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Laura Anderson

Are video and computer games bad for children?

Some people **think** that video and computer games **are** bad for children, while others believe they **have** a positive influence. I am going to look at both sides of the argument.

On the positive side, many video and computer games **teach** children life skills, such as how to care for pets. Others are educational and help children with their schoolwork. Some games improve thinking skills because they encourage children to sum up a situation and make quick decisions. They also develop hand-eye coordination.

On the other hand, many video and computer games have violence in them, which is not a good thing. Many people also say that in the past, children were healthier and used their imaginations more because they **played** outside and **read** more books rather than playing on a computer.

I believe that most video and computer games are good for children, as long as they don't spend too much time playing them. I love my games, and I **will continue** to play them.

by Cindy

This is a discussion.

A discussion looks at both sides of an argument. Cindy uses **verbs** to tell what is happening and when it is happening while discussing the advantages and disadvantages of children playing computer games.



Verbs are the most important words in sentences. Without them, sentences don't make sense.

Verbs tell us what is happening. They can be

- doing words; for example, **think**.
- being words; for example, **are**.
- having words; for example, **have**.

Verbs also tell us when something happens.

- The **present tense** tells us that something is happening now; for example, Computer games **teach** children life skills.
- The **past tense** tells us that something has already happened; for example, In the past, children **played** outside.
- The **future tense** tells us that something has yet to happen; for example, I **will continue** to play them.

Rule!

- Most **past tense** verbs are formed by adding *d* or *ed* to the present form; for example, **played**.
- Some verbs change their spelling or pronunciation in the past tense; for example, **read**.
- The verbs **be**, **being**, **am**, **is** and **are** change to **been**, **was** and **were** in the past tense.
- The verbs **have** and **has** change to **had** in the past tense.
- **Future tense** verbs are formed by writing **will** or **am/are/is going to** before the present tense verb; for example, I **will continue** to play them.



Let's find them!

Underline the **verbs** in these sentences based on information in the text and state whether they are **present**, **past** or **future tense** verbs. The first one has been done for you.

- 1 Some computer games improve thinking skills. present tense
- 2 They also develop hand/eye coordination. _____
- 3 Many computer games have violence in them. _____
- 4 I will look at both sides of the argument. _____
- 5 Children were healthier. _____
- 6 Children used their imaginations more. _____
- 7 I love my games. _____



Let's go to the next step!

Complete this table by filling in the missing **verbs**. The first row has been done for you.

Present tense	Past tense	Future tense
compete	<i>competed</i>	<i>will compete</i>
buy		
		will make
watch		
	controlled	
		will move
win		
		will complete
		will allow
eat		



Let's aim high now!

Complete these sentences by choosing the correct **verb** from the brackets. Write the answers in the spaces.

- 1 Computer games (are/were/will be) _____ very popular these days.
- 2 Right now, this (is/was/will be) _____ my favourite computer game.
- 3 I (play/played/will play) _____ computer games later.
- 4 The last time I counted, I (have/had/will have) _____ twenty computer games.
- 5 My sister always (beats/beat/will beat) _____ me when we play chess on the computer.
- 6 Yesterday my friend (show/showed/will show) _____ me his new computer game.
- 7 Tomorrow my mum (take/took/will take) _____ me to the shop to buy a new computer game.

How to play *Pac-Man*

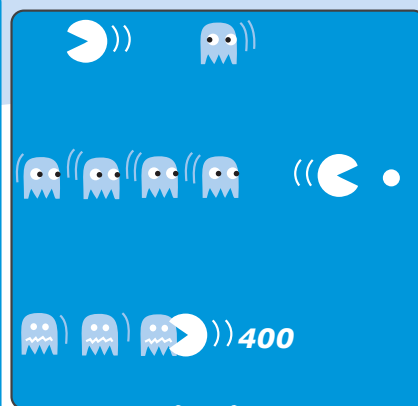
One of my favourite computer games is *Pac-Man*. It **was released** in Japan in 1980 as an arcade game and is still popular today.

To earn points, the player must move Pac-Man through a maze of dots. If Pac-Man can eat all the dots, the player moves to the next level. Four ghosts **try to catch** Pac-Man. When one of them catches him, the player loses a life. When the player has lost three lives, the game is over.

The player must also earn points. One way of doing this is by eating the ghosts. When a ghost has been eaten, its eyes return to the centre of the screen and it regains its power. If a player manages to get 10000 points, they get a bonus life.

The first person to reach the maximum possible score of 3333360 points was from Florida in the United States. It took him almost six hours!

by Tristan



This is an **explanation**. An explanation tells why something happens or how it works. Tristan uses **verb groups** to explain what must be done to play the computer game, *Pac-Man*.

A **verb group** is a group of words that is built around a verb. Most verb groups are formed when one or more auxiliary or helping verbs is placed before the main verb; for example, **was released**.

These are the **auxiliary verbs**:

am → are, be → been, can → could, did → do → does, had → has, have → is, may → might → must, shall → should, was → were, will → would

Verb groups are also formed by

- placing **to** before a verb; for example, **to earn**. (This is known as an **infinitive**.)
- placing an infinitive and other verbs next to each other; for example, **try to catch**.



Let's find them!

Find the **verb groups** in these sentences based on information in the text and underline them. The first one has been done for you.

- 1 The player must move Pac-Man through a maze of dots.
- 2 If Pac-Man can eat all the dots, the player moves to the next level.
- 3 When the player has lost three lives, the game is over.
- 4 The player must earn points.



A common mistake is to write **could of** and **would of** instead of **could have** and **would have**. Be careful not to make this mistake!

- 5 When a ghost has been eaten, its eyes return to the centre of the screen.
- 6 If a player manages to get 10000 points, they get a bonus life.
- 7 The first person to reach that score was from Florida.



Let's go to the next step!

