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GEOGRAPHIC

EXPLORE OUR WORLD

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تنها مرکز تهیه آزمون و فروش کتابهای الکترونیکی زبان



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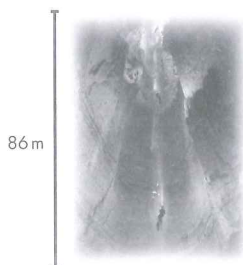
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WORKBOOK LEVEL

5

NATIONAL
GEOGRAPHIC

EXPLORE OUR WORLD

SERIES EDITORS

JoAnn (Jodi) Crandall

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Unit 1	Wonders of the Sea	4
Unit 2	Good Idea!	12
Unit 3	That's Really Interesting!	20
Unit 4	The Science of Fun	28
Units 1–4 Review	36
Unit 5	Extreme Weather	40
Unit 6	Copycat Animals	48
Unit 7	Music in Our World	56
Unit 8	Life Out There	64
Units 5–8 Review	72
Our World song	76
Unit songs	77

Unit 1

Wonders of the Sea

1 Read and write. Do the puzzle.
Find the secret message.

disappear	sea turtle
dolphin	shark
layer	squid
octopus	whale
resource	

RYLAE

LAYER

HALWE

EAS TUTREL

COPSTUO

RSKAH

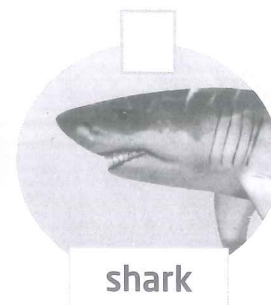
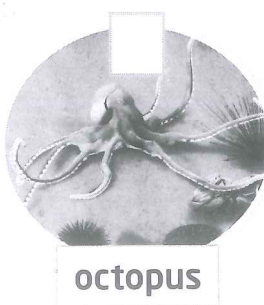
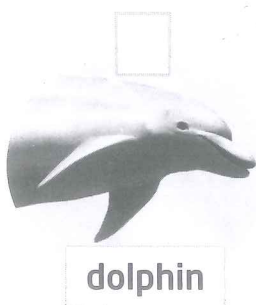
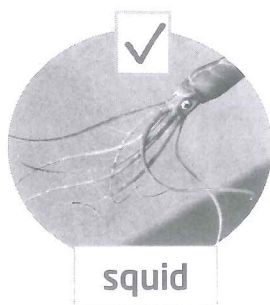
LIONDHP

UQISD

CEEROSRU

PIEDARSAP

2 Listen. Check the sea animals that the girl saw at the aquarium. TR: 2



3 Read and match the questions and answers.

1. What's your favorite sea animal?
 2. What is the smartest animal in the sea?
 3. What sea animal lives where there is very little light?
 4. What could happen if we don't take care of the ocean?
 5. OK. You have chocolate ice cream. What do you want next?
- a. I'd like a layer of bananas with vanilla ice cream on top and some chocolate syrup.
 - b. Some sea animals might disappear forever.
 - c. The octopus lives in the "twilight" zone.
 - d. Many people think it's the dolphin.
 - e. I like whales best of all.

4 Read and write.

1. You are swimming in the ocean. You feel lots of arms touching your legs.
You count them. There are eight of them. It's an octopus !
2. Clean air and water are the most important _____ we have. It's important to protect them.
3. The sea has many different _____. It is very dark and cold at the bottom.
4. You are on a boat. Some dolphins are playing in the water! Suddenly you can't see them anymore. What happened? They _____ underwater.

5 Think about it. Write.

1. I think the prettiest sea animal is _____. It has _____

2. I think the ugliest sea animal is _____. It looks _____

3. I think the ocean is cool because _____

GRAMMAR

We **have** to get up early during the week.
You **must** brush your teeth in the morning.
What **do** we **have to** do next?

Don't eat that! It's dirty.
You **can't** do that. It's wrong.
You **must not** go to bed late.
Why **can't** we throw trash in the sea?



1



2



3



4



5



6

6 Look and write. Complete the sentences.

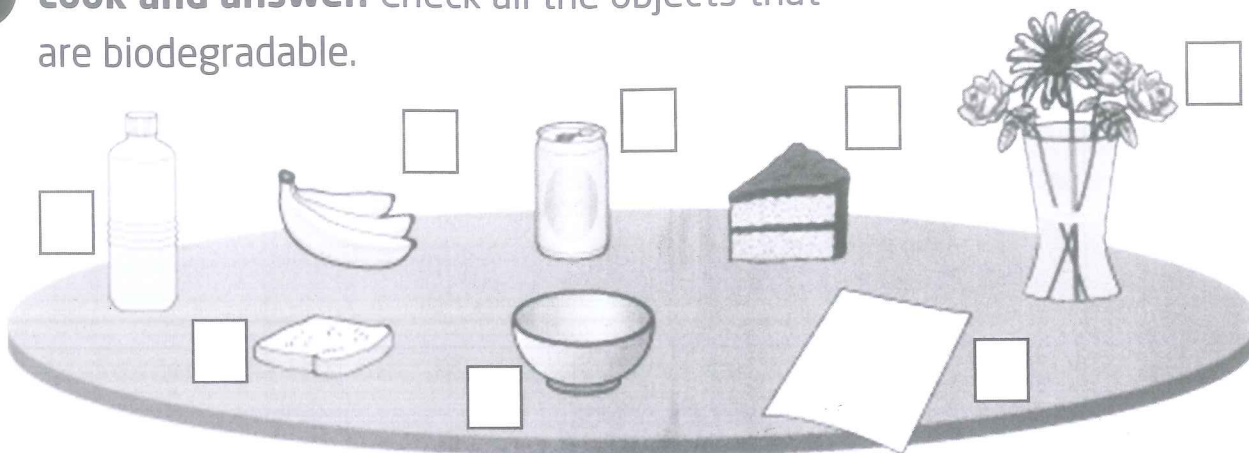
fish	be
pick up	use
put	swim

1. You _____ *can't swim* _____ on this beach.
2. We _____ our bottles in a recycling bin.
3. You _____ here! The waves are dangerous.
4. We _____ our trash before we go.
5. You _____ your cell phone here.
6. This is a library. You _____ quiet.

7 What about you? Make four true sentences.

1. I have to get up at six on weekdays.
2. _____
3. _____
4. _____
5. _____

- 8 Look and answer.** Check all the objects that are biodegradable.



- 9 Match the questions and answers.**

- | | |
|--|---|
| 1. Is this bottle of water biodegradable? | a. Yes, it is. There is too much pollution. They can't live here anymore. |
| 2. People say that there are no fish in this river. Is that true? | b. No, it isn't. It's plastic! |
| 3. Why are our oceans and rivers so dirty? | c. There was a big oil spill last year. We are still cleaning up. |
| 4. Ugh! This sand is black, not white. The water is black, too. What happened? | d. People throw garbage into the rivers. Then the garbage travels to the sea. |

- 10 What about you?** What can we do to protect the ocean? Write your ideas. Use four words from each box.

biodegradable plastic
garbage pollution
oil spill

clean up stop
pick up throw
put

GRAMMAR

I You He/She/It We They People	will won't	ride have eat be able to have to	bikes with wings in the future. bigger heads one day. different food one day. speak many languages one day. use clocks in the future.	'll = will
Will	we people	stop have	pollution in the future? wings one day?	Yes, we will. No, they won't.

11 Read and write.

1. Will people live under the ocean one day (live under the ocean / one day)?

Yes, they will. There will be underwater cities.

2. _____ children _____ (study at school / 10 years)?

3. _____ we _____ (go to the movies / the future)?

12 Listen. What do Ken and Misao think? Check how our lives will be different in 20 years. TR: 3

	Boy	Girl
1. have computers in our bodies	✓	×
2. live in the same house		
3. won't be enough food		
4. have water		
5. feel sick		

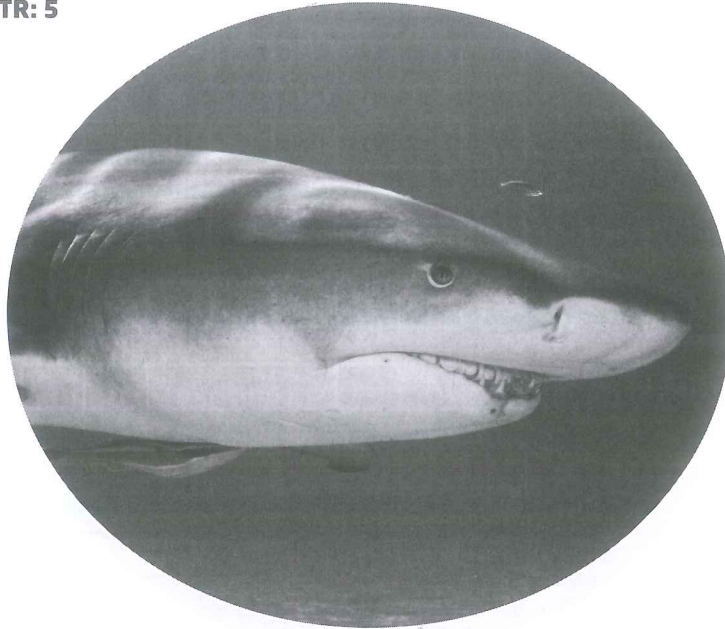
13 Listen to the song. Check **T** for *True* and **F** for *False*. **TR: 4**

1. We protect the oceans to make a worse world.
2. The sharks want a clean ocean. We do, too.
3. We know all the creatures in the sea.
4. Ocean animals and people share the same world.

<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F

14 Listen. Write the missing letters that make the same **ar** sound you hear in the word **shark**. **TR: 5**

1. f_____mer
2. c_____s
3. sm_____ter
4. p_____ty
5. g_____bage
6. h_____dest



15 Complete the sentences. Use the words from Activity 14.

1. I'm so excited for Pedro's birthday _____ this weekend!
2. My little brother loves to play with his toy _____ and trucks.
3. I think science is the _____ subject in school.
4. My sister loves to grow things. She wants to be a _____ one day.
5. Do you think your dog would be _____ if it went to school?
6. Please remember to throw away your _____ after lunch.

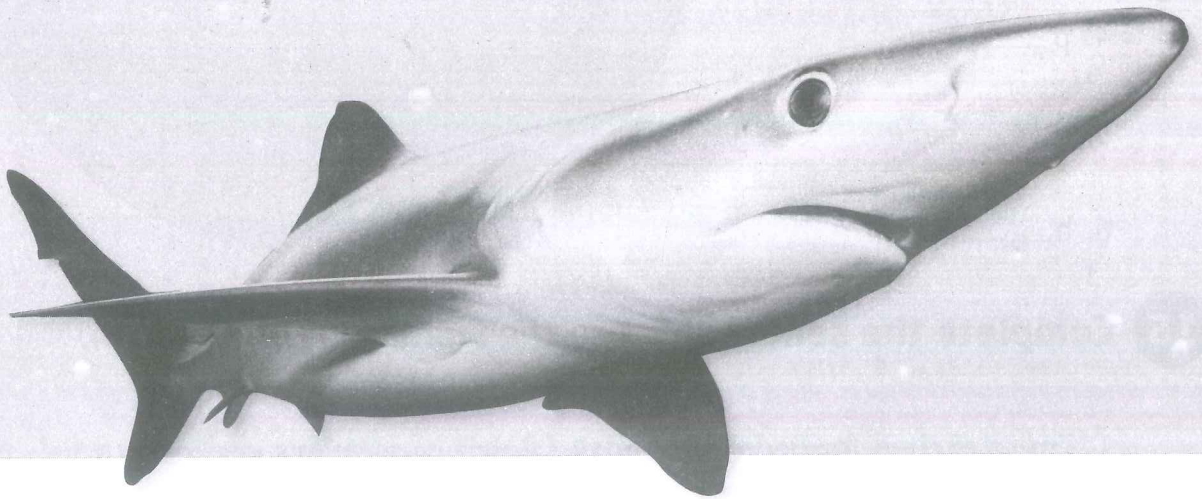
Looking for Lunch



A shark can grow
and lose 30,000
teeth in a lifetime.

It's another busy day in the ocean. All the sea animals are hungry. A parrotfish eats the soft part of a coral as it swims around. The energy from the food passes from the coral to the fish. It keeps the parrotfish alive, but not for long! A much larger blacktip reef shark swims by and sees the parrotfish. It moves closer. Its sharp teeth cut the parrotfish. Gulp! Energy moves up another link in the food chain. The energy that was in the parrotfish is now in the shark. And that shark or some other fish may end up on your plate for lunch!

Sea creatures—like people—eat more than one thing. And many of these animals fight for the same food. All of the animals and the food they eat connect to form a “food web.” In this web of life, energy moves from animal to animal. We are all connected to the ocean.



17 Check T for *True* and F for *False*.

1. Sea animals get energy when they eat other animals.
2. Energy moves from strong animals to weak animals.
3. A shark does not get energy from eating a small fish.
4. All sea animals are part of a food web.

T

F

T

F

T

F

T

F

Paragraphs of Contrast

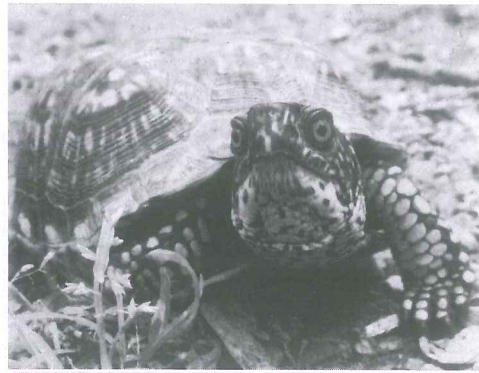
In a paragraph of contrast, you write about the differences between two things. You can use facts and descriptive words to show differences.

You can also use words that show contrast, such as *but* and *however*, and expressions such as *in contrast*.

