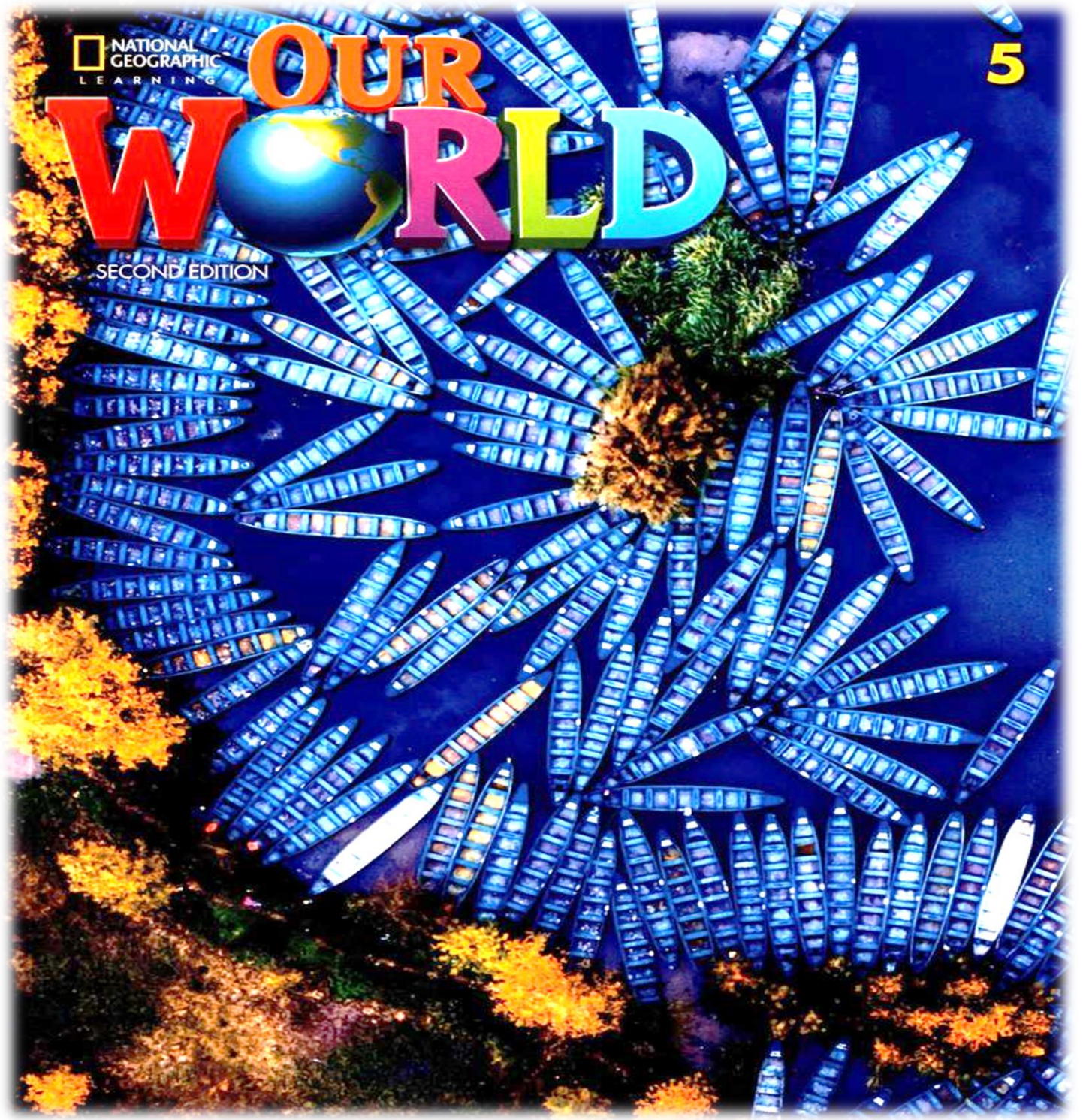


NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

5

SECOND EDITION



Name:

Class:

Unit One Extreme Weather

Unit 1 ▶

Extreme Weather

In this unit, I will ...

- talk about different kinds of extreme weather.
- describe the damage storms can cause.
- describe how to prepare for extreme weather.
- write a personal narrative.

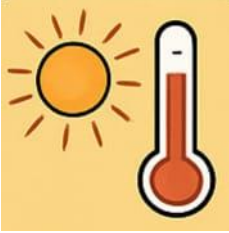






Tick T for True or F for False.

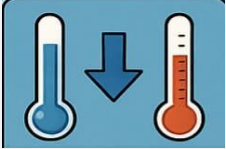






1. There's a storm cloud in the sky. T F
2. The trees are covered in ice. T F
3. It's raining heavily. T F
4. It's safe to be outside. T F

Supercell thunderstorm, Colorado, USA

6 7

Vocabulary 1

1. Heatwave (n.)		A time when the weather is much hotter than usual for many days.
2. Rise (v.)		To go up; for example, when temperature or water level increases.
3. Drought (v.)		A long period without rain that causes the land to become very dry.
4. Tropical storm (n.)		A strong storm with heavy rain and wind that forms over warm oceans.
5. Flood (n.)		When too much water covers land that is usually dry.
6. Speed (n.)		How fast something is moving (like wind or a storm).
7. Range (n.)		The difference between the highest and lowest levels (like temperature range).

8. Drop (v.)		To go down or become less; for example, when the temperature drops.
9. Blizzard (n.)		A snowstorm with strong winds and lots of falling snow.
10. Sandstorm (v.)		A storm that blows sand and dust through the air, usually in deserts.
11. Tornado (n.)		A spinning funnel of air that can move fast and cause a lot of damage.
12. Hailstorm (n.)		A storm where balls of ice (hail) fall from the sky.
13. Thunder (n.)		The loud sound that happens after lightning during a storm.
14. Lightning (n.)		A bright flash of electricity in the sky during a storm.

A) Choose the correct answer from a, b, c, or d:

1. A _____ brought heavy rain and strong winds to our town.
a. heatwave b. sandstorm c. tropical storm d. drought
2. The city warned people to stay cool and drink water during the long _____.
a. thunder b. lightning c. flood d. heatwave
3. The _____ made the grass turn brown because it didn't rain for a long time.
a. drought b. flood c. sandstorm d. blizzard
4. After days of heavy rain, the river overflowed and caused a dangerous _____.
a. thunder b. drought c. tornado d. flood
5. The _____ of the strong winds made it hard to walk without being pushed.
a. speed b. hailstorm c. heatwave d. range
6. The _____ brought so much snow that schools were closed for two days.
a. flood b. lighting c. sandstorm d. blizzard
7. The _____ made it hard to breathe and forced people to stay indoors.
a. range b. sandstorm c. thunder d. tropical storm
8. The spinning _____ tore through the field, leaving a path of destruction.
a. flood b. drought c. tornado d. thunder
9. The temperature will _____ tonight, so wear a jacket.
a. rise b. drop c. speed d. flood
10. During the _____ chunks of ice crashed onto cars and rooftops.
a. heatwave b. sandstorm c. hailstorm d. flood

B) Fill in the blanks using the words from the list:

blizzard - heatwave – sandstorm - lightning – tropical
- drought - thunder - flood – drop– rise

The weather can change in crazy ways! One summer, a (1) _____ made the air very hot, and temperatures started to (2) _____ every day. It didn't rain for weeks, and that caused a (3) _____. Then, suddenly, a big (4) _____ storm came with strong winds and heavy rain, which caused a (5) _____ in some towns. One day it was super hot, and the next day, the temperature would (6) _____ and feel cold! In the mountains, a (7) _____ covered everything in snow. In the desert, a (8) _____ made it hard to see. At night, we heard loud (9) _____ and saw bright flashes of (10) _____. It was a wild week of weather!

C) Fill in the blanks using the words from the list:

rise - range - blizzard - sandstorm - speed - drought
drop - heatwave - tropical storm

Sam checked the weather every morning. On Monday, a (1) _____ surprised everyone with heavy snow and wind. Tuesday brought a (2) _____ making it hard to see and breathe. By Wednesday, a (3) _____ caused the temperature to (4) _____ and the dry weather led to a (5) _____. On Thursday, a (6) _____ hit, followed by heavy rain. The storm's wind (7) _____ was very strong, but after it passed, the temperature began to (8) _____. Sam wrote in his journal about the amazing (9) _____ of weather in just one week!

D) Rearrange the following sentences:

1. suddenly / We / heard / thunder / loud / very

2. a / in / caused / The / long / drought / crops / to / die

3. hit / the / A / town / tornado / small / quickly

4. the / Lightning / sky / across / flashed / dark

5. sandstorm / hard / The / it / to / made / see

6. A / coming / is / heatwave / next / week

7. is / speed / wind's / The / rising / quickly

8. We / after / rebuild / the / flood / must / the / town

9. sandstorm / a / covered / The / cars / with / dust

10. prepare / for / They / to / need / the / blizzard

GRAMMAR

Grammar 1: “Be Going To” – Future Predictions and Plans

We use “be going to” for:

1. Predictions (based on what we see or know now)

◆ Look at those clouds! It is going to rain.

2. Plans or Intentions (something already decided)

◆ I am going to pack emergency supplies.

📦 Structure: [am / is / are] + going to + base verb

Subject	Verb “be”	Example
I	am	I am going to check the weather report.
He / She / It	is	She is going to wear a raincoat.
You / We / They	are	They are going to stay inside today.

Negative form

Structure: Subject + be (am/is/are) + not + going to + base verb (Short forms: isn’t / aren’t)

Examples: I am not going to eat pizza tonight.

Question form

Structure: Be (am/is/are) + subject + going to + base verb?

Examples: Is he going to visit us?

Tip: Use “be going to” when you're sure something will happen (you see signs), or you've already planned it.

A) Choose the correct answer from a, b, or c:

1. The clouds are gathering quickly, so I think it _____ very soon.

A. is going to rain B. are going to rain C. am going to rain

2. We _____ pack our emergency supplies before the storm reaches our town.

A. is going to B. are going to C. am going to

3. Because the heatwave will last all week, people _____ stay indoors during the afternoon.

A. is going to B. are going to C. am going to

4. My parents _____ watch the news to check if we need to evacuate.

A. is going to B. are going to C. am going to

5. He _____ carry a torch because the power might go out tonight.

A. are going to B. is going to C. am going to

6. It looks like we _____ have a blizzard tomorrow morning.

A. are going to B. is going to C. am going to

7. I _____ take my raincoat with me, just in case the weather changes.

A. are going to B. am going to C. is going to

8. Sarah and her family _____ build a storm shelter in their backyard next week.

A. is going to B. are going to C. am going to

9. We _____ visit the weather museum where we'll learn about tornadoes.

A. is going to B. are going to C. am going to

10. The teacher _____ explain how to prepare a weather emergency plan.

A. is going to B. are going to C. am going to

B) Find and correct the mistake in each sentence:

1. She going to visit her grandma tomorrow.

2. We is going to play football after school.

3. Are you going visit the museum this weekend?

4. He is going to fixing his bike.

5. I going to help you with your homework.

C) Turn these sentences into negative and question form:

1) She is going to take her umbrella.

• Negative: _____

• Question: _____



2) They are going to prepare an emergency kit.

• Negative: _____

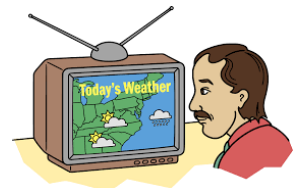
• Question: _____



3) He is going to check the weather forecast.

• Negative: _____

• Question: _____



4) I am going to bring a torch.

- Negative: _____
- Question: _____



5) We are going to evacuate before the storm.

- Negative: _____
- Question: _____



D) Do as shown:

1. Jack is going to collect extra water bottles before the sandstorm. (*Change into negative*)

2. They are going to explain the evacuation plan in the assembly. (*Make a question*)

3. He are going to pack his emergency kit. (*Correct the mistake*)

4. You are going to charge the torch before the power goes out. (*Make a question*)

5. I am going to walk outside during the lightning storm. (*Change into negative*)

6. It am going to be very hot during the heatwave. (*Correct the mistake*)

7. Sara is going to watch the weather forecast at 6 PM. *(Make a question)*

8. They are going to ignore the weather warning. *(Change into negative)*

9. We are going to forget the emergency supplies. *(Change into negative)*

10. He is going to teach us how to prepare for a flood. *(Make a question)*

Vocabulary (2)

1. Emergency (n.)		A serious and sudden situation where people need help right away.
2. Plan (n.)		A set of steps you decide on ahead of time to be ready for something.
3. Evacuate (v.)		To leave a place quickly because it is not safe.
4. Shelter (n.)		A safe place where people can stay during an emergency.

5. Supplies (n.)		The things you need to stay safe and healthy, like food, water, and medicine.
6. Torch (n.)		A small, hand-held light (also called a flashlight).

