

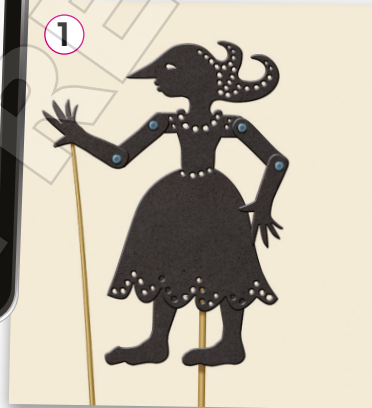
**Objectives** In this unit, I will ...


- review and learn the names of creative activities.
- make sentences about my favourite books and films using the past passive.
- learn about Japan and Japanese arts.
- ask and answer questions using the past passive.
- read and write a comic strip.
- have a conversation about creative activities.
- learn how to use digital media creatively.

Great! A message has arrived from Japan. I wonder how children make a difference there.

**Make a difference**

Hi, everyone! My name's Kenji and I live in Ogano. It's a small town in Japan which is famous for its beautiful theatres. Unfortunately, **some children can't go to the theatre because they're in hospital, so my class has decided to perform a puppet show for them next month.** We've already made the puppets and we rehearse the show after school twice a week. It's hard work, but it's good fun. Here's a photo of my puppet. It looks great, doesn't it? I'm also sending you photos of other creative activities that we like to do. I hope you like them.

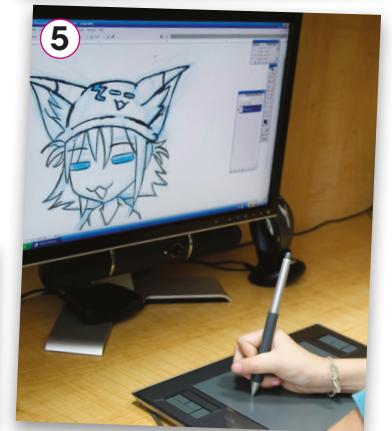


**1** Look at Kenji's photos. Answer the questions. 

- 1 Do you think these activities are good fun?
- 2 Which one would you like to do? Why?
- 3 Which one wouldn't you like to do? Why not?

**2** Look and match with photos 1-12. Listen, check and repeat. 

beads puppet do origami clay  
do traditional dancing perform a play  
create an animation costume stage  
make jewellery do ceramics make a film



**3** Listen and do the vocabulary quiz. 

**4**  **Thinking skills** Read, think and write. Think of more categories.

List three creative activities that:

- ... you do with a computer.
- ... are messy.
- ... need a lot of energy.
- ... often have costumes.
- ... you do with your hands.
- ... need patience.





**5** Read the rest of Kenji's message. Which place would you like to visit? What can you do there?



Ogano is about 100km from Tokyo. There are lots of things to see and do in the capital city. Here are some of our favourite places.



### Museum of Contemporary Art

This amazing art gallery has got special tours for school children so you can learn all about modern art. If you're feeling creative, you can also have a go at producing your own piece of art in one of the cool workshops.

### Ghibli Museum

If you're a fan of Japanese animation, then this museum is for you. You can find out how animated films are made and there are lots of hands-on exhibits for children. Don't miss the enormous robot on the museum's roof.



### Edo-Tokyo Museum

This museum takes you back in history. You can visit life-size Japanese houses from the past, and you can touch and even ride some of the exhibits. There are traditional dancing shows and you can have a go at a traditional musical instrument, too. It's amazing!

**6** **Communicate** Ask and answer about creative activities.



Have you ever made a film?

Yes, I have.

When did you do that?

I made a film with my mum's video camera last summer.



1 Describe the photo. What type of puppets are they? Read and listen to find out.



Hi, Kenji. Thanks for the photos. Your puppet looks great, but why is it painted black?

Because it's a shadow puppet. We're going to perform a shadow puppet show at the hospital.



That sounds cool. What do you have to do?



We have to shine a light behind a screen and then use sticks to move the puppets. Look! Here's a photo of how it works.



Wow! It looks amazing. Do shadow puppets come from Japan?

No, they don't. The first shadow puppets were made in China, but they quickly appeared in Japan, too.



And are shadow puppets very old?

Absolutely. The first shadow puppets were created over 1,000 years ago.



That's incredible. Do you like them?

Yes, of course. But I prefer more modern Japanese art. I'll send you some information about that.



2 **Communicate** Read and say *true* or *false*. Correct the false sentences.

- The puppets are colourful.
- The children use strings to move the puppets.
- Shadow puppets originally came from China.
- People have used shadow puppets for more than 100 years.

3 Look and learn.

**Grammar Wall**

**Past passive**

The puppet **was/wasn't made** last week.  
The puppets **were/weren't painted by** the children.

Active: The children **made** the puppets.

Passive: The puppets **were made by** the children.

4 Read and think. Choose.

**Think about grammar**



We use the passive form when we *know / don't know* the name of the person who did the action, or when it *is / isn't* very important.

5 Look at the dialogue in Activity 1 again. Find more examples of the past passive.

6 **Communicate** Make true sentences.

The <i>Diary of a Wimpy Kid</i> books	paint	Beethoven
Jack Sparrow	write	Jeff Kinney
<i>The Mona Lisa</i>	record	Johnny Depp
<i>The 5th Symphony</i>	play	The Beatles
Mickey and Minnie	create	Leonardo da Vinci
<i>Yesterday</i>	compose	Walt Disney

The *Diary of a Wimpy Kid* books were written by Jeff Kinney.

The *Mona Lisa* wasn't painted by Beethoven.



**Before you read**

Kenji sent me this information about a Japanese art form called manga.

1

**Thinking skills**

Whole Class

**Read and discuss.**

- Have you ever read any manga comic books?
- What do you know about them?
- Do you think they're entertaining? Why? / Why not?

2

**Listen and read.**

CD2 10



🏠 ⏪ ⏩ 🔍 Manga ↻

MANGA MAGIC

### What is manga?

Manga is a style of art that was originally created by Katsushika Hokusai in Japan more than 200 years ago. Nowadays, manga drawings are like comics that tell stories with pictures and words. When you read manga, you start at the back of the comic and finish at the front. You also read the story frames from right to left.



### What is manga style?

Manga style is easy to recognise because the characters aren't very realistic. They've usually got large eyes, small mouths and tiny noses. Manga characters exaggerate their emotions. When they cry, tears run out of their eyes like water from a tap. When they're angry, they go very red and steam appears around their bodies. Patterns, lines and shapes in the background also help express a character's mood.

