

STUDENT BOOK

RISE UP!



6

PRIMARY ENGLISH

Series Editor
TODD CORDY

TODD CORDY

ASTAR

RISE UP!



Rise Up! — Student Book 6

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Syllabus For Student Book 6



Unit	Unit Title	Learning Objectives	Vocabulary	Grammar / Structures	Language Pattern Example
Let's Start	Let's Start	Learners will review vocabulary from Book 5	some vocabulary from Book 5		green square / red circle
1	It's Show Time!	Learners will become familiar with talking about movie genres, going to the movies, making suggestions, and be able to express likes and dislikes in new ways	action, actor, actress, animated, characters, comedy, documentary, ending, fantasy, famous, musical, plot, sci-fi, setting, spaceship, special effects, superhero, superpowers	1. expressing likes and dislikes (extended): favorite, love, enjoy, don't mind, dislike, hate 2. conjunction: because (to give reasons for opinions)	1. What kind of movies do you like? Why? / Do you enjoy sci-fi films? 2. I love fantasy films because the settings are amazing. / He doesn't enjoy sci-fi films because the characters are scary.
2	What Is It Made Of?	Learners will be able to describe the materials something is made of and be able to describe if they are certain of something or not	cardboard, clay, concrete, cotton, cushion, glass, gold, jewelry, keys, leather, metal, plastic, rubber, silver, stone, tiles, wood, wool	1. verbs: be made of / from + material (simple passive) 2. I think it's made of... (stating ideas)	1. What are these shirts made of? What is cardboard made from? 2. I think they're made of cotton. / Cardboard is made from wood.
3	The Five Senses	Learners will be able to describe their senses, describe objects, and compare things in varying degrees	bitter, bland, chemicals, containers, floral, fresh, greasy, laboratory (lab), perfume, rotten, rough, salty, smell, smoky, smooth, sour, strawberry, taste	1. verbs: verb + like + noun (It tastes like...) 2. adverbs: degree (a lot, a little, just like)	1. What does that cloud look like? 2. It looks a lot like a mushroom.
4	Going On A Picnic	Learners will be more familiar with talking about food and drinks, be able to offer someone something to eat or drink, and know how to express preferences in different ways	basket, blueberry, cucumber, donuts, flavor, healthy, honey, hotdog, lettuce, melon, milkshake, mustard, ketchup, peanut butter, potato chips, sandwich, unhealthy, yogurt	1. verbs: shall (for offers) 2. expressing preferences: would prefer (to), would rather (than)	1. Shall I make you a sandwich? Yes, please. 2. Would you prefer cucumber or cheese? I'd prefer cheese.
5	At The Mall	Learners will be able to describe places and actions that can be done in a mall, and be able to use 'if' clauses to express situations and their reactions	balcony, basement, department store, electronics store, enormous, fast food, food court, furniture, get repaired, groceries, salon, specialty store, sports equipment, sales, sell, sign, shampoo, toothpaste	1. zero conditional: 'if' clauses 2. common questions: What else?	1. Where do you go if you want to buy a magazine? If I want to buy a magazine, I go to the bookstore. 2. Penny wants to buy a pan from the department store. What else?
6	I've Ridden A Camel	Learners will be able to ask and answer questions about life experiences using the present perfect tense	aquarium, been, camel, drunk, eaten, elevator, done, fallen, flown, forgotten, gone, gotten, ridden, seen, swum, sung, worn, written	1. verbs: present perfect with yes/no questions 2. adverbs: yet, ever, never, already	1. Have you ever flown a kite? Yes, I have. I've flown a kite. / No, I haven't. I've never flown a kite. 2. Have you done your homework yet? Yes, I've already done it. / No, I haven't done it yet.