A) Choose the correct answer from a, b, c, or d:

- Before the storm arrived, we checked our _____ to make sure we had enough food, water, and medicine.
 a. torch b. supplies c. emergency d. plan
- I grabbed my _____ when the power went out, so I could safely walk through the dark hallway.
 a. plan b. shelter c. torch d. supplies
- If the flood gets worse, we may have to _____ our house and go somewhere safe.
 a. evacuation b. evacuated c. evacuating d. evacuate
- During the storm, we stayed in a nearby _____ where it was warm and dry.
 a. shelter b. plan c. torch d. supplies
- The loud alarm warned everyone that there was a/an _____, and we had to leave the building right away.
 a. shelter b. emergency c. plan d. supplies
- They stored extra _____ like canned food and batteries.
 a. supplies b. shelter c. torch d. plan
- Firefighters helped people _____ their homes during the flood.
 a. emergency b. supplies c. plan d. evacuate

8. In a/an _____ , it's important to stay calm and follow instructions.
a. shelter b. plan c. emergency d. supplies
9. During the flood, rescue teams brought _____ to help families.
a. supplies b. emergency c. torch d. shelter
10. Each student shared an idea for a good emergency _____.
a. torch b. plan c. shelter d. supplies

B) Fill in the blanks using the words from the list:

emergency - supplies - shelter - plan - torch
- evacuate

Last week, our teacher taught us how to stay safe during an (1) _____. She said it's important to have a (2) _____ with our family so we know what to do. If something dangerous happens, like a big storm or fire, we might need to (3) _____ our home. That means we have to leave quickly and go to a safe place, like an emergency (4) _____. We should pack (5) _____, like water, food, and a (6) _____ in case the power goes out. Being ready can help keep everyone safe!

C) Fill in the blanks using the words from the list:

torch - evacuate - plan - emergency - supplies

We went on a camping trip with our class last weekend. Before the trip, we made a (1) _____ for what to pack and how to stay safe. Each group brought (2) _____ like food, water, a (3) _____, and a first-aid kit.

One night, the wind became strong, and the teacher told us it might be dangerous. We stayed calm and followed the safety plan. Luckily, we didn't need to (4) _____, but we learned how important it is to be ready for any (5) _____.

D) Rearrange the following sentences:

1. torch / the / used / dark / to / the / in / We / see

2. emergency / an / during / stay / should / We / calm

3. brought / camping / my / supplies / trip / for / I

4. need / evacuate / We / might / to / storm / the / because / of

5. safety / good / a / is / always / idea / plan / to / have / It

6. evacuate / must / We / there's / if / a fire

7. should / supplies / store / You / emergency / at home

8. have / plan / They / to / evacuate / a

9. supplies / enough / We / food / and / had

10. brought / torch / a / She / in / her / bag

GRAMMAR

Grammar 2: Zero Conditional (Present Simple)

We use the Zero Conditional to talk about:

- Facts
- Things that are always true
- What happens if something else happens



Structure:

If + Present Simple, Present Simple

Examples

1. If you see lightning, you hear thunder soon after.
2. If it rains, the ground gets wet.

Notes:

- Both parts of the sentence are in **Present Simple**.
- You can switch the order:
 - ✓ If it floods, people leave.
 - ✓ People leave if it floods.

A) Choose the correct answer from a, b, c, or d:

1. If it rains, the plants _____.

- a) grow b) grows c) growing d) grew

2. If people don't plan well, they _____ problems.

- a) have b) has c) having d) had

3. If it snows, roads _____ slippery.

- a) gets b) get c) getting d) gotten

4. If there's a blizzard, people _____ indoors.

- a) staying b) stays c) stay d) stayed

5. If lightning _____, we cover our ears.

- a) flash b) flashes c) flashing d) flashed

6. If sand gets in your eyes, it _____.

- a) hurts b) hurt c) hurting d) hurted

7. If you carry a torch, you _____ better.

- a) see b) sees c) seeing d) saw

8. If we have supplies, we _____ safe.

- a) feel b) feels c) feeling d) felt

9. If people hear the alarm, they _____.

- a) evacuates b) evacuate c) evacuating d) evacuated

10. If the temperature _____, snow melts.

- a) rise b) rising c) rises d) rose

B) Complete the following text with the right form of the verbs:

At school, things follow simple rules. If students (1) _____ (arrive) late, the teacher (2) _____ (give) them a warning. If they (3) _____ (forget) their homework, they (4) _____ (lose) points. If someone (5) _____ (talk) during a test, the teacher (6) _____ (ask) them to stop. If you (7) _____ (not bring) your books, you (8) _____ (miss) the lesson. If the bell (9) _____ (ring), everyone (10) _____ (go) to class. If students (11) _____ (need) help, the teacher always (12) _____ (explain) things again. These rules help the classroom run smoothly. If everyone (13) _____ (follow) the rules, the day (14) _____ (go) well.

C) Correct the mistakes in the following sentences:

1. If water boil, it turns into steam.

2. If students doesn't listen, they miss the instructions.

3. If it rain, the picnic is cancelled.

4. If people eat too much sugar, they gets sick.

5. If the sun set, it gets dark.

6. If we don't finishes our homework, we get in trouble.

7. If a dog bark, it usually means danger.

8. If babies cries, they want something.

9. If she touch, the stove, she burns her hand.

10. If you plays with fire, you get burned.

D) Do as shown:

1. If it rains, the streets get wet. (*Change into negative*)

2. If people hear thunder, they stay inside. *(Make a question)*

3. If the sun shines, we feel warm. *(Change into negative)*

4. If the lights go out, we use a torch. *(Change the order)*

5. If water reaches 0°C, it freezes. *(Make it negative)*

6. If I don't eat breakfast, I feel hungry. *(Make a question)*

7. If he touches the cat, it scratches him. *(Change "he" to "they")*

8. If you don't water the plant, it dies. *(Make a question)*

9. If the dog barks, people gets scared. *(Correct the mistake)*

10. If you heat ice, it melts. *(Make it a question)*

SKILLS

1) Supply the missing parts in the following dialogues:

Jack: Look at the sky!

Mark: Yes, it's very dark. (1) _____?

Jack: I think it's going to storm soon.

Mark: Oh no! (2) _____?

Jack: I'm going to stay inside and watch the weather report.

Mark: That's smart. (3) _____?

Jack: Yes, I'm going to pack the emergency supplies just in case.

2) Supply the missing parts in the following dialogues:

Mona: The sun is shining!

Youssef: Yes! We (1) _____ to the beach today.

Mona: Great! (2) _____?

Youssef: We leave at 9 o'clock.

Mona: (3) _____?

Youssef: I am going to take my towel and sunglasses.

Mona: I (4) _____ bring snacks and water.

Youssef: (5) _____! We will need them.

Mona: I love summer days like this!

Youssef: (6) _____.



Reading

A) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. What do you usually do if the weather changes suddenly?
2. What things should we prepare before a big storm?
3. Why is it important to stay calm in emergencies?



The Day the Storm Came

It was a sunny morning, and the students at Sunrise School were getting ready for their science project presentations. Everyone was excited. The sky was clear, and no one expected anything to change.

But around noon, dark clouds began to gather. The wind started to blow, and thunder rumbled in the distance. The school principal came to each class and said, "There's a storm warning. All students must stay inside. Please follow the safety instructions."

The teachers closed the windows and made sure every student was safe. Some students were scared, but others were calm and tried to help their friends. One girl, Amina, passed around water bottles and told jokes to make people smile. Her teacher said, "Thank you, Amina. Staying calm is very important."

After a while, the power went out. The lights turned off, and the room became quiet. The students used their torches and stayed in their seats. Luckily, the school had emergency supplies — food, water, and even blankets. The principal had planned everything well.

By 2:00 p.m., the storm was over. There were puddles outside, and some trees had fallen, but everyone was safe. Parents came to pick up their children, and teachers helped organize the exit. Although the students didn't present their projects that day, they learned something even more important — how to stay safe and work together during an emergency.

A) Answer the following questions:

1. What were the students doing before the storm started?

2. How did Amina help during the storm?

3. Why was the school prepared for the power cut?

B) Choose the correct answer:

1. What changed in the middle of the day?

- a) The students went home early
- b) A strong storm began
- c) The teachers gave a surprise test

2. What did the students use when the lights went off?

- a) Candles

b) Mobile phones

c) Torches

3. What did the students learn that day?

a) How to win a science competition

b) How to prepare for a picnic

c) How to stay safe in an emergency



B) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. What do you usually do on very hot days?

2. What can happen if someone stays outside too long in the heat?

3. How can we help older people or young children during a heatwave?



The Hottest Day of the Year

Last Friday was the hottest day of the year. The weather report said the temperature would rise to 42°C, and people were told to stay indoors if possible. Yasmin and her brother Kareem were on summer break, but they couldn't go outside to play. Their mom said, "It's not safe to be in the sun today."

Yasmin looked out the window and saw their elderly neighbor, Mr. Adel, trying to water his plants. He looked very tired and moved slowly. She turned to Kareem and said, "We should help him." Kareem agreed.

The two children filled bottles with cold water and brought some juice and fruit to Mr. Adel. Their mother came with them and said, "We're going to check on you later today too." Mr. Adel smiled and said, "Thank you! This heat is too much for me."

Later in the afternoon, the electricity went out for a short time. The fans stopped, and the house became very warm. Yasmin used a small battery fan from her emergency kit. Kareem drank lots of water and stayed in the coolest room in the house.

That evening, the weather finally started to cool down. Yasmin's mom said, "I'm proud of you both. You stayed safe, helped someone, and didn't complain." Yasmin smiled. "It was a hot day," she said, "but it turned out to be a good one."

A) Answer the following questions:

1. Why couldn't Yasmin and Kareem play outside?

2. What did they do to help Mr. Adel?

3. What happened when the electricity went out?

B) Choose the correct answer:

1. What did the weather report say?

- a) It would snow
- b) There would be strong wind
- c) The temperature would be very high

2. What did the children bring to Mr. Adel?

- a) Toys

b) Water, juice, and fruit

c) Books

3. How did Yasmin cool down during the power cut?

a) She turned on the air conditioner

b) She opened all the windows

c) She used a battery fan



Review

Unit One

A) Vocabulary

1) Choose the best vocabulary word to complete each sentence:

1. We must _____ the building before the storm hits.
2. He used a _____ to see in the dark room.
3. The rescue team moved with great _____ to help the people.
4. They followed the emergency _____ carefully.

2) Fill in the blanks using the words from the list:

place - supplies - tropical storm - evacuate - torch

- plan

Today, our teacher talked about how to stay safe during a 1. _____. We learned how to make a 2. _____ and what 3. _____ we need, like water, food, and a 4. _____. If the weather gets bad, we must 5. _____ quickly and walk at a safe 6. _____. The teacher said staying calm is the most important thing.

B) Grammar

3) Correct the mistake:

1. We going to prepare our bags for the vacation.

_____.

2. If he will see lightning, he stays inside.

_____.

3. The student packs torch, map and speed.

_____.

4. If you doesn't listen to the warnings, you get hurt.

_____.

4) Do as shown:

1. Look at those clouds! It _____ (rain) soon. *(Correct the verb)*

2. If you _____ (touch) lightning wires, you get shocked. *(Correct the verb)*

3. They're going to pack the emergency supplies. *(Make a question)*

_____?

4. We _____ (evacuate) the building because of the warning. *(Correct the verb)*

5. If it floods, we move to higher ground. *(Change to negative)*

_____.

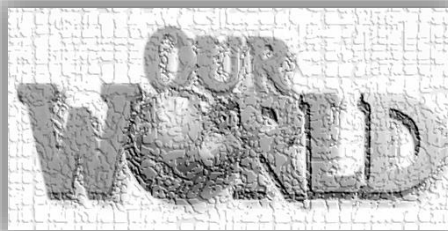
6. She's going to bring a flashlight. *(Change to negative)*

_____.

7. If people don't plan ahead, they _____ (face) big problems during storms. *(Correct the verb)*

8. If the wind blows hard, trees fall. *(Make a question)*


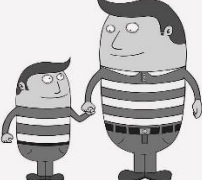

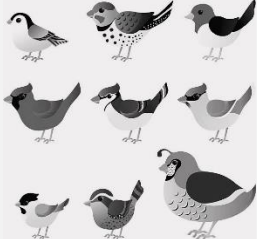
_____?






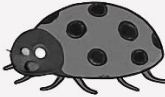
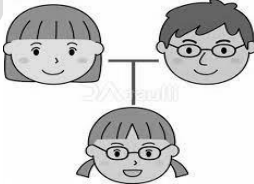


Unit Two Copycat Animals



Vocabulary (1)

<p>1. Hunt (v.)</p>		<p>to chase and try to catch or kill animals for food.</p>
<p>2. Hide (v.)</p>		<p>to go somewhere where no one can see you.</p>
<p>3. Frighten (v.)</p>		<p>to make someone feel scared.</p>
<p>4. Resemble (v.)</p>		<p>to look like or be similar to something or someone.</p>
<p>5. Copy (v.)</p>		<p>to do the same thing as someone else or make something look the same.</p>
<p>6. Imitate (v.)</p>		<p>to act or speak like someone or something else.</p>
<p>7. Insect (n.)</p>		<p>a small animal with six legs and usually wings, like a bee or ant.</p>
<p>8. Species (n.)</p>		<p>a group of living things that are the same kind .</p>

9. Predator (n.)		an animal that hunts and eats other animals.
10. Prey (n.)		an animal that is hunted and eaten by another animal.
11. Poisonous (adj.)		something that can hurt or kill if eaten or touched.
12. Camouflage (n.)		colors or patterns that help something blend in with its surroundings.
13. Stripes (n.)		long lines of color that are different from the rest of the surface.
14. Spots (n.)		small round marks or dots of a different color.
15. Characteristics (n.)		special features or qualities that make something what it is.

