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# BIG ENGLISH



2ND EDITION  
STUDENT'S BOOK

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CLIL: Content and Culture	Writing	Life Skills/Project	Listening and Speaking	I can...
<p><b>Life Science: Ideal sleeping for health</b> according to, behavior, depressed, ideal, on average, published, reach</p> <p><b>Around the World: A school day with a difference</b> behave, curriculum, gathering information, memorizing facts, pace</p>	Opinion paragraph	<p><b>Manage your time wisely.</b> Talk about spending and managing time. Create a chart to see how students spend their time.</p>	<b>spr, str, scr</b> spring, sprint street, strong screen, screw	<p>...use words for school activities and homework.</p> <p>...talk about events in the past using the present perfect and yet, <i>already</i>, and <i>ever</i>.</p> <p>... talk about doing homework and make excuses.</p> <p>...write an opinion paragraph.</p>
<p><b>Social Science: Amazing young people</b> co-found, compose, exceptional talent, gifted, inspiration, keep in touch, social media, symphony</p> <p><b>Around the World: Seeds of Peace</b> conflict, educators, issues, neutral, participants</p>	Biography	<p><b>Appreciate yourself.</b> Talk about amazing qualities and talents. Make an Amazing Me collage.</p>	<b>spl, squ, thr</b> splash, split squash, squid three, throat	<p>...use words related to achievements and personal goals.</p> <p>...use the present perfect and the present perfect progressive.</p> <p>...talk about achievements and accomplishments.</p> <p>...write a short biography.</p>
<p><b>Social Sciences: Ethics</b> acceptable, based on, ethical, ethics, excuse, harmless, morally, perspective, respectful, traits, treat</p> <p><b>Around the World: Proverbs</b> moss, proverb, reap, regret, saying, sound advice, sow</p>	Story ending	<p><b>Do the right thing.</b> Talk about the right choice in a dilemma. Make a class handbook about doing the right thing.</p>	<b>nch, nth, mpt</b> crunch, lunch month, tenth prompt, tempt	<p>...use words related to dilemmas and consequences.</p> <p>...use conditional sentences.</p> <p>...give advice using <i>should</i>.</p> <p>...write a story ending.</p>
<p><b>Science and Technology: Predictions for the future</b> futurist, microscopic, nanotechnology, revolutionize, wireless</p> <p><b>Around the World: Power for the future</b> climate change, dam, electricity, geothermal, hydroelectric, megawatt, power plant, solar</p>	Formal and informal emails	<p><b>Make smart decisions.</b> Talk about how the decisions you make now affect the future. Write a letter about plans for the future.</p>	<b>/s/, /z/, /iz/</b> eats, cooks, sleeps runs, sings, swims dances, washes, watches	<p>...use words for personal ambitions and future predictions.</p> <p>...use the future progressive with <i>definitely</i> and <i>probably</i>.</p> <p>...talk about the future and how certain something is.</p> <p>...write formal and informal emails.</p>
<p><b>Life Science: Super power or super science?</b> adhesive, electrode, fascinating, gecko, gesture, interact, skyscraper, spell out, work on</p> <p><b>Around the World: Superheroes</b> android, industry, meteorite, mischievous, native, originate</p>	Character traits	<p><b>Take positive steps for the future.</b> Talk about the positive things we can do for our future world. Make a class book about positive steps for the future.</p>	<b>/t/, /d/, /id/</b> looked, walked, watched called, cleaned, climbed ended, painted, wanted	<p>...use words for super powers.</p> <p>...use <i>if</i> to talk about imagined situations.</p> <p>...talk about what I would do in imagined situations</p> <p>...write a description of a superhero.</p>
<p><b>Life Science: The weirdest living things</b> absorb, adapt, blink, break down, digest, give birth, infection, injure, nectar, nutrients, protein, rays, slippery</p> <p><b>Around the World: Ancient civilizations</b> article, civilization, contribution, cultivation, influence, legacy</p>	From story to play	<p><b>Appreciate school.</b> Talk about the practical uses of school subjects. Create a book of names from ancient Greece that are used today.</p>	<b>er, est</b> cheaper, easier, faster, happier best, longest	<p>...use words for school subjects and school topics.</p> <p>...compare things using <i>more/fewer/less</i> and <i>the most/the fewest/the least</i>.</p> <p>...talk about school subjects and make comparisons.</p> <p>...rewrite a story as a play.</p>
<p><b>Earth Science: Aurora Borealis</b> altitude, clapping, interact, nitrogen, oxygen, phenomenon, pole, solar wind, stand out, swirling</p> <p><b>Around the World: Mysterious findings</b> artifacts, clearing, diameter, rapid, sighting</p>	Cause and effect	<p><b>Be curious.</b> Talk about the importance of being curious. Create a booklet about two mysteries.</p>	<b>un, inter, re, pre, super</b> unhappy international recycle, reduce preused Superman	<p>...use words for scientific mysteries.</p> <p>...use question tags with <i>be, can</i> and <i>do</i>.</p> <p>...talk about mysterious phenomena.</p> <p>...write a cause and effect paragraph.</p>
<p><b>History: Accidental discoveries</b> archaeologist, artifact, carving, dig, goddess, pharaoh, remains, tomb, treasure</p> <p><b>Around the World: The new seven world wonders</b> compile, gladiator, sea level, structure</p>	Report	<p><b>Take pride in your town or city.</b> Talk about interesting places in my town or city. Create a map for a bicycle trip to famous or interesting places in your town or city.</p>	<b>able, ful, ly</b> comfortable, washable beautiful, peaceful deeply, slowly	<p>...use words for famous places and monuments.</p> <p>...use the passive voice and relative clauses</p> <p>...talk about famous places and structures.</p> <p>...write a report about a country.</p>
<p><b>Language Arts: A formula for success</b> climax, formula, plot, producer, script, structure</p> <p><b>Around the World: Unique musical instruments</b> bagpipes, concertina, distinctive, squeezed, steel drums</p>	Movie review	<p><b>Appreciate different opinions.</b> Share and discuss different opinions. Make an opinion map to compare, discuss, and record classmates' opinions about a topic.</p>	<b>sion, tion, ation</b> decision, television fiction, option celebration, invitation	<p>...use words for entertainment and events.</p> <p>...use reported speech.</p> <p>...talk about entertainment and people's opinions.</p> <p>...write a movie review.</p>

# Welcome to Class!

**1** Read and answer. Which of the good habits do you have?

## HOW TO BE A TOP LEARNER FOR LIFE!

Do you want to be a good learner? We can show you how!



### 1 LISTEN UP!

Listening in class is important. We listen so that we know what we need to do, and to show respect to the teacher. However, we should also listen to our classmates when they talk, too. We can get new ideas from listening to others. And, when the teacher gives you advice on how to improve – what should you do? Listen, of course!

### 2 GET INTO GOOD HABITS!

Put your school schedule on your door or on your bedroom wall. Make a note in your diary or on the schedule when you need to hand in your homework. Don't leave your homework or assignments until the last minute. Start your homework a day earlier. This will give you time to check your work before you give it to the teacher.

### 3 DON'T GIVE UP!

Have you ever thought you just can't do your math or history homework? It's a horrible sensation, and one that we all feel sometimes. Don't just sit there, ask for help! You should ask someone at home to explain what to do – but not do the homework or essay for you. You should also ask a teacher for help, or go to a homework club at school. Lastly, don't say "I can't!"; say, "I can't yet!" Remember, you will understand it one day.



### 4 ENJOY LEARNING

Everyone loves their favorite subject. Maybe yours is art or computers? However, it's also important to enjoy the other subjects, too. Maybe you don't love studying math because you think it's difficult. If you practice hard and get a little better, you might just like it more. Or, find a part of math that you like – perhaps geometry or solving math problems. Try and find something in every subject to enjoy.

**2** Read and say **true** or **false**. Find the paragraph for each statement.

- 1 We should only listen to the teacher in class. \_\_\_\_\_
- 2 Asking for help is important. \_\_\_\_\_
- 3 It's not important to try and enjoy all subjects. \_\_\_\_\_
- 4 Asking someone to help with homework is a good idea. \_\_\_\_\_
- 5 You should start doing homework days before it's due – not the night before. \_\_\_\_\_

# Welcome to Class!

**3** Find these words and phrases in 4. Write the verb. Then write an example sentence for each.

- 1 \_\_\_\_\_ do my homework  
I did my homework on time last week, but then I left it at home!
- 2 \_\_\_\_\_ an assignment  
\_\_\_\_\_
- 3 \_\_\_\_\_ school schedule  
\_\_\_\_\_
- 4 \_\_\_\_\_ math  
\_\_\_\_\_
- 5 \_\_\_\_\_ (English) is difficult  
\_\_\_\_\_
- 6 \_\_\_\_\_ someone to explain  
\_\_\_\_\_
- 7 \_\_\_\_\_ your work  
\_\_\_\_\_

**4** Work with a partner. Ask and answer.

- 1 Do you / always / do / homework / on time?
- 2 Do / always / look / school schedule?
- 3 How / do / remember / difficult words in English?
- 4 How long / spend / write / assignments?
- 5 When / should / start / homework?
- 6 Who / can / ask for help / homework?



Do you always do your homework on time?

Well, I try, but if I find it really difficult. Sometimes it isn't on time.



**THINK BIG**

What can you do differently to be a better learner?



# Welcome to Class!

**5** Listen, read and write. What's special about today for Lexie?



Hi, Jacob!

It's the first day at my new school!

Yes, a bit! 😬 But, I think I have everything covered..

OK, OK! You're just like my mom!

Yes, yes, I got it... There's some fruit in there, and carrots, so don't worry!

It's in my <sup>3</sup>\_\_\_\_\_. I packed it last night.

Got it! The principal emailed it through to dad last week. He printed it out for me.

Yes, I need to go to the principal's office. She's called Mrs Goodwin. Then I have <sup>4</sup>\_\_\_\_\_ and <sup>5</sup>\_\_\_\_\_. I have history in the afternoon - my favorite!

Nothing, but I have to catch the bus! Wish me luck!



Hey, Lexie! What's up?

How are you feeling? Nervous?

OK, let's check then. You don't want to forget anything!

So, do you have your <sup>1</sup>\_\_\_\_\_? I hope you have something healthy in there?

What about your <sup>2</sup>\_\_\_\_\_? Have you packed it?

And what about your school schedule? You don't want to forget where to go!

Great, you should put it in your backpack, you know. And do you know where to go first when you get to school?

OK, so, what's left to do?

Good luck! You'll be great! 😊

**6** Underline the classroom objects in the text. Circle the school subjects.

**7** Work with a partner. Ask and answer about Lexie.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1 How/Lexie/feel?                | 2 What/have/in her backpack?      |
| 3 Who/email/the school schedule? | 4 Which classes/Lexie have today? |
| 5 What/should/Lexie do/first?    |                                   |

How is Lexie feeling?

She's feeling nervous.

# Welcome to Class!

Have you **ever been** late for school?

Yes, I **have**./No, I **haven't**.

Has she **ever forgotten** her homework?

Yes, she **has**./No, she **hasn't**.

**8** Read and ✓ or X for you. Then complete the questions and answers.

## Have you ever...?

	be / late for school	forget / homework	take / taxi / to school	be / field trip
Monica	✓	X	✓	X

- Has Monica ever been late for school? Yes, she has.
- Have you ever \_\_\_\_\_ on a field trip? \_\_\_\_\_
- \_\_\_\_\_ you ever \_\_\_\_\_ your homework? \_\_\_\_\_
- \_\_\_\_\_ Monica ever \_\_\_\_\_ a taxi to school? \_\_\_\_\_
- \_\_\_\_\_ you \_\_\_\_\_ late for school? \_\_\_\_\_

You **should** always listen to the teacher.

You **shouldn't** leave your homework until the last minute.

**9** Read the problems and use the words to write advice. Then ask and answer with a partner.

- I never have any time to rest. I'm always studying. I'm so tired!  
 (keep studying so hard) You shouldn't keep studying so hard.  
 (make a list and prioritize) You should make a list of your tasks and prioritize.
- I find writing long assignments really difficult. What can I do to get better?  
 (feel stressed) \_\_\_\_\_  
 (start writing short texts first) \_\_\_\_\_
- I want to play an instrument, but I don't know which one. How can I choose?  
 (worry by yourself) \_\_\_\_\_  
 (watch some music lessons, then decide) \_\_\_\_\_
- I have a test next week and I haven't studied for it. Help!  
 (worry, have time) \_\_\_\_\_  
 (write a study schedule) \_\_\_\_\_

I will understand a text about giving advice.



Listen and read. What's the problem? What different advice is offered?



www.webforum.com



boy1\_xyz

Hey, you guys. I'm only twelve years old, and I'm already under so much stress. I think I'm developing didaskaleinophobia. Have you ever had it? It feels like school is one long punishment. I have so much homework! I barely have time to talk to my friends! What should I do?



cookie48

Uh-oh. That's not good. Have you told your parents? I told mine about my situation, and we ended up having a meeting with my teacher. That might sound stressful, but it was actually helpful. My teacher still gives a lot of homework, but she helps me manage it. Things aren't perfect, but I feel better.



34309843\_kc

Take my advice, boy1\_xyz: Don't tell your parents! Trust me – they'll think you just don't like studying. You'll end up in more trouble than you were in before.



imsmart

I agree with cookie48. Tell your parents about your situation and about how it's making you feel. Show them all your homework.



cute\_girl28

I disagree with 34309843\_kc. I had the same problem. At first, I couldn't tell my parents, but then every Sunday, I'd start feeling sick at the thought of going to school the next day. I finally told my parents. They talked with my teachers, and it helped. At the end of the school year, I ended up transferring to an alternative school. My new school suits me much better. We have a lot more freedom. We choose our subjects and school activities. I've been here for a month now, and I'm MUCH happier.



citymouse1

Hey, cute\_girl28. Your school sounds reaaaaaally cool! Where is it?



techieboy03

I've already researched alternative schools, citymouse1. There are some great ones in the U.K. I've also researched similar schools in Scotland. There are some really cool ones that are unusual and interesting. I'm guessing, but I think your school might be in London, cute\_girl28. Am I right?



cute\_girl28

You're close, techieboy03. Good guess! You're a great detective. There are a lot of alternative schools in London. I know because I researched it, too! My school is in Brighton. I just love my school!



boy1\_xyz

I like your idea. I think an alternative school would fix my problem. But those schools are difficult to get into, and there are only a few of them.



rainbowgirl

Why not try homeschooling? I'm being homeschooled, and I really like it. My mom teaches me all the subjects. We go on field trips a lot. And once a year, we go to an event just for homeschoolers. It's very exciting. I look forward to it every summer!

## Reading Comprehension

5 Read and say **yes**, **no**, or **doesn't say**.

- 1 Boy1\_xyz has already told his parents about his problem.
- 2 Cookie48 has spoken to his teacher about his problem.
- 3 Imsosmart and cookie48 gave the same advice.
- 4 Cute\_girl28 lives in Scotland.
- 5 Techieboy03 likes being at a traditional school.



Who do you think gave the best advice to boy1\_xyz?  
Why/Why not? What advice would you give to boy1\_xyz?



# Language in Action

I will listen to a dialog about school activities and excuses.

10  
6

Listen and read. What have Peter and his mom already discussed?

**Mom:** Peter, I'm about to ask you a question. Can you guess what?

**Peter:** You're about to ask me if you can increase my allowance.

**Mom:** Ha, ha. Have you finished your homework yet?

**Peter:** Not exactly. I'm talking to Tessa.

**Mom:** Yes, I can see that. May I speak to you, please?

**Peter:** OK. *[to phone]* Tessa, I have to go. I'll call you back later.

**Mom:** So you haven't "exactly" finished your homework yet?

**Peter:** Yeah, well, I've finished my math homework, and I've almost finished my English essay, but I haven't started my history assignment yet.

**Mom:** We've been through this before, Peter. Homework first, phone calls later.

**Peter:** I know. Sorry, Mom. I'll do it now.



7

Practice the dialog in 6 with a partner.

11  
8

Listen and stick. Then complete the sentences. Use the correct form of the verb.

get his license    meet the new student    see the music video    walk the dog

1 Mark's brother has already \_\_\_\_\_.

2 Pilar hasn't \_\_\_\_\_ yet.

3 Chetan has already \_\_\_\_\_.

4 Dawn hasn't \_\_\_\_\_ yet.

# Grammar

I will learn to use the present perfect with *yet*, *ever*, and *already* to talk about the past.

Has she **done** her solo yet?

Yes, she **has**. She **has** already done it.

No, she **hasn't**. She **hasn't done** it yet.

Have they ever won an award?

Yes, they **have**.

No, they **haven't**.

**Tip:** Use the present perfect to talk about an event that happened at an indefinite time in the past. The specific time is unknown or unimportant.

**9** Use the words to write questions in your notebook. Then write two answers for each question.

1 you/do/your homework/yet

Have you done your homework yet?

Yes, I've already done it.

No, I haven't done it yet.

2 he/finish his test/yet

3 they/ever/join an after-school club

4 your parents/talk with the teacher/yet

5 she/give the book back/yet

He **has** already finished the project.

He **finished** it yesterday.

He **hasn't finished** the project yet.

He **didn't finish** it yesterday.

**Tip:** Use the present perfect when no specific time is given. Use the past simple when giving a specific time in the past.

**10** Look at Jan's to-do list. Write the questions and answers in your notebook.

1 (talk) Has Jan...

Has Jan talked to Jenny yet?

Yes, she has. She talked to her at 4:00.

2 (walk the dog) Has Jan...

3 (start reading) Has Jan...

4 (write assignment) Has Jan...

5 (finish science project) Has Jan...

**Things to do:**

1 Call Jenny at 4:00. ✓

2 Walk the dog at 4:15. ✓

3 Start reading my book. ✗

4 Write assignment. ✓

5 Finish science project. ✗

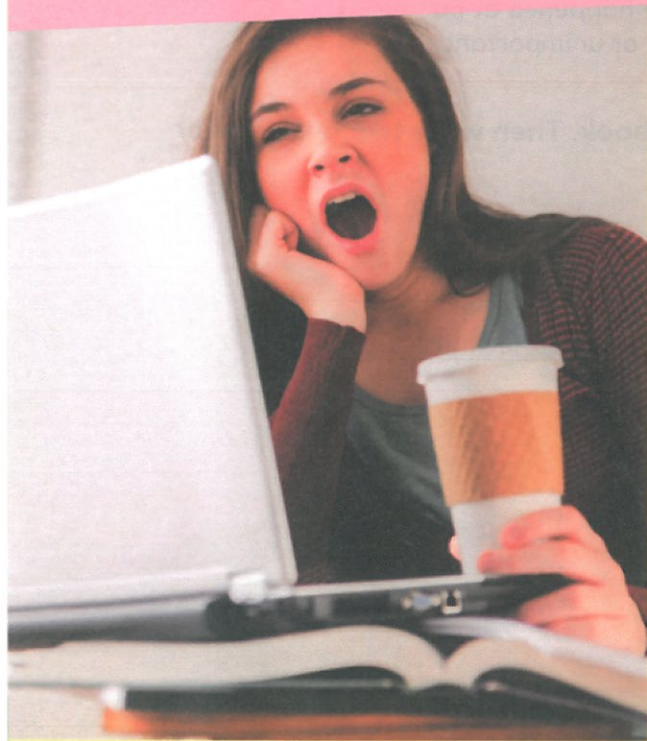
I will learn about good sleep habits.

**11** Listen and read. How much sleep should teens get every night?

**CONTENT WORDS**

according to    behavior    depressed    ideal  
on average    published    reach

# Ideal Sleeping for Health



Good sleep habits are important for good health. But how much sleep is ideal? Actually, it depends on a person's age. According to sleep scientists, younger people need the most sleep, and older people need less sleep. That may not surprise you, but the problem is that teens, on average, do not sleep enough.

In 2016, the American Academy of Sleep Medicine published a new report. It said that teens 13–18 years old should sleep 8–10 hours every day. Many scientists believe that if teens don't get enough sleep, they might become depressed, or have behavior or learning problems.

Many teens may not sleep enough because their body clock starts to change. When you're 10 years old, your body might tell you that you're tired around 8 or 9 p.m. But when you reach 13 or 14, your body clock moves about two hours. Your body starts to tell you that you're tired around 10 or 11 p.m. It takes time to get used to this change, and teens often feel sleepy in the morning.

Unfortunately, the beginning of the school day in the U.S., and in many parts of the world, does not match the need for teen sleep. If teens fall asleep at 10 or 11 p.m. and wake up around 6 a.m. for school, on average they may only get 7–8 hours of sleep. Some high schools in the U.S. have changed their schedule because of this. Instead of starting at 7:30 a.m., for example, they are starting around 8:30.

**12** Look at the passage. Fill in the missing numbers to complete the sentences.

- 1 Teens should sleep \_\_\_\_\_ to \_\_\_\_\_ hours a night.
- 2 Teens begin to feel tired around \_\_\_\_\_ or \_\_\_\_\_ at night.
- 3 Some high schools in the U.S. are starting their days later, around \_\_\_\_\_.



Do you get enough sleep every night?  
Why/Why not?

I will learn about a different type of school.

16  
13

Listen and read. What time does Anna's school finish?

## CONTENT WORDS

behave      curriculum      gathering information  
memorizing facts      pace

## A School Day with a Difference



"Moi, Sofia!" "Terve, Aleksii!" That's how students and teachers say hello to each other at Anna Hansson's school in Finland. Students at this school call their teachers by their first names. Anna shouts "Moi" to her friends, too, when she arrives at school at 7:45 in the morning. She's been a student there since first grade, so she knows everybody.

Anna's school is different from most schools in Europe and the United States. First, Anna and her classmates decide, along with their teacher, what their weekly activities will be. Also, students work at their own pace and don't always do the same things. Some may be doing math, and others might be doing something practical. This month, Anna has practiced cooking and making a magazine in different workshops.

Anna and her classmates don't learn by memorizing facts. Working together and gathering information is more important in this system. They ask their teacher for help whenever they need it. Students are generally very focused and active, and the teacher doesn't have to tell them to behave.

Chores have always been part of the curriculum at Anna's school. They include taking care of plants, collecting trash, recycling, and composting. Students also help in the library and in the kitchen.

School is over by two o'clock. Most parents work, so in the afternoon, there are clubs and hobby groups before students go home. Students can study Japanese, learn an instrument, and do arts and crafts. When Anna returns home in the evening, she's free to do what she likes because she hardly ever has any homework!



14

Look at the passage and complete the sentences.

- 1 Anna and her classmates can \_\_\_\_\_ what they will do in school every week.
- 2 Bad behavior isn't a problem because students are usually \_\_\_\_\_.
- 3 \_\_\_\_\_ like collecting trash are part of the school curriculum.
- 4 Anna is free to \_\_\_\_\_ after school.



What are the similarities and differences between your school and Anna's school?

# Writing | Opinion paragraph

I will learn to write an opinion paragraph about school issues.

**15** Read the opinion paragraph about homework.

**Homework Does Not Make Students Learn Better**

Does homework make students learn better? In my opinion, it does not. In fact, having a lot of homework makes students dislike school and become stressed. Students who are anxious and don't like school cannot learn well. Students who have hours and hours of homework cannot relax and spend quality time with their families. I believe that school schedules should allow students to get most of their schoolwork done at school. In this way, when they get home, they can be free to enjoy time with their family or just relax. In my opinion, a more relaxed student will perform better in class. Too much homework prevents this!

**16** Complete the chart below with information from 15.

Title rewritten as question:	
Main opinion:	
Reason:	
Suggestion:	
Conclusion:	

**17** Copy the chart above into your notebook and complete it with your ideas about one of the titles below. Then use it to write an opinion paragraph.

- Memorizing facts makes students learn better.
- School uniforms should be required.

**18** In pairs, take turns sharing your opinions on school issues. Do you agree?

# Life skills | Manage your time wisely.

I will learn to talk about how I spend and manage my time.

**19** How do you spend your time? Read the list of activities and add two more. Check (✓) the ones you have to do each week and write the number of hours.

Activity	Approximate hours per week
___ take music lessons	_____
___ travel to and from school	_____
___ eat	_____
___ sleep	_____
___ study or do homework	_____
___ play sports or exercise	_____
___ participate in school clubs	_____
___ do chores	_____
___ watch TV	_____
___ chat with friends online or on the phone	_____
___ _____	_____
___ _____	_____

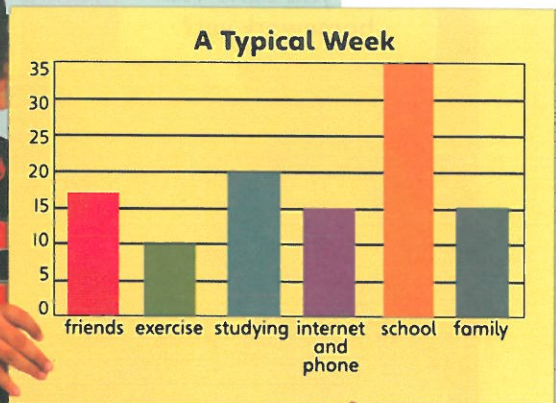
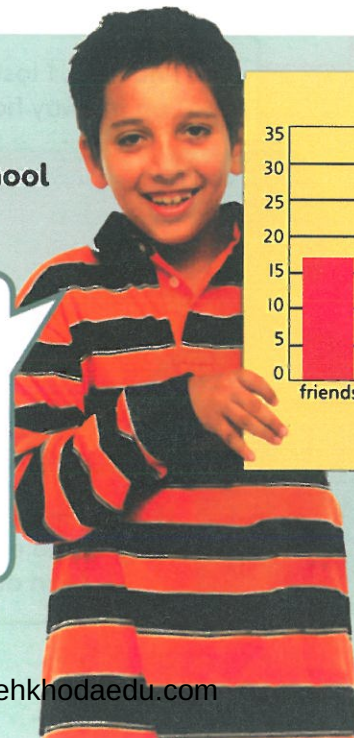
**20** Look at 19. Do you think you manage your time wisely? Talk with a partner.



## Project

**21** Make a chart about how you spend your time in a typical school week. Share it with the class.

My chart shows that in a typical week, I spend most of my time at school or studying. But I also spend time with my friends, my family, and on the phone and the internet. That's important! I don't spend enough time exercising. I'm going to work on managing my time better!



# Listening and Speaking

I will review the sounds *spr*, *str*, and *scr*.

I will learn to talk about school activities and excuses.

<sup>18</sup>  
**22** Listen, read, and repeat.

1 **spr**    2 **str**    3 **scr**

<sup>19</sup>  
**23** Listen and blend the sounds.

1 spr-i-ng    spring    2 str-ee-t    street  
3 scr-ee-n    screen    4 spr-i-n-t    sprint  
5 str-o-ng    strong    6 scr-ew    screw

<sup>20</sup>  
**24** Listen and chant.

I'm fast, I'm strong,  
I can sprint all day long.  
In the spring, in the street,  
Greeting people that I meet!



**25** Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

finish your research project    do your homework    join any after-school clubs  
study for the test    write your book review

Have you done your homework yet?

No, I haven't. I lost my book on my way home!

No, I haven't. I started to do it, but my dog ran off with it and ate it!

No, I haven't. I had to train his dog not to eat homework, so I ran out of time!



# Review

27  
26

Listen to Lucas and Nina talking about their school. Take notes in the chart below.



	Lucas	Nina
book report		
assignment		
project		
homework		

27

Work in pairs and make sentences about Lucas and Nina. What have they already done? What haven't they done yet?



Nina forgot her writing assignment.

Lucas has already finished his book report.



## I Can

- use words for school activities and homework.
- talk about events in the past using the present perfect and *yet*, *already*, and *ever*.
- talk about doing homework and make excuses.
- write an opinion paragraph.





# 2

# Amazing Young People

## Language in Context

I will learn to talk about achievements and reaching goals.



**1** Most of us dream of doing great things during our lifetime. Read and listen to these popular life dreams. Which ones do you hope to achieve?

### Dreams

- Climb Mount Everest
- Meet a world leader
- Ride a camel or an elephant
- Learn how to play the piano, the guitar, or the violin
- Be a contestant on a game or reality show
- Take award-winning pictures of nature
- Help the poor and those in need
- Speak another language or two
- Travel around the world
- Become a doctor and work in a developing country
- Start a company
- Become a millionaire
- Write and publish a book



**2** Do a class survey. Find out which of the dreams in 1 are the three favorites.



23  
3

Listen. You will hear about some amazing young people and what they've achieved. As you listen, take notes to answer the questions.

1 a When was Yifan born?

\_\_\_\_\_

b Where is she from?

\_\_\_\_\_

c What has she achieved?

\_\_\_\_\_

"I believe you should have goals and reach them step by step."  
*Hou Yifan*



2 a When was William born?

\_\_\_\_\_

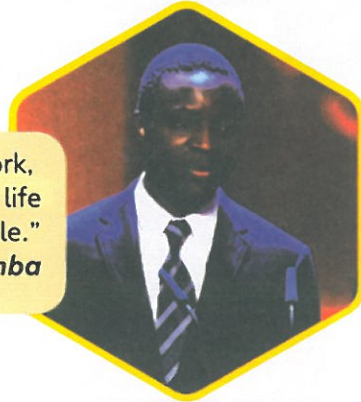
b Where is he from?

\_\_\_\_\_

c What has he achieved?

\_\_\_\_\_

"With hard work, anything in life is possible."  
*William Kamkwamba*



4

Work with a partner. Talk about the people in 3.



Who do you think is the most amazing young person?

Hou Yifan. She's been playing chess since she was three!



