

OXFORD

# Beehive

Student Book

5



**Michelle Mahony**  
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UNIVERSITY PRESS



<b>Starter</b> <b>Big numbers!</b> page 4		Numbers (101–1,000) and measuring words ● Question tags	
<b>Lesson 1 Words</b>		<b>Lesson 2 Grammar</b>	<b>Lesson 3 Words and Grammar</b>
<b>1</b> <b>Travel in the city</b> page 6	Places in a city <b>Functional language</b> <i>Can you tell me how to get to the ..., please?</i>	Present perfect statements with <i>for</i> Present perfect statements with <i>since</i>	Travel Present perfect statements and questions with <i>ever / never</i>
<b>2</b> <b>The seasons</b> page 18	Seasonal activities <b>Functional language</b> <i>It's too ... / It isn't ... enough.</i>	<i>be going to</i> for plans <i>will</i> and <i>be going to</i> for predictions	Weather Comparisons with <i>(not) as ... as</i>
<b>Extensive reading Travelling around</b> page 30    A diary extract ● An information text			
<b>3</b> <b>The environment</b> page 32	Helping the environment <b>Functional language</b> <i>Why don't we ...?</i> <i>I'm not sure about that. / That's a good idea.</i>	Present perfect statements with <i>already, just</i> and <i>yet</i> Present perfect questions and answers with <i>yet</i>	Reducing waste and pollution Present perfect review
<b>4</b> <b>A trip to the theatre</b> page 44	The theatre <b>Functional language</b> <i>What was / were the ... like?</i> <i>It was ... / They were ...</i>	Past continuous statements and questions Past continuous with past simple	Verbs Past simple statements with <i>ago</i>
<b>Extensive reading Helping the environment</b> page 56    A magazine article ● A short story			
<b>5</b> <b>World food</b> page 58	World food 1 <b>Functional language</b> <i>How's your ...?</i> <i>It smells / looks / tastes ...</i>	Present simple passive statements Present simple passive questions and answers	World food 2 <i>hope, think</i> and <i>know</i>
<b>6</b> <b>Let's connect</b> page 70	Using technology <b>Functional language</b> <i>How often do you use a ...?</i> <i>I use one ... What do you use it for? I use it to ...</i>	Zero conditional affirmative statements Zero conditional negative statements	Technology Past simple passive statements
<b>Extensive reading Using technology</b> page 82    An online article ● An adventure story			
<b>7</b> <b>In the countryside</b> page 84	Camping items <b>Functional language</b> <i>I think ... I agree / disagree. / I'm not sure.</i>	First conditional statements First conditional Yes / No questions	Hiking Modal verbs of obligation
<b>8</b> <b>A journey to space</b> page 96	Space <b>Functional language</b> <i>How do you spell ...?</i> <i>What does it mean?</i> <i>It means ...</i>	Modal verbs of possibility Modal verbs of certainty	Space travel Statements with relative pronouns
<b>Extensive reading Space</b> page 108    A historical fiction text ● A factual text			
<b>9</b> <b>Life in the past</b> page 110	Life in the past <b>Functional language</b> <i>What's this?</i> <i>It's a ... from ... It's made of ...</i>	<i>used to</i> statements <i>used to</i> questions and answers	Life events Verb patterns
<b>10</b> <b>Helping our community</b> page 122	Adjectives <b>Functional language</b> <i>How are you today?</i> <i>I'm extremely / really / quite ...</i>	Reported speech statements 1 Reported speech statements 2	Helping at a community event Present continuous for future plans
<b>Extensive reading Clothes in the past</b> page 134    An online history article ● Historical letters			



