

# ABOUT YOUR BOOK

Your *Student's Book* has ten units that include comic strips, songs, games, and activities.

**THE CONCERT**

**A famous singer is in town.**

**After the concert.**

**A few minutes later...**

**A few weeks later... in music class.**

**Read and number the events in order.**

**Work in groups. Discuss the questions.**

**Read again and match the columns.**

**Work in pairs. Say who performs these actions in the story.**

**SAY!**

**MUSIC SURVEY**

1. What is your favorite type of music?  Rap.  Rock.

2. How do you feel when you listen to music?  Happy.  Relaxed.

3. Who is your favorite singer or band?  Cool Division.  Twelve Dogs.

4. Can you play an instrument?  Yes, I can.  No, I can't.

5. Have you ever been to a concert?  Far three years.  Since April.

**RELATE!**

Read the web page for a movie festival and write the titles.

**Kids Movie Festival**

11-15 August, Town Square Multi-Cinema have just announced their third annual movie festival!

1) (10-14 yrs)

2) (10-14 yrs)

3) (10-14 yrs)

4) (all ages)

**EXPLORE!**

Read the book review and color the appropriate star rating.

**Book Review: The Hobbit**

I have just finished reading *The Hobbit* by J.R.R. Tolkien. I'm amazed that this fantasy story is so popular. The story takes place in Middle Earth and the main character is the tiny hobbit Bilbo Baggins. There are also dragons, magic, and funny moments.

**Read again and number the paragraphs according to the information.**

**Work in groups. Give opinions about a book you have read or a movie you have seen.**

**Circle adjectives in the review and write them in the chart.**

Describe the book	
Describe events	
Describe characters	

There are cutouts and a glossary at the back of your book.

**GLOSSARY**

**bet** verb to make a decision based on a belief that something will or will not happen

**bite** noun a place for storage

**bite** verb to press down with the teeth

**block** verb to obstruct; stop

**boiled** verb to get on

**boiled** adjective cooked in boiling water

**bone** noun a hard part of the skeleton

**boving** adjective tedious

**bow** noun something to hold soup or dessert

**bowling** noun a sport in which balls are rolled down an alley

**bracelet** noun a piece of jewelry to wear on a wrist

**brake** noun a device for stopping or slowing a car, bike, etc.

**branch** noun the arms extending from a tree

**breakable** adjective possible to break

**burn** verb to be as fire

**campfire** noun a fire built outside

**cardboard** noun a stiff, thick form of paper

**care for** verb to look after

**cart** noun a vehicle pushed or pulled by horses

**championship** noun tournament or competition

**chariot** noun a four-wheeled battle car pulled by horses

**chat** verb to talk informally

**chocolate chips** noun small pieces of chocolate to add to cakes

**cutouts** • Unit 8

**must**      **must not**      **don't have to**      **should**

Check out the digital resources on

**UDP GLOBAL**

Games

Animations

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# MEET THE GO-GETTERS!





**WELCOME**

**HERE WE GO!**

# OPEN HOUSE

At the open house...

2

Jayden's mom has mail.

1

OH! THERE IS AN OPEN HOUSE AT YOUR SCHOOL ON THURSDAY.

YOU ARE INVITED TO A  
**6TH GRADE OPEN HOUSE**  
THURSDAY AUGUST 25,  
6:00 P.M.

YES, BUT IT IS A CHANCE FOR US TO MEET YOUR NEW TEACHER.

BUT SCHOOL STARTS NEXT WEEK.

HI, I'M MS. DENTON.

HI, I'M JAYDEN. THIS IS MY MOM AND DAD.

NICE TO MEET YOU ALL! I CAN'T WAIT TO WORK WITH YOU THIS YEAR!

3

PLEASE, SIT DOWN. THERE IS A QUESTIONNAIRE ON YOUR DESK.

FOR ME?

HA HA. NO, FOR YOUR PARENTS. YOU CAN GRADE IT WHEN THEY FINISH!

SHE IS NICE.

YES, SHE IS. NOW, WHAT IS THIS QUESTIONNAIRE?

'HOW WELL DO YOU KNOW YOUR SON OR DAUGHTER?' IT'S A TEST!

OK, YOU DO THAT ONE, AND I'LL DO THIS ONE.

## A Read and answer the questions.

- Who is invited to the open house?  
\_\_\_\_\_
- What activity does Ms. Denton give Jayden's parents?  
\_\_\_\_\_
- How do they do in the activity?  
\_\_\_\_\_

## B Make notes in the chart.

Ms. Denton's expectations	Jayden's and Katie's expectations

- Work in pairs. Describe how you feel about the new school year.  

Jayden goes to speak to Katie.

5

HI KATIE! DID YOU HAVE A GOOD SUMMER?

YEAH! WE WENT TO THE BEACH!

COOL! I LIKE MS. DENTON.

YES, ME TOO. I HOPE WE HAVE SOME GOOD FIELD TRIPS, LIKE THE ART EXHIBITION IN FOURTH GRADE.

FINISHED

WE NEED TO PREPARE FOR THE SCIENCE FAIR TOO. IT'S GOING TO BE GREAT!

DAD! CARROTS AREN'T MY FAVORITE FOOD. THAT WAS LAST YEAR!

7

AND YOU TOO, MOM! "SCARY MONSTERS" ISN'T MY FAVORITE TV SHOW. I HAVEN'T WATCHED IT SINCE I WAS TEN! YOU BOTH GOT FOUR OUT OF TEN.

At the end of the night...

8

FINALLY, I WANT THE CLASS TO WORK TOGETHER AS A TEAM. I HOPE WE HAVE A GREAT YEAR!

CLAP CLAP!

YOU TWO SHOULD WORK TOGETHER, TOO!

**C** Read again and write activities for the definitions.

1. An event where you present a science project.  
\_\_\_\_\_
2. A visit to a place outside the classroom to learn something new.  
\_\_\_\_\_
3. An event in a museum or gallery where you can see paintings.  
\_\_\_\_\_

**D** Make a list of school events.

School Events


● Work in groups. Say which events interest you and why. 🗨️

# RELATE!



**A** Read the poster and circle a synonym for the word *pledge*.



## My Class Promise

In our classroom, I know that I am responsible for my words, actions, and behavior.

I promise to share, to listen, to help my friends learn, and to have fun. I promise to treat my classmates how I want them to treat me.

JOE

CARMEN

ASHLEY

FRED

CHLOE

AARON

TODD

GABRIEL

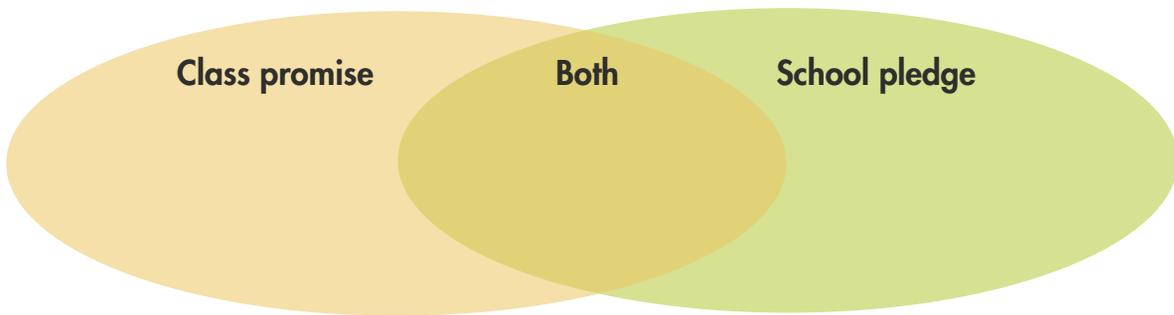
DAN

TONY

## My School Pledge

I pledge today to do my best,  
In reading, math, and all the rest.  
I promise to obey the rules,  
In my class and in school,  
I'll respect myself and others too,  
I'll expect the best in all I do.  
I'm here to learn all I can,  
To try my best and be all I am.

**B** Make notes of similarities and differences in the diagram.



**C** Work in pairs. Think of three promises to make for your English class. Write a pledge.

**D** Work in groups. Present your pledges.

## My English Class Pledge

**LOOK!**

I **want to be** more confident. I **hope to read** more books. I **'d like to get** better at soccer. I **will be** friendly.

**E** Listen to a classroom activity and match the people to the pictures.  3

1. Dan    2. Christine    3. Carmen    4. Aaron



**F** Match the hopes to the promises.

- |                                      |   |
|--------------------------------------|---|
| 1. I want to be more confident.      | ___ I will read for thirty minutes every day. |
| 2. I'd like to get better at soccer. | ___ I will be friendly and helpful.           |
| 3. I hope to read more books.        | ___ I will practice three times a week.       |
| 4. I want to make more friends.      | ___ I won't be afraid to raise my hand.       |

**G** Write three hopes for sixth grade.

I hope \_\_\_\_\_.

I want \_\_\_\_\_.

I'd like \_\_\_\_\_.

**H** Work in groups. Present your ideas and make promises.

I hope to improve at math.

What will you do?

I will do all my homework.



**A** Look at the poster and mark (✓) what a SMART goal is.

It is a **S**pecific goal that you can **M**easure and **A**chieve. It is **R**ealistic and it has a **T**ime limit.

It is a goal related to **S**peaking, **M**ath, **A**rt, **R**eading, or **T**echnology.



● Listen and check your answer. 4

**B** Listen again and match the goals to the descriptions.

- |   |                          |
|---|--------------------------|
| 1. I want to get better at math.                    | ___ It has a time limit. |
| 2. You want to study an extra thirty minutes a day. | ___ It's impossible.     |
| 3. I will learn Spanish in three weeks.             | ___ It's not specific.   |
| 4. I will do it by the end of sixth grade.          | ___ It's measurable.     |

**C** Mark the goals **S** (SMART) or **O** (ordinary).

- |  |  |
|--|--|
| 1. I want to get good grades. ___                                      | 4. I want to make a new friend. ___            |
| 2. I will read for twenty minutes a day. ___                           | 5. I will try a new sport. ___                 |
| 3. I want to give my homework in on time for the rest of the year. ___ | 6. I will take karate lessons in November. ___ |

**D** Work in pairs. Think of SMART goals for each of the areas and make a poster.

- |                     |            |
|---------------------|------------|
| 1. A school subject | 3. A hobby |
| 2. Home             | 4. Friends |

**E** Work in groups. Present your posters.



7



**SPECIAL OCCASIONS**

# PICNIC TIME

Ms. Denton has an announcement.



IT'S THE BACK-TO-SCHOOL PICNIC ON FRIDAY. REMEMBER TO BRING A HEALTHY DISH.

WE HAVE TO BRING DESSERT.

That evening...



WHAT HEALTHY DESSERT CAN I TAKE TO THE PICNIC?

