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# BIG ENGLISH



2ND EDITION  
WORKBOOK



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# 5

2ND EDITION  
WORKBOOK

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# 1

# My Interests

## Language in Context

1 Listen and write the number.



a



b



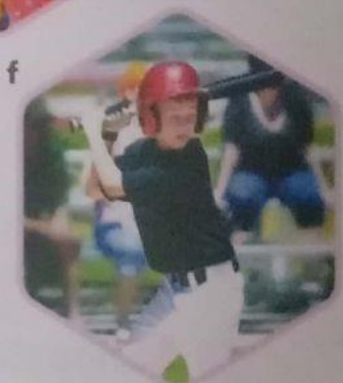
c



d



e



f

\_\_\_ a reading

\_\_\_ b painting

\_\_\_ c acting

\_\_\_ d playing the guitar

\_\_\_ e doing martial arts

\_\_\_ f playing baseball

2 Look at the pictures in 1. Which of the activities do people usually do alone (A)? Which do they usually do with others (O)? Which do they sometimes do both alone and with others (AO)? Write A, O, or AO.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

3 Which of the activities in 1 do you do in your free time? Write the numbers

\_\_\_\_\_



4

Match the interests with the school groups. Write the letter.



Interests

- \_\_\_ 1 martial arts
- \_\_\_ 2 acting
- \_\_\_ 3 writing articles
- \_\_\_ 4 playing music
- \_\_\_ 5 building things

School Groups

- a drama club
- b science club
- c school orchestra
- d school newspaper
- e tae kwon do club

5

What are you good at? What school group do you want to join? Complete the sentences.

I'm good at \_\_\_\_\_

I want to join \_\_\_\_\_



What school group could they join?

- 1 Susan can move really fast. \_\_\_\_\_
- 2 James is good at taking pictures. \_\_\_\_\_
- 3 Elizabeth won a prize for a play she wrote. \_\_\_\_\_
- 4 David's really interested in technology. \_\_\_\_\_
- 5 Anna plays the violin really well. \_\_\_\_\_
- 6 Richard's the best singer in our class. \_\_\_\_\_

How did I do?





Listen and read. Then answer the questions.



## Manbury School News Opinion Page

Home For Teachers For Students School Directory Clubs

### DO WHAT'S RIGHT FOR YOU



bbrown

It's a new school year. Everyone is talking about the new after-school clubs because they're fun. You can learn new things and make new friends. But some students aren't interested in joining clubs. They may be shy or scared of groups. These students might be good at singing

or playing an instrument but they like doing these activities alone. They don't want to join clubs, and that's fine.

I'm a shy girl. I enjoy watching sports on TV, painting, and playing my guitar. I'm not interested in joining a sports team, art club, or the school orchestra. My friends were upset with me because I didn't want to join their clubs, so I talked to my mom about it. She said, "It's OK. Be yourself. Do the things you like to do." I want to say to shy children like me, "Do what's right for you. Find friends who are like you. You don't always have to do what everyone else does."

### Comments



Silver

I'm shy, too. I always feel bad when my classmates talk about signing up for after-school clubs. I'm glad to know that I'm not the only one.



suki.park

Wow! I love clubs, and I never thought some children might not want to join them. Thanks for writing this. Personally, I don't like doing things alone, so clubs are good for me.

1 What's this newsletter about?

\_\_\_\_\_

2 Is the newsletter writer interested in joining clubs? Why/Why not?

\_\_\_\_\_

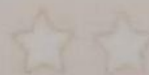
3 What does she enjoy doing?

\_\_\_\_\_



7 What do you think about the newsletter? Write your own comment.

\_\_\_\_\_



12  
**8**

Listen. Then read and circle T for true or F for false.

**Cathy:** Are you interested in joining a club this year, Ben?  
**Ben:** I don't know... I don't have much time. I usually have homework. And when I have free time, I read my manga comics.  
**Cathy:** Manga? Those Japanese comic books? Cool! Hey, did you hear that there's a manga club at school this year?  
**Ben:** No way!  
**Cathy:** Yeah, seriously. You can sign up in Mr. Wang's room.  
**Ben:** Where did you hear about it? When does it meet?  
**Cathy:** Kenna told me about it. I joined yesterday! It meets on Wednesdays and Fridays.  
**Ben:** Oh, good. I can do that.  
**Cathy:** Great! See you there tomorrow.

- |  |   |   |
|--|---|---|
| 1 Ben has a lot of free time.          | T | F |
| 2 The manga club meets twice a week.   | T | F |
| 3 Ben is going to join the manga club. | T | F |
| 4 Cathy hasn't joined the manga club.  | T | F |



9

Look at 8. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- |                     |   |
|---------------------|---|
| ___ 1 I don't know. | a This is good news.                        |
| ___ 2 No way!       | b It's true. It's not a joke!               |
| ___ 3 Seriously.    | c I'm really surprised. I can't believe it. |
| ___ 4 Great!        | d I'm not sure what I want to do.           |

13  
**10**

Complete with three of the expressions in 9. Listen and check your answers.

**A:** Our class is going to Disneyland for our class trip.  
**B:** <sup>1</sup>\_\_\_\_\_! How exciting! When do you leave?  
**A:** Tomorrow morning at 4 a.m.  
**B:** <sup>2</sup>\_\_\_\_\_! That's crazy! It's so early!  
**A:** Yeah, <sup>3</sup>\_\_\_\_\_. Four in the morning.

How did I do?



How about joining the baseball team?  
 How about trying out for the school play?  
 How about playing a musical instrument?

OK. I love playing baseball.  
 Cool. I'm good at acting.  
 Good idea. I'm interested in playing the trumpet.

**11** Look at the pictures and complete the sentences. Use the correct form of the verbs in the box.



do tae kwon do    play chess    play soccer    take photos

- Sue and Keenan both enjoy \_\_\_\_\_.
- Sue enjoys \_\_\_\_\_, Keenan isn't interested in it.
- Sue has a good camera. She likes \_\_\_\_\_.
- Keenan enjoys martial arts. He loves \_\_\_\_\_.

**12** Complete the dialogs. Circle the correct form of the verbs.

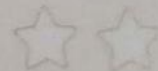
- A:** How about **joins** / **joining** the basketball team?

**B:** I'm not sure. I'm not very good at **playing** / **play** basketball.
- A:** How about **joining** / **you join** the tae kwon do club?

**B:** Great! I love **do** / **doing** martial arts.
- A:** How about **tries** / **trying** out for the school play?

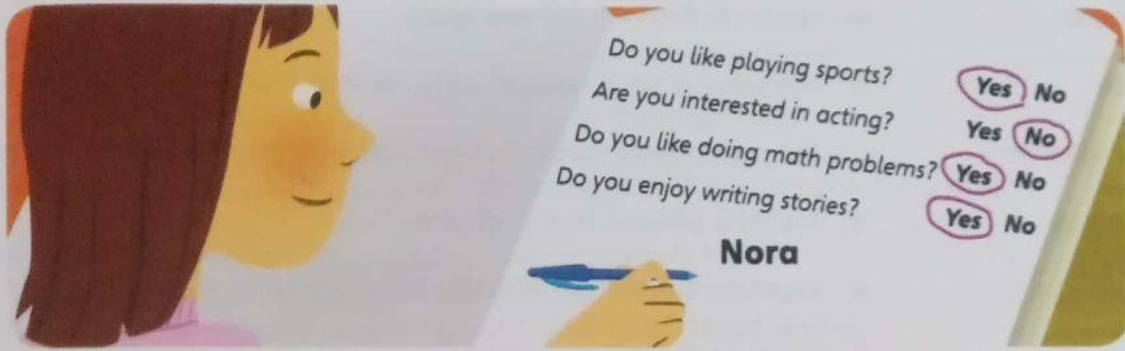
**B:** I don't know. I'm not very interested in **acts** / **acting**.
- A:** How about **goes** / **going** to the new action movie with me on Saturday?

**B:** Well, maybe. But I don't really like **watching** / **watches** action movies.



13

Write the questions. Use **How about** and the words in the box.



audition for / school play      join / school newspaper team  
 join / science club              try out for / track team

- 1 **Paula:** \_\_\_\_\_  
**Nora:** Good idea! I really enjoy playing sports.
- 2 **Paula:** \_\_\_\_\_  
**Nora:** I don't know. I'm not good at acting.
- 3 **Paula:** \_\_\_\_\_  
**Nora:** That's a good idea. I'm great at math, and I love doing projects.
- 4 **Paula:** \_\_\_\_\_  
**Nora:** Sounds great! I enjoy writing!

14

Complete the sentences about a friend. Use **he** or **she**

My friend's name is \_\_\_\_\_, \_\_\_\_\_ likes \_\_\_\_\_, and \_\_\_\_\_ is good at \_\_\_\_\_. \_\_\_\_\_ isn't interested in \_\_\_\_\_, but \_\_\_\_\_ and I enjoy \_\_\_\_\_.

15

Write answers that are true for you.

- 1 How about trying out for the soccer team?  
 \_\_\_\_\_
- 2 How about joining the book club?  
 \_\_\_\_\_
- 3 How about auditioning for the school band?  
 \_\_\_\_\_

How did I do? ☆ ☆ ☆ ☆ ☆





**16** Match the words with the definitions. Write the letters.

- |                 |   |
|-----------------|---|
| — 1 logical     | a good at thinking of new ideas                                     |
| — 2 brain       | b the unique combination of traits that characterize a person       |
| — 3 imaginative | c the part of your body that controls how you think, feel, and move |
| — 4 analyze     | d find the answer to a problem                                      |
| — 5 solve       | e examine the details in order to understand something              |
| — 6 creative    | f good at making new things   |
| — 7 personality | g reasonable and sensible   |

**15**  
**17** Listen and read. Then circle the correct name.

## Left Brained or Right Brained?

### Tom

"I have a left-brained personality. I'm really good at solving math problems. I like to analyze things and to think logically. I like working alone, too. I enjoy writing, but I'm not good at being creative. I'm very organized, so I like listening and taking notes in class. I usually remember the details when I read. As I study, I write things down and make lists. It helps me remember."

### Sara

"Honestly, I'm the opposite of Tom. I'm definitely more right-brained than left-brained! So, for example, I'm imaginative and creative. I like making up and telling stories. I love drawing, painting, and playing music. I enjoy working in groups and solving problems together. Sometimes I talk when I shouldn't in class, and I get distracted when I should be listening. When I study, I draw pictures because it helps me remember."



- |  |     |      |
|--|-----|------|
| 1 Who likes doing projects in groups?        | Tom | Sara |
| 2 Who should try out for the school musical? | Tom | Sara |
| 3 Who should be a school news blogger?       | Tom | Sara |
| 4 Who's probably quieter in class?           | Tom | Sara |



18

Complete the sentences with the words from the box.

competition    Olympic    motor vehicle  
variations    event    race course    sport

- Swimming is a popular \_\_\_\_\_ at the Olympics.
- The tug-of-war \_\_\_\_\_ had a team at each end of a long rope.
- Hot air ballooning was an \_\_\_\_\_ sport in 1900.
- In skijoring a \_\_\_\_\_ pulls a skier over a race course.
- My favorite Olympic \_\_\_\_\_ is sailing.

17

19

Listen and read. Then rewrite the sentences so that they are true.

## New Olympic Sport



Did you know that extra fast bike riding is a sport in the Olympics? Bike racing started as an Olympic sport in Athens in 1896. Over the years, there were road races and track races and mountain-bike racing in

the Olympic Games. Then, in the 2008 Beijing Games, a bike sport called BMX became a new Olympic sport. It's a very fast and dangerous sport, so competitors have to be fearless to take part!

Both men and women compete in BMX. The bikes they use are light and very strong. They need to be strong enough for all the jumps and ramps, and yet remain light, so the riders can travel as fast as possible. All the races last only forty

seconds! If you blink, you'll miss them!

Like any sport, BMX racing has its own special words. The riders have created new words to talk about their sport, such as *bunny hop*. A bunny hop is when a rider's bike goes up in the air. The rider in the picture is bunny hopping. Another special word is *whoop*. A whoop is a small bump in the road. So, the next time you ride your bike, watch out for whoops and don't bunny hop. Stay safe!

- Only men compete in BMX. \_\_\_\_\_
- The bikes are heavy. \_\_\_\_\_
- Each race lasts sixty seconds. \_\_\_\_\_
- A bunny hop is a small bump in the road. \_\_\_\_\_

How did I do?



A good news article includes important information about an event. It includes the answers to these questions: *Who* is the article about? *What* is the article about? *When* did the event happen? *Where* did the event happen? *What happened*?

A good news article also gives other information to make the story interesting, but don't forget to answer the questions!

**KEY QUESTIONS:**

- Who?
- What?
- When?
- Where?
- What happened?

**20** Read the answers (A). Complete the questions (Q) with **Who, What, When, Where, or What happened.**

- 1 Q: \_\_\_\_\_? You're all dirty!      2 Q: \_\_\_\_\_ does the club meet?  
 A: I slipped and fell in the mud!      A: It meets in the science lab.
- 3 Q: \_\_\_\_\_ 's that over there?      4 Q: \_\_\_\_\_ does the science club meet?  
 A: That's my science club leader.      A: It meets on Mondays after school.
- 5 Q: \_\_\_\_\_ do you do in science club?  
 A: We build things and play fun games.

**21** Write a news article. Use the information in the chart. Add interesting information.

| Who?                    | What ?                                    | When?                    | Where?            | What happened?                   |
|-------------------------|---|--------------------------|-------------------|----------------------------------|
| people who enjoy acting | audition for the musical <i>Peter Pan</i> | last Monday after school | in the auditorium | more than 20 students auditioned |

**Interesting information:**

Everyone was nervous. Mr. Bannister's going to post the results on the school website.

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# Review

22 Where do these activities usually take place? Write them in the correct column.

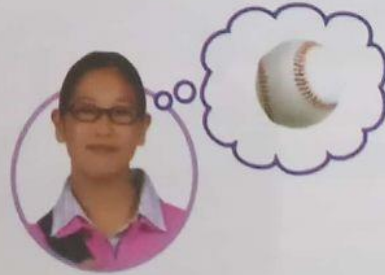
act on stage    join the track team    play baseball  
play the guitar    play soccer    write articles

| Inside |  | Outside |  |
|--------|---|---------|---|
| _____  |   | _____   |   |
| _____  |   | _____   |   |
| _____  |   | _____   |   |
| _____  |   | _____   |   |

23 Write questions with **how about** and the words in parentheses. Then look at the pictures and complete the answers.

1 **Peggy:** Carla, \_\_\_\_\_  
\_\_\_\_\_?  
(try out for / soccer team)

**Carla:** No way! You know I only play \_\_\_\_\_



2 **James:** Olivia, \_\_\_\_\_  
\_\_\_\_\_?  
(sign up for / school newspaper)

**Olivia:** Great idea! I really enjoy \_\_\_\_\_



3 **Marco:** \_\_\_\_\_  
\_\_\_\_\_?  
(join / the school band)

**Daniel:** No, I can't play an instrument, but

I'm interested in \_\_\_\_\_

Maybe I'll join the drama club.



How did I do?

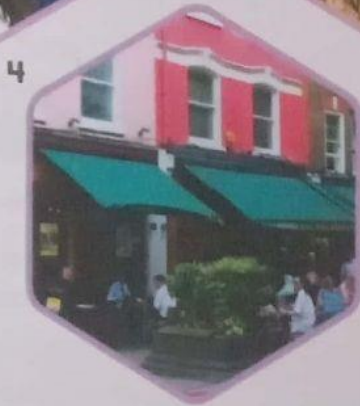
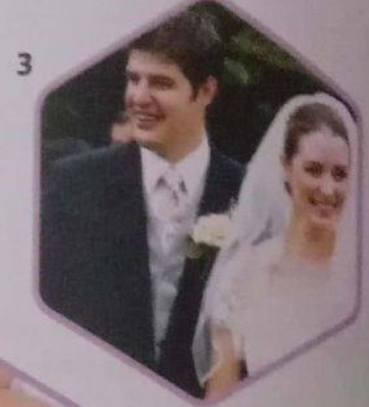


# 2

# Family Ties

## Language in Context

1 Match the pictures with the sentences. Write the number.



- \_\_\_ a The couple got married.      \_\_\_ b The student graduated from college.  
 \_\_\_ c The family moved to a new house.      \_\_\_ d The family opened a restaurant.  
 \_\_\_ e The baby was born at 5 a.m.

2 Answer the questions about your family. Circle **Yes** or **No**.

Last year:






- |  |     |    |
|--|-----|----|
| 1 Did your family open a store?              | Yes | No |
| 2 Did you move to a new home?                | Yes | No |
| 3 Did a family member graduate from college? | Yes | No |
| 4 Was a new family member born?              | Yes | No |
| 5 Did a family member get married?           | Yes | No |

3 Match and complete the phrases. Write the words.

- |             |                              |
|-------------|------------------------------|
| 1 graduated | a _____ to a new place       |
| 2 moved     | b _____ from business school |
| 3 got       | c _____ born                 |
| 4 opened    | d _____ a store              |
| 5 was       | e _____ married              |

25  
4 Listen to the events in Ken's life. Then number the timeline in order and write the events.

# Timeline of Ken's Life

|   |   |              |
|---|---|--------------|
|    |   | Age 25 _____ |
|   |  | Age 44 _____ |
|  |   | Age 21 _____ |
|   |   | Age 0 _____  |
|   |   | Age 28 _____ |

Complete the sentences with *aunt*, *brother*, *sister*, or *uncle*.



- 1 My mom's sister is my \_\_\_\_\_.
- 2 My dad's brother is my \_\_\_\_\_.
- 3 My aunt is my dad's \_\_\_\_\_.
- 4 My uncle is my mom's \_\_\_\_\_.

How did I do?



27  
5

Listen and read. Then answer the questions.

# My Amazing Family



My name is Theresa, and I have an unusual and amazing family. We're superheroes! We can do amazing things, and we like to help people.

My mom was born in Venice, and she moved to Barcelona in 1996. My dad was born in Barcelona. He met my mom there when they both helped save people in a house fire. They got married in 2000 and had three children soon after that. I'm the oldest child, and I have a younger brother, Tomas, and a baby sister, Tara. Tomas is eight. I'm stronger than him. I can pick up a car! But Tomas is faster than me. He can run a kilometer in less than 15 seconds! That's really fast! Tara is incredible! She can make herself very, very small – sometimes smaller than a peanut. That's why we call her "Peanut". I love my family because we're always doing exciting things.

