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# BIG ENGLISH



2ND EDITION  
STUDENT'S BOOK

5

# BIG ENGLISH

5

2ND EDITION

# Contents

Unit	Vocabulary	Structures
<b>Welcome to Class!</b> pp. a–d	<b>Activities:</b> play baseball/soccer/basketball, play the guitar/piano <b>Sports and Hobbies:</b> acting, chess club, drama club <b>Adjectives:</b> difficult, interesting, good at <b>Times:</b> today, this morning, tonight	She <b>played</b> tennis yesterday. She <b>didn't play</b> tennis today. They <b>ate</b> grilled cheese sandwiches. They <b>didn't eat</b> pasta.
<b>1 My Interests</b> pp. 4–15	<b>Activities:</b> act, build robots, do martial arts, draw, jog, paint, play chess, play sports, play the trumpet, read comics, sing, take pictures write articles <b>Clubs/Teams:</b> art club, baseball team, drama club, school newspaper, school orchestra, school play/musical, science club, soccer team, tae kwon do club, track team	How <b>about joining</b> the baseball team? OK, I <b>love playing</b> baseball. He <b>likes writing</b> . You're <b>good at acting</b> .
<b>2 Family Ties</b> pp. 16–27	<b>Life events:</b> be born, find/get a job, get married, graduate, move, open a restaurant, retire <b>Family members:</b> mom, dad, aunt, uncle, baby sister, older brother	We <b>moved</b> to Miami <b>when I was</b> ten. She <b>visited</b> Mexico City three years <b>ago</b> . Sue's <b>taller than</b> Yoko and Mark. Sue's <b>the tallest</b> of the three.
<b>3 Helping Others</b> pp. 28–39	<b>Fundraising activities:</b> donate, have an art fair, have a cake sale, have a concert, have a dance, make something, raise money, sell tickets <b>Advertising:</b> blog, design posters, make a video, post a video/article on the school website, write an article	How <b>could</b> we raise money for our club? We <b>could</b> make something and sell it. <b>Are you going to have</b> a cake sale? Yes, we <b>are</b> ./No, we <b>aren't</b> . How <b>is she going to</b> tell people about it? She's <b>going to</b> write an article.
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<b>5 Vacation Time</b> pp. 56–67	<b>Vacation activities:</b> biking, camping, hiking, horseback riding, kayaking, rafting, skiing, swimming <b>Vacation-related items:</b> campsite, helmet, insect repellent, life jacket, map, sunglasses, sunscreen, tent, warm jacket, water bottle, windbreaker	What <b>was he doing</b> when he got hurt? He <b>was</b> horseback <b>riding</b> when he got hurt. What happened while they <b>were hiking</b> ? They got lost while they <b>were hiking</b> . <b>Were you swimming</b> when you got sunburned? Yes, I <b>was</b> ./No, I <b>wasn't</b> .
<b>6 The Future!</b> pp. 68–79	<b>Electronic devices:</b> computer navigation system, cell phone, driverless car, DVD player, laptop computer, MP3 player, robot, smartphone, tablet, video messaging	Do you think we <b>will use</b> smartphones 100 years from now? Yes, we <b>will</b> ./No, we <b>won't</b> . <b>Anyone</b> can learn to text. <b>Everyone/Everybody</b> will send video messages. <b>No one/Nobody</b> will send letters.
<b>Checkpoint Units 4–6 pp. 80–83</b>		
<b>7 What's That?</b> pp. 84–95	<b>Gadgets (old and new):</b> abacus, antiques, device, cell phone, wireless headset, instant camera, transistor radio, games console	What's it <b>used for</b> ? It's <b>used for</b> listening to music./It's <b>used to</b> listen to music. What <b>was it used for</b> ? It <b>was used for</b> listening to music./It <b>was used to</b> listen to music. It <b>may</b> be something to wear. It <b>might</b> be a mirror.
<b>8 Where Do They Come From?</b> pp. 96–107	<b>Countries:</b> Canada, China, Japan, Norway, the Philippines, the United States <b>Materials:</b> clay, cotton, metal, rubber, wool <b>Products:</b> blankets, boots, cola cans, floors, flower pots, ovens, planes, plates, rugs, scarves, sweaters, towels, T-shirts, tires	Tomatoes and oranges <b>are grown</b> in Spain. The first chocolate bar <b>was made</b> in South America.
<b>9 How Adventurous Are You?</b> pp. 108–119	<b>Adjectives:</b> cold, delicious, different, good, hot, popular, pretty, raw, sour, spicy, sweet, tasty, terrible, traditional, unusual	<b>Have you ever tried</b> sushi? Yes, I <b>have</b> ./No, I <b>haven't</b> . <b>Would they rather</b> eat or play? They'd <b>rather</b> eat.
<b>Checkpoint Units 7–9 pp. 120–123</b>		
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CLIL: Content and Culture	Writing	Life Skills/Project	Phonics	I can...
<p><b>Science: The two sides of the brain</b> analyze, logical, imaginative, practical, creative</p> <p><b>Around the World: Early Olympic events</b> competition, event, motor vehicle, race course, variation</p>	News article	<p><b>Be a team player.</b> Talk about working together. Make a poster to find new members of a team, club, or group.</p>	<p><b>ce, ci, cir</b> cell, center civil, city circle, circus</p>	<p>...use words related to interests and after-school clubs. ...talk about interests using the gerund form. ...write a short news article.</p>
<p><b>Social Science: Animal families</b> alpha, emotions, female, herd, male, pack, pride, structure, troop</p> <p><b>Around the World: Traditions around the world</b> into, ribbon, sneak, stuff, symbolize, tradition, treat</p>	Autobiography	<p><b>Keep family traditions.</b> Talk about family traditions. Make a class book about family traditions.</p>	<p><b>ge, gi, gy</b> gel, gem ginger, giraffe gym, gypsy</p>	<p>...use words for family members and words related to important life events. ...talk about important life events using the past simple. ...make comparisons. ...write an autobiography.</p>
<p><b>Art: Effective posters or advertisements</b> font, effective, focus, get across, impatient, advertisement, layout</p> <p><b>Around the World: Helping others</b> depressed, double, intergenerational, isolation, population, pre-school, residents, retirement home</p>	Letter	<p><b>Help others.</b> Talk about international charities. Write a fundraising plan and create an ad for an event.</p>	<p><b>lk, mb</b> chalk, talk, walk climb, comb, lamb</p>	<p>...use words related to fundraising and helping others. ...talk about events in the future using <i>going to</i>. ...make suggestions. ...write a formal letter.</p>
<p><b>History: The history of money</b> bartering, bronze, coin, currency, exchange, grain, livestock, seal, trade</p> <p><b>Around the World: Shopping places</b> browse, experience, features, haggle, products, user's manual, vendor</p>	Product review	<p><b>Develop good money habits.</b> Talk about what you do with your money. Design a shopping bag that encourages good spending habits.</p>	<p><b>sc, ho</b> muscle, scene, science echo, ghost, honest</p>	<p>...name things to buy and places to shop. ...make comparisons using the comparative and the superlative. ...talk about shopping using <i>too</i> and <i>enough</i>. ...write a product review.</p>
<p><b>Math: Calculations</b> calculations, customer, disposable camera, power outage, price list</p> <p><b>Around the World: Vacation destinations</b> Arctic, expedition, fascinating, founder, frozen, guide, guided tour, igloo, particularly, poison, poisonous</p>	Postcards	<p><b>Be safe on vacation.</b> Talk about vacations and safety tips. Make a vacation safety poster.</p>	<p><b>cl, tw</b> clap, clock, clown twelve, twist, twin</p>	<p>...use words related to vacations and vacation problems. ...talk about past events using the past continuous. ...talk about vacations and vacation problems. ...write a postcard about my vacation.</p>
<p><b>Science and Technology: How robots help us</b> socially assistive, capabilities, complicated, surgical procedures, special needs</p> <p><b>Around the World: Endangered languages</b> communicate, extinct, generation, healing, pass on</p>	Diary entry	<p><b>Have dreams for the future.</b> Talk about future dreams. Design an ad for a product or service in the future.</p>	<p><b>pp, bb, dd, mm, nn, tt</b> happy hobby ladder summer tennis butter</p>	<p>...use words related to technology. ...talk about events in the future using indefinite pronouns. ...make predictions about technology using <i>will</i> and <i>won't</i>. ...write a diary entry.</p>
<p><b>Social Science: Important inventions</b> candle, cash register, combustion engine, fuel, invention/inventor, organize, plumbing, pump, vehicle, well, wheel</p> <p><b>Around the World: Young inventors</b> Alzheimer's disease, body heat, currents, device, float, invention, screens, tiles</p>	Description: Object	<p><b>Appreciate history.</b> Talk about your culture and learn the importance of appreciating history. Make a class book about items from different cultures.</p>	<p><b>lt, lk, ld, lb</b> belt milk, silk cold, field bulb</p>	<p>...use words related to old and new gadgets. ...talk about what gadgets are/were used for. ...use <i>maybe</i> and <i>might</i> to make suggestions. ...write a description of an object.</p>
<p><b>Science: How fresh produce travels</b> country of origin, diesel, distribution center, fresh produce, gas, imported, locally-grown, pollution, seasonal, shipping, typical</p> <p><b>Around the World: Where products come from</b> borders, chemical, county, jigsaw puzzle, explorer</p>	Persuasive writing	<p><b>Appreciate what you eat and use every day.</b> Talk about things you appreciate and where they come from. Make a poster about things you appreciate and where they come from.</p>	<p><b>lf, lp, lm</b> elf, golf help elm, film</p>	<p>...use words for products and materials. ...talk about products, the materials they are made of and where they come from. ...use the passive voice. ...write a persuasive paragraph.</p>
<p><b>Science: The effects of adrenalin</b> adrenal glands, adrenalin, air, cells, heart, hormone, lungs, oxygen, prehistoric, protect, release, stress</p> <p><b>Around the World: Risky activities</b> aerialist, antenna, board, competitive diver, extreme sports, parachute, professional, risk, tightrope, trick</p>	Description: Experience	<p><b>Explore your surroundings.</b> To learn the value of exploring your surroundings. Make a collage about things to explore in your community.</p>	<p><b>ft, ct, mp, sk</b> left, raft fact camp, lamp risk</p>	<p>...use words to describe food. ...talk about experiences using the present perfect and <i>ever</i>. ...use <i>would rather</i> to talk about preferences. ...write a paragraph about my experiences.</p>



# Welcome to Class!

## 1 Read. What musical instruments does Diana play?

September 15, 2017

Dear Diary,

Today is Friday. What a busy day - I am so tired! At school, I had lots of interesting lessons and learned a lot. We had English first, then math. After that we had lunch - I was really hungry! At lunchtime, I played games with my friends, Veronica and Alejandra.

After lunch, we had a music lesson. We have music lessons once a week at school. We are learning how to play the guitar. Our last lesson was P.E. We played basketball in teams, which I really enjoyed. However, I find it difficult to play basketball because I can't run very fast - and it's a fast game! Even though my team didn't win, it was fun anyway.

After school, I had a piano lesson at home. I have piano lessons twice a week. My aunt Josefina teaches me. She is really musical, she can play a lot of instruments; the piano, the guitar, and the flute. While I had my piano lessons, my brother José had a guitar lesson at home too. We all love music - we're a musical family. We're good at reading music because we practice a lot. After our music lessons, José and I had our dinner - grilled cheese sandwiches - our favorite!

Now, it's time for bed. Tomorrow is Saturday. I can't wait. That's my rest day!

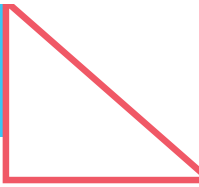
Diana



## 2 Read and say true or false.

- 1 Diana had noodles for lunch.
- 2 Diana had a music lesson at school today.
- 3 José has piano lessons at home.
- 4 Diana and Jose didn't eat grilled cheese sandwiches.
- 5 Diana played basketball at school.

# Welcome to Class!



**3** Answer the questions with a partner.

- 1 What school subjects did Diana have today?
- 2 What sport did she play?
- 3 Who had a guitar lesson?
- 4 How often does Diana have music lessons at school?
- 5 Where does Diana have piano lessons?
- 6 What is Diana's favorite dinner?

**4** Make notes for you. Then ask and answer with a partner.

play any sports / Mondays	
how often / English lessons	
have / music lessons	
play / musical instrument	
what / hobbies / have	
what / school subject / good at	
what / find difficult	



Do you play any sports on Mondays?

Yes, I do. I play tennis on Mondays.



**5** Why is it good to have hobbies? Discuss with a partner.

# Welcome to Class!

**6** Listen, read, and write. What is everyone doing?

**Uncle:** Hi Mason. How are you? How was your day today?

**Mason:** Not bad – busy. It's a <sup>1</sup>\_\_\_\_\_, so I had math this morning. I love math, but it was really difficult today – we started learning about algebra.

**Uncle:** That sounds hard. But I'm sure you did your best. What are you doing <sup>2</sup>\_\_\_\_\_?

**Mason:** Well, I'm going to my <sup>3</sup>\_\_\_\_\_ lesson. I have lessons every Tuesday. I'm learning to play the clarinet.

**Uncle:** That's great! And where's your <sup>4</sup>\_\_\_\_\_?

**Mason:** She's out at drama club.

**Uncle:** Oh yes, she loves <sup>5</sup>\_\_\_\_\_, doesn't she?

**Mason:** Yes, she does. She's getting really good at acting now.

**Uncle:** And what about your brother? Where's he? Can I speak to him?

**Mason:** No, sorry. Danny's at <sup>6</sup>\_\_\_\_\_ club. His chess team are going to be in a competition soon, so he has to practice a lot.

**Uncle:** Wow, everyone is busy! Bye, Mason!



**7** Find words from the text to put into the chart. Write four more.

Time Phrases	Sports and Hobbies

**8** Work with a partner. Ask and answer about sports and hobbies.



What sport do you like to do?

I like to play soccer, but I'm not good at skating!  
What about you?

Well, I'm good at swimming, but I think soccer is difficult.



# Welcome to Class!

I **had** English lessons today.

He **ate** grilled cheese sandwiches.

She **played** tennis yesterday.

I **didn't have** a piano lesson today.

He **didn't eat** pasta.

She **didn't play** tennis today.



## 9 Write sentences. Use the correct form of the verb.

- 1 I \_\_\_\_\_ (not eat) noodles for dinner today.  
I \_\_\_\_\_ (eat) pizza.
- 2 She \_\_\_\_\_ (have) math lessons today. It was great.
- 3 He \_\_\_\_\_ (not play) basketball today. He was ill.
- 4 I \_\_\_\_\_ (be) at school on Monday. Monday is a school day!
- 5 She \_\_\_\_\_ (have) a guitar lesson today. She has lessons every day.

We **played** basketball.

They **played** baseball yesterday.

We **didn't play** soccer.

They **didn't play** baseball today.

## 10 Complete the blog post. Use the correct form of the verbs.

learn walk have think enjoy eat miss

### Snow Day!

January 9, 2017

Going to school in the morning, in the dark, is half the fun of living in Alaska. It makes going to school exciting and special. But today was even more special. There was so much snow that they had to close the school. We <sup>1</sup>\_\_\_\_\_ "Yes, no lessons today!" but we were wrong. We <sup>2</sup>\_\_\_\_\_ our lessons.

We all walked to the sports hall down the road instead. We <sup>3</sup>\_\_\_\_\_ there in our snow boots and found our teachers waiting for us. They had walked in the snow too! In the morning, we <sup>4</sup>\_\_\_\_\_ our lessons as usual – history, math and geography. Geography was really interesting – we <sup>5</sup>\_\_\_\_\_ all about how to read maps. Then we had lunch – the teachers <sup>6</sup>\_\_\_\_\_ lunch with us, too.

After lunch, instead of having skiing lessons, we had gymnastics. It was great fun. I did gymnastics when I was younger, so I really <sup>7</sup>\_\_\_\_\_ it. I was quite good at it, too. At the end of the day we all went sledding. It was amazing!

We were quite sad when the school day ended. I hope tomorrow will be another snow day!



## 11 Write a blog post about your day.

# 1

# My Interests

## Language in Context

I will learn to talk about my interests.



Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

baseball    computer    mathematics    money    music

- 1 Growing up, actor George Clooney was interested in sports like \_\_\_\_\_. When he was 16, he tried out for the Cincinnati Reds.
- 2 One of the richest people in the world, Carlos Slim was interested in managing his \_\_\_\_\_ at a young age. He bought shares in his first bank when he was just 12 years old.
- 3 World-famous scientist Albert Einstein was interested in \_\_\_\_\_ as a boy. He played the violin and the piano.
- 4 Actress Emma Stone always wanted to act. She was also good at using a \_\_\_\_\_. When she was 14, she used a PowerPoint presentation to convince her parents to let her begin a career in acting.
- 5 As a young woman, architect and artist Maya Lin loved bird-watching, hiking, and studying \_\_\_\_\_.



7  
2

Match the names of the school groups with the pictures. Then listen and check.

baseball team    drama club    school newspaper  
school orchestra    science club    tae kwon do club

1



2



3



4



5



6



3

Read. Look at 2. Which school group should each student join?

- 1 Dan loves jogging and playing sports. He has a lot of free time.
- 2 Dina loves acting. Someday, she would like to star in a movie.
- 3 Milan is good at writing and has his own blog.
- 4 Paul likes doing martial arts and is very athletic. He likes playing chess, too.
- 5 Jane is interested in building robots. She's good at science and math.
- 6 Sara likes playing the trumpet. She's good at it, too.

4

Work with a partner. Ask and answer.



What's Dan interested in doing?

Which school group should he join?

He's interested in jogging and playing sports.

The baseball team!



**THINK BIG**

Which activities could you still do as an adult?  
Do adults have similar interests to young people?  
Why/Why not?



I will understand a text about after-school activities.



Listen and read. When are the soccer team try-outs?

Home

School Library

Cafeteria Menu

For Parents

## The Grove School News

### GET BUSY AFTER SCHOOL!

Welcome back to school! From all the staff here at your school news blog, we hope you're ready for another great year. Have you signed up for an after-school activity yet? If not, don't worry! There's still time. Here are some of the activities you can try:



Tony Underwood scoring the winning goal at last year's county championships

### SPORTS TEAMS

Do you like sports? How about joining the soccer or track team? Both teams have try-outs next Monday and Tuesday at 3:00. Last year, our school soccer team won the county championships, but many of our best players have moved up to high school. So now the team needs new players. For more information, contact our sports advisors, Ms. Matte or Mr. Stergis.



Sam Penny showing his artistic talents

### GOOD AT ART?

This year, your classmates in the school art club plan to paint a mural on the wall by the office. So they need new members to help create it! Are you interested in drawing, painting, or taking pictures? This club is for you. The first meeting of the school year is next Wednesday at 3:15 in room 221. Please see Ms. Greenway for more information.



## NEW THIS YEAR

There are some new activities you can try. Try the new after-school science club! It has plans to enter the national Junior Robotics competition this year. So if you want to try building a robot, this club is for you. See Mr. Larson in room 105 for more details. The club meets every Thursday.

Do you like acting? Are you good at singing? The school play this year is a musical – The Sound of Music. Come and try out next Monday or Wednesday afternoon in the school auditorium. Sign-up sheets for auditions are on the wall outside room 125.

For a list of all the after-school activities this year, click [here](#). Or pick up a membership form from the advisor's office – room 103.

## Comments

**dharrison**

Don't forget the karate club! We need members, too! Anyone interested in joining should contact Mr. Silver.

**agrell**

Robots? Cool! Count me in!

**apritchett**

Acting in the school play was so much fun last year. And I love singing. I want to try out again!

## Reading Comprehension

**6** Answer the questions with a partner.

- 1 Which school team won a big competition last year?
- 2 Where can you get more information about the science club?
- 3 When are the auditions for the school play?
- 4 What's the art club planning to do this year?
- 5 Where can you find a complete list of all the after-school activities?

**THINK  
BIG**

Which activities in the article interest you? Why? Are you interested in doing any of your school's activities or joining any clubs? Why/Why not?

# Language in Action

I will listen to a dialog about after-school clubs.



Listen and read. What's Henry good at?

**Ms. Parks:** Henry, I was wondering. Are you interested in joining a club this year?

**Henry:** I am, but I'm not sure which one to join.

**Ms. Parks:** How about joining the science club? You're good at building things.

**Henry:** Maybe... When do they meet?

**Ms. Parks:** Every Monday after school.

**Henry:** Oh, I can't. I have guitar lessons on Mondays.

**Ms. Parks:** OK. Well, how about joining the art club?

**Henry:** The art club?

**Ms. Parks:** Yes. You're so good at drawing. And they meet on Tuesdays.

**Henry:** Tuesdays are fine for me. I think I'll do it.



8

Practice the dialog in 7 with a partner.



Look at the students' current schedules. Listen and stick. Color in their new schedules. Then write what each student is interested in.

acting    playing baseball    reading comics    writing

busy = ■

M	T	W	Th	F

1 \_\_\_\_\_

M	T	W	Th	F

2 \_\_\_\_\_

M	T	W	Th	F

3 \_\_\_\_\_

M	T	W	Th	F

4 \_\_\_\_\_

# Grammar

**I will learn to** use the gerund form with expressions *How about, love, be good at.*

How about **joining** the baseball team?

OK. I love **playing** baseball.

How about **trying out** for the school play?

No, thanks. I'm not good at **acting**.

How about **playing** a musical instrument?

Good idea. I'm interested in **playing** the trumpet.

**Tip:** Use the gerund form of the verb (verb + *ing*) after *How about, love, like, enjoy, be interested in, and be good at.*

## 10 Use the words to help you write questions.

1 soccer team/try out

---

2 school newspaper/join

---

3 school musical/try out

---

4 English club/join

---

## 11 Complete the sentences with the correct form of the verb in parentheses.

1 No, thanks. I'm not really good at \_\_\_\_\_. (sing)

2 Sounds great. I'm really interested in \_\_\_\_\_ more English. (learn)

3 I guess so. I like \_\_\_\_\_ soccer a lot. (play)

4 I don't think so. I'm not interested in \_\_\_\_\_ articles. (write)

## 12 Match the questions and answers in 10 and 11. Practice the dialogs with a partner. Then take turns asking and answering the questions again with your own answers.



I will learn about the two sides of the brain.



Listen and read. Which side of your brain might be stronger if you're good at acting?

## CONTENT WORDS

analyze logical imaginative  
practical creative

# Left Brained or Right Brained?

Did you know that what you're good at doing might have something to do with the side of your brain you use most?

Left-brained people are logical and practical. They're good at analyzing details. They enjoy doing things like solving math problems and playing chess. Right-brained people are creative and imaginative. They're good at activities like painting and acting. But there are also scientists who say that, although there may be some truth in this theory, things aren't so simple. They add that the brain works in a very complicated way, and we don't know everything about it yet.

## Which side of your brain is stronger?

If you would like to find out which side of your brain is stronger, take this short quiz. Choose (A) or (B) to answer each question.

- 1 Do you prefer going to (A) math lessons or (B) art lessons?
- 2 Do you like (A) planning everything or (B) not planning at all?
- 3 Do you like (A) a lot of instructions or (B) not many instructions?
- 4 Do you remember things more easily (A) with words or (B) with pictures?
- 5 When you meet people, do you remember (A) their name or (B) their face?
- 6 When you read a story, do you look for (A) details or (B) the big picture?

How did you score? If you have more As, the left side of your brain may be stronger. If you have more Bs, the right side is probably stronger. Now think about the kinds of activities you like to do. Do they match your brain type?