A) Choose the correct answer from a, b, c, or d:

- One of the main _____ of giraffes is their long necks.
a. species b. characteristics c. stripes d. spots
- The funny bird loves to _____ people's voices.
a. frighten b. hunt c. hide d. imitate

3. The loud sound of thunder can sometimes _____ pets and small children at night.
- a. resemble b. frighten c. copy d. imitate
4. The eagle is a/an _____ with sharp eyes and claws that help it catch its prey.
- a. predator b. prey c. insect d. species
5. Some colorful frogs are _____ and can make animals sick if they touch or eat them.
- a. frighten b. predator c. prey d. poisonous
6. The ladybug has red wings with black _____.
- a. spots b. stripes c. camouflage d. characteristics
7. The tiger uses its strong body and sharp teeth to _____ animals for food.
- a. hunt b. hide c. resemble d. imitate
8. The chameleon uses _____ to blend into trees.
- a. spots b. stripes c. camouflage d. insect
9. The zebra's black and white _____ help it stay hidden from lions in tall grass.
- a. spots b. stripes c. prey d. predator
- 10 - It's okay to learn from others, but you should never _____ someone's work.
- a. hide b. hunt c. copy d. frighten

B) Fill in the blanks using the words from the list:

hunt – hide – frighten – resemble – imitate – insect – predator – prey

Animals in the wild have many ways to survive. Some animals like lions (1) _____ other animals to find food. Small animals must (2) _____ to stay safe from danger. Sometimes, loud sounds can (3) _____ them and make them run away.

A stick insect is an amazing creature. It can (4) _____ a stick to stay hidden. Some birds can (5) _____ other animals by copying their sounds. An ant is a type of (6) _____ that works in a group. Every (7) _____ must be careful not to be caught by a (8) _____.

C) Fill in the blanks using the words from the list:

poisonous – camouflage – stripes – spots – species – characteristics – copy – resemble

Some animals have special (1) _____ that help them live in their environment. For example, a zebra's (2) _____ help it hide in tall grass. A leopard has (3) _____ all over its body to help it stay hidden.

Frogs come in many different (4) _____, and some of them are very colorful. But be careful — some of the bright-colored ones are actually (5) _____! Some animals use (6) _____ to blend in with their surroundings so that predators don't see them. Other animals may (7) _____ the look of dangerous animals to scare away enemies. They may also (8) _____ their behavior to stay safe.

D) Rearrange the following sentences:

1. animals / Some / are / very / poisonous

2. different / There / many / are / species / of / birds

3. prey / hides / The / from / its / quietly / predator

4. group / work / in / a / Insects / together

5. camouflage / uses / chameleon / The / green / leaves / the / in

6. have / Tigers / on / orange / their / black / stripes / fur

7. copy / monkey / The / everything / do / I

8. prey / runs / from / The / away / predator / the

9. Insects / wings / have / Some / and / six / legs

10. animals / Some / the / imitate / sound / of / wind

GRAMMAR

Grammar 1: Comparisons with "as...as"

We use "as + adjective + as" to say that two things or people are equal in some way.

□ Structure:

as + adjective + as

Examples:

- My pencil is as long as yours.
- The zebra is as fast as the horse.



× Negative Form:

Use "not as...as" to show something is not equal.

- My bag is not as heavy as yours.
- The rabbit is not as fast as the fox.



A) Choose the correct answer from a, b, c, or d:

1. Which sentence uses "as...as" correctly?

- A) She is as tall than her brother.
- B) She is tall as her brother.
- C) She is as tall as her brother.
- D) She is so tall as her brother.

4. The test was as hard like I expected.

5. This movie is not as interesting that the last one.

6. My jacket is not so warm like yours.

7. That player is as strongest as his teammate.

8. This cake is not as sweeter as the other one.

9. My pencil case is so big as yours.

10. The mountain is not as higher as I thought.

C) Fill in the Gaps with the Correct “as ... as” Expression:

Last Saturday, we had a picnic at the park. It was a fun day, but some things didn't go as we wanted. My sandwich wasn't (1) _____ my sister's — hers had more cheese! Dad's jokes were (2) _____ always — we laughed a lot. The juice wasn't (3) _____ we wanted because the ice melted. My brother ran (4) _____ the wind! Mum's salad was (5) _____ last week's. The weather wasn't (6) _____ the forecast. My cousin's kite flew (7) _____ mine, but it wasn't (8) _____. Our blanket wasn't (9) _____ we needed. But the day was still (10) _____ it could be!

D) Do as shown:

1. Lions are more dangerous than wolves. (Use: as...as)

2. This bag isn't as (light / lighter / lightly) as mine. (Choose the Correct Option)

3. My dog is so friendly as your cat. (Correct the Mistake)

4. Josh runs faster than Mark. (not as...as)

5. Olivia is 140 cm. Mia is also 140 cm. (Use: as...as)

6. This watermelon isn't as _____ as the one we bought yesterday. (Complete)




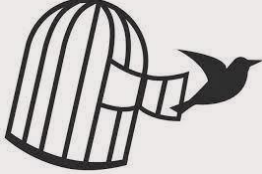

7. Sarah's handwriting is neater than Lily's. (not as...as)

8. Ethan is 60 kg. Leo is also 60 kg. (Use: as...as)

9. This jacket is not as warmer as that one. (Correct the Mistake)

10. Today isn't as _____ as yesterday. (Complete)

Vocabulary (2)

1. Attack (v)		to try to hurt or damage someone or something.
2. Avoid (v)		to stay away from someone or something.
3. Defend (v)		to protect someone or something from danger. attack x defend
4. Escape (v)		to get away from a place or danger.
5. Confuse (v)		to make someone feel unsure or not understand clearly.

A) Choose the correct answer from a, b, c, or d:

- Too many instructions can _____ young students.
a. escape b. defend c. attack d. confuse
- The lion _____ its prey if it gets too close.
a. attack b. attacks c. attacked d. attacking
- You should _____ touching wild animals in the forest.
a. avoid b. attack c. escape d. confuse
- Soldiers work hard to _____ their country.
a. defend b. defends c. defending d. defended

5. Firefighters helped the family _____ the burning house.
a. attack **b. confuse** **c. escape** **d. defend**
6. Her long explanation started to _____ me.
a. confuse **b. attack** **c. avoid** **d. escape**
7. We _____ the muddy road and took a cleaner path.
a. defended **b. attacked** **c. avoided** **d. confused**
8. The mouse was quick and clever enough to _____ from the trap.
a. avoid **b. confuse** **c. attack** **d. escape**
9. The mother bird tried to _____ her nest from the hungry snake.
a. defend **b. attack** **c. confuse** **d. avoid**
- 10- Pirates _____ the ship at night while the crew was sleeping.
a. avoided **b. attacked** **c. defended** **d. confused**

B) Fill in the blanks using the words from the list:

attack – avoid – defend – escape – confuse

Last weekend, my family and I went on a camping trip in the mountains. While we were setting up the tent, we saw a group of ants. They seemed ready to (1) _____ anything that touched their food.

Later that night, we heard a strange noise coming from the bushes. We stayed still to (2) _____ scaring any wild animals that might be nearby.

In the morning, we saw a raccoon trying to (3) _____ from the park ranger because it had stolen food from someone's bag. The ranger laughed and said raccoons always find a way to get away.

My little brother asked too many questions during the hike, and they started to (4) _____ our guide. Still, the guide smiled and answered kindly.

At the end of the trip, we learned that animals use many ways to (5) _____ themselves when they feel unsafe — some run, some hide, and others even use colors to stay safe.

C) Fill in the blanks using the words from the list:

attack – avoid – defend – escape – confuse

Every Monday, our class plays a quiz game during English. Each team tries to (1) _____ their answers when the other team disagrees. Sometimes, the rules (2) _____ the students, so the teacher explains them again.

During lunch break, some students play tag outside. The players run fast and try to (3) _____ being caught. Others just sit on the bench to (4) _____ the noise and enjoy their snacks quietly.

D) Rearrange the following sentences:

1. every / Maya / avoids / morning / being late

2. doesn't / Kevin / defend / himself / often

3. confuse / Long / can / people / instructions

4. avoid / always / arguments / They / try / to

5. confused / The / question / me / very / much

6. anyone /They / attack / never/ for / reason/ no

7. you / do / plan /situation / to / escape / this /How?

8. The / was / very / confusing / test / for / us

9. The / tried / player / to / opponent/ his / attack

10. angry /her / avoids / brother / when / She /he's

GRAMMAR

Grammar 2: Question Tag

◆ What is a Question Tag?

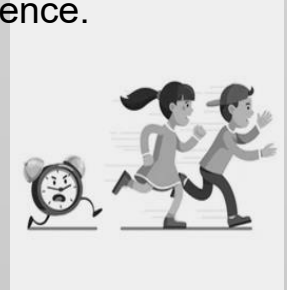
A **question tag** is a short question added to the end of a sentence. We use it to **check information** or ask for **agreement**.

Structure

◆ For Sentences with Be / Have / Modal / Helping Verb

Use the **same verb** in the tag.

- She **is** here, **isn't she**?
- They **were** late, **weren't they**?
- He **has** eaten, **hasn't he**?



◆ For Sentences in Present or Past Simple (with action verbs)

Use **do / does / did** in the tag.

- He **likes** pizza, **doesn't he**?
- They **played** well, **didn't they**?
- You **don't** like milk, **do you**?
- She **didn't** go, **did she**?
-



Remember:

- ✓ The **pronoun** in the tag always refers to the **subject** of the sentence.
- ✓ If the sentence is **positive** → the tag is **negative**
- ✓ If the sentence is **negative** → the tag is **positive**

→ A special case

I'm late, aren't I? ✓

(Not: "amn't I?" ✗)

A) Choose the correct answer from a, b, c, or d:

1. If the sentence is positive, the question tag is usually:

- A) Positive
- B) Negative
- C) Always "isn't it?"
- D) The same as the sentence

2. In a negative sentence, the tag should be:

A) Negative

B) A full question

C) Positive

D) Always "do you?"

3. Which sentence uses the correct tag?

A) He was late, wasn't he?

B) She is happy, doesn't she?

C) They play soccer, didn't they?

D) You didn't eat yet, didn't you?

4. Which helping verb is used in question tags for Present Perfect?

A) do / does

B) is / are

C) has / have

D) was / were

5. "We haven't got any money, _____?"

A) haven't we

B) didn't we

C) have we
party, _____?"

D) do we "You are coming to the

6. "She goes to school by bus, _____?"

A) doesn't she

B) didn't she

C) does she

D) isn't she

7. "Tom and Jack weren't at home, _____?"

A) weren't they

B) were they

C) are they

D) isn't it

8. "I'm late, _____?"

A) aren't I

B) am I

C) isn't it

D) don't I

9. "Jack called you, _____?"

A) did he

B) didn't he

C) do he

D) does he

10. "She has taken the keys, _____?"

A) is she

B) hasn't she

C) didn't she

D) won't she

B) Correct the mistakes in the following sentences:

1. They weren't at school yesterday, were it?

2. We've finished the homework, haven't you?

3. Sarah is not sick, isn't he?

4. It was a good movie, was it?

5. She goes to the gym every day, don't she?

6. They were late yesterday, wasn't they?

7. I am tired, aren't you?

8. We watched the movie, don't we?

9. It doesn't snow here in summer, doesn't it?

10. The children have eaten, didn't they?

C) Complete the sentences with the correct question tag:

1. You are coming to the party, _____ ?

2. He didn't call you yesterday, _____ ?

3. They have finished their homework, _____ ?

4. We aren't late, _____ ?

5. I'm your best friend _____ ?

6. Tom was at the library, _____ ?

7. It isn't raining now, _____ ?

8. Sarah has never been to Italy, _____ ?

9. They weren't angry, _____ ?

10. The kids are watching TV, _____ ?

D) Do as shown:

1. You didn't tell anyone about the surprise birthday party, (did you / didn't you)?

(Choose)

2. I'm such a good swimmer, _____ ? (Complete)

3. You _____ to sleep very late, didn't you? (Complete)

4. I'm early today, am I? (Correct the mistake)

5. John keeps talking all the time , _____ ? (Complete)

6. We've met before, (haven't we / didn't we)? (Choose)

7. It didn't rain yesterday, do it? (Correct the mistake)

8. She hasn't been here before, _____? (Complete)

9. They weren't angry, _____? (Complete)

10. You have studied for the maths test all week, doesn't you? (Correct the mistake)

SKILLS

1) Supply the missing parts in the following dialogues:

Emma: Hi, Jack! What are you doing?

Jack: I'm reading about animals that look like other animals.

Emma: (1) _____?

Jack: Yes! A butterfly can have wings that look like big eyes to scare predators.

Emma: That's cool! (2) _____?

Jack: Some snakes look like dangerous snakes, but they are not poisonous.

Emma: Wow! (3) _____?

Jack: It helps them stay safe from animals that want to eat them.

Emma: I didn't know that. (4) _____?

Jack: I think the butterfly is my favorite copycat animal.

2) Supply the missing parts in the following dialogues:

Ben: Hi, Lucy! What are you reading?

Lucy: I'm reading about animals that use camouflage.

Ben: (1) _____ ?

Lucy: Camouflage is when animals blend in with their surroundings.

Ben: (2) _____ ?

Lucy: A chameleon can change its color to match trees and leaves.

Ben: That's amazing!

Lucy: (3) _____ .

Ben: Wow, that's clever.

Lucy: (4) _____ ?

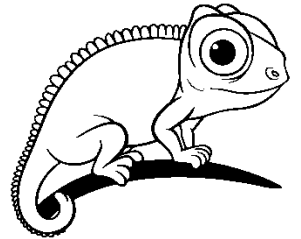
Ben: I think the chameleon is the most interesting because it changes colors quickly.

