



Oxford Discover

Workbook

3



Extended Grammar

Student's
Writing Resource

Oxford Discover

Workbook 3

Elise Pritchard

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BIG QUESTION 1

How do people have fun?

Think and write.

What do you know?

What do you want to know?

UNIT 1

Get Ready

Words

A Match the words and pictures.

1 festival

2

3 wedding

4

5 fair

6

7 team

8

9 score

10

a

b folk dance

c

d family reunion

e

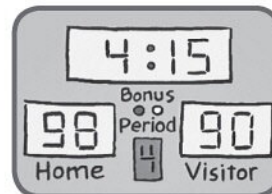
f race

g

h winner

i

j player



B Circle the correct answer.

1 She's a _____.

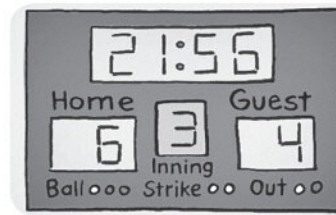


a player

b winner

c team

2 What's the _____?



a winner

b player

c score

3 They're at a _____.



a fair

b family reunion

c race

4 They're at a _____.



a festival

b wedding

c folk dance

C Look and write.



1 She's a player.



2 They're a _____.



3 They're doing a _____.



4 They're in a _____.

D Circle the correct answer.

1 A wedding is a time when two people get married.

T **F**

2 In many sports, the winners are the players with the highest score.

T **F**

3 A race is a competition to see who is the slowest to do something.

T **F**

4 A family reunion is for people who see each other often.

T **F**

- A** Read the article. What do the people of Harbin do?
- B** Read the article again. What are the facts in the article? Remember, you can check a fact to see that it's true.

Harbin Ice and Snow Festival

Harbin is a town in northeast China. In winter, it is very cold. The average temperature in January is about -18°C . Some people call Harbin the "Ice City."

During the Qing Dynasty, the people in Harbin made ice lanterns. The ice lanterns were very beautiful.

Think

Underline two facts in this paragraph.

Years later, the people of Harbin decided to have an ice and snow **festival**. Artists from all over the world go to Harbin to make the sculptures. First, the artists collect piles of ice from the countryside. Then they carve the ice into buildings, gardens, flowers, dragons, and other things.

Think

Is the last sentence a fact?



There are a lot of exciting activities during the festival. There are **team** competitions in ice hockey and winter swimming. There are also skiing **races**. If you are interested, you can see people doing **folk dances** and singing folk songs. There are even **weddings** on the ice.

There is something for everyone at the festival. There are trade **fairs** for buying and selling things. People from all over the world can visit the ice sculptures, enjoy the fun activities, and learn about products made in Harbin.

Comprehension

A How do people have fun at the Harbin Ice and Snow Festival?

B Answer the questions.

1 Why is Harbin a good place to have an ice festival?

2 How do artists in Harbin make ice sculptures?

3 What competitive sports can people do in Harbin?

C Words in Context Read and write.

athletes bands championship ~~envelope~~

1 For the Chinese New Year, children often get money in a red **envelope**.

2 It's exciting to watch the World Cup soccer

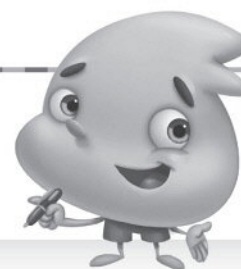
3 _____ from all over the world compete in the Olympic Games.

4 Sometimes people have _____ that play music at weddings.



Grammar in Use

A Study the grammar.



Learn Adjectives with -ed and -ing

Adjectives that end in -ed

I'm so **tired**.

I wasn't **excited** to see it.

Were you **bored** at the game?

Adjectives that end in -ing

That race was **tiring**.

It wasn't a very **exciting** game.

Was the game **boring**?

B Make two sentences for each picture.



1 amazed / amazing

a The festival was amazing.

b He was amazed.



2 tired / tiring

a Was the festival _____?

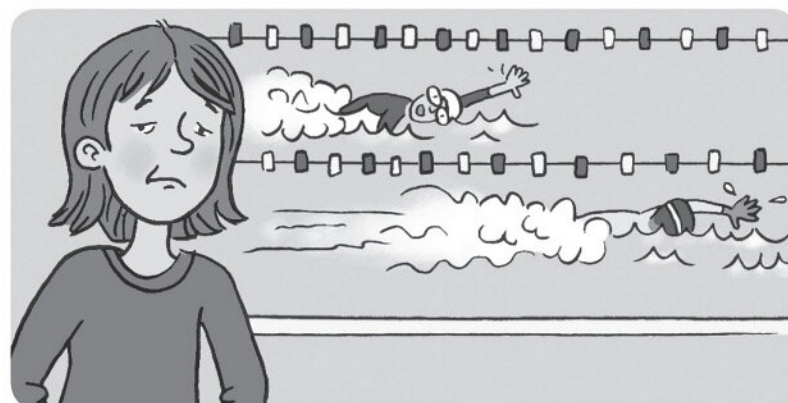
b Yes, I was very _____.



3 interested / interesting

a Were you _____ in the trade fair?

b Was the trade fair _____?



4 excited / exciting

a The swimming races weren't very _____.

b She wasn't very _____.

C Unscramble the sentences to make a dialogue.

- | | |
|--|----------------------------------|
| 1 race / Was / the / exciting | A: <u>Was the race exciting?</u> |
| 2 very / was / No, / boring / it | B: _____ |
| 3 interested / dances / the / in / folk / you / Were | A: _____ |
| 4 was / them / I / to / Yes, / amazed / see | B: _____ |
| 5 dancers / The / amazing / were | A: _____ |
| 6 weren't / they / And / tired | B: _____ |

D Look and write.



- 1 (She / tired)

She was tired.



- 2 (The festival / amazing)



- 3 (He / excited)



- 4 (The folk dance / interesting)

E Write sentences about you. Use adjectives with *-ing* and *-ed*.

The festival was amazing. I was amazed.

Word Study

answer end laugh paint place show

A-Z

A Read each sentence. Circle the noun. Underline the verb.

- 1 Let's use red paint to paint the room.
- 2 Her laugh was very funny. It made me laugh.
- 3 Point to the place where I should place the chair.
- 4 Answer me. Tell me the answer to the question.
- 5 Where is the horse show? Can you show me the way?
- 6 Did you see the end of the movie? What time did it end?

B Complete the sentences. Then write *noun* or *verb*.



- 1 Place the letter
in the envelope.
verb



- 2 He wants to _____
the room blue.



- 3 Stand at the _____
of the line.



- 4 I know the _____.



- 5 It was very funny. I
started to _____.



- 6 The _____ was
great!

Writing Study

A Match the two parts of each sentence.

On Monday,

1 I got up

a at 9:00 p.m.

2 I ate lunch

b in the afternoon.

3 I had a dream

c at 7:00 a.m.

4 I went to bed

d at noon.

5 I played soccer

e last night.

B Now write the order in which the actions happened.

3

C Write about an event you enjoyed.

Read the example below. Use time words in your writing, such as **Monday**, **last weekend**, or **last night**. Use adjectives with *-ed* and *-ing*. For example:

I was **excited**. The _____ was **amazing**.

Last weekend, I went to a fair. **In the morning**, I saw the pumpkin competition. The winner was **amazing**. It weighed 225 kilograms! **After lunch**, I saw the donkey races. I was **excited**. My favorite donkey won the race.

Words

A Look at the clues. Complete the crossword.

tag skip bounce plain lake canyon cliff stream

Across →

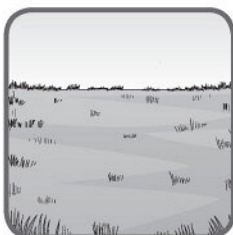
2



3



4



6



Down ↓

1



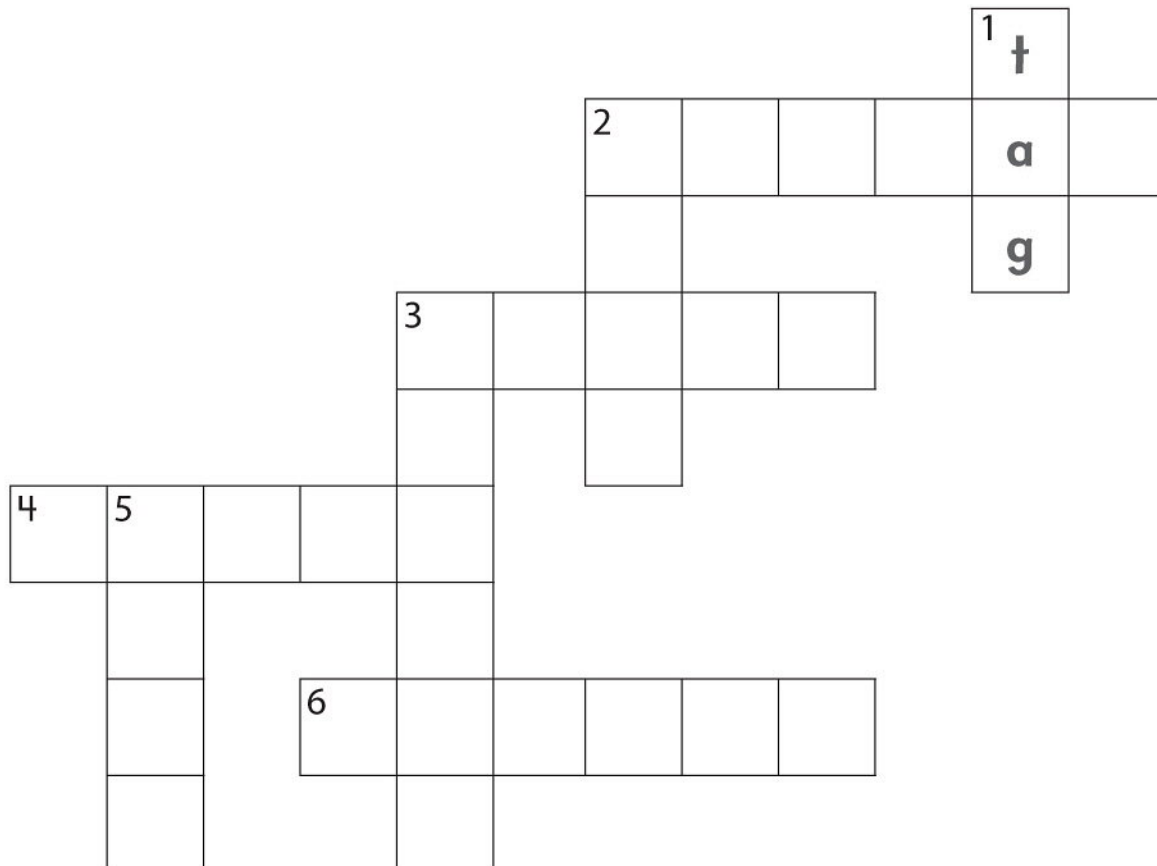
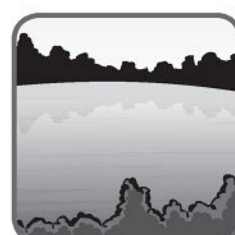
2



3



5



B Circle the correct word.

1



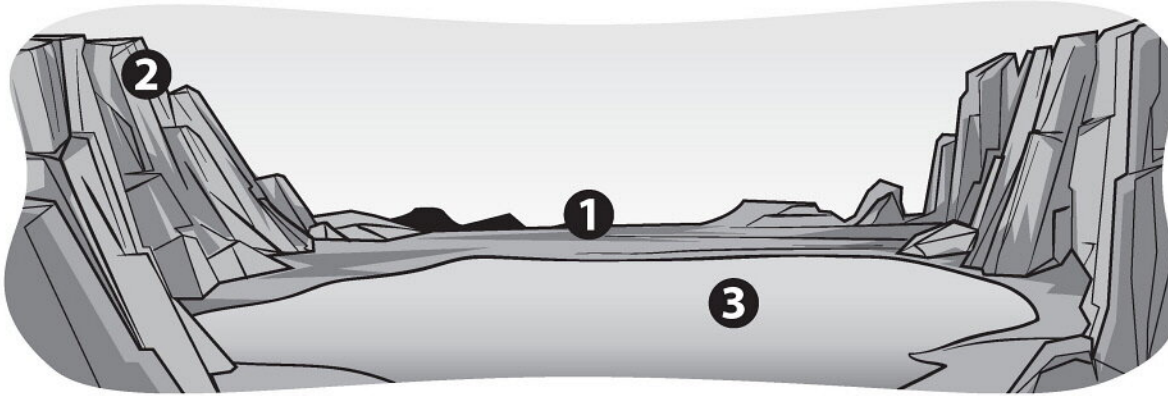
When you play
jacks, you **drop**
tag
the ball.

2



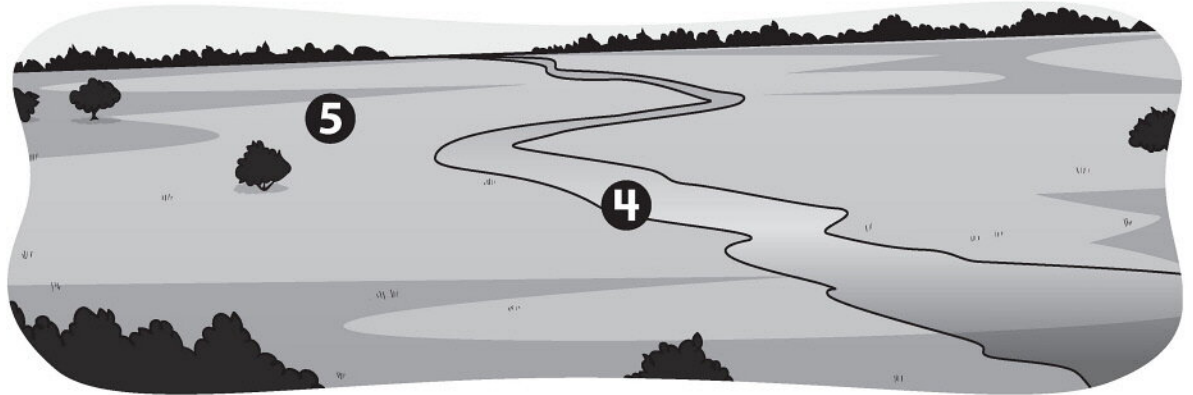
When you play soccer,
you **bounce**
kick the ball
to make a goal.

C Look and label.



- 1 canyon
- 2 _____
- 3 _____

- 4 _____
- 5 _____



D Look and write.

kick drops ~~bounce~~ skip



- 1 She uses her hand to bounce the ball on the ground.



- 2 He's a good player, but sometimes he _____ the ball.



- 3 He loves to walk and _____ a ball at the same time.



- 4 The two friends learned to _____ when they were little.

A Read the story. What does the writer do for fun?

B Read the story again. What's the main idea in the story? Remember, the main idea of a reading tells us what the reading is about.

Playing Footbag for Fun

I live in Colombia, in a small town near Medellín. My town is in the Andes Mountains, about 1,500 meters above sea level. Around my town, there are large **plains**, deep **canyons**, and wide valleys.

What do I do for fun? I play footbag. A footbag is a soft bag filled with plastic beads. Today I'm playing footbag with my friends in the park. We're playing next to a **lake**.

Here's how you play. Today it's my turn to start. I **kick** the bag in the air and pass it to Manuel. We all take turns kicking the bag. We're careful not to **drop** it. Footbags aren't like balls. When they fall, they don't **bounce**.

Think

Main Idea: I play footbag for fun.



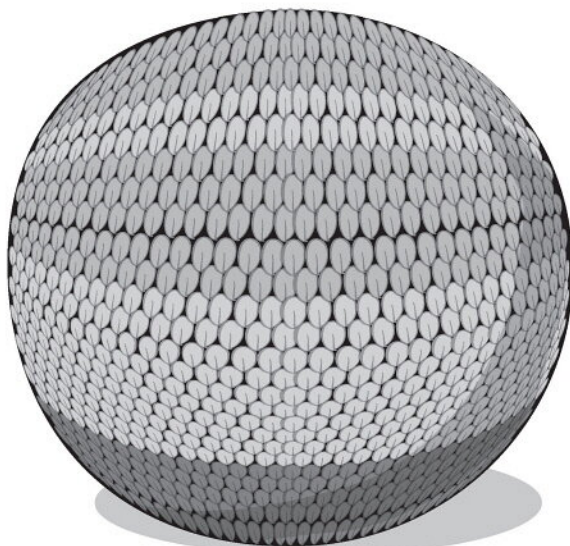
There are different ways to play footbag. The most popular is called "circle kicking." That's what my friends and I play. We stand in a circle and take turns kicking the footbag. It's not easy because the footbag can only touch your body below the knee. You have to pass the footbag to the next person in the circle, but it can't touch the ground.

Some of the older kids play "freestyle footbag." That's really hard, and you have to learn to do tricks.

For now, I enjoy playing footbag with my friends. But one day, I want to learn to do tricks.

Think

What's the main idea of this section?



Comprehension

A Do you think footbag is challenging? Why or why not? What's fun about it?

B Answer the questions.

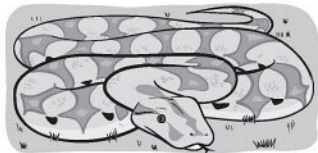
1 What are the rules for playing footbag?

2 Name two different ways to play footbag.

3 Which form of footbag would you like to play? Why?

C Words in Context Match.

1 boa
constrictor



2 toss



3 landing



4 balance



- **a** to throw something quickly and in a gentle way
- **b** to keep steady and not fall over
- **c** a large snake that kills animals by squeezing them
- **d** coming down to the ground from the air

Grammar in Use

A Study the grammar.

Learn Gerunds

The kids like **skipping**.

Winning isn't easy.

Is **cooking** difficult?

He enjoys **swimming**.

I don't enjoy **jogging**.

Do you like **dancing**?

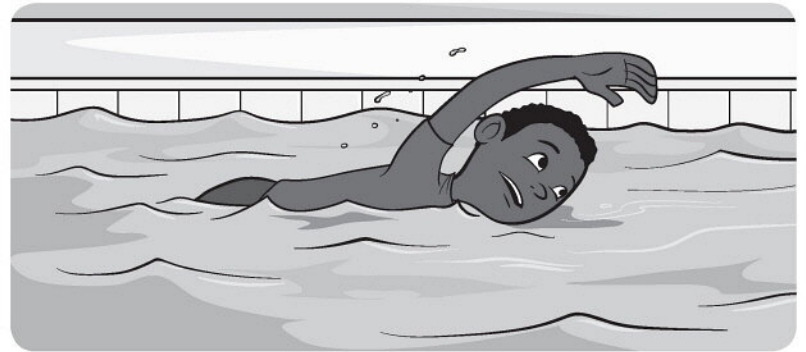


B Look and write.

swimming cooking dancing skipping jogging playing



1 She likes _____.



2 Does he like _____?



3 They don't like _____.



4 Do they enjoy _____?



5 I don't enjoy _____.



6 They enjoy _____ footbag.

C Complete the chart. Then write one more verb and noun.

Verb	Noun
bounce	bouncing
	jumping
run	
	jogging

D Look and write.

bouncing dropping kicking running skipping ~~tagging~~

1



tagging

2



3



4



5



6



E Rewrite the sentences to tell what they like / enjoy doing.

1 She rides a bicycle. (enjoy)

She enjoys riding a bicycle.

2 He plays footbag. (like)

3 Do they bounce the ball? (like)

4 They don't draw pictures. (enjoy)

Word Study

get along get by get over get away get around get down

A-Z

A Circle the word *get* in each sentence. Underline the word that comes after it. Then match each sentence to a picture.

1 I get along with all of my friends.

 b

2 My dad gets by with just five hours of sleep every night.

3 When I catch a cold, I usually get over it in a day or two.

4 Be careful! Don't let him get away.

5 My aunt doesn't have a car, so she gets around by bicycle.

6 My little brother climbed on the fence in our yard, so I told him to get down.

a



d



b



e



c



f



B Complete the sentences. Use the correct form of *get*.

1 My brother and I get along well.

2 I hope I this cough soon.

3 My little sister is trying to from me.

4 I by skateboard.

5 He with very little studying.

6 Dad told him to from the ladder.

Writing Study

A Circle and write the correct question word.

- | | | |
|---|------------------------------------|--------------|
| 1 | <u>What</u> is your favorite game? | What / Who |
| 2 | _____ do you like the game? | Who / Why |
| 3 | _____ is your favorite player? | When / Who |
| 4 | _____ do you play the game? | What / Where |
| 5 | _____ is the game over? | When / What |
| 6 | _____ is the winner? | What / Who |

B Write about how you have fun.

Read the example below. Use gerunds in your writing. For example:

I like running, hiking, and swimming.

Write questions using question words (**who, what, where, when, why**).

What do I do for fun? I enjoy **hiking** with my family. We wear sneakers and carry backpacks with water. **Where do we go?** Sometimes we go **hiking** in the mountains. My favorite hike is to the lake. **Why?** We can go **swimming** in the lake.

Writing

- A** Read this play about fun places the characters visited. Label the parts of the play.



Fun Here, Fun There!

Characters: Sami Carol Clara Tony

[The four characters are sitting together in the center of the stage.]

Clara: Hey, everyone. Tell me about a fun place you visited.

Sami: I went to a festival. There were lots of lights and a lot of good food. People wore colorful costumes.

Tony: My family and I went hiking in the canyon. It was beautiful. We had a picnic lunch. Then we went swimming in the lake.

Sami: What about you, Carol?

Carol: The best place is here! It's fun because I'm with my best friends!

[Carol reaches out her arms toward all her friends. All laugh.]

- B** Prepare to write a play about fun places you and your friends visit.

Organize your ideas. Write them in the character maps.

Name _____		Name _____	
Place	Why it's fun	Place	Why it's fun
Name _____		Name _____	
Place	Why it's fun	Place	Why it's fun

- C** Now go to your notebook to write your own play. Then read and revise it. Use the Student's Writing Resource on pages 173-176 for extra writing help.

My writing checklist:

<input type="checkbox"/> I included a list of characters.	<input type="checkbox"/> I included what each character says about why it's fun.
<input type="checkbox"/> I wrote about each character's fun place.	<input type="checkbox"/> I read and revised my play.

A Look and write.

athlete bounce festival laugh
paint race team toss get along

1



2



3



4



5



6



7



8



9



B Two of the three words are correct. Cross out (X) the wrong answer.

1 People usually receive invitations to go here.

a wedding

~~b fair~~

c family reunion

2 This is an area of water.

a canyon

b stream

c lake

3 These are people.

a winners

b races

c players



BIG QUESTION 1

How do people have fun?

C Complete the sentences with the words in the box.

- 1 When was the tennis match?
- 2 _____ was the winner?
- 3 _____ was the score?
- 4 _____ did they play? At the park?
- 5 _____ is he your favorite player?

What
~~When~~
Where
Who
Why

D Check (✓) the correct word to complete each sentence.



1 Gliding is _____.

- ☐ a amazed
☒ b amazing



2 She was _____.

- ☐ a excited
☐ b exciting



3 He is _____.

- ☐ a tired
☐ b tiring



4 He is _____ the ball.

- ☐ a dropping
☐ b bouncing



5 They are _____.

- ☐ a skipping
☐ b swimming



6 She is _____.

- ☐ a ice skating
☐ b running

E Circle the time words. Underline the verbs in the past. Then write the numbers to tell a story.

- ☐ At 10:00 a.m., we went hiking in the mountains.
☐ We had a picnic at noon.
☐ At night, we were very tired.

- ☐ We ate breakfast at 8:30 a.m.
☐ In the afternoon, we went swimming in the lake.
☒ 1 We woke up at 8:00 a.m.



BIG QUESTION 2

Why do people move to new places?

Think and write.

What do you know?

What do you want to know?

UNIT 3

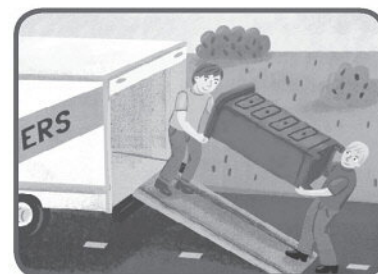
Get Ready

Words

A Read and number.

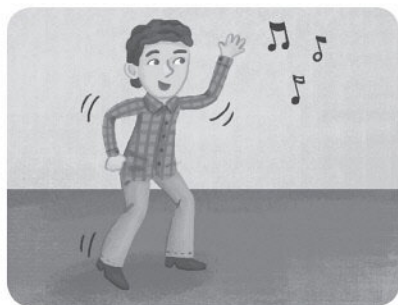
- | | |
|---------------------|----------------------|
| 1 packing | 6 fishing |
| 2 moving | 7 raking leaves |
| 3 meeting neighbors | 8 dancing |
| 4 shopping | 9 throwing snowballs |
| 5 ice skating | 10 sledding |

9

☐☐☐☐☐☐☐☐☐

B Look, read, and check (✓).

1 What's he doing?



- ☐ **a** He's fishing.
- ☐ **b** He's dancing.

2 What's she doing?



- ☐ **a** She's sledding.
- ☐ **b** She's throwing snowballs.

3 What's he doing?



- ☐ **a** He's raking leaves.
- ☐ **b** He's meeting neighbors.

4 What's she doing?

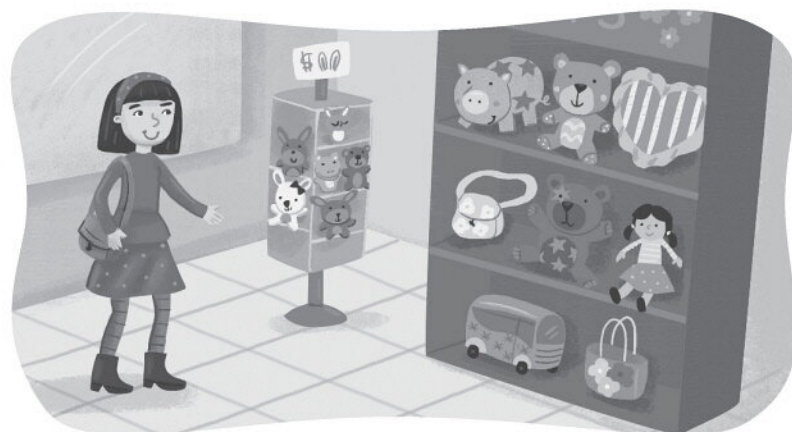


- ☐ **a** She's moving.
- ☐ **b** She's packing.

C Look and write.



1 Tom is _____ with his friends today.



2 Ana María is _____. Tomorrow is her sister's birthday.



3 Sunil _____. He doesn't think it's boring.



4 Mrs. Weber _____. She wants to make new friends.

- A** Read the journal. What does Carrie write about?
- B** Read the journal again. Where does Carrie live first? Where does she live next? Remember, as you read a story, think about the order in which things happen.

Carrie's Journal



March 12

Today it's cold and snowy. This morning, Sandy and I went **ice skating** on the lake. It was fun. After lunch, we went outside to **make a snowman**.

Then Billy came along. He threw a snowball at Sandy. So I threw a snowball at Billy. The three of us **threw snowballs** at each other. I love the snow.

April 9

Today my dad told me that we're **moving** to Florida. He said it's hot and sunny in Florida. My mom is from Florida, and she doesn't like the snow and ice. And Grandma and Grandpa live in Florida.

Think

What happens first? Carrie goes ice skating. Carrie makes a snowman.

May 28

Today I finished **packing** my toys, my books, and my clothes. Tomorrow we are moving. I'm going to miss the snow. I can't throw snowballs in Florida.

June 3

This morning I finished unpacking all my clothes and toys. Then Mom said, "Let's go to the beach. We can go swimming, and Dad can go **fishing**." So we put on our bathing suits and went to the beach. The water was warm. We swam for a long time. I couldn't swim in the ocean in Vermont. Now I can swim in the ocean every day. I **danced** for joy on the warm sand.

Think

What is the order of events in this entry?

Comprehension

A Why does Carrie's family move from Vermont to Florida?

B Answer the questions.

1 What does Carrie like to do in Vermont?

2 Why is she sad about moving to Florida?

3 How do her feelings change?

C Words in Context Read, write, and match.

~~classmate~~ curry monsoons surgeon

1 Emily is Sati's neighbor and

classmate.

2 Sati's dad is a _____.

3 There are _____ in Mumbai in July. It rains a lot.

4 Sati's favorite food is lentil _____.

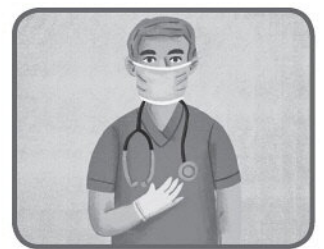
a



b



c

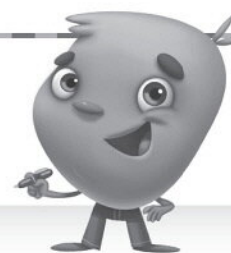


d



Grammar in Use

A Study the grammar.



Learn Can and Could

Then	Now
We could go swimming.	I can't swim.
When I was four, I couldn't swim.	Now I'm eight, and I can swim!
Could you ride a bicycle when you were five years old?	Can you go ice skating in Mumbai?

B Look and write.



1 She can dance.



2 He can ride a bicycle.



3 Can they throw snowballs?
Yes, they can.



4 Can they go sledding?
Yes, they can.



5 Can he swim? No, he can't.



6 She can ice skate.

C Complete the sentences with the words in the box.

can
can't
could
couldn't

When I was four	Now
I 😊 could read words.	I 😊 _____ read books.
I 😞 _____ dance.	I 😊 _____ dance.
I 😞 _____ ice skate.	I 😞 _____ ice skate.

D Unscramble the sentences.

1 four, / couldn't / When / ice / was / I / skate. / I

2 I'm / can / skate. / and / ten, / I / Now / ice

3 dance? / you / could / four, / When / were / you

4 couldn't / when / four / I / dance. / was / No, / I

E Look and write. Use *can*, *can't*, *could*, and *couldn't*.



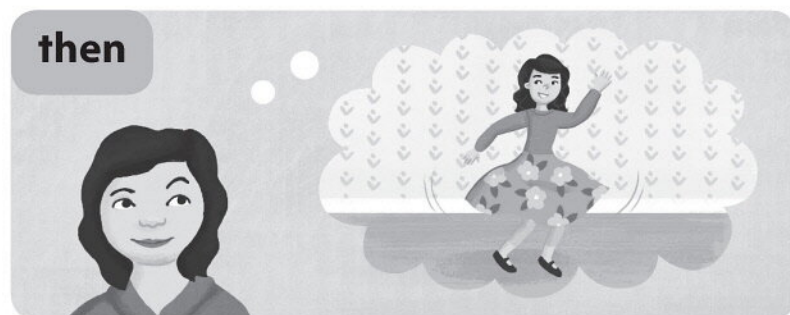
1 He can fish.



2 _____



3 _____



4 _____

Word Study

A Match and write.

1 un- + tied

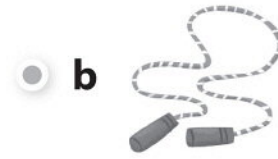
2 un- + wrapped

3 un- + plugged

4 un- + buttoned

5 un- + tangled

6 un- + covered



untied

B Read the story. Complete the sentences with the words in the box.

unplugged unwrapped unbuttoned untied uncovered untangled
plugged wrapped buttoned tied covered tangled



It's moving day! Time to get dressed! I _____₁ my shirt and _____₂ my shoes. Then I _____₃ my computer and _____₄ it in bubble wrap. I put the computer in a large box. Finally, I _____₅ the box and labeled it. Now I am ready to move!

Moving day is over! We are finally in our new home. I _____₆ the box and _____₇ the computer. The cord was _____₈, so I _____₉ it before I _____₁₀ in the computer. I _____₁₁ my shirt and _____₁₂ my shoes. Then I put on my pajamas and went to sleep.

Writing Study

A Use the word *but* to combine the two sentences.

- 1 In Vermont Carrie could throw snowballs.
In Florida there isn't any snow.

In Vermont Carrie could throw snowballs, but in Florida there
isn't any snow.

- 2 In Vermont it's cold and snowy.
In Florida it's sunny and hot. _____

- 3 In Florida Carrie can swim in the ocean.
In Vermont there's no ocean. _____

- 4 Carrie's friends live in Vermont.
Her grandparents live in Florida. _____

B Write about why people move to your town.

Read the example below. Use **can**, **can't**, **could**, or **couldn't**.
Use **but** to combine sentences.

Now I live in Morrisville, **but** I lived in Elmford before. People move to Morrisville because it is beautiful. It is in the mountains, so you **can** go skiing and mountain climbing. In Elmford we **couldn't** go skiing, **but** we **could** go fishing in the lake. Morrisville has a very good university, **but** it doesn't have a good hospital.

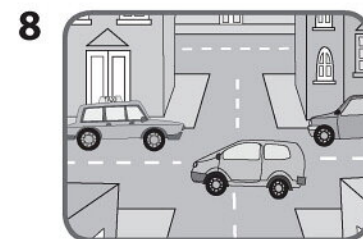
Words

A Find and circle.

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

country
suburb
~~rural area~~
urban area
shopping mall
university
hospital
factory
clinic
zoo

B Look and write.

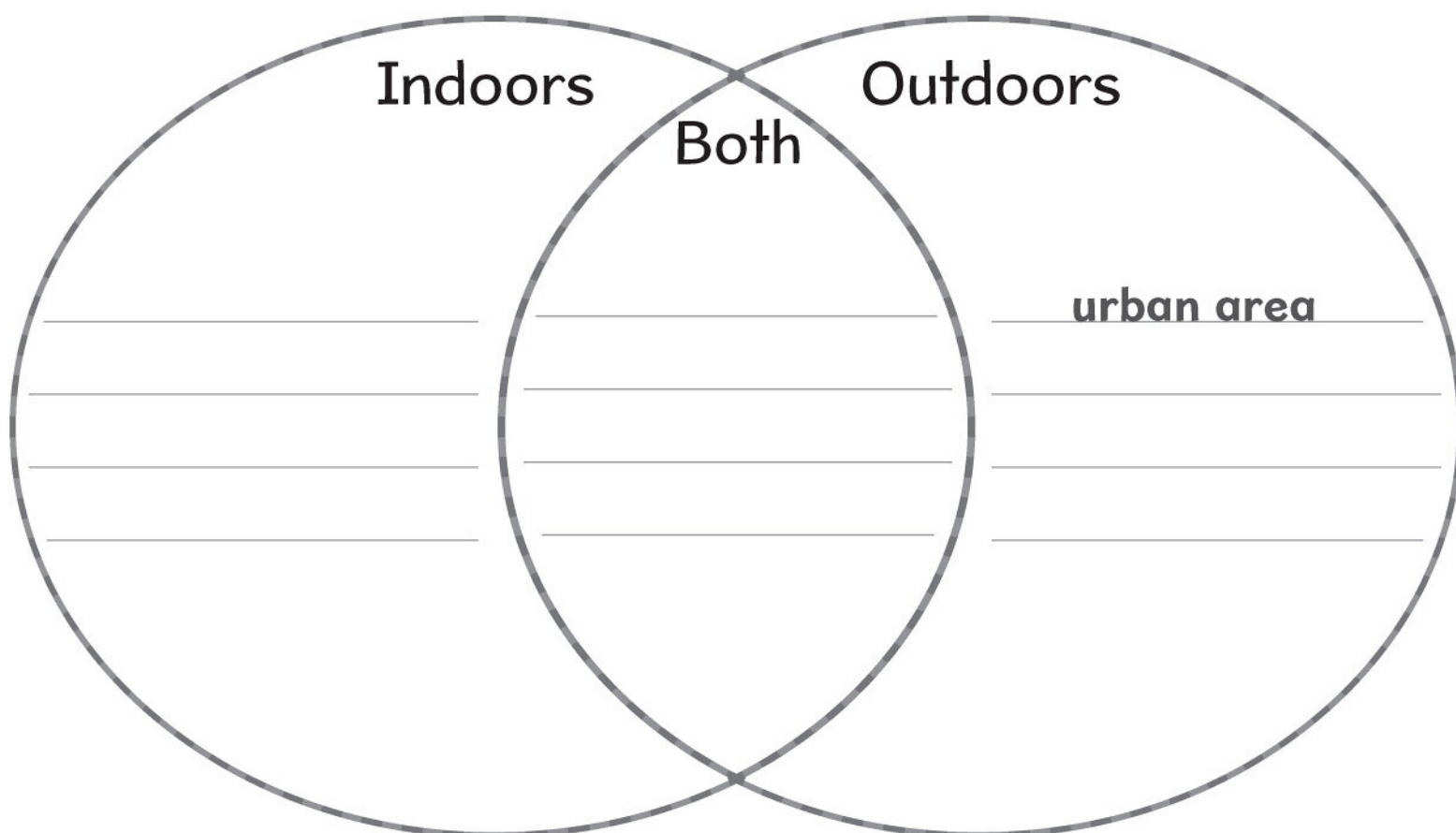


C Circle the correct answer.