### What is anime?

When a manga comic book series is very popular, it can be made into an animated series. This is called anime. There are anime films, too. The most famous anime film is called *Spirited Away* and it was made by Studio Ghibli. It won an Oscar in 2003 for the best animated feature film and millions of people around the world have seen it. Another famous anime film is *Your Name*. In 2016, it won best anime film at the Los Angeles Film Critics Awards.



### Manga

NOUN /'mæŋgə/  
*Man* means amusing and *ga* means picture. When we put these words together it means amusing picture.

**After you read**

- ➔ Go to page 40 in your Activity Book.

**Values**

- Do you like manga and anime?
- Do you like the same comic books and series as your friends?
- Is it a problem if your friends like different things?
- Why is it important to respect other people's tastes?

1 Listen and read. Act out.  CD2 12



**Tom:** Have you ever read a manga comic book, Jess?  
**Jess:** Yes, I've read lots of them. I collect some manga comics called *Dragon Ball*. Wait a minute, I've got one in my bag.



**Tom:** It looks really exciting. Who was it written by?  
**Jess:** It was written by Akira Toriyama.  
**Tom:** And when was it published?  
**Jess:** It was first published in 1984.  
**Tom:** That's really old!  
**Jess:** I know, but it's still cool.

2 Look and learn.

**Grammar Wall**

**Past passive questions**

When **was** the picture **painted**?  
 Who **were** the songs **sung** **by**?  
 There are regular and irregular past participles. The regular ones end in *-ed*, but the irregular ones have got different forms.

3 Read and think. Choose.

**Think about grammar**

To form the past passive, we use the past simple of the verb *be* / *have* + past participle.



4 Look at the dialogue in Activity 1 again. Find examples of questions in the past passive.

5 Listen and read. When is the letter 'w' silent? Listen again and repeat.  CD2 13

**Pronunciation**

- 1 When was *Diary of a Wimpy Kid* written?
- 2 Who was *The Sword in the Stone* written by?
- 3 Where were the two films made?

6  **Communicate** Ask and answer.

- |                         |                   |
|-------------------------|-------------------|
| favourite book          | Who / write by?   |
| favourite film          | When / make?      |
| favourite old song      | Who / sing by?    |
| favourite computer game | Where / make?     |
| favourite painting      | Who / painted by? |





1 Look and match. Listen, check and repeat.



actor graffiti artist fashion designer film director  
composer photographer sound engineer novelist



2 Read and choose the correct answers. Listen and check.



Listening tip!

Remember to listen to all the information. The correct answer isn't always the first one you hear.



- 1 The Eiffel Tower was built by  
a Gustave Eiffel      b Thomas Eiffel      c Leonardo da Vinci
- 2 *Avatar* was directed by  
a Steven Spielberg      b George Lucas      c James Cameron
- 3 *Best Song Ever* was sung by  
a The Beatles      b One Direction      c Rihanna
- 4 *The Hunger Games* was written by  
a Stephenie Meyer      b Suzanne Collins      c J.K. Rowling
- 5 The role of Belle in the film *Beauty and the Beast* was performed by  
a Kristen Stewart      b Emma Watson      c Jennifer Lawrence

3 Listen again. Which five expressions do the children use to express certainty and uncertainty?



- I'm not very sure.
- I've got no idea.
- I'm not certain.
- I haven't got a clue.
- I definitely know this one.
- I'm sure I know the answer.

4 Communicate Make a quiz. Ask and answer.

Teacher's Resource Bank: Unit 4

Where was *The Hobbit* filmed?  
Was it filmed in a) France  
b) New Zealand or c) Scotland?

Yes, it was. Well done!



I'm not very sure. Was it  
filmed in New Zealand?

Thanks. Now it's my turn  
to ask you a question.

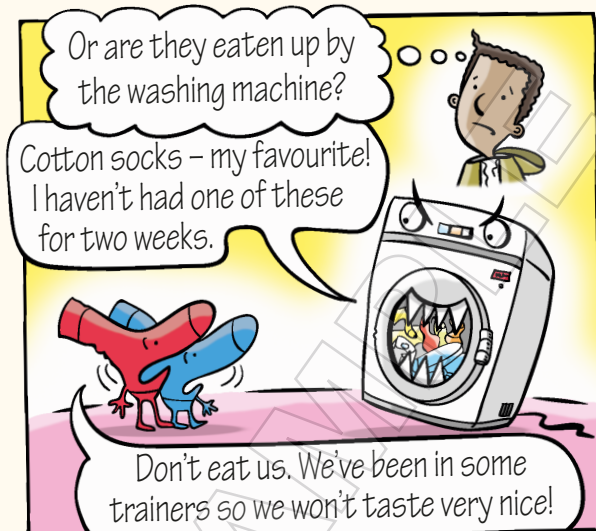
**Before you read**

**1 Read and discuss.**



- Where can you read comic strips?
- Why do people enjoy reading them?
- How are they different from other types of writing?
- Which comic strips have you read? What were they about?

**2 Look at the title. What do you think happens in the comic strip? Read and find out.**



**Reading tip!**  
Think about the different characters in comics. This will help you understand the comic strip.

**After you read**

**3 What do you think?**



- Do you think this comic strip is funny?
- Which things make it funny?
- Have you got a good imagination like Pat?
- Where do you think missing socks go?

➔ Go to page 43 in your Activity Book.

Text type: **a comic strip****Investigate a text**

- 1 Read and discuss.



Expressions on the characters' faces help us understand what's happening. What do you think these two characters are thinking and saying?



- 2 Read the comic strip to find out what the characters are thinking and saying.

**PAT TO THE RESCUE**

PAT IS HAVING A SNACK IN THE GARDEN.

MEOW!

Oh dear. That kitten is stuck up the tree. I'd better help it.

MEOW!

It's impossible to climb this tree. The branch is too high.

BOING! BOING! BOING!

PAT HAS ANOTHER IDEA. HE GETS A ROPE.

If I pull hard enough, the tree will bend and the cat can jump down.

SUDDENLY, THE ROPE SNAPS.

SNAP!

HELP!

That wasn't right!

This is the life!

PURRRR!

caption

speech bubble

sound effect

exclamation

thought bubble

**Discuss a text**

- 3 Read the comic strip again. What do we use to show the following elements?



