

6

Everybody

UP

Workbook

Kathleen Kampa  
Charles Vilina

OXFORD

# Everybody UP

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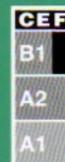
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# Everybody UP Workbook 6

**Kathleen Kampa**

**Charles Vilina**

**OXFORD**  
UNIVERSITY PRESS

# Welcome

## A Write.

New Zealand wrote calendar expensive ~~shower~~ confident  
research sandals wash uploaded comfortable nervous

1.



I always take a shower, \_\_\_\_\_ my hair, and check my \_\_\_\_\_ before I go to bed.

2.



I learned how to dive in \_\_\_\_\_. First, I felt \_\_\_\_\_, but then I felt \_\_\_\_\_.

3.



I already did \_\_\_\_\_ for my report, \_\_\_\_\_ some photos, and \_\_\_\_\_ some emails.

4.



My new \_\_\_\_\_ were the most \_\_\_\_\_ ones in the store, but they weren't the most \_\_\_\_\_.

## B What about you? Write.

1. What countries have you visited?

---

2. What have you done on your computer today?

---

3. What do you always do before you go to bed?

---

**C Write.**

Egypt	Chinese	Japan	Spanish
Brazil	China	Japanese	Korean

1. What language do people speak in Korea?

They speak

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

Portuguese.

3. \_\_\_\_\_

Spain?

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

Arabic.

**D Unscramble.**

1.



When is the report due?

is / due / when / report / the

2.



the / will / which / exam / be / units / on

3.



get / the / how / auditorium / do / to / I

4.



the / be / will / project / you / my / for / partner

# 1 Getting Around

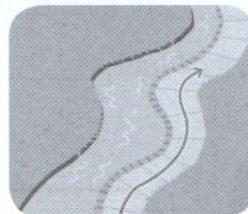
## Lesson 1 Directions

### A Match.

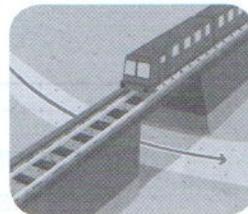
1. under •
2. along •
3. over •
4. down •
5. up •
6. around •



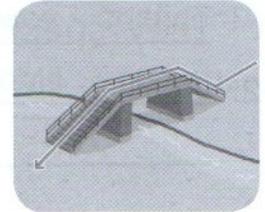
the stairs



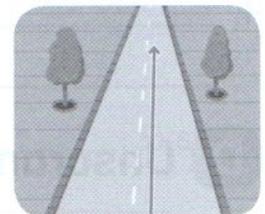
the river



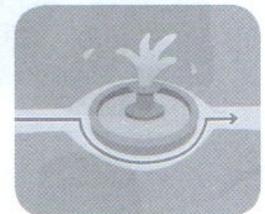
the train tracks



the bridge



the street



the fountain

### B Look at A. Write.

1. I've just gone under the train tracks.

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

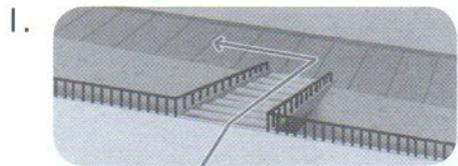
3. \_\_\_\_\_

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

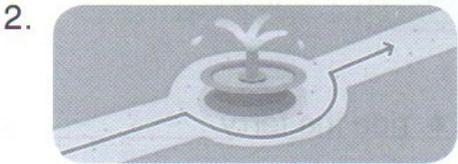
5. \_\_\_\_\_

6. \_\_\_\_\_

**C Circle.**



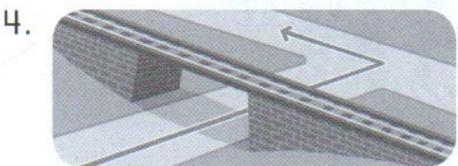
Walk down the stairs and go straight.  
up the street and turn left.



Walk along the river and go straight.  
around the fountain and turn left.



Walk up the street and turn right.  
along the river and turn left.

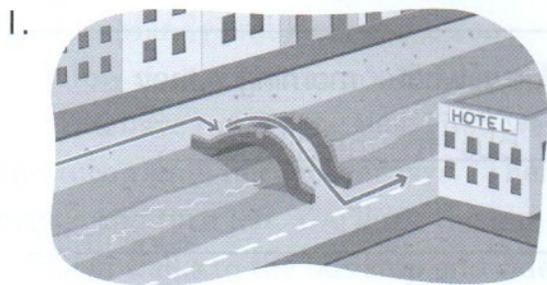


Walk around the fountain and turn right.  
under the train tracks and turn left.



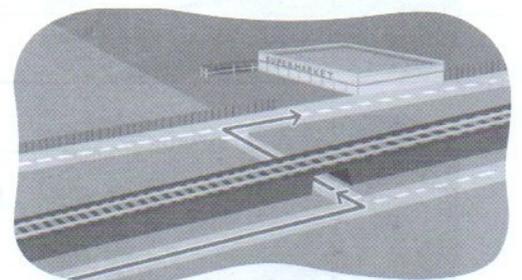
Walk up the street and go straight.  
down the stairs and turn right.

**D Write.**



How do I get to the \_\_\_\_\_  
First \_\_\_\_\_ river  
Then \_\_\_\_\_  
\_\_\_\_\_

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



# Lesson 2 Transportation

## A Match.

1.



2.



- drive a car
- take the train

3.

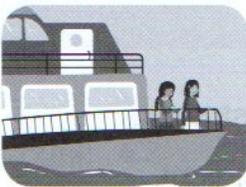


4.

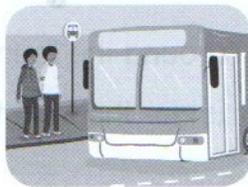


- ride the ferry
- take the subway

5.



6.



- ride the bus
- catch a taxi

## B Unscramble.

1.



\_\_\_\_\_

did / this / do / what / morning / they

They rode the bus to the library.

2.



\_\_\_\_\_ evening?

\_\_\_\_\_

caught / they / to / aquarium / taxi / the / a

3.



\_\_\_\_\_

what / they / afternoon / did / do / this

### C Write.

1.



How did you get to the

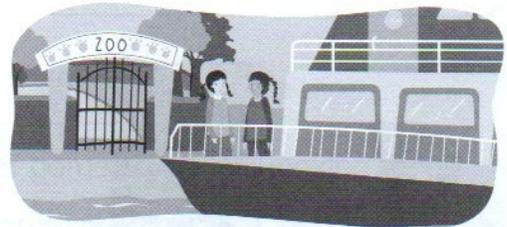
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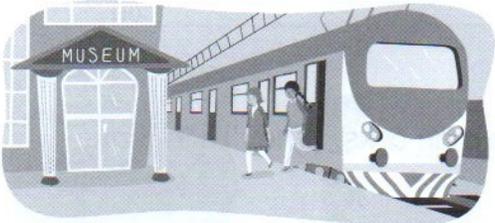
2.

---

---



3.



---

---

### Skills Reading

### D Read and write.

#### The Fast Way

It's Saturday morning. Ellen is going to meet her friends, Mandy and Jack, at the zoo.

"How do I get to the zoo?" Ellen asks her mother.

"You have to take the bus. First, walk up the street and turn right," her mother says. "Then, go over the bridge and turn left. You'll see the bus stop there."

Ellen walks to the bus stop and rides the bus to the zoo. It takes one hour. When she gets there, she's thirsty and tired. Mandy and Jack are waiting for her.

"Hi," Mandy says. "What took you so long?"

"I'm sorry. The bus was slow and hot," says Ellen.

"How did you get to the zoo?"

"We caught a taxi," says Jack. "It was fast and easy."

1. How did Mandy and Jack get to the zoo?

---

2. How does Ellen get to the bus stop?

---

---

---

---

3. How long does Ellen's bus ride take?

---

# Lesson 3 Reading

## A Write.

straight laugh entrance  
disappointed leans  
direction ~~ferry~~ looking for



Henry and Robert are riding the ferry to the aquarium. They want to see the dolphins. They get off the ferry, walk down the stairs, and go \_\_\_\_\_ to the aquarium. A man is sweeping the floor near the \_\_\_\_\_.

“Excuse me,” says Henry. “We’re \_\_\_\_\_ the dolphins.”

“The dolphins?” the man asks. “They’re in that \_\_\_\_\_.”

“OK. Thanks,” says Robert.

They walk inside the building, but they can’t find the dolphins. Henry \_\_\_\_\_ against a large window. He’s very \_\_\_\_\_.

“Henry!” says Robert. “Look behind you!”

Henry turns around. The dolphins are swimming in the water behind the window.

The boys \_\_\_\_\_.

## B Match.

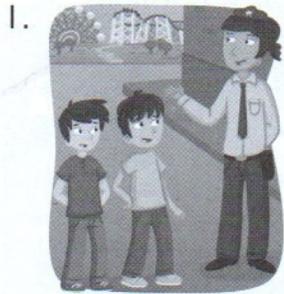
- |                                  |   |
|----------------------------------|---|
| 1. They want ●                   | ● sweeping the floor near the entrance.           |
| 2. Henry leans ●                 | ● the building, but they can’t find the dolphins. |
| 3. A man is ●                    | ● to see the dolphins.                            |
| 4. The dolphins are ●            | ● the ferry to the aquarium.                      |
| 5. Henry and Robert are riding ● | ● against a large window.                         |
| 6. They walk inside ●            | ● swimming in the water behind the window.        |

### C Circle.

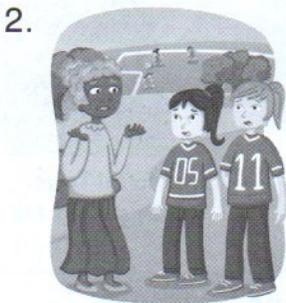
1. Henry and Robert ride the bus to the aquarium. True False
2. A man gives Henry and Robert directions. True False
3. Robert leans against a large window. True False
4. Robert sees the dolphins first. True False

### D Write.

It's in that direction. OK. Thanks. The soccer game? we're looking for  
The amusement park? Thanks, anyway. Sorry, I don't know where it is.



the amusement park.



the soccer game.



### E What about you? Write.

1. Were you ever lost? Did you ask someone for directions?

---

2. Have you ever seen dolphins? Where did you see them?

---

3. Where do you like to go with your friends on weekends?

---

## Lesson 3 Reading

### A Write.

straight laugh entrance  
disappointed leans  
direction ~~ferry~~ looking for



Henry and Robert are riding the ferry to the aquarium. They want to see the dolphins. They get off the ferry, walk down the stairs, and go \_\_\_\_\_ to the aquarium. A man is sweeping the floor near the \_\_\_\_\_.

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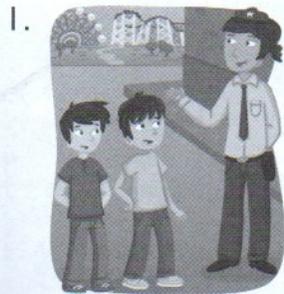
1. They want ●
  2. Henry leans ●
  3. A man is ●
  4. The dolphins are ●
  5. Henry and Robert are riding ●
  6. They walk inside ●
- sweeping the floor near the entrance.
  - the building, but they can't find the dolphins.
  - to see the dolphins.
  - the ferry to the aquarium.
  - against a large window.
  - swimming in the water behind the window.

### C Circle.

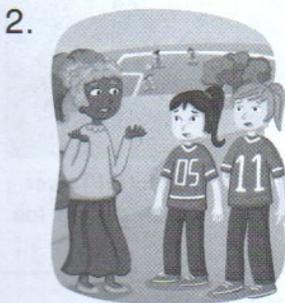
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- Robert leans against a large window. True False
- Robert sees the dolphins first. True False

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It's in that direction. OK. Thanks. The soccer game? we're looking for  
The amusement park? Thanks, anyway. Sorry, I don't know where it is.



the amusement park.



the soccer game.