1 Why is this family amazing?

---

2 Where was Theresa's mom born?

---

3 Where did Theresa's parents meet?

---

4 Who's the oldest child in the family?

---

5 Why does the family call Tara "Peanut"?

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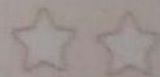
6 Answer the questions.

1 What special power would you like to have? Why?

---

2 What are you going to do with your special power?

---



**7 Listen. Then circle the correct answers.**

**Will:** Oh... this is a great picture! What a cute baby!  
**Deb:** Guess who... ?  
**Will:** No! That's not you! Is it?  
**Deb:** Yes... that's me. That's the day I was born.  
**Will:** That's nice. But... what happened?  
**Deb:** What do you mean?  
**Will:** You were so much cuter then!  
**Deb:** Ha! Ha! Very funny. My mother says I was the cutest baby in the world.  
**Will:** Well, I don't know... but you were pretty cute.  
**Deb:** Thanks.



- 1 Who is the baby in the picture?
  - a someone in Will's family
  - b Deb
- 2 Will \_\_\_ when he says that Deb was cuter when she was a baby.
  - a is serious
  - b is joking
- 3 Deb's mom said that she was the cutest baby in the world. Will \_\_\_\_\_.
  - a agrees
  - b doesn't really agree

**8 Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.**

- |                             |   |
|-----------------------------|---|
| ___ 1 That's nice.          | a I don't understand what you're talking about. |
| ___ 2 What do you mean?     | b That's not funny.                             |
| ___ 3 Ha! Ha! Very funny.   | c I don't think that's exactly true.            |
| ___ 4 Well, I don't know... | d I like it.                                    |

**9 Circle the correct expression.**

- |   |   |
|---|---|
| 1 <b>A:</b> That's a picture of my brother.   | 2 <b>A:</b> That's the day we moved.                            |
| <b>B:</b> <u>That's nice.</u> / <u>Well, I don't know.</u><br>You don't look like him at all. | <b>B:</b> <u>What do you mean?</u> / <u>Ha! Ha! Very funny.</u> |
| <b>A:</b> Yes, I do because we're twins!  | <b>A:</b> We moved from New York to Ohio.                       |
|   | <b>B:</b> I didn't know that!                                   |

How did I do?



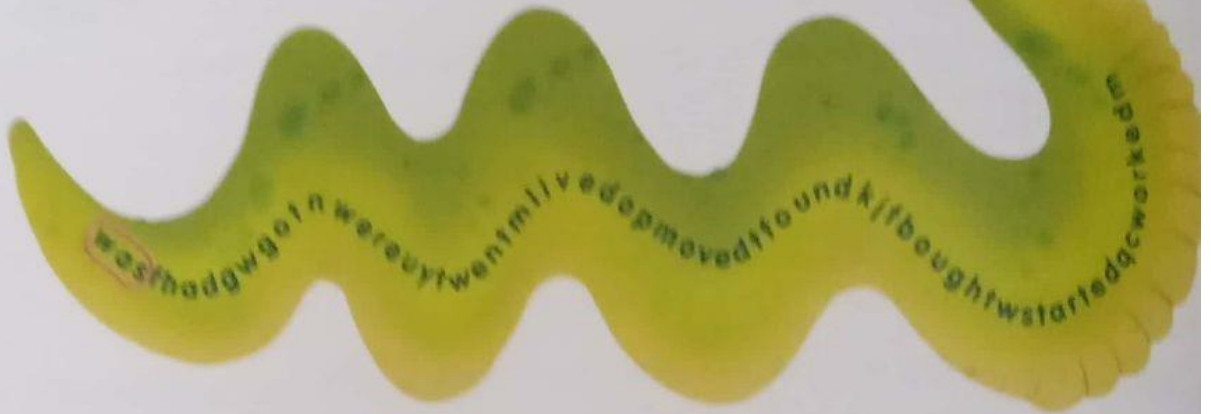


We **went** to Los Angeles when I **was** eight.  
When they **were** kids, they **lived** in Mexico City.

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



**10** Find and circle ten past tense verbs.



**11** Look at 10. Write the past tense form of the verbs.

|      |                        |       |       |
|------|------------------------|-------|-------|
| be   | _____ was / were _____ | have  | _____ |
| buy  | _____                  | live  | _____ |
| find | _____                  | move  | _____ |
| get  | _____                  | start | _____ |
| go   | _____                  | work  | _____ |

**12** Complete the paragraph. Use the correct form of the verbs in 11.

My mom and dad <sup>1</sup> got married when they <sup>2</sup> \_\_\_\_\_ 24.  
They <sup>3</sup> \_\_\_\_\_ with my dad's parents because they <sup>4</sup> \_\_\_\_\_  
to save money to buy their own house. They both <sup>5</sup> \_\_\_\_\_ long  
hours at their jobs. A few years later, they <sup>6</sup> \_\_\_\_\_ a house. That  
<sup>7</sup> \_\_\_\_\_ 15 years ago. They <sup>8</sup> \_\_\_\_\_ into the house on my  
mother's birthday. I <sup>9</sup> \_\_\_\_\_ born a year later!



Sue's taller than Yoko and Mark.  
Sue's the tallest person in our class.

13 Listen and number the family members.



14 Look at the picture. Complete the sentences. Use the correct form of the words in parentheses.

- (tall) Joan is tall.  
Ben is \_\_\_\_\_ than Joan.  
Ben is \_\_\_\_\_ child.
- (young) Maria is \_\_\_\_\_.  
Maria is \_\_\_\_\_ Joan and Ben.  
Maria is \_\_\_\_\_ child.
- (long) Maria's hair is \_\_\_\_\_  
Ben's hair. Joan's hair is \_\_\_\_\_  
hair of all.



15 Think of a good friend. How are you different? Write sentences. Use the words in the box.

big    new    old    strong    tall

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How did I do? ☆ ☆ ☆ ☆ ☆



**16** Read the family descriptions. Circle the correct animal.

- 1 These animals live in packs.
- 2 The females eat first.
- 3 These animals live in troops.
- 4 The males live on their own.
- 5 The leaders are called alphas.
- 6 These animals can cry.

- |             |            |
|-------------|------------|
| wolves      | elephants  |
| elephants   | lions      |
| chimpanzees | wolves     |
| elephants   | lions      |
| wolves      | chimpanzee |
| lions       | elephants  |

**17** Complete the text with the words in the box. Then listen and check.

dad   male   Female   prides   families   children

## Good and Bad Dads in the Animal Kingdom

Just like your mom, your dad is a special and important person in your family. Think of all the things that your dad does for you. Many dads work hard to pay for the things that their families need. They also do many things at home to help take care of their children.

Fathers are important in the animal kingdom, too. They take care of their families and some even take care of other families. But some fathers are better than others.

- 1 Lions live in social groups called \_\_\_\_\_. \_\_\_\_\_ lions find food and take care of the children. Male lions aren't great dads. They like to sleep a lot.



- 2 Seahorses have big \_\_\_\_\_. Seahorses can have 1,000 babies at a time. The male seahorse is a good \_\_\_\_\_. He carries the eggs in his tail for three weeks until the baby seahorses are born.



- 3 Emus don't usually live in families, but \_\_\_\_\_ emus are great dads. The male emu builds a nest for his \_\_\_\_\_ all by himself. He sits on the eggs until the baby emus are born. During this time, he doesn't eat or drink!



**18** Listen and read. Match paragraphs 1–4 with pictures a–d. Who eats Fairy Bread on their birthday?

# Special Birthdays

Do you celebrate your birthday? Is there a special tradition in your family or in your culture for birthdays? Many cultures around the world celebrate birthdays – in many different ways. Some cultures celebrate by giving treats to the birthday boy or girl. Other cultures celebrate by doing something special that symbolizes the child's special day. Read on to find out more about how some children around the world celebrate their birthday.

In Nigeria, first, fifth, tenth, and fifteenth birthdays are very important. Many parents have big parties for their children and more than 1,000 people come. They eat a lot – sometimes a whole roasted cow!

- 2 A lot of Brazilian children have fun birthdays. Some parents decorate the house with brightly-colored banners and flowers. Brazilians also pull on the ear of the birthday boy or girl. They pull once for each year.
- 3 On the first birthday of all Hindu children in India, the parents shave the top of their child's head. When they are older, they have birthday parties. They wear new clothes and give thanks to their parents by touching their parents' feet. At school, the birthday child gives chocolate to classmates.
- 4 Australian children have very sweet birthdays! They eat Fairy Bread. This is a slice of bread and butter covered with small sugary sprinkles called *hundreds and thousands*.



**19** Read 18 again and circle T for true or F for false.

- |  |   |   |
|--|---|---|
| 1 Fifth, tenth, fifteenth, and twentieth birthdays are important in Nigeria.         | T | F |
| 2 Sometimes people in Nigeria roast a cow for a special birthday.                    | T | F |
| 3 Brazilian parents sometimes decorate the house on their child's birthday.          | T | F |
| 4 Brazilians pull twice on a child's ear for each year of his or her birthday.       | T | F |
| 5 When Hindu children in India turn one, their parents shave the top of their heads. | T | F |
| 6 Australian children have fairy cakes on their birthdays.                           |   |   |

How did I do?



An autobiography describes the important events in your life and when they happened. The events are in the order they happened. The information often includes:

- when and where you were born
- things you did
- special memories
- places you lived
- your family and friends
- your interests.

**20** In the Student's Book, you were asked to write a story about your life. Now write a different, imaginary story about your life. Complete the chart below and use it to help you write.

| Date | Event |
|------|-------|
|      |       |
|      |       |
|      |       |



**22** Complete the sentences. Use the correct form of the verbs in the box.

be born    buy    get married    move    start

## Notes about my family

- 1 My brother \_\_\_\_\_ a new car last month. He is so happy.
- 2 I miss my grandma and grandpa. A year ago, they \_\_\_\_\_ away, and now they live in Monterey.
- 3 My cousin \_\_\_\_\_ art school last year. He is a really good artist.
- 4 I have a new baby brother. He \_\_\_\_\_ a few weeks ago. He looks like me!
- 5 When my parents \_\_\_\_\_, they were very young. They made a beautiful couple.

**23** Complete the sentences. Use **when**, **ago**, or **later** and the correct form of the verbs.

| When?          | Age 16         | Age 17              | Age 18        | Age 19        | Age 21   |
|----------------|----------------|---------------------|---------------|---------------|----------|
| What happened? | learn to drive | get a part-time job | start college | buy first car | graduate |

- 1 Jack learned to drive when he was 16.
- 2 He \_\_\_\_\_ a part-time job \_\_\_\_\_ he \_\_\_\_\_ 17.
- 3 \_\_\_\_\_ he \_\_\_\_\_ 18, he \_\_\_\_\_ college.
- 4 One year \_\_\_\_\_, he \_\_\_\_\_ his first car. He \_\_\_\_\_ 19.
- 5 He \_\_\_\_\_ from college two years \_\_\_\_\_ and now he works at a bank.

**24** Complete the dialog. Use the correct form of the words in parentheses.

A: Tell me about your family, David.

B: Well, I have three sisters, Jen, Beth, and Kim. Jen is \_\_\_\_\_ (old) of the three. Beth is \_\_\_\_\_ (young). And Kim is in the middle.

A: Really?

B: Yeah. And guess what. Beth is \_\_\_\_\_ (tall) in my family!

How did I do?



# 3

# Helping Others

## Language in Context

1 Which activities do you see in the pictures? Write the numbers.



- \_\_\_ a have a cake sale      \_\_\_ b tutor or teach someone      \_\_\_ c make posters  
 \_\_\_ d clean up a place      \_\_\_ e walk to raise money      \_\_\_ f wash cars

2 Look at 1. Which fundraising activity would these people be best at doing? Write the numbers.

- 1 Maria likes cleaning up. She's good at organizing things.  
 2 Carlos loves math. He's really good at explaining math problems.  
 3 Jason likes being outdoors. He loves running, swimming, and bike riding.  
 4 Emma loves baking cookies and cupcakes. She enjoys baking for other people.



**3** Unscramble and write the words.

1



rta ifar

\_\_\_\_\_

2



ekca lesa

\_\_\_\_\_

3



ehva a tccnoer

\_\_\_\_\_



eakm a diove

\_\_\_\_\_



meak soteprs

\_\_\_\_\_



erwti na riatlce

\_\_\_\_\_

**4** Complete the sentences with the words in 3. Then listen and check.

- 1 Why don't we have a \_\_\_\_\_ next week at school? I can make cookies, and you could make a cake.
- 2 Sara knows how to use the video camera. She can \_\_\_\_\_ to tell people about our event.
- 3 We could \_\_\_\_\_ to make money. A lot of us love to play music.
- 4 We could \_\_\_\_\_ and hang them up around school.
- 5 Let's draw and paint some things and sell them at an \_\_\_\_\_.
- 6 Someone could \_\_\_\_\_ for the school website.

**THINK BIG**

Grade 6 at your school wants to raise money for a local children's hospital. What could they do? How could they tell people about it?

\_\_\_\_\_  
\_\_\_\_\_

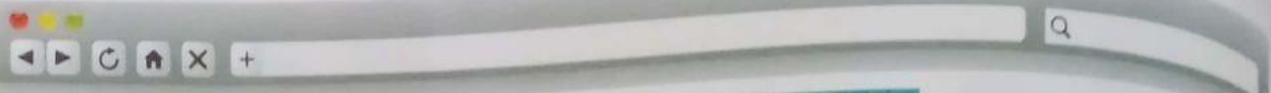
How did I do?







Listen and read. Then answer the questions.



On Monday, September 25th at 2:30 p.m., Alex in Grade 6 wrote:

## WE NEED MONEY!

Listen, everyone. As you know, our school needs a lot of things. We need new computers for the computer lab, a new freezer for the kitchen, and new chess sets for the chess club. There will soon be some fundraising activities. Fundraising events are often boring, I know. But I think we could be more creative and do some fun things. I talked to some students, and here are some of the best ideas:

- **Karaoke competition with children and parents:** We can sell tickets to each contestant, and parents and children can compete against each other.
- **Students vs. teachers sports events:** I'd love to see this! We could play basketball or ping-pong. Any other suggestions for sports?
- **Parents' spelling quiz:** Let's have our parents spell words! Could your parent win?

What do you think? Let me know. We can talk to our teachers and see if they like the ideas. Maybe we could come up with a fundraising plan for this year that's really fun! 😊

### COMMENTS

*arichards*

Great ideas! I'll help you! Talk to you later.

*carrie\_thomas*

The karaoke night is a fantastic idea! I know my parents would be interested.

1 What's the blog about?

---

2 What does the writer think about past fundraising activities?

---

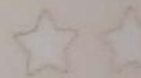
3 What does the writer think about the fundraising plan for this year?

---



What new fundraising ideas do you have? Add a comment.

---



46  
7

Listen. Then circle the correct answers.

- Pete: That car looks great! What's up?
- Mary: Oh, thanks. We're having this car wash to raise money for our science club. We're going to buy materials for our science projects.
- Pete: It's too bad you don't have many people or cars.
- Mary: Yes. I guess a lot of people don't realize we're doing this here.
- Pete: I have an idea. Taylor and I could make signs and hold them up over there so more people will stop.
- Mary: What a great idea! We didn't think about that!



- What is the science club going to do with the fundraiser money?
  - buy materials for science projects
  - give the money to charity
- How many people and cars are there?
  - a lot
  - not a lot
- What are Taylor and Pete going to do?
  - help wash cars
  - make signs and hold them up

8

Look at 7. Then circle the best meaning for each expression.

- What's up?
  - How are you?
  - What are you doing?
- It's too bad.
  - It's great.
  - It's not good.
- What a great idea!
  - I like your idea a lot.
  - I'm not sure what your idea is.

9

Complete with two of the expressions in 8.

- A: Hey, Leslie. \_\_\_\_\_?  
B: I'm studying. What are you doing?
- A: I know what we could do to make money. We could sell raffle tickets.  
B: \_\_\_\_\_. I like it a lot!

How did I do?



|  |   |
|--|---|
| How <b>could</b> we raise money for our club?      | We <b>could</b> have a car wash.  |
| How much <b>could</b> they charge to wash one car? | They <b>could</b> charge \$10 for a small car. For a bigger car, they <b>could</b> charge \$15. |

**10** Complete the questions. Use **How could** or **How much could**. Then match the questions with the suggestions. Write the numbers.

- |  |   |
|--|---|
| 1 Let's have a class trip fundraiser.<br>_____ we raise with a fundraiser? | _____ a We could write articles about it in the school newspaper. |
| 2 _____ we charge for our winter concert tickets?                          | _____ b I think we could raise a lot of money.                    |
| 3 _____ we tell people about the fundraiser?                               | _____ c We could probably ask for \$5.00 a ticket.                |

**11** Read the sentences. Complete the sign-up sheet with the correct names. Then complete the sentences. Use **could**.

### The Art Club Book Sale Sign-Up Sheet

| Team 1:                           | Team 2:                              | Team 3:                | Team 4:                      |
|-----------------------------------|--------------------------------------|------------------------|------------------------------|
| Collect books Monday after school | Make posters on Tuesday after school | Sell books on Saturday | Clean up on Saturday at 4:00 |
| 1 Jil                             | 1 Gina                               | 9:00-11:00: Tanya      | 1 Brendan                    |
| 2 Samantha                        | 2 Ben                                | 11:00-1:00 <u>Tina</u> | 2 Jeff                       |
| 3 _____                           | 3 _____                              | 1:00-3:00: Candy       | 3 _____                      |

- Tina is free on Saturday at 11:00. She could sell books
- Paul is free after school on Monday. He \_\_\_\_\_
- Sally is free on Tuesday after school. She \_\_\_\_\_
- Mario is free on Saturday at 4:00. He \_\_\_\_\_

**12** Look at 11. How and when could you help?

\_\_\_\_\_



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.

13 Complete the sentences. Use **am/is/are going to**.

## Fifth Grade News

Hi everyone!

This is a busy week! Don't forget! Our class car wash is this Saturday! We  
1 \_\_\_\_\_ meet in front of the school at 7:30 in the morning. Please be on  
time. Bring a towel and an extra set of clothes - you 2 \_\_\_\_\_ get very wet.  
I 3 \_\_\_\_\_ bring snacks. Please bring something to drink.

Also, Carol 4 \_\_\_\_\_ make posters this Thursday. I hope you can join her  
and help out. And Jeremy 5 \_\_\_\_\_ hand out flyers to parents.

