



# Oxford DISCOVER

Workbook

4



Extended Grammar

Student's  
Writing Resource

Kathleen Kampa  
Charles Vilina

OXFORD

# Oxford Discover

Workbook **4**

Kathleen Kampa  
Charles Vilina

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**C** Circle True (T) or False (F).

- 1 A galaxy has many stars in it.
- 2 Use a telescope to look at things close to you.
- 3 Earth has more than one moon.
- 4 Astronauts travel in a spacecraft.
- 5 There are meteorites on Earth.
- 6 The universe has many galaxies in it.
- 7 An asteroid is made of gas.
- 8 An observatory is for studying plants.
- 9 The sun is a star.
- 10 A comet moves through space.
- 11 Our solar system has only one planet.

- |          |          |
|----------|----------|
| <b>T</b> | <b>F</b> |
| <b>T</b> | <b>F</b> |
| <b>T</b> | <b>F</b> |
| <b>T</b> | <b>F</b> |
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| <b>T</b> | <b>F</b> |
| <b>T</b> | <b>F</b> |
| <b>T</b> | <b>F</b> |

**D** Read the paragraph. Complete the sentences with the words in the box.

telescope   spacecraft   observatory   ~~universe~~   meteorite

Marco wanted to be an astronaut someday and travel through the universe<sup>1</sup> in a \_\_\_\_\_<sup>2</sup>. One day, Marco found a large, shiny, black stone in the park. He showed it to his father, who is a scientist. His father said that the stone could be a \_\_\_\_\_<sup>3</sup>. He asked Marco to bring the stone to the \_\_\_\_\_<sup>4</sup> where Marco's father worked every night. "We'll show it to the other scientists," he said. "You can also look through the \_\_\_\_\_<sup>5</sup> there." Marco was excited.



**A** Read. What does Stanley do with George and Amanda?

---



---

**B** Read again. Remember to make pictures in your mind. Think about how these pictures change as you read.

## Stanley's Super Spacecraft

In the year 2099, every child on Earth had his or her own **spacecraft**. Of course, they were small and couldn't travel out of the **solar system**. This was fine for everyone except Stanley. He was curious about the whole universe, so he worked on his spacecraft until it could go anywhere!

His friends, George and Amanda, were not excited about Stanley's super spacecraft.

"Who wants to see the **universe**?" George asked. "Our solar system is big enough."

"That's true," agreed Amanda. "Yesterday I went shopping on Mars and then flew around some **asteroids** for fun. I even chased a **comet**."

"Just hop in," said Stanley. "Today I will take you on an amazing journey."

They got into Stanley's spacecraft. Soon the three friends were flying past the **moon**.

"Now, watch this," said Stanley. He pushed a red button.

*Whoosh!* went the spacecraft. George and Amanda grabbed their seats tightly and looked out the window. The sun was just

a speck of light. Around it were billions of **stars** in the shape of a disk.

"That's our Milky Way **galaxy**," said Stanley. He pressed a blue button.

*Whoooooosh!* The spacecraft flew farther into space. Suddenly they saw billions of tiny galaxies all around them.

"Welcome to the universe," said Stanley.

Amanda gasped. "I will remember this day forever. Thank you, Stanley."

"It's amazing, Stanley. Thank you," George said. "Can we stop at the moon for a pizza on our way back? I'm really hungry."

"Of course!" said Stanley. His super spacecraft raced back to the moon.



### Think

Describe the pictures in your mind of the solar system and Milky Way galaxy.

### Think

Describe how the pictures in your mind changed as you read the story.

# Understand

## Comprehension

**A** Do you think Stanley's story could be true someday? Why or why not?

---

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**B** How did the pictures change in your mind as Stanley flew further from Earth? Write in the chart.

First	Next	Finally
Earth was a beautiful blue ball behind Stanley's spacecraft.		

**C** Answer the questions.

1 Do George and Amanda have their own spacecraft? How do you know?

---

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2 What did Amanda do the day before she flew with Stanley?

---

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3 How did Amanda feel about her day in Stanley's spacecraft? Why do you think she felt that way?

---

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**D** **Words in Context** Read and write.

vast dwell specks disk

1 Most stars seem like \_\_\_\_\_ of light.

2 There is nothing more \_\_\_\_\_ than the universe.

3 The Milky Way is shaped like a \_\_\_\_\_.

4 Astronauts travel through space, but they \_\_\_\_\_ on Earth.

# Grammar in Use

## A Study the grammar.

### Learn Predictions with Will

I **will** take you on an amazing journey.  
 Amanda **will** remember this day forever.  
**She'll** want to go on another adventure with Stanley.  
**They'll** go even further into space the next time they travel.



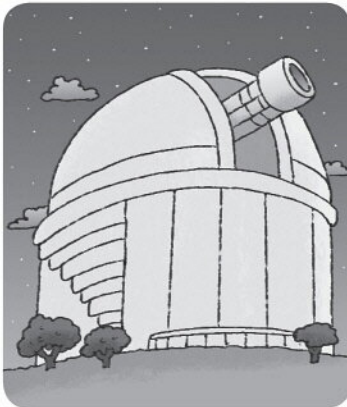
she'll = she will

they'll = they will

## B Underline the word *will* in each sentence. Circle the verb after it. Then match.

- 1 My little brother says he will (be) the first person to walk on Mars.
- 2 Astronauts will find water on a planet someday.
- 3 Another bright comet will appear in the sky sometime soon.
- 4 Each child will have his or her own spacecraft in the future.
- 5 Students will take field trips to the moon someday.
- 6 Scientists will build even bigger telescopes in the future.

a

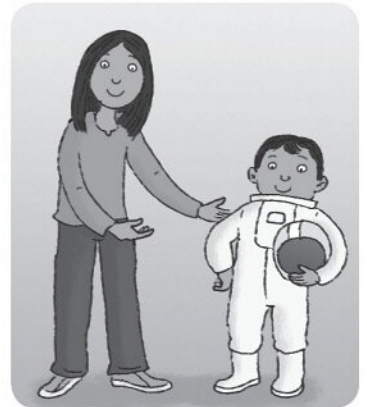



b

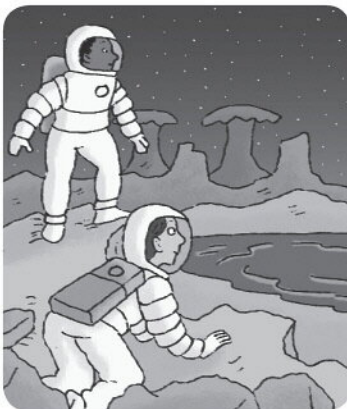



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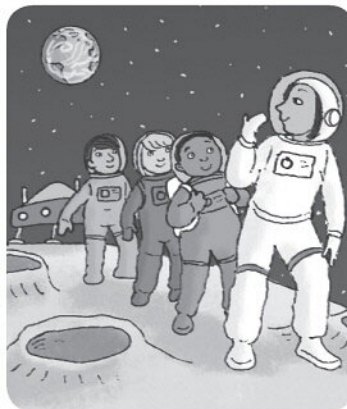
c




d




e



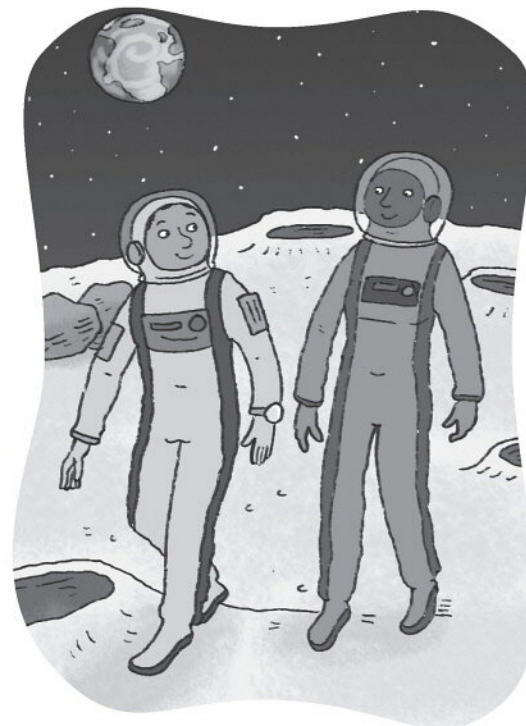

f



**C** Complete the sentences using *will* and the verbs in the box.

let take fly ~~travel~~ invent wear

- 1 Astronauts **will travel** to other planets in our solar system someday.
- 2 Scientists \_\_\_\_\_ a spacecraft that can travel outside of our solar system.
- 3 Bigger telescopes \_\_\_\_\_ us look deeper into space.
- 4 Spacecraft \_\_\_\_\_ through space at very high speeds.
- 5 People \_\_\_\_\_ trips to the moon as tourists someday.
- 6 Astronauts \_\_\_\_\_ lighter spacesuits so they can move easily.



**D** Read. Then write *P* (prediction) or *F* (fact).

- 1 Someday people will fly to other planets in spacecraft.   P
- 2 The sun will rise tomorrow morning at 6:30. \_\_\_\_\_
- 3 Scientists will build a city on the moon in the future. \_\_\_\_\_
- 4 Space tours will take people to the moon and back. \_\_\_\_\_
- 5 There will be a full moon this month. \_\_\_\_\_



**E** Unscramble the sentences.

- 1 system / fly / will / the / People / spacecraft / through / solar

**People will fly spacecraft through the solar system.**

- 2 through / will / Astronauts / universe / the / travel
- \_\_\_\_\_

- 3 will / ground / meteorites / hit / Small / the / tonight
- \_\_\_\_\_

- 4 fast / will / someday / Spacecraft / fly / very
- \_\_\_\_\_



## Word Study

sleigh veil reins freight weigh eighty

**A** Read each sentence. Circle the words with *ei* that have a *long a* sound. Then match.

1 Leah received a beautiful red sleigh for her birthday.

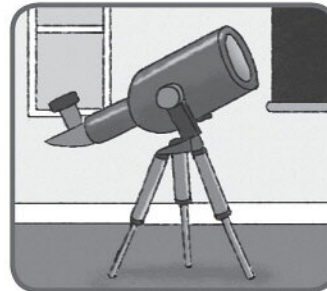
2 The new telescope at school is over eighty kilograms, so you can't lift it.

3 In the future, spacecraft may deliver freight to other planets.

4 The young woman wore a beautiful white veil on her head.

5 Esteban grabbed the reins and rode his horse through the rain.

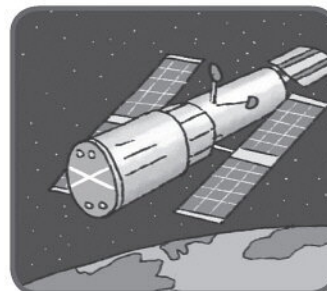
6 Space observatories don't weigh anything once they are in space.



a



b



c



d



e



f

**B** Complete the sentences with the words in the box.

I saw an old photo of a Finnish man and his wife going to town on a large \_\_\_\_\_ 1

carrying \_\_\_\_\_ 2 chickens in cages. Two large horses pulled it. The man had the

\_\_\_\_\_ 3 in his hand, and the horses were moving quickly through the snow. The

chickens probably did not \_\_\_\_\_ 4 very much. I think the horses seemed happy

to be pulling such light \_\_\_\_\_ 5.

# Writing Study

**A** Read. Underline the sentence that's incomplete. Then rewrite it to make it complete.

- 1 Sirius is a very bright star. Can see it easily in the night sky.  
It is also called the Dog Star.

You can see it easily in the night sky.

- 2 The universe is vast. Difficult to imagine. It would take 100,000 years just to travel through the Milky Way galaxy at the speed of light.



- 3 Look up at the sky. Do you see that bright shiny object? It's a comet! Large icy object.

- 4 My little brother, Jason, said he will go to the moon someday. Told me last night. He thinks the moon is made of cheese, and Jason loves to eat cheese!

**B** Read the text. Then write a paragraph about an object in the universe. Write at least one prediction using *will*. Be sure to write complete sentences.

Asteroids are usually far away from Earth. They travel around the sun like planets. What do asteroids look like? They come in many shapes and sizes. Some look like giant potatoes!  
**Scientists will send astronauts to an asteroid someday.**

### Words

#### A Decode the words.


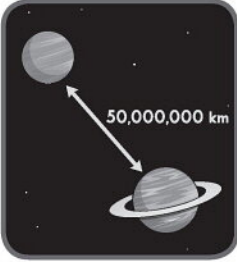



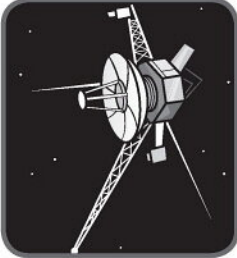

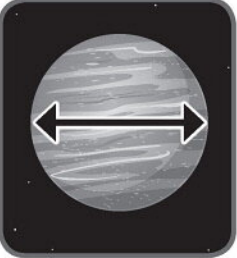
astronomer space probe ~~core~~ gravity orbit matter  
 diameter unique surface craters distance

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

<b>1</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>	<b>2</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>
	3 15 18 5		19 16 1 3 5
<b>3</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>	<b>4</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>
	7 18 1 22 9 20 25		1 19 20 18 15 14 15 13 5 18
<b>5</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>	<b>6</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>
	21 14 9 17 21 5		4 9 19 20 1 14 3 5
<b>7</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>	<b>8</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>
	19 21 18 6 1 3 5		13 1 20 20 5 18
<b>9</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>	<b>10</b>	<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>
	4 9 1 13 5 20 5 18		3 18 1 20 5 18 19
	<b>11</b>		<u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u> <u>   </u>
			15 18 2 9 20

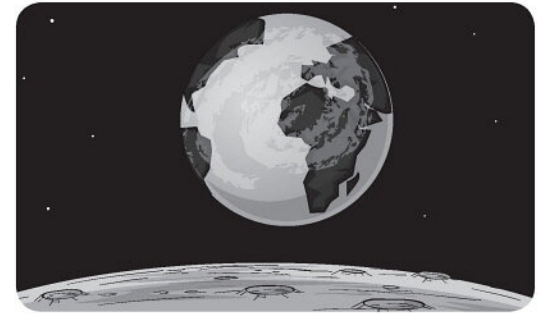
#### B Read and number.

- |                |                      |                     |                   |
|----------------|----------------------|---------------------|-------------------|
| <b>1</b> orbit | <b>2</b> surface     | <b>3</b> astronomer | <b>4</b> craters  |
| <b>5</b> core  | <b>6</b> space probe | <b>7</b> diameter   | <b>8</b> distance |

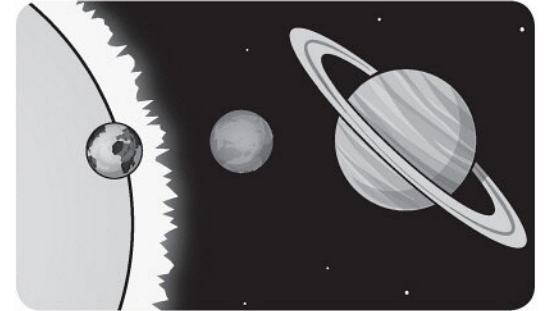
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**C** Circle the correct word to complete each sentence.

- 1 Our Earth is one example of **distance** **matter** **astronomer** in the universe.



- 2 Every planet in the solar system is **diameter** **core** **unique**.



- 3 We couldn't stand on the ground without **gravity** **craters** **orbit**.



**D** Complete the sentences using the words in the box.

astronomer space probes core gravity orbit matter  
diameters unique surface craters distance

- 1 With a telescope, you can easily see \_\_\_\_\_ on the moon.
- 2 An \_\_\_\_\_ knows a lot of information about the solar system.
- 3 The moon has weaker \_\_\_\_\_ than Earth, so astronauts weigh less there.
- 4 It takes Earth one year to complete one \_\_\_\_\_ around the sun.
- 5 Earth and Venus are close in size. They have similar \_\_\_\_\_.
- 6 The \_\_\_\_\_ from Earth to the moon is about 384,000 kilometers.
- 7 \_\_\_\_\_ travel through space and send information to Earth.
- 8 The moon's \_\_\_\_\_ is very gray, rocky, and full of craters.
- 9 The sun has most of the \_\_\_\_\_ in the solar system.
- 10 It is very hot in Earth's \_\_\_\_\_.
- 11 Each planet in the solar system is \_\_\_\_\_ in different ways.

**A** Read. What makes Ganymede special?

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**B** Read again. How are Ganymede and Earth's moon alike and different?

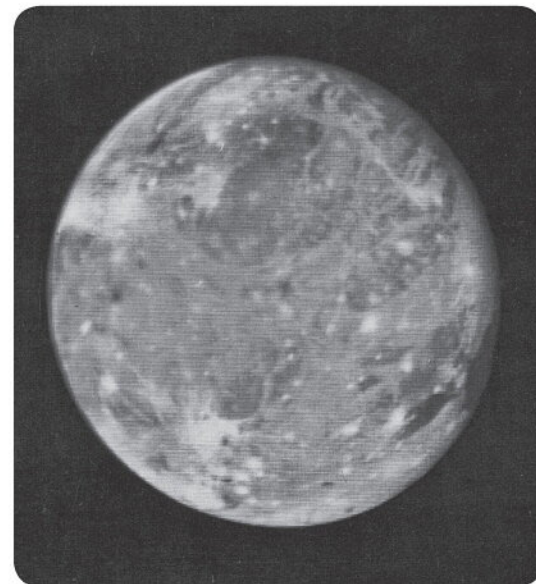
## Ganymede, Jupiter's Giant Moon

Earth has only one moon. It moves in an **orbit** around our planet. It often shines brightly in the night sky. However, did you know that the planet Jupiter has 49 moons? Ganymede is Jupiter's largest moon.

Ganymede is also the largest moon in the solar system. Earth's moon is the fifth largest moon in the solar system. Ganymede's **diameter** is much larger than our moon's diameter. Also, Ganymede is quite far from Jupiter. Earth's moon is closer to Earth. Ganymede goes around Jupiter in just seven days. Earth's moon goes around Earth in 27 days.

Galileo was a famous **astronomer**. He discovered Ganymede in 1610. Today, we understand much more about this giant moon. The Pioneer 10 **space probe** gave us good information about Ganymede. The Voyager and Galileo space probes gave us more information. Scientists now know that Ganymede has rocks and ice. Its **surface** has **craters** like Earth's moon. The **core** of Ganymede is hot and made of metal. The core of Earth's moon is similar. Some scientists think that Ganymede has an ocean. It is 200 kilometers below the surface. Earth's moon has no ocean.

Astronauts walked on Earth's moon. However, they can't walk on Ganymede yet. It is too far away. If astronauts go to Ganymede someday, they will be able to jump very high. The gravity on Ganymede is like the gravity on Earth's moon. Scientists know a lot about Ganymede. However, they hope to learn more in the future.



### Think

How are Ganymede and our moon different?

### Think

How are Ganymede and our moon alike?

# Understand

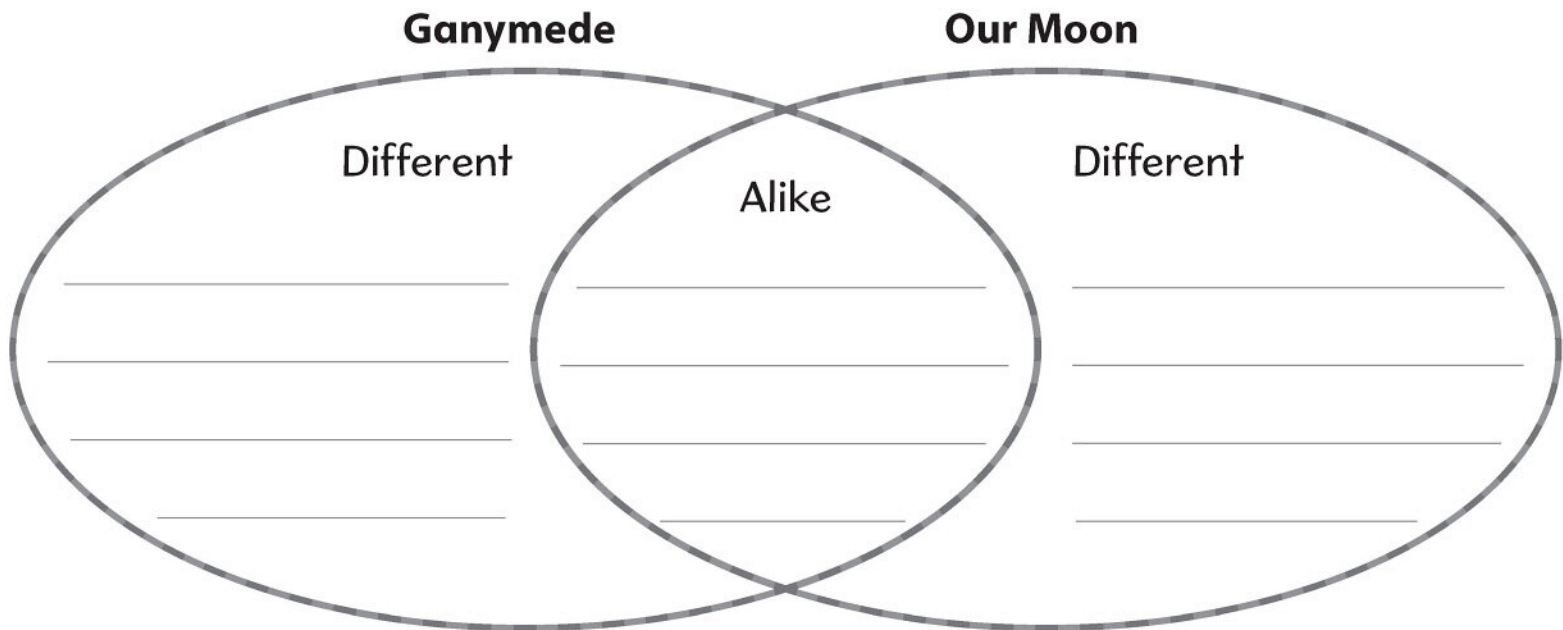
## Comprehension

**A** What is one interesting thing you learned about Ganymede?

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**B** How are the two moons below alike and different? Write.



**C** Circle True (T) or False (F).

- 1 Ganymede has a larger diameter than Earth's moon.
- 2 The core of Earth's moon is icy and cold.
- 3 Ganymede moves faster through space than Earth's moon.
- 4 Ganymede's gravity is stronger than Earth's gravity.

**T**    **F**  
**T**    **F**  
**T**    **F**  
**T**    **F**

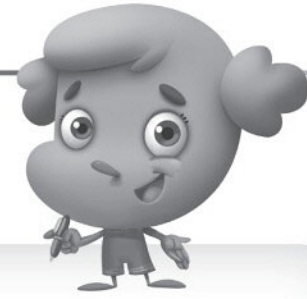
**D** **Words in Context** Read and write.

explored    bodies    inner    outer

- 1 Asteroids are \_\_\_\_\_ that orbit the sun between Mars and Jupiter.
- 2 Planets in the \_\_\_\_\_ part of the solar system are much colder than Earth.
- 3 The \_\_\_\_\_ planets are smaller than Jupiter and Saturn.
- 4 The students \_\_\_\_\_ the observatory with their teacher and the astronomer.



# Grammar in Use



## A Study the grammar.

### Learn Future Real Conditional

If he **becomes** an astronaut, he **will explore** the solar system.  
If he **doesn't become** an astronaut, he **won't explore** the solar system.

They **will fail** the astronomy test if they **don't study** hard.  
They **won't fail** the astronomy test if they **study** hard.

If I **don't repair** the telescope, I **won't be able to see** Ganymede.  
If I **repair** the telescope, I **will be able to see** Ganymede.

If the sky **is** clear, **will** she **go** to the observatory? Yes, she **will**.

**Will** she **go** to the observatory if the sky **isn't** clear? No, she **won't**.

What **will** he **see** if he **looks** at the sky? **He'll see** the moon.  
If he **looks** at the sky, what **will** he **see**?

won't = will not

## B Read each sentence. Underline what may happen in the future. Circle what will happen as a result.

- 1 If scientists continue to study Ganymede, (they will) learn much more about it.
- 2 If scientists don't find water on Ganymede, they will be disappointed.
- 3 People will travel through the solar system if we create fast spacecraft.
- 4 Kenan will build a model solar system if he finds the right materials.
- 5 If Jackie doesn't finish her homework, she won't use her telescope tonight.
- 6 If the space probe continues at this speed, it will fly by Ganymede next month.
- 7 The large meteorite will make a big crater if it hits the moon.
- 8 If the sky is clear tonight, we will see Venus, Mars, and Jupiter.



**C Match.**

- |                                                 |   |                                                            |
|-------------------------------------------------|---|------------------------------------------------------------|
| 1 Where will astronauts go first                | • | • <b>a</b> what will you look at through the telescope?    |
| 2 If astronauts find water on Ganymede someday, | • | • <b>b</b> if they can travel outside of the solar system? |
| 3 Where will the space probe be in one year     | • | • <b>c</b> will they be able to drink it?                  |
| 4 If we go to an observatory,                   | • | • <b>d</b> if it continues at this speed?                  |

**D Write future real conditional sentences. Use *you* as the subject.**

- 1 not study science / not become an astronaut

**If you don't study science, you won't become an astronaut.**

- 2 look at the sky tonight / see Venus and Mars

- 3 read about Ganymede / learn many interesting facts

- 4 not look through the telescope / miss seeing Jupiter's moons



**E Answer the questions. Write future real conditional sentences.**

- 1 If the sky is clear tonight, which planet will you look for?

**If the sky is clear tonight, I will look for Venus in the western sky.**

- 2 What will you do if it rains this weekend?

- 3 If you have a test next week, what will you do the day before?

- 4 What will your parents do if you get good grades this month?



# Communicate

## Word Study

ignorance    fragrant    arrogant    fragrance    ignorant    arrogance

**A** Read each sentence. Circle *-ance* or *-ant*. Then match.

1 After she won the race, her arrogance was really bad.

a



2 Some flowers are very fragrant, while others are not.

b



3 Tom studies a lot because he doesn't want to be ignorant.

c



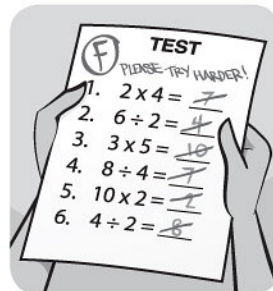
4 An orange tree in the spring can have a lovely fragrance.

d



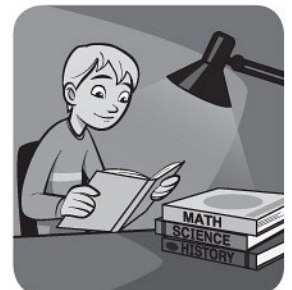
5 He acted arrogant, and his friends didn't like it.

e



6 Ignorance can cause low scores at school.

f



**B** Complete the sentences using the words in the box.

- 1 I smelled the wonderful \_\_\_\_\_ of the hot apple pie.
- 2 Beth doesn't want to be \_\_\_\_\_. She is always learning.
- 3 A rose garden can be very \_\_\_\_\_ in the summer.
- 4 The soccer player is so \_\_\_\_\_. He thinks he's the best.
- 5 If you don't want to have \_\_\_\_\_, study hard.
- 6 The movie star's \_\_\_\_\_ made people not like him.

# Writing Study

**A** Circle the word *or* in each sentence. Underline the choices. Then answer the questions.

1 Is a galaxy a star **or** a group of stars?

A galaxy is a group of stars.

2 Is Ganymede's orbit around Mars **or** Jupiter?

3 Does a moon go around a planet, **or** does a planet go around a moon?

4 Does our solar system have seven planets **or** eight planets?

**B** Read. Then write a paragraph about exploring the universe. Use at least one choice question and at least one future real conditional sentence in your writing.

**Should astronauts explore the solar system, or should space probes explore it?** Space probes don't need food or oxygen to give us information about planets. **If we have better technology someday, we will send people to other planets.** For now, space probes are an easier way to get information.

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## Writing



**A** Read this compare and contrast report about an imaginary solar system. Label the parts of the report.

**The V-18 Solar System**

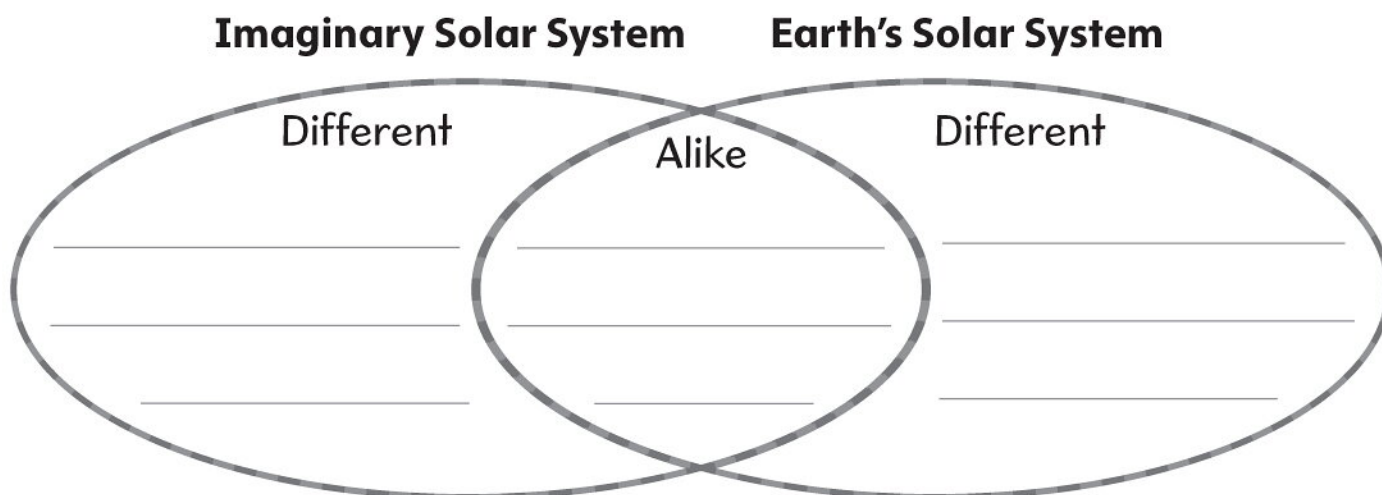
In my imagination, I took a trip in my spacecraft to the V-18 Solar System in the Misty Galaxy. I discovered that V-18 is similar to our solar system in some ways but different in other ways.

V-18 is similar to our solar system in three ways. First, its sun is a yellow star that is the same size as our sun. Next, like our solar system, some of the planets have moons, and some don't. Also, one of the planets has rings just like Saturn.

My imaginary solar system is also different from our solar system in three ways. To start with, it has nine inner planets and nine outer planets. Next, the planets Alpha and Beta have plants and animals on them, but no people. Finally, Alpha and Beta go around the sun every 100 days.

I really enjoyed visiting my imaginary solar system. If I have a spaceship someday, I will explore a real solar system. I would love to explore our solar system or one like V-18.

**B** Plan your imaginary solar system. Include the name of your solar system and galaxy and the number of planets. Then add details in the Venn diagram.



**C** Now go to your notebook to write your own compare and contrast report. Then read and revise it.

- |                       |                                                                                        |                                                                                      |
|-----------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| My writing checklist: | <input type="checkbox"/> I included an interesting idea in the introduction paragraph. | <input type="checkbox"/> I wrote about differences in the third paragraph.           |
|                       | <input type="checkbox"/> I wrote about similarities in the second paragraph.           | <input type="checkbox"/> I included an interesting idea in the conclusion paragraph. |



**B** Complete the sentences with the words in the box.

if will solar system space probes

\_\_\_\_\_ 1 \_\_\_\_\_ will continue to give us information about Mars. \_\_\_\_\_ 2 \_\_\_\_\_  
scientists build a fast spacecraft, astronauts \_\_\_\_\_ 3 \_\_\_\_\_ travel to Mars, too. In fact,  
they will travel through the whole \_\_\_\_\_ 4 \_\_\_\_\_.

matter inner observatory diameter outer

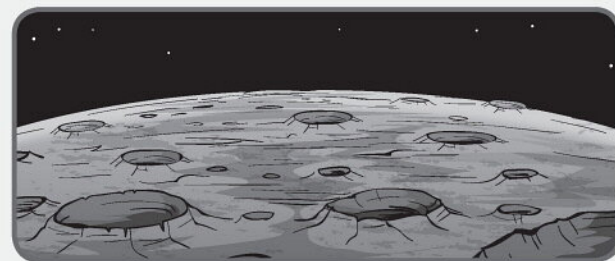
Is Saturn a(n) \_\_\_\_\_ 5 \_\_\_\_\_ planet or an outer  
planet? It is a(n) \_\_\_\_\_ 6 \_\_\_\_\_ planet, which  
means its \_\_\_\_\_ 7 \_\_\_\_\_ is much larger than



those of the inner planets. It has rings that you can see easily from a telescope in a(n)  
\_\_\_\_\_ 8 \_\_\_\_\_. Saturn is a "gas giant," so most of its \_\_\_\_\_ 9 \_\_\_\_\_ is gas.

**C** Underline the incomplete sentences.  
Then rewrite them to make them complete.

- 1 The moon has a lot of craters. Thousands of craters!  
Asteroids and meteorites caused these craters.



- 2 Someday I want to travel to Mars. Or to Ganymede. I'm not sure. If I go, will you go  
with me?

**D** Answer the questions.

- 1 What interesting fact will you remember about the universe?

- 2 Would you prefer to be an astronomer or an astronaut? Why?



**BIG QUESTION 2**

**How do we know what happened long ago?**

Think and write.

**What do you know?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What do you want to know?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**UNIT 3**

**Get Ready**

**Words**

**A** Number.

1 clay

2 tomb

3 uniforms

4 archaeologist

5 peasant

6 treasure

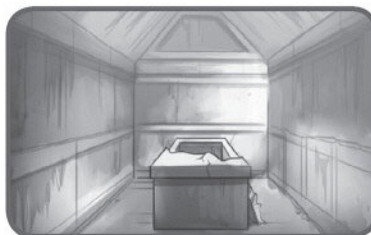
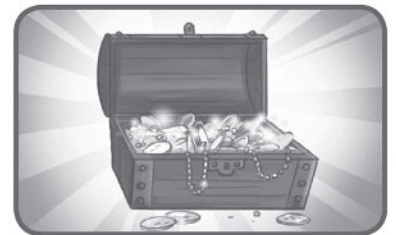
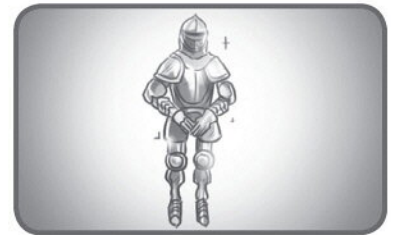
7 army

8 soldiers

9 jade

10 emperor

11 armor



**B** Circle the correct words.

1 The emperor had a large **armor** **army** of soldiers to serve him.  
**clay**

2 When the emperor died, many peasants visited his **jade** **clay** .  
**tomb**

3 Recently, **treasure** **archaeologists** discovered the emperor's tomb deep underground.  
**uniforms**

4 They found **clay** **treasure** bowls and vases in the underground tomb.  
**armor**

5 Archaeologists think that soldiers in **peasant** **jade** watched over the underground emperor.  
**uniforms**

6 During that time, Chinese soldiers wore heavy **clay** **armor** to protect them.  
**emperor**

**C** Read. Complete the sentences with the words in the box.

jade emperor soldiers peasants treasure

Many centuries ago, a(n) \_\_\_\_\_<sub>1</sub> sat in a large  
room filled with beautiful \_\_\_\_\_<sub>2</sub> . On his  
finger was a large \_\_\_\_\_<sub>3</sub> ring. However, the  
emperor was unhappy. Many \_\_\_\_\_<sub>4</sub> fought



for the emperor and served him. He told them to bring him more treasure. They did so,  
but he was still unhappy. He asked a wise woman what he should do to be happy. "Give  
all your treasure to the poor \_\_\_\_\_<sub>5</sub> on your land," the wise woman said. The  
emperor gave all his treasure away, and he became a happy and joyful man.