### E What about you? Write.

1. Were you ever lost? Did you ask someone for directions?

---

2. Have you ever seen dolphins? Where did you see them?

---

3. Where do you like to go with your friends on weekends?

---

# Lesson 4 Sightseeing

**A Write.** giant panda observe similar capital honor busy

1. Seoul is the \_\_\_\_\_ of South Korea.
2. New York is a \_\_\_\_\_ city where many people live and work.
3. I saw a \_\_\_\_\_ at Ueno Zoo in Tokyo.
4. A zebra is \_\_\_\_\_ to a horse.

## B Read and write.

### Skills Tip

Words on or below a picture are called captions. A caption gives information about the picture.

### Sightseeing in Paris



Tourists can walk up the stairs to the top of the Arc de Triomphe.



The Louvre Museum has many famous paintings, such as the *Mona Lisa*.

Paris is the capital of France. There are many interesting places to see there. The best way to see them is to walk!

You can start your walk at the Arc de Triomphe. To get to the Arc de Triomphe, take the subway to the Charles de Gaulle-Étoile station.

The Louvre Museum is one of the most famous art museums in the world. To get to the Louvre Museum, walk down the Avenue des Champs-Élysées from the Arc de Triomphe.

You can observe the Eiffel Tower from many places in Paris. To get to the Eiffel Tower, walk along the Seine River from the Louvre Museum. Then, walk over the Pont d'Iéna (the Jena Bridge). Enjoy sightseeing in Paris!



The Eiffel Tower is 324 meters tall.

1. What can you do at the Arc de Triomphe?  
\_\_\_\_\_
2. What famous painting is in the Louvre Museum?  
\_\_\_\_\_
3. How tall is the Eiffel Tower?  
\_\_\_\_\_

### C Write.

1. Where can you start your walk in Paris?

---

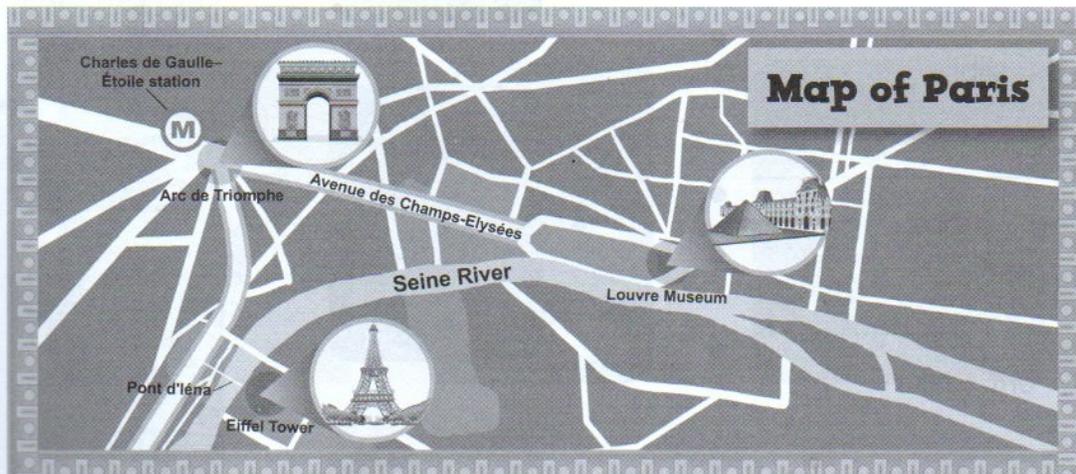
2. Where can you observe the Eiffel Tower?

---

3. How do you get to the Eiffel Tower from the Louvre Museum?

---

### D Look at B. Write.



1. How will you get to the Arc de Triomphe?

I'll take the subway to

---

2. How will you get to the Louvre Museum?

---

3. How will you get to the Eiffel Tower?

---

### E Think and write.

When you are sightseeing, what are some ways that walking is better than taking the subway?

---

---

# 2 Family Life

## Lesson 1 Responsibilities

### A Unscramble and match.

1. \_\_\_\_\_ repair the house  
perrai hte seohu

2. \_\_\_\_\_  
og ot ebd yearl

3. \_\_\_\_\_  
ayp slibl

4. \_\_\_\_\_  
pety a proret

5. \_\_\_\_\_  
brucs eht niks

6. \_\_\_\_\_  
daer oteboxkts



### B Look at A. Write.

1. He'll repair the house today.

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

3. \_\_\_\_\_

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

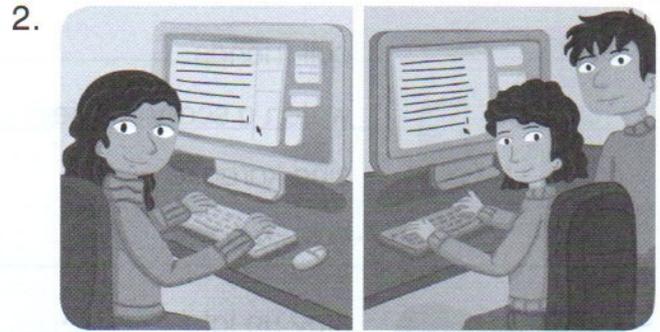
5. \_\_\_\_\_

6. \_\_\_\_\_

**C Write.** but and



I have to go to bed early, \_\_\_\_\_ my parents have to repair the house.



I have to type a report, \_\_\_\_\_ my parents do, too.



I have to read textbooks, \_\_\_\_\_ my parents have to pay bills.



I have to scrub the sink, \_\_\_\_\_ my parents do, too.

**D Write.**



I don't have to go to bed early, but my daughter does.



\_\_\_\_\_



\_\_\_\_\_

# Lesson 2 Privileges

## A Circle.

1.  call friends  
watch a scary movie  
sing karaoke  
have a party

2.  sing karaoke  
call friends  
stay up late  
invite a friend over

3.  stay up late  
have a party  
invite a friend over  
call friends

4.  have a party  
watch a scary movie  
sing karaoke  
invite a friend over

5.  watch a scary movie  
invite a friend over  
stay up late  
call friends

6.  sing karaoke  
have a party  
watch a scary movie  
stay up late

## B Write.

	1 Invite a friend over	2 Sing karaoke	3 Watch a scary movie
Saturday	yes	yes	yes
Wednesday	no	no	no

1. I can invite a friend over on weekends, but I can't \_\_\_\_\_  
\_\_\_\_\_ on weekdays.

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

3. \_\_\_\_\_

\_\_\_\_\_

**C Write.**

1.



\_\_\_\_\_ could \_\_\_\_\_  
when she was my age, but \_\_\_\_\_ couldn't.

2.



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

**Skills Writing**

**D Underline the modal verbs. Then rewrite.**

1. Some children can stay up late on weekends.

\_\_\_\_\_

2. Students should pack their schoolbags before they go to bed.

\_\_\_\_\_

3. You must turn off your cell phone now, but you may turn it on after the test.

\_\_\_\_\_

**E Circle the modal verbs.**

Schools have rules that students must remember. Students can't run inside the school. They have to walk quietly. Students should listen carefully to their teacher, and they must raise their hands when they want to speak. They can't use their cell phones in school, but they may use them after school. Students should always do their homework.

**F Look at E. Write about your school.**

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



**C Write.**

1. What do Jane's parents plan to do for their anniversary?

\_\_\_\_\_

2. What does Jane want to do with Maria?

\_\_\_\_\_

3. Who will babysit Jenny?

\_\_\_\_\_

**D Write.**

All right, Dad. go to bed early I'm afraid you do  
I will scrub the sink but you should

1.



Do I have to \_\_\_\_\_

You don't have to. \_\_\_\_\_

OK \_\_\_\_\_

2.



Do I have to \_\_\_\_\_

Yes. \_\_\_\_\_

\_\_\_\_\_

**E What about you? Write.**

1. How do you help your mom and dad at home?

\_\_\_\_\_

2. Do you babysit? How old were you when you started?

\_\_\_\_\_

3. What time do you go to bed at night?

\_\_\_\_\_

# Lesson 4 Basic Math

## A Write.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>
k	r	h	y	b	p	j	t	n	u	a	q	z
<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
x	v	d	s	e	w	c	l	i	m	g	o	f

1. subtraction                      2. \_\_\_\_\_                      3. \_\_\_\_\_  
    QJEHBKTHVYI                      PVOVQVYI                      QYWRHCVIX
4. \_\_\_\_\_                      5. \_\_\_\_\_                      6. \_\_\_\_\_  
    WJUHVFUVTKHVYI                      YBPRB                      KPPVHVYI

## B Read and write.

### How to Check Your Answers

Good students always check their answers. How do you check them? Just use the opposite kind of math.

For example, you want to add  $12 + 27$ , and you think the answer is 39. How can you be sure? Use subtraction!  $39 - 27 = 12$ . Also,  $39 - 12 = 27$ . Your answer is correct!

Now, you want to do a subtraction problem. You think that  $48 - 13 = 35$ . How

### Skills Tip

When you do a math problem, always check your answer.

can you be sure? Use addition!  $35 + 13 = 48$ . Your answer is correct!

This works with multiplication and division, too. You think that  $3 \times 5 = 15$ . How can you check? You know that  $15 \div 5 = 3$ , so your answer is correct.

Let's try division. You think that  $24 \div 2 = 12$ . How do you know it's correct? Just multiply  $12 \times 2$ . Is your answer 24? Good job!

1. What kind of math do you use to check an addition problem?
- 

2. What kind of math do you use to check a multiplication problem?
- 

3. What kind of math do you use to check a division problem?
-

### C Circle.

1. Good students don't have to check their answers. True False
2. You should use subtraction to check an addition problem. True False
3. Addition is the opposite of division. True False

### D Answer the word problems. Then check your answers.

1. Mrs. Johnson's sixth grade class has twenty-eight students. Thirteen students are boys. How many students are girls?

Answer: \_\_\_\_\_

2. Jenna orders six pizzas for her party. She cuts each pizza into eight slices. How many slices of pizza does she have?

Answer: \_\_\_\_\_

3. There are thirty-five days before Fred's birthday. How many weeks are there before his birthday?

Answer: \_\_\_\_\_

### E Look at D. Write.

1. For the first problem, you should use \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### F Think and write.

Tom wants to go to the department store. First, he'll ride a bus. Then, he'll take the subway. The bus will take seven minutes, and the subway will take twenty minutes. How long will it take Tom to get to the department store? What kind of math did you use? How should you check your answer?

It will take Tom \_\_\_\_\_ minutes  
\_\_\_\_\_  
\_\_\_\_\_



**A Read and write.**

**Julia Is Twelve**

Now that Julia is twelve years old, she has more privileges. When she was eleven, she couldn't take the subway to her friend's house alone. Now she can! She can also invite friends over and have a party on weekends.



Julia has more responsibilities now, too. She has to help her mother cook dinner after school, and she has to read textbooks and type reports every night. Julia is very busy, but she likes being twelve. On Saturday, she'll take the train to an amusement park with her friends. She couldn't do that when she was eleven!

1. How does Julia get to her friend's house?

---

2. What can Julia do on weekends?

---

3. What will Julia do on Saturday?

---

**B Circle the helping verbs and underline the main verbs.**

1. Julia couldn't take the subway when she was eleven, but now she can take it.

2. I couldn't call you yesterday, but I can call you today.

3. My little sister can watch TV, but she can't watch scary movies.

**C Write. Then circle the helping verbs and underline the main verbs.**

What can you do on weekends that you can't do on weekdays?

