

Workbook

BACKPACK

5

Second Edition



Mario Herrera · Diane Pinkley

Workbook

BACKPACK 5

Second Edition



Mario Herrera • Diane Pinkley

Contributing Writer

Donna Schaffer

**Backpack 5, 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 5* Workbook team, representing editorial, production, design, and manufacturing, are Rhea Banker, Carol Brown, Sarah Bupp, Tracey Cataldo, Mindy DePalma, Gina DiLillo, Christine Edmonds, Christopher Leonowicz, Maria Pia Marrella, Linda Moser, Diane Pinkley, Edie Pullman, Nicole Santos, Susan Saslow, Donna Schaffer, and Andrew Vaccaro.

Text composition: TSI Graphics

Text font: 13 pt Janson Text

Illustration credits: Dammer, Mike, 34, 62, 64; Davis, Billy, 2, 5, 32, 35, 55, 72, 85; Decompo, Valeria, 37, 49; Girasole, Allesia, 1, 85; Harris, Marty, 3, 22, 39, 52, 68, 83, 88; Klug, Dave, 42, 43, 54, 56, 84; Miranda, Hugo, 17, 31, 78, 91, 103; Nicholas, Corasue, 5, 9; Schneider, Christine, 61; Tejido, Jomike, 25, 73; Zivoin, Jennifer, 13, 97

Photo Credits: l = left, c = center, r = right, t = top, b = bottom

Page 19 ©PhotoDisc, Inc.; 29 ©Lindsay Heberd/Corbis; 39 ©PhotoDisc, Inc.; 53 (t) ©Charles & Josette Lenars/Corbis, (b) ©Benjamin Rondell/Corbis; 54 ©Dale C. Spartas/Corbis; 89 (r) ©Diamar Portfolios, (l) ©Getty Images; 94 ©Lawrence Lawry/Getty Images; 100 ©Jamie McCarthy/Wire Image/Getty Images; 102 ©Jeff Mitchell/Reuters NewMedia Inc./Corbis.

ISBN-13: 978-0-13-245016-4

ISBN-10: 0-13-245016-X

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**.

Contents

1	The Family Circle	1
2	What's on TV?	13
3	Hands On	25
4	I'll Take It!	37
5	Travel Trouble	49
6	In Touch.	61
7	Put on Your Thinking Cap	73
8	Product and Process	85
9	And the Beat Goes On	97
	Grammar Handbook Practice	109
	Writing Handbook Practice	118

1

The Family Circle

TRACK 1

Write words that rhyme on the lines. Choose words from the box. Then listen to check your answers.

again	door	four	hair	longer	smaller
store	stronger	ten	there	when	where

A Surprise Visit

It was just about a quarter to _____,

when I heard a knock on my front _____.

I looked outside and what did I see?

Ten pairs of eyes looking back at me!

My favorite cousins all were _____,

and Grandma Jones with her long gray

_____;

my uncle Tito and auntie Ru

with all their kids, including Sue.

Angela's taller than Ben, I see,

and curly-haired Pat is as cute as can be.

Uncle Mark is letting his beard grow _____.

David looks so much bigger and _____.

Everyone ate and drank and stayed until _____,

gave me a hug, and said, "See you _____!"

And I don't mind at all, you see,

because they're my loving family.



2

Complete the sentences in Jack's letter. Use the simple past.



Dear Cousin Jenny,

I _____ (be) sorry to hear you were sick and couldn't come to our family reunion in the park. I _____ (miss) you! Everyone _____ (have) a good time. Uncle Tito _____ (cook) hot dogs and veggie burgers, and Aunt Gina _____ (make) her broccoli salad. I am the only one who likes it, and so I _____ (eat) a lot of it by myself. Grandpa and Grandma Jones _____ (bring) presents for everybody—I _____ (get) a cool CD. Most of our cousins _____ (play) soccer for a while, and then Kenny and some others _____ (listen) to me play my guitar. We _____ (laugh) a lot, _____ (tell) stories, and _____ (take) lots of photos. I'm really sorry you _____ (be/not) there, but I'll see you next time!

Your cousin Jack

Grammar

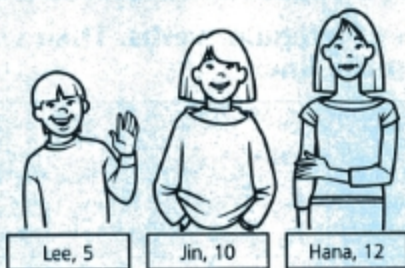
Comparing 2 people

Frida is **taller than** Bill.
Frida is **nicer than** Bill.
Frida is **friendlier than** Bill.

Comparing 3 or more people

Frida is **the tallest** student in the class.
Frida is **the nicest** of all the girls.
Frida is **the friendliest** student of all.

- 3** Write sentences about Lee, Jin, and Hana.
Use forms of words from the box.



cute
friendly
old
short
tall

- _____ (Lee, Jin)
- _____ (Hana, Jin)
- _____ (Lee, Jin, Hana)
- _____ (Jin, Hana)
- _____ (Hana, Jin, Lee)

- 4** Answer the questions. Write complete sentences.

1. Who is younger than you in your family?

2. Who is the shortest in your family?

3. Who is taller than you in your family?

4. Who is the friendliest in your family?

5. Who is the cutest in your family?

Grammar

The Simple Past

Regular Verbs

wait → waited
love → loved
study → studied

Irregular Verbs

bring → brought
cut → cut
drink → drank
grow → grew

- 5** Look at the groups of irregular verbs. Then write the letter for each pattern on the line.

bring → brought

verbs like *bring*: buy → bought
catch → caught
think → thought

a

cut → cut

verbs like *cut*: hurt → hurt
put → put
read → read

b

drink → drank

verbs like *drink*: sing → sang
sit → sat
swim → swam

c

grow → grew

verbs like *grow*: draw → drew
know → knew
throw → threw

d

1. Some irregular verbs have the same form for the simple past. _____
2. Some verbs change *i* to *a* for the simple past. _____
3. Some verbs change letters and add *ught* after the vowel. _____
4. Some verbs change *a* or *o* to *e* for the simple past. _____

- 6** Complete the sentences. Use regular and irregular past forms.

1. Liliana _____ (go) to Miley Cyrus' new movie.
2. She _____ (wait) for hours to get in.
3. Finally the movie _____ (start).
4. Miley _____ (sing) all of Liliana's favorite songs.
5. Liliana _____ (love) every minute of the movie.
6. Liliana _____ (watch) an episode of *Hannah Montana* on TV that night.
7. When Liliana _____ (have) enough money, she went shopping.
8. She _____ (buy) Miley's latest DVD for her collection.

7 Find and circle the words. Then write each one under the correct picture.

- beard blond curly dark freckles glasses thin
handsome heavy long older straight thin

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



_____	_____	_____
_____	_____	_____
_____	_____	_____

8 Describe your parents. What do they look like?

1. My mother _____

2. My father _____

Read *E-Pals International* magazine.

Focus on Our Readers

9 Check the boxes for *True* or *False*.

	True	False
1. Chi-young Park grew up in Busan, Korea.	<input type="checkbox"/>	<input type="checkbox"/>
2. She wants to be a computer engineer.	<input type="checkbox"/>	<input type="checkbox"/>
3. Her father is a teacher.	<input type="checkbox"/>	<input type="checkbox"/>
4. Chi-young loves dancing and music.	<input type="checkbox"/>	<input type="checkbox"/>
5. Chi-young and Alberto are e-pals.	<input type="checkbox"/>	<input type="checkbox"/>
6. Alberto was born in Spain.	<input type="checkbox"/>	<input type="checkbox"/>
7. Alberto lives with his uncle, aunt, and cousins.	<input type="checkbox"/>	<input type="checkbox"/>
8. Alberto wants to be a soccer star.	<input type="checkbox"/>	<input type="checkbox"/>
9. At school, Alberto's favorite subject is math.	<input type="checkbox"/>	<input type="checkbox"/>
10. Alberto loves to play soccer.	<input type="checkbox"/>	<input type="checkbox"/>

Learn a new language!

10 Research and write. Find out more about the Esperanto language. What is unusual about Esperanto?

- Use the Internet, an encyclopedia, or other sources to take notes.
- Write a paragraph.

_____ (title)



Listen and write. Use the words from the box.

1. Martin has _____
2. The new girl has _____
3. Jane has _____
4. Carl has _____
5. The baby has _____

a mustache
big brown eyes
cool glasses
curly brown hair
wavy blond hair



A. Listen to the chant. Number the sentences in order.

Family Album

- ___ There I am with my parents when I was only three.
- ___ Here's the day I made the goal for our soccer victory.
- ___ And here I am with cousin Ken, in the tallest apple tree.
- ___ I love to take a certain album from its special shelf,
- ___ And there I am on my first bike, riding really fast,
- ___ And there I am with my dad, who was so proud of me.
- ___ brush it off and open it up to photos of myself.
- ___ and here's the photo my uncle took—my left arm is in a cast.



B. Write some lines of your own.

And here I am _____

And there I am _____

Writing

Parts of a Paragraph

A paragraph is a group of sentences about one **main idea**. A good paragraph has different parts. When you use a title for your paragraph, choose a few key words that focus on your main idea. Begin your paragraph with a **topic sentence** that tells the main idea. Then support your main idea with sentences that give more **details** and information. Finally, write a **concluding sentence** that states your main idea in different words.

① title ② topic sentence ③ detail sentence ④ concluding sentence

① Pen Pals

by Vidonia Ferreira

② Writing to pen pals is an excellent way to get to know interesting new people and learn more about the world. ③ When you communicate by e-mail or by letter with someone from a different city or country, you can find out what your new pal does every day at school and after school for fun. ③ You can learn about your pen pal's family and friends and how they live. ③ You can find out the kinds of food they eat, the clothes they wear, the chores they do, and the things they do in their free time. ③ You can even learn interesting facts about your pen pal's town, cultural traditions, and country. ③ For example, from my pen pal Alicia, I learned about two holidays in Mexico—*Cinco de Mayo* and *Las Posadas*. ③ And from my pen pal Helmut, I learned about a German game called *sardinen*. ③ I also learned how to make delicious cookies with cinnamon called *zimstern* from Helmut's mother! ④ As you can see, having pen pals is not only educational but also a lot of fun.

Writing Assignment

Using the following steps, you will write a paragraph that includes a title, a clear topic sentence, detail sentences that support the main idea, and a concluding sentence.

13 Brainstorm ideas.

- Pick one of these topics or a topic of your own.
 - an experience with a pen pal
 - a favorite family member
 - a family reunion or family celebration
- What details can you include about your topic?

14 Use a diamond.

You can use a diamond shape to help you organize your paragraph. The top of the diamond represents your main point. The middle represents the details and information you give. The bottom of the diamond represents your concluding sentence that restates the main point.

topic sentence describing the main idea

detail sentence supporting the main idea

detail sentence supporting the main idea

detail sentence supporting the main idea

detail sentence supporting the main idea

concluding sentence restating the main idea

Practice organizing ideas for your own paragraph with the diamond.

TOPIC SENTENCE

CONCLUDING SENTENCE

15 Write.

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

To help you ...

Editing Tip:

Show your paragraph to a friend. Can he or she identify your topic sentence? detail sentences? concluding sentence?

Review

- 16** Look at the pictures and complete the sentences.
Compare the people.

1. Elsa's hair is _____ Clara's hair.
(long)
2. Clara is _____ Elsa.
(young)
3. Robert is _____ of the four people.
(old)
4. Hugo's hair is _____ Robert's hair.
(dark)
5. Clara's hair is _____ of all.
(wavy)



- 17** Look at the pictures. Answer the questions with complete sentences.

1. Who has long blond hair?

2. Who wears glasses?

3. Who is Clara's grandfather?

4. What did Elsa do yesterday?

5. What did Hugo eat for a snack?

6. What did Clara play yesterday?

7. Did Clara go to school yesterday?

- 18** Write about you. What do you look like?
- _____
- _____

Communication Activity

Work with a partner: Student A uses this information and Student B uses the information on page 12.

Student A

Ask your partner about Uncle Phil. Then answer the questions about Cousin Chris.

What does Uncle Phil look like?

He has . . .



1. What does Uncle Phil look like? Circle Uncle Phil.



2. What did Uncle Phil do on Saturday?

In the morning, he _____

In the afternoon, he _____

That night, he _____

Answer your partner's questions about Cousin Chris.

On Saturday, Cousin Chris . . .



morning



afternoon



night

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 use their partner's answers to complete the activity. 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 uses the information on page 11.

Student B

Answer your partner's questions about Uncle Phil. Then ask about Cousin Chris.

What does Uncle Phil look like?

He has . . .



Answer your partner's questions about Uncle Phil.

On Saturday, Uncle Phil . . .



morning



afternoon



night

1. What does Cousin Chris look like? Circle Cousin Chris.



2. What did Cousin Chris do on Saturday?

In the morning, she _____

In the afternoon, she _____

That night, she _____

2

What's on TV?

TRACK 6

1

Listen. Write words from the box.

TV Time

action	cartoons	comedy	cooking	documentary
drama	movies	mysteries	news	on TV
romance	science fiction	show	soccer game	videos

What's on TV tonight?

Does anybody know?

What's _____ tonight?

Is there a good _____?

'Cause I feel like watching TV tonight!

I could watch a _____.

I could watch a _____.

I like _____, and I like _____.

And I want to be entertained!

Maybe with some _____,

doesn't that sound like fun?

'Cause I like many types of _____.

The evening's just begun!

(Chorus)

I could watch the _____ channel
to learn some recipes.

I could watch some music _____,
or romance, or _____.

Sometimes I really like _____.

Sometimes I prefer _____.

Now I could watch any movie
that starts really soon!

(Chorus)



2 Write. Tell how often you watch each type of show.



1. (news shows) _____
2. (movies) _____
3. (game shows) _____
4. (reality shows) _____
5. (sports shows) _____

3 Fill in your TV schedule for a typical week. Write the name of each program and its type. Then compare your TV viewing habits with a partner's. Talk about how often you watch shows.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					

Grammar

What kind of TV shows does Kate like?

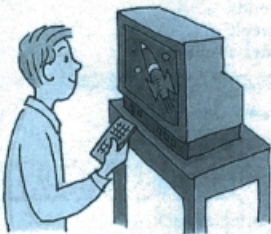
She **likes** nature shows.
She **thinks** they're informative.

Do you **like** reality shows?

We **don't like** reality shows.
We **think** they're boring.



4 Look at the chart. Write why Ken likes or doesn't like each kind of program.



Kind of program	like = ✓ not like = ✗	Why?
1. science fiction	✓	exciting
2. nature shows	✓	informative
3. reality shows	✓	interesting
4. soap operas	✗	boring
5. mystery movies	✓	suspenseful
6. game shows	✗	silly

1. *He likes science-fiction movies. He thinks they're exciting.*

2. _____

3. _____

4. _____

5. _____

6. _____

5 Write sentences about TV shows you like to watch and don't like to watch. Tell why. Use words from the box or your own words.

boring	dramatic	exciting
funny	informative	interesting
romantic	sad	shocking

1. _____

2. _____

3. _____

4. _____

5. _____

How often?

always
usually
sometimes
never

every day
once a week
on weekends
twice a week
three times a month

How often do you watch talk shows?

I **always** watch talk shows Monday through Friday.
I **usually** watch them on Tuesday and Thursday.
I **sometimes** watch them on Saturday morning.
Me? I **never** watch talk shows!

How often does she watch cartoons?

She watches cartoons **every day**.
She watches them **once a week**.
She watches them **on weekends**.
She watches them **twice a week**.
She watches them **three times a month**.

6

Read the chart. Write questions or answers.

