient Romans?




**E** Listen again. Write **True**, **False**, or **Doesn't Say**.

- 1 The Ancient Romans were good at finding solutions to problems.
- 2 They built aqueducts to bring water to their cities.
- 3 Aqueducts carry water under the ground.
- 4 The Romans also had lots of fountains in their cities.
- 5 We don't build aqueducts because we don't know how to.
- 6 If resources are shared, they are cheaper for each person.

True

**Which past civilization do you think has taught us the most?  
Are we more intelligent today than people in the past? Why or why not?**



 **A** Listen and read. Why do people learn Latin now?



**Caleb:** What's that language? Who was it used by?

**Juana:** It's Latin. It was spoken by the Ancient Romans, but no one speaks it any more—it's a dead language. When I was in school, we were taught Latin to help us learn other languages.

**Caleb:** How does knowing an old language help you learn new ones?

**Juana:** Well, modern languages weren't created out of nowhere, you know. They were developed from earlier languages. French, Spanish, Italian, and Portuguese all came from Latin, and many English words do, too.

**Caleb:** So how does that make it easier to learn them?

**Juana:** Well, for example, you know the English word *audience*. That comes from the Latin *audio*, meaning *I hear*. So when I read the English word *audible* for the first time, I was able to figure out its meaning.

**Caleb:** Wow, that's pretty useful ... but it's too bad you can't speak Latin with anyone.

**Juana:** Sure, I can—I can teach you!



It's too bad.



It's a pity.



**B** Look at **A**. Complete the table. When do we use *by*?

Simple Past Passive			
Who	was	it	_____ by?
It	_____	spoken	_____ the Ancient Romans.
We	_____	taught	Latin to help us learn other languages.
Modern languages	weren't	_____	out of nowhere.

**C** Think and discuss. Then choose.

- 1 We use the simple past passive when we're more interested in *the past action* / *who did the action*.
- 2 In the passive, the *subject* / *object* comes before the verb.

Use the past participle form of the verb with passives.

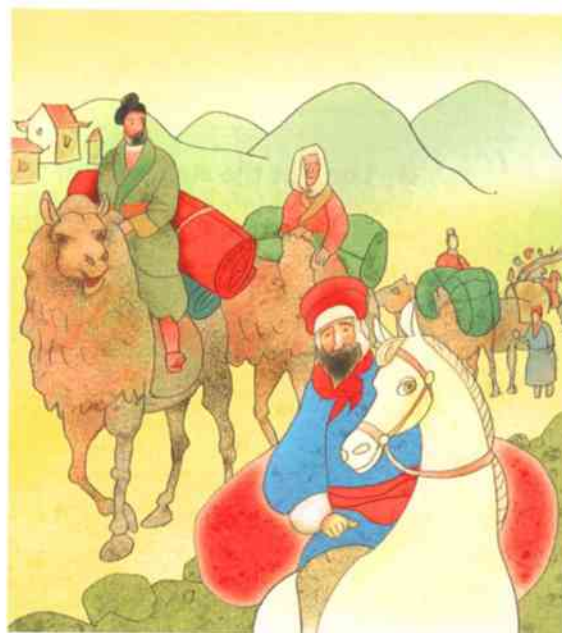
**Remember**

**D** Listen and say.

**E** Find and correct the errors.

*was developed*

- 1 This technique ~~is develop~~ by the Ancient Romans.
- 2 The resources have assessed by the Ancient Incas.
- 3 The Pyramids built were by the Ancient Egyptians.
- 4 A solution for printing were found by the Ancient Chinese.
- 5 Aqueducts were creating by the Ancient Romans.
- 6 Ancient Chinese silk was trade across the world.



**F** Write a *True or False* quiz. Use ideas from your book. Then test your friend.

Rope bridges were used by the Ancient Romans.

Silk was traded by the Ancient Chinese.

Irrigation was ...

Rope bridges were used by the Ancient Romans.

False. Rope bridges weren't used by the Ancient Romans. They were used by the Incas.



- A** Read the informative article about Tikal in Guatemala. What happened to the city in 900 CE?



## Tikal, the Lost City

Tikal was one of the most important cities of the Mayan civilization of Central America. It was built around 600 BCE. It had no lake or river near it, so the people had to develop a smart system for saving rainwater. They built reservoirs to catch and keep the water until they needed it. As a result of this, they always had plenty of water, even when there wasn't much rain.

Tikal became rich because of its trade with neighboring cities, but around 900 CE, all the people left and the city died. No one knows why. Perhaps the neighboring cities started to travel by sea and didn't come over land to trade with Tikal anymore. The rainforest grew over the city and for hundreds of years it was lost. It was only rediscovered in the middle of the 19th century.



Today Tikal is visited by hundreds of tourists every year. Its popularity is due to the fact that it has many beautiful buildings and you can discover a lot about how the Mayans lived. Since it is in the middle of a wildlife reserve, you can also see monkeys and parrots in the ruins, and jaguars in the jungle nearby. It was used as a location in the first Star Wars film. Consequently, more and more people want to visit it.

- B** Look at the structure of the informative article. Read and answer.

- 1 What's the purpose of this article? \_\_\_\_\_
- 2 Is it important for the information here to be true? Why or why not? \_\_\_\_\_
- 3 Does the article include the writer's opinions? Why or why not? \_\_\_\_\_
- 4 Where do you think the writer found information for the article? \_\_\_\_\_

- C** Look at the language in the informative article. Read and respond.

- 1 Complete the table with the causes and effects described in the article.

Cause	Effect
The people of Tikal built reservoirs.	
	The city became rich.
	It's very popular with tourists.
It was a location in the first Star Wars film.	

Writers use certain phrases to introduce the cause or effects in informative articles to help guide the reader.

- 2 Which phrases in the article introduce the causes and effects in the table?



- D** Think, research, and discuss. Choose a historical place or think of one of your own. What do you want to know? Use one of the Generating Ideas techniques.

the Acropolis in Athens

the Great Sphinx of Giza

the Ziggurat of Ur

- E** Plan your informative article. Use some of your notes in **D** and one of the Planning techniques.

- F** Write a first draft, then revise it. Use one of the Drafting techniques.

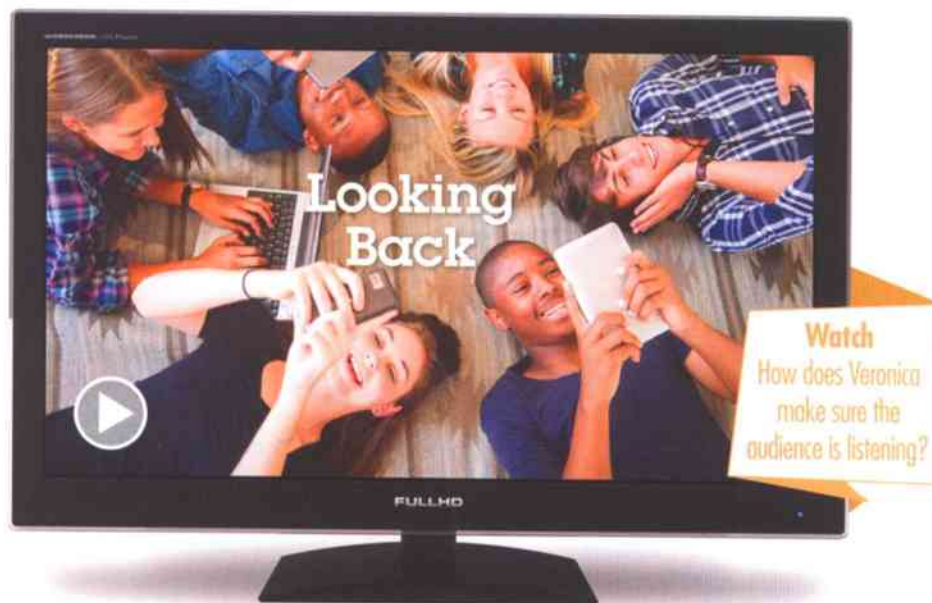
- G** Now write your final informative article.