- |  |  |
|--|--|
| 1 a character's words and a character's thoughts | 3 an important noise in the story        |
| 2 what's happening in the story                  | 4 when a character is angry or surprised |

**Writing skills:** Different punctuation

A full stop (.) shows that you've finished a sentence. A question mark (?) shows that you've asked a question. An exclamation mark (!) shows that you're surprised or angry.

- 4 Look at the two comic strips again. Find examples of full stops, question marks and exclamation marks.

➔ Plan and write your own comic strip on page 44 in your Activity Book.

**Key learning outcomes:** identify facial expressions in comics; identify different parts of a comic; write a comic strip; use different punctuation



1 Describe the photos. Are these activities creative? Why? / Why not?



2 Listen to the conversation. Which creative activity does Sarah do?



3 Listen again. Complete the four questions that Lucas asks.



- What ...?
- What sort ...?
- How often ...?
- What's the ...?

4 Prepare a conversation about your creative activities. Use page 45 in your Activity Book.

I build virtual worlds in Minecraft. I build houses with lights and windows.



That's amazing. How often do you play?

I play after I do my homework. I built a water park last year.

Wow! I'm impressed. Well done!

### Conversation time

Remember to praise people when they tell you about an achievement.



That's amazing!  
Well done!  
That's fantastic!  
I'm impressed.



Go to the Song Bank, page 126.

5 **Reflect on the unit** Read and think about your learning. What can you do now?



Hi, Kenji. Thanks for sending me so much information about Japan, and good luck with the puppet show.

Thanks, Jess. We're feeling a bit nervous now, but I'm sure it'll be great.



I can talk about books and films using the past passive.

I can find Japan on a map and talk about Japanese arts.

I can read and write a comic strip.

I can have a conversation about creative activities.

Do the Unit Review on page 46 in your Activity Book.



Today's programme is about creativity and technology. What creative things do you do with digital technology?

### 1 Watch the video. Read and answer the questions.

- 1 What can the fashion designer change?
- 2 What has the architect drawn?
- 3 What colour is the graphic designer's car?
- 4 What animal is in the cartoon?
- 5 What mustn't you do when you use a computer?



### 2 Watch the video again. Which of these digital technologies do you see? Who uses it?

a



b



c



d



### 3 Read, think and answer. Whole Class

#### Digital creativity



There are lots of creative activities you can do with digital technology. Read the list. Can you think of any more creative activities?

Create a photo story.

Do some coding.

Create an animation.

Design a web page.

Record a song.

Make a video.



### 4 Communicate Work with a partner. Which of the creative activities in Activity 3 have you done? Ask and answer.

Have you ever created a photo story?

Yes, I have.

What was it like?

It was really funny. I did it with my friends at school.

Look! There's a new message from a school in Egypt. Let's read about how their project makes a difference.

**Make a difference**

Hello, everyone!  
My name's Youssef.

Our school is in Alexandria, a city on the north coast of Egypt. Learning to read and write is really important, but many children find it hard to read and write Arabic, our first language. **Some of my friends suggested that the older children could help the younger children.** The teachers thought it was a great idea. Now, 20 of us have got a 'reading friend' who we help twice a week. I think communication with others is really important. Have a look at the pictures of ways that people can send messages and communicate with each other.



**Objectives** In this unit, I will ...

- name different kinds of messages and communication.
- report what other people have said.
- learn about Egypt and the Rosetta Stone.
- report what others have said about the future and about ability.
- read and write a newspaper article.
- have a conversation about meeting a famous person.
- learn how to research and present information digitally.

**1** Look at Youssef's pictures. Answer **Whole Class** the questions.

- 1 What can you see in the pictures?
- 2 Have you used any of these ways to communicate?
- 3 Can you think of any more ways that people send messages or communicate with each other?

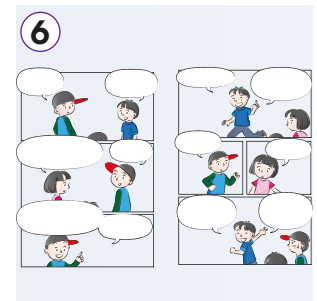
**2** Look and match with pictures 1-12. Listen, check and repeat.

advert   blog post   email   greetings card  
chat message   cartoon   brochure   leaflet  
sign   note   sign language   text message

**3** Listen and do the vocabulary quiz.

**4** **Thinking skills** Copy the chart. Complete it with ways to communicate.

Communication	Advantages	Disadvantages
Text message	<ul style="list-style-type: none"> <li>• It's quick.</li> <li>• You can tell people where you are.</li> </ul>	<ul style="list-style-type: none"> <li>• Messages need to be short.</li> <li>• You need to have a mobile phone.</li> </ul>



**8 Sarah's World**  
Teen Tech Review

Home   Gadget reviews   About Me

Hello! My name is Sarah and I'm a technology blogger. I love discovering new and innovative gadgets and sharing my ideas and opinions.

A little about me: apart from blogging, my other hobbies include photography, reading and athletics. I'm also a huge fan of pop music and I love singing on stage and performing plays. I have two amazing dogs called Cinnamon and Sugar. Sometimes they help me study, too!



**5** **Thinking skills** Read the rest of Youssef's message. Can you think of any words in your language that come from English?

Arabic has got a different alphabet to English. Did you know that we read it from right to left? Some English words come from Arabic and other languages. Look at this.

The English language has changed a lot in the last thousand years. Most English words come from Greek, French, Latin or German, but some come from other languages, too.

Many food words come from the language spoken in the country where the food comes from. *Burger* comes from German and *pizza* and *pasta* are from Italian. It's more surprising that *orange*, *lemon*, *apricot*, *spinach* and *sugar* all come from Arabic. *Vanilla* comes from Spanish, *coconut* from Portuguese and *ketchup* from Chinese.



### QUIZ

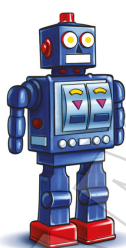
Many words for animals are also from different languages.

Can you match the words with the languages?

- 1 giraffe
- 2 hamster
- 3 flamingo
- 4 guana



- a German
- b Portuguese
- c Spanish
- d Arabic



Some ideas were given names by their authors. A Czech man called Karel Capek first used the word *robot* in a play he wrote in 1920. It was very popular and many people started writing about robots – and then people invented them, too.

Much more recently, words like *karaoke* and *manga* have become part of the English language. Which language do they come from?