Choose an **auxiliary verb** from the box to complete these sentences. Use each word once.

could must has have am are should

- 1 She _____ beat her old score this time.
- 2 I think I _____ played this computer game before.
- 3 You _____ try harder if you want to beat his score.
- 4 I _____ get a higher score if I concentrate harder.
- 5 We _____ going to get a new game console for Christmas.
- 6 This is a very difficult game, but I _____ getting better at it.
- 7 He _____ bought two more computer games to add to his collection.



Let's aim high now!

Complete each sentence with a **verb group** from the box. Use each verb group once.

have done
will get

could play
might buy
does play

has destroyed
are aiming



Tip!

Read through the sentences before you start filling in your answers!

- 1 My little brother _____ my game console.
- 2 Grandpa says he _____ me that computer game.
- 3 I _____ a higher score if no one interrupts me.
- 4 He _____ computer games, doesn't he?
- 5 My friend and I _____ for 10000 points on this game.
- 6 I asked her if I _____ computer games for half an hour a day.
- 7 Mum lets me play computer games when I _____ all my chores.



Let's put it together now!

This student has written some **verbs** and **verb groups** incorrectly in this part of his explanation. Use a red pen to make the corrections for him.

The first Mario Kart computer game is launched in 1992. Since then, Nintendo has released many more versions of the game.

Mario Kart have four modes—Grand Prix, Vs, Time Trial and Battle. In the Grand Prix and Vs modes, the player must raced against other players, while in the Time Trial mode, the player have to finish the course as quickly as possible. In Battle mode, the players get a certain number of balloons. They lost a balloon every time someone hits them. The player that are left with the most balloons is the winner.

Mario Kart is my favourite computer game. I hope there may be many more versions of the game in the future.



Let's have fun!

Write the **past tense** of these **verbs** in the spaces, then circle the letter indicated by the number beside each verb; for example:

write wrote 2nd

The circled letters spell the name of a popular computer game.

Present tense Past tense Circle this letter

1 sit	_____	1st
2 can	_____	3rd
3 clap	_____	5th
4 are	_____	4th
5 hear	_____	4th
6 come	_____	3rd
7 begin	_____	4th
8 strike	_____	3rd
9 say	_____	3rd
10 break	_____	3rd

Answer: The name of the computer game is _____



1 My little sister _____ to use the computer.

- Answer one of the following.

- Use a variety of **verbs** and **verb groups** in your **discussion** or **explanation**.



How optical illusions work

An optical illusion is when we see something that doesn't exist, or that looks different from what it actually is. An example of this is when you are travelling on a long, straight road on a hot, sunny day and you see what looks like water in the distance. This is called a mirage. It happens when hot air meets cold air. **Refracting light** makes it appear as if the road is reflecting the sky.

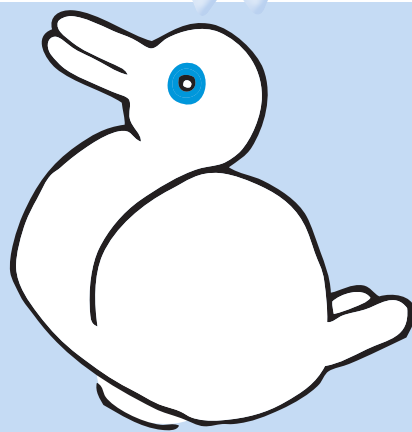
Some optical illusions are created deliberately. Many of these images have become famous. They are fun to look at and they can lead to **improved concentration**. In some optical illusions we see disappearing dots, moving circles, changing colours and images hiding in other images. For example, if we have stimulated our brains too much, such as by looking at bright colours, we see after-images that are not really there.

I have made this optical illusion for you. Do you see a rabbit, or a duck?

by Martin

This is an
explanation.

Remember: an explanation tells us why things happen or how they work. Martin uses **verbal adjectives** to give more information about nouns while explaining how optical illusions work.



Verbal adjectives are verbs that are used as adjectives. Like adjectives, they give more information about nouns.

Verbal adjectives end in

- *ing*; for example, **Refracting light**.
- *ed*; for example, **improved concentration**.



Let's find them!

Find these words in the text and write down whether they are being used as **verbs** or **adjectives**. Remember: adjectives describe something.

- | | |
|----------------------|------------------|
| 1 travelling _____ | 4 moving _____ |
| 2 reflecting _____ | 5 changing _____ |
| 3 disappearing _____ | 6 hiding _____ |



Let's go to the next step!

Complete these sentences by filling in a **verbal adjective** from the box.

roasted howling flying sloping haunted sinking exciting

- 1 The _____ aeroplane is an optical illusion.
- 2 He pretended to be a ghost in a _____ house.
- 3 The illusionist is planning an _____ new show.
- 4 My sister thought that the _____ wind was a monster.
- 5 Not all people can see the _____ ship in the image.
- 6 The illusionist offered me a packet of _____ peanuts.
- 7 He created an illusion in which the _____ floor looked level.



Let's aim high now!

Add the suffix *ing* or *ed* to the **verbs** in brackets to turn them into **adjectives**; for example: He showed the (bore) bored class a magic trick.

For verbs that end in *y*, change *y* to *i* before adding *ed*; for example, **fry** → **fried**.

For verbs that end in *e*, drop the *e* before adding *ing*; for example, **close** → **closing**.

For verbs that already have an *e* at the end, just add *d*; for example, **close** → **closed**.

Rule!

For verbs that have a short vowel before the final consonant, double the consonant before adding *ing* or *ed*; for example, **rip** → **ripping** → **ripped**.

- 1 The (leak) _____ tap is not an optical illusion!
- 2 He uses a (boil) _____ egg in one of his tricks.
- 3 She seemed to be wearing a (knit) _____ jacket.
- 4 His (talk) _____ puppet is the star of the show!
- 5 The illusionist put on an (entertain) _____ show.
- 6 The magician put the (chop) _____ onion back together.
- 7 He took a (crumple) _____ scarf out of the magician's hat.

How to create an optical illusion

Drawing is fun. Creating optical illusions is even more fun, and drawing them is easier than you think. All you need to create this optical illusion is a black pen, an A4 sheet of paper and a ruler.