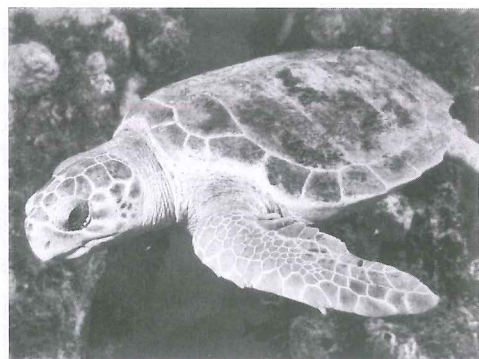
- 18 Read.** Read about land turtles and sea turtles. How does the writer show differences? Underline the words and expressions.

Land and Sea Turtles

All turtles begin their lives on land. However, baby turtles' lives are very different. Baby land turtles crawl away to live in woods, swamps, grasslands, or deserts. In contrast, baby sea turtles crawl to the ocean to live in the water. Land turtles and sea turtles look different, too. Land turtles have hard, round shells. When they are afraid, they hide in their shells. Sea turtles, however, have soft, flat shells. They can't hide inside them, but they can swim away really fast. When cold weather comes, land turtles dig holes in the ground and sleep all winter. They are too slow to move to warmer places. In contrast, sea turtles simply swim away to find warmer waters.



land turtle



sea turtle

- 19 Write in your notebook.** Write about dolphins and sharks. How are they different? Use words and expressions that show contrast.

Unit 2

Good Idea!

- 1 Do the puzzle.** Circle the words. Then use three of the words to write sentences about the picture.

fail
idea
imagination
invent
invention
problem
solution
succeed
try
useful
wheel

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



2 Complete the dialogue.

imagination fail idea ~~invent~~ problem solution try wheels

Rena: I don't want to play video games anymore.

Let's invent something!

Nikos: That's a good _____. But what?

Rena: Use your _____. We can think of something. I know. Let's make a robot!

Nikos: Sure. I don't know how, but let's _____.

Rena: Oh, no. We have a _____. How do we get it to move?

Nikos: Wait! I have a _____! Let's add _____.

Rena: Cool. I knew we could do it! If we work together, we can't _____.



3 What about you? Write your answers.

1. Think of the inventions you use every day. Which one is the most useful?

2. Why is it important to have a good imagination?

3. Are you a good friend? What do you do when a friend has a problem?

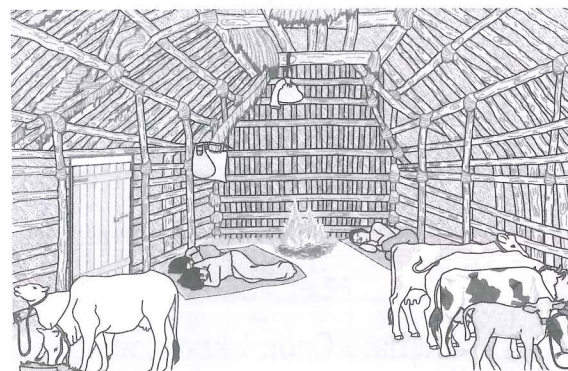
4. What advice do you give a friend who fails at something?

GRAMMAR

	I You He / She It We / They	used to didn't use to	talk face-to-face. go to the movies more often. have a car. live in a house. travel by boat.
Did	you your parents people	use to	play games when you were a kid? use the Internet when they were kids? ride horses?

4 Look and write. Complete the sentences and questions.

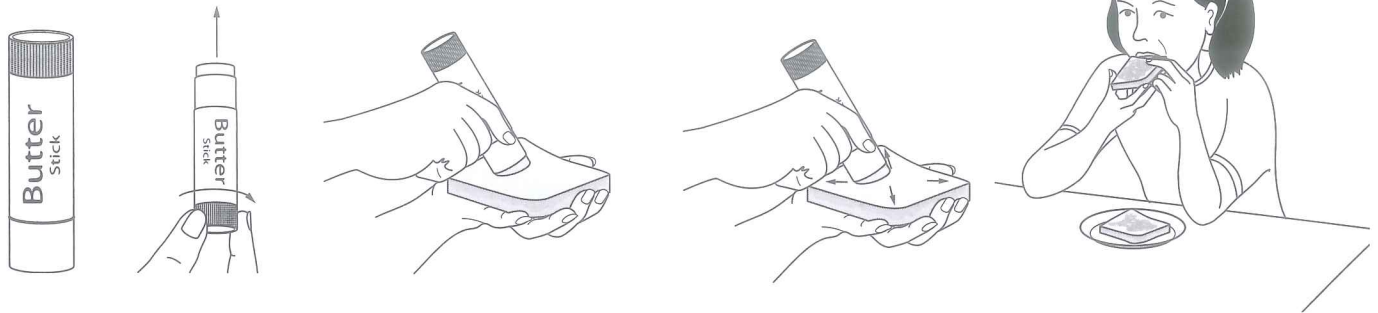
- How did this family use to live (live)?
- These people _____ (not / live) in an apartment. They _____ (live) in a house.
- They _____ (not / buy) milk. They _____ (have) their own cows.
- This family _____ (sleep) on the floor. They _____ (not / have) beds.
- _____ these people _____ (travel) by car? No, they _____ (walk).



5 Write. Is your family life different from when you were a little kid? How?

We used to live in an apartment when I was five. Now we live in a house.

6 Read. Circle the best word.

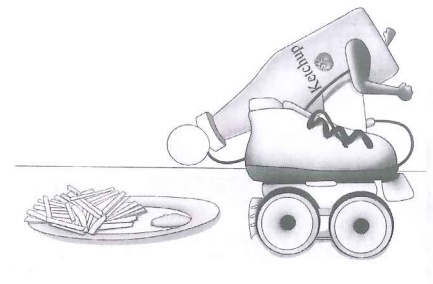


1. This invention, called a “butter stick,” is easy to ____! a. use b. move
2. First, open the “butter stick.” ____ the end. a. Lift b. Turn
3. Now ____ the “stick” on the bread. a. put b. lift
4. Then ____ the “stick” around the bread. a. move b. use
5. Put some jelly on the bread. Then ____ the bread to your mouth and eat it! Yum! a. turn b. lift

7 Listen. Answer the questions. **TR: 7**

1. What does Irma think of this invention?

2. Why does Daniel think it's silly?



8 Listen again. Write the order you hear these sentences (1-6).

- ☐ Why don't you just lift the bottle with your hand and give it to me?
- ☐ So, I move it across the table to you—like this!
- ☐ Well, now you put the sauce on your fries.
- ☐ So the wheels turn. And now I have the sauce.
- ☐ Really? How do you use it?
- ☐ Use your imagination! It's easy!

GRAMMAR

What			do with this?
How	do	you	use it?
Why			want to go home?
When			play this game?
You	can't be sure about the future. never know what will happen! use this to make phone calls.		

you = people (in general)

9 Read. Check the sentences that are about *people in general*.

- ☒ 1. How do you pronounce *wheel* in English?
- ☐ 2. Can you please show me how to use this?
- ☐ 3. What do you think is the best invention ever, Ming?
- ☐ 4. I don't know how to play bingo. How do you play it?
- ☐ 5. Is this a new toy? What do you do with it?

10 Play a game. Listen to the descriptions of inventions. Check the box when you hear the description. Then circle the column that has three check marks in a line. TR: 8

☐

☐

☐

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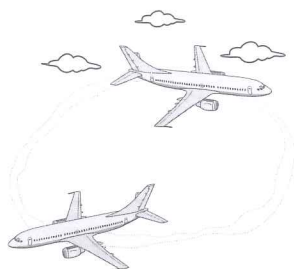
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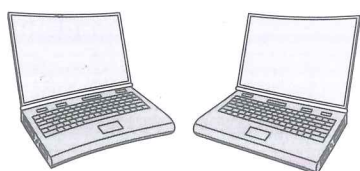
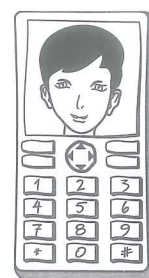
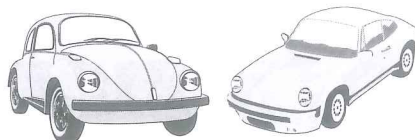
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11 Write and listen. Label the inventions. Then listen and write them in the song. **TR: 9**



airplanes



Inventions solve problems.

Problems that we used to have are gone!

The _____ and the _____

help to make our world go around!

Inventions are useful,
every day, in every way.

_____, _____, and _____

help to make our world go around.

12 Listen. Write the missing letters. Then rewrite the words that have the same beginning **y** sound that you hear in the word **yes**. **TR: 10**

1. _____ ous

5. _____ sed

2. _____ seful

6. _____ ogurt

3. _____ nder

7. _____ mbrella

4. _____ ellow

8. _____ awn

young,

13 Listen and read. TR: 11

Trains Make the World Go 'Round



The original bullet trains, the O Series, which stopped running in 2008, made enough trips to circle the earth 30,000 times.

Stand back! The *Shinkansen*, or “bullet train,” is coming into the station! These Japanese trains are some of the fastest trains in the world. The journey from Tokyo to Nagano used to take three hours. The bullet train travels at 300 kilometers per hour (186 miles per hour) and takes only 79 minutes! The trains are always on time (although once one was 42 seconds late!), they’re comfortable, and they’re very quiet. You feel like you aren’t moving at all. But don’t fall asleep. There is a lot to see. The bullet train travels across 300 bridges, and you can see Mount Fuji out the window.

In fact, trains are popular in many parts of the world—not just Japan. Every day, billions of people in China, India, and Europe travel by train. Trains are the fastest and safest way to travel on land. (Cars and buses are much more dangerous.) Although trains are more expensive than they used to be, they still make the world go ‘round!



14 Complete the chart with the opinions about bullet trains.

There is a lot to see.

They’re comfortable.

They’re always on time.

~~They’re very fast.~~

Opinion	Supporting facts
1. They’re very fast.	The trains travel at 300 km/h.
2.	The train was late only once. It was 42 seconds late!
3.	When you are on the train, you feel like you aren’t moving.
4.	There are views from hundreds of bridges.

Paragraphs of Fact and Opinion

To introduce opinions, remember to use words like *in my opinion*, *I think*, and *I believe*. A fact is a piece of true information, such as a date, an event, or a name. Use facts to support your opinions.

- 15 Read.** Read these paragraphs of fact and opinion. Underline facts that support the opinions.

A Good Idea

In my opinion, sticky notes are a great invention. They're a really good idea and they're easy to use. You lift the paper off, write a note, and stick it on your notebook or on your computer. And they come off easily. I think most people like them because they are so useful. Before I started to use sticky notes, I used to forget everything!

I believe that the story of sticky notes is interesting, too. Sticky notes have two inventors. Spencer Silver invented the glue in 1970. The glue wasn't very strong, so he didn't know how he could use it! Four years later, Arthur Fry found a way to use the glue. One day, all his notes fell on the floor. He wasn't happy! But he remembered Silver's glue! Later, he used the glue on small pieces of paper. It worked! The notes stayed on the paper, and it was easy to remove them. And now we have a cool—and useful—invention!

Use my
imagination!

COOL
invention!

- 16 Write in your notebook.** Describe an invention. Explain how people use it and why you like it. Include facts to support your opinion.

Unit 3

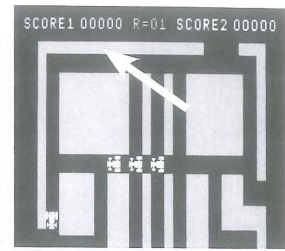
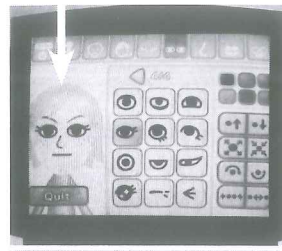
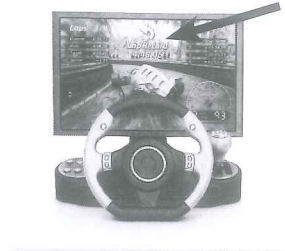
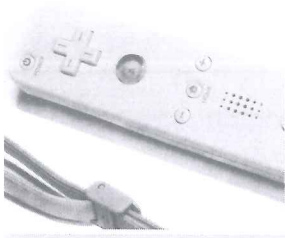
That's Really Interesting!

1 Read and write. Unscramble the words and find the secret message!

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	I	F													

alone
avatar
collect
compete
controller
enjoy
score
screen
take photos
together

2 Look and write. Label the pictures. Use words from Activity 1.



3 Read and write. Complete the conversation.

alone controller score together
avatar enjoy screen



Juma: Hey, Omar. My mom gave me a video game console for my birthday. Do you want to play a game together?

Omar: Sure! I really _____ video games. How do you play?

Juma: It's really easy. First, you choose an _____. Then you listen to music and move the controller around in the air. You can watch your avatar move on the _____!

Omar: Cool! I like playing with a friend instead of _____.

Juma: Me, too! And each person has a _____, so we can both play at the same time.

Omar: OK. So do you have to _____ points?

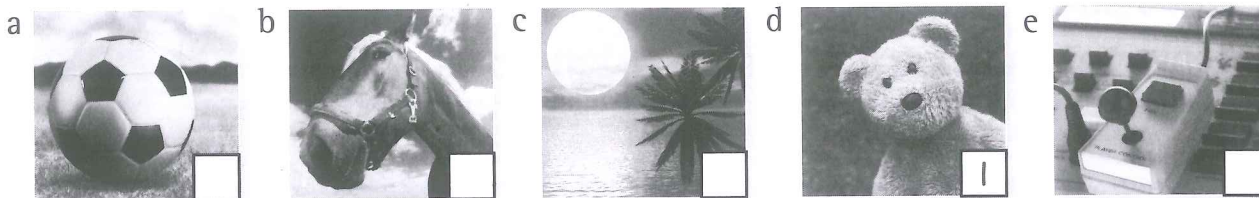
4 What about you? Write about yourself.

What hobbies do you have? Tell what you like about them.

GRAMMAR

The person People The boy A girl	who	lives opposite my family have colds and coughs sits near me in class used to study in my school	likes to take photos. should use tissues. collects teddy bears. invents video games now.
A nurse My friend	is someone is a person	who	works in a hospital. likes to compete.