Answers: giraffe from Arabic, hamster from German, flamingo from Portuguese, iguana from Spanish, karaoke and manga from Japanese

**6** **Communicate** Ask and answer about language.



Which language does 'hamster' come from?

It comes from German.



1 Describe the pictures. What do you think Youssef is explaining? Read and listen to find out.



Hi. That's a great project, Youssef. How's it going?

It's going really well. Our teacher said he was happy with the results. He said the children were better at reading already.



That's brilliant! Is Arabic hard to read?



Yes, there are many different characters to remember. We used these cards to help the children.



What a good idea. Did your teacher help you?

He said the important thing was to help them look carefully at the words and letters.



Are you going to continue helping them?

Yes. Our teacher said we needed to help them with their writing now.



We've suggested the idea at our school, too. The head teacher told us he liked the idea a lot. We might organise it next month.

Good luck! Do you know about the Rosetta Stone? It was discovered near here. I'll send you some information.



Thanks! I look forward to reading about it.

2 **Communicate** Read the dialogue again. Then read these sentences. Which words change when Youssef tells Callum what his teacher said?

- 1 'I'm happy with the results.'
- 2 'The children are better at reading already.'
- 3 'The important thing is to help them look carefully at the words and letters.'
- 4 'You need to help them with their writing now.'

3 Look and learn.

### Grammar Wall

## Reported speech

We use reported speech to say what someone else said.

Direct speech	Reported speech
'I'm happy with the results.'	He said he <b>was</b> happy with the results.
'I <b>like</b> oranges and apples.'	He told me He said he <b>liked</b> oranges and apples.
'They <b>aren't</b> very good at tennis.'	She told me She said they <b>weren't</b> very good at tennis.

4 Read and think. Choose.

### Think about grammar



In reported speech, we change the present to the *past* / *future*.

5 Look at the dialogue in Activity 1 again. Find more examples of reported speech.

6 **Communicate** Ask and answer.



Billy



Helen



James



Freya

I'm so excited!

I don't want to tidy up.

It isn't raining here.

I like speaking Italian.



What did Billy say?

He said he didn't want to tidy up.



**Before you read**

Youssef has sent me some information about the Rosetta Stone.

**1 Thinking skills**

Read and discuss.

- What can you see in the photo on the right?
- What are hieroglyphics?
- What pictures can you see in the writing?

**2 Listen and read.****CRACKING THE CODE**

It looks like a large piece of boring grey rock. So why is the Rosetta Stone so special?

**A lucky discovery**

For many years, the ancient Egyptians were a mystery because no one could understand the pictures and symbols that they wrote. Then, in 1799, some French soldiers discovered a piece of stone in a village called Rosetta, in northern Egypt. On one side of the stone there was some writing which said the same thing in ancient Greek and in Egyptian hieroglyphics. This meant that the message on the stone was very important for the people in ancient Greece and Egypt. People knew Greek so they could start working out the meaning of the hieroglyphics, but they still couldn't understand all the symbols.

**Will anyone find the answer?**

The Frenchman, Jean-Francois Champollion, became interested in hieroglyphics at a young age. Someone told him no one could ever understand the symbols. He promised to himself that one day he would solve the mystery.

**'I've got it!'**

The important moment happened about 23 years after the Rosetta Stone was discovered. Champollion was looking at one word with four symbols.

He thought that the first symbol looked like a sun. 'Maybe the first part of the word is the Egyptian word for sun, *ra*,' he thought. Then he realised that the word must be Rameses, the name of an Egyptian pharaoh. He had worked it out! Words sometimes contained other Egyptian words which were shown as a picture. This is similar to writing the word *cartoon* as *toon*.

Champollion was so excited that he ran into his brother's office and shouted, 'I've got it!' Then he fainted and was ill in bed for five days. Today, you can see the Rosetta Stone in the British Museum in London.

**After you read**

➔ Go to page 50 in your Activity Book.

**Values**

- The Rosetta Stone allows us to understand the writings of the ancient Egyptians. What things do you know about the ancient Egyptians, Greeks or Romans?
- Why is it important to learn about these civilisations?

1 Listen and read. Act out.  CD2 26



**Callum:** So the Rosetta Stone helped us understand what the ancient Egyptians wrote. That's so cool!

**Jess:** Yes. We should go and look at it. It's in the British Museum in London. My mum said we could go to London this weekend.

**Callum:** Great idea!

**Jess:** My parents said it would rain this weekend, so it's a good idea to go to a museum. What's Tom doing?



**Callum:** He's drawing some hieroglyphic messages. He said we'd have to try and solve them!

2 Look and learn.

**Grammar Wall**

**Reported speech with will / would & can / could**

'It **will** rain tomorrow.'

He said it **would** rain tomorrow.  
He told me

'They **can** read Arabic.'

She said they **could** read Arabic.  
She told me

3 Read and think. Complete.

**Think about grammar**

In reported speech, we change the present to the past. We change will to ? and we change can to ?.



4 Look at the dialogue in Activity 1 again. Find more examples of reported speech.

5 Listen and read. Which word is contracted to 'd. Is it *would* or *could*?  CD2 27

**Pronunciation**

- 1 He said he'd arrive home at 12 o'clock.
- 2 She said she could juggle really well.
- 3 She told me she wouldn't be at dance club today.
- 4 He told me he couldn't do his homework.

6 Report what the children said.



1 I'll meet Helen after school.

2 I can't answer the question.

3 My dog can swim very well.

4 England won't win the World Cup.



7 **Communicate** Ask about the things your partner can do. Then tell another partner.



Can you skate?

No, I can't.



John said he couldn't skate.





1 Look and match. Listen, check and repeat.



caption front page headline article sports news interview review world news fashion section reporter



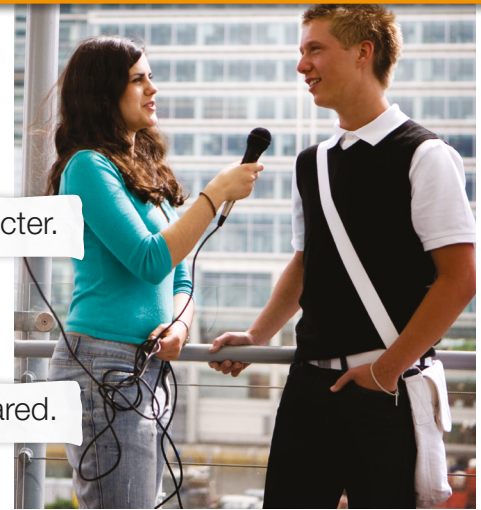
2 Listen and read. Which parts of the article are true and which are false?