**THINK BIG**

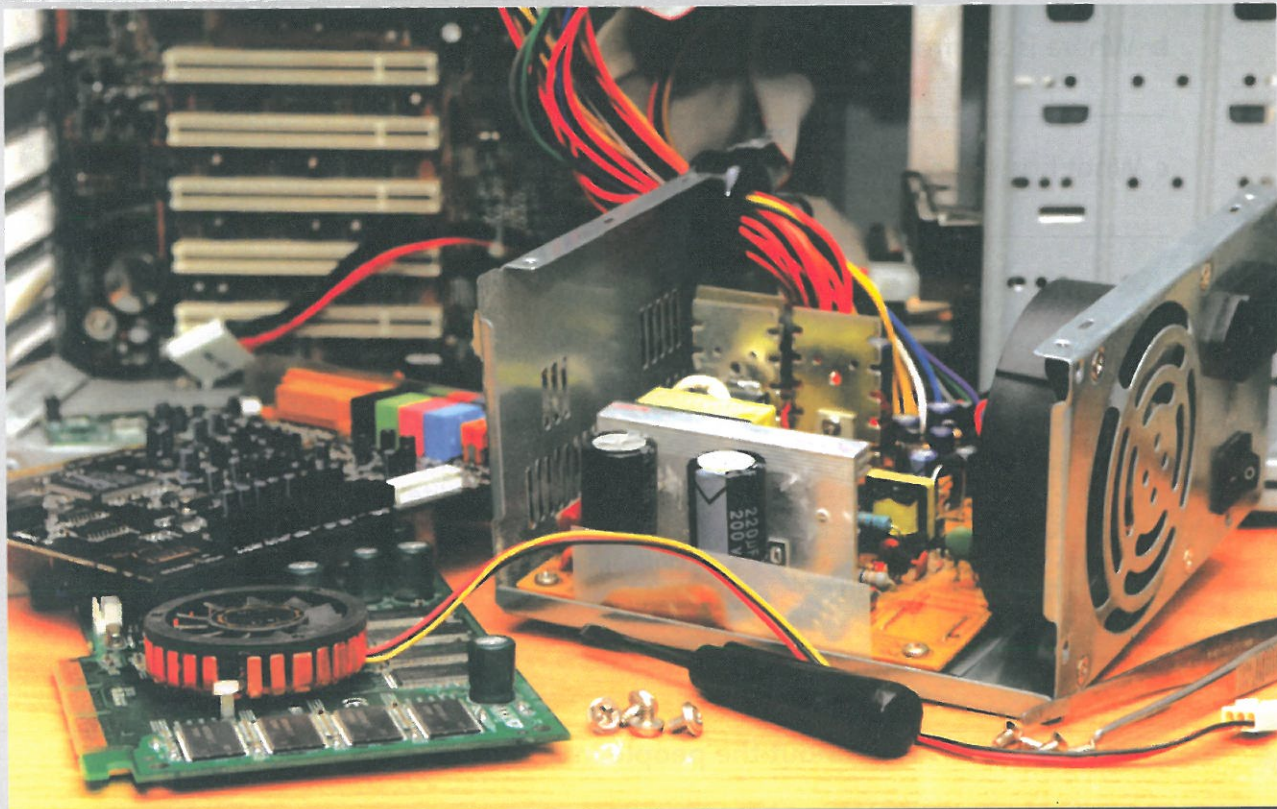
How do you set and achieve your goals? Which of the people in 3 do you agree with the most? Why?

I will understand a text about an amazing person's achievements.



Listen and read. Why is Jimmy different from the kids around him?

## JIMMY WOODARD: COMPUTER WHIZ KID



by Chris Winger

Where do you see yourself at seventeen? Owning a business? Owning a car? Saving for college? Chances are you'll eventually do these things, but maybe not when you're seventeen... unless you're someone like Jimmy Woodard!

Jimmy Woodard is a high school student from Manchester, Vermont, U.S.A. In many ways, Jimmy is a normal teenager who spends a lot of time online every day. But in other ways, Jimmy has always been different from the kids around him. When Jimmy was very young, his parents realized he had a special gift. While other children were playing with

toys, Jimmy would take his toys apart to find out how they worked. But Jimmy's gift really became obvious when he started using computers. Jimmy was only six when he started using his parents' computer. That's not so unusual these days. However, in Jimmy's case, if he had a problem with the computer, he figured out how to fix it by himself!

When Jimmy was in fifth grade, his technology teacher gave him a computer to work on. Jimmy took the computer apart and put it back together again. Since then, Jimmy has been working with computers in

his school, even helping teachers with their technology problems.

When he was fourteen, Jimmy decided to open his own technology consulting company. Since that time, he's brought in about 200 regular customers. One of them is former astronaut Gerald Carr. "It feels funny sometimes," said Jimmy with a smile. "I can't believe I'm helping an astronaut with his computer!"

Jimmy has done more than just work on computers. Since he was eleven or twelve, Jimmy has been helping and working in his community. He's managed the sound and lights for a local TV show and for theatrical performances. Jimmy has also worked as a DJ. "I've been a DJ at more than fifty dance events already," he said. "It's really fun."

Jimmy has saved a lot of money over the past three years. "I've just bought my own car," he said happily. "I've used some of my money to buy more computers or equipment



for my company. But I'm trying to save the rest of it for college." As for his future, Jimmy explained, "I don't know what I want to do yet. I know I want to do something with computers. But I'm interested in a lot of different things. I'd like to live in a big city someday. I can't wait to see what happens next."

## Reading Comprehension

**6** Number the events in the order they happened in Jimmy's life.

- a Jimmy rebuilt a computer.
- b Jimmy bought a car.
- c Jimmy started his own company.
- d Jimmy took his toys apart to find out how they worked.
- e Jimmy started using his parents' computer.



What goals do you want to achieve in the future?  
Why?

# Language in Action

I will listen to a dialog about an amazing person's achievements.

**7** Listen and read. What has Zack been doing on the computer?

**Mom:** Zack, you've been on the computer for a while now.

**Zack:** I know. I have to write a biography about an amazing person, so I've been doing research on someone. This guy is so interesting!

**Mom:** Who is it?

**Zack:** William Kamkwamba. He's been a builder and an inventor since he was a teenager.

**Mom:** What has he built?

**Zack:** His village in Malawi had no electricity or running water. So he built a windmill. And he was only fourteen!

**Mom:** Wow. How did he know how to make a windmill?

**Zack:** He got some books from the library and studied the diagrams.

**Mom:** He made a windmill from a diagram? That's amazing!

**Zack:** I know!



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Then complete the sentences. Use the correct form of the verb.

dance    design computer programs    do medical research    play in rock bands

1 \_\_\_\_\_ since she was five.

2 \_\_\_\_\_ for ten years.

3 \_\_\_\_\_ for three years.

4 \_\_\_\_\_ since middle school.

# Grammar

I will learn to use the present perfect and present perfect progressive.

How long **has** she **played** the piano?  
She's **played** the piano for five years.

How long **have** they **known** about William Kamkwamba?  
They've **known** about him since they saw a movie about him.

**10** Read the information and then complete the sentences about each amazing person. Use the present perfect and **for** or **since**.

Hou Yifan is twenty-three and a chess player. She started playing chess when she was three.

- 1 She \_\_\_\_\_ chess \_\_\_\_\_ twenty years.
- 2 She \_\_\_\_\_ chess \_\_\_\_\_ she was three.

- 3 He \_\_\_\_\_ things \_\_\_\_\_ he was fourteen.
- 4 He \_\_\_\_\_ things \_\_\_\_\_ sixteen years.

William Kamkwamba is thirty and an engineer. He started building things when he was fourteen.

How long **has** your brother **been playing** tennis?  
He's **been playing** tennis since he was five.

How long **have** you and your sister **been bungee jumping**?  
We've **been bungee jumping** for two years.

**11** Read the answers. Ask the questions. Use the present perfect progressive.

- 1 \_\_\_\_\_  
He's been saving money for college since he was thirteen.
- 2 \_\_\_\_\_  
We've been volunteering at the hospital for two years.
- 3 \_\_\_\_\_  
She's been filming her documentary since August.
- 4 \_\_\_\_\_  
I've been playing the piano since I was at nursery school.
- 5 \_\_\_\_\_  
They've been friends for seven years.

I will learn about amazing young people.

29  
12

Listen and read. Then answer the questions.

- 1 Who went to Harvard?
- 2 Who created Apple?
- 3 Who played the piano?

### CONTENT WORDS

co-founded      compose      exceptional talent  
gifted          inspiration      keep in touch  
social media      symphony

## Amazing Young People Through the Ages



Do you think kids are too young to make a difference in the world? Do you think only adults can start companies and win awards? If so, think again! Throughout history, there have always been gifted young people with exceptional talents and abilities for their age. As children or teenagers, they did amazing things that changed lives. Read on for inspiration!

Wolfgang Amadeus Mozart was one very famous gifted child. He could play the piano at the age of three and the violin at six. Amadeus composed his first symphony at the age of eight and wrote an opera at fourteen. He went on to become one of the most important music composers of all time.

Fourteen-year-old Nadia Comăneci scored a perfect 10 in gymnastics at the 1976 Olympic Games. She was the first person ever to do this! People still remember Nadia for her exceptional skills and abilities as a gymnast.

What about kids and technology? Mark Zuckerberg was only nineteen when he started Facebook with some friends of his at Harvard University. The social media platform has changed the way people around the world keep in touch with each other. Also at age nineteen, Steve Jobs was learning the skills that helped create Apple, and Bill Gates was ready to co-found a company called Microsoft!



13 Look at the passage. Correct the sentences.

- 1 Mozart composed his first opera at eight.
- 2 People remember Nadia Comăneci for her soccer skills.
- 3 Mark Zuckerberg created Facebook alone.



What do you think all of these young people had in common when they were young?

I will learn about a peace organization.

37  
14

Listen and read. How many new “Seeds” are chosen each year?

## CONTENT WORDS

conflict   educators   issues  
neutral   participants

# Seeds of Peace

Throughout history, there has hardly ever been a moment when the whole world was at peace. Every day, we hear about individuals, politicians, and world leaders trying to bring peace to countries at war. Sometimes they succeed, but often they don't. However, there's another group of people, one you probably haven't heard about, that is trying to do the same thing. They're mainly teenagers who've seen war and conflict and want to change things. These teenagers belong to an organization called Seeds of Peace.

Seeds of Peace was started in 1993 by a reporter named John Wallach. The group began with forty-six teenagers and educators. Since then, it has grown to more than 5,000 participants from twenty-seven different countries.

Each summer, 350 new “Seeds” from countries in conflict are carefully chosen by the Seeds of Peace. These teenagers attend the Seeds of Peace international summer camp, where they meet and live with teenagers whose countries are “enemy” countries. The camp is a neutral environment where young people can discuss the issues between their countries and talk about their personal experiences.

After the summer camp is over, these teenagers return to their countries. They go home not only with memories of new friendships, but also with the idea that they can be leaders who can work together for a better future for themselves and for the whole world. They've learned that the fighting around them doesn't have to go on forever.



15 Look at the passage. Circle the correct words.

- 1 Seeds of Peace was started by a **group of educators** / a reporter.
- 2 The teenagers who become Seeds **have never seen** / **have experienced** conflict in their countries.
- 3 At the camp, young people **work in groups to create** / **talk to people from** “enemy” countries.
- 4 The camp helps young people **talk about conflict** / **learn about conflict in their country**.



Why do you think Seeds of Peace campers are more hopeful about world peace after the camp?



I will learn to write a biography about an amazing person.

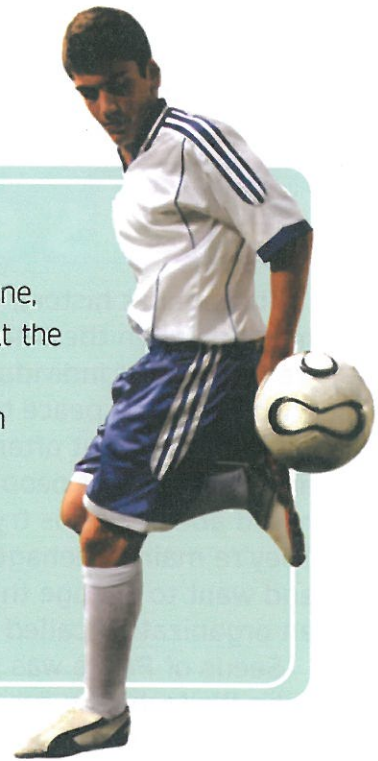
16 Read the biography.

## My Brother Josh

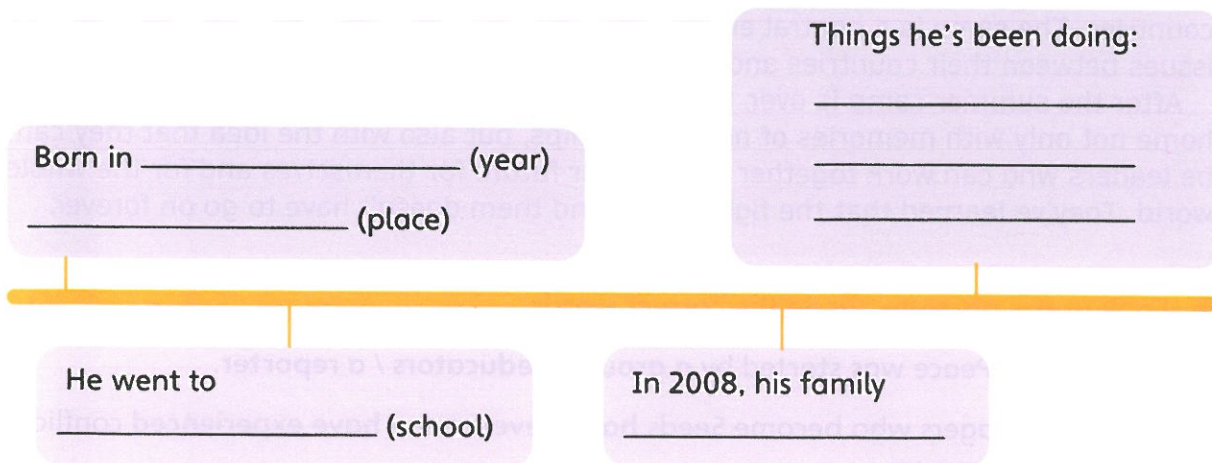
My brother, Josh, is amazing! He was born in 1998 in Melbourne, Australia. Josh went to Melmoth Primary School there and was at the top of his class.

In 2008, my family moved to Bristol, in the U.K. Josh has been very busy since we moved. He has played the drums with the school band, has been on the school soccer team, and has joined the drama club.

Josh is really busy, but he always takes time out to do things with me. That's what makes him so amazing!



17 Look at 16. Copy and complete the timeline about Josh.



18 Interview an older relative or do research on an amazing person. Create a timeline about that person, then use it to write their biography.

19 Take turns sharing your biographies in pairs. What makes the people amazing?

I will learn to talk about my qualities and talents.

- 20** Just like the young people in this unit, all of us have amazing qualities and talents. Write in the chart about yourself, then work with your classmates to complete the chart.

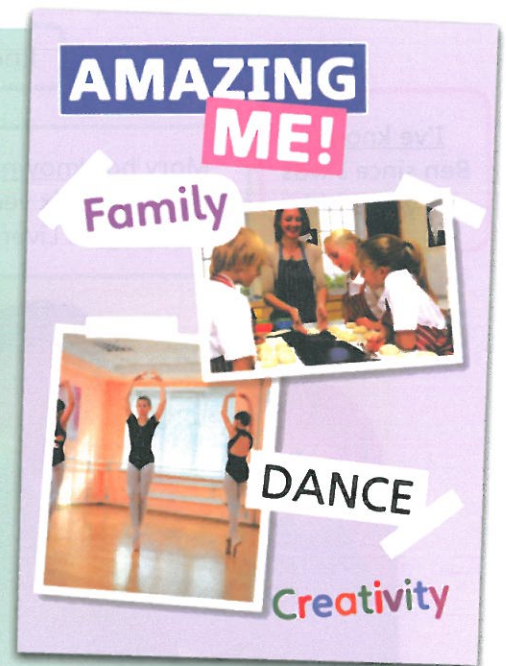
	My good qualities	What I'm good at	My classmate thinks I'm amazing because ...
Ex.	I'm friendly.	playing the drums	I'm very smart.
1			
2			
3			



- 21** Now study your chart. Is your classmate's opinion of you the same as/different from your opinion about yourself?

## Project

- 22** Make an **Amazing Me** collage.
- 1 Include pictures or drawings of yourself doing things you enjoy.
  - 2 Include drawings, pictures from magazines, and words and phrases that show who you are and what you like.
  - 3 Write your name on the back and display your collage in the classroom.
- 23** Take turns guessing the person who made each collage. Then interview that person.



# Listening and Speaking

I will review the sounds *spl*, *squ*, and *thr*.  
I will learn to talk about past experiences.

<sup>33</sup>  
24 Listen, read, and repeat.

1 **spl**    2 **squ**    3 **thr**

<sup>34</sup>  
25 Listen and blend the sounds.

1 spl-a-sh    splash    2 squ-i-d    squid  
3 thr-ee    three    4 spl-i-t    split  
5 squ-a-sh    squash    6 thr-oa-t    throat

<sup>35</sup>  
26 Listen and chant.

Take a dive in the deep blue sea.  
Splish! Splash!  
One squid, two whales,  
And three dolphins swimming free.



<sup>27</sup> Play the **Memory** game. Work in a small group and make sentences using the verbs in the box.

know    live    play    study    watch

I've known Ben since I was six years old.

Mary has known Ben since she was six years old.  
I've lived in Liverpool for ten years.

Mary has known Ben since she was six years old.  
Tom has lived in Liverpool for ten years.  
I've been playing soccer since I was in first grade.



Mary has known Ben since... oh, no! I forgot!  
Let's start again.

# Review

## 28 Complete the paragraph with **for** or **since**.

This is Jen and Ally. Jen is from Germany, but she has lived in Ohio <sup>1</sup> \_\_\_\_\_ 2008. Jen has been learning English <sup>2</sup> \_\_\_\_\_ six years. Ally has been Jen's best friend <sup>3</sup> \_\_\_\_\_ two years. They like in-line skating, but Jen hasn't done it <sup>4</sup> \_\_\_\_\_ she was a little girl. Ally is teaching her how to do it again. They want to invite their friends to skate with them at the town park. They've been talking about this <sup>5</sup> \_\_\_\_\_ about a month! Maybe they'll go next weekend.



## 29 Complete the sentences. Use the present perfect progressive and **for** or **since**.

win soccer tournaments   play the piano   invent things   take cooking classes



1 She \_\_\_\_\_  
she was six years old.



2 He \_\_\_\_\_  
the past eight years.



3 They \_\_\_\_\_  
fourth grade.



4 He \_\_\_\_\_  
an hour.

## I Can

- use words related to achievements and personal goals.
- use the present perfect and the present perfect progressive.
- talk about achievements and accomplishments.
- write a short biography.



# 3

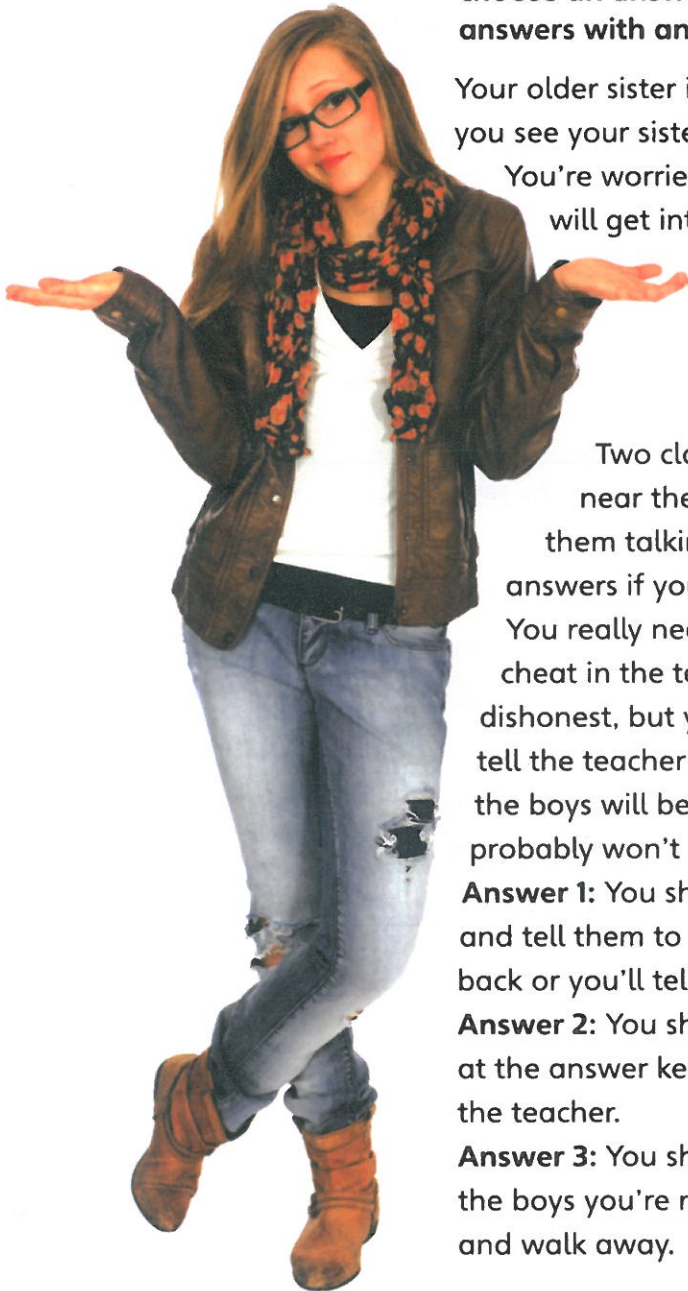
# Dilemmas

## Language in Context

I will learn to talk about dilemmas and making the right choice.



**1** Listen and read. What would you do? Work with a group to choose an answer for each situation. Then compare and discuss answers with another group.



Your older sister is supposed to be home by 10:00 p.m. One night, you see your sister leave at 9:00. At 10:00, your sister still isn't home.

You're worried about her, but if you tell your parents, your sister will get into trouble. And she might be just a few minutes late. But something might be wrong!

**Answer 1:** You should tell your parents right away.

**Answer 2:** You should wait an hour before you tell them. Everything is probably OK.

Two classmates have found the answer key to a math test, near the photocopier. You see them pick it up and hear them talking about it. They tell you that they'll show you the answers if you don't tell anyone. You're not doing well in math. You really need to pass this test. If you look at the answers and cheat in the test, you'll feel guilty and dishonest, but you'll pass. If you tell the teacher about the answer key, the boys will be angry, and you probably won't pass.

**Answer 1:** You should talk to the boys and tell them to put the answer key back or you'll tell the teacher.

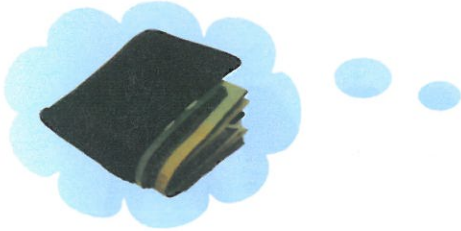
**Answer 2:** You should look at the answer key and not tell the teacher.

**Answer 3:** You should just tell the boys you're not interested and walk away.



37  
2

You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns.



Dilemma #1



Emily

If I keep the wallet, I'll feel guilty.

Dilemma #2



Angela

If I tell my friend I lost her necklace, she'll be upset with me.



Dilemma #3



Al

If I confess that I was the one who broke the lamp, I'll get into trouble.



38  
3

What's the right thing to do? Think of advice to give to Emily, Angela, and Al. Then listen and compare your answers.

- 1 Emily, I think you should \_\_\_\_\_.
- 2 Angela, I think you should \_\_\_\_\_.
- 3 Al, I think you should \_\_\_\_\_.

4

Work with a partner. Talk about the dilemmas. Use the expressions from the box or your own ideas.

be upset with (him/her)    feel good    feel guilty    get into trouble



What will happen if Emily returns the wallet?

If she returns the wallet, she'll feel good! And the man will, too!



How do you cope with dilemmas? Who do you discuss them with? Why?



Listen and read. What's Marissa's dilemma?

# MARISSA MOBLEY'S DILEMMA

by Milan Norman

Marissa Mobley walked into the kitchen and said, "I'm home." She didn't sound happy. Mrs. Mobley looked at Marissa.

"Is something wrong?" she asked. "You don't sound happy."

"Oh, nothing, Mom," Marissa replied. "I just have a lot of homework."

Mrs. Mobley looked worried. "Are you sure you're OK?" she asked again.

"Umm, yeah, Mom. I've just been doing too much at school lately. So I'm tired. That's all," Marissa said as she walked into her room and closed the door.

Marissa's brother, Leo, knocked on Marissa's door. "Hey, what's up?" asked Leo. "Something's wrong. I can see it in your face."

"Well," said Marissa, finally, "can you keep a secret? I have a problem at school. It's a real dilemma. You know Dan, right?"

"Dan? Yeah, I know him," said Leo. "He's a funny guy."

"Well, I don't think he's so funny. At least not this week," Marissa said. "Listen to this. He asked me to help him cheat on our math test on Friday."



“What?” Leo asked.

“I guess Dan’s grades in math aren’t very good this term,” said Marissa. “If he doesn’t do well in the test, he won’t be able to play for the basketball team anymore. He sits next to me in math, and he knows I do well in tests. He wants me to make it easy for him to see my paper during the test.”

“Seriously?” said Leo. “That’s not good.”

“I know,” said Marissa, sounding more and more upset. “I’ve been thinking about it all week, and it’s bothering me a lot. I’d like to help Dan, but helping him cheat really isn’t helping him! I just can’t do it!”

“Of course you can’t!” her brother said. “If a boy asks you to help him cheat in a test, you should tell your teacher!”

“Tell my teacher? If I do that, Dan will get into *big* trouble,” said Marissa.

“But if you help him cheat, you’ll be cheating, too, Marissa,” said Leo.

Marissa sighed. After a minute, she smiled and looked at her brother. “I know!” she said.

“What are you going to do?” Leo asked.

“Wait and see,” Marissa answered. Then she picked up her cell phone.

## Reading Comprehension

**6** Find one detail in the story that supports these statements.

- 1 Marissa’s mom knows Marissa isn’t happy.
- 2 Marissa doesn’t tell her mom the truth about her problem.
- 3 Marissa trusts her brother Leo.
- 4 Leo doesn’t want Marissa to help Dan cheat.
- 5 Marissa doesn’t think telling the teacher is a good idea.
- 6 Marissa has an idea about what to do.



Do you always know the right thing to do? How do you know what’s right? Why isn’t it always easy to do the right thing?



# Language in Action

I will listen to a dialog about making the right choice.



Listen and read. What should Chris do?

**Ashley:** This is fun! Can we play *Lost World 3* next?

**Chris:** Uh, no. We can't. The disc is broken.

**Ashley:** Broken? How'd that happen?

**Chris:** I was running to catch the bus, and I dropped it. Before I could pick it up, someone stepped on it.

**Ashley:** Oh, no. Did you tell Sam? He's going to be upset.

**Chris:** No, I haven't told him yet. I was hoping he would forget that I borrowed it from him.

**Ashley:** But you have to tell him! He won't be upset if you replace it. You can buy him a new disc with your pocket money.

**Chris:** You're right. I'll buy him a new one and tell him what happened.



Practice the dialog in 7 with a partner.



Listen and stick. Then complete the sentences.

1 If she tells the truth, \_\_\_\_\_  
\_\_\_\_\_

2 If she keeps it, \_\_\_\_\_  
\_\_\_\_\_

3 If he goes to the concert,  
\_\_\_\_\_  
\_\_\_\_\_

4 If he doesn't tell his mom what's wrong, \_\_\_\_\_  
\_\_\_\_\_

# Grammar

I will learn to use conditional sentences.

I will learn to use *should* to give advice.

If he **pays attention** in class, he'll **understand** the lesson.

If they **don't study** for the math test, they **won't get** a good grade.

If you **tell** me the truth, I'll **help** you.

**Tip:** Use a conditional sentence to express true or factual ideas in the present or future.

## 10 Complete the sentences. What will happen?

- 1 If I don't tell the truth, \_\_\_\_\_ (I, not feel good).
- 2 \_\_\_\_\_ (she, cheat) in the test, she will feel guilty.
- 3 If you help me with my book review, \_\_\_\_\_ (I, help) you with your project.
- 4 If he tells Mom he lost her CD, \_\_\_\_\_ (he, be) in trouble.
- 5 \_\_\_\_\_ (they, not return) the wallet, I'll be upset with them.

You **should tell** your parents **if** you have a problem at school.

If you don't want to get into trouble, you **shouldn't lie**.

## 11 Which is the best advice? Write sentences in your notebook using **should** or **shouldn't**.

- 1 You see someone being bullied.
  - a Just walk away.
  - b Tell an adult.
- 2 You tear an expensive shirt in the fitting room in a store.
  - a Quietly return it to the rack.
  - b Tell a sales clerk what happened.
- 3 Your brother's going to watch a movie that he's not allowed to see.
  - a Tell your parents about it.
  - b Don't say anything to your parents.
- 4 Your sister's studying, and you want to listen to music.
  - a Tell her to go to a friend's house.
  - b Use headphones.
- 5 Your friend asks you to let him copy your English homework.
  - a Tell your teacher.
  - b Offer to help him do his homework.

I will learn about ethical behavior.



Listen and read. What's ethical behavior?