5 Listen. Look at the avatars. Write the number (1-5). TR: 12



6 Read and write. Read the sentences about pictures a-e. Choose the best expression. Add *who*.

takes photos

must have the highest score

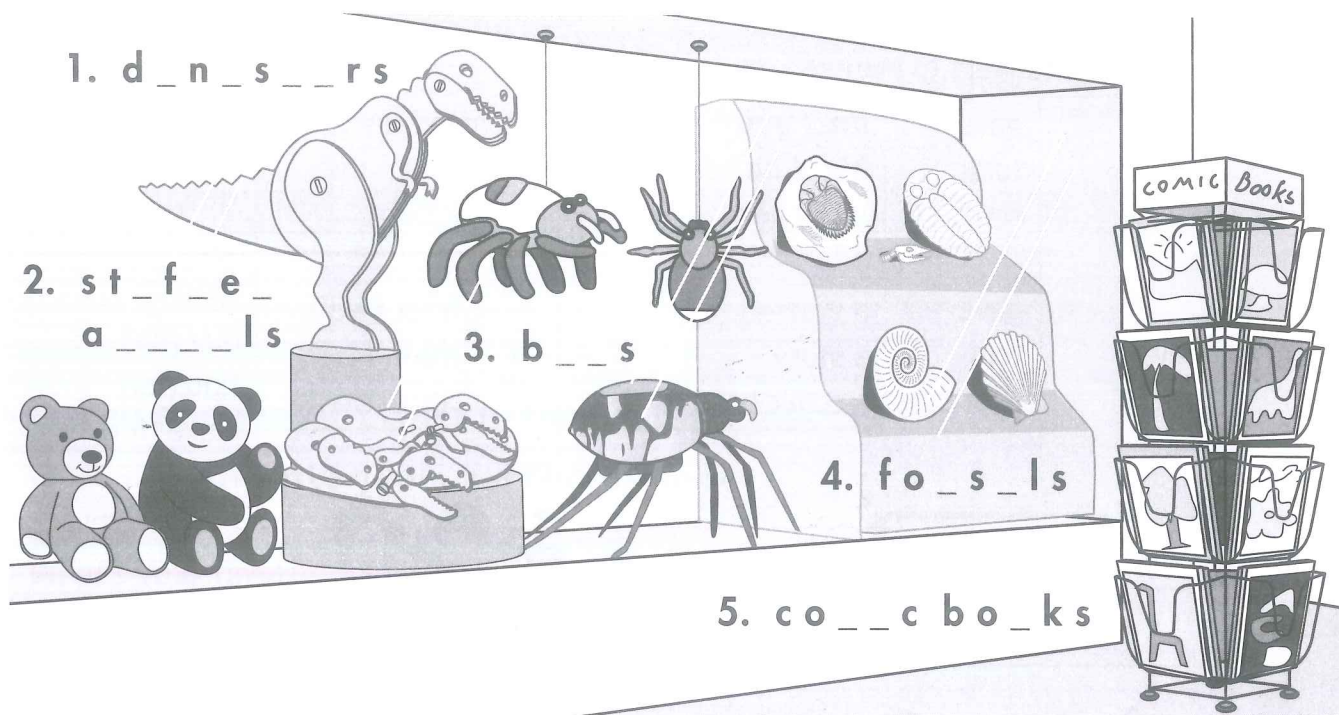
ride horses

enjoy sports

loves teddy bears

- I like this avatar. It's great for people who enjoy sports.
- This avatar is wonderful for people _____ for a hobby.
- This is great for my friend _____. She loves pictures of nature!
- This is a good avatar for my sister. She is a person _____.
- This is a funny avatar for Mario. He is someone _____!

7 Look and write. Label the objects in the Science Museum store.



8 Listen. Number the order that Irma talks about these toys (1-5). TR: 13

- | | | |
|--------------------------------------|------------------------------------|--|
| <input type="checkbox"/> bugs | <input type="checkbox"/> dinosaurs | <input type="checkbox"/> stuffed animals |
| <input type="checkbox"/> comic books | <input type="checkbox"/> fossils | |

9 Listen again. Underline. TR: 14

1. The *stuffed animals* / *bugs* are cute, but her brother is a bit old for them.
2. Irma thinks that the *fossils* / *dinosaurs* are old-fashioned.
3. The *stuffed animals* / *bugs* move if you put batteries in them.
4. The *bugs* / *dinosaurs* are good for her brother because he has a good imagination.
5. Irma buys the *fossils* / *comic books* for her brother because they are the easiest.

GRAMMAR

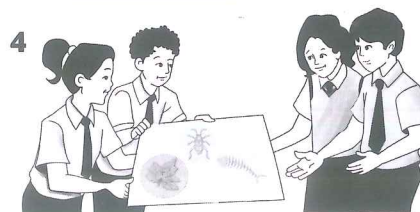
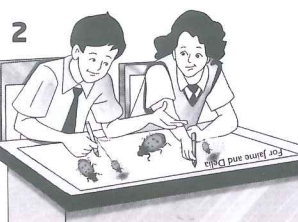
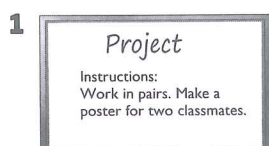
I sent Mariela some flowers.

I sent some flowers to Mariela.

I	gave	me / you	a stuffed toy.
You	told	him / her	a story.
He	sent	us / them	a comic book.
She			
We	gave	a stuffed toy	
They	told	a story	
Mariela	sent	a comic book	

Verbs

give
sell
send
show
tell
write
buy (for)
find (for)
make (for)



10 Look at pictures 1-4. Underline the correct word.

- Last week we had to make / buy / give a poster for two classmates.
- So we told / made / sold Jaime and Delia a bug poster.
- Later we showed / sold / wrote the teacher our work. She liked it.
- After that, Jaime and Delia sold / told / gave us a fossil poster.

11 Write. Write the sentences from Activity 10 in a different way.

Last week we had to make two classmates a poster.

12 Listen to the song. Match the sentence parts. **TR: 15**

- | | |
|---------------------------------------|--------------------------------|
| 1. The boy who has the highest score | because I think they're sweet. |
| 2. The girl who collects a fossil | can see them in her dreams. |
| 3. I collect stuffed animals | on my new cell phone. |
| 4. The boy who takes a photo | wins the video game. |
| 5. The girl who reads about dinosaurs | sees it on the screen. |
| 6. I like to talk about my hobby | wants to learn its name. |

13 Listen and write. Listen to the chorus. Cross out the extra words. Then write your own chorus. **TR: 16**

- What's your favorite hobby? _____
- What do you often like to do? _____
- What's your friend's hobby? _____
- I have a cool hobby, too. _____

14 Listen. Write the missing letters to make a sound like **oy** in the word **enjoy**. Then rewrite each word under the correct spelling. **TR: 17**

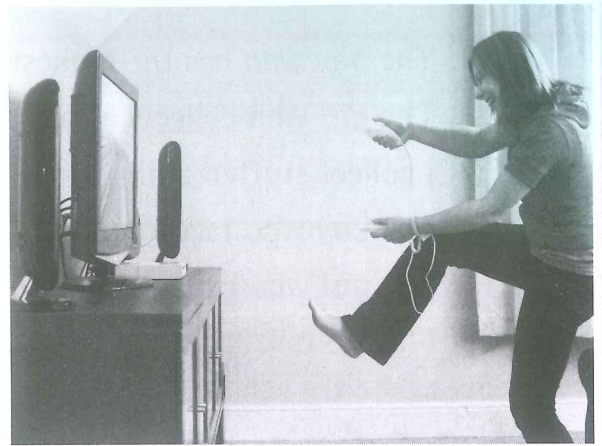
- | | | | |
|--------------|-----------|----------|-------------|
| 1. enj__oy__ | 2. ____l | 3. t____ | 4. ch____ce |
| 5. n____se | 6. c____n | 7. b____ | 8. j____ |

oy	oi
enjoy	

15 Listen and read. TR: 18

Video Games: Then and Now

In the late 1950s, a scientist invented the first video game. It was a simple table tennis game. It wasn't until the 1970s that video games became popular. Gamers used to pay to play games that were short and slow. They had to go to video arcades, which were large rooms full of machines. This changed in 1972 with the invention of the first home video game. Gamers could finally play at home! Soon, people wanted to play outside the home, too. The first successful handheld game came out in 1989. After that, people could play games almost everywhere.



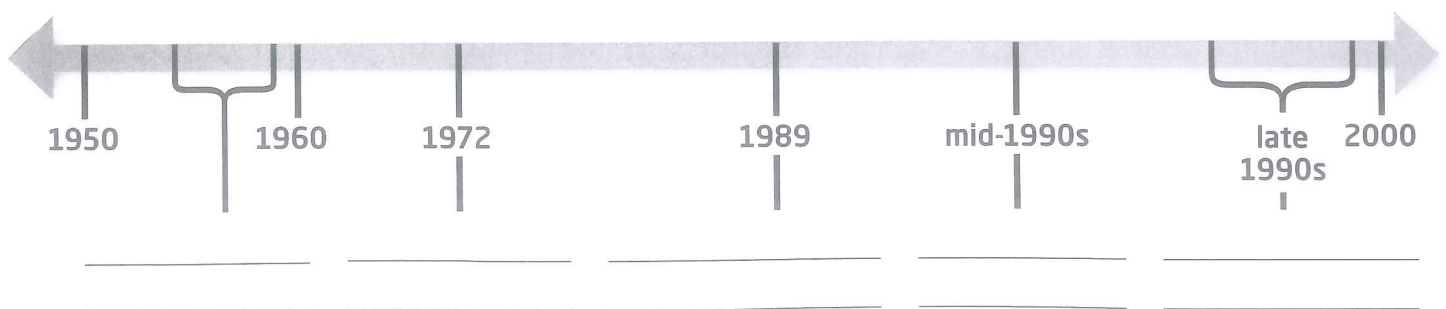
The invention of the Internet in the mid-1990s changed gaming forever. Thanks to the Internet, multiplayer games became very popular. Gamers could compete online against people all over the world! Then came the modern game consoles in the late 1990s. Suddenly, video games became popular with everyone. For the first time, people saw video games as more than a hobby. It was a way to learn or become healthy. Even schools and hospitals began to use them! What's next?

16 Read the text again. Check **T** for *True* and **F** for *False*.

1. The interest in video games began in the 1970s.
2. Arcades were large rooms where you could play soccer games.
3. People wanted to be able to play video games everywhere.
4. Video games are still just a hobby.

<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F

17 Read. Write the inventions on the timeline.



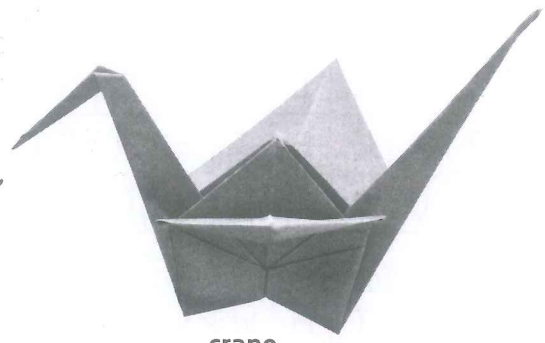
Paragraphs of Explanation

In a paragraph of explanation, you describe something in general. You explain what it is and how you do it. You can explain difficult words and give examples. Use words and expressions like *for example* and *such as*.

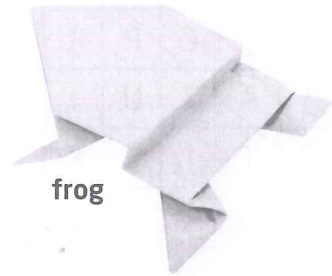
- 18 Read.** Read this paragraph of explanation. Underline definitions and examples.

Fun with Paper

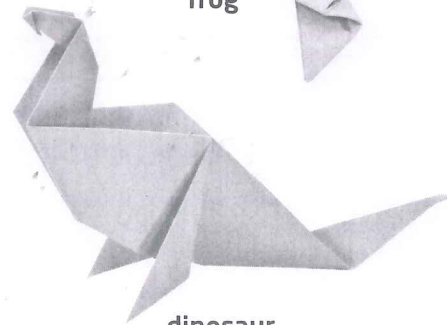
Origami is a very popular hobby today. The Japanese invented it in the 17th century, and now it is famous everywhere in the world. The word "origami" comes from two Japanese words: "ori," which means "folding," and "kami," which means "paper." In origami, you always begin with one square sheet of paper. Then you fold the paper many times to make a shape. You can make very simple shapes, such as a little bug. To make a difficult shape, for example, a dragon, you have to fold the paper many times in different ways. The most famous origami design is the crane. Origami can be more difficult than you think, but it's fun!



crane



frog



dinosaur

- 19 Write in your notebook.** Describe a hobby. Explain what it is and how you do it.

Unit 4

The Science of Fun

1 Do the puzzle.

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

~~backward~~

over

balance

pull

fall

push

force

skater

forward

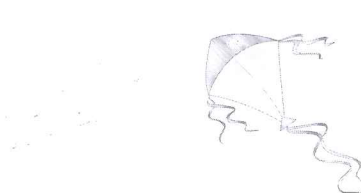
spin

happen

2 Look and write. Label the pictures "push" or "pull." Some pictures can have both words.



1. _____



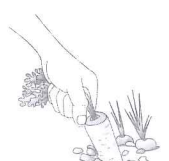
2. _____



3. _____



4. _____



5. _____



6. _____

3 Read. Complete the paragraphs. Can you guess who is speaking? Underline.

backward balance fall over ~~force~~ forward happens push spin

A. "I use force to move. I push on the pedals. The wheels _____, and I move. To stop, I use the brakes. The brakes grab the wheels. They stop turning, and I stop moving. I can only move forward, though. I can't move _____ . If that _____ , I might _____ .

Who am I? I'm a *cyclist / car driver / skateboarder*.

