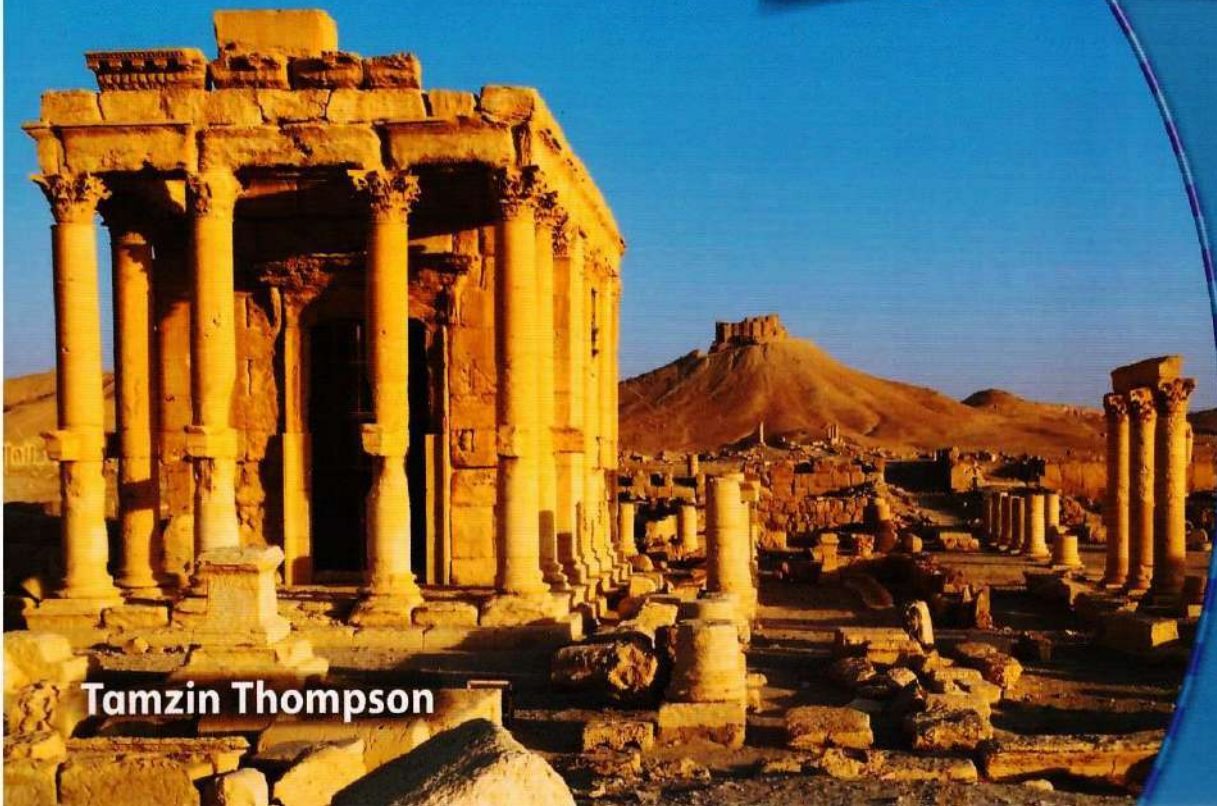




Oxford Discover Grammar

Student Book

3



Tamzin Thompson

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Jay

Meg

Harry

Anna

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1 Sports Day

Discover Grammar

A Listen and read.  02



Health and Sports Day is an interesting traditional event in Japan. I'm interested in finding out about it. Aiko, can you tell me about this special day?

Of course, Dan. In my village, we always have lots of exciting races and games. My race was very tiring!

Did you win?

No, I didn't. I was disappointed. I was surprised, too, because I'm a very good, fast runner. But there are lots of amazing athletes here today!

There's a band here today, too. Their music is very entertaining.

That's right! It's relaxing to sit in the sun and listen to music. There's some great traditional dancing later, too. I'm very excited about that!

B Underline the adjectives that Aiko and Dan used. List them here.

<i>-ing</i> Ending	<i>-ed</i> Ending	Other
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Learn Grammar

A Read and learn.

Adjectives

Use adjectives to describe people, places, things, events, and feelings.

You can use adjectives before nouns.

Health and Sports Day is an interesting event. I'm a fast runner.

You can use adjectives after verbs like *be*, *seem*, and *feel*.

It was very tiring! The dancers seem happy. I feel great!

You can use two or more adjectives together. You use a comma (,) or *and* if the adjectives give the same kind of information.

I'm a good, fast runner. I'm a good and fast runner.

You don't usually use a comma or *and* if the adjectives give different kinds of information.

There's some great traditional dancing.

NOT *There's some great and traditional dancing.*



B Write the words in the correct order.



It's our school Sports Day today!



- 1 a / event. / Sports Day / traditional / is _____
- 2 day. / very / a / It's / exciting _____
- 3 very / The / are / happy. children _____
- 4 are / tiring. / races / The _____
- 5 athlete. / I'm / a / good _____
- 6 small / get / prizes. / The winners _____

C Read and learn.

Adjectives Ending with *-ed* and *-ing*

Adjectives that end in *-ed* usually tell you how somebody feels.

I'm interested in finding out about this event.

Aiko is excited.



Adjectives that end in *-ing* tell you what something is like.

Health and Sports Day is an interesting event.

The races are exciting.

D Circle the correct adjectives.

- 1 Health and Sports Day is an **interesting** / **interested** event.
- 2 There are lots of **exciting** / **excited** races.
- 3 The athletes are very **tiring** / **tired** after their races.
- 4 The children are sometimes **disappointing** / **disappointed** when they don't win.
- 5 There are some **entertaining** / **entertained** dances for people to watch.
- 6 It's **relaxing** / **relaxed** to sit in the sun and watch the races.

E Complete the conversation with the correct forms of the words in parentheses.

Aiko Health and Sports Day was very
1 _____ (excite). Are there traditional
sports events in your country, too?

Jemal Yes, there are. We celebrate Youth
and Sports Day every year. I'm always
very 2 _____ (excite) when that
day arrives!

Aiko That's 3 _____ (interest). What
happens on Youth and Sports Day?

Jemal It's an 4 _____ (amaze) day. We sing
traditional songs and do lots of 5 _____ (excite) sports.
There are lots of 6 _____ (entertain) activities like folk dances
and plays, too.

Aiko Are you 7 _____ (interest) in folk dancing?

Jemal Yes, I am. Are you 8 _____ (surprise)?

Aiko Yes! I didn't know that about you!



F Listen and check. 03

G Act it out.

H Complete the adjectives with *-ed* or *-ing*.

Hi! I'm Jemal. I'm from Turkey. We celebrate Youth and Sports Day every May in Turkey. It's an ¹ interest ____ event. There are lots of ² entertain ____ activities. Children can run in ³ excit ____ races. I love the races because I'm a fast runner. I'm always very ⁴ tir ____ when I finish a race. We watch traditional plays on Youth and Sports Day. There are ⁵ amaz ____ folk dances, too. My friends think folk dancing is ⁶ bor ____, but I think it's great! I'm never ⁷ bor ____ on Youth and Sports Day. I'm always very ⁸ excit ____!



I Answer the questions. Write full sentences using adjectives.

- 1 What is Youth and Sports Day? It's an interesting event.
- 2 What can children do on Youth and Sports Day? They can run in
- 3 Why does Jemal like the races? _____
- 4 How does Jemal feel when he finishes a race? _____
- 5 What do Jemal's friends think about folk dancing? _____
- 6 What does Jemal think about folk dancing? _____
- 7 How does Jemal feel on Youth and Sports Day? _____

Let's Write!

J Write about a sports event at your school. Use the adjectives in the box or your own ideas.

great excited exciting traditional special
interesting interested fast amazing amazed

2

Playing Together

Discover Grammar

A Listen and read. 04



Children all over the world enjoy playing games together. A popular children's game in Mexico is The Blind Hen.

Playing this game is lots of fun. You start by choosing one child to be the hen and covering their eyes so that they can't see. Turning the child around and around makes the game more difficult.

It's time for the hen to start finding and tagging the other children. The other children enjoy running around and calling the hen. Saying things like "Come and get me!" or "I'm over here!" makes the game more exciting. After tagging all the children, the hen can have a rest and another child can try being the blind hen.



B Read again. Underline the words ending in *-ing*. How many examples can you find?

C Number the sentences in the correct order.

- ___ The hen has a rest after tagging all the children.
- ___ Turning the child around and around is a good idea.
- 1 The first step is choosing a child to be the hen.
- ___ The next step is covering the child's eyes.
- ___ Running around and calling the hen is fun!
- ___ Finding and tagging the other children isn't easy!

Learn Grammar

A Read and learn.

Gerunds

When you add *-ing* to a verb, it can act like a noun. It is called a gerund.

A gerund can be the subject of a sentence.

Playing this game is lots of fun.

Turning the child around makes the game more difficult.

A gerund can also be the object of a sentence.

Children all over the world enjoy playing games together.

It's time for the hen to start finding the children.



Use gerunds after verbs which describe likes or dislikes, such as *love, like, enjoy, hate, prefer*, etc.

Use gerunds after phrases with an adjective + preposition, such as *good at, scared of, bad at, interested in, worried about, bored with*, etc.

Look on page 25 for spelling rules when you add *-ing*.

B Complete the conversation with the correct forms of the words in parentheses.

Rosa I love ¹ _____ (play) The Blind Hen.
It's my favorite game!

Carlos I like ² _____ (run) around, but
I don't like ³ _____ (be) the hen.
I hate ⁴ _____ (cover) my eyes!

Rosa Really? I enjoy ⁵ _____ (find) my
friends when I can't see. It's lots of fun!

Carlos I prefer ⁶ _____ (play) ball games.
I'm good at ⁷ _____ (throw) and
I'm good at ⁸ _____ (catch).

Rosa Are you interested in ⁹ _____ (play) team sports?

Carlos Yes, I am. I'm on the school basketball team. ¹⁰ _____ (be)
part of a team is great.

Rosa I don't like ¹¹ _____ (play) basketball. ¹² _____ (swim)
is my favorite sport.



C Listen and check. 05

D Act it out.

E Write the words in the correct order.

1 enjoy / basketball. / playing / We

2 is / you. / good / Doing / for / sports

3 in the playground. / I / running / love

4 at / is / jumping. / Tom / good

F Look at the pictures. Write sentences about the people. Use gerunds.



1 she / like / run



4 he / hate / play / soccer



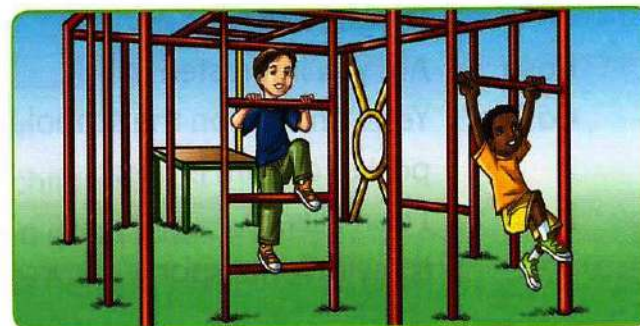
2 he / be / good at / bounce / a ball



5 she / love / skip



3 they / enjoy / jump



6 they / like / climb

G Complete the text. Use the gerund forms of the verbs in the box.

stand play have catch chase run be try hold start



Hi! I'm Han and I'm from China. My friends and I love ¹ _____ Catch the Dragon's Tail! It's a great game.

² _____ the game is easy. You start by ³ _____ in a line and ⁴ _____ the shoulders of the child in front of you. I like ⁵ _____ the child at the front of the line, because that child is the dragon's head. The child at the back of the line is the dragon's tail.

Now it's time for the dragon's head to start ⁶ _____ the dragon's tail! Chasing and catching the dragon's tail is difficult. The children in the middle of the dragon enjoy ⁷ _____ to stop the dragon's head from ⁸ _____ the dragon's tail. ⁹ _____ around and staying in a long line isn't easy! ¹⁰ _____ two dragons makes the game even more difficult, but it's lots of fun!

Let's Talk!

H Ask and answer the questions with your partner.

What are you good at?

I'm good at running.

What are you excited about?

I'm excited about going on vacation.

What are you interested in?

I'm interested in

What do you hate doing?

Module 1 Review

A Complete the sentences with the words in the box.

interested interesting excited exciting
disappointed disappointing tired tiring

- 1 My dad is _____ in finding out the soccer scores.
- 2 This is a very _____ game! I hope our team wins!
- 3 I'm very _____. I need a rest.
- 4 I don't think golf is _____. I think it's boring.
- 5 We felt _____ when we didn't win the soccer match.
- 6 The children were very _____ about the school sports day.
- 7 The races are very _____. The athletes need to rest when they finish.
- 8 It's _____ when you lose a race, but you shouldn't feel sad.

B Match the two parts of the sentences.

- | | |
|-----------------------|--|
| 1 Swimming is | a running in the park. |
| 2 John is good | b at playing soccer. |
| 3 Skiing is | c a sport you do in water. |
| 4 Jumping rope is | d in learning how to ski. |
| 5 Kate enjoys | e a sport you do on snow. |
| 6 Peter is interested | f an activity for one or three people. |

Now look at the sentences. Is the gerund in each sentence the subject or the object? Write S (for subject) or O (for object).

C Write the sentences. Use gerunds.

- 1 Katie / love / jump rope
-

- 2 Sam / be / good at / climb
-

- 3 Lucy / enjoy / run
-

- 4 Tara / be / interested in / skateboard
-

- 5 Jack / like / play / tennis
-

Exam Time

- D** Complete the text with the words in the box. There are two extra words.
There is one example.

excited running bored going watching boring playing exciting

Yesterday, there was a soccer match at our school. Our school team played a team from another school. I'm good at playing soccer, so I'm on the school team. I was very ¹ _____ before the match. I wanted to score a goal and help my team win the game. My parents came to the match with my brother and sister. My brother loves ² _____ to soccer matches, but my sister hates ³ _____ sports. She was very ⁴ _____ at the match, so she read a magazine! The match started and my team played very well. It was a cold day, but ⁵ _____ around made me warm. I scored two goals and my team won the match! It was amazing!

Now choose the best title for the story. Check one box.

A relaxing match

An amazing match

A disappointing match



Extra

- E** Read about Eva. Ask and answer the questions with your partner.

Hi! I'm Eva. My favorite game is Hide and Seek. Playing Hide and Seek is lots of fun. You start by choosing one child to find the others. This child starts counting to 100. The other children start looking for a place to hide! Hiding isn't easy, but I'm good at staying still and being quiet. I'm good at finding places to hide, too. Hide and Seek is a very exciting game!

1 What's Eva's favorite game?

3 Is Eva good at playing the game?

2 How do you play the game?

4 How does Eva feel about the game?

Ask and answer with your partner.

What's your favorite game?

I like playing ...

How do you play the game?

You start by ...

Are you good at playing the game?

Yes, I am. / No, I'm not.

How do you feel about the game?

I think it's ...

3

Arts and Crafts

Discover Grammar

A Listen and read. 06



Posted by Maria at 4:56 p.m.

My grandpa is from Guatemala. In Guatemala, lots of men can crochet. My grandpa can crochet beautiful bags and hats. My grandparents moved to the U.S. in 1970. In those days, lots of people could crochet, knit, and sew. My grandma could knit when she was a little girl. She couldn't crochet then, but she can crochet now.

When my mom was a little girl, she couldn't knit or crochet. She couldn't sew then either, but she can sew now. She can make amazing dresses!

I can't knit or sew, but I'm learning to crochet. A year ago, I couldn't make many things, but now I can make lots of things!

B Read again. Underline the examples of *can/can't* + verb and circle the examples of *could/couldn't* + verb.

C Circle the correct words.

- 1 Maria's grandpa **can** / **could** crochet now.
- 2 Lots of people **can** / **could** crochet in 1970.
- 3 Maria **can't** / **couldn't** make many things a year ago.
- 4 Maria **can** / **could** make lots of things now.

Learn Grammar

A Read and learn.

Can and Could for Ability

Use *can* to talk about things you are able to do now.

I can / can't sew.

Can she sew? Yes, she can. / No, she can't.

Use *could* to talk about things you were able to do in the past.

I could / couldn't sew when I was six.

Could he sew last year? Yes, he could. / No, he couldn't.

Can and *could* don't change form like other verbs. Look:

I / You / He / She / It / We / They can make hats and scarves.

I / You / He / She / It / We / They could knit two years ago.



B Choose the correct words to complete the sentences.

- When I was five, I ____ sew.
a can b can't c couldn't
- ____ your grandpa make wooden toys now?
a Can b Could c Couldn't
- My brother is only two. He ____ read books.
a can b could c can't
- ____ you make dresses when you were five?
a Can b Can't c Could

C Complete the conversation with the words in the box.

can't Could can couldn't can could

Maria I can't knit, but I¹ _____ crochet. Can you crochet?

David No, I² _____.

Maria Can you sew?

David Yes, I can. I³ _____ sew and I can knit.

Maria ⁴ _____ you knit when you were six?

David No, I⁵ _____. But I⁶ _____ sew then.



D Listen and check. 🎧 07

E Act it out.

F Complete the text.

