MARBLES

Pupil's Book



6

Herbert Puchta
with **Anna Osborn**

HELBLING



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Map of the book

A2 Flyers

	Vocabulary	Language
Welcome Page 6	• Revision	• Past simple review • *going to* review
1 Lend a hand! Page 12	**Jobs:** designer, engineer, fire fighter, guitarist, journalist, mechanic, paramedic, photographer, pilot, waiter	• Present perfect for recent actions • Present perfect with *just* **Rap with Ronnie!** • Present perfect questions
Functional language Checking information with question tags **Reading (and AB Writing)** A news article **CLIL Citizenship:** Volunteering **Learning for life** Helping in the community **Imagine, research and present** A volunteering week **Review** **Serkan's sounds** *g* and *j* **(AB)**		
2 Save the planet! Page 22	**Helping the environment:** donate toys and clothes, go by bike, pick up rubbish, plant trees, recycle plastic, reuse paper, turn off the light, turn off the tap, use public transport, use renewable energy	• *will* / *won't* for promises • *will* / *won't* for predictions **Rap with Ronnie!** • Questions with *will*
Functional language Offers and suggestions **Reading (and AB Writing)** Poetry **CLIL Social science:** *Luna presents* Ethical tourism **Learning for life** Being responsible tourists **Imagine, research and present** A creative environmental solution **Review** **Serkan's sounds** *s* and *z* **(AB)**		
Round the world Page 32 The United Kingdom Story: *International Crime Fighters* Episode 5		
3 Let's all take part! Page 34	**Group activities:** chess, choir, match, orchestra, prize, puzzle, quiz, (egg and spoon) race, show, winner	• *going to* for plans • *going to* for predictions **Rap with Ronnie!** • *might* / *may* for possible plans
Functional language Encouraging **Reading (and AB Writing)** A blog entry **CLIL PE:** Sport for all **Learning for life** Being more inclusive **Imagine, research and present** A new inclusive sport **Review** **Serkan's sounds** *ch* **(AB)**		
4 From farm to plate Page 44	**Food production:** deliver, grow, pack, pick, plant, sell, transport, wrap factory, shelf / shelves	• Relative clause review • Other clauses with *where* **Rap with Ronnie!** • Present perfect with *for* and *since*
Functional language Talking about food **Reading (and AB Writing)** A cautionary tale **Learning for life** Sharing **CLIL Social science:** *Jamie presents* Chocolate and Fairtrade **Imagine, research and present** An ethical chocolate bar **Review** **Serkan's sounds** *c*, *ck* and *k* **(AB)**		
Round the world Page 54 Brazil Story: *International Crime Fighters* Episode 6		

Learning for life · Imagination · Collaboration · Social and emotional learning · Global learning

	Vocabulary	Language
5 Earth, wind, fire, water! Page 56	**Wild weather and natural disasters:** blizzard, drought, earthquake, flood, fog, forest fire, hail, ice, lightning, tornado	• Zero conditional • Commas with the zero conditional **Rap with Ronnie!** • *enough* and *too*

Functional language Talking about an experiment **Reading (and AB Writing)** An experiment
CLIL Science: Earthquakes **Learning for life** Being prepared
Imagine, research and present A drinking water invention **Review** **Serkan's sounds** *oh* and *ow* **(AB)**

6 The lost world Page 66	**Animal body parts:** beak, claws, feathers, fossil, fur, horns, jaws, scales, tongue, tusks	• Past tense review with *before* and *after* • *so* **Rap with Ronnie!** • *should* / *shouldn't*

Functional language Talking about dinosaurs **Reading (and AB Writing)** A fact file
CLIL Natural science: *Luna presents* Extinction of the dinosaurs **Learning for life** Protecting animals
Imagine, research and present An animal protection plan **Review** **Serkan's sounds** *or* **(AB)**

Round the world Page 76 The United States Story: *International Crime Fighters* Episode 7

7 Stay in touch Page 78	**Technology:** attach, charge, chat, copy, delete, print, plug in, save, send, tap (on)	• *used to* • *used to* questions and short answers **Rap with Ronnie!** • Present perfect with *yet*

Functional language Talking about technology **Reading (and AB Writing)** An encyclopedia entry
CLIL ICT: Staying in touch **Learning for life** Using technology to stay in touch
Imagine, research and present An inter-school portal **Review** **Serkan's sounds** 1 or 2 consonants? **(AB)**

8 Out of this world Page 88	**Space:** astronaut, comet, crater, Earth, Mars, rocket, solar system, space station, spacesuit, telescope	• Present perfect with *already* • *already* and *yet* **Rap with Ronnie!** • *will* and *going to*

Functional language Talking about science fiction **Reading (and AB Writing)** A book review
CLIL Science: *Jamie presents* Space exploration **Learning for life** Being curious and asking questions
Imagine, research and present A sci-fi sketch with a message **Review** **Serkan's sounds** *e*, *i* and *y* **(AB)**

Round the world Page 98 Antarctica Story: *International Crime Fighters* Episode 8

Language reference Page 100 **Project** Page 104 **Irregular verbs** Page 108

Digital skills · Thinking skills · Communication skills · Research skills

Welcome

I already know ...

1 What can you see in the picture? What can you say about the children's interests?

2 Listen. How many of the photos are about the past?

3 Play the game.



4 Read and listen. Then ask and answer.

What is / did ...? | Where is / did ...? | When is / did ...? | Who is / made / learned about ...?

1

Kenji Dinner at your house tomorrow – thanks! What are you going to cook for us?

Serkan I made it for Mum and Dad last weekend. Here's a photo.



Kenji OK ... tomatoes, onions and olive oil ... is it pasta?

Serkan No, it isn't. It's tomato soup. Tomorrow I'm going to make it again ... AND a cheese and mushroom pizza too.

Kenji I feel hungry already!

Serkan Don't be late!

2

Serkan What did you do on Sunday?

Carla I made a sweatshirt for myself.

Serkan Has it got pockets?

Carla No, it hasn't. Look!



Serkan It looks great, anyway. You're very talented. Can you make one for me? And can mine have pockets?

Carla: Yes, OK.

3

Rosie Guess what I'm going to do next weekend!



Carla You're going to play in a concert somewhere.

Rosie Yes, that's right! I'm going to go to York. We're going to play at the theatre there.

Carla Lucky you! I'm going to learn to play a musical instrument. Then I can join your orchestra and come with you!

Rosie

4

Kenji I visited the Bird Rescue Centre in London on Saturday. It was brilliant. Look!