7	How Long Have You Been A Fan?	Learners will be more familiar with describing certain hobbies and activities, and will be able to ask and answer questions about the duration of actions that started in the past	archery, bowling, classical, desserts, a fan, hang out, helmet, karaoke, knitting, magic tricks, martial arts, models, racket, rock, rock climbing, sewing, yoga, VR games	1. verbs: present perfect with 'for' and 'since' 2. adverbs: time phrases (since I was 5 years old / for 3 years)	1. How long has she been a fan of pop music? 2. She has been a fan of pop since she was seven years old. / She has been a fan of pop music for three years.
8	Watch Out!	Learners will be able to identify different natural disasters, and use different past tenses and sequencers to retell a story about a true or significant event	ago, earthquake, desert, drought, flood, hurricane, hurry, landslide, natural disaster, sandstorm, shout, thunder and lightning, tornado, tsunami, typhoon, volcano, volcanic eruption, wildfire	1. direct speech: He said, 'Get up!' 2. conjunctions: while + past continuous and past simple	1. His mother said, 'Get up, George!' 2. While Sandy was combing her hair, she heard a loud noise.
9	Life Has Changed	Learners will become more familiar with talking about technology and communication, and learn how to compare changes in the the past and the present	app, calm, camera, CD, DVD, digital, download, envelope, e-book, harmful, international, local, radio, screen, social media, stream, stamp, video call	1. verbs: 'used to' with How...? and Did...? questions 2. contrasting clauses: but now	1. How did your parents use to read the news? 2. They used to read the news in the newspaper, but now they read it online.
10	We're Going Abroad!	Learners will be able to talk about future plans for a holiday and become more familiar with prepositions of place	abroad, accommodation, beanie, fireplace, goggles, hot air balloon, hotel, instructor, journey, mittens, pick up, resort, skiing, sled, snowball fight, snowboarding, taxi, tour	1. verbs: be going to (for certain future plans) with Wh- questions 2. verbs: be going to (for certain future plans) with Yes/No questions	1. What is she going to do during the school vacation? She is going to visit the aquarium. 2. Are you going to watch a movie on the weekend? Yes, I am. I'm going to watch a new animated movie.
11	When I Grow Up	Learners will become more familiar with discussing jobs, what job they want to have in the future, and reasons why they want to do that job	architect, artist, author, baker, businessperson, coach, company, engineer, factory, fashion designer, hair stylist, IT technician, journalist, musician, photographer, scientist, staff, tour guide	1. verbs: 'want' to talk about the future: want + infinitive [questions with What and Do] / 2. conjunctions: so	1. What do you want to be when you grow up? I want to be an author. 2. Why do you want to become an author? I am interested in writing stories so I want to be an author.
12	Future Predictions	Learners will be able to discuss their predictions for the future in various areas of life and be able to express how certain they are of these predictions	AI (artificial intelligence), century, climate change, electricity, environment, extreme, fingerprint, inventions, predictions, pollution, public transport, recycle, rocket, save, scan, the future, wireless, 3D printer	1. verbs: will / won't (for predictions) 2. verbs: could, may, might, probably (expressing possibility)	1. Will cars fly in the future? / What will the weather be like next week? 2. Yes, cars might fly in the future. / It could rain next week.

