

H.Q. Mitchell

# Smart

junior

5

student's book

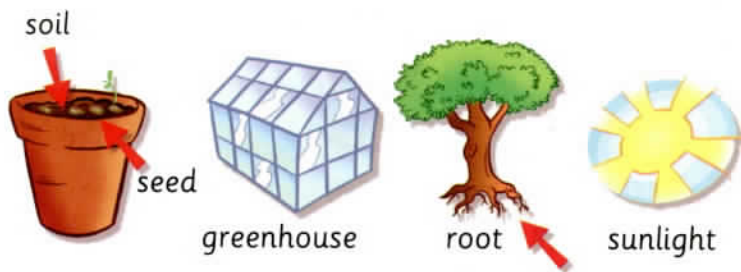
PODRĘCZNIK DLA SZKÓŁ PODSTAWOWYCH

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# Syllabus

Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
<b>Module 1 • People</b> p. 5				
<ul style="list-style-type: none"> <li>- to ask and answer about personal details</li> <li>- to talk about people's routines</li> <li>- to name some occupations</li> <li>- to talk about past events</li> <li>- to talk about holiday activities and future plans</li> </ul>	<p>Information Questions (What, Where, When)</p> <p>Present Simple vs Present Progressive</p> <p>Past Simple</p> <p>Future <i>going to</i></p>	<p><b>Words related to occupations:</b> author, artist, reporter, newspaper, article, painting, interview, autograph</p> <p><b>Adjectives:</b> serious, well-known, fantastic, famous</p> <p><b>Words related to holiday:</b> go hiking, go climbing, go camping, buy souvenirs</p> <p><b>Verb:</b> sell</p> <p><b>Nouns:</b> drawing, neighbour, award, cartoon</p>	<p><b>Social Studies</b> (asking for and giving personal details, identifying and describing occupations, reading about Ernest Hemingway - WB)</p> <p><b>P.E.</b> (reading about physical activities on holiday)</p> <p><b>Language Arts</b> (writing an article about a famous person)</p> <p><b>Art</b> (Walt Disney)</p>	<p>/aɪ/ climb hiking wild island</p> <p>/ɪ/ camping swim animals</p>
<b>Module 2 • Exploring</b> p. 15				
<ul style="list-style-type: none"> <li>- to talk about ability in the past</li> <li>- to talk about the past</li> <li>- to talk about actions that were happening in the past and were interrupted by other actions in the past</li> <li>- to learn about an explorer's life</li> </ul>	<p>The verb <i>could</i></p> <p>Past Progressive</p> <p>Past Simple - Past Progressive</p> <p>Time clause (when)</p>	<p><b>Actions:</b> rollerblade, type, send an e-mail, count, play the drums, fight</p> <p><b>Verbs:</b> explore, look for, dig, relax, knock, hold, hear</p> <p><b>Nouns:</b> palm tree, rock, picnic, chest</p> <p><b>Exploration:</b> voyage, captain, iceberg, map</p>	<p><b>Music</b> (song about what two people could or couldn't do in the past)</p> <p><b>Social Studies</b> (learning about famous explorers like Captain James Cook, Magellan, and Christopher Columbus - WB, learning to protect the environment by saving forests)</p> <p><b>Language Arts</b> (making an advertisement, writing a personal story)</p>	<p>/aɪ/ fight dive fly type</p> <p>/eɪ/ sail play paint</p>
<b>Smart World 1</b>		<b>Australia</b> p. 26		
<b>Module 3 • Try hard</b> p. 27				
<ul style="list-style-type: none"> <li>- to make comparisons</li> <li>- to describe something or someone using adverbs</li> <li>- to talk about sports and sporting events</li> <li>- to talk about units of measurement and time</li> <li>- to talk about talents and abilities</li> </ul>	<p>Comparative forms</p> <p>as + adjective + as</p> <p>Superlative forms</p> <p>Which</p> <p>Adverbs of manner</p> <p>Comparison of adverbs</p>	<p><b>Nouns:</b> continent, the underground, bungee jumping, skyscraper, portrait, line, athlete, medal, winner, ring, mascot</p> <p><b>Verbs:</b> practise, train, light a flame</p> <p><b>Adverbs of manner:</b> hard, softly, deep</p> <p><b>Water sports:</b> scuba diving, parasailing, surfing, water-skiing,</p> <p><b>Features of nature:</b> wave, air</p> <p><b>Units of measurement and time:</b> metres (m), centimetres (cm), minutes (min), seconds (sec)</p>	<p><b>Social Studies</b> (reading about Olympic sports and Olympic Games)</p> <p><b>Language Arts</b> (reading and writing about a famous sporting event and famous Olympic swimmers - WB)</p> <p><b>P.E.</b> (reading and talking about water sports)</p> <p><b>Science</b> (listening about whale sharks)</p>	<p>/ʌ/ underground ugly bungee jumping cup luck</p> <p>/uː/ scuba diving student</p>