Rosie Cool! Did you learn anything interesting?

Kenji Lots of things.

Rosie Such as?

Kenji In the spring, they get lots of calls about baby birds. A lot of baby birds fall out of their nests.

Rosie What's the best thing to do?

Kenji Put the bird back in the nest. That's what they said.

5 Ask and answer. Find something that you both did last weekend.

Did you ... last weekend? | Yes, I did. | No, I didn't.

Activity Book pp.4-5

What did you do in the summer?

1 Read and match Serkan's questions with Olivia's answers.



1 What did you do in the summer?
2 Where is Lanzarote?
3 When did you go?
4 How did you get there?
5 What did you do there?
6 What was your favourite trip?
7 Why did the local people hide there?
8 Is it easy to see where you're walking?

a ☐ We visited Timanfaya National Park. It's amazing – I think it looks a bit like Mars. It was made in the eighteenth century when there were lots of volcanic eruptions. Some days we went to the beach and we went on other trips too.



b ☐ We went at the end of July because Mum couldn't take any days off in August.

c ☐ The caves have lots of entrances and tunnels, so it was a great place to go when pirates came in the sixteenth and seventeenth centuries. The pirates couldn't catch them in there!

d ☐ It's in the Atlantic Ocean, about 125 km north-west of Africa.

e ☐ There are coloured lights now, so it isn't difficult and you're with a tour guide. It's a beautiful and very popular tourist attraction.





f ☐ We got a bus to the airport and then we flew. It took about four hours.

g ☐ I enjoyed the Cueva de los Verdes best. Four thousand years ago, a volcano erupted and the rivers of lava made caves that were so big that the local people could hide in them.

h [1] I went to Lanzarote with my mum and dad. It was amazing!

2 Listen. Then join in.

Did you go on holiday?
Where did you go?
Did you swim in the sea?
Did you ski in the snow?

When did you go?
How long did you stay?
How did you travel?
Did you go far away?

Did you stay at home?
What did you do?
I had a great time.
What about you?

3 Ask and answer about your holiday.

Did you ...?
Where ...?
When ...?
What ...?
Who ...?
How ...?

We didn't go away, but we ...
That was great fun!
My ... came to visit and ...

Activity Book p.6

Talking about plans

1 6 **Complete the dialogue with words from the box. There are two extra words. Then listen and check.**

mountains	above	dangerous
~~weekend~~	brown	forests	below



Serkan: What are you going to do at the [1] *weekend* ?
Kenji: I'm going to go to Bear Wood near Bristol.
Serkan: Bear Wood? Are there any bears there?
Kenji: Yes, there are. There are four [2] _____ bears that live in the wood ... and also five grey wolves, two lynxes and two wolverines. These animals all lived in our [3] _____ many years ago. Now we can see them here!
Serkan: Wow! Who are you going with?
Kenji: Mum and Dad.
Serkan: But bears are [4] _____. Aren't you frightened?
Kenji: No, I'm not. There's a special high walkway so you can watch the animals from [5] _____.
Serkan: Oh, that's good. You're going to see some real bears.
Kenji: Yes. I'm really looking forward to it.

2 **Complete the summary with the correct form of *going to* and the verbs in brackets.**

At the weekend, Kenji [1] *'s going to go* (go) to Bear Wood. His mum and dad [2] _____ (take) him. He [3] _____ (see) bears, wolves, lynxes and wolverines. He [4] _____ (walk) along the high walkway and he [5] _____ (watch) the animals. It [6] _____ (be) a great day trip.

3 7 **Put the rest of Serkan and Kenji's dialogue in order. Then listen and check.**

- ☐ **Serkan:** No, nothing special.
- 1 **Serkan:** I've never seen a real bear. I'd love to see one. I like wolves too.
- ☐ **Serkan:** It sounds amazing. I'd love to come. Which day are you going to go? On Saturday or Sunday?
- ☐ **Kenji:** We're going to go on Saturday in the afternoon.
- ☐ **Kenji:** You could come with us to Bear Wood. Then you can see the bears and the wolves in something like their natural habitat.
- ☐ **Kenji:** Have you got any plans for this weekend?

Let's talk

Talking about a day trip

I've never seen ...
I'd love to see / come ...
Have you got any plans for ...?
I'm really looking forward to ...
We're going to go next weekend / on Saturday / in June.
It sounds amazing.

4 **Ask and answer. Plan a day trip.**

Where are you going to go? | When are you going to go? | Who are you going to go with? | What are you going to do there?

Activity Book p.7

Reading and listening

1 8 **Read and listen. Why is it good to live in a pack?**





WOLVES

Quick facts

- **Wolves are large wild dogs.**
- **The largest population of wolves is in Canada.**
- **Baby wolves are called cubs.**
- **Wolves can run at 61 km an hour and they can travel up to 80.5 km a day.**

Where do they live in the wild?

They live in the wild in the USA, Canada, Russia and many other countries, but mostly in the Northern Hemisphere.

What do they eat?

They usually eat rabbits and other small animals, but they sometimes eat deer and larger animals. They also eat apples, pears and berries. Wolves live in packs so they can hunt together. In a pack, they can win a fight with a bear or a lion.

What sound do they make?

Wolves howl to communicate. They have pack leaders and everybody follows them. The leaders howl to keep the pack together. You can hear wolves howling from more than 15 km away.

What lesson do they teach us?

Wolves show us that we are stronger when we work as a team.

2 **Read again and tick (✓) the correct sentences.**

1 Wolves are a kind of wild dog. ☑
2 There are more wolves in Russia than in Canada. ☐
3 They can run faster than 80 km an hour. ☐
4 Wolves live in many countries. ☐
5 They like fruit as well as meat. ☐
6 Together, wolves are stronger than a lion. ☐
7 They only howl when they are angry. ☐
8 They teach us to do everything alone. ☐

3 9 **Listen. Why aren't wolves dangerous for humans?**

4 10 **Listen again and answer the questions.**

1 Why is Kenji excited about the first project? *He loves animals.*
2 Why aren't there wild wolves in the UK? .....
3 Why are red deer a problem? .....
4 What can wolves help us do? .....

English in the classroom

1 11 Listen and answer. Then play the game.

Is it a noun, a verb or an adjective?

I'm thinking of a / an ...