- | | | |
|---|----------|----------|
| 1 A factory is a place where people make things. | T | F |
| 2 You can buy amazing pets at a zoo. | T | F |
| 3 A clinic is a place where you can learn how to be a doctor. | T | F |
| 4 A rural area is right outside a city. | T | F |
| 5 You can find a lot of different stores at a shopping mall. | T | F |
| 6 A suburb is land that is far from a city. | T | F |
| 7 In a hospital, nurses and doctors help you get better. | T | F |
| 8 A university is a kind of school. | T | F |

D Are these places indoors, outdoors, or both? Write the words from the box in the graphic organizer.

country factory hospital university ~~urban area~~
zoo rural area suburb shopping mall clinic



- A** Read the article. What kinds of places do people move to in China?
- B** Read the article again. Why did people in China move from rural areas to the cities? Remember, the main idea is the most important thing in the text. Details help you understand the main idea.

People On the Move

Over the past 25 years, large numbers of people in China have moved to new places. Some moved from **rural areas** to **urban areas**. Others moved to other **countries** outside of China. Why are all these Chinese people moving? There are several reasons.

Move from rural areas to the cities

Before the 1980s, few people in China moved from one place to another. It was not allowed. But in the mid-1980s, the rules began to change. Industry in China was growing. More and more products were made in **factories** in the cities, so many people from rural areas moved to the cities. They wanted to work in the factories. They wanted a better life. They thought they could find it in the cities. Today, more than one-half of the people in China live in urban areas.



Move from China to other countries

In the 1960s, some Chinese people began to move out of rural China to Southeast Asia. In the 1980s many Chinese students moved to the U.S. and the U.K. to study at a **university**. When they finished school, they got jobs in places like **hospitals** and big companies. By the year 2000, there were 33 million Chinese people living outside of China. Most of these people moved to find better jobs and a better life for themselves and their families.

Think

What's the main idea of this paragraph?

Think

What's the main idea of this paragraph? What details help you understand?

Comprehension

- A** Why do some people move from a rural area to a city, while others move to other countries?

- B** What is the main idea of the article? Check (✓) the correct answer.

- ☐ **a** Chinese people moved to the suburbs because it is quieter there than in the cities.
- ☐ **b** Chinese people moved to the cities because cities are more exciting.
- ☐ **c** Chinese people moved to new places looking for a better life.

Read each paragraph. Write the main idea and two details in the graphic organizers below.

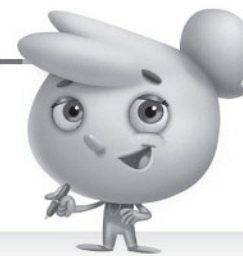
Paragraph 1 – Main Idea		Paragraph 2 – Main Idea	
Chinese people move from rural areas to the cities.			
Detail 1	Detail 2	Detail 1	Detail 2
	They want a better life.		

- C Words in Context** Read and write.

belongings immigrant move abroad experiences

- Chinese people move from China to North America. They _____.
- When people move, they have to pack up all their _____.
- People expect to have new _____ in their new homes.
- A person who moves from China to the U.K. is an _____.

Grammar in Use



A Study the grammar.

Learn Present Real Conditional

If I'm hungry, I have a snack.

What do you do **if** you're hungry?

When I'm not hungry, I don't have a snack.

B Look at the pictures. Complete the sentences with the phrases in the box.

If he's cold If I'm sleepy ~~When I'm thirsty~~
When she's hungry If they're hot When we're happy



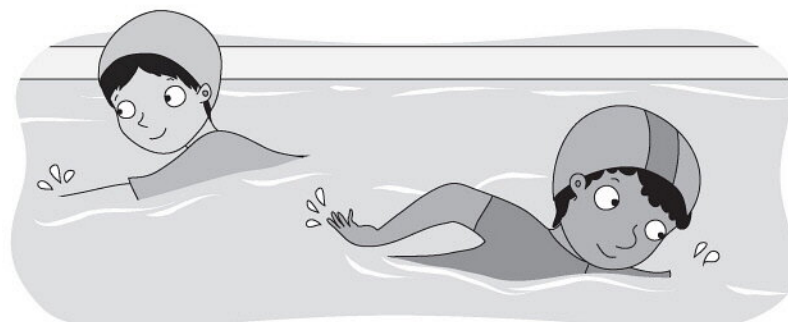
1 When I'm thirsty, I
drink water.



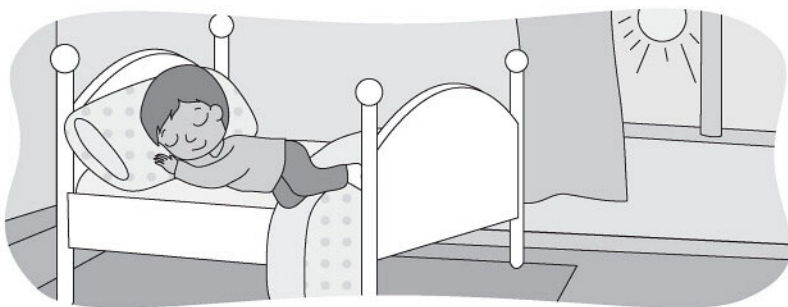
2 _____, he
wears a sweatshirt.



3 _____, she
eats an apple.



4 _____, they
go swimming.

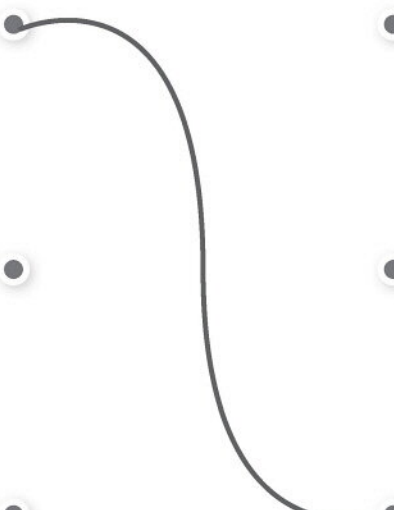


5 _____, I
take a nap.



6 _____, we
sing.

C Match the parts of each sentence.

- | | | |
|---|--|-------------------------------------|
| 1 If people want to live in a quieter place, |  | a they moved to America. |
| 2 When another place has better services, | | b they think about moving. |
| 3 When people in Ireland didn't have potatoes to eat, | | c they move to the suburbs. |
| 4 If people want new experiences, | | d people want to move there. |

D Unscramble the sentences.

- 1 a better life? / What do / if / they want / people do

- 2 rural areas, / life is hard / in the / to the cities. / If / people move

- 3 they get / When students / good jobs. / study abroad,

- 4 don't have / good life. / a / When / good jobs, / they don't have / people

E Complete the sentences. Use the correct verb form.

- 1 **If** people **want** (want) a new life, they think about moving.
- 2 _____ people _____ (get) older, they move to a place with better weather.
- 3 _____ people _____ (be) hungry, they look for food.
- 4 _____ people _____ (move) abroad, they have to learn a new language.

Word Study

A Choose the correct suffix. Write the word in the chart.

Australia Brazil ~~China~~ Ireland Japan Sweden

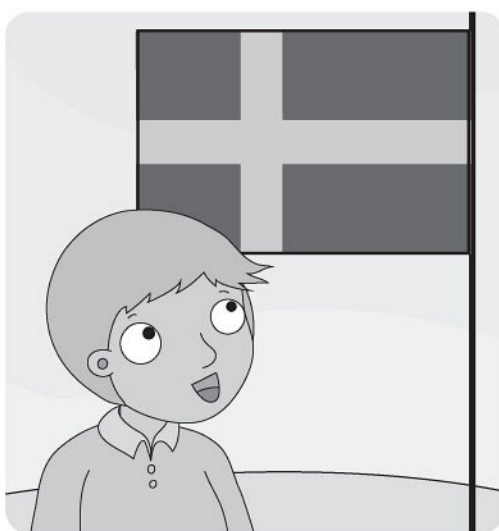
A-Z

-ese	-ian	-ish
Chinese		

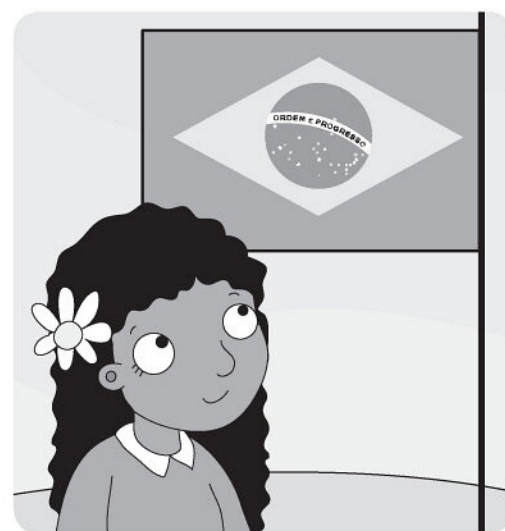
B Look and write.



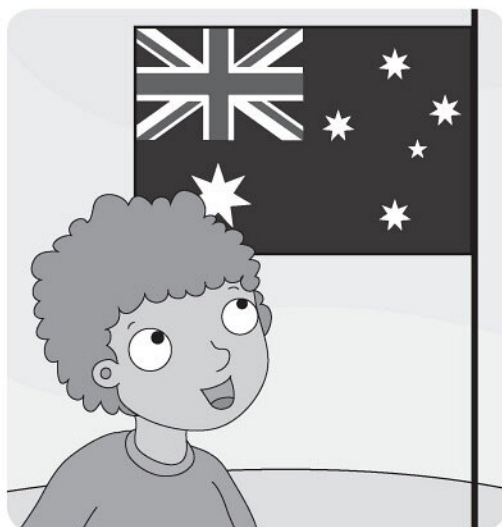
1 She's from China.
She's **Chinese**.



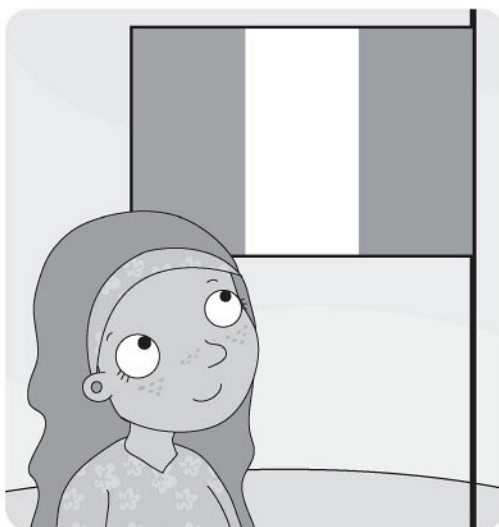
2 He's from Sweden.
He's _____.



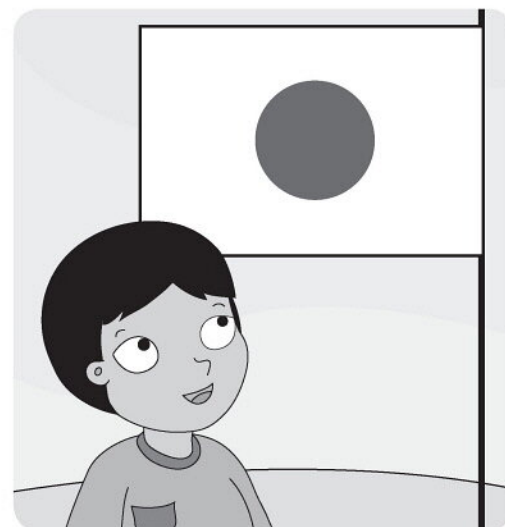
3 She's from Brazil.
She's _____.



4 He's from Australia.
He's _____.



5 She's from Ireland.
She's _____.



6 He's from Japan.
He's _____.

Writing Study

A Combine the two sentences. Use the word *because* to write a complete sentence.

1 I go to the gym every day. I love to exercise.

I go to the gym every day because I love to exercise.

2 My sister takes piano lessons. She wants to learn to play the piano.

3 My mother makes big holiday dinners. She loves to cook.

4 My brother won an important race. He runs very fast.


B Write about a place you or a friend might like to move to.

Read the example below. Use **if** or **when** to tell what life might be like there. Use **because** in complete sentences to give reasons you might like to move there.

Kemal and his family live in Morocco. **If** his father gets a new job, the family might pack their belongings and move. They can move to my town in the U.K. I live near London. Kemal's father is a doctor. They might like my town **because** the hospitals are very good. **If** they stay in the UK, we can spend time together in London.

Writing

- A** Read this letter from Sunita to her best friend, Nikki. Label the parts of the letter.

	April 10th	
	Dear Nikki,	
	What a long trip! First, let me tell you about our trip. The trip lasted ten hours. My brother and I watched movies on the plane. When the plane landed, we took a taxi to our new house. Our furniture and boxes were already there. I have my own bedroom. And we have a big backyard.	
	We moved here because the weather is better for my little brother. He needs to live in a dry climate, and it was very damp where we lived before. Now we can play outside together in our own yard.	
	I hope you will be able to visit me when school is over. I miss you.	
	Your friend,	
	Sunita	

- B** Prepare to write a letter to your best friend.

Brainstorm ideas you would like to tell your friend. Choose one and write it here.

Organize your ideas. Write them in the chart.

	My Ideas
Begin with the date and a salutation.	
Tell why you are writing the letter.	
Add details that you want to share.	
Choose a friendly closing.	

- C** Now go to your notebook to write your own letter. Then read and revise it.

My writing checklist:

<input type="checkbox"/> I included the date and a salutation.	<input type="checkbox"/> I chose a friendly closing.
<input type="checkbox"/> I gave a reason for writing and shared details.	<input type="checkbox"/> I read and revised my letter.

A Look, read, and circle.



When our neighbor fell in his yard,
my father took him to the **hospital.**
factory.



We're **shopping** our things because
packing
we're moving to a bigger house.



My friend Mike and his family
are **Chinese.**
Irish.



Carla's mother is a special kind of
doctor. She's **an immigrant.**
a surgeon.



Indira wanted to do something
outdoors, so she went **fishing.**
ice skating.



If people want to work in industry,
they usually move to **rural areas.**
urban areas.



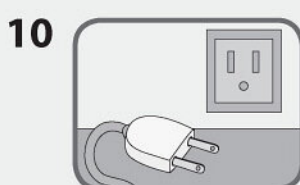
Henry had a wonderful day today.
He went **shopping.**
sledding.



You need to pack up all your
belongings when you move.
experiences



It isn't safe to walk around with your
sneakers **unbuttoned.**
untied.



I'm not sure why the TV doesn't turn
on. Maybe it's **untangled.**
unplugged.



BIG QUESTION 2

**Why do people
move to new
places?**

B Look and write.

1



What can she do?

ice skate.

2



What could he do?

fish.

3



What could she do?

_____.

4



What can he do?

_____.

C Complete the sentences with *when*, *can*, *can't*, *could*, and *couldn't*.

1

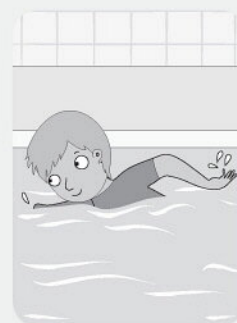


_____ I was

three, I _____

swim.

2



Now I am ten, and I

swim.

3



_____ I was

four, I _____

ride a tricycle.

4



Now I can ride a bike, but

I _____ ice

skate.

D Match the sentence parts. Then complete the sentences with *but* and *because*.

1 Now Carrie lives in Florida,

☐ a _____ now I can.

2 She moved to Florida

☐ b _____ they want a better life.

3 People around the world move

☐ c but before she lived in Vermont.

4 When I was four, I couldn't
speak English,

☐ d _____ the weather is warmer.



BIG QUESTION 3

Why do people write poems?

Think and write.

What do you know?

What do you want to know?

UNIT 5

Get Ready

Words

A Match.

1 ladybug

2 cricket

3 grasshopper

4 beetle

5 katydid

6 bee

7 butterfly

8 thicket

9 kangaroo

10 raisins

a



b



c



d



e



f



g



h



i



j



B Check (✓) the correct word. Then match each sentence with a picture.

1 A _____ is red with black spots.

☐ a grasshopper

☒ b ladybug

☐ c bee

2 A _____ has beautiful colorful wings.

☐ a butterfly

☐ b katydid

☐ c raisin

3 A _____ has hard wings like shells.

☐ a kangaroo

☐ b beetle

☐ c grasshopper

4 A _____ has lots of bushes and small trees.

☐ a katydid

☐ b cricket

☐ c thicket

a



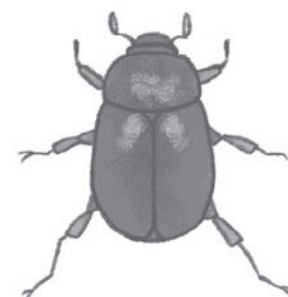
b



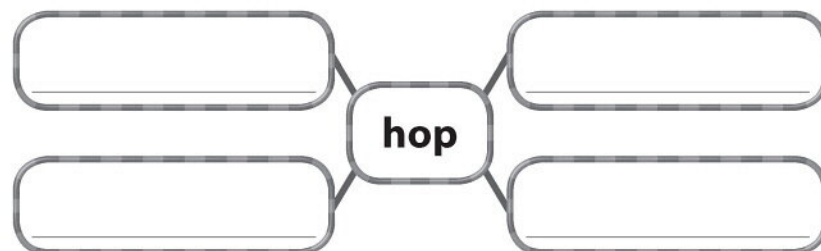
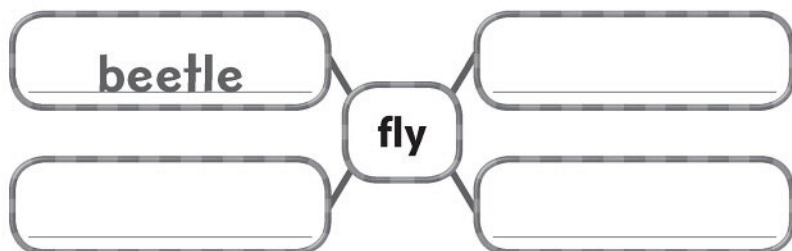
c



d



C Write the words in the graphic organizer.



- A** Read the information. What kind of poem will you learn to write?
- B** Read the information again. What is the theme of this selection? Remember, the theme is what a selection is about.

How to Write a Funny Poem

All you need to write a poem is a pencil and a piece of paper. And you'll need a little imagination, too. Here's how to begin.

1 Choose a topic.

Look around you and choose something you see. If you're inside, you can choose your little brother, the kitchen, or something in your bedroom. If you're outside, you can probably see trees, plants, and insects.

2 Make the last words rhyme.

Two words rhyme when they end with the same sound. To find a rhyming word, say the word to yourself. Then add new sounds at the beginning of the word. Think about each letter of the alphabet.

Not all lines have to rhyme. You can rhyme the last word of every other line.

3 Make it funny.

You can use funny words or opposites. You can exaggerate, or or you can write a surprise ending.

Think

What is this reading about?



Here is a funny poem about insects. It includes lots of insects, and it has two sets of rhyming words and a surprise ending.

A Grasshopper Landed
Grasshopper, ladybug, cricket,
 Grasshopper, **katydid, bee.**
 I was sitting in the grass in the **thicket**
 When a grasshopper landed on me!

Now write your own funny poem!

Think

What is this poem about?

Comprehension

A Why is a surprise ending funny?

B Answer the questions.

1 What is the poem about?

2 Where is the rhyme in a poem?

3 Write the rhyming words in this poem.

C Words in Context Read and write.

escaping insects leaping shooting stars

1 Grasshoppers, beetles, and katydids are

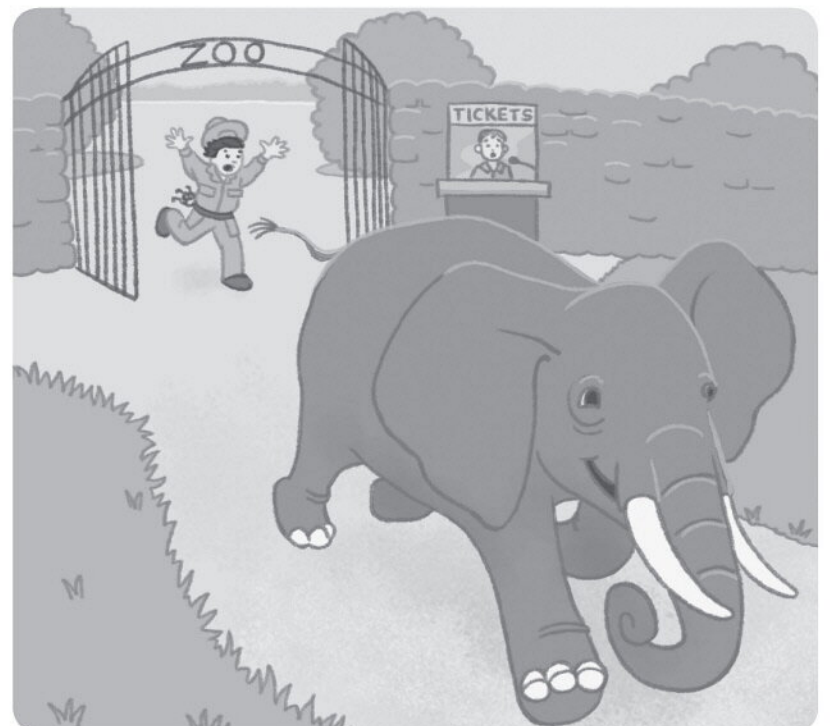
_____.

2 In the summer, you can see a lot of

_____ in the sky.

3 A kangaroo is _____
in the air.

4 An elephant is _____
from the zoo.



Grammar in Use

A Study the grammar.

Learn Past Continuous

I **was sitting** in the grass.
The sun **wasn't shining**.

They **were eating** lunch together.
Was she **walking**?



B Look and write.



- 1 She was sitting in the grass in the thicket. (sit)



- 2 The grasshopper _____ in the grass. (not sleep)



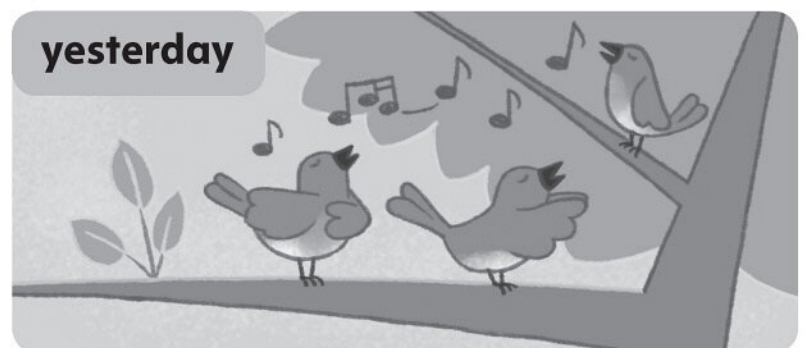
- 3 The boy _____ a poem. (not write)



- 4 She _____ her poem to the class. (read)



- 5 The boys _____ basketball. (play)



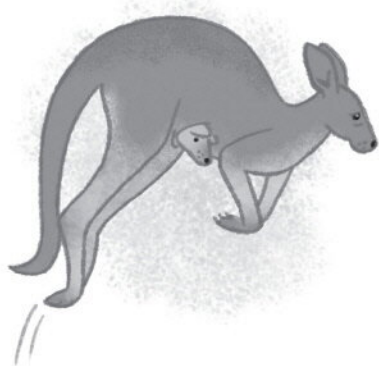
- 6 The birds _____ in the tree. (sing)

- C** Complete the chart. Then write one more verb in the present and in the past continuous.

Present	Past Continuous
run	
	was jumping
fly	
	was buzzing

- D** Look, read, and check (✓).

1 Was the kangaroo hopping?



- ☐ **a** Yes, it was.
☐ **b** No, it wasn't.

2 Were they writing poems?



- ☐ **a** Yes, they were.
☐ **b** No, they weren't.

3 What was the butterfly doing?



- ☐ **a** The butterfly was flying.
☐ **b** The butterflies were flying.

4 What was going on outside?



- ☐ **a** The bee was buzzing.
☐ **b** The bees were buzzing.

- E** Rewrite the sentences in the past continuous.

1 The butterfly flies through the air.

The butterfly was flying
through the air.

2 The sun is shining.

3 The kangaroo leaps in the air.

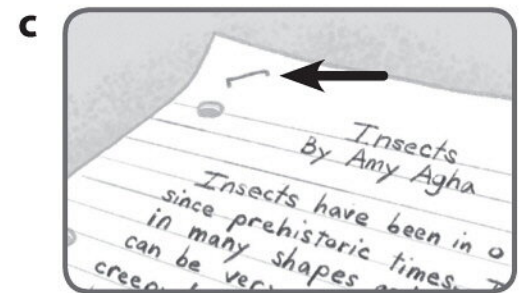
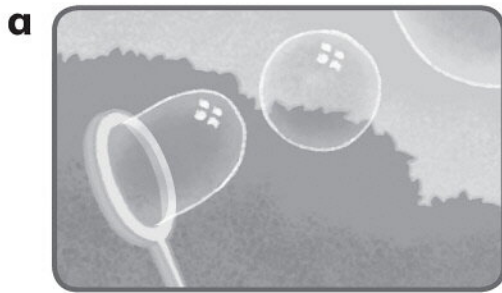
4 The katydid jumps.

Word Study

article bubble gentle handle single staple



A Read each sentence aloud. Circle the word that ends with *-le*. Underline the consonant that comes before *-le*. Then match each sentence with a picture and write the letter next to the sentence.



1 A gentle breeze blew across the plain.

f

2 I need one single baseball card to complete my collection. _____

3 Blowing bubbles is fun. _____

4 I read an article about insects. _____

5 Pick up the shovel by its handle. _____

6 I used a staple to hold my report together. _____

B Read the story. Choose a word from the box above to complete each sentence.

Blowing Bubbles

I was reading an _____₁ about bubbles when my mom called me for dinner. I ate my dinner. Then I went outside. I took my wand and soapy water. I wanted to make a really big _____₂. I held the _____₃ of the wand and dipped it in the soapy water. I blew softly and made a big bubble. There was a _____₄ breeze. It blew my bubble higher and higher, one _____₅ bubble rising up to the clouds.

Writing Study

A Complete the sentences with the adjectives in parentheses.

- 1 A small red ladybug sat on a leaf. (red / small)
- 2 A _____ grasshopper landed on me. (big / green)
- 3 A kangaroo has _____ legs. (brown / large)
- 4 A bumblebee has _____ and _____ stripes on its body.
(black / small / yellow)
- 5 I was wearing a dress with _____ and _____ butterflies on it.
(green / little / pink)
- 6 The sun was setting. There were _____ and _____ clouds in the sky.
(blue / purple / big)

B Write about something you would like to describe in a poem.

Read the example below. Use adjectives in your writing. Remember to put size and color adjectives in the correct order.

Use verbs in the present continuous. For example:

The **small yellow** butterfly **was flying**.

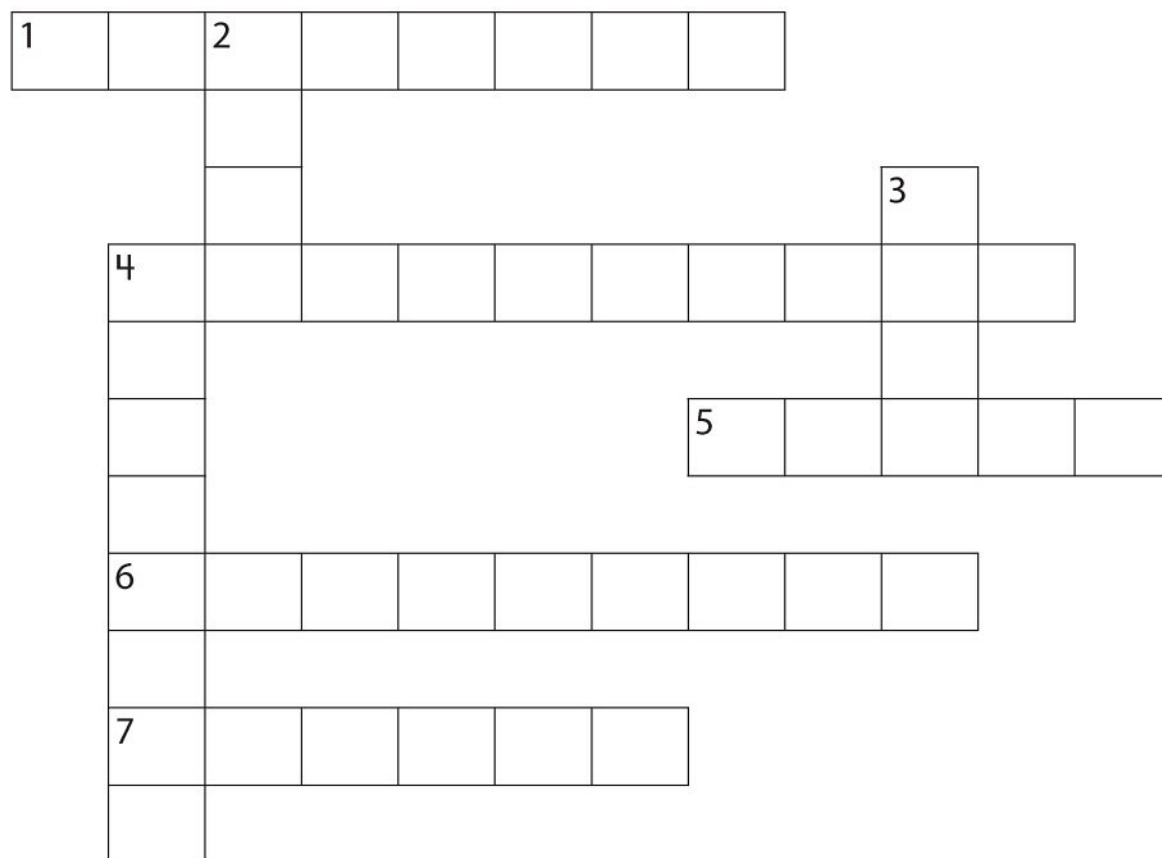
We **were singing**.

A beautiful butterfly **was flying** in the garden. It had **big blue** wings with **small yellow** spots. It landed on a **big red** flower. It looked up at the sun, and then it flew away.

Words

A Look at the clues. Complete the crossword.

adjective letter noun robin sentence snowflakes syllable verb



Down ↓

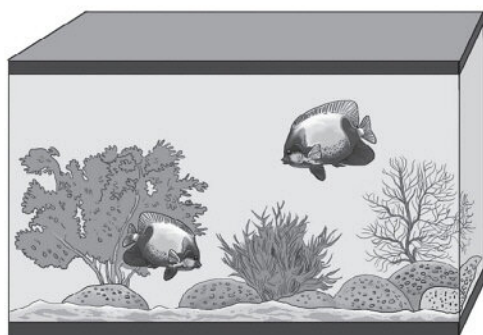
- 2** A word that is the name of a person, place, thing, or idea
- 3** A word that tells you what someone does or what happens
- 4** A part of a word that has one vowel sound when you say it

Across →

- 1** A group of words that tells you something or asks a question
- 4** Pieces of falling snow
- 5** A small bird with a red front
- 6** A word you use with a noun that tells you more about it
- 7** A sign in writing that you use to write words

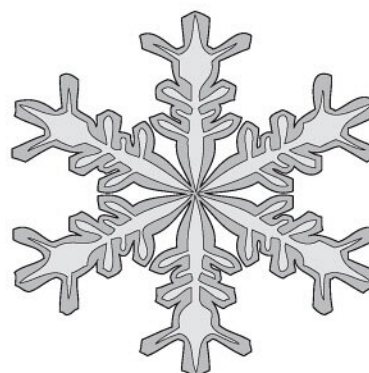
B Circle the correct word.

1



robin /
angelfish

2



snowflake /
syllable

C Look and write.

adjective letter noun rhyming words sentence ~~verb~~

1

jump

verb

2

snowflake

3

beautiful

4

The robin is in the nest.

5

K

6

cricket
thicket

D Circle the correct answer.

- 1 A sentence expresses a complete idea.
- 2 There are 25 letters in the alphabet.
- 3 There are two syllables in the word *bicycle*.
- 4 An angelfish is a colorful bird that lives in a tree.
- 5 A robin lays blue eggs in a nest.
- 6 No two snowflakes are the same. They are all different.

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

E Fill in the blanks. Use words from the box in **C**.

- 1 *Bed* and *red* are _____.
- 2 The words *write* and *read* are _____.
- 3 The words *big* and *small* are _____.
- 4 An alphabet is made up of _____.

- A** Read the story. What happens when the boy falls asleep?
- B** Read the story again. How does the boy describe what he visualizes? Remember, poets choose words carefully to help readers see pictures in their minds.

VISUALIZING NATURE

Yesterday afternoon, I was watching TV when I fell asleep. While I was sleeping, pictures floated through my mind. First, I saw a **robin** with a bright red front. It was hopping on dry, colorful leaves in our yard. In my mind, I visualize the robin joining other robins. The robins are beautiful as they fly through the sky.

Think

What pictures does the writer see in his mind?

Then I saw **snowflakes** dancing in the air. They were big and white. They looked like frozen dancers performing an icy dance.

When I woke up, I decided to write a poem to tell what I saw in my dreams. "What words should I use?" I asked myself. I will use action **verbs** to describe the robin flying and hopping. I will use an **adjective** to describe how the robins looked when they flew all together. And I will use lots of other adjectives to describe the snowflakes: *big, white, frozen*.