Lesson 4 Story	Lesson 5 Skills and Culture	Lesson 6 Writing focus, Project and Review
<b>The tickets</b> <b>Emotional wellbeing</b> Helping others	Life in the countryside and the city in the UK and Thailand	<b>Writing focus</b> An interview <b>Project</b> Make and play the <i>Travel through the city</i> board game
<b>The three brothers</b> <b>Emotional wellbeing</b> Making an effort	Weather and the seasons in Vietnam and Norway	<b>Writing focus</b> A travel blog <b>Project</b> Make a seasonal activities guide
<b>The repair shop</b> <b>Emotional wellbeing</b> Being confident	Where energy comes from in Germany and Chile	<b>Writing focus</b> A persuasive report <b>Project</b> Make a poster about the four Rs
<b>A star on stage</b> <b>Emotional wellbeing</b> Dealing with anxiety	Famous theatres in Australia and Italy	<b>Writing focus</b> A review of a show <b>Project</b> Act out a play
<b>The cooking competition</b> <b>Emotional wellbeing</b> Winning and losing	Bread in France and India	<b>Writing focus</b> A recipe <b>Project</b> Make a menu for a restaurant and act out a role play
<b>The clever fridge</b> <b>Emotional wellbeing</b> Focusing on what is important	Technology for hobbies in the USA and Cameroon	<b>Writing focus</b> An opinion essay <b>Project</b> Present four technology items
<b>The rescue</b> <b>Emotional wellbeing</b> Dealing with challenges	Volcanoes and hiking in New Zealand and Japan	<b>Writing focus</b> A story <b>Project</b> Make an information leaflet about a place in the countryside
<b>The pink planet</b> <b>Emotional wellbeing</b> Being curious	The night sky in South Africa and the UAE	<b>Writing focus</b> A news report <b>Project</b> Make a space display
<b>Queen of the air</b> <b>Emotional wellbeing</b> Being brave	Homes in the past in Turkey and Egypt	<b>Writing focus</b> A biography <b>Project</b> Make a quiz about life in the past
<b>The street party</b> <b>Emotional wellbeing</b> Caring for others	Volunteering in the UK and Mexico	<b>Writing focus</b> A personal narrative <b>Project</b> Plan an event for your community