Reading

A) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. Look at pictures of a tiger, a butterfly, and a chameleon.
2. Think: How do these animals hide from predators or sneak up on prey?
3. Discuss: What would happen if these animals could not hide?



How Animals Use Camouflage

Many animals have special ways to protect themselves from danger. One of the most amazing ways is camouflage. Camouflage means having colors, patterns, or shapes that help animals blend in with their surroundings. This skill can help them hide from predators or sneak up on prey without being seen.

For example, the chameleon can change its skin color to match the trees, leaves, or even the ground around it. When it sits very still, it is almost impossible to find. This helps it stay safe from birds and also lets it catch insects.

The tiger has bright orange fur with black stripes. You might think orange is easy to see, but in tall grass and shadows of the jungle, the stripes break up the tiger's shape, making it hard for other animals to spot it. This helps the tiger get close to deer or other prey.

Some butterflies have large patterns on their wings that look like the eyes of a bigger animal. These "eyes" can frighten birds, making them fly away.

Another amazing example is the stick insect. It looks exactly like a twig or branch. When it stays still, predators like birds or lizards often walk right past it without noticing.

Camouflage is one of nature's smartest tricks. Without it, many animals would not survive. It is a perfect example of how animals are designed to live and stay safe in their habitats.

A) Answer the following questions:

1. What does camouflage mean?

2. How does the chameleon use camouflage?

3. Why are the tiger's stripes useful in the jungle?

B) Choose the correct answer:

1. Which animal can change its skin color?
 - a) Tiger
 - b) Chameleon
 - c) Butterfly
 - d) Stick insect
2. The “eyes” on a butterfly’s wings are used to:
 - a) See better
 - b) Scare away predators
 - c) Attract prey
 - d) Help them fly faster
3. The stick insect’s camouflage makes it look like:
 - a) Grass
 - b) Twigs
 - c) Butterflies
 - d) Stones



B) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. Look at a picture of a harmless animal and a dangerous one that look alike.
2. Think: Have you ever pretended to be someone else to stay safe?
3. Predict: What could happen if an animal pretended to be another?



The Secret of the Meadow

One sunny afternoon, Lucy was walking through a meadow with her camera. She wanted to take pictures of colorful insects for her school project.

As she bent down to take a picture of a yellow-and-black insect, her friend Ben shouted,

“Be careful! That’s a wasp!”

Lucy looked closer. The insect wasn’t moving quickly like a wasp. “I don’t think it’s a wasp,” she said.

Just then, Dr. Green, the park ranger, walked by. He smiled and explained, “That’s not a wasp, it’s a hoverfly. It looks like a wasp so that birds and other animals will leave it alone. This trick is called *mimicry*.”

Lucy’s eyes widened. “So it’s pretending to be dangerous?”

“Exactly,” Dr. Green replied. “Many animals do this to protect themselves. Some snakes look like poisonous snakes even though they’re harmless. Some butterflies have spots on their wings that look like eyes to scare birds away.”

As they walked further, they saw a harmless king snake. “Look at those colors!” said Ben. “It’s copying the coral snake’s pattern.”

Lucy took more pictures. She couldn’t wait to tell her class about the clever ways animals survive.

That day, she learned that in the wild, looking dangerous can be just as helpful as actually being dangerous.

A) Answer the following questions

1. What insect did Lucy see in the meadow?

2. Why do hoverflies look like wasps?

3. What other animal in the story copied another for protection?

B) Choose the correct answer:

1. Who explained mimicry to Lucy?

- a) Ben
- b) Dr. Green
- c) A teacher
- d) A farmer

2. The king snake copies the colors of:

- a) A wasp
- b) A butterfly
- c) A coral snake
- d) A bird

3. What did Lucy take pictures of?

- a) Dangerous animals only
- b) Insects and snakes
- c) Only butterflies
- d) Only flowers



Review

Unit Two

A) Vocabulary

1) Fill in the blanks using the words from the list:

attack / avoid / defend / escape / confuse

During the battle, the soldiers worked hard to (1) _____ their camp from the enemy. The enemy tried to (2) _____ at night, but the guards were ready. Some soldiers used bright lights to (3) _____ the attackers so they could not see clearly. A few villagers managed to (4) _____ through a secret tunnel. Others decided to (5) _____ dangerous areas until it was safe to return.

2) Choose the correct answer:

1. The butterfly's wings have bright _____ to scare predators.
(spots / escape / defend)
2. This bird can _____ the sound of other animals.
(imitate / resemble / attack)
3. Some snakes are _____, so you should avoid them.
(camouflage / poisonous / prey)
4. The zebra's black and white _____ help it hide in the grass.
(stripes / species / predator)
5. The rabbit ran quickly to _____ from the fox.
(attack / avoid / escape)
6. The army plans to _____ the enemy at night. (attack / confuse / defend)
7. Wearing bright clothes can _____ predators. (confuse / defend / escape)

8. You should _____ walking under weak trees during a storm.
(avoid / attack / defend)

B) Grammar

3) Correct the mistake in each sentence:

1. Tigers are dangerous, isn't they?

2. They don't resemble each other, does they?

3. The insect is poisonous, is it?

4. Tom escaped quickly, didn't she?

5. They attack without warning, didn't they?

4) Complete each sentence using the "as adj. as" structure:

1. Chemistry is more difficult than drawing.

Chemistry isn't _____ drawing.

2. Cartoons and comedy shows are both very funny.

Cartoons are _____ comedy shows.

3. Noah is 1.60 cm. Ethan is 1.70 cm.

Noah isn't _____ Ethan.

4. Emma's tablet is slower than Olivia's.

Emma's tablet isn't _____ Olivia's.



Unit Three Music in our World



Unit 3 ▶

Music in Our World

In this unit, I will ...

- talk about different musical instruments and styles.
- talk about my musical experiences.
- compare how people make music.
- do contrast writing.








• Circle the correct answer.

1. The man is using
 - a. a hunting tool.
 - b. a musical instrument.
2. He is playing
 - a. traditional music.
 - b. classical music.

Makona Beach, Maui

Vocabulary (1)

<p>1. a drum (<i>n</i>)</p>		<p>- a round musical instrument you hit to make sound.</p>
<p>2. a piano (<i>n</i>)</p>		<p>a large instrument with black and white keys you press to make music.</p>
<p>3. a saxophone (<i>n</i>)</p>		<p>_ a brass instrument you blow into, often used in jazz music.</p>
<p>4. a flute (<i>n</i>)</p>		<p>- a long tube-shaped instrument you blow into to make a soft sound.</p>
<p>5. a guitar (<i>n</i>)</p>		<p>- a string instrument you play by strumming or plucking.</p>
<p>6. a violin (<i>n</i>)</p>		<p>- a small string instrument played with a bow.</p>
<p>7. a band (<i>n</i>)</p>		<p>- a group of musicians playing music together.</p>
<p>8. practise (<i>v</i>)</p>		<p>- to do something again and again to get better at it.</p>
<p>9. perform (<i>v</i>)</p>		<p>- to play music, act, or sing in front of people.</p>

10. a concert (n)		– a live music performance in front of an audience.
11. lead singer (n)		– the main singer in a band.
12. note (n)		– a single sound in music.
13. a chord (n)		– several musical notes played together.
14. a melody (n)		– the main tune of a song.
15. a beat (n)		– the steady rhythm in music.
16. rhythm (n)		– the pattern of beats or sounds in music.

A) Choose the correct answer from a, b, c, or d:

- We sat in a circle while our teacher showed us how to play _____.
a. a band b. a singer c. a concert d. a guitar
- Our school has _____ that practices every week and performs at assemblies.
a. a chord b. a note c. a band d. a beat

3. I have to _____ my new song every evening if I want to get better.
a. perform b. a melody c. practise d. a concert
4. The choir will _____ three songs at the spring concert next Friday.
a. perform b. a drum c. a beat d. a chord
5. We all went to _____ in the park where different bands played live music.
a. a piano b. a concert c. a melody d. a note
6. The _____ stood in front of the microphone and sang the first verse of the song.
a. rhythm b. a drum c. a chord d. lead singer
7. I learned how to read each _____ in my music book so I can play songs on my keyboard.
a. note b. beat c. melody d. flute
8. That song has _____ that is so catchy, I've been humming it all day.
a. a concert b. a melody c. a guitar d. a beat
9. The dance teacher told us to move our feet to the rhythm of the music.
a. a band b. rhythm c. a saxophone d. a melody
10. The drummer used two sticks to keep a beat during the song.
a. a concert b. a melody c. a beat d. a flute

B) Fill in the blanks using the words from the list:

perform - beat - band - concert - melody - lead singer

The (1) _____ had been practising for weeks in preparation for their big (2) _____. The (3) _____ was excited, ready to step on stage and (4) _____. As the music began, the drummer set the (5) _____, while the guitarist played a beautiful chord. The (6) _____ of the song filled the room, and the audience couldn't help but clap along to the rhythm. It was an unforgettable performance that everyone would talk about for weeks!

C) Fill in the blanks using the words from the list:

chords - concert - practise - band - saxophone - melody - drum

Every Saturday, I go to the music club with my friends. We (1) _____ different songs together. I play the violin, while my friend plays the (2) _____. Sometimes, we perform in front of our families, just like a real (3) _____.

Last week, our teacher taught us a new (4) _____ and showed us how to keep the rhythm by following the beat of the (5) _____. We also learned a few (6) _____ on the guitar. Playing music together is so much fun, and it makes us feel like we are part of a real (7) _____.

D) Rearrange the following sentences:

1. music / every / I / day / practise.

2. the / play / She / beautifully / can / violin.

3. His / is / playing / favourite / the / hobby / saxophone.

4. last / went / a / We / to / night / concert.

5. song / The / has / a / melody / lovely.

6. The / follows / rhythm / drummer / the.

7. feel / the / can / You / beat / music / the / in.

8. He / loudly / the / plays / drum.

9. chords / the / play / You / on / guitar / can.

10. is / school / in / She / the / band.

GRAMMAR

Grammar 1: Present Perfect with EVER and NEVER

1. Form

Have / Has + Past Participle

2. Meaning

We use this to talk about life experiences — things that happened at any time in your life until now.

3. EVER

Meaning: “at any time in your life” (used in questions).

Example:

Has she ever played the guitar?

Have you ever been to a concert?



4. NEVER

Meaning: “at no time in your life” (used in statements).

Example:

He has never sung in public.

I have never played the violin.



Don't use never with not — “I haven't never” ✗ → “I have never” ✓

A) Choose the correct answer from a, b, or c:

1. Which sentence is correct?

- a) Have you never been to a concert?
- b) Have you ever been to a concert?
- c) Have you been ever to a concert?

2. **Choose the sentence that means: "I have not been to a jazz festival in my life."**
- a) I have never been to a jazz festival.
 - b) I have ever been to a jazz festival.
 - c) I never have been to a jazz festival?
3. **When do we usually use ever?**
- a) In questions about life experience.
 - b) In negative statements.
 - c) To talk about the future.
4. **Which is the correct question using ever?**
- a) Ever have you played the guitar?
 - b) Have you played the guitar ever?
 - c) Have you ever played the guitar?
5. **Which sentence is wrong?**
- a) I have never seen that band before.
 - b) Have you ever seen that band before?
 - c) I haven't never seen that band before.
6. **Which sentence is correct?**
- a) Have you never been to a concert?
 - b) Have you ever been to a concert?
 - c) Have you been ever to a concert?
7. **Choose the sentence that means: "I have not been to a jazz festival in my life."**
- a) I have never been to a jazz festival.
 - b) I have ever been to a jazz festival.
 - c) I never have been to a jazz festival?
8. **When do we usually use ever?**
- a) In questions about life experience.
 - b) In negative statements.
 - c) To talk about the future.

9. Which is the correct question using ever?

- a) Ever have you played the guitar?
- b) Have you played the guitar ever?
- c) Have you ever played the guitar?

10. Which sentence is wrong?

- a) I have never seen that band before.
- b) Have you ever seen that band before?
- c) I haven't never seen that band before.

B) Fill in the blanks using (ever / never):

The Most Unforgettable Concert

I have (1) _____ missed a chance to go to a concert in my city. Have you (2) _____ heard live music under the stars? I have, and it is magical. My best friend has (3) _____ played a musical instrument, but she loves listening to songs from different countries. We have (4) _____ seen so many famous singers in one place before. Have you (5) _____ taken a selfie with a musician? I have, and it's one of my favorite memories. Have you (6) _____ stayed up all night singing with friends? If not, you should try it at least once in your life.

C) Complete the sentences with your own ideas.

- 1. Have you **ever** _____ ?
- 2. I have **never** _____ .
- 3. Has your best friend **ever** _____ ?
- 4. We have **never** _____ .
- 5. Have they **ever** _____ ?
- 6. She has **never** _____ .

7. Have you **ever** _____ ?

8. He has **never** _____ .

D) Do as shown:

1. Have you _____ (visit) the new music shop downtown? (Correct)

2. I have (ever / never) been to a live rock concert. (Choose)

3. I have never seen snow before. (Make a question)

4. Have they never played in an international competition? (Correct)

5. Have you (ever / never) travelled outside your country? (Choose)

6. Have you _____ been to a music festival? (Complete)

7. Have you ever tried writing your own song? (Answer with no)

8. This song is new. I have ever heard it before. (Correct)

9. She _____ (sing) in front of so many people. (Correct)

10. She has never played the guitar on stage before. (Make a question)

Vocabulary 2

1. hip hop (n)






– A style of music with strong beats and rhythmic speaking called rap.