Think

What pictures does the writer see in his mind?



I think about poems I know: acrostic poems, haikus, cinquain poems, nature poems, and funny poems. Some of the poems use **rhyming words**. Others have a specific number of **syllables**. I ask myself, "What kind of poem do I want to write?" I sit down at my desk and take out a piece of paper and a pencil. And then I begin to write.

Comprehension

- A** Why does the boy write a poem? What was one of the things he visualized? What did he say they looked like to him?

- B** Answer the questions. Check (✓) more than one answer for some questions.

1 What happens when the boy falls asleep?

- ☐ **a** He writes a poem.
- ☐ **b** He gets hungry.
- ☐ **c** He sees pictures in his mind.
- ☐ **d** He watches TV.

2 What will he write about?

- ☐ **a** robins
- ☐ **b** ladybugs
- ☐ **c** kangaroos
- ☐ **d** snowflakes

3 What kinds of words will he use?

- ☐ **a** adverbs
- ☐ **b** verbs
- ☐ **c** syllables
- ☐ **d** adjectives

4 Which words rhyme?

- ☐ **a** fly
- ☐ **b** white
- ☐ **c** sky
- ☐ **d** robin

- C Words in Context** Match each word to its definition.

- | | |
|--------------|--|
| 1 exact ● | ● a to watch or see someone or something |
| 2 describe ● | ● b to make a picture of something in your mind |
| 3 observe ● | ● c completely correct |
| 4 imagine ● | ● d to say what someone or something is like |

Grammar in Use

A Study the grammar.

Learn Past Continuous and Simple Past

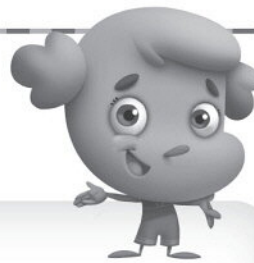
Mike **was reading** a book when he **fell** asleep.

Were you **doing** your homework when I **called** you?

Yes, I **was**. No, I **wasn't**.

What **were** they **doing** when the bell **rang**?

They **were reading** their books.



B Circle the correct answer.

1



Jim was reading an article when the doorbell rang.

☐ T ☐ F

2



Ellie was ice skating when she saw Mia.

☐ T ☐ F

3



Were you studying when I called?
Yes, I was.

☐ T ☐ F

4



What was he doing when it started to rain?
He was skating.

☐ T ☐ F

5



Was he eating dinner when Jim called?
Yes, he was.

☐ T ☐ F

6



She was studying when the bell rang.

☐ T ☐ F

C Look and write. Use past continuous and simple past.



- 1 The robin **was hopping** on the grass when the dog **barked**. (hop / bark)



- 2 I _____ on a bench when a butterfly _____ on me. (sit / land)



- 3 They _____ to school when it _____ to snow. (walk / start)



- 4 I _____ about Hawaii when I _____ asleep. (think / fall)

D Unscramble the sentences. Then circle the past continuous verb. Underline the verb in the simple past.

- 1 was watching TV / my mother called. / when / I

- 2 she saw / to school / when / She / a kangaroo. / was walking

- 3 he fell / when / He / and hurt his knee. / was ice skating

- 4 in the park / They / to rain. / when / were walking / it started

E Answer the questions.

1



What was she doing when it started to snow?

2



What was he doing when his mother called?

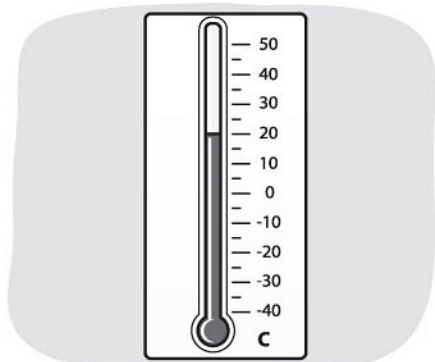
Word Study

automobile calendar secretary television thermometer understand

A-Z

A Look and write.

1



2



3



4



5



6



B Complete the chart with the words from the box above. Then add three more words in each column.

3-syllable words	4-syllable words
understand	television

Writing Study

A Read each sentence. Circle the action verb. Underline the noun that does the action.

- 1 The snowflakes are dancing in the frozen air.
- 2 The butterfly is flying through the air.
- 3 The stars are winking at the moon.
- 4 The water is whistling in the teapot.
- 5 Bubbles are floating over our heads.
- 6 The sun is smiling through the clouds.

B Write a description about things you can picture in your mind.

Read the example below. Use nouns and verbs in the past continuous in your writing.
For example:

The sun **was shining**.

The birds **were flying**.

Use both the simple past and past continuous together in some sentences. For example:

I **was reading** when I **fell** asleep.

I **was watching** TV when I **fell** asleep. I saw pictures in my mind. I saw a cold clear night. The stars **were winking** at the moon. A few snowflakes **were dancing** in the air, and the moon **was smiling** down at me.

Writing

- A** Read this acrostic poem written by Jamal. He explains why he wrote the poem and chose the words. Label the parts of the poem.

Topic
written up
and down

B eautiful beaches
A mazing water sports
L eafy plants
I sland music

Words
about topic

Why I Wrote My Poem

I chose the topic word BALI because it is my favorite place in the whole world. It is so beautiful that I wanted to write a poem to describe it. It has beautiful white sandy beaches. The sand shines in the bright sunlight. We went swimming and body surfing. You can also go scuba diving. When you are not at the beach, you can visit lush jungles and green rice fields. And at dinner, you can eat delicious food and listen to amazing island music.



- B** Prepare to write an acrostic poem about something that is interesting to you. Write the word vertically (up and down). Then brainstorm some words beginning with each letter that describes your topic.

- C** Now go to your notebook to write your own poem. Then write a short paragraph telling why you wanted to write about the topic. When you are finished, read and revise your writing.

My writing checklist:

- ☐ I wrote the topic word up and down.
- ☐ I chose words that begin with each letter to describe the topic.
- ☐ I wrote a short paragraph telling why I wrote the poem.
- ☐ I read and revised my writing.

A Two of the three words are correct. Cross out (X) the wrong answer.

1 This flies in the air.

a bee **b** staple **c** robin

2 This gives you important information.

a calendar **b** thermometer **c** thicket

3 This hops.

a grasshopper **b** bubble **c** kangaroo

4 This is a verb.

a observe **b** escape **c** beautiful

5 You should look up to see this.

a snowflake **b** raisin **c** shooting star

B Look and write.



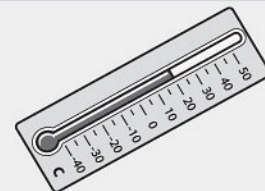
1 _____

2 _____



3 _____

4 _____



5 _____

6 _____



7 _____

8 _____



9 _____

10 _____



BIG QUESTION 3

Why do people write poems?

C Look at the picture. Answer the question.

What were they doing when it started to rain?



1 He **was riding a bike** when it started to rain.

2 They _____ when it started to rain.

3 _____ when it started to rain.

4 _____

D Complete each sentence with a size and a color word. Put the adjectives in the correct order.

1 The _____ ladybug landed on a leaf.

red small

2 Some crickets have _____ legs.

long green

3 I saw a _____ bear in the forest.

brown big

4 Bali has _____ sandy beaches.

white long

E Use the words to write sentences. Be creative!

1 **Balloons were floating over our heads.** (balloons / float)

2 _____ (wind / whistle)

3 _____ (sun / shine)

4 _____ (stars / wink)



BIG QUESTION 4

How do we measure time?

Think and write.

What do you know?

What do you want to know?

UNIT 7

Get Ready

Words

A Read and number.

1 second

2 minute

3 hour

4 month

5 year

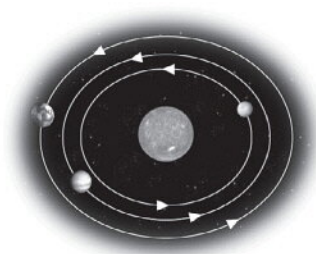
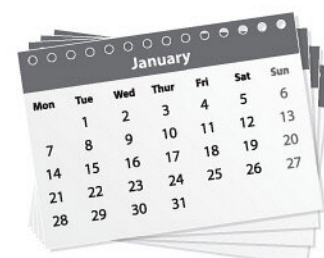
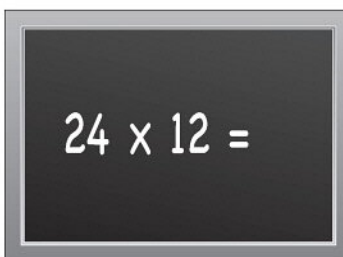
6 noon

7 spin

8 orbit

9 time zone

10 multiply

☐☐☐☐☐☐☐☐☐☐

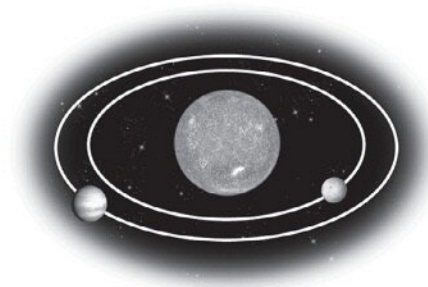
B Circle the correct answer.

1 July is my favorite _____ of the year.



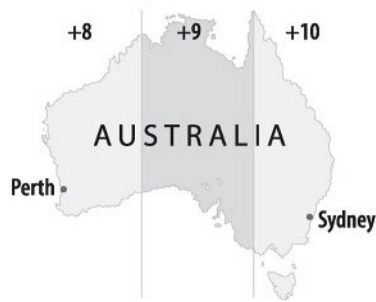
- a minute
- b second
- c month

2 The planets _____ around the sun.



- a multiply
- b orbit
- c spin

3 Sydney is in a different _____ from Perth.



- a time zone
- b year
- c hour

4 There are 60 _____ in an hour.



- a months
- b seconds
- c minutes

C Complete the text with the correct form of the words in the box.

hour minute months multiply noon second time zone year

Math Class

There are 60 _____₁ in an hour. How many _____₂ are there in a minute? Correct. There are 60. How can we calculate the number of seconds in an hour?

We _____₃ 60 times 60 to get the answer. So there are 3,600 seconds in an _____₄.

There are 30 or 31 days in most _____₅. How many months are there in a _____₆? Yes, there are 12. Does anyone know how many time zones there are?

There are 24 _____₇, one for each hour of the day. When it's _____₈ in

New York, what time is it in California? Yes, it's 9:00 a.m. Time for math class!

- A** Read the article. What is in Earth's solar system?
- B** Read the article again. What can you learn from the diagram of the planets? Remember, a picture or a diagram in a text can help you understand important ideas.

Our Solar System

Earth's solar system consists of the sun and the bodies that **orbit** it. The largest bodies are planets, and there are eight in our solar system.

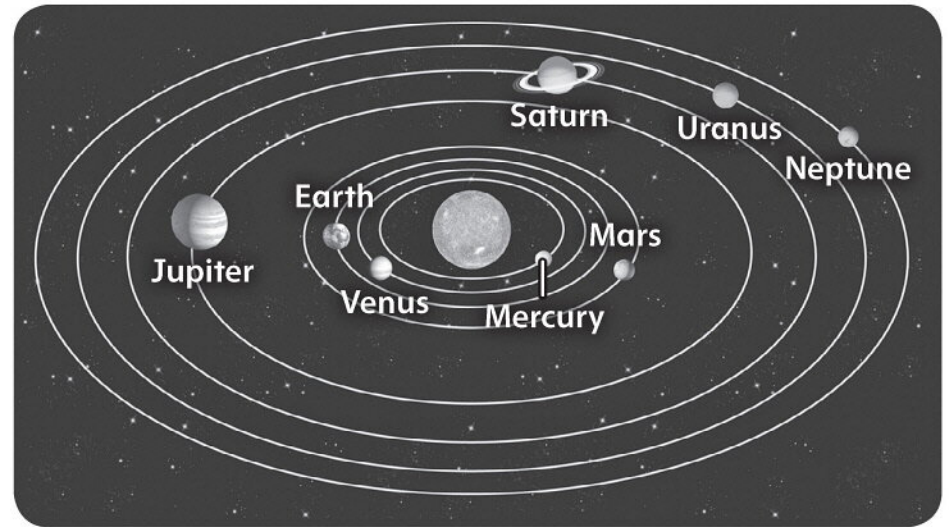
Each planet **spins** on its axis. An axis is an imaginary stick that goes through the center of the planet. It takes one day for a planet to spin around completely. Each planet is a different size, so the time it takes to spin around is different, too. Not all days have the same length.

Let's take a look at our planet, Earth. It is the third planet from the sun. It takes 23 **hours** and 56 **minutes** for Earth to spin around. So that is the length of each day here on Earth. It will take 365 days for Earth to orbit around the sun.

Now let's take a look at Mercury. It is much closer to the sun than Earth. And it is smaller, too. So it will take less time to orbit around the sun, just 88 days. Each day on Mercury is 58 days and 16 hours long.

How about Jupiter? It is farther away from the sun than Earth. And it is much bigger. It will take 12 **years** for Jupiter to orbit the sun. Each day on Jupiter is 9 hours and 50 minutes long.

There are five more planets in our solar system: Venus, Mars, Saturn, Uranus, and Neptune. Read the chart to find out the length of one day on some of these planets.



Think

Point to the fifth planet from the sun. What is it called?

Planet	Diameter	Distance from Sun	Time to Orbit Sun	Length of One Day
Mercury	4,880 km	57,910,000 km	88 days	58 days, 16 hours
Earth	12,756 km	149,600,000 km	365 days	23 hours, 56 minutes
Jupiter	142,984 km	778,330,000 km	12 years	9 hours, 50 minutes

Comprehension

- A** Look at the diagram of our solar system. Will it take Uranus more or less time than Jupiter to orbit around the sun? Why?

- B** Answer the questions.

1 How long is one day on Earth? What does the Earth do in that time?

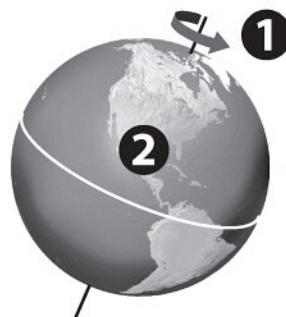
2 How do the planets spin? What is an axis?

3 Which planet in our solar system is closest to the sun? Which planet is the farthest from the sun?

- C Words in Context** Label the diagram. Then complete the sentences. Use the words in the box.

accurate axis opposite planet

1 _____



2 _____

3 When it's midnight where you live, it's noon on the _____ side of the world.

4 The numbers in the chart are not exact; they could be more _____.

Grammar in Use

A Study the grammar.

Learn Future Facts with Will

In two hours, it **will be** 4:00.

She'll **go** to bed tonight at 10:00.

Will you **have** a birthday party?

Yes, I **will**.

No, I **won't**.

Where **will** you **be** at 4:00 this afternoon?

I'll **be** at school.

Contractions with **will**

I will = **I'll**

she will = **she'll**

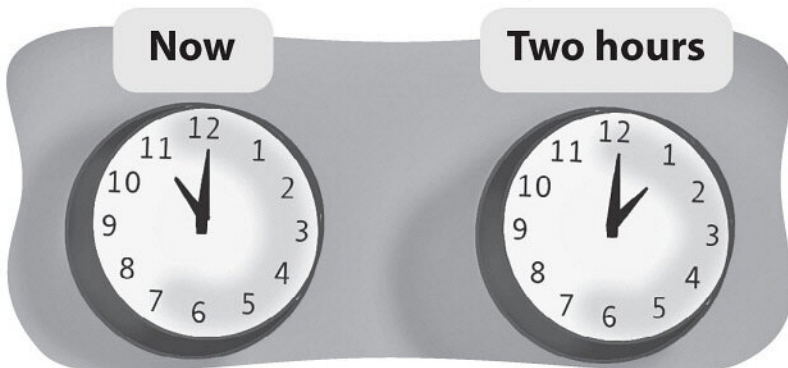
he will = **he'll**

you will = **you'll**

they will = **they'll**

we will = **we'll**

B Look at the pictures. Complete the sentences to make future facts with *will*.



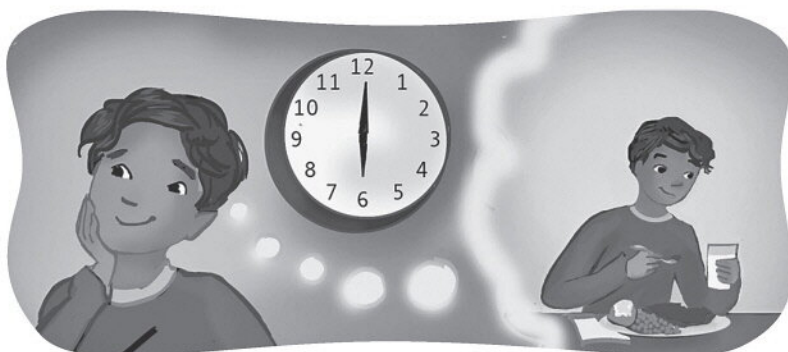
1 Now it's 11:00 a.m.

In two hours, it won't be
3:00 p.m. (be)



2 _____ at soccer
practice this afternoon? (you / be)

Yes, I _____.



3 Where _____ at
6:00 p.m.? (you / be)

I _____ at home
eating dinner.



4 When _____ your
homework? (you / do)

I _____ it after dinner.

C Unscramble the sentences to make a dialogue.

- 1 Earth / will it take / around the sun /
How long / to orbit
- 2 365 days / Earth / around the sun /
to orbit / It will take
- 3 Mercury / How long / to orbit /
will it take / around the sun
- 4 Mercury / around the sun /
It will take / to orbit / less time

A: _____

B: _____

A: _____

B: _____

D Look, read, and check (✓).

- 1 Will your sister be six years old on her
next birthday?



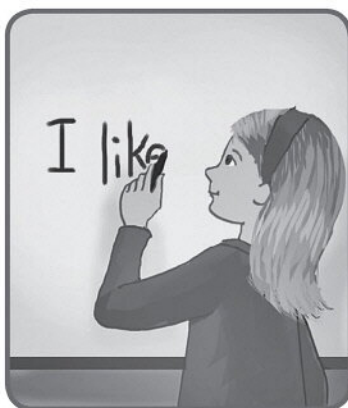
- ☐ a Yes, she will.
- ☐ b Yes, I will.

- 2 How will you go to school
tomorrow?



- ☐ a I'll ride my bicycle.
- ☐ b He'll ride his bicycle.

- 3 Where will she be at 11:00 a.m.?



- ☐ a She will be in
English class.
- ☐ b She will be in
math class.

- 4 When will the sun come up tomorrow?



- ☐ a The sun won't come
up at 6:30 a.m.
tomorrow.
- ☐ b The sun will come
up at 6:30 a.m.
tomorrow.

E Rewrite the sentences to tell what will happen tomorrow.

- 1 The sun sets every day.

The sun will set tomorrow.

- 2 I go to school every day.

- 3 The sun rises every day.

- 4 The planets orbit the sun.

Word Study

prepare celebrate suggest preparation celebration suggestion

A-Z

A Match and write.

1 celebrate

2 prepare

3 suggest



celebration

B Complete the sentences with words from the box above. Then write *noun* or *verb*.

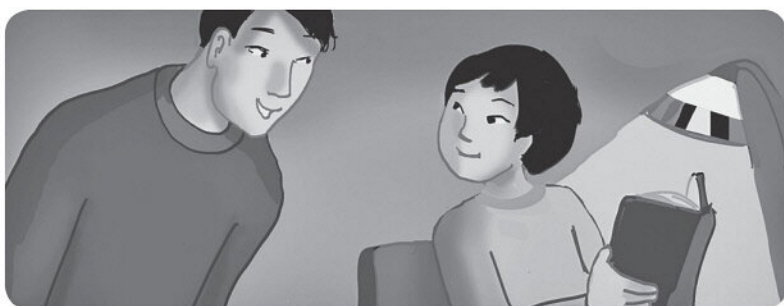


1 I always celebrate holidays with my family.

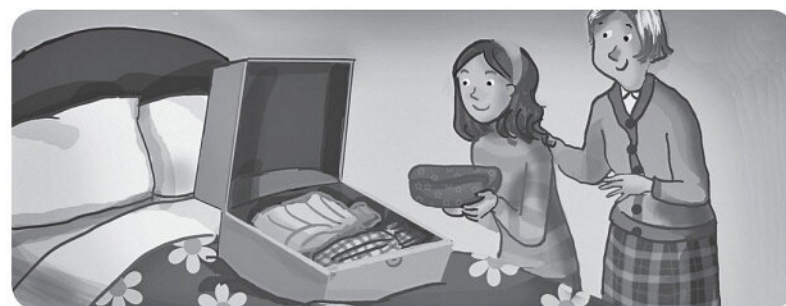
verb



2 What a fantastic _____!
I love the fireworks.



3 Let me make a _____.



4 My grandmother and I _____
for our trip.

Writing Study

- A** Look at the chart. Read the sentences. Write *the* if the country name needs it. Then match the sentence parts.

United Kingdom	France	Saudi Arabia	United Arab Emirates
noon	1:00 p.m.	3:00 p.m.	4:00 p.m.
1:00 p.m.	2:00 p.m.	4:00 p.m.	5:00 p.m.
2:00 p.m.	3:00 p.m.	5:00 p.m.	6:00 p.m.
3:00 p.m.	4:00 p.m.	6:00 p.m.	7:00 p.m.

- | | |
|--|---|
| <p>1 When it's noon in _____</p> <p>2 When it's 2:00 p.m. in _____</p> <p>3 When it's 5:00 p.m. in _____</p> <p>4 When it's 7:00 p.m. in _____</p> | <p>a it will be 2:00 p.m. in _____</p> <p>b it will be 1:00 p.m. in _____</p> <p>c it will be 6:00 p.m. in _____</p> <p>d it will be 5:00 p.m. in _____</p> |
|--|---|

- B** Write about a trip from your city to a place in a different time zone.

Read the example below. Use the future with **will** in your writing. Remember to use the article **the** for country names that need it.

My family lives in **the United Arab Emirates**. We are going to **the United Kingdom**. The flight from Abu Dhabi to London **will take** about eight hours. These cities are in different time zones. They are four hours apart. So if we leave Abu Dhabi at noon, we **will be** in London at 4:00 p.m.

Words

A Find and circle.

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

airport
destination
doctor
earache
fever
headache
medicine
passenger
passport
~~sick~~

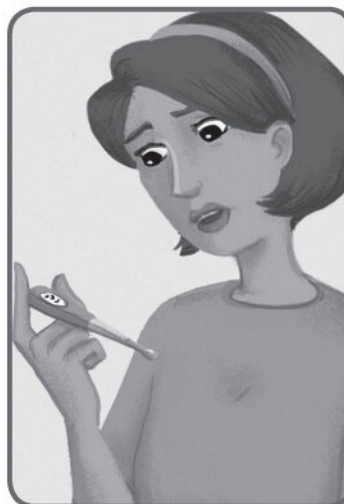
B Look, read, and check (✓).

1



- ☐ a The girl is sick.
- ☐ b The girl is a doctor.

2



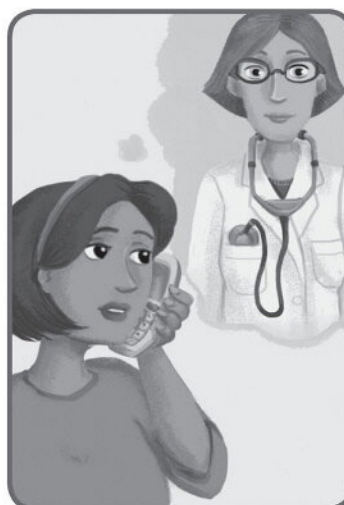
- ☐ a She has an earache.
- ☐ b She has a fever.

3



- ☐ a Her mom gives her medicine.
- ☐ b Her mom gives her a headache.

4



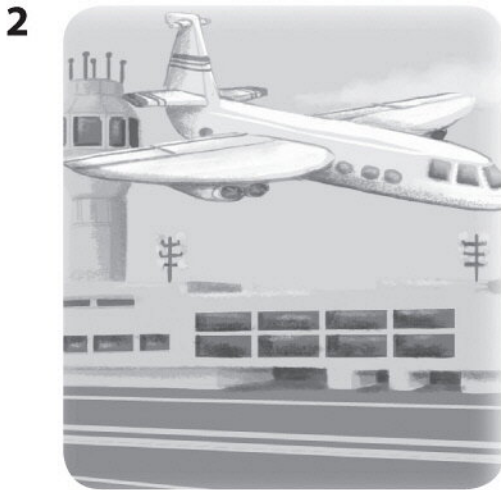
- ☐ a Her mom calls a passenger.
- ☐ b Her mom calls a doctor.

C Look and write.

earache passenger destination headache passport airport



Mr. Lewis is a(n)
_____.



We'll meet you at the
_____.



Don't forget your
_____!



Guatemala City is your
_____.



Harry has a(n)
_____.



Now Harry has a(n)
_____.

D Complete the chart. Write the words from **A** on page 67 in the correct columns.

Travel Words	Health Words
passport	

- A** Read the story. How does the boy feel about flying alone?
- B** Read the story again. What are the boy's problems? What are the solutions? Remember, a problem is something that causes trouble for a character in the story. The solution is how that character fixes the problem.

Doctor Mom

This will be my first trip on an airplane by myself. I'm going to visit my grandparents in Toronto. My mom and dad are going to drive me to the **airport**.

"Billy, it's time to go," says my mom. "Your flight is at 3:00, and you have to be at the airport two hours early. It's almost noon now, so we have to leave."

"I can't leave now. I'm **sick**. I have a stomachache," I tell my mom.

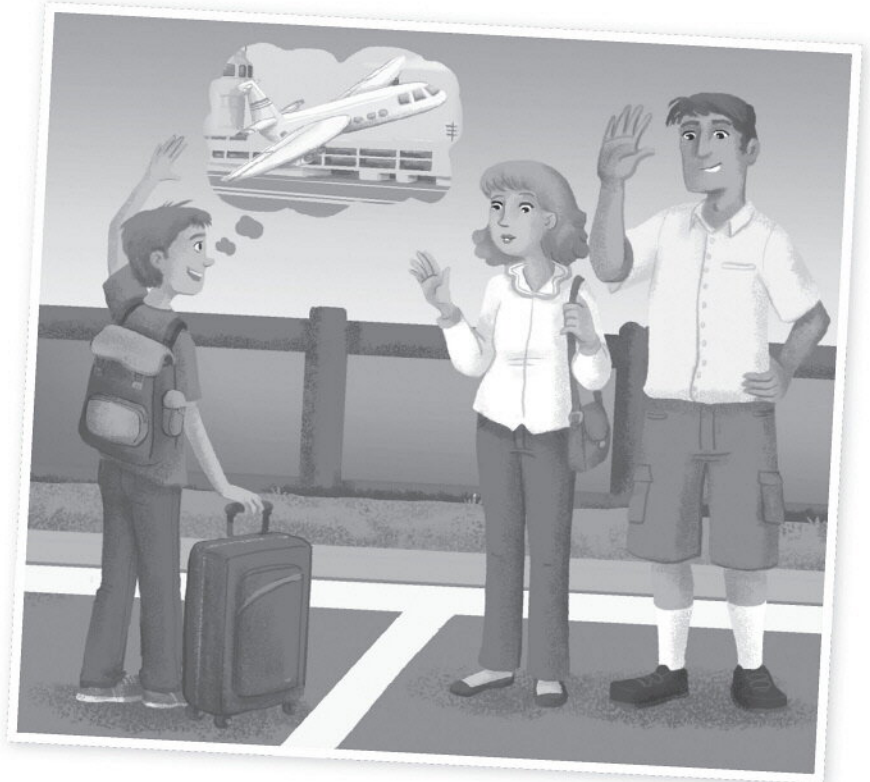
"You're just nervous," Mom says. "Take this." And she gives me a spoonful of **medicine**. Soon my stomach feels better. "Let's go," I say.

Think

What's the first problem in the story?

When we arrive at the airport, I stand in a long line to check in. The woman behind the desk says, "Next **passenger**." I step up to the desk and give her my **passport**. "This is the first time I'm going to fly by myself," I tell her. "I'm a little nervous."

I check my bag and walk away. "I feel a little sick," I tell Mom.



She touches my forehead. "You don't have a **fever**."

"No," I say. "I have a **headache**."

"You're nervous," says Mom, and she gives me an aspirin for my headache. Soon my head feels better. "I'm ready to go," I tell Mom and Dad.

We all walk to the gate. Before I walk onto the plane, I turn back and wave to Mom and Dad. "Thank you, **Doctor Mom**," I say. "Now I'm ready to fly."

Think

What's the second solution in the story?

Comprehension

A Why does Billy call his mother Doctor Mom?

B Answer the questions.

1 Why is Billy nervous?

2 What does Billy's mom do to cure his stomachache?

3 What other problem and solution happen in the story?

C Words in Context Read, write, and match.

forehead sneezing tissue washcloth

1 I use a washcloth to wash my face.

2 When I have a cold, I can't stop

_____.

3 Use a _____ to cover your mouth when you sneeze.

4 Mom felt Billy's _____ to check for a fever.

a



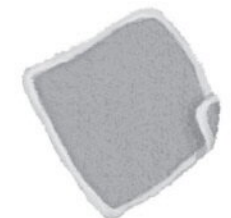
c



b



d



Grammar in Use



A Study the grammar.

Learn Future Plans with *Going to*

My mom **is going to give** me a skateboard.
 She **isn't going to see** her friends today because she's sick.
Are you going to study for the science test tonight?
 Yes, I **am**. No, I'm **not**.
 Where **are they going to eat** dinner tonight?

B Look at the pictures. Complete the sentences to make future plans with *going to*.



1 He **'s going to swim** in the lake.
 (swim)



2 She _____ her
 bike. (ride)



3 _____ she _____
 for the exam? (study)
 Yes, she _____.



4 What _____ he _____
 for dinner? (eat)
 He _____ chicken.





C Complete the story. Use future with *going to*.

For winter break, I **am going to visit**₁ (visit) my cousin Annie in Montreal. I
₂ (pack) warm clothes because it's very cold and snowy in
Montreal in the winter. Before I go, I ₃ (buy) new boots for the
snow. I ₄ (look at) warm hats and gloves, too.
Annie and I ₅ (go skiing) in the mountains.
And then we ₆ (drink) hot chocolate!

D Unscramble the sentences to make a dialogue.

- | | |
|---|-----------------|
| 1 Tom / Are you / this winter / visit / going to | A: _____ |
| 2 No, / visit / not going to / I'm / him | B: _____ |
| 3 go skiing / I'm / with my family / going to | B: _____ |
| 4 going to / Where / stay / are you | A: _____ |
| 5 in a ski resort / We're / stay / going to | B: _____ |

E Look and write.

- | | | | |
|--|----------------------------|--|------------------------------|
| <p>1</p>  | <p>(She / go sledding)</p> | <p>2</p>  | <p>(He / make a snowman)</p> |
| <p>She's</p> | | <p>He's</p> | |
| <p>3</p>  | <p>(They / run a race)</p> | <p>4</p>  | <p>(She / dance)</p> |

Word Study

I'm he's she's you're they're we're I'll he'll she'll you'll they'll we'll

A-Z

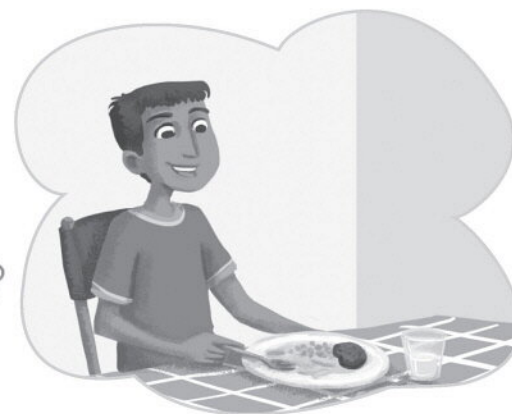
A Circle the correct contraction for each sentence.

- 1 I'm / I'll call her after school and ask her.
- 2 He's / He'll going to finish his homework after dinner.
- 3 She's / She'll get up tomorrow morning at 6:30.
- 4 You're / You'll have to finish the project this weekend.
- 5 They're / They'll going to fly to Concepción, Chile, this summer.
- 6 We're / We'll going to go skateboarding this afternoon.

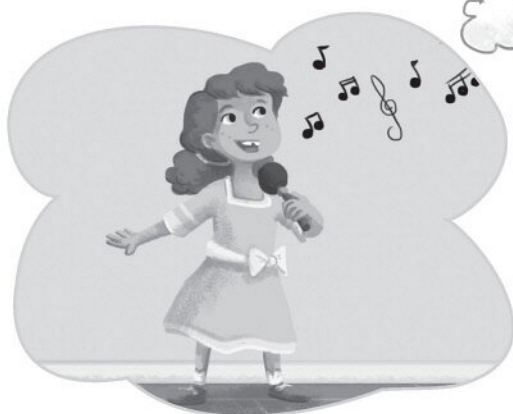
B Complete the sentences with contractions.



- 1 I'm _____ going to go ice skating tomorrow.



- 2 _____ going to eat dinner now.



- 3 _____ going to sing tomorrow.



- 4 _____ going to play basketball tomorrow.

Writing Study

A Rewrite the sentences with the correct capitalization.

1 Mia went to montreal in Canada to visit her Cousin annie.

Mia went to Montreal in Canada to visit her cousin Annie.

2 Sami didn't visit manuel in san Francisco, california.

3 sami and his Family went skiing in aspen, colorado.

4 Billy flew to toronto in canada to visit his Grandparents.

5 molly's Mother packed for her trip to tokyo, japan.

B Write about the time it takes to travel to another city or country.

Read the example below. Use the future with **going to** in your writing.

For example:

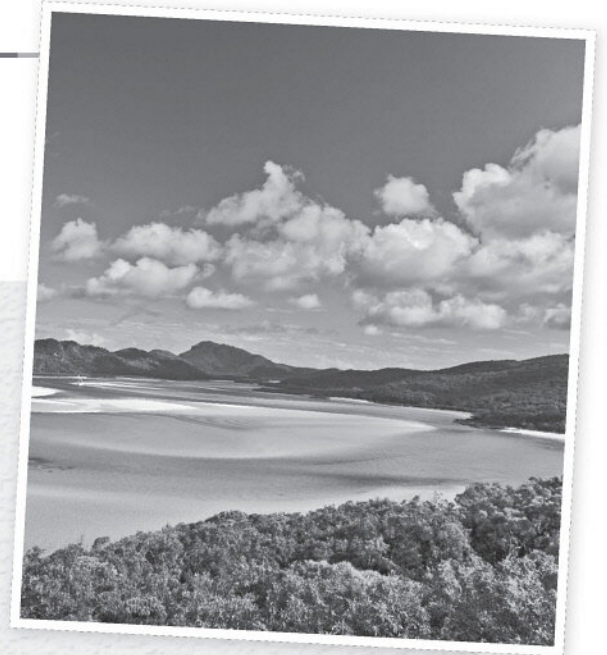
going to visit, going to take a train

Remember to capitalize country and city names.

