UNIT 10 Get Ready

Words

A **Read the clues and write the words in the boxes. Write all the circled letters in your notebook. Unscramble them to answer the last clue.**

delicious	creamy	nutty	whirring	booming	spicy	sticky	crunchy
runny	smooth	ladle	spot				

1 It stays on your fingers when you touch it. It's _____.

2 It has a lot of nuts. It's _____.

3 It makes sound when you chew it. It's _____.

4 It is almost like a liquid. It's _____.

5 The sound is like train wheels. It's _____.

6 It has a lot of spices in it. It's _____.

7 It tastes wonderful! It's _____.

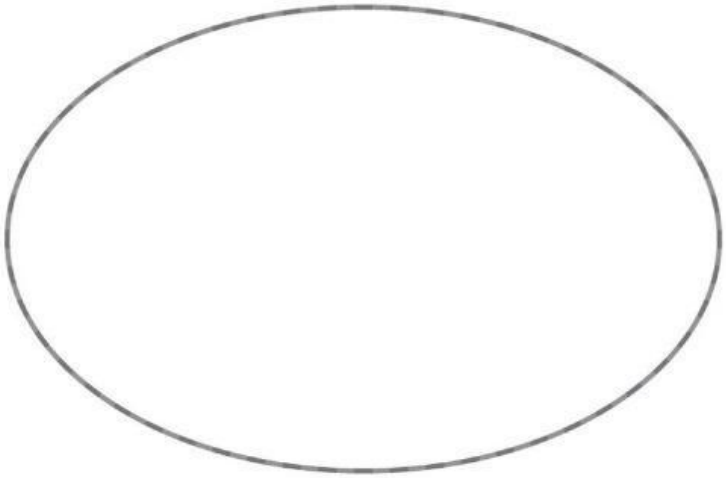
8 It's a very loud voice. It's _____.

9 I see something. I _____ it.

10 I put the soup in the bowls. I used a _____.

11 The texture is the opposite of rough. It is _____.

12 It has a smooth texture and a rich taste. It's _____.



Write letters here.

Clue: A phrase you say if a food is very tasty.

_____.

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B Read the clues. Write the words.

1 This word has six letters and ends in *y*. It describes a food that is smooth. _____

2 This is something you use to transfer liquid from one container to another. _____

3 This is what you say when you love the taste of a food. _____

4 This word ends in *y*. It has another word in it that is a small food. _____

5 This word describes a loud sound. _____

6 This word ends in *y*. It has a small word in it that means to move quickly. _____

7 This word rhymes with *picky*. It describes something that is hard to get off your hand. _____

8 This word rhymes with *icy* and means something with a strong taste. _____

C Write the missing words.

1



Did you _____ the train? Is it coming down the track? When we're in the train, the conductor will tell us our stop. He has a loud _____ voice, so we'll be able to hear him.

2



I'm going to make some nut butter. I am going to grind it until it is very _____. The mixer makes a _____ sound when it grinds the nuts. I like creamy nut butter a lot more than _____ nut butter.

3



It was a very hot day, so my ice cream cone was _____. The ice cream melted on my hands and they became very _____.

4



I love _____ food. I like to feel like my mouth is on fire! My mother is a great cook and always makes us the most _____ food.

LIVEWORKSHEETS

Read

A **Read the story. What kind of halva are Melodi and her mother making?**

B **Read the story again. Remember: You can visualize parts of the story. Making pictures in your mind will help you understand it.**



Making Halva

Halva (also spelled halvah or halwa) means "sweet" in Arabic. It is a sweet Middle Eastern treat that is also popular in Asia, Africa, the Balkans, Eastern Europe, and many other countries.

Today, Melodi and her mother were making halva. Melodi lived in Turkey, and halva was one of her favorite treats.

"Are you ready, Melodi?"

"Yes, I am!" Melodi couldn't wait.