Who ...	TV show type	How often ...
Carol	news	once a week
Jacob	sports	on weekends
Lisa	soap operas	never
Ed and Dan	cartoons	twice a week
Maria	science-fiction movies	three or four times a month
Frank	game shows	always

1. How often does Carol watch the news?

2. How often does Jacob watch sports?

3. How often does Lisa watch soap operas?

4. _____

Ed and Dan watch cartoons twice a week.

5. _____

Maria watches science-fiction movies three or four times a month.

6. _____

Frank always watches game shows.

7 Read the clues. Write the type of show. Then write the mystery word.

- Learn about birds and trees on a _____
- You'll laugh at silly people on a _____
- A show with a host and guests is a _____
- You can win money or prizes on a _____
- On TV or at a theater, you can watch _____
- Learn how to make food on a _____
- Find out about the world on _____
- A show about real people's lives is a _____
- Watch baseball on a _____
- Funny animated drawings are _____

_____ _____ show
 _____ _____ show
 _____ show
 _____ show
 _____ _____
 _____ _____ show
 _____ programs
 _____ _____ show
 _____ _____ program
 _____ _____

:What's the mystery word?: →

8 Write about your favorite TV show. Answer these questions:

- What is the name of the show?
- What type of TV show is it?
- How many minutes is the show?
- How often do you watch it?
- Why do you like it?



TV Talk: The Magazine All About TV

Read TV Talk: The Magazine All About TV.

Fifth-grade Students Learn TV Production

9 Read and complete the sentences. Use the simple past.

The Japan Broadcasting Corporation **1** (help) _____ 600 fifth and sixth graders learn about producing TV programs. The students **2** (visit) _____ the Osaka TV station to learn how to operate cameras, lights, and sound equipment. They **3** (write) _____ scripts and **4** (produce) _____ their own videos about their schools. Some of the students **5** (act) _____ as newscasters, floor directors, and technicians. They all **6** (enjoy) _____ the experience!

10 Research and write. Do you live with a family of couch potatoes? How much TV does your family watch?

- Ask each person in your family to answer the questions from the magazine article "Are YOU a Couch Potato?"
- Collect the information and then write a paragraph about your family's TV viewing habits. Use a separate piece of paper.

Are YOU a Couch Potato?

1. How many hours do you watch TV each week?
2. How often do you say *no* to friends to stay home and watch your favorite programs?
3. How often do you eat your meals with the TV on?
4. How often do you fall asleep with the TV on?
5. How often do you turn on the TV right after you get home from school or work?



A couch potato watches too much TV.

Listen to the TV commercials. Complete the chart.

Commercial

Information

- | | | | |
|----|----------------------------------|-----------|-------|
| 1. | Program type:
Channel: | Day: | Time: |
| 2. | Product:
3 things you can do: | | |
| 3. | Program type:
Channel: | Day: | Time: |
| 4. | Place:
Event: | Products: | |

Listen to the chant. Answer the questions with complete sentences.

The Remote

- What time does the program start?

- What kind of show does the viewer want to watch?

- Where does he find the remote?

- What is the problem with the remote?

- Do you think he is a couch potato? Why or why not?



Writing

Paragraph Unity

A paragraph is about one main idea, which is stated in the topic sentence. A paragraph has **unity** when all of the detail sentences in the paragraph directly relate to that main idea. Be sure to look over your paragraph and take out any sentences that don't belong.

My Favorite TV Channel

by Billy Roberts

My favorite TV channel is the Discovery Channel®. It is a great channel for children to watch because it has very interesting shows. ~~My little sister doesn't like the Discovery Channel.~~ Many programs are about the natural world. For example, you can learn about whales, sharks, and other fish that live in the ocean. You can find out about endangered animals, such as the giant panda and the Komodo dragon. You can learn about the life cycle of plants and the many medicines scientists make from plants. And you can even see giant fruits and vegetables, such as a 250 lb. (113 kg) watermelon and a 1385 lb. (628 kg) pumpkin! ~~I love to eat watermelon, but I don't like pumpkin pie.~~ In addition to shows about nature, there are great shows about technology. For instance, you can see what the latest robots look like and what they do. You can learn about giant space telescopes, monster trucks, and tiny video cameras. You can even learn how to do some scientific experiments of your own. The Discovery Channel has wonderful programs about different people and countries all over the world, too. You can learn about Indians in the Amazon rain forest or nomads in the Sahara desert. You can find out about volcanoes in the Philippines or glaciers in Greenland. ~~I studied volcanoes last year in school.~~ I enjoy watching the Discovery Channel more than any other TV channel for all of these reasons.

Writing Assignment

Using the following steps, you will write a paragraph about your favorite TV channel or your favorite kind of TV program.

13 Brainstorm ideas.

- Choose a TV channel or type of TV program.
- Why is that channel or type of program your favorite?
- What details and examples can you include?

14 Use index cards.

Index cards or paper strips can help you organize your ideas and take out sentences that don't belong. Write your topic sentence on one index card. Then write all of your detail sentences on different index cards. Arrange your detail sentences under your topic sentence. What is the best order for your sentences? Do all of them directly relate to the topic sentence? Move your cards around and take out any that don't belong.

My favorite TV channel is the Discovery Channel®.

It is a great channel for children to watch because it has very interesting shows.

Many programs are about the natural world.

For example, you can learn about whales, sharks, and other fish that live in the ocean.

You can find out about endangered animals, such as the giant panda and the Komodo dragon.

You can learn about the life cycle of plants and the many medicines scientists make from plants.

And you can even see giant fruits and vegetables, such as a 250 lb. (113 kg) watermelon and a 1385 lb. (628 kg) pumpkin!

I love to eat watermelon, but I don't like it at school.

I studied...

My little sister doesn't like the Discovery Channel.

...in pie.

Prepare index cards or paper strips with your own sentences.

15 Write.

Use your index cards or paper strips to help you write your paragraph. Use a separate piece of paper.

To help you ...

Editing Tip:

Give your paragraph to a friend. Can he or she find any sentences that don't belong? Make changes if necessary.

Review

16 What kind of TV show is it? Use words from the box.

1. *Planet Wars IV* _____
2. *Cat and Mouse in the House* _____
3. *Make Me Laugh!* _____
4. *Basketball Playoff Finals* _____
5. *All About Animals* _____
6. *Spin and Win!* _____
7. *Teen Talk with Tina* _____
8. *News for Kids* _____

cartoon
comedy
game show
nature show
news program
science fiction
sports
talk show

17 Complete the sentences with *funny, exciting, informative, and romantic*.

1. Reality shows can be very dramatic and _____
2. Programs like nature shows and the news are very _____
You can really learn a lot.
3. My older sister loves soap operas. She thinks they are so _____
4. My little cousin Dorothy laughs and laughs at *Cat and Mouse in the House*.
She thinks it is really _____

18 Write. Answer each question with a complete sentence.

1. How often do you watch game shows?

2. How often does your family watch the news?

3. How often does your friend watch cartoons?

4. Name one of your favorite shows. Why do you like it?



Communication Activity

What kind of TV shows do you like?

I like reality shows. I think they're exciting.



1. Cut out the cards.
2. Work with a partner. Mix all your cards together.
3. Take turns picking a card and asking about TV habits.

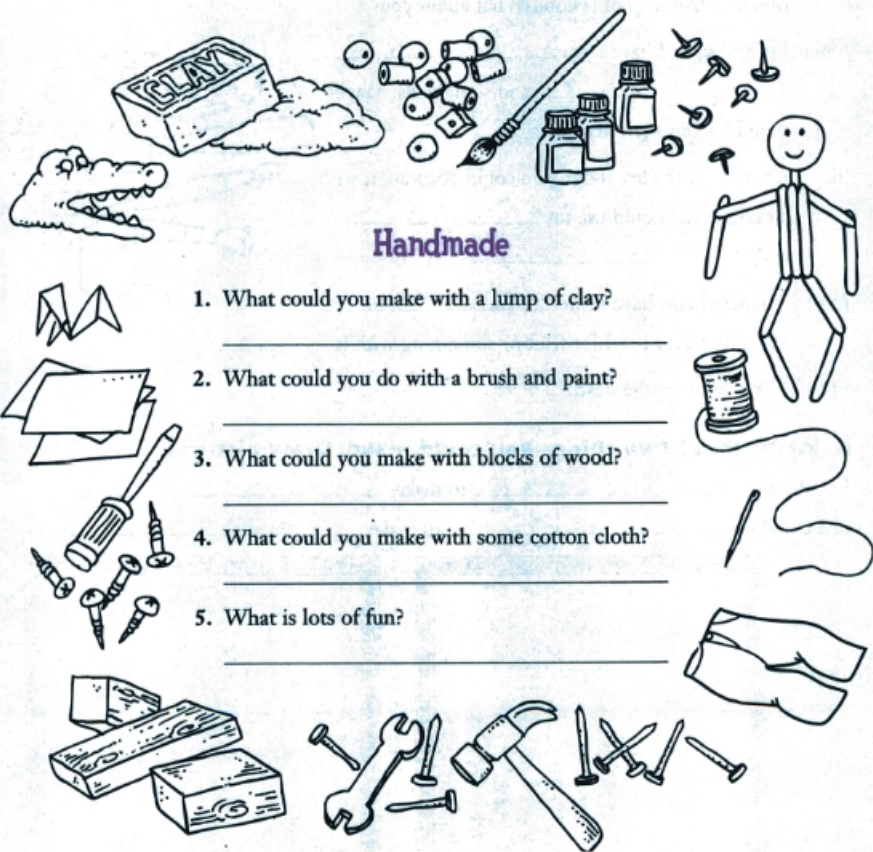
What kind of TV shows do you like?	Name one sports program you always watch.	How often do you watch cooking shows?	What is the name of your favorite cartoon? Why do you like it?
What TV shows do you watch on weekends?	Describe one show you think is boring.	How often do you watch news programs?	Name one show you think is suspenseful.
What kind of TV shows do you never watch?	Describe something you saw on a nature show.	How often do you watch talk shows?	Describe one show you think is romantic.
What's on TV tonight?	Are you a couch potato? Why or why not?	How often do you watch comedy shows?	Do you like science fiction? Why or why not?



TRACK 9

1

Listen and answer the questions.



Handmade

1. What could you make with a lump of clay?

2. What could you do with a brush and paint?

3. What could you make with blocks of wood?

4. What could you make with some cotton cloth?

5. What is lots of fun?

2 A. Complete the sentences. Use the words from the box.

John: Fran is going to make block prints for her art project.

What about you, Jill?

Jill: I don't know yet. My mother has a lot of _____.
I could sew something.

Maybe a flag for our school. What about you?

John: I'm not sure. I have some _____,
a _____, and some nails. Maybe
I could make a jewelry box.

Jill: That's a good idea. Then you could decorate it with
a design. You could use my _____
and my _____.

John: Thanks. I also have some _____.
I could make a bowl for fruit or something with it.

Jill: I like that idea the best.

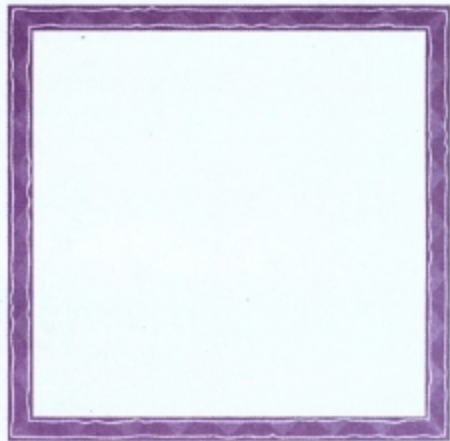
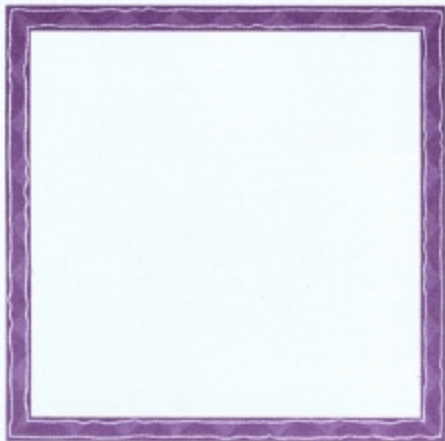
brushes
clay
cloth
hammer
paints
wood



B. Write about two things you could make. Draw pictures.

I could use _____ to make _____,

or I could use _____ to make _____.



Grammar

Gerund as subject
Painting is my favorite hobby.
Sewing is fun.

Gerund as object
 I enjoy **painting** flowers.
 I like **sewing** a lot.

gerund = verb + *-ing*

3 Complete each sentence with a gerund. Then circle S for Subject or O for Object.

- _____ (make) cookies is fun. S O
- My grandmother likes _____ (knit) sweaters for babies. S O
- Tina enjoys _____ (paint) pictures of animals. S O
- _____ (take) photos outdoors is fun. S O
- My friend Mercedes loves _____ (weave) cloth. S O
- Alebrije* _____ (carve) is a recent tradition. S O

4 Use the pictures to write sentences. Use the gerund.

1. like/Sonia/doesn't



2. Martha/flowers/enjoy



3. furniture/like/Luke



4. doesn't/Julia/enjoy



Grammar

What **could** they do this afternoon?
Sandra and Sue **could** knit sweaters. Mario and Bill **could** play checkers.

5 Look at each picture. Write sentences using *could*.



1. _____
2. _____
3. _____
4. _____

6 Complete the sentences with your own ideas. Use *could*.

1. Patti: Hey, look! It's snowing!
Mark: Wow! We _____
2. Ken: I don't know what to write about for my report.
Bob: You _____
3. Lucy: I'm so bored.
Anne: We _____
4. Rachel: _____ with my homework?
Phil: Sure, in about ten minutes. OK?
5. Jake: Dad's birthday is coming soon.
Linda: We _____

7 Circle the word that doesn't belong.

- | | | | |
|----------------|-----------|----------|-------------|
| 1. screwdriver | hammer | wrench | clay |
| 2. watercolors | thread | brushes | easel |
| 3. singing | sculpting | knitting | woodworking |
| 4. alpaca wool | cloth | wood | yarn |
| 5. stone | needle | clay | wire |

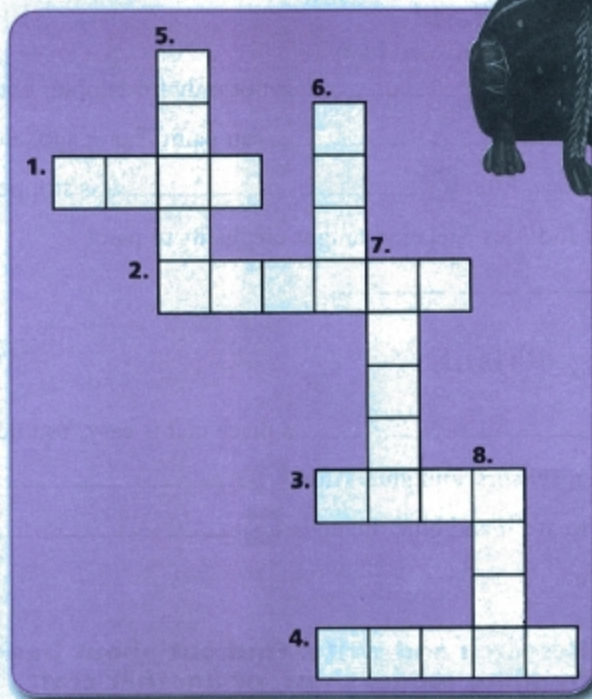
8 Read the clues and do the crossword puzzle.

Across →

- You can carve *alebrije* animals from this.
- People use this to hit nails.
- You can use this to make sculptures and pots.
- It comes in many colors. You put it on a brush.

Down ↓

- You need this to sew.
- People use this to weave.
- Artists set this up and paint pictures on it.
- People make this from alpaca wool.