B. "To move, I _____ on the ground. The push moves me _____. The wheels turn, and I move. Sometimes I go fast, but I don't _____. I know how to _____. I stand, bend my knees a little, and hold out my arms.

Who am I? I'm a *cyclist / car driver / skateboarder*.

4 Write. Choose a picture. Describe how the people move.



GRAMMAR

The	more / less	you do now, we study,	the	more / less	you have to do later! we learn.
The	faster earlier harder more / less	you walk, I go to bed, you study, we do sports,	the	sooner less tired better / worse healthier	you will arrive. I feel the next day. your grades will be. we feel.

5 Read. Match the sentence parts.

- You should work hard in school because ____
 - It is important to brush your teeth because ____
 - We give plants water and sunlight because ____
 - We should try again if we fail because ____
 - You must not pollute the ocean because ____
- the harder we try, the more we succeed.
 - the harder you study, the more you learn.
 - the dirtier it gets, the faster sea animals disappear.
 - the more they get, the healthier they will be.
 - the better you look after them, the less you have to see the dentist.

6 Complete the sentences.

To start the merry-go-round, a boy pushes it.
It starts to turn. What happens?

- The more he pushes it ____ (he / push / it),
the faster it turns ____ (fast / it / turn).
- ____ (fast / it / go),
____ (the children / laugh).
- ____ (funny / it / is),
____ (hard / he / push / it).
- ____ (quick / it / spin),
____ (dizzy / they / feel).



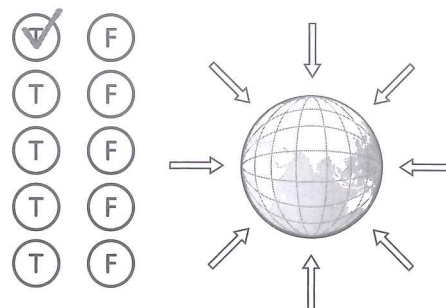
7 Read. Read the clues and write the answer.

away from lean direction toward

1. You're in the park. Some bugs are moving near the tree. Suddenly, you can't see them anymore. They disappeared. Which _____ did they go in? Up the tree!
2. You feel sad. You're going to an adventure camp for two weeks. You won't be with your family. You'll be _____ your friends, too. ☹️
3. You're asleep and dreaming. In your dream, there is a big monster with two green heads. You're very scared because it is coming _____ you!
4. You're at the pool for your first swimming lesson. Don't _____ over the deep end, you might fall in!

8 Listen and look. Check **T** for *True* or **F** for *False*. TR: 19

1. Gravity is a force.
2. Gravity pulls things down.
3. Gravity pulls things toward the center of the earth.
4. Gravity pushes the sun away from us.
5. Ming thinks gravity is boring.



9 Listen again. Complete the dialogue. TR: 20

- Ming: Mrs. Li, can you please explain something?
- Mrs. Li: Sure. How can I help you, Ming?
- Ming: I still don't understand gravity.
- Mrs. Li: OK, when you fall over, what _____? You fall down on the ground. That's the _____ of gravity pulling you.
- Ming: So gravity _____ everything *down*, right?
- Mrs. Li: Gravity doesn't pull things _____. Gravity doesn't pull the sun down to the earth, for example! So, what does _____ do?
- Ming: Does it pull things _____ the earth?
- Mrs. Li: Yes, that's right, Ming! So if you _____, gravity pulls you toward the _____ of the earth.

GRAMMAR

It is something

A swing is a thing

The force

They are animals

which

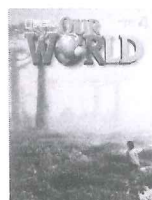
you can play at home with a controller.

we push in the playground.

pulls you toward the center of the earth is called gravity.

some people collect. They're bugs!

- 10 Listen and write.** Write the clues you hear in the quiz. Then listen again and write the correct answers. **TR: 21**



Clues

1. It's a useful subject _____
2. It's something _____
3. It's a vegetable _____

Answers

1. _____
2. _____
3. _____

- 11 Write clues.** Then guess two possible answers.

1. This / a machine with wheels / ride in the park.

This is a machine with wheels which you ride in the park.

a bicycle

a skateboard

2. It / something / pull.

3. This / a popular sport / play / with a ball.

4. This / an invention / changed our lives.

5. It / a thing / people / collect as a hobby.

12 Listen and write the rhyming pairs in the song. TR: 22

Push it! Pull it! Push it! Pull it! Push! Pull! Push! Pull! Push! Pull! Watch it go!

If you spin _____, and around and around and around,
what you feel is _____.

If you fall down, down, down, down, down to the _____,
that's gravity, of _____.

I'm on the _____.

I'm in the _____.

It's amazing what you can do
when you let force _____ the work for you!

The more _____ push, the faster some things go.
When you spin around, the force comes and goes.

13 Listen. Write the missing letters that sound like the u in put.

Then organize the words according to spelling. TR: 23

1. put

5. b____k

2. f____t

6. b____sh

3. p____ll

7. c____kie

4. w____ld

8. octop____s

oo	u	ou
	put	

The Science of Skateboarding

Skateboards are much more than just four wheels and a piece of wood. There are three important parts of the skateboard: the deck, the truck, and the wheels.

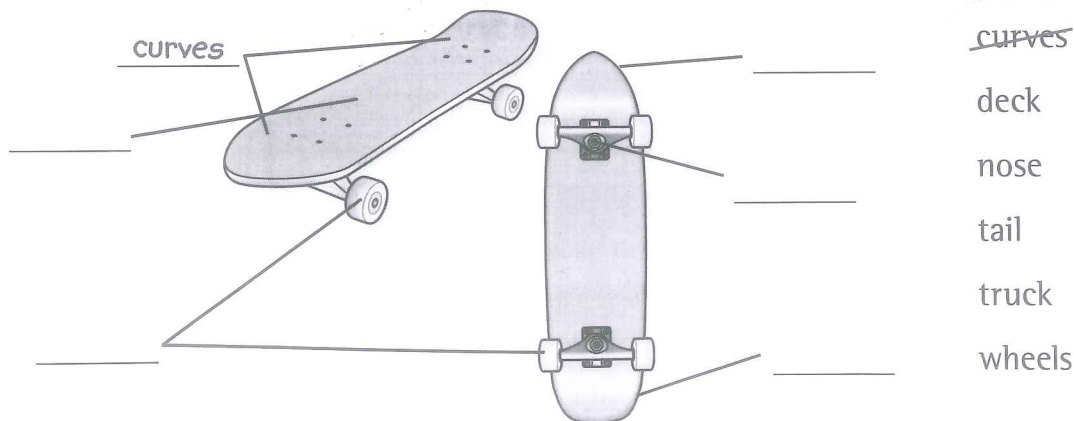
The deck is the board. It is usually made of strong wood that can also bend. Skateboard decks have curves at the “nose” (the front) and the “tail” (the back). After you push and the wheels start turning, you should put your feet near the curves. They help you balance. The truck, connected to the wheels and the deck, helps you control the direction. When you lean right, the truck makes the deck turn right. When you lean left, the skateboard turns left. What about the wheels? The wheels move the board forward and backward. They also control the speed.

If you want to have fun, check that all three parts work before you go skateboarding. And don't forget your helmet, knee pads, and elbow pads!



A dog called Tillman can skateboard. He moves 100 meters (328 feet) in just 19.68 seconds and always chews the tires before he begins.

15 Read and write. Label the parts of a skateboard.



Paragraphs of Cause and Effect

In a paragraph of cause and effect, you describe actions and tell why they happened. You also describe the effect of the action. To show effect, you use words like *so*, *so that*, and *as a result*.

- 16 Read.** How does the writer describe cause and effect? Underline the words and phrases.

Last week, I learned how to play tetherball with my brother. It's cool. Two people play the game. One person hits the ball to the right. The other person hits it to the left. The ball is connected to a rope so that it doesn't fly away. To win, you have to hit the ball so that it turns around and around the pole! Tetherball looks easy, but it isn't. Every time I hit the ball, it flew up in a big circle. So it was easy for my brother to hit it! My brother is better than I am. First he hit the ball, and then he pushed it with his hands. When he hit the ball, it went around the pole. As a result, he won every game! I want to play again soon, but not with my brother!



- 17 Write in your notebook.** Describe a game or an activity. Include words of cause and effect.

Review

- 1 Play a game.** Complete the sentences and cross out the words on the TV. Circle the line that has four crossed-out words.



1. My little brother _____ collects _____ interesting rocks he finds outside. He has three boxes full of them!
2. Do you want to go to the mall _____ this weekend? It's more fun with a friend.
3. An _____ is is an accident that makes the water black and sticky.
4. Food is _____ because it breaks up in the ocean. Plastic is not.
5. An _____ is an amazing sea animal with eight arms.
6. On the weekend, my dad _____ watching TV and relaxing.
7. The hardest part of riding a bicycle is learning to _____ on two wheels.
8. I think I've found the _____ to our problem! We need more practice!
9. Excuse me, which _____ is the museum, right or left?
10. I think the lightbulb was the most important _____ of all time.

2 Read and match the sentences.

- | | |
|--------------------------------------|--|
| 1. We have to keep the oceans clean. | a. He just wanted to go backward. |
| 2. Can you help? You push hard. | b. Water is a valuable resource. |
| 3. The best inventions are useful. | c. Now I play to spend time with my friends. |
| 4. I used to play soccer to compete. | d. They help solve problems. |
| 5. Don't spin around so fast. | e. I will pull at the same time. |
| 6. I tried to pull my dog forward. | f. You will fall over. |

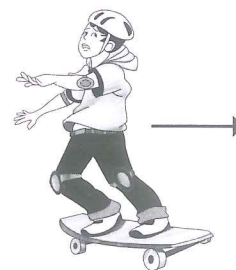
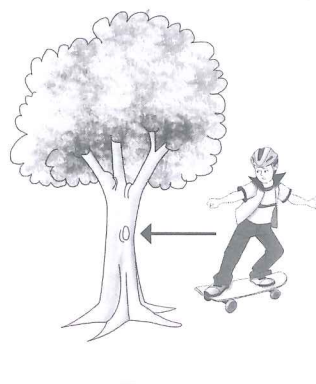
3 Read. Underline the correct word to complete each sentence.

- You **can't / must** use tissues! You **must / must not** give germs to your friends.
- She **can't / should** play soccer this afternoon because she **can't / has to** do her homework.
- He **will / won't** go to the dentist after school. He **will / must not** eat candy today.
- The doctor said she **must not / has to** rest. She **should / can't** stay home from school today.
- He **should / shouldn't** put a bandage on his cut. Then he **can / can't** go to school.
- She **has to / shouldn't** get up right now, but she **will / won't** feel better soon.

4 Match the words with opposite meanings.

Then label the pictures.

- | | |
|-------------|--------------|
| 1. together | a. backward |
| 2. pull | b. away from |
| 3. fail | c. alone |
| 4. forward | d. push |
| 5. problem | e. solution |
| 6. toward | f. fall over |
| 7. balance | g. succeed |



5 Read. Complete the text. Use words from the box.

must must not should shouldn't will won't

We should / must protect the ocean. It's very important. If we don't protect the ocean now, our resources _____ disappear in the future. There are many things you can do to help! For example, if you go to the beach, pick up your garbage. You _____ leave it on the beach. If you go on a boat, you _____ never put trash in the water because it _____ pollute the ocean. The worst thing of all is *plastic* because it isn't biodegradable. So you _____ throw plastic bags in the water! Finally, you _____ not buy things made of coral or sea turtle shells. One day, there _____ be any coral or sea turtles in the ocean. ☹



6 Read and write. Underline the correct word. Then write examples.

1. Name an invention *who* / *which* is useful:

The electric light is useful.

2. Write two things *who* / *which* have wheels:

3. Write a hobby *who* / *which* you used to have:

4. Name a friend or classmate *who* / *which* has a good imagination:

5. Write two school subjects *who* / *which* you enjoy:

6. Name a singer *who* / *which* is popular with your friends:

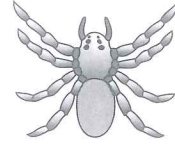
7 Read and match. Draw lines to the correct pictures.



Keiko



glasses



bug



Mei



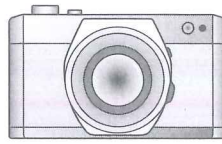
teddy bear



paintbrush



Weiwei



camera



comic book

1. Keiko is the girl who collects stuffed animals.
2. The girl who wears glasses is called Mei.
3. My friend Weiwei is the girl who takes photos.
4. The girl who wears glasses loves to read comic books.
5. The girl who collects stuffed animals also collects bugs!
6. The girl who takes photos is very creative. She really enjoys art.