Unit **1**

It's Show Time!

A-Z Vocabulary

Listen and number. 



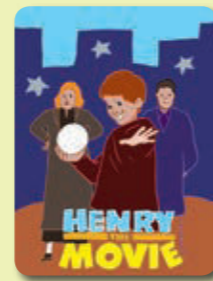
comedy



fantasy



superhero



characters



plot



special effects



animated




setting



sci-fi (science fiction)



action

Listen again and repeat. 

What I Love About Animated Movies

Read with a partner.

What kind of movies do you like? Why?

I love fantasy films because the settings are amazing.

Does he enjoy sci-fi films? Why or why not?

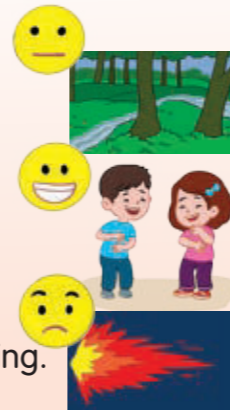
He doesn't enjoy sci-fi films because the characters are scary.

Unscramble the sentences.

- beautiful. / enjoys / are / fantasy / because / the costumes / Kristy / films /
- films / because / sci-fi / the settings / dislike / frightening. / Ella and Paul / are /
- are / I / the special effects / amazing. / movies / superhero / because / love /

Complete the sentences. Use the pictures to help you.

- George **doesn't mind** animated films because **the settings** are interesting.
- Felicia _____ comedies because the _____ funny.
- My family and I _____ action films because the _____ frightening.



love	really like	action	movies	the characters	is	amazing.
enjoy	don't mind	animated	because	the costumes	are	boring.
dislike	hate	comedies	films	the plot		exciting.
		fantasy		the setting		funny.
		sci-fi		the special effects		scary.
		superhero				

love 😍 really like 🤗 enjoy 😊 don't mind 😐 dislike 😞 hate 🤢

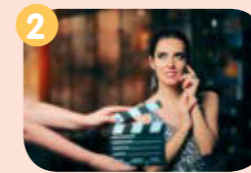
More Movies!

Extra Vocabulary!

A Listen and circle. 1.3



- 1
- a actress
b actor



- 2
- a actress
b actor



- 3
- a famous
b popular



- 4
- a music
b musicals



- 5
- a document
b documentaries



- 6
- a spaceship
b space shape



- 7
- a super flowers
b superpowers



- 8
- a bending
b ending

B Look at the pictures. Write what kind of movie they are.

Then listen and number. 1.4



a comedy



b _____



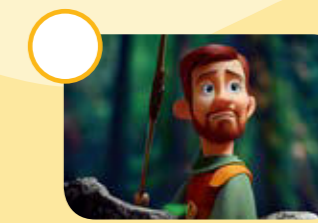
c _____



d _____



e _____



f _____



My Favorite Movie



My favorite film is called 'Superhero Adventure in Outer Space'. It's a science fiction film, but it's also a superhero movie.

The setting is in outer space, far away from planet Earth. The plot is about a group of four superheroes who live on a spaceship. They fly to different planets because they are trying to find a special object. The special object will destroy the bad guys.



Every character has a different superpower. Eagleman can fly and Sprint can run extremely fast. Ice Princess can freeze things and Vulcan can throw fireballs. The costumes are colorful and make the superheroes look strong. I think the best character is Vulcan because he has the coolest costume and the most exciting super power.

There are many famous actors and actresses in the movie, and they play their characters well. The special effects are mostly CGI because the places and actions are fictional, but the movie looks very realistic.

Overall, it's an enjoyable and exciting movie with a surprising ending.

*CGI (Computer Generated Imagery)

Read and answer 'true' or 'false'.

- 1 The writer's favorite movie is a sci-fi film that's not an action film.
- 2 The movie is set in a place far from our planet.
- 3 The story is mostly about the superheroes living on a spaceship.
- 4 The special object will help the bad guys.

Read again and write the answers.

- 1 What's the writer's opinion of Vulcan?
The writer thinks that Vulcan _____
- 2 What does the writer think about the actors and actresses?
The writer thinks that they _____
- 3 Why are the special effects mostly CGI?
They are mostly CGI _____
- 4 Generally, what does the writer think about the movie?
It's _____



What's Your Favorite Movie?

What's your favorite movie?


My favorite movie is called 'Silly Simon'.

Why is it your favorite movie?

I really like it because the characters are funny.




Ask a partner the questions and write their answers. Use the words and pictures to help you.


Question		Answer
1 What's Justin's favorite movie? Why is it his favorite movie?	Funny Mr. Fox 	His favorite movie is called 'Funny Mr. Fox'. He loves it because the characters are interesting.
2 What's Kevin's favorite movie? Why is it his favorite movie?	Singing On Sundays 	His favorite movie is called _____ He loves it because the _____ wonderful.
3 What's Stephanie's favorite movie? Why is it her favorite movie?	Fantasy Forest 	Her favorite movie _____ called _____ She _____ it because _____ colorful.
4 What's their favorite movie? Why is it their favorite movie?	Mystery Planet 	Their favorite _____ called _____ They _____ it because _____ fantastic.