Start by folding the paper in half.

Next, draw a small circle in the centre of the paper.

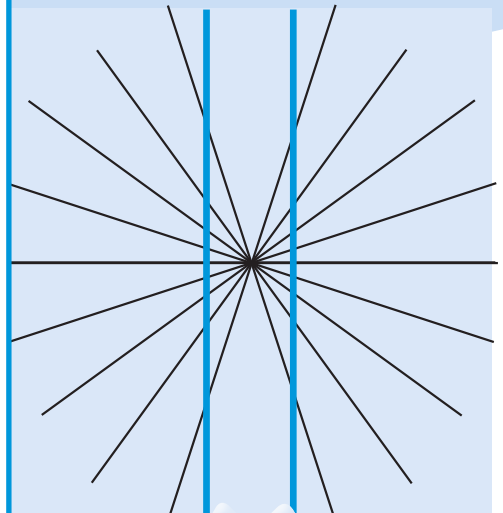
Using your ruler, draw straight lines through the circle so they form a cross. Fill in the spaces with more lines that radiate outwards from the centre (see diagram).

After measuring and marking points exactly one centimetre on either side of the small circle, draw parallel lines through the larger circle.

You know that the two lines you have just drawn are straight, but looking at them, you'd think they were curved.

Optical illusions prove that seeing is not always believing!

by Freya



This is a **procedure**.
A procedure gives instructions on how to do or make something. Freya uses **verbal nouns** to name actions while giving instructions on how to create an optical illusion.

Verbal nouns are *ing* forms of the verb that do the work of **nouns**—that is, they name actions; for example, **Drawing is fun**.



Let's find them!

Find eight **verbal nouns** in the text and write them in the spaces. Don't use the one in bold.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____



Let's go to the next step!

Complete each sentence with a **verbal noun** from the box.

cheering ringing looking performing murmuring following queuing

- 1 _____ at optical illusions is his favourite pastime.
- 2 _____ magic tricks successfully requires great skill.
- 3 The girl created the optical illusion by _____ the instructions.
- 4 Each of the illusionist's tricks was followed by enthusiastic _____.
- 5 The _____ of the bell told us that the magic show was about to start.
- 6 I looked at the program while _____ for tickets to see the magic show.
- 7 A soft _____ could be heard when the illusionist made the man disappear.



Let's aim high now!

Match these sentence beginnings with their endings. Underline the **verbal nouns**.

Sentence beginning	Sentence ending
1 The magician created the illusion by using	by telling them a joke.
2 Sitting in the front row,	a card up my sleeve.
3 The trick failed because of	they finally mastered the trick.
4 The illusionist distracted the audience	revealing his secret.
5 The magician showed us the trick without	a set of mirrors.
6 I have learnt how to create an illusion by hiding	the illusionist's fumbling.
7 After practising for hours every day,	I could see exactly what the illusionist was doing.



Let's put it together now!

This student should have added **ing** or **ed** to the underlined words in this procedure. Fill in the corrections for him.

Creating a rainbow wheel

Make _____ this interest _____ illusion is simple.

You will need a paper plate; white craft paper; colour _____ pencils, crayons or markers; a ruler; some tape; and scissors.

Trace the paper plate onto the cardboard and then cut out the circle.

Next, divide the circle into eight equal sections and colour each section a different colour.

Use _____ your scissors, make a small hole in the centre of your complete _____ circle. Insert a pencil in the hole and keep it secure by tape _____ it in place.

Twirl the pencil between your palms to create a spin _____ motion. What do you see?



Let's have fun!

These **verbal adjectives** and **verbal nouns** are hiding in the wordsearch puzzle:

finished cooked watching vanishing painted hopping sitting flying

Can you find them? The words go forwards, backwards, up and down.

x	s	t	v	a	n	i	s	h	i	n	g	v	a	o
c	i	x	v	w	q	h	y	h	o	p	p	i	n	g
h	t	b	a	s	s	q	j	f	n	d	z	n	f	d
d	t	j	g	n	i	y	l	f	h	e	r	d	j	k
l	i	r	w	c	n	w	f	h	j	h	z	e	m	o
e	n	q	v	a	q	r	h	j	d	s	h	t	i	k
h	g	t	i	h	g	f	h	s	h	i	g	n	g	d
a	f	j	n	n	z	x	n	v	s	n	w	i	r	t
g	n	i	h	c	t	a	w	h	h	i	k	a	c	x
a	f	e	y	u	w	y	u	h	k	f	b	p	b	p
z	y	r	d	e	k	o	o	c	i	p	u	h	d	a



Let's have a test!

In questions 1–8, which word completes each sentence correctly?

- 1 He is an _____ illusionist.
☐ amaze ☐ amazing
☐ good ☐ wonderful
- 2 The _____ lady agreed to help the illusionist.
☐ scare ☐ scaring
☐ scared ☐ scares
- 3 I have been to many _____ magic shows.
☐ boring ☐ bored
☐ bores ☐ bore
- 4 The magician found the _____ coin behind my ear.
☐ miss ☐ missing
☐ misses ☐ mist
- 5 _____ for the show to start, the audience chatted among themselves.
☐ Wait ☐ Waited
☐ Waiting ☐ Waits
- 6 _____ magic shows is fascinating.
☐ Watch ☐ Watches
☐ Watched ☐ Watching
- 7 The magician's hobby is _____.
☐ swimming ☐ swum
☐ swam ☐ swim
- 8 _____ his wand, the magician made the rabbit reappear.
☐ Waved ☐ Waveing
☐ Waving ☐ Waves



Let's write now!

Look in books or on the Internet for an optical illusion that is easy to draw. Write a **procedure** giving instructions on how to draw it. Use **verbal adjectives** and **verbal nouns** in your procedure.