---



---



---



---

# 3 Student Life

## Lesson 1 Experiences

### A Write.

like mystery novels    know your best friend    own a laptop  
have a smartphone    belong to the judo club    be class president

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

### B Look at A. Write.

1. I know my best friend.

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

3. \_\_\_\_\_

4. I'm \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### C Connect.

1.



July

He's been class president since six months.

She's liked mystery novels for July.

2.



two years

He's had a smartphone since two years.

She's belonged to the judo club for 2010.

3.



seven weeks

He's known his best friend since seven weeks.

She's owned a laptop for last month.

4.



January

He's been class president since three months.

She's known her best friend for January.

### D Write.

1.



five years

How long have you known your best friend?

I've known my best friend for \_\_\_\_\_

2.



2009

\_\_\_\_\_

\_\_\_\_\_

3.



four months

\_\_\_\_\_

\_\_\_\_\_

# Lesson 2 Experiences

## A Write.

collect comic books      build websites      study ballet  
volunteer at a soup kitchen      live in Paris      play the saxophone

1.



\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_

5.



\_\_\_\_\_

\_\_\_\_\_

6.



\_\_\_\_\_

\_\_\_\_\_

## B Circle.

1.



We've      play  
They've      been      played      the saxophone      for  
                         playing      since      a long time.

2.



We've      live      we were  
They've      been      lived      in Paris since      they are      six.  
                         living      they were

3.



We've      collect      we are  
They've      been      collected      comic books since      we were      eight.  
                         collecting      they were

### C Write.

1.



How long have you been \_\_\_\_\_  
\_\_\_\_\_ three years.

2.

\_\_\_\_\_ ten.



3.



\_\_\_\_\_ six years.

### Skills Reading

#### D Read and write.

##### Best Friends

Dan and Ed have been best friends for a long time.

"I've known Ed since I was four," says Dan.

"We've belonged to the same judo club since we were five," says Ed.

The two boys like to do many things together. They both play the saxophone and collect comic books.

"I've been collecting comic books since I was eight," says Dan. "How long have you been collecting comics, Ed?"

"Since I was seven," says Ed.

1. How long has Dan known Ed?

\_\_\_\_\_

2. How long have Dan and Ed belonged to the same judo club?

\_\_\_\_\_

3. How long has Ed been collecting comic books?

\_\_\_\_\_

# Lesson 3 Reading

## A Write.

finish line    sure    tired  
cheerfully    annual    catch up  
starting line    walk-a-thon



It's the day of the \_\_\_\_\_ (1) \_\_\_\_\_ (2)  
for the students of North Middle School. The students  
will walk for six kilometers to help the Children's  
Hospital. Roger is at the \_\_\_\_\_ (3) with  
Sue and Brad. "I walk slowly," Roger says. "You go  
ahead, and I'll meet you later."  
Sue and Brad walk quickly. "Should we let Roger

\_\_\_\_\_ (4) to us?" Sue asks.

"Let's wait for him at the finish line," says Brad.

Soon all the students are at the \_\_\_\_\_ (5). Everyone is waiting for Roger. Then  
they see him! Roger crosses the finish line, and everyone claps \_\_\_\_\_ (6).

"You've been walking all morning, Roger," says Sue. "You must be \_\_\_\_\_ (7)."

"I \_\_\_\_\_ (8) am," says Roger, "but I'm also happy! I finished!"

## B Write and number.



"Should we \_\_\_\_\_  
\_\_\_\_\_ Sue asks."

Roger crosses \_\_\_\_\_  
\_\_\_\_\_



Roger is \_\_\_\_\_  
\_\_\_\_\_

### C Circle.

1. Sue, Brad, and Roger are together at the starting line. True False
2. Roger and Sue wait for Brad at the finish line. True False
3. Sue and Brad walk slowly, but Roger walks quickly. True False
4. All the students wait for Roger at the finish line. True False

### D Write.

building websites      you're right      You should take a break.  
playing the saxophone      I sure am!      You must be tired.

1.



I've been \_\_\_\_\_ all morning.

2.



I've been \_\_\_\_\_ all morning.

I think \_\_\_\_\_

### E What about you? Write.

1. Do you like to walk slowly or quickly?

\_\_\_\_\_

2. Do you walk to school from your house? How long does it take?

\_\_\_\_\_

3. When you're tired, how do you like to relax?

\_\_\_\_\_

## Lesson 4 Paper Art

### A Circle.

1. It isn't difficult to make a \_\_\_\_\_ century \_\_\_\_\_ out of paper.  
samurai helmet
2. Scissors and staplers are important \_\_\_\_\_ papyrus \_\_\_\_\_ in a classroom.  
tools
3. You must fold the \_\_\_\_\_ edge \_\_\_\_\_ of the paper carefully.  
introduce
4. The teacher will \_\_\_\_\_ introduce \_\_\_\_\_ origami to the students.  
tools

### B Read and write.

#### Make a Snowflake!



In the art of origami, paper objects can be made without using tools. Another kind of paper art is snowflake making.

All you need to make a paper snowflake is a square piece of paper (and scissors)!

The art of making paper snowflakes started over a century ago. Today, people in many countries make paper snowflakes (often to celebrate different winter holidays).

Paper snowflakes are usually made with white paper. The most popular paper snowflake has six sides (just like a real snowflake). Like a real snowflake, every paper snowflake is different from all the others.

To make a snowflake, you have to fold a piece of paper. You will also need scissors to cut the edges. So, get your paper and your scissors, and make some snowflakes!

#### Skills Tip

Words in parentheses () can give more information about something.

1. What do you need to make a paper snowflake?

2. Why do people often make paper snowflakes?

## C Write.

1. When did people start making paper snowflakes?

2. Can two real snowflakes be the same?

3. How many sides does the most popular paper snowflake have?

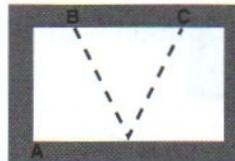
## D Make a snowflake. Follow the steps.

### Step 1



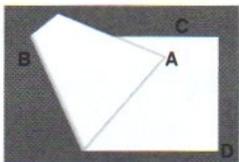
Fold a square piece of paper in half.

### Step 2



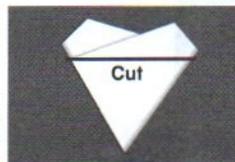
Fold point A to point C.

### Step 3



Fold point D to point B.

### Step 4



Cut along the top to make a triangle.

### Step 5



Cut shapes out of the edges.

### Step 6



Open the snowflake carefully.

## E Think and write.

If every student in your class makes a paper snowflake, will some of them look the same or will they all look different?

# 4 Wants and Needs

## Lesson | Healthy Habits

### A Do the puzzle.

Across →

Down ↓

1.



4.



2.



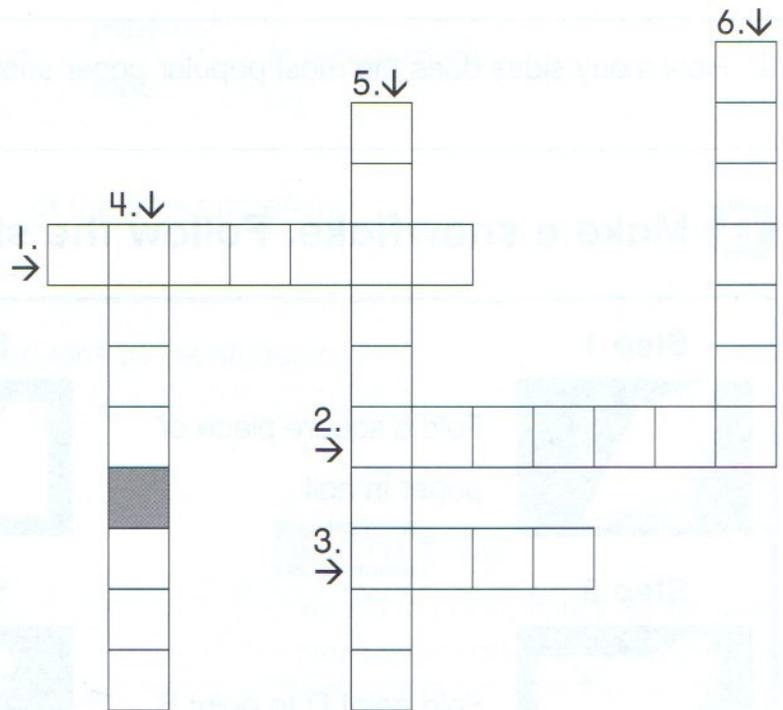
5.



3.



6.



### B Write.

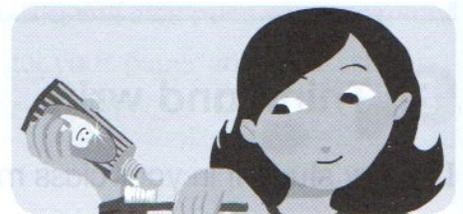
1.



He's been using this kind of \_\_\_\_\_ for  
a long time.

2.

\_\_\_\_\_ she was five.



3.



\_\_\_\_\_ six months.

**C** Unscramble.



1. \_\_\_\_\_  
store / I / because / the / I / to / went / bottle / a / wanted / cologne / of
2. \_\_\_\_\_  
went / store / I / to / the / because / I / of / needed / shampoo / a / bottle
3. \_\_\_\_\_  
because / went / I / store / to / I / the / gel / tube / wanted / a / hair / of

**D** Write.

1.  Why is he going to the store?  
Because he wants a bottle of cologne.
2. \_\_\_\_\_  \_\_\_\_\_  
\_\_\_\_\_
3.  \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  \_\_\_\_\_  
\_\_\_\_\_

# Lesson 2 Healthy Habits

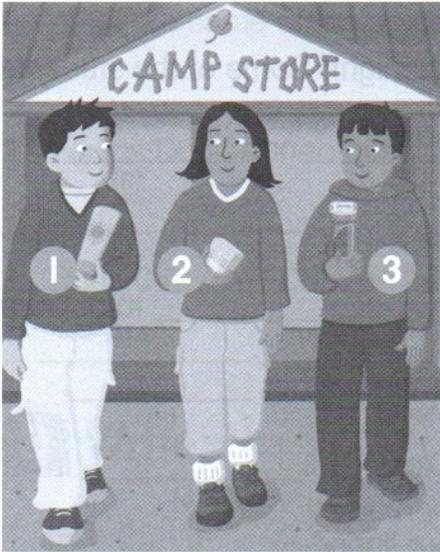
**A Write.** dental floss mouthwash deodorant lotion sunscreen conditioner

1.		2.		3.	
<hr/>					
4.		5.		6.	
<hr/>					

**B Circle.**

1. You should use	deodorant lotion	before you after you	brush your teeth. go to school.
2. You should use	sunscreen mouthwash	before you after you	wash your hair. brush your teeth.
3. You should use	dental floss conditioner	before you after you	play tennis. brush your teeth.
4. You should use	dental floss lotion	before you after you	shower. go to school.
5. You should use	sunscreen mouthwash	before you after you	wash your hair. play tennis.
6. You should use	deodorant conditioner	before you after you	wash your hair. brush your teeth.

**C Write.**



1. He ran out of \_\_\_\_\_ while he was at camp, so he bought some more.
2. \_\_\_\_\_
3. \_\_\_\_\_

**Skills Writing**

**D Underline the coordinating conjunctions.**

1. I use shampoo every day, but I don't use hair gel every day.
2. I ran out of lotion while I was at camp, and my friend did, too.
3. Should you floss your teeth before or after you brush them?
4. I put on deodorant and sunscreen before I play tennis.

**E Underline the coordinating conjunctions. Then rewrite.**

Many people like to go outside and exercise on sunny days, but it's important to keep your skin healthy. Before you play tennis or jog, put on sunscreen. After you come home and take a shower, put on lotion to keep your skin soft.

