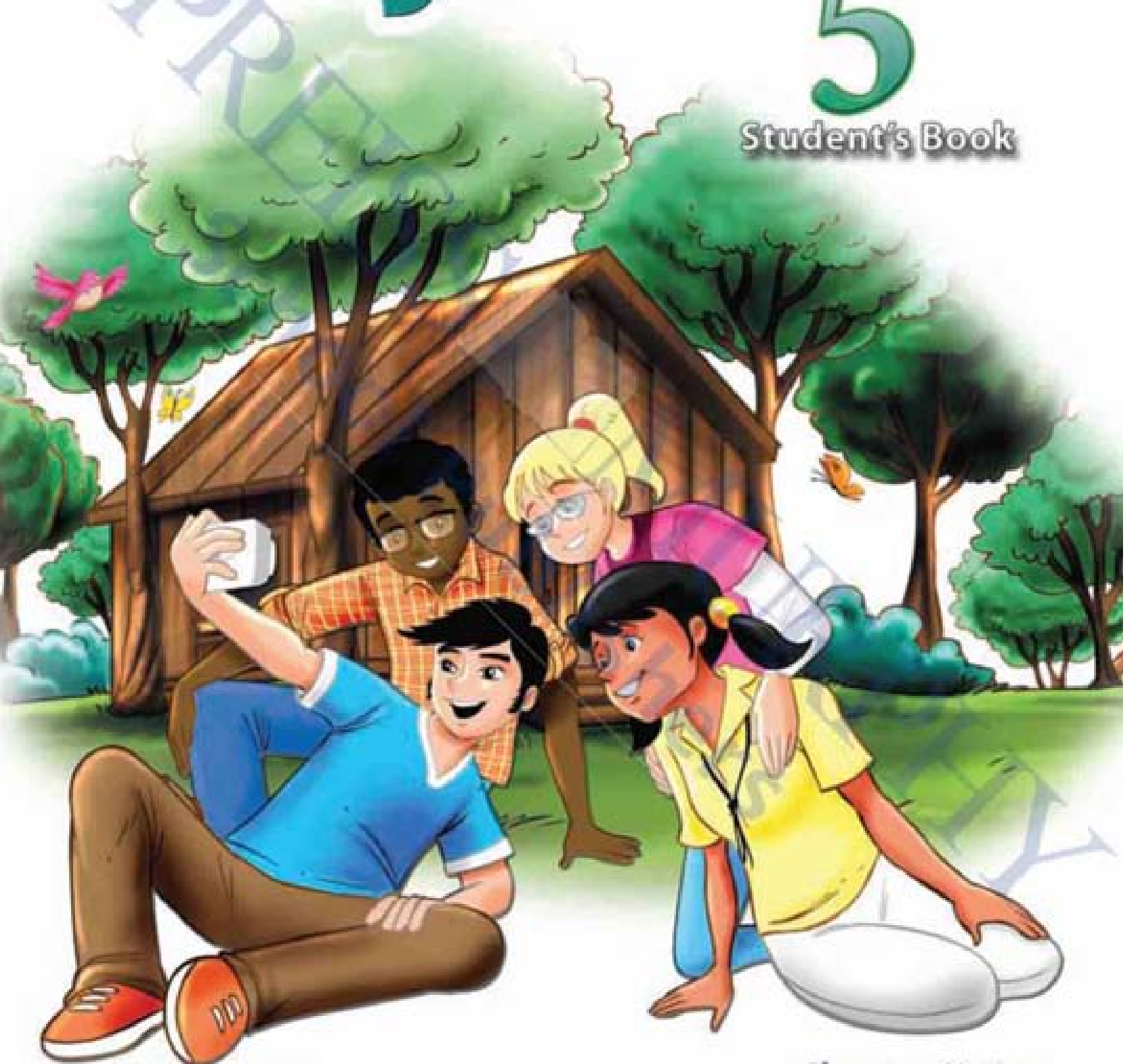


Playhouse

5

Student's Book



PREISS MURPHY
School Publishers

Shannon Katton
Kara Murphy



Scope and Sequence

1 Taking It to the Extreme 4

Word Power	Conversation	Grammar	Skills
Extreme activities vocabulary	Talking about extreme sports Asking for and giving details	Stative verbs	LB: Dictionary Skills W: Writing in a diary R: Expository reading R: Playhouse Newsletter