Hi! I'm David. Knitting isn't just for girls. Lots of boys
 1 _____ ✓ knit, too. My uncle can knit and
 he's really cool! When I was six, I 2 _____ ✗
 knit, but last year, my grandma gave me knitting
 lessons. She 3 _____ ✓ knit when she was
 six, and now she 4 _____ ✓ make lots of
 things. At first, I 5 _____ ✗ make many
 things. I 6 _____ ✓ make scarves, but I
 7 _____ ✗ make hats. I can make hats now.
 I made this soccer scarf and hat for my brother.
 He 8 _____ ✓ wear them when he goes
 to soccer matches!



G Answer the questions. Use short answers.

- 1 Can David's uncle knit? Yes, he can.
- 2 Could David knit when he was six? _____
- 3 Could David's grandma knit when she was six? _____
- 4 Can David's grandma make lots of things? _____
- 5 Could David make hats at first? _____
- 6 Can David's brother wear his hat and scarf to soccer matches? _____

H Look at the chart and complete the sentences.

	Six Years Old	Now	Six Years Old	Now	Six Years Old	Now
Maria	✗	✗	✗	✓	✗	✗
David	✗	✓	✗	✗	✓	✓

- 1 Maria _____ knit when she was six, and she _____ knit now.
- 2 David _____ knit when he was six, but he _____ knit now.
- 3 Maria _____ crochet when she was six, but she _____ crochet now.
- 4 David _____ crochet when he was six, and he _____ crochet now.
- 5 Maria _____ sew when she was six, and she _____ sew now.
- 6 David _____ sew when he was six, and he _____ sew now.

I Look at the pictures. Write sentences about David.



1 ✗ Six years old



2 ✓ Six years old



3 ✓ Six years old



4 ✗ Now



5 ✗ Now



6 ✓ Now

1 make hats / six years old

David couldn't make hats when he was six years old.

2 paint / six years old

3 sew / six years old

4 crochet / now

5 cook / now

6 draw / now

Let's Talk!

J Ask and answer the questions with your partner. Use the words in the box or your own ideas.

knit sew crochet cook write paint draw sing dance read

Could you knit when you were six?

Yes, I could. / No, I couldn't.

Can you knit now?

Yes, I can. / No, I can't.

4

Traditional Celebrations

Discover Grammar

A Listen and read. 08



Piñatas are traditional in Mexico. When you make a piñata, you need a balloon and some papier mâché. A piñata can be any shape. If you use a round balloon, you get a round piñata.

Put papier mâché (paper and glue) on the balloon. When the papier mâché is dry, it stays in the shape of the balloon. Now you can pop the balloon!

Cut a small hole in the piñata and fill the piñata with candy. When the piñata is full of candy, it's ready for you to decorate it with paint or colored paper.

When people have parties, they often have piñatas. The piñata is hung from a tree or post and children hit it with sticks. If the piñata breaks, lots of candy falls out!

B Read again. Underline the sentences with *when* and *if*.

C Match the two parts of the sentences.

- | | |
|--------------------------------------|---|
| 1 When you make a piñata, | a it's ready for you to decorate it. |
| 2 If you use a round balloon, | b candy falls out. |
| 3 When the papier mâché is dry, | c they often have piñatas. |
| 4 When the piñata is full of sweets, | d you get a round piñata. |
| 5 When people have parties, | e it stays in the shape of the balloon. |
| 6 If children break a piñata, | f you need a balloon. |

Learn Grammar

A Read and learn.

Present Real Conditional

Use the present real conditional to talk about something that happens as a result of something else that happens.

If the piñata breaks, lots of candy falls out!

Form present real conditionals with *when* or *if* and the simple present.

When the papier mâché is dry, it stays in the shape of the balloon.

If you use a round balloon, you get a round piñata.

The two parts of a present real conditional sentence can change places.

If you use a round balloon, you get a round piñata.

You get a round piñata if you use a round balloon.

When the clause with *when* or *if* comes first, you usually put a comma (,) after it.

When the clause with *when* or *if* comes second, you don't use a comma.



B Complete the conversation with the words in the box.

need use paint make make get put

Teresa Look, Luis. I'm making a piñata.

Luis Do you have lots of glue? You ¹ _____ lots of glue when you make a piñata.

Teresa I know. You need lots of paper when you ² _____ a piñata, too. If you mix glue and paper together, you ³ _____ papier mâché.

Luis Papier mâché is great. When you ⁴ _____ it on a balloon, it dries in the shape of the balloon.

Teresa I know. If you ⁵ _____ a long balloon, you get a long piñata. Piñatas look better when you ⁶ _____ them. Let's paint this one red.

Luis Oh! Look at the table. You make a big mess when you ⁷ _____ piñatas!

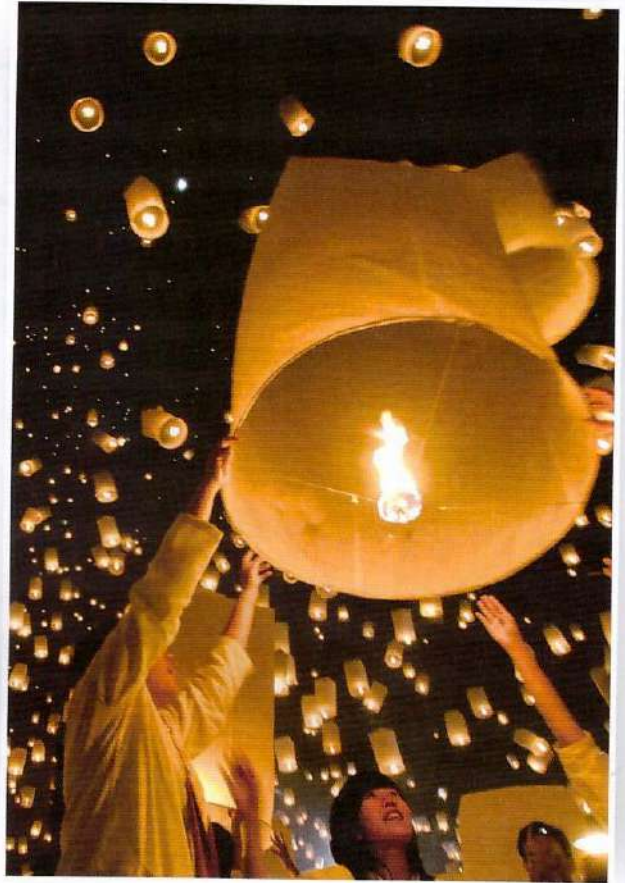


C Listen and check. 09

D Act it out.

E Choose the correct words to complete the text.

My name's Daree and I'm from Thailand. When we celebrate special days in Thailand, it's traditional to ¹ _____ sky lanterns. We ² _____ paper when we make the outside of the lantern. We put a special candle inside the paper lantern. When the paper ³ _____ hot, the lantern ⁴ _____ up into the sky. If there ⁵ _____ lots of sky lanterns in the sky, it's an amazing sight. People in Thailand say if you ⁶ _____ a sky lantern into the sky, you get good luck. When the sky lantern ⁷ _____ away, it takes your problems away! Some people write messages on their lanterns. If someone ⁸ _____ a lantern, they sometimes get a secret message!



- | | | |
|-----------|-----------|-----------|
| 1 a make | b makes | c made |
| 2 a uses | b use | c using |
| 3 a are | b was | c is |
| 4 a go | b goes | c going |
| 5 a are | b was | c is |
| 6 a sent | b sending | c send |
| 7 a fly | b flies | c flew |
| 8 a finds | b find | c finding |

F Read and learn.

Present Real Conditional Questions

Form present real conditional questions with *do/does* or *is/are*.

When the papier mâché is dry, it stays in the shape of the balloon.

Does the papier mâché stay in the shape of the balloon when it is dry?

Yes, it does. / No, it doesn't.

When the piñata is full of sweets, it's ready to decorate.

Is the piñata ready to decorate when it is full of sweets?

Yes, it is. / No, it isn't.



G Complete the questions. Use the present real conditional. Then choose the correct answers.

- 1 Do you stay up late (you / stay up / late) when you celebrate a special day? _____
- 2 _____ (your grandpa / tell / you stories) when he comes to visit? _____
- 3 _____ (there / always / lots of people) outside when the parade goes by? _____
- 4 _____ (it / exciting) when there's a big fireworks display? _____
- 5 _____ (your mom / make / a cake) when your cousins come to visit? _____
- 6 _____ (the children / wear / their best clothes) when they visit their grandparents? _____

- | | | |
|-----------------|-------------------|---------------|
| a Yes, they do. | c Yes, she does. | e Yes, it is. |
| b Yes, he does. | d Yes, there are. | f Yes, I do. |

H Write pairs of sentences with *when*. Use the present real conditional.

- 1 a new year starts / we celebrate
When a new year starts, we celebrate.
We celebrate when a new year starts.
- 2 we have family parties / we decorate our homes



- 3 it gets dark / we watch fireworks

Let's Write!

I Write about a celebration in your country. Use the present real conditional.

In my country, we celebrate _____.
When _____, we _____.
If _____.

Module 2 Review

A Remember Maria's blog. Complete the text with *can*, *can't*, *could*, or *couldn't*.



Hi! I'm Maria! My family and I ¹ _____ make lots of things! My grandpa ² _____ crochet. My grandma ³ _____ knit when she was a little girl. Now she ⁴ _____ crochet, too. My mom ⁵ _____ sew when she was a little girl, but she ⁶ _____ sew now! I ⁷ _____ sew, but I ⁸ _____ crochet. It's lots of fun!

B Maria is talking to David. Complete the questions and short answers.

- 1 _____ your grandma knit when she was six? Yes, _____.
- 2 _____ your brothers sew when they were six? No, _____.
- 3 _____ your dad sew now? Yes, _____.
- 4 _____ you make hats last year? No, _____.
- 5 _____ you make sweaters now? No, _____.
- 6 _____ your mom make sweaters now? Yes, _____.

C Rewrite the sentences.

- 1 You use paper when you make a sky lantern.

When you make a sky lantern, you use paper.

- 2 When the paper is hot, the lantern goes up into the sky.

- 3 If there are lots of sky lanterns in the sky, it's an amazing sight.

- 4 If you send a sky lantern into the sky, you get good luck.

D Write the questions. Then answer them with short answers.

- 1 it / traditional / to make / a piñata / when / you celebrate / in Mexico?

- 2 you / use / a ball / when / you / make / a piñata?

- 3 there / lots of sweets / inside / a piñata / when / it / be / ready?

- 4 a piñata / break / if / you / hit / it / with a stick?

Exam Time

E Choose the correct words to complete the text.

There is one example.

Hi! My name's Lucy. I can't knit and I b sew, but I can crochet. I could crochet when I was seven, but I ¹ _____ make many things then. I couldn't make hats when I was seven, but I ² _____ make hats now. My sister taught me to crochet. She's very good at crocheting. My mom ³ _____ crochet, but she can knit. I usually make squares ⁴ _____ I crochet. You can do lots of things with squares. When I ⁵ _____ lots of squares, I join them together. ⁶ _____ you join squares in a long line, you get a scarf. If people are very smart, they ⁷ _____ squares to make sweaters, too! ⁸ _____ I finish my squares, I join them together to make a big blanket!



Example

- | | | |
|-----------|------------|------------|
| a could | b can't | c couldn't |
| 1 a can't | b can | c couldn't |
| 2 a can | b couldn't | c could |
| 3 a can't | b couldn't | c could |
| 4 a where | b what | c when |
| 5 a makes | b make | c made |
| 6 a In | b Is | c If |
| 7 a used | b use | c using |
| 8 a When | b Why | c What |

Extra

F Read about Ben. Ask and answer the questions with your partner.

Hi! My name's Ben and I can make model planes. I couldn't make very good models when I was younger, but I can make great models now. I use a kit and some glue when I make models. When I finish my models, I hang them in my bedroom. Making models is fantastic. You can have lots of fun and you can make cool things to decorate your bedroom!

- 1 What's Ben's hobby?
- 2 Could Ben make good models when he was younger?
- 3 Can he make good models now?
- 4 What does Ben use when he makes his models?
- 5 What does Ben do with his models when he finishes them?
- 6 Why does Ben like his hobby?

5

What Was Going On?

Discover Grammar

A Listen and read. 10



Robbie was looking for his pet grasshoppers, Hoppy and Happy, but their jar was empty.



Dad was watering the plants in the garden. "Were you working in the garden all morning, Dad?" Robbie asked. "Yes, I was," said Dad.



Emma was playing in the garden. "Did you open this jar, Emma?" Robbie asked. "Yes," said Emma. "I'm sorry! I wasn't looking for grasshoppers. I was looking for a cookie!" Then Robbie saw Hoppy and Happy! The grasshoppers were sitting on a leaf. Robbie was very happy!



B Circle the correct words.

- 1 Robbie **was** / **were** looking for Hoppy and Happy.
- 2 Dad **were** / **was** working in the garden this morning.
- 3 Emma **was** / **were** looking for a cookie.
- 4 Hoppy and Happy **was** / **were** sitting on a leaf.

Learn Grammar

A Read and learn.

Past Continuous

Use the past continuous to talk about things that were happening at a certain time in the past.

Form the past continuous by putting the past form of *be* before the main verb and adding *-ing* to the end of the main verb.



Affirmative	Negative	Questions	Short Answers
I / He / She / It / was looking.	I / He / She / It / wasn't looking.	Was I / he / she / it / looking?	Yes, I / he / she / it / was. No, I / He / She / It / wasn't.
You / We / They / were looking.	You / We / They / weren't looking.	Were you / we / they / looking?	Yes, you / we / they were. No, you / we / they weren't.

Remember!

ride	e + -ing	riding
agree	+ -ing	agreeing
tie	ie + y + -ing	tying
shop	Double the consonant + -ing	shopping

B Complete the sentences. Use the correct forms of the past continuous.

- The sun _____ (shine).
- Two birds _____ (sit) in the tree.
- A cat _____ (climb) the tree.
- Sam _____ (try) to catch a butterfly.
- The butterfly _____ (fly) away.
- Ellie _____ (write) in her notebook.



C Complete the conversation with *was*, *wasn't*, *were*, or *weren't*.

Lisa What happened in the story? ¹ _____
Robbie looking for two beetles?

Ben No, he ² _____. He ³ _____
looking for two grasshoppers.

Lisa ⁴ _____ Robbie's dad working in the
kitchen?

Ben No, he ⁵ _____. He ⁶ _____
watering the plants in the garden.

Lisa ⁷ _____ Robbie's little sister playing in the garden?

Ben Yes, she ⁸ _____. And the grasshoppers ⁹ _____
sitting on a leaf!



D Listen and check. 11

E Act it out.

F Complete Ellie's notes. Use the past continuous forms of the words in the box.



not watch not water make read not play not wash do kick

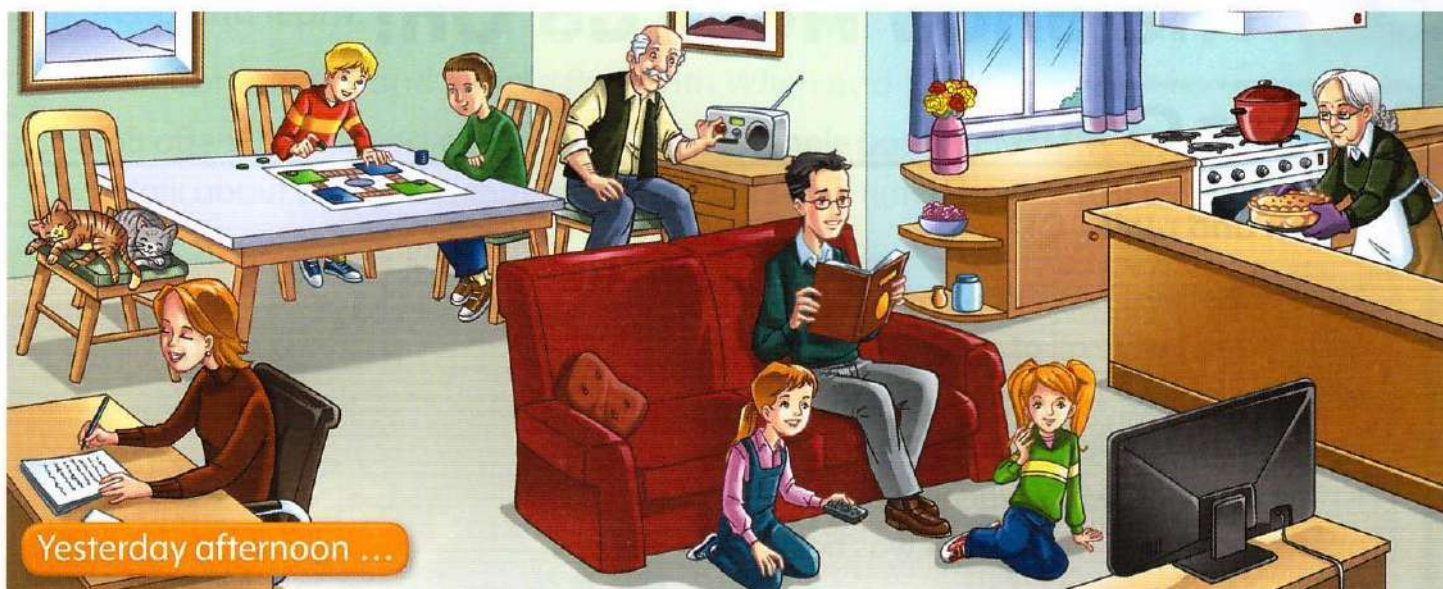
Mom ¹ _____ the flowers this morning. She ² _____ a cake.

