



Oxford Discover

Workbook

5



Extended Grammar

Student's
Writing Resource

June Schwartz

OXFORD

Oxford Discover

Workbook **5**

June Schwartz

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BIG QUESTION 1

Why do we protect animals?

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 Match the words and pictures or definitions.

1 elephant bird

a

not existing anymore

2 species

b



3 quagga

c

continue to live

4 woolly mammoth

d



5 habitat

e

use in an unfair way

6 extinct

f



7 dodo

g

natural home of an animal

8 survive

h

similar group of living things

9 sea wolf

i



10 exploit

j

safe place for animals

11 endangered

k



12 sanctuary

l

in danger of being extinct

B Circle the correct answer.

- 1 There are no more woolly mammoths because they are _____ .
a survive
b quagga
c **extinct**
d habitat
- 2 A _____ looked like a zebra with stripes on the front of its body.
a dodo
b quagga
c habitat
d sanctuary
- 3 _____ was an animal with two legs that could not fly.
a An elephant bird
b A species
c A sea wolf
d A woolly mammoth
- 4 The natural _____ of an animal is where it lives.
a endangered
b species
c habitat
d exploit
- 5 A _____ was a bird that could not fly.
a woolly mammoth
b dodo
c quagga
d sea wolf
- 6 A _____ was an animal that didn't live on land.
a quagga
b woolly mammoth
c dodo
d sea wolf

C Write the missing word.

exploit survive endangered species woolly mammoth sanctuary

- 1 When we **exploit** animals, we use them in unfair ways.
- 2 There are many different _____ of birds.
- 3 We need to protect animals so that they can _____ .
- 4 Animals that are _____ might become extinct if we don't protect them.
- 5 The _____ is extinct now. It was related to the elephant.
- 6 A _____ is a safe place for animals to live.



A Read the article. Why do elephants need our help?

B Read the article again. When you read, think about the author's purpose. What does she want you to learn?

Elephants in Danger



Woolly mammoth

Have you ever seen a **woolly mammoth**? Maybe you have seen one in a book or movie, but you've never seen a real one. Why?

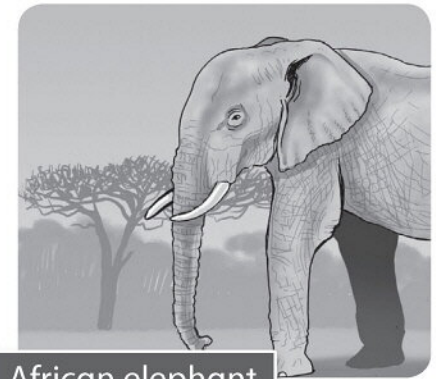
Because they became extinct about 4,000 years ago. However, you can see its modern-day relative, the elephant.

Elephants are the largest living animals on land. They can weigh about 7,000 kg and be 4 meters high. There are two **species** of elephants—Asian elephants and African elephants. The two species look a little different. An African elephant's ear is big and floppy. It looks like a map of Africa! An Asian elephant's ear is smaller. The shape looks like a map of India!

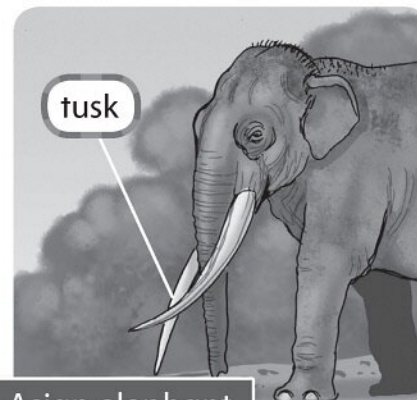
All elephants eat plants. They eat grasses, leaves, fruit, branches, and tree bark. An elephant can eat about 200 kg of food in a day!

Elephants are very intelligent and sensitive animals. They live in family groups. Different families of elephants meet to socialize. Elephants communicate over long distances with very low sounds. People can't hear them!

The sad news about elephants is that they are **endangered**, or in danger of becoming extinct. The numbers of elephants has been decreasing for many years. Elephants still live in some parts of Africa and Asia, but they have disappeared from West Asia, Java, and most of China.



African elephant



Asian elephant

Why are elephants disappearing? One reason is that people have been **exploiting** elephants for their ivory tusks. Another reason is that people have been destroying

the elephants' **habitat** to use the land.

Many environmental groups have been working to stop people from killing elephants for ivory and to stop people from selling and buying ivory. People have built **sanctuaries**, or protected areas, for elephants to live in safely. We have to protect elephants if we want them to survive. We don't want them to become **extinct** like the woolly mammoths.

Think

What does the author want you to learn?

Comprehension

A Circle the sentences that tell why the author wrote the story.

- 1 The author thinks it is sad that elephants may become extinct.
- 2 The author thinks it is important to kill elephants for ivory.
- 3 The author thinks it is important to protect endangered animals.
- 4 The author wants you to learn about elephants so that you will care about them.
- 5 The author thinks it is okay for elephants to become extinct.

B Choose the correct answer.

- 1 Why do people kill elephants?
 - a Elephants eat too many plants.
 - b People want to protect the land.
 - c People want to get ivory tusks.
 - d Elephants communicate with low sounds.
- 2 What is one thing that environmental groups do NOT do?
 - a They try to protect elephants.
 - b They try to change elephant habitats.
 - c They try to stop people from selling ivory.
 - d They try to stop people from buying ivory.

C Why is it important to protect elephants in Asia and Africa?

D **Words in Context** Fill in the blanks.

existed eventually mammals suffered atmosphere rare

- 1 Many reptiles, birds, and _____ have become extinct.
- 2 Woolly mammoths _____ more than 4,000 years ago, but now they're extinct.
- 3 Changes in the _____ can cause changes in climate and habitats.
- 4 Elephants have _____ from people exploiting them for their tusks.
- 5 Soon it may be _____ to see any elephants. _____ they may become extinct.

Grammar in Use

A Study the grammar.



Learn Present Perfect and Present Perfect Continuous

Present Perfect

- Have you ever seen a woolly mammoth?
- You've never seen a real mammoth.
- I have learned a lot about animals.
- She has written two books about wildlife.
- We have never gone to that wildlife sanctuary.
- They have read books about elephants.

Present Perfect Continuous

- People have been exploiting elephants for many years.
- I have been learning about elephants this week in school.
- He has been writing a new book about elephants.
- We have been going to the wildlife sanctuary every Saturday.
- They have been reading about elephants for their wildlife project.

Tip

you have = you've
 they have = they've
 I have = I've
 she has = she's
 he has = he's
 we have = we've

B Change the verbs. Fill in the chart.

	Present	Present Perfect	Present Perfect Continuous
1	She plays.	She has played.	She has been playing.
2	I play.	I have played.	I have been playing.
3	They learn.		
4	We travel.		
5	You talk.		
6	He eats.		
7	I walk.		
8	She listens.		

C Fill in the blanks.

has been playing has been traveling have been studying has played
has traveled have studied



Angie _____ soccer for one hour.



Didi _____ to many places in his life.



Angie _____ soccer a lot this week.



They _____ math for two hours.



Didi _____ since last week.



They _____ everything they need to know for the test.

D Write a reason. Use the present perfect continuous.

1 Amity is very tired.

2 Gil's hands are cold.

3 Eliza is bored.

Word Study

A Fill in the chart. Add or take away the suffix *-able*.

	NOUN or VERB	ADJECTIVE
1	depend	
2		adjustable
3		excitable
4	adore	
5		preventable
6	solve	
7	comfort	
8		avoidable

B Fill in the blanks. Use all the words in **A**.

- I like to prevent problems before they happen.
Many problems are _____.
- My new chair is very _____. I need that _____ when I am tired.
- I hope I can _____ on you to get the job done.
I need someone very _____ for this work.
- I bought _____ shelves so I can put more books on them.
Can you help me _____ them?
- The zoo's baby bear is _____. The children _____ watching it play.
- Most fights are _____. If you talk about a problem, you can _____ getting into a fight.
- My dog is very _____. Every sound _____ him.
- I could not _____ that puzzle. I don't think that puzzle is _____.



Writing Study

A Write a check (✓) next to a full sentence. Write an ✕ next to a fragment. Then fix the fragment.

- 1 Elephants still in some parts of Africa. ✕ They have disappeared from West Asia. ✓

Elephants still live in some parts of Africa.

- 2 I want to help to save elephants. Going to write letters.

- 3 Environmental groups working hard. They are stopping people from killing elephants.

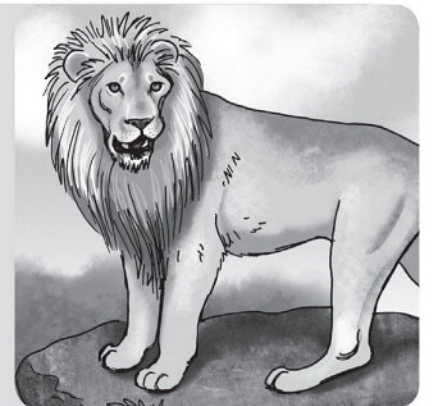
- 4 The woolly mammoths the elephants' relatives. Elephants are facing some of the same problems today.

- 5 They trying to save the elephants' habitat. They don't want elephants to become extinct.

- 6 People have been selling ivory. I never seen anything made of ivory.

B Write a paragraph. Make sure to use full sentences. Use examples of present perfect and present perfect progressive. Remember to use present perfect progressive when something is still happening.

We have been learning a lot in this book about protecting animals. We have read about elephants. Next we will learn about lions. We have been thinking about the question, Why do we protect animals? You have seen a lot of examples of reasons that elephants need people to protect them. What other animals have you been thinking about? Have you ever seen those animals?



Words

A Look at the clues. Complete the crossword.

diverse identify tracker protect naturalist poaching
damaged conservation preservation inspire population reserve

Across

- 1 Environmental groups try to _____ animals.
- 2 A _____ is someone who studies living things.
- 3 When we save a habitat, we are practicing _____.
- 4 A _____ is a protected area for wildlife.
- 5 We need to find out, or _____, what the problem is.
- 6 The _____ of elephants is getting smaller.

Down

- 7 A person trained to find animals is a _____.
- 8 There are many kinds of animals. Wildlife is _____.
- 9 _____ of endangered animals is important.
- 10 A habitat can be _____ by changes in climate.
- 11 A good idea can _____ another person to do something.
- 12 _____ is the illegal killing of animals.

B Fill in the letters.

- 1 d _____ e
- 2 ___ a m _____ d
- 3 ___ r _____ e r
- 4 _____ n s _____ i o n
- 5 i n _____ i _____ e
- 6 p ___ p _____ n
- 7 p r _____
- 8 p r e _____



C Match the questions and answers.

- | | | |
|--|---|---|
| 1 What does a naturalist do? | ● | ● a damaged |
| 2 What is the population of a country? | ● | ● b He or she studies different plants and animals. |
| 3 What is another word for "broken"? | ● | ● c diverse |
| 4 What do you do when you say the name of something? | ● | ● d It is the number of people who live there. |
| 5 What does a tracker do? | ● | ● e You identify it. |
| 6 What word describes a place with many different kinds of plants and animals? | ● | ● f He or she finds animals. |

D Fill in the blanks. Use the words from **A**.



This man's job is to identify animal tracks so that he can find out where the animals live. He is called a _____. He is trying to find out if anyone has been _____ animals. He also wants to know if their habitat has been _____. People will use this information to _____ these animals.



This is a _____ on a _____. He is interested in the _____ of the land and the _____ of wildlife. He wants to study the _____ wildlife that lives here. Now he is learning to _____ birds. There is a large _____ of birds on this reserve. Watching birds _____ him to learn more about them.

A Read the story. How does Ana inspire people?

B Read the story again. Remember: Re-read sentences to monitor your understanding.

Ana and the African Lions

Ana was excited. Her family was going to a restaurant with an African theme. The owner was a **naturalist** who collected animal shells and bones. Ana saw beautiful shells and feathers decorating the walls. But then she saw a lion's head hanging on the wall. The owner, Mr. Tate, came over.

"That's my African lion."

"Did you kill that lion?" Ana asked. "I thought you were a naturalist!"

"I am," he laughed. "I love studying animals. I didn't kill it. But I did buy it. A lot of people buy lion trophies here. Do you like it?"

Ana didn't say anything.

"I'm sorry that you're upset," he said kindly. "You can eat in the other room."

That night, Ana went to her computer and read about lions for a long time. Then she made a poster.

Ana sent the poster to Mr. Tate. She went back to the restaurant with her family a few days later.

"Ana," said Mr. Tate.

"I got your poster. I'm sorry, but I don't want to take down the lion. My customers love it!"

Ana stared at him. "But lions might become extinct. May I put up the poster I sent you?"

"OK." He smiled. "You may put up your poster for a few days."

Help the African Lion!

The lion **population** has decreased by almost 50% in the last 20 years. Lions could become extinct! One big problem is lion **poaching**. We need to stop killing lions for trophies. We also need to add the African lion to the endangered list. This will make it easier to **protect** lions. **YOU CAN HELP!** Write a letter! Find out more from this **conservation** organization.

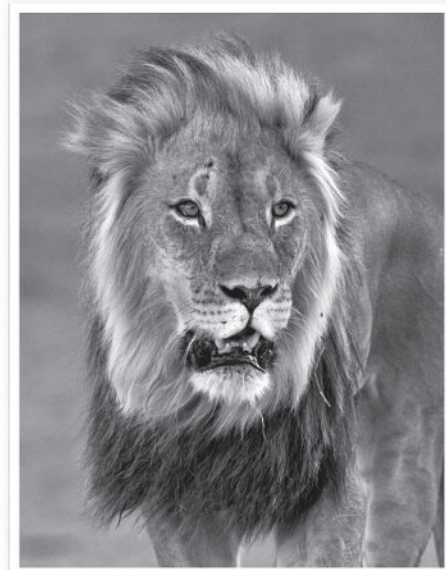
Friends of the African Lion

The next week, Ana went back to the restaurant and saw Mr. Tate.

"Hello, Ana! I'm glad to see you. My customers have seen your poster, and they've been talking about it. You have **inspired** some of them to write letters. Now they don't want my African lion on the wall. I've decided to take it down. Do you know what I want to do?"

"What?"

"I want to get my money back and give it to that conservation organization on your poster. You have inspired me, too!"



Think

What does Ana's poster tell people?

Understand

Comprehension

A Monitor and clarify by re-reading. Circle *True* or *False*.

- | | | | |
|---|--|---|---|
| 1 | The restaurant owner was a poacher. | T | F |
| 2 | The customers were not interested in the poster. | T | F |
| 3 | The customers were talking about the information in the poster. | T | F |
| 4 | Lion populations have decreased. | T | F |
| 5 | Lions could become extinct. | T | F |
| 6 | People in the U.S. do not buy trophies. | T | F |
| 7 | No customers wrote letters about protecting lions. | T | F |
| 8 | Mr. Tate decided to give money to the conservation organization. | T | F |

B Why did Mr. Tate change his mind and decide to take the lion trophy down from the wall?

C **Words in Context** Fill in the blanks.

jungle wildlife hunters injuries mission National Park

1



A lot of _____ lives in the _____.

2



Jim Corbett's _____ was the preservation of tigers. Corbett _____ was named after him.

3



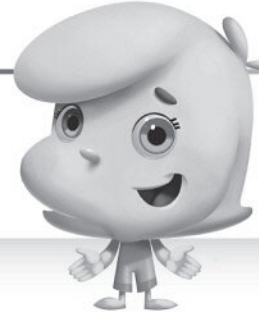
Poachers are _____ that kill animals illegally.

4



Animals in the wild can have _____ that make it hard to hunt for food.

Grammar in Use



A Study the grammar.

Learn Review of Tenses

Simple Present	The lion eats the meat.
Present Continuous	The lion is eating the meat.
Simple past	The lion ate the meat.
Present perfect	The lion has eaten the meat.

Tip
has not = hasn't
have not = haven't

B Unscramble the sentences.

1 has / the / flute / played / She / 1972 / since

2 played / have / They / for / 14 / soccer / years

3 has / Sara / about / written / protecting / a / letter / lions

4 organization / to / has / animals / done / a / lot / The / help

5 at / They / the / looked / information / haven't

6 hasn't / written / protecting / dolphins / letters / about / He

7 We / ten / have / years / friends / been / for

C Change the verbs to write a sentence using present perfect.

1 Daniel travels to Africa to see lions.

Daniel has traveled to Africa to see lions.

2 Trackers identify the homes of animals.

3 Conservation organizations protect African lions.

4 Alice doesn't work for that organization.

5 I don't write letters about animal protection.

D Read. Write two sentences with present perfect. Use *for* and *since*. Use the verb in bold.



Tom moved to this house in 2009. It's 2014 now. He still **lives** here.

1 **Tom has lived in this house since 2009.**

2 **Tom has lived in this house for five years.**



Sue started **studying** English eight years ago, in 2006. She still **studies** English.

3 _____

4 _____



Killing elephants for ivory **is** illegal in many places. It became illegal in 1989, more than 20 years ago.

5 _____

6 _____



Maria and Alex **traveled** to Africa. Their last trip was in 2008, six years ago. They don't travel there anymore.

7 _____

8 _____

Word Study

A Write the synonym.

starving bright timid tale error preserve provide injure

- 1 mistake _____ **error** _____
- 2 supply _____
- 3 brilliant _____
- 4 hurt _____
- 5 shy _____
- 6 hungry _____
- 7 story _____
- 8 save _____

B Answer the questions. Use synonyms for the circled words.

- 1 What animal habitats do you want to **preserve**?

I want to save elephant habitats.

- 2 What does an animal need to do if it is **starving**?

- 3 Are you timid or brave about telling **tales**?

- 4 Which one is **brighter**, the sun or the moon?

- 5 What do people need to **supply** for animals that are injured?

- 6 What can happen if a hunter makes an **error**?

- 7 When do you feel **shy**?

- 8 What does your school **provide** for you on the first day of school?

Writing Study

A Fill in the chart. Use irregular verbs in the present tense and the past tense.

	Present	Past
1		saw
2	hear	
3		felt
4	leave	
5		did
6	sell	
7		stood
8	write	
9		caught
10	give	

B Fill in the blanks with words from **A**.

- 1 She _____ a great movie.
- 2 He _____ sad when his mom left.
- 3 We _____ a loud sound.
- 4 I _____ all my homework.
- 5 She _____ the house in the morning.
- 6 They _____ a lot of lemonade.
- 7 You _____ a beautiful story!
- 8 I _____ a fish!
- 9 She _____ on the corner for a long time.
- 10 We _____ the boy a present.

C Write a paragraph. Use irregular verbs and present perfect.

I have learned a lot about animals in this unit. I have already studied a lot about the animals, and now I want to study more. The other day I saw a beautiful picture of a lion. I have learned to write good stories this year, so yesterday I wrote a story about an African lion. Then I drew my own picture.



Writing

A Read this e-mail and label it.

From: Ana Kisemo
To: Fish and Wildlife Service
Subject: Put African lions on the endangered list

Dear Sir or Madam,

I am writing because I am worried about African lions. Their population has decreased in the last 20 years. Now there are only half the lions there were 20 years ago!

One of the biggest problems is that people kill lions to make lion trophies. Last Tuesday, I saw a lion trophy on the wall of a restaurant. I have learned a lot about African lions since last week. One thing I learned was that people in the United States buy a lot of trophies. Hunters and poachers are killing lions in Africa because people in the U.S. want to hang them on their walls! I think this is wrong, and it is very dangerous for the lions!

Conservation groups want the African lion on the list of endangered animals in the U.S. Then people can't bring lion trophies unto the U.S. Hunters in Africa will stop killing so many lions if they can't sell them for trophies.

Please help the African lions! Please add them to the endangered list.

Best wishes,

Ana Kisemo



B Match.

- | | | | |
|--------------|-----------------------|-----------------------|--|
| 1 salutation | <input type="radio"/> | <input type="radio"/> | a This is where Ana tells about the African lion. |
| 2 body | <input type="radio"/> | <input type="radio"/> | b This is where Ana signs her name. |
| 3 closing | <input type="radio"/> | <input type="radio"/> | c This part starts with the word "Dear." |
| 4 signature | <input type="radio"/> | <input type="radio"/> | d This part says "Best wishes." |

Write an E-mail

- A** You're going to write an e-mail. Brainstorm your ideas for an e-mail about protecting animals in the chart below.

Animal	Problem

- B** Outline your ideas by filling in the chart

Topic:	
Detail 1:	Detail 2:
Detail 3:	Detail 4:
Conclusion:	

- C** Now write the first draft of your e-mail in your notebook.

D My Writing Checklist

Did you...

- | | |
|---|--|
| <input type="checkbox"/> start with a salutation? | <input type="checkbox"/> explain what you want the reader to do? |
| <input type="checkbox"/> make a clear statement in the first paragraph? | <input type="checkbox"/> choose a friendly closing? |
| <input type="checkbox"/> organize your information and give reasons for why you're writing? | <input type="checkbox"/> read and revise? |

- E** Now write the final draft of your e-mail in your notebook.

What have you learned?

Review

A Label the pictures.

a sea wolf a woolly mammoth a quagga
a dodo an elephant bird



1 _____



2 _____



3 _____



4 _____



5 _____

B Fill in the blanks in the paragraph.

extinct species habitat endangered eventually
existed exploited mission survive population

There are two _____¹ of elephants, the Asian elephant and the African elephant. Both species are _____², which means they are in danger. The _____³ is getting smaller. _____⁴ they could become _____⁵, like their relatives the mammoths. Mammoths _____⁶ 4,000 years ago. People have _____⁷ elephants for their tusks. Their _____⁸ has also suffered. Conservation organizations want to help elephants _____⁹.



BIG QUESTION 1

Why do we protect animals?

C Circle True or False.

- | | | |
|---|---|---|
| 1 The word <i>diverse</i> means only one kind. | T | F |
| 2 A <i>sanctuary</i> and a <i>reserve</i> are both places that help <i>protect</i> animals. | T | F |
| 3 <i>Damaged</i> and <i>hurt</i> are synonyms. | T | F |
| 4 <i>Mammals</i> can't live in jungles. | T | F |
| 5 <i>Naturalists</i> study living things. | T | F |
| 6 <i>Poaching</i> means illegal killing by hunters. | T | F |
| 7 To feel timid means to feel <i>shy</i> . | T | F |
| 8 <i>Conservation</i> and <i>preservation</i> are two words that mean <i>damaging</i> the habitat of animals. | T | F |
| 9 To <i>preserve</i> a habitat means to <i>hurt</i> it. | T | F |
| 10 To <i>inspire</i> means to <i>injure</i> . | T | F |

D Change the irregular verbs in the box. Fill in the blanks.

see hear feel sell write catch

Poachers have been killing lions. They have made lion trophies and they have _____¹ **sold** them. I _____² a trophy, and I _____³ so sad. Then I _____⁴ about an organization that has helped to catch poachers. I _____⁵ a letter to stop people from killing lions. I hope that the organization has _____⁶ a lot of poachers.

E Write sentences about endangered animals. Use at least six words from pages 2 and 10.



BIG QUESTION 2

What are teeth for?

Think and write.

What do you know?

What do you want to know?

UNIT 3

Get Ready

Words

A Write the words in three categories.

incisor canine molar carnivore herbivore
omnivore slice grip crush cavity gums jaw

Words for Types of Animals



1 _____

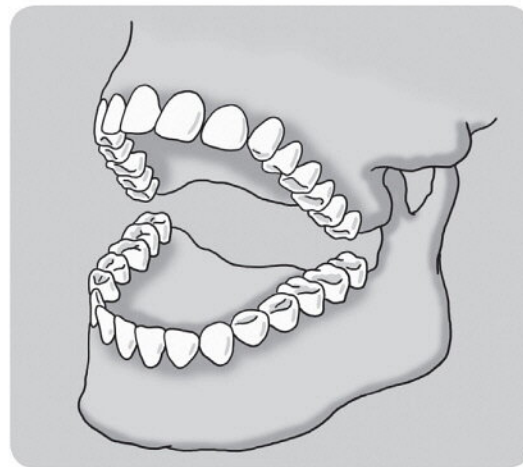


2 _____



3 _____

Words That Describe the Teeth and Mouth



4 _____

7 _____

5 _____

8 _____

6 _____

9 _____

Words That Tell What Teeth and Jaws Do

10 _____

11 _____

12 _____

B Circle the correct answer.

- 1 We have eight of these teeth. They are the first teeth to help us bite.
a carnivores
b jaws
c molars
d incisors
- 2 This is an animal that eats only plants.
a herbivore
b carnivore
c omnivore
d molar
- 3 These teeth help you to crush and grind your food.
a carnivores
b omnivores
c molars
d gums
- 4 This part of your mouth holds your teeth inside your mouth.
a jaw
b gums
c cavity
d molar
- 5 This is the part of your mouth that opens and closes.
a canine
b molar
c jaw
d incisor
- 6 If your hands are full, you can do this with your teeth to hold something else.
a slice
b crush
c grip
d jaw
- 7 This is a hole in a tooth.
a cavity
b molar
c incisor
d jaw
- 8 A tiger can use its teeth like a knife to do this.
a slice
b gums
c crush
d grip

C Complete the sentences with words from **A**

- 1 You have eight _____. They help you _____ your food.
- 2 Your _____ are flat on top. They help you _____ and _____ your food.
- 3 When you open your _____, the dentist can see your teeth.
- 4 Tigers have sharp _____, which help them rip apart food.
- 5 Tigers, lions, and leopards eat meat. They are _____.
- 6 Cows, rabbits, and sheep eat only foods from plants. They are _____.
- 7 Many people eat meat, vegetables, and fruit. They are _____.
- 8 You need to have healthy _____ and teeth. You don't want to get a _____.

- A** Read the article. What different kinds of teeth help animals eat?
- B** Read the article again. As you read, look for details about the senses (sight, hearing, touch, taste, smell).

How Different Animals Eat

What have you eaten today? People eat foods that come from plants, and they also eat foods that come from animals. We are **omnivores** because we can eat all kinds of food.



Humans have 32 teeth. They start to grow out of our **gums** in the first year of life. In the front of our mouths are our **incisors**, our eight front teeth—four on top and four on the bottom.

These teeth help us to **slice** our food. We use our incisors when we bite into an apple, and our **jaws** help us to **grip** the food. Next to our incisors are our four canines, two on top and two on the bottom. These teeth help us to tear the food, which helps us to break it into smaller pieces. Next are the **molars**. They have a round shape and flat top. This shape helps us to grind and **crush** the food. When we bite into a delicious treat or munch on a snack, all of our teeth help us slice, crush, and grind.

Carnivores, eat mostly meat. Their canines are very long and sharp, so they can grip and kill the animals they catch.

Think

What senses do these details make you think about?



Without sharp canines, they wouldn't be able to hunt animals for their food. The molars of carnivores are also sharp. Sharp molars help them cut and tear the meat as they eat it.

Herbivores do not have long sharp canines, and their molars are flat like ours are. They do not need sharp molars like carnivores do. Some herbivores, like horses and sheep, have a lot more molars than we do, and no canines. They need all those molars so they can grind and crush the plant foods they eat.

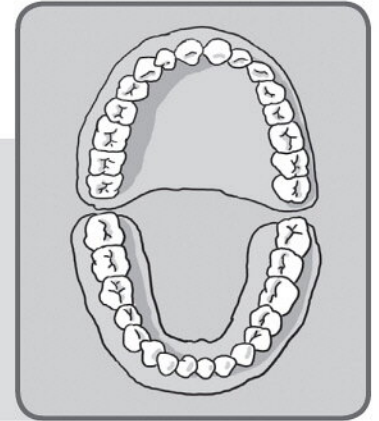
Our teeth and jaws are very similar to the teeth and jaws of gorillas and other apes. Most apes are herbivores. They eat plant foods like fruit, flowers, seeds, and leaves. Some kinds of chimpanzees also eat a little meat. That makes them omnivores. All animals with teeth—carnivores, herbivores, and omnivores—must have healthy teeth and gums to be able to eat!

Understand

Comprehension

- A** Re-read these sentences from the reading. Write two phrases that give details about sight, hearing, taste, touch, or smell.

Next are the premolars and molars. They have a round shape and flat top. This shape helps us to grind and crush the food. When we bite into a delicious treat or munch on a snack, all of our teeth help us slice, crush, and grind.



- B** Circle the correct answer.

- Why are we similar to herbivores?
 - Our molars are flat.
 - We only eat plants.
 - We have long, sharp canines.
 - We do not have any canine teeth.
- How do our molars help us eat?
 - They help us bite into food and slice it.
 - The sharp, thin shape helps us to chew.
 - They only help us to eat meat.
 - The flat surface helps us to crush and grind food.

- C** Why do animals need different kinds of teeth?

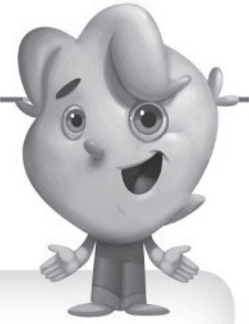
- D** **Words in Context** Read the paragraph. Fill in the blanks.

detective dental gravity fillings treats munching



I was at the dentist. I was scared when the dentist gave me a serious look. Then he said, with _____¹, "You are going to need a lot of _____² work. I do not have to be a _____³ to see that you have been _____⁴ on a lot of sweet _____⁵. You have three cavities in your teeth, and you must get _____⁶ in all of them.

Grammar in Use



A Study the grammar.

Learn Modals of Ability

Past	Present	Future
<ul style="list-style-type: none"> Last Tuesday, my gums were fine, and I could eat everything. My teeth hurt and I couldn't eat anything. 	<ul style="list-style-type: none"> Today, my gums feel better, so now I can chew. I can't chew hard foods today because my gums hurt. 	<ul style="list-style-type: none"> Tomorrow, my gums will be fine, and I will be able to eat almost everything. I won't be able to eat nuts until my mouth feels better.

B Fill in the chart. Use *could*, *couldn't*, *will be able to*, and *won't be able to*.

	Past	Present	Future
1	I could run.	I can run.	I will be able to run.
2		I can't play.	
3		I can work.	
4		I can't talk.	
5		I can cook.	
6		I can't go out.	

C Answer the questions. Use *could* or *couldn't*.

1



Could he talk when he was two years old?

Yes, he could talk when he was two years old.

2



Could she walk when she was one?

3



Could he stand up when he was one?

4



Could she write her name when she was four?

D Complete the sentences.

won't be able to could can couldn't will be able to can't

- 1 I _____ read when I was three. My mother had to read to me.
- 2 I was always good at drawing. I _____ draw a person when I was four.
- 3 I like to ride my bike. I _____ ride it very well.
- 4 I don't feel well today. I _____ go to the park.
- 5 Tomorrow, I _____ eat solid food because I will have a tooth pulled. I will only be able to drink liquids.
- 6 When my little sister gets bigger, she _____ ride a bike.

E Write sentences to describe what they will be able to do when they are older.

1



She will _____

2



3



F Write three sentences about what you could do when you were five years old. Then write three more about what you will be able to do when you are older.

Word Study

A Complete the chart

1	visible	invisible
2		incomplete
3	correct	
4		inaccurate
5	credible	
6		adequate

- 1 All the answers are done. The test is _____.
- 2 I can't see it. It is _____.
- 3 The answers are not right. They are _____.
- 4 Some answers are missing. The test is _____.
- 5 The stars are not _____ because there is too much light.
- 6 The answers are right. They are _____.
- 7 I can't believe it. It is _____.
- 8 The story is believable. It is _____.
- 9 Both answers are correct, but the second is more _____.
- 10 The measurements are not quite right. They are _____.

B Use five of the words above in sentences.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

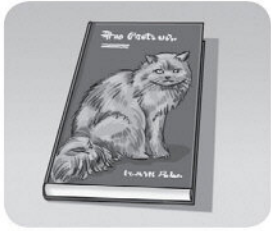
- 5 _____

Writing Study

A Make sentences. Connect each picture to three words or phrases.



1 She is excited about books about cats.



2 He is interested of the roller coaster.



3 I am careful with the scary mask.



4 They are afraid in the dishes.

B Write a paragraph. Describe something you were interested in when you were little. Then describe something you want to do now. Use the words above. Use *will be able to* and *could*.

When I was little I was interested in baseball, but I could not play very well. I was afraid of the ball when it came to me because I was bad at catching it. Now a new team is starting for older kids. I am very excited about the team. I hope I will be able to play. I think I will be good at playing baseball now. I am not afraid of the ball anymore. I have been practicing catching!



Words

A Find the words and phrases.

fang tusk venom shelter dam victim gnaw pierce fend off
wear down lap up create

U	A	F	R	E	C	T	E	Y	Z		A	D	M	B	O
W	G	E	P	R	S	F	S	O	O	N	R	M	I	I	O
N	N	R	Q	T	E	E	U	M	V	I	C	T	I	M	H
S	A	D	L	T	A	N	A	R	E	S		C	U	T	V
L	W	E	A	R		D	O	W	N	L	D	R	S	S	A
K	B	E	P	O	U		C	B	O	E	T	J	Y	G	K
A	R	I		S	M	O	N	O	M	A	D	E	S	A	E
C	K	H	U	L	W	F	A	N	G	B	R	C	R	A	S
Z	F	G	P	N	V	F	S	T	T	P	I	E	R	C	E

B Circle the correct answer.

1 Walrus and elephants both have

_____.

- a fangs
- b shelter
- c prey
- d tusks

3 An animal needs to _____ its enemies.

- a lap up
- b fend off
- c create
- d gnaw

2 Some bats _____ their prey's blood with their tongues.

- a lap up
- b create
- c fend off
- d wear down

4 Fangs are sharp and can _____ animals.

- a gnaw
- b lap up
- c wear down
- d pierce

C Circle a pair of words to complete each sentence.