14 Look at the passage. Circle the correct words.

- 1 Left-brained people like **playing chess** / **acting**.
- 2 Most people have **a stronger side** / **only one side** of their brain.
- 3 **Both sides** / **The stronger side** of the brain is connected with what we're good at.



What do you think of your test score? Was it accurate?  
Do you think people can be clearly divided like this?

I will learn about unusual Olympic sports.



Listen and read. Which of the events were part of the 1900 Olympics?

### CONTENT WORDS

competition event motor vehicle  
race course variation

## You'd Never Guess These Were Olympic Sports!

Some of the early Modern Olympic events are the same ones we see today. But some of them came and went so fast that few people remember that they once were part of the Olympic Games.

### Skijoring

The name *skijoring* means “ski-driving” in Norwegian. In this sport, a horse pulls a person on skis over a race course covered in snow. It actually looks a lot like water skiing! This strange sport from Norway was part of the Winter Olympics only once, in 1928. Dogs or a motor vehicle instead of a horse pull the skier in variations of this sport.



### Hot Air Ballooning

During the Paris Olympics of 1900, hot air ballooning was introduced to the Olympic Games. Players competed to see how far and high they could go or how long they could stay in the air.



### Tug-of-War

Did you know that in 1900, 1904, 1908, 1912, and 1920, tug-of-war, a popular game with children all over the world, was a regular Olympic event? The Olympic tug-of-war competition had eight players at each end of a long rope. The team that pulled the other team 2 meters won the event. In the five years of this Olympic game, Great Britain won the most medals in this event.



16

Look at the passage and put the sentences in the correct place.

- You could say that for the British team, winning was “child’s play”!
- It’s still played in countries where there’s a lot of snow in the winter.
- They also had to land as close as possible to a spot marked on the ground.



How are the Olympic Games different from other sports competitions?

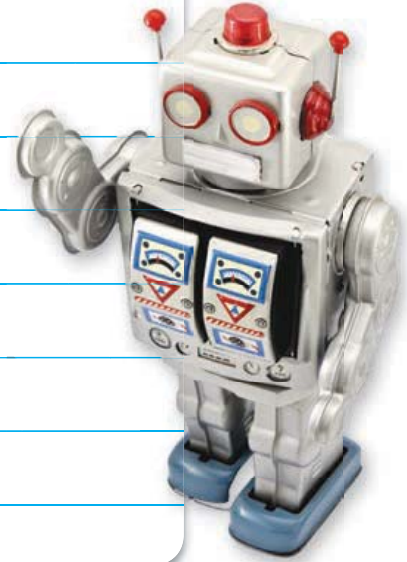
# Writing | News article

I will learn to write a news article.

**17** Read the article. Then study the questions and answers below.

The Grove School News

Our school science club went to the national Junior Robotics Competition last month. The competition took place at the Science Museum in Boston. The science club won fifth place. We're very proud of our science club! All of the students in it are good at designing and building robots. We're sure they'll be happy to show you the award-winning robots. Just ask any member of the science club.



1 Who?	school science club
2 What?	national Junior Robotics Competition
3 Where?	Science Museum, Boston
4 When?	last month
5 What happened?	they won fifth place

**18** Copy the chart below into your notebook and answer the questions about a club, team or group at your school. Then use it to write a news article.

1 Who?	
2 What?	
3 Where?	
4 When?	
5 What happened?	

**19** Display your articles on a school noticeboard or use them to put together a school newspaper of your own.



# Life Skills | Be a team player.

I will learn to talk about being a team player.

**20** Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.

1



2



3



He needs to pass the ball!

I agree.



**21** Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.



## Project

**22** Make a poster to find new members for a club, team, or group at your school.





# Listening and Speaking

I will review the sounds *ce*, *ci*, and *cir*.

I will learn to talk about interests and after-school clubs.

18  
23

Listen, read, and repeat.

1 c-e ce

2 c-i ci

3 c-ir cir

19  
24

Listen and blend the sounds.

1 c-e-ll cell

2 c-i-t-y city

3 c-ir-c-u-s circus

4 c-i-v-i-l civil

5 c-e-n-ter center

6 c-ir-c-le circle

20  
25

Listen and chant.

Have fun in the city!  
Go to the circus.  
Have fun in the city!  
Go to the center.



21  
26

Play the **School Clubs** game. Work with a partner, listen to the model, and play.

## School Club or Group Cards

chess club

school  
orchestra

drama  
club

school  
newspaper

soccer  
team

tae kwon  
do club

## Interest Cards

sing

play board  
games

do martial  
arts

play the  
trumpet

play sports

write

# Review

## 27 Match the activities with the correct groups.

- |                    |                                |
|--------------------|--------------------------------|
| 1 school newspaper | a building robots              |
| 2 school orchestra | b writing articles             |
| 3 tae kwon do club | c drawing                      |
| 4 art club         | d playing a musical instrument |
| 5 science club     | e painting                     |
|                    | f taking pictures              |
|                    | g doing martial arts           |

## 28 Complete the dialog with words from the box. Use the correct verb form. Then practice the dialog with a partner.

jog join act sign up try out write practice

**John:** What do you do after school? Are you in any school clubs this year?

**Sally:** No, but I'm thinking about <sup>1</sup>\_\_\_\_\_ for one.

**John:** Well, how about the track team? You're interested in <sup>2</sup>\_\_\_\_\_, right?

**Sally:** That's true, but I don't have time for that team. They <sup>3</sup>\_\_\_\_\_ five days a week.

**John:** How about <sup>4</sup>\_\_\_\_\_ for the school musical?

**Sally:** I'm not very good at <sup>5</sup>\_\_\_\_\_ or singing.

**John:** Really? Well, do you like <sup>6</sup>\_\_\_\_\_?

**Sally:** Yes, I do.

**John:** How about <sup>7</sup>\_\_\_\_\_ the school news bloggers? They always need people. And blogging doesn't take much time!

**Sally:** Hmm... good idea. I might just do that.



## I Can

- use words related to interests and after-school clubs.



- talk about interests using the gerund form.



- write a short news article.



# 2

# Family Ties

## Language in Context

I will learn to talk about families.



Read and answer the questions about families. Then listen and check.

### 1 How Many Mackenzies?

Mr. and Mrs. Mackenzie have six daughters, and each daughter has one brother. How many people are in the Mackenzie family?

### 2 Family Name Trivia

What's the most common family name in the world: Chang, García, or Smith?

### 3 Big Families

Which country has the largest average household size: Italy, Canada, or Colombia?

### 4 Good Grief, Grandma!

Bai Ulan Kudanding, a woman in the southern Philippines, has 14 children, 107 grandchildren, 138 great-grandchildren, and two great-great-grandchildren. She knows all of their names! How many children are there in all?



23  
2

Listen and find the family members in the pictures. Use words from the box to name them.

my aunt and uncle    my baby sister  
my dad    my mom    my older brother

Calderon Family

1



2



3



24  
3

Copy the chart into your notebook. Listen again and complete the chart.

What?	Who?	Where?	When?
1 moved	Andrea, her older brother Pedro, and their mom and dad	Brighton	2012
2 opened a restaurant			
3 was born			
4 got married		~	~
5 graduated from cooking school			

4

Work with a partner. Ask and answer about the Calderon family.



When was her baby sister born?

She was born in 2012.



THINK BIG

Would you like to live in another country? What challenges can you think of for a family moving to a new country?



I will understand a text about a famous family.



Listen and read. How many Flying Maliceks are there now?

# The Biggest Circus Family IN THE WORLD

by Zach Malicek

My name's Zach, and I'm from a big family. I mean, it's a *really* big family. My last name is Malicek. Maybe you don't know us, but we're the biggest circus family in the world. We're "The Flying Maliceks"! We weren't always the biggest circus act, though. When my grandpa Viktor started as a trapeze performer in Slovakia, there was only one Flying Malicek: him!

My grandpa moved to the United Kingdom when he was about 20 years old. He quickly found a circus job working in his new country. A few years later, Grandpa Viktor married my grandma Irina. Grandpa taught my grandma how to perform on the trapeze, and soon there were two Flying Maliceks. My grandma didn't perform all the time, though. She took time off to have a few babies. She had eight of them, actually!

My father Daniel is the youngest child in the family. He has five brothers and two sisters – my uncles and aunts. All of them learned to perform on the trapeze when they were children. The people at the circus love watching the Flying Maliceks. And we all love watching their excited faces when we fly through the air.

My grandpa and grandma are getting older now. They retired from performing about five years ago. But the Flying Maliceks aren't getting smaller – we're getting bigger! I have two older sisters, and we all perform in the act. My aunts and uncles all have children; and they perform, too. In total there are 37 of us! Can you believe it?



Last year, we were on TV. We had our own reality show called *Circus Family*. Some people from the TV show followed us around with cameras all the time. It was exciting, but sometimes I wanted them to go away! One special thing happened when we were on that show. My cousin Gillian met a cameraman, and six months ago they got married. Now he's learning the trapeze, too!



## Reading Comprehension

6 Complete the sentences with the correct numbers.

- 1 Viktor moved to the United Kingdom when he was \_\_\_\_\_ years old.
- 2 Zach's father is the youngest of \_\_\_\_\_ children.
- 3 Zach has \_\_\_\_\_ uncles and \_\_\_\_\_ aunts.
- 4 Zach has \_\_\_\_\_ older sisters.
- 5 Gillian got married \_\_\_\_\_ months ago.

**THINK  
BIG**

How many people are there in a "big" family?  
What are the good things about being part of a big family?

# Language in Action

I will listen to a dialog about family photos.

28  
7

Listen and read. What does Darren learn about Amelia?

**Darren:** Who's that?

**Amelia:** Oh, that's Armando. That was a long time ago. I think he was about 12 in that picture.

**Darren:** Oh, is he your older brother?

**Amelia:** Yes. He's a lot older than I am. He's 25. He lives in London.

**Darren:** Really?

**Amelia:** Yes. He moved to London when he was 23. He works in a hotel.

**Darren:** That's nice. Mmm... you look like him... a little.

**Amelia:** Do you think so? Maybe. But he's really tall now. Actually, he's about six feet tall. He's the tallest person in our family.



8

Practice the dialog in 7 with a partner.

29  
9

Listen and stick. Then write. Use the correct form of a verb from the box.

be born    get married    graduate    move



1 She \_\_\_\_\_



2 They \_\_\_\_\_



3 I \_\_\_\_\_



4 We \_\_\_\_\_



# Grammar

**I will learn to** use the simple past.

**I will learn to** use the comparative and the superlative to make comparisons.

We **went** to Los Angeles when I **was** eight.  
When they **were** kids, they **lived** in Mexico City.

She **moved** to Florida three years ago.  
 A few months later, she **got** a new job.

**Tip:** Look for signal words like *when*, *later*, and *ago*.

## Simple present → Simple past

go	→	went
am	→	was
are	→	were
live	→	lived
get	→	got
move	→	moved

### 10 Complete the paragraph. Use the correct form of the verbs.

This is my older sister Lisa. She's very happy today because, a few hours ago, she <sup>1</sup>\_\_\_\_\_ (buy) her first car! She saved money from all her part-time jobs. She <sup>2</sup>\_\_\_\_\_ (get) her first job a long time ago when she <sup>3</sup>\_\_\_\_\_ (be) only 11 years old. She delivered newspapers in our neighborhood. Later, when she was 14, she <sup>4</sup>\_\_\_\_\_ (start) to tutor younger children after school. Then when Lisa was 16, she <sup>5</sup>\_\_\_\_\_ (find) a job at a restaurant. She <sup>6</sup>\_\_\_\_\_ (work) there almost every weekend when she was in tenth grade. Then a week ago, she finally <sup>7</sup>\_\_\_\_\_ (have) enough money to buy a car. I'm very proud of my sister. She works really hard!



Sue's **taller than** Yoko and Mark.

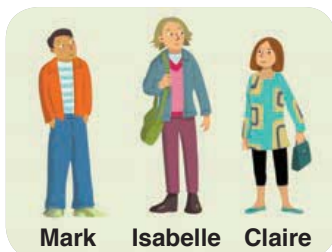
Yoko is **shorter than** Sue and Mark.

Sue's **the tallest** person in our class.

Yoko's **the shortest** person in our class.

### 11 Look at the pictures and make sentences.

1



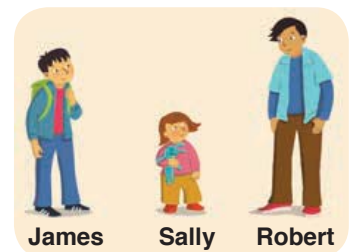
Mark Isabelle Claire

2



Spot Fido Blue

3



James Sally Robert

- (short) Claire is the \_\_\_\_\_.
- (small) Fido is \_\_\_\_\_ than Blue.
- James is \_\_\_\_\_ than Sally.

I will learn about different types of animal families.

32  
12

Listen and read. What is the name of each animal's social group?

### CONTENT WORDS

alpha emotions female herd  
male pack pride structure troop

## Animal Families

There are many different types of families, but the purpose of a family is similar: to care for each other. Humans aren't the only ones who live in families. Many other animals have their own family structures, too.



### ► Elephants

Elephants live in herds, or groups, of six to twelve elephants. After the age of 14, most male elephants leave the herd to live on their own most of the time. One female is usually the leader of the herd, and the group often includes her children, her sisters, her sisters' children, and even grandchildren. Elephants are able to feel emotions, and when an elephant dies, they cry just like humans do.

### ► Wolves

Some types of wolves live together in a large group called a pack. In the pack, there is an alpha (leader) male and an alpha female. These two wolves are responsible for acting as the parents, and having more babies for the group. Other wolves in the pack help the alpha male and female take turns caring for the young wolves.



### ► Lions

Lions live in social groups called prides. A pride usually has five or six adult females, one or two males, and their children. Lions travel together, look for food, and help take care of each other. Female lions are very important in the pride, and when the group kills an animal for food, the females eat first.



### ► Chimpanzees

Chimpanzees live in troops that have a very strong social structure. When a mother chimpanzee gets older, her children will often come back to the troop to take care of her. Chimps have friends in their troop. The friends play games together and pick insects and dirt out of their friends' fur.



13 Look at the passage. Correct the sentences.

- 1 A male elephant is usually the leader of the herd.
- 2 There is usually only one adult male in a wolf pack.
- 3 Lions cry when they are sad.
- 4 Chimpanzees never come back to take care of their mother.



How do other types of animals take care of each other?  
List a few examples.

I will learn about special family days.

## CONTENT WORDS

into ribbon sneak stuff symbolize tradition treat

34  
14

Listen and read. Which paragraph talks about: a Birthdays, b Weddings, c Mother's Day?

# Special Days for Families

- All around the world, families celebrate special days together. Traditions for these days are as different as the countries and the people who celebrate them. Some of these traditions may surprise you.
- Getting married is one of the most important days in the lives of many people around the world. In Germany, the friends and family of the bride and groom gather a day before the wedding. They break dishes, flower pots, bottles, and plates. Then the young couple has to clean it all up! This tradition is called *polterabend*. Germans believe that it brings good luck to the new couple. Cleaning up the mess together also symbolizes that they'll have to work together through the good and bad times in their life.
- Families in most countries have a special day to celebrate mothers. In Serbia, this day is on the second Sunday before Christmas. On that day, children sneak into their mother's bedroom and tie her feet with ribbon so that she can't get out of bed. Then they shout, "Mother's Day, Mother's Day! What will you pay to get away?" Then the mother gives them small treats and presents as payment so that the kids "free" her.
- In China, they say that babies are one year old when they are born. After that, all children celebrate their birthday on New Year's Day because that's when they grow a year older. Actual birthdays are usually celebrated with a big family meal. The tradition is that the "birthday boy" or "birthday girl" should stuff their mouth with as many long noodles as they can and then eat them. This is because in Chinese culture, long noodles symbolize a long life.



**15** Look at the passage. Complete the sentences. Use words from the text.

- Polterabend takes place a day \_\_\_\_\_ the wedding.
- In Serbia, the kids \_\_\_\_\_ their mom's \_\_\_\_\_ to keep her on the bed.
- The traditional food for a Chinese birthday party is \_\_\_\_\_.



Do you think traditional celebrations are important? Why?

# Writing | Autobiography

I will learn to write my autobiography.

## 16 Read Rosie's story.

### My Story by Rosie Harris

I was born in 2003. My family lived in Islington, London. When I was a year old, my family moved to St. Albans. There were just three of us then: my mom, my dad, and me. Two years later, we moved to Nottingham. We lived there until 2010. By then, I had two younger brothers. We needed a bigger house! So when I was seven, we moved to Peterborough. A few months ago, we went back to visit our old neighborhood in Nottingham. I saw my old house. It looked even smaller than I remembered! Our family and our house are much bigger now!



## 17 Complete the chart with information from the story in 16.

When?	What happened?
2003	I was born. We lived in Islington, London.
2004	
	We moved to Nottingham.
2010	
A few months ago	

## 18 Copy the chart into your notebook and complete it with information about your life so far. Then use it to write a story about you.

When?	What happened?

## 19 Work in a small group. Take turns reading your stories. What's the same? What's different?



# Life Skills | Keep family traditions.

I will learn to talk about family traditions.

**20** What kind of family traditions do you have? Copy, read, and ✓. Add one tradition of your own. Then ask a partner.

	Tradition	You	Your partner
1	We visit our relatives on special holidays.		
2	We have a special meal on family birthdays.		
3	We have a family night at home every week.		
4			



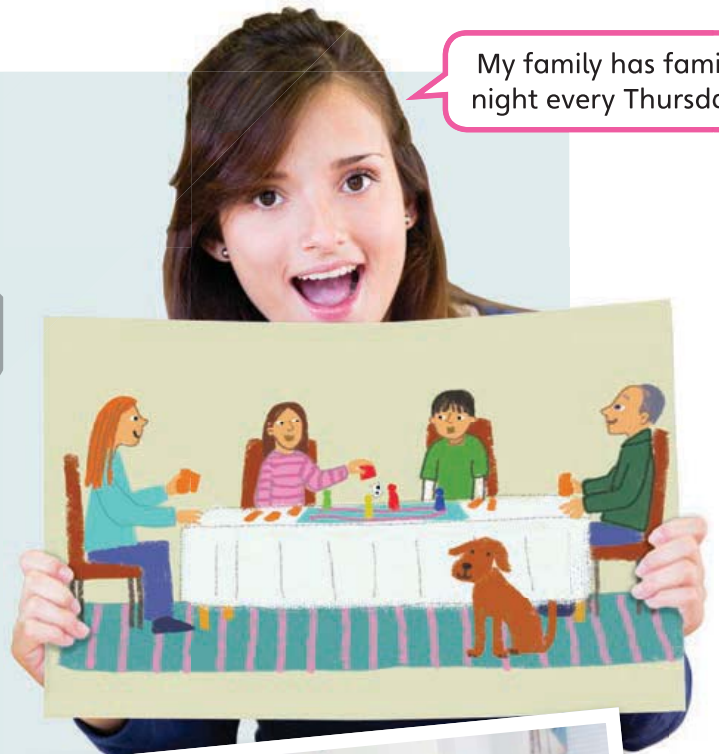
## Project

**21** Make a page for a class book about family traditions.

- 1 Include a drawing or a picture of your favorite family tradition.
- 2 Write a short description about it.
- 3 Share your page with the class.

Two years ago, we started a new family tradition. We have family night every Thursday night. We all make time to be together. Last week, we played a board game. I lost, but it was fun.

My family has family night every Thursday.



# Listening and Speaking

I will review the sounds *ge, gi,* and *gy*.

I will learn to talk about an interesting family member.

36  
22

Listen, read, and repeat.

1 **g-e ge**      2 **g-i gi**      3 **g-y gy**

37  
23

Listen and blend the sounds.

1 g-e-l      gel      2 g-i-n-g-er      ginger  
3 g-y-m      gym      4 g-y-p-s-y      gypsy  
5 g-i-r-a-ffe      giraffe      6 g-e-m      gem

38  
24

Listen and chant.

A giraffe  
Worked out in a gym.  
Quick! Get him some gel  
For his hair!



25 Complete the story. Make up the information.

## Aunt Isobel

Aunt Isobel is a very interesting person. She was born in <sup>1</sup> \_\_\_\_\_, but her family moved to <sup>2</sup> \_\_\_\_\_ when she was <sup>3</sup> \_\_\_\_\_ years old. When she was in <sup>4</sup> \_\_\_\_\_ school, she had a collection of <sup>5</sup> \_\_\_\_\_. It was probably the <sup>6</sup> \_\_\_\_\_ collection of <sup>7</sup> \_\_\_\_\_ in the world. People came from all over the world to see it. Now Aunt Isobel is <sup>8</sup> \_\_\_\_\_ years old, and she lives in <sup>9</sup> \_\_\_\_\_ with <sup>10</sup> \_\_\_\_\_.



26 Take turns asking your classmates about their Aunt Isobel stories.

- 1 Where was Aunt Isobel born?
- 2 When did her family move?
- 3 Where did they go?
- 4 What kind of collection did Aunt Isobel have?
- 5 Why was the collection special?
- 6 How old is Aunt Isobel now?
- 7 Where does she live now?
- 8 Who does she live with?

# Review

**27** Complete the sentences. Use the correct form of the verb.

be born      get married      graduate      move



**1** My favorite aunt \_\_\_\_\_ from college two years ago.



**2** In 2007, his grandparents \_\_\_\_\_ to Boston.



**3** When Celia's brother \_\_\_\_\_, she was five years old.



**4** Our parents \_\_\_\_\_ fifteen years ago.

**28** Complete the dialog. Use the correct form of the words.

**Anna:** Who's that?

**Ben:** That's a picture of my grandmother. She <sup>1</sup> \_\_\_\_\_ (graduate) from college this year.

**Anna:** That's amazing!

**Ben:** Yes, it is. She <sup>2</sup> \_\_\_\_\_ (start) college when she was fifty-seven years old. Years ago, when she <sup>3</sup> \_\_\_\_\_ (be) young, some of her best friends <sup>4</sup> \_\_\_\_\_ (go) to college, but she was busy with her children. She didn't have time for college.

**Anna:** Was she the <sup>5</sup> \_\_\_\_\_ (old) of all the graduates?

**Ben:** Actually, no. My grandmother's friend Elmer just graduated, too. And he was even <sup>6</sup> \_\_\_\_\_ (old) than my grandmother. He was seventy-two.



## I Can

• use words for family members and words related to important life events.

• talk about important life events using the past simple.

• make comparisons.

• write an autobiography.





# 3

# Helping Others

## Language in Context

I will learn to talk about helping others.

39  
1

Read about how children are helping others. Answer the questions with a partner. Then listen and check.

- 1 Cupcakes for Cancer** Thirteen-year-old Blakely Colvin had a friend with leukemia, a kind of cancer. Blakely wanted to help her sick friend. What could she do? She decided to sell cupcakes after school. She sold her cupcakes for \$1 each and, with the help of friends, they raised \$5,000 in six weeks.

On average, how many cupcakes did Blakely and her friends bake every day?

- 2 Creative Children for Charity** Chirag Vedullapalli wanted to do something to help others. He always loved to paint and draw. When he was nine years old, he decided he could sell his artwork and donate the money to a local children's hospital in Seattle, Washington, a big city on the west coast of the U.S.A. Chirag's friends loved the idea, too. Chirag and ten of his friends each created one piece of art. They sold them for \$20 each.

How much money did Chirag and his friends raise for the children's hospital?

