

**Workbook**

# **BACKPACK** 6

**Second Edition**



**Mario Herrera • Diane Pinkley**



**PEARSON**  
Longman

## Backpack 6, Second Edition Workbook

Copyright © 2009 by Pearson Education, Inc.  
All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 10 Bank Street, White Plains, NY 10606, USA

**Staff credits:** The people who made up the *Backpack 6* Workbook team, representing editorial, production, design, and manufacturing, are Rhea Banker, Carol Brown, Sarah Bupp, Tracey Cataldo, Gina DiLillo, Christine Edmonds, Christopher Leonowicz, Maria Pia Marrella, Linda Moser, Diane Pinkley, Edie Pullman, Nicole Santos, Susan Saslow, and Andrew Vaccaro.

**Text composition:** TSI Graphics

**Text font:** 14 pt HSP Helvetica Text

**Illustration credits:** Adams, Johns, 29, 34; Akib, Jamel, 97; Armstrong, Gail, 51, 61, 63, 64; Barbera, Michelle, 29; Bernatene, Norberto, 43, 90; Boyd, Chris, 54; Clarke, Heather, 17; Diggory, Nick, 42, 51; DK Images, 50; Embleton, Chris, 74; Johnson, Richard, 2, 7, 10, 19, 28, 76, 89; Kemly, Kathleen, 1, 13, KJA.com, 46; Lucas, Katherine, 79; Montiel, Javier, 14, 19, 26, 31, 70, 79, 122; Oliver, Jamie, 41, 62; Richardson, Peter, 6, 40, 49, 82, 91, 99, 101, 106; Ryan, Willie, 5, 28, 44, 86, 89, 90; Smith, Jan, 67; Smith, Richard, 15, 27, 62, 78, 84; Spendor, Nick, 73; Waitzman, William, 31, 65, 66, 106; Willey, Bee, 37, 55, 85, 103; Williams, Sharon, 19, 45, 72, 73, 74, 77, 79, 80, 99; Wright, Luella, 98

**Photo credits:** 3 © Rex Features/Sipa Press; 4 © Guy Lyon Playfair/Fortean Picture Library, © Hulton Archive/Getty Images; 5 © Everett Collection, © Rex Features/Lehtikuva, © Ronald Grant Archive; 7 © tk; 16 © www.penniestoprotectpolicedogs.org; 26 © Rex Features/DCA; 33 © P.A. Photos/EPA; 35 © DK Images; 36 © DK Images; 56 © Corbis/Randy Wells; 58 © Airport Photo Library/David Wootton, © Vallarta-adventures.com; 86 © Rex Features/Tony Kyriacou

ISBN-13: 978-0-13-245152-9

ISBN-10: 0-13-245152-2

### PEARSON LONGMAN ON THE WEB

**Pearsonlongman.com** offers online resources for teachers and students. Access our Companion Websites, our online catalog, and our local offices around the world.

Visit us at **pearsonlongman.com**.

Printed in the United States of America

6 7 8 V039 13 12 11 10

# Contents

①	Amazing People . . . . .	1
②	Our Stories . . . . .	13
③	Skills and Abilities . . . . .	25
④	Into the Future . . . . .	37
⑤	Space . . . . .	49
⑥	Adventures . . . . .	61
⑦	A World of Records . . . . .	73
⑧	Mysteries Past and Present . . . . .	85
⑨	The Movies . . . . .	97
	Grammar Handbook Practice . . . . .	109
	Writing Handbook Practice . . . . .	118



# 1

# Amazing People

TRACK 3

1

A. Listen to the song. Answer the questions with complete sentences.

## My Amazing Family

1. What did Uncle Presto do? Why do you think he was amazing?

---

---

---

2. Why was Aunt Kim amazing?

---

---

---

3. What four things did Cousin Pat do for older neighbors?

---

---

---

4. When did Uncle Tony become a hero?

---

---

---



## B. How about you?

Who is amazing in your family? Why? \_\_\_\_\_

---

---

Unit 1

1

**2 Write questions or answers.**

1. Who was John Lennon? What did he do?

---

---

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

She was a painter. She painted colorful pictures.

3. Who was Antonio Gaudí? What did he do?

---

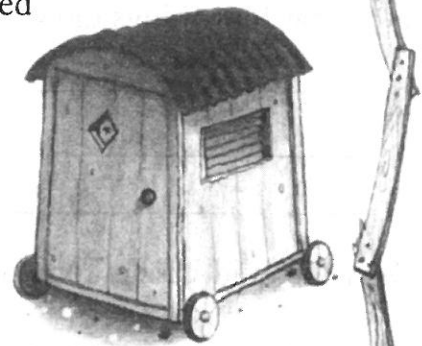
---

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

He was a kung-fu expert. He acted in martial arts films.

**3 Read. Answer the questions.**

Some people are amazing because they do unusual things. Take Englishman Alexander Wortley, for example. He lived in a box until his death in 1980 at the age of 80. His "home sweet home" was a green box only one meter wide, a meter and a half deep, and a little more than a meter and a half tall. Inside, he could not lie down or stand up completely. He made his home out of a wooden box. He used a curved piece of metal for a roof. Because he added four wheels, he could move whenever he wanted to. And Wortley never had to pay rent!



Who was Alexander Wortley? What did he do?

---

---

---

## Grammar

Who **was** Frida Kahlo?

She **was** a painter.

Where **did** she **live**?

She **lived** in Mexico City.

When **did** they **make** a movie about her life?

They **made** it in 2002.

### 4 Write a verb from the box in the simple past. Use some verbs more than once.

act  
be  
design  
live  
score  
star  
win

- Alexander Wortley \_\_\_\_\_ an amazing person. He \_\_\_\_\_ in a box!
- Antonio Gaudí \_\_\_\_\_ an architect. He \_\_\_\_\_ parks and buildings.
- Salma Hayek and Michael J. Fox are actors. He \_\_\_\_\_ in the *Back to the Future* movies, and Hayek \_\_\_\_\_ in the movie *Frida*.
- The Beatles \_\_\_\_\_ musicians. They \_\_\_\_\_ seven Grammy awards.
- Bruce Lee \_\_\_\_\_ a kung-fu expert. He \_\_\_\_\_ in martial arts films.
- Pelé \_\_\_\_\_ a soccer player. He \_\_\_\_\_ 1,281 goals.

### 5 Write a question for each statement in Exercise 4.

- Who was Alexander Wortley?
- Where did he live?
- Who \_\_\_\_\_
- What \_\_\_\_\_
- Who \_\_\_\_\_
- What \_\_\_\_\_
- Who \_\_\_\_\_
- How many \_\_\_\_\_
- Who \_\_\_\_\_
- What \_\_\_\_\_
- Who \_\_\_\_\_
- How many \_\_\_\_\_



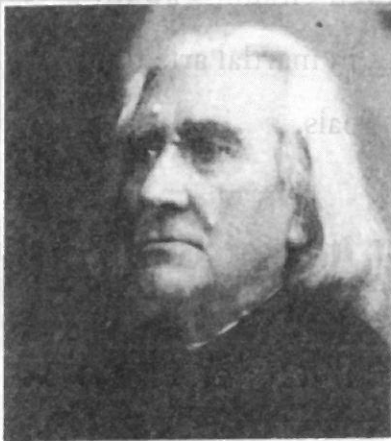
6

Complete the timeline with events from the article.

### An Amazing Composer

Franz Liszt, the famous composer, died in 1886. But thirty-seven years later, in 1923, something amazing happened. An Englishwoman, Rosemary Brown, says she saw his spirit! Brown was just seven years old then and didn't know who the spirit was. Ten years later, she saw a picture of Liszt in a book. He was the spirit she had seen! Many years later, in 1964, Brown says Liszt returned and gave her compositions he wrote after his death. Some time later, he

introduced her to the spirits of Bach, Beethoven, Chopin, Mozart, and other composers. They also asked her to write down the music they composed after their deaths. Brown had only studied music for two years, but she wrote down more than 500 pieces of music. Many experts believed the dead composers, in fact, had written the compositions. Finally, Brown recorded the album of spirit compositions in 1971. Rosemary Brown died in November 2001.



Franz Liszt



Rosemary Brown

1886 \_\_\_\_\_

1923 \_\_\_\_\_

1933 \_\_\_\_\_

1964 \_\_\_\_\_

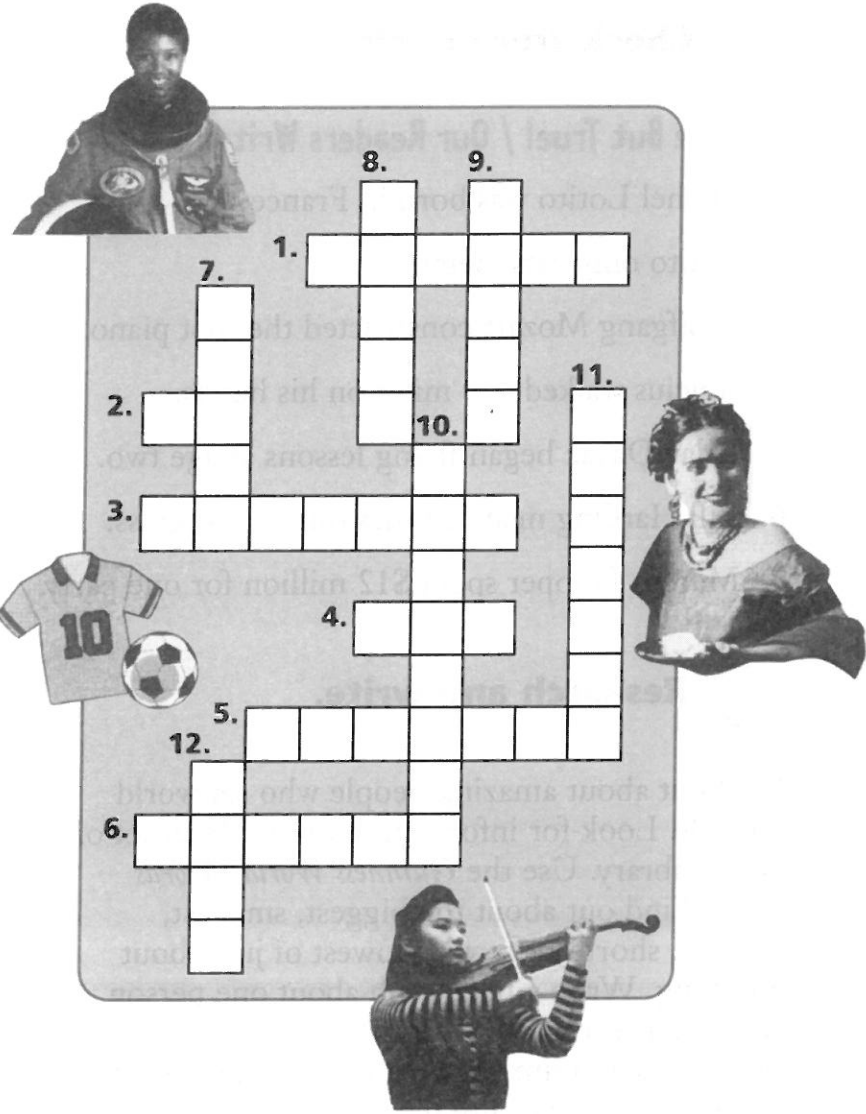
1971 \_\_\_\_\_

2001 \_\_\_\_\_

**7 Do the crossword puzzle. Use the words that complete the sentences.**

**Across**

1. Pelé — 1,281 goals.
2. Alexander Wortley — in a box.
3. Michael J. Fox — in *Back to the Future* movies.
4. The Beatles — seven Grammy awards.
5. Jackie Chan — at the Peking Opera School.
6. Sarah Chang — with an orchestra when she was eight.



**Down**

7. Antonio Gaudí — parks and buildings.
8. Salma Hayek — in the movie *Frida*.
9. J.K. Rowling — her first book when she was six years old.
10. Rosemary Brown — an album of music by dead composers.
11. Kahlo — colorful pictures.
12. Dr. Mae Jemison — in outer space.

**Amazing Person of the Week**

**8 Write. Which person in this unit is the most amazing to you? Why?**

---



---



---



---



---

# Weird World: A magazine about the weird and amazing

Read the magazine *Weird World*.

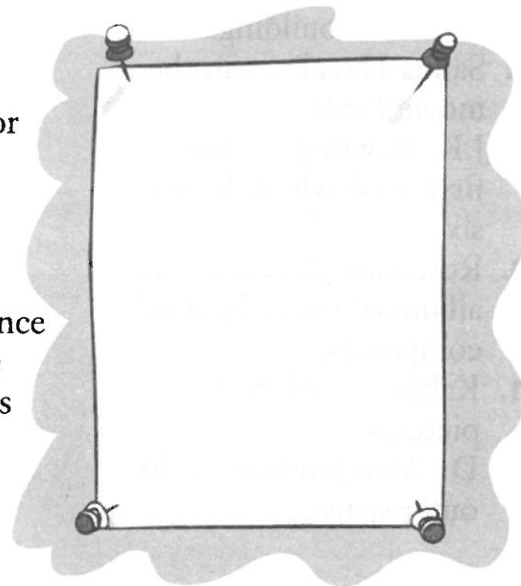
## 9 Check True or False.

### Strange But True! / Our Readers Write Us

	True	False
1. Michel Lotito was born in France.	<input type="checkbox"/>	<input type="checkbox"/>
2. Lotito only eats metal.	<input type="checkbox"/>	<input type="checkbox"/>
3. Wolfgang Mozart constructed the first piano.	<input type="checkbox"/>	<input type="checkbox"/>
4. Apicius walked 870 miles on his hands.	<input type="checkbox"/>	<input type="checkbox"/>
5. Isilay Davaz began flying lessons at age two.	<input type="checkbox"/>	<input type="checkbox"/>
6. Bill Harding made clothes out of real grass.	<input type="checkbox"/>	<input type="checkbox"/>
7. Marcus Hooper spent \$12 million for one party.	<input type="checkbox"/>	<input type="checkbox"/>

## 10 Research and write.

Find out about amazing people who set world records. Look for information on the Internet or at the library. Use the *Guinness World Records* book. Find out about the biggest, smallest, longest, shortest, fastest, slowest of just about anything. Write a paragraph about one person who set a record. Write a title and a topic sentence below. Then write your paragraph on a separate piece of paper. Be sure to answer these questions in your paragraph and draw an illustration.



1. Who set the record?
2. What record did the person set?
3. Why is the record amazing?

\_\_\_\_\_

(title)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Listen. Answer the questions.**



1. What did Bethany want to be when she grew up?

\_\_\_\_\_

2. How old was Bethany when the accident happened?

\_\_\_\_\_

3. What happened to her on October 31st, 2003?

\_\_\_\_\_

4. What did she do to save her own life?

\_\_\_\_\_

5. When did Bethany get back into the water and begin surfing again?

\_\_\_\_\_

6. Do you think she is a hero? Why or why not?

\_\_\_\_\_



**A. Listen. Write the missing simple past verbs.**

## Dreams

I dreamed I was an astronaut and \_\_\_\_\_ in outer space.

I \_\_\_\_\_ all the planets to find my favorite place.

I dreamed I was a painter who \_\_\_\_\_ scenery.

I \_\_\_\_\_ my paintings in museums for everyone to see.

I dreamed I was a movie star who \_\_\_\_\_ a fancy car.

I always \_\_\_\_\_ dark glasses and \_\_\_\_\_ near and far.

I dreamed I \_\_\_\_\_ in business and a well-known VIP.

I \_\_\_\_\_ my name and I \_\_\_\_\_—my teacher \_\_\_\_\_ on me.

**B. Write another verse.**

I dreamed I was a \_\_\_\_\_ who \_\_\_\_\_. I \_\_\_\_\_ and I \_\_\_\_\_.



# Writing

## Biographical Paragraph

A paragraph you write about the life of someone else is called a *biography*. When you write about someone else, you can include facts and important events in the person's life. You present the events and dates in chronological order and use the third person (*he* or *she*). When you write this kind of paragraph, you should include a title and the parts of a paragraph: the topic sentence, detail sentences, and a concluding sentence.

### J.K. Rowling: Wizard Writer

Joanne K. Rowling is one of the best children's writers today. She was born on July 31, 1965, in Chipping Sodbury, near Bristol, England. As a child, she knew she wanted to be a writer. When she was about **six years old**, she wrote her first story, titled *Rabbit*. As the years passed, she finished two novels, but she never tried to get them published. In **1991**, when she was **twenty-six**, she went to Portugal to teach English. At that time, Rowling started writing her third novel, a story about a boy named Harry who had some very special powers. She stopped working on the book when she got married. Later, after the birth of her daughter in **1993**, she moved to Edinburgh, Scotland, and decided to finish her novel. In June **1997**, her first book in the Harry Potter series, *Harry Potter and the Sorcerer's Stone*, was published in England. In **1998** the book appeared in the United States and received excellent reviews. That year the book won many awards, among them The British Book Award for the *Children's Book of the Year*, and the *Smarties Prize*. Between **1998 and 2007**, six more books were added to the Harry Potter series. Rowling's books, now in 64 languages, are sold in America, Brazil, the Czech Republic, England, France, Germany, Italy, Holland, Greece, Finland, Portugal, Denmark, Spain, and Sweden, among other countries. J.K. Rowling is clearly one of the world's most popular writers.

## Writing Assignment

Using the following steps, you will write a biographical paragraph about a friend, classmate, or person in your family. You should remember to include important events and dates that make the person's life interesting.

### 13 Brainstorm Ideas

- Who do you want to write about?
- What events were important and/or interesting in the person's life?
- When did the events take place?

## 14 Use a Timeline

Interview the person you want to write about. Ask *Wh-* questions. Write the dates and facts on a timeline, using complete sentences to help you organize the information.

J.K. Rowling

- 1965 Joanne K. Rowling was born on July 31<sup>st</sup>.
- 1971 She wrote her first story, called Rabbit.
- 1991 She went to Portugal to teach English.
- 1993 Her daughter was born.
- 1997 Harry Potter and the Sorcerer's Stone was published in England.
- 1998 Harry Potter and the Sorcerer's Stone appeared in the United States. The book won The British Book Award for the Children's Book of the Year and the Smarties Prize.
- 1998–2007 Six more Harry Potter books were published.

---

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### To help you . . .

*Wh-* Questions:      *What* (happened)?      *Where* (did it happen)?  
                                 *When* (did it happen)?      *Why* (did it happen)?

State and Action Verbs:

be   become   begin   build   have   live   make   move   study

Writing Tip:

Name the person you're writing about in your topic sentence.

## 15 Write

Use your timeline to help you write your biographical paragraph. Use a separate piece of paper.



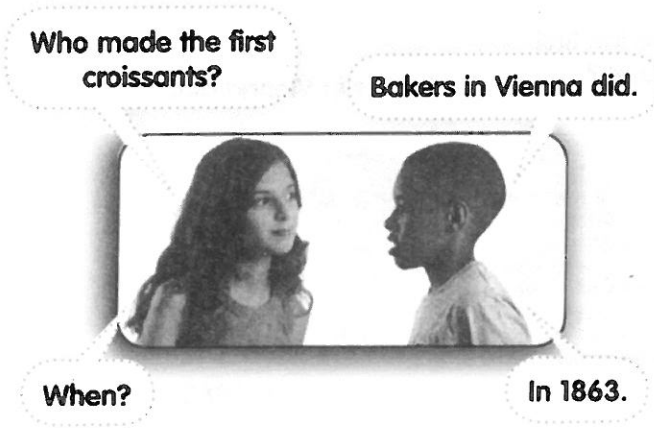
# Communication Activity

**Work with a partner: Student A uses this information and Student B turns to page 12.**

## Student A

Ask questions about amazing “firsts” and the amazing people behind them.  
Write the answers.

Answer your partner’s questions.



What?	Who?	When?
first croissants	<i>Bakers in Vienna</i>	<i>1863</i>
first newspapers	Roman emperor Julius Caesar	59 B.C.E.
first bus		
first submarine	Dutch inventor Cornelius Drebbel	1620
first watch		
first tea	Chinese emperor Shen Nung	before 2737 B.C.E.
first radio		
first movies	Englishman Eadweard Muybridge in California	1880
first TVs		
first chants	Bishop Ambrose in Milan, Italy	4th century
first aspirin		

Students work with partners to ask and answer questions. Student A uses the information on page 11 and Student B uses the information on page 12. Students use the conversation shown as a model. Students write down their partner’s answers. This procedure should be used for other similar Communication Activities at the end of the units in this workbook.

# Communication Activity

**Work with a partner: Student B uses this information and Student A turns to page 11.**

## Student B

Answer your partner's questions.

Ask questions about amazing "firsts" and the amazing people behind them.

Write the answers.

Who made the first croissants?

Bakers in Vienna did.



When?

In 1863.

What?	Who?	When?
first croissants	Bakers in Vienna	1863
first newspapers		
first bus	Sir Goldsworthy Gurney in England	1830
first submarine		
first watch	Peter Henlein in Germany	1500
first tea		
first radio	thirty-three-year-old American Lee Deforest	1906
first movies		
first TVs	John Logie Baird in England	1925
first chants		
first aspirin	German Hermann Dresser	1893

TRACK 6

1

A. Listen to the song. Check the things that are true about Kwan.

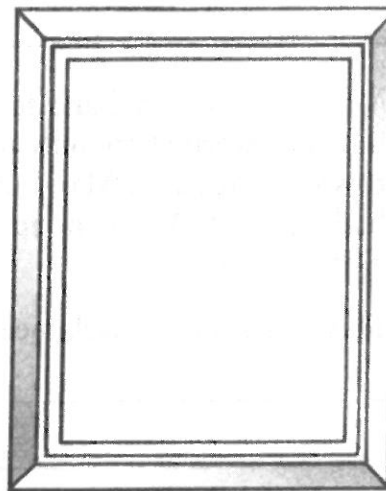
## All About Me

- \_\_\_\_\_ 1. He was born in Busan.  
 \_\_\_\_\_ 2. He's lived in Busan since he was small.  
 \_\_\_\_\_ 3. He's had a boring childhood.  
 \_\_\_\_\_ 4. Kwan has known Shin since 2004.  
 \_\_\_\_\_ 5. Kwan and Shin are like family.  
 \_\_\_\_\_ 6. Shin and Kwan have played music together.  
 \_\_\_\_\_ 7. Kwan plays the keyboard.  
 \_\_\_\_\_ 8. Shin plays the keyboard.



## B. Write about yourself.

1. I've gone to this school for \_\_\_\_\_.
2. I've played \_\_\_\_\_  
for \_\_\_\_\_.
3. I've lived in \_\_\_\_\_  
since \_\_\_\_\_.
4. I've studied \_\_\_\_\_  
since I was \_\_\_\_\_.
5. I've known my best friend \_\_\_\_\_  
since \_\_\_\_\_.



Glue or draw a picture of yourself here.

**2** Read. Write complete sentences.

1. Min is 12 years old now. She and her family live in Chicago. They moved from Korea to Chicago when she was two years old.

Have Min and her family lived in Chicago for a long time? Tell why.

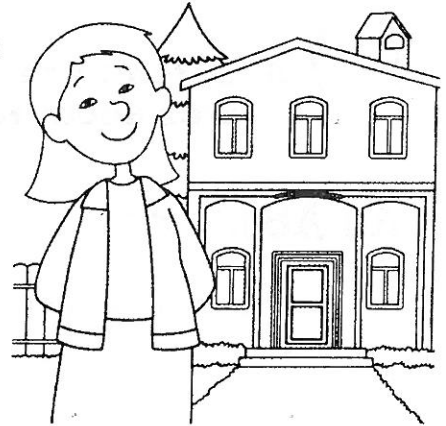
---

---

Did Min live in Korea for a long time? Tell why.