1 A snake _____ an animal with its _____.

- a pierces / dam
- b pierces / fangs
- c gnaws / venom
- d gnaws / tusk

2 The snake's _____ kills its _____.

- a fang / venom
- b tusk / prey
- c venom / prey
- d fang / dam

3 Beavers _____ through trees. They _____ their teeth, but the teeth grow again.

- a gnaw / wear down
- b wear down / pierce
- c pierce / gnaw
- d gnaw / pierce

4 Beavers use the trees to build a _____ called a lodge. They also create a _____ to protect their home.

- a dam / shelter
- b fang / dam
- c shelter / dam
- d fang / shelter



D Answer the questions. Use full sentences.

1 Tigers and lions have long pointy teeth. What are they called?

2 Elephants do not have fangs. What do they have?

3 What happens when a snake bites?

4 What does a beaver do?

A Read the story. What does Ely find out about a tiger?

B Read the story again. Remember: When you read, look at visual clues. What does the picture tell you about the meaning of words in the story?

Ely and the Tiger

Ely was at the zoo with his mother. They went over to see Honey, the tiger. When they got there, a zookeeper was talking to him.

“Try to eat something, Honey.”

Ely looked inside the cage. One tiger was **lapping** up water, but Honey was not eating or drinking. He kept walking back and forth, opening his jaw and rubbing his face on the bars.

“Why is he doing that?” asked Ely.

“He has a problem with his teeth and gums,” said the zookeeper.

When the tiger opened its mouth, Ely looked at the big **fangs**. They were yellow and the gums looked red and puffy.

“That must be painful,” said Ely. “I didn’t know that tigers could have tooth problems.”

“Yes, they can. This one needs a visit from a dentist! There is an animal agency that does dental work. But we have a problem. They need volunteers to help them. It takes them a long time to help all the animals. Our tiger has to wait.”

Ely couldn’t stop watching the tiger. He felt so bad for him. Before he left the zoo, he asked for the name of the organization.

When Ely went home, he looked at their website.

He learned that many animals can have terrible dental problems. Wild animals that have bad teeth can’t **fend off** enemies or catch and kill their **prey**.



Think

What does the picture tell you about the meaning of *lapping up*?

Tigers in captivity can also **wear down** their teeth by **gnawing** on bars. The organization went to different

countries to do dental work for animals in the wild, and in zoos and circuses. The website also asked for volunteers. Ely told all his friends about Honey the tiger and the organization. They all volunteered to help.

The next day, Ely and the zookeeper arranged a dental visit at the zoo. When the animal dentists came to the zoo, Ely and his friends carried supplies back and forth so that the dentists had more time to work with the animals. Honey got his teeth fixed! That day, Ely decided that he was going to spend his life helping tigers.

Comprehension

A Circle the correct answers.

- 1 What do the picture and the phrase “one tiger was lapping up water” tell you about the meaning of the verb *lapping up*?
 - a *Lapping up* means walking back and forth.
 - b *Lapping up* means not drinking or eating.
 - c *Lapping up* means chewing.
 - d *Lapping up* means drinking with a tongue.
- 2 What did Ely learn about tigers?
 - a Tigers can wear down their teeth gnawing on bars.
 - b Wild animals never have bad teeth.
 - c There are no dentists for large animals.
 - d Wild animals and animals in captivity can have dental problems.
- 3 How did Ely help the tiger?
 - a He wrote to the dental organization.
 - b He watched the tiger and felt bad for it.
 - c He carried supplies to help the animal dentist.
 - d He posted a message on Facebook.

B What kind of animals would you want to help? Why?

C Words in Context Write the missing word.

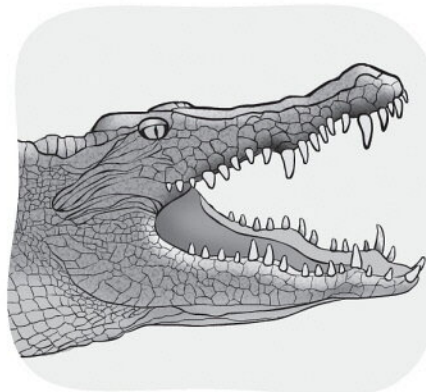
supply powerful intruders sealing toppling lodge

1



This beaver is _____ a tree.
It is going to build a _____ for its family.

2



The crocodile has a _____ jaw with a continuous _____ of sharp teeth.

3



This man is _____ his cabin to keep out animal _____.

Grammar in Use



A Study the grammar.

Learn Modals of Certainty *Must, Has to, Can't and Might*

- Your gums are swollen. That **must** hurt. (You know something is true.)
- You **might** have a cavity. Your teeth have been hurting all day. It **can't** feel good to have a toothache! (You know something is not possible.)

B Write *can't* or *must*.

- 1 The tiger's gums and teeth look very bad. He _____ have a toothache.
- 2 That animal is eating meat. It _____ be a herbivore.
- 3 He is crying. He _____ be very sad.
- 4 Beavers can gnaw through wood. Their teeth _____ be very sharp.
- 5 A snake's venom _____ be very strong because it can kill a person.
- 6 I see snow in the picture. It _____ be summer.

C Unscramble and write two sentences for each picture.

1



girl / wants / all / The / the / sandwiches. / hungry! / has / She /
be / to

2



boy / without / went / outside / jacket. / The / a / mother / must /
His / be / angry.

3



boy / hurt / The / arm / his. / can't / it / to / watch / team / fun / be /
play / game. / a / his

D Read the first sentence. Write a second sentence. Use *must* for 1, 2 and 5. Use *can't* or *might* for 3, 4, and 6.

- 1 There are footprints of a large cat here! The tiger _____

- 2 Her parents both speak English. She _____

- 3 I don't know if apes eat meat. They _____

- 4 Tigers only eat other animals. They _____

- 5 It's raining and she forgot her umbrella. She _____

- 6 I'm not sure where my keys are. They _____

E Read the clues. Complete the sentences.

- | | |
|---|--------------------------|
| 1 I don't eat any other animals. | You can't be a _____. |
| 2 No one can ride on me. | You can't be a _____. |
| 3 My name has more than four letters. | You might be a _____. |
| | Or you might be a _____. |
| 4 My name has five letters. I live on a farm. | You must be a _____. |
| 5 I do not have flat molars. | You can't be a _____. |
| 6 I always eat meat. | You can't be a _____. |
| 7 I am a wild animal. | You might be _____. |
| | Or you might be _____. |
| 8 I have big fangs and a long striped tail. | You must be a _____. |

F Write sentences. Describe something that can't be true, something that must be true, and something that might be true.

- 1 _____

- 2 _____

- 3 _____

Communicate

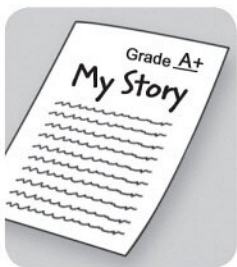
Word Study

A Add or take away *-ment* to form nouns or verbs.

treat + *-ment* = treatment
achieve + *-ment* = achievement
announce + *-ment* = announcement

	Verbs	Nouns
1	assess	assessment
2		entertainment
3	improve	
4	agree	
5		encouragement
6	govern	
7	measure	
8		punish

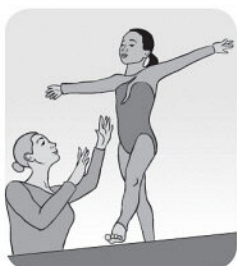
B Complete the sentences. Use the words above.



1 The teacher assigns essays to _____ the students. I hope they do well on the _____.



2 They can't _____ on anything. I hope they can come to an _____.



3 You need to _____ your balance. I want to see some _____ before the competition.



4 I need some kind words and _____. I do better when you _____ me.



5 I want to _____ how tall I am. Can you help me with my _____?



6 The clown is going to _____ the kids at the party. I hope the kids like the _____.

Writing Study

A Change the verbs. Rewrite the sentences to use parallel structure with *-ing*.

1 Nora likes to play. She also likes singing and to act.

Nora likes playing

2 Angie likes running races. She also likes to swim and jogging.

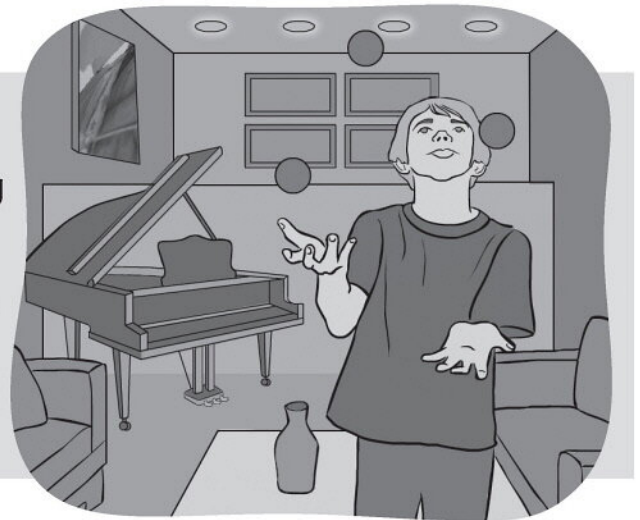
3 My favorite thing is to entertain. I like cooking and to eat with my friends.

4 I enjoy watching movies. I also like to eat popcorn.

5 I like to paint pictures of flowers. I like drawing people, too.

B Write a paragraph about what you like to do or what someone you know likes to do. Use a parallel structure with *-ing* words. Use *must*, *can't*, or words from the chart on page 36.

I love entertaining people. I love playing the piano, singing, and acting in plays. At home I like entertaining my little brother with skits. I also like juggling. I must have a future in entertainment! I hope you will give me a lot of encouragement when I practice. That will help me to improve!



Writing

A Read this report.

Animal Teeth

I have been studying all about animal teeth. I have learned three words that tell what different animals eat. Animals can be carnivores (meat eaters), herbivores (plant eaters), or omnivores (meat and plant eaters).

I have learned about differences in animal teeth. I've read about how the different types of teeth help animals to eat different things.



herbivores

Herbivores

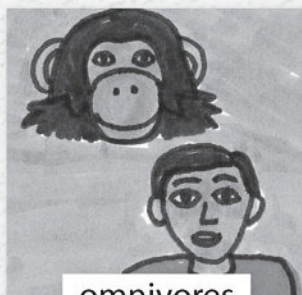
- A horse is an example of a herbivore. Horses usually eat grass, hay, and oats. They have between 36 and 40 teeth. They have small canines, many incisors, and molars.
- A sheep is another example of a herbivore. Sheep usually eat grass or clover. They have 20 teeth. They have small canines.



carnivores

Carnivores

- A tiger is an example of a carnivore. Tigers eat large mammals, like deer, pigs, and antelope. They have 30 teeth. They have sharp canines (fangs) and sharp molars.
- A lion is another example of a carnivore. Lions eat large mammals, like deer and zebras. They have 30 teeth. They have sharp canines (fangs) and sharp molars.



omnivores

Omnivores

- A chimpanzee is an example of an omnivore. Chimpanzees eat fruit, flowers, seeds, and meat. They have 32 teeth. Their molars have flat tops. Their canines are sharp.
- Many humans are also omnivores. People eat meat, vegetables, grains, beans, and fruit. They have 32 teeth. Their molars have flat tops. Their canines are a little bit pointy.

B Write the answers.

1 What is the title of the report?

2 What headings does the student include?

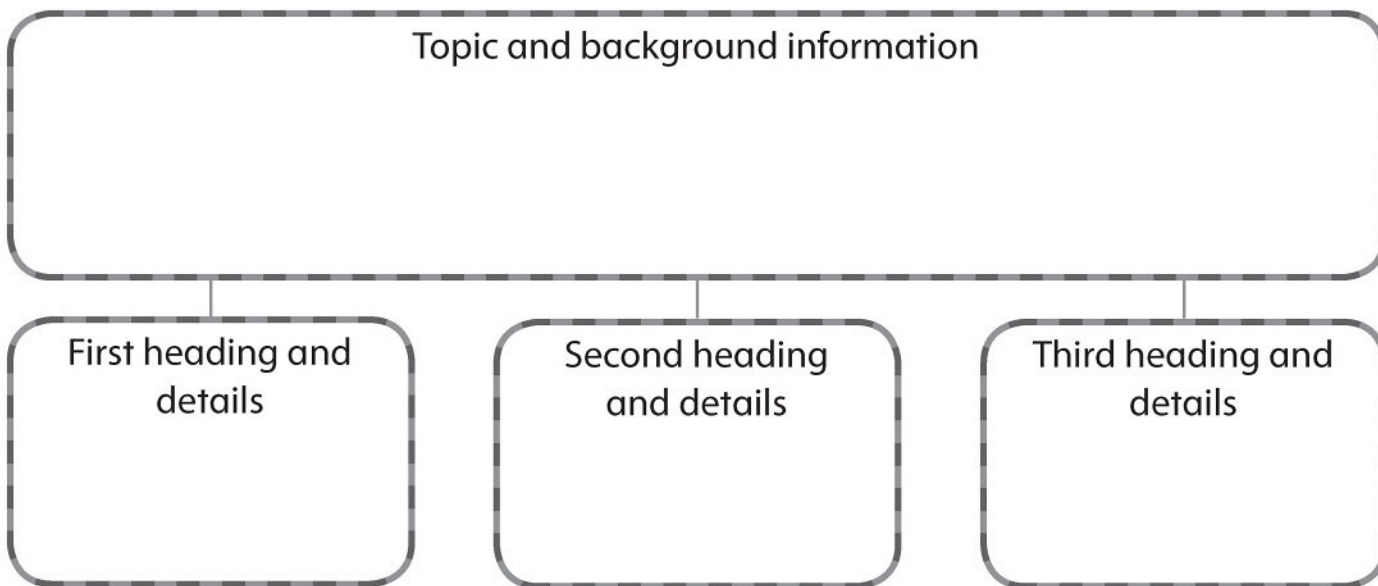
3 What is the purpose of the introduction?

Write a Report

A You're going to write a report about teeth. Brainstorm. Write your ideas in the chart below.

Topics about teeth	

B Outline your ideas by filling in the chart.



C Now write the first draft of your report in your notebook.

D My Writing Checklist

Did you...

- include a title?
- include a complete introduction?
- include headings?
- include enough information?
- organize your ideas?
- include an illustration and caption?
- read and revise?

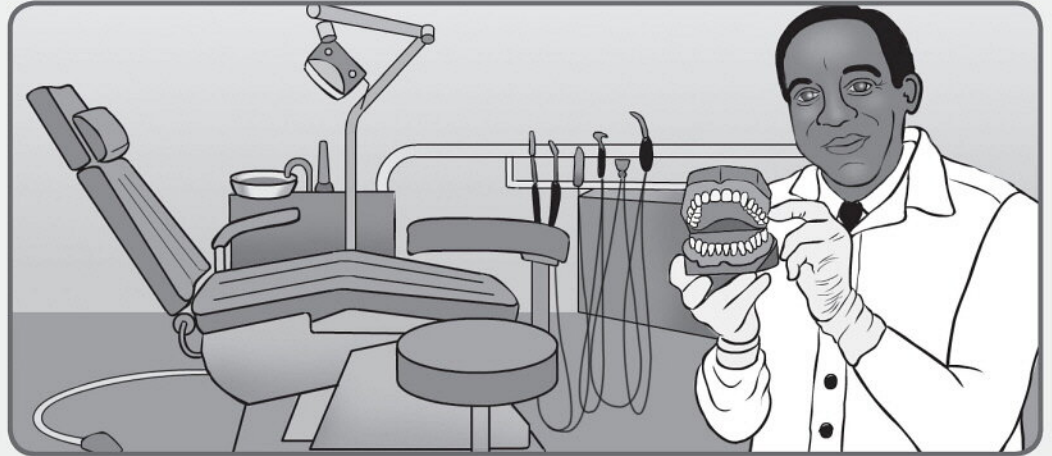
E Now write the final draft of your report in your notebook.

What have you learned?

Review

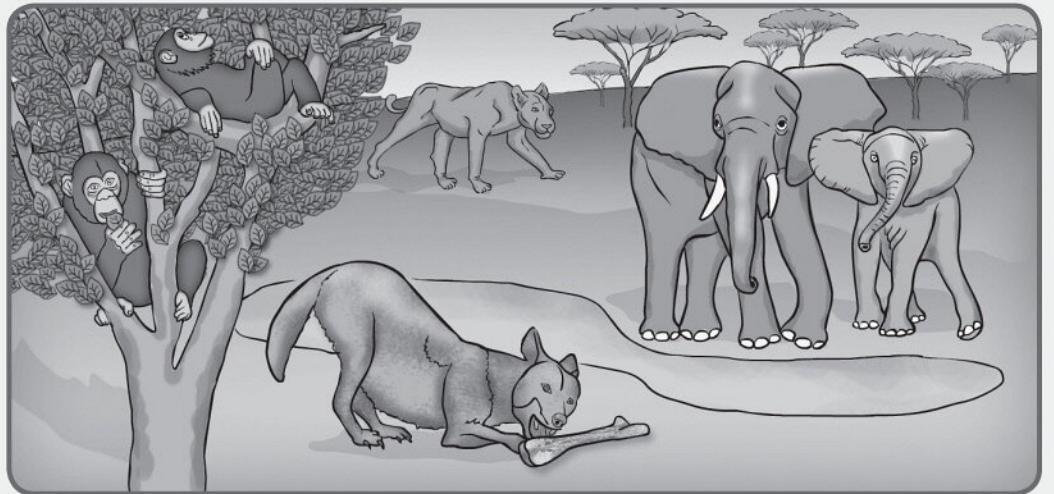
A Describe a trip to the dentist. Use words and phrases from the box.

two cavities gums jaw dental work
two fillings too many treats munching molars



B Tell about the animals in the picture. Use as many words in the box as you can.

fang tusk canine molar carnivore herbivore
grip crush fend off



BIG QUESTION 2

What are teeth for?

C Create your own sentence endings.

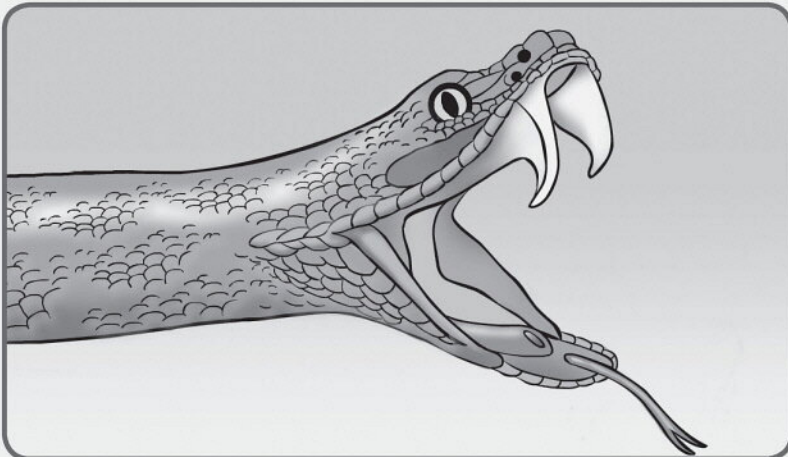
gnaw pierce fend off wear down lap up create slice grip
crush seal



1 The tiger's teeth were hurting. It couldn't _____.



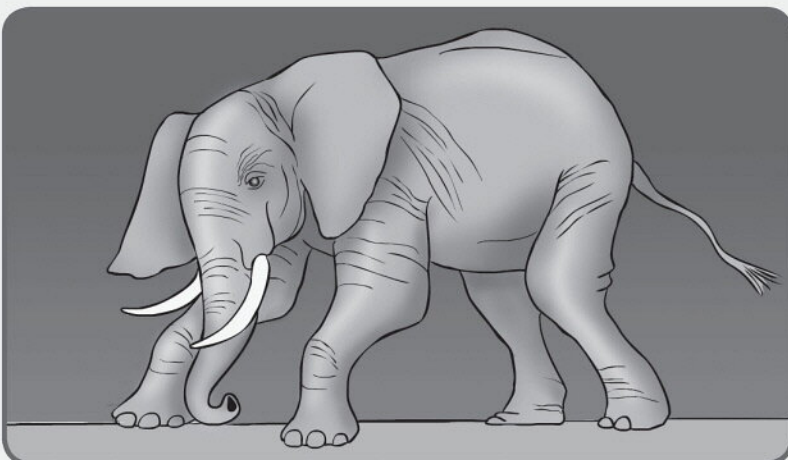
2 My knife was not sharp. I couldn't _____.



3 A snake can _____.



4 A horse doesn't have sharp teeth. It can't _____.



5 The elephant is going to use its tusks. It will be able to _____.



6 The sheep's jaw is not powerful. It won't be able to _____.



BIG QUESTION 3

Why are wheels important?

Think and write.

What do you know?

What do you want to know?

Words

A Match the words and the pictures or definitions.

1 axle

2 spoke

3 transportation

4 rotate

5 rod

6 rim

7 transfer

8 haul

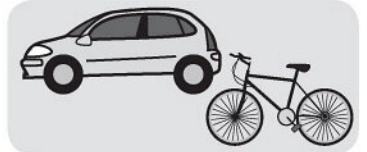
9 traction

10 gear

11 grind

12 technology

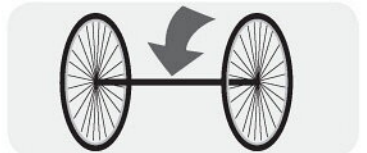
a



b

to pull or carry

c



d

to move or trade places

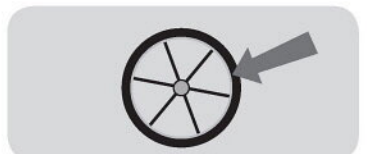
e



f

knowledge used to make hinges

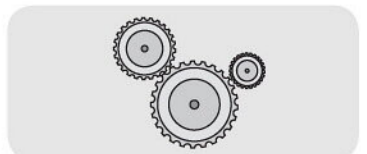
g



h

the grip of the wheel on the road

i



j

to crush and make smaller

k



l

to move in a circle

B Circle the correct answer.

- 1 The six metal rods on the inside of the wheel are the _____ .
a rims **b** spokes **c** transportation **d** gears
- 2 We need to _____ the wheat to make flour.
a rotate **b** transfer **c** grind **d** haul
- 3 The outside part of a wheel is called the _____ .
a spoke **b** rod **c** axle **d** rim
- 4 The wheels _____ on their _____ .
a transfer / rods **b** haul / spokes **c** rotate / axles **d** grind / gears

C Write the missing word.

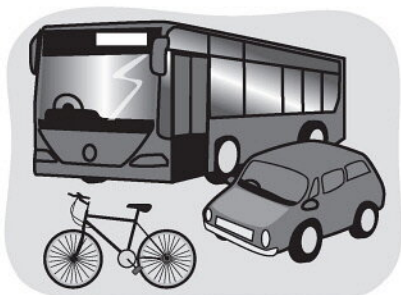
gears grind hauling traction rotate transportation

1



The car lost its _____ when we hit the ice.

2



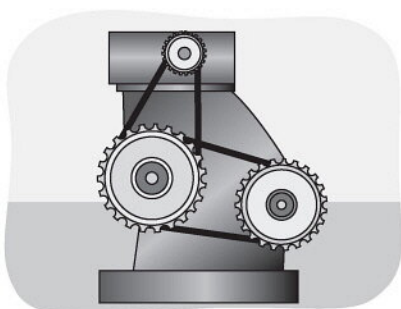
Cars, bicycles, trains, and buses are kinds of _____ .

3



The truck is _____ furniture.

4



A grinding machine is for making flour. The _____ are part of this machine. When they _____ , or move around, they move a belt. This makes the machine _____ the flour.

A Read the article. What are the uses and benefits of bicycles?

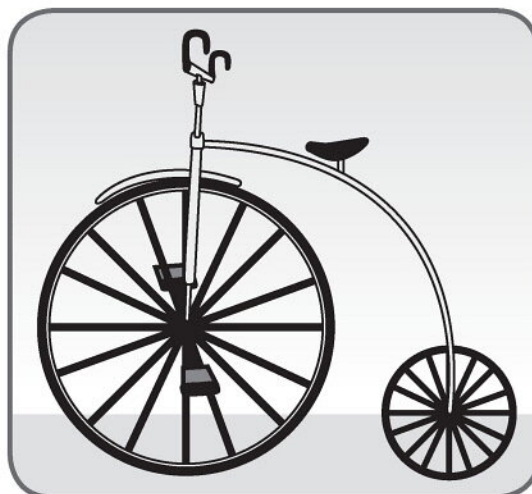
B Read the article again. Remember: You can re-read a sentence or paragraph to help you understand it.

Bicycles: Clean Transportation

Bicycles are one of the most popular forms of **transportation**. There are more than a billion bicycles in the world. People use them for transportation and also for recreation, racing, and to **haul** supplies, letters, or packages.

One of the first bicycles was made in Germany in 1817. It did not have pedals. The rider sat on a wooden platform and pushed the ground with his feet. Some things about the bicycle were similar to modern bicycles. The wheels had **spokes** like our bicycles. The bicycle frame was also similar because it was attached to each wheel **axle**.

In the 1860s, pedals were added to the bicycle. This bicycle had a very large front wheel. Later, people added the chain and **gears** to control how fast bicycles could go. Bicycles needed brakes, too. In the late 1800s, **rim** brakes were invented. These brakes stopped the bicycle with a pad that pressed against the rim of the wheel. **Technology** has



continued to improve bicycles. The seats, steering, gears, and wheels have all changed.

Bicycles are a very clean kind of transportation, so many cities try to encourage people to use them. Workplaces have bicycle racks for people to keep their bicycles. There are special bicycle

lanes on the roads. This makes bicycle riding safer so that more people can use their bicycles instead of cars. Some cities, like Montreal, have programs for people to share public bicycles. People pay to use them and then park them in another station for someone else to use. The city of Hangzhou, China has one of the largest bicycle sharing programs—more than 60,000 public bicycles are used there. And they are going to increase that number to 175,000 by 2020! In Copenhagen, 36% of the people now use bicycles to get to work. City officials think the number will increase to 50%.

If cities make it easier for cyclists, many more people will ride bicycles. Bicycles are here to stay. They will help us keep transportation clean!

Think

Re-read the paragraph. What were the first bicycles like?

Understand

Comprehension

A Re-read to understand. Re-read each paragraph to answer the questions.

1 Re-read the first paragraph. List four uses for bicycles.

2 Re-read the second paragraph. How was the first bicycle the same and different from a modern bicycle? Give at least one example of how it was the same, and one example of how it was different.

Same: _____

Different: _____

3 Re-read the third paragraph. List three things that were added to bicycles.

4 Re-read the fourth paragraph. List four ways that cities have encouraged people to use more bicycles.

5 Why is it a good idea for people to use more bicycles?

B What kind of transportation do people use where you live?

C **Words in Context** Fill in the blanks.

platform vehicles durable mill mechanical inspire

1 Wheels and gears were used to make many _____ things.

One invention using a wheel is a _____ to grind flour.

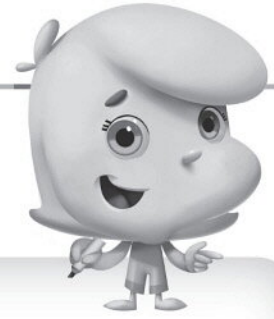
2 Wheels are also used for _____, like bicycles and cars.

3 The first bicycle had a wooden _____ to sit on. It was made of very strong, _____ wood.

4 Reading about inventions can _____ people to want to invent new things.



Grammar in Use



A Study the grammar.

Learn Future with *Will* and *Going to*

Will	Going to
<p>Future Plan</p> <ul style="list-style-type: none"> The train will leave at 2:59 P.M. 	<p>Future Plan</p> <ul style="list-style-type: none"> They are going to increase the number of bikes to 175,000 by 2020.
<p>Predictions about things you believe</p> <ul style="list-style-type: none"> City officials think the number of bikes will increase by 50%. 	<p>Prediction about things you can see</p> <ul style="list-style-type: none"> I'm late. I'm going to miss the train.

B For each numbered sentence below, write a prediction from the box.

There's going to be a big storm.

He's going to get into an accident. I'm going to get a good grade.

She's going to fall asleep on the way home.

I'm going to get stuck in traffic. It's going to hurt tonight.

- 1 I twisted my ankle playing soccer. _____
- 2 I have studied a lot for the test. _____
- 3 The baby looks very tired. _____
- 4 The sky is getting very dark. _____
- 5 There are a lot of cars on the road. _____
- 6 That driver is not being careful. _____



C Complete the future facts. Use *will* with *she, he, they, or you*.

1



The train
_____ **will** _____
leave at 6:05 P.M.

2



be 10 years old on
Saturday.

3



_____ be
traveling tomorrow,
so they won't be
able to call.

4



You are getting on
the 10 o'clock train,
so _____
arrive at 10:30 P.M.

D Complete the future plans. Use *going to* with *she, he, they, or you*.

1



He's going to _____
take the baby
outside for a walk.

2



_____ to
see a lot of places.

3



_____ go
ice skating with her
friends today.

4



_____ go
to Spain this summer.


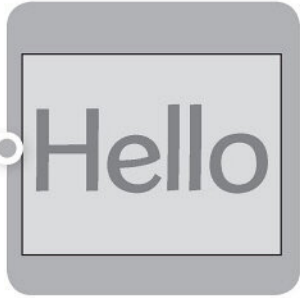


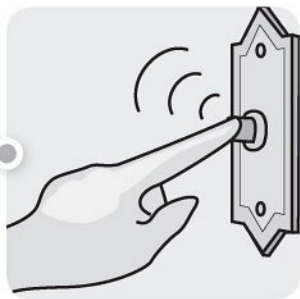



E Write two predictions about the future. Use *will*.

1 What will cars of the future look like?

2 Will people live on other planets someday? When? Who will live there first?

Word Study

A Connect two nouns to make compound words. Then connect the compound word to the picture. Write the words.

1	wheel	ring		
2	door	ship		
3	foot	time		
4	hand	writing		
5	day	case		
6	suit	bell		
7	space	chair		
8	ear	print		

1	_____	4	_____	7	_____
2	_____	5	_____	8	_____
3	_____	6	_____		

B Write sentences with five of the compound words above.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Writing Study

A Answer the questions. Use the verbs *decide*, *forget*, *hope*, *want*, or *plan* with an infinitive.

1 What did you decide to do this week?

2 What did you forget to do this week?

3 Where do you hope to go this year?

4 What do you want to do this weekend?

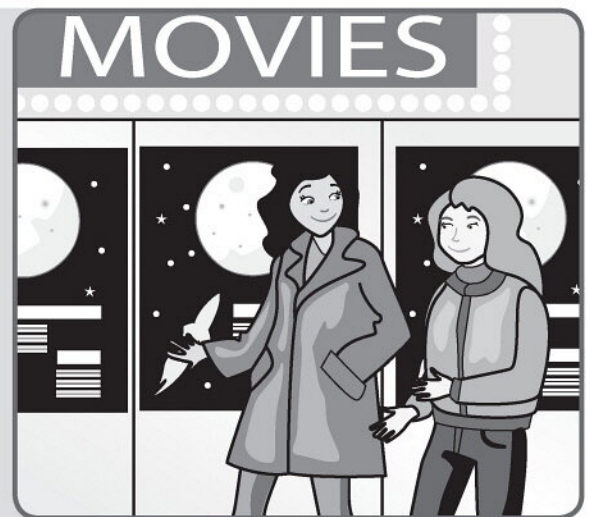
5 What do you plan to do tonight?

6 Where do you want to travel to this year?

7 What famous person do you hope to meet someday?

B Write a paragraph based on the model below. Describe plans you have with your friends or family. Use some of the verbs from **A**. Use *going to* or *will*.

This week, I decided to spend more time with my friends. We all like movies. We are going to see a lot of new movies this month. I will meet my friends tomorrow to go to see a funny movie about a spaceship. We will go in the daytime so that we can get cheaper tickets. I want to invite them to my house afterward. This weekend, I am hoping to play soccer with my friends. I will call them to see if they want to play.



Words

A Match the words and the sentences.

- | | | | |
|---------------|-----------------------|-------------------------|--|
| 1 exciting | <input type="radio"/> | <input type="radio"/> a | A young child behaves well and does what you tell him. He is _____. |
| 2 tedious | <input type="radio"/> | <input type="radio"/> b | We feel thankful for what we have. We feel _____. |
| 3 foolish | <input type="radio"/> | <input type="radio"/> c | When something is very boring, we can say it is _____. |
| 4 fortunate | <input type="radio"/> | <input type="radio"/> d | When something is really fun, it is _____. |
| 5 fascinated | <input type="radio"/> | <input type="radio"/> e | When someone does things that are scary or dangerous, we say they are _____. |
| 6 daring | <input type="radio"/> | <input type="radio"/> f | When something is extremely exciting, we can say it is _____. |
| 7 obedient | <input type="radio"/> | <input type="radio"/> g | When something is dangerous and might cause a problem, it is _____. |
| 8 determined | <input type="radio"/> | <input type="radio"/> h | When we are extremely interested in something, we are _____. |
| 9 thrilling | <input type="radio"/> | <input type="radio"/> i | A vase breaks very easily. It is _____. |
| 10 courageous | <input type="radio"/> | <input type="radio"/> j | The boy made a very silly mistake. He was _____. |
| 11 fragile | <input type="radio"/> | <input type="radio"/> k | When someone tries to do something and does not stop trying, they are _____. |
| 12 risky | <input type="radio"/> | <input type="radio"/> l | When someone is very brave, they are _____. |

B Circle the correct answer.

- 1 He really wants to get it done. He is _____ .
a determined **b** obedient **c** fragile **d** tedious
- 2 Oh no! I left the stove on. That was a _____ thing to do.
a daring **b** fragile **c** foolish **d** courageous
- 3 We learned all about whales today. It was so interesting. I was _____ .
a daring **b** fascinated **c** foolish **d** tedious
- 4 I feel so _____ to have such great friends!
a obedient **b** fascinated **c** fortunate **d** fragile

D Write the missing words.

1



The roller coaster is more than exciting! It is _____ !

