

UPDATED EDITION

# Guess! What!

Workbook **6**  
with Digital Pack



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**American English**

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# Seasons and weather



## 1 Read and complete the sentences.

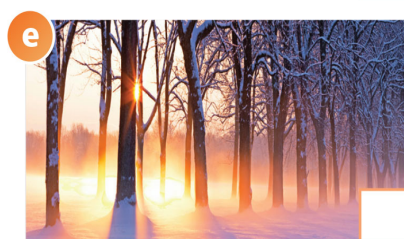
- 1 It rains every day in monsoon season.
- 2 There isn't any rain in a \_\_\_\_\_ .
- 3 \_\_\_\_\_ is colder than fall.
- 4 A lot of plants and flowers start to grow in \_\_\_\_\_ .
- 5 We can often see lightning and hear \_\_\_\_\_ in a \_\_\_\_\_ .

## 2 Think Circle the one that doesn't belong.

- 1 summer      storm      fall
- 2 winter      flood      drought
- 3 thunder      monsoon      lightning

## 3 Read and write the words. Then number the pictures.

- 1 This is the hottest season. summer
- 2 This is the coldest season. \_\_\_\_\_
- 3 This is when it rains too much, and there's water in the streets and buildings. \_\_\_\_\_
- 4 Leaves change color and fall from the trees in this season. \_\_\_\_\_
- 5 This is the light we see in the sky in a storm. \_\_\_\_\_
- 6 This is when it doesn't rain for a long time, and the land is very dry. \_\_\_\_\_



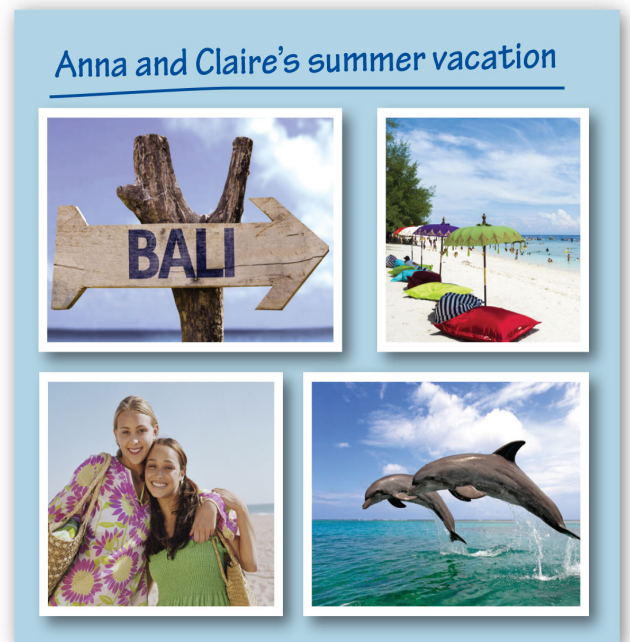
**My picture dictionary** → Go to page 84: Write the new words.

**4** Read and circle the correct words.

- 1 There \_\_\_\_\_ rain, but there \_\_\_\_\_ any thunder or lightning.  
 a was, wasn't      b did, didn't
- 2 \_\_\_\_\_ they play soccer in the rain? Yes, they \_\_\_\_\_ .  
 a Were, were      b Did, did
- 3 Pablo \_\_\_\_\_ go windsurfing because it \_\_\_\_\_ windy.  
 a wasn't, didn't      b didn't, wasn't
- 4 \_\_\_\_\_ your vacation fun? No, it \_\_\_\_\_ .  
 a Was, wasn't      b Did, didn't
- 5 Maria \_\_\_\_\_ enjoy her vacation because there \_\_\_\_\_ a lot of storms.  
 a weren't, did      b didn't, were

**5** Complete the questions and answers.

- 1 Where did Anna go on summer vacation? She \_\_\_\_\_ to Bali with her cousin, Claire.
- 2 What \_\_\_\_\_ the weather like? It \_\_\_\_\_ hot and sunny.
- 3 What \_\_\_\_\_ they do? They \_\_\_\_\_ to the beach every day.
- 4 \_\_\_\_\_ there sharks in the ocean? No, there \_\_\_\_\_ , but there \_\_\_\_\_ dolphins.



**6** Look at activity 5. Write the questions.

- 1 Did Anna go to Bali for a spring vacation?  
 No, she didn't. She went during the summer vacation.
- 2 \_\_\_\_\_  
 No, it wasn't. It was hot and sunny.
- 3 \_\_\_\_\_  
 Yes, they did. They went every day.
- 4 \_\_\_\_\_  
 Yes, there were. There were a lot of dolphins.
- 5 \_\_\_\_\_  
 Yes, it was. It was a lot of fun!

**7** Join the two sentences using *when*.

1 The students were excited. They visited the museum.

*The students were excited when they visited the museum.*

2 Gemma's grandmother moved. She felt sad.

\_\_\_\_\_



3 The weather was awful. Luke and Kate arrived.

\_\_\_\_\_

4 Peter saw the bat. He was scared.

\_\_\_\_\_

5 My father went to India. He lost his cell phone.

\_\_\_\_\_

**8** Put the words in order.

1 was / storm / yesterday. / There / a

*There was a storm yesterday.*

2 saw / happy / Lisa / when / was / her cousins. / she

\_\_\_\_\_

3 rock climbing / didn't / Karen / go / last week.

\_\_\_\_\_

4 Juan / ten, / was / When / went / he / to Brazil.

\_\_\_\_\_

5 floods / were / There / my town / last month. / in

\_\_\_\_\_

**9**  Complete the sentences about you.

1 When I was five, \_\_\_\_\_ .

2 I felt happy when \_\_\_\_\_ .

3 When \_\_\_\_\_ , I felt sad.

**10** *Think* Read the story again. Circle the correct words and then number.



- a Jack and Ruby are **surprised** / **happy** to help Sofia with the island game.
- b Ruby wants to go back to the house because there's a **storm** / **flood**.
- c Sofia wants to **enter** / **watch** a computer game competition.
- 1** d Jack is surprised to see **Sofia** / Ruby.

**11** Read and match the questions and answers.

- |                                      |                            |                                      |
|--------------------------------------|----------------------------|--------------------------------------|
| 1 Who is Jack surprised to see?      | <input type="checkbox"/> c | a Yes, they do.                      |
| 2 What does Sofia want to enter?     | <input type="checkbox"/>   | b No, it isn't.                      |
| 3 Do Jack and Ruby want to help her? | <input type="checkbox"/>   | c Sofia.                             |
| 4 Is the game finished?              | <input type="checkbox"/>   | d Because there's a dangerous storm. |
| 5 Why is Ruby scared?                | <input type="checkbox"/>   | e A computer game competition.       |

**12** *My World* What can you do to show the value: ask your friends for help?

- 1 *You can ask a friend for help with your homework.*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



# Skills: Reading

**13** Read Tom's article in the Pineville school newsletter. Complete with the past tense of the words in the box.

is   isn't   are   rain   go   help   start   arrive   stay   see

## Bad storm hits Pineville!

By Tom Banks

There <sup>1</sup> was a dangerous storm in Pineville last Sunday night. It <sup>2</sup> \_\_\_\_\_ at 9:00 p.m. At first, it was very windy, and there was a lot of thunder and lightning. Then it <sup>3</sup> \_\_\_\_\_ for a long time. There <sup>4</sup> \_\_\_\_\_ floods at the Pineville Shopping Mall and the bus station. A lot of trees fell down. The police <sup>5</sup> \_\_\_\_\_ people get home. It was very scary.

When the teachers, Mr. Jones and Ms. Green, <sup>6</sup> \_\_\_\_\_ at our school on Monday morning, they were surprised. They <sup>7</sup> \_\_\_\_\_ water in our cafeteria, and there was a big tree in the library! The teachers had to leave the school because it <sup>8</sup> \_\_\_\_\_ safe. The Pineville students <sup>9</sup> \_\_\_\_\_ at home last Monday, but they <sup>10</sup> \_\_\_\_\_ back to school last Tuesday. The library is closed until next week. What a mess!



**14** Read and write *true* or *false*.


- 1 The storm started at 8:00 p.m. last Sunday night. false
- 2 There was thunder, lightning, and a lot of wind. \_\_\_\_\_
- 3 The Pineville Shopping Mall fell down. \_\_\_\_\_
- 4 There was a flood in the bus station. \_\_\_\_\_
- 5 The teachers had to stay in the school. \_\_\_\_\_
- 6 The Pineville students didn't go to school on Monday. \_\_\_\_\_

**15** **TIP** A noun is a word that names a person, place, or thing.

Tom Banks lives in Pineville. There was a storm.

Read Tom's article again. Circle six examples of nouns.

# Skills: Writing

**16**  Make notes about a weather event in your town.

Weather event:	_____
Where:	_____
When:	_____
What happened:	1 _____
	2 _____
	3 _____
	4 _____
	5 _____

**17**  Write an article about a weather event in your town.

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# What do the shadows in a painting tell us?

## 1 Read and match.

1 We see short shadows

d

a when the Sun is on the right.

2 Shadows are long

b when the light comes from the side.

3 Artists paint shadows on the right

c when the Sun is on the left.

4 The shadows are on the left

d when the light comes from above.

5 In winter paintings, we often

e see long shadows.

## 2 Circle the shadow in the two drawings. Then answer the questions.



1 Where's the shadow in each picture?

*In picture a, it's on the right of the tree.*

2 Where's the Sun in each picture?

3 Is the shadow in each picture long or short?








4 What season is it in each picture?

## 3 In your notebook, draw and write about the things you can see outside and their shadows.

# Evaluation

**1** Look at Lisa's diary. Then read and circle the correct words.

## Lisa's spring diary

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Snowy	Sunny and cold *Spring vacation	Cloudy and warmer	Thunder and lightning storms *Arrived in Florida!	Rain and wind	Rain and wind	Flood! *Left Florida!
						

This is Lisa's <sup>1</sup>spring / summer diary. It <sup>2</sup>was / were cold on Sunday and Monday. Lisa and her family <sup>3</sup>were / went to Florida on Wednesday. When they arrived, there was an awful <sup>4</sup>drought / storm. They had to leave Florida because there was a <sup>5</sup>flood / rain.

**2** Look at activity 1. Answer the questions.

1 What was the weather like on Monday?

It was sunny and cold on Monday.

3 What was the weather like when they arrived in Florida?

\_\_\_\_\_

5 Was there a drought in Florida?

\_\_\_\_\_

2 Did Lisa visit Florida in the winter?

\_\_\_\_\_

4 What was the weather like on Thursday?

\_\_\_\_\_

6 Did Lisa enjoy her vacation?

\_\_\_\_\_

**3** Complete the sentences about this unit.

✓ = I can ...    ✗ = I can't ...

1 ... name four seasons.

2 ... talk about dangerous weather.

3 ... talk and ask about things that happened in the past.

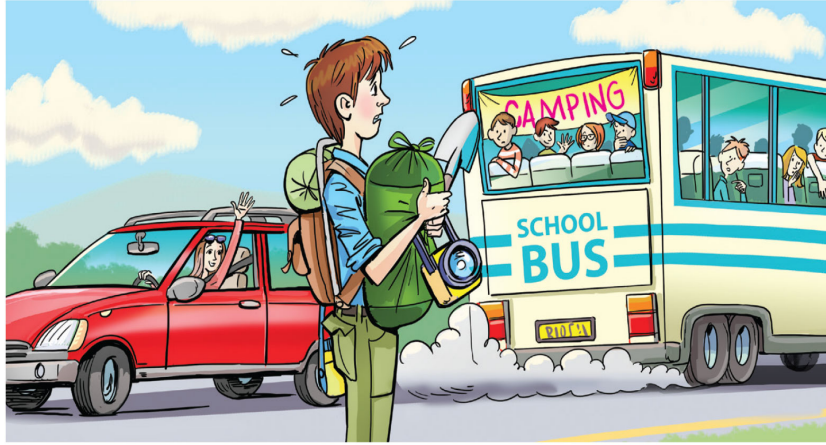
4 ... talk about two things that happened at the same time using *when*.

5 ... talk about asking a friend for help.

6 The part of this unit I found the most interesting was \_\_\_\_\_.



4 Read and complete the sentences. Use the words in parentheses.



- 1 Sam wanted to go camping with his class last month. (want / go)
- 2 He \_\_\_\_\_ early that morning, but he forgot to set his alarm clock. (need / get up)
- 3 Then he forgot his sleeping bag, so he \_\_\_\_\_ home and get it. (have / run)
- 4 He \_\_\_\_\_ very fast to the bus stop, but he was too late. (try / run)
- 5 His mom \_\_\_\_\_ him to the campsite. (have / drive)

5 Put the words in order.

- 1 go / Maria / to / mountain biking. / and / wanted / her family

Maria and her family wanted to go mountain biking.

- 2 the / take / camping trip. / a sleeping bag / forgot / My brother / to / on

- 3 this / bed / I / to / my / had / make / morning.

- 4 their / do / needed / The students / to / homework / last night.

- 5 was / started / The baby / tired. / because / to / she / cry







6 **My World** Complete the sentences about you. Use the words in the box.

want need have

- 1 I \_\_\_\_\_ yesterday.
- 2 I \_\_\_\_\_ last night.
- 3 I \_\_\_\_\_ this morning.

**7** Look at the chart. Then answer the questions.

Ms. Lee's Grade 6 Class To-Do list

sweep the floor	water the plants	collect the books	clean the classroom	wash the cups	turn off the computers
					
Diego    Anna	Sam    Ellie	Ben    Joe	Hae    Akoi	Harry    Olivia	Elena    Leila

1 What did Ms. Lee ask Ben to do?

*She asked him to collect the books.*

2 What did she ask Elena to do?

\_\_\_\_\_

3 What did she ask Sam and Ellie to do?

\_\_\_\_\_

4 What did she ask Harry to do?

\_\_\_\_\_

5 What did she ask Anna to do?

\_\_\_\_\_

**8** Look at activity 7. Write the questions.

1 *What did Ms. Lee ask Olivia to do?*

She asked her to wash the cups.

2

She asked them to clean the classroom.

3

She asked him to sweep the floor.

4

She asked them to collect the books.

5

She asked her to water the plants.

9



Read the story again. Correct the mistakes and then number.



- a The children make tents with sleeping bags and camp in the forest. \_\_\_\_\_
- b The naughty ants are trying to show them something. \_\_\_\_\_
- 1 c Ruby, Jack, and Sofia are on an island in Sofia's book. game
- d They find a photograph of the island. \_\_\_\_\_

10

Read and circle the correct answers.

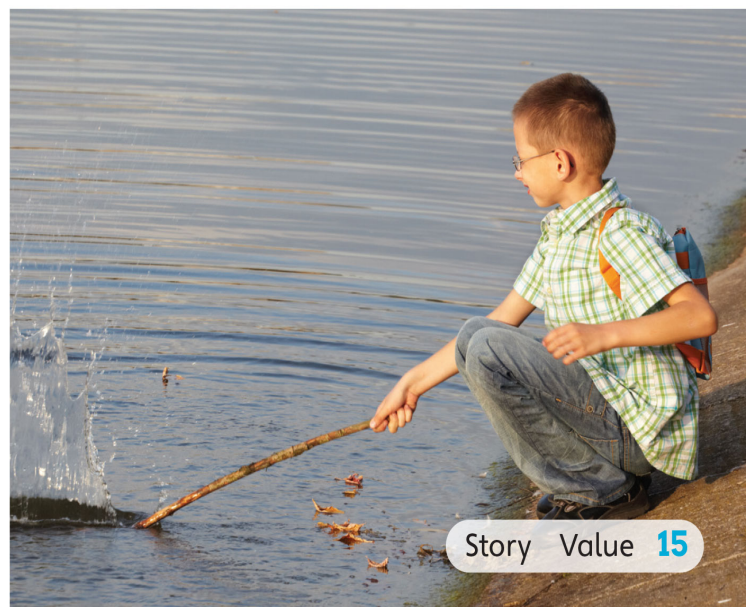
- 1 Where are the children?  
a They're at home.    b They're on an island.
- 2 What are the ants doing?  
a They're showing the children a map.    b They're showing the children the island.
- 3 Where is the map?  
a It's in a tree.    b It's in a tent.
- 4 Do the children have tents in their backpacks?  
a Yes, they do.    b No, they don't.
- 5 What do they use to make tents?  
a They use blankets.    b They use maps.