Now we need YOU. Join us! How 6 \_\_\_\_\_ we \_\_\_\_\_ make  
this a success without you? Can you help? Let me know. And remember to tell your parents and  
family. I know we 7 \_\_\_\_\_ have a great time and make lots of money!

See you there!

Mrs. Hendricks

14 Look at the students' schedule for next week. Complete the questions and answers. Use **am/is/are going to** and the verbs in the chart.

| KIDS HELPING - WEEKLY CALENDAR |    |                |
|--------------------------------|----|----------------|
|                                | Me | Peter and Hugo |
| make a video of the glee club  | ✓  |                |
| do a long walk for charity     |    | ✓              |

1 A: How \_\_\_\_\_ you \_\_\_\_\_ get kids interested in joining the glee club?

B: I \_\_\_\_\_

2 A: How \_\_\_\_\_ Peter and Hugo \_\_\_\_\_ raise money for charity?

B: They \_\_\_\_\_

How did I do?



**15** Match the words with the definitions. Write the letters.

- |               |                                    |
|---------------|------------------------------------|
| — 1 font      | a pictures                         |
| — 2 images    | b the style of the letters         |
| — 3 design    | c how the information is organized |
| — 4 layout    | d the way the font and images look |
| — 5 effective | e successful                       |

**16** Listen and read. What does a successful ad need to have?

### Effective Advertisements

Advertisements tell people about a product and make people want to buy it. Think of an ad that you think is effective. What makes it good? Is it the picture or is it the text? Maybe you like the way the images and font look or how the information is organized? A successful ad has an interesting design, images, and fonts. These things add to the impact of the ad. If the layout is good, the message is more effective. And if the message is very effective, then it's a great ad!

**A**

Come to the Grade 6 talent show!  
 The music club is going to have a talent show next Saturday to raise money for new instruments.  
 Please come. It's going to be lots of fun!  
 The talent show starts at 5:30. Tickets are only \$5.00.



**B** Come to the Grade 6 talent show

We're raising money for new instruments.

Saturday evening

Show starts at 5:30

It's going to be lots of fun!

Tickets are only \$5.00

**17** Look at the ads in 16. Which one is more effective? Read and check A or B.

- The font is clear and easy to read.
- The images tell me a lot about the talent show.
- The layout is attractive.
- The poster has an interesting design.
- This poster makes me want to buy a ticket.
- The information is clear and well organized.

A

B



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

depressed residents population retirement

- 1 The \_\_\_\_\_ in many countries is getting older.
- 2 Older people can become \_\_\_\_\_ if they spend too much time on their own.
- 3 Older people live in \_\_\_\_\_ homes when they become too old to look after themselves.
- 4 We call the people who live in a home \_\_\_\_\_.

**19** Look at page 35 of the Student's Book. Circle Yes or No.

- |  |          |
|--|----------|
| 1 There are around 7 billion people over the age of 65 in the world.                               | Yes / No |
| 2 People will live twice as long by 2050.  | Yes / No |
| 3 Volunteers visit people over the age of 70 in Tokyo.   | Yes / No |
| 4 Volunteers encourage older people in Tokyo to meet people outside their homes.                   | Yes / No |
| 5 Older people in the Intergenerational Learning Center in Seattle often spend time with children. | Yes / No |
| 6 Students in the Netherlands can live in a retirement home for a small amount of rent.            | Yes / No |

**20** How could young people help older people in your country?

We could \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



How did I do?



A well-written letter is well organized and contains clear ideas. It usually includes:

- the **date**
- a **greeting**, such as *Dear Mr. Smith*,
- the **body** of the letter
- a **closing**, such as *Sincerely*, or *Best wishes*,
- your **signature** (your name).

The letter in this unit offers suggestions. When you write a letter that gives a suggestion, the body of the letter talks about:

- your idea or suggestion
- how people can carry out the idea
- why the idea is important.

## 21 Write the parts of the letter.

body    closing    date    greeting    signature

1 \_\_\_\_\_ May 10, 2014

2 \_\_\_\_\_ Dear Mr. Green,

3 \_\_\_\_\_ I think that the school should raise money to help the Houses for All charity. This charity builds homes for homeless families. We could raise money for this charity. We could collect coins and raise money that way or we could organize cake sales to raise money. This project is a good one because all children deserve a good home. We can help. Please think about this idea.

4 \_\_\_\_\_ Sincerely,

5 \_\_\_\_\_ Teresa Lee

## 22 Look at 21. Circle the answers in the letter.

- 1 What's the suggestion?
- 2 How can people carry out the idea?
- 3 Why is the idea important?

## 23 Write a letter to your teacher. Suggest a plan to raise money for a charity.



# Review

24 How can these students raise money for their school fair? Write suggestions with **could**.



1

I'm Maria. I have a lot of books, but I don't need them.



2

I'm Fred. I'm really good at painting T-shirts.



3

I'm Eric. I have a video camera, and I enjoy making videos.



4

I'm Gaby. I really enjoy writing.

- 1 Maria \_\_\_\_\_
- 2 Fred \_\_\_\_\_
- 3 Eric \_\_\_\_\_
- 4 Gaby \_\_\_\_\_

25 Complete the dialog. Use **am/is/are going to**.

- A: How <sup>1</sup> \_\_\_\_\_ we <sup>2</sup> \_\_\_\_\_ raise money for computers at school?
- B: I have a plan. We <sup>3</sup> \_\_\_\_\_ organize a contest.
- A: And how <sup>4</sup> \_\_\_\_\_ you <sup>5</sup> \_\_\_\_\_ tell people about the contest?
- B: I <sup>6</sup> \_\_\_\_\_ make big posters and put them up all over school.
- A: How <sup>7</sup> \_\_\_\_\_ the contest <sup>8</sup> \_\_\_\_\_ help raise money?
- B: Maybe we could ask students to buy a ticket to be in the contest.
- A: Well, I don't know... What kind of contest <sup>9</sup> \_\_\_\_\_ you <sup>10</sup> \_\_\_\_\_ have?
- B: We <sup>11</sup> \_\_\_\_\_ have an online writing contest. Children can write a paragraph titled: *Why we need computers at school*. That's a great idea, isn't it?
- A: That's silly! The school doesn't have computers! Children can't write online.
- B: Oh, OK.

How did I do?





**THINK BIG**

1

Look at the pictures. Write the words. Add your own words on the extra line.

**My Interests**

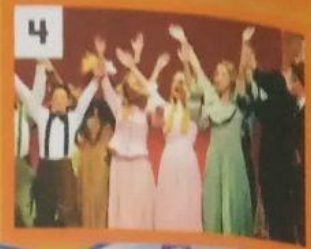
1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



**Family Ties**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**Helping Others**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

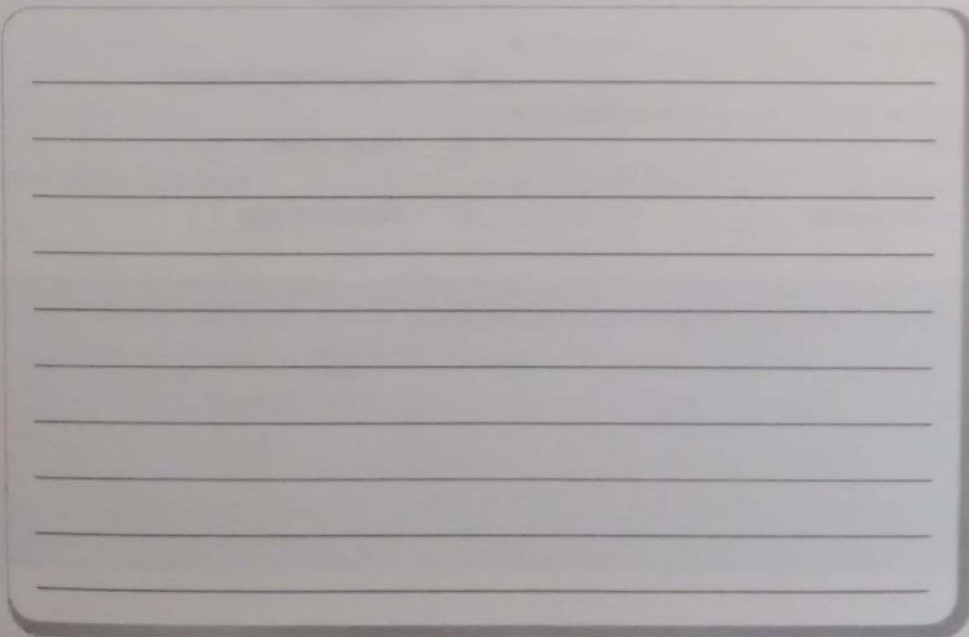
5 \_\_\_\_\_



**2** Think of a famous person or a cartoon character. Complete the information about him or her.

|                       |   |
|-----------------------|---|
| Name _____            |   |
| <b>Interests</b>      | He or she is interested in: _____                                       |
|                       | He or she is good at: _____   |
|                       | He or she likes: _____  |
| <b>Family Ties</b>    | Here are some family events in his or her life: _____<br>_____<br>_____ |
| <b>Helping Others</b> | Here's a way he or she could help: _____<br>_____                       |
|                       | Here's what he or she is going to do: _____<br>_____                    |

**3** Think about a song your person could like. Use 1 and 2 to help you. Write a letter to your person about it. Explain why you chose this song.



Checkpo

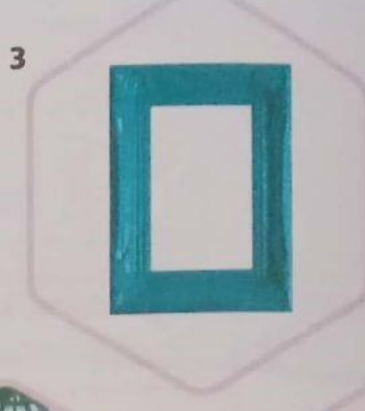


# 4

# Shopping Around

## Language in Context

1 Match the pictures with the places. Write the numbers.



\_\_\_ a mall

\_\_\_ b department store

\_\_\_ c craft fair

\_\_\_ d shoe store

\_\_\_ e electronics store

\_\_\_ f flower shop

2 Where do you like to shop? ✓ your answers.

clothing store

video game store

bookstore

music store

flower shop

jewelry store

3 Look at 1 and 2. Which of these places are there in your neighborhood? Write the numbers.



4 Listen and number the presents.



5 Where could you buy these presents? Circle the correct answers.

- |                            |                 |                        |
|----------------------------|-----------------|------------------------|
| 1 a turquoise necklace     | a a craft fair  | b an electronics store |
| 2 silver earrings          | a a flower shop | b a department store   |
| 3 a beaded bracelet        | a a mall        | b a music store        |
| 4 balloons                 | a a mall        | b a craft fair         |
| 5 bouquet of roses         | a a bookstore   | b a flower shop        |
| 6 a handmade picture frame | a a craft fair  | b a sports store       |

Think about some presents for your family.

**THINK BIG**

- Your sister loves jewelry. What kind of jewelry could you buy her for her birthday? \_\_\_\_\_
- Your mom loves flowers. What kind of flowers could you buy her for Mother's Day? \_\_\_\_\_

How did I do?





Listen and read. Then ✓ the correct person.



- ▶ Gadgets
- ▶ Music
- ▶ Games & Puzzles
- ▶ Books
- ▼ Remote control
  - Cars and Trucks
  - Planes, Helicopters, Boats
  - Robots

# KIDS RULE: KIDS TELLING IT LIKE IT IS

Click on any category. Come on, kids! Write a review.



**THE RC SUPER SPEEDO RACER** \$55.00

Average Rating ★ ★ ★

By Cowgirl (Sydney, Australia)  
★ ★ ★ ★

I LOVE this car! It's powerful and runs really well on the wood floors in my room! It crashes into walls and bounces right off! It's expensive, but a lot of fun. It's as exciting as the most expensive remote control cars. Actually, I think it's even more fun!

By Tomcat (Canterbury, England)  
★ ★

Not great. Not as much fun as the KoolKat Kar. The KoolKat Kar runs very fast on concrete floors and even on carpets. The RC Super Speedo Racer doesn't have a lot of power. It can't even race on carpets. The RC Super Speedo Racer is less expensive, but for a few dollars more you can get the KoolKat Kar and have a lot more fun!

|  | Cowgirl                  | Tomcat                   |
|--|--------------------------|--------------------------|
| 1 Who likes the RC Super Speedo Racer?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Who thinks the RC Super Speedo Racer isn't powerful?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Who thinks the RC Super Speedo Racer is less exciting than the more expensive remote cars? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Who thinks the RC Super Speedo Racer is expensive?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Who likes racing powerful cars that can race on carpets?                                   | <input type="checkbox"/> | <input type="checkbox"/> |

**7 Answer the question.**

Which car would you like to buy: the RC Super Speedo Racer or the KoolKat Kar? Why?

\_\_\_\_\_



62

8

Listen. Then answer the questions.

Jen: How about this one? It got some really great reviews. Look.  
 Eddie: Oh yeah? Is it as nice as yours?  
 Jen: Yeah... It's a really good MP3 player, and it's the least expensive one at this store.  
 Eddie: Yeah, but it's \$85! I don't have that much money.  
 Jen: Yes, but look. It's on sale! Let's see, it's only \$60. It has four gigabytes of memory. And it comes with a free case.  
 Eddie: Wow! The design is really cool, too. It's perfect!  
 Jen: Oh, no! There's only one problem.  
 Eddie: What?  
 Jen: It's already sold out.  
 Eddie: Oh, man!



- 1 Who knows more about MP3 players, Jen or Eddie? \_\_\_\_\_
- 2 Does Eddie need to buy a case for the MP3 player? \_\_\_\_\_
- 3 Why doesn't Eddie buy the MP3 player? \_\_\_\_\_

9 Look at 8. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- |                      |                             |
|----------------------|-----------------------------|
| ___ 1 How about... ? | a I'm really disappointed!  |
| ___ 2 Oh, yeah?      | b I know, but...            |
| ___ 3 Yeah.          | c What do you think of... ? |
| ___ 4 Yeah, but...   | d Really?                   |
| ___ 5 Oh, man!       | e Yes.                      |

10 Complete with three of the expressions in 9

- A: 1 \_\_\_\_\_ going to the craft fair now? There's a big one today.  
 B: 2 \_\_\_\_\_ Where is it?  
 A: It's in the park, near school.  
 B: Great. Maybe I can find a birthday present for my brother.  
 A: 3 \_\_\_\_\_

How did I do?



The blue shoes are expensive.

The red shoes are **more** expensive **than** the blues shoes.  
The black shoes are **the most** expensive of all.

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

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

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

11

Look at the ratings. Circle the correct answers.

## Movie Reviews

Category: Sci Fi

|                   |               |                     |           |                      |                            |
|-------------------|---------------|---------------------|-----------|----------------------|----------------------------|
| <b>The Story</b>  | Horrible<br>★ | Boring<br>★★        | OK<br>★★★ | Interesting<br>★★★★  | Amazing<br>★★★★★           |
| <b>The Acting</b> | Terrible<br>★ | Disappointing<br>★★ | OK<br>★★★ | Great<br>★★★★        | Extraordinary<br>★★★★★     |
| <b>Popularity</b> | Bomb<br>★     | Not Popular<br>★★   | OK<br>★★★ | Very Popular<br>★★★★ | Extremely Popular<br>★★★★★ |

|                               | Story | Acting | Popularity |
|-------------------------------|-------|--------|------------|
| <b>Robots of the Universe</b> | ★★★★★ | ★★     | ★★★★       |
| <b>Princess of Evil</b>       | ★★★★  | ★★★    | ★★★★★      |
| <b>The Pirates</b>            | ★     | ★★★★★  | ★★★        |

- 1 *The Pirates* is **less** / **more** popular than *Princess of Evil*.
- 2 The story of *Princess of Evil* is **less** / **more** interesting than the story of *The Pirates*.
- 3 The acting in *Princess of Evil* is **less** / **more** extraordinary than the acting in *Robots of the Universe*.
- 4 *The Pirates* is **the most** / **the least** popular movie.
- 5 The story of *Robots of the Universe* is **the least** / **the most** amazing.

12

Look at the ratings in 11. Then complete the sentences with **more/less... than** or **the most the least**.

- 1 The story of *Robots of the Universe* is \_\_\_\_\_ amazing \_\_\_\_\_ the story of the *Princess of Evil*.
- 2 The acting in *Robots of the Universe* is \_\_\_\_\_ extraordinary of all the movies.
- 3 The story in *The Pirates* is \_\_\_\_\_ boring of all.





13 Complete the sentences. Use **as... as** or **not as... as** and the words in parentheses.

- 1 The black jeans are \_\_\_\_\_ (fashionable) the blue jeans.
- 2 The black jeans are \_\_\_\_\_ (cheap) the blue jeans.
- 3 The blue jeans are \_\_\_\_\_ (baggy) the black jeans.
- 4 The black jeans are \_\_\_\_\_ (popular) the blue jeans.
- 5 The blue jeans are \_\_\_\_\_ (comfortable) the black jeans.

The price of those sneakers is **too** high.  
Those jeans are **too** small.

The price isn't low **enough**.  
The jeans aren't big **enough**.

14 Look at the picture. Circle the correct answer.

- 1 My brother wears really baggy jeans. The blue jeans \_\_\_\_ for him.
  - a aren't baggy enough
  - b are too baggy
- 2 I like colorful pants. Those black jeans \_\_\_\_ for me.
  - a aren't colorful enough
  - b are too colorful
- 3 I usually wear white shirts with my jeans. That shirt \_\_\_\_ for me.
  - a isn't bright enough
  - b is too bright

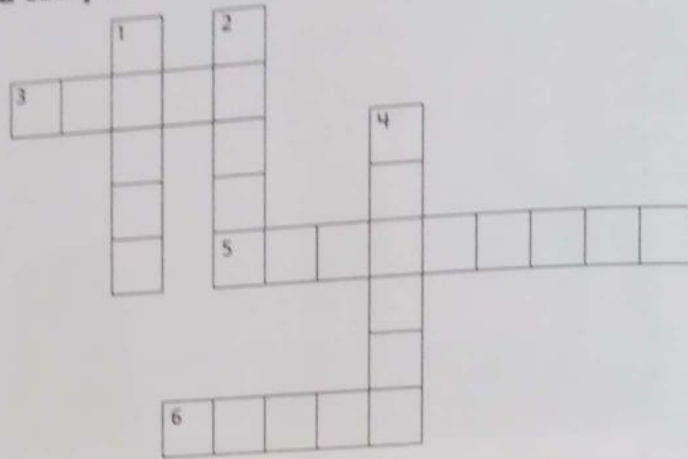
How did I do?





