

# LEARNING ENGLISH

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Varied exercises for ample practice

## VOCABULARY

New words introduced through themes  
Stimulating exercises to enliven the learning process

## COMPREHENSION

Varied text types to encourage reading

## WRITING

Challenging practices to heighten interest in writing

## GLOSSARY

Provides meanings of selected words for quick reference

## ANSWERS

Quick and easy self-assessment



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- Additional exercises to develop grammar, vocabulary and comprehension skills
- Lesson plans

# 3

Workbook

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# LEARNING ENGLISH



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**Written by**

J. Lee

*B. A., PGDE, M. Soc. Sc.*

Rosalind Lee

*B. A., Dip. Ed.*

**Consultant**

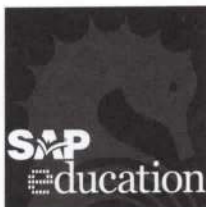
Dr Tan Cheng Lim

*PhD*

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_





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Singapore 159556

Tel : +65 6276 8280

Fax : +65 6276 8292

Email: [info.sg@sapgrp.com](mailto:info.sg@sapgrp.com)

Website: [www.sapgrp.com](http://www.sapgrp.com)

Facebook: Singapore-Asia-Publishers

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# PREFACE

The main objective of **Learning English Workbook 3** is to help strengthen and enrich a student's grasp of the English language.

## Table of Contents

This shows clearly the key objectives and focus of each exercise and where online activities are tagged, making it easier to identify specific aspects of language learning.

## Practice Exercises

The exercises are designed to enable learning in the four main areas of Grammar, Vocabulary, Comprehension and Writing.

## Glossary

The meanings of selected words from each exercise are found here to build vocabulary and improve comprehension.

## Answers

The answer key contains answers to questions on Grammar, Vocabulary, Comprehension and model answers for Writing. There are also suggested answers for open-ended exercises.

## Tear-out Format

This means the lessons and exercises can be easily removed and presented as homework, class work or quizzes. The glossary and answer pages can be removed and filed away for future reference.



## Enhanced Learning

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## Additional Reproducible Activities

Reproducible worksheets on selected topics are available here. These are useful as quick assessments of a child's understanding of the work taught.

## Lesson Plans

Ideas and suggestions on how to present each lesson to enhance learning are provided here. These are useful resources for both classroom and home learning.

**The Editorial Team**



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# UNIT 1

## Showing Appreciation

### [A] Grammar

#### The Simple Past Tense

We use the **simple past tense** of verbs to talk about **actions and events that happened in the past**.

We can use time words like 'last week' and 'yesterday' in the sentences.

Verbs in the **simple past tense** can be formed in these ways:

- Adding '-d' to the verb

Simple Present Tense	Simple Past Tense
live	lived
waste	wasted

- Adding '-ed' to the verb

Simple Present Tense	Simple Past Tense
visit	visited
land	landed
walk	walked
want	wanted

- Changing '-y' at the end of the verb to '-ied'

Simple Present Tense	Simple Past Tense
carry	carried
study	studied
try	tried

- Changing a letter in the verb

Simple Present Tense	Simple Past Tense
build	built
come	came
forget	forgot
make	made
swim	swam
throw	threw
wake	woke
win	won
write	wrote

- Changing the spelling of the verb

Simple Present Tense	Simple Past Tense
is, am	was
are	were
break	broke
bring	brought
find	found
teach	taught

- Not changing the spelling of the verb

Simple Present Tense	Simple Past Tense
beat	beat
burst	burst
cost	cost
cut	cut
hit	hit
hurt	hurt
put	put
read	read
shut	shut



## Read and Learn

1. I wrote a letter to thank my friends for coming to my birthday party yesterday.
2. After Christmas, I sent an email to thank my aunt for her presents.
3. I gave my teacher a letter on Teachers' Day to thank her for being so kind and understanding.

Fill in each blank with the simple past tense of the verb in the brackets.

Dear Aunt Lucy,

Thank you for coming to my birthday party last week. I was very happy that you (1) \_\_\_\_\_ (fly) in from Hong Kong just to visit me. I hope you (2) \_\_\_\_\_ (enjoy) the games and food.

Thank you for the wonderful present. I (3) \_\_\_\_\_ (take) a while to assemble it, but I (4) \_\_\_\_\_ (have) a great time playing with it once I understood how to use it. How did you find out that I like robots? Did my mother tell you?

Do visit me again. We can go to the zoo and the bird park together.

Love,  
Alex

Dear Marie,

Thanks for lending me your science and mathematics notes. I (5) \_\_\_\_\_ (copy) them into my exercise books last night. I (6) \_\_\_\_\_ (want) to return your notebooks this morning but you (7) \_\_\_\_\_ (be) not at home. I (8) \_\_\_\_\_ (slide) them under your door. Thanks once again.

Your friend,  
Jill



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## [B] Vocabulary

The following are sentences we use when writing letters. Fill in each blank with the most suitable sentence part to complete the sentence.

inviting me to your party  
inform you of my new address  
I know the flight details  
long time  
you are coming and I will show you around  
when you have the time

1. It's been a \_\_\_\_\_ since we last met.
2. Thank you for \_\_\_\_\_.
3. I'm writing this letter to \_\_\_\_\_.
4. Do come over \_\_\_\_\_.
5. Let me know when \_\_\_\_\_.
6. I'll call you once \_\_\_\_\_.

## [C] Comprehension

Read the letter. Then answer the questions that follow.

Dear Uncle Ken,

Thank you for letting me stay on your farm for a month in June. I had a great time! It was hard getting out of bed at four in the morning every day. I would feel sleepy by noon. However, after a while, I got used to it. At home, I wake up at 6 am on most days. There are so many chores to do on the farm. I was exhausted at the end of each day. How do you and Aunt Mary cope on your own?

Thank you for being so patient with me in the beginning. I'm sorry about all the eggs I broke. Luckily you still had enough to sell to the shops that day. I'm glad that on the next day you taught me the technique of collecting 10 eggs.

It was fun following Rusty out to the meadow with the sheep. The sheep were such a frisky lot. I felt like a shepherd waving the stick around. Surprisingly, the sheep did not run down the hill like you said they usually did.

I also enjoyed helping out with the horses. It's hard work taking care 15 of them. They have to be taken out for walks. Then they have to be hosed down after that. Starry is such an obedient horse, allowing me to scrub it down. When I bathed Chariot, it moved about so much that I could not clean it well. I was also drenched by the time I was done. Hopefully, they both win when they race next month. 20

I love Aunt Mary's food. Her mushroom soup and steak were delicious. Please thank her for cooking such delicious meals for me and for specially learning how to cook the pasta dish when I was feeling homesick.

I would love to visit you during the next holidays. I can help you out with your daily chores again. Do let me know if I can visit you in December. 25

Love,  
Peter

1. Complete the table to explain why Peter had those feelings.

Feelings	Reasons
(a) Drowsy	
(b) Very tired	

2. Tick (✓) the sentences that are True. Cross (✗) the sentences that are False.

☐

Uncle Ken and Aunt Mary had farm helpers.

☐

Peter enjoyed himself on the farm.

☐

Aunt Mary was a good cook.

☐

Peter was not allowed to collect eggs as he broke many of them.

3. Which word in the passage means 'to be playful'?

4. Write two chores that Peter had problems doing and two chores that Peter was able to do well.

Chores that Peter had problems doing:

(i)

(ii)

Chores that Peter was able to do well:

(i)

(ii)

5. Do you think Peter would enjoy living permanently on the farm? Use information from the passage to support your answer.



# [D] Writing

Look at the three pictures below. Write a story about 'A Special Occasion' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.








banner  
tickets  
effort

purchased  
thoughtful  
thankful

fantastic  
present  
laughed heartily

appreciation  
celebration  
bouquet of flowers

## A Special Occasion

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## UNIT 2

# Good Books

### [A] Grammar

#### I. The Simple Present Tense

We use the **simple present tense** to talk about **things that are true now**.

#### Read and Learn

1. Mr Williams is an author.
2. Joel lives across the library.
3. Bob has two bookshelves of storybooks.
4. I am ten years old.
5. She works as a librarian.

Fill in each blank with the simple present tense of the verb in the brackets.

1. Geraldine \_\_\_\_\_ (spend) her free time in the library.
2. This bookshop \_\_\_\_\_ (be) the only one that sells German and French books.
3. Ian \_\_\_\_\_ (borrow) English and Chinese books from the library.
4. My sister \_\_\_\_\_ (read) pop-up books.
5. Jack \_\_\_\_\_ (be) an illustrator for comic books.
6. Children's books \_\_\_\_\_ (be) found on the second floor of the library.
7. Sue \_\_\_\_\_ (work) as a sales assistant at the bookshop.
8. The librarian \_\_\_\_\_ (display) new books at the front of the library.



## II. Common Nouns

**Common nouns** are names for **people, animals, places or things** in general.

### Read and Learn

1. The librarian works at the library.
2. My cousin likes to read stories about elephants and giraffes.
3. There are colourful pictures in this book.
4. I used a ladder to reach the top shelf.
5. There were many children at the bookshop.

**Fill in each blank with a suitable word from the box.**

shoes  
parents

library  
librarian

animals  
cushions

chairs  
carpet

There is a Children's Story-telling Session at the (1) \_\_\_\_\_ every Saturday. Both (2) \_\_\_\_\_ and children flock to the place once it opens at nine in the morning. The usual (3) \_\_\_\_\_ and tables at the Children's Section are cleared and a (4) \_\_\_\_\_ is put in their place. There are also (5) \_\_\_\_\_ scattered everywhere so that the children can be comfortable during the story-telling session.

After taking off their (6) \_\_\_\_\_, the children will look for a good spot to listen to the story. They cheer once they see the (7) \_\_\_\_\_ walking in with a book.

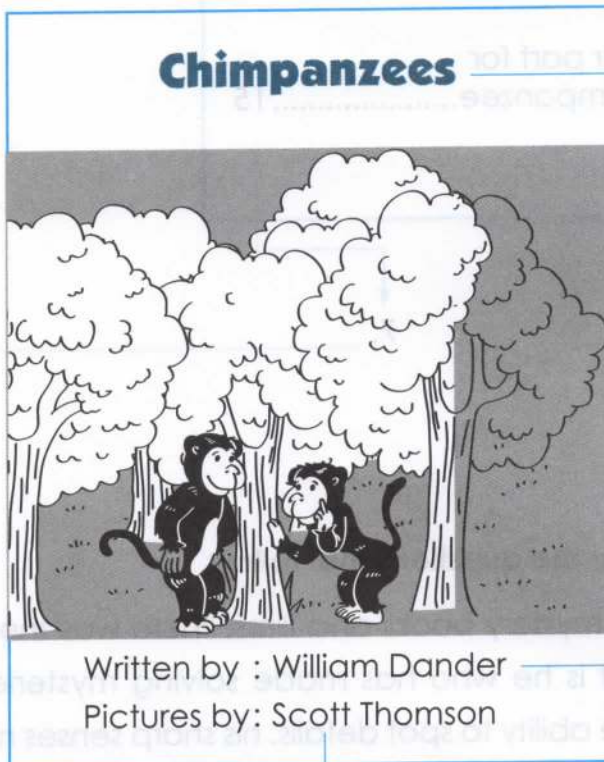
Besides the book, she usually has a toy with her. If she is reading a book about (8) \_\_\_\_\_, she will have an animal soft toy with her so that the story will be more interesting for the younger children.

## [B] Vocabulary

Fill in the blanks with suitable words from the box.

front cover  
title  
author  
contents page  
page number  
illustrator  
name of the chapter

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



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

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

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

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

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2. Life in the wild .....	7
3. Do your part for the chimpanzee.....	15

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

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

## [C] omprehension

Read the passage. Then answer the questions that follow.

Long before modern-day mystery books and films, there was the well respected Sherlock Holmes. It is he who has made solving mysteries so interesting. Known for his innate ability to spot details, his sharp senses make him an excellent detective.

Sherlock Holmes often reads between the lines when presented with information. Interestingly, Sherlock Holmes does not reveal what he knows or give all the answers immediately but instead, he provides clues and gives readers a chance to guess what might have happened or who might have



committed the crime. Reading his cases or watching them unfold is an interactive experience.

10

Some people are not so fond of Sherlock Holmes' adventures though. Despite the suspense, it is slow-moving with little action. There is a large amount of dialogue, both in the film and book. Moreover, the world of Sherlock Holmes, set in the early 1900s, is unfamiliar and foreign to many in the modern world.

15

Curiously, not many people are aware that Sherlock Holmes is actually a fictional character. He was created by Arthur Conan Doyle. Although Doyle wrote many other books including science fiction and fantasy, the adventures of Sherlock Holmes were the most popular. Sherlock Holmes appeared in about sixty stories. His family, residence and even hobbies have been made known through the stories. Perhaps this is why many have been led to think that Sherlock Holmes is a real person.

Sherlock Holmes is a household name all over the world. Even those who are unfamiliar with suspense and mystery would have heard of the name Sherlock Holmes. He has been portrayed in many films as well. These books to television routes have helped to propel Sherlock Holmes to stardom.

1. What are the two ways that make Sherlock Holmes stand out among other detectives?

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2. Would you enjoy reading Sherlock Holmes' stories? Support your answer with information from the passage.

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2. Complete the table below to explain how readers feel about Sherlock Holmes' stories.

Feelings	Reasons
(a) Enjoy the stories	
(b) Do not like the stories	

3. Write the phrase in the passage which means 'well known'.

4. Each of the statements below is false. Explain why each statement is false.

	Explanation
(a) Details about Sherlock Holmes' life are not provided in the stories.	
(b) Sherlock Holmes' movies have led to the writing of Sherlock Holmes' books.	
(c) Sherlock Holmes is a real character.	

5. Would you enjoy reading Sherlock Holmes' stories? Support your answer with information from the passage.



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# [D] Writing

Look at the three pictures below. Write a story about 'A Trip to the Library' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.






browse  
shelves  
genre

quiet  
stack  
peaceful

enjoyable  
engrossed  
interested

building  
selected  
arms laden with books

## A Trip to the Library

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## Fables and Parables

### [A] Grammar

#### I. Adjectives and Comparison of Adjectives

**Adjectives** tell us **more about nouns**. They are used to describe **what we think of something**.

#### Read and Learn

1. The hungry tiger killed the deer.
2. The sly fox tricked the young girl.
3. The clever lion caught the small animal.
4. The hard-working elephant helped the poor farmer.

We use adjectives to **compare nouns**.

We add '**-er**' or '**more**' to the adjective to **compare two nouns**.

We add '**-est**' or '**most**' to the adjective to **compare more than two nouns**.

#### Read and Learn

1. The lion is the bravest animal in the jungle.
2. The hare is the fastest animal in the forest.
3. The tortoise is cleverer than the hare.
4. The ants were more hard-working than the other animals.
5. The fox was the most cunning animal in the forest.

Fill in each blank with the correct form of the adjective in the brackets.

1. Aesop's Fables are the \_\_\_\_\_ (famous) fables of all. Many children read about them.
2. The animals in the forest had a competition. It was the \_\_\_\_\_ (exciting) competition they ever had.
3. The hare was a \_\_\_\_\_ (good) runner than the deer.
4. The tortoise was \_\_\_\_\_ (slow) than the snail.
5. The red fox was \_\_\_\_\_ (greedy) than the brown fox.
6. The milkmaid was the \_\_\_\_\_ (lazy) person in the town.
7. Life in the countryside is \_\_\_\_\_ (peaceful) than life in the town.
8. The animals were afraid of the wolves. They were the \_\_\_\_\_ (wicked) creatures in the forest.

## II. Expressions of Quantity

We use **expressions of quantity** to answer the questions 'How much?' and 'How many?'.

Some expressions of quantity can only be used with **countable nouns** while some can only be used with **uncountable nouns**. Some can be used with **both countable and uncountable nouns**.

Nouns	Expressions of Quantity
Countable Nouns	one, two, three ..., some, many, a lot of, few, several, all, any, no, both
Uncountable Nouns	some, much, a lot of, little, all, any, no

## Read and Learn

1. The squirrel picks three acorns from the tree.
2. There is no water in the pond.
3. There are many rocks in the bag.



4. Country Mouse eats a dozen apples.
5. Did you find any fruit in the forest?
6. The fisherman caught a few fish.
7. The greedy man drank all the milk in the jug.

**Fill in each blank with 'one', 'many', 'a few', 'much', 'a little', 'any', 'some' or 'all'. Use each expression of quantity once only.**

1. The fisherman only has \_\_\_\_\_ food but he shares it with the stranger.
2. Do you have \_\_\_\_\_ money to buy food?
3. If you put too \_\_\_\_\_ water into the jug, it will overflow.
4. The greedy fox has \_\_\_\_\_ apples but he does not want to share them with anyone.
5. "I have just \_\_\_\_\_ pear so I cannot give it to you," the dog tells the cat.
6. The rabbit was delighted to see so \_\_\_\_\_ carrots in the basket.
7. The lion calls for \_\_\_\_\_ the animals in the jungle. He has something important to tell everyone.
8. "Do you want \_\_\_\_\_ cherries?" the mole asked the tortoise.