**A** Read. What did archaeologists find in Germany?

---



---

**B** Read again. Think about the author's purpose. Is it to entertain, to inform, or to persuade?

## The Roman Fort of Hermeskeil

It is the year 51 BC on the border of modern France. Julius Caesar, the great Roman general, stands in front of his army. Thousands of his **soldiers** watch him carefully. There is a deep silence. Suddenly, Caesar raises his arm, and his soldiers attack the neighboring Treveri **army** with loud cries.

How do historians know this happened?

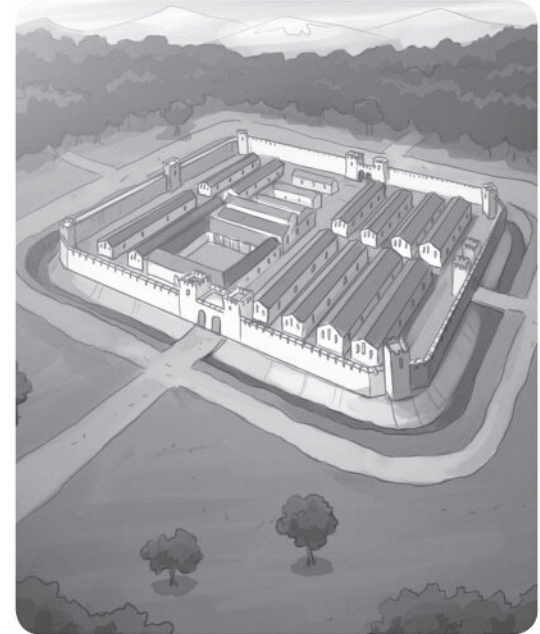
A recent discovery near the German town of Hermeskeil gave them clues. In 2010, **archaeologists** believed they found a 2,000-year-old Roman fort near Hermeskeil. A fort is a place where an army can stay safely. They found parts of the fort. However, they couldn't prove it was Roman.

Then, one year later, they made an important discovery. Between two stones, they found pieces of **clay** and a nail from a Roman soldier's shoe. Shoemakers put these nails around the bottom of the shoe to keep it together. Roman soldiers walked far, and the nails kept the shoes strong. These shoes were an important part of the Roman soldier's **uniform**. The pattern on the nail proved that it was 2,000 years old.

Archaeologists now know that Julius Caesar and his army were in the area at that time. They think the Roman army fought the local Treveri army and chased them away. The archaeologists hope to find more information about this interesting time in history. Today, they are still searching for clues and treasure.

### Think

What is the author's purpose up to now?



### Think

What is the author's purpose for this paragraph?



# Understand

## Comprehension

**A** What does the discovery of the 2,000-year-old Roman fort teach you? What else do you want to know about life in Germany and France 2,000 years ago?

**B** What is the author's purpose for each sentence below? Write the number of each sentence in the correct box.

- 1 In 2010, archaeologists believed they found a 2,000-year-old Roman fort.
- 2 Suddenly, Caesar raises his arm, and his soldiers attack the Treveri army with loud cries.
- 3 A recent discovery near the German town of Hermeskeil gave them clues.
- 4 Thousands of his soldiers watch him carefully.

To Inform	To Entertain
1	

**C** Circle True (T) or False (F).

- |                                                             |   |   |
|-------------------------------------------------------------|---|---|
| 1 Archaeologists found a soldier's shoe between the stones. | T | F |
| 2 The Roman fort is in modern Germany.                      | T | F |
| 3 Archaeologists have stopped looking for clues now.        | T | F |

**D** **Words in Context** Read, write, and match.

battle ~~general~~ ancient coffin

- 1 Julius Caesar was a great Roman general.
- 2 Archaeologists found a \_\_\_\_\_ inside the tomb.
- 3 Julius Caesar sent his soldiers into \_\_\_\_\_ many times.
- 4 The \_\_\_\_\_ fort is almost gone now.

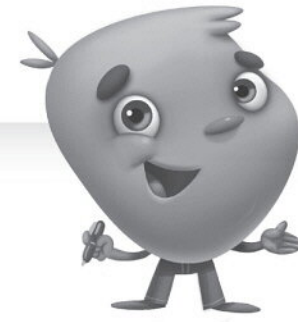


# Grammar in Use

## A Study the grammar.

### Learn Verbs Followed by Infinitives

appear (to be)	hope (to meet)	plan (to study)
expect (to see)	learn (to drive)	seem (to have)



The archaeologists **hope to find** more information about this interesting time in history.

There **appear to be** pieces of clay in the area.  
**don't appear to be**

He **expected to find** a lot of treasure in one place.  
**didn't expect to find**

Did she **learn to label** all of the pieces correctly? Yes, she did. / No, she didn't.

What does he **plan to study** at university? He **plans to study** archaeology.

## B Underline the verb before the infinitive. Then circle the infinitive.

- 1 Raji chose to write about the first Roman emperor for his history report.
- 2 The Treveri people didn't expect to see such a large Roman army.
- 3 Do the archaeologists plan to dig in this area much longer?
- 4 What time and place in history did you decide to research?
- 5 Gabrielle seems to be unhappy with her history test score.
- 6 The general didn't appear to be nervous before the battle.
- 7 Did Diego agree to take you to the museum?
- 8 What did the students learn to do at the archaeological site?



**C** Read. Then write the sentence with the correct infinitives.

1 The archaeologist didn't forget to labeled each of the items.

The archaeologist didn't forget to label  
each of the items.

2 Julius Caesar chose to attacks the Treveri army.

\_\_\_\_\_

\_\_\_\_\_

3 Do the archaeologists hope finding more Roman treasure?

\_\_\_\_\_

\_\_\_\_\_

4 What did the Roman shoemakers learn make so well?

\_\_\_\_\_

5 The fort near Hermeskeil seems to being a real Roman fort.

\_\_\_\_\_



**D** Unscramble the sentences.

1 promised / harder / He / study / to

\_\_\_\_\_

2 find / the / She / treasure / to / expect / didn't

\_\_\_\_\_

3 visit / you / museum / Did / plan / to / the

\_\_\_\_\_

4 they / meet / did / Where / agree / to

\_\_\_\_\_

**E** Answer the questions.

1 What historical places do you hope to visit someday?

\_\_\_\_\_

2 Where did you first learn to speak English?

\_\_\_\_\_

# Communicate

## Word Study

cyclist cartoonist dentist florist tourist pianist

**A** Read and write. Circle the *-ist* suffix.



- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

**B** Complete the sentences with words from the box.

- 1 Sujeong wears a white jacket in her office. She has assistants to help her. People sit in a chair and open their mouths so she can see their teeth. Sujeong is a \_\_\_\_\_.
- 2 George loves to get on airplanes and see other places. He always has his camera to take pictures. He stays at inexpensive hotels to save money. George is a \_\_\_\_\_.
- 3 Hala wears a helmet and light clothing when she does her sport. She rides many kilometers each day. Hala is a \_\_\_\_\_.
- 4 Alex works for a television show for children. He draws pictures of cute characters doing very funny things. He draws many pictures every day. Alex is a \_\_\_\_\_.
- 5 Maria practices her instrument every day. It has white and black keys. She performs for people at a concert hall every weekend. Maria is a \_\_\_\_\_.
- 6 Kenta took over his parents' business. People go to his shop on special days. His shop smells very fragrant. Kenta is a \_\_\_\_\_.

# Writing Study

## A Circle the correct verbs.

1 Yesterday the archaeologists **begin** / **began** their work early because the sun **is** / **was** so hot that day. They **decide** / **decided** to **stop** / **stopped** at 11:00 a.m.

2 Mr. Endo teaches history at the high school in our town. Every summer he **takes** / **took** students on a field trip to **look** / **looked** for ancient items near the river, where archaeologists **discover** / **discovered** a Roman fort years ago. Students often **find** / **found** pieces of clay pots and other items.



3 Archaeologists always **look** / **looked** for unusual items when they search an area. For example, they may **find** / **found** a stone that has a strange shape. It may be an ancient Roman stone that soldiers **use** / **used** to **make** / **made** roads.

## B Write a paragraph about something that happened long ago. Use at least one verb followed by an infinitive. Be sure that the verbs are all in the past tense.

Julius Caesar and his soldiers **marched** all morning through the hills. By noon, they **were** only 20 kilometers from the Roman fort. The sun **was** hot, and the men **needed** food and water. After lunch, Caesar **decided to let** the men rest for one hour.

### Words

#### A Unscramble the words.

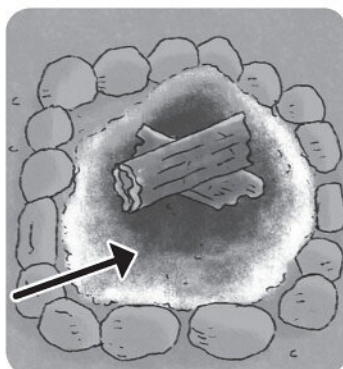
sedimentary rock ash discover dinosaur paleontologist  
examine ravine pastime skull excavate layer

- 1 k l u l s      2 m e a x e n i      3 v o r i d s e c
- 4 e a n r v i      5 a i u d r o n s      6 a e r l y
- 7 t a e p s i m      8 s a h      9 a t c a e x e v
- 10 t i l a p o g o e t s o n l
- 11 y e t i e d s a m r n      c r k o

#### B Read and number.

- 1 layer      2 ravine      3 ash
- 4 skull      5 examine      6 paleontologist

a



b



c



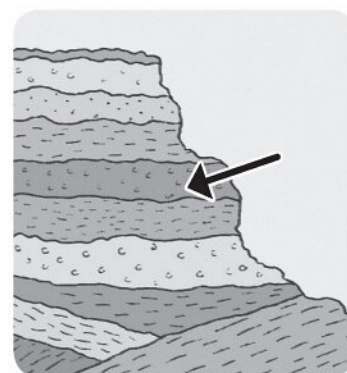
d



e



f



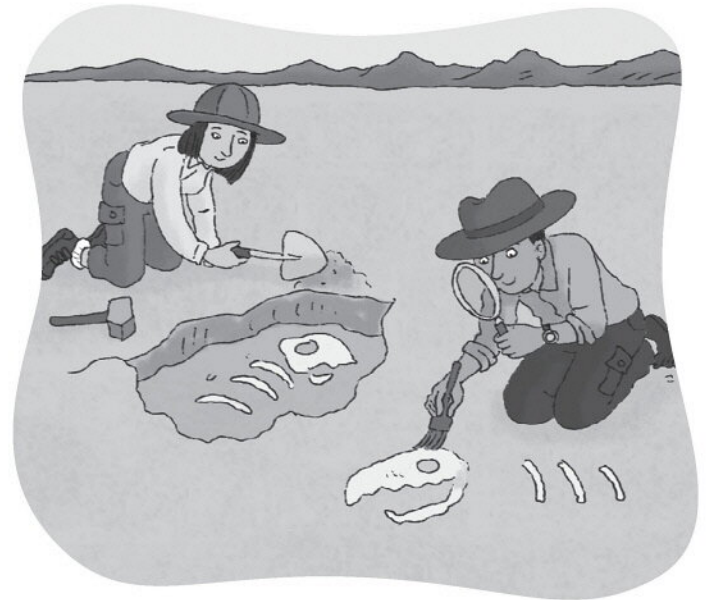
**C** Circle the best answers for each sentence.

- 1 The **ravine** / **paleontologist** discovered the dinosaur **pastime** / **skull**.
- 2 The paleontologists dug through the **discover** / **layers** of **sedimentary rock** / **dinosaur**.
- 3 Amy's favorite **pastime** / **layer** is to read about **excavate** / **dinosaurs**.
- 4 The students walked down into the **examine** / **ravine** to see the layer of **ash** / **discover**.
- 5 Frank went to the museum to **examine** / **discover** his findings from the **pastime** / **dinosaur** dig.
- 6 They **discovered** / **layered** a bone in the ruins that had to be **sedimentary rock** / **excavated**.

**D** Complete the sentences with words from the box.

dinosaur discover excavate examine paleontologists

First, \_\_\_\_\_<sub>1</sub> take shovels and  
\_\_\_\_\_<sub>2</sub> an area that might have  
\_\_\_\_\_<sub>3</sub> bones. If they are fortunate,  
they will \_\_\_\_\_<sub>4</sub> some bones. They  
will then \_\_\_\_\_<sub>5</sub> these bones to learn  
more about them. Finding new fossils is a lot of work!



**E** Circle True (T) or False (F).

- 1 A skull is a bone that protects the head.
- 2 Ravines may show layers of sedimentary rock.
- 3 Paleontologists only examine dinosaurs.
- 4 When something burns, it turns into ash.
- 5 Playing soccer is a pastime.
- 6 When you examine something, you take a quick look.
- 7 A ravine is a high place.
- 8 To discover something means to find something new.

T F  
T F  
T F  
T F  
T F  
T F  
T F  
T F

**A** Read. Why is the Karoo a famous place?

**B** Read again. As you read, make predictions.

# Karen of the Karoo

Karen lived with her parents in the Karoo Basin of South Africa. The Karoo was famous for plant and animal fossils. Karen's father was a **paleontologist**, and Karen enjoyed looking at all the dinosaur bones in his office. She hoped to **discover** her own dinosaur bone someday.

Every summer, Karen's father invited paleontologists from around the world to the Karoo. As they hiked through the dry land, he would show them fossil samples within the **layers** of **sedimentary rock** and **ash**.

This summer, Karen asked her father if she could go along on the hike. He agreed, but he asked her to stay close by. As they drove to the trail, Karen's heart beat quickly with excitement. There were so many places to explore!

The hike was interesting, but Karen was too curious to stay on the trail. Without asking, she ran down into a nearby **ravine** and looked among the rocks. Then, she heard her father's voice calling to her. She ran up the side of the ravine. Suddenly, she spotted something white and shiny. "Dad!" she shouted excitedly.

Karen's father stood at the top of the ravine with the other people. They looked worried until Karen pointed to the shiny object. All the paleontologists **examined** it. They nodded to each other in surprise. It was the **skull** of a dinosaur, a dinosaur nobody knew about! The paleontologists took pictures and shook Karen's hand. Her father smiled. "Karen," he said. "You are now the youngest paleontologist in the Karoo!"



## Think

Do you think that Karen will find a dinosaur bone? Why or why not?



## Think

What do you think the shiny white object will be?



# Understand

## Comprehension

**A** Think about Karen's story. Do you think it could really happen? Why or why not?

---

---

**B** Write a prediction based on each question.

### Question

- 1 Karen found the skull of a new dinosaur in the ravine. What will paleontologists do there now?
- 2 Karen's father is very proud of his daughter and calls her a paleontologist. What will Karen do when her father has another group hike in the Karoo?
- 3 Karen likes dinosaur bones, and she was very excited to find the skull. What will she become when she is an adult?



### My Prediction

**Paleontologists will**

**C** Answer the questions.

- 1 Why do paleontologists from around the world like to visit the Karoo?  

---
- 2 Why did the paleontologists take pictures of the skull and shake Karen's hand?  

---

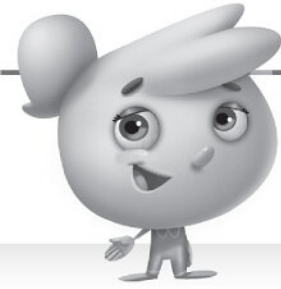
**D** **Words in Context** Read and write.

favorite dream determine tripped



- 1 Karen's father will try to \_\_\_\_\_ the age of the skull.
- 2 Jerome \_\_\_\_\_ on the rock, but fortunately he didn't fall down.
- 3 Abe's \_\_\_\_\_ pastime is looking at dinosaur bones.
- 4 Karen's \_\_\_\_\_ is to find a dinosaur skull.

# Grammar in Use



## A Study the grammar.

### Learn Verbs Followed by Gerunds

dislike (excavating)	appreciate (learning)	recommend (resting)
imagine (discovering)	consider (going)	stop (studying)

Karen **enjoyed looking** at all the dinosaur bones in her father's office.

I **enjoyed talking** to the paleontologists after the hike.  
I **didn't enjoy talking**

He **didn't begin writing** his report on dinosaurs after dinner.  
He **began writing**

Did you **finish excavating** the area in the ravine? Yes, I did. / No, I didn't.

What does she **like doing** after her homework? She **likes watching** TV.

## B Underline the verbs. Then circle the gerunds.

- 1 Jacob didn't start building his dinosaur model yet.
- 2 Karen likes looking at all the bones in her father's office.
- 3 Did Miguel finish examining the skull this morning?
- 4 Karen's father enjoys taking her on hikes in the Karoo.
- 5 Where did you practice digging before you went to the site?

## C Read. Then correct the sentences.

### watching

- 1 I enjoy ~~watch~~ films about ancient history.
- 2 The people in the Karoo like show visitors their area.
- 3 Lars stopped do research for his dinosaur report.
- 4 I recommend take a break before we label these items.
- 5 Marin considered study paleontology at university.
- 6 Natasha disliked get her hands dirty when she looked for bones.



**D Complete the sentences with the verbs in parentheses.**

My friend Ben enjoys \_\_\_\_\_<sub>1</sub> (read)

about dinosaurs a lot. He told me that he

imagines \_\_\_\_\_<sub>2</sub> (find) a dinosaur

bone someday. In fact, on Saturday he looked for dinosaur bones on his grandfather's farm all day.

He only stopped \_\_\_\_\_<sub>3</sub> (dig) so that

he could eat. I like \_\_\_\_\_<sub>4</sub> (talk) to Ben

about dinosaurs. He knows so much about them. I

really hope he considers \_\_\_\_\_<sub>5</sub> (study)

paleontology at university when he is older.



**E Unscramble the sentences.**

1 visiting / likes / museum / Sarah / the / science

\_\_\_\_\_

2 father / enjoyed / with / Karen / hiking / her

\_\_\_\_\_

3 skull / pictures / paleontologists / finished / The / taking / the / of

\_\_\_\_\_

**F Answer the questions.**

1 What do you prefer eating for breakfast?

\_\_\_\_\_

2 What do you enjoy doing as a pastime?

\_\_\_\_\_

3 What did you finish doing recently?

\_\_\_\_\_

## Word Study

relief grief niece piece thief brief

### A Read. Circle the *ie* words with a *long e* sound. Then match.

1 My niece and her friend presented their science project about dinosaurs to the class.

a



2 The broken dinosaur bone caused the museum director a lot of grief.

b



3 The paleontologist took a brief rest under a beech tree.

c



4 A thief ran from the museum with a dinosaur skull that he stole.

d



5 The museum director gave a sigh of relief when she finally had the whole skull.

e



6 A piece of the skull was missing, but a little boy found it and gave it to the museum director.

f



### B Complete the sentences with the words in the box.

My \_\_\_\_\_<sub>1</sub> has a large collection of fossils that she found herself. One day she discovered that one of the fossils was gone! This caused her a lot of \_\_\_\_\_<sub>2</sub>. Who was the \_\_\_\_\_<sub>3</sub>? During a \_\_\_\_\_<sub>4</sub> search around the fossils, she found a \_\_\_\_\_<sub>5</sub> of a cookie under the table. She ran to the living room and laughed with \_\_\_\_\_<sub>6</sub>. Her baby brother was playing with the missing fossil!

# Writing Study

**A** Read. Circle the correct verbs. Write C if the underlined word is a count noun and NC if it is a noncount noun.

- 1 A ravine **is** / **are** a good place to see layers of sedimentary rock. C
- 2 Paleontologists **excavates** / **excavate** carefully for bones. \_\_\_\_\_
- 3 Coal **is** / **are** a kind of sedimentary rock. \_\_\_\_\_
- 4 This dinosaur skull **has** / **have** huge teeth. \_\_\_\_\_
- 5 Water **wash** / **washes** sedimentary rock into rivers and lakes. \_\_\_\_\_
- 6 Many children **visit** / **visits** the Karoo to see the fossils there. \_\_\_\_\_
- 7 Volcanic ash **help** / **helps** scientists determine the age of a bone. \_\_\_\_\_
- 8 My niece **go** / **goes** to South Africa every summer to study fossils. \_\_\_\_\_

**B** Write a paragraph about something old that people might look for in the ground. Use at least one verb followed by a gerund. Be sure that verbs correctly match the count and noncount nouns.

Many people **enjoy looking** for old coins in the ground. **Coins fall** out of pockets and might stay in the ground for years. Some **people use** a special machine that makes a sound when it discovers a coin. **Dirt comes** off the coins easily when you wash them.



## Writing

**A** Read. Label the parts of the report.

### A Photograph from the Past

Recently, I saw a photograph that someone took in Germany in 1890. The picture surprised me. I learned many things about the past from examining it.

The picture shows three girls walking to school on a sunny spring morning. They are dressed in cotton skirts. Two of the girls have leather book bags. This taught me that people used a lot of natural materials to make things at that time.

There is a horse and wagon in front of the girls. I learned that people used horses for transportation then. I can imagine the sound of the horse's hooves on the street.

Behind the girls, there is a bakery with fresh cakes in the window. I can almost smell the cakes and fresh bread. This taught me that people went shopping and ate delicious food, just as we do.

This photograph taught me that life was simpler in those days. People used animals for transportation, and they also used natural materials to make things. However, children still needed to eat and go to school, just as we do today.

**B** Plan your descriptive report. Choose a photograph. Then organize your ideas.

<b>My Photograph: Time</b> _____		<b>Place</b> _____		
I see _____ _____ _____	I hear _____ _____ _____	I smell _____ _____ _____	I taste _____ _____ _____	I touch _____ _____ _____
I learned _____				

**C** Now go to your notebook to write your own descriptive report about an old photograph. Then read and revise it.

- My writing checklist:
- I included an interesting title.
  - I introduced the photograph in the introduction paragraph.
  - In the body, I described what I saw, heard, smelled, tasted, and touched.
  - In the body, I wrote what I learned from the photograph.
  - I summarized what I learned in the conclusion paragraph.

What did you learn?

# Review

## A Read and number.

- |                  |             |
|------------------|-------------|
| 1 paleontologist | 6 emperor   |
| 2 thief          | 7 peasant   |
| 3 archaeologist  | 8 soldier   |
| 4 tourist        | 9 general   |
| 5 treasure       | 10 uniforms |



BIG QUESTION 2

How do we know what happened long ago?

**B** Complete the sentences with word pairs from the box.

layers-ash ~~excavate-skull~~ jade-treasures  
tripped-piece dentist-examined

- 1 Paleontologists will **excavate** this area to try to find the **skull**.
- 2 The \_\_\_\_\_ the child's teeth and mouth.
- 3 The emperor's \_\_\_\_\_ ring was one of the best \_\_\_\_\_ they found.
- 4 They discovered the dinosaur bones between two \_\_\_\_\_ of \_\_\_\_\_.
- 5 The little boy \_\_\_\_\_ on a \_\_\_\_\_ of the dinosaur skull.

**C** Read. Circle the correct words.

- 1 The paleontologists agreed **to excavate** / **excavating** the area right away.
- 2 They expected **discovering** / **to discover** more bones near the skull.
- 3 The archaeologists finished **to examine** / **examining** the ancient tomb today.
- 4 Tara forgot **labeling** / **to label** the bone she found in the ravine.
- 5 The general didn't mind **letting** / **to let** his soldiers wash their uniforms.
- 6 The tourists seem **to like** / **liking** the dinosaur exhibit.

**D** Read. Circle the correct verbs.

Clay **seem** / **seems**<sup>1</sup> to last a very long time. The  
terra-cotta soldiers in China **is** / **are**<sup>2</sup> made of clay. They  
**look** / **looked**<sup>3</sup> very good even today. Archaeologists  
**is** / **are**<sup>4</sup> happy that this treasure **remain** / **remains**<sup>5</sup>  
almost the same as when the emperor saw them.  
Ancient armor also **stay** / **stays**<sup>6</sup> nearly the same  
for many years. Jade never **change** / **changes**<sup>7</sup>. We  
**are** / **were**<sup>8</sup> fortunate that so many ancient items **is** / **are**<sup>9</sup> still the same today.







**BIG QUESTION 3**

**Where does  
our food  
come from?**

Think and write.

What do you know?

Handwriting lines for the 'What do you know?' section.

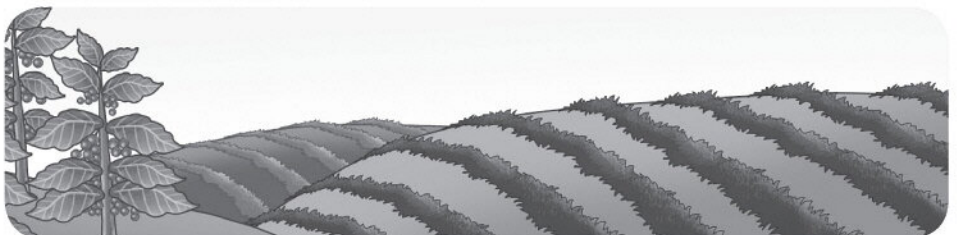
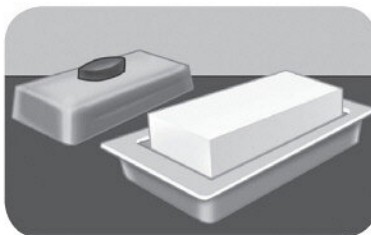
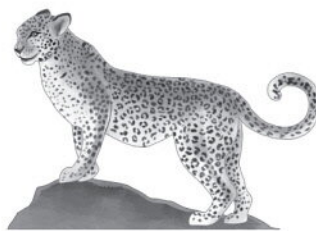
What do you want to know?

Handwriting lines for the 'What do you want to know?' section.

**Words**

**A** Read and number.

- 1 leopard      5 spoil      9 bark
- 2 butter      6 vanilla      10 wheat
- 3 plantation      7 sugar cane      11 ingredients
- 4 cinnamon      8 steamship



**B** Circle the correct words.

- 1 **Wheat** / **Cinnamon** is a spice that people use in cooking and baking.
- 2 The **leopard** / **steamship** carried people from America to France.
- 3 Some people like the taste of **vanilla** / **ingredients** in ice cream.
- 4 **Leopards** / **Butter** live in Africa, India, and other countries.
- 5 The milk will **bark** / **spoil** if you leave it out of the fridge.
- 6 It takes a lot of **ingredients** / **bark** to make a chocolate cake.
- 7 People make **butter** / **vanilla** from cream, which comes from milk.
- 8 **Sugar cane** / **Bark** grows mostly in warm countries.
- 9 Bakers use **cinnamon** / **wheat** as the main ingredient in most breads.
- 10 People often grow sugar cane on large **steamships** / **plantations**.
- 11 The **bark** / **sugar cane** of the cinnamon tree gives us the cinnamon spice.

**C** Complete the paragraph with the words in the box.

ingredients cinnamon steamship plantation butter

As the \_\_\_\_\_<sub>1</sub> traveled up the coast, carrying \_\_\_\_\_<sub>2</sub> from a \_\_\_\_\_<sub>3</sub> in Sri Lanka, a man sat on the ship eating his breakfast. On the table were some slices of bread and \_\_\_\_\_<sub>4</sub>. Other people sat on the deck and enjoyed the view. Inside the ship, a chef stood in his kitchen and wrote down the \_\_\_\_\_<sub>5</sub> he needed to make dinner for the passengers.



**A** Read. What are some ingredients Pierre needs to make cookies?

---



---

**B** Read again. As you read, draw conclusions about parts of the story.

## The Greatest Dessert

Pierre was a baker who made delicious cookies in Lyon, France. His great wish was to send his daughter, Audrey, to the best baking school in Lyon, but it was too expensive.

One afternoon, Pierre received a letter from the Lyon Baking Academy. "Win the Lyon Dessert Contest!" it said. "You or a family member can study for free at the Academy for one year."

### Think

Draw a conclusion. How does Pierre feel about his daughter Audrey?

Pierre was excited. Could his cookies win the contest? He phoned his friend Dion for help.

"Don't worry," Dion said. "I will talk to our friends."

Three days went by, and Pierre felt worried. Suddenly, his friends walked in carrying large packages.

"Your cookies will win, Pierre!" said Dion. "You just need the best **ingredients**. Here's the tastiest **cinnamon** from Sri Lanka."

"Here's the freshest **butter** from Holland," said Marie.

"I have flour from the finest Canadian **wheat**," said Michel.



"This sugar comes from the best Brazilian **sugar cane**," said Juliana.

"Here's delicious **vanilla** from Madagascar," said Lydia.

Pierre then saw Audrey with a large jar.

"Here is your secret ingredient, Papa," she said. "French applesauce!"

Pierre mixed the ingredients. He rolled the mixture into balls and put them in the oven. Fifteen minutes later, the cookies were ready to eat.

### Think

Draw a conclusion. Why did it take three days for Pierre's friends to arrive?

"Delicious!" shouted his friends.

On Saturday, Pierre's cookies received the winning prize at the Academy. Audrey was able to study there for one year!

Today, Audrey and Pierre have the most famous bakery in Lyon. They are opening a new bakery soon. Pierre says it is all because of his friends.

## Comprehension

**A** What makes this story interesting? Write about two events in the story that make it interesting.

---



---

**B** Answer the questions.

1 The baking school in Lyon was too expensive for Pierre. What conclusion can you draw from this?

---

2 Pierre used the ingredients his friends brought, and his cookies were even more delicious. What conclusion can you draw from this?

---

3 Pierre and Audrey now have a famous bakery and will open a new one soon. What conclusion can you draw from this?

---

**C** Circle True (T) or False (F).

- |                                                               |          |          |
|---------------------------------------------------------------|----------|----------|
| 1 Everyone in the dessert contest had to bake cookies.        | <b>T</b> | <b>F</b> |
| 2 Each of Pierre's friends brought one ingredient to him.     | <b>T</b> | <b>F</b> |
| 3 Pierre's friends thought that his cookies tasted very good. | <b>T</b> | <b>F</b> |
| 4 Pierre and Audrey have the most famous bakery in France.    | <b>T</b> | <b>F</b> |

**D** **Words in Context** Read and write. Change the tenses if necessary.

gather   introduce   peel   coax

- Before you can eat an orange, you must \_\_\_\_\_ off the skin.
- Audrey was happy to study baking. Her father didn't have to \_\_\_\_\_ her.
- Pierre's friends \_\_\_\_\_ together yesterday to buy more ingredients.
- Audrey \_\_\_\_\_ herself to the teachers at the Academy last week.



# Grammar in Use



## A Study the grammar.

### Learn Present Continuous for Future Plans

They **are opening**  
**aren't opening** a new bakery soon.

She **is taking**  
**isn't taking** a cooking class tomorrow.

I **am buying**  
**am not buying** new ingredients on Saturday to make cookies.

**Are you planting** a garden this spring? Yes, I am. / No, I'm not.

What **is he baking** for his friends tomorrow? He's **baking** a cake.

## B Underline the present continuous verbs. Then circle the future time words.

- 1 Grace is baking a chocolate cake tomorrow for her mother's birthday.
- 2 The steamship is bringing sugar cane to Shanghai tomorrow afternoon.
- 3 Are you putting fresh cinnamon on the cookies soon?
- 4 I'm not making spaghetti tonight because I don't have any pasta.
- 5 Where is Sophie buying the fruit for the party on Friday?
- 6 They aren't baking cookies after dinner because they're too busy.
- 7 Is he driving to the supermarket at 3:00 p.m. to get the ingredients?
- 8 Why are you making peach pie without fresh peaches this weekend?
- 9 Jack isn't going to cooking school next fall because it's too expensive.
- 10 Who is eating vanilla ice cream with apple pie after dinner?



**C** Circle the correct verbs.

1 They **is** **shopping** **are** **buying** for fresh vegetables at the market tomorrow.

2 He **isn't** **eating** **wasn't** **planting** onions in his garden next summer.

3 **Were** you **baking** **Are** you **working** fresh bread tomorrow morning?

4 What plantation **are** they **cooking** **were** they **visiting** next Saturday?

**D** Read and write. Use the present continuous tense.

pick plant ~~take~~ give

1 I **am taking** cooking classes at the Academy next fall.

2 My uncle \_\_\_\_\_ wheat in May. It will grow all summer.

3 The students \_\_\_\_\_ strawberries at the farm next week.

4 The baker in our town \_\_\_\_\_ free donuts to people tomorrow.

**E** Rewrite the sentences. Use the present continuous tense.

1 Chris will work on a sugar cane plantation next fall.

**Chris is working on a sugar cane plantation next fall.**

2 Will Natalie take three cooking classes next spring?

\_\_\_\_\_

3 Mrs. Miller won't plant potatoes in her garden next April.

\_\_\_\_\_

4 I will buy eggs next spring from my aunt, who has chickens.

\_\_\_\_\_



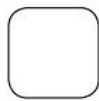
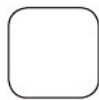
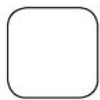
# Communicate

## Word Study

drop off   drop by   drop back   drop out

**A** Read. Complete the phrasal verb in each sentence. Then number.

- 1 Jane dropped \_\_\_\_\_ of the cooking contest when she got sick.
- 2 The farmer near our town often drops \_\_\_\_\_ to sell his fresh eggs.
- 3 The truck driver dropped \_\_\_\_\_ the bananas at the supermarket.
- 4 Stefan started at the front of the hike, but then he dropped \_\_\_\_\_.



**B** Complete the sentences with words from the box. Use the correct tense.

My cousin \_\_\_\_\_<sub>1</sub> our house this morning to say he was  
 \_\_\_\_\_<sub>2</sub> of cooking school. He said he used to be the top student in his  
 class, but then he \_\_\_\_\_<sub>3</sub> to the bottom after he got sick for two weeks.  
 He stopped by to \_\_\_\_\_<sub>4</sub> my mom's cookbook that he was using. We all  
 felt very bad about his decision.

# Writing Study

## A Read. Circle the most interesting adjectives.

Last week our class visited a **big** / **vast** sugar cane

plantation. First, we walked two hours through

the **towering** / **tall** stalks of sugar cane. We were

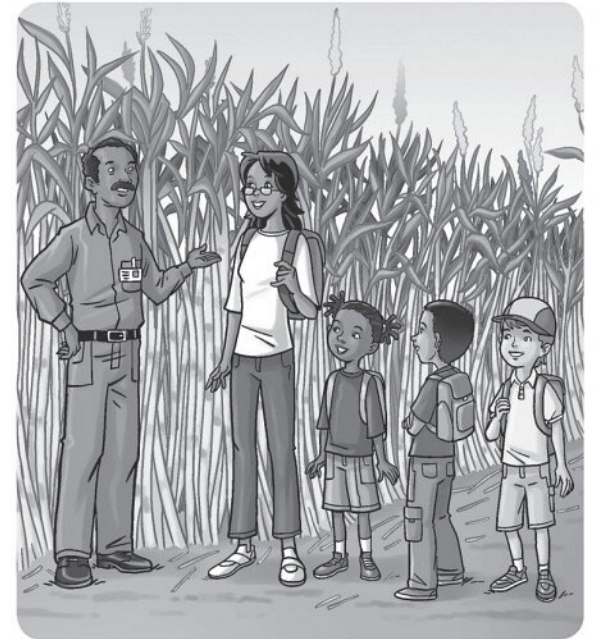
**very tired** / **exhausted** by the end of the hike. Next, it

was time for a **good** / **delicious** lunch. The chef at the

plantation brought each of us a **steaming** / **hot** plate of

spaghetti. For dessert, we had **big** / **juicy** strawberries and a glass of **cold** / **icy** lemonade

sweetened with sugar from the plantation!



## B Write a paragraph about a delicious meal you had. Write at least one sentence with a present continuous verb to show a future plan. Be sure to use interesting adjectives.

For my birthday, my mother made me an **elegant** lunch. She served **mouth-watering** vegetables, a **crisp** salad, and **delicate** sandwiches cut into **interesting** shapes. For dessert, I ate **creamy** vanilla ice cream with cinnamon on top. **I'm making** the same meal for my mother on her birthday next month.