11



What can you do to show the value: be resourceful?

- 1 You can use a stick to get something out of water.
- 2 You can use the Internet to \_\_\_\_\_
- 3 You can use \_\_\_\_\_  
to \_\_\_\_\_



## Skills: Reading

12 Read and complete the story. Use the words in parentheses.



Carol is a smart girl, but she always forgets things. One day, she went hiking in the jungle. It <sup>1</sup> started (start) to rain. She <sup>2</sup> \_\_\_\_\_ (forget) to <sup>3</sup> \_\_\_\_\_ (take) an umbrella, so she <sup>4</sup> \_\_\_\_\_ (have) to use a big leaf to keep dry. Then she got very thirsty. She forgot <sup>5</sup> \_\_\_\_\_ (take) her water bottle, so she <sup>6</sup> \_\_\_\_\_ (have) to <sup>7</sup> \_\_\_\_\_ (use) her hat to get water from a waterfall. She was tired. She <sup>8</sup> \_\_\_\_\_ (forget) to take a sleeping bag, so she <sup>9</sup> \_\_\_\_\_ (need) to <sup>10</sup> \_\_\_\_\_ (put) her blanket between two trees. She tried <sup>11</sup> \_\_\_\_\_ (go) home, but she <sup>12</sup> \_\_\_\_\_ (get) lost because she didn't have a map. She <sup>13</sup> \_\_\_\_\_ (need) to go west, so she <sup>14</sup> \_\_\_\_\_ (look) at the Sun to find her way home. Carol is a very smart girl!

13 Look at activity 12. Read and complete the sentences.

Carol forgot to take an umbrella . → She used a big leaf .

She forgot to take \_\_\_\_\_ . → She used \_\_\_\_\_ .

She forgot to take \_\_\_\_\_ . → She used \_\_\_\_\_ .


She forgot to take \_\_\_\_\_ . → She used \_\_\_\_\_ .

14 **TIP** A verb is an action word. *Is, are, and am* are verbs, too.

*I forgot my umbrella when I went out. I got wet because it was raining.*

Read Carol's story again. Circle six examples of verbs in the story.

## Skills: Writing

- 15**  Imagine a story about someone being resourceful. Make notes about what he/she did.

Where was he/she? \_\_\_\_\_

What did he/she forget to take?  
\_\_\_\_\_


→ What did he/she use?  
\_\_\_\_\_

What did he/she forget to take?  
\_\_\_\_\_

→ What did he/she use?  
\_\_\_\_\_

What did he/she forget to take?  
\_\_\_\_\_

→ What did he/she use?  
\_\_\_\_\_

- 16**  Write a story about someone being resourceful.



# How do we estimate measurements?

1 Match the pictures to the questions. Then match the questions and answers.



- |                                   |                            |                                |
|-----------------------------------|----------------------------|--------------------------------|
| 1 How much orange juice is there? | <input type="checkbox"/> a | There's about 5 liters.        |
| 2 How heavy is the backpack?      | <input type="checkbox"/> b | It's about 6 kilograms.        |
| 3 How long is the flashlight?     | <input type="checkbox"/> c | There's about 100 milliliters. |
| 4 How much water is there?        | <input type="checkbox"/> d | It's about 20 centimeters.     |

2 This line shows the numbers 0–100 divided into tens. Estimate where the numbers in the box are on the line.

45 32 50 67 75 98



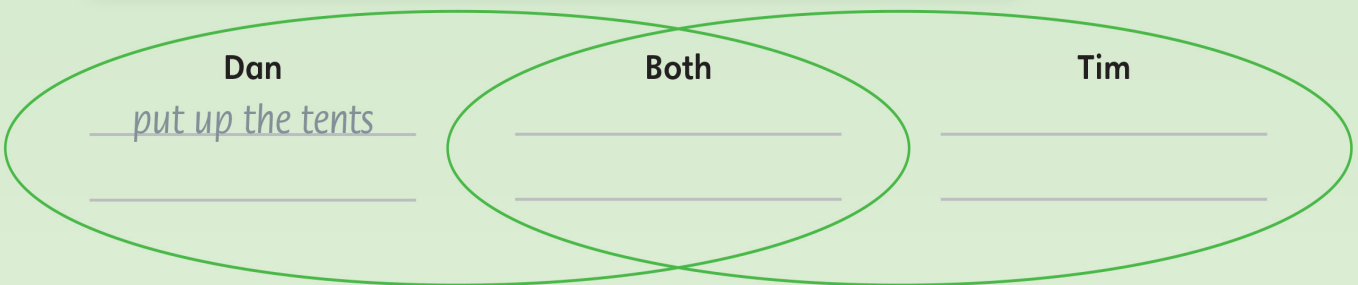
3 Estimate which numbers the arrows are pointing to on these lines.



# Evaluation

1 **Think** Look at Mr. Wood's to-do list. Complete the Venn diagram.

Mr. Wood's to-do list	Andy	Sara	Tim	Pam	Dan
collect the flashlights		✓	✓		
put up the tents	✓	✓		✓	✓
wash the bowls			✓	✓	
cook the dinner		✓	✓		✓
dry the cups and plates	✓	✓		✓	✓
put away the blankets	✓		✓		✓



2 Look at activity 1. Write the sentences.

1 Mr. Wood / ask / Sara and Tim

Mr. Wood asked Sara and Tim to collect the flashlights.

2 have to / the blankets

\_\_\_\_\_

3 Mr. Wood / ask / Tim and Pam

\_\_\_\_\_

4 have to / the tents

\_\_\_\_\_

3 Complete the sentences about this unit.

✓ = I can ...    ✗ = I can't ...

1 ... name ten camping things.

2 ... talk about what people *needed to, forgot to, tried to, had to do*.

3 ... ask and answer *What did ... ask ... to do?* questions.

4 ... talk about being resourceful.

5 ... write a story about being resourceful.

6 The part of this unit I need to practice is \_\_\_\_\_.

# 2

# Talent show

**1** *Think* Write the words. Then number the pictures.

- 1 l y p a t t i s n n u m r e s \_\_\_\_\_ *play instruments*
- 2 g l j e u g \_\_\_\_\_
- 3 d a e r t e r o y p \_\_\_\_\_
- 4 t p i n a a i r o s t r t p \_\_\_\_\_
- 5 k e a m l p u t u c r s e s \_\_\_\_\_
- 6 o d k s r t c i \_\_\_\_\_



**2** *Think* Complete the chart. Use the words in the box.

tell jokes   do acrobatics   do street dancing  
do tricks   play instruments   do cartwheels

Things people can do sitting down	Things people can't do sitting down
<i>tell jokes</i>	_____
_____	_____
_____	_____

**3** *My World* Complete the sentences about your friends and family.

- 1 \_\_\_\_\_ is good at telling jokes.
- 2 \_\_\_\_\_ is good at playing an instrument.
- 3 \_\_\_\_\_ is good at \_\_\_\_\_.

**My picture dictionary** → Go to page 86: Write the new words.

**4** Look and complete the sentences.



- 1 Sandra is better than Jen at street dancing.
- 2 Dave is \_\_\_\_\_ at doing cartwheels.
- 3 Tom is \_\_\_\_\_ Sue at playing a musical instrument.
- 4 Tim is \_\_\_\_\_ at street dancing.
- 5 Matt is \_\_\_\_\_ than Joe at doing cartwheels.

**5** Look at activity 4. Write the sentences.

- 1 Jen is the worst at street dancing. \_\_\_\_\_ (Jen / street dancing)
- 2 \_\_\_\_\_ (Joe / Dave / do cartwheels)
- 3 \_\_\_\_\_ (Bea / play a musical instrument)
- 4 \_\_\_\_\_ (Sandra / Tim / street dancing)
- 5 \_\_\_\_\_ (Tom / play a musical instrument)

**6** Complete the chart about you and a friend. Then write sentences.

	Better	Worse
Me		
My friend		

- 1 I'm better than my friend at \_\_\_\_\_ .
- 2 I'm worse \_\_\_\_\_ .
- 3 My friend \_\_\_\_\_ .
- 4 \_\_\_\_\_ .

**7** Look and answer the questions.



- 1 Who's better at reading poetry, Pete or Liam? \_\_\_\_\_ Liam is. \_\_\_\_\_
- 2 Who's the worst at making sculptures? \_\_\_\_\_
- 3 Who's better at painting portraits, Bob or Eva? \_\_\_\_\_
- 4 Who's the best at reading poetry? \_\_\_\_\_
- 5 Who's worse at making sculptures, Jake or Nadia? \_\_\_\_\_

**8** Look at activity 7 and write the questions. Use the words in parentheses.

- 1 Who's the best at making sculptures? \_\_\_\_\_ (best)  
George is.
- 2 \_\_\_\_\_ (worse / Bob / Rosa)  
Rosa is.
- 3 \_\_\_\_\_ (worst)  
Cindy is.
- 4 \_\_\_\_\_ (better / Nadia / Nick)  
Nadia is.
- 5 \_\_\_\_\_ (best)  
Oliver is.

**9** Read and complete.

**Paula:** You're very good at street dancing, Clara.

**Clara:** Thanks, but I'm not the <sup>1</sup> best in my family. My brother, Lucas, is <sup>2</sup> \_\_\_\_\_ than me.

**Paula:** Who's <sup>3</sup> \_\_\_\_\_ at doing cartwheels, you or your brother?

**Clara:** My brother <sup>4</sup> \_\_\_\_\_. He's very good, but he's <sup>5</sup> \_\_\_\_\_ than me at doing acrobatics.

**Paula:** <sup>6</sup> \_\_\_\_\_ the best in your family at playing sports?

**Clara:** My sister <sup>7</sup> \_\_\_\_\_. She plays basketball every Saturday morning.

**Paula:** Do you go with her?

**Clara:** No, I don't. I'm the <sup>8</sup> \_\_\_\_\_ in my family at waking up early. I always want to sleep!

- 10** **Think** Read the story again. Circle the correct words and then number.



- 1 The children follow \_\_\_\_\_ to the canoe.  
 a an animal    b some footprints    c the map
- Jack stops the canoe safely away from the \_\_\_\_\_ .  
 a hippos    b crocodiles    c fish
- Jack tries to slow the \_\_\_\_\_ down.  
 a river    b canoe    c hippos
- They get in the canoe with the \_\_\_\_\_ and the compass.  
 a map    b tent    c river

- 11** Read and correct the sentences.

1 The children follow the very small footprints.

The children follow the very big footprints.

2 Jack finds the compass in a canoe.

3 Sofia is the worst at reading the map.

4 The children follow the river south.

5 The children are scared of the fish in the water.

- 12** **My World** Write about two ways you showed the value: work together.

1 My sister and I made dinner together.

2 \_\_\_\_\_

3 \_\_\_\_\_



# Skills: Reading

## 13 Read Emily's email. Circle the correct words.


✍️ 📎 📧 🔍
 
🔴 🟡 🟢

Hello Grandma,

I want to tell you about my new friend, Zoey. I met Zoey last month at dance class. We like going hiking together. We like going shopping together, too. We do everything together! We're both friendly and talkative. We're both very smart, too! Zoey's very artistic. She's <sup>1</sup>**better** / **best** at painting and making sculptures than I am, but I'm sportier than she is. I'm <sup>2</sup>**good** / **better** at doing cartwheels and skateboarding than she is.

I'm <sup>3</sup>**better** / **best** at playing musical instruments, too. We had a talent show at school. The teacher asked Zoey and me to play the piano. When we played at the show, everyone was surprised! Zoey was the <sup>4</sup>**better** / **best**, not me. Why? Zoey is more hardworking than I am. She practiced every day, but I didn't. I went skateboarding and rock climbing. I watched TV and played video games, too. I was happy for her. Now I know that if you want to be the <sup>5</sup>**best** / **good**, you have to work hard!

Love,  
Emily



## 14 Look at activity 13. Read and write *true* or *false*.

- 1 Emily met Zoey at singing class. \_\_\_\_\_ *false* \_\_\_\_\_
- 2 Zoey is better at painting than Emily. \_\_\_\_\_
- 3 Emily is better at making sculptures than Zoey. \_\_\_\_\_
- 4 Emily practiced the piano every day but Zoey didn't. \_\_\_\_\_
- 5 Emily thinks that having fun is more important than working hard if you want to be the best. \_\_\_\_\_

## 15 *Think* Complete the chart. Use the words in the box.


more artistic    smart    ~~sportier~~    friendly  
 better at skateboarding    better at painting

Emily	Zoey	Both
_____ <i>sportier</i> _____	_____	_____
_____	_____	_____

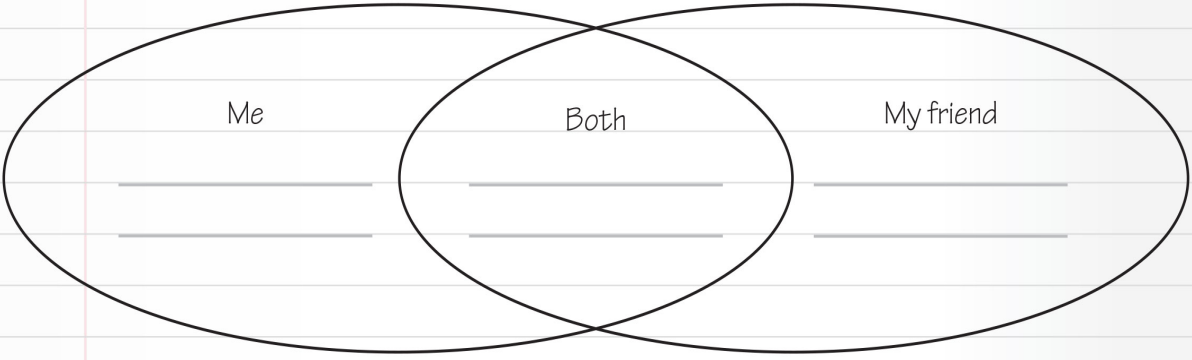
## 16 *TIP* An adjective is a word that describes nouns.

Emily and Zoey are *friendly*. The park is *big*. The pencil is *new*.  
 Read Emily's email again. Circle the examples of adjectives.

