

Primary Longman Express

2nd Edition



6A

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Key Structures

Phonics

- What do you **want to be** when you grow up?
I **want to be** a social worker.
- If I **become** an athlete, I'll **win** a lot of medals.

Word stress
(pilot)

- I read a lot of books **so that** I can have new ideas for my stories.
- Social workers **need to be** caring so that they can take care of students when they have problems.

ient (patient)

- The Snow Queen* is about a wicked queen **who** kidnaps a boy called Kai.
- She paints some food **which** turns into real food!

ture
(adventure)

- Lightning McQueen and his best friend Mater **fall out** after McQueen loses a race in Japan.
- I was disappointed because the film wasn't as good as the book.
- This film was disappointing.

soft & hard 'c'
(cinema / can)
soft & hard 'g'
(huge / good)

- People are **too** poor **to** rebuild their houses.
The soil is **too** dry **for** people **to** grow crops.
- Since** there are **not enough** lights, pupils cannot read easily.

ough ['uff' sound]
(enough)

- We can **either** sell flags **or** visit a children's home.
- Neither** Helen **nor** I want to run a second-hand stall.
- Both** Helen **and** I want to sell flags.
- Shall we** put on a drama?
Yes, that's a good idea. No, let's put on a concert **instead**.

ow [long 'o'] (show)

- People **celebrate** Carnival forty days before Easter.
- Carnival **is celebrated** forty days before Easter.

—



Listening activity



Text type teaching



Writing task



Speaking task

[illegible][illegible]

★ Strengthen
our understanding

meaningful writing
& speaking tasks

★ Apply what we have learnt

Explanation of icons used in this book



Extension pair / group work activities



Extension activities



More challenging questions



Listening activities



Useful writing / speaking tips



Writing tasks



Speaking tasks

1 When I grow up

In this chapter you will learn ...

Key Words

- jobs

Phonics

Word stress

Text types

- webpages
- poems
- leaflets
- informational reports
- conversations

Key Structures

- Ask and answer questions about what people want to be when they grow up
- Use *if* to express conditions

What do you **want to be** when you grow up?
I **want to be** a social worker.

If I become an athlete, I'll **win** a lot of medals.

Then you will work on ...

Mini Task

Writing an e-mail to make suggestions on new workshops



2 My dream job

In this chapter you will learn ...

Key Words

- adjectives for describing people

Phonics

ient

Text types

- news articles
- job advertisements
- quizzes
- e-mails
- conversations
- articles

Key Structures

- Use *so that* to show purposes
- Use *need to be* with adjectives to show requirements

I read a lot of books **so that** I can have new ideas for my stories.

Social workers **need to be** caring so that they can take care of students when they have problems.

Then you will work on ...

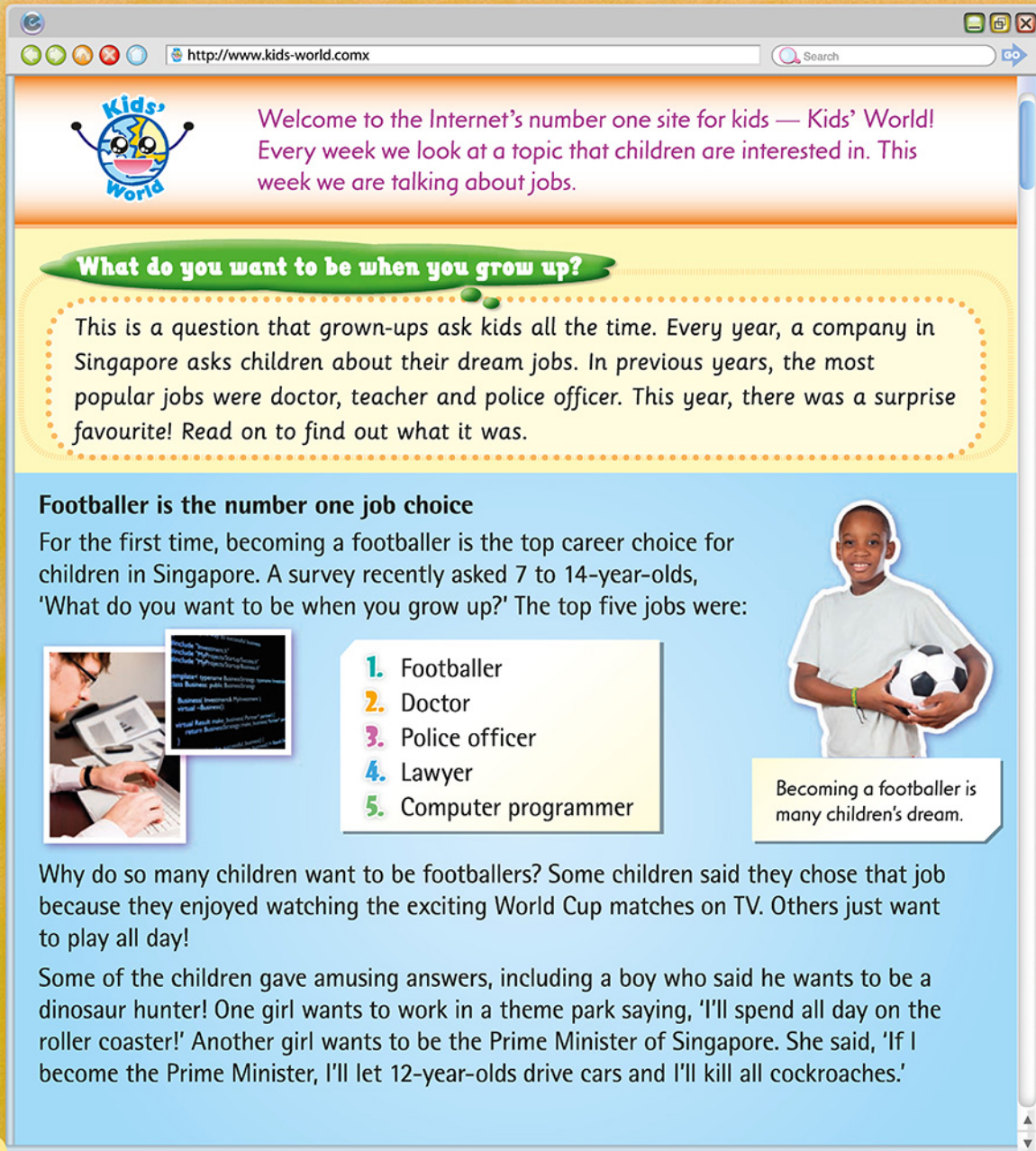
Task

Writing an article about my dream job

- Writing tips:
- Using an outline for planning
 - Using details to support main ideas

Reading

Look at the website. What are the children's dream jobs?



The screenshot shows a web browser window with the address bar displaying <http://www.kids-world.comx>. The website has a logo for 'Kids' World' featuring a cartoon character. The main heading is 'Welcome to the Internet's number one site for kids — Kids' World! Every week we look at a topic that children are interested in. This week we are talking about jobs.' Below this, a green banner asks 'What do you want to be when you grow up?'. The text explains that a survey in Singapore asked children about their dream jobs, with the most popular being doctor, teacher, and police officer, but this year there was a surprise favourite. A section titled 'Footballer is the number one job choice' states that becoming a footballer is now the top career choice for children in Singapore. A list of the top five jobs is provided: 1. Footballer, 2. Doctor, 3. Police officer, 4. Lawyer, and 5. Computer programmer. An image of a boy holding a soccer ball is shown next to the list. A caption below the image says 'Becoming a footballer is many children's dream.' Another image shows a person's hands typing on a keyboard, with a small inset showing code snippets.

Kids' World

Welcome to the Internet's number one site for kids — Kids' World! Every week we look at a topic that children are interested in. This week we are talking about jobs.

What do you want to be when you grow up?

This is a question that grown-ups ask kids all the time. Every year, a company in Singapore asks children about their dream jobs. In previous years, the most popular jobs were doctor, teacher and police officer. This year, there was a surprise favourite! Read on to find out what it was.

Footballer is the number one job choice

For the first time, becoming a footballer is the top career choice for children in Singapore. A survey recently asked 7 to 14-year-olds, 'What do you want to be when you grow up?' The top five jobs were:

1. Footballer
2. Doctor
3. Police officer
4. Lawyer
5. Computer programmer

Becoming a footballer is many children's dream.

Why do so many children want to be footballers? Some children said they chose that job because they enjoyed watching the exciting World Cup matches on TV. Others just want to play all day!

Some of the children gave amusing answers, including a boy who said he wants to be a dinosaur hunter! One girl wants to work in a theme park saying, 'I'll spend all day on the roller coaster!' Another girl wants to be the Prime Minister of Singapore. She said, 'If I become the Prime Minister, I'll let 12-year-olds drive cars and I'll kill all cockroaches.'



3 Comments



Kay, USA

08/09/20XX 4:03 PM

LOL! ☺ This is funny! When I grow up, I want to be a doctor in a poor country. I won't make much money but I will be happy because I like helping poor people.



Bruce, Australia

08/09/20XX 3:40 PM

Lots of my classmates want to be famous when they grow up. Not me! I love animals so I want to be a vet. If I become a vet, I will give medicine to fierce animals, like lions and tigers. It will be dangerous but I won't be afraid. BFN!



Chris, Hong Kong

06/09/20XX 2:17 PM

Interesting article! My friends and I wrote some poems:

I want to be a pilot when I'm twenty-three.
I'll fly high over land and sea.
If I become a pilot, life will be a holiday.
I'll visit different countries every day.

By Chris

I want to be a clown when I'm big.
I'll wear long shoes and a funny wig.
If I become a clown, I'll joke and fool about.
I'll make all the children laugh and shout.

By Rob



I want to be a swimmer when I leave school.
I'll train all day at the swimming pool.
If I work really hard, I'll be the best swimmer.
I'll go to the Olympics and be a winner.

By Liz

I want to be an astronaut when I'm twenty-eight.
I'll travel to the moon. It will be great.
If I'm an astronaut, I'll collect space rocks.
I'll find out whether aliens wear socks!

By Sally



Whose dream job do you think is the most interesting? Why?

Post-reading

David is posting a comment on the website. Finish his comment using words from the website on p.3. Write one word only in each blank.

http://www.kids-world.comx Search

I want to be a singer when I grow up. I know it is a very popular dream job — many of my classmates want to do the same thing! If I become a singer, my life will be exciting and ① _____. Many people will know me. I will be ② _____ all around the world! I will ③ _____ a lot of money too so I will be rich. I will donate money to charities.

Read p.2 again. Are these sentences about the survey true (T) or false (F)? Then correct the false sentences.

- 4 The interviewers talked to children in Hong Kong.
- 5 Seven 14-year-olds were interviewed.
- 6 In previous surveys, footballer was the top job.
- 7 The survey is done every two years.
- 8 Police officer has been a popular job for a number of years.

☐
☐
☐
☐
☐

Read p.3 again. Answer the questions.

- 9 Why does Kay want to be a doctor in a poor country when she grows up?
- 10 Why does Bruce think his future job will be dangerous?

Explore

Using short forms on the Internet

Search

LOL = laughing out loud	NP = no problem
BFN = bye for now	OIC = oh I see
BRB = be right back	BTW = by the way

Key Words

1

Jobs

1	an architect	• designs buildings	
2	an astronaut	• explores space	
3	a businessman / businesswoman	• works in business	
4	a computer programmer	• designs computer programs	
5	an engineer	• designs or builds roads, machines, etc.	
6	a fashion designer	• designs clothes	
7	a fireman / firewoman (fire fighters)	• puts out fires • rescues people in danger	
8	a flight attendant	• serves food and drinks on a plane • takes care of passengers	
9	a lawyer	• advises people about laws and speaks for them in court	
10	a model	• appears in fashion shows, magazines, etc. • wears fashionable clothes	
11	a pilot	• flies planes	
12	a policeman / policewoman (police officers)	• fights crime • investigates cases • protects people and their property	
13	a reporter	• does interviews • writes news reports or reports news	
14	a social worker	• helps people in need / with problems	
15	a tour guide	• shows tourists around	

Key Structures

What do you want to be	when	you grow up?	I want to be	a social worker. a policewoman.
If I become	an athlete, a fashion designer,	I	'll win a lot of medals. 'll design beautiful clothes.	We can use conditional sentences to talk about the future.
Conditional clause This is the condition = This has to happen first (Use the present tense form with if)		Main clause This is the result = Then this will happen (Use the future tense form)		

Practice 1

What do you **want to be** when you grow up?

I **want to be** ...

A Class 6A are talking about their dream jobs. Finish what they say.

1

I like giving advice. I want to help people solve their problems. I **want to be** a social worker when I grow up.



2

I like reading detective stories. I want to catch criminals. I like wearing a uniform. I **want to be** ... when I grow up.



3

I like travelling. I want to show people interesting cities around the world. I **want to be** ...



4

I want to have my own toy company. I **want to be** a leader. I ...



5

I'm good at drawing. I'm interested in machines. I ...



6

I like interviewing people. I'm good at writing. I ...



Now ask and answer questions about your dream job with your classmate.



B

Now the children are playing a guessing game about their dream jobs. Listen to their riddles and guess their dream jobs. Write the correct letters.

A. architect

B. astronaut

C. doctor

D. fashion designer

E. pilot

F. reporter

G. tour guide

H. vet

1 John _____

2 Tina _____

3 Ben _____

4 Cindy _____

Practice 2

1

If I become an athlete, I'll win a lot of medals.

Play this board game with your classmate. Make correct sentences about the jobs.