- 3 Biking for America** When Joseph Machado was 13 years old, he decided he could help children who are less fortunate and could do what he likes best, too – bike riding. He created Biking for America. Joseph rode his bike from California to Washington, D.C., raising money along the way. Joseph rode his bike 120 kilometers a day for 39 days.

In total, how many kilometers did Joseph ride?



40  
2

Read. Use the words from the boxes to complete the sentences. Then listen and check.

A The school choir is entering a big singing competition. The choir wants to buy new outfits for it. They need to raise money to buy them. Listen to their ideas:

art fair    cake sale    concert

### Fundraising

- |   |  |  |
|---|--|--|
| 1 We could have a/an _____ .<br>We could sell cookies, pies, and cakes. | 2 We could have a/an _____ .<br>Local artists could exhibit and sell their work. | 3 We could have a/an _____ .<br>We could perform songs and dances with a specific theme. |
|---|--|--|

B The choir has ideas for how to advertise their fundraising activities. Listen.

article    posters    video

### Advertising

- |  |   |   |
|--|---|---|
| 1 We're going to design colorful _____ and hang them up around school. | 2 I am going to write a/an _____ about our activities for the school newspaper. | 3 We're going to make a/an _____ of the choir performing and post it on the school website. |
|--|---|---|

3 Work with a partner. Listen. Ask and answer.



What could they do to raise money?

What are they going to do to tell people about it?

They could bake cookies and sell them.

They're going to make posters and hang them up around school.




**THINK  
BIG**

What else could they do to raise money?  
How else could they advertise their fundraising activities?

I will understand a text about fundraising.



Listen and read. What did wburrington suggest?



www.dentonschool.org

*On Monday, April 20, at 9:02 a.m., Mr. Thompson wrote...*

## FUNDRAISING UPDATE

Thanks for all the great ideas! The sports teachers and I discussed all the ideas you gave us and a few other ones. Here's the fundraising plan that we came up with for this year:

- Grade 7: You're going to sell chocolate bars. We're going to order them from Charlie's Chocolates. They cost a dollar each. Mr. Campbell, the basketball teacher, is going to give you more information on Thursday.
- Grade 8: You're going to sell water bottles with our school name and logo on them. The bottles cost \$2.50 each. Miss Carpenter, the tennis teacher, is going to tell you more about it tomorrow after lunch.
- Grade 9: You're going to have a dance and sell tickets to it. It's going to be in the school gym on Saturday night, May 8. Ms. Richards and Mr. Benson, the soccer coaches, are going to meet you in the cafeteria next Tuesday before lunch to talk more about it.
- Grade 10: You're going to have a cake sale. Mrs. Fenton, the school nurse, is going to meet you this Friday, in the Grade 10 hallway, to give you more information.

We're all looking forward to this year's fundraising events. We know they're going to be a big success!

## Reading Comprehension

**5** Answer the questions with a partner.

- 1 What fundraising ideas did students post?
- 2 What is each grade going to do to raise money?



Which fundraising idea do you think is the best? Why?



# Language in Action

I will listen to a dialog about raising money.

44  
6

Listen and read. What are the raffle winners going to get?

**Vicky:** Let's talk about how we're going to raise money for our class trip. Any ideas?

**Tanya:** I have an idea. We could all make something to sell.

**Vicky:** Like what?

**Tanya:** Well, we all like art. I like painting, you're good at sculpture, and Susie likes taking pictures...

**Caroline:** So we could have an art exhibit here at the school.

**Tanya:** Yes!

**Vicky:** Wait a minute. Are people really going to buy our things? I'm not so sure.

**Caroline:** Well, we could sell tickets to the exhibit. You know, raffle tickets.

**Vicky:** Oh, I see. We sell raffle tickets, and we pick the winners at the exhibit. The winners take home the art!

**Tanya:** That sounds like a good idea! Let's tell the class.



7

Practice the dialog in 6 with a partner.

45  
8

Listen and stick. Then answer the questions.

1 What could she do?

2 What are they going to do?

3 What's he going to do?

4 What could she do?



# Grammar

I will learn to use **could** to talk about suggestions.

I will learn to use **be going to** to talk about events in the future.

How **could** we raise money for our club?

We **could** have a car wash.

How much **could** they charge to wash one car?

They **could** charge \$10 for a small car.  
For a bigger car, they **could** charge \$15.

**Tip:** Use *could* to express possibility or make suggestions.

- 9 Complete the questions or answers. Use **How could** or **What could** plus one of the words or phrases in the box.

do to help    help us    make    raise money    tell people

- 1 **A:** \_\_\_\_\_ we \_\_\_\_\_ about the drama club?  
**B:** We could make posters.
- 2 **A:** \_\_\_\_\_ they \_\_\_\_\_ in their community?  
**B:** They could clean up the town park.
- 3 **A:** \_\_\_\_\_ she \_\_\_\_\_ at the cake sale?  
**B:** She could put the frosting on the cupcakes.
- 4 **A:** \_\_\_\_\_ they \_\_\_\_\_ for new equipment?  
**B:** They could have an art fair and sell their art work.
- 5 **A:** \_\_\_\_\_ I \_\_\_\_\_ for the art fair?  
**B:** You could make a collage.



**Are you going to have** a concert?

Yes, we **are**.

How **is she going to** tell people about it?

She's **going to** make posters.

**Tip:** Use *is/am/are going to* to talk about events in the future.

- 10 Complete the sentences with the correct form of **be + going to**.

**Lisa:** Our soccer team <sup>1</sup>\_\_\_\_\_ have a cake sale next week.

**Paul:** Really? <sup>2</sup>\_\_\_\_\_ you \_\_\_\_\_ bake something?

**Lisa:** Uh... no. I'm not into baking.

**Paul:** So what <sup>3</sup>\_\_\_\_\_ you \_\_\_\_\_ do to help?

**Lisa:** I <sup>4</sup>\_\_\_\_\_ post an article on the school website.

I will learn about creating an effective advertisement.



Listen and read. What makes a great ad?

### CONTENT WORDS

font effective focus get across impatient advertisement layout

## Creating an Effective Poster or Ad

What makes an advertisement effective? You can easily answer this question if you walk around the city. There are thousands of advertisements, but which one catches your eye? A good ad (short for advertisement) is one that gets your attention. If it makes you focus on the important information, too, it does its job very well. Lastly, if you still remember the message after you move on, then it's a great ad!

Do the cupcakes on the poster at the bottom of the page make your mouth water? Do they make you scan the text to find out where you can get them? That's what they're there for!

An ad isn't just color and pictures. You have something to say, so the next thing you should do is to decide how much text you should write. Remember that people are impatient and will rarely read a long text to see what it's about. The amount of text should be just right to get your message across, so focus on your message and say it with as few words as possible. Your choice of font (the style of letters), font size (how big or small the letters are), and font color also play an important role. You want the text to be easy to read, especially from a distance.

Finally, you have to decide how you're going to organize both the pictures and the text on the space you have. A good layout helps people "read" the ad and communicates your message more effectively. If your poster is too busy, your message might get lost!



12

Look at the passage. Circle the correct words.

- 1 We know that an ad is effective when it makes us **notice it** / **compare it with others**.
- 2 Images make us want to **read** / **talk about** the ad.
- 3 Most people **don't have the time to read** / **want to read** long texts in an ad.



Name one ad that you have seen. Why is it effective?

I will learn about helping older people.



Listen and read. What problem do many older people have?

## CONTENT WORDS

depressed double intergenerational isolation population pre-school residents retirement home

# Generations of Help

The population in many parts of the world is getting older. There are now more than 7 billion people, and it's possible that the number of people who are over the age of 65 will double by the year 2050.

With higher numbers of older people, there is a new problem seen in many parts of the world. Many older people are living alone, and don't have other people to talk to, or to help them if they need something. This can make people feel lonely, depressed, and even cause them to become sick.

The good news is that there are groups around the world that are trying to help. The local government in Adachi city in Japan, started the Zero Isolation Project in 2013. More than 500 volunteers visit people over the age of 70, talk to them, help them if they have problems, and help them to join social groups in their city.

In Seattle, Washington, USA, the Intergenerational Learning Center is a pre-school that is inside a retirement home. Five days a week, young children talk, play, read, and do art projects with the older people living in the retirement home. Being with the children makes the older people feel happy, and the children learn social skills while having fun.

In the Netherlands, a retirement home called Humanitas allows university students to live there for free if they spend at least 30 hours per month helping older residents. Similar programs can be found across Spain, France, and the United States. As the population continues to get older around the world, there will probably be a lot more programs like this in the future.



14 Look at the passage. Match to complete the sentences.

- |   |                                       |
|---|---------------------------------------|
| 1 Older people in Japan are getting...            | a help from the local government.     |
| 2 In Seattle, pre-school children play games...   | b if they help residents every month. |
| 3 Students in the Netherlands get free housing... | c with retirement home residents.     |

**THINK BIG**

In what other ways can younger people help older people?

# Writing | Letter

I will learn to write a formal letter.

**15** Read Michael's letter to his principal.

**date** → March 19, 2014


**greeting** → Dear Mrs. Miller,

**State the idea.** → My idea for a school-wide community service program is to clean up Jackson Road Park. No one uses this wonderful park any more because it's so dirty.

**State how to carry out the idea.** → We could ask each student to bring one large trash bag and fill it up with litter. Then we could put more trash cans around the park.  
→ We could also put up signs asking people not to litter.

**Explain why the idea is important.** → This is important because children need safe clean places to play. My friends are going to write to you, too.  
→ We all hope that you will give this idea careful consideration.

**closing** → Yours sincerely,  
Michael Dobson  
Grade 7



**16** What kind of school-wide community service programs could you suggest to your teacher? Discuss with a partner.



We could visit elderly people in a care home.

And we could visit sick children in a hospital.



**17** Choose one of your ideas and write a letter to your teacher. Describe your idea and explain why it's important.

I will learn to talk about helping others.

**18** Look at the names of the international charity groups. Match the name of the charity group with the description of the group.

a

**UNICEF**

b

**Doctors  
Without  
Borders**

c

**Room to Read®**

d

**WWF**

- 1 This international group sends doctors and nurses to help people in almost 70 countries around the world.
- 2 This organization builds libraries and gives books to children in many different countries across Asia and Africa.
- 3 This group, part of the United Nations, works for the rights of children, including their rights to education, food, clean water, and medical care.
- 4 This conservation group works to protect the future of nature and animals. It has more than five million supporters around the world.

**19** Which of the charities in 18 is the most interesting to you? Why? Discuss with a partner.



## Project

**20** Work in a small group. How could you raise money for a charity group? Write a fundraising plan. Then create an ad.

### Fundraising Plan

**Goal:** Raise \$200 for animal shelter

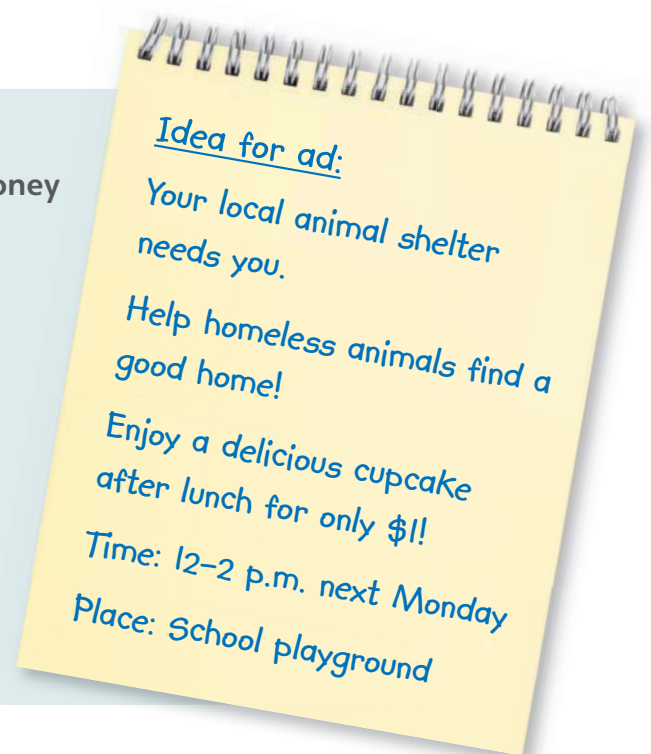
**Activity:** School cake sale

**What:** Cookies and cupcakes

**Where:** School playground

**When:** Next Monday lunchtime

**How:** Create an ad





# Listening and Speaking

I will review the sounds *lk* and *mb*.

I will learn to talk about helping my school clubs.

50  
21

Listen, read, and repeat.

1 l-k lk      2 m-b mb

51  
22

Listen and blend the sounds.

1 w-a-lk walk      2 c-o-mb comb  
3 l-a-mb lamb      4 t-a-lk talk  
5 c-l-i-mb climb      6 ch-a-lk chalk

52  
23

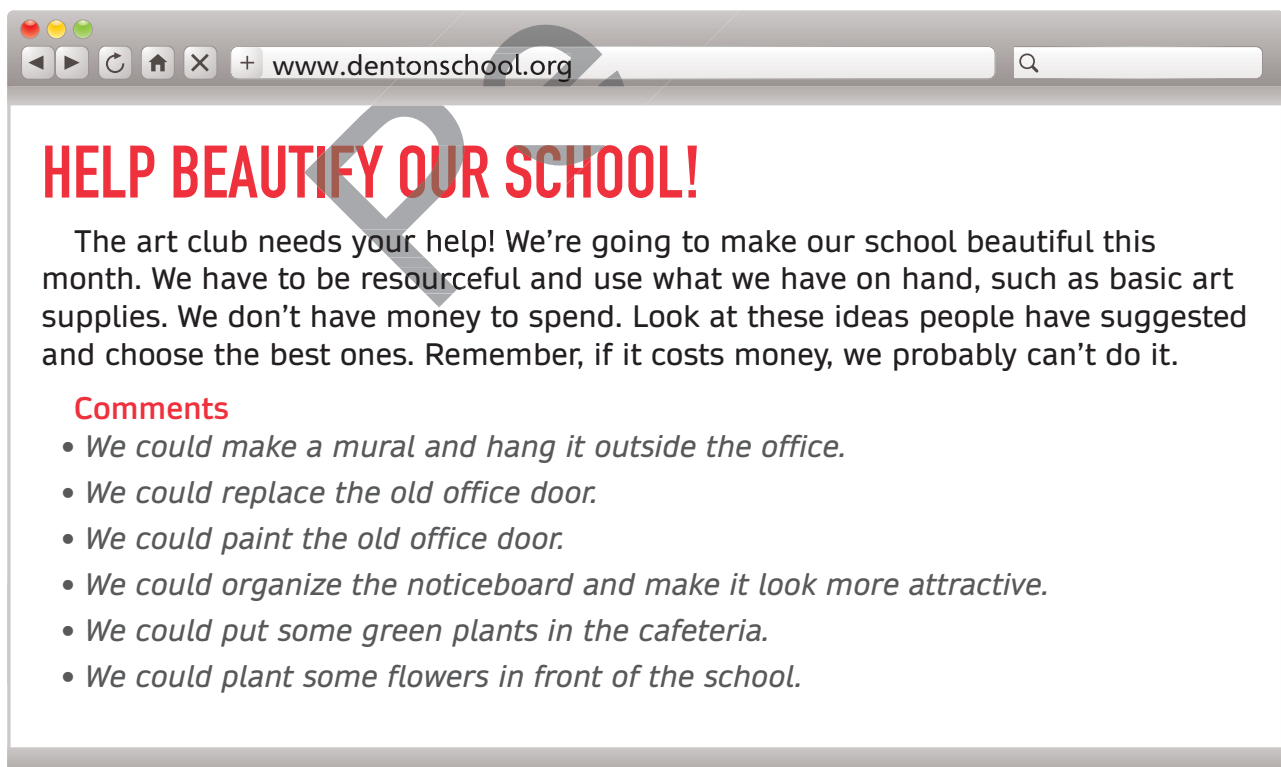
Listen and chant.

A lamb can walk,  
But a lamb can't talk.  
A lamb is the color of white chalk!



24

Read the blog and comments. Follow the instructions. Discuss your choices with a partner. What else could you do?



www.dentonschool.org

## HELP BEAUTIFY OUR SCHOOL!

The art club needs your help! We're going to make our school beautiful this month. We have to be resourceful and use what we have on hand, such as basic art supplies. We don't have money to spend. Look at these ideas people have suggested and choose the best ones. Remember, if it costs money, we probably can't do it.

### Comments

- We could make a mural and hang it outside the office.
- We could replace the old office door.
- We could paint the old office door.
- We could organize the noticeboard and make it look more attractive.
- We could put some green plants in the cafeteria.
- We could plant some flowers in front of the school.

# Review

## 25 Read and write in your notebook.

Your school band wants to raise money to buy some new drums.

- 1 What could you do? Write three ideas.

*We could...*

- 2 Which idea is the best one? Why?

*I think...*

- 3 Write three ways to tell people about your fundraising event. Use complete sentences.

*We're going to...*



## 26 Read the poster and the form. Say what people are doing to support the walkathon.

### PLEASE SUPPORT OUR WALKATHON!

More than 100 participants, old and young, are going to walk from 1 to 10 km. We are going to raise money for Families in Need.



#### Can you help?

#### Pledges

- 1 Mrs. Madison write an article for the newspaper
- 2 Jessie Kincaide walk 5 kilometers in the Walkathon
- 3 Emma Smith sell tickets to watch the Walkathon.

## I Can

- use words related to fundraising and helping others.
- talk about events in the future using *going to*.
- make suggestions.
- write a formal letter.



## How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

	Pages	
<b>Activities:</b> act, build robots, do martial arts...	5	
<b>Clubs/Teams:</b> baseball team, drama club, school newspaper...	5	
<b>Life events:</b> was born, got married, graduated...	17	
<b>Family members:</b> mom, uncle, baby sister...	17	
<b>Fundraising activities:</b> have a cake sale, raise money...	29	
<b>Advertising:</b> design a poster, write an article...	29	
How about <b>joining</b> the science club? I'm <b>interested in</b> <b>writing</b> articles. She's <b>good at</b> <b>acting</b> .	9	
My family <b>moved</b> <b>when</b> I was five. He <b>graduated</b> six years <b>ago</b> .	21	
Mary's <b>taller than</b> Sam and John. Mary's <b>the tallest</b> person in our class.	21	
How <b>could</b> we raise money for our drama club? We <b>could</b> have a cake sale.	33	
What <b>are</b> you <b>going to do</b> for the cake sale? I'm <b>going to bake</b> some cookies.	33	



## I can do it!

53  
2

Get ready.

A. Complete the dialog with the correct form of the verbs. Then listen and check.

**Ms. Rogers:** Class, I have news. Do you remember Mr. Finnegan?

**Sandra:** Sure. He <sup>1</sup> \_\_\_\_\_ (be) our music teacher when we <sup>2</sup> \_\_\_\_\_ (be) in elementary school.

**Jackson:** Yeah, I <sup>3</sup> \_\_\_\_\_ (have) my first violin lesson with him when I <sup>4</sup> \_\_\_\_\_ (be) six.

**Ms. Rogers:** Well, Mr. Finnegan <sup>5</sup> \_\_\_\_\_ (retire) at the end of this school year. The principal <sup>6</sup> \_\_\_\_\_ (want) us to think of something we can do for him. Any ideas?

**Will:** I have one. Everyone could <sup>7</sup> \_\_\_\_\_ (write) a poem about Mr. Finnegan. How about <sup>8</sup> \_\_\_\_\_ (put) them all together in a book?

**Sandra:** I don't know. I like <sup>9</sup> \_\_\_\_\_ (read) poems, but I'm not good at <sup>10</sup> \_\_\_\_\_ (write) them.

**Jackson:** I like <sup>11</sup> \_\_\_\_\_ (write) poems. But I have another idea. I think we should <sup>12</sup> \_\_\_\_\_ (take) a lot of photos around the school and we should <sup>13</sup> \_\_\_\_\_ (put) them on a big poster.

**Will:** Yeah. We could <sup>14</sup> \_\_\_\_\_ (write) funny notes by the pictures. Mr. Finnegan would like that!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

1 What could the students write poems about?

2 What could the students take pictures of?

3 Which idea do you think is better – the book of poems or the poster?



1

2

3

4

5

6

7

8

9

## 3 Get set.



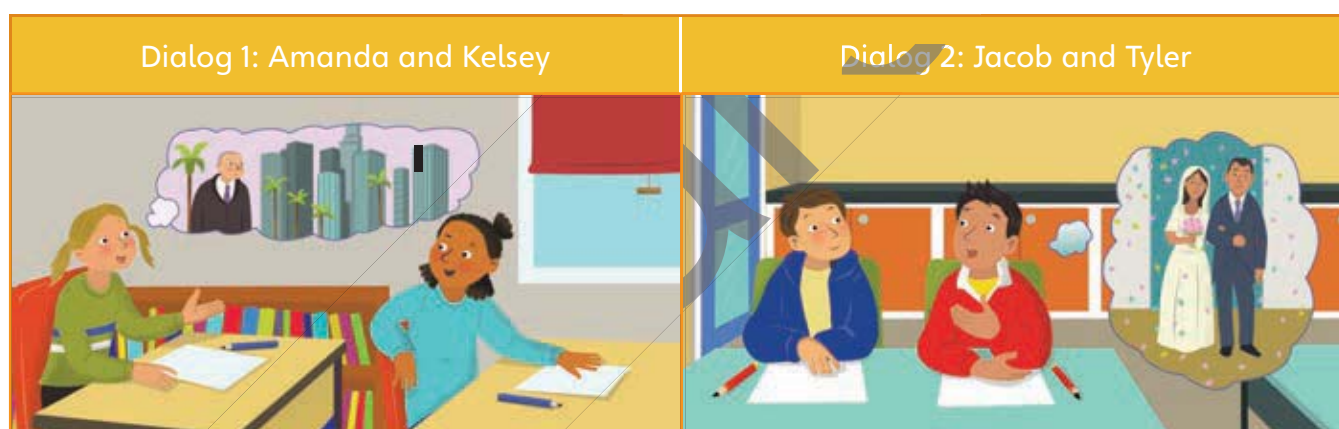
**STEP 1** Cut out the cards on page 133.



**STEP 2** Divide the cards into two sets: A cards in one set and B cards in another. Now you're ready to **Go!**

## 4 Go!

**A.** Look at the pictures. Make a dialog for each picture using the A and B cards.



**B.** Practice the two dialogs with a partner.

**C.** Now make up your own dialog. Choose one of these situations. Role-play your dialog in front of another pair.

### Situation 1:

Student A	Student B
You're new at this school, and you want to join a club.	You and your brother play sports. You're in several clubs at school, too. Give your new friend advice.

### Situation 2:

Student A	Student B
You're moving to another town soon. You're upset about moving.	You moved to this town when you were little. You remember how you felt when you moved. Give your friend advice.



1

2

3

4

5

6

7

8

9

**5** Write about yourself in your notebook.

- Do you play sports at school or are you a member of a club?
- What kinds of things are you interested in doing in your free time?
- When did you start going to your current school?
- What school are you going to go to after this one?

**All About Me** Date: \_\_\_\_\_

---



---



---



---



---



---





---

**How well do I know it now?**

**6** Think about it.

A. Go to page 40. Look and circle again.

B. Check (✓).

- I can start the next unit. 
- I can ask my teacher for help and then start the next unit. 
- I can practice and then start the next unit.

**7** Rate this Checkpoint. Color.

						
hard	OK	easy		not fun	OK	fun

## 4

## Shopping Around

## Language in Context

I will learn to talk about shopping.



Read. Guess the answer to each question. Then listen and check.