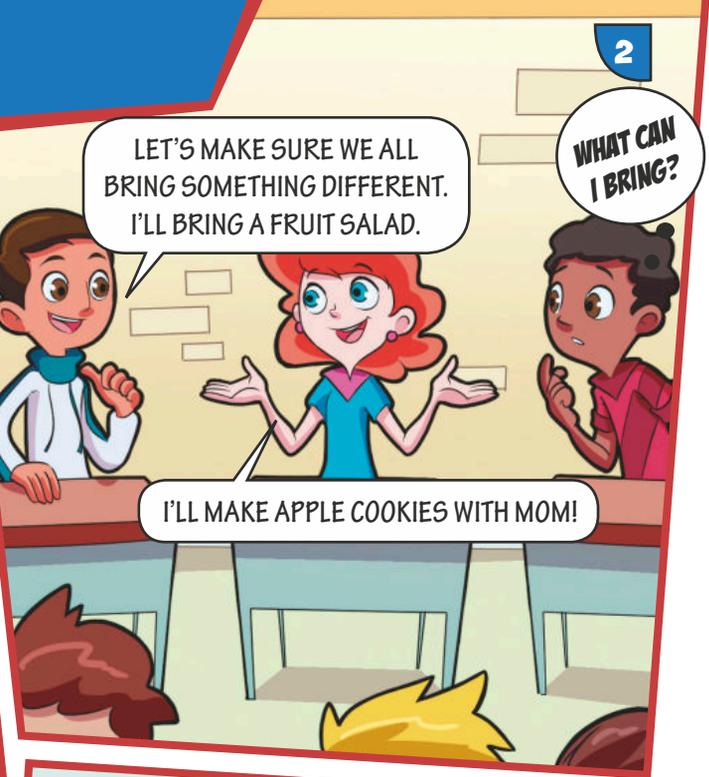
LET'S MAKE SOME CHOCOLATE ORANGE BREAD!

## A Read and answer the questions.

1. What type of dish is chocolate orange bread? \_\_\_\_\_
2. How does Jayden's mom describe it?  
\_\_\_\_\_
3. Where are the oranges?  
\_\_\_\_\_
4. Which ingredient is not necessary?  
\_\_\_\_\_

## B Make notes about how the characters cooperate.

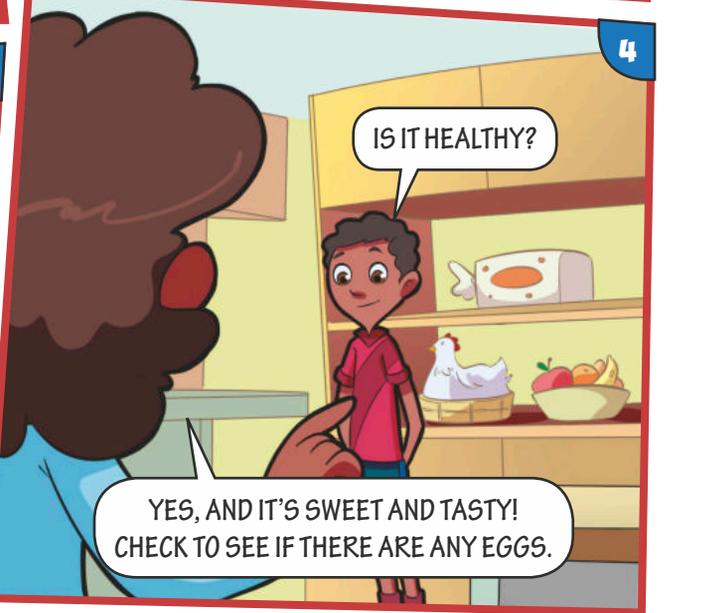
The class	Jayden and his mom



LET'S MAKE SURE WE ALL BRING SOMETHING DIFFERENT. I'LL BRING A FRUIT SALAD.

WHAT CAN I BRING?

I'LL MAKE APPLE COOKIES WITH MOM!



IS IT HEALTHY?

YES, AND IT'S SWEET AND TASTY! CHECK TO SEE IF THERE ARE ANY EGGS.



**C** Read again and categorize the food and ingredients.

Sweet	Not sweet

**E** Work in pairs. Describe a dessert you like. Say what ingredients it has.

Chocolate cake is delicious. It has...



**D** Work in pairs. Identify what Jayden and his mom need to buy.



**A** Listen to the food program and match the celebrations to the map. 📣<sup>6</sup>

1. Winter Solstice    2. Easter    3. Midsummer    4. Independence



**B** Listen again and match the columns.

- |   |                                       |
|---|---------------------------------------|
| 1. Chileans eat at...                   | ___ very short summers.               |
| 2. Empanada fillings can be...          | ___ cheese, butter, fruits, and nuts. |
| 3. Red beans...                         | ___ Orthodox churches.                |
| 4. In Sweden, there are...              | ___ picnics and barbecues.            |
| 5. Russian cakes are in the shape of... | ___ chase away evil spirits.          |
| 6. A <i>pashka</i> contains...          | ___ meat, fruit, olives, or eggs.     |

**C** Listen and underline the stressed syllable of the highlighted words. 📣<sup>7</sup>

1. People eat a lot of juicy beef.                      2. Mmm, delicious!

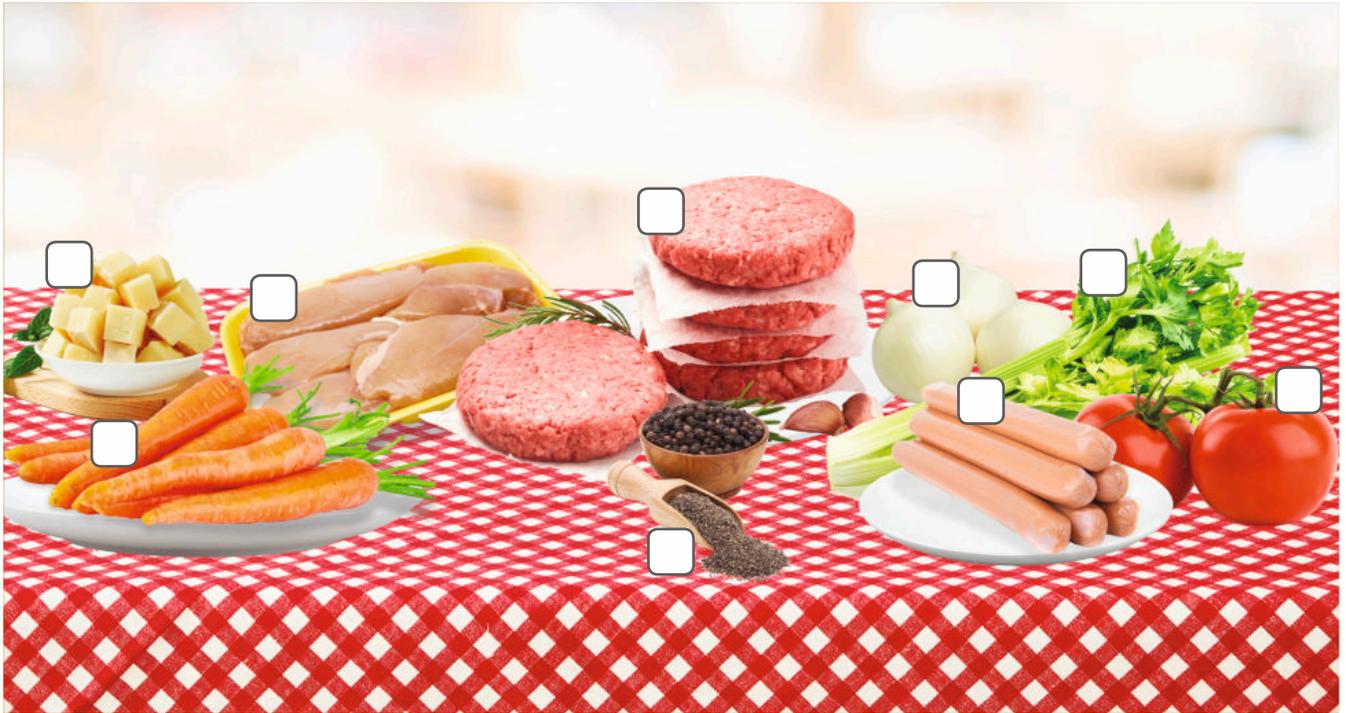
● Add the highlighted words to the lists.

1. yummy, tasty, \_\_\_\_\_                      2. delightful, nutritious \_\_\_\_\_

● Work in pairs. Describe the foods in the pictures. 🗣️

How much cheese is there? A **little**.  
How many do we need? **A lot**.

**D** Listen to the conversation and mark (✓) the food the family has. 📢<sup>8</sup>



**•** Listen again and cross out the items they do not need to buy.

Cups
Plates
Vegetarian sausages
Burgers
Sausages
Knives and forks
Cheese
Chicken
Bread rolls

**E** Circle the correct options.

- How **much** / **many** burgers do we have?
- Around twenty. There is **some** / **a few** cheese and **a lot of** / **a few** ketchup.
- How **much** / **many** cheese is there?
- I don't know exactly. **A little** / **a few**.
- Is there **a** / **any** healthy food?
- There are **some** / **a little** tomatoes and a **little** / **a few** cucumbers.

**F** Work in groups. Organize a barbecue for you and your friends. Make a list of what you need. 🗨️

How many plates do we need?

And we need some cups.

A lot. There are fifty people coming.



**A** Read the leaflet and decide if you eat healthily at parties.

## Healthy Party Plates



### Fruit

First, there should be plenty of fruit. Sliced fruits of different colors are attractive and tasty. Whole or sliced fruits are better than juice, because squeezed fruits lose some of their nutrients.



### Vegetables

The more vegetables, the better! Chop some celery or carrots or make a creamy vegetable dip. Potatoes can raise blood sugar levels, so don't eat too many fries.



### Grains

As for grains, whole wheat bread, brown rice, and whole grain pasta are great alternatives to foods made of white flour. Here is a party idea: use a whole grain muffin to make the base for a mini-pizza!



### Protein

Finally, pile up the protein! Eat beans, peas, nuts, fish, eggs, and poultry. Burgers are a great party food, but avoid too much red meat. Why not try a turkey or bean burger?

Make sure there are enough healthy options at your party!

**B** Write a food, drink, or ingredient the leaflet does not recommend.

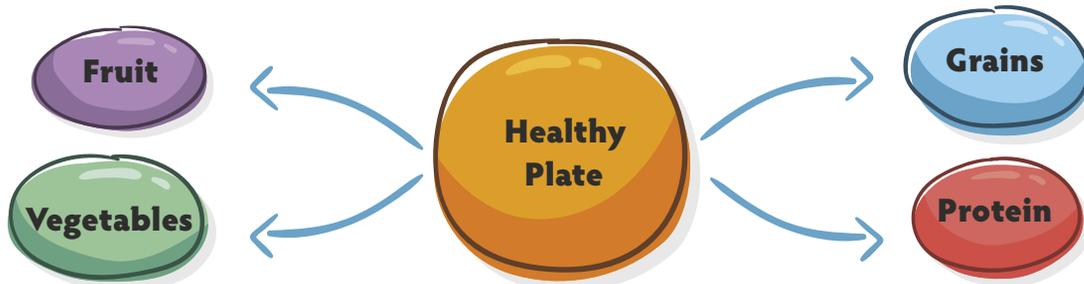
1. fruit: \_\_\_\_\_

3. grains: \_\_\_\_\_

2. vegetables: \_\_\_\_\_

4. protein: \_\_\_\_\_

**C** Copy and complete the chart with types of food. Add more. 



**D** Work in pairs. Use the cutouts on page 119 to build a healthy plate. 

# LOOK!

Make sure there are **enough** healthy options. Don't eat **too** many fries.