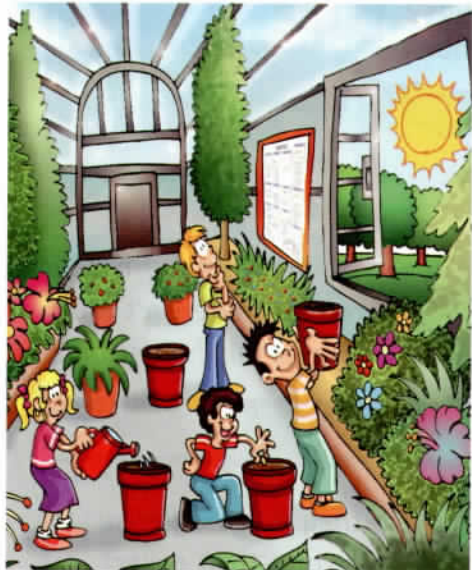
Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	Phonics
<b>Module 4 • Up high p. 37</b>				
<ul style="list-style-type: none"> <li>- to talk about birds</li> <li>- to give information about someone or something avoiding repetition</li> <li>- to identify and describe occupations</li> <li>- to talk about an invention</li> </ul>	Relative pronouns: who, which, that	<b>Nouns:</b> hole, tiny, MP3 player, mammals, insect, washing machine, machine, person, thing <b>Verbs:</b> hunt, use, direct, invent, take place, dry <b>Adverb:</b> backwards <b>Occupations:</b> stuntman, window washer, director, actress <b>Adjectives:</b> empty, dirty <b>Food:</b> pie <b>Cookware:</b> pan <b>The myth about Icarus:</b> inventor, feather, wax, melt, drown	<b>Science</b> (learning about different kinds of birds, reading about the Sun - WB) <b>Social Studies</b> (describing occupations, reading about the Frisbee® invention and reading the myth about Icarus, reading about the history of clocks - WB) <b>Art</b> (making a rocket)	/eə/ <b>air</b> <b>hair</b> <b>chair</b>  /əʊ/ <b>hole</b> <b>home</b> <b>cold</b>
<b>Smart time 1</b>	<b>People who tried hard! p. 48</b>			
<b>Module 5 • It's natural p. 49</b>				
<ul style="list-style-type: none"> <li>- to talk about plants</li> <li>- to talk about quantity</li> <li>- to talk about bees</li> <li>- to talk about endangered species</li> <li>- to talk about environmental issues</li> </ul>	much / many / a lot of / lots of / a few / a little  How much...? How many...? How long...?  Both / Neither	<b>Words related to plants:</b> soil, seed, greenhouse, root, sunlight, <b>Verbs:</b> add, grow, cut down, disappear, build <b>Words related to bees:</b> beekeeper, beehive, honey, sting, honeycomb, nectar <b>Words related to animals:</b> endangered species, deer <b>Measurement:</b> weight, pound, length <b>Adjectives:</b> spotted, extinct, male, female <b>Words related to the world around us:</b> environment, turn off, tap, organisation, road, oxygen, wood <b>Food:</b> nuts	<b>Music</b> (song about a greenhouse) <b>Science</b> (talking about plants, beekeepers and endangered species, protecting the environment, reading and listening about the Iberian Lynx and reading about the Giant Panda - WB) <b>Art</b> (planting your initials) <b>Home Economics</b> (describing a recipe) <b>Computer Studies</b> (looking up information on the Internet about endangered species)	/ʌ/ <b>honey</b> <b>discover</b> <b>come</b>  /ɒ/ <b>spotted</b> <b>body</b> <b>hot dog</b>
<b>Module 6 • One and all p. 59</b>				
<ul style="list-style-type: none"> <li>- to talk about a performance</li> <li>- to talk about competitions and talent shows</li> <li>- to talk about TV programmes</li> <li>- to tell the time</li> </ul>	Compounds of some / any / no / every	<b>Nouns:</b> channel, remote control, TV guide, mechanic, information <b>Words related to theatre:</b> stage, performance <b>Words related to competition:</b> talent, balance, hide, competition	<b>Art</b> (reading about a school theatre performance and taking part in competitions and talent shows) <b>Language Arts</b> (making a TV guide page) <b>Social Studies</b> (reading about child actors - WB)	/g/ <b>TV guide</b> <b>good</b> <b>girl</b>  /dʒ/ <b>stage</b> <b>giraffe</b> <b>geography</b>
<b>Smart World 2</b>	<b>Nothing Hill Carnival p. 70</b>			