In July, I **am going to visit** my friend Amy. She lives in the **United Kingdom**, in a town called **Canterbury**. I **am going to take** the train to **London**. It's a five-hour ride from **Glasgow** to **London**. Then I **am going to take** a bus from **London** to **Canterbury** – two more hours. So the whole trip will take seven hours!

Writing

- A** Read Matthew's report about the winter and summer solstices in Auckland, New Zealand. Label the parts of the report.



My Summer and Winter Solstices

I live in Auckland, New Zealand. Auckland is in the northern part of New Zealand. Auckland is a beautiful city with many things to do. Let me tell you about our summer and winter solstices.

Auckland is in the southern hemisphere, so our summer solstice is on December 21st of every year. It is usually warm and sunny. People go to the beach to swim or snorkel.

Our winter solstice is a very short day. It is on June 20th of every year. The weather never gets too cold in June, so we can go hiking and camping.

Summer solstice is the longest day of the year.
Winter solstice is the shortest day of the year.

- B** Write a report about the summer and winter solstices where you live. Write your ideas in the chart.

City and country where I live:

Location:

Solstice	Date	Weather	Activities
Summer solstice			
Winter solstice			

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

My writing checklist:

- ☐ I included clear topic sentences.
- ☐ I wrote supporting sentences with more details about my topic sentences.
- ☐ I read and revised my report.

A Look, read, and circle.

1



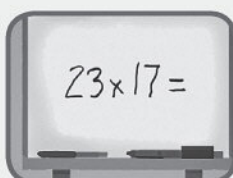
How many flights come in and go out of this **passenger?**
airport?

2



Your **time zone** is different from mine.
orbit
When it's noon here, it's 1:00 there.

3



I'm good at math, but I **think** it's
suggest
harder to multiply than it is to add.

4



Do you always use a **tissue**
washcloth
when you wash your face?

5



What kind of **celebration** will you
destination
have this year?

6



What kind of **headache** do you take
medicine
when you're sick?

7



Which **passport** is the closest
planet
to the sun?

8



It's still dark outside, but the sun will
come up in about a(n) **hour.**
minute.

9



I'm ice skating.
We're

10



He's going to swim.
They're



BIG QUESTION 4

**How do
we measure
time?**

B Look and write sentences. Use *will* for future facts and *going* to for future plans.



- 1 (She / play the piano) **She's going to play the piano** tonight.



- 2 (They / study) _____ tonight.



- 3 (Jupiter / orbit) _____ the sun in 12 years.



- 4 (The time / be) _____ noon in London when it's 2:00 p.m. in Jeddah.

C Rewrite the sentences with *the* where it is needed. Use correct capitalization.

- 1 Where is republic of ireland located?

Where is the Republic of Ireland located?

- 2 It is west of united kingdom.

- 3 Is manchester the capital of united kingdom?

- 4 No, london is the capital of united kingdom.

- 5 Dublin is the capital of republic of ireland.



BIG QUESTION 5

Where does energy come from?

Think and write.

What do you know?

What do you want to know?

UNIT 9

Get Ready

Words

A Match the words and pictures.

1 windmill

2

3 wind turbine

4

5 coal

6

7 natural gas

8

9 power plant

10

a

b pollution

c

d oil

e

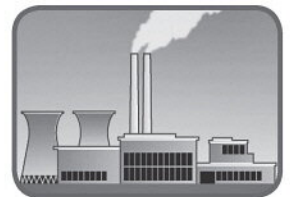
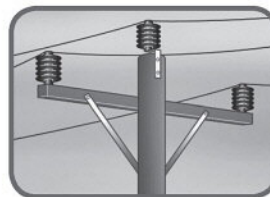
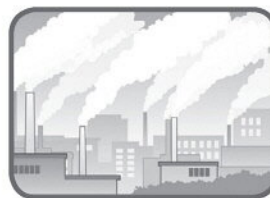
f wind farm

g







h sailboat

i

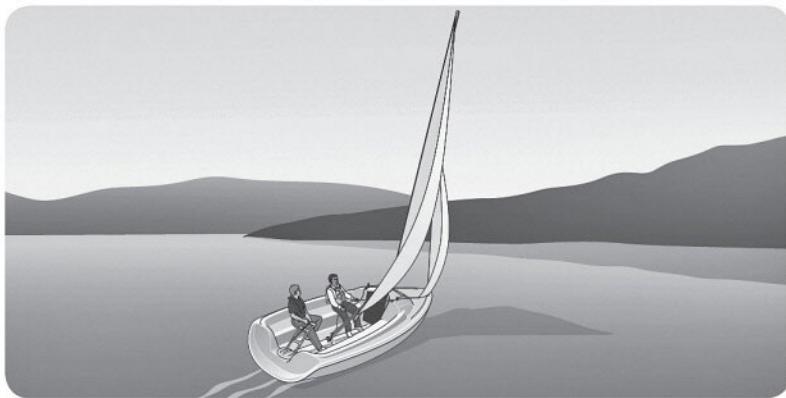
j electricity



B Look and label.

Forms of Energy			
Renewable		Nonrenewable	
1		4	
2		5	
3		6	

C Look and write.



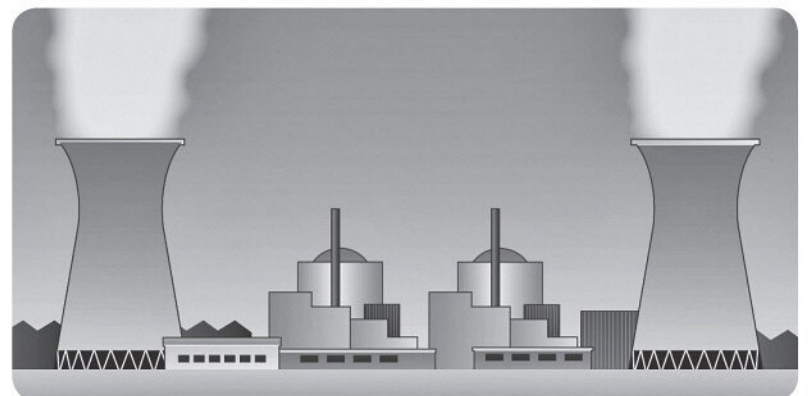
1 A _____ uses the wind to move across the water.



2 We use _____ to light our homes.



3 Burning coal makes air _____.



4 We make energy in a _____.

- A** Read the article. What form of renewable energy is this selection about?
- B** Read the article again. In your own words, say some of the advantages of using solar energy. Remember, repeating or putting new information into your own words will help you remember what you learn.

Energy for Today: Solar Power

Solar energy comes from the sun. When the sun shines down on solar panels, the panels collect the power from the sun. Then the solar energy can be converted into other forms of energy, like heat and **electricity**. We can use solar energy to light our houses and run our appliances, such as refrigerators.

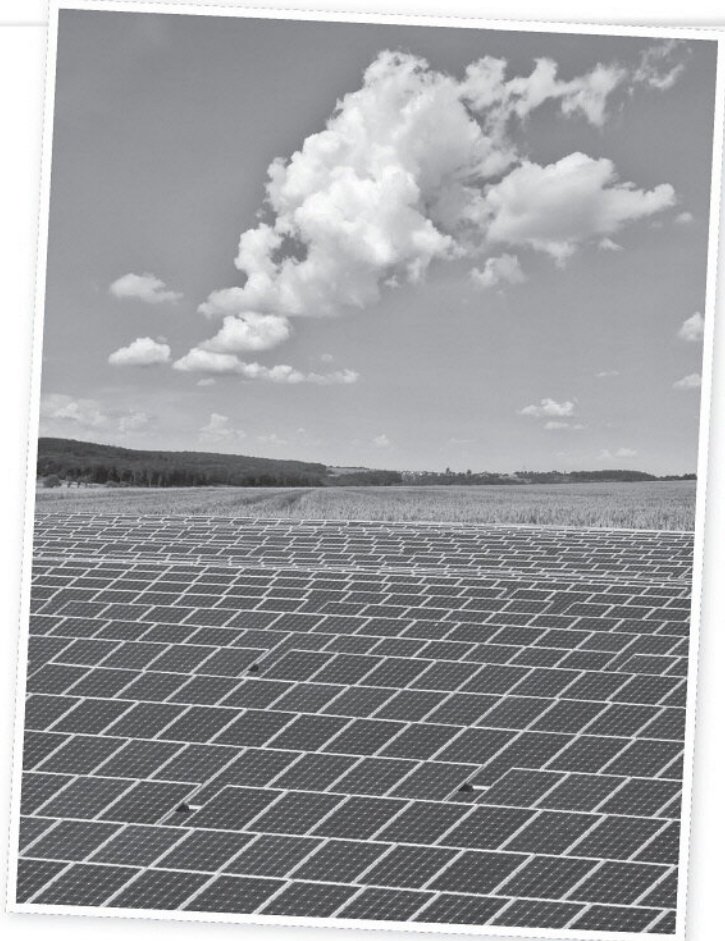
Solar energy is a renewable energy source because there will always be sunshine. Sunshine cannot get used up like **coal**, **oil**, or **natural gas**. And it doesn't cause air **pollution**. Just the opposite: We all enjoy a sunny day!

The sun could make enough energy for all of our needs, but the sun does not always shine. We cannot get much solar energy when it is dark or cloudy. So it's important to be able to store solar energy to use when we need it.

Solar thermal **power plants** can store solar energy. First, the solar panels collect energy from the sun and turn it into heat. This is called thermal energy. We can use this

Think

Put what you learned about solar energy in your own words.



thermal energy to make steam. Then the steam is used to run a generator. The generator makes electricity. We can use the electricity right away or store it for use at a later time.

How much solar energy might we need to make enough electricity for everyone? If we cover only a small area of the world's deserts with solar panels, we could make enough electricity for everyone in the world. Just the Gobi Desert could make almost all the electricity that the world uses today.

Think

Write or say what you learned in your own words.

Comprehension

A What are some of the good things about solar energy?

B Answer the questions.

1 What types of energy can solar power make?



2 How do we make solar thermal power? Number the sentences in order.

☐

a The generator makes electricity.

☐

b Heat, or thermal energy, makes steam.

☐

c Solar panels collect energy and turn it into heat.

☐

d The steam runs a generator.

3 Now write the process in your own words.

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

fossil fuels nonrenewable renewable source

1 Wind power is a clean _____ of energy.

2 Oil and coal are _____.

3 Fossil fuels are _____ resources.

4 The sun and wind are _____ resources.

Grammar in Use

A Study the grammar.

Learn *May and Might*



It **may be** sunny tomorrow.

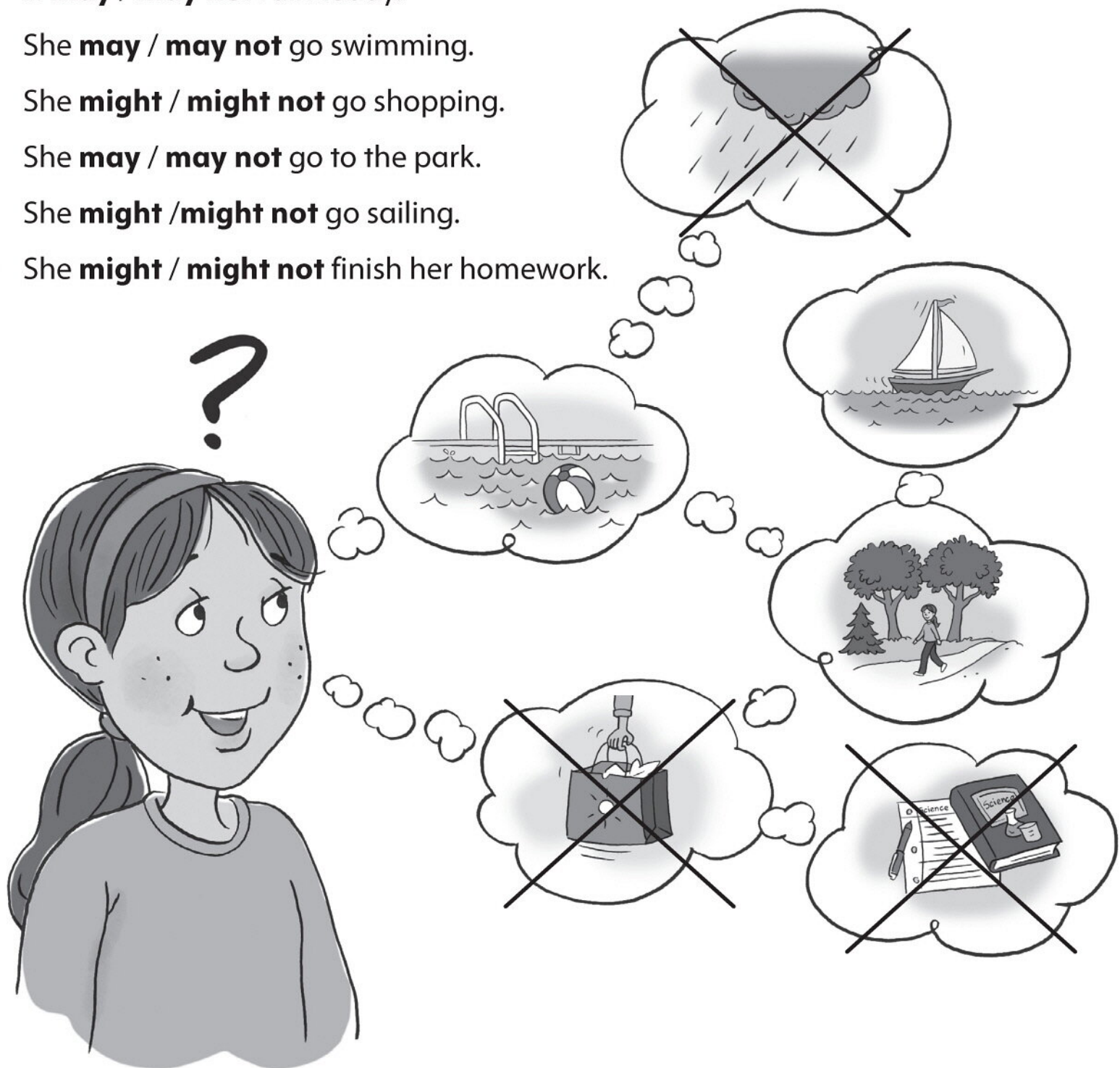
This ball **might be** less expensive than that one.

We **might have** time to play.

We **may not have** enough juice.

B Look at the picture. Circle the correct answer.

- 1 It **may** / **may not** rain today.
- 2 She **may** / **may not** go swimming.
- 3 She **might** / **might not** go shopping.
- 4 She **may** / **may not** go to the park.
- 5 She **might** / **might not** go sailing.
- 6 She **might** / **might not** finish her homework.

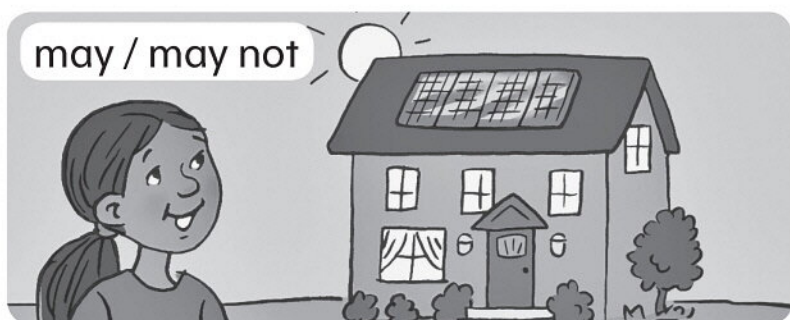


C Complete the sentences with the phrases in the box.

may be may have may not run out might make
might hurt might not be able to

- 1 One day, wind power _____ enough energy for everybody.
- 2 We _____ of fossil fuels in the next ten years.
- 3 We _____ store solar energy without a power plant.
- 4 We _____ a cleaner planet if we use renewable energy.
- 5 Solar power _____ more important than natural gas one day.
- 6 Wind turbines _____ the birds.

D Complete the sentences with *may*, *might*, *may not*, or *might not*.



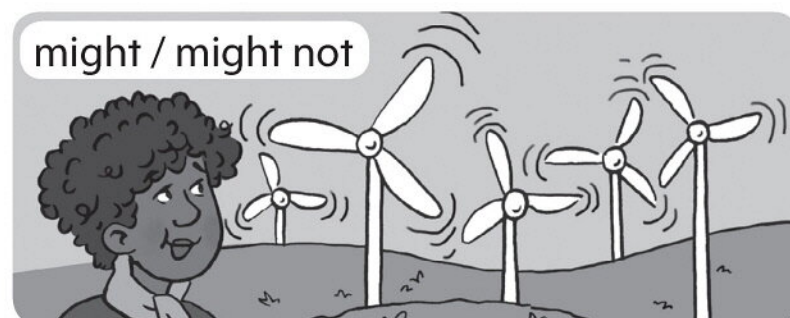
- 1 There _____ be enough solar power for everybody.



- 2 There _____ be any gas in twenty years.



- 3 We _____ be able to collect much solar energy today.



- 4 We _____ get a lot of electricity from the wind.

E Write about what you might do this weekend. Use *may* or *might*, and *may not* or *might not*.

- 1 _____
- 2 _____

Word Study

conserve harm harvest plant shield waste

A-Z

A Label the pictures. Then match the antonyms.



1 _____ ●



● a _____



2 _____ ●



● b _____



3 _____ ●



● c _____

B Complete each sentence with a word from the box above.

- 1 We _____ fuel when we take the bus to school.
- 2 The farmer will _____ the apple seeds tomorrow.
- 3 Some people use sunglasses to _____ their eyes from the sun.
- 4 We can _____ the apples in the fall.
- 5 Looking into the sun can _____ your eyes.
- 6 Water is precious. Don't _____ it!

Writing Study

A Complete the chart. Write each word in the correct column.

Count Nouns	Noncount Nouns

energy	electricity
heat	natural gas
power	power plant
resource	solar panel
turbine	windmill

B Write about one type of energy.

Read the example below. Use **may**, **might**, **may not**, or **might not** in your writing. Remember to use the correct singular or plural verb for count and noncount nouns. For example:

a turbine is ...

turbines are ...

energy is ...

Solar energy is a renewable energy resource. It is good for our environment. **Solar panels** are used to collect power from the sun. Solar power can give us electricity. It can also give us heat. Someday, we **may** get all of our energy from the sun.

[illegible]

Words

A Look at the clues. Complete the crossword.

ambulance carpool elevator helicopter subway taxi traffic jam train

Down ↓

1



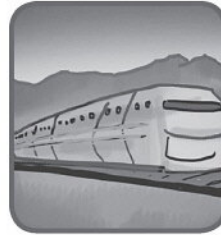
2



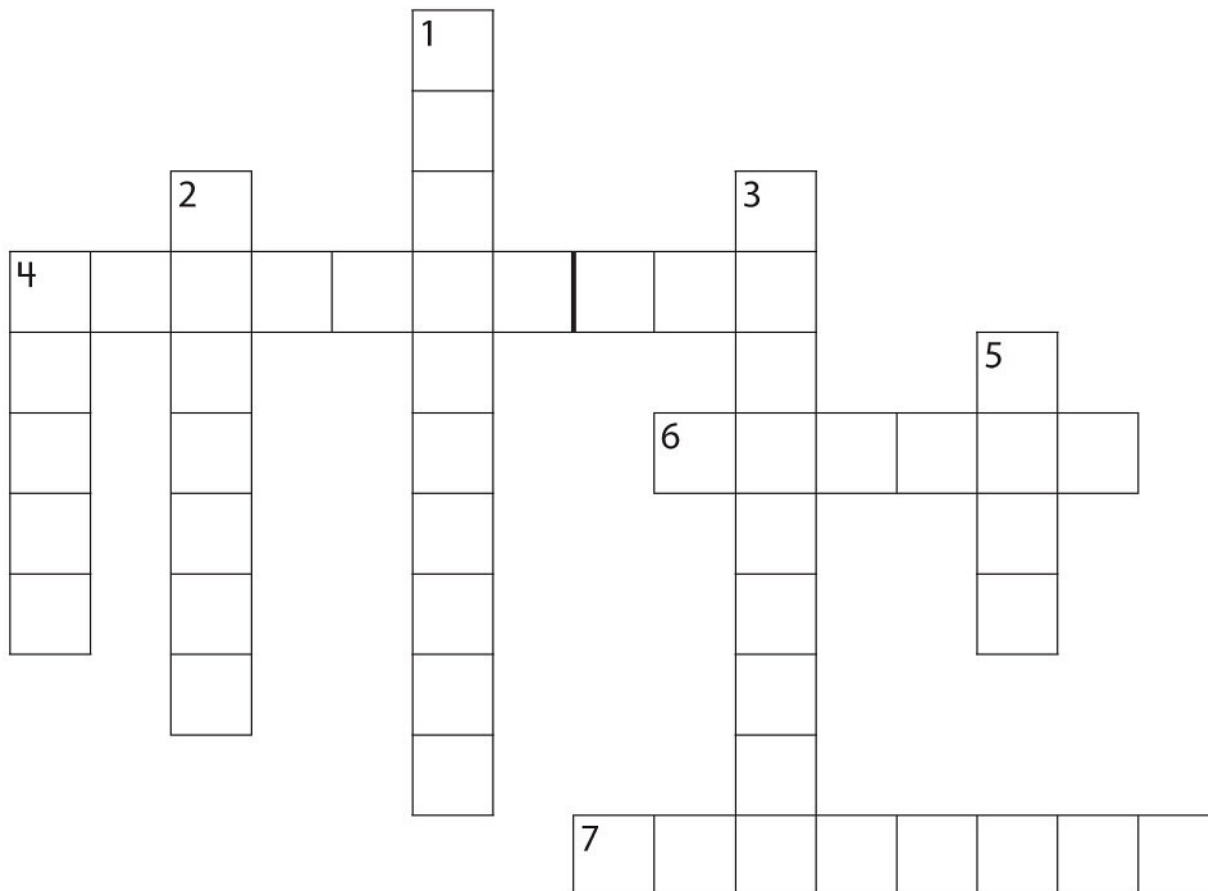
3



4



5



Across →

4



6



7



B Circle the correct word.

1



It can be dangerous to climb up or down the stairs on an **elevator**.
escalator.

2



A(n) **fire engine** is sometimes used to help people or animals down from high places.
ambulance

C Look and write.

ambulance escalator fire engine helicopter subway taxi

1



2



3



4



5



6



D Complete the chart. Write each word in the correct column.

ambulance carpool elevator taxi escalator
fire engine helicopter ~~subway~~ traffic jam train

Things that move forward and back	Things that move up and down	Things that move slowly or don't move
subway		

- A** Read the blog. What is this blog about?
- B** Read the blog again. What can we do to save energy? Remember, as you read, ask yourself questions. Then continue to read to find the answers.

How Can We Save Energy?

Every day we use lots of energy. Just look around you. Out on the street. Cars, **taxis**, trucks, and buses all use gasoline. And lots of it! Sometimes there are so many cars that they cause a **traffic jam**. Have you ever seen a traffic jam? That's when a lot of cars are moving very slowly. And sometimes they are stopped. But as their motors run, they continue to use gasoline. And look up. There's the traffic **helicopter** reporting on the traffic jam and using a lot of gasoline!

Sometimes while you're waiting to move, you hear a siren. It might be a **fire engine** or an **ambulance**. How can they get by in an emergency? It's almost impossible.

So, what can we do? We can use public transportation. Lots of people traveling together on a **train** or a **subway** can save energy. People can also form **carpools** and drive together to work or school.

And how about electricity? We use a lot of electricity every day. We use it in our homes

Think

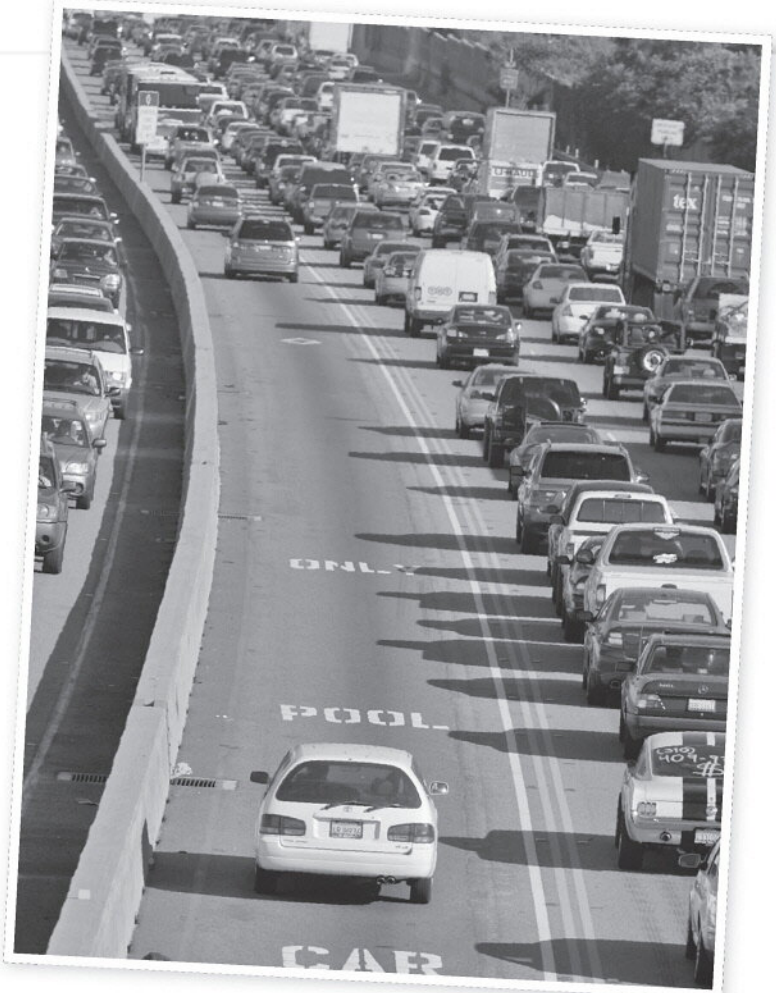
Ask two questions about using and saving gasoline.

to light our rooms and to run our appliances. And what about **elevators** and **escalators**? All tall buildings have them. When you walk down the stairs, you save energy. And when you walk up the stairs, you save even more.

We should turn off the lights when we leave a room and use the stairs to save electricity. And we should use public transportation and carpools to go places. We should always be thinking about ways to save energy.

Think

Ask two questions about using and saving electricity.



Comprehension

A Why is it important to save energy?

B Answer the questions.

1 What are two ways to save gasoline?

2 What are two ways to save electricity?

3 How can carpooling help emergency vehicles, like fire engines and ambulances?

C Words in Context Write the word. Match to the person or thing that uses it.

blades buttons mask pedal











Grammar in Use

A Study the grammar.

Learn Quantifiers

I only have **a little** wood and **a few** nails.

I don't have **a lot of** nails.

How much energy does a city need?

It needs **lots of** energy.

How many people are in your carpool?

There are just **a few** people in our carpool.



B Look, read, and check (✓).

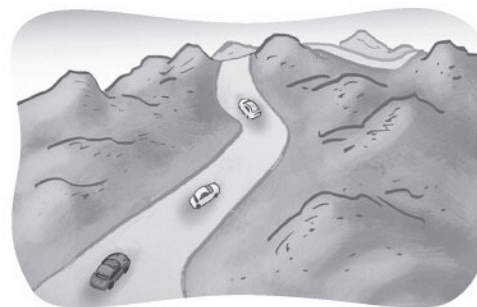
1 I have _____ sand.



☐ **a** a little

☐ **b** lots of

2 There isn't _____ traffic on this road.



☐ **a** a lot of

☐ **b** lots of

3 There are _____ cars on the road.



☐ **a** a few

☐ **b** lots of

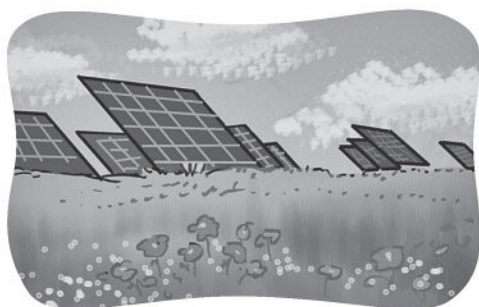
4 There aren't _____ raisins in the box.



☐ **a** a little

☐ **b** a lot of

5 How much energy does a solar farm make?



☐ **a** It makes a few.

☐ **b** It makes a lot.

6 How many blades does a wind turbine have?

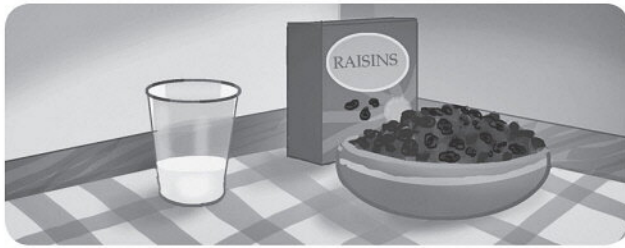


☐ **a** It has a few.

☐ **b** It has a little.

C Make two sentences for each picture.

1



a little
a lot of

- a** There were a lot of raisins.
b There was a little milk.

2



a few
a lot of

- a** There were _____ cars.
b There were _____ taxis.

3



a lot of
a few

- a** I have _____ flour.
b I have _____ chocolate chips.

4



a lot of
a few

- a** There are _____ wind turbines.
b A turbine has _____ blades.

D Unscramble the sentences. Capitalize the first word in each sentence. Then circle the quantifiers *a little*, *a few*, *a lot of*, *lots of*.

- 1 power / solar panel / a little / can make / one

- 2 wind turbines / a lot of / can make / a few / energy

E Rewrite the sentences with the words in parentheses.

- 1 There were a few cars on the highway. (a lot of)

- 2 It takes a lot of energy to do some jobs. (a little)

- 3 There were lots of passengers on the train. (a few)

Word Study

rebuilt recharged repaints replanted retake rewrite

A-Z

A Circle the word in each sentence with the prefix *re-*. Then match each sentence to a picture.

1 Jill had to rewrite her report after she spilled water on it.

2 Carlos repaints his bedroom every two years.

3 Sumi replanted her flowers in the garden after the heavy rain.

4 The city rebuilt the public library because the old one was too small.

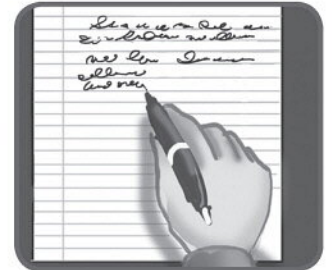
5 Nassor recharged his camera battery before he went to the soccer game.

6 The director will retake the movie scene because the actress forgot her lines.

a



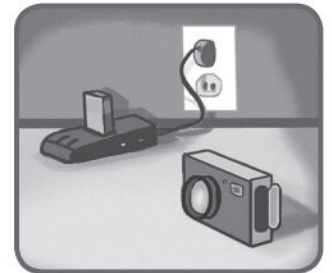
d



b



e



c



f



B Complete each sentence. Use a word with the prefix *re-*.

1 After I revised my writing, I decided to _____ it.

2 Allie _____ the tomato plants in the sun.

3 They _____ our school after the terrible storm.

4 The director had to _____ the scene because the actor fell.

5 The janitor _____ our classroom every year.

6 Dad _____ his laptop before he packed it in his bag.

Writing Study

A Circle *a*, *an*, or *the* to complete the sentences.

- 1 There is **a** / **an** new wind farm in our state.
- 2 **A** / **The** wind farm is near my town.
- 3 **An** / **The** wind farm has a lot of wind turbines.
- 4 **A** / **The** wind turbines turn when the wind blows.
- 5 **A** / **An** wind turbine can produce electricity.
- 6 **A** / **An** electric power plant sends the electricity to homes in our town.

B Write about energy.

Read the example below. Use the quantifiers **a little**, **a lot of**, **lots of**, or **a few**. Use the correct indefinite and definite articles **a**, **an**, or **the**.

A solar panel makes solar energy. **The** solar panels on **a** solar farm work together. They make **a lot of** energy and send it to **a** power plant. There are **a few** power plants in our state. **The** power plant near our town is called Newport Electric. It gives our town electricity.

Writing

- A** Read Ava's speech to her class about solar energy. Label the parts of the speech.



Solar Energy

Do you notice how hot it gets when the sun shines on you? That's because the sun has a lot of energy. Today I'm going to talk about solar energy and why we should use it.

There are three reasons solar power is important.

First, there will always be sunshine, so we can always have solar power. It is a renewable resource.

Next, solar energy does not cause air pollution. It is a clean energy source.

Finally, the sun shines all over the world, so people everywhere can use solar energy.

I hope everyone will use more and more solar energy. It's clean, it's everywhere, and we will never run out of it. Thank you!

- B** Prepare to write a speech about a type of energy or about saving energy.

Brainstorm types of energy or ways of saving energy that you would like to talk about. Choose one and write it here.

Organize your ideas. Write them in the chart.

Opening question or statement	
First	
Next	
Finally	

- C** Now go to your notebook to write your speech. Then read and revise it.

My writing checklist:

<input type="checkbox"/> I included an opening question or statement.	<input type="checkbox"/> I ended with a summary.
<input type="checkbox"/> I wrote clearly stated main points.	<input type="checkbox"/> I read and revised my speech.

What did you learn?

Review

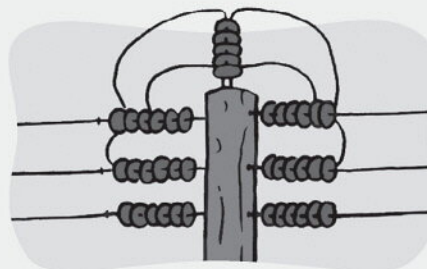
A Look and write.

electricity shield pedal plant pollution windmill

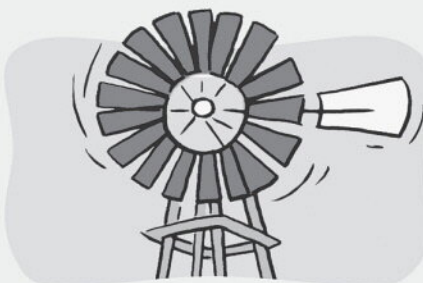
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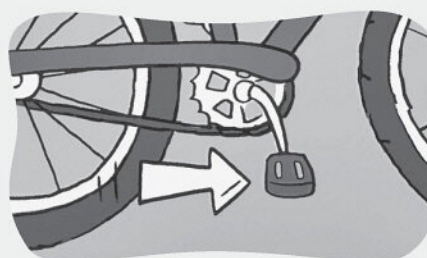
2



3



4



5



6



B Two of the three words are correct. Cross out (X) the wrong answer.

1 This is a fossil fuel.

a oil b coal c wind

2 You hear this coming because it has a siren.

a elevator b ambulance c fire engine

3 This has blades.

a wind turbine b sailboat c helicopter

4 Re- in this word means "again."

a rewrite b read c recharged



BIG QUESTION 5

Where does energy come from?

C Read the sentences. Underline the count nouns. Circle the noncount nouns. Then write the correct form of the verb *be* to complete each sentence.

1 Solar panels are used to make energy.

2 A solar farm _____ made up of lots of solar panels.

3 Solar power _____ used to make electricity.

4 Electricity _____ used to light our houses.

D Complete the story with *a*, *an*, and *the*.