If I become an athlete, I'll win a lot of medals.

Correct! Stay on the square.



Correct answer = stay on the square
Wrong answer = miss a turn

design interesting buildings
look after passengers
appear in fashion shows
rescue people in danger

design beautiful clothes
cure sick animals
win a lot of medals
fly people from one place to another

design useful computer programs
show tourists around Hong Kong
help people who are in trouble
explore space

What will you do if you become ...?

Finish



Miss a turn



Miss a turn



Start



Word stress

pilot policeman businessman

Let's say the words!



A Listen and say. Count the syllables in each word.

	No. of syllable(s)		No. of syllable(s)
e.g. worker	2	3 policeman	_____
1 businessman	_____	4 model	_____
2 lawyer	_____	5 guide	_____



Do you remember that we can break a word into syllables and each syllable is a 'beat'?



B Listen to the words. Say them and clap when you see a '•'.

fash•ion doc•tor be•come a•round
in•ter•view ar•chi•tect as•sis•tant re•mem•ber



□ marks the **stress** of the word. You say this syllable more **loudly** and **clearly** than the other syllables.



C Which syllable is stressed? Listen and put a '•' in the correct box.

e.g. ☐ ☒ ☐
mo•del

1 ☐ ☐ ☐
de•sign

2 ☐ ☐ ☐
de•tec•tive

3 ☐ ☐ ☐
re•port•er

4 ☐ ☐ ☐
trav•el•ling

5 ☐ ☐ ☐
as•tro•naut

6 ☐ ☐ ☐
of•fi•cer

7 ☐ ☐ ☐
at•tend•ant

8 ☐ ☐ ☐
sci•en•tist

Leaflets give us information. This leaflet is about the services of an organisation.

Name of organisation

Tip Top Centre

Slogan to attract readers

Preparing children for their dream jobs!

Information about the organisation

Tip Top Centre is a not-for-profit organisation.

- ✓ We organise workshops in schools all over Hong Kong.
- ✓ Presenters from a range of professions will share their experience and the secrets of their success!

Services provided

Workshop highlights



Young artists' workshop



Young writers' workshop



Young actors' workshop

Participants' comments

Feedback we have received

'The trainers were excellent and the staff were helpful.'

Jason Tam, Principal, King Street Primary School

'My dream is to be an artist when I grow up. I now know what I need to do to make my dream come true.'

Fanny Ma, Sunrise Primary School

'My daughter Amy attended the workshop and now she writes very well.'

Mrs Chan, Parent, Bluebell Primary School

Contact information

If you want us to organise a workshop in your school, please contact Mabel Lo (3219 8767, mabello@tipopcentre.orgx.hk) or visit our website: www.tipopcentre.orgx.hk.

Answer the questions.

- The purpose of this leaflet is to _____.
 - ☐ A. tell parents about the details of the workshops
 - ☐ B. invite children to take part in the workshops at Tip Top Centre
 - ☐ C. get schools to use the services of Tip Top Centre
 - ☐ D. encourage children to be artists and writers when they grow up
- Which workshop did Mrs Chan's daughter take part in?
- Have you received any leaflets recently? What were they about?

Reading

Read the newspaper article. Why are these boys lucky?

FEATURE

LUCKY BOY WHO IS PAID TO PLAY

By Julia Adams



James in the office with some of the toys he has tested.

Eight-year-old James Childs began his first job this year — as a tester for a toy company! He plays with new toys before anyone else and says what he thinks of them. His reviews are posted on the Internet so that other children can see them. He doesn't get a salary, but every month the toy company pays him in toys!

James became a toy tester after winning a competition. Children had to write to the toy company and say why they should get the job. James worked really hard so that he could win. He drew some pictures and wrote a poem. He even included a photo of himself dressed as his favourite toy character. 'James's entry really impressed us,' said a company spokesperson. 'Toy testers need to be clever and creative. They have to give us good feedback. They also need to think of ways to make the toys better. They even need to come up with ideas for new ones! James is great at all of these things.'

Before he started his job, James had some speech problems and he was shy. However, 'the job has made James more confident and outgoing,' said his mum. His teacher agreed. 'James is better at talking to people now,' he said. 'He has also become very hard-working! He wants to show everyone that he can keep up with both his job and his schoolwork.'





James is a caring and thoughtful boy. He has given some of the toys to his primary school. He is also going to give some to the local hospital so that more children can enjoy them.

It seems that everyone is benefiting from James's new job!



Related stories

Another lucky tester

Twelve-year-old Harry Willsher has a very sweet job! As a tester for a sweet company, he gives feedback on new sweets before the company sells them. Harry loves sweets and he knows a lot about them — he got the job by writing an excellent description of his favourite type of sweet.

After getting the job Harry visited the sweet factory — 'It's just like *Charlie and the Chocolate Factory*!' he said. However, he doesn't have to go to work there every day. The company sends him sweets once every three months so that he can give feedback on them. Harry also receives sweets instead of a salary! Harry doesn't eat all the sweets because he knows too many sweets are bad for his teeth. He shares some with his family and schoolmates. Not surprisingly, they are happy to help with his work!



Sweet dreams come true — excited Harry visiting the sweet factory

Do you think it is a good idea for companies to hire children to be testers? Why / Why not?



Post-reading

Sally is writing an e-mail to her friend Dora. Finish her e-mail using words from the newspaper article on p.10. Write one word only in each blank.

Hi Dora,

I've read an advertisement on the Internet. A toy factory is looking for toy testers to test different toys and give ① _____ on them. They also have to think of ② _____ for new toys. The factory is looking for ③ _____ people because there is quite a lot of work to do. Are you interested?

Read the newspaper article again. Answer the questions and blacken ● the circles.

- 4 What did James and Harry do to get the job?
- 5 How has James changed since he got the job?
- 6 Are James and Harry generous? Give reasons to support your answer.
- 7 What are similar in James and Harry's jobs?

- ① They both are the first to try the new products.
- ② They don't get a salary.
- ③ They both give comments on the new products.
- ④ They both try the new products every day.

- ☐ A. ① and ② only
- ☐ B. ① and ③ only
- ☐ C. ①, ② and ③ only
- ☐ D. all of them

- ★ 8 Read the last paragraph: *Not surprisingly, they are happy to help with his work!* Why does the writer say this?

- ☐ A. She is surprised that Harry's family and schoolmates want to help.
- ☐ B. She is not surprised that Harry shares sweets with his family and schoolmates.
- ☐ C. She is not surprised that Harry's family and schoolmates are willing to help.
- ☐ D. She is surprised that Harry's family and schoolmates like sweets.

Explore Emphasising ideas

James has got a good job. He tries new toys.



He **also** gets free toys every month.



He **even** appears on the Internet!



Describing people

I don't get nervous easily and can stay relaxed in an emergency.

1



calm

We always want to learn about people and things around us.

2



curious

I exercise a lot to stay strong and healthy.

3



fit

I don't mind waiting a long time for my friends.

4



patient

I make sure all passengers have everything they need.

5



attentive

I always have new ideas.

6



creative

I like taking care of people.

7



caring

I like meeting and talking to new people.

8



outgoing

9 brave

= not afraid of danger or pain

10 good-looking

= handsome / beautiful

11 hard-working

= not lazy / always does a lot of work

12 understanding

= is kind about others' problems

Many words ending with the suffix **-ive** and some words ending with the suffix **-ing** are adjectives.

Key Structures

I read a lot of books

so that

I can have new ideas for my stories.

I do a lot of exercise

I can stay fit and strong.

We use **so that** to show purposes.

Social workers

need to be

caring so that they can take care of students when they have problems.

They

patient so that they can listen to students' problems.

Practice 1

I read a lot of books **so that** I can have new ideas for my stories.

A The children are watching a TV programme called 'What's my job?'. Finish what the people say and guess their jobs.

have new ideas for new clothes
stay fit and strong

have beautiful skin
get lots of ideas for my designs

What's my job?

- I read a lot of books **so that** I can have new ideas for my stories.
- I do a lot of exercise **so that** ...
- I study buildings around the world ...
- I read a lot of fashion magazines ...
- I eat a lot of fruit and vegetables ...
- I study languages ...

I think he's a / an ...



fashion designer
architect
writer
model
reporter
athlete



B Now the TV host is interviewing a guest. Listen to the interview and answer the questions.

1 What did Adam want to be when he was a child? _____

2 What is Adam's job now? _____

Social workers	need to be	caring so that they can take care of students when they have problems.
----------------	------------	--

Read the job advertisements and discuss the job requirements with your classmate.

attentive brave calm creative hard-working
outgoing patient strong understanding

Career Centre

16 July 20XX

1

Jolly's Primary School

We need a social worker to **take care of students when they have problems**. You need to **listen to their problems**. You need to **understand their feelings**.

Please write to Mr Sung, the Principal.

2

Sunny Airways

We are looking for flight attendants to join our crew. You need to **make sure the passengers have everything they need**. You need to **stay relaxed in an emergency**.

Write to jobs@sunnyairways.comx.

3

Trendy Salon ✂

We are looking for experienced hairdressers. You need to **have lots of ideas for new styles**. You may need to **chat with customers** too.

If you are the right person for the job, please call Shirley Man on 2390 5534.

4

Emergency Services

We need fire fighters to join the fire services. You need to **rescue people and carry them from burning buildings**. You need to **work long hours**. If you think you are suitable for the job, please send your application to the Fire Services Department.

1 **A**: Social workers **need to be** caring so that they can take care of students when they have problems.

B: Yes. They **need to be** ... students' problems.

A: They also **need to be** ...



Are these jobs suitable for you? Discuss with your classmate.

I think I'm a caring person. However, I don't like listening to other people's problems. I don't think I want to be a social worker.



ient

-ient

patient

ancient



Let's say the letter sound and words!

A Write the letters and say the letter sounds. Then say the words.

1



pat _____

2



anc _____

3



conven _____

4



obed _____



Listen to the words. Look at the letter before the letters 'ient'. Finish the rule.

When the letters 'ient' follow _____ or _____, the letters 'ti' and 'ci' sound like 'sh'.



B Listen and say. Count the syllables in each word.

	No. of syllables		No. of syllables
e.g. patient	2	3 ancient	_____
1 convenient	_____	4 obedient	_____
2 impatient	_____	5 inconvenient	_____



Can you hear that 'tient' / 'cient' has **one** syllable while 'nient' / 'dient' has **two** syllables?

Quizzes consist of questions. This is a personality quiz. It does not have right or wrong answers.

WHAT'S THE BEST JOB FOR YOU?

Try this quiz to get some ideas!

Purpose of quiz

Questions

Multiple-choice options

1 In your free time, you most often

- A do voluntary work
- B chat with friends
- C find out how things work
- D write stories, draw or paint pictures

2 You are in the library. Which book / magazine do you choose to read?

- A *Helping the poor*
- B *Japanese for beginners*
- C *Computer world*
- D *101 handicrafts*

3 You are watching TV at home. Which TV programme do you choose to watch?

- A *The evening news*
- B *Let's go travelling*
- C *The science show*
- D *The world of art*



4 You spend one day at a children's home. Which activity do you choose to help with?

- A reading with the children
- B playing games outside
- C doing puzzles
- D making photo frames



5 Which statement best describes you?

- A I am good at listening to people.
- B I enjoy meeting new people.
- C I am good at solving problems.
- D I am good at making things.

6 Choose the best word to describe yourself.

- A caring
- B outgoing
- C curious
- D creative

How did you score?

What the results tell us

Mostly A's	Mostly B's	Mostly C's	Mostly D's
You enjoy caring for and helping others. You may want to be a social worker or a	You might enjoy a job that involves travel or working with customers. You could be a	You enjoy problem-solving and are interested in technology. You might want to be a	You are creative. You may want to be an illustrator, a graphic designer, an architect, or a

Answer the questions.

- What is the purpose of this quiz?
 - ☐ A. to test readers' knowledge of jobs
 - ☐ B. to teach readers about different types of jobs
 - ☐ C. to help readers find out what kind of job suits them
 - ☐ D. to find out about readers' interests
- Jimmy scores mostly C's. According to the quiz, he may want to be a _____.
 - ☐ A. pilot
 - ☐ B. fashion designer
 - ☐ C. social worker
 - ☐ D. computer programmer
- Kelly is a flight attendant. In the quiz, she would probably score mostly _____.
 - ☐ A. caring
 - ☐ B. outgoing
 - ☐ C. curious
 - ☐ D. creative

Task

Writing an article about my dream job

A Before doing the task, read the tips below.

Tips

- 1 Do some research on your dream job. You can:
 - search the Internet (Type in specific words, e.g. how to become an astronaut, facts about lawyers for kids.)
 - read job advertisements on newspapers / websites
 - read books from the library
- 2 Use an outline to plan your writing. Write the main ideas of each paragraph and list the details in point form.



Example

My dream job: *an astronaut*

- **Reasons I like the job** (why I like the job, e.g. my interests, opinion of the job)
 - ♥ science
 - ♥ do experiments
 - ♥ read books about space
 - want to explore space
- **Things I will do** (what I will do and what my life will be like)
 - travel in a rocket
 - fly into space & learn about different planets
 - famous: reporters interview & take photos, appear on TV & in newspapers
- **Requirements of this job** (what I need to be like and good at, why?)
 - fit & strong → work in space
 - brave (space missions are dangerous!)
 - good at science → do experiments in space
- **My resolutions** (what I am going to do to make my dream come true)
 - read more books about science
 - do exercise every day → fit & strong
 - join 'Little Astronauts' programme → learn more about astronauts



Tips

- 1 Remember to write about one main idea in one paragraph.
- 2 Link your ideas using words like *because, so that, when, too, also.*

B Can you finish the article below using the outline on p.18? Put appropriate linking words in the boxes.