2



This car is not safe. It is _____ to take a trip until in such an old car.

3



Please come here.

My little brother is very _____. He always listens to me.

4



The glass pitcher is _____. It can break easily.

5



Every day, firefighters put out dangerous fires. They are very _____ people.

A Read the story. How does Olivia solve her problem?

B Read the story again. Remember: You can look for clues the author gives you to help you draw conclusions.

Olivia's Invention

It was a **boring** and **tedious** afternoon. Olivia had to work on a project for school about inventions with wheels. She couldn't think of any ideas.

"What am I going to write, Eliza?" she asked her little sister. Eliza didn't answer.

"I'm going to go for a bicycle ride. That will help me think."

Eliza followed her.

"Go inside, Eliza. Tell Mom I'll be back soon."

Eliza was an **obedient** four-year-old. She always listened to Olivia.

"Be a good girl, Eliza." Olivia closed the gate and rode away. She didn't see the gate swing open behind her.

Olivia went riding fast down the hill from her house. It was **thrilling** to move so quickly. She was slowing down to make a turn when she saw someone behind her.

"Eliza! You've been following me the whole time! You didn't listen! And I must have forgotten to lock the gate!" Then she saw that Eliza was crying and limping with a scraped knee.

"I fell down," said Eliza. "My knee hurts."

"Oh, no! You won't be able to get up that hill!" Olivia knew it was **foolish** to leave her sister



alone outside. What were they going to do? Olivia started to get scared, but she knew she must be **courageous** and find a way to get home. Then she saw an old wooden wagon in the woods by the path. The wood was old; it was so **fragile** that it broke when she picked it up, but the four metal wheels and two axles were still strong. Then she found a straw mat and some strong wire. She tied the mat between the two axles with the wire. Then she tied the new cart to the back of her bike seat.

"C'mon, Eliza! Get on the cart."

Olivia got on her bicycle and started to pedal. It was hard to get up the hill, but she was **determined** to get home. Finally, they arrived.

"We're home," said Olivia. "And I have an idea for my wheel project. I'm going to write about my new invention—a little sister carrier!"

Think
What did Olivia tell Eliza? What do you think will happen?

Understand

Comprehension

A Draw conclusions.

1 Read this line from the story:

Olivia closed the gate and rode away. She did not see the gate swing open behind her.

What clues does the author give you about the gate? What conclusion can you draw?

- a Olivia closed and locked the gate. Eliza was safe in the yard.
- b Olivia didn't know that the gate was open. Eliza might leave the yard.
- c Olivia saw the gate swing open. She did not care.
- d Eliza opened the gate. Olivia saw her following.

B Circle True or False.

- | | | |
|---|---|---|
| 1 Olivia did not invite Eliza to go with her on a bicycle ride. | T | F |
| 2 Olivia told Eliza to go inside the house. | T | F |
| 3 Eliza followed Olivia all the way down the hill. | T | F |
| 4 Olivia thought Eliza could walk all the way home. | T | F |
| 5 The wagon Olivia found in the woods was not broken. | T | F |
| 6 Olivia and Eliza were able to get home with the bicycle and cart. | T | F |

C Why did Olivia start to get scared? How would you feel in that situation? What would you do?

D Words in Context Read the paragraph. Write the missing words.

settlement longed for figures propelling blurry adjusted



Ted was bored. He _____¹ something exciting to happen. He got out his telescope and looked at the mountain through his window. The view was _____², so he _____³ the telescope. Finally he could see something. There were _____⁴ moving along. They were people! They were _____⁵ themselves along in rowboats on a lake. There were many

people and homes near the lake. There was a whole _____⁶ there that he had never seen!

6

Grammar in Use



A Study the grammar.

Learn Future with Present Continuous

Will (future facts and predictions about things you believe)

- It will be dark soon.
- Will the sun set at 6:00?
Yes, it will.

Going to (future plans and predictions about things you can see)

- I'm going to write about a bicycle carrier.
- Are you going to draw a picture?
No, I'm not. I'm going to paint.

Present continuous (future arrangements)

- You're riding home on the cart.
- Are you coming with me?
Yes, I am.

B Write the phrase that completes each sentence.

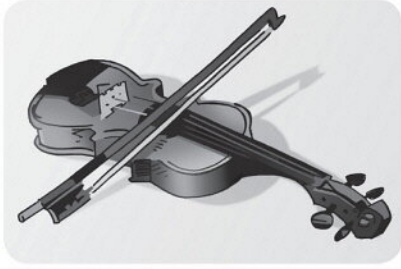
He's going to We're meeting The moon will The plane will
~~She's going to~~ We're taking The test will

- 1 She's going to buy a lot of English books for her class.
- 2 _____ land in Paris at 5:50.
- 3 _____ rise at eight o'clock.
- 4 _____ a vacation next week.
- 5 _____ for dinner on Tuesday.
- 6 _____ start playing baseball with the other boys.
- 7 _____ be tomorrow at 9:00.



C Unscramble the sentences. Write.

1



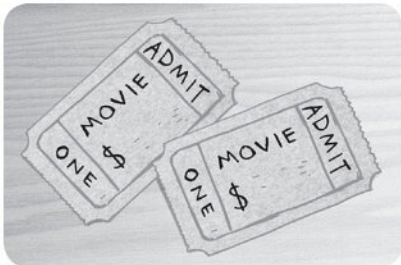
practicing / I'm / o'clock. / four / at

2



She's / the / at / park / meeting / them / tomorrow.

3



the / going / movies / tonight. / We're / not / to

4



on / month? / vacation / going / next / they / Are

5



traveling / next / He's / England / week. / to

6



soccer / on / We're / Saturday. / on / playing

D Write sentences about your plans. Write three sentences with *going to* and three sentences with present continuous. Mention a time or place in your present continuous sentences.

1

2

3

4

5

6

Word Study

A Use the prefix *mis-* to form new words. Fill in the boxes.

- 1 $\text{mis-} + \text{treat} =$ mistreat
- 2 $\text{mis-} + \text{trust} =$ _____
- 3 $\text{mis-} +$ _____ $=$ miscommunication
- 4 _____ $+$ _____ $=$ mistrust
- 5 $\text{mis-} + \text{read} =$ _____
- 6 _____ $+$ remember $=$ _____
- 7 $\text{mis-} +$ _____ $=$ miscalculate
- 8 $\text{mis-} + \text{judge} =$ _____



B Complete the sentences with words from the boxes. Change their form if necessary.

misbehave misunderstand mistreated misread miscalculate misjudge
 calculate behave treat understand read judge

- 1 That little girl is not obedient. She likes to _____ .
I hope she will learn to _____ .
- 2 I don't want to get wrong information. I don't want to _____. Let's make sure that we _____ each other.
- 3 We reported that man to the animal protection group because he _____ those animals. They make sure people _____ animals kindly.
- 4 I'm sorry! I _____ the note that you wrote. I thought it said to meet me at five o'clock. I _____ it again. It said eight o'clock.
- 5 I got the wrong answer. I think I _____ when I added the numbers. I need to _____ them again.
- 6 Many times, people _____ other people by what they look like. That's an easy way to _____ someone.



Writing Study

A Change the verbs to past tense.

1 dig _____

2 draw _____

3 feel _____

4 light _____

5 become _____

6 think _____

7 say _____

8 make _____

9 write _____

10 meet _____

11 sleep _____

12 get _____

B Complete the sentences. Use some verbs in the past tense from A.

1 In my dream I _____ the president.

2 I _____ sick yesterday, so I didn't come to school.

3 Sam _____ a lot of pictures yesterday.

4 Angie _____ the candles on the birthday cake.

5 We _____ a hole before we planted the tree.

C Write a paragraph based on the model below.

Think about when you were six or seven years old. What did you want to be when you grow up? How about now? Is it the same or different? Write a paragraph. Use irregular verbs and *going to* or *will*.

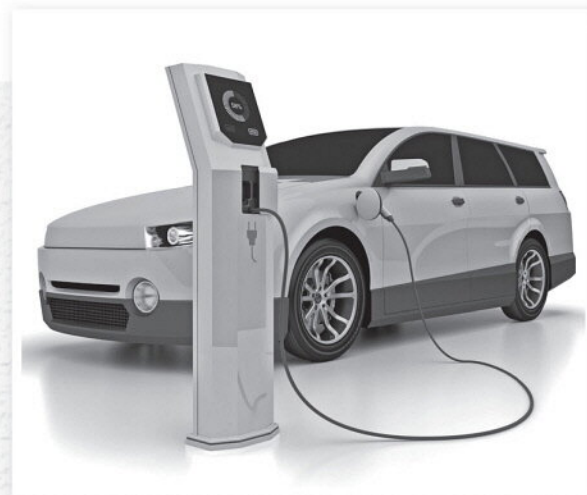
When I was seven years old, I wanted to be an artist. I drew pictures every day. Painting made me happy. For my birthday, my parents gave me beautiful paints and brushes for my art projects. But now, I have a different plan. I am going to be a musician. I am going to practice piano every day and go to my music lessons. I will have a lesson this week on Thursday.



Writing

A Read this opinion essay. Label the parts of the essay.

In my opinion, transportation in the future will be very different than it is today. Today, people use planes, cars, buses, trains, trucks, bicycles, ships, and boats. Most of these vehicles use a lot of gasoline and oil. Bicycles and sailboats are the only ones that don't. When there is less gas and oil in the world, people will need to invent more kinds of vehicles to use. People can't use only bicycles and sailboats to get around. They need big vehicles, too, to haul supplies and carry many passengers. I think that people are going to invent a lot more vehicles that use solar power.



I think all the cars, buses, trucks, and trains of the future will run with solar power. Parking places on streets and in bus stations will have solar panels to charge extra batteries for the cars, trucks, and buses. The speedboats and big ships will also use solar power. Even the bicycles and sailboats will have extra solar batteries so they can go faster.

Finally, I think the roads of the future will be different. People will make roads that have solar panels for creating electricity and charging up solar batteries for the cars, trucks, and buses. The roads will heat up from solar power to make it easier to melt snow in cold places. The roads will also have stations for storing energy to create electricity for people's homes. Transportation and roads in the future are going to help us have clean energy!

B Check the answer.

1 Which part of the essay states the opinion that transportation will be very different in the future?

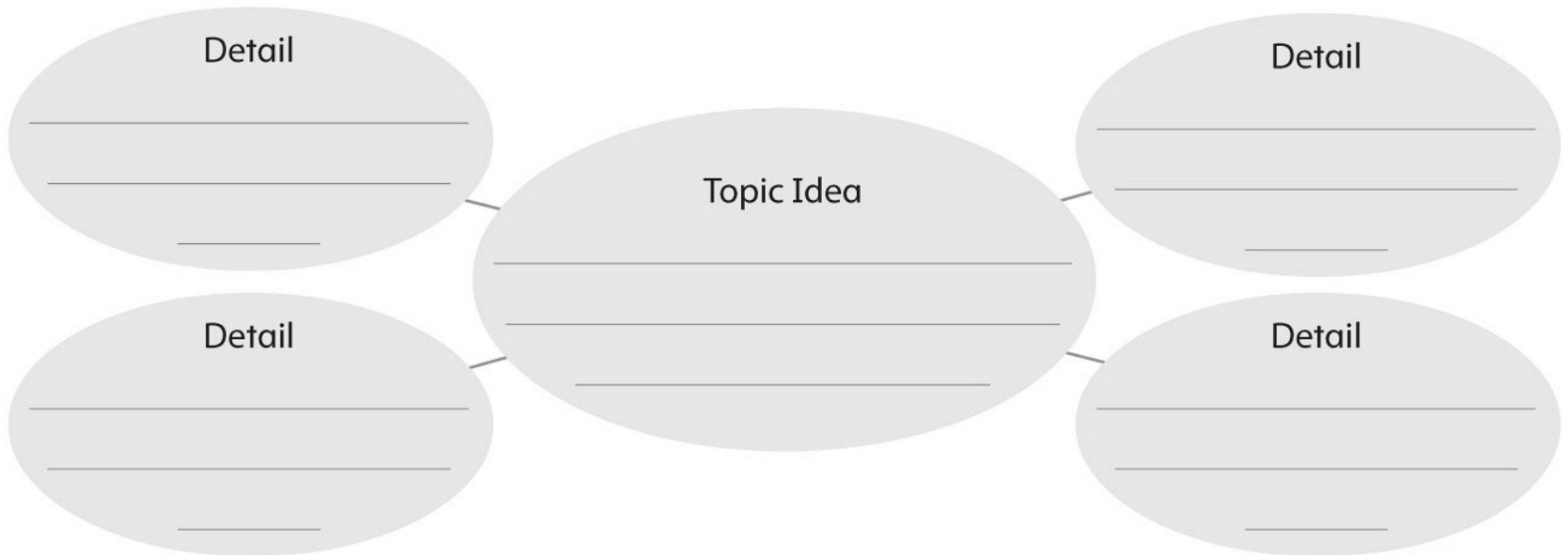
- Opening paragraph
 Second paragraph
 Conclusion

2 Which part of the essay tells about solar roadways and clean energy?

- Opening paragraph
 Second paragraph
 Conclusion

Write an Opinion Essay

A You're going to write an opinion essay. Brainstorm. Write your ideas in the word web below.



B Outline your ideas by filling in the chart

Opinion:	
Reason 1:	Reason 2:
Reason 3:	Reason 4:
Conclusion:	

C Now write the first draft of your opinion essay in your notebook.

D My Writing Checklist

Did you...

- include an opening paragraph stating your opinion?
- include a second paragraph with more information?
- include a concluding paragraph?
- read and revise?

E Now write the final draft of your opinion essay in your notebook.

What have you learned?

Review

A Unscramble the adjectives. Write each one next to a definition or sentence.

1 gllinthir

2 flergai

3 ooflshi

4 dtemiderne

5 geousruoca

6 gnirda

7 yrkis

8 obintede

a _____ silly

b _____ very brave

c _____ very exciting

d _____ possibly dangerous

e _____ easy to break

f _____ not giving up

g _____ following directions

h _____ willing to do scary things



B Write the missing letters to complete each phrase.

1 a m _____ an _____ l invention

2 the g _____ r of a clock

3 to g _____ nd wheat into flour

4 modern t _____ h _____ ol _____ y

5 a car losing tr _____ ion

6 a flour _____ ll



BIG QUESTION 3

What are wheels for?

C Tell about the picture. Use as many words as you can from the box.

vehicle transportation haul spoke rim traction axle
wheelchair suitcase doorbell spaceship



D Answer questions about yourself.

1 What makes you feel fortunate?

2 What do you think is exciting? What do you think is tedious?

3 What are you determined to do?



BIG QUESTION 4

How do animals communicate?

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 7

Get Ready

Words

A Match the words and pictures.

1 jog

2 splash

3 paddle

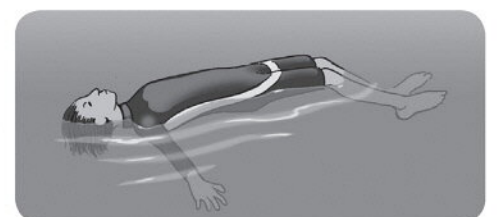
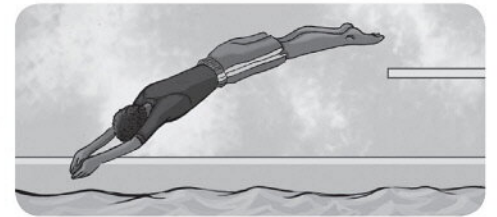
4 dive

5 race

6 drift

7 wade

8 float



B Circle the correct answer.

- 1 I can _____ on my back in the water.
a float b plod c wade d propel
- 2 The man was so tired, but he _____ ahead down the road.
a drifted b waded c plodded d splashed
- 3 A fish can _____ itself through the water with its tail.
a wade b propel c drift d jog
- 4 The ice skates _____ across the ice.
a jogged b plodded c glided d sprinted
- 5 John likes to _____ water on his brother at the swimming pool.
a splash b jog c drift d wade
- 6 When you _____, you enter the water head first.
a drift b wade c float d dive

C Write the missing word.

sprinted waded drifted jogged paddle raced float splash

- 1 The girls _____ in the park every morning.
- 2 Frances did not want to go in the deep water. She _____ in the shallow water.
- 3 It was a sunny day. Two clouds _____ across the sky.
- 4 Jacob was walking in the park when a rabbit _____ across the path.
- 5 In the summer I like to _____ on my back in the pool.
- 6 We were late for the movie, so we _____ to get our tickets.
- 7 You need strong arms to _____ a rowboat for a long time.
- 8 My younger brother thinks it's funny to _____ water on me when we swim in the lake.

D Write three words that describe moving quickly and three that describe moving slowly.

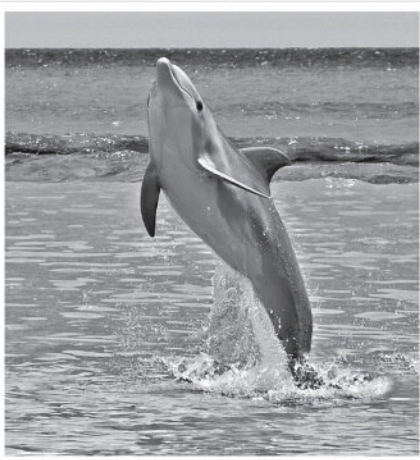
Quickly	Slowly
_____	_____
_____	_____
_____	_____

A Read the story. How does Lucas rescue the dolphins?

B Read again. Look for the main character. Think about how the main character acts and feels.

Dolphin Rescue in Brazil

This story is based on a real event that happened in Brazil. The characters in this story are fictional.



It was a clear day. Lucas and his brother, Alex sat on the beach and watched the clouds drift across the sky.

“I’ll race you to the water!” said Lucas.

The boys **raced** toward the water.

Lucas **sprinted** ahead into the water, splashing Alex as he went. The boys **jogged** along the beach for a while. Then they **waded** in the shallow water.

Suddenly Lucas stopped and stared at the ocean. “Look! Something is **splashing** in the water. Sharks!”

“What?”

“I said there are sharks!”

“Those aren’t sharks,” replied Alex. “They’re dolphins!”

The boys watched the dolphins leap and **dive** into the water. Then the dolphins came closer. Too close.

“They can’t move on the sand!” Alex cried. The dolphins started whistling as they splashed in the shallow water.

“They’re calling for help!” cried Lucas. One dolphin moved its tail, trying to **propel** itself back into the water.

“Well, there’s nothing we can do,” said Alex. “We can’t help. I don’t want to stay. Let’s go.”

“We have to help!” shouted Lucas. “They’ll die!”

He raced over to a group of people farther up the beach.

“Help!” cried Lucas.

“There are dolphins stuck in the shallow water. My

brother said that we couldn’t help. But the dolphins are going to die! Please come. Please!”

The people saw that Lucas was very upset. They started running to the dolphins.

Lucas grabbed a dolphin’s tail. He **plodded** into the deeper water. A man helped him push and pull the dolphin until it could **float** on the water. Finally the dolphin swam away. Lucas turned to his brother. “C’mon, Alex! Help us!”

Alex ran toward them. They pulled another dolphin. Then more people started pushing and pulling the dolphins to get them back into the water.

When the last dolphin swam away, the crowd of people cheered. Alex ran to Lucas and hugged him.

“I told you we couldn’t help. But you knew that we could help! Thank you, Lucas! You saved the dolphins!”

Think

How would you describe Lucas’s personality?

Comprehension

A Circle the correct answer.

1 How would you describe Lucas's character?

- a mean c selfish
b kind d funny

2 Why did Alex want to leave the dolphins?

- a He didn't like dolphins.
b He didn't think he could help them.
c He was scared.
d His brother said they should leave.

3 How did Lucas know that the dolphins needed help?

- a He knew a lot about dolphins.
b His brother told him they needed help.
c He heard them whistling and saw them trying to move their tails.
d He heard someone shouting.

B Lucas wanted to stay to help the dolphins. His brother said he didn't want to watch. What would you do if you saw an animal that needed help?

C Words in Context Look at the pictures. Fill in the blanks.

chuckled fishing rod paddles hook beamed grinning

1 A boy and his father went fishing. His father held the two _____ to row the boat.

2 The boy held a _____. He put bait on the _____.

3 His father _____. "Do you think there are fish in this little pond?"

4 Suddenly a huge fish leaped out of the water. The boy _____ when he saw the fish. He looked at his father. His father was _____ back at him.



Grammar in Use



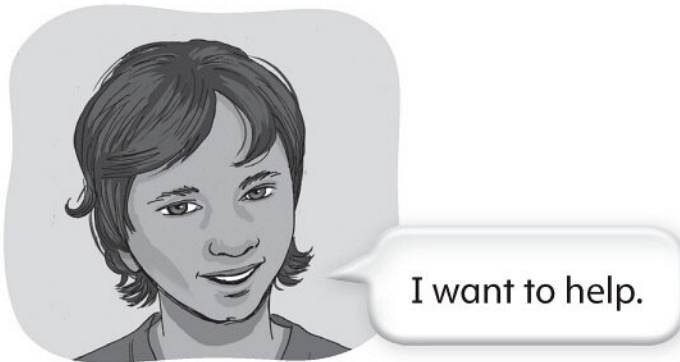
A Study the grammar.

Learn Reported Speech with *Said That*

Direct Speech	Reported Speech
"We can't help," cried Alex.	My brother said that we couldn't help.
"I need to go to the store," she said.	She said that she needed to go to the store.

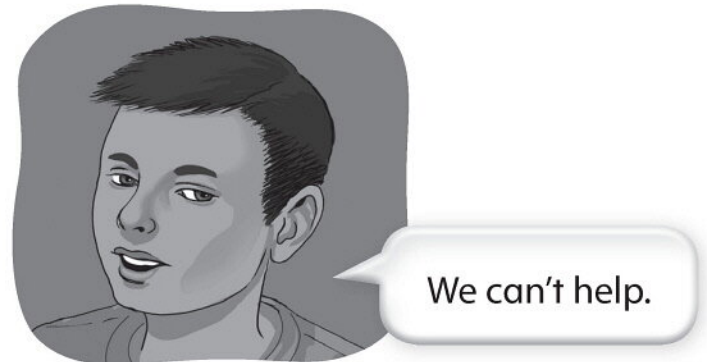
B Circle the correct verb.

1



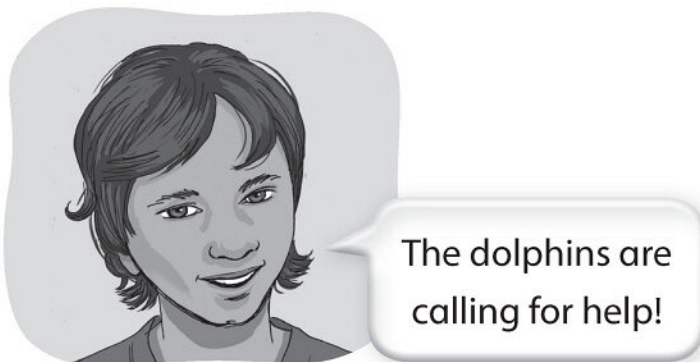
Lucas said that he **want** / **wanted** to help.

2



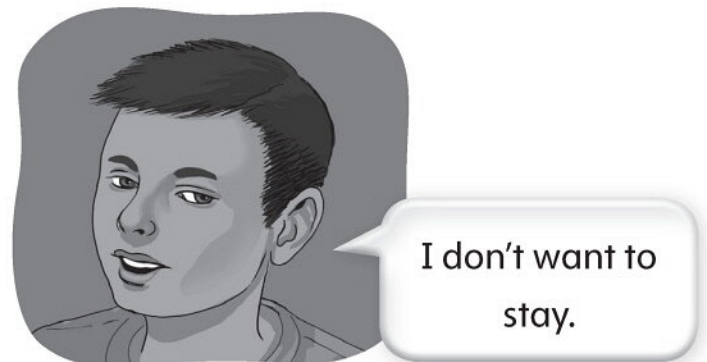
Alex said that we **can't** / **couldn't** help.

3



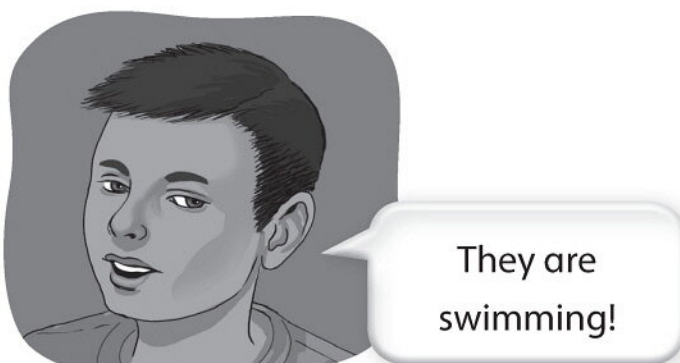
Lucas said that the dolphins **are** / **were** calling for help.

4



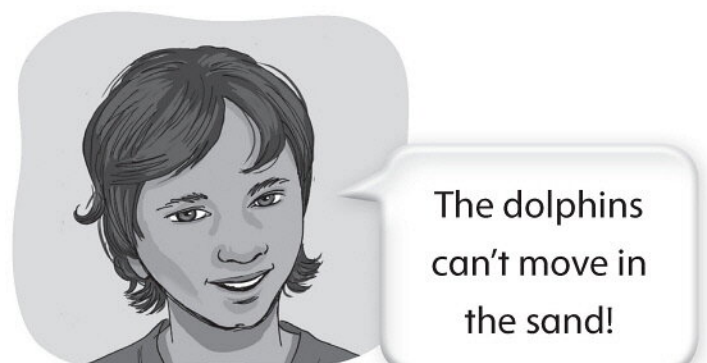
Alex said that he **didn't** / **did** want to stay.

5



Alex said that they **are** / **were** swimming.

6



Lucas said that the dolphins **can't** / **couldn't** move in the sand.

C Read each sentence. Is it direct speech or reported speech? Check (✓).

- 1 "I don't want to stay," said Alex.
 direct speech reported speech
- 2 My brother said that we couldn't help the dolphins.
 direct speech reported speech
- 3 Alex said that he didn't want to stay.
 direct speech reported speech
- 4 "Those aren't sharks," replied Alex.
 direct speech reported speech
- 5 The people said that they could come to help.
 direct speech reported speech
- 6 "They can't move in the sand!"
 direct speech reported speech

D Complete the sentences.

- 1 "The dolphins can't move on the sand," said Alex.
Alex _____ that the _____ couldn't _____ on the sand.
- 2 "The dolphins are going to die!"
Lucas _____ that the dolphins _____ going to _____ .
- 3 "We can't help," said Alex.
Alex _____ that we _____ help.

E For each sentence of direct speech, write a sentence using reported speech.

- 1 "I'm going to the store," she said.
She said that she _____
- 2 "I want to go to the park," he said.

- 3 "I'm writing a letter," said my mom.

- 4 "I think that's a great movie," said my sister.

- 5 "Those trees are so tall," I said.

Communicate

Word Study

A Find and circle the words.

cough fought tough rough though enough through high

F	L	F	O	U	G	H	T	E	B	H	H	W	R	V
Z	R	M	Y	O	H	R	H	N	J	A	I	U	O	C
T	O	U	G	H	Y	K	O	O	V	Y	G	U	U	S
V	A	G	N	B	L	C	U	U	U	M	H	U	G	O
D	J	B	D	H	V	U	G	G	C	O	U	G	H	T
T	H	R	O	U	G	H	H	H	N	L	G	B	M	R

B Look at **A**. Write the *gh* words in the correct column in the chart. Then look at the pictures and add other words you know.

Silent GH	GH that sounds like F



Writing Study

A Join two sentences to make one sentence. Use a comma and a conjunction (*or*, *but*, *and*).

1 I wanted to go swimming. My brother did not want to go.

I wanted to go swimming, but my brother did not want to go.

2 The people ran to the shore. They started to help the dolphins.

3 We can push the dolphins. Maybe we can pull them, too.

B Make two sentences from one sentence.

1 The dolphins propelled themselves, and they started to swim.

The dolphins propelled themselves.

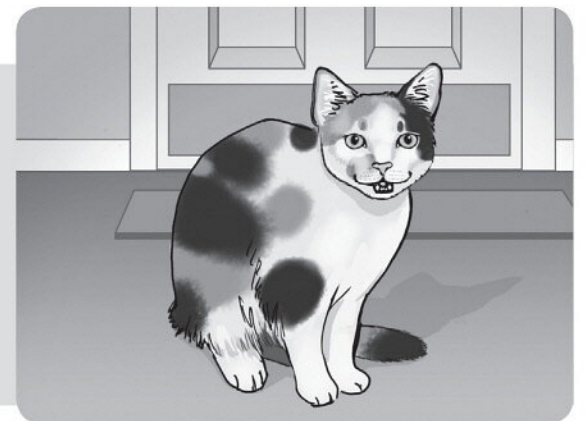
They started to swim.

2 People and dolphins can float, or they can swim.

3 I can float, but I can't swim.

C Write a paragraph. It could be about an animal you know or a fictional animal. Write something that the animal can do and something that it can't do. Write how it communicates. Use conjunctions *but*, *or*, or *and*. Use reported speech or direct speech to write about what someone said.

My cat Mazie tried to open the door. She can stand on her back legs and put her paws up. She can reach the doorknob, but she can't turn it. She told me she wanted to go out by meowing loudly. I said, "Sorry, Mazie, not now." I said that she had to stay inside.



Words

A Read the clues. Complete the crossword puzzle.

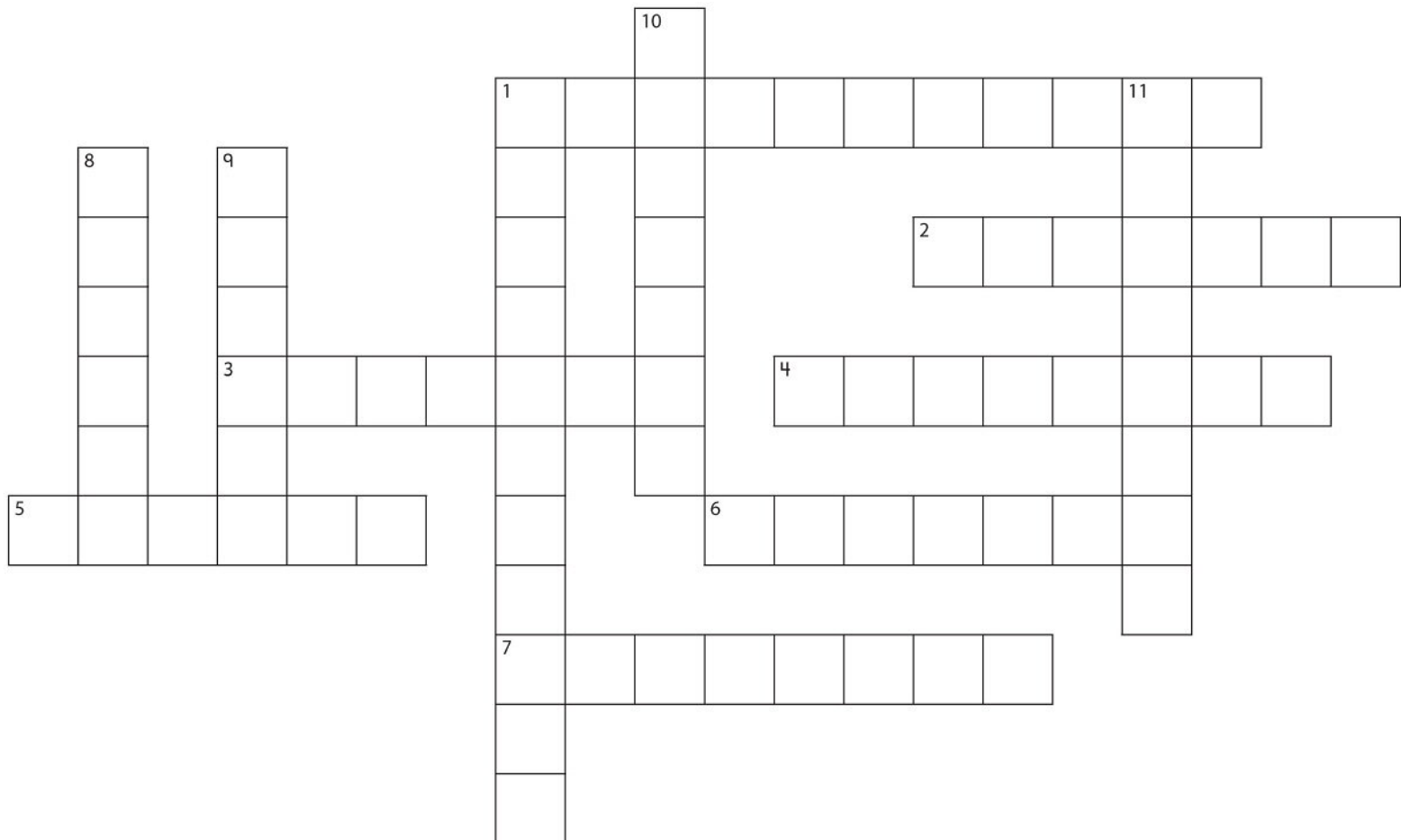
communicate locate collaborate imitate attract threaten defend
 approach express produce behave indicate

Across

- 1 Animals _____ in many ways to tell each other what they need to know.
- 2 People talk or use their hands to _____ themselves.
- 3 A flower’s bright colors _____ insects and birds to it.
- 4 A bee needs to show, or _____, the location of the flowers to the other bees.
- 5 Sometimes animals are in danger. They need to _____ themselves.
- 6 Bees use the nectar from flowers to _____ honey.
- 7 If a cat is very quiet, it can _____ a bird and catch it.

Down

- 1 Bees are social animals. They work together, or _____ .
- 8 Animals _____ in many different ways to communicate with each other.
- 9 Bees look for flowers. When they _____ them, they can collect nectar to make honey.
- 10 Many animals act the same way as each other. They _____ behavior.
- 11 A bear can be a danger to a beehive. It can _____ the hive.