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## Words

local chemical export convenient package agriculture  
farmer's market century decrease process corporate farm

### A Unscramble the words. Then solve the secret message.

teinovnecn

14					10				

ropxet

5					

rorcetpoa rfma

7								12					

lcaol

9		2		

cosrspe

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4						

rer gutcuila

1											

rdeacsee

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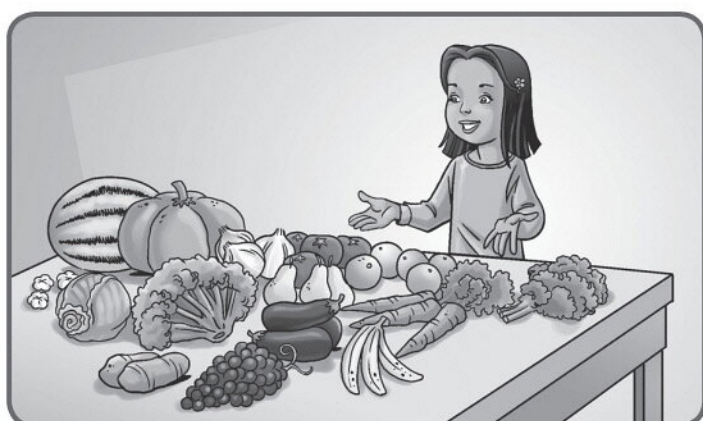
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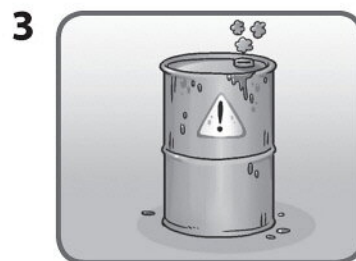
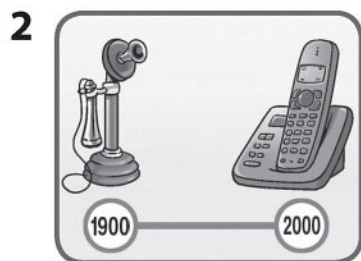


### Secret Message

1	2	3	4	5	6	7	8	9	10	6	11	
12	13	14	15									

**B** Look and write.

chemical   corporate farm   farmer's market   century



**C** Match.

- |                                                                   |                       |                      |
|-------------------------------------------------------------------|-----------------------|----------------------|
| 1 This action puts food into containers such as bottles or boxes. | <input type="radio"/> | <b>a</b> convenient  |
| 2 This action turns oranges into orange juice.                    | <input type="radio"/> | <b>b</b> agriculture |
| 3 Something that causes no trouble; easy to do                    | <input type="radio"/> | <b>c</b> local       |
| 4 Something in your area or neighborhood                          | <input type="radio"/> | <b>d</b> decrease    |
| 5 When you do this, you make something smaller or less.           | <input type="radio"/> | <b>e</b> package     |
| 6 This gives us the food we need to live.                         | <input type="radio"/> | <b>f</b> export      |
| 7 This action sends things out of a country.                      | <input type="radio"/> | <b>g</b> process     |

**D** Complete the sentences with the word pairs in the box.

agriculture–corporate farms   farmer's market–local  
package–decrease   century–chemicals

- A \_\_\_\_\_ usually sells fresh food from the \_\_\_\_\_ area.
- Modern \_\_\_\_\_ includes family farms and \_\_\_\_\_.
- In the last \_\_\_\_\_, people used more \_\_\_\_\_ to grow food.
- When people \_\_\_\_\_ less food, we \_\_\_\_\_ the use of energy.

**A** Read. Why is olive oil popular?

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**B** Read again. As you read, try to summarize the main details and ideas of the article.

## Olive Oil: From the Tree to Your Table

Did you know that farmers grew the first olive trees over 6,000 years ago? Olive trees produce delicious olive fruit, which many people eat. However, olive growers use most olives to make olive oil.

Olive oil is very popular around the world. People use olive oil for cooking, and they eat it with food such as breads and salads. People in Greece use the most olive oil, but Italians and Spaniards use a lot, too.

This delicious oil originally comes from countries around the Mediterranean Sea. Today, Spain, Italy, and Greece produce 75 percent of the world's olive oil. Farmers in these countries grow many of the olives needed for the olive oil on small farms.

How do people **process** olives into olive oil? First, they grind the olives into a mixture. Then, they stir the mixture. This helps the oil to come together. Finally, they press the mixture to remove the oil. Some people still process olive oil by hand, but now machines do it more often. After people remove the oil, they **package** it and **export** it to countries around the world. They use ships, trains, and trucks to get the oil to the shops that sell it.

There are many kinds of olive oil, but extra-virgin olive oil is really delicious. It's also healthy. Would you like to taste some? Thanks to modern **agriculture**, olive oil is now **convenient** to buy. Go to your **local** supermarket and try some today!

### Think

Summarize what you just read in one or two sentences.



### Think

Summarize the paragraph above in one or two sentences.

# Understand

## Comprehension

**A** How does this reading change the way you think about how we grow food?

---

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**B** Summarize each of the following topics in one or two sentences.

Who produces olive oil?	How is it processed?
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

**C** Answer the questions.

1 How do people use olive oil?

---

2 How do people process olive oil differently now?

---

3 Why do you think that machines are processing more olive oil now?

---

**D** **Words in Context** Read and write.

grocery store   food labels   organic food   whole food

1 Jen doesn't like food sprayed with chemicals, so she eats

---

2 Leyla goes to the \_\_\_\_\_ twice a week to buy food.

3 It is difficult for Roberto's grandmother to read

---

4 Andrew likes to buy \_\_\_\_\_ from the farmer because it isn't processed.



# Grammar in Use



**A** Study the grammar.

## Learn Polite Offers

Offering an Action	Offering a Thing
<p><b>Would you like</b> <u>to taste</u> some olive oil?</p> <p>Yes, I'd like to try some.</p>	<p><b>Would you like</b> <u>some olive oil</u>?</p> <p>No, thank you.</p>
<p><b>Would you like</b> <u>to eat</u> an orange?</p> <p>Yes, I'd like that.</p>	<p><b>Would you like</b> <u>an orange</u>?</p> <p>No, thanks. I wouldn't like one.</p>

**B** Read each sentence. If an action is offered, underline the verb. If a thing is offered, circle what it is.

- 1 Would you like to see where they grow olives in Italy?
- 2 Would you like (a little olive oil) on your salad?
- 3 Would you like to make fresh lemonade with these lemons?
- 4 Would you like a cup of tea with your cake?
- 5 Would you like two cookies with your milk?
- 6 Would you like to buy some organic peaches at the farmer's market?
- 7 Would you like to plant tomatoes with me this afternoon?
- 8 Would you like some strawberries from Spain?
- 9 Would you like to read this book about organic food?
- 10 Would you like some delicious chocolate from Belgium?
- 11 Would you like to package these green beans with me?
- 12 Would you like to go to the grocery store with me?



**C Complete the sentences with *to* or *a*.**

- 1 Would you like \_\_\_\_\_ read my report about chemicals in food?
- 2 I'd like \_\_\_\_\_ juicy pineapple from Costa Rica.
- 3 I wouldn't like \_\_\_\_\_ bowl of rice with my steamed vegetables.
- 4 Would you like \_\_\_\_\_ help me bake some bread with this flour?
- 5 Would you like \_\_\_\_\_ kilogram of tomatoes from Mexico?
- 6 I wouldn't like \_\_\_\_\_ have Italian pasta for dinner.



**D Unscramble the sentences.**

- 1 kiwifruit / like / some / you / today / to / Would / pick

\_\_\_\_\_

- 2 beef / I / a / would / kilogram / like / of / buy / to

\_\_\_\_\_

- 3 salad / like / your / Would / pepper / you / on / some

\_\_\_\_\_

**E Write a polite offer.**

- 1 You think your friend might like an orange.

**Would you like an orange?**

\_\_\_\_\_

- 2 You think your friend might like to try some kimchi from Korea.

\_\_\_\_\_

- 3 You think your friend might like some cheese from Holland.

\_\_\_\_\_

- 4 You think your friend might like to work on a farm with you.

\_\_\_\_\_

# Communicate

## Word Study

photographer geography dictionary introduction environment conversation

### A Read each sentence. Circle the word that has four syllables. Then match.

1 In geography class I learned that people grow rice in warmer, wetter countries.

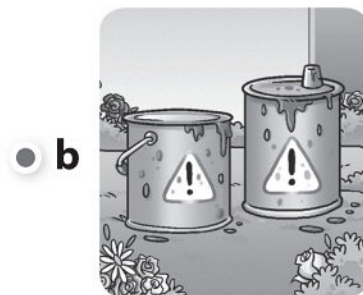
2 The introduction in the cookbook explains why the author chose recipes from the Mediterranean.

3 My dictionary says that a tomato is a fruit that originally comes from Peru.

4 The photographer took many pictures of the olive groves in Spain, Italy, and Greece.

5 I had a nice conversation with the manager of the organic food store.

6 If people use too many chemicals to grow food, it may be bad for the environment.



### B Complete the sentences with the words in the box.

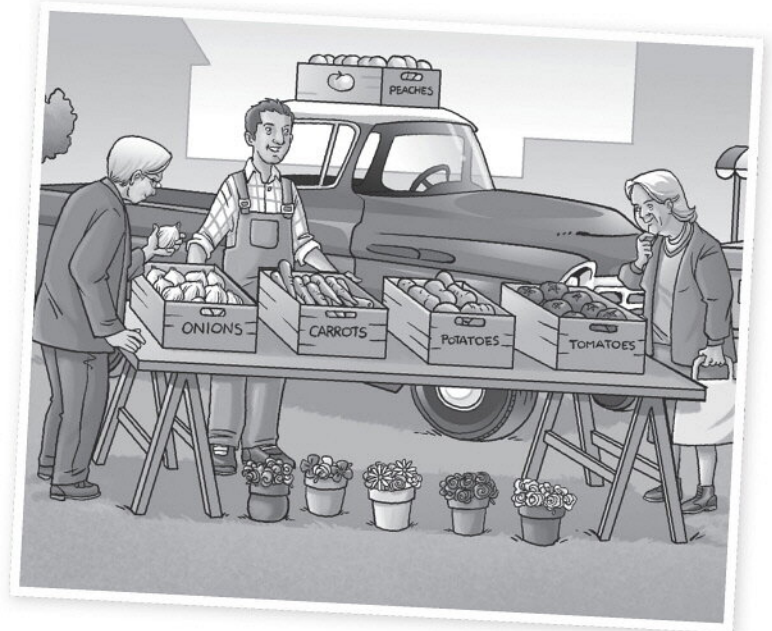
I want to be a food \_\_\_\_\_<sub>1</sub> and travel around the world. I will take pictures and have interesting \_\_\_\_\_<sub>2</sub> with farmers, bakers, and chefs. Then I will write a book about the \_\_\_\_\_<sub>3</sub> of food. It will show where different foods grow. The beginning of the book will have an \_\_\_\_\_<sub>4</sub> about protecting our \_\_\_\_\_<sub>5</sub>. The language of my book will be simple. Readers won't need a \_\_\_\_\_<sub>6</sub>.

# Writing Study

**A** Complete the sentences with the prepositions of location in the box.

on   next to   under   between   behind   near

- 1 The carrots are \_\_\_\_\_ the onions and the potatoes.
- 2 The potatoes are \_\_\_\_\_ the tomatoes.
- 3 There are flowers \_\_\_\_\_ the vegetables.
- 4 The truck is \_\_\_\_\_ the farmer.
- 5 The peaches are \_\_\_\_\_ the truck.
- 6 Two women are \_\_\_\_\_ the table.



**B** Read. Then write a paragraph describing a vegetable or flower garden you planted in your imagination or for real. Make at least one polite offer. Be sure to use prepositional phrases of location.

**Would you like to see my beautiful garden?** I planted three rows of vegetables **in the garden**. The carrots are **between the green beans and the spinach**. I also planted potatoes and tomatoes **behind those three rows**. Finally, I planted colorful flowers **around the garden**.

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## Writing

**A** Read. Label the parts of the report.



**International Hungarian Goulash**

I live in Hungary, and my grandma makes the best goulash in the world! I watched her cook it yesterday, and I discovered where all the ingredients come from.

I first looked at the labels of the food that she bought at the supermarket. The tomatoes that she used came from Turkey, and the beef broth came from France. Next, I asked Grandma where she got her fresh ingredients. The onions and peppers came from the local farmer's market, and the beef came from a local organic farm.

Finally, I searched on the Internet to get information about paprika, my favorite ingredient in Grandma's goulash. I discovered that Hungary is the home of this delicious spice. My country makes a lot of the paprika that people use around the world. The word "paprika" actually means "pepper," and there are many varieties.

Although goulash comes from Hungary, you can find the ingredients to make it wherever you live. I hope you can try this delicious dish soon!

**B** Plan your research report. Choose your favorite dish or a meal that you enjoy eating. Do research to find where the ingredients come from.

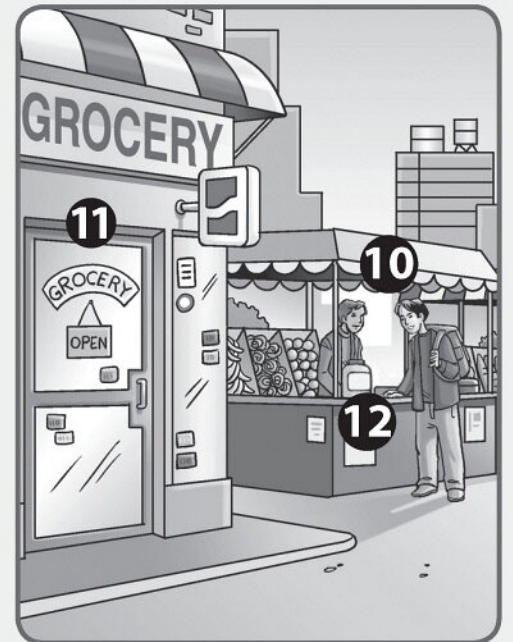
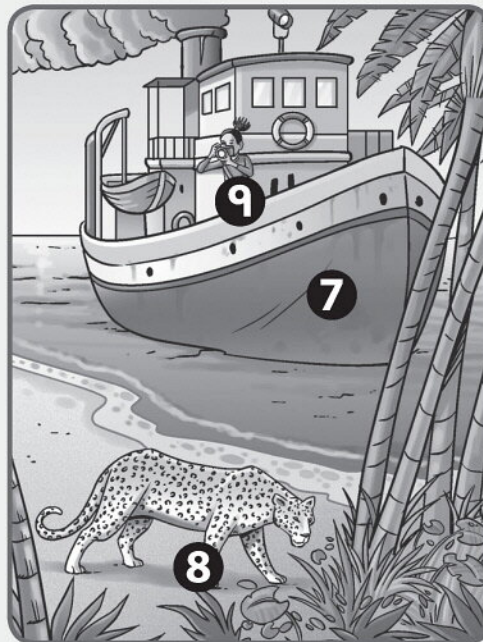
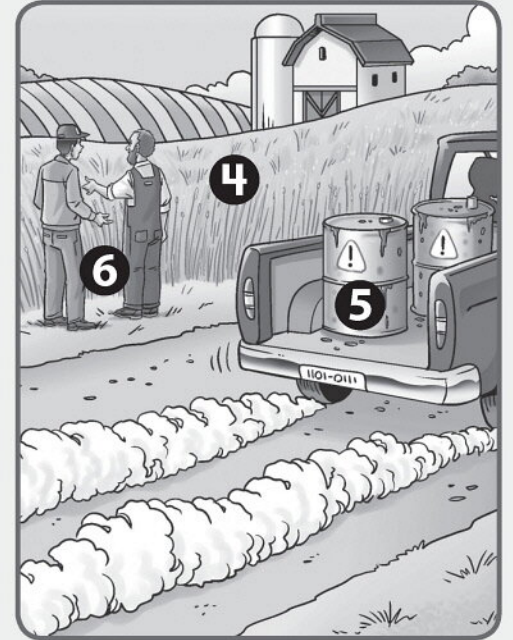
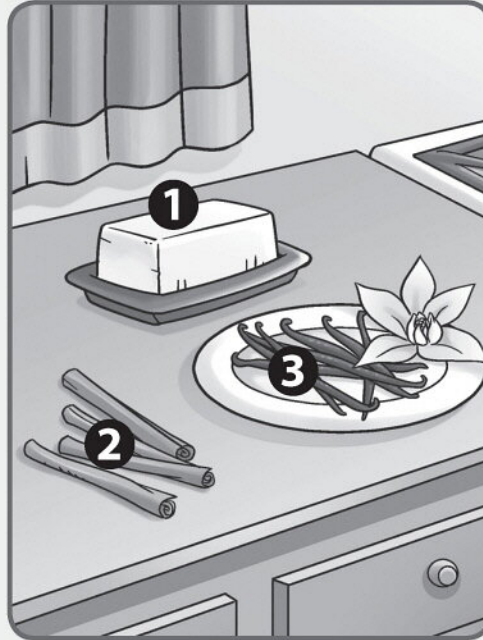
My Favorite Dish or Meal	
The dish or meal	
Ingredients	
Information from food labels	
Information from people	
Information from books or the Internet	

**C** Now go to your notebook to write your own research report about the ingredients for your dish or meal and where they come from.

- My writing checklist:
- I introduced the dish or meal in the introduction paragraph.
  - I explained where I did research and what I learned in the main paragraphs.
  - I summarized what I learned in the conclusion paragraph.

**A** Write the words.

leopard wheat food label butter photographer  
 chemicals farmer's market cinnamon  
 steamship grocery store vanilla conversation



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_



**BIG QUESTION 3**  
**Where does our food come from?**

**B** Circle the correct words.

On my visit to an organic farm, the farmer, Mr. Gaffney,

**peeled** / **introduced** me to the science of chemical-

free **agriculture** / **bark**. His way of farming is not

**local** / **convenient**. In fact, it takes a lot of work. However, Mr. Gaffney believes in

organic food, and he wants to **export** / **process** it to other countries someday.



**C** Complete the sentences with the words in the box. Circle the future time word.

environment ~~dropping off~~ ingredients geography  
package organic food drop by gathering

1 We're **dropping off** some organic apples at the farmer's market this afternoon.

I'd like to try one before you \_\_\_\_\_ them in those boxes.

2 Some of the students are \_\_\_\_\_ tomorrow morning to bake a cake for our teacher.

I'd like to bring some \_\_\_\_\_.

3 Our family isn't using chemicals in our garden next summer to help the \_\_\_\_\_.

Would you like to grow \_\_\_\_\_ with us?

4 I'm studying for a \_\_\_\_\_ test tonight.

Would you like to \_\_\_\_\_ my house and study with me?

**D** Read. Replace the underlined adjectives with more interesting ones. Circle the prepositional phrases of location.

**beautiful**

It is a pretty morning. I reach behind my bed and get my old work clothes. It's time for me to do some gardening. I eat a nice breakfast and walk outside. The sunlight is warm. I see that there are some bad weeds near the carrots. My shovel is next to the garden, so I pick it up and dig out the weeds. The flowers look dry, so I water them. Then, I rest under a tree because I'm tired. I don't mind working. Gardening is fun!



**BIG QUESTION 4**

**Why do we make art?**

Think and write.

What do you know?

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What do you want to know?

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**Words**

prodigy three-dimensional paintbrushes  
string carpenter pastels street painter  
sketch shapes canvas sculptor

**A Look and write.**



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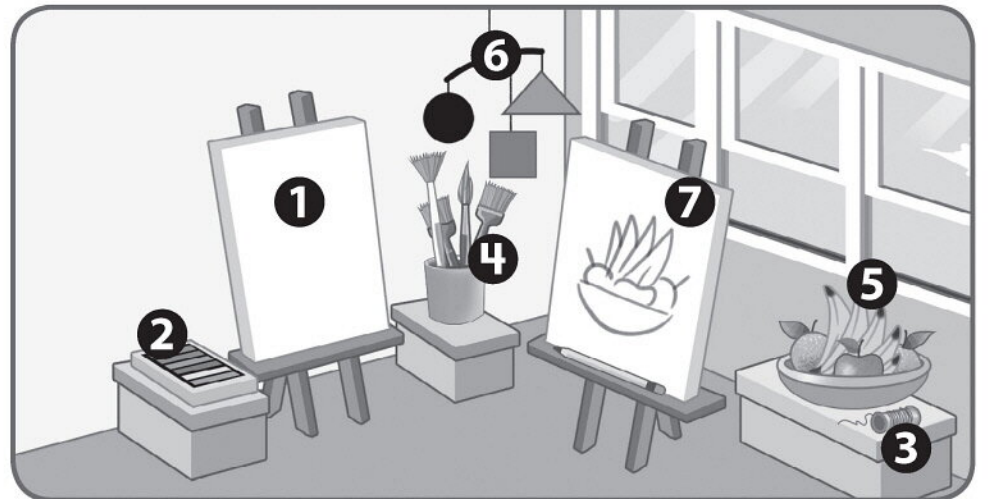


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**B Look and write the words.**

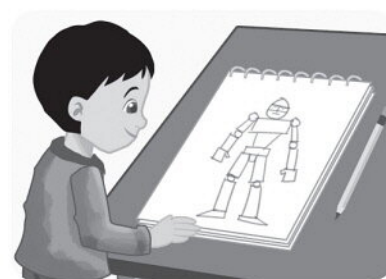
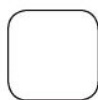


1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_

**C Match. Then number.**

- |                                                                                          |                                                                                  |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p>1 The painting of the new museum is good, but it looks a little flat.</p>             | <p>● a However, many of his great works started out as sketches.</p>             |
| <p>2 Oil paints are too difficult for children to use when they paint.</p>               | <p>● b These include paper and string.</p>                                       |
| <p>3 Leonardo da Vinci painted many masterpieces during his lifetime.</p>                | <p>● c They are learning how to use these shapes to make realistic sketches.</p> |
| <p>4 Many modern artists use a variety of interesting materials in their art.</p>        | <p>● d I want it to look more three-dimensional.</p>                             |
| <p>5 In art class, the students are studying ovals, triangles, squares, and circles.</p> | <p>● e Pastels are much easier for them to use.</p>                              |



**D Complete the sentences with the words in the box.**

paintbrushes   canvas   prodigy   carpenter   street painter   sculptor

- 1 William is a \_\_\_\_\_. He paints with large \_\_\_\_\_ so that everyone walking through the city can enjoy his work.
- 2 Christine is quite a \_\_\_\_\_. She is only seven years old, but she can already make realistic animals out of clay. She says she wants to be a famous \_\_\_\_\_ when she grows up.
- 3 Roger is a \_\_\_\_\_, but he also likes to paint. During his lunch break, he stops working with wood and paints on a \_\_\_\_\_ that he keeps in his truck.

**A** Read. Why do you think these two artists create art?

**B** Read again. As you read, remember to look at the text features. These will help you to understand more about the reading.

## Creating Art from Life

### Art from Trash

Linda Wise is the manager of a garbage company in California, so she sees how many things people throw away. Linda says, "Objects seem to lose their usefulness so quickly in our society. But many things are still useful."

To show this, Linda started to turn people's trash into beautiful **three-dimensional** works of art. It seems that she can make art out of anything. As a **sculptor**, her art receives many awards. The city of Fortuna, California, has three of her sculptures on display. People in the city like seeing art in their town. Many children want to be artists like Ms. Wise.

### Painting African Life

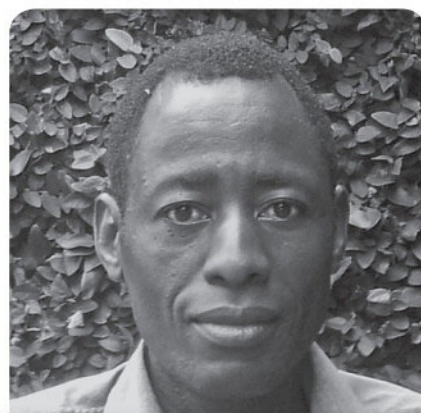
Robert Aswani was born in 1971 in the African country of Kenya. He taught himself to draw and paint as a young boy. His teachers felt he was a **prodigy**. They often asked him to draw **sketches** on the blackboard. Robert always painted colorful paintings after he visited the African markets with his mother. "The marketplace is full of life and color," he says. Today, Robert uses his **paintbrushes** and **canvas** to show the beautiful scenes of Africa. These scenes include sunrises, sunsets, markets, and the life of the Maasai people of Kenya. People from around the world buy his paintings.



Linda Wise  
"I don't see waste. I see potential."



Robert Aswani  
*Thursday Market Day*



Robert Aswani  
"Painting is something I have loved since I was young."

### Think

How do the text features help you understand the artists?

## Comprehension

**A** Which artist's work do you like and why?

---



---

**B** Match a text feature to an example from the reading. Then match the example to its meaning.

Text Feature		Example		Meaning
1 Title	<input type="radio"/>	<input type="radio"/> <b>a</b> Art from Trash	<input type="radio"/>	<input type="radio"/> <b>f</b> Artists get their ideas from the world around them.
2 First heading	<input type="radio"/>	<input type="radio"/> <b>b</b> "I don't see waste."	<input type="radio"/>	<input type="radio"/> <b>g</b> This artist paints the beauty of the surrounding culture.
3 Second heading	<input type="radio"/>	<input type="radio"/> <b>c</b> <i>Thursday Market Day</i>	<input type="radio"/>	<input type="radio"/> <b>h</b> This person says that everything is useful.
4 Visual	<input type="radio"/>	<input type="radio"/> <b>d</b> Creating Art from Life	<input type="radio"/>	<input type="radio"/> <b>i</b> This artist makes art from things other people don't want.
5 Caption	<input type="radio"/>	<input type="radio"/> <b>e</b> Painting African Life	<input type="radio"/>	<input type="radio"/> <b>j</b> This painting shows a scene of African women shopping.

**C** Answer the questions.

1 What does Linda Wise show through her art?

---

2 What does Robert Aswani show through his art?

---

**D** **Words in Context** Read and write.

complex washable combines fascination

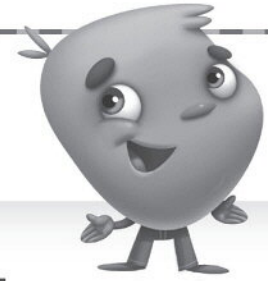
1 I have a \_\_\_\_\_ with African paintings.

2 Linda Wise \_\_\_\_\_ trash with art.

3 The artist's sketch is very \_\_\_\_\_.

4 Kindergarten classrooms use \_\_\_\_\_ paint.

# Grammar in Use



**A** Study the grammar.

## Learn Indefinite Pronouns

Person	Thing
<b>Someone</b> in Europe bought one of Aswani's paintings.	Do you need <b>something</b> from the art supply store?
Does <b>anyone</b> here know who painted the <i>Mona Lisa</i> ?	She can make art out of <b>anything</b> .
<b>Everyone</b> was quiet in the art museum.	Did he make <b>everything</b> in this room?

**B** Circle the correct indefinite pronoun.

- I saw a beautiful painting of a young girl in Peru. **Someone** / **Anyone** was standing beside her.
- Everyone** / **Anyone** likes your sketch. They think the different shapes are really nice.
- I think **someone** / **anyone** can paint. For example, children are great artists!
- Our teacher puts **something** / **everything** we paint on display in the classroom.



**C** Match. Then complete the sentences with the words in the box.

someone   anything   something   ~~anyone~~

- I need to make a painting of a person. It can be a man or a woman. It can be a child or an adult. ● **a** I want to paint \_\_\_\_\_ who is good at sports.
- I like to paint many things. I see beauty in nature, in cities, and everywhere I look. ● **b** I will paint anyone .
- I want to paint a person who looks young and strong. I'm looking for a person who has a lot of energy. ● **c** I'm really happy to paint \_\_\_\_\_ .
- I want to paint a scene that is filled with color and energy. I want people to look at my painting and say, "Wow!" ● **d** I want to paint \_\_\_\_\_ really special.



**D Write the missing half of each indefinite pronoun in each sentence.**

- 1 Is every \_\_\_\_\_ in the art room now? The playground is empty.
- 2 \_\_\_\_\_ one can enjoy looking at art on the Internet. There are many good websites.
- 3 Did you buy every \_\_\_\_\_ we need for the art supply cupboard?
- 4 There is some \_\_\_\_\_ very special about the paintings of Vincent van Gogh.

**E Unscramble the sentences.**

- 1 everyone / paintbrush / Does / a / have

---

---

- 2 wood / can / Sculptors / anything / from / make

---

---

- 3 museum / I / something / from / art / bought / the

---

---

- 4 painting / park / Is / in / anyone / the

---

---



**F Rewrite the sentences with the correct indefinite pronouns.**

- 1 There is anything I would like you to do.  

---
- 2 Something used for this work of art comes from trash.  

---
- 3 I met everyone yesterday who is a street painter.  

---
- 4 Someone can go to the city art museum. It's free of charge.  

---

# Communicate

## Word Study

**A** Match. Then write the words. Write the verbs in the correct tense.

dissatisfied   disorganized   dishonest   ~~disprove~~   disability   distrust

- |                   |   |     |                                                                                                                                                   |
|-------------------|---|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 dis + prove     | ● | ● a | The art teacher was very unhappy with his students because the art room was so messy and _____.                                                   |
| 2 dis + organized | ● | ● b | The tourists were _____ with the museum tour because some of the exhibitions weren't open to the public.                                          |
| 3 dis + trust     | ● | ● c | Many famous artists painted beautiful works of art even though they had a _____, such as poor eyesight.                                           |
| 4 dis + satisfied | ● | ● d | Jack thought Michelangelo painted the <i>Mona Lisa</i> , but I <b>disproved</b> it by showing him the painting in a book about Leonardo da Vinci. |
| 5 dis + ability   | ● | ● e | The _____ artist said that he painted the landscape, but actually his wife painted it.                                                            |
| 6 dis + honest    | ● | ● f | The art dealer said that all of the sculptures he sold were from ancient Rome, but Paul _____ him.                                                |

**B** Complete the paragraph with the words in the box.

prove   honest   disorganized   dissatisfied   trust   ability

I really enjoy painting in art class, but I'm \_\_\_\_\_<sub>1</sub> with my paintings. I don't think I have a great \_\_\_\_\_<sub>2</sub>. Also, my oil paints are very \_\_\_\_\_<sub>3</sub>, so I often can't find the right color. I was \_\_\_\_\_<sub>4</sub> with my teacher and told her I wasn't a good artist. She said that she was a good teacher, however, and that I should \_\_\_\_\_<sub>5</sub> her teaching ability. I'm going to work harder and \_\_\_\_\_<sub>6</sub> that she is right!

# Writing Study

**A** Rewrite each pair of sentences to make them one sentence with a compound predicate.

- 1 As the sun rose, the artist went outside with his easel. He began to paint.

As the sun rose, the artist went outside with his easel and began to paint.

- 2 Ashley drew a sketch of her house. She gave it to her father for his birthday.

\_\_\_\_\_

- 3 The street painter finished his painting. He then stepped onto it.

\_\_\_\_\_

- 4 My father builds houses on weekdays. He makes sculptures on weekends.

\_\_\_\_\_

- 5 The young prodigy won a painting competition. She received a cash prize.

\_\_\_\_\_



**B** Read. Then write a paragraph about a work of art you or someone else made. Use at least one sentence with an indefinite pronoun. Be sure to use sentences with compound predicates.

I made **something** for my mother in art class. First, I **took a piece of modeling clay and rolled it into five balls**. Then, I sculpted the balls into different shapes. Finally, I **painted the shapes and attached them to a piece of red cardboard**. It's unusual but beautiful!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Words

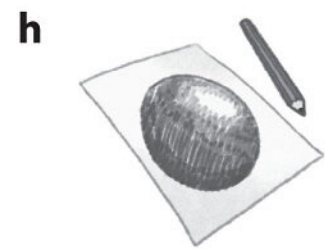
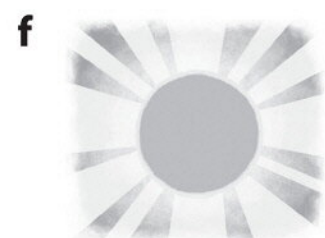
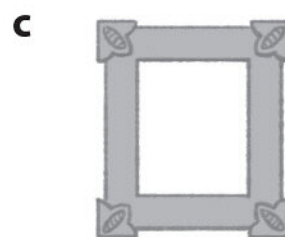
### A Find and circle.

c	o	t	l	b	s	h	a	d	i	n	g
p	f	e	g	r	w	m	s	u	c	y	h
e	e	x	h	i	b	i	t	i	o	n	g
r	d	t	x	l	e	n	p	v	n	b	e
s	a	u	f	l	e	l	a	p	t	v	b
p	s	r	t	i	m	w	e	h	r	s	x
e	c	e	l	a	n	d	s	c	a	p	e
c	r	o	d	n	h	n	t	g	s	b	o
t	o	t	i	t	x	m	d	f	t	i	j
i	l	q	n	k	q	z	e	m	a	r	f
v	r	k	s	t	a	i	n	e	d	i	t
e	g	o	h	l	e	c	a	p	s	w	m

- texture
- brilliant
- stained
- pale
- frame
- contrast
- exhibition
- perspective
- landscape
- space
- shading

### B Match.

- 1 shading \_\_\_\_\_
- 2 frame \_\_\_\_\_
- 3 exhibition \_\_\_\_\_
- 4 contrast \_\_\_\_\_
- 5 landscape \_\_\_\_\_
- 6 perspective \_\_\_\_\_
- 7 brilliant \_\_\_\_\_
- 8 stained \_\_\_\_\_
- 9 space \_\_\_\_\_



**C** Circle the correct words.

- 1 The artist used bright colors to paint the **pale** / **brilliant** sunset.
- 2 I can understand why Jose paints **landscapes** / **frames**. He likes to be outdoors.
- 3 The joggers in Amy's painting are all the same size. There is no **texture** / **perspective**.
- 4 This Friday, I'm going to see a(n) **contrast** / **exhibition** of modern art at the museum.
- 5 The **shading** / **space** of the woman's face in the sketch is very good.
- 6 Unfortunately, my painter's apron is badly **pale** / **stained**.



**D** Complete the sentences with words from the box.

frames exhibition space landscape texture perspective pale contrast

- 1 Oil paint can be very thick. It can give a painting a lot of \_\_\_\_\_.
- 2 The desert sky in the painting looks \_\_\_\_\_, but the mountains are colorful.
- 3 I really don't like the large, fancy \_\_\_\_\_ around some old paintings.
- 4 You really notice small things when a painting has a lot of \_\_\_\_\_ in it.
- 5 The artist painted a bright yellow moon in a black sky to show \_\_\_\_\_.
- 6 The \_\_\_\_\_ in this painting makes the mountains seem far away.
- 7 The Louvre had a(n) \_\_\_\_\_ of Picasso's art when the artist was 90.
- 8 The view from Maria's bedroom window was like a(n) \_\_\_\_\_ painting.

**E** Circle True (T) or False (F).

- 1 You can sometimes see sculptures at an exhibition. **T** **F**
- 2 Frames are usually very colorful. **T** **F**
- 3 Pale colors have a strong contrast with each other. **T** **F**
- 4 An artist's fingers can be stained with paint. **T** **F**
- 5 The stars are more brilliant on a dark night. **T** **F**
- 6 Landscape paintings always have people in them. **T** **F**

**A** Read. Why does Tam want to paint a picture of her grandmother?

---



---

**B** Read. As you read, remember to stop and make value judgments.

## Grandma's Beauty

Tam loved to paint. As a nine-year-old girl in the Vietnamese city of Can Tho, she found many places and faces to paint. She painted **landscapes** along the river. She painted rice farmers and floating market sellers. However, there was one face she wanted to paint more than any other.

"Grandma," she offered again at dinner.  
"Shall I paint a picture of you?"

Tam's grandmother was seventy years old. She laughed. "Why do you want to paint a simple old woman like me?" she asked.

"Please, Grandma," said Tam. "I'll paint your picture in the park early tomorrow morning. The air will be cool."

Tam's grandmother finally agreed. The next morning she sat on a bench under two lovely plumeria trees with **brilliant** red and **pale** pink flowers.