The **opening paragraph** gets the readers' attention and tells them what this article is about.

My dream job

When I grow up, I want _____. I first learnt about astronauts in a TV programme about Liu Yang — the first female astronaut from China travelling in space. I think it is a very exciting job.

I want to be an astronaut _____. I like science. I like _____
_____ I love _____ about space. I want to explore space _____ I grow up.

If I become an astronaut, I _____ rockets. I _____
_____ learn about different planets. I _____ famous _____. Reporters _____
_____ take photos of me. I _____.

Astronauts need _____ they can work in space. They need _____ space missions can be dangerous. They _____ they can do experiments in space.

I am going to study hard _____ my dream can come true. I am going to _____ I am going _____
_____ I will be fit and strong. I am _____ going to join the 'Little Astronauts' programme _____ I can learn more about astronauts.

I hope I can be the first female astronaut from Hong Kong. I will try my best to make my dream come true.

Share one final thought about the topic in the **closing paragraph**.



Do some research and write an article about your dream job. Then present it to the class.

Self-assessment checklist

What can you do at the end of this unit? Tick (✓) or cross (X).

1 When I grow up

(✓) / (X)

- | | |
|--|--|
| ● I can read, spell and use the key words (<i>jobs</i>). | |
| ● I can ask and answer questions about what people want to be when they grow up. | |
| ● I can use <i>if</i> to express conditions. | |

Mini Task: Writing an e-mail to make suggestions on new workshops

I wrote an e-mail to make suggestions on new workshops.	
---	--

2 My dream job

(✓) / (X)

- | | |
|--|--|
| ● I can read, spell and use the key words (<i>adjectives for describing people</i>). | |
| ● I can use <i>so that</i> to show purposes. | |
| ● I can use <i>need to be</i> with adjectives to show requirements. | |

Task: Writing an article about my dream job

I did some research on my dream job.	
I can use an outline to plan my writing.	
I can use details to support main ideas.	
I can use words like <i>because, so that, when, too</i> and <i>also</i> to link my ideas.	
I wrote an article about my dream job.	

3 The magic of stories

In this chapter you will learn ...

Key Words

- adjectives for describing book characters

Phonics

ture

Text types

- book reviews
- catalogues
- reports
- back covers
- stories
- charts

Key Structures

- Use *who* to link together two sentences about a person or an animal character
- Use *which* to link together two sentences about a thing or an animal

*'The Snow Queen' is about a wicked queen **who** kidnaps a boy called Kai.*

*She paints some food **which** turns into real food!*

Then you will work on ...

Mini Task

Writing a report on the library habits of my class / school



4 Fascinating films

In this chapter you will learn ...

Key Words

- phrasal verbs

Phonics

soft & hard 'c'
soft & hard 'g'

Text types

- film reviews
- webpages

Key Structures

- Use phrasal verbs to talk about plots in films
- Use *-ed* adjectives to describe feelings
- Use *-ing* adjectives to describe films

*Lightning McQueen and his best friend Mater **fall out** after McQueen loses a race in Japan.*

*I was **disappointed** because the film wasn't as good as the book.*

*This film was **disappointing**.*

Then you will work on ...

Task

Writing a film review



Writing tips:

- Learning about the basic structure of a film review
- Using a table to plan my film review
- Using *-ed* and *-ing* adjectives to describe feelings and films
- Using the correct tenses to write the summary, my comments and the message of the film

Reading

Read Kitty's book review. What did Kitty think about *The Lion, the Witch and the Wardrobe*?

Book review

By Kitty Smith, Class 6A

Title : The Lion, the Witch and the Wardrobe

Author: C. S. Lewis



What is the book about?

The Lion, the Witch and the Wardrobe is an action-packed book about four brave children who have exciting adventures in a magical world called Narnia.

One day a girl called Lucy is playing in an old wardrobe when she accidentally discovers a door which leads to Narnia. It is always winter there because the cruel White Witch is queen. When Lucy returns home, no one believes her story. However, her brother Edmund later follows her to Narnia where he meets the White Witch. The witch gives him some sweets which put a spell on him. She tells him that if he brings his brother and two sisters to her castle, she will reward him and make him a prince.



Eventually all four children go to Narnia. Edmund goes off to find the witch on his own because he likes feeling more important and more special than his siblings. However, the witch is angry at him for returning alone. Edmund slowly understands that the witch is evil and that she plans to kill them all!

Meanwhile the other three children meet the good lion Aslan. When the White Witch tries to kill Edmund, Aslan saves him by giving up his own life. Incredibly he returns to life before the final battle begins. In the end Aslan and his army defeat the White Witch and the children become kings and queens of Narnia.

What did you like / dislike about the book?

My favourite part of the story was the battle because it was very exciting. I also enjoyed all the magical scenes in the book. The book was interesting from the beginning — I couldn't put it down!

Who was your favourite character and why?

My favourite character was Lucy because she was kind and helpful to everyone. Everybody in the story loved Lucy — except for the White Witch!



What would you do if you were one of the characters?

If I were Edmund, I wouldn't listen to the White Witch. I would stop her from turning the animals into stone statues.

What have you learnt from this book?

I have learnt to think about other people and not to be selfish. We should also forgive people who are sorry and want to change. These are lessons which we should remember in our everyday lives.

Do you recommend this book to your friends? Why / Why not?

People of all ages will enjoy *The Lion, the Witch and the Wardrobe*. It has magic and adventures, and teaches us about life. It is a great book to read with your family or on your own. I recommend it to everybody.



What would YOU do if you were Edmund?

Post-reading

Read p.22 again. Arrange the following events in the correct order. Follow the example.

Event	Order
The White Witch fights a battle with Aslan and the children.	
Edmund finds out about the White Witch's plan.	
Lucy finds a door at the back of a wardrobe.	1
The children become kings and queens of Narnia.	
Edmund goes to Narnia and meets the White Witch.	
Aslan is killed but later returns to life.	

Kitty is reading the back cover of the book. Finish the writing using words from Kitty's book review. Write one word only in each blank.

Four children, Peter, Edmund, Susan and Lucy enter Narnia through the back of a ① _____. At first, Edmund helps the cruel White Witch. Later the White Witch wants to kill him. Fortunately, a good lion called Aslan saves his ② _____. Soon Aslan and the children are in a battle against the White Witch. Can Aslan and the children ③ _____ the White Witch? Read the book and find out!

Answer the questions.

- 4 According to Kitty, which two things does the book teach us?
- ★ 5 Think of one adjective each to describe Aslan and the White Witch. Give reasons to support your answers.

Explore Imagining you were someone else

What should I buy?



If I **were** you, I **would** **buy** the storybook.

Key Words

3

Describing book characters



cruel

A **cruel** person hurts people or animals.



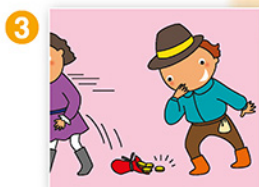
dishonest

A **dishonest** person tells lies.

A **greedy** person always wants more than he / she needs.

A **proud** person thinks he / she is better than others.

A **selfish** person only cares about himself / herself.



greedy

A **silly** person is stupid and childish.

An **ugly** person is not nice to look at.

A **wicked** person is bad and evil.



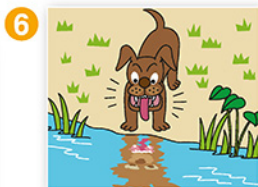
wicked



proud



selfish



silly



ugly

We use relative pronouns **who** and **which** to add more information to a noun phrase.

Key Structures

The Snow Queen is about a wicked queen.

The queen

kidnaps a boy called Kai.

The Snow Queen is about a wicked queen

who

kidnaps a boy called Kai.

Use **who** for people or animal characters.

She paints some food.

The food

turns into real food!

She paints some food

which

turns into real food!

Use **which** for things or animals.

Practice 1

The Snow Queen is about a wicked queen who ...

Read the online catalogue and talk about the books with your classmate.

dishonest silly cruel proud greedy selfish ugly

 — Your online bookstore  shopping cart checkout

1 The Snow Queen



The Snow Queen is a cold-hearted woman. She kidnaps a boy called Kai. Who can help him escape?

2 The Twits



Mr and Mrs Twit look horrible. Mr Twit has a hairy face and Mrs Twit has a huge nose and a glass eye. The couple treat children and animals badly and use a stick to hit them. One day the animals teach them a lesson ...

3 The Goose that Laid the Golden Eggs



Farmer Sam gets golden eggs from his goose but he wants more so he ...

4 The Boy Who Cried Wolf



The shepherd boy is bored. He tells lies again and again about a wolf coming. He thinks it is fun to see the villagers running to help him. Then one day ...

5 The Emperor's New Clothes



An emperor thinks he is the most handsome man in the world. He believes two dishonest tailors who tell him a lie. They promise to make him a suit that only clever people can see. The emperor asks the tailors to make him the best suit in the country. What do his people think about his new suit?

6 A Christmas Carol



Scrooge only thinks about himself and has no friends. Then one day, he meets some ghosts. Will he learn from the ghosts and enjoy celebrating Christmas with other people?

1 The Snow Queen is about a wicked queen who kidnaps a boy called Kai.

2 The Twits is about an ... and ... couple who ...

This story is about a poor girl called Ling **who** lives in a small village in China.

She paints some food **which** turns into real food!

- A** Help Cindy edit her summary of 'The Magic Paintbrush'. Replace the highlighted parts with 'who' or 'which'.

The Magic Paintbrush — A summary

by Cindy Lee

This story is about a poor girl called Ling, **who** ~~She~~ lives in a small village in China. One day Ling goes to the beach. She meets an ugly old man. **He** gives her a magic paintbrush. Ling's family has nothing to eat so she takes out her magic paintbrush. She paints some food. **It** turns into real food!

Far away, there is a greedy emperor. **He** hears about Ling's magic paintbrush. He orders Ling to paint a gold tree for him. Ling refuses to help. The emperor puts her in a small room. **It** is cold and horrible. Ling draws a key. **It** unlocks the door of the room. Then she draws a horse.

In the end ...



- B** Listen to the ending of the story and answer the questions.

- What does Ling's horse do?
 - ☐ A. It leaves Ling.
 - ☐ B. It fights the emperor.
 - ☐ C. It chases the soldiers.
 - ☐ D. It helps Ling escape.
- How does the old lady feel?
 - ☐ A. surprised
 - ☐ B. sad
 - ☐ C. scared
 - ☐ D. angry
- What do you think the people in the village do in the end?
 - ☐ A. They have a party.
 - ☐ B. They cook food.
 - ☐ C. They run away from the village.
 - ☐ D. They go on a journey.

ture

ture

adventure

picture

future



Let's say the letter sound and words!

A Write the letters and say the letter sound. Then say the words.



1 adven_____



2 na_____



3 mix_____



B Listen and say. Can you hear the difference between the ending sounds? Then listen and write the numbers 1–6.

mixture measure

nature leisure

picture pleasure



mixture



measure



nature



leisure



picture



pleasure



C Listen and write 'ture' or 'sure'. Say the sentences.

- A: What do you want to do in the fu_____ ?

B: I want to go on an adven_____ and find the hidden trea_____ !
- My favourite lei_____ activity is drawing pic_____s of na_____ and animals.

Reports give us information on a topic. We sometimes see charts in reports.

A report on P6 library habits

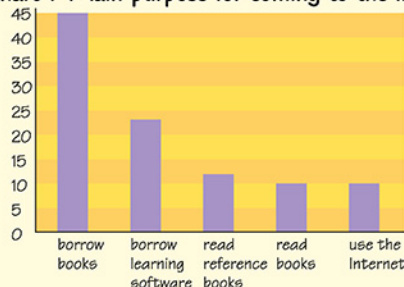
Last term we did a survey to find out about the library habits of Primary 6 pupils.

Pupils do not only come to the library to borrow books (see Chart 1). We will improve our services to cater for these different needs, e.g. purchase more learning software and reference books. As a result, we hope that pupils will visit the library more often (see Chart 2).

While there are some differences in the kinds of books boys and girls like to read (see Chart 3), both boys and girls enjoy adventure stories. Therefore we will buy more adventure stories in the future.

Miss Chan
School Librarian

Chart 1 Main purpose for coming to the library



The title tells us what the chart is about.

Chart 2 How often pupils come to the library



> = more than / over
< = less / fewer than

Chart 3 Favourite types of fiction



Pay attention to the colours of the bars.

Fill in the blanks and blacken the circle.

- _____ is / are the most popular type of fiction for girls.
- Most pupils come to the library _____ a week.
- Most pupils come to the library to _____.
- The purpose of this report is _____.
 - ☐ A. to introduce the school librarian to pupils
 - ☐ B. to encourage pupils to come to the library
 - ☐ C. to tell others about the findings of a survey
 - ☐ D. to invite P6 pupils to take part in a survey

Reading

Read the film reviews. What do the children think about these films?

Kids' Cinema Club

Film reviews



This month some of our readers are reviewing their favourite films.

Kung Fu Panda 2

Po, the fat panda from the first film, is now the Dragon Warrior and he has a new enemy — Shen. Shen is a peacock who wants to destroy kung fu. Po and his friends decide to look for Shen and fight him. Who will win?

The characters were very amusing but the film was not just funny. I was moved to tears when Po found out about his parents. The 3D fight scenes were amazing and I loved the beautiful views of the Chinese countryside. As Po would say, 'It's awesome!'