- 1 What's an oniomaniac?
  - a Someone who shops too much.
  - b Someone who is afraid of shopping.
  - c Someone who eats too many onions.
  
- 2 People in Banjarmasin, in Indonesia, get up early to buy their food. The market is open from 5:00 to 9:00 in the morning. The market sells fresh fruit, vegetables, fish, cake, and many other things. Why is this market more interesting than others?
  - a There are no stores.
  - b The sellers are all in boats!
  - c Both a and b.
  
- 3 The Dubai Mall in Dubai, United Arab Emirates, is the largest mall in the world and has the world's biggest candy store. It's also one of the most popular malls in the world. How many people visited this mall in 2011?
  - a 12 million
  - b 54 million
  - c 97 million



55  
2

Michelle and Dylan are talking about buying presents. What do they decide to buy? Listen and choose.



a beaded bracelet



a turquoise necklace



silver earrings



balloons



a picture frame



a bouquet of roses

56  
3

Listen again and take notes. Then choose the correct answers.

- Michelle is going to buy her present at \_\_\_\_\_ in the mall.  
**a** a clothing store    **b** a jewelry store    **c** a department store
- Dylan is going to buy his present at \_\_\_\_\_.  
**a** a card shop    **b** a flower shop    **c** a craft fair

4

Work with a partner. Ask and answer. Use your notes.



What does Michelle say about the silver earrings?

They're less expensive than the bracelet, and they're beautiful.



**THINK BIG**

Do you give presents on Mother's Day?  
How else can you celebrate Mother's Day?

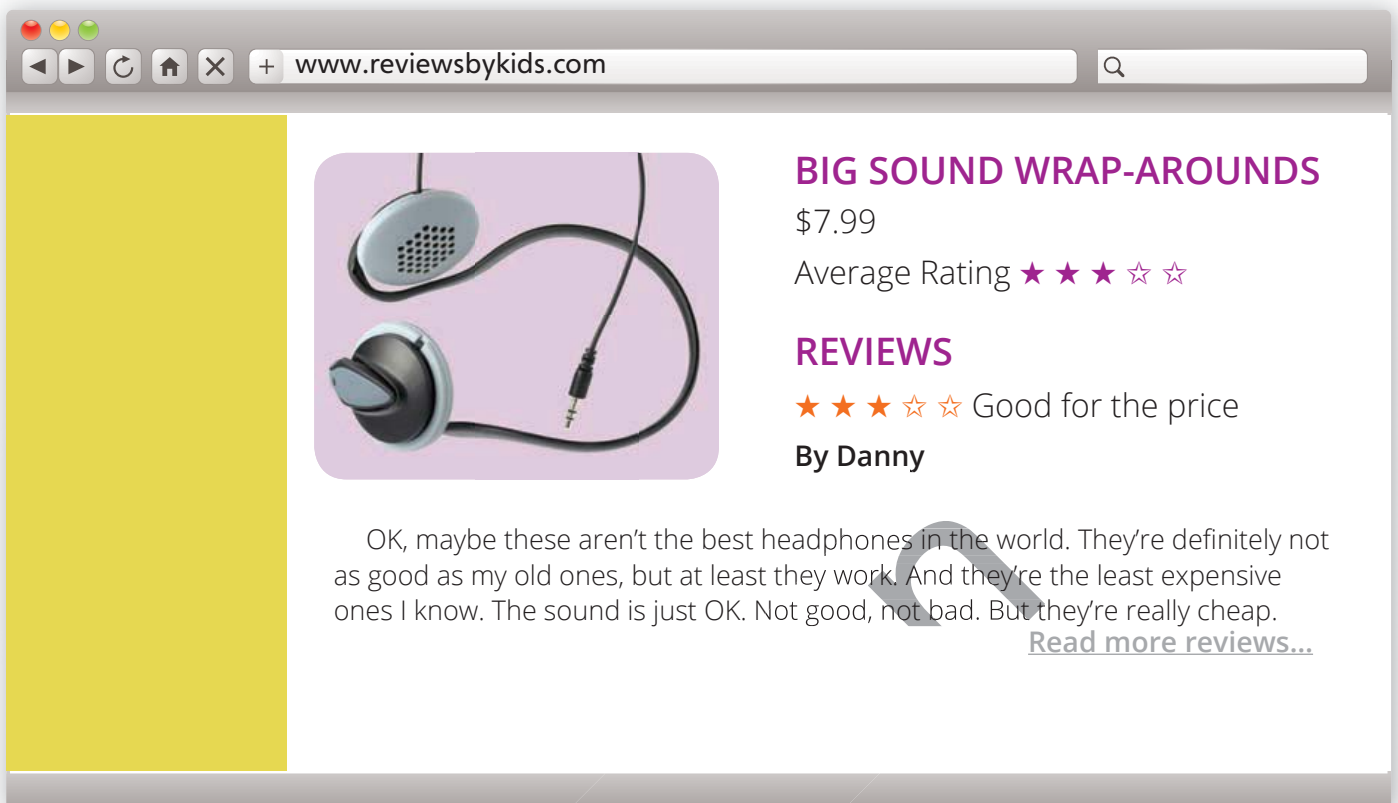
I will understand product reviews.



Listen and read. What's wrong with the headphones?

The screenshot shows a web browser window with the URL www.reviewsbykids.com. The website has a yellow sidebar with navigation links: TV Shows, Movies, Books, Clothes, Gadgets (expanded), Digital Cameras, Headphones, MP3 Players, and Video Games. The main content area features a header 'REVIEWS BY KIDS THE WEBSITE BY AND FOR KIDS' and a call to action 'Click on any category. Read a review or write a review. It's up to you!'. Two product reviews are displayed:

- EAR PALS** (\$10.99): Average Rating ★★☆☆☆. Review by Tamsin (Norwich) says: 'My mom gave me a gift card for an online store. I decided to use it to buy a pair of these headphones. They're called Ear Pals. I don't like them! The cords are too long, and there's no case like the one they showed online. They aren't as good as they looked, that's for sure! Plus, the Ear Pals keep falling out of my ears. Maybe my ears are the wrong shape? Or maybe the wrong size? I don't know. These "earphones" are definitely NOT my pals!' (Note: The review text in the image contains a typo 'earphones').
- CAMO-PHONES** (\$20.99): Average Rating ★★★★★. Review by muzik freak (Sheffield) says: 'Good sound and great design. The camouflage design helps you hide when you're on a secret mission. They're a little expensive, it's true. But to me, they're worth the money. I used to buy less expensive headphones, but they never lasted very long. Well, I learned my lesson. Camo-Phones are the best.'



**BIG SOUND WRAP-AROUNDS**  
\$7.99  
Average Rating ★ ★ ★ ☆ ☆

**REVIEWS**  
★ ★ ★ ☆ ☆ Good for the price  
**By Danny**

OK, maybe these aren't the best headphones in the world. They're definitely not as good as my old ones, but at least they work. And they're the least expensive ones I know. The sound is just OK. Not good, not bad. But they're really cheap.  
[Read more reviews...](#)

## Reading Comprehension

**6** Answer the questions with a partner.

- 1 Which headphones are the most expensive?
- 2 Which headphones are the least expensive?
- 3 Which headphones got the best review?
- 4 Which headphones got the worst review?



Which headphones would you buy? Why?  
Why do you think people read product reviews?



# Language in Action

I will listen to a dialog about shopping around.

60  
7

Listen and read. Which game store has the cheapest prices?

**Karen:** What are you going to buy with your gift card?

**Josh:** A new game called Tunnel Island. I played it at Zack's house. It's really fun.

**Karen:** Great. So, where are you going to buy it?

**Josh:** That's what I'm trying to figure out. I'm looking at prices online.

**Karen:** Good idea. Try looking at Game Time. No, wait. Look at Chester's. They're usually less expensive than Game Time.

**Josh:** Let me see... yes, you can find it at Chester's, and it's only \$25.00. I'm going to ask my mom to drive me there. Want to come?

**Karen:** OK.



8

Practice the dialog in 7 with a partner.

61  
9

Listen and stick. Then write.

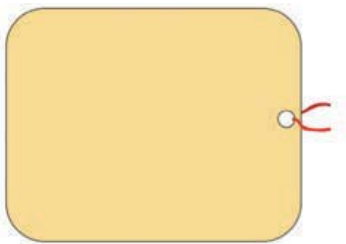
a friend has it   read an online review  
saw it in a magazine   saw it on TV



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

# Grammar

**I will learn to** use the comparative and superlative to make comparisons.

**I will learn to** use the words *too* and *enough*.

The blue shoes are expensive.

The red shoes are **more** expensive **than** the blue shoes.

The black shoes are **the most** expensive of all.

The red shoes are not **as** expensive **as** the black shoes.

The blue shoes are **less** expensive **than** the red shoes.

The blue shoes are **the least** expensive of all.

**10** Complete the sentences. Use the adjective in parentheses and **more ... than** or **the most**.

- 1 The craft fair looks \_\_\_\_\_ (interesting) the card store.
- 2 The headphones are \_\_\_\_\_ (interesting) gadgets in the department store.
- 3 The bouquet of roses is \_\_\_\_\_ (expensive) bouquet in the flower shop.
- 4 The gold earrings are \_\_\_\_\_ (expensive) the turquoise necklace.
- 5 The beaded bracelet is \_\_\_\_\_ (popular) the picture frame.
- 6 The clothing store is \_\_\_\_\_ (popular) store in the mall.

**11** Look at 10. Use **as ... as**.

- 1 The card store doesn't look \_\_\_\_\_ the craft fair.
- 2 The turquoise necklace isn't \_\_\_\_\_ the gold earrings.
- 3 The picture frame isn't \_\_\_\_\_ the beaded bracelet.

The price of those sneakers is **too** high.

Those jeans are **too** baggy.

The price isn't low **enough**.

The jeans aren't tight **enough**.

**12** Make sentences in your notebook. Use **too** or **enough** and a word from each box.

video game   jacket   bike   phone

comfortable   expensive   exciting   old

I will learn about the history of money.

63  
13

Listen and read. When were the first coins used?

## CONTENT WORDS

bartering bronze coin currency  
exchange grain livestock seal trade



# Money, Money, Money!

Most people today use coins, paper money, or credit cards to buy things. However, shopping wasn't always as easy as that.

About 10,000 years ago, people farmed and grew the food they needed. They raised livestock, like cows and goats, and grew grain, like rice and wheat. During that time, people used bartering. This means they exchanged goods between them. They mostly used livestock and grain instead of money in many different parts of the world.

Over the years, things changed, and about 3,000 years ago, people started to use other things as money. Shells from the ocean, for example, such as the cowrie shell, were traded as money in places like China, Thailand, India, and some countries in Africa.

It wasn't until about 2,000 years ago when the first coins appeared. China, Greece, and India were probably the first places to use metal coins. Most coins were made of expensive metals like bronze, silver, or gold. They made them by heating small amounts of metal and then putting a seal on them (Greece) or putting a hole in the middle (India and China).

But carrying around a lot of heavy coins wasn't very practical. That's probably why paper money started to be used in China, almost 1,000 years ago. In Europe, paper money began as "bank notes." The first bank notes were made in Sweden, in 1661.

Almost every country has its own currency (a specific kind of money). For example, the U.S.A. has American dollars, and the United Kingdom has British pounds. We can tell how much one unit of a certain currency is worth in another currency. This is a very useful thing when you want to travel abroad!



14

Look at the passage. Complete the sentences.

- 1 When people \_\_\_\_\_ goods between them, they used livestock instead of money.
- 2 Metal coins in \_\_\_\_\_ had a seal stamped on them.
- 3 The first \_\_\_\_\_ were made in Sweden.

THINK  
BIG

How do you think we'll pay for things in the future?

I will learn about shopping experiences around the world.

65  
15

Listen and read. Where can you buy a puppy?

### CONTENT WORDS

browse experience features haggle products user's manual vendor

## Shop Till You Drop

For those who enjoy shopping, every country can offer a different shopping experience. Let's find out about some of the world's most exciting shopping adventures!

1

The Chatuchak Weekend Market in Bangkok, Thailand, is one of the biggest markets in the world and one of the most famous. The market is huge – it covers more than 35 acres in all. It has more than 15,000 vendors, and about 200,000 people or more visit it every weekend. Here you can find everything your heart desires; from a designer pair of jeans to books, coffee makers, or a cute little puppy!

Because Chatuchak is such a big market and it has such a wide variety of products, you're most probably going to spend a lot of time there. Don't forget to wear comfortable shoes and clothes, pack a bottle of water, and bring enough cash with you. And don't be too shy to haggle. Everyone does!



2

In Tokyo, Japan, one of the most popular places for young people is called Akihabara. Akihabara is not a store. It's a whole neighborhood that's known as "Electric Town." Young people come from all over the world to buy the latest electronics, video games, animation, computers, and more. If you visit and you want to buy something, make sure you ask for the international model that has the correct features for use in your country, plus a user's manual in English – it's no fun going home to find everything's in Japanese!



3

It's a rainy morning, and you're in London. Why not head to Camden Market? Although it used to be a weekend market, you'll find a lot of vendors during weekdays, too. Fortunately, the market is largely indoors, so you can browse comfortably. With fine arts, traditional crafts, jewelry, clothes, great food, and music, there's something here for everyone!



16 Match the titles with the paragraphs.

A Everything you need

B The Thai experience

C Excitement in Electric Town



Where are the best places to shop where you live?

# Writing | Product review

I will learn to write a product review.



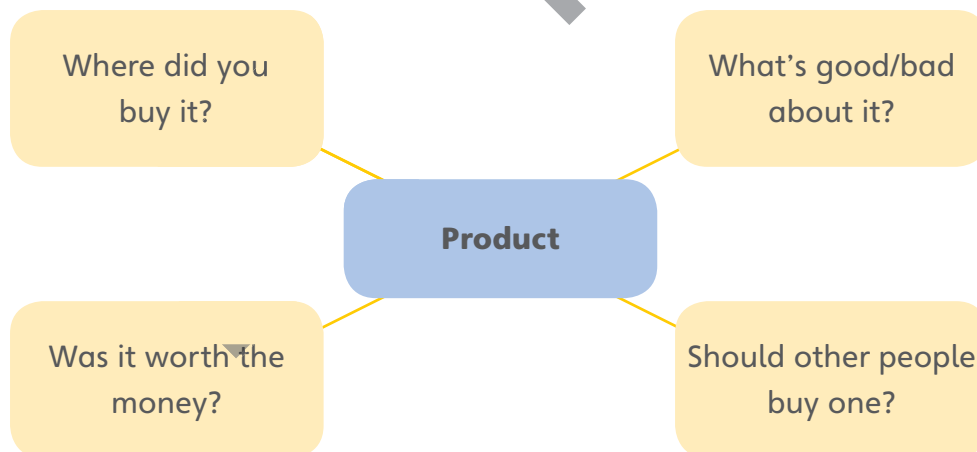
## 17 Read the product review.

I saved my pocket money for a long time. Then finally, I decided what I wanted to buy. My dad and I bought my remote-controlled robot at Talford's. I brought the box home and opened it. I read the instructions. I put in the batteries. Then I turned the robot on. It made a strange sound and fell over! My new robot didn't work.

So we took it back to the store, and they gave me another robot. I took that one home, and it worked fine. I wasn't happy about the first robot, but I'm very happy now. This robot is really great. It's more expensive than my other gadgets, but it was worth the money. I definitely recommend it.

My Rating ★★★★★

## 18 Look at the word web. Ask and answer with a partner about the robot in 17.



## 19 Choose your own product. Copy the word web in 18 into your notebook. Write an answer for each question. Then use the word web to write your own product review.

## 20 Share your product reviews with the class. How many good reviews were there? How many bad reviews were there?



# Life Skills | Develop good money habits.

I will learn to talk about good money habits.

**21** What do you do with your money? Read and ✓. Then ask a partner.

	always	usually	sometimes	never
1 I spend all my money right away on things I want.				
2 I like to save my money to buy the things I need.				
3 I like to save my money, but then I spend it on things I don't need.				
4 I use my money to buy presents for other people.				
5 I put my money in a bank. Then I forget about it.				



## Project

**22** Design a shopping bag for a store that helps you spend your money wisely. Be sure to give your store a name! Work in small groups. Talk about your shopping bags.

# Listening and Speaking

I will review the sounds *sc* and *ho*.

I will learn to talk about what you can buy or see at a mall.

67  
23

Listen, read, and repeat.

1 s-c sc      2 h-o ho

68  
24

Listen and blend the sounds.

- |   |             |        |   |            |         |
|---|-------------|--------|---|------------|---------|
| 1 | m-u-sc-le   | muscle | 2 | e-c-ho     | echo    |
| 3 | h-o-n-e-s-t | honest | 4 | sc-ie-n-ce | science |
| 5 | g-ho-s-t    | ghost  | 6 | sc-e-ne    | scene   |

69  
25

Listen and chant.

An honest ghost  
Made an echo  
In our science class.  
Wow! What a crazy scene!



26

Play the **More or Less** game.

- \_\_\_\_\_ are delicious.
- \_\_\_\_\_ are expensive.
- \_\_\_\_\_ is an interesting book.
- \_\_\_\_\_ is an exciting movie.
- \_\_\_\_\_ is an amazing store.
- \_\_\_\_\_ is a useful gadget.



Hot dogs are  
delicious.

Burgers are more  
delicious than hot dogs.



# Review

**27** Write prices on the products. Then write about the products using **more**, **most**, **less**, or **least**.

**MALL SALE**



Department store sale



Gadget sale




Clothing store sale



Jewelry store sale

- 1 The bike is \_\_\_\_\_ expensive \_\_\_\_\_ the skateboard.
- 2 The game is \_\_\_\_\_ expensive gadget.
- 3 The jeans are \_\_\_\_\_ popular \_\_\_\_\_ the jacket.
- 4 The jewelry is \_\_\_\_\_ interesting \_\_\_\_\_ the gadgets.

**28** Work with a partner. Take turns asking and answering about the sales.

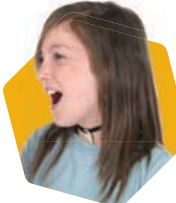


I'm at the jewelry store.

30 dollars.

How much is your necklace?

Hmm. That's too expensive.



## I Can

- use name things to buy and places to shop.
- make comparisons using the comparative and the superlative.
- talk about shopping using *too* and *enough*.
- write a product review.



# 5

# Vacation Time

## Language in Context

I will learn to talk about vacations.



Read and complete these fun facts about vacations. Use words from the box. Then listen and check.

cell phones    kayak    mosquitoes    sunburned

### 1 Lost and Found

In 2011, more people lost their \_\_\_\_\_ than their sunglasses while they were traveling!

### 2 Ouch!

Every year, \_\_\_\_\_ make 700 million people sick!

### 3 Cover up!

Be careful! You can get \_\_\_\_\_ on a cloudy day if you don't wear sunscreen!

### 4 Why not fly?

In 2010, a British woman took the longest \_\_\_\_\_ trip that anyone has ever taken – more than 3,200 kilometers!





71  
2

Match. Then listen and check.

a helmet

a windbreaker

a life jacket

water bottle

insect repellent

sunscreen

a warm jacket

a map

sunglasses



3 Work with a partner. Ask and answer.



What happened when she was hiking?

She got thirsty.



**THINK  
BIG**

What are the five most important things you should take with you when hiking?



I will understand a text about a camping trip.



Listen and read. Why did Jenny enjoy the weekend?

## The **BEST WEEKEND EVER** by **Alison Green**

Jenny and her mother were getting ready for a camping trip. Mom was packing their food when Jenny walked into the kitchen.

“Can’t we stay at home?” Jenny asked. “I really don’t want to go camping,” she said.

“But camping is so much fun!” said Mom.

“Sleeping in a tent?” said Jenny. “No TV? That’s fun?”

“Yes, it is. We can go hiking! We can make a fire! We can cook hot dogs outside!” said Mom.

Jenny and her mother arrived at the campsite. They took everything out of the car. Jenny looked up at the sky.

“It’s getting cloudy,” said Jenny. Suddenly they heard thunder. KABOOM!

“Oh, no!” said Mom. “Let’s set up the tent!”

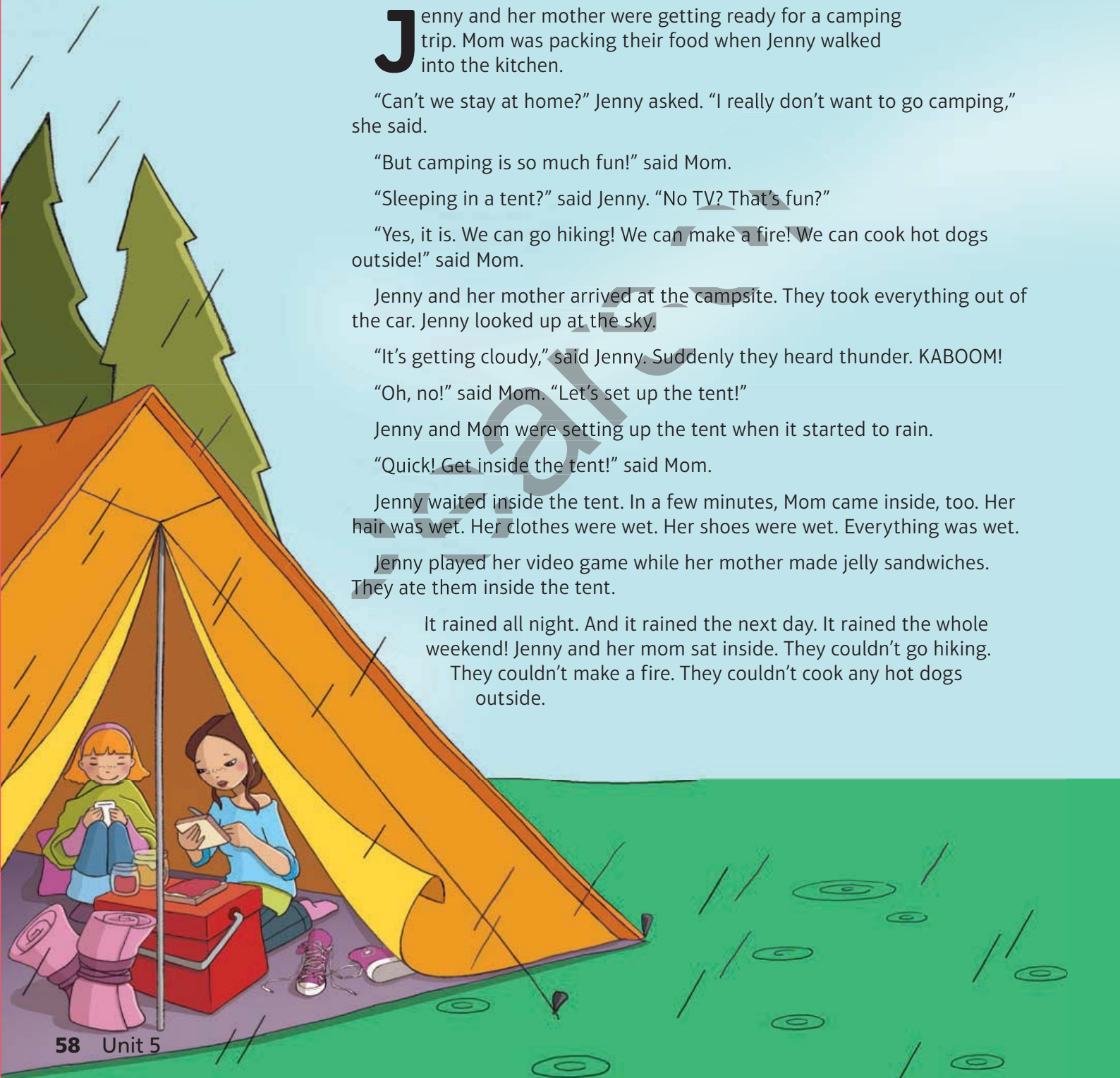
Jenny and Mom were setting up the tent when it started to rain.