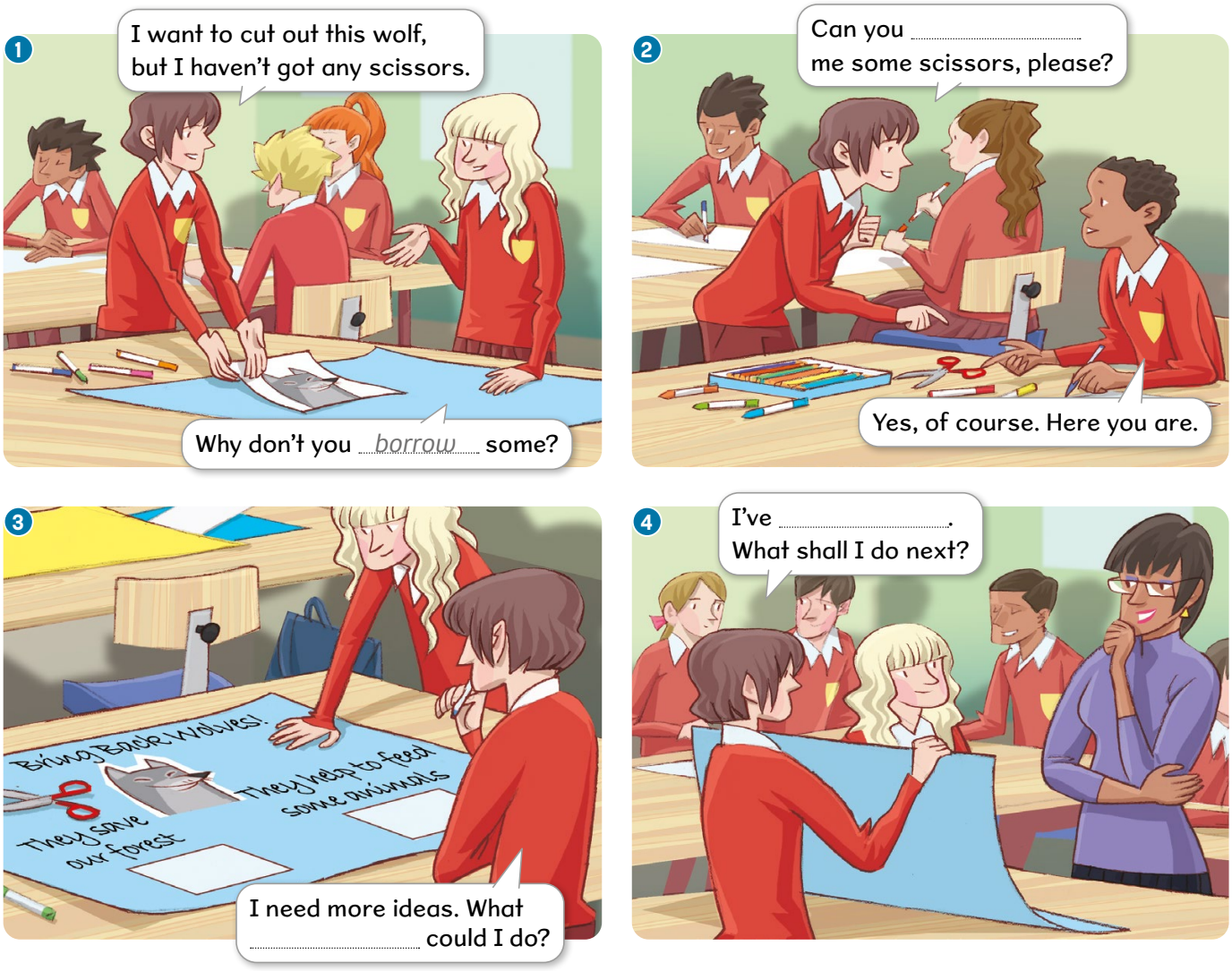
OK. Put it in a sentence, but don't tell me!

I know! ...

squirrel
bruise
trumpet
snail
save
leggings
pepper
bridge
calm
flour
tent
excited
surprised
fry
pond
fork
sweatshirt
burn
stall
elbow

2 Look, read and complete.

else ~~borrow~~ finished lend



3 12 Listen, check and repeat.

1 Lend a hand!

I already know ...

1 What jobs do you know?
What do people do in these jobs?



Learn to ...

- talk about jobs.
- talk about things that people have just done.
- read and write a news article.
- talk about helping in the community.



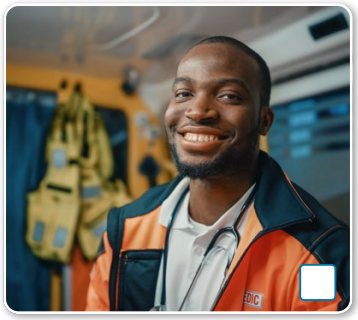
Vocabulary

2 13 Listen and answer. What job does Rosie's aunt do?

3 14 Match the numbers with the words. Then listen, check and repeat.

designer	☐	mechanic	☐
engineer	☐	paramedic	☐
fire fighter	☐	photographer	☐
guitarist	☐	pilot	1
journalist	☐	waiter	☐

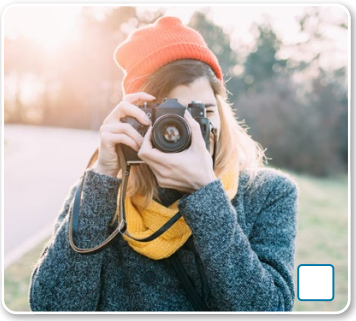
4 15 Listen and number the pictures. Then listen again, say the word and write.



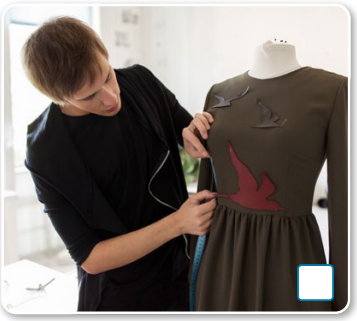
a He's a _____.



b She's a _____.



c She's a _____.



d He's a _____.

5 Take turns to imagine a day at work for your partner to guess.

I take food and drinks to people at tables.

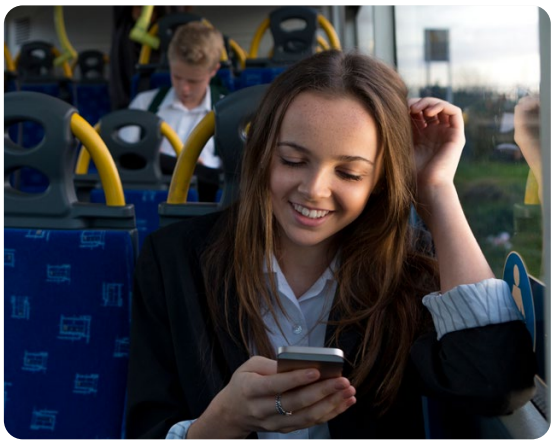
Are you a ...?