Read *Handy Kids Magazine*.

9 Read and complete the sentences. Use the words in the boxes.

This Kid Can Cook!

Lauren Assayag won \$10,000 for her **1** _____ for Mango Avocado Chicken Strips. This fifth grader enjoys **2** _____. When she grows up, she could be a famous **3** _____.

chef
cooking
recipe

Look, Mom, No Hands!

4 _____ is not only for people. Even some **5** _____ can paint. Long ago, elephants carried logs. After **6** _____ was stopped, Vitaly Komar and Alex Melamid taught elephants to paint **7** _____.

elephants
logging
painting
pictures

Weaving with Paper

8 _____ a place mat is easy. You need sheets of paper, scissors, and glue. After **9** _____ the paper, weave it and glue the ends. **10** _____ is a lot of fun.

cutting
making
weaving

10 Research and write. Find out about basket weaving, building model ships, or another craft.

- Use the Internet, an encyclopedia, or other sources to take notes.
- Write a paragraph on a separate piece of paper.

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

- | | | |
|---|---|---|
| 1. Karen is going to knit a sweater for her dad's birthday. | T | F |
| 2. Kenji really enjoys painting pictures. | T | F |
| 3. Linda's sister taught her how to weave. | T | F |
| 4. Cooking is Sylvia's hobby. | T | F |
| 5. Paul made a jewelry box of wood. | T | F |
| 6. Larry thinks building model ships is boring. | T | F |



A. Listen to the chant. Write the letters to match. Listen again to check your answers.

Crafty Kids

- | | |
|----------------|---------------------------------|
| ___ 1. Carla | a. likes using a potter's wheel |
| ___ 2. Pat | b. enjoys making clothes |
| ___ 3. Nardo | c. loves knitting |
| ___ 4. Kim | d. loves playing music |
| ___ 5. Marisol | e. likes painting |
| ___ 6. Anthony | f. likes carving things |



B. Write some lines about two of your friends.

_____ loves _____

I know this to be true.

_____ likes _____

I think that's great. Don't you?

Writing

Paragraph of Exemplification

In a paragraph of exemplification, you explain the meaning of your topic sentence with examples. The examples add specific information that makes your writing more exact and more interesting. You can use expressions, such as *for example*, *for instance*, *in addition*, and *such as*, to introduce your examples.

Basket Weaving by Peggy Phillips

As a hobby, weaving baskets is not only fun but also very useful. The different kinds of baskets you make can serve many different purposes. **For example**, you can use baskets to organize your things. You can make a basket for your school supplies, **such as** pencils, pens, paper clips, erasers, markers, and tape. A basket can hold your video games, CDs, comic books, or sports cards. You can have a basket for your belts, caps, or socks. **In addition**, baskets make useful gifts. **For instance**, you can surprise your parents with a basket for the family bills, letters, stationery, and stamps. A tall, thin basket is just right for the family's umbrellas. A large, flat basket works well for magazines and newspapers. You can even make a comfortable basket that serves as a bed for your pet—just add a soft pillow. As you can see, the baskets you enjoy making can serve you and your family in many useful ways.

Writing Assignment

Using the following steps, you will write a paragraph of exemplification that includes a clear topic sentence. Remember to use examples as some of your detail sentences.

13 Brainstorm ideas.

- Pick one of these topics or a topic of your own.
 - cheap but fun hobbies
 - my funny friend
 - the value of sports
 - family traditions
 - stamp collecting
 - home repairs
- What examples can you include about your topic?

14 Use a star.

You can use a star shape to help you brainstorm examples that illustrate your topic.



Brainstorm examples for your own paragraph using the star.

To help you . . .

Expressions:

for example

for instance

in addition

such as

15 Write.

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

Review

- 16** Answer the questions with complete sentences. Use a gerund.



1. Hilda has many pieces of cloth, needles, and thread. What is her hobby?

2. Steve has colored pencils, crayons, and white paper. What does he enjoy?

3. Nora has many stamps from around the world. What is her hobby?

4. Alberto has wood, knives, and some *alebrije* animals. What does he like?

5. Sam has a lot of clay and a potter's wheel. What does he enjoy?

- 17** What do you think? Complete the sentences using *could*.

1. It's a hot and sunny day. We _____

2. Look at all these dominoes. We _____

3. My sister understands math. Maybe she _____

- 18** What new craft or new hobby would you enjoy learning? Why?

Communication Activity



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



Student A

1. Read the list in the box. Circle five activities you think your partner really enjoys doing.

building model cars	playing a musical instrument	sending and getting e-mail
dancing	playing checkers	sewing
doing homework	playing soccer	singing in the shower
drawing and painting	reading comic books	swimming
going shopping	riding a bike	watching TV

2. Now underline five activities YOU like doing in the same list. You can underline an activity even if it has a circle around it.
3. Now ask your partner which five things he or she enjoys doing. Did you guess correctly? Give yourself one point for each correct guess.
4. Answer your partner's questions.
5. Count up your points and your partner's points. Who has the most points?

Communication Activity

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

What craft do you enjoy doing?

I enjoy . . .



Student B

1. Read the list in the box. Circle five activities you think your partner really enjoys doing.

building model cars	playing a musical instrument	sending and getting e-mail
dancing	playing checkers	sewing
doing homework	playing soccer	singing in the shower
drawing and painting	reading comic books	swimming
going shopping	riding a bike	watching TV

2. Now underline five activities YOU like doing in the same list. You can underline an activity even if it has a circle around it.
3. Answer your partner's questions.
4. Now ask your partner which five things he or she enjoys doing. Did you guess correctly? Give yourself one point for each correct guess.
5. Count up your points and your partner's points. Who has the most points?

TRACK 12

1 Listen. Number the lines in order as you hear them.

At the Outdoor Market

*Anything we want, anything we need
is on sale in a stall.*

*From food to clothes to new CDs,
the outdoor market has it all.*

- ___ I'll be right there any day.
- ___ with flowers, stripes, and checks—
- ___ it's "Shop until you drop."
- ___ that runs along the bay.
- ___ hip-hop, rock and roll, and pop.
- ___ it's a very exciting day.
- ___ One stall has delicious fruit,
- ___ Mom loves hunting bargains—
- ___ We visit an outdoor market
- ___ The next time Mom goes shopping,
- ___ the next has the most colorful clothes,
- 1 When Mom and I go shopping,
- ___ I love the outdoor market
- ___ hanging up high in rows.
- ___ I love the brand new music stall—
- ___ that runs along the bay.

(Chorus)



2 Complete the sentences with the words from the box.



big enough short enough too big too long too short too tight

Peggy: What do you think of this skirt? Is it _____?

Alan: Yes. It isn't _____. You need another size.

Mary: And how do you think this jacket fits?

Alan: It doesn't fit! It's _____!

Michael: And how do you like this shirt, Alan?

Alan: I like the style, but it isn't _____.

Michael: Yeah, I guess it is _____. I'll try on a bigger one.

Alan: And what do you think of these pants?

Peggy: They're _____!

3 Describe Greg's cap, shirt, and pants.



Grammar

Comparisons: Short Adjectives

This watch is **cheap**.

This watch is **cheaper than** that watch.

This watch is **the cheapest** of all the watches in the store.

Comparisons: Long Adjectives

This ring is **expensive**.

This ring is **more expensive than** that ring.

This ring is **the most expensive** of all the rings in the store.

4 A. Complete the chart with the correct forms of the adjectives.

Adjective	Comparing 2 items	Comparing 3 or more items
amazing	<i>more amazing (than)</i>	<i>the most amazing</i>
beautiful		
big	<i>bigger (than)</i>	<i>the biggest</i>
colorful		
delicious		
exciting		
fresh		
great		
interesting		
popular		

B. Complete the sentences. Use four of the adjective forms from the chart.

1. This bird's song is _____ that bird's song.
2. Getting a good price is _____ part of bargaining.
3. The fruit at outdoor markets is _____ the fruit at supermarkets.
4. That CD stall never has _____ CDs—it only has old ones.



- 5** Write complete sentences. Make comparisons. Use forms of words from the box.



beautiful
big
cheap
expensive
unusual

- _____
- _____
- _____
- _____
- _____

Grammar

That necklace is **too short**. = It isn't **long enough**.
That hat is **too old-fashioned**. = It isn't **modern enough**.



- 6** Write sentences with the same meanings. Use *too* and *enough*.

1. That movie isn't interesting enough to rent.

2. Your old shoes are too small.

3. That silver ring isn't big enough for your finger.

4. Those striped pants are too short.

5. The price of that cell phone isn't low enough.

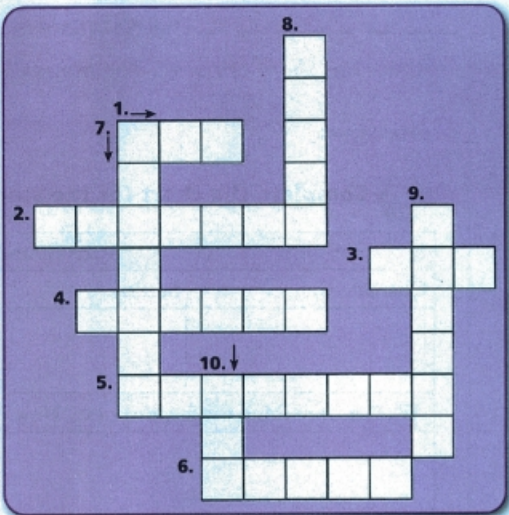
7 Read the clues and do the puzzle.

Across →

- not small, but ____
- lines on a shirt
- A ____ is a type of hat.
- Shop at an outdoor ____.
- jewelry you wear on your neck
- Wear these on your feet.

Down ↓

- If you got a great price, you got a ____.
- Wear these on your legs.
- Wear this when it is cold.
- You listen to these.



8 Read the ads and answer the questions.
Write complete sentences.

Thursday Only!

All CDs on sale for \$7.99!
Save even more when you
buy 3 for \$21.99!



Digital Cameras

Sunny model XL-6.5
Everyday low price — \$75.00!
Get a free gift with your purchase!



- Which item is cheaper? _____
- Which item is on sale for one day only? _____
- Which item comes with a free gift? _____
- Which item would you like to buy? _____
- Why did you choose that item? _____

The Shopper's Stall

Read *The Shopper's Stall: The Magazine All About Shopping*.

After Hours

9 Complete the chart for the story.

"After Hours"		
Characters	Setting	Problem
What do you think will happen next? How do you think the story will end?		

100 Questions and 100 Answers

10 Which items do you enjoy shopping for?

11 Research and write. Ask ten students in your school about their shopping habits. What do they enjoy shopping for the most: clothes, jewelry, music, shoes, sports equipment, or video games?

- Collect the information.
 - Write a topic sentence below.
 - Write your paragraph on a separate piece of paper.
-
-
-

TRACK 12
12

Listen and write.

1. Iris thinks _____
2. Math is _____
3. Vera thinks _____
4. David is _____

TRACK 13
13

A. Listen to the chant. Write the missing words.

Shop 'Til You Drop

We love shopping at the _____

It really is the best.

There are so many _____ to see—
there's never time to rest.

Look inside that clothing _____
at all those leather _____

We want to buy some video _____,
and find some tennis _____

We love shopping at the mall
for it has everything,
from _____ and shoes,
to rock and blues,
or even a diamond _____

B. Write a new verse.

Look inside that _____ shop
at all those _____

We want to buy some _____,
and find some _____



Writing

Descriptive Paragraph: An Object

When you describe an object, you use words that appeal to the senses—sight, sound, taste, smell, and touch. These words help the reader “see” a mental picture of what you are describing. You can also take your reader on a mental guided tour of your object by describing it in **spatial order**. You can begin your description by moving from the top of your object down to the bottom, or you can describe it from the bottom to the top. You can describe your object from left to right or right to left. You can describe it from the inside out, or from the outside in. Using one of these patterns helps your reader get a clear picture of your object.

Which spatial pattern does the writer of the paragraph use?

A Beautiful Beaded Bag

by Barbara Moller

The most unusual object I ever bought was a beautiful beaded bag. I saw it at an outdoor antiques market, and I immediately loved its old-fashioned look. The bag is so tiny it can fit into the palm of your hand, but it is very heavy for its size. It is round, and the outside of the bag is covered with bright, transparent glass beads sewn in a geometric design. Diamond shapes are outlined in tiny, smooth black beads. The inside of each diamond shape is filled with rows of beads in alternating colors—red, blue, green, and purple. At the points where the diamonds meet are larger, shiny gold beads. The bag opens and closes with a braided gold rope that pulls the tops of the two sides tightly together. When the bag is open, you can see the inside is lined in soft red silk. A graceful letter E is embroidered in gold thread against the red silk. Who was the mysterious lady who first carried this elegant purse so long ago? I hope she enjoyed owning this beautiful bag as much as I do now.

Writing Assignment

Using the following steps, you will write a paragraph describing an object. Be sure to choose one spatial pattern and words that help the reader “see” your object.

14 Brainstorm ideas.

- Pick one of these topics or a topic of your own.
 - a favorite object
 - a family photo album
 - your backpack
 - a painting
- What specific details can you describe? in what pattern?

15 Use a word map.

A word map helps you organize your details.



Use the word map to organize your details. Write your object in the circle. Then add circles with descriptive details.



To help you ...

Writing Tip:

Look at your details and decide how you will arrange them in your description—from the outside in? the inside out? from left to right? right to left? from top to bottom? bottom to top?

16 Write.

Use your word map to help you write your descriptive paragraph. Which spatial pattern will you use? Write your descriptive paragraph on a separate piece of paper.

Review

17 Write *checked*, *flowered*, or *striped*.



1. plain 2. _____ 3. _____ 4. _____

18 Complete the sentences. Make comparisons.

- The earrings are _____ the necklace.
(expensive)
- This flowered shirt is _____ one in the store.
(colorful)
- Everyone is buying this CD. It's _____ one we have.
(popular)
- That video game is _____ of all the games in the store.
(cheap)
- The gold ring is _____ the plain silver ring.
(unusual)

19 Complete the sentences. Use *too* and *enough*.

- I have \$15.00, and that CD costs \$18.00. The price is _____
- You need a bigger size. That jacket is _____
- She's too young to go by herself. She isn't _____
- Those shoes are really old-fashioned. They aren't _____

20 What do you hate to shop for? Why?

Communication Activity

Now draw a blue, striped shirt.

OK.



Students A and B

Design a store window: Part 1

1. Draw clothes in the store window on this page.
2. When you have finished, find a partner.
3. Take turns. Describe the clothes you drew so that your partner can draw them on page 48.
4. When you are finished, compare your drawings. How alike or different are they?

COOL KIDS CORNER



Communication Activity

Your shirt looks like mine.