---

---



2. Antonio has only had his violin for six months. He's practiced the violin every day! Before he got the violin, he played the piano. But he only practiced the piano on weekends.

Has Antonio had his violin for a long time? Tell why.

---

---

Which do you think Antonio has enjoyed playing more—the violin or the piano? Tell why.

---

---



3. Maria has known Carla for six years. They are in the same class, but they weren't friendly until last year. That's when they started to study together. Maria didn't have a pet, but Carla did. Carla had a parrot. A few months after they became friends, Maria got a parrot, too.

Have Maria and Carla been friends for a long time? Tell why.

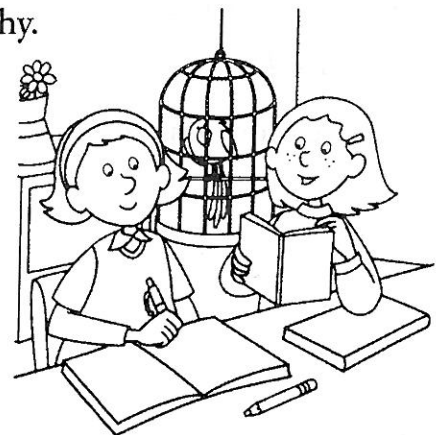
---

---

Has Maria had a parrot for a long time? Tell why.

---

---



## Grammar

How long has Carla **known** Maria?

She's **known** Maria since kindergarten.

She's **known** Maria for six years.

**She's = She has**

### 3 Write. Use the correct form of a verb from the box.

be  
have  
know  
live  
play

1. David **'s been** \_\_\_\_\_ in this class since last year.
2. Sarah \_\_\_\_\_ a kitten since July.
3. How long \_\_\_\_\_ Tamila \_\_\_\_\_ the guitar?
4. How long \_\_\_\_\_ Steven \_\_\_\_\_ Miguel?
5. They \_\_\_\_\_ in Mexico City for six years.

### 4 Read. Write complete questions or answers.

Sonia is 11 years old. She lives in Mexico City. She moved there when she was eight. Sonia met José two years ago. He is also 11. José was born in Mexico City. José and Sonia like to act in plays. They both started acting last year. They started after their friend Emilio took them to his acting class. Emilio started acting five years ago when he was just six years old.



1. How many years has Sonia lived in Mexico City?

*She's lived there for three years.*

2. How long has José lived in Mexico City?

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

Sonia has known José for two years.

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

They have been acting since last year.

5. How long has Emilio been acting?

## Grammar

### Amount of time

three years  
ten minutes  
two months

### Specific time

2001  
fourth grade  
October

first grade

May

October 15th

three weeks

four hours

nine o'clock

six years

two months

- 5 Write the times from the box in the correct column of the chart.

Specific Time	Amount of Time
first grade	

## Grammar

When did Henry meet Sally?  
Henry met Sally in second grade.

How long has Henry known Sally?  
He has known her for four years.  
He has known her since second grade.

- 6 Use information from the chart to write answers. Write complete sentences.

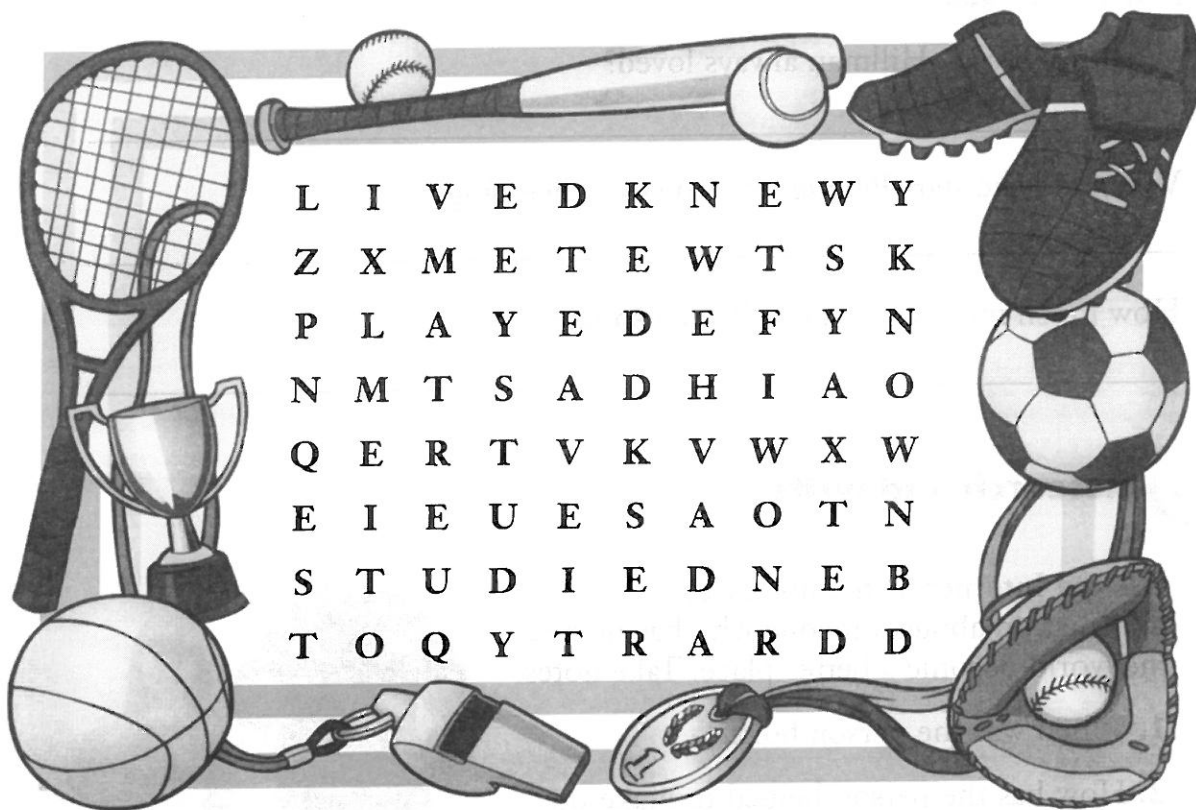
Name	What?	When? or How Long?
Susan	live in this city	three years
Dan	start to play the piano	second grade
Ron	get his bike	he was seven
Rebecca	go to this school	2002

- How long has Susan lived in this city?  
\_\_\_\_\_
- When did Dan start to play the piano?  
\_\_\_\_\_
- How long has Ron had his bike?  
\_\_\_\_\_
- How long has Rebecca gone to this school?  
\_\_\_\_\_

**7 A. Complete the sentences with the correct form of the verb.**

Carlos is 11 years old. He was born in Monterrey, Mexico, and has **1** (live) \_\_\_\_\_ there all of his life. He has **2** (study) \_\_\_\_\_ English for six years at the English Club. He has **3** (meet) \_\_\_\_\_ many friends at the club. They have **4** (play) \_\_\_\_\_ baseball, soccer, and tennis together. They have been on the same team, and they have **5** (win) \_\_\_\_\_ all the games they've played! Roberto is Carlos's very best friend. He has **6** (know) \_\_\_\_\_ him since he was little.

**B. Find and circle the words you wrote.**



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

**C. Use some of the circled words to write about yourself, your family, or your friends.**

---



---



---



---

Read the magazine *Kid Life*.

**8** Answer the questions.

**Guest Editor of the Month**

1. What experience has Samantha Green written about? \_\_\_\_\_
2. How long has she lived in Toronto? \_\_\_\_\_
3. What question did she ask readers first? \_\_\_\_\_
4. When did she learn to scuba dive? \_\_\_\_\_

**Kids with Cool Ideas**

5. What has Stacey Hillman always loved?  
\_\_\_\_\_
6. When did she start Pennies to Protect Police Dogs?  
\_\_\_\_\_
7. How much money has she collected so far?  
\_\_\_\_\_

**9** Research and write.

- A. Use the Internet or the library to find information about someone who has helped the world become a better place. Take notes.
  1. When was the person born?
  2. How has the person helped to make the world a better place?
  3. How long has the person helped?
  4. Has the person won a prize or an award?
- B. Write a paragraph about the person you researched. Use a separate piece of paper. Present your work to a partner.





**Listen. Complete the sentences.**

1. Alfredo \_\_\_\_\_ in Quito, Ecuador, since \_\_\_\_\_.
2. His family \_\_\_\_\_ their house for \_\_\_\_\_.
3. He \_\_\_\_\_ his best friend Pedro since \_\_\_\_\_.
4. He \_\_\_\_\_ soccer, his favorite sport, for \_\_\_\_\_.
5. He \_\_\_\_\_ piano lessons since \_\_\_\_\_.



**A. Choose and write rhyming words from the box. Then listen to the chant and check.**

# My So-called Story

I was born in this same town.  
 I've lived right here since \_\_\_\_\_.  
 I have a typical mother and father  
 and a sister who just turned \_\_\_\_\_.  
 I have a dog that I named Spot.  
 I've had him since I was \_\_\_\_\_.  
 He always follows me to school,  
 and sometimes makes me \_\_\_\_\_.  
 I like to swim and play baseball,  
 and I've played soccer for six \_\_\_\_\_.  
 I guess my life is just average.  
 I'm sorry to bore you to \_\_\_\_\_!

eight	hears
late	tears
ten	then
wait	when
years	



**B. Write about you.**

I was born in \_\_\_\_\_.  
 I've lived right here since \_\_\_\_\_.  
 I have a \_\_\_\_\_ and \_\_\_\_\_  
 and a \_\_\_\_\_ who just turned \_\_\_\_\_.

# Writing

## Autobiographical Paragraph

A paragraph you write about yourself is called an *autobiography*. When you write about yourself, you can tell when and where you were born, where you live, and where you go to school. To make your writing more interesting, you can also include details about your likes and dislikes and favorite activities.

### All About Me by Mi-jin Lee

I was born in Japan on June 5th, 1998. I am the youngest of five children. I have three older brothers and an older sister. My family has lived in the United States for almost two years now. Before that, we lived in Tokyo. That city is as busy as New York City. When I was in Japan, I played on a soccer team. Every year our team made it to the finals. I have played soccer since I was five years old. I don't play soccer anymore. Now I play on a tennis team. I also play the piano. I have taken piano lessons for almost a year. I don't like to practice the piano, but my parents feel it is important for me to learn. I've been in English Club since we moved to the United States. A lot of kids my age are in the club. Many of them came from Japan. I've learned a lot of new words since I've been in the club. My brothers have helped me a lot. I've also made a lot of new friends. I love living in the United States, but I miss my old friends in Japan.

## Writing Assignment

Using the following steps, you will write a paragraph about yourself. You should include personal details to help the reader get to know you as you write about your feelings and experiences.

### 12 Brainstorm Ideas

- Tell where and when you were born.
- Tell where you live and where you go to school.
- Tell about what you like and don't like to do.
- Tell about your favorite activities.

### 13 Use an Outline

An outline can help you organize your ideas. It helps you state the main ideas (*A, B, C*) and the descriptive details that support the main ideas (*1, 2, 3*). You can state information or facts in complete sentences, or list them in the form of single items or notes. Read Mi-jin's outline on the next page. Then fill out an outline about yourself.

Outline: Mi-jin Lee

A. Personal History

1. I was born on June 5th, 1998.
2. I was born in Tokyo, Japan.
3. There are five children in my family.
4. I have three older brothers and an older sister.
5. I moved to the United States two years ago.

B. My Activities

1. soccer team
2. piano
3. tennis
4. English Club

C. Likes and Dislikes

1. like to play soccer
2. like to play tennis
3. don't like to practice the piano

Outline: \_\_\_\_\_

A. Personal History

1. I was born on \_\_\_\_\_
2. I was born in \_\_\_\_\_
3. There are \_\_\_\_\_ in my family
4. I have \_\_\_\_\_ sister(s) and \_\_\_\_\_ brother(s)
5. I live \_\_\_\_\_

B. My Activities

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. Likes and Dislikes

1. like to \_\_\_\_\_
2. don't like to \_\_\_\_\_

To help you ...

State and Action Verbs:

attend be do go know learn live play practice study win

Time Expressions:

for six days, two years, a week, a long time  
since the year 2008, last year, September, I can remember

14 Write

Use your outline to help you write your autobiographical paragraph. Use a separate piece of paper.

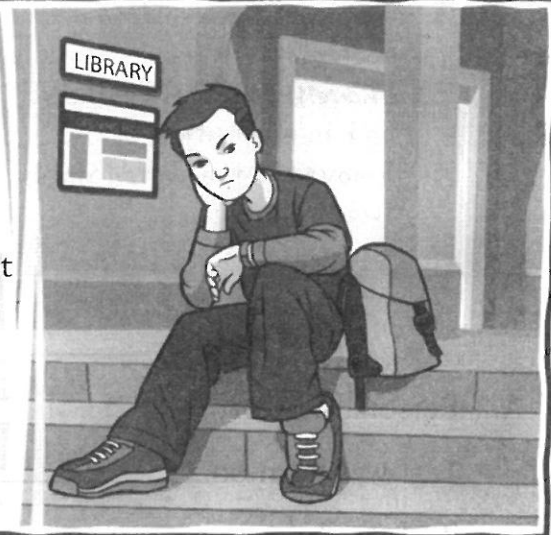
# Review

## 15 A. Read. Write complete questions or answers.

Ben has been on the library steps since two o'clock. It is now three o'clock. Where is Kevin? Ben has known Kevin since they were two years old. Ben knows that Kevin has *always* been late. That's *not* a good habit for a twelve-year-old boy.

Ben and Kevin have studied together for the past four years. They have played on the same soccer team. They have been in the same math class for two years. They have always been best friends!

Maybe this time Kevin just forgot to meet Ben at the library to study for their *last* math test.



1. How long has Ben been on the library steps?

---

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

Ben and Kevin have known each other since they were two years old.

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

They've studied together for the past four years.

4. How long have Ben and Kevin been best friends?

---

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

Ben and Kevin have been in the same math class for two years.

**B. Write about your best friend. Use *for* or *since*.**

---

---

---

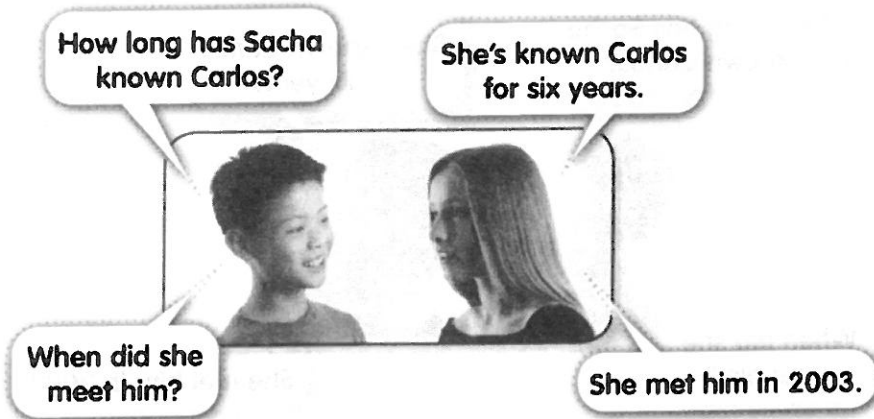
---

# Communication Activity

**Work with a partner: Student A uses this information and Student B uses the information on page 24.**

## Student A

Ask questions using *how long?* or *when?* Write the answers.  
Answer your partner's questions.



Who?	What?	How long . . . ? When?
Sacha and Carlos	know each other	<i>six years / 2003</i>
Maria and José	play soccer	four years
Kate and Susan	be friends	
Mario and Martin	be neighbors	ten years
Steve and Sarah	go to the same school	
Paula and Pat	start dancing lessons	2001
Joan and Kim	win first place in skating	
Lin	get a pet	2002
Yoko	get new glasses	
Diane	move here	2003
Pedro	get a new bike	

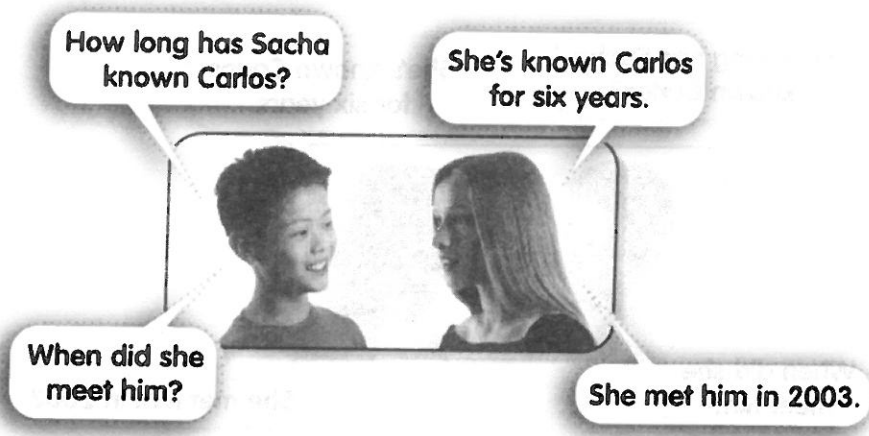
# Communication Activity

Work with a partner: Student B uses this information and Student A uses the information on page 23.

## Student B

Answer your partner's questions.

Ask questions using *how long?* or *when?* Write the answers.



Who?	What?	How long . . . ? When?
Sacha and Carlos	know each other	six years / 2003
Maria and José	play soccer	
Kate and Susan	be friends	they were both five years old
Mario and Martin	be neighbors	
Steve and Sarah	go to the same school	they were both six years old
Paula and Pat	start dancing lessons	
Joan and Kim	win first place in skating	1999
Lin	get a pet	
Yoko	get new glasses	last month
Diane	move here	
Pedro	get a new bike	two years ago

# 3

# Skills and Abilities



A. Listen to the song. Answer the questions with complete sentences. Use words from the box.

## A Working Family

1. What does his uncle do?

*His uncle's a salesperson.*

2. What does his aunt do?

\_\_\_\_\_

3. What does his father do?

\_\_\_\_\_

4. What does his mother do?

\_\_\_\_\_

5. What does his sister do?

\_\_\_\_\_

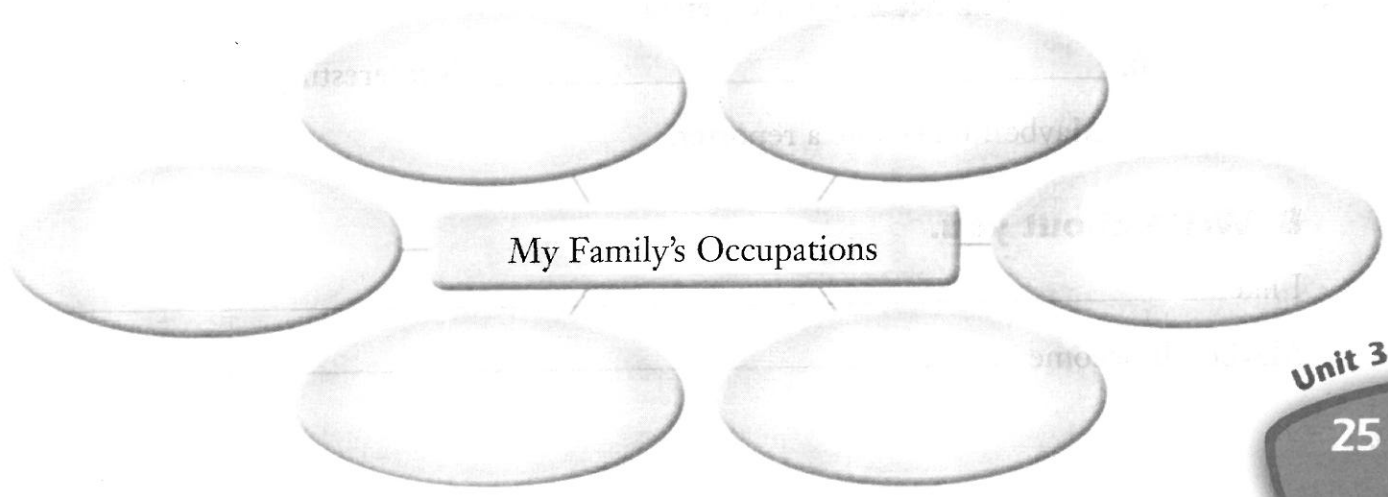
6. What does his brother do?

\_\_\_\_\_

biologist  
lawyer  
musician  
reporter  
salesperson  
vet

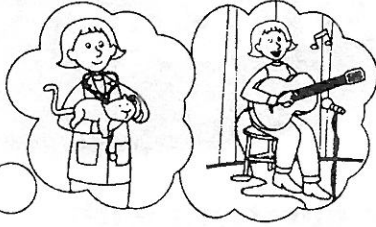


B. What do the people in your family do?  
Fill in the word map.



2

**A. Complete the sentences. Use phrases from the box.**



designing buildings  
 helping sick animals  
 playing basketball  
 playing music  
 presenting news  
 reading books  
 studying science  
 working with customers  
 working with kids  
 writing about sports

1. I enjoy \_\_\_\_\_.  
 Maybe I'll become a vet.
2. I love \_\_\_\_\_.  
 Maybe I'll become a musician.
3. I love \_\_\_\_\_.  
 Maybe I'll become a professional athlete.
4. I like \_\_\_\_\_.  
 Maybe I'll become a teacher.
5. \_\_\_\_\_ is my favorite hobby  
 Maybe I'll become a librarian.
6. I enjoy \_\_\_\_\_.  
 Maybe I'll become a sports writer.
7. \_\_\_\_\_ is really cool.  
 Maybe I'll become an architect.
8. \_\_\_\_\_ is great.  
 Maybe I'll become a biologist.
9. I like \_\_\_\_\_.  
 Maybe I'll become a salesperson.
10. \_\_\_\_\_ is interesting.  
 Maybe I'll become a reporter.

**B. Write about you.**

I like \_\_\_\_\_.

Maybe I'll become \_\_\_\_\_.

## Grammar

### Gerund as subject

Reading is my favorite hobby.  
Playing the guitar is lots of fun.

### Gerund as object

I really enjoy reading.  
I love playing the guitar.

gerund: verb + *-ing*

### 3 Complete the sentences. Then circle S for subject or O for object.

- \_\_\_\_\_ old cars is my uncle's hobby. (fix)      S      O
- I really like \_\_\_\_\_ cartoons. (draw)      S      O
- Bob enjoys \_\_\_\_\_ volleyball a lot. (play)      S      O
- \_\_\_\_\_ stamps is a great hobby. (collect)      S      O
- Pat doesn't like \_\_\_\_\_ TV at all. (watch)      S      O

## Grammar

excited about  
good at  
interested in  
worried about

+ gerund

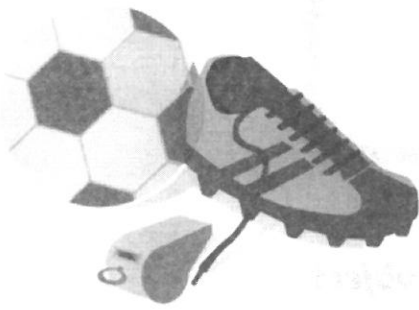
I am excited about playing the flute.  
I am good at making clothes.  
I am interested in building models.  
I am worried about passing the test.

### 4 Unscramble the sentences. Use the gerund.

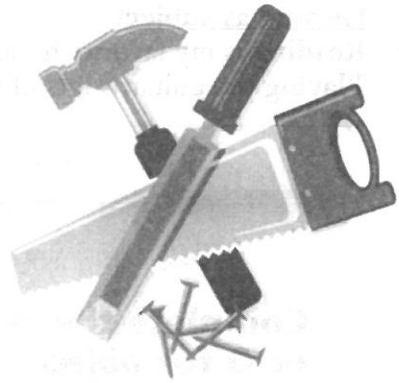
- about / their / they / worried / project / are / finish / on time  
\_\_\_\_\_
- fix / my / computers / uncle / good / is / at  
\_\_\_\_\_
- cousin / learn / tae-kwon-do / my / is / in / interested  
\_\_\_\_\_
- am / about / in / concert / I / sing / excited / the  
\_\_\_\_\_



**5 Write sentences. Use words and phrases from the box.**



Who's good at what?	
architect	design buildings
carpenter	fix cars
coach	play piano
mechanic	teach sports
pianist	type letters
secretary	work with wood



1. An architect is good at designing buildings.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Grammar**

**if + present**

If you **study** hard,  
If she **has** time,  
If they **work** hard,

**will + verb**

you'll **pass** the test.  
she'll **help** me with my project.  
they'll **get** good grades.