**E** Listen to the conversation at a party and label the pictures with the food groups. 📢



**Boats**

1. \_\_\_\_\_



**Cookies**

2. \_\_\_\_\_



**Kebabs**

3. \_\_\_\_\_



**Burgers**

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

● Write the name of the dish next to the ingredients.

1. fruit \_\_\_\_\_

2. tuna and cheese \_\_\_\_\_

3. oats and honey \_\_\_\_\_

4. beans and peppers \_\_\_\_\_

**F** Circle the correct options.

1. There is **too** / **enough** for everyone.

4. They don't have **too** / **enough** sugar.

2. Don't eat **too** / **enough** many cookies.

5. I'm **too** / **enough** full.

3. They aren't sweet **too** / **enough** for me.

6. It's **too** / **enough** much food!

**G** Work in groups. Invent a party menu. Create a dish for each food group. ⚙️

Fruits	Vegetables	Grains	Protein

● Present your party menu to another group. Listen and give feedback. 🗣️

There isn't enough fruit.

There's too much meat!



**A** Read the personal narrative and label the paragraphs.

1. Other Features

2. History

3. Food

## Thanksgiving

In the United States, on the fourth Thursday of November, it is Thanksgiving. This is a national holiday **that** honors the first English settlers. In 1621, the settlers had a harvest feast with the native people **who** helped them grow their crops.

Today, many people call Thanksgiving "Turkey Day" because we all eat turkey! Other traditional foods include sweet potatoes, cornbread, and cranberry sauce. For dessert, we usually have a delicious pumpkin pie with cream. There is a lot of food. I always eat too much and get full.

It is common to spend time with your family on Thanksgiving. An uncle who lives in another city always visits us at this time. We also donate some food to a homeless shelter. Many people do not have enough food, and Thanksgiving is a time for sharing. Thanksgiving is my favorite holiday!



**B** Read again and answer the questions.

1. Why do people celebrate Thanksgiving? \_\_\_\_\_
2. What problem does the writer have with the food? \_\_\_\_\_
3. Who does the writer share the day with? \_\_\_\_\_

**C** Complete the sentences with the words in bold in the narrative.

1. On Thanksgiving, the food \_\_\_\_\_ most people eat is turkey.
  2. Many people visit family members \_\_\_\_\_ they do not usually see.
  3. Thanksgiving is a holiday \_\_\_\_\_ people all over the country celebrate.
  4. Volunteers \_\_\_\_\_ work in shelters serve food to homeless people.
- **Work in pairs. Summarize Thanksgiving using *who* and *that*.**   
*Thanksgiving is a celebration that...*

# LOOK!

This is a national holiday **that** honors the first settlers. The native people **who** helped them grow their crops.

**D** Choose a holiday or occasion you enjoy.



Independence Day



Birthday



Christmas



Picnic

● Make notes in the chart.

**Special occasion**

**Description** (where, when, why)

**Food** (some, a few, a little, a lot, too much/many, etc.)

**Other features** (activities, who with, feelings)

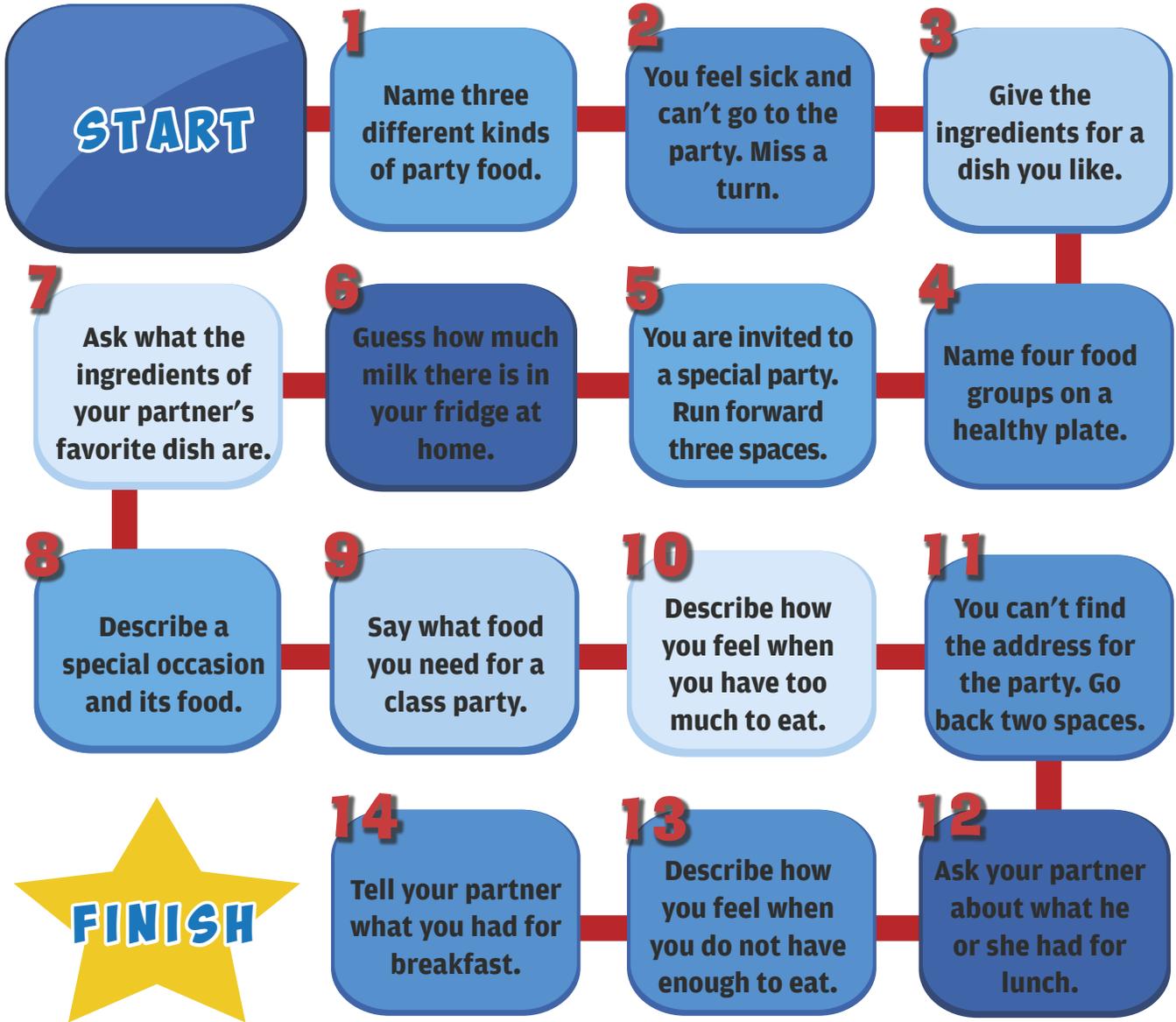
**Personal opinion**

● Use your notes, the model on page 18, and the tips to write a personal narrative.

1. Use adverbs of frequency and the present tense to describe routines and habits.
2. Add details about people and things using *who* and *that*.



● Use a coin.

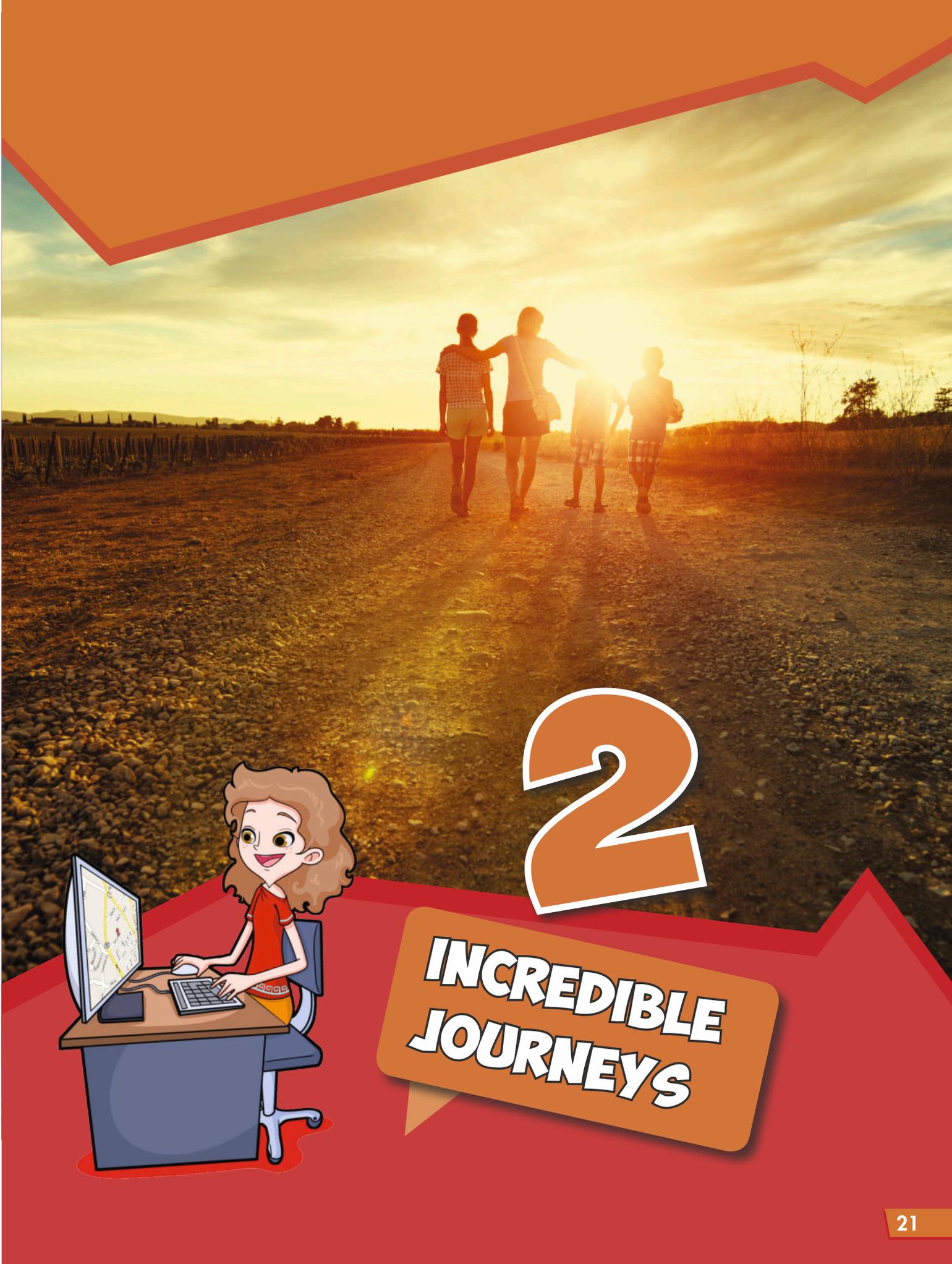


## CHECK IT!

I can...	Got It (✓)
● ask about and describe the quantity of food.	<input type="checkbox"/>
● express degrees and amounts.	<input type="checkbox"/>
● add details.	<input type="checkbox"/>