2 What Is Your Hobby? 12

Word Power	Conversation	Grammar	Skills
Hobbies vocabulary	Asking for and giving information about hobbies	Gerunds	LB: Play vs. Go in sports W: Persuasive essay R: Pie Graph R: Playhouse Newsletter

3 Getting Involved 20

Word Power	Conversation	Grammar	Skills
Volunteering vocabulary	Asking for and giving information about volunteering	May/Might possibilities	LB: Synonyms W: Supporting statements R: Realistic fiction R: Playhouse Newsletter

Review 28

Units 1 – 3

4 Let's Go Shopping! 32

Word Power	Conversation	Grammar	Skills
Shopping and store vocabulary	Talking about a shopping experience Communicating needs and wants	One/Others pronouns	LB: Use of kind(s) of, type(s) of, sort(s) of W: Recount: shopping experience R: Information essay: different clothing styles R: Playhouse Newsletter

5 Whose Job Is It? 40

Word Power	Conversation	Grammar	Skills
Household chores vocabulary	Describing actions around the house	Phrasal verbs: take out, turn off, hang up, sweep up, mop up, put away	LB: Words from other languages W: Summary R: Fiction summary: Classic - Tom Sawyer R: Playhouse Newsletter

6 Then and Now 48

Word Power	Conversation	Grammar	Skills
Trends vocabulary	Comparing lifestyles	Adverbs phrases of time: long ago, after a while, previously, in the future	LB: Antonyms W: Informational writing R: Informational article: transportation: then and now R: Playhouse Newsletter

Review 56

Units 4 – 6

7 Our Planet 60

Word Power	Conversation	Grammar	Skills
Environmental vocabulary	Talking about the environment and solutions to pollution	Simple Past vs. Past Continuous	LB: Compound Nouns W: How-to essay R: How-to essay: making a sun catcher R: Playhouse Newsletter

8 The Big Game
68

Word Power	Conversation	Grammar	Skills
Sports vocabulary	Talking about winning a match	Present continuous to talk about the future	LB: Adding '-ful' to nouns W: Informational essay/Biography R: Informational essay/Biography R: Playhouse Newsletter

9 Let's Eat!
75

Word Power	Conversation	Grammar	Skills
Eating out and menu vocabulary	Ordering food in a restaurant	Polite requests	LB: Commonly confused words W: Writing an advertisement R: Reading an advertisement R: Playhouse Newsletter

Review 84

Units 7 – 9

10 It's Delicious!
88

Word Power	Conversation	Grammar	Skills
Tastes of food vocabulary	Describing different tastes	Indirect questions	LB: Direct objects W: Persuasive Writing: Letter of Complaint R: Reading a comment form R: Playhouse Newsletter

11 Who's Calling?
96

Word Power	Conversation	Grammar	Skills
Spelling on phone vocabulary	Having a phone conversation	Direct object vs. indirect object	LB: Good vs. well W: Telephone conversation R: Telephone conversation and dialogue R: Playhouse Newsletter

12 When I Grow Up
104

Word Power	Conversation	Grammar	Skills
Career vocabulary	Talking about different careers	Modal verbs - should/would/could	LB: Phrasal verbs: common ones (find out, put out, cut out...) W: Brainstorming R: Realistic fiction R: Playhouse Newsletter

Review 112

Units 10 – 12

13 History Was Made!
116

Word Power	Conversation	Grammar	Skills
Passive verbs vocabulary	Talking about an assignment with passive verbs	Passive Sentences - Simple Past	LB: Indefinite pronouns W: Writing in chronological order R: Non-fiction essay R: Playhouse Newsletter

14 Let's Build It!
124

Word Power	Conversation	Grammar	Skills
Building and construction vocabulary	Talking about what a construction worker does	Causative verbs	LB: Homonyms W: Descriptive essay R: Descriptive essay R: Playhouse Newsletter

15 Let's Create It!
132

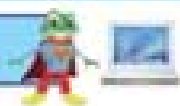
Word Power	Conversation	Grammar	Skills
Art vocabulary	Talking about painting a mural	Linking verbs	LB: Figurative language W: Figurative language: writing a description R: Biography R: Playhouse Newsletter

Review 140

Units 13 – 15

Unit 1 Taking It to the Extreme

WORD POWER



1 Listen and say the words. 🎧

Do you know the names of the extreme sports pictured here? Do you think they are crazy?