15

Read and complete the puzzle with the words in the box.



coins  
livestock  
metal  
paper  
shells  
trade

ACROSS

- 3 Exchange one thing for another
- 5 Cows and goats
- 6 Round metal money

DOWN

- 1 Bank notes are made of this.
- 2 This is very shiny – silver is one type of this.
- 4 Some animals live in these.

64  
16

Complete the text with some of the words from 15. Then listen and check.

## The Idea for Paper Money

Long ago, people didn't use bank cards, paper money, or coins to buy things. They bartered with <sup>1</sup>\_\_\_\_\_ and grain, exchanging them for the things they needed. Over time, people started using other things as money, such as cowrie <sup>2</sup>\_\_\_\_\_. They exchanged the shells for food, animals, and other goods. Then

<sup>3</sup>\_\_\_\_\_ coins were made and, finally, paper money. The story of paper money is a fascinating one. The use of bank notes started in the Tang Dynasty. The Tang Dynasty existed in China from AD 618–907.

Before Chinese people used paper money, they used coins. The coins were round and had a square hole in the middle. They kept their <sup>4</sup>\_\_\_\_\_ on a rope, so the more coins they had on the rope, the heavier the rope would be. Rich people found that their ropes of coins were too heavy to carry around easily. So what did they do? They left their strings of coins with someone they trusted, and that person wrote down the amount of money he was keeping for them on a piece of paper and gave it to them. When the rich man wanted his money, he took the piece of paper to that trusted person, and he got his coins back. This was a good idea, don't you think? Eventually, <sup>5</sup>\_\_\_\_\_ bank notes were created, and people began to use \_\_\_\_\_ ropes of coins.



66  
17

Read and complete. Then listen and check.

haggle    browse    price    experiences    vendor    expensive

# Shopping Is Fun!

Not everyone enjoys shopping. But, for those that do enjoy it, there are different shopping  
 1 \_\_\_\_\_ around the world. Some people like to 2 \_\_\_\_\_ and buy things for the cheapest  
 price. Others just like to 3 \_\_\_\_\_ and not buy anything. For some, shopping is the chance to dress up as a  
 character when they visit their favorite store.

## How to shop in Chatuchak Market, Bangkok

Chatuchak Market is a great place to bargain. Everyone  
 bargains here. When you bargain, you try to pay a lower  
 4 \_\_\_\_\_ for something. Here's an example.  
 You want to buy a hat. The hat costs \$20. You say to the  
 vendor, the person who sells the hat, "I want to pay \$10."  
 The 5 \_\_\_\_\_ says, "That's too cheap."  
 How about \$15?" You say, "Definitely not! That's still too  
 6 \_\_\_\_\_. How about \$12?" The vendor says, "OK,  
 \$12." Because you bargained, you just paid \$8 less for the hat!  
 Bargaining is a good skill to have when you shop in some places.  
 You can buy things for less money, and this means you can buy  
 more things.



18 Read 17 again and circle T for true or F for false.

- |   |   |   |
|---|---|---|
| 1 Everyone loves to shop.                               | T | F |
| 2 There are lots of different shopping experiences.     | T | F |
| 3 When you browse, you don't buy anything.              | T | F |
| 4 You can't bargain at Chatuchak Market.                | T | F |
| 5 When you bargain, you want to pay less for something. | T | F |
| 6 Bargaining isn't a useful skill.                      | T | F |

How did I do?



A good product review describes what is good and bad about a product and gives a recommendation. A recommendation tells the readers if they should buy the product.

Here are ways to say if a product is good or bad:

### Good

- It's the best.*
- They're worth the money.*
- It's great.*

### Bad

- It's terrible.*
- They're not worth the money.*
- It isn't great.*

Here are ways to give a recommendation:

- I definitely recommend this product.*
- This product isn't great but [say why some people might like it].*
- I don't recommend this product because...*

Remember to explain your ideas.

## 19 Read the product review. Answer the questions. Write the sentence numbers.

<sup>1</sup>I bought my Wrap-Arounds at Cheap Charlie. <sup>2</sup>They aren't great headphones, but they're good for people who don't have a lot of money. <sup>3</sup>You can buy more expensive headphones and get more amazing sound, but why? <sup>4</sup>I think they're worth the money, especially if you don't need to hear extraordinary sound. <sup>5</sup>I recommend Wrap-Arounds because they offer good sound for little money.



Which sentence explains...

- 1 who would like the headphones?
- 2 that the headphones are worth the money?
- 3 if you should buy the headphones?


## 20 Choose a gadget you have or want. Write a review.

---



---



---



---



---

### TIPS

To write a good review, you need to decide these things:

- 1 Do you like the product or not? Why/Why not?
- 2 What's good or bad about it?
- 3 Is it worth the money?
- 4 Will you recommend it or not?



21 Write the words in the correct column.

bracelet clothing store craft fair digital camera earrings  
flower shop headphones MP3 player necklace

| Jewelry | Gadgets | Places |
|---------|---------|--------|
|         |         |        |
|         |         |        |
|         |         |        |

22 Look at the ratings. Complete the sentences. Write **more/less popular than** and **the most the least popular**



★★★★★



★★★



★★★★

- The turquoise necklace is \_\_\_\_\_ the beaded bracelet.
- The beaded bracelet is \_\_\_\_\_ the silver earrings.
- The turquoise necklace is \_\_\_\_\_ of them all.
- The beaded bracelet is \_\_\_\_\_ of them all.

23 Write the sentences. Use **too or not... enough** and the words in parentheses.

- These shoes look like boats on my feet. They're \_\_\_\_\_ (big).
- This digital camera costs a lot of money. It's \_\_\_\_\_ (expensive).
- I can't hear the video. It's \_\_\_\_\_ (loud).
- These headphones always break. They're \_\_\_\_\_ (strong).



How did I do? ☆ ☆ ☆ ☆ ☆



# 5

# Vacation Time

## Language in Context

1 Which vacations do you see in the pictures? Write the numbers.



\_\_\_ biking in the forest

\_\_\_ kayaking down a river

\_\_\_ lying on the beach

\_\_\_ skiing in the snow

\_\_\_ hiking in the mountains

\_\_\_ rafting on a lake

2 Look at 1. Which vacation would you like the best? Which vacation would you like the least? Rank the vacations and write their numbers in the chart.

| The least | 👍👍 | 👍👍👍 | 👍👍👍👍 | 👍👍👍👍👍 | The most |
|-----------|----|-----|------|-------|----------|
|           |    |     |      |       |          |



3 Write the words in the correct rows.

a helmet   a life jacket   a map   a warm jacket   a water bottle  
a windbreaker   insect repellent   sunglasses   sunscreen

useful clothing

useful for eyes

useful for skin

useful for safety/health

4 Look at 3. Complete the sentences.

- 1 I'm wearing \_\_\_\_\_ because there are a lot of insects in the woods.
- 2 Take \_\_\_\_\_. You'll get thirsty on the hike.
- 3 When you go horseback riding, wear \_\_\_\_\_. You could fall.
- 4 I'm glad we took \_\_\_\_\_ on our bike trip. We almost got lost.
- 5 It was very cold in the mountains, so I wore \_\_\_\_\_.
- 6 The captain of the boat gave me \_\_\_\_\_ because the water was rough and dangerous.
- 7 I didn't put on enough \_\_\_\_\_ at the beach, and now I have a sunburn.
- 8 When you walk on the beach in the winter, it can be windy and wet. Be sure to wear \_\_\_\_\_.



I'm going to go biking on a forest path on a very sunny day. It's sometimes windy in the afternoons. What should I take to be comfortable and safe?

THINK  
BIG

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_, and \_\_\_\_\_

How did I do?





Listen and read. Then answer the questions.



## A Family's Kayaking Trip

Joe felt awful when he woke up. His head hurt. His stomach hurt. His ears hurt. He was sad because his family was going kayaking soon. His mom looked at him and said, "Sorry, Joe, you're too sick to go with us. You're going to stay at home with Grandma." Joe was angry! It wasn't fair!

His family said goodbye and left. Joe was staring at the TV when his grandma came in. She said, "Don't worry. You'll go kayaking another day."

Joe stared at the ceiling. He was thinking about his family. They were probably having a wonderful time. He closed his eyes and pictured them. They were in their kayaks on the river, laughing and having fun. There were deer and rabbits on the river banks and birds everywhere.

He was sleeping when his family returned. He woke up as they came into his room. They looked miserable. His mom said, "We had a terrible time. We all got mosquito bites. I fell and hurt my arm on the way to the river. Your sister fell into the river when she got out of her kayak. Your dad hit his head on a tree branch hanging over the river. You're very lucky that you stayed at home."

- 1 What did Joe's family do?  
\_\_\_\_\_
- 2 Why didn't Joe go with his family?  
\_\_\_\_\_
- 3 How did Joe imagine his family's day?  
\_\_\_\_\_
- 4 Why was Joe surprised when he saw his family?  
\_\_\_\_\_

**6 Answer the questions. Explain your answers.**

- 1 Do you think Joe still wants to go kayaking?  
\_\_\_\_\_
- 2 Do you think his family wants to go kayaking again?  
\_\_\_\_\_
- 3 Do you want to go kayaking?  
\_\_\_\_\_



76  
7

Listen. Then circle the correct answers.

Eve:

So how did your vacation go?

Gina:

It was terrible. On the second day, we went shopping in a small town. I was pretty excited at first. One shop had great souvenirs. You know, T-shirts and magnets, stuff like that.

Eve:

I bet you got something wonderful.

Gina:

Well, I had my eye on a really cute pair of earrings. But while I was shopping, I lost my wallet. By the time I found it, all the shops were closed!

Eve:

Aw, that's too bad. But I guess you saved a lot of money that way!

Gina:

Ha! Ha! Very funny!



- 1 Did Gina have a good time?  
 a Yes, she did.  
 b No, she didn't.
- 2 Did Gina really think Eve was funny?  
 a Yes, she did.  
 b No, she didn't.

8 Look at 7. Circle the correct answers.

- 1 Eve asks, "How did your vacation go?" What does she want to know?  
 a How did Gina go on vacation?      b What happened on Gina's vacation?
- 2 What other "stuff like that" can you buy at a souvenir store?  
 a postcards, tourist books, and maps      b stoves, refrigerators, and desks
- 3 What does Eve mean when she says, "I bet"?  
 a I guess.      b I know.
- 4 Gina "had her eye on" earrings. What did she want to do?  
 a She wanted to buy them.      b She looked at them closely.
- 5 When Eve says, "too bad," what does she mean?  
 a I'm sorry you didn't feel well.      b I'm sorry the stores were closed.

9 Complete with three of the expressions in 7.

A: Last week I went to a great Mexican market. I<sup>1</sup> \_\_\_\_\_ some cool scarves there. <sup>2</sup> \_\_\_\_\_ you'd like them. They were in your favorite colors.

B: What else did they have there?

A: Local food and traditional pottery...<sup>3</sup> \_\_\_\_\_. It was all amazing!

How did I do?





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**.

10

Find and circle the 8 verbs in the iguana's tail. Use the verbs to answer the question.



What was the iguana doing when it got hurt?

1 It was riding

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

11

Match the two parts of the sentences. Write the letters.

\_\_\_ 1 While Jack was hiking in the snowy mountains...

a he got lost and very cold.

\_\_\_ 2 Sue and Ben sang songs...

b when he rode into a tree.

\_\_\_ 3 Steve was riding his bicycle...

c while they were kayaking down the river.

12

Look at 11. Answer the questions.

1 What was Jack doing when he got lost in the mountains? \_\_\_\_\_

2 What happened while Sue and Ben were kayaking? \_\_\_\_\_

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**.

13 Complete the questions with the correct form of **wear**. Then write the answers.



1 Was he wearing \_\_\_\_\_ sunglasses when you saw him on the beach?

Yes, he was \_\_\_\_\_



2 \_\_\_\_\_ life jackets when they got wet?



3 \_\_\_\_\_ a jacket when she climbed up Big Mountain?



4 \_\_\_\_\_ a hat when you saw her?



5 \_\_\_\_\_ a helmet when he fell off his bike?



6 \_\_\_\_\_ sunscreen when you saw her at the beach?

How did I do?



## 14 Read and ✓.

- |  |                          |                         |                          |                         |                          |
|--|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|
| 1 when you add numbers together              | <input type="checkbox"/> | <b>a</b> multiplication | <input type="checkbox"/> | <b>b</b> addition       | <input type="checkbox"/> |
| 2 someone who buys things                    | <input type="checkbox"/> | <b>a</b> customer       | <input type="checkbox"/> | <b>b</b> receipt        | <input type="checkbox"/> |
| 3 something you buy                          | <input type="checkbox"/> | <b>a</b> item           | <input type="checkbox"/> | <b>b</b> price          | <input type="checkbox"/> |
| 4 when you add the same number several times | <input type="checkbox"/> | <b>a</b> addition       | <input type="checkbox"/> | <b>b</b> multiplication | <input type="checkbox"/> |
| 5 a list of what things cost                 | <input type="checkbox"/> | <b>a</b> souvenir       | <input type="checkbox"/> | <b>b</b> price list     | <input type="checkbox"/> |
| 6 when you find the answer using math        | <input type="checkbox"/> | <b>a</b> calculation    | <input type="checkbox"/> | <b>b</b> sell           | <input type="checkbox"/> |

## 78 15 Read and complete. Then listen and check.

chips   customers   items   multiplication  
price list   sunburned   sunscreen   water

### Jim's Problem

One day, Jim was lying on the beach when he realized he was <sup>1</sup>\_\_\_\_\_. He was also hungry and thirsty. So he went to Beach Shack. He looked at the <sup>2</sup>\_\_\_\_\_ to see what to buy. He picked up five <sup>3</sup>\_\_\_\_\_: three bags of <sup>4</sup>\_\_\_\_\_, a bottle of <sup>5</sup>\_\_\_\_\_, and some <sup>6</sup>\_\_\_\_\_. But when Jim went to pay, the girl who was serving the <sup>7</sup>\_\_\_\_\_ said, "That's \$11.51, please." Oh, no! Jim didn't have enough money! He wasn't very good at addition and <sup>8</sup>\_\_\_\_\_. He solved his problem by putting back two bags of chips. How about you? How would you solve the problem?



16 Match the words with the definitions. Write the letters.

- |                |  |
|----------------|--|
| 1 expedition   | a very interesting                                 |
| 2 guide        | b the area around the North Pole                   |
| 3 arctic       | c especially                                       |
| 4 fascinating  | d a trip around a place with a guide               |
| 5 particularly | e someone whose job is to show a place to tourists |
| 6 guided tour  | f a long trip that is carefully planned            |

17 Listen and read. Match headings A E with paragraphs 1-5. Write the numbers.

- A Different Types of Family Vacations \_\_\_\_\_
- B Cultural Activities on a Staycation \_\_\_\_\_
- C Going on a Staycation \_\_\_\_\_
- D Advantages of a Staycation \_\_\_\_\_
- E Example of a Staycation \_\_\_\_\_



## A Staycation in Italy

1 Every year, families all over the world go on vacation. Vacations are wonderful times to be with family and explore new places and cultures. Many families like visiting other countries while on vacation and learning about the history of a particular country from guides. Other families enjoy discovering parts of their own country and learning more about their own history and culture. Sometimes families like to stay at home. They don't like to travel, but they do like to explore new places and cultures. How can they do both? These families can go on a "staycation."

2 Here is how a staycation works. Your family decides on a culture and a country that they want to know more about. They do research and find out about that country's music, crafts, food, art, and other things. Then they try to create the culture in their home during the vacation.

3 For example, say that your family wants to learn more about Italian culture. Your family would do research and find out about the following things:

- |                         |                           |                                      |
|-------------------------|---------------------------|--------------------------------------|
| • popular Italian food  | • popular Italian stories | • Italian vacations and other events |
| • popular Italian music | • Italian art             | • the Italian language               |

4 During the staycation, your family would plan activities to do together, to learn about Italian culture. You might eat at Italian restaurants, go on a guided tour at a museum to study Italian artists, and see Italian movies.

5 Staycations are a great way to enjoy your family, stay at home, and learn fascinating things, too.

How did I do?



Writing postcards is a great way to share your vacation with friends and family. Choose a postcard with a picture of a place you visited or plan on visiting. On the other side, there is space for the address of the person you are writing to and space for a short note about the picture or your trip. A postcard includes (in this order):

- the **date** (*July 5th*)
- a **greeting** (*Hi or Dear ...*)
- a **body** with information about the place or your plans (*I'm having a great time! We went to the beach yesterday.*)
- a **closing** (*See you soon! or I miss you!*)

Don't forget to sign your name. You want your friends and family to know the postcard comes from you! And on the right side of the card, don't forget to put the full address of the person you are writing to (name, street address, town/city, postcode, country).

**18** Write the parts of the postcard.

1 \_\_\_\_\_ August 22nd

2 \_\_\_\_\_ Dear Aunt Edna,

3 \_\_\_\_\_ I'm so happy. I'm having a wonderful time with my family in South Africa. The weather's warm. The animals in the safari park were amazing. Tomorrow we're going to Cape Town.

4 \_\_\_\_\_ See you soon!



**19** Imagine you are visiting a place you know well. Answer these questions.

What's the name of the place? \_\_\_\_\_

What are you doing there? \_\_\_\_\_

What exciting things have you seen? \_\_\_\_\_

Are you enjoying yourself? Why/Why not? \_\_\_\_\_

**20** Use your answers in 19. Write a postcard to your teacher about that place.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

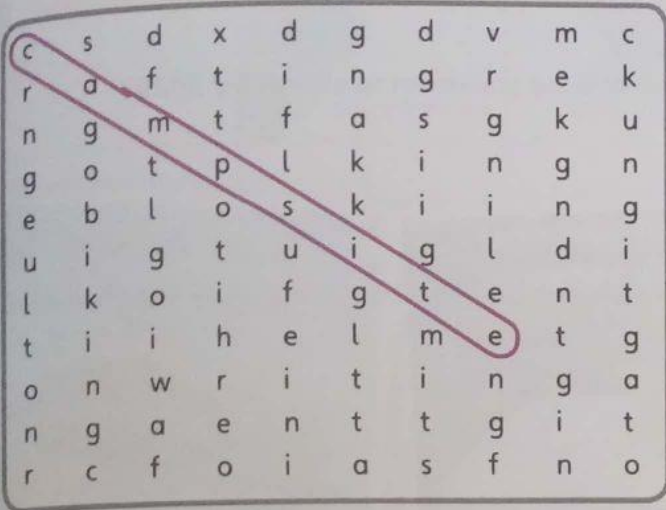
\_\_\_\_\_



21

Find and circle the words. Then write the words in the correct group.

biking    campsite    helmet    rafting    skiing    tent



**Vacation activities**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Vacation things**

campsite \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

22

Complete the sentences. Use the correct form of the words in the box.

driving    looking    putting on    reading

- 1 We \_\_\_\_\_ to the amusement park when it started to rain.
- 2 My dad \_\_\_\_\_ at a map when he saw the bear right in front of him!
- 3 My mom got sunburned while she \_\_\_\_\_ her book on the beach.
- 4 I \_\_\_\_\_ sunscreen when I got stung by a bee.

