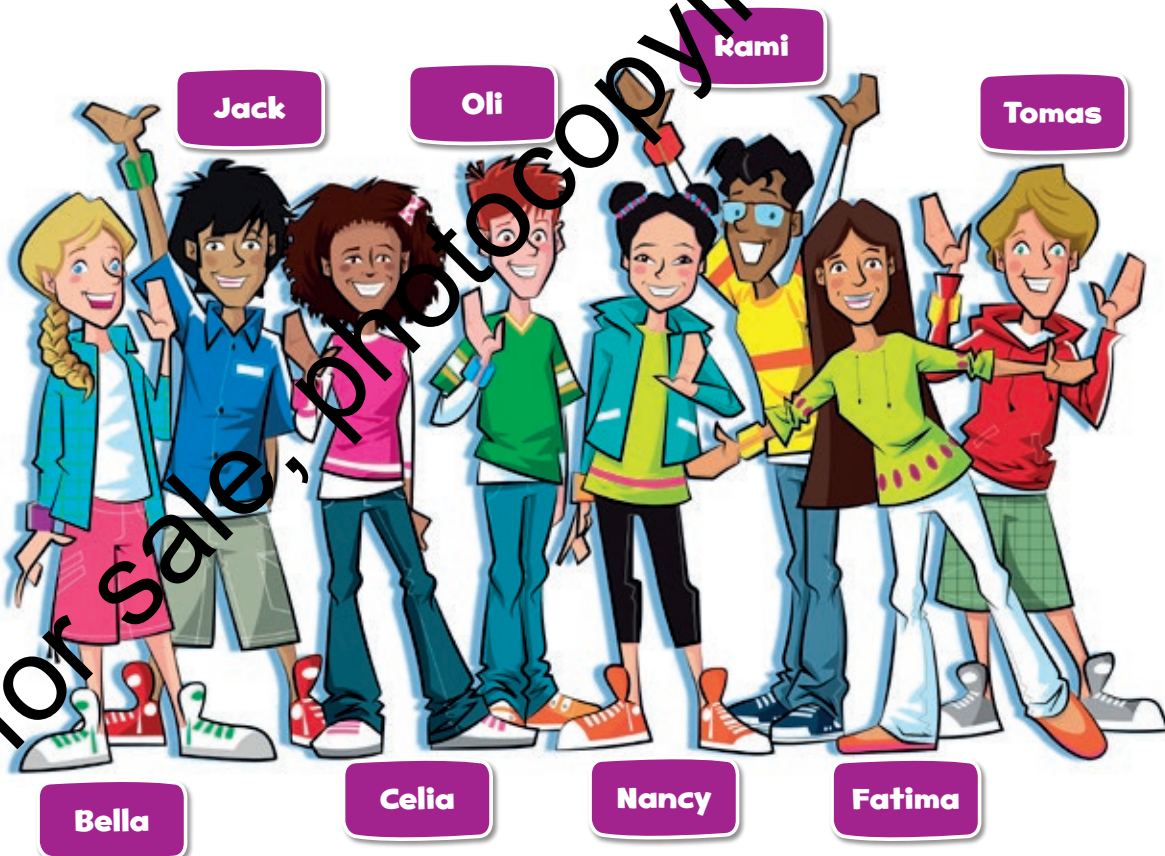


BRIGHTER IDEAS

CLASS BOOK

5



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UNIVERSITY PRESS

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Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills
5 How do we get to know each other? Page 4	Numbers 1,000 to 1,000,000 Game words	Tense review Present continuous Past simple <i>going to</i>		
1 What can we do in different seasons? Page 8	Outdoor summer activities Winter activities	Wh- questions with <i>did</i> <i>What did you see?</i> <i>Who did you go with?</i> <i>Where did you go?</i> will / won't <i>I'll go skiing.</i> <i>I won't make a bird feeder.</i>	Science: Learning about life cycles Culture: How climate affects us Brighter learning: How does different weather make you feel?	Reading: A letter Listening: Climate differences Speaking (AB page 13): Mind map Writing (AB pages 14-15): The Big Write: An informal letter
2 How do we discover things? Page 20	Science class Verbs	Zero conditional <i>If you boil water, it turns into steam.</i> <i>What happens if we melt ice?</i> Verb + -ing <i>I enjoy taking photos.</i> <i>Does she like being invisible?</i>	Science: Looking at things close up Culture: Music, music, music! Brighter learning: How does different music make you feel?	Reading: A review Listening: Musical instruments Speaking (AB page 25): A table Writing (AB pages 26-27): The Big Write: A review with facts and opinions
3 How do we get around? Page 32	Places Transport	Directions <i>Can you tell me where the theatre is?</i> <i>along, straight on, turn left/right, go / continue towards / past / over</i> Relative pronouns <i>This is ... which / who / whose / where.</i> <i>This is the city where they met their friends.</i> <i>This is the woman whose necklace was stolen.</i>	Geography: Identifying parts of a map Culture: Travel green in Europe! Brighter learning: Why is a cycling holiday a good idea?	Reading: An information leaflet Listening: Cycling Speaking (AB page 39): A flow chart Writing (AB pages 40-41): The Big Write: An information leaflet with persuasive language
The Big Project 1 Page 44	A play about asking for directions in town English in use: Sharing ideas <i>What do you think about ... ? The good thing is that ... The problem is that ... I think ... is a good idea. Shall we ... ? Should we ... ?</i>			
4 What's exciting about exploring? Page 46	Geographical features Parks	Present perfect third person singular affirmative and negative <i>She's climbed a cliff.</i> <i>He hasn't canoed on a river.</i> (not) as ... as ... <i>A parrot is as beautiful as an eagle.</i> <i>A swan isn't as colourful as a hummingbird.</i>	Science: Exploring space with telescopes Culture: Protecting nature Brighter learning: How can you keep the area around your school clean and safe for wildlife?	Reading: A diary entry Listening: Protecting forests Speaking (AB page 53): A noticeboard Writing (AB pages 54-55): The Big Write: A diary entry with linking words