---

---

---

---

---

---

---

---

# Lesson 3 Reading

## A Write.

delighted stand makeup  
 costumes lines without  
 talent show wait signed up



The \_\_\_\_\_ (1) is tonight! Some of the students are wearing colorful \_\_\_\_\_ (2) and \_\_\_\_\_ (3) on their faces.

Danielle is nervous. She \_\_\_\_\_ (4) to act in a play, but now she can't remember her \_\_\_\_\_ (5).

"I know," says her friend Cindy. "I'll \_\_\_\_\_ (6) in the back. I can tell you your lines."

Danielle feels better. When the show starts, she remembers all of her lines!

Cindy is \_\_\_\_\_ (7). "Good job!" she says after the show. "Everyone is going to the pizzeria. Should I \_\_\_\_\_ (8) until you're ready?"

"No," says Danielle. "Just go \_\_\_\_\_ (9) me."

"OK," says Cindy. "See you there!"

## B Match.



When the show starts, Danielle remembers all of her lines!

Some of the students are wearing colorful costumes and makeup on their faces.

"I know," says Danielle's friend Cindy. "I'll stand in the back. I can tell you your lines."

**C Write.**

1. What are some of the students wearing for the talent show?

---

2. Why is Danielle nervous?

---

3. Does Cindy tell Danielle her lines? Why not?

---

**D Write.**

Should I wait until you're ready? OK. See you there.  
if you don't mind No, not at all. No, just go without me.

1.



---

---

---

2.



---

Yes

---

---

**E What about you? Write.**

1. Have you ever been in a talent show? What did you do?

---

2. Have you ever worn a costume for a play? What did it look like?

---

3. What do you do when you're ready to go, and your friend isn't ready?

---

**A Write.** evaporation water vapor precipitation cycle condensation collection

1. The water \_\_\_\_\_ has four parts.
2. \_\_\_\_\_ happens when the clouds get very heavy.
3. When people use the water for drinking, it's the \_\_\_\_\_ step of the water cycle.
4. When hot water goes into the air as water vapor, it's called \_\_\_\_\_.
5. When water vapor gets cold and becomes clouds, it's called \_\_\_\_\_.
6. \_\_\_\_\_ is a gas, rain is a liquid, and snow is a solid.

**B Read and write.**

**Skills Tip**

Diagrams help explain specific words and actions.

### Kinds of Precipitation

Precipitation is the step of the water cycle when water returns to the earth. However, it doesn't always return as rain. There are other kinds of precipitation. What are they?

Snow is also a kind of precipitation. Snow is made in the air when water vapor turns into

**How snow is made**



**How ice is made**



ice. The ice turns into snowflakes and falls to the earth as snow. If you ski or snowboard, snow might be your favorite kind of precipitation!

Another kind of precipitation happens when water vapor turns into rain and the rain turns into ice. This ice can be very small, or it can be as big as a golf ball. Then it becomes very dangerous and can hurt plants and other living things.

1. When snow is made, does water vapor turn into rain or ice?

---

2. When snow is made, does ice turn into rain or snow?

---

3. When ice is made, does rain turn into ice or snow?

---

### C Circle.

- |  |      |       |
|--|------|-------|
| 1. Water always returns to the earth as rain.                | True | False |
| 2. Snow is a kind of precipitation.                          | True | False |
| 3. Ice that falls to the earth can be as big as a golf ball. | True | False |
| 4. Precipitation is when water becomes clouds.               | True | False |

### D Fill in the chart. Then write.

ice   rain   water vapor   ~~snow~~

	How snow is made	How ice is made
Step 1		
Step 2		
Step 3	snow	

1. What happens after water vapor turns into ice?

Ice turns into \_\_\_\_\_

2. What happens after water vapor turns into rain?

\_\_\_\_\_

3. What happens before ice turns into snow?

\_\_\_\_\_

### E Think and write.

Ice that falls to the earth can hurt plants and other living things, but rain doesn't. Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Review 2

## A Write.

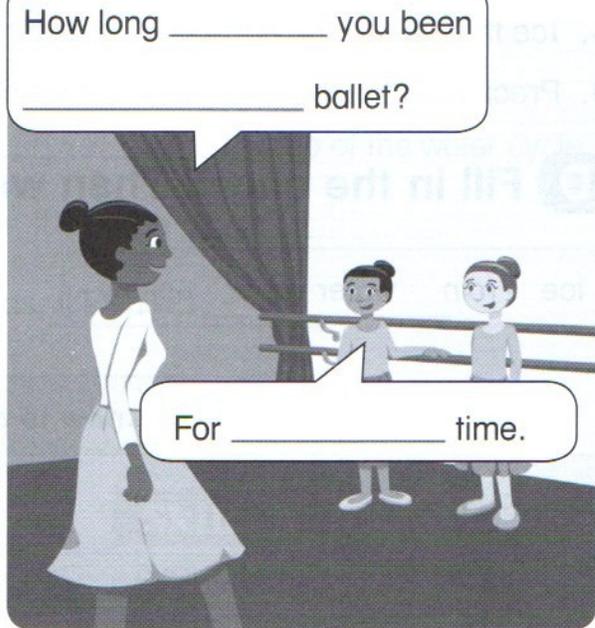
1. How long have you \_\_\_\_\_ club?  
 \_\_\_\_\_ club?



I've \_\_\_\_\_ June.

He's belonged \_\_\_\_\_  
 \_\_\_\_\_ two years.

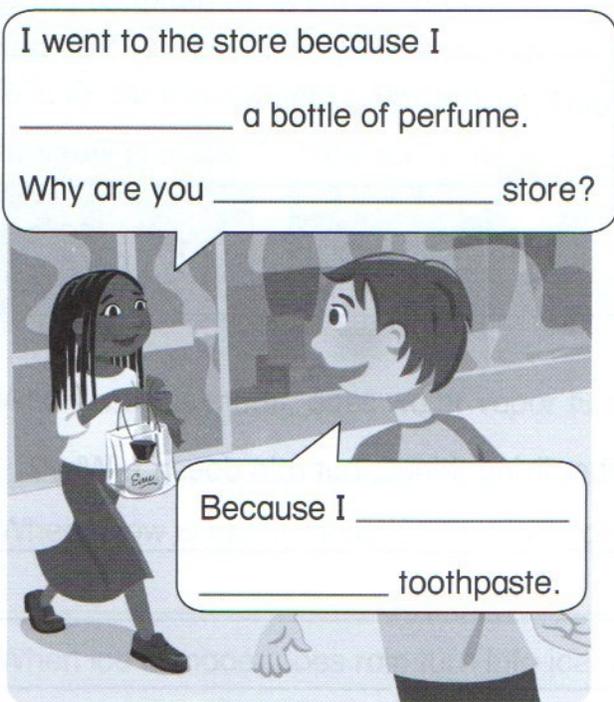
2. How long \_\_\_\_\_ you been \_\_\_\_\_ ballet?



For \_\_\_\_\_ time.

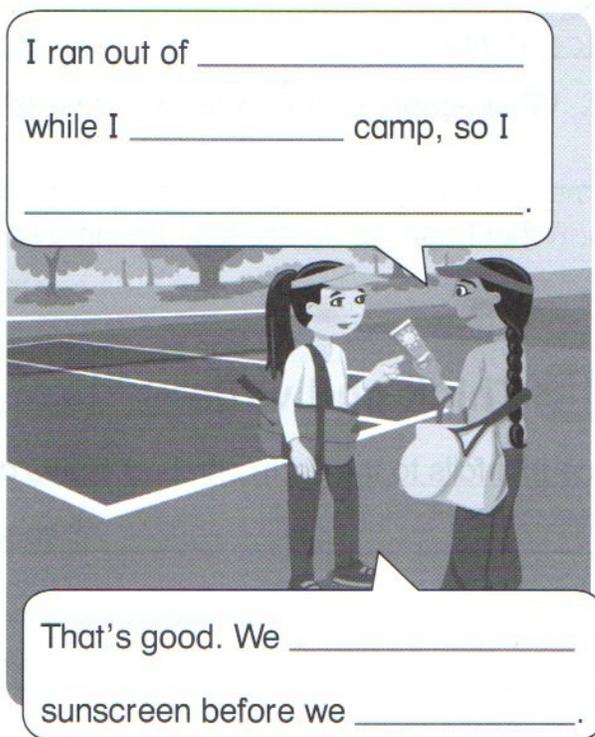
They've been \_\_\_\_\_  
 \_\_\_\_\_ they were eight.

3. I went to the store because I \_\_\_\_\_ a bottle of perfume.  
 Why are you \_\_\_\_\_ store?



Because I \_\_\_\_\_  
 \_\_\_\_\_ toothpaste.

4. I ran out of \_\_\_\_\_ while I \_\_\_\_\_ camp, so I \_\_\_\_\_.



That's good. We \_\_\_\_\_  
 sunscreen before we \_\_\_\_\_.

**A Read and write.**

## Reading and Writing

**Life in Paris**

Jerry is an American boy, but he has been living in Paris with his family since he was eight. Jerry really likes Paris. He has been playing the saxophone for four years. "Paris is a great place for musicians," he says. "Sometimes I play in the park. People stop and listen!"



Jerry has many hobbies in Paris. He likes mystery novels, and he often reads them at an outdoor cafe. He's been playing tennis here for a long time, too. "I'm always outside," says Jerry. "I'm going to the store today because I need more sunscreen!"

1. How long has Jerry been playing the saxophone?

---

2. Where does Jerry often read mystery novels?

---

3. Why is Jerry going to the store?

---

**B Circle the words after *for*. Underline the words after *since*. Then rewrite using the other word.**

1. Kim is twelve. She has been living in Paris since she was eight.

Kim has been living in Paris for four years.

2. Josh has been collecting comic books for a long time. He started when he was six.

---

3. I've had a smartphone since June, and now it's September.

---

**C Answer the question in two different ways. Circle the words after *for*. Underline the words after *since*.**

How long have you known your best friend?

---



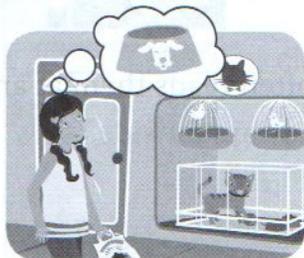
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# 5 Around Town

## Lesson 1 Places to Go

### A Circle.

1.



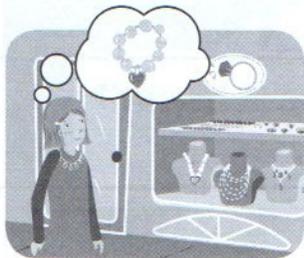
pizzeria  
pet shop  
bakery  
deli

2.



deli  
convenience store  
jewelry store  
pet shop

3.



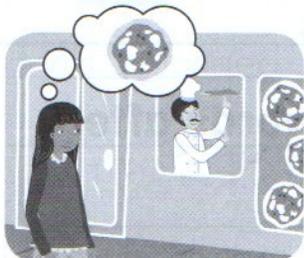
jewelry store  
deli  
convenience store  
bakery

4.



jewelry store  
pet shop  
pizzeria  
convenience store

5.



bakery  
convenience store  
pizzeria  
pet shop

6.