2. classical (adj)



– Traditional music written by famous composers like Mozart or Beethoven.

3. pop (n)		– Modern, catchy music that is popular and easy to listen to.
4. jazz (n)		– Music with strong rhythms, improvisation, and instruments like saxophone or trumpet.
5. rock (n)		– Music with strong beats, electric guitars, and energetic singing.

A) Choose the correct answer from a, b, c, or d:

- Which type of music usually includes rapping and breakdancing?
a) Jazz b) Hip hop c) Classical d) Rock
- Which music style is often played by orchestras and written by famous composers?
a) Classical b) Pop c) Rock d) Hip hop
- Which type of music is known for improvisation and instruments like the saxophone?
a) Jazz b) Pop c) Rock d) Hip hop
- Which music style is often fast, loud, and uses electric guitars?
a) Pop b) Classical c) Rock d) Jazz
- Which type of music is made to be popular and easy to sing along to?
a) Jazz b) Pop c) Classical d) Rock
- Which music style started in African American communities and includes rap?
a) Hip hop b) Rock c) Classical d) Pop
- Which music style often uses violins, pianos, and cellos?
a) Classical b) Pop c) Rock d) Hip hop
- The saxophone is one of the most common instruments in which music.

- a) Classical b) Jazz c) Pop d) Hip hop

9. Mozart and Beethoven are famous for which music.

- a) Classical b) Rock c) Jazz d) Pop

10. Which music is usually easy to sing along to?

- a) Jazz b) Pop c) Classical d) Rock

B) Fill in the blanks using the words from the list:

hip hop / classical / pop / jazz / rock

Music comes in many styles. Some people love (1) _____ because it has strong beats, rap, and street dance. Others prefer (2) _____, which is usually easy to sing along to and very popular on the radio. (3) _____ music is known for its loud electric guitars and energetic drumming. On the other hand, (4) _____ music is often calm and played by orchestras using violins, pianos, and flutes. Finally, (5) _____ is special because musicians often improvise, creating new tunes while they play.

C) Fill in the blanks using the words from the list:

hip hop / classical / pop / jazz / rock

Our school music festival last month was unforgettable. It began with the warm sound of (1) _____, and the musicians kept changing the tune, making each song sound different. After that, the (2) _____ band came on stage, and the electric guitars made everyone cheer loudly. Then the dancers performed (3) _____ with fast moves and clever rhymes that impressed the crowd. Later, the orchestra played some (4) _____ music, and the audience stayed completely silent, enjoying every note. Just before the end, a group sang (5) _____ songs, and people clapped and sang along happily. It was the perfect way to finish the day.

D) Rearrange the following sentences:

1. clubs / enjoy / listening / in / People / to / jazz / small

2. rock / crowd / started / went / wild / when / playing / the / band / The

3. amazing / during / moves / Dancers / hop / the / hip / performed / show

4. classical / hall / An / in / beautiful / played / the / music / orchestra

5. pop / their / Many / songs / teenagers / favourite / sang

6. they / when / play / Musicians / often / jazz / improvise

7. guitars / fast / Loud / rock / beats / exciting / concerts / and / make

8. hop / part / Clever / important / of / are / an / rhymes / hip

9. in / classical / Violins / and / common / pianos / are / music

10. make / music / to / easy / Catchy / remember / pop / tunes

GRAMMAR

Grammar 2: Comparative Adverbs

Adverbs describe how we do something (quickly, carefully, loudly...). When we compare actions, we use a comparative adverb:

- Add -er to short adverbs (fast → faster).
- Use more or less with longer adverbs (carefully → more carefully / less carefully).

Examples:

- Ali runs faster than Omar. (*Ali's speed is higher*)
- She works more quietly than her friends. (*She makes less noise*)



As well as

We use as well as to join two ideas or actions in one sentence. It means *in addition to*.

Examples:

- She plays the guitar as well as the piano. (*She can do both*)
- He speaks Arabic as well as English. (*He knows both languages*)



A) Choose the correct answer from a, b, or c:

1. Which sentence uses the correct comparative adverb?

- a) She sings beautifuler than her sister.
- c) She sings more beautifully than her sister.
- b) She sings most beautifully than her sister.
- d) She sings beauty than her sister.

2. Choose the sentence that compares actions correctly:

- a) Ahmed runs faster than Ali.
- b) Ahmed runs more faster than Ali.
- c) Ahmed runs fastest than Ali.
- d) Ahmed runs fastly than Ali.

3. Which sentence is correct?

- a) I speak quietlier in the library than in the park.
- b) I speak most quiet in the library than in the park.
- c) I speak more quietly in the library than in the park.
- d) I speak quieter than the library.

4. Which sentence uses *as well as* correctly?

- a) She likes as well as painting reading.
- b) She likes reading as well painting as.
- c) She likes reading as well as to paint.
- d) She likes reading as well as painting.

5. Which sentence is correct?

- a) The train moved slowlier than the bus.
- b) The train moved more slowly than the bus.
- c) The train moved most slowly than the bus.
- d) The train moved slower than the bus more.

6. Choose the correct comparative adverb:

- a) She finished the test quicklier than I expected.
- b) She finished the test quickest than I expected.
- c) She finished the test more quickly than I expected.
- d) She finished the test quick than I expected.

7. Which sentence uses less correctly?

- a) My brother types less accurater than I do.
- b) My brother types lesser accurate than I do.
- c) My brother types less accuratelly than I do.
- d) My brother types less accurately than I do.

8. Which is the correct use of *as well as*?

- a) Sara enjoys swimming well as cycling as.
- b) Sara enjoys swimming as well as cycling.
- c) Sara enjoys as well cycling swimming as.
- d) Sara enjoys swimming as well cycling as.

9. Choose the correct sentence:

- a) We walked slowlier than usual because of the rain.
- b) We walked more slowly than usual because of the rain.
- c) We walked most slowly than usual because of the rain.
- d) We walked more slower than usual because of the rain.

10. Which sentence is correct?

- a) The singer performed confidentlier than last year.
- b) The singer performed most confidently than last year.

- c) The singer performed more confident than last year.
d) The singer performed more confidently than last year.

B) Fill in the blanks using the words from the list:

more carefully – better – more slowly – as well as – less loudly – faster –
less happily

Yesterday, our class went on a trip to the science museum. The teacher spoke 1) _____ than usual so everyone could hear clearly.

During the bus ride, we sang songs, but this time we sang 2) _____ than last year so we wouldn't disturb other passengers.

In the museum, Omar read the information boards 3) _____ than his friends because he wanted to understand everything.

Mona finished her quiz 4) _____ than anyone else in the group.

The museum has a planetarium 5) _____ a dinosaur hall, so there was lots to see.

In the gift shop, Salma chose her souvenirs 6) _____ than Ali because she was very careful with her money.

Some students left the museum 7) _____ because they wanted to stay longer.

C) Correct the mistakes in the following sentences:

1. She runs more faster than her brother.

2. We speak more quieter in the library than in the playground.

3. He plays football gooder than he plays basketball.

4. Sara draws beautifuler than Mona.

5. My father likes reading as well cooking as.

6. Omar works most carefully than Ahmed.

7. They sang less louder in the hall this time.

8. He drives more slower than his friend.

9. We listened more careful to the teacher today.

10. She plays the piano most beautifully than her sister.

D) Do as shown:

1. The children play _____ they did before. (*happy*)

2. Omar speaks (more fluently – fluentiest) than his cousin. (Choose)

3. I type _____ my classmate. (*quick*)

4. We speak more clearer than last year. (Correct)

→ _____

5. Huda paints (more neatly – most neatly) than Salma. (Choose)

6. She speaks English _____ French. (Complete)

7. My team plays (less aggressively – lesser aggressively) in friendly matches.
(Choose)

8. My dad enjoys reading _____ gardening. (Complete)

9. We travel _____ last year because we are busy. (*often*)

10. She sings most sweetly than her friend. (Correct)

→ _____

SKILLS

1) Supply the missing parts in the following dialogues:

Emma: Hi Jack, are you excited about the school music show?

Jack: Yes! I think it will be amazing. (1)

_____ ?

Emma: I am going to play the guitar.

Jack: That's great! Do you know what song they will perform?

Emma: (2) _____

Jack: Cool choice! (3) _____ ?

Emma: I think Carla will be the lead singer.

Jack: Nice! I think the audience will love it. (4)

_____ ?

Emma: It starts at 5 pm.

Jack: Perfect.

2) Supply the missing parts in the following dialogues:

Lucy: Hey Tom, have you decided what you're going to perform in the talent show?

Tom: Not yet. I'm thinking about playing the violin. (1)

_____?

Lucy: I think I will sing a song.

Tom: That sounds fun! (2) _____?

Lucy: "What a beautiful world"

Tom: I love that song! Will you perform alone or with someone?

Lucy: (3) _____

Tom: Great! What do you think we should wear for the show?

Lucy: (4) _____

Tom: Awesome! Let's start practicing this afternoon.

Reading

A) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. What kind of music do you enjoy listening to?
2. Have you ever learned to play a musical instrument? Which one?
3. Why do you think music is important in our lives?



The School Music Festival

Every spring, Greenfield School holds its annual music festival, a day that students look forward to all year. The school hall is decorated with colorful lights, and the stage is set with microphones, speakers, and musical instruments. Students from every grade take part in the event. Some sing pop songs, others play classical pieces on the piano or violin, and a few perform jazz or rock music.

This year, the festival began with a cheerful pop song performed by the school choir. The audience clapped along to the beat. Then, Emma, a talented violinist from Grade 5, played a beautiful piece that filled the hall with soft, warm music. After her, Jack sang a smooth jazz song that made everyone sway in their seats.

Parents and teachers were in the audience, smiling proudly as they listened. Between performances, the music teacher, Mr. Brown, told short stories about famous musicians and how they started their careers. The atmosphere was full of joy and excitement.

At the end of the festival, all the students gathered on stage to sing a song about friendship and dreams. The sound of many voices together made the moment magical. Everyone agreed that the music festival was not just about performing, but also about sharing happiness and bringing people together.

A) Answer the following questions:

1. When does Greenfield School hold the music festival?

2. What instrument does Emma play?

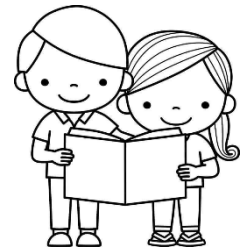
3. What did the students sing about at the end of the festival?

B) Choose the correct answer:

1. What was the first performance at the festival?
 - a) A violin solo
 - b) A jazz song
 - c) A pop song by the choir
 - d) A rock performance

2. Who told stories about famous musicians?
 - a) Emma
 - b) Jack
 - c) Mr. Brown
 - d) The parents

3. What was the main purpose of the festival?
 - a) To compete for prizes
 - b) To share happiness and bring people together
 - c) To sell tickets for the school
 - d) To teach students only classical music



B) Read the passage then answer the following questions

🔍 Pre-reading discussion

1. Have you ever learned something new that was difficult at first?
2. Do you think it's easy or hard to learn to play a musical instrument? Why?
3. How do you feel when you practice something many times and get better?



Learning the Guitar

When Ben's parents gave him a guitar for his birthday, he was excited but also a little nervous. He had never played an instrument before, and he wasn't sure he could learn. On the first day, he tried to strum the strings, but the sound was rough and not very nice. Still, Ben didn't give up.

Every afternoon after school, he practiced for half an hour. At first, his fingers hurt from pressing the strings, and he sometimes played the wrong notes. But little by little, he started to improve. His music teacher, Ms. Clark, showed him how to read simple notes and keep the right rhythm.

After two months, Ben could play his first full song. He was so proud that he invited his friends to listen. They clapped and sang along while he played. Ben realized that learning the guitar was not just about making music — it taught him patience, hard work, and the joy of achieving a goal.

A) Answer the following questions:

1. What did Ben get for his birthday?

2. Who helped Ben learn the guitar?

3. What did Ben learn besides making music?

B) Choose the correct answer:

1. How long did Ben practice each day?
 - a) 30 minutes
 - b) 10 minutes
 - c) 1 hour
 - d) 2 hours

2. How did Ben feel when he first tried the guitar?
 - a) Angry
 - b) Nervous
 - c) Confident
 - d) Bored

3. What did Ben's friends do when he played for them?
 - a) Left the room
 - b) Laughed
 - c) Clapped and sang along
 - d) Took the guitar



Review

Unit Three

A) Vocabulary

1) Choose the best vocabulary word to complete each sentence:

1. What is the term for a group of musicians who play music together?
a) A solo b) A band c) A concert d) A melody
2. Which of the following is a genre of music?
a) A rhythm b) Jazz c) A violin d) A piano
3. Which instrument is typically played by hitting it with sticks or hands?
a) A drum b) A piano c) A guitar d) A violin
4. Which wind instrument, often made of brass, is commonly associated with jazz music?
a) A violin b) A trumpet c) A saxophone d) A flute

2) Complete each sentence with the best word:

1. My favorite instrument to play is the _____ because I love pressing the keys.
2. My brother plays the _____ very well; he hits it with sticks to keep a steady beat.
3. The main singer, also known as the _____, has a very powerful voice.
4. The main _____ of the song was very catchy; everyone could hum it easily.