Tam set up her canvas and began to paint as her grandmother enjoyed the morning air. Suddenly, an old man walked by the easel. He noticed

### Think

What value judgment can you make about Tam?



the artistic **perspective** Tam used in her painting. Another person stopped by. Soon, almost fifty people were watching Tam paint.

"I'm finished," Tam finally announced.

She showed the painting to her grandmother. The woman in the painting glowed with beauty. The **contrast** of red and pink flowers with her silver hair was lovely. The **shading** on her face made her look wise and gentle.

"Who is this?" her grandmother asked in surprise.

"It's you, Grandma," said Tam, "on the outside *and* on the inside."

The people in the park agreed that Tam was truly a great artist.

### Think

What value judgment can you make about Tam's grandmother?

# Understand

## Comprehension

**A** What do you think about Tam? Are you similar to her? Why or why not? Write.

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**B** Write the following value judgments on the chart under the correct name. Then write your own value judgment for each person.

~~She enjoys what she does.~~ She is shy about who she is.  
She loves to sit and enjoy nature. She sees beauty in others.

Tam	Tam's Grandmother
She enjoys what she does.	

**C** Answer the questions.

1 Why does Tam paint so many places and faces in her city?

---

2 Why doesn't Tam's grandmother want Tam to paint her picture at first?

---

3 How does Tam's painting show her grandmother on the *inside*?

---

**D** **Words in Context** Read and write.

ignore worry famous speechless



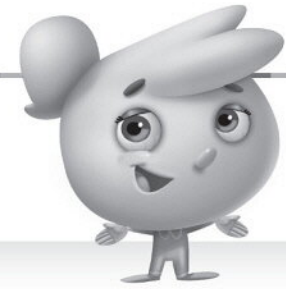
1 Tam's grandmother was almost \_\_\_\_\_ when she saw Tam's painting.

2 Tam tried to \_\_\_\_\_ the noise in the park so she could focus on painting.

3 It is possible that Tam will become a(n) \_\_\_\_\_ artist someday.

4 Tam didn't want her grandmother to \_\_\_\_\_ about the painting.

# Grammar in Use



**A** Study the grammar.

## Learn Offers with *Shall* and *Will*

### Offers with a Question

**Tim:** I broke my pencil.

**Paul:** **Shall** I get you another one?

**Tam:** Grandma, **shall** I paint a picture of you?

### Offers with a Statement

**Beth:** We are out of paint.

**Kara:** I'll ask the teacher for more.

**Tam:** I'll paint your picture in the park.

**B** Use *will* (*I'll*) or *shall* and the verbs in the box to complete each sentence.

draw bring ask carry wash buy ~~take~~ paint

- 1 "This exhibition is interesting, but I'm getting hungry."  
"I'll take you to the cafeteria. We can eat something there."
- 2 "\_\_\_\_\_ I \_\_\_\_\_ the landscape with more brilliant colors?"  
"No, I think the pale colors you are using are better."
- 3 "I think this frame is too dark for this painting of our family."  
"I \_\_\_\_\_ the store manager if she can find a lighter one."
- 4 "I'm happy that you're painting my picture, but I'm thirsty."  
"\_\_\_\_\_ I \_\_\_\_\_ you some water from the kitchen?"
- 5 "Wow, this sculpture is heavy! It isn't easy walking home with it."  
"I \_\_\_\_\_ it for you for a while."
- 6 "We're at the Museum of Modern Art! This is very exciting!"  
"It sure is. I' \_\_\_\_\_ our tickets for us."
- 7 "I didn't know that you drew sketches of famous buildings."  
"It's my hobby. \_\_\_\_\_ I \_\_\_\_\_ a sketch of your house?"
- 8 "Oh, no! I spilled paint on my jacket."  
"Give it to me. I' \_\_\_\_\_ it quickly."





**C Match each situation to a polite offer. Write *will (I'll)* or *shall* to complete the offer.**

- |                                                                                        |                                                               |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 1 Your friend is cleaning up the art room by herself.                                  | ● a _____ I go and get some for you?                          |
| 2 Your art teacher needs more paper from the supply room.                              | ● b _____ I bring you a jacket and a scarf?                   |
| 3 You take your friend to your city art museum, and he wants to see the Monet exhibit. | ● c I _____ organize the paints and paintbrushes to help you. |
| 4 Your friend is painting a landscape, but she is cold in the outside air.             | ● d I _____ take you to see his paintings.                    |

**D Unscramble the sentences.**

1 with / exhibition / you / I'll / to / the / go

\_\_\_\_\_

2 paint / of / today / Shall / you / I / picture / a

\_\_\_\_\_

3 frame / you / I'll / for / find / a

\_\_\_\_\_

4 teacher / I / canvas / for / Shall / another / ask / the

\_\_\_\_\_

\_\_\_\_\_



**E Rewrite the questions as statements. Rewrite the statements as questions.**

1 Shall I meet you at the art studio at 9:00 a.m.?

**I'll meet you at the art studio at 9:00 a.m.**

2 I'll paint the mountains smaller to add perspective.

\_\_\_\_\_

3 Shall I add shading to your sketch?

\_\_\_\_\_

4 I'll bring your canvas and pastels to the art room.

\_\_\_\_\_

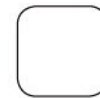
# Communicate

## Word Study

beautiful drab gifted dreary talented pretty

### A Match. Circle the synonyms. Then number.

- 1 Adel's art teacher says that Adel is a gifted artist for his young age.
  - 2 Everyone at the art exhibition felt that Akiko's painting of a Japanese landscape was the most beautiful.
  - 3 The paintings in the art gallery were quite dreary. They made me feel sad.
- a These drab paintings didn't have any color and were very boring.
  - b Even his parents agree that he is a very talented sculptor.
  - c They liked the pretty cherry trees that she painted in front of Mount Fuji.



### B Circle the correct words.

The *Mona Lisa* is a **beautiful** / **gifted** painting by Leonardo da Vinci. Art experts say that the name of the **drab** / **pretty** woman in the painting is Lisa del Giocondo. Lisa was the wife of a rich businessman, and she lived in Florence, Italy. At that time, Leonardo was a **pretty** / **talented** and well-known painter, so Lisa's husband asked Leonardo to paint a portrait of his wife. The painting shows how **gifted** / **dreary** the artist was. It's not a bright and colorful painting, but it is not **talented** / **dreary**, either. The **drab** / **gifted**, pale mountains behind Lisa are an example of Leonardo's use of perspective. Today, the *Mona Lisa* is one of the most famous paintings in the world.

# Writing Study

## A Circle the correct articles.

- 1 We'd like to visit **an** / **the** art gallery when we go to London.
- 2 **A** / **The** shape of this sculpture is really unique.
- 3 Jason decided to draw **a** / **the** three-dimensional sketch of his house.
- 4 Many people like **an** / **the** art of Marc Chagall.
- 5 All you need to begin painting is **a** / **the** paintbrush and some paints.
- 6 This landscape painting needs **a** / **the** simple wooden frame.
- 7 **A** / **The** shading of the person's face in this sketch is very good.
- 8 The sky around the setting sun was **a** / **the** brilliant red color.
- 9 I like **an** / **the** empty space around the children in this painting.
- 10 Rachel may paint a landscape, or she may paint **a** / **an** bowl of fruit.



## B Write a paragraph about a famous artist you like. Make at least one offer using *shall* or *will*. Be sure to use the correct articles *a*, *an*, and *the* in your sentences.

**Shall I tell you about my favorite artist?** His name is Johannes Vermeer, and he was **a** very talented painter. He painted **the** famous portrait called *Girl with a Pearl Earring*. **The** model in **the** painting is **an** interesting-looking girl wearing **a** scarf and **a** pearl earring.

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## Writing

**A** Read this opinion essay about the writer's favorite work of art. Label the four parts of the report.




***Starry Night* by Vincent van Gogh**

Vincent van Gogh painted many beautiful works of art. However, I think his painting *Starry Night* is my favorite. There are three reasons why I think so.

First, in *Starry Night*, van Gogh painted swirling lines through the sky, around the moon, and around the stars. This movement helps me to see the beauty and energy of the night sky. The moon and stars are full of light, and they make me feel warm inside. Next, the little town below the stars looks very peaceful. I imagine that children can see the stars through their bedroom windows. Finally, there is a strong contrast between the dark tree in front of the scene and the bright sky. This contrast makes the sky look even more beautiful.

I am thankful to Vincent van Gogh for this beautiful work of art. The swirling sky, the beautiful stars, and the peaceful town are special to me. It will always be my favorite work of art.

**B** Plan your opinion essay. Choose your favorite work of art. Write three reasons why it's your favorite.

My Favorite Work of Art: _____		
First Reason	Second Reason	Third Reason
_____	_____	_____
_____	_____	_____
_____	_____	_____

**C** Now go to your notebook to write your own opinion essay about your favorite work of art.

- My writing checklist:
- I introduced the work of art and wrote my opinion in the first paragraph.
  - In the body, I gave three reasons why I have my opinion.
  - I gave a brief summary of my reasons and an interesting final thought.

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# Review

## A Complete the puzzle.

	1									2
3	4									
5										
				6		7				8
	9									
				10						
				11						

**Across →**

- 4 Artists show their art at this.
- 5 This artist may use wood or clay.
- 7 Artists paint on this.
- 9 This goes around a painting.
- 10 The empty area between things
- 11 A young person with great ability

**Down ↓**

- 1 Nice to look at
- 2 Not truthful
- 3 Unhappy; not pleased
- 6 A scene with trees and mountains
- 8 You may make this before painting.

space	frame	canvas
dissatisfied	sculptor	landscape
beautiful	exhibition	sketch
prodigy	dishonest	



**BIG QUESTION 4**

## Why do we make art?

**B** Circle the correct words and complete the sentences with the words in the box.

pastels surrounded street painter  
perspective talented three-dimensional



**Will / Shall** I tell you about my day yesterday? I met **a / the**

\_\_\_\_\_ ! He was drawing a sketch of **the / a**

canyon on the sidewalk. It looked \_\_\_\_\_ , and he was so much fun to

watch! He didn't have **everything / anything** to drink, so I said, "**Shall I / I'll** get you a soda."

I ran to the supermarket on the corner. When I came back, he was \_\_\_\_\_

by people! **Anyone / Everyone** was taking his picture. He painted in pretty

\_\_\_\_\_ , and he added shading and \_\_\_\_\_

to the painting. When he finished, I stepped onto **the / a** painting! He was really

\_\_\_\_\_ !

**C** Complete the sentences with the word pairs in the box.

shading-contrast complex-speechless ignored-sketch shapes-string

1 Sumin cut out interesting \_\_\_\_\_. She attached them with \_\_\_\_\_.

2 Karl took a pencil. He added \_\_\_\_\_ and \_\_\_\_\_ to the sketch.

3 Paula \_\_\_\_\_ the mistakes she made. She gave the \_\_\_\_\_ to Sam.

4 Ben finished his \_\_\_\_\_ painting. He gave it to Tara, who was \_\_\_\_\_ !

**D** Join the sentences from **C** to make one sentence.

1 Sumin cut out interesting shapes and attached them with string.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



**BIG QUESTION 5**

**What is a city?**

Think and write.

What do you know?

Handwriting lines for the 'What do you know?' section.

What do you want to know?

Handwriting lines for the 'What do you want to know?' section.

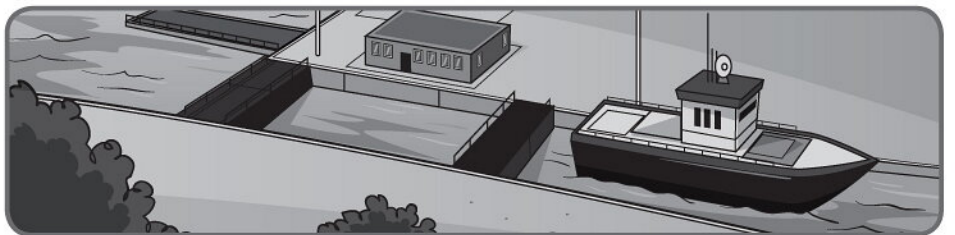
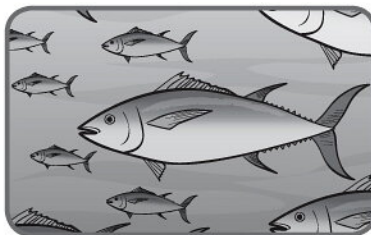
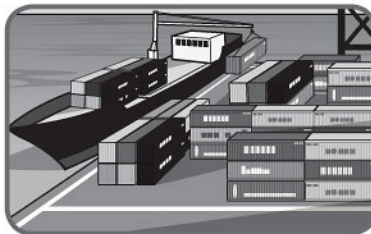
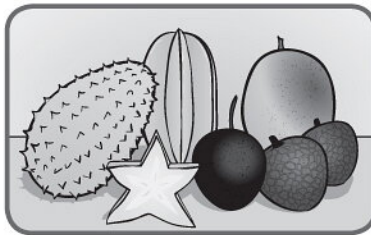
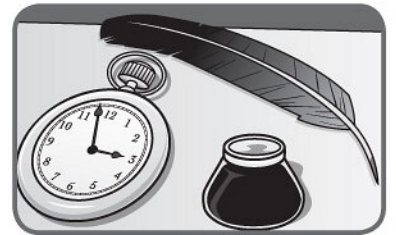
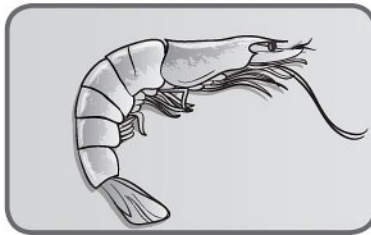
**UNIT 9**

**Get Ready**

**Words**

**A** Read and number.

- 1 batik
- 2 rickshaw
- 3 exotic fruits
- 4 architecture
- 5 souvenirs
- 6 street vendor
- 7 antiques
- 8 shrimp
- 9 tuna
- 10 port
- 11 canal



**B** Two of the words are correct. Cross out the wrong word.

1 This can move around.

a rickshaw **b architecture** c street vendor

2 This lives under water.

a antiques **b tuna** c shrimp

3 This holds water for transportation.

a port **b canal** c street vendor

4 This is often colorful.

a canal **b batik** c exotic fruit

5 People sometimes buy and collect these.

a souvenirs **b shrimp** c antiques

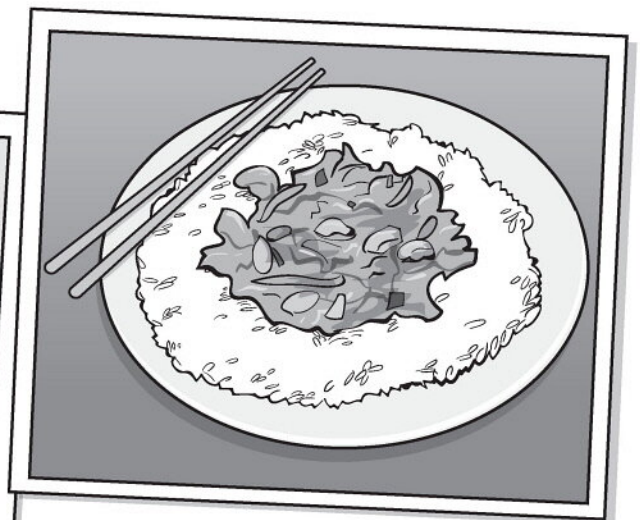
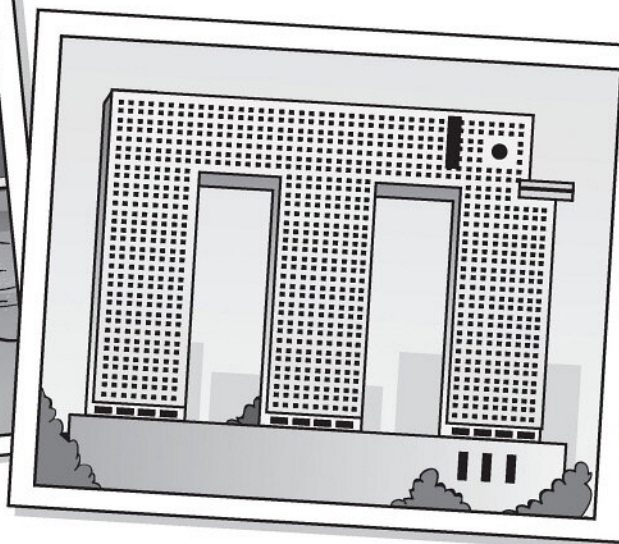
6 Someone designed or created this.

a exotic fruits **b architecture** c batik

**C** Complete the sentences with the words in the box.

souvenirs shrimp rickshaw architecture exotic fruits canals

I had a wonderful time in Bangkok, Thailand, today. First, a friendly man gave me a ride in his <sup>1</sup> . He was strong and pulled me easily. I then took a boat ride on the Chao Phraya River and on some small <sup>2</sup> . After a quick lunch, I went shopping and bought some Thai <sup>3</sup> . Then, I took a bus tour to see some interesting Bangkok <sup>4</sup> , such as the Elephant Building and the Robot Building. Tonight, I had a delicious dinner of <sup>5</sup> curry and rice, and then some <sup>6</sup> for dessert.





**A** Read the article. What are some things that make Lisbon an interesting city?

---



---

**B** Read again. As you read, try to paraphrase sentences that contain main ideas or important facts.

# Lisbon, a European Port City

Lisbon, the capital city of Portugal, is one of the oldest cities in the world. It is older than Rome, Paris, or London. At one time, Romans and Arabs ruled there. Today, Lisbon has one of the largest **ports** in Europe. It has a population of three million people.

## Visiting Lisbon

Lisbon is an exciting and historic city. It has mild winters and very warm summers. The city is on seven hills, and it has charming streets with white limestone buildings. If you like famous **architecture**, visit the St. George Castle. You can also visit the Vasco da Gama Bridge. It is the longest bridge in Europe.

## Getting Around

There are buses, trains, taxis, and trams throughout the city. If the weather is good, a bicycle is more enjoyable.

Take a bike ride along the Tagus River on the Poetry Bike Lane. It goes from Baixa to Belem. Belem is famous for the beautiful Belem Tower and the Jerónimos

**Think**  
Paraphrase one of the sentences in the paragraphs above.

Monastery. Belem also has an **antique** market twice a month.

## Sightseeing, Shopping, and Eating

Rossio is the main square in Lisbon. It is an interesting place to visit. For great shopping, check out Baixa and the Chiado. In addition, **street vendors** sell **souvenirs** and other items. If you are hungry, restaurants serve delicious seafood such as cod, **shrimp**, and **tuna**. In fact, people in Lisbon eat more fish than anyone else in Europe.

No one could ever be bored in Lisbon. Whatever you like, there is something interesting for you to enjoy there.

**Think**  
Paraphrase the paragraph above.



# Understand

## Comprehension

- A** If you could go to Lisbon for a weekend, what would you do? Write two things you would do and your reasons.

---

---

- B** Write a paraphrased sentence for each set of two sentences below.

- 1 There are buses, trains, taxis, and trams throughout the city. If the weather is good, a bicycle is more enjoyable.

**You can travel around Lisbon by bus, train, taxi, tram, or even bicycle.**

- 2 If you like famous architecture, visit the St. George Castle. You can also visit the Vasco da Gama Bridge.

---

- 3 Take a bike ride along the Tagus River on the Poetry Bike Lane. It goes from Baixa to Belem.

---

- C** Write three things that make Lisbon special.

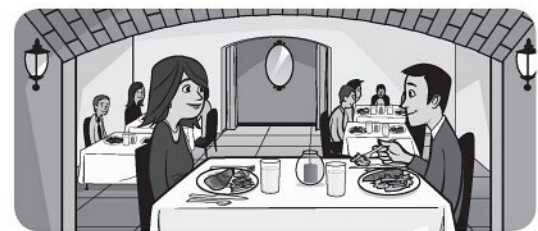
1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

- D Words in Context** Read and write.

countless congested haggle banned



- 1 A bicycle is a good way to travel when traffic in a city is \_\_\_\_\_.

- 2 In some antique markets, you can \_\_\_\_\_ over the selling price.

- 3 Throughout Lisbon, cheap and tasty restaurants are \_\_\_\_\_.

- 4 Some old cars that pollute a lot are \_\_\_\_\_ from the city center.

# Grammar in Use



**A** Study the grammar.

## Learn Negative Indefinite Pronouns

Negative Indefinite Pronoun	Meaning	Example
nothing	no single thing, not anything	There was <b>nothing</b> in the central market that I wanted to buy.
no one	no person	<b>No one</b> could ever be bored in Lisbon.
nobody		There was <b>nobody</b> at the city information desk.

Do not use another negative in a sentence with *nothing*, *no one*, or *nobody*.  
 He ~~didn't buy~~ **nothing** the entire day. (X)  
 He **bought nothing** the entire day. (O)

**B** Read and write.



1 **Nobody** drove a car after the snowstorm.

2 There is \_\_\_\_\_ else at the restaurant.

3 There is \_\_\_\_\_ in my pockets.

**C** Complete the sentences with *nothing* or *no one / nobody*.

1 There was \_\_\_\_\_ that looked fresh at the fruit stand.

2 \_\_\_\_\_ was waiting at the bus stop when I arrived.

3 \_\_\_\_\_ in my father's company drives to work. They all take the train.

4 There was \_\_\_\_\_ to do outside on a rainy day, so we went to the library.

**D** Circle the correct pronoun.

Yesterday, my mom and I went shopping in the city. There is **nothing** / **anything**<sup>1</sup> better than shopping in a big department store! First, I asked all of my friends to go with me, but **anyone** / **no one**<sup>2</sup> was able to go. Mom looked through all the stores, but she didn't buy **nothing** / **anything**<sup>3</sup> for herself. However, she bought **nothing** / **something**<sup>4</sup> for me. It was a new jacket! **Nobody** / **Anybody**<sup>5</sup> knows about it, so I'll surprise my friends and wear it tomorrow.



**E** Correct the sentences using negative indefinite pronouns.

1 There isn't nothing interesting to see at the cinema.

There is nothing interesting to see at the cinema.

2 There wasn't nobody in the restaurant after 1:00 p.m.

\_\_\_\_\_

3 I haven't got nothing to do, so let's go to the science museum.

\_\_\_\_\_

4 No one didn't find the keys that I lost at the department store.

\_\_\_\_\_

**F** Rewrite each sentence with a negative indefinite pronoun.

1 I didn't buy anything at the antique market this morning.

I bought nothing at the antique market this morning.

2 There isn't anybody riding a bicycle along the river today.

\_\_\_\_\_

3 My little brother doesn't eat anything that has shrimp in it.

\_\_\_\_\_

# Communicate

## Word Study

commerce corner cinema cement castle ceiling

**A** Read. Circle the bolded words that begin with a *soft c*. Underline the bolded words that begin with a *hard c*. Then match.

1 Many **cinemas** play more than one movie at a time, so people can choose what they want to see.

2 **Cement** is a necessary part of a city since people use it to make roads, sidewalks, and buildings.

3 Many old cities in Europe have **castles** that people built centuries ago.

4 When people go shopping in a large city, they are helping **commerce** grow there.

5 Carlos waited for the bus on a street **corner**.

6 Water is dripping from the **ceiling**.



**B** Complete the sentences. Use the words in the box.

Cities are always busy. Of course, cities have a lot of \_\_\_\_\_<sub>1</sub>\_\_\_\_\_, with people buying and selling everywhere. You can also see trucks carrying \_\_\_\_\_<sub>2</sub>\_\_\_\_\_ and other supplies for new buildings and roads. In my city, they just finished building a new \_\_\_\_\_<sub>3</sub>\_\_\_\_\_ on the \_\_\_\_\_<sub>4</sub>\_\_\_\_\_ of Main Street and 2nd Avenue. They built it to look like a \_\_\_\_\_<sub>5</sub>\_\_\_\_\_ from the Middle Ages. The \_\_\_\_\_<sub>6</sub>\_\_\_\_\_ in the lobby is filled with bright lights that look like stars.

# Writing Study

**A** Read the sentences. Capitalize the names of the bodies of water. Then rewrite the sentences.

- 1 Lake superior is the most western of the great lakes, reaching the city of Duluth.

Lake Superior is the most western  
of the Great Lakes, reaching the  
city of Duluth.



- 2 The arctic ocean is the smallest of the world's five oceans.
- 3 The island of Dominica in the caribbean sea has a lake called boiling lake.
- 4 The congo river flows past the city of Kinshasa as it heads to the atlantic ocean.
- 5 The panama canal reaches the pacific ocean at Panama City.

**B** Write a paragraph about a city near water that you would like to visit. Write at least one sentence with a negative indefinite pronoun. Be sure to capitalize the names of bodies of water.

I would like to visit the city of Manaus in the Amazon rainforest of Brazil. You can find this city where the **Negro River** and **Solimoes River** come together. Manaus has a famous opera house called the Teatro Amazonas. **Nobody** in my class likes opera, but I do!

### Words

equipment volunteers playground news conference city hall  
citizens garbage collectors mayor president city council assistant

#### A Decode the words.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

<p><b>1</b></p> <p>7 1 18 2 1 7 5</p> <p>3 15 12 12 5 3 20 15 18 19</p> <p><b>2</b></p> <p>13 1 25 15 18</p> <p><b>3</b></p> <p>5 17 21 9 16 13 5 14 20</p> <p><b>4</b></p> <p>1 19 19 9 19 20 1 14 20</p> <p><b>5</b></p> <p>3 9 20 9 26 5 14 19</p> <p><b>11</b></p> <p>14 5 23 19</p>	<p><b>6</b></p> <p>3 9 20 25</p> <p>3 15 21 14 3 9 12</p> <p><b>7</b></p> <p>3 9 20 25 8 1 12 12</p> <p><b>8</b></p> <p>16 12 1 25 7 18 15 21 14 4</p> <p><b>9</b></p> <p>16 18 5 19 9 4 5 14 20</p> <p><b>10</b></p> <p>22 15 12 21 14 20 5 5 18 19</p> <p>3 15 14 6 5 18 5 14 3 5</p>
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#### B Look and write.



equipment volunteers playground news conference city hall  
citizens garbage collectors mayor president ~~city council~~ assistant

**C** Fill in the chart with the words in the box.

People	Places	Things
city council		

**D** Complete the sentences with the words in the box.

- The \_\_\_\_\_ of our city held a \_\_\_\_\_ yesterday. There were many people there from the city newspapers and television stations.
- Patricia's father is the \_\_\_\_\_ of a company. He is very busy, so he has an \_\_\_\_\_ to help him with all of his meetings and paperwork.
- José is one of many \_\_\_\_\_ of his city. He works hard all week, but he is also happy to be one of the \_\_\_\_\_ at the city's youth center.
- Our \_\_\_\_\_ is a beautiful building made of granite. The \_\_\_\_\_ meets with the mayor there once a week.
- The vast \_\_\_\_\_ in our city park is very safe for children, and the \_\_\_\_\_ in it is new. The park is also very clean, since \_\_\_\_\_ come by every afternoon to pick up the trash.





**A** Read. How does a parade show us what a city is like?

---



---

**B** Read again. As you read, ask yourself about the main character and minor characters in the story. Try to understand what they're like.

## Mayor for Another Day!

Marcy was reading a book at home when her mother rushed in. "The mayor phoned!" she said. "He wants to see you!"

Marcy biked to the **city hall**. Mayor Wilson and the **city council** looked worried. "People are staying at home with their computers," said the mayor. "They don't go out into the city."

"They aren't going to the zoo or to art galleries," said Miss Martinez, the head of the council. "They aren't going to concerts or sports games or restaurants."

"It's an emergency!" cried Mayor Wilson. "I'm missing my tuba lesson to be here."

Marcy snapped her fingers. "You gave me an idea, Mr. Mayor." She quickly explained her plan.

The next Saturday morning, Marcy waited nervously outside with her mother. Soon they heard music! Two girls appeared holding a banner. It said "Glenview City Appreciation Day!" After them came a colorful parade. The city band marched and played with Mayor



Wilson and his tuba. Cages filled with zoo animals rolled by. Company **presidents**, **garbage collectors**, dancers, artists, and athletes marched proudly, while chefs from the restaurants handed out food. Crowds of excited people came out of their homes to watch.

"We live in a great city, don't we?" Marcy's mother asked.

Marcy nodded happily. Her plan was working!

By the next week, the zoo, the **playgrounds**, the sports stadium, the concert halls, the art galleries, and the restaurants were full of Glenview **citizens**.

Mayor Wilson called Marcy. "You're a hero!" he exclaimed.

"It was my pleasure," Marcy said.

### Think

Who is the main character? What is she like?

### Think

Who are the minor characters? What are they like?

# Understand

## Comprehension

**A** Write two things you liked about “Mayor for Another Day!”

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**B** Complete the chart with the words in the box. Then write whether the sentence describes a *strength* or a *weakness*.

<del>Marcy</del> Mayor Wilson artists chefs citizens	<b>Character</b>	<b>Strength / Weakness</b>
1 She has many creative ideas.	<b>Marcy</b>	<b>strength</b>
2 They didn't want to go out and do things.		
3 They are proud to show their art at galleries.		
4 They do their best to cook delicious food.		
5 He is not afraid to ask for help.		

**C** Answer the questions.

1 What can happen when people spend all their time on computers?

---

2 What can happen to zoos, art galleries, and restaurants when nobody goes there?

---

3 What did the city parade remind people about?

---

**D** **Words in Context** Read and write.

members contest speech ribbon

1 After the parade, Mayor Wilson gave a \_\_\_\_\_ in front of city hall.

2 Glenview won a national \_\_\_\_\_ this year for the most interesting city.

3 The Glenview city council has seven \_\_\_\_\_, including Miss Martinez.



4 After his speech, Mayor Wilson gave Marcy a \_\_\_\_\_ for helping the city.

# Grammar in Use

## A Study the grammar.

### Learn Tag Questions



We **live** in a great city, **don't** we?  
**don't live** in a great city, **do** we?

The garbage collectors **didn't have** a holiday last week, **did** they?  
**had** a holiday last week, **didn't** they?

You **will go** to the town meeting tonight, **won't** you?  
**won't go** to the town meeting tonight, **will** you?

Mayor Wilson **can** play the tuba, **can't** he?  
**can't** play the tuba, **can** he?

## B Underline the subject in the statement. Then circle its pronoun in the tag.

- 1 A city usually has lots of hotels for visitors, doesn't it?
- 2 Sushi restaurants are popular in Tokyo, aren't they?
- 3 The mayor will be in the parade tomorrow, won't she?
- 4 The soccer team didn't win the game last night, did it?
- 5 Thomas can visit the art museum this afternoon, can't he?
- 6 The garbage collectors don't work tomorrow, do they?

## C Circle the correct tag question.

- 1 A city needs playgrounds for children, **doesn't it** / **don't they**?
- 2 The city council didn't meet last night, **didn't it** / **did it**?
- 3 The artists will have an exhibition next week, **won't it** / **won't they**?
- 4 Charlie doesn't play in the city orchestra, **does he** / **do they**?
- 5 The koala at the city zoo is a quiet animal, **was it** / **isn't it**?
- 6 The chefs at this restaurant can cook well, **can't they** / **can he**?



**D Rewrite the sentence with the correct tag question.**

1 You enjoy looking at interesting architecture, do you?

You enjoy looking at interesting architecture, don't you?

2 Sandra didn't take a boat ride on the canal, does she?

\_\_\_\_\_

3 The mayor will have a news conference tomorrow, won't it?

\_\_\_\_\_

4 Volunteers can paint the equipment, can't it?

\_\_\_\_\_

**E Complete each sentence with the correct tag question.**

1 Seoul is a very interesting place to live, \_\_\_\_\_ ?

2 The playground doesn't have new equipment, \_\_\_\_\_ ?

3 The city council members will decide soon, \_\_\_\_\_ ?

4 The city band didn't play that song before, \_\_\_\_\_ ?

**F Read. Then write a sentence with a tag question.**

1 You think Istanbul is the largest city in Europe, but you're not sure.

Istanbul is the largest city in Europe, isn't it?

2 You think the city council wants to build a new playground, but you're not sure.

\_\_\_\_\_

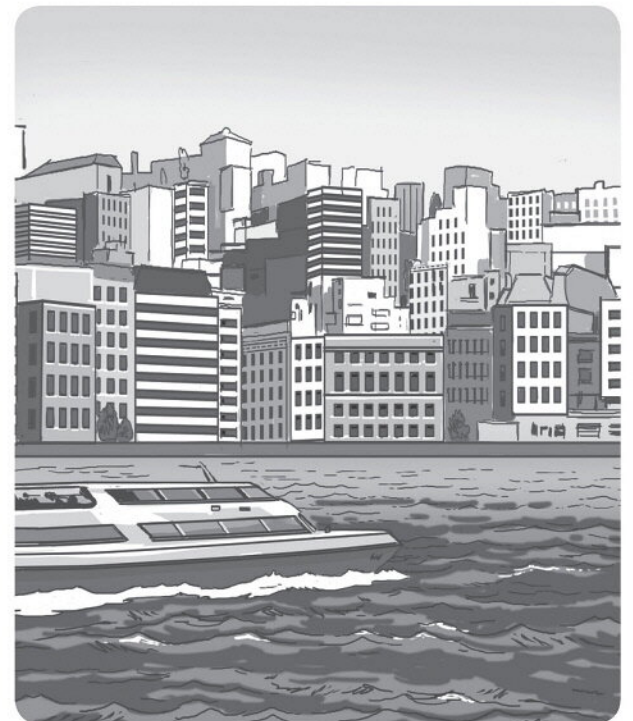
\_\_\_\_\_

3 You think the Chicago City Hall burned down in 1871, but you're not sure.

\_\_\_\_\_

4 You think your city's baseball team will win the game, but you're not sure.

\_\_\_\_\_



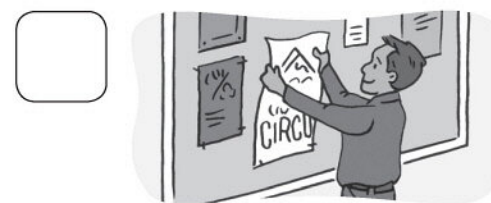
# Communicate

## Word Study

take down   take in   take after   take over   take up   take apart

**A** Complete the sentences with the phrasal verbs in the box. Use the correct tense. Then number.

- 1 The bus mechanic \_\_\_\_\_ the engine and put it back together again.
- 2 After the circus left, the workers \_\_\_\_\_ the posters around the city.
- 3 Nora is a ballet dancer, but she wants to \_\_\_\_\_ jazz dancing, too.
- 4 It was hard for Vicente to \_\_\_\_\_ all the sights and sounds of the city.
- 5 The mayor's assistant \_\_\_\_\_ in the office when the mayor is out.
- 6 Karim \_\_\_\_\_ his father. They both enjoy watching soccer.



**B** Complete the sentences with the phrasal verbs in the box. Use the correct tense.

My older sister will move to Sao Paulo tomorrow to study at a university. She was very busy today. First, she \_\_\_\_\_<sub>1</sub> all of the posters in her bedroom. Then she \_\_\_\_\_<sub>2</sub> her bicycle because it won't fit in the car. She's very excited to go. She \_\_\_\_\_<sub>3</sub> our mother, who also loves new adventures. My sister plans to \_\_\_\_\_<sub>4</sub> many new hobbies and sports at school. What about me? Well, I'll \_\_\_\_\_<sub>5</sub> as the oldest child in the house now. It's a lot to \_\_\_\_\_<sub>6</sub>, but I'm excited to help my parents more. I'm also looking forward to having my own bedroom while my sister is gone!

# Writing Study

## A Complete each sentence with *and*, *but*, or *or*.

- 1 I could live in a large town \_\_\_\_\_ in a city, but not in the countryside.
- 2 A city can be an expensive place to live, \_\_\_\_\_ there are good jobs there.
- 3 Jenna cleaned her apartment \_\_\_\_\_ went shopping in the city on the same day.
- 4 You can go to the concert on Friday, \_\_\_\_\_ you can't go on Saturday.
- 5 They will either eat at the Russian restaurant \_\_\_\_\_ at the Chinese restaurant.
- 6 Company presidents \_\_\_\_\_ garbage collectors both have important jobs.
- 7 The city had money to build a new zoo \_\_\_\_\_ a new concert hall, but not both.
- 8 Every person who lives in a city is a citizen, \_\_\_\_\_ not everyone is a volunteer.



