

# 5

## Film review

### Vocabulary

### Adjectives



1

2

3

4

6

8

1 wealthy – has a lot of money

2 proud – thinks he is better than others

3 handsome – good-looking man

4 pretty – good-looking woman

5 cheerful – always happy

6 serious – seldom laughs

7 dishonest – tells lies

8 wicked – evil

I earned this by cheating.

### Feelings



12 bored



13 disappointed



14 amazed



15 amused



9

9 cruel – unkind and hurts others

10

10 greedy – wants more than you need

11

11 selfish – cares only about yourself

**Vocab booster**  
More words on pp.85–86!



16 excited



17 interested



18 moved / touched



19 surprised

Oh! I didn't expect that!



Read the film reviews.

## DC League of Super-Pets



In *DC League of Super-Pets*, Superman's

group of pets to rescue the Justice League. The group includes Ace who has super-strength and PB who becomes huge. There is also Merton who can move lightning-fast and Chip who has electric powers.

I was amazed by the film's animation. The characters seemed so real. The story was very exciting, with plenty of twists and turns. I wasn't bored even for a second! The ending of the film was quite touching.

*DC League of Super-Pets'* message is very moving. It reminds us about the importance of love, loyalty and friendship. If I were you, I would bring some tissues to watch it. You will need them!

By Sally Li, 14



## Spider-Man: No Way Home



At the start of *Spider-Man: No Way Home*, Peter  
 20 Parker asks Dr Strange to cast a spell so that people will  
 forget he is Spider-Man. When the spell goes wrong, many  
 cruel villains appear. Peter wants to fix them instead of  
 killing them. Will he succeed and make them good?



This film was amazing! I loved the ending which was  
 25 surprising and touching because I could see ... Well, I guess  
 I should let you find out for yourself! The final fight scene was  
 also very exciting.

The film teaches us we never face difficulties alone. We  
 can always work with friends to solve our problems. If I were  
 30 you, I would watch the film with friends. You can learn this  
 lesson together!

By Jo Brown, 12



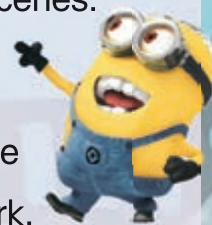
## Minions: The Rise of Gru



*Minions: The Rise of Gru* is the sequel to *Minions* (2015). It tells the  
 story of twelve-year-old Gru. He tries to join a gang of supervillains, but ends  
 up stealing a jewel from them instead. To escape, he gets help from his little  
 35 yellow friends – the Minions.

The storyline was very interesting because it had many surprising plot twists.  
 The film was also amusing because it contained many jokes and silly scenes.

I was touched by the film's  
 main message which is about the  
 40 power of friendship and teamwork.



By Ben Jones, 13






Values

Value friendship

What other films about friendship have you seen?  
 What did you learn from them?


## Post-reading

Read the film reviews again. Which film should each person watch?  
Write the letters in the boxes.

- 1 a   The best films have a surprising ending.
- b   I enjoy watching films that make me cry.
- c   I like films that make me laugh.

**A** = *DC League of Super-Pets*  
**B** = *Spider-Man: No Way Home*  
**C** = *Minions: The Rise of Gru*

Complete Jo's diary entry. Write **ONE** word from Jo's review for each blank.

- 2  25-11-20XX sunny
- I watched *Spider-Man: No Way Home* last week. The ending was very surprising and
- (a) \_\_\_\_\_. I like Spider-Man because he is kind. He doesn't want to kill the
- (b) \_\_\_\_\_. He wants to (c) \_\_\_\_\_ them and turn them into good people.

Answer the questions. Choose the best answers.

3 Which of the following is NOT true about *Minions: The Rise of Gru*?

- A. It is about Gru as a child.
- B. It is the first film in the series.
- C. It shows the importance of friendship.
- D. Ben thinks it is funny and moving.

Underline the adjectives Sally used to describe the film.