### CONTENT WORDS

acceptable	according to	based on
ethical	ethics	excuse
harmless	morally	perspective
respectful	traits	treat

# Ethics

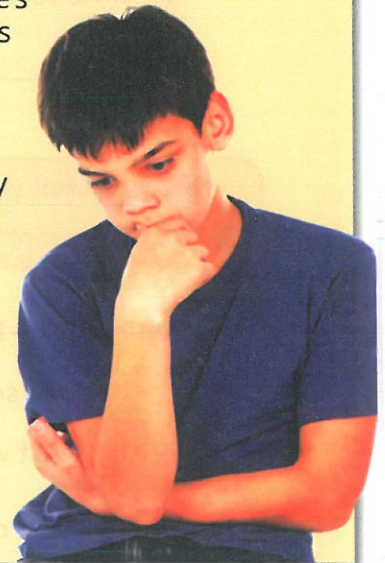
The saying "Treat others the way you'd want them to treat you" isn't hard to understand. It means that you should behave toward others the way you'd want them to behave toward you. It sounds simple, but it isn't always simple to do. If everyone followed this advice, the world would be a much better place.

Do you know what ethics are? Of course you do. You make choices based on ethics all the time. Ethics tell you what's right or wrong, fair or unfair, acceptable or unacceptable in a situation. Choosing to do the right thing is ethical behavior.

The word ethics comes from the Greek word ethos, which means "character." Our character is all of our traits and qualities taken together. It helps us decide what's right or wrong. What kind of character do you have? Are you respectful of your classmates? Would you cheat in a test to make sure you pass? Would you tell a "harmless" lie in order to avoid hurting someone's feelings? Would you lie to someone to get out of trouble? These are all questions of ethics.

How can you choose ethical behavior in a difficult situation? You can begin by asking yourself a few questions, but your answers must be honest. The first question is, "If I do it, will I feel bad afterward?" If we do something that's morally wrong, we'll feel guilty about it, even if we can find excuses for our actions. The second question is, "If I do it, will it hurt somebody?" If the answer is yes, then it might not be the right thing to do. You can also ask, "How would I judge someone else who did the same thing? What would my mom or dad say about it?" This helps us see things from the right perspective. And a final, but very important question is, "What's my gut feeling about it? Does it feel right?" This can give you a good idea of whether your behavior is ethical.

Behaving according to your ethics isn't always the easiest thing to do, but it's always the right thing to do.



**13** Look at the passage. Read and say **true** or **false**.

- 1 If you want to make an ethical decision, you need to be honest with yourself.
- 2 If we can find a good excuse for our actions, we won't feel guilty.
- 3 Following our ethics is sometimes difficult, but we should always try to do it.



Did you ever have a problem making an ethical decision?  
What happened?

I will learn about proverbs from around the world.

## Proverbs from Around the World

### CONTENT WORDS

moss      proverb      reap      regret  
saying      sound advice      sow

Every culture has its own proverbs. Proverbs are short sayings about life that are passed on from generation to generation. They go back tens, hundreds, even thousands of years, and sum up the practical experience of the people who use them. Because proverbs give sound advice, they help us make decisions. The Chinese proverb <sup>1</sup>\_\_\_\_\_ is a good example. Anyone who's about to make a hasty decision, without weighing the pros and cons first, is warned of the horrible consequences of a bad choice.

Sometimes proverbs can seem to have different meanings. The English proverb <sup>2</sup>\_\_\_\_\_ is one example. Some think that the proverb is a warning for people who keep moving and never settle down. If these people "gather no moss," then it means they haven't achieved anything. Others think that the proverb is a warning for people who never do anything. If you don't move and change with the times, you'll become like an old mossy piece of rock.

We often find that there are similar proverbs across cultures. Maybe this is because proverbs have traveled and have been translated from one language to another, or maybe it's because they're just common sense. An expression similar to <sup>3</sup>\_\_\_\_\_ appears in many languages, and it means that you'll get \_\_\_\_\_ you give. One proverb in Malaysia, where crocodiles are common, is <sup>4</sup>\_\_\_\_\_.

Whatever advice they give, one thing that all proverbs teach us is that although societies are changing and becoming more advanced every day, there are some basic facts about life and human nature that'll never change.



**Read the passage quickly and put the proverbs a–d in the correct place. Then listen and check.**

- a "A rolling stone gathers no moss."
- b "Don't think there are no crocodiles just because the water is calm."
- c "You'll reap what you sow."
- d "One step in the wrong direction can cause a thousand years of regret."



What's the connection between proverbs and ethics?

I will learn to write a story ending.

**15** Look at 5. Work with a partner. Answer the questions about “Marissa Mobley’s Dilemma”.

- 1 Who are the characters in “Marissa Mobley’s Dilemma”?
- 2 How does Marissa feel when she gets home from school?
- 3 Who knocks on Marissa’s door?
- 4 What’s Marissa’s dilemma?
- 5 What advice does Marissa’s brother give her?
- 6 At the end of the story on page 31, what do you think Marissa is going to do?



**16** How do you think the story ends? Discuss these possible endings with a partner. Think of a reason that makes each one possible.

- Marissa helps Dan cheat.

Reason: \_\_\_\_\_  
\_\_\_\_\_

- Marissa tells her teacher about Dan.

Reason: \_\_\_\_\_  
\_\_\_\_\_

- Marissa tells Dan she can’t help him.

Reason: \_\_\_\_\_  
\_\_\_\_\_

- Marissa helps Dan study.

Reason: \_\_\_\_\_  
\_\_\_\_\_

**17** With your partner, write an ending to the story. Add details, such as how the other story characters react to Marissa’s decision and how she feels about it.

**18** Share your story ending with another pair. Discuss. Talk about what Marissa did and whether it was the right thing to do.



I will learn to talk about the right choice in a dilemma.

**19** Read about three situations and three possible courses of action for each one. Which one is the right thing to do? Discuss with a partner.

Situation	#1	#2	#3
You're getting into your mom's car. You see an envelope full of money on the ground.	Tell your mom about it and ask if you can keep the money.	Pick up the money quietly and don't tell your mom about it.	Tell your mom and ask her how you can return the money.
Your teacher gives you the highest mark for your book review and uses it as a model for the rest of the class. Your older sister wrote the book review for you.	Do nothing. Be happy and accept the mark and the compliment.	Tell your teacher you didn't write the review and apologize.	Tell your parents what you did but don't tell your teacher.
Your teacher goes out of the room during a big test. Your classmate, who's the best student in the class, tries to show you her answers.	Copy your classmate's answers – after all, she offered. It'd be silly to say no.	Compare your answers with hers but change only a few to match hers.	Tell your classmate, "No, thank you."



## Project

**20** Make a page to go in a class handbook about doing the right thing.

- 1 Choose a dilemma from the unit or use one of your own. Describe it at the top of the page.
- 2 Write three possible courses of action.
- 3 Use a picture from a magazine or draw one to show the right thing to do.
- 4 Present your page to the class. Read it aloud. Then say what you think the right thing to do is.
- 5 Bind the pages together to make a class handbook.

I think she should run after the man and return the tablet to him. If she doesn't, she'll feel terrible later.



**Dilemma:** You're at a park. You see a man sitting on a bench with a tablet. He leaves the park, and you notice he's left his tablet on the bench. You've always wanted one, but you don't have enough money to buy one. What should you do?

- 1 Sit on the bench and cover the tablet so no one sees it.
- 2 Don't say anything but hold onto the tablet in case the man comes back for it. Secretly hope he doesn't!
- 3 Run after the man and return the tablet to him.

# Listening and Speaking

I will review the sounds *nch*, *nth*, and *mpt*.  
I will learn to talk about doing the right thing.

<sup>48</sup>  
**21** Listen, read, and repeat.

1 **nch**    2 **nth**    3 **mpt**

<sup>49</sup>  
**22** Listen and blend the sounds.

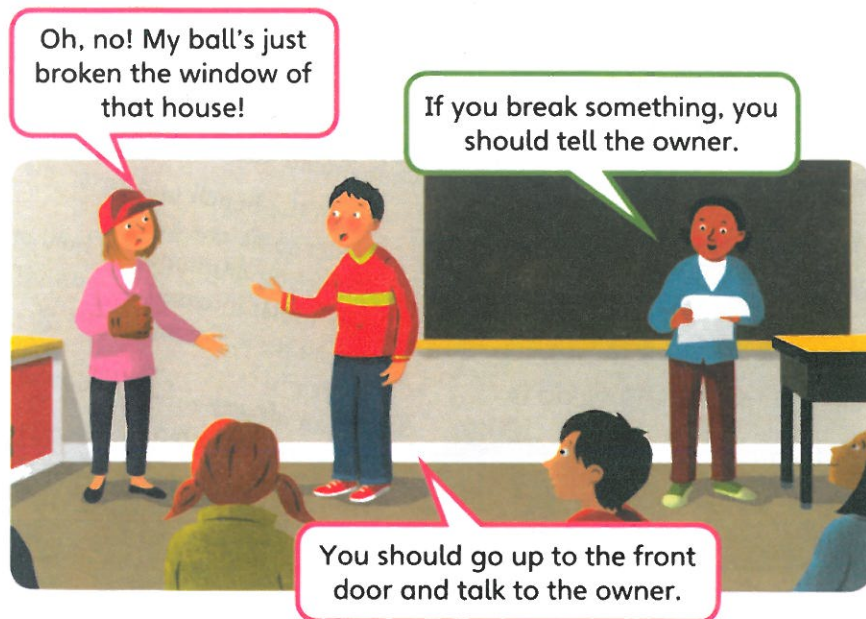
1 l-u-nch    lunch    2 t-e-nth    tenth  
3 p-r-o-mpt    prompt    4 c-r-u-nch    crunch  
5 m-o-nth    month    6 t-e-mpt    tempt

<sup>50</sup>  
**23** Listen and chant.

I make lunch  
On the tenth of the month,  
An apple and chips.  
Do you want any candy?  
Don't tempt me!  
Crunch! Crunch!



**24** Work in groups of three. Choose a situation from the box or create your own. Students 1 and 2 role-play the situation. Student 3 states the right thing to do.



You:

- lose your friend's CD.
- see someone cheat in a test.
- spill juice on your friend's new shirt.
- see a man drop his wallet.
- break your friend's cell phone.
- are asked to lie for your brother/sister.
- break a window at home.
- forget Mother's Day.

# Review

**25** Complete the sentences with expressions from the box.

be upset with    feel good about    feel guilty (3x)    get into trouble

- 1 Claudia saw a man drop his wallet. When she picked it up, she saw that there was a lot of money in it. She was tempted to keep it, but she knew that wasn't right. She thought about what to do. By the time she decided to return the man's wallet, he was gone. Claudia \_\_\_\_\_. She \_\_\_\_\_ herself for not deciding quickly enough.
- 2 Anna saw two classmates looking at each other's papers during an exam. She didn't know what to do. She knew it was wrong to cheat, but she didn't want her friends to \_\_\_\_\_.  
Anna \_\_\_\_\_ about not saying anything.
- 3 Mike was at a toy store and was holding a robot when he accidentally broke it. He didn't have the money to pay for the toy, so he put it back on the shelf and quickly left the shop. Michael \_\_\_\_\_. He didn't \_\_\_\_\_ what he did.



**26** Read the problems in 25 again. Choose one. In your notebook, write what you think the person should have done.

**27** Complete the sentences with the correct form of **will** and the verb in parentheses.

- 1 (tell) If you \_\_\_\_\_ her the truth, she \_\_\_\_\_ believe you.
- 2 (not return) If they \_\_\_\_\_ his wallet, he \_\_\_\_\_ get lunch.
- 3 (cheat) If she \_\_\_\_\_ in the test, she \_\_\_\_\_ get a good grade.
- 4 (promise) If I \_\_\_\_\_ to do something, I \_\_\_\_\_ do it!

## I Can

- use words related to dilemmas and consequences.
- use conditional sentences.
- give advice using *should*.
- write a story ending.





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

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

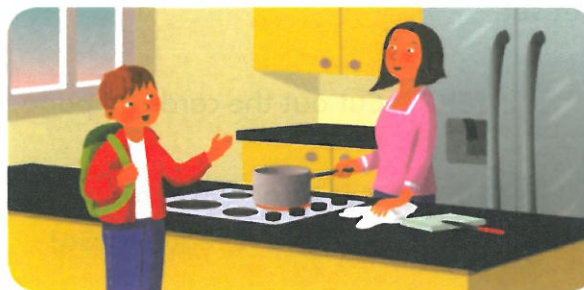
<b>School Activities:</b> study for a test, hand in an assignment, finish a project...	Pages 5	
<b>Achievements:</b> climb a mountain, start a company...	16	
<b>Dilemmas:</b> tell the truth, return a wallet, don't cheat on a test...	29	
<b>Results and Consequences:</b> feel good, feel guilty, get in trouble...	29	
<b>Has he finished</b> the assignment <u>yet</u> ? Yes, he <b>has</b> . He <b>has</b> <u>already</u> <b>finished</b> it. No, he <b>hasn't</b> . He <b>hasn't finished</b> it <u>yet</u> .	9	
<b>Have</b> the twins <u>ever</u> <b>studied</b> abroad? Yes, they <b>have</b> . No, they <b>haven't</b> .		
How long <b>has</b> he <b>played</b> the guitar? He's <b>played</b> the guitar <u>for</u> five years. How long <b>has</b> she <b>been playing</b> in a band? She's <b>been playing</b> in a band <u>since</u> she was fourteen.	21	
<b>If</b> he <b>studies</b> hard for the math test, he'll <b>get</b> a good grade.	33	
You <b>should</b> talk to your parents <b>if</b> you have a problem.	33	



## I can do it!

51  
2

Get ready.



- A. Choose the correct word or phrase to complete the dialog. Then listen and check.

**Mom:** The school play is tomorrow night. Have you <sup>1</sup>learned / learning your lines yet?

**Danny:** I've <sup>2</sup>learn / learned most of them already. We've been <sup>3</sup>practiced / practicing for two weeks.

**Mom:** Really? I didn't <sup>4</sup>know / known that. Where have you <sup>5</sup>practice / been practicing?

**Danny:** We've <sup>6</sup>practicing / been practicing every day at school, after lunch.

**Mom:** And have you <sup>7</sup>studied / studying for your math test tomorrow?

**Danny:** Yeah, I've <sup>8</sup>studied / studying a little.

**Mom:** You should <sup>9</sup>study / studying again after dinner tonight.

**Danny:** But, Mom, I need to <sup>10</sup>practice / practicing my lines for the play! If I <sup>11</sup>forget / forgot my lines on stage, I'll <sup>12</sup>feel / feeling awful.

**Mom:** I know, Danny, but if you don't <sup>13</sup>pass / passing your math test, you'll <sup>14</sup>feel / felt even more awful, and then you won't enjoy your play! Listen – study math for an hour, then you can practice your lines again for an hour. You should <sup>15</sup>try / will try to get a good night's sleep, too.

**Danny:** OK, Mom. Thanks.

- B. Practise the dialog in A with a partner.

- C. Ask and answer the questions with a partner.

- 1 Has Danny studied enough for his math test? Explain.
- 2 Why does Danny's mom want him to get a good night's sleep?
- 3 Which do you think Danny should do first, study for his test or learn his lines? Explain.
- 4 Have you ever had to do two important things at one time? What happened?

1

2

3

4

5

6

7

8

9

## 3 Get set.



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



**STEP 2** Lay out all the cards on your desk.  
Now you're ready to **Go!**



## 4 Go!

- A. Work with a partner. Look at the questions. You will use them to create two dialogs.
- B. Create the first dialog. Student A reads these questions and Student B chooses five responses from the cutouts. Read the dialog aloud.
- C. Switch roles and create the second dialog. The new Student A reads these questions, and the new Student B answers the questions with the remaining cutouts.

### Student A

- 1 Have you chosen the topic of your project yet?
- 2 Why did you choose that topic?
- 3 What do you need to do for the project?
- 4 Have you already started the project?
- 5 Do you need to buy anything for the project?

Have you chosen the topic of your project yet?



Yes, I want to do a project about the solar system.

- D. Now make up your own dialog using the hints below. Role-play your dialog in front of another pair.

Student A	Student B
You're the mom or dad of Student B. You want to know all about your son or daughter's project.	You're doing a project on a topic that you're really interested in. You've already started the project, but you haven't finished yet.

1

2

3

4

5

6

7

8

9

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

- Where do you live? How long have you lived there?
- How long have you been learning English?
- Which places have you visited in your country or city?
- If you learn English well, what will you be able to do in the future?

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

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


**6 Think about it.**

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

B. Check (✓).

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

**7 Rate this Checkpoint. Color.**

						
hard	OK	easy		not fun	OK	fun

# 4

# Dreams for the Future

## Language in Context

I will learn to talk about personal ambitions.



**1** Read the predictions made by John E. Watkins in the year 1900. Say which predictions you think came true. Then listen to check.

I, John E. Watkins, an American civil engineer, predict that in one hundred years from now...

- 1 Trains will travel at speeds of up to 240 kilometers per hour.
- 2 A man in the middle of the Atlantic Ocean will be talking to his family in Chicago. It'll be like his family is sitting next to him!
- 3 People will be buying ready-cooked meals.
- 4 People will be sending pictures from anywhere in the world. Photographs of major events from another continent will be in newspapers in an hour, and they'll have the colors of nature.
- 5 People will be eating strawberries as big as apples! Raspberries and blackberries will also be big.
- 6 Americans will be taller by three to five centimeters.



- 2** Look at the list as you listen to two boys discussing their dreams for the future. Which topics do you hear them talking about?

### DREAMS FOR THE FUTURE

- I'll be working in my dream job.
- I'll be running my own business.
- I'll be living in another country.
- I'll be married.
- I'll be raising a family.
- I'll be working in the music industry.
- I'll be taking adventurous vacations.
- I'll be speaking several foreign languages, including English.
- I'll be earning a good salary.
- I'll be famous.



- 3** Imagine your life in twenty years. Look at the list in **2** and think about each statement. Which do you think you'll be doing?
- 4** Work with a partner. Ask and answer about what you'll be doing in twenty years.



What will you be doing in twenty years?

I'll be working in the music industry and earning a good salary.



**THINK BIG**

What do you think the world will be like thirty years from now? How will education and transportation change?

I will understand a text about ambitions for the future.

**5** On futureme.org, people write to themselves in the future. MeToday has written three emails to her future self. Listen and read. How old will she be ten years from now?

The screenshot shows a web browser window with the address bar displaying 'www.futureme.org'. The website header is green with the text 'futureme.org' in white. Below the header, there are two email messages displayed in a light grey box. Each message has a header with 'TO', 'CC', and 'SUBJECT' fields. The first message is addressed to 'MeToday@iMail2018.com' with the subject 'Ten years from now'. The second message is also addressed to 'MeToday@iMail2018.com' with the subject 'Thirty years from now'. To the left of the first message is a photograph of four graduates in caps and gowns. To the left of the second message is a photograph of the London skyline at sunset, featuring the Shard.

**futureme.org**

TO MeToday@iMail2018.com  
 CC  
 SUBJECT Ten years from now

Dear FutureSelf:

It's 2018. I'm in my seventh-grade English class. Ten years from now, I'll be studying at a big university. I'll probably have a lot of classmates from different parts of the country and the world. I won't be making much money yet, so I'll be living in a small apartment near the university to save money. But I know I'll be successful after I graduate.

MeToday

TO MeToday@iMail2018.com  
 CC  
 SUBJECT Thirty years from now

Dear FutureSelf:

It's 2018. Right now, I'm in seventh grade. In thirty years, I'll be living in London and learning to speak another foreign language, probably Japanese. I'll be working in a beautiful office with a great view of the Thames, and I hope I'll be running my own business. I won't be bringing up a big family because I'll be working hard. It's OK. I won't work long hours all my life. I really want to have children, a dog, and a cat, too.

MeToday

www.futureme.org

**TO** MeToday@iMail2018.com  
**CC**   
**SUBJECT** Fifty years from now

Dear FutureSelf:



It's 2018. I'm twelve years old this year, and I'm in seventh grade. Wow, I'll be sixty-two years old fifty years from now! I'll probably be living back home in my country. I definitely won't be working. I'll be living in a small house, enjoying my retirement. My grandchildren will be visiting me often. We'll be taking rides in my flying sports car!

MeToday

## Reading Comprehension

**6** What will MeToday be doing in the future? Find and compare with a partner.

- 1** Find two things MeToday will be doing ten years from now.  
Find one thing she won't be doing.
- 2** Find two things MeToday will be doing thirty years from now.  
Find one thing she won't be doing.
- 3** Find two things MeToday will be doing fifty years from now.  
Find one thing she won't be doing.



Is there anything about MeToday that you admire? Explain.  
Do you think MeToday will be successful? Why/Why not?



# Language in Action

I will listen to a dialog about predictions for the future.

56  
7

Listen and read. Where will people be taking vacations in the future?

**Lisa:** I'll definitely buy a nice car when I grow up.

**Gavin:** A car? We'll probably be flying around in spaceships when we're older!

**Lisa:** You're such a dreamer.

**Gavin:** Well, maybe in twenty or thirty years.

**Lisa:** So do you think we'll be taking a spaceship to work every day?

**Gavin:** Why not? I'll be living in Tokyo and working in Madrid.

**Lisa:** But the world is running out of oil. If there's no oil, how will we fly around in spaceships?

**Gavin:** People will discover a new source of fuel, so we won't need oil.

**Lisa:** But if we all have spaceships, traveling won't be exciting anymore! Where will we go on vacation?

**Gavin:** Maybe we'll be visiting other planets!



8

Practice the dialog in 7 with a partner. Change the underlined words.

57  
9

Listen and stick. Then complete the sentences. Use the correct form of the verb.

live in    read    travel to    work on

1 In 100 years, we'll \_\_\_\_\_.

2 In twenty years, she'll \_\_\_\_\_.

3 In fifteen years, he'll \_\_\_\_\_.

4 In forty years, they'll \_\_\_\_\_.

# Grammar

I will learn to use the future progressive to talk about personal ambitions.

What **will** you **be doing** ten years from now?

I'll definitely **be studying** at a big university.

Where **will** you **be living** in twenty years?

I probably **won't be living** in Europe.

**Tip:** Use the future progressive to talk about what you'll be doing in the future. For degrees of certainty (how likely something is), use either *definitely* or *probably*.

**10** What will you or won't you be doing forty years from now? Make complete sentences. Use the future progressive of the verbs and **definitely** or **probably**.

- 1 (live in another country) \_\_\_\_\_
- 2 (run my own business) \_\_\_\_\_
- 3 (go to the moon on vacation) \_\_\_\_\_
- 4 (go on white-water rafting trips) \_\_\_\_\_
- 5 (teach chemistry at college) \_\_\_\_\_

Will you **be running** a business?

No, definitely not./I definitely **won't**...

Yes, definitely./I'll definitely...

Probably not./I probably **won't**...

Yes, probably./I'll probably...

**11** Make **Yes/No** questions about the future. Use the ideas below or your own ideas. Take turns asking and answering questions with a partner.

raise a family

run a business

live in a big city

earn a good salary

travel around the globe

make a difference to the world

speak a foreign language

act in movies/on TV

I will learn about predictions for the future.

59  
12

Listen and read. How will we be learning new skills in the future?

## CONTENT WORDS

futurist    microscopic    nanotechnology  
revolutionize    wireless



## The Next Big Thing Experts' Predictions for the Future

Futurists are people whose job is to look ahead and help us plan for the future. Futurists can't say what the future will definitely be like, but they use their knowledge to say what will probably happen and what we can prepare ourselves for. How will we be learning fifty years from now?

### Nanotechnology

Nanotechnology is the science of incredibly small things. As a unit of measure, a nanometer is one billionth of a meter! When something is nano-sized, it's so small, it's invisible! With nanotechnology, we'll have microscopic computerized robots called nanobots. Because nanobots can be built into almost anything – even appliances – household chores will be easier. Nanobots could also be used to travel through your body and treat problems and disease without expensive and painful operations.

### Brain-to-Computer Communication

How about this for an amazing prediction? One day, everyone and everything will be linked through wireless technology. Nanocomputers will be in your system, so your brain, just like a computer, will be able to receive downloads and uploads. Would you like to learn a new language or how to tango? As soon as you think the thought, your brain will download the new language or the dance steps, and you'll be learning them instantly!

All these new technologies promise to revolutionize the way we live and experience things. Maybe now the big question is "Are we ready for them?"

**13** Look at the passage. Read and say **yes**, **no**, or **doesn't say**.

- 1 Futurists can't predict exactly what the future will be like.
- 2 Nanobots could make operations more painful.
- 3 With brain-to-computer communication, learning will be expensive.



If you could learn something by uploading it to your brain instantly, what would you like to learn? Why?

I will learn about renewable energy projects around the world.

61  
14

Listen and read. How much energy does each power plant produce?

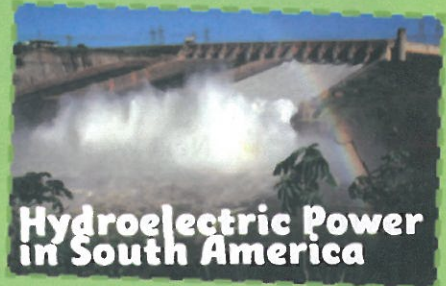
## CONTENT WORDS

climate change    dam    electricity  
geothermal    hydroelectric  
megawatt    power plant    solar

## Power for the Future

There are more than 7 billion people on Earth right now, and according to the United Nations, there will be about 9 billion by the year 2050. International reports say that the world's demand for energy may double by that time. With climate change, it's obvious that we need better ways to answer our demands for more and more energy in the future. Luckily, in many parts of the world, large renewable energy projects are helping that effort. Here are just a few examples of what's happening now.

The Itaipu Dam lies on the border of Brazil and Paraguay, and was built between 1966 and 1984. Since



then, it has produced more power than any other hydroelectric dam in the world. The seven power plants at the dam can each produce 200 megawatts of energy, for a total possible production of 14,000 megawatts.

## Geothermal Power in Iceland

Because of its large number of active volcanoes, Iceland is able to produce more than a quarter of its electricity and heating power from geothermal energy. Geothermal energy plants take heat energy inside the Earth and use it to create power. Two geothermal power plants in southeastern Iceland together produce over 420 megawatts of electricity.



## Solar Power in Morocco

The solar power plant outside of Ouarzazate, in Morocco is one of the largest in the world. The solar panels

get energy from the powerful Sahara desert sun. When the power plant is finished, it will create 580 megawatts of electricity. This is enough energy for 1.1 million people.

15 Look at the passage. Circle the correct words.

- 1 The United Nations says that the world's population may **double** / **grow to 9 billion** by 2050.
- 2 The Itaipu Dam **was more expensive** / **produces more power** than any other hydroelectric dam in the world.
- 3 The solar power plant in Morocco produces enough energy for **1.1** / **5.8** million people.

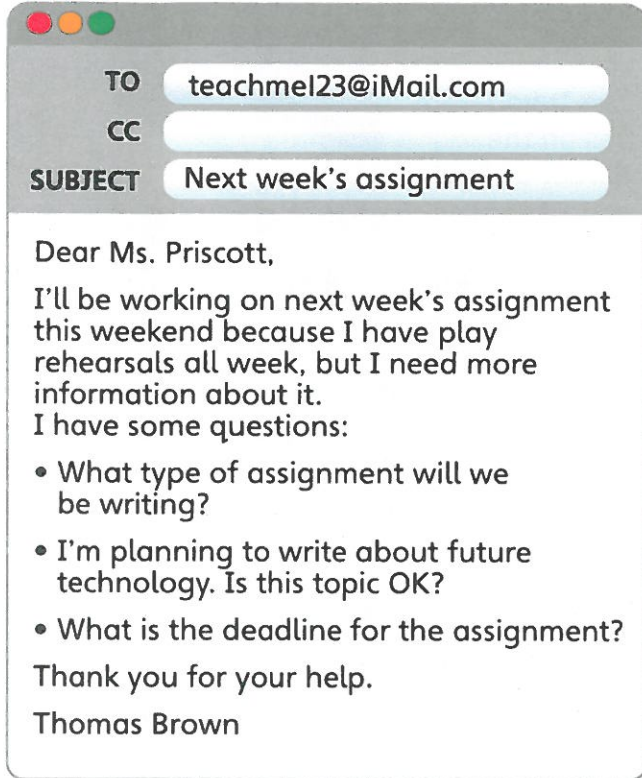


What kind of renewable energy is used in your country?

# Writing | Formal and informal emails

I will learn to write formal and informal emails.

**16** With a partner, read these two emails and decide which is formal and which is informal.



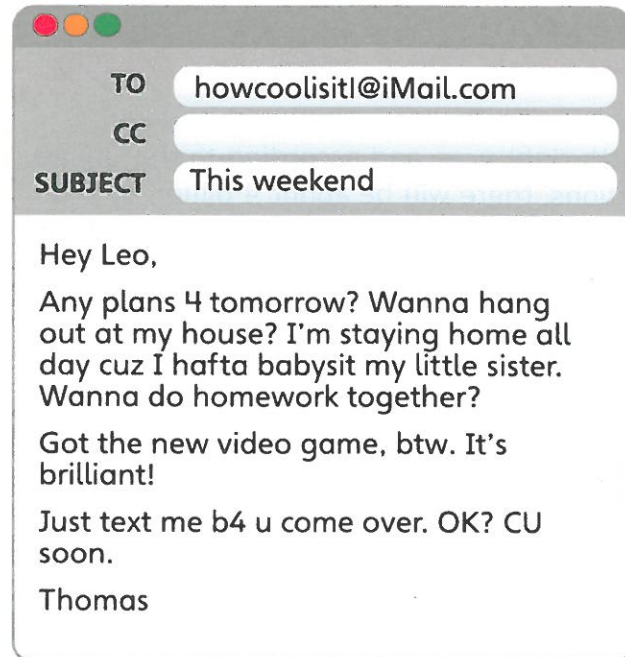
TO: teachme123@iMail.com  
CC: \_\_\_\_\_  
SUBJECT: Next week's assignment

Dear Ms. Priscott,

I'll be working on next week's assignment this weekend because I have play rehearsals all week, but I need more information about it. I have some questions:

- What type of assignment will we be writing?
- I'm planning to write about future technology. Is this topic OK?
- What is the deadline for the assignment?