**Read and Respond**

Ask a friend to read your informative article. What fact does he/she think is the most interesting?



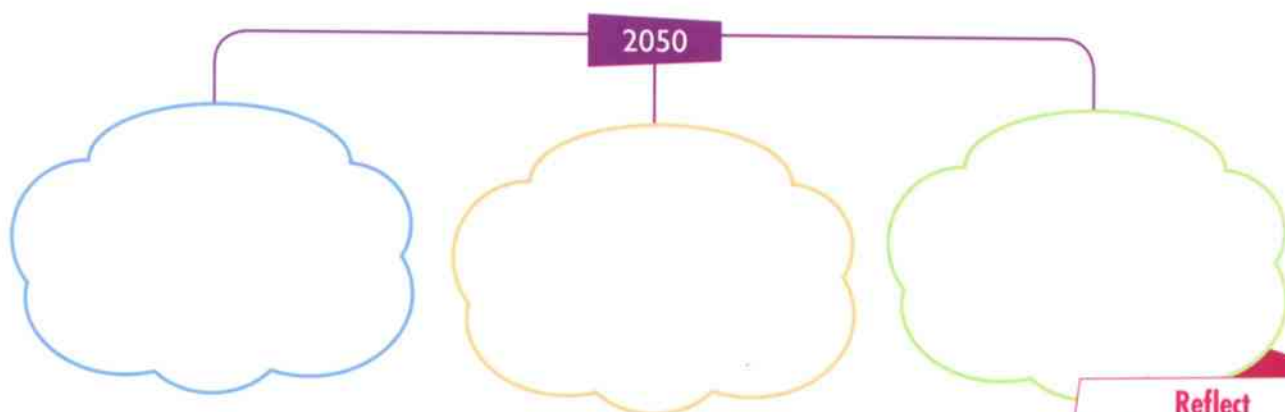
**A** Watch and listen. What three things does Veronica talk about?



**B** Watch again. Complete the phrases Veronica uses to structure her presentation.

Structuring	Transitioning	Summarizing
I'm going to cover <u>three</u> areas ...	I'll begin _____ ...	I'd like to recap the _____ I've made ...
Firstly ...	Now, I'll _____ on to ...	I talked _____ ...
After _____ we'll look at ...	Let's look _____ at ...	Then we _____ at ...
And finally, I'll _____ about ...		And finally, I _____ ...

**C** Plan your presentation. Imagine it's 2050. Think about three areas to talk about. Then organize your ideas.



**D** Practice with your friends using phrases in **B**. Then share with the class. Make notes.

**Reflect**  
Give feedback to your friends.  
Did they structure their presentations clearly?

How well did you meet the challenge of Unit 8? Read and respond.

# My Favorite Mistakes

M

means

Two mistakes I made in this unit that moved my learning on are ...

I

S

start

T

to

Two things (knowledge) I learned about the past are ...

A

acquire

K

knowledge

E

experience

S

skills

Two things (experience and skills) I learned to say or do in English are ...

One thing I want to work on next month is ...

**This is your goal.**

Hello! Remember me? I'm Juana García. I can read and speak in Latin. What do I do as a volunteer? Find out in Unit 9!



## GUESSWORD





## HOW TO PLAY

- 1 Play in teams of two. Make counters.
- 2 Teams take turns: Student A from each team and then Student B from each team.
- 3 Team A, Student A: take a card. Give a clue for the other three students to guess the word or phrase in CAPITALS. You mustn't say the word in CAPITALS. If there's another word or phrase on the card, you must use this in your clue.
- 4 Give another clue if necessary. You don't have to use the other word or phrase if you need to give another clue.
- 5 The first team to guess the correct answer moves on two spaces. If no one guesses the correct answer in 30 seconds, neither team moves.
- 6 The first team to the *Finish* wins!





# UNIT 9

## Tell Me a Story

**A** Listen. Who did the princess turn into?

- ☐ brave
- ☐ characters
- ☐ cliffhanger
- ☒ 1 cruel
- ☐ enemy
- ☐ hero
- ☐ heroine
- ☐ narrator
- ☐ plot
- ☐ suspense
- ☐ terrifying
- ☐ thrilling
- ☐ villain



5 an exciting end to a part of a story that makes you want to find out the next part

6 super-exciting



I knew her...

9 super-scary

**B** Find and number the words in A. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.





D Look and write.

Features of a story  
characters \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describing people  
\_\_\_\_\_

Describing the story  
\_\_\_\_\_

E Listen and write. Then  
watch and say.

### Tell Us a Story, Storyteller

Can you tell us a story  
With a really cool 1 plot ?  
With a dragon and a  
2 h \_\_\_\_\_  
Who's rescued a lot  
From a 3 t \_\_\_\_\_ place  
Even darker than space.  
Tell us a story, Storyteller.



Can you tell us a story  
With a 4 c \_\_\_\_\_ now?  
All the 5 c \_\_\_\_\_ in trouble  
We have to help them somehow!  
The 6 v \_\_\_\_\_ is coming!  
What are they going to do?!

Tell us a story, Storyteller.  
Let us follow you, Storyteller  
Into those different worlds.  
Please, tell us a story, Storyteller.

8  
a series of  
events that  
make up a  
story

F Pronunciation. Listen and say. Copy the weak forms. Think of other  
phrases like these.

have to /hæftə/

going to /gʌnə/

into /ɪntə/



**A** Listen and read. Do you think Gerda will find Kay?



**Nadeen:** ... a tiny piece of glass from the broken mirror went into Kay's eye. It made his heart cold, and he was cruel to his friend, Gerda. He just couldn't stop himself. The Snow Queen came to get him. "You're mine now," she said. "I'd forget about Gerda if I were you."

**Luca:** Oh, no!

**Nadeen:** Everyone except Gerda thought Kay was dead. She said, "If I were lost, Kay would look for me. I have to rescue him." And she went off to find him. The first person she met was a lonely old woman. Her house had a beautiful garden. The old woman thought, "If Gerda were my daughter, she'd stay with me forever." She tried to make Gerda forget about Kay and stay with her. However, Gerda was very determined, and luckily, she was able to escape. But then she was attacked by some robbers! ... Oh, this is my stop!

**Luca:** You can't stop now! What happened next?

**Nadeen:** That's called a cliffhanger!

**B** Look at **A**. Complete the table. What verb form comes after *if*?

Second Conditional: Positive Statements							
I	'd	_____	about Gerda	_____	I	_____	you.
_____	I	_____	lost,	Kay	would	look	for me.
_____	Gerda	_____	my daughter,	she	'd	_____	with me forever.

*Would and wood sound the same but they have different meanings.*

**Look**

**C** Think and discuss. Then choose.

- 1 We use the second conditional to talk about **unreal or impossible** / **possible** things in the future.