add  
grow

Sing a song

1 Listen and complete. Then sing.



### The Greenhouse

Come to the \_\_\_\_\_  
Let's plant a few seeds and watch them grow.  
They need a little sunlight,  
So put them near the \_\_\_\_\_.  
Don't forget a little water and what do you know!  
In the next few \_\_\_\_\_ they're going to grow!

Come to the greenhouse  
Let's plant some \_\_\_\_\_  
And wait for a few weeks  
They'll come out of the \_\_\_\_\_  
They'll have strong roots and strong \_\_\_\_\_  
And what do you know, they're ready to go!

## Look!

You need **a few** seeds.

Seeds need **a little** sunlight.

2 Think of a recipe. What do you need? Draw and give it to your partner to complete.

1.		You need _____
2.		_____
3.		_____
4.		_____

3 Think of a recipe. Then talk in pairs.

You need a few eggs  
and some flour.

Is it an  
omelette?

No, it isn't. You also  
need a little sugar  
and a little milk.

Is it a cake?





beekeeper



beehive



honey



sting

1 Listen and answer. Why does Mark have a headache? Then read.

The kids are visiting Mark's uncle. He's a beekeeper. He has lots of beehives and the children are helping him collect honey.

Wear these special clothes, kids. You don't want the bees to sting you, right?

1

There's a lot of honey in this honeycomb.

There aren't many bees in here and there isn't much honey in this honeycomb.

2

How do bees make honey, uncle Steve?

Well, they fly to different flowers and they collect nectar. They take the nectar to their hive and make honey in their honeycombs. They need a lot of nectar to make honey.

3

Ahh! Bees! Bees!

Wait, Mark.

4

5

Are you OK?

No! I have a headache!

6



honeycomb



nectar

# Look!

He has **lots of** beehives.

There's **a lot of** honey in this honeycomb.

There aren't **many** bees in here.

There isn't **much** honey in this honeycomb.

## 2 Read activity 1 and write T for True or F for False.

1. Beekeepers wear special clothes because they don't want bees to sting them.
2. Bees collect honey from flowers.
3. Bees make honey in honeycombs.
4. Bees don't need much nectar to make honey.
5. Mark's uncle has got a headache.


## 3 Circle the correct word.

1. There are too **much** / **many** bees in here!
2. We haven't got **much** / **many** time now.
3. Look! There's **lots** / **a lot of** snow on the ground!
4. There aren't **much** / **many** animals in the zoo.
5. How **much** / **a lot of** bread have we got?

## 4 Look and say. Use a lot of / lots of / much / many.



There's a lot of orange juice.

There aren't many ...