B Choose a word and fill in the blank.

- 1 indicate
imitate When you show something, you indicate where it is.
When you copy what someone does, you imitate them.
- 2 threaten
defend When you cause danger, you _____ .
When you protect from danger, you _____ .
- 3 communicate
collaborate When you work together, you _____ .
When you say something, you _____ .
- 4 locate
approach When you find something, you _____ it.
When you go near something you _____ it.
- 5 attract
behave When you cause something to come to you, you _____ it.
When you act a certain way, you _____ .
- 6 express
produce When you make something, you _____ it.
When you show feelings, you _____ them.

C Look at the pictures. Write the word.



A Read the article. Why do bees dance?

B Read the article again. Remember: When you read, ask yourself questions.

How Do Bees Communicate?

There are many things honeybees need to know in order to **collaborate**, or work together, to keep the beehive alive. They need to make honey, so they need to tell each other how to **locate** flowers to find nectar. If an animal **threatens** the hive, all the bees need to know so they can **defend** their home.

Honeybees make buzzing sounds when they fly, but that is not how they **communicate** these things. Instead, they do some amazing things to tell other bees things they need to know.

So, how do bees know where to find the flowers? For many years, people asked this question. Then, in 1943, Karl von Frisch, a scientist, discovered something about bee behavior. When bees return to the hive, they often crawl around, shaking their bodies in a pattern. He told people he had discovered two kinds of “bee dances.” He said bees were communicating by dancing. Here’s how it works: Bees fly around looking for flowers. A flower’s strong smell and bright colors **attract** the bee. When a bee **locates** those flowers, it returns to the hive and does a special “dance.” For a bee, a dance means moving in a certain way as it crawls around. There are “round dances” that bees do when the flowers are close to the hive. There

Think

How do you think bees communicate with each other?

are also “waggle dances,” which the bees do when the flowers are farther away. The bee **behaves** in one of these ways



to indicate to other bees where the flowers are, and how far away they are. More bees crawl around in this pattern, **imitating** the dance to tell other bees about the flowers. Then all the bees fly toward the flowers to collect nectar for their honey.

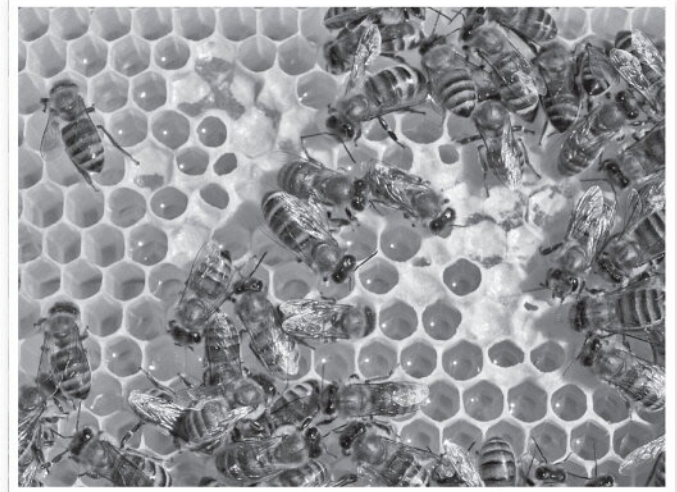
Bee dances are not the only way a bee communicates. Bees also **produce** chemicals called pheromones. If an animal like a bear **approaches** the beehive, the honeybees’ bodies start to make these special chemicals. Other bees sense these pheromones and know that an animal is **threatening** the hive. They all start to fly out to try to sting the animal and scare it away.

You can see there are many ways to communicate that are different from what people do. Imagine doing a dance to tell someone something! The next time you see a honeybee on a flower, think about the bee that did its special dance to tell other bees where to go.

Comprehension

A Choose the correct answer.

- 1 Why do honeybees dance?
 - a Honeybees dance to use up extra energy.
 - b They dance to communicate with other bees.
 - c They dance to express if they feel angry or happy.
- 2 What do bee dances indicate to other bees?
 - a They indicate that the bees are happy.
 - b Bee dances indicate if flowers have a lot of nectar in them.
 - c They indicate where the flowers are and how far away they are.
- 3 What are two ways that bees communicate?
 - a They fly, and they buzz.
 - b They do bee dances, and they produce pheromones.
 - c They produce honey, and they fly to flowers.



B Bees are collaborative insects. They work together. Write about how a honeybee dance helps bees to collaborate.

C Words in Context Fill in the blanks.

territory decibel difficulty signal alarm underwater

- 1 Hippos can communicate _____ and on land.
- 2 The space where an animal lives and hunts is its _____.
- 3 Hippos can be as loud as a jet plane. The volume of their bellows can reach 115 _____.
- 4 Vervet monkeys have special _____ signals to communicate to other monkeys that they are threatened by predators.
- 5 When vervet monkeys hear the _____ for eagle, they hide on the ground.
- 6 A honeyguide can find a beehive, but it has _____ getting into the hive.

Grammar in Use



A Study the grammar.

Learn Reported Speech: Told and Asked

Direct Speech	Reported Speech
"Bees are communicating by dancing," he said.	He said that bees were communicating by dancing.
People asked, "How do bees know where to find the flowers?"	People asked how bees knew where to find the flowers.
"Bees are doing a dance," the scientist told them.	The scientist told them that bees were doing a dance.

B Read each sentence. Unscramble the reported speech.

1 The article said, "Scientists are discovering how bees communicate."
how / bees / communicate. / were / discovering / scientists / The / article / said / that
The article said that

2 "I want to go home," the girl told her mother.
wanted / told / girl / her / mother / that / The / go / home. / to / she

3 "What do you want to eat?" asked the boy's mother.
mother / The / boy's / what / he / to / eat. / wanted / asked

4 "Honeybees are very interesting insects," our teacher told us.
insects. / interesting / very / Our / honeybees / told / that / were / teacher / us

5 "Are honeybees very important to the world?" asked the scientist.
if / asked / The / honeybees / important / to / world. / scientist / the / were / very

6 "How do honeybees communicate?" asked the student.
how / asked / communicate. / The / honeybees / student

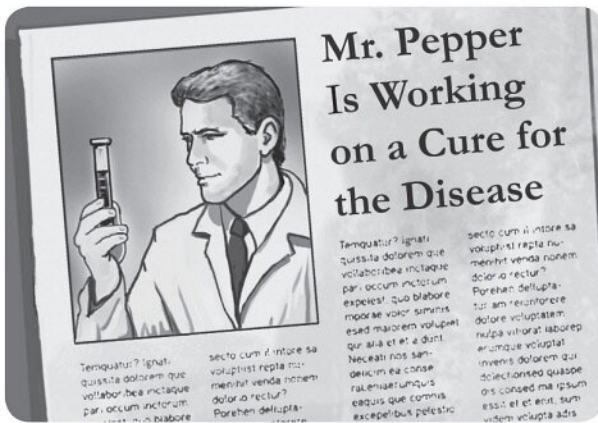
C Complete the sentences.



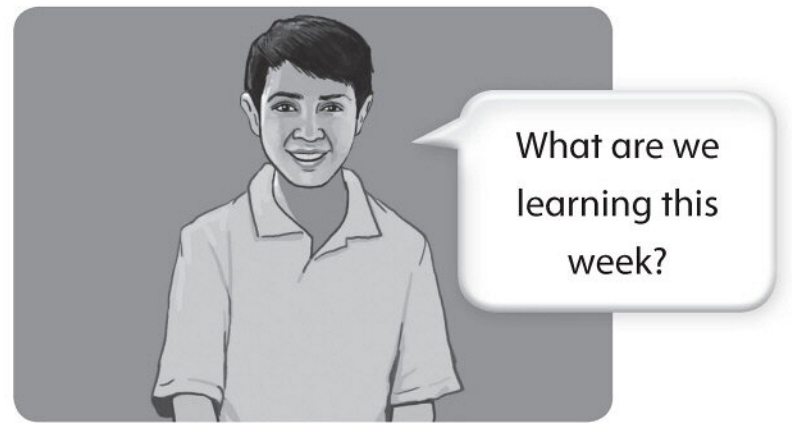
1 The scientist told us that he _____.



2 The girl asked if _____.

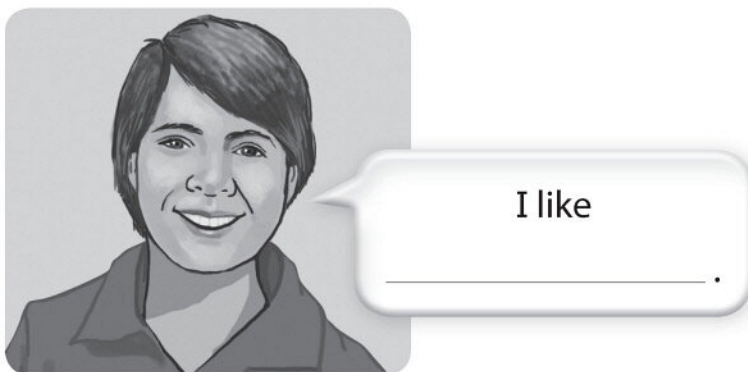


3 The article said _____.

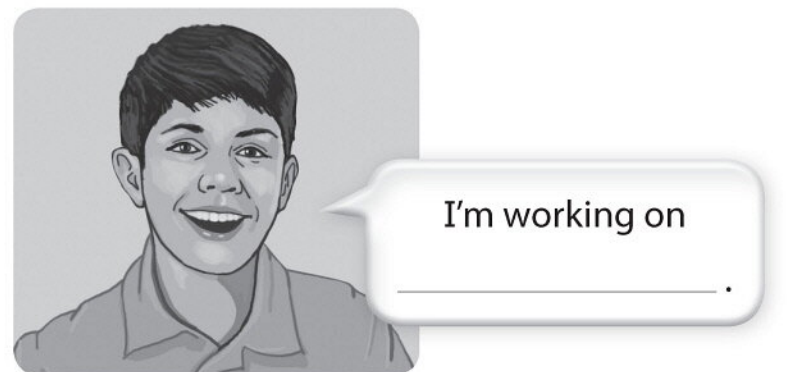


4 He asked me _____.

D Write sentences. Put words in the bubbles for each boy or girl. Then use reported speech to tell what they said.



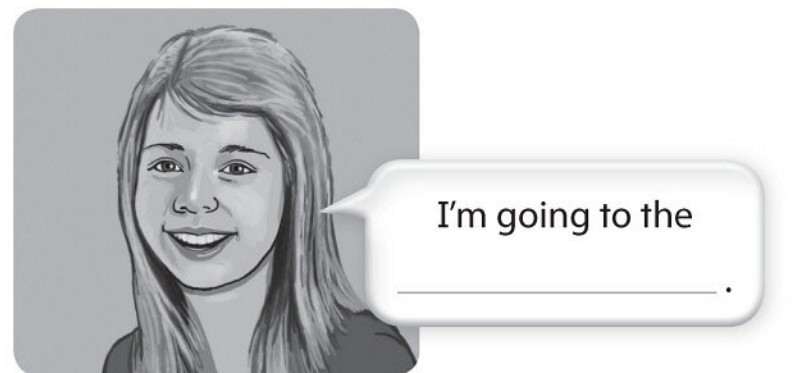
1 _____



2 _____



3 _____



4 _____

Communicate

Word Study

A Add *-ion* to change the words. If the word ends in *e*, drop the *e* first.

- 1 *protect* → + *-ion* → protection
- 2 *migrate* → *migrate* + *-ion* → migration
- 3 *connect* → + *-ion* → _____
- 4 *imitate* → + *-ion* → _____

B Fill in the chart.

Verb	Noun
connect	connection
educate	
	migration
locate	
decorate	
	protection
prevent	
collaborate	
	communication
	imitation

C Change the word to complete the sentence.

- 1 (educate) My mother said that it is very important to get a good _____.
- 2 (migrate) Butterflies travel thousands of miles every year during their _____.
- 3 (collaborate) In beehives, _____ is very important.
- 4 (locate) The bees do a dance to indicate the _____ of the flowers.
- 5 (prevent) The most important cure for diseases is _____.
- 6 (communicate) There are many different forms of animal _____.

D Use three *-ion* words to make sentences of your own.

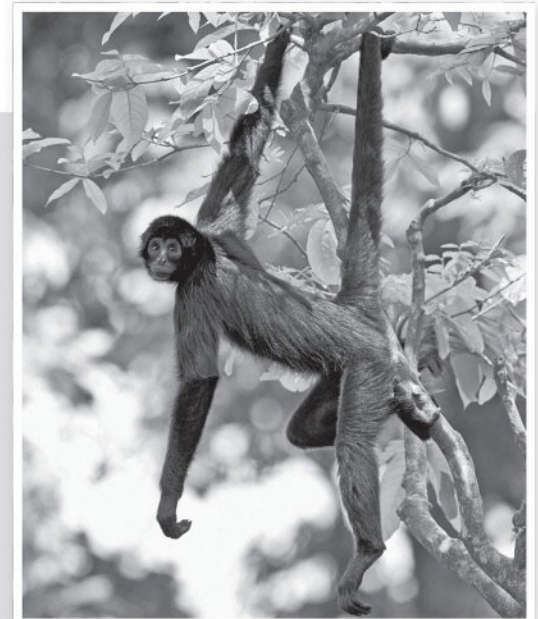
Writing Study

A Write the word to complete the sentence. Change the verb if you need to.

- 1 **do** How do ants communicate? _____ anybody know?
- 2 **like** Everybody _____ honey, but nobody _____ to get stung by bees.
- 3 **say** Parrots imitate human speech. They _____ a lot of words that they hear.
- 4 **want** A dog can communicate by barking. It barks when it _____ to warn people about danger.
- 5 **play** Do you know anyone who _____ the piano?
- 6 **go** All my friends _____ to the same school.

B Write a paragraph about a place you have seen animals. Or write about animals you have studied. Use pronouns *it*, *they*, *he*, and *she*. Make sure that you use correct forms of verbs with your pronouns. Use reported speech or direct speech to write about what someone says.

I like to go to the zoo. I like all the animals, but my favorite animals there are the spider monkeys. They like to swing on the trees, and they look like they're having so much fun. The zookeeper told us that some spider monkeys swing up to 40 feet! The last time I was there, he showed us a little baby spider monkey. It was so cute! I'd like to learn more about monkeys. Maybe one day I'll work in a zoo. That would be fun!



Writing



A Read this descriptive essay. Label the different sections of the essay.

_____ [Last year, my family went to Morelia, Mexico, to see monarch butterflies. These butterflies migrate very long distances, and you can see them in the mountains when they rest. We went to the butterfly reserve. A guide met us there and took us on a trip on horses up the mountain. At first we only saw a few butterflies, but when we got further into the woods, we looked around us. There were millions of butterflies hanging from the branches and flying around us and in the sky. There were so many butterflies that we could actually hear the sound of their wings.

_____ [The guide told us a lot about the monarchs. They travel long distances when they migrate every year. They start up north in the fall and travel all the way down to Mexico and back in the spring. A butterfly migration can be over 2,000 miles! A single butterfly does not make that whole trip, because it only lives about two months. The female butterflies lay eggs during the trip, and the new butterflies continue the trip. The cycle repeats 3 or 4 times so that more new butterflies keep flying. Finally the butterflies return to where they started.

_____ [The guide also told us that there are still a lot of things scientists don't know about monarchs. How do butterflies know the path of migration and come back to the same place? Scientists also want to know more about how monarch butterflies communicate.

_____ [The butterflies were so beautiful and interesting, and I want to go back someday to see them again. I want to read a lot more about monarch butterflies. Maybe someday I will be a scientist who learns their secrets!

B Match the questions and the correct answers.

- | | | |
|--|-----------------------|---|
| <p>1 What is the introduction of the essay about?</p> | <input type="radio"/> | <p>a It gives details that the guide told the family.</p> |
| <p>2 What is the body of the essay about?</p> | <input type="radio"/> | <p>b It's about the essay writer's dream to become a scientist.</p> |
| <p>3 What is the conclusion of the essay about?</p> | <input type="radio"/> | <p>c It's about a trip to see the monarch butterflies in Mexico.</p> |

Write a Descriptive Essay

A You're going to write a descriptive essay. Brainstorm. Write your ideas in the word web below.



B Outline your ideas by filling in the chart.

Topic:	
Detail 1:	Detail 2:
Detail 3:	Detail 4:
Conclusion:	

C Now write the first draft of your descriptive essay in your notebook.

D My Writing Checklist

Did you...

- | | |
|---|--|
| <input type="checkbox"/> choose a topic that interests you? | <input type="checkbox"/> draw and label pictures to share with the class? |
| <input type="checkbox"/> write a sentence in your first paragraph that clearly states your topic? | <input type="checkbox"/> finish your essay with something that reminds the reader of how you started it? |
| <input type="checkbox"/> use adjectives to describe people and things? | |

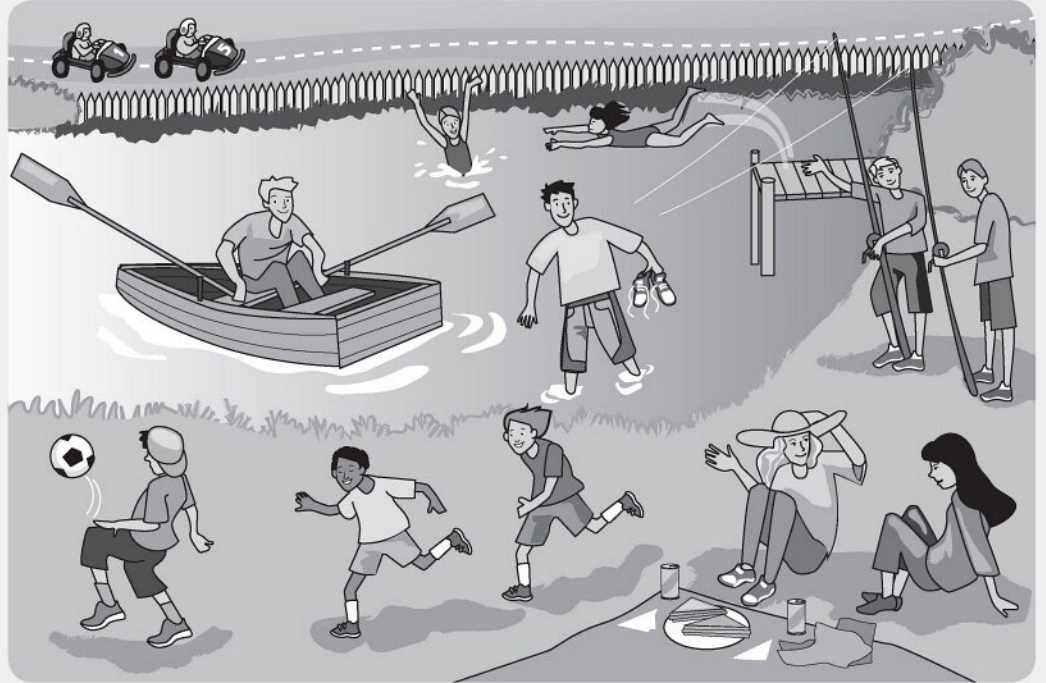
E Now write the final draft of your descriptive essay in your notebook.

What have you learned?

Review

A Write sentences to describe the picture. Use as many words as you can.

race wade paddle dive splash float jog plod
chuckle fishing rod hook grin



B Write the reported speech.

1 "I want to see the monkeys," she said.

2 "The dolphins need help!" said Lucas.

3 "What do you like to do?" asked Susan.

4 "I am learning about monkeys," she told her mother.



BIG QUESTION 4

How do animals communicate?

C Look at **A**. Write what you think two people in the picture are saying. Use direct and reported speech.

- 1 Direct speech: _____
Reported speech: _____
- 2 Direct speech: _____
Reported speech: _____
- 3 Direct speech: _____
Reported speech: _____
- 4 Direct speech: _____
Reported speech: _____

D Choose a word from the box to complete each sentence.

communication location collaboration imitation attraction production
indication migration education prevention decoration protection

- 1 The _____ of honey is the job of the bees.
- 2 _____ of the human voice is something a parrot knows how to do.
- 3 The _____ of monarch butterflies covers thousands of miles from Canada to Mexico.
- 4 A bee does a dance to tell other bees about the _____ of flowers.
- 5 When the hive is threatened, bees can sting animals. This is for the _____ of the hive.
- 6 My _____ this week includes learning how animals communicate.
- 7 We have learned about many forms of animal _____.
- 8 For bees, _____ is important, but working together is also important for people.
- 9 We use flowers for _____ in our homes, but bees need flowers to survive.
- 10 When a dog wags its tail, it's an _____ that it is happy.
- 11 The _____ of the loss of the bees' habitat is very important.
- 12 Animals have different ways to show _____ to another animal.

E Write sentences. Use some of the words above. You may use a different form of the word (for example, *educate* instead of *education*).

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



BIG QUESTION 5

What do different countries give to the world?

Think and write.

What do you know?

What do you want to know?

Words

A Unscramble. Fill in the letters. Match.

1 ucrluet

2 czaviltnioii

3 nturtioconib

4 icvede

5 itiotrdan

6 uscmtto

7 efitneb

8 sserocp

9 opmelentdev

10 iementveach

11 moencery

12 poctrdu

- a** Ancient Egypt is an example of one
- b** Practices, traditions, or ways of behaving
- c** To have a good or useful effect
- d** A formal public or religious event
- e** Something done successfully through hard work
- f** A tool, machine, or piece of equipment
- g** A custom or belief continuing from past to present
- h** Something we can sell
- i** Art and music are part of this
- j** This is what a culture gives to another culture
- k** This is how we do something; a series of actions
- l** Gradual growth or advancement

B Circle the correct answer.

- 1 Ancient Egyptians had a rich _____ of art and music.
a device b benefit c process d culture
- 2 The Maya used a special drink in their _____ .
a product b ceremonies c contribution d process
- 3 The _____ called the compass helped Chinese sailors navigate.
a device b custom c culture d tradition
- 4 People today can _____ from all the traditions of the past.
a ceremony b tradition c process d benefit
- 5 Most families have their own holiday _____ that they do every year.
a traditions b benefits c products d achievements
- 6 I practice a lot so I can make a _____ to our team.
a ceremony b contribution c device d product

C Fill in the missing words.

ceremonies traditions products customs contributions civilization

The Maya were an ancient _____₁. They had many daily _____₂ and _____₃. They made a drink with cocoa and spices to use in their _____₄. This drink was a kind of chocolate. The Maya have made many _____₅ to our culture today, and chocolate is one of them! You can buy Mayan-style chocolate _____₆ in Mexico and many other places in the world.



- A** Read the article. Why does “Dance of the Flyers” have that name?
- B** Read the article again. Think about the main idea of the reading. Look for details that support the main idea.

The Dance of the Flyers

Music and dance, paintings and stories are examples of arts that help to preserve people’s **culture**. An ancient dance in Mexico that is still done today is the *Danza de los Voladores*, or the Dance of the Flyers.

What is the Dance of the Flyers (*Danza de los Voladores*)? This dance is an amazing cultural ritual that has been performed in Mexico since **ancient** times. Five dancers climb a pole up to 30–40 meters high.

Think

What is the main idea of this reading? What details or examples are given to support this idea?

Why is it called the Dance of the Flyers? When the dancers get to the top of the pole, four of them propel themselves off the pole, flying upside down through the air, attached to the pole by ropes on their feet!

How do they do it? As they climb the pole, they wind the rope around them in a special way. The rope unwinds when they “fly” down to the ground. While the four dancers are flying, the fifth one dances on a small frame that rotates around the pole. He plays a fife and a drum on top of the pole. Dancers have to train for a long time to learn the **process** of winding and unwinding the ropes. It is a big **achievement** to do this dance. But the **product** of

all this practice is the ability to fly!

When was the dance first performed?

This dance was part of a ritual that was done earlier than the sixteenth century. It was done as part of solar **ceremonies**, such as the spring equinox. Today, the dance is still done, but it is more often done as a performance for tourists.



How long is the dance? The dance is about fifteen minutes to half an hour long.

Where is the dance performed? It is performed in parts of Mexico and Guatemala. It is most common to see the dance in the state of Veracruz. It is also performed for tourists at Xcaret, a popular Mexican park in the Yucatan, to entertain and educate people about Mexican culture.

Who performs the dance? There are several groups today that learn how to do the dance. One group is Los Voladores de Papantla (The Papantla Flying Men). They come from Totonacapan, a region in the Mexican state of Veracruz.

Groups like this help to keep the arts alive, and when we preserve art, we preserve culture!

Understand

Comprehension

A Circle the main idea of the reading.

- 1 Music and dance, paintings and stories are some examples of arts.
- 2 One way that people preserve culture is through the arts.
- 3 The dance is performed in parts of Mexico and Guatemala.
- 4 The Papantla Flying Men come from a region in Veracruz.

B Circle the correct answer.

- 1 Which statement is NOT true?
 - a The Dance of the Flyers is an ancient tradition.
 - b It is a long process to learn to do the dance.
 - c People don't do the Dance of the Flyers in Mexico anymore.
 - d Dancers are attached to the pole by ropes on their feet.
- 2 Four dancers "fly" from the top of the pole. What does the fifth dancer do?
 - a He sits on the pole and watches.
 - b He plays the fife and drum, and dances.
 - c He plays the guitar and the drum.
 - d He holds on to the rope.
- 3 What do the dancers do?
 - a They propel themselves from the pole. They are attached by ropes on their feet.
 - b They dance on the ground and look up at the pole.
 - c They climb up the pole and then climb back down.
 - d They dance on the pole and then climb down.

C What dances or music are part of your culture?

D Words in Context Fill in the blanks.

trade ancient voyage tablets tools advanced

- 1 A civilization that is very old is _____.
- 2 Countries _____ goods and services.
- 3 Mesopotamians in Sumer made pictures on clay _____.
- 4 A compass could be used for a long _____ across the sea.
- 5 The Maya produced _____, jewelry, and cloth. They also knew a lot about mathematics and astronomy. That tells us that they were an _____ civilization.



Grammar in Use

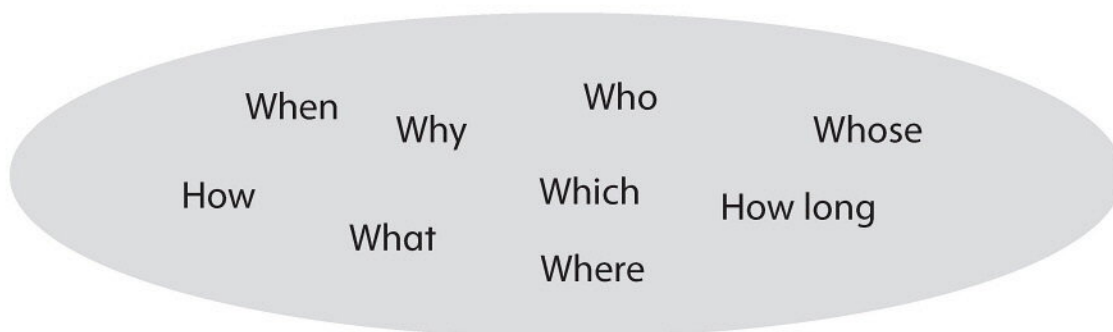


A Study the grammar.

Learn Asking Questions

	Question	Answer
<i>Who</i> as subject	Who performs the dance?	The dancers perform the dance.
<i>Who</i> as object	Who do the dancers perform for?	The dancers perform for the audience .
Other question words		
What	What is the Dance of the Flyers?	It's a cultural ritual.
Where	Where is it performed?	It's performed in Mexico and Guatemala.
When	When was the first dance performed?	It was performed in ancient times.

B Write the question words.



- 1 _____ is doing the dance? A group of dancers.
- 2 _____ kind of dance is it? It's a Mexican dance.
- 3 _____ is the dance? It's in Veracruz.
- 4 _____ dance do you want to see? The first one.
- 5 _____ do you like traditional dances? Because I like to know about culture.
- 6 _____ tickets are these? They are our tickets.
- 7 _____ is the performance? It's about two hours long.
- 8 _____ do you want to get there? I want to go by bus.
- 9 _____ do you want to go? I want to go at eight o'clock.

C Write the question word. Then circle the correct answer.

- 1 _____ are you going?
a I'm going to Spain. b Maria is coming with me.
- 2 _____ are you taking this trip?
a It's my suitcase. b Because I want to see Spain.
- 3 _____ is traveling with you?
a Maria is traveling with me. b I'm leaving at 5 o'clock.
- 4 _____ are you leaving?
a I'm going to Spain. b I'm leaving on Thursday.
- 5 _____ are you taking with you?
a I'm leaving at three. b I'm taking warm clothes.
- 6 _____ suitcase are you taking?
a I'm going by taxi. b I'm taking the red one.
- 7 _____ are you getting to the airport?
a I'm going by taxi. b It's four hours long.
- 8 _____ is the flight?
a Because I like flights. b It's four hours long.
- 9 _____ suitcase is this?
a It's mine. b Because I want to see Spain.



D Look at **C**. Imagine friends just came back from a trip. Write questions you might ask them. Use question words *what, when, why, who, where, how, how long, which, and whose*.

- 1 Hi. When did you get back? _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____

Word Study

A Sort the words in the box into four lists.

centipede centigrade antibiotic telecommunication century biologist
circumstance telescope centimeter television telephone percent
circumference biology biome

1 words that have a root that means *100*

2 words that have a root that means *life*

3 words that have a root that means *circle*

4 words that have a root that means *far away*

B Fill in the blanks. Use what you know about the meanings of word roots: (*circum* means *around*, *cent* means *100*, *bio* means *life*, *tele* means *far away*.)

1 _____ is the study of living things.

2 There are 100 _____ in a meter.

3 A _____ lets you see things that are far away.

4 A _____ is an insect with 100 legs.

5 A _____ is a person who studies living things.

6 A _____ is 100 years.

7 The _____ is the measurement around a circle.

8 A _____ lets you talk to people who are far away.



C Write sentences using four of the words above.

Writing Study

A Add the parentheses.

- 1 We went on a trip to hear a concert. We heard a piece by Elgar an English composer.
- 2 We also saw a dance performance. The dancers a group from Mexico were dressed in beautiful costumes.
- 3 There is an art exhibit I want to see. It is at the Ace museum the special exhibit room until Friday.
- 4 Tomorrow there is a multicultural feast at school. I am bringing moussaka a Greek dish because my family is from Greece.
- 5 Mr. Farrell my Spanish teacher is also a great guitar player.
- 6 My classroom the one at the end of the hall has lots of art on the walls.

B Write information in parentheses for each sentence. You may add names, times, days, or other information.

- 1 Andrea (my friend from school) is coming with me to see the concert.
- 2 The exhibit starts on Tuesday (_____) in the Hayes Museum.
- 3 Dancers from different countries (_____) are going to perform.
- 4 The museum is open three times a week (_____) for special workshops.
- 5 My three sisters (_____) are all older than me.
- 6 I play three sports (_____) so I practice a lot.

C Write a paragraph based on the model below. Use parentheses and question words in your paragraph.

This week I learned about an interesting Mexican dance. It is called the Dance of the Flyers. The dancers climb a large pole (30 or 40 meters high) and then fly from the top of a pole hanging by rope. We learned where you can see it (in Veracruz) and who does the dance (dancers from Veracruz).



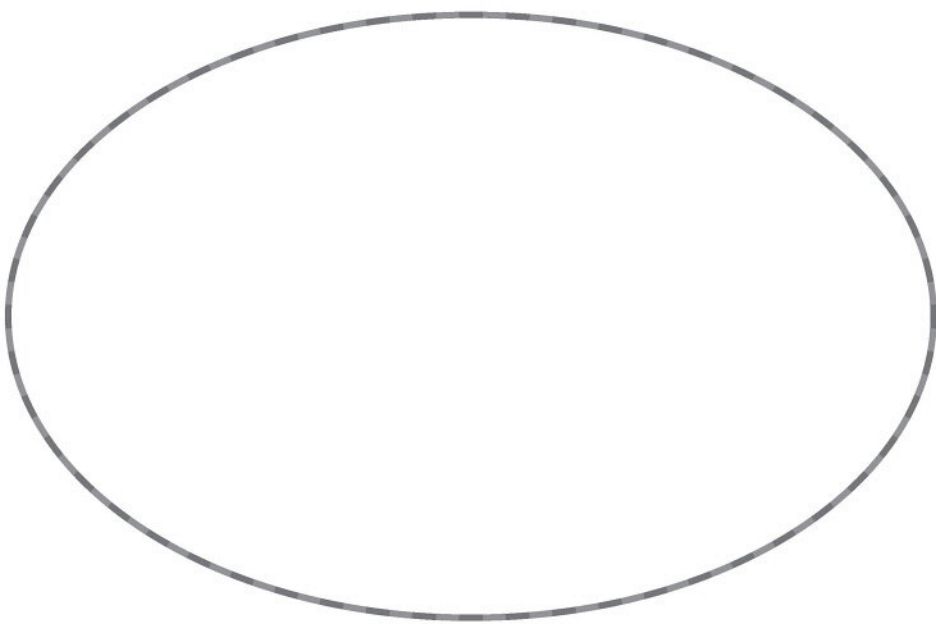
Words

A Read the clues and write the words in the boxes. Write all the circled letters in your notebook. Unscramble them to answer the last clue.

delicious creamy nutty whirring booming spicy sticky crunchy
runny smooth ladle spot

- 1 It stays on your fingers when you touch it. It's _____.
- 2 It has a lot of nuts. It's _____.
- 3 It makes sound when you chew it. It's _____.
- 4 It is almost like a liquid. It's _____.
- 5 The sound is like train wheels. It's _____.
- 6 It has a lot of spices in it. It's _____.
- 7 It tastes wonderful! It's _____.
- 8 It's a very loud voice. It's _____.
- 9 I see something. I _____ it.
- 10 I put the soup in the bowls. I used a _____.
- 11 The texture is the opposite of rough. It is _____.
- 12 It has a smooth texture and a rich taste. It's _____.