_____ old shepherd lived in the country. _____ shepherd had _____ big dog. Every morning, _____ shepherd and _____ dog took _____ flock of sheep into the fields. _____ sheep ate grass and other plants.

E Look and write.



1 A wind farm has _____ wind turbines. (lots of / a few)



2 There are _____ blades on a wind turbine. (a few / a little)



3 Even _____ pollution is bad for the planet. (a few / a little)



4 We _____ need more than one solar panel to light our house. (may / will not)



5 We _____ use less gas by using carpools. (will / might not)



6 We _____ run out of gas if we don't conserve it. (might / will not)



BIG QUESTION 6

How do people make music?

Think and write.

What do you know?

What do you want to know?

UNIT 11

Get Ready

Words

A Read and number.

1 cello

2 timpani

3 trombone

4 bassoon

5 orchestra

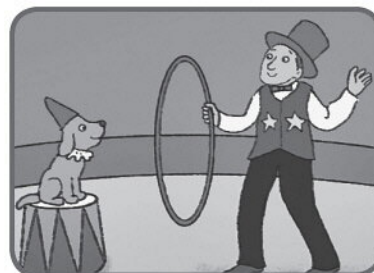
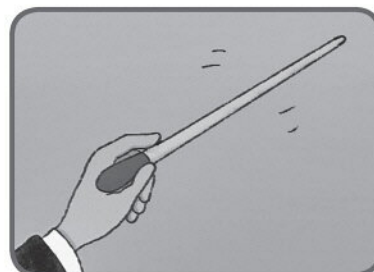
6 conductor

7 baton

8 astronaut

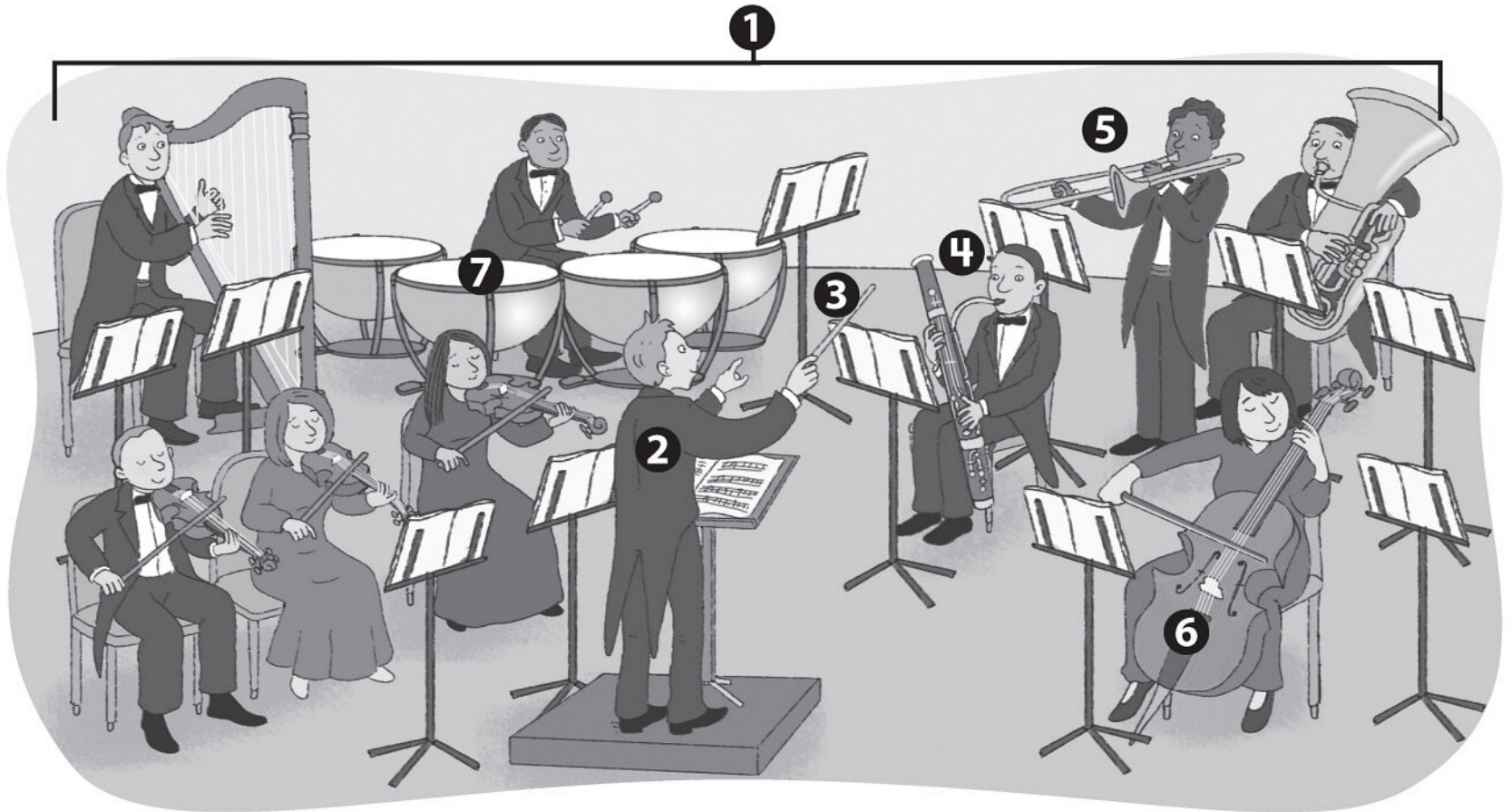
9 circus trainer

10 scientist

☐☐☐☐☐☐☐☐☐☐

B Look and label.

1 _____ 2 _____ 3 _____ 4 _____



5 _____ 6 _____ 7 _____

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

astronaut baton circus trainer conductor orchestra scientist

My dad works for the Atlanta Philharmonic. He's a ₁. He conducts the ₂. When my dad moves his ₃, the musicians play amazing music.

My mom works in a laboratory. She's a ₄. She wants to be an ₅ so she can orbit Earth in a rocket.

I want to be a ₆. I want to work with lions, tigers, and elephants.

A Read the dialogue. What kind of game does the class play?

B Read the dialogue again. Remember, when we read, we can make a good guess if we have enough information. Use what you know plus information from the dialogue to make inferences about the characters.

A Musical Guessing Game

Teacher: OK, class. Today we are going to play a guessing game about instruments in an **orchestra**. I will describe a musical instrument, and you will guess what it is.

The teacher has a happy expression as she acts out playing a cello.

It's a string instrument. It's one of the biggest instruments in the orchestra.

Alana: I know! It's a **cello**.

Teacher: Yes, a cello. That's my favorite instrument. Now it's your turn.

Alana: OK. Well ... it starts with *t*.

Class: What kind of instrument is it?

Alana: It's a brass instrument.

Joshua: And it starts with *t*?

Alana: Yes, that's right.

Kevin: Is it a **bassoon**?

Alana: No, a bassoon is a woodwind instrument. And it doesn't start with *t*.

Kevin: Is it a **trombone**?



Think

Make an inference. How does the teacher feel about the cello?

Alana: Yes, that's right. It's a trombone. *She acts out making the sound and movement of a trombone.*

Teacher: What about the **conductor**? Who can show what a conductor does?

Chloe: *She picks up a pencil and waves it in the air as if conducting the class.*

I'm a conductor, and this is my **baton**.

Class: *The students all make out-of-tune musical noises.*

Teacher: *She laughs.*

Now, everybody, choose an instrument. We're all going to pretend to play in an orchestra.

Think

Make an inference. What does the class think of Chloe's conducting?

Comprehension

- A** Do you think the teacher and the students in the class are having a good time? Why or why not? Explain the inferences you make about the class.

- B** Check (✓) the correct answers.

1 What does a conductor use to conduct the orchestra?

☐ **a** a pencil

☐ **b** a baton

☐ **c** a bassoon

2 How does the teacher describe her favorite instrument?

☐ **a** one of the loudest instruments

☐ **b** one of the most beautiful instruments

☐ **c** one of the largest instruments

3 What does the teacher think of the musical noises the class makes for Chloe?

☐ **a** They are smart.

☐ **b** They are mean.

☐ **c** They are funny.

- C** **Words in Context** Match each word to its definition.

1 mystery



☐ **a** person who takes care of bees

2 gym



☐ **b** something strange that you cannot understand or explain

3 deafening



☐ **c** a room or a building that has equipment that you can use to do physical exercise

4 beekeeper



☐ **d** so loud that you cannot hear anything else

Grammar in Use

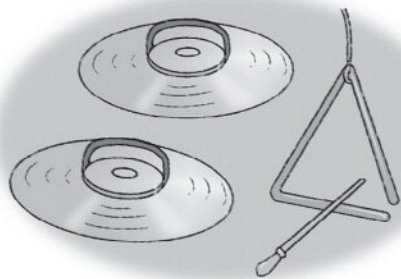
A Study the grammar.



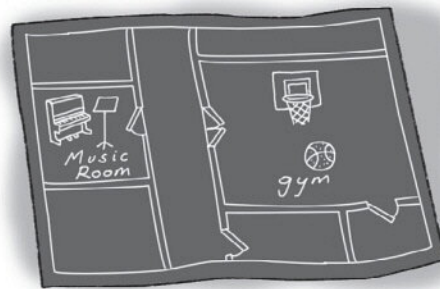
Learn Comparative and Superlative Adjectives

Comparative	Superlative
The guys in this magazine are funnier than I am.	He's the tallest boy in the class.
A trumpeting elephant is more deafening than that.	That elephant is the most deafening of all the elephants in the zoo.
Which is sunnier , Spain or England?	Which plays the most elegant music, a bassoon, a cello, or the timpani?

B Look and write. Complete the sentences with the comparative or superlative form of the adjectives in parentheses.



1 The cymbals are _____ the triangle. (loud)



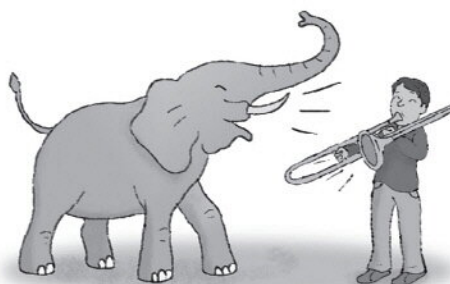
2 Which is _____, the music room or the gym? (big)



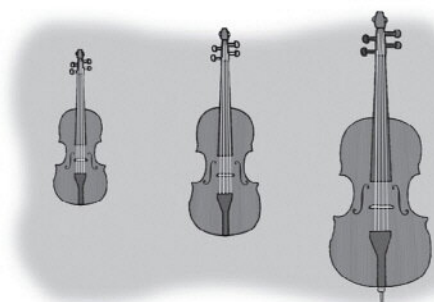
3 Which is _____, the timpani, the bassoon, or the trombone? (loud)



4 The conductor is _____ member of the orchestra. (important)



5 A trumpeting elephant is _____ a trombone. (deafening)



6 The cello is _____ string instrument in the music room. (large)

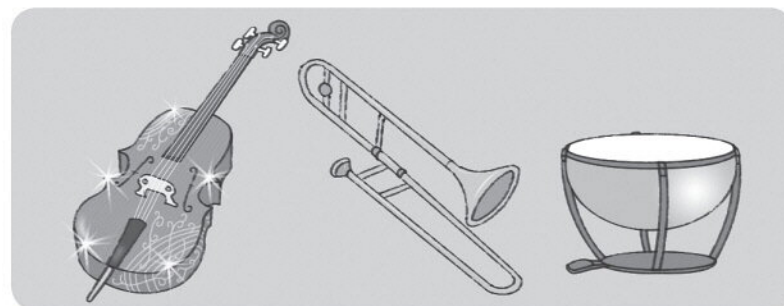
C Circle *more* or *the most* to complete the sentences.

- 1 Maracas are **more / the most** colorful than cymbals.
- 2 Which is **more / the most** interesting job, beekeeper, circus trainer, or astronaut?
- 3 Our teacher thinks the cello is **more / the most** beautiful than the trombone.
- 4 Orchestral music is **more / the most** amazing music around.

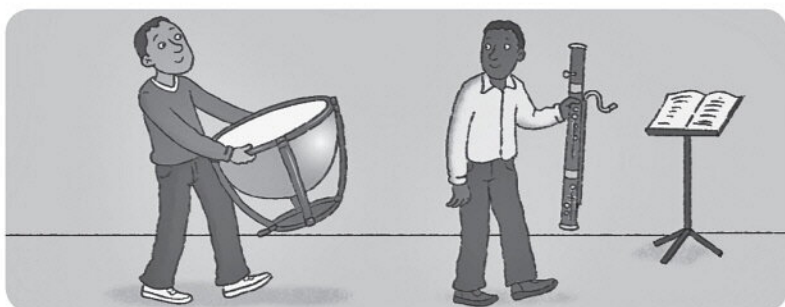
D Look and write. Use the prompts to write sentences.



1 (louder than) _____



2 (the most beautiful / instrument) _____



3 (heavier than) _____



4 (more deafening than) _____

E Answer the questions. Give your own opinions.

- 1 Which is louder, the timpani or the triangle?
The timpani is louder than the triangle.
- 2 Which is more beautiful, a butterfly or a beetle?

- 3 Which is the most interesting instrument, a trombone, a bassoon, or a cello?

- 4 Which is easier to play, a tambourine or a triangle?

Word Study

amaze amazing challenge challenging relax relaxing

A-Z

A Match and write.

1 amaze + -ing

2 challenge + -ing

3 relax + -ing



The music is

_____.



Lying in a hammock is

_____.



The test is

_____.

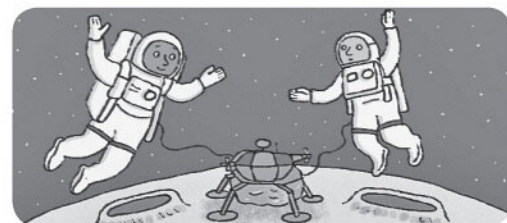
B Look at the pictures. Complete the sentences with the words in the box above. Then write *adjective* or *verb*.



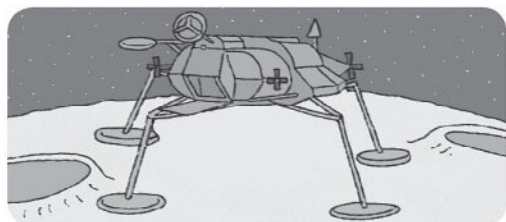
1 I like to relax
in the backyard.
verb



2 Learning an instrument
can be _____.



3 The astronauts
_____ me.



4 The moon landing
was _____.



5 My mom thinks reading
is very _____.



6 I _____ you to a
game of checkers.

Writing Study

A Circle the correct possessive noun to complete each sentence.

- 1 Our school **orchestra's** / **orchestras'** instruments are in the music room.
- 2 Two famous **conductor's** / **conductors'** batons are on display in the museum.
- 3 Those are my **principal's** / **principals'** favorite instruments.
- 4 Three **people's** / **peoples'** instruments are being tuned.
- 5 All of the **musician's** / **musicians'** instruments were in tune for the concert.
- 6 Is that the **teacher's** / **teachers'** cello?

B Write about the musical instruments in an orchestra.

Read the example below. Write about instruments you know about. Compare them using comparative and superlative adjectives (for example, **louder**, **bigger**, **the loudest**, **the biggest**). Tell which ones you like and why. Use possessive nouns in your writing. For example: The **trombone's** sound is low.

I know a lot about string instruments in an orchestra. The violin has **the highest** sound of the string instruments. The **viola's** sound is **lower than** the **violin's** sound. The cello is **the lowest**. My favorite string instrument is the cello because I like the lower sounds.

Words

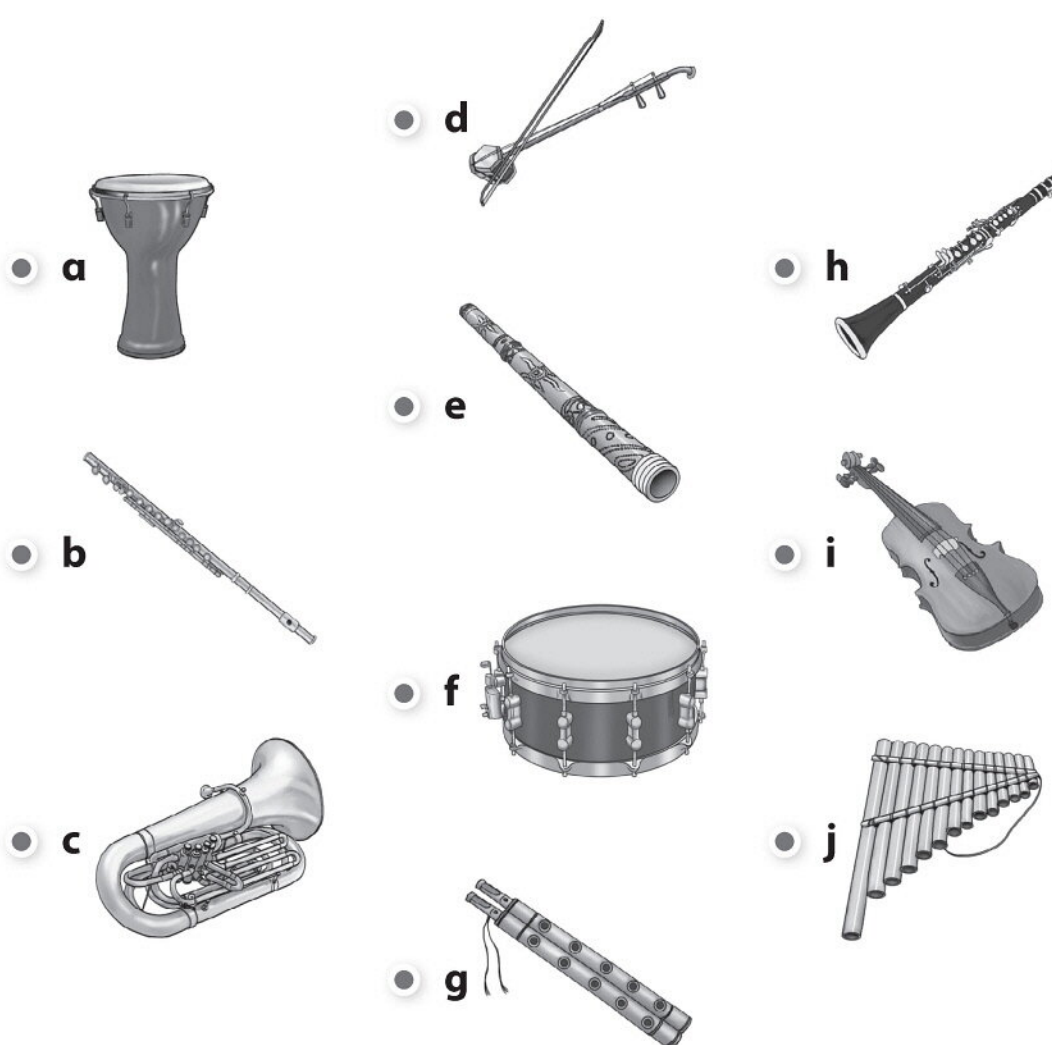
A Find and circle.

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

clarinet
didgeridoo
djembe
erhu
flute
panpipes
snare drum
tuba
violin
zummara

B Match.

- 1 zummara ●
- 2 flute ●
- 3 djembe ●
- 4 tuba ●
- 5 panpipes ●
- 6 violin ●
- 7 didgeridoo ●
- 8 snare drum ●
- 9 erhu ●
- 10 clarinet ●

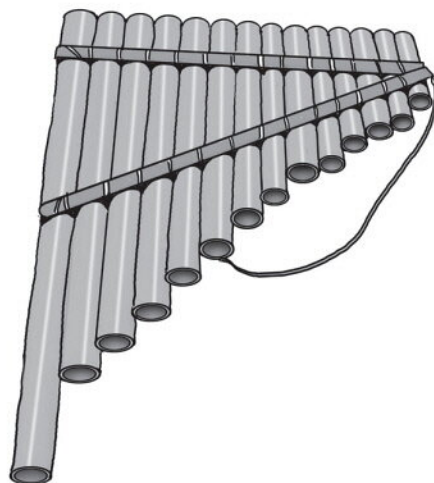


C Look and write.

1



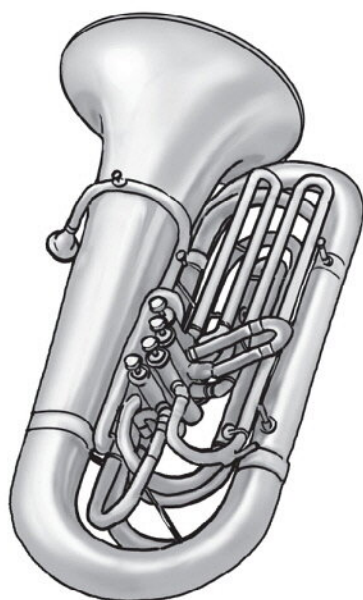
2



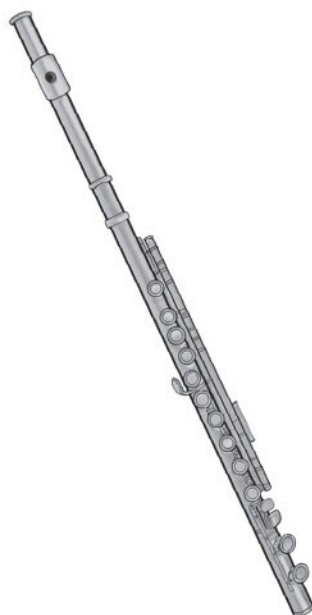
3



4



5



6



D Circle the correct answer.

- 1 A violin is smaller than a cello.
- 2 An erhu is a string instrument.
- 3 A zummara has one tube.
- 4 A djembe is a kind of drum.
- 5 You use drumsticks to play panpipes.
- 6 A tuba is larger than a trombone.
- 7 A clarinet does not have strings.
- 8 A flute has strings.

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

A Read the photo essay. Name four musical instruments from the Middle East.

B Read the photo essay again. How are the instruments alike? How are they different? Remember, when we read, we look for words such as *like*, *alike*, *similar*, and *the same* to compare things that are alike. We look for words such as *different*, *unlike*, and *not the same* to contrast things that are different.

Instruments in the Middle East



Zummara

The **zummara** is a woodwind instrument like the **clarinet**, but unlike the clarinet, it has two parallel tubes. The tubes are 30 to 35 centimeters long. One tube may have four to six holes, while the other may have no holes at all. A clarinet has a single tube, and it ends in a bell shape. The clarinet is different from the zummara because it has a lot of holes.



Darbouka

The darbouka is a drum. It is shaped like an hourglass. It is popular throughout the Middle East. The darbouka is a percussion instrument like the **snare drum**. But unlike the snare drum, which is made of wood, metal, or acrylic, the darbouka can be made of copper, ceramic, pottery, or wood. There are other differences, too. While the snare drum is usually played with drumsticks or brushes, the darbouka is played with the fingertips.



Ney

The ney is as old as the pyramids in Egypt. It is 4,500 to 5,000 years old. People play it in the Middle East and Turkey. The ney looks like a **flute**. Both the ney and the flute are woodwind instruments. The difference is that a flute is blown on the side, and a ney is blown on the top.



Oud

The oud is a string instrument like the **violin**. But the oud and the violin have different shapes. The oud is shaped like a pear, and unlike the violin, it has a short neck. Both instruments have strings, but the oud has six or seven strings, while the violin has only four. Both the oud and violin are similar to the **erhu**, a traditional instrument from China. However, the erhu has only two strings, and it has a very long neck.

Think

What is similar about the instruments? What is different?

Comprehension

A Check (✓) the correct answers. You may check more than one.

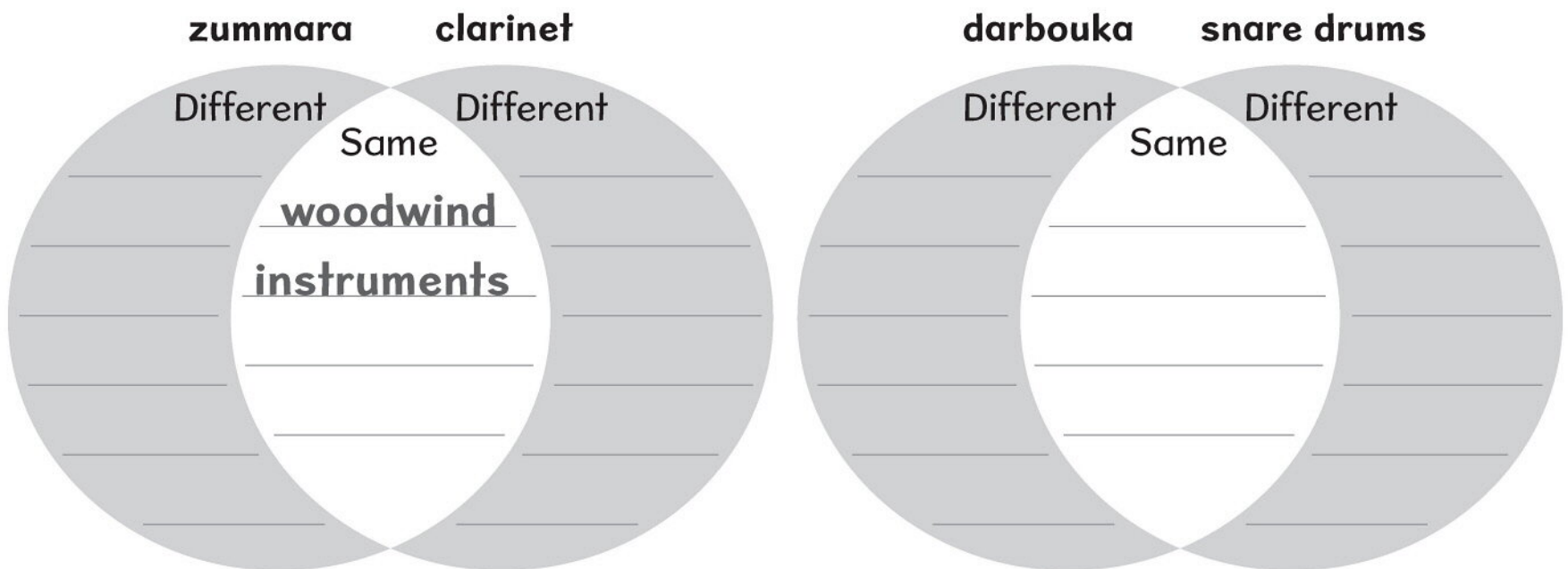
1 How are instruments in the Middle East the same as instruments around the world?

- ☐ **a** They are woodwind, percussion, and string instruments.
- ☐ **b** They are as old as the pyramids.
- ☐ **c** They always have the same number of strings.

2 How are Middle Eastern instruments different?

- ☐ **a** They have different numbers of strings.
- ☐ **b** They are made of different materials.
- ☐ **c** They are used to make music.

B Compare the instruments. Use information from the reading. Write it in the graphic organizers.



C Words in Context Read and write.

materials pitch traditional vibrate

- 1 The ney is a _____ instrument from the Middle East.
- 2 The oud makes music when its strings _____.
- 3 The darbouka is made from different _____ than the snare drum.
- 4 The erhu has a higher _____ than the oud.

Grammar in Use



A Study the grammar.

Learn Comparative Adjectives with As

The ney is **as old as** the pyramids in Egypt.

It's **not as pretty as** a flute.

Is a violin **as big as** a cello?

B Look, read, and check (✓).

1 Is a violin's neck as long as an erhu's neck?



☐ a Yes, it is.

☐ b No, it isn't.

2 Are flutes longer than panpipes?



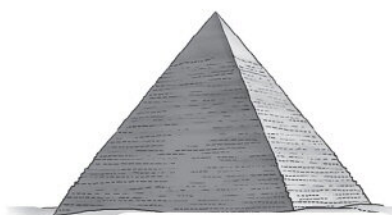
☐ a Yes, they are.

☐ b No, they aren't.

3 Is the ney as old as the pyramids?



about 3200 BC



about 3200 BC

☐ a Yes, it is.

☐ b No, it isn't.

4 Is a violin as loud as a tuba?



☐ a Yes, it is.

☐ b No, it isn't.

5 Is a violin as big as an oud?



☐ a Yes, it is.

☐ b No, it isn't.

6 Is a clarinet as long as a didgeridoo?



☐ a Yes, it is.

☐ b No, it isn't.

C Unscramble the sentences. Put the words in order to give your own opinion.

1 pop music / as popular as / is not / rock music

2 as popular as / CDs / are not / MP3s

3 is not / flute music / tuba music / as beautiful as

4 woodwind instruments / as beautiful as / string instruments / are not

D Complete each sentence so it has the same meaning as the first sentence.

1 A cello is bigger than a violin.

A violin is not as big as a
cello.

2 A darbouka is taller than a snare drum.

A snare drum is _____.

3 A didgeridoo is longer than a ney.

A ney is _____.

4 An oud's neck is shorter than a violin's neck.

A violin's neck is _____.

E Look and write.



1 (oud / big / cello)

An oud is not as
big as a cello.



2 (snare drum / tall /
djembe)



3 (one tube / long / the
other tube)



4 (flute / loud / tuba)

Word Study

badge bridge dodgeball edge hedge partridge

A-Z

A Circle the word with *dge* in each sentence. Then match each sentence to a picture.

- 1 A young girl rode her bicycle over the bridge.
- 2 The gardener trimmed the hedge with a large pair of scissors.
- 3 Yoon and his friends like to play dodgeball in the gym.
- 4 The flowers are in a vase on the edge of the table.
- 5 A partridge walked out of the tall grass.
- 6 The Girl Scout received a badge for her project.



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

- 1 A _____ flew over the plain.
- 2 We walked across the _____ over the stream.
- 3 A frog jumped out of the water at the _____ of the lake.
- 4 I play _____ with my friends in the park.
- 5 The policeman was wearing a _____.
- 6 There was a tall _____ in front of the house.

Writing Study

A Complete the sentences with *it's* or *its*.

- 1 I have a pet kitten. Its name is Lily.
- 2 A tuba is a brass instrument. _____ made of brass.
- 3 Look at the darbouka. _____ shaped like an hourglass.
- 4 The erhu has two strings. _____ neck is very long.
- 5 I play the cello. I love _____ sound.
- 6 The darbouka is a drum. _____ played with the fingers.

B Write about a traditional musical instrument you want to learn to play.

Read the example below. Use the possessive noun **its** in your writing.

Be careful not to mix up **it's** and **its**.

Use comparative adjectives with **as**. For example:

It's as loud as ...

It's as small as ...

It's not as big as ...

Its sound is ...

I want to learn to play the darbouka. **It's** a kind of drum. **It's** shaped like an hourglass. And **it's** popular in the Middle East. **Its** base is made of wood or pottery. **It's** not **as compact as** a snare drum, but **its** sound is beautiful.

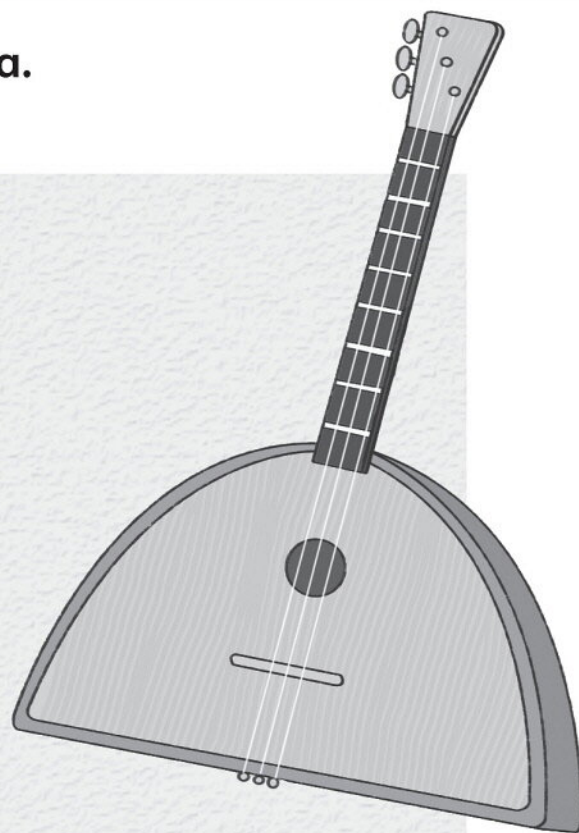
Writing

- A** Read this descriptive paragraph about the balalaika.
Label the parts of the paragraph.

The Balalaika

I think the balalaika is an amazing instrument. The balalaika is a popular Russian folk instrument. It's in the string family. Its body is shaped like a triangle, and it has three strings. Balalaikas can be different sizes. The pitch of each balalaika depends on its size. The prima balalaika has a high pitch, and the contrabass balalaika has a low pitch. All balalaikas are made of wood, and they are all played with the fingers.

The balalaika is my favorite instrument!



- B** Prepare to write a paragraph about an instrument you like.

Brainstorm instruments you would like to write about. Choose one and write it here.

Write a topic sentence about your instrument.

Research your instrument on the Internet. Write a few facts about it.

1

2

3

- C** Now go to your notebook to write your own paragraph. Then read and revise it.

My writing checklist:

- ☐ I wrote a topic sentence.
- ☐ I included researched facts.
- ☐ I wrote a conclusion.
- ☐ I read and revised my paragraph.

A Look and write.

1



A police officer wears a(n)

_____.

2



A(n) _____ looks like a large violin.

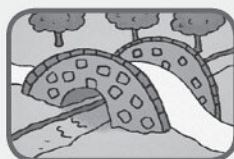
3



Do you know how to play the

_____?

4



Go over the _____ and turn right.

5



Your music is _____.

I can't hear myself think!

6



My dad loves to watch TV after work.

He thinks it's very _____.

B Two of the three words or phrases are correct. Cross out (X) the wrong answer.

1 We usually see these in an orchestra.

a violins **b** erhus **c** trumpets

2 This makes a very low sound.

a tuba **b** didgeridoo **c** flute

3 Many people think this is not very challenging.

a playing the violin **b** playing the triangle **c** playing the tambourine

4 This is a kind of drum.

a djembe **b** snare **c** zummara



BIG QUESTION 6

How do people make music?

C Read the story. Complete the sentences with *its*, *it's*, or a possessive noun ending in 's or s'.

The balalaika is an amazing instrument. It's₁ (It) a traditional instrument from Russia. ₂ (It) in the string family. The ₃ (balalaika) body is shaped like a triangle. ₄ (It) body is made of wood. You play ₅ (it) strings with your fingers.

D Check (✓) the correct answer.

- 1 A violin is _____ traditional than an erhu.
☐ **a** more ☐ **b** the most
- 2 A tuba is _____ than a flute.
☐ **a** louder ☐ **b** loudest
- 3 Of all the woodwind instruments, the zummara is _____ amazing.
☐ **a** more ☐ **b** the most

E Make two sentences for each picture.

1



a (tuba / bigger than / trombone)

b (trombone / as big as / tuba)

2



a (bassoon / louder than / flute)

b (flute / as loud as / bassoon)

3



a (clarinet / shorter than / didgeridoo)

b (didgeridoo / as short as / clarinet)



BIG QUESTION 7

How do inventions change our lives?