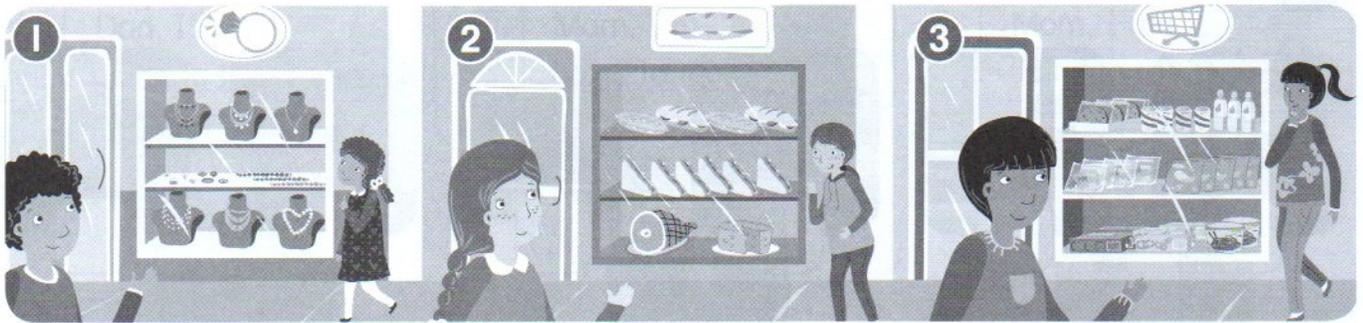
jewelry store  
bakery  
deli  
pizzeria

### B Look at A. Write.

masking tape ~~dog food~~ pizza sandwich bracelet bread

1. She went to the pet shop because she needed dog food.
2. He went to the \_\_\_\_\_ because he wanted a \_\_\_\_\_.
3. She went to the \_\_\_\_\_ because she wanted a \_\_\_\_\_.
4. He went to the \_\_\_\_\_ because he needed \_\_\_\_\_.
5. She went to the \_\_\_\_\_ because she wanted a \_\_\_\_\_.
6. He went to the \_\_\_\_\_ because he wanted \_\_\_\_\_.

### C Circle and write.



1. The boy \_\_\_\_\_ to the jewelry store \_\_\_\_\_ older brother.  
 The girl who is going to the pizzeria is my younger sister.
2. The boy \_\_\_\_\_ to the pet shop \_\_\_\_\_ younger brother.  
 The girl \_\_\_\_\_ to the deli \_\_\_\_\_ older sister.
3. The boy \_\_\_\_\_ to the convenience store \_\_\_\_\_ older sister.  
 The girl \_\_\_\_\_ to the bakery \_\_\_\_\_ younger brother.

### D Unscramble.



\_\_\_\_\_

younger / is / one / sister / which / your

\_\_\_\_\_

who / she's / shop / one / is / the / pet / going / to / the



\_\_\_\_\_

your / is / which / brother / one / older

\_\_\_\_\_

the / he's / is / going / the / who / one / bakery / to

# Lesson 2 Places to Go

## A Unscramble and number.



1. \_\_\_\_\_

cecsein esmumu

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

dareca

3. \_\_\_\_\_

tra lagrely

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

strops dasimut

5. \_\_\_\_\_

laml

6. \_\_\_\_\_

tekas prka

## B Write and match.

1. Dad, I'm going to the



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ skate park.

2. Mom, I'm going to the



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ science museum.

3. Dad, I'm going to the



What did he say?

• He said that he was going to the arcade.

### C Circle.

1. Dad, I'm going to the .



Did he say that he was going to the art gallery?

Yes, he did.

No, he didn't.

2. Mom, I'm going to the .



Did she say that she was going to the science museum?

Yes, she did.

No, she didn't.

3. Mom, I'm going to the .



Did she say that she was going to the arcade?

Yes, she did.

No, she didn't.

### Skills Reading

### D Read and write.

#### Meeting Ashley

Rachel walks over to Ashley's house on Sunday afternoon. She sees Ashley's brother Tom in the yard.

"Hi, Tom," she says. "Where's Ashley?"

"She isn't here. She said that she was going to the mall," says Tom.

"Did she say that she was going to the art gallery, too?" asks Rachel.

"I don't know," says Tom. "I'll ask my mom." Tom goes into the house. Two minutes later, he comes back outside.

"What did your mom say?" asks Rachel.

"She said that Ashley was going to the mall, and then she was going to meet you at the art gallery at three o'clock."

"Great!" says Rachel. "Thanks, Tom!"

1. Where is Ashley when Rachel comes to her house?

---

---

2. Did Ashley say that she was going to the pet shop?

---

---

3. Where is Ashley going to meet Rachel?

---

---

## Lesson 3 Reading

### A Write.

stamp    pocket    envelope  
early    sidewalk    falls  
missing    baseball card



Marco and Peter collect baseball cards. Marco decides to give his best baseball card to Peter as an \_\_\_\_\_ birthday present.

(1)

Marco puts the card in an \_\_\_\_\_ and writes Peter's name and address on it. He rides his bike to the post office to get a stamp, but the card

(2)

\_\_\_\_\_ out of his \_\_\_\_\_.

(3)

(4)

A kind postal worker sees Peter's card on the

\_\_\_\_\_. She reads the address and puts the card in Peter's mailbox.

(5)

The next day, Marco is sad about the \_\_\_\_\_ card. Then Peter calls him. "I really

(6)

like the \_\_\_\_\_ you gave me for my birthday," Peter says. "It came here

(7)

without a \_\_\_\_\_!"

(8)

Marco is very surprised. "Wow! I'm glad you got it." he says.

### B Unscramble.

1. \_\_\_\_\_

stamp / here / it / a / came / without

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

baseball / Marco / collect / cards / and / Peter

3. \_\_\_\_\_

kind / sees / on / card / worker / the / a / Peter's / sidewalk / postal

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

very / Marco / surprised / is

### C Circle.

- |   |      |       |
|---|------|-------|
| 1. Peter gives his best baseball card to Marco.         | True | False |
| 2. A postal worker puts the card in Peter's mailbox.    | True | False |
| 3. Marco forgot to put a stamp on the envelope.         | True | False |
| 4. Marco is surprised that Peter got the baseball card. | True | False |

### D Write.

I'm happy to hear that.    I really like  
I'm glad you like it.    you gave me for my birthday

1.

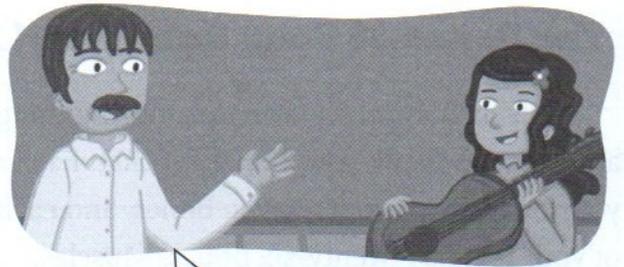
\_\_\_\_\_ the shirt  
\_\_\_\_\_  
\_\_\_\_\_



Good \_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_\_\_ the guitar  
\_\_\_\_\_  
\_\_\_\_\_



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

### E What about you? Write.

1. What special present have you received from a friend?

\_\_\_\_\_

2. What special present have you given to a friend?

\_\_\_\_\_

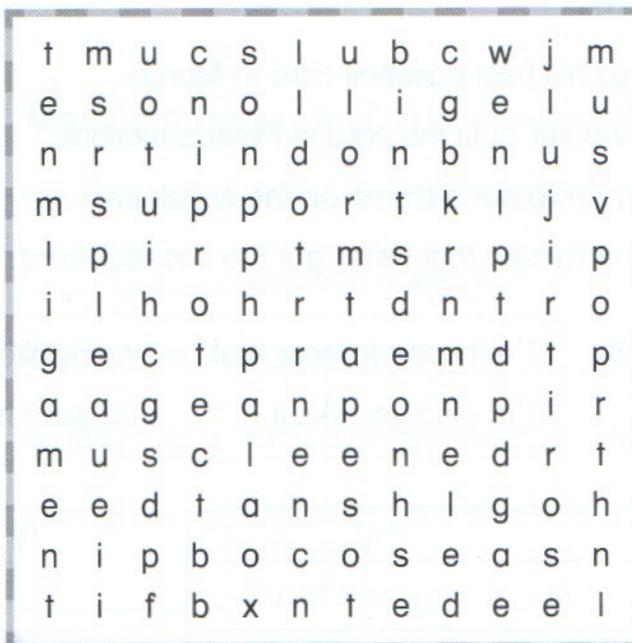
3. How often do you go to the post office in your town?

\_\_\_\_\_

## Lesson 4 The Human Body

### A Find and circle.

bone  
muscle  
ligament  
tendon  
support  
protect



### B Read and write.

#### The Bones of Your Hands and Feet

Your hands and feet can do amazing things, and you can thank your bones for that. Each of your hands has twenty-seven bones, and each of your feet has twenty-six bones! Muscles, ligaments, and tendons work together with those bones to help you work and play.

Your hand bones help you play the piano and shake hands with a friend. Because of your hand bones, you can hold a pencil, use chopsticks, and make a model.

#### Skills Tip

Looking up a word in a dictionary helps you to remember it better.

Your foot bones help you stand, walk, run, and kick. Because of your foot bones, you can play soccer and many other sports.



Our hand and foot bones are strong, but we still need to protect them. Wear sports shoes and gloves when you play some sports.



1. What comes first in a dictionary, the word *muscle* or the word *ligament*?

---

2. Will you find the word *bone* near the front or the back of the dictionary?

---

3. Is the word *tendon* before or after the word *tennis* in the dictionary?

---

### C Write.

1. Which has more bones, your hand or your foot?  
\_\_\_\_\_
2. What should you wear to protect your hands and feet?  
\_\_\_\_\_
3. How many bones do two hands and two feet have?  
\_\_\_\_\_

### D Fill in the chart. Then write.

~~play the piano~~   hold a pencil   run  
use chopsticks   stand   kick

Sports and activities you can do because of your . . .			
Hand bones	<u>play the piano</u>	_____	_____
Foot bones	_____	_____	_____

1. What sports and activities can you do because of the bones in your hands?  
I can \_\_\_\_\_
2. What sports and activities can you do because of the bones in your feet?  
\_\_\_\_\_

### E Think and write.

Four fingers on your hand have three bones, but your thumb has two bones. Four toes on your foot have three bones, but your fifth toe has two bones. Which toe do you think has two bones, your big toe or your little toe? Why?

\_\_\_\_\_

\_\_\_\_\_

# 6 Our Planet

## Lesson 1 Conservation

### A Match.

- 1. recycle ● ● the lights ●
- 2. reuse ● ● a compost pile ●
- 3. plant ● ● bottles and cans ●
- 4. turn off ● ● the water ●
- 5. shut off ● ● a garden ●
- 6. start ● ● paper ●



### B Look at A. Write.

1. She said that she was going to recycle bottles and cans.

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

3. \_\_\_\_\_

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

5. \_\_\_\_\_

6. \_\_\_\_\_

**C** Write and match.



If you want to help the environment.

the lights.  
water.  
paper.

**D** Write.



1. If you want to help the environment, what can you do?

I can  
2.  
3.

# Lesson 2 Conservation

## A Write and match.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>
d	j	o	r	x	b	i	n	q	u	c	v	e
<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
k	y	a	s	h	z	m	t	f	l	w	p	g

1. \_\_\_\_\_

ADO OCJD KWCURMQ CJUQGAM

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

UPNM DMJQPFWM QRCYYGHZ FPZQ

3. \_\_\_\_\_

ZDCX OCJD CXH LMZMUPFWMQ

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

UPNM YJFWGK UDPHQYCDUPUGCH

5. \_\_\_\_\_

NMMY URM PGD KCHAGUGCHMD CH WCX

6. \_\_\_\_\_

JQM MHMDZO-QPLGHZ WGZRU FJWFQ



## B Look at A. Write.

1. If we dry our clothes outside, we'll conserve energy.

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

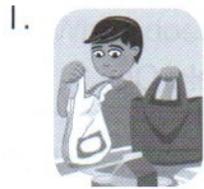
3. \_\_\_\_\_

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

5. \_\_\_\_\_

6. \_\_\_\_\_

### C Circle.



He'll conserve energy if he uses energy-saving light bulbs.  
She'll conserve energy if she takes reusable shopping bags.