**6 Complete the sentences. Use the simple present and the future with a contraction ('ll).**

1. If you \_\_\_\_\_ that art class, you \_\_\_\_\_ art supplies.  
(take) (need)
2. If he \_\_\_\_\_ the time, he \_\_\_\_\_ me his model ships.  
(have) (show)
3. If they \_\_\_\_\_ hard, they \_\_\_\_\_ the soccer game.  
(practice) (win)
4. If I \_\_\_\_\_ enough money, I \_\_\_\_\_ a new guitar.  
(save) (buy)
5. If she \_\_\_\_\_ on the Internet, she \_\_\_\_\_ that information.  
(look) (find)

## 7 Complete the sentences.

1. If Martin saves enough money, he \_\_\_\_\_.
2. If you study this book, you \_\_\_\_\_.
3. If they have the time, they \_\_\_\_\_.
4. If \_\_\_\_\_, your teacher will be happy.
5. If \_\_\_\_\_, we'll win first prize.
6. If \_\_\_\_\_, I'll speak English well.

## 8 Complete the puzzle with words from the box.

### Across

1. If you're \_\_\_\_\_, you'll see things other people don't.
2. If you're \_\_\_\_\_, you can wait for a long time without getting upset.
3. If you have \_\_\_\_\_ ability, you'll do well in physics class.
4. If you're \_\_\_\_\_, you'll make your friends laugh.

### Down

5. If you're \_\_\_\_\_, you won't have any accidents.
6. If you're \_\_\_\_\_, you'll get good grades.
7. If you're \_\_\_\_\_, you'll do well in drawing class.
8. If you're \_\_\_\_\_, you'll feel nervous and embarrassed sometimes.

artistic  
careful  
funny  
mathematical  
observant  
patient  
sensitive  
smart



The crossword puzzle grid is set against a background of educational icons. The grid consists of white squares for letters and grey squares for empty space. The numbered starting points are:

- 1. Across: 7 squares
- 2. Across: 6 squares
- 3. Across: 8 squares
- 4. Across: 5 squares
- 5. Down: 6 squares
- 6. Down: 4 squares
- 7. Down: 5 squares
- 8. Down: 8 squares

Read *Cool Kids Magazine*.

**9** Answer each question with a complete sentence.

**Kids Making News!**

1. Where can children work as reporters?

\_\_\_\_\_

2. Where and when did this organization start?

\_\_\_\_\_

3. Where do the kids' articles appear?

\_\_\_\_\_

**How Cool Is This?**

4. What does a games tester do?

\_\_\_\_\_

5. What does Lea like about testing games?

\_\_\_\_\_

6. What doesn't Lea like about testing games?

\_\_\_\_\_



**Cool Kids with Cool Skills**

7. What is Brandon good at doing?

\_\_\_\_\_

8. Who is interested in writing?

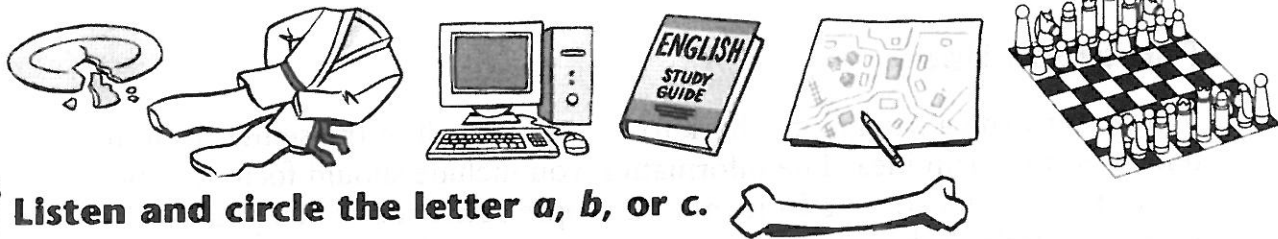
\_\_\_\_\_

9. What does Austin enjoy doing?

\_\_\_\_\_

**10** Research and write.

Use the library or the Internet to find information about another cool kid. Write a paragraph about that person's special skills.



TRACK 10  
**11**

**Listen and circle the letter a, b, or c.**

1. Larry is interested in
  - a. playing chess.
  - b. digging for dinosaur bones.
  - c. learning karate.
2. Sarah's brother is good at
  - a. fixing the computer.
  - b. making cookies.
  - c. explaining math.
3. Martha is bad at
  - a. planning parties.
  - b. following directions.
  - c. driving a car.
4. Dolores is worried about
  - a. hiding the broken plate.
  - b. getting sick.
  - c. passing her test.

TRACK 11  
**12**

**Match. Then listen to the chant and check your answers.**

## Everyone Works

- |                           |  |
|---------------------------|--|
| <u>  c  </u> 1. Mechanics | a. like helping children with measles.     |
| _____ 2. Teachers         | b. like jumping and running around tracks. |
| _____ 3. Actors           | c. like working with tools.                |
| _____ 4. Writers          | d. like dancing around on a stage.         |
| _____ 5. Accountants      | e. like drawing and painting on easels.    |
| _____ 6. Athletes         | f. like writing for news magazines.        |
| _____ 7. Artists          | g. like working with numbers and facts.    |
| _____ 8. Doctors          | h. like working in schools.                |
| _____ 9. Dancers          | i. like acting on stages and screens.      |



**13 Write two more lines for the chant.**

Basketball players like \_\_\_\_\_.

And I enjoy \_\_\_\_\_ best of all.

# Writing

## Paragraph Unity

When you write a paragraph, check to be sure that all of the sentences in it tell about the main idea. The information you include should focus on one topic. You express your **main idea** in the **topic sentence**. Then you use **related details** in the supporting sentences to expand your main idea.

### My Future Profession by Sylvia Gutierrez

Ever since I was a little girl, I have always wanted to work for a newspaper. My grandfather was a reporter for our town's small newspaper, and I used to love visiting the building where everything happened—the reporting, the editing, and the printing of the finished product. He encouraged me to develop the skills and abilities I would need to be a reporter some day. Like him, I enjoy meeting people and talking to them, and I am interested in listening to the stories they tell. I'm also good at asking the right kinds of questions to get the information I need. And I'm not worried about having a deadline to turn in my work. In fact, I like working under pressure. That is why I am a reporter for our school newspaper now. I want to get as much experience as I can, and learn all I can about newspaper reporting. If I continue to write articles for school newspapers all the way through college, I'll have enough experience to get a job as a reporter for our town's newspaper. I'll have my dream job at last!

## Writing Assignment

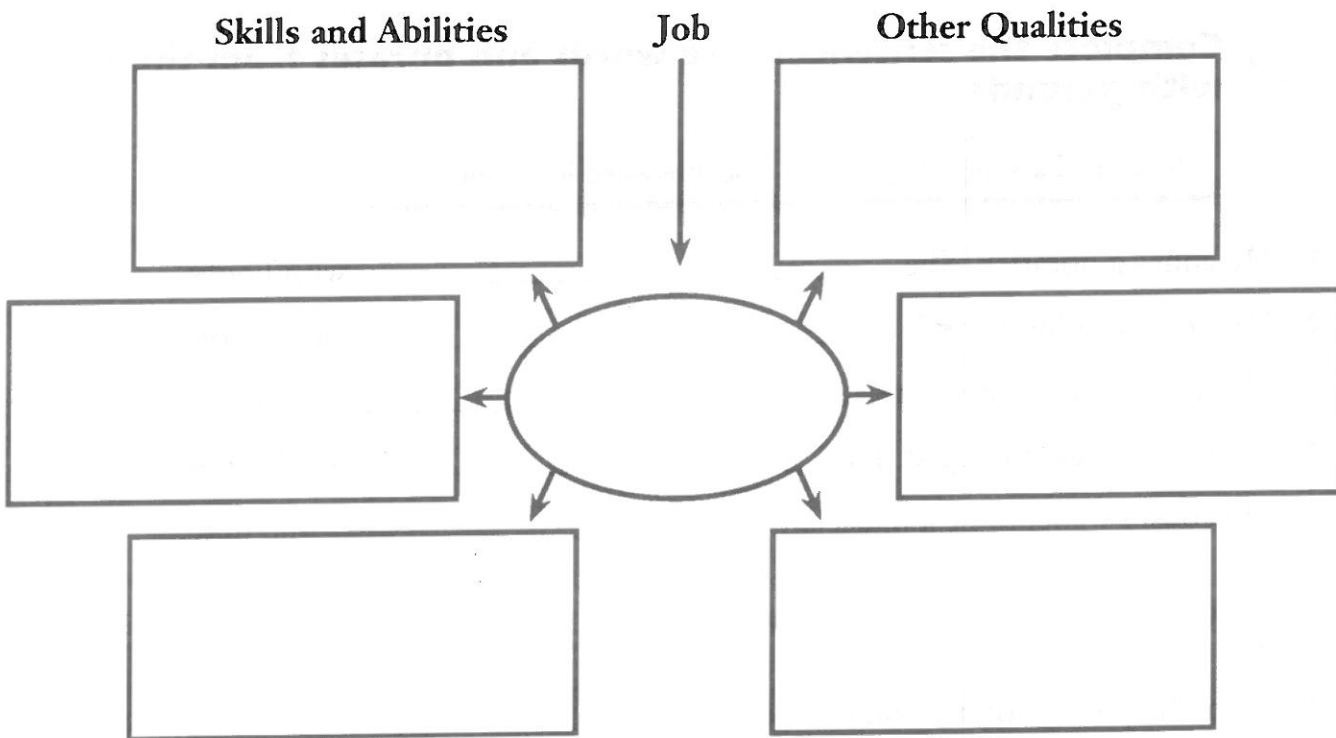
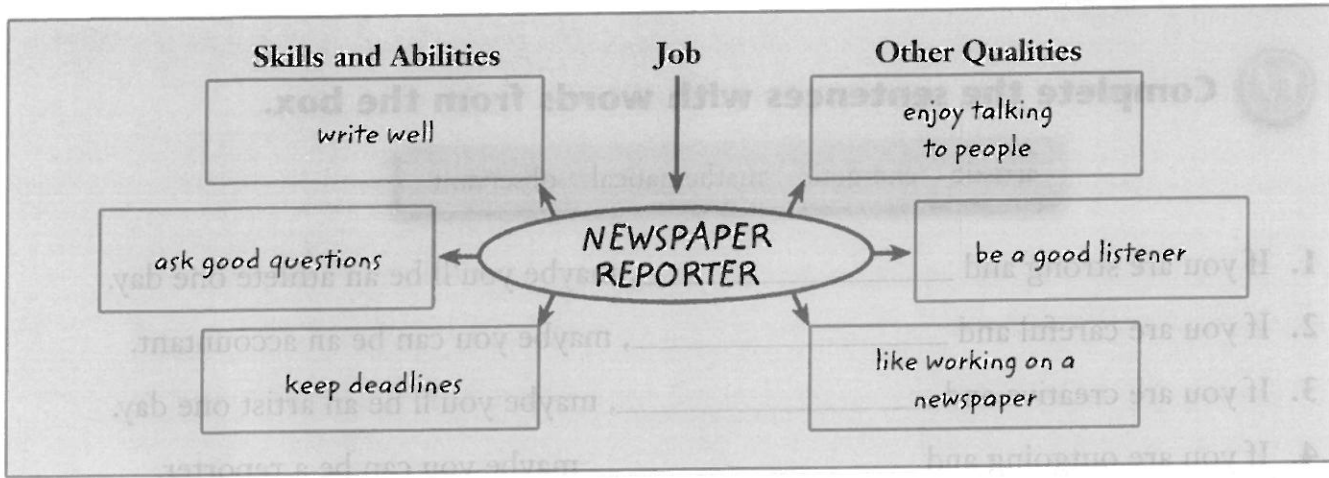
Using the following steps, you will write a paragraph about a job you would like to have one day. Be sure to describe the skills, abilities, and other qualifications you need to do the job. Remember to tell how you became interested in this job and why you want to do it in the future.

### 14 Brainstorm Ideas

- Which jobs do you think are interesting and exciting?
- What skills or abilities are necessary to do these jobs?
- What other qualities do you need for these jobs?

### 15 Use an Idea Map

Choose a job. Think about the skills, abilities, and qualities that you need for the job. An idea map is a good way to organize your ideas. Look at Sylvia's idea map for newspaper reporting on the next page and then do one of your own.



**To help you . . .**

**Occupation Words:**

accountant	actor	athlete	biologist	carpenter	coach
doctor	lawyer	mechanic	musician	photographer	salesperson
set designer	teacher	translator	vet	wait person	writer

**Action Words:**

act	design	find	fix	help	make
play	read	take	teach	work	write

**16 Write**

Use your idea map to help you write your paragraph.  
Use a separate piece of paper.

# Review

## 17 Complete the sentences with words from the box.

artistic energetic mathematical observant

1. If you are strong and \_\_\_\_\_, maybe you'll be an athlete one day.
2. If you are careful and \_\_\_\_\_, maybe you can be an accountant.
3. If you are creative and \_\_\_\_\_, maybe you'll be an artist one day.
4. If you are outgoing and \_\_\_\_\_, maybe you can be a reporter.

## 18 Complete the sentences. Use words and phrases from the box with gerunds.

be excited about be good at be interested in enjoy love

1. My aunt's a librarian. She \_\_\_\_\_ with books.
2. My uncle's a plumber. He \_\_\_\_\_ with tools.
3. My mother's a teacher. She \_\_\_\_\_ with kids.
4. My dad's a paleontologist. He \_\_\_\_\_ with bones.
5. My cousin wants to be a musician. She \_\_\_\_\_ the flute.

## 19 Complete the sentences.

1. If you help me with my homework, I \_\_\_\_\_.
2. If I can get a guitar, I \_\_\_\_\_.
3. If \_\_\_\_\_, we'll pass the course.

## 20 Write about a job you want to have one day. Use *enjoy* and *good at*.

---

---

---

---

---



# Communication Activity

**Work with a partner: Student A uses this information and Student B uses the information on page 36.**

## Student A

Ask questions about careers. Write the answers.  
Answer your partner's questions.

What do landscape gardeners do?



They design gardens and make them beautiful.

Career	What They Do
landscape gardener	<i>design gardens and make them beautiful</i>
orchestra conductor	lead musicians in a large group called an orchestra as they play music together
psychologist	
geologist	study the Earth, including rocks and minerals
forest ranger	
pharmacist	give people medicine and information about different kinds of medicine
carpenter	
baker	make bread, cakes, and other foods that are baked
reporter	
lawyer	work with clients
actor	

# Communication Activity

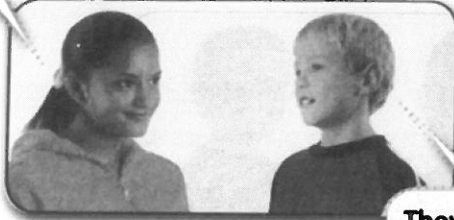
**Work with a partner: Student B uses this information and Student A uses the information on page 35.**

## Student B

Answer your partner's questions.

Ask questions about careers. Write the answers.

What do landscape gardeners do?



They design gardens and make them beautiful.

Career	What They Do
landscape gardener	design gardens and make them beautiful
orchestra conductor	
psychologist	study people's experiences and behavior
geologist	
forest ranger	work to protect and care for outdoor areas like parks
pharmacist	
carpenter	use wood to make objects and build structures
baker	
reporter	write news stories and articles
lawyer	
actor	act on stage and screen

# 4

# Into the Future

TRACK 12  
1

A. Listen to the song. Write. Use words from the box.

## In Our Future

Future fashions

Future travel

Future viewing

cleaning robots  
e-clothes  
electric shoes  
holographic TV  
hypersonic plane  
vacations on the moon  
video jacket

Homes

B. Predict other things that might be in your future.

Food

Ways to communicate

C. Write a new verse.

For our future \_\_\_\_\_,  
\_\_\_\_\_ may be the news.  
I'll \_\_\_\_\_,  
and you'll \_\_\_\_\_.



2

**A. What do they think life will be like in 2050?**  
**Answer the questions with words and phrases from the box. You will use one word more than once.**

books  
built-in computers  
clean  
the Internet  
robots  
solar power  
vacations in space

1. What will cars of the future run on?  
\_\_\_\_\_
2. What will the air be like?  
\_\_\_\_\_
3. What will disappear from schools?  
\_\_\_\_\_
4. Where will students get information?  
\_\_\_\_\_
5. What will people's clothing be like?  
\_\_\_\_\_
6. Who will do most of the work?  
\_\_\_\_\_
7. Who will clean houses?  
\_\_\_\_\_
8. Who will help kids with homework?  
\_\_\_\_\_
9. What will people do with all their free time?  
\_\_\_\_\_



What do Jason, Maria, and Soo-Ji think life will be like in 2050?

**B. What do you think? Choose one and write about the future.**

books cars free time robots schools

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grammar

Cars **will** run on solar power.  
We **won't** have jet-powered sneakers.

(I'm very sure about this.)

We **may** have robots to clean our houses.  
We **might** have cars that can fly.  
We **could** find life on Mars.

(I'm not very sure. It's possible.)

There **couldn't** be life on Pluto.

(This is impossible.)

### 3 Write sentences. Give your opinion about life in 2050. Use *will, won't, may, might, could, or couldn't*.

1. travel in cars and planes driven by computers

---

2. travel underwater in cars

---

3. have GPS chips inside everything so we won't lose anything

---

4. have robots to cook, wash, and clean things

---

5. have robots in every home

---

6. have plastic "smart" cards to pay for everything we need

---

7. take vacations in outer space

---

8. listen to radio talk shows

---

9. eat pills instead of food

---

10. have 300-floor buildings

---



## Grammar

Do you think we will find life on another planet?

We might.

We might find life on another planet.

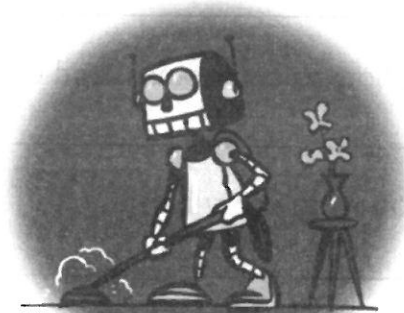
How will people travel in the future?

People may have flying cars.



### 4 A. Write questions. Use *Do you think*.

1. Do you think we will find life on Mars?  
Yes, we will find life on Mars.
2. \_\_\_\_\_  
Yes, we'll all have robots.
3. \_\_\_\_\_  
No, we won't all have GPS chips in the future.
4. \_\_\_\_\_  
We could fly in our own flying machines.
5. \_\_\_\_\_  
I might get a holographic TV someday.



### B. Write questions. Use *How will*.

1. \_\_\_\_\_  
We might have robots to cook our meals in the year 2020.
2. \_\_\_\_\_  
We may use plastic "smart" cards to pay for things.
3. \_\_\_\_\_  
We could use the Internet to get all of our information.
4. \_\_\_\_\_  
We might wear e-clothes.

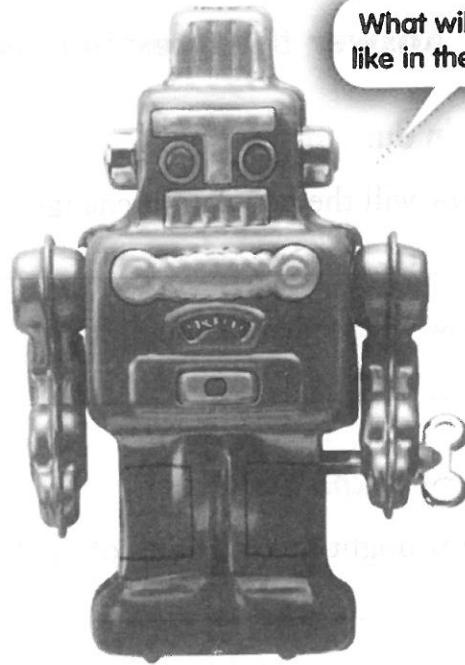
**5 Do the puzzle. Use the words that complete the sentences.**

**Across**

1. Computer chips will tell \_\_\_ high in the sky where things are.
2. A \_\_\_ moves and works like a human but doesn't get tired!
3. Pictures will float in the air on \_\_\_ TVs.
4. All of our information will be downloaded from the \_\_\_.

**Down**

5. All cars will run on \_\_\_ power.
6. \_\_\_ planes will fly five times faster than the speed of sound.
7. \_\_\_ chips inside people, animals, and things will help to locate them.
8. Small, individual \_\_\_ systems may be used for travel in the air.
9. There won't be any air \_\_\_ because cars will run on power from the sun.
10. There may be life on other \_\_\_.



6. h

7. s

8. P

1. s

2. r

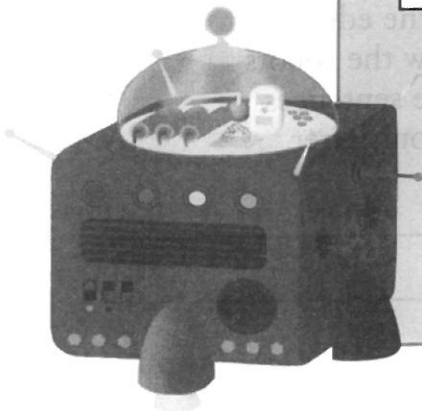
3. o

4.

5.

9.

10.



## Tomorrow: The E-Zine of the Future

Read the magazine *Tomorrow: The E-Zine of the Future*.

**6** Answer the questions with complete sentences.



### Foods in Our Future

1. How will the population change in the future?

\_\_\_\_\_

2. How will we have enough food?

\_\_\_\_\_

### Robots Win the World Cup!

3. How might soccer games of the future change?

\_\_\_\_\_

4. How soon could this change happen?

\_\_\_\_\_

### Your Fashion Future

5. How will clothing change?

\_\_\_\_\_

6. How will clothes of the future change our lives?

\_\_\_\_\_

**7** Research and write.

Use the Internet or the library to find out more about robots and how we might use them in the future. Write a letter to the editor of *Tomorrow: The E-Zine of the Future*. Be sure to tell how the robots will change our lives. You might want to use some of the sentences below in your letter. Use a separate piece of paper for your letter.

I researched robots that will \_\_\_\_\_.

I think these robots will \_\_\_\_\_ because \_\_\_\_\_.



**Listen to the predictions and circle.**

1. In 100 years, people **will / won't** live under the sea.
2. People **will / won't** live on the moon.
3. Cities **will / won't** be enclosed in plastic bubbles.
4. People **might / will** eat little food pills.
5. Life **could / couldn't** be as difficult under the sea as on the moon.



**A. What does the future hold? Use words from the box. Listen to the chant to check.**

## Predictions

1. Way to travel a. \_\_\_\_\_
2. Way to have more time at home a. \_\_\_\_\_
3. Ways to communicate a. \_\_\_\_\_  
b. \_\_\_\_\_
4. Way to have fun a. \_\_\_\_\_

computer  
go beneath the sea  
jetpack  
videophone  
work there

**B. Write some new lines for the chant.**

I'd like to know what the future holds,  
but it seems so far away.

How will I get to my future \_\_\_\_\_  
by \_\_\_\_\_ every day?

Or maybe \_\_\_\_\_ will \_\_\_\_\_,  
and I'll never \_\_\_\_\_.