 Activity


Interesting Plots


- Work in pairs.
- Talk about movies.
- Use the questions below.


-  Do you like superhero movies? Why or why not?

-  Do you like documentaries about animals? Why or why not?

-  What kind of movies do you really like? Why?

-  Which kind of movies don't you like? Why?

-  What's your favorite movie? Why?

-  What's the plot of your favorite movie? Does it have a good ending?

Unit
3

The Five Senses

A-Z Vocabulary

Listen and number. 3.1



taste



perfume



smell



fresh



laboratory (lab)



strawberry



chemicals



smoky



floral



containers

Listen again and repeat. 3.2

What Does That Sound Like?

Read with a partner.



Complete the answers. What do you think? Circle "a lot", "a little" or "just".

1	Q: What does this grass feel like? A: This grass feels <u>just</u> / a little like a blanket.	
2	Q: What does this perfume smell like? A: This perfume _____ a lot / a little like _____	
3	Q: What does that tree look like? A: That tree _____ a lot / a little _____	
4	Q: What does this ice cream taste like? A: This _____ a lot / a little _____	
5	Q: What does that tiger sound like? A: That _____ a lot / a little _____	
6	Q: What do those clouds look like? A: Those _____ a lot / a little _____	

What	does	this/ that	perfume	feel look	like?	This/That/It	feel(s) look(s)	a little	like	chocolate.
	do	these/ those	cupcakes	sound smell taste		These/Those/They	sound(s) smell(s) taste(s)	a lot		flowers.
							just			

It Smells Fresh

Extra Vocabulary!

A Listen and circle. 3.3



- a sour
- b spicy



- a silky
- b salty



- a cheesy
- b greasy



- a bitter
- b bland



- a smoke
- b smooth



- a tough
- b rough



- a rotten
- b raw



- a bland
- b blond

B Listen and fill the gaps. 3.4

- 1 A: Ned, what does your drink taste like? Mine tastes like coffee and chocolate.
B: It's green tea and it tastes _____. I think I'll add some sugar to it.
- 2 A: Megan, what's your favorite fruit?
B: I like pineapples. They taste sweet and _____.
- 3 A: Are you enjoying the fries, Kimmy?
B: Not really. They're _____ a little _____. They need more salt.
- 4 A: What's that terrible smell?
B: I think it's the vegetables. They're _____ because they're not fresh and have been in the sun too long.
- 5 A: What does the skin of a melon feel like?
B: Melon skin can be _____, but watermelon skin is usually _____.



The Air Felt Cold



Read. 3.5

Settings In Stories

The setting is where a book, movie, video game, or any other story takes place. The setting includes information about the place, time, and weather. A good description of a setting uses all five senses to make the story interesting.

Here's a description of a setting at the beginning of a story.

Amelia's journey to her grandparents' house was long. They lived high in the mountains. Their small house was made of wood and gray stone. It looked like a house from a fairytale. Her grandparents were sitting by the fire in the living room. Amelia could smell apple pies baking in the oven and hear her grandfather quietly playing the guitar. Amelia looked out of the window. She saw thousands of stars shining brightly and the moon hung low in the sky. Snow was everywhere and a cold wind was blowing through the trees. It looked beautiful but she felt happy to be warm inside the house.

Read again and answer the question in complete sentences.

- 1 What is the setting of a story?

- 2 What information does the setting include?