The film has two messages which are important to all of us. Firstly, we learn that everybody can do great things. Secondly, we see that it is best to work together as a team.

Connie Brown, aged 11



Monsters University



This film is a prequel to *Monsters, Inc.* so Mike and Sulley are much younger. We see how they meet — and how much they hate each other! Mike and Sulley are funny monsters who get into a lot of trouble. They even get expelled from Monsters University. Will they give up their dream of becoming scarers? Watch this film and find out!

I loved *Monsters, Inc.* so I was very excited about this film. I was not disappointed! It was hilarious — even funnier than the first film. Young Mike was so cute!

This film teaches us that we shouldn't just look at somebody's appearance and decide immediately that we don't like them. We should get to know people (and monsters!) and find out what they are really like.

Natasha Gray, aged 11

The Amazing Spider-Man

In this film we learn about how Peter Parker turns into Spider-Man — including how he designs his costume and invents the spider webs which shoot out from his wrists.

The action scenes in this film were amazing, especially the fight between Spider-Man and his enemy — an evil villain called Lizard. Although I loved this film, there were parts which were very frightening. I am glad my little sister didn't come to the cinema with me!

This film is about doing the right thing. Peter has special powers but he must only use them to help other people. I can't jump between buildings on super-strong spider webs, but I can help people in my own way.

John Kaye, aged 13



Have you seen these films? If yes, do you agree with the children's comments? If not, would you like to see them? Why / Why not?

Post-reading

Read the film reviews again. Match the lines from the films with the titles. Write the letters (A–C).

A. Kung Fu Panda 2

B. Monsters University

C. The Amazing Spider-Man

- 1 'This suit and mask keep my identity a secret.' _____
- 2 'I was only a baby when my village was destroyed. I never saw my parents again.' _____
- 3 'I scare people but deep down inside I'm scared. I'm afraid I can't study here anymore.' _____

Answer the questions and blacken ● the circles.

- 4 Connie cried when she watched the film. Underline the phrase which tells you this.
- 5 What did John enjoy about *The Amazing Spider-Man*?
- 6 Which film teaches us not to judge people by the way they look?

★ 7 A prequel is ____.

- ☐ A. a film that comes before another film
- ☐ B. a film that comes after another film
- ☐ C. a disappointing film
- ☐ D. a 3D film

Substitute the word 'prequel' on p.31 with each of the options and see which one makes most sense.

★ 8 Which of the following sentences is NOT true?

- ☐ A. All of the reviewers enjoyed the film they wrote about.
- ☐ B. One of the films is not suitable for very young children.
- ☐ C. All of the films have a message for the audience.
- ☐ D. The main characters in all of the films are animals.

Explore

Phrases to show emotions

I was moved to tears.



I burst into tears.

I couldn't believe my eyes.



I watched open-mouthed.

I burst into laughter.



I couldn't help laughing.

I have butterflies in my stomach.



I'm shaking like a leaf.

Phrasal verbs

The meaning of a **phrasal verb** is different to the verb on its own.

phrasal verb

The car **blows up**.

The car **breaks down**.

Billy **dresses up** as a clown.

Jack and Jill **fall out**. They stop talking to each other.

Lily **gets away** (from the island).

He can't find the treasure so he **gives up**.

Candy **sets off** (for a trip to Australia).

phrasal verb

object

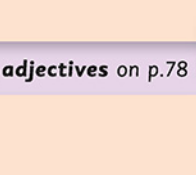
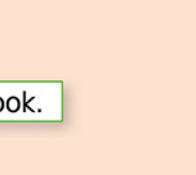
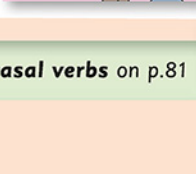
Mr Lee **finds out** the answer from a book.

The children often **get into** trouble.

Ada **looks for** the dinosaur in the forest.

Tom **makes up** a story about meeting an alien.

The wizard **turns** the prince **into** a wolf!



Key Structures

More **phrasal verbs** on p.81

Lightning McQueen and his best friend Mater

fall out

after McQueen loses a race in Japan.

Hiccup

sets off

to kill a dragon.

I was disappointed because the film wasn't as good as the book.

This film was disappointing.

We use **-ed** adjectives to describe how we feel.

We use **-ing** adjectives to describe people or things which give us these feelings.

More **-ed & -ing adjectives** on p.78

Practice 1

Lightning McQueen and his best friend Mater **fall out** after McQueen loses a race in Japan.

Finish the film reviews. Use the correct forms of verbs.

blow up
get into

break down
give up

find out
turn into

get away
set off

Film Reviews

😊😊😊 excellent 😊😊 good 😊 quite good 😞 boring 😞😞 terrible

Cars 2

By Maggie Lee

Lightning McQueen and his best friend Mater **fall out** after McQueen loses a race in Japan. Mater is sad because they are no longer friends so he leaves. At the airport he meets some spies and ① _____ about a secret weapon. This weapon causes cars to ② _____ so that they have to quit the race. Some even ③ _____, causing fires in the race. Mater ④ _____ a lot of trouble because he wants to save McQueen from this dangerous weapon. There is a lot of action and in the end McQueen and Mater become best friends again. I loved the ending! It was exciting and touching.



Rating: 😊😊😊

How to Train Your Dragon

By John Wong



The people in Hiccup's village hate dragons and want to kill them. Hiccup is not a brave boy but he ⑤ _____ to kill a dragon. Although he catches Toothless the dragon, he does not kill it and instead lets it ⑥ _____. Later he makes friends with Toothless and other dragons. Hiccup understands how the dragons feel and some of the dragons even ⑦ _____ gentle creatures. Hiccup tries to tell the villagers the true nature of dragons. At first the villagers do not believe him but he does not ⑧ _____. In the end the villagers and the dragons live together happily. This was a touching film! I was moved because Hiccup and Toothless always helped each other.

Rating: 😊😊😊

I was disappointed.

This film was disappointing.

Some people have posted their opinions of different films on a website. Finish their comments. Use each word once only.

bored amused
excited amazed

surprising amusing disappointing
exciting amazing

Film World



birdy

I was disappointed because the film wasn't as good as the book.

skippy

I was really 1. I thought the film would never end!

pop

I disagree. I thought the plot was 2. I watched open-mouthed.



kit

The jokes were funny. It was very 3.

red88

Some of the jokes were a bit rude. I wasn't 4.

The other 'Shrek' films were better. This one was

5.



owl

The special effects were 6. They looked so real!

red88

The film was very 7 because it was full of action.

bats

Yes! I was also 8 to see all the fighting scenes and was 9 by all the wonderful special effects!

Phonics

C (soft 'c')

cinema

g (soft 'g')

huge

C (hard 'c')

can

g (hard 'g')

good

Let's say the letter sounds and words!



A Which sound does the letter 'c' make? Listen and tick. Then finish the rule.

	soft 'c' = 's'	hard 'c' = 'k'
1 exciting		
2 candy		
3 race		
4 cool		

The letter 'c' makes the sound 's' when it is followed by __, __ or y.

The letter 'c' makes the sound 'k' when it is followed by __, __ or u.

Which sound does the letter 'g' make? Listen and tick. Then finish the rule.

	soft 'g' = 'j'	hard 'g' = 'g'
5 dragon		
6 gentle		
7 magic		
8 gate		

The letter 'g' usually makes the sound 'j' when it is followed by __, __ or y.

The letter 'g' usually makes the sound 'g' when it is followed by __, __ or u.



B Listen and say. Circle the letters 'c' which make the hard 'c' sound.

We had popcorn, candies, cupcakes and juice when we were watching a film at the cinema.

Listen and say. Circle the letters 'g' which make the soft 'g' sound.

The gentle giraffe wants an orange for dinner. The silly goose wants some ginger for dinner.

We visit cinema websites to get information about films that are on at the cinema.

The screenshot shows the Star Cinemas website interface. At the top, there's a navigation bar with 'Sign up' and 'Log in' buttons. Below it, a section titled 'Movies at Star Cinema (Shatin): (show map)' lists several movies in a grid. A red line points from the text 'Films that are now showing' to the movie titles. Another red line points from 'Film summary' to the details of 'The Monkey King (3D)'. A third red line points from 'Film times and dates' to the movie schedule table. A fourth red line points from 'Ticket prices' to the price columns in the same table. A note box states: 'Note: This is a 3D film. 3D glasses are available to buy or you can bring your own.' A 'Buy tickets' button is at the bottom right.

STAR CINEMAS ★★★★★

Sign up Log in

Cinemas **Movies at Star Cinema (Shatin): (show map)**

MOVIES

Upcoming Trailers News

The LEGO Movie (3D)	Rio 2 (3D)
The Monkey King (3D)	Annie
Mr Peabody and Sherman	Planes (3D)

The Monkey King (3D)

Sun Wukong is a curious, naughty monkey who has special powers. He sets off on a journey to return to his mountain where he becomes the Monkey King. But what kinds of trouble will his quick temper get him into?

Director : Cheang Pou Soi
Cast : Donnie Yen, Chow Yun-fat, Aaron Kwok
Running time: 120 minutes
Category : 1
Language : Cantonese with English subtitles

Note: This is a 3D film. 3D glasses are available to buy or you can bring your own.

Read reviews

Date	Time	Theatre	Prices (3D)			
8/2 (Sat)	10:55 am	House 2	Adult	\$125	Child	\$95
8/2 (Sat)	1:15 pm	House 2	Student	\$95	Senior	\$95
8/2 (Sat)	3:40 pm	House 2				

Buy tickets

Answer the questions.

- What kind of information is NOT included on the website?
 - the films that are on
 - snack bar prices
 - reviews of the films
 - the location of the cinema
- Which of the following about *The Monkey King* is NOT true?
 - The film lasts for two hours.
 - Donnie Yen is one of the main actors in the film.
 - The actors speak in English in the film.
 - It is about the adventures of a monkey.
- Visit the website of your favourite cinema. Find information about a film you want to watch.

Task

Writing a film review

A Before doing the task, read the tips below.

Tips

- 1 A film review usually has:
 - a **summary** of the plot,
 - the reviewer's **comments** on the film
 - the **message** of the film
- 2 You can use a table to plan your review.



Example

Title of the film: 'Toy Story 3'

Paragraph 1: Summary of the plot

- Who are the main characters?
- What is the film about?
When and where does the story take place?
What happens in the beginning, middle and end?
(Remember not to give away the ending!)

Woody, Buzz Lightyear, Jessie, Lotso, Andy
➤ Andy: 17, leaves home to go to college, wants to take Woody with him, leaves the other toys at home
➤ the other toys go to a daycare centre
➤ toys meet terrible children & Lotso (a wicked teddy bear)
➤ Lotso makes up a story to trap the toys
➤ Woody tries to find & save his friends
➤ Woody faces a lot of difficulties

Paragraph 2: Comments on the film

- What did you think of the film? (e.g. the plot, ending, characters, setting, animations, special effects, memorable lines)
- Which was your favourite part?
- Who was your favourite character? What was he / she like? What did he / she do?

➤ moved, amused (burst into laughter when Buzz Lightyear spoke Spanish, danced with Jessie)
➤ the ending → touching
➤ Woody → brave, fought against Lotso to help his friends

You can use **-ed** and **-ing adjectives** to describe how you feel / what you think.

Paragraph 3: Message of the film

- What does the film teach us?
➤ friends should always help each other
➤ it is a good thing to share what we have

B Can you finish the writing below using the table on p.38? Put appropriate linking words in the boxes.

Review of 'Toy Story 3'

Use the **present tense** to write the summary.

Andy is seventeen now. He will soon _____
_____. He wants to take Woody with him _____
leaves the other toys at home. However, the other toys think Andy wants
to throw them away _____ they decide to _____
_____. The toys meet some
terrible children there. They also meet Lotso. He is a wicked teddy bear
_____.
Meanwhile, Woody finds _____ about the evil plans of Lotso. He sets
_____ to look _____ his friends and to save them. _____
Woody faces a lot of difficulties, he does not give _____. Can the toys
get away _____ go back home?

Use the **past tense** to write your comments.

I was both _____ by the film. The
toys, especially _____, were very
_____. When Buzz _____
_____, I burst into laughter! My
favourite part of the film was the ending _____.
I used up a whole pack of tissues. Andy loved Woody so much. I loved
Woody too. He was brave _____ he _____

Use the **present tense** to write the message of the film.

This film teaches us that _____.
We also learn that _____
with other people.

Write who you recommend it to.

I recommend it to everybody _____ likes amazing _____
touching cartoons.

Tips

- 1 Add more information using relative pronouns **who** and **which**.
- 2 Use linking words to link your ideas, e.g. **but, and, so, although, because, who, which**.

Now choose a film you like and write your own film review.

Self-assessment checklist

What can you do at the end of this unit? Tick (✓) or cross (X).

3 The magic of stories

(✓) / (X)

- | | |
|---|--|
| • I can read, spell and use the key words (adjectives for describing book characters). | |
| • I can use <i>who</i> to link together two sentences about a person or an animal character (e.g. 'The Snow Queen' is about a wicked queen <u>who</u> kidnaps a boy called Kai.). | |
| • I can use <i>which</i> to link together two sentences about a thing or an animal (e.g. She paints some food <u>which</u> turns into real food!). | |

Mini Task: Writing a report on the library habits of my class / school

I conducted a survey with my classmates / schoolmates and wrote a report on the library habits of my class / school.	
--	--

4 Fascinating films

(✓) / (X)

- | | |
|---|--|
| • I can read, spell and use the key words (phrasal verbs). | |
| • I can use phrasal verbs (e.g. <i>break down</i> , <i>fall out</i>) to talk about plots in films. | |
| • I can use <i>-ed</i> adjectives to describe feelings. | |
| • I can use <i>-ing</i> adjectives to describe films. | |

Task: Writing a film review

I know the basic structure of a film review.	
I can use a table to plan a film review.	
I can use <i>-ed</i> and <i>-ing</i> adjectives to describe feelings and films.	
I can add more information using <i>who</i> and <i>which</i> .	
I can use words like <i>but</i> , <i>and</i> , <i>so</i> , <i>although</i> and <i>because</i> to link my ideas.	
I wrote a film review using the correct tenses to write the summary, my comments and the message of the film.	