### III. Direct Speech

We use **direct speech** to write the **exact words someone says**. We use quotation marks (" ") to show this. The first word in the quotation marks starts with a capital letter.

### Read and Learn

1. The hare says, "The tortoise cannot win the race."
2. "What is making that loud noise?" Country Mouse asks Town Mouse.
3. "Run! The wolf is coming!" the boy shouts.
4. "I want to eat the mouse," says the greedy fox.

**Rewrite the sentences by putting in capital letters, quotation marks, question marks, commas and full stops in the correct places.**

1. i will jump into the water to play with the other hen that looks just like me said Brown Hen

---

---

2. The hare calls out to the tortoise are you sure you want to race with me

---

---

3. will you help me the elephant asks the mouse

---

---

4. please do not eat me begged the fish

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5. The cat said take this pot home and you will never be hungry again

---

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6. The dog asked the farmer can you let me stay for the night

---

---

7. the hare will not win the race if he stops to chase the butterflies the tortoise said

8. where is the goat i must have it for my tea the fox said

## [B] Vocabulary

Fill in each blank with a suitable word from the box. Use each word once only.

crafty

gentle

clever

stealthily

terrified

miserly

devoured

hungry

1. The \_\_\_\_\_ fox tricked the rabbit.
2. The wolf \_\_\_\_\_ the pig hungrily.
3. The \_\_\_\_\_ fish stopped the fisherman from eating it.
4. The hen was \_\_\_\_\_ that the fox would eat it.
5. At night, the \_\_\_\_\_ wolves searched for food.
6. The lion moved \_\_\_\_\_ in the dark jungle.
7. The farmer's \_\_\_\_\_ wife refused to give the stranger one gold coin in exchange for his magic cup.
8. The lamb was a \_\_\_\_\_ creature that did not hurt any animal.



**Read the story. Then answer the questions that follow.**

An ant was running along on his three pairs of legs when he stopped suddenly.

"I'm thirsty," the ant said aloud. "I can't continue running home."

"Why don't you get a drink of water from the brook?" cooed a dove perching on a tree nearby. "The brook is close by. Just be careful that you don't fall in. It is quite deep."

The ant thought that it was a good idea. There was much more water at the brook. He could take some back for his family. He went to the brook and began to drink. He was careful. Suddenly, a strong gust of wind blew him into the water.

"Help!" the ant cried. "I'm drowning!"

The dove acted quickly to save the ant. With his beak, he broke a twig from the tree. Then he flew over the brook and dropped it towards the ant. The ant climbed slowly onto the twig and clung onto it as he floated ashore.

Not long afterwards, the ant saw a hunter. He was setting a trap to catch the dove. The dove was flying towards the trap.

Without any hesitation, the ant opened his strong jaws and bit the hunter's bare ankle.

"Ouch!" cried the hunter.

The dove heard the hunter and quickly flew safely away.

1. What advice did the dove give the ant?

---

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2. Circle the word in the sentence below that shows the ant was afraid.

The ant climbed slowly onto the twig and clung onto it as he floated ashore.

3. Give two advantages and two disadvantages of drinking from the brook.

Advantages:

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

Disadvantages:

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

4. Arrange the statements below in order. Write 1, 2, 3 and 4 in the spaces provided.

☐

The ant hurt the hunter.

☐

The ant floated on a twig.

☐

A strong wind blew.

☐

A hunter set a trap.

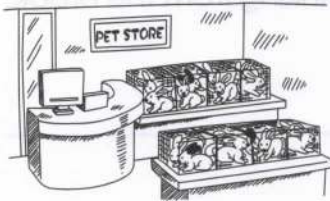
5. Why do you think the ant saved the dove?

\_\_\_\_\_

\_\_\_\_\_

# **[D] Writing**

Look at the three pictures below. Write a story about 'A Pet' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.






choose  
gentle  
long-eared

search  
cage  
pat

fur  
hay  
short-tailed

puzzled  
afternoon  
care

## **A Pet**

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Handwriting practice lines consisting of 20 horizontal blue lines.



# The High Seas

## [A] Grammar

### I. Proper Nouns

**Proper nouns** are **names of specific people, animals, places or things**. They start with a **capital letter**.

### Read and Learn

1. The ship sailed in the Atlantic Ocean.
2. The Titanic was a ship that sank on its maiden voyage.
3. The Central Scuba Diving Club teaches beginners how to scuba dive.
4. Jim and Mary went scuba diving. They saw many sea creatures.
5. I often go to the beach resorts in Bali during the June school holidays.

### Rewrite the sentences by capitalising the proper nouns correctly.

1. The cruise ship that sailed across the atlantic ocean last saturday was caught in a storm.

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2. Have you ever been to the great barrier reef?

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3. I learnt how to be a diving instructor at the thalassa dive centre in the philippines.

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4. Last week, ben was stung by a stingray while he was diving.

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5. mike spent a week at a resort in thailand.

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6. Every sunday, jane's father goes out to sea in his sailing boat.

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7. The largest seas are the south china sea, the caribbean sea and the mediterranean sea.

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8. A tsunami occurred in indonesia, killing many tourists from australia, singapore, britain and many other countries.

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## II. The Present Continuous Tense

The **present continuous tense** is used to talk about **actions that are happening now**.

We also use the **present continuous tense** to talk about **future actions that have been planned**.

We form the present continuous tense in this way:  
**is/am/are + verb (-ing form)**

### Read and Learn

1. Jim is taking photographs of the sea creatures.
2. The boys are searching for lost treasure in the ocean.
3. Let's go! A shark is coming!
4. We are going diving tomorrow.
5. The diving class is starting on Sunday.

**Fill in each blank with the present continuous tense of the verb in the brackets.**

1. John \_\_\_\_\_ (listen) to the diving instructor.
2. The dolphin \_\_\_\_\_ (leap) in and out of the water.
3. The divers \_\_\_\_\_ (swim) out to sea now.
4. I \_\_\_\_\_ (go) on a diving trip next week.
5. The boat \_\_\_\_\_ (leave) soon.
6. Many colourful fish \_\_\_\_\_ (weave) among the coral reefs.
7. It \_\_\_\_\_ (rain) now. We have to postpone the diving trip.
8. Look! A few divers \_\_\_\_\_ (rescue) an injured dolphin from the sea now.

### III. Adverbs of Manner

**Adverbs** tell us **more about verbs**.

**Adverbs of manner** tell us the **way something is done**. It answers the question 'How?'.

Most adverbs of manner end with '-ly'.

#### Read and Learn

1. The fish swim swiftly in the water.
2. John dives quickly into the ocean.
3. The dolphin leaps gracefully into the air.
4. The shark swims fast.

**Fill in each blank with the correct form of the word in the brackets.**

1. The boat rocked about \_\_\_\_\_ (vigorous) during the thunderstorm.
2. I moved about \_\_\_\_\_ (slow) in the water as I took pictures of the colourful coral.
3. We changed \_\_\_\_\_ (eager) into our diving suits.
4. The weather changed so \_\_\_\_\_ (quick) that we could not get out of the water before the thunderstorm started.
5. The ship sailed \_\_\_\_\_ (smooth) in the ocean.
6. We \_\_\_\_\_ (immediate) swam into a cave when we saw a huge fish coming towards us.
7. Look \_\_\_\_\_ (careful) and you will be able to see the brown fish on that rock.
8. When Jennifer and I were underwater, I tapped her \_\_\_\_\_ (light) on the shoulder when I had something to tell her.



#### IV. Question Words (1)

We use '**who**', '**what**', '**why**', '**when**', '**where**', '**which**', '**whose**' and '**how**' to ask questions. These words are known as **question words**.

Who	is used to ask about	people
What		things, events or actions
Why		reasons
When		the time something happens
Where		places
Which		a choice
Whose		possession
How		in what way something is done

#### Read and Learn

1. Who took the picture of the colourful coral?  
Sam took the picture.
2. What did you see underwater?  
I saw a fish that was blue, green and orange.
3. Why do you want to sit in the submarine?  
I want to look at the sea creatures underwater.
4. When is the rainy season?  
It is at the end of the year.
5. Where are my goggles?  
They are in the boat.
6. Which is the largest ocean on earth?  
It is the Pacific Ocean.
7. Whose diving suit is this?  
It is Mary's diving suit.
8. How many tentacles does an octopus have?  
It has eight tentacles.

**(a) Fill in each blank with a suitable question word.**

1. \_\_\_\_\_ does a jellyfish look like?  
Its body looks like an umbrella. It is transparent and it has tentacles.
2. \_\_\_\_\_ do we get to the diving spot?  
We get there by boat.
3. \_\_\_\_\_ of the sea creatures did you like best?  
I liked the yellow fish best.
4. \_\_\_\_\_ is the stingray?  
It is just above you.

**(b) Complete the questions for the following answers.**

1. Why \_\_\_\_\_ ?  
I wanted to take pictures of the beautiful sea creatures.
2. When \_\_\_\_\_ ?  
June is the best time to go scuba diving.
3. Who \_\_\_\_\_ ?  
Dan was stung by a stingray.
4. Whose \_\_\_\_\_ ?  
That is my uncle's diving resort.

**[B] Vocabulary**

1. **Fill in each blank with a suitable word from the box. Use each word once only.**

luminous  
wreckage

variety  
harmless

calm  
motionless

murky  
clear

1. The sea was \_\_\_\_\_ after the storm, so Tom went on his diving trip.
2. It was hard to see the sea creatures in the \_\_\_\_\_ water.



3. We were amazed by the wide \_\_\_\_\_ of sea creatures underwater.
4. There was a pinkish creature lying \_\_\_\_\_ on a rock. I thought it was dead.
5. We saw the \_\_\_\_\_ of an old ship at the bottom of the sea.
6. I could see the \_\_\_\_\_ fish easily because it stood out in the dark water.
7. The stingray looked \_\_\_\_\_. I did not expect it to sting me.
8. The water was so \_\_\_\_\_ that I could see a school of fish swimming in the distance.

**II. Fill in each blank with a suitable word from the box. Use each word once only.**

swished  
darted

scrambled  
drifting

glided  
floated

propel  
flash

The weather was just right for a dive. I had spent an entire month planning for the trip. Once the boat had reached the diving spot, I (1) \_\_\_\_\_ onto the deck and dived into the water straightaway. I kicked my feet as fast as I could to (2) \_\_\_\_\_ myself downwards. Once I was deep enough, I (3) \_\_\_\_\_ about, letting myself be pulled in all directions.

I wanted to take pictures, but it was hard because the fish swam so fast that they were gone in a (4) \_\_\_\_\_. There was a school of fish that (5) \_\_\_\_\_ about in the water as though they were playing hide-and-seek with me. Their tails (6) \_\_\_\_\_ about so fast that they looked very comical.

After a while, I noticed that a small black object was (7) \_\_\_\_\_ about nearby. On closer look, I realised that it was a small black fish. Then a fish that was exactly like it, only bigger, (8) \_\_\_\_\_ by. Before I could take a picture, they were gone.



## [C] omprehension

Read the passage. Then answer the questions that follow.

Have you ever heard of Jacques Cousteau, the man who made the underwater world alive by his pictures and films?

Cousteau found the world beneath so fascinating that he began to build a breathing machine for breathing underwater called 'aqualung'. This enabled him to explore the sea. 5

As Cousteau grew older, he wanted to explore the sea in a new way. He was able to do this when he had his own ship *Calypso*. In the different seas and oceans of the world, he saw all kinds of fish, coral reefs of all shapes and colours and sunken treasure. He also saw whales, dolphins, sea turtles and 10 octopuses. He took many pictures and made them into films and television series. He even wrote books about the beautiful creatures he saw. Among them are 'The Silent World' and 'The Living Sea'. Some of his books were made into films which won awards.

Jacques Cousteau was not satisfied with just telling and showing people 15 how beautiful the underwater world was. He was concerned about oil spills and other kinds of pollution which could kill the sea creatures. He started the Cousteau Society to protect ocean life and teach people about keeping the oceans and seas clean.

1. Circle the word that best explains what 'alive' (line 2) means.

accurate      not dead      to exist      available

2. Why were the following important for Jacques Cousteau?

(a) breathing machine:

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(b) ship:

Look at the three pictures below. Write a story about A Diving Trip using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 50 words.

3. The following statements are false. Give a reason to explain why each statement is false.

	Reasons
(a) Jacques Cousteau only saw creatures in the deepest part of the ocean.	
(b) Jacques Cousteau was a worker on the Calypso.	
(c) Jacques Cousteau held talks to tell the public about underwater life.	

4. Write the three-word phrases from the passage that best explain the following:

(a) There were creatures living underwater.

\_\_\_\_\_

(b) The creatures underwater did not speak.

\_\_\_\_\_

5. Do you think the Cousteau Society is a useful organisation? Support your answer with information from the passage.

\_\_\_\_\_

\_\_\_\_\_

# [D] Writing

Look at the three pictures below. Write a story about 'A Diving Trip' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.



stingray	stung	majestic	fascinated
dangers	mask	shocked	shallow water
creatures	ointment	imagination	scuba diving suit

## A Diving Trip



## It's Party Time!

### [A] Grammar

#### I. Yes/No Questions (1)

We can **ask questions that start with 'is', 'am', 'are', 'was' and 'were'**.  
The answers to these questions can be 'yes' or 'no'.

#### Read and Learn

- Is Jim going to the party?  
Yes, he is.
- Am I in charge of the decorations for the class party?  
No, you are not.
- Are we going to have a pot luck party?  
No, we are not.
- Was there enough food for the guests at the party yesterday?  
Yes, there was.
- Were you invited to Jason's birthday party last year?  
No, I wasn't.

#### (a) Fill in each blank with 'is', 'are', 'am', 'was' or 'were'. Use each word once only.

- \_\_\_\_\_ there any more food on the table?  
Yes, there is.
- \_\_\_\_\_ I invited to your party tomorrow?  
Yes, of course.
- \_\_\_\_\_ the guests late for the party?  
No, they weren't.

4. \_\_\_\_\_ you wearing a wizard costume for the party?  
No, I'm not.
5. \_\_\_\_\_ there ice cream at the party?  
Yes, there was.

**(b) Write questions for the following answers.**

1. \_\_\_\_\_  
No, he wasn't.
2. \_\_\_\_\_  
Yes, they are.
3. \_\_\_\_\_  
No, I'm not.

**II. 'Have' and 'Has'**

**'Have' and 'has' are verbs. We use them to talk about what someone owns, what someone does or gets and what someone eats.**

**Read and Learn**

1. I have two brothers and a sister.
2. I have a party tomorrow.
3. On my grandmother's birthday, she has a bowl of longevity noodles.
4. You have a costume party on your birthday.
5. My mother has dinner at her favourite restaurant on Mother's Day.

**Fill in each blank with 'has' or 'have'.**

1. We \_\_\_\_\_ a class party tomorrow.
2. The guests \_\_\_\_\_ sausages, fishballs and chicken wings at the party.
3. I \_\_\_\_\_ a picnic on my birthday.
4. My sister \_\_\_\_\_ a beautiful new dress.

5. Annie \_\_\_\_\_ many balloons. She will hang them on the wall.
6. We \_\_\_\_\_ a Christmas party every year.
7. James \_\_\_\_\_ many birthday presents. He will open them after the party.
8. Mrs Angus \_\_\_\_\_ dinner at this Italian restaurant on her birthday every year.

## [B] **V**ocabulary

Match the offers and suggestions to the responses correctly.

- |  |     |   |
|--|-----|---|
| 1. Would you like me to bake you a birthday cake?            | • • | (a) Thank you. I'll definitely be there.                    |
| 2. Would you like me to help you hang the balloons?          | • • | (b) That would be great. I could do with the extra help.    |
| 3. You're invited to my birthday party next week.            | • • | (c) No, thank you. I'm having it at the beach.              |
| 4. Let me make you a costume for your party.                 | • • | (d) No, I would rather have a clown.                        |
| 5. You can have the party at my house.                       | • • | (e) That's a good idea! I'll give you the recipe right now! |
| 6. Do you want to invite a magician to perform at the party? | • • | (f) That would be nice. Then I don't have to buy one.       |





**Read the passage. Then answer the questions that follow.**

"Wake up, Sally. Do you know what day it is today?"

Sally opened her eyes. She saw her mother standing at the side of her bed. Sally had been dreaming that she was at a friend's party. They played tag. Unfortunately, she spilled spaghetti sauce on her white shorts. Then she remembered she would be nine years old today and she would be having a party too. She got out of bed quickly. She washed and changed into a pretty frock which her aunt from Hong Kong had sent.

Before long, Sally's friends arrived. They watched the movie 'Beauty and the Beast'. After that, they had lunch. The chicken wings and sandwiches were delicious. When lunch was over, it was time for games. Everybody helped to arrange the chairs in a circle. They were going to play musical chairs. Each person had to rush to a seat each time the music stopped. Those who could not find a chair had to sing a song. It was really fun to watch everybody so excited. Then, they went to the garden and played blind man's buff and hide-and-seek. They chased one another, screaming at the top of their voices. Everyone was so engrossed that they did not notice Sally's mother bring out the birthday cake. They even begged to play another round before Sally cut her cake.