I might \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_  
by \_\_\_\_\_ and \_\_\_\_\_.

Or maybe I'll go \_\_\_\_\_  
to spend an exciting day.

I can't wait to see what the future brings,  
but it's still so far away!



# Writing

## Paragraph of Opinion

In a paragraph of opinion, you describe your point of view—how you feel or what you believe about a subject. You should state your opinion clearly in the first sentence of your paragraph, using a phrase such as *I believe*, *I think that*, or *in my opinion*. In the other sentences of your paragraph, you list facts, reasons, or examples that support your opinion. In your concluding sentence, you restate your opinion in different words.

### Robots, Not Spaceships

by Maria Parson

**I believe that robots, not spaceships, should be the focus of technological development in the future.** **First**, robots are much less expensive to develop and build than spaceships. The cost of any spaceship is many millions of dollars more than the cost of the most sophisticated robot. **Second**, robots have useful applications on Earth right now. Even the robots we have now can work in dangerous conditions that humans cannot, such as extreme heat or cold. They can rescue people in collapsed mines, take apart bombs, work underwater, and help with delicate microscopic surgery. They are useful to society now in ways that spaceships are not. **Third**, robots can improve the life of the individual on a personal level. Robots can be developed to clean the house, do the shopping, cook, help with homework, play games, and keep track of the health of their human owners. No spaceship will ever affect the lives of individuals in such a way. **In conclusion, our lives will be better, sooner, when robots receive the attention, money, and time that spaceships do now.**

## Writing Assignment

Using the following steps, you will write a paragraph of opinion about one of the topics below or another topic you are interested in. Remember that your topic sentence should state a belief, not a fact.

### 10 Brainstorm Ideas

- Pick one of these topics or a topic of your own.
  - entertainment in the future
  - life on other planets
  - one world, one language
  - schools of the future
  - the disappearance of paper money
  - travel in the future
- State your belief in a clear topic sentence.
- Collect at least three facts, reasons, or examples to support your opinion.

## 11 Use a Chart

A chart can help you put your facts in the order that you want to write about them. Include all of your facts. (The chart below is a sample, and does not contain all of the facts from the paragraph.)

<b>Introduction</b>	<i>I believe that robots, not spaceships, should be the focus of technological development in the future.</i>
Reason one	<i>Robots are much less expensive to develop and build than spaceships.</i>
Reason two	<i>Robots have useful applications on Earth right now.</i>
Reason three	<i>Robots can improve the life of the individual on a personal level.</i>
<b>Conclusion</b>	<i>Our lives will be better, sooner, when robots receive the attention, money, and time that spaceships do now.</i>

Use this chart to practice. Then make a complete chart on a piece of paper.

<b>Introduction</b>	
Reason one	
Reason two	
Reason three	
<b>Conclusion</b>	

To help you ...

Expressions:

I believe

I think that

in conclusion

in my opinion

## 12 Write

Use your chart to help you write your paragraph of opinion about a subject you are interested in. Write your paragraph on a separate piece of paper.

# Review

## 13 Write questions or answers about the future.

1. Do you think scientists will work with genes to change living things, such as fruits, vegetables, and animals?

\_\_\_\_\_

2. Do you think we'll have chocolate-flavored broccoli in the future?

\_\_\_\_\_

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

We might have candy spaghetti. I'm not sure.

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

We will have faster and safer transportation.

5. Do you think we'll have cars that can fly or navigate underwater?

\_\_\_\_\_

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

Some scientists think we all might have special GPS chips inside.

7. How will our free time be different?

\_\_\_\_\_

8. \_\_\_\_\_

We won't have money. We'll have "smart" cards to buy everything.



## 14 Make predictions. Write. Use *may, might, will, won't, or could.*

1. How will a robot help you in the future?

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

2. How will our homes be different?

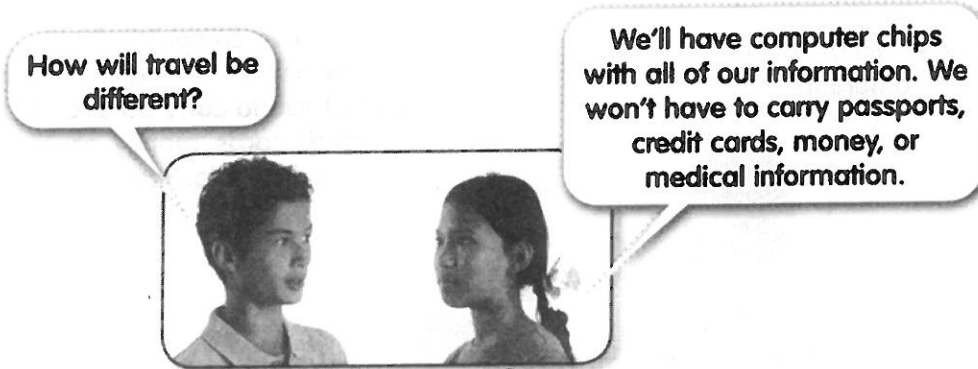
\_\_\_\_\_  
\_\_\_\_\_

# Communication Activity

**Work with a partner: Student A uses this information and Student B uses the information on page 48.**

## Student A

Ask questions about the future. Write the answers.  
Answer your partner's questions.



What?	How will they (it) be different?
travel	<ul style="list-style-type: none"> <li>• computer chips with all of our information</li> <li>• no need to carry passports, credit cards, money or medical information</li> </ul>
homes	smaller
vacations	
cars	steer and brake themselves
pets	
apartment buildings	more floors with everything we need—stores, restaurants, and movies
clothes	
medical help	use a wireless monitor
work	
school	books replaced with Internet
emergencies	

# Communication Activity

**Work with a partner: Student B uses this information and Student A uses the information on page 47.**

## Student B

Answer your partner's questions.

Ask questions about the future. Write the answers.

How will travel be different?



We'll have computer chips with all of our information. We won't have to carry passports, credit cards, money, or medical information.

What?	How will they (it) be different?
travel	<ul style="list-style-type: none"> <li>• computer chips with all of our information</li> <li>• no need to carry passports, credit cards, money, or medical information</li> </ul>
homes	
vacations	spaceships to the Moon and hypersonic planes to the other side of the Earth
cars	
pets	smaller
apartment buildings	
clothes	<ul style="list-style-type: none"> <li>• adapt to changing temperatures</li> <li>• change colors</li> <li>• self-cleaning</li> </ul>
medical help	
work	done by robots
school	
emergencies	medical information on plastic "smart" cards



**A. Circle T for *true* or F for *false*. Then listen to the song and check.**

## House for Sale!

- |   |   |   |
|---|---|---|
| 1. Mercury is burning hot.                      | T | F |
| 2. Mercury is far from the sun.                 | T | F |
| 3. Venus has a thick, hazy atmosphere.          | T | F |
| 4. It's sunny on Venus.                         | T | F |
| 5. The atmosphere on Neptune is still and calm. | T | F |
| 6. Pluto is large.                              | T | F |



**B. Which is the best planet to live on? Why?**

---



---



---



---

**2 Write complete questions or answers.**

1. Which planet is closest to the sun?

\_\_\_\_\_

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

Neptune is the farthest planet from the sun.

3. Which is the planet with the most moons?

\_\_\_\_\_

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

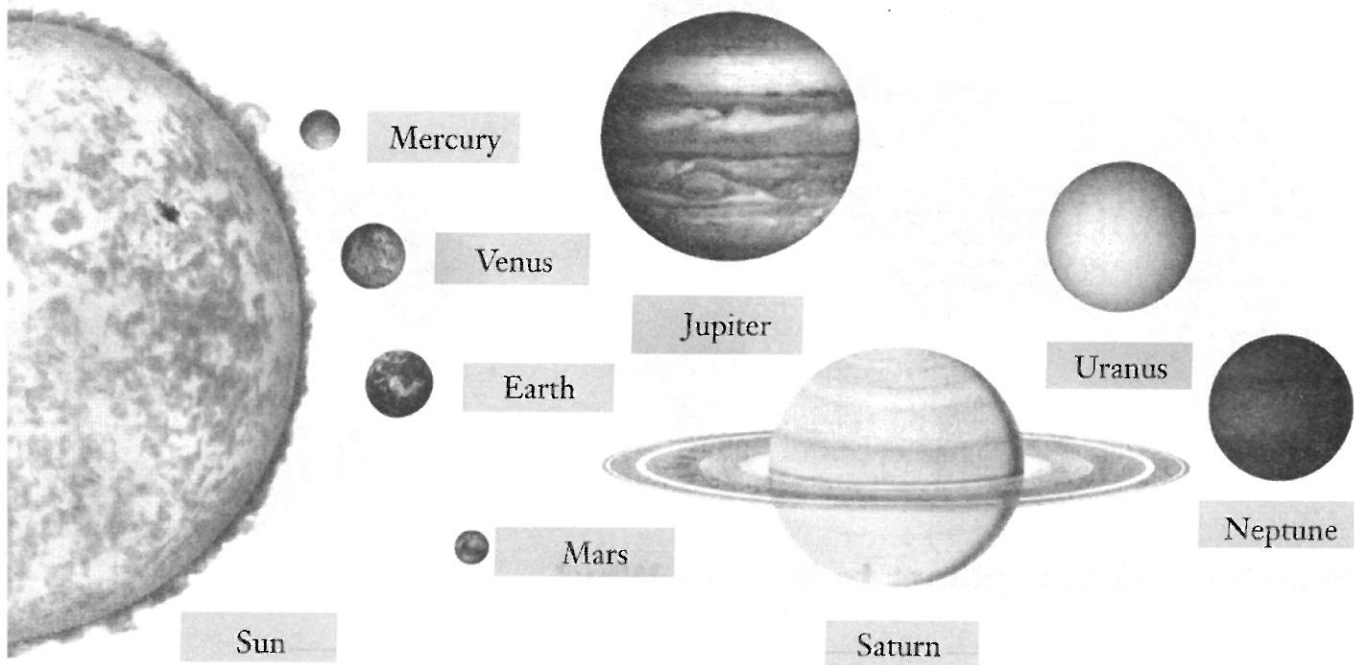
Neptune is the windiest planet.

5. Which is the planet with the most English speakers?

\_\_\_\_\_

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

The planet with the most rings is Saturn.



## Grammar

**Real situation:** I don't live on Mercury. I'm not very hot.  
**Unreal situation:** If I lived on Mercury, I'd be very hot!

I'd = I would

### 3 Is it real or unreal? Check the box.

- |   | Real                     | Unreal                   |
|---|--------------------------|--------------------------|
| 1. I can use a telescope and look at the stars.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. If I went to Jupiter's Great Red Spot, I'd get caught in a hurricane.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If you were a comet, you'd disappear after about 500 trips near the sun. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You can see a shooting star in the night sky.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If you lived on Neptune, you'd blow around in the windstorms.            | <input type="checkbox"/> | <input type="checkbox"/> |

If I lived on Mercury, I'd be very close to the sun!

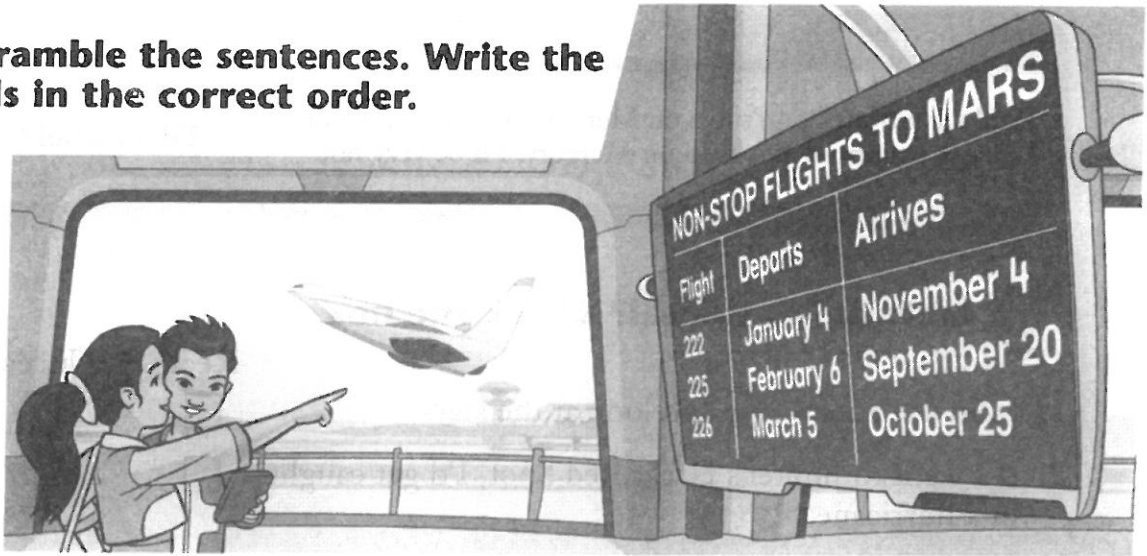


### 4 Combine the sentences. Use *if* and *I'd*.

- I don't live on Venus. I don't cough in the thick atmosphere.  
\_\_\_\_\_
- I don't live on Jupiter. I don't see many moons at night.  
\_\_\_\_\_
- I'm not a supernova. I don't use more energy than the sun will ever use.  
\_\_\_\_\_
- I don't live on Neptune. I don't blow around like a feather.  
\_\_\_\_\_
- I don't live on Mars. I don't get caught in dust storms.  
\_\_\_\_\_
- I'm not a scientist. I don't study supernovas.  
\_\_\_\_\_
- I don't have a spaceship. I don't fly to Jupiter.  
\_\_\_\_\_



5 **Unscramble the sentences. Write the words in the correct order.**



1. 7 / traveled / would / 10 / to / they / If / to / the / them / Mars / months / take / trip

---

2. weigh / she / lived / Jupiter / 228 / she / on / would / pounds / If

---

3. years / If / on / would / lived / be / I / Mercury / 45 / old / I

---

4. Earth / on / year / would / If / 29½ / Saturn / we / years / be / lived / a / long

---

5. Neptune / around / like / blow / feather / If / a / I / windstorms / to / went / would / me

---

6 **Write. What would you take with you if you took the long trip to Mars?**

for fun: If I went to Mars, I would take

---

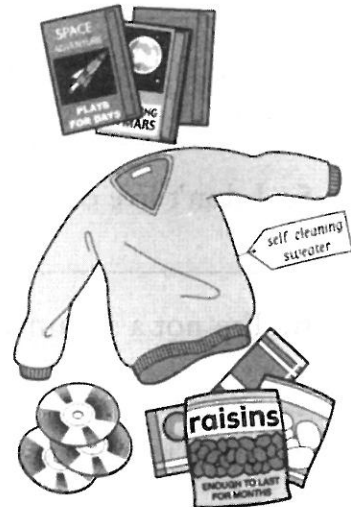


---

snacks: \_\_\_\_\_

clothes: \_\_\_\_\_

---



**7 Use the chart and examples to write what your age and weight would be on other planets.**

Planet	Pull of gravity	Time It Takes to Revolve Around the Sun
Mercury	0.38	0.241 Earth years
Venus	0.91	0.615 Earth years
Mars	0.38	1.88 Earth years
Jupiter	2.36	11.9 Earth years
Saturn	0.92	29.4 Earth years
Uranus	0.89	83.7 Earth years
Neptune	1.12	163.7 Earth years

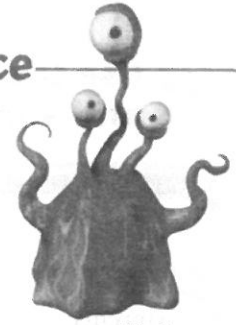
**Example:** I weigh 95 pounds on Earth. To find out what I would weigh on Mars, I multiply my weight times 0.38 (zero point thirty-eight). This is the pull of gravity compared to Earth.  
 $95 \text{ pounds} \times 0.38 = 36 \text{ pounds}$

**Example:** I am 11 years old on Earth. To find how old I would be on Venus, I divide my age by 0.615. This is the time it takes Venus to revolve around the Sun.  $11 \text{ years old} \div 0.615 = 17 \text{ years old}$

1. On \_\_\_\_\_, I would be \_\_\_\_\_ years old.
2. On \_\_\_\_\_, I would weigh \_\_\_\_\_ pounds.
3. On \_\_\_\_\_, I would be \_\_\_\_\_ years old.
4. On \_\_\_\_\_, I would weigh \_\_\_\_\_ pounds.

**8 Do the word search.**

- |          |           |
|----------|-----------|
| comet    | gravity   |
| Mars     | Neptune   |
| Pluto    | scientist |
| solar    | supernova |
| universe | Venus     |



Read *Out There* magazine.

**9** Check *True* or *False*.

**Hubble Fact File**

- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1. The Hubble Telescope is named after astronomer Edwin P. Hubble.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The body of the Hubble is about the size of a basketball.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The telescope tube is as tall as a three-story building.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In space, the telescope weighs 25,000 pounds (11,339 kg), but it weighs nothing on Earth. | <input type="checkbox"/> | <input type="checkbox"/> |

**Ask Dan the Science Man**

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 5. Looking directly at the sun during a solar eclipse can cause blindness. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The retina of the eye feels pain.                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Your eye has a lens just like a camera.                                 | <input type="checkbox"/> | <input type="checkbox"/> |

**10** Research and write.

Find out about a recent space mission. Gather information at the library or on the Internet. Take notes below. Write a paragraph about it. Use a separate piece of paper. Include this information:

1. **What:** What country sponsored the mission?
2. **Who:** Who were the astronauts?
3. **Where:** Where did the spacecraft travel?
4. **When:** When was the mission?
5. **How:** How will the mission help us understand space better?

---

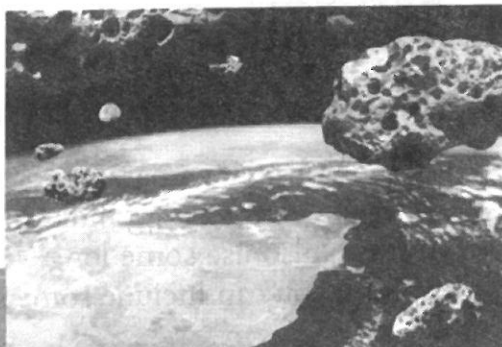
---

---

---

---

Listen and complete the chart.



**Asteroids**

Asteroids are small objects made of: \_\_\_\_\_

They are sometimes called: \_\_\_\_\_

Ceres, the largest known asteroid, has a diameter of: \_\_\_\_\_

Most asteroids are between the planets: \_\_\_\_\_

One theory says that asteroids were originally pieces of: \_\_\_\_\_

Another theory says asteroids were pieces that never: \_\_\_\_\_

An asteroid that strikes Earth is called a: \_\_\_\_\_

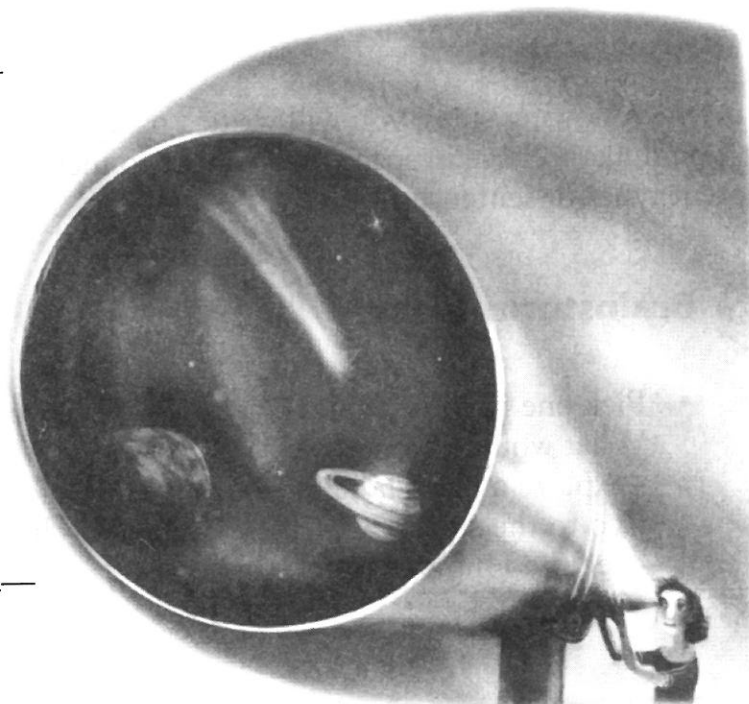
One example of impact is found in: \_\_\_\_\_

Choose and write rhyming words from the box. Then listen to the chant and check.

be	bright
face	galaxy
meteorite	night
place	see
space	

# Through the Lens

If I had a giant telescope,  
 this is what I'd \_\_\_\_\_  
 millions of shining stars  
 in a faraway \_\_\_\_\_.  
 I'd see a comet streaking by  
 with its tail so \_\_\_\_\_,  
 or a mass of rock and iron  
 that could be a \_\_\_\_\_.  
 So if I had a telescope,  
 I'd be in just one \_\_\_\_\_  
 with my eye pressed to the lens  
 exploring outer \_\_\_\_\_.



# Writing

## Sentence Variety in a Paragraph

When you write a paragraph, you should use different kinds of sentences. To make your writing more interesting, you can use some short sentences. You can also use some longer sentences with *and*, *or*, or *but*. Then, for more variety, you can include some sentences with *if* clauses or other clauses.

Which paragraph is more interesting? Why?

### Paragraph One

I would like to visit Mars, the Red Planet. I would like to see its red dust. I would like to see the sand. My shoes would make footprints in it. I would wear my helmet to protect my eyes from the sand. I would protect myself from the dust. I would take samples of the dust and sand. I would look for water and signs of life. I would follow my footprints back to my spaceship. I would go back home. I would show my souvenirs to my friends and family.

### Paragraph Two

If I could visit any planet in our solar system, I would visit Mars. Because Mars looks red from here on Earth, we call it the Red Planet. But is it really red? I'd love to find out! After my landing, I imagine I would see mountains, valleys, huge rocks, sand, and dust. In my protective suit, I would leave my spaceship and I would carefully take samples from the ground. Then I'd look for signs of water, because scientists believe that water is a condition for life. After I finished my explorations, I would follow my footprints back to my spaceship. Then I would go back home to show my souvenirs to my friends and family.

## Writing Assignment

Using the following steps, you will write a paragraph about an adventure you would like to have in space. Remember to include interesting details and different types of sentences.

### 13 Brainstorm Ideas

- Pick one of these topics or a topic of your own. What would you see?  
What would you do?
  - explore a black hole
  - go to the sun
  - see the Hubble Space Telescope
  - follow a comet
  - live on the International Space Station
  - visit a planet

## 14 Use Different Kinds of Sentences

After you know what you want to say, you can change some of your sentences so that they are not all the same.

### Information you want to say:

The fourth planet is named Mars. Mars is often called the Red Planet. Mars looks red from here on Earth.

### Changes you can make:

#### compound sentence with *but* or *and*

- The fourth planet is named Mars, but it is often called the Red Planet.
- Some people call the fourth planet Mars, and others call it the Red Planet.

#### complex sentence with *because*

- Because Mars looks red from here on Earth, we call it the Red Planet.
- Mars is called the Red Planet because it looks red from here on Earth.
- The fourth planet, Mars, is also called the Red Planet because it looks red from here on Earth.

Practice changing the sentences below in different ways. Use a separate piece of paper.

### Information you want to say:

The fifth planet is named Jupiter. Jupiter is named after the king of the ancient Roman gods. Jupiter is the biggest planet in our solar system.

## 15 Write

Write down the information you want to include in your paragraph. Practice saying the information in different ways. When you have a good variety of sentence types, write your paragraph on a separate piece of paper.

### To help you ...

#### Editing Tip:

When you finish your paragraph, read it aloud to a friend. Is your paragraph clear? Does it include interesting details? Does it have a variety of sentence types? Ask your friend. Make changes if necessary.