The boy who cried wolf

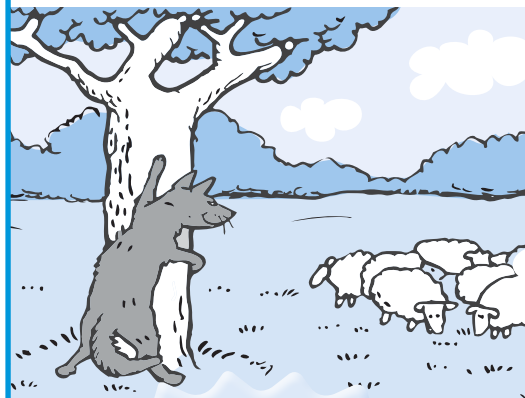
There was once a boy whose job it was to look after the village flock. He **dutifully** took the sheep out into the fields **early** in the morning, and brought them back when the sun went **down**. He **occasionally** amused himself by carving a piece of wood or watching a little animal go about its business, but mostly he got bored during the day. And so it was that one afternoon he decided to play a trick on the villagers. He ran to the village and called out loudly, "Wolf! Wolf!" before hurrying back to the flock.

The villagers quickly ran after the boy, only to find that he had tricked them. The boy was **very** pleased with himself and decided to repeat the trick the following day.

Again, when the villagers ran to save their animals they saw that the boy had tricked them. They scolded him angrily before returning to their chores.

The following day a wolf really did attack the flock. When the boy called for help, the villagers ignored him. He had tricked them once too often!

by Lavinia



This is a fable.
A fable is a **narrative** that contains a moral, or lesson. Lavinia uses **adverbs** to add information about verbs in this fable about the boy who cried wolf.

Adverbs add information about verbs. They tell us

- how something happens or is done; for example, **dutifully** (manner). They include words like *softly, slowly, freshly, happily* and *sadly*.
- when something happens; for example, **early** (time). They include words like *immediately, lately, soon, yesterday* and *tomorrow*.
- where something happens; for example, **down** (place). They include words like *near, here, there, up* and *away*.
- how often something happens; for example, **occasionally** (frequency). They include words like *always, never, sometimes, seldom* and *rarely*.
- to what extent something happens; for example, **very** (degree). They include words like *extremely, hardly, nearly, quite* and *almost*.



Let's find them!

Find these **adverbs** in the text and write down what type of adverb it is. The first one has been done for you.

- | | |
|---------------------------|-----------------|
| 1 mostly <u>frequency</u> | 5 angrily _____ |
| 2 back _____ | 6 really _____ |
| 3 loudly _____ | 7 often _____ |
| 4 again _____ | |



Let's go to the next step!

Complete each sentence with an **adverb** from the box.

seldom hardly sadly away yesterday brightly lately properly

- The boy cried "Wolf" for the last time _____.
- The boy looked _____ at the slaughtered sheep.
- The sun was shining _____ when the wolf attacked the sheep.
- Some of the sheep tried to run _____ when they saw the wolf.
- The villagers _____ listened to the boy the third time he called "Wolf".
- _____ the boy has not been looking after the sheep _____.
- Fables are meant to teach us lessons, but people _____ learn from them.



Let's aim high now!

Underline the **adverb** in each of these sentences and write down what type of adverb it is.

For example: The boy sobbed bitterly when the wolf killed his sheep. manner

- The wolf eyed the sheep greedily. _____
- The girl left the book of fables here. _____
- The boy knew that there was a wolf nearby. _____
- The shepherd ran enthusiastically to his flock. _____
- The boy immediately ran to warn the villagers. _____
- I have almost finished reading the book of fables. _____
- The fable teaches us that people never listen to a liar. _____

The fox and the goat

One day a fox fell into a well. He managed to find a ledge to sit on, but although he was **fairly comfortable**, he was also anxious. How was he going to get out of the well?

Sometime later he heard a bleating sound above him. He looked up and saw an extremely large goat looking down at him. The fox immediately thought of a plan to trick the goat into helping him escape.

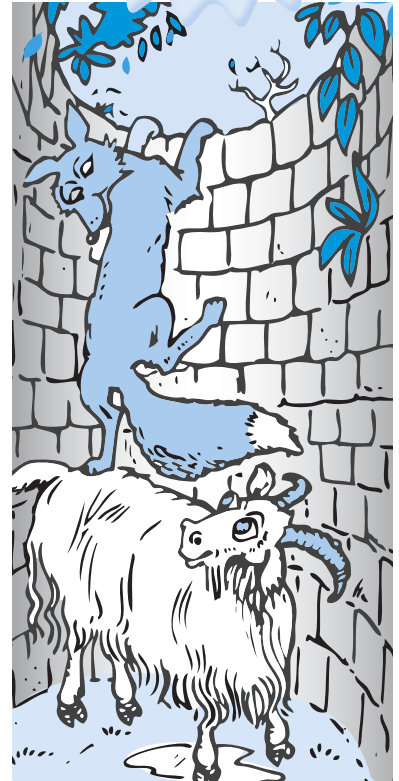
"Mmmhmmm!" he exclaimed. "This is the sweetest water I have ever tasted. Come and try it."

The goat, who was exceedingly thirsty, jumped into the well. Pretty soon he, too, realised that he was trapped. The fox assured him that he had a plan to get them out of the well. He convinced the goat that because he could **jump higher** and run faster, he should be the one to get out first and go for help. The goat, who was rather stupid, believed the fox. He put his forepaws up against the wall (as the fox had told him to do) and turned his body into a ladder for the fox to scramble up.

When the fox was safely out of the well, he bounded off, quite oblivious to the pitiful bleating of the goat. Fortunately a farmer came by shortly afterwards and rescued the goat, who had learnt a valuable lesson—**think more carefully** before jumping into something!

by Dylan

This is another fable. Dylan uses **adverbs** to describe adjectives and other adverbs, and to compare the way in which actions are performed in this story about a fox and a goat.



Adverbs can also be used to describe

- an adjective; for example, **fairly comfortable**.
- another adverb; for example, **Sometime later**.

Like adjectives, adverbs have comparative and superlative forms to show degree; for example, **jump higher/think more carefully**.



Let's find them!