5 World problems

In this chapter you will learn ...

Key Words

- natural disasters
- opposite adjectives

Phonics

ough
['uff' sound]

Text types

- accounts
- descriptions
- newsletters
- captions
- blog entries
- charts

Key Structures

- | | |
|--|--|
| • Use <i>too</i> to express degree | <i>People are too poor to rebuild their houses.
The soil is too dry for people to grow crops.</i> |
| • Use <i>since</i> to give reasons | <i>Since there are not enough lights, pupils cannot read easily.</i> |
| • Use <i>not enough</i> to talk about quantities | <i>Since there are not enough lights, pupils cannot read easily.</i> |

Then you will work on ...

Mini Task

Talking about the work of a charity



6 How can we help?

In this chapter you will learn ...

Key Words

- charity work

Phonics

ow [long 'o']

Text types

- stories
- notes
- conversations
- webpages
- notices
- articles

Key Structures

- | | |
|---|---|
| • Use <i>either ... or</i> to express alternatives | <i>We can either sell flags or visit a children's home.</i> |
| • Use <i>neither ... nor</i> to link two negative ideas | <i>Neither Helen nor I want to run a second-hand stall.</i> |
| • Use <i>both ... and</i> to show quantities | <i>Both Helen and I want to sell flags.</i> |
| • Use <i>shall we</i> to make suggestions | <i>Shall we put on a drama?</i> |
| • Use <i>instead</i> to express alternatives | <i>No, let's put on a concert instead.</i> |

Then you will work on ...

Task

Writing an article to ask for help 

- Writing tips:
- Using 5W1H questions to help you make notes
 - Using slogans to catch reader's attention in a newsletter article

Reading

Look at the Save the World website. How does this organisation help people around the world?

http://www.STW.org/whatwedo/typhooninbangladesh.html

 **Save the World** works in over 30 countries to make sure people are safe, healthy and educated. We can only do this with your help. Please support us today. [Click here to donate](#)

Home > What we do > Typhoon in Bangladesh

Typhoon in Bangladesh: Antu and Shahana's stories 15th December 20XX



 Antu (left) and his family outside their new home built by *Save the World*

Antu lives in Bangladesh, a poor country in Asia. Last year a typhoon blew away his family's house. As well as strong winds, the typhoon brought heavy rain. Antu climbed up a big tree to escape from the flood. When he came down, many buildings were destroyed.

Now Antu and his family have a new home. The house is dark and small. However, it is clean and dry. Most importantly, it will be safe from floods in the future since it is higher up the mountainside.

 Shahana with a book saved from the typhoon

The typhoon also destroyed 11-year-old **Shahana's** school. She told us, 'Before the typhoon, we only had one tiny classroom. The classroom was too small for everyone to sit down. Some pupils had to stand outside and listen through the window.'

Today Shahana has a new school, built with the help of *Save the World*. The three classrooms are big and bright with enough room for everybody. Since exams start in two weeks' time, Shahana and her classmates are now studying very hard. Good luck, everybody!

<http://www.STW.orgx/whatwedo/learnmore.html>

Home > What we do > Learn more

Learn more about our work in other countries



Our experts are finding ways to help farmers in Guizhou



China

Droughts are common in Guizhou, southwest China. The land is too dry for farmers to grow crops so there is not enough food for the people and animals to eat.

[Read more ...](#)

Haiti

Earthquakes often happen in South America. Some are big, some are small. In Haiti recently, 220,000 people died in a large earthquake. Many people lost their homes and they are still living in crowded camps.

The earthquake also caused two tsunamis. The huge waves drowned many people in Haiti. They did not have time to escape because they knew too little about the dangers of tsunamis.

[Read more ...](#)



Everybody in the camps helps to get water



Our volunteers are giving food to hungry Pakistanis at a camp

Pakistan

Following floods and war, many people in Pakistan are living in refugee camps. The camps are too crowded for people to live comfortably. Since there are limited supplies of water and food, people need to queue for a long time for them. In some places, the water is too dirty for people to drink safely and they catch diseases from it. There are not enough doctors to help them all.

[Read more ...](#)

Find out more about recent natural disasters on the Internet. Which country do you want to donate your money to? Why?

Post-reading

Look at the website again. Fill in the blanks with the correct place names.

- 1 There has been fighting in _____.
- 2 The people in _____ did not know how dangerous tsunamis could be.
- 3 There is very little rainfall in _____.

Carol is doing a project about the problems in Pakistan. Finish her writing using words from the website. Write one word only in each blank.

The people in Pakistan face a lot of problems after the flood. The **4** _____ are too crowded to live in. The water is not **5** _____ so people catch diseases and there are too few **6** _____ to help them.

Choose the best answers by blackening ● the circles.

- ★7 Which sentence is NOT true?
- ☐ A. *Save the World* helps people in Bangladesh, China, Haiti and Pakistan.
- ☐ B. There is not enough food and water in the refugee camps in Pakistan.
- ☐ C. The tsunamis that hit Haiti killed many people.
- ☐ D. There are plenty of crops in Guizhou.
- ★8 What is the purpose of this website?
- ☐ A. to tell us about different people around the world
- ☐ B. to teach us about Bangladesh
- ☐ C. to ask us to support *Save the World*
- ☐ D. to tell us about Antu and Shahana

Reading the introduction can help you find out the purpose of the website.

Explore The seven continents

The world is divided into **seven** continents: Asia, Australasia, Africa, Europe, North America, South America and Antarctica. Asia is the biggest continent and Australasia is the smallest.



Natural disasters

1 an earthquake



deep cracks

2 a drought



dry land

3 a flood



dirty water

4 a tsunami



huge waves



5 a typhoon



• heavy rain • strong wind

Opposite adjectives



bright ↔ dark



cheap ↔ expensive



clean ↔ dirty



healthy ↔ sick



rich ↔ poor



strong ↔ weak



Key Structures

More **opposite adjectives** on p.77

People are	too poor				
The soil is	too dry	for people	to	rebuild their houses.	
				grow crops.	

Since there are not enough lights, pupils cannot read easily.

Here **since** = because

Since can be used at the beginning or in the middle of a sentence.

Practice 1

People are	too poor		to	rebuild their houses.
The soil is	too dry	for people		grow crops.

The children are giving presentations about natural disasters. Finish what they say.

expensive sick weak
dirty heavy

work walk buy
carry drink



Earthquakes



Earthquakes destroy homes but people are **too poor** **to** rebuild their houses.

Earthquakes also damage roads. People need to travel a long way to the aid camps but they are **1** _____. Many people catch diseases in the crowded camps. Then they are **2** _____.



Droughts



In some parts of the world the soil is **too dry** **for** people **to** grow crops.

People need to get food from other countries. Unfortunately, the food is **3** _____ them _____. The water in the lakes and rivers is **4** _____. People need to walk a long way to get clean water. They are hungry and weak. The buckets are **5** _____.



Imagine you are a victim of an earthquake. Tell others about the problems you are facing and ask them for help.

Since there is / are **not enough** ... , ...

- A** Read the charity worker's blog and finish the descriptions for a wall display about schools in Nepal.

Fiona Smith's blog



About me
About STW
Previous posts
Our work in Africa
My co-workers
Speeches
Our work in Africa
Our work in India
0 1 2 6 9 8

Help needed to improve schools in Nepal

Posted 3/12/20XX



Today we visited a village school in Nepal. The classroom is very dark. **There are not many lights** so pupils cannot read easily. The classroom is very cold in winter and very hot in summer. They **need more heaters** and **fans**. (This school has electricity but some of the other schools in the mountain villages do not.)

The classroom is also very crowded. Some pupils have to sit on the floor because they **do not have many chairs**. The teacher cannot always use the blackboard because **there is not a lot of chalk**. They **do not have many books** in the classroom so pupils have to share them. Pupils cannot make notes because **there is not much paper** to write on ...

[Read more ...](#)

1 Since there are **not enough lights**, pupils cannot read easily.

2 Since _____ ,
the classroom is very cold in winter.

3 _____ ,
the classroom is very hot in summer.

4 _____ ,
some pupils have to sit on the floor.

5 _____ ,
the teacher cannot always use the blackboard.

6 _____ ,
pupils have to share them.

7 _____ ,
pupils cannot make notes.



- B** Now the charity worker is talking about her work in a refugee camp in Africa. Listen to her speech and answer the questions while you are listening.

- Fiona is giving the speech so that the audience can _____.
☐ A. stop fighting ☐ B. help people in refugee camps
☐ C. learn about world problems ☐ D. learn about the work of *Save the World*
- What problem isn't mentioned in the speech? There isn't / aren't enough _____.
☐ A. doctors ☐ B. beds ☐ C. medicine ☐ D. water
- At the end of the speech Fiona feels _____.
☐ A. excited ☐ B. disappointed ☐ C. upset ☐ D. angry

Phonics

ough

ough
(‘uff’ sound)

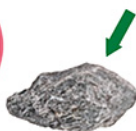
enough

rough

tough

Let's say the
letter sound
and words!

A Write the letters and say the letter sound. Then say the words.



1 r _____



2 en _____



3 t _____



B Listen and say. What sounds do ‘ough’ make in these words?

rough

brought

enough

thought

tough

ought



rough



brought



enough



thought



tough



You ought to ...

Now listen and write the numbers 1–6.

The letters ‘ough’
can also make the
‘oh’ sound.

ough: although, dough, though

Newsletters give information to members of an organisation. This is a charity newsletter.



HELP FOR CHILDREN

Newsletter

Name of the organisation

Dec 20XX Monthly issue no.22



Dear Friends of **HELP FOR CHILDREN**,

This year HFC has helped over 200,000 victims of earthquakes, floods, typhoons and war. Thank you for your help and generosity.

Tim Hall (Director of HFC)

Message to the readers

URGENT CALL FOR HELP

Last month over 76,000 people left their homes because of war and famine. They are now in refugee camps in a number of African countries. Many people are sick but there is not enough medicine and there are too few doctors to help them. Donations and medical help are urgently needed.



EVENTS CALENDAR

10K Fun Run to raise money for flood victims in Bangladesh.

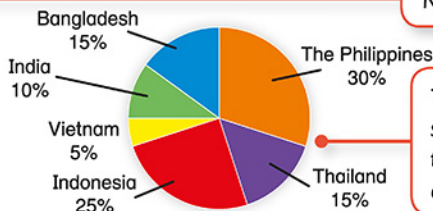
**29
DEC**

ASIAN REPORT

This year your donations have helped children in these countries in Asia.

A fundraising event

News updates



This pie chart shows where the donations are used.

Answer the questions.

- This newsletter is for _____. (You can choose more than one answer.)
 - ☐ A. people who donate money to HFC
 - ☐ B. people who are volunteers for HFC
 - ☐ C. victims of disasters
 - ☐ D. the Director of HFC
- How many newsletters does HFC send its members each year?
- According to the chart, which Asian country gets the most money from HFC?
- Where else can you find information about charities? Is the information arranged differently to the HFC newsletter?



Read a charity newsletter. Tell the class what the charity has done recently.

Reading

Read the story. What ideas do the children have to raise money?

We can help!

The international charity *Save the World* was holding a fair to raise money for flood victims in Pakistan. The Charity Club decided to participate and the children were talking about what they could do.



'Shall we sell raffle tickets for *Save the World*?' suggested Betty.

5

Helen groaned. 'I'd rather do something else,' she said. 'We always sell raffle tickets and it doesn't raise much money.'

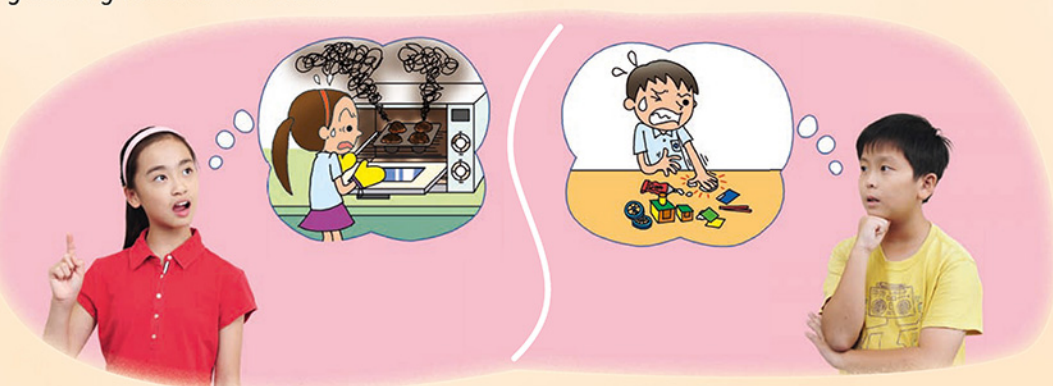
'I see your point,' said Betty. 'Let's run a stall at the fair instead. We can make something and sell it.'