Activity Book p.8

Language 1

1 Read and listen. Who has arrived to help?

Hi, Mum, it's me. I'm on the school bus, but I'm going to be late home. Our bus has broken down! The mechanic has arrived. He's looked at the engine and he says that the problem isn't serious! He's got his tools from his van and he's started to fix the engine. Luckily, I've still got some of my lunch left! I've eaten my apple, but I haven't eaten my strawberries!



Present perfect for recent actions

I've called the fire brigade.	They haven't arrived.
He's brought the salad.	She hasn't remembered the sandwiches.

Find out more on page 100. Check irregular verbs on page 112.

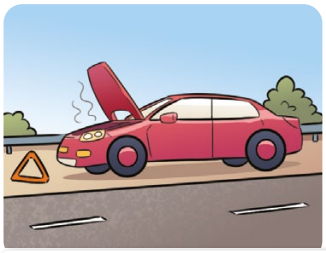
2 Write sentences.

draw a bridge ~~rescue a cat~~ give a concert repair a car





1 *They've rescued a cat.*





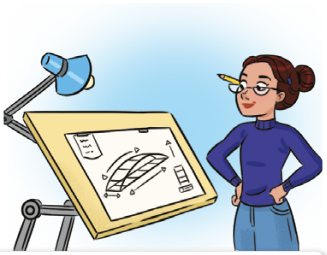
2 .....





3 .....





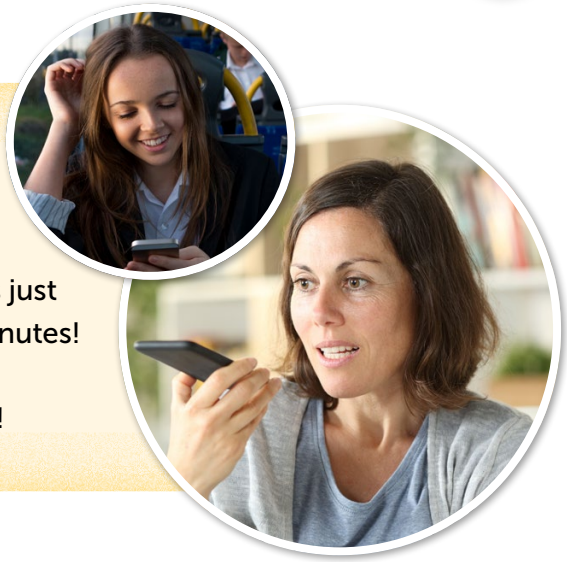
4 .....

3 Make three sentences about what you've done or haven't done today.

see our head teacher have an art lesson use a computer
eat my lunch do my homework do a presentation

I haven't seen our head teacher.

4 Read and listen. When is Tessa going to get home?



Mum: Hi, Tessa! I've just listened to your message. What's happening now?
Tessa: Good news! The mechanic has just fixed the engine!
Mum: Great! So are you moving now?
Tessa: No, but the bus driver has just got back on the bus. He's just turned on the engine ... and we're off! See you in ten minutes!
Mum: OK, love – I'm putting the dinner on now!
Tessa: Yes, please. I've just eaten my last snack and I'm hungry!

Present perfect with *just*

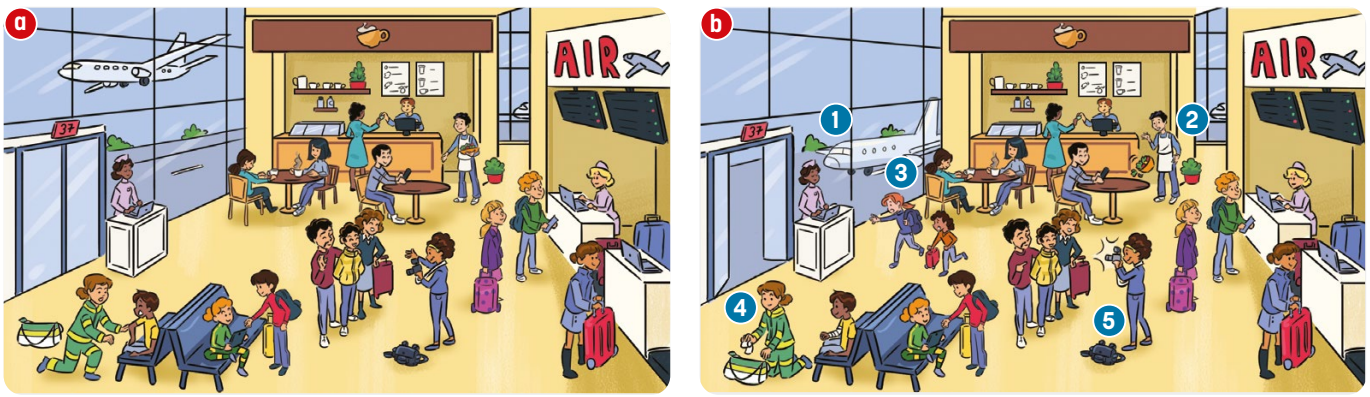
He's just fixed the engine.	I've just eaten my last snack.

▸ Find out more on page 100. Check irregular verbs on page 112.

5 Find the differences. Make sentences with the present perfect and *just*.

The pilot has just landed the plane.

drop ~~land~~ take arrive put





Rap with Ronnie!

Language and pronunciation

18 Listen and look at the red, green and blue words.

19 Watch or listen and join in.

We've **helped** in the kitchen.
We've **washed** all the dishes.
Lending a hand at Grandma's house!





We've **cleaned** all the windows.
We've **repaired** a gate.
Lending a hand at Grandma's house!

We've **painted** the house.
We've **planted** some flowers.
Lending a hand at Grandma's house!



Language 2

1 20 **Read and listen. David interviewed people for a magazine. What are their jobs?**



JOB FOR A DAY!

A journalist

Local boy David Robins wants to be a journalist when he grows up, so we gave him a camera and a microphone! He talked to people who were doing their jobs. Here are some of his interviews.

David: Have you put out any fires today?
Maria: No, I haven't. But we've saved a man from a car accident.

David: Has the restaurant been very busy?
Ben: Yes, it has! I've been in and out of the kitchen lots of times.

David: How many photos have you taken today?
Lucy: Oh, I've taken hundreds of photos of different plants today!

David: What have you designed today?
Simon: This T-shirt and these shorts.