"OK. Let's measure two cups of honey." Melodi poured the sweet honey into the measuring cup. Melodi's mother heated the honey. Then she took it off the stove and poured it into a bowl.

"Now it's time for the main ingredient. Do you know what that is?"

"Tahini!" said Melodi happily. "But what is tahini?"

"It's sesame seed paste," answered her mother. "Sometime we'll try making our own tahini. It's made by grinding sesame seeds."

Melodi measured and poured 2 cups of tahini paste and stirred it into the honey. The sesame–honey mixture was **smooth** and **creamy**.

"Do you know what comes next?"

"Yes, I do. Pistachio nuts!" Melodi knew they would make the halva **nutty** and **crunchy**. Melodi mixed in one and a half cups of the chopped nuts.

"Are we going to put spices in today?" Sometimes her mom made **spicy** halva by adding ginger, cardamom, or cinnamon.

"Not this time," said her mom. "But we do need some vanilla."

Melodi liked the smell of the vanilla. Her mother added the vanilla and Melodi mixed it in.

Then they poured the **sticky** mixture into a pan.

"Is it ready yet?" asked Melodi

"No, it isn't, honey. You know that we have to put it in the refrigerator. It has to stay there for 24 hours so that it will get solid. We can't eat it when it's all sticky and **runny**.

Melodi frowned. It was so hard to wait!

"May I please clean the bowl?" she asked quietly.

"Yes, you may." Melodi's mother smiled as she handed her the sticky bowl.

Think
How does the halva mixture look? Visualize its texture and color.

The next day, the halva was finally ready. Melodi took the pan out of the refrigerator, and her mom cut it into square pieces.

"Now is it time to eat it?" Melodi asked hopefully.

"Not yet," said her mom. "We're going to have some after dinner. But here's a piece for you to taste."

Melodi closed her eyes and tasted the creamy, nutty halva she had helped to make.

"It's **delicious**!"

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LIVEWORKSHEETS

Comprehension

A Visualize the story.

ladle	creamy	smooth	mix	delicious	stir	refrigerate	cut
heat	sticky	crunchy	nutty				



Halva looks, tastes, feels...

1 _____ 2 _____

3 _____ 4 _____

5 _____ 6 _____







To make halva, we...

7 _____ 8 _____

9 _____ 10 _____

11 _____ 12 _____





B Circle *True* or *False*.

1	Melodi wanted to clean the bowl because she wanted to taste the mixture.	T	F
2	The main ingredient in halva is sesame paste, called tahini.	T	F
3	Halva is only eaten in the Middle East.	T	F
4	To make halva you have to bake it in an oven.	T	F
5	Melodi liked halva that was crunchy and nutty.	T	F
6	Halva is not very sweet because it does not have sugar or honey in it.	T	F

C Have you ever made a dessert? What did you make? What dessert would you like to make?

_____

_____

D **Words in Context** Write the correct word.

square	skidding	sniffing	dizzy	mold	wink

1 Careful! That car is _____.

2 There are buildings around the _____.

3 Andy is _____ the bowl. It smells good!

4 To make chocolates, we put the batter into a _____.

5 Can you _____ with one eye?

6 If you spin around, you might get _____.

LIVEWORKSHEETS

Grammar in Use



A Study the grammar.

Learn **Short Answers**

Are you ready?	Yes, I am. No, I'm not.
Do you know what's next?	Yes, I do. No, I don't.
Is it ready yet?	Yes, it is. No, it isn't.

B Fill in the chart.

There are many short answers in the past, present, and future tenses. Here are some of them. Read the way we start the questions. Fill in the answers.