B) Grammar

3) Complete the following text with the right words from the list:

better / more quickly / faster / less far / as well as / more confidently / less clearly

Last Saturday, our school had a sports day. The boys' football team played 1) _____ than last week because they trained hard.

The girls' basketball team passed the ball 2) _____ than the boys.

In the running race, Sarah ran 3) _____ than her best friend Lina.

However, Lina jumped 4) _____ than Sarah in the long jump.

Our art club is popular 5) _____ the science club.

During the quiz, Ali answered the questions 6) _____ than most students.

But he spoke 7) _____ when he was nervous.

4) Do as shown:

1. Have you _____ performed on a stage? (Complete)

2. He writes neatly _____ than anyone else in the class. (Correct)

3. I never have seen a live concert. (Correct)

4. My brother plays the piano (better / more good) than I do. (Choose)

5. Has she (ever / never) been to a jazz club? (Choose)

6. She can speak French _____ German. (Complete)


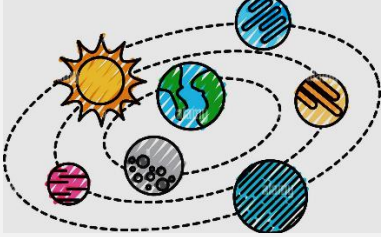






Unit Four Life Out There



Vocabulary 1

<p>1. Planet (n.)</p>		<p>– A large, round object that moves around a star, like Earth around the Sun.</p>
<p>2. Atmosphere (n.)</p>		<p>– The layer of gases that surrounds a planet.</p>
<p>3. Space (n.)</p>		<p>– The huge area outside Earth where stars, planets, and galaxies are found.</p>
<p>4. Solar system (n.)</p>		<p>– The Sun and all the planets, moons, and other objects that move around it.</p>
<p>5. Galaxy (n.)</p>		<p>– A big group of stars, planets, and space dust held together by gravity.</p>
<p>6. The Universe (n.)</p>		<p>– Everything that exists: all the stars, planets, space, and galaxies.</p>

<p>7. Comet (n.)</p>		<p>– A space object made of ice and dust that moves around the Sun and has a bright tail.</p>
<p>8. Orbit (n./v.)</p>		<p>– The path something takes when it goes around a planet, star, or moon</p>
<p>9. Journey (n.)</p>		<p>– A trip from one place to another.</p>
<p>10. Debate (n./v.)</p>		<p>– A talk where people share different opinions about a topic.</p>
<p>12. Extraterrestrial(n.)</p>		<p>– A being from another planet.</p>
<p>13. Data (n., plural)</p>		<p>– Facts or information collected to study or understand something.</p>

A) Choose the correct answer from a, b, c, or d:

1. The _____ from the experiment helped the students find the answer.
(a) comet (b) orbit (c) universe (d) data
2. The _____ shone brightly as it passed near Earth.
(a) data (b) comet (c) journey (d) planet
3. We had a _____ in class about using mobile phones in school.
(a) debate (b) atmosphere (c) galaxy (d) space
4. Some people believe that _____ life exists on other planets.
(a) planet (b) journey (c) data (d) extraterrestrial
5. Earth is the only _____ we know that has life.
(a) comet (b) galaxy (c) planet (d) orbit
6. The _____ includes the Sun, eight planets, and many moons.
(a) extraterrestrial (b) galaxy (c) planet (d) solar system
7. The _____ protects us from harmful rays of the Sun.
(a) comet (b) atmosphere (c) journey (d) debate
8. The Moon takes about 27 days to _____ Earth.
(a) galaxy (b) orbit (c) atmosphere (d) data
9. Their _____ to the mountain took two whole days.
(a) journey (b) comet (c) data (d) debate
10. Astronauts wear special suits when they travel into _____.
(a) solar system (b) data (c) space (d) universe

B) Fill in the blanks using the words from the list:

universe /orbit /atmosphere /extraterrestrial /planet /debate /galaxy
/solar system

In science class, we learned that the 1) _____ around our 2) _____ keeps us safe from harmful sunlight. Our teacher showed us a model of the 3) _____, explaining how each planet follows its own 4) _____ around the Sun. She also told us that the Sun is just one of billions of stars in our 5) _____, and that our galaxy is only a tiny part of the 6) _____. At the end of the lesson, we had a 7) _____ about whether 8) _____ life could exist somewhere far away.

C) Fill in the blanks using the words from the list:

journey /planets /space /data /galaxy /comet /solar system /orbit

During the school trip to the space museum, we saw real photographs taken from 1) _____. One picture showed a huge 2) _____ with a bright tail flying through the universe. Another display explained how scientists use 3) _____ from telescopes to learn about other 4) _____ in our 5) _____. Our guide told us about a long 6) _____ a spacecraft made to study the Moon's 7) _____, and how this information helps us understand our 8) _____ better.

D) Rearrange the following sentences:

1. planet / is / Mars / our / solar system / in / a

2. The / Earth / from / harmful rays/ protects/ atmosphere

3. Sun / planets / the / eight / includes / system / solar / and many moons/The

4. live / galaxy / We / the / in / called / Milky Way

5. universe / the / new things / discovering / still / Scientists / are / about

6. comet / passed / bright / Earth / by / A

7. takes / about / orbit / 27 days / to / The Moon / Earth

8. to / mountain / took / two days / Their / the / journey

9. class / in / had / a / mobile phones / We / about / debate / using

GRAMMAR

Grammar 1: May and Might

1. Use

- We use may and might to talk about something that is possible.
- May usually sounds a little stronger or more likely than might, but in many cases they mean the same thing.

2. Structure

Subject + may/might + base verb

Examples

- It may rain later, so take an umbrella. (*possible, maybe yes*)
- I might visit my cousin this weekend. (*possible, not sure*)



4. Negative form

- It may not be easy to climb that hill.
- We might not have enough time to finish.



5. Questions

- May it rain tomorrow?
- Might we see the comet tonight? (*possibility*)

A) Choose the correct answer (may or might):

1. The clouds are very dark. It _____ rain soon.
(a) may (b) might

2. We are not sure, but our class _____ have a new student next week.
(a) may (b) might

3. I'm not sure, but she _____ be at the library right now.

(a) may (b) might

4. There is a small chance that the bus _____ be late today.

(a) may (b) might

5. He's feeling sick, so he _____ not come to school tomorrow.

(a) may (b) might

6. We're not certain, but the trip _____ be cancelled if it rains.

(a) may (b) might

7. There is a chance we _____ get homework over the weekend.

(a) may (b) might

8. He _____ forget his lunch, so I will remind him.

(a) may (b) might

9. It's possible the science test _____ be moved to next week.

(a) may (b) might

10. The teacher _____ give us extra time to finish the project. He is a nice person.

(a) may (b) might

B) Fill in the blanks with may or might:

Omar and his family are planning a trip. They (1) _____ travel to the beach (possible plan), or they (2) _____ go to the mountains (less certain idea).

If they go to the beach, they (3) _____ stay in a hotel near the sea (possible arrangement). They (4) _____ go sailing if the weather is calm (not sure yet).

If they choose the mountains, they (5) _____ see some waterfalls (possible but not certain). They (6) _____ take a picnic with them (possible plan).

If it rains heavily, the trip (7) _____ be delayed (less certain). In that case, they (8) _____ visit their grandparents (possible choice).

Omar's sister said she (9) _____ bake a cake (just an idea). Whatever happens, it (10) _____ be a holiday full of surprises (possible).

C) Correct the mistakes in the following sentences:

1. She may goes to the library after school.
→ _____
2. We mights visit the museum this weekend.
→ _____
3. He may studying for the test tonight.
→ _____
4. They might not comes to the football match.
→ _____
5. I may to join the science club.
→ _____
6. It might raining tomorrow morning.
→ _____
7. You may can borrow my book.
→ _____
8. We might eats dinner at the new café.
→ _____
9. He may going to the park later.
→ _____
10. They mights not be ready for the trip.
→ _____

D) Do as shown:

1. He may travel to London next year. (Form a question)

2. They might doesn't like the spicy food. (*Correct the mistake*)

3. go / later / might / to / they / the / park (Rearrange)

4. There's a chance the shops _____ be closed on Sunday. (Complete using *may or might*)

5. We might watch a movie tonight. (Change to negative)

6. We _____ see a rainbow after the storm. (Complete)



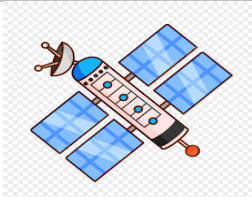
7. I might not to finish my homework in time. (Correct the mistake)



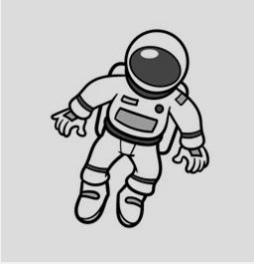
8. There's a chance the shops _____ be closed on Sunday. (Complete)

9. be / she / may / late / for the meeting (Rearrange)

10. I _____ go to the store, but I don't have time. (Complete)

Vocabulary 2

Rocket (n.)		– A vehicle that moves into space using powerful engines.
Spacecraft (n.)		– A vehicle designed to travel in space.
Space station (n.)		– A large spacecraft where astronauts can live and

		work for long periods in space.
Search (v.)		– To look carefully for something.
Communicate (v.)		– To share or exchange information, ideas, or feelings.
Astronaut (n.)		– A person trained to travel and work in space.

A) Choose the correct answer from a, b, or c:

1. During the mission, the team had to _____ for signs of life on the planet's surface.

- a) search b) communicate c) astronaut d) rocket

2. The mission commander had to _____ with scientists on Earth to update them about the weather in space.

- a) space station b) search c) spacecraft d) communicate

3. A specially trained person who travels and works in space is called an _____
- a) rocket b) astronaut c) spacecraft d) search
4. The powerful engines of the _____ lifted it high above the clouds and into space.
- a) communicate b) spacecraft c) astronaut d) rocket
5. The two astronauts had to _____ with hand signals when their radios stopped working.
- a) communicate b) rocket c) spacecraft d) space station
6. The _____ was launched early in the morning to carry supplies to the International Space Station.
- a) space station b) spacecraft c) rocket d) astronaut
7. Using a satellite phone, the team could _____ with their families on Earth.
- a) search b) rocket c) spacecraft d) communicate
8. The _____ had strong shields to protect it from dangerous space debris.
- a) spacecraft b) rocket c) astronaut d) search
9. Fuel is loaded into the _____ before it blasts off into space.
- a) astronaut b) rocket c) space station d) communicate
10. Inside the _____ scientists can perform experiments in zero gravity for many months.
- a) space station b) rocket c) spacecraft d) search

B) Fill in the blanks using the words from the list:

search / rocket / communicate / astronaut / space station / spacecraft

The first (1) _____ to step on Mars was very excited. She traveled in a (2) _____ that was launched by a huge (3) _____. Before landing, the team stayed in the (4) _____ to prepare for the long trip. While on Mars, they had to (5) _____ for signs of water and life. Every evening, they would (6) _____ with their families and scientists on Earth to share their progress.

C) Fill in the blanks using the words from the list:

spacecraft / rocket / search / space station / astronaut / communicate

One day, an (1) _____ on the (2) _____ noticed a strange light coming from far away in space. Mission control decided to send a (3) _____ to investigate. First, a powerful (4) _____ was prepared to carry the team quickly to the location. While traveling, the crew had to (5) _____ with Earth every hour to report what they saw. When they arrived, they began to (6) _____ for the source of the signal and hoped to discover something new.

D) Rearrange the following sentences:

1. rocket / the / launch / They / tomorrow / will

2. spacecraft / is / The / ready / launch / to

3. search / for / They / new / planets / will

4. The / fixed / station / space / engineers / quickly

5. search / The / space / began / station / to / team / from

6. spacecraft / Astronauts / live / in / a / small

7. send / to / We / will / station / the / space / supplies

8. orbits / The / Earth / space / station / around / the

9. astronaut / first / the / was / Armstrong / Neil

10. the / telescope / stars / to / search / Scientists / use / for

GRAMMAR

Grammar 2: Indefinite Pronouns (someone, anyone, everyone, no one)

1. Definition

Indefinite pronouns are words that talk about people, things, or places in a general way, without saying exactly who or what.

2. Usage

Pronoun	When to Use	Example
someone	In positive sentences, when we mean an unknown person.	Someone is waiting for you outside.
anyone	In questions or negatives, when we mean any person.	Is anyone in the classroom?
everyone	When we mean all people.	Everyone is ready for the trip.
no one	When we mean zero people.	No one knows the answer.

3. Tips:

- **Everyone** is always singular → *Everyone is happy.*
- **Someone** is singular → *Someone has called you.*
- **No one** is singular → *No one wants to wait.*
- **Anyone** can be used in questions/negatives → *Did anyone come?*



A) Choose the correct answer from a, b, c, or d:

1. I can't see _____ in the classroom. It's completely empty.

- a) someone b) anyone c) everyone d) no one

2. _____ in my class has a pet, except for me.