 4 Sally thinks *DC League of Super-Pets* is \_\_\_\_\_.

- A. amusing     B. boring     C. interesting     D. disappointing

5 In line 11, which meaning of 'turns' is correct here?

**turn** /tɜ:n/

verb

1. to become or change into, e.g.  
*Grandma's hair has turned grey.*
2. to change position, e.g.  
*I turned the book over to look at the price.*

noun

3. the act of turning something around, e.g.  
*Give the handle a few turns and you can open the door.*
4. a sudden change, e.g.  
*I was surprised by the sudden turn of events.*

- A. 1
- B. 2
- C. 3
- D. 4

# Language focus 1

Rapunzel is about a kind girl.	The girl	lives in a tower.
Rapunzel is about a kind girl	↓ who	lives in a tower.

Use the relative pronoun 'who' to add information to people or animal characters.

She lives in a room.	The room	has only one window.
She lives in a room	↓ which	has only one window.

Use the relative pronoun 'which' to add information to things or animals.

If I were Rapunzel, I would try to escape from the tower.

We use **if + were** to talk about imaginary situations.

Peter is writing summaries of some films. Write 'who' or 'which' in the boxes and fill in the blanks with the correct adjectives.

cheerful    handsome    proud    selfish    serious



## 1 The SpongeBob Movie: Sponge on the Run

\_\_\_\_\_ and fun-loving SpongeBob has a pet snail called Gary. One day, King Poseidon catches Gary. King Poseidon is a \_\_\_\_\_ ruler \_\_\_\_\_ only thinks about himself. He needs sea snail's slime \_\_\_\_\_ can help him stay young and \_\_\_\_\_. Can SpongeBob save Gary?

## 2 Lightyear

Buzz Lightyear is a \_\_\_\_\_ spaceship captain \_\_\_\_\_ seldom has fun and always tries his best to complete his mission. He is \_\_\_\_\_ and doesn't enjoy working in a team. On a mission, Buzz and his team get stuck on a planet \_\_\_\_\_ is 4.2 million light-years from Earth. Can Buzz find a way home?



Your turn

If you were one of these characters, what would you do? Tell your classmates.

If I were King Poseidon, I would not use slime to stay young. I would accept my appearance and live a happy life.



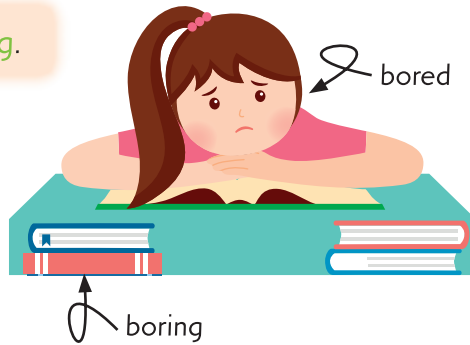
## Language focus 2

I was **amused** because the characters were funny.

The plot was **amusing**.

We use **-ed** adjectives to describe how we feel.

We use **-ing** adjectives to describe people or things which give us these feelings.



### -ed adjectives

amazed  
amused  
bored  
disappointed  
excited  
frightened  
interested  
moved  
surprised  
touched

### -ing adjectives

amazing  
amusing  
boring  
disappointing  
exciting  
frightening  
interesting  
moving  
surprising  
touching

**Kenny and Bella are writing their opinions of the films they have watched recently. Finish their comments.**

amazed bored disappointed exciting frightening moved touching

This film is based on the true story of Paralympics medalist So Wa Wai. The plot was very **1** \_\_\_\_\_. I was **2** \_\_\_\_\_ to tears when So brought the gold medal home and gave it to his mother. I was also **3** \_\_\_\_\_ to see So breaking his own world record at the 2008 Beijing Paralympics.

Kenny



This film is about some wicked witches who don't like children. In the beginning, the plot was **4** \_\_\_\_\_ because there were a lot of actions. Later, the plot became flat so I was **5** \_\_\_\_\_. I nearly fell asleep. The film was quite **6** \_\_\_\_\_, especially when I saw the witches' horrible faces. I couldn't sleep after watching it. My friends said the film was good so I was quite **7** \_\_\_\_\_ about it.

Bella



The Witches

Your turn

**Get into groups. Share your opinions of a film you have watched recently.**

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# Listening & Speaking

**A** Listen to the conversation and answer the questions. Choose the best answers.

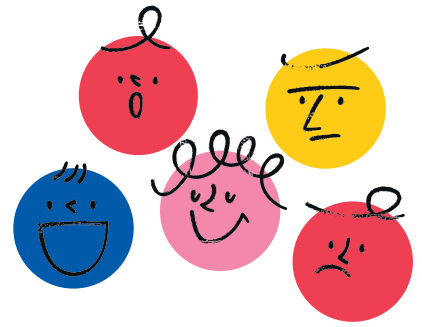


### Understand the speaker's feelings

Pay attention to what the speaker says and how he / she says it.