23

Read. Then answer the questions.

Yesterday morning, Tim and Jill were swimming in the lake.  
 Yesterday afternoon, Jill went hiking while Tim was at a picnic.

- 1 Was Tim hiking yesterday morning?  
 \_\_\_\_\_
- 2 Were Tim and Jill swimming in the lake yesterday?  
 \_\_\_\_\_

How did I do?



# 6

# The Future

## Language in Context

1 Which of these inventions do you think will be common in stores by 2020? Check (✓) your answers.

1 **3D video games on sale!**  
  
**Be in the game!**

2 **Spend your next family vacation on the moon!**  
  
**Book your next trip on the Moon Cruiser.**

3 **Buzz Around on Super Highways**  
  
**Buy the new Fly Car.**

4 **Chameleon Clothes!**  
**Clothes that Change Color!**  
  
**Buy now and save!**

5 **Live in a Smartie House with Robot Help!**  
  
**Never clean up again!**

- |   |  |                                     |
|---|--|-------------------------------------|
| <input type="checkbox"/> 3D video games | <input type="checkbox"/> Fly Car           | <input type="checkbox"/> Robot Help |
| <input type="checkbox"/> Moon Cruiser   | <input type="checkbox"/> Chameleon Clothes |                                     |


2 Look at 1. Which inventions would you like to buy? Circle the numbers.

- 1                      2                      3                      4                      5



3 What can you do with these electronic devices? Check (✓) your answers.

You can...

|                                |  smartphone |  MP3 player |  tablet |  laptop |
|--------------------------------|--|--|---|--|
| 1 make phone calls             |  |  |   |  |
| 2 write essays and do homework |  |  |   |  |
| 3 listen to music              |  |  |   |  |
| 4 watch movies and play games  |  |  |   |  |
| 5 text people                  |  |  |   |  |

4 Unscramble the words. Use the words in .

- 1 She listens to music on her \_\_\_\_\_ . 3PM lpyrae
- 2 They read stories on their \_\_\_\_\_ . ptmsrahneo
- 3 He watches movies on his \_\_\_\_\_ . taetbl
- 4 He does his homework on his \_\_\_\_\_ . ptlopa



Which electronic device is most useful for doing homework? Why?

Which electronic device is best for playing games? Why?

How did I do?







Listen and read. Then answer the questions.

## Jenny's Bad Morning

Jenny, a Grade 6 student, was sleeping when her bed started shaking. While the bed was shaking, a strange voice said, "Jenny, wake up! Time to go to school!" "You'll wake everybody up! Stop shaking and talking!" Jenny said. "Sorry," said the bed.

"I'm hungry," said Jenny. "Good morning, Jenny," a robot chair said. She sat on the robot and patted it. The robot carried her to the kitchen. "What would you like for breakfast, Jenny?" asked the fridge.

Jenny said, "Crunchy Crisp Cereal and toast, please." Five seconds later, the fridge opened up and put a bowl of cold cereal in front of her, and the toaster added hot toast with butter.

After breakfast, Jenny sat on the robot chair again, and it took her to her room. Jenny got dressed. "These clothes are too tight," said Jenny. The robot said, "Clothes, be bigger." The clothes got a bigger. "Perfect!" said Jenny.

It was time for school. Jenny's mom said, "Hurry up, Jenny, get in the Fly Car." "Fly Car? No one uses Fly Cars anymore," thought Jenny. Jenny wanted to use a Flying Suit to fly her to school. Her mom shook her head. "Sorry, you can't use a Flying Suit until you're 12." Jenny got in the Fly Car. She was happy. She hated being 11! She thought, "I want to be 12! It'll be so much more fun."

- 1 How did Jenny wake up?  
\_\_\_\_\_
- 2 Who made Jenny's breakfast?  
\_\_\_\_\_
- 3 How did Jenny get to school?  
\_\_\_\_\_
- 4 Did Jenny like the Fly Car? Why/Why not?  
\_\_\_\_\_

**6 Answer the question.**

Would you like Jenny's life? Why/Why not?

\_\_\_\_\_

\_\_\_\_\_





**7** Listen. Then answer the questions.

Mom:

Jason, come on. It's time to get ready for school.

Jason:

Oh, Mom. Do I have to?

Mom:

Yes! Get your books ready while I log on to your virtual classroom.

Jason:

OK, Whoops! I'm almost late for my English class!

Mom:

At least you don't have to take the bus for an hour to school any more. Your teacher's right here for you all the time. You just need to turn your computer on!

Jason:

Yes. But this robot teacher is stricter than the human ones were!

Mom:

That's good. Maybe you'll learn more!

1 Where does Jason go to school?

\_\_\_\_\_

2 How does Jason start classes with his teacher?

\_\_\_\_\_

3 Why does Jason prefer human teachers to robot teachers?

\_\_\_\_\_

**8** Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

\_\_\_ 1 come on

a Oh no!

\_\_\_ 2 log on

b Hurry! Let's go.

\_\_\_ 3 Whoops!

c start using a computer program

\_\_\_ 4 turn on

d start using a machine

**9** Complete with the expressions in 8.

Mom: <sup>1</sup> \_\_\_\_\_, Emma. It's three o'clock. You'll be late for the soccer game.

Emma: Mom! The game was at two! I've missed it!

Mom: <sup>2</sup> \_\_\_\_\_! Sorry, Emma. Never mind, it's raining anyway.

Emma: That's OK. I'll <sup>3</sup> \_\_\_\_\_ to our soccer website and play online.

Mom: Good idea. I'll <sup>4</sup> \_\_\_\_\_ the lights for you. It's getting dark.

How did I do?



|  |   |
|--|---|
| Do you think we'll have cars 100 years from now? | Yes, we <b>will</b> . But cars <b>won't have</b> drivers! They'll <b>use</b> computers. |
|  | No, we <b>won't</b> . We'll <b>have</b> spaceships.                                     |

92  
**10**

Look at the pictures. Complete the sentences. Use **will** or **won't**. Then listen and check.



1 Next year smartphones \_\_\_\_\_ look the same as they do today. In the future you \_\_\_\_\_ wear your phone on your wrist.



2 In the future we \_\_\_\_\_ carry heavy, square tablets anymore. We \_\_\_\_\_ have tablets that are light and roll up.



3 People probably \_\_\_\_\_ listen to music on an MP3 player in the future. With one Patchster patch near each ear, you and your friends \_\_\_\_\_ be able to listen to the same music at the same time.

**11**

Complete the questions. Use **will** or **won't**. Then answer the questions.

- Do you think computers \_\_\_\_\_ roll up in the future?  
\_\_\_\_\_
- Do you think smartphones \_\_\_\_\_ be as smart as you?  
\_\_\_\_\_
- Do you think robots \_\_\_\_\_ clean your room for you?  
\_\_\_\_\_



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!

12

Read the class survey. Then circle the correct words.

### Mrs. Brown's Class Survey - Which activities will we do in 2030?

| Will we...                                  | Percentage of people who said "yes" |
|---|-------------------------------------|
| 1. drive solar-powered cars?                | 100%                                |
| 2. read paper books?                        | 10%                                 |
| 3. go to Mars on spaceships for a vacation? | 0%                                  |
| 4. use non-digital cameras?                 | 0%                                  |
| 5. send paper birthday cards?               | 20%                                 |

1 \_\_\_ will drive solar-powered cars.

- a) Everybody                      b) Someone

2 \_\_\_ will read paper books.

- a) No one                              b) Someone

3 \_\_\_ will use non-digital cameras. They'll take pictures with digital cameras and smartphones.

- a) No one                              b) Someone

4 \_\_\_ who likes to write will send paper birthday cards. Everyone else will send electronic cards.

- a) Nobody                              b) Anyone

13

Circle the sentences in 12 that you agree with. Write about one sentence that you don't agree with. Explain why.

I don't think that \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

How did I do?



**14** Match the words with the definitions. Write the letters.

- |                    |               |
|--------------------|---------------|
| ___ 1 assistive    | a skills      |
| ___ 2 capabilities | b medical     |
| ___ 3 surgical     | c processes   |
| ___ 4 procedures   | d with people |
| ___ 5 socially     | e difficult   |
| ___ 6 complicated  | f helpful     |

**15** Listen and read. Then complete the chart.

# Tomorrow's Robots

We all know that robots will be part of our future. They will help people do things that they're unable to do. That's good, isn't it?

## Firefighter Robots

One day, there will be robots that fight fires. Human firefighters will control the robots and guide them into burning buildings. One type of robot will look like a real firefighter. These robots will be able to walk, climb up ladders, and see through smoke. Another type will look like a snake, able to move through the air. These will help firefighters find people trapped in small places.

## Running Robots

There might also be some robots that look like animals. They'll probably have four legs and be able to run very fast. They'll have bigger back legs than front legs so that they can jump, too. These robots will probably help police catch criminals. They'll catch the criminals because they'll be able to run faster than humans.

## Jumping Robots

This robot won't look like an animal or person, but it'll do amazing things. It'll have wheels that move it from place to place. What's amazing about this robot is that it'll be able to jump very high. In fact, it might be able to jump over walls or onto rooftops. It'll help police see if there are dangerous things or people there.

| Robot               | What will it be able to do? | Who will it help? |
|---------------------|-----------------------------|-------------------|
| 1 Firefighter Robot |                             |                   |
| 2 Running Robot     |                             |                   |
| 3 Jumping Robot     |                             |                   |



16 Read and complete. Then listen and check.

generations    extinct    endangered    speakers    language

## Saving Languages: Now and Long Ago

Did you know that at least one language becomes <sup>1</sup>\_\_\_\_\_ in the world every month? Languages are disappearing fast, and experts believe that in less than 100 years, there will be only half of the languages left in the world that there are today. But there are some attempts to preserve <sup>2</sup>\_\_\_\_\_ languages. For example, the Khang language and culture is one of the most endangered dialects in Vietnam. There are only 4,000 known speakers, and they don't have a written <sup>3</sup>\_\_\_\_\_. UNESCO (United Nations Educational, Scientific, and Cultural Organization) decided to help keep the Khang language and culture from disappearing. UNESCO workers wrote down Khang traditions, developed an alphabet, prepared materials for teaching the language in classes, and trained local <sup>4</sup>\_\_\_\_\_ to teach those classes. Now, Khang speakers will be able to pass on the language to their children for <sup>5</sup>\_\_\_\_\_ to come. This seems like an effective way to preserve a language, doesn't it?



17 Read 16 again and circle T for true or F for false.

- |  |   |   |
|--|---|---|
| 1 In 100 years, there will be twice as many languages as there are today.        | T | F |
| 2 The Khang language always had an alphabet.                                     | T | F |
| 3 The Khang people are studying their language in classes today.                 | T | F |
| 4 Teaching the Khang language to young people will make the language endangered. | T | F |

How did I do?



A diary is a special notebook. People often write about their day in this notebook. They write about the things that happened, and they often write about their feelings or thoughts during the day. Many people like writing in their diary every day. Some people share their diary entries. Some people write only for themselves. A diary entry is similar to a letter. It includes:

- a greeting (*Dear Diary, Hello*)
- an opening sentence. It usually describes the topic of your entry. (*I'm very happy today.*)
- the body. It includes information about the topic.
- a closing (*Goodnight, Love, Bye*)
- your name

## 18 Label the parts of the diary entry.

- 1 \_\_\_\_\_ Dear Diary,
- 2 \_\_\_\_\_ We learned about the future in school today.
- 3 \_\_\_\_\_ I started thinking about my life in the future. In five years, everyone in my class will be in high school.  
I hope I'll have a friend, and that he'll be nice! I won't be able to drive, but I hope that Mom and Dad will let me stay out late. I'm tired now, so I'll say goodbye.
- 4 \_\_\_\_\_ Goodnight,
- 5 \_\_\_\_\_ Pat

## 19 Look at 18. Circle the correct answers.

- 1 What comes after the greeting?      a a period (.)      b a comma (,)      c nothing
- 2 What comes after the closing?      a a period (.)      b a comma (,)      c nothing
- 3 What comes after the writer's name?      a a period (.)      b a comma (,)      c nothing

## 20 Imagine your life six years from now. Write a diary entry about a day in your life. Use 18 and 19 to help you.

---



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---



**21** Look at the chart. Then complete the sentences. Use **will** or **won't**.

|   | My predictions about the year 2030 | I don't think we will have these things! Bye-bye! | I think these things will definitely be here! |
|---|------------------------------------|---|---|
| 1 | text friends                       | with cell phones                                  | with wrist phones                             |
| 2 | write assignments                  | on laptops – parents might use them               | on tablets                                    |
| 3 | listen to music                    | on MP3 players                                    | on Patchster-like devices                     |
| 4 | buy items                          | mostly online using computers                     | mostly online using electronic gadgets        |

- I think people \_\_\_\_\_ with cell phones. We \_\_\_\_\_ with wrist phones.
- We \_\_\_\_\_ on tablets in 2030. We \_\_\_\_\_ on laptops.
- In the future, we \_\_\_\_\_ on MP3 players. We \_\_\_\_\_ on Patchster-like devices.
- I think we \_\_\_\_\_ mostly online using our electronic gadgets. We \_\_\_\_\_ online using computers.

**22** Look at 21. Complete the sentences. Use **Everybody** or **Nobody**.

- \_\_\_\_\_ will use cell phones.
- \_\_\_\_\_ will write assignments on laptops.
- \_\_\_\_\_ will listen to music on a Patchster-like device.
- \_\_\_\_\_ listen to music on MP3 players.

**23** Answer the questions. Use your own ideas.

- Do you think people will carry umbrellas in the future? Why/Why not?  
\_\_\_\_\_
- Do you think we'll read only electronic books in the year 2025 instead of paper books? Why/Why not?  
\_\_\_\_\_

How did I do?







1 Look at the pictures. What are they? Write the words.

### Shopping Around

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



### Vacation Time

- 1 \_\_\_\_\_ 2 \_\_\_\_\_
- 3 \_\_\_\_\_ 4 \_\_\_\_\_

### The Future

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



2

Find or think of a song that talks about shopping, a vacation, or the future. Complete the chart.

|  |  |
|--|--|
| Song title   |  |
| Singer   |  |
| Is the song in English?<br>What language is the song in? |  |
| What's it about?   |  |
| Why do you like listening to this song?                  |  |
| Is it the most popular song now?                         |  |
| What were you doing when you first heard it?             |  |
| Do you think it'll be popular next year?                 |  |

3

Write a review of the song for your school newspaper. Use the information in 2 to help you.

A large rectangular box with rounded corners containing ten horizontal lines for writing a review. The box is decorated with colorful musical notes (blue, green, pink, red, yellow) around its perimeter.

Checkpoint



# 7

# What's That?

## Language in Context

**1** Look at the pictures. Match the gadgets with their uses. Write the letters.



- |                      |                       |          |  |
|----------------------|-----------------------|----------|--|
| ___ <b>Picture 1</b> | This is used for...   | <b>a</b> | listening to music. You wear this headband to listen to music comfortably, even while you sleep. It's a music headband.                |
| ___ <b>Picture 2</b> | These are used for... | <b>b</b> | doing research. You ask it questions and it tells you the answers. It helps you find information. It's Robo-pedia.                     |
| ___ <b>Picture 3</b> | This is used for...   | <b>c</b> | watching movies. You put on these glasses and watch movies that only you can see. They're movie theater glasses.                       |
| ___ <b>Picture 4</b> | This is used for...   | <b>d</b> | drinking. You can fill it up with water and drink it. When you're finished, you can roll it up and put it away. It's a roll-up bottle. |

**2** Which gadgets in 1 do you like? Rate them. 1 = It's amazing! 2 = It's cool. 3 = It's OK. 4 = It's boring/not interesting.

- |          |                       |     |          |                |     |
|----------|-----------------------|-----|----------|----------------|-----|
| <b>a</b> | Robo-pedia            | ___ | <b>b</b> | roll-up bottle | ___ |
| <b>c</b> | movie theater glasses | ___ | <b>d</b> | music headband | ___ |

3

Match the old things with the modern things. Write the numbers.

1



2



3



4



a



b



c



d



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

104  
4

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

cell phone    smartphones    games console    instant camera    radio    gadgets

Today \_\_\_\_\_ are used for talking to people, taking pictures, playing games and listening to music and the news.

Before smartphones people needed different \_\_\_\_\_.

A \_\_\_\_\_ was mostly used for talking to people. An \_\_\_\_\_ was used to take pictures. A \_\_\_\_\_ was used to play games and a \_\_\_\_\_ was used for listening to music and the news.

**THINK BIG**

What do you think about the future of these items? Will we still use them in the future? Why/Why not?

maps    cars    watches

\_\_\_\_\_  
\_\_\_\_\_

How did I do?



106  
5

Listen and read. Then answer the questions.

CAST

Ann, Jim (classmates)

Miss Albany (teacher)



**SETTING:** A Grade 6 classroom in the year 2015.  
[The class finds a time capsule that the school made in 1990. They open it and are looking at the things inside it.]

**Ann:** [picking up a thin square object] Look at this. What is it?  
**Jim:** [takes it from her and looks at it carefully] I'm not sure. It's plastic, and it has a metal rectangle on it.  
**Ann:** Hmm... I think it was used for watching movies on a computer.  
**Jim:** I don't think so. I don't think people could watch movies on computers in 1990.  
**Ann:** You're right.  
**Jim:** [picking up a thick rectangular object] And what's this? It's some kind of small machine.  
**Ann:** [presses one of the buttons and it starts working] Hey, it's an old music player. [Ann puts the headphones to her ears]  
**Jim:** [putting his hands over his ears] Oh, no! I don't want to listen to old music!  
**Ann:** [laughing] Someone's going to say the same thing about our music in the future. I kind of like this music. I'm going to take it to my grandpa. He might remember this kind of music.  
 [A teacher enters]  
**Jim:** [holding up the thin square object] Hello, Miss Albany. What's this?  
**Miss Albany:** Oh, that's a floppy disk. People used them to keep information on from a computer. That way they had the information even if their computer didn't work.  
**Jim:** I see.  
**Ann:** It's fun looking at these old things.