'Yes!' said Dan. 'We can either make crafts or bake cakes.'

Betty looked doubtful. 'Neither Helen nor I can bake,' she said. 'Last time we tried to bake cakes, we nearly burnt down the school kitchen.'

'Actually both Tom and I are bad at crafts,' said Dan. 'Do you remember when I

15



'Yes!' said Helen. 'Maybe there's nothing we can do. We're only children.'

Suddenly the door opened and Tom ran in. 'Sorry I'm late,' he panted. He turned on a computer and started typing.

20 'My pen pal in London told me this incredible story,' he explained. 'Let me show you!'

www.kidsnews.comx/charlie-simpson.html

Charlie's Amazing Charity Ride



Seven-year-old Charlie Simpson's Charity Bike Ride has now raised more than £200,000 to help earthquake victims in Haiti.

Charlie decided to help after learning about the disaster on the TV news. He hoped to make £500 by cycling around his local park with his dad. His parents posted the plan on the Internet with a simple message from Charlie:

'I want to do a sponsored bike ride for Haiti because there was a big earthquake and loads of people have lost their lives. I want to make some money to buy food, water and tents for everyone in Haiti.'

Charlie rode five miles on his bike without stopping. Twenty-four hours later he had an astonishing £160,000, and the money has kept coming. His mum said, 'Charlie burst into tears when he saw the pictures of the victims on TV. He was really upset so we had a chat about the things he could do. Neither I nor his dad thought he would make so much money. He has done really well. We're both so proud of him.'

Charlie's next plan is to ride his bike to raise money for hungry children in East Africa.

'Wow!' said Helen. 'That's amazing! Charlie is younger than us. Children can make a difference!'

'Of course we can,' agreed Tom. 'Now what shall we do?'

What would you do if you were the children?



Post-reading

Read the story again. Finish the notes about the Charity Club meeting.

Charity Club meeting on 4th November 20XX

Present: Betty _____, _____ and _____

1 Save the World charity fair

- Betty's suggestion: sell _____, but _____ didn't like this idea
- Dan's suggestion: either _____ or _____ but they are not good at these
- Tom showed them a story about a boy called _____. He raised over _____ for people in _____ by doing a sponsored _____.

Blacken ● the circles and answer the questions.

1 Read line 2: **The Charity Club decided to participate ...**

What does 'participate' mean?

- ☐ A. do charity work ☐ B. join in
☐ C. hold a charity fair ☐ D. donate money

2 Which of the following are true?

- ① Charlie did the sponsored bike ride with his father.
- ② Charlie learnt about the Haitian earthquake on the Internet.
- ③ Charlie wanted to raise 200,000 pounds.
- ④ Charlie cried when he learnt about the Haitian earthquake.

- ☐ A. ① and ② ☐ B. ① and ④ ☐ C. ② and ③ ☐ D. ② and ④

3 Read lines 18–19: **He turned on a computer and started typing.**

Why did Tom do this?

★ 4 What did the children learn from Charlie's story?

The lesson of the story is usually near the end.

Explore Expressing preferences

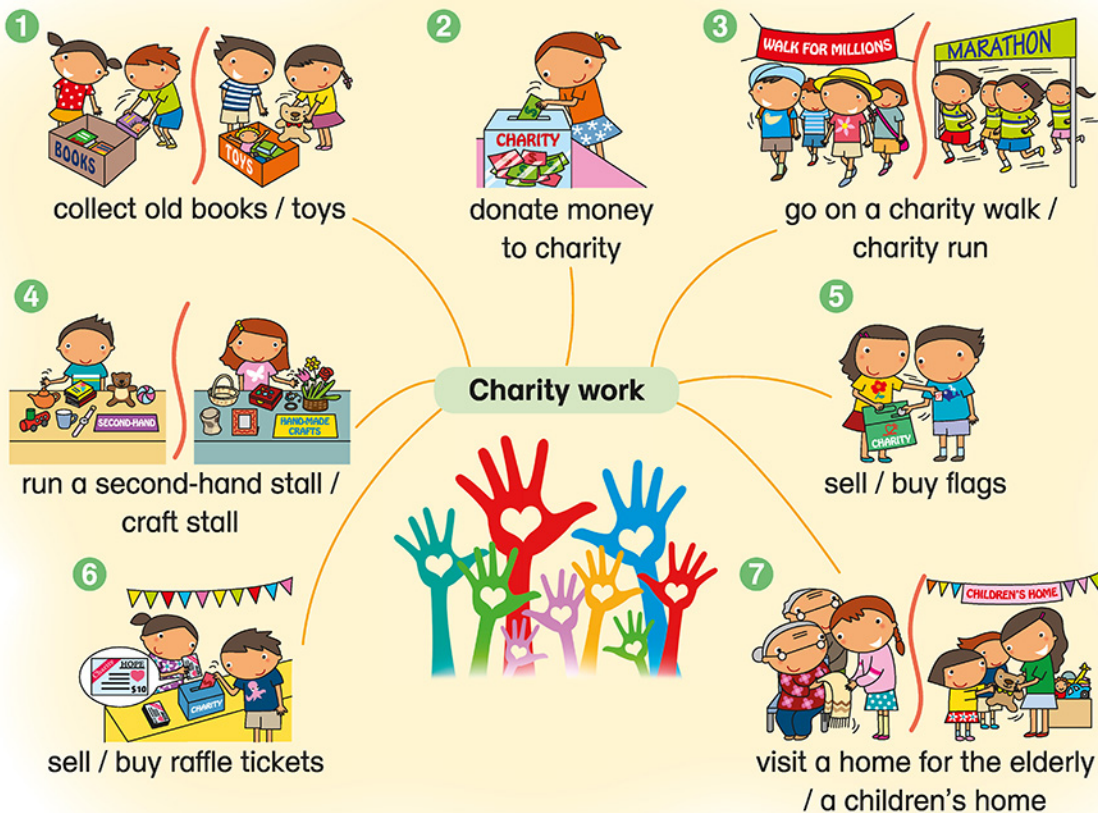
Which would you **rather** do, dance or sing?

I'd **rather** dance.

I don't mind.

I'd **go for** singing.





Key Structures

We can	either	sell flags plant trees	or	visit a children's home. run a second-hand stall.
--------	--------	---------------------------	----	--

either ... or ... = ✓ / ✓

Neither	Helen	nor	I	want to run a second-hand stall. can bake.
---------	-------	-----	---	---

neither ... nor ... = ✗ + ✗

Both	Helen	and	I	want to sell flags.
------	-------	-----	---	---------------------

both ... and ... = ✓ + ✓

Shall we	put on a drama? sing songs?	Yes, that's a good idea. No, let's put on a concert instead .
----------	--------------------------------	---

This is not future tense. We use **shall we** to make suggestions.

Practice 1

Shall we

...?

That's a good idea.

Let's ... **instead**.

The children are discussing what to do on Charity Day. Finish what they say.

Dear Charity Club members,

Charity Day is coming soon. Please help us on this day! Here are the things you can do:

Put on a show!

drama

put on
a play



OR

put on
a musical



concert

sing songs



OR

play musical
instruments



Run a stall!

food stall

make cookies



OR

make fishballs



craft stall

make paper
animals



OR

make paper
flowers



1

show

drama?

X drama
✓ concert



2

stall

craft stall?

X craft stall
✓ food stall



A1



A2



B1



B2



1

A1 : I want to put on a show.

A2 : Me too. Let's put on a show together.

A1 : Great! What kind of show shall we put on? Shall we put on a drama?

A2 : I'm afraid I'm not good at acting. Let's put on a concert **instead**.

A1 : OK.

A2 : Shall we sing songs?

A1 : That's a good idea.

2

B1 : I want to run ...

B2 : ...



Practice 2

6

We can **either** sell flags **or** visit a children's home.

Neither	Helen	nor	I	want to sell flags.
Both		and		

A The children want to take part in some community projects together. Finish what they say.

Rainbow Youth Centre

Local Community Projects

We need YOU!

Volunteers are needed for these community projects during the Christmas holidays!

1 Sun 27 Dec • sell flags • visit a children's home	2 Mon 28 Dec • plant trees • run a second-hand stall	3 Tue 29 Dec • clean the beach • go on a charity run	4 Wed 30 Dec • sell raffle tickets • visit a home for the elderly
--	---	---	--

Contact Miss Lee if you are interested in joining.

1 Dan : On 27th December we can **either** sell flags **or** visit a children's home.

Helen: I want to sell flags.

Dan : I want to sell flags too.
Let's sell flags then.

2 Dan : On 28th December we can ...

Helen: I don't want to ...

Dan : I don't want to ... either. Let's ... instead.



B Dan is telling Miss Lee the projects he and Helen are going to help with. Finish what he says.

Both Helen **and** I want to sell flags so we're going to sell flags on 27th December.

Neither Helen **nor** I want to plant trees so we're going to run a second-hand stall on 28th December.

Both ...



Discuss with your classmate which community projects you want to do together.

ow

ow
(long 'o')

show

blow

follow



Let's say the
letter sound
and words!

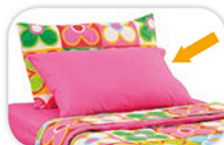
A Write the letters and say the letter sound. Then say the words.



1 sh _____



2 bl _____



3 pill _____



B Listen to the words. Pay attention to the vowel sounds. Circle the odd one out.

e.g. show

soap

shoot

1 row

role

root

2 blow

blew

boat

3 grow

goat

got

4 cow

close

coat



Which word does
NOT make the
long 'o' sound?

C Which of the above words make the long 'o' sound? Put the words in the correct place. Then say the words.

ow

show

oa

soap

o_e

role

What do you notice? Finish the sentence.

The letters _____, _____ and o_e can all make the long 'o' sound.

Notices give us information. These notices are about things that will happen and any action we need to take.

Sunny Court Management Office

To : All residents

Date: 1st Dec

Clothes for homeless people

The topic is in bold.

HELP is a local charity providing clothes for homeless people. They need warm clothing for the winter so this month HELP would like you to donate new clothes or old clothes you no longer need.

Actions
we need
to take

Collection sessions will be held every Saturday and Sunday in December.

Dates: 6th & 7th Dec, 13th & 14th Dec, 20th & 21st Dec, 27th & 28th Dec

Time: 1:00 p.m.–6:30 p.m.

Important
details

Place: The lobby (A collection box will be placed there.)

Please support this charity to help others.

Paul Chan
Manager



- Remarks:**
1. Items must be clean and in reasonable condition.
 2. Please do not donate underwear or shoes.

Routine cleaning of water tanks

Date: 5th Dec (Fri)

Time: 2:30 p.m.–5:30 p.m.

Please note there will NOT be any flushing water for toilets while tank cleaning is in progress.

Answer the questions.

- 1 Who wrote these notices?

☐ A. the people living in Sunny Court
 ☐ C. the manager of HELP

☐ B. somebody from the Management Office
 ☐ D. members of HELP
- 2 When will clothes donations be collected in December?

☐ A. on weekdays, before noon
 ☐ C. on weekday afternoons

☐ B. at weekends, before noon
 ☐ D. at weekends, in the afternoon
- 3 When will there be no flushing water?
- 4 What notices can you find in your building? What are they?

Task

Writing an article to ask for help

- A** Get into groups. Discuss which country / place you want to help and what event you want to organise in Charity Week next month.

Example

- A: There were some floods in Shaanxi in September. Shall we raise money for the people there?
B: That's a good idea. How can we raise money for them?
C: Shall we put on a show?
D: I'm afraid I'm not good at singing or acting. Let's run a stall instead.
B: I agree. We can either run a second-hand stall or a craft stall.
C: Neither Helen nor I are good at making crafts. Let's run a second-hand stall instead.
D: OK. We can either sell books or toys.
A: Let's sell books. Let's write an article in the school newsletter to ask our schoolmates to donate books.



- B** Before writing the article, read the tips below.

Tips

Use 5W1H questions to help you make notes for your article.

Example

School newsletter article

Purpose: Ask pupils to donate books for our second-hand stall

Paragraph 1 — about our event

WHAT? second-hand book stall

WHEN? next month

WHY? to help people in Shaanxi

Paragraph 2 — reasons for organising this event

WHICH country? Shaanxi, China

WHY? floods in September destroyed many houses

people — poor → X rebuild houses

tents — cold → people X sleep well → need blankets & warm clothes

water — dirty → people X drink → need clean water and food

people weak & sick ∴ not enough food → need money to buy food

Paragraph 3 — details of the event

HOW? donate books, put books in collection boxes

WHERE? covered playground

Paragraph 4 — call to action

WHY? people in Shaanxi need your help

WHAT? check bookshelf and donate books

Make use of symbols,
e.g. X = can't
∴ = because

C Can you finish the article below using the notes on p.58?

The title tells the readers what the article is about.

Donate your books to help people in Shaanxi!

By Charity Club



Charity Week is next month. The Charity Club is going to run _____
_____ to raise money for the people in _____.

The floods in Shaanxi in September destroyed many houses. The people are too poor
_____ they need to live in tents. The tents are
_____.

They need _____. After the floods the water _____
_____. They need _____.

Since _____, the people there are weak and sick.
They _____.

We want to run a second-hand book stall to raise money for the people in Shaanxi.

Please _____ and _____
_____.

We are going to sell the books in Charity Week and then send the money to *Save the World*.

The people in Shaanxi _____!

Check _____ and _____!

You can state your purpose again in the last paragraph. You may use slogans, e.g. 'Don't delay! Make a difference! Act now! Take action now! Support us!' to catch the readers' attention.