5 How can we help at home? Page 58	Indoor chores Outdoor chores	Present perfect questions and short answers <i>Have you tidied the room?</i> <i>Yes, I have. / No, I haven't.</i> <i>Has he laid the table?</i> <i>Yes, he has. / No, he hasn't.</i> Present perfect affirmative and negative <i>I've watered the plants.</i> <i>I haven't cut the grass.</i>	Maths: Using a tally, pie and bar chart Culture: Growing your own food Brighter learning: Make a list of five different coloured vegetables or fruit	Reading: A report Listening: Growing your own food Speaking (AB page 67): A fact file Writing (AB pages 68-69): The Big Write: A report

	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills
6 What possessions are important to you? Page 70	Family heirlooms Clothes adjectives	Object pronouns <i>I'll ask him tomorrow.</i> <i>I gave her the photos.</i> look / sound / feel / smell / taste like <i>What does it look like?</i> <i>It sounds like a bird.</i> <i>It feels soft.</i>	History: Analysing objects Culture: Treasured possessions Brighter learning: Make a list of five souvenirs to help people visiting our cities to remember their trip.	Reading: A travel journal entry Listening: Souvenirs Speaking (AB page 74): A Venn diagram Writing (AB pages 80–81): The Big Write: A travel journal entry in the past tense

The Big Project 2 Page 82
 A digital poster about class recycling habits **English in use:** *What about ... ? / How about ... ?* *What about putting in a picture of an old TV? And how about using different colours for each item?*

7 What's a great day out? Page 84	Activities for a day out Funfair attractions	Have you ever ... ? with present perfect + past simple <i>Have you ever been to the theatre?</i> <i>Yes, I have. / No, I haven't.</i> <i>When did you go there?</i> <i>I went last summer / last week.</i> Making and replying to suggestions <i>Let's go on the bumper cars!</i> <i>Why don't we go on the merry-go-round!</i> <i>How about going on the roller coaster?</i> <i>What about going on the big wheel?</i>	Science: Exploring density Culture: Sports events Brighter learning: What sports can you train for outdoors?	Reading: An advert Listening: Special sporting events Speaking (AB page 95): A tree diagram Writing (AB pages 96–97): The Big Write: An advert using key information in note form
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8 How do we experience other cultures? Page 96	Food from around the world International activities	too much, too many, (not) enough <i>There's too much oil in the salad.</i> <i>There are too many spices in the dish.</i> <i>There isn't enough black pepper in this soup.</i> <i>There aren't enough mangoes in the dessert.</i> Tag questions <i>Karaoke is from Japan, isn't it?</i> <i>You can sing, can't you?</i> <i>They are Z-bots, aren't they?</i> <i>You've got a medal, haven't you?</i>	Art: Learning about culture through art Culture: Living in a new country Brighter learning: Choose a country and find out about life there.	Reading: A blog post Listening: Living in a new country Speaking (AB page 107): A flower chart Writing (AB pages 108–109): The Big Write: A blog post
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The Big Project 3 Page 108
 A project board for a class trip **English in use:** *What next ... ? What else ... ?* *What could we do next?*