Sally finally cut her birthday cake after the games were over. A little later, she opened her presents. Her parents gave her a bicycle and a swimming costume. She was really happy. "We can go to the beach more often now, can't we?" she asked her father excitedly.

1. Which word in the passage means to be caught up in something?

2. The following shows the time that the different activities were carried out at the party. Complete the table using the information in the passage.

Time	Activities
(a) 11 am	
(b) 12.30 pm	
(c) 1.30 pm	Played musical chairs
(d) 2.15 pm	
(e) 4 pm	
(f) 4.30 pm	Opened the birthday presents

3. Which two words in the passage show that the games were fast paced?



4. Complete the table to compare Sally's dream and her actual birthday party.

	Dream	Actual Party
(a) Games played		
(b) Sally's clothes		
(c) Food eaten		

5. Why do you think Sally liked her birthday presents? Support your answer with information from the passage.

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# [D] Writing

Look at the three pictures below. Write a story about 'A Party' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.








overseas  
delicious  
relatives

prepared  
gobbled  
banner

planned  
chucked  
touched

unexpected  
threw a party  
second helping

## A Party

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### [A] Grammar

#### I. Connectors of Reason

We use 'as', 'for', 'because' and 'since' to **explain the reason something happens or why someone does something.**

#### Read and Learn

1. You cannot enter the theatre now. The actors are rehearsing for the play.  
You cannot enter the theatre now as the actors are rehearsing for the play.
2. The children are practising hard. The children want to perform for their teacher.  
The children are practising hard because they want to perform for their teacher.
3. You are the best actor. You will play the main character in the play.  
As you are the best actor, you will play the main character in the play.
4. I was too shy to perform. I worked backstage.  
I worked backstage for I was too shy to perform.
5. I cannot watch the concert. The tickets are sold out.  
Since the tickets are sold out, I cannot watch the concert.
6. Annie is the best dancer. Annie will be in the first row.  
Annie will be in the first row since she is the best dancer.

### Join the sentences using the words given.

1. I need a costume. I am acting on stage.

\_\_\_\_\_ because \_\_\_\_\_

2. Mac is the best actor. He will play the lead role in the play.

\_\_\_\_\_ for \_\_\_\_\_

3. Sue joined the drama club. She liked acting.

As \_\_\_\_\_

4. We need to buy cardboard and paint. We are making the backdrop for the play.

\_\_\_\_\_ because \_\_\_\_\_

5. Ann has to practise hard. The orchestra performance is just around the corner.

Since \_\_\_\_\_

6. It is raining. The outdoor concert will be cancelled.

\_\_\_\_\_ since \_\_\_\_\_

7. He acted very well. The audience gave him a standing ovation.

\_\_\_\_\_ for \_\_\_\_\_

8. Joanne was nervous. She was acting on stage for the first time.

as

## II. Connectors of Sequence

We use **'first', 'before', 'then', 'after', 'next'** and **'finally'** to show the **order in which things happen**.

We also use them to **explain the steps of doing something**.

### Read and Learn

1. First, you buy the cloth.
2. Then, you cut it.
3. Next, you sew the pieces together.
4. Before you use it on stage, you must try on the costume.
5. You should change out of the costume after the performance ends.

**Rearrange the sentences to find out what an actor does before a performance. Write the numbers in the boxes. The first one has been done for you.**

- ☐
- Next, arrive early at the theatre.

☐ 1

 First, make sure you have a relaxing day.☐☐☐☐



### III. The Simple Future Tense

The **simple future tense** is used to talk about things we plan to do in the future.

We form the simple future tense in this way:

**shall/will + verb (base form)**

'**Shall**' is used with pronouns '**I**' and '**we**'.

'**Will**' is used with pronouns '**I**', '**we**', '**they**', '**he**', '**she**', '**it**' and '**you**'.

#### Read and Learn

1. She will sew the costume tomorrow.
2. I shall go for the auditions next week.
3. I will not play the piano at the concert.
4. We shall buy tickets in the first row for the performance.

#### Fill in each blank with 'shall' or 'will'.

1. They \_\_\_\_\_ stay after school to rehearse for the play.
2. Toby and Mark \_\_\_\_\_ not act in the play.
3. I \_\_\_\_\_ dance and sing at the Teachers' Day concert.
4. We \_\_\_\_\_ sing another song if the audience want an encore.
5. You \_\_\_\_\_ play John's role since he is not feeling well.
6. We \_\_\_\_\_ allow the audience to sing along during the concert.
7. I \_\_\_\_\_ train the dog. It \_\_\_\_\_ be in the play as well.
8. Julie and Gabriel \_\_\_\_\_ help out backstage before the play.

#### IV. Contractions

In conversation, we often join two words together to make them shorter. The shorter form of the words is called a **contraction**. We use an **apostrophe** to **replace the letters we take out** to form the contraction.

I am	→ I'm	I have	→ I've	I will	→ I'll
he is	→ he's	he has	→ he's	he will	→ he'll
she is	→ she's	she has	→ she's	she will	→ she'll
you are	→ you're	you have	→ you've	you will	→ you'll
we are	→ we're	we have	→ we've	we will	→ we'll

#### Read and Learn

1. I'll call Tom and ask him if he's free to join us for the rehearsal.
2. Please hurry up! You'll be late!
3. Jane is not able to perform tonight. She's hurt her knee.

Fill in each blank with the contraction of the words in the brackets.

1. \_\_\_\_\_ (She will) pick up the phone immediately when it rings.
2. \_\_\_\_\_ (I am) nervous about the performance tonight.
3. Oh dear! \_\_\_\_\_ (He has) forgotten his lines.
4. The concert was a success! \_\_\_\_\_ (We will) go for an outing tomorrow as a celebration.
5. Don't worry. \_\_\_\_\_ (You are) well prepared for the play.
6. \_\_\_\_\_ (I have) informed everyone of the changes in the schedule.
7. \_\_\_\_\_ (You will) be notified when \_\_\_\_\_ (you have) passed the audition.
8. \_\_\_\_\_ (She is) an experienced actress. \_\_\_\_\_ (I am) sure \_\_\_\_\_ (she will) perform well.

## [B] Vocabulary

Fill in each blank with a suitable word from the box. Use each word once only.

ending  
clue

predicted  
guess

think  
information

Mrs Main was reading her children a bedtime story. "Can you (1) \_\_\_\_\_ what this story is about?" she asked as she showed them the book cover.

Tom looked carefully at the picture on the cover. "I (2) \_\_\_\_\_ the story is about a peacock which lost all its feathers."

Janet shook her head. "No, it isn't. The title gives us a (3) \_\_\_\_\_ about the story. The story is about a peacock that did not like its feathers and wanted to get rid of them."

Mrs Main laughed. Both her children had (4) \_\_\_\_\_ wrongly. "Let's read the book to see what it is about," she said with a smile.

Tom and Janet sat up eagerly. Just before Mrs Main reached the last page, she asked the children what would happen to the peacock. Both of them wanted to tell her what the (5) \_\_\_\_\_ was. They had enough (6) \_\_\_\_\_ to give her an accurate answer. They were very pleased with themselves.



## [C] omprehension

Read the story. Then answer the questions that follow.

Long ago, there was a hunter who lived in the forest with his two sons. When they came of age, he taught them how to hunt: how to hide behind the trees and listen out for the sound of an approaching wild animal and also how to spot wild animals lurking in the dark as they trekked through the forest. When he became very old and could no longer hunt with his sons, he would sit under a tree waiting for them to return from their hunt. 5

One day, when the young men were out looking for food, they came across a waterhole. There was a small opening and the water was clear and calm. They knew it was a sacred waterhole because their father used to tell them about it when they were young. When they told their father what they had found, the old man warned them not to go near it again. Despite pestering their father to tell them what would happen if they went near the waterhole, he refused. "Don't disobey me," he said sternly. 10

The next day, the two brothers went out hunting again. The younger son, being curious, decided to return to the waterhole. When he reached the waterhole, he jumped in and swam to the other side. He had done that numerous times elsewhere. What harm could befall him? When he got out of the water, something strange happened. Black feathers began growing all over his body. His tanned skin was gone. Soon his mouth changed into a beak. He had turned into a black goose. 15 20

He flew back to his father's house. When he tried to speak to his father, a strange cry sounded instead. But his father had heard him. He knew that his son had disobeyed him.

1. Tick all the phrases that describe how the man and his sons hunted.

☐

Chasing the wild animals

☐

Lying in wait for the wild animals

☐

Walking and looking out for wild animals

2. Write the word from the passage that tells you the waterhole was related to a god.

3. Give two reasons why the brothers felt that the waterhole was harmless.

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4. Complete the table to show the differences between a goose and a man. Use the information from the passage.

Features	Goose	Man
(a) Outer covering		
(b) Colour		
(c) Facial features		

5. Do you think the father might have known what would happen to those who swam in the waterhole? Support your answer with two reasons from the passage.

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[D] **W**riting

Look at the three pictures below. Write a story about 'A Play' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.



script  
bow  
rapt attention

wizard  
prince  
memorise

princess  
exciting  
broke the spell

costumes  
interesting  
audience

## A Play





## [A] Grammar

### Making Suggestions

We can **make suggestions** using '**Shall ... ?**' and '**Why don't we ... ?**'. These are polite ways to make suggestions. We can also make suggestions by starting the sentence with '**Let's ...**'.

### Read and Learn

1. Shall I call the plumber for you?
2. Shall we call and ask Lucy to come over to play with us?
3. Let's ask her to join us for dinner.
4. Why don't we invite Peter to the party?

### (a) Fill in each box with a full stop or a question mark.

1. Shall we call the fast food restaurant now to order some food
2. Why don't we call the police
3. Let's check the Internet to find out the telephone number of the shop
4. Shall I call Mary's mother
5. Let's call the radio station to dedicate a song to our classmates

(b) Fill in each blank with 'Let's', 'Why don't we' or 'Shall I'.

1. \_\_\_\_\_ surprise Alice by turning up at her house?
2. \_\_\_\_\_ answer the phone?
3. \_\_\_\_\_ call in to vote for one of the contestants in the competition.

## [B] Vocabulary

Read the conversation between John and Mrs Lewis. Fill in each blank with the correct words from the box.

please tell her  
would you like to  
what would you like  
your mother at home

thank you  
is there  
you're welcome  
please hold on

John : Hello!

Mrs Lewis : Hi, John. This is Mrs Lewis. Is (1) \_\_\_\_\_?

John : No, she isn't. (2) \_\_\_\_\_ leave a message?

Mrs Lewis : Yes, please.

John : (3) \_\_\_\_\_ while I get a pen.

Mrs Lewis : All right.

John : Hello, Mrs Lewis. (4) \_\_\_\_\_ to tell my mother?

Mrs Lewis : (5) \_\_\_\_\_ that the meeting tomorrow has been postponed.

John : Sure. (6) \_\_\_\_\_ anything else?

Mrs Lewis : Yes. Tell her that I've bought her the book that she was looking for.

John : That's great! (7) \_\_\_\_\_ very much.

Mrs Lewis : (8) \_\_\_\_\_.



## [C] omprehension

Read the passage. Then answer the questions that follow.

James was taking an afternoon nap when the telephone rang. He stumbled out of bed and answered the phone. The caller told James that his brother had met with an accident at the park while he was cycling.

At first, James did not believe her. His brother was supposed to be home. He was not allowed to go to the park on his own. James called out to his brother, but there was no reply. Stunned, James asked the caller what had happened to his brother.

"He suddenly lost his balance while going down a steep slope and he tumbled off his bicycle. He's at Mount Elizabeth Hospital now," she said.

James dashed out of the house without locking the door. He ran down the flight of steps, almost slipping and toppling over when he neared the bottom. He was about to call his mother when he heard laughter just behind the steps.

"I told you he would believe what I said," a familiar voice rang out.

James peered over the railings and found his brother and their neighbour sitting behind the flight of steps laughing. Tears were rolling down their cheeks. James knew at once that he had been tricked. He was furious. "Why did you make that prank call? You scared me out of my wits!"

Seeing how angry James looked, the two younger children stopped laughing and hurriedly apologised. That night, James told his parents what had happened. They reprimanded his brother for making a prank call. A real accident could have happened. James' brother realised the seriousness of what he had done. He promised never to make prank calls again.

1. (a) Circle the word in the sentence below that describes a fall.

He suddenly lost his balance while going down a steep slope and he tumbled off his bicycle.

- (b) Which two-word phrase in the passage is similar in meaning to the word circled in Part (a) above?

2. The table shows the two things that happened after the prank call. Complete the table with information from the passage.

Actions	Results
(a)	A robber could have entered the house.
(b) James ran down the stairs.	

3. Do you think that James was easily tricked? Support your answer with information from the passage.

4. Write the phrase that tells you that James' brother and his neighbour were laughing very hard.

5. The following sentences are false. Give a reason to explain why each sentence is false.

	Reasons
(a) James was about to leave his house when he received the phone call.	
(b) James heard his brother and their neighbour just when he stepped out of the house.	
(c) James' brother confessed to their parents that he had made a prank call.	

# [D] Writing

Look at the three pictures below. Write a story about 'A Phone Call' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.








shy  
park  
studying

panicked  
worried  
furious

stunned  
vibrated  
relieved

exhausted  
without another thought  
could not believe his ears

## A Phone Call

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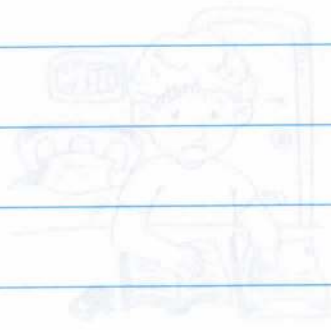
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Look at the three pictures below. Write a story about 'A Phone Call' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.



could not believe his son  
without any other thought  
exhausted

stunned  
beaten  
loved

panicked  
worried  
thought

my  
long  
studying

### A Phone Call

## [A] Grammar

### I. Question Words (2)

We use **question words** to ask questions. Some of these question words are '**what**', '**where**', '**when**', '**who**', '**why**' and '**how**'.

In newspaper reports, we can find out:

- |                      |                           |
|----------------------|---------------------------|
| 1. what happened     | 4. who was involved in it |
| 2. where it happened | 5. why it happened        |
| 3. when it happened  | 6. how it happened        |

### Read and Learn

Monday, 12 September 2016

① What happened?

#### Fatal accident along eastern expressway

② Where did it happen?

④ Who was involved in it?

A car crashed into a lamp-post and burst into flames at 11.00 last night. The driver, John Williams, 28, died on the spot. The passenger, Annie Williams, 26, crawled out of the car before the explosion, but was hit by a passing lorry as she was making her way to the pavement. She died in hospital three hours later. A witness said that the car had been travelling at a high speed and was swerving from one lane to another.

③ When did it happen?

⑥ How did it happen?

⑤ Why did it happen?

**(a) Complete the questions for the answers below.**

1. What \_\_\_\_\_ ?  
The group of ladies fell ill after eating at a noodles stall.
2. Where \_\_\_\_\_ ?  
The accident occurred at the reservoir.
3. How \_\_\_\_\_ ?  
The man's head was injured by a falling flowerpot.
4. Who \_\_\_\_\_ ?  
A young girl and her mother were in the accident.

**(b) Write questions for the following answers.**

1. \_\_\_\_\_  
He was fined because he did not wear a seat belt.
2. \_\_\_\_\_  
The fire broke out at midnight.
3. \_\_\_\_\_  
A passerby called the police.
4. \_\_\_\_\_  
The victims were sent to hospital by ambulance.

**II. Subject-verb Agreement**

We use a **singular verb** with:

- a **singular subject**
- **one of ...**
- **each**

We use a **plural verb** with:

- a **plural subject**

Sometimes, the subject of the sentence is part of a phrase. The **verb** must **agree with** the **subject** and not the other words in the phrase.

The **doctors** at this clinic **are** kind and caring.



## Read and Learn

1. The table tennis player practises every day.
2. Everyone pays a fee to use the facilities at the community centre.
3. One of the dogs here comes from Australia.
4. Each of the scouts has a whistle.
5. We ride on the tram at the zoo.
6. I was at home when the fire broke out.
7. They were hurt in the car accident.
8. The victims in the accident were badly injured.

## Fill in each blank with the correct form of the verb in the brackets.

All schools today (1) \_\_\_\_\_ (have) an alarm system. Anyone who (2) \_\_\_\_\_ (try) to enter the school after it is closed will set off the alarm. The alarm (3) \_\_\_\_\_ (be) linked to the central police station. Police officers from the nearest police station (4) \_\_\_\_\_ (make) a trip to the school to find out what has happened.

Often, it is a false alarm. However, it is not always a wasted trip. Once, two men (5) \_\_\_\_\_ (be) caught just outside the school as the police had overheard them talking about climbing over the school fence.