- 1 What did Ann pick up?  
\_\_\_\_\_
- 2 What did she think it was used for?  
\_\_\_\_\_
- 3 Did Jim like the music?  
\_\_\_\_\_
- 4 What did people use the square object for?  
\_\_\_\_\_

6

Answer the questions.

How old does something have to be for you to think it is "old"? Why?  
\_\_\_\_\_



109  
7

Listen and read. Circle T for true or F for false.



- Iris: What's in the box?  
 Laura: It's not a box. See? It doesn't open. My grandpa brought it back from China when he went there many years ago.  
 Iris: Let's see. It's hard and looks like it would break if you dropped it.  
 Laura: Well, it would! It's ceramic, like the plates and dishes we use for eating.  
 Iris: OK. But what is it? What's it used for?  
 Laura: You won't believe it, but it's a pillow!  
 Iris: A pillow? But it's so hard!  
 Laura: A long time ago, women in Asia had very beautiful hairstyles that took a lot of work to create. They didn't want to ruin them by sleeping on a soft pillow. So they just rested their necks on a ceramic pillow like this one. It was used for keeping their hair in place.  
 Iris: Gosh! That doesn't sound very comfortable.

- |   |   |   |
|---|---|---|
| 1 The object is a pillow made of plastic. | T | F |
| 2 It was used when women were sleeping.   | T | F |
| 3 Iris thinks it's a good pillow.         | T | F |

8 Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- |                                  |  |
|----------------------------------|--|
| ___ 1 See?                       | a It's surprising.                     |
| ___ 2 You won't believe it.      | b Look closely.                        |
| ___ 3 Let's see.                 | c keep (their hair) from getting messy |
| ___ 4 keep (their hair) in place | d Let me think.                        |

9 Complete with the expressions in 8.

- A: What were those bones used for?  
 B: <sup>1</sup>\_\_\_\_\_. Now I remember. <sup>2</sup>\_\_\_\_\_, but those bones were used for a children's game called Knucklebones!  
 A: How did women in ancient Greece <sup>3</sup>\_\_\_\_\_ their clothes \_\_\_\_\_?  
 B: Well, look at this picture. <sup>4</sup>\_\_\_\_\_? They wrapped a piece of cloth around themselves and used pins or belts.



How did I do? ☆☆☆☆☆



What's it **used for**?  
What **was** it **used for**?

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

**10 Match and write the letter.**

- \_\_\_ 1 A wireless headset is used for
- \_\_\_ 2 A cell phone is used to
- \_\_\_ 3 A games console is used to
- \_\_\_ 4 A radio is used for

- a play video games.
- b making phone calls.
- c listening to music.
- d make phone calls.

**11 Look and read. Answer the questions with **used for** or **used to**.**

keeping shoes on    listen to music    playing video games    tell time

1



A: What are they used for?

B: They're used to listen to music.

2



A: What are they used for?

B: \_\_\_\_\_

3



A: What's it used for?

B: \_\_\_\_\_

4



A: What's it used for?

B: \_\_\_\_\_



What is it?

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

12 What do you think these old things are? Use the words from the box and **may** or **might** to write sentences.

abacus egg beater gramophone washboard

1



It may be a gramophone.

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

13 Look at the items in 12. What do you think they were used for? Write sentences with **used to**.

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

4

\_\_\_\_\_

How did I do?





14 Complete the chart. Use the words from the box.

candle    cash register    combustion engine    plumbing

| How do the inventions help people?                         | Invention |
|--|-----------|
| 1 We can easily take a shower and wash dishes and clothes. |           |
| 2 We can travel by vehicles on land, water, and air.       |           |
| 3 We can see at night when the lights go out.              |           |
| 4 Stores can keep their money safe.                        |           |

15 Read. Then answer the questions.

## Everyday Inventions

Who do you think of when you hear the word *inventor*? Do you think of Thomas Edison, the inventor of the light bulb, or Karl Benz, the inventor of the gas-powered car?

Not all inventors are world-famous. In fact, we don't know the names of a lot of inventors who invented some of the small useful things we use every day. For example, everyone knows about the bendable straw. But does anyone know the name Joseph Friedman? In 1937 he invented the bendable straw. Joseph's brother owned a soda store. One day Joseph was watching his small daughter drink a milkshake from a long straw. The straw was long and she couldn't reach the end of it easily with her mouth. You may not think this is a problem, but Joseph did! He said, "Let's see. I'll put a screw into the straw, and wrap floss around it on the outside of the straw." He tried it and then he took the screw out. The straw could bend, and the bendable straw was born.



- 1 Who was with Joseph Friedman at his brother's store? \_\_\_\_\_
- 2 What problem was she having? \_\_\_\_\_
- 3 What did Joseph Friedman put inside and outside the straw? \_\_\_\_\_
- 4 What was the result? \_\_\_\_\_



16

Look at page 91 of the Student's Book. Read and complete.

screen    disease    heat    device

1 **Kenneth Shinozuka**  
**What's the invention?** It's a <sup>1</sup>\_\_\_\_\_ you put in a sock and it sends a message to a smartphone app when you stand up.  
**What's the invention used for?** It's used for finding people with Alzheimer's <sup>2</sup>\_\_\_\_\_.

2 **Boyan Slat**  
**What's the invention?** It's a <sup>3</sup>\_\_\_\_\_ using the ocean's natural currents.  
**What's the invention used for?** It's used to catch floating plastic garbage in the ocean.

**Ann Makosinski**  
**What's the invention?** It's a flashlight that gets its power from body <sup>4</sup>\_\_\_\_\_  
**What's the invention used for?** It's used to see in the dark and it doesn't need batteries.

17

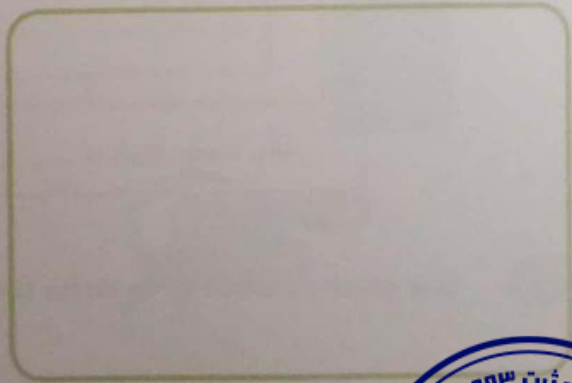
Look at 16. Match the pictures with the inventions.



18

Design an invention. Write and draw.

**What's the invention?** \_\_\_\_\_  
 \_\_\_\_\_  
**What's the invention used for?** It's used \_\_\_\_\_  
 \_\_\_\_\_  
**Name of invention:** \_\_\_\_\_  
 \_\_\_\_\_



How did I do? ☆ ☆ ☆ ☆ ☆



When you write a description of an object, it's good to write about:

- the way it looks (*It's red, large, and round. It looks like an elephant's trunk.*)
- the things it has and can do (*It has two legs. It can go very fast.*)
- what it's used for (*It's used to carry heavy things.*)

Include as much information as you can so the readers can see a picture of that object in their mind.

**19** Read this paragraph about an amazing object. What is it?

This object is really amazing. It's rectangular. It's white or black, with a large screen on one side. It looks like a thin book, but you can't open or close it. You can carry it everywhere in your bag. You can read and listen to music on it. It has a camera, so you can take pictures and even videos with it. You can also send and receive emails on it. It's used to entertain people on long trips. It's a \_\_\_\_\_

**20** Underline the sentences in 19 that describe what the object looks like. Circle the sentences that describe the things it has/can do. Underline twice the things it is used for.

**21** Think of an invention. Complete the chart.

|                                 |                                 |                          |
|---------------------------------|---------------------------------|--------------------------|
| It looks like<br>_____<br>_____ | It's made of<br>_____<br>_____  | It can<br>_____<br>_____ |
| It has<br>_____<br>_____        | It's used for<br>_____<br>_____ |                          |
| My invention is _____           |                                 |                          |

**22** Use your chart in 21 to write a description of your invention.



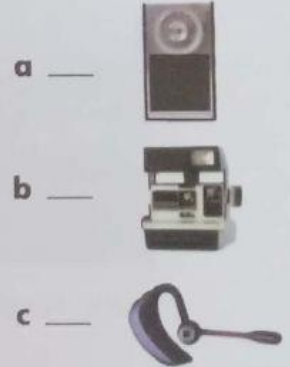
23 Look at the code. Write the words. Then match the words with the pictures. Write the numbers.

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ● | ▲ | ■ | ▬ | ◆ | ◇ | △ | ▽ | ▷ | ◁ | = | + | ÷ |
| a | b | c | d | e | f | g | h | i | j | k | l | m |
| x | ○ | ◇ | □ | ▭ | * | ! | ] | ? | # | % | ▼ | ▾ |
| n | o | p | q | r | s | t | u | v | w | x | y | z |

1 # ▷ □ ◆ + ◆ \* \* ▾ ◆ ● ▬ \* ◆ !

2 ▷ x \* ! ● x ! ■ ● ÷ ◆ □ ●

3 □ ● ▬ ▷ ○



24 Complete the dialogs. Use **used to** and **used for** and the words from the box.

keeping shoes on    listen to music    play video games

- 1 A: These are headphones.  
 B: \_\_\_\_\_?  
 A: They're \_\_\_\_\_.
- 2 A: This was a games console.  
 B: \_\_\_\_\_?  
 A: It was \_\_\_\_\_.
- 3 A: These are shoe laces.  
 B: \_\_\_\_\_?  
 A: They're \_\_\_\_\_.



How did I do? ☆ ☆ ☆ ☆ ☆



# 8

# Where Do They Come From?

## Language in Context

1 Look at the pictures. Read about the inventions that come from these places. Do any surprise you?



Italy: eyeglasses, radio, piano



India: chess, ink, pajamas



England: jigsaw puzzle, matches, combustion engine



China: sunglasses, noodles, paper lantern

2 Circle the inventions that you use or see every day.

- |                   |       |         |            |
|-------------------|-------|---------|------------|
| jigsaw puzzle     | chess | matches | eyeglasses |
| combustion engine | ink   | pajamas | piano      |
| noodles           | radio | chess   | sunglasses |

3 Look at 1 and 2. Where do most of the items that you circled come from?  
Most of the products that I use or see were invented in \_\_\_\_\_





4 What items that you use every day were invented in your country?

**5** Read. Circle two correct answers for each sentence.

- 1 These are made mostly of metal.
  - a silver earrings                      b planes                                      c baseballs
- 2 These are made of rubber.
  - a kitchen gloves                      b T-shirts                                      c rain boots
- 3 Some of these are made of wool.
  - a cola cans                                      b blankets                                      c sweaters
- 4 Some of these are made of cotton.
  - a T-shirts                                      b jackets                                      c tires
- 5 These are made of clay.
  - a cups    b blankets                                      c plates

**6** Listen. What are the things? Number them in the order you hear them. Then write the names.

balls    clothes    teacup    plane

|  |                                |   |                                |
|--|--------------------------------|---|--------------------------------|
|  | <input type="checkbox"/> _____ |  | <input type="checkbox"/> _____ |
|  | <input type="checkbox"/> _____ |  | <input type="checkbox"/> _____ |

**THINK BIG**

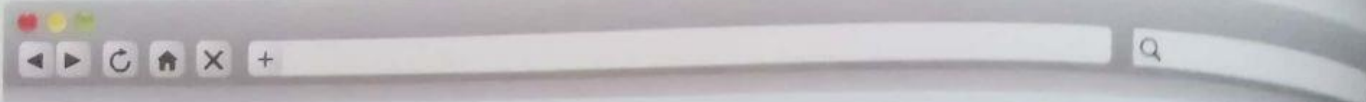
Clothes are made of a lot of different materials. Which materials can keep us warm? Which material can keep us dry?

How did I do? ☆ ☆ ☆ ☆ ☆





Listen and read. Then answer the questions.



beach\_boy

My family is planning a vacation this year. I want to go somewhere warm and sunny. I'd love to spend a lot of time on a beautiful sandy beach. Hiking would be fun, too. Where should we go?

travel\_tracy

Go to the island of Korčula, one of the islands in Croatia. Fun things to do and see can be found everywhere, and it's easy to visit other islands, too. Korčula is known for its beautiful beaches and wonderful summer weather, but there are also places to go hiking and biking. Take time to walk around the historic fortified town of Korčula and photograph the amazing scenery. Go on a boat trip to the neighboring islands and enjoy eating fresh seafood, too. You'll definitely enjoy a vacation on this great island!



- 1 Where is Korčula?  
\_\_\_\_\_
- 2 What's Korčula known for?  
\_\_\_\_\_
- 3 What's special about the town?  
\_\_\_\_\_
- 4 What two things would you like to do on Korčula? Why?  
\_\_\_\_\_  
\_\_\_\_\_



124  
8

**Listen. Circle T for true or F for false.**

- Suzy:** Maybe I can find something for my sister here. Her birthday is next week.
- Regina:** I think you can. That table over there has a bunch of handmade cotton blouses. They're made in Hungary.
- Suzy:** They're beautiful.
- Regina:** Look, Margit is wearing one. See how it's worn? The strings are pulled and tied in the front. It's a nice look.
- Suzy:** My sister would love it! But look, the one that I like is torn.
- Regina:** I'm sure it can be fixed. Like the sign says, "Gently used clothes." Let's ask Margit's mother if it can be repaired.
- Suzy:** Great idea!



- |  |   |   |
|--|---|---|
| 1 It's Suzy's mother's birthday soon.          | T | F |
| 2 Regina likes the blouses.                    | T | F |
| 3 Suzy thinks her sister will like the blouse. | T | F |
| 4 The blouse Suzy likes is new.                | T | F |

**9 Look at 8. Read the underlined expressions. Match the expressions with their meaning. Write the letters.**

- |                   |  |
|-------------------|--|
| ___ 1 a bunch of  | a worn for a little while and still in good condition        |
| ___ 2 handmade    | b a lot of   |
| ___ 3 gently used | c made by using your hands and not by using factory machines |

**10 Complete with the expressions in 9.**

- A:** Look at these amazing scarves. Why are they so cheap?
- B:** I guess it's because they're all <sup>1</sup>\_\_\_\_\_. But they look new.
- A:** I'm going to buy the red and yellow one.
- B:** I love this local craft fair. <sup>2</sup>\_\_\_\_\_ these things look <sup>3</sup>\_\_\_\_\_.
- A:** I know. I love things that are made by hand.

How did I do?





That rug **is made** of wool.

Those bananas **are grown** in Ecuador.

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

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

11

Match the three forms of the verbs. Draw lines.

Present Simple

Past Simple

Past Participle

eat

flew

flown

fly

made

invented

grow

ate

raised

introduce

invented

grown

invent

mined

eaten

produce

introduced

made

make

produced

introduced

mine

raised

mined

raise

grew

produced

12

Write the sentences. Use the present simple passive form of the verbs in parentheses.

- 1 Corn \_\_\_\_\_ (grow / in the U.S.).
- 2 Sheep \_\_\_\_\_ (raise / in New Zealand).
- 3 Many cars \_\_\_\_\_ (make / in China).
- 4 Gold \_\_\_\_\_ (mine / in South Africa).
- 5 Denim \_\_\_\_\_ (produce / in many countries).
- 6 Basketball \_\_\_\_\_ (create / in Canada).
- 7 The shopping cart \_\_\_\_\_ (invent / in the U.S.).



13 Look and complete the sentences. Use the past simple passive form of the verbs in parentheses.



- 1 Chess \_\_\_\_\_ probably \_\_\_\_\_ (invent) in India.
- 2 In 1783, the first hot air balloon \_\_\_\_\_ (fly).
- 3 The first shopping cart \_\_\_\_\_ (make) in 1937.
- 4 The phonograph, or record player, \_\_\_\_\_ (introduce) in 1877 by Thomas Edison.

14 Unscramble the words. Use them to write sentences. Use the present simple passive form of the verb.

1 acrs rpudeco

cars \_\_\_\_\_ produce \_\_\_\_\_

Cars are produced \_\_\_\_\_ in Brazil.



2 ldgo niem

\_\_\_\_\_

\_\_\_\_\_ in Peru.



3 sehcs lypa

\_\_\_\_\_

\_\_\_\_\_ all over the world.



4 tobos emka

\_\_\_\_\_

\_\_\_\_\_ of rubber.



How did I do?



**15** Match the words with the definitions. Write the letters.

- |                         |  |
|-------------------------|--|
| ___ 1 fresh produce     | a something that has a harmful effect on air, land, or water |
| ___ 2 pollution         | b foodstuffs that go bad quickly                             |
| ___ 3 imported          | c usual or normal  |
| ___ 4 country of origin | d brought from a different country                           |
| ___ 5 typical           | e where something or someone comes from                      |

**16** Read and complete with the words from the box. Then listen and check.

distribution center    fresh    local    pollution    typical

## Farmers' Markets and Our Future



Where does your family buy fresh fruit and vegetables from? Do you go to a supermarket or do you go to a farmers' market? All over the world, farmers gather on specific days in specific places, like a park or parking lot, to sell their produce directly to customers. Their produce is fresh – often picked just the day before! It's also seasonal, which means that in the summer you can buy only summer fruits and vegetables, and in the winter you can buy only winter fruits and vegetables. Some farmers' markets also have live entertainment, like singers and musicians, and sell things other than produce, like crafts made by <sup>1</sup>\_\_\_\_\_ people. So they can be a great place to find and buy gifts for people and just to have fun!

Shopping at a farmers' market can be a good thing to do. Here's why:

- A You can meet local farmers and learn about their produce. You can find out what's in season, and some farmers may give advice on how to prepare and cook their produce.
- B Locally-grown food is very <sup>2</sup>\_\_\_\_\_. It hasn't been stored or refrigerated for long, and it hasn't been transported far. So every bite tastes good!
- C The food doesn't have to travel a long distance from the farm to a <sup>3</sup>\_\_\_\_\_ and then to you. It goes only a short distance from the farm to you. This results in less <sup>4</sup>\_\_\_\_\_ and helps keep the environment clean.
- D Buying from local farmers can help the environment in other ways, too. When farmers don't make enough money to live on, they are often obliged to sell their farms to land developers. The developers build houses and buildings on the farmland. More houses may cause more pollution and greater demands on natural resources like rivers, lakes, and forests in the area.
- E A <sup>5</sup>\_\_\_\_\_ farm is a beautiful place. It has fields, meadows, woods, and ponds. It provides homes for animals like rabbits, birds, and deer. So if the farm disappears, the animals may have nowhere to live, and you may have nowhere to go to enjoy nature's beauty.