Present perfect questions

Have you put out any fires today?	Yes, I have. / No, I haven't.
Has the restaurant been very busy?	Yes, it has. / No, it hasn't.
How many photos have you taken?	What have you designed today?

▸ Find out more on page 100. Check irregular verbs on page 112.

2 **Ask and answer.** Has she … today? No, she …



she / drop / any plates / today / ?



he / help / anyone / today / ?



how many / cars / he / fix / today / ?



what / she / design / today / ?

3 **Take turns to interview the people in Activity 1. Invent new answers.** Have you … today?

Train to think

Activity Book p.11

Listening and Speaking

1 21 Listen to Emma talking to George about his family. Who does she want to meet and why?

2 22 What jobs do the people in George's family do? Listen again and write a letter in each box.


Mum [B]


Dad [ ]


William [ ]


Aunt Sarah [ ]


Uncle Michael [ ]


Katy [ ]

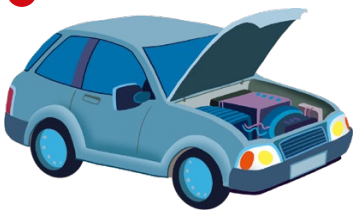

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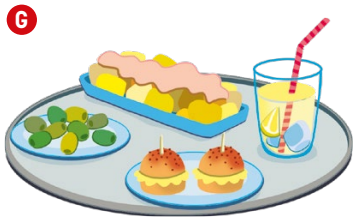
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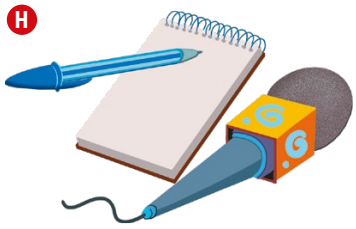

C


D


E


F


G


H

Let's talk

Checking information with question tags

She works ..., doesn't she?
He's ..., isn't he?
He hasn't got ..., has he?
You want ..., don't you?
You've got ..., haven't you?

3 What do you know about your partner? Check information with question tags. Use the ideas in the box or your own ideas.

age	your birthday	like / don't like
in the ... team / club		favourite team / lesson
live near	mum / dad / sister / brother / cousin	

You're ..., aren't you?

You don't like ..., do you?

Your parents have got ..., haven't they?

Reading A news article

1 What do journalists write about in news articles?

2 Read the first paragraph of the article and tick (✓) the questions that it answers about the story.

What? ☐ Who? ☐ Where? ☐ When? ☐ Why? ☐

3 23 Read and listen. Then answer.



Volunteers in huge beach clean-up

On Saturday, 21st September, thousands of people around Malaysia took part in beach clean-ups for World Clean-up Day. Nearly 12,000 people volunteered to clean up the beaches, which is 7,000 more than last year. They worked hard all day and picked up about 37,000 kilograms of rubbish from more than 100 beaches around Malaysia. The most common thing they found on the beach were plastic drinks bottles.

Ahmad Wan, one of the event organisers, told us, 'We've picked up 137,865 plastic bottles in total!' There were also lots of food wrappers, plastic shopping bags and plastic bottle tops.

Beach clean-ups are part of the country's campaign to stop rubbish going into the sea. Plastic pollution is dangerous for the animals and plants that live there.

Ahmad Wan said, 'We'd like to thank all the volunteers for helping their local community and the planet too.' He added, 'Together we can help to make the world a better place!'

You can volunteer at a similar event: visit the World Clean-up Day website to find out about what's happening in your local area.

1 When was the beach clean-up in Malaysia? *on Saturday, 21st September*

2 How many people volunteered last year? .....

3 How many beaches did they clean? .....

4 What item of rubbish was the most common? .....

5 Why are beach clean-ups important? .....

6 Where can you find local information about volunteering? .....

Activity Book p.12

1 Read and listen. Then match the photos with the texts.









Everyone can make a difference by volunteering in their community! Read on to find out about the jobs that these children do to help others.

a I'm Lucas. I volunteer at a charity shop once a week. People bring us toys, clothes and other things in boxes and I help to put them in the right place in the shop. I help customers too. Money from the shop helps older people in our community.

b Hello, I'm Francis. I do chores for Mr Harris, who lives next door. He's 87, so he finds it hard to do some jobs now. I get his shopping on Monday after school and I do some gardening for him on Saturday mornings.

c I'm Hannah. I help out at an animal shelter near my house. There are lots of dogs and cats at the shelter. I wash and feed the animals. Last week, my little friend here escaped when I was giving him a bath, but he came back later!

d I'm Tejal and I volunteer at my local sports centre after school on Fridays. My job is to teach young children how to play football. It's a good way to do some exercise and help people in the community.

2 Read again and complete the sentences.

neighbour **animals** ~~**shop**~~ **sports**

1 Lucas helps people in a *shop*.
2 Francis does jobs for his _____.
3 Hannah gives food to _____.
4 Tejal teaches children how to play _____.

Learning for life

How do you help other people in your family and your community? Have you ever helped on a community project? What can you offer to do?

I always help … with …

I like …, so I can offer to …

I haven't volunteered at a …, but one day I'd like to …

Imagine, research and present

PROJECT: A volunteering week

1 25 Listen and number the pictures. Then imagine the logo for your volunteering week. Draw and write in the bubble.









2 Make groups. Then go to Activity Book page 14. Think, research and plan.

3 26 Read and listen to Mr Park discussing presentations with his class. Then write a class presentation tip.

Mr Park: I've heard from Mrs Day that you did great presentations last year. What did you learn about planning them? Yes, Ella?
Ella: It's important to be clear about what you want to say.
Mr Park: True. Can someone explain that a bit more? Serkan?
Serkan: Well, in a group there are sometimes lots of ideas, but we can't talk about them all.
Mr Park: Exactly! And Poppy, what's your point?
Poppy: Don't tell the audience that you couldn't decide what to do – that isn't part of a presentation!
Mr Park: That's right! Plan around your group's best ideas.

4 Present your volunteering week to the class.

Project
Our Better World

Go to page 104. Review your presentation.