# Skills: Writing

**17**  Make notes about you and a friend.

My friend's name: \_\_\_\_\_  
Where we met: \_\_\_\_\_  
Things we like doing together: \_\_\_\_\_  
Adjectives to describe us:

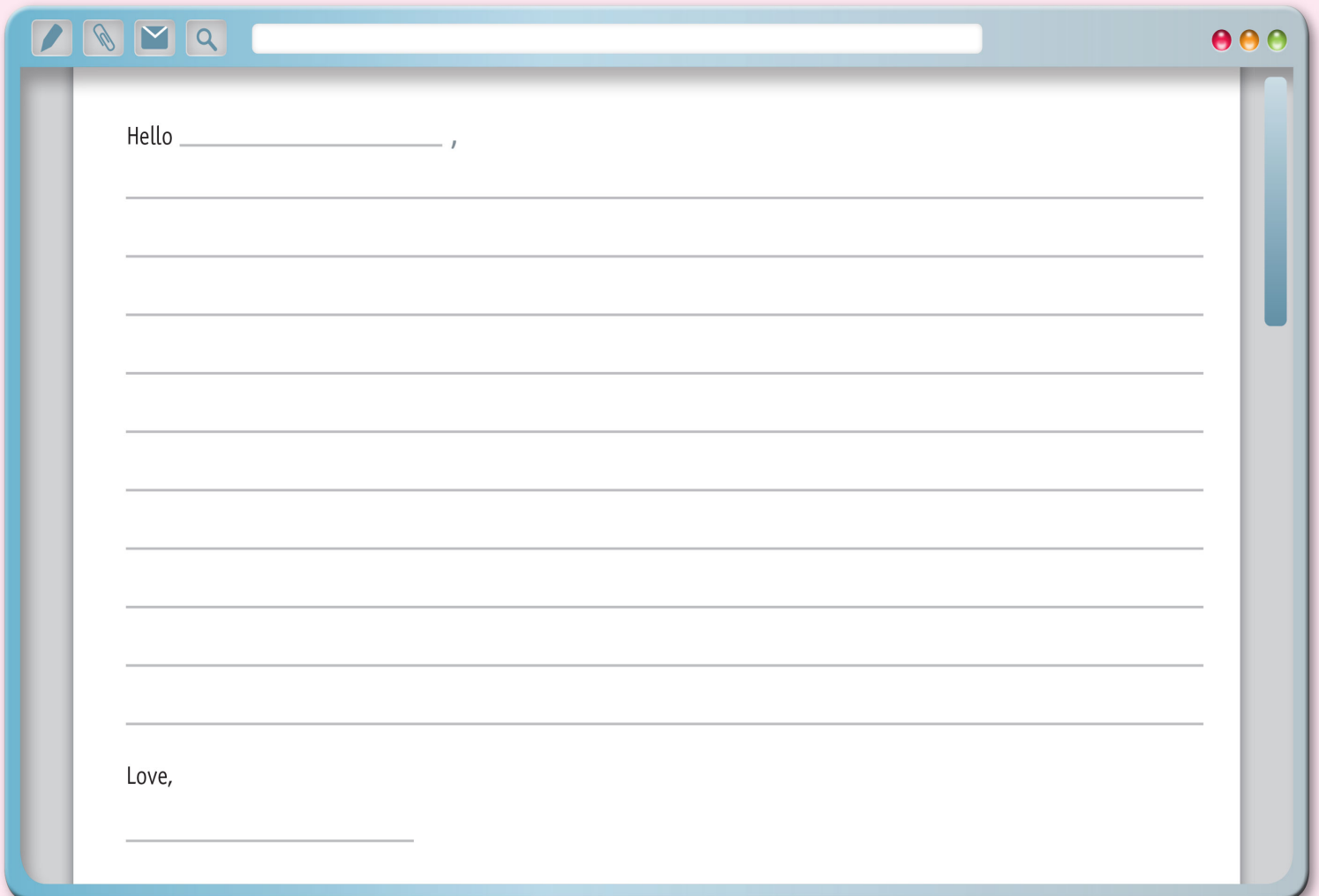


Me                      Both                      My friend

\_\_\_\_\_

\_\_\_\_\_

**18**  Write an email about you and your friend.



Hello \_\_\_\_\_ ,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Love,

\_\_\_\_\_

# What abilities do we need for physical activities?

## 1 Read and circle the correct words.

- 1 Some acrobats need **strength** / **speed** to lift other acrobats up in the air.
- 2 Runners and swimmers need **balance** / **speed** to win a race.
- 3 When we climb high mountains, we need **speed** / **stamina** to help us.
- 4 Ballet dancers and gymnasts need good **stamina** / **balance** to stand on one leg.

## 2 Write sentences about what we need for these physical activities.



1 *When we do cartwheels, we need balance.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

## 3 Think of three physical activities you do. For each activity, write what you need: speed, strength, stamina, or balance.

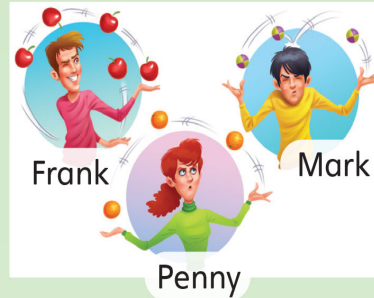
1 When I \_\_\_\_\_, I need \_\_\_\_\_.

2 \_\_\_\_\_

3 \_\_\_\_\_

# Evaluation

## 1 Look and complete the sentences.



- 1 Tina is worse at making sculptures than Kevin.
- 2 Joe is the \_\_\_\_\_ making sculptures.
- 3 Frank \_\_\_\_\_ than Penny.
- 4 Mark \_\_\_\_\_ .
- 5 Sarah \_\_\_\_\_ than Simon.
- 6 Anna \_\_\_\_\_ .

## 2 Complete the questions and answers.

- 1 Who's better at doing tricks, Mr. Lee or Mr. Jones?  
Mr. Jones \_\_\_\_\_ . He's very good.
- 2 \_\_\_\_\_ at reading poetry?  
Jimmy \_\_\_\_\_ . He's not good at all.
- 3 \_\_\_\_\_ at telling jokes, your father or \_\_\_\_\_ ?  
My mother \_\_\_\_\_ . She's really funny.
- 4 \_\_\_\_\_ at painting portraits?  
Olivia \_\_\_\_\_ . Her portraits are beautiful.
- 5 \_\_\_\_\_ at doing cartwheels, \_\_\_\_\_ or your friend?  
I \_\_\_\_\_ . I always fall down!

## 3 Complete the sentences about this unit.

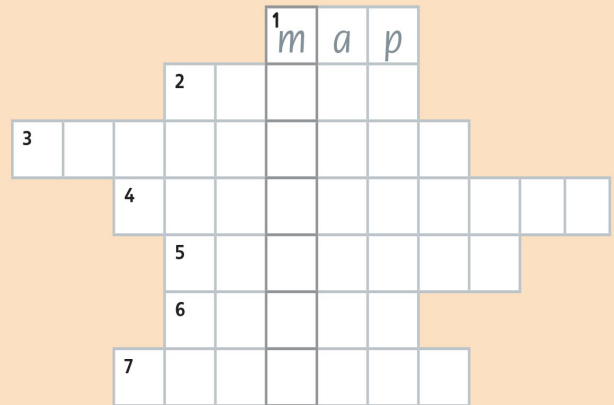
✓ = I can ...    ✗ = I can't ...

- 1 ... name ten talent show activities.
- 2 ... compare using *better*, *best*, *worse*, and *worst*.
- 3 ... ask and answer questions comparing people.
- 4 ... talk about working together.
- 5 ... write an email comparing people.
- 6 The part of this unit I found the most useful was \_\_\_\_\_ .

# Review Units 1 and 2

**1** *Think* Read and complete the word puzzle and find the secret word.

- 1 This helps us find places.
- 2 This is bad weather. Sometimes there's rain, thunder, and lightning.
- 3 This is a quick light in the sky.
- 4 This helps us see in the dark.
- 5 This is when there's no rain.
- 6 This is when there is too much water in streets and buildings.
- 7 We put this around bodies to keep warm.



The secret word is \_\_\_\_\_

**2** Write sentences. Use the correct form of the verbs.

- 1 when / Kevin / arrive / Florida / start / rain

*When Kevin arrived in Florida, it started to rain.*

- 2 John / forget / take / map / last weekend

- 3 there / is / flood / last spring

- 4 Larry / better / tell jokes / Henry

- 5 Ms. Hill / ask / students / wash / cups / yesterday

- 6 who / worse / make sculptures / Jean / Sam?

**3** *Think* Circle the one that doesn't belong.

- |   |                   |                 |               |
|---|-------------------|-----------------|---------------|
| 1 | backpack          | sleeping bag    | drought       |
| 2 | winter            | summer          | storm         |
| 3 | do street dancing | read poetry     | tell jokes    |
| 4 | thunder           | fall            | lightning     |
| 5 | do acrobatics     | paint portraits | do cartwheels |
| 6 | flashlight        | water bottle    | cup           |

4



Read and write the names.



My name's Justin. Yesterday, my friends and I did a talent show. It was great! I told jokes because my friends say that I'm funny. Kat is the best at playing musical instruments. She played the guitar and sang. Eva read poetry, Andy did acrobatics, and Fraser juggled. Paula is artistic. She painted a portrait of me!

Before the show, everyone was very nervous. We all talked a lot. Can you guess who said these sentences?

- 1 I need to find my book of poems.
- 2 Oh, no! I forgot to bring my paintbrush!
- 3 I have to make people laugh!
- 4 I don't want to drop the balls.
- 5 I need to have good balance.
- 6 Shh! I'm trying to practice my song.

Eva

---

---

---

---

---

---

5



Answer the questions about you.

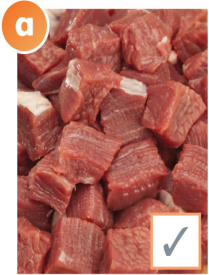
- 1 Was there a drought in your country last summer?  
\_\_\_\_\_
- 2 What do you need to do after school tomorrow?  
\_\_\_\_\_
- 3 What did your mom ask you to do yesterday?  
\_\_\_\_\_
- 4 Who is the worst at telling jokes in your family?  
\_\_\_\_\_
- 5 Who is the best at doing cartwheels in your class?  
\_\_\_\_\_

# 3

# International food

**1** *Think* Complete the words. Then check (✓) the correct ingredients.

1 I like s t e w.



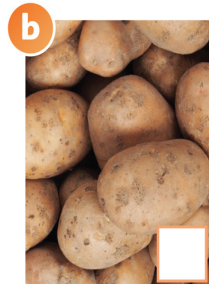
2 I don't like \_ u \_ \_ i.



3 I'd like to try \_ oo \_ \_ e \_ .



4 I often eat \_ i \_ \_ a \_ \_ \_ i \_ \_ .



**2** Read and write the words.

1 These are from China. They're made with flour, meat, and vegetables.

dumplings

2 This food is from India. Sometimes it's yellow. It's made with meat and vegetables.

\_\_\_\_\_

3 This food is from Mexico. It's made with flour, meat, cheese, and vegetables.

\_\_\_\_\_

4 This food is from Spain. It has rice, vegetables, and meat or fish.

\_\_\_\_\_

5 This food is from Greece. It's made from meat and vegetables.

\_\_\_\_\_

**3** *My World* Which food is your country famous for? Name two.

1 My country is famous for \_\_\_\_\_ .

2 It's famous for \_\_\_\_\_ , too.

**My picture dictionary**  Go to page 87: Write the new words.

4

## Write sentences.



1 I / my mom / make noodles for lunch / today

*I want my mom to make noodles for lunch today.*

2 Pablo / Ray / play soccer / yesterday

3 Our teacher / us / speak English / every day

4 Helen's dad / her / try / dumplings / last night

5 Jenny / Greg / play volleyball / every afternoon

5

## Read and correct the sentences.

1 I wanted my mom to **made** some noodles.

*I wanted my mom to make some noodles.*

2 She wanted Zak try a kebab.

3 My sister wanted we to buy fish and chips.

4 Rick want me to make rice and beans for dinner.

5 We wanted our dad to bought tacos for lunch.

6



## What do your mom and dad want you to do? Write two things.

1 My mom \_\_\_\_\_ .

2 My dad \_\_\_\_\_ .

**7** Read and complete the sentences. Use the words in parentheses.



- 1 I went to the supermarket to buy some rice. (go / buy)
- 2 I \_\_\_\_\_ some rice \_\_\_\_\_ some sushi. (buy / make)
- 3 I \_\_\_\_\_ some sushi \_\_\_\_\_ to a party. (make / take)
- 4 My friend Tina \_\_\_\_\_ a cake \_\_\_\_\_ our friend, Jake. (bake / give)
- 5 We all \_\_\_\_\_ to the party \_\_\_\_\_ a good time. (go / have)

**8** Look and write sentences.



- JAKE'S TO-DO LIST**
- Call friends – invite them for dinner
  - Go to the bookstore – buy a recipe book
  - Go to the market – buy meat
  - Buy flour – make dumplings
  - Make a cake – have for dessert

- LAURA'S TO-DO LIST**
- Catch a bus – go to town
  - Go to the park – meet Anna
  - Take a ball – play soccer
  - Go to the store – buy juice and chips
  - Go home – watch TV



- 1 Laura / buy juice and chips  
Laura went to the store to buy juice and chips.
- 2 Jake / buy a recipe book  
\_\_\_\_\_
- 3 Laura / watch TV  
\_\_\_\_\_
- 4 Jake / buy meat  
\_\_\_\_\_

**9** Look at activity 8. Answer the questions.

- 1 Why did Laura catch a bus?  
She caught a bus to go to town.
- 2 Why did Jake make a cake?  
\_\_\_\_\_
- 3 Why did Jake buy flour?  
\_\_\_\_\_
- 4 Why did Laura take a ball to the park?  
\_\_\_\_\_
- 5 Why did Jake call his friends?  
\_\_\_\_\_

**10** *Think* Read the story again. Match and then number.



- |                            |  |   |  |
|----------------------------|--|---|--|
| <input type="checkbox"/> 1 | The children are hungry, but they <u>c</u> | a | the yeti and forget the map and compass. |
| <input type="checkbox"/>   | They run away from _____                   | b | vegetables, and they cook an omelette.   |
| <input type="checkbox"/>   | They find another _____                    | c | can't take the bird's eggs.              |
| <input type="checkbox"/>   | They find more _____                       | d | egg close to some onions.                |

**11** Answer the questions.

1 Can the children take the animals' eggs?

*No, they can't.*

2 What do they find in the basket?

\_\_\_\_\_

3 Do they find some fruit?

\_\_\_\_\_

4 What do they cook?

\_\_\_\_\_

5 What do they forget?

\_\_\_\_\_

**12** *My World* Think of four kinds of food you usually eat to show the value: eat healthy food.

1 *I usually eat an apple at lunchtime.*

2 \_\_\_\_\_

3 \_\_\_\_\_


4 \_\_\_\_\_

5 \_\_\_\_\_



## Skills: Reading

13 Read Steph's food blog. Then number the photographs.





### Steph the Chef


Last night, my family and I went to my grandmother's house to enjoy a family dinner. Grandma wanted me to help her cook (because I'm Steph the Chef, of course!). We cooked a wonderful American dish called Macaroni Cheese. It's one of my favorite dishes. I want to share the recipe with you today.


#### Chef Steph's Grandma's Easy, Cheesy Macaroni Cheese


1 box of pasta	•	Cook the pasta for 8 minutes. Mix the egg and milk. Add butter and cheese to the egg and milk. Put the pasta in a baking dish. Pour the egg, milk, butter, and cheese mixture on the pasta. Bake at 175 degrees for 30 to 40 minutes until the top is golden brown.
1 egg	•	
2 cups of milk	•	
2 tablespoons of butter	•	
2½ cups of cheese	•	Mmmm. Serve the pasta with vegetables or a salad for an easy, delicious meal. Enjoy!

**a** 

**b** 

**c** 

**d** 

**e**  1

14 Look at activity 13. Answer the questions.

- 1 Where did Steph and her family go?  
*They went to Steph's grandmother's house.*
- 2 What did Steph's grandmother want her to do?  
\_\_\_\_\_
- 3 What did they make?  
\_\_\_\_\_
- 4 Is it difficult to make?  
\_\_\_\_\_
- 5 What ingredients are in the recipe?  
\_\_\_\_\_

15 **TIP** When giving instructions, don't use *you*. Start the sentence with a verb.

- X You mix the egg and the milk.
- ✓ Mix the egg and the milk.

Read Steph's blog again. Underline three sentences that give instructions.

## Skills: Writing

16



Make notes about a recipe you like. Write the ingredients you need and then number the ingredients in the order you use them.

Diagram for recipe notes:

- Central oval: **Name of dish** \_\_\_\_\_
- Top oval: \_\_\_\_\_
- Top-right oval: \_\_\_\_\_
- Bottom-right oval: \_\_\_\_\_
- Bottom oval: \_\_\_\_\_
- Bottom-left oval: \_\_\_\_\_
- Top-left oval: \_\_\_\_\_

17



Write a food blog and include a recipe.