Everyone (6) \_\_\_\_\_ (feel) that the alarm system will stop schools from being burgled. Even though there is an alarm system, teachers still (7) \_\_\_\_\_ (lock) their valuables in drawers and cupboards. Students also (8) \_\_\_\_\_ (do) not leave their valuables in the school. This is the best way to prevent crime.

### III. The Past Continuous Tense

The **past continuous tense** is used for **actions that were happening at some time in the past**.

We form the past continuous tense in this way:

**was/were + verb (-ing form)**

#### Read and Learn

1. The victim of the accident was speaking to a reporter yesterday afternoon.
2. A few boys were swimming in the reservoir last night.
3. Adam was singing at a concert last Saturday afternoon.
4. Students from a secondary school were cleaning the beach yesterday morning.

#### Fill in each blank with the past continuous tense of the verb in the brackets.

1. Many people \_\_\_\_\_ (queue) up to buy tickets for the football match this morning.
2. The students \_\_\_\_\_ (play) indoors because it was raining.
3. The journalists \_\_\_\_\_ (write) articles when they heard some commotion outside their office.
4. Alex \_\_\_\_\_ (read) the comics section of the newspaper earlier. Do you know where it is now?
5. The Formula One race drivers \_\_\_\_\_ (practise) at the race track yesterday evening.
6. People \_\_\_\_\_ (argue) outside the court yesterday. The police had to be called in.
7. The spectators \_\_\_\_\_ (cheer) because their favourite team had scored a goal.
8. Joseph \_\_\_\_\_ (cycle) slowly because the road was slippery.

## [B] Vocabulary

Fill in each blank with a suitable word from the box. Use each word once only.

headline	name	caption	international
local	editor	classified	by-line

1. You can read about what is happening in America or Europe by turning to the section on \_\_\_\_\_ news.
2. In the Singapore newspapers, the \_\_\_\_\_ news tells us what is happening in Singapore.
3. We can find out who wrote the article in the newspaper by looking at the \_\_\_\_\_.
4. Read the \_\_\_\_\_ to find out what the photograph is about.
5. You can write a letter to the \_\_\_\_\_ of the newspaper to give your opinion of an article.
6. The \_\_\_\_\_ tells us what an article is about.
7. Check the \_\_\_\_\_ ads to find out if there are any second-hand pianos for sale.
8. The \_\_\_\_\_ of the newspaper is placed on the first page.



Study the advertisement carefully. Then choose the correct answer for each question and write its number (1, 2, 3 or 4) in the brackets provided.

## Day Tours with a Difference!



### Afternoon at Sentosa Tour

Have a fun-filled afternoon at Sentosa! Take a scenic cable car ride, get up close and personal with turtles, jellyfish, stingrays and more. Learn about the history of Singapore at the wax museum and whizz over the jungle canopy on the megazip.

### Singapore-Malaysia Half Day Tour

Start off with an eye-opening tour at the batik factory. Then, visit the well known Sultan Mosque before heading to Lok Village to learn more about life in a kampong.

### Singapore City Tour

Find out more about the vibrant Indian culture! Take a selfie with our national icon and listen to stories about the largest ethnic group in Singapore. Finally, tour the grounds of Singapore's oldest garden.

## Singapore Round Island Tour

Retrace the history of World War II in Singapore with visits to Kranji Memorial and Changi Museum. Then, visit Bright Hill Temple, founded in 1921, followed by one of the most successful modern developments - Gardens by the Bay.

Daily pick up times : 0900\*, 1330

Tour starts : 0930\*, 1400

Duration : 3.5 – 4h

Tour price : Adult \$40

Child \$20 (3 – 12 years old)

\*Not available for all tours

- Tour duration includes travelling time to the various attractions.
- Tours operate with a minimum of five people.
- Prices include 7% GST.
- An additional \$50 is chargeable per person for the Singapore-Malaysia tour.

1. Those who enjoy outdoor adventure fun should sign up for the \_\_\_\_\_.

- (1) Afternoon at Sentosa Tour
- (2) Singapore-Malaysia Half Day Tour
- (3) Singapore City Tour
- (4) Singapore Round Island Tour ( )

2. Which of the following is a feature of all the tours?

- (1) Learning about the past
- (2) Finding out how things are made
- (3) Learning about different religions
- (4) Finding out about the multiracial lifestyle ( )

3. Which word is similar in meaning to 'lively and exciting'?

- (1) scenic
- (2) vibrant
- (3) modern
- (4) eye-opening ( )

4. Which of the following tours will only be available once a day?

- (1) Singapore City Tour
- (2) Afternoon at Sentosa Tour
- (3) Singapore Round Island Tour
- (4) Singapore-Malaysia Half Day Tour ( )

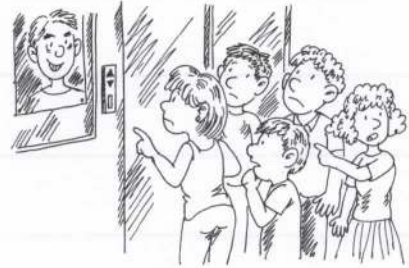
5. Which of the following is an opinion about the tours?

- (1) The wax museum tells about the history of Singapore.
- (2) Each person has to pay \$50 more for the tour in Malaysia.
- (3) The visit to the batik factory will be an eye-opening experience.
- (4) Each tour can only start if there are at least five people in the group. ( )



# [D] Writing

Look at the three pictures below. Write a story about 'A Thief' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.






recognised  
description  
handbag

disturbed  
gathered  
beware

escaped  
report  
lookout

spiky hair  
apprehended  
stared open-mouthed

## A Thief

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Look at the three pictures below. Write a story about 'A Thief' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 50 words.



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looked	looked	looked	looked
looked	looked	looked	looked
looked	looked	looked	looked
looked	looked	looked	looked

### A Thief

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## Story Telling

### [A] Grammar

#### Expressions Showing Time and Sequence

We use some **expressions showing time and sequence** in a story so that the readers know the **order** in which events take place in the story. Readers will also understand **when** the events take place.

Long ago ...	Finally ...
One day ...	And ...
Before ...	Then ...
Two weeks later ...	As ...
From that day on ...	The years passed ...

#### Read and Learn

1. Long ago in China, there lived a hard-working farmer.
2. One day, he went into the forest to collect some firewood.
3. Then he saw a beautiful red rose.
4. A few days later, he found a pot of gold in his kitchen.
5. From that day on, he did not have to live in poverty anymore.



Fill in each blank with a suitable expression showing time and sequence from the box. Use each expression once only.

then  
before  
at last

long ago  
since then  
at midnight

that night  
one night  
by evening

a few months later  
the next day  
as soon as

(1) \_\_\_\_\_, there lived a kind-hearted shoemaker and his wife. They worked very hard but could barely make ends meet. Every day they had less leather and money left. (2) \_\_\_\_\_, they were left with nothing but some leather enough to make only a pair of shoes. (3) \_\_\_\_\_, the shoemaker cut out the shapes for a pair of shoes and went to sleep.

(4) \_\_\_\_\_ when he woke up early in the morning to get ready for work, he was stunned to see a new pair of shoes on the table. He managed to sell it at a good price that day. (5) \_\_\_\_\_ he bought some leather enough to make two pairs of shoes and cut them out before he went to sleep. The same thing happened when he got up early the next morning. This continued every day. (6) \_\_\_\_\_, the shoemaker's life was getting better.

(7) \_\_\_\_\_, the shoemaker and his wife decided to stay up to see what happened. As usual, the shoemaker cut out the shapes from the leather and placed them on the table. Quietly, he and his wife hid behind the curtain. (8) \_\_\_\_\_ it was midnight, two elves appeared. They flew towards the table where the leather was and started to work nonstop until pairs of shoes were done. (9) \_\_\_\_\_ daybreak, they flew away through the open window.

The elderly couple were very grateful to the elves. Together, they made each of them a shirt, a coat, a pair of pantaloons and shoes. (10) \_\_\_\_\_, all were done and they placed their gifts for

the elves instead of the leather they used to cut out on the table. Then they hid behind the curtain.

(11) \_\_\_\_\_, the two elves came as usual. They were surprised to see the clothes and shoes on the table. Delightedly, they dressed themselves up and danced happily out of the window.

(12) \_\_\_\_\_, the shoemaker and his wife did not see the elves anymore.

## [B] Vocabulary

Fill in each blank with a suitable word from the box. Use each word once only.

consoled  
ruffled

grumbled  
stamped

stumbled  
tugged

trembled  
felt

1. The young boy \_\_\_\_\_ in fright when he saw the stern-looking doctor.
2. James \_\_\_\_\_ about doing the household chores. He preferred to play basketball.
3. She \_\_\_\_\_ her foot angrily when she could not get her way.
4. My mother \_\_\_\_\_ me when I did not win the tennis tournament.
5. The dog \_\_\_\_\_ at its lead because it wanted to play with a group of dogs in front.
6. Tony \_\_\_\_\_ disappointed when he did not qualify for the contest.
7. Mr Peters \_\_\_\_\_ his daughter's hair lovingly.
8. I \_\_\_\_\_ over the rocks on the ground.



Try this exercise to further improve your vocabulary!  
Go to **My SAP Education App** or [www.sapgrp.com](http://www.sapgrp.com)



## [C] omprehension

Read the passage. Then answer the questions that follow.

Ray works as a postal worker at the post office. He is always punctual for work. He is also a hardworking man. He gets up at six o'clock to do his daily exercise at a nearby park. He sits on a bench and reads the newspaper after that. After breakfast, he puts on his uniform and takes a ten-minute walk to the post office. His work starts at half past seven. He arrives at work on the dot. 5

Ray first sorts out the letters and parcels. He has been doing this for many years. The letters are almost flying into the different compartments in the post office. He rides his scooter to deliver the letters and parcels in the morning as well as in the afternoon. 10

Ray delivers the mail to Westlake and Westville estates. He knows the places like the back of his hand. Getting from one place to another is a piece of cake. Ray often finishes his task early. Come rain or shine, Ray makes sure that all the mail is delivered to the recipients.

One Monday, he had a problem. There was a letter without a complete address. The envelope had only the name of the recipient and the road. 15

Nevertheless, Ray was determined to deliver the letter to the right person. He went to the rows of houses nearest to the road stated on the envelope. He asked around and finally delivered the letter to the right address. The letter belonged to an elderly lady, who was happy to get the letter from her relatives overseas. She was very grateful and thanked him. Ray was very modest about it. He told her that he was just doing his job. 20



1. The sentences below show what Ray does before he goes to work. Arrange them in order. Write 1, 2, 3 and 4 on the lines provided.

Reads the newspaper

Goes for daily exercise

Changes into uniform

Eats breakfast

2. The writer reveals two characteristics of Ray. Give one example of each characteristic.

Characteristics	Examples
(a) Punctual	
(b) Hardworking	

3. Write a phrase from the passage for each of the following.

(a) No matter what the weather is: \_\_\_\_\_

(b) To know something very well: \_\_\_\_\_

(c) To find something very easy: \_\_\_\_\_

4. Why did Ray have difficulty delivering the letter to the elderly lady?

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5. Would you like to have Ray as a postal worker in your estate? Give two examples from the passage to support your answer.

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## [D] Writing

Look at the three pictures below. Write a story about 'Playing Tricks on Others' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.



tattered  
spotted  
red-handed

begged  
cheated  
convincing

police  
lying  
sunglasses

disbelief  
con artist  
flustered

### Playing Tricks on Others

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## Take a Break!

### [A] rammar

#### Be Going To

We use the '**going to**' form to talk about **actions in the future**. Plans have **already been made** for these future actions.

**am/is/are + going to + verb (base form)**

#### Read and Learn

1. Ben is going to visit Japan next January.
2. Jack and Jim are going to help their grandparents at their farm in New Zealand.
3. We are going to celebrate our parents' wedding anniversary in Hong Kong.
4. I am going to book the plane tickets tomorrow.

#### Fill in each blank with the 'going to' form of the verb in the brackets.

1. My parents \_\_\_\_\_ (drive) to Thailand next month.
2. We \_\_\_\_\_ (hike) up the mountain next weekend.
3. The tour guide \_\_\_\_\_ (take) us to the biggest shopping centre in the country.
4. We \_\_\_\_\_ (collect) our passports tomorrow.
5. They \_\_\_\_\_ (stay) at this hotel.
6. Tom \_\_\_\_\_ (leave) for Vietnam on Friday.
7. Mr and Mrs Sim \_\_\_\_\_ (buy) a house in Australia.
8. I \_\_\_\_\_ (watch) the farmers shear the sheep.



## [B] Vocabulary

Read the hints on the left. Select the correct places from the box and fill them in the blanks.

stadium  
lagoon

aquarium  
gallery

gift shop  
museum

theatre  
nature reserve

### What you can do there

### Place

1. Where you can swim \_\_\_\_\_
2. Where you can buy souvenirs \_\_\_\_\_
3. Where you can view paintings \_\_\_\_\_
4. Where you can see plays  
being performed \_\_\_\_\_
5. Where you can view ancient  
and historical items \_\_\_\_\_
6. Where you can see wild  
animals and plants \_\_\_\_\_
7. Where you can watch a  
football match \_\_\_\_\_
8. Where you can look at  
different kinds of fish and  
water animals \_\_\_\_\_

## [C] omprehension

Read the passage. Then answer the questions that follow.

"Let's go to Sentosa tomorrow, Dad," Sue said after dinner.

"What? Again? Don't you ever get tired of going there?" asked her father.

"Never! There are always so many things to see there," answered Sue.

The next morning, Mr and Mrs Lee, together with their two children, drove 5 to Mount Faber. This time, they decided to take the cable car to Sentosa instead of driving there. This was the first time the family had been in a cable car. The cable car ride was exhilarating. Needless to say, the family enjoyed a breathtaking view of the mainland and Sentosa.

On arrival, they decided to go round the island first on the bus. "We 10 always drive straight to the beach. We should do something different this time," suggested Sue. After seeing the sea and the beautiful scenery on the island, they alighted. They then visited the interesting places located on the island.

Their first visit was to the new S.E.A. Aquarium. It was much bigger 15 than the usual aquarium, Underwater World, they visited at the other end of sentosa. The beautiful sea creatures of different colours and sizes were fascinating to look at. They saw octopuses, seahorses and majestic manta rays. They even saw sharks! It was amazing to watch these gentle giants swimming about gracefully right before their eyes. The ride on the Tiger Sky 20 Tower was both relaxing and exciting. Sue and Shawn were thrilled to get a panoramic view of Sentosa. They decided not to visit Images of Singapore again but to visit Madame Tussands instead. Sue and Shawn took many pictures with the wax figurines of international and local celebrities.

After they had a late but delicious lunch at the food centre, the family 25 strolled along the tracks of Sentosa Nature Discovery. This was their very first

visit. Sue and Shawn were pleased to be able to spot a squirrel and see a pitcher plant. This plant is unusual because it eats small insects. The children found the trail more interesting than the Butterfly Park they visited when they were in Sentosa last month. It was about half past five when the family left for home.

1. Where did the Lee family park their car?

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2. Name two places the family managed to have a bird's eye view of their surroundings.

(i)

(ii)

3. The trip to Sentosa was different from the previous trips. Complete the table to show the differences.

	Present trip	Previous trips
(a) Getting into Sentosa		
(b) First activity on Sentosa		
(c) Places visited		



4. Tick (✓) the sentences that are True. Cross (✗) the sentences that are False.

☐

Madame Tussauds is a wax museum.

☐

The Underwater World was built after the S.E.A Aquarium.

☐

At first, Sue's father felt that they had been to Sentosa too often.

☐

Only common plants were found at Sentosa Nature Discovery.

5. Do you think a person who enjoys learning about the animal kingdom would enjoy visiting Sentosa? Support your answer with information from the passage.

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Plan some leisure activities that you are going to do.  
Go to **My SAPeducation App** or [www.sapgrp.com](http://www.sapgrp.com)

# [D] Writing

Look at the three pictures below. Write a story about 'A Carnival' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.








weekend  
crowded  
hustle and bustle

stalls  
prizes  
cheer

pleased  
exciting  
enjoyable

favourite  
canoe  
competitive

## A Carnival

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## Great Imagination

## [A] Grammar

## I. Subject and Object Pronouns

A **pronoun** takes the place of a noun.

**Subject pronouns** do the action in a sentence. They are 'I', 'you', 'he', 'she', 'it', 'we' and 'they'.

**Object pronouns** receive the action in a sentence. They are 'me', 'you', 'him', 'her', 'it', 'us' and 'them'.

## Read and Learn

1. We sit on a spaceship.
2. The spaceship takes us to outer space.
3. She wears a helmet and a spacesuit.
4. The astronaut takes me to outer space in his space shuttle.
5. They travel to outer space and live in a spaceship. I want to join them.

## (a) Fill in each blank with 'I' or 'me'.

1. Jack and \_\_\_\_\_ make our own spaceship.
2. Father helps Peter and \_\_\_\_\_ to find out more about what the weather is like on other planets.
3. Would you like to help Jane and \_\_\_\_\_ make astronaut suits?
4. Cheryl and \_\_\_\_\_ pretend that we are in outer space.