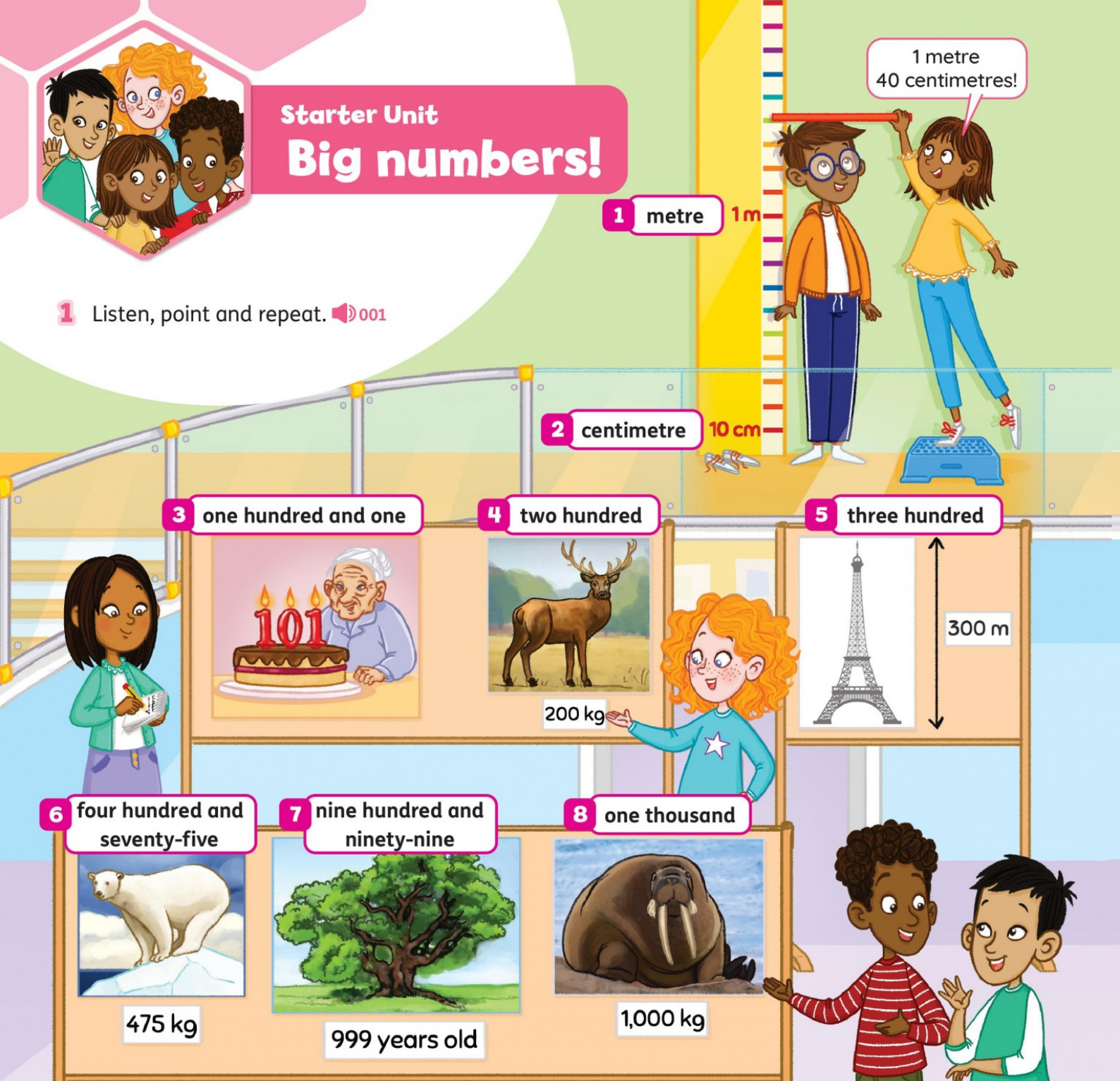






# Starter Unit Big numbers!

1 Listen, point and repeat. 🎧001



2 Listen and circle. 🎧002 Then write.

three hundred and fifty   six hundred and seven   one thousand  
one metre   four hundred and one   ~~eight hundred~~

- |                   |                      |              |       |
|-------------------|----------------------|--------------|-------|
| 1 80 / <u>800</u> | <u>eight hundred</u> | 4 607 / 670  | _____ |
| 2 350 / 450       | _____                | 5 410 / 401  | _____ |
| 3 100 / 1,000     | _____                | 6 1 cm / 1 m | _____ |



3 Listen and read. 🎧003 Is George taller than his sister?

**Aunt Jill:** How tall are you, George?

**George:** I'm 1 metre 38 centimetres tall.

**Aunt Jill:** You're taller than your sister, aren't you?

**George:** Yes, I'm two centimetres taller than her.

**Aunt Jill:** You both play basketball, don't you?

**George:** Yes, and we're good at it!

**Aunt Jill:** Well, I was on my school basketball team 35 years ago. Let's play!



4 Listen and read. 🎧004

**Look!** If the first part of the sentence is **positive**, the question tag is **negative**.  
If the first part of the sentence is **negative**, the question tag is **positive**.

**Question tags**

We add a question tag to a statement to check that somebody agrees with what we're saying.

Question tags with <i>be</i>	Question tags with <i>do</i>
You're taller than your sister, <b>aren't</b> you?	You <b>play</b> basketball, <b>don't</b> you?
Maths <b>isn't</b> your favourite subject, <b>is</b> it?	He <b>doesn't go</b> horse riding, <b>does</b> he?



5 Complete. Then listen and check. 🎧005

do they? doesn't it? ~~are you?~~ isn't it? is she?

- You aren't 1 metre 50 centimetres tall, are you?
- A baby elephant weighs 100 kilograms, \_\_\_\_\_
- She isn't 101 years old, \_\_\_\_\_
- Butterflies don't weigh 50 grams, \_\_\_\_\_
- Angel Falls waterfall is about 1,000 metres tall, \_\_\_\_\_



Angel Falls

6 What do you know about your partner? Ask and answer.



You're shorter than James, aren't you?

Yes, that's right. You don't play tennis, do you?





# 1

## Travel in the city



### Lesson 1 Words

Let's talk about places in a city.

- 1 Look, share, learn.
- 2 Listen, point and repeat. 🔊006
- 3 Listen and say. 🔊007



#### 4 Write.

This is a place where ...