He'll conserve energy if he dries her clothes outside.  
She'll conserve energy if she grows his own vegetables.



He'll conserve energy if he keeps the air conditioner on low.  
She'll conserve energy if she takes public transportation.

### Skills Writing

#### D Add commas.

1. If you see Maria at school, tell her to call me.
2. I have six apples. If I give you two apples how many apples will I have?
3. If you want to dry your clothes outside wash them on a sunny day.
4. If I plant a garden this spring will you help me?

#### E Add commas. Then rewrite.

If you want to help the environment there are many things you can do. If you see a can on the street pick it up and recycle it. If you eat an apple put it on your compost pile when you're finished.

---

---

---

---

---

---

---

# Lesson 3 Reading

## A Write.

spend time	fix
bicycle	money
would	school
reduce	tire
flat	spend



Kim rides her \_\_\_\_\_ (1) to school twice a week. One day after school, she sees that the front \_\_\_\_\_ (2) is \_\_\_\_\_ (3). Kim calls her father. He drives to the school and puts the bicycle in the car.

“Dad, if I had a new bicycle, I \_\_\_\_\_ (4) use it all the time,”

Kim says.

“You would?” her father asks.

“Yes, of course,” says Kim. “I would ride it to \_\_\_\_\_ (5) every day. We would save \_\_\_\_\_ (6).”

“I have a better idea,” says Kim’s father. “I’ll \_\_\_\_\_ (7) your tire. Then we’ll ride our bicycles together. That will \_\_\_\_\_ (8) how much we have to \_\_\_\_\_ (9).”

Now Kim and her father \_\_\_\_\_ (10) together. They’re happy!

## B Write and number.



“I have \_\_\_\_\_,” says Kim’s father. “I’ll fix \_\_\_\_\_.”



One day after school, Kim \_\_\_\_\_  
\_\_\_\_\_.



“Dad, if I had \_\_\_\_\_,” Kim says.

### C Write.

1. When does Kim see the flat tire?

---

2. What would Kim do if she had a new bicycle?

---

3. What do Kim and her father do after he fixes her tire?

---

### D Write.

if I had a new    you sure    I would use it all the time  
Definitely.    You would?    Yes, of course.

1.



calculator

---



---



---

2.



tent

---



---



Are

---

### E What about you? Write.

1. How often do you ride your bicycle to school?

---

2. What things have your father or mother repaired at home?

---

3. What do you and your family like to do when you spend time together?

---

## Lesson 4 Recycling

### A Unscramble.

- \_\_\_\_\_ 2. \_\_\_\_\_  
erwop nalpt loitulpon
- \_\_\_\_\_ 4. \_\_\_\_\_  
yactrof ticslap
- \_\_\_\_\_ 6. \_\_\_\_\_  
flamhur micalech

### B Read and write.

#### Skills Tip

A large topic such as pollution is often arranged into categories (example: land, air, and water).

#### Let's Recycle!

Many of the items we use can be recycled. Whenever we recycle, we reduce pollution. Here are some items that you can recycle every day.

##### Paper

People use a lot of paper. We can now recycle old paper to make new cardboard, books, and magazines. Recycling paper also saves trees!

##### Plastic

Many drinks come in plastic bottles, and many items that we buy come in plastic bags.

We recycle plastic bottles and bags to make clothing, toys, and other things.

##### Glass and Cans

We recycle used soda cans to make new soda cans. We recycle glass bottles to make new glass items. We also recycle glass bottles to make new roads!

The next time you use paper, plastic, glass, or cans, recycle them. You'll make the Earth a more beautiful place.

1. Is a magazine made of paper, plastic, or glass?

2. What plastic items can we recycle?

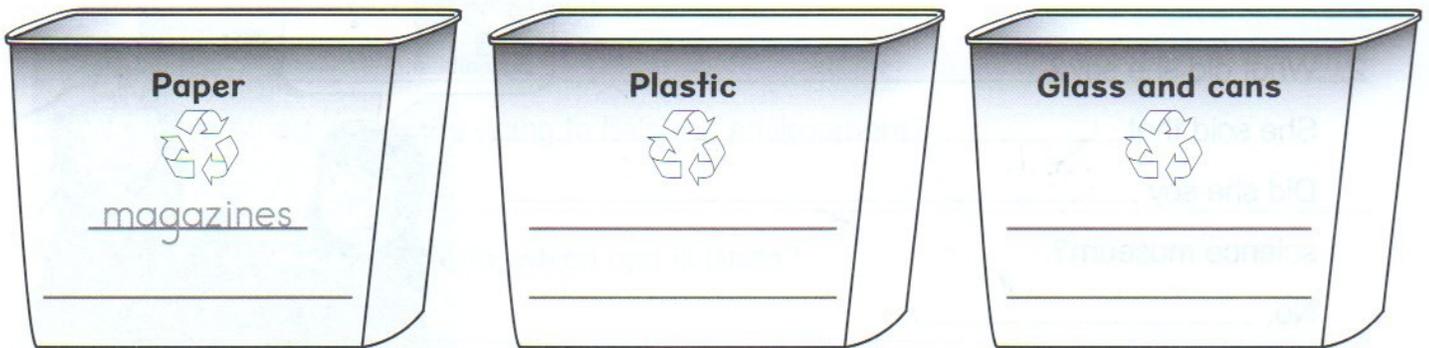
3. What can we make when we recycle glass bottles?

### C Circle.

- |  |      |       |
|--|------|-------|
| 1. Whenever we recycle, we reduce pollution. | True | False |
| 2. Recycled paper can make new roads.        | True | False |
| 3. We recycle plastic to make clothing.      | True | False |
| 4. Recycling paper saves trees.              | True | False |

### D Recycle the items. Then write.

- |                      |               |                 |
|----------------------|---------------|-----------------|
| <del>magazines</del> | glass bottles | plastic bottles |
| soda cans            | cardboard     | plastic bags    |



1. What happens when we recycle plastic bags?

Whenever we recycle plastic bags, we reduce pollution.

2. What happens when we recycle cardboard?

3. What happens when we recycle soda cans?

### E Think and write.

In many supermarkets, you can ask for plastic bags or paper bags. A third choice is to take your own shopping bags. Which do you think is the best choice? Why?

---

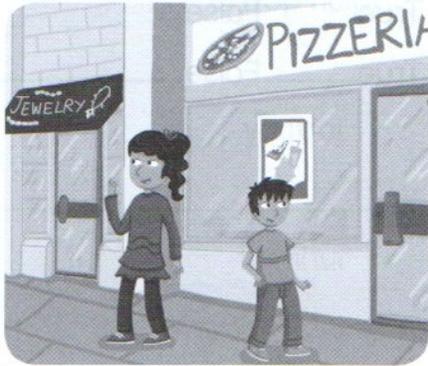
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# Review 3

## A Write.

1.



\_\_\_\_\_ is your younger brother?

He's the one \_\_\_\_\_ pizzeria.

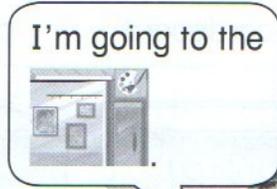
The girl \_\_\_\_\_  
is my older sister.

2. What did she say?

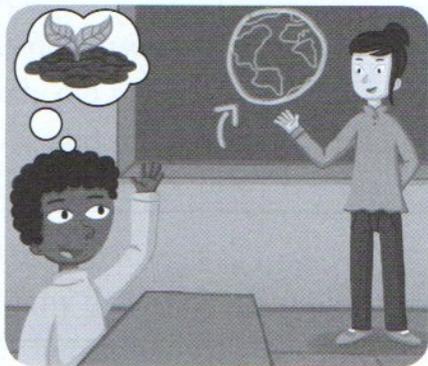
She said that \_\_\_\_\_.

Did she say \_\_\_\_\_  
science museum?

No, \_\_\_\_\_.



3.



If you want to help the environment, \_\_\_\_\_  
\_\_\_\_\_?

I can \_\_\_\_\_.

That's right. If \_\_\_\_\_  
environment, plant a garden.

4. If we \_\_\_\_\_ bags,  
we'll conserve energy.

That's true. We'll \_\_\_\_\_ if we  
take \_\_\_\_\_, too.



**A Read and write.**

## Reading and Writing

**The Walking Club**

Albert and Linda have started a walking club. They want to help the environment, so they're walking everywhere for one month.



The club started two weeks ago, when Linda said that she was walking to the mall. "I said that it was too far to walk," says Albert. "Then I tried it with Linda. It was fun!"

Now, there are four students in the club. Linda has taken many pictures. "In this picture, we're walking to school in the rain," she says. "Albert is the one who is holding the red umbrella. And in this picture, we all walked to the pizzeria. I'm the one who is eating the biggest piece!"

1. What did Linda say two weeks ago?

---

2. What are Albert and Linda doing to help the environment?

---

3. In the picture at the pizzeria, which one is Linda?

---

**B Underline the word *who*. Draw an arrow from *who* to the name or names. Then rewrite.**

1. Albert is the one who is holding the red umbrella.

---

2. Albert and Linda are the ones who started the walking club.

---

3. Linda is the one who has taken many pictures.

---

**C Write two sentences using the word *who*. Underline the word *who*. Then draw an arrow from *who* to the name.**


---



---

# 7 Achievements

## Lesson 1 The Arts

### A Circle.

1. 

- Beethoven's symphonies
- Picasso's paintings
- Michelangelo's sculptures
- Shakespeare's plays

2. 

- Shakespeare's plays
- Beethoven's symphonies
- Balanchine's ballets
- Verdi's operas

3. 

- Balanchine's ballets
- Verdi's operas
- Picasso's paintings
- Beethoven's symphonies

4. 

- Michelangelo's sculptures
- Shakespeare's plays
- Verdi's operas
- Balanchine's ballets

5. 

- Picasso's paintings
- Michelangelo's sculptures
- Verdi's operas
- Balanchine's ballets

6. 

- Beethoven's symphonies
- Michelangelo's sculptures
- Picasso's paintings
- Shakespeare's plays

### B Look at A. Write.

1. If you like paintings, you should see Picasso's paintings.

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

3. \_\_\_\_\_ hear \_\_\_\_\_

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

5. \_\_\_\_\_

6. \_\_\_\_\_

### C Connect.

1.



Verdi's operas are performed here.

Beethoven's symphonies are displayed here.

2.



Picasso's paintings are performed here.

Michelangelo's sculptures are displayed here.

3.



Balanchine's ballets are performed here.

Shakespeare's plays are displayed here.

### D Unscramble and match.

1.

\_\_\_\_\_

plays / here / performed / whose / are

\_\_\_\_\_

here / Shakespeare's / are / plays / performed



2.

\_\_\_\_\_

sculptures / here / displayed / are / whose

\_\_\_\_\_

displayed / here / Michelangelo's / are / sculptures



3.

\_\_\_\_\_

are / whose / here / performed / operas

\_\_\_\_\_

Verdi's / performed / operas / here / are



# Lesson 2 Engineering Projects

## A Match.

1. Seikan • Canal •

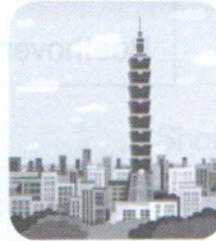
2. Taipei 101 • Railway •

3. Erie • Tunnel •

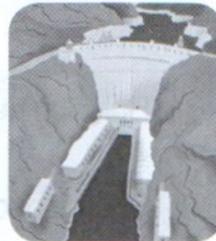
4. Oliveira • Dam •

5. Hoover • Bridge •

6. Trans-Siberian • Building •



2004



1936



1988



2008



1825



1916

## B Look at A. Write.

1. The Seikan Tunnel was completed in 1988.

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

3. \_\_\_\_\_

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

5. \_\_\_\_\_

6. \_\_\_\_\_

### C Write.

Oliveira Bridge 2003 finished started constructed  
Hoover Dam was when 1936

1.