**VALUE!**

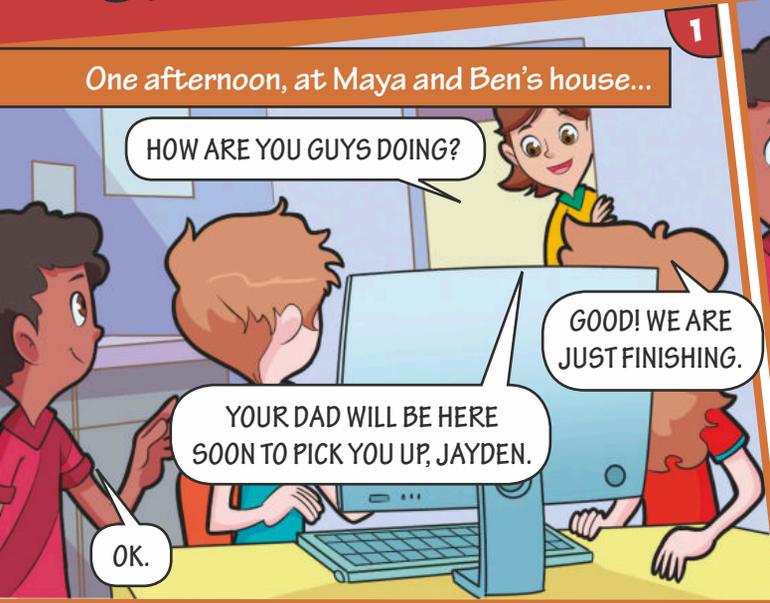
Work together!



2

**INCREDIBLE  
JOURNEYS**

One afternoon, at Maya and Ben's house...



HOW ARE YOU GUYS DOING?

GOOD! WE ARE JUST FINISHING.

YOUR DAD WILL BE HERE SOON TO PICK YOU UP, JAYDEN.

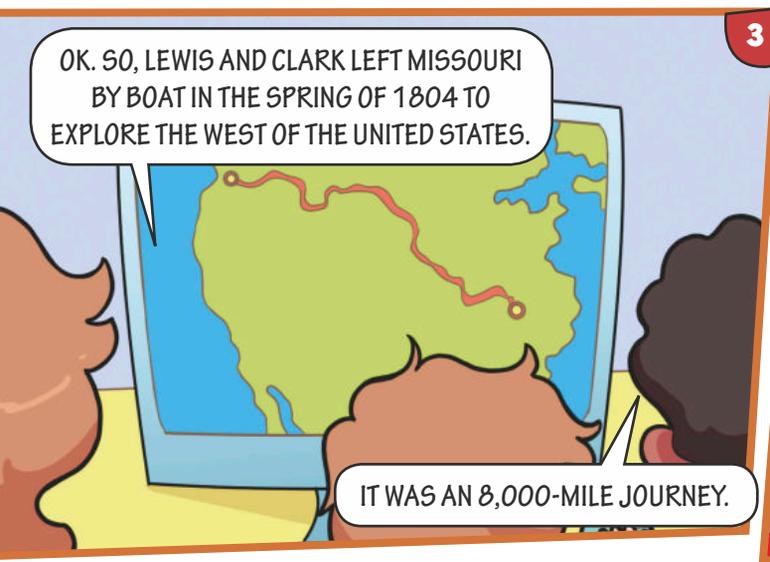
OK.



THIS PROJECT ON GREAT EXPLORERS HAS BEEN FUN.

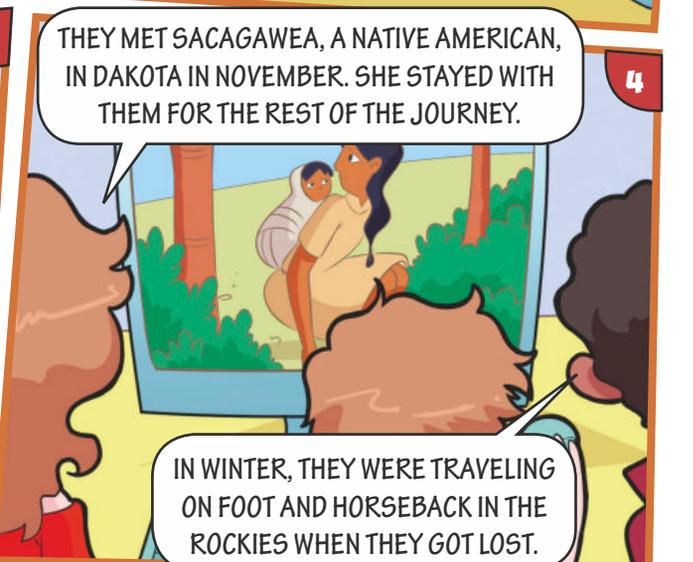
YEAH. I DIDN'T KNOW ANYTHING ABOUT MERIWETHER LEWIS AND WILLIAM CLARK.

LET'S QUICKLY CHECK THE PRESENTATION AGAIN, BEN.



OK. SO, LEWIS AND CLARK LEFT MISSOURI BY BOAT IN THE SPRING OF 1804 TO EXPLORE THE WEST OF THE UNITED STATES.

IT WAS AN 8,000-MILE JOURNEY.



THEY MET SACAGAWEA, A NATIVE AMERICAN, IN DAKOTA IN NOVEMBER. SHE STAYED WITH THEM FOR THE REST OF THE JOURNEY.

IN WINTER, THEY WERE TRAVELING ON FOOT AND HORSEBACK IN THE ROCKIES WHEN THEY GOT LOST.

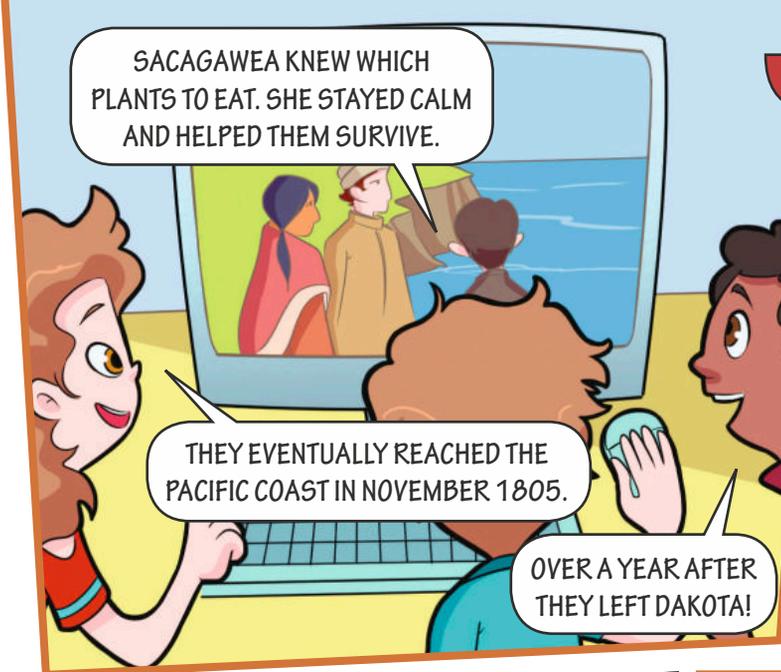
**A** Read and complete the sentences with the names of the characters.

1. \_\_\_\_\_ gets lost in his car.
2. \_\_\_\_\_ did not know about Lewis and Clark before the project.
3. \_\_\_\_\_ helps Lewis and Clark on their expedition.
4. \_\_\_\_\_ left Missouri in 1804.
5. \_\_\_\_\_ wants to check the presentation again.

**B** Make notes about how the characters reacted to getting lost. 

Sacagawea	Jayden's dad

**C** Work in pairs. Decide what is the best thing to do if you get lost. 



**D** Read again and label the methods of transportation.



on \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

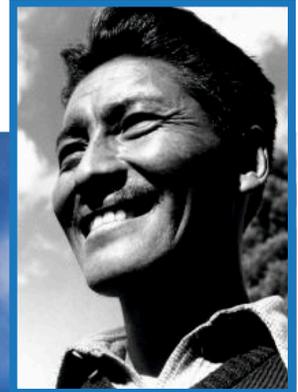
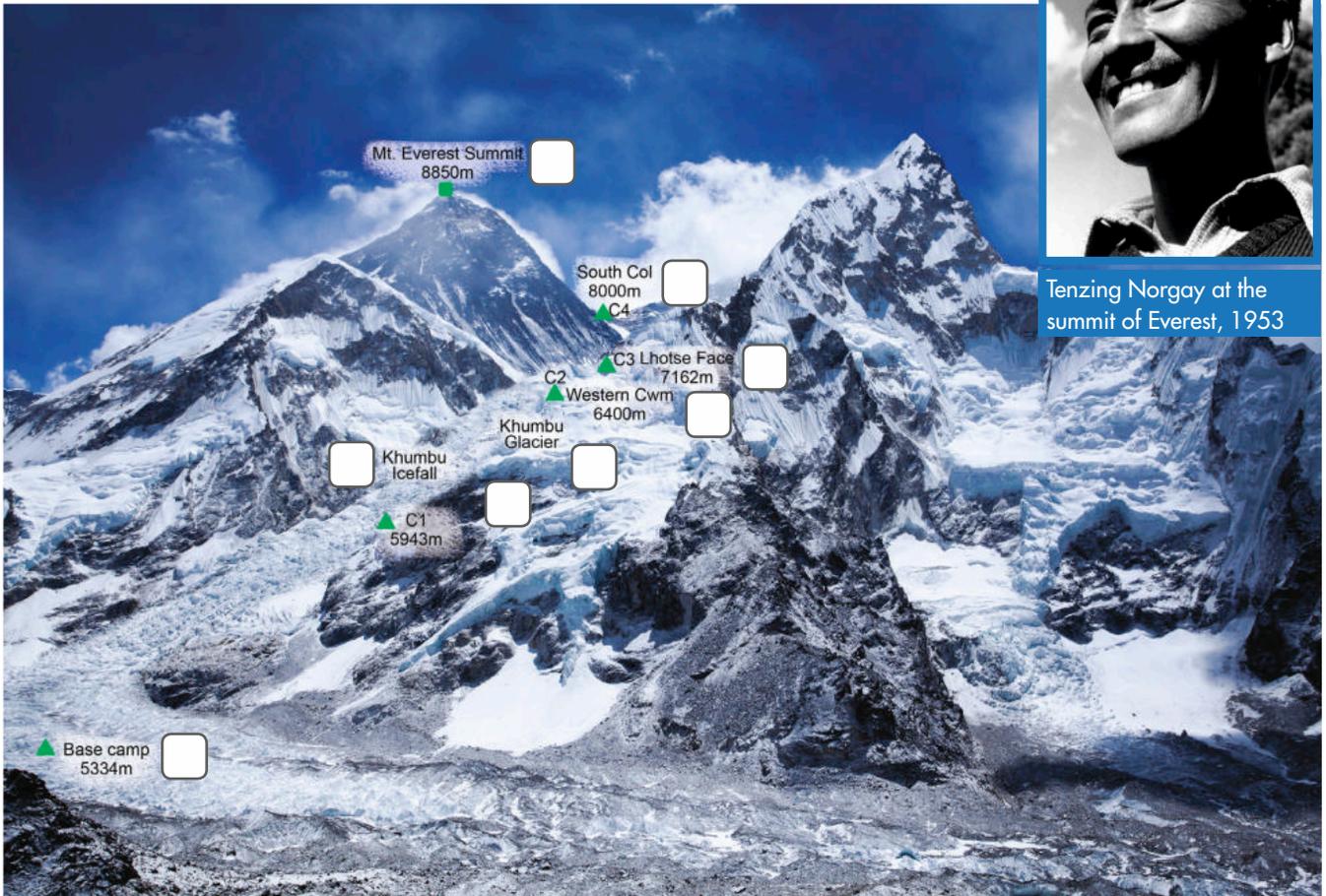
**E** Work in pairs. Summarize Lewis and Clark's expedition.

