

Skyrocket 5

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1 Look and discuss the questions. 

What can you see in the city?

What problems can you see?



◆ Look and number the picture.

- | | | |
|------------|--------------------|-------------------|
| 1. traffic | 3. water pollution | 5. air pollution |
| 2. rubbish | 4. few green areas | 6. overpopulation |

2 Discuss the question. 

Why do cities have these problems?

Everybody uses a car.

There are a lot of people.

And there are very few trees.

3 Read and complete.  

reduce recycle reuse

The three Rs:

1



This is Dan Jones. People in Anyville want a better and cleaner city. They want to live in a nice place.

2



We're going to take the bus and ride our bikes more often. We want to _____ air pollution and traffic.

3



To fight air pollution, I'm planning to create more green areas. My plan is to take down old buildings and _____ land.

4



We want to _____ the plastic, glass, aluminium and paper. This way, the rivers will be cleaner.

◆ Read, discuss and circle one of the three Rs.  

aluminium and tins, cardboard, glass, magazines, newspaper, paper, plastic bags, plastic bottles

reduce recycle
reuse

plastic bags, paper plates, paper cups, paper mail (bills, catalogues, school reports, etc.), paper napkins, packaging

reduce recycle
reuse

plastic bottles, plastic cups, plastic or cloth bags, old clothes, old furniture, broken appliances, cloth napkins, cotton nappies

reduce recycle
reuse

1 Look and discuss the questions. 

1. Which of these cities would you like to live in? Why?
2. Which of these cities is similar to the place you live in now?



◆ Read and number the texts. 

Anyville: Our Future

Anyville experts have concluded two possible trends for the future. Some people think that in fifty years, there won't be any parks or trees, the river will be polluted with rubbish and there won't be any fish or animals in it. They also think that the city will be dirty and won't be a nice place to live in. (Picture _____)


Other people, however, are more optimistic. They think that residents will learn to recycle rubbish, reuse and reduce waste. The river won't be polluted, and it will contain a lot of fish and animals. The city will be clean and green. There will be parks, and a lot of trees on every street. (Picture _____)

2 Listen and complete the sentences.  

1. Everybody _____ drive a car.
2. There _____ be any parks.
3. We _____ learn to reduce our energy use.
4. Everyone _____ have a garden for growing food.
5. Paper _____ exist anymore.

Grammar Rocket

The river **will be** polluted.
There **won't be** any fish in it.

◆ Do you agree? Mark (✓ or ✗) and discuss the predictions. 

✓ = Yes, it will happen.

✗ = No, it won't happen.

3 Read and number the pictures. 

I, resident of Anyville, promise that...

1 I will ride my bike or walk to school.

2 I will turn off the computer when I'm not using it.

3 I will turn off the water when I brush my teeth.

4 I won't drive my car to work.

5 I will move the factories out of the city, and create parks.

6 We won't pollute the river. We will reduce waste.



Grammar Rocket 

I **will ride** my bike to school.

4 Look and write promises. 

reduce

reuse

recycle

◆ Share with the class. 

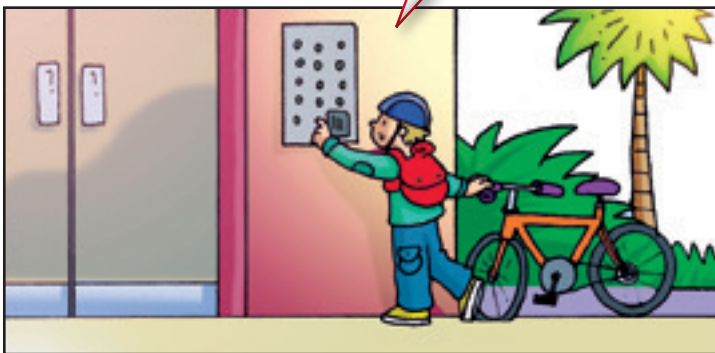
1 Listen and complete the dialogue.  