Thank you for your help.  
Thomas Brown



TO: howcoolisit1@iMail.com  
CC: \_\_\_\_\_  
SUBJECT: This weekend

Hey Leo,

Any plans 4 tomorrow? Wanna hang out at my house? I'm staying home all day cuz I hafta babysit my little sister. Wanna do homework together?

Got the new video game, btw. It's brilliant!

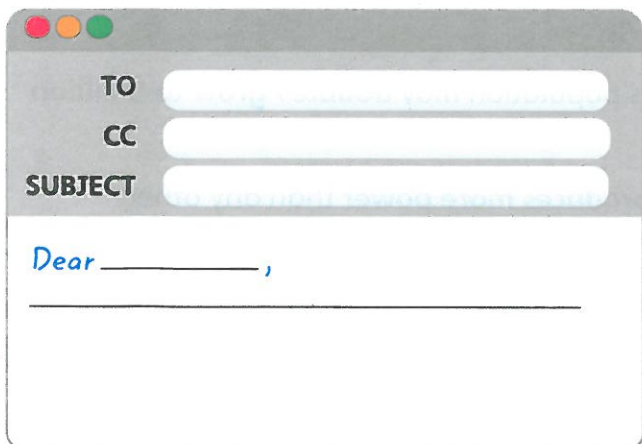
Just text me b4 u come over. OK? CU soon.

Thomas

**17** With another pair, discuss the differences between the formal and informal emails in 16.

**18** In your notebook, write two emails, one to a teacher and one to a friend.

Formal

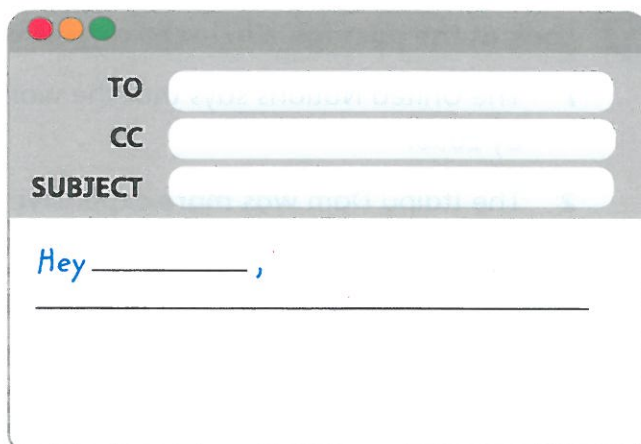


TO: \_\_\_\_\_  
CC: \_\_\_\_\_  
SUBJECT: \_\_\_\_\_

Dear \_\_\_\_\_,

\_\_\_\_\_

Informal



TO: \_\_\_\_\_  
CC: \_\_\_\_\_  
SUBJECT: \_\_\_\_\_

Hey \_\_\_\_\_,

\_\_\_\_\_

I will learn to talk about making smart decisions.

- 19** Many young people don't think too much about the future. But sometimes they should. Read these statements. Think of a response to each one.



Why do I have to learn English? I don't plan on living abroad, so I don't need it.



My parents own a business. I don't need to finish school because I'll be running the business when I'm old enough.



Me? Learn how to do household chores? No way! I'll have maids at home, so I won't be doing any chores in the future.

- 20** Discuss your responses with a partner. Did you have the same responses?



## Project

- 21** Make a **Future Self** book. Write a letter to your future self, fifteen, thirty, even fifty years from now! Make a class book.

Dear Future Self,  
Today is January 4, 2014, and I'm in seventh grade. Fifteen years from now, I'll be living on a tropical island. I'll be teaching at a school there and living near the beach. I won't be married or have children yet. I'll be...



# Listening and Speaking

I will review the sounds *s* and *es*.  
I will learn to talk about predictions.

<sup>63</sup>  
**22** Listen, read, and repeat.

1 eats    2 sings    3 washes

<sup>64</sup>  
**23** Listen and blend the sounds.

1 c-oo-k-s    cooks    2 r-u-n-s    runs  
3 w-a-tch-es    watches    4 s-l-ee-p-s    sleeps  
5 s-w-i-m-s    swims    6 d-a-n-c-es    dances

<sup>65</sup>  
**24** Listen and chant.

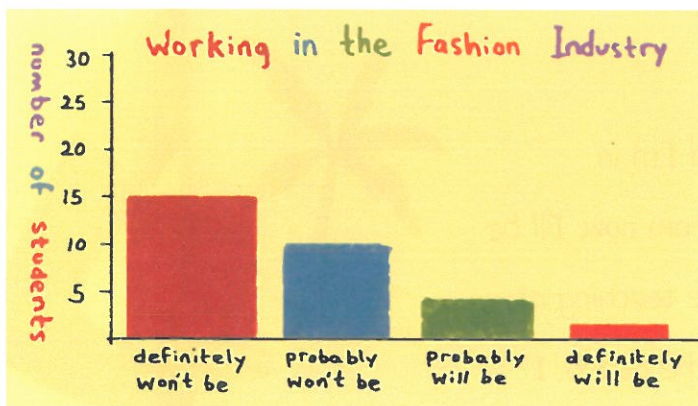
Sol swims in the summer,  
He cooks in the winter,  
He dances on Fridays,  
He sings in the shower,  
And he sleeps for hours!



**25** Do a survey. Write a question in your notebook, ask everyone in your class and record their answers. Then make a chart with your results and present it to the class.

Will you be working in the fashion industry in thirty years?

Yeah, I probably will be. I'm interested in designing clothes, and I love art.



In our class, 15 out of 30 students think they definitely won't be working in the fashion industry.



# Review

**26** Use the words from the box to complete the expressions:

a business    a family    a foreign language    a good salary  
adventurous vacations    in a nice office

- 1 run \_\_\_\_\_                      2 earn \_\_\_\_\_  
3 take \_\_\_\_\_                      4 work \_\_\_\_\_  
5 raise \_\_\_\_\_                      6 speak \_\_\_\_\_

**27** In your notebook, write four sentences about what four of your classmates will be doing in the future. You can use the expressions in 26 and **probably** or **definitely**.

**28** Ask and answer the questions in pairs. Use complete sentences.

- 1 What will you probably be doing tonight at 7:20?
- 2 Will you be traveling with friends ten years from now? Why or why not?
- 3 What will you definitely not be doing in the future?
- 4 What will you be doing forty years from now?
- 5 Will you be raising a family fifteen years from now?
- 6 Will you be traveling in space fifty years from now?



Will you be raising a family fifteen years from now?

Probably not. I'll probably be working in an another country and earning a good salary. I'll definitely be raising a family in twenty-five years.



## I Can

- use words for personal ambitions and future predicitons.
- use the future progressive with *definitely* and *probably*.
- talk about the future and how certain something is.
- write formal and informal emails.





# 5

# If I Could Fly...

## Language in Context

I will learn to talk about super powers.



Listen and read about ideas that could change our lives. Discuss the questions in small groups. Then share your favorite idea with the class.

### Now You See Me, Now You Don't!

In the Harry Potter movies, Harry puts on a cloak that makes him invisible. When he does that, nobody can see him! Have you ever wished that you could be invisible? If so, you may get your wish sooner than you think. Scientists have been working on bending light around objects to make them hard to see. Think about it. If you could become invisible, what would you do?

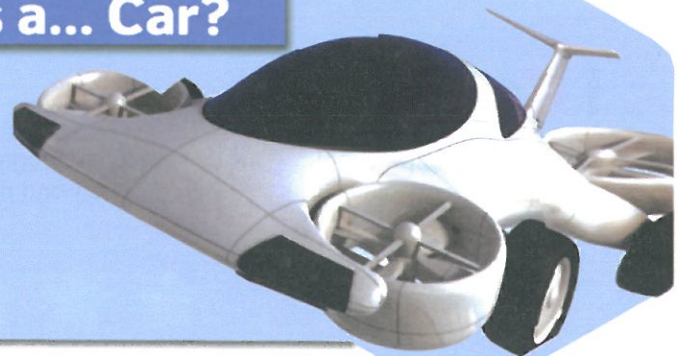


### Time After Time

People have always thought about traveling to a different time period. What about you? Would you like to go back to medieval times and meet a real knight? Or would you like to see what the future will be like in 100 years? Maybe someday you'll be able to do this! If you could travel through time, what time period and place would you visit? Why?

### It's a Bird! It's a Plane! It's a... Car?

Did you know that flying cars already exist? This vehicle has four wheels and wings that fold up. You can drive it on the road. And you can also open up the wings and fly in the air! Would you like to have a flying car? What would you use it for?



67  
2

Some students are talking about things they could do if they had a super power. Listen and match.

superhuman strength

the ability to become invisible

the ability to fly

the ability to run at lightning speed

the ability to travel through time

If you could have one super power, what would it be?



1

If I had this super power....



I know what super power I'd want!

2



There are so many things I could do...

3



I think I'd choose...

4



I'd want to have...

5



3

Work with a partner. Talk about super powers.



If you could have one super power, what would it be?

I'd want the ability to read people's minds.



**THINK BIG**

What other super powers can you think of that could be useful to people? Do you think any of them could become reality? Why/Why not?

I will understand a text about a superhero.

68  
4 Listen and read. What's wrong with Captain Allsafe?

# CAPTAIN ALLSAFE TO THE RESCUE!

by Buster Marone

EVERYTHING LOOKS CALM AND QUIET IN OUR CITY - JUST AS IT SHOULD BE.

WAIT! WHAT'S THAT? I HEAR CHILDREN. THEY'RE SCREAMING!

THIS IS A JOB FOR CAPTAIN ALLSAFE! DON'T WORRY KIDS, I'LL SAVE YOU!

CAPTAIN ALLSAFE IS FLYING OVER THE CITY, LOOKING FOR SIGNS OF TROUBLE.

UNTIL...

CAPTAIN ALLSAFE SEES SOMETHING HAPPENING BELOW.

HEY! WHAT DO YOU THINK YOU'RE DOING?

♪ HAPPY BIRTHDAY TO... ♪

HEY!

CAPTAIN ALLSAFE, IF I WERE YOU, I'D THINK ABOUT TAKING A VACATION.

ME? GO ON VACATION?

IF I DID THAT, THE PEOPLE OF THIS CITY WOULDN'T BE SAFE!



## Reading Comprehension

**5** Number the events from the story in the order they happened.

- a Captain Allsafe ties up a “dinosaur.”
- b Captain Allsafe sees a “fire” and blows it out.
- c Captain Allsafe sees smoke. He throws water and puts out the “fire,” pouring water onto the barbecue!
- d Captain Allsafe is flying over the city, and everything seems calm and quiet.
- e Captain Allsafe hears children screaming.
- f Captain Allsafe says that maybe he should go on vacation.
- g A woman brings out a birthday cake.



Why is going on vacation important? Why is it sometimes impossible to go on vacation when you want to?

# Language in Action

I will listen to a dialog about having super powers.

70  
6

Listen and read. What would Ben and Alexa do if they had a certain super power?

**Ben:** I'm reading about this guy who can make objects move just by thinking about them. Isn't that cool?

**Alexa:** That's very cool. I wish I could do that.

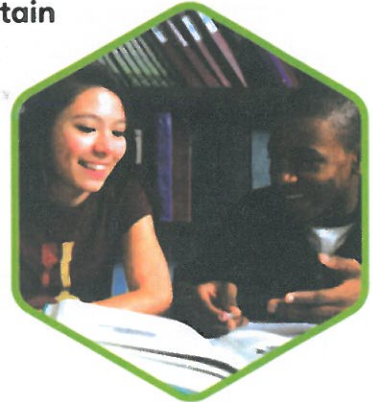
**Ben:** Yeah? If you could move things with your mind, what would you do?

**Alexa:** I'd clean up my room – hands-free, no physical effort.

**Ben:** You're thinking too small, Alexa. If I had that power, I'd move our town closer to the beach.

**Alexa:** Oh! I like that. Then we could move all our friends' houses next to our houses.

**Ben:** Now you're getting the idea.



7

Practice the dialog in 6 with a partner.

71  
8

Listen and stick. Then make complete sentences about what each person would do.

go back in time    have any job    have anything to eat    talk to animals

1 If Maya \_\_\_\_\_  
\_\_\_\_\_

2 If Kelly \_\_\_\_\_  
\_\_\_\_\_

3 If Logan \_\_\_\_\_  
\_\_\_\_\_

4 If Dan \_\_\_\_\_  
\_\_\_\_\_



# Grammar

I will learn to use *if* to talk about imagined situations.

## if clause

If I **were** you,

If he **made** his bed every day,

If she **could have** one super power,

## result clause

I'd **choose** something else.

his mom **would be** happy.

she'd **become** invisible.

**Tip:** Use *if* to talk about situations that are not true or contrary to fact. For example: *If I were you = I'm not you.*

9 Circle the correct verbs to complete the sentences.

- 1 If I **could breathe** / **would breathe** underwater, I **will explore** / **would explore** the bottom of the ocean.
- 2 If he **can** / **could** fly, he **would fly** / **will fly** every day.
- 3 If you **ate** / **will eat** healthier food, you **are going to be** / **would be** stronger.
- 4 If we **can read** / **could read** people's minds, we **knew** / **would know** when they were lying.

If you **didn't have to go** to school, what **would** you **do** every day?

If I **didn't have to go** to school, I **would stay** home and **listen** to music all day.

If you **could go** anywhere, where **would** you **go**?

If I **could go** anywhere, I'd **go** to Paris.

10 Choose phrases from the box to complete the questions. Then answer the questions for you. Make complete sentences.

who would you like to meet?      whose mind would you read?  
what time would you visit?      where would you go now?

- 1 If you could run at lightening speed, \_\_\_\_\_  
Answer: \_\_\_\_\_
- 2 If you could meet a TV or movie star, \_\_\_\_\_  
Answer: \_\_\_\_\_
- 3 If you could travel through time, \_\_\_\_\_  
Answer: \_\_\_\_\_
- 4 If you could read people's minds, \_\_\_\_\_  
Answer: \_\_\_\_\_

I will learn about inventing super powers.

CONTENT WORDS

adhesive    electrode    fascinating  
 gecko    gesture    interact    skyscraper  
 spell out    work on

# Super Power or Super Science?

People have always found super powers fascinating. We love watching movies about superheroes. They can do all the things that humans can't do. Or can we? Every year, engineers create new technologies that people couldn't even imagine in the past. Here are three surprising things that scientists are already working on.

Have you ever seen a gecko climb up a wall and wondered why it doesn't fall off? Geckos have very sticky feet, which stop them from slipping off the wall. If a human could climb like a gecko, it would seem like a super power. Scientists are experimenting with plastic to make an adhesive (a kind of glue) that will let humans climb up walls, and they're close to succeeding! <sup>1</sup>\_\_\_\_\_

How would you like to be able to Tweet without using a keyboard? Believe it or not, there's a scientist who's trying to make this possible! His idea uses a cap with electrodes. While wearing the cap, he concentrates on one letter at a time, spelling out his message on a computer screen! He's able to tweet eight letters a minute. But in the future, who knows? <sup>2</sup>\_\_\_\_\_

Mark Rolston, a computer designer, thinks that computers as we know them – a monitor, a keyboard, and speakers – limit us. He believes that we need to start thinking that the computer is the room we're in and we interact with it using voice or gestures. Imagine, for example, being able to watch the news on the kitchen table, make a video call on your refrigerator, and read a recipe on the wall above your oven by activating the computer using voice or gestures. <sup>3</sup>\_\_\_\_\_



Read and put sentences a–c in the correct place. Then listen and check your answers.

- a This would really be a digital world!
- b Maybe we'll see skyscraper climbing as an Olympic sport one day!
- c It would certainly make texting in class easier!



Which of the super powers you read about would be the most useful to you? Why?

I will learn about superheroes around the world.

75  
12

Listen and read. Which superhero is also called Aldo?

### CONTENT WORDS

android	industry
meteorite	mischievous
native	originate

## Superheroes from Different Cultures

Although many superheroes originated in the U.S.A., there are many other countries with their own superheroes. Japan, which has the largest comic book industry in the world (called manga), has many heroes. Mexican writers started creating their own native heroes in the 1990s, and in India, comic books have been around for the last fifty years. Here are some popular examples.

### Cat Girl Nuku Nuku - Japan

In everyday life, this hero is called Atsuko "Nuku Nuku" Natsume. She's an android with a cat's brain, but she goes to school every day with her "brother," Ryunosuke. Nuku Nuku is a highly advanced android with the reflexes and senses of a cat. She also has superhuman strength.



### Meteorix - Mexico

He goes to school, where he's known as Aldo. He has superhuman strength and can throw bolts of blue lightning. He gained his super powers when he swallowed a piece of meteorite that fell to Earth. His mission is to protect Mexico City from dangerous criminals.



### Bantul the Great - India

Bantul just does odd jobs. If he didn't have his super powers, he might not get into trouble, but he often does. He takes care of two mischievous schoolboys. He has a really big appetite, and sometimes he eats a whole whale for breakfast! Bantul is incredibly strong. He could stop a train if he stood in front of it. He can move things just by blowing air out of his mouth, and bullets can't hurt him.



13 Look at the passage. Circle the correct words.

- 1 Meteorix can fly / has superhuman strength.
- 2 The U.S.A. / Japan produces the most comic books in the world.
- 3 India has had a comic book industry since the 1990s / for the last 50 years.



Why do you think people like to read stories about superheroes?



# Writing | Character traits

I will learn to write a description of a superhero.

**14** Create and describe a superhero character of your own. Use the questions to help you. Take notes and discuss with a partner.

- What are your character's superhero and everyday names? \_\_\_\_\_
- What is his or her everyday occupation? \_\_\_\_\_
- What is his or her country of origin? \_\_\_\_\_
- In what time period does your character live? \_\_\_\_\_
- What does he or she look like? \_\_\_\_\_
- Does he or she have a family? If so, describe each member. \_\_\_\_\_
- What are your character's super powers? \_\_\_\_\_
- What is your character's mission? \_\_\_\_\_



**15** Use your answers in 14 to copy and make a card about your character in your notebook. Draw a picture.

**Superhero name:** \_\_\_\_\_

**Everyday name:** \_\_\_\_\_

**Everyday occupation:** \_\_\_\_\_

**Country of origin:** \_\_\_\_\_

**Time period:** \_\_\_\_\_

**Description:** \_\_\_\_\_

**Family:** \_\_\_\_\_

**Super powers:** \_\_\_\_\_

**Mission:** \_\_\_\_\_



**16** Swap and talk about your superhero cards. Which ones do you like best?

I will learn to talk about the positive things we can do for our future world.

- 17** In real life, no one has super powers. But there have been some super achievements. Discuss them with a partner and decide which three are the greatest.

We have...

- 1 visited the moon.
- 2 invented alphabets and writing.
- 3 invented airplanes.
- 4 mapped the stars.
- 5 invented the Internet.
- 6 learned how to use electricity.
- 7 created systems that bring clean water into homes.
- 8 found ways to prevent and cure many diseases.

- 18** Make a list of three positive steps you could take to help the future of our world. Discuss them with a partner and choose the best one.

If I could do three things to help improve the world, I would...

If I could do one thing I'd help clean up our oceans and seas!



## Project

- 19** Create a page for a class book about positive steps for the future. Share your page with the class.

- 1 Create a page for your best positive step for the future from 18.
- 2 Draw pictures or use pictures from magazines to illustrate it.
- 3 Show your page and talk about why the step is important.



# Listening and Speaking

I will review the sound *ed*.

I will learn to talk about imagined situations.

77  
20

Listen, read, and repeat.

1 walk**ed**    2 clean**ed**    3 paint**ed**

78  
21

Listen and blend the sounds.

1 w-a-tch-ed watched    2 cl-i-mb-ed climbed

3 w-a-n-t-ed wanted    4 l-oo-k-ed looked

5 c-a-ll-ed called    6 e-n-d-ed ended

79  
22

Listen and chant.

We walked in the jungle,  
And we climbed trees  
That ended in the sky!  
We looked at birds,  
And we wanted to fly!



23

In pairs take turns to interview each other using the words in the box.

act in a movie with any actor    become invisible  
have any kind of pet    live anywhere    move things with your mind  
sing with any musician or band    travel anywhere in the world



If you could travel  
anywhere in the world,  
where would you go?

I'd go to Argentina. I'd  
love to see the penguins!



# Review

**24** Complete the sentences with the correct phrases from the box.

become invisible   fly   had superhuman strength   read my mind  
run at lightning speed   travel through time

- 1 If you could \_\_\_\_\_, you'd know what I'm thinking now.
- 2 I wish I could \_\_\_\_\_ right now. I don't want anyone to see me.
- 3 In the movie, the hero \_\_\_\_\_, so he lifted the car off the railroad tracks.
- 4 In the story, the character could go back and forth between the past and the present. He could \_\_\_\_\_.
- 5 He's a gold medalist in track and field. He can practically \_\_\_\_\_!
- 6 If we could \_\_\_\_\_, we wouldn't need to spend money on airplanes.

**25** Complete the sentences using the words or phrases in parentheses and your own information. Use **could** and **would (not)**. Then share your ideas with a partner.

- 1 (fly)  
If I \_\_\_\_\_, I \_\_\_\_\_.
- 2 (become invisible)  
If I \_\_\_\_\_, I \_\_\_\_\_.
- 3 (have superhuman strength)  
If I \_\_\_\_\_, I \_\_\_\_\_.
- 4 (run at lightning speed)  
If I \_\_\_\_\_, I \_\_\_\_\_.
- 5 (travel through time)  
If I \_\_\_\_\_, I \_\_\_\_\_.

## I Can

- use words for super powers.
- use *if* to talk about imagined situations.
- talk about what I would do in imagined situations.
- write a description of a superhero.



# 6

# The Coolest School Subjects

## Language in Context

I will learn to talk about topics we learn about in school.



**1** Read. Match what you learn to the school subject where you learn it. Listen to check.

### Things we learn about

- 1 Shakespeare
- 2 democracy
- 3 sloths and pitcher plants
- 4 sports and exercise
- 5 vocabulary and grammar
- 6 prime numbers
- 7 murals

### School subject

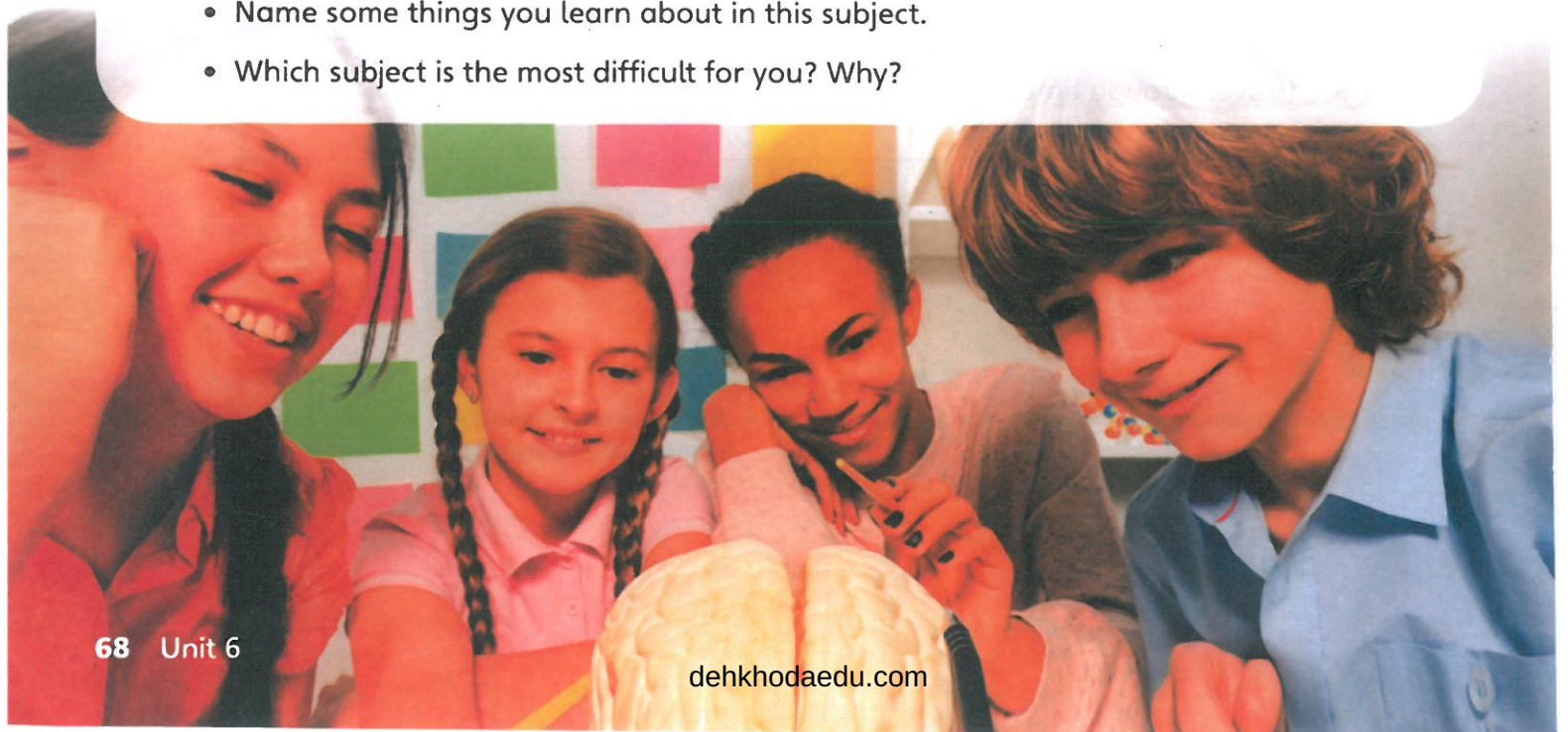
- a math
- b P.E.
- c English
- d literature
- e science: biology
- f social studies
- g art



**2** Look at the list of school subjects. Circle the school subjects you take and add two more. Then discuss the questions with a partner.

math / English / social studies / literature / P.E. / science / art / \_\_\_\_\_ / \_\_\_\_\_

- Which subject is your favorite? Why?
- Name some things you learn about in this subject.
- Which subject is the most difficult for you? Why?



87  
3

Listen. A group of students is putting on a game show. Complete the chart as you listen.

artist    democracy    mammal    meat-eating plant    Olympic Games  
 playwright    prime numbers    speakers of English

	What each question is about	School subject
1	the earliest	
2	the greatest	
3	the earliest form of	
4	the ten smallest	
5	the slowest	
6	the biggest	
7	the most	
8	Mexico's greatest mural	

4 Have your own game show! Work in small groups. Take turns to ask and answer.



This is a social studies question. Ready? Where were the earliest Olympic Games held?

They were held in Greece!



Which three school subjects do you think are the most important? Why?

I will understand a text about a Greek myth.



Listen and read. What decision did Paris have to make?

# The Judgment of Paris

A GREEK MYTH

retold by *Sam Riley*

Once upon a time, the Greek goddesses Hera, Aphrodite, and Athena were arguing about who among the three of them was the fairest – the most beautiful – goddess on Mount Olympus. They needed some help, so they chose Paris, the youngest son of King Priam of Troy, to be the judge. Of course, it wasn't a very objective process. All three goddesses offered Paris the best gift they could offer in order to make Paris decide in their favor. Athena, the Greek goddess of wisdom and knowledge, offered Paris wisdom; Hera, the wife of Zeus, offered him power. But in Paris's mind, Aphrodite, the goddess of love and beauty, gave the best offer of all: she would give Paris the most beautiful woman in the world. So Paris made his decision.

The fairest goddess on Mount Olympus was Aphrodite. He gave her a golden apple that had this inscription: "To the fairest."

But Aphrodite didn't tell Paris that there was a problem with her offer. As it turned out, the most beautiful woman in the world wasn't free. Helen, Queen of Sparta, was the most beautiful woman in the world at the time, and King Menelaus was her husband. But a promise is a promise. Besides, Aphrodite was the goddess of love; with her power, she could make anyone fall in love.

So Aphrodite sent Paris to Sparta, where King Menelaus and Queen Helen welcomed him. Aphrodite kept her promise. She made Helen fall in love with Paris, and the two ran away to Troy, where Paris lived. King Menelaus was, of course, furious. He asked all the best Greek warriors to help him get Helen back. In response, more than a thousand Greek ships and a hundred thousand Greek soldiers set sail for Troy. And that was how the Trojan War began.

## Reading Comprehension

**6** What did the goddesses offer Paris to make him judge in their favor?

1 Athena \_\_\_\_\_

2 Hera \_\_\_\_\_

3 Aphrodite \_\_\_\_\_

**7** Answer the questions.

- 1 Whose offer did Paris accept?
- 2 What was the problem with Aphrodite's offer?
- 3 How did Aphrodite keep her promise to Paris?
- 4 How did the Trojan War begin?

**THINK  
BIG**

If you were Paris, would you agree to be the judge of this contest? Why/Why not? Whose gift would you accept? Why? What does Paris's choice show about him as a person?



# Language in Action

I will listen to a dialog about a literature assignment.

84  
8

Listen and read. What is Angela going to do for her literature assignment?

**Dad:** Hi, Angela. You look happy. It seems like you've been enjoying school these days.

**Angela:** I have been. We've been reading a lot of Greek myths and legends in my literature class. They're really great.