**D** Listen and say.

**E** Read and complete the sentences.

- 1 If the villain were (be) smarter, he 'd win (win).
- 2 If she \_\_\_\_\_ (include) more suspense, her stories \_\_\_\_\_ (be) more exciting.
- 3 If I \_\_\_\_\_ (be) a character in the story, I \_\_\_\_\_ (like) to be the hero or heroine.
- 4 I \_\_\_\_\_ (tell) you where to find the book if I \_\_\_\_\_ (know) where it was.
- 5 I \_\_\_\_\_ (understand) if you \_\_\_\_\_ (explain) it more clearly.
- 6 If she \_\_\_\_\_ (have) more time, she \_\_\_\_\_ (read) more books.
- 7 If I \_\_\_\_\_ (play) video games, I \_\_\_\_\_ (be able to) help you.
- 8 I \_\_\_\_\_ (draw) the characters if the descriptions \_\_\_\_\_ (be) clearer.

**F** Play the *What if ...?* game. How many sentences can you make?

everyone—help

he—have a lot of money

they—go to Australia

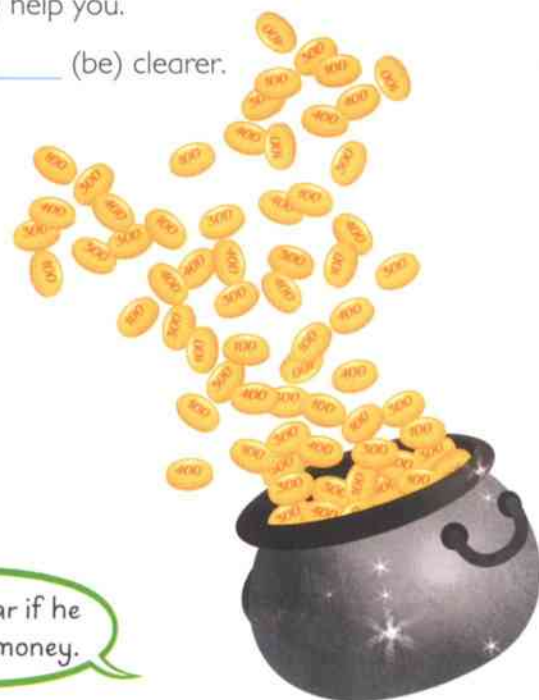
I—meet my favorite singer

we—be you

she—move to a new house

If everyone helped, it wouldn't take long.

He'd buy a car if he had a lot of money.





## How do stories bring people together?

-  A Listen to Harry talk to his grandpa about a local project. What stories does Harry's grandpa want to tell?

1 understand

2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

give someone  
something that  
someone else has  
given you

6 \_\_\_\_\_

something  
unusual or  
unexpected

7 \_\_\_\_\_

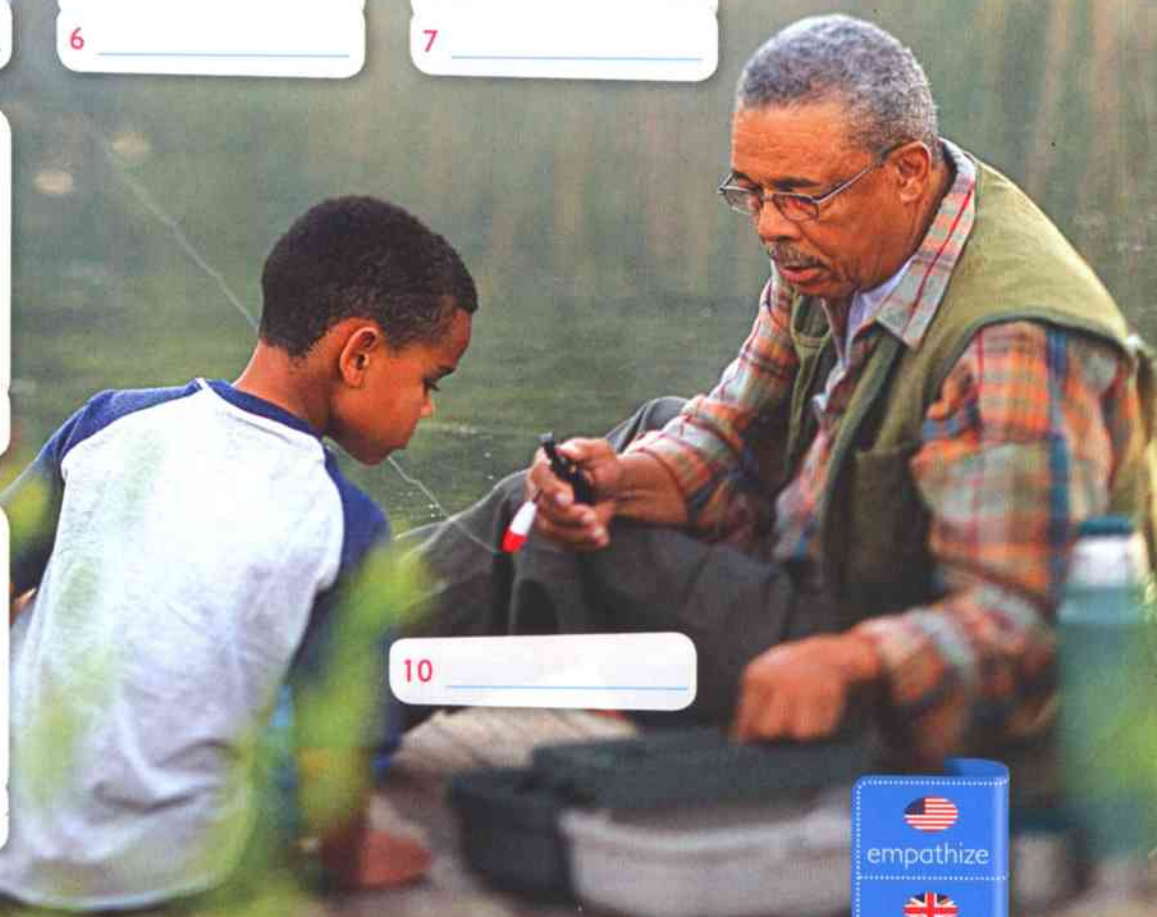
a short story  
about something  
interesting or  
funny that  
happened to you

8 \_\_\_\_\_

idea of right  
and wrong  
behavior learned  
from a story or  
experience

9 \_\_\_\_\_

10 \_\_\_\_\_





**B** Look at the pictures and definitions in **A** and write. Then listen and check.

anecdote    details    empathize    fascinating    imagination  
moral    pass on    share    surprising    understand

**C** Read and complete the diary. Use the correct form of the words in **B**.

My grandpa loves telling 1 anecdotes about the old days—he doesn't forget any of the 2 \_\_\_\_\_. I love to use my 3 \_\_\_\_\_ to build a picture in my mind. Learning about life in the past is 4 \_\_\_\_\_. I knew that his nickname when he was young was Spider but I didn't know why. The other day, he finally 5 \_\_\_\_\_ the story with me. "It was my first job. I was eating my sandwiches at lunchtime when one of the other workers shouted, 'Stop—don't eat that sandwich! There's a spider in it!' I thought it was a joke, so I laughed and took a big bite without looking. Yuck! It wasn't a joke ... And so after that I was always called Spider!" Now I 6 \_\_\_\_\_ Grandpa's nickname! And the 7 \_\_\_\_\_ of the story is always look carefully at what you're eating!

**D** Now listen to Zoë. What is the Memory Diaries project?

**E** Listen again. Answer the questions.

- 1 What did Manu discover about his great-grandma? She was musical like him. She sang in a band.
- 2 What two ways of understanding and empathizing with people are mentioned?



- 3 What's one of the things that stops us having conversations? \_\_\_\_\_
- 4 How can we make sure stories aren't forgotten in our family? \_\_\_\_\_
- 5 Who is Zoë's Memory Diaries project for? \_\_\_\_\_
- 6 How are these conversations shared with other people? \_\_\_\_\_

Are you a good listener? Why or why not?  
Why is it important to share and pass on stories?