Find these **adverbs** in the text and write down on the next page whether they are describing an adjective, describing another adverb, or comparing two or more ways of doing something. The first one has been done for you.



Tip!

While some **comparative** and **superlative adverbs** take **er** and **est**, more have the words **more**, **most**, **less** or **least** in front of them; for example, **more carefully**.

- 1 extremely describing an adjective
- 2 exceedingly _____
- 3 pretty _____
- 4 faster _____
- 5 rather _____
- 6 quite _____
- 7 shortly _____



Let's go to the next step!

Choose the word in brackets that completes each sentence correctly. Make sure the word is an **adverb**! Cross out the words that are incorrect.

For example: The wolf moved (more quickly/~~most quickly~~) than the sheep.

- 1 The villagers very (near/nearly) lost their entire flock.
- 2 The wolf had (most/almost) never had so much to eat.
- 3 The boy tried (really/real) hard to get the villagers' attention.
- 4 The boy has (more certainly/most certainly) learned his lesson.
- 5 The fox was (to/too/two) far away to hear the goat's angry bleating.
- 6 The fox handled the situation (cleverly/more cleverly) than the goat.
- 7 The fox said that he could get out (easier/more easily) than the goat.



Let's aim high now!

Complete these sentences with an **adverb** from the box. Use each word once.

often confidently fairly closer carefully stupidly extremely

- 1 The wolf crept ever _____ to the sheep.
- 2 The boy quite _____ left the sheep unattended.
- 3 The boy watched the sheep more _____ after that.
- 4 The goat acted rather _____ by jumping into the well.
- 5 That fable has an _____ important lesson to teach us.
- 6 The farmer was _____ certain that the bleating was coming from the well.
- 7 The wolf approached the flock less _____ when the shepherd was nearby.



Let's put it together now!

This student has written seven **adverbs** incorrectly in her retelling of the fable, *The Hare and the Tortoise*. Underline the mistakes and write the corrections in the spaces below.

One day a tortoise challenged a hare to a race. The hare thought the tortoise was being utter ridiculous and laughed loud. Nevertheless, he accepted the tortoise's challenge and the two lined up. The hare, who could run much fastest than the tortoise, raced ahead. He got so further ahead of the tortoise that he decided to have a nap, believing that he would still have lots of time to get to the finish line before his rival. But the hare slept most deeply than he expected, and while he was sleeping, the tortoise plodded on steady. When the hare woke up, the tortoise was nearing the finish line. The hare tried to catch up, but the tortoise beat him easy.



Let's have fun!

Complete the **adverbs** in these sentences by picking letters from the jar. There are twenty-one letters in the jar, one for each space. Each time you use a letter, cross it off. There shouldn't be any letters left by the time you have filled in all the spaces.

The tortoise moved more s _ o _ _ y than the hare.

S _ m e _ _ m _ s the boy got bored while watching the sheep.

Fables are m _ s t _ y about animals.

Fables a _ w _ y _ teach us a lesson.

The lion roared a _ g _ i l _ when it stepped on a thorn.

The hare was _ e _ y disappointed when he lost the race.

I am q _ i _ e sure that the hare would have won if he hadn't gone to sleep.

The tortoise crossed the line first, and the hare followed s _ o _ afterwards.





Let's have a test!

- 1 Which sentence tells how often the action is done?
☐ The girl willingly read the book of fables.
☐ The girl frequently reads the book of fables.
☐ The girl is reading the book of fables now.
☐ The girl is reading the book of fables outside.
- 2 Which sentence tells when the action is done?
☐ I have read this fable before. ☐ I have never read this fable.
☐ I've seen this fable somewhere. ☐ I read the fable quietly.
- 3 Which sentence tells where the action is done?
☐ The wolf is always watching. ☐ The wolf is watching now.
☐ The wolf is watching patiently. ☐ The wolf is watching nearby.
- 4 Which sentence tells how the action is done?
☐ The sheep soon bleated. ☐ The sheep bleated sometimes.
☐ The sheep bleated helplessly. ☐ The sheep bleated immediately.

For questions 5–8, show which option completes the sentences correctly.

- 5 The shepherd _____ ever left his sheep.
☐ harder ☐ hardly
☐ hardest ☐ hard
- 6 The boy did an _____ silly thing.
☐ very ☐ quite
☐ really ☐ extremely
- 7 The fox landed _____ than he expected.
☐ heavier ☐ heavily
☐ more heavily ☐ most heavily
- 8 The goat will _____ never listen to the fox again.
☐ more likely ☐ most likely
☐ likelier ☐ likeliest



Let's write now!

Find a **fable** in a book or on the Internet and rewrite it in your own words. Use as many different types of **adverbs** as possible in your story.

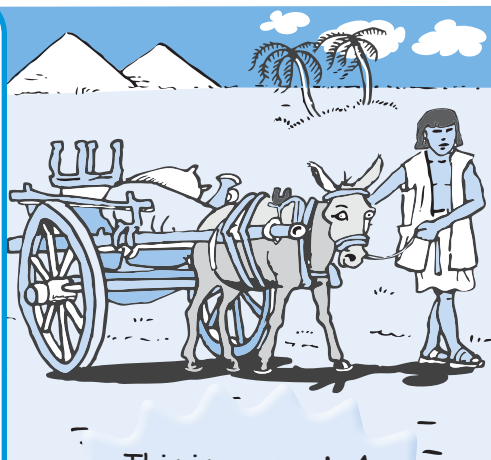
The invention of the wheel

A wheel attached **to** an axle was recently found in Slovenia. Tests showed that it dated from 3100 BCE! We might not know who invented the wheel, but we do know that it's been around for a very long time.

The discovery of the wheel and axle made it easier to transport people and goods. Without the wheel, we wouldn't have motor cars, aeroplanes and the thousands of other machines that make our lives easier. Even during ancient times, people were able to create quite complicated machines using the wheel. The most important were those used to lift weights.