Listening tip!

Read the questions carefully before listening.

- 1 Danny said he hadn't been to England before.
- 2 He said he liked all English food except for fish and chips.
- 3 Danny said his character fell in love with Jennifer Lewis's character.
- 4 He said the film was a comedy.
- 5 Danny said the final part of the film would make people feel scared.
- 6 He said he was going to visit Tower Bridge the next morning.



3 Listen again. Complete the questions and sentences that the interviewer uses.



- ... a few questions?
- ... in England?
- ... your new film, *Don't Stop!*
- ... the final part of the film was really exciting!
- ... the rest of your stay?
- ... the time to speak to us.

4 **Communicate** Ask and answer to complete the information about a film star.

Teacher's Resource Bank: Unit 5



Key learning outcomes: identify and say the names of news features; listen for specific information; give information Vocabulary: news features



**Before you read****1 Read and discuss.**

- How do you find out about the news in your local area?
- Have you ever read about places or people you know in newspapers or on websites?
- What were the stories about?

**2 Read the article quickly. What's it about?****Reading tip!**

Read the text quickly to get a general idea. Don't worry if you don't understand all the words.



# EVERYONE'S CODING!

What do you think the most popular after-school club is in our primary schools? It isn't football or netball, or art or music. It's computer coding.

**Learning to program**

Chippington Primary School started a coding club last year. It was so popular that they started a second group this year for younger children. John Woodhead, the head teacher, said they'd probably start a third group next year. 'The enthusiasm from the pupils has been incredible.

They don't only want to play on computers, they also want to learn how to program them.'



At coding club, children learn how to program games, animations and robots. The teachers are volunteers who are all professional programmers. The club meets once a week. 'The club is great fun. Last week, the group made a robot lion and learnt how to make it roar,' said volunteer Miranda Davies. 'The pupils are developing skills like problem solving and decision making. And they are working in teams and making friends of different ages so they enjoy it a lot.'

**Teachers learn, too!**

It isn't just the children who are learning. Many of their teachers said they could now create their own games and animations. 'We've learnt at the same time as the children,' said Leon Spooner, a teacher at the school. 'It's important to keep up with them! It's been fun, too!'



Miranda Davies is one of the volunteers who teach at the coding club.

**More volunteers needed**

The problem now is that the school needs more volunteers so it can start new groups. Are you a professional programmer who wants to help teach the next generation of coders? Contact Chippington Primary School if you're interested at [info@chippington.co.uk](mailto:info@chippington.co.uk)

**After you read****3 What do you think?**

- How does this news article make you feel?
- What's the most interesting part of the article?
- How many people's opinions do we hear about?
- Do you think coding clubs are a good idea? Why?

➔ Go to page 53 in your Activity Book.

**Key learning outcomes:** read a newspaper article for general understanding; scan a newspaper article for specific information; discuss newspaper articles

Text type: **a newspaper article****Investigate a text!**

- 1 Read the title of the article in Activity 2. Write six questions you'd like answered by the article using these question words.

What ...?

Who ...?

When ...?

Where ...?

Why...?

How ...?



- 2 Read the article. Does it answer any of your questions?

more details about the news story

a fun title

**Emma's story is a winner!**

one sentence to introduce the news story

Emma Tomkins won first prize in the Radio UK children's story-writing competition, judges announced this week.

reported speech

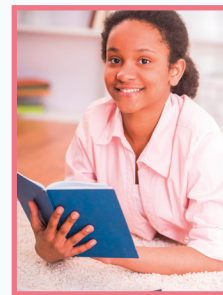
Emma, 12, in her final year at Martin Primary School, said she was thrilled and surprised. 'I never thought I'd win so this is amazing!' she said.

direct speech

Her story was a mystery about waking up at night. 'Darkness has always interested me so I wanted to write about it,' Emma said.

She wins £500 worth of books for the school. Head teacher, Linda Knowles, said the whole school was proud of Emma's achievements. 'We love stories at this school so it's fantastic to see one of our pupils winning this prize.'

Emma's story, *The Dark Night*, can be heard on the Radio UK website.



final words, with reference to more information

**Discuss a text**

- 3 Read the article again. Answer the questions.

- 1 Is the title of the article good? Why? / Why not?
- 2 Does the first sentence summarise the story well?
- 3 Where can you hear Emma's story?
- 4 How many examples of reported speech are there?
- 5 How many examples of direct speech are there?
- 6 What else would you like to find out about the story?

**Writing skills:** Using so to connect sentences

Look at these two sentences: *Darkness has always interested me. I wanted to write about it.*

The second sentence is a result of the first sentence. We can use **so** to connect them:

*Darkness has always interested me so I wanted to write about it.*

- 4 Look at the two articles again. Find more examples of so connecting sentences.

➔ Plan and write your own newspaper article on page 54 in your Activity Book.



1 Describe the photos. What are these people's jobs?



2 Listen to the conversation. Who did Leon meet? What was her job?



3 Listen again. Complete the five questions that Isabel asks.



- Have you ... ?
- What ... like?
- How ... ?
- What ... ?
- Would ... ?

4 → Prepare a conversation about meeting a famous person on page 55 in your Activity Book.

Have you met a famous person?

Yes, I met a famous chef.

Oh, really? What did he say to you?

Wait. Let me think. He said his job was very exciting.

### Conversation time

Remember! When you want to think about an answer you can use these phrases before you answer.

I'm not sure. Let me think.  
Wait. Let me think.

5 **Reflect on the unit** Read and think about your learning. What can you do now?



Hi, Youssef. Thanks a lot for all the information about Egypt. We've learnt so much about its history.

No problem. I hope to speak to you again soon!

I can report what someone else has said.

I can find Egypt on a map and talk about the Rosetta Stone.

I can read and write a newspaper article.

I can have a conversation about meeting a famous person.

→ Do the Unit Review on page 56 in your Activity Book.

Key learning outcomes: listen to and have a conversation about meeting a famous person; review learning and reflect on progress in the unit



Hello. Our programme today is about languages. How many languages can you speak? What languages do you learn at school?