Dad ³ _____ the car this morning. He ⁴ _____ his newspaper in the
living room. Anna ⁵ _____ in the garden. She ⁶ _____ her homework
in her bedroom. So, who was in the garden this morning? Tom and Danny! They

⁷ _____ TV in the living room. They ⁸ _____ a ball in the garden.

They broke the window!

- G** Look at the picture. Write questions using the past continuous. Write short answers.



1 Mom / talk / on the phone ?

2 Dad / read / a book ?

3 the boys / play / a board game ?

4 the girls / write / letters ?

5 Grandma / make / a cake ?

6 Grandpa / help / Grandma ?

7 the cats / play / with a ball ?

Let's Talk!

- H** Ask and answer with your partner. Use the words in the box or your own ideas.

wash / the car make / a cake watch / TV write / a poem

Were you watching TV on Saturday morning?

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

Was your mom making a cake?

Yes, she was. / No, she wasn't.

6

The Show Must Go On!

Discover Grammar

A Listen and read. 12

My name's Felix. Yesterday evening, my friends and I were all at school. We were getting ready for our school play when the lights went out! We couldn't see! I was trying to find the light switch when the teacher opened the door. The teacher was holding a flashlight while she looked for some candles. She was lighting lots of candles when our parents came into the school. The teacher gave our parents candles in glass jars while she was selling tickets. She put lots of candles in jars on the stage, too. When our parents were sitting down, the teacher asked them to blow out their candles. We were finishing the play when the lights came on again. Everyone laughed!

B Read again. Underline the words *when* and *while*.

C Number the events in Box 1 in the correct order. Then match them with the events in Box 2 that were happening at the same time.

- ___ The teacher gave the parents candles.
- ___ The parents came into the school.
- ___ The teacher opened the door.
- ___ The teacher looked for some candles.
- ___ The lights came on again.
- ___ The lights went out.
- ___ The parents blew out their candles.

- a The teacher was holding a flashlight.
- b The teacher was selling tickets.
- c The children were finishing their play.
- d The parents were sitting down.
- e The children were getting ready for their play.
- f The teacher was lighting candles.
- g Felix was trying to find the light switch.

Learn Grammar

A Read and learn.

Past Continuous and Simple Past with *When* and *While*

You often use the past continuous and the simple past in the same sentence to talk about two things that happen at the same time. Use the past continuous to talk about the longer action.

We were getting ready for our school play when the lights went out.

Use the simple past to talk about the shorter (interrupting) action.

We were getting ready for our school play when the lights went out.

Use *when* and *while* to link the two events.

The teacher was holding a flashlight while she looked for some candles.

When our parents were sitting down, the teacher asked them to blow out their candles.

Note that the two parts of the sentence can change places.



B Complete the conversation with the correct forms of the verbs in parentheses.

Ana I'm sorry I'm late! While I ¹ _____ (come) to meet you, I saw an accident.

Sara Really? Where?

Ana It was in the park. I was walking in the park when I ² _____ (see) some actors on a stage. They ³ _____ (perform) a play when I saw them. One of the actors was running on the stage when he ⁴ _____ (fall) off.

Sara Oh no! Were there lots of people there?

Ana Yes, there were. Lots of people ⁵ _____ (help) the actor when a doctor arrived.

Sara Wow! The doctor arrived very quickly!

Ana Well, the doctor ⁶ _____ (walk) in the park when he saw the accident. He ⁷ _____ (try) to call an ambulance when his cell phone battery ran out. I was standing near him when his phone ⁸ _____ (stop) working. I had my phone with me, so I called the ambulance. I was trying to call you when the ambulance ⁹ _____ (arrive). I wanted to tell you why I was late!

Sara It's OK. You're here now!



C Listen and check. 13

D Act it out.

E Read and learn.

Questions

Form yes/no questions with the past continuous, simple past, and *when*, like this:

Were you sleeping when you heard the noise? Yes, I was. / No, I wasn't.

Form *wh*-questions with the past continuous, simple past, and *when*, like this:

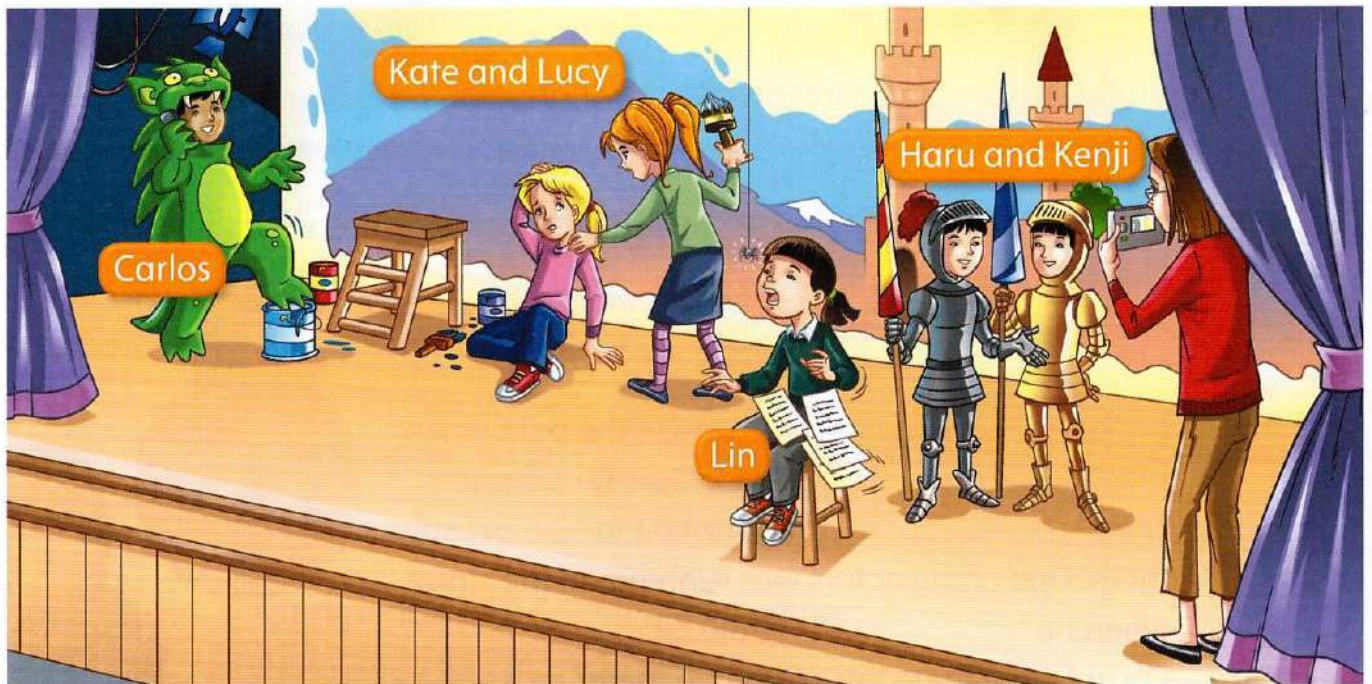
What were you doing when you heard the noise? I was sleeping.

Where were they going when they saw the ambulance?

They were going to the supermarket.



F Look at the picture and answer the questions. Write sentences or short answers.



- 1 What was Lin doing when she saw the spider?

- 2 Was Carlos playing a computer game when he put his foot in the paint?

- 3 What were Kate and Lucy doing when Lucy fell?

- 4 Were Haru and Kenji wearing costumes when the teacher took a photo?

- 5 What was Carlos doing when he put his foot in the paint?

G Write pairs of sentences. Use the words in parentheses.

1 We were performing our play. I had an accident. (while)

While we were performing our play, I had an accident.

I had an accident while we were performing our play.

2 I was walking off the stage. I fell down the steps. (when)

3 I was lying on the floor. The teacher saw me. (when)

4 The teacher was calling an ambulance. The school nurse helped me. (while)

5 The school nurse was looking at my leg. The ambulance came. (while)

6 My mom arrived at the hospital. I was lying in a bed. (when)

7 I was resting at home. The doorbell rang. (while)

8 My mom opened the door. My friends were standing outside. (when)



Let's Write!

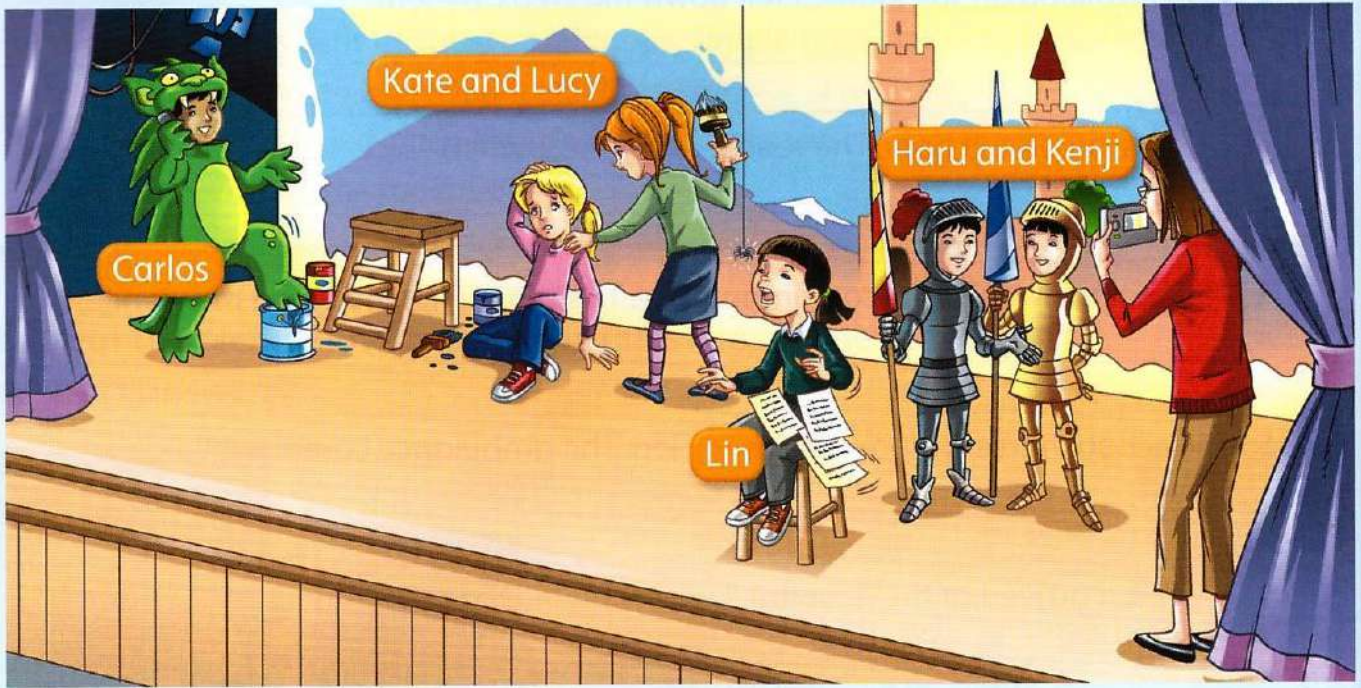
H Write about some things that happened yesterday.

Yesterday, it was raining when I walked home from school.

When I got home, my mom was ...

Module 3 Review

- A** Look at the picture and complete the sentences. Use the correct forms of the past continuous.



- 1 Haru and Kenji _____ (practice) a song. They _____ (practice) a play.
- 2 Carlos _____ (write) an email. He _____ (talk) on the phone.
- 3 Lin _____ (read) a book. She _____ (read) her script.
- 4 The teacher _____ (paint) a picture. She _____ (take) a photo.
- 5 Kate and Lucy _____ (take) photos. They _____ (paint).

- B** Correct the mistakes. Write new sentences.

1 Did you riding your bike when you had the accident?

2 Were you sleeping when I calling you?

3 Tom wasn't watched TV when his dad came home.

4 They were having a picnic when it starting to rain.

5 While we was talking, I had a great idea.

6 What were Jenny wearing when you saw her?

Exam Time

- C** Read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3, or 4 words. There are two examples.

Hello! My name's Jack. I had a very strange day yesterday. I saw a little girl outside while I was walking home from school. She was crying when I saw her and she was looking up at a tree. She was talking to something in the tree. While I was looking at her, she turned and saw me.

"Please help me!" she said. "I was playing with my cat when it ran out of my garden. It was chasing a bird when it ran up this tree. Now I can't get it down!"

I wanted to help, but the tree was very high. A man arrived while I was looking up at the cat. He was carrying a ladder.

"I was going to work when I saw you," he said. "Do you need help?"

The man was climbing the ladder when the cat saw him. The cat was scared. While the man was trying to get the cat, it jumped out of the tree! It made a loud noise. It scared the man and he fell off his ladder. While the man was lying on the ground, the cat ran to the little girl. I was helping the man when my cell phone rang. It was my mom. She was calling because I was late getting home! The man was OK, so we said "Good-bye" to the little girl. The little girl was smiling when we left. She was holding her cat.

Examples

Jack saw a little girl while he was walking home from school.

The little girl was crying when Jack saw her.

- 1 The girl _____ her cat when the cat ran out of her garden.
- 2 The cat was chasing a bird _____ up a tree.
- 3 While Jack _____ at the cat, a man arrived.
- 4 When the man _____ the ladder, the cat saw him.
- 5 The cat jumped out of the tree while _____ to get it.
- 6 The cat ran to the girl _____ was lying on the ground.
- 7 When Jack was helping the man, his _____.
- 8 Jack's mom _____ because Jack was late.

Extra

- D** Ask and answer the questions with your partner.

What happened while you were going to school?

I saw

What was happening when you got to school?

My friends were ...

7

The Tides of Time

Discover Grammar

A Listen and read. 14

Hí Nico,

How are you? I'm very excited because we're going on vacation tomorrow. We're going to the Bay of Fundy in Canada. We will see the highest tides in the world there.

There will be two high tides and two low tides every day. When there is a high tide, 100 billion tons of water will move into the bay. The water will be as high as a four-story building! We'll go tidal-bore rafting on the water. I can't wait!

When there is a low tide in the Bay of Fundy, all the water will move out of the bay, and we'll see the seabed. We'll hunt for fossils in the sand, and we will explore the caves.

I'll be back in two weeks! See you soon!

Luis

B Read again. Underline the examples of *will* / *'ll* + verb.

C Match the two parts of the sentences.

- | | |
|--------------------------------------|-------------------------------------|
| 1 There will be two high tides | a Luis will go tidal bore rafting. |
| 2 Water will move into the bay | b every day. |
| 3 At high tide, the water will be | c when there is a low tide. |
| 4 When there is a high tide | d Luis will hunt for fossils. |
| 5 The water will move out of the bay | e when there is a high tide. |
| 6 When there is a low tide | f as high as a four-story building. |

Learn Grammar

A Read and learn.

Future Facts with Will

Use *will* to talk about future facts.

Affirmative	I / You / He / She / It / We / They will be here at ten o'clock.
Negative	I / You / He / She / It / We / They won't be here at ten o'clock.
Questions	Will I / you / he / she / it / we / they be here at ten o'clock?
Short answers	Yes, I / you / he / she / it / we / they will. No, I / you / he / she / it / we / they won't.

Verbs don't change in the third person after *will*. Look:

I / You / We / They will wake up at seven o'clock tomorrow.

He / She / It will wake up at seven o'clock tomorrow.



B Choose the correct words to complete the conversation.

Paulo I'm going to the airport soon. Tomorrow,
1 ____ in Bangkok.

Eva You're so lucky! 2 ____ a long flight?

Paulo Yes, 3 ____ . I'll be on the plane for more
than 20 hours.

Eva Wow! When do you leave Mexico City?

Paulo At four o'clock this afternoon. So 4 ____
in Bangkok at noon tomorrow.

Eva Well, 5 ____ noon here, but it will be midnight in Bangkok.

Paulo Really?

Eva Yes. There's a twelve-hour time difference. When it's two o'clock in the afternoon
in Mexico City, 6 ____ two o'clock in the morning in Bangkok.

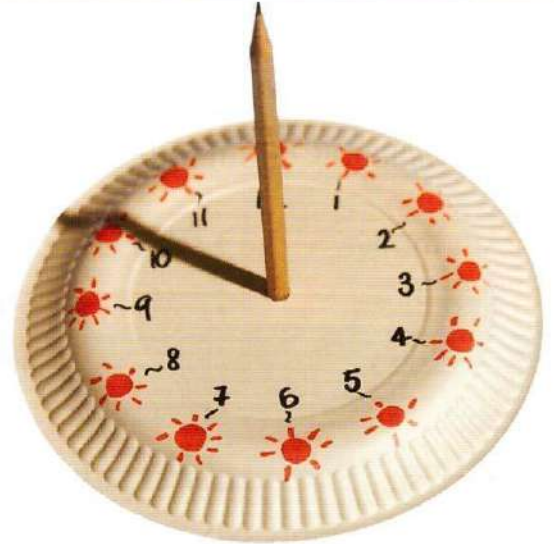


- | | | |
|--------------------|----------------|-----------------|
| 1 a I won't be | b I will be | c you will be |
| 2 a Won't you have | b Will you has | c Will you have |
| 3 a you will | b I will | c I won't |
| 4 a You'll be | b I'll be | c I won't be |
| 5 a it will be | b it won't be | c it was |
| 6 a it was | b it won't be | c it will be |

C Listen and check. 15

D Act it out.