8 Read and write. Finish each sentence. Use some words from the box.

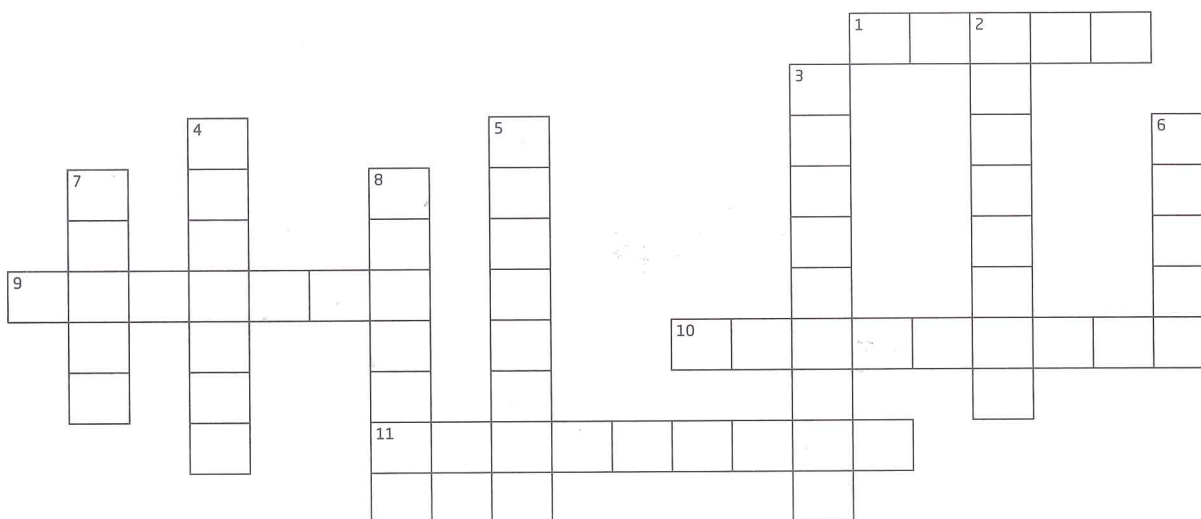
better do faster feel higher learn
look more pull push sicker worse

1. The more I study, _____.
2. The less I sleep, _____.
3. The harder I try, _____.
4. The worse I feel, _____.

Extreme Weather

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 تنها مرکز تهیه آزمون و فروش کتابهای الکترونیکی زبان
 آدرس: خراسان رضوی - مشهد مدیریت: ۰۹۳۸۶۵۳۸۱۱۳
 تلفن سفارشات: ۰۹۳۰۶۶۸۷۰۵۲

1 Read and write. Do the Extreme Puzzle!



Across

1. How fast?
9. Storm with strong twisting winds
10. Strong winds blowing in a desert
11. Bad storm with very fast, dangerous winds

Down

2. To leave someplace during an emergency
3. Can make night look like day
4. Loud noise from a storm
5. Snow falling hard
6. Weather with rain, thunder, and lightning
7. Too much water
8. Too little rain

- 2 Listen and circle.** Listen for the puzzle words. Circle them on the puzzle in Activity 1. **TR: 25**



3 Unscramble the words.

- | | |
|------------------|--------------------|
| 1. morst _____ | 4. natdoor _____ |
| 2. dolfo _____ | 5. dazilbrz _____ |
| 3. ughdrot _____ | 6. tansmords _____ |

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4 Read and write. Use the words from Activity 3 to complete the sentences.

1. The water in the lake was low because of the _____.
2. The winds from the _____ lifted a car and moved it 30 meters (98 feet)!
3. A hurricane is a _____ with strong winds and rain.
4. When it is windy in a desert, there can be a _____.
5. When there's a _____, you need to get to higher ground.
6. In a really bad _____, sometimes all you can see is white!

GRAMMAR

Is it **going to** be sunny tomorrow? No, it's **going to** rain.

He's **going to** stay home because of the storm.

I'm **going to** wear rain boots! They say it's **going to** rain a lot!

5 Write. What are they going to do on a rainy Saturday?

1. Mario / walk / in the rain Mario's going to walk in the rain.
2. Pedro / read / newspaper _____
3. I / write / story _____
4. Marta and Carla / listen / radio _____
5. Pablo / sleep _____

6 Answer the questions using the given word.

1. What's the weather going to be like tomorrow? (*storm*)

Tomorrow there's going to be a storm.

2. What's going to happen if it rains for another day? (*flood*)

3. What are you going to do if there's a drought? (*water*)

4. When she sees lightning, what is she going to hear soon after? (*thunder*)

5. It's going to snow. What is he going to do? (*boots*)

7 Read and check.

What is it?	a plan	a shelter	an emergency
1. A hurricane arrives, and the streets are flooding.			
2. The winds are strong, and trees are falling.			
3. Get fresh water and other supplies.			
4. You can go there if there is a hurricane.			
5. Have a radio nearby at all times.			

8 Complete the sentences. Use words from the box. Some words may be used more than once.

emergency flashlight plan shelter supplies

- I'm going to take this flashlight with me to a(n) shelter.
- You need a(n) _____ so you know what to do in extreme weather.
- In a(n) _____, you will need _____ like food and water.
- This is a(n) _____, and everyone must evacuate to a(n) _____.
- My _____ is to keep a(n) _____ with my _____.

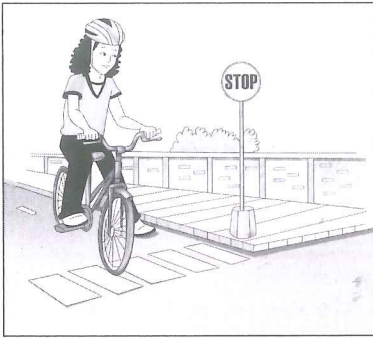


GRAMMAR

If	I the weather there we	give you a pen, is bad, is a blizzard, forget an umbrella,	(then)	you I school it	can write sentences. stay home. closes early. always rains .
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School **closes** early **if** there is a blizzard.
It always **rains if** I forget an umbrella.

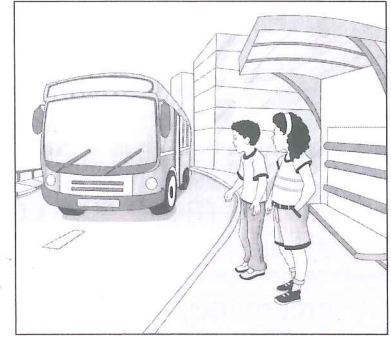
9 Write what you see.



1. If she sees a stop sign,
she stops her bike
_____.



2. If he sees that it is
raining, _____
_____.



3. _____
_____, we
stand at the bus stop.



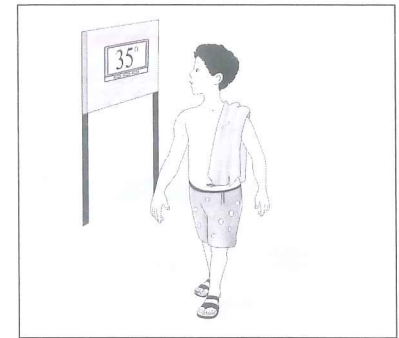
4. _____

_____.



5. _____

_____.



6. _____

_____.

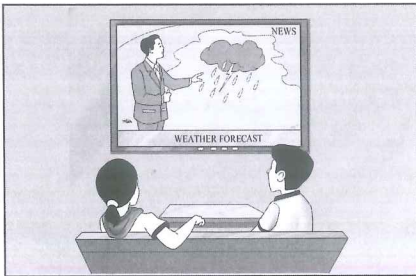
10 Listen, look, and write. Use verses from the song. **TR: 26**

*There's bad weather on the way!
There's bad weather on the way!*

*Is it going to storm? Yes, it is!
Is there going to be lightning? Yes, there is!
Is there going to be thunder? Yes, there is!*

*When there's going to be a storm,
I hurry inside!*

*Be prepared for emergencies.
It's always good to be safe. You'll see!
Grab supplies and a flashlight, too.
Seek shelter. It's the safe thing to do!*



Is it going to storm?

Yes, it is!



11 Listen. If the letters **th** make the sound **th** you hear in the word **this**, circle the word. If they make the sound **th** that you hear in **thing**, underline the word. **TR: 27**

<u>this</u>	<u>thing</u>	weather	thunder
three	there	birthday	brother
teeth	breathe	they	thirsty

Weather Change

Did you know that there is more extreme weather now than in the past? According to many scientists, this change started when people began to burn coal, oil, and gas.

The average temperature on Earth is rising. Droughts last longer and are hotter. Ice on mountains melts faster and makes the sea level rise. Some places have less rain, and other places have more rain and floods. In most places, there are more, and stronger, storms. Warmer sea temperatures also make hurricanes stronger.

What can we do to slow weather change? We can make factories and cars more efficient. We can burn less coal, oil, and gas. We can build stronger houses in safer areas. And we can use less energy.

How can we prepare for extreme weather? We should have a plan and supplies for emergencies. And people who live in areas that can flood or have hurricanes should evacuate in an emergency.



The coldest temperature ever recorded on Earth was -89.2°C (-129°F) at Vostok, Antarctica, on July 21, 1983.

13 Think about it. Write what you learned from the text.

What did you know?

What did you learn?

What do you want to know?

Personal Narrative

A personal narrative tells a story. It describes something that really happened. A good writer describes details using the senses—sight, sound, taste, smell, and touch. Readers should feel like they were really there. You can use words like *after*, *before*, *next*, and *then* to show the sequence of events.

- 14 Read.** Circle words that relate to senses and emotions. Underline words that show the sequence of events.

Safe not Sorry!

Last year, the weather forecaster told us that a hurricane was coming. A hurricane is always scary, but a little exciting, too. When a hurricane comes, we know what to do. We have a family plan. First, I had to help my dad put heavy wood over the windows. It was hard work.

When the hurricane came, we could hear the strong winds outside. We could hear the rain coming down hard. Then suddenly we heard a really loud noise. And then something hit our house really hard! Everyone was worried. What could it be? After the storm, we walked outside. Part of a tree hit the wood on the window. I am so happy we covered the windows! Next time, I won't say the wood is too heavy.



- 15 Write in your notebook.** Write about an extreme weather experience. Give details using the senses. Help the reader feel what you felt.

Unit 6

Copycat Animals

1 Do the puzzle. Circle the hidden words.

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

poisonous hunt
predator prey
species insect
camouflage stripes
copies spots

2 Read and write. Use words from the puzzle.

1. It's hard to see some animals because of the marks on their bodies.

The _____ on some animals can be used as _____.

2. A/An _____ uses camouflage so it doesn't scare its

_____ when it's time to hunt.

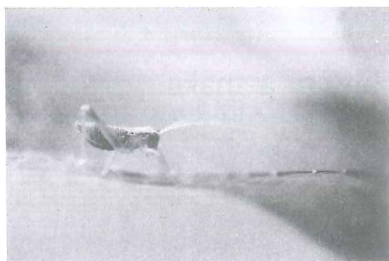
3. Some animals use color so other animals can't see them. A/An _____

that is green is safe on a leaf.

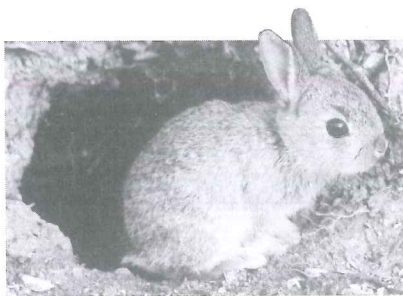
3 Match and make sentences.

1. Some harmless insects have colors
 2. A frog has two spots on its back
 3. The tiger has stripes on its body
 4. Predators try not to be seen when they hunt prey
- a. that look like eyes.
 - b. that can run away when scared.
 - c. that help to camouflage it in a jungle.
 - d. that are the same as poisonous species.

4 Listen for the puzzle words. Write the matching words under the photos. TR: 29



insect

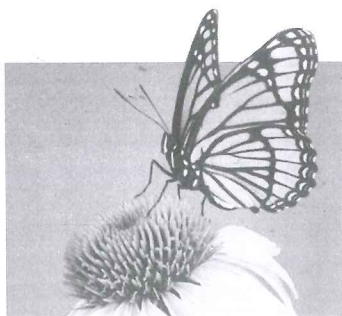


rabbit



tiger

predator, stripes



butterfly



spider

5 Make sentences. Use at least two of these words in each sentence.

camouflage copy hunt insect poisonous predator prey species

1. _____
2. _____
3. _____

GRAMMAR

A fox can run **as fast as** a rabbit.

The stripes of some frogs are **as colorful as** a flower.

A three-striped frog is **as poisonous as** a snake.

The spots of a leopard are **as black as** the night.

6 Complete the sentences.

cute dangerous fast green soft

1. A predator must be as fast as its prey.
2. Some insects can be _____ a leaf.
3. The bite of a spider can be _____ the bite of a snake.
4. The fur of a fox is _____ a cat's fur.
5. I think a baby deer is _____ a puppy.

7 Write. Make sentences.



1. the walk of a duck / funny / a turtle's walk

The walk of a duck is as funny as a turtle's walk.

2. the wool of an alpaca / soft / a sheep's wool

3. jaguar / dangerous / a cougar

4. predator / can be / camouflaged / its prey

5. a bee sting / painful / a wasp sting

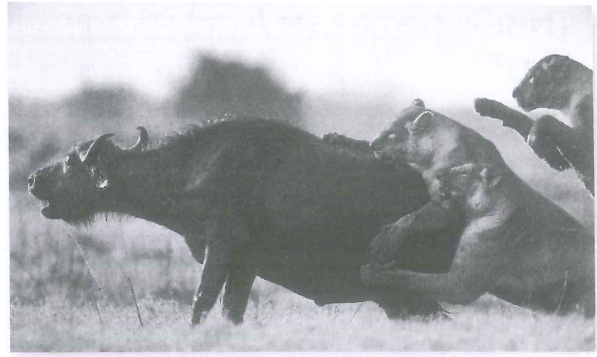
8

Complete the sentences. Then write a new sentence about the pictures. Use different words from the box.

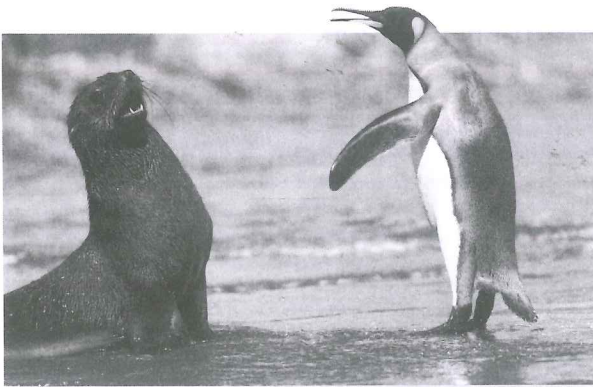
attack defend escape hide



1. A bird goes under water to _____ an attacking predator.



2. Lions _____ a buffalo.



3. A penguin turns to _____ its nest from a seal.



4. A baby deer lies in the grass to _____ from predators.

GRAMMAR

The spot on that fish **looks** like an eye,
doesn't it?

That deer **will** run into the forest,
won't it?

These butterflies **are** beautiful, **aren't**
they?

The coyotes **were** running fast,
weren't they?