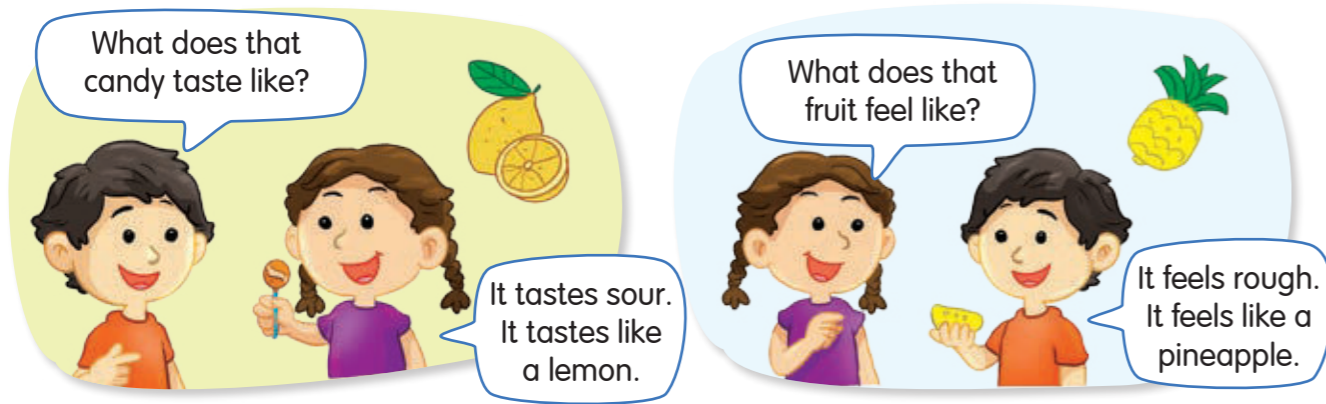
- 3 What could Amelia smell?

- 4 What could Amelia hear?













- 5 What could Amelia see outside?

- 6 How did she feel?

It Tastes Like Strawberries




Complete the questions. Use the pictures to help you. Ask a partner the questions and write their answers.

Question	Answer
 <p>1 What does this ice cream taste like?</p>	 <p>a. It tastes sweet. b. It tastes like strawberries.</p>
 <p>2 What does that _____ like?</p>	 <p>a. _____ b. _____</p>
 <p>3 What do those _____ like?</p>	 <p>a. _____ b. _____</p>
 <p>4 What does that _____ like?</p>	 <p>a. _____ b. _____</p>
 <p>5 What do those _____ like?</p>	 <p>a. _____ b. _____</p>
 <p>6 What do these _____ like?</p>	 <p>a. _____ b. _____</p>

It Feels Smooth

- Work in pairs. Put 6 objects on your table. They can be from your bag, pencil case, or things you can find around your classroom.
- Together, talk about the different objects. Describe the smell, feel, look, sound, or taste.
- Then, write descriptions of the objects below.
- Finally, draw pictures of the objects.



Object	Description
 <p>1</p>	It smells a lot like wood and it looks new.
<p>2</p>	_____
<p>3</p>	_____
<p>4</p>	_____
<p>5</p>	_____
<p>6</p>	_____

Unit
6

I've Ridden A Camel

A-Z Vocabulary

Listen and number.



gone



camel



seen



done



been



elevator



ridden



aquarium



flown



eaten

Listen again and repeat.



I Have Flown A Kite

Read with a partner.

Have you ever flown a kite?

Yes, I have.
Yes, I have flown a kite.

Has he ever written a postcard?

No, he hasn't.
No, he has never written a postcard.

Answer the questions in short (a) and long (b) form. Look at the ✓ or ✗ to help you.

- Has she ever gone camping in the jungle?
a. Yes, she has.
b. Yes, she has gone camping in the jungle.



- Has your father ever ridden a camel?
a. _____
b. _____



- Have your sisters ever gone to an aquarium?
a. _____
b. _____



- Has Jason ever taken an elevator?
a. _____
b. _____



- Has Abbey ever flown to New Zealand?
a. _____
b. _____



Question

Have	I/you/we/they	ever	been hiking?
Has	he/she/it		

Short answer

Yes,	I/you/we/they	have.
No,	they	haven't.
Yes,	he/she/it	has.
No,	he/she/it	hasn't.

Long answer

Yes,	I/you/we/they	have ('ve)	been hiking.
No,	they	have ('ve) never	
Yes,	he/she/it	has ('s)	
No,	he/she/it	has ('s) never	

Listening

Have They Ever Swum In The Ocean?