# Review

## 16 Write sentences with *if* and *would*.

1. I did not visit Mars. It did not take me 7 to 10 months to get there.  
If I visited Mars, it would take me 7 to 10 months to get there.
2. I am not a space mechanic. I don't walk 600 kilometers above Earth to fix something.  
\_\_\_\_\_
3. They did not look directly at a solar eclipse. They have not become blind.  
\_\_\_\_\_
4. The Hubble telescope is not on Earth. It does not weigh 25,000 pounds.  
\_\_\_\_\_
5. I don't live on Neptune. I am not very cold.  
\_\_\_\_\_
6. I don't live on Neptune. I don't blow around in the windstorms.  
\_\_\_\_\_

## 17 Complete the questions or answers. Write complete sentences.

1. What would happen if you \_\_\_\_\_?  
(go to the Great Red Spot)  
I'd be caught in a hurricane that has already lasted for 300 years!  
What would happen if you lived on Neptune?  
\_\_\_\_\_  
(blow around in the windstorms)  
What would happen if you \_\_\_\_\_?  
(live on Venus)  
I'd cough in the cloudy, thick, and hazy atmosphere.  
What would it be like if you lived on Neptune?  
\_\_\_\_\_  
(dark and cold)
5. What would happen if you \_\_\_\_\_?  
(fall into a black hole)  
I'd stretch out like spaghetti and disappear.

# Communication Activity

**Work with a partner: Student A uses this information and Student B uses the information on page 60.**

## Student A

Ask questions about the planets. Write the answers.  
Answer your partner's questions.



Which planet? What do I want to know?	Answer
Mars: length of a year	687 Earth days
Venus: how hot?	900° F (482° C)
Mercury: my age	
Mars: my weight	36 pounds (if you weigh 95 pounds on Earth)
Neptune: how cold?	
Neptune: distance from the sun	2,793 billion miles (4,495 billion kilometers)
Jupiter: number of moons	
Mars: travel time	7 to 10 months from Earth to Mars
Mars: my age	
Jupiter: my weight	224 pounds (if you weigh 95 pounds on Earth)
Saturn: length of a day	

# Communication Activity

**Work with a partner: Student B uses this information and Student A turns to page 59.**

**Student B**

Answer your partner's questions.

Ask questions about the planets. Write the answers.

If I lived on Mars,  
how long would a  
year be?

A year would last  
687 Earth days.



Which planet? What do I want to know?	Answer
Mars: length of a year	687 Earth days
Venus: how hot?	
Mercury: my age	46 years (if you're 11 on Earth)
Mars: my weight	
Neptune: how cold?	-346° F (-210°C)
Neptune: distance from the sun	
Jupiter: number of moons	63
Mars: travel time	
Mars: my age	about 6 years old (if you're 11 on Earth)
Jupiter: my weight	
Saturn: length of a day	10 hours, 40 minutes

## 1 The Simple Past: Write the simple past forms of *jump* and *make*.

Regular verb: \_\_\_\_\_

Irregular verb: \_\_\_\_\_

I \_\_\_\_\_ we \_\_\_\_\_ I \_\_\_\_\_ we \_\_\_\_\_

you \_\_\_\_\_ you \_\_\_\_\_ you \_\_\_\_\_ you \_\_\_\_\_

he/she/it \_\_\_\_\_ they \_\_\_\_\_ he/she/it \_\_\_\_\_ they \_\_\_\_\_

## 2 Irregular Verbs in the Simple Past: Write the simple past forms.

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

7. hear \_\_\_\_\_

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

8. keep \_\_\_\_\_

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

9. leave \_\_\_\_\_

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

10. lose \_\_\_\_\_

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

11. see \_\_\_\_\_

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

12. take \_\_\_\_\_

## 3 The Simple Past: Change the affirmative verb forms to the negative.

1. Carlos Diaz *was born* in Quito, Ecuador. \_\_\_\_\_

2. Isilay Davaz *began flying* at age three. \_\_\_\_\_

3. J. Hurlinger *walked* 800 miles on his hands. \_\_\_\_\_

4. Josh Lee *rode* a mule across the Grand Canyon. \_\_\_\_\_

## 4 Questions: Write questions for the answers.

1. \_\_\_\_\_  
Sarah Chang won the Nan Pa Award *in 1991*.

2. \_\_\_\_\_  
Jackie Chan studied *singing, acting, and martial arts*.

3. \_\_\_\_\_  
J.K. Rowling wrote the first Harry Potter book *in a Scottish café*.

4. \_\_\_\_\_  
Michel Lotito ate the wood and metal coffin *piece by piece*.

**1 The Simple Past and The Present Perfect: Check the boxes for the meaning.**

	completed action	continuing action
1. Luke played the drums in the school band.	<input type="checkbox"/>	<input type="checkbox"/>
2. Yoko has lived in Chicago since 2005.	<input type="checkbox"/>	<input type="checkbox"/>
3. We have had our dog Spot for three years now.	<input type="checkbox"/>	<input type="checkbox"/>
4. I studied for the science test for two hours.	<input type="checkbox"/>	<input type="checkbox"/>

**2 Past Participles: Write the correct forms.**

- |                 |                 |
|-----------------|-----------------|
| 1. attend _____ | 7. love _____   |
| 2. earn _____   | 8. spend _____  |
| 3. get _____    | 9. visit _____  |
| 4. go _____     | 10. wear _____  |
| 5. grow _____   | 11. win _____   |
| 6. lose _____   | 12. write _____ |

**3 The Simple Past and The Present Perfect: Complete the sentences with the correct form.**

- (do) What \_\_\_\_\_ you \_\_\_\_\_ last weekend?
- (know) Greg \_\_\_\_\_ my family for years.
- (meet) My mom \_\_\_\_\_ my dad in 1997.
- (play) Sam and Mark \_\_\_\_\_ soccer for 3 years, and they love it.
- (be) Mary \_\_\_\_\_ here since 2:00.

**4 For and since: Write the correct word.**

- |                      |                       |
|----------------------|-----------------------|
| 1. _____ ten minutes | 4. _____ first grade  |
| 2. _____ 2007        | 5. _____ I was little |
| 3. _____ two days    | 6. _____ a month      |

## 1 Gerunds: Complete the sentences.

1. (paint) I enjoy \_\_\_\_\_ . It's relaxing.
2. (get) Billy is worried about \_\_\_\_\_ good grades.
3. (swim) \_\_\_\_\_ is great exercise for all your muscles.
4. (take) Kim is interested in \_\_\_\_\_ piano lessons.
5. (play) \_\_\_\_\_ chess develops strategic thinking.
6. (eat) Sandra gave up \_\_\_\_\_ candy last week.

## 2 Present True Conditionals: Circle the condition and underline the result clause.

1. I'll buy a new guitar if I get money for my birthday.
2. If Dan continues to work hard, he'll do very well on the final exam.

## 3 Present True Conditionals: Complete the sentences.

1. If I \_\_\_\_\_ a lot, I \_\_\_\_\_ a good singer one day.  
(practice) (be)
2. If we \_\_\_\_\_, we \_\_\_\_\_ the next bus.  
(hurry) (catch)
3. David \_\_\_\_\_ Lucy with math if she \_\_\_\_\_ it.  
(help) (need)
4. We \_\_\_\_\_ to the game if we \_\_\_\_\_ time.  
(go) (have)
5. \_\_\_\_\_ you \_\_\_\_\_ in the school play if they \_\_\_\_\_ you?  
(act) (ask)

## 4 Present True Conditionals: Write complete sentences with *if*.

1. Fact: You want to call me tonight.  
Fact: I am home at 7:00.
- 

2. Fact: We can buy the food.  
Fact: Ramona cooks.
-

**1 Certainty:** Write predictions with *will*, *won't*, *may*, *could*, and *might*.

1. (100% sure) schools/disappear/future

---

2. (50% sure) personal robots/replace/people

---

3. (50% sure) people/live/moon

---

4. (100% sure) people/take/vacations/in space

---

5. (50% sure) clothes/have/built-in computers

---

6. (50% sure) people/read/each other's minds

---

**2 Causative *have*:** Write complete sentences with *will* and *have*.

1. I don't know how to pull my tooth. (dentist)

---

2. Kendra doesn't know how to cook her food. (chef)

---

3. They don't know how to fix the electricity. (electrician)

---

4. James doesn't want to cut his own hair. (barber)

---

5. I want another cup of tea. (waiter)

---

6. In the future, my grandchildren won't do homework. (robot)

---

## 1 Superlatives: Complete the sentences with a superlative and a noun.

1. (windy) The \_\_\_\_\_ is Neptune.
2. (smart) The \_\_\_\_\_ is Ken.
3. (big) The \_\_\_\_\_ is the blue whale.

## 2 *The most* + Noun: Complete the sentences with *the most* and a noun.

1. The planet with \_\_\_\_\_ is Jupiter.
2. The planet with \_\_\_\_\_ is Saturn.

## 3 Present Untrue Conditionals: Complete the sentences with *would* and the verbs.

1. We don't travel in time.

If we \_\_\_\_\_ (travel) in time, we \_\_\_\_\_ (visit) both the past and the future.

2. Roberto doesn't have a telescope.

If he \_\_\_\_\_ (have) a telescope, he \_\_\_\_\_ (see) the stars and planets much more clearly.

3. My brothers aren't interested in space.

If they \_\_\_\_\_ (be) interested in space, they \_\_\_\_\_ (go) to the Space Museum with me.

4. I am not inside a black hole.

What \_\_\_\_\_ (happen) if you \_\_\_\_\_ (fall) into a black hole?

## 4 Present Untrue Conditionals: Use *if* and *would*.

1. I don't have a lot of money.

\_\_\_\_\_

2. My family doesn't have time to travel.

\_\_\_\_\_

# Contents

①	Amazing People . . . . .	1
②	Our Stories . . . . .	13
③	Skills and Abilities . . . . .	25
④	Into the Future . . . . .	37
⑤	Space . . . . .	49
⑥	Adventures . . . . .	61
⑦	A World of Records . . . . .	73
⑧	Mysteries Past and Present . . . . .	85
⑨	The Movies . . . . .	97
	Grammar Handbook Practice . . . . .	109
	Writing Handbook Practice . . . . .	118



# 6

# Adventures



**A. Write. Use words from the box. Then listen to the song and check.**

biked  
crossed  
gone  
jumped  
paddled  
wore

## Top This!

1. He's already \_\_\_\_\_ up a mountain.
2. He's already \_\_\_\_\_ with a parachute from an airplane— \_\_\_\_\_ a diving suit.
3. He's \_\_\_\_\_ rapids and he \_\_\_\_\_ really fast.
4. He hasn't \_\_\_\_\_ to space yet.



**B. Complete the chart. Check. Add more activities.**

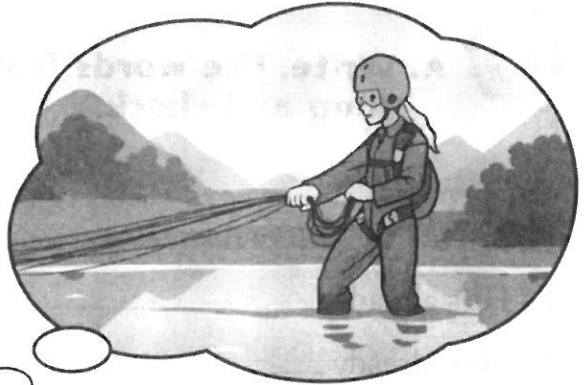
Have you ever ... ?	I've already ...	I haven't yet ...	I'm planning to ...
1. ridden a mountain bike			
2. gone in an airplane			
3. jumped with a parachute			
4. crossed rapids			
5. traveled in space			
6.			
7.			
8.			

**C. Write sentences about what you've already done and not done yet.**

1. I've already gone in an airplane.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2 Read the questions. Look at the pictures. Write her answers.

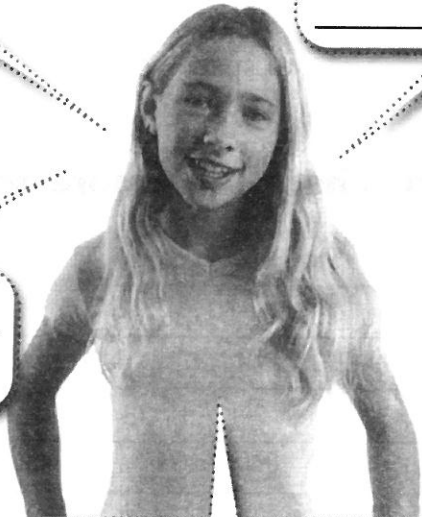
What adventures have you had?  
What happened to you?  
What adventures are you planning?  
What do you think might happen to you?



I've gone skydiving once. The wind  
blew me into a lake.

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Grammar

Have you ever **parachuted** from a plane?  
 Would you ever **parachute** from a plane?



### 3 A. Ask and write the names.

What?	Have you ever ... ?	Would you ever ... ?	
		Yes	No
climb a mountain	<i>Maria</i>	<i>Manuel, Juan</i>	<i>Marta</i>
go white-water rafting			
go horseback riding			
parachute from a plane			
ride a hot-air balloon			
go sledding in a snowstorm			
explore underwater caves			

### B. Interview one person from the second column of your chart. Write about the adventure.

Who and what: \_\_\_\_\_  
 \_\_\_\_\_

Where and when: \_\_\_\_\_  
 \_\_\_\_\_

### C. Interview one person from the third column of your chart. Write.

Who and what: \_\_\_\_\_  
 \_\_\_\_\_

Why or why not: \_\_\_\_\_  
 \_\_\_\_\_

### D. How about you? Choose and write.

What: \_\_\_\_\_  
 \_\_\_\_\_

Where and when / Why or why not: \_\_\_\_\_  
 \_\_\_\_\_

## Grammar

**Have** Franz and Maria **climbed** Mount McKinley yet?  
Yes, they already **have**. They climbed it last month.  
No, they **haven't**. They're planning to do it next month.



### 4 Complete the questions. Use the correct form of the verb.

- Yoko: Have you windsurfed yet? (windsurf)  
Iris: No, I haven't. I'm planning to go windsurfing next summer.
- Kate: \_\_\_\_\_ in an airplane yet? (travel)  
Tom: Yes, I already went on a plane to see my grandmother in Brazil.
- Eric: \_\_\_\_\_ a mountain bike yet? (ride)  
Diana: Yes, I already have. I rode a mountain bike on my vacation last week.
- Ilhan: \_\_\_\_\_ horseback riding yet? (go)  
Mario: Yes, I have. And I've already fallen off three times!

## Grammar

**Would** they ever **parachute** from a plane?  
Yes, they **would**.

**Would** they ever **go** scuba diving?  
No, they **wouldn't**.

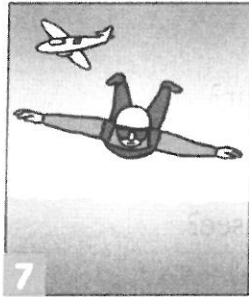
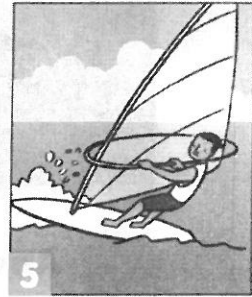
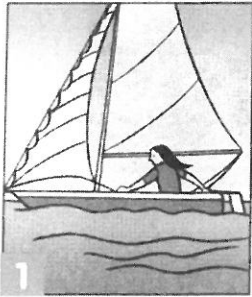
### 5 Use the information from the chart. Answer in complete sentences.

Who?	Likes	Dislikes
Mario	running fast	being in high places
Barbara	reading about space adventures	being underwater
Julio	mountain climbing	flying in airplanes

- Would Mario ever go mountain climbing? Why or why not?  
\_\_\_\_\_
- Would Barbara ever try scuba diving? Why or why not?  
\_\_\_\_\_
- Would Barbara ever travel into space? Why or why not?  
\_\_\_\_\_
- Would Julio ever climb Mount Everest? Why or why not?  
\_\_\_\_\_

6

Look at the picture clues. Complete the question *Have you ever . . . ?* Write the missing words in the puzzle. One is done for you.



11.

1. s a i l e d

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

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

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

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

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

7. j \_ \_ \_ \_

8. e \_ \_ \_ \_

9. \_ \_ \_ \_ \_

10. \_ \_ \_ \_ \_

Write the word formed by the letters in the boxes.

## Read *Adventure Magazine*.



### 7 Answer the questions.

#### A Rumble in the Jungle

1. Have you ever gone on a canopy adventure tour?  
\_\_\_\_\_
2. If you've been on a canopy tour, what did you see?  
\_\_\_\_\_
3. If you haven't been on a canopy tour, would you ever go? Why or why not?  
\_\_\_\_\_
4. Have you ever been bungee jumping?  
\_\_\_\_\_
5. If you have, what was it like?  
\_\_\_\_\_
6. Would you ever do it again? Why or why not?  
\_\_\_\_\_
7. If you haven't bungee jumped, would you ever try it? Why or why not?  
\_\_\_\_\_

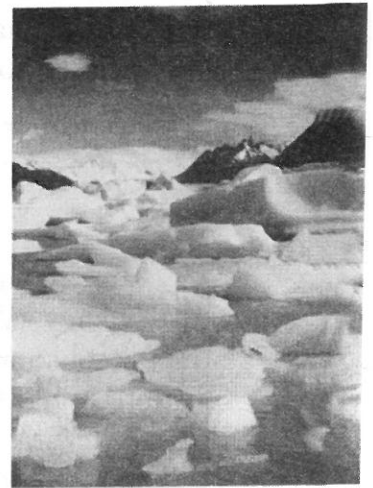
### 8 Research and write.

- A. Use the Internet or the library to find information about an exciting adventure you would like to try. You may want to research backpacking and hiking or a high-rope course.
- B. Write a paragraph about the adventure. Tell where you would go on the adventure and what special training and equipment you would need. Use a separate piece of paper.



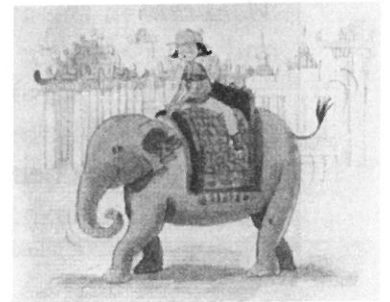
**Listen. Check the things you can do on an adventure vacation in Chile.**

- \_\_\_\_\_ 1. You can ride horses in Torres del Paine National Park in Chile.
- \_\_\_\_\_ 2. You can see typical plants and animals.
- \_\_\_\_\_ 3. You can fish for trout in many of the rivers.
- \_\_\_\_\_ 4. You can hike through ancient forests of palm trees.
- \_\_\_\_\_ 5. You can walk along the black sand by Grey Glacier Lake.
- \_\_\_\_\_ 6. You can see chunks of glacier ice fall into the water.
- \_\_\_\_\_ 7. You can photograph condors, *guanaco*, and *criollos*.
- \_\_\_\_\_ 8. You can take hot showers every day after riding horses for hours.



**Complete the chant questions with rhyming words from the box. Listen to check. Then write rhyming answers that begin with Yes. Choose words from the box.**

cave survive lump wave call dive save Mike  
 ball jump Dave bike five hike pump wall



## Adventures?

Would you ever scale a \_\_\_\_\_?

*No, I wouldn't. I might fall.*

Yes, I would. I'd have a ball!

Would you ever bungee \_\_\_\_\_?

*No way! I'm sure I'd get a bump.*

Yes, \_\_\_\_\_

Would you ever scuba \_\_\_\_\_?

*No, I'd rather stay alive.*

Yes, \_\_\_\_\_

Would you ever explore a \_\_\_\_\_?

*No, not me. I'm not that brave.*

Yes, \_\_\_\_\_

Would you ever mountain \_\_\_\_\_?

*No, that's something I don't like.*

Yes, \_\_\_\_\_

# Writing

## Personal Narrative

When you write a personal narrative, you tell a story about an experience in your life. You can use time words (*first, after that, next, then, finally*) to show when things happened and in what order they happened. These words can also be used to guide your reader from one paragraph to another.

### My Trip to Disney World by Tony Hernandez

Have you ever had a dream come true? I have. When I was seven years old, I went to Disney World with my family. It was a fantastic experience. There was so much to see, and so many rides to go on. We wanted to experience everything, but we knew we only had two days. We had to plan our time very carefully.

The first day, we explored the different theme parks. We went on an exciting canoe trip down some really fast rapids. We explored a very dark, cold cave. We even visited a campsite and roasted marshmallows. After that, we waited until dark to see the famous Disney parade. There were so many clowns! The music, colors, and lights were awesome!

The next day, we bought tickets for our favorite rides. We went on the *Tea Cup* and *It's a Small World* in the morning. We had so much fun! Then we went on *Magic Mountain* in the afternoon. That was the fastest ride we went on. It was a little scary, and it wasn't very smart of us to go on that ride right after lunch!

Finally, it was time to go home. We bought some souvenirs in the gift shop, waved goodbye to Mickey and Minnie Mouse, and got into our car. My sister and I cried all the way home because our wonderful trip was over. It was the best family adventure that I have ever had!

## Writing Assignment

Using the following steps, you will write a personal narrative about an adventurous experience in your life.

### 11 Brainstorm Ideas

- Choose an adventure you had or a trip you went on.
- Think about the different things that happened. Decide which events you are going to write about.
- Think about details such as the time, place, people, and events.
- How did you feel during and after the experience?

## 12 Use a Sequence Chart

Writing notes in a sequence chart can help you organize your ideas.

<p><b>Paragraph 1:</b> time and place [Where did you go?/What did you do?]</p>	<ul style="list-style-type: none"> <li>• visited Disney World</li> <li>• when I was 7 years old</li> </ul>
<p><b>Paragraph 2:</b> <i>First, . . .</i></p>	<ul style="list-style-type: none"> <li>• explored theme park</li> <li>1. went on a canoe trip    2. explored a cave</li> <li>3. visited a campsite    4. saw a parade</li> </ul>
<p><b>Paragraph 3:</b> <i>Next/Then/After that . . .</i></p>	<ul style="list-style-type: none"> <li>• went on rides</li> <li>1. Tea Cup</li> <li>2. It's a Small World</li> <li>3. Magic Mountain</li> </ul>
<p><b>Paragraph 4:</b> <i>Finally, . . .</i></p>	<ul style="list-style-type: none"> <li>• bought souvenirs</li> <li>• said goodbye to Mickey and Minnie Mouse</li> <li>• cried all the way home</li> </ul>

Use this chart to practice. Make your own chart on a separate piece of paper.

<p><b>Paragraph 1:</b> time and place</p>	
<p><b>Paragraph 2:</b> <i>First, . . .</i></p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Paragraph 3:</b> <i>Next/Then/After that, . . .</i></p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Paragraph 4:</b> <i>Finally, . . .</i></p>	<p>1.</p> <p>2.</p>

To help you . . .

Action Words:

bike	climb	dive	explore	fall	go	jump	race
rescue	run	sail	ski	skydive	surf	swim	visit

## 13 Write

Use your sequence chart to help you write a personal narrative about an adventure you have experienced. Write your narrative on a separate piece of paper.