**Dad:** This may surprise you, but I love myths and legends, too.

**Angela:** Do you? Well, maybe you can give me some advice. Our teacher wants us to write a play based on a myth.

**Dad:** That sounds like fun. How about *Pandora's Box*?

**Angela:** I know that one. Pandora opens a beautiful clay box that she wasn't supposed to open, and evil escapes into the world. That one's a little depressing.

**Dad:** Good point. Maybe you could do *The Judgment of Paris*.

**Angela:** Hmm. That sounds familiar. What's it about?

**Dad:** I'll tell you the story.



9

Practice the dialog in 8 with a partner.

85  
10

Listen and stick. Then complete the sentences. Include **most** or **least** and an adjective from the box.

amazing    difficult    endangered    favorite

1 He's looking for the \_\_\_\_\_ version.

2 You can do the \_\_\_\_\_ thing!

3 This is one of the \_\_\_\_\_ animals.

4 This is her \_\_\_\_\_ month.

# Grammar

I will learn to use *more/fewer/less than* and *the most/fewest/least* to talk about facts.

China has **more** speakers of English **than** the U.S.A.

I take **fewer** school subjects **than** my brother.

Teachers in Finland give **less** homework **than** teachers in the U.K. do.

**Tip:** Use *fewer* with countable things. Use *less* with amounts that aren't countable.

**11** Complete these facts about plants and animals. Use **more**, **fewer**, or **less**.

- 1 Sloths spend \_\_\_\_\_ time doing any form of activity than most animals. Most of their time is spent sleeping or just hanging out – upside down!
- 2 There are \_\_\_\_\_ dogs and cats than fish as pets in the U.K. There are approximately 40 million fish in tanks and ponds and 17 million pet dogs and cats in the U.K.
- 3 The panda spends \_\_\_\_\_ time sleeping than eating. Pandas eat bamboo for 14 to 16 hours a day!
- 4 Trees use carbon dioxide to make food. The \_\_\_\_\_ trees there are, the \_\_\_\_\_ carbon dioxide in the atmosphere.

The Amazon rain forest has **the most** species of plants and animals on Earth.

Germany and Switzerland have **the fewest** pet dogs per capita.

Which country has **the least** amount of air pollution?

**12** Complete the text with **the fewest**, **the least**, or **the most**.

Antarctica is full of extremes. It is <sup>1</sup>\_\_\_\_\_ remote region on Earth. There are no permanent residents. This makes Antarctica <sup>2</sup>\_\_\_\_\_ populated continent on the planet. In spite of the snowy conditions, Antarctica is actually considered a desert. It has <sup>3</sup>\_\_\_\_\_ amount of rainfall of any place in the world. Not surprisingly, Antarctica has <sup>4</sup>\_\_\_\_\_ flowering plants of any other continent. The McMurdo Dry Valleys, one of <sup>5</sup>\_\_\_\_\_ extreme desert regions in the world, is the largest ice-free region in Antarctica.

I will learn about some rare animal abilities.



Listen and read. Which rare abilities are described?

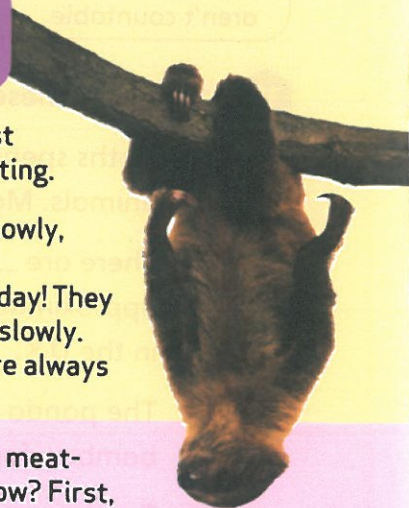
### CONTENT WORDS

absorb	adapt	blink
break down	digest	give birth
infection	injure	nectar
nutrients	protein	rays
		slippery

## The Weirdest Living Things

Over time, animals on our planet have developed so that they can survive in the best way possible. Some animals have rare abilities that make them particularly interesting.

**Sloths** are the slowest creatures on Earth. Everything they do is slow. They eat slowly, blink slowly, and move slowly. They're so slow that they need a month to move one kilometer! They're also the sleepest animals alive; they sleep up to twenty hours a day! They eat fruit and leaves, and because they're so slow and sleepy, they burn energy very slowly. Sloths live in trees in the rain forests of South and Central America. Because they're always in trees, they've learned to eat, sleep, and even give birth upside down.



The **pitcher plant** of Southeast Asia's rain forests is the largest meat-eating plant in the world. It's so big that it can even digest rats. But how? First, the plant attracts insects and small animals with a sweet-smelling sticky nectar. Second, the cup-shaped plant is an excellent trap. It has slippery sides, so once the insects and other animals are inside, there's no escape! However, the pitcher plant doesn't "eat" food the way animals do. First, it needs to use chemicals to break down the protein and other nutrients in the meat, and then it absorbs them.



The grass- and plant-eating **hippopotamus** might be one of the deadliest creatures in Africa, but it has very sensitive skin, so living in the African heat is difficult. A hippo needs to spend most of its time in lakes or rivers. The water helps the hippo stay cool, but it doesn't protect it from the sun's rays. Luckily, the hippo has adapted so that it can produce its own sunscreen! Two acids in the hippo's skin combine to make a special gel that absorbs all the sun's harmful rays. It also stops skin infections when the hippo gets injured in fights.



14 Look at the passage. Answer the questions.

- 1 Why do sloths burn energy slowly?
- 2 Why can't insects that get into a pitcher plant climb out?
- 3 What is hippo sunscreen made of?



Which other animals have rare abilities?  
What rare abilities do humans have?



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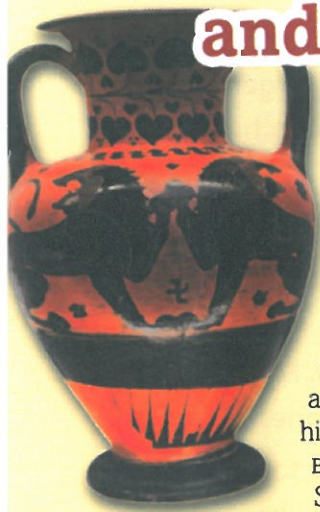
I will learn about ancient civilizations.



Listen and read. Who should we thank for chocolate?

**CONTENT WORDS**  
 article      civilization  
 contribution      cultivation  
 influence      legacy

## Ancient Civilizations and Their Legacies



What do we take for granted in the world today – language, writing, theater, politics? Even the subjects we learn about in school? In this article, we look at two civilizations that have had an important influence on the modern world.

The Greeks have had a great influence on modern culture. From 800 to 146 BC, the ancient Greeks shaped the worlds of art, literature, and philosophy. Homer wrote his great works of literature in the 7th century BC, and Western philosophy was born with Socrates, Plato, and Aristotle. The fascinating events and the myths and legends of ancient

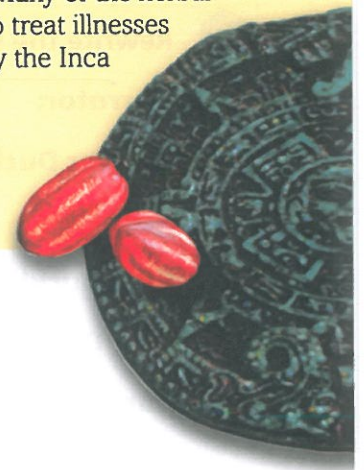
Greece have been a rich source of inspiration for movies, plays, and many famous works of art.

The ancient Greeks also gave the world a sporting legacy: the Olympic Games. The first games took place in the Greek city of Olympia in 776 BC. Today, as in ancient Greece, the modern Olympic Games still take place every four years.

Perhaps the Greeks' greatest contribution to modern culture, however, was in politics. The ancient Greeks introduced the concept of democracy. The word comes from the Greek word *demokratia* – *demos* meaning "people" and *kratos* meaning "rule." Nations and elections around the world today are still based on the principles developed by the Greeks.

Ancient Greece, of course, is only one of the world's great civilizations. Ancient American peoples also left us important legacies in math, astronomy, agriculture, and medicine. For example, around the 7th century BC, the Maya developed a 365-day calendar system by observing Earth's revolution around the sun. They also began to use the concept of zero (0) in math, independently of other cultures.

What about farming? If you enjoy chocolate, you can thank the people of the Aztec empire, which was at its peak between the 14th and 16th centuries. The Aztecs were known for advancing the cultivation of cacao, a key ingredient in chocolate. The Inca civilization, which was powerful in Peru when the Aztecs were powerful in Mexico, introduced terraced farming, which is a special way of organizing land for growing crops. This type of farming is still practiced today. Many of the herbal remedies that we use to treat illnesses were also discovered by the Inca people.



**16** Look at the passage. Say **Greeks**, **Maya**, or **Inca**.

- 1 They knew a lot about plant medicine.
- 2 They developed an advanced political system.
- 3 They developed a way of farming that's still used today.
- 4 They used astronomy to measure time.



What else do you know about these ancient civilizations? Which other civilizations could you add to the time line?

I will learn to rewrite a story as a play.

**17** Read the fairy tale. Note down anything a character thinks, wonders, wishes, or says.



## The Ugly Duckling

A mother duck sat on her nest. One of her eggs was much larger than the others. She wondered why the egg was so big. Soon the egg hatched. Out came a very big and odd-looking duckling.

“PEEP!” said the big duckling and blinked.

“Go away!” the duckling’s brother snapped. He told the duckling that he was the ugliest duckling he’d ever seen.

The poor duckling didn’t know what to do, so he ran away. Fall came and went, and soon winter chilled the air. The duckling shivered, cold and alone.

Finally, spring came, and the duckling stretched his neck down to the water to drink. He saw a beautiful bird reflected in the water. He wished he could look like the bird in the reflection. “Then people wouldn’t call me an ugly duckling,” he said.

A little girl throwing bread to him heard what the duckling said. “But that *is* you!” she cried. “You’re not an ugly duckling – you’re a swan!”

**18** Rewrite the story as a play. Then read it aloud to a partner.

**Narrator:** Mother Duck looks at her eggs.

**Mother Duck:** *[to herself]* \_\_\_\_\_

**Narrator:** The egg hatches. Out comes the Ugly Duckling.

**Ugly Duckling:** \_\_\_\_\_

**Ugly Duckling’s brother:** \_\_\_\_\_

**Narrator:** The Ugly Duckling runs away. Fall and winter come and go. Spring arrives. The Ugly Duckling looks down at the water and sees something.








**Ugly Duckling:** *[to himself]* \_\_\_\_\_

**Little Girl:** \_\_\_\_\_

**19** Work with a partner. Find a fairy tale. In your notebook, rewrite it as a play. Read your play aloud to the class.

I will learn to talk about the practical uses of school subjects.

**20** The subjects you learn in school have practical and important uses in everyday life. Can you think of a practical use for each of your subjects? Complete the chart. Then share your ideas with a partner.

School subject	Topic learned	Everyday use
Literature	Myths and legends 	help us recognize our faults; teach us valuable lessons about life and people
Math		
Social studies		
Science		
Art and music		
Health and P.E.		
English		



## Project

**21** Work with a group. Make a book of names from ancient Greece that we use today.

- 1 Write the Greek name and say what it stood for.
- 2 Draw a picture.
- 3 Share your page. Explain why it's a good name to use today.



Amazon

The Amazons were female Greek warriors. They were brave and strong. There's a company with this name that sells products online. The name makes people think that the company is strong.

# Listening and Speaking

I will review the sounds *er* and *est*.

I will learn to talk about who has the most or the least of something.

92  
22

Listen, read, and repeat.

1 **er**    2 **est**

93  
23

Listen and blend the sounds.

- 1 f-a-s-t-er    faster    2 ea-s-i-er    easier  
 3 b-e-s-t    best    4 ch-ea-p-er    cheaper  
 5 h-a-pp-i-er    happier    6 l-o-n-g-e-s-t    longest

94  
24

Listen and chant.

Running is faster than walking,  
 Walking is cheaper than driving,  
 Driving is easier than flying,  
 Flying is harder than cycling,  
 Cycling is the best!



25

Make a sentence using the words in each row of the chart.

Student	Adjective	Activity
1 Hannah	most	has books in her backpack
2 Robert	fewest	has coins in his pockets
3 Cheryl	most	has songs on her MP3 player
4 Dan	most	has after-school activities every week
5 Paula	fewest	plays video games every day
6 Mark	least amount of	watches TV every day
7 Francis	most	watches movies every month
8 Laura	least amount of	has free time every week

26

Work with a partner. Ask and answer questions about the sentences you made in 25.



Who has the most books  
in her backpack?

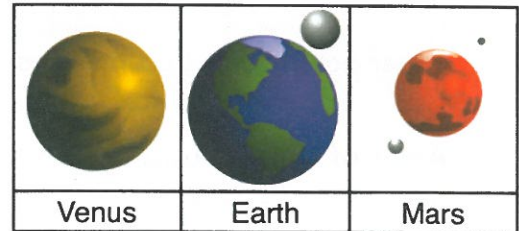
Hannah does.



# Review

**27** Circle the correct words. Then, with a partner, research the answer to each question.

- 1 Which country has **most** / **more** pet dogs: Germany or the U.S.?
- 2 Which animal spends **least** / **less** time eating: a cat or a panda?
- 3 What is the **larger** / **largest** mammal on the planet: the elephant or the blue whale?
- 4 Which country gives the **least** / **fewest** homework: China, the U.S., or Finland?
- 5 Which animal is the **slower** / **slowest**: a snail, a sloth, or a turtle?
- 6 Which place is the **fewest** / **least** populated place on Earth: the Galapagos Islands, Easter Islands, or Antarctica?
- 7 Which is a **biggest** / **bigger** planet: Mars or Earth?
- 8 Which planet has the **fewest** / **least** moons: Venus, Earth, or Mars?



**28** Complete the sentences with a word or phrase from the box. Then write the school subject.

mural    democracy    myths    vocabulary    artist  
playwright    prime number    mammal

- 1 Leonardo da Vinci was a famous \_\_\_\_\_.
- 2 Shakespeare was a famous English \_\_\_\_\_.
- 3 We're going to paint a \_\_\_\_\_ on the wall.
- 4 A sloth is a \_\_\_\_\_.
- 5 I'm learning \_\_\_\_\_ for the quiz tomorrow.
- 6 A \_\_\_\_\_ can be divided only by 1 and itself.
- 7 He loves to read about Greek \_\_\_\_\_.
- 8 A government whose leaders are elected by the people is called a \_\_\_\_\_.

## I Can

- use words for school subjects and school topics.
- compare things using *more/fewer/less and the most/the fewest/the least*.
- talk about school subjects and make comparisons.
- rewrite a story as a play.





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

1 Think about it. Read and circle. Practice.



I know this.

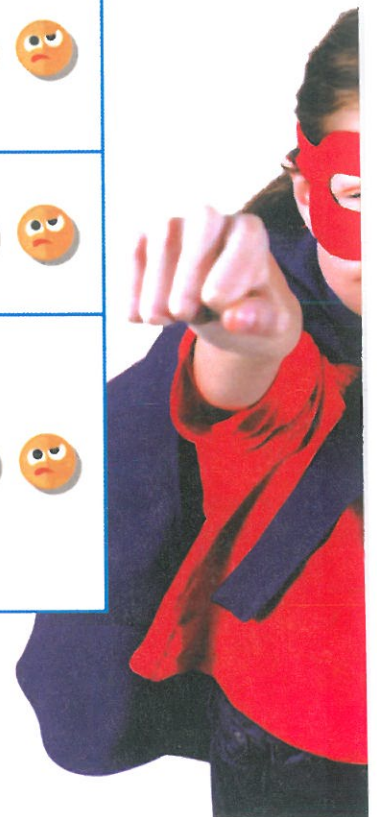


I need more practice.



I don't know this.

<b>Dreams:</b> raise a family, take adventurous vacations, live in another country...	Pages 45	
<b>Super powers:</b> fly, become invisible...	57	
<b>Areas of study:</b> music, English, social studies...	68	
<b>Things we learn about:</b> democracy, prime numbers...	69	
What will you be doing ten years from now? I'll <u>definitely</u> be studying at a big college in the city. I <u>probably won't</u> be living in Europe. Will you be running a business? Yes, <u>probably</u> ./No, <u>definitely</u> not. I'll <u>definitely</u> .../I <u>probably won't</u> ...	49	
If she <u>could</u> have one super power, she'd fly. If I <u>didn't have to</u> go to school, I'd stay home all day. If you <u>could</u> go anywhere, where <u>would</u> you go? I'd go to Italy.	61	
China has <u>more</u> speakers of English <u>than</u> the U.S.A. I take <u>fewer</u> school subjects <u>than</u> my brother. Some teachers give <u>less</u> homework <u>than</u> others do.	73	
The Amazon rain forest has <u>the most</u> species of plants and animals on Earth. Cheltenham is one of <u>the least</u> populated cities in the U.K. Antarctica has <u>the fewest</u> flowering plants of any continent.	73	



## I can do it!



Get ready.

- A. Number the lines of the dialog in the correct order.  
Then listen and check.

- \_\_\_ **Calvin:** Yeah, maybe. But I'd like to try it and see. How about you? If you could have just one kind of food every day, what would it be?
- \_\_\_ **Calvin:** Great! I love pizza! I wish I could eat pizza every day.
- \_\_\_ **Calvin:** What's for lunch tomorrow?
- \_\_\_ **Calvin:** Yuck. If I only ate salad, I'd feel hungry all the time. It's too boring.
- \_\_\_ **Calvin:** But I eat vegetables all the time – on pizza!
- \_\_\_ **Hannah:** No, you don't. If you ate pizza every day, you'd get sick of it.
- \_\_\_ **Hannah:** Let's see... Tomorrow's Friday. It looks like we'll be having pizza again.
- \_\_\_ **Hannah:** Well, it wouldn't be pizza. I think I'll have a salad every day.
- \_\_\_ **Hannah:** Salad isn't boring. You know, if I were you, I would try to eat more vegetables.

- B. Practise the dialog in A with a partner.

- C. Ask and answer the questions with a partner.

- 1 How does Calvin feel about tomorrow's lunch? How about Hannah?
- 2 Does Calvin like vegetables? Explain.
- 3 If you could choose one food to eat every day, what would it be? Why?
- 4 What do you think would happen if you ate that food every day?

1

2

3

4

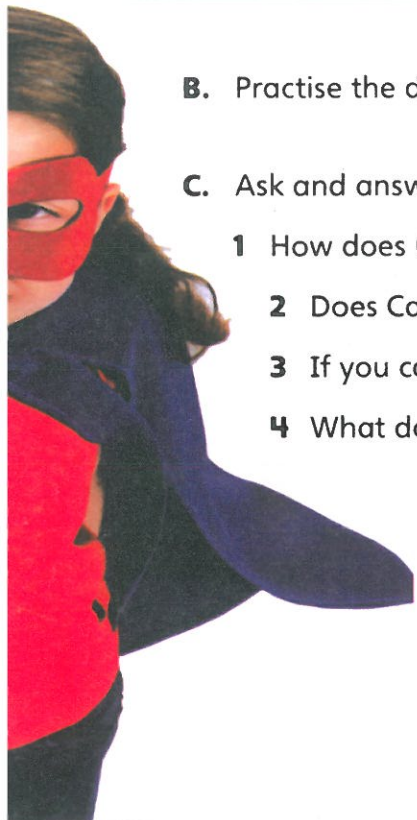
5

6

7

8

9



## 3 Get set.



**STEP 1** Cut out the Mystery Classmate card on page 135.



**STEP 2** Ask one classmate questions about himself/herself to fill in the card. Be sure to write neatly.



**STEP 3** Mix up all the cards in a bag. Then each student takes one of the cards from the bag. Make sure it's not your own card. Now you're ready to **Go!**

## 4 Go!

**A.** Work in a group. Take turns reading aloud the information (except for the name) on your card. Each group member copies the chart into a notebook and completes it by writing who he or she thinks the other group members are reading about.

Card number	Who read it?	Who do you think it's about?
Example	Andy	Anna
1		
2		
3		
4		

**B.** Talk about your guesses. Give reasons for your choices.

I think Andy's card is about Anna. She loves playing soccer, and she'll be working in a hospital someday.



I'm not sure. I don't think Anna likes chocolate.

**C.** Each student says whose card he/she read in Step A. Check your guesses. Which person in your group solved the most mysteries?

1

2

3

4

5

6

7

8

9

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

- If you could give any present to your best friend, what would it be? Why?
- If you could learn any skill instantly, what would you learn?
- What will you probably be doing twenty years from now?

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

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

**6 Think about it.**

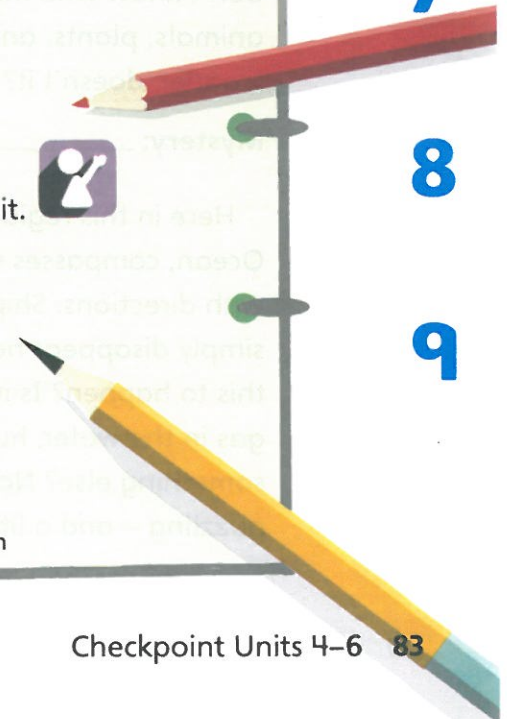
**A.** Go to page 80. Look and circle again.

**B.** Check (✓).

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

**7 Rate this Checkpoint. Color.**

hard    OK    easy                      not fun    OK    fun



# 7

# Mysteries!

## Language in Context

I will learn to talk about mysterious places and things.



Can you identify these unsolved mysteries? Choose the name of the mystery from the box. Then listen carefully to check.

Atlantis    Bermuda Triangle    Nazca Lines

- 1 A prosperous city can't just disappear, can it? Plato, the Greek philosopher, wrote a detailed description of this island paradise. Today, there's no sign of it. Some say it was swallowed up by the ocean – the result of an earthquake or a flood. What do you think? Did the island city Plato wrote about ever exist?

Mystery: \_\_\_\_\_

- 2 Most drawings don't have to be looked at from 305 meters above. But that's the only way you can see these 1,000-year-old geoglyphs in Peru. Scientists don't know who made these enormous drawings of animals, plants, and humans or why. It makes you wonder, doesn't it?

Mystery: \_\_\_\_\_

- 3 Here in this region of the Atlantic Ocean, compasses won't help you with directions. Ships and planes simply disappear here. What's causing this to happen? Is it pirates, methane gas in the water, human error, or something else? No one knows. It's puzzling – and a little scary.

Mystery: \_\_\_\_\_



97  
2

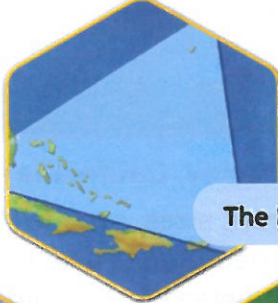
Look at the pictures. What's the mystery all about? Read and match the mysteries to the descriptions. Then listen to check.

1



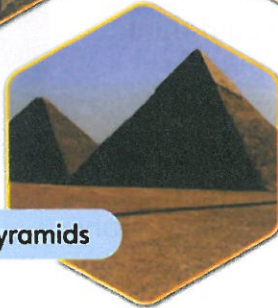
Crop circles

2



The Bermuda Triangle

3



The Great Pyramids

4



The Northern Lights

- a How were these constructed in ancient times without the benefit of modern tools? It doesn't seem possible.
- b Modern scientists have come up with a solid theory to explain these brilliant colors and have proof to support their theory.
- c These perfect geometrical patterns seem to appear overnight. There's no scientific explanation for this phenomenon.
- d No one can explain why things disappear in this area. It's an unsolved mystery.

3

Work with a partner. Talk about the mysteries.



They don't know the answer to the crop circles mystery, do they?

No, they don't. There's no scientific explanation.



**THINK  
BIG**

Choose one of the mysteries in 2, do some research to find out more about it. Why did it happen?

I will understand a text about a mysterious place.

4 Listen and read. Where did the dry lake bed get its name from?

# A MYSTERY? NOT ANYMORE!

## The Sailing Stones (Death Valley, California)

Imagine this: Rocks of different sizes, some weighing more than 300 kilos, sit on a dried-up flat lake bed that goes on for kilometers and kilometers. You would think that these rocks, especially the heaviest and biggest ones, would just sit in one spot forever, wouldn't you? Not the ones in Death Valley, California, in the U.S.A.! You can see them on the enormous expanse of dry lake bed called Racetrack Playa, which is named after these "racing" stones. Much to everyone's surprise, many of them, including the really big and heavy ones, have actually moved hundreds of meters from their original locations – but, of course, this happened when no one was looking.

Not only did the rocks and stones move far, some seemed to have stopped and changed direction! A few even turned around and moved back to their original locations! Rocks moving on their own isn't possible, is it? As you read this, you're probably thinking of all kinds of weird explanations. Before blaming this on extraterrestrial beings, read on.

In the 1970s, some long-term studies of the phenomenon were carried out. Scientists now believe this: Every year, the dry lake bed gets flooded with melted snow from the surrounding mountains. Most of the water turns the lake bed into mud, but some of the water freezes, creating thin sheets of ice on top of the mud. Although no one has actually seen the rocks move, the best guess is that wind moves the rocks across the slippery surface of the lake bed. Sounds like a logical explanation, doesn't it? Indeed it is, but without anyone actually witnessing the phenomenon, doubters remain.



www.mysteryfans.com



Sebastian, Spain

Rocks that move? Pretty cool!




Emily, Australia

You don't really buy this whole story about stones moving, do you?  
Don't believe everything you read on the Internet!

www.mysteryfans.com

 **Liam, U.S.A.**  
Well, this story just happens to be true. I'm from California, and the sailing stones have been studied since the 1940s. Even physicists have offered various theories. It's certainly not a hoax.

 **Georgina, U.K.**  
Wow, you're actually serious about these stones, aren't you? Do you guys believe that wind can actually make rocks move? Come on!

 **Hiroto, Japan**  
I'm a geologist, and rocks are my life. Believe me, Emily, these rocks really move! When the water level in the playa rises, the soil turns to mud and then ice forms on top of it, and strong winds cause the rocks to slide. Moderate winds can keep the rocks moving.

 **Liam, U.S.A.**  
Told you it's not a hoax. You're convinced now, aren't you?

## Reading Comprehension

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

- 1 People have seen the rocks move 100 meters.
- 2 No one doubts the explanation given by scientists.
- 3 Their theory involves wind and water.
- 4 The rocks don't all move in the same direction.
- 5 The heaviest rocks don't move at all.



Do you think pranksters are responsible for moving the rocks?  
Do you agree with scientists' explanation for the rocks moving?  
Why/Why not?



# Language in Action

I will listen to a dialog about solving a mystery.

107  
6

Listen and read. What's the big mystery?

**James:** Hey, Kyle. Have you heard about Kryptos?

**Kyle:** Umm, I think so.

**James:** You don't have a clue, do you?

**Kyle:** Yeah, I do. It's a video game, isn't it?

**James:** Nope – not even close. It's a sculpture. Let me see if I can find a picture... Yep, here's one.

**Kyle:** Hmm. It's just letters of the alphabet. So why would anyone have a sculpture like that?

**James:** The letters are really four encrypted messages. You need to work out the code to read the secret messages.

**Kyle:** But nobody can read the messages, can they?

**James:** Of course not! I think the idea is to challenge code breakers.

**Kyle:** You're probably right. Has anyone decoded them yet?

**James:** Yes, three have been decoded. But the fourth one is still a mystery.



7

Practice the dialog in 6 with a partner.

102  
8

Listen and stick. Then circle the correct ending to the question.

- 1 Ancient people made these, did they / didn't they?

- 2 These are very beautiful, are they / aren't they?

- 3 People can't break the code, can they / can't they?

- 4 This place hasn't been found, has it / hasn't it?

# Grammar

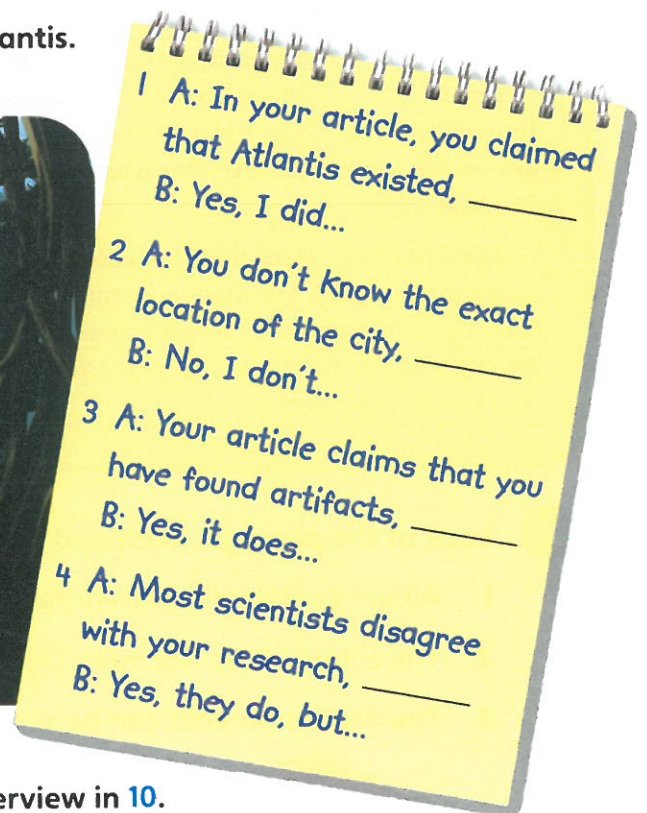
I will learn to use question tags with *be*, *can*, and *do* to confirm information.