	Short Answers in the Past and Present				Short Answers in the Past and Future		
	Question	**Short Yes Answer**	**Short No Answer**		**Question**	**Short Yes Answer**	**Short No Answer**
1	Are you...?	Yes, I am.	No, I'm not.	**8**	Was he...?	Yes, he was.	
2	Is he...?	Yes, he is.		**9**	Were they...?		No, they weren't.
3	Are they...?		No, they aren't.	**10**	Did you...?	Yes, I did.	
4	Does he...?	Yes, he does.		**11**	Could he…?		No, he couldn't.
5	Do you...?		No, I don't.	**12**	Will he...?		No, he won't.
6	Can he...?	Yes, he can.		**13**	Have you…?	Yes, I have.	
7	Were you...?	Yes, I was.	No, I wasn't.	**14**	Has he…?	Yes, he has.	

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C Look at the pictures. Write the answers to the questions.

1



Can he ride a bicycle?

_____.

2



Are they happy?

_____.

3



Will he play baseball?

_____.

4



Was she studying yesterday?

_____.

5



Can they play soccer?

_____.

6



Were they studying?

_____.

7



Did he win the race?

_____.

8



Is she wearing a dress?

_____.

D Answer questions about yourself. Use short answers.

1 Do you like pets? _____

2 Are you studying English this year? _____

3 Did you study geometry last year? _____

4 Will you study history next year? _____

5 Can you play a musical instrument? _____

6 Have you ever seen a penguin? _____

7 Could you speak English when you were five? _____

8 Were you shy when you were little? _____

LIVEWORKSHEETS

Word Study

A Fill in the nouns or adjectives. Add or take away the suffix *-ous*.

	Noun	Adjective
1	adventure	adventurous
2	carnivore	carnivorous
3	courage	
4		marvelous
5	venom	
6		humorous
7	mountain	
8	envy	
9	fame	
10		spacious

B Use the nouns and adjectives above to fill in the blanks.

1 Be careful in the woods! There are _____ snakes around here.
2 The African lion eats meat. It is a _____ .
3 I like to go to new places. I'm very _____ .
4 Soldiers need to have a lot of _____ .
5 The performance was so beautiful. It was _____ .
6 That actor is _____ . Everybody knows him.
7 Her jokes are so funny. She has a great sense of _____ .
8 This office is very small. I need one that's more _____ .
9 Are there a lot of _____ ? I like mountainous places.
10 You shouldn't be _____ of what other people have.

C Cross out the wrong choice.

1 Animals in the woods can be carnivorous / dangerous / spacious / venomous
2 An explorer can be famous / venomous / adventurous / courageous
3 A performer can be humorous / marvelous / famous / dangerous

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LIVEWORKSHEETS

Writing Study

A **Read the sentences with *for instance*, *for example*, and *such as*. Add the correct punctuation.**

1. I want to participate more in the arts for example music drama or dance.
2. I like to eat a lot of salty foods such as potato chips and pretzels.
3. We want to bring more performances to the school for instance the local children's chorus.
4. She enjoys all kinds of books such as mysteries and biographies.
5. He has visited many countries for instance France Mexico and Japan.
6. I like winter sports for example skiing and ice skating.

B **Read the two sentences. Write a new sentence to combine them, using *for instance*, *for example*, or *such as*.**

1. There are a lot of art classes in my school. There are classes for painting, sculpture, and drawing.

2. I have to study a lot of subjects. I have to study math, English, science, and social studies.

3. I go to many after-school activities. I go to karate class, piano class, and swimming class.

C **Write a paragraph based on the model below. Tell some of the things you learned or did this month. Use *for example*, *for instance*, and *such as*. Remember to put in commas where they belong.**



In this module we learned about what cultures give to the world. We learned about contributions such as art, music, and writing. We learned about ancient dances, for example, the *Danza de los Voladores* in Mexico. We learned about ancient civilizations, for instance, the Maya.

LIVEWORKSHEETS

Wrap Up

Writing

A Read this travel brochure. Fill in the blanks.



_____ **Visit Switzerland! You'll love the mountains and the historical sights—and the chocolate!**

_____ First, take a hike up the Swiss mountains. Switzerland has wonderful mountain trails and beautiful views. The best time for hiking is in the spring, summer, or fall. All of the tourist offices can give you lists of the best trails.