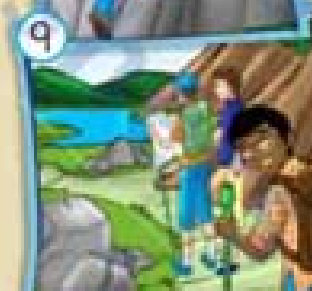
LOOK AT THE PHOTOS

Yoshi

Jenny

Max

Lilly

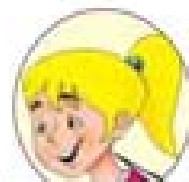


2 Read. 📖

- | | | |
|-----------|-------------|---------------|
| ① helmet | ⑤ confident | ⑨ endurance |
| ② limit | ⑥ nervous | ⑩ ability |
| ③ extreme | ⑦ equipment | ⑪ adventurous |
| ④ goggles | ⑧ dangerous | ⑫ exciting |

3 Ask and answer.

Do extreme sports make you nervous?



Yes, they do.
What equipment do you need for rock climbing?

CONVERSATION



1 **Listen to it!** Listen to the conversation. Then practise it with a friend.

Jenny: Hi, Max! You look like something exciting happened.

Max: You won't believe what I did yesterday!

Jenny: What? Don't tell me that you ran the city marathon! You don't have the endurance for that.

Max: No, no! Not that. I don't have the ability to run 26 kilometres. But I CAN do something else. Guess what it is!

Jenny: Something adventurous, I'm sure! I don't know... Tell me!

Max: I went on the bungee jump at the mall! It was so extreme! I wasn't nervous at all!

Jenny: By the look on your face, you want to go again.

Max: That's for sure! Do you want to go with me? They have equipment, like goggles and helmets. And there's no limit on how many times you can go.

Jenny: Slow down, Max! Let's do our homework first.



Useful Expressions

You won't believe what I did!

By the look on your face . . .

There's no limit . . .

2 **Listen and answer it!** Listen to the rest of the conversation. Answer the questions below in complete sentences. Then compare with the class.

1. What does Max think about bungee jumping?

2. What kind of person is good at bungee jumping?

3. Do you think Jenny will try bungee jumping? Why?

3 **Circle it!** Circle the correct vocabulary word in the sentence.

1. Extreme runners must have staying power, or (endurance / ability), to finish the race.

2. Extreme athletes always push their borders, or (ability / limits), and try new things.

3. I get (nervous / confident) when I perform in front of my class. I am afraid I will make a mistake.



1 Look and say.

Stative Verbs

Stative verbs don't describe actions. They often describe states, thoughts, feelings and opinions. Stative verbs are always used in the simple present form.

Verbs that show senses: **taste, hear, see, smell, feel**

Verbs that show emotion: **love, like, hate, want, need**

Verbs that show thought : **know, believe, understand, agree, remember**

Verbs that show possession: **have, own, contain**

Examples:

My chicken noodle soup **tastes** salty.

I **like** this song.

She doesn't **know** what to do.

My family **owns** three cars.

I don't **feel** very happy about the test.

I **need** some help.

I'm sorry, I don't **understand** the question.

2 Categorise it! Put each verb into its correct category (Stative Verbs or Action Verbs).

Can some be in both columns?

taste	love	touch	tell	know	have	run
give	wish	want	go	feel	remember	sit

Stative Verbs	Action Verbs
wish	
.....
.....
.....
.....

3 Write it! Write sentences using stative verbs.

- [know]
- [see]
- [believe]
- [have]





1 You do it!  Underline the sentences that show the stative verb form.

1. I need endurance to play extreme sports.
2. I wash the dishes with my mum.
3. We play tennis.
4. She knows how to rollerblade.
5. They are running in the field.
6. The trolley contains groceries.
7. She doesn't have enough money.
8. My mother visits my uncle.
9. The house smells like fish.

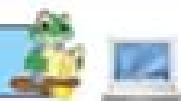


2 Write it!  Use the correct stative verb from the word box to complete each sentence.

feel think love want understand have

1. These ropes _____ five hooks.
2. I _____ very sick today.
3. I don't _____ to try this new sport.
I'm too scared.
4. I _____ skydiving very much.
5. I don't _____ that I'll be able to roller-skate
by myself.
6. Do you _____ this maths question?





1 Read about it! Read the following text. Then discuss it with your group.

Rollerblading

In-line skating first started as a means for ice skaters to practise in the off-season. Extreme in-line skating is known as rollerblading.