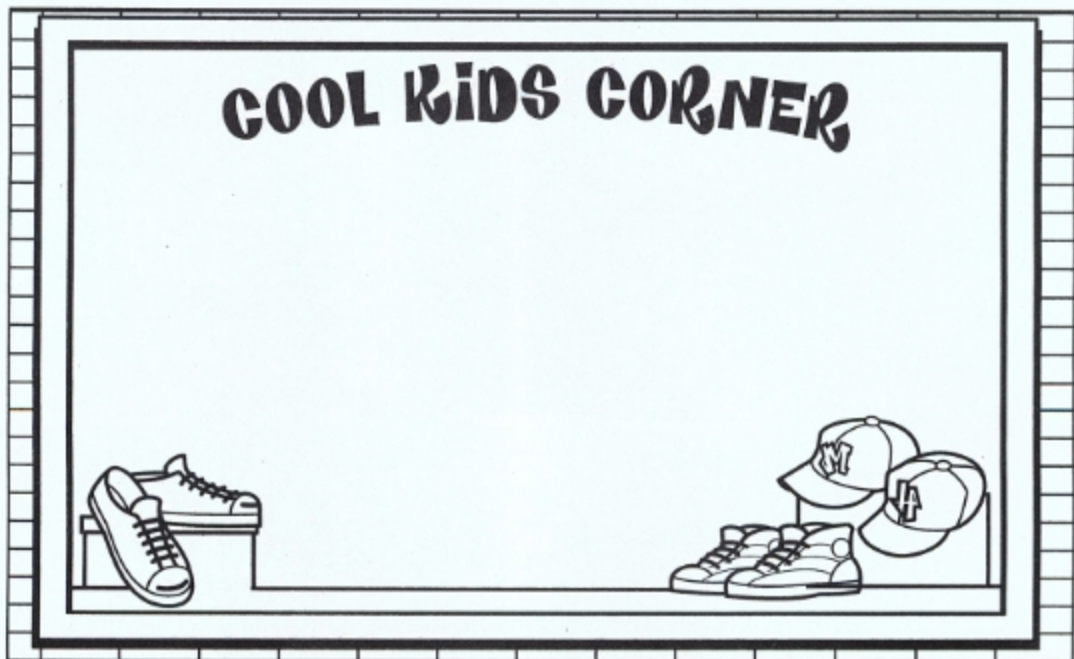
Yes, they're the same.



Students A and B

Design a store window: Part 2

1. Listen to your partner describe the clothes he or she drew in the store window on page 47.
2. Draw them in the store window.
3. When you are finished, compare your drawings. How alike or different are they?



5

Travel Trouble

TRACK 15

1

Listen. Write a diary entry about the wet weekend.



A Wet Weekend

Dear Diary,

You won't believe what happened to us last weekend!

We left the city to see _____

but _____

We drove _____

with no idea _____

There wasn't _____

Then the clouds _____

A strong wind _____

We could see _____

It was _____

We tried to _____

but _____

Thunder clapped and _____

and _____

- 2** Write one sentence for each pair of pictures.
Use the past progressive and *when* + the simple past.



1. I was taking a bath when the phone rang.



2. _____



3. _____



4. _____



5. _____

Grammar

Were they playing soccer when it began to rain?

Yes, they were.

No, they weren't. They were swimming.

past progressive → continuous action in the past

- 3** Look at the chart. Complete each question below. Then answer the question.

Who . . .	What they were doing . . .	When . . .
Angela	hiking	it began to snow
Rosa and Sharon	sleeping	the telephone rang
Marcos	watching TV	the lights went out
Juan and Felipe	riding bikes	it started to rain
Benita and her mother	getting into the car	the dog started to bark

- Was Angela swimming (swim) when it began to snow?
No, she wasn't. She was hiking.
- _____ Rosa and Sharon _____ (eat) when the telephone rang?

- _____ Marcos _____ (read) when the lights went out?

- _____ Juan and Felipe _____ (ride) bikes when it started to rain?

- _____ Benita and her mother _____ (cook) when the dog started to bark?

- 4** Write a question or an answer.

- What was Jane doing when it began to snow?

- _____ They were playing outside when the telephone rang.
- _____ She was watching her favorite show when she fell asleep.



Grammar

What were they **doing** when it began to rain?

What + past progressive when + simple past

5 Complete the questions. Use the simple past with *when* and the past progressive. Write answers.

1. What _____ she _____ (watch) when the phone _____ (ring)?

2. What _____ Dad _____ (do) when the storm _____ (begin)?

3. What _____ they _____ (play) when it _____ (start) to rain?

4. What _____ you _____ (do) when you _____ (hear) the alarm?

Grammar

What **happened** while they were walking in the park?

What **did** they see while they were swimming?

What + simple past while + past progressive

6 Complete the questions. Use the past progressive with *while* and the simple past. Write answers.

1. What _____ she _____ (hear) while she _____ (watch) TV?

2. What _____ Dad _____ (see) while he _____ (drive)?

3. What _____ (happen) while they _____ (play) soccer?

4. What _____ (happen) while you _____ (practice) the piano?

7 Unscramble the weather words.

1. gogfy _ _ _ _ _ _
2. dolc _ _ _ _
3. rpniogu _ _ _ _ _ _
4. doucyl _ _ _ _ _
5. widny _ _ _ _
6. ehsniusn _ _ _ _ _ _ _
7. arin _ _ _ _
8. ngtligihn _ _ _ _ _ _ _ _
9. lilych _ _ _ _ _
10. dtnuehr _ _ _ _ _ _
11. mtros _ _ _ _



12. What makes a good trip great? Write the boxed letters in order.

Having _____!

8 Write three sentences about what you were doing yesterday. Use activities from the box for ideas. Tell what you were doing and what happened. Use the simple past and the past progressive with *when* and *while*.

eating (breakfast, lunch or dinner)
 playing _____
 watching TV
 doing my homework

talking on the telephone
 doing my chores
 riding my bike

1. _____

2. _____

3. _____

Read *Travel Tales Magazine*.

Our Readers Write Us



9 Read. Write about Paul's worst travel experience.

Who:	
Where:	
What happened?	<p>While Paul was _____, the _____ started _____.</p> <p>Paul and the horse were _____ when the horse _____.</p> <p>The horse _____, and Paul _____.</p>
How did it end?	Paul got _____.

Murphy's Law

10 What is Murphy's Law? Give an example of it.

11 Research and write. Research a place you would like to visit.

- Find information on the Internet or in the library. Pretend you went there and had your best or worst travel experience.
- Write a letter to *Travel Tales Magazine* about it. Use a separate piece of paper. Answer this question first: What made the experience your best or worst one?

TRACK 12
12

Listen. Answer the questions. Use the past progressive and when.

1. Why was Linda two hours late?

2. What happened to Bob and his dad?

3. Why does Greg have a cut on his leg?

4. Why was Kathy embarrassed?

5. What happened to the glass?

TRACK 13
13

Listen to the chant. Answer the questions.

Murphy's Trip

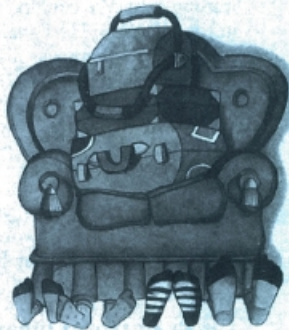
1. Where did the family go? Why?

2. When did they arrive? Why?

3. What were they doing when their plane took off?

4. What happened at the hotel?

5. What was Dad doing when someone grabbed his cash and I.D.?



Writing

Descriptive Paragraph: Experience

When you describe an experience, you use words that appeal to the senses—sight, sound, taste, smell, and touch. These words help the reader “see” a mental picture of the events you are describing. You can also help your reader follow the action by describing the events as they happened in time. You can use words, such as *after*, *before*, *finally*, *first*, *next*, *then*, and *while*, to help your reader get a clear picture of the experience you are describing.

A Scare at the Airport

by José Fernandez

Last May my family planned a trip to Chile to visit my grandmother, but our trip almost ended **before** it began. My parents wanted to be at the airport by 5:00 A.M., **before** it got crowded. **While** my parents were getting our tickets, I started to play a video game I had with me. **After** my parents got the tickets and checked our bags, they decided to go to the gift shop to get some magazines for the plane. We started to walk away from the ticket counter. **Then** we all looked around at the same time. Where was my little sister? My father looked around by the ticket counter **while** my mother looked near the telephones. **Next**, we checked around the chairs in the waiting area. We couldn't find my sister! We were so scared. **Finally**, my father looked in the gift shop. He signaled for us to hurry. As we came in, he pointed to a corner of the shop. There was my little sister! She was sleeping on the floor, with her head on a big, soft teddy bear she was using as a pillow. My dad didn't even wake her as he picked her up. **Then** we all walked to the gate, happy that our scare was over.

Writing Assignment

Using the following steps, you will write a paragraph describing an experience you had. Be sure to use words that help the reader “see” the events and to describe the events as they happened in time.

14 Brainstorm ideas.

- Pick one of these topics or a topic of your own.
 - first day of school
 - activities on vacation
 - an embarrassing mistake
 - a sports event
- When and where did this experience happen?
- How did the events happen in time?

15 Use a sequence chain.

A sequence chain helps you organize the order in which events happened in time.

we arrived at
airport at
5:00 A.M.

parents got
tickets while I
played a game

parents decided
to go to the
gift shop

we didn't see my
little sister

we looked in
several places
for my sister

dad looked
inside the
gift shop

little sister
sleeping on the
floor of shop

dad carried
sister as we
walked to gate

Practice organizing the events for your own paragraph with the chain.

Four empty boxes in a row, connected by arrows, for writing the first part of a sequence chain. A large curved arrow on the right side of the top row points down to the bottom row.

Four empty boxes in a row, connected by arrows, for writing the second part of a sequence chain.

To help you . . .

Time Words:

after before finally first next then while

16 Write.

Use your sequence chain to describe the events in the order in which they happened. Write your descriptive paragraph on a separate piece of paper.

Review

17 Complete the sentences. Use the simple past and the past progressive.

1. She _____ (take) a bath when her cousins _____ (arrive).
2. While Paul _____ (do) his homework, his favorite TV show _____ (come) on.
3. They _____ (wait) for the plane when the airport _____ (close).
4. She _____ (open) the door when the dog _____ (start) to bark.
5. Jane _____ (finish) her test when the bell _____ (ring).
6. They _____ (win) the game when it _____ (begin) to rain.

18 Look at the chart. Complete each question below. Then answer the questions. Use the simple past and the past progressive.

Who . . .	What they were doing . . .	When . . .
Mom and Sue	shopping at the mall	the power went out
Peter	riding his bike up the hill	a ball started to roll down
Jane	looking for her keys	the mail came
Becca	relaxing on the beach	the wind began to blow
Tim and Rhea	hiking	it began to thunder

1. What _____ Mom and Sue _____ (do) when the power went out?
They _____ when _____
2. What happened while Peter _____ (ride) his bike up the hill?
While he _____, a ball _____
3. What _____ Jane _____ (look) for when the mail came?
She _____ when _____
4. What happened while Becca _____ (relax) on the beach?
While she _____, the wind _____
5. What _____ Tim and Rhea _____ (do) when it began to thunder?
They _____ when _____

Communication Activity

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

Student A

Ask your partner questions and write the answers. Use *while*. Then ask the question another way with *when*. Then answer your partner's questions.



Who . . .	What they were doing . . .	What happened . . .
Kira and Sam	driving to the airport	
Leah	packing her suitcase	the dog ran off with one of her shoes
Julia and Jeff	running to the gate	
Daniel	going to get his suitcase	someone took his by mistake
Pablo and his family	riding on the bus	
Michael and his family	waiting at the airport	their flight was canceled
Sofia	walking to the gate	
Mindy and Molly	sleeping on the bus	missed their stop

Communication Activity

Work with a partner. Student B uses this information and Student A uses the information on page 59.

Student B

Answer your partner's questions. Then ask your partner questions and write the answers. Use *while*. Then ask the question another way with *when*.



Who . . .	What they were doing . . .	What happened . . .
Kira and Sam	driving to the airport	they had car trouble
Leah	packing her suitcase	
Julia and Jeff	running to the gate	their plane took off without them
Daniel	going to get his suitcase	
Pablo and his family	riding on the bus	the traffic stopped
Michael and his family	waiting at the airport	
Sofia	walking to the gate	lost her plane tickets
Mindy and Molly	sleeping on the bus	

6

In Touch

TRACK 18

1

A. Listen. Number the sentences in the order things happened.

Out of Touch

*Out of touch
all across the nation—
you can't do much
with no communication.*

- ___ I tried to call on my mobile phone.
- ___ I typed out an e-mail.
- 1 I decided to write my best friend a letter.
- ___ I turned on the news to find out the weather.
- ___ I clicked *SEND* on my computer.
- ___ No one answered the phone.
- ___ I learned there was a bad storm in my friend's part of the country.
- ___ My e-mail bounced back to me, so it didn't reach my friend.
- ___ Then I decided to send my friend an e-mail instead.
- ___ I decided to write my friend a letter after all.

B. What do you like the most?

Write numbers.

(1 = my favorite; 4 = my least favorite)

- ___ I like to get phone calls.
- ___ I like to get letters.
- ___ I like to get e-mails.
- ___ I like to get text messages.



2

A. Did anyone get a letter? Choose a word from the box and write it on the line.



everyone
no one
someone

B. Read and write the words with similar meanings on the lines. Use words from the box below.

Charles: Ms. Rivera, please tell me more about the science fair. Did (1) **all of the students** participate in the fair?

Ms. Rivera: Not all of the students. (2) **One person** was sick and couldn't finish a project.

Charles: Oh. So not (3) **all of the students** participated.

Ms. Rivera: That's right. But the last day of the fair, when we gave out all of the prizes, (4) **not one student** was absent. We didn't have any empty chairs!

Charles: So the science fair was a big success. Is (5) **one or more persons** going to organize another fair next year?

Ms. Rivera: Yes. It's Mr. Park's turn next year.



1. *everyone* _____
2. _____
3. _____
4. _____
5. _____

anyone
everyone
no one
someone

Grammar

Information Questions

- What is he writing? How did they get the news?
Where are the computers? How many letters are there?
When is he faxing us? How much time do you need?
Who did she call?

3 Write questions for the answers.

- _____ She sent a fax to Mr. Lee.
- _____ The new computers cost \$950.00 each.
- _____ You can find information on the Pony Express in the encyclopedia.
- _____ They contacted her by cell phone.
- _____ Our video conference is at 3:15 P.M.
- _____ Millions of people use the Internet.

4 Read Tom's note cards. What would you like to know? Write five questions.

People think spiders have two eyes, but they have more.

Braille, a way blind people can read, was invented years ago.

People far away used to communicate with drums.

Whales communicate with each other through "songs."

The Pony Express was famous in the American Old West.

The fax machine is a useful invention.

Bees can tell where food is with a special dance.

1. *How many eyes do spiders have?*
2. _____
3. _____
4. _____
5. _____

Grammar

Talking About the Future

Will people continue to send letters with stamps?

Yes, they **will**. Some people like the personal touch of handwriting.

No, they **won't**. Everyone **will** use e-mail because it is much faster.

5 Complete the conversation. Use *will* and *won't*.

Ann: I see that you _____ (be)
very happy in the future.

Lou: _____ I _____ (become)
a famous soccer player?

Ann: No, you _____ (be) a
sports star. You _____ (play)
the guitar.

Lou: _____ I _____ (have) a band?

Ann: Yes. You and your friends _____
(form) a band, and you _____ (practice)
together a lot. You _____ (enjoy)
playing your music.






6 Write questions or answers. Use *will* and *won't*.

- _____
Yes, Atif and I will work on our project tomorrow.
- Will you and Atif present your project tomorrow?
No, _____
- Will you talk about some aspect of communication?
Yes, _____
- _____
Yes, we will teach everyone to use sign language.
- Will you teach all of the hand signs?
No, _____
- _____
Yes, we think we will win a prize!

7

Write sentences about communication in the past, present, and future. Use *used to*, the simple present, and *will/won't*.

Communication in the Past, Present, and Future

 <p>telegraph smoke signals log drums</p>	<p>People used to send messages by telegraph.</p>
 <p>telephone fax machine</p>	
 <p>e-mail mind reading</p>	

8

Find and circle the words.

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

Braille
 computer
 e-mail
 fax
 flag
 gesture
 Internet
 letter
 library
 message
 newspaper
 sign
 stamps
 telephone
 television

Read *In Touch: An Online Magazine for Kids*.

9 Complete the sentences. Use words from the box.

Check It Out!

1. Koko the gorilla learned _____
2. Gorillas add their own _____ to sign language.
3. Koko couldn't learn all of ASL because her _____ are different from human ones.

e-mail
gestures
hands
handwriting
sign language
stamps

Goodbye to Snail Mail!