# Review

## 14 Answer the questions. Use yet or already.

1. Has Yoko climbed Mount Everest yet?

No, she hasn't climbed it yet. She's planning to climb it next year.  
(next year)

2. Have Lee and Kim gone on a canopy tour of the rain forest yet?

No, \_\_\_\_\_  
(next week)

3. Has Anna gone white-water rafting yet?

Yes, \_\_\_\_\_  
(last month)

4. Has Tomo ridden on an elephant yet?

Yes, \_\_\_\_\_  
(last week)

5. Has Yoshiko gone bungee jumping yet?

No, \_\_\_\_\_  
(next Friday)

6. Has Jim skied in a snowstorm yet?

Yes, \_\_\_\_\_  
(last Saturday)

## 15 Write questions about adventures. Then write your answers.

1. Would you ever \_\_\_\_\_?

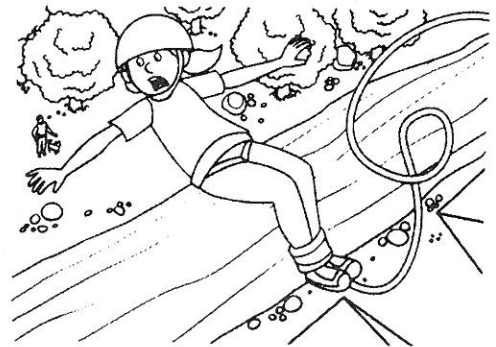
\_\_\_\_\_

2. Would you ever \_\_\_\_\_?

\_\_\_\_\_

3. Would you ever \_\_\_\_\_?

\_\_\_\_\_



# Communication Activity

**Work with a partner: Student A uses this information and Student B uses the information on page 72.**

## Student A

Ask questions about the adventures. Write the answers.

Answer your partner's questions.

Has Maria gone sledding down Horror Hill yet?



Yes, she already has. She went sledding down Horror Hill yesterday!

Who?	What?	Yes/No	When?
Maria	sledding down Horror Hill	yes	yesterday
José	white-water rafting	no	next week
Paul and Paula	bungee jumping		
Lucy	exploring caves	no	in three hours
Steven	hiking up Mount Fuji		
Melissa	racing in the Iditarod	yes	2005
Rhea	scuba diving		
Robert	windsurfing	no	tomorrow
Emma	horseback riding		
Adam	parachuting from a plane	no	next month
Gina	mountain biking		

# Communication Activity

**Work with a partner: Student B uses this information and Student A uses the information on page 71.**

## Student B

Answer your partner's questions.

Ask questions about the adventures. Write the answers.

Has Maria gone sledding down Horror Hill yet?



Yes, she already has. She went sledding down Horror Hill yesterday!

Who?	What?	Yes/No	When?
Maria	sledding down Horror Hill	yes	yesterday
José	white-water rafting		
Paul and Paula	bungee jumping	yes	last month
Lucy	exploring caves		
Steven	hiking up Mount Fuji	no	next year
Melissa	racing in the Iditarod		
Rhea	scuba diving	yes	last summer
Robert	windsurfing		
Emma	horseback riding	yes	last week
Adam	parachuting from a plane		
Gina	mountain biking	yes	last fall

# 7

# A World of Records



A. Listen to the song. Circle T for *true* or F for *false*.

## Ask the Expert

- |  |   |   |
|--|---|---|
| 1. The Cambodian alphabet has the most letters of any alphabet.      | T | F |
| 2. Hollywood makes the most movies.                                  | T | F |
| 3. Pelé scored the most soccer goals of any professional player.     | T | F |
| 4. Andy Green flew the fastest in a plane.                           | T | F |
| 5. Venezuela has the world's smallest waterfall.                     | T | F |
| 6. The tallest person on record was Robert Wadlow.                   | T | F |
| 7. Jupiter has the most moons of all, a total of 42.                 | T | F |
| 8. A camel has the most eyelids of any animal—3 eyelids on each eye. | T | F |
| 9. The smallest town on record is the town of Valley Park, Oklahoma. | T | F |



B. Write new sentences that make the false items in Part A true.

---

---

---

---

---

---

---

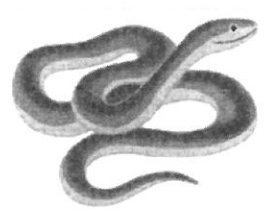
**2** Read *Animal Records* again. Write the words from the box in the correct columns. Some words may go in more than one column.

big      centimeters      fast      feet      heavy  
 inches      kilometers per hour      long      meters      miles per hour  
 slow      tall      tons      weigh

Height	Length	Speed	Weight

**3** Match the words and phrases on the left with the phrases on the right. Write the letter.

- |                                     |                            |
|-------------------------------------|----------------------------|
| ___ 1. sailfish                     | a. 143 tons                |
| ___ 2. speed of a sailfish          | b. world's deadliest snake |
| ___ 3. sea horse                    | c. 11 inches               |
| ___ 4. speed of a sea horse         | d. biggest spider          |
| ___ 5. blue whale                   | e. world's fastest fish    |
| ___ 6. weight of a blue whale       | f. 68 miles per hour       |
| ___ 7. black mamba                  | g. heaviest sea animal     |
| ___ 8. Goliath birdeater            | h. .001 miles per hour     |
| ___ 9. length of the biggest spider | i. world's slowest fish    |
| ___ 10. giraffe                     | j. sleepest animal         |
| ___ 11. height of a giraffe         | k. 18 feet tall            |
| ___ 12. koala                       | l. tallest animal          |



## Grammar

### Adjectives: Comparing two things

*old*: I am **older than** David.

*friendly*: Susan is **friendlier than** Karen.

*patient*: My mother is **less patient than** my father.

*interesting*: English is **more interesting than** math.

### Adjectives: Comparing three or more things

*old*: I am **the oldest** boy in my class.

*friendly*: Susan is **the friendliest** girl in my class.

*patient*: My math teacher is **the least patient** person I know.

*interesting*: Action movies are **the most interesting** movies.



Matterhorn: 14,692 feet  
(4,478 m)

## 4 Complete the sentences with the correct forms.

1. Mount Grosvenor in China is 21,190 feet (6,459 m) high. The Matterhorn, on the border between Switzerland and Italy, is 14,692 feet (4,478 m) high. Mount Grosvenor is \_\_\_\_\_ the Matterhorn. (high)
2. Today is \_\_\_\_\_ yesterday. It might rain today. (cloudy)
3. I think a vacation in the mountains is \_\_\_\_\_ a vacation at the beach. You always do the same kinds of things at the beach. (boring)
4. The world's \_\_\_\_\_ man was Robert Wadlow. (tall)
5. Bill is \_\_\_\_\_ student in my class. Everyone likes him because he is so friendly. (popular)
6. Last night's soccer game was \_\_\_\_\_ of the year. I almost fell asleep! (exciting)

## Grammar

### More/fewer + noun: Comparing two things

*more + noun*: Edward has **more video games than** George does.

*fewer + noun*: I have **fewer cousins than** you do.

### The most/fewest + noun: Comparing three or more things

*The most + noun*: Mark has **the most sports medals** of anyone in school.




*The fewest + noun*: Jennifer had **the fewest mistakes** of all on the test.

## 5 Complete the sentences with *more*, *fewer*, *the most*, or *the fewest*.

1. The Hawaiian alphabet has 14 letters. It has \_\_\_\_\_ letters than Rotokas, which has 11 letters.

2. The Tokyo subway has about 3 billion riders a year. The New York City subway has about 2 billion riders a year. The New York City subway has \_\_\_\_\_ riders than the Tokyo subway.
3. More people speak Mandarin Chinese as a native language than any other language. Mandarin Chinese has about 500 million \_\_\_\_\_ native speakers than English does.
4. Gary Duschl collected \_\_\_\_\_ gum wrappers to make the longest chain. His chain has more than 1 million wrappers and measures over 50,000 feet (15,240 m) long.
5. The Spanish word with \_\_\_\_\_ letters is *electroencefalografistas*. It has 24 letters and is a type of medical worker.
6. Aswan, Egypt, gets only .02 inches (.5 mm) of rain a year. It gets \_\_\_\_\_ inches of rain of any inhabited city.

**6** Read the chart and write sentences. Use *more than/ the most or fewer than/the fewest + a noun*.

China	Peru	Vatican City
		
<b>people:</b> 1.3 billion <b>area:</b> 3,705,386 sq mi (9,596,960 sq km) <b>languages:</b> Chinese	<b>people:</b> 29,180,899 <b>area:</b> 496,223 sq mi (1,285,220 sq km) <b>languages:</b> Spanish, Quechua, Aymara	<b>people:</b> 890 <b>area:</b> 0.17 sq mi (0.44 sq km) <b>language:</b> Italian

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**7** Write sentences about some records in your family. Use *more than/the most* or *fewer than/the fewest* + a noun. Use ideas from the box and some ideas of your own.

- |             |                 |
|-------------|-----------------|
| CDs         | chores          |
| comic books | desserts        |
| e-mails     | freckles        |
| hobbies     | phone calls     |
| sneakers    | stuffed animals |
| toys        | video games     |



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

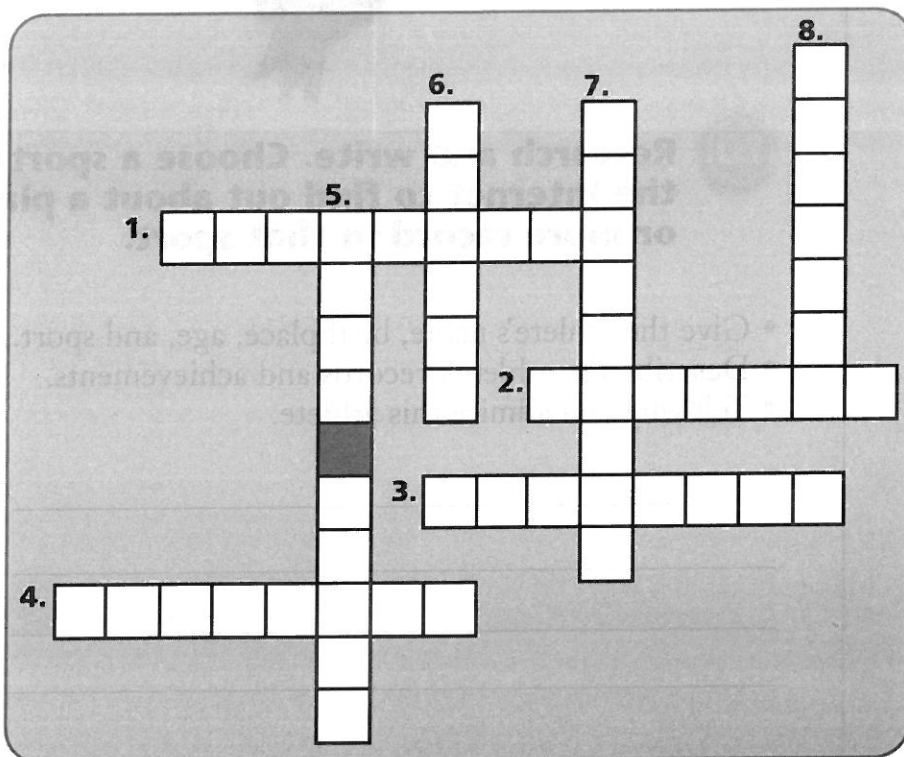
**8** Do the puzzle.

**Across**

1. an alphabet with 74 letters
2. the planet with more than 60 moons
3. the fastest fish in the world
4. the country that exports the most rice in a year

**Down**

5. the heaviest sea animal
6. Robert \_\_\_\_, the world's tallest person
7. the country with the highest waterfall
8. the language with more than 1 billion speakers



## Remarkable RECORDS Magazine


Read Remarkable Records Magazine.

**9** Write the name of the person, place, or thing on each award.

Award for the most Olympic medals

---


(name)



Award for the ride with the most thrills

---


(name)



Award for the most goals in World Cup history

---


(name)



Award for the most points in a basketball career

---

(name)



**10** Research and write. Choose a sport. Use the library and the Internet to find out about a player that holds one or more record in that sport.

- Give the athlete's name, birthplace, age, and sport.
- Describe the athlete's records and achievements.
- Tell why you admire this athlete.

---

---

---

---

---

---

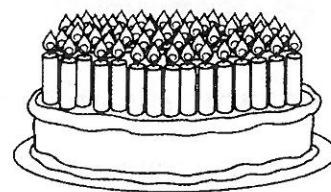
---



Design an award or trophy for your athlete.



**Listen and answer the questions.**



1. What are some examples of Paul Sahli's records?  
\_\_\_\_\_
2. What are some examples of Jim Mouth's records?  
\_\_\_\_\_
3. What are some examples of Ashrita Furman's records?  
\_\_\_\_\_
4. Why is it important to look at more than one source for information?  
\_\_\_\_\_



**Complete the sentences. Use words from the box. Then listen to the chant and check your answers.**

best
deepest
fewest
first
most

# Daydream Record

1. He wants to win \_\_\_\_\_ place.
2. He wants to dive in the \_\_\_\_\_ ocean.
3. He wants to spend the \_\_\_\_\_ time in space.
4. He wants to get the \_\_\_\_\_ test score in school.
5. He wants to make the \_\_\_\_\_ mistakes.



**Write. Describe a record you would like to set and tell what you would do.**

\_\_\_\_\_ (title)

---



---



---



---



---



---

# Writing

## Paragraph of Comparison

In a paragraph of comparison, you describe how two things, people, or ideas in the same category are similar. You can use adjectives to describe similarities, and you can use words and expressions such as *also*, *as well as*, *both*, *each of*, *in the same way*, *like*, and *too*.

### My Two Best Friends by Marcia Wellington

Karen and Angie are my two best friends at school. They are similar in several ways. **Both** have brown eyes and dark, wavy hair. They even style their hair **in the same way** and have the same taste in clothes. Karen is as friendly as Angie, and as energetic as she is, **too**. **Like** Karen, Angie is hardworking and smart. They both like math more than their other subjects in school. **Each of** them, in different years, has won the school math competition. In fact, Angie, **as well as** Karen, wants to be a math teacher one day. Both of my friends have similar after-school interests. For example, they enjoy playing sports. Angie is a good soccer player, and Karen is, too. Both like hiking and swimming as well. And, like me, they **also** love listening to music, reading, and shopping. I think I'm lucky to have such wonderful friends.

## Writing Assignment

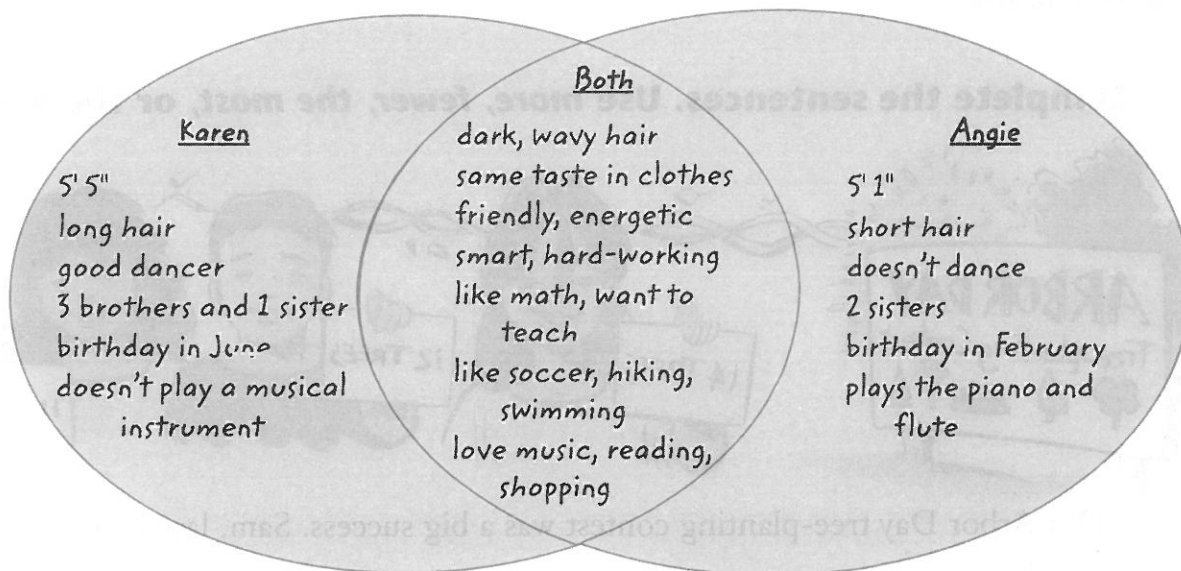
Using the following steps, you will write a paragraph comparing two things, people, or ideas that interest you.

### 14 Brainstorm Ideas

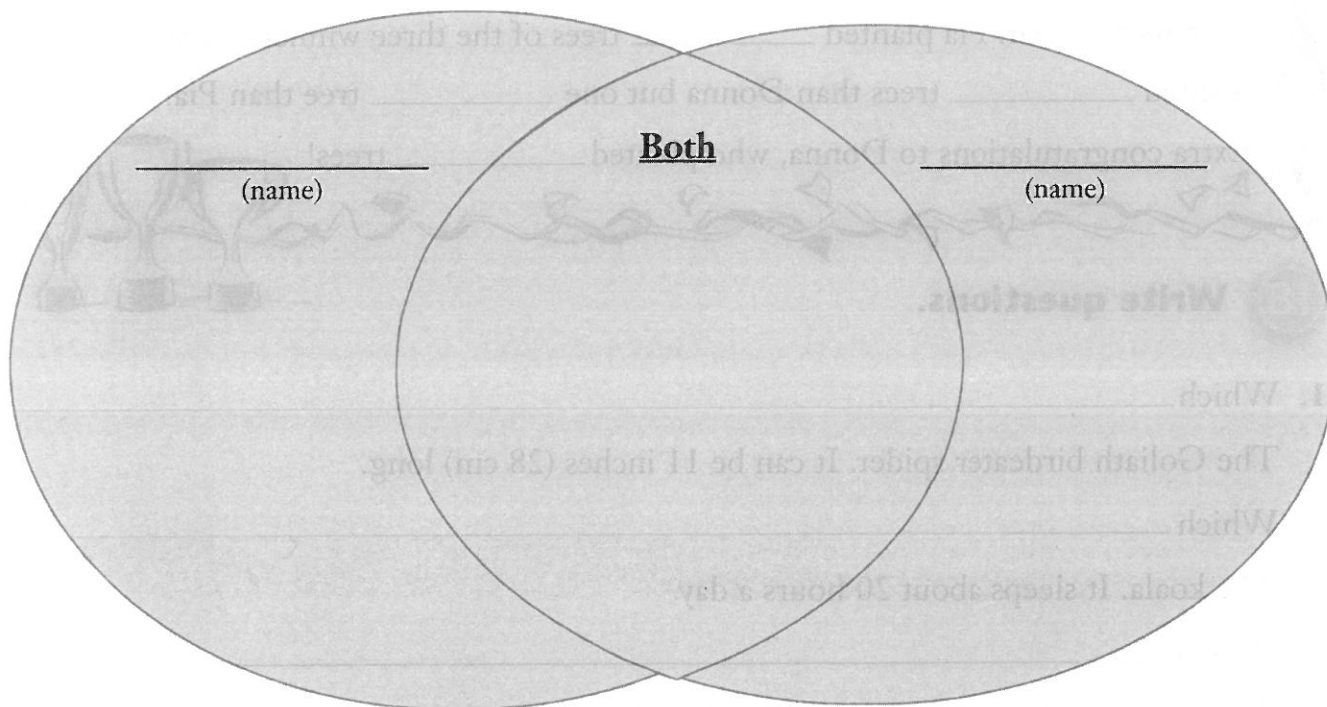
- Pick one of these topics or a topic of your own.
  - two family members
  - two friends
  - two record-breakers
  - two similar animals
  - two sports
  - two vacations
- What do they have in common? What is interesting about them?

### 15 Use a Venn Diagram

A Venn diagram can help you compare two items. The area where both circles meet clearly shows similarities. These are the details you use in a comparison. In the example that follows on the next page, you would not use the other details. These show how the friends are different.



Complete the Venn diagram with your ideas for your paragraph.



To help you ...

Transition Words:

also and as well as both each of in the same way like too

**16 Write**

Use your Venn diagram to help you write a paragraph of comparison. Write your paragraph on a separate piece of paper.

# Review

17 Complete the sentences. Use *more*, *fewer*, *the most*, or *the fewest*.



Our Arbor Day tree-planting contest was a big success. Sam, last year's winner, planted eleven new trees, three \_\_\_\_\_ trees than this year's winner. Donna, this year's top winner, planted \_\_\_\_\_ new trees than any other winner in the past. Jack and Pia were second- and third-place winners this year. Pia planted \_\_\_\_\_ trees of the three winners. Jack planted \_\_\_\_\_ trees than Donna but one \_\_\_\_\_ tree than Pia. Extra congratulations to Donna, who planted \_\_\_\_\_ trees!



18 Write questions.

1. Which \_\_\_\_\_  
The Goliath birdeater spider. It can be 11 inches (28 cm) long.
2. Which \_\_\_\_\_  
The koala. It sleeps about 20 hours a day.
3. Which \_\_\_\_\_  
The sea horse. It moves about .001 mile (.002 km) per hour.
4. Which \_\_\_\_\_  
Strahov Stadium in the Czech Republic. It holds about 220,000 people.
5. Which \_\_\_\_\_  
The Rotokas alphabet. It has only 11 letters.
6. Which \_\_\_\_\_  
English. It has about one million words.

# Communication Activity

**Work with a partner: Student A uses this information and Student B uses the information on page 84.**

## Student A

Ask questions to complete your chart.

Answer your partner's questions about some world records.

What is the record for the hottest day?

The record for the hottest day is 136° F (58° C) in Libya, Africa.



World Record	Who? Which?
hottest day	Libya, Africa—136° F (58° C)
number of years spent in a hospital	Martha Nelson (99 years)
number of hours flying a kite	
longest living plant	Norway spruce tree (9,550 years old)
number of first names for one person	
longest roller coaster	Steel Dragon 2000, Japan (8,133 feet)
number of hours standing on one foot	
smallest ocean	Arctic Ocean (5,440,200 square miles)
best memory	
number of uses for the peanut	George Washington Carver (300 uses)
number of teeth one animal can grow	
longest distance flown by paper airplane	Stephen Krieger, U.S.A. (207 ft., 4in./ 63.19m)
most rice eaten with chopsticks in three minutes	

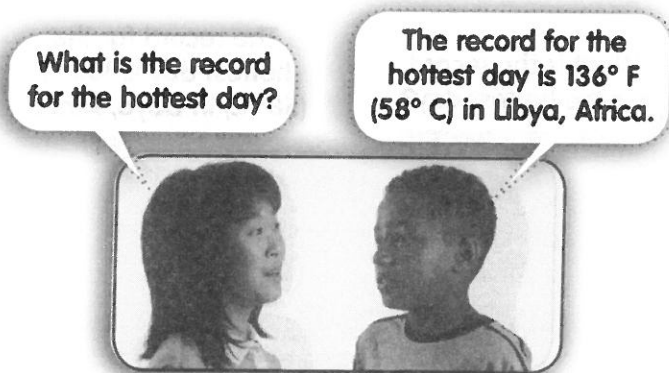
# Communication Activity

**Work with a partner: Student B uses this information and Student A uses the information on page 83.**

## Student B

Answer your partner's questions about some world records.

Ask questions to complete your chart.