Review

1

1 Complete the crossword.

Across

2 

4 

7 

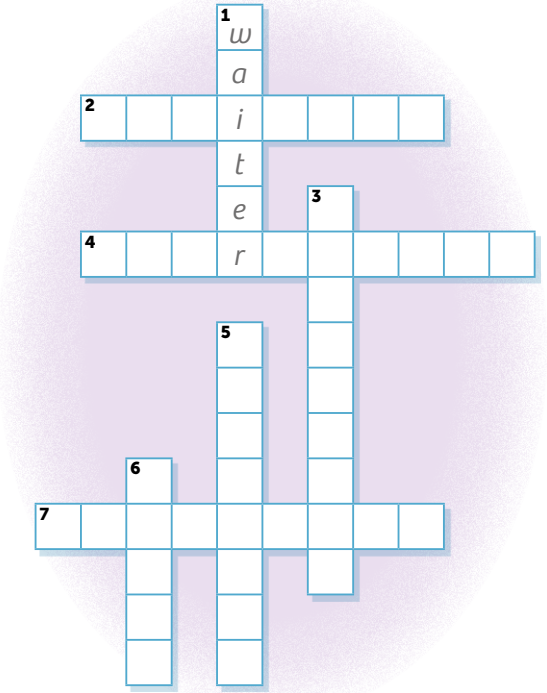
Down

1 

3 

5 

6 



2 Read and complete with the correct present perfect form of the verbs in brackets.



Kim: [1] *Have you finished* (you / finish) that project about jobs?

Mark: No, I [2] _____. I [3] _____ (just / start) it! What about you? [4] _____ (you / decide) what job you're going to write about?

Kim: Yes, I [5] _____. I'm writing about becoming a fire fighter. I [6] _____ (interview) a fire fighter about her work and I [7] _____ (just / do) some research online. But I [8] _____ (not / write) the project.

Now I can ...

- talk about jobs.
- talk about things that people have just done.

Activity Book p.15

Ready for Unit 2?

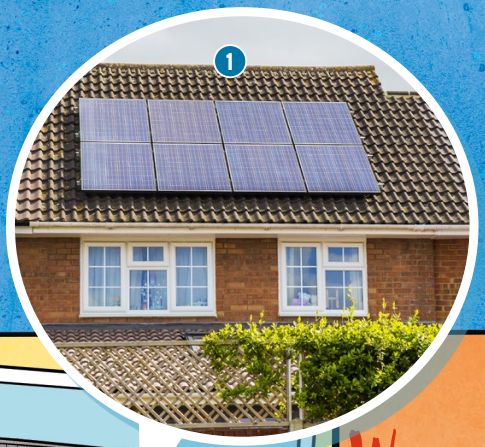
Activity Book Exam practice p.80

Progress Test 1

2 Save the planet!

I already know ...

1 What words do you know to describe nature and the weather? What do you do to help the planet?



We can save energy and water!





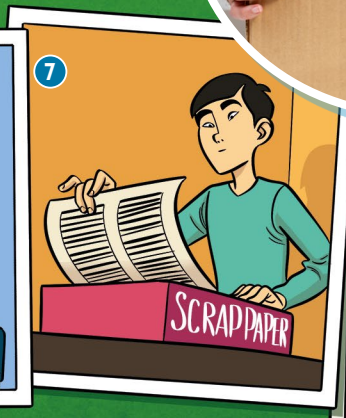
We can help the environment!

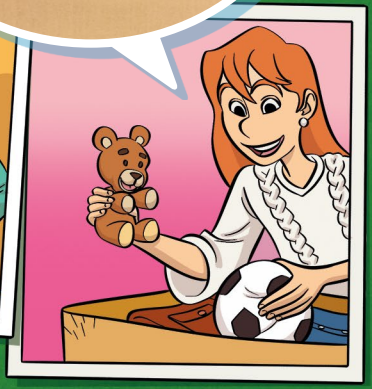


We can use things again!









We can travel responsibly!

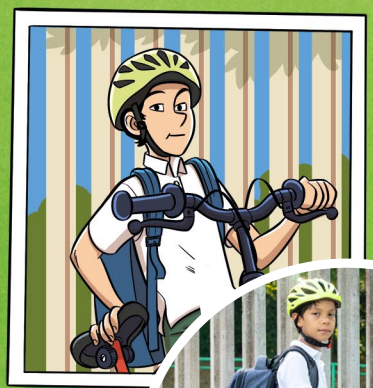


Learn to ...

- talk about helping the environment.
- talk about the things that I will and won't do in the future.
- read and write a poem.
- be responsible tourists.









Vocabulary

2 27 **Listen and answer. What does Carla use again from Kenji's box?**

3 28 **Match the numbers with the words. Then listen, check and repeat.**

donate toys and clothes	☐	reuse paper	☐
go by bike	☐	turn off the light	☐
pick up rubbish	☐	turn off the tap	☐
plant trees	☐	use public transport	☐
recycle plastic	☐	use renewable energy	1

4 Read and complete. Write the letters from the leaves in the same order to find the mystery word.

1 I *recycle* p l *a s t i c* by putting my yoghurt pot in the recycling bin.

2 I _____ _____ _____ _____ when I leave a room to save energy.

3 I _____ _____ _____ _____ when I'm brushing my teeth to save water.

4 I _____ _____ _____ _____, for example the bus or train.

5 I _____ _____ _____ in a local forest to help the environment.

6 I _____ old _____ so that other children can play with them!

Let's care for our _____.

5 **What do you do to make a difference to the planet?**

I recycle ... I pick up ...

Activity Book p.16

Language 1

1 29 **Read and listen. How many different people have made planet promises?**



I'll turn off the light. I won't leave my computer on at night. I won't waste energy!

I'll plant trees. I won't drop rubbish. I'll look after the planet!

I'll donate old toys. My dad will donate old clothes and my brother will donate old books. We won't buy new toys, clothes or books. We'll all use things again!

My sister and I will go by bike! We'll travel responsibly!

will / won't for promises

I'll recycle paper.	Sue will reuse bottles.	The children will plant trees.
I won't drop rubbish.	She won't waste energy.	They won't waste water.

▸ Find out more on page 100.

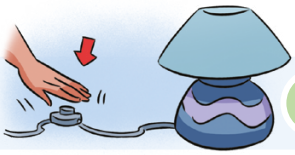
2 **What two promises have these people made? Look and make sentences with *'ll / will* and *won't*.**

Zak won't waste water. He'll …

1 **Zak**




2 **Louise**




3 **Ruth and Marco**




3 **Choose three ideas from Activity 2. Tell your partner your promises.**

I'll … I won't …

4 Read and listen. Do you agree or disagree with the planet predictions?

Make your planet predictions!

I think the world will be a better place in the future.
Everyone will use renewable energy and all cars will be electric.

I think there will be more green transport. There won't be so many cars on the road.



will / won't for predictions

We'll drive electric cars.	We won't travel in planes.
There will be cleaner air.	There won't be so much pollution.