1. Where did they go?
2. How far was it and how long did it take?
3. What methods of transportation did they use?

● Use the questions to describe a long journey you have been on.



**A** Listen to the presentation and draw the climbers' route.  11



Tenzing Norgay at the summit of Everest, 1953

● Listen again and mark (✓) the places where the climbers camped.

**B** Look at the map and the pictures and complete the fact file.



**Name:** 1) \_\_\_\_\_

**Height:** 2) \_\_\_\_\_

**First climbed by:** Edmund Hillary and

3) \_\_\_\_\_

**Year:** 4) \_\_\_\_\_

**C** Listen and focus on the highlighted words. Mark (✓) the sentences where you hear the final "t" sound.  12

1. They weren't successful. \_\_\_\_
2. It wasn't easy. \_\_\_\_
3. The team didn't join Hillary. \_\_\_\_

**D** Work in pairs. Role-play an interview with Edmund Hillary or Tenzing Norgay. 

Were you scared?

No, we weren't scared.

## LOOK!

They were waiting **while** Hillary and Norgay were climbing. He was holding his axe **when** Hillary took his picture.

### E Read and complete the text with the questions.

When did she climb Mount Everest?  
What happened on the trip?  
Why did she become a mountaineer?  
Who was she?

1) \_\_\_\_\_

A mountaineer from Japan.

#### Why is she famous?

She was the first woman to climb Mount Everest.

2) \_\_\_\_\_

In May, 1975, when she was thirty-five.

#### How did she do it?

She was working as an editor **when** she decided to do it. She gave piano lessons to raise the money.

3) \_\_\_\_\_

An avalanche buried the team **while** they were camping near the summit. She was unconscious for a short time.



Junko Tabei 1939-2016

#### Was she always interested in climbing?

No. While she was growing up, her family was very poor. She was "a weak child."

4) \_\_\_\_\_

She was taking part in a school field trip on Mount Asahi **when** she became interested. She was ten years old.

### F Complete the sentences with the words in bold in activity E.

1. Junko Tabei was thirty-five \_\_\_\_\_ she climbed Everest.
2. She saved money \_\_\_\_\_ she was working as an editor.
3. They were at camp \_\_\_\_\_ the avalanche was coming towards them.
4. She was on a school trip \_\_\_\_\_ she climbed Mount Asahi.

### G Complete the chart about Junko Tabei.

#### Achievements

#### Personality

I think...

#### Evidence

She was... when/while

### H Work in pairs. Make a presentation of Junko Tabei.



**A** Read the first part of the story and make notes in the chart.



## Around the World in Eighty Days

Adapted from the original  
story by Jules Verne

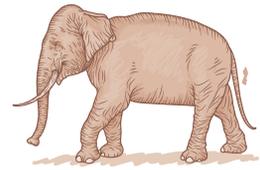
It was October 2, 1872, when Phileas Fogg decided to go on a journey. He went to the Reform Club in London, where his friends were looking at a newspaper article.

“There is a new railway in India,” said one man. “Apparently, it is possible to travel around the world in eighty days!” They could not believe it.

“I’ll do it,” Phileas replied. “I bet you 20,000 pounds that I can do it.” His friends agreed to the bet. So Phileas called his servant Jean. While Phileas was making a timetable, Jean began to pack.

The first stage of the journey was a seven-day trip by train and boat to Suez. From there, they boarded the steamboat to Bombay. On the boat, Jean realized that a mysterious man was watching them.

They soon arrived in Bombay, where they caught a train to Calcutta. However, the railway was still under construction. So Phileas thought for a moment and decided to hire an elephant with a guide.



Setting (where, when)



Plot (story)



Events (what happens)

**B** Answer the questions about the story.

1. Why did Phileas decide to travel around the world?  
\_\_\_\_\_
2. What places did they go to?  
\_\_\_\_\_
3. What methods of transportation did they use?  
\_\_\_\_\_

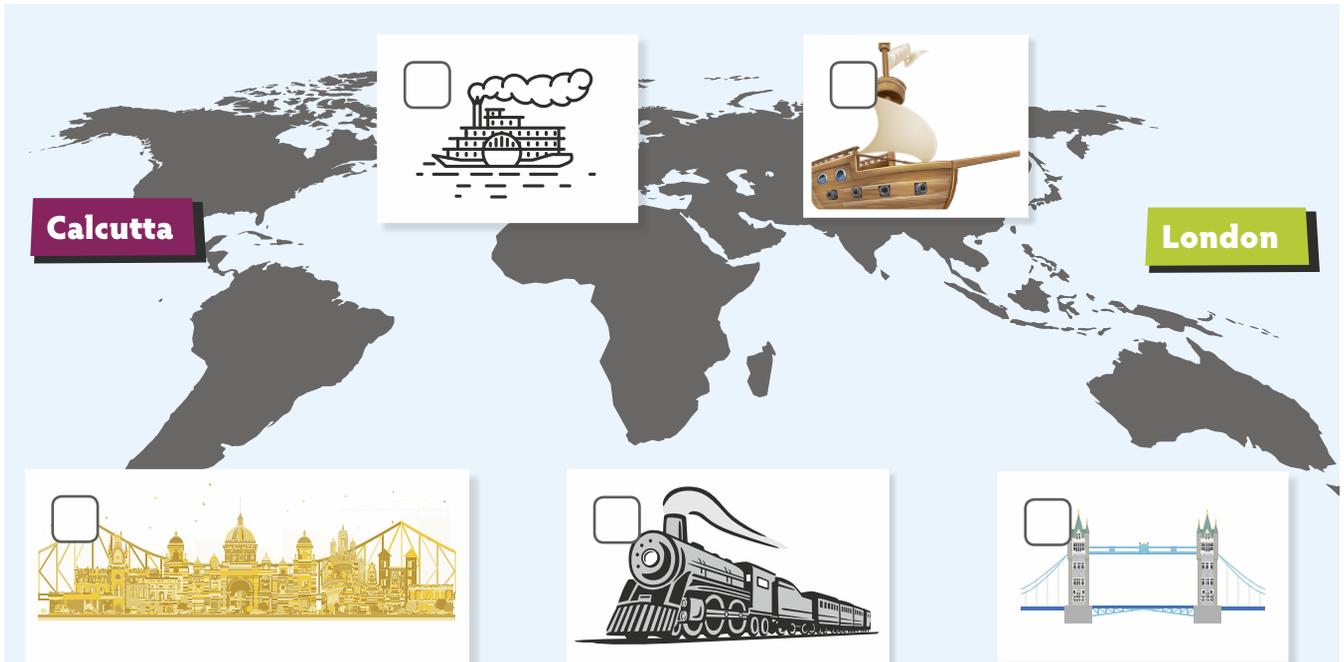
**C** Work in pairs. Identify a problem Phileas has on the journey and his reaction. 

**LOOK!**

It was 1872 **when** Phileas decided to go on a journey. They soon arrived in Bombay, **where** they caught a train to Calcutta.

**D** Listen to the second part of the story and number the route in order.  13

1. Yokohama
2. Liverpool
3. Hong Kong
4. London
5. New York
6. San Francisco



**E** Listen again and circle the correct options.

1. Phileas scared **the priests/Aouda** away.
2. Inspector Fix wanted to arrest **Phileas/Jean**.
3. **Bandits/Inspector Fix** attacked the train to New York.
4. Jean realized they traveled **east/west**.
5. They arrived in London **too late/on time**.

**F** Complete the sentences with **where** or **when**.

1. Phileas saw \_\_\_\_\_ the priests were preparing to burn Aouda.
2. Jean was asleep \_\_\_\_\_ the boat left for San Francisco.
3. Yokohama was the place \_\_\_\_\_ the steamers left from.
4. There was a terrible storm \_\_\_\_\_ they crossed the Atlantic.
5. They ran to the Reform Club \_\_\_\_\_ Phileas's friends were waiting.

**G** Work in pairs. Retell the story. Use the cutouts on page 117.



**A** Read the email and number the pictures in order. 

New message — ×

---

To: Evan Daniels

---

From: Dan Smith

---

Subject: Long weekend at the beach

---

Hi Evan,

I've finally arrived at the beach with my family! It was a very long journey.

We left the bus station at 6 a.m., so I went to sleep. I was still sleeping when the bus suddenly stopped. We were in the mountains and there were cows all around the bus!

After about half an hour, we started again. We went down to the coast. It was scary in parts, because we were driving around curves with 100-meter drops on each side!

Then, at the bottom, the bus broke down! All the passengers got off and stood by the side of the road. The driver tried to fix the bus while we were waiting, but soon a tow truck came to take it away. An hour later, another bus came to pick us up. We eventually got here after seven hours. I need a swim!

Dan



Send  |   | 

**B** Answer the questions.

1. When did they leave the bus station? \_\_\_\_\_
2. How long did the cows stop the bus? \_\_\_\_\_
3. What happened after the bus got to the bottom of the hill? \_\_\_\_\_
4. How long did they wait for another bus? \_\_\_\_\_
5. What was the total journey time? \_\_\_\_\_

● **Underline the phrases in the mail that helped you answer the questions.**

**LOOK!**

After about an hour... An hour later... Eventually ...