Mum, I can't go to school. I have a flat tyre.

Thanks, Mum. Oh, and I forgot to switch off my computer.

Oh, and I forgot to separate the rubbish.

One more thing, Mum. I forgot to bring scrap paper to reuse in class.



Don't worry. I'll _____ repair it.

_____ for you.

_____ do that later.



2 Role play: *Recycle or reuse?* 

Grammar Rocket 

I'll **help** you repair it.



I'll reuse those boots. I'll plant flowers in them!

I'll recycle the bottle. I'll put it in the plastic bin.

3 Read and number.



1 Dr Chen and Dr Bharti study the environment. They have made predictions.



2 Louisa Smith is a candidate running for city mayor. She has made promises.



3 Don and Linda are Year 5 students. They want to help their community.

Most people will live in big cities.

1

Grandma, we'll help you plant trees in your garden.

I'll build more recycling factories for materials such as glass, aluminium and paper.

We'll make a sign for the recycling bins in our school.

The rubbish problem won't be solved.

I'll create new parks and plant trees on every street.

Pollution will continue to be a problem.

Everybody will get a bonus for using a bike to go to work or school.

We'll organise a car pool so more of us travel to school together.

We'll have better schools, hospitals and community centres.

We'll donate our old clothes and toys to charity.

Families will all live in the same home. The cost of living will be too high to live separately.

4 Discuss the questions.

1. What are your predictions for this school year?
2. What promises can you make to your teacher or parents this year?
3. How can you offer to help in your class or at home?

1 Listen and mark (✓ or ✗) the predictions. 1.24

Predictions for the year 2100:

- | | |
|--|---|
| 1. There won't be many animals on the planet. <input type="checkbox"/> | 5. Everybody will wear masks to breathe. <input type="checkbox"/> |
| 2. Everybody will ride bikes. <input type="checkbox"/> | 6. Buildings will have a garden on the roof. <input type="checkbox"/> |
| 3. We will have new species of plants. <input type="checkbox"/> | 7. There will be more older people. <input type="checkbox"/> |
| 4. Everybody will be vegetarian. <input type="checkbox"/> | 8. Some people will live underground. <input type="checkbox"/> |

◆ Listen and circle. 1.25



◆ Discuss the questions.

1. Which predictions were correct? Which weren't?
2. What do scientists base their predictions on? Find out.



Reading



1 Discuss the question.

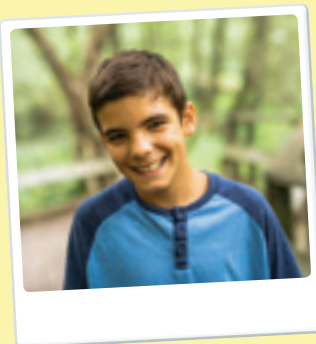
What do you know about your ecological footprint?

2 Read and complete the chart.



Ecological Footprints

What is an ecological footprint? Think about the size of the space you live in. Then think about the area and resources that are needed to grow the food you eat, to supply the water and to provide the energy you use daily. The measure of the impact your lifestyle choices have on the environment is your ecological footprint.



Jeremy lives on the island of Malta. He lives in a big house with his parents and little brother. It's hot in Malta, so his house has air conditioning. His family has two cars and they drive to school and work.

They buy all their food at a supermarket in a large shopping complex and they keep it in a fridge freezer. His ecological footprint is big because they use a lot of energy and the family's cars pollute the air.

Channary lives in Phnom Penh, in Cambodia. She lives with her parents, her three sisters and her grandparents in a small flat. It's hot in Phnom Penh, too, but Channary's family uses a fan, not air conditioning.

They have a car, but they usually travel by bus or bike. Channary's mum goes to the local supermarket every day and they also have a plot for growing vegetables. Her family has a small ecological footprint because their lifestyle impacts less on the environment.