Next time your mom buys vegetables, think about asking her to go to a local farmers' market. You'll help the environment and you'll support your local community.



17 Read and complete. Then listen and check.

machine school problem useful invent

## Problems and Inventions

- All over the world, there are objects that people use and things people do, which have been invented. Why do people <sup>1</sup>\_\_\_\_\_ things? Where do ideas for inventions come from? There's a saying that, "Necessity is the mother of invention." This means that people invent things because there's a problem, and they want to solve the problem.
- In 1912, American engineer Otto Frederick Rohwedder had an idea. He wanted to invent a <sup>2</sup>\_\_\_\_\_ that could slice a whole loaf of bread. He built his first bread slicer in 1917, but it was destroyed in a fire. In 1927, he had enough money to build another one. But he realized he had a <sup>3</sup>\_\_\_\_\_ - the bread became stale after it was cut. He then had another idea, and he built a bread slicer that sliced the bread and then wrapped it so that it wouldn't get stale so quickly. So the next time you see a loaf of sliced bread, think about Otto Frederick Rohwedder's invention and how <sup>4</sup>\_\_\_\_\_ it is to us every day!
- Society needs inventors. Our lives are better because inventors are problem-solvers. Many of them solve everyday problems by inventing something useful. Think of a problem in your home or at your <sup>5</sup>\_\_\_\_\_. Can you invent something to solve it?



18 Read 17 again and answer the questions.

1 What did Otto Frederick Rohwedder invent?

---

2 What problem did he have?

---

3 How did he solve the problem?

---

4 When did he build his first bread slicer?

---

How did I do?



# Review

22 Circle the products that are made of the materials in the chart.

| Wool     | Rubber | Cotton  | Metal    | Clay       |
|----------|--------|---------|----------|------------|
| rug      | tire   | plate   | oven     | sweater    |
| scarf    | boots  | towels  | cola can | plate      |
| cola can | paper  | T-shirt | floor    | bowls      |
| blanket  | eraser | plane   | food     | flower pot |

23 Read and circle the correct answers.

- Coffee \_\_\_ in Costa Rica and you can visit coffee farms there.  
 a was grown    b is grown
- Beautiful glass \_\_\_ in Italy. You can buy it in fancy stores.  
 a was made    b is made
- Bar codes \_\_\_ in the U.S. long ago.  
 a were invented    b are invented
- Fantastic watches \_\_\_ in Switzerland and stores all over the world sell them.  
 a are made    b were made
- A lot of cattle \_\_\_ in Argentina today.  
 a were raised    b are raised
- The jigsaw puzzle \_\_\_ by an Englishman in 1767.  
 a was invented    b is invented



24 Complete the sentences with the correct form of the verbs in parentheses.

- Jars \_\_\_\_\_ (make) from glass.
- Apples \_\_\_\_\_ (grow) in New York State and are very popular in the fall.
- The modern safety pin \_\_\_\_\_ (invent) in the U.S. in 1849.
- The earliest noodles \_\_\_\_\_ (eat) in China a long, long time ago.

How did I do?



# 9

# How Adventurous Are You?

## Language in Context

133  
1 Listen and match. Write the number.



2 Read about the food in the pictures in 1. Rate them. 1 = I really want to try it! 2 = I might want to try it. 3 = I never want to try it!

1 This Filipino dessert is called Buko Pandan. It looks pretty, and it has a wonderful sweet taste.

2 Tandoori chicken is a popular traditional dish from India. It is made with chicken and spices like pepper and curry. It tastes hot and spicy!

3 Chinese soup has tofu in it. It's hot and sour. It has a very unusual taste!

4 Marinated octopus is a traditional seafood dish from Greece. The octopus is left in olive oil, lemon juice, and herbs for a short time. It's delicious!

3 How adventurous are you with food? Look at your ratings in 2 and ✓ your answer.

- I'm very adventurous. I rated most of the food as 1.
- I'm somewhat adventurous. I rated most of the food as 2.
- I'm not adventurous at all. I rated most of the food as 3.

4 Listen and ✓ the words you hear for each food.

|  | unusual | tasty | popular | raw | spicy | sweet | traditional | delicious |
|--|---------|-------|---------|-----|-------|-------|-------------|-----------|
| <br>gazpacho  |         |       |         |     |       |       |             |           |
| <br>sushi     |         |       |         |     |       |       |             |           |
| <br>tagine    |         |       |         |     |       |       |             |           |
| <br>spumoni |         |       |         |     |       |       |             |           |

5 What food do you like? What food don't you like? What does it taste like?

---



---

**THINK BIG**

Name a traditional food from your country. Then circle words to describe it.

---

hot / raw / sweet / spicy / cold / sour  
 unusual / popular / delicious

How did I do?





137 Listen and read. Then answer the questions.

# Life on a Boat

Eleven-year-old Glenn Dodd has lived on a boat with his family for the past two years. A local radio station is interviewing him.

**Interviewer:** Today on Awesome Adventures, we're talking to eleven-year-old Glenn Dodd. Glenn's family has lived on a boat and has traveled around Australia for the last two years. Tell me, Glenn, what's it like living on a boat?

**Glenn Dodd:** Well, in the beginning it was really hard. There are four people in my family and a dog. The boat is small, so we were always very close to each other.

**Interviewer:** Wow! I'm sure that was tough sometimes.

**Glenn Dodd:** Yes, we had to learn to get along, or my dad said he'd throw us into the ocean!

**Interviewer:** That would make me behave, too! What do you like the most about life on a boat?

**Glenn Dodd:** Well, probably all the new things I can try.

**Interviewer:** Like what? Give me an example.

**Glenn Dodd:** Well, I've eaten alligator meat a few times. And I've scuba dived with stingrays. That was a little scary!

**Interviewer:** I can imagine it was! Now tell me, after two years, would you rather live on a boat or in a house?

**Glenn Dodd:** Honestly, I really want to live in a house now, like my friends. Actually, my family has decided to go back home next month. So, soon, I'm going to be a land creature again.

**Interviewer:** Well, good luck, Glenn. That's all the time we have. Thanks again for sharing your story.



- 1 Where does Glenn Dodd live now? \_\_\_\_\_
- 2 What does he like most about living there? \_\_\_\_\_
- 3 Do you think Glenn is an adventurous person? Why/Why not? \_\_\_\_\_





140  
7

Listen. Then circle the correct answers.

Allie: Hi, Roberto. Let's do something on Saturday afternoon.  
 Roberto: That sounds good, Allie. But I have a lesson on Saturday.  
 Allie: You have lessons on Saturdays?  
 Roberto: Yes. I'm learning Chinese!  
 Allie: Chinese? Really?  
 Roberto: Yes. It's really interesting. Have you ever studied another language?  
 Allie: Well, I can speak English and Spanish. But I've never studied another language.  
 Roberto: It's a lot of fun. And I'm learning a lot. I can say so many things in Chinese already.  
 Allie: That's amazing! How do you say *hello* in Chinese?  
 Roberto: Ni hao, Allie!  
 Allie: Hola, Roberto!



- 1 Roberto and Allie are a friends. b brother and sister.
- 2 Roberto studies Chinese on a Sundays. b Saturdays.
- 3 Allie speaks a English and Chinese. b English and Spanish.
- 4 Roberto a enjoys studying Chinese. b doesn't like studying Chinese.
- 5 *Ni hao* means a 'goodbye'. b 'hello'.

8 Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- |                         |                             |
|-------------------------|-----------------------------|
| ___ 1 do something      | a Wow! That's great!        |
| ___ 2 That sounds good. | b go somewhere and have fun |
| ___ 3 That's amazing!   | c That's a good idea.       |

9 Complete with the expressions in 8.

- A: Hi, Jack. Do you want to <sup>1</sup> \_\_\_\_\_ on Sunday afternoon?  
 B: <sup>2</sup> \_\_\_\_\_. Do you want to go to the movies? I have two tickets, and they were free!  
 A: <sup>3</sup> \_\_\_\_\_. Where did you get them from?  
 B: They were a present.

How did I do? ☆☆☆☆☆



**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**.

**10 Match the three forms of the verbs. Draw lines.**

Present Simple

- 1 act
- 2 break
- 3 fall
- 4 go
- 5 have
- 6 move
- 7 swim
- 8 win

Past Simple

- 1 fell
- 2 moved
- 3 swam
- 4 broke
- 5 acted
- 6 won
- 7 went
- 8 had

Past Participle

- 1 gone
- 2 fallen
- 3 won
- 4 acted
- 5 swum
- 6 broken
- 7 had
- 8 moved

**11 Unscramble the questions. Then look and write the answers.**

**Cara's Important Events**



2000

2008 - went to Disney World

2015

2011 - fell off my bike and broke my arm

**Keaton's Important Events**



2008 and 2009 - swam in Puerto Vallarta on vacation

2000

2011 - won soccer tournament; broke my leg

2015

1 ever / has / been / Cara / to Disney World?

\_\_\_\_\_

\_\_\_\_\_

2 Cara / swum / ever / has / in Puerto Vallarta

\_\_\_\_\_

\_\_\_\_\_

3 Keaton / has / been / to Puerto Vallarta / ever?

\_\_\_\_\_

\_\_\_\_\_

4 Keaton / broken / his arm / has / ever?

\_\_\_\_\_

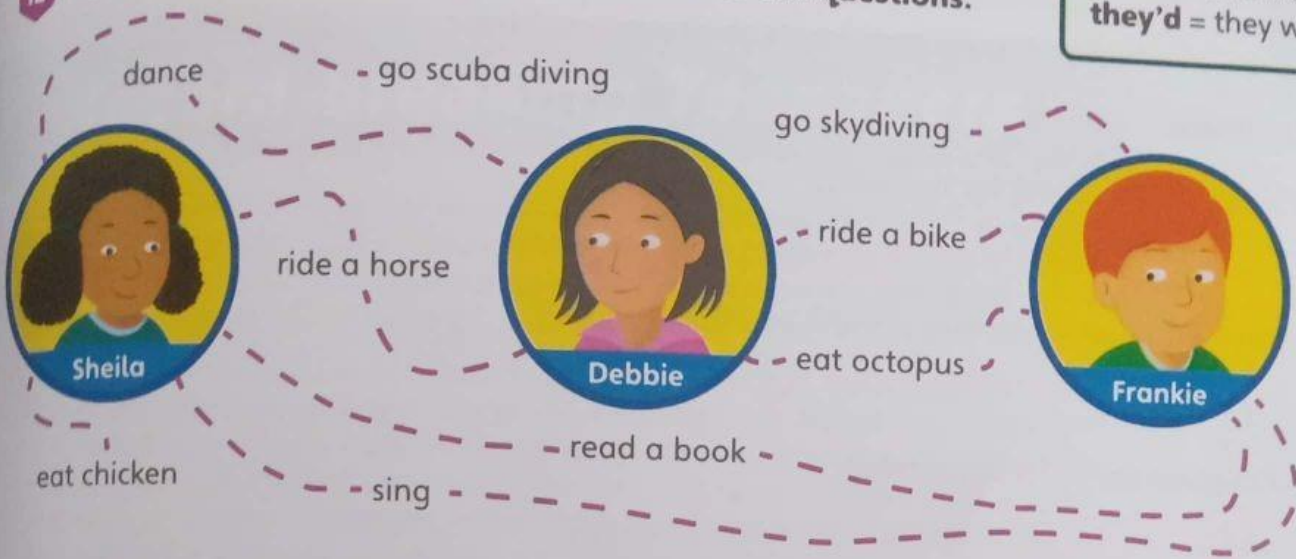
\_\_\_\_\_



Would they **rather** play soccer or watch it? They'd **rather** play soccer.

I'd = I would  
you'd = you would  
he'd = he would  
she'd = she would  
they'd = they would

12 Follow the lines. Make guesses and answer the questions.



- 1 Would Sheila rather go skydiving or go scuba diving?  
She'd rather go scuba diving.
- 2 Would Sheila and Debbie rather ride a bike or ride a horse?  
\_\_\_\_\_
- 3 Would Frankie and Debbie rather eat chicken or eat octopus?  
\_\_\_\_\_
- 4 Would Frankie and Sheila rather watch cartoons or read a book?  
\_\_\_\_\_

13 Answer the questions.

- 1 Would you rather eat chicken or eat octopus?  
\_\_\_\_\_
- 2 Would you rather ride a bike or ride a horse?  
\_\_\_\_\_
- 3 Would you rather go skydiving or go scuba diving?  
\_\_\_\_\_

How did I do?



**14** Read and circle the correct answers.

- 1 A chemical that your body produces when you are excited, frightened, or angry.
  - a adrenal glands
  - b adrenalin
- 2 A chemical which your body produces that affects your body.
  - a hormone
  - b oxygen
- 3 To let go of something (or someone).
  - a release
  - b protect
- 4 Strong feelings of worry that prevent you from relaxing.
  - a boost
  - b stress
- 5 The smallest part of a living thing.
  - a oxygen
  - b cell

**15** Listen and read. Then circle T for true or F for false.

## Extreme Sports

Many people exercise to relax and to release stress. But other people like sports that are exciting and may even be dangerous like motorcar racing, skiing, and rock climbing. These people love the feel of adrenalin rushing through their bodies, giving them that extra boost of energy. The sudden boost of this hormone is called an adrenalin rush.

### Freeriding

Freeriding is like big wave surfing on snow. Skiers go to the top of a very high, steep mountain and ski down it. There are no paths for them to follow – they just follow the natural paths down the mountain. Where does the adrenalin rush come from? They go down the mountain very, very fast because the slopes that they ski down are very steep. Some slopes are almost at 90 degrees to the ground. They also fly in the air in some places, over rock-covered snow cliffs. Now that sounds very exciting, doesn't it?



- |  |   |   |
|--|---|---|
| 1 Some extreme sports can give people an adrenalin rush. | T | F |
| 2 Freeriders ski down very high, steep mountains.        | T | F |
| 3 Freeriders follow a path.                              | T | F |
| 4 Freeriders aren't adventurous.                         | T |   |



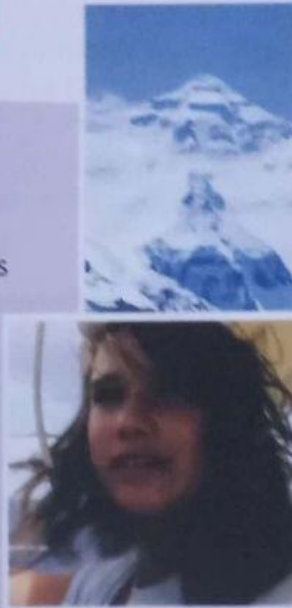
16 Read and complete. Then listen and check.

achieved extreme sports goals professional risks sail

# Record-breaking Teenagers

All around the world, there are teenagers who do amazing things at home, at school, or on the sports field. But some teenagers take enormous <sup>1</sup>\_\_\_\_\_ and break records in the world of <sup>2</sup>\_\_\_\_\_. Let's read about two record-breaking teenagers, who set out to achieve and succeed in reaching their amazing <sup>3</sup>\_\_\_\_\_.

Jordan Romero is a <sup>4</sup>\_\_\_\_\_ climber who, as a teenager, climbed seven of the highest and most challenging mountains on seven continents. He climbed his first mountain, Mount Kilimanjaro in Africa, in 2006, when he was ten years old. He's the youngest person in the world to do this. In 2011, when he was fifteen years old, he climbed the last of the seven mountains, a mountain in Antarctica. Jordan, who lives in California, wants to help other teenagers reach their goals, so he started a group called Find Your Everest.



In 2012, a Dutch teenager, Laura Dekker, became the youngest person to <sup>5</sup>\_\_\_\_\_ around the world on her own. Laura has been on or near water all her life. She was born on a boat, got her first boat when she was six years old, and at eight years old began dreaming about sailing around the world. At ten years old, she got her second boat, *Guppy*, and at fifteen years old she set off on her long trip. A year and a day later, she <sup>6</sup>\_\_\_\_\_ her goal. She was just sixteen years old. When Laura finished the trip and got off her boat, her mother, father, sister, grandparents, and many cheering fans greeted her.

17 Read 16 again and answer the questions.

- 1 How many mountains on how many continents has Jordan Romero climbed?  
\_\_\_\_\_
- 2 How old was Jordan when he climbed his last mountain?  
\_\_\_\_\_
- 3 What does Find Your Everest do?  
\_\_\_\_\_
- 4 How old was Laura when she got her first boat?  
\_\_\_\_\_
- 5 How old was Laura when she set off to achieve her goal?  
\_\_\_\_\_

How did I do? ☆☆☆☆☆



A good description includes:

- a clear topic sentence that tells the reader what you are going to write about. (*I'm not a risk-taker.*)
- more information about the topic that gives examples or details. You can introduce your examples using *For example*. Always use a comma. (*For example, I don't like trying new foods. I also get nervous when I go to new places where I can't speak the language.*)
- a summary that retells your topic sentence in a new way. (*It's OK that I'm not a risk-taker because it's good to have different people in the world.*)

**18** Read the description. Then answer the questions. Write the numbers.

I'm not at all adventurous, and I don't like to try new things. <sup>2</sup>For example, I don't play sports because every time I've played, I've gotten hurt. <sup>3</sup>I also don't like trying new foods, and I prefer to eat the same food every day. <sup>4</sup>This is strange because my whole family loves trying food from different cultures. <sup>5</sup>Everyone says I should be more adventurous and try new things, but I'm happy just the way I am.

- \_\_\_ 1 Which sentence is the topic sentence?
- \_\_\_ 2 Which sentences give details about the topic?
- \_\_\_ 3 Which sentence retells the topic in a new way?