- a) someone b) anyone c) everyone d) no one

3. There isn't _____ who can answer this question correctly.
a) someone b) anyone c) everyone d) no one
4. _____ left their bag on the bus, and the driver found it.
a) someone b) anyone c) everyone d) no one
5. The park was quiet. There was _____ there at all.
a) someone b) anyone c) everyone d) no one
6. The teacher looked around, but didn't find _____ ready to present.
a) someone b) anyone c) everyone d) no one
7. I think _____ has taken my pen because it's not on my desk.
a) someone b) anyone c) everyone d) no one
8. _____ in the group needs to bring their own lunch.
a) someone b) anyone c) everyone d) no one
9. We knocked on the door, but _____ answered.
a) someone b) anyone c) everyone d) no one
10. Is there _____ here who speaks Italian?
a) someone b) anyone c) everyone d) no one

B) Fill in the blanks using "indefinite pronouns":

Last night, something strange happened in our neighborhood. (1) _____ knocked on our door just after midnight. My father opened it, but there was (2) _____ there. He stepped outside and looked around, but he couldn't see (3) _____ in the street. A few minutes later, my phone rang. It was a whispering voice — I couldn't tell if it was (4) _____ I knew. The voice told me that (5) _____ in the area had seen a shadow moving quickly between the houses.

In the morning, our neighbors gathered. (6) _____ had heard noises during the night, while (7) _____ said they had seen nothing at all. The police came, but they couldn't find (8) _____ suspicious. We still don't know if it was a prank or if (9) _____ was really there.

C) Correct the mistakes in the following sentences:

1. No one are in the classroom right now.

2. I think no one will help you if you ask politely.

3. Someone knows the answer, everyone stayed silent.

4. No one answered the question, and the teacher was very happy.

5. I think everyone forgot about the meeting, the hall was full.

6. There is someone who know the answer.

7. Somebody have left their bag in the hallway.

8. No one joined the game, yet the playground was crowded.

9. I think everyone are here already.

10. Someone took my pen, it is still on my desk.

D) Do as shown:

1. (Anyone / Someone / Everyone) is knocking at the door. (Choose)

2. Did _____ call you last night? (Complete)
3. The classroom was very quiet because _____ was speaking. (Complete)
4. Everybody was happy about the school trip. (Change into negative)
- _____
5. I don't want _____ to know my password. (Complete)
6. to / I / don't / talk / want / anyone / to. (Rearrange)
- _____
7. Somebody answered the phone. (Change into negative)
- _____
8. I looked around the playground, but I couldn't find _____ I knew.
(Complete)
9. The street was silent, and there was _____ in sight. (Complete)
10. We were lost in the forest and couldn't find someone to ask for directions.
(Correct)
- _____
-

SKILLS

1) Supply the missing parts in the following dialogues:

Omar: Hi, Salma! 1) _____ ?

Salma: I'm reading a book about space. It's very interesting.

Omar: Wow! 2) _____ ?

Salma: That's a rocket. It carries a spacecraft into space.

Omar: Who goes inside the spacecraft?

Salma: 3) _____ . They train for many years before they travel.

Omar: 4) _____ ?

Salma: They communicate using radios and special computers.

Omar: That sounds amazing! I might be an astronaut one day.

2) Supply the missing parts in the following dialogues:

Jake: Hi, Emma! 1) _____ ?

Emma: I want to be an astronaut.

Jake: 2) _____ ?

Emma: Because I want to search for new planets and see space.

Jake: How will you get to space?

Emma: 3) _____ .

Jake: What will you do there?

Emma: 4) _____ .

Jake: That sounds exciting!

Emma: Yes, it's my dream job.

Reading

A) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. Would you like to spend a holiday in space? Why or why not?
2. What things would you take with you if you went to space?
3. How would life in a space hotel be different from life on Earth?



“The First Space Hotel”

In the future, people might not only visit space for science but also for fun. Scientists and engineers are working on a new idea — the first space hotel. This hotel will float high above the Earth in space. Guests will travel there in a special spacecraft.

The space hotel will have rooms with large windows so visitors can see the Earth, the Moon, and the stars. There will be no gravity inside, so guests will float around instead of walking. Eating will also be different — food will be packed in special containers, and drinks will be in sealed pouches so they don't float away.

Visitors might enjoy space sports, like bouncing from wall to wall or playing ball games in the air. They could also watch amazing sunrises and sunsets several times a day because the hotel will orbit Earth quickly.

However, staying in a space hotel will not be cheap. Only a few people may be able to afford it at first. Scientists hope that one day, more people will get the chance to enjoy this incredible experience.

A) Answer the following questions:

1. What is the new idea scientists and engineers are working on?

2. How will guests travel to the space hotel?

3. Why will guests see several sunrises and sunsets each day?

B) Choose the correct answer:

1. What will guests see from their hotel rooms?

- a) Only the Earth
- b) Only the stars
- c) Only the Moon
- d) The Earth, Moon, and stars

2. Why will guests float around in the hotel?

- a) Because it is very windy
- b) Because there is no gravity
- c) Because the hotel moves slowly
- d) Because the rooms are very big

3. What is one problem with visiting the space hotel at first?

- a) It will be far away

- b) It will be too small
- c) It will be too expensive
- d) It will be too cold

B) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. Have you ever looked at the stars at night? What did you notice?
2. Would you like to travel to space? Why or why not?
3. How do you think astronauts live and eat in space?



“Emma’s Dream to Go to Space”

Emma had always been curious about the stars. Every night, she looked through her small telescope and imagined herself traveling to distant planets. One day at school, her teacher announced that the local science museum was inviting students to meet a real astronaut. Emma was so excited that she could hardly sleep.

The next day, Emma and her classmates visited the museum. There, they met Captain James, an astronaut who had spent six months on the International Space Station. He talked about how astronauts live and work in space. They must learn how to communicate with the team on Earth, how to search for important data, and how to use special machines like the rover to explore planets.

Captain James showed the students a real spacesuit. He explained that it protects astronauts from the cold and lack of air in space. Emma was fascinated when he described how a spacecraft carries astronauts into orbit and how a rocket launches with powerful engines.

After the talk, Emma decided she wanted to become an astronaut. She learned that she would need to study science, math, and technology. She would also need to be physically fit and ready to work with a team.

At home, Emma started reading books about space and watching videos of space missions. She told her parents about her dream, and they encouraged her to keep learning. Emma knew it would take many years of hard work, but she was ready for the challenge. As she looked up at the night sky, she whispered, "One day, I'll be there."

A) Answer the following questions:

1. Who did Emma meet at the science museum?

2. What does a spacesuit protect astronauts from?

3. Where did Captain James spend six months?

B) Choose the correct answer:

1. What is a rover used for?

- a) To sleep in space
- b) To explore planets
- c) To launch rockets
- d) To cook food

2. What did Emma start doing at home to prepare for her dream?

- a) Building rockets
- b) Reading books and watching videos about space

- c) Painting the stars
- d) Training astronauts

3. What subjects does Emma need to study to become an astronaut?

- a) Science, math, and technology
- b) Music and art
- c) Sports only
- d) Cooking and gardening



Review

Unit Four

A) Vocabulary

1) Complete each sentence with a suitable word:

1. A (1) _____ looks like a bright ball with a long tail when it passes near the Sun.
2. Some scientists have a (2) _____ about whether people should live on Mars.
3. Scientists use telescopes to (3) _____ for new planets.
4. Earth is a (4) _____ that moves around the Sun.
5. The (5) _____ protects us from harmful rays and gives us air to breathe.
6. Our (6) _____ has eight planets that move around the Sun.

2) Fill in the blanks using the words from the list:

planet – atmosphere – space – rocket – astronaut – orbit – galaxy

A (1) _____ was sent into (2) _____ last year. Inside, there was an (3) _____ ready to study a new (4) _____. The planet has a special (5) _____ that protects it. It moves in an (6) _____ around the Sun. All of this takes place in our Milky Way (7) _____.

2) Grammar

3) Correct the mistakes in the following sentences:

1. Somebody may doesn't know the answer.

2. Anyone might helps you with the homework.

3. He may play football after school. I'm not sure.

4. Anyone were listening to the teacher.

4) Do as shown:

1. Correct the mistake:

Nobody are playing in the garden.

2. Change into negative:

Somebody is knocking at the door.

3. Complete the sentence:

I didn't see _____ in the library yesterday.

4. Correct the mistake:

Everybody have a pencil.

5. Change into a question:

Somebody is in the kitchen.

6. Correct the mistake:

They mights play football after school.

7. Choose the correct answer:

We (may / might / must) see a rainbow after the storm.



Unit Five Arts Lost and Found

Unit 5 ▶

Arts Lost and Found

In this unit, I will ...

- talk about traditions and communities.
- talk about different craft and cultural activities.
- understand changing traditions.
- write a blog entry.

Look and answer.

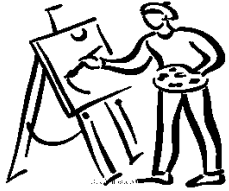



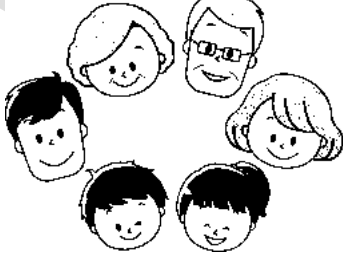

1. What is this person wearing?
a. a hat b. a mask
2. What is this person doing?
a. dancing b. singing
3. Use one word to describe the face.







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Traditional mask dancer, Colombo, Sri Lanka

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Vocabulary 1

<p>1. Art (n.)</p>		<p>using colors, shapes, music, or movement to show ideas and feelings.</p>
<p>2. Community (n.)</p>		<p>A group of people who live in the same place or share something in common.</p>
<p>3. Culture (n.)</p>		<p>The way of life of people, including their food, clothes, music, and celebrations.</p>
<p>4. Language (n.)</p>		<p>The words and signs people use to talk and understand each other.</p>
<p>5. Generation (n.)</p>		<p>All the people in a family or society who are born around the same time.</p>
<p>6. Hold on to (ph. V.)</p>		<p>To keep something and not let it go.</p>

<p>7. Tradition (n.)</p>		<p>Something people do in the same way for a long time, usually passed from parents to children.</p>
<p>8. Local traditions (n.)</p>		<p>Special customs or celebrations that belong to a certain place or community.</p>
<p>9. Tourist (n.)</p>		<p>People who travel to visit new places for fun or learning.</p>
<p>10. Weave (v.)</p>		<p>To make cloth, baskets, or mats by crossing threads or strips over and under each other.</p>
<p>11. Proud (adj.)</p>		<p>Feeling happy because of something good you or someone else has done.</p>
<p>12. Share (v.)</p>		<p>To give part of what you have to others.</p>

13. Storytelling (n.)		The act of telling stories to entertain or teach people.
14. Pass down (ph. V.)		To give something (like a story, tradition, or knowledge) from older people to younger people.
15. The future (n.)		The time that has not come yet; what will happen later.

A) Choose the correct answer from a, b, c, or d:

1. Parents often _____ family traditions to their children.
 a) tourist b) pass down c) language d) art
2. The children love to _____ their toys with each other.
 a) share b) weave c) art d) culture
3. The women in the village _____ baskets from palm leaves.
 a) art b) community c) proud d) weave
4. Eating special bread at the festival is a _____ in our town.
 a) local tradition b) proud c) community d) language
5. We should _____ our traditions and never forget them.
 a) pass down b) hold on to c) share d) weave

6. Everyone in our _____ helped clean the park last weekend.
- a) tradition b) art c) community d) tourist
7. Food, clothes, and music are important parts of a country's _____
- a) weave b) culture c) storytelling d) share
8. Each _____ has its own way of living and thinking.
- a) culture b) generation c) tourist d) art
9. Lighting candles in December is a family _____
- a) art b) tourist c) tradition d) storytelling
10. She was _____ of her brother when he won the prize.
- a) pass down b) storytelling c) language d) proud

B) Fill in the blanks using the words from the list:

culture / share / hold on to / storytelling / tourists

community / weave / generation / tradition / proud

Every summer, our town welcomes many (1) _____ who come to see the old castle. The people in our (2) _____ are very friendly, and they like to (3) _____ their stories with visitors. One of the most interesting parts of our (4) _____ is the local tradition of basket making. Women in the village (5) _____ colorful baskets and pass down the skill from one (6) _____ to the next. Everyone feels (7) _____ to (8) _____ this special (9) _____, and they enjoy (10) _____ about how it started long ago.

C) Fill in the blanks using the words from the list:

community / generation / culture / weave / hold on to

local traditions / proud / storytelling / tourist

At school, we had an exhibition of art created by students. The principal was very (1) _____ because the (2) _____ of young learners showed great talent. During the event, we listened to (3) _____ about our country's history and (4) _____. Teachers reminded us to (5) _____ our values. A (6) _____ who visited the exhibition said he loved learning about our language and (7) _____. At the end, we worked together as a (8) _____ to share food and music, and some students even learned how to (9) _____ small mats as a souvenir of the day.

D) Rearrange the following sentences:

1. community / live / people / same / in / the / place / A / is / who

2. proud / Parents / are / their / of / children

3. pass down / Grandparents / traditions / their / grandchildren / to

4. local tradition / The / in / town / festival / is / our

5. weave / baskets / The women / beautiful / village / the / in

6. share / friends / toys / their / with / They

7. the / art / There / is / of / exhibition / an / today / in / school

8. tourists / castle / the / Many / every / visit / summer

9. language / new / wants / He / learn / a / to

10. hold on to / important / culture / It / is / our / to / culture



Grammar 1: Gerund as Subject

What is a Gerund?

A gerund is the -ing form of a verb (like *reading, playing, eating*) that acts like a noun.

Gerund as Subject

When a gerund is the subject of a sentence, it is the main “doer” of the action.

So instead of a person or thing, the -ing word is the subject.

◆ Example:

- Reading is my favorite hobby.
(Here *Reading* = the subject of the sentence, not “I” or “she.”)