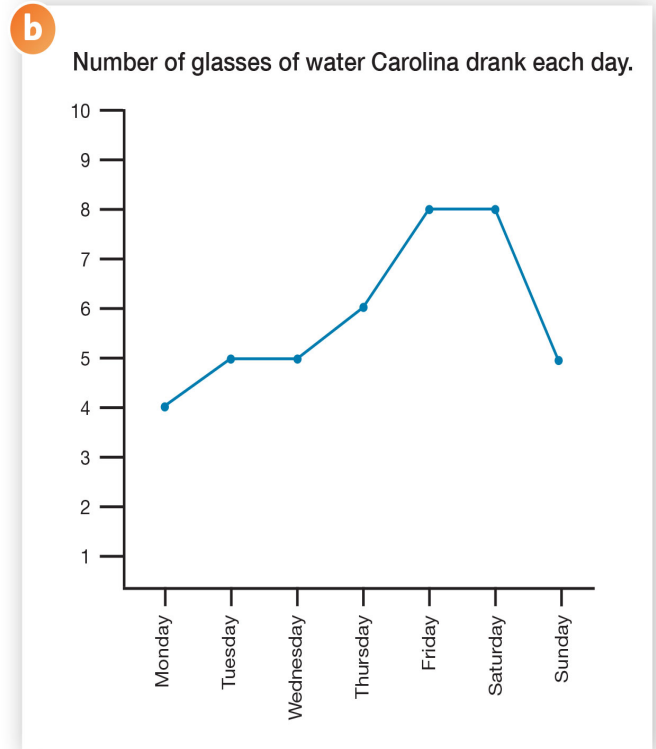
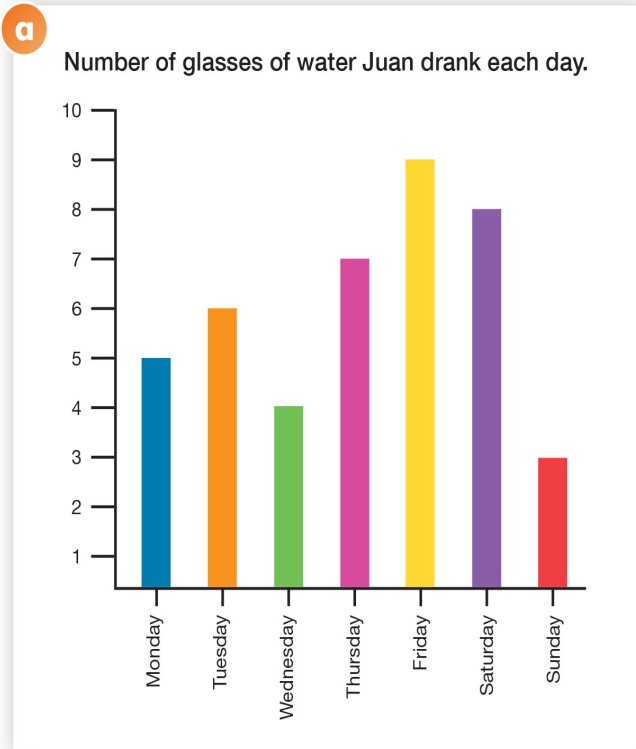
Digital writing interface for a food blog.

# Why is it important to drink water?

## 1 Read and circle the correct words.

- 1 Some / **Most** / All of the brain is water.
- 2 The water we lose when we're very hot is called perspiration / blood / skin.
- 3 When we don't drink water, we sometimes have a toothache / an earache / a headache.
- 4 It's important to drink 4-6 / 6-8 / 8-10 glasses of water a day.

## 2 Look at the bar chart and line graph. Answer the questions.



- 1 Who drank five glasses of water on Sunday? Carolina
- 2 Which day did Juan drink the most water? \_\_\_\_\_
- 3 Which day did Carolina drink six glasses of water? \_\_\_\_\_
- 4 Which day did the children drink the same number of glasses of water? \_\_\_\_\_
- 5 Who drank the most water this week? \_\_\_\_\_

## 3 Look at activity 2. Write questions and ask a friend.

- 1 Who drank \_\_\_\_\_ glasses of water on \_\_\_\_\_ ?
- 2 How many glasses of water \_\_\_\_\_ ?
- 3 \_\_\_\_\_

# Evaluation

## 1 Read and match.

- |  |                                |  |
|--|--------------------------------|--|
| 1 Ethan went to an Indian restaurant   | <input type="text" value="b"/> | a to learn to make kebabs.                 |
| 2 Olivia bought rice                   | <input type="text"/>           | b to have curry.                           |
| 3 Sandra went to a Greek cooking class | <input type="text"/>           | c to put in the tacos.                     |
| 4 Oscar went to the supermarket        | <input type="text"/>           | d to buy meat and vegetables for the stew. |
| 5 Seth bought potatoes                 | <input type="text"/>           | e to make sushi.                           |
| 6 Miguel cooked the meat               | <input type="text"/>           | f to make fish and chips.                  |

## 2 Read and circle the correct answers.

- My mom wanted me to \_\_\_\_\_ .  
a made my bed                      b make my bed
- The boy went to the park \_\_\_\_\_ .  
a to go skateboarding              b to went skateboarding
- Paul wanted his sister \_\_\_\_\_ .  
a make tacos for dinner              b to make tacos for dinner
- My dad bought some flowers \_\_\_\_\_ .  
a to give to my mom                  b to gave to my mom
- The teacher wants her students to \_\_\_\_\_ .  
a study hard                              b studied hard
- May made dumplings and noodles \_\_\_\_\_ .  
a to took to the party                  b to take to the party
- My grandparents wanted us to \_\_\_\_\_ .  
a visit them last summer              b visited them last summer

## 3 Complete the sentences about this unit.

✓ = I can ...      ✗ = I can't ...

- ... name ten international foods.
- ... talk about people wanting someone to do something.
- ... talk about why someone did something using to.
- ... talk about eating healthy food.
- ... write a food blog with a recipe.
- The part of this unit I enjoyed the most was \_\_\_\_\_ .

# 4

# Music

1 **Think** Look and write the words.

electric guitar keyboard flute violin clarinet trombone



Scott can play the  
clarinet.



Amy can play the  
\_\_\_\_\_.



Kai can play the  
\_\_\_\_\_.



Maria can play the  
\_\_\_\_\_.



Josh can play the  
\_\_\_\_\_.



Amelia can play the  
\_\_\_\_\_.

2 **Think** Circle the one that doesn't belong.

- |            |           |                 |
|------------|-----------|-----------------|
| 1 trumpet  | saxophone | <u>keyboard</u> |
| 2 violin   | trombone  | electric guitar |
| 3 flute    | cymbals   | drums           |
| 4 clarinet | violin    | flute           |

3 **My World** What's your favorite and least favorite instrument?

- My favorite \_\_\_\_\_.
- My least favorite \_\_\_\_\_.

**My picture dictionary** → Go to page 88: Write the new words.

**4** Complete the chart.

Adjective	Adverb
loud	_____
quiet	_____
good	_____
bad	_____
beautiful	_____
quick	_____

**5** Look and write sentences. Use the words in parentheses.



Ruben plays the cymbals \_\_\_\_\_  
loudly. (Ruben / loud)



\_\_\_\_\_ (Mel / beautiful)



\_\_\_\_\_ (Jen / quiet)



\_\_\_\_\_ (Joe / good)



\_\_\_\_\_ (Nina / bad)

**6** **My World** Complete the sentences about you.

- I \_\_\_\_\_ well.
- I \_\_\_\_\_ quickly.
- I \_\_\_\_\_ quietly.

**7** Read and complete the sentences. Use the words in parentheses.



- 1 Dan plays the drums more loudly than Leah does (loudly).
- 2 Kim plays \_\_\_\_\_ Ed does (quickly).
- 3 Rosa \_\_\_\_\_ (better).
- 4 May \_\_\_\_\_ (beautifully).
- 5 Leah \_\_\_\_\_ (quietly).

**8** Look at activity 7. Write the questions.

- 1 Who plays the keyboard more slowly, Kim or Ed?  
Ed does.
- 2 \_\_\_\_\_  
May does.
- 3 \_\_\_\_\_  
Sara does.
- 4 \_\_\_\_\_  
Dan does.
- 5 \_\_\_\_\_  
Rosa does.

**9**  Complete the sentences about you.

- 1 I play an instrument \_\_\_\_\_ than \_\_\_\_\_ does.
- 2 I run \_\_\_\_\_ than \_\_\_\_\_ does.
- 3 \_\_\_\_\_ does gymnastics \_\_\_\_\_ than I do.
- 4 \_\_\_\_\_ sings \_\_\_\_\_ than I do.

**10** *Think* Read the story again. Circle the correct words and then number.



- a It's an ocarina. **Jack / Ruby** tries to copy the tune.
- b The yeti gives the children a **tablet / present**.
- 1 c Jack, Ruby, and Sofia go back and find the **map** / yeti and the compass.
- d The magic **tablet / ocarina** takes the children and the yeti away!

**11** Read and complete. Use the words in the box.

going   ~~compass~~   ocarina   slowly   present   yeti   quickly

The children go back and get their map and <sup>1</sup> compass . Then they see the <sup>2</sup> \_\_\_\_\_ . He gives them a <sup>3</sup> \_\_\_\_\_ . It's an <sup>4</sup> \_\_\_\_\_ . Jack plays the ocarina. He plays it <sup>5</sup> \_\_\_\_\_ and then again more <sup>6</sup> \_\_\_\_\_ . What's happening? The children and the yeti are <sup>7</sup> \_\_\_\_\_ away.

**12** *My World* What can you do to show the value: persevere?

- 1 You can practice a musical instrument every day.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_







# How do string instruments make high and low sounds?

1 Complete the sentences. Use the words in the box.

high vibrate low quickly lower higher

- 1 A string instrument makes a sound when the strings vibrate.
- 2 When something vibrates slowly, it makes a \_\_\_\_\_ sound.
- 3 When something vibrates quickly, it makes a \_\_\_\_\_ sound.
- 4 When we play a guitar, the thick strings make a \_\_\_\_\_ sound than the thin strings.
- 5 Short strings vibrate more \_\_\_\_\_ than long strings.
- 6 Short strings make a \_\_\_\_\_ sound than long strings.

2 Look and answer the questions.



- 1 Who is making a high-pitched sound?  
Katie
- 2 Why is the sound higher?  
Because the string is \_\_\_\_\_.
- 3 Who is making a low-pitched sound?  
\_\_\_\_\_
- 4 Why is the sound lower?  
\_\_\_\_\_  
\_\_\_\_\_
- 5 Alice makes the guitar string tighter.  
What happens to the sound it makes?  
\_\_\_\_\_  
\_\_\_\_\_

3 In your notebook, design and write about a string instrument.

# Evaluation

**1** Read and complete. Use the correct form of the words in the boxes.

quiet bad good

My name is Linda, and I'm in the school band. I love music. I play the trombone and the trumpet. I play them very <sup>1</sup> well . Everyone says I'm the best. I like to sing, too, but I sing <sup>2</sup> \_\_\_\_\_ . Sometimes our teacher asks me to sing more <sup>3</sup> \_\_\_\_\_ !

quick slow bad

I'm not very sporty. I always run very <sup>4</sup> \_\_\_\_\_ . I never win a race. My best friend, Nick, runs more <sup>5</sup> \_\_\_\_\_ than I do. And I'm <sup>6</sup> \_\_\_\_\_ at playing soccer than all the other kids in my class!

quiet quick loud

I'm very friendly and talkative. I talk more <sup>7</sup> \_\_\_\_\_ than any of my friends. Sometimes they ask me to slow down. I talk very <sup>8</sup> \_\_\_\_\_ , too. I have to try to talk more <sup>9</sup> \_\_\_\_\_ when I'm in the library or in class.

**2** Look at activity 1. Answer the questions.

- 1 Does Linda play the trombone badly? No, she doesn't. She plays well.
- 2 What does Linda's teacher ask her to do? \_\_\_\_\_
- 3 Does Linda run slowly? \_\_\_\_\_
- 4 Who runs more quickly, Linda or Nick? \_\_\_\_\_
- 5 Does Linda talk quietly and slowly? \_\_\_\_\_

**3** Complete the sentences about this unit.

✓ = I can ...    ✗ = I can't ...

- 1 ... name ten musical instruments.
- 2 ... talk about how someone does something.
- 3 ... compare how people do things.
- 4 ... talk about ways to persevere.
- 5 ... write an interview.
- 6 The part of this unit I found the most interesting was \_\_\_\_\_ .

# Review Units 3 and 4

1



Read and write the words. Then find and circle.

- This food is meat and vegetables on a stick. You can eat it in Greece. kebabs
- You hold this instrument in your hands. Then you hit the two parts together. \_\_\_\_\_
- This is a Japanese dish with rice, fish, and vegetables. \_\_\_\_\_
- This instrument is like a piano, but it's smaller. \_\_\_\_\_
- Part of this dish is from the ocean. The other part is made of potatoes. \_\_\_\_\_
- You blow into this instrument. It's bigger than a trumpet. \_\_\_\_\_
- This food is popular in Thailand, China, and Japan. It's like pasta. \_\_\_\_\_
- You blow into this instrument. You hold it to the side, not in front of you. \_\_\_\_\_

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

2

Read and circle the correct answers.

- Jamie \_\_\_\_\_ Tom.  
 a talks very quietly      b talks more quietly than      c talks quiet than
- Our teacher \_\_\_\_\_ do our homework.  
 a wanted us      b wants us to      c wants us
- You play the saxophone \_\_\_\_\_ I do.  
 a well than      b better than      c best than
- Billie went to the supermarket \_\_\_\_\_ rice and fish.  
 a to buy      b buy      c to bought
- My sisters and I cooked the stew \_\_\_\_\_ .  
 a very quickly      b very good      c very quick

3



Read and complete the chart.



John, Sarah, and Peter are in a band. Last night, they went to a restaurant to have dinner after the concert. They each had a different dish. Read the clues. Which instrument does each person play? What did each person eat?

Clues:

- 1 Peter ate Japanese food.
- 2 The keyboard player and the electric guitar player are boys.
- 3 The electric guitar player didn't eat sushi.
- 4 Sarah doesn't like rice.

	drums	electric guitar	keyboard	sushi	paella	tacos
Peter				✓		
Sarah						
John						

4



Answer the questions about you.

- 1 What's your favorite international food?  
\_\_\_\_\_
- 2 What country is it from?  
\_\_\_\_\_
- 3 What did your teacher want you to do in English class today?  
\_\_\_\_\_
- 4 What did your friend want you to do yesterday?  
\_\_\_\_\_
- 5 Which musical instrument would you like to learn to play?  
\_\_\_\_\_

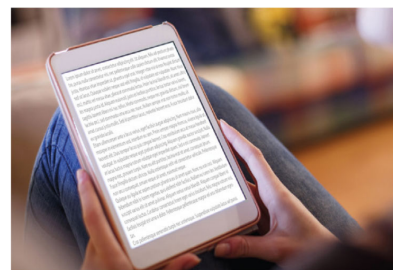
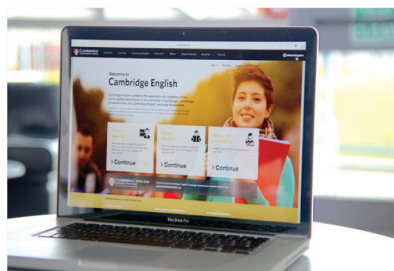
# 5

# Now and then

**1** **Think** Read and complete the sentences.

- 1 My dad reads the sports page in our city's newspaper every day.
- 2 When I don't know a word, I usually look it up in a \_\_\_\_\_.
- 3 My friends and I like to play \_\_\_\_\_ on my laptop after school.
- 4 My mom bought a new \_\_\_\_\_ for her e-reader.
- 5 I wrote a \_\_\_\_\_ to my aunt last week, because she doesn't have a computer.

**2** **Think** Look and write the words in the chart.



Things that don't use electricity	Things that use electricity
<u>a letter</u>	

**3** **My World** How often do you use the things in activities 1 and 2?

- 1 I never \_\_\_\_\_.
- 2 I sometimes \_\_\_\_\_.
- 3 \_\_\_\_\_ every day.

**My picture dictionary** → Go to page 89: Write the new words.

**4** Look and complete the sentences with *could* or *couldn't*.



- 1 Mary could use an encyclopedia in 1970.
- 2 She \_\_\_\_\_ use the Internet in 1970.
- 3 She \_\_\_\_\_ read an e-book in 2010.
- 4 She \_\_\_\_\_ write a letter in 1970.
- 5 She \_\_\_\_\_ play online games in 1970.

**5** Look at activity 4. Write sentences about Mary.

- 1 check the weather on a website / 2010  
*Mary could check the weather on a website in 2010.*
- 2 use an encyclopedia / 1970  
\_\_\_\_\_
- 3 send an email / 1970  
\_\_\_\_\_
- 4 use the Internet / 2010  
\_\_\_\_\_
- 5 read an e-book / 1970  
\_\_\_\_\_

**6** Put the words in order.

- 1 an / My grandmother / couldn't / email / 1960. / send / in  
*My grandmother couldn't send an email in 1960.*
- 2 use / Your father / could / dictionary / young. / a / was / when / he  
\_\_\_\_\_
- 3 1995. / could / online / People / play / in / games  
\_\_\_\_\_
- 4 1980. / Sam's mother / read / e-books / in / couldn't  
\_\_\_\_\_
- 5 could / letters / 1970. / send / My grandfather / in  
\_\_\_\_\_

**7** Look and answer the questions.



2 years old



3 years old



4 years old



5 years old



6 years old



7 years old



8 years old



9 years old



10 years old



11 years old

- 1 Could Miguel swim when he was five? Yes, he could.
- 2 Could Miguel make tacos when he was eleven? \_\_\_\_\_
- 3 Could he read an e-book when he was two? \_\_\_\_\_
- 4 Could he read a newspaper when he was three? \_\_\_\_\_
- 5 Could he make a website when he was nine? \_\_\_\_\_

**8** Write the questions and complete the answers.

- 1 Could Miguel ride a bike when he was four? (ride a bike / four)  
No , he \_\_\_\_\_ .
- 2 \_\_\_\_\_ (play online games / six)  
 \_\_\_\_\_ , he \_\_\_\_\_ .
- 3 \_\_\_\_\_ (juggle / ten)  
 \_\_\_\_\_ , he \_\_\_\_\_ .
- 4 \_\_\_\_\_ (skateboard / seven)  
 \_\_\_\_\_ , he \_\_\_\_\_ .