		○							
			○						
○									
	○								
		○							
		○							
○									
	○								
○									
		○							



Write letters here.

Clue: A phrase you say if a food is very tasty.
_____.

B Read the clues. Write the words.

- 1 This word has six letters and ends in *y*. It describes a food that is smooth. _____
- 2 This is something you use to transfer liquid from one container to another. _____
- 3 This is what you say when you love the taste of a food. _____
- 4 This word ends in *y*. It has another word in it that is a small food. _____
- 5 This word describes a loud sound. _____
- 6 This word ends in *y*. It has a small word in it that means to move quickly. _____
- 7 This word rhymes with *picky*. It describes something that is hard to get off your hand.

- 8 This word rhymes with *icy* and means something with a strong taste. _____

C Write the missing words.

1



Did you _____ the train? Is it coming down the track? When we're in the train, the conductor will tell us our stop. He has a loud _____ voice, so we'll be able to hear him.

2



I'm going to make some nut butter. I am going to grind it until it is very _____. The mixer makes a _____ sound when it grinds the nuts. I like creamy nut butter a lot more than _____ nut butter.

3



It was a very hot day, so my ice cream cone was _____. The ice cream melted on my hands and they became very _____.

4



I love _____ food. I like to feel like my mouth is on fire! My mother is a great cook and always makes us the most _____ food.

A Read the story. What kind of halva are Melodi and her mother making?

B Read the story again. Remember: You can visualize parts of the story. Making pictures in your mind will help you understand it.



Making Halva

Halva (also spelled halvah or halwa) means “sweet” in Arabic. It is a sweet Middle Eastern treat that is also popular in Asia, Africa, the Balkans, Eastern Europe, and many other countries.

Today, Melodi and her mother were making halva. Melodi lived in Turkey, and halva was one of her favorite treats.

“Are you ready, Melodi?”

“Yes, I am!” Melodi couldn’t wait.

“OK. Let’s measure two cups of honey.” Melodi poured the sweet honey into the measuring cup. Melodi’s mother heated the honey. Then she took it off the stove and poured it into a bowl.

“Now it’s time for the main ingredient. Do you know what that is?”

“Tahini!” said Melodi happily. “But what is tahini?”

“It’s sesame seed paste,” answered her mother. “Sometime we’ll try making our own tahini. It’s made by grinding sesame seeds.”

Melodi measured and poured 2 cups of tahini paste and stirred it into the honey. The sesame-honey mixture was **smooth** and **creamy**.

“Do you know what comes next?”

“Yes, I do. Pistachio nuts!” Melodi knew they would make the halva **nutty** and **crunchy**. Melodi mixed in one and a half cups of the chopped nuts.

“Are we going to put spices in today?” Sometimes her mom made **spicy** halva by adding ginger, cardamom, or cinnamon.

“Not this time,” said her mom. “But we do need some vanilla.”

Melodi liked the smell of the vanilla. Her mother added the vanilla and Melodi mixed it in.

Then they poured the **sticky** mixture into a pan.

“Is it ready yet?” asked Melodi

“No, it isn’t, honey. You know that we have to put it in the refrigerator. It has to stay there for 24 hours so that it will get solid. We can’t eat it when it’s all sticky and **runny**.

Melodi frowned. It was so hard to wait!

“May I please clean the bowl?” she asked quietly.

“Yes, you may.” Melodi’s mother smiled as she handed her the sticky bowl.

The next day, the halva was finally ready. Melodi took the pan out of the refrigerator, and her mom cut it into square pieces.

“Now is it time to eat it?” Melodi asked hopefully.

“Not yet,” said her mom. “We’re going to have some after dinner. But here’s a piece for you to taste.”

Melodi closed her eyes and tasted the creamy, nutty halva she had helped to make.

“It’s **delicious!**”

Think

How does the halva mixture look? Visualize its texture and color.

Understand

Comprehension

A Visualize the story.

ladle creamy smooth mix delicious stir refrigerate cut
heat sticky crunchy nutty



Halva looks, tastes, feels...

1 _____ 2 _____

3 _____ 4 _____



5 _____ 6 _____

To make halva, we...



7 _____ 8 _____

9 _____ 10 _____

11 _____ 12 _____



B Circle True or False.

- | | | |
|--|---|---|
| 1 Melodi wanted to clean the bowl because she wanted to taste the mixture. | T | F |
| 2 The main ingredient in halva is sesame paste, called tahini. | T | F |
| 3 Halva is only eaten in the Middle East. | T | F |
| 4 To make halva you have to bake it in an oven. | T | F |
| 5 Melodi liked halva that was crunchy and nutty. | T | F |
| 6 Halva is not very sweet because it does not have sugar or honey in it. | T | F |

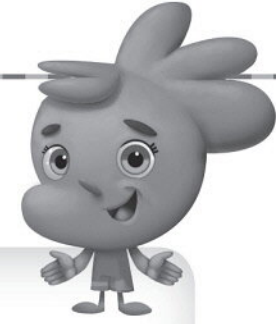
C Have you ever made a dessert? What did you make? What dessert would you like to make?

D Words in Context Write the correct word.

square skidding sniffing dizzy mold wink

- | | |
|---|---|
| 1 Careful! That car is _____. | 2 There are buildings around the _____. |
| 3 Andy is _____ the bowl. It smells good! | 4 To make chocolates, we put the batter into a _____. |
| 5 Can you _____ with one eye? | 6 If you spin around, you might get _____. |

Grammar in Use



A Study the grammar.

Learn Short Answers

Are you ready?	Yes, I am. No, I'm not.
Do you know what's next?	Yes, I do. No, I don't.
Is it ready yet?	Yes, it is. No, it isn't.

B Fill in the chart.

There are many short answers in the past, present, and future tenses. Here are some of them. Read the way we start the questions. Fill in the answers.

Short Answers in the Past and Present				Short Answers in the Past and Future			
	Question	Short Yes Answer	Short No Answer		Question	Short Yes Answer	Short No Answer
1	Are you...?	Yes, I am.	No, I'm not.	8	Was he...?	Yes, he was.	
2	Is he...?	Yes, he is.		9	Were they...?		No, they weren't.
3	Are they...?		No, they aren't.	10	Did you...?	Yes, I did.	
4	Does he...?	Yes, he does.		11	Could he...?		No, he couldn't.
5	Do you...?		No, I don't.	12	Will he...?		No, he won't.
6	Can he...?	Yes, he can.		13	Have you...?	Yes, I have.	
7	Were you...?	Yes, I was.	No, I wasn't.	14	Has he...?	Yes, he has.	

C Look at the pictures. Write the answers to the questions.



Can he ride a bicycle?

_____.



Are they happy?

_____.



Will he play baseball?

_____.



Was she studying yesterday?

_____.



Can they play soccer?

_____.



Were they studying?

_____.



Did he win the race?

_____.



Is she wearing a dress?

_____.

D Answer questions about yourself. Use short answers.

- 1 Do you like pets? _____
- 2 Are you studying English this year? _____
- 3 Did you study geometry last year? _____
- 4 Will you study history next year? _____
- 5 Can you play a musical instrument? _____
- 6 Have you ever seen a penguin? _____
- 7 Could you speak English when you were five? _____
- 8 Were you shy when you were little? _____

Word Study

A Fill in the nouns or adjectives. Add or take away the suffix *-ous*.

	Noun	Adjective
1	adventure	adventurous
2	carnivore	carnivorous
3	courage	
4		marvelous
5	venom	
6		humorous
7	mountain	
8	envy	
9	fame	
10		spacious

B Use the nouns and adjectives above to fill in the blanks.

- 1 Be careful in the woods! There are _____ snakes around here.
- 2 The African lion eats meat. It is a _____.
- 3 I like to go to new places. I'm very _____.
- 4 Soldiers need to have a lot of _____.
- 5 The performance was so beautiful. It was _____.
- 6 That actor is _____. Everybody knows him.
- 7 Her jokes are so funny. She has a great sense of _____.
- 8 This office is very small. I need one that's more _____.
- 9 Are there a lot of _____? I like mountainous places.
- 10 You shouldn't be _____ of what other people have.

C Cross out the wrong choice.

- 1 Animals in the woods can be carnivorous / dangerous / spacious / venomous
- 2 An explorer can be famous / venomous / adventurous / courageous
- 3 A performer can be humorous / marvelous / famous / dangerous

Writing Study

A Read the sentences with *for instance*, *for example*, and *such as*. Add the correct punctuation.

- 1 I want to participate more in the arts for example music drama or dance.
- 2 I like to eat a lot of salty foods such as potato chips and pretzels.
- 3 We want to bring more performances to the school for instance the local children's chorus.
- 4 She enjoys all kinds of books such as mysteries and biographies.
- 5 He has visited many countries for instance France Mexico and Japan.
- 6 I like winter sports for example skiing and ice skating.

B Read the two sentences. Write a new sentence to combine them, using *for instance*, *for example*, or *such as*.

- 1 There are a lot of art classes in my school. There are classes for painting, sculpture, and drawing.

- 2 I have to study a lot of subjects. I have to study math, English, science, and social studies.

- 3 I go to many after-school activities. I go to karate class, piano class, and swimming class.

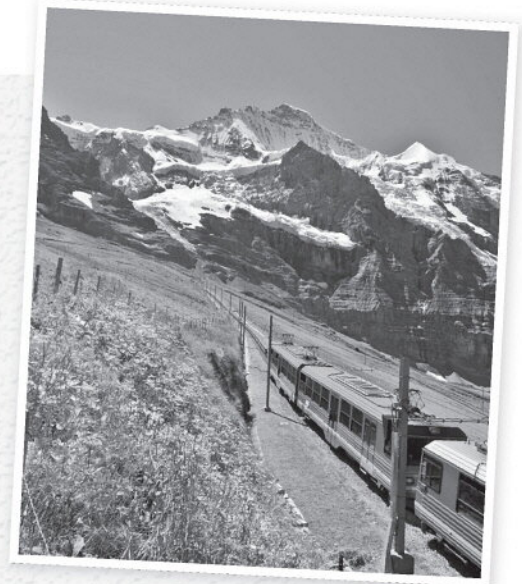
C Write a paragraph based on the model below. Tell some of the things you learned or did this month. Use *for example*, *for instance*, and *such as*. Remember to put in commas where they belong.

In this module we learned about what cultures give to the world. We learned about contributions such as art, music, and writing. We learned about ancient dances, for example, the *Danza de los Voladores* in Mexico. We learned about ancient civilizations, for instance, the Maya.



Writing

A Read this travel brochure. Fill in the blanks.



_____ Visit Switzerland! You'll love the mountains and the historical sights—and the chocolate!

_____ First, take a hike up the Swiss mountains. Switzerland has wonderful mountain trails and beautiful views. The best time for hiking is in the spring, summer, or fall. All of the tourist offices can give you lists of the best trails.

_____ Next, go visit some castles and cathedrals. Switzerland has many castles from the Middle Ages. The castles at Gruyères, Bern, and Basel are great sites to see. One castle is from the fourteenth century.

_____ Then, you can take a tour of the lakes in central Switzerland. The tour will take you on a steamer boat across a lake while you have lunch. Then you will continue your tour with a train ride. The train will take you through the St. Gotthard mountain range and through the Gotthard railway tunnel.

_____ Finally, take a ride on the chocolate train! Switzerland is famous for its chocolate and its cheeses. The trip begins on the Swiss Riviera. You will take the train to Gruyères and visit the cheesemaking factory. Then you will continue to Broc to taste chocolate in a chocolate factory. Enjoy!

B Answer the questions.

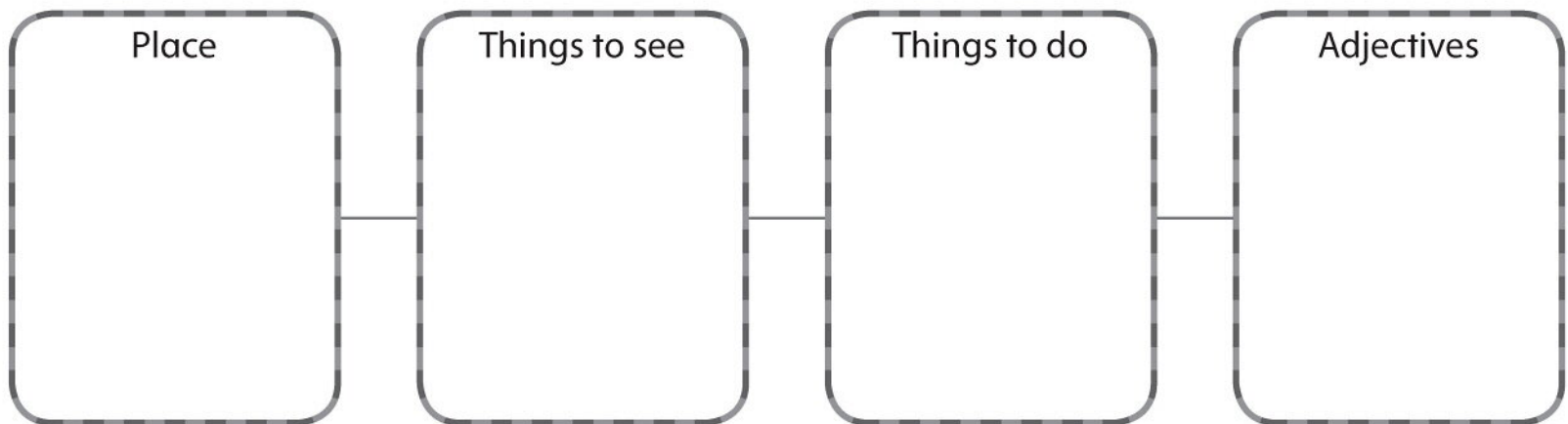
1 What is the purpose of the welcoming message? _____

2 What activities does the writer describe? How does he organize them in the brochure?

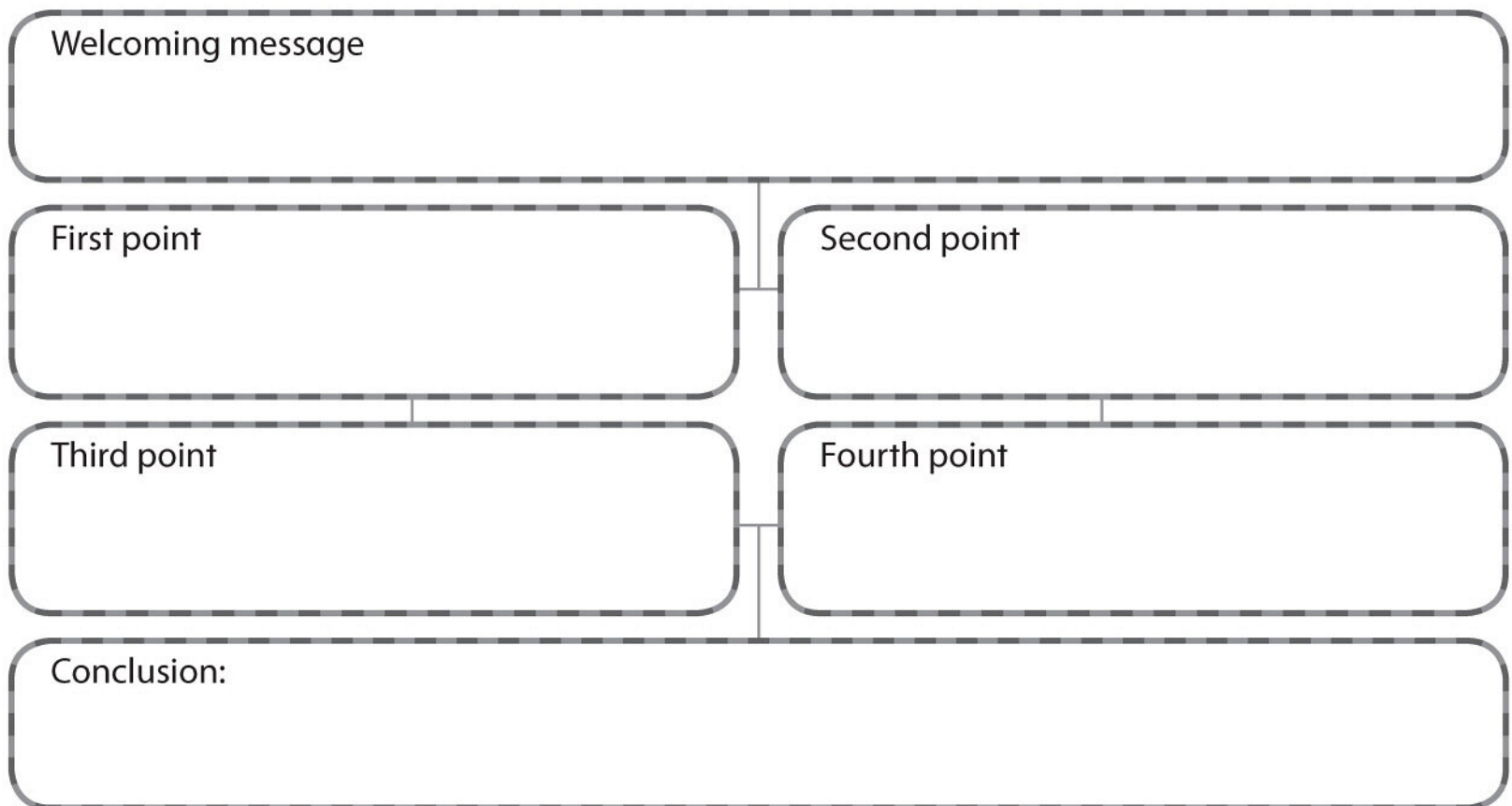
3 What does the writer describe the activities? _____

Write a travel brochure.

A You're going to write a travel brochure. Brainstorm. Write your ideas in the flow chart below.



B Outline your ideas by filling in the chart.



C Now write the first draft of your travel brochure in your notebook.

D My Writing Checklist

Did you...

- write a welcoming message?
- include transition words?
- use adjectives and describe as many things about the country as you can?
- read and revise?

E Now write the final draft of your travel brochure in your notebook.

What have you learned?

Review

A Fill in the poster about the Dance of the Flyers.

ancient Where culture When tradition Why
Who achievement How What

Do you want to learn about Mexican

_____ ?

Come see the Dance of the Flyers.

The dancers have been practicing this dance all season. Come celebrate their _____
at performing it!

_____ is it?

It is an _____ dance. This _____ has
been done for hundreds of years.

_____ do they do the dance?

Dancers climb a pole. They wind rope around their feet. At the top of the pole, they propel themselves through the air! They fly down to the ground!

_____ will the performance be?

It will be in the main square of the city.

_____ does it start?

The dance will start at 3:00 P.M., 4:00 P.M.,
and 5:00 P.M.

_____ will perform the dance?

Five dancers from Veracruz will perform the dance.

_____ should you go?

Because you will enjoy it! Don't miss the show!



BIG QUESTION 5

What do different countries give the world?

B Fill in the blanks. Change the words if necessary.

adventure venom carnivore mountain marvel famous spacious humor



1 I'm feeling nervous¹ . Let's go hiking! This area is very _____², so there are a lot of good slopes to climb. We have to be careful because there are _____³ snakes in the woods. There are also some _____⁴ animals. Are you ready?



2 I saw a great comedian the other day. So many people knew about the performance because he is _____¹. The hall was so crowded and it was not _____² enough for all those people. Some of his stories were _____³, but his jokes were very funny. It was a _____⁴ performance

C Fill in the blanks.



1 Some words, such as _____, _____, and _____ have *cent* in them, which means 100.
2 Some words, for example, _____, _____, and _____ have *bio* in them which means life.
3 Some words, for instance _____, _____, _____ have *tele* in them, which means far away.

D Retell the story of Melodi making halva. Use some of the words you learned in Unit 10. Use short answers to tell what the characters said.



BIG QUESTION 6

Why are mountains important?

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 Match the words with the definitions and pictures.

1 glacier



a



2 altitude



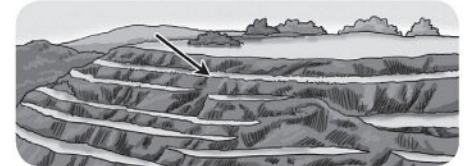
b

successful at getting a result

3 valley



c



4 peak



d

height from sea level

5 steep



e



6 water cycle



f

drops of liquid in the air

7 effective



g



8 mountain range



h

a large mass of ice

9 slope



i



10 hill



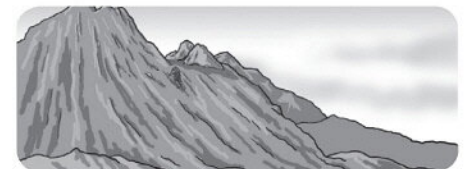
j

the side of a mountain

11 terrace



k



12 vapor



l

water evaporates and makes rain

B Circle the correct answer.

- 1 The farmers made flat _____ on the mountain to grow the crops.
a slope
b hills
c terraces
d valleys
- 2 Water vapor turns into clouds. Rain falls. This is part of the _____.
a water cycle
b vapor
c mountain range
d valley
- 3 _____ is made of many tiny water drops in the air.
a Effective
b Water cycle
c Glaciers
d Vapor
- 4 A group of mountains is called a _____.
a peak
b slope
c valley
d mountain range
- 5 We went up to the highest peak and back down to the _____.
a glaciers
b valley
c mountain range
d peak
- 6 The hill is hard to climb because it has a steep _____.
a slope
b peak
c altitude
d terrace

C Fill in the missing words.

hill altitude glacier slope steep peak mountain range

The slope of that mountain is very _____. It will be hard to climb. It is much harder than walking up a little _____.
When we get to the top, the air will be thin because of the high _____. You can see that the _____ of the mountain has snow and ice on it. This whole _____ was once covered by a large _____.



- A** Read the article. What are some of the amazing features of Mt. Kilimanjaro? What are some of its problems?
- B** Read the article again. Remember: When you read, think about cause and effect: *why* and *because*.

Mount Kilimanjaro

One of the most amazing mountains in the world is in the country of Tanzania, Africa. It is Mount Kilimanjaro. This mountain is the highest in Tanzania, the highest in all of Africa, and the highest *freestanding* mountain in the world.

Freestanding means it is not part of a **mountain range**. When you measure from the base at sea level to the highest **peak**, Mt. Kilimanjaro is 5,895 meters high! It is one of the highest *walkable* mountains in the world, too. This means it is not too **steep**, so you don't need climbing equipment. You can walk up its **slopes**. But it is not an easy walk!

When you get up to a high **altitude**, you can get altitude sickness, which gives you headaches. And, the mountain is so high that it takes at least six days to get to the top!

This amazing mountain has **glaciers** and snow, which are unusual to see at the equator, where it is so hot! Over a million people live on its lower slopes. It is a very important and productive farming area because it has rich volcanic soil and a lot of rain. The mountain also has a lot of wildlife, such as buffalo, leopards, antelope, and monkeys. It has more than 1,800 kinds of flowering plants.



Unfortunately, Mt. Kilimanjaro is in danger. One problem is that the glacier is disappearing. In 1880, there were about 20 square kilometers of ice. Since 1912 about 80% of the glacier has disappeared, but

today there are less than 2 square kilometers. Glaciers are very important as a source of water for the mountain and for the land surrounding it. When the water supply is in danger, the lives of the people are threatened and so are the farms, the animals, and the plants. There are also problems with deforestation. This means that trees are cut down. Many valuable

kinds of trees grow there, and people cut down trees without a good plan for planting more.

What can be done to save Mt. Kilimanjaro? Some conservation groups are trying to educate people about how to take care of the land. Conservation groups also organize tree planting. One group planted over one million trees in just a few years! If you want to help save a mountain, you can do your part. Educate yourself and other people about the importance of mountains!

Think

What causes the farms, animals, and plants to be threatened?

Comprehension

A Circle the correct answer.

- 1 Which one is NOT an example of cause and effect?
 - a Cause: The water supply is in danger. Effect: People, farms, animals, and plants are threatened.
 - b Cause: Trees are cut down without a good plan for planting. Effect: deforestation
 - c Cause: Buffalo, leopards, and monkeys live on the mountain. Effect: There are 1,800 kinds of plants.
 - d Cause: Conservation groups educate people. Effect: People are educated, and they make better decisions.

- 3 Which statement is false?
 - a There is a lot of snow near the equator.
 - b Very few people live on Mt. Kilimanjaro.
 - c There is a lot of wildlife there, such as buffalo and antelope.
 - d There is rich soil for farming and a lot of rain.

- 2 What are two problems causing danger to Mt. Kilimanjaro?
 - a farmers and people living on the mountain
 - c the volcanoes and antelope
 - c the disappearing glacier and deforestation
 - d farmers on the mountain and disappearing glaciers

- 4 What are two ways conservation groups can help Mt. Kilimanjaro?
 - a bringing more tourists and planting more trees
 - b cutting down trees and planning for more trees
 - c bringing more glaciers and wildlife there
 - d educating people and planting trees

B What fact from this reading did you think was the most interesting?

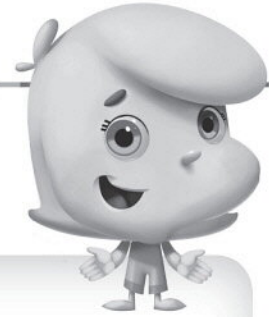
C Words in Context Complete the paragraphs.

transformed condenses released flows stored resources

- 1 Mountains provide a lot of _____, like wood from trees. This mountain has been _____. It used to be covered with ice, and now it is not. Water _____ down from the top of the mountain to the bottom.

- 2 Water evaporates and then _____. When water drops get heavy, they are _____ as rain or snow. Some water is _____ as snow and ice.

Grammar in Use



A Study the grammar.

Learn Passive

Active	Passive
People cut down trees. [] subject [] object	Trees are cut down. [] subject
Scientists measure the mountain.	The mountain is measured.
Conservation groups educate people.	People are educated.

B Fill in the missing words.

find grow are grown are found make is eaten is called call eat is made
 were turned on was read were washed turned on read washed

- 1 People _____ Earth the Blue Planet.
 Earth _____ the Blue Planet.
- 2 Vietnamese food _____ in Vietnam.
 People in Vietnam _____ Vietnamese food.
- 3 Many crops _____ on mountain terraces.
 Farmers _____ many crops on mountain terraces.
- 4 A lot of furniture _____ from the wood of mountain trees.
 People _____ a lot of furniture from the wood of mountain trees.
- 5 Wild mushrooms _____ in the forest.
 Can people _____ wild mushrooms in the forest?
- 6 I _____ all the dirty dishes.
 All the dirty dishes _____ .
- 7 She _____ the lights in the living room.
 The lights in the living room _____ .
- 8 Many people _____ that book.
 That book _____ by many people.

C Change the sentences.

	Active	Passive
1	Do farmers grow corn in the mountains?	Is corn _____?
2	Where do _____?	Where are diamonds found?
3	People call New York City "The Big Apple."	
4		Antelopes are seen in the mountains.
5	Chefs make pizza in large ovens.	
6		English is taught in school.

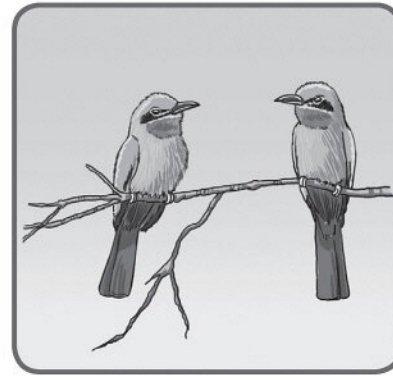
D Unscramble the sentences that have active or passive verbs.

1



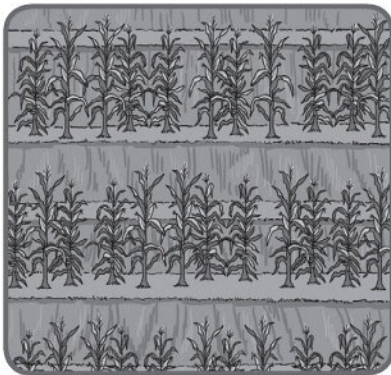
are / plants /
Baskets / from /
made

2



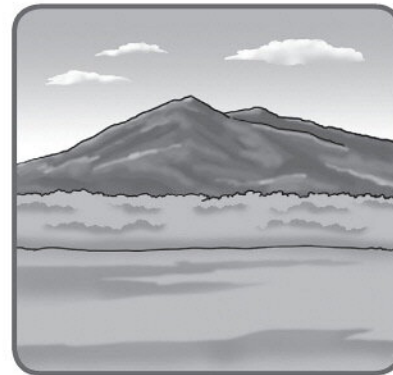
many / saw /
mountains / birds
/ in / They / the

3



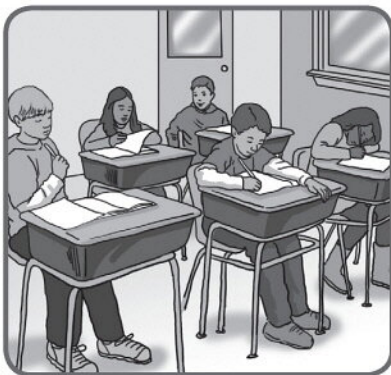
terraces / grown
/ Corn / is / on /
mountain / the

4



The / called / Mt.
/ is / Tamalpais /
mountain

5



schools /
educated / in /
Students / are

6



teaches / The
/ ranger /
people / about /
mountains

Word Study

A Fill in the missing words.

active / inactive correct / incorrect direct / indirect expensive / inexpensive
possible / impossible perfect / imperfect patient / impatient polite / impolite

- 1 I only got one answer wrong! Nine answers were _____, and one was _____.
- 2 I like to get a lot of exercise. I like to be _____.
When I am _____, I feel bored.
- 3 I think we need climbing equipment. It is _____
to climb that steep slope. If we have the right equipment, it
will be _____.
- 4 That boy was very nasty and _____. I think his
parents should teach him to be _____.
- 5 Please wait. Please don't be so _____. You need
to learn how to be more _____.
- 6 I don't have enough money to buy it. It is too
_____. I need to find one that is _____.
- 7 He doesn't say exactly what he means. He is too
_____. I wish he would be more _____
about what he means.
- 8 You cannot have everything just the way you want it. We all want life to be _____,
but many things in life are _____.



B Write sentences. Use six words from the box above.

Writing Study

A Practice using colons. Read the sentences. Then rewrite them as one sentence, using colons.

1 We saw a lot of wildlife. We saw bears, bobcats, snakes, and raccoons.

2 A lot of crops are grown there. Corn, rice, beans, and coffee are all grown there.

3 The cake is made with a lot of ingredients. The ingredients are flour, honey, nuts, butter, and dried fruit.

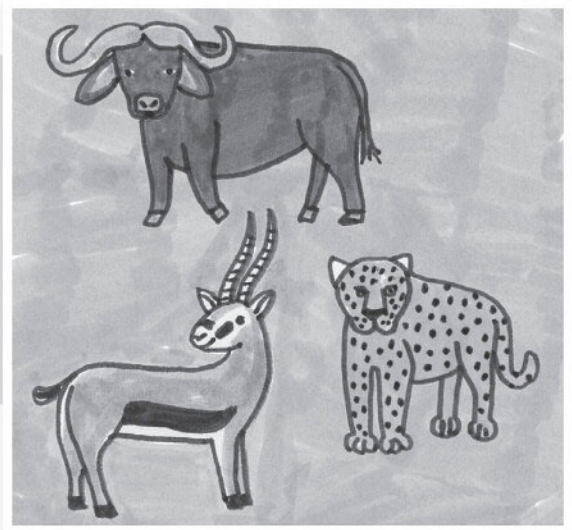
4 A lot of furniture is made from forest trees. Some examples are chairs, cabinets, and dressers.

5 I need some ingredients to make the cake. I need flour, sugar, and vanilla.

6 We need to pack some things for our camping trip. We need a flashlight, food, and blankets.

B Write a paragraph based on the model below. Write about something you have learned this week. What else would you like to learn about? Tell about what you have learned or what you have seen. Use colons to show lists. Use present passive in some of your sentences.

We learned about a mountain called Mount Kilimanjaro. We learned about the amazing features of the mountain: volcanoes, wildlife, plants, glaciers, and farms. I wish I could see the wildlife that is found on the mountain: buffalo, leopards, monkeys, and antelope.