“Quick! Get inside the tent!” said Mom.

Jenny waited inside the tent. In a few minutes, Mom came inside, too. Her hair was wet. Her clothes were wet. Her shoes were wet. Everything was wet.

Jenny played her video game while her mother made jelly sandwiches. They ate them inside the tent.

It rained all night. And it rained the next day. It rained the whole weekend! Jenny and her mom sat inside. They couldn’t go hiking. They couldn’t make a fire. They couldn’t cook any hot dogs outside.

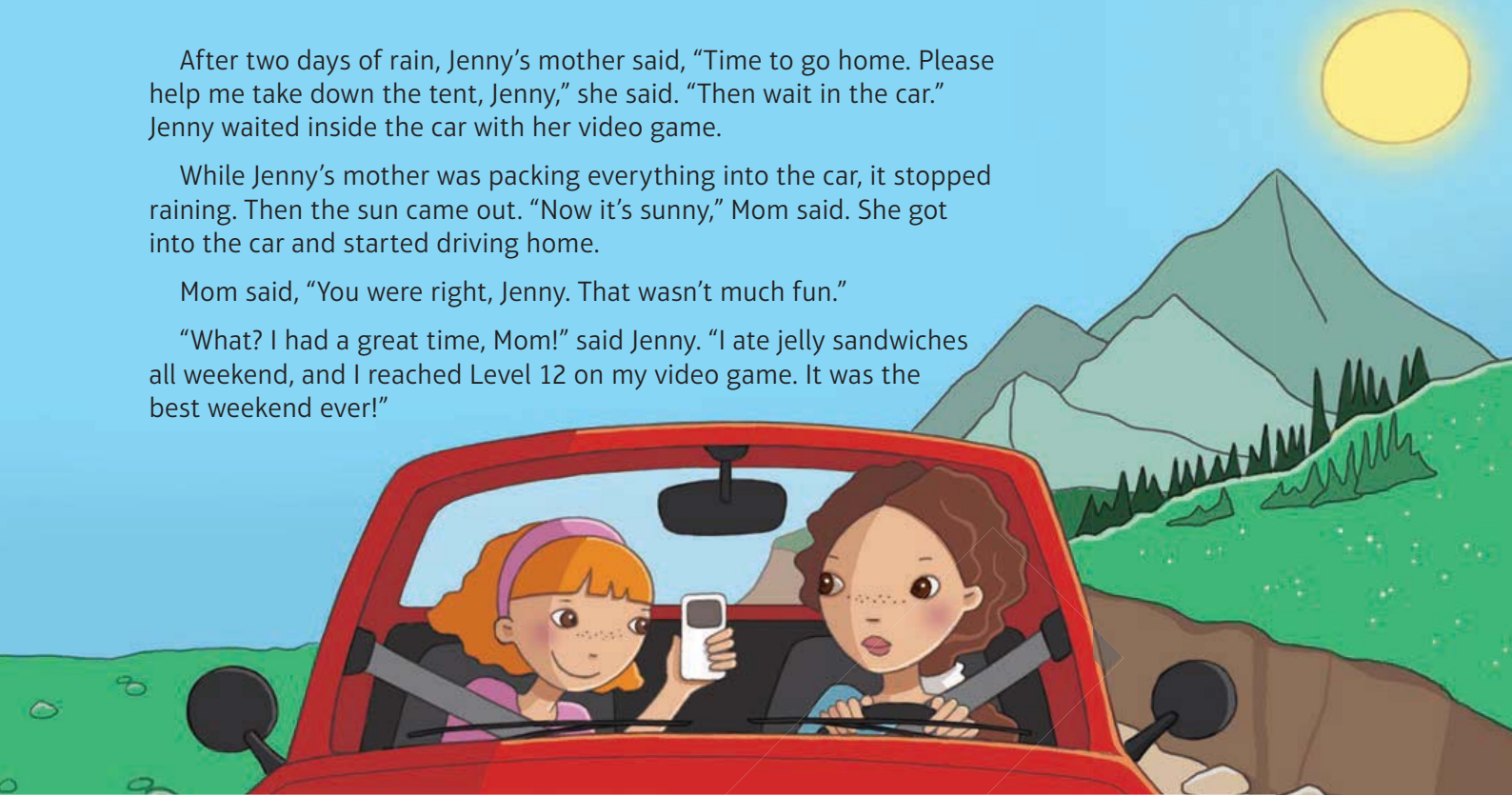


After two days of rain, Jenny's mother said, "Time to go home. Please help me take down the tent, Jenny," she said. "Then wait in the car." Jenny waited inside the car with her video game.

While Jenny's mother was packing everything into the car, it stopped raining. Then the sun came out. "Now it's sunny," Mom said. She got into the car and started driving home.

Mom said, "You were right, Jenny. That wasn't much fun."

"What? I had a great time, Mom!" said Jenny. "I ate jelly sandwiches all weekend, and I reached Level 12 on my video game. It was the best weekend ever!"



## Reading Comprehension

**5** Choose the correct answers.

- 1** When Jenny was looking at the sky, what did she hear?
  - a** She heard thunder.
  - b** She heard rain.
- 2** Why didn't Jenny and her mom go hiking?
  - a** Because it rained all weekend.
  - b** Because Jenny was playing her video game.
- 3** What was Jenny doing while her mom was packing the car to go home?
  - a** She was making a fire.
  - b** She was waiting in the car.
- 4** What did Jenny think about the camping trip?
  - a** She hated it.
  - b** She loved it.



Do you like camping? Why/Why not?

# Language in Action

I will understand a dialog about a vacation.

74  
6

Listen and read. Why was this Daniel's best vacation ever?

**Louise:** Hi, Uncle Daniel. It's Louise. How was your vacation?

**Daniel:** Hi, Louise. It was great. It was the best vacation ever!

**Louise:** Oh, really? What did you do?

**Daniel:** Well, the first day, I went to the beach. While I was lying on the sand, I fell asleep and woke up with a terrible sunburn.

**Louise:** Oh, no. Really?

**Daniel:** Yes, so the next day I went hiking in the forest. While I was hiking, I got dozens of mosquito bites.

**Louise:** Oh, no!

**Daniel:** Yes. And so the next day I went horseback riding. While I was riding, the horse got scared and jumped. I fell off the horse and broke my leg.

**Louise:** Oh, that's awful! But Uncle Daniel, I'm confused. So why was this the best vacation ever?

**Daniel:** The doctor says I need to stay at home for a week. I can finally rest and relax!



7

Practice the dialog in 6 with a partner.

75  
8

What happened on Gina's vacation? Listen and stick. Then complete the sentences.

eating   reading   shopping   sleeping

1

She was \_\_\_\_\_ when it happened.

2

She was \_\_\_\_\_ when it happened.

3

She was \_\_\_\_\_ when it happened.

4

She was \_\_\_\_\_ when it happened.

# Grammar

I will learn to use the past progressive to talk about past events.

What **was** he **doing** when he got hurt?

He **was** horseback **riding** when he got hurt.

What happened while they **were hiking**?

They got lost while they **were hiking**.

**9** Complete the sentences with the correct form of the verb in parentheses.

- 1 Samuel \_\_\_\_\_ when he got thirsty. (hike)
- 2 What happened while they \_\_\_\_\_? (raft)
- 3 They \_\_\_\_\_ for the bus when it started to rain. (wait)
- 4 Alicia broke her leg while she \_\_\_\_\_. (ski)
- 5 What \_\_\_\_\_ she \_\_\_\_\_ when she lost her necklace? (do)



**Was** he **biking** when it started to rain?

Yes, he **was**./No, he **wasn't**.

**Were** you **swimming** when you got sunburned?

Yes, I **was**./No, I **wasn't**.

**10** Complete the dialogs.

- 1 (when/Tim/Was/hiking) \_\_\_\_\_ his sunglasses broke?  
Yes, \_\_\_\_\_.
- 2 (Billy and Lisa/biking/Were/when) \_\_\_\_\_ they suddenly heard thunder?  
No, \_\_\_\_\_.
- 3 (shopping/Dan/when/Was) \_\_\_\_\_ he lost his cell phone?  
Yes, \_\_\_\_\_.
- 4 (when/you/Were/horseback riding) \_\_\_\_\_ you got stung by the bee?  
No, \_\_\_\_\_.
- 5 (Were/in the hotel/his parents/when) \_\_\_\_\_ the lights went out?  
Yes, \_\_\_\_\_.



I will learn to make calculations.

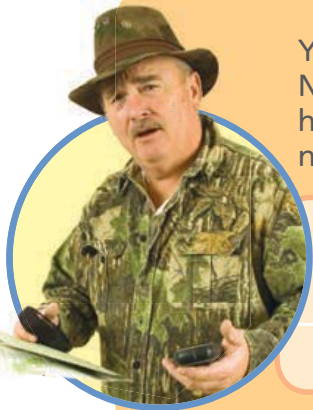
## CONTENT WORDS

calculations customer disposable camera power outage price list



Listen and read. What happened to the backpack?

# First Day at Work!



You just started helping out at the gift shop at Greenfell Mountain National Park. Unfortunately, there has been a power outage and you have to do all the calculations yourself and write them down in your notebook. Here's a short price list:

sunscreen \$11.99	disposable camera \$16.99	chips \$1.49
insect repellent \$9.19	map of the park \$3.50	apple 95¢
sunglasses \$22.99	bottle of water \$1.80	postcards \$1.10

**Mr. Briggs:** "Hello. This is my first time hiking, and I need some suggestions for what to get. Oh, never mind. I see you've put up a list of suggestions. Perfect! Let's see... insect repellent, sunscreen, two bottles of water, and a map. I think that's all. I don't need to buy anything else. Wait. I'll have an apple and a bag of chips, too. How much is it?"

**Miss Lee:** "Hi. I'm so glad this shop's here. While we were driving here, I realized I didn't have any insect repellent. Can I get three bottles of that, please? Oh, and I forgot to bring a snack for my Grade 5 students. So I need 15 apples. How much is that?"

**Amanda:** "Oh, hi. Listen. Guess what happened to me? I was out hiking this morning when I saw this beautiful flower. I tried to take a picture of it. But while I was opening my backpack, I heard an animal sound and dropped it. My backpack fell down the side of the mountain! Grr! One disposable camera, please. I'm going to try again. Oh, and I need to buy a bottle of water and a pair of sunglasses, too. Everything was in that bag! So, how much is it altogether?"



**12** Look at 11. How much should each customer pay?

- Mr. Briggs: \_\_\_\_\_
- Miss Lee: \_\_\_\_\_
- Amanda: \_\_\_\_\_



Do you buy souvenirs from the places you visit? Why/Why not?



I will learn about unique vacation destinations.



Listen and read. What did Scott Wilson do?

## CONTENT WORDS

Arctic expedition fascinating founder frozen guide guided tour head over igloo particularly poison poisonous

# Unique Vacation Destinations

Every year, millions of people around the world go on vacation. Some visit their families who live far away. Some like active vacations like hiking in national parks, and others like spending all day on the beach with a good book. Some people want to do something unusual and exciting. How about you? Would you like to try something different for your next vacation? Here are a few suggestions.

Try looking at some bad art! The Museum of Bad Art (MOBA), near Boston, Massachusetts, U.S.A., has more than 600 pieces of the world's worst art. But is the art really that bad? Well, it's enough to say that its founder, Scott Wilson, had the idea when he found a particularly bad painting in the trash!

Put on your warmest coat (we really mean it – a very warm coat) and head over to Ilulissat, Greenland. From there, you can go on an expedition into frozen lands where Arctic foxes, polar bears, and other amazing animals live. When else will you have the chance to stay overnight in an igloo?

The Alnwick Garden in Northumberland, U.K., has beautiful flowers and plants, but if you visit, remember it's also home to the Poison Garden. Yes, as the name suggests, it's full of poisonous plants! Pay close attention to the signs that say, "Do not touch the plants. Do not even smell them!" But don't be afraid. If you take the guided tour of the garden, the guides will tell you everything you need to know about these dangerous but fascinating plants.

The Museum of Bad Art



Igloo Village



The Alnwick Garden



14

Look at 13. Correct the sentences.

- 1 The founder of MOBA painted the first painting himself.
- 2 You can spend the night in a luxury hotel during your expedition to the frozen lands.
- 3 You can't touch the poisonous plants in Alnwick Garden but it's OK to smell them.



Which of these places would you like to visit? Why?

# Writing | Postcards

I will learn to write a postcard.

**15** Read Helen's postcard.

**date** →  
**greeting** →  
**body** →  
**closing** →

February 22

Dear Heather,  
I'm having a great time with my family here at Playa del Carmen! The food at our hotel is great. There are many fun things to do on the beach. But yesterday I got sunburned while I was playing on the beach. I wasn't wearing enough sunscreen! ☹️  
See you soon!  
Your friend,  
Helen



Heather Dickinson  
31 Church Road  
West Hampstead  
London  
NW3 4PH  
UNITED KINGDOM

**16** Read the Writing Steps and write a postcard to a friend about your vacation.

## Writing Steps

- 1 Think of a vacation place.
- 2 Write a date and greeting.
- 3 Write about where you are.
- 4 Write about why you like it or don't like it.
- 5 Write about a problem on your vacation.
- 6 Write a final sentence.
- 7 Write a closing and sign the postcard.
- 8 Write an address.



**17** Work in a small group. Take turns reading your postcards. Who had a good vacation? Who had a bad vacation?

# Life Skills | Be safe on vacation.

I will learn to talk about being safe on a vacation.

- 18** Work in pairs and discuss. Where do you like to go on vacation? Copy the chart into your notebook and list the kinds of places. Then take turns writing safety tips.

Vacation Place	Student 1 Tip	Student 2 Tip
The beach	Don't swim right after eating.	
The mountains		

- 19** Work with another pair. Take turns asking about their vacation plans and giving safety tips.



## Project

- 20** In your group, make a poster about one of your vacation places. Include your safety tips. Add pictures. Share your poster with the class.

### SAFETY TIPS for the Amusement Park

- 1 Always wear sunscreen.
- 2 Take along a water bottle. Drink water often.
- 3 Know how to contact your parents.
- 4 Decide on a time and place to meet.
- 5 Hold onto your camera and other important items.
- 6 Don't talk to strangers.



# Listening and Speaking

**I will review** the sounds *cl* and *tw*.  
**I will learn to** talk about vacations.

**81**  
**21** Listen, read, and repeat.

1 **c-l cl**      2 **t-w tw**

**82**  
**22** Listen and blend the sounds.

1 cl-ow-n clown      2 tw-i-n twin  
 3 tw-i-s-t twist      4 cl-o-ck clock  
 5 tw-e-l-ve twelve      6 cl-a-p clap

**83**  
**23** Listen and chant.

It's twelve o'clock. Time to twist.  
 It's twelve o'clock. Time to clap.  
 Twist, twist, twist! Clap, clap, clap!



**24** Play the **Crazy Vacation** game.

1 far away	clean	<del>romantic</del>	dirty
2 skiing	drawing	<del>biking</del>	bird-watching
3 best	worst	<del>most boring</del>	most exciting
4 delicious	<del>old</del>	expensive	spicy
5 Antarctica	<del>the Himalayas</del>	Easter Island	the Sahara Desert
6 get hot	rain	snow	get windy

**Ted:** I just got ~~back~~ back from vacation.  
**Joanna:** Really? How ~~was~~ was it?  
**Ted:** It was the <sup>3</sup>\_\_\_\_\_ vacation ever.  
**Joanna:** Wow. Where did you go?  
**Ted:** I went to <sup>5</sup>\_\_\_\_\_.  
**Joanna:** That sounds great.  
**Ted:** Yes. The food was <sup>4</sup>\_\_\_\_\_, and the hotel was <sup>1</sup>\_\_\_\_\_.  
**Joanna:** Wow. That sounds really nice.  
**Ted:** Uh-huh. But I had some problems, too. While I was <sup>2</sup>\_\_\_\_\_, it started to <sup>6</sup>\_\_\_\_\_.  
**Joanna:** Oh, no! That's terrible.  
**Ted:** Yes, but it turned out OK. I'm happy to be home now.



# Review

**25** Copy and complete the chart. Some words can be used more than once.

a helmet    a life jacket    a map    a windbreaker  
 a water bottle    insect repellent    sunscreen    walking shoes

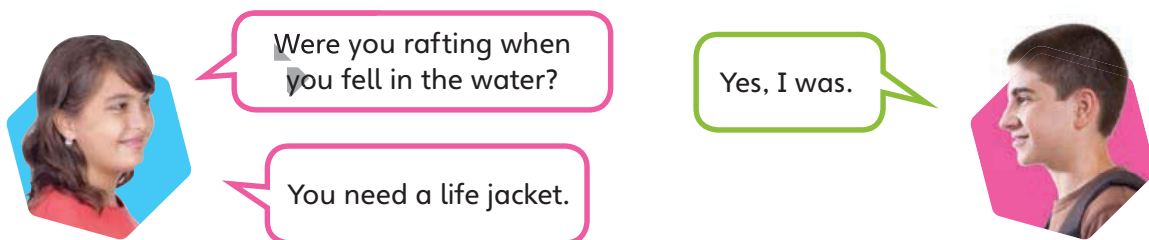
What should you take along when you go...

kayaking?	hiking?	biking?

**26** Write questions and answers about the vacations.

- (Were/you/rafting/fell in the water) \_\_\_\_\_?  
 (Yes/was) \_\_\_\_\_.
- (Was/he/hiking/got sunburned) \_\_\_\_\_?  
 (No/horseback riding) \_\_\_\_\_.
- (What happened/Jess and Jo/camping) \_\_\_\_\_?  
 (cold/camping) \_\_\_\_\_.
- (What/Ben/doing/broke his sunglasses) \_\_\_\_\_?  
 (skiing/broke his sunglasses) \_\_\_\_\_.

**27** Practice the dialogs in 26 with a partner. What do they need?



## I Can

- use words related to vacations and vacation problems.
- talk about past events using the past progressive.
- talk about vacations and vacation problems.
- write a postcard about my vacation.





# 6

# The Future

## Language in Context

I will learn to talk about technology of the future.



Read about these inventions. Are they real or not real? Then listen and check.

### 1 KEYBOARD JEANS

Keyboard jeans are the latest fashion trend. These jeans come with built-in speakers, a wireless mouse, and a keyboard built into the legs of the pants. This gives new meaning to the term “laptop” computer!

### 2 SPRAY-ON BATTERY

The battery in a mobile device can take up almost half of the space in your cell phone, smartphone, or tablet. But now there’s a spray-on battery! This battery will be “painted” onto your mobile device, taking up no room at all.

### 3 COMPUTER EYEGLASSES

With these computer glasses, you’ll be able to do everything you do on a normal computer. There’s one big difference: You won’t have to carry anything! The lenses are a see-through computer monitor.

### 4 PET TRAINING APP

Tired of trying to stop your dog from barking in the house? Well, now there’s an app for that! This new app for smartphones will stop your dog from barking at the touch of a button. It uses special sounds that only dogs understand. You just have to make sure your dog is listening!



85  
2

Listen and find. Which electronic device is the girl talking about? Then match with the correct words and phrases from the box.

laptop  
MP3 player  
smartphone  
tablet

a



\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_

86  
3

Listen again. Will we have these devices ten years from now? Copy and complete the chart. Can you add any of your own ideas?

In ten years, we will still have them.	In ten years, we probably won't have them.

4

Work in small groups. Ask and answer.



Will people still use smartphones ten years from now?



Yes, they will. People will always use smartphones.



No, they won't. People will find easier ways to communicate.

**THINK BIG**

In ten years, what will be the biggest changes at school? In ten years, what will be the biggest changes at home?

I will understand a text about aliens.



Listen and read. What happened to the flowers on Rozul?



## The Visitor

by Bryan Valverde

When the spaceship landed, the boy was hiding behind the trees. It was a beautiful clear morning. The sun was shining. The birds were singing. The boy just watched the spaceship and waited.

While the boy was watching and waiting, a tall creature suddenly came out of the spaceship. The creature was wearing a silver suit and a large helmet. He started collecting flowers. One by one, he scanned each flower with some kind of camera. Then he typed some information about the flower onto a tablet. When he was finished, he put the flower into a large box.

The creature thought he saw something move and asked, "Is anybody there?" The boy didn't answer.

The creature looked over his shoulder and saw the boy hiding behind the trees. "Oh, there is someone. Hello!" the creature said, "It's all right. You can come closer."

"What are you doing?" the boy asked.

"I'm collecting samples... of flowers," the creature replied.

"Flowers? For what?" asked the boy.

"I'm going to take them back to my planet," said the creature.

"Don't you have any flowers on your planet?" asked the boy.



The creature sighed. “No, our planet dried up a long time ago. We created too much pollution, we cut down too many trees, and now it’s like a desert. There’s almost no water any more. All of the flowers and trees that lived on our planet are gone.”

“That’s terrible,” said the boy. “Is anyone doing anything about it?”

“Yes. That’s why we’re collecting samples of life from other planets. Our scientists are working very hard to create water. We use these samples to learn about water. I believe someday, water will return to our planet.”

“Wow,” the boy said. “What’s the name of your planet?”

“It’s called Rozul,” the creature said. “Long ago, it was very beautiful. If we work hard, someday Rozul will be beautiful again.” And then the creature returned to his ship. The boy waved goodbye as the spaceship slowly went up into the air and disappeared.



## Reading Comprehension

**6** Read and say **true** or **false**.

- 1 The boy lives on Rozul.
- 2 The creature finds out that someone is hiding.
- 3 There’s water on the boy’s planet.
- 4 The creature is collecting samples of flowers.
- 5 Scientists on the creature’s planet are trying to create plants.

**THINK  
BIG**

Do you think the Earth will always have enough water? Why/Why not? What’s one thing everyone can do to save water? What can you do to save water on our planet? Name at least two things.

# Language in Action

I will listen to a dialog about a new invention.

89  
7

Listen and read. How will Ellie get to school today?

**Dad:** Listen to this. Somebody has invented a flying suit. Can you believe it?

**Ellie:** Yes, I've heard about it. I want one!

**Dad:** Start saving your money. This one costs \$75,000!

**Ellie:** Wow. That is expensive! But it won't be expensive in the future. Someday, everybody will have one.

**Dad:** You're probably right.

**Ellie:** We'll simply put on flying suits and fly wherever we want. No more planes or airports!

**Dad:** OK. But today – no flying suits for you! You're going to go on the bus. And you'd better hurry up!



8

Practice the dialog in 7 with a partner.

90  
9

Listen and stick. Then write. Use a word or phrase from the box.

computer navigation system    smartphone    tablet    video messaging

<b>1</b> We'll use _____ _____ to talk to our friends.	<b>2</b> We'll use our _____ _____ to pay for things.	<b>3</b> We'll use a _____ _____ to attend school virtually.	<b>4</b> We'll use a _____ _____ to tell our cars where we want to go.



# Grammar

**I will learn to** use *will* and *won't* to make predictions about the future.  
**I will learn to** use indefinite pronouns.

Do you think we'll **have** cars 100 years from now?

Yes, we **will**. But cars **won't have** drivers! They'll **use** computers.

No, we **won't**. We'll **have** spaceships.