## 5 Look at activity 4 and write sentences in your notebook.



endangered species

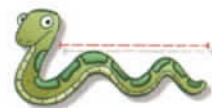


spotted



weight

kilo



length

- 1 Listen and answer. What do you know about the Iberian Lynx? Then read. 

## Iberian Lynx

**Susan:** Hello and welcome to this week's programme of Endangered Species. Today we will learn about the Iberian Lynx. Here with us is Mike Freedom to tell us about this beautiful cat.

**Mike:** Thank you, Susan.

**Susan:** You're welcome. So tell us about this beautiful cat, Mike.

**Mike:** Well it certainly is beautiful with its spotted coat and long legs.

**Susan:** Where does it live?

**Mike:** It lives in Europe. Not in big cities of course, but in the forests and mountains of Portugal, France and Spain.

**Susan:** What about Italy?

**Mike:** No, it doesn't live in Italy.



- 2 Read again and tick (✓) the correct boxes.

1. What does the Iberian Lynx look like?










2. Where does it live?



deserts



forests



mountains



cities

3. In which countries does it live?



Portugal



Italy



France



Spain



deer

male

female

extinct

## Look!

How much does it weigh? About 9 kilograms (kg).

How many cubs has it got? 1-3.

How long is it? About 81 centimetres (cm).

### 3 Listen to the rest of the interview and complete the fact file.



Name of animal: Iberian Lynx

Weight: (males) \_\_\_\_\_ kg

(females) \_\_\_\_\_ kg

Length: \_\_\_\_\_ cm

Cubs: \_\_\_\_\_

Eats: \_\_\_\_\_ and \_\_\_\_\_

### 4 Read and match.

- How much does the white cat weigh?
- How long is that dog's body?
- How many kittens did the black cat have?

- 4
- About 89 cm.
- 4.5 kg.

### 5 Choose an endangered species, look at activity 3 and write a fact file. Then present it to the class.

## Tip

When we talk or write about a **species** of animal, it is common to use the singular form, e.g. *The whale is the biggest mammal.*



Look up information on the Internet about endangered species. You can use some of these topics.

Animals under extinction

Threatened species

Mammals in danger

Red list of threatened species



environment      tap  
turn off      organisation

Sam drives a car. Sue drives a car.  
**Both** of them drive a car.  
Sam doesn't like milk. Sue doesn't like milk.  
**Neither** of them likes milk.

1 Listen and read the two blogs about the environment. 

### SAVING THE ENVIRONMENT

Guys, I think that our environment has a lot of problems today and we have to help save it. I don't know about you but I try to do something about it. I don't ask my dad to drive me to school anymore. I usually ride my bike or walk there. It's good exercise. I also try to save water. I turn off the tap when I brush my teeth. Water is important and we shouldn't waste it! What do you think?

Posted by: Alex from the UK / 1 December, 2009 at 10:39 am

To Alex from the UK

I agree with you, Alex. We use too much water in our homes. In other countries people haven't got much water to drink. In my everyday life, I try to save water, too, and I also ride my bike to school or take the bus. Another thing we should all do is recycle. My family and I recycle paper, glass and other materials. Recycling really helps to protect the environment. You can start from today!

Posted by: Paola from Italy / 1 December, 2009 at 7:39 pm

2 Read activity 1. Say who does what for the environment. Use **Both** / **Neither** / **Alex** / **Paola**.

- go to school by car
- go to school by bus
- save water
- walk to school
- recycle
- give money to organisations
- try to save the environment

3 Talk in groups of three. Ask your partners what they do to help the environment. Use the ideas in activity 1. Then report to the class.

Yes, I do.

Do you recycle paper?

Yes, I do.

Both of them recycle paper.



### PRONUNCIATION

Listen and repeat.

Then tick (✓). 