Words

A Read the clues. Complete the puzzle.

endless stammer awestruck jagged pointy miniature stern arch
mutter squirm scowl stretches

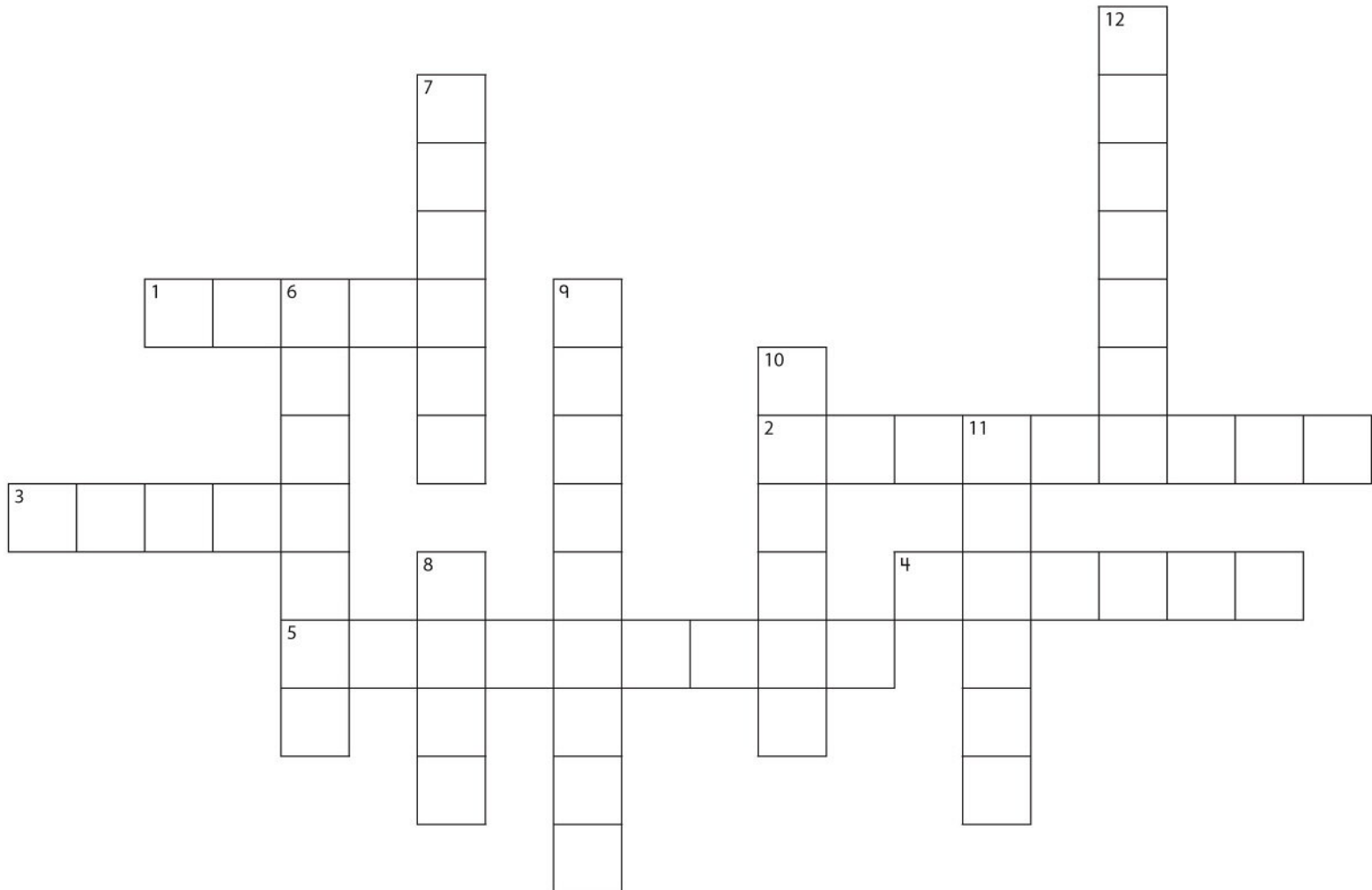
Clues

Across

- 1 He is strict and serious. He is _____.
- 2 She is really amazed. She is _____.
- 3 To frown angrily is to _____.
- 4 To say something so no one can hear is to _____.
- 5 The countryside _____ out around the mountain.

Down

- 6 It has no end. It is _____.
- 7 It has a pointed tip. It is _____.
- 8 A curved structure is an _____.
- 9 It is very tiny. It is _____.
- 10 It has rough, sharp edges. It is _____.
- 11 To wriggle or twist your body is to _____.
- 12 To speak with pauses is to _____.



B Circle the correct answer.

1 He looked so angry and _____ .
He was _____ at me.

- a endless / scowling
- b awestruck / stammering
- c stern / scowling
- d stern / squirming

3 I couldn't hear what he said. He was _____ .

- a squirming
- b muttering
- c scowling
- d stammering

2 It is hard for him to speak. He stops between words and sentences. He _____ .

- a mutters
- b scowls
- c stretches
- d stammers

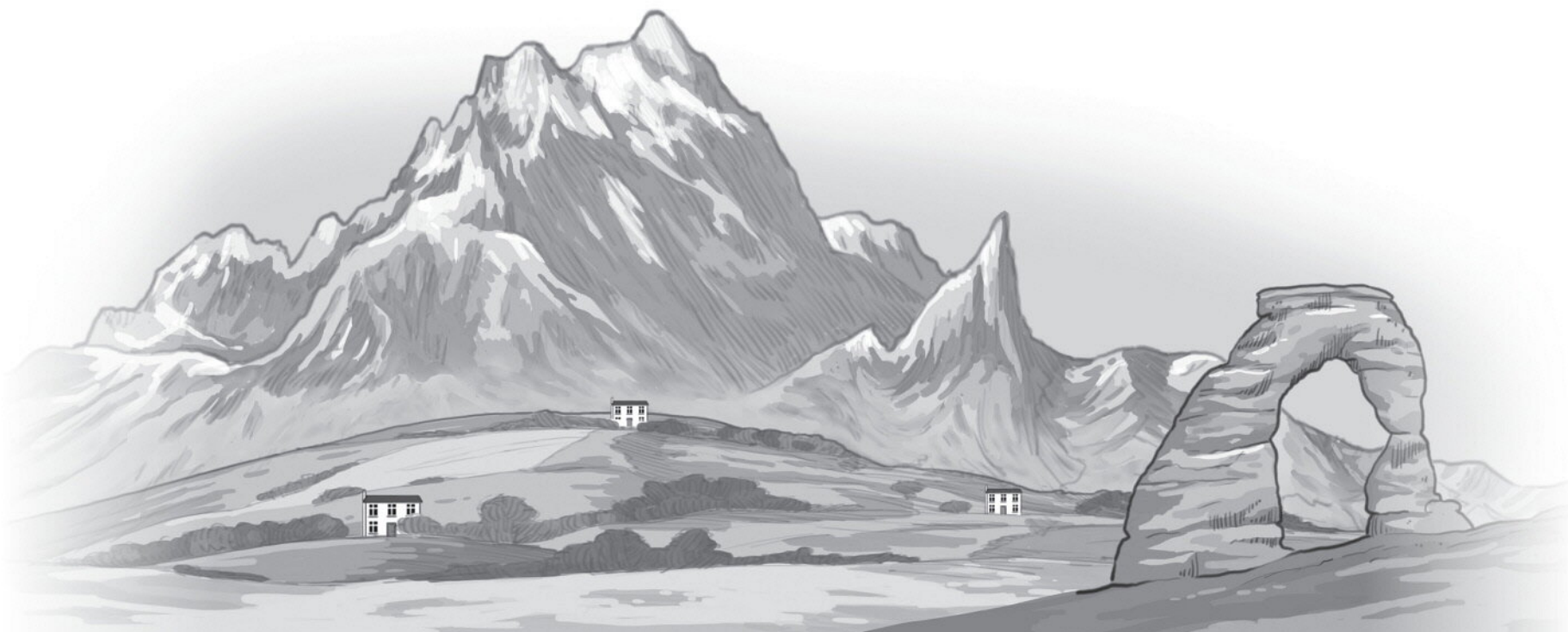
4 She was so amazed by the view. She was _____ .

- a awestruck
- b endless
- c jagged
- d scowling

C Complete the words in the paragraph.

endless pointy miniature stretch jagged arch

This is a mountain range. The mountains make a rough and _____¹ shape against the sky. One mountain has a single _____² peak. There is an _____³ made of stone on one of them. The houses at the bottom of the mountain look _____⁴ from the top. The fields _____⁵ out all around the mountains. You can see so far from the top. The view looks _____⁶ .



A Read the story. What does Alicia want to do? What about Gabriel?

B Read the story again. Remember: As you read, ask yourself the 5 Ws: *where, what, when, why, and who.*

Top of the Mountain

Gabriel looked up at the **endless** mountain in front of him. The mountain was called Mount Tam, which was short for Mount Tamalpais. It was named in 1845 and was translated from a Native American word meaning *Sleeping Maiden*. His sister wanted to go all the way to the top! She loved to hike.



"Sorry," she laughed. "I got mud on you!"

"Very funny!" He **scowled** at her.

"I'm sorry," she said, "but it's just mud. We came here to have fun!"

Gabriel sighed. "Some fun," he **muttered**. "I hate hiking."

She helped him up. Then she told him where she was taking him.

Gabriel didn't think he could get all the way up to the top of the mountain. He **squirmed** nervously.

"Maybe another day."

"No, today!" said his sister. "There's something I have to show you. Come on!"

Alicia scrambled up a tall slope. He hurried to catch up. Then he saw branches in the way and a bunch of **jagged** rocks.

"We can't get through here!"

"Yes, we can." Alicia crawled under a branch, and up and down the rocks. As she jumped down off a rock in front of him, he heard a muddy splash and felt mud in his face. Then he heard his sister laughing.

Think

What is one question that you can ask yourself about the story?

They were following the path of an old railway. It was built in 1896, but it had closed in 1930. It was called The Crookedest Railway because it had 281 curves. Alicia was taking Gabriel to the railway museum that had an old car like the ones that used to move people up and down the mountain.

They kept climbing the slope until they came to the museum. Now Gabriel finally felt excited. They looked at all the information about the railway and climbed on the model railway car. Then Alicia told Gabriel there was a trail nearby that was not very long. It went to the highest peak of the mountain, where there was a lookout tower. The slope was steep, but they climbed and climbed until they got to the top. Gabriel looked at the view with his mouth open, **awestruck**. The buildings, cars, and boats down at the bottom all looked like **miniature** toys.

"I knew you would love it here!" said Alicia. "You did it, Gabriel! You got to the top of the mountain!"

Understand

Comprehension

A Fill in the chart with information from the story.

Top of the Mountain	
Where?	
When?	
What?	
Why?	
Who?	

B Answer the questions.

- 1 How are the two characters alike or different? _____

- 2 What two places on the mountain does Alicia want to see? _____

- 3 How do Gabriel's feelings and attitude change from the beginning of the story to the end?

- 4 How do you feel about hiking? Would you want to go on the hike that Gabriel and Alicia went on?

C **Words in Context** Complete the sentences.

shielded folded embarrassed distant silhouette teasing

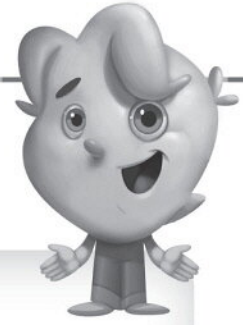


He saw a _____¹ of a _____² mountain. The sun was very strong. He _____³ his eyes.



Kate's brother was angry. He _____⁴ his arms across his chest. "Stop _____⁵ me!" he yelled. Their mother scolded Kate. "Stop bothering him!" Kate was _____⁶.

Grammar in Use



A Study the grammar.

Learn Past Passive

Present Active	People call the mountain Mount Tam.
Present Passive	The mountain is called Mount Tam.
Past Active	People called the mountain Mount Tam.
Past Passive	The mountain was called Mount Tam.

B Write the verbs in the active or passive to complete the sentences.

- | | |
|---|--|
| <p>1 grow
People _____ corn in the mountains.
Corn _____ in the mountains.</p> <p>3 serve
They _____ dinner already.
Dinner _____ already.</p> <p>5 give
The teacher _____ a final exam every year.
A final exam _____ every year.</p> | <p>2 protect
My big brother _____ me when I was young. I _____ by my big brother when I was young.</p> <p>4 finish
I _____ my homework every day before dinner. My homework _____ every day before dinner.</p> <p>6 make
They _____ the cookies yesterday.
The cookies _____ yesterday.</p> |
|---|--|

C Write present or past passive to complete the sentences.

is called are shown is built were shown was built are made was made was called

- 1** The mountain had a shortened name. It _____ Mt. Tam.
- 2** You can look up your grade. The grades _____ online now.
- 3** The building is very old. It _____ in 1890.
- 4** We are making the house very strong. It _____ out of bricks.
- 5** My chicken tacos are easy to make. They _____ with chicken, avocado, and beans.
- 6** I have a name for my new painting. It _____ *The Mountain*.
- 7** I saw the paintings yesterday. They _____ at the gallery.
- 8** I did all of the cooking last weekend. All of it _____ at home.

C Fill in the blanks. Use the verbs *make* or *show* as the verb. Change the verb. Then label it *present active, past active, present passive, past passive*.



- 1 I saw the movie last week. It _____ in the classroom.

- 2 I like Mondays. The teacher _____ a movie every Monday.

- 3 Last Monday, the teacher _____ us another movie.

- 4 That teacher brings a lot of movies to class! Every Monday, a movie _____ in that classroom! _____



- 5 Last weekend, I _____ chicken tacos, beef tacos, and vegetarian tacos. _____
- 6 Tacos are easy to make. They _____ with corn or flour tortillas. _____
- 7 Tacos are a quick food to make. I usually _____ tacos when I don't have much time to cook. _____
- 8 Last year, I had fresh tacos in Mexico. They were delicious. They _____ with freshly ground blue corn flour. _____

D Make six sentences. Use the present passive for three sentences and past passive for the other three. Change the verbs in the box.

build make change show eat go

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

- 6 _____

Word Study

A Which words mean almost the same thing? Connect the similar words. Then write the synonym pairs.

careful cautious path

frightened swift afraid

trail

clever ill shine

large sparkle big

gigantic smart strange

shut weird quick

huge sick small close

- 1 large / big
- 2 _____ / _____
- 3 _____ / _____
- 4 _____ / _____
- 5 _____ / _____
- 6 _____ / _____

- 7 _____ / _____
- 8 _____ / _____
- 9 _____ / _____
- 10 _____ / _____
- 11 _____ / _____
- 12 _____ / _____

Writing Study

A Complete the chart.

	Present	Past	Past Participle
1	choose	chose	chosen
2		flew	
3	break		
4		forgot	
5	know		
6		took	
7			written

B Write a paragraph based on the model below. Tell about something you have made, written, or drawn. Use past participles and past passive.

I wrote a new story about a mountain. It's called "Mist on the Mountain". I made a model of a mountain, too. The model is made of clay and paper. I'm going to show my model to the class. I have done a lot of artwork and writing this year. I wrote a story about a volcano. It was called "The Dark Volcano". I have gotten a lot of compliments about my writing and my artwork.



Writing

- A** Read this story about going on a camping trip. Use the labels *character*, *setting*, *problem*, and *solution* to label what each marked section describes.

One warm summer weekend, Alicia and Jessica decided to go camping. They were going to go to the mountains.

“Let’s see,” said Alicia. “We have the tent and the sleeping bags.”

“I have all my clothes,” said Jessica.

“We don’t need anything else. The bags are packed. Let’s go.”

They put the bags in the car and started to drive. They were driving down the highway when Jessica said, “Oh, no, we have to go back. I forgot the water bottles. I don’t want to buy plastic bottles. Let’s go back.”

So they drove back home to get the water bottles. They were driving down the street when Alicia said, “Oh, no, we have to go back. I forgot my pillow. I can’t sleep without a pillow. Let’s go back.” So they went back and got the pillow. They were driving down the road when Jessica said, “Oh, no. The sunscreen! I just bought some. But I left it on the table. Let’s go back.”

So they went back for the sunscreen. They were driving down the highway when Alicia said, “Oh, no. The directions! The map!”

So they went back again. They were driving down the road when Jessica said, “We’ve been traveling for an hour already. I’m hungry. What about you?”

“Yes, me too,” said Alicia. “Let’s stop for lunch.”

“Oh, no,” said Jessica. “I forgot my wallet!”

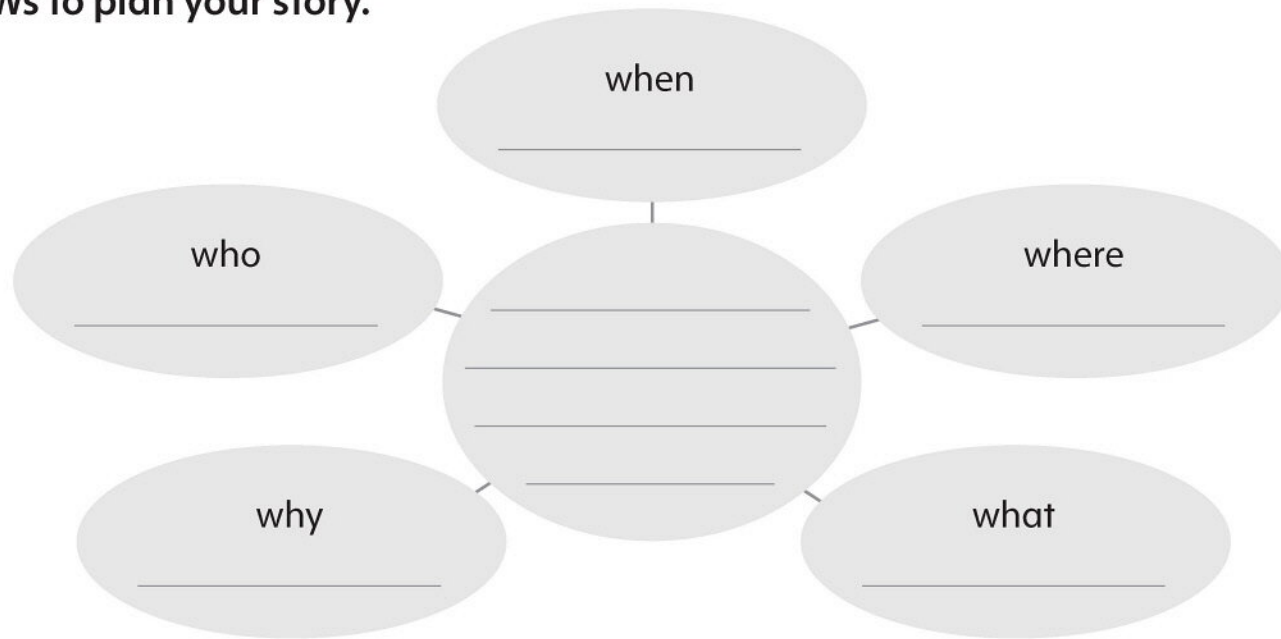


- B** Answer the questions.

- 1 Where does the story take place? _____
- 2 Who are the characters? _____
- 3 When does the story happen? _____
- 4 What do Jessica and Alicia have to keep doing? Why? _____

Write a story.

- A** You're going to write a story. Brainstorm. Write your ideas in the word web below. Use the 5 Ws to plan your story.



- B** Outline your ideas by filling in the chart.

Main characters	Setting
Problem of the story	
A story event	
A story event	
How the problem is solved	
The ending	

- C** Now write the first draft of your story in your notebook.

D My Writing Checklist

Did you...

- tell the characters, the setting, the problem, and the solution?
- give details about what happened and why it happened?
- read and revise?

- E** Now write the final draft of your story in your notebook.

What have you learned?

Review

A Label the pictures. Use all the words in the box.

jagged mountain range steep slope pointy peak
valley scowling muttering hill awestruck
arch hill silhouette



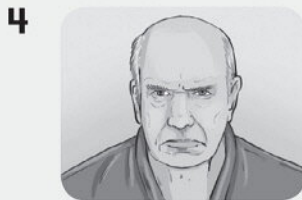
A _____ of a _____
_____.



Two _____
and a _____.



The _____ is very
_____.



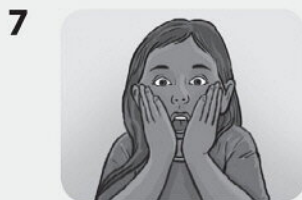
The man is _____.



The woman is _____.



This is a _____.



The girl is _____.



An _____ on a
_____.



BIG QUESTION 6

Why are mountains important?

B Use the words to fill in the blanks.

water cycle condenses miniature teasing terraces altitude stern
vapor glaciers squirmed

	Cause	Effect
1	We climb to a high _____ .	Everything looks _____ down below.
2	Farmers make _____ to grow crops in the mountain.	More crops are grown in the mountains.
3	The climate gets warmer.	_____ begin to melt.
4	_____ rises.	Water vapor hits cold air and _____ , and the _____ continues.
5	You are _____ your brother.	Your mother gets very _____ and angry.
6	The path was blocked by branches.	Alicia and Gabe _____ through the branches.

D Rewrite the sentence. Change an active verb to passive. Change the object to the subject. Replace one word in each sentence with a synonym.

1 When he polished the ring, it began to shine.

When the ring was polished, it began to sparkle.

2 The baker made the cake with butter. It was so tasty.

3 The room got cold when I turned off the heat.

4 People built the trail in the 1890s.

5 The kids were afraid when someone showed the monster movie.



BIG QUESTION 7

Why do we use money?

Think and write.

What do you know?

What do you want to know?

Words

A Match and write the words to complete the phrases.

nervously rudely politely aggressively calmly
shyly bravely terrifying fierce delicate greedy wise

- | | | | | | |
|----|---------------|-----------------------|-----------------------|----------|---------------------------------|
| 1 | wait _____ | <input type="radio"/> | <input type="radio"/> | a | wild and dangerous |
| 2 | shout _____ | <input type="radio"/> | <input type="radio"/> | b | in a courageous way |
| 3 | ask _____ | <input type="radio"/> | <input type="radio"/> | c | in respectful way |
| 4 | play _____ | <input type="radio"/> | <input type="radio"/> | d | having knowledge of many things |
| 5 | sit _____ | <input type="radio"/> | <input type="radio"/> | e | easy to break |
| 6 | speak _____ | <input type="radio"/> | <input type="radio"/> | f | not in a respectful way |
| 7 | fight _____ | <input type="radio"/> | <input type="radio"/> | g | in a competitive way |
| 8 | a _____ ride | <input type="radio"/> | <input type="radio"/> | h | in a worried way |
| 9 | a _____ growl | <input type="radio"/> | <input type="radio"/> | i | wanting many things |
| 10 | a _____ boy | <input type="radio"/> | <input type="radio"/> | j | very scary |
| 11 | a _____ glass | <input type="radio"/> | <input type="radio"/> | k | in a quiet, timid way |
| 12 | a _____ man | <input type="radio"/> | <input type="radio"/> | l | in a quiet, unworried way |



B Circle the correct answer.

1 If something is very scary, we can say it is

_____.

- a wise
- b greedy
- c terrifying
- d delicate

2 When someone is scared, they might act

_____.

- a rudely
- b shyly
- c politely
- d nervously

3 If something breaks easily, we can say it is

_____.

- a fierce
- b delicate
- c greedy
- d wise

4 Saying "please" and "thank you" is part of speaking _____.

- a calmly
- b shyly
- c politely
- d bravely

5 If someone is meeting new people, they might speak very _____.

- a rudely
- b aggressively
- c bravely
- d shyly

6 Hitting someone is acting

_____.

- a aggressively
- b shyly
- c nervously
- d bravely

C Write about your experiences.

1 What do you do when someone acts aggressively?

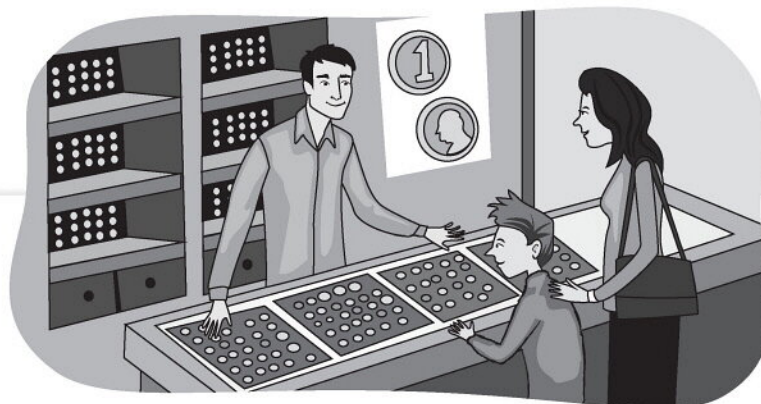
2 Write three things you think are terrifying.

3 When do you have to behave bravely?

4 What situation make you act shyly?

A Read the story. Where are Alvaro and his mother? What are they looking for?

B Read the story again. Remember: As you read, summarize the most important events. Think about the character and what happens.



The Coin

It was Sunday morning at the Plaza Mayor in Madrid, Spain. Alvaro was with his mom, and he was very excited because they were going to the coin market. Alvaro loved to collect coins.

The market was crowded with people. Alvaro clutched his mother's hand tightly. He thought the crowd was a bit **terrifying**! When they got to the market, they saw the tables covered with trays and baskets of coins. It was hard to get to the table, but Alvaro **bravely** inched closer.

"Excuse me, sir..." he started **politely**. But before he could finish his sentence, a man **rudely** pushed in front of him. He started speaking **aggressively** to the vendor. The man said that he could not find a coin he had seen in a poster. He pointed angrily to a poster above the table.

"I'm sorry," said the vendor **calmly**. "That coin shown on the poster is a very rare coin. I haven't seen one like that in my collection."

The man scowled angrily and left the table.

Alvaro looked at the picture on the coin poster. It showed both sides of a coin. One side had a picture of two globes and a crown above them, and the other side had a shield with lions and a castle. The label under the picture said 1770. The coin was about 250 years old!

Nervously, Alvaro started to speak again.

"Excuse me," he said, "May I see the Spanish coins?"

"Yes, of course," answered the vendor. He showed Alvaro a big tray of coins.

There were so many coins! Alvaro looked at all the different dates and pictures on them. He asked his mom if he could get one of them. While she was buying the coin, Alvaro looked down. He saw a coin with globes and a crown on one side, and a shield on the other—the coin on the poster! The **delicate** design was so beautiful!

"Sir?" he said **shyly** to the vendor. "Is this the coin that the man was looking for?"

The vendor's eyes opened wide. "You found the rare coin! Well, that man was greedy for coins, but he didn't know how to study them like you do! You are a fine coin collector."

Then the vendor reached out to Alvaro and gave him ten more coins.

"Thank you for being a **polite** customer. And thank you for finding my rare coin!"

Think

What has happened in the story so far?

Understand

Comprehension

A Summarize.

1 Fill in the chart with information from the story.

Title	
Main Character	
Main Idea	
Important Event	
Important Event	
Important Event	

B How was Alvaro's behavior different from the man who came looking for the rare coin?

C Words in Context Complete the paragraphs.

muscles growling stirring mouth-watering tempting staring

Today we went to a restaurant to watch a chef cook for us! He was _____¹ a big stew. The pot was big, and it looked hard to stir. Good thing the chef was strong! He had big _____² in his arms. We were _____³ at the big pot. I was so hungry! The stew looked delicious and _____⁴. My stomach was _____⁵! It was so _____⁶ to reach over and put a spoon in to taste it, but of course we had to wait. Finally he said, "It's ready!"



Grammar in Use



A Study the grammar.

Learn Adjectives and Adverbs

The **delicate** design was so beautiful.
 adjective noun

He thought the crowd was a bit **terrifying!**
 noun adjective

A man **rudely** pushed in front of him.
 adverb verb

The man started speaking **aggressively** to the vendor.
 verb adverb

They had **often** visited Madrid, but they had **never** been to the coin market.
 adverb of frequency verb adverb of frequency verb

B Write the adjectives, adverbs, and adverbs of frequency.

enormous kindly fierce beautiful wise sometimes delicate
 quickly always often noisily hungrily never politely

Adjectives	Adverbs	Adverbs of Frequency
1 an _____ elephant	6 He ran _____.	11 (not ever) _____
2 a _____ tiger	7 She spoke _____.	12 (some of the time) _____
3 a _____ parrot	8 He shouted _____.	13 (a lot of the time) _____
4 a _____ man	9 He ate _____.	14 (all of the time) _____
5 a _____ vase	10 She asked _____.	

C Complete the paragraph.

quickly often kindly politely noisily delicate calmly nervously

Alex was in a hurry. He was eating and drinking
_____ . He spilled some juice on the
table.

"Oh no, that's the second time today," thought his
mom. Alex _____ spilled juice.

Alex was worried she was angry. He looked up at
her _____ .

She did not want to be mean, so she said
_____ , "That's OK. Let's clean it up."

They cleaned up the juice.

"May I please have some more juice?" Alex asked
_____ .

She was pouring his juice when she heard a loud sound. It was Dina banging on the table
_____ . A _____ glass bowl was on the table. It almost fell off, but Mom caught
it just in time. Mom breathed in and out slowly. She said _____ , "Let's clean up and go
outside."



D Write sentences about your weekend. Use three adjectives. Use three adverbs. Use two adverbs of frequency.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Communicate

Word Study

A Label the pictures with phrasal verbs.

take out take off put on sit down break down break into break off stand up hand in



1 _____



2 _____



3 _____



4 _____



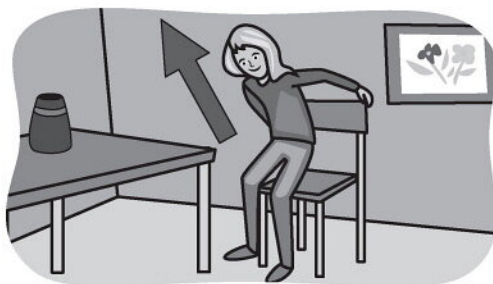
5 _____



6 _____



7 _____



8 _____



9 _____

B Write the verbs above in the past tense.

_____	_____	_____
_____	_____	_____
_____	_____	_____

C Write sentences with the verbs above in the past tense.

- 1 The car broke down when we were driving there.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Words

A Match the pictures, word groups, and sentences. Write the words.

1 currency
coins
bills

2 spend
pay

3 exchange
barter

4 borrow
lend

5 bank
owe
copy

a Can I please _____ some money? I hope you can _____ it to me.

b I have to go to the _____ to get some money. I _____ you money for the supplies we bought for work. I have a _____ of the list so that we can check what we have.

c Two kinds of _____ are _____ and _____.

d I can't _____ too much money today. I still have to _____ for dinner.

e To _____ means to _____ goods without money.



B Circle the correct answer.

1 Bob _____ money to his friend Jake. Jake _____ the money. Jake _____ the money to Bob. He will give it back.

- a spends / borrows / lends
- b spends / pays / lends
- c lends / borrows / owes
- d pays / lends / spends

2 When you _____, you do not _____ money. You _____, or trade, two things.

- a exchange / barter/ spend
- b barter / spend / exchange
- c pay / spend / exchange
- d barter / exchange / spend

3 _____ is what we use to _____ for things. There were many forms of it before. Now it is mostly _____ and _____.

- a pay / spend / barter / bills
- b spend / pay / coins / barter
- c currency / pay / barter / exchange
- d currency / pay / coins / bills

C Complete the conversations.

lend exchange borrow bank pay coins owe bills



Anna Can you please _____ me \$10?
Sari OK. You can _____ \$10 from me. Here you are.
Anna Thanks. I _____ you ten dollars.



Cashier It's ten dollars. Do you want to _____ with cash?
Mother Yes, cash please.
Boy I have eight one-dollar _____. I have two dollars in _____.



I am going to the _____. I have five large bills. I am going to _____ them for smaller bills.

- A** Read the article. What did people in Ethiopia use for currency before coins and bills? Describe.
- B** Read the article again. Remember: When you read, compare and contrast information. Think about things that are alike and things that are different.

Paying with Salt

Wherever you live, you use some kind of **currency**. When you **spend** money, you use coins and **bills**. You **exchange** this money for the things you are buying. But people did not always use money for currency. Before money, people exchanged goods in a system of **barter**, or trade. People also used gold, silver, and feathers for **currency**.

In many places and times, such as ancient China and Egypt, currency was a lot like something we use every day at our kitchen table—salt! In Tibet, tiny cakes of salt were pressed into coins, with pictures pressed into them. And in Rome, early Roman soldiers were given salt called *salarium*. This is where our English word salary comes from, which means the money people get from their jobs.

One of the widest uses of salt as currency was in Ethiopia, in Northern Africa. Salt was used there for currency until the mid-twentieth century. The salt did not look like our table salt. It was in the form of bars, called amoles. The bars were about 20 or 24 centimeters long, and about 3 or 4 centimeters thick. They weighed between 650 and 950 grams each. People wouldn't eat the salt that was used for currency, because it was unrefined. It was yellow or gray. Salt had to be finer to use for food. The bars



of salt were wrapped in wood or plant fibers to stop them from breaking easily. It was still possible to break off pieces if a person needed to **pay** for something with a smaller amount of salt.

How much were amoles worth? The value of the salt could change a lot depending on how far away people were from salt mines. If you were far away, the salt would be worth more, because it was harder to get. If you were close to a salt mine, the salt bars would be worth less. In the mid-nineteenth century, a person would pay three bars of salt for a horse. In 1893, a silver coin called the thaler became standard currency in Ethiopia. One silver coin was worth 8–100 bars of salt.

Today in Ethiopia, modern currency is used: coins and bills. But salt bars are still produced and are still used as currency in some rural areas. The next time you put salt on your food, remember how valuable salt has been for so many years in so many places!

Think

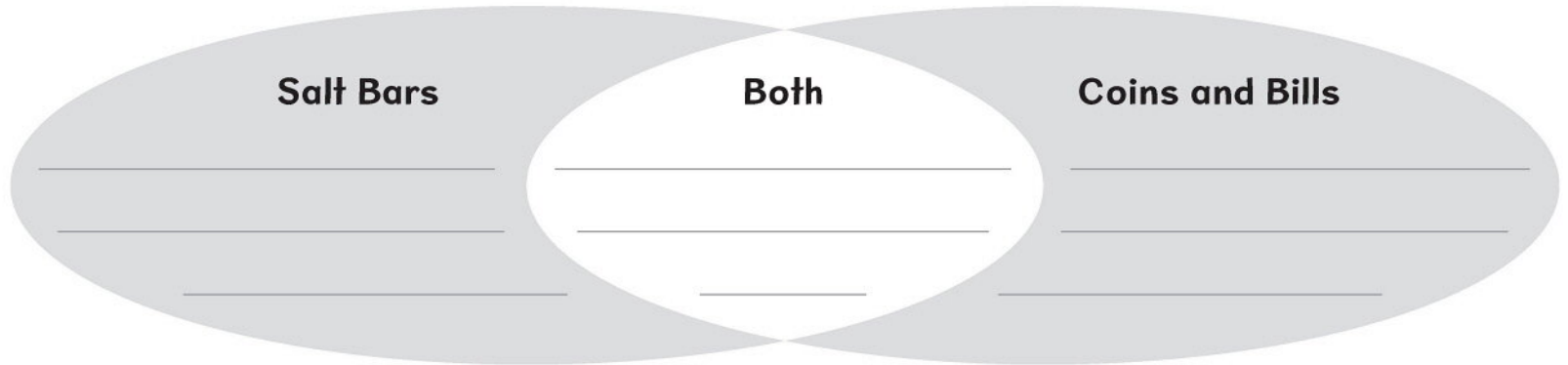
Compare Ethiopian salt bars to the money used today. How is it different?