E Complete the text with the correct forms of *will* and the verbs in parentheses.



A sundial is a very old kind of clock. It uses the sun to show the time. You can use a paper plate, a wooden stick, and some colored pens to make a sundial for your garden.

When your sundial is ready, you'll be able to tell the time and you ¹ _____ (not need) a watch! When the sun shines on your sundial, you ² _____ (see) a shadow on the sundial. When the sun moves, the shadow ³ _____ (move), too. At different times of day, the shadow ⁴ _____ (be) in different places.

The shadow ⁵ _____ (get) longer and shorter at different times, too. At noon, the sun ⁶ _____ (be) high in the sky and the shadow ⁷ _____ (get) shorter. In the late afternoon, the sun will be low in the sky and the shadow ⁸ _____ (get) longer. The shadows ⁹ _____ (not be) very long in the summer because the sun rises high in the sky in the summer. The shadows ¹⁰ _____ (be) longer in the winter because the sun doesn't rise very high in the sky in the winter.

F Circle the correct answers.

- 1 Will the shadow move when the sun moves? **Yes, it will.** / No, it won't.
- 2 Will the shadow be in the same place at different times of day? **Yes, it will.** / No, it won't.
- 3 Will the shadow get longer and shorter at different times? **Yes, it will.** / No, it won't.
- 4 Will the sun be low in the sky at noon? **Yes, it will.** / No, it won't.
- 5 Will the shadow be longer in the late afternoon? **Yes, it will.** / No, it won't.
- 6 Will the shadow be shorter in the summer? **Yes, it will.** / No, it won't.

G Read and learn.

Future Time Expressions

You can use these expressions to talk about the future:

tomorrow (morning / afternoon / evening)

next week / month / year

in a week / month / year

on Monday / Tuesday / June 17 / April 24 / , etc.

in June / September / summer / winter / , etc.



H Look at the calendar and answer the questions. Write sentences.

1 What month will it be in ten days?

It will be July in ten days.

2 What day will it be tomorrow?

3 What will the date be on Friday?

4 What month will it be in three months?

5 What day will it be on June 30?

6 What year will it be next year?



Let's Talk!

I Ask and answer the questions with your partner.

1 Will it be Monday tomorrow?

5 Will it be Monday on May 25?

2 Will you be ten in a year?

6 Will it be 2016 next year?

3 Will it be February next month?

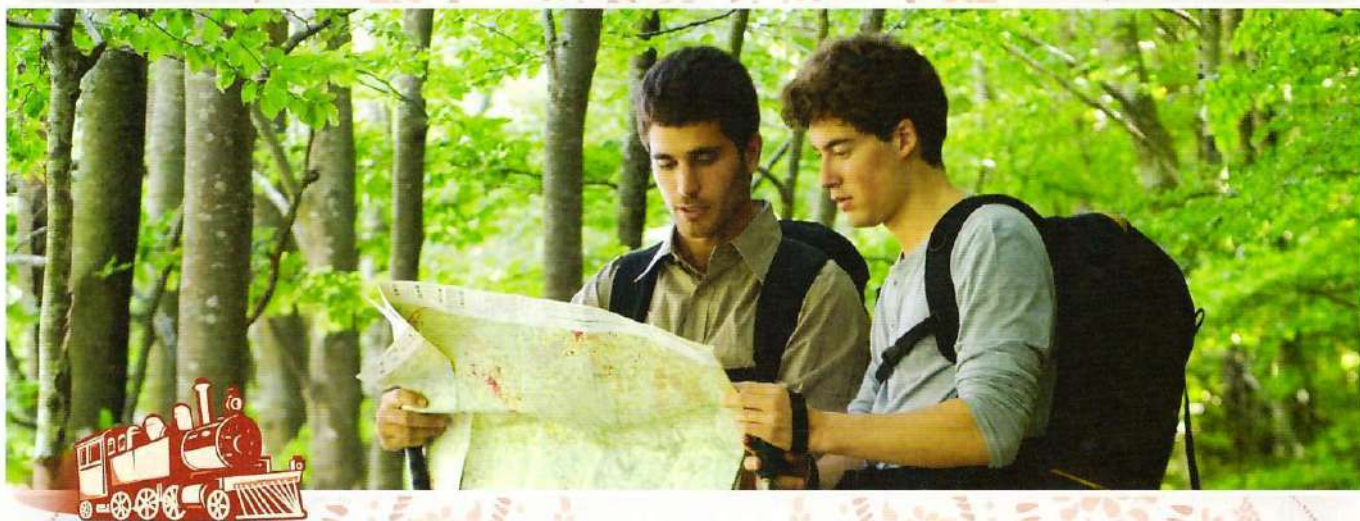
7 Will it be winter in June?

4 Will you go to school on Wednesday?

8

Travel Plans

Discover Grammar

A Listen and read.  16

Bruno and André are from Brazil. They're explorers, and next week they're going to start an exciting trip. They're going to travel around the world in eighty days. They're going to make the trip that Jules Verne wrote about in his famous book, 'Around the World in Eighty Days'. They're not going to travel by plane. They're going to use transportation from the 19th century. They're going to travel by boat and train. In India, they're going to ride elephants. In the snowy parts of North America, they're going to travel by sled. They're not going to take a lot of luggage because they're going to carry their bags all the time. They're going to visit lots of different countries. It's going to be an amazing trip!

B Read again. Underline the examples of *(not) going to + verb*.C Are the sentences true or false? Write *T* (true) or *F* (false).

- 1 Bruno and André are going to travel by plane. _____
- 2 They're going to ride elephants in North America. _____
- 3 They're going to carry their bags all the time. _____
- 4 They're going to travel around the world in eight days. _____
- 5 They're going to use transportation from the 20th century. _____
- 6 They're going to visit lots of different countries. _____

Learn Grammar

A Read and learn.

Future Plans with *Going To*

Use *going to* to talk about future plans.

Affirmative	I'm going to travel by train. He / She / It's going to travel by train. You / We / They're going to travel by train.
Negative	I'm not going to travel by train. He / She / It's not going to travel by train. You / We / They're not going to travel by train.
Questions	Am I going to travel by train? Is he / she / it going to travel by train? Are you / we / they going to travel by train?
Short answers	Yes, I am. / No, I'm not. Yes, he / she / it is. / No, he / she / it isn't. Yes, you / we / they are. / No, you / we / they aren't.

When you use *going to*, you change the verb *be*, but not the main verb. Look:

I'm going to ride an elephant.

He / She / It's going to ride an elephant.

We / You / They're going to ride an elephant.



B Write the words in the correct order.

1 visit / going / I'm / this summer. / to / New York

2 to / with me. / are / My parents / going / travel

3 not / travel / We're / to / by boat. / going

4 take / I'm / to / my passport. / going

5 going / My brother / with us. / isn't / come / to

6 school trip. / on / going / He's / to / go / a

C Complete the conversation with the correct forms of *be + going to*, and the verbs in parentheses.

Tam What are you going to do this summer, Mai?

Mai I ¹ _____ (visit) my grandparents.

I ² _____ (stay) with them for two weeks. My brother

³ _____ (come) with me.

Tam That's nice. What about your parents?

Mai They ⁴ _____ (not come) with us.

They ⁵ _____ (stay) at home because they're very busy.

Tam I see. Where do your grandparents live?

Mai They live near the sea. I ⁶ _____ (swim) every day.

My brother ⁷ _____ (sail) in a little boat and he

⁸ _____ (catch) fish. I ⁹ _____ (not catch) fish. Grandma and I ¹⁰ _____ (collect) shells on the beach.

Tam That sounds great. Lucky you!



D Listen and check. 17

E Act it out.

F Look at the picture and write sentences with *going to*.

What is Rosa going to do on her vacation?

1 travel to a different country

She's going to travel to a different country.

2 travel by boat

She isn't going to travel by boat.

3 sit in the sun

4 wear warm clothes

5 read books

6 listen to music

7 take photos

8 swim



G Write questions with the correct form of *be + going to*. Choose answers from the words in the box.

In a hotel. By plane. Swim and relax on the beach.
His family. Spain. On Monday.

1 Where / John / go / on vacation?

Where is John going to go on vacation?

Spain.

2 Who / he / go / with?

3 When / they / leave?

4 How / they / travel?

5 Where / they / stay?

6 What / John / do / on vacation?

Let's Write!

H Write about your plans for the summer.

This summer, I'm going to go to ...

I'm going to go with ...

Module 4 Review

August

M	T	W	T	F	S	S
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	01	02

A Look at the calendar and write sentences. Use *will* or *won't*.

- Thursday / tomorrow
It will be Thursday tomorrow.
- August 25 / on Friday
It won't be August 25 on Friday.
- September / in ten days

- August 26 / Sunday

- Saturday / in four days

- October / next month

B Look at the calendar in A again. Answer the questions. Use short answers.

- Will it be Friday tomorrow? _____
- Will it be August 25 on Saturday? _____
- Will it be Monday on August 30? _____
- Will it be November in three months? _____

C What is John going to do on vacation? Write sentences with the correct form of *be + going to*.

- | | |
|---------------------------------------|-----------------------------------|
| 1 visit my grandparents ✗ | visit my cousins ✓ |
| 2 have lessons ✗ | have fun ✓ |
| 3 build a house with my uncle ✗ | build a boat with my uncle ✓ |
| 4 play soccer with my cousins ✗ | play basketball with my cousins ✓ |
| 5 catch butterflies with my brother ✗ | catch fish with my brother ✓ |
| 6 swim in a pool ✗ | swim in the sea ✓ |

- John *isn't going to visit his grandparents.*
He's *going to visit his cousins.*
- John _____
- John and his uncle _____
- John and his cousins _____
- John and his brother _____
- John _____

Exam Time

D Choose the correct words to complete the text. There is one example.

Hi! I'm Tara. I'm very excited because my family and I b travel to New York next week.

We're going to ¹ _____ by plane. We ² _____ on the plane for seven hours. We'll ³ _____ London at eight o'clock in the morning. When we arrive in New York, it ⁴ _____ ten o'clock in the morning. When it's three o'clock in London, it's ten o'clock in New York!

We're going ⁵ _____ in a big hotel. We're going to have three rooms in the hotel.

My parents are going to have one room. My grandparents are coming with us, so they ⁶ _____ to have a room, too. My sister and I are going to have our own room. My sister is going to do lots of shopping in New York, but I don't like shopping. I ⁷ _____ visit famous buildings, and I'm going to take lots of pictures. We're going ⁸ _____ in New York for ten days. I can't wait!

Example

- | | | |
|------------------|----------------|---------------|
| a is going to | b are going to | c am going to |
| 1 a traveling | b travels | c travel |
| 2 a 'll be | b 're being | c 've been |
| 3 a leave | b leaving | c left |
| 4 a is being | b will be | c is |
| 5 a staying | b stay | c to stay |
| 6 a 're going | b 's going | c 'm going |
| 7 a 're going to | b 's going to | c 'm going to |
| 8 a being | b to be | c be |



Extra

E Read about Tony. Ask and answer the questions with your partner.

My name's Tony. I'm going to do lots of things this weekend. On Saturday morning, I'm going to play soccer with my friends. On Saturday afternoon, I'm going to go shopping with my brother. We're going to buy a present for our mom. On Saturday evening, I'm going to watch a movie with my family. On Sunday morning, I'm going to visit my grandparents. My grandpa is going to teach me how to catch fish! I can't wait!

- 1 What is Tony going to do on Saturday morning?
- 2 What is Tony going to do on Saturday afternoon?
- 3 What is Tony going to do on Saturday evening?
- 4 What is Tony going to do on Sunday morning?

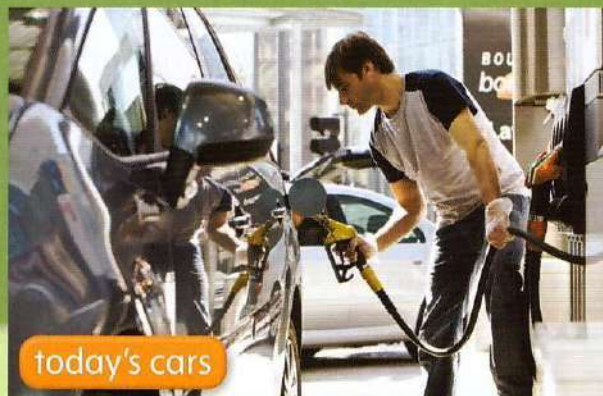
9

The Future of Our Planet

Discover Grammar

A Listen and read. 18

Coal and oil are fossil fuels. The gas in cars comes from oil. Today, lots of cars use gas, but one day the oil will run out and we will have no gas. We will need a new kind of car.



today's cars



electric car

Electric cars might be the answer to this problem. Electric cars won't use fossil fuels. One day, there may be more alternative energy to power electric cars, too. In the future, people might use wind power to make electricity for their electric cars.

Hydrogen-fuel-cell cars may be more popular than electric cars one day. Electric cars have batteries, and their batteries might run out on long trips. In the future, hydrogen-fuel-cell cars might create electricity while they are moving, so people may not need to stop for fuel.



hydrogen-fuel-cell car

B Read again. Underline the sentences with *will* + verb in blue. Underline the sentences with *may* + verb in red. Underline the sentences with *might* + verb in green. Which sentences express certainty? Which express uncertainty?

Learn Grammar

A Read and learn.

May and Might for Possibility

Use *may* and *might* to talk about future possibility.

When you are sure about things in the future, use *will* or *won't*.

One day, we **will** run out of gas.

(You are sure this will happen.)

Electric cars **won't** use fossil fuels.

(You are sure this won't happen.)



When you are not sure about things in the future, use *may* or *might*.

Hydrogen-fuel-cell cars **might** make electricity while they are moving.

In the future, you **may not** need to stop for fuel.

(You are not sure about these things.)

Verbs don't change in the third person after *may* and *might*. Look:

I / You / We / They might use a hydrogen-fuel-cell car in the future.

He / She / It might use a hydrogen-fuel-cell car in the future.

You can use these time phrases to talk about future possibility.

One day ... In the future ... In five years ... Soon

B Circle the correct words.

- 1 There **won't** / **may not** be any fossil fuels left in the future.
- 2 Cars **might not** / **won't** use gas in the future.
- 3 We **might** / **will** use alternative energy to power electric cars in the future.
- 4 People **may** / **will** prefer hydrogen-fuel-cell cars to electric cars one day.
- 5 People **won't** / **might not** need to stop for fuel when they drive hydrogen cars.

C Complete the sentences with *will* or *might* and the words in parentheses.

- 1 I'm sure there _____ (not be) any gas left in the future.
- 2 I'm not sure, but we _____ (build) more wind farms in the future.
- 3 I'm sure electric cars _____ (use) batteries.
- 4 I'm not sure, but we _____ (not have) any coal in fifty years.
- 5 I'm not sure, but we _____ (solve) the problem of pollution one day.
- 6 I'm sure people _____ (need) electricity in the future.

D Complete the text with *might* and the words in the box.

make live not need collect
put have not look be

In the future, our houses ¹ _____ like our houses today. They might be round, like a spaceship! Some houses ² _____ underground. Other houses may be on water. We ³ _____ in houses that can talk to us! One day, our homes ⁴ _____ all the electricity they need, so we ⁵ _____ power stations. We ⁶ _____ wind turbines or solar panels on our roofs. Houses ⁷ _____ lots of windows, or they may have glass walls to collect energy from the sun. We ⁸ _____ rain water and use it in our homes.



E Match the two parts of the sentences. Choose from a to e.

- 1 We won't use coal in the future. _____
- 2 We won't have any gas for our cars soon. _____
- 3 We will live in houses in the future. _____
- 4 We will need electricity in the future. _____
- 5 We won't live on a different planet in two years. _____
- a We may drive electric cars.
- b We might use solar power.
- c We might make our own electricity.
- d We may move to another planet in the future.
- e Our houses may be underground.

F Correct the mistakes. Write the correct sentences.