## 10 Make predictions about the future. Use **won't** and **will**.

- 1 (write letters/send emails) \_\_\_\_\_
- 2 (buy things in stores/shop online) \_\_\_\_\_
- 3 (use smartphones/use video messaging) \_\_\_\_\_
- 4 (attend school/use virtual classrooms) \_\_\_\_\_
- 5 (play with dolls/play with robots) \_\_\_\_\_

Who will use video messaging in the future?

**Anyone** with a computer and internet access will use video messaging.

Who will send letters to communicate with friends in the future?

**No one/Nobody** will send letters to communicate with friends.

**Everyone/Everybody** will use email.

Well, **someone** might write a letter!

## 11 Make predictions about the future. Use **no one**, **someone**, or **everyone** with **will** or **might**.

- 1 Who will use tablets instead of laptop computers?  
\_\_\_\_\_
- 2 Who will use a smartphone 100 years from now?  
\_\_\_\_\_
- 3 Who will use driverless cars?  
\_\_\_\_\_
- 4 Who will use a DVD player?  
\_\_\_\_\_
- 5 Who will go to virtual malls?  
\_\_\_\_\_



I will learn about the development of robots.

## CONTENT WORDS

socially assistive capabilities complicated surgical procedures special needs

 Listen and read. What types of jobs do robots do?

## Robots: The Present, Not Just the Future

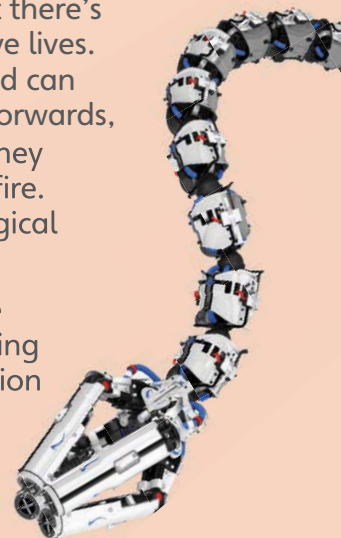
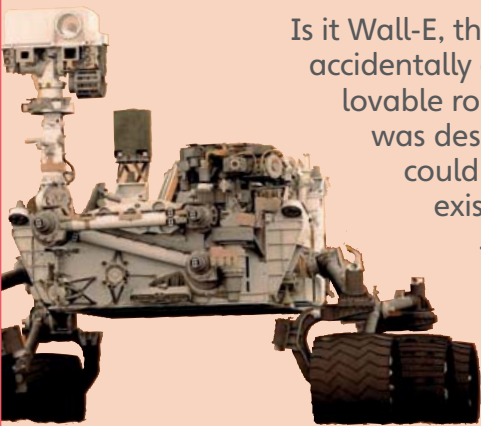
What's the first thing that comes to mind when you think about robots?

Is it Wall-E, the Disney robot? He was designed to collect trash, but he accidentally ended up saving the planet. Or do you think of the lovable robots from the Star Wars movies, C-3PO and R2-D2? C-3PO was designed to help humans understand languages, and R2-D2 could fix anything. Unfortunately, robots with these capabilities exist only in movies.

The Mars rover *Opportunity* and the underwater robot *Trident* are exploratory robots. They help us learn about places that are too difficult or dangerous for anyone to go. But there's also amazing robot technology that can help save lives.

The snakebot, for example, is long and thin and can move almost like a real snake. It can move forwards, sideways, and even upwards, so it can go where no one else can. That means they might be able to find someone trapped in a building after an earthquake or a fire. In the near future, doctors will probably use tiny snakebots for very difficult surgical procedures.

The main difference between the movie robots and today's robots is that movie robots actually think. But this, too, will change. Robots have already started doing more complicated tasks. For example, robots have already taught over two million British elementary school children about recycling. The next step is socially assistive robots. They can "see" people and "talk" with them. The makers of these robots hope that one day they'll help people with special needs.



 Look at the passage. Match to complete the sentences.

- |                            |                                |
|----------------------------|--------------------------------|
| 1 Robots are useful for... | a exist only in movies.        |
| 2 Snakebots...             | b difficult or dangerous jobs. |
| 3 Robots that can think... | c could find people.           |



Why do you think robots will be helpful for difficult surgical procedures?

I will learn about endangered languages.



Listen and read. How many languages are spoken in Bolivia?

### CONTENT WORDS

communicate extinct generation healing pass on

## Endangered Languages

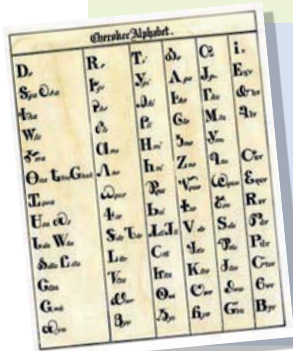
A language is a living thing. A language needs to be used, otherwise it gets forgotten. There are about 7,000 languages in the world. But about every fourteen days, one of these languages is no longer spoken and dies. Experts believe that by 2100, more than half of today's languages will be extinct.

There are many reasons why a language starts to disappear. Often it's because the need for the language disappears. Or because fewer people communicate with it.

In Bolivia, more than 30 languages are spoken today. One is a secret language called Kallawaya. The reason it's known as a secret language is because it's only taught by a father to his son or a grandfather to his grandson. Girls almost never learn to speak it. The Kallawaya people use their language for healing and in their family. They don't really use it anywhere else. These days, there are only about twenty people who can speak Kallawaya. With each new generation, fewer males will speak the language and pass it on to their children. Kallawaya is disappearing because of cultural and social changes in people's behavior.



The eastern group of the Cherokee Indian tribe lives in the state of North Carolina, U.S.A. Today, there are fewer than 300 people who are fluent in the Cherokee language. Cherokee people in North Carolina are trying to change that. They set up an elementary school to teach the Cherokee language and culture. Now, more than 60 children can speak Cherokee. Many people are trying to help their language grow. In fact, you can find smartphone apps and computer software in Cherokee.



15 Look at the passage. Answer the questions.

- 1 Why is Kallawaya known as a secret language?
- 2 Why is Kallawaya disappearing?
- 3 What are people doing to help the Cherokee language?



Do you think it's bad when a language becomes extinct?  
What could people do to help save endangered languages?

# Writing | Diary entry

I will learn to write a diary entry.

16 Read the diary entry.



Dear Diary,

I'm exhausted today. After I got home, I had to clean my room, do my homework, and take the dog for a walk. I can't wait for the future when we'll have robots to do everything for us. Nobody will ever complain about doing chores again. We won't have any! Robots will clean up, cook, and even help us with our homework. So, will I still take my dog for a walk? Yes, I'll always do that. Everyone needs to get exercise. But one thing will be different. My dog will be a robot, too!

Good night,

Camilla

17 How does Camilla think her life will be different? Copy and complete the chart.

Now	Future

18 How will your life be different in the future? Copy and complete the chart. Then write your own diary entry.

Now	Future

19 In pairs talk about how your life will be different in the future. Do you agree?

# Life Skills | Have dreams for the future.

I will learn to talk about dreams for the future.

- 20** Write four dreams you have for the future in your notebook. Then compare your dreams with a partner's. Are any of them the same?

1 Someday, I'll

2 Someday,

3 Someday,

4 Someday,



- 21** Ask and answer with a partner.

- 1 What's your biggest dream for the future?
- 2 Why is it important to have dreams for the future?



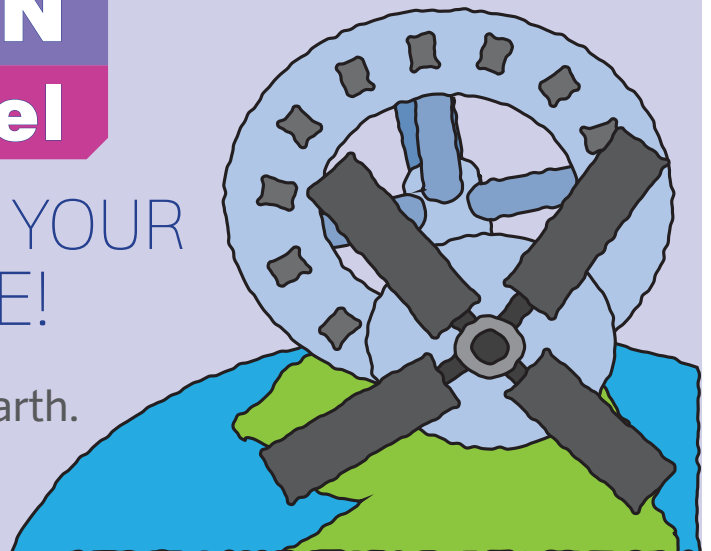
## Project

- 22** Work in a small group. What kinds of products or services will there be in the future? Design an advertisement. Share your advertisement with the class.

# Honey-MOON Hotel

COME AND SPEND YOUR  
VACATION IN SPACE!

All rooms have a view of the Earth.  
Go hiking on the moon  
or relax in our space-spa!





# Listening and Speaking

**I will review** the sounds *pp, bb, dd, mm, nn*, and *tt*.  
**I will talk about** inventions.

<sup>97</sup>  
**23** Listen, read, and repeat.

- 1 p-p pp    2 b-b bb    3 d-d dd  
4 m-m mm    5 n-n nn    6 t-t tt

<sup>98</sup>  
**24** Listen and blend the sounds.

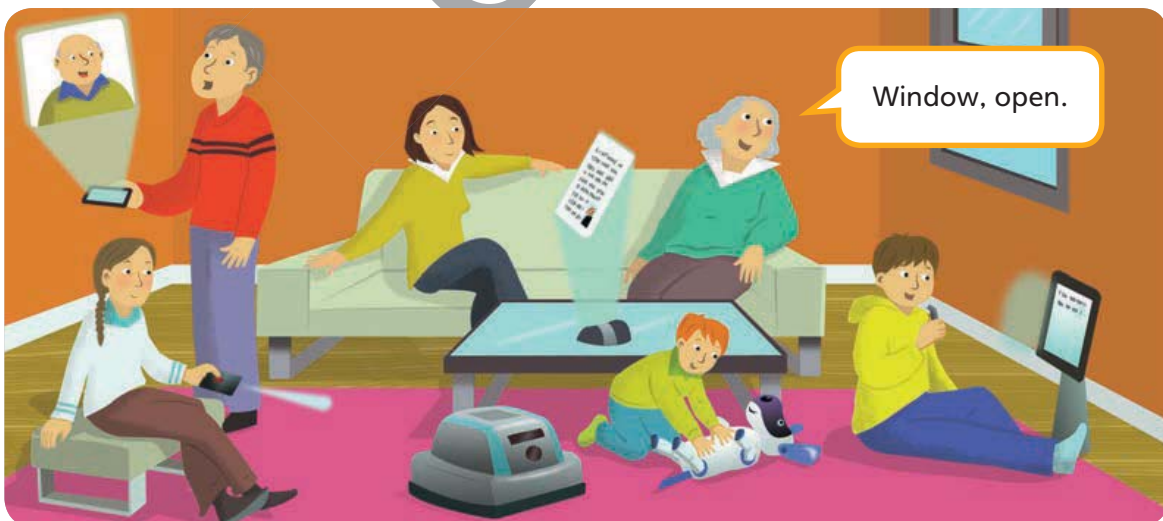
- 1 h-a-pp-y happy    2 h-o-bb-y hobby  
3 s-u-mm-er summer    4 l-a-dd-er ladder  
5 t-e-nn-i-s tennis    6 b-u-tt-er butter

<sup>99</sup>  
**25** Listen and chant.

My favorite hobby  
In the summer,  
Is playing tennis  
And eating bread and butter!



**26** Discuss with a partner. Which of the inventions in this picture do you think we'll have one day? What other inventions do you think we'll have in the future?



# Review

## 27 Read and complete.

- 1 In fifty years, people won't use cash to buy things.  
Everyone will \_\_\_\_\_.
- 2 In a hundred years, people won't drive cars.  
Everybody will \_\_\_\_\_.
- 3 In a hundred years, we'll have robot teachers and virtual classes.  
No one will \_\_\_\_\_.

## 28 Write about two electronic devices you think you'll have in the future and what you'll use them for.

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---

---

## 29 Work in pairs. Ask and answer about the future using **anyone**, **everyone**, **someone**, or **no one**.

- 1 Who will use video messaging instead of phone calls in the future?
- 2 Who will use paper and pen to write in 100 years?
- 3 Who will clean up their bedroom in the future?
- 4 Who will read a book in 100 years?
- 5 Who will ride a bike in 100 years?



Who will use video messaging instead of phone calls in the future?

No one will use phone calls. Everyone will use video messaging from their robot!



## I Can

• use words related to technology.

• talk about events in the future using indefinite pronouns.

• make predictions about technology using *will* and *won't*.

• write a diary entry.



# Checkpoint | Units 4–6

## How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.

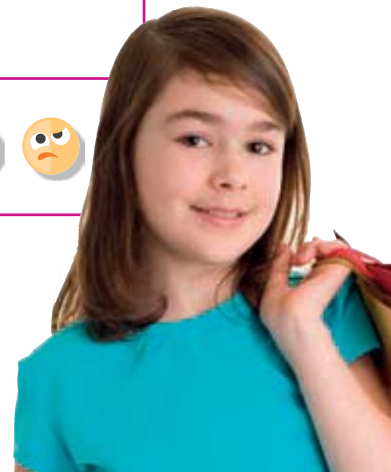


I need more practice.



I don't know this.

<b>Places to shop:</b> mall, craft fair...	Pages 45	
<b>Things to buy:</b> silver earrings, picture frame...	45	
<b>Vacation-related items:</b> map, sunglasses, windbreaker...	57	
<b>Vacation activities:</b> kayaking, skiing, hiking...	57	
<b>Electronic devices:</b> MP3 player, smartphone, tablet...	69	
This camera is <b>more</b> expensive <b>than</b> that one. It's <b>the most</b> expensive one in the store. That helmet is <b>too</b> small/not big <b>enough</b> .	49	
What happened while you <b>were swimming</b> ? I lost my ring while I <b>was swimming</b> . <b>Was</b> he <b>biking</b> when he fell? Yes, he <b>was</b> ./No, he <b>wasn't</b> .	61	
We <b>will use</b> smartphones 15 years from now. We <b>won't</b> have televisions 15 years from now. Do you think we'll <b>drive</b> cars 100 years from now? Yes, we <b>will</b> ./No, we <b>won't</b> .	73	
<b>Everyone/Everybody</b> will use email. <b>No one/Nobody</b> will use pen and paper.	73	



## I can do it!



Get ready.

A. Rewrite the dialog in the correct order. Then listen and check.



**Luke:** Hey, look at this!

**Luke:** Well, yes, I guess that's true. Someone should invent sunglasses that you can't lose!

**Luke:** Scientists are working on some amazing new sunglasses. Soon, with these glasses, you'll be able to make phone calls, search for things online, take pictures, and do all kinds of things!

**Luke:** Really? Why?

**Danielle:** Because I always lose my sunglasses. I lost some last week while I was hiking. And I guess these amazing new glasses will be more expensive than normal ones.

**Danielle:** That sounds like a bad idea to me.

**Danielle:** What?

**Danielle:** Now that sounds like a better idea!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

- 1 What do you think of sunglasses that work like a smartphone? Are they a good idea or not? Explain.
- 2 Luke describes two kinds of sunglasses. Which kind would you like to have?
- 3 Do you think technology will make our lives more interesting in the future or more complicated? Explain.

1

2

3

4

5

6

7

8

9

# Checkpoint | Units 4–6

## 3 Get set.



**STEP 1** Cut out the cards on page 135.



**STEP 2** Arrange the cards face-down in two piles: yellow cards and green cards. Now you're ready to **Go!**

## 4 Go!

**A.** Pick one card from each pile and make up a sentence following the example.

Last weekend while I was camping, I got a lot of mosquito bites.



**B.** Now give advice. What should your partner do differently next time?

Next time, remember to put on insect repellent!



**C.** Switch roles and pick two new cards.



1

2

3

4

5

6

7

8

9

**5** Write about yourself in your notebook.

- What do you think you'll be doing 20 years from now? Where will you be living? What kind of electronic devices will you be using?
- Which vacation sounds more interesting to you, going to the beach or going camping in the mountains? Why?

**All About Me** Date: \_\_\_\_\_

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**How well do I know it now?**

**6** Think about it.

A. Go to page 80. Look and circle again.

B. Check (✓).

- I can start the next unit. 
- I can ask my teacher for help and then start the next unit. 
- I can practice and then start the next unit.

**7** Rate this Checkpoint. Color.

						
hard	OK	easy		not fun	OK	fun

# 7

# What's That?

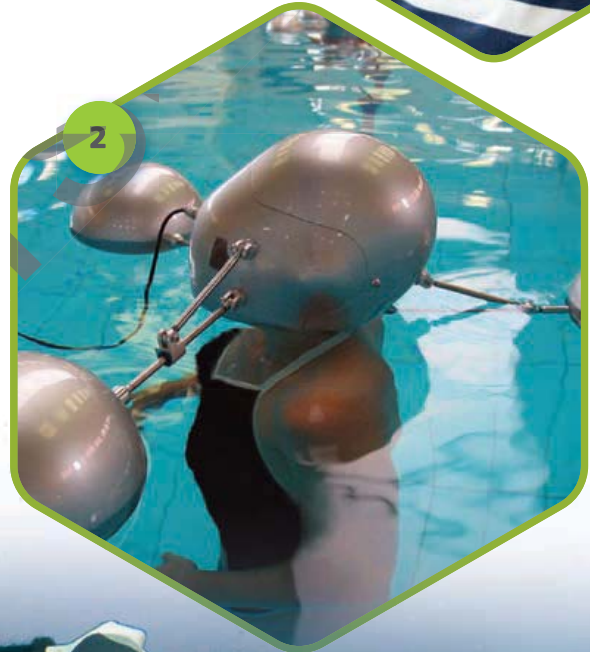
## Language in Context

I will learn to talk about gadgets.



Look at the pictures and read the questions. Choose the correct answers. Then listen and check.

- 1 What's this used for?
  - a looking at the sun
  - b playing video games
  - c shopping
- 2 What's this used for?
  - a looking for lost items in a pool
  - b learning how to swim
  - c making phone calls in a pool
- 3 What's this used for?
  - a moving quickly underwater
  - b exploring underwater
  - c taking pictures underwater



102  
2

Match the gadgets with the words or phrases from the box. Then listen and check.

cell phone    games console    wireless headset  
instant camera    radio

1



2



3



4



5



103  
3

Listen again. Take notes about each gadget and what it was used for.

gadget

what it was used for

instant camera

to take instant photographs

came out in 1948

was popular in the 70s

4

Work with a partner. Ask and answer. Use your notes from 3.



What is it?

It's an instant camera. It was used to take instant photographs. It came out in 1948, and it was popular in the 70s.



**THINK  
BIG**

Which gadget on this page do you think has changed the most since it was first used? Why?

I will understand a text about antiques.



Listen and read. What is Mary's necklace worth?

## What's It Worth?

by Lucy Reynolds

### CAST

**Tim, Mary** (brother and sister) | **Mr. Burns** (antiques expert)

### SETTING

An indoor antiques market

[Tim and Mary enter the antiques market. They have a small dish with them. Mr. Burns is sitting at a table with some books about antiques on it. There is a sign on the table that says "Frederick Burns. Antiques Expert."]

**Mary:** [pointing to the dish Tim is holding] Excuse me, sir. Could you please look at this for us? It might be worth a lot of money.

**Mr. Burns:** [taking the dish from Tim] Let's see. What do you have here?

**Tim:** [shrugging his shoulders] I'm not sure. We found it in our attic. It was with our great grandmother's things, so it's probably really old.

**Mary:** [running her hand across the dish] Do you think it was used for sugar or jam?  
[Mr. Burns picks up the dish and examines it carefully. He doesn't seem to be very impressed.]

**Tim:** Or maybe to hold jewelry? That's what our aunt Gloria does with her little dish that's just like this one.

**Mr. Burns:** Yes, you're both right about how people use these dishes today. But years ago, this kind of dish was used to hold salt. [He puts the dish on the table.]

**Mary:** Salt?





- Mr. Burns:** Yes. It's probably from the 1930s or so. You see, people used to put salt for each person in these little dishes. After the 1940s, people started to use salt shakers and these little dishes were no longer made.
- Tim:** So are they worth a lot now?
- Mr. Burns:** No, not really. This one's in pretty good shape. A dish like it was a very common part of a large set of dishes. If you had the whole set – all the plates, saucers, cups, and so on – it might be worth a lot. But for just one little dish, I'd say about \$6.
- Tim:** [disappointed] I suppose that's why Aunt Gloria just puts her jewelry in it.
- Mr. Burns:** [Mary reaches over to pick up the dish. Mr. Burns suddenly notices the necklace Mary is wearing and gasps in surprise.] My goodness, where did you get that necklace you're wearing?
- Mary:** This necklace? It was in a cardboard box with some old costume jewelry that my mother gave me.
- Mr. Burns:** [in disbelief] Costume jewelry?
- Mary:** [trying to clarify] You know, it's just fake stuff and cheap. Why?
- Mr. Burns:** [examining the necklace more closely] Well, this is a very rare type of necklace from Venice in Italy.
- Tim:** Really?
- Mr. Burns:** Yes, indeed. And this particular necklace has a very unusual design.
- Mary:** Uh... what's it worth?
- Mr. Burns:** Well, I would say it's worth close to \$5,000.
- Tim:** [shocked] Five thousand dollars?
- [Mary grabs Tim and starts to run away.]
- Mr. Burns:** [surprised] Wait! Where are you going?
- Mary:** [calling back over her shoulder] That cardboard box is full of jewelry. I'm going to get it and bring it back here!

END

## Reading Comprehension

**6** Read and say **true** or **false**.

- 1 Tim and Mary are at an art show.
- 2 They have a very valuable dish.
- 3 The necklace is not just costume jewelry.
- 4 Mary and Tim leave to bring back more dishes.



Have you got something old that you like? Why is it important to you? What makes something that is old, valuable?



# Language in Action

I will listen to a dialog about old gadgets.

107  
7

Listen and read. What is an abacus used for?

**Karen:** What in the world is this thing?

**Thomas:** I'm not sure. It's one of the weird old things Mr. Hartman always brings to class. What do you think it is?

**Karen:** It might be a musical instrument. Or maybe it's some kind of old game or toy!

**Thomas:** It might be. There's Mr. Hartman. Let's ask him.

**Mr. Hartman:** Oh, hello, you two. What do you think of this abacus?

**Thomas:** This what?

**Mr. Hartman:** Abacus. It's used for adding and subtracting. I'm going to show you how to use it in math today.

**Karen:** Great!



8

Practice the dialog in 7 with a partner.

108  
9

Listen and stick. Then complete each sentence with the correct form of a verb or verb phrase from the box.

ice skate    make butter    sleep    warm beds

1 It's used for \_\_\_\_\_.

2 They were used for \_\_\_\_\_.

3 This was used for \_\_\_\_\_.

4 It was used for \_\_\_\_\_.

# Grammar

I will learn to use *used for* and *used to*.

I will learn to use *may* and *might* to make suggestions.

What's it **used for**?

It's **used for/was used for** listening to music.

What **was** it **used for**?

It's **used to/was used to** listen to music.

**10** Use words and phrases from the boxes to write sentences with **used for** or **used to**.

1 *Pans are used for cooking.*

2 \_\_\_\_\_

abacus  
headphones  
instant cameras  
pans

cook  
count  
listen to music  
take pictures

What is it?

I'm not sure. It **may** be a small plate.

It **might** be a candy dish.