Oh! The prince died?

Oh! The prince died.



**1** How does Sam feel?

- A. amazed
- B. annoyed
- C. disappointed
- D. puzzled

**2** How does Sam feel?

- A. annoyed
- B. confused
- C. bored
- D. interested

**3** How does Jane feel?

- A. disappointed
- B. excited
- C. puzzled
- D. surprised

**B** Two girls are sharing their opinions about films. Act out the conversation.



**1:** What do you think of the new film *Team Action*?  
**2:** I think it's great! What about you?  
**1:** I don't think it's good. I think the other new film *Project X* is more interesting.



### Ask for and give opinions

**Q:** What do you think of ...?  
 Do you think ...?  
**A:** I think ...  
 I don't think ...  
**!** Don't say 'I think it isn't ...'

## Phonics

**g** message magic  
 (soft 'g')

**g** go gave  
 (hard 'g')

Which sound does the letter 'g' make? Listen and tick (✓). Then finish the rules.

	1 giant	2 gate	3 page	4 good	5 gym	6 guess
soft 'g' as in 'large'						
hard 'g' as in 'gun'						

**Soft 'g'** → The letter 'g' usually makes the 'j' sound when it is followed by \_\_\_\_, \_\_\_\_, and \_\_\_\_.

**Hard 'g'** → The letter 'g' usually makes the 'g' sound when it is followed by \_\_\_\_, \_\_\_\_, and \_\_\_\_.



What is it?

A chart shows information in a clear way using lines, bars, etc.

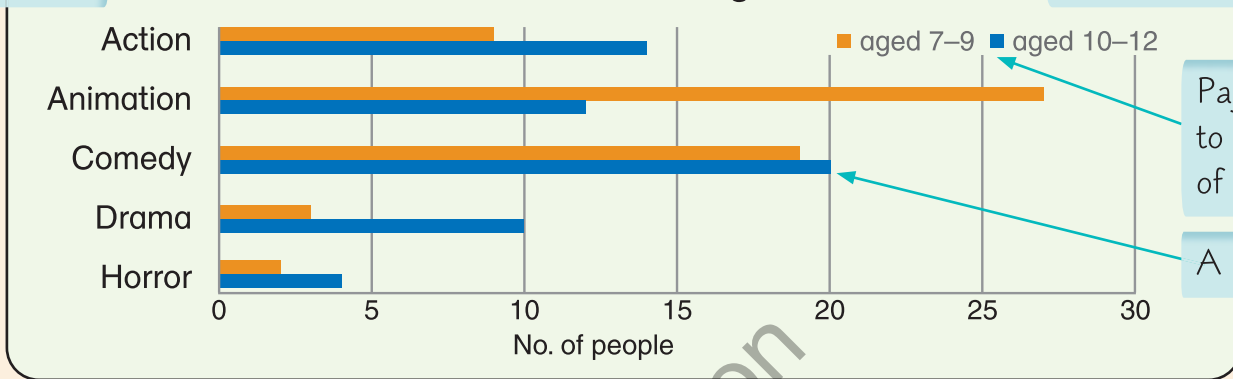
### Survey on English films

Last month, Sunrise Youth Centre did a survey on English films with children aged 7–12. Here are the results.

A bar chart

Chart 1: Favourite kinds of English films

The title tells us what the chart is about.



Pay attention to the colours of the bars.