**(b) Fill in each blank with a suitable pronoun.**

1. Look at that alien! \_\_\_\_\_ has a green face and its body is green too.
2. Tom likes Star Trek films. \_\_\_\_\_ wants to travel to outer space like the captain and his crew.
3. Captain William Peters takes control of the spaceship. \_\_\_\_\_ makes \_\_\_\_\_ turn left.
4. The officers on the spacecraft are in trouble. Let's help \_\_\_\_\_.
5. Our enemies are nearby. \_\_\_\_\_ are firing at us. \_\_\_\_\_ have to fire at them too.
6. John and \_\_\_\_\_ pretend to travel to outer space. Our mother helps \_\_\_\_\_ to build a spaceship.

**II. Connectors of Time**

We use **connectors of time** to talk about **when things happen**. They tell us the **order** in which things happen. Some of these connectors are 'as', 'before', 'after', 'when' and 'while'.

'**Before**' and '**after**' are used to show the **order** in which two things happen.

'**As**', '**when**' and '**while**' are used to talk about two things that happen **at the same time**.

**Read and Learn**

1. We painted stars on our spaceship after we built it.
2. Before you go to outer space, you must put on a spacesuit.
3. We saw many planets around us as our spaceship travelled around outer space.
4. The children pretended that they were in a spaceship when it was playtime.
5. While Jill was taking photographs of outer space, Sam was collecting samples from the planets.

**Join the sentences using the words given.**

1. The people managed to escape. Then the asteroid hit the earth.

\_\_\_\_\_ before

2. We floated about. We were in outer space.

When \_\_\_\_\_

3. The astronauts packed special space food. Then they went to outer space.

Before \_\_\_\_\_

4. I was painting the spaceship. Jim was making the spacesuits.

\_\_\_\_\_ while

5. We landed on the planet. Then we came out of our spaceship.

After \_\_\_\_\_

6. I took photographs. I walked on the planet.

As \_\_\_\_\_

### III. Adverbs of Frequency

**Adverbs of frequency** tell us **how often** or **how many times** something happens.

#### Read and Learn

1. Astronauts travel to outer space once a year.
2. The spaceship is repaired regularly.
3. The astronauts return to the earth once every six months.
4. Do asteroids always fall on earth?
5. He has travelled to outer space twice.

**(a) Fill in each blank with 'regularly', 'ever', 'daily', 'sometimes', 'never' or 'often'. Use each word once only.**

1. Have you \_\_\_\_\_ sat in a spaceship?
2. At playtime, the children \_\_\_\_\_ pretend that they are astronauts.
3. Sam reads books about outer space \_\_\_\_\_. He reads a new book every day.
4. The spaceship is checked \_\_\_\_\_ by engineers for defects.
5. I \_\_\_\_\_ hear about how asteroids can destroy the earth, but I am glad that it has \_\_\_\_\_ happened.

**(b) Fill in each blank with a suitable adverb of frequency from the box. Use each word once only.**

often

seldom

twice

always

Sam and Marie went to the Space Centre last week. They were lucky to have a chance to visit the place because it is (1) \_\_\_\_\_ open to children.



When they first arrived, they watched a show about outer space. The show was on (2) \_\_\_\_\_ a day. After the show, the children went into a huge room. There was a spaceship in the centre of the room. Astronauts (3) \_\_\_\_\_ went into the spaceship to train before a mission to outer space.

The guide took Sam and Marie into a special room that was similar to a spaceship. There was no gravity in the room, so the children were (4) \_\_\_\_\_ floating about. Although it made them feel giddy, the children tried it twice. They had a great time at the Space Centre.

## [B] Vocabulary

Fill in each blank with a suitable word from the box. Use each word once only.

gravity  
blast

control  
captain

missiles  
planet

astronaut  
spaceship

1. "Five, four, three, two, one, \_\_\_\_\_ off!" shout the children as they pretend that they are off to Mars.
2. The children make their own \_\_\_\_\_ with cardboard, stickers and paint.
3. Let's land our space shuttle on a \_\_\_\_\_ to check for life forms.
4. Hurry! Press the buttons on the \_\_\_\_\_ panel to turn the spaceship around and head back to the earth.
5. As the \_\_\_\_\_ of the spaceship, Tom has a crew of people working for him.
6. That spaceship is firing \_\_\_\_\_ at us!
7. You must wear an \_\_\_\_\_ suit when you are in space.
8. We float about in space because there is no \_\_\_\_\_.

## [C] Comprehension

Read the passage. Then answer the questions that follow.

I followed the captain and his crew into the spaceship. It was a dream come true. I felt like I was in a 'Star Trek' film. The entrance of the spaceship did not look as impressive as I thought it would be but I was still thrilled to be on board.

Everyone gathered at the bridge. I was so awed by the consoles I saw 5 that I did not even listen to what the captain was saying. Nonetheless, I stayed close to Amil, my mentor, whom I was supposed to stick close to throughout the entire mission. Lucky for me, Amil was second in command. He walked around the bridge to ensure that the consoles were functioning. Then I watched as he went over to a colourful keyboard with a transparent 10 screen above it. He tapped a few keys on the keyboard and the screen was miraculously transformed into a map of stars and planets. He gave the thumbs up signal to the captain and then took his seat.

I sat next to Amil, put on my seat belt and held on tight. I saw huge swirls of dust through the viewer in front of me. Then all I could see were rapid 15 flashes of white as we rose speedily into the air. It was only when we had entered outer space did the spaceship slow down. The crew were at once busy with their respective duties. Only four of the crew, including Amil, were on the bridge. All I saw through the viewer was darkness.

Amil nodded when I asked for permission to get a better view of the 20 outside. Standing in front of the viewer, I stared with a mixture of wonder and fear at the darkness in front of me. I did not see any planets or stars like I thought I would. Nothing resembled the constellations that I saw in my books on outer space either. I secretly hoped that we would be attacked by an enemy so that there would be some excitement. Little did I know how 25 soon that was about to happen.

1. Name one reason the writer felt that he was in a film and one reason he did not feel that way.

(i) Felt that he was in a film

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(ii) Felt that he was not in a film

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2. Why did the writer feel that he was 'lucky' (line 8) that Amil was second in command?

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3. Circle the two words in the sentence below that show quick movement.

Then all I could see were rapid flashes of white as we rose speedily through the air.



4. The following statements are false. Give a reason to explain why each statement is false.

	Reasons
(a) The writer could move about on his own.	
(b) The writer was afraid of being attacked by an enemy.	
(c) Amil spoke to all the crew once they entered the spaceship.	
(d) Amil was responsible for giving the command for the spaceship to take off.	

5. Did the writer enjoy being on the spaceship? Support your answer with information from the passage.

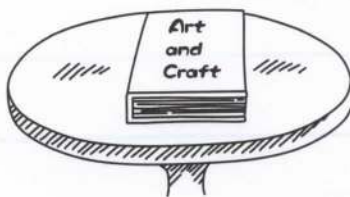
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# [D] Writing

Look at the three pictures below. Write a story about 'An Art and Craft Project' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.








materials  
painted  
cardboard

glue  
proud  
creative

instructions  
delighted  
completed

success  
helped  
fancy

## An Art and Craft Project

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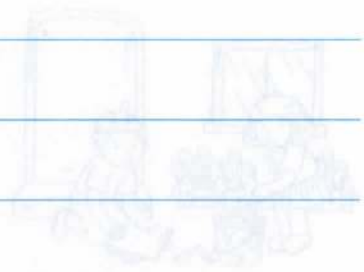
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Look at the three pictures below. Write a story about 'An Art and Craft Project' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.



success  
helped  
fancy

instructions  
delighted  
completed

give  
proud  
creative

materials  
printed  
cardboard

### An Art and Craft Project



## The Universe

### [A] Grammar

#### I. Quantifiers

**Quantifiers** tell us **how much or how many things there are**. Some quantifiers are used to show large numbers or amounts of things. Some are used to show small numbers or amounts of things.

#### Read and Learn

Floating in outer space,  
I can see

Many stars and planets all around me.

There are lots of glittering stars —

I wish I could collect them in little jars.

Wait! A few bright stars are in a straight row —

The Belt of Orion I should know.

But then, oh, what a fright!

Several asteroids are in my line of sight —

None of the stars is glittering now.

I need to get back home, but how?

#### (a) Underline the correct answers.

1. I see (many / a little / not any) glittering stars in the sky with my telescope.
2. The Belt of Orion is made up of (some / a few / much) stars.
3. There were (not any / much / a little) planets containing aliens.
4. Each star gives off (many / a lot of / not any) light, but we can only see (both / not any / a little) light from the earth.

5. The temperature on (some / both / all) Mercury and Venus is very high.
6. My brother and I spent (many / several / some) time looking at the stars at the observatory.
7. There are (none / no / all) stars in the sky tonight.

**(b) Fill in each blank with 'lots of', 'several', 'none of the' or 'much'. Use each word once only.**

Shooting stars were in the sky that day —

(1) \_\_\_\_\_ them came down my way.

There was so (2) \_\_\_\_\_ light in the sky.

It shone down on me whenever the stars came by.

(3) \_\_\_\_\_ stars was close enough —

All of them flew past in a huff

So I couldn't catch them.

But I made (4) \_\_\_\_\_ wishes that night.

The stars were certainly a wonderful sight.

## II. The Past Continuous Tense and Simple Past Tense

We use the **simple past tense** to talk about actions and events that **happened in the past**.

We use the **past continuous tense** to talk about actions and events that **were going on at some time in the past**.

We can use the simple past tense and the past continuous tense in one sentence. **Connectors** such as '**when**', '**while**' and '**as**' are used in this kind of sentence.

The **past continuous tense** is used for the **ongoing action**.

The **simple past tense** is used for the **action that interrupted the ongoing action**.

### Read and Learn

1. The crew were carrying out their respective duties when the spaceship landed on the moon.
2. The children were watching the crew prepare the spaceship for take-off when the captain came in.



3. While the engineers were checking the spaceship for defects, the alarm suddenly sounded.
4. As Jack was looking at the sky, he saw a shooting star.

**Fill in each blank with the simple past tense or past continuous tense of the verb in the brackets.**

1. While the space shuttle \_\_\_\_\_ (take) off, everybody \_\_\_\_\_ (cheer).
2. The astronauts \_\_\_\_\_ (discover) some new life forms as they \_\_\_\_\_ (explore) the planet.
3. When the space probe \_\_\_\_\_ (travel) in the air, it \_\_\_\_\_ (collide) with an asteroid.
4. The astronauts \_\_\_\_\_ (return) to the earth when the space shuttle suddenly \_\_\_\_\_ (explode) in midair.
5. Two spaceships \_\_\_\_\_ (crash) into each other while they \_\_\_\_\_ (explore) outer space.
6. They \_\_\_\_\_ (travel) to outer space when they \_\_\_\_\_ (run) out of fuel.
7. As Jonathan \_\_\_\_\_ (float) about in space, he \_\_\_\_\_ (see) an asteroid.
8. While Major Daniel Flint \_\_\_\_\_ (steer) the space probe from the ground, he \_\_\_\_\_ (hear) that another space probe was in its path.



## [B] Vocabulary

Fill in each blank with a suitable word from the box. Use each word once only.

signals  
ice

satellites  
asteroids

planets  
stars

meteors  
station

1. When a space shuttle is in outer space, it releases \_\_\_\_\_ into outer space.
2. A space \_\_\_\_\_ allows the crew from a space shuttle to work in space for long periods of time.
3. Space satellites send \_\_\_\_\_ that allow television and phones to work.
4. \_\_\_\_\_ are huge balls of burning gas that are found throughout the universe.
5. Are there nine \_\_\_\_\_ in the solar system?
6. The rings around the planet Saturn are made of \_\_\_\_\_, rock and dust.
7. \_\_\_\_\_ are rocky metallic objects that orbit the sun.
8. \_\_\_\_\_ are seen as streaks of light that cross the night sky.

## [C] omprehension

Read the poem about a space shuttle launch. Then answer the questions that follow.

Clear blue sky	
Large crowds in sunglasses and hats	
Excited chatter	
Worried faces	
Waves	5
Silence	
Walking in bulky suits	
Staring straight	
A row of white	
Hushed voices	10
Hesitant waves	
Switches flicked	
Controls checked	
Explosion	
Bright lights	15
Dust everywhere	
I covered my ears	
And backed away	
The space shuttle was gone	
A speck in the sky	20

1. Which word in the poem means 'loud noise'?

2. What had to be done in the space shuttle before it took off?

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3. The writer describes the surroundings, the people and the event. Complete the table with information from the poem.

	Description
(a) The weather	(i) The sky was clear blue. (ii)
(b) The people's feelings before the take off	(i) They were excited. (ii)
(c) The space shuttle taking off	(i) There was an explosion. (ii)

4. Read the statements below. Tick (✓) the sentences that are True.

☐

The astronauts wore big and heavy outfits.

☐

The astronauts waved at the crowd.

☐

Anyone could enter the space shuttle.

☐

The space shuttle looked very small in the air.

5. Would you have backed away like the writer when the space shuttle took off? Support your answer with information from the poem.

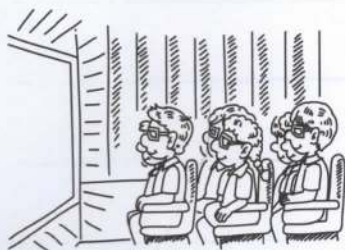
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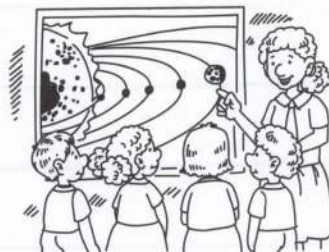


# [D] Writing

Look at the three pictures below. Write a story about 'An Excursion' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.








theatre  
queued  
space missions

astronaut  
boarded  
fantastic

outer space  
discoveries  
listened in awe

3D glasses  
alighted  
technology

## An Excursion

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Look at the three pictures below. Write a story about 'An Excursion' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.



excursion

excursion

excursion

excursion

An Excursion

### [A] Grammar

#### I. Imperatives

We use **imperatives** in **orders** and **commands** to tell others what to do. We can also use imperatives to **warn** others about something or give **directions** and **instructions**. We **start these sentences with verbs**. These verbs are in the **base form**.

#### Read and Learn

1. Turn right at Queens Street.
2. Take a bus to Lavender Avenue.
3. Give the driver your ticket.
4. Look for a sign that says 'Everton Park'.
5. Stay away!
6. Do not walk along this street at night.

Write orders, commands, warnings, directions or instructions for the following pictures using imperatives.

1.




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2.




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3.




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4.




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5.




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8.




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## II. Prepositions

We use **prepositions** to show **position** or **direction**.

### Read and Learn

1. The car is parked by the side of the road.
2. The children jump over the fence.
3. Julie runs after the bus.
4. The hotel is between the shopping mall and the cinema.
5. Please walk beside me.
6. The train station is next to the bus stop.
7. My house is opposite the school.
8. Please take the books out of the boxes.
9. Jim walked along the river bank to get to his house.
10. Ben walked from the bus stop to the swimming pool.

### Underline the correct prepositions.

1. The tourists walk (in front of / behind / along) the tour guide as he leads the way to the hotel.
2. Tom got (from / out of / by) the car when he reached his destination.
3. Walk (by / into / along) this path until you reach the forest.
4. Cherie stood (between / beside / by) the side of the road to wait for a taxi.
5. How do you get (by / from / along) your house to the train station?
6. The library is (by / opposite / between) my house. I cross a road to get there.
7. Stay (by / in / on) this side of the road. Walk straight. The house is (at / in / up) the end of the road.

8. Go (by / opposite / down) the slope. You will see the village at the bottom of the hill.
9. Do not stop your car (at / between / along) the bus stop. You will be fined.
10. Daphne hid (behind / between / opposite) her mother when she saw a policeman walking towards them.
11. Walk (up / beside / behind) the street until you reach the bakery.
12. Walk (between / under / over) these two trees to get to the pond.
13. Sam waited (at / in / under) the bridge for the rain to stop before going home.
14. They jumped (at / over / under) the fence to get to the abandoned house.
15. This bus stops (in front of / opposite / between) the park so you do not have to cross the road to get there.

### III. Adverbs

**Adverbs of place** tell us **where something happens**.

#### Read and Learn

1. I searched everywhere for the bookshop.
2. Please wait for me here.
3. The boys are indoors.
4. We stayed home the whole afternoon.
5. I saw a souvenir shop somewhere but I cannot find it now.
6. A man was running after me! I had nowhere to hide.
7. The harbour is there.
8. Please turn left to get to the beach.



**Adverbs of time** tell us **when something happens**.

### Read and Learn

1. Please take me to the park today.
2. I went swimming yesterday.
3. The train will arrive soon.
4. Let's go now.
5. I have been to the Science Centre before.
6. The plane from Japan arrives tomorrow.
7. I will go to the library afterwards.