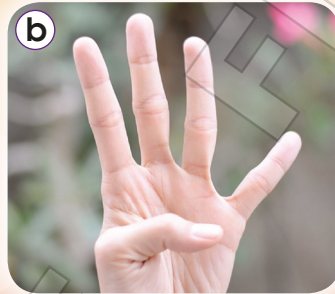
**1** Watch the video. Read and say *true* or *false*. Correct the false sentences.

- 1 You can hear sign language.
- 2 Many deaf people use sign language to communicate.
- 3 The girl shows us the words 'mother' and 'make' in sign language.
- 4 Sign language is never used in schools.
- 5 We see children dancing and signing words at the same time.



**2** Watch the video again. Match the words to the signs.

father four eight we



**3** Read, think and answer.

### Researching and presenting information digitally



There are many digital tools you can use to research information and then present it to others. What can you use these things for? Can you think of any other tools?

The Internet

A tablet

A mobile phone

A digital whiteboard



**4** Work with a partner. You are going to research and present information about a language. How can you use the tools in Activity 3 to help you?



We can listen to people speaking the language online.

We can record words using a mobile phone.

**Key learning outcomes:** watch and understand a video about languages

**21<sup>st</sup> Digital skills:** using digital media to research and present information

**Objectives** In this unit, I will ...

- review and learn the names of jobs.
- make predictions about the future.
- learn about Scotland and the story of an amazing musician.
- ask and answer questions that begin with *Do you think ...?*
- read and write a letter for a time capsule.
- have a conversation about what I want to be.
- learn how to think in different ways.

Great! Another message has arrived. It's from a girl in Scotland.

**Make a difference**

Hi, everyone!  
My name's Morag and I live in a small town on the east coast of Scotland. **My classmates love animals so we've decided to help animals.** Every Saturday morning, three pupils go to an animal rescue centre with a teacher and work there. It was my turn last Saturday and I really enjoyed it. My class is also preparing a display about the jobs we want to do when we're older. Here are some of the photos we've collected. I think it would be cool to be a veterinary nurse in the future. What do you think? Do you want to do any of these jobs, too?



**1** Look at Morag's photos. **Whole Class**  
Answer the questions.

- 1 What are the people doing?
- 2 What are they wearing?
- 3 Which job looks the most interesting? Why?

**2** Look and match with photos 1-12.  
Listen, check and repeat.

archaeologist    computer technician    politician  
physiotherapist    veterinary nurse    plumber  
detective    electrician    businessperson  
security guard    tour guide    graphic designer

**3** Listen and do the vocabulary quiz.

**4** **Thinking skills** Read the jobs.  
Find an odd-one-out in each row.

1 archaeologist, computer technician, physiotherapist

An archaeologist is different because they work outside.

- 2 politician, plumber, security guard
- 3 businessperson, veterinary nurse, tour guide
- 4 detective, electrician, graphic designer



5 Read the rest of Morag's message. What job would you like to do? Why?



Volunteering is good fun and you can learn new skills, too. Look at the information on the animal rescue centre's web page.



## Animal Rescue Shelter



home

cats

dogs

volunteers

links

Are you aged 12-16? Have you got some free time and lots of energy?

We need ...



... young **photographers** to take photos of pets when they arrive at the centre. These photos help us find new homes for the animals.



... young **journalists** to help write our newsletters. These newsletters inform people about the work we do.



... young **animal carers** to hold and brush the pets. This helps the pets feel calm and loved.



... young **graphic designers** to help design posters and work on our web page. This includes uploading photos of the new pets and updating the pet adoption list.



You can make a big difference to animals' lives. Find out about volunteering today!

6 **Communicate** Play a game. Can you guess the job in five questions?



Do you wear a uniform?

Yes, I do.


Do you work with animals?

Yes, I do.

Are you a veterinary nurse?

Yes. Well done.



1 Describe the photo. What do you need to be good at to be an astronaut? Read and listen to find out.  CD2 36



Hi, Morag. Your project sounds fantastic.

Thanks, Tom. I love being with the animals.



Is that why you want to be a veterinary nurse when you're older?

Absolutely. What about you? Do you know what you want to be?



Well, my dream is to be an astronaut like the one in this photo.



What a great job. Is it difficult to be an astronaut?



Yes. It's almost impossible so I probably won't be one.

Are you good at Maths and Science?



Yes, I am.

So you might be an astronaut in the future.



Hmm! I suppose so.

I know. I'll send you a story about an amazing woman and her work. That will make you feel more positive.



2  **Communicate** Read the dialogue again. Ask and answer.

- 1 What does Tom want to be when he's older?
- 2 Does he think it's possible?
- 3 Why does Morag think it's possible?
- 4 What's Morag going to send Tom?

3 Look and learn.

**Grammar Wall**

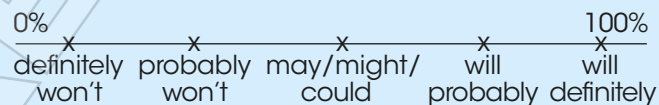
**Making predictions about the future**

We use **will** and **won't** when we're certain about the future. We can use the adverbs **probably** and **definitely**, too.

I **will definitely be** an archaeologist.  
I **probably won't be** a politician.

When we aren't sure about the future, we use **may**, **might** and **could**.

I **may/might/could be** a chemist.



4 Read and think. Choose.

**Think about grammar** 

The verbs **will**, **won't**, **may**, **might** and **could** are always followed by an *infinitive verb / verb + -ing*.

5 Look at the dialogue in Activity 1 again. Find more examples of future predictions.

6  **Communicate** Talk about the jobs.

veterinary nurse musician electrician  
teacher detective firefighter artist



**Before you read**

Morag sent me this story about a famous musician called Evelyn Glennie.



**1 Thinking skills** *Whole Class*  
Read and discuss.

- Which instruments can you see in the photo?
- Have you ever played a musical instrument?
- What are the qualities of a good musician?

**2 Listen and read.** CD2 38

**The story of Evelyn Glennie**

Evelyn Glennie was born in Aberdeenshire, Scotland. Her parents played instruments in a traditional Scottish dance band.

**1** When she was eight, Evelyn began studying the piano. She was a brilliant music student, but soon after she started having problems with her hearing.



**2** By the time Evelyn was 12, she was deaf. This was a difficult time for her. But one day, while she was watching a school concert, she had an idea.



**3** Evelyn wanted to learn to play the drums. Her music teacher showed her how to feel a drum's vibrations with her fingertips and through her bare feet.