World Record	Who? Which?
hottest day	Libya, Africa—136° F (58° C)
number of years spent in a hospital	
number of hours flying a kite	Harry Osbourne (180 hours, 17 minutes)
longest living plant	
number of first names for one person	Laurence Watkins (2,310 first names)
longest roller coaster	
number of hours standing on one foot	Leslie Silva (45 hours, 25 minutes)
smallest ocean	
best memory	Bhandanta Vicitsara (16,000 pages of text)
number of uses for the peanut	
number of teeth one animal can grow	some sharks (30,000 teeth)
longest distance flown by paper airplane	
most rice eaten with chopsticks in three minutes	Tae Wah Gooding, South Korea (64 grains of rice, one at a time)

# 8

# Mysteries Past and Present



**A. Listen to the song. Answer the questions.**

## A World of Mystery

1. What mysterious things might come from space?  
\_\_\_\_\_

2. What mysterious things were carved and placed in a row?  
\_\_\_\_\_

3. What is the name of the monster that might live in Loch Ness?  
\_\_\_\_\_

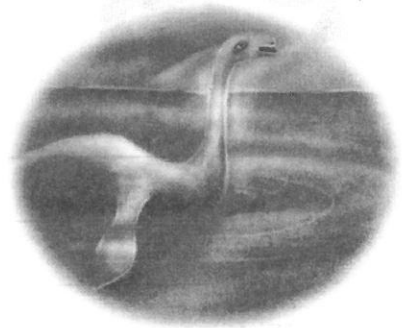
4. What is the name of a mysterious circle of huge stones?  
\_\_\_\_\_

5. Where are wells that hold ancient bones?  
\_\_\_\_\_

6. What city could be under the sea?  
\_\_\_\_\_

7. What large creature have people seen walking around?  
\_\_\_\_\_

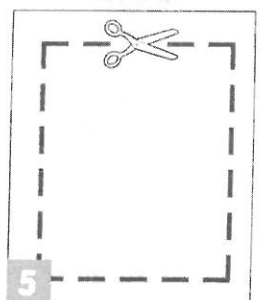
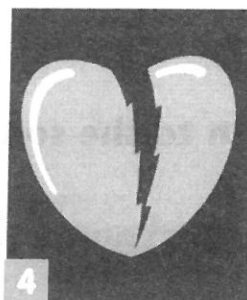
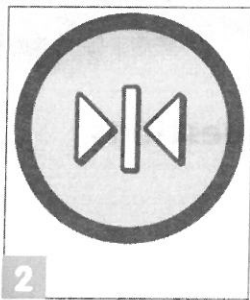
8. What city mysteriously lost its people?  
\_\_\_\_\_



**B. Write. Which mystery would you like to solve? Why?**

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

**2** Look at the symbols. What do you think they mean? Complete the sentences with words and phrases from the box. Use *could* if you are not sure of the meaning and *must* if you are sure.

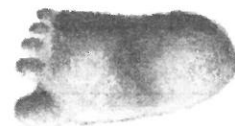
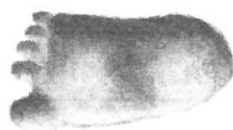


1. This \_\_\_\_\_ be a symbol for \_\_\_\_\_.
2. This symbol \_\_\_\_\_ mean \_\_\_\_\_.
3. This \_\_\_\_\_ mean \_\_\_\_\_.
4. This \_\_\_\_\_ be a symbol for \_\_\_\_\_.
5. This \_\_\_\_\_ mean \_\_\_\_\_.

close door  
cut  
danger  
falling rocks  
sadness

**3** What do you think? Write sentences with *could* or *must*.

1. Why do some people abandon their cities?  
\_\_\_\_\_
2. What do the drawings and paintings in ancient caves mean?  
\_\_\_\_\_
3. What are the mysterious objects some people see in the sky?  
\_\_\_\_\_
4. Does Nessie the Loch Ness monster exist? Why or why not?  
\_\_\_\_\_
5. Why are human bones in ancient wells in the Yucatan?  
\_\_\_\_\_



## Grammar

active voice:           The hikers **saw** Bigfoot.  
passive voice:        Bigfoot **was seen** by the hikers.

passive voice, past = *was/were* + past participle

### 4 Complete the sentences with *was* or *were* and the past participle.

1. Photographs \_\_\_\_\_ of the Loch Ness monster by a tourist.  
(taken)
2. Recently, a scientific expedition \_\_\_\_\_ to search for Nessie.  
(organized)
3. Altamira Cave \_\_\_\_\_ by a nobleman and his daughter in 1879.  
(explored)
4. Paintings in Altamira Cave \_\_\_\_\_ about 16,000 years ago.  
(made)
5. The temple of Angkor Wat \_\_\_\_\_ between 1113 and 1150 C.E.  
(constructed)
6. The temple walls \_\_\_\_\_ with beautiful stone sculptures.  
(decorated)

### 5 Change each sentence into the passive voice. Use *was* or *were* + a past participle from the box.

1. The Incas built the great city of Machu Picchu.

built  
covered  
deserted  
forgotten  
rediscovered

2. In the 1500s, people deserted Machu Picchu.

3. Thick jungle plants covered the city.

4. People forgot the city of Machu Picchu.

5. In 1911, the explorer Hiram Bingham rediscovered Machu Picchu.

6

**Complete the article. Use past forms in the active and passive voices.**

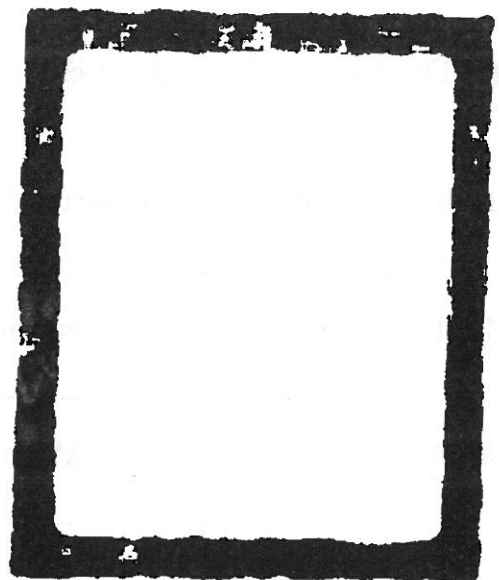
### Letterboxing

Would you like to figure out mysterious clues, search for hidden “treasure” in strange places, and collect special symbols from those places? Try letterboxing. This “treasure hunting” hobby **1** (start) \_\_\_\_\_ in 1854 by James Perrott. He **2** (hike) \_\_\_\_\_ to a wild area in southwestern England, where he **3** (put) \_\_\_\_\_ his business card in a bottle and hid it. Later, clues **4** (give) \_\_\_\_\_ to his friends to help them find the bottle. They **5** (ask) \_\_\_\_\_ to put in their own cards when they found it. That bottle **6** (become) \_\_\_\_\_ the first “letterbox” in Dartmoor National Park. People **7** (begin) \_\_\_\_\_ searching for it, and soon they started to hide other letterboxes in the park. Today, thousands of letterboxes are hidden there.

After letterboxing **8** (describe) \_\_\_\_\_ in *Smithsonian* magazine, the hobby **9** (grow) \_\_\_\_\_ popular in the United States and in other countries as well. Today, clues to letterboxes hidden around the world are published on many Internet websites. Try letterboxing!

#### How Letterboxing Works

A letterbox is a small, waterproof container that holds a notebook and a special stamp. Letterbox hunters use maps and clues to find the boxes. They carry their own personal stamps, ink pads, and notebooks. The finder of a letterbox puts ink on the stamp found in the letterbox and presses it into his or her notebook. Then the finder puts ink on his or her personal stamp and presses it into the notebook that is kept in the box. Finally, the finder replaces the box in its hiding place for the next person to find.



Draw your own personal stamp design!

**7 Use the symbol key to write the letters of each mystery word. Then write the meaning of the word on the line.**



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

Meaning: \_\_\_\_\_



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

Meaning: \_\_\_\_\_



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

Meaning: \_\_\_\_\_

**Symbol Key**

- = a
- = c
- = e
- = i
- = l
- = m
- = n
- = p
- = r
- = s
- = t
- = y

**8 Find and circle words with these meanings.**

- a. left because of some kind of trouble
- b. found again
- c. very large
- d. works of art made of stone, wood, or metal
- e. able to do something well; expert
- f. something that represents something else

Read *Mystery Magazine*.

9 Complete the chart for the magazine story.

The Secret of Crystal Cave



<i>The Secret of Crystal Cave</i>		
Characters	Setting	Problem
What do you think will happen next?   How do you think the story will end?		

10 Research and write. Find out more about Johann Burckhardt (Petra, Jordan) or Khufu (the Great Pyramid).

- Use the Internet, an encyclopedia, or other sources to learn about the person.
- Take notes to write a report.
- Prepare and present your report to the class.

Notes

---

---

---

---

---

---

---

---

**Listen. Complete the sentences.**

1. The people who practice the ancient art of finding things hidden in the ground are called \_\_\_\_\_.
2. They look for substances such as \_\_\_\_\_ and \_\_\_\_\_.
3. In the old days, they usually used forked wooden sticks from \_\_\_\_\_ or \_\_\_\_\_ trees.
4. Some people didn't use sticks. Instead, they used \_\_\_\_\_ suspended over maps.
5. Today, people use L-shaped \_\_\_\_\_ or \_\_\_\_\_.
6. One theory says that changes in the earth's magnetic field might cause the \_\_\_\_\_ of the sticks.
7. Another theory says that the hidden substances might give off vibrations that cause movement in the searcher's \_\_\_\_\_, causing the stick to move.

**Listen. Write 1-10 to show the order of the lines as you hear them.**

## The Riddle of the Sphinx

- \_\_\_\_\_ It crouches and stares as the sun climbs high,  
 \_\_\_\_\_ For five thousand years the Sphinx has sat  
 \_\_\_\_\_ and when the sun disappears from the sky.  
 \_\_\_\_\_ resembling both a man and a cat.  
 \_\_\_\_\_ searching for answers, leaving with none.  
 \_\_\_\_\_ For five thousand years travelers have come  
 \_\_\_\_\_ Sand and silence are all the Sphinx knows.  
 \_\_\_\_\_ Why was it made? Who put it there?  
 \_\_\_\_\_ The Sphinx itself just continues to stare.  
 \_\_\_\_\_ With the passing of time, its mystery grows.



# Writing

## Paragraph of Contrast

In a paragraph of contrast, you describe how two things, people, or ideas in the same category are different. You can use adjectives to describe differences, and you can use words and expressions such as *although*, *but*, *however*, *in contrast*, *on the other hand*, *unlike*, and *while*.

### Faces of Mystery by Enrico Albanese

**Although** the ancient people of the Rapa Nui and the Olmec cultures both produced massive stone heads, there are important differences. Archaeologists think the Olmec heads are much older than those of the Rapa Nui. The earliest Olmec sculptures are believed to date from around 1200 B.C.E., **while** the Rapa Nui statues date from around 1300 C.E. The number of heads also differs. Up to now, scientists have found only twenty-two Olmec heads, **but** there are hundreds of stone heads on Rapa Nui. The stone heads differ in appearance, too. The Olmec heads are generally round, with carefully carved noses, lips, and cheeks. Expressions on the faces make them look more like different individuals, probably Olmec rulers. **On the other hand**, the hundreds of heads on Rapa Nui do not seem to represent different human beings—they resemble each other. **Unlike** the Olmec statues, they have long faces, rather than round, with long ears and noses, and triangular eyes. The mouths are often missing. Some archaeologists think they may represent an ancient god because they are so alike, though no one knows for sure. The huge stone heads of the Rapa Nui and the Olmec peoples are symbols of two ancient mysteries we may never understand completely.

## Writing Assignment

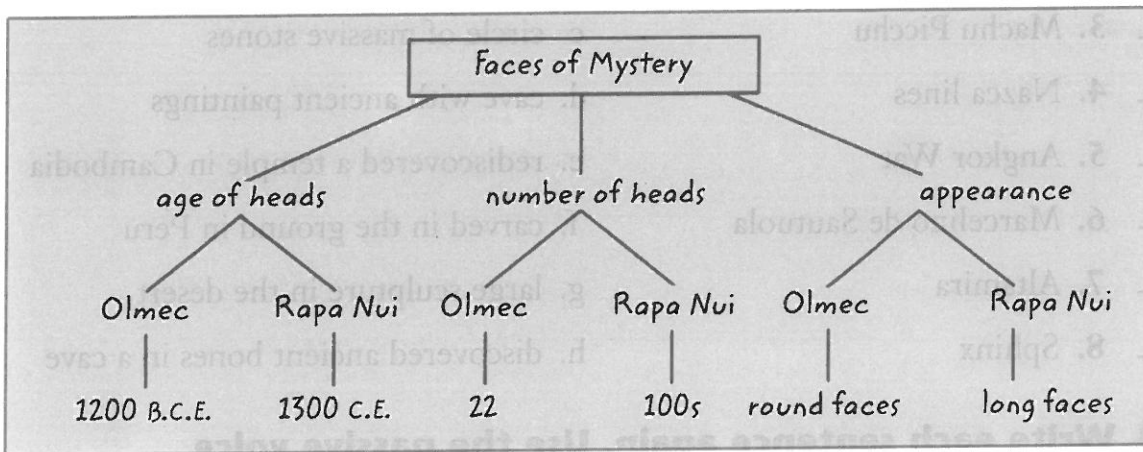
Using the following steps, you will write a paragraph contrasting two things, people, or ideas that interest you.

### 13 Brainstorm Ideas

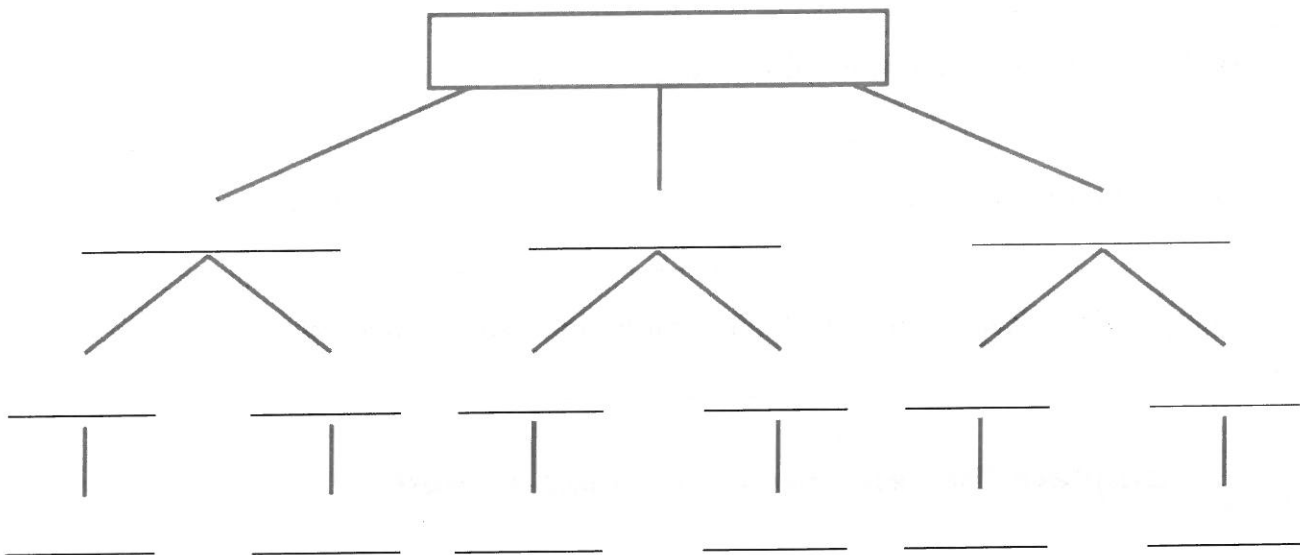
- Pick one of these topics or a topic of your own.
  - picture writing and alphabet writing
  - two animals
  - two family members
  - two figures from myth or legend
  - two places
  - two superheroes
- How are they different? What is interesting about them?

## 14 Use a Tree Diagram

A tree diagram can help you contrast two items. Each point of contrast has two “branches,” one for each of the two items.



Complete a tree diagram with your ideas for your paragraph.



To help you ...

Transition Words:

although but however in contrast on the other hand unlike while

## 15 Write

Use your tree diagram to help you write a paragraph of contrast. Write your paragraph on a separate piece of paper.

# Review

## 16 Match the names on the left with the mysteries on the right.

- |                                |                                       |
|--------------------------------|---------------------------------------|
| _____ 1. Stonehenge            | a. abandoned city                     |
| _____ 2. Henry Mahout          | b. enormous temple                    |
| _____ 3. Machu Picchu          | c. circle of massive stones           |
| _____ 4. Nazca lines           | d. cave with ancient paintings        |
| _____ 5. Angkor Wat            | e. rediscovered a temple in Cambodia  |
| _____ 6. Marcelino de Sautuola | f. carved in the ground in Peru       |
| _____ 7. Altamira              | g. large sculpture in the desert      |
| _____ 8. Sphinx                | h. discovered ancient bones in a cave |

## 17 Write each sentence again. Use the passive voice.

1. The Incas built the ancient city of Machu Picchu.

\_\_\_\_\_

2. Skilled artists decorated the walls of Angkor Wat.

\_\_\_\_\_

3. Ancient hunters made the paintings and handprints in Altamira Cave.

\_\_\_\_\_

4. The people of Rapa Nui carved huge statues of heads all in a row.

\_\_\_\_\_

## 18 Complete the sentences. Use *could* or *must*.

1. Bob: I'm not sure what that is. It \_\_\_\_\_ be a UFO! What do you think?

Ben: I don't believe in UFOs. It \_\_\_\_\_ be a weather balloon.

2. Pat: I'm sure I'm right. This cave drawing \_\_\_\_\_ mean "fire."

Sue: Maybe, but it \_\_\_\_\_ mean "sun."

3. Luke: I don't know if I should go to the beach. This weather report says it \_\_\_\_\_ rain.

Jack: You \_\_\_\_\_ have yesterday's paper. It's going to be hot all day.

# Communication Activity

**Work with a partner: Student A uses this information and Student B uses the information page 96.**

## Student A

Ask your partner questions to complete your chart.

Read the paragraph below to answer your partner's questions.



Timbuktu
What is Timbuktu?
Why is Timbuktu a mysterious place?
What is the city like today?
What happened in 1988?

## Baalbek

Baalbek is an ancient city in Lebanon, a country in the Middle East. Baalbek was occupied by the Roman Empire and made a Roman city centuries ago. You can see that the very old Roman ruins were built on top of huge stones that were once the top part of a much older temple from an unknown culture. These enormous stones could be as much as 2,000 years older than the Roman ruins. These stones are a mystery because no one knows how it was possible to make these huge, perfect rectangles with the technology of that time. Each stone weighs about 1,500 tons and measures 68 x 14 x 14 feet. They are the largest worked stones on earth. Today, we still do not know why the stones were made or who had the skill to make them.

# Communication Activity

**Work with a partner: Student B uses this information and Student A uses the information page 95.**

## Student B

Read the paragraph below to answer your partner's questions.  
Ask your partner questions to complete your chart.



Baalbek
What is Baalbek?
Why is Baalbek a mysterious place?
Why are the stones a mystery?
How big are the stones?

## Timbuktu

Timbuktu is an ancient city in Mali, a country in Africa. In the 1200s, it was established as a place to rest and trade for people crossing the Sahara Desert on camels. The city became a legend in 1324 when the king of Mali visited Cairo, Egypt. The people there saw that the king carried a lot of gold. He told them that the gold was from Timbuktu. Over time, people began to say that the city of Timbuktu was made of gold. Many travelers tried to reach Timbuktu, but most of them disappeared and were never seen again. Hundreds of years later, some of the people who found Timbuktu were able to go home and explain that the city of gold was a myth. Today, Timbuktu is an ordinary city of fewer than 50,000 people. In 1988, it was named a World Heritage Site by the United Nations.

# 9

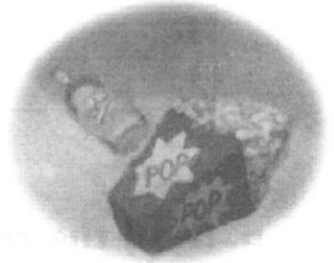
# The Movies



**A. Listen to the song. Circle T for true or F for false.**

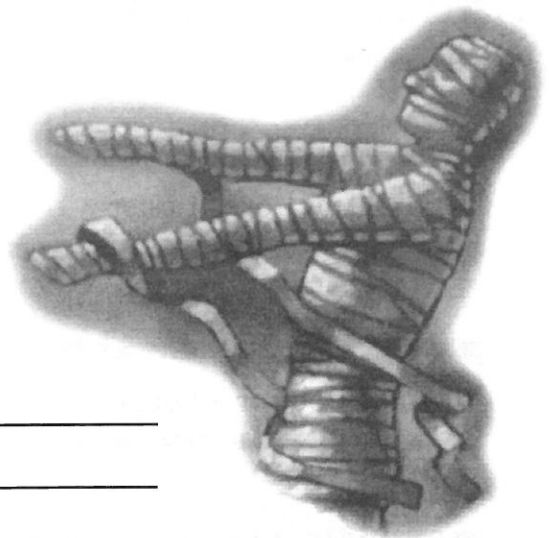
## How About a Movie?

- |  |   |   |
|--|---|---|
| 1. Jeff said <i>The Mummy</i> wasn't scary enough.           | T | F |
| 2. Jane said <i>Love Lost</i> was a bore.                    | T | F |
| 3. Tom said <i>Robot Teacher</i> was cool.                   | T | F |
| 4. He thought <i>The Brothers from Mars</i> wasn't so great. | T | F |
| 5. Jim said <i>Spy Teens 1</i> was fantastic.                | T | F |



**B. Write another verse. Here are some movie titles and words you can use.**

Titles	Words
<i>Grandparents from Mars</i>	a long wait      ghastly
<i>New Love</i>	before              picks
<i>Return of the Monster</i>	eight                six
<i>Robot Student</i>	four                 three




---



---



---



---



---



---



---



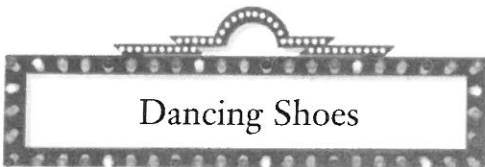
---

**2** A. Is it a positive or a negative word? Write each word in the correct column of the chart.

☺ Positive Words	☹ Negative Words
1. <i>cool</i>	6.
2.	7.
3.	8.
4.	9.
5.	10.

awful      confusing  
 cool      exciting  
 fantastic      great  
 horrible      silly  
 terrible      wonderful

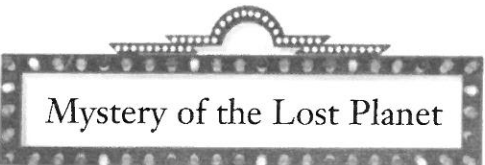
**B. Read the comments about the movies. Write one positive and one negative word.**



1. How about seeing *Dancing Shoes*?

Pat: No, that musical is too \_\_\_\_\_.

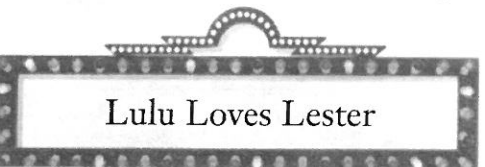
Bill: Yes, it's so \_\_\_\_\_!



2. How about *Mystery of the Lost Planet*?

Ken: No, that movie is too \_\_\_\_\_.

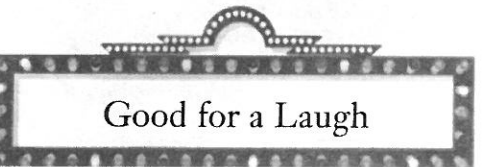
Sue: Yes, it is so \_\_\_\_\_.



3. Why don't we see *Lulu Loves Lester*?

Ana: No, I heard the acting is \_\_\_\_\_.

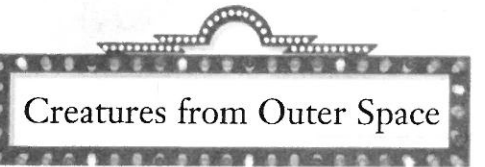
Bob: Yes, that sounds \_\_\_\_\_!



4. How about *Good for a Laugh*?

Lee: No, I heard the jokes are \_\_\_\_\_.

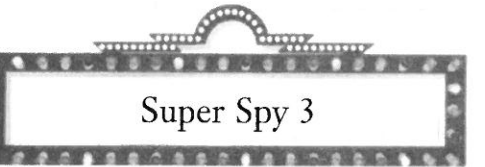
Tim: Yes, I heard it's \_\_\_\_\_!



5. What about *Creatures from Outer Space*?

Dan: No, the creatures look \_\_\_\_\_.