**19** Think of ways that you are **not** adventurous. Complete the chart.

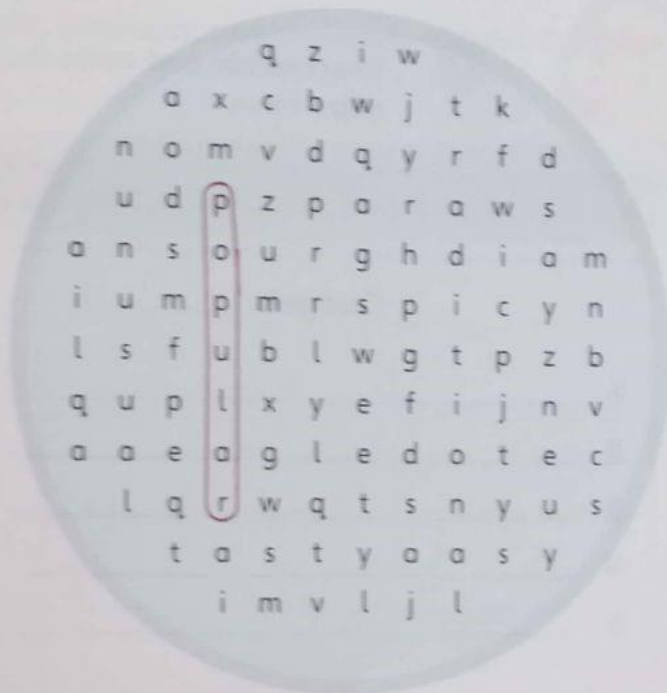
|   |
|---|
| Complete the sentence: <i>I am not adventurous because...</i>         |
| Give an example and details.  |
| Give another example and details.                                     |
| Write a summary. Explain in one sentence how you are not adventurous. |

**20** Write a paragraph about how you are **not** adventurous. Use 19 to help you.



21 Find and circle these words.

- popular
- raw
- sour
- spicy
- sweet
- tasty
- traditional
- unusual



22 Complete the sentences. Use some of the words in 21.

- 1 One soup at the Spanish restaurant has a lot of spices in it. Not many people order it.  
The soup is too \_\_\_\_\_ so it isn't \_\_\_\_\_.
- 2 Many of the dishes at the Greek restaurant are delicious seafood dishes. One of the dishes is eaten by everyone in Greece and was eaten long ago, too.  
That seafood dish is \_\_\_\_\_ and \_\_\_\_\_.
- 3 The new Mexican restaurant has a dessert that is made with avocado and lime.  
The avocado dessert isn't common. It's \_\_\_\_\_. It isn't sweet like usual desserts.  
It's \_\_\_\_\_.

23 Complete the questions. Use the correct form of the words in parentheses. Then answer the questions about yourself.

- 1 \_\_\_\_\_ you ever \_\_\_\_\_ (go) to a Japanese restaurant?  
\_\_\_\_\_
- 2 \_\_\_\_\_ you ever \_\_\_\_\_ (see) an octopus?  
\_\_\_\_\_
- 3 \_\_\_\_\_ you ever \_\_\_\_\_ (eat) grasshoppers?  
\_\_\_\_\_

How did I do? ☆ ☆ ☆ ☆ ☆





1

Unscramble and write the words. Add your own words on the extra lines.

**Gadgets**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

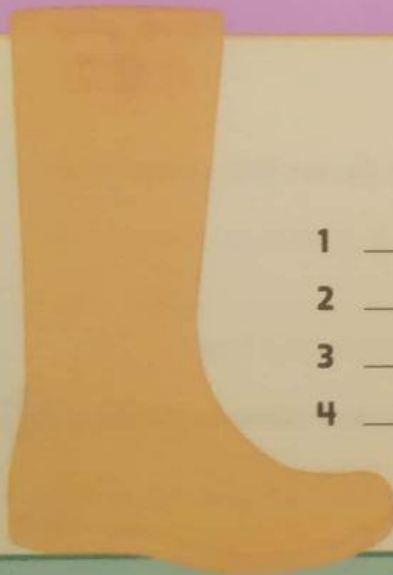
5 \_\_\_\_\_

1 nattisn aecamr

2 llce onhpe

3 welresis hadeest

4 agmes onclsoe



**Products and Materials**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

1 tootnc

2 bankltes

3 yacl

1 edusoiilc

2 lpruapo

3 tadiilnroat

4 uusulan

**Food**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_





**2** Find a song that talks about gadgets, products, and materials or food. Complete the chart about the song.

|  |  |
|--|--|
| Song title   |  |
| Who's the singer?  |  |
| Where does the singer come from?                                 |  |
| Who was the song written by?                                     |  |
| What's your favorite line in the song? Why?                      |  |
| Would the singer rather sing traditional songs or popular songs? |  |
| Has the song ever been a number one hit?                         |  |
| Who else do you think might sing the song well?                  |  |

**3** Write a note to your parents. Persuade them to let you go to a concert to hear this song and singer. Use the information in 2 to help you.

Checkpoint 10



# Extra Grammar Practice

**1** Read about Lisa and Dan. Choose the correct verb and use it in the correct form to complete the sentences.



**Lisa**

"I'm in the drama club. I play the trumpet in the school orchestra. I can draw, but I can't paint. Soccer is fun, but basketball is boring."



**Dan**

"I'm in the math club. I want to learn how to do martial arts. Soccer is fun, but basketball isn't fun. I can't draw."

- 1 Lisa is good at \_\_\_\_\_ (draw/paint).
- 2 Dan is interested in \_\_\_\_\_ (act/do martial arts).
- 3 They aren't interested in \_\_\_\_\_ (draw/play basketball).
- 4 They enjoy \_\_\_\_\_ (play soccer/play basketball).

**2** Look at 1. Complete the sentences with the correct form of the words in parentheses.

- 1 Lisa \_\_\_\_\_ (good at/paint).
- 2 Dan \_\_\_\_\_ (enjoy/draw).
- 3 Dan \_\_\_\_\_ (like/do math).
- 4 Lisa \_\_\_\_\_ (love/play the trumpet).

**3** Look at 1 and complete the dialogs. Use the words in parentheses and any other words necessary.

- 1 **Lisa:** How about joining the art club?  
**Dan:** No, thanks. I \_\_\_\_\_ (good at).
- 2 **Dan:** Do you want to join the math club?  
**Lisa:** I don't think so. I \_\_\_\_\_ (interested in).
- 3 **Emily:** How about joining the soccer club?  
**Dan and Lisa:** Why not? We \_\_\_\_\_ (love).
- 4 **Brian:** Why don't you try out for the basketball team?  
**Dan and Lisa:** Definitely not! We \_\_\_\_\_



## 1 Complete the sentences. Use the correct form of the verbs in parentheses.



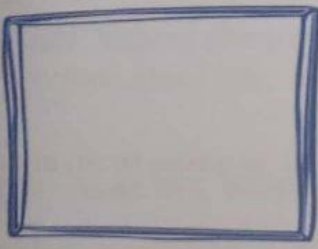
1 My parents \_\_\_\_\_ (get married) when they \_\_\_\_\_ (be) very young. A few months later, they \_\_\_\_\_ (move) to London.



2 My father \_\_\_\_\_ (open) his own restaurant in Brighton when I \_\_\_\_\_ (be) a teenager. I \_\_\_\_\_ (work) with my father every weekend. A few years ago, I \_\_\_\_\_ (help) my father open his second restaurant.

## 2 Read and draw the pictures. Then write the answers.

1 Alice is shorter than Carl. Barbara is taller than Alice but shorter than Carl.



Who's the tallest?

\_\_\_\_\_

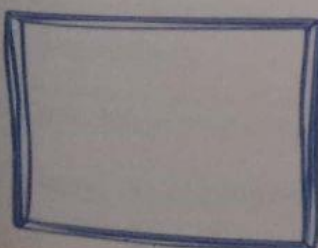
2 Jose is younger than Frank. Frank is older than Edward. Edward is older than Jose.



Who's the youngest?

\_\_\_\_\_

3 My brother, Ted, is very strong. He's stronger than my dad. My dad is stronger than my mom. I'm Mark. I'm stronger than Ted.



Who's the strongest in the family?

\_\_\_\_\_


How did I do?





# Extra Grammar Practice

1 How could students help their school? Make suggestions. Use **could** and the words from the box.

clean up the playground    paint the art room    plant trees

1  Sophia \_\_\_\_\_  
 \_\_\_\_\_

2  Brian \_\_\_\_\_  
 \_\_\_\_\_

3  Jilly \_\_\_\_\_  
 \_\_\_\_\_

2 Unscramble the words. Then write sentences with **am going to**, **is going to** or **are going to**. What are these students going to do this week?



1 shaw arsc                      We \_\_\_\_\_  
 \_\_\_\_\_



2 rwteti alteircs                  Peter and Jake \_\_\_\_\_  
 \_\_\_\_\_



3 acek slae                        I \_\_\_\_\_  
 \_\_\_\_\_



4 eakm sptirseo                  Rebecca \_\_\_\_\_  
 \_\_\_\_\_



1 Look at the chart. Complete the sentences. Use **more/less ... than** or **the least/the most** and the words in parentheses.

|                    | Jeff | Tony | Silvia |
|--------------------|------|------|--------|
| Making a volcano   |      |      |        |
| Mixing liquids     |      |      |        |
| Making electricity |      |      |        |



How did the students feel about their science class experiments?

- 1 **Silvia:** Mixing liquids was \_\_\_\_\_ (interesting) making a volcano.
- 2 **Jeff:** Making electricity was \_\_\_\_\_ (exciting) of all.
- 3 **Tony:** Mixing liquids was \_\_\_\_\_ (amazing) experiment.
- 4 **Jeff:** Making a volcano was \_\_\_\_\_ (challenging) making electricity.

2 Look at 1. Write sentences. Use **as ... as** or **not as ... as**.

- 1 **Jeff:** making a volcano / fun / making electricity

\_\_\_\_\_

- 2 **Tony:** making electricity / exciting / making a volcano

\_\_\_\_\_

- 3 **Silvia:** mixing liquids / interesting / making electricity

\_\_\_\_\_

3 Look at 1. Write sentences. Use **too** or **not enough** and the words in parentheses.

- 1 **Silvia:** I didn't like making a volcano. It was \_\_\_\_\_ (interesting).
- 2 **Jeff:** Mixing liquids wasn't fun. It was \_\_\_\_\_ (boring).
- 3 **Tony:** I'm not interested in mixing liquids. It was \_\_\_\_\_ (exciting).

How did I do?



# Extra Grammar Practice

1 Match the puzzle pieces. Then answer the questions.

Charlie was camping when

Alison and Jo were hiking

James and Dan got hurt

Ellie got wet

when they got lost.

while she was biking.

while they were skiing.

he got sunburned.

1 What was Charlie doing when he got sunburned?

\_\_\_\_\_

2 What happened while James and Dan were skiing?

\_\_\_\_\_

3 What were Alison and Jo doing when they got lost?

\_\_\_\_\_

4 What happened while Ellie was biking?

\_\_\_\_\_

2 Look at 1. Answer the questions.

1 Was Charlie camping when he got sunburned?

\_\_\_\_\_

2 Were James and Dan swimming when they got hurt?

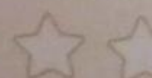
\_\_\_\_\_

3 Were Alison and Jo hiking when they got lost?

\_\_\_\_\_

4 Was Ellie rafting when she got wet?

\_\_\_\_\_



**1** Read. Then complete the sentences. Use **no one** and **everyone**.

100 years from now, the world will be very different. <sup>1</sup>\_\_\_\_\_ will use smartphones because our phones will be inside our heads! <sup>2</sup>\_\_\_\_\_ will use flying cars, and <sup>3</sup>\_\_\_\_\_ will live in apartments in tall buildings in space. Not like today. Today, many people live in houses. In the future, <sup>4</sup>\_\_\_\_\_ will live in houses any more. Machines will make our food at home and in restaurants. <sup>5</sup>\_\_\_\_\_ will need to cook any more. <sup>6</sup>\_\_\_\_\_ will study in schools because there won't be any school buildings, and we won't have teachers. <sup>7</sup>\_\_\_\_\_ will study at home using computers.

**2** Look at 1. Complete the sentences. Use **will** or **won't** and the verbs in parentheses.

- 1 There \_\_\_\_\_ (be) any teachers.
- 2 We \_\_\_\_\_ (call) people with cell phones.
- 3 We \_\_\_\_\_ (live) in apartments in space.
- 4 People \_\_\_\_\_ (drive) flying cars.
- 5 We \_\_\_\_\_ (cook). Machines \_\_\_\_\_ (cook) for us.

**3** Match the sentences. Write the letters.



In the future...

- |  |                                  |
|--|----------------------------------|
| ___ 1 Students won't need teachers.      | a We'll meet by video messaging. |
| ___ 2 We'll go to the moon on vacation.  | b They'll teach themselves.      |
| ___ 3 No one will go to friends' houses. | c Nobody will be sad.            |
| ___ 4 Everyone will be happy.            | d Space travel will be cheap.    |

**4** Look at 3. Do you think these things will happen? Write your answers.

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How did I do?



# Extra Grammar Practice

**1** Complete the sentences. Use **is are used to** and the words from the box.

eat    get around    protect eyes    write

- 1 A pencil \_\_\_\_\_.
- 2 Plates \_\_\_\_\_.
- 3 A bike \_\_\_\_\_.
- 4 Sunglasses \_\_\_\_\_.

**2** Complete the sentences. Use **was/were used for** and the words in parentheses.

- 1 This instant camera is from 1974.  
It \_\_\_\_\_ (take/pictures).
- 2 These radios are from 1956.  
They \_\_\_\_\_ (listen/to music).
- 3 This cell phone is from 1982.  
It \_\_\_\_\_ (talk/to people).
- 4 These games consoles are from 1990.  
They \_\_\_\_\_ (play/video games).

**3** Answer the questions. Use the words in parentheses.

- 1 I'm thinking of something. It's round and it bounces. People play a game with it.  
What do you think it is?  
\_\_\_\_\_ (may)
- 2 I'm thinking of a type of sweet food. They're small and taste nice. They're often seen at birthday parties. What do you think they are?  
\_\_\_\_\_ (might)
- 3 I'm thinking of a small insect. It likes hot, wet weather. It can fly, and it makes a noise when it flies. What do you think it is?  
\_\_\_\_\_





# Extra Grammar Practice

**1** Complete the sentences. Use the correct passive form of the verbs in parentheses.

- 1 The very first cookie \_\_\_\_\_ (make) in Persia.
- 2 Apples \_\_\_\_\_ (grow) in many countries today.
- 3 In 2005, a bowl of noodles 4,000 years old \_\_\_\_\_ (discover) by scientists in China.
- 4 Bananas \_\_\_\_\_ (pick) in the Caribbean every year.
- 5 A lot of coffee \_\_\_\_\_ (produce) in Colombia these days.



**2** Complete the puzzle. Write the letters. Use the words from the box.

Africa    Argentina    Brazil    China  
invent    mine    produce    raise

|   |   |   |   |
|---|---|---|---|
| <p><b>1</b></p> <p style="text-align: center;"><u>A</u></p> <p>— —</p> <p>— —</p> <p><u>d i a m o n d s</u></p> <p>— —</p> <p>— —</p> | <p><b>2</b></p> <p style="text-align: center;"><u>A</u></p> <p>— —</p> <p>— —</p> <p style="text-align: center;"><u>r</u></p> <p>— —</p> <p><u>c a t t l e</u></p> <p>— —</p> <p>— —</p> <p>— —</p> | <p><b>3</b></p> <p style="text-align: center;"><u>C</u>                      <u>i</u></p> <p>— —</p> <p>— —</p> <p style="text-align: center;"><u>n o o d l e s</u></p> <p>— —</p> <p>— —</p> | <p><b>4</b></p> <p style="text-align: center;"><u>B</u>                      <u>p</u></p> <p>— —</p> <p><u>r u b b e r</u></p> <p>— —</p> <p>— —</p> <p>— —</p> |
|---|---|---|---|

**3** Look at 2. Write sentences. Use **is/are** or **was/were** and the words in the puzzle.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

How did I do? ☆ ☆ ☆ ☆ ☆



# Tracklist

| Class CD track number | Workbook CD track number | Unit and activity number |
|-----------------------|--------------------------|--------------------------|
| 6                     | 2                        | Unit 1, activity 1       |
| 9                     | 3                        | Unit 1, activity 6       |
| 12                    | 4                        | Unit 1, activity 8       |
| 13                    | 5                        | Unit 1, activity 10      |
| 15                    | 6                        | Unit 1, activity 17      |
| 17                    | 7                        | Unit 1, activity 19      |
| 25                    | 8                        | Unit 2, activity 4       |
| 27                    | 9                        | Unit 2, activity 5       |
| 30                    | 10                       | Unit 2, activity 7       |
| 31                    | 11                       | Unit 2, activity 13      |
| 33                    | 12                       | Unit 2, activity 17      |
| 35                    | 13                       | Unit 2, activity 18      |
| 41                    | 14                       | Unit 3, activity 4       |
| 43                    | 15                       | Unit 3, activity 5       |
| 46                    | 16                       | Unit 3, activity 7       |
| 48                    | 17                       | Unit 3, activity 16      |
| 57                    | 18                       | Unit 4, activity 4       |
| 59                    | 19                       | Unit 4, activity 6       |
| 62                    | 20                       | Unit 4, activity 8       |
| 64                    | 21                       | Unit 4, activity 16      |
| 66                    | 22                       | Unit 4, activity 17      |
| 73                    | 23                       | Unit 5, activity 5       |
| 76                    | 24                       | Unit 5, activity 7       |

| Class CD track number | Workbook CD track number | Unit and activity number |
|-----------------------|--------------------------|--------------------------|
| 78                    | 25                       | Unit 5, activity 15      |
| 80                    | 26                       | Unit 5, activity 17      |
| 88                    | 27                       | Unit 6, activity 5       |
| 91                    | 28                       | Unit 6, activity 7       |
| 92                    | 29                       | Unit 6, activity 10      |
| 94                    | 30                       | Unit 6, activity 15      |
| 96                    | 31                       | Unit 6, activity 16      |
| 104                   | 32                       | Unit 7, activity 4       |
| 106                   | 33                       | Unit 7, activity 5       |
| 109                   | 34                       | Unit 7, activity 7       |
| 119                   | 35                       | Unit 8, activity 6       |
| 121                   | 36                       | Unit 8, activity 7       |
| 124                   | 37                       | Unit 8, activity 8       |
| 126                   | 38                       | Unit 8, activity 16      |
| 128                   | 39                       | Unit 8, activity 17      |
| 133                   | 40                       | Unit 9, activity 1       |
| 135                   | 41                       | Unit 9, activity 4       |
| 137                   | 42                       | Unit 9, activity 6       |
| 140                   | 43                       | Unit 9, activity 7       |
| 142                   | 44                       | Unit 9, activity 15      |
| 144                   | 45                       | Unit 9, activity 16      |





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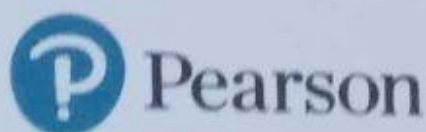
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ISBN 978-1-292-23333-8