A bar

Chart 2: Reasons for watching English films

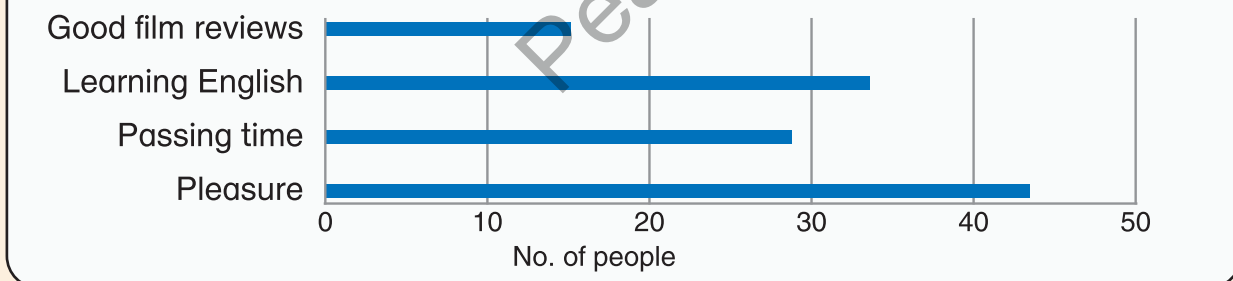


Chart 3: How often children watch English films

A pie chart

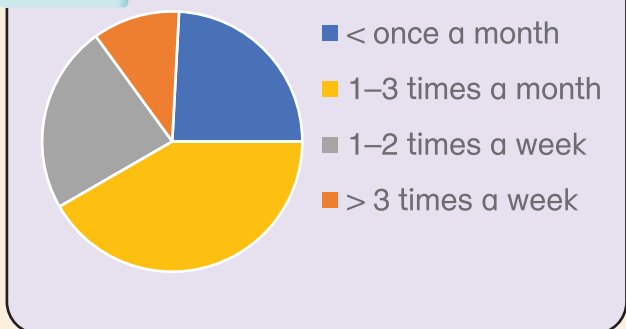
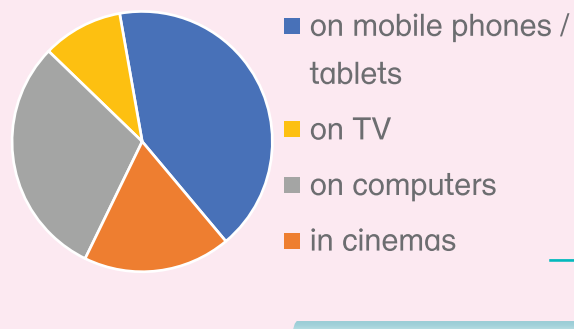


Chart 4: How / Where children watch English film



Keys tell us what each part of the chart shows.

- A** Who did not participate in the survey? Circle. You may circle more than one answer.

A.



Joyce,  
13 years old

B.



Ken,  
9 years old

C.



Pam,  
7 years old

D.



Alice,  
10 years old

E.



Tom,  
6 years old

F.



Roy,  
11 years old

- B** Answer the questions. Choose the best answers and give a short answer.

- Which kind of film is the most popular among children under 10?
 

<input type="radio"/> A. Comedy	<input type="radio"/> B. Animation
<input type="radio"/> C. Drama	<input type="radio"/> D. Action
- How many children watch films to learn English?
 

<input type="radio"/> A. 15	<input type="radio"/> B. 29
<input type="radio"/> C. 33	<input type="radio"/> D. 43
- The smallest number of children watch films \_\_\_\_\_.
 

<input type="radio"/> A. once a month	<input type="radio"/> B. once a week
<input type="radio"/> C. twice a month	<input type="radio"/> D. more than three times a week
- In Chart 4, the number of people choosing 'on computers' is \_\_\_\_\_ 'on TV'.
 

<input type="radio"/> A. more than	<input type="radio"/> B. fewer than
<input type="radio"/> C. the same as	<input type="radio"/> D. a little bit more than
- It is November now. In which month did Sunrise Youth Centre do the survey?  
\_\_\_\_\_

Which bar is the longest?  
Pay attention to the colour  
of the bar as well.