AFFIRMATIVE STATEMENTS	NEGATIVE TAGS	NEGATIVE STATEMENTS	POSITIVE TAGS
The geoglyphs <b>are</b> in Peru, Experts <b>can</b> explain them, We <b>love</b> mysteries,	<b>aren't</b> they? <b>can't</b> they? <b>don't</b> we?	Atlantis <b>isn't</b> real, Scientists <b>can't</b> find it, It <b>doesn't</b> make sense,	<b>is</b> it? <b>can</b> they? <b>does</b> it?

## 9 Circle the correct question tags.

- The Northern Lights are a natural phenomenon, **are they / aren't they?**
- Scientists can't explain the Northern Lights, **can they / can't they?**
- The Nazca Lines aren't made by aliens, **are they / aren't they?**
- People in ancient times made the Nazca lines, **did they / didn't they?**
- The sailing stones can be seen only in the U.S.A., **can they / can't they?**
- The sailing stones don't really move, **do they / don't they?**

## 10 Prepare to interview an archeologist about Atlantis. Make question tags.



## 11 Write responses for the archeologist in the interview in 10. Then role-play the interview with a partner.

I will learn about the Northern Lights.

**105**  
**12** Listen and read. What is another name for the Aurora Borealis?

## The-Aurora-Borealis

### CONTENT WORDS

altitude      clapping  
interaction      nitrogen  
oxygen      phenomenon  
pole      solar wind  
stand out      swirling

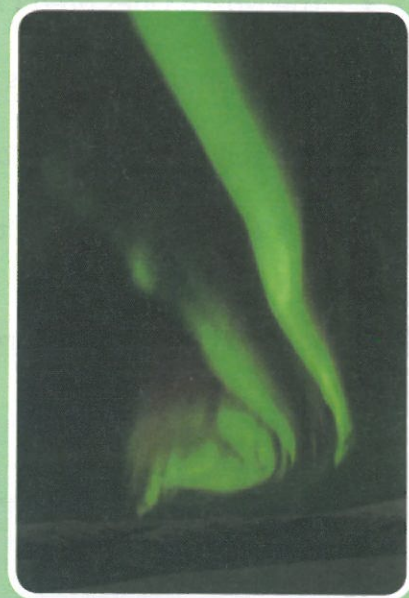
Albert Einstein, whose work we still study today, once said this about nature: "What I see in nature is a magnificent structure that we can comprehend only very imperfectly and that must fill a thinking person with a feeling of humility." We could surely say this while looking at the Aurora Borealis!

The Aurora Borealis, also called the Northern Lights, is a magnificent display of swirling colored lights that's visible in northern countries. Each year, people travel closer to the North Pole to see it and enjoy its beauty.

What causes this strange phenomenon? For a long time, no one could answer this question. People thought it was just a mysterious natural event or even the spirits of animals they had hunted. Recently, however, science has provided an explanation. The different colors of an aurora are the result of solar winds interacting with different gases at different altitudes. Oxygen produces yellow-green and red colors, and nitrogen produces violet and blue colors.

The Northern Lights are easiest to see in the Arctic from the fall to the early spring. This is the time of year when the nights are long and dark and the colors really stand out. However, during strong solar storms, you can sometimes see the Aurora Borealis as far south as Texas. At the South Pole, a similar phenomenon occurs at the same time as the one in the north. This is called the Aurora Australis, or the Southern Lights.

Scientists have discovered a lot about the Aurora Borealis, but some things are still a mystery. For example, people have said that a clapping sound comes at the same time as the light display. Whatever the explanation, the aurora's magical and mysterious beauty has inspired and continues to inspire painters, poets, and songwriters.



**13** Look at the passage. Read and say **true** or **false**.

- 1 Albert Einstein discovered the Aurora Borealis.
- 2 The colors of the Northern Lights are created when gases react with solar winds.
- 3 The Aurora Borealis can be seen at the South Pole.



Does nature make you feel humble? Which things in nature do you think are really beautiful?

I will learn about mysterious stories around the world.

**CONTENT WORDS**

artifacts clearing  
diameter rapid sighting



Listen and read. Where does the Sasquatch come from?

# Mysterious Findings

There are stories of strange discoveries, unexplained artifacts, and mysterious sightings from all over the world. Studying them is popular with curious people and scientists who want to find explanations. Here are two interesting examples from Costa Rica and Tibet.

## Stone Spheres

Take a look at this photograph. These stones don't look natural, do they? In 1930, while clearing an area of the Costa Rican jungle workers came upon a number of these balls, which are estimated to date back to 600 BC. Since then, several hundred have been discovered, and they're all perfectly constructed! They vary in size from the size of tennis balls to spheres that are eight feet in diameter and weigh sixteen tons.

Studies have shown that the balls are made of granodiorite, a rock that is easy to break when its temperature changes rapidly from hot to cold. However, even with today's technology, getting the stones this perfect would be extremely difficult. The mystery remains: Who made the stones and why? And how did they give them such a perfect shape?



## The Yeti

You've heard of the yeti, haven't you? So have I. But like most people, I wonder if it's real or just a legend. People believe that the yeti, also called the abominable snowman, resembles a gorilla. Many believe that the yeti lives in the Himalayan regions of Tibet and Nepal, which is where the legend began. But people also talk about a yeti-like creature in Canada and Alaska, where it's called Sasquatch.

Over the years, scientists and explorers have tried to find evidence for the story of the yeti. So far, only footprints have been found. There's no proof that a yeti or any other creature made them, and photographs are never clear. Many scientists think that they were probably made by bears. So why do people continue to believe the yeti exists? Maybe because there's no proof that it doesn't exist, and people like mysteries!

**15** Look at the passage. Match to complete the sentences.

- |   |                                |
|---|--------------------------------|
| 1 The stone spheres were discovered by... | a the people of the Himalayas. |
| 2 Granodiorite is...                      | b workers in the jungle.       |
| 3 The legend of the yeti comes from...    | c the abominable snowman.      |
| 4 The yeti is also called...              | d a kind of rock.              |



What explanations are there in the article for the mysteries? Can you think of any more?

# Writing | Cause and effect

I will learn to write a paragraph about the cause and effect of something.

16 Read this explanation for why the sailing stones move.

**What Causes the Sailing Stones to Move?**

The Racetrack Playa in Death Valley gets seven to ten centimeters of rain a year, but the rainfall comes in bursts. During the storms, the ground floods, and the fine soil turns into mud and ice.

The winds, which can reach 145 kilometers per hour, can actually overcome the force of friction and cause the stones to move. Once the stones are already moving, much less powerful winds can keep them in motion.

17 Complete the chart below with information from 16.

<b>Cause:</b> _____ comes in bursts.	→	<b>Effect:</b> The ground _____ and the fine _____ turns into mud and ice.
<b>Cause:</b> Powerful _____ blow.	→	<b>Effect:</b> The wind pushes on the _____ and they slide in the mud and ice.

18 Choose a topic and make a chart like the one in 17. Use your chart to write a paragraph about your topic.

19 Share your paragraph with the class.



I will learn to talk about the importance of being curious.

**20** Is curiosity important? Say which statements you agree with. Then discuss your opinions with a partner.

- 1 Curiosity makes us ask questions, and questions help us learn.
- 2 Curiosity makes us unhappy and dissatisfied.
- 3 Curiosity encourages us to be creative.
- 4 Curiosity leads to inventions and discoveries.
- 5 Curiosity makes us look indecisive, like we don't know something.



**21** Keep a curiosity diary every day for a week. Use the ideas below to give examples of your curiosity.

*Ask questions. / Be observant. / Find answers. / Study one new topic every day. / Try something new. / Read a lot!*

Monday, March 17

I was observant. I looked at a frog under a magnifying glass.

At Ringing Rocks Park in Pennsylvania, U.S.A., when you hit the rocks with a hammer, they sound like bells. No one knows why it happens.



## Project

**22** Did the things you read in this unit make you curious? Learn more about mysterious phenomena.

**A** Make a booklet with a partner. Research information about two mysteries. Use these headers:

- General Information
- Research Done
- Theories Found
- My Conclusion

**B** When you've finished, share your booklet with another pair.

Mystery #1:  
Ringing Rocks Park,  
Pennsylvania, U.S.A.



General Information  
The rocks sound like bells when you hit them.

Research Done  
<http://www.travelandleisure.com/travel-guide/bucks-county/activities/ringing-rocks-park>

Theories Found  
There are no explanations for this phenomenon.

My Conclusion  
I think they must be made of something unusual.

# Listening and Speaking

I will review the sounds *un*, *inter*, *re*, *pre*, and *super*.  
I will learn to talk about famous mysteries.

**109**  
**23** Listen, read, and repeat.

1 **un**    2 **inter**    3 **re**    4 **pre**    5 **super**

**110**  
**24** Listen and blend the sounds.

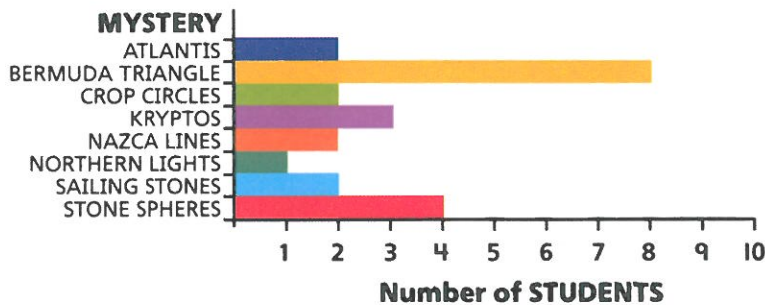
1 un-h-a-pp-y    unhappy    2 inter-n-a-t-io-n-a-l    international  
3 re-c-y-c-le    recycle    4 pre-u-s-ed    preused  
5 Super-m-a-n    Superman    6 re-d-u-ce    reduce

**111**  
**25** Listen and chant.

Celebrate International Earth Day!  
Recycle your Superman T-shirt  
And your pre-washed bottles.  
Reduce unhealthy food,  
Try healthy food! It's good!



**26** Work in a small group. Do a survey. Which mystery is your favorite? Make a chart to show what your classmates' favorite mystery is.



**27** Ask and answer questions about the results. Use question tags when you can.



The Bermuda Triangle is our favorite mystery, isn't it?

I think it's because it's still unsolved.

Yeah. I wonder why.

Maybe, but I think it's because it's creepy.



# Review

**28** Complete the sentences using question tags. Then give answers to show you agree or disagree.



- 1 All unsolved mysteries are worth investigating, \_\_\_\_\_?  
\_\_\_\_\_
- 2 Most unsolved mysteries are hoaxes, \_\_\_\_\_?  
\_\_\_\_\_
- 3 Some mysteries can't be solved even with scientific research, \_\_\_\_\_?  
\_\_\_\_\_
- 4 Having a curious mind is important, \_\_\_\_\_?  
\_\_\_\_\_
- 5 Curiosity makes new discoveries and inventions possible, \_\_\_\_\_?  
\_\_\_\_\_
- 6 Einstein had a curious mind, \_\_\_\_\_?  
\_\_\_\_\_

**29** Complete the sentences with words from the box.

phenomenon    proof    scientific    theory    unsolved

- 1 So far, there's no \_\_\_\_\_ explanation for how the stones became so perfectly round.
- 2 One \_\_\_\_\_ that explains the mystery of Atlantis is that it disappeared during a large earthquake.
- 3 Actually, there's no reliable \_\_\_\_\_ that the city of Atlantis existed.
- 4 The Aurora Borealis is a natural \_\_\_\_\_ that has been explained.
- 5 The mystery of the stone spheres is still \_\_\_\_\_.

**I Can**

• use words for scientific mysteries.

• use question tags with *be*, *can*, and *do*.

• talk about mysterious phenomena.

• write a cause and effect paragraph.





# 8

# Why Is It Famous?

## Language in Context

I will learn to talk about famous places.



Work with a partner. Match. Then listen and check.



1



2



3



4



5



6

- City of Petra, Jordan
- St. Basil's Cathedral, Russia

- Forbidden City, China
- Stonehenge, the U.K.

- Machu Picchu, Peru
- Sydney Opera House, Australia



Share your results with the class. Who identified the most places correctly?



Discuss in small groups what you know about these places. Why are they famous?

113  
4

Look at the pictures and read the information about each. Then listen and complete.



**1 Big Ben  
(the Elizabeth Tower)**

Location: London, U.K.  
When it was completed:  
\_\_\_\_\_



**2 Taj Mahal**

Location: Agra, \_\_\_\_\_  
When it was built:  
1632–1654



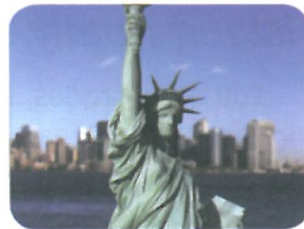
**3 Great Sphinx of Giza**

Location: Giza, \_\_\_\_\_  
When it was built: probably  
2558–2532 BC



**4 Temple of Borobudur**

Location: Central Java,  
Indonesia  
When it was built: in the  
\_\_\_\_\_ and \_\_\_\_\_  
centuries



**5 Statue of Liberty**

Location: New York City  
Harbor, U.S.A.  
When it was dedicated:  
\_\_\_\_\_



**6 Pyramid of Kukulcán  
(El Castillo) at  
Chichén Itzá**

Location: Yucatan Peninsula,  
Mexico  
When it was built: AD \_\_\_\_\_

114  
5

Look at 4. Listen and match the descriptions to the places. Note down any new information you learn.

6

Work with a partner. Talk about the famous places and things. Give as much information as you can.



Is Big Ben a clock, a tower, or a bell?

It's a bell. It hangs inside the Elizabeth Tower in London.



**THINK  
BIG**

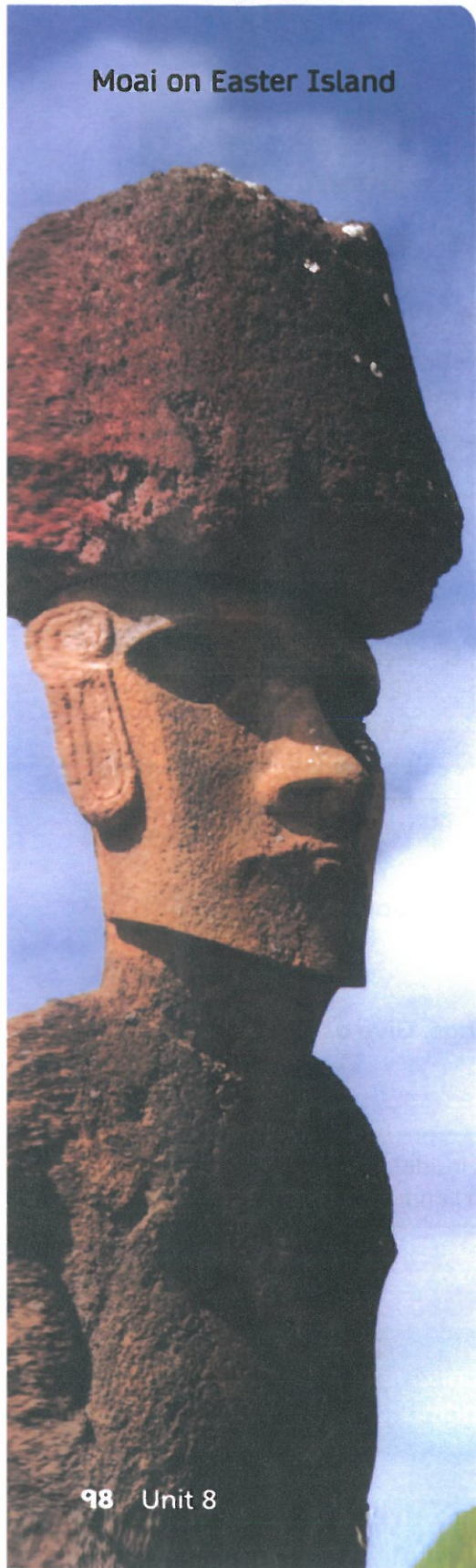
What do you know about famous landmarks in your country?  
Is it important to know about famous landmarks?

I will understand a text about a famous place.



Listen and read. What is another name for Easter Island?

Moai on Easter Island



# The Mysteries of Easter Island

*For hundreds of years, Easter Island has been a place shrouded in mystery. Have the mysteries of this faraway island finally been solved?*

Full of mysteries, Easter Island is a small island that sits in the Pacific Ocean, about 3,500 kilometers to the west of Chile, South America. It's a volcanic island that may once have had a population of 7,000–17,000 people. Today, only 4,000 people live on the island.

Easter Island, known as Rapa Nui to the original settlers, was discovered by Dutch explorers on Easter Day in 1722. Most people know Easter Island today because of the giant statues there, called moai.

For a long time, no one was sure about where the people of Rapa Nui were from. Thanks to DNA testing of old bones, we now know that the original people of Rapa Nui were from Polynesia.

For many years, the statues were also the subject of mystery. The faces of the statues looked expressionless. Many scientists thought the statues represented dead ancestors. In 1979, scientist Sergio Rapu Haoa discovered that long ago the statues had eyes that were made of coral. Since his discovery, many of the eyes of the moai have been restored. With eyes, the statues' faces look very different. They look like proud, strong leaders who watch over Rapa Nui.

**For many years, the statues were also the subject of mystery.**

Probably the biggest mystery about the statues today is still this: How were these statues – most of which are more than 4 meters tall and weigh more than 12 tons – moved from the quarry where they were carved out of volcanic rock to various locations around the island?

Some scientists believe the Rapa Nui people used trees to move the statues. They think the tree trunks were used as rollers, or sleds, to pull the statues across the island. Other scientists, however, believe the statues were “walked” across the island. They think ropes were used to rock the statues from side to side, moving them forward a little each time they were rocked. And some people even believe that the statues were moved by aliens with sophisticated technology who helped the Rapa Nui people put the statues in new locations.

Scientists have discovered a lot about this ancient culture over just the last fifty years. Maybe someday they’ll solve all of its mysteries.



Moai with eyes restored

## Reading Comprehension

**8** Read and say **true** or **false**. Compare your answers with a partner.

- 1 The population of Easter Island today is about 7,000.
- 2 Easter Island is famous because it was discovered on Easter Day.
- 3 DNA of old bones was used to find out where the people of Rapa Nui were from.
- 4 In 1979, a scientist discovered that the moai once had eyes that were made of coral.
- 5 One unsolved mystery is how the statues were moved to different locations on the island.

**THINK  
BIG**

How do you think the moai were moved to their locations around the island? Explain.  
What other places do you know of that hold mysteries like this?

# Language in Action

I will listen to a dialog about visiting famous places.



Listen and read. What places can Juan and his family visit without going very far?

**Juan:** Do you know what Mom told me? We don't appreciate things that are close to us – right here in Taos.

**Dad:** She's right. This town has a lot of history.

**Juan:** Remember the family who was visiting from London last summer?

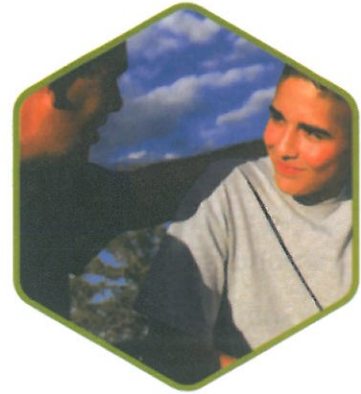
**Dad:** I do. They were really excited about seeing the old churches here.

**Juan:** Yeah, and we had never been to *any* that were on their list! They were really surprised, weren't they?

**Dad:** Yeah. But thanks to that family, we finally got to see the inside of the Church of San Francisco de Asís.

**Juan:** The one that was rebuilt? That was cool. You know, Dad, maybe we should visit more of the famous places that are around us. How about the Taos Ski Valley? It's known all over the world!

**Dad:** I *knew* you had a reason for bringing this up. You want to go on a ski trip!



10

Practice the dialog in 9 with a partner.



Listen and stick. Then complete the sentences. Use the correct form of the verb.

build   bury   design   take

1 It \_\_\_\_\_  
\_\_\_\_\_ on an island.

2 The photographs \_\_\_\_\_  
\_\_\_\_\_ in Mexico.

3 The emperor's wife \_\_\_\_\_  
\_\_\_\_\_ in this place.

4 It \_\_\_\_\_  
\_\_\_\_\_ by an architect from Denmark.

# Grammar

I will learn to use the passive voice.

I will learn to use relative clauses with *who* and *that* to make descriptions.

Active	Passive
Archeologists discovered Machu Picchu in 1911.	Machu Picchu <b>was discovered</b> in 1911 (by archeologists).

**12** Say whether each sentence is **active** or **passive**.

- 1 The Great Wall of China is visited by millions of tourists each year.
- 2 Augustus Pugin designed London's Elizabeth Tower.
- 3 Two hundred thousand workers constructed the Forbidden City.
- 4 The City of Petra was made a new wonder of the world by millions of voters.
- 5 The Sydney Opera House was opened to the public in 1973.

Leonardo da Vinci is the famous artist and inventor **who painted** the Mona Lisa. The Eiffel Tower is a landmark **that has become** the symbol of Paris, France.

**Tip:** A relative clause describes a noun. The relative pronouns *who* and *that* are used to describe people; *that* is used to describe things.

**13** Rewrite the two sentences as one sentence in your notebook.

- 1 The Statue of Liberty is a landmark. It has become a symbol of welcome.
- 2 Van Gogh was a famous Dutch painter. He painted *Starry Night*.
- 3 The Great Sphinx of Giza is a famous landmark. It has become famous for its broken nose.
- 4 The Taj Mahal is a beautiful mausoleum. It was built in memory of Mumtaz Mahal.
- 5 Buckingham Palace is a landmark. It has become the most famous palace in the U.K.
- 6 Borobudur is a temple. It is located in Java, Indonesia.
- 7 The Christ the Redeemer statue is a landmark. It was built by Heitor da Silva Costa.
- 8 Postnik Yakovlev is a Russian architect. He helped to design St. Basil's Cathedral in Moscow.



I will learn about accidental discoveries of amazing places.

**122**  
**14** Listen and read. Which archeologist discovered the tomb of King Tutankhamen?

### CONTENT WORDS

archeologist    artifact  
carving    dig    goddess  
pharaoh    remains  
tomb    treasure

## Accidental Discoveries

Finding things from the past is exciting, and archeologists spend years studying ancient texts and history books in order to discover ancient places. Tombs, palaces, important treasures, sometimes whole cities are hidden underground, under layers of earth and rock. Sometimes they're found with careful research and digging, but sometimes they're discovered by accident!

In 1978, a new subway system for Mexico City was being constructed near the national cathedral. As the workers were digging, they discovered a huge carved stone! Workers had archeologists brought in. They immediately confirmed that

the stone was a giant carving of the Aztec moon goddess.

These were the remains of an Aztec temple from the ancient city of Tenochtitlan. Soon a pyramid was uncovered, which scientists dated to AD 1325! Built on top of the original pyramid were another six pyramids. In total, more than 7,000 different artifacts were also found at the site. Before this surprise discovery, archeologists believed that Spanish people had destroyed the temple to build the cathedral. Today, if you visit the Zócalo, which is in the heart of Mexico City, you can see the artifacts in the Templo Mayor Museum nearby.

The discovery of King Tutankhamen's tomb in the Valley of the Kings in Egypt might be the most famous accidental discovery of its kind. The Valley of the Kings is home to more than sixty tombs in which ancient pharaohs and kings are buried. In 1922, most archeologists had given up looking for tombs there because they were convinced that everything had been discovered. But one archeologists, Howard Carter, continued looking.

He wasn't disappointed. Working with some friends, he discovered the entrance to the tomb of King Tutankhamen. It's the most well-preserved ancient tomb that has ever been found. The tomb survived 3,000 years, even though robbers and floods destroyed many of the other tombs from that region. The artifacts from the tomb that once belonged to King Tutankhamen can now be seen in the Cairo Museum in Egypt.



**15** Look at the passage. Read and say **Mexico** or **Egypt**.

- 1 Archeologists believed this discovery had been destroyed.
- 2 Many other discoveries were destroyed by thieves and water.
- 3 Archeologists had given up looking for this discovery.
- 4 This discovery was made in the busy city center.



Would you like to work as an archeologist?  
Why/Why not?

I will learn about the new seven wonders of the world.

**124**  
**16** Listen and read. Where is the Temple of the Sun?

### CONTENT WORDS

compile    gladiator    sea level  
structure

## The New Seven World Wonders

**What exactly are the seven wonders of the world? Who created the list and when?**

The list was first compiled by the historian Herodotus in the 5th century BC. His list was created using sights that were popular with Greek sightseers. Seven were chosen because the Greeks believed seven was a perfect number.

Over the years there have been a number of different lists, but in 2001, a Swiss company decided to have a new list made with seven wonders of the modern world.

**These are the places that received the final vote:**

**1 Petra:** The structures of this city in Jordan, in western Asia, were carved into rock and sandstone.

**2 Taj Mahal:** When Mumtaz Mahal, the wife of Emperor Shah Jahan, died, the Indian emperor had this temple built, between 1632 and 1654.

**3 Great Wall of China:** Built from the 5th century BC to the 16th century. This wall was built more than 2,000 years ago to keep enemies out.

**4 Kukulcán Pyramid at Chichén Itzá:** Chichén Itzá is an archaeological site on the Yucatan Peninsula. Kukulcán, a thirty-meter-high pyramid and temple, is its most famous landmark.

**5 Machu Picchu:** This ancient Incan city is 2,430 meters above sea level and consists of 150 buildings. Its most famous structure, the Temple of the Sun, is made of solid rock.

**6 Statue of Christ the Redeemer:** Built between 1922 and 1931. Standing 38 meters tall at the top of a mountain is a statue of Christ with his arms outstretched. The statue looks out over the city of Rio de Janeiro, Brazil.

**7 Roman Colosseum:** During the time of the Roman Empire, the Colosseum was used for battles between gladiators and for other forms of entertainment.



**17** Look at the passage. Answer the questions.

- |   |   |
|---|---|
| <b>1</b> Who created the first list of wonders? | <b>2</b> Why were there seven?              |
| <b>3</b> When was the modern list created?      | <b>4</b> What was Petra made of?            |
| <b>5</b> Why was the Great Wall of China built? | <b>6</b> Who was Mumtaz Mahal?              |
| <b>7</b> What is Kukulcán?                      | <b>8</b> Which wonder was built after 1900? |

**THINK  
BIG**

Which are more important, natural world wonders or man-made world wonders? Why?



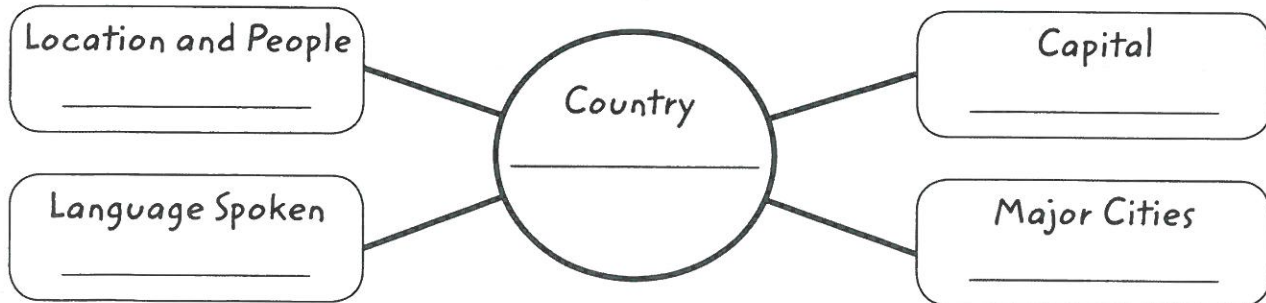
I will learn to write a report about a country.

**18** Read the report. Then copy the idea web and use the information to complete it.

Australia is one of the seven continents, but it's also a country. It's known as the smallest continent in the world. Do you know why it's called "the land down under"? It's because Australia is located below the equator.

More than 22 million people live in Australia. Aborigines are the original inhabitants of Australia, but people from many different countries have come to Australia to live. Today, most people in Australia speak English.

The capital of Australia is Canberra. Other big and important cities in Australia are Sydney, Melbourne, Brisbane, and Perth.



**19** Choose a country to write a report about. Do research to find out facts about the country. Write them in an idea web.

**20** Use your idea web to write a report about the country.

**21** Share your report with the class.

# Life skills | Take pride in your town or city.

I will learn to talk about the interesting places in my town or city.

**22** Look at this list of features. Does your town or city (or a nearby town or city) have any of these? Copy the list and write the names and locations. Add any additional attractions to your list. Then share your ideas with a partner.

- a statue of a famous person or historical event
- an art museum
- a history, anthropology, or science museum
- a concert hall or event center
- a stadium or athletic field
- old houses or other historical structures
- religious places that are historically or culturally important
- a beautiful park or garden
- a famous restaurant
- a college or university



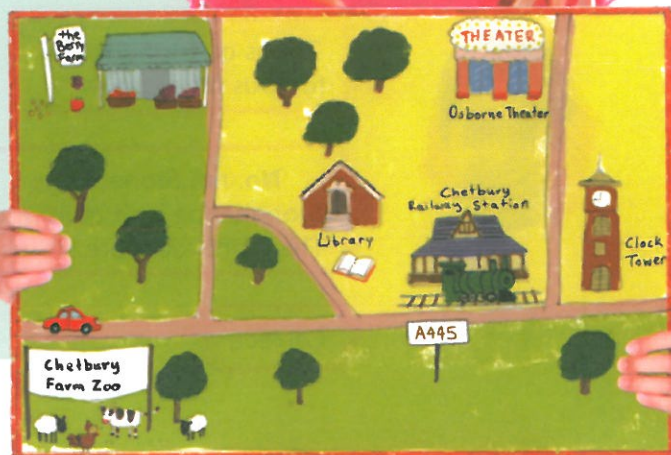
The Clock Tower in Chetbury was built in 1870. It used to be a town hall and a fire station. Today, it's a historic building with stores in it.