**9**  Write questions and answers about you.

- 1 Could you read when you were five? (read / five) \_\_\_\_\_
- 2 \_\_\_\_\_ (do cartwheels / nine) \_\_\_\_\_

**10** *Think* Read the story again. Match and then number.



- |                                     |  |                                    |
|-------------------------------------|--|------------------------------------|
| <input type="checkbox"/>            | The children find _____                    | a Ruby when she falls.             |
| <input type="checkbox"/>            | Jack almost sits _____                     | b in the snow, and it's dangerous. |
| <input checked="" type="checkbox"/> | The children and the yeti climb <u> b </u> | c a letter when the snake leaves.  |
| <input type="checkbox"/>            | The yeti catches _____                     | d on a snake in the cave.          |

**11** Read and complete. Use the words in the box.

rock mountains Emoclew cave snowing snake Sofia catches

The children and the yeti arrive in the <sup>1</sup>  mountains . It's dangerous because it's windy, and it's <sup>2</sup> \_\_\_\_\_. Ruby falls, but the yeti <sup>3</sup> \_\_\_\_\_ her. The children follow the yeti into a <sup>4</sup> \_\_\_\_\_. Jack thinks he's sitting down on a <sup>5</sup> \_\_\_\_\_, but it's a <sup>6</sup> \_\_\_\_\_! When the snake goes away, <sup>7</sup> \_\_\_\_\_ sees a letter. The address is in <sup>8</sup> \_\_\_\_\_. The children decide to take the letter with them.

**12** *My World* What can you do to show the value: protect your friends?

- 1 You can share your umbrella with your friends when it rains.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



## Skills: Reading

13 Read Robert's essay. Then look at the pictures and circle 😊 or ☹️.

Robert Simmons

### The good and the bad of cell phones

Everyone loves new technology. People want to buy the newest computers, tablets, cell phones, and other gadgets. But our grandparents couldn't call or text their friends on cell phones. They couldn't look up information on computers or tablets. Are we happier now than they were then? I don't think so.

Cell phones are great. We can call our parents. We can call quickly for help in an emergency. We can text our friends and family. We can take photographs using our phones, so we don't have to carry a camera around. We can even go online with smartphones to get directions or find a good restaurant.

But cell phones aren't always great. We see people playing games or texting on their phones when they're with their family and friends. Why aren't they talking to each other? Some people drive and use their cell phones, and that's very dangerous. Some people walk and text at the same time. They sometimes fall and get hurt.

I think cell phones are great, but we have to be careful that we don't use them too much!



14 Look at activity 13. Complete the sentences.

- 1 Robert thinks we're not happier now than our grandparents were then .
- 2 We can use cell phones to call quickly \_\_\_\_\_ .
- 3 We can also use cell phones to find \_\_\_\_\_ .
- 4 Robert thinks people shouldn't play games or text when they're with \_\_\_\_\_ .
- 5 He thinks driving and \_\_\_\_\_ .

15 **TIP** We join two sentences together using *or*. We use *or* when there's a choice.

You can read the article in the newspaper. You can read the article online. →  
You can read the article in the newspaper *or* online.

Read Robert's essay again. Underline the sentences that use *or* and circle the two choices in each sentence.

# Skills: Writing

16



Make notes about a kind of technology. Complete the chart about the good and bad things about it.

Kind of technology \_\_\_\_\_

Good	Bad
_____	_____
_____	_____
_____	_____

17



Write an essay about the good and bad things about a kind of technology.

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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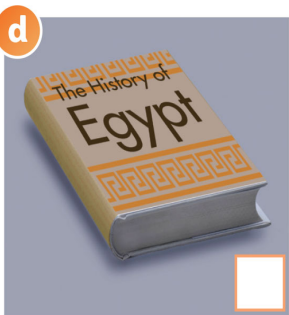
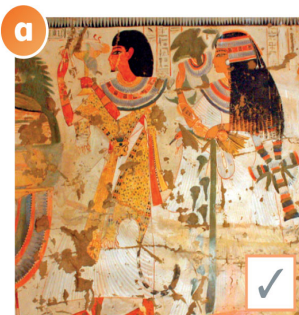
\_\_\_\_\_

\_\_\_\_\_

# What do primary sources tell us about life in the past?

1 Look and write the words under the pictures. Then check (✓) the primary sources from ancient Egypt.

history book painting board game jewelry tools website statue



painting



2 Look at activity 1. Read and write the letters.

- 1 This tells us that the Egyptians liked to play games.
- 2 This tells us that the Egyptians could make and play musical instruments.
- 3 This tells us that the Egyptians used tools for farming.
- 4 This tells us that the Egyptians wore beautiful objects.
- 5 This tells us that the Egyptians could make things from stone.

e

3 Imagine you see the primary sources from activity 1 in a museum. Choose two and write a question you can ask about each one.

1 \_\_\_\_\_  
 2 \_\_\_\_\_

# Evaluation

## 1 Read and complete with *could* or *couldn't*.

My Uncle Bill is a smart man, but he isn't good at using technology. He tried to send an email, but he

<sup>1</sup> couldn't turn on the computer. He tried to text

my aunt, but he <sup>2</sup> \_\_\_\_\_ remember her cell phone number. He tried to read an e-book, but he

<sup>3</sup> \_\_\_\_\_ turn on his e-reader. He

<sup>4</sup> \_\_\_\_\_ play online games on his tablet

because I helped him. "<sup>5</sup> \_\_\_\_\_ you use a computer when you were young?" I asked him.

"No, Alice" he said. "We <sup>6</sup> \_\_\_\_\_ use computers

then because we didn't have them! But we <sup>7</sup> \_\_\_\_\_ read newspapers,

magazines, and send letters." Now I know why Uncle Bill isn't good at using technology!



## 2 Look at activity 1. Answer the questions.

1 Could Uncle Bill send an email? Why or why not?

No, he couldn't. He couldn't turn on the computer.

2 Could he play online games? Why or why not?

\_\_\_\_\_

3 Could he read an e-book? Why or why not?

\_\_\_\_\_

4 Could he use a computer when he was young? Why or why not?

\_\_\_\_\_

## 3 Complete the sentences about this unit.

✓ = I can ...    ✗ = I can't ...

1 ... name ten kinds of technology.

2 ... talk about what people *could* and *couldn't* do in the past.

3 ... ask about what people *could* do in the past.

4 ... say how to protect my friends.

5 ... write an essay about the good and bad things about technology.

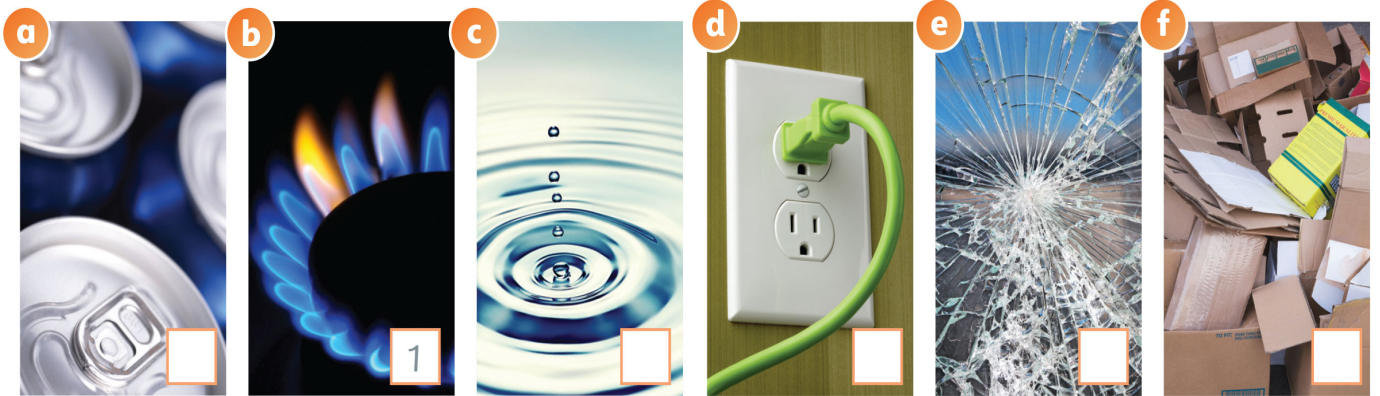
6 My favorite part of this unit was \_\_\_\_\_.

# 6

# The environment

1 **Think** Read and write the words. Then number the pictures.

- 1 We use this to get hot water in our homes and sometimes to cook. gas
- 2 We use this for our lights, our computers, and many other things. \_\_\_\_\_
- 3 This is a hard, thick kind of paper. Boxes are made of this. \_\_\_\_\_
- 4 If we don't have this, we can't live. Plants and animals need it, too. \_\_\_\_\_
- 5 Drinks cans, parts of bicycles, and parts of planes are made of this. \_\_\_\_\_
- 6 This material can break easily. Bottles are sometimes made of this. \_\_\_\_\_



2 **Think** Read and correct the underlined words.

- 1 Newspapers and magazines are made of cardboard. paper
- 2 People can't use wind power in places that don't get much Sun. \_\_\_\_\_
- 3 Be careful with that bottle because it can break. It's made of paper. \_\_\_\_\_
- 4 My cousin lives close to a wind farm, so they use solar power, not gas. \_\_\_\_\_
- 5 Give the baby the aluminum cup, not the glass one. It's safer. \_\_\_\_\_

3 **My World** What do you use that's made of plastic? What do you use that's made of aluminum?

- 1 I use \_\_\_\_\_ and \_\_\_\_\_. They're made of plastic.
- 2 \_\_\_\_\_. They're made of aluminum.

**My picture dictionary** → Go to page 90: Write the new words.

**4** Read and complete the interview with *should* or *shouldn't*.

**Baytown School news**

# Keep Baytown green

Kevin is the leader of the Baytown School Environment Club. Our reporter, Jenny, asked Kevin for some ideas for keeping Baytown green.

**Jenny:** Kevin, tell us about some things young people should do to help keep Baytown green.

**Kevin:** There are a lot of things we should do. We <sup>1</sup> should recycle plastic, aluminum, and paper. We <sup>2</sup> \_\_\_\_\_ throw away newspapers, magazines, and cardboard. We <sup>3</sup> \_\_\_\_\_ recycle them.

**Jenny:** What about trash? There are some things that we can't recycle.

**Kevin:** Yes, Jenny, that's right. We <sup>4</sup> \_\_\_\_\_ make a lot of trash, and we <sup>5</sup> \_\_\_\_\_ use a lot of plastic bags, because we can't recycle them.

**Jenny:** But we can reuse plastic bags.

**Kevin:** Yes, we <sup>6</sup> \_\_\_\_\_ reuse plastic bags when we can.



**Jenny:** Let's talk about other things we can do at home.

**Kevin:** Well, we <sup>7</sup> \_\_\_\_\_ use a lot of water. We <sup>8</sup> \_\_\_\_\_ reuse rainwater in our yards.

**Jenny:** And we <sup>9</sup> \_\_\_\_\_ waste electricity.

**Kevin:** Yes, we <sup>10</sup> \_\_\_\_\_ turn off lights and computers when we aren't using them.

**Jenny:** How about outside of our homes?

**Kevin:** We <sup>11</sup> \_\_\_\_\_ ask our parents to drive us everywhere. We <sup>12</sup> \_\_\_\_\_ walk or take the bus.

**Jenny:** Thank you for those great ideas, Kevin. Now let's all work hard to keep Baytown green!

**5** Read and write *true* or *false*.

- 1 Kevin is the school newsletter reporter. false
- 2 The name of the club is Baytown Student Green Club. \_\_\_\_\_
- 3 There aren't many things young people can do to help the environment. \_\_\_\_\_
- 4 We should reuse plastic bags. \_\_\_\_\_
- 5 People shouldn't leave their computers on all the time. \_\_\_\_\_
- 6 People should travel by car a lot. \_\_\_\_\_

**6** Which of Kevin's ideas do you think are the most important? Name two.

- 1 I think we should \_\_\_\_\_ .
- 2 I think \_\_\_\_\_ .

**7** Answer the questions. Then check (✓) the correct picture.

1 What should we do to save water?

*We should collect rainwater for our yards.*



2 What should we do to save electricity?

\_\_\_\_\_

\_\_\_\_\_



3 What should we do to use less paper?

\_\_\_\_\_

\_\_\_\_\_



4 What should we do to reduce waste?

\_\_\_\_\_

\_\_\_\_\_



5 What should we do to save forests?

\_\_\_\_\_

\_\_\_\_\_



**8** Complete the questions. Then circle the correct answers.

1 What should we do to save energy?

a We should use solar energy.

b We should throw our trash in the trash can.

2 What \_\_\_\_\_ save water?

a We should recycle our cans.

b We should take showers, not baths.

3 What \_\_\_\_\_ paper?

a We should write on both sides.

b We should use solar energy.

4 \_\_\_\_\_ waste?

a We should reuse and recycle.

b We should do less homework.

5 \_\_\_\_\_ gas?

a We should collect rainwater for our yards.

b We should use less hot water.

**9** **Think** Read the story again. Correct the sentences and then number.



- a They follow the eagle to the rope mountain.  
\_\_\_\_\_
- b Ruby sees that the bridge is new and tells Jack. They fix it.  
\_\_\_\_\_
- 1 c The children pick up the eagle and take it with them.  
The children pick up the trash and take it with them.
- d Jack helps the yeti, and it flies away.  
\_\_\_\_\_

**10** Read and match the questions and answers.

- |   |                                       |                       |
|---|---------------------------------------|-----------------------|
| 1 Did the children pick up the trash?     | <input checked="" type="checkbox"/> c | a Yes, it is.         |
| 2 Who helped the eagle fly away?          | <input type="checkbox"/>              | b They use a rope.    |
| 3 Where does the eagle take the children? | <input type="checkbox"/>              | c Yes, they did.      |
| 4 Is the bridge broken?                   | <input type="checkbox"/>              | d Jack did.           |
| 5 What do they use to fix it?             | <input type="checkbox"/>              | e To the rope bridge. |

**11** **My World** What can you do to show the value: reuse and recycle?

- 1 You can recycle newspapers and magazines.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



## Skills: Reading

12 Read Kerry's blog. Write the words under the pictures.



### Go green with Kerry!



Hey, everybody! We all know we should reduce waste, reuse, and recycle. We know we shouldn't throw away old things if we can use them again. So I have a great message board you can make with ugly, old things. Here's what you need:

A baking tray  
A hammer and a nail  
Wrapping paper  
Scissors  
Glue  
An empty can  
Bottle tops  
Notepaper  
Magnets

- 1 Ask your mom or dad to make a hole in one end of the baking tray with a hammer and a nail.
- 2 Measure and cut the wrapping paper to fit the baking tray. Glue the wrapping paper to the baking tray.
- 3 Measure and cut the wrapping paper to fit the can. Glue the wrapping paper to the can. Glue two magnets to the side of the can. Put the can on the baking tray for pens and pencils.
- 4 Glue magnets inside the bottle tops. Cover the front with notepaper. Put your board on the wall.

And there you have it! A beautiful new message board!  
Visit my blog next time for ideas about saving energy.



magnets

13 Look at activity 12. Put the sentences in order.


- a Stick wrapping paper on the baking tray and the can with glue.
- b Put your message board on the wall.
- 1 c Find an old baking tray and an aluminum can.
- d Put magnets on bottle tops and put them on the board.
- e Ask for help to make a hole in one end of the baking tray.