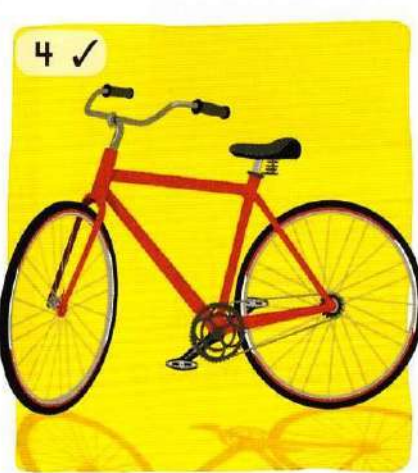
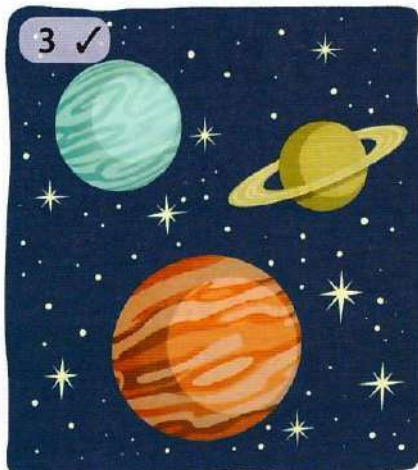
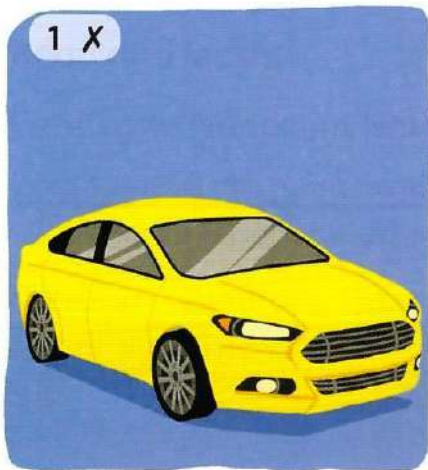
- 1 We may to drive flying cars in the future.

- 2 We might not has any coal or oil in fifty years.

- 3 One day, people might living in underground homes.

- 4 In twenty years, we might be use more wind power.

G Look at the pictures. Write sentences about the future.



- 1 We may/might not drive cars in the future. (drive)
- 2 _____ (use)
- 3 _____ (travel)
- 4 _____ (ride)
- 5 _____ (live)
- 6 _____ (go)

Let's Talk!

H Talk with your partner.

Where will you live in the future?

I may live on a different planet!

I may have a house made of glass.

I might live in an underwater house.

10 Reuse and Recycle

Discover Grammar

A Listen and read.  19



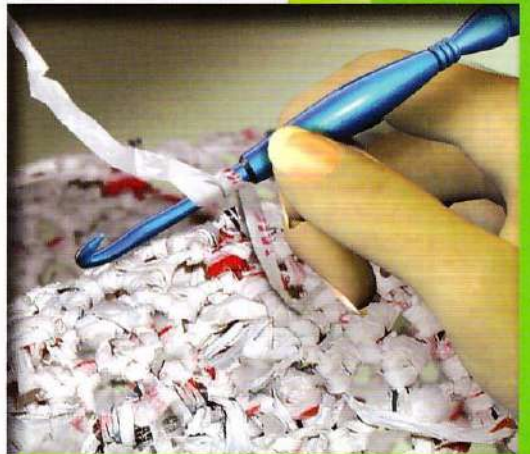
How many plastic bags do you have at home?
You can do a lot of things with plastic bags.

Use a few plastic bags and an iron to make a strong shopping bag.

Cut some plastic bags into long strips. You can use the strips to tie a lot of different things. You can use them to knit or crochet some fun plastic items, too!

Keep a few plastic bags in your jacket pocket. You can reuse them when you go shopping.

How many ways to reuse plastic bags can you think of? Send us some of your ideas!



B Read the text again. Correct the words in bold.

- 1 How **much** plastic bags do you have at home? *many* _____
- 2 You can do **a few** things with your plastic bags. _____
- 3 Use **a lot of** plastic bags to make a shopping bag. _____
- 4 Cut **any** plastic bags into long strips. _____
- 5 Send us **many** of your ideas! _____

Learn Grammar

A Read and learn.

Count and Noncount Nouns

Count nouns are nouns which have a singular and a plural form.

a bag one bag two/three/etc. bags

Noncount nouns are nouns which only have a singular form.

plastic NOT a-plastic / one-plastic / plastics



B Write the words in the correct boxes.

plastic bag money idea energy pollution
magazine carton water bottle traffic car

Count Nouns		Noncount Nouns	
1 _____	4 _____	1 _____	4 _____
2 _____	5 _____	2 _____	5 _____
3 _____	6 _____	3 _____	6 _____

C Read and learn.

Quantifiers

Use *some*, *any*, *how much*, *how many*, *a lot of*, *a little*, and *a few* to talk about amounts of people or things.

Some / Any

Use *some* and *any* with plural count nouns and noncount nouns.

Use *some* in affirmative statements.

*There are **some** plastic bags in the cupboard.*

Use *any* in negative statements and questions.

*There aren't **any** plastic bags in the cupboard.*

*Are there **any** plastic bags in the cupboard?*



Numbers

Use numbers with countable nouns.

*There are **two / ten / fifty / a hundred** people in the park.*

A Lot Of (or Lots Of) / A Little / A Few

Use *a lot of* (or *lots of*) and *a few* with plural count nouns.

*There are **lots of** ways to reuse plastic bags.*

*You can use **a few** plastic bags to make a strong shopping bag.*

Use *a lot of* (or *lots of*) and *a little* with noncount nouns.

*It takes **a lot of** energy to make plastic bags.*

*You can save **a little** money by reusing plastic bags.*

How Much / How Many

Use *how many* ...? with plural count nouns.

***How many** plastic bags do you have?*

Use *how much* ...? with noncount nouns.

***How much** energy does it take to make a plastic bag?*



D Circle the correct words.

Eshe How ¹ **many** / **much** trash do you throw away, Asim?

Asim ² **A little** / **A few**. My family and I recycle ³ **a few** / **a lot** of our trash.

Eshe That's good. Do you reuse things, too?

Asim Well, we reuse ⁴ **a little** / **a few** things.

We reuse ⁵ **any** / **some** of our plastic bags. We reuse ⁶ **a few** / **a little**

newspaper, too. What about you? How

⁷ **much** / **many** things do you reuse?

Eshe ⁸ **A little** / **A lot!** We reuse a lot of bottles and ⁹ **a little** / **a few** jars. We reuse a lot of plastic bags, too. I use ¹⁰ **some** / **any** of our plastic bags to crochet cool bags!

Look at these!

Asim They're great!



E Listen and check. 20

F Act it out.

G Look at the picture. Write sentences with *a lot of*, *a little*, *a few*, or numbers.

1 (glass bottles)

There are a lot of glass bottles.

2 (plastic bottles)

There are a few / three plastic bottles.

3 (metal)

4 (cardboard)

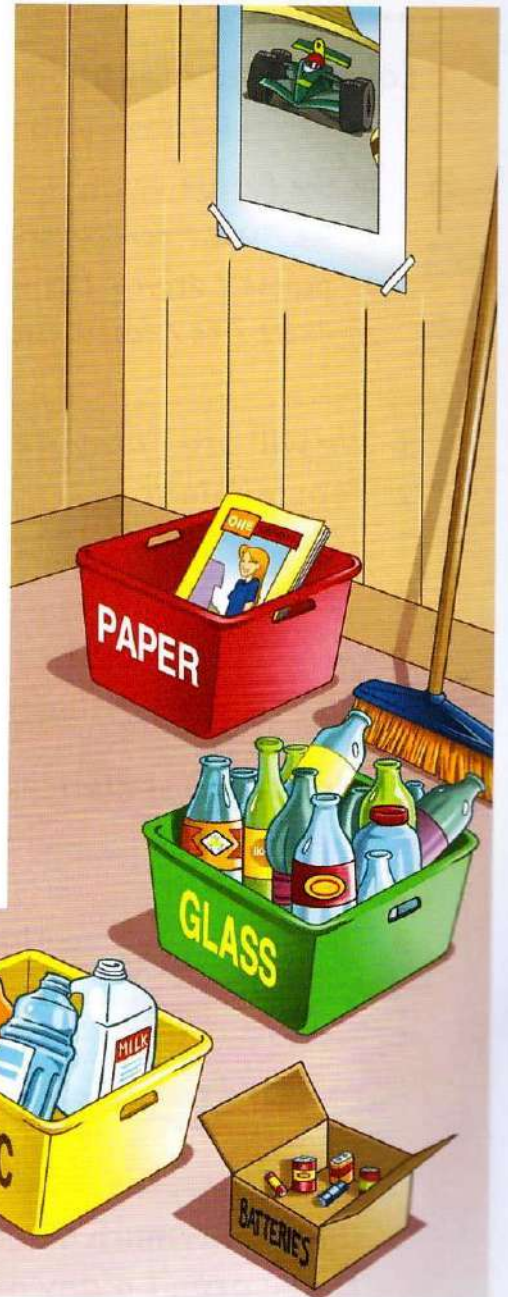
5 (batteries)

6 (paper)

7 (magazines)

8 (glass)

9 (cans)



Let's Write!

H Write about the things you reuse at home. Use the ideas in this unit or your own ideas.

I reuse a lot of things at home. I...

Module 5 Review

A Look at the notes and write sentences. Use *will/won't* or *might*.

In the future ...

1 we / use / computers? Yes

4 people / have / robots? Maybe

2 people / drive / flying cars? Maybe

5 we / need / electricity? Yes

3 there / be / fossil fuels? No

6 cars / use / gas? No

1 We will use computers in the future.

2 People might

3

4

5

6

B Complete the sentences with *some*, *any*, or *one*.

1 There are _____ old jars in this box.

2 Have you got _____ old plastic bags?

3 There is _____ carton of juice in the fridge.

4 Are there _____ glass bottles in the kitchen?

5 We used _____ photos from old magazines to make this picture.

6 We've got _____ cardboard box. Let's find some more.

C Correct the words in **bold**.

1 There aren't **much** magazines on the table.

There aren't many magazines on the table.

2 How **many** plastic do you recycle?

3 I used some newspaper and **a few** water to clean the windows.

4 "How many plastic bags do we have?" "Not **much**".

5 We reuse **a little** empty bottles to water our plants.

6 How **much** cardboard boxes do you reuse?

Exam Time

D Kate is having a picnic with her cousin, Toby. Read the conversation and choose the correct answers from a to f. There is one example.

Kate How much trash do you throw away, Toby?

Toby a

Kate That's good. What do you do with your trash?

Toby ¹ _____

Kate Do you reuse some things, too?

Toby ² _____

Kate You're right. I reuse lots of glass jars. I put my pens and paintbrushes in them. Do you reuse jars?

Toby ³ _____

Kate That's cool! Do you reuse plastic bags, too?

Toby ⁴ _____

Kate Me too. I use them when I go to the supermarket with my mom.

Toby ⁵ _____

Kate That's a good idea! Let's collect all our trash now!

- a Not much.
- b Sometimes. They're great for catching small fish!
- c Yes. I use them when I go shopping.
- d We recycle a lot of things.
- e Of course! There are a lot of things you can reuse.
- f I use them to clean up after I have a picnic.



Extra

E Read about cardboard boxes. Ask and answer the questions with your partner.

These days, we recycle most of our cardboard boxes. But you can reuse old cardboard boxes, too. You can decorate a few cardboard boxes with a little colored paper and use them to keep your bedroom neat. You can use a big cardboard box and some paint to make a playhouse for your little brother or sister! You can use cardboard for a lot of different craft ideas, too. Find a few ideas online and have a fun craft day!

- 1 What do you do with your cardboard boxes?
- 2 What other things can you do with cardboard boxes?

11

Making Music

Discover Grammar

A Listen and read.  21

Tomas wants to learn to play an instrument. He's in the biggest music store in town.

The kettledrums are the most enormous instrument in the shop. But Tomas's bedroom is only small.

The cymbals are smaller than the kettledrums. But they're the noisiest instrument. Tomas lives in an apartment.

The piano is quieter than the cymbals. It's more relaxing, too. But the piano is the heaviest instrument, and it's the most difficult instrument to move from one place to another!

The violin is the most beautiful instrument. But it's more difficult to play than the guitar. Tomas decides to learn to play the triangle. It's the easiest instrument to carry and it's the easiest instrument to play!



kettledrums



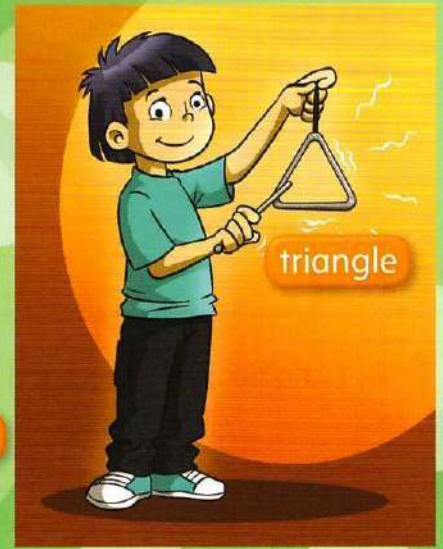
piano



cymbals



guitar



triangle

B Read again. Underline the comparative adjectives and circle the superlative adjectives.

Learn Grammar

A Read and learn.

Comparative and Superlative Adjectives

Use comparative adjectives to compare two people or things.

*The cymbals are **smaller** than the kettledrums.*

Use superlative adjectives to compare three or more people or things.

*The piano is **the heaviest** instrument in the shop.*

If an adjective has more than two syllables, use *more* and *most*.

beautiful → more beautiful → the most beautiful

*The violin is **more expensive** than the guitar.*

*The violin is **the most beautiful** instrument in the shop.*



B Write sentences using the words in the chart. Use comparative adjectives.



piano



electric guitar

		big		
		small		
The piano	is	traditional	than	the electric guitar.
The electric guitar		modern		the piano.
		heavy		
		light		

1 *The piano is bigger than the electric guitar.*

2 *The electric guitar is smaller than the piano.*

3 _____

4 _____

5 _____

6 _____

C Complete the conversation with comparative and superlative forms of the adjectives in parentheses.

Alina Are you in the school orchestra, Sasha?

Sasha Yes, I am. I play the piano. It's the ¹ _____ (big) instrument in the orchestra.

Alina That's cool. The double bass is big too, isn't it?

Sasha Yes, it is! It's the ² _____ (enormous) string instrument. Masha plays the double bass in our orchestra.

Alina Masha? But she's the ³ _____ (small) girl in the school, and the double bass is the ⁴ _____ (difficult) instrument to carry!

Sasha I know. But she's the ⁵ _____ (good) double bass player in the school.

Alina I can play the cello. It's ⁶ _____ (small) than the double bass, but it's ⁷ _____ (big) than the violin.

Sasha Is the cello ⁸ _____ (difficult) than the violin?

Alina I don't know. I can't play the violin!



D Listen and check. 22

E Act it out.

F Write sentences. Use the superlative forms of the adjectives in parentheses.



- 1 The harp is the biggest instrument. (big)
- 2 _____ (small)
- 3 _____ (cheap)
- 4 _____ (expensive)
- 5 _____ (heavy)
- 6 _____ (light)
- 7 _____ (noisy)
- 8 _____ (relaxing)

G Choose the correct words to complete the text.



The children in our school orchestra are ¹ ____ musicians in the school. Robbie plays the triangle. It's ² ____ instrument in the orchestra. Karen is ³ ____ girl in the orchestra. She plays the piano. The piano is ⁴ ____ instrument in the orchestra. Jenny is ⁵ ____ girl in the orchestra. She plays the double bass, which is ⁶ ____ string instrument! Tom is ⁷ ____ boy in the orchestra, and he plays ⁸ ____ instrument in the orchestra! He plays the trombone. Mark plays the flute. It's ⁹ ____ the trombone. Our music teacher is our conductor. The conductor is ¹⁰ ____ person in the orchestra.

- | | | |
|-------------------------|---------------------|----------------------|
| 1 a better than | b the best | c the better |
| 2 a the smaller | b smaller than | c the smallest |
| 3 a the cheerfuller | b the most cheerful | c more cheerful than |
| 4 a the biggest | b the bigger | c bigger than |
| 5 a the smaller | b the smallest | c smaller than |
| 6 a the enormouser | b the most enormous | c the enormousest |
| 7 a the tallest | b the taller | c taller than |
| 8 a the longer | b the longest | c longer than |
| 9 a quieter than | b quieter | c quietest than |
| 10 a the more important | b the importantest | c the most important |

Let's Talk!

H Talk with your partner about instruments you know. Use the words in the box or your own ideas. Use *I (don't) agree*.

noisy beautiful difficult easy quiet boring

I think the harp is the most beautiful instrument.

I don't agree. I think the violin is the most beautiful instrument.

12

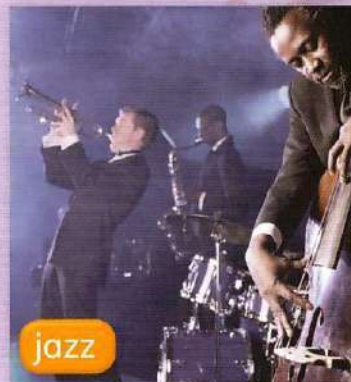
Music Then and Now

Discover Grammar

A Listen and read.  23



Music is as old as the human race. The earliest humans were as musical as people today. Their instruments weren't as complex as instruments today, but they made a lovely sound.



Jazz isn't as old as blues, but it's as popular as blues. Both types of music come from the U.S.



In Europe in the 17th and 18th centuries, classical music was as popular as pop music is today. Composers like Beethoven and Mozart were as famous as today's pop stars!



Modern instruments aren't as easy to play as the earliest instruments, but they make great sounds! Modern music is as interesting as traditional or classical music, because it is part of our amazing musical history.