## Project

**23** Work in a small group. Prepare a map for a bicycle trip to six famous or interesting places in your town/city, state, or country.

- 1 See 22 for ideas.
- 2 Make a map.
- 3 Give a presentation of your map.  
Talk about each place:
  - the location
  - a short description of the place
  - when the place was built
  - why it was built



# Listening and Speaking

I will review the sounds *able*, *ful*, and *ly*.  
I will learn to describe famous places.

126  
24

Listen, read, and repeat.

1 **able**    2 **ful**    3 **ly**

127  
25

Listen and blend the sounds.

1 c-o-m-f-or-t-able    comfortable    2 p-ea-ce-ful    peaceful  
3 d-ee-p-ly    deeply    4 w-a-sh-able    washable  
5 b-eau-t-i-ful    beautiful    6 s-l-ow-ly    slowly

128  
26

Listen and chant.

I feel so comfortable  
On my soft pillow.  
I breathe deeply,  
I breathe slowly,  
And I have a peaceful sleep.



27

Work in a small group. Play a guessing game.

cathedral    city    island    mausoleum    monument  
palace    statue    temple    tower

is a/an

is famous for/located in



This is an island that's famous for giant rocks.

No, not Stonehenge. Stonehenge isn't an island. The giant rocks are statues.

Correct!

I'm not sure. Stonehenge?

I know! It's Easter Island.

My turn!



# Review

**28** Complete each sentence with a word from the box.

mausoleum   monument   pyramids   Statue   temple   tower

- 1 The \_\_\_\_\_ are burial places for ancient Egyptian pharaohs.
- 2 Borobudur in Indonesia is a famous Buddhist \_\_\_\_\_ dedicated to Buddha.
- 3 The \_\_\_\_\_ of Liberty was given to the United States by the people of France.
- 4 The Taj Mahal is actually a \_\_\_\_\_ where Mumtaz Mahal is buried.
- 5 Big Ben is a bell that is located in London's most famous clock \_\_\_\_\_.
- 6 Stonehenge is a famous \_\_\_\_\_ whose original purpose remains a mystery.



**29** Combine the sentences. Use **who** or **that**.

- 1 Machu Picchu is an ancient city. It is 2,430 meters above sea level in the Andes Mountains.  
\_\_\_\_\_
- 2 The moai are giant rock statues. They were found on Easter Island.  
\_\_\_\_\_
- 3 Christ the Redeemer is a famous statue. It stands over the city of Rio de Janeiro.  
\_\_\_\_\_
- 4 Jørn Utzon was a Danish architect. He designed the Sydney Opera House.  
\_\_\_\_\_
- 5 The Great Sphinx is a monument. It has remained a mystery to this day.  
\_\_\_\_\_

**I Can**

• use words for famous places and monuments.

• use the passive voice and relative clauses.

• talk about famous places and structures.

• write a report about a country.





# That's Entertainment!

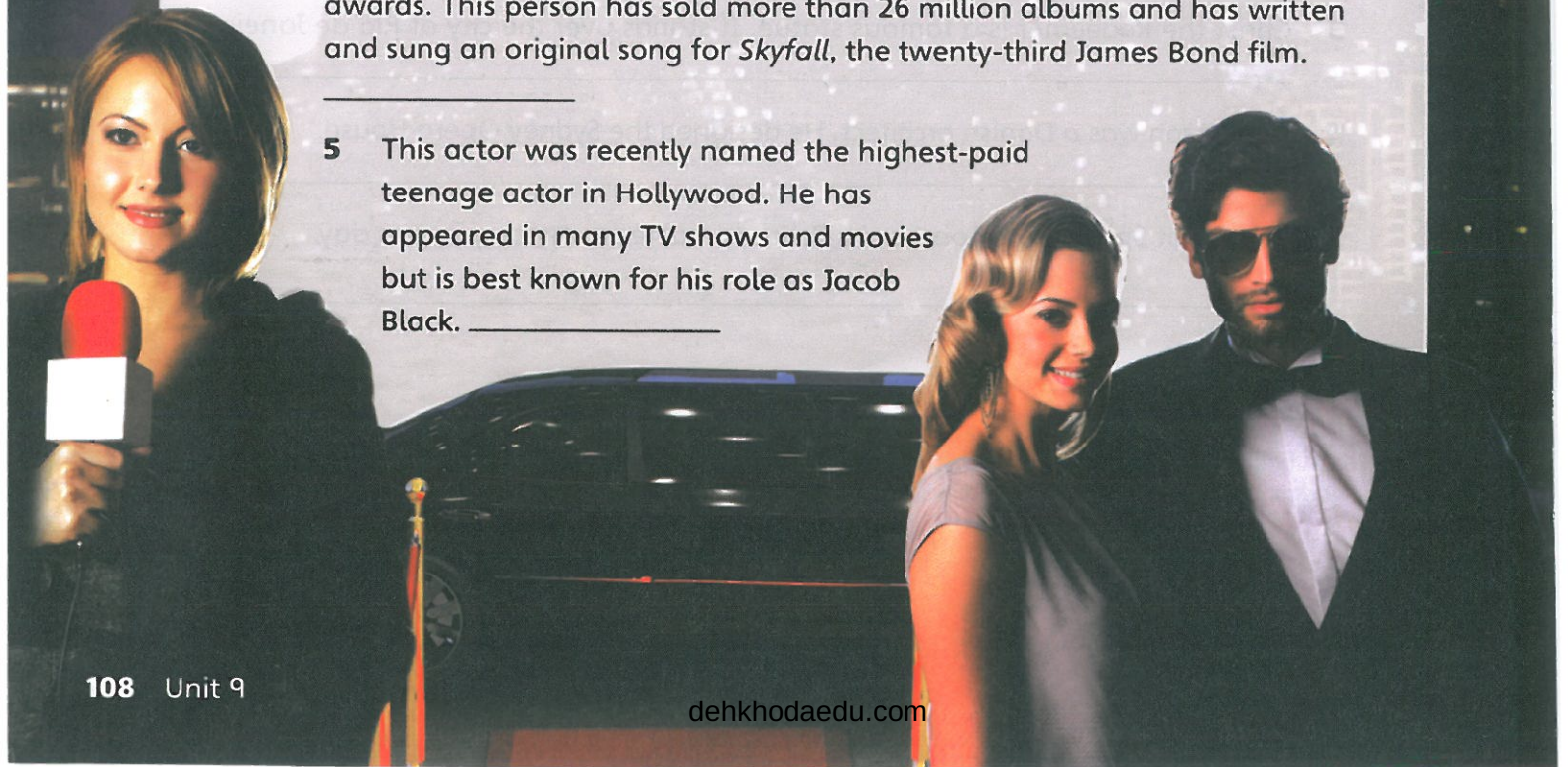
## Language in Context

I will learn to talk about entertainment and events.



Read about some performers, movies, and books from the world of entertainment. Guess the name of each one. Then listen carefully to check.

- 1 The first three movies in this series made almost 2 billion dollars at the box office and more than 450 million dollars in DVD sales. The fourth movie in this series was sold out in the theaters before it was even released.  
\_\_\_\_\_
- 2 This young singer-songwriter has won many awards, including Artist of the Year and Best New Artist. This musician has more than 25 million followers on Twitter and has sold more than 15 million albums. \_\_\_\_\_
- 3 This book series has sold 450 million copies, making it the best-selling book series in history. It has now been translated into sixty-seven languages. The last four books in this series have set records as the fastest-selling books ever.  
\_\_\_\_\_
- 4 This singer's second album alone has earned her seven Grammy Awards, two Brit Awards, three American Music Awards, and at least fourteen other awards. This person has sold more than 26 million albums and has written and sung an original song for *Skyfall*, the twenty-third James Bond film.  
\_\_\_\_\_
- 5 This actor was recently named the highest-paid teenage actor in Hollywood. He has appeared in many TV shows and movies but is best known for his role as Jacob Black. \_\_\_\_\_



2 Listen. Complete Becky's plans for the year using the words from the box. Then match the events to the pictures below.

book signing    comic book exhibit    concert    festival    movie premiere

January \_\_\_\_\_ March \_\_\_\_\_ May \_\_\_\_\_

February \_\_\_\_\_ April \_\_\_\_\_

1



2



3



4



5



3

Work with a partner. Talk about Becky's activities for next year and what she said she was going to do each month.



What did Becky say she was doing in January?

She said she was going to an Adele concert.



**THINK  
BIG**

What do you consider good entertainment?  
Why?

I will understand a text about a new album.



Listen and read. Which reviewer hopes Stanley's third album will be better than his second?

www.reviewsbykids.com

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## CUSTOMER REVIEWS You Know It!

5 stars:	★★★★★	139 reviews
4 stars:	★★★★☆	82 reviews
3 stars:	★★★☆☆	17 reviews
2 stars:	★★☆☆☆	2 reviews
1 star:	★☆☆☆☆	7 reviews

**Stanley Scott**  
**YOU KNOW IT!**

### Display reviews by most helpful:

**★★★★★ Love it! Love it! Love it!**  
by Little\_Kitty  
I really liked Stanley's first album, but I didn't know what to expect with the second one. My best friend said this album was even better than the first one, and he was so right! There's a rumor that it's going to be nominated for the Best Album Award. How cool is that!

---

**★★★★★ This was so worth the wait!**  
by music\_lover\_2003  
I am a huge Stanley fan. I have been waiting for this album for SO LONG, and it's finally HERE! My friends and I bought it as soon as it came out. I'm going to a concert of his next week. I can't wait!

---

**★★★★☆ Not as good as the first one but still really good.**  
by JJ\_keyboards  
Scott's first album was pretty good. Everybody could see that this guy had a lot of talent, but then the recording companies started to control Scott and his music. The sound in the new album isn't as good as it was in the first. I still like Scott's music a lot, so I bought the new album. But I'm hoping that he'll go back to his old sound when he makes his third album!

www.reviewsbykids.com

★★★★☆ **Not bad but a little disappointing.**  
 by star\_fan  
 I bought Stanley Scott's first album, and I really liked it. My friend told me that Stanley had been working with my favorite singer, Sasha Littleton, so I thought maybe the music in this album would be different from the first one. Well, it's OK, but I was a little disappointed. I'm still going to see him at Fairlop Festival next month and hope he'll play most of his old songs.

---

☆☆☆☆☆ **AWFUL!**  
 by music\_for\_life  
 I think this kid has some talent, but this is NOT music! It's the product of a big recording company. It's their sound, not Stanley Scott's. The lyrics, the music, everything is so boring. I'm not going to buy his next one if it's like this. There's no creativity in this album at all! Even kids like me know the difference between real music and stuff like this.

## Reading Comprehension

**5** Read and match the two parts to create a summary of each of the five reviews.

- |                               |   |
|-------------------------------|---|
| 1 Little_Kitty said...        | a there was no creativity in Stanley's second album.      |
| 2 Music_lover_2003 said...    | b Stanley's album was going to be nominated for an award. |
| 3 JJ_keyboards said that...   | c Stanley's second album wasn't as good as his first.     |
| 4 Star_fan said...            | d he was going to see Stanley at a festival next month.   |
| 5 Music_for_life said that... | e she was going to see Stanley perform next week.         |

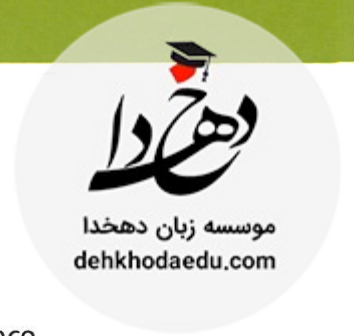


Why do people write reviews? Where and why do you think people read them?



# Language in Action

I will listen to a dialog about going to an event.



133  
6

Listen and read. What did Darren's mom say?

**Carol:** What are you doing?

**Darren:** I'm counting the money that I've saved up from my allowance.

**Carol:** Here, let me help. So what are you going to spend this on?

**Darren:** I want to go to the comic book exhibit. Hannah's dad is taking her, and Mom said that I could go with them. But I have to buy the ticket myself.

**Carol:** Why do you want to spend all your money on that?

**Darren:** Because I love comic books! And I've never been to a comic book exhibit before.

**Carol:** Laura said she was going, too, so there will be three of you there.

**Darren:** Great! It's going to be fantastic. There's an art competition, and I'm entering my comic book.

**Carol:** Good idea. You're great at drawing.



7

Practice the dialog in 6 with a partner.

134  
8

Listen and stick. Then complete the sentences. Use the correct words from the box.

fantastic    good    impressive    stunning

1 A reviewer said the animation was \_\_\_\_\_.

2 Luke said it was really \_\_\_\_\_.

3 A boy said it was \_\_\_\_\_.

4 Her friend said it was \_\_\_\_\_.

# Grammar

I will learn to use reported speech to report what someone said.

## Direct speech

Claire said, "The album **isn't** as good as the last one."

## Reported speech

Claire/She said (that) the album **wasn't** as good as the last one.

Josh said, "I'm **going** to the premiere."

Josh/He said (that) he **was going** to the premiere.

**Tip:** Change the verb in the reported statement from the simple present to the simple past, or from the present progressive to the past progressive.

**9** Read what each person is saying. Rewrite their words in your notebook as reported speech.

1



**Alana**

Adele is my favorite singer.

2



**Mike**

I like Ed Sheeran better than Adele.

3



**Shari**

My parents are going to the opera.

**10** Change the direct speech to reported speech in your notebook.

- 1 My mom said, "His concerts are expensive."
- 2 Julia said, "The new comic book is getting bad reviews."
- 3 Rosie said, "I'm going to go to the book signing."
- 4 Alex said, "There are only a few tickets left."
- 5 James said, "I'm reading a great book right now."
- 6 Harry said, "The concert starts at 8:00."
- 7 Emma said, "Dad's coming to pick me up after the festival."
- 8 George said, "Her new album is much better than her last one."

I will learn about writing movie scripts.

137  
11

Listen and read. What is the name of Blake Snyder's book about script writing?

### CONTENT WORDS

climax    formula    plot    producer  
script    structure

## A Formula for Success

**What makes a good story?** Many writers say that there is a structure, or formula, for story writing. Of course, the plot of every story is different, but many stories follow this basic formula:

1. **Story opening:** Introduce the characters and the setting.
2. **Rising action:** Something happens to the characters that causes a problem.
3. **Climax:** The characters try to fix their problem. Either they win, or they lose.
4. **Falling action:** The characters see the result of their actions.
5. **Story ending:** The end of the story, where the problems are fixed, or not fixed.

If you look at novels and plays throughout history, it is easy to match the structure to the stories, from Shakespeare's *Macbeth* to J.K. Rowling's *Harry Potter*.

So, how is writing for movies different from writing books?

Many movie scripts follow the same structure as novels and plays, but in movies, timing is very important. Since most movies are around 100 minutes long, some writers have created a formula to show the times that each of these steps should occur.

Of course, not all script writers agree with this formula, and the times are not exact. But if you look at a lot of the big films that have come out of Hollywood in the last 20 years, there are many that seem to follow this pattern.

In fact, in 2005, a script writer named Blake Snyder wrote a book called *Save the Cat!* In this book, Snyder explains an even more detailed formula for script writing. If you want to sell your script to a movie producer, you might want to check it out.



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

- |   |  |
|---|--|
| 1 Many novels and plays share...                | a use the same formula.                      |
| 2 Many Hollywood movies in the last 20 years... | b at the end of the story structure.         |
| 3 The Falling action takes place...             | c the same story structure as movie scripts. |



Can you think of a famous movie that follows this formula? Explain.

I will learn about musical instruments around the world.

139  
13

Listen and read. Which musical instrument was invented in Trinidad and Tobago?

## CONTENT WORDS

bagpipes   distinctive  
concertina   squeezed   steel drums

# Unique Musical Instruments

Music is as old as mankind. It's a form of communication, and just like language, many instruments are unique to a specific culture or area. This article takes a look at just a few of the instruments that we associate with different countries and their history.

are a very old instrument, although we don't know exactly how old because bagpipes aren't built to last a long time. Bagpipes are a bag (which was traditionally made of sheep's stomach) and pipes. Most people think of Scotland when they think of the bagpipes, but bagpipes are also used traditionally in other parts of Europe.

were first used in the 1700s. These drums were originally created out of oil drums to celebrate Carnival in Trinidad and Tobago, but their popularity is growing around the world. The steel is bent to create a distinctive sound and a number of different notes. Many musicians play six to eight drums at a time.

The is a type of concertina. Although it was invented in Germany in 1846 to play church music, it has become the symbol of the Argentine tango. Astor Piazzolla, the famous Argentine composer and musician, made the instrument world-famous in the 20th century with his tango compositions. The instrument itself is extremely complex and difficult to play, as each button plays a different note depending on whether the instrument is being squeezed in or pulled out.

These are just some of the unusual instruments that are part of different cultures. Which instruments is your country famous for?

14 Look at the passage. Read and say **true** or **false**.

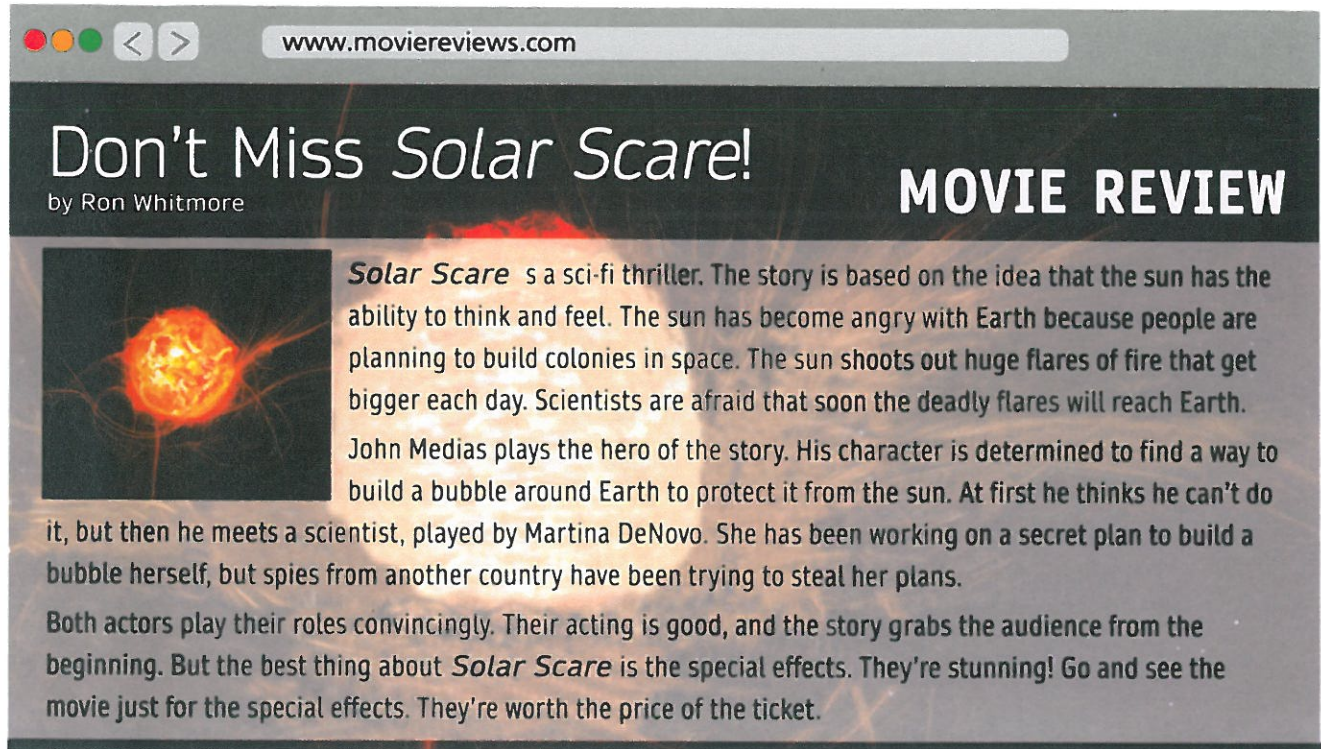
- 1 Musicians can play six to eight drums at the same time.
- 2 The bagpipes are a modern musical instrument.
- 3 The steel drums are played during a famous period of celebration.
- 4 The bandoneon requires great skill.



Is there a traditional kind of music in your country, such as folk music? What is it? Which instruments do the musicians use?

I will learn to write a movie review.

- 15** Read the movie review. What does the reviewer say about the story, the acting, and the special effects? Discuss with a partner.

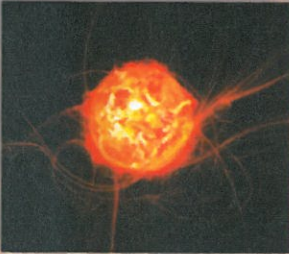


www.moviereviews.com

## Don't Miss *Solar Scare!*

by Ron Whitmore

### MOVIE REVIEW



*Solar Scare* is a sci-fi thriller. The story is based on the idea that the sun has the ability to think and feel. The sun has become angry with Earth because people are planning to build colonies in space. The sun shoots out huge flares of fire that get bigger each day. Scientists are afraid that soon the deadly flares will reach Earth.

John Medias plays the hero of the story. His character is determined to find a way to build a bubble around Earth to protect it from the sun. At first he thinks he can't do it, but then he meets a scientist, played by Martina DeNovo. She has been working on a secret plan to build a bubble herself, but spies from another country have been trying to steal her plans.

Both actors play their roles convincingly. Their acting is good, and the story grabs the audience from the beginning. But the best thing about *Solar Scare* is the special effects. They're stunning! Go and see the movie just for the special effects. They're worth the price of the ticket.



He said that the best thing was the special effects!

Cool! I'll check it out this weekend.



- 16** Choose a movie you liked or didn't like, make notes in the chart below. Then use the notes to write a movie review.

Movie name	Type of movie	Describe the story	What did/didn't you like?

**Tip:** Try to use vivid adjectives as you write, for example: *stunning*, *captivating*, *tense*, *gripping*, etc.

- 17** Read a classmate's review. Report back to the class to share what your classmate said about the movie.

# Life skills | Appreciate different opinions.

I will learn to share and discuss different opinions.

**18** Read the four different opinions. Match each opinion to an item from the box.

**a** an exhibit    **b** a concert    **c** a video game    **d** a movie premiere

**1** It was the best live musical performance I've ever seen. \_\_\_\_\_

**2** The event, which was held in a dark hall, was badly organized and too busy for me! \_\_\_\_\_

**3** It was the most exciting game I've ever played. I can't wait until they launch the sequel. \_\_\_\_\_

**4** I didn't see any famous actors because it was so crowded. The movie was good though! \_\_\_\_\_

**19** In small groups share your opinions about a movie, book, comic book, or album.



## Project

**20** Make an **Opinion Map**. Work in a small group.

- 1 Choose a movie, book, comic book, or album that everyone in your group knows.
- 2 Share your opinions about it.
- 3 Record what each person thinks about it on an Opinion Map.
- 4 Present your Opinion Map to the class:

*We reviewed Lady Gaga's new album. Ali said it wasn't as good as her last one, etc.*

**Tip:** Show interest when people share their opinions. Here are some expressions:  
*I think so, too. Why do you say that? That's interesting. Really? I don't agree.*

**Ali:** It's not as good as her last one.

**Kyle:** It's great to listen to while I'm doing my homework!

Lady Gaga's New Album

**Lisa:** The music is too loud! It drowns out her voice.

**Sam:** The best! It's better than any of her other albums.

# Listening and Speaking

I will review the sounds *sion*, *tion*, and *ation*.  
I will learn to talk about my favorite entertainment.

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

1 **sion**    2 **tion**    3 **ation**

**22** Listen and blend the sounds.

- |   |                   |             |   |                 |            |
|---|-------------------|-------------|---|-----------------|------------|
| 1 | t-e-l-e-v-i-sion  | television  | 2 | f-i-c-tion      | fiction    |
| 3 | c-e-l-e-b-r-ation | celebration | 4 | d-e-c-i-sion    | decision   |
| 5 | o-p-tion          | option      | 6 | i-n-v-i-t-ation | invitation |

**23** Listen and chant.

I have an invitation  
To a birthday celebration.  
We'll watch science fiction  
Movies on television.  
Now that's a good decision!



**24** Work with a partner. Copy and complete this chart for you. Then write your partner's answers.

Who's/What's your favorite... ?	Me	My partner
animated movie		
action movie		
comedy movie		
comic book		
video game		
actor		
singer		
song		
album		

**25** With your partner, talk about three of the items on the list. Why are those your favorites?

*Krypton Kid* is my favorite animated movie. The animation is fantastic. The ending is amazing!



**26** Complete each sentence with a word from the box.

book signing    comic book exhibit    concert    festival    premiere    review

- 1 I wanted to go to the Ne-Yo \_\_\_\_\_ last night, but it was sold out. I read Gayle Smart's \_\_\_\_\_ of it, and she said it was amazing.
- 2 Did you hear? The Stamford Summer Brit-pop Music \_\_\_\_\_ has been announced for June of next year. I can't wait!
- 3 Do you love comic books? Have you ever been to a \_\_\_\_\_? If you enjoy reading comic books, this event will blow your mind.
- 4 Did you hear? *Flipped* is now a movie! The \_\_\_\_\_ is next week. And the author will be at a \_\_\_\_\_ event at Bookspace on the same day.

**27** Read the dialog. Then take turns with a partner to ask the questions and answer using reported speech.

**Brian:** What are you doing this weekend?  
**Carla:** I'm going to a hip-hop festival. It starts tomorrow.  
**Brian:** Cool. You're pretty good at dancing, aren't you?  
**Carla:** I love dancing! I'm going to be in a competition next week.  
**Brian:** Wow! So, who's going to be at the festival?  
**Carla:** Jay Z, Kelly Rowland, Diddy, and a bunch more.  
**Brian:** It sounds amazing.  
**Carla:** Yeah. Want to come?  
**Brian:** Sorry, I can't. I'm baby-sitting all day tomorrow.



- 1 What did Carla say she was doing this weekend?
- 2 What did Carla say she was going to do next week?
- 3 What did Brian say about the festival when he heard who was going to be there?
- 4 What did Brian say he was doing instead of going to the festival?

**I Can**

- use words for entertainment and events.
- use reported speech.
- talk about entertainment and people's opinions.
- write a movie review.





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

1 Think about it. Read and circle. Practice.



I know this.

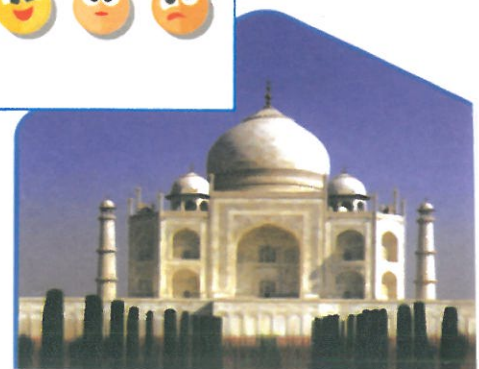


I need more practice.



I don't know this.

	Pages	
<b>Mysteries:</b> Atlantis, Bermuda Triangle, crop circles...	85	
<b>Mystery-related words:</b> phenomenon, proof...	85	
<b>Structures:</b> palace, statue, tower...	97	
<b>Famous places:</b> Statue of Liberty, Taj Mahal...	97	
<b>Entertainment:</b> concert, movie premiere, book signing...	109	
The sailing stones <b>are</b> in California, <b>aren't</b> they? The Aurora Borealis <b>isn't</b> a real mystery, <b>is</b> it? The agent <b>can</b> break this code, <b>can't</b> he? We <b>can't</b> see crop circles from the ground, <b>can</b> we? She <b>has</b> a curious mind, <b>doesn't</b> she? They <b>don't</b> have all the answers, <b>do</b> they?	89	
The Taj Mahal <b>is visited</b> by millions of tourists each year. Machu Picchu <b>was discovered</b> in 1911 (by archaeologists).	101	
Leonardo da Vinci was an inventor and the famous artist <b>who painted</b> the Mona Lisa. The Eiffel Tower is a landmark <b>that has become</b> the symbol of Paris, France.	101	
Claire said, "The album <b>isn't</b> as good as the last one." She said the album <b>wasn't</b> as good as the last one. Dana said, "Paul's <b>going</b> to a concert." She said that Paul <b>was going</b> to a concert.	113	



## I can do it!



### Get ready.

- A. Choose the correct word or phrase to complete the dialog. Then listen and check.

**Tina:** Hey, do you want to watch *Mystery Tour*?

**Kevin:** I don't know. What's it about?

**Tina:** It's a new show about scientists <sup>1</sup> **who / who's** travel around the world and study mysterious places, like the Bermuda Triangle.

**Kevin:** Oh, I've heard about that show! My friend at school said it <sup>2</sup> **was / were** really good.

**Tina:** Oops, wait a minute, Kevin. It's not on until 9:00. Your mom said your bedtime was at 8:30, <sup>3</sup> **did / didn't** she?

**Kevin:** That's on weeknights. On Saturdays I'm allowed to stay up until 9:30.

**Tina:** Oh, lucky you. You can watch it, then.

**Kevin:** So *Mystery Tour* is scary, isn't it?

**Tina:** Umm, not really. I think it's <sup>4</sup> **make / made** for people <sup>5</sup> **who / which** like science. But you're a science guy, <sup>6</sup> **are / aren't** you?