Understand

Comprehension

- A** Compare and contrast. How were salt bars different from Ethiopian currency today? Tell about reasons for using, how easy it is to use, and its size, weight, and strength.

Compare Ethiopian Currency



- B** Answer the questions.

- 1 What are some countries where salt was used as currency? _____
- 2 What did the value of the salt bars depend on? _____
- 3 Why were salt bars wrapped in plant fibers? _____
- 4 How do you think you would like using salt bars for currency? What would you like about it? What problems would it cause?

- C** **Words in Context** Complete the sentences.

silver valuable prints shells portraits crops

1



The museum sells original _____ . It also sells _____ , which are copies of the original art.

2



_____ and _____ were both used as currency.

3



The _____ that are grown in the north are coffee and cacao. They are very _____ to this area.

Grammar in Use



A Study the grammar.

Learn Unreal Conditional

If I had a lot of money, (with comma)
past tense verb phrase

I would buy a house.
base verb

I would buy a house (without comma)
base verb

if I had a lot of money.
past tense verb phrase

I would buy a boat if I had a lot of money.

If I had a lot of money, I wouldn't spend it all at one time.

If you were far away, the salt would be worth more.

The salt bars would be worth less if you were close to a salt mine.

Tip

would not = wouldn't
she would = she'd
he would = he'd

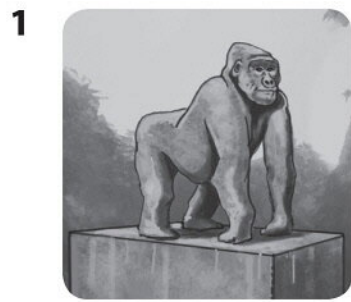
B Circle the correct word.

- 1 If she **had** / **has** a lot of money, she would **buy** / **bought** a big house.
- 2 If he **makes** / **made** jewelry, he'd **make** / **made** you a ring.
- 3 If she **writes** / **wrote** poems, she'd **write** / **wrote** one for you.
- 4 If you **go** / **went** on a trip, would you **go** / **went** to Europe?
- 5 He'd **paint** / **painted** all the houses with stripes if he **paints** / **painted** houses.
- 6 She would **go** / **went** to Alaska if she **goes** / **went** on a trip.



C Fill in the blanks. Use the words in the box.

made wore knew built rode had make see bake build go buy



If I made sculptures, I'd _____ a 10-foot-high gorilla.



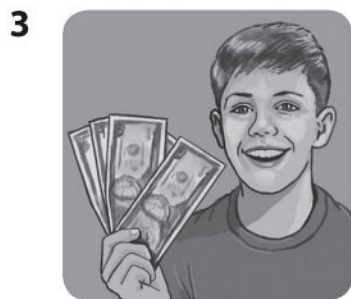
If he _____ how to bake, he would _____ her a birthday cake.



She'd _____ a lot better if she _____ her new glasses.



If he _____ houses, he'd _____ one with five gardens.



If I _____ a lot of money, I'd _____ things for myself.



I would _____ bike riding with you if I _____ a bike.

D Look at **C**. Rewrite the sentences in reverse order.

- 1** I'd make a 10-foot-high gorilla if _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____

E Complete the sentences about yourself.

- 1** If I had a lot of money, I'd _____.
- 2** If I went on a trip, _____.
- 3** If I knew how to bake, _____.
- 4** If I wrote poetry, _____.

Communicate

Word Study

A Write the adjectives and verbs.

attract protect attractive decorate possess collaborate protective create
cooperative active decorative possessive collaborative cooperate act creative

Verbs	Adjectives
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B Fill in the blanks with verbs or adjectives from **A**.

- 1 We are going to _____ the whole room for the party.
- 2 We have great new ideas. Our projects are very _____.
- 3 I move around a lot. I am very _____.
- 4 The brightly colored berries _____ the birds.
- 5 The beekeeper wore _____ clothing so he wouldn't get stung by bees.
- 6 She is a very _____ woman. She looks nice in that dress.

C Write about a project you have worked on with other people. Use six words from the box above in sentences. Use three verbs and three adjectives.

Writing Study

A Complete the sentences with similes.

like wheels down a hill

like a lion looking at its prey

like an elephant

as cold as a glacier

as fierce as a tiger

as strong as a bull

- 1 It's _____ when the heat is turned off.
- 2 He's _____ when he is angry.
- 3 He moves fast, _____.
- 4 This dress makes me feel enormous, _____.
- 5 She looked hungrily at the meat, _____.
- 6 He's _____. He can pick up very heavy boxes.

B Write a paragraph based on the model below.

Tell about your home, family, or friends. Use similes in your writing. Also use adjectives, verbs, and adverbs, and unreal conditional.

My friend Sara is very creative, and so am I. Sara and I create so many projects together. We are always together, like rice and beans! We write theater and dance shows together. Sara writes really well, and she is very smart. She's as wise as an owl. She is also a good dancer. She moves around quickly and jumps high. She's as flexible as a cat. If we had a lot of money, we would buy a building and make it into a theater. Then we would perform our shows there!



Writing

A Read this summary of “Elephants in Danger” from page 4.

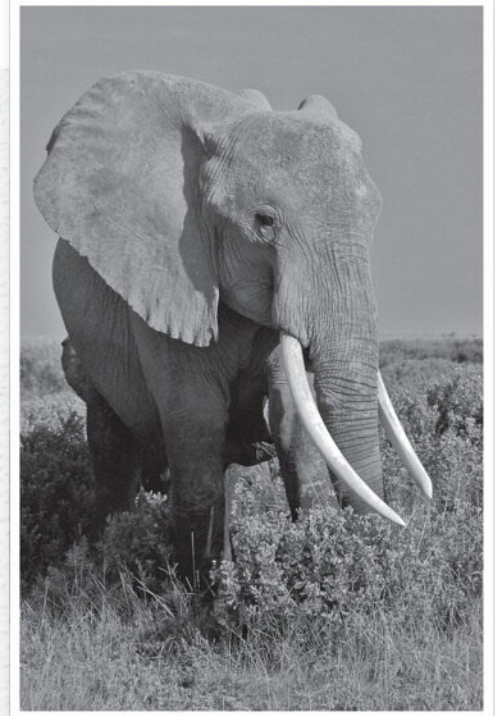
_____ [Elephants in Danger

_____ [Elephants are in danger of becoming extinct.

_____ [The elephant is a modern relative of the woolly mammoth. Woolly mammoths became extinct about 4,000 years ago. Elephants are the largest living animals on land. They can weigh 7,000 kg and they can be up to 4 meters high. There are two species of elephants: Asian and African elephants. Elephants can live in different habitats: savannas, forests, deserts, and marshes. They eat plants: for example, grass, fruit, and tree branches. They are very sensitive and intelligent animals.

_____ [Elephants are endangered. There are two main reasons that they are endangered. One reason is that people kill them for their tusks. The other reason is the loss of their habitat. This happens when people destroy or use the land. Habitat loss can also happen from global climate change.

_____ [We have to protect elephants so that they don't become extinct like the mammoths.



B Answer the questions.

1 What is the title of the summary?

2 What is the first sentence of the short introduction?

3 Name an important detail in the summary.

4 Name one short example in the summary.

Write a summary.

- A** You're going to write a summary of the article "Bicycles: Clean Transportation" on page 44. Re-read the article. Write some of the ideas that you want to include in your summary.

Main idea:
Most important words for the summary:

- B** Outline the parts of your summary by filling in the chart.

Title:
Main idea:
Main important details:
Short example:

- C** Now write the first draft of your summary in your notebook.

D Checklist

Did you...

- include a short introduction in your summary?
- include only the most important details?
- include short examples?
- write the summary in your own words?
- read and revise?

- E** Now write the final draft of your summary in your notebook.

What have you learned?

Review

A Complete the sentences.

nervously rudely politely aggressively calmly shyly
bravely terrifying fierce delicate greedy wise

- 1 The soldiers _____ fought for their country.
- 2 We watched _____ as the gymnast practiced her big jump.
- 3 The girl shouted _____. Her mother told her to apologize.
- 4 The boy asked _____ if he could invite his friend over.
- 5 The man pushed _____.
- 6 The woman was not upset. She spoke quietly and _____.
- 7 She knew a lot. She was very _____.
- 8 Tigers are very _____ animals.
- 9 The glass is very _____. Be careful that you don't break it.
- 10 That movie was _____. I'm still scared!
- 11 You can't have it all. Don't be _____!
- 12 The new girl in the class _____ asked me my name.

B Give examples or opinions. Use each adjective in a sentence.

**Example: An elephant is enormous.
I think tigers are terrifying.**

mouth-watering beautiful terrifying valuable
attractive enormous



BIG QUESTION 7

Why do we use money?



BIG QUESTION 8

How do we express ourselves?

Think and write.

What do you know?

What do you want to know?

Words

A Match the words and definitions.

- | | | | |
|---------------|-----------------------|-----------------------|--|
| 1 innovative | <input type="radio"/> | <input type="radio"/> | a to land on; to rest on |
| 2 remarkable | <input type="radio"/> | <input type="radio"/> | b hard-working; wanting success |
| 3 ambitious | <input type="radio"/> | <input type="radio"/> | c help; encourage |
| 4 permanent | <input type="radio"/> | <input type="radio"/> | d lasting a long time; unchanging |
| 5 settle | <input type="radio"/> | <input type="radio"/> | e to plan or draw, outline, or create |
| 6 emerge | <input type="radio"/> | <input type="radio"/> | f new and original; inventive |
| 7 artificial | <input type="radio"/> | <input type="radio"/> | g good, helpful, useful |
| 8 promote | <input type="radio"/> | <input type="radio"/> | h unusual; rare; amazing |
| 9 design | <input type="radio"/> | <input type="radio"/> | i to put inside; to surround; to close in |
| 10 enclose | <input type="radio"/> | <input type="radio"/> | j just right; appropriate |
| 11 suitable | <input type="radio"/> | <input type="radio"/> | k to appear; to become visible |
| 12 beneficial | <input type="radio"/> | <input type="radio"/> | l unnatural; imitation; unreal |

B Complete the sentences with words from A.

- Going to five cities in five days is an example of an _____ travel plan.
- Bicycles are an example of transportation that is _____ for the environment.
- Rocks are an example of a _____ part of the environment.
- A fence is one way to _____ a building.

C Circle the correct answer.

- 1 We need a piece of music that will be just right for the show. Do you know a piece that would be _____ ?
a permanent
b suitable
c artificial
d ambitious
- 2 We need to vacuum. There is a lot of dust _____ in the room.
a enclosing
b designing
c promoting
d settling
- 3 Her artwork is very _____.
Nothing like it has been done before.
a innovative
b beneficial
c suitable
d artificial
- 4 It is _____ that she made this sculpture out of bottle caps. I have never seen anything like it!
a permanent
b remarkable
c beneficial
d artificial
- 5 We want to advertise the show. If we don't _____ it, we won't get enough people.
a emerge
b enclose
c promote
d settle
- 6 The fog cleared, and we could see the houses _____.
a settle
b enclose
c emerge
d promote

D Complete the sentences.

artificial designed enclose permanent settle beneficial

The artist _____₁ a sculpture for the park. The park department wants to keep it there as a _____₂ part of the park. The artist uses only natural materials, like wood and stone. He does not like to use _____₃ materials because they are not _____₄ to the environment. People like the sculpture, and the birds do, too! Every day all the birds _____₅ on the top of the sculpture. The park is going to put a fence around the sculpture. They want to _____₆ the sculpture so that children don't start climbing on it.



A Read the article. How does Theo Jansen create his sculptures?

B Read the article again. Remember: As you read, taking notes can help you remember what you have read.

Creatures Near the Sea

Some of the most **remarkable** moving creatures can be seen walking up and down the coast of Holland. Some of them are enormous—bigger than elephants and even as big as dinosaurs. What is the most remarkable thing about them? Although they walk by themselves, they are not alive. They are called *Strandbeests* and they are created by a Dutch sculptor named Theo Jansen. The word *Strandbeests* means *beach animals* in Dutch.

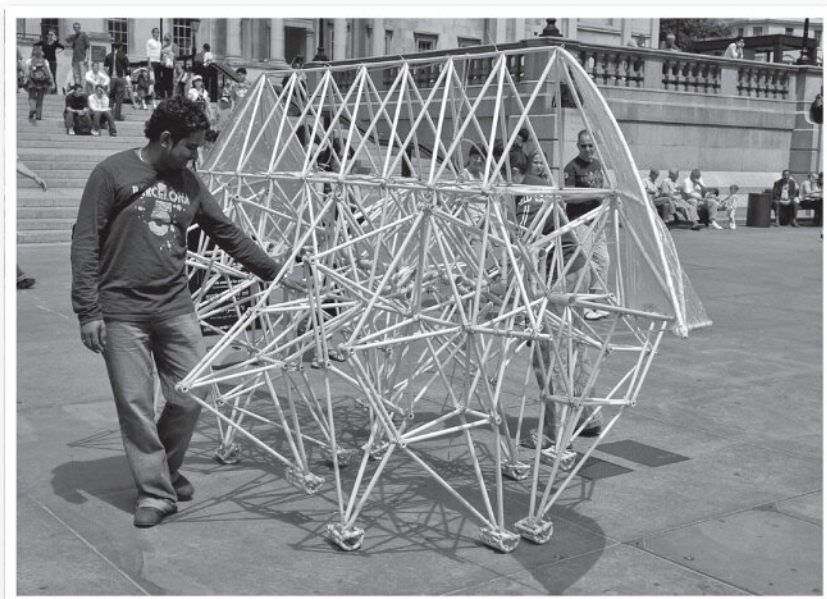
Jansen was born in the Netherlands in 1948. He began making these examples of *artificial life* in 1990. Artificial life is an art form that imitates life. Jansen's **innovative** creatures are able to walk by themselves, with no motors, electricity, or batteries. Instead, the creatures have many moving parts and are **designed** so that the wind makes them move independently.

The structures are also beautifully designed. They look delicate, but they are actually very strong. They have to be strong in order to survive in the wind near the ocean.

When you hear them walking, they sound gentle, with the wind moving through them and their moving legs scraping along the sand. When people see them, they are always amazed. It is hard to believe that these enormous structures move on their own, like living things.

Think

Remember to take notes. How do the creatures move? What are they made of?



When Jansen first started to build the creatures, he had to walk with them to catch the wind, as people do with kites. As he worked with the creatures, newer designs began to **emerge**. He found that plastic pipes were the most **suitable** for the structures because they were light and also very strong. He started to add cloth to make wings to catch the wind. He also started to use plastic bottles and bicycle pumps to capture the air and help the creatures move on their own. Jansen studied physics when he was in college, and he was always interested in projects that combined art and technology.

Jansen loves creating the *Strandbeests* because he feels like he is creating a new form of life. His dream is that they can become **permanent** parts of the environment. To do this, the structures have to be strong enough to survive storms, wind, and waves of the sea. He wants to make whole groups of animals that will keep walking up and down the coasts. If he can make enough creatures, he feels his art will live on after him.

Understand

Comprehension

A Take notes. Complete the chart with notes from the reading.

Name of the sculptor:
When and where he was born:
What he makes:
When he started making them:
What they are made of:
How they look:
How they sound:
Other notes:

B If you were a sculptor, what kind of sculptures would you create?

C **Words in Context** Fill in the blanks.

applies magnified algae cease provides crustaceans

- 1 People never _____ to create art. They keep creating more art.
- 2 Underwater, everything looks _____, or bigger.
- 3 _____ and other plants grow in the water.
- 4 Shrimp and lobsters are types of _____.
- 5 The artist _____ a lot of paint to the canvas.
- 6 The museum _____ all of the supplies for the art students to use.



Grammar in Use



A Study the grammar.

Learn Sense Verb + Adjective

Sense verbs *look, sound, feel, taste, smell*.

The sculptures look delicate, but they are actually very strong.

sense verb adjective

When you hear the *Strandbeests*, they sound gentle.

sense verb adjective

I feel sickly.

She looked beautifully.

I feel sick.

She looked beautiful.

The paint and glue smell terrible.

The cloth on the sculpture feels soft.

The sandwiches taste delicious.



B Circle the mistakes. Rewrite the incorrect sentences.

Tom: Hi, Jane. I didn't see you in school yesterday.

Jane: I felt sickly. My stomach was hurting, so I stayed home from school. I feel much better today.

Tom: You look healthily now. You also look happy!

Jane: Thanks. Yes, I feel happily that I can go to the festival tonight.

Tom: Have you heard the music? It sounds fantastic.

Jane: Yes, I heard them practicing. The music sounds wonderfully. The food will be great, too. Alice is making "sour candy apples". She says they don't taste too sour. They taste sweetly.

Tom: I think they will taste deliciously.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

C Complete the conversations.

- 1 How does her new dress _____ **look** _____ ?
It _____ **looks** _____ fantastic!
- 2 How does Tom's new song _____ ?
It _____ great.
- 3 Does halva _____ sweet or salty?
It _____ sweet.
- 4 Do you _____ something?
It _____ awful in here. Oh, no, I forgot to
take out the trash!
- 5 How is Lori? Does she _____ okay?
No, she _____ sick. She's going to go home.
- 6 How does she _____ with her new haircut?
She _____ beautiful with short hair.



D Imagine you are at a picnic at the beach or a park. Make sentences using sense verbs. Use all five sense verbs and as many adjectives as you can.

sick happy sad beautiful ugly awful delicious sweet salty
bitter wonderful fantastic

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Word Study

A Choose the correct homophone.

- 1 **Where / Wear** will the art show be?
- 2 **Its / It's** going to be in **here / hear**.
- 3 **Who's / Whose** going to speak first?
- 4 **Your / You're** going to introduce the artists.
- 5 **Whose / Who's** painting is this? It's coming out of **its / it's** frame. Is it **your / you're** painting?
- 6 No, it isn't mine. **It's / Its** hers.
- 7 I got **here / hear** ten minutes ago. I was outside.
- 8 I'm sorry. I didn't **here / hear** the doorbell!
- 9 What about Jake and Tom? I went to **their / there** house, but they weren't home. There was nobody **their / there**.
- 10 **Wear / Where** are you going to get dressed? What are you going to **wear / where**?



B Imagine you are going to a party or an art show. Write two sentences for each pair of homophones.

- 1

its
it's

- 2

your
you're

- 3

their
they're

- 4

here
hear

- 5

who's
whose

- 6

wear
where

Writing Study

A Match the words, the definitions, and the sentences. Write the words.

1 most



a a large number



d There are _____ big buildings in my town. I think there are three or four.

2 many



b almost all, but not all



e _____ of my friends live near me. Only two of them live far away.

3 several



c a few; more than two



f _____ of our teachers live in the city. There are 30 teachers, and about 15 live there.

B Write a paragraph based on the model below.

Tell about your city or neighborhood. Talk about the buildings, activities, or houses. Use quantifiers *most*, *many*, and *several*. Use sense verbs to describe what you see, hear, smell, taste, or feel in your neighborhood.

I live in a very nice neighborhood. Most of the houses are painted different colors. They look very colorful. It makes people feel happy to walk around. The apartments are also beautiful. Many of the windows have flower boxes. On my corner there are several stores. One of them sells tacos. You can always smell them when you walk down the street. They also taste delicious! The only problem with my neighborhood is that there is a lot of traffic. The trucks sound so loud when they drive by.



Words

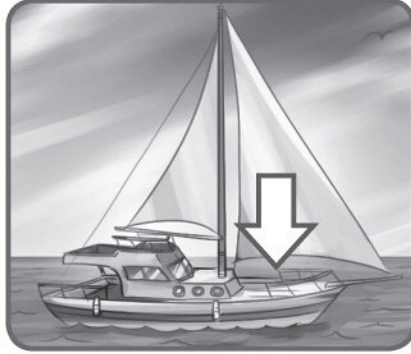
A Label the pictures and definitions.

cabin advisor deck grateful tempest save playwright break up
react villain stage set

1

a person who gives
advice

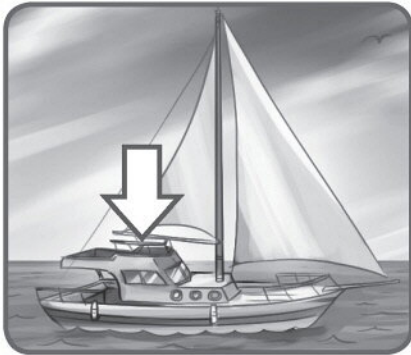
2



3

thankful

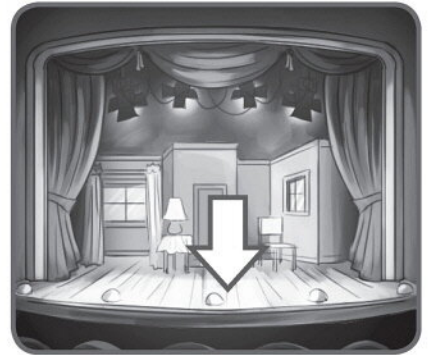
4



5

take out of danger

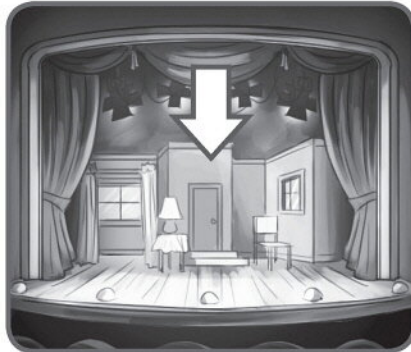
6



7

damage

8



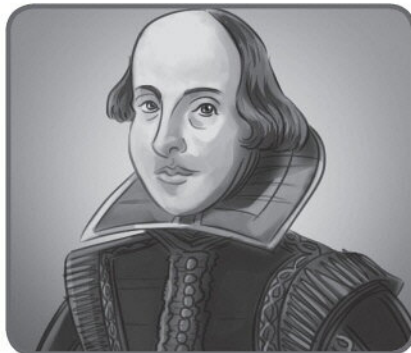
9

behave in response
to something

10



11



12



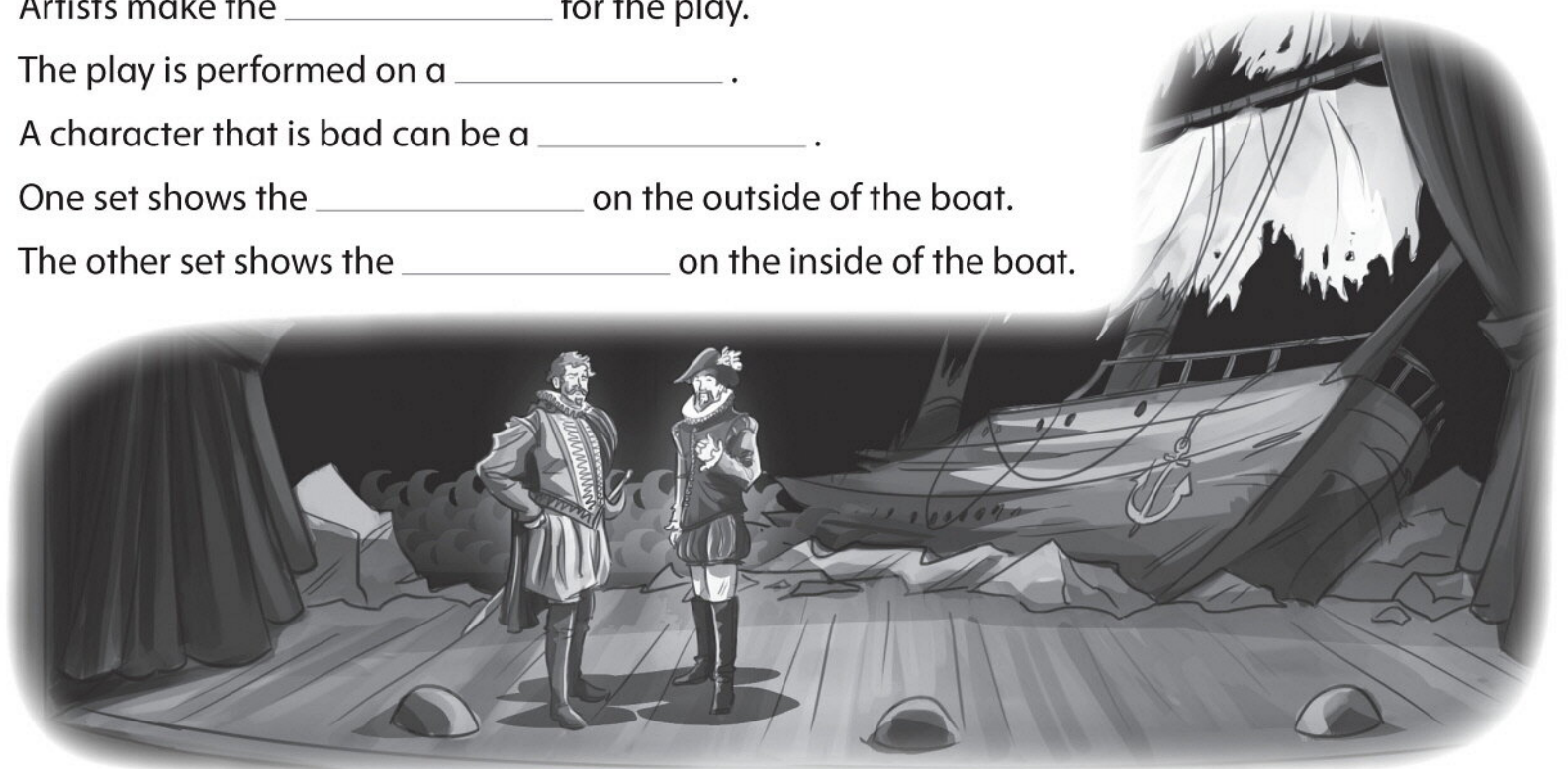
B Circle the correct answer.

- 1 A big storm at sea can _____ a ship.
a save
b break up
c react
d unique
- 2 A villain in a play is _____.
a a hero
b a grateful person
c a bad person
d a good person
- 3 You are grateful when _____.
a someone helps you
b someone scares you
c someone makes you angry
d someone knows your name
- 4 A set in a theater is _____.
a the script you read from
b where the actors perform
c the main character in a play
d the background and furniture for the play
- 5 A person who gives advice about what to do is _____.
a a grateful person
b a villain
c a playwright
d an advisor
- 6 A tempest is _____.
a a villain
b a deck
c a violent storm
d a stage

C Complete the sentences.

cabin deck stage set playwright villain

- 1 A _____ writes a play.
- 2 Artists make the _____ for the play.
- 3 The play is performed on a _____.
- 4 A character that is bad can be a _____.
- 5 One set shows the _____ on the outside of the boat.
- 6 The other set shows the _____ on the inside of the boat.



A Read the story. What is the students' play about?

B Read the story again. Remember: As you read, make connections to your experiences.

The Play

The students in the theater class have been hard at work. The school play is only two months away, and there is still so much work to be done before the performance. The students have done most of the work themselves. Three of the students have written the play. They are part of an organization for young playwrights.

The plot for the play is very simple. The main characters are the captain, his crew, and a pirate on another ship, who is the **villain**. At the end of the play, both ships are destroyed in a **tempest**. The villain and the captain are in the water trying to get to a lifeboat. The villain **saves** the captain by pulling him into the lifeboat. When they wrote the play, the young playwrights were trying to express the idea that a terrifying and bad villain could change and become a hero.

It is difficult to create the **sets**. The students and their teacher have to design many different parts that can move to different parts of the **stage**. They have to show the **deck** of the ship for some scenes, and the inside of the ship's **cabin** for others. They also have to show the water and the second ship coming. Then, near the end of the play, they have to show the ships **breaking up** in the storm.

It is challenging to build the sets. Painted cardboard and wood will be used for pieces of the ships. Some of the sets will be on wheels so they can



move easily. For the water, big strips of blue cloth will be used. The lightning will be made with pieces of white cloth wrapped in shiny wire. These will be suspended from the top of the stage.

When the sets are done, the costumes have to be made. One of the student's mothers is a costume designer who has volunteered to help. She is helping to design them, and some of the students will help her sew.

The student actors will spend many weeks in rehearsals until it is finally time for opening night. They expect that everyone will like the play, but they don't know exactly how the audience will react. Maybe everyone will clap and cheer so loudly, the

Think

Have you ever been in a play or a show? What was it like?

sound of applause will be like thunder! They hope the play will be an enormous success!

Understand

Comprehension

- A** Make connections. Tell about a play you have been in or seen. Tell about something you have built or helped to create.

- B** Answer the questions.

1 What is the idea the playwrights want to express?

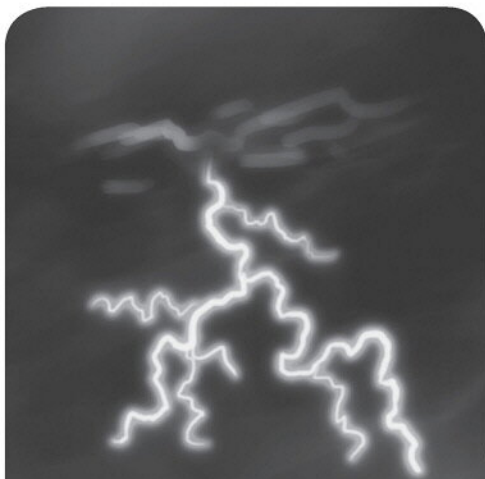
2 What materials do the students use for the sets?

3 What do the sets need to show?

4 How will the audience react to the play?

- C** **Words in Context** Complete the paragraph.

aid massive crew elderly petrified preventing



A _____₁ storm was coming. The captain and his _____₂ were preparing to turn the cruise ship in a different direction. An _____₃ woman was _____₄ of storms at sea, so some of the crew came to her _____₅. They told her she did not need to be so terrified because they were _____₆ the ship from going near the storm.



Grammar in Use



A Study the grammar.

Learn Infinitive as Subject

It is (It's) + difficult + to create the sets.
It was adjective infinitive as subject

Creating the sets + is + difficult.
was

Working on the sets is exciting.

It is challenging to build them.

It isn't easy to write a novel.

Writing a novel is hard work.

B Complete the sentences.

tempting exciting dangerous wise difficult relaxing challenging amazing
check drive go eat taking working making watching

1 Working with the other artists was difficult.

2 _____ a long bath is _____.

3 _____ the sculpture was _____.

4 _____ the artist make a sculpture is _____.

5 It's dangerous to drive in a storm.

6 It's _____ to _____ the weather report.

7 It's _____ to _____ on the roller coaster.

8 It was _____ to _____ all the cookies.



C Rewrite the sentences.

1



Collaborating with people on art is challenging.

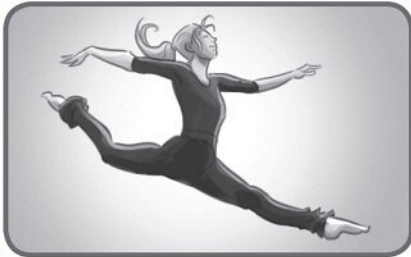
It's challenging to collaborate with people on art. _____

2



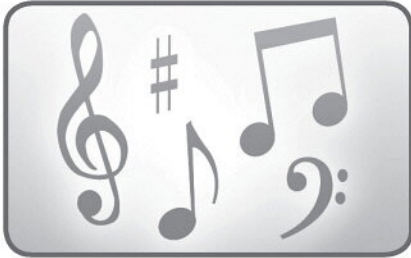
Reading a good book is relaxing.

3



Watching the acrobats perform was amazing.

4



It's exciting to see a musical.

5



It's difficult to write a play.

6



It was terrifying to perform for the first time.

D Complete the sentences about yourself.

1 I think it's relaxing _____.

2 I think it's difficult _____.

3 I think it's easy _____.

4 I think _____ is fun.

5 I think _____ is exciting.

6 I think _____ is terrifying.

Communicate

Word Study

A Complete the sentences.

study for work for talk about think about belong to
apologize for ask for care for



1 He can't go to the movies. He has to _____ his test tomorrow.

2 She's getting a new job. She's going to _____ the artist as an assistant.

3 She's giving a speech. She's going to _____ artistic expression.

4 He hurt her feelings. He's going to _____ what he said.

5 He is going to _____ saxophone lessons. Do you think his mom will say yes?

6 He wants to become a nurse so that he can _____ people.

7 She is going to join the playwright's club. She likes to be part of a group. She wants to _____ a group of writers.

8 She needs a new idea for the story. She needs it to be quiet so she can _____ what she wants to write.



B Complete the sentences about your own experiences.

1 I like to talk about _____.

2 I don't like to talk about _____.

3 I like to think about _____.

4 I don't like to think about _____.

5 I belong to _____.

6 I have to study for _____.

7 I sometimes ask for _____.

8 Recently I had to apologize for _____.

9 I like to care for _____.

Writing Study

A Rewrite the sentences. Use semicolons. You may need to delete the words *and*, *but*, or *yet*.

1 Artists express feelings through their paintings, and many of the paintings show strong feelings.

2 Musicians often collaborate, and in our band we compose songs together.

3 Actors in a play can become very good friends, and Jeb and I became best friends during our production.

4 Most authors like to work alone, yet this author could only write with someone else.

5 I love to write stories and I want to be a playwright.

6 Everyone loved the play, but it didn't win any awards.

B Write a paragraph based on the model below.

Tell about how you like to express yourself through art, music, theater, or writing. Use semicolons to connect ideas. Use *it's* or *it was* + adjectives from page 155.

I like to play music; I play the flute and the saxophone. Sometimes it's challenging to learn a new piece. My favorite kind of music is jazz; it's exciting to play. It's difficult to learn all the chords and scales in jazz. The best part about being a musician is playing with other people. It's exciting to be in a band with other musicians.