**11** Look at the pictures. What do you think these things are? What do you think they were used for? Write sentences using the words and phrases from the boxes.

headset  
camera film  
sundial

tell time  
take pictures  
talk to people



*It might be a sundial.*

*It was used for telling time.*

I will learn about great inventions.



Listen and read. When did Thomas Edison invent light bulbs?

**CONTENT WORDS**

candle cash register combustion engine  
fuel invention/inventor organize plumbing  
pump vehicle well wheel



# The Greatest Inventions: Your Top Five

There are so many things around us that make life easier. What might life be like without them? We asked our readers what they thought were the most useful inventions from the past. Here are their top five.

- 1 It all starts here. If you don't have wheels, you can't go anywhere or get anything! We need them for every type of vehicle. They take us places and bring things fast. They're used for operating many kinds of machines. Wheels were used as far back as 3000 BC.
- 2 Imagine it's extremely cold or extremely hot. If you want some water, you have to go to the well or a pump. Or even worse, your toilet is outside. Before indoor plumbing, people had to do this. The ancient Greeks invented it nearly 4,000 years ago. Unfortunately there are still some countries where they don't have it.
- 3 Until 1879, candles or oil lamps were used for lighting. But then Thomas Edison developed the bulb. Walk around your home and count how many light bulbs you see. They're everywhere – even inside your refrigerator!
- 4 If there isn't one of these in your car, train, or bus, you can't get to the mall or the movies. Thank the inventor of the combustion engine. In a combustion engine, fuel burns and makes power. The power from the engine is used for making vehicles run. By 1860, people knew how to make combustion engines, but they didn't start making a lot of them for a few more years.
- 5 You might use one of these to do your homework, organize your schedule, or read a magazine. But computers are also used for running things that you use every day. There are tiny computers inside cars, microwave ovens, cash registers in stores, and vending machines.

These are only the readers' top five, but how many more great things can you think of?

**13 Match the inventions with the paragraphs.**

- |                     |                          |                   |                          |             |                          |
|---------------------|--------------------------|-------------------|--------------------------|-------------|--------------------------|
| a Light Bulbs       | <input type="checkbox"/> | b Computers       | <input type="checkbox"/> | c The Wheel | <input type="checkbox"/> |
| d Combustion Engine | <input type="checkbox"/> | e Indoor Plumbing | <input type="checkbox"/> |             |                          |



Do you agree with the order of the list? Why/Why not?

I will learn about young inventors.

## CONTENT WORDS

Alzheimer's disease body heat currents  
device float invention screens tiles



Listen and read. Which invention do you think cost the most to produce?



# Young Inventors

The world has seen a lot of young inventors throughout history, from Louis Braille's invention of the Braille reading system at age 15, to Alexander Graham Bell's invention of the telephone at age 18, and many others. Young people have great ideas, and many more continue to bring the world amazing inventions today.

Kenneth Shinozuka was 15 years old when he invented a special device to help his grandfather. Kenneth's grandfather has Alzheimer's disease – a condition that causes problems with memory, and gets worse over time. People who have Alzheimer's disease often forget where they are, or what they are doing. Sometimes they leave their home and walk around outside and get lost, or even hurt.

Kenneth's invention – called Safe Wander – is a small, round device that goes inside a person's socks. When the person stands up, the device sends a message to a smartphone app. Kenneth has won awards for his invention. In the future he wants to study diseases of the brain and find a cure for Alzheimer's disease.

Boyan Slat is a young man from the Netherlands who invented a way to clean up plastic garbage in the ocean when he was 19 years old. Boyan's invention uses the ocean's natural currents; it doesn't need any electricity. The invention uses screens to catch floating plastic garbage, but allows fish and other sea animals to pass through without problems.



Ann Makosinski, a 15-year-old girl in British Columbia, Canada, invented a flashlight that gets its power from human body heat. It doesn't need batteries. The flashlight uses special tiles that produce energy when one side of the tile is warm, and the other side is cool.



Look at the passage. Circle the correct answer.

- 1 Kenneth's invention sends a message to a smartphone when a person stands up / gets lost.
- 2 Boyan's invention gets its energy from large batteries / ocean currents.
- 3 Ann's flashlight creates energy to charge a cell phone / from a person's body heat.



Which of these inventions do you find the most interesting? Why?

# Writing | Description: Object

I will learn to write a description of an object.

**16** Read the paragraph describing an invention.

## A Great Invention

This invention is used for finding your way around in the woods or in unfamiliar areas. It's small and round. In fact, it's small enough to fit in your pocket! When you open it, you'll see that it has a needle. The needle points to the north. This device practically guarantees that you'll never get lost! This important invention is a compass.



**17** Complete the chart with information from the description in 16. Compare with a partner.

Ways To Describe It	Invention: Compass
What it looks like	small, round
What it has	
What it's used for	
Why it's important	

**18** Copy the chart into your notebook and complete it with information about an invention. Then use it to write a description. Don't write the name of the invention in your description.


Ways To Describe It	Invention: _____
What it looks like	
What it has	
What it's used for	
Why it's important	

**19** Work in a small group. Take turns reading your descriptions. Can you guess the inventions?



**I will learn to** talk about cultural history.

- 20** Work in a small group. Copy and complete the chart, using information you know or can find out about Mexico. If you prefer, choose a different country and create your own chart.



## Mexico



People	Places	Events

- 21** Exchange charts with another group. In your group, discuss the other group's chart. For people, places, and events you don't know, try guessing. Use **may** and **might** to narrow your guesses.



## Project

- 22** Create a page for a class book about items that are unique to different cultures.

- 1** Draw or bring in a picture of an item that is unique to a culture.
- 2** Write what it is, what it's used for, and any other information.
- 3** Put all the pages together to make one book for your class.



This is a piñata. It's used for playing a party game. It has candy inside. People wear blindfolds and hit it with a stick. When it breaks open, everyone runs to pick up the candy!



# Listening and Speaking

**I will review** the sounds *lt*, *lk*, *ld*, and *lb*.

**I will learn to** talk about old gadgets.

112  
23

Listen, read, and repeat.

- |   |            |           |   |            |           |
|---|------------|-----------|---|------------|-----------|
| 1 | <b>l-t</b> | <b>lt</b> | 2 | <b>l-k</b> | <b>lk</b> |
| 3 | <b>l-d</b> | <b>ld</b> | 4 | <b>l-b</b> | <b>lb</b> |

113  
24

Listen and blend the sounds.

- |   |        |      |   |         |       |
|---|--------|------|---|---------|-------|
| 1 | b-e-lt | belt | 2 | m-i-lk  | milk  |
| 3 | c-o-ld | cold | 4 | b-u-lb  | bulb  |
| 5 | s-i-lk | silk | 6 | f-ie-ld | field |

114  
25

Listen and chant.

Lets...  
Drink cold milk,  
Wear a felt belt  
And a silk scarf!  
And put a green bulb  
In the spotlight!



115  
26

Work with a partner. What do you think it is? What was it used for? Use **maybe** or **might** in complete sentences. Then listen and check.

1



2



3



4



# Review

**27** Reorder the sentences to form a conversation.

**Kevin:** A package? Oh, good. Maybe it's my new phone!

**Kevin:** Let's see... no, it's too heavy for a games console. Wait. There's a little label here.

**Kevin:** Well, that's a lot of dog food!

**Alice:** Look! There's a package by the door.

**Alice:** You're right. The label says, "Canine Power Mix." I think it might be dog food for Max!

**Alice:** No, it can't be a phone. The box is too big! I might be the new games console!

**28** Choose one thing. Write three sentences about what it's used for. Then work in small groups and compare your sentences.



A (smartphone/computer/watch) is used for...

**29** Work in small groups. Write quiz questions for other groups. Follow the example.



It's used to hold candy.  
It's for parties.

It's a piñata!



Correct! One point.

## I Can

- use words related to old and new gadgets.

- talk about what gadgets are/were used for.

- use *maybe* and *might* to make suggestions.

- write a description of an object.



# 8

## Where Do They Come From?

### Language in Context

I will learn to talk about where things come from.

116  
1

Read and guess where the ideas come from. Write countries from the box. Not all of them will be used. Then listen and check.

Canada    China    Japan    Norway  
the Philippines    the United States

- 1 Superman, the chocolate nut bar, basketball, and even the green trash bag were all created in \_\_\_\_\_.
- 2 CDs, high-speed passenger trains, and the cultured pearl were all created in \_\_\_\_\_.
- 3 Three inventions that make food shopping easier – the automatic door, the shopping cart, and the barcode reader – were invented in \_\_\_\_\_.
- 4 The world's first karaoke machine was made in \_\_\_\_\_.
- 5 What became the first aerosol spray can was developed in \_\_\_\_\_.



117  
2

Read the list of products. What are they made of? Some of them can be made of more than one material. Then listen and check.

**PRODUCTS**

- |             |           |
|-------------|-----------|
| blankets    | scarves   |
| boots       | cola cans |
| floors      | ovens     |
| flower pots | sweaters  |
| planes      | tires     |
| plates      | towels    |
| rugs        | T-shirts  |



These things are made of **cotton**.



These things are made of **rubber**.



These things are made of **metal**.



These things are made of **wool**.



These things are made of **clay**.

118  
3

Listen. Where do the materials come from? Match. Two materials come from the same place. Listen again and check.

- |                     |                            |
|---------------------|----------------------------|
| 1 Rubber comes from | a animals like sheep.      |
| 2 Metal comes from  | b the Earth's crust.       |
| 3 Cotton comes from | c a plant.                 |
| 4 Wool comes from   | d a liquid found in trees. |
| 5 Clay comes from   |                            |

4 Ask and answer.



What material are rugs, towels, and T-shirts made of?

They're made of cotton.



**THINK BIG**

What do you think is the most important material? Why?



# Reading | Travel forum

I will understand a text about traveling.



Listen and read. Where was pizza first made?

www.travelfans.com

**travelbug**

Help! My family and I are thinking about going to Italy for a vacation. We only have five days to spend there, so we can't see everything. Where should we go?

**castle\_hopper**

Hi, travelbug. You should definitely come to Tuscany. There's so much to do here, and everything is close by. Florence is the capital of Tuscany. It's known for its beautiful palaces, churches, and other buildings. Many of the most famous works of Renaissance art can be found here in the museums and galleries. You could spend five days just looking at the art in Florence!

Siena is a beautiful medieval town. It's filled with incredible old buildings. If you have time, go to the Palio de Siena, a medieval horse race that's held twice a year. It's attended by thousands of people, so be prepared!



Florence



Palio de Siena

**seat1A\_flyer**

Hey, travelbug! If this is your first trip to Italy, you should definitely see Rome. This city is known for some of the most famous sites in the world: the Colosseum, the Pantheon, the Spanish Steps... the list goes on and on! Vatican City, the smallest country in the world, is located inside Rome, too. And you can't leave Rome without seeing the ceiling of the Sistine Chapel. The ceiling was painted by Michelangelo and is amazing!

If you're in Rome, you could easily go on a quick trip down to Naples. It's been called the birthplace of pizza and is located on the beautiful Amalfi Coast. So you can enjoy your pizza while you sit and look out at the sea!



Colosseum





Vatican City

getaway\_gary73

Ciao, travelbug. Rome and Tuscany are nice, but for something really unique, try Venice. Venice is known around the world as a floating city. Most of its “streets” are filled with water! They’re called canals. To get around Venice, you can take a water taxi.

Some of the most beautiful buildings in the world were built in Venice. There’s the Piazza San Marco – a beautiful city square next to St. Mark’s Cathedral. This site is visited by thousands of people every year. You can find some unique souvenirs here, too. You could get a necklace made of Murano glass. Or you could buy one of those famous masks from the Venice Carnival. The masks are known around the world. They’re worn during celebrations at Carnival time here. Venice really is an incredible place.

## Reading Comprehension

6 Read and say **true** or **false**.

- 1 Tuscany is the capital of France.
- 2 The medieval horse race is held twice a month in Siena.
- 3 The ceiling painted by Michelangelo is located in Rome.
- 4 Venice is often called the birthplace of pizza.
- 5 Most streets of Venice are crowded with cars.
- 6 Murano glass is produced in Venice.



Why do you think Italy is visited by millions of people each year? Which place in Italy would you like to visit? Why?

# Language in Action

I will listen to a dialog about other countries.

122  
7

Listen and read. What new information does Sue find out about Costa Rica?

**Martin:** I can't wait. We're going to Costa Rica next week!

**Sue:** Costa Rica? I don't know much about that country.

**Martin:** Well, you've come to the expert! What do you know about it?

**Sue:** I know that it's in Central America.

**Martin:** It is! But can you guess what it's known for? A third of the country is made up of them.

**Sue:** I don't have a clue.

**Martin:** Its rain forests! A lot of agricultural products come from there, too. In fact, that banana you're eating was probably grown there.

**Sue:** This banana? How do you know?

**Martin:** Read the sticker on it.

**Sue:** Costa Rica... you're so smart!



8

Practice the dialog in 7 with a partner.

123  
9

Listen and stick. Then complete the labels with words from the box.

China   Hungary   Morocco   Saudi Arabia



1 Made in \_\_\_\_\_



2 Made in \_\_\_\_\_



3 Made in \_\_\_\_\_



4 Made in \_\_\_\_\_

# Grammar

I will learn to use the *be* verb and the past participle to make passive sentences.

That rug **is made** of wool.

The first tire **was invented** in the U.K.

Those bananas **are grown** in Ecuador.

The first cola cans **were sold** in the U.S.

**Tip:** To form the passive, use the present simple or past simple form of the verb *be* with the past participle of the main verb.

**10** Put the words in order to make statements.

1 plate/clay/That/made/is/of

\_\_\_\_\_

2 T-shirts/worn/all over the world/are/These

\_\_\_\_\_

3 was/The/created/chocolate/first/Mexico/in

\_\_\_\_\_

4 The/were/DVDs/first/Japan/in/produced

\_\_\_\_\_



**11** Make sentences. Use the present simple passive form of the verb in parentheses.

1 Those sweaters \_\_\_\_\_ (wear) in Norway.

2 These planes \_\_\_\_\_ (develop) in Greece.

3 Flower pots \_\_\_\_\_ (make) of clay.

4 Cotton \_\_\_\_\_ (use) to make towels.

5 Rubber \_\_\_\_\_ (produce) in Brazil.

**12** Complete the sentences. Use the past simple passive form of the correct verb from the box.

design    eat    import    sell

1 Millions of scarves \_\_\_\_\_ in China last year.

2 This video game \_\_\_\_\_ in Spain.

3 A lot of pizza \_\_\_\_\_ in Britain last year.

4 All the boots in this market \_\_\_\_\_ from Holland.

I will learn about where food comes from.

## CONTENT WORDS

country of origin diesel distribution center fresh produce gas imported locally-grown pollution seasonal shipping typical



Listen and read. How do people eat any food all year round?

# From the Farm to Your Plate



Imagine you're at a restaurant. You order a salad with beautiful green lettuce, nice red tomatoes, yellow peppers, and cucumber. When it comes, you can't wait to take that first bite. But stop for a minute and think about how long it actually took to get to your plate. Not from the kitchen, but from the farm...

Let's take a look at a typical salad served in the United States. "Fresh" food, such as the lettuce, might be grown locally. But what about the other food on your plate? Nowadays, the country of origin of most of our fresh produce – that's the place where it was grown – is thousands of kilometers away. It was picked, washed, packed, and brought to a distribution center half way around the world before it traveled to a store near you. So food which looks fresh has actually traveled in a refrigerated van for a week.

But that isn't the only problem. Food needs transportation, and all forms of transportation cause air pollution. The farther food travels, the more gas and diesel fuel are used, so more pollution is released. Shipping fresh produce can add up to forty-five times more pollution to the air.

There is a solution, however. We can stop eating imported foods, and we can buy fresh produce grown locally. The lettuce picked yesterday will taste a lot better. It'll also be healthier than lettuce picked a week ago. Eating locally-grown produce also means that you eat more variety. We forget that different fruits and vegetables grow in different seasons. Unfortunately, this means we have to eat seasonal fruit and vegetables. That means we can't eat fresh summer fruit and vegetables in the winter. But we really shouldn't anyway!



14

Look at 13. Match to complete the sentences.

- |  |   |
|--|---|
| 1 Fresh produce in the U.S...  | a it causes less pollution.                     |
| 2 It's better to eat local produce than produce from far away because... | b we have to eat seasonal fruit and vegetables. |
| 3 If we eat locally-grown produce,...                                    | c sometimes comes from far away.                |



Isn't it better to have food you like all year round, no matter how far it travels? Why/Why not?



I will learn about where things come from.

## CONTENT WORDS

borders chemical county jigsaw puzzle explorer

127  
15

Listen and read. Which country did each object come from?



# Where Did It Really Come From



Think of spaghetti, and Italy comes to mind. How about French fries? Well you shouldn't think of France because that isn't where they really come from...

Fries are called French, but they were first made in Belgium. The Belgians used to eat small fried river fish. But when the river froze in the winter, they fried small pieces of potato instead. The Spanish introduced the potato to the Belgians from South America. The French didn't eat potatoes until much later because they thought they were poisonous.



In China, people have been making noodles since 3000 BC. The Italian explorer Marco Polo brought noodles to Europe in the 13th century. This became spaghetti! Thomas Jefferson brought spaghetti to the U.S. from France in the 1700s.

The Chinese gave us fireworks, but Englishmen invented the match. Robert Boyle found a way to make fire by mixing phosphorus and sulphur. In 1827, John Walker used this chemical combination to create a match. It was one meter long!

The idea for the jigsaw puzzle came from John Spilsbury in 1767. He was a teacher who wanted to teach his students geography. He glued a map of England and Wales to a flat piece of wood. Then he cut out the map along county borders. After mixing up the pieces, his students made the map puzzle. The jigsaw puzzles which we see today were invented about 100 years later, after power tools were invented.

So are you sure about an object's origins? The label might say one thing, but the idea probably came from somewhere else!



16 Look at the passage. Complete the sentences.

- 1 Thomas Jefferson visited France in the \_\_\_\_\_ and brought spaghetti to the U.S.
- 2 In \_\_\_\_\_, John Walker created a match.
- 3 In \_\_\_\_\_, John Spilsbury had the idea for a jigsaw puzzle.



Name a special food or invention that came from your country.

# Writing | Persuasive writing

I will learn to write a persuasive paragraph.

- 17** Read the paragraph. Find the main opinion. Note down three reasons used to support it. Do the reasons persuade you to visit Corsica? Discuss with a partner.

## Come to Sunny Corsica!

This beautiful island paradise, a territory of France, is located in the beautiful Mediterranean. It's made up mostly of mountains, which run from north to south in a single chain. The coast, however, offers vast stretches of fabulous beaches.

It's the perfect place for a family vacation! The main languages spoken here are French and English, making it easy to find out everything you need to know. The island is known for its hiking in spectacular mountainous scenery. It's also popular for diving along its unspoiled and wild shoreline. But if you want a less active vacation, Corsica is also the perfect place for sunning yourself on one of its magnificent beaches. The island's rich history makes it perfect for those wanting culture, too! Come and visit Corsica and find out first-hand why it's known for being a top vacation destination!



main  
opinion

- 18** Choose your favorite vacation spot. Write a topic sentence expressing your main opinion. Write three reasons.

Main opinion \_\_\_\_\_

Reason \_\_\_\_\_

Reason \_\_\_\_\_

Reason \_\_\_\_\_

- 19** Use the information you listed in 18 to write a paragraph.

- 20** Exchange paragraphs with your partner. Did your partner's reasons persuade you?

# Life Skills | Appreciate what you eat and use every day.

**I will learn to** talk about what I eat and use every day.

- 21** Copy and complete the chart for each category. Follow the examples. Then discuss with a partner.



What I appreciate	Where it comes from
The food I eat <i>fruit like oranges</i> <i>salad</i>	<i>right here in Mexico</i> <i>local markets and my garden</i>
The clothes I wear	
The transportation I use	
The technology I use	

- 22** Work in small groups. Compare your charts. Do you appreciate some of the same things?

I like my jeans. They're made of cotton from Costa Rica.



## Project

- 23** Choose a category from the chart in 21. Draw or find pictures to make a poster. Label where each comes from. Give a presentation about your poster.



# Listening and Speaking

I will review the sounds *lf*, *lp*, and *lm*.

I will learn to talk about places I know.

129  
24

Listen, read, and repeat.

1 l-f lf      2 l-p lp      3 l-m lm

130  
25

Listen and blend the sounds.

1 g-o-lf golf      2 h-e-lp help  
3 f-i-lm film      4 e-lf elf  
5 e-lm elm

137  
26

Listen and chant.

School clubs are fun clubs!  
Golf clubs,  
Film clubs,  
And best of all,  
Help Others clubs!



27

Work in small groups. Play a guessing game.

Spain

grow oranges



Oranges are grown here.

Yes, that's right!

Is it Spain?





# Review

**28** Write what they are made of. Use words from the box.

clay cotton metal rubber wool

- 1 Flower pots, plates, and floors are made of \_\_\_\_\_.
- 2 Cola cans and planes are made of \_\_\_\_\_.
- 3 Tires and boots are made of \_\_\_\_\_.
- 4 Warm winter sweaters are made of \_\_\_\_\_.
- 5 Most T-shirts and sheets are made of \_\_\_\_\_.



**29** Make sentences using the past simple passive form of the verbs.

- 1 These bananas/grow/in Mexico \_\_\_\_\_
- 2 That blanket/made/in Peru \_\_\_\_\_
- 3 Those ovens/produce/in Australia \_\_\_\_\_
- 4 My video game/design/in Japan \_\_\_\_\_

**30** Play a guessing game using the passive form.

China	Italy	Canada
kite	pizza	chocolate nut bar
paper	jeans	basketball
compass	glasses	Superman



It was created in Canada.

No. It is eaten by children.

Yes! Your turn!

Basketball?

A chocolate nut bar?



## I Can

- use words for products and materials.
- talk about products, the materials they are made of and where they come from.
- use the passive voice.
- write a persuasive paragraph.





# 9

# How Adventurous Are You?

## Language in Context

I will learn to talk about the taste of food.

132  
1

Have you ever wondered about the food you eat? Read the fun facts about food. Guess the correct answers. Then listen and check.

- 1 Refried beans are fried
  - a once.
  - b twice.
  - c three or more times.
- 2 The first soup was probably
  - a hot vegetable soup.
  - b cold fruit soup.
  - c hippopotamus soup.
- 3 The ingredient that makes one popular junk food pop in your mouth is
  - a just air.
  - b carbon dioxide.
  - c sugar.
- 4 Ice cream is actually
  - a Indian food!
  - b Italian food.
  - c Chinese food.
- 5 Blueberries
  - a may help your memory.
  - b may help your hearing.
  - c may cause permanent tooth discoloration.



134  
2

Choose two adjectives from the box to describe each food. Then listen and check.

cold    delicious    different    good    hot    popular    pretty    raw  
sour    spicy    sweet    tasty    terrible    traditional    unusual



Spanish Soup

\_\_\_\_\_

\_\_\_\_\_



Chinese Soup

\_\_\_\_\_

\_\_\_\_\_



Japanese Seafood

\_\_\_\_\_

\_\_\_\_\_



Greek Seafood

\_\_\_\_\_

\_\_\_\_\_



Moroccan Dish

\_\_\_\_\_

\_\_\_\_\_



Indian Dish

\_\_\_\_\_

\_\_\_\_\_



Italian Dessert

\_\_\_\_\_

\_\_\_\_\_



Philippine Dessert

\_\_\_\_\_

\_\_\_\_\_

3 Point to the foods in 2. Ask and answer with a partner.



Do you like cold soup?