**C** Think about a difficult or interesting journey you made. Make notes in the chart.

**Setting of the journey** (where did you go, when, why)

**People on the journey**

**What happened**

**Detail 1**

**Detail 2**

**Detail 3**

**D** Plan an email. Answer the questions.

1. Who are you going to write to? \_\_\_\_\_
2. What tone will you use (happy, serious, funny, etc.)? \_\_\_\_\_
3. How will you start the email? \_\_\_\_\_
4. How will you end the email? \_\_\_\_\_

**E** Write your email. Use the model on page 28 and your notes.

New message

Send | 📎 | +

# GOT IT!



**Heads** = 1 space  
**Tails** = 2 spaces

● Use a coin.

**START**

2 Cars = roads, trains = ?

3 You did not use your GPS! Go back to the start.

4 Someone who leads or directs the way is a...?

5 Where were you going when you last got lost?

10 Describe your journey to school this morning.

9 An avalanche buried Junko's team ... they were camping.

8 Name two famous journeys or expeditions.

7 What were you doing while you were coming to school?

6 Name four methods of transportation.

11 You get lost. Go back two spaces.

12 By train, ... foot

13 What is another word for *schedule*?

14 Talk about how to stay calm when you get lost.

15 When and how did you last visit someone else's home?

**FINISH**

19 Tenzing was smiling ... Edmund took his picture.

18 Describe a long journey you made.

17 On horseback, ... boat

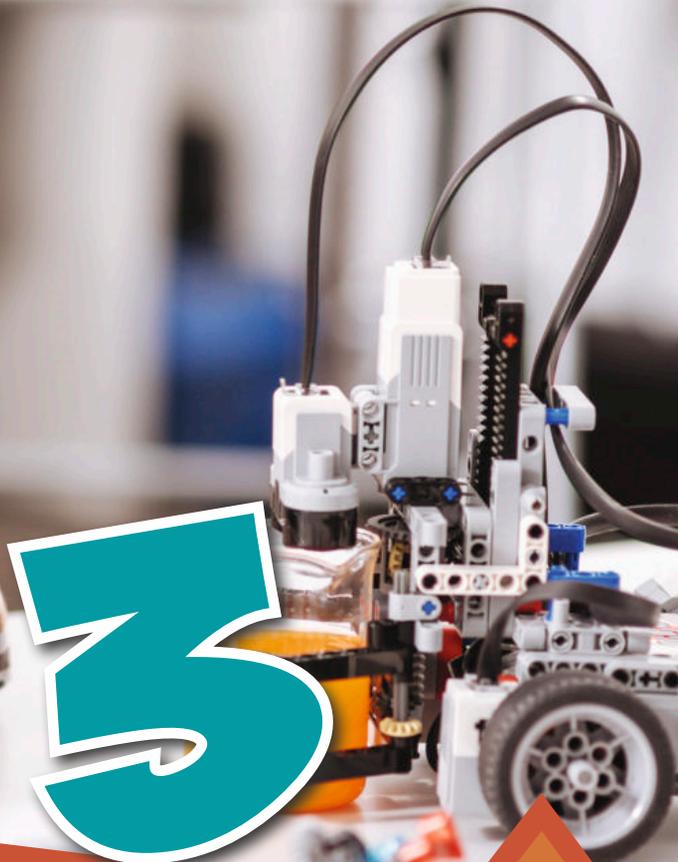
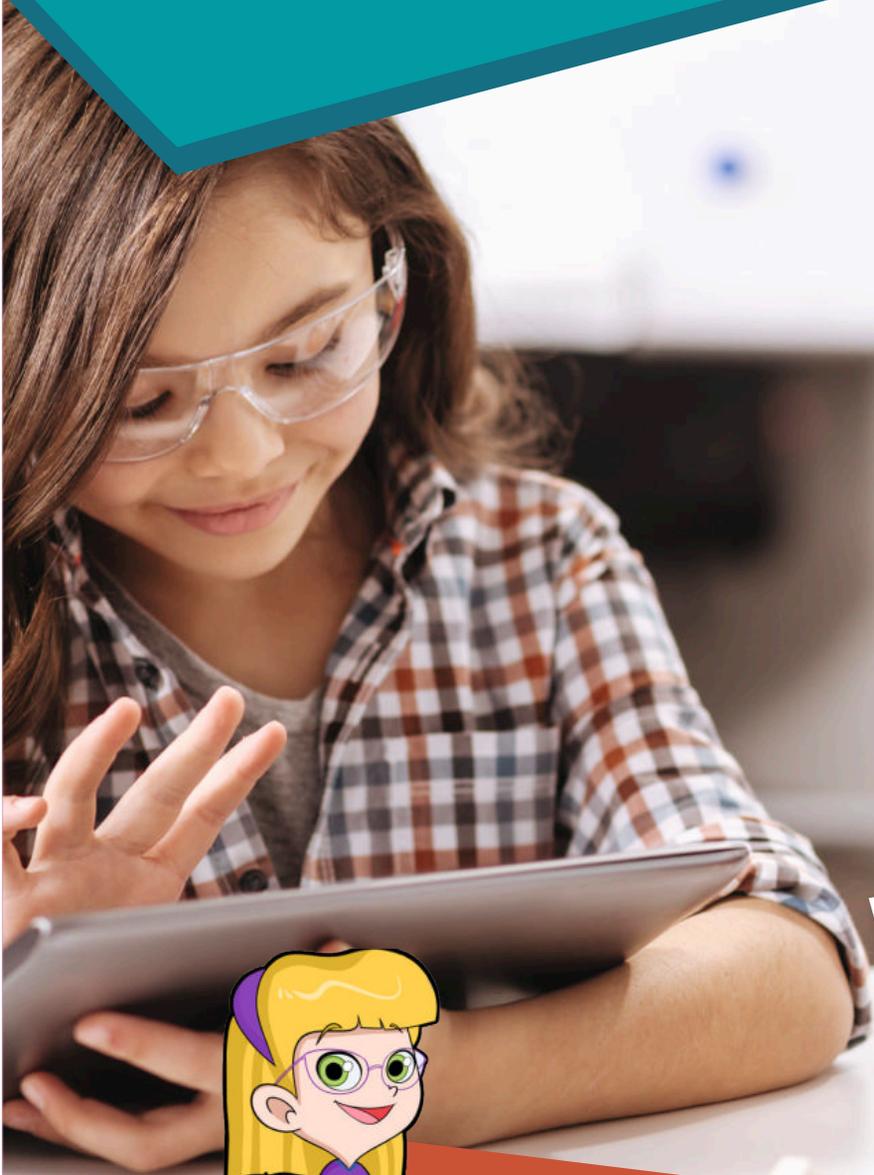
16 You can see the Pacific Ocean! Go forward three spaces.

## CHECK IT!

I can...	Got It (✓)
● describe past events.	<input type="checkbox"/>
● express interrupted and ongoing actions in the past.	<input type="checkbox"/>
● narrate a story.	<input type="checkbox"/>

**VALUE!**

Stay calm.



3



**FUTURE LIVES**

# THE SCIENCE FAIR



WHAT'S THE PURPOSE OF YOUR PROJECT?

2

The class are working in project groups.

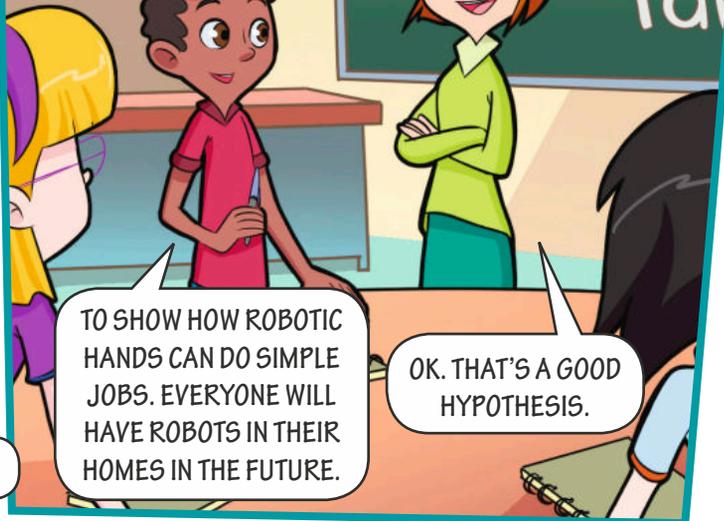
1

WHAT ARE WE GOING TO DO FOR THE SCIENCE FAIR?

LET'S BUILD A ROBOTIC HAND!

COOL IDEA!

IT SOUNDS A BIT DIFFICULT, BUT OK.



TO SHOW HOW ROBOTIC HANDS CAN DO SIMPLE JOBS. EVERYONE WILL HAVE ROBOTS IN THEIR HOMES IN THE FUTURE.

OK. THAT'S A GOOD HYPOTHESIS.

The following week...

3

TURN IT INTO A QUESTION AND YOU HAVE YOUR PROJECT.

WILL ROBOTS HELP AROUND THE HOME?

GOOD! NOW, WHAT MATERIALS DO YOU NEED? SCISSORS, PAPER, GLUE... WHAT ELSE?

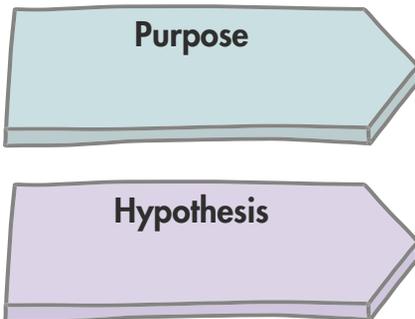
AARGH! I CAN'T GET THE THREAD THROUGH THE STRAWS!

WE NEED BIGGER NEEDLES.

DON'T GIVE UP. WE WILL DO THIS!

4

**A** Read and complete the diagram.



THE ROBOTIC HAND

Results

Question

Conclusion

**B** Work in pairs. Identify a problem and solution in the story.  

An hour later...

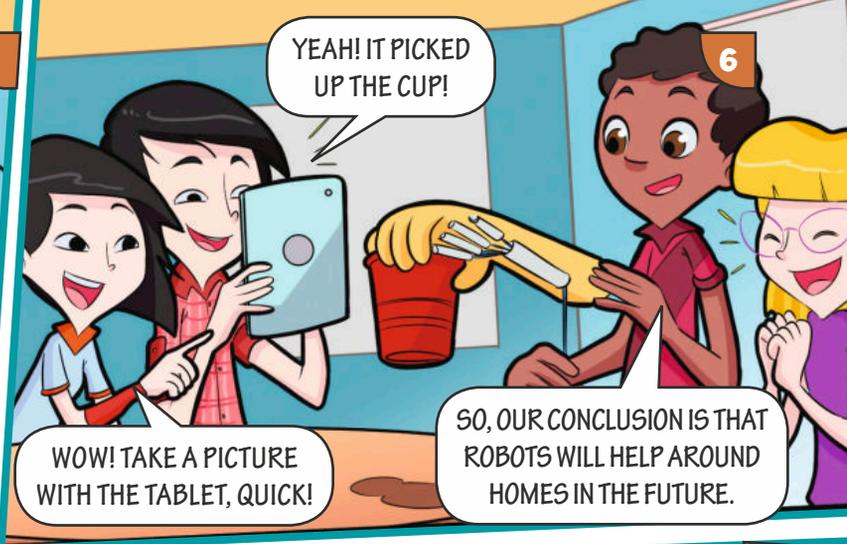
5



COOL! IT'S WORKING. LET'S SEE IF IT CAN PICK UP THIS PLASTIC CUP.