Exam Preparation	Cambridge English Qualifications A2 Flyers Speaking Part 1: pages 19, 69 Speaking Part 2: pages 31, 107 Speaking Part 3: pages 110, 111 Speaking Part 4: pages 43, 57, 81, 95	Listening Part 1: AB page 30 Listening Part 3: AB page 59 Listening Part 4: AB pages 85, 113 Listening Part 5: AB page 116	Reading and Writing Part 1: AB page 31 Reading and Writing Part 2: AB page 112 Reading and Writing Part 3: AB page 84 Reading and Writing Part 5: AB page 58 Reading and Writing Part 7: AB page 117
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8

How do we experience other cultures



an.



Amandeep's star post
We can celebrate different cultures at festivals.

Watch my video about a very special Indian festival, called Diwali. The festival in Leicester is the biggest Diwali celebration outside India. It's my favourite festival because it's so colourful and the celebrations last for days. Everybody can take part and every year the festival is better than the year before. It's magical!

Did you know?

Every year, more than 800 million people around the world celebrate Diwali.



Read about food from faraway places.

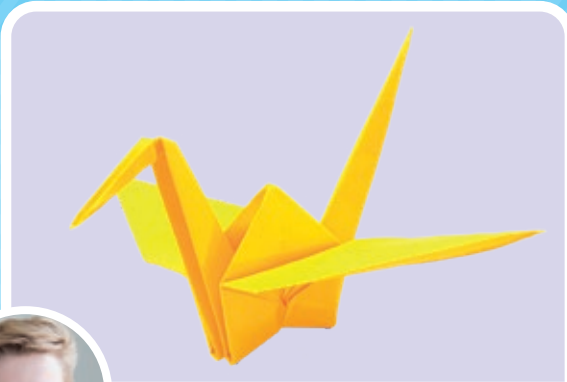


Find out about activities from other cultures.



Learning goals

- ✓ use *too much*, *too many* and *(not) enough* with quantities
- ✓ use tag questions to confirm that a sentence is true
- ✓ talk about a visit to another country
- ✓ answer the Big Question!



Find out about art from other cultures.



Find out about living in a new country.

TALKING POINT

Do you know anybody from India?

Yes. My doctor is from India.

THE BIG QUESTION ?

Lesson 1

1 Look, read and answer.

- 1 What can you see in the pictures?
- 2 Look at the posts. What do you think each one is about?
- 3 Read Amandeep's star post. What does she like about the Diwali festival?

2 Which things are important in the Diwali festival? **Video** Watch the star post video and say the missing things.

- music
- special drinks
- colourful clothes

3 **Think** Think about the Big Question and answer.

Each culture has its own language and traditions. Which language and traditions does your culture have?

4 **Think, pair, share!** What answers can you think of for the Big Question? List your answers on the Big Question board.

>>> CPT Speak

I saw some Brazilian samba dancing in a shopping centre.

You can talk to people from other countries.

5 **Communicate** Look at the Talking Point. Then ask and answer with your partner.

Do you know anybody ... ?

6 **Video** Watch the star post video again. Complete the activities. **AB Page 100**

- 1 **Think** 🗨️ What kind of food does your family buy? Copy the table and write two more foods for each heading. 📝

Fruit or Vegetables	Meat or Fish	Dairy products	Other
tomatoes	beef	yoghurt	pasta

- 2 Listen and read about Oli's family's shopping. 🗣️ 101 Find the five words in bold in the picture. Does your family buy any of the food which Oli's family buys?

Oli's blog

In our family, we like to eat lots of different kinds of food. My dad likes Chinese and Indian food, and my mum loves Italian and French cooking. I love it all! Look at this week's shopping. There's **couscous** from Morocco; **spices** and **black pepper** from India; **garlic** from France; and **chilli peppers** from Mexico. All from the same supermarket!