**Adverbs of manner** tell us **the way something is done**.

### Read and Learn

1. John walked quickly to the bus stop.
2. The hunter moved quietly in the forest.
3. He stared hard at the map.
4. Alice was sweating profusely as she walked briskly up the mountain.

**Choose the correct answer for each question and write its number (1, 2, 3 or 4) in the brackets provided.**

1. Samuel waited \_\_\_\_\_ for the bus to arrive. He was already late for work.  
(1) patiently (3) quickly  
(2) slowly (4) impatiently ( )
2. I walked \_\_\_\_\_ but I could not find the library.  
(1) away (3) everywhere  
(2) nowhere (4) somewhere ( )
3. I have heard that there is an antique shop \_\_\_\_\_. Do you know where it is?  
(1) right (3) somewhere  
(2) nowhere (4) everywhere ( )

4. All the passengers were glad when the plane landed \_\_\_\_\_ even though there was a thunderstorm.  
(1) safely (3) quietly  
(2) nicely (4) suddenly ( )
5. We were able to reach our destination \_\_\_\_\_ as we had taken a short cut.  
(1) slowly (3) immediately  
(2) quickly (4) lately ( )
6. The train from Johor arrived \_\_\_\_\_.  
(1) yesterday (3) tomorrow  
(2) soon (4) afterwards ( )
7. The hotel was \_\_\_\_\_ a few years ago. Where is it now?  
(1) here (3) anywhere  
(2) nowhere (4) everywhere ( )
8. The stranger \_\_\_\_\_ showed me the way to the post office.  
(1) nicely (3) firmly  
(2) kindly (4) carefully ( )
9. Keep \_\_\_\_\_ and turn into Street 11 at the junction.  
(1) right (3) there  
(2) here (4) near ( )
10. Jane will go to the park \_\_\_\_\_. Would you like to go with her?  
(1) yesterday (3) after  
(2) before (4) afterwards ( )
11. I must leave \_\_\_\_\_. I am already late.  
(1) afterwards (3) now  
(2) before (4) after ( )
12. The last train for today arrives at seven in the evening. The next train arrives \_\_\_\_\_.  
(1) today (3) yesterday  
(2) tomorrow (4) afterwards ( )

#### IV. Adverbials of Duration

**Adverbials of duration** tell us **how long something lasts**. They are made up of more than one word like 'since yesterday' and 'for a long time'.

##### Read and Learn

1. We walked for a few hours before we reached our destination.
2. The boys cycled through the night.
3. Ben has been on the bus since this morning. He will arrive in Penang tonight.
4. They swam for a long time before they reached the shore.

##### Fill in each blank with a suitable adverbial of duration.

1. The lorry driver drove \_\_\_\_\_ so that he would be able to reach his destination in the morning.
2. The journey from Hong Kong to Singapore lasts \_\_\_\_\_.
3. I have been waiting at the bus stop \_\_\_\_\_. The bus has still not arrived.
4. The hikers have been walking in the forest \_\_\_\_\_. They cannot find their way out.
5. You have to walk \_\_\_\_\_ before you reach the pier.
6. It rained \_\_\_\_\_ and stopped only at noon. We cannot walk through the forest as the ground is very wet.



## [B] Vocabulary

Fill in each blank with a suitable word from the box. Use each word once only.

shyly  
irritably

suspiciously  
politely

confidently  
eagerly

Julie was on her way home from school when a man asked her for directions to the library. Julie stared at him (1) \_\_\_\_\_ at first. She wondered why he did not know where it was.

The stranger must have realised what Julie was thinking for he apologised and explained (2) \_\_\_\_\_ that he had just shifted to the neighbourhood and did not know his way around.

Smiling (3) \_\_\_\_\_ at the man, Julie told him that she would show him the way. She walked (4) \_\_\_\_\_ among the buildings in the neighbourhood as she was familiar with the place. Along the way, she (5) \_\_\_\_\_ showed the man the other places in the neighbourhood. However, the man looked at her (6) \_\_\_\_\_ and told her that he was in a hurry and he was not interested in the other places in the neighbourhood.

## [C] Comprehension

Read the passage. Then answer the questions that follow.

It was 26 October. It was an important day for Ron. In a few hours' time, he was going to the causeway. He was going on a trip of a lifetime.

At exactly ten o'clock in the morning, Ron and his two team-mates met at the causeway. Amid the shouts of support, the trio mounted their bicycles and set off. They were going to Kuala Lumpur. The fans and supporters in Singapore could not wait to hear from them when they arrived at their destination.

Along the way, Ron checked the map to make sure that they were going in the right direction. Jack, the other team-mate, kept a sharp lookout for traffic. An accident was prevented because of his quick thinking. A truck 10 was speeding towards them. The driver did not notice the boys. Jack's shouts alerted all three of them to cycle quickly to the side of the road. Fortunately, the roads were empty for most of the journey after that. Peter, the other team-mate, was contented to just follow their lead. He was more interested in looking around him and taking in the sights of the foreign country. A few 15 times, Peter even lost sight of the other two when he dismounted to take a closer look at the scenery. Many people had stopped to stare in amusement at Peter when he tried to cycle as fast as he could, waving his arms and making a lot of noise as he shouted at the other two to catch up with them.

The trio were in no hurry to reach their destination. They stopped many 20 times, not because they had to eat, but to pose with the historical monuments around them. Just after noon, they stopped at one of the houses in the city. Two men were waiting for them outside the gate. The trio had a light meal before continuing on their journey.

The cycling trip became more serious after that. The trio cycled much 25 faster as they raced towards their destination. They cycled in a single file along the main roads and in pairs along the quieter streets. Unlike the earlier part of their journey, there was little conversation. By the time they reached Kuala Lumpur, many people would have expected them to take a much longer break. However, they only needed two hours of sleep before they 30 were raring to go again.

1. Which word in the passage means to find something funny?

2. Complete the table with information about the three cyclists.

Behaviours	Names of cyclists
(a) Looked out for traffic	
(b)	Ron
(c) Looked at the scenery	

3. Why did people stare at Peter?

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4. Arrange the statements in order. Write 1, 2, 3 and 4 on the lines provided.

☐

The cyclists stopped for food.

☐

The cyclists slept for a short period.

☐

The cyclists stopped to take pictures.

☐

The cyclists increased their speed.

5. Were the roads similar throughout the cycling trip? Support your answer with two examples from the passage.

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# [D] Writing

Look at the three pictures below. Write a story about 'A Game' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.








found  
friends  
breezy

giggled  
covered  
lost

exclaimed  
stretched  
touched

cloudless day  
handkerchief  
blind man's buff

## A Game

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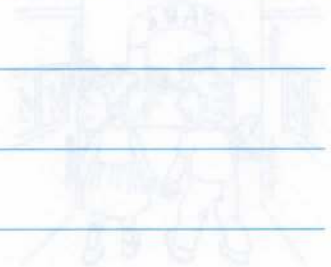
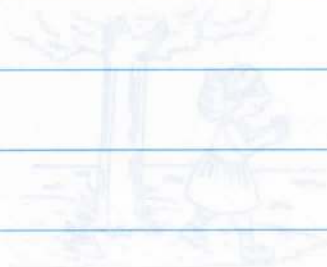
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Look at the three pictures below. Write a story about 'A Game' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.



cloudy day  
in the middle  
blind man's bluff

explained  
stretched  
touched

giggled  
covered  
sat

found  
liars  
creaky

A Game

### [A] Grammar

#### I. Yes/No Questions (2)

We can **ask questions that start with 'is', 'am', 'are', 'was', 'were', 'do', 'does', 'did', 'has' and 'have'**. The answers to these questions can be 'yes' or 'no'.

#### Read and Learn

- Has the light turned green?  
No, it hasn't.
- Did you cross the road using the overhead bridge?  
Yes, I did.
- Have you put on your seat belt?  
No, I haven't.
- Am I allowed to cross the road here?  
Yes, you are.
- Do you wear a helmet when you cycle?  
No, I don't.

#### (a) Complete the questions for the following answers.

- Did \_\_\_\_\_  
Yes, I looked left and right before I crossed the road.
- Were \_\_\_\_\_  
No, there were no cars on the road.
- Was \_\_\_\_\_  
No, the pedestrian was not badly injured.



4. Are \_\_\_\_\_  
Yes, there are many people at the zebra crossing.

**(b) Write questions for the following answers.**

1. \_\_\_\_\_  
No, I do not cross the road at the traffic lights.
2. \_\_\_\_\_  
No, I did not wear reflective gear when I was cycling.
3. \_\_\_\_\_  
Yes, there were cyclists weaving in and out of the traffic.
4. \_\_\_\_\_  
Yes, the traffic warden makes sure that people do not park their cars illegally.

**II. Connectors 'And', 'But' and 'Or'**

We use **'and'** to talk about **ideas that are the same**.

We use **'but'** to talk about **ideas that are different and do not go together**.

We use **'or'** to talk about **choices**.

**Read and Learn**

1. Joanne and Peter wear their seat belts in the car.
2. Jim wears a helmet and knee guards whenever he rollerblades.
3. The light was red but Tom ran across the road.
4. You can cross at the traffic lights or the zebra crossing.

**(a) Fill in each blank with 'and', 'but' or 'or'.**

1. Jack puts up his right hand \_\_\_\_\_ walks quickly across the road.
2. There was an overhead bridge nearby \_\_\_\_\_ Sue ran across the road.
3. Do you want to turn right \_\_\_\_\_ left?

4. Do you want to cross the road at the overhead bridge \_\_\_\_\_ the traffic lights?
5. The driver slows down \_\_\_\_\_ signals when she wants to turn left.

**(b) Join the sentences using the words given.**

1. You must have a bell on your bicycle. You must have lights on your bicycle too.  
\_\_\_\_\_ and \_\_\_\_\_
2. The driver did not slow down. There was a pedestrian crossing ahead.  
\_\_\_\_\_ but \_\_\_\_\_
3. You can cross the road at this junction. You can use the overhead bridge over there.  
\_\_\_\_\_ or \_\_\_\_\_

**[B] Vocabulary**

Fill in each blank with a suitable word from the box. Use each word once only.

reversing  
flashing

jaywalk  
yellow

alert  
dash

pavement  
dawdle

1. You should not \_\_\_\_\_. You must cross at the pedestrian crossing.
2. Do not \_\_\_\_\_ across the road before checking for cars.
3. Children must not \_\_\_\_\_ when they cross the road. They should walk briskly across.

4. Samuel likes to walk along the side of the road instead of the \_\_\_\_\_.
5. Please do not cross the road when the green light is \_\_\_\_\_.
6. Be careful! The driver is \_\_\_\_\_ his car. Do not walk behind the car.
7. The \_\_\_\_\_ boy looked out for oncoming traffic as he was crossing the road.
8. The \_\_\_\_\_ light signals to drivers that they have to slow down and stop.

## [C] omprehension

**Read the passage. Then answer the questions that follow.**

You can see signs everywhere in our country. They are crucial. They serve a purpose. They tell you what you can or cannot do, and how to behave when you are in a public place like a library or the train station. Signs also provide us with information. We need signs to locate roads as well or we will not be able to get to our destination.

Some signs are put up along the streets to warn people of the dangers on the roads. These are traffic signs. 'Use the Zebra Crossing' and 'Use the Overhead Bridge' are two of such road signs. There are also signs to warn us that there is a school zone in the vicinity. This means that drivers should slow down as there might be children crossing.

On the bus and the train, the sign which reads 'Reserved for the elderly and disabled' teaches us to be thoughtful and caring. The sign 'Do not litter' in the park reminds us to keep our parks clean and beautiful.

Signs tell us where roads are. Without these signs, it will be impossible to locate places in our complex road system.



When we travel to other countries, we can also see signs that tell us what to do or where to go. We depend on these signs to provide us with useful information. Without them, we might be lost in foreign countries. Sometimes signs have words on them in various languages but many of them just have symbols. These symbols are internationally recognised.

20

Signs are everywhere and we see many of them so frequently that we take them for granted. Yet without them, we would be lost.

1. Which word in the passage means important?

2. There are several different types of signs. Put the words in the box in the correct places.

information	warning	location
-------------	---------	----------

- (a) Signs: School Zone Ahead, Wet Floor \_\_\_\_\_
- (b) Signs: Lakeview Street, ECP \_\_\_\_\_
- (c) Signs: Meeting Point, Checkout Counter \_\_\_\_\_
3. (a) Explain what the writer means by 'internationally recognised' (line 20) symbols.

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- (b) When might these symbols be important?

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4. Give two ways in which signs can create a more gracious society.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

5. Do you think the writer feels that signs are important? Support your answer with information from the passage.

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location	warning	information
----------	---------	-------------

- (a) Sign: School Zone Ahead, Wet Road
- (b) Sign: Lakeview Street, ECP
- (c) Sign: Meeting Point, Checkout Counter

(d) Explain what the writer means by 'internationally recognised' (line 30) symbol.

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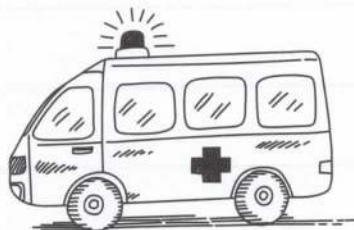
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# [D] Writing

Look at the three pictures below. Write a story about 'An Accident' using the pictures. Arrange the pictures in order. Write 1, 2 and 3 in the boxes. You may use the helping words in the box. Your story should be about 80 words.








quiet  
cycled  
midnight

safety  
speeding  
emergency

dimly lit  
junction  
ambulance

paramedics  
reflective clothing  
screached to a stop

## An Accident

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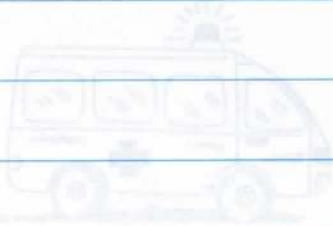
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11

100

11

החברה נמצאת

[illegible]

# GLOSSARY



## Unit 1

assemble : put all the parts of something together  
chore : small jobs that have to be done regularly  
frisky : energetic  
heartily : to show a lot of energy

## Unit 2

author : someone who writes a book  
illustrator : someone who draws pictures for a book  
scatter : to be thrown about

## Unit 3

brook : a small stream  
cunning : crafty  
devour : eat something quickly  
miserly : not generous

## Unit 4

luminous : shining  
murky : dark and not clear  
vigorous : using a lot of strength  
wreckage : parts of something from a ship, building, etc. after an accident

## Unit 5

chuckled : laughed quietly  
longevity : long life

## Unit 6

notify : to tell someone of something  
rehearse : practise a play or concert before the real performance  
waterhole : a natural hole that contains water

## Unit 7

dedicate : to say that something is performed for someone  
stunned : shocked or surprised and unable to speak

## Unit 8

burgle : go into a place and steal things  
international : referring to events or things involving more than one country

## Unit 9

modest : being shy about one's actions when being praised  
poverty : the state of being poor  
recipient : someone who receives something

## Unit 10

shear : cut the wool off a sheep  
thrilled : very happy and excited

## Unit 11

defect : a fault or problem with something

## Unit 12

glittering : sparkling

## Unit 13

briskly : quickly  
dismount : get off a bicycle

## Unit 14

dawdle : to take a longer time than necessary to do something





## Answers to

# LEARNING ENGLISH

# 3

Workbook

## UNIT 1

- [A] 1. flew 5. copied  
2. enjoyed 6. wanted  
3. took 7. were  
4. had 8. slid
- [B] 1. long time  
2. inviting me to your party  
3. inform you of my new address  
4. when you have the time  
5. you are coming and I will show you around  
6. I know the flight details
- [C] 1. (a) Peter had to wake up at 4 am every morning.  
(b) He did a lot of chores on the farm.  
2. x, ✓, ✓, x  
3. frisky  
4. Chores that Peter had problems doing:  
(i) He broke the eggs he collected.  
(ii) He was unable to bathe Chariot well.  
Chores that Peter was able to do well:  
(i) He kept the sheep from running down the hill.  
(ii) He bathed Starry well.  
5. No, he would not. He felt homesick when he was living there for a month. / Yes, he would. He would feel better after Aunt Mary cooked the food he enjoyed eating.  
(Accept other reasonable answers.)
- [D] (Suggested answer)  
3, 1, 2

Aden hurried along the pavement. He could not wait to get home for lunch. He was ravenous after a tiring day at school. Just when he passed the community club, he noticed a brightly coloured banner. On the banner were the words 'Come Celebrate Grandparents' Day'. Aden stared at the banner curiously. He did not know there was a Grandparents' Day but he loved his grandparents very much. He would like to show his appreciation for them.

At dinner that night, Aden told his parents and grandparents about the banner. "Oh, we are glad to be able to spend every day with you. We don't need to celebrate," Aden's grandfather said with a wide smile on his face. However, Aden's parents thought that it would be fun to celebrate the day. Aden immediately took his laptop from his room so that they could go online to learn more about the celebration. Everyone laughed at his enthusiasm. The tickets cost only two dollars per person. There would be music, food and games. It sounded fun! Aden's parents purchased five tickets online straight away.