**4** Evelyn studied percussion and when she was 19, she won an important award. However, she didn't stop there.



**5** She worked hard to achieve her dream. Now she performs about 100 solo concerts around the world every year and she has won more than 80 international awards. She also plays the xylophone, the chimes and many more percussion instruments.



There are no limits for Evelyn. What do you think she'll do next?

**After you read**

➔ Go to page 60 in your Activity Book.

**Values**

- Why was it a difficult time for Evelyn when she was 12?
- What did she decide to do?
- Do you think there have been a lot of challenges in her life?
- Is it important to be positive when there's a challenge? Why?



1 Listen and read. Act out.



**Callum:** That was a brilliant story. I really admire strong people.  
**Tom:** I know. You play a musical instrument, too, don't you?  
**Callum:** Yes, I play the guitar.  
**Tom:** Do you play well?



**Callum:** I'm not bad. Listen to this.  
**Tom:** Wow! You're really good. Do you think you'll play in the school concert next month?  
**Callum:** Yes, I probably will.  
**Tom:** And do you think you'll be famous in ten years' time?  
**Callum:** If I keep on practising, who knows?

2 Look and learn.

Grammar Wall

Embedded questions

Do you <b>think</b>	I/you he/she we/they	<b>will</b>	<b>be</b> famous? <b>pass</b> the exam? <b>speak</b> English?
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Remember that when we start a question with **Do you think ...?**, the rest of the sentence is in the affirmative.

3 Read and think. Choose.

Think about grammar



- 1 When we say **one hour's** time, the apostrophe goes *before* / *after* the 's'.
- 2 When we say **two hours'** time, the apostrophe goes *before* / *after* the 's'.

4 Read the story on page 63 and the dialogue in Activity 1 again. Find more examples of embedded questions.

5 Listen and read the sentences. When does the intonation go up and down? Listen again and repeat.

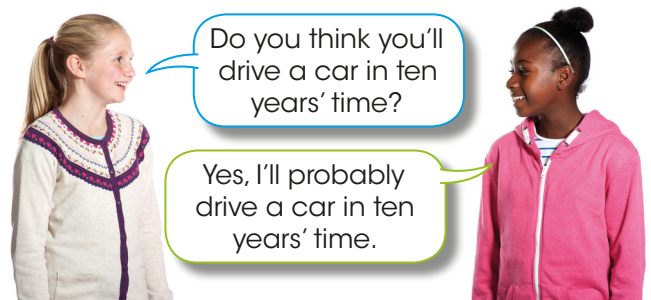


Pronunciation

- 1 I **might** go to the beach in August.
- 2 I **definitely won't** go to school on Saturday.
- 3 I **could** study Chinese in ten years' time.
- 4 I'll **probably** go shopping next week.
- 5 I **may** play football at break time.

6 **Communicate** Make questions. Ask and answer.

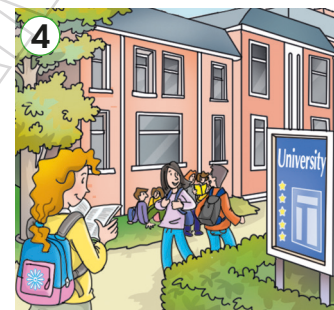
- |                 |                        |
|-----------------|------------------------|
| drive a car     | this evening           |
| watch cartoons  | the day after tomorrow |
| make a film     | next week              |
| use a computer  | in three months' time  |
| learn to fly    | in one year's time     |
| travel in space | in ten years' time     |
| have a job      | in 20 years' time      |



1 Look and match. Listen, check and repeat.



- go to university    leave home    get a job    go backpacking  
get married    start a business    learn to drive    have children



Listening tip!

Look at the pictures and guess what words could be used to describe them.

2 Listen and say A, B or C.



- |  |   |
|--|---|
| <p>1 Will Sally go to university in the future?<br/>A She'll probably go to university.<br/>B She probably won't go to university.<br/>C She will go to university.</p> <p>2 Will Sally learn to drive in the future?<br/>A She'll definitely learn to drive.<br/>B She probably won't learn to drive.<br/>C She'll probably learn to drive.</p> | <p>3 Will Sally go backpacking in the future?<br/>A She might go backpacking.<br/>B She probably won't go backpacking.<br/>C She will definitely go backpacking.</p> <p>4 Will Sally start a business in the future?<br/>A She'll definitely start a business.<br/>B She probably won't start a business.<br/>C She could start a business.</p> |
|--|---|

3 Listen again. Which expressions does Sally use to express doubt?



- I don't know.    • I'm not sure.    • I doubt it.    • You never know.    • I don't think so.

4 **Communicate** Predict your partner's answers. Then ask questions to check your predictions.

Teacher's Resource Bank: Unit 6

Do you think you'll go to university in the future?

My prediction is right. That's one point for me.



Yes, I'll probably go to university in the future.

**Before you read**
**1 Read and discuss.**


- What's a time capsule?
- Where do people usually put a time capsule?

- Which objects are going to go in this time capsule?
- Which objects would you put in a time capsule?

**2 Look at the date on the time capsule letter. How long ago was it written? Predict what's in the letter. Read and find out.**
**Reading tip!**

Read the text quickly to get a general idea. Underline unknown words and ask your teacher.



Greenhill Primary School  
5th September 1980

To the finder of this time capsule,

Hello from the past! My name is Sandra Jones and I'm 11 years old. This letter was buried in a time capsule by my class in the school playground in 1980.

Life in 1980 is good fun. I go to school from nine o'clock to half past three, and after school I play outside with my friends. I love riding my BMX bike and playing an amazing new puzzle called a Rubik's cube. I also like listening to my music cassettes, playing arcade games and going to the cinema. My favourite possession is my digital watch. It looks really modern and you can use it as a calculator, too! Do they still exist in your time?

I imagine that life will be very different in the future. I think that robots will work in factories and children will use computers in school. I also think that people will have holidays in space. Am I right?

Finally, I've got some wishes for the future. I hope that there aren't any wars and that there are new cures for diseases in your time.

Good luck in the future!

Sandra Jones

**After you read**
**3 What do you think?**


- How old is Sandra now?
- Is life similar for children now?
- What was different about life then?
- Are Sandra's predictions for the future correct?
- Have her wishes come true?
- Is it a good idea to make a time capsule?

➔ Go to page 63 in your Activity Book.

**Key learning outcomes:** read an informal letter for general understanding; scan an informal letter for specific information; discuss a letter

Text type: **an informal letter****Investigate a text**

- 1 Look at the contents of this time capsule. What do they tell us about the owner?