The sting of a bee **can** hurt,
can't it?

The spot on that fish **doesn't** look
much like an eye, **does it?**

That deer **won't** run into the forest,
will it?

These butterflies **aren't** very beautiful,
are they?

The coyotes **weren't** running very
fast, **were they?**

The sting of a bee **can't** hurt much,
can it?

9 Read and write.

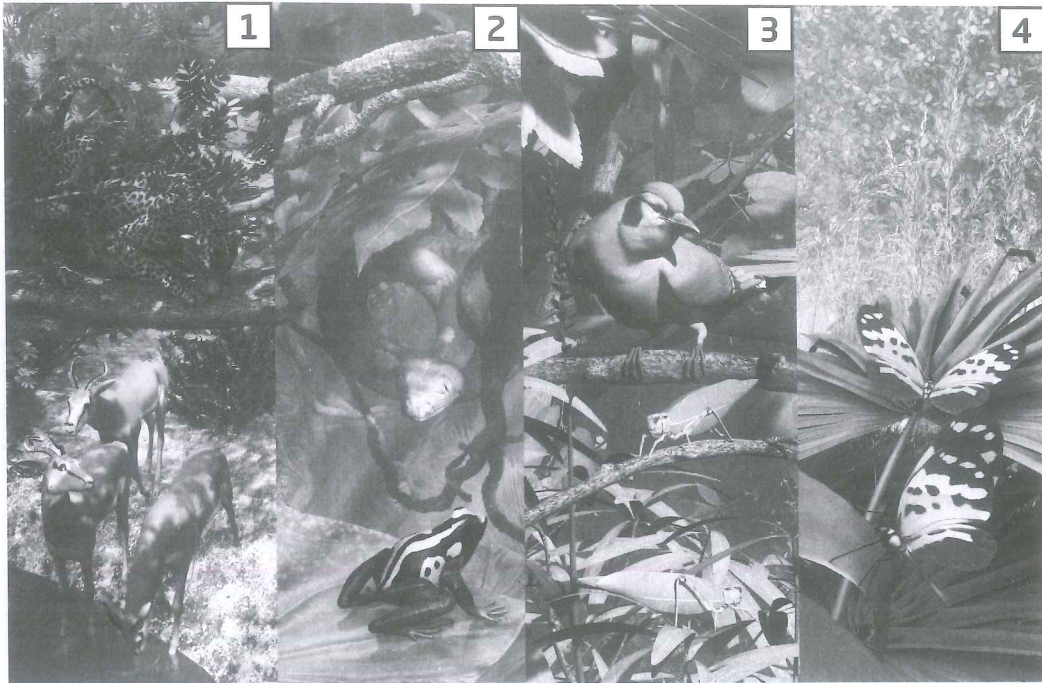
1. The colors are so beautiful, _____?
2. The spots on the wings look like eyes, _____?
3. That butterfly doesn't taste bad to predators, _____?
4. That penguin can't fly, _____?
5. That's a better way of finding the answer to my question, _____?

10 Listen and say. Finish the questions. TR: 30

- | | |
|-----------------------|-----------|
| 1. _____ is it _____? | 5. _____? |
| 2. _____? | 6. _____? |
| 3. _____? | 7. _____? |
| 4. _____? | 8. _____? |

11 Listen again. Check your answers to Activity 10. TR: 31

12 Listen and write. Choose sentences from the song for each picture. **TR: 32**



1. Predators are everywhere, and looking for a feast!
2. _____
3. _____
4. _____

13 Listen and look. Circle the letter or letters that make the same sound as the **z** in **zebra**. **TR: 33**

zebra	poisonous	use	closet
puzzle	zoo	nose	surprise
cheese	exercise	museum	desert

Why Do Mockingbirds Copy?

Mockingbirds live in North and South America. They are very good copycats. They imitate other birds and other animals. They can even copy the sounds of a piano or car alarm! Some mockingbirds can learn more than 200 different songs.

Males are loud singers who can sing many songs. They sing when they want to meet females. The singing attracts females. But it also keeps away other males. The longer a mockingbird lives, the more songs it knows. A female mockingbird is attracted to a male who has lived a long time.

Female mockingbirds sing softly and less often than males. They usually sing at their nests in the winter to keep away other birds. When another bird comes near, the female makes a loud noise to scare it away.

Mockingbirds are one of the most amazing animals in the world!



15 Check what you learned from the text.

Mockingbird facts	Male	Female
1. Live in South America		
2. Imitate other birds		
3. Are loud singers		
4. Sing to attract		
5. Sing to keep away other birds		

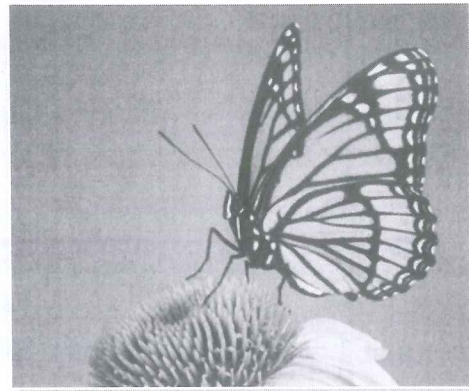
Paragraphs of Classification

A paragraph of classification describes features that members of a group share. You can define, compare, and contrast details to show how things belong to a group or class. You can use words such as *both*, *each of*, *like*, *but*, and *unlike*.

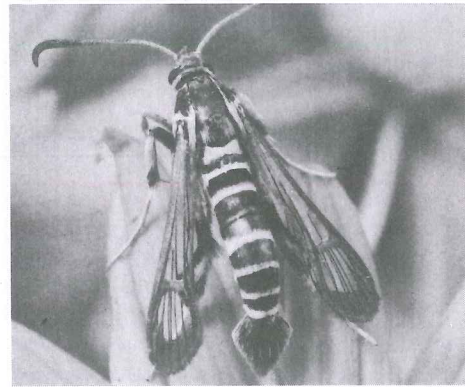
- 16 Read.** Underline the words and expressions that describe the animals.

One or Two Ways to Imitate

Some animals copy other animals to escape predators. They copy the things that predators don't like, such as bad taste or a dangerous sting. Some species copy the appearance of another animal, but not other characteristics. For example, the viceroy butterfly and the soldier butterfly look like each other. They also both taste bad to predators. This type of animal can copy, or imitate, in two ways. The ash borer moth looks like a wasp, but it doesn't have a stinger. Predators stay away from it, but it can't sting them. The ash borer moth belongs to the class of animal that only copies appearance.



viceroy butterfly



ash borer moth

- 17 Write in your notebook.** Write about animals that belong to a certain group. Describe the features that they share.

Unit 7

Music in Our World

1 Look and listen. Write the words that you hear. TR: 35

band

beat

concert

drum

flute

guitar

lead singer

piano

practice

saxophone

violin

1



practice

flute

2



3



4



5



6



7



8



2 Unscramble and write.

Mei is the *dlae nregsi* _____ in a *danb* _____. There are four other musicians who play with her. Feng plays the *murd* _____. He makes the *tbae* _____ for the group. Xui Li plays the *rtaugi* _____, and Ting plays the *hoopnxase* _____. Xu Guan plays the *opnai* _____, the *tufle* _____, and the *oliivn* _____. The music sounds great because they *tarpccie* _____ a lot! They're playing at a *ecctnor* _____ today.

3 Read the words in the box. Write the words in the correct column.

beat concert drum flute guitar lead singer piano saxophone violin

Instruments	Other Words About Music

4 Underline the best answer.

1. a group that plays music together (band / concert)
2. play an instrument to get better at it (beat / practice)
3. a thing used to make music (lead singer / instrument)
4. a person who uses his or her voice to make music (lead singer / instrument)
5. an instrument that is long and thin (piano / flute)

GRAMMAR

Has	she	ever	played	the piano?
Have	you	ever	sung	a pop song?
I	have	never	sung	a hip-hop song.
She	has	never	played	the guitar.

5 Read and write.

1. Have we ever been there?

No, we have never been there.

2. _____

No, she has never listened to a flute.

3. _____

No, he has never played the guitar.

4. _____

No, I have never been to a concert.

5. Have they ever practiced together?

No, _____

GRAMMAR

This is the first time she **has ever** played the piano.

6 Read and write. Write your own sentences.

1. This is the first time my teacher _____.

2. It's the only time I _____.

3. That's the first time my friends _____.

4. This is the only time my brother _____.

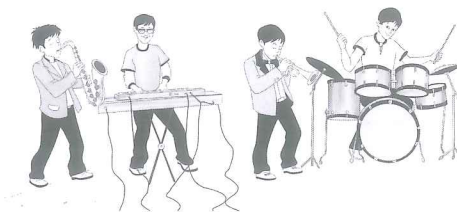
7 Look and match. Write the name of the type of music. Then write the name of a performer you know in each column.

classical hip-hop jazz pop rock

1.



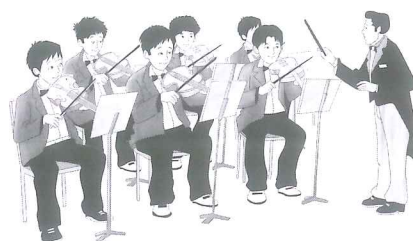
2.



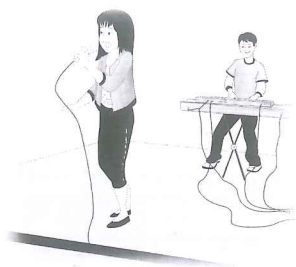
3.



4.



5.



hip-hop	classical	rock	jazz	pop

8 Listen. Number the music styles in the order you hear them. **TR: 36**

☐

classical

☐

hip-hop

☐

jazz

☐

pop

☐

rock

GRAMMAR

You broke a string! You should play **more carefully!** (+)

Can you play that song **more slowly?** (+)

I play jazz **better than** my brother does. (+)

He plays the guitar **less often than** he plays the piano. (-)

Ines can sing **as well as** Marison can. (=)

Mario doesn't sing **as beautifully as** his brother. (=)

well → **better** slowly → **more/less slowly**

badly → **worse** frequently → **more/less frequently**

fast → **faster/less fast**

9 Complete the sentences.

1. He can perform as well as the other musicians if he practices. (=, well)
2. She plays classical music _____ pop music. (-, often)
3. He plays the violin _____ he plays other string instruments. (+, well)
4. He moves his right hand _____ his left hand. (+, fast)

10 Read and write. Write sentences using comparisons.

1. Hsin plays the piano well. Hua plays the piano better.

Hua plays the piano better than Hsin.

2. He practices the first song often. He practices the last song less often.

3. We can sing well. They can sing well.

4. I like to listen to rock music. I like to listen to hip-hop music a little less.

5. Pang goes to concerts two times per year. Ming goes to concerts three times per year.

11 Listen to the song. Answer the questions. **TR: 37**

1. Have you ever listened to hip-hop ?

No, I haven't.

2. Have you ever listened to _____?

3. I can hear the _____. Can you?



12 Read and write. Write a new verse for the song.

The flute is playing.

The _____ is playing.

The piano is, too.

The _____ is, too.

I can hear the guitar.

I can hear the _____.

Can you?

Can you?

13 Listen. Write the missing letter. Then think of more words that have the same sound of **o** that you hear in **concert**. **TR: 38**

1. c__ncert

2. p__p

3. r__ck

4. sp__ts

5. c__py



14 Listen and read. TR: 39

It's All Music

The oldest instrument ever found is more than 35,000 years old! It's a flute. Instruments of this type are called wind instruments because the music comes from moving air. Each instrument has a shape that makes its sound different. Some wind

instruments have holes for fingers. Others have buttons to press. Holes and buttons let you change the way the air travels.

Another way to make music is with strings. When you slide a finger over a string or pluck it, it makes music. Thick, thin, long, and short strings all make different notes. Musicians use a bow to play some string instruments. The bow is a piece of wood with hairs or a string stretched between its ends.

You can also make music by hitting or shaking something that makes a sound. Percussion instruments can be made from many things. That's because most things make a sound when you hit them. A drum is a percussion instrument. A piano is a percussion instrument, too. When piano keys are pressed, hammers inside the piano hit the strings to make music.



15 Match the instruments and their types. Check the correct column.

	Wind	String	Percussion
Drum			✓
Flute			
Guitar			
Piano			
Saxophone			
Violin			



Mozart composed his first song when he was four years old.

Paragraphs of Contrast

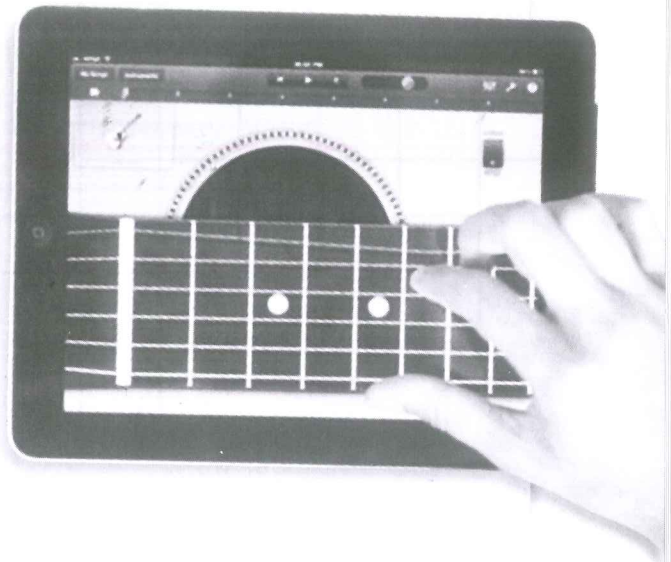
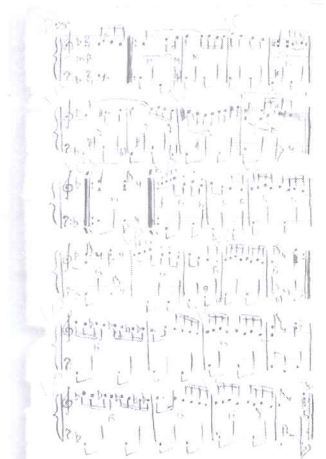
Paragraphs of contrast show the differences between things. You can use facts and descriptive details to contrast different features. You can also use words like *but*, *although*, *unlike*, *while*, *instead*, and *in contrast* to show things that are not the same.