## B Write a paragraph about what you enjoy in a city. Write at least one sentence with a tag question. Be sure to use sentences with the coordinating conjunctions *and*, *but*, or *or*.

**International restaurants are great places to eat, aren't they?** Cities have more international restaurants than towns do. In my city, you can eat food from Europe, the Middle East, Africa, Asia, **or** South America. I usually have a main dish **and** dessert, **but** I always try to eat healthy food.

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## Writing

**A** Read this persuasive essay about the writer's city. Label the parts of the report.



— **Sydney, Australia**

[ Did you know that Sydney, Australia, is called one of the world's most beautiful cities? There are three reasons why you should live here.

[ Some people may think that Australian cities aren't cosmopolitan. However, Sydney is one of the most cosmopolitan cities in the world. Thirty percent of the citizens of Sydney were born in another country.

[ Do you think that city architecture is all the same? Then come to Sydney! We have some of the most interesting architecture in the world. Sydney is famous for the Sydney Opera House as well as the Sydney Harbour Bridge. You may think that cities are separate from nature. However, this is not true in Sydney. You can see whales near our coasts and beautiful birds in our trees. You can even see kangaroos in our Royal National Park.

[ Come to Sydney for its cosmopolitan life, its architecture, and its nature. You will soon understand why it is my favorite city in the world.

**B** Plan your persuasive essay about your city or town. Write three reasons why someone should live there. Then write three reasons why someone may choose not to live there.

My City or Town	
Why Someone Should Live There	Why Someone May Choose Not to Live There
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

**C** Now go to your notebook to write your own persuasive essay about why people should live in your city or town. Then read and revise it.

- My writing checklist:
- In my introduction paragraph, I included my reason for writing.
  - In the body, I explained how the reader may disagree with me. Then I gave reasons why he or she should agree with me.
  - In my conclusion paragraph, I summarized my main ideas.

**A** Circle True (T) or False (F).

- |   |                                                 |   |   |
|---|-------------------------------------------------|---|---|
| 1 | A rickshaw stays in one place.                  | T | F |
| 2 | Garbage collectors help keep a city clean.      | T | F |
| 3 | Canals have water in them.                      | T | F |
| 4 | You can see a live play at a cinema.            | T | F |
| 5 | A city council can make decisions about a city. | T | F |
| 6 | Street vendors can sell food.                   | T | F |



**B** Complete the sentences with the word pairs in the box.

volunteers–take down  
 president–news conference    took over–congested  
 shrimp–tuna    mayor–members

- It takes a lot of \_\_\_\_\_ to equal the weight of one \_\_\_\_\_.
- James \_\_\_\_\_ the job of reducing the city's \_\_\_\_\_ traffic.
- The \_\_\_\_\_ helped to \_\_\_\_\_ the decorations after the parade.
- The \_\_\_\_\_ thanked the \_\_\_\_\_ of his city council.
- The \_\_\_\_\_ held a \_\_\_\_\_ to introduce her company's products.



**BIG QUESTION 5**

**What is a city?**



**C** Rewrite each sentence. Capitalize the names of bodies of water and add a tag question.

- 1 The mississippi river flows into the gulf of mexico. The Mississippi River flows into the Gulf of Mexico, doesn't it?
- 2 Lake baikal is the oldest and deepest freshwater lake. \_\_\_\_\_
- 3 The nile river flows north into the mediterranean sea. \_\_\_\_\_
- 4 Peru and Bolivia share lake titicaca's resources. \_\_\_\_\_

**D** Circle the correct words in each sentence.

- 1 The city council had **nothing** / **nobody** to decide, **and** / **but** they met at city hall anyway.
- 2 The market had many antiques **or** / **and** souvenirs, but I saw **nobody** / **nothing** that I wanted.
- 3 **No one** / **Nothing** in my class won a ribbon at the speech contest, **and** / **but** we had fun anyway.
- 4 The city banned all cars **or** / **and** trucks in the tourist area, so **nobody** / **nothing** can drive there.



**E** Complete the sentences with the words in the box. You won't use some words.

or they nothing nobody and won't it will

- 1 There was \_\_\_\_\_ at the port at 8:00 p.m. Not one person was there.
- 2 Commerce is very important for the health of a city, isn't \_\_\_\_\_ ?
- 3 We have two choices. We can go to the zoo, \_\_\_\_\_ we can go to the art museum.
- 4 It will take a few hours to take apart the equipment, \_\_\_\_\_ it?
- 5 The mayor's assistant can do anything. There's \_\_\_\_\_ she can't do.



BIG QUESTION 6

**How do our bodies work?**

Think and write.

What do you know?

Handwriting practice lines for 'What do you know?'

What do you want to know?

Handwriting practice lines for 'What do you want to know?'

Words

A Unscramble and write the words. Then solve the secret message.

commoncold microscope paralyze bacteria  
influenza cells infect disease virus

citefn

Word grid for 'citefn' with letter counts 9 and 2

smrecpoioc

Word grid for 'smrecpoioc' with letter count 1

teabiacr

Word grid for 'teabiacr' with letter counts 10 and 6

llces

Word grid for 'llces' with letter count 13

monmoc lodc

Word grids for 'monmoc' and 'lodc' with letter counts 11, 8, and 12

zylreapa

Word grid for 'zylreapa' with letter counts 14 and 4

sesidea

Word grid for 'sesidea' with letter count 5

sivru

Word grid for 'sivru' with letter count 7

lunneizaf

Word grid for 'lunneizaf' with letter counts 15 and 3



Secret Message

Secret message grid with letter counts 1-15 and 2, 4

**B Circle the correct answers.**

- 1 The scientist could easily see the bacteria through the **microscope** / **cell**.
- 2 People often get **immune** / **influenza** in the winter.
- 3 It's possible for a person with influenza to **paralyze** / **infect** others.
- 4 People often catch the **common cold** / **mucus** many times in their lives.
- 5 New medicines can help people fight **diseases** / **cells**.
- 6 Some **viruses** / **bacteria** are necessary for life on Earth.

**C Complete the sentences with the words in the box.**

microscope   infect   influenza   immune   virus

A few weeks ago, I had \_\_\_\_\_<sub>1</sub>. I had a high fever and my body hurt, so my mom took me to the doctor. He said that a(n) \_\_\_\_\_<sub>2</sub> caused me to get sick. He told me I had to stay home for five days. I didn't want to \_\_\_\_\_<sub>3</sub> anyone else. My sister never gets sick, so perhaps she is \_\_\_\_\_<sub>4</sub> to this type of virus. Later, I did some research about influenza. I saw a picture on the Internet of an influenza virus. A scientist used a powerful \_\_\_\_\_<sub>5</sub> to get the picture. It looked dangerous!



**D Circle True (T) or False (F).**

- 1 A person can't walk if an accident paralyzes his or her legs.
- 2 Too much mucus can make breathing through your nose difficult.
- 3 Plants don't have cells.
- 4 Bacteria are always good for us.
- 5 People with a common cold sometimes sneeze.
- 6 Disease can make humans, animals, and plants sick.

T   F  
T   F  
T   F  
T   F  
T   F  
T   F

**A** Read the diary. What is the virus trying to do?

**B** Read the diary again. As you read, think about the main ideas and the theme of the story.

## Diary of a Virus

**Monday, January 21**

As a **virus** for the **common cold**, life can be difficult. For example, I tried to **infect** a boy in elementary school throughout the day. His name is Sam. I waited on his desktop, and when he touched the desk I jumped on his finger. Unfortunately, Sam didn't touch his eyes, mouth, or nose. Then, right after class, he washed his hands. Now I'm full of soap and sitting in a sink!



**Think**

What is the main idea of the reading so far?

**Tuesday, January 22**

This morning I jumped into the nose of Sam's best friend, Bill. Unfortunately, the **mucus** in his nose caught me. I thought it was over for me, when suddenly Bill sneezed while he was talking to Sam. I knew that would send me right into Sam's face! However, Sam quickly gave Bill a tissue, and Bill sneezed into that instead! Infecting people is harder than I imagined.



**Wednesday, January 23**

I'm feeling very unhappy today. Some scientists caught my friend Harry and put him under a **microscope**. Harry is an **influenza** virus, and he's a dangerous little guy. Anyway, Sam ate all his vegetables today, he's exercising, and he's getting eight hours of sleep every night. His body is too strong for me!

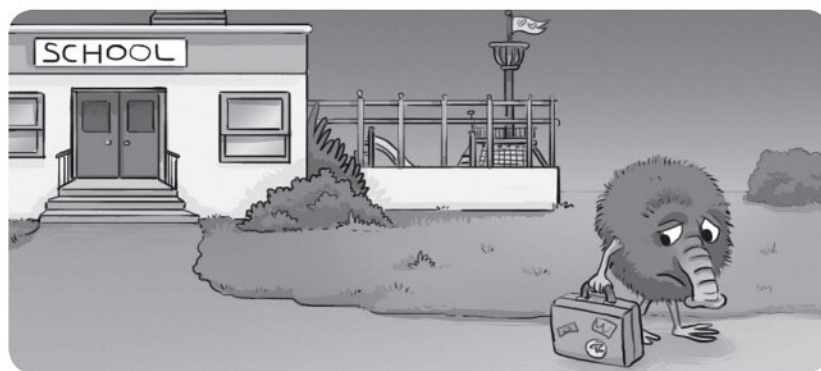


**Thursday, January 24**

I tried to infect Sam again today, but he washed his hands five times and never touched his face! He also gave tissues to every student in his class who was sneezing. It's impossible to give him a cold! I give up. I'm moving to another school.

**Think**

What is another main idea in the reading?



# Understand

## Comprehension

- A** Did you find “Diary of a Virus” funny or interesting? Why or why not? Write your ideas and your reasons.

---

---

- B** Circle the best choice for the story’s main idea and theme.

1 Main idea:

- a Wash your hands with soap every day to kill viruses.
- b There are many ways to stop a virus from infecting you.
- c Give tissues to everyone who is sneezing when they have a cold.

2 Theme:

- a Viruses feel happy, sad, and angry, just as people do.
- b Be a good friend when other people around you are sick.
- c It is important to protect your own body against viruses.

- C** Answer the questions.

1 What should you do after touching things in school?

---

2 Why are tissues important when you sneeze?

---

3 What can healthy food, exercise, and enough sleep do for your body?

---

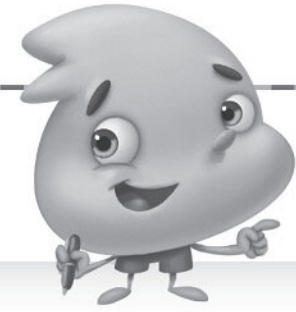
- D** **Words in Context** Read and write.

suit   scrape   fluids   swallowed

- 1 Mucus and tears are both \_\_\_\_\_ that Sam’s body makes.
- 2 If Bill \_\_\_\_\_ the virus, he might catch a cold.
- 3 Fortunately, Sam didn’t have a \_\_\_\_\_ on his hands for the virus to get in.
- 4 Your skin can act like a \_\_\_\_\_ of armor to protect you from viruses.



# Grammar in Use



## A Study the grammar.

### Learn Order of Adjectives

opinion → size → age → shape → color → kind  
*interesting little young round blue metal*

Harry is an influenza virus, and he's a **dangerous little** guy.  
(opinion) (size)

Can you see the **tiny, round, green** virus in the microscope?  
(size) (shape) (color)

This **square, white, metal** box contains an important medicine to fight bacteria.  
(shape) (color) (kind)

## B Read. Then name the adjectives.

1 Jeremy swallowed the (a) awful-tasting, (b) pink, (c) liquid medicine.

a opinion b color c kind

2 The nurse cleaned the (a) painful, (b) little, (c) red scrape on Ann's hand.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

3 This (a) powerful, (b) new, (c) influenza-fighting medicine paralyzes the virus.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

4 That (a) old, (b) gray, (c) metal microscope belonged to my grandfather.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_



## C Complete the sentences with the adjectives in the box.

green tiny cotton young

1 I wore a blue \_\_\_\_\_ T-shirt when I went to the clinic.

2 This round, \_\_\_\_\_ cold virus looks very interesting under the microscope.

3 The kind, \_\_\_\_\_ doctor checked the little girl for influenza.

4 Scientists discovered some interesting, \_\_\_\_\_, new bacteria today.

**D Rewrite each sentence with the underlined adjectives in the correct order.**

1 The medicine attacked the blue, dangerous, new virus.

\_\_\_\_\_

2 This tiny, green, rectangular plant cell has very thick walls.

\_\_\_\_\_

3 The young, tall, curious student made an important discovery.

\_\_\_\_\_

4 Liz sprayed the cup-shaped, yellow, beautiful flowers to protect them from animals.

\_\_\_\_\_

**E Unscramble the sentences. Then number.**

1 good-tasting / gave / Ben / medicine / red / Dr. Garcia / some

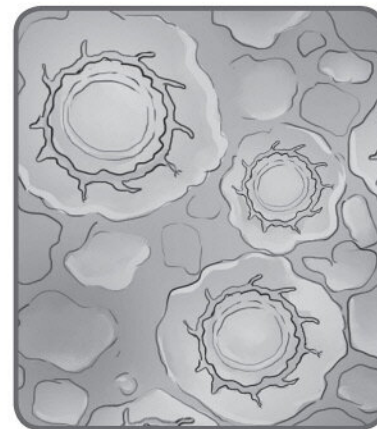
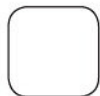
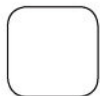
\_\_\_\_\_

2 viruses / can / electron / powerful / see / microscope / This

\_\_\_\_\_

3 cotton / This / stop / can / mask / viruses / simple

\_\_\_\_\_



**F Write sentences. Use two or three adjectives.**

1 Describe something that you own.

I own a sporty, new, red bicycle.

2 Describe something in nature that you saw today.

\_\_\_\_\_

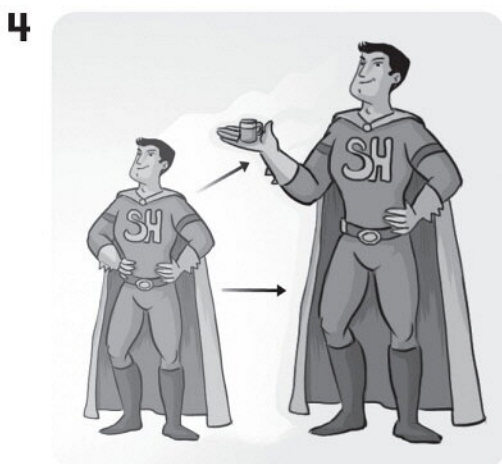
3 Describe something that you are wearing now.

\_\_\_\_\_

## Word Study

shrink live inhale dead expand exhale

### A Look and write.



### B Complete the sentences with the words in the box. Use the correct tense of the verbs.

- 1 They \_\_\_\_\_ the nurse's office at our school. It now has four beds instead of two. Unfortunately, they had to \_\_\_\_\_ the size of the cafeteria to do this.
- 2 The top layer of your skin is made of \_\_\_\_\_ cells. Since they aren't living, they stop viruses from getting into your body. However, when you have a cut, some of your \_\_\_\_\_ cells are open to the air, and viruses can get in.
- 3 When you sneeze, you first \_\_\_\_\_ air into your body quickly. Then, even more quickly, you \_\_\_\_\_ it out of your body!



# Writing Study

**A** Read. Then write a negative command and a positive command.

- 1 Your friend is going to sneeze into the air. What should you say?

**Don't sneeze into the air. Sneeze into a tissue.**

- 2 Your friend isn't feeling well in the classroom but doesn't want to go to the nurse's office. What should you say?

\_\_\_\_\_

- 3 Your friend has dirty hands and is holding a sandwich. What should you say?

\_\_\_\_\_

- 4 Your friend goes to bed every night at 11:30 p.m. What should you say?

\_\_\_\_\_

- 5 Your friend plays computer games and never exercises. What should you say?

\_\_\_\_\_



**B** Read. Then write a paragraph about good health habits. Write at least one sentence with two or three adjectives. Be sure to write commands that explain what to do or what not to do.

How can you stay healthy during the cold and flu season? **Eat** a diet with lots of vegetables. **Eat leafy, green** vegetables such as spinach and kale. **Don't forget** to eat **delicious, colorful** vegetables such as carrots and peppers, too. **Wash** your vegetables before you eat them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

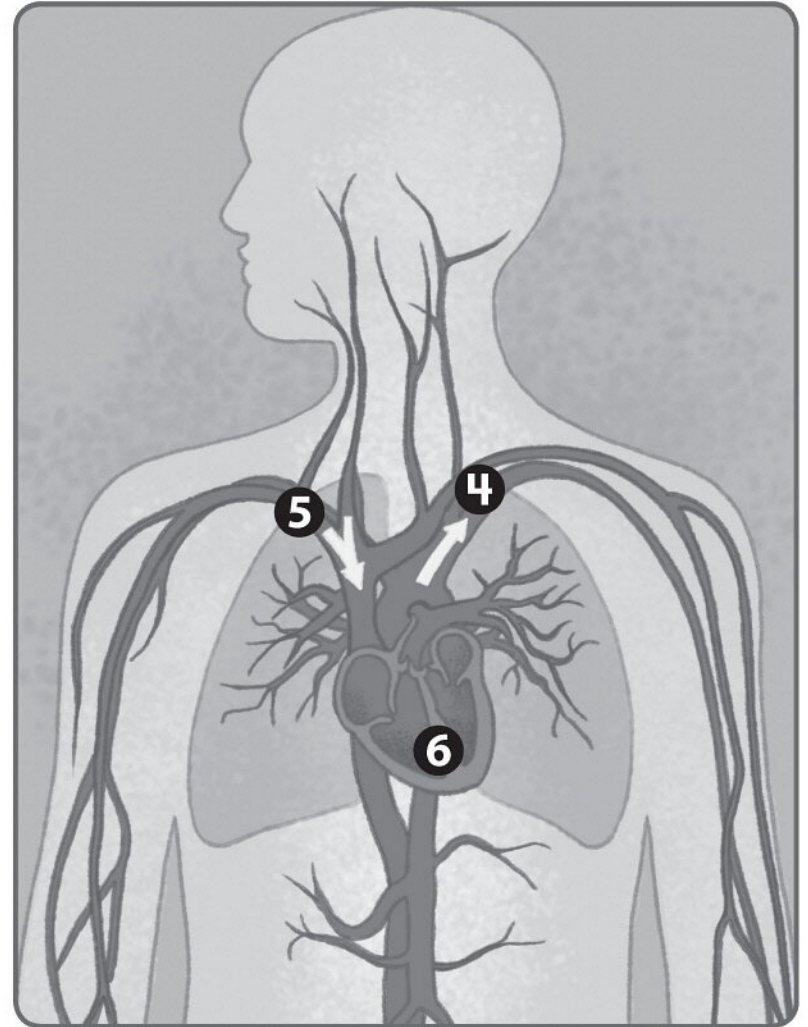
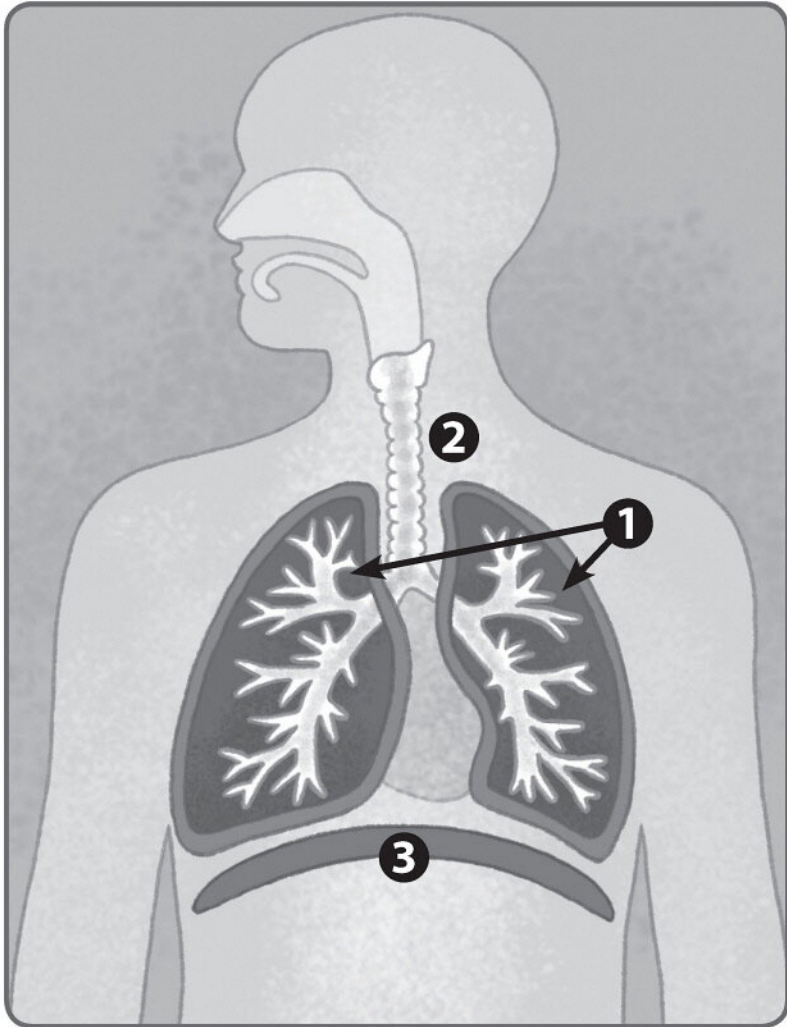
\_\_\_\_\_

\_\_\_\_\_

### Words

lungs blood system carbon dioxide arteries  
capillaries pulse heart veins diaphragm trachea

#### A Look and write.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

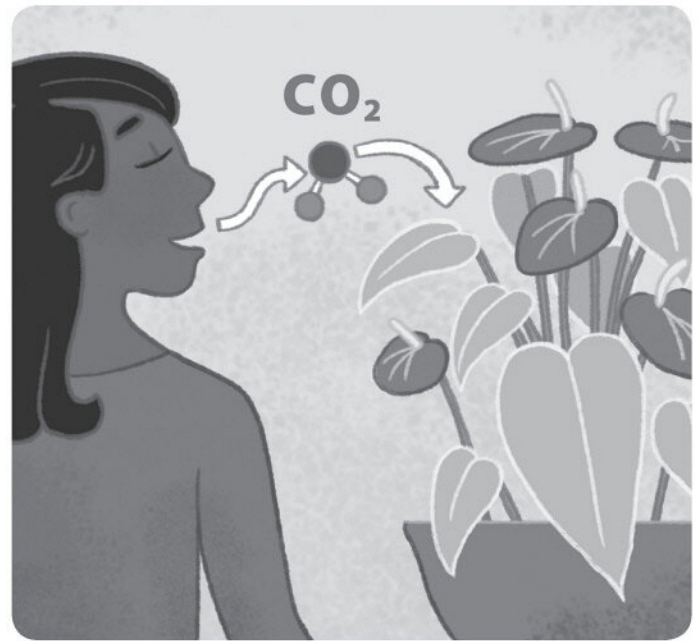
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

#### B Complete the sentences with the words in the box.

- 1 Each of the illustrations above shows a \_\_\_\_\_ in the body.
- 2 It is quite easy to feel your \_\_\_\_\_ in your wrists and in your neck.
- 3 Plants need \_\_\_\_\_, and humans need oxygen.
- 4 Red \_\_\_\_\_ flows through every part of the body.
- 5 \_\_\_\_\_ are smaller than arteries and veins.

**C** Two of the three words are correct. Cross out the wrong word.

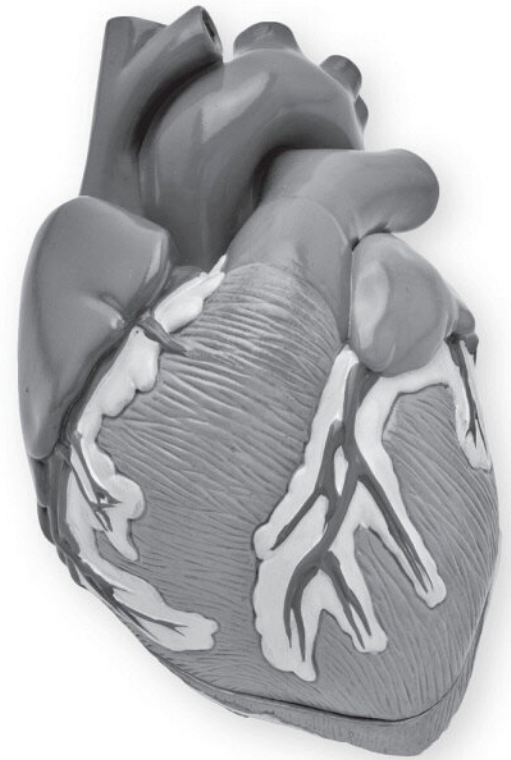
- 1 You only have one of these in your body.  
a heart      b lung      c diaphragm
- 2 Outside air goes into this part of your body.  
a lung      b trachea      c capillaries
- 3 This carries blood in your body.  
a trachea      b artery      c vein
- 4 You need this to live.  
a blood      b carbon dioxide      c heart



**D** Complete the sentences with words from the box.

lungs    blood    system    carbon dioxide    arteries  
capillaries    trachea    pulse    heart    veins    diaphragm

- 1 Your \_\_\_\_\_ is faster when you run and slower when you sleep.
- 2 There is \_\_\_\_\_ on my hand. I think I cut my finger.
- 3 Veins, arteries, and \_\_\_\_\_ all carry blood in the body.
- 4 Air has to pass through your \_\_\_\_\_ before it enters your lungs.
- 5 The \_\_\_\_\_ is in the chest, a little to the left of the center.
- 6 Humans breathe out \_\_\_\_\_, which plants need to live.
- 7 All the \_\_\_\_\_ in the body carry blood back to the heart.
- 8 You have two \_\_\_\_\_, one on each side of your chest.
- 9 It would be difficult to breathe in and out without the \_\_\_\_\_.
- 10 Our lungs, trachea, and diaphragm work together as a \_\_\_\_\_.
- 11 The \_\_\_\_\_ carry blood to every part of the body.



**A** Read the article. How is exercise good for your body?

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---

**B** Read the article again. As you read, remember to look for clue words that help you understand the sequence of the actions in the reading.

## What Happens When You Exercise?

People used to think that exercise was just for athletes. We now know that exercise is important for everyone. When you exercise, your muscles get stronger. You also become more flexible, and you feel better. However, what happens inside your body when you exercise?

Imagine that you decide to jog around the park for thirty minutes. When you begin to run, your muscles start working hard. As a result, they need more oxygen. Then, two things happen.

First, your breathing increases. This sends more oxygen through your trachea and into your **lungs**. During this time, your **diaphragm** is working harder to let your lungs expand and shrink faster. Next, your **heart** beats faster. It sends more oxygen-rich blood through your **arteries** to your muscles. Your muscles then use the oxygen. In fact, your muscles use most of the oxygen that your body brings in when you exercise. Of course, after your body uses oxygen, it produces

**Think**

What is the sequence of actions up to now?



**carbon dioxide**. This travels back through your **veins** and out of your lungs into the air.

While this is happening, your skin produces a clear fluid called *sweat*. It keeps your body from becoming too hot. Your body also keeps you cool by sending blood to your skin. This gives your skin a healthy glow.

**Think**

What is the sequence of actions in this paragraph?

After you stop running, your muscles need much less oxygen. Your breathing and heart rate return to normal, and your body now feels great! Exercising is a good way to keep your body strong and fit.

# Understand

## Comprehension

**A** What did you learn about your body and exercise? Write two things you learned.

---

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**B** Number the actions.

### Step One

\_\_\_\_\_ Your muscles need more oxygen.

\_\_\_\_\_ Your muscles start working hard.

**1** You begin to run.

### Step Two

\_\_\_\_\_ Your lungs expand and shrink faster.

**4** The diaphragm works harder.

\_\_\_\_\_ More oxygen enters your lungs.

### Step Three

**7** Your heart beats faster.

\_\_\_\_\_ Your muscles use this oxygen.

\_\_\_\_\_ Oxygen-rich blood goes to your muscles.

### Step Four

\_\_\_\_\_ Your breathing and heart rate return to normal.

**10** You stop running.

\_\_\_\_\_ Your muscles need less oxygen.

**C** Answer the questions.

1 What does your body produce after it uses oxygen?

---

2 Why is sweat important?

---

3 After you stop exercising, what happens to your heart?

---

**D** **Words in Context** Read and write.

major pumps tubes squeezes

1 The heart \_\_\_\_\_ blood throughout the entire body.

2 The diaphragm \_\_\_\_\_ the lungs so that a person can exhale.

3 The heart and lungs are two \_\_\_\_\_ parts of the body.

4 Arteries and veins are \_\_\_\_\_ that carry blood.

# Grammar in Use



## A Study the grammar.

### Learn Used To

Repeated Action in the Past	Single Action in the Past
He <b>used to exercise</b> all the time.	He <b>exercised</b> last week.
The children <b>used to run</b> a mile every day for exercise.	The children <b>ran</b> a mile yesterday.
People <b>used to think</b> that exercise was just for athletes.	Fifty years ago, people <b>thought</b> that exercise was just for athletes.

## B Match the two parts of each sentence. Underline *used to* in each sentence. Circle the verb after *used to*.

- 1 I used to eat sweets after school,  **a** but now she goes to bed much earlier.
- 2 Jim swims twice a week now that he has a new job,  **b** but she used to put on her running shoes and just go!
- 3 Katie used to go to bed at midnight every night,  **c** but now he plays soccer with his friends.
- 4 Ahmed used to jog every Saturday morning,  **d** but now I eat fresh fruit such as apples and oranges.
- 5 Maria stretches her muscles for ten minutes before she runs,  **e** but now they know that exercise is something you do all your life.
- 6 People used to think that exercise was only for young people,  **f** but he used to swim every day.

## C Circle the best answer for each sentence.

- 1 Maggie and her friends **ran** / **used to run** ten kilometers yesterday morning.
- 2 Dan's grandfather **swam** / **used to swim** in this lake when he was a boy.
- 3 Last night, Anna's family **had** / **used to have** vegetables with their dinner.
- 4 The students **drank** / **used to drink** a lot of juice at yesterday's party.
- 5 Victor **watched** / **used to watch** television at night, but now he rides his bicycle.
- 6 Maki **thought** / **used to think** you were going to exercise with her last night.

- D** Complete the sentence pairs using the verbs in the box. One sentence in each pair uses a verb with *used to*. One sentence uses the past tense of the verb.

get up   eat   wear   ~~make~~

1 Our coach **made** us  
clean the locker room last night.

Our coach **used to make** us  
run every night after practice.

2 Stanley \_\_\_\_\_ a large  
ice cream cone every day after school.

Stanley \_\_\_\_\_ a large  
green salad after school today.

3 Jennifer \_\_\_\_\_ her old  
tennis shoes when she went running.

Jennifer \_\_\_\_\_ her new running shoes this morning.

4 Marcel \_\_\_\_\_ at 7:30 this morning to exercise.

Marcel \_\_\_\_\_ at 5:30 every morning to exercise.



**E** Unscramble the sentences.

1 eat / every / Sonia / to / day / used / apples / two

**Sonia used to eat two apples every day.**

2 weigh / kilograms / used / to / over / George / ninety

3 every / grandfather / walk / to / My / used / day / school / to

4 used / hiking / afternoon / go / Burak / to / Saturday / every

**F** Write one sentence about something you used to do but don't do anymore.

# Communicate

## Word Study

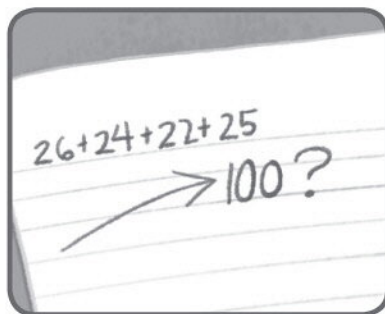
**A** Complete the chart with the words in the box. Then number. You will not use every word.

~~navigate~~ duplicate estimate concentrate exaggerate graduate  
navigation duplication estimation concentration exaggeration graduation

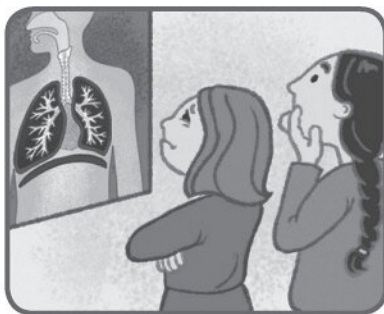
	Noun	Verb
1	navigation	<b>navigate</b>
2		duplicate
3		estimate

	Noun	Verb
4	concentration	
5		exaggerate
6	graduation	













**B** Circle the correct words.

Before our **graduate** / **graduation** <sub>1</sub> from wilderness camp, my friends and I had to

**navigate** / **navigation** <sub>2</sub> our way through the forest back to our cabins. It wasn't easy. I

**estimation** / **estimate** <sub>3</sub> that it took us about two hours of hiking to get back. During that

time, we had to **concentrate** / **concentration** <sub>4</sub> on where we were, so we didn't get lost. It's

not an **exaggerate** / **exaggeration** <sub>5</sub> to say it was the best experience of my life. It isn't a

test that you could **duplication** / **duplicate** <sub>6</sub> anywhere else.



# Writing Study

**A** Complete the sentences with the verbs in the box. Use the correct verb form.

have work want jump play know go pump

- 1 Something in the body \_\_\_\_\_ blood 24 hours a day. What is it?
- 2 Everybody \_\_\_\_\_ that exercise is good for our bodies.
- 3 Nothing in the body \_\_\_\_\_ harder than the heart.
- 4 Does anybody here \_\_\_\_\_ to go swimming with me?
- 5 Everything in the body \_\_\_\_\_ a job to do to keep us healthy.
- 6 Anything that you breathe in \_\_\_\_\_ into your lungs.
- 7 In gym class, nobody \_\_\_\_\_ as high as Neema.
- 8 Does somebody in the classroom \_\_\_\_\_ tennis?



**B** Read. Then write a paragraph about a kind of exercise you enjoy. Write at least one sentence with *used to*. Be sure to use sentences with indefinite pronouns that have subject / verb agreement.

I **used to** think that exercise was boring. Now I know it can be really fun. My favorite exercise is jumping rope. If **nobody is** around, you can jump alone. If **somebody wants** to join you, you can jump together. **Everyone has** fun jumping rope.

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## Writing

**A** Read this interview with a body part. Label the parts of the report.

**An Interview with the Human Lungs**

**Amy:** My guests today are two twins called the lungs. How are you today?

**Lungs:** We're doing great, Amy.

**Amy:** You both have an important job to do, right?

**Right Lung:** That's right. We bring in oxygen from outside of the body.

**Left Lung:** Then we transfer that oxygen to the blood so that the heart can send it out to the whole body. We also get rid of the carbon dioxide that our body produces.

**Amy:** Wow! You must be busy.

**Right Lung:** Yes, we're very busy. We breathe in and out about 20,000 times a day.

**Amy:** Where are you located in the body?

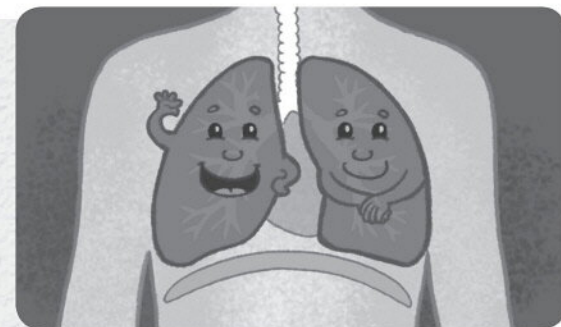
**Right Lung:** I'm on the right side of the chest, and my twin is on the left side.