Think and write.

What do you know?

What do you want to know?

UNIT 13

Get Ready

Words

A Match the words and pictures.

1 lever

2



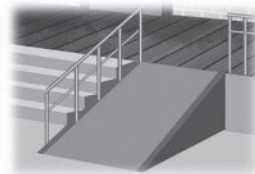
3 doorknob

4



5 wheel and axle

6



7 axe

8



9 wedge

10



a



b ramp

c



d screw

e



f light bulb

g



h stairs

i



j hammer

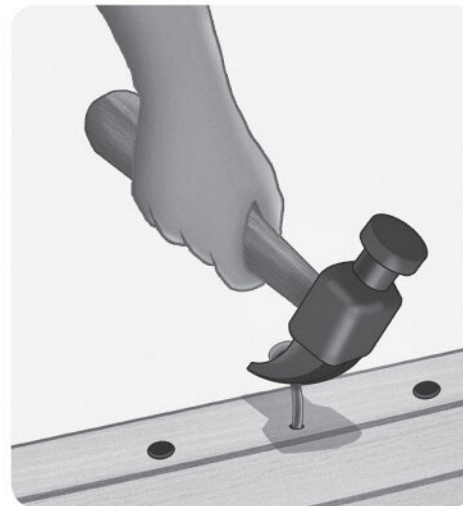
B Circle the correct answer.

1 A _____ is a type of screw.



- a doorknob
- b light bulb
- c lever

2 A(n) _____ is a lever that pulls out nails.



- a hammer
- b wheel and axle
- c axe

3 She used _____ to push the cart into the building.



- a stairs
- b a screw
- c a ramp

4 He uses a(n) _____ to chop wood.



- a axe
- b hammer
- c doorknob

C Complete the chart. Write each word in the correct column.

~~axe~~ doorknob hammer ~~lever~~ light bulb
ramp screw stairs wedge wheel and axle

Simple machines	Tools and household items
lever	axe

- A** Read the article. What simple machines make our lives easier?
- B** Read the article again. Which inventions are levers? Which inventions are wheels and axles? Remember, when you read, put the items you read about into groups to help you remember them later.



Inventions Then and Now

For centuries, people have been inventing ways to make our lives easier. Let's take a look at some simple inventions that have improved our lives.



Ramps

Around the year 2500 BC, the Egyptians built huge pyramids. The Great Pyramid of Giza was the tallest structure in the world for around 3,800 years. How was it built? People cut the big stones on the ground. Then they pushed them up **ramps**. It took about twenty years to build the Great Pyramid. Today we use cranes to lift building materials. Today we can build skyscrapers in less than one year.

Levers

Archimedes, an ancient Greek mathematician, was the first person to describe a **lever**, in around 260 BC. Levers help us lift heavy objects. People think that builders in ancient Egypt used levers to move and stand up stone pillars. Today many of the tools we use are levers.

Hammers and scissors are levers. Seesaws are levers, too.

Think

Which inventions are levers?

Screws

The **screw** was first used in Greece in the first century. In ancient times, the screw was used to move heavy objects by rotating them around in a circle. Today we use the screw to hold things in place. Think about the **light bulb**. It's a kind of screw.

Wheels and axles

The wheel was first used for transportation in around 3200 BC

in Mesopotamia (modern-day Iraq). This wheel was a solid disk on an axle. It was probably used to move chariots. Today our modern transportation, like cars, bicycles, trains, and airplanes, all use wheels to move. Even the doorknob is a wheel and axle. And when was the last time you went to an amusement park?

The Ferris wheel is a wheel, too.

Think

Which inventions are screws?

Think

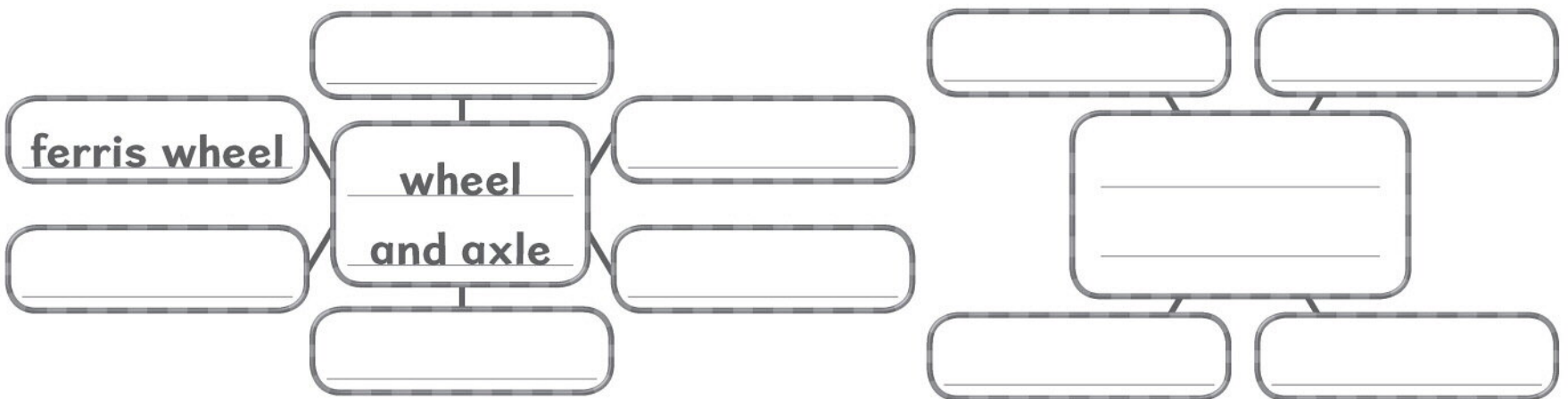
Which inventions are wheels and axles?

Comprehension

A How do simple machines help to improve our lives? Give one or two examples.

B Classify and categorize. Complete the webs.

1 Use the information in the reading to complete the first web. Then choose another simple machine. Use examples of it to complete the second web.



C Words in Context Read, write, and connect.

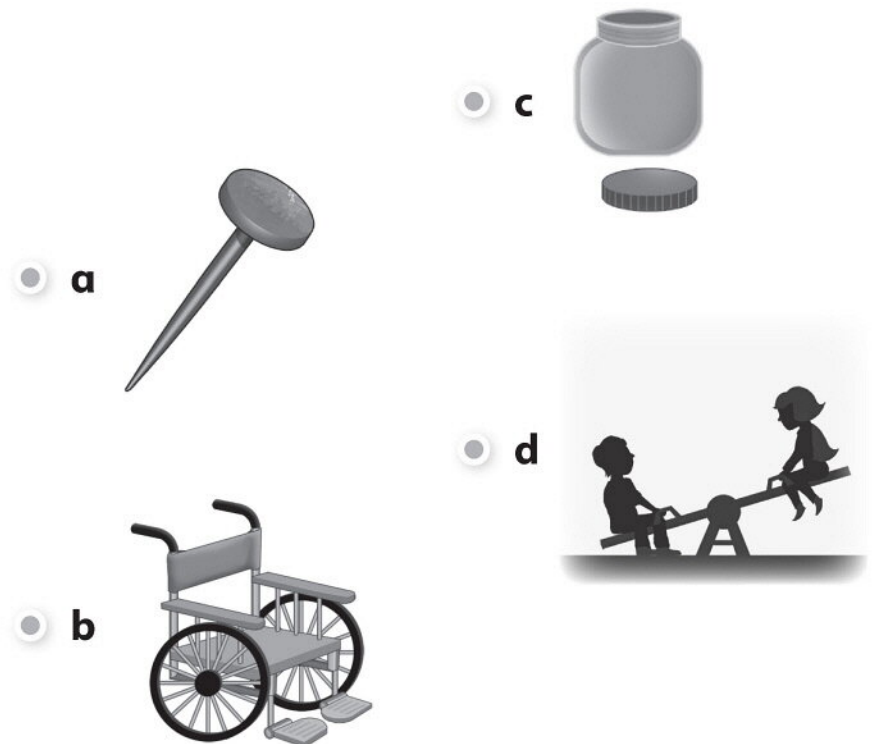
jar lid nails seesaw wheelchair

1 A _____ in a playground is an example of a lever.

2 A _____ uses wheels and axles to help it move.

3 A _____ is an example of a screw.

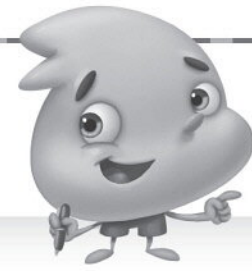
4 A hammer is a lever that pulls out _____.



Grammar in Use

A Study the grammar.

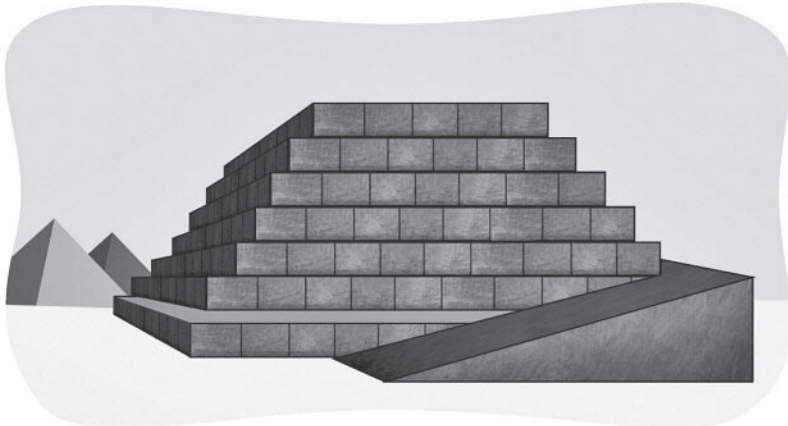
Learn Too or So and Either or Neither



Affirmative Statements	Negative Statements
Hammers and scissors are levers. Seesaws are levers, too . So are seesaws.	The wedge <u>isn't</u> a new invention. The ramp <u>isn't</u> a new invention, either . Neither is the ramp.
I speak English. I do, too . So do I.	He <u>didn't</u> call me. She didn't, either . Neither did she.

B Look and write. Complete the sentences with the phrases in the box.

is, too isn't, either ~~were, too~~ aren't, either



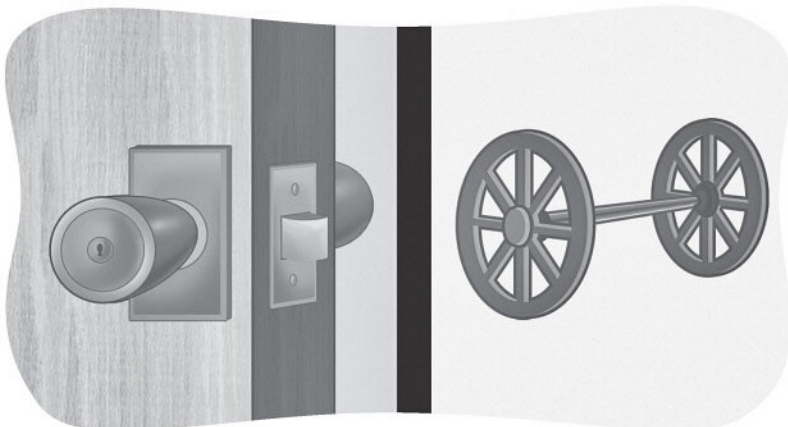
1 Ramps were used by the Egyptians.

Levers were, too.



2 A scissors is a lever.

A seesaw _____.



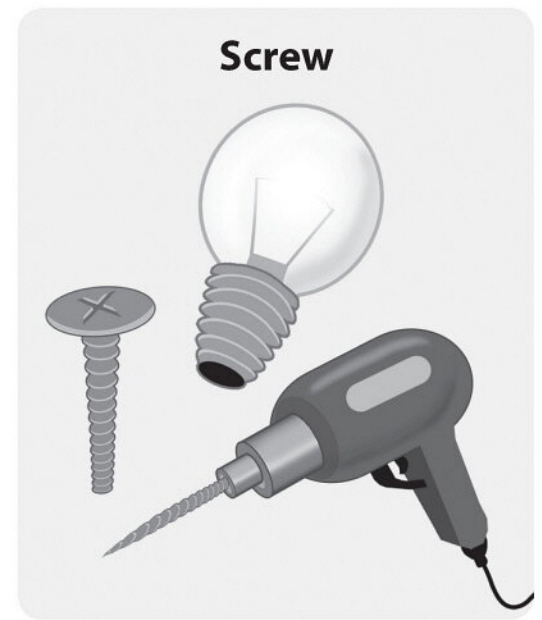
3 Hammers are not screws.

Doorknobs _____.



4 A light bulb is not a wedge.

A wheelchair _____.



C Circle the correct answer.

- 1 A hammer is a lever. A bottle opener is, too.
- 2 A screw is not a new invention. A wedge isn't, either.
- 3 A light bulb uses wheels and axles. So does a train.
- 4 Levers don't help us lift heavy objects. Neither do ramps.

T	F
T	F
T	F
T	F

D Read the sentences. Rewrite the second sentence two ways, using *too* and *so* or *either* and *neither*.

- 1 A hammer is a lever. A seesaw is a lever.

A seesaw is a lever, too. / So is a seesaw.

- 2 A doorknob isn't a ramp. A light bulb isn't a ramp.

A lightbulb isn't a ramp, either. / Neither is a lightbulb.

- 3 A doorknob is a wheel and axle. A Ferris wheel is a wheel and axle.

- 4 Screws are used to move heavy objects. Levers are used to move heavy objects.

- 5 A Ferris wheel isn't a screw. A hammer isn't a screw.

- 6 Trains and airplanes are forms of transportation. Subways and buses are forms of transportation.

Word Study

garbage bag glasses glider globe gramophone gum

A-Z

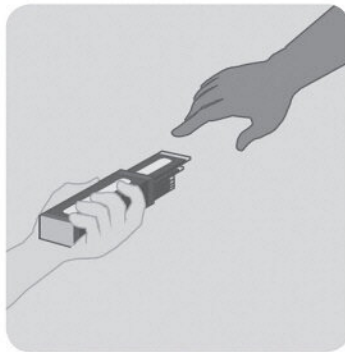
A Read the sentences aloud. Circle the words that begin with the hard *g* sound. Then number the pictures.

- 1 Maggie put on her glasses to read the label on the bottle.
- 2 Mr. Santos has a globe in his classroom.
- 3 A glider flies in the sky without an engine.
- 4 Tom handed Henry a stick of gum at the park.
- 5 People listened to music on gramophones over 100 years ago.
- 6 We raked up all the leaves and put them into a large garbage bag.

☐ a



☐ b



☐ c



☐ d



☐ e



☐ f



B Complete each sentence. Use a word that begins with hard *g*.

- 1 A _____ is an airplane without an engine.
- 2 Mrs. Dixon listened to music on a _____ when she was young.
- 3 Chewing _____ is not permitted in gym class.
- 4 Dad wears _____ to help him see better.
- 5 I like to spin the _____ and watch the countries go by.
- 6 After the party, we picked up all the paper plates and put them in a _____.

Writing Study

A Rewrite each sentence with a compound subject. Change the verb.

- 1** A seesaw is a lever. (seesaw and hammer)

A seesaw and a hammer are levers.

- 2** A knife is a wedge. (knife and fork)

- 3** A light bulb is a screw. (light bulb and jar lid)

- 4** A hill is a ramp. (hill and mountain)

B Write about an important invention and how it helps you.

Read the example below. Use **too** and **either** in your writing.

Use compound subjects with correct verb agreement. For example:

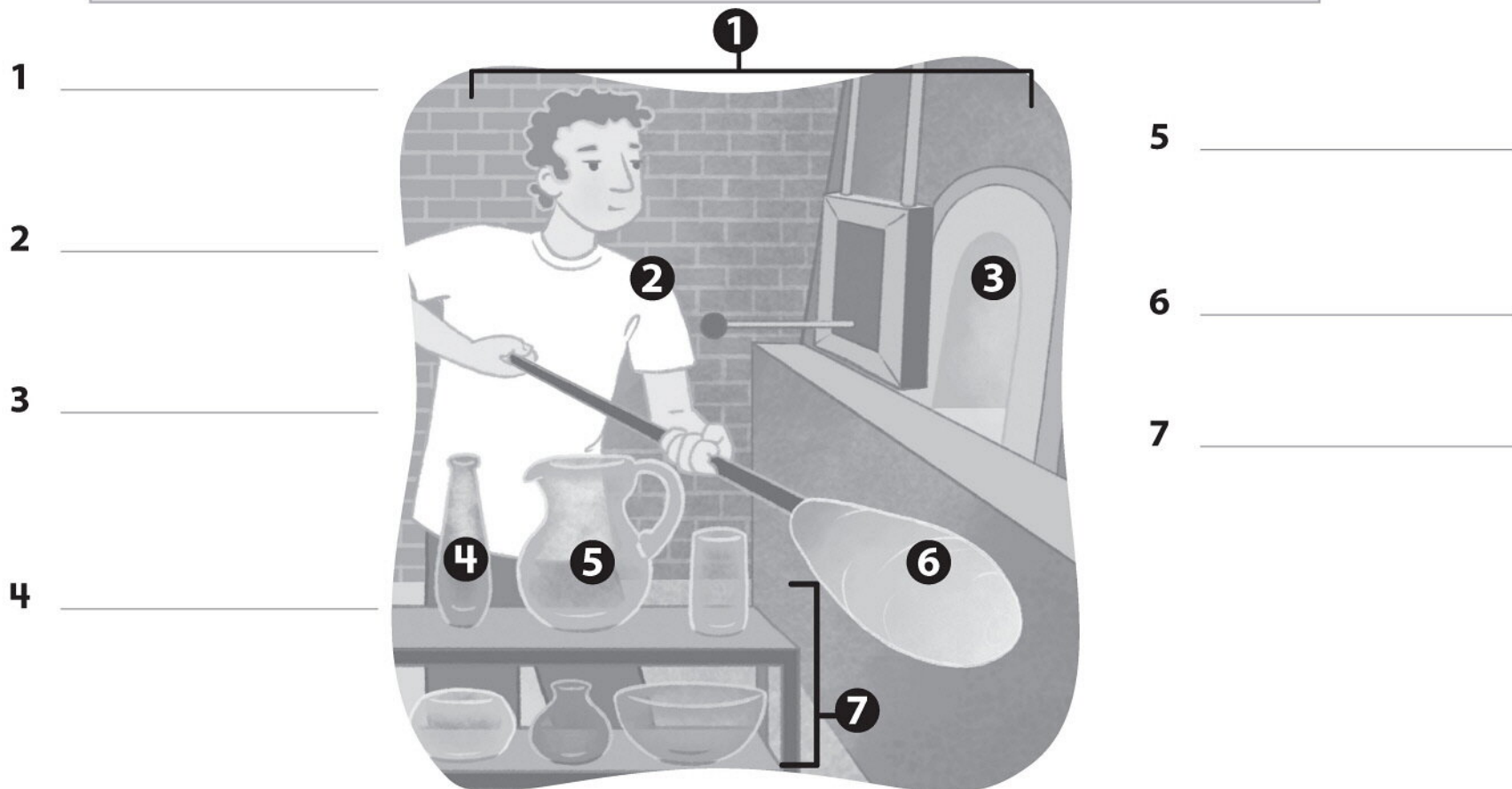
Trains **and** buses **are** kinds of transportation.

The wheel was a wonderful invention. All modern transportation uses wheels and axles. The car **and** the bicycle **are** great ways to move around. Trains **and** buses **are** great, **too**. What would we do without the wheel and axle?

Words

A Look and label.

furnace glass glassblower glassware pitcher vase workshop



B Match.

1 eyeglasses

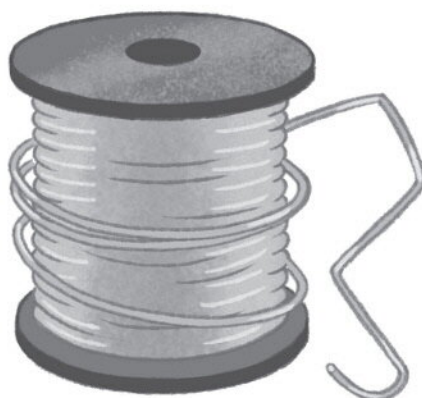
2 frames

3 wire

a



b



c



C Check (✓) the correct word. Then match each sentence with a picture.

1 A _____ makes things with glass. ●

- ☐ a glassware
☐ b glassblower
☐ c frame

● a



2 A _____ is used to hold water. ●

- ☐ a pitcher
☐ b wire
☐ c furnace

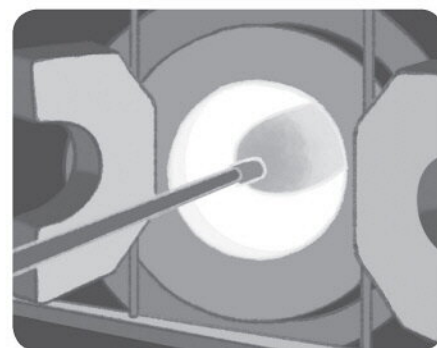
● b



3 A _____ is hot. It can melt glass. ●

- ☐ a workshop
☐ b furnace
☐ c glassblower

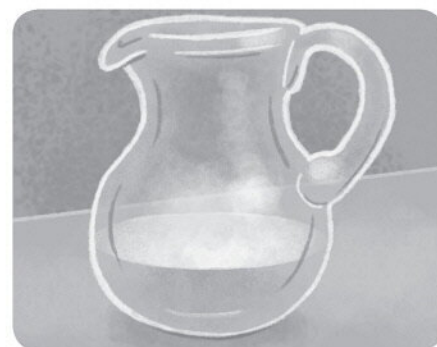
● c



4 _____ help us see better. ●

- ☐ a frames
☐ b vases
☐ c eyeglasses

● d



D Read the story. Complete the sentences with the words in the box.

frames eyeglasses glass workshop

My New Eyeglasses

Mom takes me to the eye doctor. I need new _____ so I can see better. First,

we pick out the _____. I choose the green ones. Lenses used to be made of

_____, but now they're usually made of plastic. My eyeglasses will be made in

the _____. Mom and I will pick them up next week.

- A** Read the story. Where did the boy and his father go?
- B** Read the story again. What did the glassblower make? How did he make it? Remember, after we read a part of a story, we can summarize what we read. We can write or talk about the main points in a sentence or two.

The Glassblower

My dad took me to visit Mr. Donatello, a famous **glassblower**. He lived in a small house in the country. Next to the house was his **workshop**. That's where he blew **glass**.



"Hello," said Mr. Donatello. "Welcome to my workshop. Let me show you around." There were glass objects everywhere: glasses, **vases**, **pitchers**, and bowls. Slowly and carefully, we moved toward the **glassware**. I moved more slowly than my dad and Mr. Donatello. I was afraid I might fall and break the delicate objects.

"Glassblowing was invented by the Romans in the first century BC," Mr. Donatello explained.

"For centuries, glassblowers have been blowing glass to make objects that hold water. My dad was a glassblower.

Think

Summarize the first part of the story in one or two sentences.

When I was growing up, he taught me to blow glass. Let me show you how I make these beautiful things."

Mr. Donatello walked slowly toward the **furnace**. He placed a pair of protective plastic glasses over his **eyeglasses**. Then very carefully, he extended the blowpipe into the furnace and pulled out a ball of molten glass.

First, he rolled the molten glass ball on a steel table.

"This is to shape the glass," he explained. "I'm going to make a beautiful bowl."

Think

Summarize the second part of the story in one or two sentences.

Then he used metal tools to help him get the ball into the shape he wanted. Finally, he began to blow into the blowpipe.

"I have to work very quickly," he said, "before the glass gets hard."

Mr. Donatello worked more quickly than I've ever seen someone work. And in just a short time, he made a beautiful glass bowl.

Comprehension

A How did the invention of blown glass change people's lives?

B Check the correct answers in 1. Number the steps in 2. Summarize in 3.

1 What tools does the glassblower use?

☐ **a** an axe

☐ **b** a blowpipe

☐ **c** a furnace

2 How does the glassblower make the bowl? Number the steps in order.

☐ **a** Roll the molten glass and use tools to shape it.

☐ **b** Pull out a ball of molten glass.

☐ **c** Extend the blowpipe into the furnace.

☐ **d** Blow the glass.

3 Now write a summary of the process in your own words.

C Words in Context Circle the correct answer.

1 When you _____ something, you hit it with a hard object.

a pound **b** bump **c** roll

2 She heard _____ coming into the workshop.

a glassware **b** footsteps **c** molten glass

3 The glassware is very _____.

a delicate **b** difficult **c** flat

4 The boy was careful not to _____ into the table.

a shape **b** bump **c** pound

Grammar in Use



A Study the grammar.

Learn Comparative and Superlative Adverbs

Comparative Adverbs	Superlative Adverbs
I came earlier than you.	Harry came the earliest .
Max answered more carefully than Ken.	Of the three students, Max answered the most carefully .
Who ran faster , Gina or Carol?	Who ran the fastest , Gina, Carol, or Miho?

B Look and write the correct comparative or superlative adverb.



1 Billy ran **the fastest**. (fast)



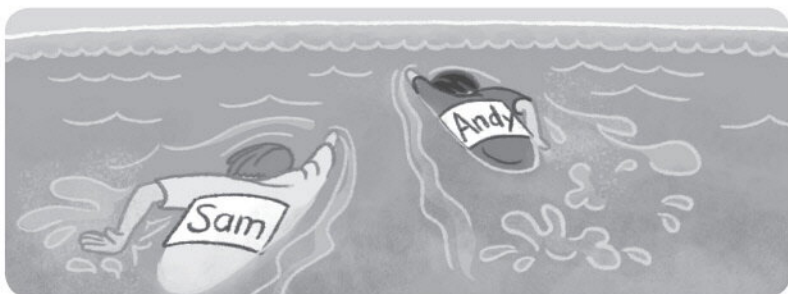
2 Who can jump _____? (high)



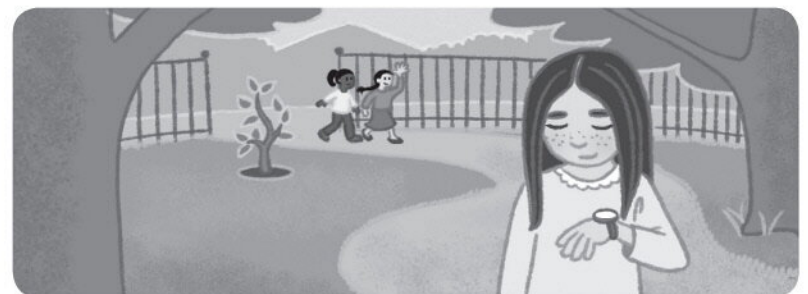
3 I got to school _____ Allie. (early)



4 I didn't sing _____ the others. (loud)



5 Who swims _____, Sam or Andy? (fast)



6 Amelie got to the park _____. (early)

C Circle the correct answer.

- 1 I moved **more carefully** / **the most carefully** than my dad.
- 2 The glassblower moved **more carefully than** / **the most carefully**.
- 3 The glassblower worked **faster** / **the fastest** than he did before.
- 4 He worked **faster** / **the fastest** of all the local glassblowers.

D Look and write.



- 1 (He / fastest)

He runs the fastest.



- 2 (She / slowest)



- 3 (Bob / faster than / Bill)



- 4 (Annie / slower than / Emma)

E Rewrite the sentences using superlative adverbs.

- 1 The boy moved more carefully than his dad and the glassblower.

The boy moved the most carefully.

- 2 Mr. Donatello worked more quickly than other glassblowers.

- 3 A furnace gets hotter than an oven or a grill.

- 4 Mr. Donatello shapes the glass more skillfully than his father and his grandfather.

Word Study

harmful fearless careful fearful harmless careless

A-Z

A Match and write.

1 harm + -ful ☐



2 harm + -less ☐



3 fear + -ful ☐



4 fear + -less ☐



5 care + -ful ☐



6 care + -less ☐



B Read the story. Complete the sentences with the words in the box above.

Fearful or Fearless?

Carolyn and Amy are twins. But they are not alike. Carolyn loves to ride on the roller coaster. She is ¹. Not Amy. Amy doesn't like the amusement park. She is ² of the rides. Carolyn says the rides are ³. But Amy thinks they might be ⁴.

Amy is ⁵. She writes her homework neatly and puts her books in her backpack. Carolyn is ⁶. She leaves her books lying around, and she often loses her papers.

Who are you like, Carolyn or Amy?

Writing Study

A Match the parts of each sentence.

- | | | |
|--------------------------|-----------------------|--|
| 1 After school, | <input type="radio"/> | <input type="radio"/> a after the race. |
| 2 I always study a lot | <input type="radio"/> | <input type="radio"/> b Mom washes the dishes. |
| 3 Before dinner, | <input type="radio"/> | <input type="radio"/> c before breakfast. |
| 4 The runners felt tired | <input type="radio"/> | <input type="radio"/> d we take the bus home. |
| 5 After dinner, | <input type="radio"/> | <input type="radio"/> e before a test. |
| 6 I get dressed | <input type="radio"/> | <input type="radio"/> f we set the table. |

B Write about how an invention affected our lives.

Read the example below. Use **before** or **after** in your writing. Use superlative and comparative adjectives (for example, **slower than, faster than, the slowest, the fastest**).

Before the invention of the telephone, people had to send letters to their friends and family. The mail moved **slower than** our voices on a telephone today.

After the invention of the telephone, people could call friends and talk to them anytime.

Writing

- A** Read Kimberly's opinion essay about a useful modern invention. Label the parts of the essay.

Opinion

I Love My E-reader

In my opinion, the most useful modern invention is the e-reader. It is a good invention for many reasons. It is small and light. It holds lots of books. And I can carry it everywhere I go. I can even use it to read in the dark.

Some people say that they prefer real books to e-books. People need to understand why they are better. Real books take up a lot of space. And they get old. E-books don't get old. And they are all in one convenient place. E-readers give us all of our books at our fingertips when we want them.



- B** Prepare to write an opinion essay about a useful modern invention.

Brainstorm ideas about useful modern inventions. Choose one and write it here.

Organize your ideas. Write them in the chart.

	My Ideas
Why it is useful	
Why some people don't like it	
Conclusion	

- C** Now go to your notebook to write your own essay. Then read and revise it.

My writing checklist:

<input type="checkbox"/> I wrote a topic sentence at the beginning of each paragraph.	<input type="checkbox"/> I included a short conclusion.
<input type="checkbox"/> I wrote my opinion and gave reasons for it.	<input type="checkbox"/> I read and revised my opinion essay.
<input type="checkbox"/> I wrote about a different view.	

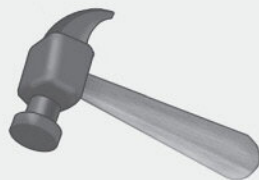
What did you learn?

Review

A Look and write.

eyeglasses fearless footsteps
globe hammer ramp

1



2



3



4



5



6



B Two of the three words are correct. Cross out (X) the wrong answer.

1 This is usually made of glass.

a pitcher **b** jar lid **c** vase

2 Glassblowers use this tool.

a blowpipe **b** furnace **c** wire

3 These are ramps.

a seesaws **b** stairs **c** hills

4 This is a type of lever.

a hammer **b** doorknob **c** seesaw



BIG QUESTION 7

**How do
inventions
change our
lives?**

C Complete each sentence with *too*, *so*, *either*, or *neither*. Make sure there is subject / verb agreement.

1 A light bulb is a screw.

A jar lid is, too.

2 Pitchers are glassware.

_____ bowls and vases.

3 Stairs aren't levers.

Mountains and hills _____.

4 A hammer isn't a ramp.

_____ an axe.

D Make two sentences for each picture. Use *before* in one sentence and *after* in the other.



the game



breakfast



1 Before the game, we put on our uniforms.

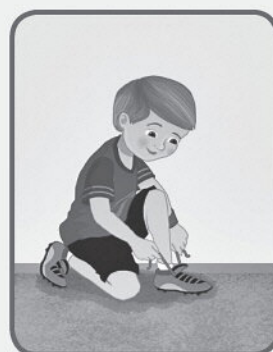
After the game, we got a trophy.

2 _____, I got dressed.

_____, I rode my bicycle to school.



dinner



the race



3 _____, I played soccer.

_____, I did my homework.

4 _____, I put on my sneakers.

I was very tired _____.

E Circle the correct answer.

1 He swam **faster** / **the fastest** of the three.

2 Who came to class **later** / **the latest**?

3 Amy came **earlier than** / **the earliest** Sue.

4 Jon can jump **higher than** / **the highest** Sami.



BIG QUESTION 8

Why do we need plants?

Think and write.

What do you know?

What do you want to know?

UNIT 15

Get Ready

Words

A Read and number.