16 Read. Underline the words used to show differences.

Composing, Then and Now

In the past, composers traditionally created their music with paper and pen. But now, technology—such as computer and phone apps—is changing how music is made. Although some composers still write by hand, more and more are using these new tools. Before, a composer would write notes on lined measures of music. In contrast, apps let the composer hum a song, and then the apps write the musical notes!

Many people think that composing music was more difficult in the past. When composers wanted to make changes as they wrote, they had to stop and erase notes. It was a messy, slow process. Some new apps, unlike old erasers, make correction easy. These apps can show music as a moving stream of color. To make changes, the composer can pull and twist music with his or her fingers on the screen. While a traditional composer is busy cleaning ink off fingers, a modern composer can write more songs instead!

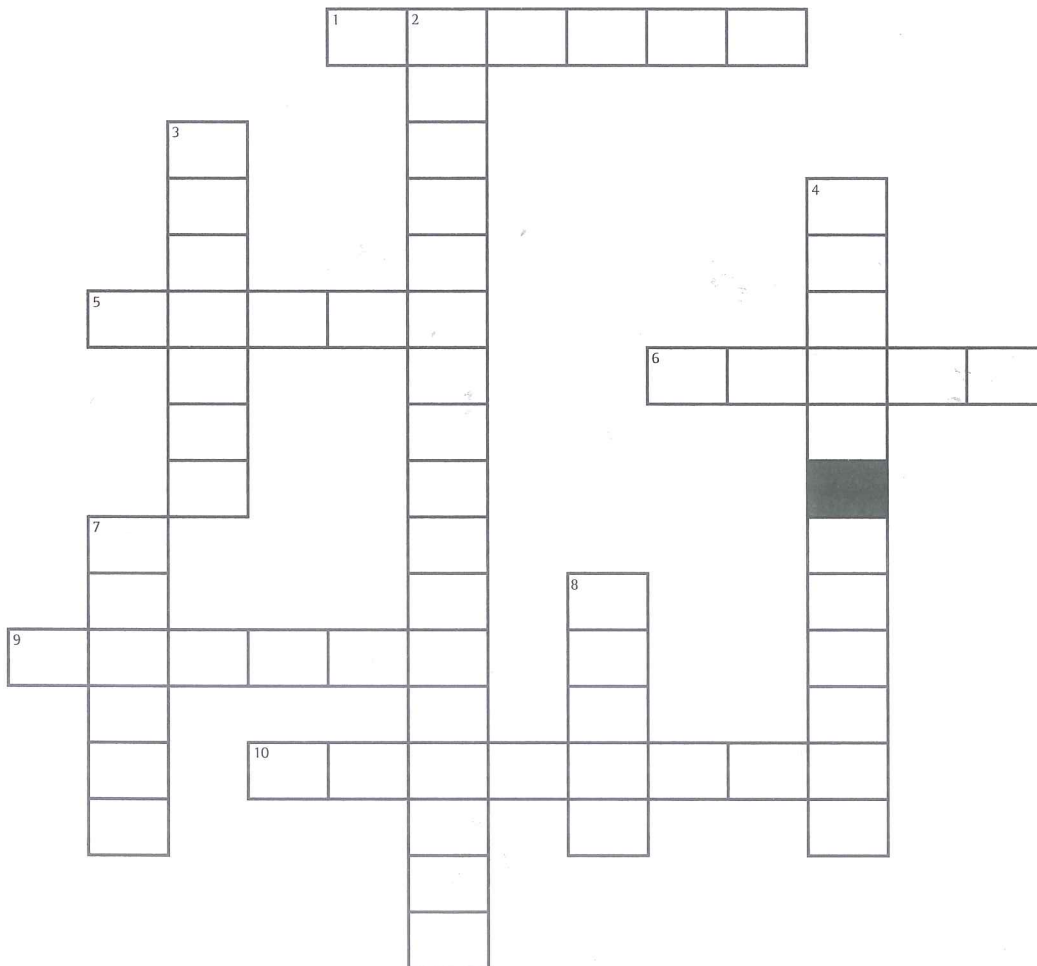


17 Write in your notebook. Write about two styles of music or two musical instruments. How are they different? Use words and expressions that show contrast.

Unit 8

Life Out There

1 Do a puzzle. Read the clues. Fill in the words.



comet
extraterrestrials
galaxy
journey
orbit
planet
search
solar system
space
universe

Across

1. Scientists use satellite dishes to _____ for signs of life beyond Earth.
5. Mars travels in a(n) _____ around the Sun.
6. We sent rockets into _____.
9. Earth is the third _____ from the Sun.
10. The _____ is made of space and all the stars.

Down

2. If _____ exist, they live in other places beyond Earth.
3. A(n) _____ is a trip from one place to another.
4. A(n) _____ is made up of a sun and the planets that go around it.
7. A big group of stars is known as a(n) _____.
8. A(n) _____ is a moving cloud of rock, ice, and gas.

2 Complete the sentences.

extraterrestrials	orbit	solar system
galaxy	journey	search

1. Venus is a planet in our _____.
2. Venus travels around the Sun in a closer _____ than Earth.
3. Would you like to go on a(n) _____ to another planet?
4. Scientists continue to _____ outer space for signs of life.
5. Do you think _____ can live on Venus?
6. If not on Venus, perhaps they can live on some other far away planet in the _____.

3 Read and write. Answer the questions.

How can you describe . . .

1. an extraterrestrial? _____

2. an orbit? _____

3. the universe? _____

GRAMMAR

We **may** travel to another solar system.

Some people think a planet **may** orbit that star.

I think it **may** be a comet.

She knows that planets **may** orbit that star.

We **might** travel to another solar system.

A planet **might** orbit that star, some say.

I thought it **might** be a comet.

She knew that planets **might** orbit that star.

4 Write sentences that say you're not sure.

1. We have a test tomorrow. We may/might have a test tomorrow.

2. That star has planets. _____

3. The universe is bigger than you think. _____

4. The comet's orbit goes outside the solar system. _____

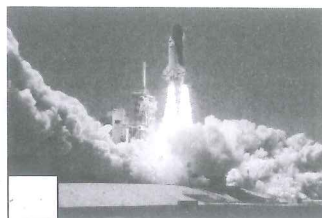
5. That planet has extraterrestrials. _____

5 Read and write. Use the word(s) in parentheses to finish each sentence.

1. We heard that extraterrestrials (*live*) might live on other planets.
2. I see that a planet (*be next to*) _____.
3. He knows that a comet (*fly across*) _____.
4. She thought that the TV show (*end*) _____.
5. I think that the problem (*not be*) _____.

6 Read and look. Match each picture with a sentence.

1. The rocket fires and lifts the spacecraft away from Earth.
2. The astronaut searches her instruments.
3. An astronaut at the space station communicates with scientists.



7 Read and write.

astronaut communicate rocket spacecraft space station

1. A _____ makes a loud noise when it lifts off.
2. You _____ when you want to tell someone something.
3. A(n) _____ is a person who travels in space.
4. The _____ orbits Earth, and people live and work in it.
5. A(n) _____ carries people into space and back.

8 Solve the riddles. Choose the word pair that matches the description in each riddle.

astronaut/rocket search/communicate spacecraft/space station

1. You can do one of these things alone. The other thing needs two or more people. _____
2. You can be one of these things. The other thing will give you a boost.

3. You can travel inside one of these things. You can live in the other thing.

GRAMMAR

Jiao, Lan, Gao, and Zhuang want to fly in a spaceship.

Jiao or Lan or Gao or Zhuang can be an astronaut.

Zhuang is tall.

Jiao, Lan, Gao, and Zhuang are not adults.

Everyone wants to fly in a spaceship.

Anyone can be an astronaut.

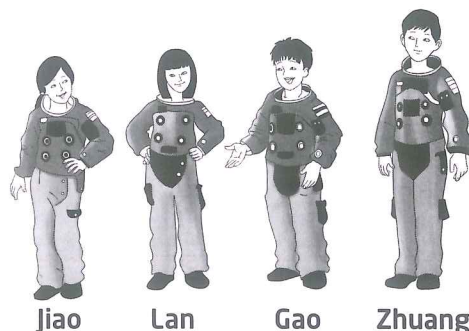
Someone is tall.

No one is an adult.

9 Look and write. Tell about the picture.

anyone everyone no one someone

- _____ is sitting down.
- Maybe _____ told a joke because Gao is laughing.
- I don't see _____ wearing a helmet.
- _____ is dressed as an astronaut.



10 Read and write. Use the words from Activity 9 to complete each sentence.

- I will be the only one home. _____ else will be at work or school.
- Be careful and don't lose your book. Don't give it to _____.
- It's very late. _____ is on the phone at this hour.
- I don't know if it's Hugo or Luis, but I hear _____ calling my name.

11 Listen and circle the answer. TR: 40

- Everyone* / *Someone* wants to go to the planetarium.
- Someone* / *No one* saw the comet.
- Anyone* / *Someone* can answer that question.
- I want to invite *someone* / *everyone* to come with me.

12 Listen to the song. List some things the song says we might find.
Then write a new verse! **TR: 41**

1. We might find a new planet.
2. We might find _____.
3. We might find _____.
4. We might find _____.



13 Listen to the song again. Match to complete.

- | | |
|---|-------------------------|
| 1. Let's all take a journey | a. deep in outer space. |
| 2. beyond our solar system, | b. where flowers grow. |
| 3. We might find things
we've never seen | c. life is all around. |
| 4. We might find a moon | d. far away from here |
| 5. But right here on planet Earth | e. past the atmosphere. |

14 Listen to two words. Write the word that has same **n** sound you hear in lightning. **TR: 42**

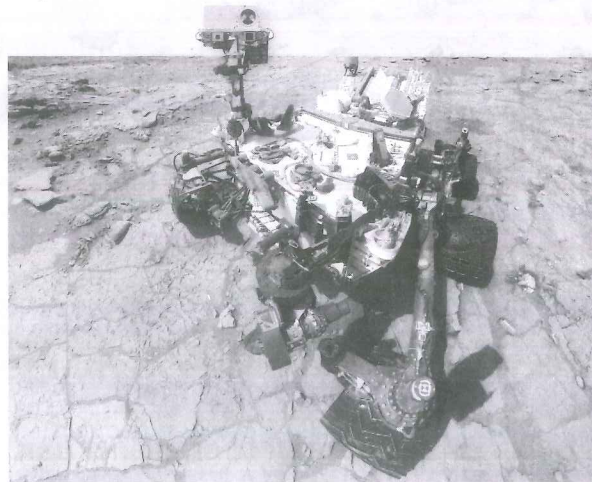
- | | |
|---------------------|-----------|
| 1. <u>lightning</u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Life on Mars

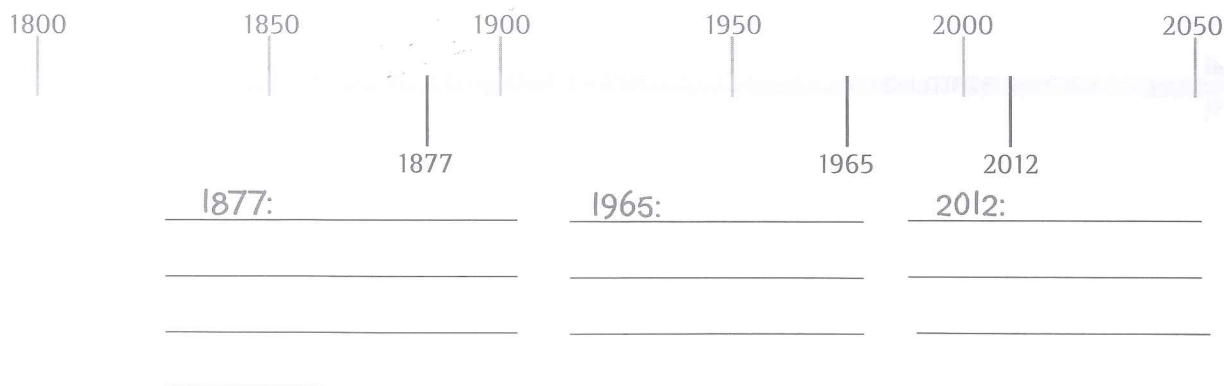
Mars is the fourth planet from the Sun. You can see Mars without a telescope, but you need a telescope to see it clearly. In 1877, an Italian scientist, Giovanni Schiaparelli, saw what he thought were canals on the surface of Mars. Canals are like rivers but made by people. People thought that Martians may have dug the canals!

When telescopes got better, people forgot the canal idea. In 1965, the spacecraft *Mariner 4* flew by Mars and took photos. The photos showed that the surface looks a lot like Earth's moon. Today, no one thinks that Mars has extraterrestrials.

In 2012, the Mars rover *Curiosity* landed on Mars. It found that tiny life might have lived on Mars long ago. Scientists will be studying and learning about Mars for many years to come.



16 Complete the chart. Use information from "Life on Mars."



Paragraphs of Persuasion

In persuasive paragraphs, you write to convince the reader of your opinion. To persuade the reader, you use facts to support your opinion. Write strong sentences that show you believe in what you are saying. Introduce your facts with expressions such as *research shows*, *according to*, and *the facts show that*.

17 **Read.** How does the writer persuade? Underline the words.

Forever Searching

Long ago, people thought that the Sun and planets orbited Earth. We like to think that we are at the center of things. But scientists studied the stars carefully. Their research shows that we are not at the center. Copernicus was the first to say that Earth orbits the Sun. He was right. And the Sun orbits the center of the galaxy. The universe has many stars that we can't see. And, according to some NASA scientists, somewhere there may be life.