Writing

A Read this scene from a play.

(The captain and the crew members are standing on the deck pointing at the sky.)

Crew member 1 Captain, there is a massive storm coming!

Captain Yes, I know. I saw the enormous dark clouds. We must change our direction and steer away from those clouds.

Crew member 2 Yes. But what about the pirate ship? It's on the other side. The pirate is still trying to sink our ship.

(The crew members rush to the side of the ship. The pirate ship comes toward them. Then lightning strikes from above and the ships crash and break up.)

Pirate All is lost! The ship is gone! I must get to the lifeboat!
(Begins to swim toward boat)

Captain (Waves arms from water and calls out)
Help! Help!

Pirate (Climbs into boat)
I am saved! But I am so alone. There's nobody who can help me get to shore.

Captain (Swims up to lifeboat and calls to pirate)
Please save me! It doesn't matter anymore if we were ever enemies!

Pirate (Pulls captain up to boat)
We must help each other to the shore!



B Answer the questions.

- 1 What is the setting? _____
- 2 Who is in the scene? _____
- 3 What part of the script tells the actors what to do? _____

Write a scene from a play.

A You're going to write a scene from a play. Brainstorm. What will the play be about?

Where?	
When?	
Who?	
What happens?	

B Outline your ideas by filling in the story map.

Where:
When:

Characters:

Plot/Problem:

Event 1: Event 2: Event 3:

Ending:

C Now write the first draft of your play scene in your notebook.

D Checklist

Did you...

- include the character names and what they say?
- write stage directions in the present tense?
- read and revise?

E Now write the final draft of your play scene in your notebook.

What have you learned?

Review

A Complete the paragraph.

beneficial promote suitable smelled looked
ambitious innovative permanent tasted designed
remarkable artificial

A group of young artists put on a show. It was very _____
1; nothing like it had been done in our city.
They created sculptures out of food and had a feast! It was
_____2 for the community; it helped bring people
together. They made posters to _____3 the show. They
called it Tasty Sculpture and told people it was _____4
for all ages. They warned everyone that it would not be there
very long. It wasn't _____5!

Many artists _____6 sculptures. The most
_____7 one was a person made out of watermelons.
It was an _____8 project because the artist used 30
watermelons to make it! The artists used only food; they didn't
use anything _____9. The sculptures were a sight to
see; they _____10 incredible. When you walked into
the room the air _____11 sweet. And when we ate the
sculptures, they _____12 delicious!



BIG QUESTION 8

**How do we
express
ourselves?**

B Retell the story, "The Play," from page 152 in your own words. Try to use all the words in the box.

playwright villain saved sets stage deck cabin breaking up reacted crew

C Complete the sentences.

their you're where it's your study for there belongs to
hear wear care for here



_____ not going out.
_____ brother needs you.
You have to _____ him.



_____ time for them to
_____ test.



There's so much noise in _____.
It's difficult to _____.
_____ is the sound coming
from?



I'm going to the party.
I'm going _____ at 8:00. I'm
going to _____ a blue dress. It's
not mine. It _____ my sister.



BIG QUESTION 9

Why do we make buildings?

Think and write.

What do you know?

What do you want to know?

Words

A Label the pictures.

lighthouse tower skyscraper stadium office
warehouse showroom palace art gallery
courthouse theater concert hall

1



2



3



4



5



6



7



8



9



10



11



12



B Read the clues. Guess the word.

1 This place is very tall. It is narrow. It may have a pointy top.
It is a _____.

3 This place is very large and fancy. Someone important lives here. The person might be someone from a royal family.

5 This place is somewhere you go if you want to buy something. In this place you might see furniture or cars displayed.

7 This place is a government building. You can find a judge here.

9 This is a place near the water. It helps boats stay away from the rocky shore.

11 This place is somewhere for entertainment. You go here if you like music. It may have a piano.

2 This place is somewhere you go for entertainment. You will see people acting or singing here. You will also see sets here.

4 This place is found in a big city. It is very tall. It has many floors. There might be many offices inside.

6 This place is large. It may have a lot of boxes. It is used to store things before they are sold.

8 This is a place to look at things. You can find paintings in this place. Artists might display their work here.

10 This is a place to go to see athletes. You can see many kinds of games here.

12 People work here. There are desks and chairs inside. There may be many people working.

A Read. How do green buildings help the environment?

B Read again. Remember: When you read, think about sequences. What comes first, next, and last?

Going Green

All around the world, buildings are *going green*! People are designing *green buildings*. What does it mean to *go green* or to make a *green building*? A green building is designed in a way that is not harmful to the environment. The building uses energy, water, and other resources in ways that are good for the environment.

Green buildings can include buildings for work: **offices, skyscrapers, or warehouses**. They can be buildings for entertainment: **theaters, concert halls, art galleries, or sports stadiums**.

How is a green building made? The steps of planning are the same as for other buildings. First, the architect needs to make a design. Then, the design needs to be approved. Finally, construction can begin.

In the first step of making a green building, design, the architect must think about the three most important features. These are the use of energy, water, and materials. The architect plans how to use materials, energy, and space in a way that will be good for the environment.

There are many ways to save energy. Architects can design buildings to use natural light. Buildings can also be made with solar or wind power to get energy from the sun or wind. To save water, green buildings can have areas on the roofs to collect rainwater. Bathrooms and kitchens can have sinks and toilets



that conserve water. As for the materials used to build the building, it is important to use materials that do not have chemicals that are harmful to the air or water. Recycled materials can also be used for building.

Buildings around the world use all three of these ways to *go green*. An office building called CH2 in Melbourne, Australia, uses wind and solar power. The Village Underground in London, England, (a cultural center with a **theater, concert hall, and art gallery**) is made from recycled train cars and is powered by solar and wind power. The Academy of Sciences building in California in the U.S. is the greenest museum in the world. It has recycled materials, efficient heating, solar energy, and an enormous “living roof” of plants. A temple in Thailand is made out of one million recycled glass bottles! This is a good use of recycled material, and it also lets natural light into the temple.

Green buildings are making the world a better place!

Understand

Comprehension

- A** How are buildings made? Fill in the chart to put the events in the correct sequence. Look at the article on page 164 to help you.



- B** Answer the questions.

1 What is a green building?

2 What are the three important features of a green building?

3 What are some ways to save water and energy in a building?

4 If you could design a green building, what kind of building would you make?

- C** **Words in Context** Complete the paragraph.

steel architect function construction countless aquatics

This _____₁ has designed
_____₂ buildings. There are so many!
First she has to think about the _____₃ of
the building, or how it will be used. She makes her
plans. When they are approved, _____₄
can begin. This building will be an
_____₅ center. There will be a big pool.
The building is made of recycled _____₆.



Grammar in Use



A Study the grammar.

Learn A, An, The, and No Article

First the architect needs to make a design. Then the design needs to be approved.
first time second time

An approval is important.
third time

How is a green building made?
one of many

It's good for the environment.
something known

No Article

I love to play basketball.
sports

I am very good at math.
school subject

It's time for lunch.
meal

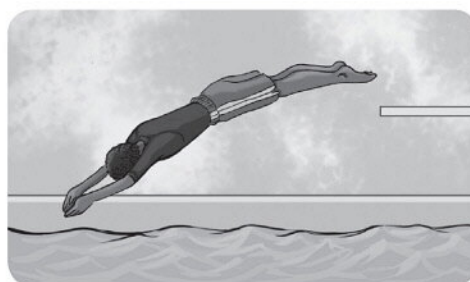
There are many temples in Thailand.
most countries

Countries with article *the*

the United States
the United Kingdom
the United Arab Emirates
the Netherlands
the Philippines

B Circle the correct article. If the sentence does not need any article, circle the X.

- A / An / X** architect is designing **a / the / X** new green building that I told you about.
- The / A / X** building is going to be **a / an / X** new sports center.
- A / The / X** sports center is going to be called Green Sports Center.
- Green Sports Center is going to have **a / the / X** gym for **a / the / X** basketball.
- It will also have **a / the / X** pool for **an / the / X** aquatics.
- I'm glad you got the tickets for **a / the / X** game at **a / the / X** sports center.



Word Study

A Fill in the chart with phrasal verbs.

	Present	Past
1	catch up	caught up
2		fell off
3	put down	
4	pick up	
5		lay down
6		went on
7	go back	
8		stood up
9	go up	

B Label the pictures with past tense words from the box above.



caught up



Writing Study

A Correct the run-on sentences. Rewrite as two sentences, use a semicolon, or add a conjunction (*and, but, because*).

1 There is a new building in the town it is a green building.

2 Many new buildings are made with solar power they help the environment.

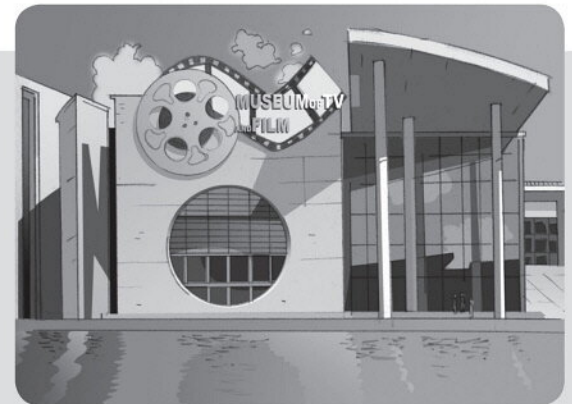
3 The skyscraper has a rainwater collection tank on the roof this helps the building use less water.

4 I want to be an architect I would like to design interesting buildings.

B Write a paragraph based on the model below.

Tell about interesting buildings you have seen where you live. Make sure to include correct use of articles *a, an,* and *the*. Do not use run-on sentences. Instead, use semicolons, conjunctions, or split long sentences into two sentences.

In my city, there is a new building for our museum of TV and film. The new building has a lot of windows; the sunlight makes it very bright. In the museum, there is an exhibit about old movies. The exhibit shows sets and costumes from old movies. Many film students go there because they can learn a lot about films. I am planning to go to the museum this week, but I won't be able to go until the weekend.



Words

A Match the words to the pictures or definitions.

1 turrets



a



2 ramparts



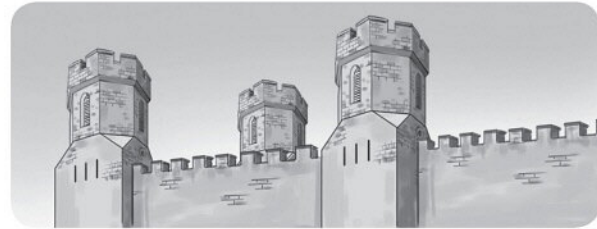
b

to speak quietly and unclearly so others can't hear

3 drawbridge



c



4 moat



d

an outdoor area that is enclosed by the walls of a large building

5 gatehouse



e

used to protect a castle

6 stables



f

the main room in a castle, used for dining and entertainment

7 hall



g



8 courtyard



h

to become stiff, hard, or strong

9 mumble



i



10 tremble



j

lost; not where it is supposed to be

11 stiffen



k

a deep ditch around a castle filled with water

12 missing



l

to shake with fear or excitement

B Circle the correct answer.

- 1 The girl's ring was _____ for four days. Finally someone found it.
- a trembling
 - b stiffening
 - c missing
 - d mumbling
- 2 The boy was so terrified that he was _____. He couldn't stop shaking.
- a stiffening
 - b missing
 - c mumbling
 - d trembling
- 3 She was _____, so it was very hard to understand what she said.
- a stiffening
 - b missing
 - c mumbling
 - d trembling
- 4 I hiked around the whole castle and up the tower. Now my muscles are _____. They are so getting so rigid that I can't even move them.
- a mumbling
 - b stiffening
 - c trembling
 - d missing
- 5 The turrets on a castle are _____.
- a the towers on the top
 - b the house built over the entrance
 - c the high walls
 - d large rooms for entertainment
- 6 The gatehouse on a castle is _____.
- a the hole filled with water surrounding a castle
 - b the place where horses are kept
 - c the house built over the entrance
 - d a bridge that can be pulled up

C Complete the sentences.

gatehouse ramparts turrets hall stables moat drawbridge courtyard

- 1 The _____ is the entrance to the castle.
- 2 The _____ are the towers on the top of the castle. The _____ are along the top of the walls.
- 3 A _____ can go up and down. It goes over the _____, which surrounds the castle.
- 4 The castle _____ is the large room inside the castle. The _____ is the outdoor space surrounded by the walls of the castle.
- 5 _____ are where horses are kept.



A Read the story. Why was Arianwen's family going to buy a castle?

B Read the story again: Look for clues that help you to predict what will happen.

The New Castle

Arianwen looked out the car window. She was so excited that she could hardly wait. Was her family really going to buy a castle? Her mother was taking her to look at a castle for their new business, which she was keeping a secret from Arianwen. Today the secret would finally be told.

Arianwen knew a lot about castles. When she was five, she had visited Beaumaris Castle in Wales, where they lived. She thought it was the most beautiful place on Earth. She wanted to find a castle just like that one.

The real estate agent slowed the car and turned down a small road.

"Well, here we are," she said. "This is the castle I was telling you about. You were telling me your plan when my phone rang before. What is the plan for the castle?" Arianwen waited to know, too.

"We are planning to build a home here to protect something," said her mother. She smiled at Arianwen. Then she **mumbled** something to the agent that Arianwen couldn't hear.

They pulled up to the castle. It had a big **gatehouse** entrance, just like Beaumaris Castle!

Arianwen saw four large **turrets** against the sky. Along the edges of the castle walls were **ramparts** looking like puzzle pieces. The castle was

surrounded by a **moat**, and over the water was a **drawbridge** that could go up and down. They walked over the bridge and into the castle **hall**. Then they went out to an enormous **courtyard**.



"This is perfect!" said Arianwen's mom, excitedly. "We can keep so many of them here, because it is all enclosed! And there's so much room for all the people who will be coming to see them!"

"Mom, you have to tell me!" said Arianwen. "Keep what? Coming to see what?"

"OK, I guess I've waited long enough. Our castle will be an animal sanctuary to protect endangered animals!"

Arianwen shrieked with joy and hugged her mother. Then she went through the castle, imagining all the animals that would live there. Arianwen climbed to the highest part of the castle. She **trembled** with excitement as she **gazed** out at the view of Wales. Castles were built long ago to protect people in war and battles. Arianwen beamed as she thought about their new castle. The castle would become a peaceful place that would protect animals from harm.

Think

What clue does the mother give about what the castle is for?

Understand

Comprehension

A Answer the questions.

1 What clues did the mother give about how the castle would be used?

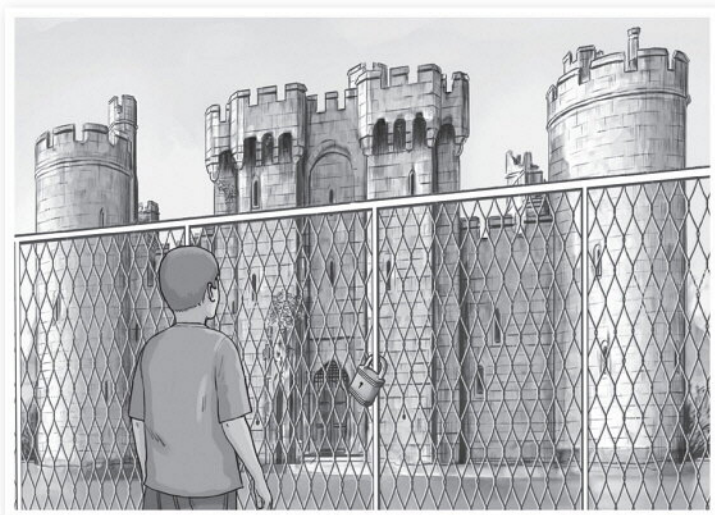
2 What predictions did you make based on the clues?

3 What was the plan for the castle?

B If you could buy a castle, what would you use it for?

C **Words in Context** Complete the sentences.

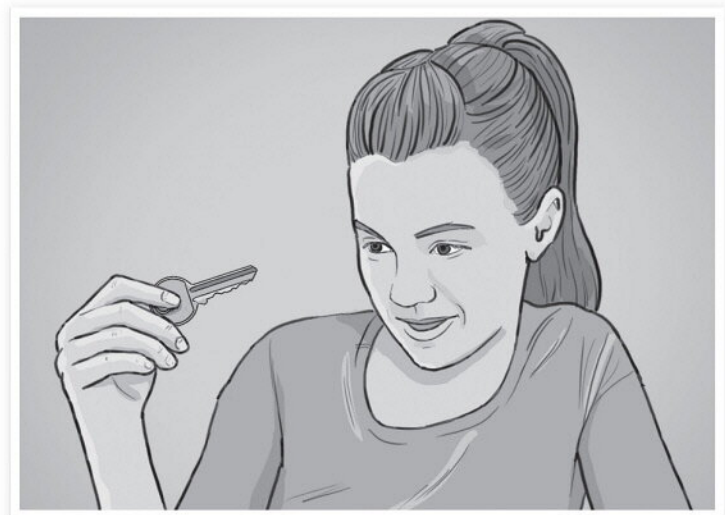
padlock vanished solved mysterious surrounded gazed



A large fence _____₁ the castle.

Tony _____₂ up at the turrets.

Then he tried to get into the castle. The gate was locked with a large _____₃.



My key _____₄ yesterday. I looked everywhere for it. Today I _____₅

the _____₆ problem. It was in my pocket the whole time!

Grammar in Use



A Study the grammar.

Learn Review of Tenses and Future Forms

Past	<ul style="list-style-type: none"> Arianwen looked out the car window. You were telling me your plan when my phone rang. Castles were built long ago.
Present	<ul style="list-style-type: none"> I like lighthouses and windmills. We are planning to build a home.
Future	<ul style="list-style-type: none"> We are going to have animals here. Our castle will be an animal sanctuary.

B Circle the correct verb.

Last year, the architect **worked** / **works**₁ on a design for a tall building. She **has worked** / **is working**₂ on many tall buildings in the past. Now she usually **works** / **worked**₃ on designs for smaller buildings. Right now she **is working** / **works**₄ on a new design for a house. It is going to be beautiful. When she finishes this design, she **is going to work** / **was going to work**₅ on a design for my new office. I am excited to see her plans. She **will start** / **started**₆ next month. If I **had** / **have**₇ enough money, I **would hire** / **hired**₈ her to design a new house.



C Complete each sentence with two verb phrases.

the phone rang a bird landed on the bench she walked over to them talking about Maria	studying for his test the doorbell rang reading a book sitting in the park
--	---

1



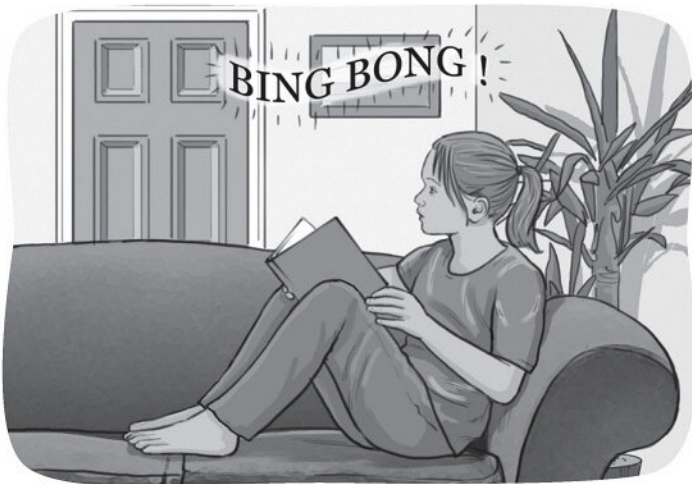
He was _____
when _____.

2



They were _____
when _____.

3



She was _____
when _____.

4



They were _____
when _____.

D Write sentences.

Use the simple present to tell what you do every day after school. Use the simple past to tell what you did yesterday. Use the future with *going to* to tell what you are planning to do next weekend.

Communicate

Word Study

A Fill in the chart with verbs and adjectives.

	Verb	Adjective
1	excite	exciting
2	thrill	
3		boring
4	terrify	
5		pleasing
6	fascinate	

	Verb	Adjective
7		daring
8	charm	
9		embarrassing
10	confuse	
11		frightening
12	surprise	

B Complete the sentences. Look at **A**. Use the adjectives and verbs from the chart. Change the verbs.

1



She is excited. She thinks going on a roller coaster is exciting.

2



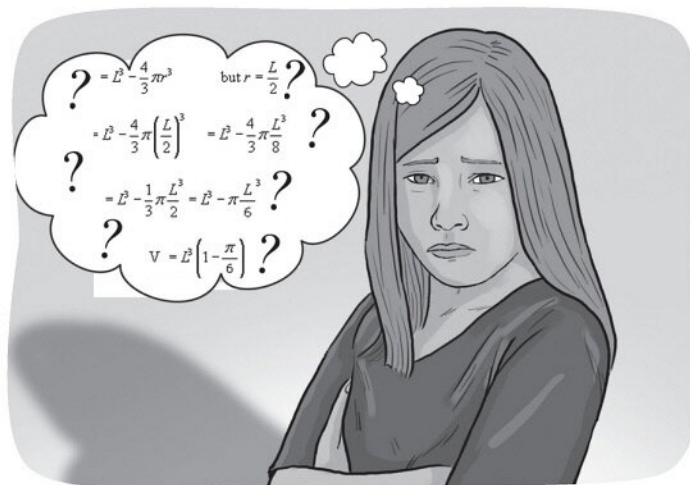
She was . The decorations for the party were very .

3



The movie was . The boy was when he watched it.

4



She thinks math is really . She is .

Writing

A Read this magazine article. Label the different sections of the article.

_____ — [What shape is your house or room? Most people have straight walls and rectangular doors and windows. But some people live in houses with very different and innovative shapes!

_____ — [A Canadian couple has designed a room in the shape of a sphere. This perfectly round space is made to be suspended from a tree. The couple has two of these round rooms on their property in British Columbia. They make spheres for anyone who wants to order a round room to put in their own tree!

In Brazil, one home has a roof that is shaped like a giant flower. Each petal of the flower covers a different room of the home. A curvy swimming pool goes through the house and ends in a pond in the back yard.

In Mexico City, a home called The Nautilus has been designed to look like a large seashell. It has stone and glass tiles that are all different colors. The architect who designed it has also designed homes in the shapes of snakes, whales, and other creatures.

On the southwest coast of France, there is a place called Bubble Castle. It is designed without any straight lines or sharp angles. The house is made of a group of round shapes that look like bubbles. Each one has many round bubble-shaped windows to let in the light.

In Australia, there is a round rotating house. It can be turned all the way around so that rooms can face the sun or the surrounding trees at different times of day.

Imagine you are an architect. What creative and innovative shapes would you use in your designs?



B Answer the questions.

1 What makes you interested in reading more?

2 Which facts and details tell you more about the topic?

Write a magazine article.

- A** You're going to write a magazine article about a building. Brainstorm. Write your ideas in the word web below.

Interesting detail

Interesting detail

Topic ideas

Interesting detail

Interesting detail

- B** Outline your ideas by filling in the chart.

Hook:	
Detail 1:	Detail 2:
Detail 3:	Detail 4:
Conclusion:	

- C** Now write the first draft of your magazine article in your notebook.

D Checklist

Did you...

- start your article with a hook?
- include details and facts in your article?
- read and revise?

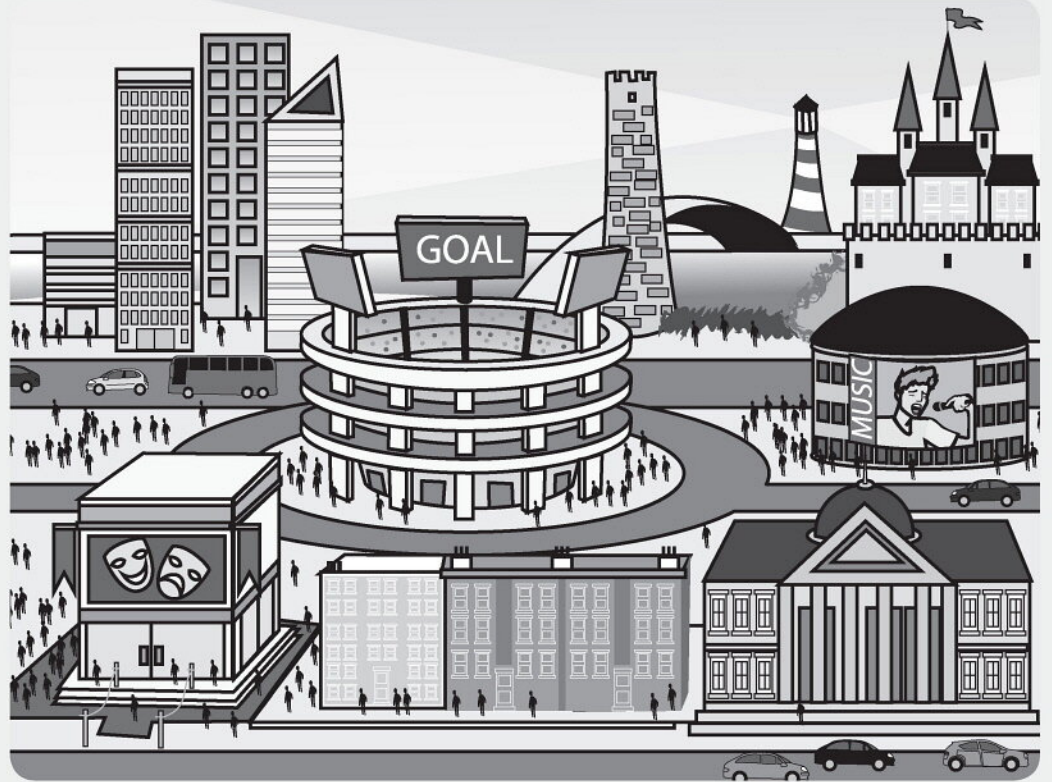
- E** Now write the final draft of your magazine article in your notebook.

What have you learned?

Review

A Write sentences about the picture. Use the present and the present continuous. Use all the words in the box.

stadium lighthouse tower skyscraper palace
courthouse theater concert hall



There is a baseball game at the stadium. A man and his son are going to the game.



BIG QUESTION 9

Why do we make buildings?

B Describe the pictures. Use the simple present and the present continuous for the first two pictures. Use the future for the second two pictures. Use all the words.

showroom art gallery office warehouse bored confused excited interested
pick up put down lie down stand up fall off



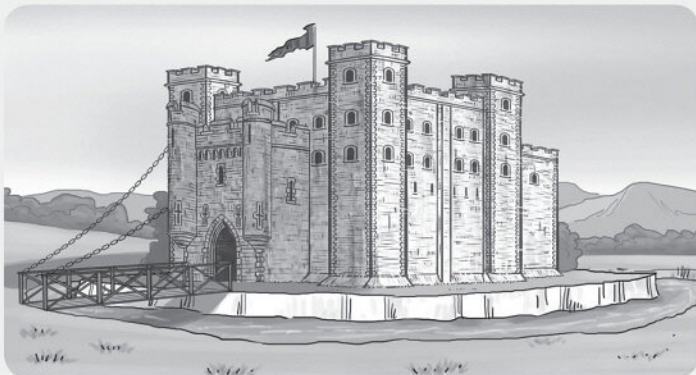






C Describe the picture. Use the past tense. Use all the words in the box.

turrets gatehouse moat drawbridge ramparts surrounded



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. You can use a graphic organizer, such as Venn diagram or an idea web, to plan your ideas.
- Write as many ideas as you can. You don't have to use all of these ideas in your writing.

STEP 3: Write a Paragraph

- For each body paragraph, write your topic sentence first. The topic sentence 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 an introduction paragraph. This should grab the reader's attention and introduce the topic that your body paragraphs are about.
- Write a conclusion paragraph. This should briefly summarize your main idea(s). It should also end with a strong, final thought.

STEP 2: Organize Your Ideas

- Put your ideas into groups. Each group will be a paragraph in the body of your writing. A paragraph is a group of sentences that are about one main idea. Remember, the main idea is usually the first sentence in a paragraph.
- Decide how many body paragraphs you will have.

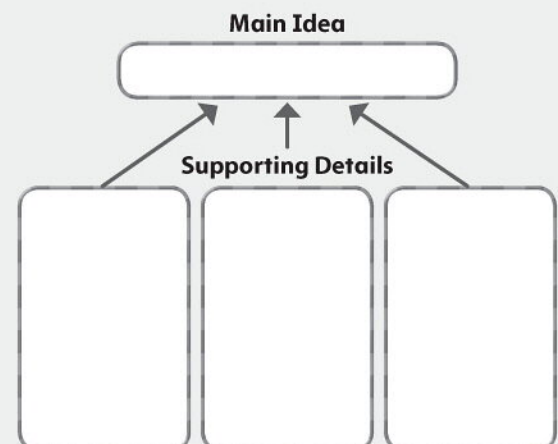
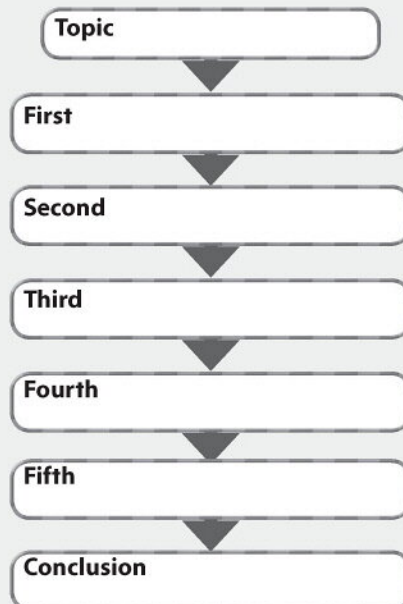
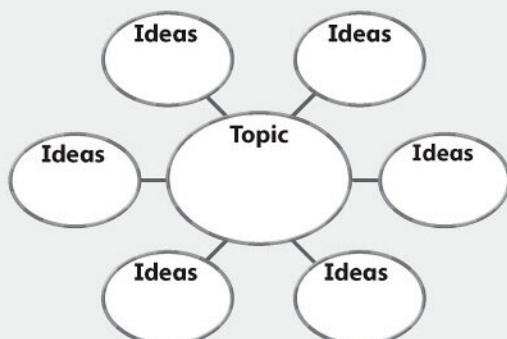
STEP 4: Revise Your Work

- After you write your introduction, body, and conclusion paragraphs, read them again.
- Ask yourself, *Are my topic sentences clear?*
- Ask yourself, *Are my supporting sentences strong and in the correct order?*
- Ask yourself, *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?



Verb Tenses

Present

Learn Simple Present

We use the simple present tense to talk about things that happen regularly.

I **eat** dinner at 6 p.m.
She **plays** basketball.
They **go** to Paris in the winter.

Learn Present Continuous

We use the present continuous tense to talk about things that are happening right now or to talk about future plans.

I **am eating** lunch.
He **is playing** the violin.
They **are going** to Paris next year.

Learn Present Perfect

We use the present perfect to talk about past experiences, past actions that continue to the present, or actions that happened at an unspecified time.

I **have thrown** a baseball.
She **has lived** here for a long time.
They **have never visited** a volcano.

Learn Present Perfect Continuous

We use the present perfect continuous to talk about things that started in the past and are still happening now.

I **have been reading** this book for an hour.
He **has been painting** all day.
They **have been planning** this for a long time.

Past

Learn Simple Past

We use the simple past to talk about things that happened in the past, especially at a specific time.

I **ate** an orange for breakfast.
He **played** tennis yesterday.
They **went** to a concert last night.

Learn Past Continuous

We use the past continuous tense to talk about what was going on during a time in the past.

I was eating breakfast.
She **was playing** in the park.
They **were going** to a festival.

Future

Learn Simple Future

We use the simple future tense when we talk about future facts, plans to do something, or predictions.

I will eat dinner at 6 p.m.
He **will play** soccer tomorrow.
They **are going to win** the game.

Learn Future with Present Continuous

We use the present continuous to talk about future plans or arrangements.

I am meeting my friends at the pizza place **tomorrow**.
She **is playing** the cello at the concert **tonight**.
They **are leaving** tomorrow **morning**.

Conditionals

Learn Present Real Conditional

We use the present real conditional to talk about 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.
When they are tired, they **go** to the hotel.

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** dinosaur skeletons.
If the weather is nice tomorrow, they **will play** outside.

Learn Unreal Conditional

Use the future real conditional to talk about things that aren't possible now.

If I had a snack, I **would** eat it now.
If he could fly a plane, he **would fly to** Antarctica.
If they met Jane, they **would** like her.

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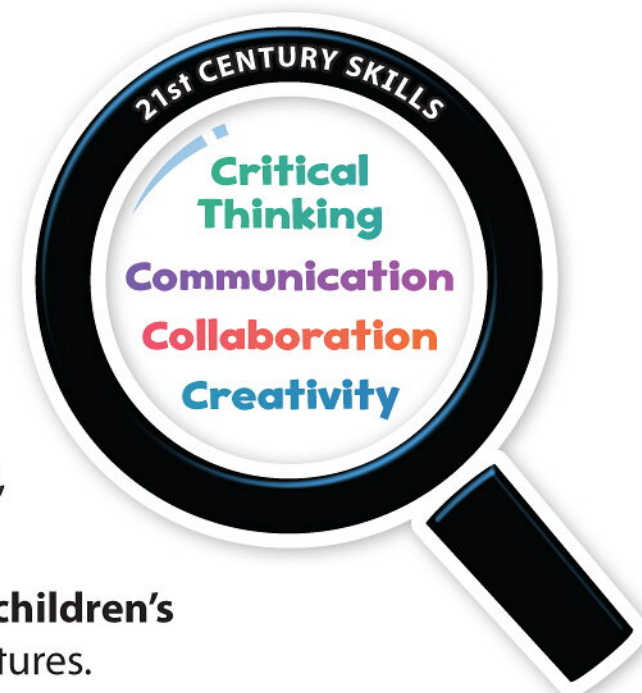
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