**Amy:** Do any other body parts help you with your job?

**Left Lung:** Our friend the diaphragm helps us to expand and shrink so that we can inhale and exhale air easily.

**Amy:** Well, thanks for taking time to talk to me today. I really enjoyed it!

**Right Lung:** Amy, talking to you was a breath of fresh air for us.



**B** Plan your interview. Brainstorm interesting questions and find answers for your interview. Write them in the chart below.

The Body Part I Will Interview: _____	
Questions	Answers

**C** Now go to your notebook to write your own interview with a body part of your choice.

My writing checklist:

I wrote my interview as if I were really talking with someone.

I did research to find the correct answers to these questions.

I chose the most interesting questions for my interview.

I included an interesting title.

**A** Look at the pictures. Complete the sentences with the words in the box.

inhale virus exhale swallow  
common cold mucus

This young boy has a \_\_\_\_\_  
1 \_\_\_\_\_ . It is caused  
by a \_\_\_\_\_  
2 \_\_\_\_\_ . The  
boy has \_\_\_\_\_  
3 \_\_\_\_\_ in  
his nose and throat. To check the  
boy's lungs, the doctor asks him to



\_\_\_\_\_  
4 \_\_\_\_\_ and \_\_\_\_\_  
5 \_\_\_\_\_ . The boy  
will need to \_\_\_\_\_  
6 \_\_\_\_\_ some medicine.

lungs pumping trachea pulse  
concentrating heart

This girl is in a race. As she  
breathes quickly, air goes  
through her \_\_\_\_\_  
7 \_\_\_\_\_  
and into her \_\_\_\_\_  
8 \_\_\_\_\_ .  
She is checking her



\_\_\_\_\_  
9 \_\_\_\_\_ with her fingers to see how fast  
her \_\_\_\_\_  
10 \_\_\_\_\_ is \_\_\_\_\_  
11 \_\_\_\_\_ . She is  
\_\_\_\_\_  
12 \_\_\_\_\_ on winning the race.



## BIG QUESTION 6

# How do our bodies work?

**B** Circle the correct words. Then write the adjectives in the correct order.

Does anybody **knows** / **know** what this \_\_\_\_\_ object is under  
(green, triangular, small)

this microscope? I think it's a plant cell, but nobody in my group **is** / **are** sure. I hope it's not

a \_\_\_\_\_ virus. Hopefully our \_\_\_\_\_ science  
(new, dangerous) (young, talented)

teacher can tell me what it is.

**C** Complete the sentence pairs using the verbs in the box. One sentence in each pair uses a verb with *used to*. One sentence uses the past tense of the verb.

do exercise bake dream

1 When I was a boy, I \_\_\_\_\_ that I  
was a famous soccer player.

Last night in bed, I \_\_\_\_\_ that I  
was a famous scientist.

2 My gym coach \_\_\_\_\_ one  
hundred push-ups yesterday.

My gym coach \_\_\_\_\_ two  
hundred push-ups when he was younger.

3 My mother \_\_\_\_\_ chocolate chip  
cookies every Saturday afternoon.

Last Saturday afternoon, my mother  
\_\_\_\_\_ healthy banana muffins.

4 Marisa \_\_\_\_\_ for thirty minutes after school today.

Marisa \_\_\_\_\_ for one hour every day after school.



**D** Write commands to your friends and family about their health.

1 Don't eat so many sweets. Eat healthy food such as fruit and nuts.

2 \_\_\_\_\_

3 \_\_\_\_\_



**BIG QUESTION 7**

**What is the mass media?**

Think and write.

What do you know?

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What do you want to know?

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**Words**

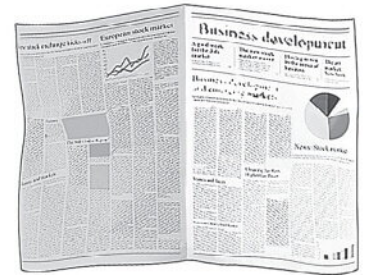
**A** Look and write.

printing press    smartphone    advertising    blog  
publisher    newspaper    magazine    broadcast

1



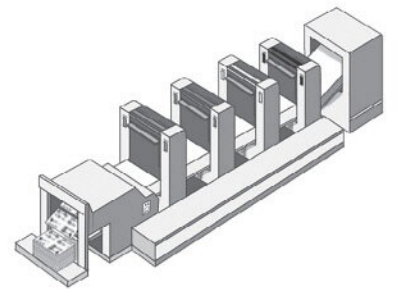
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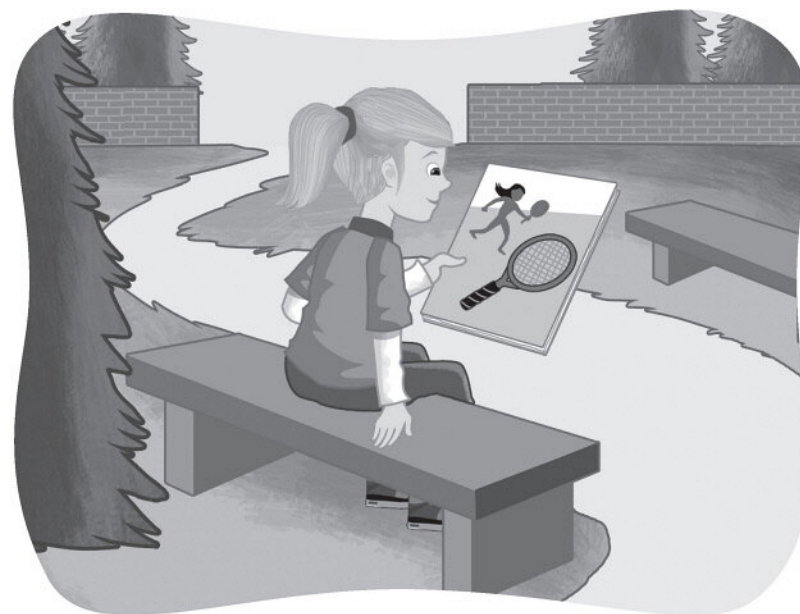


**B Unscramble and write.**

The \_\_\_\_\_ is a powerful communication tool. This form of \_\_\_\_\_  
1 bwe 2 sasm imade  
can \_\_\_\_\_ news and information almost instantly around the world. In  
3 radabtosc  
addition, people can share information through \_\_\_\_\_ and \_\_\_\_\_.  
4 solgb 5 locais rekwsont

**C Circle the correct words.**

- 1 Tara was very excited to get a **smartphone** / **printing press** for her birthday.
- 2 Laurent is proud to have his own **social network** / **blog** that he writes every day.
- 3 Malin's favorite **newspaper** / **magazine** is all about tennis.
- 4 The **mass media** / **printing press** includes radio and television, too.
- 5 The **Web** / **publisher** of this newspaper sells over one million copies a day.
- 6 Social networks often **broadcast** / **advertising** news faster than newspapers.



**D Complete the sentences with the word pairs in the box.**

blogs–social networks   advertising–magazines   publishers–printing presses  
Web–mass media   newspaper–smartphone

- 1 The \_\_\_\_\_ is one of the fastest forms of \_\_\_\_\_.
- 2 I like the creative \_\_\_\_\_ in some fashion \_\_\_\_\_.
- 3 I used to read the \_\_\_\_\_ for news. Now I use my \_\_\_\_\_.
- 4 Newspaper \_\_\_\_\_ need fast \_\_\_\_\_ to get the news out.
- 5 I spend my free time reading \_\_\_\_\_ and chatting on \_\_\_\_\_.

**A** Read the news story. Why did the news about the fire travel so fast?

**B** Read the news story again. As you read, think about the main ideas and the details that support them.

## News Travels Fast

The Sarris Candy Company is a family-owned company in Canonsburg, Pennsylvania. They make delicious chocolates and candies and sell them to people all over the world. On February 3, 2012, a fire started at the company. News about the fire traveled very quickly.

At 7:00 a.m., workers at the company smelled smoke. They heard a fire alarm and had to leave the building immediately.



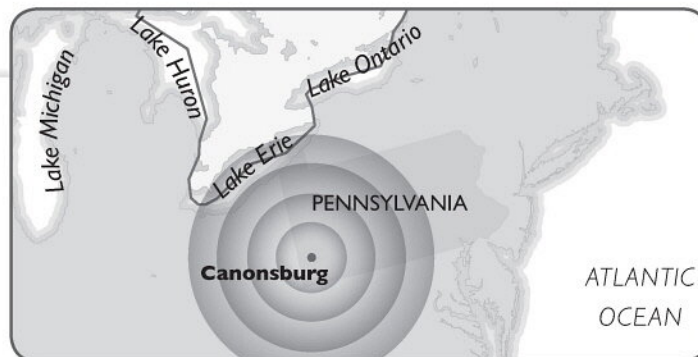
Very soon, many fire engines arrived.

News traveled quickly in Canonsburg. First, the workers called their families. Then, neighbors and friends spread the news through phone calls, text messages, and e-mails. One worker received twenty messages on his **smartphone**. His friends asked if he was okay. Fortunately, no one was hurt.

Firefighters worked hard to put out the fire. Then local television and **newspaper** people came. They took photographs and videos. They also talked to some of the

### Think

What is the main idea in this paragraph? What details support it?



company's workers. By noon, news about the fire was on televisions everywhere in Pennsylvania. Many people in their cars heard the news on their radios.

That afternoon, **printing presses** in many cities printed the evening newspapers. The newspapers had detailed stories about the fire. Major television stations also **broadcast** the news. The **Web** had information about the fire, too. By that night, many people around the United States knew what happened at the Sarris Candy Company.

Four days later, the company posted a message on some **social networks** on the Web. They thanked their customers everywhere for their kind words after the fire.

On March 1, 2012, the company opened again. Today, it continues to make all the delicious chocolates and sweets that people know and love.

### Think

What is the main idea in this paragraph? What details support it?

# Understand

## Comprehension

- A** What did the news story teach you about the mass media and communication? Write two things you learned.

---

---

- B** Write the number of each supporting detail under its main idea.

- |                                                                     |                                                                   |
|---------------------------------------------------------------------|-------------------------------------------------------------------|
| 1 Local television and newspaper people came to report on the fire. | 4 Printing presses in many cities printed the evening newspapers. |
| 2 Neighbors and friends spread the news.                            | 5 The Web had information about the fire.                         |
| 3 The workers at the company called their families.                 | 6 Many people in their cars heard the news on their radios.       |

People in Canonsburg heard the news.	People in Pennsylvania heard the news.	People around the United States heard the news.
	1	

- C** Answer the questions.

- 1 How did the workers at the company first know about the fire?

---

- 2 Who spread the news about the fire in the town of Canonsburg?

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- 3 How did people around the United States know about the fire?

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- D** **Words in Context** Read and write.

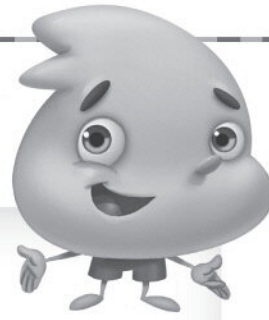
journalist newsreels radio station latest



- 1 My uncle works at a \_\_\_\_\_. You can hear him every morning at 8:00.
- 2 Ken watches the news every night at 10:00 to get the \_\_\_\_\_ information.
- 3 The students watched \_\_\_\_\_ from the 1920s in history class.
- 4 Manuel is a \_\_\_\_\_ who has to travel to report on news when it happens.



# Grammar in Use



**A** Study the grammar.

## Learn *Must, Mustn't, Have To, Don't Have To*

Reggie **must watch** television after school.  
**mustn't watch**

Daria **has to use** the Web for her homework.  
**doesn't have to use**

The radio stations **have to broadcast** the news.  
**don't have to broadcast**

Workers at the company **had to leave** the building.  
**didn't have to leave**

**B** Complete the sentences with the words in the box.

have to   don't have to   has to   doesn't have to   had to   didn't have to   mustn't

- 1 Information in newspapers \_\_\_\_\_ be correct at all times.
- 2 You \_\_\_\_\_ own a smartphone, but it's very useful.
- 3 Lisa \_\_\_\_\_ write a comment on my blog, but I'm happy she did.
- 4 Students \_\_\_\_\_ chat on social networks while they are at school.
- 5 My father \_\_\_\_\_ deliver newspapers when he was a boy.
- 6 Most publishers \_\_\_\_\_ include advertising in their newspapers.
- 7 A blog \_\_\_\_\_ look fancy. It just needs interesting news.



**C** Circle the correct words.

- 1 People **don't have to** / **mustn't** use the Web to get important news.
- 2 Students **must** / **mustn't** use their smartphones in class.
- 3 You **mustn't** / **don't have to** join a social network on the Web.
- 4 Jon **doesn't have to** / **has to** buy a daily newspaper, but he always does.

**D** Rewrite the sentences to make them correct.

**mustn't**

- 1 Students must bring their smartphones into the classroom with them.

Students mustn't bring their smartphones into the classroom with them.

- 2 The students don't have to read newspaper articles in English class.

\_\_\_\_\_

\_\_\_\_\_

- 3 People who use social networks have to share news on the phone.

\_\_\_\_\_

\_\_\_\_\_

- 4 Pam's television isn't working, so she doesn't have to use the radio to get the news.

\_\_\_\_\_

\_\_\_\_\_



**E** Unscramble the sentences.

- 1 printing / has / The / new / press / a / publisher / buy / to

\_\_\_\_\_

- 2 have / to / blog / advertising / doesn't / have / A

\_\_\_\_\_

- 3 network / have / join / People / social / to / a / don't

\_\_\_\_\_

- 4 news / must / mass / important / broadcast / The / media

\_\_\_\_\_

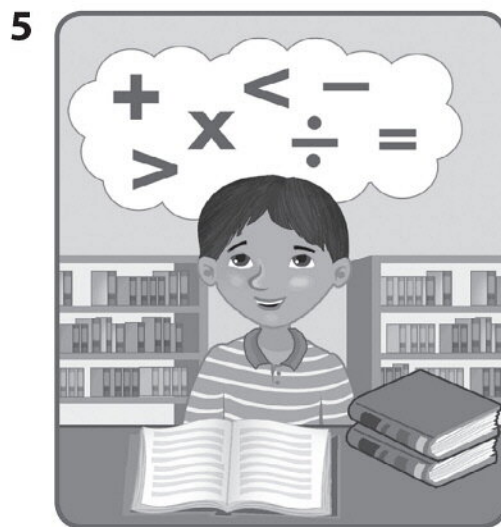
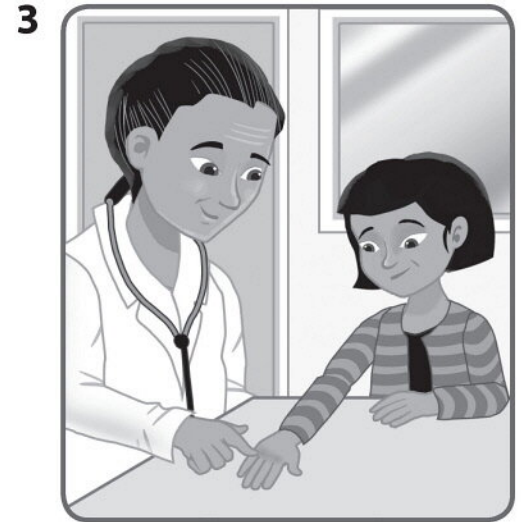
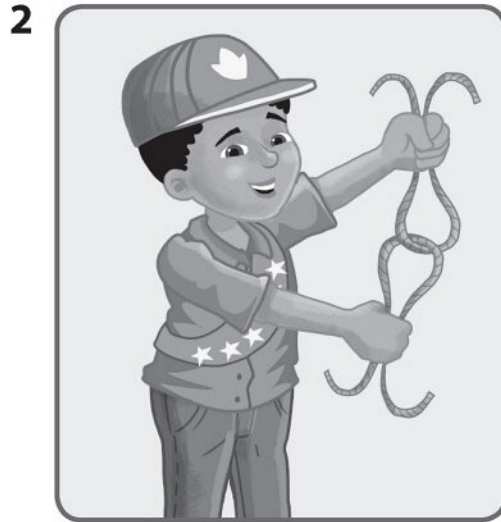
- 5 don't / play / use / have / games / the / to / You / Web / to

\_\_\_\_\_

## Word Study

knowledge knot knight knit kneel knuckle

**A** Look and write. Circle each *silent k* word.



**B** Complete the sentences with words from the box.

- 1 This new novel is about a brave \_\_\_\_\_ who serves his queen.
- 2 Pam hurt her \_\_\_\_\_ while she was playing volleyball yesterday.
- 3 It is important to have \_\_\_\_\_, but you must also learn how to use it.
- 4 Please don't \_\_\_\_\_ on the grass in your white pants. They will get dirty.
- 5 Philip's brother works on a sailboat, and he can tie almost any kind of \_\_\_\_\_.
- 6 Tina's grandmother likes to \_\_\_\_\_ sweaters for her grandchildren.

# Writing Study

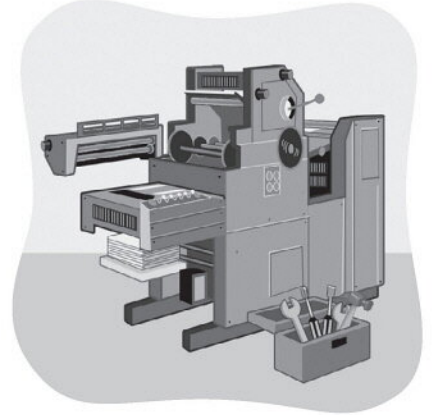
**A** Replace the underlined nouns with the correct pronouns.

he

- My father likes to read the newspaper. In fact, my father reads the newspaper from front to back every morning before work.



- The printing press was broken, so people came to fix the printing press. However, the people couldn't fix the printing press because they didn't have the right parts.



Soon, the people got the right parts, and the people fixed the printing press very quickly.

**B** Write a paragraph about how news travels. Write at least one sentence using *must* or *have to*. Be sure to use pronouns that match your nouns.

A boy at our school broke his leg. Soon, all of his classmates knew about his leg. **He had to** go to the hospital to get a cast on **it**. The school nurse called his parents, and **they** went to see **him**. The next week, there was a story about **him** in the school newspaper.

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### Words

**A** Find and circle.

h	s	s	u	c	s	i	d	h	s	i	s
r	n	e	o	s	c	o	i	u	s	n	w
m	h	r	m	e	f	w	n	e	t	v	h
d	e	c	i	d	e	p	s	a	i	e	r
h	a	l	s	w	h	c	r	a	e	s	e
n	d	e	t	i	s	b	e	w	v	t	p
o	l	e	a	b	t	s	a	v	n	i	o
e	i	p	k	z	o	c	r	n	e	g	r
i	n	t	e	r	v	i	e	w	h	a	t
f	e	v	a	t	a	s	e	h	d	t	e
r	n	c	e	e	r	o	t	i	d	e	r
i	a	h	e	r	o	h	c	a	r	e	s

- investigate
- editor
- decide
- reporter
- search
- hero
- discuss
- website
- interview
- mistake
- headline

**B** Look and number.

- 1 reporter   2 headline   3 search   4 interview   5 hero   6 website













investigate editor decide reporter search hero  
 discuss website interview mistake headline

**C** Write the words in the correct boxes.

People	Actions	Things

**D** Complete the sentences with the words in the box.

- 1 There's a great \_\_\_\_\_ on the Web that reports the news for children.
- 2 My family and I often \_\_\_\_\_ the news when we're eating dinner.
- 3 A \_\_\_\_\_ from the local television station came to our art exhibition.
- 4 It's quite easy to \_\_\_\_\_ for information on the Web.
- 5 Our English teacher is the \_\_\_\_\_ of the school newspaper.
- 6 My sister can't \_\_\_\_\_ if she wants to work in television or radio.
- 7 The reporter asked his guest some good questions during the \_\_\_\_\_.
- 8 Bobby is a \_\_\_\_\_ for saving those kittens from the burning barn.
- 9 Arnold will \_\_\_\_\_ the facts before he writes about the story.
- 10 Every \_\_\_\_\_ in today's newspapers was about the factory fire.
- 11 The magazine article made a \_\_\_\_\_ about the actor's age.



**A** Read. What clues help Jack solve the case?

**B** Read again. What is the conflict? What possible resolutions are there? What is the final resolution to the conflict?

## Jack Jackson, Reporter

Jack Jackson was a normal boy who liked playing baseball with his friends. Not many people knew that his big brother was Ernie Jackson, the famous **reporter** for the *Calgary Times*.

One Saturday, Ernie told Jack that he was **investigating** a very difficult case and that he was worried he couldn't solve it. The case was about Madeline Mulrooney, the richest woman in Calgary. Her diamond ring was missing.

"She thinks her swimming coach took it," Ernie said. "However, he says he hasn't stolen anything. I'm not sure who to believe."

"I'll help you," said Jack. "Let's **interview** Mrs. Mulrooney together."

The brothers went to the Mulrooney mansion. Mrs. Mulrooney explained what happened. She said that she always put her ring on the coffee table before she swam in her pool.

"The water in the pool isn't good for my ring, and it also dries my skin," she said. "I always put on hand cream and wear cotton gloves to bed."

### Think

What's the main conflict in the story?



"Where are the gloves now?" Jack asked.

"I throw them away each morning," she said, pointing to a garbage can.

Jack rushed over to the can. He **searched** through it and pulled out many gloves. Carefully, he felt each one, and then he smiled.

### Think

What possible resolutions are there to the conflict?

"Your ring is right here," said Jack. "The cream was slippery, so your ring came off with this glove. You only noticed after swimming."

"You solved the case!" shouted Ernie.

"You're my **hero!**" said Mrs. Mulrooney.

The next day, the **headline** of the *Calgary Times* read, "Young Reporter Discovers Missing Diamond!" Jack celebrated by playing baseball with his friends. However, he wondered if there were any more cases to solve.

# Understand

## Comprehension

**A** Would you like to be a reporter? Write why or why not.

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**B** Complete the chart with information about “Jack Jackson, Reporter.”

Conflict	Possible Resolutions	Actual Resolution
Madeline Mulrooney’s diamond ring is missing.	<hr/>	<hr/>
	<hr/>	<hr/>
	<hr/>	<hr/>
	<hr/>	<hr/>

**C** Answer the questions.

1 What is Jack’s brother’s job?

---

2 Why does Mrs. Mulrooney take her ring off while she swims?

---

3 What does Mrs. Mulrooney do with the cotton gloves after she uses them?

---

4 How did the ring come off Mrs. Mulrooney’s finger?

---

**D** **Words in Context** Read and write.

mansion terrible donated fair

1 It was a \_\_\_\_\_ day for Mrs. Mulrooney when she lost her ring.

2 It wasn’t \_\_\_\_\_ of Mrs. Mulrooney to think that the coach took her ring.

3 Jack was not surprised that Mrs. Mulrooney lived in a \_\_\_\_\_.

4 Mrs. Mulrooney gave Jack some money, but he \_\_\_\_\_ it to a hospital.



# Grammar in Use

## A Study the grammar.

### Learn Present Perfect

She **has checked** this article for mistakes.  
**hasn't checked**

They **have investigated** the story.  
**haven't investigated**

The swimming coach **has stolen** something.  
**hasn't stolen** anything.

We **have written** a blog.  
**haven't written**



### Irregular Verbs

Present	Past	Past Participle
steal	stole	stolen
write	wrote	written

## B Complete the sentences with *has*, *have*, *hasn't*, or *haven't*. Change the verb to the correct tense.

- Ala **has found** (find) a new website that reports the latest sports news from around the world. She reads it two or three times a day.
- Bill's editor \_\_\_\_\_ (finish) checking his news story. Now it can be printed in tonight's newspaper.
- Students \_\_\_\_\_ (decide) what to call their new school newspaper. They may call it *The Student Gazette*, *The Student Post*, or something else.
- The journalists \_\_\_\_\_ (interview) the mayor about the new city park. Everyone will hear about it on the local television news tonight.
- The company president \_\_\_\_\_ (discuss) her plans with any reporters. She will hold a news conference when she has more information.



## C Match.

- |                                           |   |                                                |
|-------------------------------------------|---|------------------------------------------------|
| 1 The students in our class have          | ● | ● <b>a</b> made any mistakes in his newspaper. |
| 2 The editor of the <i>Gazette</i> hasn't | ● | ● <b>b</b> met each other many times before.   |
| 3 This printing press hasn't              | ● | ● <b>c</b> worked hard on the class newspaper. |
| 4 The writer and editor have              | ● | ● <b>d</b> stopped printing all day.           |

**D** Unscramble the sentences.

1 reporter / for / The / information / searched / has

\_\_\_\_\_

2 the / changed / editor / headline / The / has

\_\_\_\_\_

3 publisher / has / Amber / worked / a / for

\_\_\_\_\_

4 program / awards / news / many / won / has / The

\_\_\_\_\_

5 for / taken / photographer / has / magazines / The / pictures

\_\_\_\_\_

**E** Write present perfect sentences.

1 the reporter / not write / the story

The reporter hasn't written  
the story.

2 Eduardo / not listen / to the news on the radio

\_\_\_\_\_  
\_\_\_\_\_



3 As an interviewer, / Angela / speak / to some important people

\_\_\_\_\_

4 Fiona / not watch / a newsreel, but her grandmother has

\_\_\_\_\_

5 Pedro / travel / for his blog

\_\_\_\_\_

**F** Write one sentence about something that you have done.

\_\_\_\_\_  
\_\_\_\_\_

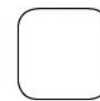
# Communicate

## Word Study

huge entire special whole immense unusual

### A Read and match. Circle the words that are synonyms. Then number.

- 1 My father's entire family watched Neil Armstrong step onto the moon on July 21, 1969.
  - 2 There was a special report in the newspaper today. It was about the number of organic supermarkets in our city.
  - 3 The Web is huge, and it continues to grow every day.
- a There is an immense number of websites on it. It would be impossible to see them all.
  - b He says the whole world was watching it on television or listening to it on the radio.
  - c The report said that it was unusual for a city of our size to have so many of them.



### B Circle the correct words.

- 1 A(n) **special** / **entire** page in the newspaper was about the stolen paintings.
- 2 The television station has a **whole** / **special** reporter who investigates cases.
- 3 There is a(n) **immense** / **whole** radio tower in our town that you can see from far away.
- 4 The editor made a mistake yesterday, and it's **huge** / **unusual** for her to do that.
- 5 A(n) **huge** / **entire** story about the Olympic games took up ten pages of the magazine.
- 6 The students spent a **whole** / **immense** class period discussing the mass media.

# Writing Study

**A** Complete the sentences with the verbs in the box. Use the present perfect form. Write *R* for regular verbs and *I* for irregular verbs.

start ~~make~~ fly buy search turn bring answer

- 1 The writer of this newspaper article has made too many mistakes. I
- 2 This television report about our city has \_\_\_\_\_ all my questions. \_\_\_\_\_
- 3 Nadia has \_\_\_\_\_ to Europe to report on the ice skating event. \_\_\_\_\_
- 4 The police have \_\_\_\_\_ everywhere for the missing painting. \_\_\_\_\_
- 5 Missy has \_\_\_\_\_ a blog about keeping our planet healthy. \_\_\_\_\_
- 6 The Web has \_\_\_\_\_ us information from around the world. \_\_\_\_\_
- 7 We've \_\_\_\_\_ ingredients to make a healthy dinner. \_\_\_\_\_
- 8 Everybody has \_\_\_\_\_ off their smartphones before the concert. \_\_\_\_\_



**B** Read. Then write a paragraph about a job you would like to do in the mass media. Use present perfect sentences with the correct form of the verb. Write at least one sentence using regular verbs and one sentence using irregular verbs.

I **haven't been** a reporter, but I would like to be one. I've **read** many news articles in newspapers and magazines, so I understand the writing style. I've also **traveled** to many places, and I've **taken** many photographs with my camera.

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## Writing

- A** Read this news story about a real event. Label the parts of the story.



**Local Girl Wins Area Spelling Bee**

by Thomas Porter

Mia Silva, a 4th-grade student at Central Elementary School here in Redwood, is the new spelling bee champion in the area.

Last night, at exactly 7:35 p.m., Mia Silva stood on stage at the Jane Austen Arena. Her parents were watching nervously. Mia took a breath, and then she listened to the speaker say the final word of the spelling competition.

“The word was *troubadour*,” Mia said later. “It’s a European musician from long ago. I knew the word started out like *trouble*, and then it was easy to remember the rest of it.”

Mia spelled the word correctly. She has now become the top speller among students from fifty elementary schools. Next week, she will go to the national competition.

Mia says she isn’t too worried. Her mother agrees. “Mia hasn’t been nervous,” she said. “She just enjoys everything she does. She loves reading, writing, and being with friends.”

The town of Redwood congratulates Mia for doing so well. Mia, best of luck as you go on to the national competition!

- B** Plan your news story about a real event. Use the chart below to organize your ideas.

<b>Who</b>	
<b>What</b>	
<b>When</b>	
<b>Where</b>	
<b>Why</b>	
<b>Quotes</b>	

- C** Now go to your notebook to write your own news story about a real event.

- My writing checklist:
- My news story answered *who, what, when, where, and why*.
  - My news story had a headline and a byline.
  - My news story included a lead to catch the reader’s attention.
  - My news story included information and quotes from an interview.
  - All the information in my news story was correct.



**B** Circle the correct words. Replace the underlined nouns with pronouns.

- 1 Teresa **has to** / **doesn't have to** update her blog tonight. Teresa worked on her blog this afternoon.
- 2 The reporter made several mistakes in his article. The reporter **had to** / **didn't have to** correct the mistakes before the article went on the Web.
- 3 Michael **must** / **mustn't** finish the interview by 4:00 p.m. If Michael doesn't finish the interview by then, we can't broadcast it on the evening news.

**C** Complete each sentence in the present perfect. Use the verbs in parentheses.

- 1 Shannon \_\_\_\_\_ on a social network. (not chat)
- 2 Carlos \_\_\_\_\_ inside a radio station. (not be)
- 3 The reporters \_\_\_\_\_ many cases in our city. (investigate)
- 4 The rich publisher \_\_\_\_\_ to donate his mansion to the city. (decide)
- 5 The printing press \_\_\_\_\_ this morning's newspapers. (not print)

**D** Read the paragraph. Correct the underlined words.

I have enjoy being a sports reporter for my school newspaper. I have meet lots of people, and sometimes I have interview him. I also don't have to take pictures at sports events. Last night, I went to a basketball game. I hasn't played basketball, and it looked difficult! I took pictures and put it on the school website. Today I mustn't write an article about the game. I'm in a hurry, because we has to print the newspaper by Friday afternoon.





**BIG QUESTION 8**

**What can we learn from nature's power?**

Think and write.

**What do you know?**

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**What do you want to know?**

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**Words**

rescue worker collapse tsunami blizzard  
power lines thunderstorm tornado  
earthquake victim flood hurricane

**A Look and write.**

1



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2



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3



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4



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5



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**B Write the words.**

1

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2

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3

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4

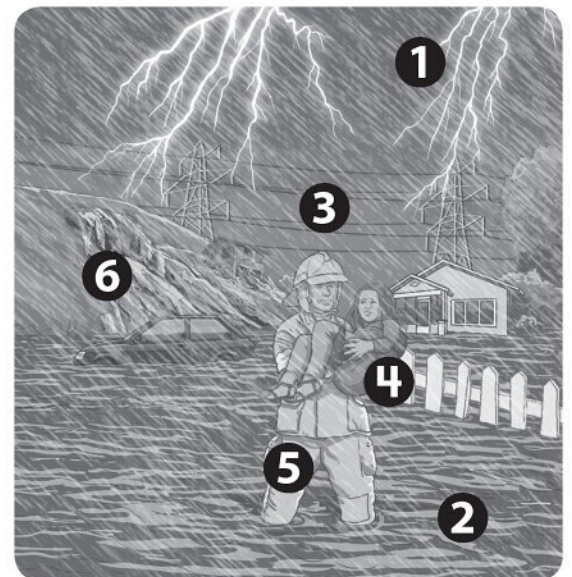
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**C Match.**

1 During our soccer game, the ground began to move back and forth.

a The wave pushed a large amount of water onto the land, but no one was hurt.



2 I heard yesterday that a tsunami reached the coast of China.

b He couldn't sleep because the lightning in the sky was so bright. The storm also made a lot of noise.



3 Last night a big thunderstorm went through Harold's town.

c It caused a flood in the American town of Springfield.



4 This spring the North River rose too high.

d It was an earthquake! It was difficult to stand, so we all sat down on the field.



**D Complete the sentences with word pairs from the box.**

power lines–collapsed   rescue workers–victims   tornado–blizzard

- 1 After the hurricane, the \_\_\_\_\_ gave food and clothing to the \_\_\_\_\_ who lost their homes in the storm.
- 2 The storm last night was too strong for some \_\_\_\_\_ in our city. Some of them \_\_\_\_\_.
- 3 Although they are both very dangerous, a \_\_\_\_\_ is more powerful than a \_\_\_\_\_.

**A** Read the article. How does time save lives?

**B** Read the article again. As you read about each warning system, ask yourself, *what are the causes and what are the effects?*

## Early Warning Systems

Have you ever heard a loud siren in your city? It is part of an early warning system. These systems give people time to protect themselves against different, dangerous forces of nature.

### Earthquake Warning Systems

An **earthquake** can happen at any time. Some countries now have earthquake sensors. Scientists have put them in many places. When a sensor feels the ground move, it sends a signal to warn people that an earthquake will happen soon. Some signals go to moving trains so that they can stop. Other signals go to smartphones. After the signal, people have up to twenty seconds to get to a safe place and protect themselves before they feel the earthquake.



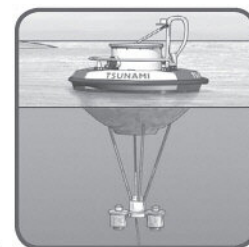
### Tsunami Warning Systems

Scientists have put floating buoys on the ocean. They measure waves and water pressure. If a **tsunami** moves under them, the buoys send signals to

#### Think

What causes a sensor to send a signal? What effects happen after it sends the signal?

scientists. The scientists then alert a country's government, and the government broadcasts a warning to people along the coast. People hear the warning through televisions, radios, smartphones, and sirens. They then have time to leave quickly and stay safe. Tsunamis can destroy whole cities on the coast, so this warning system is very important.



### Hurricane Warning Systems

Scientists watch **hurricanes** grow from cameras in space. Planes and ships go near hurricanes to get information. When scientists think a hurricane might reach land, they issue a hurricane *watch*. This is broadcast through radio and television. People then prepare for it. When scientists know a hurricane will reach land soon, they issue a *warning* and people leave the area.

There are early warning systems for **tornados, thunderstorms, blizzards, and floods**, too. People receive information and act quickly. As a result, there are fewer **victims** of these forces of nature.

#### Think

What causes the buoys to send signals? What effects happen after they send the signals?

# Understand

## Comprehension

**A** Have you ever experienced a force of nature? Write what happened.

---

---

**B** Match each cause with two effects.

Cause	First Effect	Second Effect
1 An earthquake happens.	<input type="radio"/> a It passes under buoys on the ocean. The buoys send signals.	<input type="radio"/> d People receive this <i>watch</i> or <i>warning</i> on radios and televisions.
2 A tsunami is coming toward the coast.	<input type="radio"/> b If it is not close, the government issues a <i>watch</i> . If it is close, they issue a <i>warning</i> .	<input type="radio"/> e Moving trains get the signal. People with smartphones get the signal.
3 A hurricane is moving toward land.	<input type="radio"/> c The ground moves under a sensor. It sends a signal.	<input type="radio"/> f A warning reaches people on radios, televisions, sirens, and smartphones.