1 soil

2 seeds

3 roots

4 stem

5 leaves

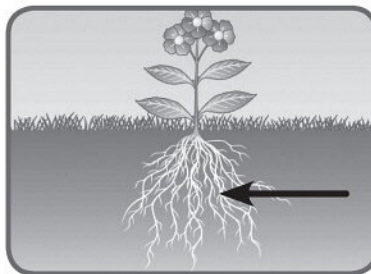
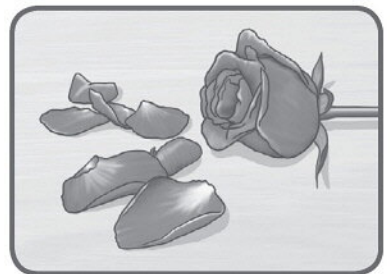
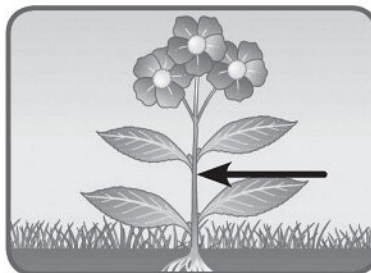
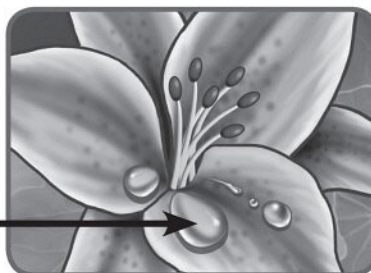
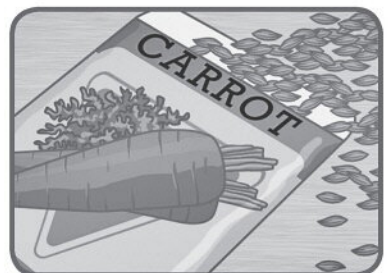
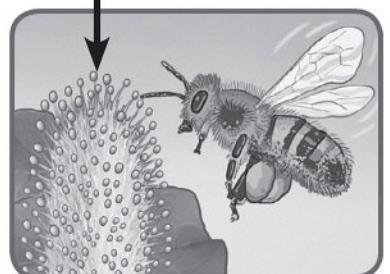
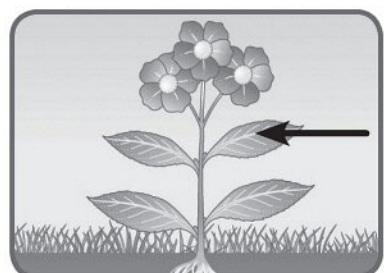
6 petals

7 nectar

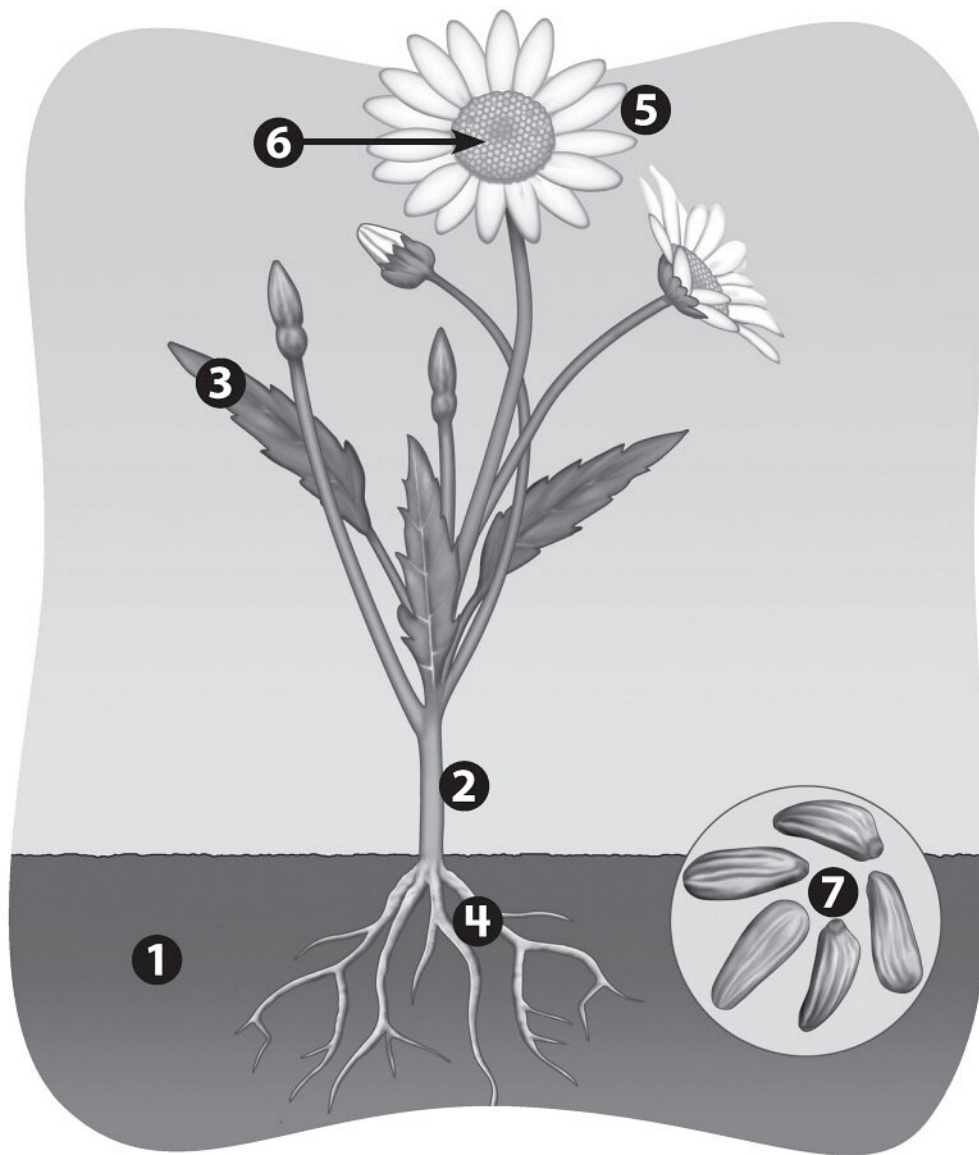
8 pollen

9 oxygen

10 humans

☐☐☐☐☐☐☐☐☐☐

B Look and label.



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

C Circle the correct word.

1



Sunflowers provide food for animals
and **humans.**
seeds.

2



A plant's leaves make **nectar.**
oxygen.

- A** Read the article. Why do humans need plants?
- B** Read the article again. How do humans get the oxygen we need to breathe? Remember, as you read, think about what's happening. What happens first (the cause)? What happens next (the effect), because of the cause?

Plants:

We Can't Live Without Them

Plants are useful to us in many ways. Plants are our food. We use plants to make things like medicines and clothing. And we breathe the **oxygen** that plants produce. Without plants, **humans** cannot live.

Today, cars and factories produce a lot of carbon dioxide. That is what makes air pollution. Plants take in carbon dioxide. They turn it into oxygen. Humans need oxygen to live. We breathe in oxygen and breathe out carbon dioxide. So humans need plants to live, and plants need humans to live.

Humans eat plants to live. We eat many different parts of the plants. We eat the **roots** and **stems**. We eat the **leaves** and **seeds**.

Think

What happens when plants take in carbon dioxide?

The roots are the part of the plant that grows under the **soil**. Potatoes and carrots are roots of plants.



We also eat the seeds of plants. Rice, corn, and sunflower seeds are seeds of plants. If we don't pick the sunflower seeds, they fall to the ground and produce new plants.

Grain is the harvested seed of some plants, such as wheat, oats, and barley. We use these grains to make breakfast cereals. Some grains are crushed to make flour. Then we use the flour to make pasta, bread, and cakes.

Think

What happens to the seeds that we don't pick?

We use herbs and spices to add flavor to our food. Herbs are the leaves of plants. Spices are the roots, seeds, and barks of plants. Just a pinch of herbs or spices gives our food a delicious flavor.

Do you like celery? Celery is the stem of the plant. It is delicious with a spoonful of peanut butter. What other plant parts do you like to eat?

Comprehension

A Why can't humans live without plants?

B Match each cause with an effect.

- | | | |
|-------------------------------------|---|---|
| 1 Plants take in carbon dioxide | • | • a and flour is used to make bread. |
| 2 Humans breathe in oxygen | • | • b and breathe out carbon dioxide. |
| 3 Seeds fall to the ground | • | • c and turn it into oxygen. |
| 4 Grains are crushed to make flour, | • | • d and produce new plants. |

C Complete the chart. Write examples from the reading of each part of a plant.

Foods that are ...	
stems	celery
roots	
leaves	
seeds	

D Words in Context Read, write, and match.

flat important round sprout

- When seeds get the right amount of heat and water, they _____.
- It is _____ to remember to water your plants.
- A sunflower has a big _____ flower.
- Sunflower seeds are smooth and almost _____.

• **a**



• **b**



• **c**



• **d**



Grammar in Use

A Study the grammar.



Learn Measure Words

I bought a **box** of raisins and a **kilogram** of apples.
We don't need a full **bag** of soil for this plant.
How many **bottles** of water do we need?
We need two **bottles** of water.

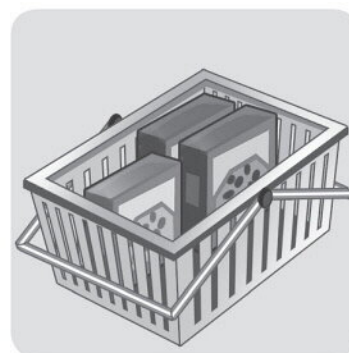
B Look, read, and check (✓).

1 I bought a _____ of oranges.



- ☐ a box
- ☐ b kilogram
- ☐ c bag

2 How many _____ of raisins do we need?



- ☐ a boxes
- ☐ b jars
- ☐ c bottles

3 I can't drink a full _____ of milk.



- ☐ a jar
- ☐ b kilogram
- ☐ c bottle

4 I have a _____ of bread.



- ☐ a loaf
- ☐ b kilogram
- ☐ c jar

5 Get a _____ of jam from the refrigerator.



- ☐ a bag
- ☐ b box
- ☐ c jar

6 There is a _____ of peanuts on the table.

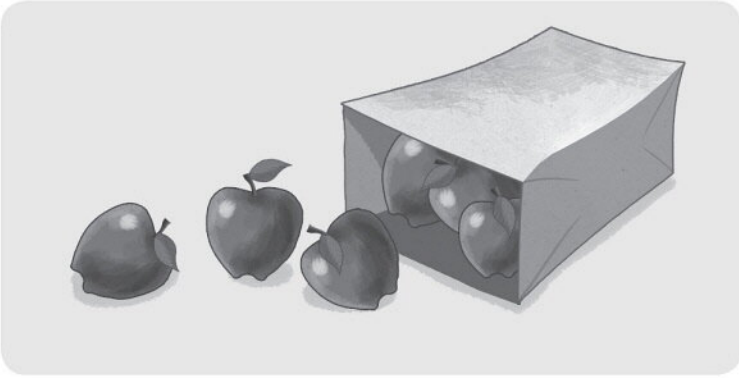


- ☐ a kilogram
- ☐ b bag
- ☐ c bottle

C Look and write.

a bag of apples a bottle of water a jar of jam a loaf of bread

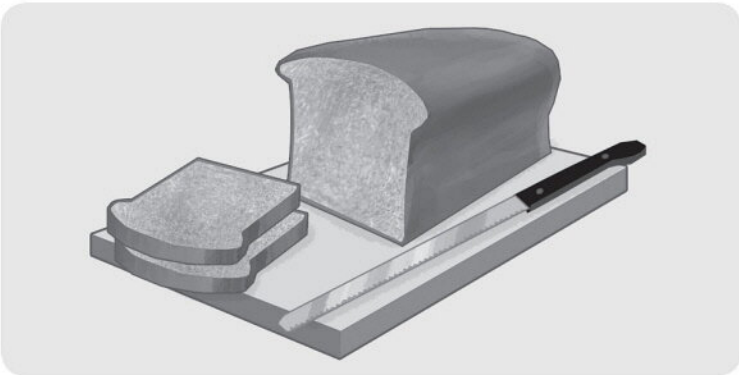
1



2



3



4



D Complete the shopping list with the words in the box.

bag bottle box
jar kilogram loaf

Shopping List

- 1 a _____ of potatoes
- 2 a _____ of bread
- 3 a _____ of jam
- 4 a _____ of cereal
- 5 a _____ of milk
- 6 a _____ of bananas

E Make a new shopping list. Include *apples*, *bread*, *juice*, *peanut butter*, *raisins*, and *rice*.

Shopping List

Word Study

length long strength strong wide width

A-Z

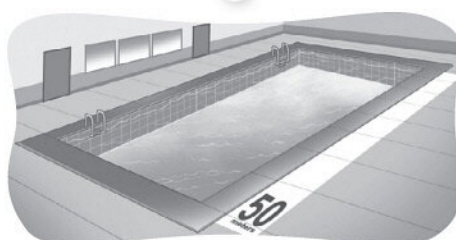
A Match the first sentence to a second sentence. Then match the two sentences to a picture. Underline the matching adjective and noun for each item.

- | | |
|---|--|
| 1 Franz was very strong for a boy his age. | <input type="radio"/> a Its width allows four lanes of cars to drive at the same time. |
| 2 The new highway around the city is very wide. | <input type="radio"/> b It's an Olympic-size swimming pool. Its length is exactly 50 meters. |
| 3 How long is the community swimming pool? | <input type="radio"/> c He had more strength than many adult men. |

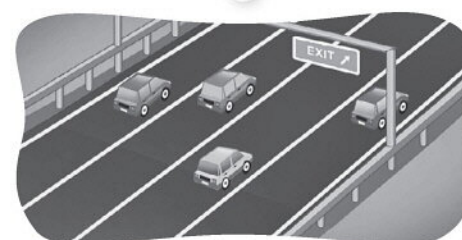
d



e



f



B Read the dialogue. Complete the sentences with the words in the box above. Then circle *adjective* or *noun*.

Andy: What is the length of a soccer field?

adjective noun

Carlos: The average soccer field is 90 meters _____.

adjective noun

Andy: And how _____ is it?

adjective noun

Carlos: Its _____ is around 45 meters.

adjective noun

Andy: Do you have to be _____ to play soccer?

adjective noun

Carlos: Soccer players have great _____.

adjective noun

They have to be on the move for 90 minutes!

Writing Study

A Read and number.

The Life of a Tomato Plant

☐ **a** Third, we water the soil two or three times a week.

☐ **b** First, we dig a hole.

☐ **c** Finally, we pick the ripe tomatoes.

☐ **d** Second, we put the seeds in the hole and cover it with soil.

☐ **e** Fourth, we pull out any weeds that grow around the plant.

Write "The Life of a Tomato Plant" as a paragraph. Underline the sequence adverbs.

B Write about growing vegetables or flowers.

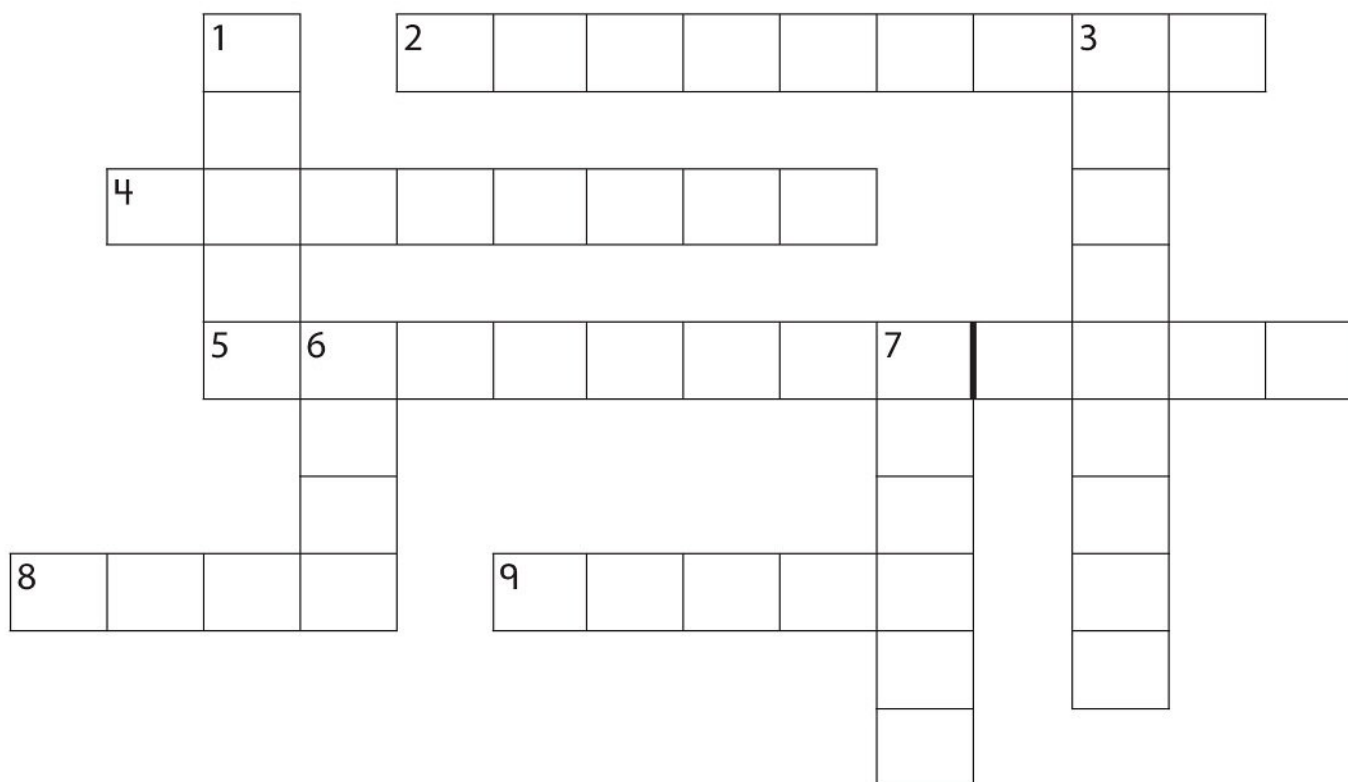
Read the example below. Use measure words in your writing (for example, **bag, bottle, box, packet, cup**). Use the sequence adverbs **first, second, third, fourth**, and **finally** to explain the steps.

First, get a **packet** of dahlia seeds and a **bag** of soil. You will also need a flowerpot and a watering can. **Second**, fill the pot with soil. **Third**, dig a hole and plant the seeds. **Fourth**, water the seeds several times a week. **Finally**, watch the plant grow and flower.

Words

A Read the clues. Complete the crossword.

beans community crowd garden gardener
haze shopping cart teenagers vine



Across →

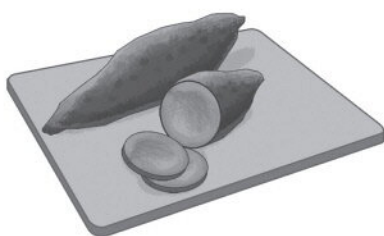
- 2 All the people who live in a place
4 A person who works in a garden
5 At the supermarket, I put all my groceries in a _____.
8 Grapes grow on a _____.
9 A lot of people together

Down ↓

- 1 String _____ or coffee _____
3 People who are between 13 and 19 years old
6 Air that is difficult to see through because of heat, dust, or smoke
7 A piece of land by your house where you can grow flowers, fruit, and vegetables

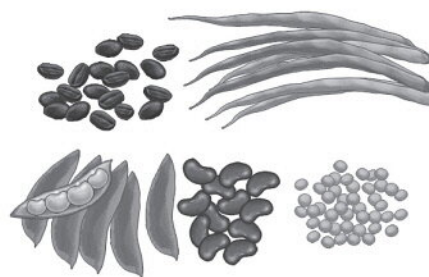
B Circle the correct word.

1



vine
sweet potato

2



beans
haze

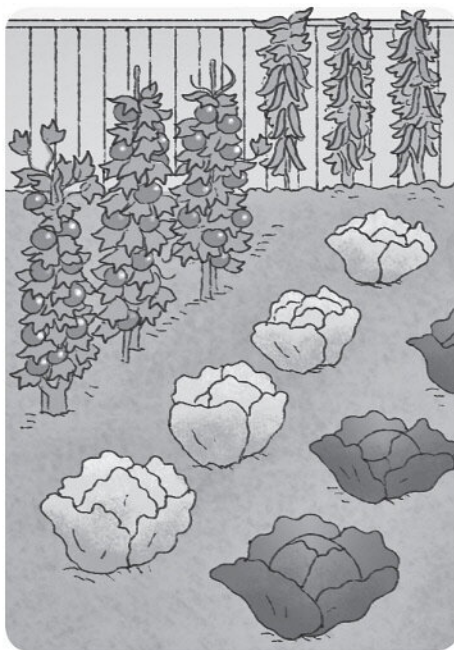
C Look and write.

garden gardener haze shopping cart teenagers vines

1



2



3



4



5



6



D Circle the correct answer.

- 1 Teenagers aren't children, but they aren't adults, either.
- 2 The inside of a sweet potato is usually green.
- 3 Haze looks a little like fog.
- 4 Most beans grow on trees.
- 5 Your community is your neighborhood.

T

F

T

F

T

F

T

F

T

F

A Read the story. What does the community do together?

B Read the story again. What is the problem with the garden? How is the problem solved? Remember, the plot is a path a story takes us on.

Our Community Garden

We're going to plant a **community garden** in my neighborhood. The neighbors are meeting to talk about what to plant.

"I want to plant vegetables: some carrots, **sweet potatoes**, and tomatoes," I say.

"Let's plant some **vines** with **beans**," says Mrs. Jackson.

"And some peas and cucumbers," adds Mr. Ryan.

"OK," says Mrs. Allen. She is the organizer.

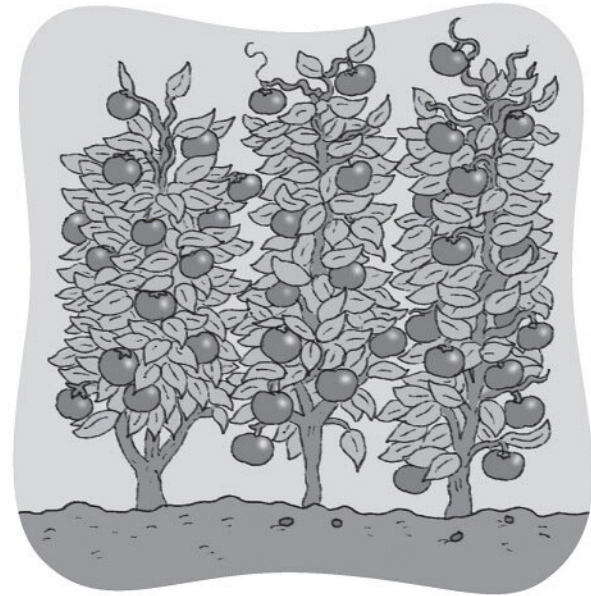
"Now that we have a list of vegetables, who is going to do the planting?"

"I used to be a **gardener**," says Mr. Wilson.

"I can do the planting. Who wants to help?" Many people raise their hands. There are a lot of volunteers among the **crowd**.

"Saturday morning, we'll all meet to plant the garden," says Mrs. Allen. "I'll bring the seeds." The neighbors meet and plant the garden. "Now, who is going to water the plants?" asks Mrs. Allen.

A group of **teenagers** raise their hands. "We will," they say.



Three times a week, the teenagers take out the hose and water the plants. Shoots start to sprout. Little plants are popping up. And then suddenly, one day, there is no more water. The plants start to droop and die. "What can we do?" the teenagers ask.

"Let's get water from the pond," says Bryan.

"Good idea," the others respond. And off they go with pails and bottles. They are surprised at how well the plants do when they get more water. They grow and grow.

The whole community is happy with the crop. The neighbors come and pick the vegetables. Everyone brings their **shopping carts**, and all the neighbors take home fresh vegetables.

Think

What important things happened?

Think

What important things happened?

Think

What important things happened?

Understand

Comprehension

A Why do the plants droop and die? What do the teenagers do to save them?

B Complete the plot chart below. Write only the important things that happen.

Plot: "Our Community Garden"

Beginning	
Middle	
End	

1 Name the vegetables that the neighbors plant.

2 What are the teenagers surprised at?

C Words in Context Match each word to its definition.

- | | |
|-------------|---|
| 1 water ● | ● a wanting to learn new or interesting things |
| 2 curious ● | ● b the time of flowering |
| 3 bloom ● | ● c having nothing in it |
| 4 empty ● | ● d to give water to a plant |

Grammar in Use



A Study the grammar.

Learn Adjectives with Prepositions

I'm very **happy with** your essay.

I'm not **surprised at** (by) the disappearing forests.

He's **good at** math.

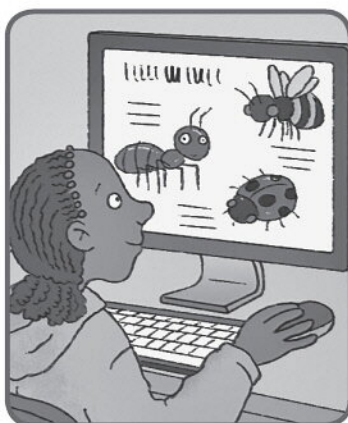
Is she **excited about** her new garden?

What are you **interested in**?

She **agrees with** your idea.

B Look, read, and check (✓).

1 She is _____ insects.



☐ a interested in

☐ b happy with

2 He isn't _____ his team.



☐ a happy with

☐ b curious about

3 What are you _____?



☐ a surprised at

☐ b curious about

4 Is she excited about the game?



☐ a Yes, she is.

☐ b No, she isn't.

5 Is he surprised at all the presents?



☐ a He's surprised at all the presents.

☐ b He isn't surprised at all the presents.

6 She is not _____ vegetable gardening.



☐ a interested in

☐ b surprised by

C Circle the correct preposition to complete each sentence.

1 I'm curious **with** / **about** hydroponic gardening.

3 Henry agrees **at** / **with** my idea.

2 Jenna is good **with** / **at** playing basketball.

4 She's excited **about** / **with** the cricket match.

D Circle the correct adjective. Then write the correct preposition.



1 She was **surprised** / **happy**
_____ the big butterfly.



2 He was **curious** / **excited** _____
the new plants.

E Look and write.



1 (She / surprised / the crop)
She is surprised at the crop.



2 (He / curious / the seeds)



3 (The teacher / happy / her test score)



4 (She / excited / the vegetable garden)

Word Study

brave mature raw ripe unafraid uncooked



A Match the two sentences with a picture. Then underline the synonyms.

1



- **a** Ted was really brave to go near the pet snake. He was completely unafraid.

2



- **b** The apple that Lisa picked was a mature fruit. It was ripe and ready to eat.

3



- **c** Alison preferred to eat her garden carrots uncooked. She just washed them and ate them raw.

B Read the story. Circle the correct word to complete each sentence.

Susie's Garden

Susie went to the garden to pick some fruit and vegetables. She liked her fruit

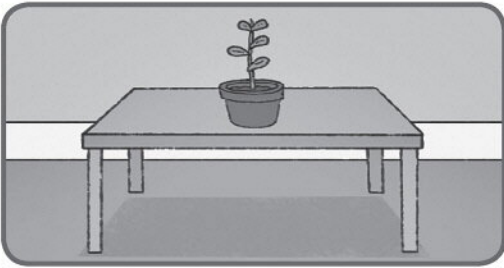
ripe / **brave**¹ and her vegetables **unafraid** / **raw**². She saw a garden snake, but she was **unafraid** / **uncooked**³. She walked right past it. Susie was always **ripe** / **brave**⁴ around snakes and insects.

The apples on the tree were big and red. They were **mature** / **raw**⁵ and ready to be picked. Susie picked some apples, pulled some carrots from the ground, and picked some beans off the vine. She will make a big vegetable dish with all the **uncooked** / **unafraid**⁶ vegetables. Then Susie and her family will have some big red apples for dessert.

Writing Study

C Make two sentences for each picture.

1

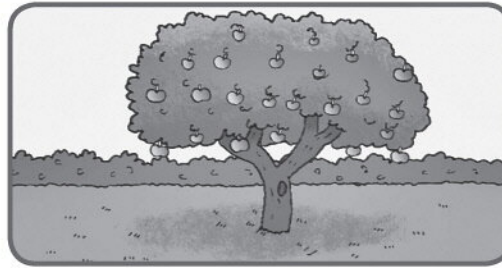


in / on

a The plant is _____ the pot.

b The pot is _____ the table.

2

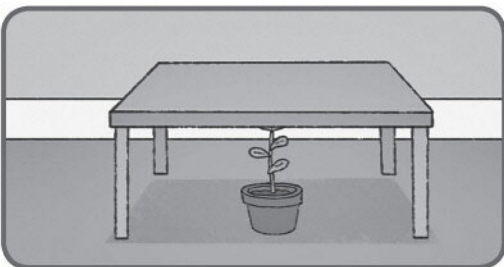


in / on

a The apples are _____ the apple tree.

b The apple tree is _____ the garden.

3

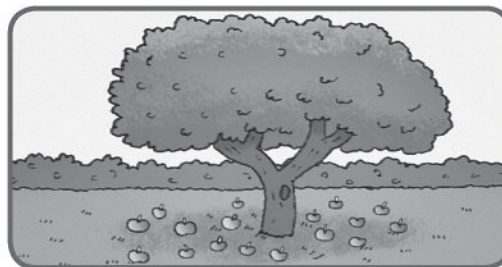


under /
in

a The plant is _____ the pot.

b The pot is _____ the table.

4



under / on

a The apples aren't _____ the apple tree.

b The apples are _____ the apple tree.

D Write about planting a garden.

Read the example below. Use adjectives with prepositions in your writing (for example, **interested in, surprised at, curious about, happy with, excited about**). Use location words and prepositional phrases (for example, **in, on, under, off the ground, in the yard**).

We planted a vegetable garden in the backyard. After we planted the plants, we watered them and waited. I was **surprised at** how quickly they grew. Soon we could see flowers on the young plants. In a few months, they will be mature plants and we will be able to eat the fresh vegetables.

Writing

- A** How do you make vegetable soup? Read the steps you can take steps. Label the parts of the essay.



How to Make Vegetable Soup

I love to eat hot vegetable soup on cold winter days. You can make vegetable soup in your kitchen in four easy steps.

First, cut up all the vegetables into little pieces. Use carrots, onions, celery, tomatoes, green beans, and zucchini or any other vegetables you like.

Second, heat oil in a pot. Add the carrots, onions, and celery, and stir them for 15 minutes. Then stir in the tomatoes and cook them for three minutes.

Next, add some broth and bring it to a boil. Then let it simmer for 20 minutes.

Finally, add the green beans and zucchini. Cook until the vegetables are tender.

Now the soup is ready to eat. You and your family can enjoy a bowl of hot soup for lunch.

- B** Prepare to write an essay with steps about something you like to make or do. Brainstorm ideas about something you like to make or do. Choose one idea and write it here.

Organize your ideas. Write them in the chart.

First,	
Second,	
Next,	
Then,	
Finally,	

- C** Now go to your notebook to write your own essay with steps. Then read and revise it.

My writing checklist:

- ☐ I chose a topic I know well.
- ☐ I finished with a short conclusion.
- ☐ I began with an introduction.
- ☐ I read and revised my essay with steps.
- ☐ I used words such as *first*, *second*, *next*, *then*, and *finally*.

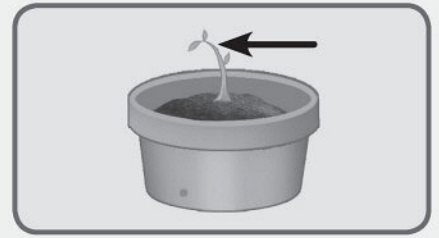
A Look and circle.

1



seeds / nectar

2



soil / sprout

3



pollen / roots

4



vines / beans

5



important / round

6



curious / empty

B Read the story. Complete the sentences.

strength strong petals garden plant leaves

Our neighbors planted a beautiful ₁. They put it under an old tree in their yard. Last week, we had a very ₂ storm in our city. The ₃ of the rain and wind was amazing—and it was very frightening. Our neighbors' tree lost all its ₄, and there were flower ₅ everywhere. We're going to help our neighbors ₆ new flowers this weekend. Do you want to help, too?



BIG QUESTION 8

Why do we need plants?

C How do you grow a plant? Number the steps in order.

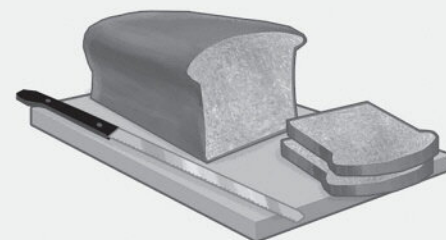
- | | |
|---|--|
| <input type="checkbox"/> a Second, I put the seed in the hole. | <input type="checkbox"/> b Next, I water the soil. |
| <input type="checkbox"/> c First, I dig a hole in the soil. | <input type="checkbox"/> d Finally, I watch the plant grow. |
| <input type="checkbox"/> e Third, I cover the hole with soil. | <input type="checkbox"/> f Then I pull out the weeds. |

D Match each measure to a food item. Then match each item to a picture.

1 a loaf • • a of jam • e



2 a jar • • b of milk • f



3 a kilogram • • c of bananas • • g



4 a bottle • • d of bread • • h



E Complete the sentences with the prepositions in the box.

about at in on with

- | | |
|---|--|
| 1 He planted the seeds _____ the soil. | 2 They were happy _____ the crop. |
| 3 She was curious _____ the lives of insects. | 4 We were surprised _____ the number of apples _____ the tree. |



BIG QUESTION 9

Why do we explore?

Think and write.

What do you know?

What do you want to know?

UNIT 17

Get Ready

Words

A Match.

1 island

2

3 waterfall

4

5 hail

6

7 storm

8

9 river

10

a

b windy

c

d lightning

e

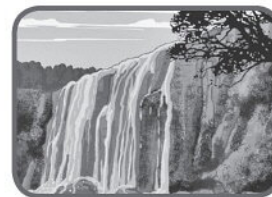
f coast

g

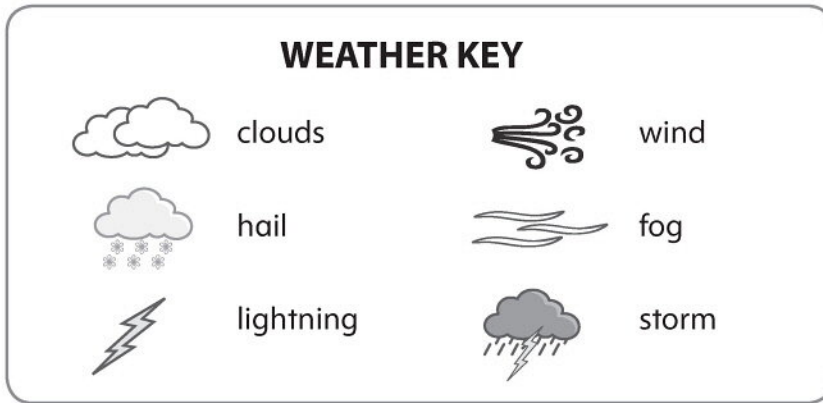
h fog

i

j clouds



B Look at the map. Complete the sentences with the words in the key.



- 1 There is _____ in Peru.
- 2 There is _____ in Colombia.
- 3 There are _____ in Venezuela.
- 4 There is _____ in Argentina.
- 5 There is _____ in Bolivia.
- 6 There is a _____ in Brazil.

C Circle the correct answer.

- 1 A _____ is a place where water falls from a high place to a low place.



- a river
- b waterfall
- c storm

- 2 The Amazon is a(n) _____ in Brazil.



- a river
- b coast
- c island

- 3 Ireland has a rocky _____.



- a river
- b coast
- c lightning

- 4 The United Kingdom is a(n) _____.



- a waterfall
- b wind
- c island

A Read the journal. Where does Columbus go on this journey?

B Read the journal again. What can you learn from the maps? Remember, a map is a flat drawing of an area. Maps can help us to see the shape of landforms or understand where something is.

My Journey with Christopher Columbus



August 3, 1492

We set sail from Palos de Moguer, in southern Spain. We have three ships: the *Niña*, the

Pinta, and the *Santa María*. We sailed down toward the Canary **Islands**. We want to sail to the west to reach India. Other explorers have already sailed to the east to get there.

August 9

We saw the **coast** of Grand Canary Island in the distance. Finally, we landed. That night, there was a big **storm**. **Lightning** lit up the sky. It rained until morning.

Think

Where are the boats on August 3, 1492? Point to a star on the map.

September 9

We set sail from the Canary Islands and headed west. The admiral thinks it may be a very long journey.

September 14

We sailed west about 20 leagues. The crew saw a tropical bird. We must be close to land.

September 25

In the morning, the water was calm. Then in the afternoon, the weather got **windy**. We continued sailing west. At sunset, the captain shouted that he saw land.

September 26

We thought we saw land, but it was only **clouds**. We continued to sail west. The sea is like a **river**. The air is calm.

October 7

At sunrise, we saw land. A lot of birds flew over the ships. We changed course from west to southwest.

October 12

After midnight, we saw lights. At 2:00 a.m. we discovered land. At daybreak, we will go ashore.