Now discuss with your classmates and write your own article to ask your schoolmates to help.

Self-assessment checklist

What can you do at the end of this unit? Tick (✓) or cross (X).

5 World problems

(✓) / (X)

- | | |
|---|--|
| ● I can read, spell and use the key words (natural disasters, opposite adjectives). | |
| ● I can use <i>too</i> to express degree (e.g. <i>too poor to rebuild their houses</i>). | |
| ● I can use <i>since</i> to give reasons. | |
| ● I can use <i>not enough</i> to talk about quantities. | |

Mini Task: Talking about the work of a charity

I talked about the work of a charity.	
---------------------------------------	--

6 How can we help?

(✓) / (X)

- | | |
|--|--|
| ● I can read, spell and use the key words (charity work). | |
| ● I can use <i>either ... or</i> to express alternatives (e.g. <i>We can either sell flags or visit a children's home.</i>). | |
| ● I can use <i>neither ... nor</i> to link two negative ideas (e.g. <i>Neither Helen nor I want to run a second-hand stall.</i>). | |
| ● I can use <i>both ... and</i> to show quantities (e.g. <i>Both Helen and I want to sell flags.</i>). | |
| ● I can use <i>shall we</i> to make suggestions. | |
| ● I can use <i>instead</i> to express alternatives. | |

Task: Writing an article to ask for help

I told my classmates my ideas clearly.	
I listened to my classmates carefully.	
I can use 5W1H questions to help me make notes.	
I can use slogans to catch readers' attention.	
I wrote an article to ask for help with a charity event.	

Let's celebrate!

In this chapter you will learn ...

Key Words

- festival traditions

Phonics

—

Text types

- expositions
- descriptions
- conversations

Key Structures

- Use the simple present tense to talk about traditions for different festivals

People **celebrate** Carnival forty days before Easter.

People **perform** dances in the streets.

- Use the passive voice to describe traditions where the action is more important than the person who does it

Carnival **is celebrated** forty days before Easter.

Dances **are performed** in the streets.

Then you will work on ...

Task

Doing a presentation about my favourite festival 🗣️

- Speaking tips:
- Using 5W1H questions to brainstorm ideas
 - Using a fact sheet to organise ideas
 - Using appropriate tones of voice to give a presentation



Reading

Read the magazine article. What special things do people do at these festivals?

Kids' Monthly

Interesting festivals in other countries

Chinese New Year is over but that doesn't mean the fun must stop!
This month Aran and Ria tell us about their favourite festivals.

Songkran



Aran

Songkran is Thai New Year. It is celebrated between 13th and 15th of April. Before it starts, homes are cleaned and rubbish is burnt since we believe anything old or useless will bring bad luck.

Songkran is the time when people return to their home towns to be with their families. I always go to a wat with my family. We say prayers and give food to the monks there. I love smelling the incense and listening to the water fountain. It is so peaceful.



a wat

Water is very important at Songkran. We throw it at everybody! I love having water fights! Bad things are washed away so we can make a clean start. This is the hottest time of year in Thailand so the water feels lovely and cool on my skin.

Parades are held and statues of Buddha are taken through the streets. Often live fish and birds are carried in the parades. When the parade is over, they are set free to bring good luck. Songkran is a very happy way to start the new year.

Aran, Bangkok



March 20XX

Diwali

Ria



My favourite Indian festival is **Diwali**, the festival of lights. It is celebrated in October or November. Before the five-day festival, homes are cleaned. People also buy traditional clothes and gifts of sweets or dried fruit. Whenever I taste dried fruit, I think of Diwali!

At Diwali, some people visit temples and say prayers. Everyone visits friends and relatives and gives gifts. We play card games and everyone wants to win. If you are lucky at Diwali, you will be lucky all year! We make special patterns at our front doors to welcome guests, and houses and public places are decorated with small lamps called diyas. I enjoy looking at all the twinkling lights.



Diwali is also a time when we light firecrackers and go to large firework displays — bang, whoosh, boom! I love those sounds! Diwali is great because it is full of light, noise and colour.



Ria, Mumbai

Why not celebrate Songkran and Diwali like Aran and Ria? You could throw water or make a diya lamp. Learning about other cultures is fun!

Which of these things do we also do at Chinese festivals?

Post-reading

Read the magazine article again. Answer the questions and blacken ● the circles.

- 1 At Songkran, why do people throw water at one another?
- 2 How do people decorate their houses at Diwali?
- 3 How do people prepare for Songkran and Diwali?
- 4 Which of these things are done at both Songkran and Diwali? (You can choose more than one answer.)
☐ A. People say prayers. ☐ B. There are parades.
☐ C. Gifts are given. ☐ D. Homes are cleaned.
- 5 Which sentence is true?
☐ A. Songkran is a longer festival than Diwali.
☐ B. Diwali is celebrated at the hottest time of year.
☐ C. Songkran celebrates the start of a new year in Thailand.
☐ D. Diwali is a time to be quiet and think.
- 6 Read the last paragraph about Songkran on p.62: **Often live fish and birds are carried in the parades.** What does the word 'live' mean here?
☐ A. (v) stay alive, e.g. *Without light, plants can't live.*
☐ B. (v) have a home, e.g. *John lives in Thailand.*
☐ C. (adj) not dead, e.g. *We are happy to see real live koalas in this zoo.*
☐ D. (adj) a performance that is not recorded, e.g. *You can enjoy good food and live music in this restaurant.*

Substitute the word 'live' on p.62 with each of the definitions and see which one makes most sense.

Explore

Onomatopoeia (sound words)



Whoosh!



Boom!



Jingle!



Crackle!



Clang!

Festival traditions

Chinese New Year



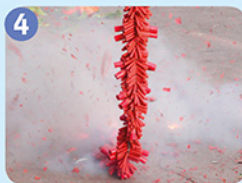
1 buy good luck flowers



2 decorate home with red paper



3 eat rice cakes / turnip cakes / melon seeds



4 light firecrackers



5 perform lion dances



6 watch fireworks



7 watch parades

Ching Ming Festival



8 a bouquet of flowers (burn) joss sticks roast pork

sweep graves / leave special food for dead relatives / ancestors

Mid-Autumn Festival



9 eat moon cakes / starfruit



10 light lanterns



11 tie riddles to lanterns

Key Structures

We use the **passive voice** when we want to focus on the action, not the person who does it.

Active

People **celebrate** Carnival forty days before Easter.

Passive

Carnival **is celebrated** forty days before Easter.

Active

People **perform** dances in the streets.

Passive

Dances **are performed** in the streets.

passive = **be** + past participle

Present	Past participle
buy	bought
eat	eaten
give	given
hang	hung
hold	held
light	lit / lighted
put	put
sell	sold
sweep	swept
wear	worn

Practice 1

Carnival	is celebrated	
Dances	are performed	...

The children are giving presentations about some special festivals around the world. Finish what they say.

wear play perform



Carnival is the most popular festival in Brazil. It is a big party and it lasts for four days and four nights. It **is celebrated** forty days before Easter. People join in many exciting activities. Costumes **1** _____. Loud music **2** _____ and many dances **3** _____ in the streets.

tie hang light put

In Japan, people celebrate the Star Festival in summer. People's wishes on colourful strips of paper **4** _____ onto bamboo branches. Decorations **5** _____ outside houses. In some towns lanterns **6** _____ and they **7** _____ into rivers in the evening.



celebrate decorate give

Halloween **8** _____ on 31st October. Houses **9** _____ with pumpkins, ghosts and bats. Children in costumes knock on their neighbours' front doors. They **10** _____ lots of sweets which they take home to eat.



Find out about other interesting festivals and tell your classmates.

Practice 2

7

A parade	is put on	because ...
Graves	are swept	

A Some overseas students are visiting Sunny School. Dan is telling one of the students, Jeff, about Chinese festivals in Hong Kong. Finish what they say.

Chinese Festivals in Hong Kong

Ching Ming Festival  1 sweep graves	Chinese New Year  2 decorate homes with red paper	 3 wear new clothes
The Bun Festival  4 put on a parade	 5 eat lucky buns	Mid-Autumn Festival  6 eat moon cakes

Why do people sweep graves at Ching Ming Festival?

Jeff

Graves are swept because we want to show respect to our dead relatives.

Dan

We think ...

- they bring us together
- red brings good luck
- they bring good luck
- they show a new beginning
- it drives away evil spirits



B Listen to Jeff and Dan talking about a festival and complete Dan's notes.

This festival is celebrated in the month of ① _____. It is celebrated in the ② _____ and Canada. The first time it was celebrated was after a long journey by ③ _____. People thanked God because they arrived safely. Roast turkey and delicious ④ _____ are usually eaten at the festival.

Task

Doing a presentation about my favourite festival

A Before doing the task, read the tips below.

Tips

- 1 Use 5W1H questions to help you brainstorm ideas.
- 2 Use a fact sheet to organise your ideas.

Example

Fact sheet about the Bun Festival

When is the Bun Festival celebrated?

8th day of 4th month of lunar calendar

What food is eaten and when?

vegetarian food

most restaurants only serve vegetarian dishes (even in McDonald's — sell mushroom burgers)

How is it celebrated? Why?



put on parade → drive away evil spirits /
children in colourful costumes /
put on stilts / carry through streets



perform Chinese operas & lion dances

Which activity do I like most? The bun scrambling competition



put up bun towers (covered
with plastic buns) in front
of Pak Tai Temple



hold competition at midnight /
12 competitors climb tower &
grab buns



give out real buns →
bring good luck & health

B Can you finish the presentation below using the fact sheet on p.68?

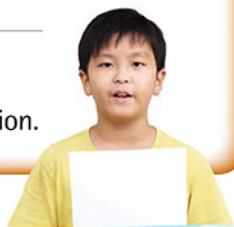
Good morning. I'm Dan Wong. Today I'm going to talk about my favourite festival, the Bun Festival. It's celebrated on Cheung Chau on the eighth day of the fourth month of the lunar calendar.

Vegetarian food _____ during the festival. Only vegetarian dishes _____ in most restaurants, even in McDonald's! Mushroom burgers _____ instead.

I like the Bun Festival because there are a lot of fun activities. A parade _____ because people think _____. Children are dressed in colourful costumes. They _____ on stilts and _____ through the streets. They look so beautiful in their costumes! Chinese operas _____ in front of Pak Tai Temple. I love watching them because I love hearing the banging of the drums.

The most interesting activity of the festival is the bun scrambling competition. Bun towers _____ . The bun towers _____ with plastic buns. The competition _____ at midnight. Twelve competitors climb the tower very quickly to grab the buns. The competition is so exciting! The next day real buns _____ because people think _____. I've tried them before. They're sweet and tasty.

Thank you very much for listening. I hope you enjoyed my presentation.



Tips

- 1 You can add sensory details (what you see / hear / smell / taste / touch) to make the presentation more interesting, e.g. I love hearing the banging of the drums.
- 2 Use an appropriate tone when you read your script, e.g. *(surprised)* even in McDonald's! *(excited)* The competition is so exciting!



Do some research and give a presentation about your favourite festival.

Self-assessment checklist

What can you do at the end of this unit? Tick (✓) or cross (X).

Let's celebrate!

(✓) / (X)

- | | |
|--|--|
| ● I can read, spell and use the key words (<i>festival traditions</i>). | |
| ● I can use the simple present tense to talk about traditions for different festivals (<i>e.g. People <u>celebrate</u> Carnival ...</i>). | |
| ● I can use the passive voice to describe traditions where the action is more important than the person who does it (<i>e.g. Carnival <u>is celebrated</u> ...</i>). | |

Task: Doing a presentation about my favourite festival

- | | |
|--|--|
| I can use 5W1H questions to brainstorm ideas. | |
| I can use a fact sheet to organise ideas. | |
| I did a presentation about my favourite festival using appropriate tones of voice. | |

Suggested extension resources

Books

For	Title	Text Type	Author(s) / Publisher
Ch 1 & 2	<i>So You Want to be on TV?</i>	Stories, interviews	Christine Bruce / Bright Readers (Longman)
Ch 3 & 4	<i>The Snow Queen</i>	Stories	Penguin Young Readers
	<i>The Twits</i>	Stories	Roald Dahl / Puffin
	<i>The Emperor's New Clothes</i>	Plays	Robina Beckles Willson / Rigby
	<i>A Christmas Carol</i>	Stories	Charles Dickens / Penguin Young Readers
Ch 7	<i>Festival Fun</i>	Stories, informational reports	Lydia Cave / Bright Readers (Longman)
	<i>Halloween</i>	Informational reports	Margaret Lo / Penguin Young Readers

Webpages

For	Webpage	Remarks
Ch 5 Reading Ch 5 Practice 1 Ch 6 Task	UNICEF World Vision	Find out how people are affected by natural disasters.
Ch 7 Reading	DiwaliFestival.org	Learn more about Diwali.
	THAILAND fest	Learn more about Songkran.
Ch 7 Practice 1	Brazil Travel Information – Carnival	Learn more about Carnival.
	The Holiday Hotspot.com – Halloween	Learn more about Halloween.
Ch 7 Task	Discover Hong Kong – Chinese Festivals	Find out more about different festivals in Hong Kong.

Note: The most up-to-date weblinks are provided on the companion website.

When you can't hear

Pardon?

Excuse me. Can you repeat that, please?

Sorry, did you say ...?

When you don't understand / know something

Sorry, I don't know / understand.

Sorry, I have no idea.

What do you mean?

Sorry, I don't get it.

Can you explain that again?

Expressing likes

Good idea.

That's a good / great / brilliant / fantastic idea!