**A** Listen and read. Who helped Gerda escape from the robbers?



**Luca:** They were robbers! Big scary robbers! Gerda was taken to their secret hiding place. She was very surprised when a little robber girl spoke to her. The girl was kind and decided to help Gerda. She told Gerda how to find the Snow Queen and said, "If I came with you, I wouldn't be much help." But she gave Gerda a reindeer so she could travel quickly.

**Mostafa:** Hurry, Gerda!

**Luca:** Gerda rode through the frozen fields. She was thankful for her strong, fast reindeer. If it weren't for him, she would be too late. At last she arrived at the Snow Queen's palace! Kay was there—but ... he didn't recognize Gerda.

**Mostafa:** I can't believe he's forgotten her!

**Luca:** Gerda was very worried. How could she save Kay? What would she do if he didn't remember her? Would he be OK if she looked after him?

**B** Look at **A**. Complete the table. What verb form comes after *would*?

Second Conditional: Negative Statements and Questions						
If	I	came	with you,	I	wouldn't	much help.
	it	_____	for him,	she	_____	too late.
What	_____	she	do	_____	he	_____ her?
	_____	he	_____ OK	_____	she	_____ him?

**C** Think and discuss. Then choose.

1 We use the **first** / **second** conditional in the positive or negative to talk about unreal or impossible things.

2 We ask questions in the second conditional to wonder about the **past** / **future**.

*Would you go if you  
would have had time?*

**Watch Out**

 **D** Listen and say.

**E** Read and complete the end of the story.

**Would Kay remember her**      **I wouldn't be cold anymore**  
**if she didn't help Kay**      **What would I do**      **if his heart were warm**

Gerda knew that 1 if she didn't help Kay, he would have to stay in the palace forever. Gerda thought, *The Snow Queen made Kay's heart cold, but she wouldn't be able to control him* 2 \_\_\_\_\_ . Then Gerda had an idea.

3 \_\_\_\_\_ if she sang his favorite song? She began to sing, and the ice in Kay's heart started to melt. Kay saw Gerda's face and he remembered her! But he still felt cold. *If I didn't have this piece of mirror in my eye,* 4 \_\_\_\_\_ , he thought. He started to cry, and the glass in his eye came out! He was free! "Thank you, Gerda! 5 \_\_\_\_\_ if I didn't have a friend like you?"



**F** Think and discuss. What happens next?

What would you say to Kay if you were Gerda?

If I were Gerda, I'd tell Kay to think about skating.



**A Read the opening of a story. How many people are mentioned?**

What would you do if you got lost in a dark forest? Hansel and his sister, Gretel, found out one day when they were left alone in a forest ...

They lived in a tiny house with their father and stepmother. The family didn't have enough money to buy food. This made their father very sad—and the stepmother worried.

"If we didn't have to feed your children, we'd have more food for ourselves," she whispered. "Let's take them to the forest and leave them there!"

"But the forest is dangerous!" their father replied.

"We have no choice," said the unhappy stepmother. "We'll go tomorrow!"

Hansel heard them talking and told his sister. When Gretel understood what was happening, she was very upset and started to cry.

"The forest is terrifying!" she sobbed.

Hansel told her not to worry. "I'll keep you safe," he said confidently.

And so the next day, there they were, Hansel and Gretel, alone in the dark, scary forest ...

"What's that?" asked Gretel. "Look—that house looks as if it's made of candy!" She started to run excitedly.

"Stop, Gretel!" Hansel shouted.

But at that moment the door of the house opened. An old woman came out. She was smiling strangely ...



**B Look at the structure of the opening of the story. Read and check (✓) all the correct statements.**

When you're writing the opening to a story, it's important to:

- |  |  |
|--|--|
| 1 <input type="radio"/> introduce some of the characters and make them sound interesting               | 5 <input type="radio"/> start with an interesting question or sentence to get the reader's attention |
| 2 <input type="radio"/> have at least ten characters   | 6 <input type="radio"/> mention a problem or mystery   |
| 3 <input type="radio"/> explain where the characters are and make the reader feel he/she is there, too | 7 <input type="radio"/> make a summary of everything that will happen in the story                   |
| 4 <input type="radio"/> be very funny  | 8 <input type="radio"/> use only long words to sound smart   |

**C Look at the language in the opening of the story. Read and respond.**

- 1 a. Find an example of a word with the prefix *un-*. \_\_\_\_\_
- b. What does this prefix mean? \_\_\_\_\_
- c. Think of three other words with this prefix. \_\_\_\_\_
- 2 a. Find an example of a word with the suffix *-ly*. \_\_\_\_\_
- b. What kind of words are these? \_\_\_\_\_
- c. Think of three other words with this suffix. \_\_\_\_\_

The best stories use a wide range of vocabulary to help the reader's imagination.

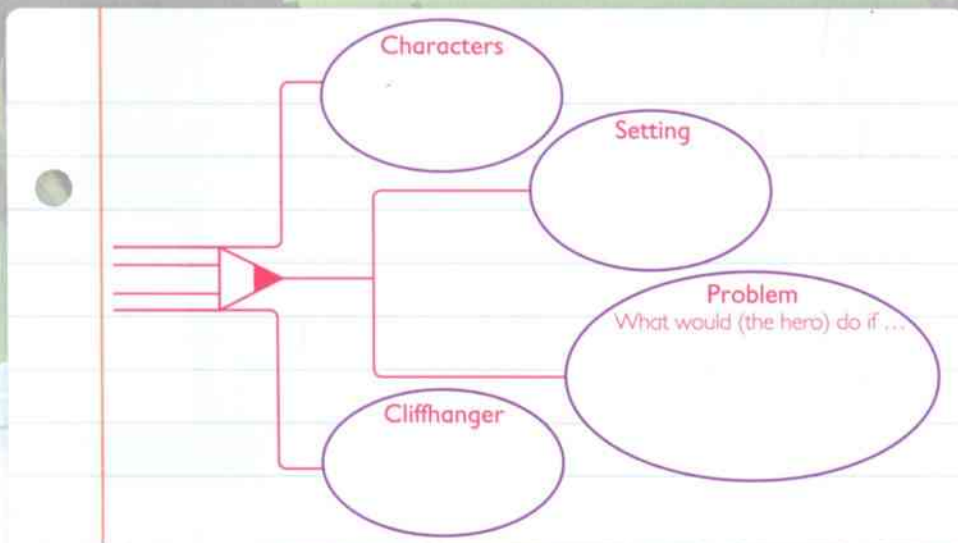


D

Think and discuss. You're going to write the opening of an adventure story. Brainstorm some ideas using one of the Generating Ideas techniques.

Process Writing

Editing and Publishing, p143



- E Plan the opening of your adventure story. Use your ideas in D and one of the Planning techniques.
- F Write a first draft. Then revise it using one of the Drafting techniques.

It all began when ...