Find out more on page 100.

5 What will happen in the future? Write your ideas with *will* or *won't*.

1 people / go everywhere by bike — *People will go everywhere by bike.*
2 there / be / cars in city centres
3 we / use / renewable energy for everything
4 we / plant / more trees
5 we / travel / by public transport all the time

6 Make your own predictions about these things.

I think that … I don't think that …

something exciting that will happen at the weekend
what clothes we'll wear next year
a school event that will happen next month
what houses will be like in 2075



Rap with Ronnie!

Language and pronunciation

31 Listen and look at the blue letters.

32 Watch or listen and join in.



What a wonderful world! What a wonderful world!
We want to save our wonderful world!
We won't waste water. We'll turn off the taps.
We won't waste energy. We'll turn off the lights.

What a wonderful world! What a wonderful world!
We want to save our wonderful world!
We'll reuse paper. We'll recycle it, too.
We want to save our world. What about you?

Language 2

1 33 **Read and listen. What does Grandma want to get in the future?**



Jake: Grandma, can I ask you some questions for my survey?
Grandma: Of course – oh, it's your science project, isn't it?
Jake: That's right! So, the topic of my survey is: what will life be like in 2100? Question one: will we all live in 'green' homes?
Grandma: Hmm ... no, we won't. I don't think so. It's expensive to make homes green. I don't think that all homes will be green by 2100.
Jake: OK. Question two: will we all use renewable energy?
Grandma: Yes, we will. We'll have to use renewable energy because fossil fuels are polluting the planet. We can't keep using them.
Jake: I agree. Question three: will we all drive electric cars?
Grandma: Yes, we will. Your uncle's just bought an electric car, hasn't he? Perhaps I'll get one next year too!

Questions with *will*

Will we travel by bike?	What will life be like?	Will there be more rain?
Yes, we will. / No, we won't.	Where will we live?	Yes, there will. / No, there won't.

▸ Find out more on page 100.

2 **Read the predictions. Then put the questions in order and answer.**



We think that the planet will become hotter and hotter in the future. Some areas will get more rain and some areas will get less rain. Sea levels will continue to rise, which will cause problems for people who live near the ocean. We will see more extreme weather in the future, too, such as very hot temperatures. The ice in the Arctic will continue to melt. However, it's not too late to stop this happening! We can all make a difference to climate change!

1 temperatures / Will / continue / go up / to / ?
2 more / there / Will / be / everywhere / rain / ?
3 sea levels / going up / keep / Will / ?
4 more / Will / extreme / there / weather / be / ?
5 Arctic / there / be / Will / the / ice / more / in / ?

Will temperatures continue to go up?

Yes, they will.

3 **Make questions and answer for you.**

go to university? get married? have children?
where / live? have an interesting job? (what / be?)

Will you ...?

Yes, I will.

No, I won't.

Train to think

Activity Book p.19

Listening and Speaking

1 34 Listen and draw lines.

Oliver William Michael Helen



Katy Richard Emma

2 35 Listen. Tick (✓) the three things that Raoul and Tina will do on World Environment Day.

plant trees ☐ pick up rubbish ☐ recycle plastic ☐

donate clothes ☐ make a poster ☐ turn off the lights ☐

Let's talk

Offers and suggestions

Shall I / we ...?	Let's ...
Why don't I / we ...?	I'll ...
How about ...?	We could ...

3 How will you help on World Environment Day? Make offers and suggestions. Use the phrases in the box.

1 What do you like best in a poem?

feelings ☐ rhyme ☐ important ideas ☐ funny ideas ☐ rhythm ☐

2 36 Read and listen. Which is your favourite poem? Why?

a

Go on, you can do it!
Recycle and re-use!
Everyone can make a difference.
Every day you can do something.
Never think you're too young!



b

Earth.
This Earth. Our Earth.
Beautiful, wonderful planet Earth.
Always turning, alive, bright green and blue!
The home that humans share with all animals, too.
But our Earth is in danger. The climate is changing.
Temperatures keep rising. Every year it's getting hotter.
There's more extreme weather and the sea is rising higher.
We have to stop global warming. But where can we start?
We can all make a difference. We can all do our part.
We'll make a planet promise. Yes! Let's do it now!
Save energy and water! Let's recycle and reuse!
Always turning, alive, bright green and blue!
Beautiful, wonderful planet Earth.
Earth. This Earth. Our
Earth.

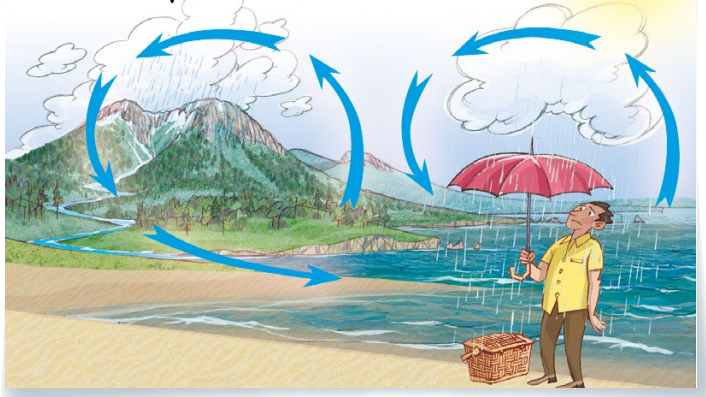
c

Our planet Earth looks like mountains and oceans.
Our planet Earth feels like hot sand on a beach.
Our planet Earth sounds like birds and bees.
Our planet Earth smells like warm, green grass.
Our planet Earth tastes like honey on ice cream.
What does our planet Earth mean to you?



d

A stream, a river and into the sea ...
Then up in the clouds and down on me!



3 Read again and write the letters.

1 Poem *b* is the same shape as Earth.
2 The first letters of each line in poem ____ spell a word.
3 Poem ____ uses ideas about all five senses to describe Earth.
4 Poem ____ uses rhythm and rhyme.
5 Poem ____ uses the most repetition.

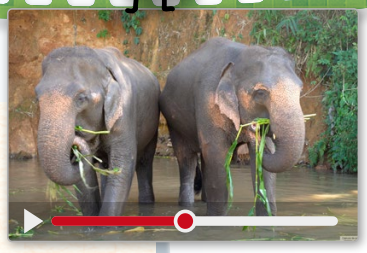
4 Read and discuss.

1 *Never think you're too young!*
Do you agree with this? Why / Why not?
2 What's your favourite line from poem c? Why?
3 *We can all make a difference.*
How does the poet suggest that we can do this?