That's a good point.

Expressing dislikes

I'm afraid I don't like ...

Sorry, I don't like ...

I don't think it's a good idea.

Making suggestions

Let's ...

What / How about ...?

Maybe we can ...?

Why don't we ...?

Shall we ...?

Perhaps we can ...?

Let's ... instead.

Asking what others think

What do you think?

How about you?

What's your opinion?

Do you agree with me?

Saying you agree

I like ... too. / I don't like ... either.

I think so too.

I agree.

I agree with you.

Yes, you're right.

Saying you disagree

(I'm afraid) I don't think so.

(I'm afraid) I don't agree with you.

Excuse me. But I don't think ...

No, I think ...

I think it's better to ... instead.

Verb table

Irregular verbs

Present	Past	Past Participle
be (is, am, are)	was / were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
choose	chose	chosen
come	came	come
do (does)	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly (flies)	flew	flown
forgive	forgave	forgiven
give	gave	given
go (goes)	went	gone
grow	grew	grown
hide	hid	hidden
know	knew	known
ride	rode	ridden
run	ran	run
see	saw	seen
show	showed	shown
sing	sang	sung

Present	Past	Past Participle
Speak	spoke	spoken
take	took	taken
throw	threw	thrown
wear	wore	worn
write	wrote	written
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
catch (catches)	caught	caught
feel	felt	felt
fight	fought	fought
find	found	found
get	got	got
hang	hung / hanged	hung / hanged
have (has)	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
light	lit / lighted	lit / lighted
lose	lost	lost
make	made	made

Present	Past	Past Participle
meet	met	met
pay	paid	paid
quit	quit / quitted	quit / quitted
rebuild	rebuilt	rebuilt
say	said	said
sell	sold	sold
send	sent	sent
shoot	shot	shot
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
spend	spent	spent
stand	stood	stood
sweep	swept	swept
teach (teaches)	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
win	won	won
burst	burst	burst
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
read	read	read
set	set	set

Antonyms and synonyms

An **antonym** is a word which is **opposite in meaning** to another word.

Antonyms			
beautiful	ugly	hot	cold
bright	dark	long	short
careful	careless	near	far
cheap	expensive	new	old
clean	dirty	outgoing	shy
early	late	polite	rude, impolite
easy	difficult	quiet	noisy
fast	slow	rich	poor
gentle	fierce	safe	dangerous
happy	sad	silly	clever
hard-working	lazy	strong	weak
healthy	sick	tall	short
heavy	light	wet	dry
honest	dishonest	young	old

A **synonym** is a word that has **the same or similar meaning** as another word.

Synonyms			
beautiful	good-looking, handsome	happy	glad
big	large / huge	kind	caring
boring	dull	sad	unhappy, upset
difficult	hard	silly	stupid, foolish
easy	simple	small	tiny, little
fast	quick	smart	clever
frightened	scared, afraid	worried	anxious
funny	amusing		

-ed and -ing adjectives

-ed adjectives describe how we feel.

-ing adjectives describe people or things which give us these feelings.

e.g. The book is **boring**. I am **bored**.

-ed adjectives	-ing adjectives	-ed adjectives	-ing adjectives
amazed	amazing	frightened	frightening
amused	amusing	interested	interesting
bored	boring	moved	moving
disappointed	disappointing	surprised	surprising
excited	exciting	touched	touching

Revision of tenses

Usage	Verb forms	You can use this tense with these words:																										
Simple present tense																												
to talk about facts , habits or present states of people or objects	<table><tr><td>I / You / We / They</td><td>He / She / It</td></tr><tr><td>am / are (be)</td><td>→ is</td></tr><tr><td>talk</td><td>→ talks</td></tr><tr><td>go</td><td>→ <u>goes</u></td></tr><tr><td>tidy</td><td>→ <u>tidies</u></td></tr><tr><td>watch</td><td>→ <u>watches</u></td></tr><tr><td>wash</td><td>→ <u>washes</u></td></tr><tr><td>have</td><td>→ has</td></tr><tr><td colspan="2">e.g. She watches TV <u>every day</u>.</td></tr><tr><td colspan="2">He lives in North Point.</td></tr></table>	I / You / We / They	He / She / It	am / are (be)	→ is	talk	→ talks	go	→ <u>goes</u>	tidy	→ <u>tidies</u>	watch	→ <u>watches</u>	wash	→ <u>washes</u>	have	→ has	e.g. She watches TV <u>every day</u> .		He lives in North Point.		<table><tr><td>every morning</td><td>every day</td></tr><tr><td>every Monday</td><td>every year</td></tr><tr><td>on Saturdays</td><td>usually</td></tr></table> Adverbs of frequency 100% 0% always often sometimes seldom never	every morning	every day	every Monday	every year	on Saturdays	usually
I / You / We / They	He / She / It																											
am / are (be)	→ is																											
talk	→ talks																											
go	→ <u>goes</u>																											
tidy	→ <u>tidies</u>																											
watch	→ <u>watches</u>																											
wash	→ <u>washes</u>																											
have	→ has																											
e.g. She watches TV <u>every day</u> .																												
He lives in North Point.																												
every morning	every day																											
every Monday	every year																											
on Saturdays	usually																											
Present continuous tense																												
to talk about things that are happening at the time of speaking	<table><tr><td>is</td><td rowspan="3">+ verb</td><td rowspan="3">+ -ing</td></tr><tr><td>am</td></tr><tr><td>are</td></tr><tr><td>play</td><td>→</td><td>playing</td></tr><tr><td>ride</td><td>→</td><td>riding</td></tr><tr><td>swim</td><td>→</td><td>swimming</td></tr><tr><td colspan="3">e.g. She is watching TV <u>now</u>.</td></tr></table>	is	+ verb	+ -ing	am	are	play	→	playing	ride	→	riding	swim	→	swimming	e.g. She is watching TV <u>now</u> .			now at the moment at present right now									
is	+ verb	+ -ing																										
am																												
are																												
play	→	playing																										
ride	→	riding																										
swim	→	swimming																										
e.g. She is watching TV <u>now</u> .																												

Usage	Verb forms	You can use this tense with these words:																											
Simple past tense																													
to talk about things that happened in the past or past states	talk → talked tidy → tidied chat → chatted have → had eat → ate cut → cut read → read be → was / were e.g. She became a chef two years <u>ago</u> . He was sick <u>last</u> week.	yesterday last Tuesday in 2006 two years ago																											
Present perfect tense																													
- to talk about the present result of a past action - to talk about things that started in the past and continue to the present - to talk about a past action with no specific time	<table><tr><td>has</td><td>have</td><td>+ past participle</td></tr></table> <table><tr><td>present</td><td>past</td><td>past participle</td></tr><tr><td>finish</td><td>finished</td><td>finished</td></tr><tr><td>blow</td><td>blew</td><td>blown</td></tr><tr><td>buy</td><td>bought</td><td>bought</td></tr></table> e.g. She has <u>already</u> eaten the apple. She hasn't eaten the apple <u>yet</u> . He has been an actor <u>since</u> 2003 / <u>for</u> 12 years. Have you <u>ever</u> been to Singapore? Yes, I have . / No, I haven't . <u>How many times</u> have you been to Singapore? I have been there <u>twice</u> .	has	have	+ past participle	present	past	past participle	finish	finished	finished	blow	blew	blown	buy	bought	bought	<table><tr><td>already</td><td>just</td><td>yet</td></tr><tr><td>since</td><td>for</td><td></td></tr><tr><td>once</td><td>twice</td><td>... times</td></tr><tr><td>never</td><td>ever</td><td></td></tr></table>	already	just	yet	since	for		once	twice	... times	never	ever	
has	have	+ past participle																											
present	past	past participle																											
finish	finished	finished																											
blow	blew	blown																											
buy	bought	bought																											
already	just	yet																											
since	for																												
once	twice	... times																											
never	ever																												
Past continuous tense																													
to talk about an action that continued for a period of time in the past	<table><tr><td>was</td><td>were</td><td>+ verb</td><td>+ -ing</td></tr></table> e.g. A girl was playing with her friend <u>while</u> she was carrying a tray of hot food. She was walking downstairs <u>when</u> she twisted her ankle.	was	were	+ verb	+ -ing	<table><tr><td>when</td><td>while</td></tr><tr><td colspan="2">at ... o'clock last night</td></tr></table>	when	while	at ... o'clock last night																				
was	were	+ verb	+ -ing																										
when	while																												
at ... o'clock last night																													
Future tense																													
- to talk about what we plan to do - to talk about what we think or guess will happen in the future	<table><tr><td>will</td><td>+ verb</td></tr></table> e.g. I will go to the Peak <u>tomorrow</u> . Will you go to Stanley <u>next Sunday</u> ? Yes, I will . / No, I won't . I will be fit and strong. If it rains <u>tomorrow</u> , we will not go to the beach.	will	+ verb	<table><tr><td>tomorrow</td><td>soon</td></tr><tr><td>next Monday</td><td></td></tr><tr><td>next week</td><td></td></tr><tr><td>next month</td><td></td></tr><tr><td>next year</td><td></td></tr></table>	tomorrow	soon	next Monday		next week		next month		next year																
will	+ verb																												
tomorrow	soon																												
next Monday																													
next week																													
next month																													
next year																													
to talk about things we have decided to do in the future	<table><tr><td>is</td><td>am</td><td>are</td><td>+ going to</td><td>+ verb</td></tr></table> e.g. I am going to do revision every day.	is	am	are	+ going to	+ verb																							
is	am	are	+ going to	+ verb																									

Revision of linking words

Usage	Linking word	Example
to link contrasting ideas	but	<i>I am strong but I am not brave.</i>
	although	<i>Although I am strong, I am not brave.</i>
to give reasons	because	<i>Pupils can't read easily because there aren't enough lights.</i>
	since	<i>Since there aren't enough lights, pupils can't read easily.</i>
to show results	so	<i>I like wearing beautiful clothes so I want to be a model.</i>
to show purposes	so that	<i>I read a lot so that I can have new ideas for my stories.</i>
to link two actions	when	<i>They were sleeping when a burglar climbed through an open window.</i>
to link two continuous actions in the past	while	<i>A girl was playing with her friend while she was carrying a tray of hot food.</i>
to express conditions	if	<i>If I become an athlete, I'll win a lot of medals.</i>
to show changes or surprises	however	<i>I am a caring person. However, I am not patient.</i>

Revision of question words

Question word	Ask about ...	Example
What	objects / ideas / actions / functions, etc.	Q : What do you want to be when you grow up? A : I want to <u>be an athlete</u> .
When	date / time	Q : When is Easter celebrated? A : It is celebrated <u>in April</u> .
Where	place / location	Q : Where do people watch fireworks at Chinese New Year? A : <u>In Tsim Sha Tsui</u> .
Who	people	Q : Who likes watching fireworks at Chinese New Year? A : <u>Dad and I</u> .
Why	reason	Q : Why do you want to be a writer when you grow up? A : I want to be a writer <u>because I like writing stories</u> .
Which	choice / preference	Q : Which festival do you like better, Easter or Christmas? A : I like Christmas better.
Whose	possession	Q : Whose necklace is this? A : It's <u>mine</u> .
How long	length of time	Q : How long does it take to travel from here to the park? A : It takes <u>half an hour</u> .
How far	distance	Q : How far is it from here to the picnic site? A : It's not far. It's <u>half a kilometre</u> .
How	way	Q : How did you hurt yourselves? A : We were carrying the plates when <u>we banged our heads</u> .

Revision of prepositions

Prepositions of time

at night
at six o'clock / one fifteen
at Christmas / Dragon Boat Festival
at the time of the robbery
in the morning / afternoon / evening
in spring / summer / autumn / winter
in my free / spare time
in 1986
on Monday(s)
on the fourth of May
on your birthday
from the first of May **to** the third of May
since 1986 / I was three years old
for 30 years / two days
before / **after** Easter

Prepositions of place

at the bus stop / train station
in the sky / pond / water
in the car / taxi
in the hall / corridor / streets
in the cupboard / fridge
in Wan Chai / Kowloon / the USA
in bed
in fashion shows / concerts
in magazines / newspaper
in court / business
into a bowl / pot
on the floor / stairs / path / platform
on the bus / train / ferry / plane
on the first / second / third floor
on Hong Kong Island / Lantau Island
on a plate
between the bank and the church
near / **next to** / **opposite** the bank
under the tree

Other prepositions

by bus / train / ferry
by myself / himself / themselves
in the V-neck sweater / suit
in need / danger
on foot
on the phone

with Dan / my mother
with a knife / fork
with the long straight hair / sunglasses
from here **to** the country park
about (a prince / an adventure)

Revision of phrasal verbs

blow up (a balloon)
 (cars / machines) break down
 break into (a house)
 bump into (someone)
 burst into (laughter / tears)
 do up (the buttons / zip)
 dress up (as a clown)
 eat out
 (friends) fall out
 fall over
 find out (the answer)
 get away (from a place)
 get into (trouble)
 get on with (someone)

give up
 grow up
 keep on (trying)
 keep up with (your schoolwork)
 laugh at
 look after
 look for (lost things)
 make up (a story)
 pick up (a pen)
 put down (a book)
 put on (your clothes)
 put on (a play / show / parade)
 put up (a tower / wall / building)
 run off

set off (for a trip)
 set off (the alarm)
 set up (a company)
 take care of
 throw away (the rubbish)
 try out (ideas / inventions)
 turn into (a frog)
 turn off (the computer / TV)
 turn on (the computer / TV)
 wash away (bad luck)
 watch out (for danger)

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