Try  
this

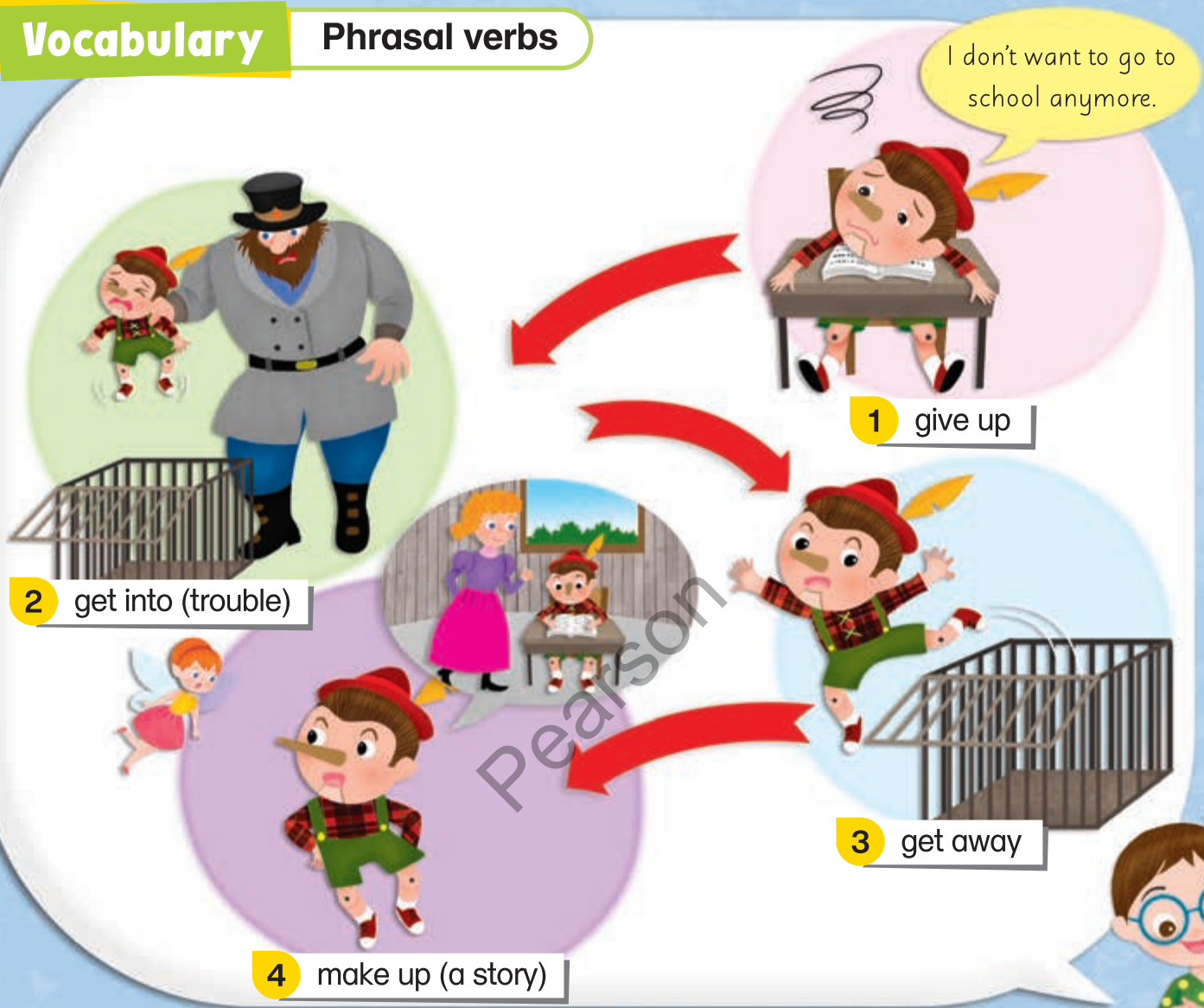
Do a survey about films in your class and make some charts. Share the results with the class.

# 6

## Once upon a time

### Vocabulary

### Phrasal verbs



### Opposite adjectives



9 smooth



10 rough



11 hard



12 soft



# Vocab booster

More words on pp.87-88!



5 set off (for a trip)

6 look for



7 turn into



8 find out



13 gentle

14 fierce



15 wise

16 silly

Read the fables.

Fable  
Time

Fables are traditional stories that teach important lessons about life. Read on to learn the lessons taught by a famous western fable and an equally well-known eastern one.

## King Midas' golden touch



Once upon a time, there was a king named Midas who loved gold. He counted his gold coins in his palace every day.



One day, King Midas went out on his horse. Soon, a wise god appeared on the path.

'You look tired,' said King Midas. 'You can stay in my palace.'

- 5 The god spent three days at the king's palace. He ate grapes that were sweet like candy. He slept on a bed as soft as feathers.

'To repay you, I'll grant you one wish,' the god said.

The idea came to King Midas as fast as lightning.

- 10 'I want everything I touch to turn into gold!'



'As you wish ...'