- 3 Listen to Oli's friend. 🗣️ 102 Copy the words and number them in the order you hear them. 📝
- 4 Listen and repeat. 🗣️ 103 Point to the pictures.
- 5 Listen and repeat the dialogue. 🗣️ 104
- 6 **Communicate** 🗨️ Look at your table from activity 1. Ask and answer.



papaya



aubergine



coconut



mango



spaghetti

I really like aubergines. What about you?

I'm not keen on aubergines.

I love garlic. What about you?

I love garlic, too.



How do we experience other cultures?



You can buy food from all over the world in our supermarket!

Oli




1 Listen and read.  105

CHAT ROOM




Did you enjoy the international food party at school yesterday?

Yes, it was great! There was enough food for everybody and it was delicious. 

What was your favourite dish?

I loved the Moroccan couscous dish.

There were too many spices in it for me. 

And the Greek salad?

There was too much oil in it. And too much garlic.


Did you like anything?

Yes. There was a delicious Indian drink made from mango and yoghurt. But there weren't enough glasses for everybody.

Well, at least you liked something! 

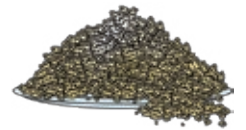
2 Read again and say *True* or *False*.

- Nancy liked the couscous dish.
- Nancy didn't like the Greek salad.
- In India, people make a drink using yoghurt and fruit.
- There weren't enough glasses at the party.
- Fatima didn't like anything at the party.

3  Watch the grammar video.4  Think Read the table. Find examples of *too much* and *too many* in Nancy and Fatima's chat.

There's <i>too much</i>	oil in the salad. spaghetti on the plate.
There are <i>too many</i>	spices in the dish. aubergines in the basket.
There is (isn't) are (aren't)	<i>enough</i> black pepper in this soup. mangoes in the dessert.

When we describe quantities, we use *too much* with uncountable nouns and *too many* with countable nouns. We use (*not*) *enough* with both countable and uncountable nouns.

5 Complete the sentences. Use *too much* or *too many*.

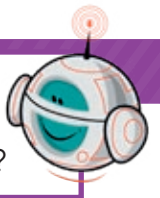
- 1 There are ... papayas. 2 There is ... couscous.



- 3 There is ... orange juice. 4 There are ... coconuts.

6  Communicate Talk about the pictures. Use *enough* or *not enough*. Check in!

Can you use *too much*, *too many* and (*not*) *enough* with quantities?



- 1 **Think** What's your favourite activity? Why do you like it?
- 2 Listen, repeat and point. **106**
- 3 Listen and say the activities. **107**



1 go surfing



2 practise yoga



3 practise tai chi



4 practise pilates



5 do crosswords



6 sing karaoke

- 4 **BEFORE YOU READ** This story is about the Robot Games. What kind of activities are there at the Robot Games?

- 5 Listen, read and check. **108**

- 6 **AFTER YOU READ** **Video** Watch the story. Complete the activities. **AB Page 103**

How do we experience other cultures?

We can try activities from other cultures.

Celia



Power UP!

The Robot Games

1

They're like the Olympic Games, aren't they?

I think so. The Wave Generator could be useful for water sports.

Good idea. We've got a secret power up, too!

CHALLENGE:

WIN A MEDAL

START:
ROBOT STADIUM

POWER UPS x2



2

Singing karaoke isn't a sport!

But it can be a game, can't it?

I suppose so. You can sing, can't you?

3

Something's wrong. The words are jumbled.

Look! Z-bots! Just sing the best you can.

OK ... La la la ...



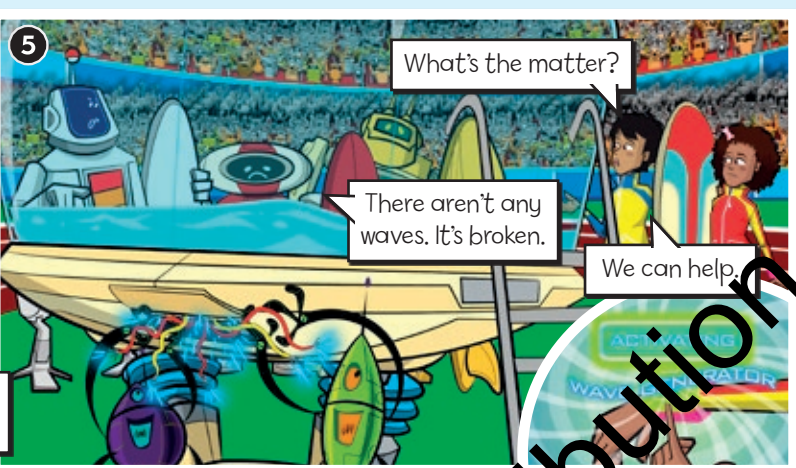


4

And the winner is ... Z-bot F453!