YEAH! IT PICKED UP THE CUP!

6



WOW! TAKE A PICTURE WITH THE TABLET, QUICK!

SO, OUR CONCLUSION IS THAT ROBOTS WILL HELP AROUND HOMES IN THE FUTURE.

At the science fair...

7



COME AND SEE OUR ROBOTIC HAND!

LET ME PUT THAT IN THE TRASH.

HA HA.

I DIDN'T LIKE THIS PROJECT AT FIRST. BUT NOW I AM GOING TO STUDY ELECTRONICS WHEN I GO TO COLLEGE.

8



GOOD IDEA!

**C** Read again and write a list of materials.

Materials

---

---

---

---

---

---

---

---

**D** Complete the sentences with the materials.

1. First, use the \_\_\_\_\_ to cut out the shape of the hand.
2. Then cut the \_\_\_\_\_ to make parts of fingers.
3. Stick the fingers to the hand with \_\_\_\_\_.
4. Use a big \_\_\_\_\_ to put a thread through the fingers and attach the ends.
5. Pull the \_\_\_\_\_ to move the fingers!

● Work in pairs. Describe how to make a robotic hand.



**A** Complete the rap with the words in the box. Then listen and check. 📢 15

drones eat physical home turn time you bring



## The Future Rap

What types of gadgets will the future 1) \_\_\_\_\_?  
Technology will change everything.  
There won't be time to get too 2) \_\_\_\_\_,  
I'm gonna be ready to go all digital!

How will we shop, what will we 3) \_\_\_\_\_?

We won't go out or walk down the street.  
We'll use apps to order from our smartphones,  
And we'll receive all our things from mini  
4) \_\_\_\_\_.

How will we travel, how will we learn?

Flying cars will have their 5) \_\_\_\_\_.

We won't go to school, we'll study alone,  
Holograms will teach us when we're at 6) \_\_\_\_\_.

How will we control this information, what will we do?  
Terabytes and satellites will save it for 7) \_\_\_\_\_.

Now this rap's over, I have to go offline,  
The future is now, there ain't no 8) \_\_\_\_\_!



**B** Label the pairs of images.

Saving Information    Travel and Education    Shopping

• Work in pairs. Say if you agree with the predictions. Give reasons. 🗨️

**C** Write the contractions from the rap.

1. going to \_\_\_\_\_.
2. will \_\_\_\_\_.
3. is not \_\_\_\_\_.

**D** Work in pairs. Practice another stanza using contractions. 🗨️

Technology is here, there **is not** any choice,  
I'm **going to** use it because I want a voice.  
**I will** need to study math, and electronics too,  
And learn how to program, that's what **I will** do.

I'm **going to** study journalism.  
This invention **will** help me.

**E** Read and complete the project poster.

Travel Translator Hologram Weather

# FUTURE GADGETS PROJECT

## My Invention: A Smart Watch of the Future

### Reason for My Invention

When I leave school, I want to be a journalist. I am going to study journalism at college. I am going to travel a lot when I get a job, so this invention will help me.

1. \_\_\_\_\_ I will miss my family when I travel, so we are going to stay in contact. This feature will let me see people in 3D from any part of the world.

2. \_\_\_\_\_ This will automatically call taxis and remind me of flights.



3. \_\_\_\_\_ Global warming won't stop. This app will provide weather warnings.

4. \_\_\_\_\_ I'm going to visit many countries, so this feature will respond to voices and immediately translate all languages.

**F** Label the sentences *PL* (Plan) or *PR* (Prediction).

1. I'm going to study journalism. \_\_\_\_
2. I will miss my family. \_\_\_\_
3. I'm going to travel a lot. \_\_\_\_
4. Global warming won't stop. \_\_\_\_

● Work in pairs. Find more examples of plans and predictions in the poster.

**G** Work in groups. Make a poster for a new gadget. Follow the guidelines.

1. Think of reasons for your gadget. Why do you need it and what do you plan to do with it?
2. Draw a picture and describe its functions. What will it do?



**A** Read and complete the article with the subtitles.

Virtual Reality   Robots   Wearable Technology

## The Future of Technology

Technology has changed the way we live. Can you imagine a world without smartphones, social media, and digital entertainment? How might technology change in the future? Here is what the experts think.

1) \_\_\_\_\_

The next generation will look and act more human. Scientists are working on machines that have hair and skin and can perform tasks like surgery. But robots won't only look like humans. Pets of the future might be robots with artificial intelligence!

2) \_\_\_\_\_

Today, bracelets and smart watches give us information about our health. In the future, we could have shirts that measure our temperature and heart rate. Sensors in the fabric will stimulate us to make us feel comfortable!

3) \_\_\_\_\_

Special headsets simulate environments to make us feel like we are actually there. It might be an imaginary scene from a video game or a real place. Schools may soon have small, light versions to give students an interactive experience in class.



- Number the pictures in order.

**B** Read again and make notes in the chart.

### Technology

Robots  
-----  
Virtual reality  
-----  
Wearable technology  
-----

### Benefits

-----  
-----  
-----

**C** Write another prediction for each topic.

# LOOK!

Pets of the future **might** be robots. We **could** have shirts that measure our temperature. Schools **may** soon have small, light versions.

**D** Listen to two students talking about the future. Mark (✓) the pictures related to what they say about each topic  16

**Future World**

**Transportation**

**Health**

**School**

**Home**

**E** Listen again and mark the sentences **T** (Tom) or **J** (Jess).

1. There might be self-flying passenger planes! \_\_\_\_
2. It could really help with transplants. \_\_\_\_
3. There might be machines to see our veins, so robots can give injections. \_\_\_\_
4. Mr. Jones might not like that! \_\_\_\_
5. Home entertainment may change a lot. \_\_\_\_

**F** Write another possibility for each of the topics. Use the words in the box.

may    might    could

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**G** Work in pairs. Play the "Possibilities Challenge Game". Use the cutouts on page 115. 

There might be flying cars.  
There could be robot drivers.



**A** Read the essay and underline two dreams the author has.



## My Future

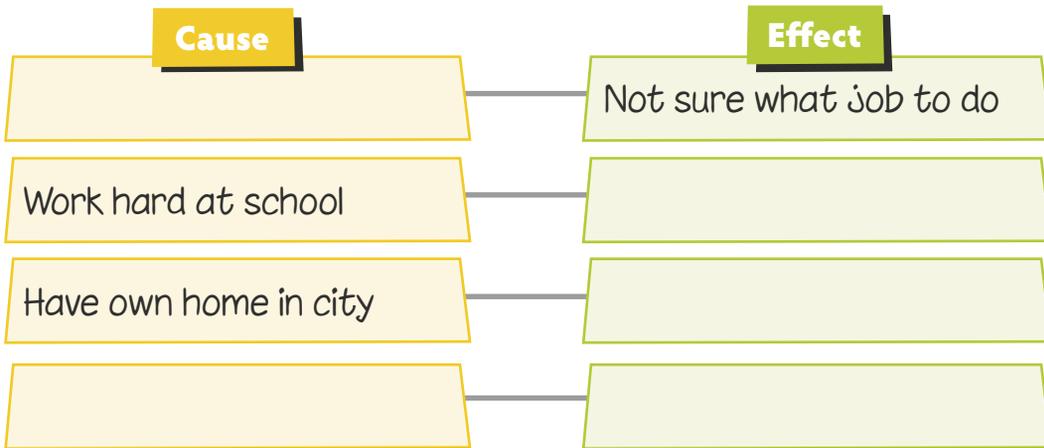
It is difficult to know what I will do in the future. My dreams change as I get older and develop other interests.

At the moment, my dream is to go to college to study medicine. However, I don't know what jobs will exist in ten or twenty years' time. Doctors might be robots in the future, and technological gadgets are changing the way we do things.

There are some things I can do now. For example, I am going to work very hard at school, especially in science and math. In a few years, I might decide to study something different to medicine, but I will still have good grades.

My main objective is to be happy. After college, I am going to save money to buy my own home in the city. I might have my own family, but I will be close to my parents and friends. I know I won't always get what I want, but I will always try my best.

**B** Read again and complete the notes in the chart.



**C** Circle a phrase in each paragraph that refers to future time.

**D** Work in pairs. Discuss how the author shows determination.

**LOOK!**

In twenty years' time...  
After... In a few years...

**E** Write a dream in each section of the diagram.



**F** Make notes about how you plan to achieve these dreams.

	Predictions and possibilities	Plans
Dream 1		
Dream 2		

**G** Write an essay about your future. Use the model on page 38 and your notes. 

# GOT IT!



Heads = 1 space  
Tails = 2 spaces

● Play with a coin.



- 1 Name a goal for this year.
- 2 What do you plan to do after school today?
- 3 Make a prediction about your future job.
- 4 What are your plans for this weekend?
- 5 Make a prediction about how schools will look in 20 years' time.
- 6 What materials do you need to make a robotic hand?
- 7 Name three electronic gadgets.
- 8 Give an example of how technology has changed how we live.
- 9 Describe two possibilities for transportation in the future.
- 10 What will happen if you study hard at school?
- 11 What do you plan to do after sixth grade?
- 12 Describe two possibilities for health in the future.
- 13 Give three examples of wearable technology.
- 14 Describe two possibilities for communication in the future.



## CHECK IT!

I can...	Got It (✓)
● ask and talk about predictions and possibilities.	<input type="checkbox"/>
● describe future plans.	<input type="checkbox"/>

**VALUE!**

Be determined.



4

**ENTERTAINMENT**

# THE CONCERT

A few minutes later...

2

A famous band is in town.

THANK YOU AND GOOD NIGHT!

OH NO! IT'S ALREADY FINISHED. MORE!

THAT WAS FANTASTIC! I WANT TO PLAY THE GUITAR LIKE THAT.

HE HASN'T FINISHED YET! LOOK, THE BAND ARE COMING BACK ON STAGE.

THERE IS THE KEYBOARD PLAYER AND THE DRUMMER.

HOORAY!

After the concert...

I THINK I'VE JUST SEEN MARCO JUPITER!!

YES, THERE HE IS!

CAN WE GO AND SPEAK TO HIM, DAD?