- 2 Read the time capsule letter to find out.

address and date

greeting

6 High Street, Oxford  
9th September 2017

To the finder of this time capsule,

Hello from the past! My name is Tom Stanley and I'm 12 years old. This letter comes from a time capsule buried in my garden in 2017.

Life in 2017 is great. I go to school from nine o'clock to four o'clock, and then I usually do my homework or go to football training. I'm mad about football! In my free time, I love reading comic books and listening to music, too. My favourite possession is my MP3 player. Do they still exist in your time?

I imagine that life will be very different in the future. I think that there will be solar-powered mobile phones and that people will watch zero gravity games in big stadiums. Am I right?

Finally, I've got some wishes for the future. I hope that there are more jobs and that there are houses for everyone.

Good luck in the future!

Tom Stanley

body

signature

closing message

**Discuss a text**

- 3 Read the letter again. Answer the questions.



- Where do you write the address and the date?
- How many paragraphs are in the body of the letter?
- How does the writer finish the letter?
- Are the contents of the letter interesting?

**Writing skills: Paragraphs**

A paragraph is a group of sentences in a piece of writing. Each paragraph introduces new information or a new point of view.

Remember that when we begin a paragraph, we need to start writing on a new line.

- 4 Read the two letters again. What information appears in each paragraph?

➔ Plan and write a time capsule letter on page 64 in your Activity Book.

Key learning outcomes: identify the format of an informal letter; write an informal letter using paragraphs



1 Describe the photos. What do these people do in their jobs?



2 Listen to the conversation. What does Eva want to be when she's older? Why?



3 Listen again. Complete the four questions that Joe asks.



- What ... when you're older?
- What ... do?
- Why...?
- Is ...?

4 → Prepare a conversation about a job you'd like to do on page 65 in your Activity Book.

I'd like to be a scientist.  
I need to go to university.

What else do you need to do?



I need to study hard.

### Conversation time

Remember! Use the expression *What else?* to find out more information.



**What else do they do?**  
**What else do you need to do?**



Go to the Song Bank, page 126.

5 **Reflect on the unit** Read and think about your learning. What can you do now?



Hi, Morag. Thanks for sending all the information about jobs. I've learnt a lot and I think you'll be a brilliant veterinary nurse one day.

Thanks, Tom. I've had fun thinking about the future, too. Speak again soon!



I can make predictions about the future.

I can find Scotland on a map and talk about an amazing musician.

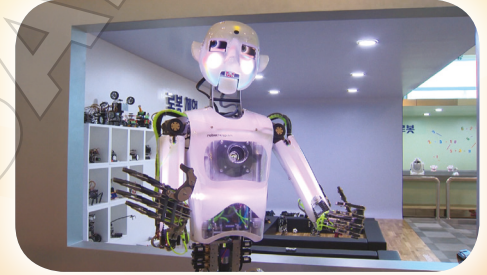
I can read and write a letter for a time capsule.

I can have a conversation about what I want to be.

→ Do the Unit Review on page 66 in your Activity Book.



Today's programme is about the future. Do you think technology will be different in the future?



### 1 Watch the video. Read and answer the questions.

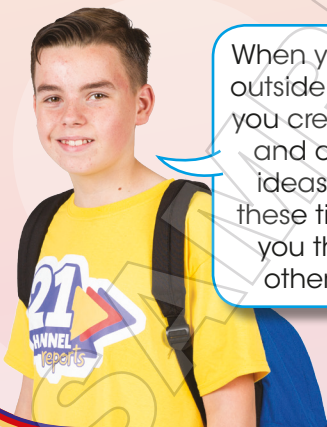
- 1 Why are the seats in the first car special?
- 2 Why is the second car special?
- 3 Where does the first drone leave the parcel?
- 4 What can the first robot in the video do?
- 5 What will people need to see computer screens in the future?

### 2 Watch the video again. How will these activities change in the future?



### 3 Read, think and answer. Whole Class

## Thinking outside the box



When you think outside the box, you create new and original ideas. Read these tips. Can you think of other tips?

Brainstorm lots of ideas.

Use your imagination.

Accept all ideas.

How to think outside the box

Be curious.

Connect ideas.

Have fun.

### 4 Work with a partner. Read and brainstorm ideas. Think outside the box!



Think of ...

- 1 ... five new ingredients for a sandwich.
- 2 ... five new school subjects.
- 3 ... five decorations for the classroom.

We can have avocado as a new ingredient for a sandwich.

We can have skateboarding as a new subject.

# Living on Mars

Design a home to survive on Mars and present it to the class.

## Share knowledge

### 1 Read and discuss.



- What are the things that allow us to live on Earth?
- Look at the words. Why are these things important?

temperature the Sun water atmosphere energy

- Do any of these conditions exist on Mars?



## Investigate

- 2 → Listen and complete the notes about Earth and Mars on page 68 in your Activity Book.



- 3 → Think about why we can't live on Mars. Find out about possible solutions. Work in pairs or groups. Make notes on page 68 in your Activity Book.



### Cooperative learning

Work together to think of original ways of presenting the ideas. It's good to be creative.

We need oxygen to breathe. Plants make oxygen, so we need lots of plants.

OK, but where would we find water?



We could bring the water from other planets.

## Plan and create your project

- 1 → Your group is going to design a home on Mars. Discuss the questions. Write the information on page 69 in your Activity Book.

Whole Class

- 1 What would the house look like?
- 2 What would you have inside the house?
- 3 Where would you grow food?
- 4 Where would you get water?
- 5 What would you wear?
- 6 How would you travel around?
- 7 Where would you get energy?



### Language bank

Let's grow (fruit) here.  
We would wear (spacesuits).  
We would travel in (special cars).

- 2 Prepare a presentation of your design.

#### Steps:

1. What's the key information for your project?
2. What's the best way of presenting this information? Will you draw or write about the design?
3. Who's going to do each task?
4. What materials do you need and where will you get them from?

This is our house on Mars. It's got a curved roof. We would make the roof from special plastic to protect people from the dangerous ultraviolet rays.

## Present your project

- 3 Present your design to the class. Take turns to answer any questions.

Before your presentation, check some of your ideas on the Internet. Use search questions like: What material can protect you from ultraviolet rays?



- Read and answer the questions on page 69 in your Activity Book.

We would wear spacesuits outside the house, but normal clothes inside the house.