The wheel was discovered before the light bulb, telephone and all the other inventions that have changed the way we live. We have to ask ourselves—would these discoveries have been possible if humans had never developed the wheel?

by Vicky



This is a **report**. A report gives factual information about people or things. In this report about the invention of the wheel, Vicky uses **prepositions** to show the relationship between nouns, pronouns and other words in the sentence.

Prepositions show relationships between nouns or pronouns and other words in the sentence; for example, **to** shows the relationship between the wheel and the axle.

Here is a list of prepositions:

about, above, across, after, against, along, as, at, before, behind, below, beneath, beside, between, by, down, during, for, from, in, inside, into, near, of, off, on, onto, over, past, round, since, through, to, towards, under, until, up, with, without.



Let's find them!

Find six different **prepositions** in the text and write them in the spaces below. Don't use the one in bold.

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



Let's go to the next step!

Complete each sentence with a **preposition** from the box. Use each word once.

by since on before in beside to above about

- 1 He hasn't developed a new invention _____ last April.
- 2 The battery-operated car was built _____ a famous inventor.
- 3 I wish someone would invent a toy that could talk _____ me!
- 4 I placed my invention _____ hers _____ the table.
- 5 I often see the famous inventor walking _____ his garden.
- 6 Thomas Edison tried and failed many times _____ perfecting the light bulb.
- 7 When I looked up, I saw his new invention hovering _____ my head.



Let's aim high now!

Cross out the **preposition** in brackets that doesn't complete the sentence correctly.
For example: The inventor locked himself (in, ~~into~~, inside) his laboratory.

- 1 I've heard (to, of, about) the new invention.
- 2 This new invention is (for, from, of) my sister.
- 3 My robot groans every time I switch it (on, of, off).
- 4 I put the new mixture I invented (under, on, in) the table.
- 5 I was horrified when I saw the robot gobbling (in, up, down) the inventor's hat!
- 6 When I looked (by, through, out) the window, I saw the inventor testing his new bicycle.
- 7 My teacher walked (by, between, past) just as I was putting the finishing touches (to, on, of) my invention.

The invention of the internet

The invention that has had the greatest impact **on people's lives** in recent years is the internet. It is popular with people of all ages as it allows them to access information across the world at all times. I am 10 years old and I spend almost as much time browsing the net as I do watching television.

In the 1960s, the United States Army developed computers that could 'talk' to each other. At first they were used only for research, but soon more computer networks were developed in other places and by the 1990s, we had the internet.

Many people believe that because of the speed at which the internet works, it will help us discover lots of new inventions in the future.

by Matt

This is another **report**. Matt uses **adverbial phrases** to give more information about verbs in this report on the invention of the internet.



Phrases

- are groups of words that form part of a sentence.
- do not contain a verb.
- often start with a **preposition**; for example, **on people's lives**.

Adverbial phrases are phrases that do the work of adverbs—that is, they give more information about verbs. They tell us

- how something is done; for example, He answered with a smile.
- where something is done; for example, She lives in the United States.
- when something is done; for example, They developed it during the last century.
- why something is done; for example, He did it for no good reason.
- how often something is done; for example, I can see him at certain times.
- to what extent something is done; for example, She works with extreme care.



Let's find them!

Find these **adverbial phrases** in the text and write down whether they tell where, when, why or how often something is done.

- 1 in recent years _____
- 2 across the world _____
- 3 at all times _____
- 4 In the 1960s _____
- 5 for research _____
- 6 in other places _____
- 7 in the future _____



Let's go to the next step!

Underline the **adverbial phrases** in these sentences.
For example: I found the information on the Internet.

- 1 I amazed everyone with my new invention.
- 2 He goes to his laboratory as often as possible.
- 3 In the future, someone might invent a flying car.
- 4 The inventor has a laboratory behind his house.
- 5 The instrument she invented works better than his.
- 6 We saw the latest gadgets at the International Inventors' Fair.
- 7 When my dad test-drove the new car, he wanted it more than ever.



Let's aim high now!

Complete these sentences with an **adverbial phrase** from the box and write down whether it tells us how, when, where, how often or to what extent the action is being done.

For example: We work on our experiments every other day. How often

with much greater speed
at about six o'clock
for hours on end

in the rubbish bin
onto the stage

now and again
without difficulty

- 1 The first thing I ever invented ended up _____.
- 2 I could talk about my inventions _____.
- 3 Using the new invention, they were able to finish the task _____.
- 4 The inventor walked _____ to accept his award. _____
- 5 This new invention will allow us to move _____ than before. _____
- 6 Not all of his inventions are practical, but _____ he comes up with a good one. _____
- 7 The scientist left his laboratory _____ and arrived home an hour later. _____



Let's put it together now!

This student has written seven **prepositions** incorrectly in this section of his report. Underline them and write the corrections in the spaces below.

Bicycles have had a huge impact in people's lives since they were first invented on the 19th century. In some countries, they are still the main form off transport, while in others they are used mainly from recreation. The first two-wheel vehicle was invented about the German, Baron Karl Vondrais. The wheels, which weren't the same size, were attached towards a wooden frame. The bicycle didn't have pedals. The rider had to push the bicycle forward without his feet.



Let's have fun!

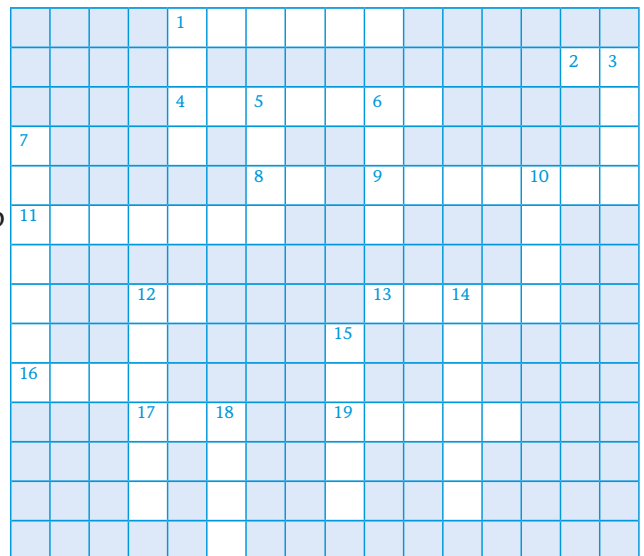
All of the words that complete this puzzle are **prepositions**. The sentences will help you work out which ones they are.