Think

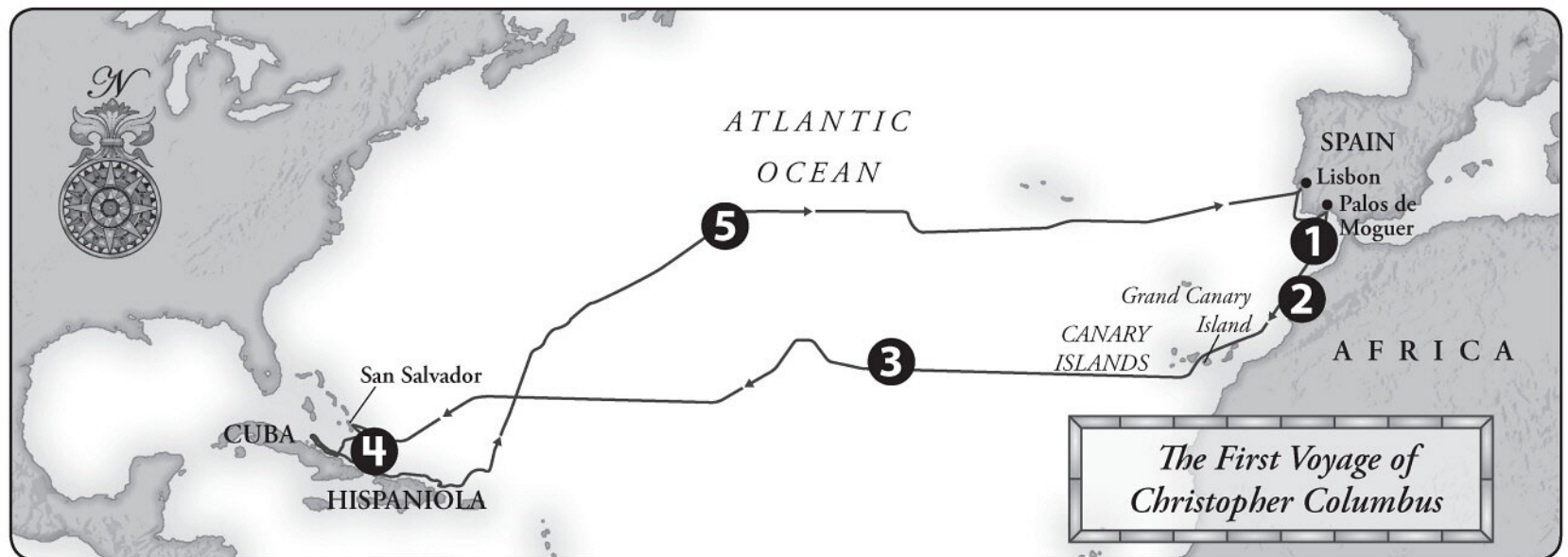
Where are the boats on October 12? Point to a star on the map.



Comprehension

A Why do you think a journey to unknown lands is so difficult?

B Look at the map. Number the sentences in the correct order.



- | | |
|--|--|
| <input type="checkbox"/> a Columbus sailed across the Atlantic Ocean from Hispaniola to Lisbon. | <input type="checkbox"/> d Columbus sailed across the Atlantic Ocean from the Canary Islands to the Island of San Salvador. |
| <input type="checkbox"/> b Columbus sailed down the coast of Africa to Grand Canary Island. | <input type="checkbox"/> e Columbus sailed south from Palos de Moguer, Spain. |
| <input type="checkbox"/> c Columbus sailed around the coast of Cuba to Hispaniola. | |

C Words in Context Read and write.

healthy journey sail strait

- Columbus and his men made a long _____ across the Atlantic Ocean.
- Ships sail through a _____ to get from one ocean to another.
- When there is no wind, the ships can't _____.
- It's difficult for sailors to stay _____ on long journeys.

Grammar in Use

A Study the grammar.

Learn Prepositions of Movement



Words for giving directions:

from, to, down, up, out of, into, through, around

Go **up** to the deck.

More prepositions:

over, under, along, across, back to, away from

Go **under** the bridge.

Walk **away from** the park.

Walk **along** the pond.

Go **back to** the school.

B Look and write.

through down across around



1 Walk _____ the street.



2 Walk _____ the stairs.

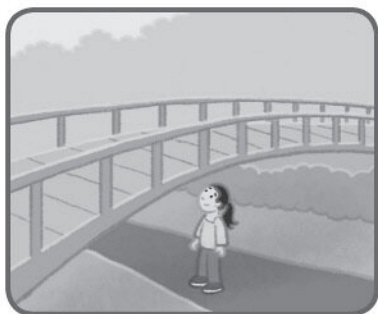


3 Walk _____ the pond.



4 Walk _____ the park.

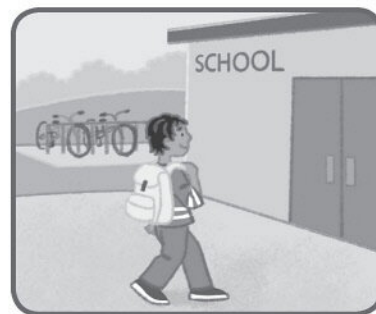
C Make two sentences for each pair of pictures.



1 under / over

a Stand under the bridge.

b Walk over the bridge.



2 away from / back to

a Walk _____ the school.

b Go _____.



3 up / down

a Go _____ the escalator.

b Go _____.



4 out of / into

a Walk _____ the store.

b Walk _____.

D Circle the correct answer to complete each sentence. Write the words.

1 Get _____ bed.

a out of b from c down

2 Walk _____ the door.

a up b across c through

3 Walk _____ the hall.

a out of b across c around

4 Walk _____ the stairs.

a from b across c down

5 Walk _____ the dining room.

a into b down c along

6 What do you see _____ the table?

a up b away from c under

E Give directions. Use *over* and *across*.



Word Study

look after look around look for look out look through look up

A-Z

A Circle the word *look* in each sentence. Underline the word that comes after it. Then match each sentence to a picture.

1 Juan looked after his little brother on the ship. He gave him food and water.

a



2 Sarah had to look out for other ships on the ocean. She didn't want to run into them.

d



3 The captain looked for his glasses in his cabin.

b



4 Sarah looked through her binoculars. She saw a dolphin swimming in the ocean.

e



c



5 Tom looked around the beach. He saw many beautiful starfish.

f



6 Anna looked up the information on the Internet.

B Complete the sentences. Use the correct form of the phrasal verb with *look*.

1 I looked around the park. I saw a waterfall.

2 I'm going on a trip. I'll ask my neighbor to _____ my dog.

3 He went to the library to _____ information for his report.

4 She _____ her homework. She found it on her desk.

5 We _____ the magazine for pictures of sea animals.

6 On the ship, everyone _____ for whales.

Writing Study

A Combine the two sentences using *before* and *after*. Write one new sentence with *before* and one with *after*.

- 1 We boarded the ship. We set sail.

We boarded the ship before we set sail.

We set sail after we boarded the ship.

- 2 I ate dinner. I went to bed.

- 3 She got up. She ate breakfast.

- 4 We got on the bikes. We went over the bridge.

B Write about a trip you took to a new place.

Read the example below. Use **before** and **after** in your writing. Use prepositions of movement (for example, **from, to, down, up, out of, into, through, around**).

We packed our bags **before** we left the house. First, we drove **out of** town. Next, we drove **around** a lake. Then we drove **through** the mountains. We were happy to arrive at the ocean **after** we drove for hours.

Words

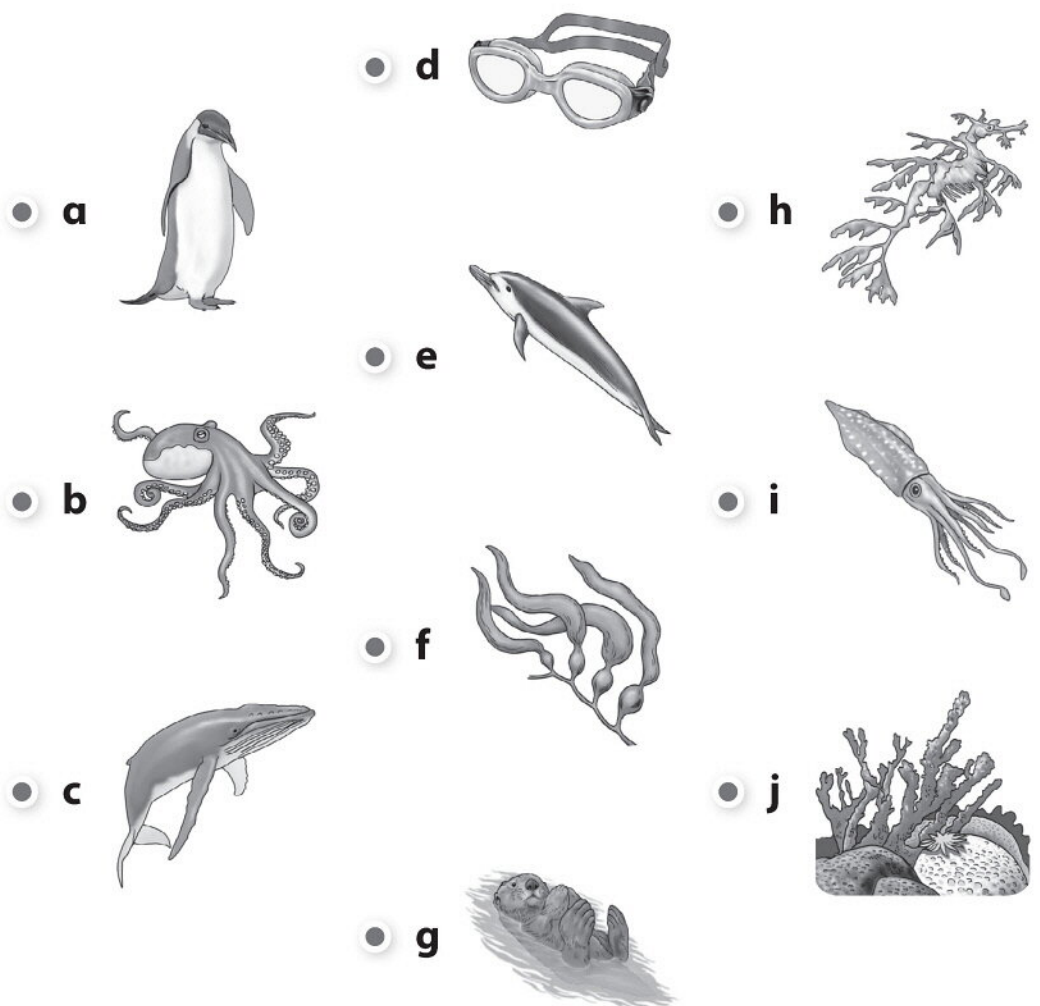
A Find and circle.

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

coral
dolphin
goggles
humpback whale
kelp
leafy sea dragon
octopus
otter
penguin
squid

B Match.

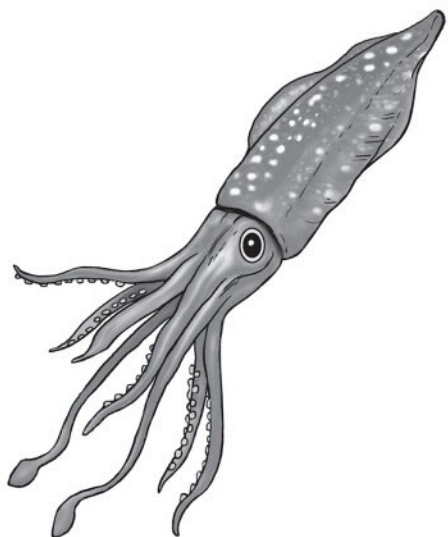
- 1 goggles ●
- 2 kelp ●
- 3 penguin ●
- 4 squid ●
- 5 otter ●
- 6 coral ●
- 7 humpback whale ●
- 8 dolphin ●
- 9 leafy sea dragon ●
- 10 octopus ●



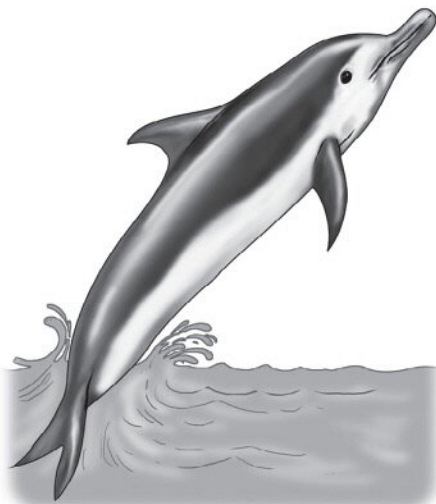
C Look and write.

dolphin leafy sea dragon octopus otter penguin squid

1



2



3



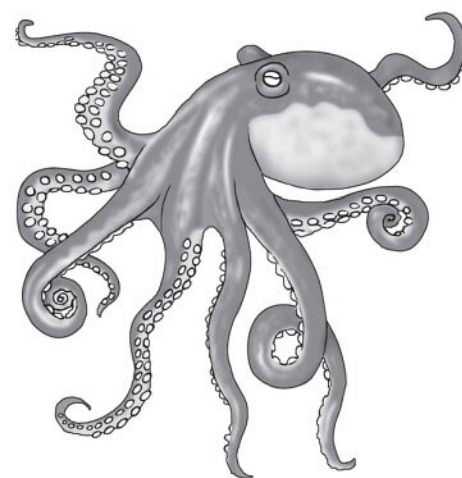
4



5



6



D Circle the correct answer.

- 1 You wear goggles to protect your ears in the swimming pool.
- 2 An octopus has a soft round body and eight arms.
- 3 Kelp is a type of seaweed.
- 4 A penguin is a fish, but it can fly.
- 5 Coral is very colorful and can be found on land.
- 6 A humpback whale has four legs and a trunk.
- 7 An otter is a kind of bird.
- 8 A squid can live on land.

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

- A** Read the photo essay. What are some of the creatures we find in the oceans?
- B** Read the photo essay again. How do dolphins find food? Remember, as you read, stop and ask yourself: What's not clear? Use a dictionary to look up words you don't understand.

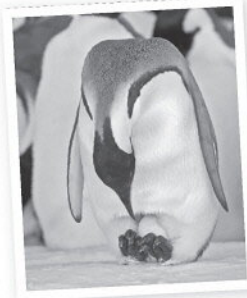
Sea Creatures

Emperor Penguins

Live: in Antarctica

Eat: small fish, shrimp

Size: average length of 115 centimeters



Emperor penguins are the largest of all penguins. They are birds, but they cannot fly. They stand together in large groups to keep warm. The penguins on the outside of the circle need to move to the inside of the circle to get warm again.

A female penguin lays one egg. She puts it on the father's feet. The father keeps the egg warm for almost 65 days. Then the mother comes back with food for the baby, and the father goes to look for food.

Bottlenose Dolphins

Live: in tropical oceans and other warm waters

Eat: fish, **squid**, shrimp

Size: weigh up to 450 kilograms



Bottlenose dolphins are very intelligent. They communicate by making sounds. They send signals to find their prey. They can swim as fast as 30 kilometers an hour.

Think

Look up the words *prey* and *signals*. How do they help you to understand how dolphins hunt?

Humpback Whales

Live: near the coast; they need to move from the poles to the equator

Eat: tiny shrimp, small fish

Size: weigh up to 36 tonnes



Humpback whales sing songs. The sounds travel through the ocean. Humpbacks are powerful swimmers. They can propel themselves through the water and out of it.

Think

Look up the word *propel* in the dictionary. How does it help you to understand how humpback whales move?

Leafy Sea Dragons

Live: in the waters off southern and eastern Australia

Eat: sea lice

Size: average length of 35 centimeters



Leafy sea dragons are usually brown and yellow. They look like **kelp**, so they can hide in seaweed. Like the emperor penguin, the male sea dragons need to keep the eggs warm for four to six weeks, until the babies are born.

Comprehension

A What types of creatures can we find when we explore the oceans?

B Answer the questions.

1 What happens after the female emperor penguin lays an egg?

2 Which of these sea creatures is the largest? Which is the smallest?

3 How are leafy sea dragons like emperor penguins?

C Words in Context Read, write, and match.

diver freezing hose tethered

1 The penguins of Antarctica live
in a _____ climate.



2 We _____ the boat to
the dock.



3 Jacques Cousteau was a famous
deep-sea _____.



4 Divers use an air _____
to get oxygen.



a



b



c



d



Grammar in Use

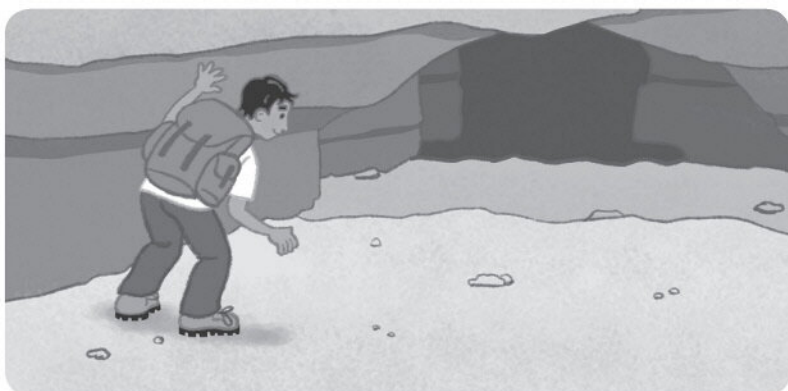
A Study the grammar.



Learn *Want to, Need to, Have to*

<i>Need to / Have to</i>	<i>Want to</i>
We need to drink water to stay alive.	I don't want to explore the cave.
They had to be on time.	He wanted to explore the world.
Do I have to wear a helmet? Yes, you do . No, you don't .	Did she want to go to school? Yes, she did . No, she didn't .
What do I need to wear? You need to wear boots.	What did they want to eat? They wanted to eat ice cream.

B Circle the correct answer.



1 He wanted to explore the ocean.

T **F**



2 She needs to wear a raincoat.

T **F**



3 What did they want to do? They wanted to eat ice cream.

T **F**



4 What does he have to bring? He has to bring a sled.

T **F**

C Circle *need to*, *have to*, or *want to* to complete each sentence.

- 1 I **need to** / **want to** breathe oxygen to stay alive.
- 2 I **have to** / **want to** explore the Himalayas.
- 3 I **need to** / **want to** go diving in the ocean.
- 4 I **have to** / **want to** wear a helmet when I ride my bicycle.

D Look, read, and check (✓).

1 What do you need to do?



- ☐ **a** I need to drink water.
- ☐ **b** I need to eat an orange.

2 Did they want to explore the forest?



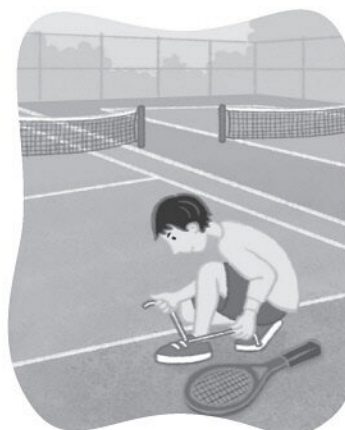
- ☐ **a** Yes, they did.
- ☐ **b** No, they didn't.

3 What does she want to do?



- ☐ **a** She wants to go sledding.
- ☐ **b** She wants to ride her bicycle.

4 Does he have to wear sneakers?



- ☐ **a** Yes, he does.
- ☐ **b** No, he doesn't.

E Write two sentences about what you need to or have to do, and two sentences about what you want to do. Use these ideas to help you.

be on time drink water to live eat ice cream go to school
learn play soccer ~~wear boots in the snow~~

I need to wear boots in the snow.

Word Study

clownfish sandcastle seafloor seagull shipwreck swordfish

A-Z

A Match and write.

1 clown + fish ●

● a



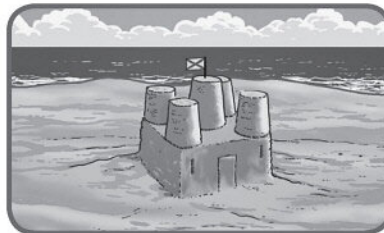
2 sea + gull ●

● b



3 sword + fish ●

● c

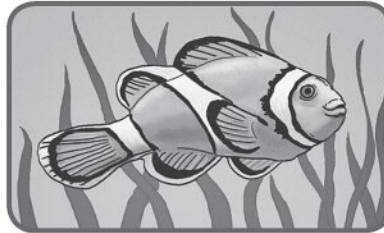


● d

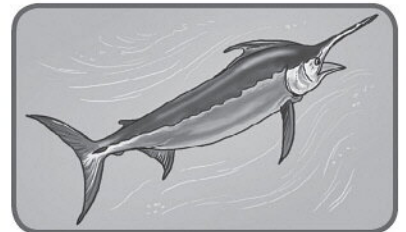


4 sea + floor ●

● e



● f



6 ship + wreck ●

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

- 1 A _____ flies over the ocean.
- 2 A _____ has a bill like a sword, and it swims in the ocean.
- 3 We like to build a _____ on the beach.
- 4 Did you see the coral reef on the _____?
- 5 _____ are colorful fish that swim in warm water near coral reefs.
- 6 A storm with high winds caused the _____.

Writing Study

A Combine the two sentences using the word *although*.

1 It was snowy. I didn't wear my boots.

Although it was snowy, I didn't wear my boots.

2 The waves were high. I went swimming in the ocean.

3 They didn't know the route. They sailed west to reach India.

4 We saw birds. We didn't find land.

B Write about what explorers need to do.

Read the example below. Use **although** in your writing. Use **want to** and **need to** or **have to**.

Before Columbus left Spain, he **needed to** get the ships ready. **Although** he didn't know the route, he planned to sail west to reach India. He **needed to** have maps and sailing tools. He **wanted to** bring a large crew. On August 3, 1492, Columbus set sail with three ships and 90 men.

Writing

- A** Read Emma's fictional interview with the 19th-century explorer Freya Stark. Label the parts of the interview.

Choose an

An Interview with Freya Stark

Emma: Ms. Stark, what part of the world did you explore?

Freya: I explored the Middle East. I traveled alone with a guide.

Emma: Why did you travel alone?

Freya: I wanted to be able to move around freely. And I wanted people to accept me. I was the first European woman to visit many of these places.

Include

Emma: Tell me about one of your journeys. Where did you go and when?

Freya: In 1931, I traveled to Luristan. It was an unexplored part of western Persia (now Iran).

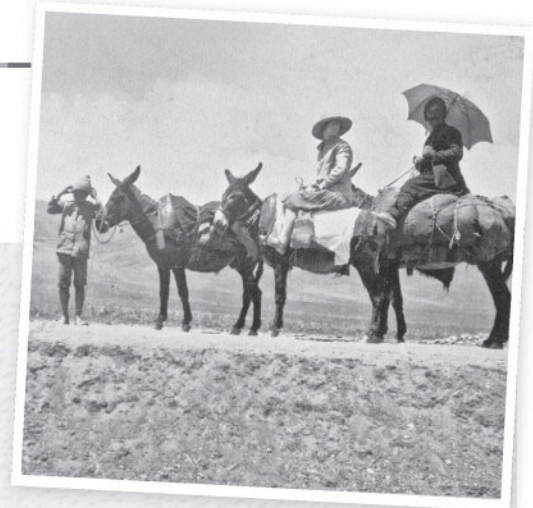
Ask

Emma: What did you discover there?

Freya: I met the Lurs. I learned about how they live. And I uncovered ancient objects.

Emma: What major contribution did you make?

Freya: I drew maps of the region. No one from the West had ever been there before, and there were no maps. England's Royal Geographical Society published my maps of Luristan in Persia.



- B** Prepare to write your own fictional interview with an explorer.

Choose an explorer who interests you, or look up other explorers on the Internet. Take notes on the details of the explorer's journey.

Who	
What	
When	
Where	
Why	

- C** Now go to your notebook to write your own interview. Then read and revise it.

My writing checklist:

- ☐ I included *who*, *what*, *when*, *where*, and *why* questions.
- ☐ I wrote the explorer's answers.
- ☐ I read and revised my interview.

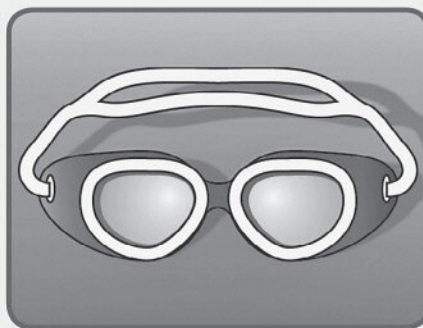
What did you learn?

Review

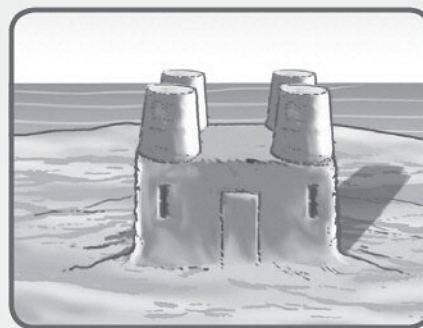
A Look and write.

sandcastle diver goggles sail

1



2



3



4



B Two of the three words are correct. Cross out (X) the wrong answer.

1 These are birds.

a seagulls **b** penguins **c** dolphins

2 This is a living thing.

a coral **b** cloud **c** kelp

3 People often look after them.

a teachers **b** children **c** pets

4 You often see this during a bad storm.

a hail **b** waterfall **c** lightning

5 This is an area of water.

a strait **b** island **c** river

6 This has a soft body and lots of long legs.

a squid **b** otter **c** octopus



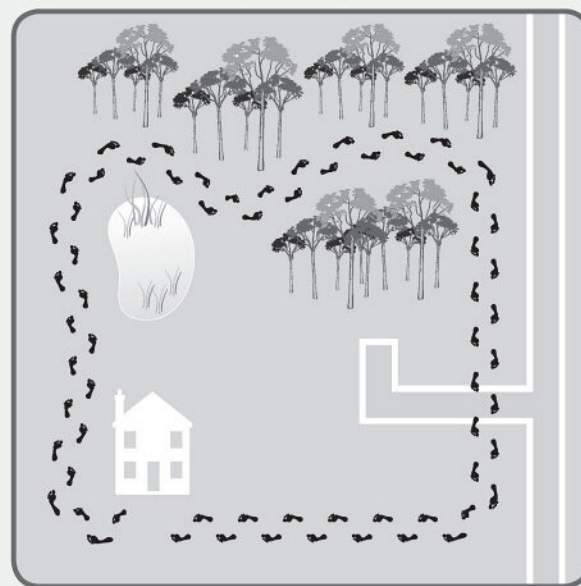
BIG QUESTION 9

Why do we explore?

C Complete the sentences with the prepositions of movement in the box.

across along around away from back to through

- 1 The boy walked _____ the house.
- 2 He walked _____ a pond.
- 3 He walked _____ a forest.
- 4 He went _____ a road.
- 5 Then he walked _____ the street.
- 6 Finally, he went _____ to the house.



D Combine the sentences. Write a new sentence using the words in parentheses.

- 1 They boarded the ship. They left Spain. (before)

- 2 Columbus left men on Hispaniola. He didn't find them there. (although)

- 3 They sailed along the coast of Hispaniola. They sailed to Cuba and Jamaica. (after)

- 4 Many men got sick. Many men stayed healthy. (although)

E Read the story. Complete the sentences with *need to*, *have to*, or *want to*.

I _____₁ go on a trip. First, I _____₂ choose a destination.

Then I _____₃ buy a train ticket. I _____₄ go to Montreal.

I _____₅ visit the Old City. I'll walk a lot, so I _____₆ bring

comfortable shoes.

Writing Process Steps

STEP 1

Brainstorm Ideas

- Write down all the ideas that come into your mind.
- Don't stop to think about what you write. Just keep writing.

STEP 2

Organize Your Ideas

- Put your ideas into groups. Each group will be a paragraph.
- 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 what you want to say first, next, and last.

STEP 3

Write a Paragraph

- Remember to organize your ideas before you write your paragraph.
- Write your topic sentence first. This tells the reader what your paragraph is about.
- Then write three or four sentences that support your topic sentence.

STEP 4

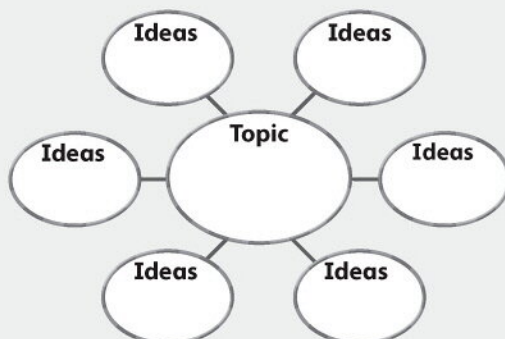
Revise Your Work

- After you write your paragraphs, read them again.
- Are your topic sentences clear?
- Are your supporting sentences strong and in the correct order?
- Are your grammar and spelling correct?

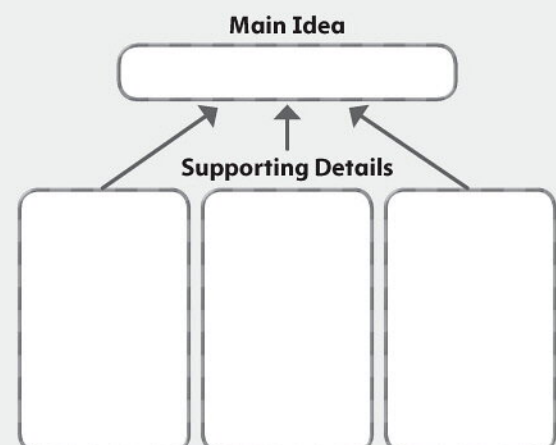
Brainstorming and Organizing

Make charts 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?

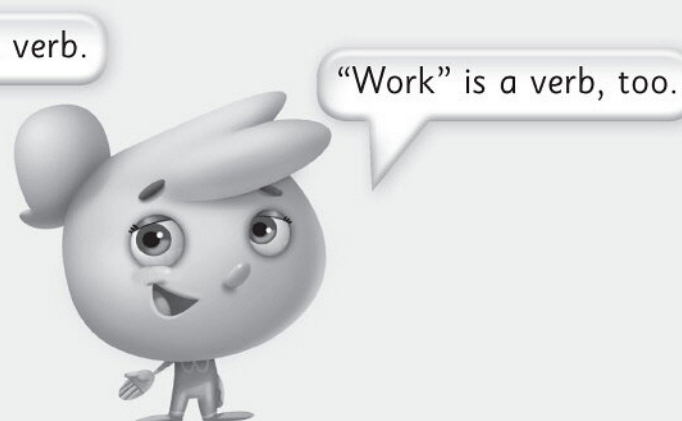
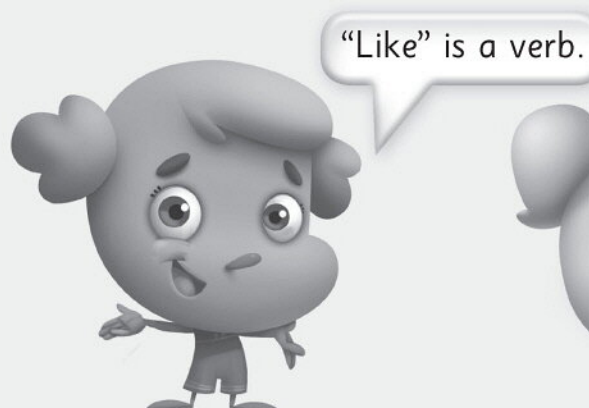


Topic
First
Second
Third
Fourth
Fifth
Conclusion



Parts of Speech

Part of Speech	Description	Examples
Verb	an action	I like to work . She is singing .
Noun	a person, place, or thing	Tim is my friend . The school is in London .
Adjective	describes a noun	I have two trees. The trees are big .
Adverb	describes a verb, an adjective, or an adverb	Jen runs quickly . Meg works quietly .
Pronoun	replaces a noun	She wants a snack. It looks great!
Preposition	links a noun to a location or to another word	The bookstore is up the street. We went to school on Monday.
Conjunction	joins parts of sentences or words	I like fruit, and I like vegetables. I like fruit, but I don't like vegetables.



Regular and Irregular Verbs

Learn Regular Verbs

Most verbs are regular. Add *-ed* to form the past tense of regular verbs.

I was **amazed**.

We **played** games together.

Learn Irregular Verbs

Some verbs are irregular. We don't use *-ed* to form the past tense. We have to learn the past tense form of each verb. Below is a list of common irregular verbs.

Base Verb	Simple Past
be	was, were
beat	beat
become	became
begin	began
bend	bent
bite	bit
blow	blew
break	broke
bring	brought
build	built
burn	burned
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
dig	dug
do	did
draw	drew
dream	dreamed
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
fight	fought
find	found

Base Verb	Simple Past
fly	flew
forget	forgot
freeze	froze
get	got
give	gave
go	went
grow	grew
hang	hung
have	had
hear	heard
hide	hid
hit	hit
hold	held
hurt	hurt
keep	kept
know	knew
lay	laid
lead	led
learn	learned
leave	left
let	let
lie	lay
lose	lost
make	made
mean	meant
meet	met
pay	paid
put	put

Base Verb	Simple Past
read	read
ride	rode
ring	rang
rise	rose
run	ran
say	said
see	saw
sell	sold
send	sent
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
swim	swam
take	took
teach	taught
tear	tore
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote

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.

I **am eating** lunch.
He **is playing** the violin.
They **are going** to Paris.

Past

Learn Simple Past

We use the simple past tense to talk about things that happened in the past.

I **ate** an orange.
He **played** tennis.
They **went** to a concert.

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 to talk about future facts or plans to do something.

I **will eat** dinner at 6 p.m.
He **will play** soccer tomorrow.
They **will go** to a restaurant.

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.

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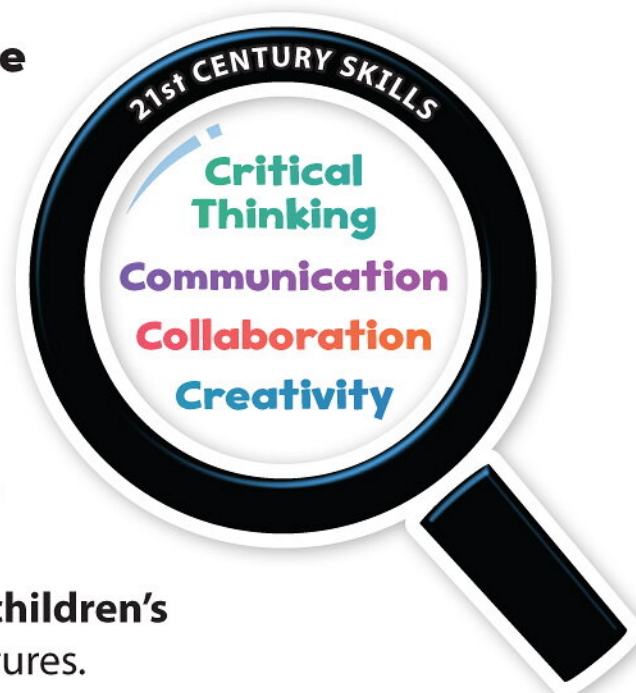
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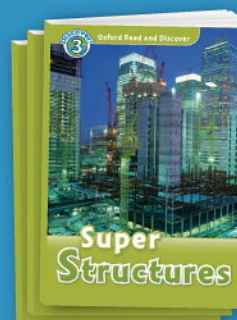
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