Subject-Verb Agreement:

Since gerund subjects are treated as singular nouns, they require singular verb forms (e.g., "Reading is enjoyable," not "Reading are enjoyable").

A) Choose the correct answer from a, b, c, or d:

1. **What is the subject in this sentence? “Cooking healthy food is important for families.”**
a) food b) important c) families d) cooking healthy food
2. **Which sentence has a gerund as subject?**
a) They are playing basketball. b) He played basketball yesterday.
c) Playing basketball is popular in my school. d) They will play basketball tomorrow.

_____ to stories teaches children about their culture. (5) _____ Learning new languages gives people more chances in life. (6) _____ others makes the community stronger. (7) _____ to new countries shows us different traditions. (8) _____ healthy food keeps families well. (9) _____ ideas with friends is exciting. (10) _____ art is also a great way to express feelings.

C) Correct the mistakes in the following sentences:

1. Run is good for your health.

2. Swim in the ocean is fun.

3. Eat too much candy makes my stomach hurt.

4. Watch TV late at night is not good.

5. Play with your food is bad manners.

6. Climb trees is my favorite hobby.

7. Jump in puddles is fun for kids.

8. To read books helps me learn.

9. Dance makes me tired.

10. Draw pictures is fun and creative.

D) Do as shown:

1) To draw cartoons helps me relax. (Correct)

2) _____ in the rain is so much fun. (Complete)

3) is / early / waking up / sometimes / hard. (Rearrange)

4) Play outside is healthy. (Correct)

5) Painting pictures is relaxing. (Correct)

6) _____ is my favorite weekend activity. (Complete)






7) Playing video games take up all my time. (Correct)

8) My mom says _____ after school is important. (Complete)

9) exciting / me / Solving / is / for / puzzles (Rearrange)

10) Jumping on the bed make too much noise. (Correct)

Vocabulary 2

1. Jewellery making (n.)		– the art of creating rings, necklaces, and other ornaments people wear.
2. Pottery (n.)		– the craft of making pots, bowls, and other objects from clay.
3. Embroidery (n.)		– the art of decorating fabric with needle and thread.
4. Sculpture (n.)		– a piece of art made by carving stone, wood, or shaping clay/metal.
5. Handmade (adj.)		– made by hand, not by a machine.

A) Choose the correct answer from a, b, c, or d:

1. The art of creating rings, bracelets, and necklaces is called _____ .

- a) pottery b) jewellery making c) sculpture d) embroidery
2. The craft of shaping clay into bowls, vases, or plates is called _____
- a) embroidery b) sculpture c) handmade d) pottery
3. Stitching beautiful designs on fabric with a needle and thread is called _____
- a) embroidery b) jewellery making c) sculpture d) handmade
4. A statue made of stone or wood is an example of a _____
- a) sculpture b) pottery c) embroidery d) jewellery making
5. If something is not machine-made but created by hand, it is called _____
- a) pottery b) sculpture c) handmade d) embroidery
6. My grandmother taught me _____ so I can design necklaces.
- a) embroidery b) sculpture c) jewellery making d) pottery
7. Many people in Egypt are famous for making _____ from clay.
- a) sculpture b) handmade c) pottery d) jewellery making
8. The artist used colorful thread to make beautiful flowers with _____ .
- a) embroidery b) handmade c) sculpture d) pottery
9. The museum has a new stone _____ of a pharaoh.
- a) handmade b) sculpture c) jewellery making d) pottery
10. This bag is _____, not from a factory.
- a) pottery b) jewellery making c) handmade d) embroidery

B) Fill in the blanks using the words from the list:

embroidery / sculpture / Jewellery making / handmade / pottery

In our town, many people love traditional crafts. (1) _____ is very popular, and women design beautiful necklaces and bracelets. Some men and women also work in (2) _____, creating bowls and vases from clay. My aunt is very good at (3) _____, and she makes colorful flowers on clothes. Artists also make (4) _____, like small statues for decoration. All of these crafts are (5) _____, which makes them special and unique.

C) Fill in the blanks using the words from the list:

handmade / sculpture / jewellery making / pottery / embroidery

In the cultural center, visitors can see many traditional works. Some artists create beautiful (1) _____ that looks like animals or people. Others are experts in (2) _____, adding colorful patterns to clothes and bags. In one corner, you can find (3) _____, where shiny rings and bracelets are designed. The exhibition also shows (4) _____ gifts that people can buy for their families. Of course, there is also (5) _____, with plates and vases carefully shaped from clay.

D) Rearrange the following sentences:

1. jewellery / gold / from / beautiful / They / making / are

2. makes / sculpture / clay / artist / a / The / from

3. The embroidery / flowers / colorful / adds / the / to / dress

4. handmade / This / bag / special / is

5. pottery / village / The / famous / is / for

6. learned / jewellery making / grandmother / her / from / She

7. the / displayed / were / The embroidery / museum / pieces / in

8. handmade / his / proud / of / very / crafts / He / is

9. sculpture / park / new / a / in / built / the / They

10. pottery / enjoys / sister / My / making / after school



Grammar 2: Gerund as an Object

What is a Gerund as an Object?

- When a **gerund** acts as the **object**, it follows a verb and answers the question “What?” or “Whom?”
- It’s like the thing that the action is happening **to**.

□ Examples of Gerund as Object:

1. We love playing soccer.

- **Verb:** love
- **Gerund as object:** playing soccer
- "What do we love?" → **playing soccer**

2. She likes swimming in the pool.

- **Verb:** likes
- **Gerund as object:** swimming in the pool
- "What does she like?" → **swimming in the pool**



A) Choose the correct answer from a, b, c, or d:

1. What is the gerund in this sentence? “They finished cleaning the classroom.”

- a) cleaning b) finished c) classroom d) they

2. Choose the sentence with a gerund acting as the object.

- a) Baking is fun. b) We finished baking the cookies.
c) Baking cookies smells good. d) The baking was almost done.

3. Which sentence uses a gerund incorrectly?

5. I don't mind to wait for the bus in the morning.

6. The children started to make noise in the library.

7. My father hates to wash the car on Fridays.

8. He avoided to talk to the teacher about the problem.

9. They discussed to visit the museum on Saturday.

10. She can't stand to listen to loud music.

D) Do as shown:

1. "To watch cartoons is fun. " (Rewrite the sentence using a gerund as the subject.)

2. He suggested to join the football club. (Correct the mistake)

3. _____ every morning is healthy. (Choose the correct answer)

a) To walk b) Walked c) Walk d) Walking

4. exciting / travelling / countries / new / to / is (Rearrange the words)

5. She enjoys _____ (draw) in her free time. (Complete the sentence)

6. "They finished their homework." (Rewrite with a gerund as the object.)

They finished _____

7. Cooking healthy food make families strong. (Correct the mistake)

8. I don't mind _____ in a long line. (Choose the correct answer)

a) wait b) waiting c) to wait d) waited

9. is / swimming / summer / in / the sea / exciting (Rearrange the words)

10. He hates _____ (clean) his bedroom on weekends. (Complete the sentence)

SKILLS

1) Supply the missing parts in the following dialogues:

Emma: Tom, what do you think of that big painting?

Tom: 1) _____ . Do you like it too?

Emma: Yes, I do. 2) _____ ?

Tom: My favorite is the tall statue. 3) _____ ?

Emma: I like the colorful pots. How do you think they made them?

Tom: 4) _____ . Would you like to try making one?

Emma: Yes, that would be fun! Do you enjoy visiting art shows?

Tom: 5) _____ . They always make me feel happy and creative.

2) Supply the missing parts in the following dialogues:

Lucy: Ben, can you hear that band playing?

Ben: 1) _____ . Do you like the music?

Lucy: I love it. 2) _____ ?

Ben: The drums are my favorite. 3) _____ ?

Lucy: I like the guitar. Do you think it's hard to learn?

Ben: 4) _____ , but it looks fun. Would you like to play in a band one day?

Lucy: 5) _____ ! Do you enjoy singing?

Ben: I do. Music always makes me feel excited and happy.

Reading

A) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. What kinds of art do you enjoy the most (painting, music, dance, or something else)?
2. Do you think art is important in our lives? Why?
3. How can art bring people together?



The Power of Art

Art is everywhere around us. It is in the buildings we see, the songs we hear, the stories we read, and even in the clothes people design. Art is not only about drawing or painting; it is about expressing ideas, feelings, and traditions.

One of the most important things about art is that it connects generations. For example, when grandparents tell stories or teach children how to make traditional crafts, they are passing on culture through art. This helps young people understand where they come from and feel proud of their community.

Art also builds bridges between different cultures. A painting from one country can be admired by people from another country, even if they don't speak the same language. Music and dance are especially powerful in this way. When people watch a performance or listen to a song, they can feel emotions that words cannot explain.

Another special thing about art is creativity. Making a piece of art requires imagination and practice. Whether it's painting a picture, making pottery, or writing a story, art gives people the chance to share their ideas. Many schools encourage students to take part in art projects because they help children think in new ways and work together.

Finally, art makes life more beautiful. Imagine a world without colors, music, or stories—it would be very dull. Art adds excitement, meaning, and joy to our everyday lives.

A) Answer the following questions:

1. How does art connect generations?

2. Why can people from different countries enjoy the same painting or song?

3. What are some benefits of art projects in schools?

B) Choose the correct answer:

1. Art helps people:

- a) Forget their traditions
- b) Connect with culture
- c) Avoid learning
- d) Stop being creative

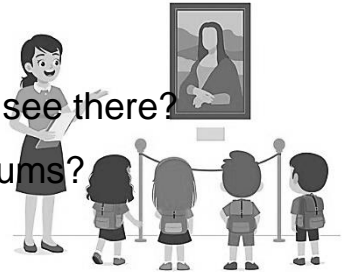
2. What makes art special?
- a) It only shows old traditions
 - b) It is only about painting
 - c) It expresses ideas and feelings
 - d) It is always easy to make
3. What would life be like without art?
- a) Dull and boring
 - b) Very exciting
 - c) More colorful
 - d) Full of traditions



B) Read the passage then answer the following questions:

🔍 Pre-reading discussion

1. Have you ever visited a museum or an art gallery? What did you see there?
2. Why do you think people keep old objects and paintings in museums?
3. How can museums help us learn about the past?



A Visit to the Museum

Last week, our class went on a trip to the city museum. At first, some students thought it might be boring, but soon everyone became interested. The museum was full of wonderful objects that told stories about history, culture, and art.

In the first room, we saw old pottery from hundreds of years ago. The designs on the pots were so detailed that we could imagine how people lived long ago. Next, we

entered a room full of traditional clothes. The colors and patterns were amazing, and the guide explained how people wore them during festivals and celebrations.

One of the highlights of the trip was a large painting of a village scene. The painting showed people working together, children playing, and families gathering. It made us realize how art can capture everyday life and keep memories alive.

The last part of the museum was about modern art. Some students found the shapes and colors unusual, but our teacher explained that modern art lets the artist share personal feelings and ideas in creative ways. This helped us understand that there are many types of art, and each one is valuable.

By the end of the visit, everyone agreed that the museum was exciting. We learned that museums are not just about old objects—they are places where history, culture, and creativity meet.

A) Answer the following questions:

1. What did the students see in the first room of the museum?

2. What did the large painting of the village show?

3. Why are museums important for learning?

B) Choose the correct answer:

1. What did the traditional clothes in the museum show?
 - a) How people traveled
 - b) How people celebrated
 - c) How people studied
 - d) How people fought

2. What was special about the pottery?
 - a) It was very simple
 - b) It showed old traditions
 - c) It had no designs
 - d) It was made of glass

3. What is one purpose of modern art?
 - a) To share personal feelings
 - b) To copy old traditions
 - c) To avoid creativity
 - d) To make objects for daily use



Review

Unit Five

A) Vocabulary

1) Choose the correct answer:

1. A tall stone figure made by an artist is called a _____.
a) embroidery b) sculpture c) pottery d) jewellery making
2. The craft of shaping clay into bowls or vases is called _____.
a) sculpture b) embroidery c) pottery d) handmade
3. A beautiful necklace or ring belongs to _____.
a) jewellery making b) sculpture c) pottery d) embroidery
4. A cloth decorated with needle and thread is _____.
a) jewellery making b) embroidery c) sculpture d) handmade
5. If something is made by people, not by machines, it is _____.
a) embroidery b) handmade c) pottery d) sculpture

2) Fill in the gaps with a suitable word:

1. Every _____ has its own values, customs, and way of life.
2. In our _____, people still celebrate spring with music and dancing.
3. Grandparents often _____ stories and customs to the younger ones.
4. She was very _____ of her painting when it was shown at the school fair.
5. People in that village still _____ baskets using old techniques.

6. Families often _____ their toys, books, and experiences with friends and neighbors.
7. Visitors come from all over the world; many _____ love taking pictures of the city.
8. It is important to _____ your culture even when you live in another country.

2) Grammar

3) Find the mistake in each sentence and correct it:

1. Swimming make me feel relaxed. _____
2. She enjoy painting pictures in her free time.

3. My brother good at play football. _____
4. I want learn drawing because it is fun. _____
5. Listening music is my favorite hobby. _____

4) Do as shown:

1. Use the word "reading" as a subject in a sentence.

2. I like to swim in the sea. (Rewrite using a gerund as an object)

3. _____ makes children happy. (Complete)

4. books / collecting / hobby / is / interesting / an (Rearrange the words to make a correct sentence)

5. To paint is relaxing. (Rewrite using a gerund as subject)