Across

- 1 The vacuum cleaner is _____ the cupboard.
- 2 I climbed _____ the ladder.
- 4 The bus was heading _____ us.
- 8 I gave my invention _____ my teacher.
- 9 Today we find it difficult to be _____ electricity.
- 11 I can see the stars when I look _____ a telescope.
- 12 My alarm clock rings _____ six o'clock.
- 13 Dad keeps his exercise machine _____ the bed.
- 16 The inventor's laboratory is _____ his house.
- 17 I took my invention _____ the table.
- 19 You'll have to wait _____ tomorrow to see her new invention.

Down

- 1 The inventor invited us _____ his workshop.
- 3 When we walked _____ the robot, it said "Good morning"!



- 5 I brush my teeth _____ an electric toothbrush.
- 6 He rides up and _____ the street on his new bicycle.
- 7 The inventor stood _____ his two robots.
- 10 I thought the book about famous inventors was _____ there.
- 12 He stuck a strip of plastic _____ the robot's back.
- 14 She works on her inventions _____ the holidays.
- 15 The robot is walking _____ the room.
- 18 This new type of washing machine comes _____ Europe.



Let's have a test!

- 1 Which sentence has been written correctly?
- ☐ I left my invention in school. ☐ I left my invention at school.
- ☐ I left my invention by school. ☐ I left my invention on school.

In questions 2–3, choose the word that completes the sentence correctly.

- 2 I gave the invention _____ my mother.
- ☐ from ☐ for ☐ at ☐ to
- 3 I made the robot _____ my little brother.
- ☐ for ☐ from ☐ to ☐ by
- 4 Which word does **not** complete this sentence correctly?
- I found the inventor's notes _____ the drawer.
- ☐ inside ☐ in
- ☐ beside ☐ for

In questions 5–6, choose the words that complete the sentence correctly.

- 5 I started work on my invention _____.
- ☐ early morning ☐ early in morning
- ☐ early in the morning ☐ early the morning
- 6 He has been working on the new design _____.
- ☐ since last year ☐ until last year
- ☐ during last year ☐ about last year.

In questions 7–8, choose the words that do **not** complete the sentence correctly.

- 7 I completed my science project this morning _____.
- ☐ before the sun came up ☐ after the sun came up
- ☐ when the sun came up ☐ past the sun came up
- 8 My dad tried out his new invention _____.
- ☐ to the park ☐ in the park
- ☐ near the park ☐ at the park



Let's write now!

Look in books or on the Internet for information about an invention that has changed the world. Examples include the electric light bulb, the motor car and the steam engine. Write a **report** about the invention you have chosen. Use **prepositions** and **adverbial phrases** in your report.

Unit 4 Video and computer games

Let's find them! page 20

- 2 develop—present tense
- 3 have—present tense
- 4 will look—future tense
- 5 were—past tense
- 6 used—past tense
- 7 love—present tense

Let's go to the next step! page 20

Present tense	Past tense	Future tense
compete	competed	will compete
buy	bought	will buy
make	made	will make
watch	watched	will watch
control	controlled	will control
move	moved	will move
win	won	will win
complete	completed	will complete
allow	allowed	will allow
eat	ate	will eat

Let's aim high now! page 20

- 1 are 2 is 3 will play 4 had 5 beats 6 showed
- 7 will take

Let's find them! pages 21–22

- 1 The player must move Pac-Man through a maze of dots.
- 2 If Pac-Man can eat all the dots, the player moves to the next level.
- 3 When the player has lost three lives, the game is over.
- 4 The player must earn points.
- 5 When a ghost has been eaten, its eyes return to the centre of the screen.
- 6 If a player manages to get 10000 points, they get a bonus life.
- 7 The first person to reach that score was from Florida.

Let's go to the next step! page 22

- 1 could/must/should 2 have 3 must/should
- 4 could/should 5 are 6 am 7 has

Let's aim high now! page 22

- 1 has destroyed 2 might buy 3 will get
- 4 does play 5 are aiming 6 could play
- 7 have done

Let's put it together now page 23

was launched
has four modes
 must **race**
has to finish
lose
 that **is** left
 hope there **will/are going to** be

Let's have fun! page 23

1 sat 2 could 3 clapped 4 were 5 heard
 6 came 7 began 8 struck 9 said 10 broke
Answer: Super Mario

Let's have a test! page 24

- 1 tries 2 is 3 had 4 will get 5 should have
- 6 to play 7 would have played 8 should have won

Unit 5 Optical illusions

Let's find them! page 25

- 1 verb 2 verb 3 adjective 4 adjective 5 adjective
- 6 verb

Let's go to the next step! page 26

- 1 flying 2 haunted 3 exciting 4 howling
- 5 sinking 6 roasted 7 sloping

Let's aim high now! page 26

- 1 leaking 2 boiled 3 knitted 4 talking
- 5 entertaining 6 chopped 7 crumpled

Let's find them! page 27

- 1 Creating 2 folding 3 Using 4 measuring
- 5 marking 6 looking 7 seeing 8 believing

Let's go to the next step! page 28

- 1 Looking 2 Performing 3 following 4 cheering
- 5 ringing 6 queuing 7 murmuring

Let's aim high now! page 28

- 1 The magician created the illusion by using a set of mirrors.
- 2 Sitting in the front row, I could see exactly what the illusionist was doing.
- 3 The trick failed because of the illusionist's fumbling.

- 4 The illusionist distracted the audience by telling them a joke
- 5 The magician showed us the trick without revealing his secret.
- 6 I have learnt how to create an illusion by hiding a card up my sleeve.
- 7 After practising for hours every day, they finally mastered the trick.