- 1 you buy petrol. petrol station
- 2 you wait for a train. \_\_\_\_\_
- 3 you see planes. \_\_\_\_\_

- 4 firefighters work. \_\_\_\_\_
- 5 you can visit shops. \_\_\_\_\_
- 6 cars travel quickly. \_\_\_\_\_



5 Listen, point and repeat. 🔊008

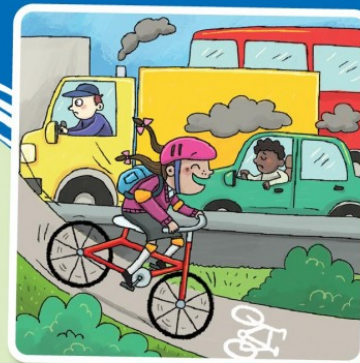
6 Read and write the words. Listen and check. 🔊009

# My journey to school

**My name's Mariam and I live in a small city in the UK. I love my journey to school because I go by bike!**

First, I go across a zebra crossing which is near my house. There are black and white lines on the ground here. Then, I have to stop and wait until the \_\_\_\_\_ have got a red light and the cars stop. Then I can go across the street. Finally, I turn left at the bus stop and I go over a bridge.

There are lots of cars and buses on the \_\_\_\_\_, so I ride my bike on the \_\_\_\_\_. It's safe there and I can go really fast!



1 cycle path



2 zebra crossing



3 traffic lights



4 road

7 Read again and write.

- 1 It's got red, orange and green lights.
- 2 It's got black and white lines (and there's an animal in the name).
- 3 You can ride a bike but you can't drive a car here.
- 4 You can ride a bike, drive a car or travel on a bus here.

traffic lights

8 Listen and repeat. 🔊010 Then make a new dialogue and practise.

Can you tell me how to get to the **city centre**, please?

Yes, of course. **Turn right** at the **traffic lights**. Then **go straight ahead**.

Thank you!

airport  
zebra crossing  
petrol station  
cycle path

turn left  
turn right  
go straight ahead

**Team Up!**

1

Do the *What's different in the city?* activity.







- 1 Listen and read. 011 How many types of station are there in Tang's town?

There's been a train station in our town for 150 years.



That's a long time!

There's been a fire station here for 50 years.



And there's been a petrol station here for two years!



- 2 Listen and read. 012

Look!

's = has 've = have



### Present perfect statements with for

We use the present perfect for actions which started in the past and continue in the present. Use *for* to say how long ago the action started.

There's **been** a train station in our town **for** 150 years.

I've **lived** in this city **for** two months.



- 3 Listen to the tour guide in Marrakesh and complete. 013 430 13 950 25 6



- 1 There have been market stalls here for about 950 years.
- 2 There's been a palace here for about \_\_\_\_\_ years.
- 3 The museum has been here for about \_\_\_\_\_ years.
- 4 The train station has been open for about \_\_\_\_\_ years.
- 5 I've lived near this tea shop for \_\_\_\_\_ months.

- 4 Play True or false.



There have been market stalls in Marrakesh for about 25 years.

False! There have been market stalls for about 950 years.





5 Listen and read. 014 What animals were at the station in the past?

## Atocha station, Madrid, Spain

Atocha station is the biggest train station in Madrid. You can take a high-speed train from here to the beach or even to France! There's been a train station here since 1851.

There's been a tropical garden in the old station since 1992. There are 7,000 plants, 15 platforms and there are many shops and restaurants in the station, too. In the past, there was a pool with lots of turtles!



6 Listen and read. 015



### Present perfect statements with *since*

We use the present perfect for actions which started in the past and continue in the present. Use *since* to say the time when the action started.

There's **been** a tropical garden in the old station **since** 1992.

There **haven't been** any turtles in the station **since** 2018.

7 Circle the correct words.

I've worked at Atocha station <sup>1</sup>**for** / **since** 15 years. I've worked there <sup>2</sup>**for** / **since** I was 18 years old! My first job was in the ticket office. Then I became a train driver. I've driven trains <sup>3</sup>**for** / **since** 2011. I've been a train driver <sup>4</sup>**for** / **since** more than 10 years. After I finish work, I go home ... by train!



8 Write sentences. Use *for* or *since*.

- 1 (I / live / next to the airport / eight years)

I've lived next to the airport for eight years.

- 2 (she / work / at this petrol station / three months)

\_\_\_\_\_

- 3 (we / be / in the city centre / this morning)

\_\_\_\_\_

- 4 (they / not eat / four hours)

\_\_\_\_\_

- 5 (the train / be / at the platform / 10 o'clock)

\_\_\_\_\_



**Team  
Up!**

**2**

Play Match and say!