1931–1936

\_\_\_\_\_ was the \_\_\_\_\_  
constructed?

It was \_\_\_\_\_ in 1931, and it was \_\_\_\_\_  
in \_\_\_\_\_.

2.



2003–2008

\_\_\_\_\_ was the \_\_\_\_\_  
\_\_\_\_\_?

It \_\_\_\_\_ in \_\_\_\_\_, and it  
\_\_\_\_\_ in 2008.

### Skills Reading

#### D Read and write.

##### A Visit to Tokyo Tower

Toshi and Kenji are students in Tokyo, Japan. Today, they and their classmates are visiting Tokyo Tower.

“This is a beautiful tower,” says Kenji. “When was it constructed?”

“I think it was finished in 1958,” says Toshi. “Is that right, Mr. Endo?”

“You’re right, Toshi,” says Mr. Endo. “It was started in June 1957, and it was finished in December 1958.”

“Wow, that’s only eighteen months,” says Kenji.

“That’s right,” says Mr. Endo. “Over one hundred fifty million people have visited the tower since it was finished.”

1. When was Tokyo Tower started?

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

2. When was Tokyo Tower finished?

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

3. How long did it take to construct Tokyo Tower?

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



### C Circle.

- |  |      |       |
|--|------|-------|
| 1. Kevin and his father are visiting Tokyo.                                | True | False |
| 2. Kevin and his father are seeing Shakespeare's <i>Henry the Eighth</i> . | True | False |
| 3. Kevin uses a translation screen to understand the actors.               | True | False |
| 4. The actors in the performance are speaking English.                     | True | False |

### D Write.

I knew that Picasso's paintings are displayed here  
this bridge was completed in 1887 I didn't know that.

1.



Did you know that



Yes

2.



Did you know that



### E What about you? Write.

1. What plays have you seen? Where did you see them?

---

2. Which do you like better, museums or theaters?

---

3. Where have you gone sightseeing with your parents?

---

# Lesson 4 Engineering Projects

## A Circle.

1. Tunnels can now go under a large height.  
body of water.
2. The Golden Gate Bridge has a daily  
height of 227 meters.
3. The Channel Tunnel is the longest width  
underwater tunnel.
4. Underwater  
Modern bridges are often much longer than older ones.

## B Read and write.

### Skills Tip

Scan the reading for numbers and dates.

### Tunnels and Bridges

#### The Laerdal Tunnel in Norway

The Laerdal Tunnel is the longest tunnel in the world for cars and trucks. It was started in 1995, and it was finished in 2000. The tunnel has a height of 9 meters, a width of 9 meters, and a length of 24.5 kilometers.



About one thousand cars and trucks go through the tunnel daily.

#### The Millau Bridge in France

The Millau Bridge is the tallest bridge in the world. It was started in 2001, and it was finished in 2004. The bridge has a height of 343 meters, a width of 32 meters, and a length of 2.46 kilometers.

About twelve thousand cars and trucks go over the bridge daily.



1. What year was the Laerdal Tunnel finished?

---

2. How many cars and trucks go over the Millau Bridge daily?

---

3. What is the height of the Millau Bridge?

---

### C Write.

1. Which was started first, the Laerdal Tunnel or the Millau Bridge?

\_\_\_\_\_

2. What country is the Laerdal Tunnel in?

\_\_\_\_\_

3. How many years did it take to build the Millau Bridge?

\_\_\_\_\_

### D Fill in the chart. Then write.

	Construction started	Construction finished	Height	Width	Length	Daily use
Laerdal Tunnel	1995					
Millau Bridge						

1. Which is newer, the Laerdal Tunnel or the Millau Bridge?

\_\_\_\_\_

2. Which is longer, the Laerdal Tunnel or the Millau Bridge?

\_\_\_\_\_

3. Which has more daily use, the Laerdal Tunnel or the Millau Bridge?

\_\_\_\_\_

### E Think and write.

Some tunnels go through mountains. Some roads go over mountains. Do you think it's better to build a tunnel through a mountain or a road over a mountain? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 8 Graduation Day

## Lesson 1 Adjectives

### A Connect.

1. 	bored audience boring speech	2. 	interested performance interesting guests
3. 	exciting award recipients excited award ceremony	4. 	bored audience boring speech
5. 	exciting award recipients excited award ceremony	6. 	interesting guests interested performance

### B Look at A. Write.

1. It's a really boring speech.

2. They're really interested guests.

3. \_\_\_\_\_

4. It's \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### C Circle.

1. This year the guests are interested, but last year they were even more interested.  
interesting,
2. This year the award ceremony is exciting, but last year it was even more exciting.  
award recipients
3. This year the speech is boring, but last year they was even more boring.  
it

### D Write.



The award ceremony is exciting this year,  
and it will be just as exciting next year.



The guests \_\_\_\_\_ this  
year, and \_\_\_\_\_ just as \_\_\_\_\_  
next year.



The audience \_\_\_\_\_ this year,  
and \_\_\_\_\_ just as \_\_\_\_\_  
next year.

# Lesson 2 Things to Do

## A Circle.

1.  pose for pictures  
hang out with friends  
open presents  
write thank-you cards

2.  send text messages  
visit relatives  
write thank-you cards  
pose for pictures

3.  visit relatives  
pose for pictures  
open presents  
send text messages

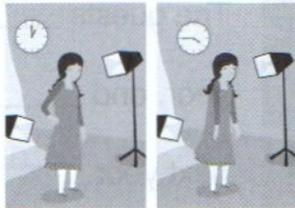
4.  write thank-you cards  
send text messages  
hang out with friends  
visit relatives

5.  hang out with friends  
write thank-you cards  
send text messages  
open presents

6.  pose for pictures  
visit relatives  
open presents  
hang out with friends

## B Write.

1. I'm posing for pictures  
now.



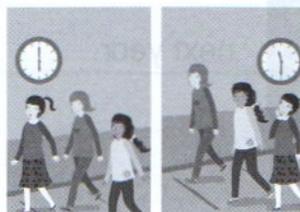
I've been  
all afternoon.

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



\_\_\_\_\_  
\_\_\_\_\_  
day.

3. \_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
morning.

### C Write.

1.



What are you doing now?

I'm \_\_\_\_\_

What have you been doing all weekend?

I've been \_\_\_\_\_

2.



I'm writing thank-you cards.

\_\_\_\_\_ all night?

I've been writing thank-you cards.

### Skills Writing

#### D Circle the adjectives.

1. I thought the trip was excited / exciting, but Bill wasn't excited / exciting about it.
2. The play was boring / bored, and the audience looked boring / bored.
3. This book is so amazed / amazing! You'll be amazed / amazing when you read it.

#### E Circle the adjectives. Then rewrite.

The school performance last night was really interesting / interested. The most amazing / amazed part was the ballet dance at the end. The audience was never boring / bored. Even my little brother was amazing / amazed when he saw the dancers.

---

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# Lesson 3 Reading

## A Write.

valedictorian	note
ceremony	where
curtains	nobody
replies	



The graduation \_\_\_\_\_ (1) at Karen's school is finished.

All the students are going home with their parents.

Karen is happy. Everybody said that her \_\_\_\_\_ (2)

speech was interesting. Now she wants to spend time with

Wendy, her best friend. Karen looks in the auditorium,

but \_\_\_\_\_ (3)

\_\_\_\_\_ (4)

"Wendy!" she shouts. Nobody \_\_\_\_\_ (5)

Karen is disappointed. She walks to her mom's car. "Karen,

\_\_\_\_\_ (6) have you been?" her mom asks. "Wendy had to go home, but she left you

these flowers and a \_\_\_\_\_ (7)." Karen looks at the note. It says, "Your speech was wonderful, Karen! Congratulations."

## B Match.



• "Wendy had to go home, but she left you these flowers and a note."



• Everybody said that Karen's valedictorian speech was interesting.



• Karen looks behind the curtains. "Wendy!" she shouts. Nobody replies.

**C Write.**

1. Why is Karen happy after the graduation ceremony?

---

2. Where does Karen look for Wendy?

---

3. What did Wendy leave for Karen?

---

**D Write.**

Don't worry about it. What are you doing now? Sorry!

Where have you been? Sorry, I didn't hear my phone. It's OK.

1.



I had to wash my hands.

2.



**E What about you? Write.**

1. Have you ever listened to an interesting speech? What was it about?

---

2. In what month do students have a graduation ceremony at your school?

---

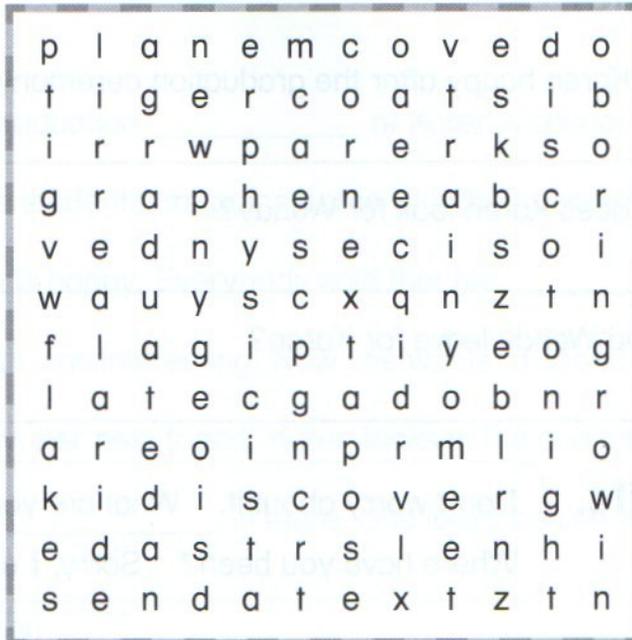
3. Where does your school have the graduation ceremony?

---

## Lesson 4 **Discovery**

### **A** Find and circle.

transparent  
physicist  
graphene  
discover  
carbon  
flake



### **B** Read and write.

#### **Skills** Tip

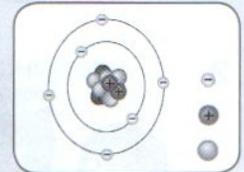
A question and its answer will have the same verb tense (past, present, or future).

#### **Carbon**

Carbon is very important in our world. All living things are made of carbon, including us! Plants, animals, and people are about eighteen percent (18%) carbon.

Where does carbon come from? All carbon came from stars like our sun. On Earth, plants get the carbon they need from the air. Animals and people get the carbon they need by eating plants or other animals.

Most of Earth's carbon is under the ground. It comes from ancient plants and animals. People use this carbon for energy to heat homes and to power cars, trucks, and planes. Then it goes back into the air. Too much carbon in the air can be bad for our planet. We need to use carbon carefully.



1. How much of a plant is carbon?

2. Where did all carbon come from?

3. What do people do with the carbon that is found underground?

### C Circle.

- |  |      |       |
|--|------|-------|
| 1. Plants, animals, and people are made of carbon. | True | False |
| 2. Animals get the carbon they need from the air.  | True | False |
| 3. Most of Earth's carbon is under the ground.     | True | False |

### D Match.

- |   |   |
|---|---|
| 1. Carbon is found in the air. ●            | ● It is used by people for energy.          |
| 2. Carbon is found in plants and animals. ● | ● It is used by plants to live.             |
| 3. Carbon is found under the ground. ●      | ● It is used by animals and people to live. |

### E Look at D. Write.

1. Where can plants find the carbon they need to live?

They can find it \_\_\_\_\_

2. Where can animals and people find the carbon they need to live?

\_\_\_\_\_

3. Where can people find the carbon they need for energy?

\_\_\_\_\_

### F Think and write.

After people use carbon to heat homes and power cars, the carbon goes into the air. Scientists are worried that there is too much carbon in the air, which can make Earth too warm. However, plants and trees take carbon from the air. So, what are some things that we can do to reduce the carbon in the air?