14 **TIP** Antonyms are words that have opposite meanings.

We had *good* weather on vacation. It was sunny every day.  
We had *bad* weather on vacation. It rained every day.

Read Kerry's blog again. Circle the examples of antonyms.

# Skills: Writing

**15**  Make notes about something you can make by reusing old things.

What can you make? \_\_\_\_\_

What do you need? \_\_\_\_\_

Circle the verbs you need to use in your writing: find, put, measure, cut, glue, make a hole, cover

Make notes about how you make it:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**16**  Write a blog about reusing things to make something new.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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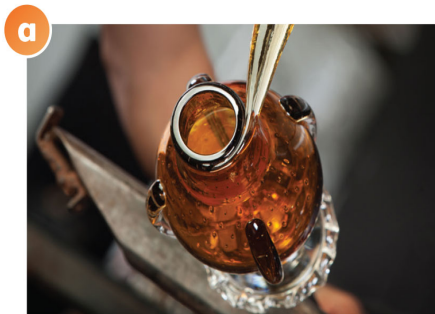
\_\_\_\_\_

\_\_\_\_\_

# What happens to our old glass bottles?

1 Look and write the words under the pictures.

furnace recycling bin green glass clear glass melted glass sand



*melted glass*



2 Put the sentences in order.

- a A big truck comes and takes our old glass bottles away.
- b They use the melted glass to make new bottles.
- c The clear glass, green glass, and brown glass go in different groups.
- 1 d We put our glass bottles in a recycling bin.
- e Stores sell the recycled glass bottles.
- f The glass melts.
- g They put the glass and sand in a furnace.
- h Machines break the glass and mix it with sand.

3 How much glass, plastic, aluminum, and paper do you recycle each week?  
Make a bar chart.

# Evaluation

## 1 Read and complete. Use the words in the box.

shouldn't cardboard electricity ~~aluminum~~ should water plastic glass

Mandy's room is a mess! There are <sup>1</sup> aluminum cans on the desk. There are <sup>2</sup> \_\_\_\_\_ bottles under the desk. There are <sup>3</sup> \_\_\_\_\_ bags under the bed. There are newspapers and magazines on the floor close to a big <sup>4</sup> \_\_\_\_\_ box. She should recycle the cans and bottles. She <sup>5</sup> \_\_\_\_\_ recycle the newspapers and magazines, too. Her computer and desk lamp are on. She should turn them off to save <sup>6</sup> \_\_\_\_\_. Mandy is in the bathroom now. She is taking a long bath. She should take showers to save <sup>7</sup> \_\_\_\_\_. And she <sup>8</sup> \_\_\_\_\_ be so messy!



## 2 Read activity 1. Answer the questions.

1 What should Mandy do with the cans and bottles?

She should recycle the cans and bottles.

2 What should Mandy do to save paper?

\_\_\_\_\_

3 What should Mandy do to save electricity?

\_\_\_\_\_

4 What should Mandy do to save water?

\_\_\_\_\_

## 3 Complete the sentences about this unit.

✓ = I can ...    ✗ = I can't ...

1 ... name ten words about the environment.

2 ... talk about what people *should* and *shouldn't* do.

3 ... ask about what people *should* do.

4 ... say how to reuse and recycle.

5 ... write a blog about making something new from recycled things.

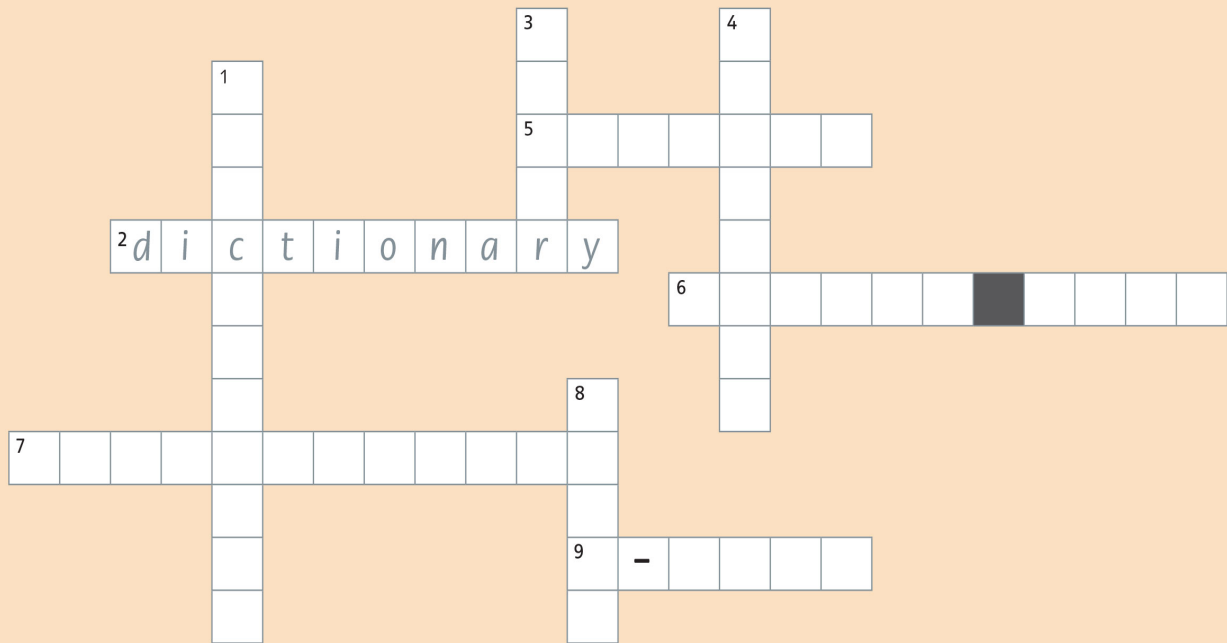
6 The part of this unit I found the most useful was \_\_\_\_\_.

# Review Units 5 and 6

1



Read and complete the word puzzle.



## Across

- 2 This is a book of words.
- 5 A lot of bags are made from this.
- 6 We play this on the computer.
- 7 This is a big book with a lot of information.
- 9 We read this on a tablet or an e-reader.

## Down

- 1 This gives us light at night.
- 3 This comes from trees.
- 4 This is what we use when we go online.
- 8 We need this to live.

2

Read and circle the correct answers.

- 1 Lisa couldn't \_\_\_\_\_ because it was broken.  
 a reused the plastic bag      b reuse the plastic bag
- 2 Phillip shouldn't \_\_\_\_\_.  
 a play online games all day      b played online games all day
- 3 \_\_\_\_\_ you use a computer when you were young? No, I \_\_\_\_\_.  
 a Could, could      b Could, couldn't
- 4 What \_\_\_\_\_ we do to save paper? We \_\_\_\_\_ write on both sides.  
 a should, should      b should, shouldn't
- 5 When my dad was at school, he \_\_\_\_\_ use an encyclopedia, but he \_\_\_\_\_ look for information on the Internet.  
 a couldn't, couldn't      b could, couldn't
- 6 \_\_\_\_\_ you swim when you were six? No, but I \_\_\_\_\_ swim well now.  
 a Could, couldn't      b Could, can

3



**Read and match the questions and answers.**

- 1 Could you read when you were three?
- 2 My grandma doesn't have a computer, so I can't send her emails.
- 3 Could you use a computer when you were six?
- 4 I don't like going to bed early, but I'm always tired in the morning.
- 5 Could you speak English when you were seven?
- 6 I like playing sports outside in the summer, but I sometimes feel tired and get a headache.

d



- a No, I couldn't, but I could understand a little.
- b You should drink a lot of water when you exercise.
- c You should send her letters.
- d No, I couldn't, but I liked looking at the pictures.
- e You shouldn't play online games late at night.
- f I could turn it on, but I couldn't use the Internet.

4



**Answer the questions about you.**

1 What technology do you use the most at home?

\_\_\_\_\_

2 Write two things you could do when you were four.

\_\_\_\_\_

\_\_\_\_\_

3 Write two things you couldn't do when you were six.

\_\_\_\_\_

\_\_\_\_\_

4 What kinds of energy do you use at home – electricity, gas, solar energy, or wind energy?

\_\_\_\_\_

5 What things do you usually recycle?

\_\_\_\_\_

6 What things do you usually reuse?

\_\_\_\_\_

# 7

# Space

1 **Think** Read and write the words. Then number the pictures.

1 We live on the planet Earth.

2 An \_\_\_\_\_ travels into space.

3 There are eight \_\_\_\_\_ in our solar system.

4 Astronauts travel to space in a \_\_\_\_\_.

5 The Sun is a big \_\_\_\_\_.

6 Neil Armstrong was the first man on \_\_\_\_\_.

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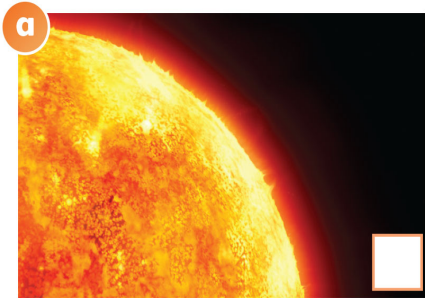
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e a t l p s n

t f r s c p c a e a

r t a s

h e t o M n o



2 **Think** Circle the one that doesn't belong.

- |                 |            |                  |
|-----------------|------------|------------------|
| 1 Earth         | spacecraft | Mars             |
| 2 spacecraft    | spacesuit  | Earth            |
| 3 astronaut     | planets    | stars            |
| 4 the Moon      | Mars       | Earth            |
| 5 space station | Mars       | space laboratory |

3 **My World** What did you see in the sky last night? What didn't you see?

- 1 I saw \_\_\_\_\_.
- 2 I didn't see \_\_\_\_\_.

**My picture dictionary** → Go to page 91: Write the new words.

**4** Look at Andy and Amy's calendar for next week. Complete the sentences.

Monday	Tuesday	Wednesday	Thursday	Friday
Andy and Amy: <del>Go to the movies</del> Start space mission	Amy: Take photographs of Earth  Andy: Clean up the spacecraft	<del>Have a day off</del> Andy and Amy: Arrive at the space station	Andy: Do experiments in the space laboratory  Amy: Work outside the space station	Amy: Clean the spacesuits  Andy: Have an interview with NASA

- 1 Andy isn't going to have an interview with NASA on Wednesday.
- 2 Amy \_\_\_\_\_ take photographs of Earth on Tuesday.
- 3 Andy \_\_\_\_\_ clean up the spacecraft on Friday.
- 4 Andy and Amy \_\_\_\_\_ arrive at the space station on Wednesday.

**5** Look at activity 4. Write the sentences.

1 Andy / Tuesday

*Andy's going to clean up the spacecraft on Tuesday. He isn't going to take photographs of Mars.*

2 Amy / Thursday

\_\_\_\_\_

3 Andy and Amy / Monday


\_\_\_\_\_

4 Andy / Thursday

\_\_\_\_\_

5 Amy / Friday

\_\_\_\_\_

**6**  Write two things you're going to do tomorrow and two things you aren't going to do.

1 I'm going to \_\_\_\_\_ .

2 I'm \_\_\_\_\_ .

3 I'm not \_\_\_\_\_ .

4 \_\_\_\_\_ .

**7** Put the words in order. Then circle the correct answers.

1 you / to / going / go / to / space camp? / Are

Are you going to go to a space camp?

a Yes, I do.

b Yes, I am.

2 going / he / do / is / at / What / to / the / space station?

a He's going work outside.

b He's going to work outside.

3 to / the / climb / they / Are / going / Mars climbing wall?

a No, they aren't.

b Yes, they did.

4 about / going / she / learn / Is / to / space missions?

a Yes, she going to.

b Yes, she is.

5 going / astronauts? / to / Are / meet / you

a No, you aren't.

b No, we aren't.

**8** Look and answer the questions.



1 What's George going to do this weekend?

He's going to bake a cake.

2 Is Abby going to bake a cake this weekend?

3 What's she going to do?

4 Is Sam going to play on the computer this weekend?

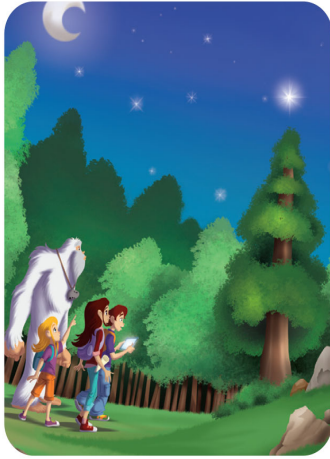
5 What's Christine going to do this weekend?

**9** **My World** What are you going to do this weekend?

1 I'm \_\_\_\_\_.

2 \_\_\_\_\_.

**10** **Think** Read the story again. Circle the correct words and then number.



- a They find a \_\_\_\_\_ with the letter *W* on it.  
a wheel    b map    c tree
- b They find the \_\_\_\_\_ under the star and look under it.  
a tablet    b wheel    c tree
- c They all think and try to guess the \_\_\_\_\_.  
a letter    b password    c number
- 1 d The children look up at the \_\_\_\_\_ to find the brightest star.  
a city    b sky    c forest

**11** Circle the mistakes and write the correct words.

- 1 Ruby is pointing to the biggest star in the sky. brightest
- 2 A red wheel is under the tree, coming out of the ground. \_\_\_\_\_
- 3 The children need the map to enter the city of Emoclew. \_\_\_\_\_
- 4 There are five blanks on the wheel for the other letters. \_\_\_\_\_
- 5 The children know that the letter *C* is important. \_\_\_\_\_


**12** **My World** When do you show the value: think logically?

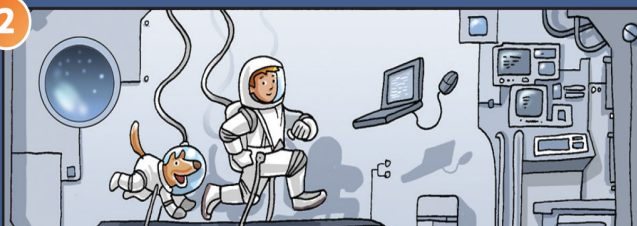
- 1 You think logically when you solve math problems.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_




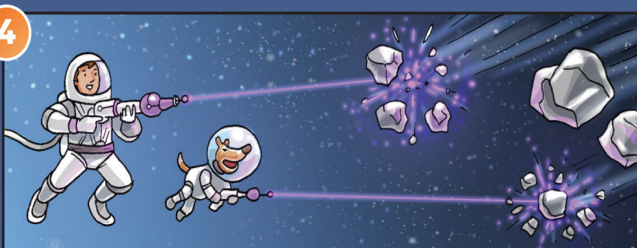
## Skills: Reading

13 Read David's comic story. Circle the correct words.

1  I'm going to be <sup>1</sup>a spacesuit / an astronaut. I'm learning to fly a <sup>2</sup>spacecraft / space station and float in zero gravity because soon I'm going to travel into space.

2  It's important to exercise in space, so I'm going to take a running machine. I'm <sup>3</sup>going / go to take my dog Max and my laptop, too. I wonder, is there Internet in space?

3  Max and I <sup>4</sup>am / are going to go for a walk on the Moon every day. We're going to get rock samples and then work in the <sup>5</sup>Earth / space laboratory.

4  We're going to see big rocks <sup>6</sup>floating / walking in space. We're going to break the biggest <sup>7</sup>rocks / stars with lasers, so they can't come down to Earth. We're going to save our <sup>8</sup>Sun / planet!

14 Look at activity 13. Answer the questions.

1 Is David going to be an astronaut?

Yes, he is.

2 What's he doing to prepare?

3 What's he going to take?

4 Where are they going to work?

5 What are they going to do to the big rocks?

15 **TIP** Some words are both verbs and nouns.

The bird can *fly*. – There's a *fly* on the window.

I *walk* to school. – My mom and I go for a *walk* every evening.

My brother likes to exercise. – That's a difficult exercise.

Read David's comic story again. Find and circle *fly*, *exercise*, and *walk*.

Are they verbs or nouns?

## Skills: Writing

16



Imagine you're going to travel to space. Make notes about your trip.