**C** Answer the questions.

1 What do floating buoys on the ocean measure?

---

2 What do people do when they receive a hurricane warning?

---

**D** **Words in Context** Read and write.

forces funnel horizontally vertically

1 A tornado spins \_\_\_\_\_ from the sky to the ground.

2 A tsunami is one of the most dangerous \_\_\_\_\_ of nature.

3 Hurricanes can be \_\_\_\_\_ wider than a country.

4 Most tornadoes are shaped like a giant \_\_\_\_\_.



# Grammar in Use



**A** Study the grammar.

## Learn Present Perfect with *Ever* and *Never*

Questions	Answers
<p><b>Have</b> <sup>you</sup> <b>ever heard</b> a loud siren? <sub>they</sub></p>	<p>Yes, <sup>I</sup> <b>have.</b> / No, <sup>I</sup> <b>haven't.</b> <sub>they</sub> <sub>they</sub></p> <p><b>I've</b> <b>never heard</b> one. <b>They've</b></p>
<p><b>Has</b> <sup>she</sup> <b>ever been</b> in a storm? <sub>he</sub></p>	<p>Yes, <sup>she</sup> <b>has.</b> / No, <sup>she</sup> <b>hasn't.</b> <sub>he</sub> <sub>he</sub></p> <p><b>She's</b> <b>never been</b> in a storm. <b>He's</b></p>

**B** Cross out the underlined mistake. Write the correct word above it. Then answer the question.

### Has

- ~~Have~~ Patrick ever prepared for a hurricane?  
Yes, he has.
- Have you ever hear the sound of a tornado?  
No, \_\_\_\_\_.
- Have buildings never collapsed in this city?
- Has Maria ever thank the rescue workers?
- Has they ever slept through a thunderstorm?
- Have hurricane ever gone through this area?
- Has a tsunami never reached the coast of Hawaii?
- Has these rivers ever caused a flood?
- Have these buoys ever sank to the bottom?
- Has you ever been a victim of a hurricane?  
Yes, \_\_\_\_\_.
- Did they ever walked home in a blizzard?  
No, \_\_\_\_\_.



- \_\_\_\_\_, \_\_\_\_\_ haven't.
- Yes, \_\_\_\_\_.
- No, \_\_\_\_\_.
- Yes, \_\_\_\_\_.
- \_\_\_\_\_, \_\_\_\_\_ has.
- No, \_\_\_\_\_.
- \_\_\_\_\_, \_\_\_\_\_ haven't.



**C** Circle the correct word. Then write *ever* in the correct position in the sentence.

- 1 **Have** / **Has** anyone <sup>ever</sup> survived outside in a blizzard?
- 2 Have earthquakes **happened** / **happen** in Greenland?
- 3 **Has** / **Have** those power lines collapsed during a hurricane?
- 4 Have rescue workers in this city **help** / **helped** you?

**D** Unscramble the sentences. Then match.

- 1 flood / been / Have / a / ever / you / in

\_\_\_\_\_

\_\_\_\_\_

- 2 tower / this / lightning / Has / ever / struck

\_\_\_\_\_

\_\_\_\_\_

- 3 systems / warning / ever / Have / failed / early

\_\_\_\_\_

\_\_\_\_\_



No, they haven't.

Yes, I have.

Yes, it has.

**E** Read. Then answer each question. Use *never* when necessary.

- 1 Has Tom ever been in a flood? (X)

No, Tom has never been in a flood.

- 2 Have hurricanes ever occurred in tropical areas? (✓)

\_\_\_\_\_

- 3 Has Kelly ever felt an earthquake? (X)

\_\_\_\_\_

- 4 Have they ever experienced a blizzard? (X)

\_\_\_\_\_

## Word Study

snowfall haircut teamwork raindrop landslide bodyguard

### A Circle the noun and underline the verb in each compound noun. Then match.

1 During the storm, some of the raindrops that fell were the size of small oval coins.

2 The singer's car got stuck in a blizzard, but her bodyguards pushed it out of the snow.

3 When the ground started to shake yesterday, my barber was giving me a haircut.

4 The landslide happened during the hurricane, but luckily only a small shed was destroyed.

5 We had a large snowfall in our town last night, so the school was closed today.

6 Thanks to some great teamwork, the students were able to quickly clean up the beach after the hurricane.



### B Complete the sentences with the words in the box.

1 The \_\_\_\_\_ during the blizzard was over one meter deep.

2 The hurricane loosened the ground on the mountain and caused a \_\_\_\_\_.

3 The citizens showed \_\_\_\_\_ by cleaning the streets after the thunderstorm.

4 The president's \_\_\_\_\_ helped him get under a table during the earthquake.

5 The blizzard blocked the roads, so Pam couldn't get a \_\_\_\_\_ at the salon.

6 There was not one \_\_\_\_\_ from the sky before the tornado appeared.

# Writing Study

## A Rewrite the sentences using short forms.

- 1 They have experienced many earthquakes in their country.

They've experienced many  
earthquakes in their country.

- 2 I have never been in a hurricane because I live far from the ocean.

\_\_\_\_\_

\_\_\_\_\_

- 3 She has met many rescue workers in her job.

\_\_\_\_\_

- 4 The tsunami was powerful. It has damaged many coastal towns.

\_\_\_\_\_

- 5 We have cleaned up the area where the power lines collapsed.

\_\_\_\_\_



## B Read. Then write a paragraph about a force of nature that you have experienced. Write at least one present perfect question with *ever*. Be sure to use short forms in your present perfect sentences.

**Have you ever been in a blizzard?** I live in central Canada, and we have lots of them. **I've** shoveled up to one meter of snow to get from our house to our car. My dad has driven in blizzards, too. However, **he's** never been stuck in the snow.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Words

**A** Read and write.

bottled water storm shelter sleeping bag storm shutters first-aid kit  
canned food supplies cash batteries flashlight emergency

1 In case of a(n) \_\_\_\_\_, you may need these.



2 \_\_\_\_\_



3 \_\_\_\_\_



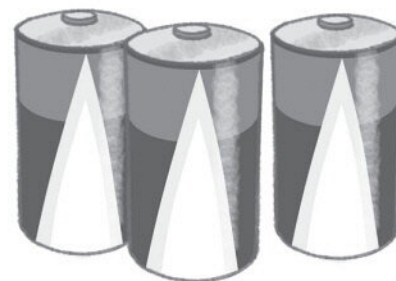
4 \_\_\_\_\_



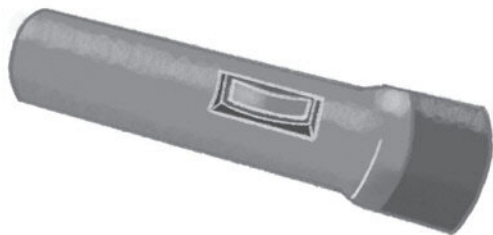
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



**B Match each clue to a word.**

- |                                                                            |   |                   |
|----------------------------------------------------------------------------|---|-------------------|
| 1 You may need an opener to use this.                                      | ● | ● a sleeping bag  |
| 2 This is important if you have a cut or a scratch.                        | ● | ● b cash          |
| 3 This can keep you warm if you spend the night outside.                   | ● | ● c storm shelter |
| 4 This is useful if there is a store nearby.                               | ● | ● d canned food   |
| 5 You may meet other people here during a hurricane.                       | ● | ● e flashlight    |
| 6 This is very useful at night when there is no electricity in your house. | ● | ● f first-aid kit |

**C Circle True (T) or False (F).**

- |                                                      |   |   |
|------------------------------------------------------|---|---|
| 1 Supplies can include food and blankets.            | T | F |
| 2 Batteries come in only one size.                   | T | F |
| 3 Emergencies are often dangerous situations.        | T | F |
| 4 Storm shutters protect windows against hurricanes. | T | F |
| 5 Bottled water can only be used for drinking.       | T | F |

**D Complete the sentences with words from the box.**

bottled water   storm shelter   sleeping bag   storm shutters   first-aid kit  
 canned food   supplies   cash   batteries   flashlight   emergency

- It's important to have enough \_\_\_\_\_ during an \_\_\_\_\_ so that you can buy the things you need.
- Our house didn't have any \_\_\_\_\_ for the windows, so we decided to stay at a \_\_\_\_\_, where we were safer.
- This \_\_\_\_\_ doesn't shine very brightly. I think it needs new \_\_\_\_\_.
- We have enough \_\_\_\_\_ to eat and \_\_\_\_\_ to drink for five days.
- We each have a \_\_\_\_\_ to sleep in, a \_\_\_\_\_ for cuts and scrapes, and \_\_\_\_\_ for a few days.



**A** Read. Why is it important to know what to do in an emergency?

---



---

**B** Read again. As you read, remember to make inferences about the characters and events in the story.

## Working Together

It was 3:34 a.m. on February 27, 2010. Tomás Pérez, his wife Sofia, and their three children were sleeping peacefully in their house in Concepción, Chile. Then, without warning, the house began to shake violently. Tomás woke up and immediately knew what to do.



“It’s an earthquake! Move quickly!” he shouted. The children were already out of their beds, standing in the hallway. Their eyes were wide with surprise. The family ran downstairs to a large oak table in the kitchen. They hid under it and stayed close to each other. Sofia held Tamara, who was the youngest daughter. Tomás held the other children, Carla and her younger brother Matías. Books and dishes and glasses flew off the shelves and crashed to the ground. Pictures fell from the walls. Then, after three long, terrible minutes, the shaking stopped.

“Stay here,” said Tomás. He walked carefully through all the rooms of the house. There was broken glass on the floor, but the house seemed okay. Tomás brought shoes for everyone. The earthquake cut off the electricity, so he also brought two **flashlights**.

Carla began to sweep the floor. Tomás turned on a radio that used **batteries**. The reporter said that the earthquake was very large and very strong. Sofia brought blankets downstairs. She wrapped them around Tamara and Matías.

“We have enough **sleeping bags, canned food, and bottled water**,” Tomás said. “However, our neighbors may need help. I haven’t spoken to them yet. I will go see them now to make sure that they are safe. I will bring along this **first-aid kit**, too.”

Many people lost their homes in the 2010 earthquake. However, the people of Chile worked together. They helped each other through this very difficult **emergency**.

### Think

Make an inference. How did the family know where to go during the earthquake?

### Think

Make an inference. Why is Tomás going to bring along a first-aid kit?

# Understand

## Comprehension

**A** How do you think the characters felt in the reading? Would you have felt the same way? Why or why not?

---

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**B** Read each inference. Match each inference to the correct person.

- |                     |                       |                                                                                   |
|---------------------|-----------------------|-----------------------------------------------------------------------------------|
| 1 Tomás             | <input type="radio"/> | <input type="radio"/> a She is old enough to help her parents in an emergency.    |
| 2 Sofia             | <input type="radio"/> | <input type="radio"/> b They always work together and take care of each other.    |
| 3 Carla             | <input type="radio"/> | <input type="radio"/> c She cares a lot for her children.                         |
| 4 Tamara and Matías | <input type="radio"/> | <input type="radio"/> d He prepared his family well for an earthquake.            |
| 5 The Perez Family  | <input type="radio"/> | <input type="radio"/> e They are old enough to follow directions in an emergency. |

**C** Circle True (T) or False (F).

- |                                                          |                         |                         |
|----------------------------------------------------------|-------------------------|-------------------------|
| 1 The family hid under their beds during the earthquake. | <input type="radio"/> T | <input type="radio"/> F |
| 2 The earthquake was three minutes long.                 | <input type="radio"/> T | <input type="radio"/> F |
| 3 Tomás brought shoes because of the broken glass.       | <input type="radio"/> T | <input type="radio"/> F |
| 4 Tomás and his family needed more food and water.       | <input type="radio"/> T | <input type="radio"/> F |

**D** **Words in Context** Read and write.

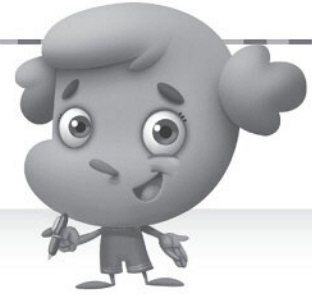
inland destroyed trunk landfall

- 1 After the earthquake, a tsunami made \_\_\_\_\_ along parts of the coast.
- 2 Many people in Chile moved \_\_\_\_\_ to escape the tsunami.
- 3 The 2010 Chilean earthquake \_\_\_\_\_ over 200,000 houses.
- 4 Some people keep emergency supplies in the \_\_\_\_\_ of their car.

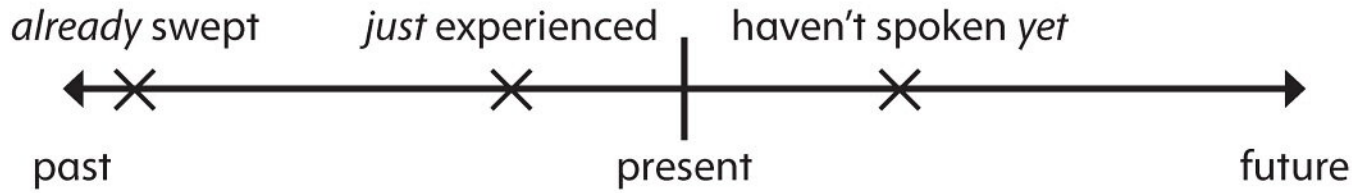


# Grammar in Use

## A Study the grammar.



### Learn Present Perfect with *Already*, *Just*, and *Yet*



Statements	Questions
She <b>has already bought</b> extra bottled water.	<b>Has</b> she <b>already bought</b> extra bottled water?
We've <b>just experienced</b> an earthquake.	<b>Have</b> you <b>just experienced</b> an earthquake?
I <b>haven't spoken</b> to the neighbors <b>yet</b> .	<b>Have</b> you <b>spoken</b> to the neighbors <b>yet</b> ?

## B Look at the circled X on the time chart at the end of each sentence. Rewrite the sentences with *already*, *just*, or *yet*.

- I've put the batteries in the flashlight. X | **(X)** | X  
I've just put the batteries in the flashlight.
- He's returned from the storm shelter. **(X)** | X | X
- We haven't bought a new first-aid kit. X | X | **(X)**
- Have they washed the sleeping bags? **(X)** | X | X
- Has the canned food become too old? X | X | **(X)**
- Have you run out of supplies? X | **(X)** | X

**C** Complete the sentences with *already*, *just*, or *yet*.

- 1 I've \_\_\_\_\_ put emergency cash in the backpack. In fact, I did it two weeks ago.
- 2 He's \_\_\_\_\_ put the storm shutters over all the windows. Now he's taking a break.
- 3 They haven't experienced a hurricane \_\_\_\_\_ this year, but it's always possible during the season.
- 4 She's \_\_\_\_\_ swept the floor in the kitchen. She still has the broom in her hand.

**D** Unscramble the sentences. Then match.

1 landfall / yet / tsunami / the / Has / made

\_\_\_\_\_

2 canned / bought / We've / food / already

\_\_\_\_\_

3 shelter / the / They've / storm / built / just

\_\_\_\_\_



**E** Imagine that you are preparing for an emergency. Write sentences using *already*, *just*, and *yet*.

1 I've already bought supplies.

2 \_\_\_\_\_

3 \_\_\_\_\_

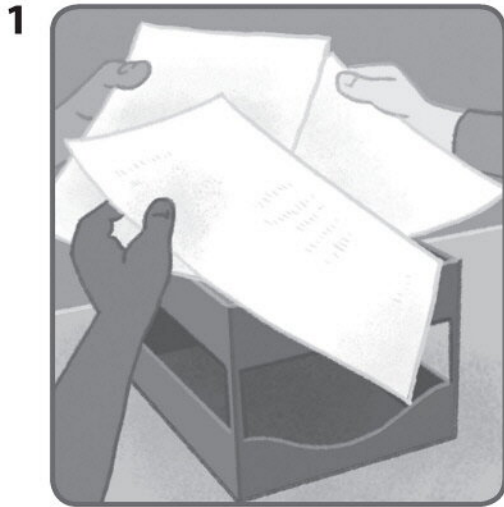
4 \_\_\_\_\_

# Communicate

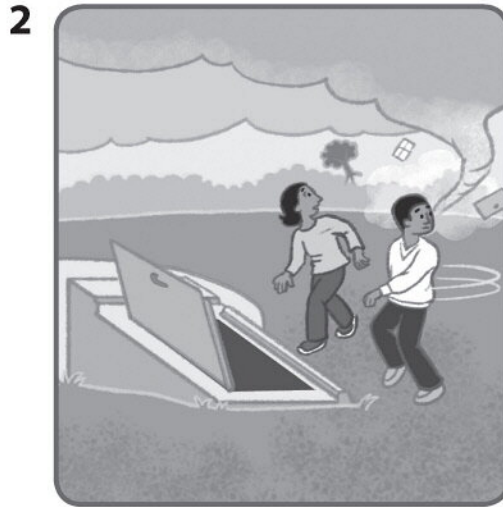
## Word Study

turn down   turn over   turn on   turn in   turn up   turn back

**A** Look. Then write the phrasal verbs from the box.



\_\_\_\_\_



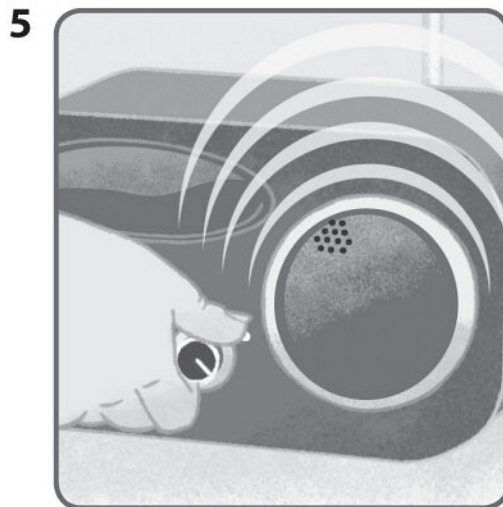
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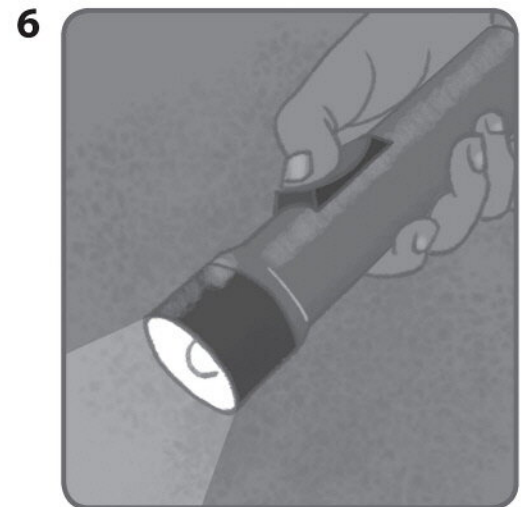
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**B** Complete the sentences with the phrasal verbs in the box. Use the correct tense.

- 1 We have to \_\_\_\_\_ and go home. The storm is too dangerous.
- 2 Put in the batteries and \_\_\_\_\_ the radio. I want to hear the news report.
- 3 The students have \_\_\_\_\_ their reports about hurricanes.
- 4 Please \_\_\_\_\_ the heat. It's too cold inside the storm shelter.
- 5 Russell \_\_\_\_\_ his sleeping bag and found his cash under it.
- 6 Could you \_\_\_\_\_ the television? I'm listening to the storm outside.

# Writing Study

- A** Read the news story. Change the underlined adjectives to adverbs by adding *-ly*.

A major hurricane has reached the city. The wind is

**loudly**

blowing loud, and the waves are crashing violent

1

2

against the buildings near the beach. Fortunately, most

people listened to the news careful before the storm. They

3

followed the emergency warning and are now sleeping

quiet in storm shelters. Some rescue workers are brave searching for any victims. However,

4

5

everyone seems to be safe, thanks to the government reporting the news accurate.

6



- B** Read. Then write a paragraph that describes your family in an imaginary situation caused by a force of nature. Write at least one sentence in the present perfect using *already*, *just*, or *yet*. Use sentences with adverbs of manner that end in *-ly*.

Has the tornado **passed** us by **yet**? It is difficult to say. My family and I are waiting **bravely** in the basement of our house. The wind is blowing **loudly** outside. My little sister is sitting **quietly** on the sofa and reading a picture book.

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## Writing



**A** Read this how-to speech about preparing for an emergency. Label the parts of the story.

### Preparing for Floods

\_\_\_\_\_

Hello, everyone!

\_\_\_\_\_

Water gives us life. However, water can also be dangerous. For example, it's important to keep your family safe from floods. They may come quickly or slowly, but you must always be prepared for them. Here are some simple suggestions.

\_\_\_\_\_

First, have emergency supplies ready at home, such as food, bottled water, and medicine. You should have enough for at least three days. Next, make a family plan so that you know where to go in case of a flood. If you are separated, you should plan where to meet.

\_\_\_\_\_

In addition, if a flood is possible soon, listen to the radio or television. It's best to move immediately to higher ground if you don't know what to do. If you have time, you should take your important things to the highest place in your house. Finally, do not move around during a flood unless you have to. Do not walk through water that is moving. Also, do not drive into flooded areas.

\_\_\_\_\_

Floods can be very dangerous. However, if you are prepared, you will be able to act quickly and safely. Perhaps you haven't been in a flood yet, but it's always possible. Thank you!

**B** Plan your how-to speech about preparing for an emergency. Use the chart below to organize your thoughts.

How to Prepare for a _____			
Step One	Step Two	Step Three	Step Four

**C** Now go to your notebook to write your own how-to speech about preparing for an emergency.

My writing checklist:

I got all the information I needed for my speech.

I organized the information into steps.

I introduced the steps with words such as *first*, *next*, and *finally*.

I included an introduction and a conclusion in my speech.









**BIG QUESTION 9**

**Why are biomes important?**

Think and write.

What do you know?

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---

What do you want to know?

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**Words**

**A** Look and write.

tropical rainforest tundra cactus desert  
freshwater sloth temperate forest grassland

1



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2



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3



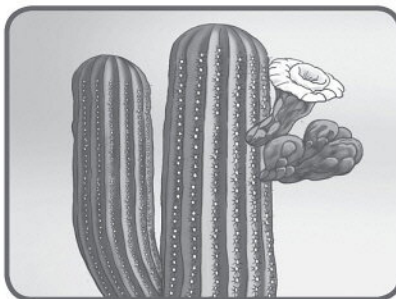
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4



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5



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6



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7



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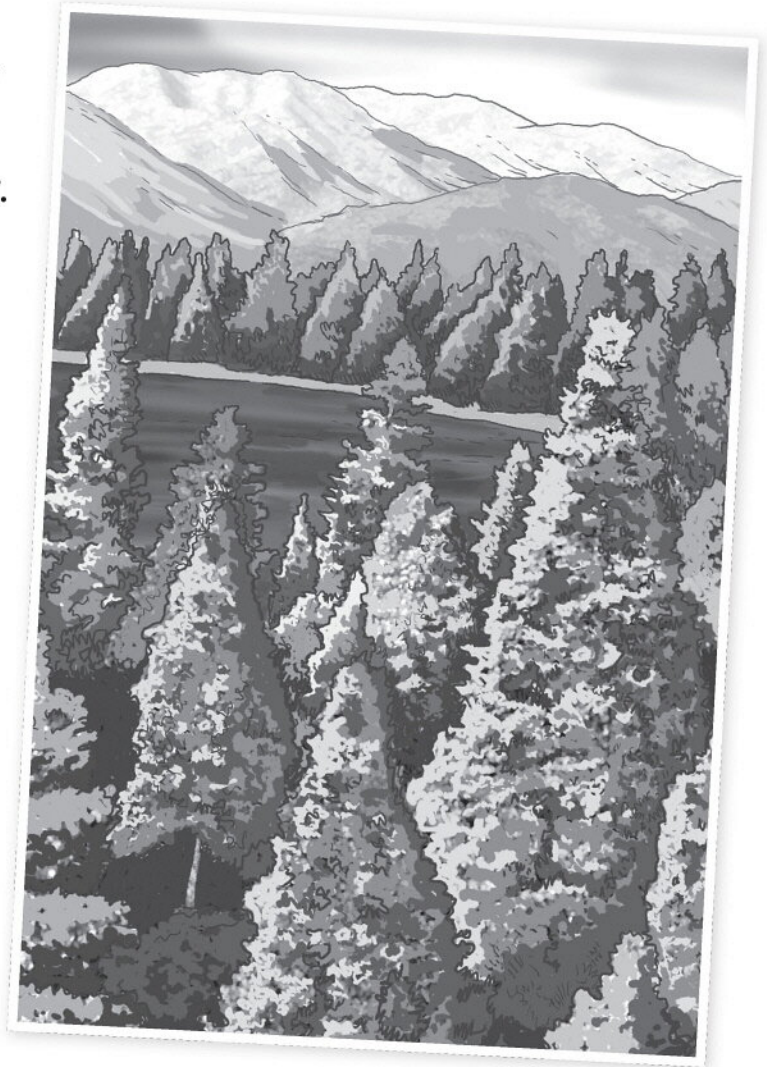
8



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**B** Circle the correct words.

- 1 The **tundra** / **grassland** biome is always frozen.
- 2 A **sloth** / **cactus** lives easily without much water.
- 3 The **temperate forest** / **taiga** biome has evergreen trees.
- 4 A **desert** / **tropical rainforest** is the driest biome on Earth.
- 5 There may be new medicines to be discovered in a **tropical rainforest** / **sloth**.
- 6 You might find a zebra or a rhinoceros in the **grassland** / **temperate forest**.



**C** Complete the sentences. Use the word pairs in the box.

desert–cactuses   freshwater–biomes   taiga–temperate forest  
tundra–equator   tropical rainforest–sloth

- 1 If you hike through a \_\_\_\_\_, you may see a \_\_\_\_\_ hanging quietly from a tree branch.
- 2 Both the ocean and \_\_\_\_\_ are water \_\_\_\_\_, but the ocean is much larger.
- 3 A dry \_\_\_\_\_ may have \_\_\_\_\_ that are up to twenty meters tall.
- 4 The cold \_\_\_\_\_ is far from the \_\_\_\_\_, which is around the middle of Earth.
- 5 Tree-loving squirrels can be found in both the \_\_\_\_\_ and the \_\_\_\_\_.

**A** Read. Why is it important to protect biomes?

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---

**B** Read again. As you read, try to classify and categorize the information into groups.

## Our Disappearing Biomes

**Biomes** are natural communities of plants and animals that live together in different places on Earth. People have used these biomes for food, water, and shelter for a very long time. However, some parts of biomes are beginning to disappear. People are using too many of the things biomes provide.



**Tropical rainforests** cover many areas near the earth's **equator**. They give Earth oxygen and help take away carbon dioxide. Half of all the plant and animal groups in the world live in tropical rainforests. The plants in this biome may give us new medicines, so scientists often travel to tropical rainforests to study these plants. However, many people have cut down the trees. They use the rainforest for farmland. Sadly, half of the world's rainforests are now gone, and more disappear every day.

The **freshwater** biome is a biome that all living things need. It gives people water to

drink and wash with. Many animals also drink this water or live in it. However, people are using more and more freshwater in cities and on farms. Many rivers and lakes have less water now.

### Think

In what ways do rainforests and freshwater help people?

**Grasslands** often have flowers, which are good for bees. These bees help plants to make new plants. Grassland plants also have deep roots. This keeps the soil strong. However, people are turning many grasslands into farmland. Some of the farmland soil blows away. Some of it washes into rivers.

**Oceans, temperate forests, the taiga, and the tundra** are also in trouble. When people take too many things from biomes, animals and plants there start to disappear.

### Think

Which biome contains bees? Which contains drinking water?

People need biomes for many reasons. It is important to protect them while we use them. Fortunately, people are working hard to protect biomes. Without biomes, many plants and animals would leave the world forever.

# Understand

## Comprehension

- A** Which biome would you like to visit and learn more about? Write about which biome you want to visit and two things you want to learn about that biome.

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- B** Match each sentence to its group.

- 1 It gives us oxygen, which we need to live.      2 It gives us water to drink.
- 3 It is good for bees, which help plants to make new plants.      4 It has plants that may give us new medicines.
- 5 It has plants that keep the soil strong.      6 It gives us water to wash with.

Tropical Rainforest	Grassland	Freshwater
1		

- C** Answer the questions.

- 1 What do rainforests help take away from us?

---

- 2 What happens to some farmland soil?

---

- 3 What happens when people take too many things from biomes?

---

- D** **Words in Context** Read and write.

Arctic   hatches   glides   scenes



- 1 This desert snake \_\_\_\_\_ from an egg.      2 An eagle often \_\_\_\_\_ in the sky, searching for animals below.
- 3 Some \_\_\_\_\_ in a tropical rainforest may include sloths in trees.      4 The \_\_\_\_\_ fox lives in the tundra along with the polar bear.

# Grammar in Use



**A** Study the grammar.

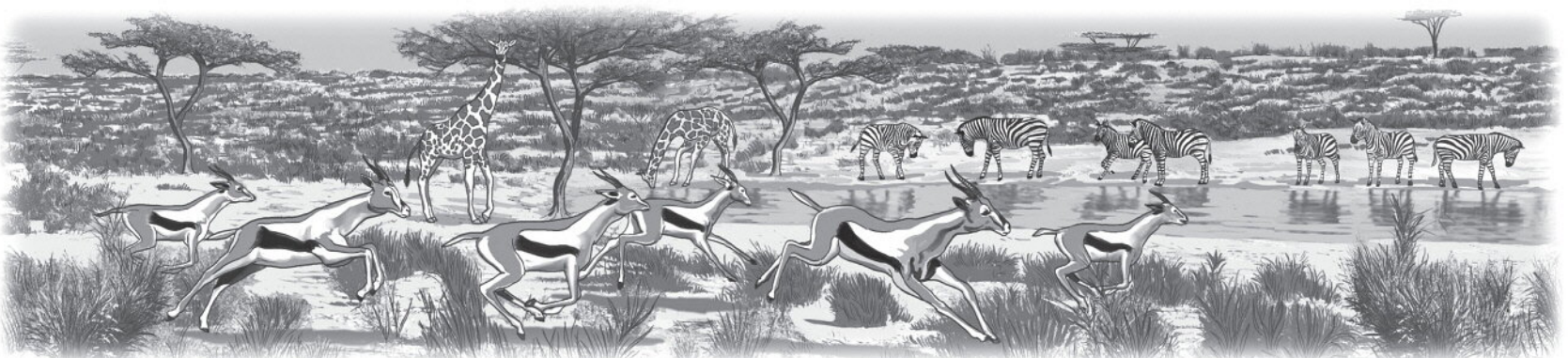
## Learn Present Perfect with *For* and *Since*

Period of Time	Point in Time
People <b>have used</b> these biomes for food, water, and shelter <b>for</b> a very long time.	Pollution <b>has hurt</b> biomes in our area <b>since</b> I was a child.
Scientists <b>haven't seen</b> a living golden toad <b>for</b> over twenty years.	People in many countries <b>haven't hunted</b> whales <b>since</b> 1982.

**B** Change the tense of the underlined verb. Then complete the sentence with *for* or *since*.

**hiked**

- Antonio hasn't hike in a rainforest **since** he was in high school.
- The camels haven't drink water on this desert journey \_\_\_\_\_ three days.
- The people of the tundra have eat seal meat \_\_\_\_\_ a long time.
- Unfortunately, our city zoo hasn't have sloths \_\_\_\_\_ 2005.
- Ja-hoon has travel to the equator twice \_\_\_\_\_ he became a biologist.
- Grasslands have be a safe home for many animals \_\_\_\_\_ centuries.
- Maria's grandfather has go fishing in this lake \_\_\_\_\_ over thirty years.
- People haven't take trees from this forest \_\_\_\_\_ they passed the new law.
- Scientists have find new plants in the rainforest \_\_\_\_\_ many years.
- My father hasn't visit Russia \_\_\_\_\_ he moved to New York.



**C** Complete the sentences with the phrases in the box and *for* or *since*.

hundreds of years    this morning    1987    two weeks

- 1 Clara and her classmates have studied biomes \_\_\_\_\_.
- 2 I haven't seen a cactus on this hike \_\_\_\_\_.
- 3 Our government has protected this rainforest \_\_\_\_\_.
- 4 Polar bears have lived in this part of the tundra \_\_\_\_\_.



**D** Cross out the wrong word. Then rewrite the sentence to make it correct.

- 1 Sonya has lived in the taiga since two years.  
\_\_\_\_\_
- 2 We haven't sail on the ocean since 2008.  
\_\_\_\_\_
- 3 This sloth have slept for twelve hours.  
\_\_\_\_\_
- 4 The scientist hasn't visit the tundra since last summer.  
\_\_\_\_\_

**E** Read. Then write a *how long?* question for each statement.

- 1 Elephants have lived in this grassland for centuries.  
How long have elephants lived in this grassland?
- 2 They have studied biomes since last Wednesday.  
\_\_\_\_\_
- 3 Seals have swum along this coast for a long time.  
\_\_\_\_\_

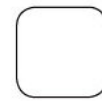
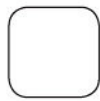
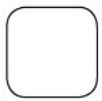
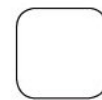
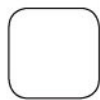
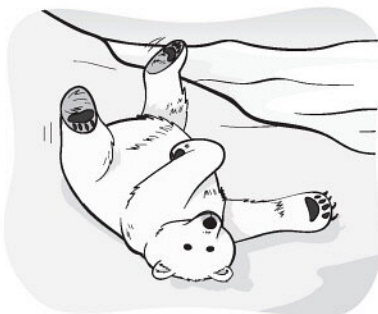


## Word Study

catch stitch scratch patch itch batch

### A Circle the correct *-tch* word for each sentence.

- The president has received a **stitch** / **batch** of letters about protecting our biomes.
- You can **catch** / **patch** a cold in the desert as well as in the tundra.
- After the rainforest hike I **scratched** / **stitched** my sock because it had a hole in the toe.
- The mother sloth **scratched** / **itched** her baby's back.
- The polar bear rolled on the ice because its back **stitched** / **itched**.
- Lassi selected an open **patch** / **batch** in the taiga to grow a vegetable garden.



### B Complete the sentences with the words in the box.

Omar's desert hike was very interesting. He saw a large bird \_\_\_\_\_<sub>1</sub> a snake!

However, he had a few problems. First, his shirt made his back \_\_\_\_\_<sub>2</sub>, so

he had to \_\_\_\_\_<sub>3</sub> it with a stick he found on the ground. At lunch, he had to

\_\_\_\_\_<sub>4</sub> his backpack with thread, because there was a hole in it. Fortunately, his

guide was very kind. He brought a \_\_\_\_\_<sub>5</sub> of cookies to eat on the hike. Then he

took Omar to a \_\_\_\_\_<sub>6</sub> of the desert that had some trees to sit under.

# Writing Study

**A** Combine the two sentences with the word *until*. Use pronouns if possible.

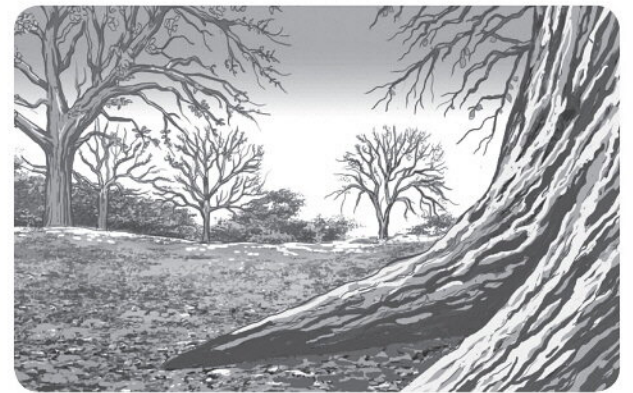
1 The biologists found a sloth. The biologists hiked through the tropical rainforest.

The biologists hiked through the tropical rainforest until they found a sloth.

2 The lion ran through the grassland. The lion caught the zebra.

3 The freshwater reached the ocean. The freshwater flowed through the river.

4 The temperate forest ground was covered with leaves. The leaves fell from the trees.



5 The whale swam through the Pacific Ocean. The whale reached Hawaii.

**B** Read. Then write a paragraph about someone who visits a biome. Write at least one present perfect sentence with *for* or *since*. Write at least one sentence combining two actions with *until*.