What a shame I didn't win the karaoke. Hmm ... that voice sounds familiar.

Yes, I've heard it before, too. Oh, look. It's my turn now.



5

What's the matter?

There aren't any waves. It's broken.

We can help.



6

Woo hoo! This is fun!

And the winner is ... Jack.

It's that voice again. He sounds grumpy now.



7

Celia and Jack walk to their next event.

I think they're practising yoga.

What are they doing?

Robots need to relax, too, you know.



8

These games are getting stranger and stranger.

You're good at doing crosswords, aren't you?

Yes, I do one every day.



Finished!

Time's up. And the winner is ... ugh ... Celia.



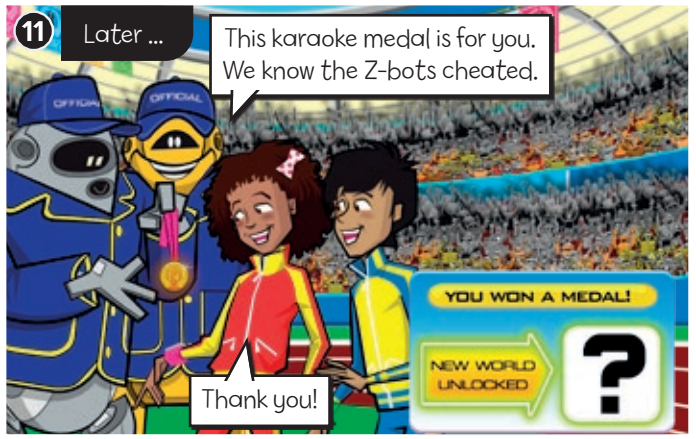
10

STOP! You can't keep those medals. Z-bots, bring out the super-magnet.

Our medals!

Dr Zeevil is stealing them. Quick! Activate the secret power up.

Anti-Gravity? It's not helping!



11

Later ...

This karaoke medal is for you. We know the Z-bots cheated.

Thank you!

YOU WON A MEDAL!

NEW WORLD UNLOCKED

?

1 REMEMBER THE STORY Who is speaking? Say the missing words.

1 They're like the Olympic Games, ... they?

2 You can sing, ... you?

3 But it can be a game, ... it?

4 You're good at doing crosswords, ... you?



2 Video Watch the grammar video.

3 Read the table. When do you use the affirmative form of the verb? When do you use the negative form of the verb?

Karaoke **is** from Japan, **isn't** it?

You **can** sing, **can't** you?

They **are** Z-bots, **aren't** they?

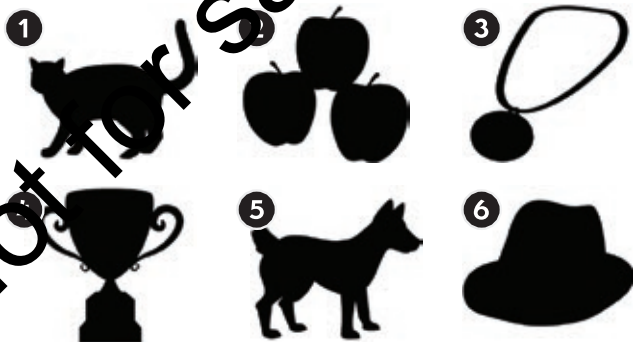
You've got a medal, **haven't** you?

We can use **tag questions** to confirm that a sentence is true.

4 Communicate Complete the tag questions.

- 1 Yoga is from India, ... ?
- 2 You're a pupil at this school, ... ?
- 3 Our teacher can speak English, ... ?
- 4 You've got a sister, ... ?
- 5 It's sunny today, ... ?

5 Look at the pictures. Ask and answer.



It's a cat, isn't it?

Yes, it is.

6 Complete the sentences below on a piece of paper. Don't show them to anybody.

I can ... I can do karate.

I'm ... I'm eleven years old.

I've got ... I've got a new guitar.

Collaborate Read the piece of paper from your teacher. Ask and answer questions in your group. Find the right person.

You practise pilates, don't you?

Yes, I do!

You're twelve years old, aren't you?

Yes, I am!

You've got two brothers, haven't you?