Jill: Yes, it sounds \_\_\_\_\_.



6. Why don't we see *Super Spy 3*?

Tom: No, Sara said the acting was \_\_\_\_\_.

Lucy: Yes, Jim said it was \_\_\_\_\_.

## Grammar

### Original statement

Laura: "This action film **is** exciting."

Carl: "I **love** this scary part."

Gina: "I **don't like** the special effects."

### Reported speech

Laura said the action film **was** exciting.

Carl said he **loved** the scary part.

Gina said she **didn't like** the special effects.

## 3 Write sentences in reported speech.

1. Ingrid: "This love story is silly."

\_\_\_\_\_

2. Bill: "I love the music."

\_\_\_\_\_

3. Jane: "The acting isn't great."

\_\_\_\_\_

4. Cara: "I don't like the ending."

\_\_\_\_\_



## Grammar

### Original statement

Ben: "I **have never seen** such a funny movie."

Sara: "I **haven't seen** it yet."

Matt: "I **have never laughed** so much."

### Reported speech

Ben said he **had never seen** such a funny movie.

Sara said she **hadn't seen** it yet.

Matt said he **had never laughed** so much.

## 4 Write sentences in reported speech.

1. Sue: "I have never seen such an exciting movie."

\_\_\_\_\_

2. Dale: "I have seen that one three times."

\_\_\_\_\_

3. Bob: "I haven't been to any of these movies."

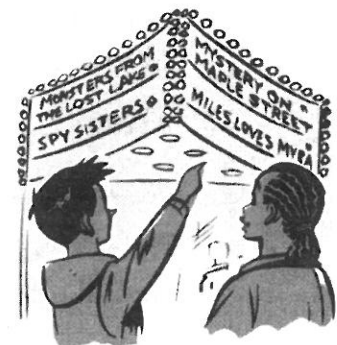
\_\_\_\_\_

4. Kate: "I have bought a ticket for the science fiction movie."

\_\_\_\_\_

5. Dee: "I have waited in this line for two hours."

\_\_\_\_\_



## Grammar

### Reported speech

Sal said he **wanted** to go to the movies.

### Original statement

Sal: "I **want** to go to the movies."

**5** Read the reported speech. Write the original statement. Use quotation marks.

Pablo said he loved mysteries.  
Luz said she wanted to see a comedy.

Dan said he liked the acting.  
Sara said she didn't have a ticket for the movie.

"I love mysteries."

Pablo                      Luz                      Dan                      Sara

## Grammar

### Original speech

Joe: "I **haven't been** to the movies in a month."

### Reported statement

Joe said he **hadn't been** to the movies in a month.

**6** Write the missing sentences in each column.

Original Statement	Reported Speech
1. Ben: "I have read only good reviews of this movie."	1. _____ _____
2. Mario: _____ _____	2. Mario said he hadn't seen any musicals so far.
3. Kala: "I have seen two movies with special effects."	3. _____ _____
4. Will: _____ _____	4. Will said he hadn't bought the movie tickets.



Read *Movie Magazine*.

9 Circle T for *true* or F for *false*. Rewrite the false statements correctly on the lines below.

Inside C3PO & R2D2

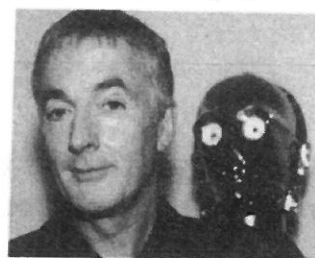
- 1. Many people recognize the faces of the two British actors from their appearances as C3PO and R2D2 in *Star Wars*. T F
- 2. R2D2 is a robot that looks human. T F
- 3. Filmmakers said they wanted people to know that C3PO was an actor in a suit. T F
- 4. The actor who plays R2D2 must use remote controls to move around. T F

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



10 List three pieces of advice that *MM* gives to Sheila.

Our Readers' Mail

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



11 Research and write. Find out about your favorite child actor. Do research in the library and on the Internet to find out how he or she became an actor. Write a paragraph using what you found out.

\_\_\_\_\_ (title)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Listen. Circle T for true or F for false.**

- 1. *Movie Moments* is a popular TV show. T F
- 2. Tonight's guest is a controversial director. T F
- 3. Michael Mordant makes documentaries. T F
- 4. His latest film is about death in hospitals. T F
- 5. Mordant wanted to upset people with his film. T F
- 6. Mordant believes children's futures are at risk. T F



**A. Listen. Write the word or words that answer the questions.**

## Pretty Good, Don't You Think?

- 1. How was the lighting? \_\_\_\_\_
- 2. How was the acting? \_\_\_\_\_
- 3. How was the story? \_\_\_\_\_
- 4. How was the music? \_\_\_\_\_
- 5. How did the "teenager" actor look?  
\_\_\_\_\_
- 6. How was the "action hero"? \_\_\_\_\_,  
not \_\_\_\_\_
- 7. How was the popcorn? \_\_\_\_\_
- 8. How was the soda? \_\_\_\_\_
- 9. How was the seat? \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_



**B. Write some new lines about another movie. Write the title.**

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

You've got to be kidding! What did I hear?

We clearly just saw the \_\_\_\_\_ film of the year!

The \_\_\_\_\_ was \_\_\_\_\_ and the \_\_\_\_\_ was \_\_\_\_\_.

The story was \_\_\_\_\_ and the \_\_\_\_\_ was \_\_\_\_\_.

# Writing

## Letter to the Editor

When you read something you strongly agree or disagree with in a magazine or newspaper, you can write a letter to the editor to express your opinion. In your letter, mention the statement or article you are reacting to, give your own opinion, and include facts, reasons, or examples that support your opinion. Don't forget to identify who you are.

To the Editor:

In his April third column, movie reviewer Bud Marks said that children these days go to the movies for the special effects and nothing else. As a sixth-grader who goes to the movies once a week, I have to disagree. I believe that Mr. Marks underestimates us. We young people are smarter than Mr. Marks thinks!

Special effects can be very exciting, but we know that a movie with nothing else is not a very good movie. For example, we appreciate an interesting story line and good acting. We enjoy examples of humor, drama, and suspense. We like thinking about important life issues such as good versus evil, honor, loyalty, and friendship.

In my film club at school, we choose good movies to see. Only three of the ten movies we saw this year were filled with spectacular special effects, but even those three had good stories to tell. And we often chose movies that were based on books so that we could compare the movie and book versions. We enjoyed ourselves and we learned a lot.

In my opinion, Mr. Marks needs to talk to more children about movies before he makes another statement that underestimates us as moviegoers.

Sincerely,  
Mike Henderson

## Writing Assignment

Using the following steps, you will write a letter to the editor to express your opinion.

### 14 Brainstorm Ideas

- Choose a statement to react to or find one in a newspaper or magazine.
  - A. "It is important to protect children from scary and violent television shows. TV programs need the same kind of rating systems that our movies have." *Sarah Byrne, newspaper columnist*
  - B. "The video games, TV shows, and movies our children like cause them to have short attention spans, read less, and do less well in school." *John Rosario, school principal, magazine interview*

## 15 Use a Letter Template

A template can help you organize your ideas.

To the Editor:

### Paragraph One

Sentence 1: date of statement, author of statement, reported statement

Sentence 2: who you are and how you relate to the topic, statement of agreement or disagreement

Sentence 3: your main point

### Paragraph Two

Sentence 1: first reason you agree or disagree with the statement

Sentence 2: example or explanation

Sentence 3: additional example or explanation

Sentence 4: additional example or explanation

### Paragraph Three

Sentence 1: second reason you agree or disagree with the statement

Sentence 2: example or explanation

Sentence 3: additional example or explanation

Sentence 4: additional example or explanation

### Paragraph Four

Sentence: restatement of your main point

Sincerely,  
(*your name*)

To help you ...

Expressions:

I agree

I believe

I disagree

I think

in my opinion

## 16 Write

Use your template to help you write a final draft of your letter to the editor. Use a separate piece of paper.

# Review

**17** Read what five friends said about the movie *Mars Adventure*. Then write sentences. Use reported speech.

Friends	Their Opinions
1. Millie	"I don't like it at all."
2. Tim	"It's too silly."
3. Janie	"The acting is really bad."
4. Dale	"The story isn't exiting."
5. Carla	"It's the worst movie I've ever seen."



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**18** Imagine you've just seen the movie *Sea Monsters*. Was it good or bad? Write a good review or a bad review. Use categories and opinion words from the boxes.

Categories	
acting	ending
lighting	music
special effects	story



Opinion Words	
best	boring
confusing	cool
fantastic	great
scary	silly
terrible	worst

*Sea Monsters*: The \_\_\_\_\_ Movie of the Year!

---



---



---



---



---



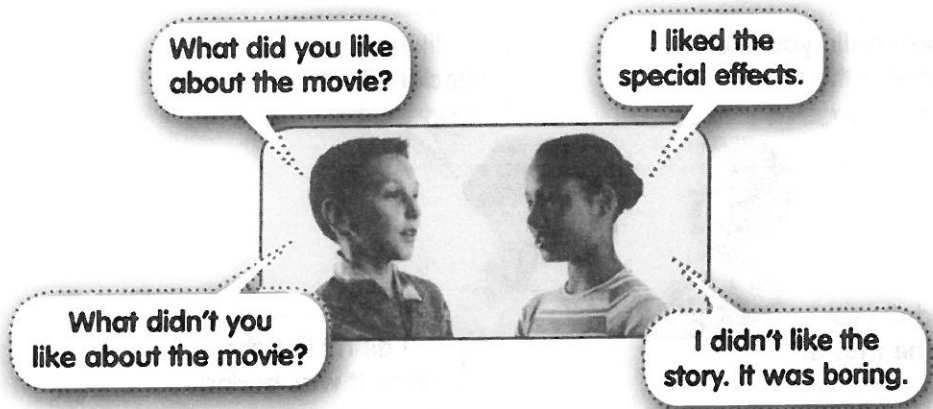
---



---

# Communication Activity

Work with a partner: Student A uses this page and Student B uses page 108.



## Student A

A. Ask your partner for the titles of two movies he or she has seen. List them.

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

B. Ask your partner about one of the movies. List what he or she liked and didn't like.

Movie: \_\_\_\_\_

Likes	Dislikes

C. Write a brief summary of your partner's opinions. Use reported speech.

---

---

---

---

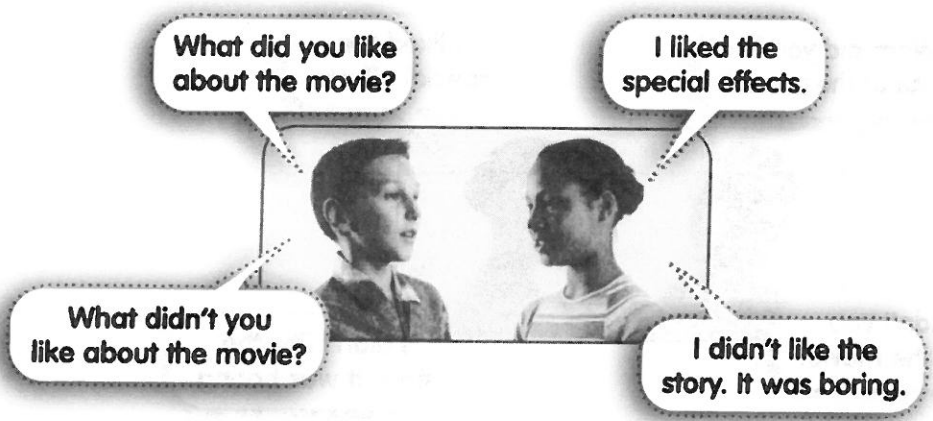
---

---

---

# Communication Activity

Work with a partner: Student B uses this page and Student A uses page 107.



## Student B

A. Ask your partner for the titles of two movies he or she has seen. List them.

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

B. Ask your partner about one of the movies. List what he or she liked and didn't like.

Movie: \_\_\_\_\_

Likes	Dislikes

C. Write a brief summary of your partner's opinions. Use reported speech.

---

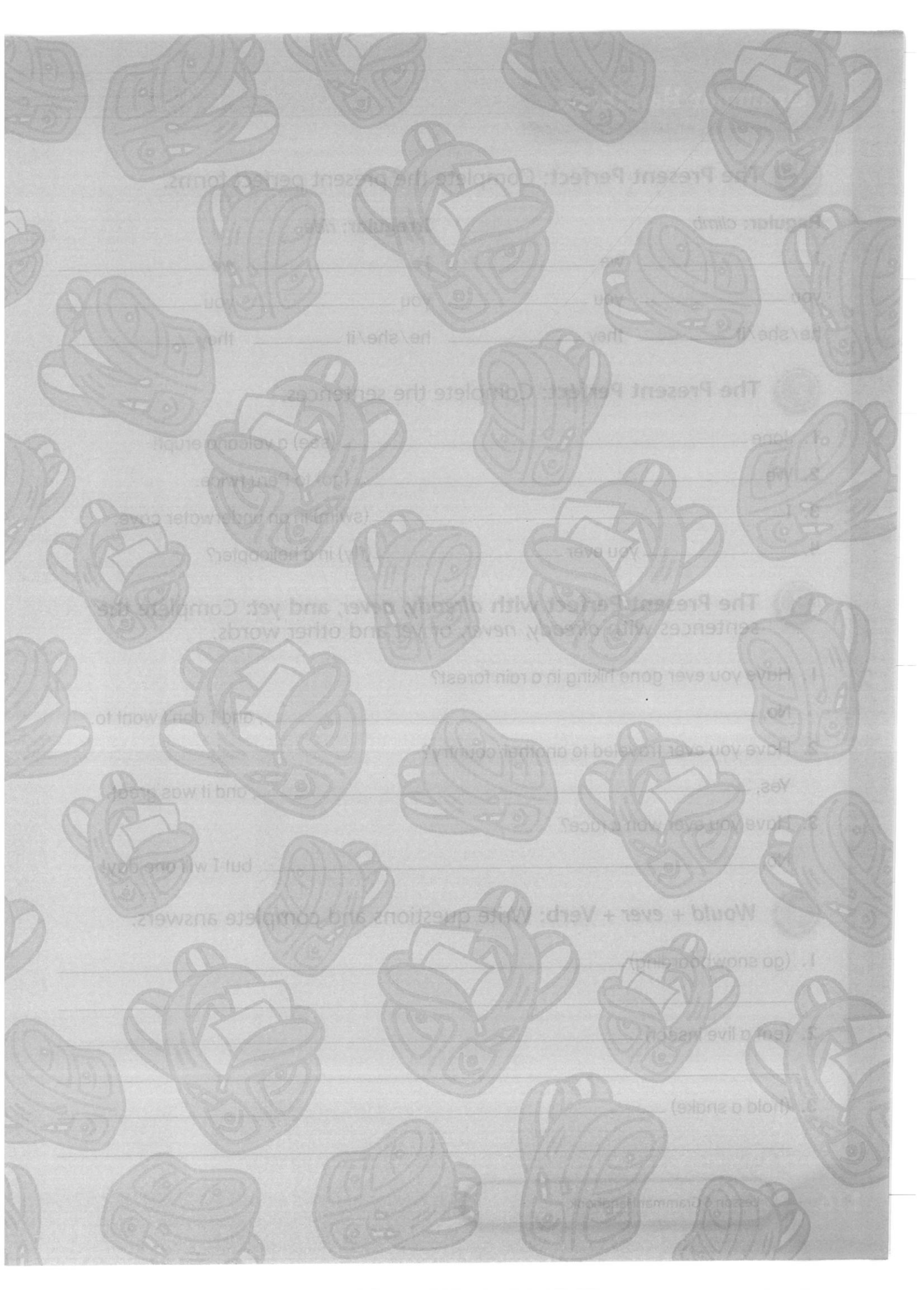
---

---

---

---

---



The Present Perfect: Complete the present perfect forms.

Example: (climb) \_\_\_\_\_

you \_\_\_\_\_

you \_\_\_\_\_

you \_\_\_\_\_

you \_\_\_\_\_

they \_\_\_\_\_

they \_\_\_\_\_

they \_\_\_\_\_

The Present Perfect: Complete the sentences.

1. I \_\_\_\_\_ (visit) my grandparents \_\_\_\_\_

2. She \_\_\_\_\_ (go) to the party \_\_\_\_\_

3. The team \_\_\_\_\_ (win) the match \_\_\_\_\_

4. He \_\_\_\_\_ (be) to Paris \_\_\_\_\_

The Present Perfect with already, never, and yet: Complete the sentences with already, never, or yet and other words.

1. Have you ever gone hiking in a rain forest?

2. I don't want to \_\_\_\_\_

3. Have you ever traveled to another country?

4. \_\_\_\_\_ and it was great.

5. Have you ever had a race?

6. \_\_\_\_\_ but I will one day.

Would + ever + Verb: Write questions and complete answers.

1. (go snowboarding) \_\_\_\_\_

2. (eat a live insect) \_\_\_\_\_

3. (hold a snake) \_\_\_\_\_

Personal Statement

## 1 The Present Perfect: Complete the present perfect forms.

**Regular:** *climb*

**Irregular:** *ride*

I _____	we _____	I _____	we _____
you _____	you _____	you _____	you _____
he/she/it _____	they _____	he/she/it _____	they _____

## 2 The Present Perfect: Complete the sentences.

- Jane \_\_\_\_\_ (see) a volcano erupt!
- We \_\_\_\_\_ (go) to Peru twice.
- I \_\_\_\_\_ (swim) in an underwater cave.
- \_\_\_\_\_ you ever \_\_\_\_\_ (fly) in a helicopter?

## 3 The Present Perfect with *already*, *never*, and *yet*: Complete the sentences with *already*, *never*, or *yet* and other words.

- Have you ever gone hiking in a rain forest?  
No, \_\_\_\_\_, and I don't want to.
- Have you ever traveled to another country?  
Yes, \_\_\_\_\_, and it was great.
- Have you ever won a race?  
No, \_\_\_\_\_, but I will one day!

## 4 *Would + ever + Verb*: Write questions and complete answers.

- (go snowboarding) \_\_\_\_\_  
\_\_\_\_\_
- (eat a live insect) \_\_\_\_\_  
\_\_\_\_\_
- (hold a snake) \_\_\_\_\_  
\_\_\_\_\_

**1** **Approximation:** Which quantities are exact? Which are approximate? Check the boxes.

- |   | exact                    | approximate              |
|---|--------------------------|--------------------------|
| 1. The dinosaurs died out around 65 million years ago.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sharks can grow more than 30,000 teeth in their lifetimes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The last Pyrenean ibex died in Spain in January of 2000.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The seahorse moves .001 miles (.002 km.) per hour.         | <input type="checkbox"/> | <input type="checkbox"/> |

**2** **More/fewer + Noun:** Complete the sentences.

- The Hawaiian alphabet has 14 letters. The English alphabet has 26 letters.  
The Hawaiian alphabet \_\_\_\_\_
- Camels have six eyelids. Humans have two eyelids.  
Camels \_\_\_\_\_
- Gary Duschl collected over 1,000,000 gum wrappers. Peggy Moller collected 613,594. Gary Duschl \_\_\_\_\_
- Vatican City has around 890 people. Peru has around 29,200,000 people.  
Vatican City \_\_\_\_\_

**3** **The most/fewest + Noun:** Complete the sentences.

- Tokyo has about 28,000,000 people, Mexico City 18,000,000, and New York 16,000,000.  
Tokyo \_\_\_\_\_
- Humans have two legs, tigers have four, and spiders have eight.  
Humans \_\_\_\_\_
- A soccer team has eleven members, a baseball team has nine, and a volleyball team has six.  
A volleyball team \_\_\_\_\_
- Spinner dolphins have 252 teeth, giant armadillos have 100, and humans have 32.  
Spinner dolphins \_\_\_\_\_

## 1 Certainty with *must*: Write sentences with *must*, *may*, *could*, and *might*.

1. (100% sure) phone call / for me

---

2. (50% sure) no light in the window / not at home

---

3. (100% sure) Alan / not in school / sick

---

4. (50% sure) he / bag of money / thief

---

## 2 Past Participles: Write the forms.

1. build \_\_\_\_\_ 5. leave \_\_\_\_\_

2. desert \_\_\_\_\_ 6. lose \_\_\_\_\_

3. find \_\_\_\_\_ 7. make \_\_\_\_\_

4. forget \_\_\_\_\_ 8. tell \_\_\_\_\_

## 3 The Passive Voice in the Past: Complete the sentences.

1. Machu Picchu \_\_\_\_\_ (rediscover) in 1911.

2. The Altamira cave paintings \_\_\_\_\_ (make) over 16,000 years ago.

3. The temple of Angkor Wat \_\_\_\_\_ (abandon) around 1431 C.E.

4. The Nazca lines in Peru \_\_\_\_\_ (carve) centuries ago.

## 4 The Passive Voice in the Past: Change the sentences to the passive voice.

1. The United Nations named the city of Timbuktu a World Heritage Site in 1988.

---

2. People discovered enormous stone rectangles in the ancient city of Baalbek.

---

## 1 Invitations: Write complete sentences.

1. watch / *Your Idol* / on TV (why)

---

2. go / soccer game / at 6:00 (how)

---

3. go shopping / new mall (let)

---

4. have / dinner / vegetarian restaurant (how)

---

5. play / chess / after school (would)

---

## 2 Reported Speech: Change the quoted speech to reported speech.

1. Lucy: "I really like horror movies."

---

2. Bart: "I hate green vegetables."

---

3. Pilar and Ana: "We enjoyed the salsa concert."

---

4. Steve: "My team has won the first soccer game of the year."

---

5. Li and Jack: "We have finished our science project."

---

## 3 Reported Speech: Report one thing your teacher says to you.

---







# Editing and Proofreading

- 1 Work with a writing partner. Give the second draft of your writing from page 120 to your partner. Take your partner's second draft to work with.
- 2 Edit and proofread your partner's writing. Be sure to check style by looking for sentence variety, parallelism, and word choice. Check grammar, punctuation, capitalization, and spelling. Make any necessary changes.
- 3 When you are finished, exchange drafts again. Look at your partner's changes and comments about your work. Do you agree with all of them? Make a clean copy of your corrected draft here, or glue your draft with corrections here.

# Publishing

- 1 With your classmates, form groups according to the topic you chose to write about.

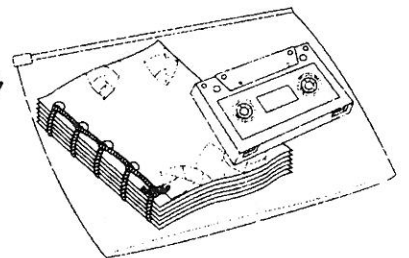
A Terrible Day   Exercise   Global Warming   My Family   The Internet   Volcanoes

- 2 Each group will make a class book of all the writing on the same topic. There will be six class books, one for each of the six topics.
- 3 In your group, decide whose writing will go first, second, third, and so on. Make a Table of Contents page for your class book. It should have a numbered list of the titles of the writing pieces, followed by the names of the authors, and page numbers.

### Table of Contents

1. Global Warming Is Serious by Sara Kennedy	page 3
2. Help Our Warming World by Manolo Hurtado	page 4
3. The Myth of Global Warming by Lee-Young Park	page 5

- 4 Make and decorate a cover for your class book. Make the title of the book the same as or similar to the topic your group wrote about. Collect clean final copies of each piece.
- 5 Punch holes in all the pages and the cover. Thread string or metal rings through all the holes to hold the front cover, back cover, and interior pages together.
- 6 When your book is ready, use a tape recorder to make an audio book. Read your writing in your best, expressive voice for your recording. When everyone has recorded the reading of their work, label the tape with the title of the book.
- 7 Put your tape recording and class book in a large, transparent plastic bag. Keep all the class books and recordings on a classroom shelf for students to enjoy.



- 8 You're published!