King Midas touched a rock and it turned into a brick of gold. Then he touched a tree and it turned into gold. He was

- 15 overjoyed!



However, he wasn't happy when he touched his glass of wine and it turned into gold. The same thing happened to his dinner. Suddenly, his daughter ran to him and hugged  
20 him. She turned into a golden statue at once!

Every night, King Midas prayed for the god to help him. After a while, the god agreed to remove the king's golden touch. Everything he touched became normal again. In the end,  
25 King Midas understood what was important in life. He realised his daughter was his greatest treasure. He decided to share his gold coins with all the people in his kingdom.



## The frog in the well



Long ago, a frog lived at the  
30 bottom of a deep well. The well was his whole world.

One day, a turtle looked into the well.

'Hello, turtle,' the frog said.

35 'Look at my well! It's the most beautiful place in the world!'

'Why don't you come out and see where I live?' the turtle suggested. 'It's a big, beautiful ocean. The water is as blue as the sky. It's filled with animals of  
40 all shapes and sizes.'

The frog couldn't believe his ears! He followed the turtle to his home. At last, he realised how big the world really was!



### Values

Learn life lessons from stories

What is the main lesson of each story?



Values pledge on pp.95–96

## Post-reading

Read the first fable again. Complete the summary. Write **ONE** word from the fable for each blank.

- 1 A long time ago, a god gave King Midas a (a) \_\_\_\_\_ after a nice (b) \_\_\_\_\_ in his palace. He gave King Midas a 'golden (c) \_\_\_\_\_'. This made the king very happy. However, when the king accidentally turned his (d) \_\_\_\_\_ into gold, he realised his special power was actually very bad.

Choose the best answers and answer the questions in complete sentences.

- 2 Why did King Midas share his gold coins with others in the end?

- A. He thought gold coins brought him bad luck.  
 B. He did not need gold coins to make him happy anymore.  
 C. He did not want to have a golden touch.  
 D. He wanted to thank the god.

-  3 What is the main message of *The frog in the well*?

- A. We should live in a bigger place.  
 B. We should always believe what others say.  
 C. It is good to have friends.  
 D. Sometimes we know less than we think.

Read the last paragraph carefully.

- 4 At the beginning of the story, what was most important to King Midas?

At the beginning of the story, \_\_\_\_\_.

- 5 How did the god help King Midas in the end?

The god \_\_\_\_\_.

- 6 Did the frog enjoy living in the well at first? Underline the sentence that tells you the answer.

\_\_\_\_\_

- 7 How did the frog feel after hearing what the turtle said?

It \_\_\_\_\_.

# Language focus 1

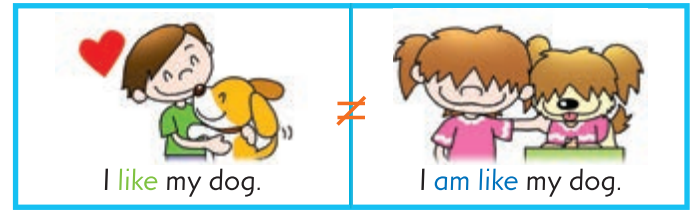
Her lips were **as red as** a rose.

= Her lips were red like a rose.

Her skin **was** white **like** snow.

= Her skin was as white as snow.

These are **similes**. We use them to describe something by comparing it to something else.



## A Match the adjectives with the animals or things to form common similes.

fast fierce  
hard loud  
silly smooth

- 1 as \_\_\_\_\_ as a goose      2 as \_\_\_\_\_ as a tiger  
3 \_\_\_\_\_ lightning      4 \_\_\_\_\_ rocks  
5 \_\_\_\_\_ silk      6 \_\_\_\_\_ thunder

## B Fill in the blanks with the similes in Part A.

### Jack and the beanstalk

Jack's family was poor. One day, Mum asked Jack to sell their cow. On the way to the market, Jack met an old man. The old man gave Jack some beans and Jack gave him the cow in return. Mum was angry and thought Jack was **1** as \_\_\_\_\_.



The next day, the magic beans grew into a huge beanstalk. Jack climbed up the beanstalk. At the top of it, there was a castle and a giant who was **2** as \_\_\_\_\_. The giant roared at him. His roar was **3** \_\_\_\_\_ like \_\_\_\_\_. Jack left immediately.