_____ Next, go visit some castles and cathedrals. Switzerland has many castles from the Middle Ages. The castles at Gruyères, Bern, and Basel are great sites to see. One castle is from the fourteenth century.

_____ Then, you can take a tour of the lakes in central Switzerland. The tour will take you on a steamer boat across a lake while you have lunch. Then you will continue your tour with a train ride. The train will take you through the St. Gotthard mountain range and through the Gotthard railway tunnel.

_____ Finally, take a ride on the chocolate train! Switzerland is famous for its chocolate and its cheeses. The trip begins on the Swiss Riviera. You will take the train to Gruyères and visit the cheesemaking factory. Then you will continue to Broc to taste chocolate in a chocolate factory. Enjoy!

B Answer the questions.

1 What is the purpose of the welcoming message? _____

2 What activities does the writer describe? How does he organize them in the brochure?

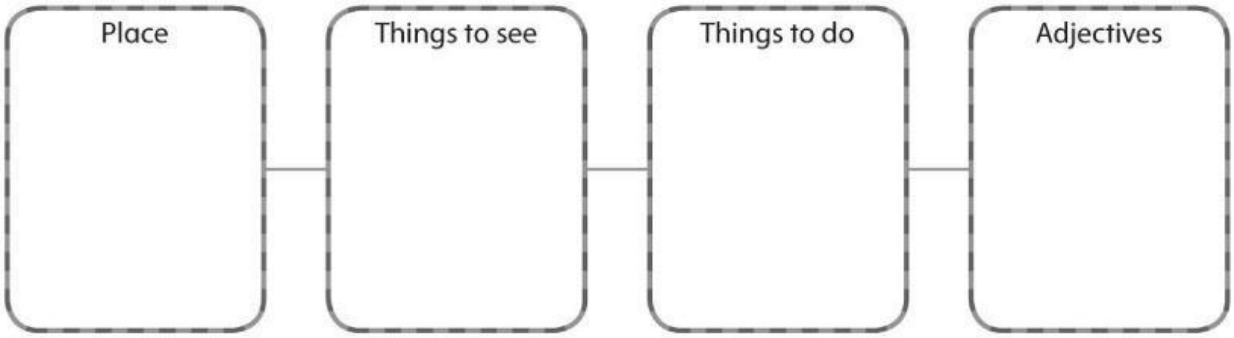
3 What does the writer describe the activities? _____

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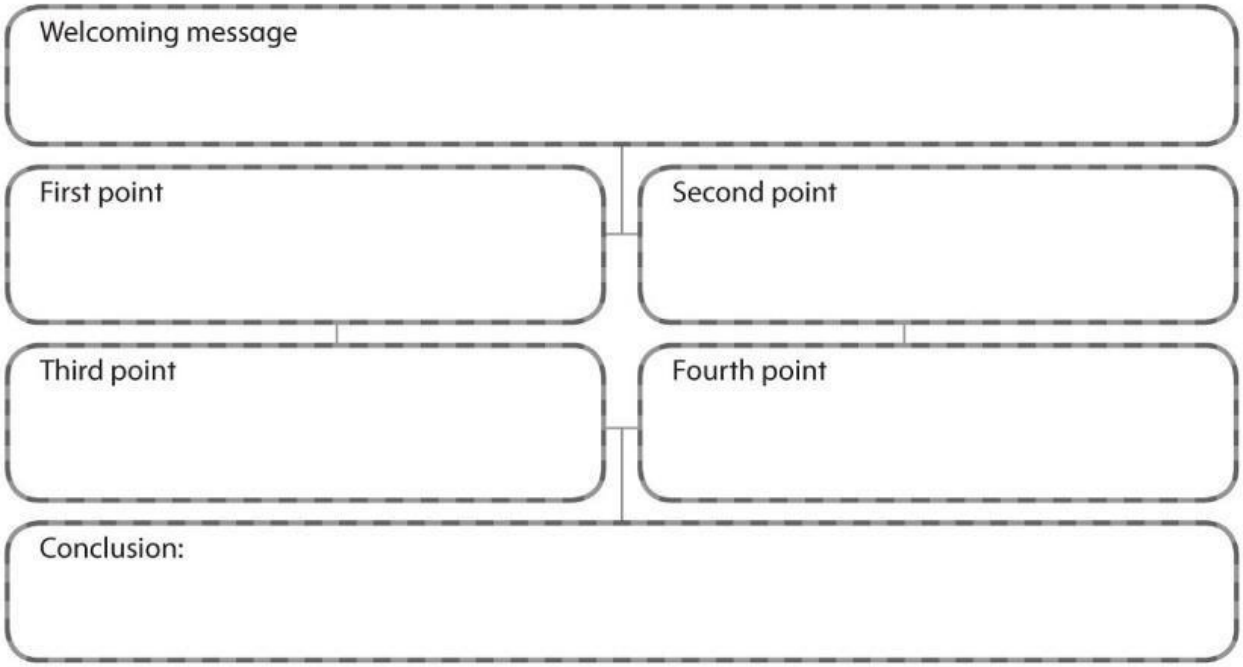
LIVEWORKSHEETS