- G Now write the opening of your adventure story. Reread and edit it using these ideas to help you analyze it. Then publish it.

characters

interesting opening sentence

a problem and a solution

direct speech

narrative tenses

correct spelling of tricky words

adjectives for description

adverbs for atmosphere with actions

synonyms for variety

quotation marks

commas and periods

indentation for paragraphs

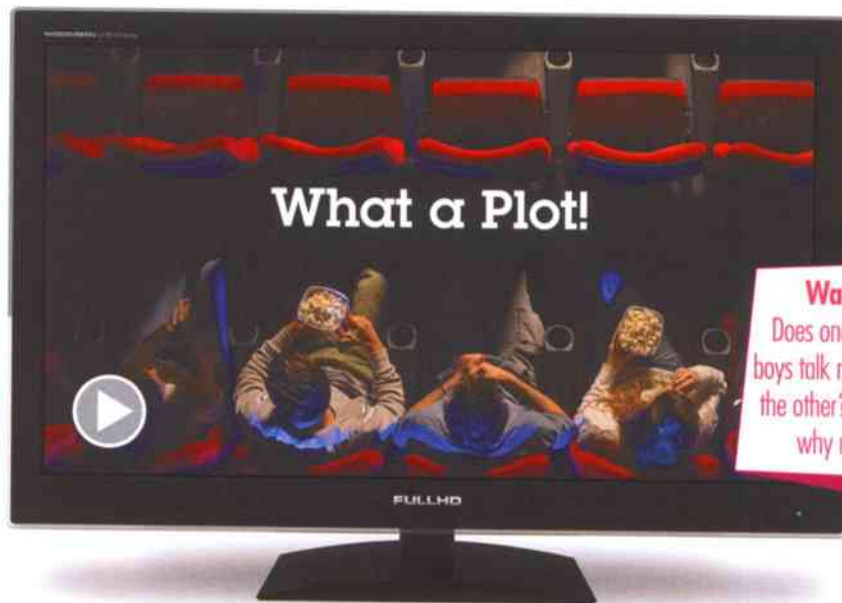
clean handwriting / good presentation

**Read and Respond**

Ask a friend to read the opening of your adventure story. Does he/she want to read more?



**A** Watch and listen. Did Wade and Lloyd both enjoy going to the movie?



**Watch**  
Does one of the boys talk more than the other? Why or why not?

**B** Watch again. Which phrases do Wade and Lloyd use to say they share the same opinion, and which do they use to say they have a different opinion? Write *Same* or *Different*.

- |                        |                  |
|------------------------|------------------|
| 1 I'm not sure.        | <u>Different</u> |
| 2 I know!              | _____            |
| 3 I don't agree.       | _____            |
| 4 I see what you mean. | _____            |
| 5 I think so, too.     | _____            |
| 6 That's a good point. | _____            |

**C** Choose a movie, TV program, or book that you and your friend both know. Think and plan.

- How did you hear about it?
- What's good about it?
- What's bad about it?
- Are there any special effects?  
Are they good?
- Do the characters behave in a realistic way?
- Would you recommend it to a friend?  
Why or why not?

**Reflect**  
Did my friend and I have the same opportunity to speak?

**D** Discuss with your friend using phrases in **B**. Do you agree with each other?



How well did you meet the challenge of Unit 9? Read and respond.

# My Planning Sheet

We're all good at some things.

I'm good at ...

---

---

---

---

And we all need to improve some things.

I need to work on ...

---

---

---

---

We can always work to improve. Even when we are good at something, we can get better!

My plan to improve is ...

---

---

If my plan works, then I'll ...

---

---

I'll know my plan is working when ...

---

---

This is your goal.  
Next month, you'll think about how well  
your plan worked.

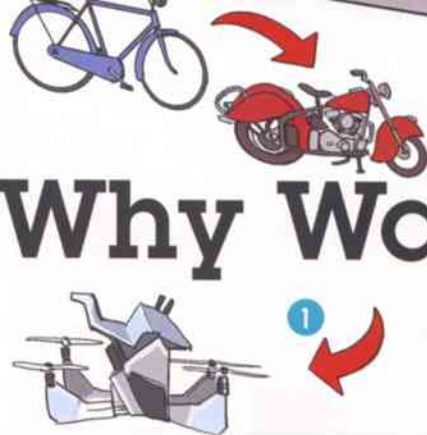
Hello! Remember me? I'm Mostafa. I like collecting stories from around the world. Where do you think I'm going? Find out in Unit 10!





# UNIT 10

## Why Was It Made?



**A** Listen. Why does Mostafa think Dubai is a good place for the Design Club to visit?

- ☐ design
- ☒ 1 evolve
- ☐ heavy
- ☐ light
- ☐ man-made
- ☐ original
- ☐ portable
- ☐ useful
- ☐ useless



**B** Find and number the words in **A**. Then listen and check.

**C** Close your eyes. Listen, visualize, and say.





**D** Look and write.

Positive	Both	Negative
light		

**E** Listen and write. Then watch and say.

### Design's My Line

If it doesn't look nice,  
And it's 1 heavy (veyha), too,  
If you have something  
2 \_\_\_\_\_ (suesesl),  
I know what to do.  
I'll design you a bike  
That's incredibly 3 \_\_\_\_\_ (ghlti).  
So 4 \_\_\_\_\_ (abletrpo) and fast  
You'll soon ride out of sight.

I'll design you a phone  
So easy to use  
With lots of 5 \_\_\_\_\_ (fuulse) apps  
To keep you amused.  
I'll design you a watch  
With 6 \_\_\_\_\_ (airgonil) features  
I can, yes, I can!  
I'm an inspired young designer!

**F** Pronunciation. Listen and say. Copy the linking. Find three more phrases like these in the rap.

you (w) a bike

so (w) easy

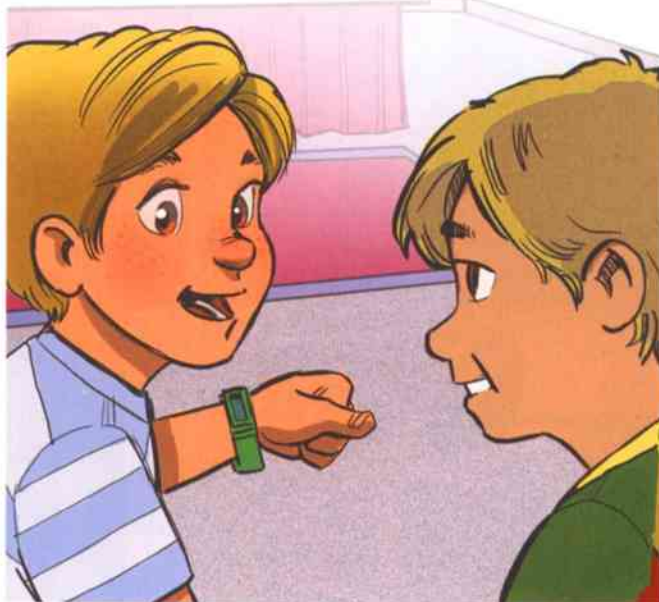


**A** Listen and read. What does Archie's watch do at the end?

1

**Miguel:** Nice watch, Archie!

**Archie:** But it's not just a watch! It's an ActiveTime. That talk on watches yesterday inspired me to buy one!



2

**Miguel:** I missed that talk. What was it about?

**Archie:** A designer at the museum was talking about watch design. It was really interesting. First he asked how many of us wore a watch. Then he described how watch design has changed over the centuries. Watches used to be big and heavy. People carried them in their pockets.



3

**Miguel:** Like me! I don't wear a watch. My cell phone is my watch!

**Archie:** But people wanted something more portable and easier to use, so watches were designed to go on our wrists, not in our pockets. And of course today watches can do much more than tell the time: they connect to the internet, they help you if you get lost, they help you keep fit ... like my ActiveTime! This morning it asked me if I needed to do some exercise.