Rollerblading is a fun and sometimes dangerous sport. Rollerblading has become popular around the world as a way for getting around town, playing and for sports. Like most adventurous sports, it takes time to practise, learn the basics and be safe. You can find two types of extreme rollerblading.

With street skating, also known as freestyle skating, the skater performs tricks by using common, everyday objects. Skaters 'grind' handrails and concrete ledges. They jump stairs and use many things as ramps, rails and ledges. Confident skaters think creativity is the most important part of street skating, since skaters are able to invent special tricks to do in an area or environment, rather than performing more standard tricks in a skatepark.

Park skating refers to skating that goes on in skateparks. This style differs from street skating because of the way skateparks are made. Skateparks are designed for skaters to do tricks, for example, on the top of the ramp, or 'coping'. Park skating is more about the technical side of in-line. Skaters practise a variety of tricks and then put them together. A group of tricks connected together in a fluid motion over different obstacles is known as a 'line'. Skateparks often feature quarter pipes and half pipes, curved ramps and other features that are not usually found in neighbourhoods or in the city. A better quality skatepark will have good lines—making it easier for skaters to perform tricks.



2 Answer it! Answer the questions in complete sentences.

1. How did in-line skating first get started?

2. What types of rollerblading are the most common?

3. How is rollerblading an extreme sport?



What is the main idea of this text?

- a. Rollerblading in skateparks
- b. Types of rollerblading
- c. How in-line skating started

3 Group work!




Have you ever tried rollerblading? Did you enjoy it?

In groups, talk about times you went rollerblading or any other extreme sport.



Dictionary Skills

1 Look it up!  Look up the meaning of the Word Power words using a dictionary. Write the definitions in the table below.

Word Power Words	Definition
a. ability	
b. adventurous	
c. confident	
d. dangerous	
e. endurance	
f. equipment	
g. exciting	
h. extreme	
i. goggles	
j. helmet	
k. limit	
l. nervous	

Dictionary Practice

Guide words help us find words in the dictionary more quickly. Guide words are found at the top of each page in the dictionary on the left side and right side of a page. They tell us what the first and last words on each page are.

Example:

Word

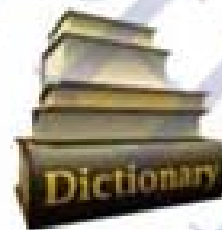
Page #


Guide Words

feel
limit

202
256

fatal-felony
lace-line



2 You do it!  Use your dictionary to find the page number and guide words for the following Word Power words.

Word	Page	Guide Words
ability	_____	_____
endurance	_____	_____
extreme	_____	_____



A *diary*, sometimes called a *journal*, is a notebook used to write down your thoughts, feelings and things that happen in your life. It is usually a secret letter that no one reads but you. You can write about anything you want. Most people make a diary or journal entry every day. Below is an example of a diary entry:

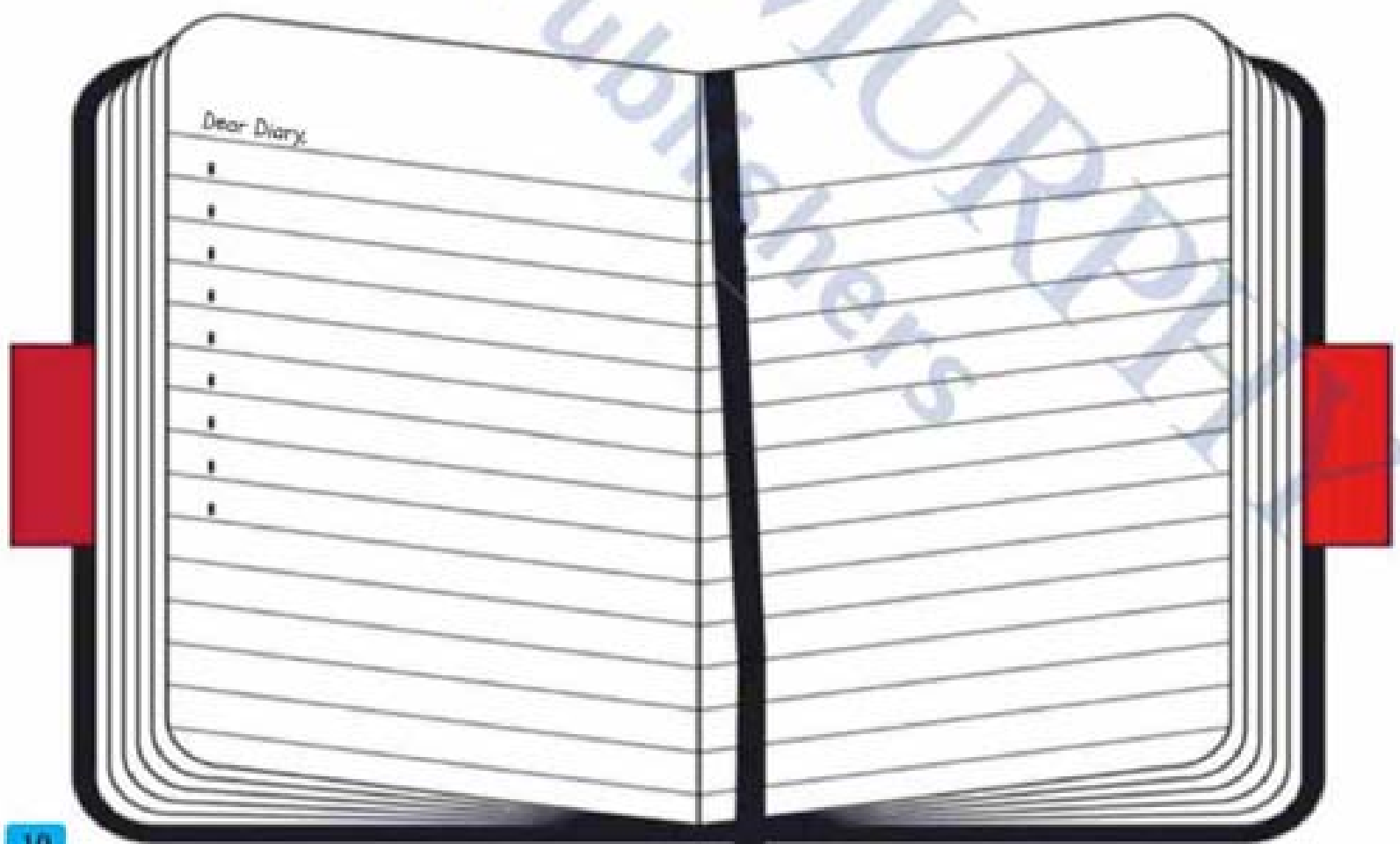
Dear Diary,

I feel very happy today. I went to the circus. I love to watch the animals and shows there. Some of the actions in the shows are extreme. I don't think that I could do any of those things. I'm not that adventurous. I am afraid of heights. I don't think I am confident enough to even ride a roller coaster. I've never told this to anyone before, but if I was not nervous all the time, I would go on the trapeze!

1 Write it!



Think of a special day and write your own diary entry. Remember to add your feelings and thoughts. It's your secret letter to yourself, but you can share it with the class if you want to.



PLAYHOUSE NEWSLETTER

Snorkelling at Waritsat School

During the summer, the swimming team at Waritsat School went on an extreme trip! Where did they go, and what did they do? They took a long bus ride to Sandy Beach and went snorkelling!



Yoshi rode along with the swimming team and took pictures of their extreme trip. But before they left, they had to learn all about snorkelling.

Snorkelling is a sport done underwater. People like to snorkel so they can see the plants and animals under the water. Sandy Beach is a great place to snorkel.

You have to be very careful when you go snorkelling. You must wear special equipment for your own protection. You must wear goggles so that you can see clearly. You also have to wear a snorkel, which is a breathing tube, so you can breathe underwater. It is dangerous to go underwater without it. Flippers are also important. They can help you to swim more quickly.

Snorkelling is a fun and awesome sport. It would be better if you have the ability to swim. As with all extreme

sports, you should go with an adult. Don't try it alone!

by Lilly

Photo by Yoshi

Star Student

This month's star student is Mike Wills from class 5B. Mike is a star swimmer on the Waritsat Swim Team, and he loves extreme water sports.

During the summer, Mike was part of the extreme snorkelling trip at Sandy Beach.

Here is a picture Yoshi took of Mike getting ready to go underwater.



Mike said the reef was amazing and that he had never seen so many colourful and beautiful fish before.

'I hope that one day while I'm snorkelling, I discover the wreck of a pirate ship!' said Mike.

We hope you discover the wreck you are looking for, Mike!

by Jenny

Photo by Yoshi

Can You Remember?

Can you remember your Word Power words? There are 12.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

What are they saying?

Look at the picture below. What do you think they are saying?

With a friend, act out the conversation!



Cartoon drawn by Max