No, I haven't!

Check in!

Can you use tag questions to confirm that a sentence is true?





1 **Think, pair, share!** What kind of art is traditional in your country?

2 **Listen and read.** 109

How do we experience other cultures?

We can learn about other cultures by looking at their art.

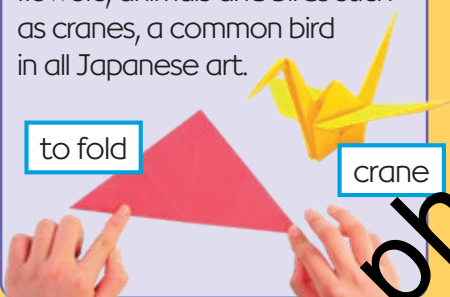


Tomas

Traditional art from around the world

Origami

Origami is a traditional Japanese art form. It is the making of models from single square sheets of paper without glue or sticky tape. *Ori* means 'folding', and *kami* means 'paper'. The best paper is thin and easy to fold. Some paper has a different colour on each side. Some paper is patterned. The most typical models are flowers, animals and birds such as cranes, a common bird in all Japanese art.



to fold

crane

Papier-mâché masks

Artists in Mexico have made colourful masks for hundreds of years. They use different materials such as wood and card. Some of the most typical masks are made with papier-mâché, a material made by mixing paper and glue. The masks are faces of people, animals, birds and even skulls! After making the masks, the artist paints them in bright colours, adding stripes and geometric shapes and patterns.



skull

Love spoons

Love spoons are traditional wooden spoons with patterns and are popular in Wales. The oldest Welsh love spoon is from 1667. It is in a museum. Traditional designs include hearts and Celtic patterns of knots, crosses, flowers and dragons. Some artists include symbols with special meanings. Today, people buy love spoons as wedding presents. You can see them on the walls of many homes in Wales.



Celtic knot

3 **Read again and answer True or False.**

- 1 *Origami* means 'folding paper'.
- 2 A crane is a kind of Japanese flower.
- 3 Masks are a new art form in Mexico.
- 4 You make papier-mâché by mixing paper with glue.
- 5 Love spoons are made from paper.
- 6 Some Welsh love spoons are decorated with dragons.

4 **Think, pair, share!** Which of the three kinds of art ...

- is the most unusual?
- would you like to try?
- would you like as a present?

5 **Learn to appreciate how making art can make you feel.** AB Page 105

Find out more!

Find some symbols from traditional love spoons. Draw a symbol and tell your class what it means.



1 BEFORE YOU READ Describe two of these things in your country.

after-school activities school lunch school subjects school times
teachers travelling to and from school

2 Listen and read. 110 Which four topics in activity 1 does Pablo write about?

Pablo's blog

New country, new school

My family is living in Wales this year. At first, I didn't want to come here, but now I'm happy. It's a very positive experience.

I want to tell you about my new school – the things that are similar to my school in Spain and the things that are different.

The first difference is the school timetable. In Spain, we start at 9.00 and finish at 5.00. We have two and a half hours' break for lunch because a lot of children go home to eat. In Wales, we start at 8.30 and finish at 3.30 because everybody stays at school to eat. I think this is better, because the school day finishes earlier.

Lunch is different here, too. You can choose what you want to eat: a main course and a dessert. In Spain, we have three courses and you can't choose – everybody eats the same food.



Lessons in Wales are similar to what children study in Spain. We do the same subjects, except for language. In Spain, everybody learns English. In Wales, although we speak English, we also have Welsh lessons! Welsh is not like English at all. 'Bore da' means 'good morning'.

Another difference is what happens after school. In Spain, we have after-school classes and activities. After school in Wales, children play in the playground, in the park or in each other's homes.

I've made a lot of new friends. We play games and sports, we chat, we go to the shopping centre, we go for a walk at the weekend – the same things that children like doing all over the world.



3 AFTER YOU READ Read the blog post again and answer the questions.

- 1 How does Pablo feel about his year in Wales?
- 2 Does Pablo prefer the school times in Wales or in Spain?
- 3 What surprises Pablo about lunch in a Welsh school?
- 4 What new subject is Pablo learning?
- 5 What does Pablo think about children from different countries?

Connect



How is Pablo's school in Wales similar or different to your school?

Tell a friend.

In Pablo's school, lessons finish earlier than in my school.

Find out more!

How do you say 'Wales' in Welsh?