A few days later, Jack climbed up the beanstalk again. The giant was asleep. Jack saw a hen and some golden eggs. Jack wanted to take the eggs but they were **4** \_\_\_\_\_ like \_\_\_\_\_ so he took the hen and climbed down the beanstalk **5** as \_\_\_\_\_. The giant woke up and chased after Jack. Jack chopped down the beanstalk. The giant fell and Jack was safe.



### Your turn

Get into pairs. Each of you think of a simile to describe some story characters.



Superman is as strong as an ox.



Thumbelina is small like a thumb.



## Language focus 2

We can show the time with:

Soon



After a while



At last  
(after waiting for a long time)



Once upon a time

In the end  
(conclusion after a lot of problems, changes, etc)

We can show changes and surprises with these adverbs:

However ← This means 'but'.

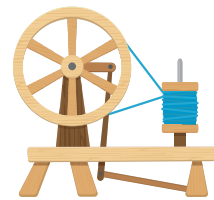
Suddenly ← This means something happens and we do not expect it.

Put the correct time phrases and adverbs in the boxes. Use the phrases in purple to help you. Then fill in the blanks with the correct form of the verbs.

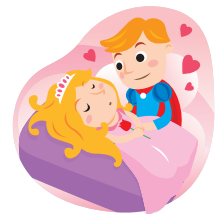
find out    give up    look for    turn into

### Sleeping Beauty

**1** \_\_\_\_\_, a princess named Aurora was born. Her parents had a party but they didn't invite the evil fairy Maleficent. **2** \_\_\_\_\_, in the middle of the party, Maleficent appeared. She cast a spell on the princess so that she would die on her 16th birthday. Three good fairies **3** \_\_\_\_\_ a way to undo the spell. **4** \_\_\_\_\_, they weren't powerful enough. They could only weaken the spell. The princess would fall asleep instead of dying. Only a true love's kiss could break the spell.



On Aurora's 16th birthday, she cut her finger with a spinning wheel. **5** \_\_\_\_\_, she fell asleep. The three fairies **6** \_\_\_\_\_ a prince to save her. **7** \_\_\_\_\_, Prince Phillip arrived with a magic sword. **8** \_\_\_\_\_, Maleficent wanted to stop Prince Phillip. She **9** \_\_\_\_\_ a huge dragon. It was difficult to fight her but Prince Phillip didn't **10** \_\_\_\_\_. **11** \_\_\_\_\_, he won. He kissed Aurora and woke her up. They lived happily ever after.



# Listening & Speaking



## Listen for similes

She moves like a snail with her walking stick. → She walks slowly.

**A** Listen to the first part of the story and answer the questions. Choose the best answers.

1 The giant's hair was \_\_\_\_ .

- A. clean       B. dirty       C. short       D. white

2 Gordon's castle was \_\_\_\_ .

- A. full of rubbish       B. on the grass  
 C. on a mountain       D. very large

3 'Gordon's eyes were like dinner plates.' What does it mean?

- A. Gordon's eyes were round.       B. It was dinnertime.  
 C. Gordon was amazed.       D. Gordon was hungry.

**B** A girl is asking her friend about stories. Act out the conversation.



**Girl:** We're getting more storybooks for the library corner so I'm doing a survey. What kind of stories do you like?

**Friend:** I like adventure stories.

**Girl:** What type of stories don't you like?

**Friend:** I don't like stories about fairies. They're silly.



## Ask about likes / dislikes

What kind / type of ... do / don't you like?

# Phonics

ture

adventure

picture

sure

treasure

pleasure

Listen and say the words. Can you hear the difference between the ending sounds? Then listen and write 2–6.



picture



pleasure

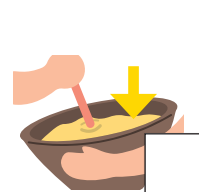


nature

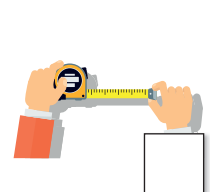
1



leisure



mixture



measure

Listen and say the rhyme.

In our **leisure** time let's go on an **adventure**.

It's a **pleasure** to explore the **treasure** in **nature**.



# Task

Write a picture story about a magic apple

## STEP 1 ▶ Let's read

Writing skill

### Write a good story with different reporting verbs

You can use different reporting verbs in the story, not just 'say', e.g.