4

**Miguel:** Wow—cool! How did it do that?

**Archie:** Sorry—got to go! My ActiveTime told me not to be lazy!

**Miguel:** But I asked you how it did that!



**B** Look at **A**. Complete the table. Do we use question marks at the end of reported questions?

### Reported Speech: Questions

Direct Questions	Reported Questions				
"How many of <b>you</b> wear a watch?" the designer asked.	He		how many of <b>us</b>	_____	a watch.
"Do <b>you</b> need to do some exercise?" my ActiveTime asked.	It	<b>asked</b>	<b>me</b>	_____ I _____	to do some exercise.
I asked you, "How <b>does</b> it <b>do</b> that?"	I		<b>you</b>	how it _____	that.

Don't forget to change the pronouns as well as the verb forms.

### Remember

**C** Think and discuss. Then choose.

- 1 We use reported questions to **say someone's exact question** / **explain what someone asked**.
- 2 We use **if/whether** after the reporting verb to report **yes/no** / **wh-** questions.

**D** Listen and say.

**E** Find and correct the errors.

**if it was**

- 1 She asked me ~~is it~~ man-made.
- 2 The teacher asked if we need more help yesterday morning.
- 3 His dad said him if the test is difficult.
- 4 I asked her where did you get that backpack.
- 5 He asked to me where I going.
- 6 They asked we whether we are having fun.

**F** Think and discuss. Ask the designers questions. Then tell a friend.

1



2



3



4



How big is the phone?


I asked her how big the phone was.

Is it small enough to fit in my pocket?

I asked him if it was small enough to fit in my pocket.



## Why do we need design?

 A Listen to Inès talk to Rafael. Why is Rafael's backpack special?



1 adapt



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

a way of finding a good method by trying different ideas and learning from your mistakes

6 \_\_\_\_\_

a system or thing which is easy to use and understand

7 \_\_\_\_\_



8 \_\_\_\_\_

Rafael



**B** Look at the pictures and definitions in **A** and write. Then listen and check.

~~adapt~~   customize   effective   feedback  
flexible   material   trial and error   user-friendly

**C** Read and complete the paragraph.

Our local community was given money to build an Art Space, so people can explore their creative talents. First, we had to choose the design for the room. The top three designs were displayed for everyone to give their 1 feedback. Different groups with different needs will use the space so the design has to be very 2 \_\_\_\_\_. We want to 3 \_\_\_\_\_ the space for all kinds of events, from informal painting lessons to proper exhibitions. The winning design has curtains in a beautiful 4 \_\_\_\_\_ which protect our work from sunlight without making the room too dark—they're very 5 \_\_\_\_\_. One part of the Art Space will be for small children. We're going to 6 \_\_\_\_\_ it ourselves so it's exactly what they need. It's very exciting and we look forward to welcoming you all to our new Art Space when it opens next week!

**D** Now listen to Sadie and Misha being interviewed. What is their project?



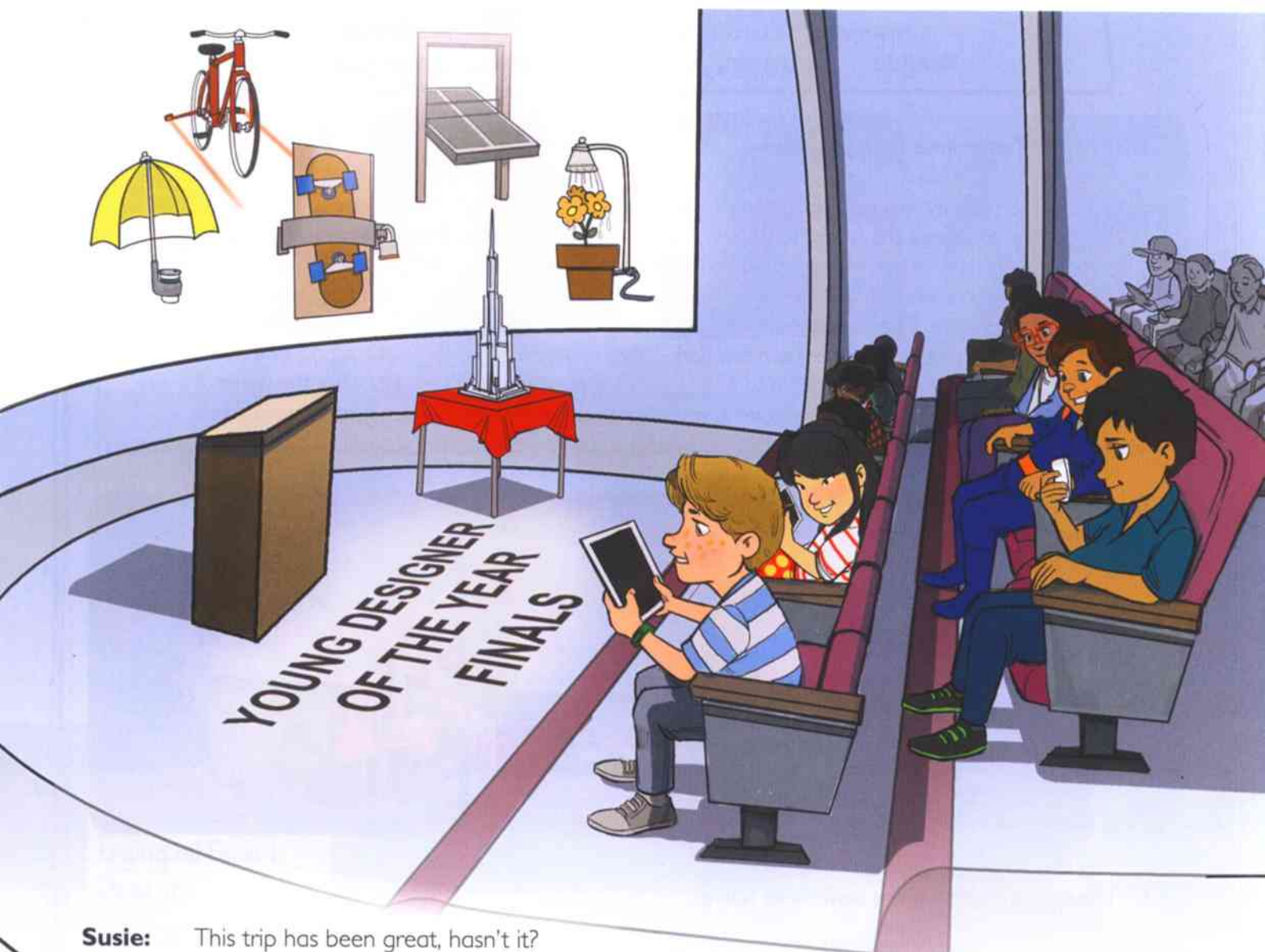
**E** Listen again. Match the sentences halves.

- |   |  |
|---|--|
| 1 Mr. Khan told the students about a      | a. that working with the children is very rewarding.                 |
| 2 The students asked a community center   | b. is about dinosaurs.   |
| 3 Now, the students are working to help   | c. design project at a school in New York.                           |
| 4 The children have problems              | d. for his feedback on their designs before they use the 3D printer. |
| 5 One of the games the children like best | e. using everyday things like spoons and forks.                      |
| 6 The students always ask Mr. Khan        | f. if they could help.   |
| 7 Sadie and Misha enjoy designing and say | g. children with learning difficulties.                              |

What designs help you in your life?  
How can bad design affect people?



 **A** Listen and read. Which two designs do Susie and Archie talk about?



**Susie:** This trip has been great, hasn't it?

**Archie:** Yes, it has. And the suspense is nearly over ... only a few minutes before we know who the Young Designer of the Year is.

**Susie:** Yes! Have you seen some of these other amazing designs? I love this door that opens out to make a table tennis table!