B Read again. Underline the examples of *(not) as ... as*. How many examples of affirmative sentences are there? How many examples of negative sentences are there?

Learn Grammar

A Read and learn.

(Not) As + Adjective + As

Use the phrase *as + adjective + as* to show that there is no difference between two people or things.

*The earliest humans were **as musical as** people today.*

Use the phrase *not as + adjective + as* to show that there is a difference between two people or things.

*Their instruments weren't **as complex as** instruments today.*



B Complete the sentences. Use *as ... as* or *not as ... as*.

1 Jazz and blues are both popular types of music.

Jazz is as popular as blues.

2 Jazz is old, but blues is older.

Jazz is _____.

3 Pop music is modern, but rap is more modern.

Pop music is _____.

4 Mozart and Beethoven are both famous composers.

Mozart is _____.

C Complete the conversation. Use the prompts in parentheses.

Lily Do you like pop music, Shen?

Shen It's OK, but it's ¹ not as good as (good X) rock music.

Lily I don't agree. Pop music is ³ _____

(noisy X) rock music, but it is

⁴ _____ (exciting ✓) rock music.

Shen Do you buy lots of CDs?

Lily Not really. I buy MP3s. They're ⁵ _____

(expensive X) CDs.

Shen That's true. CDs are ⁶ _____ (modern X)

MP3s, but I like CDs.

Lily Me too, but MP3 players are ⁷ _____ (big X) CD players. My MP3 player

is ⁸ _____ (small ✓) a cell phone. I can put it in my pocket!



D Listen and check. 24

E Act it out.

F Look at the chart. Write sentences.

I did a class survey about music. Here are the results!

Type of Music	Relaxing	Exciting	Boring
Rock music	*	***	**
Pop music	**	**	*
Hip hop	*	***	*
Jazz	**	*	**
Classical music	***	*	***



The students in the class think ...

- 1 rock music / exciting / hip hop
Rock music is as exciting as hip hop.
- 2 rock music / relaxing / pop music
- 3 classical music / exciting / jazz
- 4 jazz / relaxing / classical music
- 5 rock music / boring / jazz
- 6 hip hop / relaxing / rock music
- 7 classical music / exciting / pop music
- 8 hip hop / boring / jazz

G Read and learn.

Questions

You form questions and short answers with *as + adjective + as* by using the correct form of the verb *be*.

Is pop music as popular as rock music? Yes, it *is*.

Are cellos as big as double basses? No, they *aren't*.

Was the first CD player as small as today's CD players? No, it *wasn't*.

Were composers as famous as today's pop stars in the 17th century? Yes, they *were*.



Module 6 Review

A Circle the correct words.

- 1 The piano is the **largest** / **larger** instrument in the orchestra.
- 2 Violins are **more expensive** / **most expensive** than triangles.
- 3 Are flutes **smaller** / **smallest** than trombones?
- 4 Is the conductor the **more important** / **most important** person in the orchestra?
- 5 Pianos are **heavier** / **heaviest** than guitars.
- 6 Is the violin the **more beautiful** / **most beautiful** instrument in the orchestra?

B Look at the notes and write sentences or questions. Use comparative or superlative adjectives. Answer the questions with short answers.

<u>Instrument</u>	double bass	cello	violin
<u>Price</u>	\$1500	\$1000	\$2000
<u>Size</u>	71 inches (180 cm) long	48 inches (121 cm) long	14 inches (35 cm) long

1 the double bass / big
The double bass is the biggest instrument.

2 the cello / small / the double bass?
Is the cello smaller than the double bass?

3 cello / cheap / double bass

4 violin / expensive

5 cello / big / violin

6 double bass / expensive / violin?

7 violin / small?

8 double bass and cello / cheap / violin?

Exam Time

- C** Read the sentences. Choose the correct words and write them on the lines. You don't need all the words. There is one example.

piano ~~cello~~ flute trombone conductor violin orchestra
musician trumpet double bass triangle cymbals electric guitar

Example

This is a string instrument. It's bigger than a violin, but it's smaller than a double bass.

cello

- 1 This is a group of musicians. It's bigger than a pop music band and it's more traditional. _____
- 2 This instrument looks like a trumpet, but it is longer than a trumpet. _____
- 3 This person stands in front of the musicians. He's the most important person in the orchestra. _____
- 4 This is the smallest instrument in the orchestra. It's the easiest instrument, too!

- 5 This is the biggest string instrument in the orchestra. _____
- 6 This is a string instrument, but it's more modern than a violin or a cello.

- 7 This is the biggest instrument in the orchestra. _____
- 8 These are flat, metal instruments. They're the loudest instruments in the orchestra.

Extra

- D** Read about Lily. Ask and answer the questions with your partner.

Hi! I'm Lily. I love pop music. I think it's more interesting than rock music or hip hop. My favorite pop singer is Lizzy Starr. She has the best voice in the world. I always buy her new songs. I buy MP3s because they're not as expensive as CDs. I think MP3s are better than CDs because they're quicker and easier to buy. You can fit a lot of songs on an MP3 player, too!

- 1 What kind of music does Lily like? Why?
- 2 Who is Lily's favorite singer? Why?
- 3 Does Lily buy CDs or MP3s? Why?

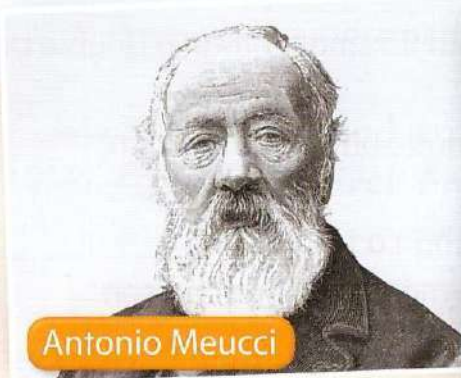


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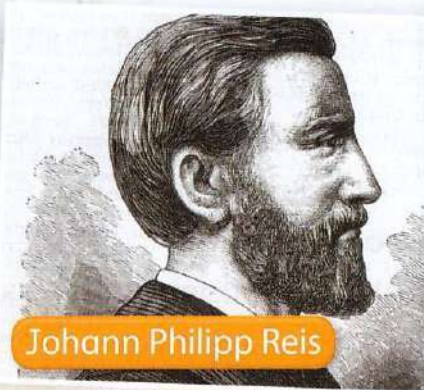
Making History

Discover Grammar

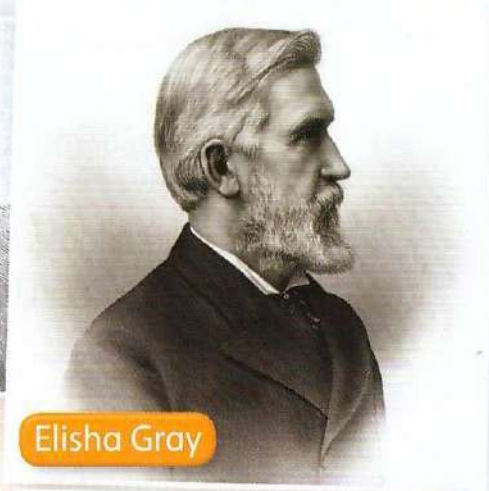
A Listen and read. 25



Antonio Meucci

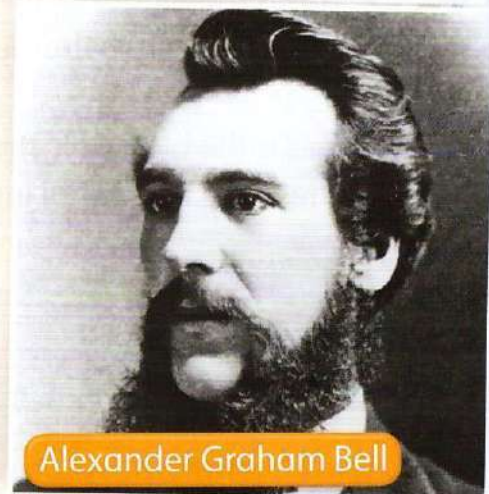


Johann Philipp Reis



Elisha Gray

In the 19th century, Alexander Graham Bell was working on a new invention. He was trying to invent a telephone. Other scientists were trying to invent telephones, too. Antonio Meucci and Johann Philipp Reis made telephone machines. So did Elisha Gray. On February 14, 1876, Gray's invention was ready. Bell's invention was ready, too. Gray hurried to the U.S. Patent Office to get a licence for his invention. So did Bell. But Bell got there first. Gray did not become rich and famous. Meucci didn't become rich and famous, either. Neither did Reis. But we remember them today as important people in the history of the telephone.



Alexander Graham Bell

B Read again. Underline the words *so*, *too*, *either*, and *neither*.

Which words agree with something affirmative? Which words agree with something negative?

C Circle the correct words.

- Bell was a scientist. Meucci was a scientist **so** / **too**.
- Bell invented a telephone. **So** / **Too** did Gray.
- Meucci didn't go to the Patent Office. **Either** / **Neither** did Reis.
- Gray didn't become rich from his invention. Reis didn't become rich, **either** / **neither**.

Learn Grammar

A Read and learn.

So, Too, Either, Neither

Use *so* or *too* in a sentence to agree with something affirmative in another sentence.

Antonio Meucci and Johann Philipp Reis made telephone machines. So did Elisha Gray. Bell was trying to invent a telephone. Other scientists were trying to invent telephones, too.

You can also use *too* in shorter sentences, like this:

Bell was trying to invent a telephone. Other scientists were, too.



Use *either* or *neither* in a sentence to agree with something negative in another sentence.

Gray did not become rich and famous. Meucci didn't become rich and famous, either. Meucci didn't become rich and famous. Neither did Reis.

Grammar Tip!

Use *so* and *neither* at the beginning of a sentence.

Use *too* and *either* at the end of a sentence, after a comma.

B Choose the correct words to complete the sentences.

- Antonio Meucci was an inventor. Johann Philipp Reis was an inventor, _____.
a so b either c too
- Alexander Graham Bell didn't invent the television. He didn't invent the computer, _____.
a neither b either c so
- Elisha Gray did lots of experiments with telephone machines. _____ did Alexander Graham Bell.
a So b Either c Neither
- Johann Philipp Reis lived in the 19th century. Antonio Meucci lived in the 19th century, _____.
a so b neither c too
- Antonio Meucci wasn't from the U.K. _____ was Johann Philipp Reis.
a Too b Neither c So
- Elisha Gray invented other machines. _____ did Antonio Meucci.
a So b Either c Too

C Complete the conversation with *so*, *too*, *either*, or *neither*.

Rosa What do you know about Alexander Graham Bell, Carlos?

Carlos I know that he helped deaf people. His father helped deaf people, ¹ _____. Bell's mother was deaf. ² _____ was his wife.

Rosa Really? Was Bell a doctor?

Carlos No, he wasn't. He was a teacher. His father was a teacher, ³ _____.

Rosa Was Bell from the U.K.?

Carlos Yes, he was. But he moved to Canada in 1870. ⁴ _____ did his parents. Bell started his work on the telephone in Canada.

Rosa In the 1870s, people didn't have telephones. They didn't have computers, ⁵ _____.

Carlos That's right. Houses didn't have telephones then. ⁶ _____ did offices. But Bell changed that with his amazing invention.



D Listen and check. 26

E Act it out.

F Rewrite the sentences in **bold**. Use short sentences.

1 Alexander Graham Bell was a teacher. **So was his father.**

His father was, too.

2 Houses didn't have telephones in the 1870s. **Offices didn't, either.**

3 Alexander Graham Bell's wife was deaf. **His mother was, too.**

4 Alexander Graham Bell didn't move to Australia. **Neither did his parents.**

5 Alexander Graham Bell wasn't a doctor. **His father wasn't, either.**

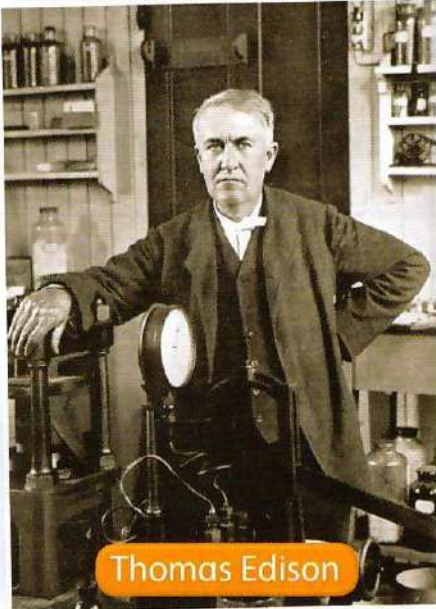
6 Alexander Graham Bell was interested in language. **So was his father.**

7 Alexander Graham Bell wasn't from Canada. **Neither were his parents.**

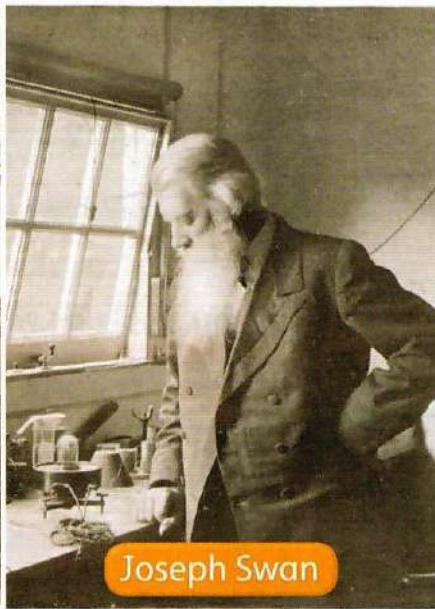
8 Alexander Graham Bell helped deaf people. **His father did, too.**



G Choose the correct sentences from a to g to complete the text.



Thomas Edison



Joseph Swan



light bulb

In 1878, Thomas Edison was trying to invent a light bulb. ¹ ____ Edison and Swan weren't the only scientists to experiment with light bulbs. ² ____ British inventor Humphry Davy invented a light bulb. ³ ____ But their light bulbs were not very successful. Swan's light bulb was a success. ⁴ ____ Swan's light bulb worked for a long time. ⁵ ____ Swan got a patent for his invention. ⁶ ____ Swan wasn't happy about this. ⁷ ____ Swan and Edison weren't friends, but their inventions changed the world!

- a So did Edison's light bulb.
- b Edison wasn't happy, either.
- c So did Canadian inventor Henry Woodward.
- d So was Edison's light bulb.
- e Edison got a patent, too.
- f Other scientists were experimenting with light bulbs, too.
- g Joseph Swan was trying to invent a light bulb, too.

Let's Talk!

H In what ways are you and your partner the same? Talk with your partner. Use the phrases in the box.

Me too. So am I. Neither am I. I'm not, either.

I'm not eight years old.

Neither am I. I'm nine years old.

Me too.

14

Success Stories

Discover Grammar

A Listen and read.  27

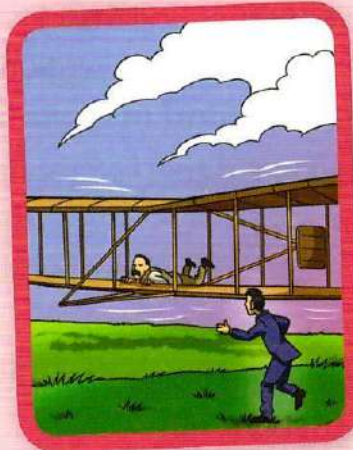
Orville and Wilbur Wright wanted to fly when they were small boys. They liked to play with flying toys.



In 1903, Wilbur and Orville successfully made the world's first airplane flight. Their plane flew further than the glider. It flew more quickly than the glider, too. But it only stayed in the sky for one minute.



When the boys were older, they decided to make a flying machine. In 1900, they built a glider. It didn't fly very quickly, and it didn't fly very far.



The Wright brothers made another plane in 1908. It was their best machine. It flew the most quickly. It flew the furthest, too. People watched excitedly as the plane stayed in the air for thirty minutes. It was a wonderful sight!



B Read again. Underline the adverbs. Write the adverbs in the correct boxes.

Adverbs	Comparative Adverbs	Superlative Adverbs
1 _____	1 _____	1 _____
2 _____	2 _____	2 _____
3 _____		
4 _____		

Learn Grammar

A Read and learn.

Adverbs • Comparative and Superlative Adverbs

Use adverbs to describe how a person or thing does something.

*Jane sings **beautifully**.*

Here are some examples of how you form adverbs from adjectives:

quick → quickly; wonderful → wonderfully; horrible → horribly; easy → easily

Some adverbs are irregular, for example:

good → well; far → far; fast → fast; early → early; hard → hard;

high → high; late → late



When you compare the same action, use comparative or superlative adverbs.

*The glider didn't fly very **far**. The first plane flew **further** than the glider.*

*The second plane flew **the furthest**.*

Some comparative adverbs include *more* and *the most*.

*The glider didn't fly very **quickly**. The first plane flew **more quickly** than the glider.*

*The second plane flew **the most quickly**.*

Some comparative adverbs are irregular. Here are some common examples:

Adverb	Comparative Adverb	Superlative Adverb
well	better	the best
badly	worse	the worst
far	further	the furthest

B Complete the text. Use the adverb forms of the adjectives in parentheses.

On December 17, 1903, the Wright brothers tested their first plane.