- **shout**: to say something loudly because you are surprised or excited 🗣️
- **smile**: to say with a smile 😊
- **laugh**: to say with a laugh 😂
- **sigh**: to say with a long deep breath 😞
- **exclaim**: to say or shout something because you are surprised or excited
- **whisper**: to say something very quietly
- **continue**: to start saying again after stopping
- **suggest**: to make a suggestion
- **ask**: to ask a question
- **answer / reply**: to answer a question

## STEP 2 ▶ Let's practise

### A Circle the correct reporting verbs.

Use a comma.

Use a capital letter.

Use a full stop / an exclamation mark.

1 Joe ( shouted / sighed ), 'Hurray! The prince killed the monster.'

2 Eva ( asked / suggested ), 'Why don't we ask the wizard for help?'

Use a question mark.

3 'Where is the dragon?' ( asked / answered ) the soldier worriedly.

4 Danny ( sighed / laughed ), 'Oh dear! I still can't find the way to the palace. I want to give up.'

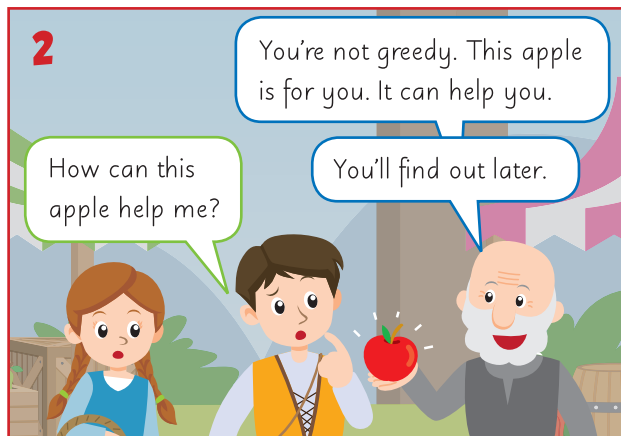
5 'Your story is amusing. I love it,' ( laughed / asked ) Maggie.

Use a comma.

**B** Complete the table. Then use your ideas in the table to write the story. Add dialogue with different reporting verbs. Choose the best story in your group and read it out in class.



drop / gold coins



not greedy



appear / catch / fly away



set off / cave / find



	Questions	Answers
Beginning (Picture 1)	When and where did the story take place?	_____
	Who was in the story?	_____
	What did they say? How did they say it?	_____
Middle (Pictures 2 to 4)	What did the people say in Picture 2? How did they feel?	_____
	What happened in Picture 3?	_____
	How did Tom solve the problem?	_____
	What did Tom and Susan say in Picture 4? How did they say it?	_____
Ending (Picture 5)	What happened in the end?	_____
	How did Tom and Susan feel?	_____

## Ch 5



- ... use **adjectives** to describe characters in films and talk about your **feelings** about a film.
- ... use **who** to link two sentences about a person or an animal character together (e.g. *Rapunzel is about a kind girl who lives in a tower.*).
- ... use **which** to link two sentences about a thing or an animal together (e.g. *She lives in a room which has only one window.*).
- ... use **If I were** to talk about imaginary situations (e.g. *If I were ... , I would ...*).
- ... use **-ed** adjectives (e.g. *amazed, disappointed*) to describe feelings.
- ... use **-ing** adjectives (e.g. *amazing, disappointing*) to describe films.
- ... understand the features of **charts** (e.g. titles, keys).

## Ch 6

- ... use **phrasal verbs** and **opposite adjectives** to write stories.
- ... use **as ... as / be + adjective + like** to describe people or things (e.g. *Her lips were as red as a rose. Her skin was white like snow.*).
- ... use **Once upon a time, Soon, After a while, At last** and **In the end** to show time passing.
- ... use **However** and **Suddenly** to show changes and surprises.

### Task

- ... write a picture story about a magic apple.
- ... write a good story with different reporting verbs.



# Appendix

Reading across the curriculum — Technology	pp.69–70
Reading across the curriculum — Science	pp.71–72
Reading across the curriculum — Culture	pp.73–74
Junior ambassador project — Chinese opera	pp.75–76
Vocab booster Ch 1–6	pp.77–88
My revision notes	pp.89–90
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