Jeremy		Channary
	What is their house like?	
	How much energy do they use?	
	How do they get around?	
	Where does their family buy food?	

3 Discuss the question.

Think about your daily life. Is your ecological footprint similar to Jeremy's or to Channary's?





Writing



Combining sentences

When you combine sentences, you can do one of the following:

1. Use *and*, *but* or *or*:

I recycle paper. I recycle plastic. I recycle glass. = I recycle paper, plastic and glass.

2. Combine sentences with an adjective. For example:

The bus is blue. The bus is full. = The blue bus is full.

3. Use a series of similar words or phrases. For example:

The river is dirty. The river is polluted. = The river is dirty and polluted.

- 1 Read the explanation above. Then complete the sentences with *purple* or *green*.  

If we compare the *purple* sentences with the *green* sentences...

1. the _____ sentences are shorter.
2. the _____ sentences sound better.
3. the _____ sentences contain repeated nouns.
4. the _____ sentences have more full stops.



- 2 Combine the sentences. 

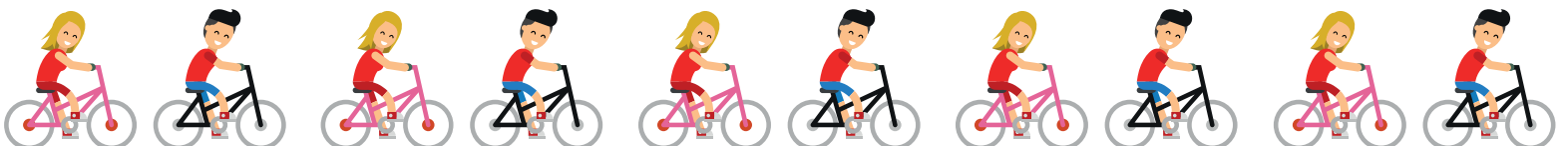
1. Children won't ride bikes. Children will use the bus as their main transportation.

2. There will be trees in the park. There'll be a playground in the park. There'll be a football pitch in the park.

3. You can recycle paper and glass here. You can't recycle plastic here.

4. He wants to plant a vegetable garden. He wants to plant some fruit trees.

5. The house is small. The house doesn't use a lot of energy.



1 Make a recycled craft.

Instructions

1. Work in small groups.
2. Choose a recycling craft.
3. Research online how to make it.
4. Discuss who will do what.
5. Tell the class how you will make it.



- Board game with old bottle tops
- Photo frames from old CD cases
- Superhero cuffs from paper tubes
- Wind chime from old CDs

I'll use old fabric to make a small bag.



We'll draw lines on the bag for the noughts and crosses!

I'll bring bottle caps from home.

Think Back



I can talk about predictions for the future.



I can make promises using *will*.



I can offer help.



I understand what "ecological footprint" means.





Review

4

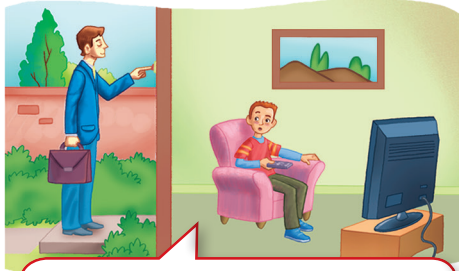
5

6

1 Read and complete the speech bubbles.

1

Someone is knocking on the door. Offer to open it.



2

Your mum got back from the supermarket. Offer to help her with the bags.



3

Your little brother wants to play baseball. Offer to play with him.