Activity Book p.20







1 Watch or listen. Number the tips in order.

Be an ethical tourist!

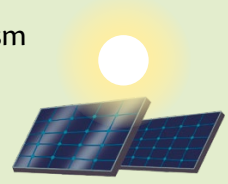
- [ ] **a** Don't drop rubbish.
- [ ] **b** Only visit ethical wildlife parks.
- [1] **c** Save energy and water.
- [ ] **d** Recycle everything you can.
- [ ] **e** Go by bike.
- [ ] **f** Try local food and buy local products.

2 Read and complete. Then listen and check.

roads ~~summer~~ rubbish pollution country forget energy businesses

Effects of tourism



Positive effects	Negative effects
There are more jobs for local people. 	Jobs are only available in the [1] *summer* and they often don't pay very much.
There is more money for the [2] _____.	Most of the money goes to big [3] _____ and not to local people. 
Tourists learn local traditions (for example, songs and dances) and keep them alive. 	Tourists bring their traditions with them and local people [4] _____ old traditions.
People build new [5] _____ for tourists and these help local people, too.	There are many cars and lots of traffic, which causes lots of [6] _____. 
We can spend money from tourism on the local environment, for example, on solar panels to make [7] _____ from the sun. 	Tourists damage the local environment, for example, by dropping [8] _____.

Learning for life



As a tourist, how can you help the planet and local people?

I can ... I will ... I won't ... I promise (not) to ...

Imagine, research and present

PROJECT: A creative environmental solution

1 39 Listen and tick (✓) the activities that the children discuss. Then imagine your own creative environmental solution. Draw and write in the bubble.













2 Make groups. Then go to Activity Book page 22. Think, research and plan.

3 40 Read and listen to Mr Park discussing presentations with his class. Then write a class presentation tip.

Mr Park: Today I'd like you to think about how you can make your audience listen. We can use our voices to make things sound interesting, but what other techniques can we use? ... Kenji?

Kenji: Asking a question makes people listen because they want to know the answer.

Mr Park: Good point, yes. And Freya, what's your idea?

Freya: We've written a chant in our group with three ideas that are easy to remember.

Mr Park: Very interesting! How does it go?

Freya: 'Turn off lights, turn off taps!
Have a shower, not a bath!'

Mr Park: That's great. I think we'll all remember that!

4 Present your creative environmental solution to the class.

Project
Our Better World

Go to page 104. Review your presentation.

Review

1 Look and write.



Use p*ublic* t*ransport*!



Reuse p_____!



Go by b_____!



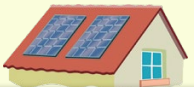
Plant t_____!



Turn off the l_____!



Turn off the t_____!



Use r_____ e_____!



Donate t_____!



Recycle p_____!



Pick up r_____!

2 Read and complete with *will* / *won't* and the verbs in brackets.



Frank: What [1] *will you do* (✓ you / do) to help the planet?

Sara: I [2] _____ (✓ recycle) plastic, for example this plastic bottle! I [3] _____ (✗ throw) paper in the rubbish bin. I [4] _____ (✓ reuse) it! What about you? [5] _____ (✓ you / use) things again?

Frank: Yes, I will. I [6] _____ (✓ donate) my old things to a charity shop and I [7] _____ (✗ buy) any new clothes this year. Or a new phone!

Sara: Hey, what [8] _____ (✓ phones / be) like in the future?

Frank: Have you seen phones with holographs? My sister thinks that we [9] _____ (✓ have) phones in our arms and that we [10] _____ (✓ control) them with our thoughts!

Now I can ...

Activity Book p.23

- talk about helping the environment.
- talk about the things that I will and won't do in the future.

Ready for Unit 3?

Activity Book Exam practice p.81

Progress Test 2 • Combined Test 1

1 Watch or listen. Read and circle.



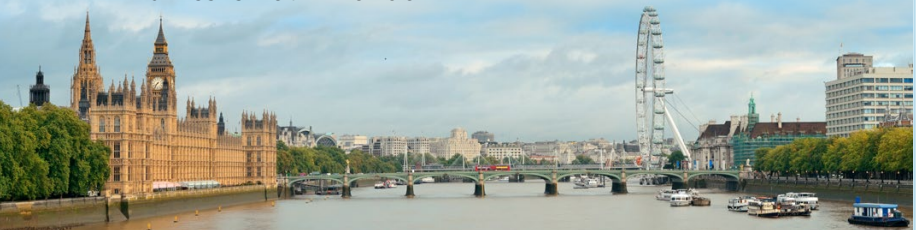
1 Another name for the London Underground is the **Metro** / **Tube**.
2 It's the **oldest** / **longest** underground in the world.
3 The **frog** / **duck** tour is an exciting river trip.
4 The biggest skeleton in the Natural History Museum is of a **whale** / **dinosaur**.
5 There are **450** / **775** rooms in Buckingham Palace.
6 There is a famous collection of jewellery at **Buckingham Palace** / **the Tower of London**.

2 Read and listen. Then complete the sentences with a number or a word.

The River Thames

The River Thames is the reason why London became an important place and eventually the capital city of England. Nearly 2,000 years ago, the Romans landed in England and they followed the river until they found somewhere where they could cross. Some of the soldiers stayed there and 'Londinium' was soon a small town. The Romans also built the first bridge across the Thames.

The Thames is about 346 kilometres long. It starts as a stream in the countryside more than 200 kilometres west of London and it passes through several towns until it reaches the capital. Then it travels across the city and out into the North Sea in the south-east of England. About 75% of the River Thames is not in London.



In the past, the River Thames was more important because there weren't any trains or cars. Imagine the hundreds of boats along the river! At first, there were small bridges made of wood, but trains, cars and buses couldn't use them. Now there are more than 200 bridges. Some are small ones made of wood in the towns and villages outside London and some are very famous, like Tower Bridge, one of the 35 bridges across the Thames in the city.

A boat tour on the Thames is one of the best ways to enjoy London today. You can see many famous sights including the London Eye on the south side opposite the Houses of Parliament on the north side. You can also cross under the River Thames on foot through one of the two tunnels, which are over 100 years old ... but then you can't see the sights!

1 The River Thames continues for about 346 kilometres.
2 The beginning of the river is _____ kilometres from London.
3 The first bridge was made of wood about _____ years ago.
4 There are _____ bridges that cross the Thames in London, including the famous Tower Bridge.
5 The Houses of Parliament are _____ the London Eye.
6 The _____ under the river are more than 100 years old.

Find out more about the River Thames.