	/ʌ/	/ɒ/
honey	✓	
spotted		✓
body		
discover		
come		
hot dog		

## 1 What is going to happen to the seeds? Discuss.



**Plant A**  
has got water and sunlight.



**Plant B**  
has got water but hasn't got any sunlight.



**Plant C**  
has got no water or sunlight.

## 2 Plant your initials.

### You need:



scissors



an aluminium tray



cress seeds



soil



card



water

- Put some soil in a tray. Then, plant cress seeds in the soil and water them.
- Cut your initials out of a piece of card and put the card over the seeds. Make sure it covers the whole tray!
- Put the tray in a sunny place for a few weeks. Don't forget to keep the soil wet:
- Do not take the card off, even when the seeds begin to grow. Make sure your tray is always in the sun.
- When the seeds are fully grown, take the card off carefully. Can you see your initials? They should be a darker green than the rest of the cress. BUT WHY?

1.



2.



3.



4.



5.



- 1 Listen and read.  
Why are trees important?



road



oxygen



nuts



wood

# Trees Are Our

Everyone loves trees. Children love to climb them and make tree houses. Many people enjoy walking in forests but trees are not there just for fun. They're very important.

- Trees give us oxygen. We can't live without it! Trees also clean the air.
- Trees are important for birds, insects and other animals. Different animals and insects make their homes in trees. Trees also give them food.





cut down



disappear



build

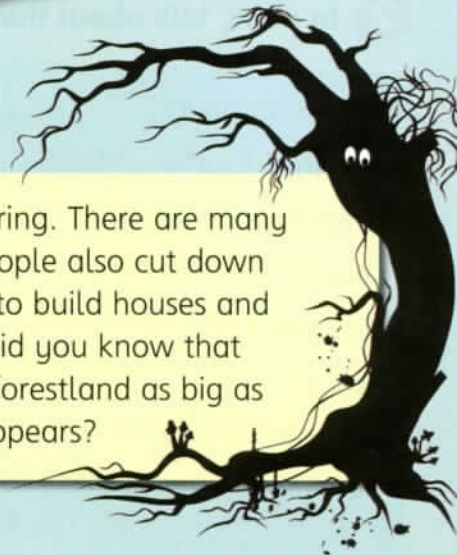
# Friends

- People get a lot of things from trees, too! We get fruit, nuts and wood.



- Today trees are disappearing. There are many forest fires every year. People also cut down trees because they want to build houses and roads and make paper. Did you know that every second an area of forestland as big as two football pitches disappears?

- We must look after trees. One thing we can do is recycle. A family with two children can save six trees every year by recycling!



## 2 Complete.

1. Trees give us \_\_\_\_\_ and we can't live without it.
2. \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ live in trees.
3. We get fruit, \_\_\_\_\_ and \_\_\_\_\_ from trees.
4. People cut down trees because they want to build \_\_\_\_\_ and \_\_\_\_\_.
5. People also make \_\_\_\_\_ from trees.
6. To save trees, people can \_\_\_\_\_.

## Let's chat

Is there a forest near your neighbourhood? What things can we all do to protect the environment?

# Revision 5

## Listening

### 1 Listen and complete.

Marie's dad is a (1) \_\_\_\_\_ and a (2) \_\_\_\_\_. He has got lots of (3) \_\_\_\_\_. Every day he (4) \_\_\_\_\_ honey. Royal jelly is something you find in (5) \_\_\_\_\_. It has got lots of (6) \_\_\_\_\_.

## Speaking

### 2 In pairs, talk about the similarities and differences. Use **Both** or **Neither** of them.

**Name:** Anthony

**Family:** 1 brother, 1 sister

**Favourite food:** pasta

**Likes:** watching DVDs

**Dislikes:** doing homework

**Pet:** no

**Games:** bike, computer games

**Favourite sports:** parasailing,  
bungee jumping



**Name:** Gregory

**Family:** 1 sister

**Favourite food:** pasta

**Likes:** watching DVDs

**Dislikes:** doing homework

**Pet:** no

**Games:** computer games, skateboard

**Favourite sports:** windsurfing,  
bungee jumping



Both of them  
like pasta.

Yes.



## Writing

### 3 Write about your favourite animal. Draw or stick a picture.

What is it? \_\_\_\_\_

Where does it live? \_\_\_\_\_

How much does it weigh? \_\_\_\_\_

How many cubs / babies has it got? \_\_\_\_\_

How long is it? \_\_\_\_\_