4. The fastest method of mail is _____
5. To use snail mail, you need envelopes and _____
6. With e-mail, no one has to worry about bad _____

Be a Code Breaker!

10 Can you break the code? Write the message.

Code: K URGCM GPINKUJ

Message: _____

11 Research and write. Find out how bees or whales communicate.

- Use the Internet, an encyclopedia, or other sources to take notes.
- Write a paragraph.



_____ (title)

Listen. Complete the chart.



Text Messaging

Especially popular with: _____

Technically known as: _____

Limit of number of characters in messages: _____

English messages typically leave out: _____

F2T means: _____

B4N means: _____

GR8 means: _____

Write words that rhyme on the lines. Then listen to check.

We All Communicate

Exploring on the Internet

And having _____

Learning from the media

Like news and TV _____

Calling on the telephone

Or sending out an _____

Mailing letters far away

Maybe using _____

Using gestures all the time

Noting down a _____

Introducing friends to friends

Creating a new _____

And the list goes on and on

That no one can _____

Everywhere around the world . . . *We all* _____!

Braille	communicate
conversations	debate
e-mail	language
message	stations



Writing

Sentence Variety in a Paragraph

To make your writing more interesting, you can use different kinds of sentences. You can use **simple sentences** (*I sent Susan a letter. I sent Phil an e-mail.*). Or you can use a **compound sentence** (*I sent Susan a letter, but I sent Phil an e-mail.*). You can also use a **complex sentence**, which has a dependent and an independent clause.

dependent: one clause that does not make sense by itself

Because I wanted to reach Phil right away,

independent: one clause that makes sense by itself

I sent him an e-mail.

a complex sentence with two clauses

Because I wanted to reach Phil right away, I sent him an e-mail.

You can use these for sentence variety, too:

- A question (*How could I reach Phil right away?*)
- A one- or two-word answer to a question (*E-mail.*)
- An adverb phrase at the beginning of the sentence (*Next time, I'll call his cell phone.*)

Notice the sentence variety in the paragraph below.

- ① = simple sentence ② = compound sentence ③ = complex sentence ④ = question
⑤ = one- or two-word answer ⑥ = an adverb phrase at the beginning of a sentence

Satellites

by Nick Barnes

④ How can you see an Olympic Game in Greece “live” from Mexico?
⑤ Satellites! ① That’s right. ② Satellites circling the Earth receive television signals, and they send them all around the world. ① These same satellites receive and send radio and telephone signals, too. ① Satellite radio delivers high quality sound from recording studios in North America to countries all over the globe. ① Satellite telephones allow us to call anywhere around the world. ① Other satellites help ships, airplanes, and even cars determine their positions. ③⑥ Soon, we may never get lost because we’ll have a computerized voice telling us exactly where we are. ② Satellites have made our world smaller, and they’ve also made us more connected. ④ How will we use satellites in the future? ③ Because satellites are used so many ways today, we can only wonder about future uses of satellites.

Writing Assignment

Choose a paragraph you have written for another unit. Using the following steps, you will write it again using different kinds of sentences.

14 Brainstorm Ideas.

After you have chosen your paragraph, decide which sentences you can change.

- Are there any sentences you can combine into one sentence?
- Are there any sentences you can make shorter?
- Can you use a question? a one- or two-word answer?
- Can you use an adverb at the beginning of a sentence?

15 Use a sentence chart.

Write your original sentences and new sentences on a sentence chart.

original	
new	

original	
new	

original	
new	

16 Write.

Use your sentence chart to help you write your new paragraph. Use a separate piece of paper.

To help you ...

Editing Tip:

After you write your paragraph, look it over.

- Did you use a simple sentence?
- Did you use a compound sentence?
- Did you use a complex sentence?
- Did you use a question?
- Did you use a one- or two-word answer?
- Did you use an adverb at the beginning of a sentence?

Review

- 17 Read the article and write questions. Use each word in the box one time.

Bird Expert to Visit Our School

Scientist Aileen Pepper will visit our school next week to talk about animal communication. She will be the guest speaker on the last day of this year's Communications Fair, and she will also give out the prizes for the winning projects.

Ms. Pepper will tell us about her research on African Grey parrots. She is going to bring Alexa, one of her parrots, with her. Ms. Pepper will show us how Alexa can recognize and name objects, and how she can count up to six items. Ms. Pepper will explain a form of training called "referential rewards" that she uses with Alexa and her other parrots. This special training helps Alexa name new items she sees for the first time, such as a blue key or a red triangle.

Be sure to come hear Ms. Pepper talk about Alexa and animal communication in general. It will be a very interesting experience.

how many what when where who why

- _____
- _____
- _____
- _____
- _____
- _____

- 18 Write *anyone*, *everyone*, *no one*, and *someone* on the lines.

- Ms. Pepper will explain her work in animal communication to **all the people** at the Communications Fair. _____
- She will choose **one person** from the audience to help her with Alexa.

- Not one single person** will want to miss a chance to see Alexa the parrot.

- Does **one or more persons** here know exactly when Ms. Pepper's talk begins?

Communication Activity

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

Student A

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

What was the Pony Express?

It was a message delivery service on horseback.



The Pony Express

what the Pony Express was	<i>It was a message delivery service on horseback.</i>
when the Pony Express began	
where the Pony Express went	
who started the Pony Express	
how many riders the Pony Express had	
how much money the riders made	
how old the riders had to be	
why the Pony Express disappeared	

The Invention of Printing

The Chinese invented the very first form of printing in the 2nd century C.E. In this early method, people carved characters and symbols in stone. Then they painted ink onto the stone and pressed wet pieces of paper onto it. The symbols transferred onto the paper. The Chinese printed the first known book, *The Diamond Sutra*, in this way in 868 C.E. Later, in the 11th century, the Chinese invented a form of movable type. But perhaps the biggest advance in printing came with the invention of the printing press. In 1450 C.E., Johannes Gutenberg designed a printing press in Germany. It could print about 300 sheets of paper a day. This faster method of printing changed the way people could communicate forever.

Communication Activity

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

Student B

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

What was the Pony Express?

It was a message delivery service on horseback.



The Invention of Printing

who invented the first form of printing.	
when printing first appeared	
what this early method of printing was	
name of the first known book	
when the first book appeared	
when the printing press appeared	
who invented the printing press	
where the printing press appeared	

The Pony Express

The Pony Express was a message delivery service on horseback in the American Old West. It was the fastest way to deliver mail at the time. It began sending out riders on fast horses on April 3rd, 1860. The Pony Express route ran almost 2000 miles from Missouri to California and back, day and night, summer and winter. William Russell, Alexander Majors, and William Waddell started the company. They employed 183 young men as riders. Each rider made \$100 a month. The company wanted "men" without families, 18 years old or younger, who weighed around 120 pounds. The youngest rider was 11 years old. The Pony Express was a good idea at the time, but it disappeared after only 18 months of service. Why? Because an even faster method of communication, the telegraph, appeared in October of 1861.

TRACK 21

1

Listen. Write the missing words.

How Do They Do That?

How do people think of things

like _____ and
_____?

How do they get such ideas

with brains like yours and mine?

How did we invent the _____?

And was it made of rock?

How did people know the time

before there was a _____?

Who invented bars of _____?

That guy was pretty wise.

How did someone ever guess

hot air _____ would rise?

Who invented _____

and then the _____?

Who came up with _____

or thought of _____?



2 Complete the conversation. Use *may be* or *might be*.

Jane: Look! There's a package at your door!

Bill: It _____ a birthday present! My birthday is on Tuesday.

Jane: What do you think it is?

Bill: I'm not sure. It's not very big. And it doesn't look heavy.

Jane: Well, it _____ a video game.

Bill: I guess. Or it _____ some CDs.

Jane: Or it _____ candy.

Bill: Candy? I don't think so.

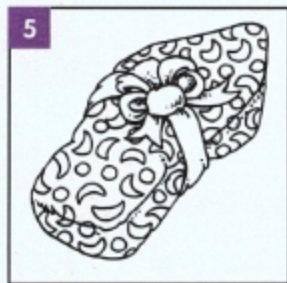
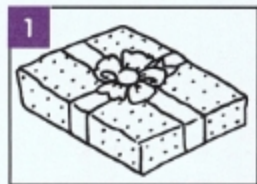
Mom: Hi, son. Can you get that package for me?

It _____ my vitamins!

Bill: Oh.



3 Here are some of Bill's birthday presents. What do you think they might be? Write sentences with *may be* or *might be*.



1. _____
2. _____
3. _____
4. _____
5. _____

Grammar

What do you think it is?

It's a popcorn maker.	(I know.)
It may be something for cooking.	(I'm not sure.)
It might be a popcorn maker.	

4 Complete the conversations. Use the simple present or *may be* or *might be*.

1. Pam: Yum, that food in the kitchen smells delicious. What do you think it is?

Ken: I'm not sure. It _____

2. Sue: Do you hear that? What is that horrible sound?

Bob: I know what it is. It _____

3. Kit: What in the world is that thing in the sky?

Ali: I don't know. Maybe it _____

4. Pat: What do you think that birthday present for Bill is?

Ken: I'm not sure. It _____

5. Lee: What in the world is that funny-looking fruit?

Jon: You don't know? It _____

Grammar

What's it made of ?	It's made of metal and plastic.
What are they made of?	They're made of wood.

5 Complete the sentences. Use *is/are made of* and words in the box.

1. That basket _____

2. Those knives _____

3. That bowl _____

4. That bracelet _____

5. Those walls _____

brick
glass
metal
silver
straw



Grammar

What's it used for?
What are they used for?

It's used to cut things.
They're used to cook food.

6 What are these things used for? Write sentences.



1. _____
2. _____
3. _____
4. _____

7 Read and answer the questions.



Feather Duster

Susan Hibbard invented the feather duster in 1876. She tied turkey feathers together to make this useful cleaning tool.



Blue Jeans

During the 1850s Levi Strauss started to make pants out of canvas. Workers liked these pants because the fabric was strong and didn't tear easily. Later, Strauss's pants became very popular. People now wear blue jeans for both work and play.

1. What was Susan Hibbard's feather duster made of?

2. What is a feather duster used for?

3. What were Levi Strauss's pants for workers made of?

4. What are blue jeans used for today?

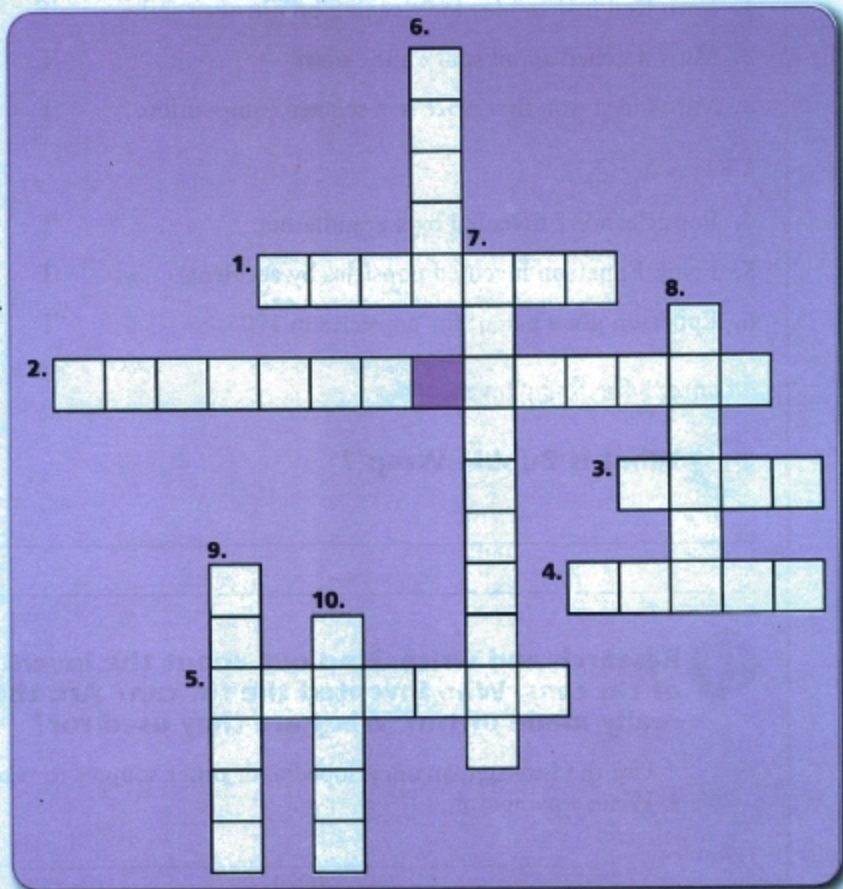
8 Use the clues to complete the puzzle.

Across →

1. Today contact lenses are made of this.
2. These are used to help people see better.
3. Pencils are made of this material that we get from trees.
4. This round invention is used to make things roll.
5. If you fill this with hot air, it can take people high into the air.

Down ↓

6. The first contact lenses were made of this.
7. This is used to find out the news and to watch programs.
8. This kind of control is used to change television channels.
9. Bands made of this are used to hold things together.
10. This is used to tell time.



9 Write about two things you use. Think of new uses.

1. My _____ is made of _____. It is used to _____.
It might be used to _____.
2. My _____ is made of _____. It is used to _____.
It might be used to _____.

Read *Thinking Cap: The Magazine for Creative Kids*.

10 Read. Circle T for true or F for false.

Eleven-Year-Old Boy May Have the Solution!

- | | | |
|---|---|---|
| 1. Miro Keil had an idea for cleaning up nitrogen spills. | T | F |
| 2. Miro watched an oil spill on the news. | T | F |
| 3. Miro's idea won first prize in a science competition. | T | F |

A Happy Accident

- | | | |
|---|---|---|
| 4. Popsicles were invented by a grandfather. | T | F |
| 5. Frank Epperson invented popsicles by accident. | T | F |
| 6. Epperson got a patent for popsicles in 1905. | T | F |

A Contest for Young Inventors

11 What is Bubble Wrap®?

12 Research and write. Find out about the invention of tin cans. Who invented the tin can? Are they really made of tin? What are they used for?

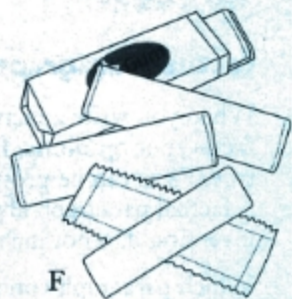
- Use the Internet, an encyclopedia, or other sources to take notes.
- Write a paragraph.

_____ (title)





Listen. Circle T for true or F for false.



- | | | |
|---|---|---|
| 1. Ancient Greeks chewed a kind of gum from a tree. | T | F |
| 2. Chewing <i>mastiche</i> resin sweetened their breath. | T | F |
| 3. Mexican Indians used a substance from <i>chicle</i> trees. | T | F |
| 4. <i>Chicle</i> was used for toothaches and headaches. | T | F |
| 5. Native Americans chewed the resin of the spruce tree. | T | F |
| 6. Spruce gum was sold commercially in the 1600s. | T | F |
| 7. Sweetened paraffin wax became popular in 1850. | T | F |
| 8. Thomas Adams wanted to find a substitute for wax. | T | F |
| 9. Adams tried to use <i>chicle</i> for toys, masks, and boots. | T | F |
| 10. He built the first chewing gum factory in 1890. | T | F |



Listen to the chant and answer the questions.

In Trouble Again

1. What did the girl invent?

2. What was it used for?

3. Did she like her invention? Why?

4. Did her family like her invention?

5. What was the problem?



Writing

Factual Paragraph

When you write a factual paragraph, you should use sentences that state the **facts**—not **opinions**. Facts are pieces of information that everyone agrees are true. Facts can be proved. Opinions present ideas that you *believe* to be true. A factual paragraph about an invention should only include facts about that invention. Do not include your opinions about it.