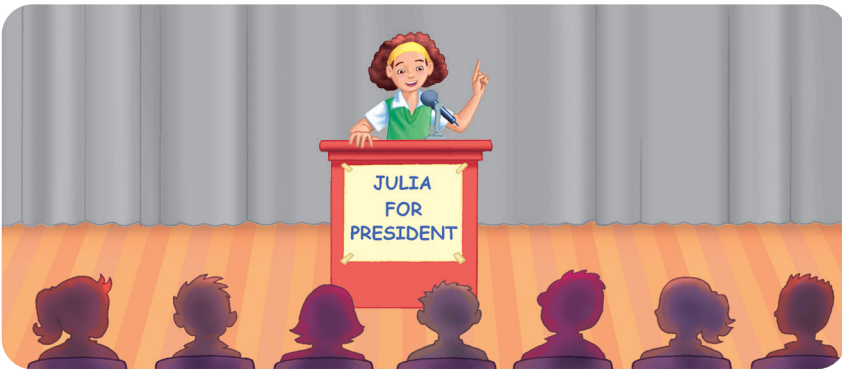


4

Your teacher needs to collect the homework. Offer to do it.



2 Use the notes to write the speech.




My Promises

- not wear school uniforms
- eat better lunches in the cafeteria
- have a longer break
- have more after-school clubs
- not do homework at the weekend
- go on more field trips

Hello, classmates.

If you vote for me as your school president, I promise I will change many things at our school.

1. I promise we won't _____.
2. I promise we will _____.
3. I promise _____.
4. _____.
5. _____.
6. _____.

3 Unscramble the questions. 

1. do / what / you / this / could be / think / ?

2. people / will / eat / food / in the future / what / ?

3. from plastic / do / think / bridges / you / could / be made / ?

◆ Look and copy the answers. 

Yes, that could be possible. It might be a flying motorbike. We may only eat dehydrated food.



4 Read and complete the sentences.  

One day Jonathan was riding his horse _____ (*happy*) when he saw something shining in the river. He _____ (*quick*) jumped off the horse and looked into the water. He couldn't see anything. He _____ (*careful*) walked up and down the river, his eyes moving _____ (*rapid*) from one side of the river to the other. _____ (*final*), after a few minutes, he saw something sparkling _____ (*bright*) in the sun. He reached down _____ (*slow*) and he took it. He couldn't believe his eyes. He found a shiny gold coin!

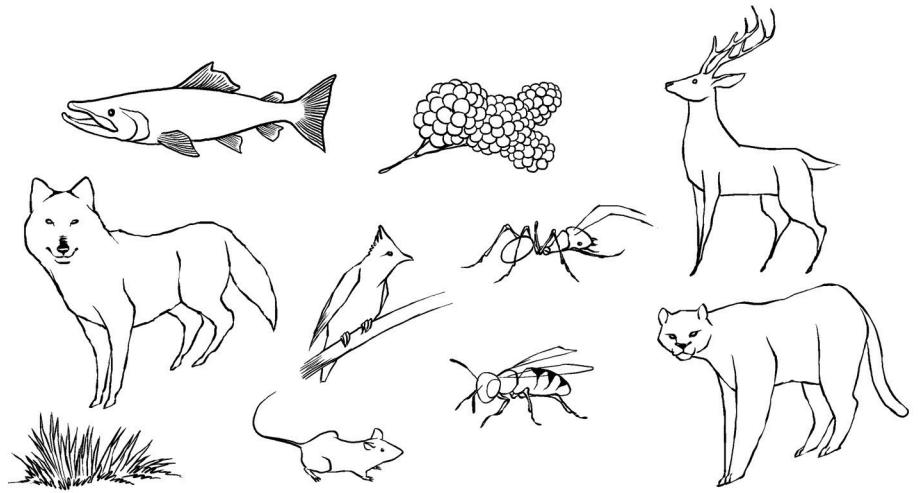




Skyrocket to Literature

Before Reading

Look and colour what bears eat.