What are you going to do to prepare?	<hr/> <hr/>
What are you going to take?	<hr/> <hr/>
What are you going to do in space?	<hr/> <hr/>
How are you going to help the people on Earth or other planets?	<hr/> <hr/>

17

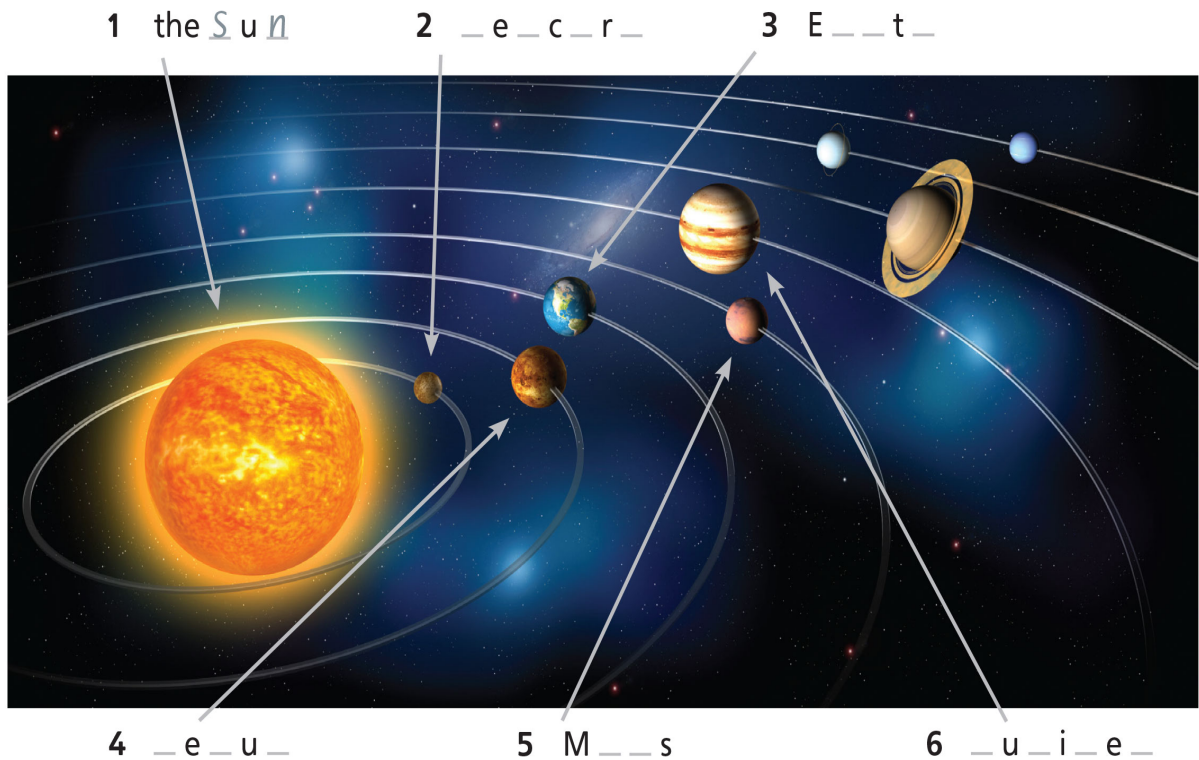


Write a comic story about your trip to space. Draw pictures.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

# How are the planets different?

1 Look and complete the words.



2 Read and write the words from activity 1.

- 1 It's the planet we live on. Earth
- 2 It's the biggest planet in our solar system. \_\_\_\_\_
- 3 It's the smallest planet in our solar system. \_\_\_\_\_
- 4 It's the planet closest to Earth. \_\_\_\_\_
- 5 It's one of the rock planets, and it's fourth in our solar system. \_\_\_\_\_
- 6 All the planets orbit it. \_\_\_\_\_

3 Write sentences about our solar system. Use the words in the box.

is   has   moves   is made of   there are

- 1 Jupiter is made of gas. \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

# Evaluation

1 Look at the timeline. Write sentences.



1 Toby / zero gravity / four o'clock  
*Toby isn't going to float in zero gravity at four o'clock.*

2 Hannah / spacesuit / four o'clock  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Toby and Hannah / lunch / twelve o'clock  
 \_\_\_\_\_  
 \_\_\_\_\_

4 Hannah / Russian / six o'clock  
 \_\_\_\_\_  
 \_\_\_\_\_

2 Look at activity 1. Answer the questions.

- 1 Is Toby going to get up at 12:00 p.m.? No, he isn't.
- 2 Is Toby going to exercise at 9:00 a.m.? \_\_\_\_\_
- 3 Is Hannah going to learn Russian at 2:00 p.m.? \_\_\_\_\_
- 4 Are Toby and Hannah going to have dinner at 8:00 p.m.? \_\_\_\_\_

3 Complete the sentences about this unit.

✓ = I can ...    ✗ = I can't ...

- 1 ... name ten words about space travel and space.
- 2 ... talk about what people are *going to* do in the future.
- 3 ... ask about what people are *going to* do in the future.
- 4 ... talk about ways to think logically.
- 5 ... write a comic story about space travel.
- 6 My favorite part of this unit was \_\_\_\_\_.

# 8

# Celebrations

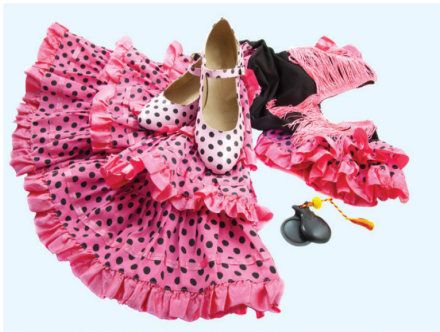
**1** **Think** Look and complete the sentences.



1 A pirate doesn't wear a mask.



2 My uncle is a very good \_\_\_\_\_ .



3 Rebecca's going to be a \_\_\_\_\_ in a carnival parade.



4 A \_\_\_\_\_ makes people laugh.

**2** Read and complete the sentences.

- 1 When you put this on, no one can see your face. It's a mask .
- 2 This is an animal you can see and read about in story books. It's a \_\_\_\_\_ .
- 3 These are beautiful colorful lights in the dark sky. They're \_\_\_\_\_ .
- 4 There are fun, scary rides at this place. It's an \_\_\_\_\_ .
- 5 This is big and beautiful, and people stand on it in a parade. It's a \_\_\_\_\_ .
- 6 Dancers, clowns, and pirates wear this in a parade. It's a \_\_\_\_\_ .

**My picture dictionary** → Go to page 92: Write the new words.

**3** Look and complete the sentences with *who*, *that*, or *where*.

- 1 This is the park where we have a carnival in our town every year.
- 2 These are the musicians \_\_\_\_\_ play the music.
- 3 These are the fireworks \_\_\_\_\_ we see in the sky at night.
- 4 These are the floats \_\_\_\_\_ are in the parade.
- 5 This is the street \_\_\_\_\_ we watch the parade.
- 6 These are the dancers \_\_\_\_\_ dance on the floats.



**4** Put the words in order.

- 1 where / we / the amusement park / went on / rides. / This is  
This is the amusement park where we went on rides.
- 2 a pirate. / man / He's / who / the / dressed up / as  
\_\_\_\_\_
- 3 the most. / I / float / That's / that / like / the  
\_\_\_\_\_
- 4 there's / the town / where / This is / carnival / a big / every year.  
\_\_\_\_\_
- 5 the / She's / makes / woman / who / masks. / the  
\_\_\_\_\_

**5** Join the two sentences using *who*, *that*, or *where*.

- 1 This is the clarinet. I played it in the talent show.  
This is the clarinet that I played in the talent show.
- 2 This is the town. There was a bad storm last night.  
\_\_\_\_\_
- 3 This is the astronaut. He's going to fly the spacecraft.  
\_\_\_\_\_
- 4 These are the dumplings. My mother cooked them for me.  
\_\_\_\_\_
- 5 It's the costume. My uncle made it for the parade.  
\_\_\_\_\_

**6** Look and complete the questions and answers.



**A:** Is this your cousin  
 \_\_\_ *who* \_\_\_ lives in Italy?

**B:** \_\_\_\_\_, it \_\_\_\_\_.  
 I don't have any cousins  
 in Italy.

**A:** Is this the hotel \_\_\_\_\_  
 you stayed?

**B:** \_\_\_\_\_, it \_\_\_\_\_.  
 Of course not.

**A:** Is this the cake \_\_\_\_\_  
 your aunt baked for your  
 birthday?

**B:** \_\_\_\_\_, it \_\_\_\_\_.  
 It was delicious!



**A:** Is this the amusement park  
 \_\_\_\_\_ your uncle took  
 you?

**B:** \_\_\_\_\_, it \_\_\_\_\_.  
 It was a lot of fun.

**A:** Is this your aunt \_\_\_\_\_  
 lives in the United  
 Kingdom?

**B:** \_\_\_\_\_, it \_\_\_\_\_.  
 That's my mom!

**7** Write questions and answers.

1 amusement park / there are scary rides

*Is this the amusement park where there are scary rides?* \_\_\_\_\_ ✓ *Yes, it is.* \_\_\_\_\_

2 friend / good at street dancing

\_\_\_\_\_ ✗ \_\_\_\_\_

3 costume / you wore in the play

\_\_\_\_\_ ✓ \_\_\_\_\_

4 restaurant / Tim had lunch

\_\_\_\_\_ ✓ \_\_\_\_\_

5 teacher / teaches you English

\_\_\_\_\_ ✗ \_\_\_\_\_

- 8 **Think** Read the story again. Circle the correct words and then number.



- a They have a lot of fun with the yetis at their **party** / **parade**.
- b The children find another word clue on the **street sign** / **door** and go back home.
- c They enter the competition, and their **password** / **game** wins!
- 1 d The children find the password **Welcome** / **Go home** and enter the yeti city.

- 9 **Read and complete. Use the words in the box.**

door streets ~~lost~~ competition envelope yeti great home friends

When Ruby enters the password, the doors to the <sup>1</sup> lost city open. The <sup>2</sup> \_\_\_\_\_ is happy to be home. The yetis in the city welcome the children and the yeti with a party. They all have a <sup>3</sup> \_\_\_\_\_ time. When the children dance down the <sup>4</sup> \_\_\_\_\_ of the lost city, they see a sign that says Emoh Og. That's the street on the <sup>5</sup> \_\_\_\_\_. They find number 3 and go in the open <sup>6</sup> \_\_\_\_\_. They're <sup>7</sup> \_\_\_\_\_ again, and the game is finished. Sofia enters the computer game <sup>8</sup> \_\_\_\_\_, and she wins! She shares the prize with her <sup>9</sup> \_\_\_\_\_.

- 10 **My World** Write about two times when you showed the value: share success with your friends.

- 1 I shared success with my friends  
when we won the soccer game.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



## Skills: Reading

### 11 Read Tara's email. Then number the pictures.

Hello Lucy,

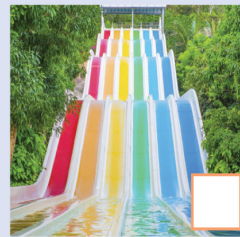
We're on vacation in the United States. We're staying with my cousins, Lily and John. They're the cousins who live in Florida. I'm having a great time. You can see the photographs that we took at Super Fun Park in this email. Super Fun Park is the place where we had a party for my birthday last Saturday. We had a great time. The rides were scary, but they were fun. My favorite ride was the roller coaster.

We had hot dogs, burgers, and a big chocolate birthday cake for lunch. Then we went to the water park. It was a hot day, but the water was cold! John and I went down the water slide ten times! John can swim, but Lily can't, so we didn't stay there for a long time.

That night, there was a parade with musicians and dancers and then amazing fireworks. I fell asleep in the car on the way home. I was tired, but I was happy. It was the best birthday ever!

See you next week.

Love,  
Tara



### 12 Look at activity 11. Circle the mistakes. Then write the sentences correctly.

1 Tara is staying in Florida with her friends, Lily and John.

Tara is staying with her cousins, Lily and John.

2 They celebrated Lily's birthday at Super Fun Park.

3 They had pizza, burgers, and chocolate cake for lunch.

4 They didn't stay long at the water park because John can't swim.

5 There was a carnival with dancers and musicians that night.


### 13 TIP Use *but* to join two sentences together with opposite ideas.

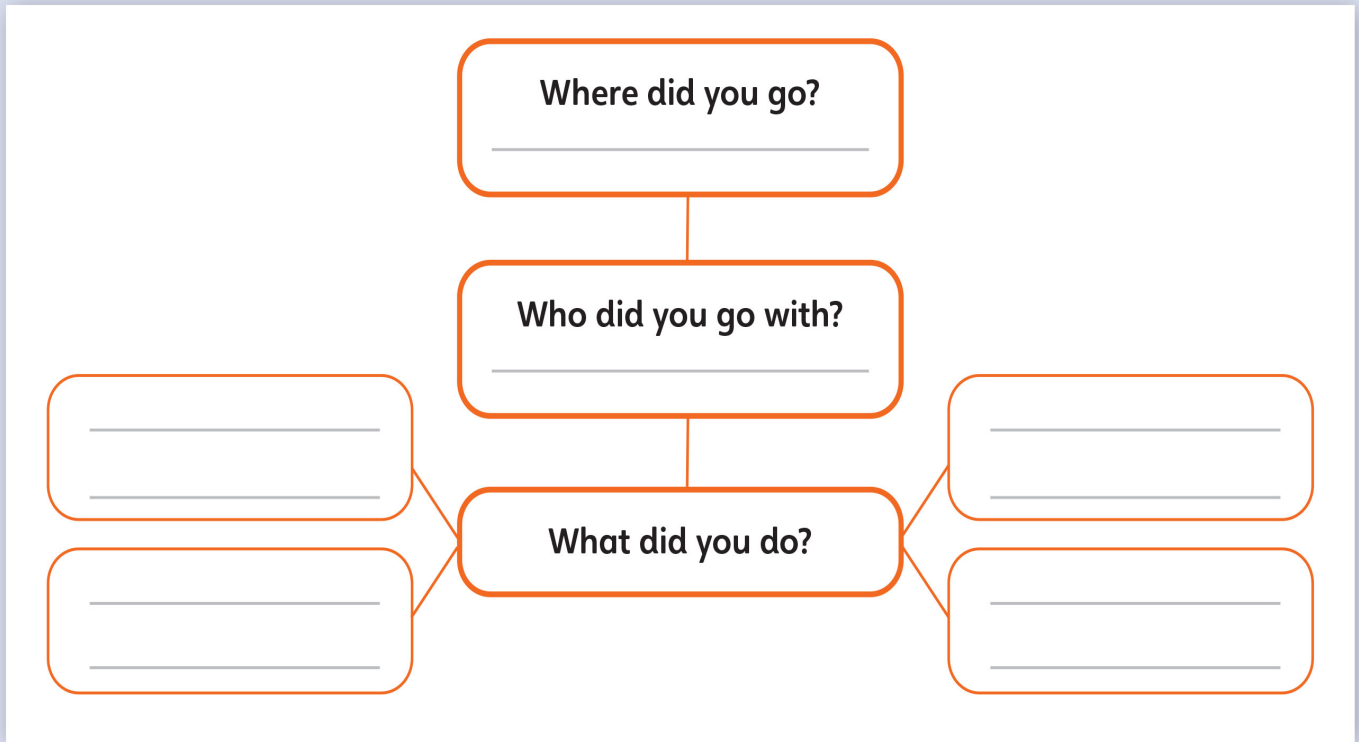
The box is big. It's not heavy. – The box is big, *but* it's not heavy.


You're happy. I'm not happy. – You're happy, *but* I'm not.

Read Tara's email again. Underline the sentences with *but*.