SURE. REMEMBER TO BE POLITE.

EXCUSE ME. WOULD YOU SIGN MY TICKET, PLEASE?

YES, SURE. DID YOU ENJOY THE CONCERT?

YES, IT WAS AWESOME. WHERE DID YOU LEARN TO PLAY THE GUITAR LIKE THAT?

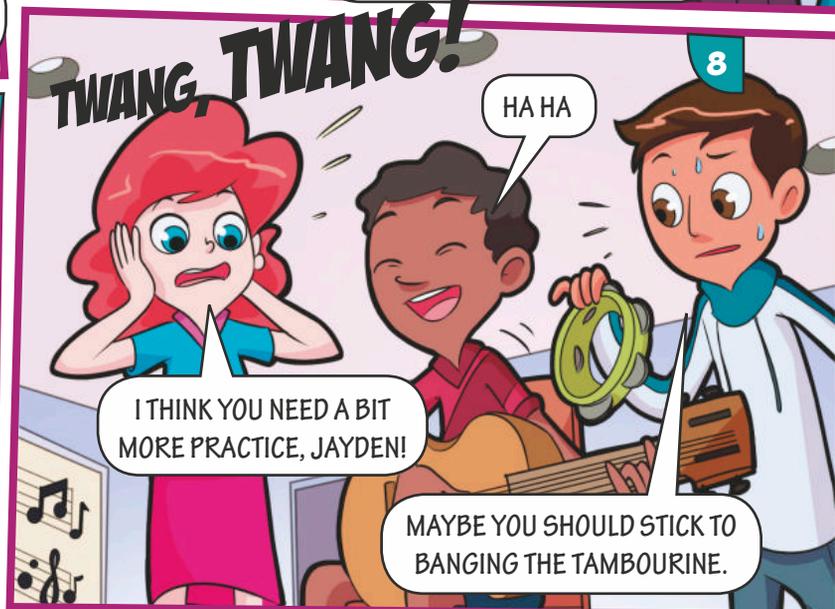
## A Read and number the events in order.

- \_\_\_ The band come back on stage.
- \_\_\_ Katie sees the singer in the entrance hall.
- \_\_\_ The singer gives Katie some advice.
- \_\_\_ Jayden tries to play the guitar.
- \_\_\_ Katie practices the guitar.
- \_\_\_ Jayden thinks the concert is over.

## B Work in groups. Discuss the questions.



1. What qualities did the singer have to learn how to play the guitar?
2. What advice does he give Katie?
3. Do you think this is good advice? Why or why not?



**C** Read again and match the columns.

1. clap            \_\_\_ a tambourine
2. pluck          \_\_\_ hands
3. strum         \_\_\_ a string
4. bang          \_\_\_ a guitar

● Work in pairs. Say who performs these actions in the story. 🗣️

**D** Make notes in the chart.

Something you can do
What you need to do to be good at it
A personal quality that helps

● Work in pairs. Ask and answer about your abilities. 🗣️



**A** Listen to the conversation and mark (✓) the answers to the survey. 18



## MUSIC SURVEY



- |   |   |   |   |
|---|---|---|---|
| 1 | What is your favorite type of music?      | <input type="checkbox"/> Rap.             | <input type="checkbox"/> Rock.          |
| 2 | How do you feel when you listen to music? | <input type="checkbox"/> Happy.           | <input type="checkbox"/> Relaxed.       |
| 3 | Who is your favorite singer or band?      | <input type="checkbox"/> Cool Division.   | <input type="checkbox"/> Twelve Dogs.   |
| 4 | Can you play an instrument?               | <input type="checkbox"/> Yes, I can.      | <input type="checkbox"/> No, I can't.   |
|   | If yes, how long have you played it?      | <input type="checkbox"/> For three years. | <input type="checkbox"/> Since April.   |
| 5 | Have you ever been to a concert?          | <input type="checkbox"/> Yes, I have.     | <input type="checkbox"/> No, I haven't. |
|   | If yes, who did you see?                  | <input type="checkbox"/> Cool Division.   | <input type="checkbox"/> Twelve Dogs.   |

**B** Listen again and mark the sentences *T* (true) or *F* (false).

- Jack only likes rap music. \_\_\_\_
- He likes listening to music while he is doing his homework. \_\_\_\_
- Cool Division has always been his favorite band. \_\_\_\_
- He has guitar lessons on the weekend. \_\_\_\_
- His dad hated the Twelve Dogs concert. \_\_\_\_



**C** Listen to the sentences and say what types of words are stressed. 19

Can you **play** an **instrument**?

Yes, I can **play** the **guitar**.

● Listen and circle the stressed words. 20

Who did you see?

I saw Twelve Dogs.

**D** Work in pairs. Ask and answer the survey questions. Find out more information.

Can you play an instrument?

Yes, I can.

What can you play?

I **have liked** rap **since** last year. How long **have** you **played** it? **For** three years. I **went** with my dad last month.

**E** Listen to a radio show and complete the lifeline with the correct dates.  21

Hannah Styles of Cool Division



Hannah in 2014

World tour begins \_\_\_\_\_

Cool Division forms \_\_\_\_\_

Moves to the US with family \_\_\_\_\_

Born in London \_\_\_\_\_

First hit single \_\_\_\_\_

First appearance in *Word Up* / Meets future band members 2012

First dance class 2005

**F** Complete the sentences with the correct form of the verbs in parentheses.

- Hannah \_\_\_\_\_ (start) taking dance classes when she was five.
- She \_\_\_\_\_ (live) in the US for eleven years.
- She first \_\_\_\_\_ (appear) in "Word Up" in 2012.
- She \_\_\_\_\_ (form) the band in 2016.
- Cool Division \_\_\_\_\_ (have) many hits since their first single.

● Answer the questions with full sentences using the prompts.

- How long has Hannah known the other members of Cool Division?  
\_\_\_\_\_ (since)
- How long has Hannah been in Cool Division?  
\_\_\_\_\_ (for)

**G** Choose important events from your life to create your own lifeline.

born start school move house  
change school take extra classes



**A** Read the web page for a movie festival and write the titles.

Screenwriting Workshop   Animation Classes   Screenings   Acting Workshops

www.moviefest.com



## Kids Movie Festival

11–13 August, Town Square  
Multi-Cinemas have just announced their third annual movie festival!

1) \_\_\_\_\_ (10–14 yrs)

Don't worry if you haven't acted before. After these workshops, you will want to become a movie star! There are also sessions on directing for those more comfortable behind the camera.

2) \_\_\_\_\_ (10–14 yrs)

Fascinating classes for any young person interested in art or technology. From basic drawing to digital animations, classes cover everything you need to know!

3) \_\_\_\_\_ (10–14 yrs)

Discover how to write a script for a drama and learn how to write interesting dialogue as well as off-screen directions. You will create your own script!

4) \_\_\_\_\_ (All ages)

Many movies have already sold out, so be sure to book tickets soon. Friday is comedy, Saturday science-fiction, and Sunday is for action movies.

Have you registered yet? If not, [click here](#) for more details.

**B** Read again and answer the questions.

1. Who is organizing the festival? \_\_\_\_\_
2. Do you need acting experience to take part in the workshops? \_\_\_\_\_
3. What class will people interested in technology enjoy? \_\_\_\_\_
4. What will people have at the end of the screenwriting workshop? \_\_\_\_\_
5. What do participants need tickets for? \_\_\_\_\_

# LOOK!

Many movies have **already** sold out. Have you registered **yet**? Multi-Cinemas have **just** announced a festival.

**C** Listen to the conversation about the festival and label the events **S** (Sophia), **J** (Jacob), **N** (neither), or **B** (both).  22



**D** Listen again and mark (✓) what the people have done.

Activity	Jacob	Sophia
1. Used an animation program.	<input type="checkbox"/>	<input type="checkbox"/>
2. Drawn characters.	<input type="checkbox"/>	<input type="checkbox"/>
3. Practiced a scene from a play.	<input type="checkbox"/>	<input type="checkbox"/>
4. Performed a play.	<input type="checkbox"/>	<input type="checkbox"/>
5. Seen the movie <i>Funny Bone</i> .	<input type="checkbox"/>	<input type="checkbox"/>
6. Seen the movie <i>Revenge of the Giant Spiders</i> .	<input type="checkbox"/>	<input type="checkbox"/>

**E** Complete the sentences with the words in the box.

already   yet   just

- I have \_\_\_\_\_ seen a poster for the movie festival. Shall we go?
- I don't want to go to the movies. I have \_\_\_\_\_ been this week.
- I don't know if it is a good movie, because I haven't seen it \_\_\_\_\_.

**F** Play "Why or why not?" Use the cutouts on page 113. 

I don't want to see that movie.

Why not?

Because I've seen it already!



**A** Read the book review and color the appropriate star rating.

**Book Review:**  
**The Hobbit**



- I have just finished reading **The Hobbit** by J.R.R. Tolkien. I usually think fantasy is quite boring, but I loved this amazing story. I am not surprised it is still popular.
- The story takes place in Middle Earth and the main character is the tiny hobbit Bilbo Baggins. He joins some dwarves on an expedition to get back their treasure from the dragon Smaug. There are many exciting adventures, huge battles, and funny moments.
- The book is basically a story of good versus evil. The characters meet many memorable friends and enemies on their travels. These include magical elves, terrifying orcs, giant spiders, and the mysterious Gollum. It is also the story of how Bilbo becomes a leader.
- I would recommend this book to anyone. It is the best book I have read for a long time.

**B** Read again and number the paragraphs according to the information.

1. Provides an interpretation of what the story is really about.
2. Gives a basic summary of the plot.
3. Contains an overall opinion of the book.
4. Says what the writer is reviewing.

**D** Work in groups. Give opinions about a book you have read or a movie you have seen.

I love ... because it has strong characters and an exciting plot.

**C** Circle adjectives in the review and write them in the chart.

Describe the book		
Describe events		
Describe characters		



There are many **exciting** adventures, **huge** battles, and **funny** moments.

**E** Choose a topic to write about.



A book you have read



A movie you have seen



A concert you have been to

**F** Make notes about what you chose.

**General information** (title, author/director/musicians)

Blank area for general information notes.

**Description** (setting, plot, characters/songs, atmosphere)

Blank area for description notes.

**Interpretation** (good and bad things, meaning/specific details)

Blank area for interpretation notes.

**Opinion** (recommendation or not)

Blank area for opinion notes.

**G** Write a review. Use the model on page 48, your notes, and the guidelines. 

**Review Guidelines**

1. Write an introduction that gets the reader's attention.
2. Give a short summary of the plot and characters. Use descriptive adjectives.
3. Give your opinion and a star rating.

# GOT IT!



Heads = 1 space  
Tails = 2 spaces

● Play with a coin.



## CHECK IT!

I can...	Got It (✓)
• describe finished or unfinished events.	<input type="checkbox"/>
• talk about actions completed in the recent past.	<input type="checkbox"/>

**VALUE!**

Be motivated!