On Grandparents' Day, Aden woke up especially early. He put the presents for his grandparents on a table just outside their bedroom. They would see it once they woke up. He bought a coffee mug for his grandfather with the words 'Best Grandad in the Whole World' and a beautiful bouquet of his grandmother's favourite flowers for her. Then, Aden dressed in his favourite T-shirt and

shorts and waited impatiently for everyone to wake up.

Everyone had a fantastic time that day. Aden's grandparents loved their presents. They were laughing heartily at the celebration. Everyone told Aden that they were glad he was such a thoughtful boy.

## UNIT 2

- [A] I. 1. spends 5. is  
2. is 6. are  
3. borrows 7. works  
4. reads 8. displays  
II. 1. library 5. cushions  
2. parents 6. shoes  
3. chairs 7. librarian  
4. carpet 8. animals
- [B] 1. front cover  
2. title  
3. illustrator  
4. author  
5. contents page  
6. name of the chapter  
7. page number
- [C] 1. Sherlock Holmes has the natural ability to notice things and he also has sharp senses.  
2. (a) Readers are given the opportunity to guess what might have happened based on the clues that Sherlock Holmes gives.  
(b) The stories move slowly with a lot of dialogue and without much action. / The setting of Sherlock Holmes' stories is culturally very different from the world today. (Any one)  
3. household name  
4. (a) Sherlock Holmes' family, residence and hobbies are mentioned in the stories.  
(b) Sherlock Holmes' movies come from the stories that were written earlier.  
(c) Sherlock Holmes is created by Arthur Conan Doyle.  
5. Yes, I would enjoy reading Sherlock Holmes' stories. It will be interesting to guess what happened in the story by reading the clues Sherlock Holmes provides. / No, I would not enjoy reading Sherlock Holmes' stories. His stories do not have a lot of action. (Accept other reasonable answers.)
- [D] (Suggested answer)  
2, 3, 1

It was the first day of the school holidays. Vicky's mother was taking her to the library. Vicky was very pleased. She enjoyed going to the library but there was no time to go there during the school term. As they walked into the huge white modern building, a rush of cold air greeted them.

Vicky and her mother checked the directory on the wall. Vicky was looking for the children's section. It was on the third floor. Vicky skipped happily to the flight of stairs and ran up two steps at a time. At the children's section, there were only a few children



browsing at the shelves with their parents. Vicky and her mother went to the shelf that was the nearest to them. There were many new books and Vicky grabbed them excitedly. After a while, she had a stack in her arms. She waited patiently while her mother helped her to select a few more books. Then, with their arms laden with books, they made their way to one of the nearby tables to read them.

Vicky became very engrossed in the books she was reading. Vicky's mother was also reading some of the books to find out if they were suitable for Vicky. Some of the books were too simple. Vicky was having such an enjoyable time that she did not even realise that she had been reading for an hour. Her stomach was rumbling. She was starving. It was time for lunch.

Vicky decided to borrow eight of the books on the table. She would read them at home. Her mother helped her to carry them to the borrowing machine. Vicky proudly tapped her library card and scanned the books. She could not wait to read the books.

### UNIT 3

- [A] I. 1. most famous 5. greedier  
2. most exciting 6. laziest  
3. better 7. more peaceful  
4. slower 8. most wicked
- II. 1. a little 5. one  
2. any 6. many  
3. much 7. all  
4. a few 8. some
- III. 1. "I will jump into the water to play with the other hen that looks just like me," said Brown Hen.  
2. The hare calls out to the tortoise, "Are you sure you want to race with me?"  
3. "Will you help me?" the elephant asks the mouse.  
4. "Please do not eat me," begged the fish.  
5. The cat said, "Take this pot home and you will never be hungry again."  
6. The dog asked the farmer, "Can you let me stay for the night?"  
7. "The hare will not win the race if he stops to chase the butterflies," the tortoise said.  
8. "Where is the goat? I must have it for my tea," the fox said.
- [B] 1. crafty 5. hungry  
2. devoured 6. stealthily  
3. clever 7. miserly  
4. terrified 8. gentle
- [C] 1. He told the ant to be careful not to fall into the brook.  
2. clung  
3. Advantages:  
(i) The brook was nearby.  
(ii) There was a lot of water in the brook that the ant could take back for his family.  
Disadvantages:  
(i) The ant could fall into the brook.  
(ii) The brook was quite deep.

4. 4, 2, 1, 3  
5. The dove had saved the ant before and the ant saved him in return. (Accept other reasonable answers.)

[D] (Suggested answer)

1, 3, 2

Emily stared at the two rows of rabbits at the pet store. It was her birthday in two days' time and her parents finally agreed to buy her a rabbit. After a long while, Emily chose a small long-eared short-tailed white rabbit. Besides the rabbit, Emily's parents also bought her a rabbit cage and some rabbit food.

Once Emily reached home, she put the rabbit cage in a corner of the garden. She opened the cage and the rabbit hopped out happily. Emily fed it with some hay. Just then, her mother called for her and Emily ran into the kitchen. She forgot to put the rabbit back into the cage.

After lunch, Emily returned to the garden. "I'm back!" she shouted cheerily to her rabbit. However, when she reached the cage, it was empty. There was no sign of her rabbit anywhere. Emily was puzzled. Where had her rabbit gone? She looked everywhere. She looked in the flowerpots, in the grass patch and she even checked the packets of soil that her mother kept at the other end of the garden. Emily started to get worried. Tears rolled down her cheeks. She had not taken good care of her new pet.

"Oh, you naughty rabbit!" came her mother's voice from the house. Emily's heart skipped a beat. Had her mother found her rabbit? Less than a minute later, Emily's mother walked towards her with the rabbit in her arms. Emily cried out in relief and ran towards her mother. She took the rabbit in her arms and cradled it against her chest. "Make sure you put it back in the cage next time," she said with a smile as she ruffled Emily's hair.

Emily nodded. She had learnt her lesson. As she was going to do her homework soon, she decided to put the rabbit back in its cage. She would play with it later. She put it gently back in its cage and left some food and water for it. "Bye," she whispered. "I'll be back later to play with you again."

### UNIT 4

- [A] I. 1. The cruise ship that sailed across the Atlantic Ocean last Saturday was caught in a storm.  
2. Have you ever been to the Great Barrier Reef?  
3. I learnt how to be a diving instructor at the Thalassa Dive Centre in the Philippines.  
4. Last week, Ben was stung by a stingray while he was diving.  
5. Mike spent a week at a resort in Thailand.  
6. Every Sunday, Jane's father goes out to sea in his sailing boat.



7. The largest seas are the South China Sea, the Caribbean Sea and the Mediterranean Sea.

8. A tsunami occurred in Indonesia, killing many tourists from Australia, Singapore, Britain and many other countries.

- II. 1. is listening 5. is leaving  
2. is leaping 6. are weaving  
3. are swimming 7. is raining

4. am going 8. are rescuing  
III. 1. vigorously 5. smoothly  
2. slowly 6. immediately  
3. eagerly 7. carefully

4. quickly 8. lightly

- IV. (a) 1. What 3. Which  
2. How 4. Where

(b) 1. Why did you bring along your camera?  
(Suggested answer)

2. When is the best time to go scuba diving?

3. Who was stung by a stingray?

4. Whose diving resort is that?

- [B] I. 1. calm 5. wreckage  
2. murky 6. luminous  
3. variety 7. harmless

4. motionless 8. clear  
II. 1. scrambled 5. darted  
2. propel 6. swished  
3. floated 7. drifting

4. flash 8. glided

[C] 1. to exist  
2. (a) He was able to explore underwater life as he could breathe underwater.

(b) He could sail to different seas and oceans in the world to explore them.

3. (a) Sea turtles were not found in the deepest parts of the ocean.

(b) He owned the Calypso.

(c) To tell the public about underwater life, he wrote books and his books were made into films.

4. (a) The Living Sea  
(b) The Silent World

5. Yes, it is a useful organisation. Its goal is to protect marine life and teach people about keeping the oceans and seas clean.  
(Accept other reasonable answers.)

[D] (Suggested answer)

2, 1, 3

Brandon flipped through the book on stingrays. He was fascinated. "The stingray is a relative of the shark!" Brandon exclaimed. Brandon decided to go scuba diving the next day. It had been a long time since he went scuba diving. He hoped to spot a stingray.

The next morning, Brandon got up very early. He put on his scuba diving suit, took the rest of his equipment and headed to the beach. He rented a boat and took it out to sea. He did not go very far for he knew that stingrays could be found in shallow waters. When he reached a suitable spot, he put on his flippers, mask and oxygen tank. He dived into the cool clear water.

Brandon was amazed by what he saw. There were fish with colourful stripes on their bodies and fish of all shapes and sizes. Brandon spotted a starfish. Its bright orange colour stood out in the water. Then, Brandon spotted the stingray. He was thrilled! He watched as the stingray glided through the water with its long tail sticking straight out behind it. Brandon did not realise that there was another stingray nearby. It stung Brandon on the leg before swimming off. "Ouch!" Brandon cried out as he clutched his leg in pain. He forgot that he was supposed to be wary of stingrays. He had to keep his distance from them.

Brandon hurriedly swam back to the surface. He climbed onto the boat with relief. Luckily, he brought a bottle of ointment with him. He rubbed it on his leg. When he felt slightly better, he returned to shore.

When Brandon told his parents what had happened, they reminded him to be alert to possible dangers whenever he went scuba diving.

## UNIT 5

- [A] I. (a) 1. Is 4. Are  
2. Am 5. Was  
3. Were

(b) (Suggested answers)

1. Was he dressing up for Halloween?

2. Are they playing games at the party?

3. Are you decorating the room for the celebration?

- II. 1. have 5. has  
2. have 6. have  
3. have 7. has

4. has 8. has  
[B] 1. e 4. f  
2. b 5. c  
3. a 6. d

- [C] 1. engrossed  
2. (a) Watched 'Beauty and the Beast'  
(b) Ate lunch  
(c) Played blind man's buff and hide-and-seek

(e) Cut the birthday cake

3. rush, chased

4. (a) Dream: They played tag. Actual party: They played musical chairs, hide-and-seek and blind man's buff.

(b) Dream: She wore white shorts. Actual party: She wore a frock.

(c) Food eaten: She ate spaghetti. Actual party: She ate chicken wings and sandwiches.

5. She liked her birthday presents as she could use them at the beach and she enjoyed going to the beach. (Accept other reasonable answers.)

[D] (Suggested answer)

2, 1, 3

A bright yellow banner hung across the living room wall. On the banner were the words 'Welcome Home Daddy'. Macy's father



was finally coming home after spending half a year overseas. Macy and her mother were throwing a party to welcome him home. They invited Macy's grandparents and her aunts and uncles as well.

Before long, Macy's grandparents arrived. Macy's grandmother cooked her delicious chicken stew. Macy's father loved the chicken stew. Soon, most of the guests had arrived. By evening, there were ten dishes for dinner. Macy rubbed her hands together excitedly. Her father would be surprised to see all the food.

Just when they finished setting the table, the doorbell rang. Macy squealed in delight and rushed to open the door. "Daddy!" she called out and gave her father a bear hug. He chuckled and ruffled her hair affectionately. His eyes widened when he realised that his parents, his brothers' families and his sisters' families were there as well. Then, he saw the feast on the table. He strode towards the table and reached for a plate. Reaching for a ladle, he scooped as much food as he could onto his plate. He piled his plate so high with food that some of the food almost toppled over. Then, without another word, he settled down on a chair and began tucking in.

Everyone else burst out laughing. Macy's father glanced up with a puzzled look on his face. "I've missed eating all this food for the past six months. I'm having a second helping once I'm done."

Macy could not help chuckling as she watched her father gobble down his food. Usually, he would tell Macy to chew her food and eat slowly. Now, it was his turn to eat so quickly.

## UNIT 6

- [A] I. 1. I need a costume because I am acting on stage.  
2. Mac will play the lead role in the play for he is the best actor.  
3. As Sue liked acting, she joined the drama club.  
4. We need to buy cardboard and paint because we are making the backdrop for the play.  
5. Since the orchestra performance is just around the corner, Ann has to practise hard.  
6. The outdoor concert will be cancelled since it is raining.  
7. The audience gave him a standing ovation for he acted very well.  
8. Joanne was nervous as she was acting on stage for the first time.
- II. 2, 1, 5, 4, 6, 3
- III. 1. will 5. will  
2. will 6. shall/will  
3. shall/will 7. shall/will, will  
4. shall/will 8. will

- IV. 1. She'll 5. You're  
2. I'm 6. I've  
3. He's 7. You'll, you've  
4. We'll 8. She's, I'm, she'll

- [B] 1. guess 4. predicted  
2. think 5. ending  
3. clue 6. information

- [C] 1. Lying in wait for the wild animals; Walking and looking out for wild animals  
2. sacred  
3. The water was clear and calm and the younger brother was not harmed when he swam in other waterholes many times before.  
4. (a) Goose: feathers; Man: skin  
(b) Goose: black; Man: tanned  
(c) Goose: beak; Man: mouth  
5. Yes, he did. He told his sons fiercely not to go near the waterhole and when he saw the goose, he knew that his son had disobeyed him and turned into a goose even though his son could not speak.

- [D] (Suggested answer)  
3, 2, 1

All the students in the class were very excited. Some of them could not stay in their seats. Mrs Woods was telling them about the play they would be putting up during the English lesson next week. The students giggled when Mrs Woods read them the script for the play. Only three actors were needed for the play but it would be a lot of fun!

During English lessons the rest of the week, the students discussed what they wanted the actors to wear. Mrs Woods also selected the three students who would be the actors. Mrs Woods told them that she would rent the costumes from a costume shop.

On the day of the play, the students put on the beautiful costumes. Derrick was the wizard. He wore a purple velvet long sleeved costume. The costume reached his ankles. He also wore a pointed hat. Mrs Woods handed him a wand. Derrick spun around and waved his wand at the class. Everyone clapped loudly. Next, Ann and Peter walked into the class with their costumes. Everyone clapped even harder. Mrs Woods raised her hand and the students were silent immediately. The play was going to start.

The wizard cast a spell on the beautiful princess. She would fall into a deep sleep until a prince came to break the spell. Everyone watched in rapt attention. One day, a prince arrived on his horse. He noticed the princess sleeping in the garden. "Oh beautiful princess," the prince said. The moment he took her hand, the princess opened her eyes. The class clapped again. The three actors took a bow. The play was a success.

Mrs Woods was very pleased with the actors. She praised them for doing a good job. The students could not wait for the next play.



## UNIT 7

- [A] (a) 1. ? 4. ?  
2. ? 5. .  
3. .
- (b) 1. Why don't we  
2. Shall I  
3. Let's
- [B] 1. your mother at home  
2. Would you like to  
3. Please hold on  
4. What would you like  
5. Please tell her  
6. Is there  
7. Thank you  
8. You're welcome
- [C] 1. (a) tumbled  
(b) toppling over  
2. (a) James did not lock the door when he left the house.  
(b) He almost slipped and toppled over.  
3. No, he was not. At first, he did not believe the caller when she told him that her brother was cycling at the park and he checked by calling out to his brother. / Yes, he was. He believed what the caller said and was about to rush to the hospital. (Accept other reasonable answers.)  
4. tears rolling down their cheeks  
5. (a) James was taking an afternoon nap when he received the phone call.  
(b) James heard his brother and their neighbour when he was near the bottom of the stairs.  
(c) James told his parents that his brother had made a prank call.
- [D] (Suggested answer)  
3, 1, 2

Jack sighed. He had been studying and writing notes for the past hour and he was exhausted.

Just then, Jack's phone vibrated in his hand. "I am calling from Jacee Football Club. I've been watching you play and I think you will be a suitable member for our club. Please come to the park in half an hour's time for a trial. If you are suitable, we will waive all membership fees." Jack could not believe his ears. Without another thought, he changed into his football attire and left the house.

When Jack arrived at the park, he saw three teenagers in similar football jerseys kicking a ball around. "Hi, I'm Jack," he said shyly.

"So you are Jack," one of them said. He looked at Jack from top to toe and shook his head in disbelief. "You're so small and young. Are you sure you can play? It was Peter who called you but he's not here yet. Why don't you show us what you can do? Try to get past us and score a goal." Jack took the ball from the teenagers. He dribbled the ball deftly around the field. The teenagers were tall and well built but none of them could get the ball from him. Then, Jack kicked the ball right into the goal.

It was such a powerful shot that none of the teenagers could stop him. They were stunned. They immediately asked him to join their club.

Jack spent the whole afternoon playing football. When he returned home that evening, his worried and furious mother was waiting for him at the door. To Jack's dismay, she refused to let him join the club as he had behaved in an irresponsible way.