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

# Review 4

## A Write.



Michelangelo's \_\_\_\_\_ are

\_\_\_\_\_ here.

Whose symphonies \_\_\_\_\_ here?

\_\_\_\_\_  
\_\_\_\_\_.

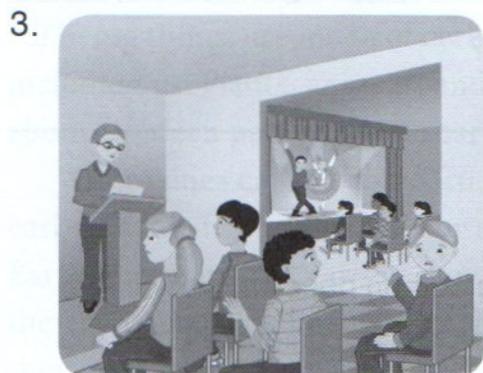
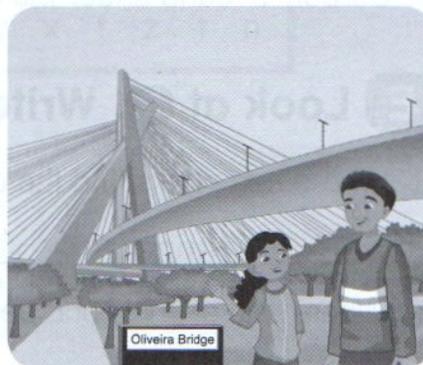
2. When was the \_\_\_\_\_ ?

It \_\_\_\_\_ in 2003, and it \_\_\_\_\_

\_\_\_\_\_ 2008. The Oliveira Bridge

was \_\_\_\_\_ in 2008. That means it was

constructed in five years!



This year the speech \_\_\_\_\_, but

last year \_\_\_\_\_ boring.

The performance is interesting \_\_\_\_\_, and it

will be \_\_\_\_\_

next year.

4. What \_\_\_\_\_ now?

I'm sending \_\_\_\_\_.

What \_\_\_\_\_ all day?

I've been posing \_\_\_\_\_.

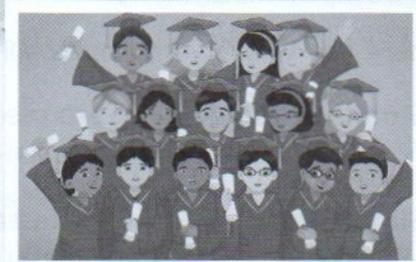


**A Read and write.****A Time to Celebrate**

It's graduation day at school! Yesterday, the parents baked cupcakes and bought presents. The students cleaned their classrooms and put up all the decorations. Now everything is ready.

The graduation ceremony is wonderful. The students' performance is very interesting. The speeches are more interesting than last year.

Tomorrow, many of the families will have graduation parties at their homes. Students will open presents and pose for pictures. Relatives and friends will come to visit. Graduation is a time to celebrate and a time to remember!



1. What did the parents do yesterday?

---

2. What will many of the families do tomorrow?

---

**B Underline the verbs. Circle the tense. Then rewrite in a different tense.**

1. Our relatives will come in the afternoon, and they will leave in the evening.

past      present      future

---

2. We usually eat pizza on Saturday night when we watch a movie.

past      present      future

---

3. The students cleaned the classrooms, but the parents baked the cupcakes.

past      present      future

---

**C Write. Underline the verbs. Circle the tense.**

Write a sentence about yourself. It can be about the past, the present, or the future.

---

past      present      future

# Grammar Guide

## Verb Tenses

There are twelve verb tenses. All verb tenses represent time.

<b>Simple Present:</b>	expresses a habitual or repeated action, or a constant state of being <i>I eat an apple every day at one o'clock.</i>
<b>Simple Past:</b>	expresses an action that took place at one point in the past <i>I ate an apple yesterday.</i>
<b>Simple Future:</b>	expresses an action that will (or is planned to) take place at one point in the future <i>I will eat an apple tomorrow.</i>
<b>Present Progressive:</b>	expresses an action that is ongoing at the present time <i>I am eating an apple now.</i>
<b>Past Progressive:</b>	expresses an action that was happening at a specific time in the past <i>I was eating an apple at one o'clock yesterday.</i>
<b>Future Progressive:</b>	expresses an action that will be happening at a specific time in the future <i>I will be eating an apple at one o'clock tomorrow.</i>
<b>Present Perfect:</b>	expresses a completed action that began in the past and is still true today <i>I have eaten an apple every day this year.</i>
<b>Past Perfect:</b>	expresses two completed actions, one of which happened earlier than the other <i>I had eaten a banana every day before I switched to apples.</i>
<b>Future Perfect:</b>	expresses an action that will be completed by a certain point in time <i>I will have eaten 365 apples by the end of this year.</i>
<b>Present Perfect Progressive:</b>	expresses an action that began in the past but is still happening now <i>I have been eating this apple for five minutes.</i>
<b>Past Perfect Progressive:</b>	expresses two actions which happened in the past, one of which happened earlier than the other. The older event was the one in progress at that time. <i>I had been eating bananas every day before I switched to apples.</i>
<b>Future Perfect Progressive:</b>	expresses an action that will be completed by a certain point in time <i>I will have been eating apples for a year on December 31st.</i>

### Write the tense. Then rewrite in a different tense.

- The students are studying at the library now. \_\_\_\_\_  
\_\_\_\_\_ past progressive
- We have gone to the beach every summer since I was born. \_\_\_\_\_  
\_\_\_\_\_ present perfect progressive

3. Sam and Jeff read a lot of books about animals. Then they went to the zoo. \_\_\_\_\_  
\_\_\_\_\_ past perfect
4. Kelly plays tennis three times a week. \_\_\_\_\_  
\_\_\_\_\_ future progressive
5. Lee will have written his essay by Friday. \_\_\_\_\_  
\_\_\_\_\_ simple future
6. They will have been playing video games for three hours when it's seven o'clock. \_\_\_\_\_  
\_\_\_\_\_ past perfect progressive

## Sentence Structures

There are four types of sentences.

**Simple:** expresses a complete thought and contains at least one subject and one verb  
*I like baseball.*

**Compound:** contains two independent clauses, which are separated by a coordinating conjunction  
*I like baseball, but my cousin likes soccer.*

**Complex:** contains an independent clause and at least one dependent clause, connected by subordinating conjunctions  
*I like baseball because it is an interesting game.*

**Compound-Complex:** contains a compound sentence plus at least one dependent clause, connected by a subordinating conjunction  
*While we both like sports, my favorite sport is baseball, but my cousin likes soccer better.*

### Grammar Tip

*And, or, but, nor, for, and yet* are **coordinating conjunctions**.

Some **subordinating conjunctions** are *because, since, until, when, and while*.

### Grammar Tip

An **independent clause** has a subject and a verb, and it can stand on its own as a complete sentence.

A **dependent clause** also has a subject and a verb, but it doesn't make sense by itself.

## Circle.

1. John wanted to go swimming, but the pool was closed.  
(A) simple      (B) compound      (C) complex      (D) compound-complex
2. After they watched a movie, Jenny and Allison caught a taxi to the mall.  
(A) simple      (B) compound      (C) complex      (D) compound-complex
3. Our team won the game.  
(A) simple      (B) compound      (C) complex      (D) compound-complex
4. Tom liked the performance, but Ellen went home because she thought it was boring.  
(A) simple      (B) compound      (C) complex      (D) compound-complex

## Modals

Modal verbs are a kind of auxiliary, or helping, verb. They must be used with a main verb. Modal verbs have a range of meanings and can sometimes be tricky.

**Used to express a possibility or an option:** can, may, might  
You **may** want to study harder next time.

**Used to express ability:** can, able to  
I **can** play tennis.

**Used to express a strong suggestion:** should, ought to  
You **should** brush your teeth at least twice a day.

**Used to express a need:** must, have to  
You **must** complete this form to go to summer camp.

## Underline the modal verbs. Then write how they are used.

1. It might rain later. possibility
2. You should help your grandmother carry her bags. \_\_\_\_\_
3. Our English class must write a book report for Monday. \_\_\_\_\_
4. We can either go to the pool or the beach. \_\_\_\_\_
5. Can he speak French? \_\_\_\_\_

## Active and Passive Voice

Active voice is much more common than passive voice and sounds stronger. Use passive voice when the object is more important than the subject.

**Active Voice:** The subject is the "doer" or source, and the object is the "receiver" or outcome.

S O  
Thomas Edison invented the light bulb.

**Passive Voice:** The subject is the "receiver" or outcome, and the "doer" or source becomes part of a prepositional phrase. There is no object.

S prepositional phrase  
The light bulb was invented by Thomas Edison.

## Write the voice. Then rewrite in the other voice.

1. The workers repaired the building. \_\_\_\_\_  
\_\_\_\_\_
2. The mail was delivered at noon by the postal worker. \_\_\_\_\_  
\_\_\_\_\_

## Direct Quotes and Reported Speech

**Direct Quote:** is the exact language said by the person who said it. It needs quotation marks (" ") on either end.

*"The bus stop is on the corner," said my tour guide.*

*"Could you help me?" asked Sally.*

**Reported Speech:** is a "report" or retelling of what someone else said. It does not need quotation marks, and often begins with *that* for statements or *if* for questions.

*The tour guide said **that** the bus stop is on the corner.*

*Sally asked **if** I could help her.*

Remember to change the pronouns since you are the reporter!

### Rewrite in the other form.

1. Emily said that she wanted to go to the movies tonight.

---

2. Joe asked if he could borrow my book this weekend.

---

3. "Your homework today is Workbook page 50," our teacher said.

---

4. My mom said, "You should be home at seven o'clock for dinner."

---

## Relative Clauses

Relative clauses work like adjectives, but they have a subject and verb and come after the noun they are describing. They usually begin with a relative pronoun, such as *who*, *which*, or *that*.

**Who:** use with people

*The girl who is kicking the ball is my best friend.* The relative clause answers "Which girl?"

**Which and that:** use with things or places

*The jacket (that) I want is over there.* The relative clause answers "Which jacket?"

Remember, sometimes "that" is omitted from the relative clause.

## Unscramble.

- \_\_\_\_\_ on sandwich I want the that is left the
- \_\_\_\_\_ flowers best my likes that the mom the roses are
- \_\_\_\_\_ is sister girl who the wearing T-shirt the purple is her

## Conditionals

A conditional statement is one that uses "if" to express a condition in order for something to happen. "Then" is often used with the outcome of the "if" clause.

**Zero Conditional:** Shows a general truth or a fact. Use simple present with both the *if* clause and the *then* clause.

*If my mom asks, then I tell her.*

**First Conditional:** Shows something that is possible or likely to happen. Use simple present with the *if* clause and simple future with the *then* clause.

*If my mom asks, then I will tell her.*

**Second Conditional:** Shows something that couldn't or didn't happen. It is not possible or likely to happen. Use the simple past with the *if* clause and the modal verb "would" with the *then* clause.

*If my mom asked, then I would tell her.*

**Third Conditional:** Shows something in the past that didn't happen. This can also be used for something that was impossible in the past. Use the past perfect with the *if* clause and "would have" with the *then* clause.

*If my mom had asked, then I would have told her.*

## Write sentences using each of the conditionals.

it's sunny / go to the park

- If it's sunny, then we go to the park.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_