Ahmad **has studied** the rainforest **since September**. Tomorrow he will hike through a real rainforest with his father near the Congo River in Africa. They will hike there **until** Ahmad's school holiday ends next Sunday. Ahmad **has thought** about this trip **for a long time!**

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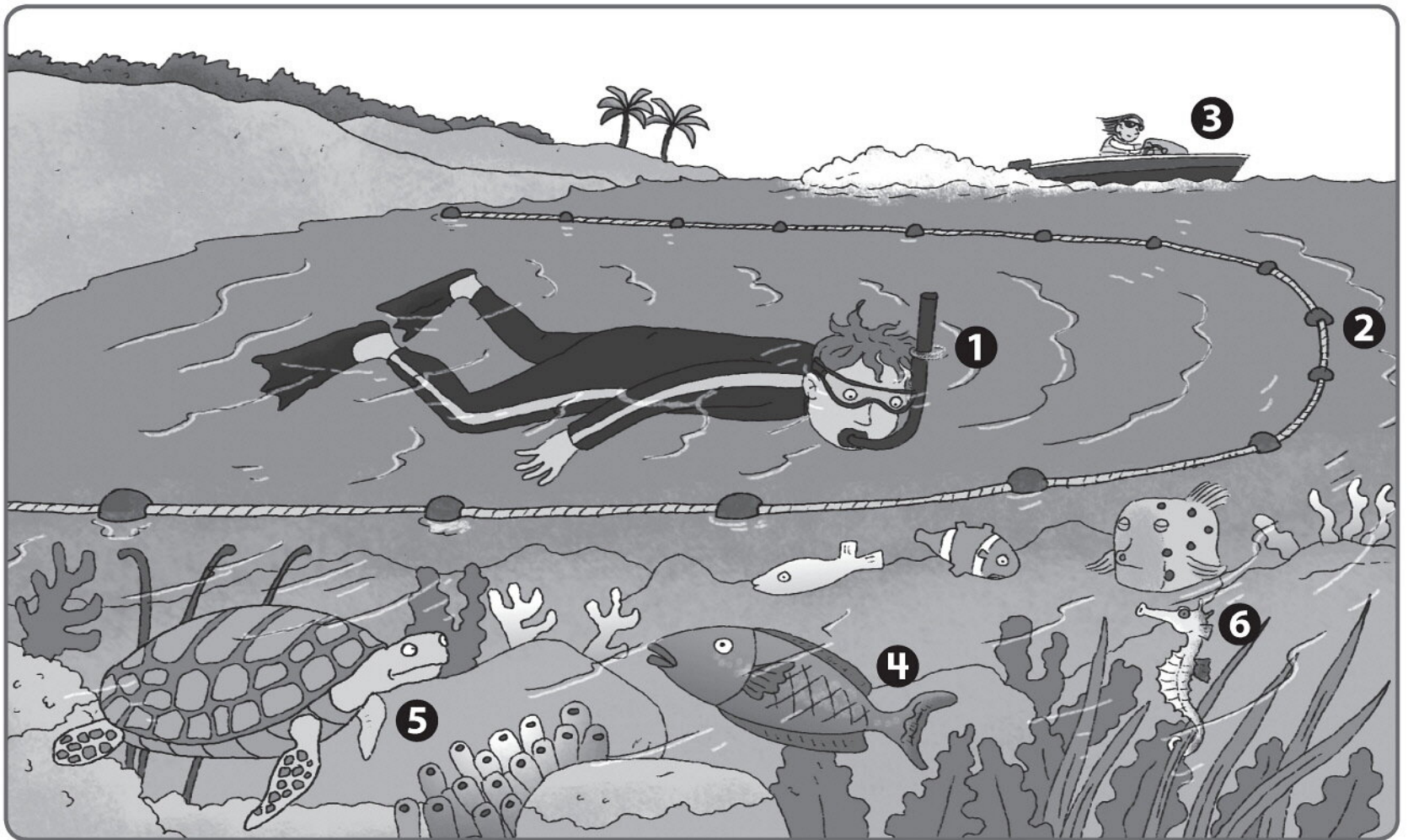
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### Words

petition seahorse astonish border marine park  
parrot fish speedboat law sea turtle snorkel manta ray

**A** Read and write.



1 \_\_\_\_\_

4 \_\_\_\_\_

2 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

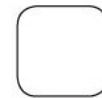
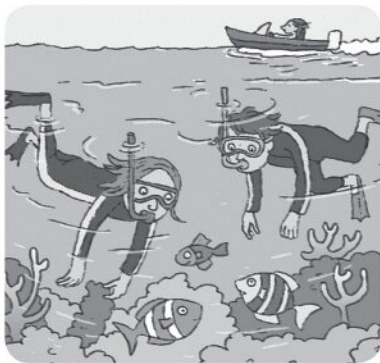
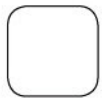
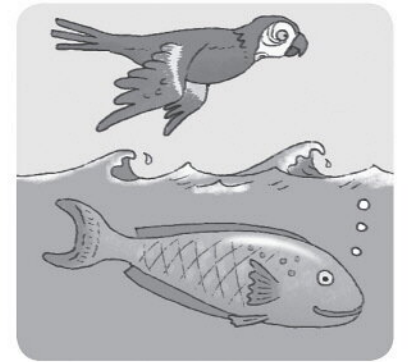
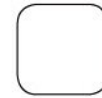
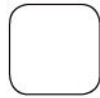
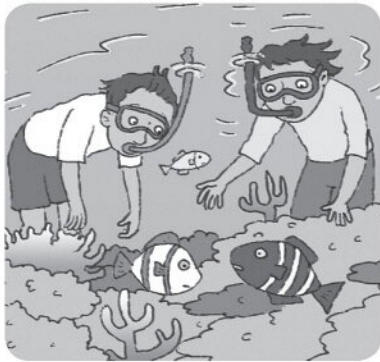
6 \_\_\_\_\_

**B** Write. Change the verb tense if necessary.

Too many speedboats were coming near the \_\_\_\_\_<sup>1</sup>. Many people signed a \_\_\_\_\_<sup>2</sup>, asking the government to keep the boats far away. The number of signatures \_\_\_\_\_<sup>3</sup> the people in the government. They passed a new \_\_\_\_\_<sup>4</sup> that kept the speedboats far away from the marine park.

**C** Circle the correct word. Then match.

- 1 The **manta ray** / **seahorse** gets its name from an animal that people ride.
- 2 The **parrot fish** / **sea turtle** is named after a colorful bird that lives in tropical areas.
- 3 People often **snorkel** / **astonish** together to see the beautiful coral and fish.
- 4 Rivers are natural **marine parks** / **borders** that often separate countries.
- 5 People can sign a **law** / **petition** to save the sea turtles if they want to.
- 6 As they snorkeled, they could hear the **speedboat** / **seahorse** in the water.



**D** Complete the sentences with the word pairs in the box.

law–border    snorkeled–astonished    marine park–parrot fish  
sea turtle–seahorse    manta ray–speedboat

- 1 An adult \_\_\_\_\_ is much bigger than a \_\_\_\_\_.
- 2 As we \_\_\_\_\_, the colors of the coral and fish nearby \_\_\_\_\_ us.
- 3 The \_\_\_\_\_ swam away as it heard the noisy \_\_\_\_\_ coming near.
- 4 The \_\_\_\_\_ has so many colorful \_\_\_\_\_ swimming around in it.
- 5 A new \_\_\_\_\_ has moved the eastern \_\_\_\_\_ of this marine park ten kilometers farther from the coast.

**A** Read. How do people harm forests?

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**B** Read again. As you read, ask yourself open-ended questions to understand the story better.

## Bruno's Dream

Bruno Serrano was a nine-year-old boy from São Paulo, Brazil. His mother, Beatriz, was a high school teacher. She taught Bruno to **snorkel** when he was six years old. A year later, she took him on a **speedboat** to see the beautiful Iguazu Falls of Brazil and Argentina.

São Paulo is in an area called the Atlantic Forest. This area stretches from the eastern tip of Brazil to Paraguay and Argentina. Bruno loved hiking in the forest more than anything. The different plants and animals **astonished** him, and he enjoyed spending time deep in the forest. However, Bruno's mother told him that about eighty percent of the original forest was gone. People removed many of the trees and sold them. They turned the forest into farms. Every year more of the forest disappeared. The forest was shrinking quickly.

One day Bruno was hiking with his mother in the forest when they saw large machines cutting down trees. He watched as a beautiful, enormous, old tree fell to the ground with a loud boom.



"Oh, no! They're destroying the forest!" shouted Bruno. "How can they do that?"

"They're outside of the park **border**," his mother explained.

"Unfortunately, we can't do anything to stop them."

"I have to do something," said Bruno. "We've hiked here since I was little."

### Think

Ask yourself an open-ended question about forests.

Back in São Paulo, Bruno started a **petition** at his school. It asked the government to help save the Atlantic Forest. Students from other schools heard about Bruno's petition. Hundreds of children signed it. Bruno then sent it to the city council of São Paulo. Soon a new **law** kept more of the forest safe around the city.

"It's my dream to protect all of the Atlantic Forest someday," said Bruno.

"Don't give up, and your dream will come true," said his mother.

### Think

Ask yourself an open-ended question about petitions.

# Understand

## Comprehension

**A** Would you do the same thing as Bruno? Why or why not? Write your answer and reasons.

---

---

**B** Match each open-ended question to two possible answers.

- |                                                           |                       |                                                                                      |
|-----------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------|
| 1 How did Bruno's mother help Bruno to care about nature? | <input type="radio"/> | a She explained to Bruno how the forest was quickly disappearing.                    |
| 2 Why did the government pass the new law in São Paulo?   | <input type="radio"/> | b The city council knew that healthy forests are important for the world.            |
|                                                           | <input type="radio"/> | c She took Bruno out to see Brazil's beautiful nature up close.                      |
|                                                           | <input type="radio"/> | d The city council knew that the children of São Paulo wanted to protect the forest. |

**C** Answer the questions.

1 What two countries share the Iguazu Falls?

---

2 How did Bruno help save the Atlantic Forest?

---

3 What is Bruno's dream?

---

**D** **Words in Context** Read and write.

managed invited signed difference

- 1 The city council \_\_\_\_\_ Bruno to City Hall.
- 2 Bruno made a \_\_\_\_\_ by starting a petition.
- 3 Bruno's teachers \_\_\_\_\_ his petition, too.
- 4 The park staff \_\_\_\_\_ part of the Atlantic Forest.

# Grammar in Use



**A** Study the grammar.

## Learn Present Perfect and Simple Past

Present Perfect	Simple Past
We <b>have studied</b> biomes before.	We <b>studied</b> biomes last week.
I <b>haven't hiked</b> in a long time.	I <b>didn't hike</b> this morning.
<b>Have you seen</b> a rainforest yet?	<b>Did you see</b> a rainforest last year?

**B** Circle the best tense for each sentence below.

1 **Did you study / Have you studied** the rainforest last year?

Yes, I **have / did**. I **studied / have studied** about it last December.

2 I **never saw / have never seen** a real shark in the ocean.

I'm glad I **haven't / didn't!**

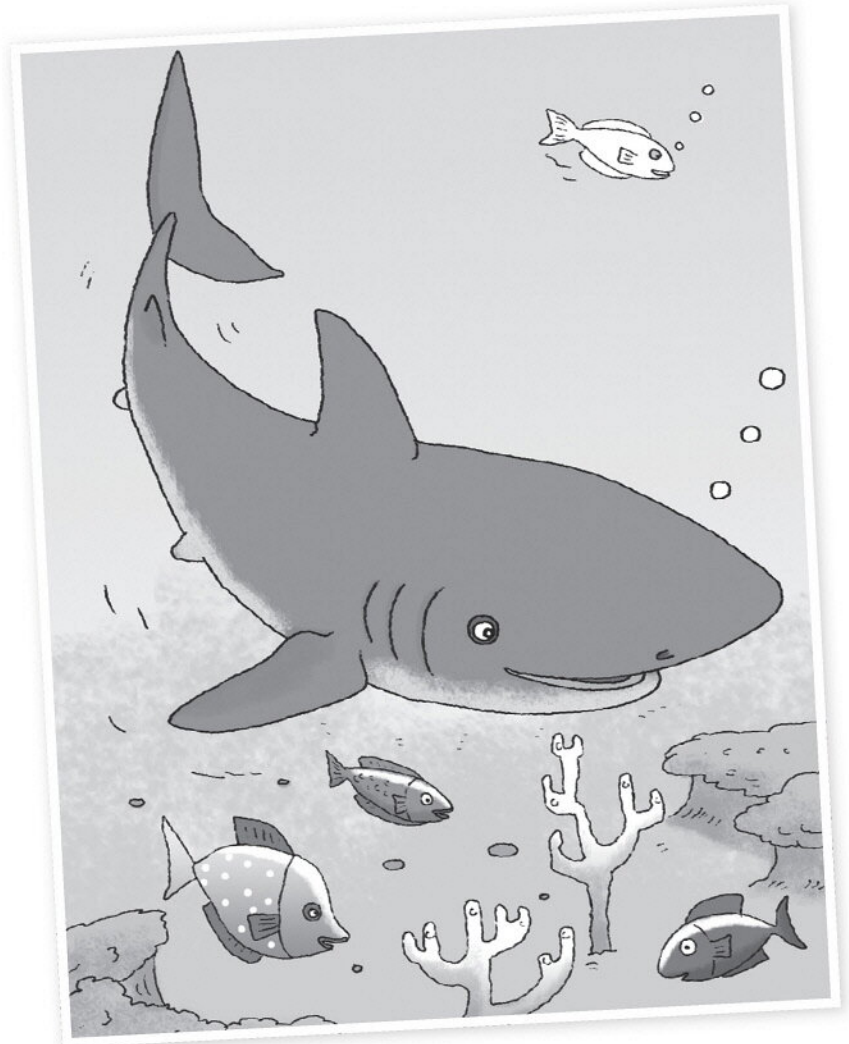
3 Sue **has already snorkeled / already snorkeled** in the coral reef. She **has done it / did it** this morning.

4 Michael **hasn't signed / didn't sign** the petition yet.

He thought he **has signed / signed** it yesterday.

5 **Have / Did** scientists ever **find / found** new kinds of fish in this marine park? Of course! In fact, they **have found / found** three new kinds last month.

6 Tim **worked / has worked** at the marine park since April. He **has never worked / never worked** at a zoo.

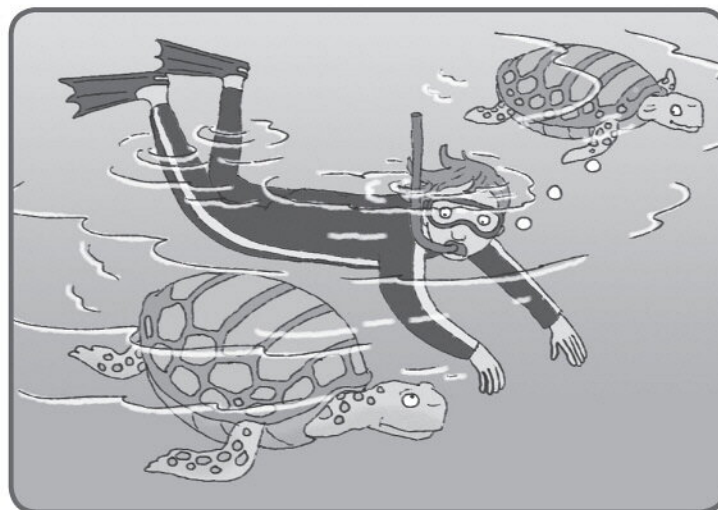


**C Match.**

- |                                     |   |                                      |
|-------------------------------------|---|--------------------------------------|
| 1 I snorkeled at Glover's Reef      | ● | ● a since last summer.               |
| 2 I haven't snorkeled at all        | ● | ● b last summer.                     |
| 3 Sea turtles haven't ever          | ● | ● c laid eggs on this beach.         |
| 4 Sea turtles didn't                | ● | ● d lay eggs on this beach last May. |
| 5 This marine park protected        | ● | ● e its coral reefs well.            |
| 6 This marine park hasn't protected | ● | ● f its coral reefs well last year.  |

**D Complete the sentences with *did*, *have*, or *has*, and the verb in parentheses. Change the tense of the verb if necessary.**

- 1 Has Fred seen (see) any sea turtles in the ocean yet?
- 2 I \_\_\_\_\_ just \_\_\_\_\_ (swim) with two sea turtles! It was amazing!
- 3 \_\_\_\_\_ Maria \_\_\_\_\_ (ride) on the speedboat last night?
- 4 \_\_\_\_\_ they ever \_\_\_\_\_ (change) the borders of this marine park?



**E Use the prompts to change each sentence from present perfect to simple past.**

- 1 The seahorses haven't come to this area yet. (last year)  
The seahorses didn't come to this area last year.
- 2 The speedboat has already left the area. (five minutes ago)  
\_\_\_\_\_
- 3 The members of the city council haven't received the petition. (this morning)  
\_\_\_\_\_
- 4 Have they snorkeled around the marine park yet? (yesterday)  
\_\_\_\_\_

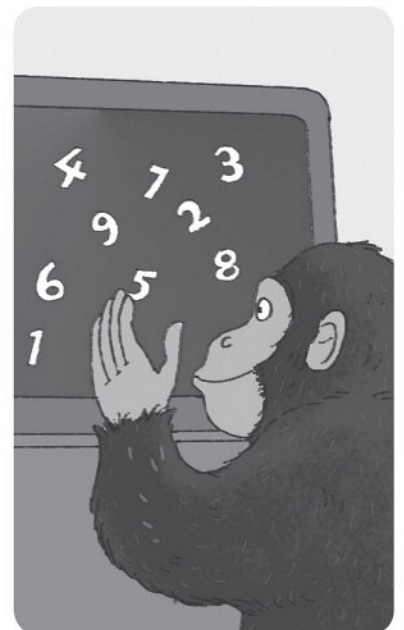
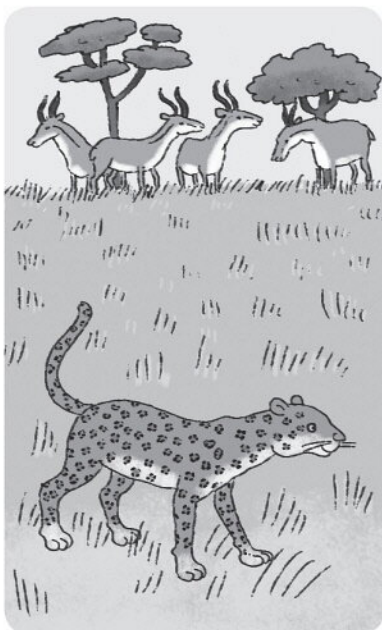
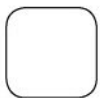


## Word Study

independent independence absent absence intelligent intelligence

**A** Complete each word with the suffix *-ent* or *-ence*. Then number.

- 1 Elephants, dolphins, and chimpanzees are some of the most intellig\_\_\_\_\_ animals in the world. Their intellig\_\_\_\_\_ has astonished scientists.
- 2 A leopard shows a lot of independ\_\_\_\_\_. For example, you will usually see it hunting alone. Leopards are very independ\_\_\_\_\_ compared to other big cats.
- 3 When the rainforest hike was over, Jerome was abs\_\_\_\_\_ from the group. His abs\_\_\_\_\_ worried the guides. However, they found him taking pictures of a sloth.



**B** Complete the sentences with words from the box.

- 1 The \_\_\_\_\_ of speedboats in this area is wonderful. We can snorkel in peace and quiet. It's too bad that Jen is \_\_\_\_\_ from our group today.
- 2 The Portia Labiata Jumping Spider has so much \_\_\_\_\_. It is called the smartest bug in the world. I wonder if other spiders are that \_\_\_\_\_?
- 3 Sea turtles are quite \_\_\_\_\_. They usually swim alone. This \_\_\_\_\_ makes it difficult for people to see them easily.

# Writing Study

**A** Combine the sentences using *since* or *because*. Use pronouns if possible.

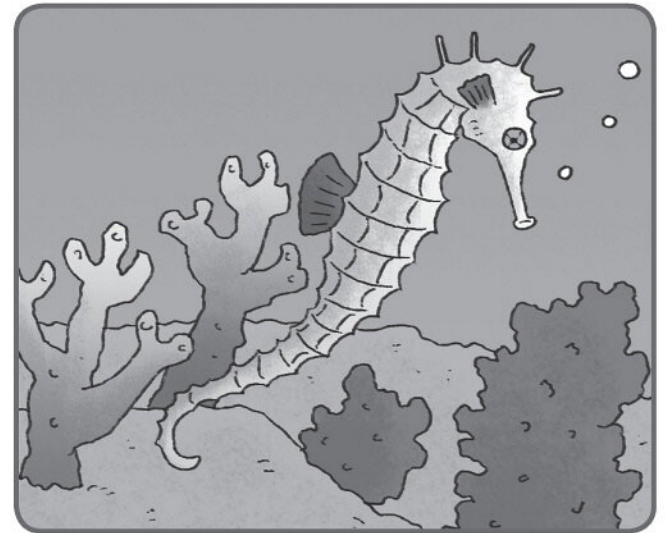
1 The Atlantic Forest is disappearing. People are cutting down the trees.

The Atlantic Forest is disappearing because people are cutting down the trees.

2 Biomes are important. Biomes keep our planet healthy.

3 Speedboats scare fish away. Speedboats are bad for coral reefs.

4 This fish is called a seahorse. A seahorse looks like a tiny horse.



5 Some people hurt biomes. We need laws to protect biomes.

**B** Write a paragraph about why we need to protect biomes. Write at least one sentence in the simple past and one in the present perfect. Write at least one sentence that combines two actions with *since* or *because*.

Yesterday I **snorkeled** in the ocean. I saw beautiful fish swimming around the coral. Coral reefs **have been** endangered for a long time. We need to protect them **since** so many important plants and animals live there. Coral reefs keep oceans healthy.

## Writing

- A** Read this fictional story about a girl who visits her grandfather in the taiga of Finland. Label the parts of the story.



— **The Last Picture**

— Sini woke up to the sound of birds in the trees. She was spending a week with her grandfather in the taiga of Finland.

— “Good morning!” her grandfather said. “After breakfast, we’ll hike through the forest. Don’t forget your camera.” Sini wanted to take a picture of a moose before she returned home.

While they were hiking, Sini heard a splash behind her. She turned to see a brown bear on the other side of a small lake. She quickly took its picture.

— For six days Sini fished and hiked with her grandfather. She took many pictures. However, no moose appeared.

On her final day, Sini and her grandfather went fishing for the last time. Her grandfather fell asleep, but he woke up to Sini’s voice.

“Be very quiet, Grandpa,” she said. She pointed the camera toward him and took a picture.

“I’m sorry you haven’t seen a moose,” her grandfather said.

— Sini pointed proudly to her camera. There in the picture, far behind her grandfather, was a large moose. Sini’s last picture in the taiga was the best of all!

- B** Plan your fictional story. Use the chart to organize your ideas.

Setting (biome)	Characters	Conflict	Resolution

- C** Now go to your notebook to write your own story about someone living in a biome.

- My writing checklist:
- |                                                                                  |                                                                                                            |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> I wrote a title for the story.                          | <input type="checkbox"/> I added a conflict to the plot. I resolved this conflict by the end of the story. |
| <input type="checkbox"/> I let the reader know the setting of the story.         | <input type="checkbox"/> I used descriptive language to create a strong image in the reader’s mind.        |
| <input type="checkbox"/> I created interesting characters with natural dialogue. |                                                                                                            |

Arctic grassland marine parks sea turtles  
temperate forest desert difference parrot fish  
tropical rainforest freshwater laws tundra

**A** Read and write.

**Biomes**

Biomes are natural communities of plants and animals. One kind of biome is the ocean. The colorful \_\_\_\_\_<sup>1</sup> lives there. In the ocean there are also \_\_\_\_\_<sup>2</sup>, but they breathe air.

There are other biomes in the world, too. There is the \_\_\_\_\_<sup>3</sup> biome, which has almost no salt in the water. There is the \_\_\_\_\_<sup>4</sup>, where polar bears and seals live. This biome is in the \_\_\_\_\_<sup>5</sup> region. There is the \_\_\_\_\_<sup>6</sup>, with its snakes and cactuses. Elephants live in the African \_\_\_\_\_<sup>7</sup>. In the \_\_\_\_\_<sup>8</sup>, you may see a sloth in a tree. The \_\_\_\_\_<sup>9</sup> is another forest biome with rabbits, bears, and deer.

Fortunately, many countries have created \_\_\_\_\_<sup>10</sup> that protect biomes. Land parks and \_\_\_\_\_<sup>11</sup> are places where animals and plants are safe. When people try to protect biomes, they make an important \_\_\_\_\_<sup>12</sup> in our world.



**BIG QUESTION 9**

**Why are biomes important?**

**B** Complete each sentence using *for* or *since*. Then change the sentence from present perfect to simple past.

1 People in the tundra have eaten seal meat for centuries. (in the 20th century)

People in the tundra ate seal meat in the 20th century.

2 People haven't hunted elephants in this grassland \_\_\_\_\_ 1973. (in 1974)

3 Sea turtles have laid eggs on this beach

\_\_\_\_\_ fifty years. (last year)

4 The sloth hasn't moved in the tree \_\_\_\_\_  
last night. (this morning)



**C** Read. Then combine the two sentences using the word *until*. Use pronouns if possible.

1 The students continued to sign petitions. The government passed the law.

\_\_\_\_\_

2 The parrot fish swam away. Ken took pictures of the parrot fish.

\_\_\_\_\_

3 The speedboat moved quickly. The speedboat reached the border of the marine park.

\_\_\_\_\_

**D** Combine the sentences. Write *since* or *because* in front of the reason. Use pronouns if possible.

1 The government managed the taiga. People were cutting down too many trees.

\_\_\_\_\_

2 The baby's back itched. The mother sloth scratched the baby's back.

\_\_\_\_\_

3 Biomes keep our planet healthy. People need biomes.

\_\_\_\_\_

## Writing Process Steps

### STEP 1: Brainstorm Ideas

- Think of what you want to write about. Write down all the ideas that come into your mind.
- Write as many ideas as you can. You don't have to use all of these ideas.

### STEP 2: Organize Your Ideas

- Put your ideas into groups. Each group will be a paragraph in the body of your writing.
- Decide how many body paragraphs you will have.

### STEP 3: Write Your Paragraphs

- Write an introduction paragraph. This should grab the reader's attention and introduce your topic.
- For each body paragraph, write a topic sentence. This tells the reader what a paragraph is about. Then write three or four sentences that support your topic sentence. Repeat this process for each body paragraph.
- Write a conclusion paragraph. This should summarize your main idea(s) and end with a strong, final thought.

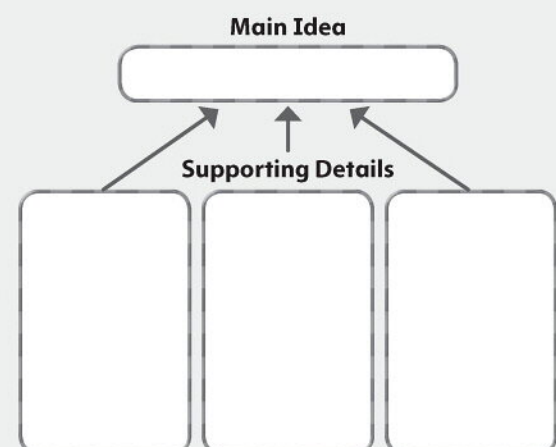
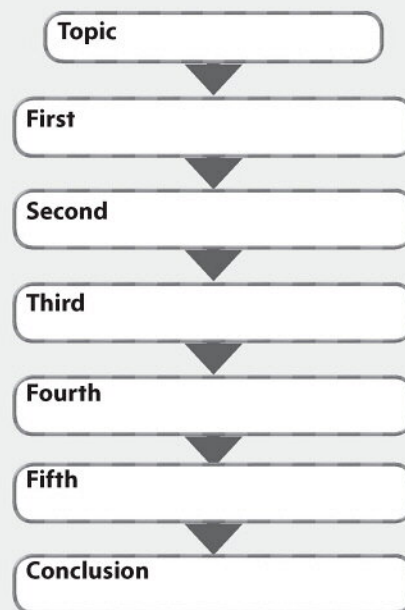
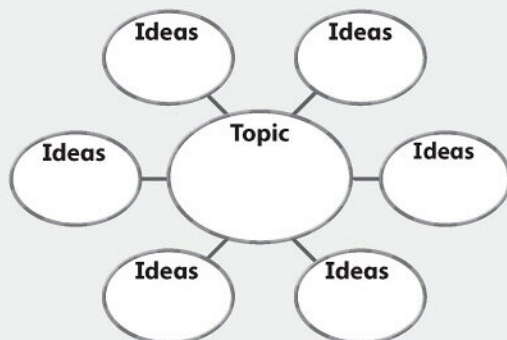
### STEP 4: Revise Your Work

- After you write your introduction, body, and conclusion paragraphs, read them again.
- Ask yourself: *Are my topic sentences clear? Are my supporting sentences strong and in the correct order? Did I use correct grammar and spell all my words correctly?*
- Then rewrite or correct parts of your writing that need more work.

## Brainstorming and Organizing

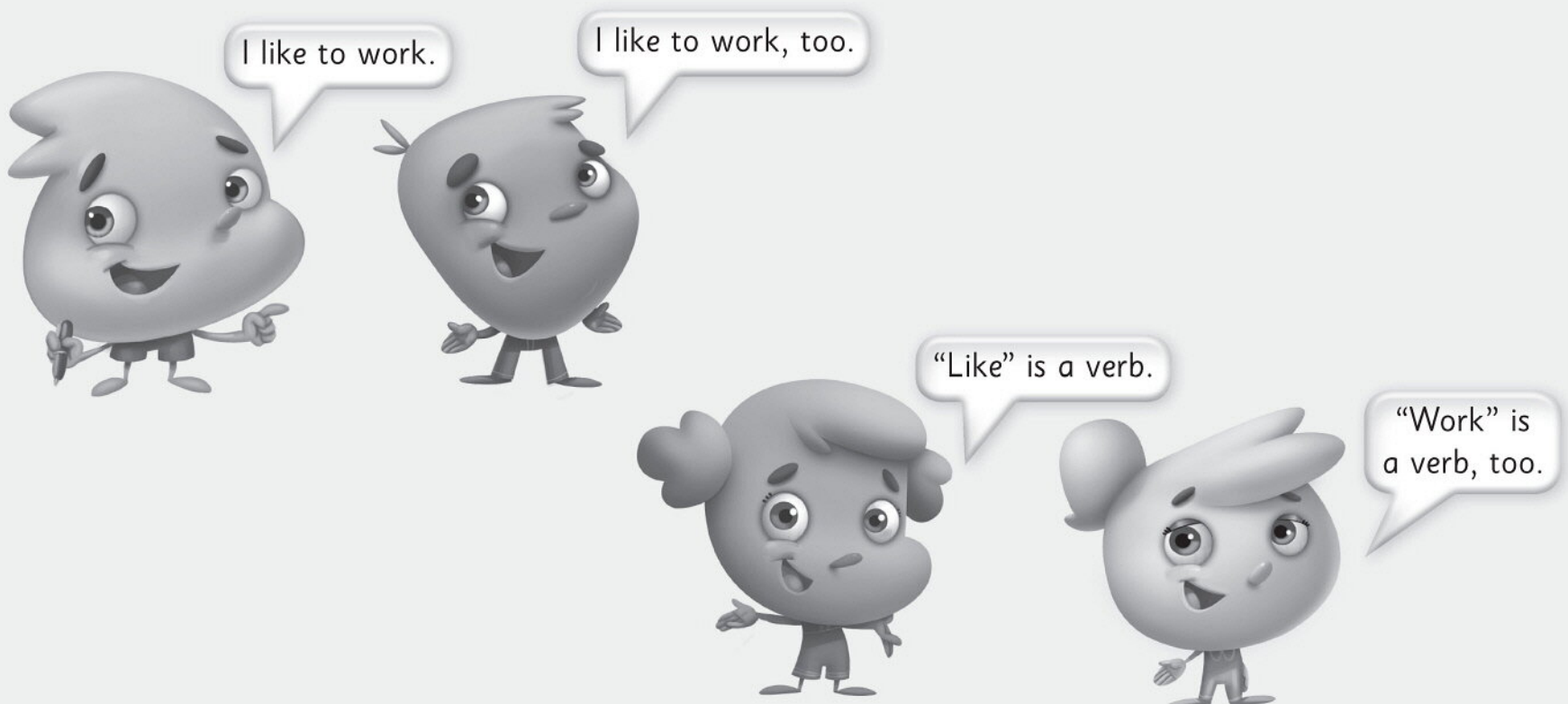
Use graphic organizers like these to organize your ideas before writing.

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?



# Parts of Speech

Part of Speech	Description	Examples
Verb	an action	I <b>like</b> to <b>work</b> . She <b>is singing</b> .
Noun	a person, place, or thing	<b>Tim</b> is my <b>friend</b> . The <b>school</b> is in <b>London</b> .
Adjective	describes a noun	I have <b>two</b> trees. The trees are <b>big</b> .
Adverb	describes a verb, an adjective, or an adverb	Jen runs <b>quickly</b> . Meg works <b>quietly</b> .
Pronoun	replaces a noun	<b>She</b> wants a snack. <b>It</b> looks great!
Preposition	links a noun to a location or to another word	The bookstore is <b>up</b> the street. We went to school <b>on</b> Monday.
Conjunction	joins parts of sentences or words	I like fruit, <b>and</b> I like vegetables. I like fruit, <b>but</b> I don't like vegetables.



# Regular and Irregular Verbs

## Learn Regular Verbs

Most verbs are regular. Add *-ed* to form the past tense of regular verbs.

We **walked** to the park.  
John **created** a new story.

## Learn Irregular Verbs

Some verbs are irregular. We don't use *-ed* to form the past tense. We have to learn the past tense form of each verb. For tenses such as the present perfect, you have to learn the past participle form.

Base Verb	Simple Past	Past Participle
be	was, were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

Base Verb	Simple Past	Past Participle
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



# Verb Tenses

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## Present

### Learn Simple Present

Use the simple present for things that happen regularly.

I **eat** dinner at 6 p.m.  
She **plays** basketball.

### Learn Present Continuous

Use the present continuous for things that are happening right now or to talk about future plans.

He **is playing** the violin.  
They **are going** to Paris next year.

### Learn Present Perfect

Use the present perfect for past experiences, past actions that continue to the present, or actions that happened at an unknown time.

I **have thrown** a baseball.  
She **has lived** here for a long time.  
They **have never visited** a volcano.

## Past

### Learn Simple Past

Use the simple past for things that happened in the past, especially at a specific time.

He **played** tennis yesterday.  
They **went** to a concert last night.

### Learn Past Continuous

Use the past continuous for what was going on during a time in the past.

I **was eating** breakfast.  
She **was playing** in the park.

## Future

### Learn Simple Future

Use the simple future for future facts, plans to do something, or predictions.

I **will eat** dinner at 6 p.m.  
He **will play** soccer tomorrow.  
They **will win** the game.

# Conditionals

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### Learn Present Real Conditional

Use the present real conditional for something that happens and causes another thing to happen.

**If I am hungry**, I **eat** a snack.  
**When she is bored**, she **plays** a game.

### Learn Future Real Conditional

Use the future real conditional for future possibilities and what will happen as a result.

**If I go** to the store, I **will buy** some snacks.  
**If he visits** the museum, he **will see** exhibits.

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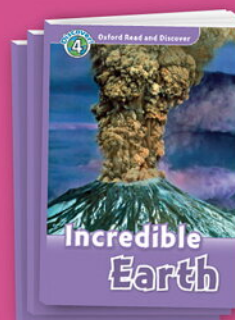
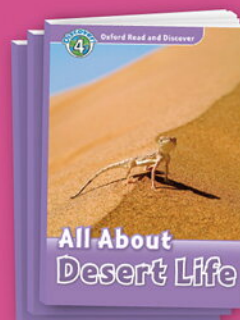
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