They shook hands ¹ _____ (nervous) as Orville got into the plane.

The plane started to move ² _____ (slow) along the ground.

Then the plane started to move ³ _____ (quick) and after a moment,

it ⁴ _____ (sudden) lifted up into the air. Orville was lying on the

bottom wing of the plane. He was holding onto the plane ⁵ _____ (tight)

and he was watching the people on the ground. The people were cheering

⁶ _____ (loud) and waving at Orville ⁷ _____ (excited).

After about a minute, the plane landed. Orville stood up ⁸ _____ (proud)

and Wilbur ran to him. The first flight was a success!

C Choose the correct words to complete the conversation.

Nada What's your favorite invention, Ali?

Ali I love computers. They're brilliant. Computers help us do everything ¹ _____.

Nada What was the world like before computers?

Ali Well, I think children did their homework ² _____ than we do, because they didn't have the Internet!

Nada That's true. Today, we can find information ³ _____ than people in the past. Do you use the Internet regularly?

Ali I use it ⁴ _____ than my brother. He never goes online. But my sister uses the Internet ⁵ _____. She's always online!

Nada Is she? Can you type fast on your computer?

Ali Yes, I can. I can type ⁶ _____ of all the children in my class!

- | | | |
|------------------------|----------------------|-----------------------|
| 1 a most easier | b more than easily | c more easily |
| 2 a more slowly | b more slower | c most slowly |
| 3 a most quickly | b more quicker | c more quickly |
| 4 a more regularly | b most regularly | c more regular |
| 5 a the more regularly | b the most regularly | c most regularly than |
| 6 a the fastest | b faster than | c the faster |



D Listen and check. 28

E Act it out.

F Complete the text with the phrases in the box.

more clearly far the furthest clearly the most clearly further

Hans Lippershey invented the first telescope in 1608.

He couldn't see very ¹ _____ with his telescope, but he could see things quite ² _____.

In 1609, Galileo made another telescope. Galileo could see things ³ _____ with his telescope than he could with Lippershey's telescope. Galileo could see

⁴ _____ with his telescope, too. He used his telescope to look into space and see the surface of the moon!

Isaac Newton invented a new kind of telescope in 1670. With his new telescope, he could see ⁵ _____ of all, and he could see things ⁶ _____.

Newton used his telescope to study the planets.



G Look at the chart. Write sentences. Use the comparative or superlative forms of the adverbs.

	Travel Quickly	Travel Cheaply	Travel Far
bike	*	***	*
car	**	**	**
plane	***	*	***

1 quickly / car / bike

You can travel more quickly by car than by bike.

2 quickly / plane

3 far / plane

4 cheaply / car / plane

5 cheaply / bike

6 far / car / bike

Let's Write!

H What do you think about these inventions? Write sentences.

carry / easy buy / cheap read / clear
send messages / quick get online / fast

1 *You can carry a tablet more easily than a PC.*

2 _____

3 _____

4 _____

5 _____



Module 7 Review

A Complete the sentences with *so*, *too*, *either*, or *neither*.

- 1 Alexander Graham Bell was an inventor. The Wright brothers were inventors, _____.
- 2 The telephone was an important invention. _____ was the computer.
- 3 Elisha Gray wasn't from the U.K. _____ was Antonio Meucci.
- 4 Thomas Edison didn't invent a telescope. Joseph Swan didn't invent a telescope, _____.
- 5 Galileo was a scientist. Isaac Newton was a scientist, _____.
- 6 Orville Wright wasn't an actor. _____ was Wilbur Wright.

B Complete the sentences. Use the adverb forms of the adjectives in parentheses.

- 1 Alexander Graham Bell worked very _____ (careful) to make the first telephone.
- 2 He wanted to hear voices _____ (clear) with his telephone.
- 3 His invention worked _____ (good).
- 4 Bell went to the Patent Office _____ (quick).
- 5 He smiled _____ (happy) when he got the patent for his invention.
- 6 Now people in different towns could talk to each other _____ (easy).

C Write sentences. Use comparative or superlative adverbs.

- 1 send messages / quick / by email / by letter

You can send messages more quickly by email than by letter.

- 2 give messages / quick / by phone

- 3 travel / cheap / by train / by plane

- 4 travel / cheap / by bus

- 5 see / far / with binoculars / with your eyes

- 6 see / far / with a telescope

- 7 type / easy / on a tablet / on a cell phone

- 8 type / easy / on a computer

Exam Time

D Choose the correct words to complete the text. There is one example.

The History of the Automobile

Gottlieb Daimler was an inventor. Karl Benz was an inventor, c. Daimler was from Germany. ¹ _____ was Benz. In the late 19th century, Daimler invented an automobile. Benz invented an automobile, ² _____. At first, a lot of people were scared of automobiles. But automobiles soon became popular because they moved ³ _____ and ⁴ _____. At the time, people usually travelled by horse and carriage. The horse and carriage wasn't very fast. It wasn't very comfortable, ⁵ _____. People wanted to travel ⁶ _____ and ⁷ _____. They wanted to buy automobiles.



In 1913, Henry Ford invented a way to make automobiles ⁸ _____ and ⁹ _____. Because of Ford's invention, people could buy automobiles ¹⁰ _____. Soon, lots of people had automobiles and the roads became very busy!

Example

- | | | |
|----------------------|---------------------|--------------------|
| a so | b either | c too |
| 1 a So | b Neither | c Too |
| 2 a either | b too | c neither |
| 3 a most quickly | b quickly | c quick |
| 4 a safely | b safe | c most safely |
| 5 a either | b too | c neither |
| 6 a fastest | b faster | c more faster |
| 7 a most comfortable | b more comfortabler | c more comfortably |
| 8 a more quickly | b most quickly | c more quick |
| 9 a the more easily | b more easily | c most easily |
| 10 a more cheaply | b cheaper than | c most cheaply |

Extra

E Ask and answer with your friend.

Which invention do you like best?

My favorite invention is ...

Why do you like that invention?

I like it because ...

How often do you use that invention?

I use it ...

15

Tasty Treats

Discover Grammar

A Listen and read.  29



8 tomatoes, cut into slices

4 cups of grated cheese

1 can of chopped

tomatoes

Some dough

1 tablespoon of olive oil

1 teaspoon of oregano

Some olives

First, put a piece of baking paper on a baking tray. Spread the olive oil on the baking paper.

Second, cut two or three rounds of dough and put them on the baking paper.

Third, put some chopped tomatoes on each round of dough.

Fourth, put a slice of tomato, some cheese, a little oregano, and a few olives on each round.

Fifth, cook the mini pizzas in the oven for ten minutes.

Finally, eat your mini pizzas!

B Read again. Underline the food words. Then write them in the chart.

Count Nouns	Noncount Nouns
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
	4 _____

Learn Grammar

A Read and learn.

Count and Noncount Nouns

Remember!

Count nouns are nouns which have a singular and a plural form.

a tomato one tomato two/three/etc. tomatoes

Noncount nouns are nouns which only have a singular form.

olive oil NOT ~~an olive oil / one olive oil / olive oils~~

Sometimes a noun has a count sense and a noncount sense.

four mini pizzas a piece of pizza

two tomatoes two slices of tomato

Use *how many ...?* with plural count nouns.

How many tomatoes do we have?

Use *how much ...?* with noncount nouns.

How much olive oil do we need?



B Write C (for count) or N (for noncount).

- | | | | | | |
|----------|-------|---------|-------|-----------|-------|
| 1 paper | _____ | 5 water | _____ | 9 bread | _____ |
| 2 cheese | _____ | 6 juice | _____ | 10 cookie | _____ |
| 3 tomato | _____ | 7 lemon | _____ | 11 milk | _____ |
| 4 pizza | _____ | 8 honey | _____ | 12 carrot | _____ |

C Complete the questions with *How much* or *How many*.

- _____ butter do we need?
- _____ apples are in the bag?
- _____ sugar is in this cake?
- _____ sandwiches do you want?
- _____ cola do you drink?
- _____ pizzas should we make?
- _____ olive oil do we have?
- _____ olives are in the bowl?

D Read and learn.

Measure Phrases

Measure phrases help you to count things you usually can't count, such as juice or rice. They can also be used to count larger numbers of things you can count, such as apples and pencils.



a bottle of (water / olive oil / lemonade)	a can of (cola / tomatoes / soup)
a packet of (sugar)	a bowl of (soup / rice / apples)
a bag of (flour)	a box of (cereal / chocolates / cookies)
a carton of (milk / juice / eggs)	a jar of (honey / jam)
a cup of (coffee / tea) (in recipes: sugar / butter)	a pound / kilo of (meat / cheese / potatoes)
a bar of (chocolate / soap)	a slice of (tomato / bread / cheese)
a glass of (water / milk / cola / juice)	a piece of (cake / pizza / cheese)

E Look at the picture. Complete the text with the words in the box.



bottle carton jar slices bag bowl glass bar

Emily is in the kitchen. There's a ¹ _____ of apples on the table and there's a ² _____ of chocolate on the table, too. There are some ³ _____ of bread on a plate. There's a ⁴ _____ of flour and a ⁵ _____ of honey in the cupboard. There's a ⁶ _____ of water in the fridge and there's a ⁷ _____ of milk in the fridge, too. Emily is drinking a ⁸ _____ of milk because she's thirsty.

F Choose the correct words to complete the conversation.



Karima Let's make a cake for Grandma and Grandpa.
Tarik That's a good idea. What do we need?
Karima We need a ¹ _____ of eggs, and some butter.
Tarik OK. Do we need a ² _____ of flour?
Karima No. There's a lot of flour in the cupboard. But we need a ³ _____ of chocolate for the cake.
Tarik OK. Do we need a ⁴ _____ of milk?
Karima No. We've got some milk in the fridge. But we need some coffee.
Tarik Why? Are we making a coffee cake?
Karima No. But Grandma always drinks a ⁵ _____ of coffee when she eats a ⁶ _____ of cake!

- | | | |
|------------|----------|----------|
| 1 a carton | b jar | c bottle |
| 2 a bag | b bar | c jar |
| 3 a jar | b bar | c can |
| 4 a pound | b box | c carton |
| 5 a bag | b bottle | c cup |
| 6 a piece | b bowl | c glass |

G Listen and check. 30

H Act it out.

Let's Write!

I Look at the pictures. Write sentences.



- 1 *Cut two slices of bread.* _____
- 2 _____
- 3 _____
- 4 _____

16 Food Facts

Discover Grammar

A Listen and read.  31

Food Labels

Food labels on packages, cartons, and cans give us information about the foods we buy.

Are you worried about eating lots of chemicals? You can read the list of ingredients. People are often surprised by how many chemicals are in some products. You should also read the label if you're afraid of eating something that you are allergic to.



If you're interested in eating healthily, you can find out how much salt, fat, etc., is in a product. Don't buy it if you're not happy with it.

Are you curious about how to cook the product? Read the instructions on the label.

If you're not sure about what a product is, you can look at the picture!

B Read again. Underline the adjectives. What prepositions follow each adjective? Complete the chart.

Adjective	Preposition	Adjective	Preposition
1 interested	_____	5 surprised	_____
2 _____	_____	6 _____	of
3 _____	about	7 allergic	_____
4 _____	_____	8 _____	with

Learn Grammar

A Read and learn.

Adjectives with Prepositions

Some adjectives form phrases with prepositions.



Adjective	Preposition
happy / excited / confused / worried / sorry / concerned / sure / curious / angry / sad	about (something / doing something)
happy / bored / disappointed	with (something / someone)
nice / kind / good / bad / stupid / silly / smart / sensible / rude	of (someone (to do something))
interested / disappointed	in (something / someone)
surprised / amazed / confused	by (something or someone)
good / bad / excellent	at (doing something)
full	of (something)
famous	for (something)

B Circle the correct words.

Hana Are you interested ¹ **of** / **in** eating healthily, Kamil?

Kamil Of course. I think it's silly ² **about** / **of** people to eat lots of junk food.

Hana Me too. I'm worried ³ **about** / **with** the amount of junk food people eat. Junk food is full ⁴ **for** / **of** fat and chemicals.

Kamil I know. I'm angry ⁵ **about** / **with** the number of chemicals that food companies put in their products. It's very bad ⁶ **on** / **of** them to use a lot of chemicals.

Hana I know. I'm not happy ⁷ **in** / **about** that, either. We have to read food labels very carefully these days.

Kamil We do. But I'm excited ⁸ **about** / **of** the food for our party!



C Listen and check. 32

D Act it out.

E Complete the text with the words in the box.



of at of about by about in about

Hi! My name's Lisa and I'm eight. Yesterday, my sister and I made a cake. I'm not very good ¹ _____ cooking, but my sister is interested ² _____ cooking and she makes great things! I was excited ³ _____ making the cake. I wanted my family to be surprised ⁴ _____ how delicious it was. I gave my sister the ingredients and she mixed them together in a big bowl. We put the cake in the oven. I was worried ⁵ _____ burning the cake, so I watched it all the time. When the cake was ready, my sister tried a little piece. "Ugh!" she said. "It's full ⁶ _____ salt!" I couldn't believe it. I had given my sister a cup of salt, not a cup of sugar. That was very silly ⁷ _____ me. I was very sorry ⁸ _____ making that mistake, but my sister thought it was funny!

F Correct the mistakes. Write the correct sentences.

1 It was nice with Grandma to make us a cake.

It was nice of Grandma to make us a cake.

2 I'm disappointed of these cookies. They're not very nice.

3 My brother isn't interested about cooking.

4 We're surprised of how much sugar there is in fruit juice.

5 Italy is famous about its pizza and pasta.

6 The children are excited with going to a restaurant for dinner.

G Write sentences.

I'm good	at	the amount of junk food children eat.
I'm disappointed	in	the cake I made today. It's great!
I'm interested	about	how cheap fruit is at this market.
I'm worried	with	making pizza.
I'm surprised	by	the cake I made yesterday. It's too dry.
I'm happy		trying food from different countries.

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

Let's Talk!

H Ask and answer with your partner. Use the ideas in the boxes or your own ideas.

good at
interested in
worried about
surprised by
curious about

cooking
food science
the number of chemicals in foods
food allergies
trying new dishes
how much fat is in food products
checking food labels
how much junk food people eat

Are you good at cooking?

No, I'm not!

Are you worried about ...?



Module 8 Review

A Circle the correct words.

- 1 How **much** / **many** bread do we have?
- 2 How **much** / **many** sandwiches should we make?
- 3 How **much** / **many** cookies are in the box?
- 4 How **much** / **many** cheese is on this pizza?
- 5 How **much** / **many** chocolate do you eat?
- 6 How **much** / **many** cakes did you buy?

B Complete the sentences with the words in the box.

bar jar slice cup bowl carton

1



This is a _____
of rice.

4



Do you want a
_____ of coffee?

2



We have a _____
of juice.

5



I want a _____
of chocolate.

3



Can I have a _____
of honey, please?

6



There's a _____
of bread on my plate.

C Complete the sentences with the words in the box.

of with of about at about

- 1 I'm sorry _____ making a mess in the kitchen.
- 2 My sister is very good _____ making pizza.
- 3 I was happy _____ the soup I made. It was delicious!
- 4 It was silly _____ me to forget to buy milk.
- 5 I'm not sure _____ this recipe. I think it might be wrong.
- 6 Ice cream and candy are full _____ sugar.

Exam Time

- D** Complete the text with the words in the box. There are two extra words. There is one example.

happy carton carton slice bar ~~bag~~ confused cup excited

Last Saturday, Karima and Tarik made a cake. They wanted to surprise their grandma and grandpa. They made a list of the things they needed. There was a bag of flour in the cupboard, and there was a ¹ _____ of milk in the fridge. Karima and Tarik went to the supermarket. They were very ² _____ about their plan. They bought a ³ _____ of eggs, some butter, and a big ⁴ _____ of chocolate. They also bought some coffee. When they were back at home, they read the recipe carefully and they made a big chocolate cake. Karima and Tarik were very ⁵ _____ with their cake. Grandma and Grandpa loved the cake too. Then Karima made each of her grandparents a ⁶ _____ of coffee. Grandma and Grandpa were very happy!

Now choose the best name for the story. Check one box.

- A nice surprise
- At the supermarket
- A problem in the kitchen

Extra

- E** Read about Kamil. Ask and answer the questions with your friend.

My name's Kamil. My favorite food is vanilla cookies. My grandma makes them for me and they are delicious! You need some butter, a cup of sugar, four cups of flour, and two cups of walnuts to make the cookies. You need two teaspoons of vanilla and a teaspoon of salt, too. First, mix the butter, sugar, salt, vanilla, and walnuts in a bowl. Second, mix in the flour. Third, put a piece of baking paper on a baking tray. Fourth, put small balls of cookie mix on the baking paper. Fifth, cook the cookies for fifteen minutes. Finally, cover the cookies with sugar.

- 1 What is Kamil's favorite food?
- 2 What do you need to make the cookies?
- 3 How do you make the cookies?



17

Staying Safe

Discover Grammar

A Listen and read.  33*What Do You Do in a Hurricane?*

Before a Hurricane

- Bring garden furniture into the house.
- Put boards over your windows.
- Get some money from the bank.
- Get a first-aid kit, some cans of food, and some bottles of water from the supermarket.