1 **Video** ▶ Watch and listen to the video. Where is Izdihar from? Where does she live now?

2 **Video** ▶ Watch and listen again. Then say the missing words.

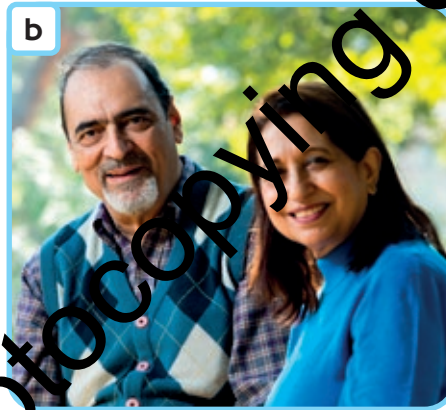
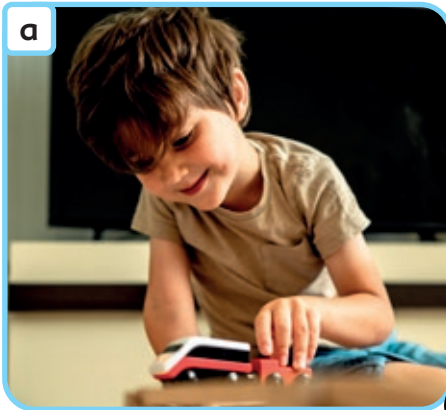
- Izdihar moved with her parents and her two ...
- When she grows up, Izdihar wants to be a ...
- Izdihar's mum and dad help their daughters with their ...
- Not all refugees can go to ...
- Izdihar's father has got a job in a ...
- Izdihar and her sisters have got lots of ...
- They haven't got lots of ...



My life changed in so many ways when I came to a new country.



3 Listen to Layla. ▶ Who are the people in the photos?



4 Listen again. ▶ Then choose the correct words.

- Layla lives with **three** / **four** other people in her new home.
- Her best friend is **Izdihar** / **Alimar**.
- In Syria, Layla played **in the square** / **on the beach** near her home.
- She talks to her family in Syria **on the phone** / **in video calls**.
- Her plan is to be a **doctor** / **teacher** one day.
- Her brother is **five** / **ten**.

5 **Connect** ▶ Imagine you move to another country. What would you miss about your home? Tell a friend.

I'd miss my neighbours and the park behind my house.



6 Complete the speaking activities.

AB Page 107



Brighter learning

Choose a country and find out about life there. Tell the class five interesting things.

- 1 Listen and answer.  113 Which countries can you hear?
- 2  Watch and answer the review questions.
- 3 Choose and do.



Write a new chorus for the song.



Draw and write an extra frame for the story.



Write a list of five ways you can help a child who moved to your school from another country.



Make a poster of all the new vocabulary you learned in this unit.



Make a list of foods from ten different countries around the world.



Draw an original Mexican mask design and show it to your class.



Research a traditional kind of art from another country and show your class.



Find and sing a karaoke song from the internet.



Find out how you can help refugee children in your country.



4

 **My progress**

Think about unit 8. What lesson did you enjoy most? Why?



I enjoyed the lesson about moving to a new country most. It made me think about a lot of things!



5

Do the Big Question board activities. 

 **Check in!**

Can you answer the Big Question?



Well done! You've got a reward!

REWARD



1 Match the parts of the sentences.

- | | |
|--------------------|------------------------------|
| 1 What's the name | A the exhibition take place? |
| 2 Where does | B at the exhibition? |
| 3 When does | C the exhibition start? |
| 4 How much does it | D of the exhibition? |
| 5 What can you see | E cost to get in? |

2 Student A: Look at the questions in activity 1.

Ask your partner about an exhibition.

Student B: Look at the information in the table below.

Answer your partner's questions.

Name	Ancient Rome Exhibition
Where	Green Street Art Gallery
When	13 th March - 15 th April
How much / cost	4 euros
What / see	maps, books, pictures and coins



What's the name of the exhibition?

It's called the Ancient Rome Exhibition.

3 Student B: Look at the questions in activity 1.

Ask your partner about an exhibition.

Student A: Look at the information in the table below.

Answer your partner's questions.

Name	Ancient Greece Exhibition
Where	The Central Exhibition Rooms
When	January - March
How much / cost	6 euros (2 euros for students)
What / see	furniture, everyday objects and how people lived in ancient Greece