**Kevin:** Sort of. But I like scary shows better, like *Dark Corners*.

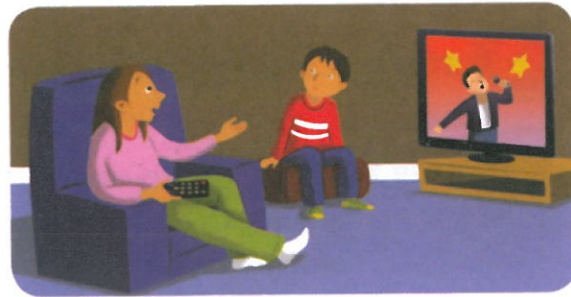
**Tina:** *Dark Corners*! That's a creepy show!

**Kevin:** What's wrong with creepy? Anyway, it's not on anymore. It <sup>7</sup> **is cancelled / was cancelled** last month.

**Tina:** Probably because it was too creepy.

- B. Practise the dialog in A with a partner.  
C. Ask and answer the questions with a partner.

- 1 What is the TV show *Mystery Tour* about?
- 2 What has Kevin heard about the show?
- 3 Will Kevin be able to watch the show with Tina? Why/Why not?
- 4 Does the show sound interesting to you? Why/Why not?



1

2

3

4

5

6

7

8

9

## 3 Get set.



**STEP 1** Cut out the cards on page 137.



**STEP 2** Assign a group leader. The group leader gets a set of yellow cards, the group gets a set of green cards, and each group member gets a set of orange cards.

Now you're ready to **Go!**

## 4 Go!

**A.** Work in a group of five.

- The group leader takes the yellow card. Each other member takes one of the green cards. As the leader reads each yellow card, the student with the green card that correctly completes the description reads it.
- For each title, group members turn over orange cards and describe what “your best friend” says about the title.

My best friend said *International Mystery Solvers* was interesting.

Really? My best friend said it was a little boring.



**B.** Count the positive and negative reviews for each title and decide which ones your group is going to check out. Report to the class.

*International Mystery Solvers* got three positive reviews in our group. Let's check it out!



1

2

3

4

5

6

7

8

9

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

- What famous place would you like to visit? Why?
- Talk about a movie/show/album/game that a friend has recommended to you. What did he/she say about it?

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

---



---



---



---



---



---



---

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

**6** Think about it.

A. Go to page 120. Look and circle again.

B. Check (✓).

I can ask my teacher for help.



I can practice.

**7** Rate this Checkpoint. Color.

hard      OK      easy

not fun      OK      fun

- 5 questions -



Listen and draw lines. There is one example.

Bella                      David                      Harry                      Katy

Richard                      Robert                      Sarah

- 5 questions -



Listen and write. There is one example.

### Interview with a Star



Career: \_\_\_\_\_ *soccer player* \_\_\_\_\_

1 How many years: \_\_\_\_\_ years

2 When playing in Olympics: in \_\_\_\_\_ months

3 Olympic goal: \_\_\_\_\_ medal

4 Plans in ten years: \_\_\_\_\_

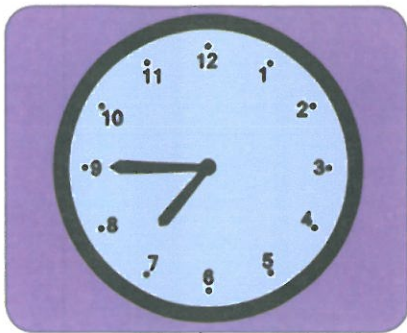
5 Message for young people: \_\_\_\_\_

- 5 questions -

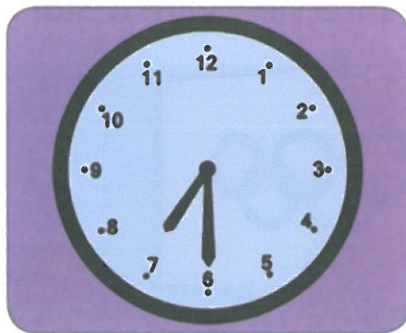


Listen and check (✓) the box. There is one example.

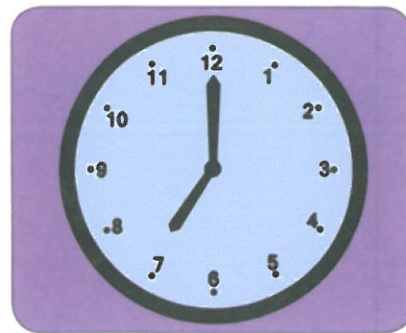
What time does the concert start?



A

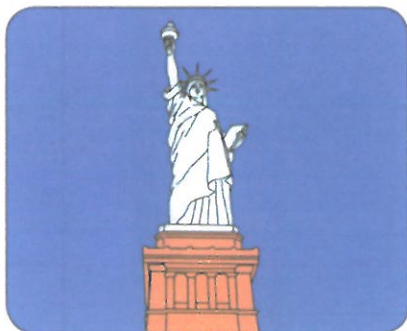


B

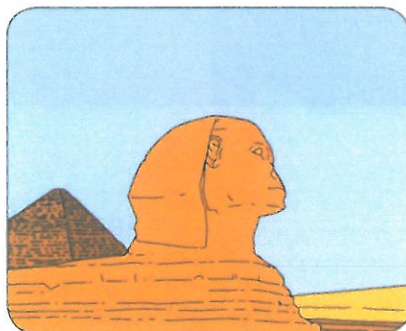


C

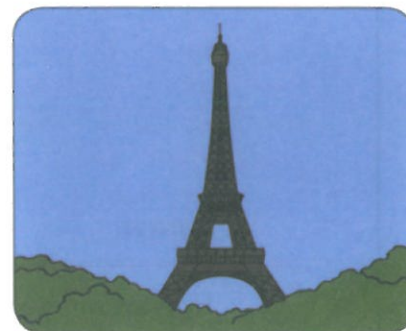
1 What subject did Mary choose for her history project?



A



B



C

2 What did Tom buy?



A



B



C

3 Which country would Bill like to visit?



A



B



C

4 What homework is Katy going to do tonight?

$a + b = c$   
 $a - b = d$

A



B

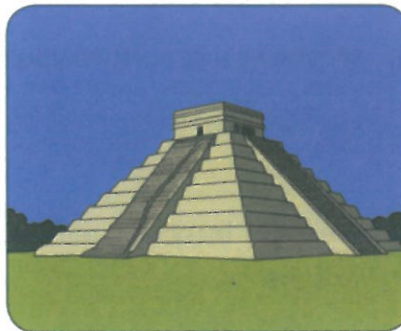


C

5 Which structure is Emma learning about?



A



B



C





– 5 questions –











Richard is talking to his friend, Harry. What does Harry say?

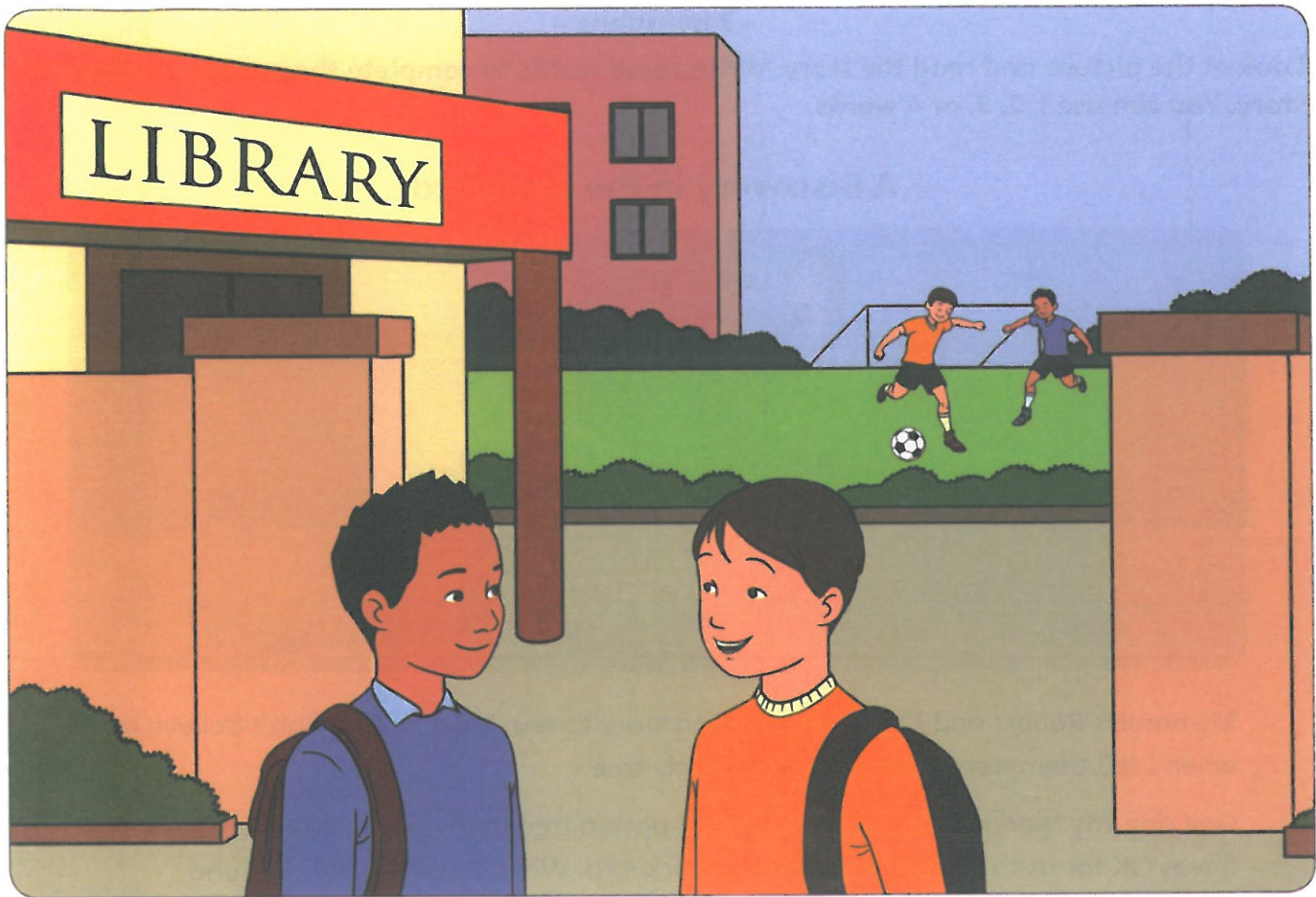
Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters.

Example

	Richard: What are you doing this weekend?
	Harry: <u>B</u>

Questions

- |   |                                    |
|---|------------------------------------|
|    | Richard: What's your report about? |
|  | Harry: _____                       |
- |   |  |
|---|--|
|  | Richard: That's hard to write about, isn't it? |
|  | Harry: _____                                   |
- |   |  |
|---|--|
|  | Richard: I don't have any homework. I'm going to a soccer match on Sunday afternoon. |
|  | Harry: _____   |
- |   |   |
|---|---|
|  | Richard: Maybe you can. Have you started your report yet? |
|  | Harry: _____  |
- |   |  |
|---|--|
|  | Richard: Well, get busy. If you finish the report early, you can come with us. |
|  | Harry: _____   |



- A Good idea. I'll get started now.
- B I have to finish a report by Monday. (Example)
- C I don't think it's hard. It's interesting.
- D I don't, do you?
- E It's about life in the future.
- F No, I haven't.
- G If I were you, I'd get started straight away.
- H I wish I could go with you.

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3, or 4 words.

### A Discovery in the Backyard



My name's Robert and I have an amazing story to tell. Most people don't believe me when I tell them about it but it's completely true.

One day, my friend Sarah brought a small potted tree to my house. My mom said it was OK for us to plant the tree in the backyard. While I was digging, I found something hard and round.

"What is it?" Sarah asked.

"I'm not sure," I said, "but I think it's a coin."

We brushed it off and looked at it more closely. It wasn't perfectly round and it wasn't very shiny but it was definitely a coin or a token of some kind. On one side was a picture of a man's face. He had a big nose and looked very serious. The word "Roma" was printed on the other side.

Sarah thought it might be a bus token from Italy. We decided to take it to the museum. An expert looked at the coin. She said it was from ancient Rome. "You've discovered an important piece of history," she said.

"This is very mysterious," I said. "I wonder how it got into my backyard?"

Like I said, most people don't believe me when I tell this story. If you don't believe me, you can go to the museum and see the coin for yourself.

## Examples

The person telling this story is called Robert.

Most people don't believe him when he tells this story.

## Questions

- 1 One day, Sarah brought a small \_\_\_\_\_ to Robert's house.
- 2 Robert's mom said it was OK to \_\_\_\_\_ in the backyard.
- 3 Robert found something that was \_\_\_\_\_ and round while he was digging.
- 4 On one side of the coin, there was a picture of \_\_\_\_\_.
- 5 On the other side of the coin, the word "Roma" \_\_\_\_\_.
- 6 Robert went to \_\_\_\_\_ and spoke to an expert.
- 7 The expert said the discovery was an important \_\_\_\_\_.

Information exchange



The Sunset Movie Theater

Manager's name	Mr. Brown
How many / employees	5
What / food	ice cream and candy
Busy / not busy	busy
What time / movie starts	5:15

Candidate's copy



The Vine Movie Theater

Manager's name	?
How many / employees	?
What / food	?
Busy / not busy	?
What time / movie starts	?

## Student B

I need to buy some glue so I can finish my model.

I've been learning about the solar system in school and I like it.

Yes, I want to do a project about Pablo Picasso.

I need to write a report about him and make a big poster to show some of his works of art.

Yes, I want to do a project about the solar system.

Yes, I've written my report but I haven't built the model yet.

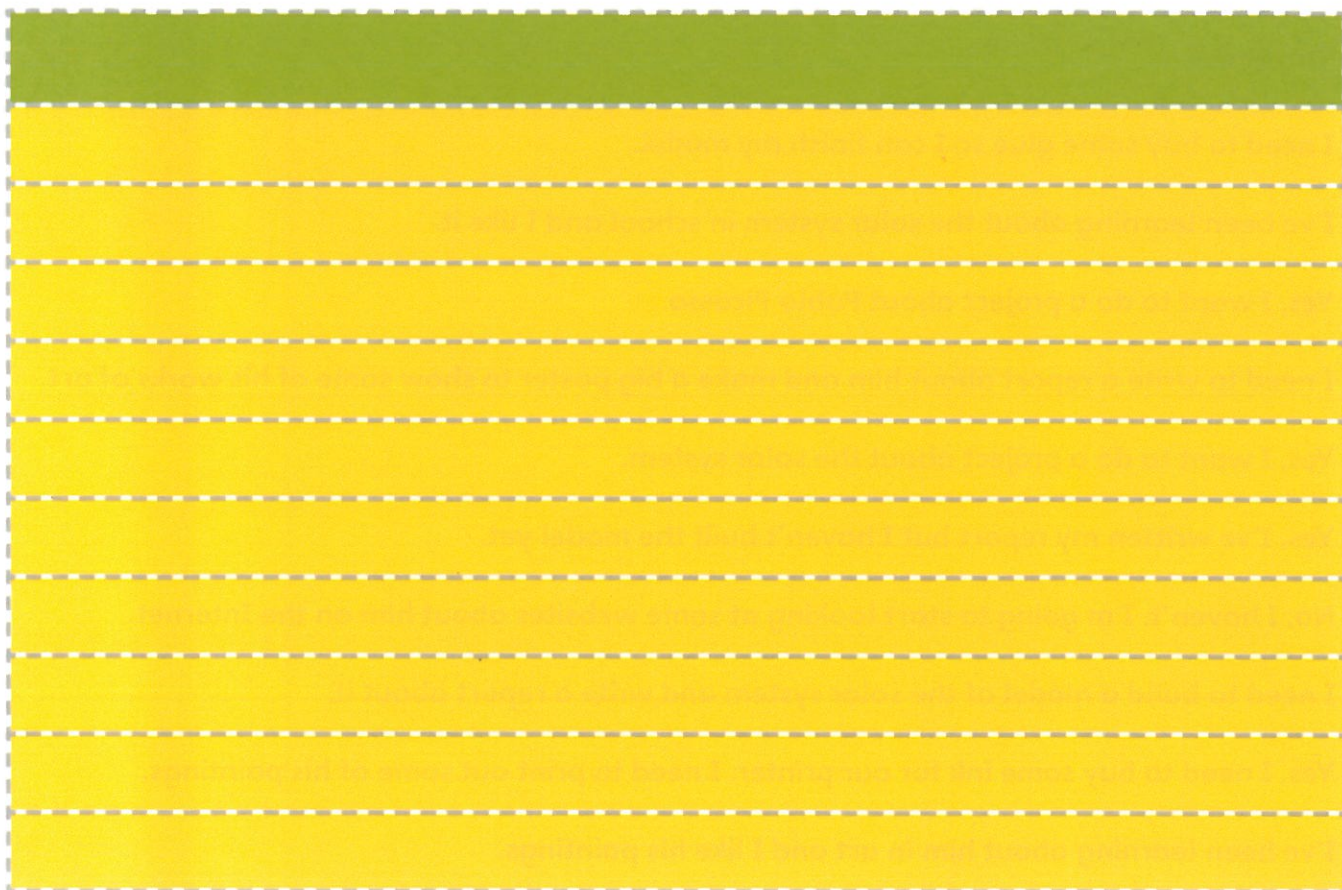
No, I haven't. I'm going to start looking at some websites about him on the Internet.

I need to build a model of the solar system and write a report about it.

Yes, I need to buy some ink for our printer. I need to print out some of his paintings.

I've been learning about him in art and I like his paintings.

# Cutouts for Students' Book Page 42, Checkpoint Units 1–3



**Mystery Classmate:** \_\_\_\_\_

(Remember: Don't read the name aloud!)



If this person could eat any food every day, it would be

\_\_\_\_\_.

He/She plays more \_\_\_\_\_ than \_\_\_\_\_.

He/She reads fewer \_\_\_\_\_ than \_\_\_\_\_.

He/She definitely spends \_\_\_\_\_ time in front of the computer than some people I know.

If he/she didn't have to go to school every day, he/she would \_\_\_\_\_ and \_\_\_\_\_ from morning till night.

My classmate thinks he/she will probably be living in \_\_\_\_\_ in twenty years. And he'll/she'll probably be working as a(n) \_\_\_\_\_.

Who is he/she?





## Description cards

One set for the group leader

One set for each group

<b>International Mystery Solvers</b> It's a new video game about explorers...	...who are trying to solve the mystery of a lost island civilization.
<b>Chasing Bigfoot</b> It's a new comic book about a team of explorers...	...who travel by boat and plane into a danger zone in search of answers.
<b>Return to Atlantis</b> It's a new movie about a group of scientists...	...who are looking for a giant, mysterious creature that lives in the forests of North America.
<b>Inside the Bermuda Triangle</b> It's a new sci-fi book about some scientists...	...who go from country to country searching for answers to the world's most hard-to-solve mysteries.

## Review cards

One set for each group member

Your best friend says, "It's amazing!"	Your best friend says, "It's interesting."
Your best friend says, "It's quite boring."	Your best friend says, "It's awful."

One set for the group leader

One set for each group

### International Mystery Solvers

It's a new video game about explorers...

### Chasing Bigfoot

It's a new comic book about a team of explorers...

### Return to Atlantis

It's a new movie about a group of scientists...

### Inside the Bermuda Triangle

It's a new sci-fi book about some scientists...

One set for each group member

Your best friend says "It's amazing!"

Your best friend says "It's quite boring."

Your best friend says "It's interesting."

Your best friend says "It's awful."



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## Illustrated by

Valentina Belloni, Paula Franco, Anthony Lewis, Zaharias Papadopoulos (Hyphen), Rob Sharp, Christos Skaltsas (Hyphen).

# Big English Song



From the mountaintops to the bottom of the sea,  
From a big blue whale to a baby bumblebee –  
If you're big, if you're small, you can have it all,  
And you can be anything you want to be!

**It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful, and so are we!  
Think big! Dream big! Big English!**

So in every land, from the desert to the sea,  
We can all join hands and be one big family.  
If we love, if we care, we can go anywhere!  
The world belongs to everyone; it's ours to share.

**It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful, and so are we!  
Think big! Dream big! Big English!**

It's bigger than you. It's bigger than me.  
There's so much to do, and there's so much to see!  
The world is big and beautiful and waiting for me.

A one, two, three...  
**Think big! Dream big! Big English!**

# BIG ENGLISH

2ND EDITION  
STUDENT'S BOOK

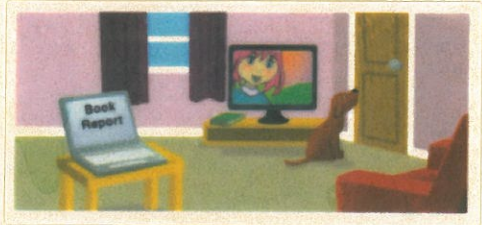


# Contents

Unit	Vocabulary	Structures
<b>Welcome to Class!</b> pp. a-d	<b>School Life:</b> advice, assignment, English, essay, field trip, history, homework, maths, schedule, test	<b>Have you ever been</b> late for school? Yes, I <b>have</b> ./No, I <b>haven't</b> . You <b>should</b> always listen to the teacher. You <b>shouldn't</b> leave your homework until the last minute.
<b>1 All About School</b> pp. 4-15	<b>School Activities:</b> do a book report, do homework, finish a project, hand in an assignment, study for a test	<b>Has she done</b> her homework yet? Yes, she <b>has</b> . She <b>has already done</b> it./No, she <b>hasn't</b> . She <b>hasn't done</b> it yet. <b>Have you ever hosted</b> an exchange student? Yes, I <b>have</b> ./No, I <b>haven't</b> . He <b>has already studied</b> for the test./He <b>hasn't studied</b> for the test yet. He <b>studied yesterday</b> ./He <b>didn't study</b> yesterday.
<b>2 Amazing Young People</b> pp. 16-27	<b>Achievements:</b> become a doctor, climb a mountain, invent something, meet a world leader, play an instrument, start a company, win a tournament, write and publish a book	How long <b>have you lived</b> here? I've <b>lived</b> here <b>for</b> five years./I've <b>lived</b> here <b>since</b> I was six.. How long <b>has she been singing</b> ? She's <b>been singing</b> <b>since</b> she was four./She's <b>been singing</b> <b>for</b> 10 years.
<b>3 Dilemmas</b> pp. 28-39	<b>Dilemmas:</b> (cheat/don't cheat) in a test, (return/don't return) a wallet, (tell/don't tell) the truth <b>Results and Consequences:</b> be upset with, feel good, feel guilty, get into trouble	<b>If you tell</b> your parents you forgot, they'll <b>be</b> upset. You <b>should tell</b> your parents if you have a problem.
<b>Checkpoint</b> Units 1-3 pp. 40-43		
<b>4 Dreams for the Future</b> pp. 44-55	<b>Dreams:</b> be famous, earn a good salary, live in another country, raise a family, run my own business, speak a foreign language, take adventurous vacations, work in my dream job, work in the music industry	Where <b>will you be living</b> fifty years from now? In fifty years, I'll <b>probably be living</b> in France. I <b>definitely won't be living</b> with my parents. <b>Will you be raising</b> a family? Yes, <b>definitely</b> ./No, <b>probably not</b> . I'll <b>probably</b> .../I <b>definitely won't</b> ...
<b>5 If I Could Fly...</b> pp. 56-67	<b>Super Powers:</b> become invisible, fly, have superhuman strength, read people's minds, run at lightning speed, travel through time	<b>If I were</b> you, I'd <b>choose</b> something else. <b>If you could fly</b> , where <b>would</b> you go? <b>If I could fly</b> , I'd <b>go</b> to the moon.
<b>6 The Coolest School Subjects</b> pp. 68-79	<b>Areas of Study:</b> art, English, literature, math, music, P.E., science (biology), social studies <b>Things We Learn About in School:</b> artists, democracy, exercise, grammar, legends, mammals, murals, myths, plants, playwrights, prime numbers, sports, vocabulary	My teacher gives <b>more</b> homework <b>than</b> your teacher. There are <b>fewer</b> playwrights in the U.S.A <b>than</b> in the U.K. I do <b>less</b> exercise <b>than</b> my sister. My brother has <b>the most</b> homework of anyone I know. Jenny has <b>the fewest</b> cards. She has <b>the least</b> space.
<b>Checkpoint</b> Units 4-6 pp. 80-83		
<b>7 Mysteries!</b> pp. 84-95	<b>Mysteries:</b> Atlantis, Aurora Borealis (Northern Lights), Bermuda Triangle, crop circles, Great Pyramids, Kryptos, Nazca Lines, sailing stones <b>Mystery-Related Words:</b> explanation, phenomenon, proof, scientific, theory, unsolved	The geoglyphs <b>are</b> in Peru, <b>aren't</b> they? Astronauts <b>aren't</b> going to Pluto, <b>are</b> they? Experts <b>can</b> explain the aurora borealis, <b>can't</b> they? Scientists <b>can't</b> explain crop circles, <b>can</b> they? We <b>love</b> mysteries, <b>don't</b> we? It <b>didn't</b> make sense, <b>did</b> it?
<b>8 Why Is It Famous?</b> pp. 96-107	<b>Famous Places:</b> Big Ben, City of Petra, Christ the Redeemer statue, Easter Island, Forbidden City, Great Sphinx of Giza, Great Wall of China, Machu Picchu, Pyramid of Kukulcán, St. Basil's Cathedral, Statue of Liberty, Stonehenge, Sydney Opera House, Taj Mahal, Temple of Borobudur <b>Structures:</b> cathedral, mausoleum, monument, palace, pyramid, statue, temple, tower	Stonehenge <b>was constructed</b> more than 4,000 years ago. Louis XIV was a French king <b>who ruled</b> for 72 years. The Statue of Liberty is a landmark <b>that has become</b> a symbol of welcome.
<b>9 That's Entertainment!</b> pp. 108-119	<b>Entertainment:</b> book signing, comic book exhibit, concert, festival, movie premiere	Sara said, "The sequel <b>isn't</b> as good as the first movie." She said (that) the sequel <b>wasn't</b> as good as the first movie. Paul said, "I'm <b>going</b> to the concert." He said (that) he <b>was going</b> to the concert.
<b>Checkpoint</b> Units 7-9 pp. 120-123		
<b>Cambridge Young Learners English: Flyers Practice Paper</b> pp. 124-132 <b>Cutouts</b> pp. 133-138		



Unit 1, page 8



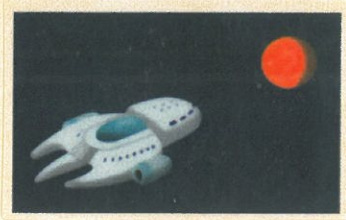
Unit 2, page 20



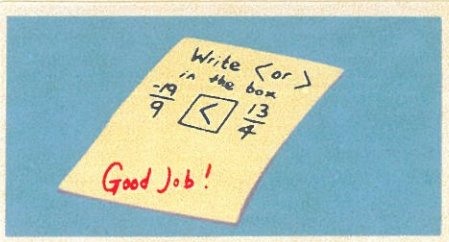
Unit 3, page 32



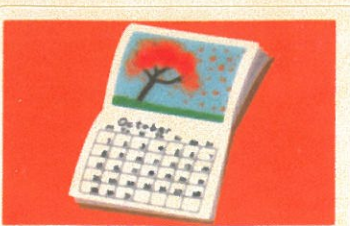
Unit 4, page 48



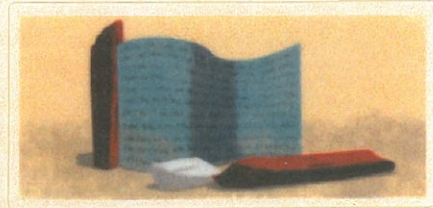
Unit 5, page 60



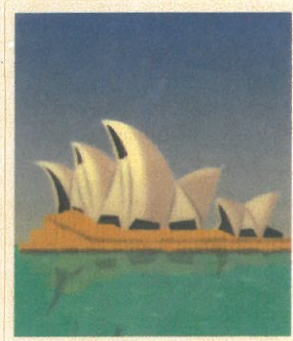
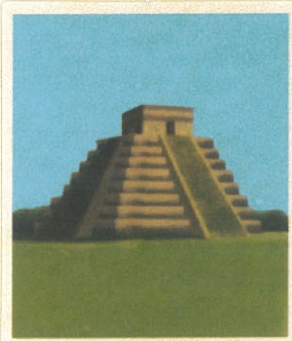
Unit 6, page 72



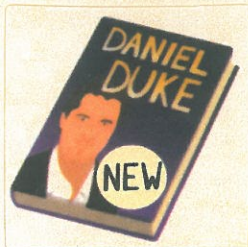
**Unit 7, page 88**



**Unit 8, page 100**



**Unit 9, page 112**





just got **BIGGER!**

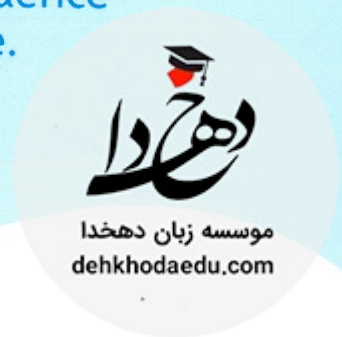
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LEVEL 2	<A1/A1	17-33	Starters
LEVEL 3	A1/A2	20-37	Movers
LEVEL 4	A2/A2+	23-40	Movers
LEVEL 5	A2/B1	26-44	Flyers
LEVEL 6	A2+/B1	29-47	Flyers

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