Extra Vocabulary!

A Listen and circle. 6.3



- a swam
b swum



- a fall
b fallen



- a worn
b wore



- a forgotten
b forgot



- a wrote
b written



- a gotten
b got



- a sung
b sang



- a drank
b drunk

B Listen and fill the gaps. 6.4

- It's winter in my town. The leaves _____ from the trees and there is snow on the ground.
- Jenny must study harder before her next test. She _____ low scores on the last two tests.
- A: Which costume do you want to wear to the party?
B: I _____ already _____ a dinosaur and a robot costume to other parties.
This time, I want to wear a clown costume.
- A: Dad, I _____ the Wi-Fi password. What is it?
B: I can't remember, but I wrote it in the notebook next to my computer.
- A: _____ you ever _____ iced lemon tea?
B: No, I have _____ tried it. What does it taste like?
A: It's sweet and a little sour.
- A: Chris, _____ you ever _____ songs in English with your family at home?
B: No, I _____. I've _____ songs in English with my family at home.



Yes, I've Done That

New Mail

To : Shannon

From : Kylie

Hi Shannon,

I loved the photos you sent me in your last email about some activities that you have done. I saw your pictures of an aquarium, a camel, and a tall building. You asked me if I have ever been to those places or done those things.

Yes, I have ridden a camel but my little brother hasn't because he was too frightened to get on the camel's back. When my family and I were in Egypt, we saw the pyramids, lots of sand, and some palm trees, too. The weather during the day was very hot. I have never been so hot before!

I've also been to an aquarium, as you can see in the second photo. Actually, I've been to six different aquariums around the world. I've seen many different types of fish, octopuses, turtles, and dolphins. I've never seen a blue whale in an aquarium. Do you know why?



Read and tick (✓) the things that Kylie has done. Put a cross (x) next to the things she hasn't done.

1 ridden a camel

2 seen palm trees

3 visited more than three aquariums

4 taken an elevator in a tall building

I've never taken an elevator to the top of a very tall building. I have seen pictures of some enormous buildings online and in movies but I've never visited one. I would like to visit the Shanghai Tower in China one day. My parents have already been to the top floor of the tower. They told me that it was amazing because it felt like they were in the clouds.

Write back soon,

Kylie



Send



Saved



Read again and answer the question in complete sentences.

1 Who has not ridden a camel? Why?

2 Why do you think Kylie has never seen a blue whale in an aquarium?

3 What does Kylie want to do?

4 Who has been to the top floor of a very tall building?



Has She Done It Yet?

Have you done your homework yet?

Yes, I've already done it.



No, I haven't eaten breakfast yet.

Have you eaten breakfast yet?



Have	I/you we/they	eaten lunch	yet?	Yes,	I/you	have	already	eaten it.
Has	he/she/it			No,	we/they	haven't	eaten it	yet.
				Yes,	he/she/it	has	already	eaten it.
				No,		hasn't	eaten it	yet.

Ask a partner the questions and write their answers. Use the pictures to help you.

1	Have you studied for the exam yet?	Yes, I've already studied for my exam.	
2	Has Felicity brushed her teeth yet?	No, _____ yet.	
3	Has Jake taken out the trash yet?	_____	
4	Have Paul and his family visited their grandfather in hospital yet?	_____	
5	Have you taken your medicine yet?	_____	
6	Has Allison fed her pet tortoise yet?	_____	



Yet Or Not Yet?

- Work in groups of three.
- The aim is to find five activities that all members of your group have already done and five activities none of you have done yet.
- Take turns and ask each other questions to find out what you have already done and what you have never done or haven't done yet.
- Write the activities below.

Have you ever ridden a donkey?

No, I haven't.

I've also never ridden a donkey, so we can write it in the second column.

No, I haven't either.



Our group has ...

Our group hasn't ...

- _____
- _____
- _____
- _____
- _____

- ridden a donkey
- _____
- _____
- _____
- _____