# Skills: Writing

**14**  Make notes about a celebration or a visit to a theme park, an amusement park, or a carnival on the chart.



**15**  Write an email about a celebration or a visit to a theme park, an amusement park, or a carnival.

Dear \_\_\_\_\_ ,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

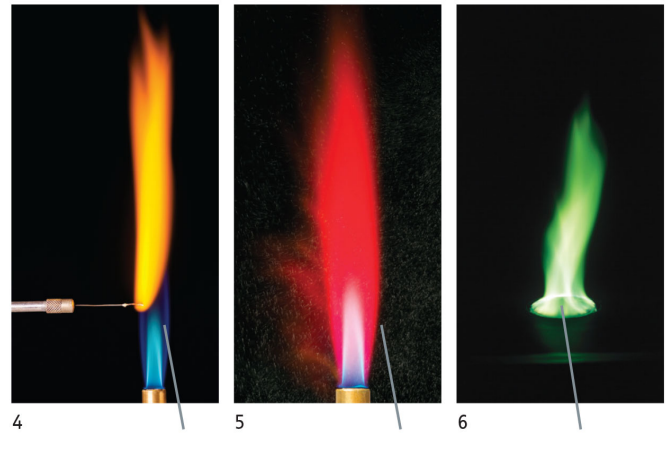
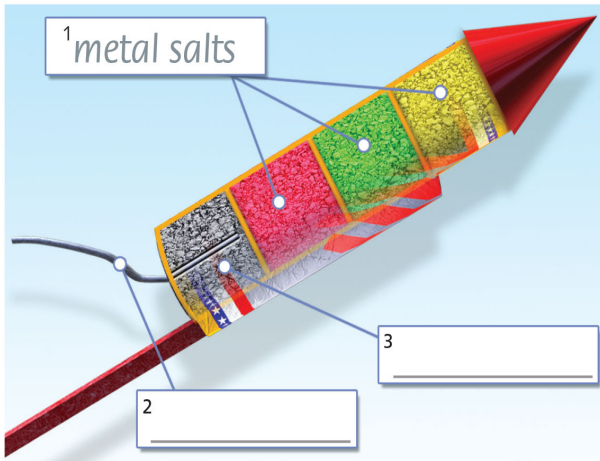
Love,

\_\_\_\_\_

# How do fireworks work?

1 Look and write the words from the box.

fuse gunpowder metal salts lithium sodium copper



2 Read and complete the sentences. Use the words in the box.

metal salts gas fuse sound air gunpowder explodes

Someone lights the  
1 fuse ,  
so the  
2 \_\_\_\_\_  
burns.

3 \_\_\_\_\_  
makes the  
fireworks go up  
into the  
4 \_\_\_\_\_ .

The gunpowder  
5 \_\_\_\_\_  
and makes a loud  
6 \_\_\_\_\_ .

Different kinds of  
7 \_\_\_\_\_  
inside the fireworks  
make bright lights  
in different colors.

3 Plan a celebration.

What are you going to celebrate?

When and where are you going to have the celebration?

What are you going to do?

# Evaluation

## 1 Read and complete.



This is the parade <sup>1</sup> that our town has every summer. And that's me! I'm Tim. I'm the boy <sup>2</sup> \_\_\_\_\_ looks like a pirate. That's the costume <sup>3</sup> \_\_\_\_\_ my mom made for me.



That's the place <sup>4</sup> \_\_\_\_\_ they keep the floats. My favorite float is the one <sup>5</sup> \_\_\_\_\_ looks like a dragon. Those dancers have masks <sup>6</sup> \_\_\_\_\_ look beautiful.



These are the musicians <sup>7</sup> \_\_\_\_\_ play the music. The man <sup>8</sup> \_\_\_\_\_ plays the drum is my dad. That's the float <sup>9</sup> \_\_\_\_\_ they always play.



After the parade, there's an amusement park <sup>10</sup> \_\_\_\_\_ we can go on rides and buy delicious things to eat. This is also the place <sup>11</sup> \_\_\_\_\_ we have fireworks at night. It's great!

## 2 Look at activity 1. Answer the questions.

- 1 Is Tim the boy who is dressed up as a clown? No, he isn't.
- 2 Is he wearing a costume that his mom made? \_\_\_\_\_
- 3 Is Tim's favorite float the one that looks like a pirate? \_\_\_\_\_
- 4 Is the man who plays the drum Tim's uncle? \_\_\_\_\_

## 3 Complete the sentences about this unit.

✓ = I can ...    ✗ = I can't ...

- 1 ... name ten things you sometimes see at celebrations.
- 2 ... talk about people, places, and things using *who*, *where*, and *that*.
- 3 ... ask about people, places, and things using *who*, *where*, and *that*.
- 4 ... talk about how you share success with your friends.
- 5 ... write an email about a celebration at a fun place or event.
- 6 The part of this unit I found the most interesting was \_\_\_\_\_.

# Review Units 7 and 8

**1** **Think** Complete the sentences. Then find and circle the words.

- There are eight planets in our solar system.
- There's a \_\_\_\_\_ with a parade and an amusement park in our town every year.
- We can see many beautiful \_\_\_\_\_ on a clear, dark night.
- That \_\_\_\_\_ has a red nose, wears a colorful costume, and is very funny.
- It's not easy for an astronaut to learn how to fly a \_\_\_\_\_.
- In China, people think the \_\_\_\_\_ is a lucky animal.
- An astronaut has to wear a \_\_\_\_\_ when he's outside the spacecraft.
- If you wear a \_\_\_\_\_, people aren't going to know who you are.

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

**2** Complete the sentences. Use *going to*, *who*, *where*, or *that*.

- He's the astronaut who walked on the Moon.
- The musicians aren't \_\_\_\_\_ play their instruments in the parade today.
- That's the spacecraft \_\_\_\_\_ took the astronaut to Mars last year.
- I'm \_\_\_\_\_ go to the carnival with my grandparents next weekend.
- My friends are \_\_\_\_\_ eat space food at space camp.
- That's the planet \_\_\_\_\_ they sent the *Curiosity* rover.

**3** **Think** Circle the one that doesn't belong.

- |                  |                  |                  |          |
|------------------|------------------|------------------|----------|
| 1 space station  | spacecraft       | space laboratory | the Moon |
| 2 spacesuit      | costume          | Mars             | mask     |
| 3 amusement park | musician         | astronaut        | dancer   |
| 4 amusement park | space laboratory | pirate           | carnival |
| 5 spacesuit      | fireworks        | stars            | the Moon |



# Seasons and weather



fall



# 1

# Camping



blanket



# 2

# Talent show



*do acrobatics*



# 3

# International food



curry

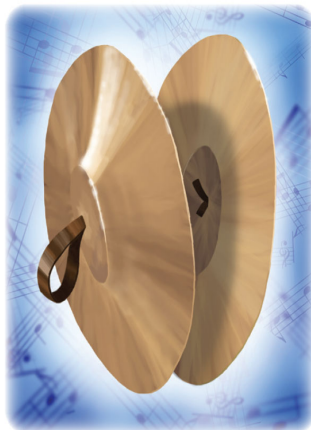


# 4

# Music

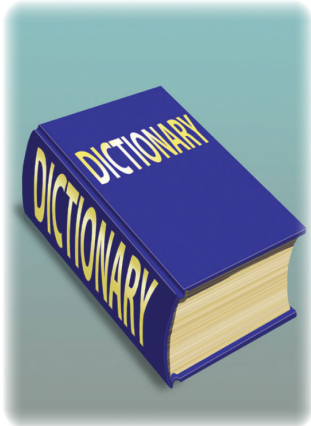


clarinet

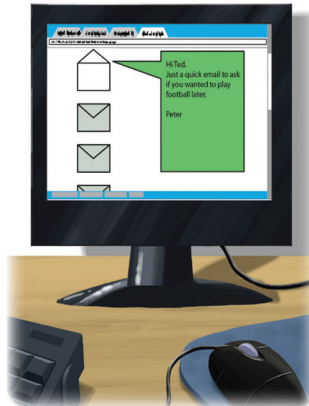


# 5

# Now and then



dictionary

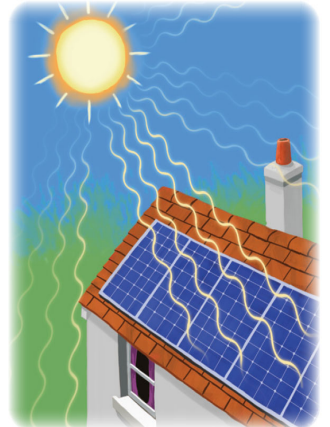


# 6

# The environment

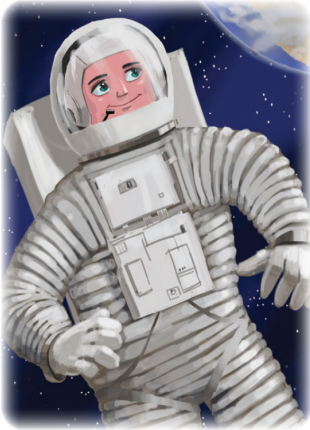


aluminum

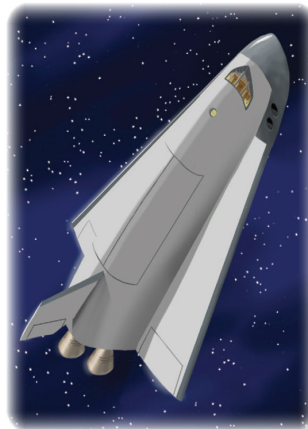
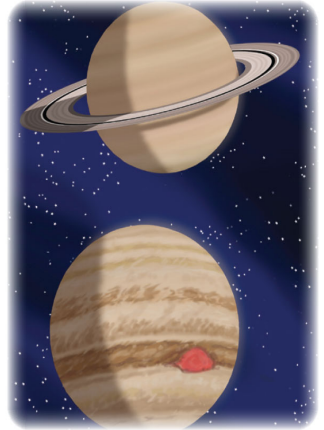
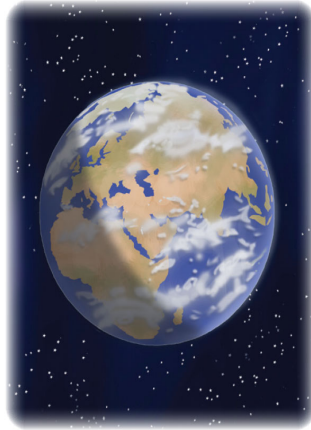


# 7

# Space



astronaut



# 8

# Celebrations



clown



# Story fun

1 Who said it? Read and write the names.



Jack

Ruby

Sofia

1 Sofia

It's a wheel!

2 \_\_\_\_\_

Emoclew! We're in my game!

3 \_\_\_\_\_

Be careful, Ruby. It's dangerous.

4 \_\_\_\_\_

This is our egg!

5 \_\_\_\_\_

Oh, dear! There's a lot of lightning.

6 \_\_\_\_\_

I know! It's *Welcome! Emoclew* backwards!

7 \_\_\_\_\_

I can paddle.

8 \_\_\_\_\_

I think you have to copy the tune.

9 \_\_\_\_\_

Wait, Jack! The bridge is broken.

2 Look at the pictures and write the values.

Work together   Reuse and recycle   Persevere  
Be resourceful   Eat healthy food   Protect your friends

1



*Be resourceful*

2



3



4



5

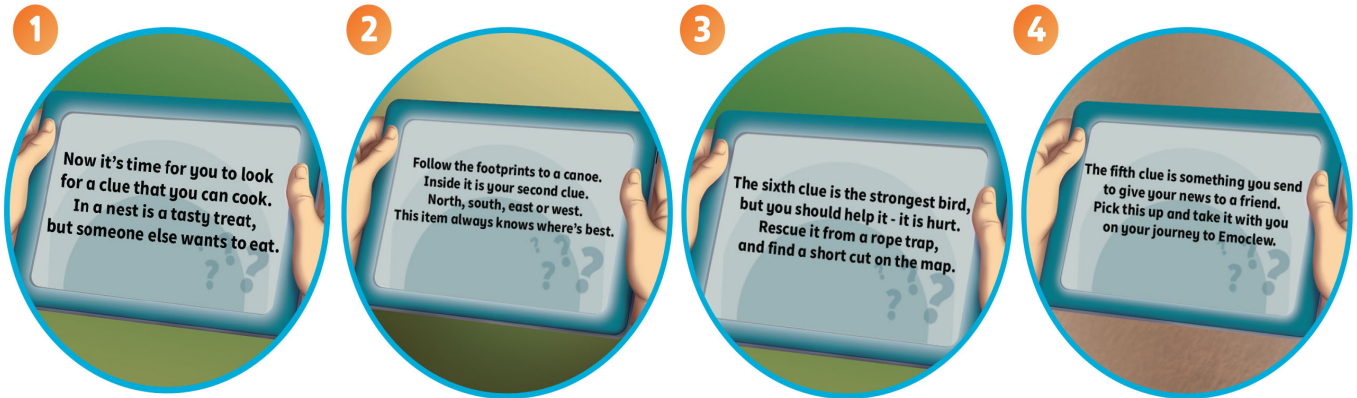


6

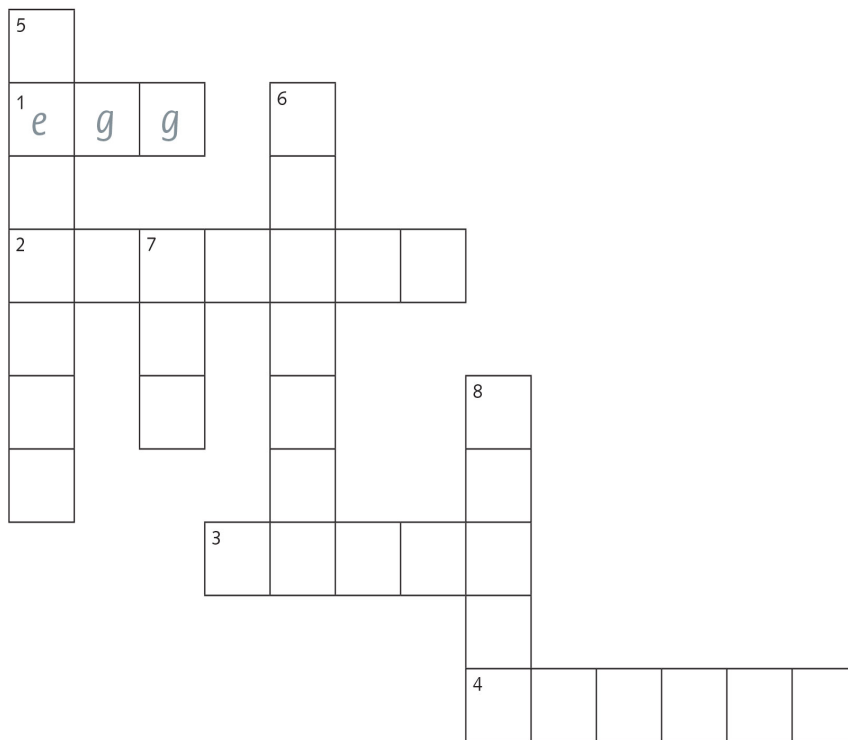
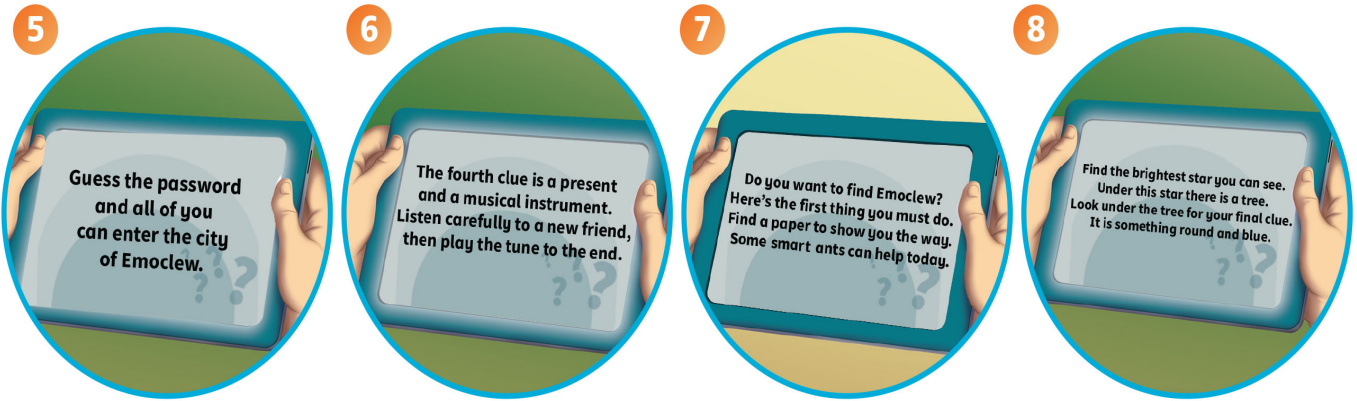


### 3 Complete the word puzzle with the clues from the story.

#### Across



#### Down



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**Gareth Boden:** commissioned photography

**Jon Barlow:** commissioned photography

**Ian Harker:** audio recording

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Key: U = Unit, Emt = End matter.

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