Which paragraph contains only facts? Which one includes opinions?

Paragraph One

Some inventions happen by accident—like the potato chip. The potato chip was invented in 1853 at a restaurant in Saratoga Springs, New York. A chef named George Crum had an unhappy customer. The customer refused to eat the French fries Crum served him. The customer said the fries were too thick. So Crum made thinner fries. But the customer didn't like these either. Crum was getting upset. What could he do to make this customer happy? This time, Crum decided to do something different. He prepared French fries that the customer would definitely send back. He cut the potatoes so thin and fried them so crisp that they couldn't be eaten with a fork. But guess what? The customer did not send them back. He loved them. Soon others wanted the chips, and they were put on the menu. Today, Crum's invention remains popular throughout the world!

Paragraph Two

The best food invention has to be the potato chip. Potato chips are definitely tastier than French fries. The first potato chips were made because someone at a restaurant didn't like the French fries. The chef substituted potato chips, and the customer loved them. This happened in 1853. Just ask any kid today. Any kid will tell you that potato chips make a wonderful snack.

Writing Assignment

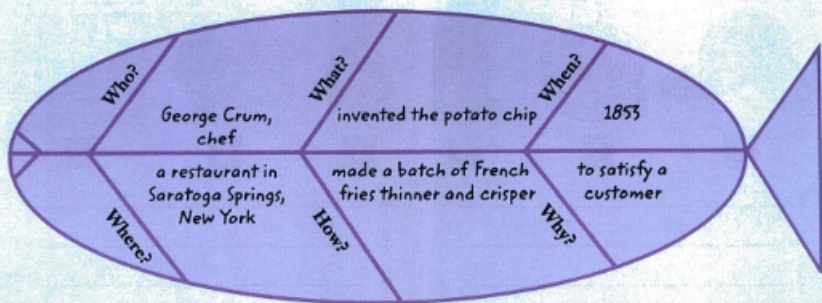
Using the following steps, you will write a factual paragraph about another invention.

15 Brainstorm Ideas.

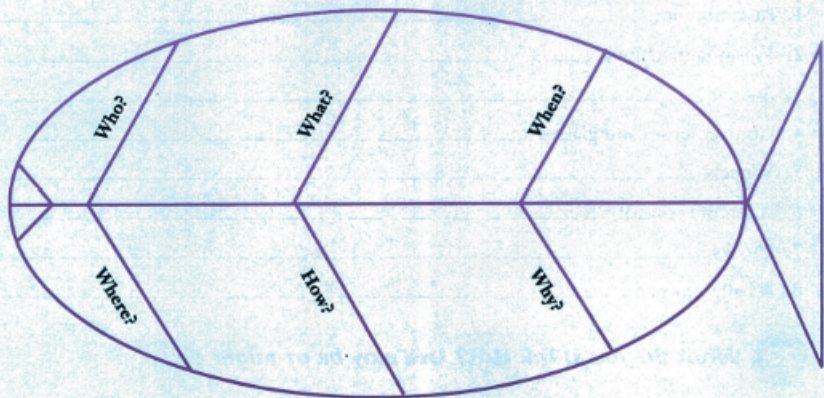
- Pick one of these inventions or choose one of your own.
 - tape
 - ice cream cone
 - sandwich
 - roller skates

16 Use a fact fish.

A fact fish can help you focus on the facts by listing answers to the questions.



Practice organizing ideas for your own factual paragraph.



To help you ...

Writing Tip:

After you find a fact in an encyclopedia or on the Internet, ask—can this be proved? Watch out for opinion words like *bad*, *best*, *good*, *terrible*, *worst*, and *wonderful*.

17 Write.

Use your fact fish to help you write your paragraph on a separate piece of paper.

Review

18 Write what each item is made of.



1



2



3



4



5



6

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

19 Complete the sentences. Tell what the items are used for.

1. An umbrella _____

2. Washing machines _____

3. A stove _____

4. Contact lenses and glasses _____

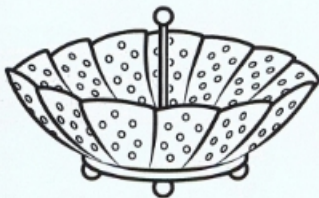
5. Wheels _____

6. A remote control _____

7. Clocks _____

8. A ballpoint pen _____

20 What do you think it is? Use *may be* or *might be*.



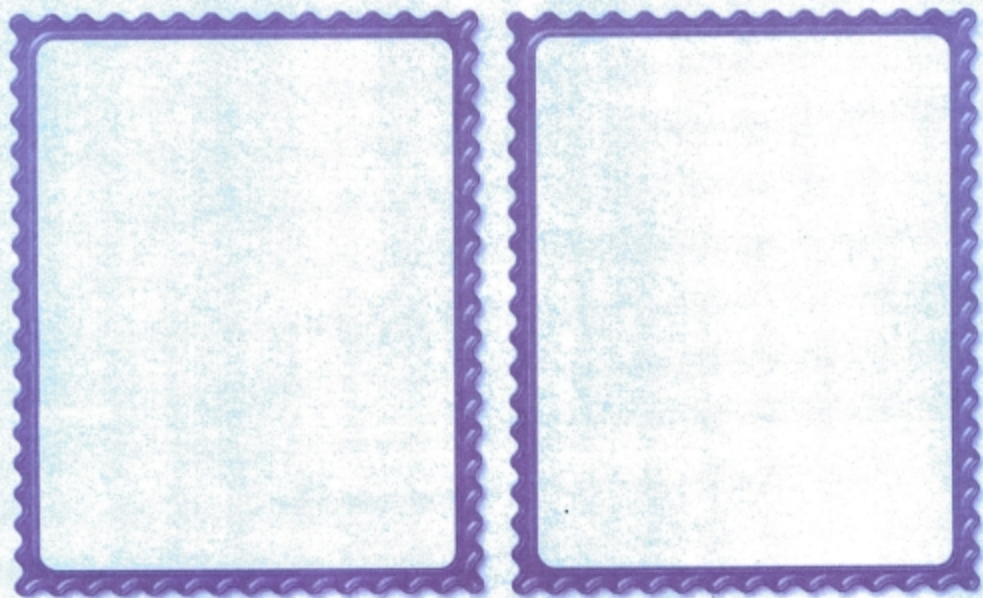
Communication Activity

Student A uses this information and Student B uses the information on page 84.



Student A

1. Draw two or more objects in the spaces.
2. Work with a partner. Ask your partner about the objects he or she drew.
3. Use the clues to guess each object.
4. Answer your partner's questions about the objects you drew.
5. Who guessed the most objects correctly?



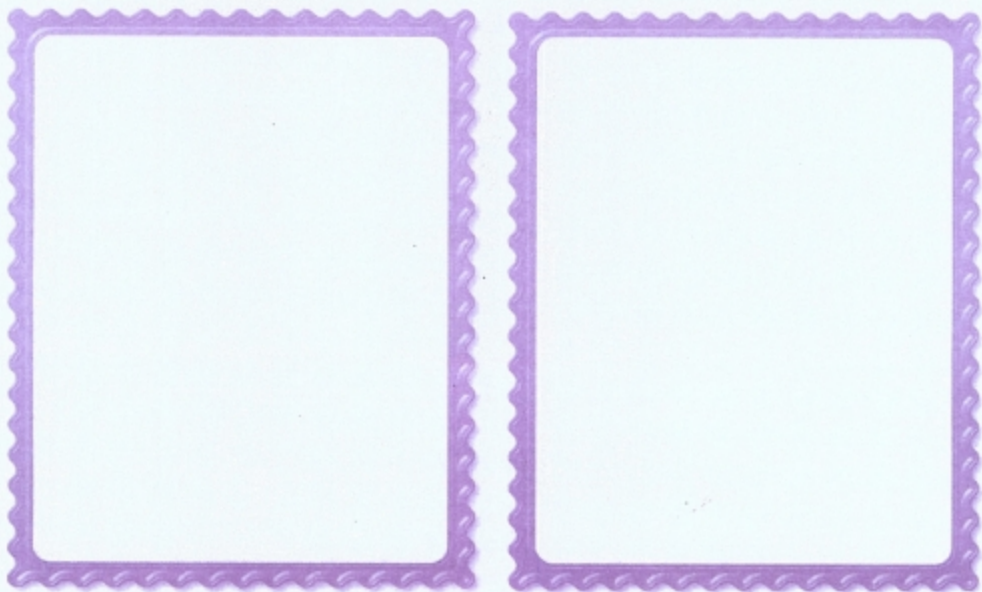
Communication Activity

Student B uses this information and **Student A** uses the information on page 83.



Student B

1. Draw two or more objects in the spaces.
2. Work with a partner. Answer your partner's questions about the objects you drew.
3. Give clues to help your partner guess each object.
4. Ask your partner about the objects he or she drew.
5. Who guessed the most objects correctly?



8

Product and Process

1

Write words that rhyme on the lines. Choose words from the box. Then listen to check your answers.

Stuff

bees	grown	new	pants	Peru
plants	shoes	stone	trees	use

Have you ever wondered
about all the stuff we _____?

How we produce plastic
or get leather for our _____?

Some things come from animals.

Some are made of _____

Some things we produce ourselves,
and some things are _____

Silk is made by little worms,
and honey's made by _____

Diamonds come from diamond mines,
and rubber comes from _____

Wool is cut from fuzzy sheep,
and cotton comes from _____

But both are things that we turn into
blankets, skirts, and _____

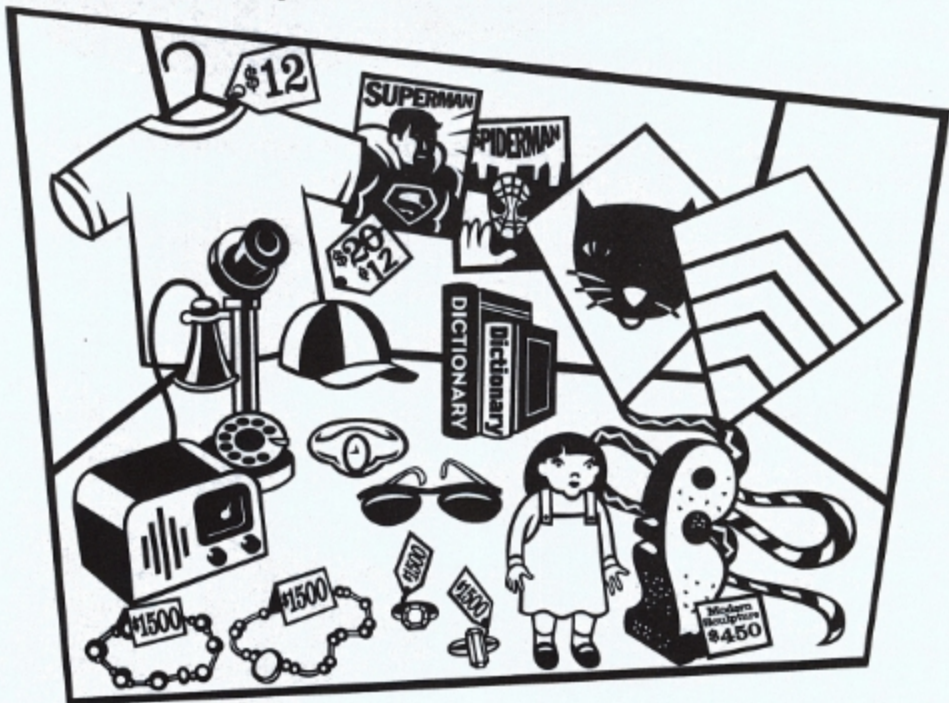
Whether things come from
Russia or _____

things are made of other things,
made into something _____



2

Complete the sentences. Use *is/are + as . . . as* and the words in parentheses.



- That telephone _____ that radio.
(old-fashioned)
- That dictionary _____ the other one.
(thick)
- That comic book _____ the other one.
(exciting)
- That doll _____ that sculpture.
(tall)
- Those rings _____ those necklaces.
(expensive)
- That striped kite _____ the other one.
(big)
- That cap _____ that T-shirt.
(cheap)
- Those sunglasses _____ that watch.
(modern)

Grammar

Comparison: as . . . as

The model train is \$25.00. } The model train **is as expensive as** the model plane.
The model plane is \$25.00. } (The model train and the model plane cost the same.)

The model train is \$25.00. } The model train **isn't as expensive as** the model ship.
The model ship is \$30.00. } (The model train is cheaper than the model ship.)

3 Write sentences that mean the same as the ones below. Use *as . . . as*.

- The jacket is \$65.00 and the pants are \$65.00. (expensive)

- The diamond ring is very pretty; the gold ring is very pretty. (beautiful)

- CD players are more modern than record players. (old-fashioned)

- The movie is interesting and the book is too. (good)

- The old computers are slower than the new computers. (fast)

Grammar

Principal Parts of Verbs

	Base Form	Simple Past	Past Participle
Regular Verbs	play	played	played
	produce	produced	produced
	mine	mined	mined
	study	studied	studied
Irregular Verbs	build	built	built
	grow	grew	grown
	make	made	made

4 Read the chart and check the correct box.

- | | Regular Verbs | Irregular Verbs |
|--|--------------------------|--------------------------|
| 1. Which verbs can have different simple past and past participle forms? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Which verbs always have the same simple past and past participle forms? | <input type="checkbox"/> | <input type="checkbox"/> |

5 Complete the chart with the principal parts of the verbs.

Principal Parts of Verbs		
Base Form	Simple Past	Past Participle
1. am/is/are		been
2.	broke	broken
3.	brought	
4. build		
5.		bought
6. catch		
7.		cut
8. do		done
9.		eaten
10.		found
11.		forgotten
12.		given
13. have/has		
14. grow		
15. know		
16.		lost
17.	made	
18. sell		
19.	took	
20.	told	

Grammar

Passive Voice: Present Form

am/is/are + past participle

Coffee **is exported** from Costa Rica.
Hollywood **is known** for its movies.

Diamonds **are mined** in Australia.
Boots **are made** in Spain.

6 Look at the chart and write sentences. Use the passive voice.



Country	Product
Argentina	cattle
Costa Rica	salt
Italy	pottery
Japan	electronics
Spain	oranges
Switzerland	watches



- Cattle are raised in Argentina. (raise)
- Watches _____ (make)
- Pottery _____ (export from)
- Oranges _____ (grow)
- Salt _____ (produce)
- Electronics _____ (manufacture)

7 Can you guess the mystery word? Read the clues and write.

- Beautiful _____, plants, and trees are found in Costa Rica.
- A lot of _____ is made in China.
- Beautiful _____ comes from Italy.
- _____ is mined in South Africa.
- _____ were invented in China.

- _ _ _ _ _
- _ _ _ _ _
- _ _ _ _ _
- _ _ _ _ _
- _ _ _ _ _ _ _ _



Unscramble the letters.

What is the mystery word?

Read *Do It Yourself Magazine*.

Make Delicious Ice Cream at Home!



8 Complete the sentences. Use the passive voice.

open place pour put repeat roll stir tape

The ingredients for ice cream (cream, egg, sugar, vanilla)

- 1 _____ in a small coffee can. The top of the can
- 2 _____ shut so nothing can spill. The small can
- 3 _____ inside a larger can with ice and salt and taped shut. The large can
- 4 _____ back and forth. After 15 minutes, the large can
- 5 _____ and the ice
- 6 _____ out. The small can is opened and the cream mix
- 7 _____ . Then the whole process
- 8 _____ again. Finally, the ice and tape are removed, and the fresh homemade ice cream is served. Yum!

9 Research and write. Find out how bread is made or how your favorite dessert is made.

- Use the Internet, a cookbook, or other sources to take notes.
- Write a paragraph. Include all the necessary ingredients and steps in the process.