Yes, it is. It's very popular in Spain!

I haven't eaten cold soup before! Is it spicy?

I love spicy food! I'll try it.



**THINK  
BIG**

What traditional foods do you know? Can you describe their taste? How adventurous are you about food?

I will understand a text about adventures.



Listen and read. Where is “ugali” from?

## HIGH ADVENTURE at HIGH ALTITUDES

by Phil Steadman

Explorer Gilda Navarro updates us on her attempt to climb the Seven Summits – the highest mountain on each of the world’s seven continents.



**Phil Steadman:** Good morning, Gilda. Thanks so much for talking to us today. I know you’re busy preparing for your next mountain adventure.

**Gilda Navarro:** Of course, Phil. It’s always a pleasure. I could use a break, anyway!

**Phil:** You certainly have been busy over the last two years.

**Gilda:** Yes, you could say that!

**Phil:** For our listeners who may not know, over the last two years you’ve climbed six of the world’s seven tallest mountains. That’s amazing for such a short period of time. I get tired just thinking about it!

**Gilda:** My dad always says I have a lot of energy.

**Phil:** That’s certainly true! When we last spoke, you were getting ready to climb Mount Kilimanjaro, in Africa. What was it like?

**Gilda:** That was a great one. Well, they’ve all been great. Mount Kilimanjaro isn’t the highest of the Seven Summits. It’s actually number four. It’s 5,895 meters high, and it’s located in Tanzania.

**Phil:** I see. How long did it take you to climb it?

**Gilda:** It took me and my team a full seven days to climb that one.

**Phil:** Wow. What did you eat during the climb? Was it local Tanzanian food?

**Gilda:** Not really. We had pasta, rice dishes... normal things.

**Phil:** So the food wasn’t as adventurous as the climb, was it?

**Gilda:** Oh, we had a lot of delicious local food after we got back. There’s a tasty Tanzanian food called ugali. Have you ever heard of it?

**Phil:** No, I haven’t. Is it spicy?

**Gilda:** No, ugali is plain by itself. It’s made of corn. It looks a little like mashed potatoes. You roll up some ugali in a ball, and you dip it in stew.

**Phil:** That sounds like good comfort food.

**Gilda:** Yes, I've tried different kinds of food everywhere. I'm pretty adventurous about food, I think.

**Phil:** What about your next climb?

**Gilda:** We're getting ready for our last mountain. And we've saved the best for last.

**Phil:** Mount Everest?

**Gilda:** That's right. It'll take us a few weeks to climb Everest.

**Phil:** Is that because it's so high?

**Gilda:** Well, yes. To climb Mount Everest, you have to stop at several different places and let your body get used to the altitude. If you don't, you'll be in big trouble!

**Phil:** I bet! I have one more question. Imagine you had to choose from one of these: going mountain climbing or going on an all-expenses-paid trip to a gorgeous tropical beach. Which one would you rather do?

**Gilda:** That's the world's easiest question. I'd rather go mountain climbing! There's nothing better.

**Phil:** Spoken like a true adventurer! Gilda, thank you for spending time with us. Good luck with that last summit.

**Gilda:** Thanks so much. It was fun talking to you.



## Reading Comprehension

**5** Read and say **true** or **false**.

- 1 Gilda Navarro has climbed the world's seven highest mountains.
- 2 Mount Kilimanjaro took Gilda less than a week to climb.
- 3 Gilda and her group ate local Tanzanian food after their climb.
- 4 Mount Everest takes weeks to climb to allow time for adjustment to the altitude.



Do you want to climb a mountain? Why/Why not?



# Language in Action

I will listen to a dialog about going to a concert.

138  
6

Listen and read. Why is Abigail *really* going to go to the concert with her dad?

**Dad:** Abigail, there's a concert down at the Arts Center weekend. Do you want to go?

**Abigail:** What kind of concert?

**Dad:** It's classical music. You know... Mozart, Beethoven.

**Abigail:** Classical music? Uh, no thanks. I'd rather stay at home.

**Dad:** Come on! Have you ever been to a classical music concert?

**Abigail:** Well, no... I haven't. But I don't think I'd like it.

**Dad:** That's a pity because the Arts Center is giving free Boys Town concert tickets to the first 25 people who come that night.

**Abigail:** What? The Boys Town concert? I think I've changed my mind.

**Dad:** Oh, really? Why?

**Abigail:** Well, Dad, I've never been to a classical music concert before. I might like it. Let's make sure we get there early, OK?



7

Practice the dialog in 6 with a partner.

139  
8

Listen and stick. Then complete the sentences with the correct form of the verb from the box.

be    learn how    study    try

- 1 Jason has never \_\_\_\_\_ to skateboard.
- 2 Claire has never \_\_\_\_\_ to a water park.
- 3 Sally has never \_\_\_\_\_ Thai food.
- 4 Allie has never \_\_\_\_\_ another language.



# Grammar

**I will learn to** use the present perfect with *ever* to talk about experiences.  
**I will learn to** express preferences using *would rather*.

**Have you ever been** to a concert?

Yes, I **have**./No, I **haven't**.

**Has he ever been** skydiving?

Yes, he **has**./No, he **hasn't**.

**9** Complete the questions. Then make answers.

- 1 Have you ever \_\_\_\_\_ a horror movie? (see) \_\_\_\_\_
- 2 Have you ever \_\_\_\_\_ skydiving? (be) \_\_\_\_\_
- 3 Have you ever \_\_\_\_\_ on a stage? (perform) \_\_\_\_\_
- 4 Have you ever \_\_\_\_\_ sushi? (eat) \_\_\_\_\_

**Would** they **rather** play soccer or watch it?

They'd **rather** play soccer.

**10** Look at the survey. Complete the questions. Use **would** and **rather**. Then make answers.

- 1 \_\_\_\_\_ play video games or go skateboarding?  
She'd \_\_\_\_\_
- 2 \_\_\_\_\_ write a story or play chess?  
\_\_\_\_\_
- 3 \_\_\_\_\_ visit a museum or create a sculpture?  
\_\_\_\_\_

## Student Interest Survey

Dear Student,

We're putting together an after-school program and we want your input!

Please check all activities that interest you. Thanks!

Name: Chloe Harrison

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Baking                         | <input checked="" type="checkbox"/> Sculpture | <input type="checkbox"/> Chess                    | <input type="checkbox"/> Video game competition |
| <input checked="" type="checkbox"/> Short story writing | <input checked="" type="checkbox"/> Fishing   | <input checked="" type="checkbox"/> Skateboarding | <input type="checkbox"/> Visiting museums       |

I will learn about the effects of adrenaline.

## CONTENT WORDS

adrenal glands    adrenalin    air    cells    heart    hormone  
lungs    oxygen    prehistoric    protect    release    stress



Listen and read. What happens when you're scared?

# Fight or Flight

Have you ever watched a scary movie and felt like your heart was going to jump out of your chest? If so, then you were probably feeling the effects of adrenaline. Adrenalin is an important hormone which is produced by your body. Hormones give important information to different cells. When you get scared, your body sends out adrenalin in order to get itself ready to fight something scary or to run away from it. That's why adrenalin is sometimes called the "fight or flight" hormone.

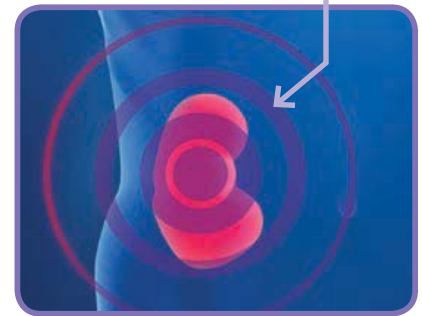
The release of adrenalin in your body gives you an extra boost of energy. Blood rushes to your muscles, so your heart starts beating quickly. Air moves rapidly into your lungs, so you breathe quickly and send oxygen around your body faster. These are normal reactions to fear or stress. What's happening in this situation? This reaction lasts just long enough to make you feel stronger and faster and help you deal with a difficult situation. Your body has tried to protect you.

Humans have felt the effects of adrenalin since prehistoric times. However, the official discovery of adrenalin was only made in 1900. But since even before that there have been many stories of people who have used "superhuman" strength in order to save another person's life.

We feel the effects of adrenalin on a day-to-day basis. In most cases though, the effect is not so dramatic. For example, imagine you're riding on your bike and someone steps out in front of you. Quick! What do you do? Your brain makes a fast decision to get out of the way, and the release of adrenalin helps your body move more quickly.

So next time you ride a roller coaster, watch a scary movie, or get nervous before a race, pay attention to how your body reacts. You'll probably be feeling the effects of adrenalin at work.

Adrenalin gets into your cells from your adrenal glands, located at the top of your kidneys.



**12** Look at 11. Read and say true or false.

- 1 When adrenalin is released into your body, the heart beats less quickly.
- 2 "Superhuman" strength is caused by adrenalin in the body.
- 3 An adrenalin reaction always lasts a very long time.



Which activities make you release the most adrenalin?

I will learn about extreme sports.

143  
13

Listen and read. Why is it called *High Adventure*?

### CONTENT WORDS

aerialist antenna board competitive diver  
extreme sports parachute professional  
risk tightrope trick

## High Adventure!

We have done extreme activities for centuries. Many cultures have encouraged extreme examples of strength or daring. Let's look at some extreme sports.



### 1 Cliff diving

Competitive divers dive off boards that are between 3-meters and 10-meters high. But what about diving off the side of a cliff? The La Quebrada Cliff Divers are professional cliff divers. They dive into the ocean from 38 meters above – head first. There has been a group of professional La Quebrada cliff divers since 1934.

### 2 BASE jumping

Have you ever wanted to fly? Arnan Firman jumped from a tower in Cordoba, Spain, covered in feathers. BASE jumpers begin by standing at the top of a very high place – BASE stands for Buildings, Antennas, Spans (bridges), and Earth (cliffs). They then take a free jump down, using a small parachute to slow their fall.

Some people love taking extreme risks. Would you try?

### 3 Tightrope walking

The Frenchman Charles Blondin was the first acrobat to walk a tightrope across Niagara Falls. He crossed the Rainbow Bridge in 1859. Today, the Flying Wallenda Family are aerialists who do tricks high up in the air.



14

Look at 13. Read and match with paragraphs 1–3.

- They are a talented family.
- Someone did this covered in feathers.
- They have had a club for many years.

**THINK  
BIG**

Why do you think that some people enjoy extreme sports?

# Writing | Description: Experience

I will learn to write a descriptive paragraph about myself.

**15** Read the paragraph, then copy and complete the chart about it.



describes  
main idea  
in topic  
sentence



provides  
specific  
examples  
and details



ends with a  
summary of  
the topic



I'm a pretty adventurous person in some ways. I love to hike and enjoy hiking on new trails. However, I have always been afraid of heights. This is something that I'm trying to change about myself because in the future I want to hike up a mountain and mountains are high! To challenge myself, I've been on the highest roller coasters at the local amusement parks. They were scary but fun! Also, last year when I went to Paris, I went on the tour that takes you up to the top of the Eiffel Tower. It was a little scary, too, but the view from the top was amazing! I may not like heights, but I do like adventures. And I know one day I'll lose my fear of heights and I'll go and climb that mountain!

- by Stella

## How Stella is adventurous and willing to try new things

Example:

Example:

**16** Now choose two ways you are adventurous and willing to try new things from the box. Use them to write a descriptive paragraph about yourself in your notebook.

Clothes    Food    Hobbies    Making New Friends    New Places

## I am adventurous and willing to try new things

Example:

Example:

**17** Share your descriptions with the class. Who is the most adventurous?

# Life Skills | Explore your surroundings.

**I will learn to** talk about exploring my surroundings.

**18** Answer the questions in your notebook. Then interview a partner and record the answers.

Have you ever...?	Me		My Partner	
	Yes	No	Yes	No
been to an art show at a local museum				
danced at a local festival or celebration				
helped clean up an area in your community				
seen or talked to the mayor of your town				
volunteered to work with younger children				
visited a local farm				
attended a concert or movie at a local park				
had a picnic at a local park				
been swimming at a public beach or pool				
visited someone at a nearby care home				
been to a sports event at another school				
been hiking or camping near where you live				



## Project

**19** Find pictures to make a collage of the things you could explore in your community.



In my community, there are many parks and a lake, too. I've never fished in it, but I've been swimming there. I plan to visit a local farm. I've visited a care home and plan to do it again soon!





# Listening and Speaking

I will review the sounds *ft*, *ct*, *mp*, and *sk*.

I will learn to talk about preferences and experiences.

145  
20

Listen, read, and repeat.

- 1 **f-t ft**      2 **c-t ct**      3 **m-p mp**      4 **s-k sk**

146  
21

Listen and blend the sounds.

- 1 l-e-f-t left      2 f-a-c-t fact      3 c-a-m-p camp  
4 r-i-s-k risk      5 r-a-f-t raft      6 l-a-m-p lamp

147  
22

Listen and chant.

It's a fact that  
Sailing at night  
On a raft,  
Without a lamp,  
Is a risk!



23

Do a survey. On your own, complete each question in your notebook by writing two activities. Then work in groups of four. Take turns asking your questions. Record the answers.



Would you rather go on a roller coaster or ride a horse?



I'd rather ride a horse. Roller coasters scare me!

Would you rather...?	Student 1	Student 2	Student 3
go on a roller coaster or ride a horse			
or			

24

In your group, ask and answer about the activities in your survey.



Have you ever ridden a horse?



No, I haven't. But I'd like to try.

# Review

**25** Complete the sentences with the words from the box. Then answer the questions.

delicious    spicy    terrible    traditional    unusual

Last night, my family tried a new restaurant in the city. It serves <sup>1</sup>\_\_\_\_\_ Indian food. My older sister thought the food was too <sup>2</sup>\_\_\_\_\_ and started to cough. My brother thought it was so <sup>3</sup>\_\_\_\_\_ that he ordered more. My little sister thought it was <sup>4</sup>\_\_\_\_\_ and asked for a peanut butter sandwich. My Aunt Millie tried a dessert that she'd never had before. She said it was very <sup>5</sup>\_\_\_\_\_, but she would order it again.



- 1 Would her older sister rather eat more or have a glass of water?  
\_\_\_\_\_
- 2 Would her brother rather not come back or come back often?  
\_\_\_\_\_
- 3 Would her little sister rather have more Indian food or have something else to eat?  
\_\_\_\_\_

**26** Answer the questions. Add a sentence that gives additional information.

- 1 Have you ever eaten Indian food?  
\_\_\_\_\_
- 2 Have you ever tried a new food and loved it?  
\_\_\_\_\_
- 3 Have you ever made dinner at home for your family?  
\_\_\_\_\_

## I Can

• use words to describe food.

• talk about experiences using the present perfect and *ever*.

• use *would rather* to talk about preferences.

• write a paragraph about my experiences.



# Checkpoint | Units 7–9

## How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

	Pages	
<b>Gadgets (old and new):</b> instant camera, games console, cell phone...	85	
<b>Materials:</b> rubber, wool, cotton...	97	
<b>Products:</b> blankets, tires, T-shirts...	97	
<b>Adjectives:</b> delicious, spicy, unusual...!	109	
What's it/was it <b>used for</b> ? It's <b>used for</b> reading./It's <b>used to</b> read.	89	
It <b>may</b> be a mirror. It <b>might</b> be a headset.	89	
That plate <b>is made</b> of clay. The first tires <b>were invented</b> in the U.K.	101	
<b>Have you ever eaten</b> sushi? Yes, I <b>have</b> ./No, I <b>haven't</b> .	113	
<b>Would you rather</b> go hiking or stay at home? I'd <b>rather</b> go hiking.	113	



## I can do it!

148  
2

Get ready.

A. Complete the dialog using the statements from the box. Then listen and check.

- a I've had it before.
- b It's known for its spicy flavors.
- c I'd rather try something new tonight.
- d I've never had Korean food.
- e Some of them are made out of metal.



**Dad:** Hey, Madison. What kind of restaurant would you rather go to tonight – Brazilian or Korean?

**Madison:** I don't know. I've tried Brazilian food, but <sup>1</sup>\_\_\_\_\_.

**Dad:** Oh, really? <sup>2</sup>\_\_\_\_\_.

**Madison:** What's it like?

**Dad:** It's delicious. <sup>3</sup>\_\_\_\_\_. And it usually comes with rice.

**Madison:** Sounds interesting. Do you use chopsticks to eat it?

**Dad:** Yes, a lot of Korean dishes are eaten with both chopsticks and a spoon. But Korean chopsticks are different from other ones.

**Madison:** How's that?

**Dad:** <sup>4</sup>\_\_\_\_\_.

**Madison:** Really? That's interesting, too.

**Dad:** So... what do you think – Brazilian or Korean?

**Madison:** <sup>5</sup>\_\_\_\_\_. Let's go to the Korean place!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

- 1 Have you ever tried Brazilian food or Korean food?
- 2 How adventurous are you with new foods? Explain.
- 3 What's the most unusual food you've ever tried? What was it made of? Would you like to have it again? Why/Why not?

1

2

3

4

5

6

7

8

9

# Checkpoint | Units 7–9

## 3 Get set.



**STEP 1** Cut out the cards on page 137.



**STEP 2** Put the cards face-down and mix them up. Now you're ready to **Go!**

## 4 Go!

### A. Game 1

Work in a small group. Take turns. The first student turns over one card. Ask the people in your group.



Have you ever played in a chess tournament?

#### POINTS:

If no one says Yes, keep the card.

If one person says Yes, give the card to him/her.

If more than one person says Yes, ask: *When?* The person who did it first gets the card.

Continue until the cards are gone.

Try to be the person with the most cards at the end.

### B. Game 2

First, match each card with the card that has the same beginning word. Then take turns asking questions. When you answer, give a reason.

Would you rather write a short story or an apology email for something you did wrong?



I'd rather write an apology email for something I did wrong. Writing a short story sounds hard to me.

C. Tell the class about some of the choices and reasons from your group.



1

2

3

4

5

6

7

8

9

**5** Write about yourself in your notebook.

- What's the most adventurous thing you've ever done? Did you enjoy it? Why/Why not?
- Describe an unusual object you've seen before. Where's it from? What's it made of? What's it used for?

**All About Me** Date: \_\_\_\_\_

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**How well do I know it now?**

**6** Think about it.

**A.** Go to page 120. Look and circle again.

**B.** Check (✓).

I can ask my teacher for help. 

I can practice.

**7** Rate this Checkpoint. Color.



hard



OK



easy



not fun



OK



fun

– 5 questions –



Listen and draw lines. There is one example.

Peter                      Michael                      Robert                      Emma

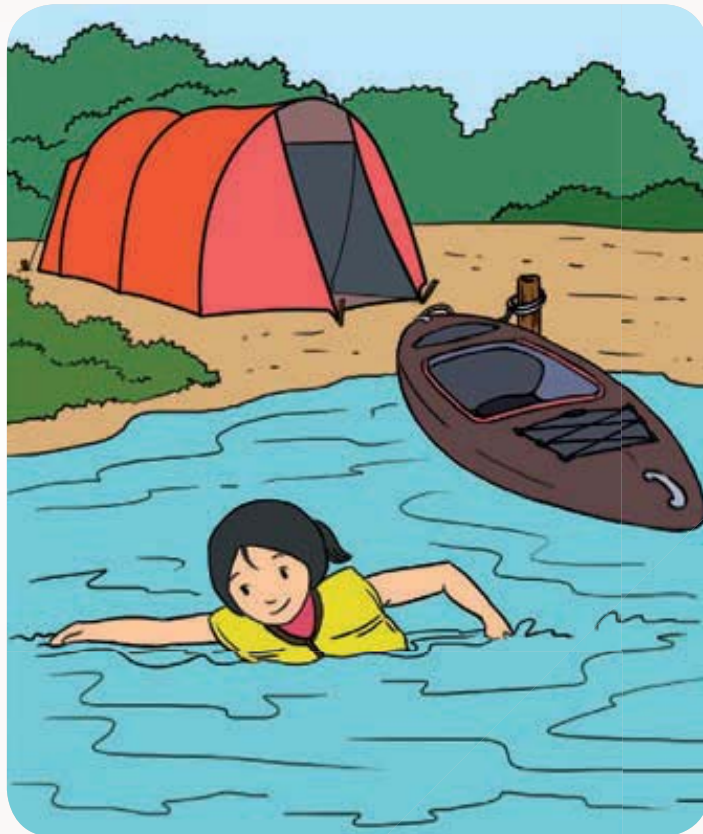
Richard                      David                      Katy

– 5 questions –



Listen and write. There is one example.

## Camp Greenfield



Where:

in the Sierra Mountains

1 Activities:

swimming, kayaking

2 How long:

\_\_\_\_\_

3 Cost:

\_\_\_\_\_

4 When the next program begins:

\_\_\_\_\_

5 What to bring:

\_\_\_\_\_

– 5 questions –



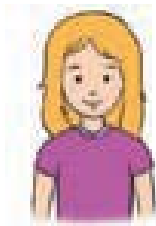
What do the Martins and Browns like to do?  
Listen and write a letter in each box. There is one example.



Mrs. Martin



Mr. Brown



Kelly Martin



David Martin



John Brown



Cindy Brown



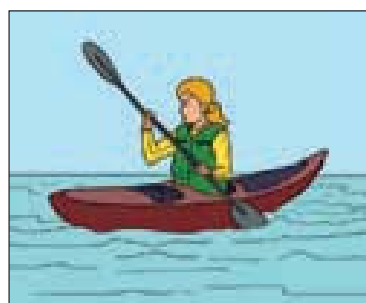
A



B



C



D



E



F



G



H



– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



Mark and his classmates entered a contest at a science fair. The contest was to see which team could create the most useful invention. Mark's team created a (1) \_\_\_\_\_ that could vacuum an entire house. It could clean living room (2) \_\_\_\_\_, too. The judges were impressed, but the other team also had a good idea. They showed off an (3) \_\_\_\_\_ that could hold over 5,000 songs. Probably the most interesting thing about it was its source of power. It didn't use a (4) \_\_\_\_\_. It was (5) \_\_\_\_\_. The problem was, you had to leave it in the sun every day for three hours. The judges didn't think that was practical, so Mark and his team won.

invention	battery	speakers	spaceship	solar-powered
mp3 player	robot	laptop	radio	furniture

(6) Now choose the best name for the story.

Check one box.

Inventions Through History

Two Heads Are Better Than One

A Winning Idea

– 10 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

delicious

bracelet

graduate

aunt

She is your father's sister.

aunt

school band

1 This group puts on plays. If you're an actor, you should try it!

2 If you're a musician and know how to play an instrument, this is the group for you.

insect repellent

actress

3 You'll do this after you finish all the grades at school.

4 You could write this to tell people about something your school club is doing to raise money.

drama club

silver

5 Earrings or necklaces are often made of this.

6 When something tastes really good, this is how it tastes.

an MP3 player

expensive

7 Take this with you when you go hiking, so mosquitoes won't bite you.

8 You can use this to listen to music, play games, or call someone.

a kayak

9 You can ride in this kind of boat. It holds only one or two people.

10 We use this word to talk about something that costs a lot of money.

an article

cake sale

a smartphone

Find the differences

Candidate's copy



Information exchange



Out to dinner with Michael's family

What kind / restaurant	Chinese
What / having	hot and sour soup
What / made of	broth and vegetables
How / taste	delicious
Michael / ever tried	yes

Candidate's copy



Out to dinner with Emma's family

What kind / restaurant	?
What / having	?
What / made of	?
How / taste	?
Emma / ever tried	?