1 Listen and follow the story. 28  

Connections

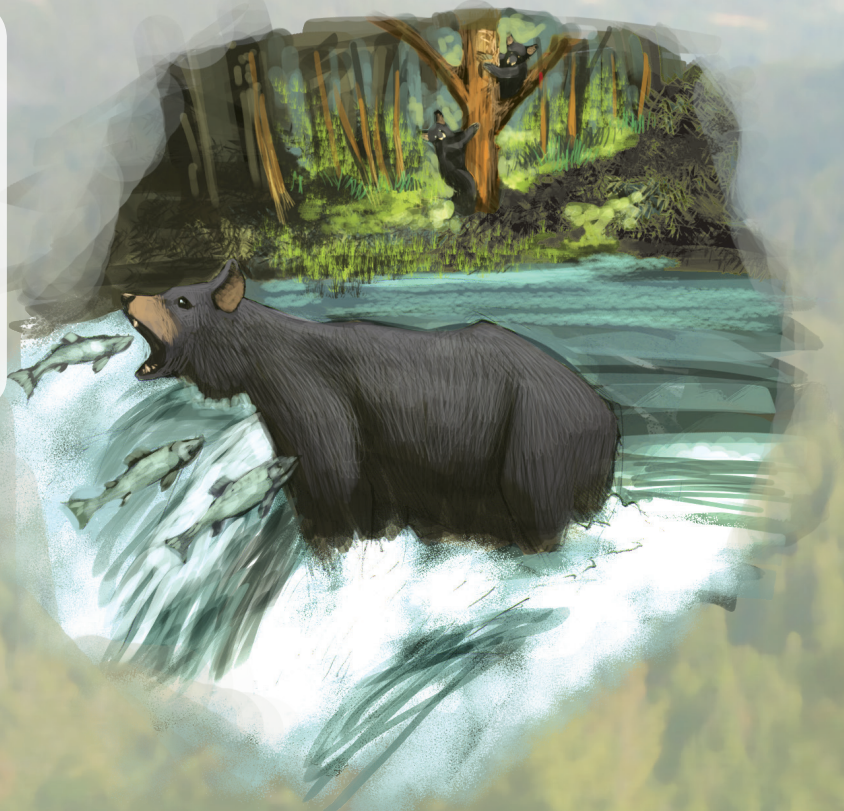
“Here you are! A nice, fresh salmon.” Mother Bear looked affectionately at her two cubs.

Suzy and Sam were carefully watching and learning from their mum.

“The salmon are swimming upriver. You can easily catch them when they jump,” Mother Bear explained.

After breakfast, the three bears went for a walk in the woods. They were still a little tired after their winter’s sleep, but the spring sunshine was waking them up.

“Shh, listen,” their mother said. “Did you hear that sound? There might be a cougar nearby or it could be wolves.”



The bears spent the rest of the spring walking, fishing and digging out ant nests.

“It’s nearly time for you to live on your own,” Mother Bear said. “You’ll be two years old this winter.”

“But Mum,” cried Sam, “what will we do if we see wolves and cougars?”

“Don’t worry about that,” his mum told him. “You’ll soon be bigger and stronger than them. They won’t come near you.”

2 Listen and follow the story.  

Suzy moved to her new home. She was happy. She sometimes saw her mum when they were both fishing down by the river. She didn't see Sam very often because he moved around a lot.

One summer, Suzy was collecting honey from a bees' nest when she saw a bear in the forest. "That may be Sam," she thought. She slowly walked over to the bear, but it wasn't Sam. It was a bear called Rob. Suzy and Rob spent the summer together and then Rob moved away again.



Suzy started eating more in preparation for the winter hibernation. This winter she was hungrier than usual because she was going to have cubs. In January, her three beautiful cubs were born. They all slept close together in the den.

Then one morning in March, Suzy woke up, but her cubs weren't there. She shouted for them and then, suddenly, she felt a pain in her neck.

After Reading

Write *T* (True) or *F* (False).

- | | |
|---|---|
| 1. Suzy sometimes met her mum. _____ | 4. Rob, the other bear, was dangerous. _____ |
| 2. Bears eat salmon when they jump. _____ | 5. Suzy and Rob spent some time together. _____ |
| 3. Suzy likes honey. _____ | 6. In winter, Suzy had three cubs. _____ |