**Archie:** That's awesome—I'd like one of those at home!

**Susie:** Me, too! And what about this skateboard parking unit?

**Archie:** It's too bad I don't have a skateboard at the moment.

**Susie:** Neither do I, but I want to get a new one soon.

**Archie:** So do I. I've been saving up, so I might be able to get one next month.

**Susie:** Three more minutes! The designs for the competition have been very creative this year, haven't they? I really don't know which one is going to win.

**Archie:** I don't either. All the ideas are fantastic.

**B** Look at **A**. Complete the table. Where in the sentence do *too*, *so*, *either*, and *neither* appear?

**Too, So, Either, and Neither**

I'd like one of those at home.	Me,	_____ !
I don't have a skateboard at the moment.	_____	do I.
I want to get a new one soon.	So	_____ .
I really don't know which one is going to win.	I	_____ .

Me, too. = So do I /  
So am I, etc.

**Look**

**C** Think and discuss. Then choose.

- 1 We use *too* or *so* / *either* or *neither* to agree with a positive statement.
- 2 We use *too* or *so* / *either* or *neither* to agree with a negative statement.

 **D** Listen and say.

**E** Read and respond in two ways.

- 1 I didn't have an opportunity to enter the competition. (I) Neither did I. / I didn't either.
- 2 His design was effective. (ours) \_\_\_\_\_
- 3 I'll have to do it by trial and error. (you) \_\_\_\_\_
- 4 We didn't know what material to use. (our friends) \_\_\_\_\_  
\_\_\_\_\_
- 5 They didn't think the feedback was useful. (Ben) \_\_\_\_\_  
\_\_\_\_\_
- 6 She wanted to go to the museum. (her brother) \_\_\_\_\_  
\_\_\_\_\_

**F** What do you have in common with your friends? Ask and answer.

We went to the movies last night.

I don't like going to the beach.

So did I.

I did, too.

I don't either.

Neither do I.

Oh, I didn't.

Neither do I.



## A Read Hubert Dronkin's letter of complaint. What problems has he had with the Exerdesk?

Head of Customer Services  
Great Gadgets  
12345 First Street  
San Francisco, California 54321

75 Main Street  
Danton, Virginia

October 17, 20



Dear Sir or Madam,

I am writing to complain about the Exerdesk, which I bought from you last week.

The reviews on your website said that this was a very useful product. However, it is very badly designed. There are a number of problems with it. First, it is not as big as it appears on your website. I am not very tall, but it is much too small for me.

Secondly, I was disappointed to discover that it only has one gear. I expected at least four.

Thirdly, the instructions were very difficult to follow. It took me six hours to build when your website says, "Easy to build and easy to use." And I cut myself on one of the pedals.

I called your Customer Services but they were no help at all! The person I spoke to was rude and refused to refund my money. How would you feel if you received this kind of response to a complaint?

I would be grateful if you could refund my money immediately and arrange for the Exerdesk to be picked up as soon as possible. I look forward to hearing from you.

Yours truly,

Hubert Dronkin



## B Look at the structure of the letter of complaint. Read and put the features in order.

- |  |   |
|--|---|
| a. <input type="checkbox"/> the date                       | e. <input type="checkbox"/> your own address          |
| b. <input type="checkbox"/> sign-off (how the letter ends) | f. <input type="checkbox"/> details about the problem |
| c. <input type="checkbox"/> why you're writing             | g. <input type="checkbox"/> the greeting              |
| d. <input type="checkbox"/> what you want to happen        | h. <input type="checkbox"/> the business address      |

## C Look at the language in the letter of complaint. Complete the table.

Informal	Formal
But ...	
The design isn't good.	
I was sorry when I found out ...	
Put yourself in my place ...	
Please can you ... ?	
It's now your turn to write to me ...	

In letters of complaint,  
we often use  
language which is  
more formal and polite.



**D** Think and discuss. You're going to write a letter of complaint. Choose a problem or think of one of your own. Brainstorm lots of ideas using one of the Generating Ideas techniques.

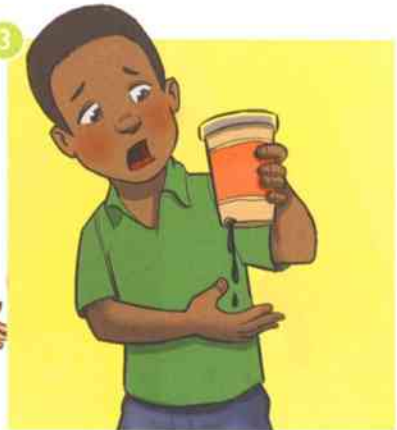
1



2



3



Large empty rectangular box for brainstorming ideas.

**E** Plan your letter of complaint. Use some of your ideas in **D** and one of the Planning techniques.

Large empty rectangular box for planning the letter.

**F** Write the first draft of your letter. Then revise it using one of the Drafting techniques.

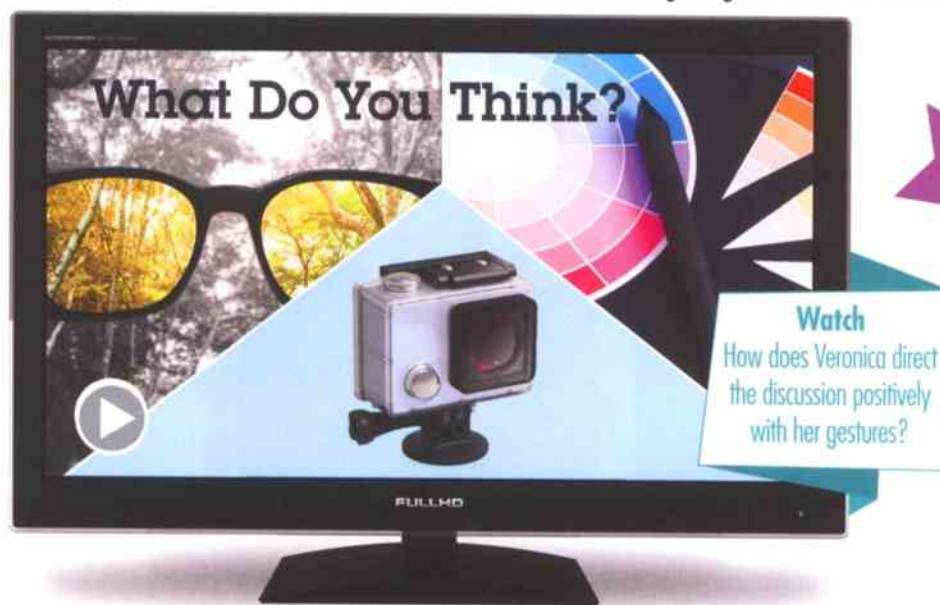
**G** Now write your final letter of complaint. Then check it using one of the Editing and Publishing techniques. Publish it.

**Read and Respond**

Ask a friend to read your letter.  
Does he/she think you'll get a good response?



**A** Watch and listen. Do you think Gene, Veronica, and Linda are going to choose the right thing?



**B** Watch again. Put the sentences and phrases in order.

- a. ☐ Let's ...
- b. ☐ What about ...?
- c. ☒ 1 We really need to choose ...
- d. ☐ So, do we agree ...?
- e. ☐ I already said I didn't think ...
- f. ☐ Would it be better to ...?
- g. ☐ Well, you choose something then!
- h. ☐ Exactly!
- i. ☐ Perhaps we should ...
- j. ☐ Why don't we ...?

**C** Think of a decision you and your friends need to make. What ideas do you have?

where to go on Saturday

what new hobby to start

what movie to watch

what to have for lunch

how to raise money

where to study for a test

**D** Talk with your friends using phrases in **B**. Do you agree?

**Reflect**

Did my friends and I use phrases to try and work towards agreement?