Why do we search? The facts show that people have always been searchers. For example, Zheng was an explorer from China who traveled as far as Arabia and the Horn of Africa in the 1400s. Frederick Cook went to the North Pole in 1908. And Roald Amundsen traveled to the South Pole in 1911. We search both on Earth and in space because we like to find answers. And a big question is, are we alone? We will search until we know.



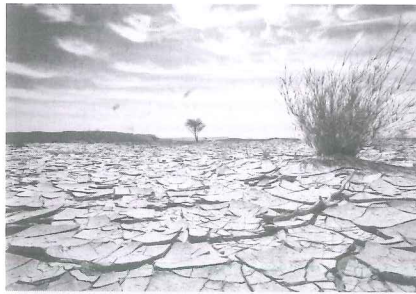
18 **Write in your notebook.** Do you think we should search for life in space? Take a position. Think about the possible benefits. Use facts to persuade.

Review

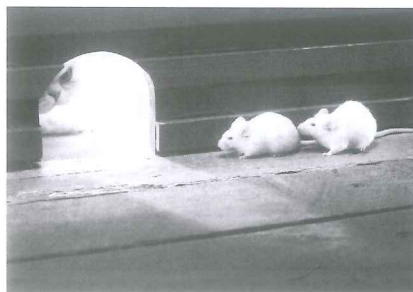
1 Match. Connect the words that have opposite meanings.
Then label the pictures.

1. hunt
2. predator
3. drought
4. attack
5. blizzard

- a. flood
- b. hide
- c. defend
- d. sandstorm
- e. prey



drought / flood



2 Read and write. Complete the sentences with true information.

1. If an insect uses camouflage, it wants to hide from a predator.
2. If I hear classical music, _____
3. If a rabbit sees a fox, _____
4. If a snake has stripes, _____
5. If she is the lead singer, _____

3 Look and listen. Then listen again. Draw lines to make sentences. TR: 44



Rio



guitar player



flute player.



Lia

is the



lead singer

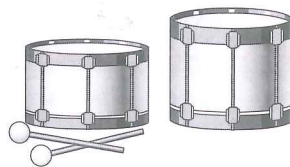
but is going
to be the



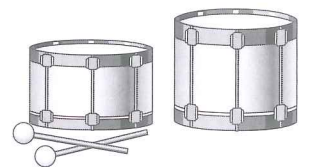
lead singer.



William



drummer



drummer.

4 Write. Complete the sentences.

1. I play piano _____ than my friends.
2. I study _____ than my classmates.
3. I listen to music _____ than my parents do.
4. I play soccer _____ than my teacher.
5. My brother plays basketball _____ as my sister.

5

Do the puzzle. Complete the sentences. Write the first letter of each word of the answer in the puzzle. Find the hidden message!

1. The center of a daisy and the sun are both y e l l o w .
2. Earth moves on a path called an around the Sun.
3. There are many galaxies in the .
4. Someone who leaves Earth to travel in space is called an .
5. Many people think that music is too loud.
6. A creature that lives on a planet that is not Earth is an .
7. A is a string instrument used in most rock bands.
8. A spacecraft is pushed into space by a .
9. During an , it's important to have a plan.
10. The lion crawled through the tall grass before it the zebra.
11. The loud crash that follows lightning is called .

Hidden Message!

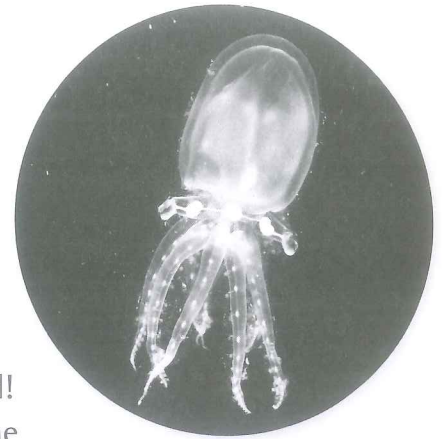
1	2	3
Y		

4	5	6

7	8	9	10	11	
					!

6 Read. Check **T** for *True* and **F** for *False*.

This octopus needs to hunt, but it doesn't want to be hunted. If it is attacked, it first tries to escape. It can shoot water out of its body. The water pushes it through the sea. If a predator follows, the octopus can shoot black ink into the water. The predator can't see, and the octopus escapes. Then the octopus tries to hide. It sometimes hides under the sand with only its eyes peeking out. It also changes color to match its shelter. In some cases, an octopus will leave an arm behind! The arm still moves in the water and attracts the predator. The octopus escapes. In six weeks, it grows a new arm, but the new arm has no bones! An octopus has no bones at all!



1. The octopus doesn't hunt.
2. The octopus moves in the water by shooting black ink.
3. The octopus can change its color.
4. The octopus will sometimes break a bone in its arm and leave it behind.
5. In six weeks, the octopus can grow a new arm.

<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F

7 Read and write the answer. Use information from Activity 6.

1. What does an octopus do to escape from a predator?

2. An octopus is smart. What are some smart things an octopus does?

3. An octopus hunts. What kind of animal is it?

8 Write. A shark hunts an octopus. What can happen if the shark finds the octopus? Write a short story. Use what you learned in Activity 6.

NATIONAL
GEOGRAPHIC

EXPLORE OUR WORLD

TR: 45

This is our world.
Everybody's got a song to sing.
Each boy and girl.
This is our world!

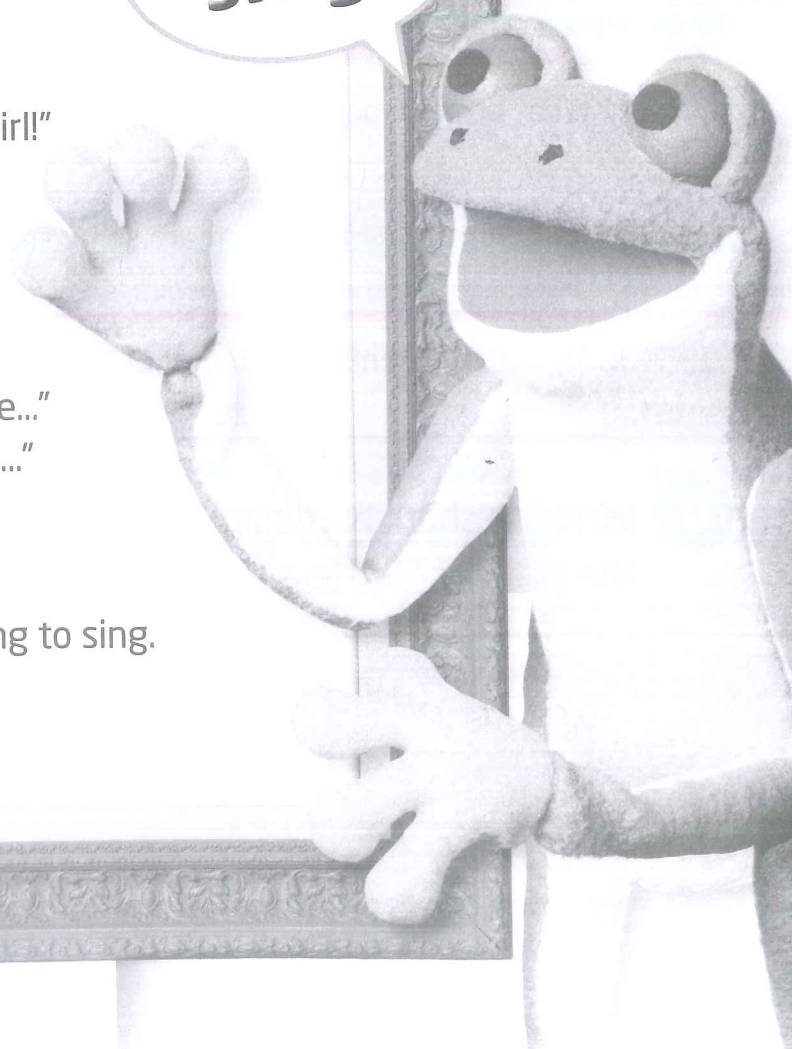
I say "our!" You say "world!"
Our!
World!
Our!
World!

I say "boy!" You say "girl!"
Boy!
Girl!
Boy!
Girl!

I say "Everybody move..."
I say "Everybody stop..."
Everybody stop!

This is our world.
Everybody's got a song to sing.
Each boy and girl.
This is our world!

Let's
sing!



Unit 1 Protect the Seas TR: 4

Please, please protect the seas.

Put good deeds into motion.

Help save the oceans.

CHORUS

We must protect
the wonders of the seas,
to make a better world
for you and me.

We must stop polluting
the ocean blue.

An octopus would like that,
and so would you.

CHORUS

We must protect
the wonders of the seas,
to make a better world
for you and me.

When we make a mess,
we can't dump it in the sea.
Sharks don't want that.
Do we?

There are layers in the
ocean below.

There are creatures there
that we don't know.
They live deep underwater.
They don't breathe air,
but our world is a part of
theirs.

CHORUS

Unit 2 Inventions TR: 46

Creativity!

Electricity!

Creativity changes the world!

Inventions solve problems.
Problems that we used to have are gone!
The wheel and the cell phone
help to make our world go around!

Inventions are useful,
every day, in every way.
Computers, cars, and airplanes
help to make our world go around.

CHORUS

You used to have to walk
to get from place to place.
Years ago, you could only talk
face to face.

You could take only boats
to get across the sea.
Now, we fly across the sky.
Inventions are the reason why.

CHORUS

Imagination and ideas
can change the world, every day.
Can you solve a problem?
Can you help our world today?

CHORUS

Unit 3 What's Your Hobby? TR: 15

*What's your hobby?
What do you like to do?
What's your hobby?
I have a hobby, too!*

The boy who has the highest score
wins the video game.
The girl who collects a fossil
wants to learn its name.
Who enjoys a comic book?
Who likes to compete?
I collect stuffed animals
because I think they're sweet.

CHORUS

The boy who takes a photo
sees it on the screen.
The girl who reads about dinosaurs
can see them in her dreams.
Do you like to cooperate?
Do you like to work alone?
I like to talk about my hobby
on my new cell phone.

It's fun to be creative and show what you
can do.
Collect, compete, cooperate.
I have a hobby.
Do you?

CHORUS

Unit 4 I'm on the Move! TR: 22

Push it! Pull it! Push it! Pull it!
Push! Pull!
Push! Pull! Push! Pull! Watch
it go!

If you spin around, and
around and around and
around,
what you feel is force.
If you fall down, down, down,
down,
down to the ground,
that's gravity, of course.

*I'm on the move.
I'm in the groove.
It's amazing what you
can do
when you let force do the
work for you!*

The more you push, the
faster some things go.
When you spin around, the
force comes and goes.

CHORUS

The more you push, the
faster some things go.
When you spin around, the
force comes and goes.

Push it! Pull it! Push it! Pull
it! Push! Pull!
Push! Pull! Push! Pull! Watch
it go!

If you spin around, and
around and around and
around,
what you feel is force.
If you fall down, down,
down, down,
down to the ground,
that's gravity, of course.

CHORUS

I'm on the move!

Unit 5 **Bad Weather**

TR: 47

There's bad weather on the way!
There's bad weather on the way!

Is it going to storm? Yes, it is!
Is there going to be lightning? Yes, there is!
Is there going to be thunder? Yes, there is!

When there's going to be a storm, I hurry
inside!

***Be prepared for emergencies.
It's always good to be safe. You'll see!
Grab supplies and a flashlight, too.
Seek shelter. It's the safe thing to do!***

Is there going to be a blizzard? Yes, there is!
Is there going to be an ice storm? Yes, there is!
Is it going to be cold? Oh, yes, it is!

If there's going to be a blizzard, I hurry inside!

CHORUS

Is there going to be a hurricane? Yes,
there is!
Is the wind going to howl? Yes, it is!
Are the waves going to rage? Yes, they are!

If there's going to be a hurricane, we
evacuate!

Be prepared for emergencies.
It's always good to be safe. You'll see!
Grab supplies and a flashlight, too.
Seek shelter. It's the safe thing to do!
Seek shelter. It's the safe thing to do!

Unit 6 **It's a Wild World**

TR: 32

***It's a wild world!
It's work to stay alive!
Animals do amazing things
in order to survive.***

An insect that looks like a leaf
copies plants to get relief.
Predators are everywhere,
and looking for a feast!

CHORUS

Camouflage and imitate.
Resemble and escape!
Animals hide in front of our eyes, every day.

The hunter and the hunted,
predator and prey,
must hunt or hide to stay alive,
each and every day.

A pretty frog can be as deadly as a snake.
Its stripes tell its enemies
"You'd better stay away!"

CHORUS

It's a wild world!

Unit 7 Music Is Fun

TR: 37

*Have you ever listened to hip-hop?
Have you ever listened to drums?
I listen to all kinds of music.
It's amazing fun.*

Listen to the saxophone.
Listen to the beat.
Listen to the melody.
Feel it in your feet!

The flute is playing.
The piano is, too.
I can hear the guitar.
Can you?

CHORUS

Listen to the rhythm.
Listen to that band!
Sing the notes (*la la la*)
and clap your hands.

Have you ever played a note?
Have you ever played a chord?
Have you ever played a rhythm?
1, 2, 3, 4!

CHORUS

Unit 8 Deep in Outer Space

TR: 41

Let's all take a journey
past the atmosphere,
beyond our solar system,
far away from here.

We might find a new planet.
We might find a new place.
We might find things we've never seen
deep in outer space.

*Deep in outer space,
who knows what we might find?
Deep in outer space,
deep in outer space!*

Somewhere in the universe
we might find a moon
where flowers grow.
You never know,
but I wish we'd get there soon!

CHORUS

But right here on planet Earth
life is all around.
Our world is full of color,
texture, light, and sound.

We can take a journey
right outside our door
and see the wonder of life on Earth
and so much more!

CHORUS

Deep in outer space.

Credits

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EXPLORE OUR WORLD

AMERICAN ENGLISH

Bringing the World to the Classroom – and the Classroom to Life

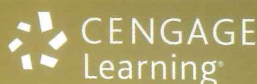
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