(title)



**Listen. Answer the questions.
Use the passive voice.**



Microwave Potato Chips

1. After the potatoes are peeled, what is the next step?

2. What is applied to the microwave-safe plate or tray?

3. After the potato slices are arranged on the tray, what is the next step?

4. What is placed over the chips before they cook?

5. In general, how long are the potato slices cooked on HIGH in the microwave?



Listen to the chant and complete the chart.

From Around the World

Countries	Products
1. <i>China and Russia</i>	1.
2.	2.
3.	3. <i>leather gloves</i>
4.	4.
5.	5.
6.	6.

Process Description

When you explain a process, you describe the sequence of steps in the process. You can use words, such as *after*, *as*, *as soon as*, *before*, *during*, *finally*, *last*, *later*, *next*, *then*, *until*, *when*, and *while*, as well as the ordinal numbers (*first*, *second*, *third*, *fourth*, etc.). These words show the order in which something is done or made.

Salt and Pure Water from Seawater

by Cathy Hunter

In some hot countries, seawater is used as a source of both salt and drinking water. The process of getting salt and pure water from seawater is called *desalination*. **First**, the seawater is collected in containers. **Second**, the water is heated **until** it is so hot it begins to boil. **As** the water boils, it changes to steam. **When** the water changes into steam, the salt separates out and stays in the bottom of the container. **During** this step, the steam doesn't escape into the air. Instead, as it rises, it is collected in a special tube called a condenser. **Then** the steam cools down and it changes back into water. The purified water flows back into a container. **Finally**, it is directed into pipes that take it to other storage containers.

The sentences below form a paragraph describing how we get salt from rock salt. Put them in the correct sequence. Write numbers on the lines.

Another source of salt is rock salt, a mixture of salt, minerals, sand, dirt, and other impurities. Salt is separated from rock salt in the following way:

- Second, water is added to the crushed rock salt.
- The salt and water solution passes through the small holes in the filter paper, but the sand and other impurities are too big.
- The filtered salt and water solution is heated so that the water changes to steam.
- First of all, rock salt is broken up and crushed into tiny little pieces.
- As the water is added, the salt dissolves in the water, but the sand and other impurities don't.
- After the steam evaporates into the air, the salt is left behind.
- After the salt dissolves, the mixture of rock salt and water is passed through some filter paper.

Writing Assignment

Using the following steps, you will write a paragraph describing a process. Remember to use sequence words to show the order of the steps.

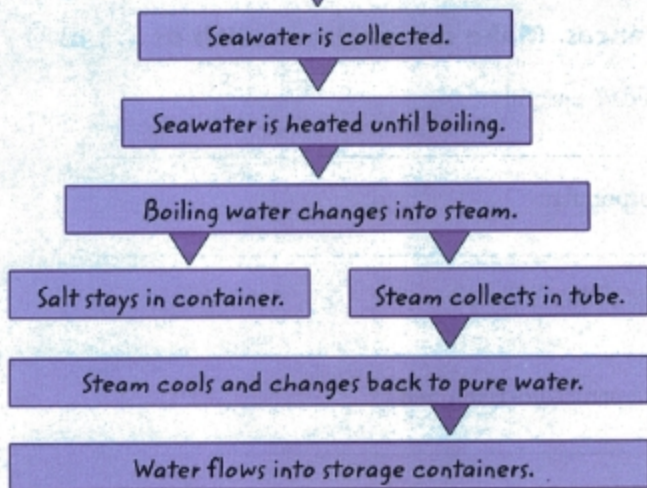
12 Brainstorm ideas.

- Pick one of these topics or a topic of your own.
 - preparing for a test
 - making hot chocolate
 - getting silk from silkworms
 - using a cell phone
 - making a photocopy
 - going from coffee bean to coffee cup
- What steps do you need to describe? in what order?

13 Use a flow chart.

A flow chart can help organize the steps in a process.

The process of getting salt and pure water from seawater is called desalination.



Prepare a flow chart for your process description on a separate piece of paper.

To help you . . .

Sequence Words:

after as before during finally last
later next then until when while

14 Write.

Use your flow chart to order and describe the steps in your process description. Write your paragraph on a separate piece of paper.

Review



15 Write sentences with the same meaning.

1. This emerald from Venezuela is beautiful.

This Venezuelan emerald is beautiful.

2. Look at that great rug from Turkey!

3. Computers from Japan are very popular.

4. Cheese from France is delicious.

5. This painting from China is very old.

16 Write sentences. Make comparisons with *as . . . as*.

1. Diamonds/emeralds/beautiful

2. CDs/video games/popular

3. Plastic dishes/glass dishes/expensive

4. These shirts/those pants/old-fashioned

17 Complete the sentences. Use the passive voice.

1. South Africa _____ (know) for its diamonds.
2. Modern furniture _____ (produce) in Italy.
3. Rice and tea _____ (grow) all over the world.
4. The Great Wall _____ (locate) in China.

18 What is your country known for?

Communication Activity

What are six things made of plastic?

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



Student A

1. Ask your partner a question using words from one of the boxes.
2. Your partner has just 1 minute to answer. Write down your partner's answers in the box.
3. Take turns asking and answering about your boxes.
4. Who answered the most questions correctly on time?

6 things made of plastic

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

6 products from Italy

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

6 things we use from animals

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

6 things Costa Rica is known for

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Communication Activity

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

What are six things made of plastic?



Student B

1. Ask your partner a question using words from one of the boxes.
2. Your partner has just 1 minute to answer. Write down your partner's answers in the box.
3. Take turns asking and answering about your boxes.
4. Who answered the most questions correctly on time?

6 things made of metal

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

6 products from China

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

6 things we get from plants

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

6 exports your country is known for

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9

And the Beat Goes On

TRACE 27

1

A. Unscramble the words for the kinds of music. Write them on the lines. Listen to check your answers.

crok dan lori
guremeen
nutrocy trensew
paroe

gegaer
liasclacs
par

Sampling

Some people like _____

Some people prefer _____

Some people listen to _____

_____, _____
or _____

I would rather play the steel drum
on a lazy afternoon—
softly drumming to the rhythm
of a nice, slow _____ tune.

B. What kind of music do
you like the most?
Write the words.
(1 = my favorite; 7 = my least favorite)

- _____
- _____
- _____
- _____
- _____
- _____
- _____



2

A. Choose and write words from the box for a good review and a bad review. You will use one word twice.

badly	fabulously	loudly	poorly	quickly
slowly	softly	sweetly	well	

Good Review

Last night's concert was great! The piano player played so **1** _____.

And the singer sang so **2** _____. The drummer didn't play too **3** _____. The guitar player moved her fingers so **4** _____. It was amazing to watch! They played so **5** _____ that people are coming back next week to see the concert again.

Bad Review

Last night's concert was terrible! The piano player played so **6** _____. He made a lot of mistakes. And the singer sang so **7** _____. She was finished before the piano player! The drummer played the drums too **8** _____. You couldn't even hear the drum beat. The guitar player moved her fingers so **9** _____. She was still playing when the others were finished. It was hard to watch. They played so **10** _____ that the director canceled next week's concert.

B. Pretend you went to a concert. Write a mixed review (some good parts and some bad parts). Use five words from the box.

My Mixed Review

Grammar

Have	you they	ever heard rock music?	Yes, I have . Yes, they have .	No, I haven't . No, they haven't .
Has	he she	ever been to a rock concert?	Yes, he has . Yes, she has .	No, he hasn't . No, she hasn't .

3 Complete the questions. Then answer with your own information.

gone heard listened played

1. Have you ever listened to rock and roll music? Yes, I have.
2. _____ you ever _____ to steel drum music? _____
3. _____ you ever _____ to a rap concert? _____
4. _____ you ever _____ the violin? _____
5. _____ you ever _____ merengue music? _____
6. _____ your friends ever _____ to salsa music? _____

4 Look at the chart. Write questions or answers.

Who?	What?	Yes	No
Mario	danced to merengue music	✓	
Sally	heard reggae music		✓
Jim and Jenna	been to a rock concert	✓	
Marla and Martha	listened to jazz	✓	

1. Has Mario ever danced to merengue music?

2. _____

No, Sally has not heard reggae music.

3. Have Jim and Jenna ever been to a rock concert?

4. _____

Yes, Marla and Martha have.



Grammar

Would	you	rather sing or write songs?	I	'd rather sing.
	he		He	
	she		She	
	they		They	

5 Use the pictures to write answers.

1. Would you rather listen to salsa music or dance to it?

I'd rather listen to it.

2. Would she rather play steel drums or a sitar?

3. Would Chris and Kevin rather play the guitar or the piano?

4. Would Yoko rather sing songs or listen to them on the radio?



6 Circle your choice. Tell why.

1. salsa merengue country and western

I'd rather dance to _____ music
because _____

2. rock jazz reggae

I'd rather listen to _____ music
because _____

3. Shakira Yo-Yo Ma Miley Cyrus

I'd rather go to a concert by _____
because _____

4. Eminem Daddy Yankee Celia Cruz

I'd rather listen to _____
because _____



7 A. Write the missing words.



1. A(n) _____ is a big instrument with black and white keys.
2. A(n) _____ is a show with music.
3. Someone who performs songs is a(n) _____.
4. _____ is dance music that began in Cuba and Puerto Rico.
5. A(n) _____ is a small instrument with strings that is played with a bow.
6. The _____ comes from the Caribbean.
7. _____ is popular music that started among African Americans.
8. A(n) _____ is an instrument with strings played with the fingers.
9. A(n) _____ is a group of people who watch a show.
10. People who put on shows are called _____.

B. Unscramble the circled letters to answer this riddle.

Riddle: There is something that a good drummer, a popular singer, and a famous piano player all have. What is it?

8 Interview your classmates. Ask questions and complete the chart.

What kind of music would you rather listen to?



I'd rather listen to Indian sitar music than anything else.

irlanguage

Name	Kind of music
Maria	Indian sitar

Teen Tunes: The Music Lover's Magazine

Read *Teen Tunes: The Music Lover's Magazine*.

Shakira: The Colombian Dynamo



9 Read. Circle T for true or F for false.

- | | | |
|--|---|---|
| 1. Shakira is a songwriter and musician. | T | F |
| 2. Shakira sings in Lebanese and English. | T | F |
| 3. She wrote her first song when she was eleven years old. | T | F |
| 4. Some people might say Shakira's music is a mixture of Latin pop, traditional Arabic music, and western rock and roll. | T | F |
| 5. Shakira would rather have someone else write her songs. | T | F |

Around the World: Korean Drummers

- | | | |
|--|---|---|
| 6. Drumming traditionally happened only at weddings. | T | F |
| 7. Some drummers dance around and twirl ribbons on their hats. | T | F |

10 Research and write. Learn more about a band or performer.

- Use the Internet and magazines and books in the library.
- Write an article (with a title) about the band or performer for *Teen Tunes*.

Star's
name: _____

_____ (title)

Type of
music: _____

Hits: _____



11 Listen. Check yes or no.

1. She'd rather take violin lessons.
2. He thinks his brother writes great rap music.
3. She's never been to the opera.
4. They want to watch the movie on Channel 5.
5. She's not interested in the singer's new CD.

yes

no

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



12 A. Listen and write. Use words from the boxes.

Have You Heard?

Aki plays the _____.

Have you heard? Have you heard?

Aki plays so _____ that no one can hear a word!

Paula plays the _____.

Have you heard? Have you heard?

Paula plays so _____ that a microphone's preferred.

Mei-Li plays the _____.

Have you heard? Have you heard?

Mei-Li plays so _____ that it's like a singing bird.

Gary plays the _____.

Have you heard? Have you heard?

Gary plays so _____—it really is absurd!

bongos
flute
guitar
piano

loudly
softly
sweetly
terribly



B. Write another verse about an instrument you play or a friend plays.

_____ plays the _____.

Can you hear? Can you hear?

_____ plays so _____, it will make you want to cheer!

Writing

Writing a Review

When you write a review, you express your opinion about something you have seen, listened to, or read. You can review a movie, TV program, concert, CD, or book. Be sure to identify what you are reviewing, and when and where you saw, heard, or read it. State your opinion clearly, and give reasons and examples that support why you think the way you do.

Dave and the Downbeats Concert a Disaster

by Anita Crane

If you couldn't get a ticket for Saturday's concert performance of Dave and the Downbeats at Lincoln Arena, congratulations! You saved money. And believe me, you didn't miss a thing. I can't believe I waited so long for this concert, and all for nothing. There are several reasons why this was the worst concert of the year. First, the sound system was terrible. It was very hard to hear the band because of distortion and changes in volume, and Dave's microphone went dead twice! Second, the band did not have Krash, its star drummer. The substitute drummer didn't seem to know the songs, and he confused the other band members when he changed beats at the wrong times. Third, Dave and the Downbeats need new costumes and new dance steps. They came out in the same clothes they wore the last time they were in town, and they did the same dance moves, too. And they didn't even sing any of the songs from their newest CD! For these reasons, I have to say that the concert was a disaster. (Sorry, Dave. Better luck next time.)

Writing Assignment

Using the following steps, you will write a review of a movie, TV program, concert performance, or CD. Remember to support your opinion with reasons and examples.

13 Brainstorm ideas.

- Think about movies and TV programs you have seen. Do you have a strong opinion about one of them?
- What about concerts and CDs? Do you have a strong opinion about a concert performance or a CD?
- What reasons and examples can you give to support your opinion?

14 Use a list.

When you write a review, it is important to think of the right criteria—the specific things you are going to judge and comment on in your review. You can brainstorm a list of criteria and then choose the most important things to write about in your review.

Which of the criteria below are more important? less important?

Reviewing a Concert

- sound system
- performance of band members (singing, playing their instruments, dancing, getting the crowd excited)
- costumes/clothes
- mix of old and new material
- special visual effects
- security guards at concert
- ticket price
- behavior of fans

Reviewing a Book

- characters in story
- on a best seller list
- setting
- plot/story line
- book price
- quality of writing (use of description, sentence variety, etc.)
- satisfying ending/resolution
- book length
- originality

Make a list of criteria related to the topic of your review.

(topic)

- _____
- _____
- _____
- _____
- _____
- _____
- _____

15 Write.

Choose the most important criteria from your list and discuss them in your review. Write your review on a separate piece of paper.

To help you ...

Editing Tip:

Show your review to a friend. Can he or she identify your criteria? Do your reasons and examples support your opinion?

Review

16 Write questions or answers.

- _____ (reggae or steel drums)
They would rather listen to steel drums.
- Would he rather dance to rock and roll or salsa music?
_____ (rock and roll)
- _____ (bongos or a guitar)
He'd rather play the bongos.
- Would Cathy rather listen to Yo-Yo Ma or The Rolling Stones?
_____ (Yo-Yo Ma)
- _____ (rap or opera)
They'd rather hear rap music.



17 Answer the questions. Use your own information. Write sentences.

- Have you ever played in a band?

- Have your friends ever put on a talent show?

- Have you ever heard reggaeton?

- Have you ever gone to a concert?

- Have you ever wanted to be a rock and roll star?

18 Write about two kinds of dance music you like. Which kind would you rather dance to?



Communication Activity

Work with a partner. Student A uses this information and Student B uses the information on page 108.

Student A

Ask your partner questions about music. Write the answers. Then use the chart to answer your partner's questions.

Would Pia rather listen to salsa or rock and roll?

She'd rather listen to rock and roll.



Who	What	Answer
Pia	listen to salsa or rock and roll	<i>rock and roll</i>
Trey and Inga	listen to pop or rap	rap
Luz	listen to rock or classical music	
Celia	play the guitar or drums	guitar
Miko	sing or write songs	
Kyle	listen to Louis Armstrong or Led Zeppelin	Louis Armstrong
Jon	go to a concert or a movie	
Emma	sing country and western or rock and roll	country and western

Communication Activity

Work with a partner. Student B uses this information and Student A uses the information on page 107.