Let's put it together now! page 29

Making
interesting
coloured
Using
completed
taping
spinning

Let's have fun! page 29

x	s	t	v	a	n	i	s	h	i	n	g	v	a	o
c	i	x	v	w	q	h	y	h	o	p	p	i	n	g
h	t	b	a	s	s	q	j	f	n	d	z	n	f	d
d	t	j	g	n	i	y	l	f	h	e	r	d	j	k
l	i	r	w	c	n	w	f	h	j	h	z	e	m	o
e	n	q	v	a	q	r	h	j	d	s	h	t	i	k
h	g	t	i	h	g	f	h	s	h	i	g	n	g	d
a	f	j	n	n	z	x	n	v	s	n	w	i	r	t
g	n	i	h	c	t	a	w	h	h	i	k	a	c	x
a	f	e	y	u	w	y	u	h	k	f	b	p	b	p
z	y	r	d	e	k	o	o	c	i	p	u	h	d	a

Let's have a test! page 30

- 1 amazing 2 scared 3 boring 4 missing
- 5 Waiting 6 Watching 7 swimming 8 Waving

Unit 6 Fables

Let's find them! page 32

- 2 place 3 manner 4 frequency 5 manner
- 6 degree 7 frequency

Let's go to the next step! page 32

- 1 yesterday 2 sadly 3 brightly 4 away 5 hardly
- 6 Lately, properly 7 seldom

Let's aim high now! page 32

- 1 The wolf eyed the sheep greedily. manner
- 2 The girl left the book of fables here. place
- 3 The boy knew that there was a wolf nearby. place
- 4 The shepherd ran enthusiastically to his flock. manner
- 5 The boy immediately ran to warn the villagers. time
- 6 I have almost finished reading the book of fables. degree
- 7 The fable teaches us that people never listen to a liar. frequency

Let's find them! pages 33–34

- 2 describing an adjective
- 3 describing another adverb
- 4 comparing two ways of doing something
- 5 describing an adjective
- 6 describing an adjective
- 7 describing another adverb

Let's go to the next step! page 34

- 1 (near/nearly)
- 2 (most/almost)
- 3 (really/real)
- 4 (~~more certainly~~/most certainly)
- 5 (to/too/two)
- 6 (cleverly/more cleverly)
- 7 (easier/more easily)

Let's aim high now! page 34

- 1 closer 2 often 3 carefully 4 stupidly
- 5 extremely 6 fairly 7 confidently

Let's put it together now! page 35

One day a tortoise challenged a hare to a race. The hare thought the tortoise was being utter ridiculous and laughed loud. Nevertheless, he accepted the tortoise's challenge and the two lined up. The hare, who could run much fastest than the tortoise, raced ahead. He got so further ahead of the tortoise that he decided to have a nap, believing that he would still have lots of time to get to the finish line before his rival. But the hare slept most deeply than he expected, and while he was sleeping, the tortoise plodded on steady. When the hare woke up, the tortoise was nearing the finish line. The hare tried to catch up, but the tortoise beat him easy.
utterly, loudly, faster, far, more deeply, steadily, easily

Let's have fun page 35

slowly
Sometimes
mostly
always
angrily
very
quite
soon

Let's have a test! page 36

- 1 The girl frequently reads the book of fables.
- 2 I have read this fable before.
- 3 The wolf is watching nearby.
- 4 The sheep bleated helplessly.
- 5 hardly
- 6 extremely
- 7 more heavily
- 8 most likely

Unit 7 Inventions that have changed the way we live

Let's find them! page 37

- 1 from 2 for 3 of 4 without 5 during
- 6 before

Let's go to the next step! page 38

- 1 since 2 by 3 to 4 beside, on 5 about, in
- 6 before 7 above

Let's aim high now! page 38

- 1 (to, of, about) 2 (for, from, of) 3 (on, of, off)
- 4 (under, on, in) 5 (in, up, down)
- 6 (by, through, out)
- 7 (by, between, past) / (to, on, of)

Let's find them! page 39

- 1 when 2 where 3 how often 4 when 5 why
- 6 where 7 when

Let's go to the next step page 40

- 1 I amazed everyone with my new invention.
- 2 He goes to his laboratory as often as possible.
- 3 In the future, someone might invent a flying car.
- 4 The inventor has a laboratory behind his house.
- 5 The instrument she invented works better than his.

- 6 We saw the latest gadgets at the International Inventors' Fair.
- 7 When my dad test-drove the new car, he wanted it more than ever.

Let's aim high now! page 40

- 1 in the rubbish bin where
- 2 for hours on end to what extent
- 3 without difficulty how
- 4 onto the stage where
- 5 with much greater speed how
- 6 now and again how often
- 7 at about six o'clock when

Let's put it together now! page 41

Bicycles have had a huge impact in people's lives since they were first invented on the 19th century. In some countries, they are still the main form of transport, while in others they are used mainly from recreation. The first two-wheel vehicle was invented about the German, Baron Karl Vondrais. The wheels, which weren't the same size, were attached towards a wooden frame. The bicycle didn't have pedals. The rider had to push the bicycle forward without his feet. on, in, of, for, by, to, with

Let's have fun! page 41

				¹ i	n	s	i	d	e						
				n									² u	³ p	
				⁴ t	o	⁵ w	a	r	⁶ d	s				a	
⁷ b				o		i			o					s	
e					⁸ t	o		⁹ w	i	t	¹⁰ h	o	u	t	
¹¹ t	h	r	o	u	g	h			n				v		
w													e		
e			¹² a	t					¹³ u	n	¹⁴ d	e	r		
e			c					¹⁵ r			u				
¹⁶ n	e	a	r					o			r				
			¹⁷ o	f	¹⁸ f			¹⁹ u	n	t	i	l			
			s		r			n			n				
			s		o			d			g				
					m										

Let's have a test! page 42

- 1 I left my invention at school.
- 2 to
- 3 for
- 4 for
- 5 early in the morning
- 6 since last year
- 7 past the sun came up
- 8 to the park