How well did you meet the challenge of Unit 10? Read and respond.

# Monthly Goal Reflection

My goal from Unit 9 was to ...

---



---



---

Overall, I rate my effort towards my goal as ...



To achieve my goal I ...

---



---



---

## In the future

☐ I will continue to work on this goal.

☐ I will set myself a new goal.

My next steps are ...

---



---



---



Goodbye! See you next year!



# Build a Story

Once upon a time, there was ...

## A

Characters: hero/heroine

- 1 ☐ A girl called Tula, with long green hair. She was kind and optimistic—most of the time—but something about October worried her.
- 2 ☐ A very thin woman called Mrs. Songe. She wanted to be a pet psychologist, but animals didn't like her.
- 3 ☐ A thoughtful chef called Bertie. No one was a better at cooking than Bertie.
- 4 ☐ A boy with no name.



## C

Characters: villains

- 1 ☐ Tentacle Tim, an art thief
- 2 ☐ a band of naughty monkeys
- 3 ☐ Digital Dec, a computer hacker
- 4 ☐ Lina Warner, a lion hunter



## B

Place

- 1 ☐ under the bed
- 2 ☐ the highest tower in the castle
- 3 ☐ a room with no windows
- 4 ☐ a train traveling through the snow



## D

Problem

- 1 ☐ lost something useful
- 2 ☐ heard something terrifying
- 3 ☐ needed something original
- 4 ☐ had a surprising opportunity



HA·HA·HA

## E What happened?

- 1 ☐ An enemy told him/her/them that ...
- 2 ☐ His/Her best friend asked if ...
- 3 ☐ The king told him/her/them not to be ...
- 4 ☐ He/She/They asked where ...



## HOW TO PLAY

- 1 Work in pairs. Write a number from 1–4 in each box.
- |                        |                        |                        |                        |
|------------------------|------------------------|------------------------|------------------------|
| A <input type="text"/> | B <input type="text"/> | C <input type="text"/> | D <input type="text"/> |
| E <input type="text"/> | F <input type="text"/> | G <input type="text"/> |                        |
- 2 Follow the story trail, find and check (✓) each number, and build your story.
  - 3 Add details to your story to make it interesting.
  - 4 Share your story with another pair.
  - 5 Play again! You can write more sequences and build more stories.

## F And one of the characters said ...

- 1 ☐ "If I were ..., I'd ..."
- 2 ☐ "Me, too."
- 3 ☐ "If we didn't ..., we'd ..."
- 4 ☐ "Neither did I."



## G Finally, ...

- 1 ☐ ...and everyone was happy.
- 2 ☐ ...and never seen again.
- 3 ☐ ...until the next time.
- 4 ☐ ...but no one understood why.







Before we start writing, it's important to gather lots of ideas and explore all the different angles of a topic. We also need to think about **who** our readers are and **what** they need to know.

- 1 I get ideas by ...



- making a list of key words



- Brainstorming is when you think of lots of ideas related to the topic. The ideas don't need to be in full sentences and can be incomplete.

- www.frenglish.ru



## Planning

We need to **select** and **organize** our ideas clearly so that the reader can understand what we want to say. It's important to think about the **kind of text** we're writing and about what the **reader** needs to know.

**A** You're going to write an email to a friend with the subject line *The Funniest Thing That Has Ever Happened to Me*. Choose a way to get as many ideas as you can from p140 and make notes.

**B** Look at your notes. Which ideas are good? Are there any ideas you don't want to include? Discuss your decisions with a friend. Does he/she agree with you?

**C** Think about the features of an email. Check (✓) the features that you will include.

- 1 ☐ uses bullet points to tell the reader what to do clearly and in the right order
- 2 ☐ mentions a problem or mystery to make the reader want to go on reading
- 3 ☒ contains the reader's and writer's names and uses informal language
- 4 ☐ has the main point in the first paragraph and the details in the following paragraphs
- 5 ☐ explains the situation and what happened
- 6 ☐ uses *I* or *we* a lot
- 7 ☐ uses rhyme and rhythm
- 8 ☐ uses humor

**D** Complete the graphic organizer using your notes in **B**. Do you have enough details? Are the details in the best order?

**E** Write the greeting and opening paragraph of your email.

### The Funniest Thing That Has Ever Happened to Me

Email greeting

Reason for writing

Details (start of the anecdote)

Details (end of the anecdote)

Closing sentence and sign off

A graphic organizer can help you visualize and plan your writing. You can make sure you have ideas for each section.





## Drafting

We write a **draft** to test our plan and to see which ideas work best. Then we **revise** it: we can add or delete ideas or use different words to make it better. A draft can be messy; it's a work in progress.

- A** You're going to write a short persuasive essay with the title *Why My Family Is Important to Me*. Brainstorm lots of ideas (p140). Then choose which ones to include and make a plan (p141).
- B** Write a first draft very quickly. Don't worry about spelling, grammar, or organizing your ideas. Try to write at least 50 words.

Fast writing helps you focus on what you want to say: it's a good way to get you started.

- C** Read and revise your draft. Use a checklist like this.

- |   |  |
|---|--|
| 1 <input type="radio"/> Are these ideas the most interesting and the best?      | 5 <input type="radio"/> Did I repeat myself? What can I delete?  |
| 2 <input type="radio"/> Did I explain my ideas well? Do I need to add examples? | 6 <input type="radio"/> Did I use connecting words ( <i>although, because, and, for example, etc.</i> )? |
| 3 <input type="radio"/> Are the ideas in the best order?                        | 7 <input type="radio"/> Did I use a good variety of vocabulary? Can I change any words for synonyms?     |
| 4 <input type="radio"/> Are the paragraphs clear?                               | 8 <input type="radio"/> Did I include the right features for the genre?                                  |

- D** Think about your reader. Which topic sentence do you think is the most interesting for an essay about family? Think and discuss.

- 1 My family is important to me because I love them.
- 2 Who is there for me when things go wrong or I'm unhappy?
- 3 We were on holiday when my dad was stung by a jellyfish.
- 4 Being part of a family isn't always easy, but they are the people who know you best.

- E** Write a topic sentence for your essay, and rewrite your paragraph.





## Editing and Publishing

Finally, we **check** what we've written is **correct** and clear. Then we write a **clean draft** to share with our readers. Remember every writer needs a reader: who's your **reader**?

- A** Put on your editor's hat! Find and correct 16 more errors. What kind of errors are they?

Dear

Grandma,

How are you I'm sorry I haven't written sooner. I've be so busy! You know my friend Sam, who play basketball?

His team is in the final last weekend I went to watch—it was very exiting! I shouted more loudly than anyone else!

"Come on, Sam,"

Sams team played well but the other team was to good and they scored more marks. I felt sorry for Sam. he's my best friend—we get in really well.

Have you and grandpa done anything intresting recently? Write and tell me your news soon!

Love  
Amal



Text feature	Spelling	Punctuation	Vocabulary	Grammar
missing: Dear				

- B** You're going to write an article with the title *My Dreams and How I Can Make Them Happen*. Follow the steps of Process Writing (pp140–142).

1 Brainstorm lots of ideas. 2 Make a plan. 3 Write a first draft. Then revise it.

- C** Read and edit your article. Check it for errors and text features.

- D** Rewrite your article using your best handwriting or the clearest electronic format. Now you're ready to publish!

Read your work aloud. Hearing it—not just seeing it—is a good way to spot errors and figure out ways to improve your writing.



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