## UNIT 8

- [A] I. (a) 1. What happened to the group of ladies?  
2. Where did the accident occur?  
3. How was the man's head injured?  
4. Who were in the accident?  
(b) 1. Why was he fined?  
2. When did the fire break out?  
3. Who called the police?  
4. How were the victims sent to hospital? / Who were sent to hospital by ambulance?
- II. 1. have 5. were  
2. tries 6. feels  
3. is 7. lock  
4. make 8. do
- III. 1. were queueing 5. were practising  
2. were playing 6. were arguing  
3. were writing 7. were cheering  
4. was reading 8. was cycling
- [B] 1. international 5. editor  
2. local 6. headline  
3. by-line 7. classified  
4. caption 8. name
- [C] 1. (1) 4. (2)  
2. (1) 5. (3)  
3. (2)
- [D] (Suggested answer)  
3, 1, 2

Mrs Ling was on her way to the bank. She had ten thousand dollars in her wallet to deposit in the bank. The bank was just a stone's throw away from her house. Suddenly, a shadow fell across her path.

Before Mrs Ling could do anything, a long thin arm reached out for her handbag. Mrs Ling tried to hold on to her bag but the thief was too strong for her. He had a smirk on his face as he ran away. Mrs Ling stared open-mouthed at the thief. By the time she shouted for help, the thief had vanished. Mrs Ling immediately made a police report at the nearest police post. She gave a good description of what the thief looked like.

A picture of the thief was put up on the notice board in the lift lobby. All the residents in the block were shocked that there was a thief in the neighbourhood. Everyone agreed to keep a lookout for the thief.

A few days later, Mrs Tan and her son, Tom, noticed a man at the bus-stop. He had short spiky hair. He also had dark bushy eyebrows and small eyes. His ears stuck out from his head like an elf. He looked exactly like the man in



the picture! "That's him!" Tom cried out to his mother. The two men sitting next to the thief also recognised him from the picture. The older man immediately grabbed his arm and pinned him down when he tried to escape. Mrs Tan called for the police. By the time the police arrived, a crowd had gathered. The thief was hauled off to the police station.

Everyone at the bus-stop talked excitedly about apprehending the thief. They hoped that Mrs Ling would be able to get her money back.

## UNIT 9

- [A]
1. Long ago
  2. At last
  3. That night
  4. The next day
  5. Then
  6. A few months later
  7. One night
  8. As soon as
  9. Before
  10. By evening
  11. At midnight
  12. Since then
- [B]
- |             |             |
|-------------|-------------|
| 1. trembled | 5. tugged   |
| 2. grumbled | 6. felt     |
| 3. stamped  | 7. ruffled  |
| 4. consoled | 8. stumbled |
- [C]
1. 2, 1, 4, 3
  2. (a) Ray arrives at work at half past seven.  
(b) He makes sure that all the mail is delivered.
  3. (a) come rain or shine  
(b) like the back of his hand  
(c) a piece of cake
  4. The letter did not have a complete address on the envelope.
  5. Yes, I would. He makes sure that all the recipients get their mail no matter what the weather is and he makes the effort to deliver the mail even when the address on the envelope is incomplete. (Accept other reasonable answers.)
- [D] (Suggested answer)  
3, 2, 1

It was late morning and the neighbourhood was quiet. Most of the residents were at work. Mrs Lane was on her way to the bus-stop when a man dressed in ragged clothes came up to her.

Shocked, Mrs Lane backed away immediately. The beggar was dirty and smelly. However, he came towards her and stretched out his hand. "Please give me some money for food. I haven't eaten in two days," he said pleadingly. Mrs Lane took pity on the beggar and gave him ten dollars. He grabbed the money and hurried off.

However, a few days later, when Mrs Lane was browsing at a night market, she came across the same man selling sunglasses. He did not recognise Mrs Lane and tried to sell her

the sunglasses. "These are genuine designer sunglasses," he told her. Mrs Lane picked up one of the sunglasses. It was as expensive as designer sunglasses in a shopping mall. However, the man was lying. He was selling imitation sunglasses. The logo was different from the original one. Mrs Lane walked off feeling shocked by what the man was doing.

To her disbelief, she spotted the same man in a suit the next day. He was holding some bottles of vitamin pills and talking enthusiastically to an elderly man. He told the man that the pills would be able to cure all types of illnesses. The man was taken in by what he said and handed over a large sum of money for the vitamin pills.

Mrs Lane was furious. The man was a con artist. If no one stopped him, he would continue to cheat others of their money. Mrs Lane decided to make a police report. Hopefully, the police would be able to catch him red-handed.

## UNIT 10

- [A]
1. are going to drive
  2. are going to hike
  3. is going to take
  4. are going to collect
  5. are going to stay
  6. is going to leave
  7. are going to buy
  8. am going to watch
- [B]
- |              |                   |
|--------------|-------------------|
| 1. lagoon    | 5. museum         |
| 2. gift shop | 6. nature reserve |
| 3. gallery   | 7. stadium        |
| 4. theatre   | 8. aquarium       |
- [C]
1. They parked their car at Mount Faber.
  2. (i) The cable car  
(ii) The Tiger Sky Tower
  3. (a) Present trip:  
They got there by cable car.  
Previous trips:  
They got there by car.  
(b) Present trip:  
They took a bus around Sentosa.  
Previous trips:  
They went to the beach.  
(c) Present trip:  
They visited the S.E.A. Aquarium, the Tiger Sky Tower, Madame Tussauds and Sentosa Nature Discovery.  
Previous trips:  
They visited Underwater World, the beach, Images of Singapore and the Butterfly Park.
  4. ✓, x, ✓, x
  5. Yes, he would. He would be able to see squirrels and the pitcher plant at Sentosa Nature Discovery and marine life at the S.E.A. Aquarium and Underwater World. (Accept other reasonable answers.)
- [D] (Suggested answer)  
1, 3, 2

Sophia and Ben were at the carnival with their father. It was at the park next to the reservoir



near their house. Since it was the weekend, the place was very crowded. There were many game stalls and food stalls. There were also several races both on land and in the reservoir.

A man holding a large bunch of balloons walked past. He gave one to Ben. Ben was very pleased because the balloon was in his favourite colour. The children queued at the game stalls while their father queued at the food stalls. Ben liked the game Knock 'Em Down. He easily knocked down the cans with the ball. He won a teddy bear for Sophia. Then Sophia played a dart game. She had to burst balloons using darts. It was difficult to hit the balloons so she did not win any prize.

When the children had finished playing the games, they went to watch the races. Their father gave them some food and drinks. They sat on the grass patch to watch a canoeing race. They had hot dogs and a few slices of pizza. They also had their favourite sodas.

The race was exciting. There were two people in each canoe. The pair that reached the finishing line first would be the winner. Whenever one team overtook the other team, everyone cheered. The competitors rowed as hard as they could. The spectators cheered for their favourite teams.

The children had a great time at the carnival. They were reluctant to leave but they were glad that they had some prizes to take home. They had an enjoyable time at the carnival.

## UNIT 11

- [A] I. (a) 1. I 3. me  
2. me 4. I  
(b) 1. It 4. them  
2. He 5. They, We  
3. He, it 6. I, us
- II. 1. The people managed to escape before the asteroid hit the earth.  
2. When we were in outer space, we floated about.  
3. Before the astronauts went to outer space, they packed special space food.  
4. I was painting the spaceship while Jim was making the spacesuits.  
5. After we landed on the planet, we came out of our spaceship.  
6. As I walked on the planet, I took photographs.
- III. (a) 1. ever  
2. often  
3. daily  
4. regularly  
5. sometimes, never  
(b) 1. seldom 3. often  
2. twice 4. always
- [B] 1. blast 5. captain  
2. spaceship 6. missiles  
3. planet 7. astronaut  
4. control 8. gravity

- [C] 1. (i) He was in a spaceship.  
(ii) The entrance of the spaceship was not impressive.  
2. Amil had more responsibilities and the writer could stay with him to watch what he was doing.  
3. rapid, speedily  
4. (a) The writer had to stay close to Amil.  
(b) The writer hoped that an enemy would attack them so that it would be more exciting.  
(c) The captain spoke to all the crew once they entered the spaceship.  
(d) The captain was responsible for giving the command for the spaceship to take off. / Amil was responsible for telling the captain that the spaceship was ready for take off.  
5. Yes, he did. He was able to watch how the crew prepared for take off and enter outer space in the spaceship. No, he did not. He could not see anything but darkness in the viewer. (Accept any other reasonable answer.)

- [D] (Suggested answer)  
2, 1, 3

Ann and Peter were bored. It was the school holidays and they had been watching television the whole day. Just then, their mother showed them an art and craft book. She said that there were some craft projects in the book that they could do. The children were very excited. They enjoyed art and craft.

As they flipped through the book, Peter saw instructions on how to make a rocket. He immediately asked Ann if she wanted to make the rocket. Ann agreed. They had watched a programme about rockets yesterday. Now, they could make their own rocket! The children rummaged about in the house for the materials they needed.

When they found all the materials, they settled down at the porch to start work. First, they painted the cardboard white and black. That would be the colour of the rocket. When the paint dried, they rolled the cardboard to form the rocket. At first, the rocket could not stand as the paper was too soft. Then, Ben suggested wrapping the paper around a toilet roll. It worked! The rocket stood upright. Then, the children needed to cut a triangular shape for the nose of the rocket. Ann and Peter tried several times but it did not turn out well.

Just then, their mother saw what they were trying to do. She decided to help them. She cut the cardboard into the correct size and shape. Then, she rolled it and helped them to glue the nose onto the rocket.

The rocket was finally completed. The children were delighted! Their art and craft project was a success. They proudly showed their father the rocket when he returned home from work that day.



## UNIT 12

- [A] I. (a) 1. many  
2. a few  
3. not any  
4. a lot of, a little  
5. both  
6. some  
7. no
- (b) 1. Lots of 3. None of the  
2. much 4. several
- II. 1. was taking, cheered  
2. discovered, were exploring  
3. was travelling, collided  
4. were returning, exploded  
5. crashed, were exploring  
6. were travelling, ran  
7. was floating, saw  
8. was steering, heard
- [B] 1. satellites 5. planets  
2. station 6. ice  
3. signals 7. Asteroids  
4. Stars 8. Meteors
- [C] 1. explosion  
2. The controls had to be checked.  
3. (a) (ii) The crowd wore sunglasses and hats.  
(b) (ii) They were worried.  
(c) (ii) There were bright lights.  
4. The astronauts wore big and heavy outfits. The space shuttle looked very small in the air.  
5. Yes, I would have. There was probably dust flying about everywhere. (Accept other reasonable answers.)
- [D] (Suggested answer)  
2, 1, 3

"Please stand in a single row," Mrs Woods told her class sternly. Julie and her friends obeyed Mrs Woods but they could not stop chatting among themselves. They were very excited as they were going to the Science Centre. When the bus finally arrived, Julie and her friends boarded the bus swiftly. They could not wait to get to the Science Centre.

It was a long ride to the Science Centre. When they arrived, the students entered a theatre. Each of them was given a pair of 3D glasses. Julie could hardly contain her excitement. The short documentary was about discoveries in outer space. Julie and her friends held on tight to their seats as they felt themselves being propelled into outer space. They felt like they were astronauts in a space shuttle! When the documentary was over, Julie asked her teacher if she could watch it again. Her teacher laughed and shook her head.

Then, the students went to a special classroom. There was a huge picture of outer space in the room. A lady introduced herself as Miss Peters. She told them that she used to be an astronaut. Pointing to the picture, the lady explained where she travelled when she was an astronaut. She also showed the students

where the international space stations were. Everyone listened to her in awe. Julie asked if there were going to be new space missions soon. The lady smiled and told Julie that more space missions were being planned.

After the talk, the students completed a worksheet. Julie was the first to complete it. She had paid close attention to what Miss Peters told them.

Soon it was time to board the bus. The students were disappointed that they had to return to school so soon. However, everyone was delighted when Mrs Woods told them that they would have to do a project on outer space soon.

## UNIT 13

- [A] I. (Suggested answers)  
1. Walk through the forest.  
2. Take the train to the Science Centre.  
3. Make a U-turn at the end of the road.  
4. Do not use the overhead bridge.  
5. Take this path.  
6. Swim across the river.  
7. Look through the hole in the wall.  
8. Do not go into the forest at night.
- II. 1. behind 9. at  
2. out of 10. behind  
3. along 11. up  
4. by 12. between  
5. from 13. under  
6. opposite 14. over  
7. by, at 15. in front of  
8. down
- III. 1. (4) 7. (1)  
2. (3) 8. (2)  
3. (3) 9. (1)  
4. (1) 10. (4)  
5. (2) 11. (3)  
6. (1) 12. (2)
- IV. (Suggested answers)  
1. through the night  
2. four hours  
3. for twenty minutes  
4. since yesterday  
5. for half an hour  
6. all morning
- [B] 1. suspiciously 4. confidently  
2. politely 5. eagerly  
3. shyly 6. irritably
- [C] 1. amusement  
2. (a) Jack  
(b) Studied the map  
(c) Peter  
3. He was waving his arms and making a lot of noise as he cycled.  
4. 2, 4, 1, 3  
5. No, they were not. Sometimes there were heavy vehicles like the truck on the road but sometimes the roads were empty. Some of the roads were main roads and some were streets.



[D] (Suggested answer)

1, 3, 2

It was a sunny cloudless day and a gentle breeze was blowing. It was the perfect weather to be outdoors. Jill and Lucas were on their way to the park near their house. They were meeting their friends, Matthew and Jim, there.

The park was very crowded. Jill and Lucas searched for Matthew and Jim. "Jill! Lucas! Over here!" It was Jim calling them. They spotted him at the far end of the park and they ran over. Before long, Matthew arrived as well.

The children decided to play their favourite game – blind man's buff. The children drew lots and Matthew went first. He tied a handkerchief over his eyes. While he counted to ten, the rest moved a short distance away from him. Jim hid behind a bench. Lucas stood just behind Matthew. Jill stood a short distance in front of Matthew. Once Matthew stopped counting, the rest were not supposed to move from their spots. Matthew found Lucas first. He swung around and hit Lucas on the arm. "Got you!" he called out. Then, he turned and felt behind the bench. "Got you!" he shouted when he touched Jim's hand. It took Matthew a long time to find Jill. However, when he heard her giggling, he knew where she was immediately.

Next, it was Jill's turn to cover her eyes. She stretched her arms out and walked in circles. She almost knocked into a tree. She walked left, right, forwards and backwards but she could not find the boys. She was about to give up when she almost tripped over Matthew's foot. "Got you!" she exclaimed. Just then, she realised that the boys were standing very close to one another. Before long, she found the other two boys as well.

The children played a few more games before returning home. They had so much fun that they agreed to meet at the park again next week.

#### UNIT 14

- [A] I. (a) 1. Did you look left and right before you crossed the road?  
2. Were there cars on the road?  
3. Was the pedestrian badly injured?  
4. Are there many people at the zebra crossing?  
(b) 1. Do you cross the road at the traffic lights?  
2. Did you wear reflective gear when you were cycling?  
3. Were there cyclists weaving in and out of the traffic?  
4. Does the traffic warden make sure that people do not park their cars illegally?
- II. (a) 1. and 4. or  
2. but 5. and  
3. or

- (b) 1. You must have a bell and lights on your bicycle.  
2. There was a pedestrian crossing ahead but the driver did not slow down.  
3. You can cross the road at this junction or use the overhead bridge over there.

- [B] 1. jaywalk 5. flashing  
2. dash 6. reversing  
3. dawdle 7. alert  
4. pavement 8. yellow

- [C] 1. crucial  
2. (a) warning  
(b) location  
(c) information  
3. (a) It means that people from different countries understand what the symbols mean.  
(b) These symbols might be important in places where there are tourists.  
4. (i) Signs that tell us to give up our seats to the elderly and disabled teach us to be considerate towards others.  
(ii) Signs that tell us not to litter teach us to take care of public property.  
5. Yes, he does. He says that we will be lost if there are no signs around. / He says that signs tell us what we can or cannot do.  
(Accept other reasonable answers.)

[D] (Suggested answer)  
2, 1, 3

It was almost midnight and the roads were quiet. John decided to go to the nearby twenty-four-hour coffee shop for supper. Although his bicycle lights were not working, he decided to cycle instead of walk to the coffee shop. There were not many cars on the road since it was late. It would be safe.

As the road was quiet, John did not keep to the side of the road. He cycled in the middle of the road. He was also speeding. When he reached a junction, he did not stop even though the light was red. He sped on ahead. At that moment, a bus was travelling on the opposite side of the road.

The bus driver made a right turn at the junction. As the road was dimly lit, he did not notice John speeding towards him. The bus slammed right into John. John flew off his bicycle and onto the road. His bicycle was crushed by the bus. The bus driver screeched to a stop immediately. He hurried to John. There was blood everywhere and John was lying unconscious on the road. The bus driver immediately called for the police and the ambulance.

Fifteen minutes later, the police and ambulance arrived. The paramedics placed John on a stretcher and sped to the hospital. The bus driver gave the police his statement.

The accident could have been prevented if John had observed safety rules when he cycled on the road. His bicycle lights should have been switched on and he should have worn reflective clothing.