During a Hurricane

- Go into a building and stay there.
- If your home is in a low area, go up to a higher place or go to a hurricane shelter.
- Listen to the radio. If it's time to get out of the area, follow instructions and leave.

After a Hurricane

- Don't drive through flooding water.
- Don't walk under damaged trees, buildings, or bridges.



B Read again. Look for the prepositions. Underline the prepositions which show where to go.

C Correct the mistakes. Write the correct instructions.

1 Bring garden furniture out of the house.

Bring garden furniture into the house.

2 Put boards under your windows.

3 Listen to CDs during a hurricane.

4 Go to a lower place if your home is in a low area.

Learn Grammar

A Read and learn.

Imperatives

To form the imperative, use the base form of a verb. Use the imperative to tell people to do something.

Go into a building.

Stay there!

Use *don't* + imperative to tell people not to do something.

Don't leave your home.

Don't drive through flooding water.

When you use imperatives to give instructions, you often add *please*.

Please can go at the beginning or the end of a sentence:

Please stay there. Please don't move. Stay there, please. Don't move, please.



B Match the phrases in the box to the pictures.

Take off your boots! Don't run! Come into the house! Don't jump!



1 _____



3 _____



2 _____

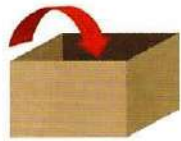


4 _____

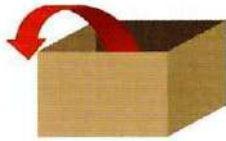
C Read and learn.

Prepositions of Movement

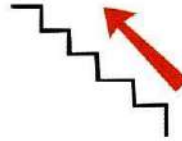
Use prepositions of movement to show which direction a person or thing is moving in.



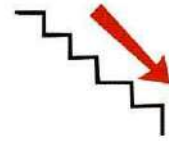
into



out of



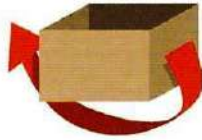
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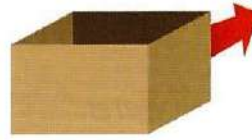
down



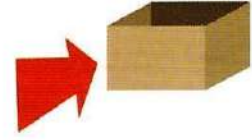
over



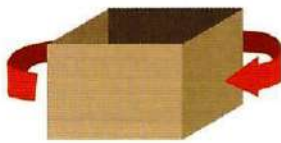
under



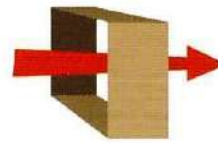
from



to



around



through

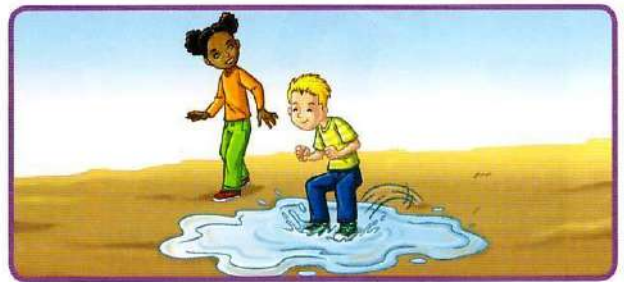


D Look at the pictures. Complete the sentences with the words in the box.

out of around down under through up over into



- 1 He's going _____ the building.
- 2 She's coming _____ the building.



- 5 She's walking _____ the water.
- 6 He's walking _____ the water.



- 3 He's going _____ the hill.
- 4 She's going _____ the hill.



- 7 He's walking _____ the bridge.
- 8 She's walking _____ the bridge.

- E** Where can you go in an emergency? Find the places on the map. Complete the directions from the police station to the school.



A: Excuse me. How do you get ¹ from the police station ² _____ the school?

B: Go ³ _____ the steps. Walk ⁴ _____ the park. Go along the road. Go ⁵ _____ the bridge.

A: Thanks!

- F** Look at the map in exercise E. Answer the questions. Write sentences.

1 a How do you get from the school to the firehouse?

b _____

2 a How do you get from the firehouse to the hospital?

b _____

3 a How do you get from the hospital to the drugstore?

b _____

4 a How do you get from the drugstore to the police station?

b _____

Let's Write!

- G** Tell your partner how to get from your school to where you live.

18

Exciting Expeditions

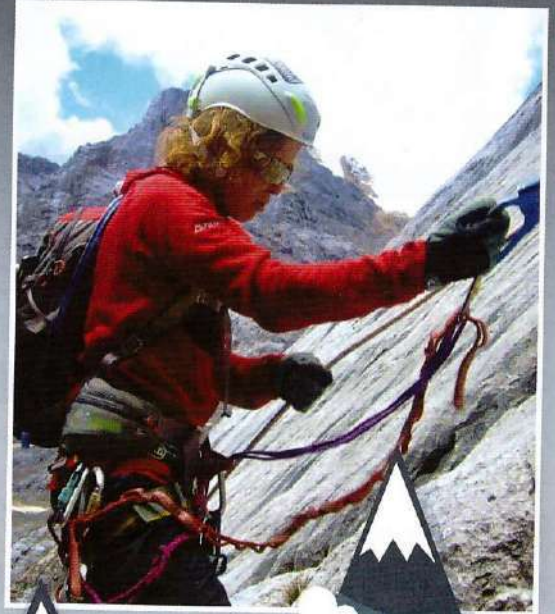
Discover Grammar

A Listen and read.  34

CLIMBING BLOG

Jordan Romero wanted to be a mountain climber when he was a little boy. When he was fifteen, he became the youngest person to climb the seven highest mountains in the world, including Mount Everest.

Mountain climbers need to work hard to get fit. Jordan trains a lot. He also runs and rides his bike. Before he climbed Mount Everest, Jordan wanted to be very fit and very strong. When you climb a mountain, you have to climb for long hours in the cold, with a heavy backpack. Your body has to be ready for that, and your mind has to be ready, too. You need to have the right equipment, and you have to have a good team.

B Read again. Underline the examples of *want to*, *have to*, and *need to*.

C Put a check (✓) next to the correct sentences and a cross (X) next to the incorrect sentences.

- 1 Mountain climbers don't need to get in shape.
- 2 Jordan wanted to be very strong before he climbed Everest.
- 3 You don't have to climb in the cold when you climb a mountain.
- 4 Your mind has to be ready to climb a mountain.
- 5 You don't need to have equipment to climb a mountain.
- 6 You have to have a good team to climb a mountain.

Learn Grammar

A Read and learn.

Present and Past Tenses

Use the simple present to talk about permanent situations, general truths, and routine or repeated actions.

Use the present continuous to talk about actions happening now.

Use the simple past to talk about actions which started and finished in the past.

Use the past continuous to talk about actions which were happening at a certain time in the past.

Use the past continuous for an action which was going on in the past, and the simple past for an action which interrupted the first action.



B Write the words in the correct order.

1 the moment. / training / We're / at

2 to the gym / every Monday. / go / I

3 last year. / joined / She / a climbing group

4 doing / at five o'clock. / was / I / my homework

5 him? / you saw / he running / when / Was

C Complete the questions. Use the correct forms of the verbs in parentheses.

1 _____ (you / ride) your bike at three o'clock yesterday?

2 _____ (he / go) to the gym last Friday?

3 _____ (she / run) every morning?

4 _____ (they / climb) a mountain when they found the cave?

5 _____ (it / start) to snow when you were skiing down the mountain?

6 _____ (he / buy) this climbing equipment yesterday?

7 _____ (you / ski) in the mountains every winter?

8 _____ (they / pack) for their trip at the moment?

D Read and learn.

Want To / Need To / Have To

Use *want to* + verb to talk about actions that are not necessary, but that you want to do. (It is not important to do the action.)

I want to climb a mountain.



Use *need to* + verb or *have to* + verb to talk about actions that are necessary. (It is important to do the action.)

You need to have the right equipment to climb a mountain.

You have to have a good team to climb a mountain.

You can use *want to* + verb, *need to* + verb, and *have to* + verb in the present tense or the past tense.

I wanted to climb a mountain, so I needed to get in shape.

I had to work hard to get in shape.

E Circle the correct words.

Jae ¹ Do you want to / Did you need to go on the school trip to the zoo tomorrow, Ji-Min?

Ji-Min Yes, I do! I can't wait! ² Do we need to / Did we have to take sandwiches with us?

Jae No, we don't. We're going to have lunch in a cafeteria. We ³ want to / have to take some money with us.

Ji-Min OK. I ⁴ wanted to / want to take my camera, too. I ⁵ want to / have to take lots of photos of the animals.

Jae You don't ⁶ want to / need to take your camera. You can buy postcards with pictures of all the animals.

Ji-Min That's true. But I like taking photos. ⁷ Do we need to / Do we want to bring warm clothes on the trip?

Jae No, we don't. It's going to be sunny tomorrow. When I went to the zoo two months ago, it was very cold! I ⁸ have to / had to wear my dad's jacket! I ⁹ wanted to / want to stay in the cafeteria all day to keep warm! I'm glad we're going to the zoo in the summer this time!



F Listen and check. 35

G Act it out.

H What do / don't you have to do when you go on a sailing trip?
Write the questions and short answers. Use the phrases in the box.



wear a life vest be able to swim bring a compass wear sunglasses bring a camera listen to instructions make sure the boat is safe be able to surf

- 1 *Do you have / need to wear a life vest?* Yes, you do.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Let's Talk!

I Talk with your partner about what you have to / don't have to do on a camping trip.

wear warm clothes cook food on a fire have a tent
take a first-aid kit take a flashlight play the guitar

Do you have to wear warm clothes when you go camping?

Yes, you do. It gets cold at night.

Module 9 Review

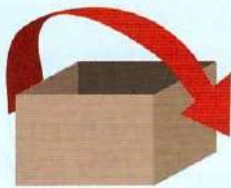
A Complete the sentences with the words or phrases in the box.

Don't eat Play Wear Don't wear Eat Don't play

- 1 It's cold today. _____ your coat.
- 2 These cakes are for the party. _____ them.
- 3 Your shoes are dirty. _____ them in the house.
- 4 The baby is asleep. _____ loud music, please.
- 5 Salad is good for you. _____ it, please.
- 6 I love that song. _____ it again.

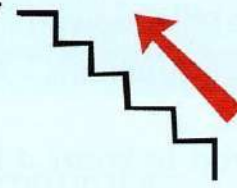
B Look at the pictures. Complete the sentences. Use the correct prepositions.

1



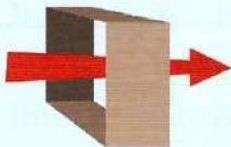
Maya walked _____
a bridge.

4



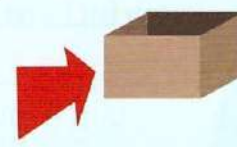
She walked _____
a hill.

2



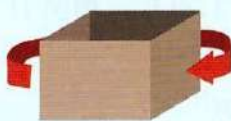
She walked _____
a park.

5



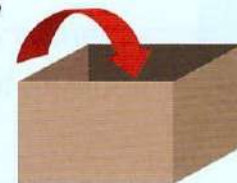
She walked _____
a little cafeteria.

3



She walked _____
a lake.

6



She went _____
the cafeteria and she
had an ice cream!

C Circle the correct words.

- 1 We **went** / **were going** on a skiing vacation last year.
- 2 My brother **rides** / **is riding** his bike at the moment.
- 3 **Are you training** / **Do you train** every day?
- 4 We **were playing** / **played** soccer when it started to rain.
- 5 I **exercised** / **exercise** at the gym three days ago.
- 6 **Are they running** / **Do they run** in the park now?
- 7 **Did you climb** / **Were you climbing** a mountain when you hurt your arm?
- 8 She **was buying** / **bought** some new climbing equipment last week.

D Complete the text with the phrases in the box.

don't want to had to don't need to need to
wanted to have to want to didn't need to

Last year, my family and I went to the beach on our vacation. We ¹ _____ relax in the sun. We ² _____ wear sun lotion every day. We ³ _____ take warm clothes because the weather was very hot.

This year, my family and I are going to the mountains on our vacation. We ⁴ _____ relax in the sun this year. We ⁵ _____ ski in the snow. We ⁶ _____ take shorts and T-shirts this year! We ⁷ _____ take lots of warm clothes. We ⁸ _____ have some skiing lessons before we go. I can't wait!



Exam Time

E Read the text and write the missing words. Write one word in each gap. There is one example.

If you are at home when a storm starts, don't go out of your house. Stay inside and close the doors and windows. If you are outside when a storm starts, you need ¹ _____ find a safe place. ² _____ stand in an open space. Move **away** ³ _____ tall trees and metal fences. Lightning can travel ⁴ _____ metal for a long way. Find a strong building or get ⁵ _____ a car. Stay there until the storm is over.

Extra

F Read about Jae. Ask and answer the questions with your partner.

Hi! I'm Jae. My favorite place to visit is the zoo. You need to spend all day at the zoo because there are lots of animals to see. You don't need to take sandwiches or drinks because there's a cafeteria at the zoo. You have to be quiet at the zoo because the animals don't like noisy people! You have to keep your food away from the animals, too. It isn't good to feed the animals. I want to go to the zoo again soon! It's lots of fun!

- 1 What is Jae's favorite place to visit?
- 2 What do / don't you need to take with you?
- 3 What do you have to do at the zoo?

Grammar Reference



Present Real Conditional

Use a present real conditional to talk about something that happens as a result of something else that happens.

If the piñata breaks, lots of candy falls out!

Past Continuous

Use the past continuous to talk about things that were happening at a certain time in the past.

Form the past continuous by putting the past form of *be* before the main verb and adding *-ing* to the end of the main verb.

Affirmative		Negative	
I / He / She / It	was looking.	I / He / She / It	was not looking.
You / We / They	were looking.	You / We / They	were not looking.

Questions	Short Answers
Was I / he / she / it looking?	Yes, I / he / she / it was. No, I / he / she / it was not.
Were you / we / they looking?	Yes, you / we / they were. No, you / we / they were not.

Past Continuous and Simple Past with *When* and *While*

You often use the past continuous and the simple past in the same sentence to talk about two things that happen at the same time. Use the past continuous to talk about the longer action.

We were getting ready for our school play when the lights went out.

Use the simple past to talk about the shorter (interrupting) action.

*We were getting ready for our school play when **the lights went out.***

Use *when* and *while* to link the two events.

*The teacher was holding a flashlight **while** she looked for some candles.*

***When** our parents were sitting down, the teacher asked them to blow out their candles.*



Future Facts with *Will*

Use *will* to talk about future facts.

Affirmative		Negative	
I / You / He / She / It / We / They	will be here at ten o'clock.	I / You / He / She / It / We / They	will not be here at ten o'clock.

Questions	Short Answers
Will I / you / he / she / it / we / they be here at ten o'clock?	Yes, I / you / he / she / it / we / they / will. No, I / you / he / she / it / we / they will not.

Verbs don't change in the third person after *will*.

I / He / She / It / You / We / They will wake up at seven o'clock tomorrow.

Future Plans with *Going To*

Use *going to* to talk about future plans.

Affirmative		Negative	
I	am going to travel by train.	I	am not going to travel by train.
He / She / It	is going to travel by train.	He / She / It	is not going to travel by train.
You / We / They	are going to travel by train.	You / We / They	are not going to travel by train.

Yes / No Questions	Short Answers
Am I going to travel by train?	Yes, I am. No, I'm not.
Is he / she / it going to travel by train?	Yes, he / she / it is. No, he / she / it is not.
Are you / we / they going to travel by train?	Yes, you / we / they are. No, you / we / they are not.



Comparative and Superlative Adjectives

Use comparative adjectives to compare two people or things.

*The cymbals are **smaller** than the kettle drums.*

Use superlative adjectives to compare three or more people or things.

*The piano is **the heaviest** instrument in the shop.*

If an adjective has more than two syllables, use *more* and *most*.

*The violin is **more expensive** than the guitar. The violin is **the most beautiful** instrument in the shop.*

Not As + Adjective + As

Use the phrase *as + adjective + as* to show that there is no difference between two people or things.

*The earliest humans were **as musical as** people today.*

Use the phrase *not as + adjective + as* to show that there is a difference between two people or things.

*Their instruments weren't **as complex as** instruments today.*

You form questions and short answers with *as + adjective + as* by using the correct form of the verb *be*.

Questions	Short Answers
Is pop music as popular as rock music?	Yes, it is.
Are cellos as big as double basses?	No, they are not.
Were composers as famous as today's pop stars in the 17th century?	Yes, they were.

Comparative and Superlative Adverbs

When you compare the same action, use comparative or superlative adverbs.

*The first plane flew **more quickly** than the glider. The second plane flew **the most quickly**.*

Some comparative adverbs are irregular. Here are some common examples:

Adverb	Comparative Adverb	Superlative Adverb
well	better	the best
badly	worse	the worst

Imperatives

Use the imperative to tell people to do something.

***Go** into the building. **Do not go** into the building. **Stay** there. **Do not stay** there.*



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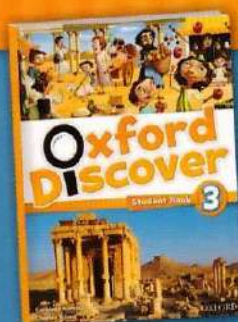
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