Student B

Use the chart to answer your partner's questions. Then ask your partner questions about music. Write the answers.

Would Pia rather listen to salsa or rock and roll?

She'd rather listen to rock and roll.



Who	What	Answer
Pia	listen to salsa or rock and roll	rock and roll
Trey and Inga	listen to pop or rap	
Luz	listen to rock or classical music	classical music
Celia	play the guitar or drums	
Miko	sing or write songs	write songs
Kyle	listen to Louis Armstrong or Led Zeppelin	
Jon	go to a concert or a movie	go to a concert
Emma	sing country and western or rock and roll	

1 Past Forms: Check the boxes of the irregular verbs.

- | | | | | | | |
|--------------------------------|-------------------------------|--------------------------------|---------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> bring | <input type="checkbox"/> come | <input type="checkbox"/> cook | <input type="checkbox"/> drink | <input type="checkbox"/> eat | <input type="checkbox"/> get | <input type="checkbox"/> give |
| <input type="checkbox"/> have | <input type="checkbox"/> hear | <input type="checkbox"/> laugh | <input type="checkbox"/> listen | <input type="checkbox"/> look | <input type="checkbox"/> make | <input type="checkbox"/> miss |
| <input type="checkbox"/> play | <input type="checkbox"/> say | <input type="checkbox"/> see | <input type="checkbox"/> stay | <input type="checkbox"/> take | <input type="checkbox"/> try | |

2 Past Forms: Write the past form for the twelve irregular verbs in Exercise 1.

- | | | | |
|----------|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ |

3 Past Forms: Complete the sentences.

be begin grow have know move read study

Hi, I'm Montserrat. I _____ born in Barcelona, Spain, eleven years ago. I _____ up there, but when I was eight, we _____ to Atlanta, Georgia. I _____ some English, but it was hard to adjust to a different city and school. I _____ for hours every night to try to make sense of my school work. Finally, little by little, I _____ to understand more of the books I _____ and the conversations I _____ with my new friends. Now I feel OK here.

4 Comparison of Adjectives: Write comparative and superlative forms.

- | | | |
|----------|-------|-------|
| 1. large | _____ | _____ |
| 2. short | _____ | _____ |
| 3. curly | _____ | _____ |
| 4. sad | _____ | _____ |
| 5. cute | _____ | _____ |

5 Comparison of Adjectives: Compare yourself to a family member. Write two sentences about your appearance and personality differences.

- _____
- _____

1 Simple Present: Write the negative forms.

I like: I _____ She likes: She _____
 You like: You _____ They like: They _____

2 Simple Present: Complete the sentences. Use affirmative and negative forms.

My brother Steve _____ (watch) TV every day. He _____
 (like) sports and reality shows, but I _____ (think) TV is boring. I
 _____ (like) to sit in front of the TV when I can be outside. My friends and I
 usually _____ (go) to the park and _____ (play) soccer. My little
 sister _____ (jump) rope or _____ (try) to catch butterflies or
 squirrels over by the trees.

3 Habit in the Present: Mark the boxes with a check (✓).

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
1. twice a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4. on weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. sometimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		5. never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. once a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Habit in the Present: Unscramble the sentences.

1. sees/twice/aunt Lisa/a/month/Alice/her

2. Carlos/school/usually/the guitar/practices/after

3. cleans/Dan/his/never/weekends/room/on

4. grandparents/year/once/My/visit/me/a

5. Sundays/wash/We/on/family/the/car

1 **Could:** What is the meaning? Circle the word.

- | | | |
|--|-------------|---------|
| 1. I could meet you at the mall at 4:00, I suppose. | possibility | ability |
| 2. My grandpa was so strong, he could lift the refrigerator. | possibility | ability |
| 3. I know! We could get Mom flowers for Mother's Day. | possibility | ability |

2 **Could:** Write complete sentences. Use *could*.

1. Linda has a can of paint and a big brush.

She could paint her room.

2. Mark has some lemons and sugar.

3. Barbara and Nancy want to learn to knit.

4. I want to surprise my father and do something nice for him.

3 **Gerunds:** Look at the gerunds. Circle S for subject or O for object.

- | | |
|--------------------------------------|--|
| 1. Donna likes knitting. S O | 4. I'm tired of doing homework. S O |
| 2. Dancing is a lot of fun. S O | 5. Sam admits breaking the window. S O |
| 3. Oscar misses skiing. S O | 6. Fishing is Ken's favorite hobby. S O |

4 **Gerunds:** Write sentences with gerunds as subjects or objects.

1. Check your test before you give it to your teacher. It's a good idea.

Checking your test before you give it to your teacher is a good idea.

2. Let's go to see all the typical sights in the city. It will be fun.

3. My parents like to talk about politics.

4. Greg is excited. It's time for him to go on vacation.

1 Too and enough: Write sentences with the same meaning.

1. The sleeves on this shirt aren't long enough.

2. These boots are too small.

3. The price of that bracelet isn't low enough.

4. Those pants are too tight for you.

2 Comparisons with Adjectives: Write the number of syllables.

1. nervous _____ 4. awful _____ 7. straight _____

2. cute _____ 5. shocking _____ 8. intelligent _____

3. dramatic _____ 6. unusual _____ 9. typical _____

3 Comparisons with Adjectives: Write comparative and superlative forms.

1. careful → _____ → _____

2. tight → _____ → _____

3. expensive → _____ → _____

4. pretty → _____ → _____

5. impatient → _____ → _____

4 Comparisons with Adjectives: Complete the sentences.

1. Parrots are _____ (colorful) birds of all.

2. The blue coat is _____ (fashionable) than the red one.

3. Clara is _____ (cute) girl in the class.

4. Billy is _____ (funny) than George.

5. That artist carves _____ (unusual) animals of all.

1 Simple Past and Past Progressive: Check the correct meaning of the form.

1. It was raining all afternoon.
2. Carol helped her mom make lunch.
3. The accident happened at 5:30.
4. They were shopping for hours.
5. Joe was waiting for you to call.

completed action in the past	action in progress in the past

2 Past Progressive: Write questions with the past progressive.

1. _____? Yes, she was.
(Sara/practice the piano/at 1:00)
2. _____? No, I wasn't.
(you/study/at the library)
3. _____? Yes, they were.
(Jim and Jane/play/video games/all day)

3 Past Progressive with *when*: Complete the sentences.

1. Wanda _____ when the lights _____.
(take/a shower) (go out)
2. When Sue and Ken _____, they _____.
(met) (ride/their/bikes)
3. Chuck _____ when his friend _____.
(eat/dinner) (call)

4 Past Progressive with *while*: Complete the sentences.

1. The doorbell _____ while Larry _____.
(ring) (wash/the dishes)
2. While Anita _____, it _____.
(walk/her/dog) (begin/to rain)
3. The electricity _____ while Lou _____.
(go out) (record/a TV show)

5 Past Progressive: Write questions.

1. What _____ when _____?
2. What _____ while _____?

1 Indefinite Pronouns: Complete the chart.

for people	anyone			someone
			nobody	
for things		everything		

2 Indefinite Pronouns: Complete the sentences.

- Did _____ call while I was out shopping?
- Clara's cell phone? I think _____ over there took it to Lost-and-Found.
- _____ came to the school play. All the seats were sold out!
- There's _____ in my eye. Do you see _____?

3 Information Questions: Use a question word in each question.

- _____?
We went to the soccer game.
- _____?
Laura has one sister and two brothers.
- _____?
Rebecca sent me an e-mail.
- _____?
The final exam is next Wednesday.
- _____?
I play video games all day because I'm bored.

4 Will and won't: Write questions or answers about future predictions.

- _____?
Yes, they will.
- _____?
No, she won't.
- Will people use solar power when petroleum runs out?

- Will you get married some day?

1 *May and might*: Check the meaning.

- | | I'm sure. | I'm not sure. |
|--|--------------------------|--------------------------|
| 1. In the future, robots will do all of our work. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. People might live in houses under the ocean. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There won't be any petroleum or coal left. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Many of the animals living today may disappear. | <input type="checkbox"/> | <input type="checkbox"/> |

2 *May and might*: Use your imagination and make a guess.

1. Imagine the dinosaurs come back. What might happen?
- _____

2. Imagine you suddenly get wings. What may happen?
- _____

3 *Made of*: Complete the sentences. Use *made of*.

- What material _____ those boots _____?
- My new desk _____
- The gate to the garden _____

4 *Purpose with used for/used + infinitive*: Complete the questions and answers.

- What _____ that wheel _____?
It _____
- What _____ that machine _____?
It _____
- What _____ those rubber bands _____?
They _____

5 *May and might with used + infinitive*: Complete the sentences.

- Those bricks _____ a wall.
- That cloth _____ a dress.
- That colored glass _____ a window.

1 Comparisons with *as* + adjective + *as*: Write sentences.

- Sandra is six. Mark is six.
(young) _____
- The red shoes are \$45.00. The black shoes are \$45.00.
(expensive) _____
- Sylvia's hair is fifteen inches. Ana's hair is nineteen inches.
(not/long) _____
- Jin's grades are very good. Jaehak's grades are very good.
(impressive) _____
- Rita tells good jokes. Tony tells good jokes.
(funny) _____

2 Principal Parts of Verbs: Write the forms.

- | | simple past | past participle |
|------------|-------------|-----------------|
| 1. catch | _____ | _____ |
| 2. export | _____ | _____ |
| 3. find | _____ | _____ |
| 4. know | _____ | _____ |
| 5. process | _____ | _____ |

3 Passive Voice in the Present: Complete the sentences.

- The Great Wall _____ (locate) in northern China.
- Olive oil and cheese _____ (produce) in Italy.
- Much of Costa Rica's rain forest _____ (protect).
- Japan _____ (know) for its sophisticated technology.
- Many excellent cars _____ (make) in Germany.

4 Passive Voice in the Present: Change the sentence to the passive voice.

Miners in South Africa mine diamonds.

1 Adverbs of Manner: Change the adjectives to adverbs with *-ly*.

- | | |
|--------------------|------------------|
| 1. quiet _____ | 4. loud _____ |
| 2. slow _____ | 5. bad _____ |
| 3. beautiful _____ | 6. patient _____ |

2 Adverbs of Manner: Write a sentence with the same meaning. Use an adverb.

- Anita takes very little time to finish her homework.
(quick) _____
- My cat is old, so she doesn't move fast.
(slow) _____
- You can hear Charles talk all the way across the room.
(loud) _____
- Our teacher takes the time to explain things to us.
(patient) _____

3 Present Perfect with *ever*: Complete the questions and answers.

- (be) _____ Vera _____ to a jazz concert?
Yes, she _____.
- (listen) _____ you _____ to an opera?
Yes, I _____.
- (play) _____ they _____ a musical instrument?
No, they _____.
- (go) _____ Bob _____ to a rock concert?
No, he _____.

4 *Would rather* + verb: Write sentences describing your preference.

- hip-hop or salsa? _____
- math or art? _____
- soda or juice? _____

Prewriting

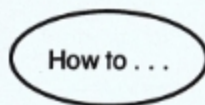
1 Try these different ways of deciding on topics to write about.

1. Make a list of five topics.
2. Fill in a word map.
3. Complete the sentence starters.

My list

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

My word map

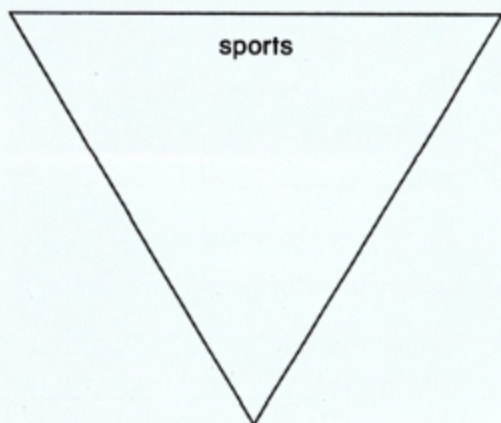
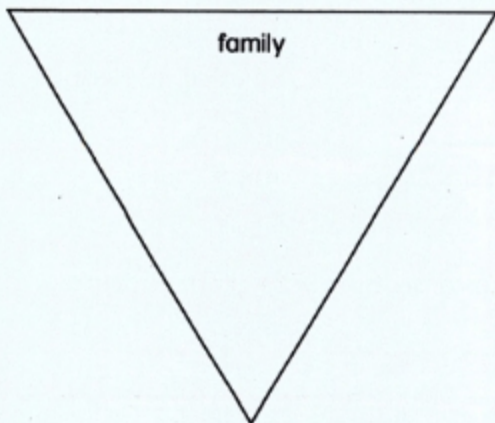


My favorite _____

I remember when _____

I believe _____

2 Here are two possible writing topics. Right now, they are too big. Use the triangles to focus the topics and make them just the right size to write about.



Writing the First Draft

- 1** Check one of the topics.
- My Worst Day No More Homework My Best Friend Skateboarding

- 2** Think about the topic you checked. Plan a beginning for your draft. (You can begin with an interesting fact, introduce one of your main ideas, use a quotation, ask a question, or tell a little story or joke.)

- 3** Plan a middle for your draft. (You can choose to explain, define, describe, compare, or contrast something about your topic or to convince someone about it.)

- 4** Plan an ending for your draft. (You can remind your readers of your main idea using different words; and you can use a quotation, ask a question, or call for action on the readers' part.)

Publishing

- 1 Think of four friends. Write their first names on the lines.

- 2 Now you will write a little description of each friend, using each letter in their vertical names. Look at the examples.

Generous to friends

Loves chocolate

Open to new ideas

Ready to have fun

Important in my life

Always a good friend

Friendly to everyone

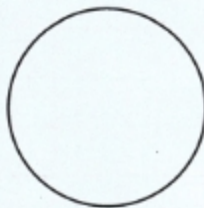
Reads a lot

Always shares his snacks

Needs a haircut

Kind to animals

- 3 After you have described your four friends, check for grammar and spelling. Then copy each description onto colorful paper cut into shapes.



- 4 With your classmates, prepare a big piece of paper for a class poster. Glue your shapes onto the poster, along with all of your classmates' shapes. Write the title *Our Friends* at the top of the poster.

- 5 Display the poster on your classroom wall. Read your descriptions of your friends aloud to the class.

- 6 You're published!

BACKPACK 5

Second Edition

Reach into **Backpack, Second Edition** for a richly illustrated, seven-level communicative program that motivates primary learners and supports teachers. *Backpack* is packed with kid-friendly topics, catchy songs and chants, stickers, games, stories, hands-on projects, and TPR activities. Young learners will succeed with *Backpack*!

NEW Features

- All-NEW music engages students with a catchy, pop sound
- NEW values curriculum provides character education and strengthens the home-school connection
- NEW Picture Dictionary (Starter), Sound and Spelling Handbooks (Levels 1–3), and Grammar and Writing Handbooks (Levels 4–6) in the Student Books and Workbooks provide support and practice
- NEW Assessment Package offers teachers' tips, techniques, tests, and a test generator
- Content Readers with Teacher's Manuals (Levels 1–6) provide reading practice and content connections
- NEW Interactive Whiteboard Software engages students and helps sustain motivation

Components

- Student Book with Grammar and Writing Handbook and CD-ROM
- Workbook with Workbook CD
- Interleaved Teacher's Edition
- Class Audio CD
- Assessment Package
- Large-format Picture Cards
- Large-format Posters
- Teacher's Resource Book
- Video (DVD) with Guide
- Interactive Whiteboard Software
- Companion Website



irlanguage

Backpack Companion Website
<http://www.pearsonlongman.com/backpack>