Write a travel brochure.

A You're going to write a travel brochure. Brainstorm. Write your ideas in the flow chart below.



B Outline your ideas by filling in the chart.



C Now write the first draft of your travel brochure in your notebook.

D My Writing Checklist

Did you…

- ☐ write a welcoming message?
- ☐ include transition words?
- ☐ use adjectives and describe as many things about the country as you can?
- ☐ read and revise?

E Now write the final draft of your travel brochure in your notebook.

LIVEWORKSHEETS

What have you learned?

Review

A Fill in the poster about the Dance of the Flyers.

ancient	Where	culture	When	tradition	Why
Who	achievement	How	What		

Do you want to learn about Mexican _____ (1)?
Come see the Dance of the Flyers.
The dancers have been practicing this dance all season. Come celebrate their _____ (2) at performing it!

_____ (3) is it?
It is an _____ (4) dance. This _____ (5) has been done for hundreds of years.

_____ (6) do they do the dance?
Dancers climb a pole. They wind rope around their feet. At the top of the pole, they propel themselves through the air! They fly down to the ground!

_____ (7) will the performance be?
It will be in the main square of the city.

_____ (8) does it start?
The dance will start at 3:00 P.M., 4:00 P.M., and 5:00 P.M.

_____ (9) will perform the dance?
Five dancers from Veracruz will perform the dance.

_____ (10) should you go?
Because you will enjoy it! Don't miss the show!



BIG QUESTION 5

What do different countries give the world?

LIVEWORKSHEETS

B Fill in the blanks. Change the words if necessary.

adventure	venom	carnivore	mountain	marvel	famous	spacious	humor



1 I'm feeling **nervous** (1) . Let's go hiking! This area is very _____ (2) , so there are a lot of good slopes to climb. We have to be careful because there are _____ (3) snakes in the woods. There are also some _____ (4) animals. Are you ready?



2 I saw a great comedian the other day. So many people knew about the performance because he is _____ (1) . The hall was so crowded and it was not _____ (2) enough for all those people. Some of his stories were _____ (3) , but his jokes were very funny. It was a _____ (4) performance

C Fill in the blanks.



1 Some words, such as _____ , _____ , and _____ have *cent* in them, which means 100.

2 Some words, for example, _____ , _____ , and _____ have *bio* in them which means life.

3 Some words, for instance _____ , _____ , _____ have *tele* in them, which means far away.

D Retell the story of Melodi making halva. Use some of the words you learned in Unit 10. Use short answers to tell what the characters said.

LIVEWORKSHEETS